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भारतीय शिक्षा शोध पत्रिका

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भारतीय शिक्षा शोध पत्रिका

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अर्द्धवार्षिक शैक्षिक शोध पत्रिका

भारतीय शिक्षा शोध संस्थान द्वारा प्रकाशित

लेखकों के सूचनार्थ शीर्षक में दिये गये निर्देश के अनुसार ही अपने शोधपत्र/शोध टिप्पणी प्रकाशनार्थ भेजें, जिससे उसके प्रकाशन पर शीघ्र निर्णय लेना सम्भव हो सके।

इस शोध पत्रिका में लेखकों द्वारा व्यक्त विचार, निष्कर्ष आदि उनके अपने हैं। ये विद्या भारती एवं भारतीय शिक्षा शोध संस्थान की नीतियों के परिचायक नहीं हैं। यदि किसी लेखक की प्रकाशित सामग्री से कापीराइट नियम का उल्लंघन होता है तो इसके लिए लेखक स्वयं उत्तरदायी होंगे। प्रकाशक अथवा सम्पादक मण्डल इसके लिए किसी भी प्रकार से उत्तरदायी नहीं होंगे।

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सम्पादकीय / Editorial

This issue of Bharatiya Shiksha Shodh Patrika, Volume No. 42-No. 1 is before you. We are getting overwhelming response of researchers in submitting their research papers for publication in our Journal. This issue contains PAN INDIA research papers which have been accepted for publication by eminent reviewers in the respective fields. I hope that readers and researchers will be benefitted in their fields through these papers for advancing their research activities/work.

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Wishing all the best,

(Sunil Kumar Pandey)
Chief Editor

झारखण्ड राज्य में संचालित स्कूली शिक्षा योजनाओं का समीक्षात्मक अध्ययन

*रीतु सुन्डी, **डॉ. मुकेश कुमार

सारांश

किसी भी देश की सफलता या असफलता का श्रेय शिक्षा व्यवस्था पर निर्भर करता है। शिक्षा का सम्बन्ध सिर्फ साक्षरता से नहीं, बल्कि शिक्षा के द्वारा अज्ञानता, अंधविश्वास, दरिद्रता, अयोग्यता जैसी बुराइयों का पतन कर जागरूकता, चेतना और उत्तरदायित्व की भावना जागृत करना है। नीतियों, योजनाओं या कानूनी अधिकार के सफल संचालन में केन्द्र, राज्य तथा स्थानीय निकायों की सयुंक्त भागीदारी अति आवश्यक है, जबकि तीनों ही स्तरों पर असमानता देखी जाती है, तथा तीनों में समन्वय न होने के कारण पूर्व-निर्धारित उद्देश्यों को सफलतापूर्वक प्राप्त करने में बाधा उत्पन्न होती है। नीतियों, योजनाओं या कानूनी अधिकार के उद्देश्यों की प्राप्ति में शिक्षा के सभी स्तरों में गुणवत्तापूर्ण शिक्षा के विषय में कहा गया है। विभिन्न विविधतायें-भौगोलिक, आर्थिक, सांस्कृतिक, धार्मिक, लैंगिक और भाषा आदि शिक्षा को प्रभावित करती है। विविधता में एकता स्थापित करने और असमानता को दूर करने में शिक्षा की भूमिका महत्वपूर्ण होती है। अनुसूचित-जाति, पिछड़ा-वर्ग, अल्पसंख्यक, अनुसूचित-जनजाति और महिलाओं के उत्थान के लिए सरकार ने विभिन्न योजनाओं का संचालन किया है, जिससे शैक्षणिक सुविधा एवं समान अवसर प्रदान किया जा सके। शिक्षा के मौलिक अधिकारों में 6 से 14 वर्ष के सभी बच्चों के लिए निःशुल्क एवं अनिवार्य शिक्षा की व्यवस्था है। स्कूली शिक्षा और साक्षरता विभाग का मुख्य उद्देश्य सभी के लिए समान गुणवत्तापूर्ण शिक्षा सुनिश्चित करना है।

प्रस्तावना

किसी भी देश का विकास तभी संभव है जब देश की शिक्षा-व्यवस्था उच्च हो। प्रतिदिन समाज की चुनौतियों, परिस्थितियों का सामना करने और बुनियादी जरूरतों को सीखने-समझने में शिक्षा की प्रकृति और महत्व, समय के साथ परिवर्तित होता रहता है। अतः देश के उज्जवल भविष्य के लिए शिक्षा के प्रचार-प्रसार, आधुनिक शिक्षा के महत्व को ध्यान में रखते हुए और समाज की आवश्यकतानुसार आयोग एवं योजना का गठन किया गया। आजादी के पश्चात् शिक्षा सम्बन्धित विभिन्न समितियां, आयोग, शिक्षा-नीतियां, कार्यक्रमों और पंचवर्षीय योजनाओं का निर्माण किया गया। समाज एवं शिक्षा के उत्थान के लिए शिक्षा सम्बन्धित क्षेत्रों-प्राथमिक, माध्यमिक, उच्च, तकनीकी और व्यावसायिक क्षेत्रों में अनेक महत्वपूर्ण सुझाव दिए।

केन्द्र और राज्य सरकारों द्वारा बनाये गए कानून में गतिरोध उत्पन्न होने से केन्द्र सरकार के कानून को ही प्राथमिकता दिया जाता है। कठिन प्रयत्नों के बावजूद शिक्षा क्षेत्र अनेकानेक समस्याओं और चुनौतियों से प्रभावित है। जैसे- शिक्षक की कमी, समय से वेतन का न मिलना, संविदा-बहाली और नियुक्ति-सम्बन्धी समस्या आदि। ग्रामीण क्षेत्रों के प्रतिभाशाली छात्रों के लिए केन्द्र सरकार द्वारा कक्षा 6 से 12 तक आवासीय और सह-शिक्षा आधारित जवाहर नवोदय विद्यालय है, इसमें 80 प्रतिशत सीट आरक्षित है।

राष्ट्रीय शिक्षा नीति-1986, में असमानताओं को समाप्त करने और सभी के लिए शैक्षिक अवसरों की समानता पर विशेष बल दिया। राष्ट्रीय शिक्षा नीति 2020 में शिक्षा नीति से सम्बन्धित प्रमुख तथ्यों को जोड़ा गया। शिक्षा के महत्व, विस्तार, गुणवत्ता में सुधार, सकल नामांकन अनुपात में वृद्धि और सतत् विकास के लिए विशेष प्रावधान भी बनाया गया। खराब गुणवत्ता के कारकों में- शिक्षकों की अनुपस्थिति, दोषपूर्ण पाठ्यक्रम (भाषा, आकर्षित पुस्तक का न होना, कठिन शब्द), उद्देश्यों की अस्पष्टता, पुस्तकालय और अनुचित शिक्षण-सामग्री आदि। राज्य सरकार दोषपूर्ण स्कूलों की पहचान कर परीक्षण और शिक्षा मूल्यांकन प्रणाली अपना रही है। राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद् कक्षा 1 से 12 तक विभिन्न भाषाओं में सभी विषयों के लिए किताबें प्रकाशित करता है। झारखण्ड सरकार, स्कूली शिक्षा एवं साक्षरता विभाग राज्य विशेष के अनुरूप स्कूली तक सभी शिक्षा के स्वरूप का निर्धारण, उद्देश्य एवं पाठ्यक्रम का निर्माण, उपयुक्त शिक्षा विधियों का विकास, शैक्षिक उपलब्धि के मूल्यांकन हेतु तकनीकी का

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प्रयोग, शिक्षा विभाग को स्कूली शिक्षा के क्षेत्र में नीतियों, कार्यक्रमों को लागू करने में सहयोग करती है।

वर्ष 2011 जनगणना के अनुसार राज्य की कुल जनसँख्या 3.29 करोड़, कुल साक्षरता दर 66.40 प्रतिशत है। झारखण्ड की कुल जनसँख्या भारत की कुल जनसंख्या का 2.72 प्रतिशत है।

वर्ष	2001	2011
साक्षरता दर	53.56 प्रतिशत	66.40 प्रतिशत
पुरुष	67.30 प्रतिशत	76.80 प्रतिशत
महिला	38.87 प्रतिशत	55.40 प्रतिशत

(स्रोतः झारखण्ड सरकार, एनुअल रिपोर्ट, 2018-19)

साक्षरता दर जनसंख्या की गुणात्मकता को प्रदर्शित करने का प्रमुख आधार रहा है। महिलाओं की साक्षरता दर पुरुषों की तुलना में कम है। राज्य में अधिकतर स्कूल केन्द्रीय माध्यमिक शिक्षा बोर्ड, इंडियन सर्टिफिकेट ऑफ सेकेंडरी एजुकेशन और झारखण्ड स्टेट बोर्ड से संबद्ध है। शिक्षा का माध्यम मुख्यतः हिंदी तथा अंग्रेजी है, दूसरी भाषा के विकल्प है- बंगाली और उड़िया। शिक्षा द्वारा अपने अधिकारों को जानने, समझने और अपनी संस्कृति-कला को संरक्षित करने में सहयोग मिलेगा।

झारखण्ड का कुछ क्षेत्र नक्सलवाद से प्रभावित है। वर्षों की उपेक्षा, अविकसितता, अशिक्षा, जागरूकता का अभाव और गरीबी ने नक्सलवादी नेतृत्व को स्थानीय युवाओं को अपनी ओर आकर्षित किया है। नक्सलवाद का प्रभाव ऐसा है कि भ्रष्टचार, अत्याचार से पीड़ित शिक्षित व्यक्ति भी नक्सलवाद से जुड़ जाते हैं। नक्सलवाद से प्रभावित क्षेत्र में दुकानें शाम होते ही बंद हो जाती हैं, सूरज ढलते ही ग्रामीण अपने-अपने घरों में बंद हो जाते हैं। शिक्षक नक्सल क्षेत्र में जाकर आवासीय विद्यालयों में कार्य करना नहीं चाहते हैं जिसकी वजह से जंगलों के भीतर रहने वाले ग्रामीण बच्चे शिक्षा से वंचित रह जाते हैं। शिक्षा प्रत्येक वर्ग के उत्थान और मुख्यधारा से जोड़ने का प्राथमिक साधन है। झारखण्ड कल्याण विभाग लाभान्वित छात्रों को अपनी शिक्षा पूरी करने छात्रवृत्ति और छात्रावास की सुविधा प्रदान करते हैं। स्कूल शिक्षा और साक्षरता विभाग, प्राथमिक और माध्यमिक शिक्षा के विकास और कार्यान्वयन के लिए है।

शोध का मुख्य उद्देश्य

1. झारखण्ड राज्य में राज्य और केन्द्र सरकार द्वारा संचालित नीतियों और योजनाओं का शहरी और ग्रामीण क्षेत्रों में प्रभाव का अध्ययन करना।
2. राज्य के उत्थान एवं विकास में सरकार की भूमिका, शिक्षा-संस्थानों, नीतियों, योजनाओं और कार्यक्रमों का अध्ययन करना।

केन्द्र सरकार द्वारा संचालित योजनायें

(1) एकलव्य मॉडल आवासीय विद्यालय : भारतीय आदिवासियों के लिए एकलव्य मॉडल आवासीय विद्यालय भारत सरकार की एक योजना है, जिसे 1997-1998 में शुरू किया गया था। दूरस्थ आदिवासी क्षेत्रों में गुणवत्तापूर्ण शिक्षा के लिए निःशुल्क एवं आवासीय शिक्षा योजना लायी गयी। अनुच्छेद 275(1) के तहत एकलव्य मॉडल आवासीय विद्यालय को अनुदानों के साथ राज्यों में स्थापित किया गया है। कक्षा 6-12 तक के बच्चों के लिए कक्षा की व्यवस्था, खाना-पीना, किताब-कॉपी, पेन-पेंसिल तथा अन्य मूलभूत सामग्री निःशुल्क उपलब्ध करायी जाती है।

(2) सर्व-शिक्षा अभियान : योजना की शुरुआत 2000-2001 में, केन्द्र सरकार द्वारा नवीं पंचवर्षीय योजना के तहत शुरू की गयी थी। योजना का उद्देश्य प्रारम्भिक शिक्षा का सार्वभौमीकरण करना और देश का हर बच्चा शिक्षा ले सके। 86वें संविधान संशोधन द्वारा 6-14 वर्ष तक के सभी बच्चों को 2010 तक प्रारम्भिक शिक्षा उपलब्ध कराने का लक्ष्य रखा गया था। प्राथमिक शिक्षा को एक मौलिक अधिकार के रूप में, निःशुल्क और अनिवार्य रूप से उपलब्ध करना अनिवार्य किया गया। अभियान का मुख्य लक्ष्य- स्कूल चलें हम तथा सभी के लिए शिक्षा आदि।

(3) मध्याह्न भोजन योजनाः योजना की शुरुआत 15 अगस्त 1995 को हुई, भारत के सर्वोच्च न्यायालय के आदेश के तहत सभी राज्यों में 2002 तक लागू किया गया था। योजना का उद्देश्य स्कूल नामांकन में वृद्धि, स्कूल में उपस्थिति बढ़ाने के लिए, कुपोषण को दूर करने के लिए तथा जातियों के बीच समाजीकरण में सुधार करना। पहली से आठवीं कक्षा तक के बच्चों को भोजन दिया जाता है।

(4) कस्तूरबागाँधीबालिकाविद्यालय योजना : शैक्षाणिक रूप से पिछड़े प्रखण्डों में कस्तूरबा गाँधी आवासीय विद्यालय 2006-2007 से संचालित किया गया है। इसके अंतर्गत अनुसूचित जाति, अनुसूचित जनजाति एवं पिछड़ी जाति की बालिकाओं को 75 प्रतिशत आवासीय शिक्षा की सुविधा है। सर्व-शिक्षा अभियान के अंतर्गत प्रारंभिक शिक्षा में लड़कियों की शिक्षा के लिए राष्ट्रीय कार्यक्रम और कस्तूरबा गाँधी बालिका विद्यालय योजना, दो ऐसे महत्वपूर्ण कार्यक्रम हैं जो लड़कियों की शिक्षा पर विशेष ध्यान केन्द्रित करती है।

(5) राष्ट्रीय माध्यमिक शिक्षा अभियान : केन्द्र द्वारा राष्ट्रीय माध्यमिक शिक्षा अभियान योजना मार्च 2009 में प्रारम्भ किया गया था। मुख्य उद्देश्य- शिक्षा की गुणवत्ता में सुधार, कुल नामांकन दर में वृद्धि करना, लिंग, सामाजिक-आर्थिक और विकलांगता बाधाओं को दूर करना (विकलांग बच्चों के लिए

एकीकृत शिक्षा), सभी तक माध्यमिक शिक्षा की पहुँच, हर 5 किलामीटर की दूरी पर एक माध्यमिक और 7-10 किलामीटर की दूरी पर उच्च माध्यमिक विद्यालय की स्थापना करना, प्रारम्भिक शिक्षा पूर्ण करने वाले सभी विद्यार्थियों का माध्यमिक विद्यालय में नामांकन, विद्यार्थी-शिक्षक अनुपात को कम करने के लिए अतिरिक्त शिक्षकों की नियुक्ति, आईसीटी आधारित शिक्षा, पाठ्यचर्या में सुधार, कमजोर छात्रों के लिए उपचारात्मक शिक्षण की व्यवस्था (सेतु पाठ्यक्रम) आदि। योजना के तहत् प्रदान की जाने वाली सुविधा अतिरिक्त कक्षा-कक्ष, प्रयोगशाला, पुस्तकालय, कला और शिल्प-कक्ष, शौचालय, पीने का पानी और दूर-दराज के क्षेत्रों में शिक्षकों के लिए आवासीय व्यवस्था।

(6) शिक्षा काअधिकार : 1 अप्रैल 2010 को अधिनियम लागू हुआ, अधिनियम के तहत् 6 से 14 वर्ष तक के बच्चों को नजदीकी विद्यालय में प्राथमिक शिक्षा प्राप्त करने का कानूनी अधिकार है। किसी भी छात्र को जाति, लिंग, धर्म या अक्षमता के आधार पर विद्यालय में प्रवेश लेने से वंचित नहीं किया जा सकता है। निजी विद्यालयों में 25 प्रतिशत आरक्षण का भी प्रावधान रखा गया है। बच्चों के प्रवेश के लिए- यूनिफार्म, पुस्तक, मध्यान्ह-भोजन और छात्रवृत्ति निःशुल्क है। अधिनियम ये सुनिश्चित करेगी कि कोई भी बालक किसी भी कारण से प्राथमिक शिक्षा से वंचित न रहे। स्थानीय प्राधिकारी तथा शिक्षक प्रत्येक बच्चे के प्राथमिक शिक्षा में प्रवेश, उपस्थिति और समाप्ति को सुनिश्चित करेंगे। शिक्षा के अधिकार के तहत् स्कूल चलें अभियान की शुरुआत हुई है। इसका उद्देश्य विद्यालयों में ड्रॉपआउट दर को शून्य तक लाने का लक्ष्य है।

(7) समर्थ आवासीय स्कूल : वर्ष 2010-11 में विशेष श्रेणी के बच्चों को आवासीय सुविधा के साथ-साथ शैक्षिक सुविधा प्रदान करती है। समग्र शिक्षा अभियान के तहत् झारखण्ड शिक्षा परियोजना परिषद् के माध्यम से विद्यालय स्थापित है, राज्य और भारत सरकार द्वारा वित्त-पोषित कार्यक्रम है। झारखण्ड शिक्षा परियोजना परिषद् की कार्यकारिणी समिति की स्वीकृति के पश्चात् विद्यालय का नाम 'समर्थ आवासीय' रखा गया है। विद्यालय के अंतर्गत वैसे बच्चों को रखा जाता है जैसे- अनाथ, घर से भागे हुए बच्चे, सड़क पर रहने वाले बच्चे, एकल माता-पिता के बच्चे, मानव-तस्करी से प्रभावित बच्चे, खदानों में काम करने वाले मजदूरों के बच्चे और नक्सल प्रभावित बच्चों के बच्चे, जिनके माता-पिता मारे गये हैं।

झारखण्ड राज्य द्वारा संचालित योजनायें

झारखण्ड शिक्षा परियोजना परिषद् 12 अप्रैल 2001 को सोसाइटी पंजीकरण अधिनियम, 1860 के तहत् अपने स्वयं के सेवा नियामकों और वित्तीय नियमों के साथ पंजीकृत एक स्वायत्त निकाय हैं।

(1) साइकिल योजनाः योजना की शुरुआत 1 अप्रैल 2002 को कल्याण विभाग द्वारा अनुसूचित जनजाति, अनुसूचित जाति तथा बीपीएल परिवार की लड़कियों के लिए किया गया है। छात्राओं को 8वीं कक्षा में जाने पर विद्यालय जाने के प्रोत्साहन के लिए साइकिल दिया जाता है। यातायात का साधन उपलब्ध होने से घर से स्कूल तक का सफर आसानी से किया जा सकता है। वर्तमान में साइकिल कक्षा 6 और 7 के ऐसे विद्यार्थी जो विद्यालयों के विलय के बाद दूसरे विद्यालयों में नामांकित हुए हैं, उन्हें दिया जायेगा। स्कूल और घर के बीच की दूरी को योजना के तहत् कम करने में महत्वपूर्ण योगदान रहा।

(2) मुख्यमंत्री लाड़ली लक्ष्मी योजनाः झारखण्ड समाज कल्याण व महिला विकास विभाग द्वारा 15 नवम्बर 2011 को योजना आरंभ किया गया। लड़कियों के जन्म से लेकर उच्च शिक्षा प्राप्त करने तक व शादी के लिए धनराशि में सहयोग करती है। **उद्देश्य-** लड़कियों का सामाजिक, आर्थिक और शैक्षिक रूप से विकास करना।

(3) मुख्यमंत्री विद्या लक्ष्मी योजनाः योजना की शुरुआत 15 नवम्बर 2015 को हुआ। योजना के तहत् बालिकाओं की ड्राप आउट दर कम करना है। उच्च अध्ययन करने वाली छात्रों को बहुत कम ऋण में ब्याज देता है। सरकारी विद्यालयों की कक्षा-6 में प्रवेश लेने वाली अनुसूचित-जनजाति और अनुसूचित-जाति लड़कियों के नाम से बैंक में सावधि जमा खाता खोला जाता है।

(4) पंख योजनाः अभियान के तहत् 6 दिसम्बर 2017 को योजना शुरू हुआ। **उद्देश्यः** 'शहरी मलिन बस्तियों के बच्चों को विद्यालय से जोड़ना' है। आम जनता किसी भी क्षेत्र में 6-14 वर्ष के बच्चे अगर विद्यालय नहीं जाते हैं तो बच्चों की तस्वीर और पूर्ण जानकारी सर्व-शिक्षा अभियान के व्हाट्सअप नंबर पर भेज सकते हैं, जिसके पश्चात् टीम सम्बन्धित बच्चे की पहचान करके 48 घंटे के भीतर सरकारी या गैर-सरकारी विद्यालय में दाखिला करायेगी।

(5) ज्ञानोदय योजना : योजना का आरम्भ 12 सितम्बर 2017 को हुआ। प्रत्येक क्षेत्र डिजिटलीकरण की तरफ आगे बढ़ रहा है तो ऐसे में सरकार शिक्षा के क्षेत्र को गति देने और डिजिटल रूप देने के लिए ज्ञानोदय योजना आरंभ किया है। **उद्देश्यः** शिक्षा की गुणवत्ता में सुधार तथा विद्यालयी शिक्षकों को मुफ्त टेबलेट वितरित, जिससे शिक्षक अपना कार्य ऑनलाइन एवं सुगमतापूर्वक कर सकते हैं। झारखण्ड शिक्षा एवं साक्षरता विभाग द्वारा सॉफ्टवेयर के माध्यम से बच्चों, शिक्षकों की उपस्थिति, ड्राप-आउट, मिड-डे-मिल आदि का ऑनलाइन निगरानी किया जायेगा।

(6) शैक्षिकभ्रमण योजना : योजना का आरम्भ 18 सितम्बर 2017 में किया गया, कक्षा 6-12 तक के विद्यार्थियों को देश के शैक्षिक, ऐतिहासिक, दर्शनीय, धार्मिक, वास्तुकला एवं उनसे जुड़ी संस्कृति और पर्यटन स्थलों का भ्रमण करवाना उद्देश्य है जिससे छात्रों के ज्ञान में वृद्धि, आत्मविश्वास और व्यवहारिक ज्ञान से परिचित होंगे। योजना का लाभ झारखण्ड के मूल निवासी और गरीब परिवार के बच्चों को ही दिया जायेगा। यात्रा के दौरान छात्र अनुभव के द्वारा बहुत कुछ सीख सकते हैं।

(7) मुख्यमंत्री छात्रवृत्ति योजना : योजना की शुरुआत 24 जनवरी, 2018 को रांची में किया गया था। झारखण्ड के छात्र-छात्राएं जो पैसों की कमी के कारण उच्च शिक्षा प्राप्त नहीं कर पा रहे हैं, विदेशों से उच्च शिक्षा प्राप्त करना चाहते हैं, उन्हें छात्रवृत्ति प्रदान किया जायेगा, ताकि उच्च शिक्षा प्राप्त कर सकें।

(8) मुख्यमंत्री सुकन्या योजना : योजना की शुरुआत 24 जनवरी 2019 को हुआ, जन्म से लेकर 18 वर्ष तक की बालिकाओं को लाभ दिया जायेगा, कुल 40000 रुपए की वित्तीय सहायता दी जाएगी। प्रत्येक बालिका को कक्षा-आयु के अनुसार सहायता राशि दिया जायेगा। **उद्देश्यः** बालिकाओं की साक्षरता दर में वृद्धि, बाल-विवाह में रोक लगाना और लड़कियों को शिक्षित करना।

(9) जयपाल सिंह पारदेशीय छात्रवृति योजना : योजना की शुरुआत 28 दिसम्बर 2020 को हुआ था। इस योजना के तहत् आदिवासी छात्रों को मेधा सूची के आधार से विदेशों में उच्च शिक्षा के लिए सहयोग हेतु छात्रवृत्ति प्रदान करती है।

(10) आदर्श विद्यालय योजना के अन्तर्गत उत्कृष्ट विद्यालय : झारखण्ड के सभी जिलों के 80 स्कूलों को 'उत्कृष्ट स्कूल' बनाने का लक्ष्य रखा गया है। लगभग 5 लाख बच्चों को लाभान्वित करने की योजना है। स्कूलों में उत्कृष्ट कोटि का विज्ञान-प्रयोगशाला, पुस्तकालय, डिजिटल कक्षा, कंप्यूटर की व्यवस्था, निर्बाध बिजली आपूर्ति होगी और खेल का मैदान आदि, जैसी सुविधाओं से सुसज्जित किया जायेगा। निजी स्कूलों के तर्ज पर उत्कृष्ट स्कूलों का मॉडल तैयार किया जाएगा, ताकि समतुल्य शिक्षा प्राप्त किया जा सके। योजना की अवधि वित्तीय वर्ष 2020-21 से प्रारंभ होकर अगले 5 वर्षों 2024-25 तक होगी।

शैक्षणिक व्यवस्था एवं छात्रों के अधिगम प्रतिफल के विकास हेतु समग्र शिक्षा के द्वारा कई नवीन योजनायें एवं सकरात्मक कदम उठाये गये हैं-

मासिक पत्रिका पंख : सरकारी विद्यालयों में विद्यार्थियों की पढ़ने की क्षमता में सुधार एवं विकसित करने के लिए स्थानीय एवं देश-विदेश की समसामयिक सूचनाओं से अवगत कराने के उद्देश्य से मासिक पत्रिका 'पंख' की व्यवस्था करायी जा रही है।

आकांक्षा योजना : योजना की शुरुआत 2016 में हुआ, सरकारी विद्यालयों में अध्ययनरत मेधावी छात्रों को मुफ्त कोचिंग, अध्ययन सामग्री और अनुकूल शिक्षण वातावरण प्रदान किया जाता है ताकि छात्र आईआईटी,जीईई, नीट, क्लाट एवं अन्य परीक्षाओं की तैयारी कर सकें। आकांक्षा योजना झारखण्ड सरकार द्वारा जनजातीय समूह के छात्रों के लिए आवासीय कोचिंग व्यवस्था है।

ई-विद्यावाहिनी : शैक्षणिक गतिविधियों के अनुश्रवण एवं विद्यार्थियों के उपलब्धि स्तर के सतत् आकलन के लिए सॉफ्टवेयर का उपयोग किया जा रहा है। शिक्षकों एवं विद्यार्थियों की दैनिक उपस्थिति की भी जानकारी लिया जाता है।

झारखण्ड सरकार द्वारा वर्ष 2022-23 से मेधावी छात्रों को प्रोत्साहित करने के लिए मेधा छात्रवृत्ति योजना का प्रारम्भ प्रस्तावित है। परीक्षा की प्रक्रिया राष्ट्रीय प्रतिभा खोज परीक्षा की तर्ज पर लिया जायेगा। प्रत्येक साल 5000 रुपया बच्चों को छात्रवृति दिया जायेगा।

निष्कर्ष

निरक्षरता को समाप्त करने के लिए केन्द्र और राज्य सरकार मिलकर शिक्षा सम्बन्धित समस्याओं और का समाधान कर रही है। योजनायें मुख्य रूप से निरक्षरता को नियंत्रित करने, भविष्य में गरीबी को समाप्त करने, जागरूक करने और एक विकसित प्रदेश की अपेक्षा करती है। विभिन्न राष्ट्रीय बैंकों के माध्यम से लिए शिक्षा-ऋण भी दिया जाता है, जागरूकता के अभाव में विद्यार्थी लाभ से वंचित रह जाते हैं। योजनाओं, नीतियों के आने से शिक्षा सम्बंधित समस्याओं आवासीय-कक्ष, पुस्तकालय, शौचालय, कंप्यूटर कक्षा-कक्ष, पीने के पानी की सुविधा, कला और शिल्प कक्ष के निर्माण का निराकरण भी तत्काल होता है। सर्वशिक्षा अभियान, राष्ट्रीय माध्यमिक शिक्षा और शिक्षक शिक्षा को समग्र शिक्षा में समाहित करता है। सरकारी विद्यालयों का शिक्षण स्तर गिर जाने की वजह से अभिभावक अपने बच्चों के भविष्य के लिए निजी विद्यालयों को प्राथमिकता दे रहे हैं। कई सरकारी, निजी और स्थानीय स्कूल जो सरकार द्वारा मान्य मानदंडों और मानकों के अनुरूप नहीं है, किन्तु वे अभी भी काम कर रहे हैं। आवंटित धनराशि के सम्बन्ध में सदस्यों की ओर से अपर्याप्त वित्तीय सहायता और गैर-स्पष्टता की कमी, अधिनियम को लागू करने में विभिन्न संस्थानों और पदाधिकारियों के मध्य समन्वय की कमी और विभिन्न हितधारकों के मध्य सामंजस्य की कमी के कारण सरकारी विद्यालय अपने उद्देश्यों को पूर्ण नहीं कर पाते हैं।

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Status of Women in Vedic Era and its Relevance in Modern time with reference to North-East Indian Women

*Sheela Misra, **Adity Kumari, ***Priyanka Verma

Abstract

Vedas, the oldest scriptures describing the social, economic, and political paradigm state that, "Shakti" the feminine attributes have the a most influential position with "Shiva" as the Supreme Being. The human being is divided into two major categories of "Men" and "Women" to perform the world drama efficiently and beautifully, this paper discusses the Status of Vedic Women and their Relevance in Modern Era with reference to North-East Indian Women and contemplates possible strategies for uplifting the status of women to the standard of the golden Vedic age in the interest of whole humanity. Because of the matriarchal society in some parts of the NE, there is a perception that the status of women is higher in the North East Region of the country in comparison with the status of women in all India-average but it is found from various analyses that the status of women in the region is comparatively better than the rest of the country only in some selected indicators. Due to the high status of women in earlier times, the Indian ethos and culture at large, they are capable of planning and resolving their issues by adopting the best practices and high human values that were prevalent during the Vedic era with modern customization.

Introduction

The Vedic Period refers to the time in history from approximately 1750-500 BCE. Most of the history of this period is derived from the Vedas, the oldest scriptures in the Hindu religion, which were composed in Sanskrit and have four revealed texts: Rigveda, Samaveda, Atharvaveda, and Yajurveda. Of the 407 sages of the Rigveda, 21 are women. Many significant hymns are by women. The recitation of Atharvaveda starts with an invocation to Devi, *"shannodevirbhishtiye…"* Book XIV of the Veda and sections in other books are also attributed to Women Sages ('Rishika'). The recitation of Samaveda is often accompanied by the playing of an instrument by women. Several mantras from Yajurveda (e.g., Sukla YV 5.17) are specifically recited by women.During the Vedic age, more than 3000 years ago, women were assigned a high place in society.[1,2,3] They shared an equal standing with their men folk and enjoyed a kind of liberty that had societal sanctions. In the Vedic society, women participated in all spheres of life, including religious ceremonies and assemblies, and decision-making. Hence, the belief that women cannot study the Vedas is false.[4]

Vedas, the oldest scriptures describing the social, economic, and political paradigm state that, "Shakti" the feminine attributeshave the a most influential position with "Shiva" as the Supreme Being. The human being is divided into two major categories of "Men" and "Women" to perform the world drama efficiently and beautifully,this paper discusses theStatus of Vedic Women and their Relevance in Modern Era with reference to North-East Indian Women and contemplates possible strategies for uplifting the status of women to the standard of the golden Vedic age in the interest of whole humanity.[5,6,7]

Vedic Era

The Vedic period is that period of ancient Indian culture and civilization, which is not only in the context of civilization, prosperity, knowledge-science, and excellent culture, but also from the point of view of social status, role, and rights of women, not only of India but also of the whole world,can be called the golden age. By giving a very important, dignified, high place to the woman in the world's oldest *Apaurusheya* texts, the Indian sages have given a vivid representation of her education-initiation, modesty-virtue, duty-right and social role. The wife of the king i.e. *Mahishi,* had an important role in the administrative work. Women used to participate in the *Yagya* work along with their husbands. Child marriage and the *purdah* system were not prevalent during this period. In addition, widow marriage, *Upanayana* ceremony of women, *Niyoga, Gandharva,* and inter-

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caste marriages were recognized. While the Vedas considered a woman to be worthy of worship, that is, after marriage, giving the woman the right to be the queen of her in-laws' house, she was given the right to become the *Samragyayi* (queen of the earth).[8]

यथासिंधुर्नादीनांसाम्राज्यंसुषुवेवृषा।
एवात्वम्साम्राज्ञ्येधिपत्यरस्तंपरेत्य।।

- अथर्ववेद (14/1/43)

It is a very basic fact that neither a man nor a woman alone is capable of framing a prosperous and dignified human life on earth. The female fraternity of the Indian subcontinent has witnessed drastic changes in their acceptance and participation in society and government. With the great objective of attaining the full potential and the holistic development of everyone, the people as human species and society continued to evolve themselves and the system resulting incivilization and culture becoming a reality.[9,10]

This most dynamic and ever-changing concept of civilization and culture ismanifested in the diversified forms of different types of traditions, thoughts, philosophies, practices, individuals, families, societies, and nations. Passing through this process of evolution, the glory of Indian civilization and culture reached its peak during the Vedic era. *"Yatra Nariyastu Pujyante, Ramante Tatra Devataa"* meaning "The Gods reside in places where the woman is worshiped". It speaks volumes about the height of the dignified and significant position of women in ancient Indian society.

It was further believed that where the female lives in grief, the family soon wholly perishes. They always held a respectable, dignified, and notable position in society and households, with equal rights to education and social freedom as their male counterparts. The Vedic custom has held high regard for feminine qualities and retained the utmost respect within its tradition, as seen in the honor it gives to the Goddess, who is portrayed as the embodiment of power.[11,12]

Women were seen as superior to men. The worship of Goddesses in the ancient period was a significant ritual-to inspire the public to respectwomen. In the Vedic society, women participated in all spheres of life, including religious ceremonies and assemblies, and decision-making. Women had a central role in domestic or social affairs in the Vedic period. There were women like Matreyi, Gargi, Lopamudra, Ghosha, and Indrani who were learned souls and put forth their thoughts in Upanishads, the epitome of wisdom.[13,14]

The western philosophy of women's empowerment revolves around only a physical, materialistic, and social point of view, whereas Vedic Indian philosophy believes in holistic development with the highest level of respect and autonomy. Gender equity, which is about giving equal respect and opportunity to attain their highest potential, was practised in true spirit in the Vedic age by the masses.[15]

This is evident in India's history, which includes many women who have risen to great heights in spirituality, governance, literature, education, science, or even as warriors on the battlefield. Later, India faced many attacks and invasions by foreigners and witnessed the decay of the spiritual standards in the Indian and Vedic cultures by the influence of attacking communities such as the Mughals and British and their thoughts about the status of women.

The Vedas never imposed any restrictions on women and gave them the title of ever victorious. In the Vedic period, women not onlywent for teaching and learning but to the battlefield as well. The sages like Apala, Ghosha, Saraswati, Sarpragya, Surya, Savitri, Aditi, Dakshayani, Lopamudra, Vishwavara, Atari, etc., gained a timeless reputation as Vedic mantra-speller (वैदिक मन्त्र-द्रष्टा). The list of Rishikas of Rigveda is described in the second chapter of *BrihadDevta*-

घोषागोधाविश्ववारा, अपालोपनिषन्निषत्।
ब्रह्मजायाजुहूर्नामअगस्त्यस्यस्वसादितिः।।
इन्द्राणीचेन्द्रमाता च सरमारोमशोर्वशी।
लोपामुद्राचनद्यश्चयमीनारी च शश्वती।।
श्रीर्लाक्षासार्पराज्ञीवाक्श्रद्धामेधाच दक्षिणा।
रात्रीसूर्या च सावित्रीब्रह्मवादिन्यईरिताः।।

The stories of public debates (शास्त्रार्थ) between Janak and Sulabha, between Yajnavalkya and Gargi, between Yajnavalkya and Maitreyi, and between Adi Shankaracharya and Bharati show that Indian women in ancient times could rise to the high pinnacles of learning and education. India has been ruled by various dynasties, and each kingdom had different values and principles regarding females in any venture or pursuit. The educational criteria of Vedic culture changed, and the teaching of the divinity of motherhood was almost lost. Thus, competition replaced the pursuit of truth, and selfishness and possessiveness replaced the spirit of renunciation and detachment.[16]

This led women to be viewed as less divine and more as objects of gratification or property to be possessed and controlled gradually. This made Indian women suffer immensely in the post-Vedic era and to some extent in the modern age too. Although the country's constitution says women have equal status to men, women are mistreated inside and outside the home more often than not. Hence, it is of no surprise when the National Crime Records Bureau (NCRB) predictes that the growth rate of crimes against women will be higher than the population growth rate. Basically, the problem lies in the mindsets, attitudes, and behavior that are more closely related to culture and values than constitutions and laws.[17,18,19]

Swami Vivekananda clearly stated that:

"When people are discussing what man and woman can do, always the same mistake is made. They think they show man at his best because he can fight, for instance, and undergo tremendous physical exertion; and this is pitted against the physical weakness and non-combating quality of woman. This is unjust. Woman is as courageous as man. Each is equally good in his or her way. What man can bring up a child with such patience, endurance, and love as a woman can? The one has developed the power of doing; the other, the power of suffering. If a woman cannot act, neither can a man suffer. The whole universe is one of perfect balance." He was very sure about the fact that *"The best thermometer to the progress of a nation is its treatment of its women."*[20,21]

North-East States

The Northeastern states comprising Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura, and Sikkim are located in the North Eastern part of the country and command special importance in India, not only because of their location but also because of their cultural and historical uniqueness. We see a matriarchal society here and women are privileged in many ways, especially in Meghalaya. Due to this, there are many stories prevalent about great and brave women. In Northeast India, the collective strength of women offers material self-sufficiency and ensures a degree of cooperation with men in the social sphere. In the modern era, the northeast reflectsa mixed kind of status for women in various aspects, some very positive but some requiring urgent attention. Specifically, these states show the following trend.[22]

Arunachal Pradesh

Arunachal Pradesh is a wild and mountainous province situated along the northeasternfrontier of India.In the traditional *Tani* society, a girl's education is not given much consideration. From theirchildhood, they learn household work and weaving from the elders of the family, friends, and mother.

Assam

Assamese culture largely incorporates the various kingdoms that have governed the land powerfully over the ages. One salient feature of Assamese society was the absence of the dowry system. But in the post-independence era, the evil of the dowry system has stealthily been invading Assamese society with the result that some dowry death cases have been reported. Assam is the second state in the country with the highest recorded number of crimes against women. Here, violence against women is the result of the historically unequal power relations between men and women, which has led to dominance over and inequity against women by men.

Manipur

Manipur's geography is composed of rivers, lakes, hills, small mounded valleys, and flat lands. Manipuri has a reputation for art in the form of handlooms and handicrafts. A high proportionof women in Manipur work as cultivators. It has been found that in 33 A.D. there existed a women's court in Manipur called *"Patcha"* where women-related problems were taken up and settled. This court was headed by the chief queen *Laisana.*

In Manipur, there is a women's market known as Ima Keithe. The role of women is very much visible. If one goes through the history of Manipur, it is the Ima Keithel, which was the launching pad of the two-epoch-making *Nupilans* (women's fight) against the British, one in 1904 and the other in 1936. It was here that they organized and pursued their movement and fought against the colonial forces. It is not only an economic base of the *Imas* but also their political foundation. This Nupilan (an exclusive women's movement) also marked the first people's organized protest against the British.[23]

Meghalaya

Meghalaya is located in the subtle hills of the eastern sub-Himalayas. In Shillong's oldest market, the Lewduh, women run almost all the businesses. Here, women of the Khasi tribes are enterprising and run small businesses well.

Mizoram

The state of Mizoram is bordered byMyanmar (Burma) to the east and south and Bangladesh to the west. A unique feature of the state of Mizoram is its high literacy rate in the 2001 census. Despite this, all the political and village administrations are still controlled by men (Gangte, 2011).

Nagaland

Nagaland is a landlocked state in the north eastern region of India. Naga women generally hold a high and honorable position in their society. They enjoy the freedom and enjoy being a leading part of their family and society. About the Naga, Furer-Haimendorf observes and says- Many women in most civilized parts of India may well envy the women of the Naga Hills, their high status and their free happy life, and if you measure the cultural level of the people by the social position and personal freedom of their women, you think twice before looking down on the Nagas as savages. (Furer-Haimendrorf 1933:101, quoted in Xaxa 2004:347). In the same line, Hutton grants a higher social status to Sema Naga women on the grounds that marriages among the Sema Nagas are choice-based and that a girl is never married against her will. (Hutton 1921:183, cited in Xaxa 2004:347).[24]

Sikkim

Sikkim's Himalayan flora and fauna and Buddhist monasteries distinguish it from other states. The state is famous for producing a unique tea- Temi tea. In the patriarchal systems of the Lepchas, Limboos, Bhutias, and Nepalese, a woman was a weak subject within the family who did not get equal opportunities in comparison to her male counterparts. The traditional system of marriage in this society is polyandry, in the time of Chougyal. It was a large-scale marriage system among the Lanchenpa.

Tripura

In the traditional *Jhum* economy of Tripura, tribal women usually participated in all economicactivities, though there was some sort of a division of labor based on sex and age (Chakraborty, 1999).

Conclusion

Because of the matriarchal society in some parts of the NE, there is a perception that the status of women is higher in the North East Region of the country in comparison with the status of women in all India-average but it is found from various analyses that the status of women in the region is comparatively better than the rest of the country only in some selected indicators.[25] The indicators reveal that women have a very low degree of freedom of movement and a low level of control over themselves in the North Eastern Region. Undoubtedly, legal, political, social, and economic reforms are very useful in solving the increasing crime and challenges against women, but to eliminate the problem from the root, mutual trust and purity of thoughts and rituals are very much necessary. Though athletes like Hima Das from a village in Assam on the banks of the Brahmaputra and boxer Marry Kom from Manipur have overcome all obstacles, it takes a lot of commitment and effort to empower common women of the North East who are capable of bringing immense glory of the nation. Due to the high status of women in earlier times, the Indian ethos and culture at large, theyare capable of planning and resolving their issues. They need to be given the opportunity and listened to carefully. Not only the problem of women, but the solution of all the problems is also possible by the internal and spiritual evolvement in social thinking and mindsets, which can be done by adopting the best practices and high human values that were prevalent during the Vedic era with modern customization. And the good thing is that it is more or less in the hands of the woman and the mother, of course, with genuine encouragement and support from family and society.

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Exploring the Traditional and Indigenous Technologies of North-Eastern India: A Roadmap to Sustainability

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सारांश

आधुनिकता से परिभाषित वर्तमान वैश्विक युग आज मानव जीवन के विकास के नए आयाम स्थापित कर रहा है। इसमें आधुनिक तकनीकों का प्रयोग कर जीवन को सरल बनाने के तरीके मौजूद हैं। परंतु तीव्र गति से सार्वभौमिक बनते आधुनिक संसाधनों के समक्ष सतत विकास को बढ़ावा देने की चुनौती सर्वत्र विद्यमान है। अतः पर्यावरण के संरक्षण हेतु यह आवश्यक है कि स्वदेशी और पारंपरिक ज्ञान का उपयोग कर उन पद्धतियों को अपनाया जाए जो प्राचीन काल से विश्व की भिन्न-भिन्न सभ्यताओं को स्थिरता प्रदान करती आई हैं। प्रस्तुत शोध-पत्र में भारत के पूर्वोततरी राज्यों का विश्लेषण कर ऐसी पद्धतियों को जानने की कोशिश की गई है जो प्राचीन काल से वहाँ की जनजातियों को पर्यावरण के साथ एकजुट होकर जीवनयापन करने में सहयोग कर रही हैं। साथ ही इसमें मुख्यतः कृषि, स्वास्थ्य, शिल्पकला, सिंचाई, पशुपालन आदि से जुड़ी तकनीकों का विश्लेषण किया गया है, एवं यह जानने का प्रयत्न किया गया है कि आधुनिक व पारंपरिक तकनीकों के बीच में किस प्रकार समन्वय स्थापित किया जा सकता है।

1. Introduction

The North-Eastern region of India comprises of eight states, namely Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, and Tripura. Each of these states has its unique cultural heritage, scenic beauty, and diverse flora and fauna. Arunachal Pradesh is famous for its dawn-lit mountains, while Assam is known for its tea plantations and wildlife. Manipur is known as the land of jewels, and Meghalaya is famous for its waterfalls and caves. Mizoram is known for its vibrant culture, and Nagaland is famous for its tribal festivals. Sikkim is known for its scenic beauty and organic farming practices, and Tripura is known for its rich history and rapid economic growth. Despite their diversity, the states of North-Eastern India share a common thread of traditional and indigenous knowledge, which has been used for sustainable development (Dikshit & Dikshit, 2013).

1.1 Goals of the Sustainable Development

The goals of sustainable development are a set of 17 interconnected objectives that aim to promote economic, social, and environmental sustainability. These goals were established by the United Nations in 2015 as part of the 2030 Agenda for Sustainable Development, and include no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation & infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice, and strong institutions, and partnerships for the goals.

The sustainable development goals (SDGs) are designed to address the major global challenges facing humanity, such as poverty, inequality, and climate change. The SDGs are interrelated and aim to ensure that development is sustainable and leaves no one behind. They provide a framework for action that can be used by governments, civil society, and the private sector to guide their activities and investments (United Nations Department of Economic and Social Affairs, 2015).

Indigenous sustainable practices can help achieve sustainable development by providing solutions that are socially, economically, and ecologically sustainable. Indigenous communities have developed sustainable practices over centuries that enable them to live in harmony with nature while meeting their needs. These practices are based on traditional knowledge, local resources, and community participation, which make them appropriate for the specific context in which they are used. Incorporating these practices into development plans can promote sustainable resource management,

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biodiversity conservation, and community resilience (Saikia).

1.2 Indigenous sustainable practices and their role in socio-economic development

Indigenous sustainable practices are traditional knowledge and techniques that have been passed down from generation to generation and have been used for centuries to protect and conserve the environment while meeting the needs of the community. These practices have been found to be effective in mitigating the impacts of climate change, promoting biodiversity, and sustaining ecosystems. One example of such practices is agroforestry, which involves the integration of trees and crops in the same field, providing multiple benefits such as soil conservation, carbon sequestration, and increased crop yields (Kuyah, *et al.*, 2012).

Another example of indigenous sustainable practices is the use of traditional ecological knowledge (TEK) to manage natural resources sustainably. TEK is the collective knowledge and experience of indigenous peoples that is passed down through oral traditions and has been developed over thousands of years. This knowledge includes the understanding of ecological systems and the relationship between humans and the environment. For instance, the use of rotational grazing by Maasai herders in Kenya is an example of TEK that allows for the regeneration of grasslands while providing food for their livestock (Homewood, *et al.*, 2001).

The use of traditional medicinal plants is another example of indigenous sustainable practices. Indigenous peoples have been using medicinal plants for centuries, and many of these plants have been found to have therapeutic properties that are now being studied by modern medicine. For example, the traditional use of Artemisia annua for treating malaria has led to the development of a widely used anti-malarial drug, artemisinin (van der Kooy & Verpoorte, 2011).

Indigenous sustainable practices in North-East India are based on traditional knowledge and techniques that have been developed over generations and are used to protect and conserve the region's unique biodiversity while meeting the needs of the local communities. These practices include agroforestry, shifting cultivation, and community-based forest management. For example, the practice of shifting cultivation, locally known as jhum, involves clearing small areas of forests, burning the vegetation, and using the ashes as a nutrient source for crops (Haokip, 2022; Chettri, *et al.*, 2010). The Mishing community in Assam is an example of a community that has been successful in managing their forests sustainably through traditional practices and institutional arrangements (Kutum & Sarmah, 2011). The use of traditional medicinal plants is another important indigenous sustainable practice in North-East India (Singh, Gajurel, & Rethy, 2015).

2. Traditional and indigenous epistemology of the North-East India

The traditional and indigenous epistemology of North-East India is deeply rooted in the region's history and cultural diversity. The indigenous knowledge systems of the region have been from ancient times, based on the experiences and observations of local communities. These knowledge systems have been shaped by various factors, including cultural practices, environmental conditions, and interactions with other communities. Some important factors are mentioned below:

Fig. 1. Traditional and Indigenous Epistemology

a. **Traditional Practices:** Traditional sustainable agricultural practices have been an important aspect of the North-Eastern Region of India's culture and livelihood for centuries. Indigenous communities have developed and perfected a range of agricultural practices that promote sustainable land use, conserve soil fertility, and ensure food security. These traditional sustainable agricultural practices have helped the North-eastern Region of India's farmers to adapt to the region's unique terrain, climate, and soil conditions, while ensuring food security and preserving the environment (Haokip, 2022).

b. **Religious Belief:** Religious beliefs have played an important role in shaping traditional sustainable practices in the North-East India region. For example, many indigenous communities in the region practice animism, where they view nature as a living entity with a soul, and as such, believe in the need to maintain a harmonious relationship with nature. This belief has led to practices such as conservation of natural resources, protection of wildlife, and the use of traditional ecological knowledge in natural resource management. Moreover, some religious beliefs in the region also promote sustainable practices. For instance, Buddhism, which is prevalent in Sikkim and Arunachal Pradesh, has principles that emphasize respect for all living beings and the environment. This has led to the promotion of sustainable practices such as organic farming, waste reduction, and conservation of natural resources.

c. **Rituals:** Many indigenous communities in the region have traditional practices and rituals that involve the use of natural resources, such as forests, rivers, and mountains. These practices often have a strong connection to the local ecology and are based on the belief that nature is a living entity with spiritual significance. For instance, in Nagaland, the annual Amur Falcon festival celebrates the migration of the falcons, and the community has made efforts to protect the bird and its habitat, resulting in increased conservation awareness and ecotourism opportunities.

d. **Folklore:** Folklore is a significant aspect of the cultural identity of North-East India, conveying messages about social values, ethics, and environmental conservation through myths, legends, fables, and folktales. Many of these stories promote the importance of respecting and preserving the natural environment, such as the Mithun story in Nagaland and the Golden Langur story in Assam and Bhutan. These stories are often told to children to emphasize the need for environmental conservation and sustainable development.

e. **Art & Craft:** The art & craft industry is a significant contributor to the sustainable development of the North-East India region. The region is known for its unique and exquisite handicrafts, which are made using traditional techniques and materials. The use of locally available raw materials and natural dyes not only adds to the uniqueness of the craft but also promotes sustainable practices. The handicraft industry provides employment opportunities to many local artisans and promotes the preservation of traditional skills and knowledge, which is crucial for the cultural heritage of the region.

f. **Performing Arts:** Performing arts, including music, dance, and theatre, have had a significant impact on sustainable development in North-East India. These art forms not only promote cultural diversity and provide employment opportunities for local artists but also serve as a means of raising awareness about social issues and preserving indigenous knowledge and practices. Traditional music and dance forms based on local folklore and mythology have been kept alive, contributing to the preservation of cultural heritage, and reinforcing a sense of community and identity among local populations.

The above-mentioned theory of knowledge strongly support the epistemological evidences of indigenous practices which are motivating us to work towards achieving the goal of sustainable development.

3. Types of indigenous technologies employed in sustainable development

Indigenous technologies have been employed in attaining the SDG (sustainable development goals) across various regions of the world. These technologies, which are developed and used by local communities, incorporate traditional knowledge and practices to address environmental and social challenges. They are often low-cost, environment-friendly, and adapted to local conditions. Examples of indigenous technologies include water harvesting systems, agroforestry practices, traditional medicine, etc. The use of these technologies not only promotes sustainable development but also helps to preserve cultural heritage and strengthen community resilience.

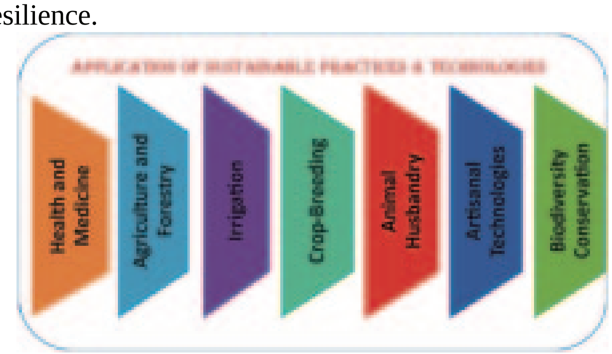

Fig. 2. Application of Sustainable Practices and Technologies

a. **Health & Medicine:** The state of Manipur is located in the Indo-Burma biodiversity hotspot, ranked 12th among 44 such hotspots, and has been using indigenous medicinal plants, animals, and insects as a primary source of folk medicine for many years. The Maiba-Maibi, which refers to the male-female traditional healthcare practitioners in Manipur, have been relying on natural resources for treating various human ailments since ancient times, despite the progress made by modern medicine (Deb, *et al.*, 2015). The people belonging to various ethnic tribes in the Karbi Anglong district consume a considerable number of insect species, which could be as high as 40 different species. Among the ethnic tribes, Karbis and Rengma Nagas are the most prominent insect consumers. Additionally, the ethnic tribes of Karbi Anglong also use ten species of edible insects for medicinal purposes (Doley & Kalita, 2012). The women in this region play a major role as the stakeholders and custodians of traditional knowledge by conserving food and medicinal plants in jhum land and home gardens (Singh, Pretty, & Pilgrim, 2010). In Nagaland various indigenous plants are used by the Zeliang Tribe for medicinal purposes. For instance, Allium ascalonicum and Zanthoxylum armatum are used for paralysis treatment, Alocasia macrorrhiza for snakebite, Ananas comosus for purifying the kidneys and lungs (in smokers), etc. (Singh, Gajurel, & Rethy, 2015)

b. **Agriculture & Forestry:** The "Zabo" agricultural system is a traditional method of farming practiced in Nagaland, which is named after the process of impounding water. It is a combination of forestry, agriculture, and animal husbandry that is based on sound principles of soil and water conservation. The system consists of a protected forest at the top of the hill, water harvesting tanks in the middle, and a cattle yard and paddy fields at the bottom for crop storage and irrigation during the crop period. The farming system also employs special techniques for seepage control in the paddy plots and thorough puddling, while shoulder bunds are lined with paddy husks (De, 2021). The cultivation of Terminalia myriocarpa and Morus lavigata, which are valuable timber species, is a widespread practice in Arunachal Pradesh. In Meghalaya, the combination of thinned pine trees with ginger is planted in pineapple fields or along boundary lines, which is an interesting approach (Singh, K.A., 2002).

c. **Irrigation:** The indigenous people of Muktapur, Jaintia hills district of Meghalaya have created a unique method of irrigation using bamboo, known as bamboo drip irrigation. This technique involves providing water to the betel vines and areca nut trees by allowing it to drip slowly onto the base of the crops. Bamboo channels are used to convey water from higher elevation natural streams to the plantation site by gravity flow (Singh A., 1988). The Apatani plateau has a rice-fish system that is designed to serve multiple purposes in water management. This system integrates land, water, and farming practices to protect soil from erosion, conserve water for irrigation, and facilitate paddy-cum-fish culture (De, 2021).

d. **Crop-Breeding:** In hilly regions, shifting cultivation is an alternative method for growing crops such as pulses, upland rice, vegetables, and tuber crops. Cassava and maize can be intercropped with soybean, pigeon pea, finger millet, sesame, etc. to maximize production by increasing the fertility of soil. In the North-eastern Himalayan region, farmers cultivate pre-kharif rice before planting the main crop of rice. Shifting cultivation in small plots is common, growing 8-35 species with simultaneous sowing and sequential harvesting. Mixed cropping of rice and maize, rice and cucurbits, rice and banana, rice and citrus, and maize and French beans are common in Jhum areas of Arunachal Pradesh. (De, 2021) which is a good example of sustainable practice.

e. **Animal Husbandry:** One of the sustainable animal husbandry practice in North-eastern India is the traditional pig farming system that utilizes indigenous pig breeds and is integrated with shifting agriculture. This system involves feeding pigs with locally available agricultural waste and household kitchen waste, which helps in recycling organic waste and reducing environmental pollution (Patra, Begum, & Deka, 2014). Another sustainable practice is the use of multi-species integrated farming systems, such as agroforestry, which involve the integration of livestock with crops and trees, leading to enhanced soil health and nutrient cycling (Ramakrishnan, 2007). Additionally, the use of local breeds of cattle, goats, and poultry is another sustainable practice that helps in conserving genetic resources and promoting local livelihoods (Sailo, Naha, Lalsangpuii, Lalchamliani & Das, 2015). The labour input, feed types, and animal dependence on browsing differs among the Nishis, Kacharis, and Chakmas. The

Nishis and Chakmas mainly used vegetable waste as a food source for their pigs, while the Kacharis solely relied on browsing. The Nishis and Karbis had similar goat husbandries, which solely relied on browsing and required less labour input. However, goat husbandry had lower energy efficiency than swine husbandry. The Nishis used cattle for meat, while the Karbis and Chakmas used cows for milking and bullocks for ploughing (Maikhuri, 1992).

f. **Artisanal Technologies:** In rural areas, there may be limited diversity of actors and intensity of knowledge creation in comparison to urban areas, but innovation remains a crucial component for organizations striving for regional development (Bayraktaroglu, 2020). The rural lifestyle in the North-Eastern region of India showcases a sustainable way of living, with bamboo being a significant element. This tropical climate zone is the natural habitat of bamboo. It has been deeply intertwined with the lives of the people in Assam and Mizoram and has played a significant role in the states' cultural, social, and economic traditions. As a result, it is an essential part of the wealth of these regions (Das, Chaaruchandra, Sudhakar, & Satya, 2012). Tribal communities in the North-eastern region have developed a sustainable way of living in harmony with their surroundings by constructing houses based on their tribal ethos. Many of these communities have a communal way of living and housing systems. Typically, users construct their houses using a traditional approach and receive assistance from the community, including family members, neighbours, and friends. One of the benefits of this approach is that the community can draw upon centuries of experience to optimize form and material selection to achieve comfort relative to the local climate. The traditional housing patterns are influenced by factors such as the availability of local materials, climatic and topographic conditions, the skills of the people, and the economic capacity of the individual (Das, Chaaruchandra, Sudhakar, & Satya, 2012).

g. **Biodiversity Conservation:** Traditional societies have long recognized their close relationship with the natural ecosystems and landscapes and have developed valuable knowledge and experience in the conservation of biodiversity. Their pragmatic knowledge has been gained from living near natural resources. By incorporating traditional knowledge, socio-cultural practices, and religious beliefs, these societies have been able to maintain natural resources in a diverse state (Deb, Deb, Sarkar, & Majumdar, 2014). Local communities in the hill region of North-eastern India have control over large tracts of land and manage their forests through community institutions. These communities have set aside protected forests, such as sacred groves, village restricted forests, village supply forests, clan forests, and other traditionally managed forests, which make up approximately 90% of Meghalaya's total forest area. This enables the tribal communities to nurture and conserve forests and trees in the vicinity of their habitation, near water sources, on steep slopes, and other ecologically sensitive regions (Tynsong, Dkhar, & Tiwari, 2020). Traditional ecological knowledge (TEK) is used for pest management in the rice fields of Assam. (Deka, Bhuyan, & LK, 2006).

4. Community Participation and the impact of indigenous practices on environmental protection

The indigenous practices of North-East India have had a significant impact on environmental conservation. One of the most prominent examples is the traditional knowledge and practices of the tribal communities in the region, which have been effective in maintaining the biodiversity of the area. These communities have developed sustainable ways of living in harmony with nature, and their knowledge of the local ecosystems has allowed them to identify and protect valuable species of flora and fauna.

To ensure that indigenous knowledge is fully integrated into development, it is important to recognize the value and importance of this knowledge, and to work in partnership with indigenous communities to support the preservation and transmission of traditional knowledge and practices. This can include initiatives such as community-based natural resource management, participatory research and development, and the recognition and protection of indigenous intellectual property rights (Berkes, Colding, & Folke, 2000).

The traditional agroforestry systems of the region have also played a vital role in preserving the environment. These systems involve the cultivation of multiple crops in a single plot of land, including trees, shrubs, and crops. This method of farming has proven to be environmentally sustainable, as it helps to prevent soil erosion and provides habitat for a variety of wildlife species.

The indigenous communities have developed unique methods of pest management that rely on natural products rather than chemical pesticides. For example, farmers in Assam use extracts of plants like neem and drumstick, as well as cow dung and duck dung, to control pests and infections in rice fields.

In addition to agroforestry, traditional water management systems have also played an important role in conserving water resources and mitigating the impacts of floods and droughts. For instance, the practice of building small check dams, known as "zabo" or "anicut" in the local language, has been widely used by communities in the region to conserve water and control soil erosion.

Furthermore, traditional knowledge and practices have been used in the region for sustainable forest management. Local communities have developed unique ways of managing forests, such as sacred groves and community forests, which have helped to conserve biodiversity and maintain ecosystem services. These forests also play a crucial role in carbon sequestration and can help mitigate the impacts of climate change.

Overall, the indigenous practices of North-East India demonstrate the importance of integrating traditional knowledge with modern scientific approaches to achieve sustainable environmental conservation and mitigate climate change.

5. Relationship between Indigenous knowledge and development

Indigenous knowledge can play an important role in sustainable development, as it provides a basis for community-based natural resource management and can help to ensure the long-term conservation of natural resources. Indigenous knowledge can also be a source of innovation, as it has often been developed through trial and error over many generations and can offer unique solutions to complex environmental and social challenges.

The importance of indigenous knowledge in development has been recognized by various international organizations such as UNESCO, which has established a program called Local and Indigenous Knowledge Systems (LINKS). This program recognizes the value of indigenous knowledge and seeks to promote its integration into development programs, policies, and strategies. By integrating indigenous knowledge systems into development initiatives, policymakers can better understand the unique needs and perspectives of local communities, and work with them to develop solutions that are culturally appropriate and sustainable. In this way, the recognition and incorporation of indigenous knowledge can contribute to more equitable and sustainable development outcomes.

The way LINKS is promoting indigenous knowledge for sustainable development is through its support for community-based projects that utilize indigenous knowledge for conservation and sustainable management of natural resources. For example, the LINKS program has supported the "Sharing Power" project in Ecuador, which involves the creation of community-led conservation areas that incorporate indigenous knowledge and practices for the conservation of forests and wildlife (UNESCO, n.d.).

Additionally, the LINKS program has partnered with other organizations and initiatives to promote the recognition of indigenous knowledge in global policy frameworks. For example, in 2018, LINKS co-organized a workshop with the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) to explore the integration of indigenous and local knowledge in global biodiversity assessments (UNESCO, n.d.).

LINKS is promoting indigenous knowledge for sustainable development by supporting community-based projects that utilize indigenous knowledge for conservation and sustainable management of natural resources, and by partnering with other organizations and initiatives to promote the recognition of indigenous knowledge in global policy frameworks.

6. Indigenous vs Modern Technologies

Indigenous technologies, rooted in local knowledge and practices, have coexisted with nature for centuries. They have enabled indigenous communities to adapt and survive in harsh and unpredictable environments. In contrast, modern technologies have been developed to overcome the limitations of nature and achieve unprecedented levels of productivity and efficiency. However, this has come at the cost of environmental degradation and social inequality.

The conflict between indigenous and modern technologies stems from their fundamentally different worldviews. Indigenous technologies view nature as a living entity with which humans have a symbiotic relationship, while modern technologies view nature as a resource to be exploited for human benefit. This has led to conflicts over resource use, ownership, and control, as well as the loss of cultural heritage and identity.

Despite these conflicts, there are growing efforts to promote the integration of indigenous and modern technologies for sustainable development. One approach is to recognize and value indigenous knowledge and practices as complementary to modern technologies. This can be achieved through the co-creation of knowledge and technologies, as well as the incorporation of indigenous perspectives into modern technologies.

For example, in agriculture, the use of traditional ecological knowledge in combination with modern scientific techniques has led to the development of sustainable farming practices that are both environmentally friendly and economically viable. In forestry, community-based management approaches that incorporate traditional knowledge have been shown to be effective in conserving forest resources and promoting sustainable livelihoods.

Another approach is to develop technologies that are more compatible with indigenous worldviews and practices. This includes technologies that are decentralized, community-based, and adaptive to local conditions. For instance, the use of renewable energy technologies, such as solar and wind power, can help to reduce dependence on fossil fuels and promote energy sovereignty in indigenous communities.

However, the integration of indigenous and modern technologies is not without challenges. One challenge is the need to recognize and respect the intellectual property rights of indigenous communities. This includes the protection of traditional knowledge from unauthorized use and exploitation, as well as the recognition of indigenous peoples' rights to benefit from the commercialization of their knowledge and resources.

Another challenge is the need to address power imbalances between indigenous and non-indigenous actors. This includes the need for participatory decision-making processes that involve indigenous communities in the design, implementation, and evaluation of technology projects. It also includes the need to address social and economic disparities that may limit indigenous communities' access to modern technologies and the benefits they offer.

The conflict between indigenous and modern technologies reflects deeper differences in worldview and values. However, there are growing efforts to promote the integration of these technologies for sustainable development. By recognizing and valuing indigenous knowledge and practices, developing technologies that are compatible with indigenous worldviews and practices, and addressing power imbalances and intellectual property rights, we can create a more inclusive and sustainable technological future.

7. Future Scope

Indigenous and traditional knowledge is integral to the cultural heritage of Northeast India. This knowledge has been passed down through generations and has been used to manage natural resources and ecosystems sustainably. Eco-tourism can be a means of promoting and preserving this knowledge by creating opportunities for tourists to learn from local communities. For instance, tourists can learn about traditional agricultural practices such as jhum cultivation or traditional fishing practices and traditional use of medicinal plants. This not only promotes sustainable practices but also helps to preserve cultural heritage. Furthermore, eco-tourism can provide economic opportunities for local communities by promoting the sale of traditional crafts and promoting cultural exchange.

One approach to promoting sustainable eco-tourism is to involve local communities in the planning and management of tourism activities. Local communities can be involved in the development of tourism infrastructure, such as eco-lodges, and in the provision of services such as guided tours. This not only provides economic opportunities for local communities but also ensures that tourism is managed sustainably and is respectful of local cultures and environments.

Modern technologies can also be used in combination with indigenous and traditional knowledge to promote sustainable eco-tourism. For instance, the use of digital technologies such as mobile apps can help to promote sustainable tourism practices by providing tourists with information on sustainable tourism practices and cultural heritage sites. Similarly, modern technologies such as solar-powered lighting and water treatment facilities can be used in eco-lodges to reduce the environmental impact of tourism activities.

8. Conclusion

The indigenous communities in Northeast India have developed an intimate relationship with their natural surroundings and have developed unique and effective methods of managing and conserving their resources. These practices have not only helped in maintaining the biodiversity of the region but also have contributed significantly to the socio-economic development of these communities. UNESCO's Local and Indigenous Knowledge Systems (LINKS) is playing an important role in promoting and preserving indigenous knowledge for sustainable development. Through its various initiatives and programs, LINKS has been successful in recognizing and valuing the traditional knowledge of indigenous communities and integrating it with modern scientific knowledge to create sustainable solutions.

Indigenous knowledge can be complemented by modern technologies to enhance its effectiveness and contribute to sustainable development. It is crucial to recognize and value indigenous knowledge and practices and integrate them into the development process to achieve long-term sustainable outcomes. Indigenous communities can play a crucial role in the development of eco-tourism by sharing their knowledge and practices with tourists and guiding them in sustainable practices. This approach can create a win-win situation for both, the community and tourists and contribute to the conservation of natural resources.

In a nut shell, the indigenous knowledge and practices of Northeast India have immense value and potential for promoting sustainable development and conservation of natural resources. It is essential to recognize and value this knowledge and integrate it with modern technologies to create effective and sustainable solutions. By doing so, we can ensure a better future for both, the environment and the communities that rely on it.

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Promoting Clay Craft Education and Training through National Education Policy 2020

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Abstract

As per Indian thought and philosophy, the knowledge (*Jnan*), wisdom (*Pragyaa*) and truth (*Satya*) is the highest human objective to be reached in life. The knowledge of clay art is considered as the invention of technology of human civilization. The knowledge (*Jnan*) of clay art or pottery and other related handicrafts has been transferred from one generation to another by informal, natural, and easy means through primary social institutions like family, relatives and neighbor. Parents make their sons/daughters involve in small piece of works of family occupation. As child grows, they learn from their parents or elders. The elders of the household were teachers in the field of technology and craftsmanship and their children became their disciples or students even though they were not formal disciples. In Indian society, the teachers are considered as the most respected members of the society as they mold humans ethically and morally gentle person in the same way a *Kumhar* mold clay into a useful shape. The Indian form of education has been ignored since last 7-8 decades. The National Education Policy 2020 (NEP 2020) considers the importance of clay craft traditions of learning from family, relatives and neighbor or other similar institutions. The NEP 2020 will help in creating the linkages between Indian form of culture and education in future generations. This paper studies the role of NEP 2020in promotion of clay art or pottery education and training.

Introduction

> *"Education is that which gives the ability to connect man to man, man to society, society to nation and man to nature"*
>
> - Swami Vivekananda

As per Indian Philosophy and thought, any knowledge (*Jnan*), wisdom (*Pragyaa*) and truth (*Satya*) is not limited to achievements in life only but it is also to establish a knowledge based social system and environment where everyone has opportunities (Kanitkar, 2017). In our tradition, everything is considered as equal to a guru, in which humans always come; Nature, trees, mountains, rivers, because human being learns from the day of conception till death. Other than parents and family members, humans get to learn something from the nature, trees, mountains, rivers etc. which humans cannot usually get to learn in educational institutions. The learning from the nature is eternal as per Indian concept of education. Learning from the nature develops the cognitive thinking skills and knowledge, and cognitive thinking skills and knowledge develops the interests of learning. Learning and cognitive skills are interdependent to each other in direct proportion (Bhagwat, 2013). According to the Global Education Development Agenda, reflected in Goal 4 (SDG 4) of the Sustainable Development Agenda 2030, adopted by India in 2015, the world should "ensure inclusive and equitable quality education for all and promote opportunities for life-long education by 2030" (Nations, 2015). The goal which is to be achieved by 2030 might be helping our educational status matching in competition with other developed nations, but the Indian forms of education will be missing as the local knowledge will be on path of eventual death. The need of passing on traditional pottery art and craft's expertise to future generations is being disregarded, and the earlier official educational system does not prioritize traditional knowledge practices, posing a threat to the village's long-term existence. It is vital to appreciate the impact of educational curricula on students from such institutions. (Honwad, 2018). So here comes is new National Education Policy 2020 that somewhere intervene to promote the Indian form of education which has been ignored since last 7-8 decades. NEP 2020 is possibly the first interventions through policy documentation that clearly verbalize the importance of local knowledge

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instead of global. It verbalizes the importance of interface between education and crafts (Poduval, 2021). The National Education Policy 2020 (NEP 2020) considers the importance of clay craft traditions of learning from family, relatives and neighbor or other similar institutions. The NEP 2020 will help in creating the linkages between Indian form of culture and education in future generations.

Objective

The Major objective of the paper is to discuss and analyze the role of NEP 2020 in promotion of clay craft or pottery education and training in India.

Research Methodology

The research study is completely exploratory cum descriptive touch. The content is part of the Ph.D. research work of the author. Primary and Secondary materials with special reference to National Education Policy 2020 (NEP 2020) have been used to write this paper.

National Education Policy 2020 (NEP 2020) and its principles

As in the phase of growing rapid changes in the knowledge landscape, Indian Union Cabinet gives the nod to new NEP 2020, which focuses on creating an education system that is strongly based in Indian ethos and can rebuild India as a global knowledge superpower by delivering high-quality education to all. It is one of the positive decisions for making the education system more Indianized. The multidisciplinary and multilingualism approach mentioned in NEP 2020 shows the positive approach to move more into Indian concept of Education. The focus on growing demand for Humanities and Art will accelerate India to become a developed nation in all way. The shift toward learning how to think critically and solve issues, how to be creative and interdisciplinary, and how to innovate, adapt, and absorb new material in innovative and changing domains is pushing the older education system to be renovated by integrating fundamental arts, crafts, humanities, games, and sports, among other things, in addition to mathematics and science.

The NEP 2020 was based on a plan made by K. Kasturirangan, a former ISRO chairman, in 2018. Following the Lok Sabha election in 2019, the drafted plan was made public and accessible for public comment. The NEP 2020 is mainly focused on increasing public investment on education by 6 percent of GDP by the Centre and States. The Ministry of Education replaces the Ministry of Human Resource Development. It also mentions digital education, which will be carried out by a self-governing entity known as the national educational technology forum. This forum will foster discussion on how technology may be used to improve learning, valuation, planning, and management. It will also oversee the development of digital infrastructure, as well as content creation and capacity growth. In terms of school education, the NEP 2020 aims to universalize pre-primary education for children aged 3 to 6 years old by 2025, and to raise the Gross Enrollment Ratio (GER) to 100% in school education from pre-school to secondary by 2030. From grade 6, vocational courses and coding will be part of the school curriculum. In courses up to grade 5, the mother tongue will be the medium of teaching. Instead of memorizing information, practical knowledge will be assessed to determine the degree of key skills. As far as higher education is concerned, the four-year undergraduate degrees is to be introduced with multiple entry and exit options. The students will be getting benefits of an Academic Bank of Credit where it will be easy to transfer the academic credits between institutions. The target is also to double the GER by 2035 taking the base year of 2018 in higher educational institutions. The concept of Indian form of education will be promoted by scientific temperament along with Indian Knowledge Systems, tribal and indigenous knowledge (MHRD, 2020).

The primary ideas of the NEP 2020 for India as a country of excellent human people are to increase the capability of logical thought and action, compassion and empathy, courage and resilience, scientific temper and creative imagination, and firm ethical foundations and values. The principles (MHRD, 2020) below will be very much helpful to recognize the purposes of NEP 2020 as mentioned in it, these are:

1. To encourage teachers, parents, and students to discover and recognise each student's strengths in order to stimulate overall growth, both academically and non-academically.
2. To make it a priority for all students to achieve fundamental literacy and numeracy by the third grade.
3. Students should be able to pick their own route of interest if they are flexible.
4. To remove negative hierarchies across diverse disciplines, such as arts and sciences, curricular and extracurricular activities, vocational and academic studies.
5. To promote the unity and integrity of all aspects of

knowledge, including interdisciplinary and holistic education in the sciences, social sciences, arts, humanities, and sports.

6. To place a greater focus on conceptual learning rather than rote learning for tests that yields immediate results;
7. To promote creativity, critical thinking, and rational decision-making, as well as innovation.
8. To instil strong ethical and constitutional principles in each individual, such as empathy, respect for others, cleanliness, civility, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice.
9. To have a bilingual approach to teaching and learning in schools.
10. To encourage the development of life skills such as communication, collaboration, teamwork, and resilience.
11. Rather than summative evaluation, which fosters today's "coaching culture," emphasis on regular formative assessment for learning.
12. To be more receptive to the use of technology in teaching and learning, as well as the removal of language barriers, increased access for Divyang students, and educational planning and administration.
13. In all curriculum, pedagogy, and policy, to respect diversity and the local context, constantly keeping in mind that education is a concurrent topic.
14. To guarantee that all children are able to prosper in the educational system, true equity and inclusion should be the cornerstone of all educational decisions.
15. Curriculum coherence across all stages of education, from early childhood care and education to schooling and higher education.
16. Maintaining favourable working settings and service conditions for teachers and professors, who are at the core of the educational process, through continual recruitment and professional development;
17. To assure integrity, transparency, and resource efficiency through audits, autonomy, good governance, empowerment, and public disclosure while adhering to the concept of a "light but tight" regulatory framework and respecting unconventional ideas.
18. To promote outstanding research as a prerequisite for outstanding education and development.
19. To conduct continuous reviews of progress based on ongoing research and regular assessment by educational experts.
20. To promote India's rootedness and pride, as well as its rich, diverse, ancient and modern culture, knowledge systems, and traditions.
21. To view education as a public duty, ensuring that every kid has access to a high-quality education.
22. To invest significantly in a healthy, thriving public education system, as well as to promote and facilitate real philanthropic private and community engagement.

Clay Art and *Kumhar* Community

Clay art is a well-informed art based on the pottery profession and traditional set of knowledge and abilities, which are the result of years of experience passed down through the generations. The art of clay craft or pottery is not something which occurs naturally rather it is the result of a long process of learning, training, and growth. Clay art refers to the act of handling, shaping, and modeling clay, as well as the finished clay made objects. The value of both result and process is founded on the idea that an artistic expression is more than just a finished product; it also exposes valuable information about the creator's inner world (Kim Abramowitz Hons. BA, 2013).

In India, the clay art is directly associated with *Kumhar* community. *Kumhar,* a caste as per Indian social system, is community of potters who practices pottery as their main occupation for their livelihood and businesses. In mediaeval sources, persons from the *Kumhar* group, also known as God Prajapati's generation, are depicted as legendary agents of creation, functioning as gods or sages, who appear in every cycle of creation-maintenance-destruction. Following their arrival on the planet, they built a Kumbha, which meaning water pot, to store water for everyday usage. *Kumhar* makes beautiful sculptures out of clay particles, toys, and kitchenware, among other things. According to Indian mythology, this caste is also famous for giving the birth of crafts and engineering on earth as they were first to use the wheel to make some useful products. Traditional knowledge has not been recognized as a part of official education and training, but playing with clay in modelling or crafting any new products can help children, youngers and elders to develop important skills and competencies (Leduc, 2015).

NEP 2020 for Clay Craft: An Intervention through policy documentation

One of the very much traditional knowledge i.e., of clay craft is considered as the earliest invention of technology in human civilization. The knowledge (*Jnan*) of clay crafts or pottery and other related handicrafts has been transferred from one generation to another by informal, natural, and easy means through primary social institutions like family, relatives and neighbor. Parents make their sons/daughters involve in small piece of works of family occupation. As child grows, they learn from their parents or elders. The elders of the household were teachers in the field of technology and craftsmanship and their children became their disciples or students even though they were not formal disciples. In Indian society, the teachers are considered as the most respected members of the society as they mold humans ethically and morally gentle person in the same way a *Kumhar* mold clay into a useful shape. Education is continuous process which never ends (Bhagwat, 2013). The process starts from the conception of the person till death of him/her. It is not like that education can be achieved only through good schoolings but it is also achieved from social institutions starting from the home, neighboring society, religious place, natural surroundings etc. One of the best examples is Abhimanyu of the famous epic Mahabharata, where folklore is that he has learnt about the concept of Chakravyuha in his mother's womb (Vyasa, 2013). The one who learns from the past generation become teachers for the next generation, that is the concept of Indian form of knowledge and education. It encompasses historical Indian knowledge and its contributions to modern India's triumphs and problems, as well as a strong understanding of India's future goals in areas like as education, health, and the environment. The chapter 4 which discusses about the curriculum and pedagogy in schools have mentioned about the pottery in point no. 4.26. It states that during grades 6-8, every student will participate in a fun course that provides a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, and so on, as determined by States and local communities and mapped by local skilling needs. NCERT will develop a practice-based curriculum that includes pottery and other related skills. Teachers and their recruitment are discussed in Chapter 5 of the NEP 2020, which states that the system must help recruit the best and brightest to enter the teaching profession at all levels by ensuring livelihood, respect, dignity, and autonomy, as well as instilling in the system basic quality control and accountability methods (MHRD, 2020).

Challenges for NEP 2020

To have Indian Knowledge Systems in educational institutes by giving priority to local knowledge in the globalized era is not an easy task. As per Dr. M. Bhagwat (2013) there are seven sins or struggles that somewhere impacts the education system in India (Bhagwat, 2013).

1. Local versus global;
2. Personal interests versus global interests;
3. Traditional versus Modern;
4. Farsightedness versusInstant vision;
5. Equity versus Competition;
6. Knowledge Explosion versus Knowledge Assimilation;
7. Spirituality versus Materialism.

Human beings nowadays face seven different sorts of challenges as a result of seven different life struggles. The first is the distinction between local and global. There is no comparison between the two. There is a war going on both sides, yet the locals continue to think for themselves and ignore the global perspective. As a result of the incompatibility of global and local thought, there exist tensions between them. There is a clash between the notion of global interest and the imagination of individual interest in such a circumstance. If a person wants to be happy, he or she must sacrifice the interests of the world. Human interests will have to be suppressed if the planet is to be happy, assuming that the world is going on. So, there is also a struggle. There is a conflict between what has happened in the past and what is being said today. They are unable to walk together. is unreliable. In the essence of man, there is also a component of tradition that cannot be detached from him. At the same time, man's yearning is for modernity, which is inextricably linked to it. The conflict between these two continues, and tension exists. Consider the interest of the present while thinking of distant interests with a far vision. Bear some difficulty now or do something today by incurring a distant risk. These two are diametrically opposed. Farsightedness and nearsightedness are incompatible. As a result, there is a lengthy ambush in the attachment of current interest, and no enjoyment in the hands of those with a distant vision, resulting in tension. There is competition in the globe, but there is also a growing voice for equality, but the two are not equal. Competition is discouraged if attempts are made to create equality. When competition is emphasized, the concept of equality is suffocated. As a result, the fight continues. People believe there is an explosion of information, but owing to a lack of capacity to assimilate that knowledge, man's existence is becoming increasingly sad, rather than happy. Knowledge exploration is not the same as knowledge absorption, and if we spend too much time digesting information, the rate at which we acquire information will slow down. Both of them are diametrically opposing. Finally, spirituality and materialism have coexisted since the age that current history believes to be ancient. If you obtain pleasure or happiness from the visible world, there is some reality beyond the world that is ignored, and life becomes unpleasant. If you go looking for him, you must give up all of life's pleasures. A person's happiness is also harmed by the struggle between these two. There are seven such tensions in the world today, indicating that while the world has progressed and knowledge has expanded significantly, pleasure is not the solution. This is how man has evolved. That is why the concept of education is timeless, yet what we have written today concerning modern issues, such as the education system, is equally timely.

Conclusion

The National Education Policy 2020 is exactly what India required, since pupils previously focused solely on memorizing textbooks. Previous programs had turned schools into factories that produced clerks, doctors, engineers, and other professionals. It had never considered persons who practiced pottery, plumbing, carpentry, music, dancing, and a variety of other occupations to be respectable. They are the lowest graded professional in India, yet they have a significant worth in industrialized or developed countries. After ten years of schooling, the old system was separated into three streams: science, commerce, and humanities, with science seen as superior to business, social science, and other humanities topics. Research and creativity were formerly under-explored subjects in education, but this has changed as a result of the National Education Policy. To make educated in the context of the craft tradition of India, National Education Policy has taken a bold step with the massive changes in the curriculum. Here as the clay craft is popular in India from the Harappa and Mohenjo-Daro civilization till now, so this clay craft tradition will be a path breaking to the new forthcoming generation particularly in the job field, Art and Aesthetics etc. The promotion of clay craft and other related skills through vocational courses will boost in building confidence in each traditional profession. It will move our education system more towards the Indian form of education.

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ICT integration to strengthen the Indian language system in Higher Education: An Overview

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सारांश

भारत एक सांस्कृतिक, भाषाई और ऐतिहासिक खजाना है। भारतीय भाषाओं के लिए हिंदी में एक कहावत के अनुसार, ''कोस कोस पर बदले पानी और चार कोस पर बानी'', यह दर्शाता है कि दुनिया की सबसे पुरानी भाषाई प्रणालियों में से एक में कितनी तेजी से बदलाव आया है। दुर्भाग्य से, भारतीय भाषाओं को उचित देखभाल और ध्यान नहीं मिला है, जैसा कि पिछले 50 वर्षों में राष्ट्र में 220 से अधिक भाषाओं को हानि हुई है (एनईपी-2020, पृष्ठ 53)। सार्वजनिक-निजी भागीदारी के माध्यम से भारतीय भाषाओं की स्थिति में सुधार करने के लिए कई रणनीतिक सिफारिशें, पहल और हस्तक्षेप की पेशकश की गई है। सूचना और संचार प्रौद्योगिकी (आईसीटी), भारतीय भाषाओं को स्थानीय और अंतरराष्ट्रीय स्तर पर सुधारने के लिए समाधानों की आपूर्ति की प्रक्रिया को सक्रिय रूप से संचालित कर रही है। प्रस्तुत पत्र में दो व्यापक प्रश्नों को संबोधित किया है, कि कौन से आईसीटी उपकरण विशेष रूप से सार्वजनिक डोमेन के अंतर्गत मुक्त पहुंच के लिए उपलब्ध हैं, और भारतीय भाषाओं में अनुवाद और रूपांतरण की आसान पहुंच प्रदान करता है? इसके अतिरिक्त, भारतीय भाषाओं की वृद्धि और उनकी बिगड़ती स्थिति को सुधारने के लिए कौन सी सरकारी तकनीकी पहल उपलब्ध हैं? साहित्य समीक्षा से निकले प्रमुख निष्कर्षों के अनुसार, भारतीय भाषाओं को सशक्त बनाने के लिए की जा रही सक्रिय गति के परिणामस्वरूप उच्च शिक्षा प्रणाली एक परिवर्तन के दौर से गुजरने वाली है। इस पत्र के माध्यम से, उन सामग्रियों पर जोर दिया गया है जो भारत की स्वदेशी भाषा विरासत को संरक्षित करने और इसे आने वाली पीढ़ियों के लिए संरक्षित करने के लिए सरकार के प्रमुख कार्यक्रमों के साथ-साथ मुक्त एक्सेस प्लेटफॉर्म के माध्यम से आसानी से उपलब्ध हैं।

Introduction

India's diversity has always attracted a great attention from all over the world. India's "Incredibility" might be attributed to its dynamic culture, diverse population and climatic conditions, or ethnicity, art, heritage, or languages. Notably, language diversity of India is spread across the globe and has secured fourth place with almost 454 living languages identified and reported by Ethnologue,[1] World Bank, (2020). But with the rise in population to 1.4 billion,[2] India is no exception to any other third world countries that are struggling to save and conserve its resources and deteriorating linguistic heritage.

It's possible that language is a fundamental instrument for expressing thoughts, beliefs, and ideas among living things. Its utilisation is quite technical and scientific in character. According to Aristotle, "Speech is the representation of the experience of mind and language is a speech sound produced by human beings to express their ideas, emotions, thoughts, desires and feelings." It is a major instrument used in shaping individuals, society, culture, learning and education, thinking and identity of a people (NCERT Bhasha Sangam,[3] 2021). Thus, the New Education Policy of India has emphasized on *the power of language.* In context to teaching and learning process at all levels, a great impetus is lead on multilingualism, use of vernacular language or mother tongue and extensive of technology in removing language barriers.

India being a multilingual country had already recognized the potential of multilingual computing (Singhal *et. al.*, 2004). Also, in order to respect the diversity and give equal respect to the local context in all curriculum and pedagogy a technology driven approach towards language teaching and learning as well as content creation, is emphasized upon. Therefore, various IT, and ICT based solutions are being looked for to foster linguistic awareness and harmony among diverse ethnic and culturally diverse learners.

1. India's Linguistic Diversity | The India Forum
2. https://www.theindiaforum.in/article/what-census-obscures#:~:text=The%20most%20linguistically%20diverse%20states, islands%20like%20Andaman%20and%20Nicobar.
3. https://ncert.nic.in/pdf/bhashasangam/BhashaSangam_Broucher_outline.pdf

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Objectives

The documented article is developed across the objectives to :

i. Identify the ICT tools available for translation and interpretation into Indian Languages.

ii. Analyze the government initiatives towards technology driven use of Indian language.

NEP 2020 and Indian Languages

In view of the vulnerability of losing the classic languages and the concern towards the posing threat for existing Indian languages, the New Education Policy has sketched a detailed plan to preserve and improve the status of Indian languages through school education and Higher Education.

NEP (2020, para 4.12) has ensured the collaboration of Centre and State in investments of large numbers of language teachers in all regional languages across the country. The development of e-content and promotion of spirit of learning through different languages stated in VIII schedule of Indian Constitution. A bilateral agreement to hire teachers among the states to channelize the process of learning through three-language formula is suggested. To provide experiential learning experiences and reaching out for innovation through gamification and use of web-based applications is proposed (NEP, 2020 para 4.21, p.15) The policy document has taken account of Indian Sign language and has emphasized on the standardization procedure of the language across the nation.

A great impetus is lead upon the translation of important text, digitization of print materials and manuscripts, development and updation of vocabularies as well as production of teaching learning material. A serious need to design, develop and circulation of high-quality programmes and degree courses in Translation and Interpretation is recommended by NEP (2020, para 22.1, p. 54) A plan to establish an Indian Institute of Translation and Interpretation (IITI) is considered and extensive use of technology to aid in its translation and interpretation efforts is being pursued.

Technology and crowdsourcing are considered to be the only solutions to reach out to the learners and familiarize them with the existing Indian languages.

Technological Boasting of Indian Languages

In a multilingual population like India, the trade, business or education is forced to adapt English for language of communication. The information to be processed and the tools available for the analysis of data are both available in English and elite languages only. Hence, language is sought to be a barrier in a digital world and affects the learning process.

With the advent of Education 4.0, the integration of artificial intelligence, natural language processing, machine learning etc. are rendering to overcome the language barriers and reaching out to the masses. The effort to vocalize the promotion and upliftment of Indian languages were started around 1990-91 when government of India launched TDIL (Technology Development of Indian Languages) program for development of corpora, OCR, text-to-speech, machine translation and generic software for Information Processing (Singhal *et. al.,* 2004). Also, the Bureau of Indian Standards published a new version of the standardization of 8 bit ISCII (Indian Script Standard Code for Information Interchange) in 1991 after it had been established by the former Department of Electronics, Government of India, in 1988.

The world of computing, scripting and translation begin to evolve by the introduction of Indian Scheme of fonts like Kruti Dev in 1997. However, Indic computing (Indic Computing - Wikipedia, 2015) meaning - computing in Indic i.e., Indian scripts and language is considered to revolutionize the digital world for Indian languages. It involved developing softwares in :

- Indian scripts and languages
- Localization of computer application
- Database management
- Spell Checkers
- Speech to text and Text to speech apps
- OCR in Indian Languages.

ICT tools used to enhance Indian Languages

The Information and Communication Technology tools have been rigorously exploited to over come the language barriers and for getting familiar with different Indian Languages. Apparently, all ICT tools, both new and old i.e.

- radio, television, computer, internet, mobile and wireless devices or
- web-based technologies, assistive technologies etc.

have contributed to help the individuals familiarize with the various languages across the globe. The milestones achieved with the ICT tools utilization are :

- ❑ Remington- **typewriter** were the first machine based Indic IME (input method) that were used to type the fonts in Indian scripts mechanically.

- Use of full-size Keyboards that support the Unicode standards.
- **InScript Typing,** developed by C-DAC an Indian organization in collaboration with Government of India that is in cooperated in all major operating systems like Microsoft Windows, Linux and Macintosh.
- **Phonetic transliteration** i.e. the phonetical conversion of entered text into Indian languages. For example- Google Indic transliteration, BarahaIME (used in transcribing for observations and interviews in qualitative researches), Indic IME, Rupantar, Microsoft Indic Language Input Tool, QuillPad etc.
- **Smart Phones with Qwerty keyboards and with soft or virtual keyboards -** Gboard.
- **Spell Checkers** in the smart devices with the Indic keyboards.
- Transliteration Tools **- Aksharamukha** that allows user to read a text in Indian script. The same feature is offered by Google Indic transliteration. It carries the feature to convert one script to another.
- Text-to-speech (TTS) software is an essential service for the visually impaired Indian natives. It reads out the text in Indian languages- Hindi, Tamil, Telugu, Punjabi, Marathi, Kannada, Gujarati, Bengali.
- Speech-to-text softwares are being developed with artificial intelligence and employed in various sectors. Google Assistant, Apple Inc.- Siri and Amazon's Alexa support major Indian languages and are found to be useful and an interactive mode of teaching learning for students especially at school level.

Government of India and its Agencies Initiatives to enhance Indian Languages:

a) National Translation Mission (NTM) : National Translation Mission is a government of India initiative that came into existence as a vision of former PM Dr. Manmohan Singh, presiding over the meeting for the National Knowledge Commission of India, 2005. The aim of the translation mission is to work on the quality, distribution and access to the translated materials. The vision is to provide incentives and employment in the translation filed as it has been suggested, 'translation activities can also generate direct and indirect employment, thus encouraging the educated unemployed to serve the people while finding a remunerative profession for themselves.' (*National Translation Mission,* n.d.). NTM works towards the standardization of Technical Terminology in Indian languages in collaboration with Commission for Scientific and Technical Terminology (CSTT). Noticeably, 105 titles have been approved for translations in 21 disciplines (Botany, Chemistry, Computer Science, Economics, History, Law, Mathematics, Mechanical Engineering, Medical Science, Philosophy, Physics, Political Science, Psychology, Sociology and Zoology) so far.

- Union Home Minister Amit Shah has released 03 translated medical textbooks in Hindi for MBBS students in Madhya Pradesh on October 17 and provided updates for 10 states including Tamil Nadu, Andhra Pradesh, Maharashtra, West Bengal, Kerala and Gujarat have begun translating books of engineering courses in regional languages. (*Amit Shah Releases Textbooks in Hindi for MBBS Students,* 2022)

b) National Language Translation Mission - ***Bhashini:*** The National Language Translation Mission is an ambitious program of Indian government announced by Ministry of Electronics and Information Technology (MeitY) as *Bhashini.* The vision attached to Bhashini is to develop an innovative and technology driven ecosystem under public-private-partnership in order to render solutions powered by open data, apps and services. It states, "to harness natural language technologies to enable a diverse ecosystem of contributors, partnering entities and citizens for the purpose of transcending language barriers, thereby ensuring digital inclusion and digital empowerment in an AatmaNirbhar Bharat". It is an initiative to build a National Public digital platform for speech-to-speech translation and to provide an ecosystem for country's digital educational architecture.

c) TDIL programme - To enable wide proliferation of ICT in Indian Languages, tools, products and resources should be freely available to the common public. (About TDIL: Technology Development for Indian Languages Programme, n.d.) Therefore, Technological Development for Indian Languages were launched by then Department of Information

Technology (now MeitY). Its objectives are to perform research and development activities in language technology, monitor & regulate the proliferation of language technology as well as development of standards for language technology. It's the oldest initiative taken by government to enhance the use of Indian Languages.

Conclusion

In a study, Ganesh Devy, head of PLSI (People's Linguistic Survey of India) 2013, founder-director of the *Bhasa Research and Publication Centre, Vadodara and Adivasi Academy at Tejgadh, Gujarat,* has stated that India may have lost 220 languages since 1961 and another 150 languages can disappear over the next 50 years. The concern towards the Indian languages and its preservation is vital and alarming as the rate of westernization and urbanization has affected the system of teaching, learning and occupation. People are either attracted or forced towards adopting English and other elite languages. Indian Languages are losing its charm and aura as the number of speakers are decreasing. Therefore, to increase the familiarity with the native Indian languages IT, ICT and Internet aided technologies must be relied upon. As the technology has laid the road to very household and permeated in very government scheme. Hence, its suggested that there must be extensive use of technology and collaboration with private firms to provide innovative solutions towards enhancing the use of Indian languages.

Additionally, a psychological perspective of students and people is necessary for acceptance, motivation, and a good attitude toward Indian as well as regional languages. Leveraging the potential of ICT tools in higher education can ensure improved learning for students from a variety of linguistic backgrounds as well as open up various employment opportunities. Language Technology is thought of as a multidisciplinary field in and of itself, requiring an understanding of language and its usage while also integrating technical concepts and technology. It combines humanities, science, and engineering fields and offers several opportunities. As stated by (*Bhasha Sangam_Broucher_outline.Pdf*, n.d.) Nelson Mandela, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." Therefore, relishing the power of native and regional languages efforts needs to be made by developing the technological feasible solutions that can digitize, automate or translate, interpret, analyze and compute the resources in Indian Languages. Hence, the learners who by some unavoidable circumstance where not proficient in a language like English are at least benefited by the technological advancements by overcoming the language barriers.

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A Study of Upper Primary School Student's Mental Health According to Bhartiya Psychology in Relation to Certain Variables

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Abstract

Purpose : The real purpose of education is the education of the mind. So if the mind is diagnosed it can be treated properly at the right time. Therefore, the present study has been conducted for the purpose of to diagnose upper primary student's mental health in relation to gender, area, type of school, standard, father-mother's education, parent's occupation, type of family and number of siblings. *Design/methodology/approach*: This is survey study with quantitative methods of analysis and interpretations. A total of 598 upper primary students (298 girls & 300 boys) completed an offline survey to assess measures of Mental Health. The researcher has successfully developed Mental Health Scale according to Bhartiya psychology. Five major components were included i.e.,: *Mansik samatva* (mental balance), Anxiety free/Excitement-free, *Maitri* (amity), Blissfulness, *Chittshuddhi* (Purification of the mind) in mental health scale. *Results* : Gender, mother's education and type of family have no significant effect on mental health of upper primary school students, while Area, type of school, standard, father's education, parental occupations and number of siblings have significant effect on mental health of upper primary school students. *Conclusions* : These findings can useful teachers to identify students' mental health from an early age and parents will also find it helpful to treat and maintain their children's mental health. Students will also be able to know their own mental health and treat the defect if it is found.

Introduction

Porandla (2020), Shah (2005), Roche (2021) and Rensing *et al.* (2020) written in their articles that mental health research in India is still in its infancy. The limited research capacity, lack of adequate mental health professionals (MHPs), insufficient funding, inadequate research training opportunities, and low priority accorded to mental health by the government are some of the barriers to mental health research in India. The world is struggling against stress, inhumanity, anxiety, fear and terrorism. In this 21st century infotech age, man's ideas to keep pace with technology are also moving at a rocket speed. Not only thoughts but the whole personality i.e. Body, mind and brain are moving fast for the implementation of those thoughts. Uncontrolled speed has endangered his mental health and is affecting his entire existence.

Even today's students are not excluded from this position. Especially in the situation of Covid-19 pandemic, the mental health of children all over the world is endangered. Primary and secondary school students are in a very anxious and stressful situation nowadays. Getting angry quickly, shouting, talking in front of parents, lack of joy and healthy friendship etc. are seen.

A small body of literature has examined how gender, education and occupation of parents, types of school and types of family are related to mental health problems.

The study of Rao M. & Rao D. (2021) shows that the proportions of males and females reporting mental health degradation was 18 (28%) and 45 (70%) respectively. Anand (1989) conducted a study of mental health on 262 (169 boys and 93 girls) high school students of X grade. Finding of this study indicates that girls have significantly better mental health than boys. He also found that mental health of children was dependent upon education and occupational status of parents. Sound mental health was positively related to academic achievement and both of them were positively related to parental status. The degree of mental health was also related to the type of school, being the highest in convenient schools, followed by Sainik DAV and DM schools, respectively. Nanda (1999) found that girls mental health was good than boys and there is no difference in mental health of students of ashram schools and urban schools but rural school girls have better mental health then urban girls. Brahmbhat (2015) found that Significant difference is not existed between male and female students of higher secondary school on mental health but

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significant interaction effect is existed between gender and medium of instruction of students of higher secondary school on mental health. Male English medium students of higher secondary school have found to be better mental health than remaining groups of students of higher secondary school. Rai and Yadav (1993) conducted a study on 251 boys and 250 girls of rural and urban area. Results revealed that girls were more superior in mental health when socio-economic status controlled and no difference found in rural and urban area students when socio economic status controlled.

Nami Y. *et. al.* (2014) study's results showed that 37.37 % of the students is suspected of having mental disorders. Magotra (1982) found that (1) girls appeared to possess better mental health, were capable effacing the realities around them and were able to tide over the mental disequilibrium, (2) the mental health of boys and girls appear to be considerably influenced by the two factors, namely, intelligence and physical health, (3) the mental life of boys were dominated by the feelings of depression and neurotic behavior. On the other hand, girls were found to be suffering from a sense of insecurity and anxiety. Prasanna (1984) aims to identify the mental health variables which discriminated between high and low achievers among the total sample and subsamples classified based on sex, and area of residence. The sample was made up of 1050 pupils (567 boys and 483 girls) of std. IX, selected by applying the proportional stratified sampling technique. The main findings were: \ 1- All the mental health variables studied discriminated between high and low achievers in most of the groups studied. 2- High achievers had higher mean scores than low achievers for all the 16 mental health variables studied. Kaur *et. al.* (2015) found that male and female students not differ significantly on mental health, whereas significant difference was found between rural and urban in favor of urban students. No significant interaction effect was found between sex and habitation on mental health.

Western psychology and Bhartiya psychology differ greatly in the concept of mental health. So here is an attempt to construct the mental health scale according to Bhartiya Psychology and measured the upper primary school student's mental health in context to certain variables.

Explanation of the Important Terms

Bhartiya Psychology : Tomar (2004) write that the Patanjal Yoga Sutra is the foundational and authentic science of Bhartiya psychology. Bhandev (2003) write that Bharat is a spiritual country. The birth of spirituality in Bharat is very ancient. Bhartiya psychology was born since the study of *Chetana* (consciousness), *chitta* (mind stuff) and behaviour for self-realization in spirituality. Thus, Bhartiya psychology has been born, developed and grown as part of Bhartiya spirituality.

Mental Health **:** Bhandev (2003) write Mental health is the mutual union of the four central elements of a person, *chaitany* (reality), *chetana* (consciousness), *chitta* (mind stuff) and behaviour according to Patanjal Yoga Darshan. Bhartiya Psychology also studies *chaitany* (reality), *chetana* (consciousness), *chitta* (mind stuff) and behaviour. So, these four elements have been included in the concept of mental health, the interconnectedness of them maintains mental health. The present study is based on the responses given by the students on the scale of mental health i.e., mental health.

Significance of the Study

The mental health scale achieved through the present study will play an important role as a tool in achieving the objective of Bhartiya education. Teachers will find it useful to identify students' mental health from an early age and parents will also find it helpful to treat and maintain their children's mental health. Students will also be able to know their own mental health and treat the defect if it is found. Researchers in this field will find a ready-made device.

Objectives of the Study

The objectives of the present study are as follows.

1. Difference between mean scores of mental health of upper primary school students.
2. To find out the effect of area on mental health of upper primary school students.
3. To find out the effect of type of school on mental health of upper primary school students.
4. To find out the effect of standard on mental health of upper primary school students.
5. To find out the effect of father's education on mental health of upper primary school students.
6. To find out the effect of mother's education on mental health of upper primary school students.
7. To find out the effect of parental occupations on mental health of upper primary school students.
8. To find out the effect of type of family on mental health of upper primary school students.
9. To find out the effect of number of siblings on mental health of upper primary school students.

Main Hypothesis

The null hypotheses of the present research are as follows.

1. There will be no significant difference between the mean scores on the Mental Health Scale of girls and boys of upper primary school.
2. There will be no significant difference between the mean scores on the Mental Health Scale of urban and rural upper primary school students.
3. There will be no significant difference between the mean scores on the Mental Health Scale of government and private upper primary school students.
4. The standard of upper primary school students may not have a significant effect on their mean scores of Mental Health Scale.
5. Upper primary school students' father's education may not have a significant effect on their mean scores of Mental Health Scale.
6. Upper primary school students' mother's education may not have a significant effect on their mean scores of Mental Health Scale.
7. Upper primary school students' parental occupations may not have a significant effect on their mean scores of Mental Health Scale.
8. Upper primary school Students' type of family may not have a significant effect on their mean scores of Mental Health Scale.
9. Upper primary school students' number of siblings may not have a significant effect on their mean score of Mental Health Scale.

Variables of Research

In this research, considered variables are mentioned below:

Table-1 : Variable Considered in Research

Sr. No.	Variables	Type of Variable	Level of Variable	Understanding of Level	Tool for measuring Variable
1.	Gender	Independent	2	- Girls - Boys	Mental Health scale
2.	Area	Independent	2	- Rural - Urban	Mental Health scale
3.	Type of school	Independent	2	- Government - Private	Mental Health scale
4.	Standard	Independent	3	- Standard - 6 - Standard - 7 - Standard - 8	Mental Health scale
5.	Father's Education	Independent	4	- illiterate - std. 1-12 - Graduation - PG & above	Mental Health scale
6	Mother's Education	Independent	4	- illiterate - std. 1-12 - Graduation - PG & above	Mental Health scale
7.	Father/ Mother's Occupation	Independent	4	- Agriculture - Service - Business - other	Mental Health scale
8.	Type of family	Independent	2	- Joint family - Nuclear family	Mental Health scale
9.	Number of siblings	Independent	3	- 1 - 2 - 3-5	Mental Health scale
10.	Mental Health	dependant		-	Mental Health scale

Research Methodology

Survey Research method is selected as research methodology is opted for performing this research.

Population and Samples

In present research, Mental Health scale is constructed for upper primary school students. Hence, the students studying in standards - 6,7 and 8 in Gujarati medium government approved school located at whole Gujarat are population. There are so many methods available for sample selection, out of which researcher has opted Level wise, area wise Stratified Random Sample Selection Method. In this level wise, area wise Stratified Random Sample Selection Method, 7 Districts from Gujarat are selected randomly. Then area wise and level wise randomly 10 upper primary schools have been selected from the 7 districts by draw system. From the selected 10 upper primary schools, 30 girls and 30 boys who studied in standards- 6, 7 and 8 (10 boys and 10 girls from each standard) were selected randomly from each school. Considering the variable, 598 students have been selected as a sample.

Tool

Researcher has developed standardise Mental Health Scale based on Bhartiya Psychology for measurement of mental health of upper primary students. Five components have been selected from Bhartiya psychology (Patanjal Yoga Darshan) for construction of Mental Health Scale. 1. *Mansik samatv* (mental balance), 2. Anxiety free/ Excitement-free 3. *Maitri* (amity) 4. Blissfulness 5. *Chittshuddhi* (Purification of the mind). In the first stage total 45 items were developed according to 5 components. Each item has four options in increasing order and according to it scores also in increasing order. Each item has Maximum 4 score and minimum 1 score. Then researcher has applied it on 30 students of upper primary school before pre piloting just for checking that it works properly or not according to objectives and understanding of constructed questions and its options. Then she has revised it and taken expert opinion on items of the tool. She has again revised it according to expert opinion and pre piloting it on 216 upper primary students. On the basis of pre piloting data analysis, final tool has been decided. It has 40 items & total maximum score was 160. Reliability of the tool has been measured by Internal Consistency-homogeneity. Item wise co-relation of 40 items were between 0.22 to 0.59 and component wise co-relation of 5 components were between 0.73 to 0.83. Final tool has been applied on the sample.

Data Collection, Analysis and Interpretation

Data Collection

For the sake of accumulation of information in present research, Mental Health scale containing 40 items filled by 598 students studying in standards - 6, 7 and 8 in various 10 primary schools situated in 7 various districts in Gujarat. For the conduct of Mental Health scale, at pre-decided time, students were taken in full confidence to promote balanced mood and well-instructed for giving their answers.

Data Analysis and Interpretation

The effect of gender, types of school, standard, area, father's study, mother's study, parental occupations, types of family and number of siblings on the mental health of upper primary students have been tested by t-value and F value. For the sake of simplicity, information represented in table-1.

Table-1: Impact of different Variables on Mental Health

Hypothesis/Variable	Level	N	Mean	SD	t\F value	Significant level
H_{01} Gender	Girls	298	121.1946	15.98660	t-1.504	-
	Boys	300	119.3333	14.22545		
H_{02} Area	Urban	300	110.6067	10.47622	t- 6.949	**
	Rural	298	104.9396	9.43646		
H_{03} Type of school	Government	358	105.09	10.857	t-3.223	**
	Private	240	110.80	10.472		
H_{04} Standard	6	197	122.3401	14.85168	F- 3.869	**
	7	197	118.1168	15.45208		
	8	204	120.3235	14.91200		

H_{05} Father's education	Illiterate	41	103.7073	12.031	F-3.679	**
	Std. 1-12	479	107.9875	9.685		
	Graduation	55	110.1091	11.148		
	PG & above	23	110.5652	14.509		
H_{06} Mother's education	Illiterate	150	107.060	10.194	F-1.482	-
	Std. 1-12	407	108.115	10.359		
	Graduation	30	111.266	10.054		
	PG & above	11	107.000	8.148		
H_{07} Father/Mother's occupation	Agriculture	160	107.3813	9.5449	F- 3.719	**
	Service	147	110.3537	10.8658		
	Business	222	106.8604	10.1251		
	Other	69	107.9855	10.5572		
H_{08} Type of family	Joint family	255	107.338	11.040	t- 0.171	-
	Nuclear family	343	108.484	9.667		
H_{09} Number of siblings- Total child	1	10	127.090	6.412	F- 40.168	**
	2	113	111.741	8.318		
	3 & above	475	117.686	14.767		

** 0.01 level significant

According to table-1, null hypothesis 1-9 can be checked and interpreted from t-value and F-value.

The analysis presented in this table shows that gender, mother's education and types of family are the variables which do not show any significant impact of the level of students' mental health. Therefore hypotheses no. 1, 6 and 8 are accepted and hypotheses no. 2,3,4,5,7 and 9 are not accepted.

Findings of Research

The major findings of this research are as follows:

1. Gender, mother's education and types of family have no significant effect on the level of mental health of upper primary school students.
2. Area, types of school, standard, father's education, parental occupations and number of siblings have significant effect on the level of mental health of upper primary school students.

Discussion

This study puts question mark on generally held or popular beliefs like children in rural area, government schools, small family, of highly educated mother and of farmer family have better mental health. It is also worth noting that children of illiterate mothers and highly educated mothers have shown almost same score.

Further it can be said that there is no significant effect of gender on the mental health of upper primary school students. It means mental health of upper primary school girls and boys are not different. This achieved result in present study is collectively of standard 6, 7 and 8th girls and boys. So can't say anything about standard wise gender effect. From this result can be said to be consistent with the findings of the previously reported research Kaur *et. al.* (2015). Further there is no significant effect of types of family on the mental health of upper primary school students. It means mental health of upper primary school students of joint family and nuclear family is not different.

There is significant difference between the mental health of urban and rural upper primary school students. Urban upper primary school students' mental health is significantly higher than rural upper primary school students. So, it can be said that an area plays an important role in keeping up mental health of upper primary school students. Further there is significant difference between the mental health of government and private upper primary school students. Private upper primary school students' mental health is significantly higher than government upper primary school students. So, it can be said that types of school play an important role in keeping up mental health of upper primary school students and from this result of the present study can be said to be consistent with the findings of the previously reported research Anand S.P. (1989).

There is significant difference between the mental health of standard 6, 7 & 8 students. Standard 6th student's mental health is higher than standard 7th and 8th students. So, it can be said that mental health is good in lower age. So, teachers and parents should try to maintain and increase the mental health of children with increasing age. Further there is significant difference between the mental health of illiterate, standard 1-12, graduate and PG & above educated father's children of upper primary school. Mental health of Standard 1-12, graduate and PG & above educated father's children is higher than illiterate father's children. So, it can be said that father's education is play an important role in keeping up of children's mental health. Whenever there is no significant difference between the mental health of illiterate, standard 1-12, graduate and PG & above educated mother's children of upper primary school. Yet, mean scores on the mental health scale of graduate mothers' children are higher than illiterate, standard 1-12, and PG & above studied mother's children. So, here we can say that neither more, neither less it means graduate mother's child has better mental health.

According to findings of hypothesis-7, serviceman's child has a better mental health than agriculture, business and other types of occupations. So here we can say that parent's occupation plays an important role in keeping up mental health of children. Service gives safe and secure life to family and persons and it maintain mental health of their children. From the results of the hypothesis-5 & 7 can be said to be consistent with the findings of the previously reported research Anand S.P. (1989). No. of siblings of students have also significant effect on mental health of them. The mental health of only one child is higher than 1, 2 and 3 & above number of siblings. Here we can say that only one child had better maintain his/ her mental health.

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Satisfaction from Work from Home: A Study on Job Autonomy and Home Workspace Suitability as predictors in IT Industry

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Abstract

The aim of the study was to establish Job Autonomy and Home Workspace Suitability as predictors of Satisfaction from Work from Home in the professionals working in the IT Sector. The existence of these relationships was explored through a non-experimental controlled inquiry. The constructs were defined as follows: Job Autonomy, as the independence level of an employee to determine how work should be done; Home Workspace Suitability, as an individual's comfort to work from home and other physical elements to attain a dedicated workplace; and Satisfaction from work from home as the job and environment the person is working in. A sample of 103 professionals working in the IT sector were randomly as per the convenience of the author. These 103 IT professionals completed the questionnaire designed to access various variables involved in this study. The data collected was analysed using multiple regression analysis. The results showed that significant positive relationship exists between Job Autonomy and Satisfaction from Work from Home, Home Workspace Suitability and Satisfaction from Work from Home. This indicates that the IT Professionals who have high Job Autonomy and high Home Workspace Suitability develop more Satisfaction towards Work from home. The limitations of the study and recommendations for future research were discussed.

1. Introduction

The infamous coronavirus pandemic, which infected the world with the SARS-CoV-2 virus, forced the world to evolve in a definite direction and adapt to several unprecedented norms and ideologies. The temporary shutdown had severe consequences on commerce and economy. Several industries like tourism and hospitality were forced to freeze immediately whereas several other industries revolving around virtual setups and opportunities witnessed increased users and revenue, including communication channels, commerce and entertainment channels. The leading corporations were forced to recalibrate their business operations in terms of logistics, sales and working patterns while emphasising on safety practices like social distancing and proper sanitization. In about as a consequence of the outbreak, 72% of employees had to switch to work from home overnight[1] and while adapting with the enforced work from home practices the lines between work and home got blurred and employees struggled to remain prolific. The job satisfaction became subservient over safety and health. Previously scholars have investigated the effect and relation of Job satisfaction and Work from home which has been inconclusive but the studies have identified about the various factors of WFH which have affected Job satisfaction like working hours, work location, social interactions. Also, Role Balance Theory suggests that the individuals who can successfully balance multiple roles (employee, spouse, parent, etc) experience more positive effects than those who achieve less balance.[2] On the other hand, self-determination theory emphasises how WFH fulfils personal psychological needs (e.g., autonomy, competence, relatedness) as a driver of job satisfaction.[3] Scholars have subsequently noted that individual and job characteristics can moderate the relationship between WFH and job satisfaction. A similar trend had been noticed in the study conducted by Airtasker, wherein they sampled over 1,004 full-time employees, including the 505 working from their residences.[4] The study concluded with an observation stating that the employees working from their residences were more productive and contained a sense of stratification than their counterparts working from the office.

Given that the employees are a significant determinant of firm value, it is vital to understand the myriad of ways different WFH arrangements may have impacted the employees. This paper sheds light on how WFH arrangements affect employees satisfaction from

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working from home in the individuals working in the IT Field. The researchers have used new large-scale survey data by circulating the forms. The data includes self-reported features of the WFH arrangements of over 103 employees from 2022 (i.e., always WFH). Respondents also provide information on job satisfaction and home workplace suitability, Job Autonomy, and their views on work-from-home arrangements. The authors contribute to the literature in three ways: first, Drawn upon the existing literature to identify the factors that most contribute to employees' satisfaction while working from home. Second, Empirically stated how these work-from-home factors impact the overall employee satisfaction for the individuals working from home. Finally, the same results could guide the formulation of future work-from-home policies. This research aims to help employers make the necessary changes/improvements in the current work-from-home arrangements to maintain a continuously motivated workforce in these uncertain times.

2. Theoretical Framework

Factors Influencing Satisfaction from Work from Home

Satisfaction from Work from Home has become an essential aspect as it is an individual's overall feeling about the job and the environment where the person has to work. In this study, the environment is considered the factor influencing Satisfaction from work from home, and there are mainly two factors; Job Autonomy and Home Workspace Suitability. These factors are not different in context but are different from traditional job satisfaction factors, for example, organisation, work environment, work itself, and personal.

Job Autonomy

Job autonomy is the level of independence an individual has to determine how work is done; this includes choosing the types of procedures to carry out the job.[5] Autonomy is a critical job resource because it enables employees to work according to their preferences, ensure personal productivity, and self-organise their work tasks to cope more effectively with stressful deadlines, ensuring greater motivation toward performing the task. However, an opposing view suggests that flexible working hours create insecurities related to performance evaluation and supervisor expectations, adding to working time and stress and reducing job satisfaction.

Home Workspace Suitability

The suitability of home working conditions encompasses physical elements dedicated to workplace suitability and conditions and various other bare essentials like IT tools and other conditions like freedom from distractions and noise, which may significantly impact employee satisfaction. For instance, according to self-determination theory, IT tools enable home-based workers to share information across time and space boundaries and help to fulfil the psychological need for interpersonal interaction, further helping to improve job satisfaction.[6] In addition, work adjustment theory asserts that a separate home workspace ensures clear structural boundaries between work and home and maintains job satisfaction by controlling distractions, such as children and noise.[7]

3. Objectives

The main objective of this study was to examine Job Autonomy and Home Workspace Suitability as determinants of Satisfaction from Work from Home for IT Professionals. One sub-objective of this study was to study the effect of Demographic variables like Age, Gender and Marital Status on Satisfaction from Work from Home. Following Hypotheses were proposed:

H1: A significant positive relationship will exist between Job Autonomy and Satisfaction from Work from Home.

H2: A significant positive relationship will exist between Home Workspace suitability and Satisfaction from Work from Home.

H3: There will be significant difference in the level of Job Satisfaction from Work from Home in Married and Single Employees.

H4: There will be significant difference in the level of Job Satisfaction from Work from Home in Males and Females

4. Review of Literature

(Amiable & Kramer, 2013)[8] The researchers have explained their findings about how working from home helps employees to balance and differentiate their office work from their routine work. The study also added that working from home saves time, increases productivity, increases the targets on time and helps the employees give time for their personal life.

(Chattoraj *et al.*, 2020)[9] The motive of the author's study is to research about the psychological well-being of the employees while remote working in the information technology (IT) industry. This research was mainly conducted to the remote workers during the first lockdown period i.e., from March 24, 2020 to April 20, 2020 and results are evaluated based on the respondents.

(E Chung, 2017)[10] The researchers have investigated the relationship between Job Autonomy and Job Satisfaction. The results showed a small but significant positive effect between job autonomy and job satisfaction ($r=.271$, $p < 0.01$). The study concluded a partial mediation of increasing job resources in the relation between job autonomy and job satisfaction.

(Staples *et al.*, 1998)[11] The authors have investigated how the virtual organisation manages remote workers effectively. Self-efficacy theory was used in this research to complete this study. Method chosen in this research study is quantitative research design to examine the hypothesis. This study also provides a basis to do the future research in the remote work area.

(Agostoni, 2020)[12] The authors suggested that remote working helps the organisation to increase productivity. The author generates some ideas to welcome a new way of working, which will end up in a change of mentality and effective production. It enriches some key ways to maximise the benefits and minimise the drawbacks while working from home.

(Brynjolfsson *et al.*, 2020)[13] The authors analyse the impact of remote working and what can be expected in the future from the side of employees. The results implicate that the rise of remote working will become the upcoming trend according to the survey. There is a rise in the number of remote workers in comparison with pre-COVID-19 and post-COVID-19 situations.

5. Research Methodology

5.1 Research Design

In order to explore the relationship between Satisfaction from Work from Home, Job Autonomy and Home workspace suitability a controlled inquiry of non-experimental kind was followed.

For the study co-relational and multivariate research as a type of relational research was employed as it allowed to simultaneously determining the degree and direction of relationship between dependent and independent variables.

5.2 Data Collection

Questionnaire consisting of scales on Satisfaction from work from Home, Job Autonomy and Home workspace suitability was created for collecting the primary data to conduct this research. The respondents were asked to fill in some necessary personal information and the questionnaire was further divided into following three parts accessing: Job Autonomy, Home Workspace Suitability and Satisfaction from Work from Home. Also, to understand their approach towards the Work from Home working pattern, respondents were also asked questions like "How many times have you recommended working from home for people who are used to having you around since this practice was introduced?" and "How many quarrels have you had with your colleagues since working from home was enforced?". The survey was self-administered between the professionals working in the IT sector in work from home arrangement. The confidentiality of their responses was assured.

5.3 Measures

All participants gave their responses on scales measuring Job Satisfaction, Job Autonomy, and Home Workspace suitability. All items were measured on a five-point Likert scale (from 1 = strongly disagree to 5 = strongly agree).

Criterion: **Satisfaction from Work from Home**

We have examined Satisfaction from Work from Home using four measures measuring employee overall job satisfaction from Brayfield *et al.*[14] As the research focuses upon employees' overall emotional response to working from home rather than specific work difficulties (such as salary, promotion, or colleagues) (Cronbach alpha=0.91). Sample items include the following: "I feel fairly satisfied with my present job working from home", "I consider my job rather unpleasant" and "I find real enjoyment in my work".

Predictor: **Job Autonomy**

Job Autonomy was measured using nine items developed by Breaugh[15] (Cronbach alpha = 0.885). Sample items include the following: "I am allowed to decide how to get my job done"; "I have control over how I schedule my work"; "I am allowed to modify my job objectives".

Home Workspace Suitability

Home Workspace Suitability was measured using four items by Carillo *et al.*[16] to measure physical and mental elements of Home Workspace suitability. We have used one item from Nakrošien? *et al.*[17] to measure perceived overall Home Workspace suitability. Sample items include the following: "My home workspace is suitable for my work"; "I am bothered by noise while working at home". (Cronbach alpha = 0.733)

5.4 Sample Design

The research was conducted on 103 professionals working from home in the IT Sector. Use of Convenience sampling was done to select the Sample Units (Individual person).

In convenience sampling, the selection of units from the population is based on easy availability and/or accessibility. Telephonic calls and messages were made to the respondents and they were requested to participate in the study. The age of the respondents varied between 18 to 44 years. The sample comprised of 40 females and 63 males who belonged to Technical Background and are currently working from home. A major portion of them were professionals having an experience of 3-4 years into the field.

6. Results & Discussions

Hypotheses were proposed as per construct and relevant data analysis techniques were used to examine these hypotheses using SPSS software. A number of analyses were done with regards to demographic variables such as Age, Gender and Marital Status, to determine whether any significant differences exist between groups regarding the various variables.

6.1 Results of Correlation & Regression

The relationship between various variables was investigated through the calculation of Pearson product-moment coefficient. The Correlation between Job Autonomy and Home Workspace Suitability were also calculated. Results are presented in Table 6.1. Analysis depicts that a moderate but significant positive relationship exists between Job Autonomy and Satisfaction from Work from Home ($r=0.359$, $n=103$, $p<0.01$); and a moderate but significant positive relationship exists between Home Workspace Suitability and Satisfaction from Work from Home ($r=0.351$, $n=103$, $p<0.01$). It is also evident from these results that where respondents report higher levels of Job Autonomy and Home Workspace Suitability it is more likely that they will report higher levels of Satisfaction from Work from Home.

Table 6.1 Correlations between Job Autonomy, Home Workspace Suitability and Satisfaction from Work from Home

		Job Autonomy	Home Workspace Suitability	Satisfaction from Work from Home
Job Autonomy	Pearson Correlation	1	.498(**)	.359(**)
	Sig. (2-tailed)		.000	.000
	N	103	103	103
Home Workspace Suitability	Pearson Correlation	.498(**)	1	.351(**)
	Sig. (2-tailed)	.000		.000
	N	103	103	103
Satisfaction from Work from Home	Pearson Correlation	.359(**)	.351(**)	1
	Sig. (2-tailed)	.000	.000	
	N	103	103	103

** Correlation is significant at the 0.01 level (2-tailed).

In this research regression analysis were also conducted to gain information on amount of variance in Satisfaction from Work from Home explained by Job Autonomy and Home Workspace Suitability. The R square values are also reported for the Regression Results. A linear regression was conducted with Satisfaction from Work from Home as dependent variable to determine amount of variance explained by Job Autonomy and Home Workspace Suitability. It was found that combined model of JA and HWSS, explained 16.9% of variance in Satisfaction from Work from Home. The results were significant for Job Autonomy ($\beta=0.245$, $\rho=0.022$) and Home Workspace Suitability ($\beta=0.229$, $\rho=0.032$). Table 6.2 presents model summary and standardised coefficients are presented in table 6.3.

Table 6.2 Model Summary Satisfaction from Work from Home

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.411(a)	.169	.152	.31214

a. Predictors: (Constant), Home Workspace Suitability, Job Autonomy

Table 6.3 Coefficients for Satisfaction from Work from Home

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.049	0.316		6.473	0.000
Job Autonomy	0.200	0.86	0.245	2.331	0.022
Home Workspace Suitability	0.195	0.89	0.229	2.181	0.032

a. Dependent Variable: WFH_Satisfaction

6.2 Results of t-Test

Independent samples t-tests were conducted to determine whether significant differences on mean scores that exist between Males and Females working in the IT sector and to understand the impact of Marital Status on Satisfaction from Work from Home.

A significant difference was not found between the two groups of Married and Single Individuals in the scores reported for Satisfaction from Work from Home ($t = -0.907$, $p>0.05$). Therefore, hypothesis H3 was rejected. This could be interpreted that Marital Status does not have an impact on Satisfaction from work from home as per the data collected from the respondents which further might yield different results in a larger sample size. The values of mean and standard deviation are presented in table 6.4 and it shows that Marital Status does not impact upon their satisfaction from Work from Home.

Table 6.4 Group Statistics Satisfaction from Work from Home and Marital Status

	Marital Status	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction from Work	Single	64	3.4375	0.38058	0.4757
from Home	Married	39	3.5000	0.25649	0.04107

Table 6.5 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Satisfaction from Work from Home		F	Sig	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal Variances assumed	3.065	0.83	-0.907	101	0.367	-0.06250	0.06892	-0.199121	0.07421
	Equal Variances not assumed			-0.994	99.901	0.322	-0.06250	0.06285	-0.18719	0.06219

A significant difference was not found between the Male and Female professionals working in the IT sector in scores reported for Satisfaction from work from home ($t = 0.712$, $p>0.05$). Therefore, Hypothesis H4 was rejected. This could be interpreted that gender does not have an impact on Satisfaction from Work from Home. The values of mean and standard deviation are presented in table 6.6 and indicate that Female and Male professionals show similar levels of Satisfaction on Working from Home. The findings are further supported by the studies by Andrade, Maureen & Westover, Jonathan & Peterson, Jeff.[17] who report that men and women have similar kind of Job satisfaction across a large number of countries which could further might also vary upon individual factors.

Table 6.6 Group Statistics Satisfaction from Work from Home and Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction from Work from Home	Male	63	3.4802	0.36006	0.04536
	Female	40	3.4312	0.30481	0.04819

Table 6.7 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Satisfaction from Work from Home		F	Sig	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference: Lower	95% Confidence Interval of the Difference: Upper
	Equal Variances assumed	0.050	0.823	0.712	101	0.478	0.4891	0.06870	-0.08736	0.18518
	Equal Variances not assumed			0.739	92.865	0.462	0.4891	0.06619	-0.08252	0.18034

5. Conclusion

This study provided evidence that confirmed the relationships between: Job Autonomy and Satisfaction from work from home; and Home Workspace Suitability and Satisfaction from Work from Home in professionals working in the IT sector. It was found that Job Autonomy and Home workspace Suitability help in increasing Satisfaction from Work from Home. It is essential that they are happy with the organisation that they are working in. Therefore, it seems that providing more flexibility in work and support with setting up a home workspace could have significant impact on the levels of Satisfaction from Work from Home in the professionals working in the IT Sector. Furthermore, The Independence level of the employee to choose and organise their tasks based upon their personal productivity levels and the comfort of working from home attain more productivity andcould also address aspects like work-life balance, stress management and time management which in turn will have a positive impact both personally and professionally on individuals. If companies provide assistance with developing a proper home workspace which could ensure that their employees stay highly motivated towards doing the work, furthermore could help to increases commitment towards the company and increase the retention period of the employees. There are several companies who have adopted these methods by providing in a monthly/yearly allowance for creating an ergonomic workspace at Home.

6. Limitations & Scope For Future Research

The data in this study were obtained using self-reported measurements and the results may be tainted by the variability of current methodologies. It is appropriate to supplement these measurements with other measurements obtained by different methods. For a sample size of 103, the results were highly significant, but larger sample sizes might have yielded different results. Recommendations for future studies include a replication of this study with a larger sample as a follow-up study. Results obtained in regression analysis suggest that it would be beneficial to focus more upon providing more independence to employees to organise their task and provide assistance to create a proper home workspace to increase productivity and satisfaction levels from work from home. It is suggested future research include detailed research upon the various other factors and demographics that could affect the employee's satisfaction from work from home and a pre and posttest for Job Autonomy, Home Workspace suitability, and Satisfaction from Work from home, with inclusion of the factors and measures taken by companies, to access their impacts on satisfaction from work from home by means of an intervention study.

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A Study of Relationship between Emotional Competencies and Humour among Young Adults

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Abstract

Emotions and humour play a major role in life, with emotional competencies requiring both adequate expression and control in order to spontaneously express and control emotions. Whereas in positive psychology, humour diverts our attention from problems and promotes a lighter perspective. In this purview, the present study is designed to meet the objectives - to explore gender differences in the humour & emotional competencies of young adults and to explore the relationship between humour and emotional competencies. 80 young adults of age 18 to 24 years were chosen as sample for the study. They were selected through random sampling technique. The results showed that men have a better sense of humour. However, on the basis of dimensions of emotional competencies, it has been found that women have more ability to deal with difficult emotional situations in routine life. On the basis of the obtained results, the development of personality can be done in various dimensions by promoting humour and emotional ability in young men and women.

Introduction

Emotions play a major role in life as some parts of life are governed by emotions. Many people remain in the grip of emotions even after achieving success or attaining old age. It is nobody's fault because everyone is living in a closed system of society where past behaviour and experiences of life determine the next actions. Emotions like fear, sex, anger, love, grief etc. are too strong to handle as in some cases, out of fear or rage, people harmed others.Therefore, emotional competence, a composite of five competencies (Coleman, 1970) is essential to have to deal effectively with many different but related processes. Emotional competence requires both adequate expression and control, which can be thought of as a natural dynamical stability of an individual to spontaneously express and control emotions according to the demands of the situation. Further, it is necessary that the individual should develop a specific pattern of emotional response which can be influenced by his actions in an adequate manner which helps him to perform the tasks of daily routine properly. Some problematic emotions play a destructive role and cause potential harm to the life orientation of the individual over the course of ones life. Therefore, emotional competence requires initially the role of sensitivity and an understanding of the harmful effects of emotions, and then the development of the ability to resist their harmful effects. Thus, the enhancement of positive emotions refers to an individual's ability to develop a predominance of positive emotions in one's personality formation in order to ensure a meaningful and appropriately integrated life.

Humour, however, too, plays a significant role to handle the challenging situations of routine. It is defined as "the tendency of particular cognitive responses to provoke laughter and provide amusement." Humour is experienced across all ages and cultures. In positive psychology, humour is studied in various functions, particularly as a coping mechanism and as character strength in the broaden-and-build theory. An empirical definition of humour remains elusive due to its dependence on and variance across cultures. Furthermore, humour is correlated with good and resilience superiority theory, which holds that amusement and laughter arise from recognizing one's own superiority over others. It was made famous by Thomas Hobbes and traces back to Aristotle and Plato, who are considered superiority theorists because of their emphasis on the aggressive feelings which fuel humour. There are several benefits of humour, i.e., (1) Physical, (2) Cognitive, (3) Emotional, and (4) Social.

Review of Literature

Expression of humour is a great emotional competence. Possessing a good sense of humour is a

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by-product of having high emotional competence. Adequate depth of feeling, adequate expressions and control of emotions, ability to function with emotions, coping with problem emotions and enhancement of positive emotions are hallmark of emotional competence (Sharma & Bhardwaj, 1995). A person with these qualities can cope with unexpected situations with a sense of humour. A person with emotional competence knows the difference between good sense of humour and the bad one.

Recent research by Shawn Achor, (2008) reveals that there is ratio of 97:3 for negative to humour research. Total 125,089 articles were found on "Depression" while only 4,943 articles were related with humour. There are numerous physical and mental benefits of humour like reduction in the levels of stress hormones epinephrine and cortical; increase in immune system and pain tolerance.

There are contradictory findings regarding gender differences in emotional intelligence. Findings of studies reported by King M. (1999), Sutarso P. (1999), Wing and Love (2001) and Singh (2002) revealed that females have higher emotional intelligence than that of males. Gender difference on Emotional Quotient Inventory reveals that Males have high emotional intelligence as compare to females (Summiya Ahmad, Hayat Bangash and Sheraz Ahmad Khan, 2009). In terms of sense of humour findings reveal that males and females seek humour in different ways.

Salovey & Mayer (1990) have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined Emotional Intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Like various other aspects of personality, emotions play a vital role in the manifestation of the individual's behaviour. The only emotion one finds in an infant is diffuse excitement (Bridges, 1932) and as the potential for emotion unfolds, both the emotions and the range of situations control over different kinds of events related to survival. As such, emotions can be considered as ultra conservative, evolutionary behavioural adaptations (Harre & Lamb, 1983) that really help in increasing the chances of survival for the individual. Emotions have been identified from infancy (Ekman & Oster, 1978; Trevarthen, 1979; Izard, 1979) often present in consciousness by organizing perception, activating learned chains of association and expectation (often labelled "affective-cognitive structures" or "ideo-affective postures") and depending on existing beliefs of the person, (Bower, 1981) and having directing contacts of consciousness in determining intellectual activity (Piaget, 1981). The evaluation of stimuli and subsequent emotions are strongly influenced by individual`s estimate of his own capabilities involving social and cultural factors (Averill, 1980). Activation of emotions depend on complexity, novelty and role of presenting information on one hand, (Tomkins 1963; Singer 1981) and the evaluating mental abilities and subjective qualities or 'self' on the hand.

Beckman, (2007) studied the impact of a purposeful aerobic laughter intervention on employees' sense of self-efficacy beliefs in the workplace. Researchers have examined the impact of humour and laughter not only on physical health, but also on emotional health. More specifically, researchers have focused on aspects of emotional health such as perceived control, optimism, and acceptance of limitations. For example, Solomon, (1996) asked 155 adults to complete questionnaires that measured their propensity to use humour and laughter, their satisfaction with the aging process, and their perceived control. The results of the study showed that laughter and humour affected participants' satisfaction with the aging process through the variable of perceived control. A sense of humour has been found to be related to positive affective experiences Avolio & Luthans, (2006) called sustainable, veritable performance.

Objectives

The present study was designed to fulfil the following objectives:

1) To explore gender differences in sense of humour among young adults.
2) To study gender differences in emotional competence among young adults.
3) To find out relationship between humour & emotional competencies.

Hypothesis

H_0: Emotional Competencies for different dimensions will have no significant relation with Humour.

Nature of the Study: Co-relational Study

Predictor Variables:

- **Emotional competence:** The different competencies may be understood as explained herewith.

(A) Adequate Depth of Feeling

(B) Adequate Expressions and Control of Emotions

(C) Ability to function with Emotions

(D) Ability to Cope with Problem Emotions

(E) Enhancement of Positive Emotions

Criterion Variable: Humour

Tools

1) Emotional Competence

Emotional Competency Scale developed by Dr. Harish Sharma and Dr. Rajeev Lochan Bharadwaj, (1995) was selected. The scale has 30 items. It is a five-point scale based on the lines of Likert having five alternatives to each item. The addition of time scores horizontally will provide scores of the competencies.

Description	Item Nos.
A. Adequate Depth of Feeling (ADF)	1, 6, 11, 16, 21, 26
B. Adequate Expressions and Control of Emotions (AEC)	2, 7, 12, 17, 22, 27
C. Ability to function with Emotions (AFE)	3, 8, 13, 18, 23, 28
D. Ability to Cope with Problem Emotions (ACPE)	4, 9, 14, 19, 24, 29
E. Enhancement of Positive Emotions (EPE)	5, 10, 15, 20, 25, 30

2) Humour

The Multidimensional Sense of Humour Scale (Thorson, Powell, & Brdar, 1997) was administered; it is a scale of 24 items that consist of four different concepts; humour production, coping with humour, humour appreciation and attitudes toward humour. The MSHS rates each item based on a five-point Likert-type scale, ranging from strongly agrees to strongly disagree. A high score on this test is associated with a person having a great sense of humour.

Sample

The sample of research consisted of 40 male and 40 female young adults. The age was between 18 to 24 years old were selected through Simple Random Sampling was used for sample selection. Data collection was done by personally going to all the subjects and they were made to fill the questionnaire at that time itself. The subjects were informed about the confidentiality of the research and that the data will be used for research purposes only.

Data Collection & Analysis

In the present research, 80 young adults were chosen as sample. Only those adults were taken who were willing to provide the required information.

Each of the respondents was contacted personally after taking the appointment. The respondents were given set of scales which comprised of emotional competence scale and humour scale. The respondents were assured about the confidentiality of the information provided by them. At the end they were thanked for their kind cooperation.

Result was obtained through the scoring which was discussed for all scale and responses. The nature of data analysis was qualitative, for getting the valid statistical result.

(A) Testing significance of difference between the scores of male and female:

i) of Humour.

ii) for different dimension of Emotional Competence

(B) Pearson's coefficient of correlation (r) was calculated between the scores of different dimensions of emotional competencies and humourfor male and female.

Results and Discussion

This section of the research deals with the results obtained so forth. An effort has been made to discuss the hypotheses mentioned in the earlier section and at the same time supporting it with relevant studies. Present research seeks to show Humour & Emotional Competence in males and females.

Table 1: Showing Descriptive Statistics of different variables

Variables	No. of Items	Scale Range	Scale Mean (M)	Obtained Range	Obtained Mean	S.D. (σ)
Humour	24	0-96	48.00	M=49-73 F=34-77	M=57.7 F=52.65 T=3.42	M=6.70 F=10.82
EC	30	30-150	90.00	M=61-113 F=76-118	M=84.85 F=102.7 T=2.89	M=13.78 F=16.06
ADF	6	6-30	18.00	M=10-22 F=12-26	M=15.55 F=19.5	M=3.38 F=3.27
ACE	6	6-30	18.00	M=9-25 F=11-29	M=16.25 F=20.28	M=4.31 F=4.05
AFE	6	6-30	18.00	M=10-26 F=8-26	M=18.15 F=20.00	M=4.46 F=4.52
ACPE	6	6-30	18.00	M=13-24 F=13-25	M=17.95 F=20.05	M=3.22 F=3.76
EPE	6	6-30	18.00	M=13-27 F=15-31	M=18.75 F=22.35	M=4.09 F=4.24

The table 1 shows that men have higher obtained mean as compared to women which seems to be showing that men have better sense of humour. This may imply that males have greater capacities of humour production, coping with humour, humour appreciation and attitudes toward humour. There is also evidence that both genders comply, with women laughing more, and men making people laugh more (Provine, 2000, p. 27; Kothoff, 2006). Observed humour such that humour expressed by males is likely to be interpreted as more functional and less disruptive as compared with humour expressed by females (Evons, 2019).

On the other hand, on the basis of dimensions of emotional competencies it was seen that females have scored higher than males on all of the dimensions of emotional competencies i.e., Adequate Depth of Feeling (ADF), Adequate Expressions and Control of Emotions (AEC), Ability to function with Emotions (AFE), Ability to Cope with Problem Emotions (ACPE), Enhancement of Positive Emotions (EPE). In addition there is a significant gender difference in total scores of emotional competencies. Mayer & Geher, (1996) Females were better at expressing their emotions and better at predicting consensus feelings than were males. Patel, (2017) found that the emotional intelligence of females are stronger than males.

Table 2: Showing correlation coefficient (r) between different dimension of Emotional Competence and Humour (H) among Males (M) and Females (F)

H			ADF	AEC	AFE	ACPE	EPE	EC
	M	r	0.084	0.406*	0.349*	0.108	0.449**	0.333*
		t-value df =38	0.5196	2.7386	2.2957	0.6696	3.0976	2.1769
	F	r	0.067	0.277	0.499**	0.213	0.476**	0.144
		t-value df=38	0.4139	1.7770	3.5495	1.3439	3.3364	0.8970

Significant at 0.01 level. Significant at 0.05 level.

FromTable 2 it isrevealedthat both males' and females' enhancement of positive emotions (EPE) has been found to be positively and significantly correlated with humour (0.449**, 0.476*, respectively, $p<0.01$) while, both males and females' ability to function with emotion (AFE) was also found to be positively and significantly correlated with humour (0.349*, p,<0.05, 0.499**, $p<0.01$). Adequate Expressions and Control of Emotions (AEC) was found to be positively and significantly related with humour (0.406*, $p<0.05$) among males. Besides, males emotional competence was also found to be positively and significantly correlated with humour (0.333*, $p< 0.05$, respectively).

For females, the mean score on EPE is higher as compared to that of males and the correlation coefficient of females (i.e. 0.47) is greater than that of males (0.44). It seems that females have greater capacity to deal with difficult emotional situations of routine life by enhancing positive emotions and are able to deal with them in proper way and have adequate mode of functioning in adverse emotional situations. Wing and Love (2001) revealed that females have higher emotional intelligence than that of males. A sense of humour has been found to be related to positive affective experiences (Avolio & Luthans, 2006). In this light, null hypothesis H_0 "Emotional Competencies for different dimensions will have no significant relation with Humour" is rejected.

Major Findings

- The level of humour in male was found to be higher as compared to females.
- Females have more emotional competencies than males showing they have more capacity to deal with routine emotional situations.
- Enhancement of positive emotions is positively related with humour for both males and females.
- Ability to function with emotions is positively related with humour for females only.

Conclusion

- The result obtained could be used for promoting humour in male and female young adults.
- The present study can be used for the enhancement of positivity and healthy personality in women.
- Enhancement of personality could be done depending on different dimensions of emotional competence.

Suggestions

- The correlation technique used in present investigation restricts the scope of interpretation of finding.
- Other psychometric devices may be used to established or confirm the result obtained in the investigation.
- The result can be used for positive enhancement of healthy personality in men and women both.

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शिक्षार्थी शिक्षकों की हिंदी भाषा लेखन दक्षता : एक अध्ययन

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सारांश

प्रस्तुत शोध-अध्ययन का मुख्य उद्देश्य भारत के राजस्थान राज्य के जयपुर जिले में स्थित विभिन्न शिक्षक-प्रशिक्षण संस्थानों में प्रशिक्षण प्राप्त कर रहे शिक्षार्थी-शिक्षकों की हिंदी भाषा लेखन दक्षता का आकलन करना था। राजस्थान राज्य का जयपुर जिला हिंदी भाषी प्रदेश है तथा यहां अधिकांश विद्यार्थी हिंदी माध्यम में ही अध्ययन करते हैं। अध्ययन हेतु जयपुर जिले में स्थित विभिन्न शिक्षक-प्रशिक्षण संस्थानों में से 18 शिक्षक-प्रशिक्षण संस्थानों में अध्ययनरत 921 शिक्षार्थी-शिक्षकों का चयन यादृच्छिक पद्धति से किया गया। इन शिक्षार्थी-शिक्षकों में से 506 शिक्षार्थी-शिक्षक बी.एड. पाठ्यक्रम से, 148 शिक्षार्थी-शिक्षक डी.एल.एड.पाठ्यक्रम से, 140 शिक्षार्थी-शिक्षक बी.ए.बी.एड. पाठ्यक्रम से, तथा 127 शिक्षार्थी शिक्षक बी. एससी.बी.एड. पाठ्यक्रम से में प्रशिक्षण प्राप्त कर रहे थे। दत्त-संकलन हेतु स्वनिर्मित हिंदी-भाषा लेखन दक्षता मापनी का निर्माण किया गया। आंकड़ों के विश्लेषण से ज्ञात हुआ कि बी.एड. एवं बी.ए .बी.एड. पाठ्यक्रम प्राप्त कर रहे महिला एवं पुरुष शिक्षार्थी-शिक्षकों की हिंदी भाषा लेखन दक्षता में सार्थक अंतर पाया गया जबकि बी.एससी.बी.एड. एवं डी.एल.एड. पाठ्यक्रम में अध्ययनरत पुरुष एवं महिला शिक्षार्थी-शिक्षकों की हिंदी भाषा लेखन दक्षता में सार्थक अंतर नहीं पाया गया।

प्रस्तावना

शिक्षा व्यवस्था में भाषा का महत्वपूर्ण योगदान होता है (Bashar & Bdioui, 2017)। शिक्षण-अधिगम में भाषा के बिना शिक्षक एवं शिक्षार्थी के मध्य सार्थक संवाद उपस्थित नहीं हो सकता है (Kreeft *et al.*, 1984)। किसी भी शिक्षक को उस भाषा में; जिसे वह अध्यापन-माध्यम के रूप में अपनाता है अथवा जिस भाषा में उसके विद्यार्थी अधिगम करने में अधिक समर्थ होते हैं, में निपुण होना चाहिए (Getie & Popescu, 2020)। भावी शिक्षकों अथवा शिक्षार्थी-शिक्षकों को भाषागत निपुणता में प्रशिक्षण काल तक ही पारंगत हो जाना चाहिए (Keiler, 2018)। यदि शिक्षार्थी-शिक्षकों में भाषागत दक्षता नहीं होगी तो वे अपने भावी व्यवसाय के प्रति न्याय नहीं कर सकेंगे (NEP, 2020)।

हिंदी भाषा जयपुर जिले में उपयोग की जाने वाली एक प्रमुख शिक्षण-अधिगम माध्यम भाषा है (Times of India, 2021)। राजस्थान राज्य के सर्वाधिक शिक्षक-प्रशिक्षण विद्यालय भी जयपुर जिले में ही स्थित हैं तथा इन संस्थानों में प्रशिक्षण-प्राप्त कर रहे शिक्षार्थी-शिक्षकों को राज्य सरकार द्वारा स्वयं के नियंत्रण में इंटर्नशिप कराई जाती है (Times of India, 2016)। इस स्थिति में शिक्षक-प्रशिक्षण संस्थानों में कार्यरत शिक्षक-प्रशिक्षकों हेतु इंटर्नशिप कर रहे शिक्षार्थी-शिक्षकों के प्रयोगात्मक कार्य का अवलोकन एवं मूल्यांकन लगभग असंभव हो जाता है (Jogan, 2019)। ये शिक्षार्थी-शिक्षक स्थानीय भाषा के प्रभाव से स्वयं को मुक्त नहीं रख पाते हैं तथा अध्ययन-अध्यापन प्रक्रिया में किये जाने वाले संवाद अथवा अंतःक्रिया में भाषा पर स्थानीय प्रभाव दृष्टिगोचर होता है (Bambaeeroo & Shokrpour, 2017)। इस स्थिति में इन शिक्षार्थी-शिक्षकों की भाषागत-दक्षता का वास्तविक मूल्यांकन नहीं हो पाता है तथा प्रशिक्षण पूर्ण होने पर ये विभिन्न विद्यालयों में सेवाएं प्रदान करना प्रारम्भ कर देते हैं। भाषागत दक्षता के अंतर्गत लेखन दक्षता एवं वाचन दक्षता महत्वपूर्ण अंग हैं। वाचन पर स्थानीय प्रभाव दृष्टिगोचर होने के उपरांत भी अनेक शिक्षक सकते हैं जिनके लेखन में शुद्धता होती है तथा उच्चारण किये जाने वाले शब्दों से भिन्न ये लेखन में कुशलता प्रदर्शित करते हैं।

संबंधित साहित्य का अध्ययन

पॉल गार्डनर द्वारा भावी शिक्षकों की लेखन दक्षता का मूल्यांकन करने हेतु शोधकार्य किया गया तथा उन्होंने पाया कि लेखक के रूप में पहले से ही आत्मविश्वास रखने वाले बी.एड प्रशिक्षणार्थियों में आत्म-विश्वास की कमी पाई गयी। शिक्षक-प्रशिक्षण कार्यक्रमों में शिक्षार्थी-शिक्षकों के आत्म-विश्वास को बढ़ाने एवं विशिष्ट प्रशिक्षण की आवश्यकता है। अंतरराष्ट्रीय स्तर पर शिक्षक-शिक्षा में लेखन घटकों को पाठ्यक्रम प्रारूप का आवश्यक अंग बनाया जाना चाहिए (Gardner, 2018)। एक अन्य अध्ययन में नेमाटी एवं अन्य द्वारा शिक्षकों की लेखन दक्षता पर किये गए एक अधययन में शिक्षकों की लेखन दक्षता सटीक एवं सार्थक नहीं पाई गयी, अधिकांश शिक्षकों में अपनी लेखन दक्षता उन्नत करने में रुचि का अभाव पाया गया (Nemati,

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** शोधार्थी, स्कूल ऑफ एजूकेशन, जयपुर नेशनल यूनिवर्सिटी, जयपुर, राजस्थान, भारत

et al., 2017)। वॉघन द्वारा अपने शोध में शहरी स्नातक शिक्षकों में भाषा दक्षता सम्बन्धी विश्वास एवं वास्तविक प्रदर्शन में बहुत अधिक अंतर पाया गया (Vaughn, 2007)। उपरोक्त सभी शोधकार्यों का अवलोकन करने से ज्ञात हुआ कि शिक्षार्थी-शिक्षकों की हिंदी भाषा दक्षता पर बहुत काम शोधकार्य हुए हैं तथा इनमे भी हिंदी भाषा लेखन दक्षता पर कोई शोधकार्य नहीं हुआ है। इस स्थिति में प्रस्तुत शोध कार्य प्रासंगिक है।

शोध की आवश्यकता एवं महत्त्व

शिक्षार्थी-शिक्षक भविष्य के शिक्षक होते हैं तथा भावी शिक्षा-व्यवस्था का संचालन एवं देश-दुनिया हेतु भावी नागरिक तैयार करना इनका उत्तरदायित्व होता है (Skilbeck & Connell, 2004)। किसी भी अन्य शिक्षक की भांति इनको भी भाषा के सन्दर्भ में पारंगत होना चाहिए। भाषागत त्रुटियां श्रोता अथवा अध्ययनकर्ता में भ्रम उत्पन्न करती हैं। एक सफल शिक्षक बनने हेतु आवश्यक है कि इन शिक्षकों की भाषागत दक्षता का आंकलन प्रशिक्षण-काल में ही कर लिया जाए ताकि यदि कोई कमी अथवा त्रुटि पायी जाती हो तो समय रहते इन्हें सुधार लिया जाए। भाषागत दक्षताओं में लेखन सम्बन्धी दक्षता महत्वपूर्ण है। लेखन दक्षता ना केवल शिक्षकों द्वारा प्रकाशित की जाने वाली सामग्री को सारगर्भित बनाती है अपितु शिक्षण-व्यवसाय के समय अभिलेख-संधारण एवं पत्र-व्यवहार सहित उन सभी स्थानों पर महत्वपूर्ण सिद्ध होती है जहां शिक्षकों को कुछ लेखन-कार्य करना होता है। भविष्य में जब ये शिक्षक शिक्षण-कार्य को व्यवसाय के रूप में अपनाएँ तो उन्हें लेखन सम्बन्धी समस्याओं का सामना नहीं करना पड़े। प्रस्तुत शोध कार्य से प्राप्त निष्कर्ष शिक्षार्थी-शिक्षकों की हिंदी भाषा लेखन दक्षता का आकलन कर विभिन्न त्रुटियों एवं बाधाओं को दूर करने में सहायक सिद्ध होंगे। इस सन्दर्भ में प्रस्तुत शोध कार्य आवश्यक एवं महत्वपूर्ण है।

शोध के उद्देश्य

1. विभिन्न शिक्षक-प्रशिक्षण संस्थानों में प्रशिक्षणरत बी.एड. पाठ्यक्रम के शिक्षार्थी-शिक्षकों की हिंदी भाषा लेखन दक्षता का लैंगिक आधार पर तुलनात्मक अध्ययन करना।
2. विभिन्न शिक्षक-प्रशिक्षण संस्थानों में प्रशिक्षणरत बी.ए.बी.एड. पाठ्यक्रम के शिक्षार्थी-शिक्षकों की हिंदी भाषा लेखन दक्षता का लैंगिक आधार पर तुलनात्मक अध्ययन करना।
3. विभिन्न शिक्षक-प्रशिक्षण संस्थानों में प्रशिक्षणरत बी.एएससी. बी.एड. पाठ्यक्रम के शिक्षार्थी-शिक्षकों की हिंदी भाषा लेखन दक्षता का लैंगिक आधार पर तुलनात्मक अध्ययन करना।
4. विभिन्न शिक्षक-प्रशिक्षण संस्थानों में प्रशिक्षणरत डी.एल.एड. पाठ्यक्रम के शिक्षार्थी-शिक्षकों की हिंदी भाषा लेखन दक्षता का लैंगिक आधार पर तुलनात्मक अध्ययन करना।

शोध की परिकल्पनाएं

1. विभिन्न शिक्षक-प्रशिक्षण संस्थानों में प्रशिक्षणरत बी.एड. पाठ्यक्रम के शिक्षार्थी-शिक्षकों की हिंदी भाषागत लेखन दक्षता में लैंगिक आधार पर सार्थक अंतर नहीं पाया जाता है।
2. विभिन्न शिक्षक-प्रशिक्षण संस्थानों में प्रशिक्षणरत बी.ए.बी.एड. पाठ्यक्रम के शिक्षार्थी-शिक्षकों की हिंदी भाषागत लेखन दक्षता में लैंगिक आधार पर सार्थक अंतर नहीं पाया जाता है।
3. विभिन्न शिक्षक-प्रशिक्षण संस्थानों में प्रशिक्षणरत बी.एएससी. बी.एड. पाठ्यक्रम के शिक्षार्थी-शिक्षकों की हिंदी भाषागत लेखन दक्षता में लैंगिक आधार पर सार्थक अंतर नहीं पाया जाता है।
4. विभिन्न शिक्षक-प्रशिक्षण संस्थानों में प्रशिक्षणरत डी.एल.एड. पाठ्यक्रम के शिक्षार्थी-शिक्षकों की हिंदी भाषागत लेखन दक्षता में लैंगिक आधार पर सार्थक अंतर नहीं पाया जाता है।

न्यादर्श

प्रस्तुत शोधकार्य हेतु राजस्थान राज्य के जयपुर जिले में स्थित 18 शिक्षक-प्रशिक्षण संस्थानों में अध्ययनरत 921 शिक्षार्थी-शिक्षकों का चयन यादृच्छिक न्यादर्शन पद्धति से किया गया। इन शिक्षार्थी-शिक्षकों में बी.एड. पाठ्यक्रम के 506 शिक्षार्थी-शिक्षक, बी.ए.बी.एड. पाठ्यक्रम के 140 शिक्षार्थी-शिक्षक, बी.एएससी.बी.एड. पाठ्यक्रम के 127 शिक्षार्थी-शिक्षक, एवं डी.एल.एड. पाठ्यक्रम के 148 शिक्षार्थी-शिक्षक थे।

उपकरण

प्रस्तुत शोध हेतु स्वनिर्मित हिंदी भाषा लेखन-दक्षता परीक्षण का उपयोग किया गया। परीक्षण मे कुल तीन आयाम थे- हिंदी वर्तनी सुधार परीक्षण, स्वर-व्यंजन परीक्षण, एवं उच्चारण स्थल परीक्षण। विधिवत पद्धतियों के माध्यम से उपकरण की विश्वसनीयता एवं वैधता का निर्धारण किया गया। उपकरण की Cronbach's Alpha विश्वसनीयता प्रथम आयाम हेतु 0.77, द्वितीय आयाम हेतु 0.97, तथा तृतीय आयाम हेतु 0.97 पाई गयी। उच्च विश्वसनीयता के सन्दर्भ में उपकरण की वैधता स्थापित की गयी।

सांख्यिकीय विश्लेषण

तालिका-1ः बी.एड. पाठ्यक्रम के पुरुष एवं महिला प्रशिक्षणार्थियों की हिंदी भाषा लेखन दक्षता का तुलनात्मक अध्ययन

समूह Groups	न्यादर्श N	स्वातंत्र्य अंश Df	मध्यमान Mean	मानक विचलन SD	टी-मान T-Value	पी-मान P-Value
पुरुष प्रशिक्षणार्थी	201	504	75.06	38.77	7.55	0.00
महिला प्रशिक्षणार्थी	305	99.47	28.67			

तालिका क्रमांक 1 के अवलोकन से ज्ञात होता है कि जयपुर जिले के विभिन्न शिक्षक-प्रशिक्षण संस्थानों के बी.एड. पाठ्यक्रम में प्रशिक्षणरत महिला प्रशिक्षणार्थियों की हिंदी भाषा लेखन दक्षता पुरुष प्रशिक्षणार्थियों की तुलना में सार्थक रूप से श्रेष्ठ पाई गयी ($p<0.05$)।

तालिका-2ः बी.ए.बी.एड. पाठ्यक्रम के पुरुष एवं महिला प्रशिक्षणार्थियों की हिंदी भाषा लेखन दक्षता का तुलनात्मक अध्ययन

समूह Groups	न्यादर्श N	स्वातंत्र्य अंश Df	मध्यमान Mean	मानक विचलन SD	टी-मान T-Value	पी-मान P-Value
पुरुष प्रशिक्षणार्थी	66	138	99.83	20.65	2.11	0.04
महिला प्रशिक्षणार्थी	74		91.19	27.53		

तालिका क्रमांक 2 के अवलोकन से ज्ञात होता है कि जयपुर जिले के विभिन्न शिक्षक-प्रशिक्षण संस्थानों के बी.ए.बी.एड. पाठ्यक्रम में प्रशिक्षणरत पुरुष प्रशिक्षणार्थियों की हिंदी भाषा लेखन दक्षता महिला प्रशिक्षणार्थियों की तुलना में सार्थक रूप से श्रेष्ठ पाई गयी ($p<0.05$)।

तालिका-3ः बी.एससी.बी.एड. पाठ्यक्रम के पुरुष एवं महिला प्रशिक्षणार्थियों की हिंदी भाषा लेखन दक्षता का तुलनात्मक अध्ययन

समूह Groups	न्यादर्श N	स्वातंत्र्य अंश Df	मध्यमान Mean	मानक विचलन SD	टी-मान T-Value	पी-मान P-Value
पुरुष प्रशिक्षणार्थी	64	125	85.06	34.86	1.87	0.06
महिला प्रशिक्षणार्थी	63		95.79	29.46		

तालिका क्रमांक 3 के अवलोकन से ज्ञात होता है कि जयपुर जिले के विभिन्न शिक्षक-प्रशिक्षण संस्थानों के बी.एससी.बी.एड. पाठ्यक्रम में प्रशिक्षणरत पुरुष प्रशिक्षणार्थियों की हिंदी भाषा लेखन दक्षता महिला प्रशिक्षणार्थियों की तुलना में श्रेष्ठ पाई गयी किन्तु यह अंतर सार्थक नहीं था (चझ0ण्05)।

तालिका-4ः डी.एल.एड. पाठ्यक्रम के पुरुष एवं महिला प्रशिक्षणार्थियों की हिंदी भाषा लेखन दक्षता का तुलनात्मक अध्ययन

समूह Groups	न्यादर्श N	स्वातंत्र्य अंश Df	मध्यमान Mean	मानक विचलन SD	टी-मान T-Value	पी-मान P-Value
पुरुष प्रशिक्षणार्थी	67	146	85.55	30.09	0.54	0.59
महिला प्रशिक्षणार्थी	81		88.11	26.59		

तालिका क्रमांक 4 के अवलोकन से ज्ञात होता है कि जयपुर जिले के विभिन्न शिक्षक-प्रशिक्षण संस्थानों के डी.एल. एड. पाठ्यक्रम में प्रशिक्षणरत पुरुष प्रशिक्षणार्थियों की हिंदी भाषा लेखन दक्षता महिला प्रशिक्षणार्थियों की तुलना में श्रेष्ठ पाई गयी किन्तु यह अंतर सार्थक नहीं था ($p>0.05$)।

निष्कर्ष

1. राजस्थान राज्य के जयपुर जिले में स्थित विभिन्न शिक्षक-प्रशिक्षण संस्थानों के बी.एड. पाठ्यक्रम में अध्ययनरत पुरुष एवं महिला शिक्षार्थी-शिक्षकों की हिंदी भाषा सार्थक अंतर पाया गया। महिला प्रशिक्षणार्थी पुरुष प्रशिक्षणार्थियों की तुलना में हिंदी भाषा लेखन दक्षता के सन्दर्भ में सार्थक रूप से श्रेष्ठ पाई गयीं।
2. राजस्थान राज्य के जयपुर जिले में स्थित विभिन्न शिक्षक-प्रशिक्षण संस्थानों के बी.ए.बी.एड. पाठ्यक्रम में अध्ययनरत पुरुष एवं महिला शिक्षार्थी-शिक्षकों की हिंदी भाषा सार्थक अंतर पाया गया। पुरुष प्रशिक्षणार्थी महिला प्रशिक्षणार्थियों की तुलना में हिंदी भाषा लेखन दक्षता के सन्दर्भ में सार्थक रूप से श्रेष्ठ पाए गए।
3. राजस्थान राज्य के जयपुर जिले में स्थित विभिन्न शिक्षक-प्रशिक्षण संस्थानों के बी.एससी.बी.एड. पाठ्यक्रम में अध्ययनरत पुरुष एवं महिला शिक्षार्थी- शिक्षकों की हिंदी भाषा सार्थक अंतर नहीं पाया गया। महिला प्रशिक्षणार्थी

पुरुष प्रशिक्षणार्थियों की तुलना में हिंदी भाषा लेखन दक्षता में श्रेष्ठ पाए गए किन्तु यह अंतर सार्थक नहीं था।

4. राजस्थान राज्य के जयपुर जिले में स्थित विभिन्न शिक्षक-प्रशिक्षण संस्थानों के डी.एल.एड. पाठ्यक्रम में अध्ययनरत पुरुष एवं महिला शिक्षार्थी- शिक्षकों की हिंदी भाषा सार्थक अंतर नहीं पाया गया। महिला प्रशिक्षणार्थी पुरुष प्रशिक्षणार्थियों की तुलना में हिंदी भाषा लेखन दक्षता में श्रेष्ठ पाई गयीं किन्तु यह अंतर सार्थक नहीं था।

परिचर्चा

प्रस्तुत शोध से प्राप्त निष्कर्षो है कि अधिकांश शिक्षक-प्रशिक्षण संस्थानों में प्रशिक्षणरत शिक्षार्थी-शिक्षकों की हिंदी भाषा लक्षण आधार पर अंतर है तथा बी.ए.बी.एड. पाठ्यक्रम के अतिरिक्त सभी प्रशिक्षण पाठ्यक्रमों में महिला प्रशिक्षणार्थी शिक्षार्थी-शिक्षकों की तुलना में श्रेष्ठ हैं तथा यह अंतर डी.एल.एड. अन्य सभी पाठ्यक्रमों में गहन है। प्रशिक्षण-काल में यदि शिक्षार्थी-शिक्षकों की हिंदी भाषा लेखन दक्षता का आंकलन कर लिया जाए तो प्रशिक्षण-पाठ्यक्रम का उन्नयन इस प्रकार से किया जा सकता है कि शिक्षार्थी-शिक्षकों की हिंदी भाषा लक्षण दक्षता में आने वाली बाधाओं एवं कठिनाइयों को समय पर दूर कर लिया जाए ताकि भावी शिक्षकों में आत्म-विश्वास की वृद्धि हो सके तथा वे अपने भावी व्यवसाय के प्रति न्याय कर सकें।

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अनुसूचित जाति नट की सामाजिक-आर्थिक स्थिति का अध्ययन
(छत्तीसगढ़ राज्य के जांजगीर-चांपा जिला के विशेष संदर्भ में)

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सारांश

छत्तीसगढ़ राज्य में विभिन्न जाति-जनजातीय के लोग यहाँ निवास करते हैं जो अपने व्यवसाय, संस्कृति, खान-पान, रहन-सहन, वस्त्र एवं पहनावा इत्यादि विभिन्नताओं के लिए देश में जाने जाते हैं। छत्तीसगढ़ राज्य में निवासरत ″नट″ जाति अपने खेल-तमाशा, कलाबाजी एवं छत्तीसगढ़ के लिए जाने जाते हैं जिनकी सामाजिक एवं आर्थिक स्थिति संतोषप्रद नहीं है। प्रस्तुत शोध लेख छत्तीसगढ़ के ″नट″ जाति की सामाजिक-आर्थिक स्थिति पर आधारित है जिसकी प्रतिपूर्ति के लिए 210 प्रदर्श का चयन सामान्य दैव-निर्दशन पद्धति के द्वारा जांजगीर-चांपा, बिलासपुर, बलौदाबाजार एवं रायपुर जिला में निवासरत ″नट″ बहुल गांव से किया गया है। ″नट″ जाति के अधिकांश लोग अशिक्षित तथा धार्मिक पूजा-पाठ में अधिक विश्वास करने वाले हैं। इनका मकान कच्चा एवं अर्धपक्का तथा मुख्य आय का स्त्रोत खेल-तमाशा, कलाबाजी है। खेल-तमाशा को प्राथमिकता देने के कारण नृजाति समूह नट के परिवार में सदस्यों की संख्या अधिक है।

परिचय

एक अनुमान के अनुसार दक्षिण एशिया में विश्व के सर्वाधिक घुमंतू नृजाति समूह निवास करती है जिनमें से लगभग 10% जनसंख्या भारत की विमुक्त एवं घुमंतू जातियों की है। हालाँकि भारत में 500 प्रकार की विमुक्त जनजातियों/जातियों के समुदाय निवास करते हैं जो कि भारत की 7% जनसंख्या का प्रतिनिधित्व करती हैं। NCDNST (2008)[1] ″नट″ शब्द का अर्थ नृत्य, नाटक अथवा अभिनय करना है। ″नट″ समुदाय की उत्पत्ति कैसे हुई, यह स्पष्ट नहीं है लेकिन कुछ विद्वान इनकी उत्पत्ति राजस्थान से मानते हैं। इसी कड़ी में Hanjaavaliy (2012)[2] ने ″रैगर″ समाज के अपने अध्ययन में बताया है कि भारत में सात प्रकार के ″नट″ पाये जाते हैं जिनमें- गुजराती नट, राज नट, भ्रेच्या नट, चमारों के नट, मुल्ल नट एवं रैगरों के नट सम्मिलित हैं। ये अनेक स्थानों पर घूम-घूम कर अपने व अपने परिवार के जीविकोपार्जन के लिए कलाबाजी, करतब, तमाशा एवं गाने-बजाने का कार्य करते हैं। MOSJE (2017)[3] भारत के अधिकांश राज्यों जिनमें बिहार, छत्तीसगढ़, दिल्ली, हरियाणा, हिमाचल प्रदेश, झारखण्ड, मध्यप्रदेश, पंजाब, राजस्थान, त्रिपुरा, उत्तरप्रदेश, उत्तराखंड, पश्चिम बंगाल एवं चंडीगढ़ केन्द्र शासित प्रदेश सम्मिलित हैं, उनमें ″नट″ जाति को अनुसूचित जाति का दर्जा प्राप्त है। छत्तीसगढ़ में ″नट″ जाति की पहचान तमाशा एवं करतब दिखाने वाली, नाच-गान एवं भिक्षावृत्ति के द्वारा जीवन-यापन करने वाली जाति के रूप में रही है। छत्तीसगढ़ में इसकी पहचान ″डंगचगहा″ नृजाति के रूप में की जाती है। छत्तीसगढ़ में ″नट″ जाति प्रायः जांजगीर-चांपा, बलौदाबाजार, भाटापारा, बिलासपुर, रायपुर, दुर्ग, कवर्धा, राजनांदगांव, कोरबा, रायगढ़, महासमुंद, धमतरी इत्यादि जिलों के विभिन्न गांवों में निवासरत हैं। भारत सरकार की जनगणना (2011)[4] के अनुसार नट, कालबेलिया, सपेरा, नवदिगार एवं कुबुतर की कुल जनसंख्या 4,86,058 थी। सामाजिक सर्वेक्षण (2014)[5] के अनुसार छत्तीसगढ़ राज्य में ″नट″ जाति की कुल जनसंख्या 97859 हैं। शर्मा (2006)[6] के अनुसार नृजाति समूह ″नट″ की कद मध्यम, शरीर का रंग सावला एवं हल्का गेहुँआ, बाल लम्बे घने एवं मुलायम तथा शरीर पर बालो की मात्रा मध्यम बताया हैं।

जिस प्रकार भारतीय समाज माता (नारी) को समाज, परिवार को जोड़ने वाली जगत जननी के रूप में मानता है, इस कारण भारतीय समाज में नारी/माता को धन की देवी माना गया है। अनुसूचित जाति नट में महिलाओं को घर परिवार के साथ सामाजिक संगठन का एक प्रमुख आधार माना जाता है। यह अलग बात है कि ″नट″ समाज में महिलाओं की भागीदारी प्रत्यक्ष रूप से नहीं दिखती है लेकिन घर की पूरी जिम्मेदारी एक महिला पर निर्भर रहती है। ″नट″ समाज में महिला खेल-तमाशा दिखाने के लिए घर से बाहर जाती है जबकि पुरुष घर/झोपड़ी/त्रिपाल में रहकर घर की कार्य करते हैं जैसे- खाना बनाना, पानी भरना इत्यादि कार्य महिला का खेल-तमाशा दिखाकर आने से पहले पुरुष घर का पूर्ण कार्य समाप्त कर खेल दिखाने वाली/वाला का इंतजार करते रहता है। जब खेल वाली/वाला घर/डेरा में आते हैं तो दिन-भर का आय का हिसाब अपने जीवन-साथी को

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देते हैं तथा उसमें से कुछ धन पारिवारिक व्यय में खर्च करते हैं तथा शेष आय को बचत के रूप में रखते हैं। जब "नट" समुदाय लगभग 6-8 माह पश्चात् अपने गृह ग्राम में आ जाते हैं। अपने मूल गृह ग्राम में आ जाने के पश्चात् बचत की गई धन राशि से अपने समुदाय या अन्य से ली गई कर्ज को चुकाते हैं। कर्ज चुकाने के बाद और बचत शेष राशि से अपने गृहस्थ जीवन को सुचारु रूप से चलाते हैं। यह प्रक्रिया लगातार 2-3 माह तक चलती है और पुनः 2-3 माह के बाद वापस खेल-तमाशा के लिए अन्य प्रदेश के लिए चले जाते हैं। इस तरह से इनकी आर्थिक स्थिति मजबूत न होकर किसी तरह से जीवन चल रहा है। नृजाति समूह "नट" की सामाजिक आर्थिक स्थिति कुपुस्वामी सामाजिक स्केल 2011-19 के मापदंड में एक मानक स्तर में खरा साबित नहीं हो पाया है। नृजाति समूह "नट" का मापदंड में खरा न उतर पाने में नृजाति समूह खुद ही जिम्मेदार नजर आता है क्योंकि गरीबी में "नट" परिवार पेट की भूख मिटाने के लिए बचपन से ही खेल-तमाशा, भिक्षावृत्ति जैसे कार्यां में संलिप्त हो जाते हैं। संलिप्त रहने के कारण से "नट" जाति के लोग मूलभूत शिक्षा प्राप्त नहीं कर पाते।

छत्तीसगढ़ राज्य में "नट" जाति को अनुसूचित जाति के अन्तर्गत रखा गया है फिर भी इस समाज की प्रगति सामाजिक, आर्थिक, राजनीति, शिक्षा, स्वास्थ्य इत्यादि में अन्य अनुसूचित जाति में शामिल समाजों के अपेक्षा पिछड़ा हुआ दिखाई पड़ता है। इस संबंध में कन्नौजिया (2015)[7] ने उत्तरप्रदेश की "नट" जाति पर किये गये अध्ययन में पाया कि "नट" जाति की सामाजिक, आर्थिक एवं शैक्षणिक स्थिति अन्य समाजों के अपेक्षा निम्न स्तर का है। अधाना (2022)[8] द्वारा लिखित पुस्तक घुमंतू जनजातियाँ समाज का उपेक्षित वर्ग के दूसरा खंड के लेखक वेदालंकार अपने लेख में घुमंतू जनजातियों के संदर्भ में कहते हैं कि आज भी घुमंतू समाज घुमंतू जीवन जीने के कारण आर्थिक तंगी, अशिक्षा, निम्नवर्गीय सामाजिक परिवेश के कारण इनकी सामाजिक, आर्थिक एवं शैक्षणिक स्तर निम्न है अर्थात घुमंतू समाज की जीवन पिछड़ा, अस्थिर, उपेक्षित एवं गरीबी से भरा है बताया। अधाना (2022)[9] द्वारा लिखित पुस्तक घुमंतू जनजातियाँ समाज का उपेक्षित वर्ग के प्रथम खंड के लेखक सरल ने अपने लेख में घुमंतू समाज विकास को लेकर केन्द्र सरकार द्वारा आर्थिक रूप से पिछड़े सामान्य वर्ग को 10 प्रतिशत आरक्षण दिये जाने और लगभग भारत में अति पिछड़े घुमंतू जाति जिनकी जनसंख्या 20 करोड़ है, उसे अनदेखा किया जाना बताया है। तो वही "नट" और भाट घुमंतू समाज की सामाजिक-आर्थिक स्थिति की दयनीय स्थिति के जिम्मेदार सरकार और उनके कार्य प्रणाली को लेकर प्रश्न किया है।

रसेल एवं हिरालाल (1916)[10] ने अपने पुस्तक में "नट" जाति के सामाजिक-आर्थिक, राजनीतिक, शैक्षणिक, विवाह, खेल-तमाशा, भाषा-बोली, रहन-सहन के संदर्भ लगभग 8 पृष्ठों का लेख लिखा है जिसमें "नट" समाज की सामाजिक एवं आर्थिक स्थिति को कमजोर होना बताया है। काकड़े (2021)[11] मध्यप्रदेश विमुक्त जातियाँ, समाज, भाषा और संस्कृति के संदर्भ में लिखते हैं कि भारत में विमुक्त जनजातियों की संख्या 840 समुदाय है जिनकी जनसंख्या लगभग 20 करोड़ है जो कश्मीर से कन्याकुमारी तक फैले हैं। काकड़े जी इन विमुक्त जाति-जनजातियों की सामाजिक, आर्थिक, शैक्षणिक, भाषा, विवाह संस्कार, तथा प्रजाति भिन्नता के संदर्भ लिखते हुए कहते हैं कि इनकी जीवन वर्तमान समय में भी घुमंतू होने के कारण इनकी सामाजिक, आर्थिक एवं शैक्षणिक स्थिति को पिछड़ी जनजातियों की श्रेणी में रखा है। वणवा (2023)[12] वणवा "नट" जाति के खेल-तमाशा पर आधारित एक लघु फिल्म है जिसे भूमिका फिल्म प्रॉडक्शन ने "नट" जाति की मॉली स्थिति को फिल्म में प्रदर्शित किया है कि किस प्रकार "नट" जाति के लोग गरीबी के कारण अपने बच्चों को चाहकर भी शिक्षा ग्रहण नहीं करवा पाता है और उसे खेल-तमाशा भरे जीवन के लिए मजबूर होना पड़ता है।

सामाजिक संगठन और स्थिति

नृजाति समूह "नट" समाज छत्तीसगढ़ राज्य के विभिन्न गांव, कस्बों, शहरों में छोटे-छोटे क्षेत्र में बिखरा हुआ है। जो अपने-अपने क्षेत्र में नृजाति सामाजिक संगठन बनाकर सामाजिक नियम कानूनों को समाज में सही रूप में संचालन करने में सहयोग करते हैं। नृजाति समूह में 12 पॉली का प्रचलन है अर्थात 12 गांव का एक पंचायत होता है। 12 पॉली मुखिया का चुनाव निर्वाचन प्रणाली के आधार 5 वर्ष के लिए होता है। 5 वर्ष के दौरान मुखिया का व्यवहार नृजाति समाज के अनुरूप न होने पर या मुखिया का किसी आकस्मिक कारण वंश मृत्यु हो जाने पर या खुद मुखिया अपने पद से त्याग करना चाहता है तो दे सकता है। यदि सामान्य स्थिति में किसी मुखिया को पद से हटाना है तो 12 पॉली मीटिंग कर मुखिया को पद से हटाये जाने के कारण की जानकारी लेकर पद से हटाया जाता है। उसी प्रकार से गांव, पारा में मुखिया का चुनाव तथा मुखिया को पद से हटाने की प्रक्रिया गांव स्तर के नृजाति मीटिंग में करते हैं। नृजाति गांव, पारा के मुखिया का चुनाव प्रत्येक पारा/मुहल्ला अनुसार रहता है। जैसे एक मुहल्ला में दो पारा है तो दो मुखिया रहता है, जिसे प्रत्यक्ष चुनाव के द्वारा चुना जाता है। नृजाति समूह "नट" की सामाजिक नीति-नियम, कानून अन्य अनुसूचित जाति समाजों के अपेक्षा भिन्न रहता है।

नृजाति समूह "नट" की सामाजिक संगठन में हम परिवार, परिवार के प्रकार, गोत्र, गोत्र के प्रकार, उपगोत्र, विवाह, विवाह

के प्रकार के आधार पर संगठन की इकाईयों के रूप में रखते हैं। परिवार की इकाई पारा या गांव तक सीमित रहता है उसे स्थानीय संगठन इकाई कहते हैं। लेकिन जब गांव की स्थानीय संगठन विवाह जैसे कार्य के लिए गांव से दूर बाहर निकलता है तो लघु इकाई का क्षेत्र गांव से बाहर बढ़ कर वृहद क्षेत्र में फैलता है। वृहद क्षेत्र में फैलने के साथ परिवार, रिश्ता, रिश्तेदारी का दायरा भी बढ़ता है। इस संबंध में (2002)[13] श्रीवास्तव महोदय जी का विचार है कि भारत जैसे विशाल विभिन्नता भरे राष्ट्र में जाति-जनजातियों का संगठन परिवार, गोत्र, उपगोत्र द्वारा संचालन/परिचालित होता है। जाति-जनजातीय सामाजिक संगठन में परिवार को सबसे छोटी इकाई मानते हैं जिसमें पति-पत्नी और विवाहित/अविवाहित बच्चे शामिल रहते हैं।

आर्थिक संगठन और स्थिति

नृजाति समूह "नट'' में देखने को मिला की एक एरिया/क्षेत्र/एक वातावरण में फैले नृजातियों की प्रथा, परपंरा एक ही समान देखने को मिला लेकिन जैसे ही हम एक क्षेत्र (जिला, संभाग) से दूर जाते हैं तो नृजातियों की रीति-रिवाज में कुछ भिन्नता देखने को मिलता है अर्थात मिश्रित संस्कृति का प्रचलन देखने को मिलता है। नृजाति समूह "नट'' अपने अस्तित्व संस्कृति को बचाये रखने के लिए अपने मूल खेल-तमाशा के माध्यम से अपना जीवन चला रहा है। खेल-तमाशा, भिक्षावृत्ति जैसे कार्यों के आधार पर अपनी आर्थिक स्थिति को सुधारने के लिए कार्य में लगे हैं। नृजातियों की आर्थिक स्थिति निम्न स्तर की है जिसके कारण आज छत्तीसगढ़ राज्य की विमुक्त अनुसूचित जाति "नट'' की दयनीय स्थिति अन्य अनुसूचित जातियों के अपेक्षा निम्न तो है ही, उनके साथ ही शैक्षणिक एवं राजनीतिक स्थिति वर्तमान समय में भी निम्न/कमजोर दिखाई पड़ता है, जिसके लिए "नट'' जाति खुद प्रत्यक्ष-अप्रत्यक्ष रूप से जिम्मेदार तो है इसके साथ राज्य और केन्द्र सरकार भी कहीं न कहीं प्रत्यक्ष-अप्रत्यक्ष रूप से जिम्मेदार मालूम पड़ता है।

राजनीतिक संगठन और स्थिति

नृजाति समूह "नट'' में राजनीति संगठन का मतलब/आशय "नट'' जाति समूह में निर्णय लेने वाली निर्णायक क्षमता से है। समाज में नीति-निर्माण और उसका संचालन का कार्य समाज के राजनीति संगठन के माध्यम से ही किया जाता है जिसे क्षेत्रीय संगठन भी कहते हैं। क्षेत्रीय संगठन समाज का एक महत्वपूर्ण नीति-निर्णायक संगठन होता है जो समाज में सामाजिक सौहार्द बनाए रखने में सहयोग प्रदान करता है। नृजाति समाज नट में ग्राम संगठन जो ग्रामीण स्तर का संगठन है जिसमें "नट'' समाज अपने समाज विशेष की सामाजिक रीति-रिवाज, सामाजिक एवं परिवारिक विवाद जैसे समस्या का निराकरण गांव स्तर में ही करते हैं। जबकि जिला संगठन में गांव, परिवार की किसी वृहद समस्या का निराकरण जब गांव स्तर के नृजाति पंचायत में नहीं होता है तो उसे जिला स्तर के संगठन तक ले जाया जाता है। अगर समस्या का निराकरण जिला स्तर के संगठन में नहीं होता तो उसे राज्य स्तर पर ले जाया जाता है। यदि यहाँ भी समस्या का निराकरण नहीं होता है तो अंतिम में थाना/पुलिस तक जाता है। लेकिन "नट'' समाज में लगभग 90 प्रतिशत सामाजिक समस्या का निराकरण जाति पंचायत के अंतर्गत ही सम्पन्न हो जाता है। "नट'' जाति समाज की रीति-रिवाज, नियम कानून अन्य समाजों से बहुत भिन्न है, इनके नियम कानून बहुत सख्त एवं कठोर हैं जिस कारण से समाज में वृहद सामाजिक विवाद जैसे समस्या कम देखने को मिलता है। लेकिन वर्तमान समय में आधुनिकता के कारण युवावर्ग में परिवारिक विवाद जैसे समस्या अधिक पाया गया है। "नट'' समाज में राजनीति का स्तर वर्तमान समय में भी अन्य अनुसूचित जाति जैसे समाजों के अपेक्षा बहुत ही दयनीय स्तर में है। आजादी के इतने वर्षों के बाद भी अभी तक कोई एक सांसद, विधायक, जनपद सदस्य एवं सरपंच तक नहीं बन पाया है। अगर कोई ग्राम पंचायत का पंच बन भी जाता है तो उसका ग्राम पंचायत के राजनीति में कोई पूछ-परख भी नहीं देखने को मिलता है जो नृजाति समूह "नट'' की राजनीति स्तर को दर्शाता है।

धार्मिक संगठन और स्थिति

नृजाति समूह "नट'' में धार्मिक विश्वास का संबंध अपने इष्ट देव (पूर्वज) अर्थात अलौकिक शक्ति से है। छत्तीसगढ़ राज्य के जांजगीर-चांपा जिला के "नट'' जाति के लोग अपने आप को हिन्दू कहते हैं और हिन्दू धर्म के देवी-देवताओं की पूजा-पाठ भी करते हैं। हिन्दू देवी-देवताओं के साथ-साथ अपने इष्ट देव पर अधिक विश्वास व उसे अधिक शक्तिशाली मानते हुए हिन्दू देवी-देवताओं से पहले प्रथम क्रम में पूजा-पाठ आराधना करते हैं फिर अन्य देवी-देवताओं की आराधना करते हैं। "नट'' समाज में छोटे से छोटे कार्य प्रारंभ करने से पहले अपने इष्ट देव की आराधना करते हैं। जनजातीय समाज की तरह "नट'' समाज में भी भूत-प्रेत, जादू-टोना, टोनही-टोनहा, मरी-मशान जैसे अलौकिक शक्ति पर अधिक विश्वास करता है। लगभग इनका सम्पूर्ण जीवन चक्र जनजातियों की तरह धार्मिक क्रियाकलापों के इर्द-गिर्द रहता है। "नट'' समाज अपने इष्ट देव के रूप में अपने मरे हुए पूर्वजों को देव-देवी मानकर उनका पूजा-पाठ करते हैं अर्थात इनमें जीवात्मावाद का प्रचलन है। "नट'' समाज की मान्यता है कि समाज के अन्दर जो भी कार्य या घटना घटती है उनमें इनके इष्ट देव-देवी का हाथ रहता है। इस कारण से "नट'' समाज अपने इष्ट देव-देवी को हमेशा प्रसन्न रखने का हर सम्भाव प्रयासरत रहता है।

शैक्षणिक एवं स्वास्थ्य स्थिति

शिक्षा किसी भी व्यक्ति, परिवार एवं समाज की मुख्य आधार होती है। जो परिवार या समाज शिक्षा एवं स्वास्थ्य के स्तर में अच्छा रहता है, वह परिवार या समाज निश्चित ही विकास के स्तर में अग्रसित रहता है। जबकि ″नट′′ समाज इन दोनों ही मामलों में अत्यधिक पिछड़ा हुआ समाज प्रतीत होता है क्योंकि ″नट′′ समाज में अपनी दिनचर्या चलाने के लिए खेल-तमाशा, भिक्षावृत्ति जैसे विचलन करने वाले कार्य में लगभग साल पर लगे रहते हैं। जिस कारण से ″नट′′ समाज अपने मूल गांव स्थान पर दो तीन माह के लिए ही मात्र पूरे परिवार के साथ रहता है और बाकी समय चलने फिरने काम करने में सक्षम व्यक्ति (महिला-पुरुष) दूसरे प्रदेशों को खेल दिखाने को चले जाते हैं। इस स्थिति में ″नट′′ समाज के बच्चे शिक्षा से वंचित रह जाते हैं। स्थान बदलने के कारण ″नट′′ समाज में स्वास्थ्य एवं स्वच्छता की स्थिति भी स्थायी बसे जाति-जनजातीय, नृजाति समाजों के अपेक्षा निम्न स्तर के प्रदर्शित होता है।

शोध प्रविधि एवं अध्ययन क्षेत्र

प्रस्तुत अध्ययन अनुसूचित जाति ″नट′′ की सामाजिक-आर्थिक स्थिति का अध्ययन पर आधारित जांजगीर-चांपा जिला के विशेष संदर्भ में किया गया अध्ययन है। प्रस्तुत अध्ययन के 210 प्रतिदर्श का चयन सामान्य उददेश्यमूलक दैव-निदर्शन पद्धति के द्वारा तथा डाटा संकलन के लिए साक्षात्कार निर्देशिका, संरचित साक्षात्कार अनुसूची, केंद्रीय समूहवार्ता तथा वयैक्तिक अध्ययन जैसे गुणात्मक शोध उपकरणों का उपयोग किया गया है।

अध्ययन का उददेश्य

प्रस्तुत अध्ययन ″अनुसूचित जाति नट की सामाजिक-आर्थिक स्थिति का अध्ययन′′ पर आधारित लेख है जिसका प्रमुख उददेश्य ″नट′′ जाति की सामाजिक एवं आर्थिक स्थिति का अध्ययन करना था।

उपकल्पना

″नट′′ जाति की सामाजिक एवं आर्थिक स्थिति संतोषजनक नहीं है।

परिणाम एवं चर्चा

″नट′′ जाति की सामाजिक-आर्थिक, राजनीतिक एवं शैक्षणिक स्थितिः ″नट′′ जाति की सामाजिक एवं आर्थिक स्थिति को जानने समझने के लिए संरचित साक्षात्कार अनुसूची, साक्षात्कार निर्देशिका, केन्द्रिय समूहवार्ता एवं वयैक्तिक साक्षात्कार/अध्ययन के माध्यम से डाटा संकलित किया गया है जिसका विस्तृत विवरण निम्न प्रकार से किया गया है-

सारिणी-1: सूचनादाताओं का आयु वर्ग के आधार पर वर्गीकरण

क्रम	आयु वर्ग	आवृत्ति	प्रतिशत
1	18-40	142	67.61
2	41-60	59	28.09
3	61-70	09	4.28
	कुल योग	210	100.00

सारिणी क्र. 1 में 18-40 वर्ष की आयु वर्ग में सर्वाधिक 142 (67.61 प्रतिशत) एवं न्यूनतम 61-70 वर्ष की आयु वर्ग में 09 (4.28 प्रतिशत) नृजाति समूह ″नट′′ सूचनादाताओं के रूप में पाये गये हैं।

सारिणी-2: सदस्यों की संख्या के आधार पर परिवार के प्रकार

क्रम	परिवार के प्रकार	आवृत्ति	प्रतिशत
1	नाभिकीय परिवार	71	33.80
2	संयुक्त परिवार	137	65.23
3	मिश्रित परिवार	02	0.95
	कुल योग	210	100.00

सारिणी क्र. 2 में सर्वाधिक संयुक्त परिवार 137 (65.23 प्रतिशत) एवं न्यूनतम मिश्रित परिवार 02 (0.95 प्रतिशत) नृजाति समूह ″नट′′ परिवार पाये गये हैं।

सारिणी-3: परिवार में सदस्यों की संख्या के आधार पर परिवार का विवरण

क्रम	परिवार में सदस्य	आवृत्ति	प्रतिशत
1	1-5 सदस्य	63	30
2	6-15 सदस्य	114	54.28
3	>16 अधिक सदस्य	33	15.71
	कुल योग	210	100.00

सारिणी क्र. 3 में सर्वाधिक 6-15 सदस्यों वाले परिवार में (114, 54.28 प्रतिशत) एवं न्यूनतम 16-37 सदस्यों वाले परिवार में (33, 15.71 प्रतिशत) पाये गये हैं।

सारिणी-4: सूचनादाताओं की शैक्षणिक स्थिति का विवरण

क्रम	शैक्षणिक स्थिति	आवृत्ति	प्रतिशत
1	निरक्षर	139	66.19
2	साक्षर	71	33.80
	कुल योग	210	100.00

सारिणी क्र. 4 में सर्वाधिक निरक्षर 139 (66.19 प्रतिशत) एवं साक्षर 71 (33.80 प्रतिशत) पाये गये हैं।

सारिणी-5: सूचनादाताओं की मकान के प्रकार का विवरण

क्रम	मकान के प्रकार	आवृत्ति	प्रतिशत
1	झोपड़ी	04	1.90
2	कच्चा मकान	73	34.76
3	पक्का मकान	42	20
4	अर्धपक्का मकान	91	43.33
	कुल योग	210	100.00

सारिणी क्र. 5 में सर्वाधिक अर्धपक्का मकान 91 (43.33 प्रतिशत) एवं न्यूनतम झोपड़ी 04 (1.90 प्रतिशत) पाये गये हैं।

सारिणी-6: सूचनादाताओं की प्रमुख व्यवसाय का विवरण

क्र.	प्रमुख व्यवसाय	आवृत्ति	प्रतिशत
1	बेरोजगार	14	6.66
2	कृषि मजदूरी	45	21.42
3	खेल-तमाशा	133	63.33
4	व्यापार, दुकानदार	11	5.23
5	भिक्षावृत्ति	07	3.33
	कुल योग	210	100.00

सारिणी क्र. 6 में सर्वाधिक खेल-तमाशा 133 (63.33 प्रतिशत) एवं न्यूनतम भिक्षावृत्ति 07 (3.33 प्रतिशत) पाये गये हैं।

सारिणी-7: सूचनादाताओं की परिवार की मासिक आय का विवरण

क्रम	मासिक आय हजार में	आवृत्ति	प्रतिशत
1	<3000	134	63.80
2	5000-11708	55	26.19
3	>19000	21	10
	कुल योग	210	100.00

सारिणी क्र. 7 में सर्वाधिक 3000 हजार रूपया से कम मासिक आय वाले 134 (63.80 प्रतिशत) एवं न्यूनतम 19000 हजार से अधिक मासिक आय वाले 21 (10 प्रतिशत) पाये गये हैं।

सारिणी-8: यातायात साधन का विवरण

क्रम	यातायात के साधन	आवृत्ति	प्रतिशत
1	सायकल	65	30.95
2	मोटर सायकल	126	60
3	चार पहिया वाहन	03	1.42
4	कोई जवाब नहीं	16	7.61
	कुल योग	210	100.00

सारिणी क्र. 8 में सर्वाधिक मोटर सायकल 126 (60 प्रतिशत) एवं न्यूनतम 03 (1.42 प्रतिशत) पाये गये हैं।

सारिणी-9: राशनकार्ड के प्रकार का विवरण

क्रम	राशनकार्ड के प्रकार	आवृत्ति	प्रतिशत
1	ए. पी. एल.	05	2.38
2	बी. पी. एल.	15	7.14
3	अंत्योदय परिवार	190	90.47
	कुल योग	210	100.00

सारिणी क्र. 9 में सर्वाधिक अंत्योदय कार्ड धारक परिवार 190 (90.47 प्रतिशत) एवं न्यूनतम ए.पी.एल. 05 (2.38 प्रतिशत) पाये गये हैं।

सारिणी-10: घरेलू उपयोग में होने वाले प्रमुख वस्तु का विवरण

क्रम	घरेलू वस्तु का नाम	परिवार में पाये गये आवृत्ति
1	रसोई गैस	27
2	टी.वी.	196
3	पंखाध्कुलर	204
4	मोबाईल फोन	206
5	फ्रिज मशीन	09

सारिणी क्र. 10 उपयुक्त तालिका से पता चलता है कि नृजाति समाज "नट" में रसोई गैस 27 परिवार में, टी.वी. 196 परिवार में, पंखा/कुलर 204 परिवार में, मोबाईल फोन 206 परिवार में एवं फ्रिज मशीन 09 सूचनादाताओं के यहाँ प्राप्त हुआ है।

सारिणी-11 वेट/चुनाव मत का प्रयोग का विवरण

क्रम	चुनाव मत का प्रयोग	आवृत्ति	प्रतिशत
1	हाँ	199	94.76
2	नहीं	11	5.23
	कुल योग	210	100.00

सारिणी क्र. 11 की तालिका से पता चलता है कि नृजाति समाज "नट'' में चुनाव मत का प्रयोग वोट डालने के लिए सर्वाधिक 199 (94.76 प्रतिशत) लोग वोट डालते हैं जबकि 11 (5.23 प्रतिशत) लोग चुनाव के समय वोट नहीं डालते हैं।

निष्कर्ष

भारतीय समाज की लगभग 70 प्रतिशत जनसंख्या गाँवों में निवास करती है जिनकी प्रमुख व्यवसाय खेती-बाड़ी, कृषि-मजदूरी एवं छोटे-छोटे व्यापार/व्यवसाय अपने हुनर के अनुरूप करते हैं। इससे कुछ जाति-जनजातीय समाज की पहचान उनकी परंपरागत व्यवसाय से भी होती है। अपनी परंपरागत व्यवसाय की पहचान रखने वाले नृजाति समूह "नट'' छत्तीसगढ़ राज्य में पीढ़ी दर पीढ़ी निवासरत होने के पश्चात भी अन्य अनुसूचित जातियों के अपेक्षा सामाजिक, आर्थिक एवं शैक्षणिक स्तर पर विकास नहीं हो पाया क्योंकि नृजाति समूह "नट'' वर्तमान समय में भी अर्धघुमंतू जीवन जी रहे है। अर्धघुमंतू जीवन जीने के कारण नृजाति समाज की शैक्षणिक स्थिति संतोषप्रद नहीं है। नृजाति समाज "नट'' में 33.80 प्रतिशत साक्षर, 65.23 प्रतिशत संयुक्त परिवार, एक ही परिवार में 6-15 सदस्य 54.71 प्रतिशत, अर्धपक्का मकान 43.33 प्रतिशत, खेल-तमाशा 63.33 प्रतिशत, परिवार की मासिक आय 3000 हजार से कम 63.80 प्रतिशत, मोटर सायकल 60 प्रतिशत, अंत्योदय परिवार 90.47 प्रतिशत हो, उस समाज की सामाजिक-आर्थिक स्थिति कमजोर होना प्रदर्शित करता है। जिसके लिए नृजाति समाज खुद जिम्मेदार मालूम पड़ता है। सरकारी योजना का लाभ नहीं मिलता है। सोचकर नृजाति समाज अपने अधिकांश बच्चों को पढ़ाते लिखाते नहीं बल्कि उसे अपने साथ खेल-तमाशा दिखाने के लिए दूसरे प्रदेशों को ले जाते है। प्रत्यक्ष-अप्रत्यक्ष रूप से देखे तो सरकार भी इनकी सामाजिक-आर्थिक पिछड़ेपन के लिए जिम्मेदार मालूम पड़ता है। उपर्युक्त शोध से पता चलता है कि नृजाति समाज "नट'' की सामाजिक, आर्थिक, एवं शैक्षणिक स्थिति कमजोर पाया गया है।

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Street Vending and Urban Livelihood: A Study of Beltola Market in Guwahati

*Barnali Sarma, **Dr. Kughatoli V. Aye

Abstract

Abstract : Livelihood implies the capabilities and assets including both materials and social resources. *Objective* : The study attempts to understand the livelihood of Street Vendors at Beltola market in Guwahati and issues faced by vendors at the workplace as well as their responsiveness towards the policies and programs for development. *Methods* : Primary and secondary sources of data are used for this study. Simple random sampling methods are used for selecting 70 respondents. *Results* : The results show that the majority of the street vendors are male and constituted Hindu majority. Most of the vendors migrated from different places and they faced a major problem of high taxation fixed by the committee that oversees the daily and weekly street vendors.The study observed that vendors can basically be of two categories constituting mobile vendors and stationary vendors. However, the majority of the vendors carry out street vending throughout the year while some of them undertake their business seasonally. Especially during the monsoon/ rainy and harvest season, seasonal street vendors engage in other agricultural activities. *Conclusion* : Street vending plays an important role in assuring livelihoods to a large underprivileged section of the society, its contribution is however seldom recognized by the city administration or urban planning agencies so far. Despite all these policies, Street vendors' professions are vulnerable in the context of shocks, trends and seasonality thus this study uses sustainable livelihood approach in the context of vulnerability faced by vendors at the workplace to understand the livelihood status of street vendors in urban setting and the problems faced by Street Vendors at their workplace.

1. Introduction

Livelihood implies the capabilities and assets including both materials and social resources. The concept of livelihoods became prominent in the middle of 1980s with work done by Robert Chambers and the Institute of Development Studies at University of Sussex (Schafer, 2002, 13). According to Chambers and Conway (1991) "A livelihood comprises the capabilities assets (stores, resources, claims, and access) and activities required for a means of living. A livelihood is sustainable which can cope with the recover from stresses and shocks, maintain or enhance its capabilities and assets, and provide sustainable livelihood opportunities for the next generation; and which contributes net benefits to other livelihoods at the local and global levels and in the short and long term" (Chambers & Conway, 1991, 6). According to National Policy on Urban Street Vendors, a street vendor is broadly defined as a person who offers goods or services for sale to the public without having a permanent built up structure (National Policy on Urban Street Vendors, 2009, 4). Despite all these policies, Street vending activity is vulnerable in the context of shocks, trends and seasonality. Street vending is an important component of the urban informal sector in India. Guwahati city is gateway to Northeast India and also connected through National highway road-37 and North-Eastern Frontier Railway connectivity with other parts of the country. The people could not get employment opportunities in formal sectors due to lack proper skills and they are engaged in this informal sector for livelihood. This study is focused on Beltola market where large numbers of vendors settled in this city for livelihood and indigenous women traveled from hills to sell their hill produce vegetables, fruits in informal markets of Guwahati city (Mishra *et al.*, 2017,1).

Concept of Livelihood Approach : The sustainable livelihood approach that emerged in the 1990s promoted by multilateral and bilateral organizations such as United Nations Development Programme (UNDP) and Department for International Development (DFID). This approach can be used in the study especially in the context of vulnerability faced by vendors at the workplace

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to understand the livelihood status of street vendors in urban settings and the problems faced by Street Vendors at their workplace. However, the study is focused on the livelihood of street vendors which include the understanding of their Socio-Demographic profile, Economic status in Beltola market, Guwahati. This approach helps in not only bringing an understanding of how individuals, households and social groups can improve their living conditions and provides opportunities, assets available to the poor people but also in understanding the realities of poor men and women street vendors the assets that they are able to use as well as the problems that they face in the market. The rationale of this approach is to better design the policies and programmes in reducing poverty through intervention and appropriate strategies.

2. Review of Literature

Pinki Kumari, (n.d) carried out a study on *Livelihood pattern and working condition of street vendors in Delhi.* Here, the author discussed different livelihood patterns adopted by street vendors in Delhi as well as their working conditions and problems faced at their workplace. She observes that street vendors are not aware about their rights and also constant threat of police and administration. They also have been struggling for access to their basic amenities in urban cities. She further articulated that the street vendors faced harassment from municipalities for public space especially women vendors faced safety and security issues at their workplace.

Krishna Prasad Timalsina (2012), highlighted in his article *Contextualizing Livelihood: Livelihood of Street Vendors in the Urban Areas of Kathmandu Metropolitan City, Nepal* that Migrants street vendors have accessed the assets in their place of origin and destination. The livelihood of rural people in Nepal is mainly based on natural and social capital assets. But on the other hand people of urban Nepal have not accessed their social capital.Thus,they have migrated from rural areas for more access to financial and human capital in urban areas.

Sharit K.Bhowmik (2005), discussed in his study *Street vendors in Asia: A Review* that the magnitude and composition of street vendors of different countries. He has highlighted the status of street vendors in Asian countries like Bangladesh, Sri Lanka, Bangkok, Singapore, Kualampur, Manila, Hanoi, Cambodia, Seoul and India. From the study the author revealed that Asian countries have a large number of street vendors but most of the street vendors are not unionized and the street vendors regulating policies are not properly executed in Asian Countries.

S M Asif Ur Rahman and Mohamad Junayed (2017) discussed in the study *"Livelihood Sustainability of street vendors: A study of Dhaka City"* that the street vendors of Dhaka city have played a significant role in the Informal economy. The authors observed that street vendors have access to human and social assets for sustainable livelihood in Dhaka city. The authors stated that due to overpopulation in Dhaka city the street vendors have faced natural hazards like water borne diseases, dust related infections and atmospheric factors as well. Therefore, the authors tried to address the issues to policy makers for improving the sustainable livelihood of street vendors in Dhaka city.

3. Objectives

1. To understand the socio-demographic profile of the street vendors.
2. To study the livelihood status and problems faced by the street vendors at the workplace.

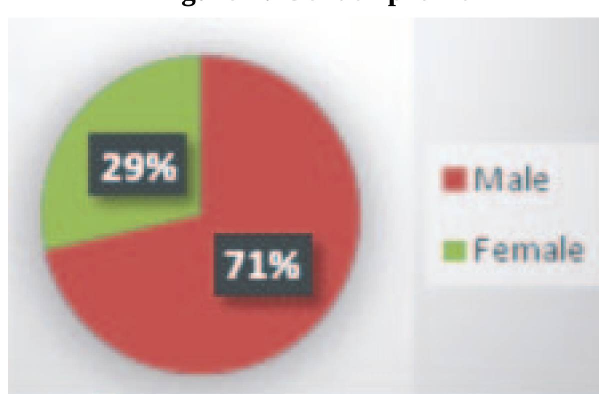
4. Methodology

Guwahati City is the proposed area of research study. The study is based on primary and secondary data. Simple random sampling method is used for selecting 70 respondents from Beltola market. Primary data are collected from respondents by using an interview schedule.

5. Major Findings and Analysis

Data has been analyzed with the help of excel method and appropriate statistical tools and the percentage have been used to measure the demographic, livelihood status and the problems faced by street vendors in Beltola market in Guwahati. All the figures have been discussed below.

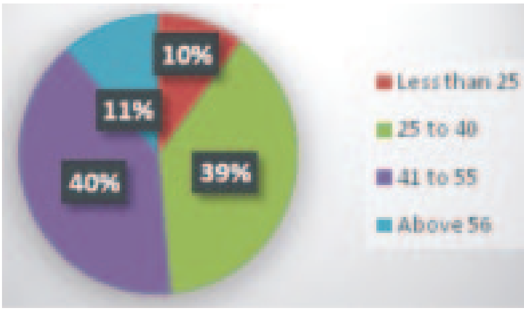
Figure 1. Gender profile



Source: Primary

The figure shows the proportion of male and female vendors in Beltola market and it indicates that male vendors constitute the majority with 71% while female vendors constitute 29%.

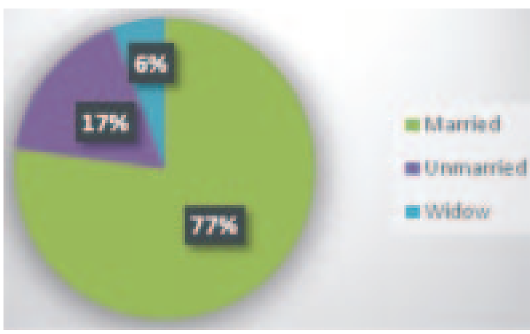
Figure 2. Age distribution



Source: Primary

It was seen from the above figure that age dispersed in the range of 25-above 56 years. 10% street vendors are from the age group of less than 25 years whereas, 79% of street vendors belong to the age group of 25-55 years. The senior age group vendors above 56 years consist of 11% of total vendors.

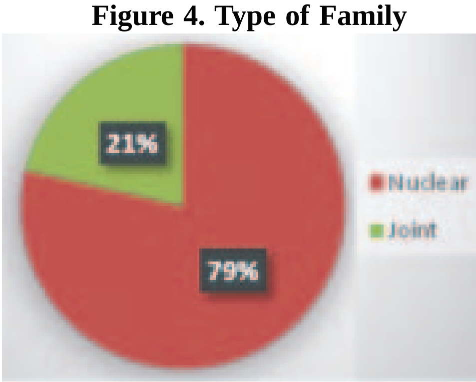
Figure 3. Marital Status



Source: Primary

Most of the respondents 77% were found to be married. 17% respondents were found unmarried and only 6% street vendors were found to be widowed.

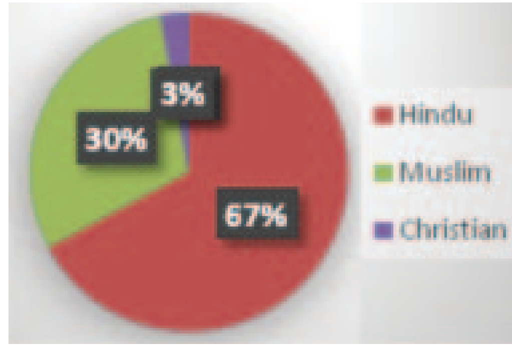
Figure 4. Type of Family



Source: Primary

The above figure shows that most of the respondents 79% belong to the nuclear family. The remaining 21% respondents belong to the joint family.

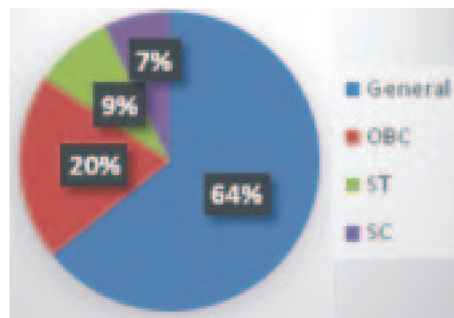
Figure 5. Religion



Source: Primary

The above figure shows that vendors were belong to three religious groups i.e. Hindu, Muslim and Christian. Most of the vendors were 67% Hindus; whereas 30% vendors were found as Muslims. Few Christian vendors i.e. 3% were found as compared to those belonging to other religions.

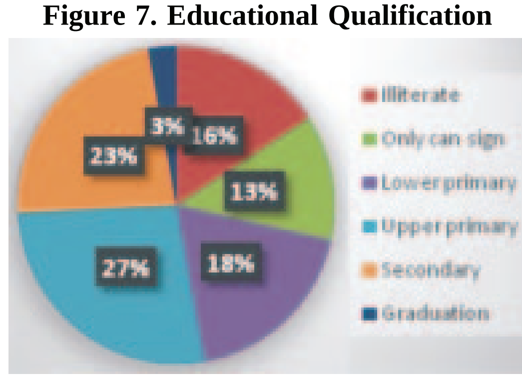
Figure 6. Social Category



Source: Primary

Most of the street vendors were found to be General category i.e. 64% greater than those of SC, ST and OBCs.Among the other categories OBCs 20% greater than the ST and SC category. 9% vendors were belonging to the ST and the rest 7% vendors were SC category.

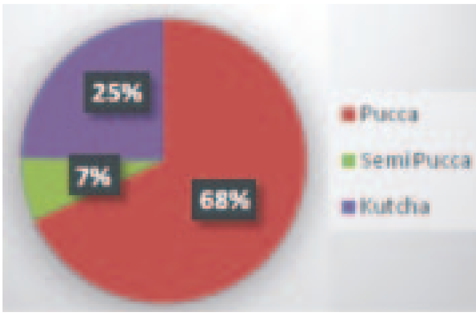
Figure 7. Educational Qualification



Source: Primary

The above figure shows that most of the vendors 27% have attained upper primary. Around 18 % vendors studied up to lower primary level while 13% vendors can only write their names. The illiteracy rate was also found to be high among vendors. Around 16% vendors were found illiterate. It was noticed that 23% of vendors completed a secondary level of education. The remaining 3% vendors have completed their Graduation.

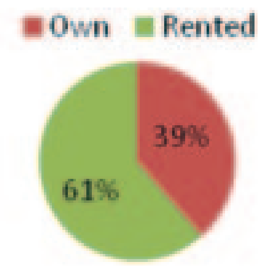
Figure 8. Type of house



Source: Primary

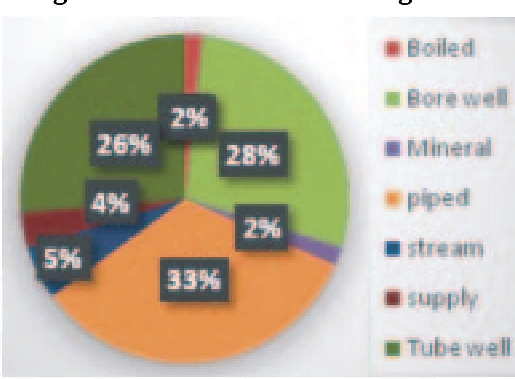
Most of the respondents 68% lived in pucca houses while 7% respondents lived in semi pucca houses. 25% of the vendors still lived in kutcha houses.

Figure 9. Ownership of house



The ownership of houses determines the average income and standard of living. Most of the vendors around 61% have been living in rented houses because they have migrated from rural areas. The remaining 39% vendors have been living in their own houses.

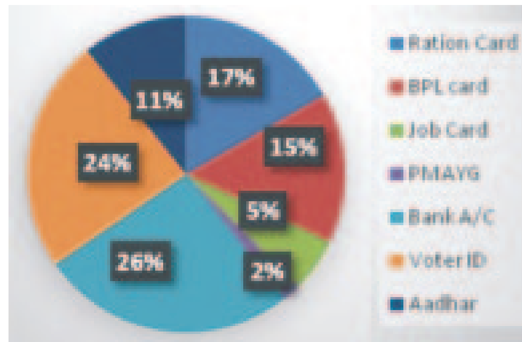
Figure 10. Source of Drinking water



Source: Primary

The above figure shows that majority of the vendors 33% used piped water while 28% vendors used drinking water from bore well.26% vendors have used drinking water from tube well while 4% vendors have availed drinking water from Government water supply. Few vendors 5% have used streams as a source of drinking water.2% vendors have used boiled water to drink and the other 2% vendors have used mineral water at their own residence.

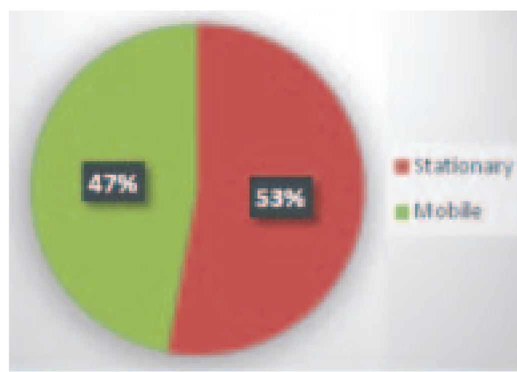
Figure 11. Avail various provisions from Government



Source: Primary

The above figure shows that 17% vendors have ration cards and 15% have BPL cards among vendors under study. 5% street vendors availed job cards and only 2% vendors availed PMAYG from the Government. Most of the vendors i.e. 26% have bank accounts and 24% have Voter ID while 11% vendors have Aadhar Card.

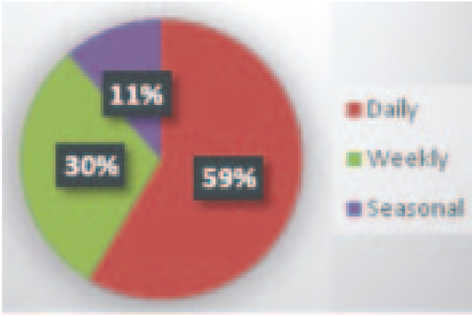
Figure 12. Category of Vending



Source: Primary

The above figure shows that most of the vendors 53% were engaged in static vending and the rest of them 47% were engaged in mobile.

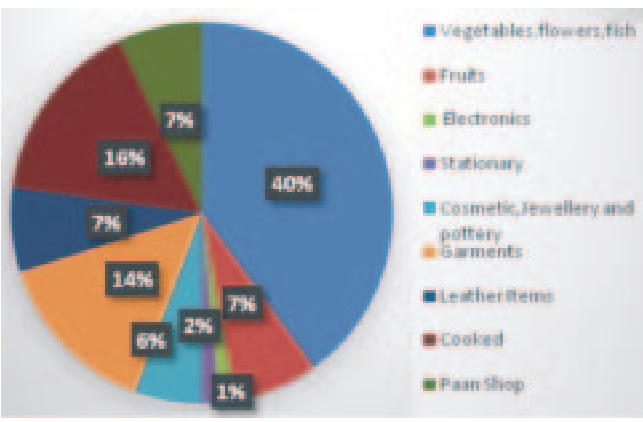
Figure13. Mode of Vending



Source: Primary

It was seen from the above figure that most of the vendors 59% were found to be undertaking their activity on a daily basis while 30% are found to be engaged on weekly basis because of the availability of weekly markets. The remaining 11% were found to be engaged seasonally.

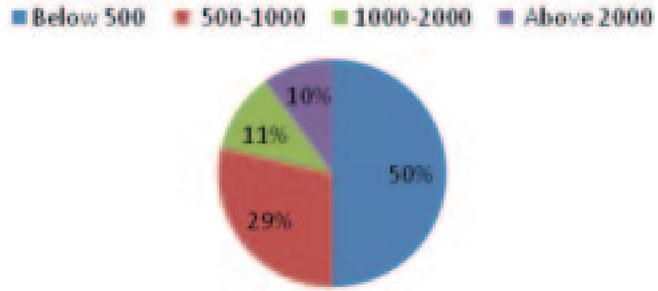
Figure14. Type of Products sold



Source: Primary

Vendors have sold varieties of goods in the market on the basis of their source of earning money. It was found from the interview that 40% vendors were found to be selling vegetables.7% vendors were found to be selling fruits. Few vendors nearly 1% were found to be selling electronic items and 2% vendors were found to be selling stationery items. 6 % vendors have been selling cosmetics, jewelry and pottery items. Around 14% vendors were found to be selling garments while 7% vendors were selling leather products.16% have been selling cooked food and 7% vendors have been selling pan masala shops.

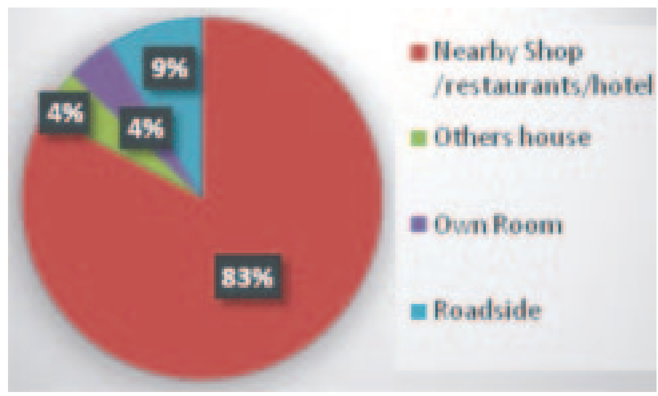
Figure 15. Payment of Tax



Source: Primary

The study found that most of the vendors 50% were found to pay below 500 rupees in a month and 29% vendors were found to pay 500-1000 rupees. Around 11% vendors were found to pay 1000-2000. The remaining 10% vendors were found to pay above 2000 rupees to the Municipality.

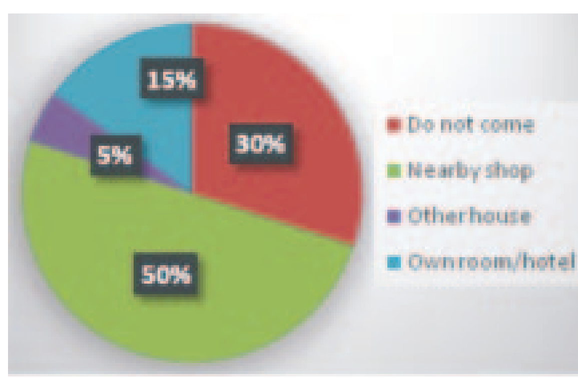
Figure 16.Availing toilet facility



Source: Primary

It was identified from the study that the majority of vendors 83% used from nearby restaurants, shops and hotel's toilets.4% vendors visited their own rooms to access toilets and the remaining 9% vendors chose streets and other open spaces for urination.

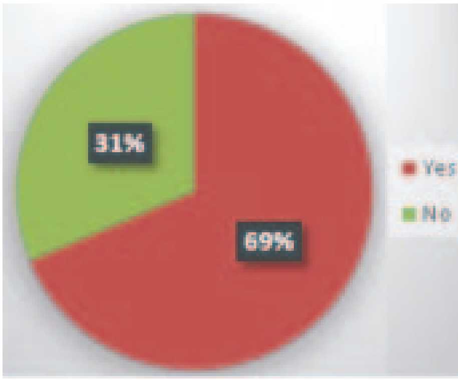
Figure 17. Availing toilet facility during menstruation



Source: Primary

The study shows that most of the women 30% women vendors don't come to the market during their cycle incurring a loss of income whereas 50% women vendors were found to use nearby permanent shopkeepers. Around 15% women close down their business some part of the day to use the toilet in their own room. The remaining 5% of women visited others' houses to access toilets.

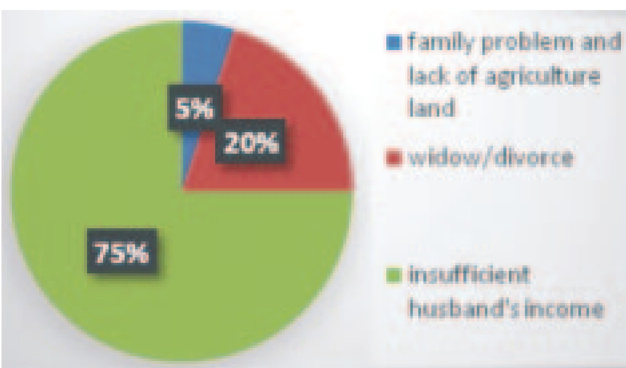
Figure 18. Electricity in the market



Source: Primary

The above figure shows that 69% vendors have electricity facilities in the market whereas 31% vendors do not have electricity. Vendors have used candles and depend on the street lights due to lack of electricity in the market.

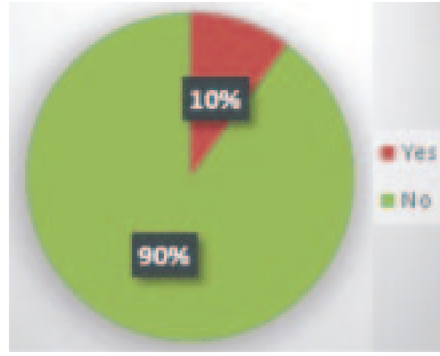
Figure 19. Female vendors Undertaking Business



Source: Primary

The above result shows that most of the women i.e.75% engaged in vending activity because their husband's income is not sufficient for the family whereas 20% women are widowed or divorced and they take up street vending to look after their children and support their families. On the other hand 5% women have undertaken this activity because of certain family problems and lack of agricultural land.

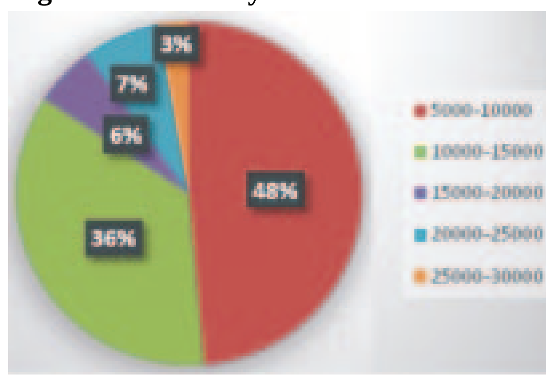
Figure 20. Faced harassment from male vendors



Source: Primary

To know the extent of problems and issues faced by women vendors, the study dealt with questions related to harassment and the above result shows that 90% women have not been harassed by male vendors at Beltola market. 10% women have however faced problems from male vendors specifically for vending space in the market.

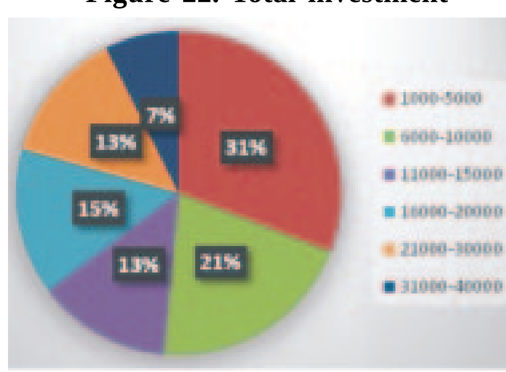
Figure 21. Monthly income of the vendors



Source: Primary

The above figure shows the monthly income of the street vendors where 48% of vendors earn between Rs.5000-10000 and 36% vendors earned Rs.10000-15000.6% vendors earned Rs.15000-20000 and 7% vendors earned between Rs.20000-25000.Only 3% vendors earned Rs.25000-30000.

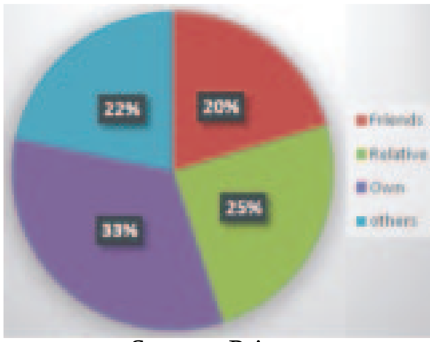
Figure 22. Total investment



Source: Primary

The above figure shows that 31% vendors have invested 1000-5000 to initiated their business and 21% vendors invested 6000-10000.13% vendors have invested 11000-15000 whereas 15% vendors have invested 16000-20000.Again 13% vendors have invested 21000-30000 and very few vendors i.e. 7% vendors have invested 31000-40000 to start up their vending business.

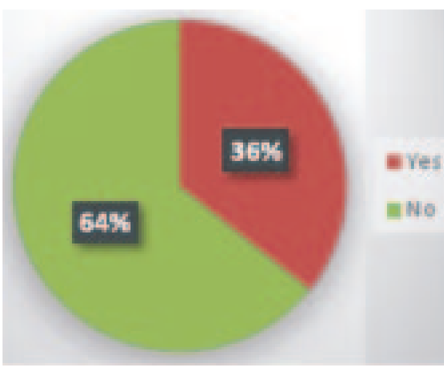
Figure 23. Motivation behind this business



Source: Primary

The study shows that 33% vendors were found self-motivated in starting their business, 25% were motivated by their relatives, 20% were motivated by friends and 22% were motivated by other people.

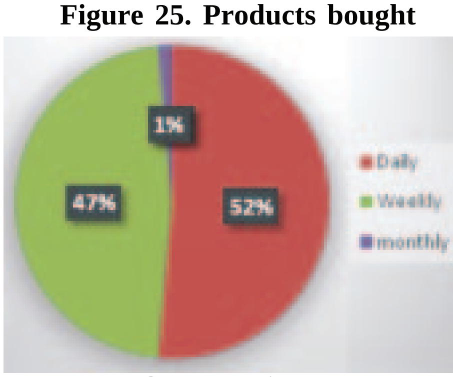
Figure 24. Source of fund to start the business



Source: Primary

The result shows that most of the vendors 64% did not receive any funds from Government whereas 36% vendors got the fund from Government.

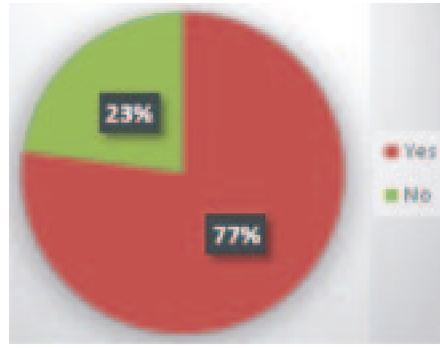
Figure 25. Products bought



Source: Primary

The above figure shows that 52% vendors bought products daily from the wholesale market and 47% vendors bought products weekly from markets.

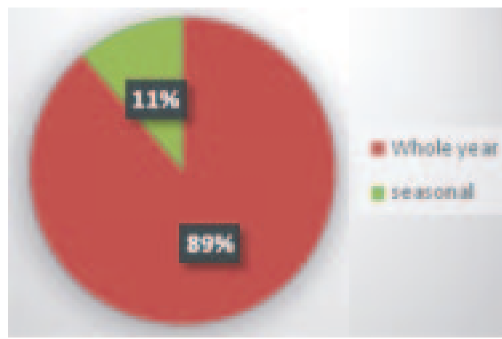
Figure 26. Maintain daily records of income



Source: Primary

The study identified that 77% vendors have maintained daily records of their income whereas 23% vendors have not maintained their records.

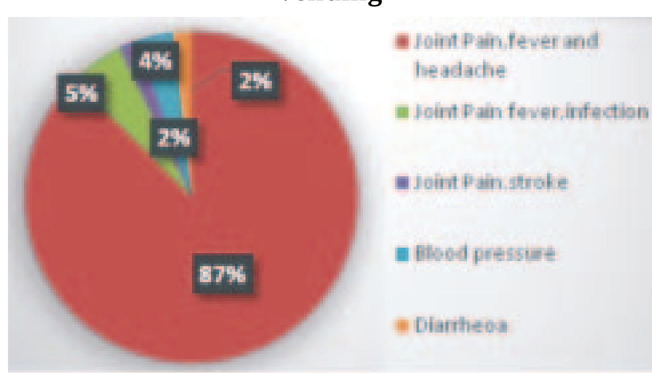
Figure 27. Timing of business



Source: Primary

Most of the vendors 89% have engaged in their business for the whole year. Around 11% vendors have engaged in their business seasonally due to their seasonal agriculture activity. After the harvesting season they have returned to their urban areas to engage themselves in vending activity for extra income.

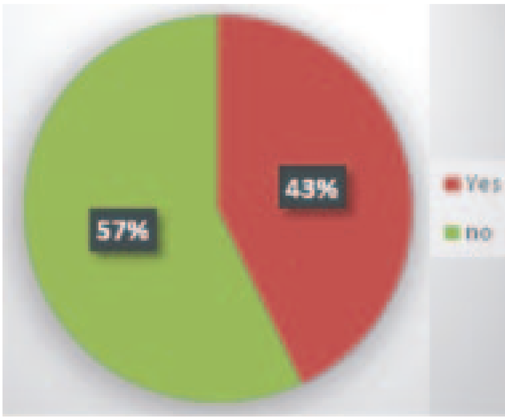
Figure 28. Health related problems during vending



Source: Primary

The above figure shows that 87% vendors have faced health problems like joint pain, fever, and headache, 5% vendors have problems related to joint pain, fever and other infections, 2% vendors have health problems related to joint pain and stroke whereas 4% vendors have issues of blood pressure during vending. Only 2% vendors have faced diarrhoea during vending,

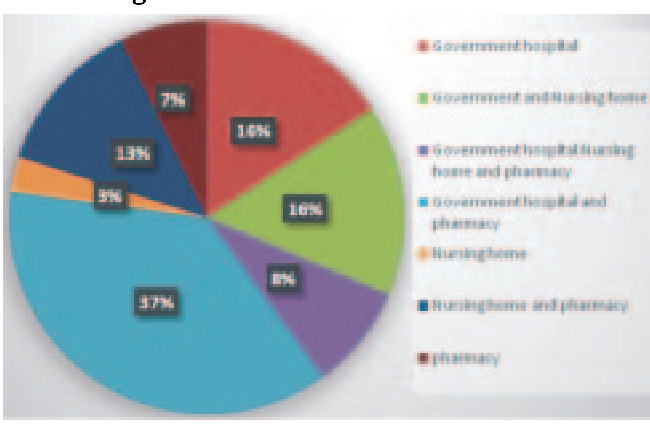
Figure 29. Avail insurance policy



Source: Primary

The study shows that 57% vendors have availed insurance policy and rest 43% vendors do not have any kind of insurance policy. Vendors are not aware about the insurance policies of the government. So, some of them are not availed of any insurance from the government agencies.

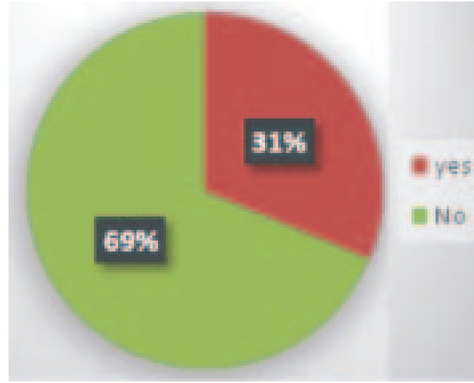
Figure 30. Visit to Health Centres



Source: Primary

The study reveals that 16% vendors have visited government hospitals to consult about their health and another 16% vendors have visited Government hospital and nursing homes.8% vendors have visited Government hospital, nursing home and pharmacies and 37% vendors have visited Government hospital and pharmacies. Only 3% vendors have visited nursing homes and 13% have visited nursing homes and pharmacies while 7% vendors have visited only pharmacies.

Figure 31. Interest in joining Unions



Source: Primary

The study shows that 69% vendors are not interested in joining any kind of union whereas 31% vendors are interested in the union as active members.

6. Discussion

The study has outlined some suggestions depending on the findings of this study.

1. The government should identify separate vending zones, proper registration and provide licenses in order to access the benefits from the government policies and improve their livelihood in Guwahati city.
2. The government can also adopt certain models from other States like Bhubaneswar where public, private and community partnership model is followed. The state government of Assam should also emphasize on this type of policy framework model initiated for identifying zones and co-operation between town authorities and vendors in Guwahati city.
3. The state government must ensure vendors access their basic services such as shade, potable water, well-lit toilets and provide other facilities like night shelters, storage spaces in street vending zones.

7. Conclusion

The socio-demographic status of street vendors shows that male members dominate the street vending market against female vendors. The marital status of vendors also indicates that most of the vendors are married and run the family through vending; most of them belong to nuclear families. Further, Hindu communities are found dominant in this business and other communities belonging to Muslims and Christians. Vendors belong to various social categories of the society but majority of the vendors found in this market are from the General category.The Educational status of street vendors shows that very few of them have completed their graduation, majority of the vendors completed only upper primary school and a good percentage of them are still being illiterate. Moreover, they are in conflict with the government authority because the government intends to displace them from the market. Most of the vendors lived in pucca houses but all are on rent as they come from other places especially from rural areas and rest of them live in semi pucca or kutcha houses with the necessary basic amenities and infrastructural facilities. There are very few vendors who have availed PMAYG scheme from the Government. The study observed that vendors can basically be of two categories constituting mobile vendors and stationary vendors. However, the majority of the vendors carry out street vending throughout the year while some of them undertake their business seasonally. Especially during the monsoon/ rainy and harvest season, seasonal street vendors engage in other agricultural activities. Street vendors do not confine their products to one single commodity but also varieties, from vegetables to fruits, flowers, stationeries, electronic items, cosmetics, and garments, leather products and even cooked food.

To run their everyday business however do not come for free or even cheap for that matter as these vendors have to pay a high amount of tax to the tax collectors but, the amount paid as tax varies from vendor to vendor. As a result, women are specifically faced with problems especially during the menstruation cycle due to non-availability of public toilets in the market. Therefore, widowed or divorced women have taken up street vending activity to look after their children and support their families. Taking a look into their financial assistance and monthly income, the majority of vendors have mentioned approximate figures in their investment as well as income. Thus, some vendors have invested above 5000 rupees to initiate their business while a few vendors have invested more than 40,000 as a start up for their business. Some of the vendors earned between 5000 to 10000 rupees and few of them earned Rs.25000-Rs.30000. Interestingly, most of the vendors are self- motivated and few vendors were encouraged by their relatives, friends to venture into street vending. Most of the vendors struggled to accumulate money for the business while a few of them availed funds from the Government. Despite the various problems and challenges the people take up street vending for better livelihood.

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Burden Over a Family due to Schizophrenic Patient: A Study

Dr. Neeraj, **Dr. Seema Rani

Abstract

Around 450 million of people are suffering from mental disorder worldwide. And about one in every hundred people (1%) develop schizophrenia at some point in their life. The disease of person came with many other problems also including financial burden, social burden, care burden, emotional burden, personal burden and marital burden etc. where the illness is mild or severe, the family member has to suffer along with the patient. The intense stress that family members experience might become so overwhelming that they are unable to care for themselves or their sick family members if it is not recognized and effectively treated. To realize the main objective of the study a sample of 50 participants (Schizophrenia patient's caregivers) was selected on purposive sampling basis from OPD & IPD of Psychiatry department, Kalpana Chawla government medical College, Karnal. The participants were administered with the measures of family burden interview schedule. Findings of the study revealed that more than half of the respondents (Patients & Caregivers) were in the age group of 20-40 years. Majority of the respondents were females. More than half of the caregivers were single. Majority of the respondents were educated and businessman. Most of the respondents were from nuclear family in rural. In the present study, the caregivers reported that caring of schizophrenia effect their physical, mental health, routine family activities or family interaction. More than half of the respondents have moderate level of burden.

Introduction

Schizophrenia is a severe and persistent mental disorder that hinders a person's capacity to think, act, express emotions, perceive reality, and connect with others. Schizophrenia might be the most persistent and incapacitating mental illness, although not being as common as other disorders. The words "schizophrenia" and "pherne," which mean "thought" and "split," respectively, are Greek words. A category of psychotic disorders known as schizophrenia are defined by substantial disorder thinking, where concepts are flawed related but not logically so, perception, strange disruptions in motor activity flat, and inappropriate feelings. Patients with schizophrenia frequently experience difficulties adjusting to relationships, the workplace, and academic settings. They can appear to have lost all sense of reality, experience fear, and become distant. There is no cure for this chronic illness. This is a lifelong disease cannot be cured but can be controlled with proper treatment. About one in every hundred people (1 percent) develops schizophrenia at some point in their life. Schizophrenia affects man 1.5 times more commonly thanwomen. Families may experience multiple people being impacted. About 10% of people with schizophrenia have a first-degree relative (parent or sibling) with the disorder. Second-degree relatives (aunts, cousins, grandparents, or uncles) experience schizophrenia at a higher rate than the general population. Schizophrenia may run in families. Most people with it are diagnosed between the ages of 16 and 25. Identical twins of a person with schizophrenia are most at risk. 40%-65% possibility exists that the identical twin will experience the disease.Many people with schizophrenia have difficulty working and caring for themselves, so they rely on others for assistance. In some cases, symptoms are so severe that a person must be hospitalized. The exact cause of schizophrenia is unknown, but it is a real illness with a biological basis, just like cancer and diabetes.A number of factors, including genetic factors, brain chemistry, brain abnormalities, and environmental factors, have been discovered to increase a person's risk of developing schizophrenia. Need of this study on "burden over a family due to schizophrenic patients Because due to schizophrenia patient's family suffer a lot and there is complete disturbance created in whole family like care burden, financial burden and social burden. The most

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commonly burden seen in a family is care burden.Family members are essential in assisting with the care of the sick patient. These carers adhere to the patient's emotional needs in addition to offering care. As a result, the patient might depend on the family, which eventually lowers the quality of life for the caregiver. Giving longterm, continuous care, particularly to people with schizophrenia, can be taxing and have unfavourable effects. According to a study, depression affects carers of mentally ill people more frequently than it do noncaregivers; a caregiver's gloomy mood may negatively impact their health and sense of well-being.Patient with schizophrenia not only suffer, but the whole family suffers with patients' illness and even more than patient.

Review of Literature

Jagannath (2014) in his research paper entitled on "Predictors of Family Caregiver Burden in Schizophrenia: Study From An In-Patient Tertiary Care Hospital In India". The study's sample consisted of 137 schizophrenia patients admitted to an inpatient faculty of a hospital in south India. The burden assessment schedule was used by the researcher. According to the study, the degree of psycho-pathology and disability had a strong direct association with the total burden score, whereas acknowledged social support had a strong inverse correlation with the total burden score. There is a strong link between disability and psychopathology. In addition to psychopathology and disability, regression analysis of the total PANSS score for psychopathology or the total IDEAS score for disability revealed that the length of the illness and recognition of social support were significant predictors of burden. In this research study the researcher focuses on first hospitalization in addition to the reduction of symptoms and the extent of disability, increasing social support to reduce the caregiver members of schizophrenia patients.

Kumar C.N. (2015) in his research study entitled on "Burden experienced by family members of patients living in rural communities is spares". The sample of study was 245 caregivers of schizophrenia patients. The data was collected by using the burden assessment schedule. In which psychopathology, treatment status and disability were assessed by using PANSS and IDEAS scale. The researcher found that there was an important direct correlation with disability in the level of the burden and severity of psychology. There was a busy correlation with the burden in treatment period. Multiple optional analyses showed that the total ideas score, the duration of treatment and age of family career. In this research study the researcher focus on the burden experienced by family carers of schizophrenia patients is determined by the patient's level of disability, the age of the family carers, and the patient's gender.

Koujalgi (2016) in his research paper entitled on "to investigate the socio-demographic factors associated with caregiver burden in patients with schizophrenia. The study included 100 people with schizophrenia who were 18 or older and had had the illness for more than two years, as well as 100 carers (18-63 years). The Pollack and Perlick scale and a self-developed sociodemographic profile for patients and carers were employed by the researcher. The patient, carer, and family burden correlation were examined using the Pearson correlation coefficient test. The study discovered a statistical connection between advanced patient age, disease duration, patient income, and the burden of family care. Furthermore, correlation analysis revealed a strong relationship between family care burden and carers' advanced age, low education level, low family income, and duration of contact with the patient.

Sunda (2019) in her research paper the aimed of study "Assessment of family burden of patients suffering from schizophrenia-need of the hour." The main objective of this study was to assess the burden on families of the patients suffering from schizophrenia. The researcher selected 100 participants out of total, 50 case of schizophrenia and 50 of diabetic patients. For data collection, two pretested, semi-structured questionnaires were used, with PANSS assessing clinical symptoms and DAQ assessing dysfunction. The burden interview schedule was used to assess the family burdens. According to the findings, there is a correlation between various socio-demographic variables, and all carers of schizophrenic patients experienced a moderate to severe burden in all areas. The total burden of those caring for schizophrenic patients was much greater than that of diabetic patients. Families of conclusion-sensitive patients bear a significant burden in the context of social, professional, personal, family, and cognitive areas in comparison to people without diabetes.

Tamizi *et.al.* (2020) in this research article entitled on "To gain a better understanding of care giving burden in family caregivers of patients with schizophrenia and its related factor". The sample of the study was 12 family caregivers of schizophrenia. The method of deliberate sampling was used. The MAXQDA software received the transcripts and recordings of every interview. The data was analyzed using Graneheim and Lundman's five-step methodology. The researcher discovered that schizophrenia patients' family carers encounter a variety of issues connected to their extensive caregiving responsibilities and difficulties in providing mental health treatments. This discovery might broaden the understanding of psychiatric and mental health nurses and increase their awareness of the difficulties in providing care for patients' families who have schizophrenia and other related issues. Purposive sampling method was used. All the interviews were recorded, transcript, and imported into the MAXQDA software. Graneheim and Lundman's five step methodology were used to analyse the data. The researcher discovered that schizophrenia patients' family carers encounter a variety of issues connected to their extensive caregiving responsibilities and difficulties in providing mental health treatments. This discovery might broaden the understanding of psychiatric and mental health nurses and increase their awareness of the difficulties in providing care for patients' families who have schizophrenia and other related issues.

Around 450 million of people are suffering from mental disorder worldwide. And about one in every hundred people (1 percent) develop schizophrenia at some point in their life. The disease of person came with many other problems also including financial burden, social burden, careburden, emotional burden, personal burden and marital burden etc. where the illness is mild or severe, the family member has to suffer along with the patient. The intense stress that family members experience might become so overwhelming that they are unable to care for themselves or their sick family members if it is not recognized and effectively treated. Relationship obligations may force caregivers to take on certain responsibilities. Prolonged care may lead to issues. The problem is that caretakers find they have no other option; therefore, things cannot grow better over time.Indian caretakers have always been active in treating persons with mental illness, unlike their western counterparts. There weren't many problems handling the sick back then because families used to live together as a combined family. Everybody tends to the patient. However, nuclear families are becoming commonplace, making patient care extremely challenging. Not only does the schizophrenic patient suffer, but the whole family and caregivers also suffer with the patient. So, there is a need to study the level of family burden and help the family members to reduce the burden and stress.

Research Objectives

1. To study the socio-economic status of the respondent.
2. To examine nature and level of burden as experienced by caregivers of schizophrenic patients.
3. To suggestsome measures/strategies to reduce the burden amongcaregivers.

Materials and Method

The random sampling method was used for the study consisted of 50 care givers of schizophrenic patients. The data were collected from the psychiatric outpatient and inpatient department of Kalpana Chawla Government Medical College, Karnal.

Tools of data collection

1. The FBIS, or Family Burden Interview Schedule

With six main categories of burden and two to six distinct questions for additional analysis, this scale examines both the objective and subjective dimensions of burden. Financial strain, effects on family routine, effects on family leisure, effects on family interaction, and effects on family members' physical and emotional health are only a few of the subcategories. On a three-point scale, where 0 represents no burden and 2 represents a heavy burden, each item is rated.

2. Socio-demographic data-sheet:

The sociodemographic sheet contains the subject's identifying information and family history. information about your name, age, sexual orientation, education, job, and place of residence. The subject's family history includes information about the subject's kind of family, marital status, level of education, occupation, and employment status.

Data Analysis and Interpretation

Table-I : Socio-demographic Profile of Schizophrenia Patients and Caregivers

Variables	Caregivers N	%	Patients N	%
Age (years)				
20-30	20	40%	21	42%
31-40	14	28%	15	30%
41-50	8	16%	9	18%
51-60	3	6%	2	4%
Above 60	5	10%	3	1.5%
Sex				
Female	38	76%	31	62%
Male	12	24%	19	38%

Marital Status				
Single	6	12%	28	56%
Married	25	50%	13	26%
Widow	15	30%	5	10%
Widower	4	8%	4	8%
Education Level				
Illiterate	6	12%	3	6%
Primary	17	34%	8	16%
Matriculation	12	24%	12	24%
Senior Secondary	11	22%	21	42%
Higher Education	4	8%	6	12%
Occupation				
Labour	16	32%	11	22%
Businessman	13	26%	21	42%
Govt. Job	9	18%	10	20%
Farmer	8	16%	7	14%
Others	4	8%	3	6%
Residence				
Rural	38	76%		
Urban	12	24%		
Type of Family				
Nuclear	42	84%		
Joint	8	16%		

Source: Primary Data

The above Table (No. 1) shows the socio-demographic profile of the respondents. It was observed that 40 percent of the caregivers were in the age group of 20-30years. Only 6 percent were 51-60 years of age. 42 percent of the patients were in the age group of 20-30 years and only 1.5 percent of the patients were in the above 60 years age group.

Majority (76%) of the caregivers and patients (62%) were female. 50 percent of the caregivers were married and 12 percent were single. 56 percent of the respondents were single. Only 26 percent were married.

Regarding the educational status of the caregivers, it was observed that 12 percent were illiterates, 34 were primary education and only 8 percent were higher education. 42 percent of the were secondary level education, 12 percent were higher education level. Only 6 percent were illiterate.

This indicates that educational backgrounds of the respondents were very poor, which might be the main cause of burden among the caregivers. Majority of the caregivers and patients were labourer and businessman. Majority of the respondents were from nuclear family in rural area.

Table-II : Objective Burden faced by Caregivers based on Family Burden Scale Domain(n=50)

Variables	Score Range	%
Financial Burden	46	92.0
Effect on family routine activities	40	80.0
Effect on family leisure	43	86.0
Effect on family interaction	41	82.0
Effect on physical health of other family members	43	86.0
Effect on mental health of other family members	44	88.0
Global burden (Total Score)	45	90.0

Source: Primary Data

The table no. II indicates the objective burden faced by caregivers. The researcher found that (92.0%) of the respondents reported financial burden, (80.0%) disruption of routine family activities, (86.0%) disruption of family leisure, (82.0%) disruption of family interactions, (86.0%) effect on the physical health of others, and (88.0%) effect on the mental health of others. The global burden was 90.0 percent. Caregivers faced a significant financial burden.

Table-III : Subjective Burden on the Family in Schizophrenia

Levels	N	%
No burden	2	4.0
Mild	10	20.0
Moderate	32	64.0
Severe	6	12.0

Source: Primary Data

The subjective burden based on different domains is given in Table-III. Majority of respondents had a moderate level of burden 32(64%); 10 (20%) had a mild level of burden, whereas 6(12%) respondents had severe level.Only 2(4%) of the participant had no burden.

Discussion

Schizophrenia is a public health problem. Family members play a very important roles in care of people suffering from schizophrenia. Caregiver preparation and knowledge can have a significant impact on the long-term outcome of people suffering from schizophrenia, both socio-economically and clinically. The present study found that more than half of the respondents (Patients & Caregivers) were in the age group of 20-40 years. Ranjan *et.al.* also found that the average age of the caregivers and patients with schizophrenia were 45.42 and 32.92. majority of participants were the patient's wives (28.8%). In the present study, majority of the respondents were females. Ranjan, *et.al.* also found that more than half of the participants were female (54.6%). Most of the patients were married and widow/widower. More than half of the caregivers were single. Majority of the respondents were educated and businessman. Most of the respondents were from nuclear family in rural. Ranjant.et.al study also reveals that majority of the respondents (79.6%) were belongs to nuclear family and middle family income status (55.4%) and with residing in rural areas (61.5%).

In the present study, the caregivers reported that caring of schizophrenia effect their physical, mental health, routine family activities or family interaction. More than half of the respondents have moderate level of burden. Koujalgi, *et.al.* also found that the mean score of the financial burden was significantly high in schizophrenia patients and 90 percent of caregivers of schizophrenia patients reported moderate to severe family burden.

Suggestions

The development of a psychosocial intervention programme must be based on an accurate assessment of the coping mechanisms, interpersonal abilities, and community resources used by caregivers. Patients and their families should be taught about mental diseases, their treatments, individual coping mechanisms, and resources through psychoeducation programme. If knowledge barriers are overcome, this type of intervention could help patients take a more active role in their own care. It would improve caregivers' capacity to deal with their circumstance by training skills like problem-solving and communication. The caregivers will be in a better position to perform their caregiving responsibilities successfully if a counselling service is available to them to assist them in resolving issues and overcoming their difficulties.

The findings show that the majority of caregivers are burdened. Community-based service promotion, Community education and training etc., this would lighten their load and improve their quality of life. Familial networks and support from friends, neighbours, and colleagues are also very important to reduce the burden. Caregivers may benefit from self-help groups, family support groups and voluntary organizations in which mental health professionals help them to overcome with the problems.

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A Study of Attitude of Teachers towards Inclusive Education

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Abstract

Inclusive education caters the needs of diverse learners irrespective of class, caste, religion, disability, etc. It aims to bring holistic development of all children with or without disabilities under one roof. The present study aims to investigate the attitude of pre-service and in-service school teachers towards inclusive education. The descriptive survey method was used in the present study. All the pre-service and in-service teachers of Bathinda district in Punjab constitute the population of the present study. The sample of the study comprises 50 in-service teachers from elementary, secondary, and higher secondary levels and 46 M.Ed. pre-service teachers. All 96 teachers were selected followed by the convenience sampling technique. The researchers used the "Teacher Attitude Scale towards Inclusive Education" developed by Dr. Vishal Sood and Dr. Arti Anand. Frequency, Mean, Standard Deviation, and t-test were used to analyse the collected data. The level of attitude of teachers toward inclusive education was analysed through the frequency of the Z score. The result of this study revealed that the majority of the teachers possess moderate to above average favourable attitudes toward inclusive education. The study also found that the attitude of pre-service and in-service teachers toward inclusive education did differ significantly, however, pre-service teachers had more positive attitudes toward inclusive education than the in-service teachers. Furthermore, this study indicates that the attitude of male and female teachers toward inclusive education did not differ significantly. Whereas, the attitude of rural and urban teachers toward inclusive education did not differ significantly. Analysing the attitude of pre-service and in-service teachers from elementary to higher secondary school level has wider implications in the school community, parental perspectives, and educational management at large.

Introduction

Education emphasises the overall development of children i.e., emotional, cognitive, social, moral development, etc. Education is one of the basic rights of any human being. Therefore, article 21 A of the Indian constitution upholds education as a fundamental right of all the citizens in India and ensures equalisation of educational opportunities and compulsory education for all children between the 6-14 years age group. Despite all the provisions regarding equal educational opportunity for all, till now some sections of our society are excluded from the mainstream school system i.e., ST, SC, OBC, and disabled children (Bandyopadhyay, 2006; NEP 2020). Disabled children are one of the most vulnerable excluded groups among all the groups. They were not able to access general schools and were admitted to special schools for a long time (Dash, 2006). Now Indian education system has adopted the Inclusive education policy which removes the barrier for disabled children and implies the restructuring of the school system that accommodates all children irrespective of disability (Avramidis *et al.*, 2000). The United Nations Sustainable Development Goal four, United Nations Convention of the Rights of the Child and New Education Policy 2020 stresses inclusive and equitable education. Inclusive education provides equitable educational opportunities to all children and also promotes social justice.

Inclusive Education

The term inclusion refers to the celebration of unity in diversity. Whereas, inclusive education means bringing all the children together into one common classroom. Inclusive education aims to provide equal educational opportunities to all children without any kind of discrimination irrespective of class, caste, religion, disabilities, socio-economic background etc. It assures equal access and quality education to all children. Inclusive education does not mean the accommodation of special children rather it talks about the accommodation of all diversified children in one classroom. Therefore, the inclusive classroom is diverse. Inclusive education

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creates a positive learning environment where everyone can learn, and fully participate in every aspect of the schooling system. It helps to develop social skills, communication skills, and emotional skills among all the children and also ensures the achievement of their academic goals. Inclusive education system helps to cater to the need of all diversified children in the classroom.

Rationale of the Study

The successful implementation of inclusive education depends upon all the stakeholders like government, parents, teachers, community members etc. However, teachers' attitude toward inclusive education is one of the main factors in the successful implementation of the inclusive education system in the classroom. The main reason is that if teachers do not have a positive attitude to accept children with disabilities, then it will be difficult to implement an inclusive education system at the ground level. Previous studies revealed that teachers feel that they do not teach special children with general children in one classroom (Chhabra *et al.*, 2010). They talked that they did not get any training to implement inclusive activities in the classroom (Hay *et al.*, 2001).

Some previous studies (Gal *et al.*, 2010; Cassady, 2011; Taylor & Ringlaben, 2012) also indicates that teachers' negative attitude toward inclusive education affects negatively and creates a barrier to implementing an inclusive education system in the classroom. Some other studies (Minke *et al.*, 1996; Balboni & Pedrabissi, 2000; Opdal & Wormnaes, 2001; Wall, 2002; Agbenyega, 2007; Das and Kattumuri, 2011) revealed that teachers' attitude and teachers' perception regarding inclusion is the major factor to implement inclusive education successfully. Therefore, the researcher's investigation is justifiable to study the teachers' attitude toward inclusive education.

Research Objectives

1. To investigate the level of attitude of teachers toward Inclusive Education.
2. To compare the attitude of pre-service and in service teachers toward Inclusive Education.
3. To compare the attitude of male and female teachers toward Inclusive Education.
4. To compare the attitude of rural and urban teachers toward Inclusive Education.

The hypotheses of the Study

H_{01}: The attitude of pre-service and in-service teachers toward Inclusive Education do not differ significantly.

H_{02}: The attitude of male and female teachers toward Inclusive Education do not differ significantly.

H_{03}: The attitude of rural and urban teachers toward Inclusive Education do not differ significantly.

Operational Definitions

Attitude- Attitude is related to one's viewpoint, feeling, and opinion of a particular thing, object or idea. In the present study, the researchers adopted Dr. Vishal Sood and Dr. Arti Anand scale to measure the attitude of teachers toward Inclusive Education.

Inclusive Education- In the present study, Inclusive Education refers to accommodating special children with normal children in one classroom.

Teachers- In this study, teachers refer to all levels (primary, secondary, higher secondary) of in-service school teachers and pre-service teachers.

Delimitation

1. The study was delimited to the Bathinda district of Punjab.
2. The pre-service teachers' data were collected only from the Central University of Punjab.
3. The in-service teachers' data were collected from four schools in Bathinda district, Punjab.

Method and Procedure

The descriptive survey method was applied for this study. All level (Primary, Secondary, Higher Secondary School) of in-service and pre-service teachers of Bathinda district of Punjab consists as the population of this study. The investigator used convenience sampling to collect data. The total sample of this study was 96 teachers in the Bathinda district of Punjab. Table-1 shows the description of the sample:

Table-1: Variable-wise sampling distribution

Teachers' Characteristics	Types	Frequencies	Percentage (%)
Mode of Service	Pre-service	46	47.4
	In-service	50	51.5
	Total	96	100
Gender	Male	45	46.4
	Female	51	52.6
	Total	96	100
Locality	Rural	49	50.5
	Urban	47	48.5
	Total	100	100

The researchers used the "Teacher Attitude Scale towards Inclusive Education" developed by Dr. Vishal Sood and Dr. Arti Anand. This scale consists of 47 items in which there were 29 positive items and 18 negative items. This scale was developed based on four dimensions i.e., psychological/ behavioural aspects of inclusive education, social and parents-related aspects of inclusive education, curriculum and co-curriculum aspects of inclusive education, and administrative aspects of inclusive education. This scale was three-point Likert scale i.e., agree, undecided, and disagree. The possible range of score was 47 (minimum value) to 141 (maximum value).

The collected data were analysed to check the normal distribution of the data by using Skewness Kurtosis, and the Shapiro-Wilk test. The researcher used Mean, Standard Deviation (SD), and t-test for testing the hypothesis. The research used SPSS Version 20 software to analyse the data.

Table-2: Normality test for teachers' attitude scores

Teachers' Attitude	Mean	Range	Skewness	Kurtosis	Shapiro-Wilk Test		
					Statistics	Df	Sig.
	112.208 Std. error 1.123	86-139	.171 Std. error .246 (Z score = 0.695)	-.491 Std error .488 (Z score = -1.006)	.989	96	.639

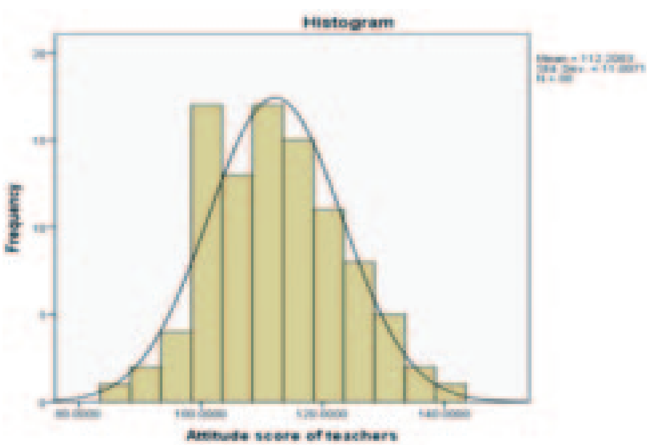

Figure-1: Histogram of the normal distribution of the attitude score

The obtained teachers' attitude data is tested by Skewness-kurtosis and Shapiro-Wilk test. From the table-2 indicates that the Skewness value is .171 and the standard error value is .246. Therefore, the z-score of skewness is 0.695 which falls between -1.96 to +1.96. The kurtosis value is -.491 and the standard error value is .488. Therefore, the z-score of kurtosis is -1.006 which falls between -1.96 to +1.96. It is found that the p-value of Shapiro-Wilk test is .639 which is greater than 0.05 (.639>0.05). Therefore, obtained teachers' attitude score is normally distributed.

Result and Interpretation

Objective 1: To investigate the level of attitude of teachers toward Inclusive Education.

Table-3: Mean, SD and SEM of attitude scores of teachers

Total number of teachers (N)	Range	Mean	SD	Standard Error of Mean (SEM)
50	86-139	112.21	11.007	1.12

Table-4: Level-wise frequency distribution of teachers' attitude toward inclusive education

Z score Range	Fre-quency	Percent-age	Level of Attitude
+2.01 and above	1	1,04	Extremely favourable
+1.26 to +2.00	11	11.46	Most favourable
+0.51 to +1.25	18	18.75	Above average favourable
-0.50 to +0.50	31	32.29	Moderate attitude
-0.51 to -1.25	28	29.17	Below average unfavourable
-1.26 to -2.00	6	6.25	Most Unfavourable
-2.01 and above	1	1.04	Extremely Unfavourable
	Total = 96	Total = 100	

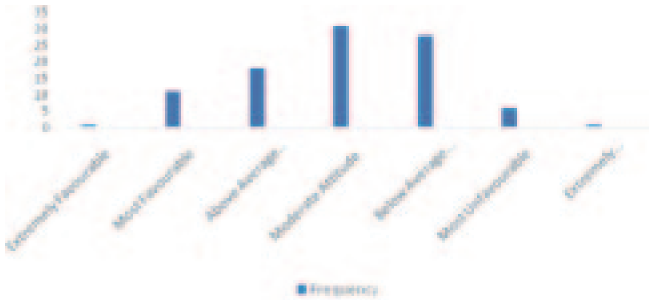

Figure-2: Level of attitude of teachers toward inclusive education

Table-3 and Table-4 indicate that the range and mean of teachers' attitude toward inclusive education is 86-139 and 112.21. It indicates that the level of attitude of teachers toward inclusive education is extremely unfavourable to extremely favourable. However, it is evident from table-4, 32.29 percent of teachers' attitudes toward inclusive education are moderate attitude. 18.75 percent of teachers' attitudes toward inclusive education are above average favourable. 11.46 percent of teachers' attitudes toward inclusive education are most favourable, and 1.04 percent of teachers' attitudes toward inclusive education are extremely favourable. 29.17 percent and 6.25 percent of teachers' attitudes toward inclusive education are below average unfavourable and most unfavourable attitudes. Whereas 1.04 percentage teachers' attitudes toward inclusive education are extremely unfavourable.

Objective 2: To compare the attitude of pre-service and in-service teachers toward Inclusive Education.

H_{01}: The attitude of pre-service and in-service teachers toward Inclusive Education do not differ significantly.

Table-5: Significant difference between the attitude of pre-service and in-service teachers toward inclusive education

Mode of Service	N	Mean	SD	SEM	t-value (calculated)	Table value of 't' at 0.05 level	df	Sig. Value (two-tailed) or (p-value)	Sig.
Pre-service	46	116.82	8.98	1.32	4.288	1.99	94	.000	*
In-service	50	107.96	11.05	1.56					

*Significant

From the table-5, it is found that the calculated value of t-test is 4.288 which is greater than 1.99 at 0.05 level of significance (4.288 > 1.99). Hence, the null hypothesis is rejected. Therefore, we can conclude that the attitude of pre-service and in-service teachers toward inclusive education differ significantly. Based on the mean score, it is clear that the pre-service teachers have more favourable attitude than in-service teachers.

Objective 3: To compare the attitude of male and female teachers toward Inclusive Education.

H_{02}: The attitude of male and female teachers toward Inclusive Education do not differ significantly.

Table-6: Significant difference between the attitude of teachers toward inclusive education with respect to gender

Gender	N	Mean	SD	SEM	t-value (calculated)	Table value of 't' at 0.05 level	Df	Sig. Value (two-tailed) or (p-value)	Sig.
Male	45	112.84	10.50	1.56	.530	1.99	94	.597	#
Female	51	111.64	11.50	1.61					

#Not Significant

From table-6, it is found that the calculated value of t-test is 0.530 which is less than 1.99 at 0.05 level of significance (0.530 < 1.99). Hence, the null hypothesis is accepted. Therefore, the attitude of male and female teachers towards inclusive education do not differ significantly. Based on the mean score, it is clear that the attitude of the male teacher is more positive than the female teacher.

Objective 4: To compare the attitude of rural and urban teachers toward Inclusive Education.

H_{03}: The attitude of rural and urban teachers toward Inclusive Education do not differ significantly.

Table-7: Significant difference between the attitude of rural and urban teachers toward inclusive education

Locality	N	Mean	SD	SEM	t-value (calculated)	Table value of 't' at 0.05 level	Df	Sig. Value (two-tailed) or (p-value)	Sig.
Rural	49	110.53	10.62	1.52	1.54	1.99	94	.128	#
Urban	47	113.96	11.23	1.64					

Not Significant

From table-6, it is found that the calculated value of t-test is 1.54 which is less than 1.99 at 0.05 level of significance (1.98 < 1.99). Hence, the null hypothesis is accepted. Therefore, we can conclude that the attitude of rural and urban school teachers toward inclusive education do not differ significantly. But based on the mean score, we can say that attitude of the urban teacher is greater than the rural teacher.

Discussion

The result of this study reveals that the level of attitude of teachers toward inclusive education is extremely unfavourable to extremely favourable. However, the majority of the teachers have moderate to above average favourable attitudes toward inclusive education. This finding is similar to other previous studies conducted by Belapurkar & Pathak (2012), Chavhan (2013), Bhakta and Shit (2016), Guria & Tiwari (2016), Jain (2017), Kalita (2017), Bansal (2018), Singh (2018), Das *et al.*, (2019), Singh *et al.*, (2020) and Kumar (2021). This finding is incongruence with a previous study conducted by Bindhu and Niranjana (2014) which found that teachers' negative attitude toward inclusive education.

Another finding of this study indicates that the attitude of pre-service and in-service teachers toward inclusive education do differ significantly. The result also shows that the attitude of pre-service teachers is more favourable than in-service teachers which is congruent with the finding of previous studies (Singh *et al.*, 2020). The reason for this result might be pre-service teachers have study on inclusive education during the pre-service training programme (Singh *et al.*, 2020) and due to this training pre-service teachers are become more sensitive about inclusive education.

The second null hypothesis i.e., the attitude of male and female teachers toward inclusive education do not differ is accepted and the alternative hypothesis is rejected. That means gender does not play any significant role. This result is congruence with some previous studies (Shane & Christopher, 2013; Kaur & Kaur, 2013; Bhakta & Shit, 2016; Chanda & Behra, 2018; Pramanik & Barman, 2018; Singh *et al.*, 2020; Kumar, 2021). The finding is incongruence with previous research studies which showed that male teachers had a more positive attitude than female teachers toward inclusive education (Bansal, 2013; Guria & Tiwari, 2016; Kalita, 2017; Singh, 2018), whereas other previous research studies found that female teachers had more positive attitude than male teachers toward inclusive education (Chavhan, 2013; Nanda & Jana 2017).

The third null hypothesis i.e., the attitude of rural and urban teachers toward inclusive education do not differ significantly is accepted and the alternative hypothesis is rejected. The finding of this study is similar to other previous studies conducted by Bindhu& Niranjana (2014), Kumar (2021) and incongruence with other previous studies (Chavhan, 2013; Kaur & Kaur, 2015; Kumar, 2016; Nanda and Jana, 2017; Bansal, 2018; Singh et al., 2020).

Conclusion

The teacher is said to be the nation builder. If teachers have a positive attitude toward inclusive education, then they will heartily accept children with or without disabilities in one classroom. The teachers will show concern about the learning of special children. They will adopt the different instructional designs, use assistive devices, and take help from special teachers so that special children can learn easily. Therefore, they accommodate and modify their teaching, curriculum, and lesson according to special children as well as normal children. Therefore, overall development will happen in normal children as well as special children. This will not only help the classroom to be more inclusive; the community will also be more inclusive and helps to build a developed nation. But if teachers do not have a positive attitude toward inclusive education, then it is difficult to successfully implement inclusive education at the ground level. In this study, the majority of the teachers show a moderate to above average moderate level of attitude toward inclusive education. Hence, it is clear that the teachers are ready to accept special children in their classroom and it helps to successfully implement inclusive education on the ground. However, the successful implementation of inclusive education will be possible when all the stakeholders of society come together and contribute.

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Students Interest in Participation of National Means Cum Merit Scholarship Examination among Secondary Level

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Abstract

The current study aimed to examine on students' interest in participation of national means cum merit scholarship examination among secondary level in Salem district at Tamil Nadu. The sample of the study comprises of 40 Secondary level students who were purposive sampling selected for the present study. Survey method is adopted for the present study. Students can learn more easily as a result of this. Findings revealed that the there is significant difference between gender and mother educational qualification in their awareness of National Means cum Merit Scholarship scheme. Exams related to competitive exams should be explained in addition to curriculum issues. The motivation of the students must be encouraged. The benefits of the examinations are addressed. They can self-train and prepare for example with the assistance of teachers. The process of finding new talent is well-known.

Introduction

A social concept that has developed intellectually, psychologically, and socially is education. Instruction, knowledge transfer, and skill development are no longer occurring. It will be adjusted periodically to fit the needs of society and the nation. Reaching out to learners at all educational levels so they can derive meaning and substance from it and connect it to the creation of a sustainable society should be one of the core goals of education in a knowledge society. Many nations employ competitive exams for anything from primary school applications to college admissions. National Means cum Merit Scholarship scheme 8th standard in secondary level. It is organized by an official body Ministry of Human Resource Development (MHRD). It is widely regarded as the most prestigious examination at secondary level in India. National Means cum Merit Scholarship scheme (NMMS) preparation forms a strong foundation of students for higher level competitive and other scholarship examinations. Winkler and Daniel, L (2011) studied on according to some definitions, talent is a special innate ability, aptitude, or capability for achievement. Facilitating the proper education of gifted students in the classroom may be the biggest challenge facing the talent searches (Mary Ann Swiatek, 2007). Davis-Kean, Pamela (2009) has reported that children's drive for academic success is influenced by their parents' attitudes and actions.

Talent Development

The mid-20th century, several new talent development initiatives emerged--the National Merit Scholarship Program, expansion of the College Board's Advanced Placement (AP) program, and project talent (Assouline & Ann, 2012). Parents and teachers can benefit from the assessment data from Talent Search's above-level testing, and advocacy suggestions are provided (Assouline, 2014). Davis-Kean, Pamela (2009) was studied that highly educated parents are more successful in imparting cognitive and language skills to their children, which contributes to their early success in school.

Review of Related Literature

Brewer and McMahan Jama (2005) conducted a study on compared to members of the control group, talent search participants were considerably more likely to enrol in postsecondary education. The services for career development offered to low-income, prospective first-generation college graduates may be affected by these findings. Schroth and Helfer (2009) focused onThus, what services are provided to which children is influenced by instructors' opinions and attitudes about academic potential and giftedness.The findings may be helpful to school administrators, gifted education specialists, and ordinary classroom instructors who work with

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academically gifted and talented students as well as to individuals who are interested in the variables affecting a school's or classroom's composition. Assouline and Ann (2012) focused onthe findings from talent search study, which emphasize how important contribution talent search research has made to our parents and teachers can benefit from the assessment data from Talent Search's above-level testing, Mothers educational levels have a significant effect on adolescents' motivation for academic achievement (Davis-Kean, Pamela, 2009). The findings revealed that students' absence and attendance at private tutoring sessions had a substantial impact on student progress (Sokunrith Pov *et al.*, 2021). Benta A. Abuya *et al.* (2013) focused on mothers' education levels and their children's math achievement in Kenya. The learners found that mothers' education had an unexpectedly negative impact on students' achievement, while the interaction between mothers' and fathers' education had a positive impact.

Objectives of The Study

- To find the level of student's interest in participation of national means cum merit scholarship examination among secondary level is high.
- To find out the student's interest in participation of national means cum merit scholarship examination among secondary level based on demographic variables such as
  - Gender (Boys/Girls)
  - Locality of Students (Rural/Urban)
  - Type of School (Government/Aided/Private)
  - Father Educational Qualification (Illiterate School/College)
  - Mother Educational Qualification (Illiterate School/College)

Hypotheses of The Study

- The level of student's interest in participation of national means cum merit scholarship examination among secondary level is high.
- There is no significant difference in the student's interest in participation of national means cum merit scholarship examination among secondary level with respect to their following demographic variables such as
  - Gender (Boys/Girls)
  - Locality of Students (Rural /Urban)
  - Type of School (Government/Aided/Private)
  - Father Educational Qualification (Illiterate School/College)
  - Mother Educational Qualification (Illiterate School/College)

Pilot Study

The investigator met the respondents directly and copies of the tool were administered to the sample of 40 secondary school students, for the pilot study. There are 60 objective type questions for Secondary School Students. Finally, there are 25 objective type questions for Selected in this study. These items are given one mark for correct response and zero mark for wrong response.

Tool Standardization

Validity of the Tool

In general, a tool poses validity to the extent that it measures what it claims to measure. Experts were shown the tool in order to assess the items' validity. Educational specialists and the supervisor read the questionnaire item by item and offered comments. Some of the elements were changed as a result of the experts' suggestions. The experts were shown the updated questionnaire again, and they confirmed the tool's face validity. The authenticity of the face and content has therefore been proved.

Reliability of the Tool

Reliability refers to the consistency or stability of a set of test scores. The stability of a collection of test scores is referred to as reliability. The test's consistency was determined first by splitting the test items into odd and even numbered items using the split half method. One half of the exam consisted of odd-numbered objects, while the other half consisted of even-numbered things. The results on the even numbered items for each subject were compared and associated with their scores on the odd numbered items.students' interest (Spearman method) $r = 0.78$. These results show the high reliability of the response made.

Data Collection

The investigators of the study personally visited the schools and obtained permission from the head of the school to collect the data. Collection of data is necessary part in quantitative research. Data is collected according to the study requirements. The investigator collects data from Secondary Students of Government, aided, and private in Salem district.

Scoring procedure

The final tool had 25 objective type questions for secondary school students. These items are given one score for correct response and zero mark for wrong response.

Methodology of The Study

In the present study the survey method was investigator adopted. For the purpose of the study, investigator selected the Secondary level Students for government, private, and aided schools in Salem district at Tamil Nadu. Statistical techniques are mean, Standard Deviation (S.D), 't' test, F-test used in this study.

Testing of Hypotheses

Hypothesis 1: The level of student's interest in participation of national means cum merit scholarship examination among secondary level is high.

Table-1: Mean score of student's interest in participation of national means cum merit scholarship examination among secondary level

Maximum Score=25

S. No	Demographic Variable	Demographic	Mean	S.D
1.	Gender	Male Female	14.47 14.91	3.87 3.78
2.	Locality	Rural Urban	14.40 15.07	3.87 3.73
3.	Type of School	Government Aided Private	15.41 15.25 10.76	2.69 2.93 3.22
4.	Father Educational Qualification	Illiterate School College	14.48 14.84 14.56	3.35 3.88 3.45
5.	Mother Educational Qualification	Illiterate School College	14.83 13.93 15.10	3.82 3.86 3.65
		Average	**14.46**	**3.55**

Students interest in participation of national means cum merit scholarship examination among secondary level is average mean score 14.7. Therefore, the maximum score 25. So it can be concluded that the students interest in participation of national means cum merit scholarship examination among secondary level is (14.7) below average.

Hypothesis 2: There is no significant difference between the student's interest in participation of national means cum merit scholarship examination among secondary level with respect to their following demographic variables such as Gender and Locality of Students.

Table-2: Significance of difference between the student's interest in participation of national means cum merit scholarship examination among secondary level with respect to their following demographic variables

S. No.	Demographic Variable	Category	Mean	't' test
1.	Gender	Male	14.47	2.63*
		Female	14.91	
2.	Locality	Rural	14.40	1.15**
		Urban	15.07	

* Significant ** Not Significant

From the table 2, it is noted that the calculated' value 2.62 is more than the tabulated value 1.96 at 0.05 level of significant. Hence the null hypothesis is rejected. Consequently, it can be concluded that the there is significant difference between boys and girls in their students interest in participation of national means cum merit scholarship examination among secondary level. The mean scores indicate that girls are slightly better than boys in their student's interest in participation of national means cum merit scholarship examination among secondary level. From the table 2, it is noted that the calculated' value 1.15 is less than the tabulated value 1.96 at 0.05 level of significant. Hence the null hypothesis is accepted. Consequently, it can be concluded that the there is no significant difference between Rural students and Urban students in their students interest in participation of national means cum merit scholarship examination among secondary level. The mean scores indicate that urban students better than rural students in their students interest in participation of national means cum merit scholarship examination among secondary level.

Hypothesis 3: There is no significant difference students' interest in participation of national means cum merit scholarship examination among secondary level with respect to their following demographic variables such as type of school, parental educational qualification, parental income, and parental occupation.

Table-3: Significance of difference students' interest in participation of national means cum merit scholarship examination among secondary level with respect to their following demographic variables

S. No.	Demographic Variable	Category	Mean	F-test
1.	Type of School	Government Aided Private	15.41 15.25 10.76	2.63**
2.	Father Educational Qualification	Illiterate School College	14.48 14.84 14.56	3.01*
3.	Mother Educational Qualification	Illiterate School College	14.83 13.93 15.10	2.52**

*Significant, **Not Significant

From the table 3, it is noted that the calculated 'F' value 2.63, 2.52, 2.63 is less than the tabulated value 0.05 level of significant. Hence the null hypothesis is accepted. Consequently, it can be concluded that the there is no significant difference between types of school, parental educational qualification, parental occupation in their student's interest in participation of national means cum merit scholarship examination among secondary level.From the table 3, it is noted that the calculated F value 3.01 is greater than the tabulated value 0.05 level of significant. Hence the null hypothesis is rejected. Consequently, it can be concluded that the there is significant difference between parental educational qualification in their student's interest in participation of national means cum merit scholarship examination among secondary level.

Conclusion and Discussion

The present generation student are knowledge and skillful. They are trained for future prospective. The students have knowledge but correct it by training them in a proper way to future of better knowledge. To make school education profitable and cognitive, teacher selection is an important aspect. It must be mental ability, subject knowledge and general knowledge. They must have the knowledge related to concerned proper to teach effectively and that should benefit the students. After the analysis the conclusion were made and formulated. Findings revealed that the there is significant difference between gender and mother educational qualification in their awareness of National Means cum Merit Scholarship scheme. Benta A. Abuya *et al.* (2013) Influence of mothers' education on children's maths achievement in Kenya. The class test above is not enough to make students cognitively skilled. Subjects such as Science, Mathematics etc. to be effectively taught with suitable external example assumptions. By this, the students learn easily. Apart from curricular aspects, exams connected to competitive exams, in addition to curricular aspects, should be explained. The pupils' motivation must be inspired. The advantages of the examinations are explained. They can self-train and prepare for example with the assistance of teachers. Search for talent is well-known.

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Achievement in Mathematics and Mathematical Literacy: A study among Secondary School Students

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Abstract

The most important capital for the world of work ahead is skills. To solve future challenges and prepare the students to become independent and self-reliant citizens, we must identify and solve problems that have yet to define. Educators are in a position to prepare secondary school students for jobs that do not yet exist and use technologies that have not yet been invented. This situation calls for STEM education in secondary schools. Mathematics is one of the academic subjects contributing to STEM learning (Chai, 2019). Since there exists a transfer effect of mathematical literacy on achievement in different school domains and mathematical literacy is essential for school curricula and lasting educational decisions (Holenstein *et al.*, 2020), investigators felt the need to study mathematical literacy and achievement in mathematics among secondary school students. The main objectives of the present study were to find out the level of mathematical literacy and achievement in mathematics among secondary school students, to examine the relationship between mathematical literacy and achievement in mathematics and to find the influence of mathematical literacy on achievement in mathematics. The cross-sectional study involved 145 secondary school students randomly selected from Kerala. A mathematical literacy test and achievement test in mathematics were used to collect data. The data were analysed using Karl Pearson's Coefficient of Correlation and ANOVA.The result showed a positive relationship between mathematical literacy and achievement in mathematics. Also, mathematical literacy positively influences achievement in mathematics of secondary school students, which points out the importance of improving mathematical literacy among secondary school students.

Introduction

The most important capital for the world of work ahead is skills. To solve future challenges and prepare the students to become independent and self-reliant citizens, we must identify and solve problems that have yet to define. Educators are in a position to prepare secondary school students for jobs that do not yet exist and use technologies that have not yet been invented. This situation calls for STEM education in secondary schools. The interdisciplinary approach of STEM education will help the students foster their skill acquisition in mathematics and science subjects. It helps the learner to realise that the nature of learning in each subject is the same and complementary. Getting aware of this interrelationship between each subject will help them to solve problems from multidiscipline. It also helps secondary school students succeed in higher education and competitive exams. Thus, exposing them to the STEM disciplines at the earliest is better. A study by the Microsoft team in 2011 exposed that nearly 78% of STEM college students decided to study STEM in high school or earlier. The study also revealed that a teacher or a class were the reason for their interest in STEM. It points out the importance of STEM education in secondary schools and the vital role of teachers and learning experiences. The gender disparity in STEM careers can be reduced by preparing the students for the same in secondary schools. Even if there are initiatives by the government of India like Atal lab solutions, there still exists a gap between our academic curriculum and industry expectations.

Need and Significance

All disciplines in STEM or STEAM are based on mathematical elements, and a strong mathematics foundation is required to succeed and make sense of STEM fields (National Council of Supervisors of Mathematics and National Council of Teachers of Mathematics [NCSM & NCTM]). Since mathematics is one of the academic subjects contributing to STEM learning (Chai, 2019), achievement in mathematics at the secondary school level is crucial.Mathematics is not just a language but also critical for understanding and

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advancing in other disciplines (Fitzallen, 2015). Mathematics helps the younger generation to prepare for meeting their future needs. We need mathematics knowledge and skills to apply more in terms of real-world problems (Gravemeijer *et al.,* 2017). That is, we need mathematical literacy skills to complement future industry 4.0 needs. There exists a transfer effect of mathematical literacy on achievement in different school domains, and mathematical literacy is essential for school curricula and lasting educational decisions (Holenstein *et al.,* 2020). Thus, Mathematical literacy plays a vital role in preparing students for better critical thinking and decision-making.

Mathematical literacy practices should be part of instruction, and teachers should connect the concepts locally and globally to provide learning opportunities to students for innovations and creativity. A study by Abaratigue & Nobles (2021) on 'teaching practices of secondary school mathematics teachers for developing the 21st-century skills and its relationship to the academic achievement' revealedthat the least developed skills in the secondary school classrooms arelocal and global connections, and creativity and innovations.

While analysing all the above, the investigators felt the need to address the questions like (1) what extent is the mathematical literacy and achievement in mathematics among secondary school students? (2) whether there exists any difference between boys and girls in their level of mathematical literacy and achievement in mathematics? (3) Is there any relationship between mathematical literacy and achievement in mathematics among secondary school students? (4) Is there any influence of mathematical literacy on achievement in mathematicsof secondary school students?Since it is a comprehensive study, it is entitled 'Mathematical Literacy and Achievement in Mathematics Among Secondary School Students'.

Definition of key terms

Mathematical Literacy

'Mathematical literacy is an individual's capacity to formulate, employ and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts and tools to describe, explain and predict phenomena. It assists individuals to recognise the role that mathematics plays in the world and to make the well-founded judgements and decisions needed by constructive, engaged and reflective citizens' (OECD, 2019).

Here, mathematical literacy refers to the test score obtained by secondary school students in the mathematical literacy test prepared and standardised by the investigator.

Achievement in Mathematics

In the present study, achievement in mathematics is the test scores obtained by the selected secondary school students in the achievement test in mathematics.

Secondary School Students

In this study, secondary school students represent ninth-standard students following the Kerala state syllabus.

STEM Education

STEM education is an educational discipline that engages students around the subjects of science, technology, engineering and mathematics.

Hypotheses

1. There is no significant difference between mathematical literacy of secondary school students based on gender- Boys and Girls
2. There is no significant difference between achievement in mathematics of secondary school students based on gender- Boys and Girls
3. There isa significant positive relationship between mathematical literacy and achievement in mathematics of secondary school students
4. Mathematical literacy has a significant positive influence on achievement in mathematics of secondary school students

Objectives

1. To find out the extent of mathematical literacy and achievement in mathematics among secondary school students
2. To compare the existing level of mathematical literacy and achievement in mathematics among secondary school students based on gender- Boys and Girls
3. To find out the relationship between mathematical literacy and achievement in mathematics of secondary school students
4. To find out the influence of mathematical literacy on achievement in mathematics of secondary school students

Methodology

For the present study, the survey method was adopted. Investigators randomly selected 145 secondary school students studying in the ninth standard, following the Kerala state syllabus. The sample selected consisted of 66 boys and 79 girls. The tools used to collect data were a mathematical literacy test and an achievement test in mathematics; both were prepared and standardised by the investigators.

The mathematical literacy test consisted of 28 items in which each item carried one mark for each correct answer. The test was prepared by considering the mathematical concepts- change and relationship, space and shape, and quantity. While preparing the test items, investigators ensured that the students could connect to their immediate life. Each item is prepared and formulated using real-world contexts-personal, educational, societal, and scientific. The scores range is 0 to 28 marks.

The achievement test in Mathematics was also preparedby the investigators, in which 28 items were in the test. The test items were prepared by following the instructional objectives of Romberg and Wilson (1971) for the mathematical contents- pairs of equations, irrational numbers and circles. The items were multiple choice types, and each question carried one mark for the correct response. The maximum possible score for the test was 28 marks.

Analysis and Interpretation

- **Extent of mathematical literacy of secondary school students based on the total sample and subsample gender**

The statistic calculated using the obtained data are given in table 1. The maximum possible score for the mathematical literacy test is 28 marks.

Table 1: Mean, Median, Standard deviation, skewness and Kurtosis of mathematical literacy test scores of secondary school students

Groups	N	M	SD	Sk	Ku
Total	145	17.46	5.55	0.02	-1.08
Boys	66	18.83	5.41	-0.35	-0.81
Girls	79	16.32	5.43	0.33	-0.90

The result shows an average level of mathematical literacy among secondary school students. The measures of variation and deviations from normality show that the nature of scores is almost normal and supports further inferential analysis.

- **Extent of achievement in mathematics of secondary school students based on the total sample and subsample gender**

The statistic calculated using the obtained data are given in table 2. The maximum possible score for the achievement test in mathematics is 28 marks.

Table 2: Mean, Median, Standard deviation, skewness and Kurtosis of achievement test scores in mathematics of secondary school students

Groups	N	M	SD	Sk	Ku
Total	145	14.58	5.63	-0.97	0.17
Boys	66	15.36	5.91	-0.04	-1.05
Girls	79	13.93	5.32	0.36	-0.76

The result shows an average levelof mathematics achievement among secondary school students. The computed statistic also showed that the obtained data could be used for further inferential analysis.

- **Comparison of the existing level of mathe-matical literacy and achievement in mathematics among secondary school students based on gender- Boys and Girls**

The independent sample t-test is used to compare the mean scores of boys and girls in the mathematical literacy and mathematics achievement tests.

Table 3: Data and results of the test of significance of the difference between mean scoresof secondary school students in mathematical literacy test and achievement test in mathematics based on gender

Variable	Group	N	M	SD	df	t	p	Significance
Mathematical Literacy	Boys	66	18.83	5.41	143	2.76	.006	p <.05
	Girls	79	16.32	5.43				
Achievement in Mathematics	Boys	66	15.36	5.91	143	1.52	.129	p >.05
	Girls	79	13.93	5.32				

The result showed a significant difference between boys and girls in their mathematical literacy scores ($t = 2.76, p < .05$) and since the mean score of boys is greater than that of girls, boys are higher in mathematical literacy than girls. The obtained t value ($t = 1.52, p > .05$) is not significant at the .05 level, showing no significant difference between boys and girls in their achievement in mathematics.Thus, hypothesis 1 is rejected, and hypothesis 2 is accepted.

- **Relationship between mathematical literacy and achievement in mathematics of secondary school students**

Karl Pearson's product-moment correlation coefficient 'r' is computed and tested for statistical significance. The obtained test resultsare given in table 4.

Table 4: Relationship between mathematical literacy and achievement in mathematics among secondary school students (both total and subsample gender)

Groups	Variables	N	df	r	p	Significance
Total	Mathematical literacy Achievement in mathematics	145	143	.64	<.001	p <.05
Boys	Mathematical literacy Achievement in mathematics	66	64	.62	<.001	p <.05
Girls	Mathematical literacy Achievement in mathematics	79	77	.64	<.001	p<.05

Results showed a positive correlation between mathematical literacy and achievement in mathematics for the total sample and subsample gender (boys and girls). Thus, Hypothesis 3 is sustained.

- **Influence of levels of mathematical literacy on achievement in mathematics of secondary school students**

To determine the influence of mathematical literacy on achievement in mathematics, secondary school studentswere grouped into three- high, average, and low using the mean and standard deviation of mathematical literacy test scores. The students who scored above 23.01 ($M+\sigma$), between 23.01 ($M+\sigma$) and 11.91 ($M-\sigma$), and below 11.91 ($M-\sigma$) were grouped as high, average and low groups, respectively. The scores were tabulated, and the summary of statisticsis given in table 5.

Table 5: Mean, median and standard deviation of achievement test scores in mathematics of secondary school students with different levels of mathematical literacy

Mathematical Literacy Level	N	M	Md	SD
High	24	19.33	19.5	3.53
Average	92	14.86	14	5.31
Low	29	9.75	10	4.17

The calculated statistic for each group showed that the individual differences in the groups are not much varied. To compare the achievement in mathematics of secondary school students based on their mathematical literacy, Analysis of variance (ANOVA) is done. The summary of ANOVA is given in table 6.

Table 6: ANOVA result showing the difference between mean scores of achievement in mathematics of secondary school students based on their mathematical literacy level

	Sum of Squares	df	Mean Square	F	p	Significance
Between Groups	1224.09	2	612.04	26.01	<.001	p<.05
Within groups	3341.07	142	23.52			
Total	4565.17	144				

The result showeda significant differencein achievement in mathematics of secondary school students for different levels of mathematical literacy, $F(2,142) = 26.01, p < .05$. Tukey Post-hoc Test was used to identify the differences lie amongst the groups. The results are given in table 7.

Table 7: Summary ofresults of the multiple comparisons of groups for the difference between mean scores of achievement in mathematics of secondary school students

Groups	Mean difference	t	Significance
High and Average	4.46	4.01	p<.001
High and Low	9.57	7.15	p<.001
Average and Low	5.11	4.95	p<.001

It is inferred that there is a significant difference between high and average, high and low, and average and low groups. It shows that the students having higher mathematical literacy have higher achievement in mathematics. Since an increase in mathematical literacy indicates an increase in achievement in mathematics, it is evident that a positive influence of mathematical literacy exists on the achievement in mathematics of secondary school students and hypothesis 4 is sustained.

Results and Discussion

The present study was conducted among secondary school students to find out the extent of mathematical literacy and achievement in mathematics, to compare the existing level of mathematical literacy and achievement in mathematics based on gender (Boys and Girls), the relationship between mathematical literacy and achievement in mathematics, and to find out the influence of mathematical literacy on achievement in mathematics. The study revealed an average level of mathematical literacy and an average level of achievement in mathematics among secondary school students for the total sample and subsample Gender. Boys are better than girls in mathematical literacy, and there is no significant difference between boys and girls in their existing mathematics achievement. It is also evident from the study that there is a positive relationship between mathematical literacy and achievement in mathematics among secondary school students,and mathematical literacy positively influences achievement in mathematics. These findings call our attention to enhancing mathematical literacy for higher achievement in mathematics among secondary school students.

The study results are in accordance with the findings of Kukey *et al.* (2019) that the mathematical literacy level of secondary school students wasat midlevel, and a positive relationship exists between mathematical literacy level and mathematics achievement.Also, it goes along withHolenstein *et al.* (2020) that the transfer effect of mathematical literacy on students' mathematics achievement, and the mathematical modelling, the fundamental element of mathematical literacy, with STEM, increases students' achievement (Tezer, 2019). The gender difference revealed in students' mathematical literacy skills is in supportofa similar study by Lailiyah (2017) that there exist gender differences, and boys have better mathematical literacy skills than girls. Furthermore, the present study results contradict the findings of Venkatarao & Rao (2022) that there is a significant difference between boys and girls in their mathematics achievement.

Educational Implications

Since study results showed a difference in mathematical literacy between boys and girls, and girls are not equally good at mathematical literacy skills, girls should have given the provisions for enhancing mathematical literacy. The issues, challenges and solutions for the same need to be identified and addressed in the secondary school mathematics curriculum. The positive relationship between mathematical literacy and achievement in mathematics helps for the positive transfer of learning. It also helps the curriculum planners and teachers to plan, prepare and develop instructional strategies, methods, classroom activities and materials that foster these mathematics attainments. The complementary nature of these two will contribute to creative and innovative methods in teaching and learning mathematics at the secondary school level. The nature of mathematical literacy activities and assessments also leads the students to get interested and excel in STEM disciplines in future.

The positive influence of mathematical literacy on achievement in mathematics points out the importance of mathematical literacy skills and practices for achievement in mathematics. Mathematical literacy practices at an early stage will help the advanced STEM students tackle the mathematical problems they are struggling with (Hewson, 2019), such as overly procedure thinking, lack of real-life applications, and inability to approximations and estimations.

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Influence of Home Environment on Learning Behaviour of Secondary School Students

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Abstract

The environment in which child interacts plays an important role in their development. These experiences affect their learning and responses to various contexts. Numerous factors affect students learning behavior of which one of the foremost factors is the home environment. The positive home environment along with the school environment gears the holistic development of the student. The learning behavior that the child exhibits in school reflects the school and home environment together. This research paper tries to explore the relationship as well as the influence of the home environment on students' learning behavior. It also studies the difference in the home environment and learning behavior of girls and boys. The sample for the study were students of class ninth of Wardha city who were selected randomly.The total number of samples was 192. Self-prepared tool by the researcher for the home environment and a standardized tool prepared by C.P.Saxena for Learning behavior was used to collect the data. The data were analyzed statistically. Findings reveal that there is a significant relationship between the home environment and the learning behavior of secondary school students. Although the influence of different categories of home environment on the learning behavior of secondary school students was not found to be significant. There is no significant difference between girls and boys with respect to home environment and the learning behavior.

Introduction

School and home play a crucial role in the development of the child. School is the place where students interact with their teachers and peers. They play, learn and participate in various curricular and co-curricular activities which in one way or another contribute to the overall development of the personality of the students. Considering the importance of school we cannot underestimate the importance of home. When we think of the home it is the foundational and the foremost avenue where the child's personality is groomed. The children remain in contact with their parents and family memberswho one way or the other contributes to their development. The personality of the parents, their social behavior, their way of talking, and mutual interest everything influences the child's development. The way the child is nurtured and the cooperation of the parents acts as a lamp for the child, whose light ignites the future of the child. The rituals which are necessary for the construction of society are elevated and fostered by the parents only. From this point of view, the effect of the home environment is very important for the student's education. For the development of the child, it is necessary to have a favorable psychological and educational environment in the home. Explaining the influence of the home environment, Maria Montessori suggested creating a loving environment like the home environment in school also.

The concept of the home environment is a combination of the psychological and physical environment. Family is the informal school of the child. In which they formulate the base of their education. It also develops other domains of students like emotional behavior, social behavior, learning behavior, etc.A good home environment is where parents and other members give enough time to the child which helps in the development of personality and emotional development along with their academic interest. It is also said that in "the home where love, cooperation, and democracy is found, the child of that family has a high level of educational achievement and the child easily adapts to the environment." A positive home environment develops better adjustment situations in the school and classroom for the students

Secondary education is an important period of a student's life. At this level, the student studies almost all the subjects and acquires general knowledge which along with a good home environment result in the development of the student's learning behavior which makes the student's life self-assured, disciplined, and simple. Group

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activities of children in school through co-curricular activities apart from academics also contributes to the development of learning behavior. Kumar and Lal (2014) found that adolescents experiencing healthy family environments have higher academic achievement in comparison to children belonging to a low family environment.

Learning behavior refers to students' psychological readiness for learning. It signifies their attitude, interest, creative thinking, thoughtfulness, an urge for learning, a strong desire to read and write, and classroom adjustment in the context of learning with the students. Learning behavior represents a student's cognitive. affective and psychomotor behavior during and after the teaching-learning process. The learning behavior of students includes interest, attitude, positive experience, and good learning ability. It also depends on the social and emotional environment of the school. The home environment of students influences their intellectual development and learning behavior.

Review of Related Literature

The effect of the home environment on educational aspirations was investigated by Goel (2004). The study sample included 100 middle school students. The findings revealed that girls had significantly higher educational aspirations than boys. Boys felt more rejected by the autocratic home environment than girls, who received more nurturing than boys. Clark and Goyder (2007) are of the opinion that a positive home environment is an important indicator of student's success in their academics. They also concluded that the teaching-learning process carried out at school is complete only with positive support from the home environment.

Daulta (2008) observed that the home environment has had a positive impact on the scholastic achievement of children.

Siwach (2008) found that scholastic achievement of boys has positive and significant correlation with high level of home environment than girls. It was found that as the quality of the home environment depreciates, the level of scholastic achievement also deterioratesin boys.

Amritha and Jebseelan (2014) studied the relationship between learning behavior and the academic achievement of students belonging to different areas such as rural, urban, and semi-urban. The objective was also to suggest methods for the development of learning behavior. The nature of this research was descriptive. The sample was selected by stratified sampling method. As a sample, 240 ninth-grade students were included. For data collection, C.P. Saxena's standardized learning behavior scale was used. The self-made instrument was used for socioeconomic status. The correlation was used to analyze the data. The findings reveal that there is a positive correlation between learning behavior and academic achievement of students belonging to different areas such as rural, urban, and semi-urban.

Farid *et al.* (2014) executed a case study to analyze the learning behavior and academic achievement of students of Bahauddin Zakariya University, Multan. The objective of the study was to identify preferred learning behavior and its relationship with academic achievement with respect to the gender and department wise differences. The findings reveal that learning behavior of studentsvaried department wise which was because of the difference in nature of subject taught. The correlation between learning styles and academic achievement of students was found to be significant.

Sharma (2016) found that creative stimulation, cognitive environment and permissiveness dimensions of the school affect the creativity of students. There also exists a significant difference in all dimensions of creativity between students of high and low home environments.

The rationale of the study

Home plays an important role in a child's development. Behavior, affection, religion, culture, tradition and beliefs, practices, etc. affects a child's development. Living with these beliefs, culture, religion affection, and behavior children assimilate and accommodate to this tradition, which directly or indirectly molds their personality and behavior. This environment in which a child grows is reflected in their behavior in school which somehow affects their learning behavior. A positive family environment affects their academic qualities and interest in learning. The joint effort by home, school, teacher, student, and educational institutions affects behavior, the inclusion of positive experience, good learning ability, and educational achievement. Studies on students' home environment, academic achievement, study habits, and home environment, learning behavior and academic achievement, learning style, and academic achievement were found. But comprehensive studies of family environment and learning behavior are rarely found. Keeping this perspective in mind, the researcher was encouraged to study the family environment and learning behavior of secondary school students. The researcher also investigated how the home environment affects students' academics.

Objectives of the study

1. To study the relationship between home environment and learning behavior of secondary school students.
2. To study the influence of the home environment on the learning behavior of secondary school students.
3. To study the difference in the mean score of learning behavior of boys and girls of secondary school.
4. To study the difference in the mean score of the home environment of boys and girls of secondary school.

The hypothesis of the study

1. There is no significant relationship between the home environment and the learning behavior of secondary school students.
2. There is no significant difference between the categories of a home environment on the learning behavior of secondary school students.
3. There is no significant difference in the mean score of learning behavior of boys and girls of secondary school.
4. There is no significant difference in the mean score of the home environment of boys and girls of secondary school.

Delimitation

1. This study is limited to secondary school students only.
2. This study is limited to Wardha city only.
3. This study is limitedto the learning behavior and family environment of secondary-level students.

Methodology of the study

For the present study survey type of descriptive research method was adopted.

Sample:

Keeping in view the objectives of the present study the secondary schools of Wardhacity were selected by the researcher using a simple random sampling method. The present studyincluded 192 students of class IX.

Tools used for the study:

The tools for data collection were selected according to the nature and need of the research. For the present study "HomeEnvironment Scale" was preparedthe researcher. The reliability coefficient of the tool was found to be 0.79 using the split-half method of reliability.

The learning behavior of secondary school students has been studied for which standardized tool i.e. "Learning Behavior Scale" by C. P. Saxena was used. The reliability coefficient was determined by the test-retest method which was found to be 0.83.

Data collection for the study

For collecting the data survey method was adopted the researcher.

Statistical Techniques used in the study

The data were analyzed using percentage, mean, standard deviation, correlation, ANOVA, and t-test.

Data Analysis and Interpretation

The obtained data were analyzed as per the objectives and hypothesis prepared for the study.

Objective: 1. To study the relationship between home environment and learning behavior of secondary school students.

To fulfill the first objective of the study correlation was obtained between the home environment and learning behavior.

H_{01}: There is no significant relationship between the home environment and the learning behavior of secondary school students.

The hypothesis was verified and shown in table 1.

Table 1: Significance of 'r' between home environment and learning behavior of secondary school students

Variable	N	Df	'r'	t-value	Significant
Home Environment Learning Behaviour	192	190	0.163	2-328	Yes

*Sig. at 0.05 level

The above table indicates that the value of 'r' is significant at 0.05 level and hence the hypothesis is not accepted. This indicates that there is a significant relationship between the home environment and the learning behavior of secondary school students. Also, there exists a positive correlation between the scores of the home environment and learning behavior. This means that if the home environment is favorable it will lead to positive learning behavior which will affect the academic achievement of students. Amrita and Jebseelan (2014) and Farid *et al.* (2014) found that learning behavior has a significant effect on the academic achievement of students. The home environment significantly affects the academic achievement of students (Clark and Goyder, 2007).

Objective 2. To study the influence of the home environment on the learning behavior of secondary school students.

The second objective was to study the influence of the home environment on the learning behavior of secondary school students. To fulfill the second objective of the study one-way ANOVA was applied.

H_{02}: There is no significant difference between the categories of the home environment with respect to the learning behavior of secondary school students.

For verification of the above hypothesis home environment has been divided into three categories namely high, moderate, and low home environment. Thereafter differences between the categories of the home environment with respect to the learning behavior of secondary school students have been obtained which is represented in table 2.

Table 2: Significance of 'F' between the categories of the home environment with respect to learning behavior

Source of variation	Sum of Squares	Mean Square	Df	F	Sig
Between Groups	95.407	47.703	2	2.204	0.113
Within Groups	4090.260	21.642	189		
Total	4185.667		191		

*not sig. at 0.05 level

The value of 'F' is not significant and hence the hypothesis is not rejected. This shows that there is no significant difference between categories of the home environment with respect to learning behavior. Secondary school students who belong to different categories of home environment viz; high, moderate, and low do not differ among themselves in respect of their learning behavior. Thus, categories of home environment do not influence the learning behavior of secondary school students.

Objective 3. There is no significant difference in the mean score of learning behavior of boys and girls in secondary school.

H_{03}: There is no significant difference in the learning behavior of boys and girls in secondary school.

This hypothesis is verified and shown in the table. No. 3.

Table 3: Significance of 't' between learning behavior of boys and girls of secondary school

Learning Behaviour	N	Mean	SD	df	t-value
Boys	98	33.06	4.08	190	0.814
Girls	94	32.51	5.24		

*not sig. at 0.05 level

The calculated 't' value is found to be smaller than the table value at 190 df, therefore the value of 't' is found not to be significant and the hypothesis is not rejected. Thus, it is concluded that there is no significant difference between boys and girls in secondary school in respect of learning behavior. Further, the difference in the mean of learning behavior among boys and girls was very less statistically. This shows that no effect of gender difference is found in the learning of secondary school students.

Objective: 4. There is no significant difference in the mean score of the home environment of boys and girls of secondary school.

H_{04}: There is no significant difference in the home environment of boys and girls of secondary school.

This hypothesis is verified and shown in the table. No. 4.

Table 4: Significance of 't' between the home environment of boys and girls of secondary school

Home Environment	N	Mean	SD	df	t-value
Boys	98	75.97	11.44	190	1.542
Girls	94	73.52	10.63		

*not sig. at 0.05 level

The calculated 't' value is found to be smaller than the table value at 190 df, therefore the value of 't' is found not to be significant and the hypothesis is not rejected. Thus, it is concluded that there is no significant difference between boys and girls in secondary school in respect of the home environment. This shows that no effect of gender difference is found in the learning of secondary school students. Further, when the mean of home environment among boys and girls was compared it was found that boys possess a more favorable home environment as compared to girls.

Findings

There is a significant relationship between the home environment and the learning behavior of secondary school students. This may be due to differences in parental behavior and treatment provided to children in terms of control, parental aspiration, reward and punishment, and acceptance of their wards. Their learning behavior reflects their home environment in terms of attitude, interest, confidence in performing learning tasks, thoughtfulness, creative thinking, etc. Significant influence was not found between the different categories of the home environment and learning behavior. Similarly, the gendered difference was also not found in the home environment and learning behavior. This may be due to the open-mindedness of parents and the democratic home environment.

Implication of the study

The significance of home in students learning behavior and level of achievement cannot be underestimated. On entering school students' learning behavior and their progress through school are continuously related to a home environment. In this research, an attempt has been made to know the home environment of secondary-level students. A relationship between the home environment and the learning behavior of secondary school students has been found. The present research examines the effect of the home environment on students' learning behavior. If the home environment positively affects students learning behavior suggestions could be provided to the parents regarding maintaining a positive and healthy climate in the home and also developing a better relationship between the school and students' homes. It can also provide suggestion on how school administrator can help improve students learning behavior with cooperation of parents and teachers. Some sessions can be organized so as to guide and counsel parents on child rearing in home so as to develop students learning.

Conclusions

The home environment is the driving factor for student learning. Which is reflected in their learning behavior. The more the democratic environment at home the more positive will be the learning behavior as the students get an independent environment to think and share their views confidently, they would develop a positive attitude towards learning, school, and their experiences. Providing a positive home environment would promote the holistic development of students. Interactions at home and school that too in a positive direction will provide students an opportunity will develop as responsible individuals in society.

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Effects of School Boards on Students Academic Performance and Career Aspiration: A case in Jammu and Kashmir, India

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Abstract

The secondary school years are thought to be the most crucial ones in terms of education. At this point, the destiny of the students is being decided, and they are also about to choose their careers. At this point, students need to make extremely difficult decisions about their careers because they may be persuaded to select either the most important status or a good position with the highest salary, oblivious to their skills, interests, aptitudes, and aspirations. This kind of risk may lead to perpetual misery, as with the wrong choice of career, they may not get the best possible growth in their life. When the students get the right choice for their career, then this seems to be the major source of achievement in their identity. The main objective of the paper is to explore the levels of career aspiration and academic performance in secondary school students. It will also assess and compare CBSE & JKBOSE Students on career aspiration and academic performance. Results explored there is a significant difference among secondary students on a complex score of Career Aspiration. It further highlighted that a noteworthy disparity in academic performance was found between 'CBSE' and 'JKBOSE' 'students. The study further examined that on Dedication, Motivation and Preparation dimension of Career Aspiration, no difference was found, however significant difference was found on the Realization and Self-Confidence dimension of Career Aspiration scale. The results furthermore, highlighted that "CBSE" students outperformed JKBOSE students' overall level of "Career Aspiration" Scale. In view of Academic Performance significant difference between 'CBSE & JKBOSE' students in academic performance was found. The Mean score of CBSE (78.11) students is upper than their counterparts JKBOSE (56.78) students.

Background of the study

Individuals are naturally motivated to become skilled to learn and to attain. Human acts are aimed towards the attainment of a particular purpose. This is a unique stage in the process of personality development which is more precipitated by important changes in the social status of the child. But this natural enthusiasm of individuals to attain their goals is hindered by a lot of difficulty, which de-motivates them and makes them worried about their career. The role of education is to make positive changes in one's life. Thus, education becomes a powerful tool to assist humans to live a successful life. It enlightens the humans for the attainment of higher quality and complete life. They can upgrade their knowledge and use their potential and wisdom through the medium of education. Education gives different platform to the students to enrich their values, to lead a better life, to gain a knowledge and information and to enable them to participate in a national as well as universal development. Education in all respects constitutes the basic foundation which develops the intrinsic and extrinsic qualities among the students. However, a lot of obstacles prevent people from attaining their objectives, which demotivates them and causes them to worry about their careers. Individuals are naturally powered to develop their skills at this point in order to learn and acquire items more quickly. During this stage, the students try to develop their wisdom of personal uniqueness and develop morals and way of life, so with this intention, they move from childhood into adulthood with a sense of responsibility for their own career choices. Possibly the right time comes in the way for students when they have chosen professional options regarding their future which will be the major turning point in their lives. At this stage, the students need to explore their abilities, thoughts, and attitudes about their careers to choose a suitable job.

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It has been said by George, L. (1887) that "First says to you what you would be and then do what you have to do." Career aspirations are the set target that a person set out to accomplish either in one existing career or the preferred profession. It means what one wants for the future, his will; his wishes, his aims, his desires, his dreams that he looks forward to accomplishing change that into reality. Bourdieu (1987) "The career fields are the social arenas in which careers take place."

Academic performance means the execution of precise work accurately and within the recommended time. It is the act of achievement and completing the task successfully, particularly by resources of application, expertise, practice, or insistence. It means self-observation and self-appraisal of one's goal in educational success. It usually specifies the educational upshot of a learner. Realization of those knowledge outcomes necessitates a sequence of designed and organized understanding.

Career

The term "career" has several meanings which vary with the user and sometimes even within the writings of a user. Popular use of the term is that it is used as a synonym for occupation which is a misuse of the term. In different occupational and employment fields it denotes progression from one lower position in a field to higher positions. The word "career? comes from the Latin 'carrus', 'chariot' and "carraria?.

Aspiration

The word "aspiration" is a translation from a German word 'ansprush' and 'niveau'. These are the goals that individual put for him in different types of responsibilities in which he is involved. The most imperative variables of personality are his ambition or aspiration. Aspiration is the hope or will to achieve a better progress in one future endeavors. Aspiration provides a roadmap and way out to an individual to achieve his long-term goals. Aspirations are the blue prints and integral parts of persons self - picture. These are related with highest objectives, will and yearning of life.

According to Hurlock (1967), "Aspiration is a longing for what is above one's achieved level with advancement on it as its end."

Career aspirations are the set target that a person set out to accomplish either in ones existing career or the preferred profession. It means what one wants for the future, his wills; his wishes, his aims, his desires, his dreams that he looks forward to accomplish change that into reality. These aspirations consist of a chosen occupation for which a student desires to join. It is a constellation of requirements, reason and behavioral purpose with reference to occupational meadow of different nature.

From the above statements it becomes quite evident that the career aspirations are related with individual's purpose, objectives and principles towards specific professional and occupational purpose. In modern era young generation sets high ambitions especially with regard to their education and try to have professional career with proper plans to achieve their goal. This clearly justifies the importance of career aspiration for the secondary school students to choose the right career.

Academic Achievement

Academic performance means execution of a precise work accurately and within the recommended time. It is the act of achievement or finishing something successfully, particularly by means of application, skill, practice, or insistence. It means self-observation and self-appraisal of one's goal in educational success. It usually specifies the educational upshot of a learner. Realization of those knowledge outcomes necessitates a sequence of designed and organized understanding. It is considered as a potent factor in the academic life of an individual. It acts as a status symbol of students learning outcomes and his capacity to pertain what he has already gained. Maslow (1954), "Academic performance encompasses augmentation, self-actualization, self-improvement and some form of competitiveness." It represents socially desirable, appropriate and integral aspect of student's academic life and his motivated desires to hunt for educational brilliance.Academic performance thus means the level of expertise and proficiency attained in academic or formal setup. It means to a amount of achievement or expertise accomplish in several definite area pertaining to the scholastic work of an individual.

Research purpose

This study aimed to examine the academic performance and career ambitions of secondary school students from "CBSE and JKBOSE." The major goal of this study was to compare pupils from "CBSE" and "JKBOSE" secondary schools in terms of their academic achievement and degree of professional aspirations. This study only included people with a history of attending government schools and covered a particularly interesting age range (13-16). The career desire scale and the pupils' results from the prior test were used by the researcher.

Objectives

1. To explore the levels of career aspiration in secondary school students.
2. To explore the levels of academic performance in secondary school students.
3. Compare CBSE & JKBOSE Students on career aspiration and academic performance.

The rationale of the Study

In the present era, the personality of a person affects his career aspirations. Fast-changing and modern world globalization and privatization have increased choices in the career development of an individual. The person selects and evolves those professional goals that will allow them to see the difficulties of the rapidly changing world. Adolescence is regarded as the critical period in a person's educational career where career aspiration starts as well as assumes its correct and appropriate form. This timeframe is crucial for forming hopes and dreams, particularly those related to careers (Schulenburg, Goldstein & Vondracek, 1991). Mostofthe adolescents find it hard to choose appropriate career option because of lack of proper guidance and academic anxiety. This is the stage where adolescent learners need to be properly guided about different career option available to them so that may not face any type of difficulty to choose the appropriate career option and save them from landing into the world of anxiety. This study can help us to know the career aspiration of the secondary school students and may act as a policy recommendation for the government to frame the policies that are appropriate to the needs and interests of students in general and society in particular. The appropriate age at which adolescents can choose their career choices ranges between 13 to 18 years, as these students studying in classes IX and X (Secondary stage).

This study will assist counsellors and guidance employees in effectively guiding students in secondary education as they can assist the child in adjusting to the school environment. It is the educational setting where a student's personality can be enhanced, where his body is shaped, and where aesthetic and exciting traits are molded. This performance of students is evaluated by educators in the educational movement.

To conclude, it is extremely constructive for administrators and faculty to establish excellent associations with students during school years of study. However, this study though on a modest scale is expected to add an important but much-neglected area of investigation. All the studies conducted so far highlighted only a limited number of aspects. Hence, it was considered important to undertake the present study which is very in-depth and comprehensive.

Method

The researcher has used descriptive survey method.

Technique

The simple random sampling technique has been used for the collection of data.

Sample

360 JKBOSE and CBSE secondary school students is the sample for the study.

Analysis and Interpretation of the data

Career Aspiration Scale (2015) by Sarita Anand was used. For academic performance grades obtained by the students in the previous examination were taken from the school administration.

A. Descriptive Analysis

Table-01: "CBSE & JKBOSE" students on Overall Career Aspiration (N=360)

Career aspiration	N	%age
Extremely High	1	0.3
High	30	8.3
Above Average	80	22.2
Average	246	68.3
Below Average	3	0.8
Low and extremely low	0	0.0
Total	360	100.0

None of the CBSE & JKBOSE students were found to have low or extremely low levels of career aspiration. However, only 1% of students fall in the category of Extremely High level.

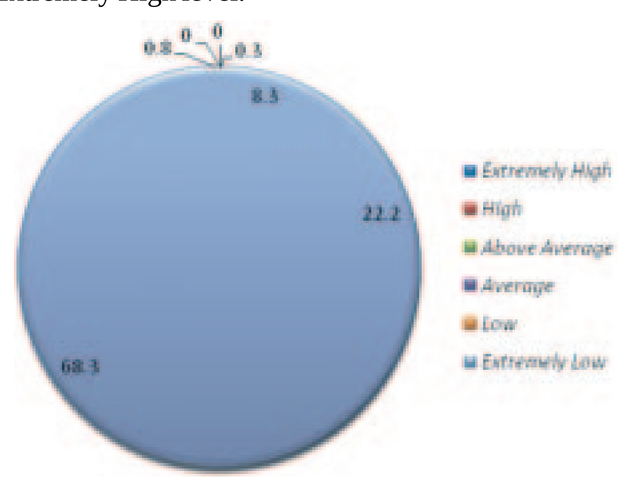

Table-02: Overall Levels of Academic performance in terms of percentage (N=360)

Grade	% age of Marks	N	%age
A1	91-100	18	5.0
A2	81-90	62	17.2
B1	71-80	79	21.9
B2	61-70	56	15.6
C1	51-60	104	28.9
C2	41-50	41	11.4
D	33-40	0	0.0
Total		360	100.0

Table shows that 18% students fall in the A1 grade and none of the students fall in the D Grade.

B. Relative Study or Comparative Analysis:

Table-03: Frequency of "CBSE & JKBOSE" Students

Career aspiration	School			
	JKBOSE		CBSE	
	N	%age	N	%age
Extremely High	1	0.6	0	0.0
High	5	2.8	25	13.9
Above Average	25	13.9	55	30.6
Average	146	81.1	100	55.6
Below Average	3	1.7	0	0.0
Total	180	100.0	180	100.0

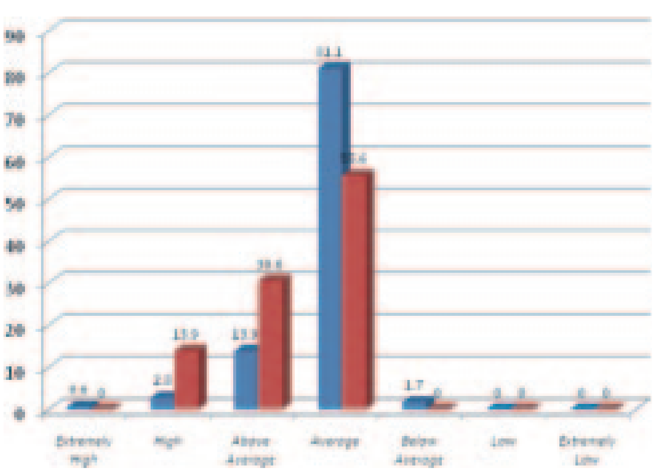

Table-04: Mean divergence between 'CBSE & JKBOSE' students on the Dedication dimension (N=180 each)

School	N	Mean	S. D.	t-value	Significance
JKBOSE	180	22.37	3.696	1.293	Insignificant
CBSE	180	22.86	3.559		

It reveals no significant difference between (CBSE & JKBOSE) students on the Dedication dimension of career aspiration.

Table-05: Mean Differences between CBSE & JKBOSE students on Motivation dimension where total number is 180

School	N	Mean	S. D.	t-value	Significance
JKBOSE	180	18.94	3.109	0.325	Insignificant
CBSE	180	19.04	3.049		

No difference stuck between students on the Motivation dimension which indicates that both groups displayed somewhat similar preferences in the Motivation dimension of Career Aspiration.

Table-06: Main Differences between 'CBSE & JKBOSE' students on the Realization dimension (N=180 each)

School	N	Mean	S.D.	t-value	Significance
JKBOSE	180	17.26	4.718	8.660	0.01 level
CBSE	180	21.39	4.329		

Significant variation among students on the realization dimension was reported.

Table-07: Mean Differences between 'CBSE & JKBOSE' students on Self Confidence dimension (N=180 each)

School	N	Mean	S.D.	t-value	Significance
JKBOSE	180	19.83	3.392	8.925	0.01 level
CBSE	180	22.84	3.010		

The significant difference between CBSE & JKBOSE students in Self Confidence dimension of Career Aspiration was reported.

Table-08: Mean Differences among CBSE & JKBOSE students in the Preparation dimension

School	N	Mean	S.D.	t-value	Level of Significance
JKBOSE	180	22.95	4.034	1.033	Insignificant
CBSE	180	22.53	3.712		

It explores from the table that non- considerable disparity among (CBSE & JKBOSE) students on the Preparation dimension which indicates that both groups displayed somewhat similar preferences in the Preparation dimension.

Table-09: Mean Differences between 'CBSE & JKBOSE' students on 'Career Aspiration'

School	N	Mean	S.D.	t-value	Significance
JKBOSE	180	101.34	10.247	6.660	0.01 level
CBSE	180	108.67	10.625		

The table 9 shows there is a significant difference among JKBOSE and CBSE students on Career Aspiration.

Academic performance

Table-10: Comparison among 'JKBOSE' and 'CBSE' Students on 'academic performance' (N=180 in each case)

Academic performance	Type of School			
	JKBOSE		CBSE	
	N	%age	N	%age
A1	0	0.0	18	10.0
A2	7	3.9	55	30.6
B1	11	6.1	68	37.8
B2	31	17.2	25	13.9
C1	91	50.6	13	7.2
C2	40	22.2	1	0.6
D	0	0.0	0	0.0
Total	180	100.0	180	100.0

Table 10 reveals that none of JKBOSE students fall in the A1category and only 18% of CBSE students fall in the A1 category of Academic Performance.

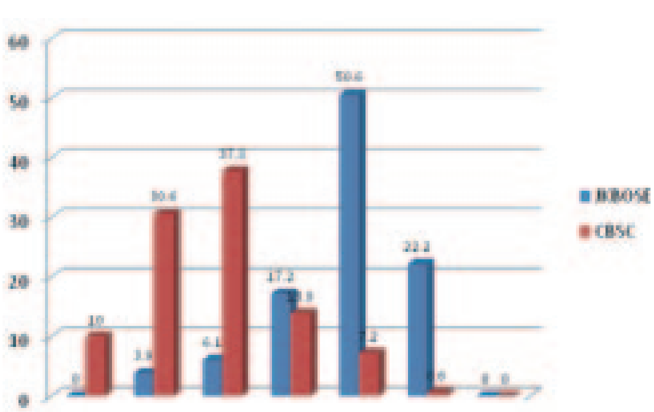

Table-11: Variances between CBSE & JKBOSE students of 'Academic performance'

School	N	Mean	S.D.	t-value	Level of Significance
JKBOSE	180	56.78	9.828	20.015	0.01 level
CBSE	180	78.11	10.383		

Table 11.0 shows the variance among 'CBSE & JKBOSE' students in academic performance. It clearly explains that the mean score of CBSE (78.11) students is better than the mean score of JKBOSE (56.78) Students

Discussion of the Result

The main objectives of the discussion are to understand and make clear the potential repercussions of the results, which are currently understood about the research problem under investigation, as well as to characterize any novel approaches to the problem that the researcher might come up with after reflecting on the findings. Th research was carried out on secondary school students with high opinions of their "career aspiration and academic performance". A significant difference was found among "CBSE & JKBOSE" schoolchildren on a complex "Career Aspiration" score, showing that "CBSE" students outperformed JKBOSE students overall here on "Career Aspiration" Scale. A significant difference between 'CBSE & JKBOSE' students in academic performance was found. The Mean score of CBSE (78.11) students is upper than their counterparts JKBOSE (56.78) students.

Conclusion

It has become quite evident that comprehensive and in-depth studies covering important psycho-social variables are yet to be conducted on secondary school learners. All the studies conducted so far highlighted only a limited number of aspects. Hence, it was considered important to undertake the present study which is very in-depth and comprehensive. The findings from this study suggest that the present requirement is to appreciate the secondary schooling concerning the professional aspiration of the learners, as it is the stage where students are more concerned about the future course of action related to their career. Policymakers could use it to determine the best course of action for students who are at risk of developing anxiety and depression as a result of career-related options.

It really would work with teachers in creating an optimal learning environment for those educators who are unhappy and anxious about some subjects, which results in poor educational outcomes, which in turn determines their aspirations for a career.

To conclude, it is extremely constructive for administrators and faculty to establish excellent associations with students during school years of study. However, this study though on a modest scale is expected to add to an important but much-neglected area of investigation.

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Knowledge, Perception and Practice of Secondary School Students on Yoga

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Abstract

Yoga is a comprehensive system of various mind-body activities that have been employed in a range of contexts and situations to promote mental and physical health. The Government initiatives like International Yoga day and National Ayush Mission (NAM) implies the relevance of Yoga in modern society. Teachers and educational institutions want to include yoga into their students' desperately needed wellness programs as a practical, evidence-based component. Numerous advantages of practicing Yoga have been documented, but the current issue is whether or not school students are aware of them. The aim of the study was to examine the conceptual awareness of Yoga among secondary school students. Survey method was adopted to carry out the study. The sample consisted of 132 secondary school students identified through simple random sampling from Thrissur district. Conceptual Awareness Questionnaire on Yoga was used to collect data. The survey results indicated that, secondary school students have less knowledge regarding Yoga. Though they have a high perception towards the benefits of Yoga on physical and mental health, the number of students who practice Yoga was found to be very less.

Introduction

International Yoga dayhas beencelebrated all over the world on June 21st, since 2015 to create awareness and importance of Yoga and its contributions to the world. The theme of the year 2022 was 'Yoga for Humanity', which implies Yoga's power in the fundamental essence of humanity in addition to the postures that promote physical healing. It serves as a constant reminder of people's enduring interconnectedness with one another and the rest of the world. In schools, celebrating Yoga day by performing various asana, conducting quiz, essay and speech competitions and by providing expert classes on yoga. However, one thing to ponder deeply is whether the importance of Yoga is confined to only the Yoga day.

The profound and ancient practice of yoga is based on Indian philosophy. Despite having its roots in spirituality, it is today frequently utilized to promote both physical and emotional wellbeing. Yoga means to "yoke" the mind, body, and spirit in its literal sense. Yoga is a comprehensive system of mind-body techniques for improving both mental and physical health. It typically consists of four main elements: physical postures and exercises to increase strength and flexibility, breathing techniques to improve respiratory function, deep relaxation techniques to develop the capacity to physically and mentally release tension and stress, and meditation/mindfulness techniques to increase mind-body awareness and to improve focus and emotion regulation (Butzer *et al.*, 2015).

The optimal environment for promoting children's health and wellbeing is found in schools as about 10-15 years of a person's life spent in school (The United Nations, n.d.). In this context,children wellness programs need to be developed. Such programs which are affordable and evidence-based has to be administered and evaluated in school settings. Although academic education may be the major focus of traditional school programs, developing coping mechanisms for stress and methods for preserving one's physical and emotional well-being are vital both inside and outside the classroom. Yoga is one of the best practice to be given to children for helping them to boost their mental health, regain their self-worth and confidence, cultivate a positive outlook, enhance focus, and lessen stress and worry (Khalsa *et al.*, 2011). Understanding the value of Yoga, the current study was conducted amongsecondary school students in order to ascertain their knowledge, perceptions, and practices on yoga.

Need and significance of the study

Yoga is a way of life that emphasizes harmony, balance, health, and joy (Nagendra, H.R., & Nagarathana,

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R., 1977). The science of yoga is a potent body of knowledge that empowers practitioners to achieve radiant physical health, calmness of mind, ongoing spiritual elevation, and the capacity for peaceful social interaction (Kundan, K., 2005).Yoga is a powerful kind of healthy living that may completely alter a student's experience on their academic performance and mental wellness (Hagen & U, 2014). Yoga instruction may be highly helpful to pupils in fostering mindfulness and helps children to live in the present. In contrast to earlier times, students, now-a-days must handle extra-curricular activities in addition to their studies, so as to they must keep up with the speed of the rapidly expanding society. Regular Yoga practice by students is certain to benefit their health, academic performance, capacity for concentration, attention, and memory (Sharma & Kauts, 2009; Galantino *et al.,* 2008). Yoga can be useful for students in the long term if they practice it frequently. To assist children benefit from what Yoga has to offer, schools should incorporate regular yoga sessions into their curricula. By lowering tension and anxiety and protecting them from the pressure of academics, yoga supports students both physically and intellectually.

Schools are celebrating International yoga day. Some schools have added Yoga into their timetable, and are providing practical sessions to students. NCF (2005) states that "Yoga may be introduced from the primary level onwards in informal ways, but formal introduction of yogic exercises should begin only from Class VI onwards." According to KCF (2007) "The learners must have an awareness regarding food habits, first aid, adolescent education, disease and prevention, kinesthetic and rhythmic activities, gymnastics, athletics, minor games, native games, major games, yoga, swimming, cycling and martial arts". NEP (2020) also advocates that "All school subjects will be considered curricular rather than extra-curricular or co-curricular, and all students at all levels of school will have regular periods and opportunities to participate in physical activity and exercise, including sports, games, yoga." In this context, it is mandatory that provisions for yoga practice have to be provided by schools. Hence it is significant to find out the secondary school students' knowledge and perception regarding yoga and whether or not they are practicing yoga daily. This study aims to find out the answer for the following research questions.

RQ1: What issecondary school students 'Knowledge of Yoga?

RQ2: What issecondary school students 'Perception on Yoga?

RQ3: Whether secondary school students practice Yoga daily?

Objectives

To conduct the study following objectives were formulated:

1. To find out the knowledge of secondary school students aboutYoga.
2. To identify the perception of secondary school students towards Yoga.
3. To find out whether secondary school students practice Yogadaily.

Hypothesis

1. Secondary school students' knowledge of Yoga is high.
2. Secondary school students' perception on Yoga is high.
3. Secondary school students practice Yoga daily.

Methodology

Survey method was adopted to conduct the study. From the population ofsecondary school students of Kerala, 132 students from Thrissur district were selected through simple random sampling. The researcher developed a Conceptual Awareness Questionnaire on Yoga with the assistance of the supervising teacher to find out the knowledge, perception and practice of secondary school students regarding Yoga. 132 questionnaires were distributed among the respondents and collected back after their response.

The questionnaire had three sections, Part A,B & C. Part Aconsisted of 15 items to assess students' knowledge about Yoga. Part Bhad 13items to be responded in athreepoint scale with the options Agree, Neutral and Disagree to understand the perception of secondary school students towards Yoga. The scale had both affirmative and negative statements. Part C consisted of 2 items to check whether secondary school students practice Yoga daily.

Procedure

The researcher interacted with respondents before distributing Conceptual Awareness Questionnaire on Yoga in order to inform them about the method of responding. The voluntary and confidential nature of participation was made clear to the participants prior to the survey. The response sheets were collected and tabulation of the data was done. Percentage analysis was used for analyzing the collected data.

Analysis and interpretation

The analysis of questions in Part A yields the following results.

Table 1: Knowledgeof Yoga

No	Questions	Attributes	Percentage
1	Have you heard about Yoga?	Yes	100%
		No	0
2	Where did you get your knowledge about Yoga?	Family	14%
		Media	19%
		Friends	5%
		Teachers	62%
No	Questions	Correct Answer	Wrong Answer
3	At what age is it best to start learning and practicing Yoga?	17%	83%
4	Which day is celebrated as World Yoga Day?	57%	43%
5	Who is known as the father of Yoga?	55%	45%
6	From which language was the term "Yoga" originated?	80%	20%
7	In which year did International Yoga Day start?	10%	90%
8	In which country did Yoga originate?	80%	20%
9	Which Yogasana is known as the king of Yogasanas?	33%	67%
10	What is the meaning of the word Yoga?	8%	92%
11	Which of the following is not a principle of Yoga?	53%	47%
12	Who is known as a Yogi?	31%	69%
13	Which of the following is the most important goal of Yoga?	28%	72%
14	Who is the author of 'Yoga Sutra'?	41%	59%
15	Which is the best time to do Yoga?	70%	30%

Table 1 shows that all the secondary school students who participated in the survey had heard about yoga. 62% of them got to know about yoga from their teachers, 19% from the media, 14% from the family and 5% from friends.

For 13 questions, out of total respondents:

- 57% responded that World Yoga Day is on June 21.
- 55% of respondents correctly stated that Patanjali is the father of yoga.
- 80% responded that that term yoga originated in India.
- 80% responded that term yoga originated from the Sanskrit language.
- 53% identified that 'distraction' is not a principle of yoga.
- 70% Percentage of respondents indicated that doing yoga in the early morning is ideal.

Only:

- 17% responded that the best age to start learning yoga is below 10 years.
- 10% of respondents gave the correct answer for which year the international yoga day started.
- 8% of respondents correctly identified the meaning of yoga as "to unite".
- 33% responded that Sirsasana is known as the king of Yogasanas.
- 31% answered that Yogi is the greatest title given to a person who practices yoga.
- 28% of respondents said that proper breathing is the most essential purpose of yoga.
- 41% of respondents correctly identified Patanjali as the author of the Yoga Sutra.

Less than half of the total number of items was being responded to correctly by more than 50% of total respondents. More than half of the total number of items was being responded correctly by less than 50% of the total respondents. Therefore, it can be interpreted that the secondary school students'knowledge about Yoga is less.

Table 2: Perception onYoga among secondary school students

	Low	Moderate	High
No. of responses	1	34	97
Percentage	1%	26%	73%

Table 2 shows that, out of the total sample of secondary school students, 73% have high, 26% have moderate and 1% have low perception on yoga.

Figure 1: Graphical representation of Perception on Yoga among secondary school students

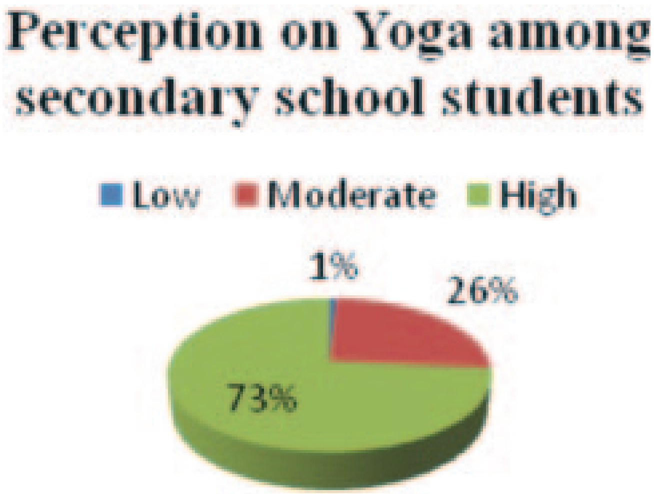

Table 3: Item Wise Percentage analysis of Perception of secondary school students about Yoga

No.	Statement	Agree	Neutral	Disagree
1	Yoga aids sound sleep	73%	19%	8%
2	Daily practice of yoga improves vitality	83%	16%	2%
3	Yoga is a kind of sport which aids health loses	3%	10%	87%
4	Practicing Yoga improves appetite	50%	39%	11%
5	Practicing Yoga aids in maintaining healthy weight	43%	26%	31%
6	Daily yoga practice promotes meaningful social interaction	39%	42%	20%
7	Yoga is a balance between body and mind	71%	20%	8%
8	Yoga practitioners have poor concentration	18%	20%	62%
9	Yoga helps to organize daily life with great calmness	72%	23%	5%
10	Yoga helps to manage behavioral disorders	62%	25%	13%
11	Practicing yoga lowers self-confidence	14%	7%	80%
12	Yoga practice helps to regulate emotional difficulties	70%	18%	11%

Table 3 shows that, out of the total sample of secondary school students:

- 73% perceived that yoga aids sound sleep.
- 83% agreed that daily yoga practice improves vitality.
- 50% agreed that practicing yoga improves appetite.
- 71% perceived that day yoga is a balance between body and mind.
- 72% perceived that yoga helps to organize daily life with great calmness.
- 62% agreed that yoga helps to manage behavioral disorders.
- 70% of students agreed that day yoga practice helps to regulate emotional difficulties.

Only:

- 3% perceived that yoga is a kind of sport which results in health loss.
- 43% agreed that day practicing yoga aids in maintaining healthy weight.
- 39% agreed that daily Yoga practice promotes meaningful social interaction.
- 18% perceived that yoga practitioners have poor concentration.
- 14% agreed that practicing yoga lowers self-confidence.

From the analysis, it can be interpreted that the secondary school students have a high perception on yoga.

Figure 2: Graphical representation of Percentage analysis of Perception of secondary school students towards Yoga

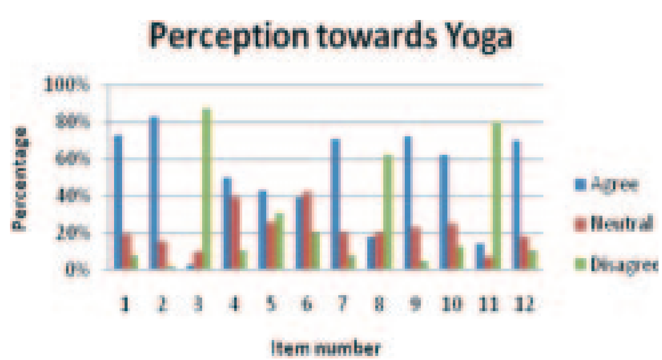

Table 4: Practice of Yoga among secondary school students

Question	Attributes	Female- 75	%	Male - 57	%	Total responses	%
Do you practiceYoga?	Yes	36	48%	21	37%	57	43%
	No	39	52%	36	63%	75	57%
If yes, Practicing	Everyday	2	6%	5	24%	7	12%
	Alternate days	8	22%	4	19%	12	21%
	Once in a week	4	11%	5	24%	9	16%
	Once in a month	1	3%	2	10%	3	5%
	Occasionally	21	58%	5	24%	26	46%

Table 4 shows the regime of secondary school students in practicing yoga. Out of the total sample only 43% were practicing yoga, among which 12% were practicing yoga daily, 21% were practicing yoga on alternate days, 16% once in a week, 5% once in a month and 46% occasionally.

From the above analysis it can be inferred that a very less percentage of secondary school students practiced yoga daily.

Findings of the study

The findings reveal that:

(1) The Secondary school students' knowledge of Yoga is less.

(2) The Secondary school students have high perception on Yoga.

(3) Secondary school students who practice yoga daily are very less.

Discussion

Secondary school students have very less knowledge of yoga. They have good perspective on the benefits of Yoga, like it improves vitality, appetite, concentration, social interaction and calmness. Students have heard benefits of yoga from their home, teachers, friends and they have participated in yoga day celebrations. Secondary school students who practice yoga are very less. Findings of study is congruent with that of Nadig & Shah (2020) which states that undergraduate and postgraduate dental students were aware of benefits of yoga practice yet not ready to practice it regularly. This is because of not getting first hand experience on yoga and its practices. Students do not get an opportunity to learn and understand yoga in depth. Such exposure provides only a superficial idea about yoga. This is due to lack of knowledge and opportunity to practice yoga and the less importance given to Yogic practices. The learners have to be cognizant about the benefits of yoga for which the affective dimensions also have to be stimulated. Documents like NCF (2005), KCF (2007) and NEP (2020) mentions the need and importance of implementing yoga along with other educational related activities. But the findings of the study show that yoga and its practices have not been implemented and practiced as other educational activities.

Educational Implications

1. Just as the provisions and recommendations for any other curricular activities in NCF (2005), KCF (2007) and NEP (2020) the provision for implementing Yoga need to be put into practice in educational institutions.
2. Yoga needs to be given importance as any other school subjects during curriculum construction.
3. No schools should not be exempted from practicing yoga in any regards. Give acknowledgement and appreciation must be given by the government for the best practitioners.
4. Reading resources, expert talks and demonstrations and interactions with Yogis need to be arranged in educational institutions.

Conclusion

Yoga being the pride of Bharat is practiced by a small minority of Indians. Hence the lack of emphasis on physical and psychological benefits of yoga by people should be reconsidered. For that they should be given knowledge of yoga. They should be made aware of the benefits of yoga. Yoga is India's greatest cultural heritage, and every Indian should be empowered to uphold and display it to the world. The family should provide the possibilities for that from a very young age and its practice must then continue during school years. After that, it ought to become a part of their lives to mold people who are physically fit and emotionally stable.

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The South China Sea Dispute: Implications for India

*Ashutosh Kumar Singh

सारांश

दक्षिण चीन सागर विवाद इस क्षेत्र के कुछ राष्ट्रों और चीन के बीच द्वीपों और सामुद्रिक आधिपत्य से मूलतः सम्बन्धित है। इस विवाद का सबसे बड़ा विमर्श चीन द्वारा हेग ऑर्बिट्रेशन के स्थायी न्यायालय के निर्णय को न मानते हुए, सम्पूर्ण क्षेत्र पर एकाधिकार बताना और उस क्षेत्र के राष्ट्रों के साथ शत्रुतापूर्ण व्यवहार करना है। सम्पूर्ण विश्व के व्यापार का सबसे महत्वपूर्ण सामुद्रिक मार्ग होने के कारण, कुछ राष्ट्र जैसे कि भारत और अमेरिका का यह मानना है कि इस क्षेत्र पर किसी एक राष्ट्र का एकाधिकार न होकर इसका अंतर्राष्ट्रीयकरण कर दिया जाये, जिससे कि बिना किसी विवाद के विश्व व्यापार को क्षति पहुंचे बिना, सम्पूर्ण विश्व कि अर्थव्यवस्था सुचारु रूप से चलती रहे। इस क्षेत्र का महत्व भारत के लिए इस दृष्टि से भी ज्यादा है क्योंकि पूर्वी-एशियाई राष्ट्रों के साथ भारत के बढ़ रहे व्यापार को बल देने के लिए भी यह क्षेत्र महत्वपूर्ण है। दक्षिण चीन सागर पर प्रभुत्व का अर्थ सम्पूर्ण हिन्द-प्रशांत क्षेत्र से सम्बन्धित व्यापार पर प्रभुत्व होना भी माना जा सकता है जिसका प्रभाव मात्र भारत की ही नहीं बल्कि पूरे विश्व की अर्थव्यवस्था पर विपरीत रूप से देख जा सकता है। चीन द्वारा इस क्षेत्र पर अधिकार करना UNCLOS-1982 की संधि का भी उल्लंघन है, जो कि विश्व के समुद्रों और महासागरों के उपयोग के लिए एक नियामक ढाँचा प्रदान करती है।

Introduction

The South China Sea, covering an area of 800,000 square kilometers (310,000 square miles), is semi-enclosed, with 90 percent of its circumference rimmed by land. Many of Asia's most influential states are among its littoral countries: the Philippines, Malaysia, Brunei, Indonesia, Singapore, and Thailand; the Indochinese countries of Cambodia and Vietnam; and the People's Republic of China (PRC, or China) and Taiwan (the Republic of China).

"The disputes involve the islands, reefs, and banks of the South China Sea, including the Spratly and Parsleys islands and the various boundaries, like those in the Gulf of Tonkin. The interests of the nations revolved around retaining or acquiring the rights to fishing area exploration of crude oil and natural gas under the waters of various parts of the South China Sea, and the strategic control of important shipping lanes"[1]. Freedom of navigation through the South China Sea, particularly through the chokepoints of the Taiwan Strait in the north and the Strait of Malacca in the south, remains essential to the region's geostrategic role in linking North-East Asia's seaborne trade with the rest of the world. Even so, the South China Sea's significance has been recently highlighted, not just for its strategically important commercial and military sea lanes, but also for furnishing living and mineral resources to the littoral states. "China is the central player in the South China Sea conflict, an energy-seeking actor asserting the widest-ranging claims over the widest-ranging areas of the waters"[2].

India's Geopolitical and Strategic Interest in The South China Sea

India has a huge stake in SCS in terms of geopolitics, geo-strategy, and geo-economics. "India's strategic interests in the South China Sea are a matter of geopolitics and geoeconomics, and each can be considered in turn. India's interest in the South China Sea has a clear "strategic dimension"[3]. "The importance of theSouth China Sea as a strategic passageway is unquestioned. It contains critical sea lanes through which oil and many other commercialresources flow from the Middle East and South East Asia to Japan, Korea, and China. Safety of navigation and overflight and the freedom of sea lanes of communication are critical strategic interests of these countries"[4].

"The South China Sea is also one of the richest fishing areas in the world. Important coastal populations depend on fishing for their livelihood, and many more people depend on the protein that they get from fish and other seafood caught in the South China Sea"[5].

"The SCS has now been firmly included in this realm of India's interests, which is evident from its engagement as a strategic partner of ASEAN. With an objective to

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secure a substantial position in East Asia, India has moved to Act East Policy (AEP), which is a leap forward from its Look East Policy (LEP). Under the AEP, India aims to gain a degree of pre-eminence in the Indian Ocean, and with this, it also wants to contain China's growing hegemony in the South China Sea". Chinese maritime forces' complete control over the South China Sea would bring these forces to the Strait of Malacca choke point, which looks out onto the Indian Ocean. This is a strategic point of entry into India's backyard, and New Delhi would never like China to reach that point of controlling the waters. The SCS lies at the intervening stretch of waters between the Indian Ocean and the Western Pacific. As Indian maritime cooperation grows with America and Australia, these waters have come to be referred to as the "Indo-Pacific".

Indian Navy now operates in the Western Pacific in cooperation with the United States and Japanese navies; therefore, it becomes all the more significant that India gets secure access through the intervening waters of the South China Sea. To be able to navigate from the Indian Ocean to Western Pacific, easy and unhindered access through South India's calculus in the region. There is also a solid strategic reason behind India's efforts towards strengthening its involvement with China has been operating in the Indian Ocean without any hindrance for many years now and India has not to do any things about it. China is not a power in the Indian Ocean region, yet it is investing diplomatically and militarily in the region. India and China both do not want the other to increase its supremacy over any of the two international bodies. The power struggle continues between the two Asian giants in these waters, with the scales tilting a little more towards China as of now. Interestingly, China has been contending that, despite the name, the Indian Ocean does not belong to India alone. India and other countries can equally argue that the South China Sea does not belong to China alone.

India's Economic Interest in The South China Sea

"India's recent economic performance combined with its growing importance in international affairs has led to a reassessment in Beijing of India as a "comprehensive national power", acknowledging that its rise is beneficial to Asia and the world"[6]. India has genuine economic interests in the region. During the recent visit of the Vietnamese Prime Minister to India, the two countries signed an oil and gas exploration agreement, in addition to significantly upgrading their military and trade relationship. In a rather trenchant editorial, China accused India of getting involved in the South China Sea dispute despite China urging India to stay out. It concluded that India has a vested interest in becoming involved as part of the larger strategy to contain China in the region. An influential Chinese Communist Party-run newspaper warned that "every means possible" should be used to stop India's Oil and Natural Gas Corporation (ONGC-Videsh) from engaging in exploration projects in the South China Sea. It further warned India that its actions would push China to the limits, implying that India would bear the consequences of its action.

The fundamental perspective of Indian interest in the South China Sea is underscored by the growing arc of Indian strategic interests in tune with its increasing trade and economic engagements. ASEAN and East Asia form the fastest-growing component of India's economic interests and an area of acute economic and strategic interest. These linkages are likely to grow with growing trade with these two blocs, which is expected to cross US$ 100 billion by 2015-16. China has reacted by asking India to stay away from the South China Sea while the South-East Asian countries and Japan have welcomed the Indian presence. China, which looks upon the South China Sea as a springboard for its power projection in Asia-Pacific, looks upon the Indian presence with the blinkered vision of China containment in concert with the democracies along with the Asian Rim Land. It is unfortunate that India's growing bilateral relations with Vietnam and other South-East Asian countries, particularly Indonesia, and growing strategic cooperation with Japan, are seen by the Chinese as an Indian attempt at strategic assertion in the Chinese backyard. "Southeast Asia's geostrategic importance to the United States and Japan necessitates future disputes be resolved peacefully and in accordance with customary international law"[7]. The paranoia gets enhanced in the backdrop of the US-India strategic partnership and American attempts at ensuring freedom of seas and asking China to resolve the issue bilaterally.

Indian Naval Presence in The South China Sea

India has been deploying its Navy in the South China Sea for more than one and half decades now, a sign that the region is falling under its strategic purview. These deployments include movement of the Indian Navy, bilateral exercises, port calls to friendly countries, and transit through these waters. "The Indian Navy is a familiar sight in the South China Sea since its first deployment in 2000, which was described by Indian commentators as "for the first time, in a quiet show of strategic reach, India is going out of her sphere, experimenting with something new"[8]. On May 18, 2016, four ships of the Indian Navy's Eastern Fleet were sent on a two and half-month-long operational deployment to the South China Sea and North Western Pacific." In a demonstration of its operational reach and commitment to India's 'Act East Policy," the Indian Navy's Eastern Fleet was sent to the seas, according to a press release of the Ministry of Defence. The naval force consisted of the 6,200-ton Shivalik-class guided-missile stealth frigates Satpura and Sahyadr armed with supersonic anti-ship and land-attack cruise missiles; the 27,550-ton Deepak-class fleet tanker Shakti, one of the largest surface warshipsin the Indian Navy; and the 1,350-ton Kora-class guided missile corvette Kirch, armed with sub- and super-sonic anti-air and anti-ship missiles.

"India's naval deployments are varied in exercises such as with Singapore's calls to littoral countries, such as the Philippines, and Vietnam. All these the much-contested water of the compulsion behind these naval exe Chinese naval presence and activity countered by bilateral Indian Navy Vietnam in the South China Sea. Indian Navy has also deployed further eastward into the Western Pacific in 2007, 2009, 2011, and 2012 for joint exercises with the United States and Japanese navies, crossing the South China Sea. India's defence links with the littoral states of the South China Sea have been strengthened in recent years, particularly in the naval setting"[9]. "In terms of maritime security, the IOR, the maritime realm of the South Asian RSC, continues to be more relevant for India. It is interesting to note that India's naval joint activities with the United States and Japan-amid the annual Malabar Exercise-still involve the South China Sea, but only as a transit area"[10].

India's establishment in July 2012 of deepwater maritime facilities in Campbell Bay (INS Baaz), the southernmost point of the Andaman Islands, enables India to conduct surveillance operations over the South China Sea. The Southeast Asian nations view the Indian Campbell Bay initiative with the hope that it will somewhat contain the aggressive posturing by China in the region.

China Challenge The Indian Naval Presence and Oil Exploration in The South China Sea

On 22 July 2011, "the INS Airavat, an Indian amphibious assault vessel on a friendly visit to Vietnam, was reportedly contacted 45 nautical miles from the Vietnamese coast in the disputed South China Sea by a party identifying itself as the Chinese Navy and stating that the ship was entering Chinese waters. A spokesperson for the Indian Navy explained that as no ship or aircraft was visible, the INS Airavat proceeded on its onward journey as scheduled. The Indian Navy further clarified that 'there was no confrontation involving the INS Airavat. India supports freedom of navigation in international waters, including in the South China Sea, and the right of passage in accordance with accepted principles of international law. These principles should be respected by all"[11]. "In September 2011, shortly after China and Vietnam signed an agreement seeking to contain a dispute over the South China Sea, India's state-run explorer, Oil and Natural Gas Corporation (ONGC) said that its overseas investment arm, ONGC Videsh Limited, had signed a three- year agreement with Petro Vietnam for developing long-term co-operation in the oil sector and that it had accepted Vietnam's offer of exploration in certain specified blocks in the South China Sea"[12]. In response, Chinese Foreign Ministry spokesperson Jiang Yu stated, "China enjoys indisputable sovereignty over the South China Sea and the island. China's standis based on historical facts and international law. China's sovereign rights and positions are formed in the course of history and this position has been held by the Chinese Government for a long. Based on this, China is ready to engage in peaceful negotiations and friendly consultations to peacefully solve the disputes over territorial sovereignty and maritime rights so as to positively contribute to peace and tranquility in the South China Sea area. We hope that the relevant countries respect China's position action to complicate and expand and support countries in the region's bilateral channels. As for oil consistent position is that we are and gas exploration and development jurisdiction. We hope the foreign China Sea dispute"[13].

Conclusion

New Delhi has to overcome its dithering overtaking a firm stand. Following its official position of neither being party to the disputes nor taking sides may not be a win-win strategy in this case. India has to devise its response because of the magnitude of developments in the region. It needs to shun its neutrality, which some in the security establishment fear might give the perception of strategic support for the United States. It is time to think of ways to adopt a collective strategy and not pursue a neutral and unilateral stand. India would lose in the long run with this policy of placating China by not taking sides. Only the USA seems to be the main source of resistance to Chinese maneuvers in the South China Sea. The need of the hour is to cooperate with the USA, take all littoral states long, and then formulate a strong deterrence to contain China. It might spark an intense reaction from China but so be it. Pacifism and appeasement won't be strategically wise for India anymore. China's arbitrary and unjustified actions in the South China Sea need to be countered with a multilateral approach. China can never be brought to a negotiated solution unless sustained and united pressure is built upon it.

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समसामयिक गतिविधियाँ / Current Events

1. दिनांक 27 मार्च, 2023 को भारतीय शिक्षा शोध संस्थान के प्रथम तल पर स्थित लज्जाराम तोमर सभागार में ''संचालन समिति'' की बैठक का आयोजन किया गया।

2. दिनांक 25 अप्रैल से 01 मई, 2023 तक "Construction of Psychological Tools" विषय पर सात दिवसीय ओरियन्टेशन कार्यक्रम का आयोजन किया गया, जिसमें 17 प्रतिभागियों ने भाग लिया।

3. दिनांक 11 मई से 17 मई, 2023 तक "Application of SPSS Software in Statistical Analysis of Data" विषय पर सात दिवसीय ओरियन्टेशन कार्यक्रम का आयोजन किया गया, जिसमें 24 छात्र-छात्राओं ने भाग लिया।

4. दिनांक 01 जून से 08 जून, 2023 तक Charak Institute of Education, Lucknow से एम.ए. (शिक्षा शास्त्र) चतुर्थ सेमेस्टर के 12 विद्यार्थियों ने भारतीय शिक्षा शोध संस्थान के पुस्तकालय में अपने शोध कार्य हेतु उपलब्ध साहित्य, Journal, Thesis आदि का अध्ययन किया।

5. दिनांक 06 जून से 12 जून, 2023 तक "Qualitative Research Methods in Social Sciences" विषय पर सात दिवसीय ओरियन्टेशन कार्यक्रम का आयोजन किया गया, जिसमें 24 छात्र-छात्राओं ने भाग लिया।

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शोध आलेख प्रकाशनार्थ भेजने के पत्र का प्रारूप

प्रेषक : ....

....

....

सेवा में, दिनांक : ....

मुख्य सम्पादक,
भारतीय शिक्षा शोध पत्रिका,
भारतीय शिक्षा शोध संस्थान,
सरस्वती कुंज, निरालानगर,
लखनऊ - 226020 (उ.प्र.)

विषय : शोध पत्रिका में प्रकाशनार्थ शोध आलेख का प्रेषण।

महोदय,

मैं/हम आपकी शोध पत्रिका में प्रकाशनार्थ शोध आलेख प्रेषित कर रहा/रहे हैं। इस सम्बन्ध में आवश्यक विवरण निम्नवत् हैं-

1. शोध आलेख का शीर्षक ....

....

2. लेखक/लेखकों के नाम, पद, पत्राचार का पता, फोन, ई-मेल पता -

नाम	पद	पत्राचार का पता	फोन/मो.	ई-मेल
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....

3. शोध आलेख शोध पत्रिका के नवीनतम अंक में प्रकाशित **'लेखकों के सूचनार्थ'** के दिशा-निर्देशों के आधार पर तैयार किया गया है। शोध आलेख के सम्बन्ध में यदि कोई स्पष्टीकरण वांछित है तो लेखक से उसकी जानकारी ली जा सकती है। इसके लिए लेखक सदैव तैयार है।
4. यह शोध आलेख हमारे अपने अनुसंधान कार्य पर आधारित है। इसमें व्यक्त विचार, निष्कर्ष आदि हमारे हैं। ये भारतीय शिक्षा शोध संस्थान अथवा विद्या भारती की नीतियों के परिचायक नहीं हैं। यदि हमारे शोध आलेख में प्रकाशित किसी सामग्री से कापीराइट नियम का उल्लंघन होता है तो इसके लिए हम स्वयं उत्तरदायी होंगे। प्रकाशक अथवा सम्पादक मण्डल इसके लिए किसी भी प्रकार से उत्तरदायी नहीं होगा।
5. इस शोध आलेख का अन्यत्र प्रकाशन नहीं कराया गया है और न ही इसे कहीं अन्यत्र प्रकाशनार्थ भेजा गया है।
6. इस पत्र के साथ शोध आलेख की टंकित पाण्डुलिपि (दूसरी भाषा में सारांश, केवल शोध पत्र का) की एक प्रति उसकी सीडी, शोध पत्र में प्रयुक्त उपकरणों की छाया प्रतियाँ प्रेषित हैं।
7. इस शोध आलेख की एक प्रति हमारे पास सुरक्षित है।

आशा है आप इस शोध आलेख को अपनी शोध पत्रिका में प्रकाशनार्थ स्वीकार करेंगे।

8. प्रकाशन पूर्व आलेख के प्रस्तुतीकरण के समय रु. 1000/- आलेख के साथ तथा आलेख में किसी तरह की कोई साहित्यिक चोरी नहीं हुई है, एतदर्थ प्रमाण पत्र (Plagiarism Certificate) प्रेषित कर रहा हूँ/रही हूँ।
9. मैं प्रकाशन हेतु स्वीकृति आलेख सूचना प्राप्त होने के भीतर रुपये 2000/- (आलेख) अवश्य प्रेषित करूँगा/करूँगी।

सधन्यवाद,

भवदीय,

(लेखक/लेखकों के नाम व हस्ताक्षर)

Format of Letter for Sending Research Article/Research Note for Publication

From ___________________________
____
____

To- Chief Editor, Date: ....
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Saraswati Kunj, Nirala Nagar,
Lucknow-226020 (U.P.)
Email: sansthanshodh@gmail.com

Subject: Dispatch of Research Article/Research Note for Publication in Research Journal.

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____

2. Name, Designation, Mailing Address, Ph./Mob.No., E-mail ID

Name	Designation	Mailing Address	Ph./Mob.No.	E-mail ID
______________	_______________	_______________	_______________	_______________
		_______________	_______________	_______________
______________	_______________	_______________	_______________	_______________
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Thanks,

Yours Sincerely,

(Name and signature of contributor)

लेखकों के सूचनार्थ / Information for Contributors

1. भारतीय शिक्षा शोध पत्रिका का प्रमुख उद्देश्य शिक्षा के विभिन्न आधारों से सम्बन्धित भारतीय संस्कृति संदर्भ में किये गये सैद्धांतिक एवं प्रयोगात्मक अध्ययनों को प्रकाशित करना है। इसमें विद्याभारती पर किये गये तथा विद्यालयी शिक्षा को उन्नत बनाने वाले अध्ययनों को वरीयता दी जाती है।

2. शोध पत्रिका में हिन्दी एवं अंग्रेजी, दोनों भाषाओं में शोधपत्र प्रकाशित किये जाते हैं। इसमें एक भाषा में प्रकाशित शोधपत्र का सारांश दूसरी भाषा में भी प्रकाशित किया जाता है।

3. सामान्यतया शोधपत्र अनुसंधान आधारित (Research based), पुनरीक्षण लेख (Review Articles), सैद्धांतिक विषयों पर आधारित निबन्ध (Essays based on theoretical issues) आदि हो सकते हैं। इसके लेखन में यथा आवश्यकता अग्रांकित शीर्षकों का प्रयोग किया जाना चाहिए- भूमिका (Introduction), उद्देश्य (Objectives), प्रक्कल्पना (Hypothesis), शोध पद्धति (Method), शोध का अभिकल्प (Design), प्रतिदर्श (Sample), प्रयुक्त उपकरण (Tools used), सांख्यिकीय प्रविधि (Statistical Techniques), प्रदत्त-विश्लेषण (Data Analysis), परिणाम (Result), प्राक्कल्पनाओं का सत्यापन सहित विवेचन (Discussion), अध्ययन का निहितार्थ (Implications of the Study), सन्दर्भ (References)। शीर्षकों में आवश्यकतानुसार उपशीर्षक भी बनाये जा सकते हैं।

4. शोधपत्र सामान्यतया 2500-3000 शब्दों से अधिक का नहीं होना चाहिए। इसके साथ एक संक्षिप्त सारांश दूसरी भाषा में लगभग 250-300 शब्दों में संलग्न किया जाना चाहिए।

5. सभी चित्रों (Figures), तालिकाओं (Tables) को अलग कागज पर तैयार करें। इन पर पाण्डुलिपि में प्रदर्शन के क्रम से चित्र-1/तालिका-1 आदि से प्रदर्शित कर दें। प्रत्येक चित्र/तालिका पर उसका अपना शीर्षक (Caption) अवश्य अंकित किया जाना चाहिए। तालिका में खड़ी लाइनों का प्रयोग न करें।

6. सन्दर्भ शीर्षक के अन्तर्गत केवल आलेश में प्रस्तुत सन्दर्भों का ही उल्लेख करें। इसके लिए लेखकों की रचनाओं, प्रकाशन वर्ष, प्रकाश आदि के विवरण सहित, लेखकों के नामों को वर्णानुक्रम (Alphabetically) में प्रस्तुत करें। आलेख की पाण्डुलिपि में इसे उचित स्थान पर अग्रांकित रूप में दें, जैसे (वर्मा, 1990, पृ. 40)।

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सम्पादित पुस्तक (Edited Book)

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अप्रकाशित शोध प्रबन्ध/अन्य (Unpublished Thesis/ Others)

* दत्त, (डॉ.), विभा, (1981), **ए क्रिटिकल स्टडी ऑफ एसेन्डेन्स-सबमिशन ऑफ इण्टरमीडिएट स्टूडेन्ट्स (ब्वायज एण्ड गर्ल्स),** अप्रकाशित पीएच.डी. शोध प्रबन्ध, लखनऊ विश्वविद्यालय।

  श्रीवास्तव, (डॉ.), कान्ति मोहन, (1991), **परीक्षा परिणाम का प्रभावी प्रस्तुतीकरण,** आलेख प्रस्तुत, भारतीय शिक्षा शोध संस्थान द्वारा आयोजित अखिल भारतीय शोध गोष्ठी (तृतीय), नई दिल्ली में।

* **राम-सा सत्य है राम का अस्तित्व** शीर्षक समाचार, दैनिक जागरण (नगर सं.), लखनऊ, 14.09.2007

7. तैयार शोधपत्र की पाण्डुलिपि डबल स्पेस देकर (कोटेशन, फुटनोट, सन्दर्भ एवं सारांश सहित) ए-4 साइज के सफेद कागज पर एक ओर पर्याप्त हाशिया देकर टंकित होना चाहिए। पाण्डुलिपि के प्रथम पृष्ठ पर शोधपत्र का मुख्य शीर्षक तथा लेखक-लेखकों के नाम के पश्चात् विभिन्न-शीर्षकों में आलेख की विषयवस्तु प्रस्तुत की जानी चाहिए।

8. शोधपत्र के मुख्य शीर्षक के साथ अन्य शीर्षक एवं उसके अन्तर्गत उपशीर्षक दर्शाने के लिए टंकित पाण्डुलिपि के हाशिए में पेंसिल से मु.हे. (M.H.) तथा उप.हे. (S.H.) अंकित कर दें। इसका क्रमांक भी अंकित कर दें। किसी शीर्षक को रेखांकित न करें।

9. शोधपत्र एवं सारांश की टंकित पाण्डुलिपि की एक प्रति एवं उसकी सीडी, शोधपत्र में प्रयुक्त उपकरणों की छाया प्रतियाँ इस प्रमाण पत्र के साथ भेजी जानी चाहिए कि यह शोधपत्र कहीं अन्यत्र प्रकाशित नहीं है।

10. शोध टिप्पणी के अन्तर्गत शोध संस्थान के विभिन्न प्रकोष्ठों एवं अन्य शोधकर्ताओं द्वारा किये गये शोधों का सारांश प्रकाशित किया जाता है। इसके लिए किये शोध सारांश हिन्दी अथवा अंग्रेजी में अधिकतम लगभग 1500 शब्दों में भेजा जा सकता है। इसकी पाण्डुलिपि शोधपत्र की भांति तैयार की जानी चाहिए, किन्तु इसमें शोध टिप्पणी के मुख्य शीर्षक के अतिरिक्त अन्य शीर्षक, चित्र, तालिका, सन्दर्भ आदि देने की आवश्यकता नहीं है।

11. शोधपत्र/शोध टिप्पणी के प्रकाशनार्थ प्राप्त होने के सामान्यतया चार माह के भीतर उसके प्रकाशन हेतु स्वीकृति की सूचना लेखक को प्रेषित कर दी जाती है। यदि शोधपत्र/शोध टिप्पणी के सम्बन्ध में कोई सूचना इतनी अवधि में न मिले तो इसका तात्पर्य है कि रचना प्रकाशन हेतु स्वीकृत नहीं की गई है।

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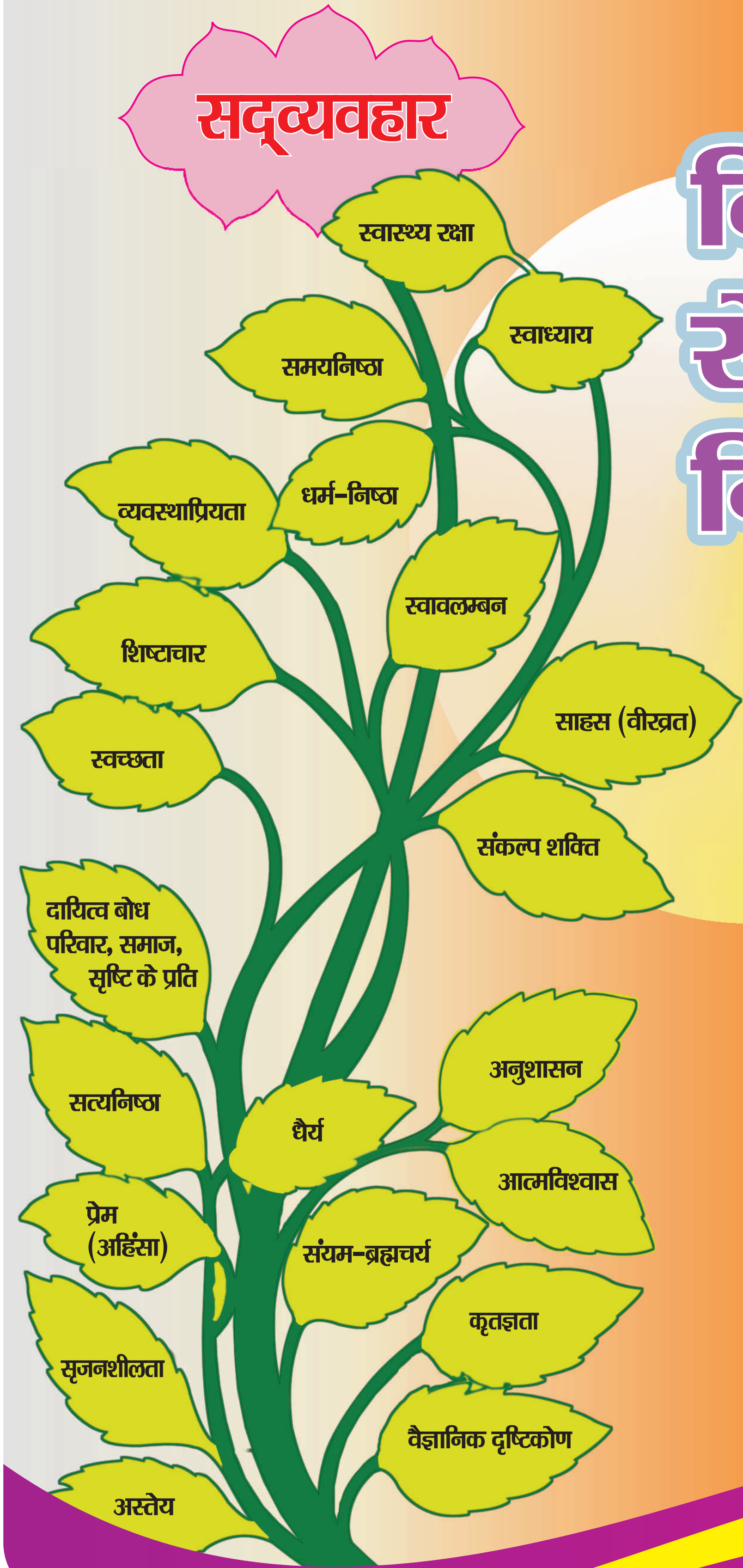

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Wishing all the best,

(Sunil Kumar Pandey)
Chief Editor

How Reliable are Marks?

***Dr. Kushal De**

Abstract

Modern educational system is child centric in theory but marks centric in practice. Educational achievements are not measured in terms of behavioral modification or skill acquisition but are quantified through marks obtained by students. Immense importance of marks is acknowledged by all in educational setup as marks shape the academic career of students and even becomes a passport for future vocation. The magic numbers or marks cast a spell of delusion about success on students. Under this backdrop, the present paper investigates the reliability and authenticity of marks in modern educational setup. Focus is also on the byproducts of competitive marking system namely stress, dearth of creativity and competition. It is observed from the study that pressure to perform for marks become burdensome for a young soul and most of his golden childhood days are lost in pursuance of reward which has little relevance for him at his present age and vastly overlooked by quality-conscious society in professional life. By quantifying progress towards perfection in numbers, the student is hypnotized to believe that he is not perfect and his degree of perfection can be quantified through grades.

Introduction

The capacity of storing empirical knowledge, developing it through research and applying it through technology has enabled the human race to proceed far beyond other living organisms to change or develop planet earth. Education is the means of transmitting stored knowledge to subsequent generations through formal and informal means but in modern society it largely denotes the formal means only. The reliability and authenticity of transmitted knowledge depends not on behavioral modification but on certification by appropriate authority and denoted on a piece of paper called report card.

Human civilization is under materialistic intoxication in the 21st century which has created hallucinations about success and has reduced humans to servants of drugs and machine in daily life. Man lives on push button automata of giving responses in accordance to impulses. Modern society has created such impulses for all humans irrespective of age, gender, caste, creed or religion; and humans are chasing them bullishly in search of fulfillment. For students, the impulse is termed 'marks', which is the primary tool of getting social appreciation, entering into a respectable vocation, having dignified social and marital relation, and above all gaining access to material comforts. Marks were meant to be educational tools to guide students scholastically about their progress but it has been reduced to a measuring yardstick of students' life and predict their future success. Marks have reduced the charm and inherent quality of any subject and appreciation for any branch of knowledge is lost. Under this backdrop, the present paper investigates the reliability and authenticity of marks in modern educational setup. Focus is also on the byproducts of competitive marking system namely stress, dearth of creativity and competition.

Marks and Competition

Humans have dominated over other species on this planet due to their special ability to cooperate in groups. Many other species were far more powerful than humans but the power of coordination and cooperation allowed humans to virtually become masters of every resource on this planet. Even among humans, those societies which had better powers of coordination and systemized management skills, ruled over other societies and enjoyed maximum benefits.

Competition among fellow members in societies becomes an impediment to cooperation but the educational system conditions competition among children right from the very beginning. Williams (1968) observed that modern school systems have certain components of competitive appraisal due to inherent features of the setup. Learning takes a backseat as defeating others or preserving oneself from defeat becomes far more essential in a competitive situation. Williams (1968) further observes that students perceived grades as indicators defining superiority or inferiority. This attitude of success at the expense of others' failures, according to him, is

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'not the kind of orientation needed to deal effectively with the excruciating social and international problems'.

The prevailing undeclared competition creates an invisible hierarchy among friends in the same class, where, few students suffer their acquired superiority and they struggle hard to maintain their supremacy at all costs; and most others suffer their comparative inferiority and struggle to uplift themselves or accept defeat in life as their fate, which according to Seligman (1972) is a state of 'Learned Helplessness'. Children having lesser academic abilities develop a perception through their experiences that they have little chance of success (Williams, 1968) and consequently, school becomes an institution where they have 'succession of experiences in failure'. They internalize that they cannot compete with brighter pupils irrespective of their efforts.

The system of allotment of marks and the consequential treatment melted to a student has a huge impact on his personality in general and self esteem in particular. Research by Coopersmith (1959) show that marks scored in school and other standardized measures of ability and achievement greatly affect the self esteem of students in competitive situations. The perpetual negative feedback that students of lesser abilities regularly receive creates derogatory feelings among them and lowers their self esteem considerably (Combs and Snygg, 1959). It is further noticed by Coopersmith (1959) that competitive evaluation causes the slow learners to perform much below their full potential.

Research has proved that marking performance in competitive way is one of the major causes of behavioral problems in academic institutions. Briggs (1964) found that cheating, extreme anxiety and student irresponsibility typically arise from an overemphasis on school marks. Many pupils feel that if acceptable marks are the only means of maintaining approval of teachers, parents and in some instances peers, then appropriate marks must be attained at all cost. This has led to degradation of morality, ethics and social responsibility; and this behavioral degradation is further carried by the student in all areas of his life and living. There are numerous factors that have led modern people to become selfish, self centered, ambitious, jealous, mean minded and uncaring for other lives and according to the researcher, the competition for marks and consequential mental conditioning is one of the prime factors.

Marks and Death of Creativity

It is accepted that civilization progresses due to education and the primary goal of education is to inculcate creativity among children. Research on creativity by Costaa *et al.* (2015) show that emotional intelligence, divergent thinking, openness to experience, creative personality, intrinsic motivation, positive affect and androgyny are all significantly related to creativity. The system of competitive marking and the resultant obedience it creates negatively influences these traits required for nurturing creativity.

Shepard and Smith (1989) found that assessments in educational institutions have many covert effects on children as well as on society, as students develop an attitude that education implies marks. To gain marks and status associated with marks they start replicating the existing social order to gain approval. Verkuytem (2000) even concluded that educational assessment and marking, in particular, give teachers considerable power over students and their future possibilities. This power gives teachers considerable control over students as facilitating or blocking of students' academic achievements rest with them. Students become bound to perform as per their teacher's expectations. Teacher's notions of correctness or incorrectness again rests on their knowledge, capacity and understanding; and students conferring teacher's expectations constrain their divergent thinking, openness to ideas, own emotional intelligence etc. Boehm and White (1967) found that even young children care for the marks given to them but are confused by the marking information. Their learning environment is spearheaded by marks and they spend considerable time, energy and effort to determine their status in the survival system of the classroom. If the teacher's appraisal is all that matters, pupils refrain from pursuing projects and ideas that run counter to the teacher's bias. Consequently, pupils become increasingly dependent on the teacher for direction in the learning process (Bostrom, 1961).

Creativity is highly correlated with self esteem as higher degree of self esteem gives more confidence and clarity for expression. Kelly and Rasey (1952) opined that continuous negative feedback received by low ability students in classroom situations negatively impact their self esteem. Marking system authenticates their inability in life and they consider themselves as subordinate beings on this planet. Stevens (1956) found that self esteem of students closely corresponds to marks assigned to them in schools as in a competitive environment marks are the only standardized measure which uniformly measures their ability as compared to their peers. Competitive evaluation and negative feedback dampens self esteem of slow learners and it causes them to perform far below their potential.

According to the researcher, marking and its consequential benefits forces a student to replicate the existing system in order to get approval and thereby maintain his social status. Few who do not confer the whims and fancies of the system are branded as failures in life. The social pressure on them forces them either to accept the prevailing norms or be secluded from formal educational setup. The genius and original self within the student are kept so silent by the system that most students forget about its existence and live a life of mediocrity.

Authenticity of Marking System

Marks do not look at qualities of a student. It assesses the correlation between observed answer and expected answer with higher the correlation, higher is the value. Objectivity in valuation has been questioned by many researchers and Bhuvaneshwari *et al.* (2019) observed that there is no uniformity in valuation among various institutions. It is also found that competent authorities make no special effort to standardize the judgments of the evaluators (teachers).

The actual purpose of examination is to give a just and reasonably accurate rating to all papers rather than determining pass (success) or fail (failure). According to Bragdon (1916), all teachers and examiners must unite on this issue and have common understandable standards so that differences in rating can be minimized. Brookes (1957) observed that the marking pattern has created a system where technique outruns appreciation as 'exams are driven to test only techniques and to ignore the appreciative aspects of subject, to use the one-word or one-number answer as the material to be marked rather than the essay or the selection of method'. This according to him results in creation of technicians rather than scientists, and mechanics rather than engineers.

Marking has been the center of discussion in all periods of educational development and Newsom (1934) remarked that adequate appraisal of students under any system of marking is difficult. It is found that even the best of assessments only reflects a fraction of students' abilities and knowledge. Satterly (1989) feels that there are many hindrances in devising reliable and valid test and thus, results represented by marks become an approximate measure. Rejecting marks as measuring instrument Fulda (2009) opined that marks are miscarriage of justice to students, even if marks as measuring instrument is assumed fair and marking is done perfectly. Brookes (1957) further said that if marking patterns were reviewed on a serious note, it would lead evaluators into deep waters as knowledge of psychology, of epistemology, of aesthetics, even of metaphysics are required for thorough analysis.

Teacher uses his knowledge of strengths, weaknesses and other particulars of his students and Fulda (2009) assessed that this knowledge becomes his reference point in case of any assessment. Any inaccuracy in teacher's perception distorts assessment or marks allotted by him (favorably or unfavorably) and the cost is ultimately borne by the student. Since teacher's knowledge and perception about students vary from place to place, time to time, person to person and situation to situation; marks as authentic unit of measurement of students' knowledge, skill and ability can never be accepted. Newsom (1934) stated that the issue with marks will probably never be solved as too many factors affect the domain and they can hardly be proportionately weighted to determine accurate marks.

Marks and its Reliability as Measuring Instruments

Marks become reliable measuring instruments only when the test is fair. According to Fulda (2009), 'a fair test should be representative sample of the materials covered and the difficulty of questions should also represent the difficulty level of the study materials. Every area taught must be tested in proportion to the time spent on it in class, in the textbook, in the readings, either by day or by lesson or by lesson plan, and at the level representative of the way it was taught, presented in the textbook, and so on.' It must be accepted that in spite of best of efforts, there remains unintended ambiguities and vagueness in the questions.

The authenticity of marking pattern and its reliability in testing academic achievement of students have been questioned by many researchers. Bragdon (1916) found that most teachers consider the marking of papers a bore and the least interesting phase of a teacher's work. Brookes (1957) opined that numbers are inaccurate measures of human qualities and qualities can only be described for each unique individual in paragraphs and not through arithmetical numbers. According to Culp (1929), 'A few teachers do have books on improving the examination, supplies of objective tests and copies of standardized tests. Report cards are used as an instrument of deception as the teachers are afraid to tell the truth.' Sharp (1924) also states that 'Marks are unreliable indices of an individual's ability as there are no standardized measuring instruments for measuring marks. One teacher might give a high percentage of high marks whereas the other evaluating the same script may give a low percentage.' Travers and Gronlund (1950) further stated that marks are unrealizable measure of achievement due to personal variation among evaluators and also due to fluctuations made by the same evaluator from one assessment time to the other. Reflection of students' achievement when inflicted by personal biases becomes unreliable measure of achievement. Ayer (1933) observed that teachers at all levels, elementary school, high school and university vary greatly in the relative percents of the different marks which they give to their pupils. He further found that different teachers marking the same answer or the same examination paper tend to vary materially in the marks as assigned and even marking the same examination paper at successive intervals of time varies materially in own given marks. Fulda (2009) adds that there remains difference of opinion about answers and partial credit for answers not completely on target.

Marks have little value as instruments appraising the past or predicting future success (Newsom, 1934). Influence of personal element of evaluator on marking makes it further more unreliable. Assessment factually says more about the person doing the assessment than about the student whose performance is being assessed (Verkuytem 2000).

Teaching according to the researcher is a two way process but marks have reduced it to a unidirectional one. When one holds the power to reward or punish the other, equality is not established. As one group (students) stands in position of adverse reaction in case of conflict, they agree without any constructive challenge to their teachers, and the very purpose of exchange of ideas is defeated.

Marks and Resultant Stress

Marks act as instrument to shape identity of students which is carried further in all areas of life. The purpose of assigning marks was for pupil's guidance (Newsom, 1934) but it has been defeated in present era of cut throat competition. Numbers have created insecurity among students as ones getting higher marks strive to protect his position of dominance and ones not getting them work hard to establish theirs. Thus, stress in the obvious byproduct of the system. The national record on student suicide shows beyond doubt the level of stress that students face. The National Crime Record Bureau of India data show that the 9478 students committed suicide in 2016, 9905 in 2017 and 10159 in 2018. It is further found that 28 students commit suicide in India every day which means every hour one Indian student ends his life (Garai, 2020).

Marks affects pupil's self respect, his overall achievement and his attitude towards schoolwork (Williams, 1968) and assignment of low group may give a student humiliation and lasting sense of failure. Counselors in academic settings recognize that many emotional problems pupils have may result primarily from the pressure of marks. De (2019) conducted an extensive survey on the causes of stress and from his research he found that academic stress is prevalent among his surveyed sample of 910 students either severely or moderately before examinations. It is further noted that the observed stressors relate to marks or consequences associated with marks; like Stress due to parental expectation (Rank 1); stress due to examination performance anxiety (Rank 2); stress due to competitive school environment (Rank 3); stress due to peer pressure regarding performance (Rank 4) etc. Stress due to relationship issues and stress due to financial problems were ranked much below the above said stressors.

According to the researcher, pressure to perform for survival becomes burdensome for a young soul and most of his golden childhood days are lost in pursuance of reward which has little relevance for him at his present age and vastly overlooked by quality-conscious society in professional life.

Concluding Remarks

Education according to Swami Vivekananda is 'manifestation of perfection already in man' but by quantifying progress towards perfection in numbers, the student is hypnotized to believe that he is not perfect and his degree of perfection can be quantified through grades. The magic numbers or marks cast a spell of delusion about success on the student. Williams (1968) correctly stated an efficacious and equitable policy for schools to increase student's self-esteem, achievement and affinity, would be to appraise him based on his ability, and compared only with his previous performances. If the student attempts to surpass his previous performance, the probability of his future success is high.

The foremost guide to liberation according to ancient Indian scriptures is through a life of knowledge, devotion and action without any attachment to the fruits of action or results. The essence of everlasting success, as described in the Bhagavad Gita, is performance of prescribed duties without being attached to the resultant fruits. For students it implies understanding, concept building, testing of knowledge in practical life and maintaining equanimity in all situations. The gospel of devotion to duty (studies), without attachment (marks), has shown the way of life to all men, who have sought everlasting joy. Deviation from this basic everlasting wisdom is sure to bring pain, depression, anxiety, tension, relationship problems for the individual and ill formed society.

According to the researcher, the colonial hangover and tradition of slavery would never be eradicated till India realizes that the only system that can thrive in this culture is the ancient apprenticeship system better coined as Gurukul system of education. Holistic education catering to all round development should be aimed, where the mind would be conditioned to react and respond to a bigger examination called life. The concept of education has to go beyond manufacturing cogs for the economic engine. Thus, the well fed mind must be replaced by a well formed mind to take this land towards the glory which was and forever is her right.

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A Comparative Analysis of M.A. in Education Program Evaluation System of Central and State Universities of Uttar Pradesh

*Lata, **Prof. Reena Agarwal

सारांश

वैश्विक प्रतिस्पर्धा के दौर में शिक्षा की गुणवत्ता बहुत महत्वपूर्ण हो गई है। राष्ट्रीय शिक्षा नीति 2020 में, शैक्षिक प्रणाली को वर्तमान परिवर्तित परिस्थितियों के अनुकूल करने के लिये सुधार की बात की गई है जिससे देश की युवा शक्ति उच्च शिक्षा प्राप्त करने के पश्चात् स्वयं को वैश्विक प्रतिस्पर्धा में सुदृढ़ एवं योग्य पाये तथा राष्ट्र के विकास में अधिक सर्मथता से योगदान दे सकें। वर्तमान शिक्षा प्रणाली में सुधार के लिये सुदृढ़ पृष्ठपोषण व्यवस्था की अति आवश्यकता है जिससे शिक्षा प्रकिया की प्रभाविता का ज्ञान हो सके। पृष्ठपोषण मूल्यांकन प्रकिया का अभिन्न अंग है जो सतत एवं व्यापक प्रक्रिया है। शैक्षिक मूल्यांकन प्रक्रिया, शैक्षिक कार्यक्रम के शुरू होने से पहले उसके उद्देश्यों को निर्धारित करने से शुरू होती है और विभिन्न अधिगम अनुभवों को प्रदान करने, व्यवहार परिवर्तन का आंकलन करने एवं वांछनीय व्यवहार परिवर्तन के संबंध में निर्णय लेने तक सतत रूप से चलती है। अतः प्रस्तुत शोध पत्र में उच्च शिक्षा के वर्तमान मूल्यांकन प्रणाली को समझने के लिये, उत्तर प्रदेश के केंद्रीय एवं राज्य विश्वविद्यालयों की मूल्यांकन प्रणाली का तुलनात्मक विश्लेषण किया गया है जिसके लिये मूल्यांकन प्रणाली के विभिन्न आयामों के संदर्भ में आंकड़े एकत्र करने के लिये केंद्रीय एवं राज्य विश्वविद्यालयों में संचालित स्नातकोत्तर शैक्षिक कार्यक्रम के अध्यादेश, प्रश्न-पत्रों, अंक-पत्रों एवं अन्य संबंधित दस्तावेजों को एकत्र कर उनका विश्लेषण किया गया तथा निष्कर्ष प्राप्त किये गये। प्राप्त निष्कर्षों पर राष्ट्रीय शिक्षा नीति 2020 और यू.जी.सी. की सिफारिशों के संदर्भ में चर्चा की गई है।

Introduction

The National Education Policy-2020 which is launched on 29 July 2020 delineate the vision of new education system of India. NEP 2020 focuses on five pillars -- Accessibility, affordability, quality, equity and accountability. It is designed to suit the needs of citizens as the demand for knowledge in society and the economy that requires acquiring new skills on a regular basis.The policy focuses on the quality education, opportunities for lifelong learning for all, leading to full and productive employment which is possible by making radical changes in existing education system. Students are often deprived of the quest for knowledge, the excitement of discovery and the joy of learning in traditional Higher education system of India, just because the current system in the university structure, examines memorization and knowledge acquisition and neglect overall personality. Basically, examination affect the whole education system not in a positive way which should be reform. Educational Evaluation is a systematic process that measures the effectiveness of provided learning experiences in reference ofachievement of instructional objectives using certain tools i.e. tests, observation, interview etc. Educational evaluation aimsto know about understanding what students have learned and their ability of problem solving and apply that knowledge. Evaluation serve as a tool for gathering evidence about student learning and collecting data regarding the attainment of cognitive, affective and functional objectives in order to make changes to the teacher's pedagogy. Thus, there is need to analyze the current system of education and educational evaluation to bring positive changes in the existed system. Howlader & Roy (2021), Mondal (2021), Chaliha & Gogoi (2019), Sarkar (2019), Meher (2018), Bhat (2017), Chahal & Manan (2017), Bairwa & Mangal (2017) and Moha (2017) have studied about different aspects of higher education evaluation system and draw conclusions. The present study is an effort to fill the gap of above conducting studies and make suggestions for a better evaluation system.

Objective

To compare the Evaluation System of M.A. in

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Research Method

Present study is a type of analytical research in which evaluation of facts and information pertinent to the program being conducted in order to find the most relevant information for the solution.

Population: All the Central and State Universities of Uttar Pradesh.

Sample: One Central and one State University was randomly selected from the separate list of Central and State Universities of Uttar Pradesh. Therefore, Allahabad University (AU) and Lucknow University (LU)are the sample of the present study.

Method of Data Collection

Present study is based on the analysis of evaluation system of Central and State universities i.e. Allahabad University and Lucknow University. Ordinances of the programs, question papers and results were studied for the analysis of the evaluation system of M. A. in Education Programof Central (AU) and State university (LU). The program, divided in 4 semesters are consisting of different type of courses i.e. Core, Elective, Value added, Inter-departmental and Practical activities, so all semesters were analyzed in reference of different component of Evaluation system i.e. Theory, Practical, Internal, External, Semester End exam and showedin percentage of a total marks of semester. Course categorization of the program also prepared to know the weightage, given to different aspects of Evaluation for the program.

Statistical Technique

In the present study, the data obtained by quantitativeanalysis in terms of weightage given to each course category and activities. The weightage is determined in terms of percentage.

Weightage (%) of the course category for semester of Academic Program :

$$\frac{\text{Total marks of specific Course category}}{\text{Total marks of Semester}}$$

Weightage (%) of the course category :

$$\frac{\text{Total marks of specific Course category}}{\text{Total marks of Academic Programmme}}$$

The data sheets prepared for the analysis consist of separate columns depicting Papers, various courses type, credits, Practical, External-Internal evaluation, Theory, Semester End Exam, Mid-term test, Best of the test and Assignment. Analysis procedure is done by analyzing each type of courses of all Semesters. The program not only consists of different type of theory courses i.e. Core, Elective, Interdepartmental and Value added but also different type of practical activities. Separate data sheets were also prepared for the course categorization of the program to analyze the complete weightage, given to any aspects in form of External/ End semester exam and Internal. Each information unit is selected from the collected ordinances, mark sheets, question papers and was added in specific category. Later total of each course category and activities were converted into Percentage to draw conclusions.

Data Analysis

Objective of the study is to compare the Evaluation System of Central and State universities. For this, the evaluation system of Post Graduate Academic Program-M. A. in Education is compared and interpreted, as shown in the following Tables:

Table 1 (a): Comparison of Evaluation scheme of M.A. in Education-I Semester of Central University (AU) and State University (LU)

S. No.	Paper	Central University (AU)						State University (LU)					
		Course type	Credit	Practical	Theory External	Theory Internal	Total	Course type	Credit	Practical External	Theory External	Theory Internal	Total
1.	Paper 1	CC	05	-	60	40	100	CC	4	-	70	30	100
2.	Paper 2	CC	05	-	60	40	100	CC	4	-	70	30	100
3.	Paper 3	CC	05	-	60	40	100	CC	4	-	70	30	100
4.	Paper 4	CC	05	-	60	40	100	CC	4	-	70	30	100
5.	Paper 5							CC	4	100	-	-	100
6.	Paper 6							VC	4	-	70	30	100
	Total		20	-	240	160	400		24	100	350	150	600
	Total in %				60	40	100			16.67	58.33	25	100

CC = Core Course, VC = Value Added Course

It is evident from table 1 (a) that in M. A. in Education - I Semesterof Central University (AU), consist 4 core courses of 5 credits each, while State University (LU) consist 4 core courses, 1 practical and 1 Value added course of 4 credit each. In this way, M. A. in Education - I Semester, In Central University (AU) and State University (LU) is of 20 and 24 credits respectively. In Central University (AU), practical has received no weightage, while in SU (LU) it has received 16.67% weightage. In Central University (AU) End semester exam and Internal respectively have received 60% and 40% weightage respectively; while in State University (LU) it has received 58.33% and 25% weightage respectively.

Table 1 (b): Comparison of Course Structure of M. A. in Education - I Semester of Central University (AU) and State University (LU)

Theory /practicum / Dissertation/ activities	Central University (AU)					State University (LU)				
	CT	SEE / Internal	Marks%		Total %	Course Type	Ex./In.	Marks	%	Total %
Theory	CC	SEE	240	60	100	CC	Ex	280	46.67	66.67
		In	160	40			In	120	20.00	
						VC	Ex	70	11.67	16.67
							In	30	05.00	
Practicum								100	16.67	16.67
Total			400	100	100			600	100	100

CT = Course Type, SEE = Semester End Exam, In = Internal, Ex. = External, CC = Core Course

It is evident from table 1(b) that in M.A. in Education - I Semester of Central University (AU), Core theory courses has received 100% weightage, with 60% going to External and 40% going to Internal while in State University (LU) it has received 66.67% weightage, with 46.67% going to External and 20% going to internal evaluation. In Central University (AU), Value Added courses have received no weightage; while in State University (LU) it has received 16.67% weightage, with 11.67% going to External and 5% going to Internal. In Central University (AU), Practical has received no weightage; while in State University (LU) it has received 16.67% weightage.

Table 2 (a): Comparison of Evaluation scheme of M. A. in Education - II Semester of Central University (AU) and State University (LU)

S. No.	Paper	Central University (AU)						State University (LU)					
					Theory						Theory		
		Course type	Credit	Practical	External	Internal	Total	Course type	Credit	Practical External	External	Internal	Total
1.	Paper 1	CC	05	-	60	40	100	CC	4	-	70	30	100
2.	Paper 2	CC	05	-	60	40	100	CC	4	-	70	30	100
3.	Paper 3	CC	05	-	60	40	100	CC	4	-	70	30	100
4.	Paper 4	CC	05	100	-	-	100	CC	4	-	70	30	100
5.	Paper 5							CC	4	100	-	-	100
6.	Paper 6							CC	4	-	70	30	100
7.	Paper 7							VC	-		-	-	-
	Total		20	100	180	120	400		24	100	350	150	600
	Total in %			25	45	30	100			16.67	58.33	25	100

Cr. = Credit, Pr. = Practical

It is evident from table 2 (a) that in M.A. in Education - II semester of Central University (AU), consist 4 core courses of 5 credits each; while in State University (LU) consists 5 core courses, 1 practical of 4 credit each and 1 Value added non-credited course. In this way, M. A. in Education - II Semesterof Central University (AU), and State University (LU) is of total 20 and 24 credits respectively.

In Central University (AU), Practical has received 25% weightage; while in State University (LU) it has received 16.67% weightage. In Central University (AU) Semester End Exam and Internal have received 45% and 30% weightage respectively; while in State University (LU) external and internal have received 58.33% and 25% weightage respectively.

Table 2 (b): Comparison of Course Structure of M. A. in Education - II Semester of Central University (AU) and State University (LU)

Theory /practicum / Dissertation/ activities	Central University (AU)					State University (LU)				
	CT	SEE / Internal	Marks	%	Total %	Course Type	Ex./In.	Marks	%	Total %
Theory	CC	SEE In	180 120	45 30	75	CC	Ex In	350 150	58.33 25.00	83.33
Practical	CC	SEE In	60 40	15 10	25	Pr.		100	16.67	16.67
Total			500	100	100%			600	100	100

It is evident from table 2 (b) that in M.A. in Education -II Semester, of Central University (AU) Core theory has received 75% weightage, with 45% going to semester end exam weightage and 30% going to internal; while in State University (LU) it has received 83.33% weightage, with 58.33% going to External and 25% going to internal. In Central University (AU), Practical has received 25% weightage, with 15% going to External and 10% going to internal; while in State University (LU) it has received 16.67% weightage.

Table 3 (a): Comparison of Evaluation scheme of M. A. in Education - III Semester of Central University (AU) and State University (LU)

S. No.	Paper	Central University (AU)						State University (LU)					
		Course type	Credit	Practical	Theory External	Theory Internal	Total	Course type	Credit	Practical External	Theory External	Theory Internal	Total
1.	Paper 1	CC	05	-	60	40	100	CC	4	-	70	30	100
2.	Paper 2	CC	05	-	60	40	100	CC	4	-	70	30	100
3.	Paper 3	CC	05	-	60	40	100	EL	4	-	70	30	100
4.	Paper 4	CC	05	-	60	40	100	EL	4	-	70	30	100
5.	Paper 5							SI	4	100	-	-	100
6.	Paper 6							ID	4	-	70	30	100
	Total		20	-	240	160	400		24	100	350	150	600
	Total in %				60	40	100			16.67	58.33	25.00	100%

EL= Elective course, SI = Summer Internship, ID = Interdepartmental

It is evident from table 3 (a) that in M.A. in Education -III semester of Central University (AU) consist 4 core courses of 5 credits each; while in State University (LU) it consists of 5 core courses, 1 practical of 4 credit each and 1 Value added non-credited course. Thus, M.A. Education - semester III In Central University (AU) and State University (LU) is of total 20 and 24 credits respectively. Table also shows that In Central University (AU) practical has received no weightage while; in State University (LU) it has received 16.67% weightage. In Central University (AU) Semester end exam weightage and Internal have received 60% and 40% weightage respectively; while in State University (LU) it has received 58.33% and 25% weightage respectively.

Table 3 (b): Comparison of Course Structure of M. A. in Education - III Semester of Central University (AU) and State University (LU)

Theory /practicum / Dissertation/ activities	Central University (AU)					State University (LU)				
	CT	SEE / In.	Marks	%	Total %	CT	Ex./In.	Marks	%	Total %
Theory	CC	SEE	240	60%	100	CC	Ex	140	23.33	33.33
		In	160	40%			In	60	10.00	
						EL	Ex	140	23.33	33.33
							In	60	10.00	
						ID	Ex	70	11.67	16.67
							In	30	05.00	
Summer Internship						SI		100	16.67	16.67
Total			400	100%	100%			600	100%	100%

It is evident from 3 (b) table that in M.A. in Education - III Semester of Central University (AU) Core theory courses has received 100% weightage, with 60% going to semester end exam and 40% going to Internal; while in State University (LU) it has received 33.33% weightage, with 23.33% going to external and 10% going to internal. In Central University (AU) Elective courses has received no weightage; while in State University (LU) it has received 33.33% weightage, with 23.33% going to external weightage and 10% going to internal. In Central University (AU) Interdepartmental courses has received no weightage; while in State University (LU) it has received 16.67% weightage, with 11.67% going to external and 5% going to internal. In Central University (AU) Practical has received no weightage; while in State University (LU) it has 16.67% weightage.

Table 4 (a): Comparison of Evaluation scheme of M. A. in Education - Semester IV of Central University (AU) and State University (LU)

S. No.	Paper	Central University (AU)						State University (LU)					
		Course type	Credit	Practical	Theory External	Theory Internal	Total	Course type	Credit	Practical External	Theory External	Theory Internal	Total
1.	Paper 1	CC	05	-	60	40	100	CC	4		70	30	100
2.	Paper 2	CC	05	-	60	40	100	EL	4		70	30	100
3.	Paper 3	EL	05	100	-	-	100	EL	4		70	30	100
4.	Paper 4	CC	05	100	-	-	100	MD	8	200	-	-	200
5.								ID	4		70	30	100
	Total		20	200	120	80	400		24	200	280	120	600
	Total in %			50	30	20	100			33.33	46.67	20	100

MD= Master Dissertation, Candidates scoring 60% and above will be allowed for opting dissertation.

It is evident from table 4 (a) that in M.A. in Education - IV semester of Central University (AU), consist 1 core courses, 1 Elective course and practical of 5 credits each; while State University (LU) consist 1 core courses, 2 elective course and 1 Interdepartmental course of 4 credit each and Master Dissertation of 8 credits. In this way, M.A. (Education), semester III In Central University (AU) and State University (LU) is of total 20 and 24 credits respectively. In Central University (AU), practical, Semester end exam and Internal have received 50%, 30% and 20% weightage respectively while in State University (LU) it has received 33.33%, 46.67% and 20% weightage respectively. Central University has allowed to opt Dissertation as elective paper to only those candidates who have scored 60% or above till III Semester.

Table 4 (b) : Comparison of Course Structure of M. A. in Education - IV Semester of Central University (AU) and State University (LU)

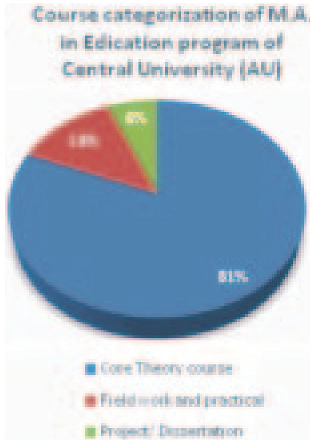
Theory /Practicum / Dissertation/ Activities	Central University (AU)					State University (LU)				
	CT	SEE / In.	Marks	%	Total %	CT	Ex./In.	Marks	%	Total %
Theory	CC	SEE In	120 080	30 20	50	CC	Ex In	70 30	11.67 05.00	16.67
						EL	Ex In	140 60	23.33 10.00	33.33
						ID	Ex In	70 30	11.67 05.00	16.67
Master Dissertation	EL	SEE In	60 40	15 10	25	MT		200	33.33	33.33
Field work and Practical	CC	SEE In	60 40	15 10	25					
Total			500	100%	100%			600	100%	100%

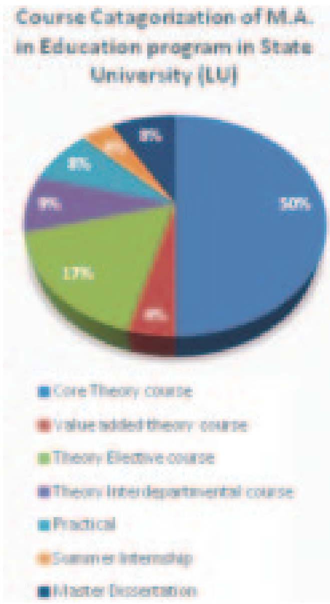
Candidates scoring 60% and above will be allowed for opting dissertation.

It is evident from table 4 (b) that in M.A. in Education - IV Semester of Central University (AU), Core theory courses have received 50% weightage, with 30% going to semester end exam and 20% going to internal; while in State University (LU), it has received 16.67% weightage, with 11.67% going to External and 5% going to internal. In Central University (AU) Elective courses have received 25% weightage, but candidates scored 60% or above till III Semester, are only allowed to choose Dissertation as elective paper; while in State University (LU) it has received 33.33% weightage, with 23.33% going to External and 10% going to internal. In Central University (AU) Interdepartmental courses have received no weightage, on the other hand in State University (LU), it has received 16.67% weightage, with 11.67% going to External and 5% going to internal. In Central University (AU), Master thesis has received 25% weightage, with 15% going to External, 10% going to internal and Field work and practical has received 25% weightage, with 15% going to External and 10% going to internal; while in State University (LU) Master Thesis has received 33.33% weightage.

Table 5 (a): Comparison of Course Structure of M. A. in Education - I to IV Semester of Central University (AU) and State University (LU)

Theory /Practicum / Dissertation/ Activities	Central University (AU)					State University (LU)				
	CT	SEE/In.	Marks	%	Total %	CT	Ex./In.	Marks	%	Total %
Theory	CC	SEE In	780 520	48.75 32.50	81.25%	CC	Ex In	840 360	35.00 15.00	50.00
						VC	Ex In	070 030	02.92 01.25	04.17
	EL	SEE In				EL	Ex In	280 120	11.67 05.00	16.67
						ID	Ex In	140 060	05.83 02.50	08.33
						PR		200	08.33	08.33
Field work and practical			200	12.50	18.75	SI		100	04.17	04.17
Project/ Dissertation	EL		100	6.25		MD		200	08.33	08.33
Total			1600	100%	100%			2400	100%	100%





It is evident from table 5 (a) that in Academic Program M.A. in Education (I to IV Semester) of Central University (AU), Core theory courses has received 81.25% weightage, with 48.75% going to semester end exam and 32.50% going to internal; while in State University (LU) it has received 50% weightage, with 35% going to External and 15% going to internal. In Central University (AU); Elective courses has received 6.25% weightage and candidates scored 60% or above till Semester III, are allowed to opt Dissertation as their elective paper; while in State University (LU) Elective course has received 16.67% weightage, with 11.67% going to External and 5% going to internal. In Central University (AU) Interdepartmental courses have received no weightage; while in State University (LU) it has received 8.33% weightage, with 5.83% going to External and 2.50% going to internal. In Central University (AU), Field work and practical and Project/Dissertation have received 12.50% and 6.25% weightage respectively; while in State University (LU) Practicum, Summer Internship and Master Thesis have received 8.33%, 4.17%, and 8.33% weightage respectively.

Conclusions

- Both type of universities i.e. Central University (AU) and State University (LU), M.A. (Education) program has approximately similar % of weightage in theory and practicum.
- In Central University (AU), the M.A. in education program has External weightage of 60% in each while it is 70% in State University (LU) and Central University (AU) and State University (LU) has Internal weightage of 40% and 30% in respectively.
- In Central University (AU), the M.A. in education program has divided the Practicum as External weightage of 60% and Internal weightage of 40% whereas State University (LU) has 100% External evaluation of Practicum activities.
- In Central University (AU), the M.A. in education program has Dissertation as an Elective course while it is compulsory in State University (LU).
- In Central University (AU), the programM.A. in education does not have Value added course and Interdepartmental courses in M.A. (Education) while it is in State University (LU).
- In Central University (AU), the M.A. in education program included different practical activities i.e. Review of 1 book & 5 research papers, Quantitative analysis through MS-Excel, Testing of Intelligence, Survey of one Educational institution, Construction of Achievement Test, Critical review of two video presentation of MOOCs and Development of Program Learning Material while State University (LU) have Educational Psychological Practical and Educational Excursion as a Practicum.
- In Central University (AU), the M.A. in education program has 13% weightage to Internship/Field work whereas in State University(LU), it has 4% weightage.

Discussion

The quintessence of universities is one that builds vibrant communities of scholars, helps students to become well rounded individuals. A comprehensive approach encompassing appropriate curriculum, engaging pedagogy, continuous formative evaluation and adequate student support is essentials of effective learning. A program curriculum should be relevant and interesting, updated regularly to align with the latest knowledge requirements and meet specific learning outcomes.

It is observed from the analysis that Both type of universities i.e. Central University (AU) and State University (LU), has given more weightage to theory and less weightage to practicum in M.A. in Education Program. NEP 2020 on page no. 37 focuses on active engagement the practical side of learning. Thus, Universities should increase the practical engagement of students to improve their employability. It is also observed from the analysis that in both universities, the M.A. in education program has more External weightage i.e. 60% in Central University (AU) and 70% in State University (LU) and less Internal weightage i.e. 40% and 30% respectively. UGC referenced internal evaluation system of universities of western countries and favored 100% internal evaluation approach it on page no. 12 of Evaluation Reforms in Higher Educational Institutions. Thus, Universities should increase the weightage of internal evaluation with objective evaluation techniques.

It is observed from the analysis that in Central University (AU), the M.A. in education program has Research Dissertation as an Elective course while it is compulsory in State University (LU) and has given weightage of 6.25% and 8.33% respectively in AU and LU. NEP 2020 pointed on page no. 45 that "Research in the arts and humanities, along with innovations in the sciences and social sciences are extremely important for the progress and enlightened nature of a nation……India has a long historical tradition of research and knowledge creation in disciplines and this needs to be further strengthened to make India lead." Thus Universities should increase the weightage of research based experiences at post graduate level.

It is observed from the analysis that in Central University (AU), the program M.A. in education does not have Value added course and Interdepartmental courses in M.A. (Education) while it is in State University (LU).UGC also pointed such shortcoming of universities on page no. 7 of Guidelines for Transforming Higher Education Institutions into multidisciplinary Institutions that HEIs disciplinary boundaries are so rigid that the opportunities to learn and explore different disciplines are less explored. There is a need of innovative program of interdisciplinary nature to help widen the thinking of learner and train to address emerging challenges, which is also in focus of NEP 2020. Thus Universities should include difference type of courses to make a rich experience based post graduate level programs

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Impact of Globalization on Work Culture

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सारांश

वैश्वीकरण नया मूलमंत्र है जो पिछली सदी के नब्बे के दशक से दुनिया पर हावी हो गया है। वैश्वीकरण ने दुनिया की अर्थव्यवस्था में जबरदस्त बदलाव किए हैं। इसने औद्योगिक प्रतिष्ठानों में क्रांति ला दी है। भारत ने भी अपने उद्योगों में वैश्वीकरण की विभिन्न चुनौतियों का सामना किया है। उद्योगों की कार्य संस्कृति पर वैश्वीकरण का प्रभाव एक महत्वपूर्ण पहलू है। सकारात्मक कार्य संस्कृति की कमी के लिए अक्सर भारतीय संगठनों की आलोचना की जाती है। लोग अक्सर भारतीय संगठनों की कार्य संस्कृति की तुलना पश्चिम में पाए जाने वाले संगठनों से करते हैं और इस निष्कर्ष पर पहुँचते हैं कि भारत में कम से कम औद्योगिक क्षेत्र में सकारात्मक कार्य संस्कृति का अभाव है। भारतीय उद्योगों की कार्य संस्कृति की तुलना जापानी कार्य संस्कृति और गुणवत्ता से की जाती है। कार्य संस्कृति के मोर्चे पर भारतीय संगठनों ने कई सुधार किए हैं। हालांकि, स्थिति में सुधार के लिए अभी भी काफी प्रयासों की जरूरत है। संगठन की संस्कृति में उच्च प्रदर्शन की भावना का निर्माण करने की आवश्यकता है।

यह लेख भारतीय अर्थव्यवस्था के विशेष संदर्भ में कार्य संस्कृति पर वैश्वीकरण के प्रभाव का अध्ययन करता है। यह निष्कर्ष निकाला गया कि वैश्वीकरण ने भारत को महत्वाकांक्षी विकास हासिल करने के लिए एक मंच दिया है। वैश्वीकरण के बाद कार्य संस्कृति में भी काफी सुधार हुआ है। विकास और बेहकर कार्य संस्कृति के लक्ष्यों को एक साथ प्राप्त करने के लिए, नीति निर्माताओं को एक सख्त जवाबदेही प्रणाली सहित वितरण मॉडल विकसित करना चाहिए।

1. Introduction

Globalization is the new buzzword that has come to dominate the world since the nineties of the last century with the end of the cold war and the break-up of the former Soviet Union and the global trend towards the rolling ball. With the states having increased reliance on the market economy and renewed faith in the private capital and resources, a process of structural adjustment spurred by the studies and influences of the World Bank and other international organizations have started in many of the developing countries. Also Globalization has brought in new opportunities to developing countries. Greater access to developed country market and technology transfer hold out improved productivity and higher living standards. But globalization has also thrown up new challenges like growing inequality across and within nations, volatility in financial market and environmental deteriorations. Another negative aspect of globalization is that a great majority of developing countries remain removed from the process. Till the nineties the process of globalization of the Indian Economy was constrained by the barriers of trade and investment liberalization. Investment and financial flows initiated in the nineties has progressively lowered the barriers of competition and hastened the pace of globalization.

Globalization as a concept refers both to the compression of the world and the intensification of consciousness of the word as a whole. In so far as discussion is closely linked to contours and nature of modernity, globalization refers quite clearly to recent developments. By now even though the term is even used very closely, and indeed in contradictory ways, it has itself become part of "Global Consciousness" an aspect of the remarkable proliferation of term centered upon "Global".

The following Figure 1 indicates four major components or references of the conception of globosity to basic ways in which we are able to empirically inform analysts to make sense of globosity, as well as the form in terms of which globalization has in the last few centuries actually proceeded.

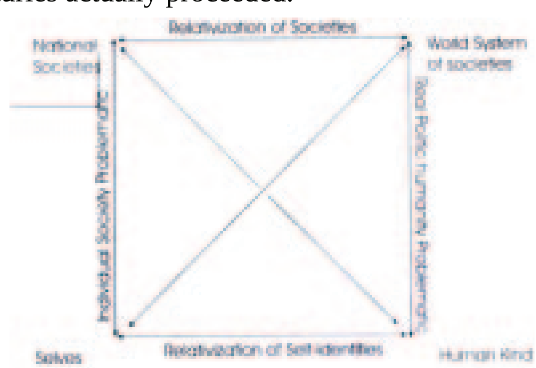

Figure 1. Major Components of Globosity

India has been an agricultural economy till independence. Even after independence, the emphasis was on agriculture in the first five year plan. With the

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second five year plan there was a marked shift towards heavy industrialization. The share of agriculture in the GDP declined from about 56% in 1950-51 to less than 30% in 2002-03, while the share of industry rose from 15.6% to 30% and that of the service sector from 29% to 45% during the corresponding period. It must be said to India's credit that it produces a wide variety of industrial and consumer goods and that, over the years the dependence of the performance of the industrial sector on agriculture sector has reduced considerably. India, also has not felt the crunch of recession or the adverse effects of business cycles. Its middle class has grown to over 300 million, a vast enough market even as over 300 million continue to live below the poverty line.

2. Impact of Liberalization and Globalization on Industrial Relations

Globalization has substantially influenced the nature of industrial relations (IR) policies being followed by employers, and reduced the power of trade unions. Some social scientists caution that severe social tensions will result from acute economic inequality that will result from these policies in the next few decades. They see a severe weakening of countervailing power in society as well. The frameworks of IR of different organizations in the new environment are being oriented to new business exigencies. Strategic shifts in management's approach to manage IR are noticeable at covert as well as overt levels. These are resulting in new types of negotiated settlements, which reflect a greater degree of employee cooperation.

From the different types of IR models that are being followed by organizations, a shift of focus is noticeable. As seen in Figure 2, one could think of six broad typologies of IR dynamics in the Indian context. The shift could be seen from different types of pluralist models to some or the other types of unitary IR repressive pluralism.

I. Traditional Pluralism	II. Paternalistic Pluralism	III. Ambivalent Pluralism
IV. Repressive Pluralism	V. Neo Unitarism	VI. Coercive Unitarism

Figure 2. Six Broad Typologies of IR Models

In the era of globalization employers are trying to shift from the first three models of IR to the last three, thus adopting policies of some kind of "no-union model" or "weak union model." This is done through the practice of HRM strategy, which is known to become popular across the world especially in multinational companies. Interestingly, the right of laborers' to organize and bargain collectively remains intact in most parts of the world. But employers are coming heavily on laborers' efforts towards unionization, as they believe that trade unions adversely obstruct managerial autonomy.

The new way of managing collective labour power through implementing the philosophy of human resource management (HRM), or as it is often labeled as human resource development (HRD) in the Indian context, emerged as the most effective way of promoting cooperative unionism or in other words weakened unionism. One can notice that more and more organizations are busy on working on policies that dilute union efficacy or result in wiping them out altogether, and thus are making strategic shifts in their HRM policies. Of course, some in India (e.g. the Tata Steel) manage union through carefully devised and implemented paternalistic strategies.

Many British academics have argued that the new philosophy of HRM is wolf in sheep's clothing, or iron fist with velvet gloves, or sugar-coated pill that lead workers to a state of illusion about happiness and well being. Most such arguments are rooted in HRM's supposedly debilitating role in promoting trade unionism. HRM also puts a covert pressure on workers to endorse their consent to the employer's new authoritarianism. It is argued that HRM leaves real issue affecting working class unattended. Job and income insecurities, fear of substitution, pressure to maintain existing life style, and the employers' efforts towards individualization of employment contract prevent workers from standing up to challenge the new workplace order. All these are symptoms of weak labour power.

3. Changes in Labour Laws, Labour Standards and Collective Bargaining

Labour law reforms have long been overdue. After the National Commission on labour submitted its report in 1969, piecemeal efforts were made to amend the legislation. In the two decades that followed, comprehensive labour reform bills were introduced on parliament on three occasions. But on each occasion, before they could be discussed the government changed. The bipartite committee headed by G. Ramanujam, President of the Indian National Trade Union Congress, recommended some far reaching changes in the Trade Unions Act and ID Act in 1990. The labour minister's conference and the 29th ILC meeting agreed to consider the implementation of at least the unanimous recommendations. The draft bill was ready but its timing was considered inauspicious by a government with a fragile majority and faced with several other crises.

The barriers to entry have been eased. Exit restrictions, however, still apply. The problem lies not with prior notice for lay off, retrenchment, lockout or closure, but with prior permission from the government to implement any managerial decisions on these aspects. Employers say that permission from the government is generally elusive and labour ministers agree that it is politically unwise for any minister to agree to closure or retrenchment. Somehow, though closures and retrenchments do take place. Litigation in such cases however, takes decades. The key point to be noted here is that while in a civilized society certain kinds of protection for laborers are necessary, one must ensure that it does not become unduly restrictive giving rise to unintended dysfunctional ties and counterproductive consequences.

4. Changes in Labour Welfare Laws

The 1990s have brought worker welfare back onto the centre stage. The preoccupation since the 1940s has been with welfare benefits while in service. Now the focus has shifted to post retirement welfare benefits. The PF contribution of employers was raised in all. The pension scheme has replaced the existing family welfare benefits scheme. The new pension fund scheme has been controversial for the following reasons. In an earlier round of wage negotiations, a common plan was made in most agreements for the introduction of a third retirement benefit, i.e., for pension in addition to gratuity and P.F. But the new pension scheme does not create a third benefit, merely replacing the existing benefit with a new one. The return on investment under the pension scheme is low and the government has withdrawn the financial contribution it was making to the family benefit scheme while converting it and the employee's PF contributions into a pension scheme. In the wake of pressure from trade union federations, the government has agreed to restore its earlier contribution.

5. Social Safety Nets

When we are discussing social safety nets in the context of increasing globalization, we are concerned mainly with social safety nets for the unemployed, particularly those rendered redundant due to restructuring. Workforce reduction should be the last, not the first option in restructuring. The provision of a social safety net is intended to take care of a vulnerable. Its purpose is to soften the adverse effects on the people displaced, rather than make it easy for employers to get rid of people. It is underlined that not all sick units need to be closed or resort to workforce reductions. Similarly, profitable companies may not remain viable unless they adapt to changes. Productivity can be improved not only by denominator management (producing more with less people) but also through numerator management (producing more with the same number of people) where the demand for the product is not a problem. Experience reveals that the absence of a social safety net has resulted in delays or deferments of restructuring. Timely restructuring will avoid closure of units, which would otherwise become chronically sick. The longer the delay in restructuring the more chronic the problem becomes, resulting in a harsher impact on labour.

Several countries have believed in the recent past that redundancy can be fought with retraining and redeployment, and that skills obsolescence can be prevented or minimized through retraining. But, when the new jobs created are less than the job lossed plus the fresh additions to the labour force, redeployment will solve only the problem of redundant workers, not the unemployment of fresh entrants into the job market. Several companies have introduced schemes, which provide for higher compensation than that mandated by low to those who want to retire voluntarily. Profitable companies, proactively restructuring their enterprises through downsizing, may have the capacity and commitments to develop such schemes and make payments over and above legally mandated amounts. Sick and closed units, however, do not often have the capacity and commitment to pay even the legal dues. Social safety nets should also be considered in order to provide subsidies to industries with a view to arresting the retrenchment of workers (to keep employment within the enterprises during the crises period) or to minimize the effect of layoffs and retrenchments. The subsidies could cover in certain cases, up to 50% of the total wage cost. Also the relevant laws should be amended such that in the unfortunate event of the closure of enterprises and other liquidation procedure, workers wags, severance pay, unpaid bonus, and other such outstanding payments should be first charged on the liquidated assets of the concerned company or group of enterprises.

6. Effect of Globlization on Work Culture: Indian Experience

Indian organizations are often criticized for lack of positive work culture. People often compare the work culture of Indian organizations with those found in the west and come to the conclusion that India lacks a positive work culture at least in the industrial sector. Often comparisons are made with the Japanese work culture and quality. In order words, there is a need to build a spirit of high performance into the culture of an organization. This need for culture change will become clearer if we briefly review the major problems confronting Indian organizations today.

Again India is found wanting vis-à-vis its Asian counterparts. It is not uncommon to find Indian workers being accused of high absenteeism, poor discipline, low morale and lack of interest in work and having little concern for productivity. To the extent that this criticism is valid, it points towards erosion of work ethic in Indian industrial organizations. At the same time, Indians working abroad, whether as scholars, scientists, professionals, artisans or even unskilled workers, are known to have done their country proud by exhibiting a level of performance that is second to none. In last few years, tremendous changes have taken place all over the world and under its impact the Indian economy is passing through the phase of deregulation and de-licensing. Coupled with this we have to make our impact felt in the world market. In this situation our industries have to make real progress to be able to make a place for them, not only within the country but also outside. While the challenges before our economy are so stupendous, the scenario still continues like this. Wherever you go, at the airport, railway station, public hospitals, banks, industrial enterprises or any department of the government, you are faced with a situation of functional anarchy. Practically, nothing seems to be working well and in time. The work culture which is the very basis of the improvement, remains steeped with indifference. To improve this, one has to continuously work towards improvement with involvement of each and every employee of the organization in an integrated manner made by trade unions and other public opinion makers without any consideration for the state of economy. The global market place today is marked by diversity, whether this is considered in terms of the work force, the customer, the contractor, the suppliers or the organization itself. HR professional and managers, especially, must possess competencies for dealing with such diversity for leaders who would use cultural understanding and skills to improve personal and organizational effectiveness.

7. India's Development Before and After Globalization

The debate on development has taken an interesting turn during the last two decades or so. Major economies of the world had earlier been divided into the capitalist block and the socialist block. The former let the market dominate and believed in the flow of trade across nations and the latter looked inward and closed doors for trade outside. This divide has been disappearing now beginning with the 1990s as most of the nations have joined the bandwagon of globalization. Globalization, in the early nineties, was greeted with great euphoria as capital flow to the developing world had increased six fold in six years from 1990 to 1996 (Stiglitz, 2006). Let us discuss this section in two parts.

7.1. India Before Globalization (1950-91)

India began its journey of development with socialistic ideals and self reliance. It took recourse to policies which laid emphasis on development of an in house industry and import substitution industrialization. Radhakrishna *et al.* (2006) writes "At the time of independence there was a deep distrust of market forces and international trade due to strong feelings among the nationalists that the laissez faire policy of the British had drained India's wealth and capital. The initial success of the Soviet planning and the Fabian Socialism had influenced the policy making in favor of Import Substitution Industrialization".

The first two decades after Independence laid the foundations and progress in modernization of the conventional armed forces, developments in scientific areas particularly those related to space and establishment of strategic industries in certain sectors. The Green revolution of the 1960s was a very important achievement. The policy interventions of early seventies also saw the quintessence of the government's socialistic orientations when the public sector was at its commanding heights, all the banks were nationalized, the license Permit Raj was at its zenith and 'Garibi Hatao' rhetoric was powerful. Foreign trade accounted for only about 5 per cent of the national income with the share in world trade at less than one percent.

The overall growth rate during 1950-80, however, was 3.5 per cent per annum (called the Hindu growth rate). The slow rate of growth was explained by the policy makers as an outcome of the ideology to pursue socialistic orientations. Ironically, though the score card of the socialistic goals was less than bright, poverty levels remained very high at close to 50 per cent in the 1970s. This was despite the fact that numerous special programs to reduce poverty and augment employment were formula led and implemented with a heightened rhetoric of 'Garibi Hatao' in the seventies. The focus of the campaign was the government launching some of the most ambitious programs of employment generation and poverty reduction like the integrated Rural Development Program (IRDP), Marginal Farmers and Agricultural Labourers Program (MFAL), Small and Marginal Farmers Development Program (SFDA), Development of Women and Children in Rural Areas (DWCRA) for rural women, Training of Youth for Self Employment (TRYSEM) for the unemployed youth, National Rural Employment Program (NREP), Rural Employment Guarantee Program (RLEGP), and Jawahar Rojgar Yojna (JRY) for employment generation in the rural areas.

The 1980s witnessed a change in thinking and there was a selective relaxation of controls, easing of imports and re-entry of some of the foreign companies, mostly joint ventures, with the Indian partners. The growth rate did pick-up and was a 5.5 percent per annum during 1980-90. Substantive policy shifts, however, did not take place during this decade.

7.2. India after Globalization

The most important push factor for India to get into liberalization and globalization was the precarious foreign exchange reserves. An immediate recourse to loan from the international organization became imperative. The World Bank and the IMF agreed to provide loans with some conditionality relating to liberalizing trade, rationalizing public sector expenditure and financing, privatizing public sector undertakings and reforming the fiscal sector to mobilize and allocate resources efficiently. The thrust of the changes was to reduce fiscal profligacy, make the economy outward looking and follow an export oriented growth strategy as compared to the import substitution strategy of the past. Some of the crucial parameters resulting to globalization in India are discussed in the following subsections.

7.2.1. Income and Savings : The impressive macro economic growth also led to a 7.4 per cent growth in the per capita income during 2006-07. The saving rate during the same year has been estimated at 32.4 per cent and the investment rate at 33.8 per cent. Both the savings and investment rate have been steadily growing during the last few years. Many economists are of the view that the period of globalization has seen an astounding success story of growth. Poverty, for instance, has been halved to 20 per cent from 40 per cent in 1989. Furthermore, it took almost 40 years to quadruple income after 1950 and it will now take 20 years during the period of globalization. Inequality has also not gone up as it has in China.

The growth in the post globalization period has also not totally bypassed the rural sector as the proportion of households using electricity (34 per cent to 54 per cent), Cooking Gas (2 per cent to 11.71 per cent), and use of Refrigerator has increased. The poorest of the poor, i.e., those who go hungry in some or all months of the year has reduced from 5.5 per cent to 2.6 per cent (during 1993-94 to 2004-05). (Times of India, New Delhi May 6, 2007)

7.2.2. Fiscal Consolidation : The gross fiscal deficit of the central and state governments had been as high as 9 per cent in 1990-91. In case the losses of the non financial public sector undertakings and the oil pool balance were included, the deficit was 10.9 per cent of the GDP. Domestic payments and external debt during that year accounted for almost 40 per cent of this deficit. India truly faced fiscal insolvency at that point of time (Butler and Patel). The deficit was reduced in the next year (1991-92) to 7.2 per cent of the GDP. It has been steadily declining with the exception of some years and by 1998-99 it was reduced to 5.1 per cent. This has further come down to 3.3 per cent of the GDP in 2005-06.

7.2.3. Foreign Exchange : The country has a very comfortable foreign exchange position both in terms of the Foreign Direct Investment and Foreign Institutional Investment. What triggered the economic crisis in 1991 was the precarious foreign exchange situation. With the growing strength of the balance of payments, it has tentatively chalked out a phased roadmap for making the rupee convertible on capital account by 2011.

7.2.4. India's Image in The West : India had stagnated at the national level for over four decades and this was presented by the western media and others in an even poorer light. The last fifteen years have seen a metamorphosis in this image with the western experts predicting India to be a superpower by 2020. India's success in IT and ITES, entry of multinational companies, recent acquisitions by Indian companies abroad, a robust macro-economic growth, etc. have contributed to this positive image.

7.2.5. Emerging Sectors: IT, the financial sector and now retail have emerged as new hubs of economic activity in the post globalization scenario. This along with the manufacturing growth has contributed to the robustness of the Indian economy, its image in the west and more importantly in the creation of jobs for the educated and school dropouts. IT & ITES have created around 10 million jobs which would not have been possible without globalization policies. The IT and ITES sectors are also likely to achieve very high rates of growth of 16 per cent and 40 per cent per annum in the next five years, respectively.

7.2.6. Corporate Sector Performance : The performance of the Indian corporate sector has been outstanding, despite the limitations of technology and comparable inefficiencies with the international partners, particularly in earlier years of reforms. It is today globally competitive. Not only that they have risen to the challenge and made most of the opportunities provided to them through the relaxation of controls, but many of them have now entered to second phase of acquiring established international companies.

7.2.7. General Rise In Expectations : During the period of globalization the Indian poor, though uneducated, have seen the opportunities being created and have become more demanding through forcing the government to act for them.

8. Concluding Remarks

India has had an asymmetric growth after globalization. The rejection of the 'India Shining' slogan of the previous government is an apt example of this. Although this disparate growth has been a feature of Indian economy since independence, it has got accentuated by the far greater prosperity of some sections of the society after globalization. Despite this, there has been a much greater preoccupation of the policy makers on achieving macro economic growth even after liberalization and globalization. The agenda of the government has to place an equal emphasis on macro growth as well as an inclusive growth to enable all citizens to be able to reap the benefits of the opportunities being created by growth. Many of the relevant issues have been articulated by the present government during the last fourteen years. A large number of commissions had been set up which have delineated the path of going ahead to achieve inclusive growth. Not much has, however, been accomplished on the ground, which, among others, requires a complete overall of the structure of the delivery system. There are also resource constraints and India's expenditure on health and education is much less than the desired levels. This makes it all the more important to effectively utilize the scarce resources. Globalization had given India a platform to achieve ambitions growth. For this growth to be inclusive, the policy makers must develop delivery models including a strict accountability system and a collaborative effort involving the private sector as well as the civil society.

It is said that the manager do not create successful companies but market do. In the new work culture we need to focus on frontiers of management or marketing. The key to new business and technological advancement is through some form of synergy or symbiosisprofiting through sharing and combing brain power or economic resources. That will require changes in our very competitive culture; in legislation, which is anti-trust oriented; and in structures so that new mechanisms are created that are multi disciplinary and cross industrial. The same concept can be applied to relations with laborers, management, stake holders and consumers who have more to gain through mutual cooperation than conflict. Those organizations that transform themselves from provincialism and ethnocentrism to cosmopolitan companies with global perspectives will prosper.

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Educational, Work and Agricultural Status of Women in Uttarakhand

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सारांश

महिलाएं देश में कृषि और संबद्ध गतिविधियों के प्रदर्शन के केन्द्र में हैं। भारत सरकार ने महिलाओं की सामाजिक-आर्थिक स्थिति में सुधार करके और विभिन्न क्षेत्रों में उनकी भागीदारी को प्रोत्साहित करके लैंगिक अंतर को पाटने और असमानता को कम करने पर ध्यान केंद्रित किया है। यह पेपर उत्तराखंड में 1) भौगोलिक क्षेत्रों, 2) डिवीजनों, 3) सामाजिक समूहों और 4) कृषि वर्गों में महिलाओं की शैक्षिक, कार्य और कृषि स्थिति प्रदान करने का प्रयास करता है। राज्य में महिला शिक्षा की स्थिति, महिला साक्षरता दर, शिक्षा में बेहतर जीईआर और उच्च शिक्षा के लिए टीआर के रूप में अच्छी है, लेकिन राज्य को पीएचडी नामांकन को प्रोत्साहित करने की आवश्यकता है जो तुलनात्मक रूप से कम है। काम की स्थिति दो डिवीजनों में ज्यादा भिन्न नहीं है, लेकिन स्पष्ट रूप से पहाड़ी क्षेत्रों में महिलाएं मुख्य और सीमांत श्रमिकों के रूप में सक्रिय रूप से भाग ले रही हैं। राज्य की कृषि भूमि में महिलाओं का सीमित स्वामित्व है। राज्य में मैदानी क्षेत्रों की तुलना में ग्रामीण एवं पर्वतीय क्षेत्रों में महिलाओं की स्थिति भूमि के बंटवारे की दृष्टि से बेहतर है। कृषि पद्धतियों को करने के लिए प्रशिक्षण के माध्यम से सरकारी सहायता से उनकी सामाजिक-आर्थिक स्थिति में और सुधार हो सकता है।

Introduction

Government of India has given utmost priority to bridge the gender gap in India, reducing disparity between men and women, improving the health of women, increasing their socio-economic status and participation in various fields.Government has reserved 33% of the seats in Panchayati Raj Institutions for women. National Education Policy (NEP), 2020 prioritises gender equity and envisions ensuring equitable access to quality education, especiallyto Socially and Economically Disadvantaged Groups (SEDGs). A number of enabling provisions have been incorporated in the recently enacted Labour Codes. The Mahatma Gandhi National Rural Employment Guarantee Act, 2005 (MGNREGA) mandates at least one third of the jobs to women. Mission Poshan 2.0, PM MatruVandnaYojna, Janani Shishu Suraksha Karyakaram, Janani Suraksha Yojana, PM SurakshitMatritva Abhiyan etc. are some of the welfare measures undertaken by the GOI (PIB, 2021).Status of women in health and education sector, work and decision making has improved as compared to previous assessmentsMOSPI (2015).There is still a lot to improve. India still ranks 112 out of 153 countries in global gender gap report (UNICEF, 2020). According to the Global Gender Gap Index (GGGI) Report 2020 India has scored 0.354 in economic participation and opportunity, 0.962 in educational attainment, 0.944 in health and survival and 0.411 in political empowerment on the scale of 1.

This research is a step in this direction highlighting the demographic, educational, working and agricultural status of the women in Uttarakhand. The spatial distribution across various geographical regions, division and for the social groups and farm classes of farm categories are discussed. The landholding status of women is analysed in detail under such categorisation.In Uttarakhand, the livelihood status of female in every household is like the centre pillar of the family. They play a crucial central role in the daily household activities, state agricultural activities especially in the hill and rural regions, forest-basedactivities to collect woods and grass, livestock and dairy management etc. The policies to encourage active participation of female in the community services, self-help groups, especially in the rural and hill regions is an import aspect of the rural development and uplift the living status and to lead a dignified and respectful life. Various studies highlighted the need to strengthen the status of women.

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Some past studies

Some of the studies specially focusing on the status of women in Uttarakhand emphasised the need to encourage involvement and participation of female in various activities for their personal, social and economic development to bring them in mainstream. Dighe (2008) listed various schemes on women empowerment in various departments in Uttarakhand and concerned on the holistic approach of these departments and suggested to focus on empowering groups of women altogether. Nautiyal and Dabral (2012) highlighted that newspaper coverage of women's issues is mainly on sexual harassment and the issues like gender equality, women health and education, legal rights, potential for political activityare negligible. Nivedita and Sati (2014) highlighted that the women facilitator has limited or without training and technical knowledge, issues of manipulationat different levels and emphasis on the requirement of the family support, especially in the joint families.

Rawat and Chandra (2015) mentioned how the women have helped food security and ecologically sustainable farming in the region but concerned that the new generation is not able to utilise this traditional knowledge system due to changing roles, policy at government level and due to male migration from hill regions. Pant (2016) emphasis to promote awareness campaign in the rural and remote areas on dietary habits and nutrition due to below the standard nutrition intake brings suffering from Chronic Energy Deficiency (CED). Pathak (2016) found high gender bias in women participation in economic decisions, limited political participation, limited leisurely and recreational activities. Shrivastava & Shrivastava (2017) observed that women have limited financial independence and suggested to use loans for productive purposes to generate income options. Naithani *et. al.* (2018) highlighted that the gross output of women own enterprises is just 3.5% from 10% share in the SSI sectorin state mainly due to limited access to capital, low confidence level, less technical knowledge. Higher gender disparity in literacy in districts with high literacy rate and gender disparity at different level of education (Kumar, 2020). Joshi and Chaudhary (2021) indicated limited land holdings of women and unequal distribution of resources along with technological and educational barriers impacts their role in rural farming.

Objectives, Data and Methodology

The broader objectives of the study are to:

(i) Understand the socio-economic and agricultural profile of women in Uttarakhand.

(ii) Analyse the status across geographical regions, social groups and farm categories.

(iii) Suggest measures to fill the emerging gender gaps and disparity, if any.

Majorly, three of the official data sources are utilised for the analysis along with various other authentic sources preferably from government sources. The demographic and work force data collected from census of India-2011. The average land holding by farmers, female landholder's share and the land shareholding data is collected from Agri-Census database, Ministry of Agriculture. Data on basic and higher education levels is collected from unified district information system for education plus report 2021-22 and All-India Survey on Higher Education (AISHE) report 2020-21, Ministry of Education.

Basic statistical analysis is preferred to compute various preliminary statistical analysis such as averages, percentage distribution, growth rates etc. Various shares and proportions calculated to analyse education status. The share of female workers is analysed under different work categories. The status of female landholders is analysed to capture the spatial variation of land holding patterns. The districts of Uttarakhand state are categorised as per the study frame below:

Geographical regions	-	Hill (9 districts), Semi-hill (2 districts) and plain (2 districts)
Divisions	-	Kumaun (6 districts) and Garhwal (7 districts)
Social groups	-	Scheduled caste, scheduled tribes, others (OBC & general)
Farm Classes	-	Marginal, small, semi medium, medium, large

Results and discussions

Recent trend in educational performance of girl children

The status of education in the state is well poised, as the literacy rate (71.6%) is better than the national average (64.8%). The state government societieshave implemented the Rashtriya Madhyamik Shiksha Abhiyan (RMSA)scheme which is revised in 2013 by central government to improve the functioning, management, monitoring, evaluation and research for better output. Other central government sponsored educationalschemes such as Sarva Shiksha Abhiyan (SSA), National Literacy Mission (NLM) Programme, Mid-Day Meal scheme

(MDMS). Various other programmes under the umbrella of District Primary Education Programme like BRC, CRC, ECCE and teacher training are also effective to strengthening the education status and infrastructure in the state.The unified district information system for education plus report 2021-22 suggest that about 95.1% schools have the girl's toilet and 90.3% are currently functional. The Gross Enrolment Ratio (GER) across all the educational levels and the Transition Rate (TR) to upper level of education is better for girls as compared to the boys in the state. Even at the higher education level, the GER at the national level is higher for female than male students. The All-India Survey on Higher Education (AISHE) report 2020-21 suggest about 40 collages per lakh population of 18-23 years in Uttarakhand is better than national estimate of 31. The female enrolment in higher education is 50.8% as compared to national estimate 48.7% butstate need to encouragefemale PhD enrolment which is at 38.2% compared to national enrolment share of 44.9%. The female enrolment share is below 50% in OBC (47.8%), persons with disability (49.3%) and EWS (38.5%).The overall enrolment in various higher education level courses in past 5 years in the state is reported in Figure 1.

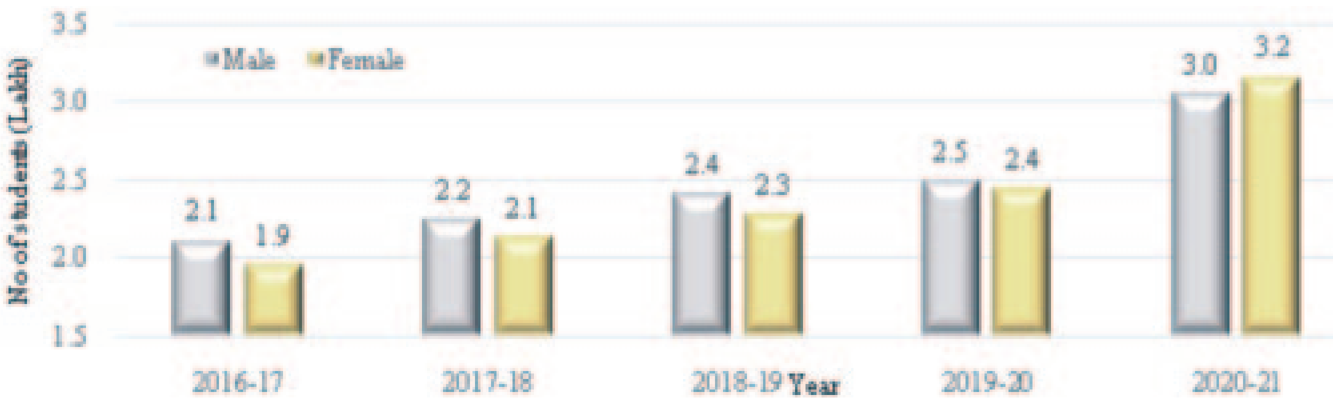

Figure 1: Student's enrolment in higher education in Uttarakhand in recent years

Source: AISHE report 2020-21

Existing demographic and working status of women

About two-third of the state's population is in the working age group of 15-59 years (Economic Survey, Uttarakhand, 2021-22), better than the national estimates. Census 2011 counts about 149.8 million total female workers in the country, of which 81.3% are from rural part. About65% female workers are associated with agricultureas cultivators (24%) or agricultural labours (41.1%). The current nationalLabour Force Participation Rate (LFPR) is 22.8% and Worker Population Ratio (WPR) is 21.8% for female (Periodic Labour Force Survey (PLFS) - July'19-June'20 Report. The female LFPR is way below the male LFPR at national and state level. In Uttarakhand the female LFPR decreased from 36.5% in 2011-12 to 31.8% in 2019-20 but still higher than the national rate. It is 37.3% in rural which is more than double than in urban (17.5%) in the state. Also, a high Unemployment Rate (UR) of 15.5% is noted for urban female. Just 14% of skilled labour force in state needs proper training. The state is already integrated with the 'Shram Suvidha Portal' and also have adopt the system of 'Variable Dearness Allowance (VDA)'. Uttarakhand is the leading state in implementing the Majithia Wage Board recommendations. 64% workers are self-employed compared to national average of 53.5%, can be transformed as entrepreneurs if properly trained with skills, technology and management through government initiatives such as start-ups.

The share of female main workers in state population is 27.9% constitute about 16.2% of state female population (Table 1). About 73.3% of female population is not working and 10% are marginal workers. Hills region have performed better as 24.9% of female hill population are main workers, whereas in plain region share is just 7.9%. Overall, about 43.8% share of female as main workers in overall state hill population, which is just 14% in plain region.The variations in work status are not much significant across two divisions but the Kumaun division reported slightly higher share of main and marginal female workers. Overall, the rural parts perform better than urban regions, reporting higher main and marginal worker female population across the geographical regions and state divisions for all comparable working parameters.

Table 1: Female work participation across geographical regions and divisions

Female work status (in %)	Geographical regions			State divisions		Uttarakhand
	Hill	Semi-Hill	Plain	Kumaun	Garhwal	
Female with respect to overall population (in %)						
Population	51.5	47.7	47.3	49.4	48.8	49.1
Main workers	43.8	21.4	14.0	30.7	25.7	27.9
Marginal workers	58.0	43.4	42.4	53.0	51.1	52.0
Non workers	53.8	60.4	61.1	57.9	58.7	58.4
Female share in overall female population (in %)						
Main workers	24.9	13.2	7.9	18.1	14.7	16.2
Marginal workers	17.4	6.0	5.7	11.9	9.5	10.5
Non workers	57.7	80.8	86.4	69.9	75.8	73.3

Source: Author's computation from Census 2011.

Landholding status of women

Women are playing a very important role in performing agricultural and allied activities in the state, especially in hill and rural parts with limited mechanisation, resources, connectivity and institutional support. Imputations based on the latest Agri-census database 2015-16 suggest that in Uttarakhand nearly 12.1% of agricultural land is hold by 13.9% individual female landholders excluding joint holdings.Across all the study groups- i.e., geographical regions, divisions, social groups and farm classes, the average land holding of male farmers is higher than female farmers, in general, indicative of the male dominance in agricultural decision making (Table 2). On individual basis, average land holding of male is 0.73 hectare compared to 0.62 hectare per female indicative of male dominance in holding larger land sizes. The average land holding per female is lowest in the semi-hill districts (0.52 hectare) followed by hill districts whereas for male it is least in hill regions. Of the total state land, above 70% landholding of female is in hill and above 22% in plain regions.

Table 2: Detailed landholding status by geographical region, division, social groups and farm classes

Region/ Division		Farm class/ Social group	Average land holding of male (Ha.)	Average land holding of female (Ha.)	Female landholder's share (across, %)	Area share of female (across, %)	Female landholder's share (within, %)	Area share of female (within, %)
Geographical and divisional distribution by farm classes								
Geographical regions	Hill	Marginal	0.46	0.46	86.38	64.44	15.43	15.40
		Small	1.38	1.38	11.48	26.04	11.21	11.22
		Semi med.	2.58	2.57	2.01	8.47	9.14	9.10
		Medium	5.10	5.09	0.13	1.05	7.84	7.83
		Large	12.38	n.a.	n.a.	n.a.	n.a.	n.a.
	Plain	Marginal	0.36	0.35	78.17	37.51	13.83	13.36
		Small	1.36	1.39	13.87	26.71	11.58	11.77
		Semi med.	2.74	2.68	6.31	23.41	9.73	9.54
		Medium	5.10	5.00	1.60	11.09	9.62	9.45
		Large	16.03	18.56	0.05	1.28	21.43	23.99
	Semi-hill	Marginal	0.39	0.32	86.77	53.39	13.22	11.24
		Small	1.39	1.36	9.52	24.84	7.15	7.00
		Semi med.	2.72	2.61	3.05	15.26	5.19	4.97
		Medium	5.41	4.94	0.66	6.23	3.88	3.56
		Large	15.42	12.00	0.01	0.28	1.43	1.12

Divisions	Kumaun	Marginal	0.45	0.44	83.21	54.63	13.99	13.64
		Small	1.39	1.39	12.66	26.32	11.06	11.06
		Semi med.	2.65	2.61	3.43	13.42	10.36	10.23
		Medium	5.11	5.02	0.68	5.13	12.13	11.94
		Large	15.61	19.50	0.02	0.49	17.39	20.86
	Garhwal	Marginal	0.41	0.41	86.49	61.19	15.91	16.01
		Small	1.37	1.38	10.86	25.84	10.63	10.68
		Semi med.	2.68	2.63	2.41	10.95	7.16	7.05
		Medium	5.25	4.99	0.22	1.94	3.74	3.57
		Large	15.08	11.50	0.00	0.08	2.53	1.94
Geographical and divisional distribution by social groups								
Geographical regions	Semi-hill	Gen & OBC	0.73	0.65	83.08	88.38	14.79	13.31
		SC	0.46	0.42	16.11	11.02	13.60	12.40
		ST	0.50	0.47	0.81	0.62	14.09	13.21
	Hill	Gen & OBC	0.86	0.73	90.08	90.63	13.79	11.85
		SC	0.48	0.43	6.04	3.61	8.09	7.27
		ST	1.14	1.07	3.89	5.75	9.92	9.38
	Plain	Gen & OBC	0.69	0.51	86.00	83.74	13.81	10.57
		SC	0.70	0.54	10.43	10.85	6.74	5.33
		ST	2.07	0.78	3.57	5.37	4.05	1.57
Divisions	Kumaun	Gen & OBC	0.78	0.70	82.76	86.90	13.83	12.58
		SC	0.49	0.45	14.84	10.01	11.52	10.61
		ST	0.98	0.86	2.40	3.10	11.54	10.29
	Garhwal	Gen & OBC	0.73	0.61	86.60	90.45	15.18	12.90
		SC	0.50	0.40	12.53	8.62	12.85	10.55
		ST	1.85	0.62	0.87	0.94	4.90	1.71

Source: Author's computation from Agri-Census 2015-16.

Within the region share of female landholders in total hill land is 13.2% whereas in semi-hill region it is just 7.5% land is owned by female. Across two divisions, status of female landholders is slightly better in Kumaun region. the average handholding of female large farmers in Kumaun division (19.5 hectare) is much higher than that of in the Garhwal division. The women large farmers have bigger land holding in plain regions and holds nearly 24% of total land in this particular farm class and geographical region. Across farm class, women marginal farmers hold 64.4% land in hills but it is just 37.5% in plains.Surprisingly, the average landholding of 'Schedule Tribes (ST) male and female farmers is higher compared to other social groups, especially in plain regions, but just 3-4% of region land.Across the divisions better prospects of landholding were observed for "General and OBS' and 'SC' women farmers in Garhwal division whereas the "ST' women farmers have higher share in landholding in Kumaun division.

Conclusion and policy suggestions

The study finds a decent performance of women in education and work participation as few such state indicators performed better than national estimates but encouragement towards higher education and skill development, technical education to get better work opportunity is required to boost self-confidence and make economically independent. The landholding status reflects still limited ownership of women in state agricultural land but their contribution cannot be ignored to support households, agriculture and allied practices. Women in rural and hill regions are performing much better in terms of working status and land holding status.Supportfrom government through training and promotions to perform agricultural practices in far-flung hilly region will motivate them to perform much better.

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Analysis of determinants responsible for Cesarean delivery in Uttar Pradesh:Evidence from NFHS-5 (2019-21)

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Abstract

Background & objectives : The continuous growth in the number of caesarean section deliveries in many countries, including India, has long been a source of concern among researchers. With the escalating medicalization of human health, the practice of caesarean section deliveries has become a choice for many medical professionals as well as the general public. It is in this context, the proposed study attempts to identify major determinants of cesarean delivery in the context of Uttar Pradesh, India.

Methods : This Cross-sectional study uses data from National Family Health Surveys (NFHS)-5 conducted in between 2019-21. The NFHS-5 gave information on 35766 deliveries in Uttar Pradesh. The sampling design and survey procedure for data collection were the same as described in the NFHS-5 national report. Graphs, data tabulation, and multivariate logistic regression analysis were used to assess the study's findings.

Results : The estimates determinants [Adjusted odds ratio (AOR): 95% confidence interval (CI)] for cesarean delivery in Uttar Pradesh were as follows: Age of women at marriage 15-24 years (AOR=0.736; 95% CI: 0.614, 0.882) and 25-34 years (AOR=0.857; 95% CI: 0.735, 0.998); Women age at birth ≤19 year (AOR=0.617; 95% CI: 0.478, 0.798) and 20-24 year (AOR=0.701; 95% CI: 0.555, 0.885); Underweight BMI (AOR = 0.510; 95% CI: 0.446, 0.582), Normal BMI (AOR = 0.613; 95% CI: 0.564, 0.666); First order birth (AOR = 2.504; 95% CI: 2.217, 2.829), second order birth (AOR = 1.877; 95% CI: 1.68, 2.097); No ANC visits (AOR = 0.533; 95% CI: 0.476, 0.597); Delivered in private facility (AOR = 8.228; 95% CI: 7.602, 8.904); Hindu (AOR = 1.126; 95% CI: 1.015, 1.249); SC/ST (AOR = 0.768; 95% CI: 0.684, 0.862) and OBC (AOR = 0.817; 95% CI: 0.745, 0.897); Poorest wealth quintiles (AOR = 0.749; 95% CI: 0.644, 0.87), Poorer wealth quintiles (AOR = 0.878; 95% CI: 0.771, 0.999); Women with no education (AOR =0.71; 95% CI: 0.622, 0.81), Primary education (AOR = 0.783; 95% CI: 0.676, 0.98), and Secondary education (AOR= 0.901; 95% CI: 1.22, 1.40); Women living in Urban areas (AOR = 1.199; 95% CI: 1.087, 1.323). The estimates were insignificant for Size of the Child, 4-5 ANC visit.

Interpretation & Conclusions : Our main findings reveal that there is very high likelihood of Cesarean section delivery in the women from urban residence and deliver in private sector health facilities with other clinico-social profile in Uttar Pradesh. Government health policymakers should take the effort to limit Cesarean section deliveries by increasing maternal health literacy and awareness among women and the community, hence reducing future consequences.

Background & objectives

The delicate health conditions of developing countries due to scarcity of resources along with medicalization of health conditions has raised serious concerns and made difficult to achieve health for all specially of women and child. Therefore, by developing a rational plan and using appropriate interventions as needed we can improve and safeguard the maternal health care. Childbirth is a perfectly natural process, not a disease. Lately, there has been increased in practice of obstetrical interventions on a global scale (AkyIldIz *et al.*, 2021). One of the obstetrical interventions which have been widely scrutinized is caesarean sections. Interventions are considered as lifesaving when executed following an apt medical indication (Souza *et al.*, 2010). With the advances in anesthetic services and improved surgical technologies, the morbidity and mortality of this procedure have come down considerably. This, albeit wrongly, buoyed up obstetricians to perform more and more caesarean sections, generating a universal upswing

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in caesarean section both developed and developing countries (Ghosh S., 2014). Caesarean Section is a surgical procedure whereby the fetuses after the end of 28 weeks are delivered through an incision on the abdominal and uterine walls. An operative procedure in which delivery is done via incising the walls of abdomen and uterus after 28 weeks is known as Caesarean Section. When done for the 1st time, it is labelled as Primary Caesarean Section. When the operation is performed in successive pregnancies, it is referred to as repeated caesarean section (Dutta & Konar, 2013). It can be performed as Elective and Emergency Procedure. Commonly, determinants for primary cesarean delivery comprises of abnormally slow or protracted labor, abnormal fetal heart rate, malpresentation, multiple gestations, and fetal macrosomia (Caughey *et al.*, 2014).

World Health Organization (WHO) states that "Caesarean sections are continuing to rise at a global level, accounting for more th an 21% of all childbirths. This number is set to rise over the next decade i.e. 29% of all births likely to be taken place by caesarean section by 2030" (Sandall *et al.*, 2018).

Likewise, as per the National Family Health Survey (NFHS-4), 17% of live births were C-section deliveries (Human Reproductive Health, 2021) and as per NFHS-5, 21.5% of live births were C-Section deliveries out of which 47.4% C-sections were done in private health facility and 14.3% in public health facilities.

WHO has suggested that the ideal rate for caesarean sections to be conducted should be between 10% and 15% in any country. WHO also stated that, "At population level, C-section rates higher than 10% are not associated with reductions in maternal and new-born mortality rates" (Betran *et al.*, 2016).

Indian has made remarkable achievements and improved the coverage of institutional delivery over decades via various Safe Motherhood Programmes, one of them is Janani Suraksha Yojana (Roy *et al.*, 2021). There is a notable increase in caesarean delivery rates from the former years without an indication of benefit of the outcome. The rate of Caesarean deliveryis constantly rising due to justifiable and non-justifiable reasons (Figure 1).

Although cesarean delivery can be lifesaving but the prompt rise in its rate, in the absence of evidence of significant decrease in maternal or neonatal morbidity or mortality give rise to a matter of concern that it is being overused (Gregory *et al.*, 2012).

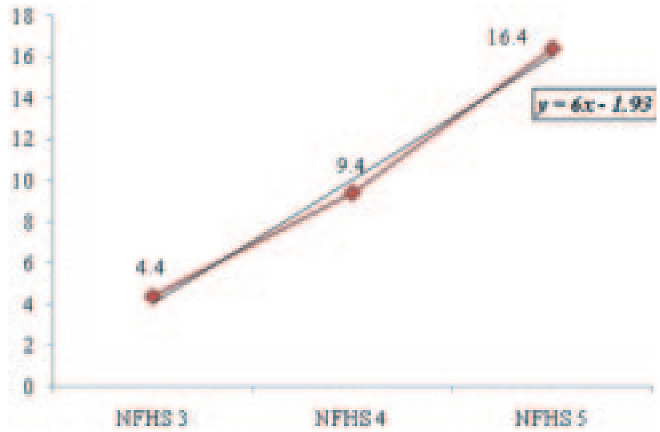

Figure 1: Caesarean delivery rates in Uttar Pradesh

Important to address is that there is a significant variation in numbers of caesarean section deliveries conducted in private and public hospitals. The point of this paper is to determine the socio-economic, demographic, and maternal health-related characteristics associated with increasing trends of caesarean deliveries.

Material & Methods

Data source:

This cross-sectional study is procured from the fifth round of the National Family Health Survey (NFHS-5), 2019-2021. "It is a wide reaching nationally representative sample survey done in 2019-2021 conducted by International Institute for Population Sciences (IIPS) and supervised by Ministry of Health and Family Welfare (MoHFW), Government of India. It covers all 28 states and 8 union territories and also provides information on all 707 districts in India. NFHS-5 was mapped out to provide information on husband's background and women's work; sexual behavior; HIV/AIDS knowledge, attitudes, and behavior; and domestic violence only at the level of state (in the state module), while indicators in the district module are reported at the district level [NFHS]. The sampling technique used for NFHS-5 is two-stage stratified sampling. For the election of PSUs (Primary sampling Units), Census of 2011 served as the sampling frame. Census Enumeration Blocks (CEBs) and Villages were taken as PSUs in urban areas and rural areas respectively. PSUs having less than 40 households were connected to the nearest PSU. A detailed sampling design, technique and procedure of survey have been apportioned in the national report of the NFHS-5".

Study participants:

At the national level, the interview of 724,115 eligible women aged between 15-49 years incorporated in NFHS-5, 96.9% participants responded in 636,699 households. Participants in the state of Uttar Pradesh were confined to women having age between 15-49 years who had given birth to at least 1 child in the last 5years (n = 37851) after removing missing observation and assuming sample weight. Additionally, we made use of a subset of samples on the basis of place of residence in selected state: Rural delivery (n=29919) and Urban delivery (n=7970) (Figure 2). After the data were properly filtered and cleaned for relevant indicators of Caesarean section delivery were used for data analysis.

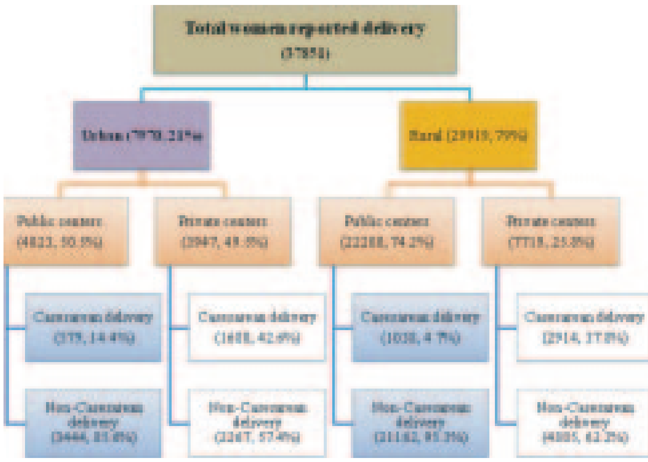

Figure 2: Description of study participant

Statistical analysis:

The analyses were done after eliminating list wise cases of missing, flagged and no information from the NFHS 5 data. We have calculated absolute percentage of caesarean delivery for different predictors to know the prevalence of caesarean deliveries. The Binary logistic regressions model was made to appreciate the associated predictors with the caesarean deliveries in India. The statistical formula for the multiple logistic regression models is given below:

$$\pi_i = f(x) = \begin{cases} 1, & \textit{if} \text{ Delivered by caesarean delivery} \\ 0, & \textit{if} \text{ Delivered by non-caesarean delivery)} \end{cases}$$

Logistic regression model:

$$\log\left(\frac{\pi_i}{1-\pi_i}\right) = \beta_0+\beta_1 x_1+\beta_2 x_2+\beta_3 x_3+\ldots\ldots\ldots..+\ \beta_n x_n$$

Where and βi (i = 0, 1, 2….12) are the regression coefficients associated with the reference group and the x_i predictor variables of caesarean deliveries define in Table 1.

Table 1: Variable Description Used in Model

Outcome Variable	
Caesarean section delivery	Yes i.e. Caeserean section delivery - coded as 1 No i.e. Non caesarean delivery-coded as 0 (NFHS-5)

Explanatory Variable	
BMI of mother	< 18.49 kg/m2 - Underweight, 18.50-24.9 kg/m2 - Normal, ≥25 kg/m2 - Overweight or obese
Birth order of child	1, 2 or ≥3
ANC visits	No visit, 4-5 visit , > 5 visit
Size of child at birth	Small, average, or large, as reported by the mother
Wealth Index	Poorest, Poorer, Middle, Richer, Richest
Highest educational level of mother	No education, Primary, Secondary, Higher
Type of place of residence	Urban, Rural
Caste	Scheduled Caste/Scheduled tribe, OBC, Others
Religion	Hindu, Non-Hindu
Mother's age at marriage	15-24 years, 25-34 years, 35-49 years
Mother's age at first birth	Less than or equal to 19 years, 20-29 years, greater or equal 30 years
Health care facility	Public, Private

The regression results are conferred by adjusted odds ratio (AOR) and a 95% confidence interval (CI). All Statistical analyses were performed using STATA version 13.0 (Stata Corp LP, Texas USA).

Results

Table 1: A Multivariate logistic regression model forassessment of the factors associated with Caesarean section for Uttar Pradesh (2019-20)

Variable	Particulars	Frequency (%) of Cesarean Delivery	AOR	95% C.I. for AOR		
				Lower	Upper	p value
Mother's age at marriage	15-24	1192(27.08)	0.736	0.614	0.882	0.001
	25-34	2822(64.11)	0.857	0.735	0.998	0.047
	35-49®	388(8.81)				
Mother's Age at first birth	≤ 19	760(17.26)	0.617	0.478	0.798	0.000
	20-29	3448(78.33)	0.701	0.555	0.885	0.003
	≥ 30®	194(4.41)				
BMI[b]	Underweight	397(9.02)	0.51	0.446	0.582	0.000
	Normal	2324(52.79)	0.613	0.564	0.666	0.000
	Overweight/Obese®	1656(37.62)				
Birth Order	1	2117(48.09)	2.504	2.217	2.829	0.000
	2	1466(33.30)	1.877	1.68	2.097	0.000
	≥ 3®	819(18.61)				
Size of the Child[c]	Average	3101(70.45)	0.95	0.845	1.069	0.395
	Large	761(17.29)	1.076	0.935	1.237	0.307
	Small®	507(11.52)				
ANC Visit	No visit	933 (21.19)	0.533	0.476	0.597	0.000
	4-5	2443 (55.50)	0.924	0.84	1.016	0.102
	>5®	1026(23.31)				
Place of delivery	Private	3248(73.78)	8.228	7.602	8.904	0.000
	Public®	1154(26.22)				
Religion	Hindu	3610(82.01)	1.126	1.015	1.249	0.025
	Non-Hindu®	792(17.99)				
Caste[e]	SC/ST	893(20.29)	0.768	0.684	0.862	0.000
	OBC	2320(52.70)	0.817	0.745	0.897	0.000
	Other castes®	1189(27.01)				
Wealth index[d]	Poorest	488(11.09)	0.749	0.644	0.87	0.000
	Poorer	847(19.24)	0.878	0.771	0.999	0.048
	Middle	757(17.20)	0.887	0.783	1.006	0.062
	Richer	984(22.35)	1.122	1.001	1.259	0.051
	Richest®	1326(30.12)				
Mother's Highest educational level	No education	622 (14.13)	0.71	0.622	0.81	0.000
	Primary	376(8.54)	0.783	0.676	0.908	0.001
	Secondary	1931(43.87)	0.901	0.82	0.991	0.032
	Higher®	1473(33.46)				
Type of place of residence	Urban	1241(28.19)	1.199	1.087	1.323	0.000
	Rural®	3161(71.81)				
Constant [f]			0.159			0.000

***Source** : Author's Calculation from NFHS-5 data set.*

Abbreviations: *®"Reference Category, AOR. Adjusted Odds ratio*

a. NFHS, National Family Health Survey 5 (2019-20).

b. Underweight was defined as a BMI of less than 18.49, Normal weight as a BMI of 18.50 to 24.99, and overweight or obese as a BMI of 25.00 or higher.

c. Size of child at birth as told by the mother.

d. Defined by the NFHS wealth index as "The relative index of household wealth based on the standard set of assets owned by the household, including ownership of consumer items and dwelling characteristics." Five categories of wealth quintiles (poorest, poorer, middle, richer, and richest) from the NFHS wealth index were used.

e. Caste system categories as defined by the government of India.

f. Constant is the intercept of the logistic model that provides the log of the odds of C-section when all other variables are set to the reference category."

The interpretation of results is that the likelihood of caesarean delivery of women with the age at marriage between 15-24 years (AOR = 0.736; 95% CI: 0.614, 0.882) and 25-34 years (AOR = 0.857; 95% CI: 0.735, 0.998) were significantly less as compared to women aged between 35-49 years. Women whose age at birth is ≤19 and 20-29 were less chances to experience delivery by Caesarean (AOR = 0.617; 95% CI: 0.478, 0.798) and (AOR = 0.701; 95% CI: 0.555, 0.885) than those who give birth at ≥ 30 years.

"The results manifest that the possibility of caesarean delivery in the women with Underweight BMI (AOR = 0.510; 95% CI: 0.446, 0.582) and Normal BMI (AOR = 0.613; 95% CI: 0.564, 0.666) were significantly less as compared to women with underweight BMI. There is negative association of birth order with caesarean delivery, indicating women with first order (AOR = 2.504; 95% CI: 2.217, 2.829), two order (AOR = 1.877; 95% CI: 1.68, 2.097) had an extortionate likelihood of caesarean delivery than those who had three or more birth. Size of the child comes out to be insignificant variable.The number of ANC visits of women acted as contributing factor in which women who received noANC visits were 0.533 times (AOR = 0.533; 95% CI: 0.476, 0.597) less likely to have caesarean section delivery incomparison to those who went for ANC checkup for more than four times.

Private health institution has increased odds of caesarean section delivery (AOR = 8.228; 95% CI: 7.602, 8.904) than those who underwent delivery in the public facilities. It is also depicted by Figure 1 which shows percentage of Cesarean Delivery in public and private institutions by household wealth Quintile and maternal educational level.

As per Religion, Hindu women have1.126 times more chances to undergo delivery by caesarean section (AOR = 1.126; 95% CI: 1.015, 1.249). Females belonging to SC/ST (AOR = 0.768; 95% CI: 0.684, 0.862) and OBC (AOR= 0.817; 95% CI: 0.745, 0.897) had less odds of delivery by caesarean in comparison to Other Caste women.

The likelihood of caesarean delivery as per the wealth quintile was low in the lower quintiles. It was 0.749 times (AOR = 0.749; 95% CI: 0.644, 0.87) lower among the females from the poorest quintile and 0.878 times (AOR = 0.878; 95% CI: 0.771, 0.999) compared to the richest females.

The educational acquirement of females is negatively associated with caesarean section delivery. Females having no education (AOR = 0.71; 95% CI: 0.622, 0.81), primary (AOR = 0.783; 95% CI: 0.676, 0.98), and secondary education (AOR = 0.901; 95% CI: 1.22, 1.40) levels of has less chances to undergo caesarean delivery when compared to the highly educated women. Females residing in urban locality were significantly more likely than rural women to undergodelivery by caesarean section (AOR = 1.199; 95% CI: 1.087, 1.323)".

Discussion

The current study highlights the determinants of cause for the deliveries by caesarean section in Uttar Pradesh based on NFHS-5 data. There are appreciable differences in patterns and the odds of delivery by caesarean in selected socio-demographic and maternal health-related explanatory variable in Uttar Pradesh. Current study reveals that the prevalence of delivery by caesarean was 12.31%, out of which 38.43% C sections were done in private health facility and 5.4% in public health facilities. In private health facility it is nearly two times higher than the nation's average (21.5%). National average rate of delivery by caesarean with high contribution of private health facilitysurpassed the upper limit of "WHO-recommended population-based caesarean section delivery threshold (5-15%) for developing countries" (Betrán *et al.,* 2007).

Results based on the current study shows that Mother's age, Mother's age at first marriage, Mother's BMI, Birth order of the child, place of delivery, ANC visit, caste, Religion, wealth index, Mother's education and Place of residence are significantly important predictors of delivery by caesarean section in Uttar Pradesh. The findings are resembling with numerous prior researches conducted in India and worldwide (Manyeh *et al.*, 2018; Roy *et al.*, 2021).

The findings shows that the likelihood of the age of women at marriage between 15-24 years (AOR = 0.736; 95% CI: 0.614, 0.882) and 25-34 years (AOR = 0.857; 95% CI: 0.735, 0.998) with caesarean section delivery were significantly less likely to deliver by caesarean section as compared to women aged between 35-49 years. This demonstrates that the odds of having a cesarean section delivery were higher in older aged women (35-49 years) than in younger aged women. As per Study conducted by Roy N *et al.* (2021), women who belong to the age group between 40-49 were more likely (OR-CI, 1.7 [1.52-2.05]) to undergo delivery by caesarean than the women of age group 15-20, followed by age group between 30-40 years (OR-CI, 1.39 [1.32-1.48]) and 20-30years (OR-CI, 1.08 [1.03-1.14]), respectively (Roy *et al.,* 2021). Alike results drawn by Elnakib S *et al.* that "Women ages 35 and older had 2.1 times the odds of CS delivery compared to women younger than 34 years" (Elnakib *et al.,* 2019).

Less caesarean section delivery was done for mother whose age is ≤19 and 20-29 years (AOR = 0.617; 95% CI: 0.478, 0.798) and (AOR = 0.701; 95% CI: 0.555, 0.885) as compared to those who give birth at ≥30 years. The consistency of results was found in previous research has indicated that women whose marriage had occurred later in life or had delayed their first child in life have a much higher risk of pregnancy problems (Lumbiganon *et al.*, 2010). The likelihood of caesarean delivery in the women having Underweight BMI (AOR = 0.510; 95% CI: 0.446, 0.582) and Normal BMI (AOR = 0.613; 95% CI: 0.564, 0.666) were significantly less likely to deliver by caesarean section as compared to women with overweight BMI. Results drawn from a study conducted by Roy *et al.* (2021) concludes that overweight women were more likely to have a Cesarean section delivery than underweight women (OR-CI, 2.45 [2.36-2.55]), followed by women having normal weight. According to Khan *et al.* (2017) "In comparison to women of normal weight, maternal overweight and obesity were related with 1.66 times (95% CI: 1.41-2.83) and 1.95 times (95% CI: 1.34-2.84) more cesarean delivery". Underweight BMI was found to be protective variable (OR: 0.76; 95% CI:0.60-0.97) of Caesarean section delivery.

Negative association was drawn out in between birth order and caesarean section delivery in our study, indicating women with first order (OR = 2.504; 95% CI: 2.217, 2.829), two order (OR = 1.877; 95% CI: 1.68, 2.097) had a higher chance of caesarean section delivery as compared to those who had three or more birth. Similar study conducted by Roy *et al.* (2021), Women with birth order 1-2 is more likely to undergo for the cesarean delivery as compared to the Birth order 3-5 followed by the women with birth order >5. On the basis of study conducted by Amjad *et al.* (2018), women who have a child at the first birth order (OR = 5.059; 95% CI: 3.953-6.475) had a higher likelihood of having babies delivered by cesarean delivery. According to Khan *et al.* (2017), "The number of caesarean deliveries was higher among women who had ≤2 children than among women who had >2children".

ANC visits of women to the centers proceeded as a facilitating factor of caesarean section delivery in which women who received no ANC visits were 0.533 times (AOR = 0.533; 95% CI: 0.476, 0.597) lesser chance to have caesarean section delivery as compared to those who received more than four times ANC service. The results showing similarity to previous study conducted by Roy *et al.* (2021) stated that "women acted as an enabling factor of caesarean section delivery in which women who received four or more ANC visits were more likely to have caesarean section delivery as compared to those who did not receive ANC service" (Amjad *et al.,* 2018; Khan *et al.,* 2017; Roy *et al.,* 2021).

The place of delivery has been proven to be firmly associated with delivery by caesarean section, urban women have more chance to undergo caesarean section (AOR = 1.199; 95% CI: 1.087, 1.323). These findings are persistent with previous studies conducted in India (Amjad *et al.,* 2018; Khan *et al.,* 2017; Srivastava & Joseph, 2019). Women in the private health sector in Uttar Pradesh were nearly 8.22 times more likely to undergo caesarean deliveries than those in the public sector. Other researchers have found similar results (Amjad *et al.,* 2018; Neuman *et al.,* 2014; Padmadas *et al.,* 2000; Roy *et al.,* 2021; Sarkar, 2020). Even though the private sector had a high amount of caesarean delivery than the public sector, the exponential increase of caesarean section delivery in the private sector perhaps could be associated to sufficient modern medical equipment, specialized treatment, ample medical staff and care givers, and the preference of partners (Druzin & El-Sayed, 2006; Turner *et al.,* 2008). It is also likely that the quality of institutional delivery services in the public health sector in Uttar Pradesh is exceedingly inadequate in Uttar Pradesh (Srivastava & Joseph, 2019).

Religion-wise, Hindu women were 1.126 times more plausibly to have delivered by caesarean section. (AOR= 1.126; 95% CI: 1.015, 1.249) when compared to non-Hindus as similar finding reported in previous study (Roy *et al.,* 2021). We observed that there are significant caste differences in caesarean section rates in Uttar Pradesh. Caste inequality was evident since lower caste women had less of a chance of having a cesarean delivery than upper cast women did. A prior study also discovered substantial caste disparities in institutional deliveries for other Indian states (Desai *et al.,* 2017; Kumari & Mohanty, 2020; Singh *et al.,* 2020).

The wealth quintile shows the positive linked with likelihood of caesarean delivery. Odds of having caesarean delivery were low in the lower quintiles. It was 0.749 times (AOR = 0.749; 95% CI: 0.644, 0.87) lower among the women from the poorest quintile and 0.878 times (AOR = 0.878; 95% CI: 0.771, 0.999) contrast to the richest women. It demonstrated women from wealthy families could not face any financial barriers while having a caesarean delivery. A similar conclusion has been made in various studies (Cavallaro *et al.,* 2013; Cresswell *et al.,* 2015; Khan *et al.,* 2017; Roy *et al.,* 2021).

Negative association was seen with caesarean section delivery and women education. Women with low education background were less likely to have caesarean section delivery as compared to the highly educated women. As per the study by Gilbert *et al.* (2010) "high education appears to be associated with an increased rate of caesarean section delivery". Similar results drawn from the study conducted by Amjad *et al.* (2018) and Khan *et al.* (2017) concluded that "chance of caesarean deliveries was higher among mothers having higher education".

Conclusions

This study infers that there is a substantial dissimilitude in cesarean delivery rates between clinico-social profiles of the mother along with some other factors like place of delivery in Uttar Pradesh. Private health care facilities are mostly correlated to increase in cesarean section delivery rates. "Taking context of National level, with its expanding middle class, rapidly evolving private sector, low governmental regulatory capacity, conditions appear commendatory for the rise in cesarean section delivery rates to occur in highly populated states like Uttar Pradesh.

Since our research indicates that government health policymakers should make an attempt to reduce Cesarean section births by raising maternal health literacy, offering financial incentives to low-income families, and spreading awareness that caesarean section births may increase for women whose vaginal deliveries may be risky for both the mother and the baby. Considering health facility variables, providing sufficient ANC visits and well-equipped public healthcare facilities there would be rise in the caesarean delivery rate among needy mothers". To fully comprehend the causes of the high rise in caesarean deliveries at private sector hospitals in India, more research is required.

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Living Conditions of the Urban Santhal Tribe- A Case Study in the Paschim Bardhaman District, West Bengal

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Abstract

The "Housing for All" initiative, which the Government of India announced in June 2015, aims to build 20 million homes for the urban poor by 2022. The current study will focus on the quality of housing conditions and existing household amenities for the Santhal Tribe (Adivasi) population in West Bengal's PaschimBardhman district. The Santhal tribe is considered the most economically and socially disadvantaged group in the PaschimBardhaman district of West Bengal. The purpose of this research is to concentrate on the living conditions that are directly related to their education and employment status. The researcher asked twelve questionnaires to understand their living conditions, five questionnaires for demographic information, and ten open-ended questionnaires for employment and educational status. 644 participants were selected from four areas through convenient sampling. The researcher used a case study approach along with participant observation and open-ended and semi-structured questionnaires. Nearly 40 percent of the respondents are illiterate or can only sign their names. 19.49 percent have completed their primary education. Only 3.39 percent and 0.34 percent of the respondents have under-graduate and post-graduate degrees. The researcher found that most of the houses were dilapidated and made entirely of mud. Bathrooms, kitchens, and sewage disposal systems were absent from large households. In Shaldanga, 61 families travel to remote locations to collect drinking water. Most of the families used smoke-emitting fuel for cooking. In Shaldanga, 82.61 percent of households do not have indoor latrines and prefer to urinate outside. There are day laborers in about 77 percent of households. Social problems like poverty, inequality, and resource scarcity affect the Santhal people as a whole.

1. Introduction

Everyone should be able to access fundamental human rights, i.e., food, clothing, and shelter. In India, tribal communities such as the Santhals are the most underprivileged. They are socially, economically, and educationally disadvantaged (Biswas & Pal, 2021; Mondal, 2020). As we all know, NEP-2020 aims to achieve 100% gross enrollment to provide quality education from preschool to secondary level by 2030 for all children, particularly those who are economically and socially disadvantaged (National Education Policy, 2020). But until now, the Santhal tribal students of the 97th ward under the Asansol Municipal Corporation (AMC) of PaschimBardhaman district are deprived of quality educational opportunities. In addition, despite residing in urban areas, they have yet to be able to improve their living conditions. Therefore, the living conditions of their families are not improved as expected. An ethnic group in eastern India known as the Santhal[1], also written as "Santhal" and "Manjhi," had a total population of over five million at the beginning of the twenty-first century (The Editors of Encyclopaedia Britannica, 2012). In recent years, numerous academic studies using various methodologies have examined the living conditions of the Santhal tribe, such as household conditions, household amenities, livelihood patterns, etc. But there still needs to be more effort to understand the grass-roots picture and a lack of studies to understand their living conditions.

2. Review of literature

According to Follain & Jimenez (2016), housing is one of the three fundamental human demands, but it is still out of reach for the most vulnerable members of society. According to them, the majority of Schedule tribes'

1. http://www.rnlkwc.ac.in/pdf/study-material/geography/UG_GEOGRAPHY_4TH%20SEMESTER_2020_Paper_GEO-H-CC-08-TH-%20Human%20and%20Social-Cultural%20Geography_Santhal%20Tribe.pdf

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urban households lack the bare necessities of life. From this perspective, Zainal *et al.* (2012) stated that one of the visible indicators of poverty for the Santhal tribes is their substandard housing. The housing crisis is emphasized as a significant social issue (Biswas & Pal, 2021). The demand-supply gap in housing shows that it is short in urban and rural areas. As a result, those in need of shelter are seeking government-constructed housing. Mukherjee (1996) proposed that poverty-stricken households be supplied with necessary housing amenities such as safe drinking water, sanitation, sewage drainage, roads, and transportation. Maharana & Patel (2018) presented that poverty-stricken households be provided with necessary housing amenities such as safe drinking water, sanitation, sewage drainage, roads, and transportation. In another study, housing demand is inelastic in terms of price and income. This study estimated the demand function for housing in urban India using a step-econometric analysis to account for multi-collinearity (Tiwari & Parikh, 2016). Mondal (2020) made a comprehensive study on the spatial structure of the home quality of life index in West Bengal depicted using Anselin Moran I and Getis-Ord G statistics. He suggested that the central high-density clusters and hotspots originate in cities and towns in their surrounding rural regions. This research tries to comprehend the living conditions, and challenges facing the urban Santhal tribe population of the PaschimBardhaman district.

3. Research Questions

- What is the current demographic status of the Santhal tribe in the PaschimBardhaman district of West Bengal?
- What types of houses can be found for the Santhal tribe in the PaschimBardhaman district of West Bengal?
- How many Santhal households have access to electricity at home?
- What is the primary source of drinking water for the Santhal households, and where is it located?
- Where is the availability of kitchens in the Santhal households, and what kind of fuel do they use for cooking?
- What kind of latrine facilities are available in Santhal households, and what type of latrine do they use for defecation?
- What type of sewage disposal system do Santhal households have?
- How can their living conditions be improved, and what recommendations can be made that will result in an overall improvement of their living conditions?

4. Methodology of the Study

4.1 Population and Sample

Suripara, Begunbari, Puran and Jorpara, and Shaldanga are four tribal areas in the 97th Ward of AMC, PaschimBardhaman (West Bengal). The Santhal tribe primarily inhabits the villages of Dihika, Kuilapur, and Purusottampur. There are 3,786 people of the Santhal tribe living in the four areas. 123 Santhal households in total, including 26 from Suripara, 47 from Begunbari, 27 from Jor and Puranpara, and 23 from Shaldanga, were selected for the study from four pre-selected areas of the 97th Ward in AMC. A convenient sampling technique was used to select the samples. The researcher collected 644 samples from four areas, 127 (34%), 229 (30%), 156 (31%), and 132 (29%), respectively, in Suripara, Begunbari, Jor, and Puranpara, and Shaldanga.

4.2 Methods for data collection

The study primarily focused on the living conditions of the urban Santhal population, such as housing conditions, necessary household amenities, and socio-economic status, such as sources of income, level of education, and so on. To get the primary data, the researcher used participant observation, Focus Group Discussions (FGD), casual and semi-structured interviews, and household surveys. At the data analysis stage, both qualitative and semi-quantitative analysis methods were used.

4.3 Data collection techniques

The researcher spent a significant amount of time with the Santhal tribes of the study areas, observing various aspects of their living conditions. To better understand the qualitative dimensions of living conditions, the head of the household was asked to complete twelve structured and semi-structured questionnaires. Again, the head of the household was asked five questions to obtain demographic information such as age, number of family members, current employment status of male and female members, and so on. To gain a qualitative understanding of the respondents' employment and educational status, the researcher asked them ten open-ended and descriptive questions.

4.4 Research ethics

Each interview was audio and video recorded on a mobile phone. Verbal and written consent was obtained from the participants during data collection in four areas of three villages belonging to the 97th ward under AMC (Paschim Bardhaman, 2022)[2].

5. Results of the Study

5.1 Demographic Information

Table-1: Demographic Profile

Items	Suripara		Begunbari		Puran and Jorpara		Shaldanga	
	N	%	N	%	N	%	N	%
Gender								
Male	65	58.18	117	51.09	80	51.28	67	50.76
Female	62	48.82	112	48.91	76	48.72	65	49.25
Age								
<25	48	37.80	108	47.16	59	37.82	50	37.88
25-50	67	52.76	98	42.79	71	45.51	63	47.73
>50	12	09.45	23	10.04	26	16.67	19	14.39
Households Size								
1-4	16	61.54	26	55.32	10	37.04	10	43.48
5-7	07	26.92	16	34.04	10	37.04	06	26.09
8-10	02	07.69	03	06.38	05	18.52	05	21.74
>10	01	03.85	02	04.26	02	07.41	02	08.70
Employment Status								
Male Fixed Worker	03	06.52	05	09.62	01	2.27	01	2.86
Male Marginal Worker	34	73.92	42	80.76	40	90.91	30	85.71
Female fixed Worker	03	06.52	0	0	01	2.27	01	2.86
Female Marginal Worker	06	13.04	05	09.62	02	04.54	03	08.57
Total Male Worker	37	80.43	47	90.38	41	93.18	31	88.57
Total Female Worker	09	19.57	05	09.62	03	06.82	04	11.43

Source: The authors (data collected from the fieldwork, 2022).

Table 1 show that Begunbari (117) has the highest percentage of male responders, while Suripara has the lowest percentage of male responders (65). A little over half of the respondents were between the ages of 25 and 50. In terms of household size, households with 1-4 members rank better than those with 5-7 and 7-10 members. The number of male marginal workers exceeds that of female marginal workers, and the total number of male workers exceeds that of female workers.

5.2 Qualitative Assessment of Housing Conditions

Table 2: Housing conditions of the Santhal tribe across the studied area

Items	Frequency	Percentage
Good House	10	08.13
Liveable house	34	27.64
Dilapidated House	79	64.23

Source: The authors (data collected from the fieldwork, 2022).

Note: Total number of Households (N) = 123

2. https://paschimbardhaman.gov.in/

Table 2 shows that around 8.13 percent have good houses, 27.64 percent are liveable, and 64.23 percent live in dilapidated housing. The majority of houses are to be dilapidated and made entirely of mud (with walls, roofs, and floors constructed from locally available materials like bamboo, wood, thatch, leaves, manure, and so on). According to MoHUPA (2013) and Follain & Jimenez (2016), the quality of housing conditions is an important indicator of a country's social development.

5.3 Availability of Electricity

Table 3: Availability of electricity in the households of the Santhal tribe across the studied area

Items	Frequency	Percentage
Electricity available	111	90.00
Electricity along with kerosene	10	08.10
Only kerosene used	12	09.80

Source: The authors (data collected from the fieldwork, 2022).

Note: Total number of Households (N) = 123

Table 3 shows that 22 of the 26 families in Suripara under Dihika village could get electricity. Out of the 47 families in Kuilapur village's Begunbari, 40 have access to electricity, but the remaining seven do not yet because they are a very disadvantaged group. A total of twelve families could not get electricity using only kerosene. Therefore, the Santhals have very few options to access electricity. Maharana and Patel (2018) made a similar point in their study.

5.4 Sources and Types of Drinking Water

Table 4: The location and types of the main source of drinking water

Items	Frequency	Percentage
Location of the main source of drinking water		
Within the premises	19	15.45
Near the premises	43	34.96
Away	61	49.59
Types of the main source of drinking water		
Treated tap water	84	68.30
Uncovered well	18	14.60
Pond/ lake	21	17.10

Source: The authors (data collected from the fieldwork, 2022).

Note: Total number of Households (N) = 123

Table 4 shows that 15.45 percent of the families collect their drinking water at home. Out of 123 sample families spread across four different regions, 43 get their drinking water close to household, and 61 get it away from their households. There is no nearby option for Shaldanga, located in Purusottampur village, to access drinking water. 91.30 percent of households in this area fetch drinking water from distant locations on foot or by bicycle. The families must travel four kilometers to the neighboring village for drinking water.

5.5 Kitchen accessibility and the type of fuel used for cooking

Table 5 : Availability of kitchen and the Type of fuel used for cooking for the Santhal tribe across the studied area

Items	Frequency	Percentage
Inside Kitchen and the Type of fuel used		
Fire-hood/cow dang cake/coal	56	45.53
LPG	16	13.01
Outside Kitchen and Type of fuel used		
Fire-hood/cow dang cake/coal	48	39.02
LPG	03	02.44

Source: The authors (data collected from the fieldwork, 2022).

Note: Total number of Households (N) = 123

From Table 5, 45.53% of the households of the Santhal families have used smoke-emanating fuel (fire-hood, caw dang cake, and coal) inside the house. A fire hood, caw dang cake, and coal are used by 39.02 percent of Santhal families instead when cooking outside their homes. Only 13.01% of Santhal families occasionally used LPG, and most had a kitchen inside the house. In Suripara and Begunbari, 46.15% and 55.32% of families use fuel that emits smoke for cooking. Lack of income prevents them from converting to better fuels for domestic use. According to Toppo (2016), the socio-economic status of the indigenous people living in Bangladesh is highly connected with the current results.

5.6 Availability and type of Latrine Facility

Table 6: Availability and type of Latrine facility for the Santhalsacross the studied area

Items	Frequency	Percentage
Having Latrine Facility Within the Premises		
Pit Latrine	23	18.70
No Latrine Within the Premises		
Open	100	81.30

Source: The authors (data collected from the fieldwork, 2022).

Note: Total number of Households (N) = 123

Table 6 shows that 69.23% of Santhal households in the Suripara, 89.36% in the Begunbari, 77.78% in the Puran and Jorpara located in Dihika, and 82.61% in Shaldanga under Purusottampur village have *no latrine* facility within the premises and prefer to urinate in an open place. 18.70 percent of households have a *pit latrine* within the premises, and 81.30 percent of households have no latrine within the premises. A similar picture emerged in the studies conducted by Ganguly & Satpati (2022) and Guha& Ismail (2015).

6. Discussion of the Study

6.1 Analysis of the General Education Level

Table 8: Level of Education for the Santhal Tribe across the study area

Items	Frequency	Percentage
Illiteracy	188	31.86
Only Signature	52	08.81
Primary Education	115	19.49
Upper Primary	127	21.53
Secondary Education	44	07.46
Higher Secondary Education	41	06.95
Diploma and others Certificates	01	0.17
Under Graduate	20	03.39
Post Graduate	02	0.34

Source: The authors (data collected from the fieldwork, 2022).

Note 1: *The general education level does not include children under the age of six.

Note 2: Total Number of respondents (N) = 590

Table 8 shows that nearly 40 percent of the study population is illiterate or can only sign his/her name. 19.49 percent have completed their primary education. Only 3.39 percent and 0.34 percent of the respondents have under-graduate and post-graduate degrees. Numerous reasons and other challenges contribute to the poor education of the Santhal tribal. That's why most of the tribal people have not visited the school. Chakrabarty *et al.* (2019) made a similar point in their study. Students from low-income households find it incredibly difficult to continue their education at such a young age. Patel & Maharana (2018) also obtained similar results in their study. During open conversation, the parents conveyed to the researcher that they were unable to get an education because their parents couldn't afford it. On the other hand, some parents mentioned that they could not continue their education because of the long distance from home to school or lack of communication. At that time, they did not even have bicycles to communicate with their schools.

During open conversation, the researcher revealed that major percent of male and female students dropped out of their studies in the middle. All these students are below 22 years of age. At least 95 percent of the students cannot read or write in *Santali*[3] (*"Ol-chiki"*)[4] because they are forced to study Bengali in school. There is no primary school in Purushottampur village. Students have to go to another village for education. There is only one higher secondary school in the study area. Finally, the researcher understands from the students that they are deprived of central and state government schemes or financial assistance. Three girl Students used to receive "Kanyashree," but are no longer receiving benefits for unknown reasons.

6.2 Analysis of the Livelihood Patterns

Table 9: Household Occupations of the Santhal Tribes across the study area

Items	Frequency	Percentage
Day Labour	95	77.24
Government Service	08	06.50
Private Sector	16	13.00
Business	02	01.63
Others	02	01.63

Source: The authors (data collected from the fieldwork, 2022).

Note: Total number of Households (N) = 123

3. https://en.wikipedia.org/wiki/Santali_language
4. The official writing system for Santali, an Austroasiatic language recognised as an official regional language in India.

The occupational structure is a representation of the household's income. Table 9 shows that there are day laborers in about 77 percent of households. The social issues that affect all the tribal people, such as poverty, inequality, a lack of resources, and illiteracy, are more threatening to the Santhal people. Akan *et al.*(2015) also obtained similar outcomes in their study. 13% of the households in the sampled population work in the private sector.

7. Findings of the study

Santhal families are living in adversity due to high marginal labor and lack of permanent employment. They are facing many challenges in their daily lives. They lack access to healthy housing, good sanitation, clean drinking water, etc. A similar image appeared in the studies conducted by Maharana and Patel (2018), Shukla et al. (2016), and Kaur and Gupta (2019). They are deprived of a good house, drinking water, education, employment opportunities, LPG for cooking, housing drainage, etc. Chair (2014) also obtained similar results in his study. When the researchers asked about the benefits of housing schemes such as IAY, PMAY, *"Nija-GrihaNija-Bhumi,"* and so on, the respondents stated that their names were not on the BPL list, so they were deprived of such benefits. According to the field data, approximately 65 percent of families are outside the BPL list. But those families should be listed in BPL because their economic and social status is poor. The improvement is essential for the supply, quality, and affordability of household amenities for low-income Santhal families in West Bengal. In contrast to the present findings, Sengupta& Tipple (2016), Tiwari & Parikh (2016), and Satpati & Kumar Sharma (2021) showed that the living conditions of tribals in rural areas were lower than those in urban areas. In all spheres, they have been victims of society and politics. Overall and qualitative improvements in education have not been made, despite several promises from different governments. Central and state governments have jointly undertaken many schemes for the advancement of tribal education, such as *'Shikshashree'*, *'Ashram Schools'*, *'pre-Matric scholarship schemes'*, *'post-Matric scholarship schemes'*, *'Merit scholarship schemes for ST girls' students'*, *'CS pre-Matric scholarship schemes'*, *'Feeder Schools'*, etc. But the reality is that the Santhals at the study site are deprived of these facilities.

8. Recommendation

- Adopting low-cost housing technology that may cut the cost of building within a reasonable price range.
- Tribal Residential Schools and *Pandit Raghunath Murmu* Residential Schools should be established immediately for holistic development of their education especially tribal girls.
- Programs for Adult Education will be started immediately for household heads, particularly married adult members.
- The advantages of the housing schemes such as IAY, PMAY, *"Nija-GrihaNija-Bhumi,"* etc., should be provided to all BPL Santhal families under AMC.
- The state government should ensure that every Santhal girl student gets the benefits of *Kanyashree, Shikshashree, and SaboojSathi.*
- It is essential to conduct sanitation and hygiene education campaigns among oppressed and disadvantaged groups like the Santhals.
- To ensure that every Santhal family has safe drinking water at home.
- All urban BPL Santhal families with a female head of household should receive the benefits of the *"UjjawalaYojana."*

9. Conclusion

The major portion of Santhal households in AMC's 97th Ward is identified with socially and economically disadvantaged groups. They survive in disgusting conditions, and their households lack the essentials for a better life. Deb (2018) found an identical image in his research. The overall development is unattainable if the Santhal tribe in our society is financially and socially deprived. Therefore, it is crucial to provide quality education along with better livelihood opportunities. These findings revealed a significant relationship between housing conditions and quality of life. Zainal *et al.* (2012) and Mishra (2019) found an identical picture in their research. Even though the study areas were predetermined, respondents were conveniently sampled based on the availability of household heads, their child and /or children, and their willingness to be interviewed. As a result, the study's findings regarding the Santhal tribe may not be generalizable to the entire Santhal population in PaschimBardhaman, West Bengal.

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Perceived Parental Autonomy Support and Ego Resiliency in Adolescents

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Abstract

The objective of the study was to investigate the relationship between Perceived Parental Autonomy Support and Ego Resiliency. The sample was composed of 50 individuals between the ages of 13 and 19 years. The groups were further into early adolescents (13 to 16 years and late adolescents (17 to 19 years). The Perceived Parental Autonomy Support Scale (P-PASS) and The Ego Resiliency Scale were used to measure the variables. Pearson correlation was calculated for the obtained scores. It was found that there was a positive correlation between the variables in both the sample as well as its two subgroups. The correlation was also found to be statistically significant in the case of early adolescents and the total sample.

Introduction

It is a generally perceived notion that parents who grant their children an adequate level of independence raise adults who are resilient, strong-willed and emotionally mature. It is necessary, for the appropriate development of a child's sense, that the parent provides not only affection and care but also support a sense of autonomy by helping them prepare themselves for the challenges that lie on the road to adulthood.

The ability to be resilient in the face of adversities, process uncomfortable emotions, and use healthy coping stragtegies are crucial in maintaining a healthy psychological state when faced with the stresses of daily life. Such skills need to be instilled into the child from the very beginning so as to make them a fundamental part of their psychological framework and help them adapt to novel situations with relative ease.

Ego resiliency is a personality characteristic consisting of the ability to vary, in an adaptive manner, the degree to which one inhibits or expresses emotional impulses, depending on social demands (APA, 2011). Block (1996) has pioneered this concept and has assisted in the development of numerous tools to measure ego resiliency. His indispensensible contribution to the scientific literature on this topic has also been visible in the sheer breadth in the contexts in which he and his colleagues have studied it.

The concept of ego-resilience was introduced together with the concept of ego-control, to indicate two important personality dimensions that can significantly affect the interaction between an individual and the environment and his behavioral strategies. These constructs have been proposed within a personality theory where the Ego has the task of controlling impulses and facilitating the individual's adaptation to reality (Block & Block, 1980).

Ego-control concerns the degree of control that individuals exercise over their own impulses, desires and emotions, in other words the regulatory mode of their own inner world. Ego-control represents a continuum where at one extreme we find the overcontroller - individuals who have a high control of impulses and desires - and at the other extreme we find the undercontroller - individuals inclined to give free rein to their emotions and impulses (Block & Block, 1980; Block & Kremen, 1996).

Based on Block's work, a qualitative study by Wagnild and Young (1993) identified a cluster of personality traits that seem to facilitate adaptation after a loss. These features included a balanced view of life, perseverance, self-confidence, sense of uniqueness, attribution of meaning to life.

Parental Autonomy Support refers to cluster of behavioural traits that charecterise a parenting style. According to Mageau *et al.* (2015), parental authonomy support comprises the following traits and is charecterised across two dimensions.

Dimension 1: Autonomy support

- Offering choices within certain limits.
- Explaining the reasons behind the rules and limits.
- Being aware of, accepting and recognising the child's feelings.

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Dimension 2: Psychological control

- Threatening to punish the child.
- Inducing guilt.

Encouraging performance goals.

Development of ego resilience is crucial in adolescence as it is a stage charecterised as a transitional period between childhood and adulthood and involves major shifts in perception of society and oneself bringing in a host of new challenges.

Literature Review

Block and Westenberg (1993) investigated the relation between individual differences in personality and differences in developmental maturity was studied by relating observations of personality by multiple, independent judges to level of ego development. The personality characteristics of longitudinally followed Ss (104 at age 14; 98 at age 23) were evaluated by the California Adult Q-Set (CAQ); ego level was evaluated by the Washington University Sentence Completion Test of Ego Development (SCT). A priori personality dimensions–consisting of CAQ items for which a common developmental pathway was expected–were constructed and related to the SCT: (a) Ego-resiliency and interpersonal integrity were associated with increasing ego development, (b) conformity was associated with the Conformist level and, unexpectedly, to the Conscientious level, (c) need regulation was associated with the Conscientious level, and (d) self-ease and expressiveness-playfulness were not associated with ego level.

Funder and Block (1989) assessed the relationship between ego-resiliency and delaying of gratification. The delay-of-gratification behavior of 14 14-yr-old Ss was assessed in an experiment in which each S chose between immediate monetary payment and larger, delayed payment on 5 occasions. Personality data were obtained on these adolescents in the form of California Adult Q-Set ratings made by several research examiners who were blind to the Ss' delay behavior. The number of delayed payments chosen was strongly correlated with these personality ratings, within both sexes. Ss who exhibited the most delay of gratification tended to be independently described as responsible, productive, ethically consistent, interested in intellectual matters, and overly controlled. They tended not to be described as unable to delay gratification, rebellious, unpredictable, self-indulgent, or hostile. Delay behavior in both sexes was also correlated positively with IQ and with Q-sort-derived indexes of ego resiliency and ego control. The relationship between ego control and delay behavior was particularly strong after both IQ and ego resiliency were partialled. These results were interpreted as reflecting the fundamental importance of both cognitive skillfulness and impulse control for adaptive delay behavior in situations that contain strong motivational inducements. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Block, Block, & Keyes (1988) assessed the lack of resiliency with drug use. Drug usage in early adolescence (age 14 yrs) was related to concurrent and preschool personality characteristics for 54 girls and 51 boys. At age 14 yrs, for both sexes, the use of marihuana was related to ego undercontrol, while the use of harder drugs reflected an absence of ego-resiliency, with undercontrol also a contributing factor. At ages 3-4 yrs, subsequent adolescent drug usage in girls related to both undercontrol and lower ego-resiliency. In boys, adolescent drug usage related strongly, during their nursery school years, to undercontrol. Early family environment related to adolescent drug usage in girls but not in boys. Drug usage in adolescent girls was related to homes earlier identified as unstructured and laissez-faire, where there was little pressure to achieve.

Um (2018) also found that parenting styles characterised by high communication, trust, rational explanation, affection and supervision correlated positively with ego resiliency (Um, 2018).

Ego resiliency has also been found to correlate with the 'well-adjusted' cluster of personality traits from the Big Five Factor Model of Personality (McCrae & Costa, 1999).

Method

The current study seeks to investigate the relationship between ego resiliency and perceived parental autonomy support among adolescents. The study followed a correlational research design to inquire into the nature of the relationship between the aforementioned variables.

The variables were measured using self-report inventories, namely, The Ego Resiliency Scale (Block and Kremen, 1996) and the Perceived Parental Autonomy Support Scale (P-PASS) (Mageau *et al.*, 2015), respectively.

The self-report report inventories were distributed among the sample comprising individuals between the age range of 13 and 19 years via online form-filling software. Instruction pertaining to each particular inventory was mentioned in the form itself, squarely above the questions. The form was distributed using social media and messaging services.

The data collection process was carried out with the employment of appropriate ethical principles and consideration. Informed consent was obtained through an explicit statement in the form itself and participants were clearly informed about the objectives of the study. Moreover, the subjects had a choice to omit their real names and to opt for anonymity.

The sample comprised 50 individuals in the age range of 13 and 19 years all belonging to a middle-class background. The sample was divided into two groups, 13 to 16 years and 17 to 19 years, with the purpose of obtaining more precise results from the demographic.

The scores were calculated for each scale and its respective subscales. Pearson r correlation was calculated between the scores of scales from P-PASS and the Ego Resiliency Scale to compute the coefficient of correlation.

Sample

The sample was comprised of 50 individuals between the age of 13 and 19 years, all belonging to a middle-class background and from the city of Lucknow, Uttar Pradesh. Apart from assessing adolescents people as a single cohort, the study also divided the sample into early adolescents (13 to 16 years and late adolescents (17 to 19 years). Each subgroup contained 25 persons, selected using random sampling method. The purpose of doing so was to gather even finer details about the phenomena under study and how they varied in the two distinctly unique demographics.

Variables

The study followed a correlational research design and thus the scope of the inquiry was limited to merely illustrating a relationship between the variables. Therefore, the study omitted the use of labels implying causation. The two variables under study were Ego Resiliency and Perceived Parental Autonomy Support.

Research Design

The study used a correlational research design, that is, a design where two or more variables are measured to obtain a set of scores (usually two scores) for each individual. The measurements are then examined to identify any patterns of relationship that exist between the variables and to measure the strength of the relationship (Gravetter, 2013, 344).

From the obtained scores, the coefficient of correlation was calculated using Pearson product-moment correlation. The r-value or coefficient of correlation ranges between +1.0 and -1.0. Conventionally, a positive correlation or an r-value above 0, indicates consistency in the direction of both variables. However, a negative correlation or an r-value below 0, would suggest that variation in the variables happens in opposite direction.

With reference to the current study, a positive correlation would indicate that parents who encouraged independence in their children indeed raise individuals with a resilient sense of self.

Tools used

The following tools were used to measure the variables under study:

The Ego Resiliency Scale

The Ego-Resiliency Scale (ER89; Block & Kremen, 1996) measures the construct of ego-resiliency. The ER89 consists of 14 items, each responded to on a 4-point scale (1 = "does not apply at all"; 2 = "applies slightly, if at all"; 3 = "applies somewhat"; and 4 = "applies very strongly").

The latest version of the ER89, interspersed among many other inventory items, was administered to participants at both ages 18 and 23. Within the entire sample, the coefficient alpha reliability of ER89 was .76 at both ages 18 and 23. For a brief inventory scale, these reliabilities are quite high.

Across the 5 years between the two assessments, the correlation of the ER89 scores was .51 for the female sample and .39 for the male sample, uncorrected for attenuation. These cross-time correlations are statistically highly significant; when adjusted for the attenuation effect, they become .67 and .51.

Perceived Parental Autonomy Support Scale

The Perceived Parental Autonomy Support Scale (P-PASS) consists of a 24-item questionnaire assessing the degree of autonomy granted by parents and the psychological control the child perceive they have over them. The questionnaire assesses the perception of the father and mother separately from the perspective of the child.

It uses a 7-point rating scale (1= "Do not agree at all", 2=" Hardly agree", 3=" Slightly agree", 4= "Somewhat agree", 5= "Agree", 6 "Strongly agree", and 7=" Very strongly agree").

The scale consists of two subscales: autonomy-support and psychological control, each containing 12 items. The subscales are further divided into the following elements, each assessed by 3 items.

The autonomy-support subscale has the following elements:

- Offering choices within certain limits.
- Explaining the reasons behind the rules and limits.
- Being aware of, accepting, and recognising the child's feelings.

The psychological control subscale has the following elements:

- Threatening to punish the child.
- Inducing guilt.
- Encouraging performance goals.

Cronbach's alphas confirm the internal consistency of the P-PASS scales ($\alpha > .89$), and correlation patterns with the Psychological Control Scale (Barber, 1996) and other parenting components (i.e., acceptance and monitoring) support convergent and divergent validity (Mageau *et al.*, 2015).

Scoring and Results

Table 1: Showing means and SD of scores of the Ego Resiliency Scale

Section/ Age	Early Adolescence (13to16 years)		Late Adolescence (17to19 years)		Total Sample (13to19 Years)	
	Mean	SD	Mean	SD	Mean	SD
Total Score	44.24	4.15	43.08	5.53	87.32	7.18

Table 1 shows the means and standard deviations of the scores from the Ego Resiliency scale. As mentioned above, the sample (N=50) was divided into two subgroups: early adolescents (N=25) and late adolescents (N=25).

The mean of the early adolescent group was found to be 44.24 while SD was 4.15. The late adolescent exhibited an average score of 43.08 and their SD was computed to be 5.53. Finally, the scores of both the subgroups were added to obtain the mean and SD of 87.32 and 7.18, respectively.

Table 2: Showing means and SD of scores of P-PASS

Subscales Age	Early Adolescence (13to16 years)		Late Adolescence (17to19 years)		Total Sample (13to19 Years)	
	Mean	SD	Mean	SD	Mean	SD
Autonomy Support	116.53	21.06	112.12	29.255	228.64	37.32
Psychological Control	84.16	13.35	99.52	21.51	183.68	31.58
Total Score	200.68	30.03	211.64	46.22	412.32	64.31

Table 2 shows the means and standard deviations of the scores from the P-PASS. The means and SD of the two subscales (autonomy support and psychological control) in the early adolescents were found to be 116.53 and 210.6, and 84.16 and 13.35, respectively. Meanwhile, the scores of the complete scales resulted in a mean score of 200.68 and an SD of 30.03.

Furthermore, the means and SD for late adolescents for the same were 112.12 and 29.255 (autonomy support) and 99.52 and 21.51 (psychological control). Meanwhile, the scores of the complete scales resulted in a mean score of 211.64 and an SD of 46.22.

Finally, the means and SD for the scores of the total sample were 228.64 and 37.32 (autonomy support) and 412.32 and 64.31 (psychological control). Meanwhile, the scores of the complete scales resulted in a mean score of 412.32 and an SD of 64.31.

Figure 1: Showing correlation between P-PASS and Ego Resilience in 13 to 16 age group. P-PASS scores are represented on the x-axis and Ego Resiliency Scores are represented on the y-axis.

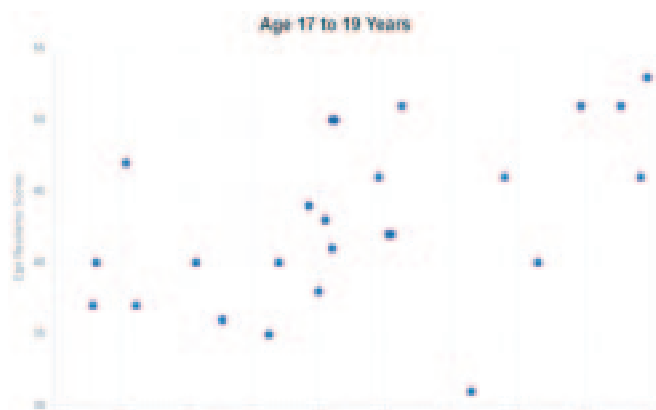

Figure 2: Showing correlation between P-PASS and Ego Resilience in 17 to 19 age group. P-PASS scores are represented on the x-axis and Ego Resiliency Scores are represented on the y-axis.

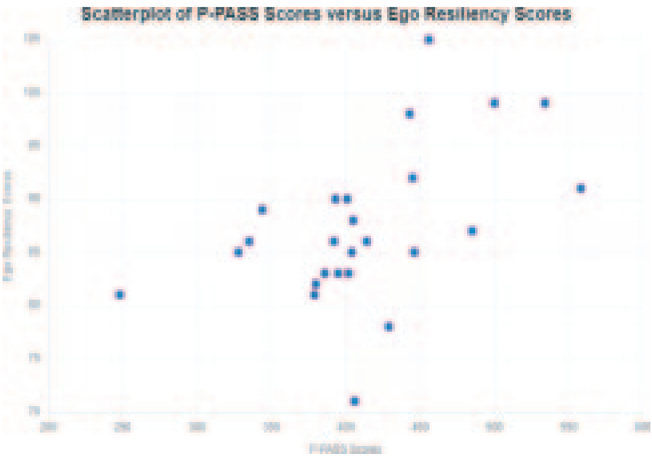

Figure 3: Showing correlation between P-PASS and Ego Resilience for the complete sample. P-PASS scores are represented on the x-axis and Ego Resiliency Scores are represented on the y-axis.

Table 3: Showing Pearson r correlation between the scores of Ego Resilience Scale and P-PASS

Subscales Age	Early Adolescence (13to16 years)	Late Adolescence (17to19 years)	Total Sample (13to19 Years)
	Pearson r with scores of The Ego Resiliency Scale		
Total Score	0.193	0.492	0.508
p-value	0.355	0.012	0.016

Table 3: Shows the Pearson product-moment correlation between the P-PASS scores (including the scores of its subscales) and the corresponding Ego Resiliency Scale scores.

In the early adolescent category, the Ego Resiliency and P-PASS scores were found to be positively correlated with r=0.193. Although this value is quite low in magnitude, it signals a direction in which the two sets of scores vary. It was also found that the p-value obtained to check for a level of significance, was 0.355 and thus was not significant at □=0.05.

Once we move to late adolescence, however, the correlation coefficient increases to r=0.492. The p-value obtained to check for a level of significance was 0.012 and thus was found to be significant at □=0.05. It suggests that perhaps adolescence, an age characterised by striving to find an identity for oneself in a social, emotional and intellectual sense, warrants a level of freedom at the same time a firm sense of support from the parent's end, to successfully develop a strong sense of self.

Finally, the scores of the total sample (13 to 19 years), showed a correlative relationship of r=0.508, a notably high value. The p-value obtained to check for a level of significance was 0.016 and thus was found to be significant at □=0.05.

Summary and Conclusion

The current study was conducted with the purpose of inquiring into the nature of the relationship between Perceived Parental Autonomy Support and Ego Resiliency in adolescents. The Pearson r correlation suggests that there is a positive relationship between the two variables and so to a significant degree. The findings suggest that fostering an environment where a child feels they are free to make decisions, express their opinions openly, and have a general sense of fairness between them and their parents, have greater ego resiliency.

As explained in the above studies, high ego resilience in adolescence is related to greater personal maturity (Westenberg & Block, 1993), and the ability to manage and delay gratification (Funder & Block, 1989). It also correlates with the 'well-adjusted' cluster of personality traits from the Big Five Factor Model of Personality (McCrae & Costa, 1999). On the other hand, lower levels of ego-resiliency were related to hard drug use (Block, Block, & Keyes, 1988), depressive symptoms (Block & Gjerde, 1990) and internalizing and externalizing problems (Chuang, Lamb, & Hwang, 2006).

The findings are consistent with a study which examined the Ego-Resiliency, Parenting Style, and Peer Attachment, and the intercorrelations between the variables. It was found that parenting styles characterised by high communication, trust, rational explanation, affection and supervision correlated positively with ego resiliency (Um, 2018). Meanwhile, another study found that the 'autonomous' parenting style of a father correlated positively with the development of ego resilience in adolescents (Kang & Son, 2016). These findings speak volumes about the developmental tasks that need overcoming and the resources necessary to do, to successfully progress through a stage of life. Providing independence as well as a sense of support instils confidence and a sense of self-efficacy in adolescents. A parent who actively involves their child in their daily decision-making processes not only familiarises them with the mature decision-making process but also helps them realise the responsibility they have to carry as they walk into adulthood. This promotes a feeling of competency in the child and fosters a belief that they can take on personal adversities with confidence and conviction.

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Ego Strength and Burnout among Female Teachers

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Abstract

This research was conducted to study the relation between ego strength and burnout and its dimensions (emotional exhaustion, depersonalisation and reduced personal accomplishment) among different school and college teachers of India. Convenient sampling of fifty teachers was selected as the sample of the study. Hasan's Ego Strength Scale and Maslach Burnout Inventory were used to collect the data through the Google form due to the COVID-19 related restrictions. The data was analyzed through Pearson r correlation and 't'- test. The result of the study reveals that there was negative and insignificant correlation between the ego strength and burnout. There was negative and significant correlation between emotional exhaustion and ego strength as well as in depersonalisation and ego strength. Positive and insignificant correlation was found between personal accomplishment and ego strength.

Introduction

Ego strength is one of the most important factors in the Freud's division of human psyche into id, ego and super ego. It refers to the ego ability to successfully manage forces contrasting instinctive demands, internal preventions and social needs. Ego strength is the ability of an individual to manage both id that works on pleasure principle and super ego that motivates a person to act within society standards. Freud emphasized that ego strength is the key to a healthy personality where one is able to seek pleasure successfully with an appropriate way and reason and acceptable time and place.

People with high ego strength take authority of their action and accept any positive or negative consequences of any situation without blaming it on others or some external factors. Those with low ego strength are more avoidant, defensive, rigid, aggressive and/or easily overwhelmed by minor stressors. They believe in escapism rather than facing and solving the problem.

Hartmann (1958) and Freud (1936) saw two indicators of ego-strength as: (a) the ability of a person to delay impulse gratification, and (b) the ability to use the mechanism of repression to defend against threats of the real world.

People face lots of difficulties in creating balance between work and life as a result it can cause burnout. The job related burnout came into limelight in 1970s, mostly for the people working in human services. Burnout, as defined and measured by Maslach and Jackson (1981), is a "syndrome of emotional exhaustion and cynicism" that involves three features. The first and most important is emotional exhaustion, or a depletion of emotional resources. Depersonalization is the second feature, which refers to negative, cynical attitudes and feelings about one's clients. The third feature is a decreased sense of personal accomplishment, a tendency to evaluate oneself and one's work negatively.

Some of the reasons cited by WHO in its "Protecting Workers' Health Series No.3" are:

- Job content- monotonous, under-stimulating, meaningless task, lack of variety
- Workload and work place- having too much or too little to do and working under time pressure
- Having long and unsocial working hours or unpredictable working hours
- Lack of participation in decision making and lack of control
- Job insecurity
- Under- promotion or over- promotion
- Unclear role in the organisation
- Inadequate, inconsiderate or unsupportive supervision
- Poor leadership
- Poor communication
- Lack of support for domestic problems at work

Review of Literature

Srivastava and Sinha (1983) have reported in his

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study that high ego-strength enables employees (managers, engineers, section-incharge, etc.) to cope effectively with excessive demands and conflicting expectations.

Blom (2012) in his study found that women have strong associations between performance-based self esteem and burnout, while men had stronger associations between work stressors and burnout.

Anand (2001) in an attempt to study burnout as a function of self efficiency, ego strength and work environment also measured the extent of burnout among the manager level employees working in industrial setup. The reported mean on three dimensions of burnout, emotional exhaustion (17.01), depersonalization (5.650) and personal accomplishment (32.51) place the manager level employees in the moderate category of experienced burnout.

P.C. Mishra and A.P. Singh (1986) examined the relationship of occupational stress, ego strength, and job satisfaction to the job involvement of industrial supervisors in India. Results of the study indicated that job involvement and occupational stress were negatively related, and that job involvement and job satisfaction were positively related, and that supervisors with high ego strength found greater stress in the job.

According to a study done by Tinku De (2016) on 161 female teachers it was found out that teachers with stronger ego strength was in general lesser susceptible to experience of stress.

Results of a study done by Ashra B.K. and Jogsan Y.A. show normal negative correlation of -0.62 between ego strength and psychological well being among working and non-working women.

Relevance of the study

After doing literature review, the researcher felt that there is a gap in the knowledge because lot of studies have been done on burnout related to work and other dimensions but no study has been done to see the effect of ego strength on burnout. Ego strength has generally been studied with anxiety or coping mechanism but in this study the researcher wishes to explore the extent to which ego strength can work to deal with burnout in working women.

Methodology

Problem: To find out the role of ego strength among female teachers in dealing with burnout.

Objectives

- To find out the ego strength of female teachers.
- To find out the burnout in female teachers.
- To see the relationship between ego strength and burnout.
- To find out the relationship between Ego-Strength and Burnout dimensions (i). Emotional Exhaustion (ii). Depersonalization (iii). Personal accomplishment among female teachers.

Hypotheses

- There will be no significant relationship between Ego Strength and Burnout
- There will be no significant relationship between Ego-Strength and Burnout dimensions (i). Emotional Exhaustion
- There will be no significant relationship between Ego-Strength and Burnout dimensions (ii) Depersonalization
- There will be no significant relationship between Ego-Strength and Burnout dimensions (iii) Reduced personal accomplishment among female teachers.

Variables

(A) Independent Variable-

a. Ego strength

(B) Dependent variable-

a. Burnout
   i. Emotional Exhaustion (EE)
   ii. Depersonalization(DP)
   iii. Reduced Personal Accomplishment (PA)

Conceptual Definition

a) **Ego Strength-** Ego-strength is a person's capacity to maintain his/her own identity despite psychological pain, distress, turmoil and conflict between internal forces as well as the demands of reality.

b) **Burnout-** Burnout, as defined and measured by Maslach and Jackson (1981), is a "syndrome of emotional exhaustion and cynicism" that involves three defining features. The three components of burnout syndrome are as follows-

   i. *Emotional Exhaustion (EE)* refers to the depletion of emotional resources. It is predicted to be associated with psychological and physiological strain.

ii. *Depersonalization (DP)*- through depersonalization, the individual attempts to staunch the depletion of emotional energy by treating others as objects or numbers rather than as people

iii. *Reduced Personal Accomplishment (PA)* refers to the tendency to evaluate oneself negatively.

Operational Definition

a) **Ego strength-** Hasan's ego strength scale is used to measure the ego strength of female teachers.

b) **Burnout-** Maslach Burnout Inventory (MBI) is used to measure the burnout among female teachers.

Tools

Following tools will be used for the proposed study

- Hasan's Ego Strength Scale by Dr. Q. Hasan.
- Maslach Burnout Inventory (MBI) Form Ed. by Christina Maslach and Susan, E. Jackson

Hasan's Ego Strength Scale- This scale is constructed and standardized by Dr. Q. Hasan. It contains 32 statements. The original Ego-Strength Scale (E.S.S) was developed by Barron (1963) to predict the responses of psychoneurotic patients to psychotherapy. The odd-even reliability of the adapted scale having 32 items was found to be 78 (corrected), which is slightly higher than odd-even reliability (=0.76) reported by Barron for his 68-item scale.

Maslach Burnout Inventory (MBI)- It was developed by Christina Maslach and Susan, E. Jackson. Though original Maslach Burnout Inventory was designed to measure burnout in a variety of human service professions, but, the MBI Form Ed. has been specially developed for measuring teacher burnout. The MBI Form Ed assesses three components of Burnout Stress Syndrome; Emotional Exhaustion (EE), Depersonalization (PP), and Reduced Personal Accomplishment (PA). It consist of 22 statements and for responding to these statements a 'how often' scale ranging from 0-6 categories is provided.

Research method

Exploratory research method will be used.

Sample

Convenient sampling will be taken for the purpose of research. 50 working women are included in the research (teachers employed in various government and private colleges).

Inclusion Criteria

- Working women will be taken for study
- Only teachers will be taken as a sample.
- The age group of the teachers should be between 25-50 yrs.
- Teachers who were willing to participate will be taken for study.

Exclusion criteria

- Non-working women is not taken for the study.
- Males are not included.
- Women of other professions are not included.
- Teachers below the age of 25 years and above 50 years are not included.

Statistical Analysis

"t"- test will be used to see the significance of difference. Correlation will also be used to find out the relationship of ego strength with Burnout.

Results

The purpose of this research was to find out the role of ego strength of working women in dealing with burnout. Sample of teachers from different designation and States were taken and data was collected with the help of Hasan's Ego Strength Scale by Dr. Q. Hasan (1986) and Maslach Burnout Inventory (MBI) Form Ed. by Christina Maslach and Susan, E. Jackson (1981).

Due to Covid19 and Government restrictions the procedure for the data collection was through Google Form. The form was created by dividing it into three parts- demographic details, Ego Strength Scale and Maslach Burnout Inventory. The collected data was then exported into Excel Sheet for the purpose of statistical calculations.

After the completion of data collection, data was analysed by the researcher. The results obtained from the tests are discussed below.

Descriptive Analysis

The descriptive analysis helps to describe, show or summarize data points in a constructive way.

Table 4.1: Showing distribution of the sample in different designation

	PRT (Primary Teacher)	TGT (Trained Graduate Teacher)	PGT (Post Graduate Teacher)	Assistant Professor	Professor	Principal	Total
No. of Teachers	23	9	11	3	2	2	50

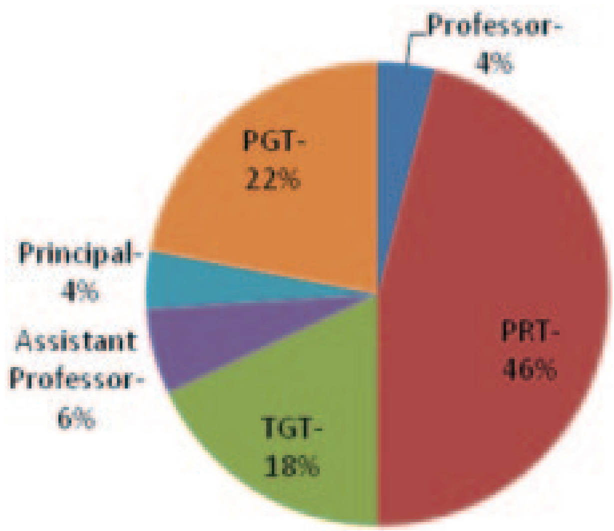

Figure No.4.i- Showing Designation of the Teachers

Table 4.2: Showing the distribution of different age group

	25-30 yrs	31-35 yrs	36-40 yrs	41-45 yrs	46-50 yrs	51-55 yrs
No. of Teachers	4	12	8	17	8	1

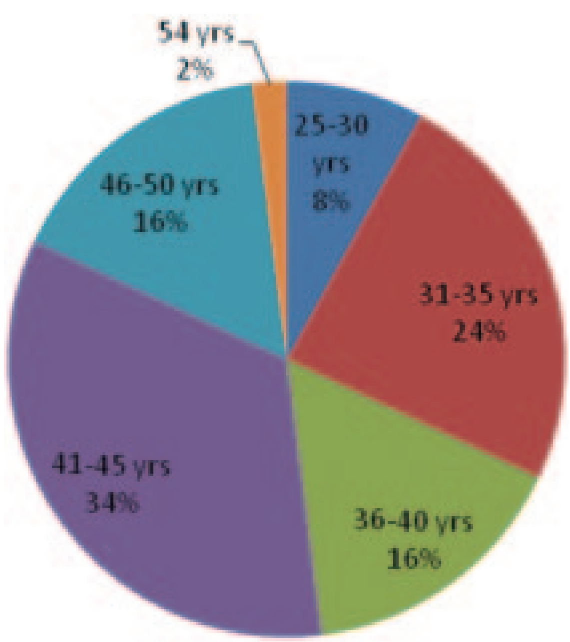

Figure No.4.ii-Showing Age Range of Teachers

Table 4.3 - Showing distribution of sample in different states

	Uttar Pradesh	Haryana	Punjab	Maharashtra
No. of Teachers	21	22	5	1

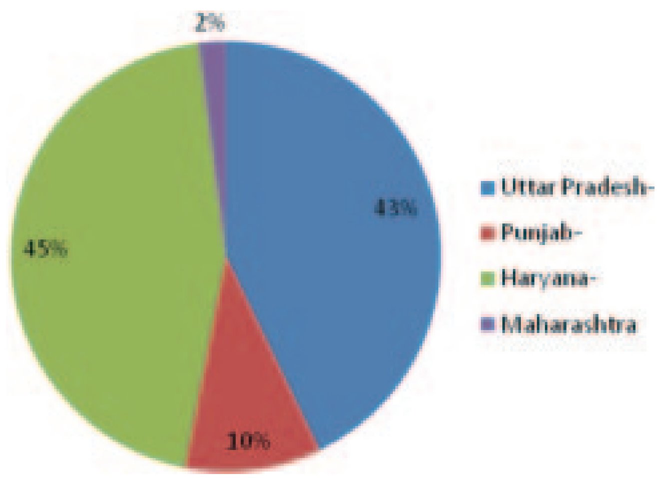

Figure No.4.iii-Showing Distribution of Teachers from Different States of India

Table 4.4 - Descriptive statistics

	No.	Age Range	Mean	Maxi-mum Score	Mini-mum Score	Range	SD
Burnout	50	25-50	60.5	132	0	132	18.48
Ego Strength	50	25-50	19.38	32	0	32	4.65

Figure No.4.iv-Showing Mean and Standard Deviation of Burnout and Ego Strength

Table 4.5- Showing t-ratio between ego strength and burnout

N	Ego Strength and Burnout	Degree of Freedom	t-ratio	Significance
50		98	15.28	**

**- Significant at 0.01 level *- Significant at 0.05 level
NS- Not Significant

Inferential Statistics

Inferential analysis gives us an inference and prediction involving determination of statistical significance between variables chosen for research for extensive data by considering a sample data from the original data.

Table 4.6 - Correlation between Ego Strength and Burnout

N	Burnout and Ego Strength	Correlation	Positive/ Negative	Significance
50		-0.265	Negative	NS

*- Significant at 0.05 level **- Significant at 0.01 level
NS- Not Significant

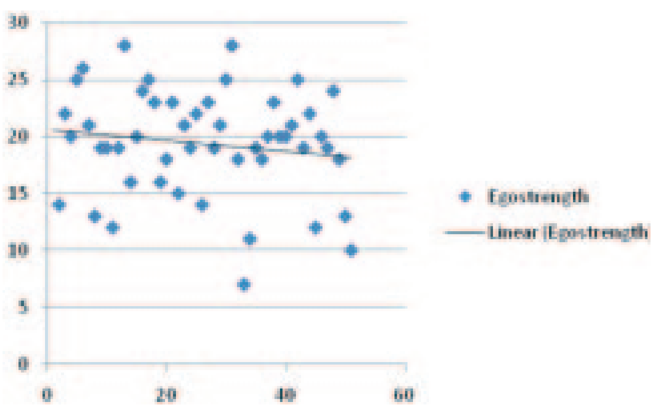

Figure No.4.v- Correlation between Ego Strength and Burnout

Table No. 4.7 - Correlation between Emotional Exhaustion (EE) and Ego Strength

N	EE and Ego Strength	Correlation	Negative/ Positive	Significance
50		-0.296	Negative	*

*- Significant at 0.05 level **- Significant at 0.01 level
NS- Not Significant

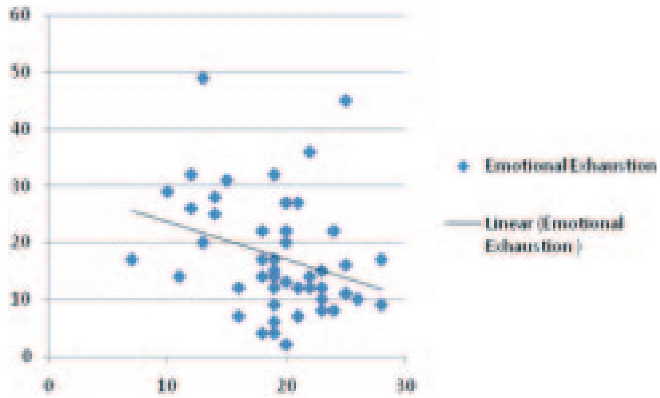

Figure No.4.vi-Correlation between Emotional Exhaustion and Burnout

Table 4.8- Correlation between Depersonalization (DP) and Ego Strength

N	DP and Ego Strength	Correlation	Positive/ Negative	Significance
50		-0.441	Negative	**

*- Significant at 0.05 level **- Significant at 0.01 level
NS- Not Significant

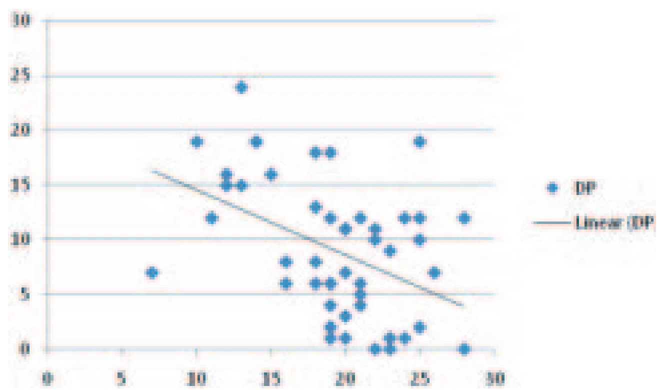

Figure No. 4.vii- Correlation between Depersonalisation (DP) and Burnout

Table 4.9- Correlation between Personal Accomplishment (PA) and Ego Strength

N	PA and Ego Strength	Correlation	Positive/ Negative	Significance
50		0.104	Positive	NS

*- Significant at 0.05 level **- Significant at 0.01 level
NS- Not Significant

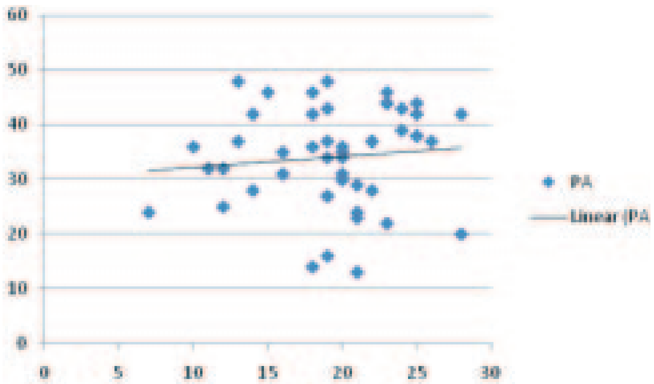

Figure No.4.viii-Correlation between Personal Accomplishment (PA) and Burnout

Discussion

Hypothesis 1- There will be no significant relationship between Ego Strength and Burnout.

It can be inferred from the table no. 4.6 that there is negative and insignificant correlation between ego strength and burnout (r= -0.265). Hence the hypothesis, "there is no significant relationship between the ego strength and burnout" is accepted. So it may therefore be concluded that ego strength and burnout in teachers is not significantly related.

Hypothesis 2- There will be no significant relationship between Ego Strength and Emotional Exhaustion.

It can be inferred from the table no. 4.7 that there is negative and significant correlation between Ego Strength and one of the dimension of Burnout which is Emotional Exhaustion (r= -0.296). Hence the above mentioned hypothesis is rejected. So it may therefore be concluded that Ego Strength and Emotional Exhaustion in teachers is significantly related. These results suggest that if degree of ego strength increases, emotional exhaustion decreases or vice versa.

Hypothesis 3-There will be no significant relationship between Ego-Strength and Depersonalization.

It can be deduced from the table no. 4.8 that there is negative and significant correlation between Ego-Strength and the other dimension of Burnout i.e. Depersonalization (r=-0.441). Consequently the aforementioned hypothesis, there is no significant relationship between Ego Strength and Depersonalisation, is rejected. Hence it may therefore be concluded that Ego Strength and Depersonalisation in teachers is significantly related.

Hypothesis 4 - There will be no significant relationship between Ego-Strength and Personal Accomplishment.

It can be reasoned from the table no.4.9 that there is positive and insignificant correlation between the third dimension of Personal Accomplishment and Ego-Strength (r=0.104). Hence the hypothesis-there is no significant relationship between Ego Strength and Personal Accomplishment- is accepted. Therefore, it may be inferred that in teachers Ego Strength and Personal Accomplishment are not significantly related.

Relevance/Implication of The Study

Several implications seem to be emerging out of the results of this study. Therefore, the current findings provide a foundation upon which policy makers, counsellors, and administrators or school principals would like to work out on to construct a working environment which is effective, innovative and less stressful for the teachers.

For policy makers- Causal factors of burnout in teachers can be attributed to lack of job security, poor working conditions, safety and security issues and ineffective laws which deal with maternal leaves, sanitation facilities, etc. These factors assign the responsibility on policy makers to make plans that eliminate such stressors.

School administrators- School administrators can organise meditation programs, yoga sessions and co-curriculum activities and, appropriate rewards and appreciation can be given to reduce burnout. Some innovative and experimental activities can be initiated to enrich ego strength among them.

Counsellors- Counsellors can help teachers to cope with stressful demands of the work life and improve their ego strengths. They can not only help them to deal with family responsibilities but also assist them to find their strengths and weaknesses.

Limitations

It is not possible for any researcher to study variables with all possible aspects and at all levels. There are some factors that delimit this study. Those factors are-

a) This research focuses on only females and not on males.

b) The research is restricted to only teaching occupation. Other occupations such as corporate, business, public administration were not included.

c) The study is limited to 50 teachers only.

d) Non-working women were not included in this research.

e) The findings of the study may have been impacted by the extraneous variable influencing the burnout and ego strength.

Conclusion

Job burnout is a problem in many professions, but it significantly more prevalent in the teaching professions. This heavy responsibility combined with limited resources, long hours, borderline working conditions, and frequently unreasonable demands from those receiving services, lead to chronic stress, and ultimately, burnout. Ego strength is one of the many factors that have relation with burnout among the teachers.

This research was conducted on 50 teachers of different school and colleges. The results of the study concluded that there is negative significant correlation (r=-0.296) between ego strength and emotional exhaustion. The similar conclusion can be made for the ego strength and depersonalisation, that is, there is negative significant correlation between the two (r=-0.441). Positive and insignificant correlation (r=0.104) was found between ego strength and personal accomplishment. Lastly, the correlation between ego strength and burnout was found to be negative and insignificant (r=-0.265).

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Sickle Cell Anemia in Sahu, Kurmi and Tribal Population of Chhattisgarh, India: A Social Stigma in Modern Scientific Society

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Abstract

Sickle cell disease is a blood disorder resulting from the inheritance of abnormal genes from parents. The present study was undertaken to study the frequency of sickle cell anemia, and related oxidative stress, in the population of Durg, Rajnandgaon, and Kabirdham Districtsof Chhattisgarh, India. A random sampling of 2213, 2262, and 4549 samples was done from three communities (Sahu, Kurmi, and Tribes) belonging to three age groups (10-20, 20-30, and 30-40 years) from Durg, Rajnandgaon, and Kabirdham district respectively. A total of 5.46% from Durg, 8.22% from Rajnandgaon, and 15.98% from Kabirdham district were found sickle-positive. The oxidative stress level was examined in a confirmed case of sickle cell anemia considering MDA, GSH, SOD Catalase, and GPx. Maximum oxidative stress was observed in HbSS individuals in comparison to HbAS and HbAA. Thus our study confirms poor oxygen supply and abnormal depletion of oxygen in a population suffering from sickle cell anemia as a major causative factor for pathogenicity and poor quality of life in the sickled population of the society of Chhattisgarh, India, and provide data for an antioxidant supplement to improve quality of life of population suffering from sickle cell anemia.

Introduction

A genetic defect that results in the abnormal structure of one of the globin chains of the hemoglobin molecule. Hemoglobinopathies are a group of diseasesthatare characterized by abnormalities both quantitatively and qualitatively in the synthesis of hemoglobin. They can be genetically inherited and can also be caused by spontaneous mutation.

Sickle cell disease (SCD) is also known as Sickle cell syndrome and Sickle cell anemia (SCA). The disease was discovered in 1910 by Dr. James B. Herrick. He noted that a patient of his from the WestIndies had anemia characterized by unusual red cells that were sickle-shaped.Sickle Cell disease was first of all discovered in West Indies in 1910 by Dr. James B. Herrick. The epidemic of Malaria is thought to be because of the mutation which results in sickle cell. Many of those who have the sickle trait have an increased chance to survive the malaria sickness compared to those without the mutation. It is believed that individuals with African and Mediterranean ancestry have an unusually high frequency of sickle cell traits due to the reduced mortality from malaria infections when compared with individuals who do not carry the hemoglobin variant (Kaplan *et al.*, 1951). The Chhattisgarh State is also Malaria prone zone and a large number of Chandrakar, Sahu, and Tribal Communities are found with sickle cell traits. It seems that the sickling condition in Chhattisgarh is alarming and it was also voiced in the state Assembly of Chhattisgarh and the Parliament of India. The Health Department of Chhattisgarh is doing random sampling for sickling. According to the World Health Organization, out of the total world population, 270 million people possess genes determining abnormal hemoglobins (Clegg *et al.*, 1999; Bandeira *et al.*, 2007). Hb S results due to point mutation from the GAG (glutamic acid) codon to the GTG (Valine) codon at the sixth position of the beta-globin chain which leads to alteration in the stability (Rodwell, 2000). SCD occurs when an individual inherits two abnormal copies of the Hemoglobin gene. An individual with a single abnormal copy is referred to as a carrier.

Sickle cells spontaneously generate approximately double amounts more ROS compared to normal red blood cells; this is associated with endothelial dysfunction, inflammation, and multiple organ damage and inturn related to the severity of clinical features and is also

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responsible for oxidative stress (Hundekar et al., 2010). Upregulation of the Glutathione-S-transferase (GST) gene takes place during oxidative stress which is a major symptom of Sickle Cell Disease and polymorphism among GST is responsible for several clinical conditions.

The biochemical, physical, and structural changes in RBC affect its ability to transport oxygen and trigger its removal due to premature lysis (Steinberg and Dreiling, 1974). SCA is reported prevalent among tribal populations in a different state. Although a lot of studies regarding the prevalence of SCA have been carried out atthe national as well as international level, limited reports regarding its prevalence and none of the literature regarding oxidative stress, DNA damage,and related gene (GST) polymorphism are available in the state of Chhattisgarh. Based onthe observation that Chhattisgarh is a malaria-prone state and different tribal communities live in forest areas and there is a tradition of Sanguinity among them, so there may be a high prevalence of SCA in that particular community and this disease also provides resistance against P.falciparum because it is an adaptation against malaria.Thus the present study was carried out to determine the frequency of SCA among Sahu, Kurmi, and Tribal (Gond and Halba) communities of Durg, Rajnandgaon, and Kabirdham districts of Chhattisgarh, India.

Materials and Methods

For the study, three communities [Sahu, Kurmi, and Tribal (Gond and Halba)] from three districts (Durg, Rajnandgaon, and Kabirdham)of three different age groups (10-20, 20-30, and 30-40 years) was selected. Totalof 2213 samples from Durg, 2262 samples from Rajnandgaon,and 4549 samples from Kabirdham district were examined. Before the start of work, the proposal was processed and approved by Institutional Ethics Committee (Approval No: IEC/GVYTPGAC/05/Durg, Date 18.10.14). Screening for SCA was performed by Slide test using 2% Sodium metabisulphite while the heterozygous and homozygous condition of SCAwas confirmedby HemoglobinElectrophoresis (Pauling, 1949). Two ml intravenous blood was collected from positive individuals by paramedical staff following Institutional Ethical Committee Guidelines. Oxidative stress.

Phase I: Screening of SCA

For detection of sickle cell anemia, 2% sodium metabisulphite was added, mixed with a single drop of blood then covered by a coverslip, sealed with paraffin wax, and finally,the slide was placed in the humified chamber for 24 hours. After 24 hours slides were observed under a trinocular microscope (Olympus CH21i) to detect sickle-shaped RBC. Samples which was observed sickle positive were selected for further study.

Phase II: Determination of Oxidative stress

For the determination of oxidative stress among sickle patients following parameters were analyzed :

i. Lipid peroxide in terms of malondialdehyde (MDA)- by thiobarbituric acid reaction following Ohkhawa *et al.,* 1979.

ii. Reduced Glutathione (GSH) - following Moron *et al.,* 1979.

iii. Superoxide dismutase (SOD)- following Misra *et al.,* 1972.

iv. Catalase (CAT) - following Bergmeyer *et al.,* 1974.

v. Glutathione peroxide (GPx) - following Rotruck *et al.,* 1973.

Simultaneously, a parallel set of control was also maintained.

Observation and Results

Out of 2213 and 2262 samples collected from Durg and Rajnandgaon districts121samples (5.46%) and 186 samples (8.22%) were found sickle positive respectively and out of 4549 samples collected from Kabirdham 727 (15.98%) were found sickle positive.

Table 1: Showing the prevalence of sickle cell anemia with the homozygous and heterozygous conditions

S. No.	District	Total Sample	Sickle positive samples	Electrophoresis Test		
				HbAA	HbAS	HbSS
1.	Durg	2213	121	2092	93	28
2.	Rajnandgaon	2262	186	2076	153	33
3.	Kabirdham	4549	727	3822	668	59

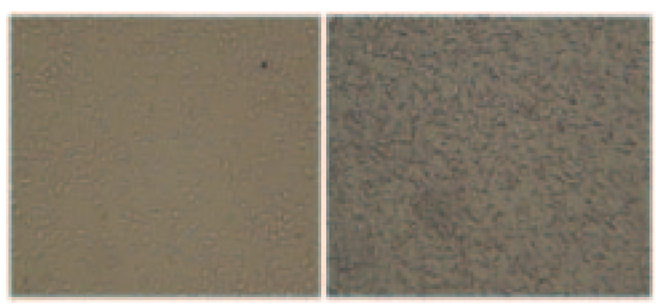

Fig 1: Showing Sickle Shaped Red Blood Cells
(Microscopic view of sickled RBC)

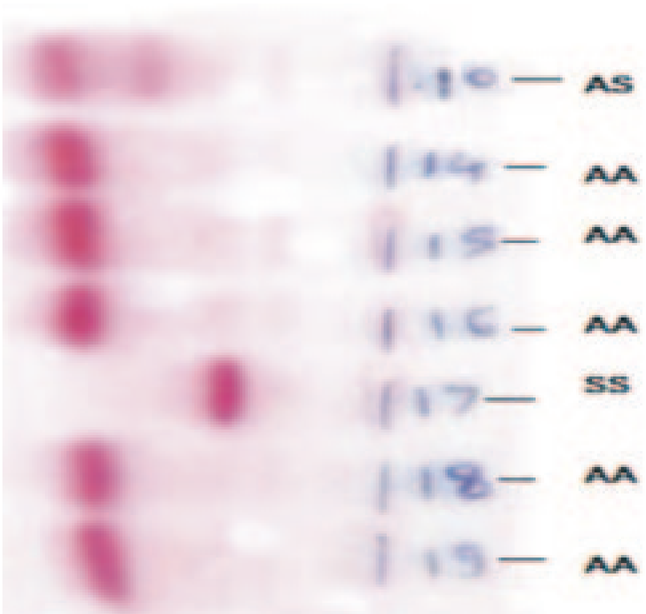

Fig 2: Alkaline Hemoglobin Electrophoresis for detection of Homozygous and Heterozygous condition

AA- Normal, AS- Heterozygous, SS- Homozygous

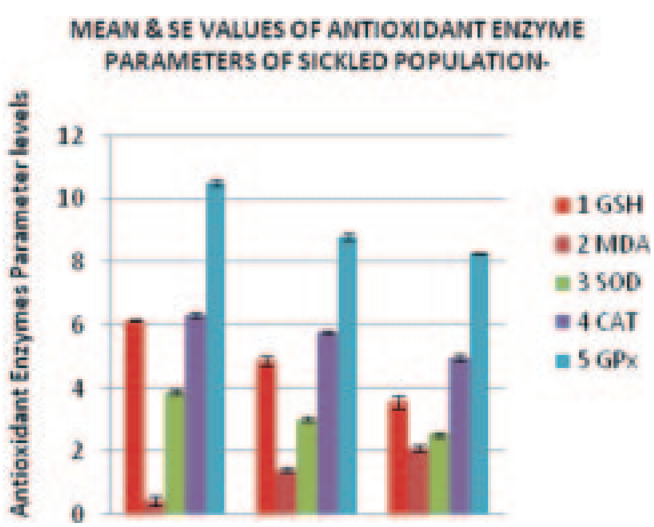

Fig 3: Graphical representation of mean values for variation in Antioxidant

Enzymatic Parameters among HbAA, HbAS, and HbSS Individualsof Sahu, Kurmi, and Tribal (Gond and Halba) communities from Durg, Rajnandgaon, and Kabirdham district of Chhattisgarh, India.

Among all sickle patients, 15 individuals each from HbAA, HbAS, and HbSS from all three districts were randomly selected for analysis of variation in antioxidant enzyme parameters. The lipid peroxide in terms of MDA was found significantly increased between control (HbAA) to HbAS ($t > 5.96$ at 5% P) and control (HbAA) to HbSS ($t > 9.80$ at 5% P). The activities of the rest of the enzymes were found significantly decreased. The GSH activity was found significantly decreased between Control to HbAS ($t > 6.41$ at 5% P) and Control to HbSS ($t > 12.55$ at 5% P); the SOD activity was found to decrease between Control to HbAS ($t > 7.45$ at 5% P) and Control to HbSS ($t > 11.40$ at 5% P); the Catalase activity was found significantly decreased between Control to HbAS ($t > 6.15$ at 5% P) and between Control to HbSS ($t > 11.13$ at 5% P). Similarly, the GPx activity was also reported significantly decreased between Control to HbAS ($t > 11.34$ at 5% P) and Control to HbSS ($t > 19.84$ at 5% P). The above findings confirm oxidative stress among the sickled population comparatively greater among HbSS than HbAS in comparison to Control (HbAA).

Discussion

Chhattisgarh is the 26th state of India, which is established on 1st November 2000, where a high frequency of sickle cell gene has been reported. Balbir *et al.* (1996) reported 20% of sickle cell anemia in Madhya Pradesh but in our study,the maximum percentage of SCA was reported from Kabirdham district (15.98%) followed by Rajnandgaon (8.22%) and Durg (5.46%) district respectively.

Human beings are constantly under the threat of being victimized by many dreadful diseases, aging, and stressful life.Various diseases & disorders are developed due to the condition of "Oxidative Stress". Oxidative stress is essentially an imbalance between the production of free radicals and the ability of the body to counteract or detoxify their harmful effects through neutralization by antioxidants. Free radicals are generally formed during normal metabolic reactions but when the body's mechanism to detoxify it is decreased, the level of free radicals in the cell is increased and responsible for the development of oxidative stress (Halliwell and Whiteman, 2004). Under normal conditions they do not cause any damage to host cells, damage to cells caused is only due to the excessive generation & attack of "Free radicals" (Grishan, 1994). Sickled patients generate enough amount of free radicals responsible for different clinical manifestations like organ damage, vaso-occlusive crisis, inflammation, etc. (Hundekar *et al.*, 2010) this free radical is also responsible for damage of protein and lipid constituents of RBC membrane leading to hemolysis. Thus Hemoglobin value decreases to half when compared to the normal value (Hayes *et al.,* 2005). The reason for the increased production of reactive oxygen species involves an increased level of xanthine oxidase, auto-oxidation of sickled Hemoglobin, membrane leakage in mitochondria, etc. (Aslan *et al.,* 2001; Xia *et al.,* 1996). Antioxidants are neutralizing substances that act against free radicals & their harmful effects and they have a remarkable property to scavenge or combatfree radicals (Miller *et al.,* 2005). Hence, are known as 'Radical Scavengers' or 'Oxygen Quenchers' (Halliwell *et al.,* 1991). Low levels of antioxidants like vitamin C, glutathione peroxidase, catalase, superoxide dismutase, and glutathione S transferase have been reported in sickled patients (Natta *et al.,* 1990; Reid *et al.,* 2006).

In our study, we have reported a significant decrease in all the antioxidant enzyme parameters except malondialdehyde (MDA) in sickle cell patients of all communities [Sahu, Kurmi, and Tribes (Gond and Halba)] from all districts. An elevated level of MDA in affected subjects as compared to the control ones was an indication of the presence of oxidative stress among subjects

A study conducted by Fasola in 2007, revealed that the mean total antioxidants status (TAS) level was found significantly lowered (TAS <1.00 mmol/L in 21 i.e. 52.2%) among patients with sickle cell anemia (SCA) in comparison to the controls (p<0.001) and that the mean value in the SCA group was found less than half that for the control group. Hierso *et al.* (2014), compared RBC reactive oxygen species (ROS) and glutathione (GSH) content, along with the hemorheological profile of sickle cell anemia (SS), sickle hemoglobin C (SC) disease patients and healthy subjects at baseline and after in-vitro treatment with t-butyl hydroperoxide (TBHP). They reported higher levels of RBC ROS content in SS and SC patients, with the highest level seen in SS patients, also a lower RBC GSH content was observed in sickle syndrome patients, particularly in SS patients.

Glutathione is a ubiquitous molecule found in animals, plants as well as in micro-organisms. As it is water-soluble in nature, it is found mainly inthe cytosol and many organelles Ex-mitochondria, nuclear matrix, and peroxisomes (Lomaestro *et al.,* 1995). Peroxides, agents that cause harm to the cell are also reduced by GSTs (Mannervik, 1985). As GST possesses both reductase and peroxidase activity. Peroxidase activity of GST requires reduced glutathione, this reaction is catalyzed in two steps. The first step involves the reduction of peroxide to alcohol along with the production of hydroxylated glutathione. The second step is a spontaneous reaction in which hydroxylated glutathione (GSOH) with GSH is converted to oxidized glutathione (GSSG) (Jakoby and Habig, 1980).

Thus our finding may be helpful for the management of sickling patients to improve their quality of life.

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Role of Teacher in Nation Building

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Abstract

In today's world, the teacher's role is changing. Teachers' role is not only standing in front of students in the classroom and giving lectures but also playing multiple roles like a planner, evaluator, disciplinarian, counsellor, nutritionist, and professional developer to bring out the best in children. Teaching is a noble profession.Teachers are considered the backbone of a nation and society. This research paper aims to know the role of teachers in nation-building. Good teachers always seek the upgradation of their knowledge, are highly motivated, innovative, and creative, have good character, and try to teach their students with effective methods and strategies. Teachers are the real person who helps students in the development of skills and competencies and they also create awareness among students. With the help of teachers, students grow into knowledgeable people in society. Without a teacher's guidance, knowledge achieved is like a blind man walking without his stick. Knowledge helps in the success of the nation. The teacher is a nation-builderwho helps mold the future generation. More good teachers create more good people and more good people do more development in the nation.

Introduction

> *Teachers are the backbone of any country, the pillar upon which all aspirations are converted into realities*. **-APJ Abdul Kalam**

The people of a common religion and traditional background, live in a definite territory with common goals, like-mindedness, and a feeling of 'we' form the nation. The nation is not a geographical entity only it is an ethos.All people as equals, work towards eradicating the divisions and injustices of the past, fostering unity, and promoting a country-wide consciousness of being proudly Indian, and committed to the country. Nation-building is the process whereby a society of people with diverse origins, histories, languages, cultures, and religions come together within the boundaries of a sovereign state with a unified constitutional and legal dispensation, a national public education system, an integrated national economy, shared symbols, and values, as equals, to work towards eradicating the divisions and injustices of the past, to fosterunity and promote a countrywide consciousness of being proudly Indian committed to the country and open to the world. After Independence, National Reconstruction started in India. Industrialization is done and educational policies are formed. There are some pillars of nation-building. To become a superpower any country must follow 3 steps: change education, strengthen the economy, and strengthen the army. After II world war, the economy of the whole world is devasted. Under US President Roosevelt's leadership, the economy rose again, and in the 1950s-70s America became a superpower and their universities are among the top universities in the world. After America, the USSR, and China developed as superpowers. India is also in a race to become a superpower country and to become a superpower, India must follow these steps. In Education, National education policy 2020 has come and efforts are done to implement it. To build the nation, education is the first pillar. The quality of any nation depends on the quality of its people and the quality of people depends on the quality of their education.

Education helps in developing the perspective to look around the world and life. It gives us knowledge of the world and helps us make opinions, decisions, and viewpoints. Education is imparted to children through teachers. The teacher is the most important single component in the education system. Teachers are the real guide of the students. Teachers should love three things: their subject, their profession, and their students.According to NCTE (1998), *"the teacher is the most important element in any educational program"*. Not only Teachers should help the students tochoose the right path and help them as a guide, facilitators, andsupporters, but with that teachers should havemastery of their subject, be confident, planners, mentorship, passionate, values, encouraging, friendly, helpful, motivating, patient, understanding, and sometimes strict with students. Teachers guide students toward the noble deeds, health, cleanliness, and moral values of life. Teachers should also assist the students in selecting their study area. Teachers, or gurus, were provided with the

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tools they needed by society to transmit their knowledge, abilities, and morals to students in the best possible way. Teachers enable a student to become an ideal person and help in building society. Without teachers, it can be difficult for students to learn skills that should be needed for survival and success. Teachers should have academic knowledge of the subject they teach. Teachers have pedagogical skills that help them better know their students and teach them effectively through various teaching methods and learning styles. Teachers can influence students and grow for the well-being of society and the nation. Teachers and students are closely related. Students are deeply affected by their teacher's love, affection, character, competence, and moral values. Even some teachers also serve as role models for some students and they try to follow them. Students also discuss their plans and seek help and advice for life aims. Teachers help students in building their future. The teacher's role is important as they are nation builders.

The teacher's role in making a nation:

- **National Character Building:** Knowledge of motherland India's historyshould be imparted to students who feel proud of being Indians.national festivals should be celebrated. Along with that, the birthdays of national heroes, and historical heroes should be celebrated. Religious and Cultural festivals should also be celebrated to foster a feeling of homogeneity and pride for our country, India, as we sometimes feel towards our caste and religion.
- **Developing social cohesiveness:** Democratic values and people's quality reflect the nation's quality. The role of the teacher is in imparting the content through activities and promoting students to become good citizens, social cohesiveness, inclusion, equality, unity in diversity, and equity in the classroom. Cooperative learning should be practiced in the classroom by teachers.
- **Training in Self-Governance:** There should be accountability, transparency, efficiency, responsibility, and e-governance. Students can learn self-governance with the help of teachers in school. Thought for the day should be announced in assemblies and moral thoughts instill moral thinking in students.
- **Creating Political Awareness among students:** students should be made aware by teachers related to their values, attitudes, principles, and right to vote. Teachers' role is to develop values through subjects.
- **Preparing students for life challenges:** How much freedom and when personal interest or social interest is necessary. For Social interest, personal goals should be kept behind. Suicidal tendencies are increasing day by day in students. To stop this, teachers must prepare students to face the challenges of life fearlessly and with courage.
- **Imparting Universal education:** Due to technological advancement, the world has become small. Technology provides everything in a click and that's why interdependence increases. So, teachers should develop a universal approach to students.Equal opportunities, skill-based education, and vocational education should be imparted to students by teachers.
- **Cultural and sports events:** by organizing cultural and sports events, the values of team spirit, sharing, cooperation, patience, and courtesy can be imparted to students. Skits and role plays can also be performed.
- **Responsible intelligentsia:** The teacher should tell students to visit libraries (storehouse of knowledge). The library books help enrich students' knowledge and can be inspirational and a motivator. Teachers should explain the importance of Yoga and meditation to students for the attainment of oneness with God. Students should have a daily moral lecture of 5 minutes for moral development. Nowadays, many intelligent people are using their knowledge for destruction, not for construction. So, people should be made aware of their correct use of knowledge by teachers.
- **National integration:** Literary clubs, Social Service groups, nature clubs, wildlife prevention clubs, and blood donation campaigns help in uniting people physically, emotionally, psychologically, and politically. Excursions and visits to places of historical importance and Imparting knowledge of regional languages make them know different cultures and can also help in national integration.
- **Skills to create finance:** Liberalization, Privatization, and Globalization (LPG) is going on in the industrial area. Many economic opportunities are increasing due to the LPG. So, students must be aware of the opportunities and can create finance.

These all works have been done by education. To impart education, the teacher plays the role. Teachers' role is not only to complete the syllabus, not toteach crore's population andcrore's vibrant minds but to ignite these minds. The minds are ignited in the classroom. In

Kothari's commission,it is written that *"The destiny of India is now being shaped in the classroom."* Every subject has some direct and indirect goals and teachers should know their subject's indirect and long-term goals. There are three dimensions of personality: cognitive, affective, and psychomotor (body, mind, and soul), andteachers should develop all three dimensions of their subject and find its scope.Teachers should shift to constructivism from behaviorism.The solutions to every problem cannot be learned so there should be more focus on the process of learning not learning. They should get trained in the process of learning so that they can transfer their learning and find solutions themselves. Teachers show the right path to the students to reach their desired destination. To develop the character of students and their personalities.

There should be some qualities that a teacher should have. A teacher should possess the 5 C's: Cool and calm, Clear vision, Clear understanding, Confidence, and Commitment. Teachers should be, T- technology friendly/ task-maker, e-Entrepreneurship/ eager to learn, a- academic leadership/ achievement-oriented, c- Collaborative learning/continuing to be a learner/ caring, h-Hardworking/ honest, e- ethics in the profession/ emotionalintelligence, and r- resourceful/ research-oriented.

The teacher is a nation-building service, and those who are associated with it should deserve the gratitude of the whole community (McKenzie, R.J. 1932). Mehta, J. (1939) said in the speech that the teacher is at the center of the education system andthat education cannot be imparted without a teacher.Teachers have a direct impact on their students. In his book "India 2020: A Vision of the New Millennium," our honorable president, Dr. A. P. J. Abdul Kalam, said, "If you are a teacher in whatever capacity, you have a very special role to play because more than anybody else it is you who are shaping the future generation." "Let us remember: One book, one pen, one child, and one teacher can change the world" (Yousafzai, M.). Without teachers, the nation cannot be imagined. Without teachers, the nation cannot rise to the standard of its educational goals. No nation can progress and the population will be sick without educational goals. Teachers inspire students in all aspects of their lives, help them make important decisions, and leave a memorable mark on them. The teacher is an important person in building the character of a student and Character building can change the nation. Thus, Teachers play an important role in nation-building. The best and greatest of all professions in the world is a teacher. As future of the nation depends upon the teacher because the teacher is the one who shapes and moulds their students as enlightened citizens. The better the teacher, the better the nation.

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प्राथमिक स्तर के शिक्षकों की शिक्षण के प्रति अभिरुचि का एक अध्ययन

**सत्यवीर, **डॉ. रीटा झाझड़िया*

सारांश

यदि हम आज के परिवेश पर नजर डालें तो हमारी शिक्षक, शिक्षा एवं शिक्षा व्यवस्था को लेकर अनेक अपेक्षाएं हैं। पुराने एवं आधुनिक शिक्षकों को देखें, शिक्षण व्यवसाय में आये रिसावों को देखें, शिक्षकों में व्याप्त अपने जाति वर्ग, समुदाय को अन्य समुदाय व वर्गों से ऊपर उठाने की भावना अधिक से अधिक लाभ तथा सुविधाएं प्राप्त करने के लिए संकीर्ण व्यवसायिक स्वरूप को देखें तो एक ही नजर में समझ में आ जाता है कि आज शैक्षिक जगत व शिक्षकों के व्यवहार में अनेक विसंगतियां हैं।

आदिकाल से लेकर आज तक शिक्षक की भूमिका, उसके कार्य, उसकी जवाबदेही एवं समाज की उसके प्रति अपेक्षा आदि तथ्यों में किसी प्रकार का कोई परिवर्तन नहीं आया है। आज भी शिक्षक को उसकी मुख्य भूमिका के रूप में जाना तो जाता है, लेकिन आज का शिक्षक प्राचीन शिक्षक की भांति गुरुत्व नहीं रखता, हाँ वह एक वेतनभोगी इकाई अवश्य बन गया है। समाज के बदलते नजरिये, बदलते जीवन मूल्यों का प्रभाव शिक्षा जगत पर पड़ा है। आज का शिक्षा जगत एक व्यवसायिक तन्त्र का रूप लेता जा रहा है। साथ ही शिक्षा के बाजारीकरण ने शिक्षक को एक व्यवसायिक तथा बिकाऊ वस्तु बना दिया है, जिसके चलते विद्यालयों की स्थापना विश्वविद्यालयों की स्थापना गुरु-शिष्यों के सम्बन्धों में भी अर्थ ने अपनी अलख जगा दी तथा नाना प्रकार के अन्य प्रभाव यथा आधुनिकीकरण, पाश्चात्यीकरण, तकनीकीकरण, वैश्वीकरण, निजीकरण एवं उदारीकरण आदि का भी शैक्षिक जगत एवं शिक्षक के स्वरूप तथा भूमिका पर व्यापक प्रभाव पड़ा है।

भूमिका

शिक्षण न केवल आजीविका उपार्जन का अवसर प्रदान करता है बल्कि यह पुराने एवं नोबल व्यवसाय में शामिल किया जाता है और शिक्षकों को राष्ट्र निर्माता भी कहा जाता है। परन्तु एक शिक्षक अपने बहुमूल्य कार्यों और जिम्मेदारियों का प्रदर्शन नहीं कर सकता, जबतक कि वह अपने व्यवसाय और व्यक्तित्व को अद्यतन नहीं कर लेता है। इसलिए ही अन्य व्यवसायों की तुलना में शिक्षण का सार्थक मूल्यांकन आवश्यक हो गया है। कुछ लोगों को शिक्षण व्यवसाय इसलिए भी अच्छा लगता है कि इसमें अन्य प्रकार की गतिविधियों (पाठ्य सहगामी क्रियाएं) की अधिक संभावना होती है। शिक्षण व्यवसाय ने राजस्थान में पिछले कई वर्षों में युवाओं को अपनी ओर आकर्षित किया है और बहुत से युवाओं ने शिक्षण को अपना व्यवसाय भी चुना है और आज एक शिक्षक के रूप में कार्य कर रहे हैं। आज भारत में निजी एवं सरकारी शिक्षण संस्थाओं की संख्या में तीव्र गति से वृद्धि होती जा रही है। इससे यह सिद्ध होता है कि युवाओं में शिक्षण व्यवसाय के प्रति अभिवृत्ति में विकास तो हुआ है। शिक्षण व्यवसाय में नौकरियों की संभावना भी बढ़ी है और अध्यापकों के वेतन में भी वृद्धि हुई है। शिक्षण व्यवसाय में कम घंटों के कार्य में जॉब सुरक्षा सुनिश्चित होती है। इसके साथ ही प्राईवेट ट्यूशन और कोचिंग संस्थानों में अतिरिक्त पैसा भी कमाया जा सकता है।

व्यक्ति जिस स्थान पर कार्य करता है, वहां के अधिकारी कर्मचारी आदि में आपस में सौहार्दपूर्ण सामंजस्यता, समानता का माहौल नहीं हो तो वह उस व्यवसाय से संतुष्टि प्राप्त नहीं कर पाता है। किसी कार्य के सम्पादन से प्राप्त आय भी व्यवसाय रुचि की निर्धारक होती है। एक अध्यापक को विशेषज्ञ होना अति आवश्यक है वह चाहे- नर्सरी विद्यालय, प्राथमिक विद्यालय, मिडिल विद्यालय, उच्च विद्यालय, महाविद्यालय, विश्वविद्यालय, संस्थान या विशेष विद्यालय स्तर का हो, इससे उसकी जॉब सुरक्षा और कुशलता में भी वृद्धि होती है, और उसकी व्यावसायिक प्रतिबद्धता के विकास की संभावना भी बढ़ जाती है। एक अध्यापक के लिए मूलभूत विशेषताओं का होना आवश्यक है जैसे- धैर्य, दृढ़ निश्चयी, विद्यार्थियों के अनुसार ग्रहणशील, समरस भाव और खुशमिजाज हो जिससे विद्यार्थी हमेशा उसे आदर्श के रूप में देखें, न कि उससे डरें।

कार्य या व्यवसाय रुचि का न हो तो जीवन जीने के लिए पर्याप्त संतुष्टि नहीं होगी। इसी प्रकार भविष्य में उस व्यवसाय के माध्यम से प्राप्त होने वाले उन्नति के अवसरों की न्यूनतम और अधिकतम मात्रा भी व्यावसायिक रुचि का निर्धारण करती है। वर्तमान परिस्थितियों में अध्यापक अपने व्यवसाय के प्रति स्थानांतरण, परिवार नियोजन, चुनाव तथा सर्वेक्षण आदि कर्त्तव्यों की अधिकता, तथा अधिक योग्यताधारी होते हुए भी निम्न

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कक्षाओं में अध्यापन करवाने की मजबूरी के कारण उनकी व्यवसायिक सोच तथा उनके कार्य स्तरों में बदलाव आया है। राष्ट्रीय अध्यापक शिक्षा परिषद् ने 1998 में विशेष रूप में लिखा था कि अध्यापक शिक्षा कार्यक्रम की दक्षता और प्रतिबद्धता पर और अधिक ध्यान देने की आवश्यकता है।

मर्फी के शब्दों में- ''अभिरुचियाँ उद्देश्यों से जुड़े अनुबंधित उद्दीपक होते हैं, जो वातावरण की वांछित वस्तुओं, पदार्थों, क्रियाओं व मनुष्यों के गुणों के प्रति पसंदगियों एवं नापसंदगियों के रूप में अभिव्यक्ति होते हैं।''

उपरोक्त परिभाषाओं के आधार पर कहा जा सकता है कि अभिरुचि एक प्रेरणा-शक्ति जो व्यक्ति को कुछ करने, किसी वस्तु अथवा पदार्थ की ओर ध्यान देने के लिए प्रेरित करती है। अभिरुचियों के संबंध वातारण की वस्तुओं व पदार्थों से होता है तथा वंशानुक्रम से संबंधित कारक अभिरुचियों को प्रभावित करते है। अभिरुचि व्यक्ति को सीखने में आने वाले अवरोधों को दूर करने में सहायता करती है। इसलिए थकान व असफलता की स्थिति में प्रतिरोधक शक्ति को कार्य करती है।

अध्ययन का महत्व

शिक्षकों में अपने व्यवसाय के प्रति अन्तरात्मा के अनुकूल व्यवहार होगा तथा अपने व्यवसाय के प्रति प्रतिबद्ध होंगे तभी जाकर वह अपने कार्य के प्रति ईमानदार बन सकेंगे। यह शोध इसलिए भी लाभदायक होगा कि आयोजना निर्माणकर्त्ता, मनोवैज्ञानिकों, संगठन और प्रशिक्षण प्राप्त अध्यापकों और विद्वानों के लिए नवीन विषय वस्तु प्रदान करेगा तथा समाज को योग्य, चरित्रवान एक समरस समाज निर्मित करने वाले तथा अपने व्यवसाय के प्रति प्रतिबद्ध शिक्षक प्राप्त हो सकेंगे। शोधकर्ता ने अपने शोध में शामिल चारों चरों की वर्तमान में सार्थक प्रासंगिकता को देखते हुये ही अध्ययन में शामिल किया है। प्रस्तुत शोध का महत्व इसलिए भी बढ़ जाता है कि इस शोध के निष्कर्ष एवं दिये गये सुझावों से शिक्षा जगत को एक नई दिशा दी जा सकेगी।

अध्ययन का औचित्य

यह अध्ययन शिक्षा के क्षेत्र में विशेषकर प्राथमिक स्तर के शिक्षकों के शिक्षण के प्रति अभिरुचि को प्रभावित करने वाले कारकों का अध्ययन करने में मूल्यवान सिद्ध होगा। शिक्षक जब शिक्षा को अपना व्यवसाय बनाता है तो स्वभाविक ही उसकी अभिरुचि शिक्षा के प्रति बढ़ जाती है। अपने संस्था के प्रधानाध्यापक के साथ किस तरह का तालमेल होना चाहिए, विद्यार्थियों के साथ किस तरह का व्यवहार होना चाहिए, प्राथमिक स्तर के पुरुष व महिला शिक्षक तथा राजकीय व गैर राजकीय विद्यालयों में कार्यरत शिक्षक शिक्षा के प्रति कितनी अभिरुचि रखते हैं, इन सब समस्याओं का अध्ययन प्रस्तुत शोध में किया गया है। व्यक्ति को जीवन की चुनौतियों का सामना योग्यता और वातावरण के सन्दर्भ में करना चाहिए। व्यक्ति को कभी भी उसके साथ समन्वय नहीं तोड़ना चाहिए। व्यक्ति किसी वस्तु पर विशेष रूप से अभिरुचि के कारण ही ध्यान केन्द्रित करता है और इसी प्रकार शिक्षक का शिक्षण पर ध्यान के साथ-साथ अभिरुचि का महत्वपूर्ण स्थान है। अभिरुचि व्यक्ति के सम्पूर्ण व्यक्तित्व की एक महत्वपूर्ण विधा है जो वस्तु शिक्षक को अच्छी लगती है उसके प्रति उसमें अभिरुचि हो जाती है। अभिरुचि एक प्रेरक शक्ति के रूप में कार्य करती है।

समस्या कथन

''प्राथमिक स्तर के शिक्षकों की शिक्षण के प्रति अभिरुचि का एक अध्ययन।''

अध्ययन के उद्देश्य

1. प्राथमिक स्तर के शिक्षकों की शिक्षण के प्रति अभिरुचि का अध्ययन करना।
2. लैंगिक आधार पर प्राथमिक स्तर के शिक्षकों की शिक्षण के प्रति अभिरुचि का अध्ययन करना।

परिकल्पनाएँ

1. प्राथमिक स्तर के शिक्षकों में शिक्षण के प्रति अभिरुचि नहीं पायी जाती है।
2. लैंगिक आधार पर प्राथमिक स्तर के शिक्षकों की शिक्षण के प्रति अभिरुचि में कोई सार्थक अन्तर नहीं पाया जाता है।

अध्ययन का परिसीमन

1. यह अध्ययन सीकर जिले के हिन्दी माध्यम वाले प्राथमिक स्तर के राजकीय एवं मान्यता प्राप्त गैर-राजकीय विद्यालयों के शिक्षकों तक सीमित रखा गया है।
2. इस अध्ययन में 35.35 राजकीय एवं गैर-राजकीय विद्यालयों को शामिल किया गया है।
3. इस अध्ययन में राजकीय विद्यालयों से 200 शिक्षक (100 पुरुष + 100 महिला) तथा गैर-राजकीय विद्यालयों से 200 शिक्षक (100 पुरुष + 100 महिला) को लिया गया है।

शोध विधि

प्रस्तुत अध्ययन में अनुसंधान की विधि के रूप में सर्वेक्षण विधि को अपनाया गया है। यह अनुसन्धान की एक वैज्ञानिक विधि है। इसके द्वारा एकत्रित दत्त प्रामाणिक एवं विश्वसनीय माने जाते हैं।

अध्ययन में प्रयुक्त उपकरण

शिक्षण के प्रति अभिरुचि : स्वनिर्मित

समंकों का सारणीयन एवं विश्लेषण

प्राथमिक स्तर के शिक्षकों में शिक्षण के प्रति अभिरुचि को प्रभावित करने वाले कारकों का कोई निश्चित स्तर नहीं होता है।

सारणी संख्या-1: प्राथमिक स्तर के शिक्षकों में शिक्षण के प्रति अभिरुचि को प्रभावित करने वाले कारकों के प्राप्तांकों का प्रतिशत एवं प्रतिशत की सार्थकता की गणना

प्राप्तांक प्रतिशत			प्रतिशत की सार्थकता		
उच्च	औसत	निम्न	उच्च	औसत	निम्न
8	70	22	5.28 से 10.71 तक	65.41 से 74.58 तक	17.85 से 26.14 तक

उक्त सारणी में प्राथमिक स्तर के शिक्षकों में शिक्षण के प्रति अभिरुचि को प्रभावित करने वाले कारकों के प्राप्तांकों का प्रतिशत एवं प्रतिशत की सार्थकता की गणना की है जिसके अनुसार 5.28 से 10.71 प्रतिशत शिक्षण के प्रति अभिरुचि को प्रभावित करने वाले कारक औसत से उच्च स्तर पर पाये गये। 65.41 से 74.58 प्रतिशत शिक्षण के प्रति अभिरुचि को प्रभावित करने वाले कारक औसत तथा 17.85 से 26.14 प्रतिशत शिक्षण के प्रति अभिरुचि को प्रभावित करने वाले कारक औसत से निम्न पाये गये। अतः इस संदर्भ में उक्त परिकल्पना स्वीकृत होती है।

1. लैंगिक आधार पर प्राथमिक स्तर के शिक्षकों की शिक्षण के प्रति अभिरुचि में कोई सार्थक अन्तर नहीं पाया जाता है।

सारणी संख्या-2: लैंगिक आधार पर प्राथमिक स्तर के शिक्षकों की शिक्षण के प्रति अभिरुचि को प्रभावित करने वाले कारकों के प्राप्त मध्यमानों के अन्तरों में सार्थकता की तुलना

शिक्षकों के वर्ग	संख्या	मध्यमान	मानक विचलन	क्रान्तिक अनुपात	सार्थकता स्तर	
					0.05 स्तर	0.01 स्तर
पुरुष	200	230.16	21.03	1.66	सार्थक	सार्थक
महिला	200	234.44	19.66		अंतर नहीं	अंतर नहीं

विश्लेषण

उक्त सारणी में लैंगिक आधार पर प्राथमिक स्तर के शिक्षकों की शिक्षण पर अभिरुचि को प्रभावित करने वाले कारकों के प्राप्तांकों का प्रतिशत एवं प्रतिशत की सार्थकता की गणना की है जिसके अनुसार 230.16 से 234.44 प्राप्त हुआ। शिक्षकों का मानक विचलन 21.03 तथा महिला शिक्षकों का मानक विचलन 19.66 प्राप्त हुआ। दोनों समूहों के मध्यमानों एवं मानक विचलनों के आधार पर गणना द्वारा क्रांतिक अनुपात मान 1.66 प्राप्त हुआ। इस सन्दर्भ में उक्त परिकल्पना स्वीकृत होती है।

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Perception of High School Students on The Causes of Inadequate Infrastructural Facilities

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Abstract

This study looked into the reasons why Tamilnadu high school pupils had insufficient infrastructure. A descriptive research survey design was employed in the study. High school students made up the study's population. The sample of 120 (303) special needs students was chosen using stratified and simple random sampling techniques. The researchers created the questionnaire, which was then utilized to gather data. a modified four-point Likert scale measuring strong agreement (SA), agreement (SA), disagreement (D), and strongly disagreement (SD). The test-retest approach was used to determine the instrument's dependability. The techniques used to analyse the data were simple frequency counts and percentages.The information gathered and examined showed that there is a lack of funding for high schools, poor planning for infrastructure development, and subpar infrastructure quality. The government was advised to improve high school financing in the following ways. The country should have infrastructure improvements made by the government, including high school facilities. This will facilitate a methodical approach to the problem of inadequate high school infrastructure.

Introduction

Schools, which are like a child's second home, have several functions in a child's life. Schools accomplish everything, from increasing students' self-confidence to teaching them the value of cooperation and socialising. Kids spend the majority of their time at school when they are away from home. Children are sent to school because it provides a safe atmosphere that fosters growth as well as an experienced adult to guide them. We also acknowledge that infrastructure contributes to the development of a child's environment in a positive way. Schools should establish a setting that prioritises the kids' mental and physical health in addition to ensuring that they study.According to studies and research done to determine the impact of infrastructure, pupils attending schools with poor infrastructure may perform worse academically than those attending schools with better infrastructure and facilities. However, there are situations when pupils achieve admirably despite subpar facilities. Some could counter that concentration is more important than physical space for improving academic performance and encouraging attendance. It has been demonstrated that children's learning ability might be impacted by a crowded and stressful setting. Since it is believed that temperature and noise levels have an impact on students' comprehension abilities, the location of educational facilities like schools is a critical issue. The physical environment can have a beneficial or bad impact on a student's overall development.The most crucial component of school infrastructure is the buildings, classrooms, playgrounds, and libraries. Schools must have large, newly furnished facilities with well-ventilated classrooms. Some of the basic infrastructure that every school should offer to its students includes extracurricular workshops, libraries, halls,

Review of Literature

Numerous researchers, both Indian and international, have undertaken in-depth studies on the effects of different variables, such as infrastructure (independent variables), on students' academic performance and placement (dependent variable). According to Singh & Mallik (2016), psychological, economic, social, personal, and environmental factors have a significant impact on students' academic success. The infrastructure, intellectual capital, teaching pedagogy, and faculty intelligence of teaching staff at higher education institutions make up the majority of the environmental elements. They discovered that good instruction from parents and teachers, as well as adequate learning facilities, have a favourable and statistically significant impact on pupils' performance.

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The educational enterprise is always backed by a competent infrastructure facility. Studies have indicated that factors such as clean air, bright lighting, a compact, secure setting, building age and condition, building maintenance standards, temperature, and colour can have an impact on students' mental and physical health. In addition to the health, security, and psychological concerns, policymakers should be concerned about the relationship between school infrastructure facilities and student learning and achievement because failing to create and maintain ideal learning environments can jeopardise other efforts to reform education (vendiver, 2011). Many elements, including instructor behaviours, school policies, the classroom environment, the student's family, the student themselves, the teaching process, exams taken, and evaluation methods, are assumed to affect student performance, according to Seker (2013). (2002), Buckley, Schneider, & Shang (2004), Boese & Shaw (2005), Revathy Kumar & Johnston, Duran-Narucki, and Blincoe (2008). (Earthman G.I., 2002). Schools with improved facilities had up to 14% lower suspension rates for students (Boese & Shaw, 2005). California Academic Performance Index ratings can rise by 36 points if a school raises its "Overall Compliance Rating" to meet health and safety requirements (Buckley, Schneider, & Shang, 2004). Truancy and other student behaviour issues are significantly correlated with poor physical settings (Revathy Kumar & Johnston, 2008). Decreased student attendance resulted in lower English-language arts and math test scores (Duran-Narucki, 2008). Room temperatures above 74 degrees have a negative impact on students' reading comprehension, reading speed, and math achievement (Harner, 1974). As a school building ages, student achievement ratings typically decline by up to 9%, depending on maintenance-related issues (Blincoe, 2008). According to studies, an even distribution of daylight, a wide-open perspective, and less glare and thermal heat gain all boost student performance (Boyce, 2004). According to one study, pupils in classrooms with more natural light made 26% more improvement in reading and 20% more success in arithmetic (Group, 1999). Barbara, Ruth Deakin, and others (2007) published a report on a cross-sectional case study intended to examine the connections between learner-centered variables. It is strongly influenced by the learning relationships that people have, especially with their teachers and other important members of their school community. This study's three self-evaluation tools gave participants a means of assessing their progress. International Journal for Research in Social Science and Humanities Research, Vol. 2, No. 5, May 2016, 45 empowering students to take control of their own education and, to a certain extent, their learning environment (Ruth Deakin, Barbara, Alice, Patricia, & Marilyn, 2007). However, it is difficult to infer requirements for a classroom in a school from these observations. The student working conditions were measured by Rutter's (1979) pupil condition scale. According to Heshong's 2003 study, teachers would like a larger classroom with enough of storage and water, as well as one that was conveniently located and quiet. Although amenities were not given first consideration, teachers favoured classrooms with windows, lighting, and views. Given that a secondary school classroom mimics an open office in many aspects, particularly the lack of personal or individualised space, it is important to note that a large body of research on open workplaces reveals that employees find them unsatisfying (Brennan *et al.*, 2002). (Steve & Elaine, 2005, p. 22). Recurring absences and children's lack of learning motivation were the main causes of repeat. The reasons cited for leaving school could likewise operate as demotivating causes foracademic achievement, leading to repetition. It is advised to conduct additional research in this area to establish more convincing proof. Another point worth noticing is that repetition continues in several of the Childfriendly schools visited, in contrast to the automatic promotion policy in Grades 1-3. The argument given by principals of schools has a lot to do with parental choice; whenever parents believe their children are not succeeding academically, they allegedly press schools to permit failing students to retake the grade. But rather than subjecting young children to repetition, it could be more effective for these institutions to review the performance and efficacy of teachers (UNICEF, 2010, p. 23).According to Holmes (2011), the impact of school facility construction and renovation on academic achievement research in Texas; the purpose of this study was to explore the possible relationship between school facility conditions and student academic achievement. Participating schools designated as having new facilities were determined by the campus earning an Educational Appropriateness Award from the Texas Association of School Boards between 2005 and 2009. Older facilities were determined by the Campus Comparability report issued by the Texas Education Agency. Campuses were compared quantitatively using an sample t-test. Six campus principals were also interviewed to ascertain their perceptions about the impact of school facility conditions on student achievement. The researchers' recommendations based upon this study include the following: further investigations of this topic are from a qualitative approach model. A more robust qualitative study could provide information that is either inaccessible from a quantitative perspective or useful in understanding this type of data. Quantitative studies similar to this research should consider expanding the study population to gather larger study samples. This study did not control for factors such as teacher effectiveness, school leadership, or curriculum equivalence. Future studies could attempt to control for these variables in order to achieve more reliable and significant results (Holmes, 2011). Sullivan, Perry, & McConney, (2014) presented the findings show that regardless of where the building is situated, most students believe that schooling is worthwhile, and report positive relationships with their teachers. Perceptions of classroom disciplinary climate vary more across school communities, however, with students reporting less positive disciplinary climate in rural communities than in very large cities. Principals' perceptions of teacher and student behaviour related to school climate varied; with urban schools having much more positive results than schools in towns and rural communities. Finally, our findings show that students' and principals' perceptions of their school climate and learning environments are more positive in urban communities than in rural communities, but that the least positive environments are generally found in country towns rather than remote communities (Sullivan, Perry, & McConney, 2014). In accordance with Cash and Twiford (2010), Improving Student Achievement and School Facilities in a Time of Limited Funding Research, this study will present a wealth of information that research has offered addressing how the learning environment might enhance student performance. The physical environment has an effect on the learning environment and student achievement, according to more than a decade's worth of study. Evidence that is quantitative and particular cannot be disregarded in an age where decisions are made based on data (Cash & Twiford, 2010). If a school gives pupils with a good environment, this will set up mental readiness to learn. The development of talents is crucial for society. Equipment selection is crucial; it should be adaptable, resilient, long-lasting, and simple to fix. The physical learning environment of tomorrow's schools should be designed using user-based innovative techniques. While protecting the environment, this process should take into account the requirements of children, instructors, school officials, and the community at large. All parties stand to gain from smart product and service selection that reduces adverse environmental effects (Marko Kuuskorpi, 2011). Numerous researchers, including Beynon (1997), Earthman, Schneider (2002, 2003, 2005), and Earthman & Lemasters (2011), addressed the question of whether physical facilities were actually necessary for learning. Their argument for the relationship between facilities and education was based on the idea that learning can occur anywhere.According to Jill, Debra, and colleagues' (2011) study on the relationship between built learning spaces and student outcomes, the following question was posed to the literature on building environments at the time: What degree of a relationship between learning environments and students' academic success is evidenced in the literature? The report includes information on emerging topics, research gaps, and theoretical and empirical links between learning environments and student learning outcomes. From a variety of sources, including peer-reviewed periodicals, magazines, reports (from governmental, non-governmental, and advocacy groups), books, conference proceedings, national newspapers, dissertations, and websites, the review uncovered over 700 primary materials. The conceptual framework that serves as the foundation of this paper was created through a review of the literature. In the research addressing linkages between learning environments, teacher practise, and student learning, the framework distinguishes four temporalities. The design phase, implementation and transition phase, consolidation phase, and sustainability/ re-evaluation phase are among these temporalities (Jill, Debra, Jill, Joanne, & George, 2011). This study discovered that teachers want to work in a school environment that is safe and has enough access to appropriate instructional materials and resources to teach effectively. Dawn (2010) described the characteristics of community school facilities and resources and their relationship with teacher retention (Dawn, 2010).

Objectives of the study

1. To investigate the present infrastructural facilities status of high school special needs students in terms of Technology classroom, Resource Room, Vocational Training, Special Toilet Facilities, Ramp, Drinking Water facilities, Library, Computer Training, Electricity, Playground Facilities of high school among selected districts of Tamilnadu.
2. To investigate the infrastructural status of the high school in the type of school and locality of the school in Tamilnadu.

Hypothesis of the study

1. There exists no significant the infrastructural status of the high school in the Government and private and rural and urban running schools in Tamilnadu.

Method of the study

The study research based on the primary data collected by survey methods by administering questionnaire through personal visit. So a stratified sampling method was used for the selection of sample for collection of data. There are total 303 special needs students Salem, Namakkal districts in Tamilnadu of India have responded the questionnaire.

Discussion of The Study

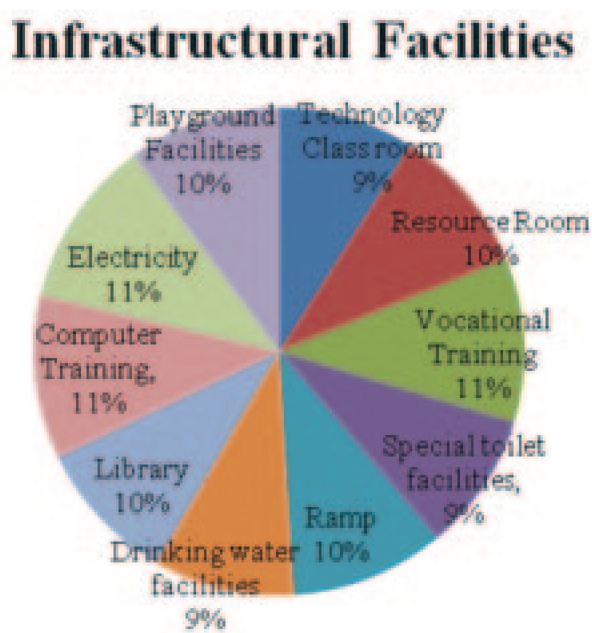
Hypothesis-1

Table 1: Infrastructural status of high school students

S. No	Infrastructural facilities	Number of students	Percentage
1	Technology Class room	150	57.5
2	Resource Room	150	62.7
3	Vocational Training	150	69.5
4	Special toilet facilities,	150	58.7
5	Ramp	150	65.4
6	Drinking water facilities	150	59.5
7	Library	150	61.2
8	Computer Training,	150	68.9
9	Electricity	150	71.4
10	Playground Facilities	150	64.8

The above table shows that the infrastructural status of high school in the Salem District. The above table clearly shows that in all schools the Technology Class room (57.5), Resource Room (62.7), Vocational Training (69.5), Special Toilet facilities (58.7), Ramp (65.4), Drinking water facilities (59.5), Library (61.2), Computer Training (68.9), Electricity (71.4) and Playground Facilities (64.8).

Fig. 1 Infrastructural status of high school students



Hypothesis-2

There exists no significant the infrastructural status of the high school in the Government and private and rural and urban running schools in Tamilnadu.

Table: 2 Infrastructural status of management of school

S.No	Management of School	Government		Aided		Private	
		No of Students	Percentage	No of Students	Percentage	No of Students	Percentage
1	Infrastructural facilities	91	34.62	30	38.12	29	43.57

Table-2 shows that 34.62% of the government schools have infrastructural facilities. On the other hand of 38.12% government aided schools, 43.57 % of the private schools of all the surveyed schools have the infrastructural facilities.

Table: 3 Infrastructural status of Locality of school

S.No	Locality of Students	Government		Aided		Private	
		No of Students	Percentage	No of Students	Percentage	No of Students	Percentage
1	Rural	91	36.22	73	37.03	73	44.70
	Urban	59	33.03	77	39.22	77	42.45

Table-3 shows that rural school (36.22%) and urban school (33.03%) of the government schools have infrastructural facilities. On the other hand of rural school (37.03%) and urban school (39.22%) government aided schools, rural school (44.70%) and urban school (42.45%) of the private schools of all the surveyed schools have the infrastructural facilities.

Findings of the study

- In the age of information and technology in the twenty-first century, no state-owned government school has an electricity facility for pupils, compared to more than 70% of private schools' infrastructure.
- The overall infrastructure ratings for private schools and public schools varies significantly.
- Government assisted schools have greater infrastructure than government schools.

Recommendations

The following recommendations are made for the study:

- Enough money needs to be set aside for the construction of infrastructure facilities for efficient classroom administration.
- Classroom teachers should receive training on how to use infrastructural facilities for efficient classroom management.
- The available infrastructural facilities should be maintained for effective utilisation.

Conclusion

Infrastructure serves as a crucial indirect tool for achieving educational objectives. In addition to having an impact on the learning process and the calibre of students, location, school buildings, sports facilities, funding, books, libraries, laboratories, and other factors are also important when parents are choosing schools for their children. Infrastructure refers to the fundamental buildings, services, and installations required for a neighbourhood, a society, or an institution like a school to operate. In addition to enabling children and teenagers who reside in rural places to attend school, a decent school infrastructure with renovated spaces has been shown to increase student and teacher enthusiasm in learning and attendance. For the same reason, making improvements in school infrastructure is crucial to addressing the issue of student access to the educational system. According to Soheili, Allzadeh, Murphy, Bajestani, Ferguson, and Dreikurs in Dare, classroom management is defined as the actions, measures, or control directives that teachers use to create a successful learning environment that positively influences students' achievement of specified academic goals (2014).

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डी-मार्ट के उपभोक्ताओं की संतुष्टि स्तर का अध्ययन
(राजनांदगाँव शहर के संदर्भ में)

**विकास कुमार देवांगन, **डॉ. धर्मेन्द्र सिंग*

सारांश

डी-मार्ट एक खुदरा स्टोर है जो हमारे देश के अलग-अलग राज्यों में संचालित है। इस शोध अध्ययन में डी-मार्ट खुदरा विक्रेताओं द्वारा उपभोक्ताओं को दी जाने वाली वस्तुओं एवं सेवाओं की संतुष्टि स्तर को प्रस्तुत किया गया है। ग्राहक संतुष्टि स्तर का अंतिम उपभोक्ता है। डी-मार्ट खुदरा स्टोर में उपलब्ध सामग्रियों के मूल्य एवं गुणवत्ता के माध्यम से उपभोक्ताओं को अपनी ओर आकर्षित किया है। शोध साहित्य की समीक्षा कर उपभोक्ता की संतुष्टि स्तर का अध्ययन किया गया है। डी-मार्ट का मुख्य उद्देश्य स्टोर में उपलब्ध सामग्रियों से उपभोक्ताओं को संतुष्ट करना। ग्राहकों की संतुष्टि स्तर को मापने के लिए राजनांदगाँव शहर में संचालित डी-मार्ट खुदरा स्टोर के उपभोक्ताओं से संरचित प्रश्नावली के माध्यम से 100 उत्तरदाताओं का चयन सुविधानुसार निदर्शन पद्धति से किया गया है। यह अध्ययन में उत्तरदाताओं से प्राप्त जानकारी के अनुसार ग्राहकों की संतुष्टि स्तर को सरल प्रतिशत विधि एवं रैकिंग विश्लेषण विधि से निकाला गया है। इससे यह पता चलता है कि डी-मार्ट के प्रति ग्राहकों का संतुष्टि स्तर सकारात्मक रहा है।

प्रस्तावना

प्राचीन काल में खुदरा व्यापार का उदय हमारे देश के ग्रामीण क्षेत्रों में लगने वाले मेलों में देखा जा सकता है। खुदरा बाजार के पारम्परिक स्वरूप में स्थानीय किराना दुकानें, मालिकों द्वारा चलाए जा रहे जनरल स्टोर, सुविधा स्टोर, साप्ताहिक हाट बाजार और अन्य ऐसे बाजार भी सम्मिलित है। भारत में खुदरा उद्योग निजी स्वामित्व द्वारा चलाए जा रहे जो खुदरा व्यापार की श्रृंखलाएं और हाइपरमार्केट सम्मिलित है। 1990 में आर्थिक सुधारों तथा उदारीकरण से भारतीय बाजारों में विदेशी ब्रांडों का प्रवेश हुआ। यह आधुनिक खुदरा बाजार के लिए एक अनुकूल वातावरण तैयार हुआ जिसमें विशिष्ट ब्रांडों के बिक्री केन्द्र सुपर मार्केट, डिपार्टमेन्टल स्टोर और शॉपिंग माल आदि सम्मिलित है देश में लगभग सभी प्रमुख भारतीय निजी निगमित समूह (टाटा, रिलांयस, बिरला आदि) खुदरा क्षेत्र में प्रवेश कर चुके हैं, ताकि वे भी इस क्षेत्र का लाभ उठा सकें।[1] वर्तमान में यह खुदरा बाजार बड़े-बड़े शहरों एवं कस्बों में संचालित है। यह व्यापार हमारे देश का सेवा उद्योग है जो देश के सकल घरेलू उत्पाद में वृद्धि करने में महत्वपूर्ण भूमिका निभाता है। देश में उत्पादित माल का वितरण निर्माता से शुरू होता है और अंतिम उपभोक्ता पर समाप्त होता है उन दोनों के बीच की कड़ी है- रिटेलर।[2]

ग्राहक संतुष्टि

ग्राहक संतुष्टि एक ऐसा शब्द है जिसका अक्सर विपणन में उपयोग किया जाता है। यह एक उपाय है कि किसी कंपनी द्वारा उत्पादों और सेवाओं की आपूर्ति कैसे की जाती है या ग्राहकों की अपेक्षा को पूरा करती है। ग्राहकों की संतुष्टि उस पूर्ति को इंगित करती है जो ग्राहक एक फर्म के साथ व्यापार करने से प्राप्त करते है। दूसरे शब्दों में, यह ग्राहकों को कंपनी के साथ उनके लेनदेन और समग्र अनुभव से कितना खुश है।

ग्राहक किसी उत्पाद या सेवा से संतुष्टि प्राप्त करते हैं, जो इस बात पर आधारित है कि उनकी जरूरत आसानी से पूरी होती है, सुविधाजनक तरीके से जो उन्हें फर्म के प्रति वफादार बनाती है। इसलिए, ग्राहकों की वफादारी हासिल करने के लिए ग्राहक संतुष्टि एक महत्वपूर्ण कदम है।

''संतुष्टि ग्राहक की पूर्ति प्रतिक्रिया है। यह एक निर्णय है कि एक उत्पाद या सेवा सुविधा या उत्पाद या सेवा ही उपभोग से संबंधित पूर्ति का एक सुखद स्तर प्रदान करती है।''[3]

डी-मार्ट

डी-मार्ट खुदरा क्षेत्र में भारत की सबसे बड़ी रिटेल चैन बन गया है। डी-मार्ट की शुरुआत श्री राधाकिशन दमानी और उनके परिवार ने भारतीय परिवार की बढ़ती खूबसूरती को पूरा करने के लिए की थी। डी-मार्ट ने 2002 में अपना पहला स्टोर लॉन्च किया। यह एक मामूली शुरुआत थी। इसका तेजी से विस्तार 2007 में शुरू हुआ था। डी-मार्ट आज लगभग 238 जगहों पर अच्छी तरह से स्थापित हो चुकी है। डी-मार्ट स्टोर्स की हाइपर मार्केट चेन को चलाने के लिए एवेन्यू सुपरमार्ट्स लिमिटेड द्वारा

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चलाया जाता है। डी-मार्ट एक वन-स्टॉप सुपरमार्केट श्रृंखला है जिसका उद्देश्य ग्राहकों को एक छत के नीचे घरेलू और व्यक्तिगत देखभाल उत्पादों की एक विस्तृत श्रृंखला प्रदान करता है। हर डी-मार्ट स्टोर हमारे यूटिलिटी प्रोडक्ट्स का स्टॉक करता है- जिसमें फूड, एसेट, ब्यूटी प्रोडक्ट्स, गारमेंट्स, किचनवेयर, होम अप्लायंसेज और कई अन्य शामिल हैं। डी-मार्ट का मुख्य उद्देश्य ग्राहकों को अच्छे मूल्य पर अच्छे उत्पाद प्रदान करना है।[4]

साहित्य की समीक्षा

1. B. NARENDRA RAHUL (August 2012) ने अपने लघु शोध अध्ययन में यह निष्कर्ष निकाला है कि बिग बाजार के प्रति रायपुरम् के ग्राहकों की संतुष्टि के आधार पर 76 प्रतिशत लोग यहाँ के उत्पाद को पसंद करते हैं, जो यहाँ ज्यादातर ई.एम.आर छोटे पैमाने के उद्योग सेवा प्रदान करते हैं। रायपुरम् के 80 प्रतिशत ग्राहकों ने यहाँ के उत्पाद को स्वीकार किया है, जो यहाँ ज्यादातर 62 प्रतिशत उद्योग सेवा प्रदान करने वाले हैं।
2. Dignesh S. Panchasara and Umesh R. Dangarwala (2015) ने अपने शोध पत्र में यह निष्कर्ष निकाला है कि बिग बाजार स्टोर के प्रति ग्राहकों की अपेक्षा और संतुष्टि के बीच अंतर की पहचान की है। इनकी सेवाओं की गुणवत्ता में सुधार करके इसके बीच के अंतर को आसानी से दूर किया जा सकता है। इन्होंने बताया है कि बड़ौदा में ग्राहकों की संतुष्टि के लिए व्यवसाय को सफल बनाने का एक गुप्त रास्ता है, जो ग्राहक की प्रतिधारण एवं वफादारी सुनिश्चित करने में सहायक है।
3. Shobika. S and R. Guna Sundari (April 2021) ने अपने शोधपत्र में बताया है कि डी-मार्ट हाइपर मार्केट संगठन का प्राथमिक उद्देश्य उचित मूल्य पर वस्तुओं की गुणवत्ता एवं पूर्ण उत्पाद उपलब्ध कराकर अपने ग्राहकों को संतुष्टि प्रदान करना है। डी-मार्ट हाइपरमार्केट एक विस्तृत श्रृंखला होने के कारण ग्राहकों को वस्तु एवं सेवाएँ एक ही छत के नीचे उपलब्ध कराकर उन्हें पार्किंग सुविधा दी जाती है। इसलिए अधिकांश ग्राहक यहाँ की वस्तुएं एवं सेवाओं से संतुष्ट हैं। डी-मार्ट विशेष रूप से मध्यम वर्गीय परिवार की खरीदारी के लिये एक केन्द्र के रूप में निकल कर सामने आया है। कुछ ऐसी भी चीजें हैं जिन पर प्रबंधक को ध्यान देना चाहिए और ग्राहकों के सामने होने वाले कठिनाइयों का समाधान करना चाहिए।

अध्ययन के उद्देश्य

1. डी-मार्ट के उपभोक्ताओं की संतुष्टि स्तर का अध्ययन करना।
2. डी-मार्ट स्टोर द्वारा उपभोक्ताओं को दी जाने वाली सेवाओं का अध्ययन करना।
3. डी-मार्ट के प्रति ग्राहकों के आकर्षित होने के कारणों का अध्ययन करना।

शोध परिकल्पना

1. **शून्य परिकल्पना (H_0):** आयु, आय, लिंग, शिक्षा एवं क्षेत्र के आधार पर डी-मार्ट उपभोक्ताओं के संतुष्टि स्तर में कोई सार्थक अंतर नहीं है।

   वैकल्पिक परिकल्पना (H_1): आयु, आय, लिंग, शिक्षा एवं क्षेत्र के आधार पर डी-मार्ट उपभोक्ताओं के संतुष्टि स्तर में सार्थक अंतर है।
2. **शून्य परिकल्पना (H_0):** डी-मार्ट के उत्पादों में कीमत, फैशन, गुणवता, मात्रा, आसान उपलब्धता एवं ऑफर में कोई सार्थक अंतर नहीं है।

   वैकल्पिक परिकल्पना (H_1): डी-मार्ट के उत्पाद में कीमत, फैशन, गुणवता, मात्रा, आसान उपलब्धता एवं ऑफर में कोई सार्थक अंतर है।

शोध प्रविधि

इस शोध कार्य में उपभोक्ताओं से प्रश्नावली, साक्षात्कार व अवलोकन के द्वारा प्राथमिक आंकड़ों को एकत्र किया गया है एवं द्वितीयक आंकड़ों के रूप में संस्था द्वारा प्रकाशित पत्रिकाओं से, इंटरनेट में उपलब्ध जानकारी एवं विषय से संबंधित राष्ट्रीय एवं अन्तर्राष्ट्रीय शोध पत्रिका और इंटरनेट आदि के माध्यम से संकलित किया गया है। इस अध्ययन में जनसंख्या के आधार पर 100 उत्तरदाताओं का चयन सुविधानुसार निदर्शन पद्धति से किया गया है। यह अध्ययन में सामान्य प्रतिशत विधि एवं रैंकिंग विश्लेशण विधि का प्रयोग किया गया है।

समंकों का विश्लेषण एवं व्याख्या

1. सरल प्रतिशत विश्लेषण

तालिका-1: उत्तरदाताओं की जनसांख्यिकीय रूपरेखा

विवरण	वर्गीकरण	आवृत्ति	प्रतिशत
लिंग	पुरुष	38	38
	महिला	62	62
आयु समूह	20-30 वर्ष	34	34
	30-40 वर्ष	22	22
	40-50 वर्ष	28	28
	50 से अधिक	16	16

मासिक आय	रु. 20,000 से कम	44	44
	रु. 20,000-40,000	18	18
	रु. 40,000-60,000	26	26
	रु. 60,000 से अधिक	12	12
शिक्षा	हाईस्कूल	4	4
	हायर सेकेण्डरी स्कूल	12	12
	स्नातक	56	56
	स्नातकोत्तर	28	28
क्षेत्र	ग्रामीण	24	24
	शहरी	76	76
व्यवसाय	विद्यार्थी	23	23
	गृहिणी	31	31
	स्वनियोजित	18	18
	वेतनभोगी	28	28
वैवाहिक स्थिति	विवाहित	66	66
	अविवाहित	34	34
परिवार में कमाने वालों की संख्या	एक	47	47
	दो	27	27
	तीन	20	20
	चार से अधिक	6	6
परिवार के प्रकार	एकल	69	69
	संयुक्त	31	31

व्याख्या

जैसा कि उपरोक्त तालिका में देखा जा सकता है कि उत्तरदाताओं के जनसांख्यिकीय रूपरेखा को उनके लिंग, आयु समूह, मासिक आय, शिक्षा, क्षेत्र, व्यवसाय, वैवाहिक स्थिति, परिवार में कमाने वालों की संख्या और परिवार के प्रकार के अनुसार वर्गीकरण किया गया है। कुल 100 उत्तरदाताओं में लिंग के अनुसार 62% महिलाएं हैं और शेष पुरुष हैं। आयु समूह के अनुसार 34% 20-30 वर्ष अधिक है शेष वर्ष के कम है। मासिक आय में 44% रु. 20,000 से कम आय वाले व्यक्ति अधिक हैं शेष मासिक आय वाले व्यक्ति कम हैं। शिक्षा में 56% स्नातक अधिक है शेष शिक्षा के कम है। क्षेत्र के आधार पर 76% शहरी है शेष ग्रामीण है। व्यवसाय में 31% गृहिणी अधिक है शेष कम है। वैवाहिक स्थिति में 66% विवाहित है शेष अविवाहित है। परिवार में कमाने वालों की संख्या 47% अधिक है शेष की संख्या कम है। परिवार के प्रकार में 69% एकल है शेष संयुक्त है। इस प्रकार हमारी शून्य परिकल्पना असत्य साबित हुई एवं वैकल्पिक परिकल्पना सत्य हुई, क्योंकि लिंग, आयु समूह, मासिक आय, शिक्षा, क्षेत्र, व्यवसाय, वैवाहिक स्थिति, परिवार में कमाने वालों की संख्या और परिवार के प्रकार सभी में सार्थक अंतर है।

2. रैंकिंग विश्लेषण

तालिका-2: डी-मार्ट खरीदारी पर प्रभावित रैकिंग कारक रूपरेखा

विशेषताएं	1(6)	2(5)	3(4)	4(3)	5(2)	6(1)	कुल	रैंक
फैशन	19 (114)	28 (140)	22 (88)	14 (42)	11 (22)	6 (6)	100 (412)	6
गुणवत्ता	45 (270)	29 (145)	13 (52)	8 (24)	1 (2)	4 (4)	100 (497)	1
कीमत	38 (228)	18 (90)	26 (104)	10 (30)	5 (10)	3 (3)	100 (462)	4
ऑफर	32 (192)	15 (75)	18 (72)	24 (72)	4 (8)	7 (7)	100 (426)	5
मात्रा	42 (252)	26 (130)	13 (52)	2 (6)	8 (16)	9 (9)	100 (465)	3
आसान उपलब्धता	31 (186)	36 (180)	17 (68)	11 (33)	2 (4)	3 (3)	100 (474)	2

व्याख्या

इस रैंकिंग विश्लेषण में यह पाया गया है कि गुणवत्ता (1 रैंक), आसान उपलब्धता (2 रैंक), मात्रा (3 रैंक), कीमत (4 रैंक), ऑफर (5 रैंक) और फैशन (6 रैंक) के बाद आता है। अनुमान है कि डी-मार्ट अपने प्रमुख विशेषताओं के रूप में उत्तरदाताओं द्वारा गुणवत्ता को प्रथम महत्व दिया है और फैशन को अंतिम। इस तरह हमारी शून्य परिकल्पना असत्य साबित हुई एवं वैकल्पिक परिकल्पना सत्य हुई, क्योंकि गुणवत्ता, आसान उपलब्धता, मात्रा, कीमत, ऑफर और फैशन सभी में सार्थक अंतर है।

सुझाव

1. डी-मार्ट स्टोर को कुशल प्रबंध प्रणाली अपनाया जाना चाहिए, ताकि उपभोक्ता अपनी आवश्यकता की वस्तु आसानी से ढूंढ़ सके।
2. स्टोर के कर्मचारियों को स्टोर में उपलब्ध वस्तुओं के बारे में पूर्ण जानकारी होनी चाहिए।
3. स्टोर के कर्मचारियों को ग्राहकों पर व्यक्तिगत रूप से ध्यान देने के प्रयास करना चाहिए।
4. स्टोर को और अधिक ब्रांडेट उत्पादों को शामिल करना चाहिए, ताकि उपभोक्ता इस ब्रांडेड वस्तुओं से और अधिक आकर्षित हो सके।
5. डी-मार्ट स्टोर को अपने विज्ञापन पर विशेष ध्यान देना चाहिए, ताकि उपभोक्ताओं को स्टोर के ऑफर की सूचना प्राप्त हो सकें।
6. इस स्टोर के कर्मचारियों को उपभोक्ताओं की शिकायतों को प्रभावी ढ़ंग से संभालने के लिए प्रशिक्षित किया जाना चाहिए।
7. स्टोर्स को प्रतिस्पर्धा को देखते हुए अपनी रणनीतियों पर विशेष ध्यान देना चाहिए।

निष्कर्ष

यह शोध कार्य डी-मार्ट के उपभाक्ताओं की संतुष्टि स्तर को जानने के लिए किया गया है। इस अध्ययन में 100 उत्तरदाताओं के रूप डी-मार्ट स्टोर के उपभोक्ताओं का चयन सुवधिनुसार निदर्शन पद्धति से समंकों को एकत्रित कर सुझाव एवं निष्कर्ष निकाला गया है। स्टोर का प्रमुख उद्देश्य उपभोक्ताओं को उचित मूल्य पर अच्छी गुणवत्ता पूर्ण उत्पाद उपलब्ध करना, ताकि वह अपने उभोक्ताओं को संतुष्टि प्रदान कर सके।

सर्वेक्षण में यह पाया गया है, कि डी-मार्ट स्टोर्स द्वारा उत्पादों की विस्तृत श्रृंखला को एक ही छत के नीचे उपलब्ध कर उपभोक्ताओं को दी जाने वाली वस्तुओं एवं सेवाएं की सुविधा बहुत अच्छी है। सर्वेक्षण के माध्यम से यह पता चलता है, कि डी-मार्ट स्टोर में विशेष रूप से मध्यम वर्ग के लोगों का खरीदारी केन्द्र के रूप में उभरा है, इसलिए अधिकांश उपभोक्ता इनकी सेवाओं से संतुष्ट हैं। कुछ ऐसे क्षेत्र है जिन पर विशेष ध्यान देने की आवश्यकता है। प्रबंधकों को इस पर ध्यान देना चाहिए, ताकि ग्राहक के सामने आने वाले समस्याओं को समाधान हो सके। इस अध्ययन के निष्कर्ष से यह पता चलता है कि डी-मार्ट स्टोर के प्रति उपभोक्ताओं का संतुष्टि स्तर सकारात्मक है।

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United Nations Effectiveness in Conflict Resolution in The 21st Century

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Abstract

The United Nations was formed with an objective to maintain peace and order around the globe by the peaceful settlement of conflicts between the nations by sitting at a desk rather than deciding fate with the bullets and blood on the battlefields. Since the inception of the United Nations, it has been put on testing many times and United Nations has played an effective role as a mediator in tactfully resolving conflicts among the nations. But there are some instances in the history of the United Nations where it was not able to meet the expectations of the world and failed to resolve conflicts in an effective manner. In the case of terrorism in Afghanistan, the war between Ukraine and Russia etc., United Nations remained toothless in preventing these wars. The problems of Veto and the domination of five permanent members in the United Nations Security Council remain a matter of concern. There are groups like G4 Countries who are constantly putting their voice for the reform in the United Nations Security Council which includes the expansion of the permanent members of the Security Council to make it more democratize to tackle the contemporary challenges more swiftly in which the India is the biggest contender with its rising power and playing a role as a Global Uniter.

1. Introduction

The United Nations was built from the ashes of World War 2 with the hope and promise to save humanity from the scourge of war. Today, after 75 years of its formation, it makes good sense to evaluate and analyze the performance of this body.

Dag Hammarskjold, the former Secretary General of the United Nations had once said - "The UN is not aimed to make this world a heaven. It is formed to prevent the world from becoming hell." The signal is loud and clear that despite the lofty ideals painted in the United Nations Charter, there is always a possibility of conflict spiraling out of control. Naturally, the UN's effectiveness in conflict resolution has been a mixed bag.

2. Historical Background

There is a wise saying that 'Man is a social animal' and therefore cannot live in isolation. People started to live in groups and the first city-state was established in Rome. People were living in peace and harmony but the never-ending greed of people for gaining more and more power led to conflicts between the states. International Politics was indeed a manifestation of man's 'animus dominandi' i.e. man's lust for power. In the 16th century, this greed led to the formation of many colonies by the powerful nations of the globe and the exploitation of the weaker nations. Sooner in the 20th century, this greed to gain more and more power led to the First World War in 1914. This war caused lots of bloodsheds, economic losses, and physical losses and created an atmosphere of fear and depression around the world. One reason that the war gained jumbo proportions was world anarchy and the lack of international rules. Therefore to prevent any such disastrous war in future, the world realized the need for an organization to provide a platform for the conflicting nations to resolve their disputes peacefully. With this aim, the League of Nations was formed in 1919. But the formation and the roots of this organization engraved its own grave. The League of Nations proved to be toothless to resolve the disputes between the Axis Alliance[1] and the Allied Forces[2] nations which led to the Second World War in a matter of just two decades in 1939. The war ended with the two nuclear explosions on the Hiroshima and Nagasaki provinces of Japan in 1945. This war shocked the whole world since it was much

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1. Axis alliance mainly consists of Germany, Japan and Italy.
2. Allied power includes France, Germany, Britain and The United States.

more disastrous than the First World War. Humans were treated like animals, their life become pathetic, the world went into an economic depression and the loss of life and damage to the property remained uncountable. In the meanwhile many colonies got their independence, therefore it become quite essential for the world to create a powerful institution so that any disputes between the nations can be resolved with dialogues and any such disastrous war can be prevented in future. With this aim, a conference was organized in Washington DC in 1942 and the principles and purpose of the Atlantic Charter was adopted as the "Declaration by United Nations" and it was proposed to form United Nations with the aim and objective to maintain peace and order and to resolve any dispute with a peaceful method. The United Nations was established on 24th October 1945 with 51 original members. Eventually, the number rose to 193 member nations at present becoming the largest international organization in the world.

3. Purpose of forming the UN

The United Nations was the combined outcome of the Second World War and the failure of its predecessor organization League of Nations. Article 1 of the Charter of United Nations explicitly mentions the purpose of the United Nations i.e (i) to maintain international peace and security and in the pursuit of that task, the United Nations can take effective collective measures to remove the threat to peace and all the other suitable measure to resolve the international disputes which could be a possible threat to peace and security around the globe. (ii) The United Nations will take all the possible measures to strengthen peace and develop friendly relations among the nations based on respect for the principle of equal rights and self-determination of peoples. (iii) United Nations will work to achieve international cooperation in solving international problems related to economic, social, cultural or humanitarian character without any discrimination based on caste, race, sex or religion etc. (iv) Other than above mentioned, the United Nations will act like a centre for harmonizing the actions of nations in the achievement of the common goals.

4. Methods of Peace Resolution

An inter-state dispute may be defined as a point of disagreement on a point of law, fact, or a conflict between the interests of two countries or a claim by one and refusal by the other. According to Article 33 of the UN Charter, Chapter 6, Pacific Settlement of Disputes, the following means of dispute resolution- negotiation, inquiry, mediation, conciliation, arbitration and judicial settlement are available to the conflicting parties. Further, the Manila Declaration underscores the need for parties to opt any of these means for a peaceful settlement and refrain from courses of action that might aggravate the situation.

The United Nations, taking recourse to one or more alternatives in combination, has dealt with global disputes, sometimes effectively and at other times marred by its political limitations.

5. UN's Performance

The Successes:

- **No world war 3 :** The United Nations has successfully prevented World War 3 for the last 75 years. This organization which is the epitome of liberal institutionalism, through its several associate bodies has prevented any interstate or multistate war from acquiring the dimensions of a world war. This has been done through several conventions of Rules based world order, deterrence projected through UNSC Sanctions and the constant fear of global shaming which does not fare well for any country that seeks economic prosperity in this 'complex interdependence' situation.
- **Peace Keeping :** The United Nations is famed for its peacekeeping operations. It has undertaken more than 70 peacekeeping operations since its inception in 1945 across continents. It was even awarded the Nobel peace prize in 1988 for resolving the armistice in a 'difficult situation' even though at the cost of the lives of 733 troopers. Even today, it is involved in 12 active missions with approximate personnel strength of 1 lakh peacekeepers. These troopers not just maintain peace, but support political transition and streamline the path to the normal development of the afflicted regions and people. The upward trajectory in the number of troopers and funds indicates the world's increased commitment and ability to ensure peace for all its inhabitants.
- **Human Rights :** The UN Charter mentions Human Rights at least 7 times, making it one of the core aims of this body of global governance. Notably, Hitler's atrocities revealed in post-war enquiries led to the revival of the human rights debate. The body has passed several resolutions to ensure human rights through the Human Rights Council formed in 2005, which replaced the decades-old OHCHR. Resolutions might be related to general human rights

issues like freedom of speech, women's rights, rights of displaced persons, LGBT rights or area-specific resolutions like those on Rohingyas, victims of Sri Lankan civil war etc. The UNHRC engages in conducting studies and making reports on purported human rights violations across the world.

- **Humanitarian Aid :** The UN charter places human life and dignity on a very high pedestal. Very recently, in the context of Russia's mounting attack on Ukraine, the UN Commissioner on Human Rights Filipo Grandi asserted the devastating consequences of the conflict on civil life. The UN for such emergencies has created Central Emergency Response Fund (CERF) managed by OCHA. The fund is made of voluntary contributions to provide life-saving assistance to victims of conflict and disaster. The UN, under its umbrella also has bodies like UNDP, UNICEF, UNHCR, and World Food Program (WFP) that focus particularly on humanitarian aid to the deprived and devastated.

Despite several achievements to its credit, the organization is marred by several systemic issues.

The Failures:

At the outset, one must note that out of the six organs under the aegis of the United Nations, it is only the UNSC which has some authority to take coercive actions against nations that break international law. This section discusses how the UNSC is also accused of losing relevance due to anachronistic membership, non-revision of veto rules, policy paralysis due to internal politics and nationalism overshadowing the global agenda.

- **Failure to ensure peace and percolate prosperity :** Turkish President Erdogan in an op-ed published in the Foreign Policy magazine said that the UN is suffering from a 'crisis of credibility' which stems from the failed promise of UNSC to uphold peace and to hold accountable the perpetrators of violence. The evidence stems from several wars being fought across continents. He also said that shared prosperity is an unfulfilled dream as millions of children across the world suffer extreme poverty, deprivation and malnutrition. In a farfetched suggestion, he suggested the global community to give up the P5 practice and adopt new democratic rules where every country plays a role in achieving world peace.
- **Non-representative UNSC :** The representation of the world governing body ought to be democratic for both ethical and instrumental reasons. The UN was set up with 51 members in 1945. This number has now reached 192 countries. However, the council has been expanded only once in 1965. The permanent chairs are occupied by 2 European nations (France and the United Kingdom), and other victors of WW2 viz. The USA, China and Russia. India comprises 1/5 of humanity, a promising economy, a flag bearer of peace, and a major contributor of peacekeepers and the entire regions of Latin America, Africa and Oceania have been systematically kept out of the fold of UNSC.
- **Misuse of Veto Power :** The misuse of veto power by the permanent members is not a new story. They have exercised this power to thwart any UN action to hold them accountable. The Ukrainian president Zelensky, in a recent address, held a veto equivalent to the 'right to die'. He cited a resolution condemning Russia's attack on Ukraine that failed as Russia vetoed the 11 votes in favour. (3 countries, 1 permanent and 2 non-permanent abstained) The veto-wielding nations liberally and maliciously protect their own interests and those of their client states. China repeatedly blocking UNSC resolutions on Masood Azhar a noted terrorist from Pakistan, is a case in point.
- **Internal rife P2 versus P3 :** Despite its soaring reputation after the end of the Cold War, the UN faces a crisis at multiple levels which also means that it needs a multi-layered reform. The issues have been vented on different occasions by the insiders of the UN themselves. The foremost accusation of the UNSC is its inability to enforce its resolutions even-handedly due to internal conflict and groups i.e. P2 vs P3 on significant issues.
- **Increasing number of conflicts and workforce shortage :** The numbers of conflicts have multiplied across geography but often overlap in time. It becomes problematic for the UN Officials as they are unable to read through the key documents. The body is currently engaged in 13 conflicts simultaneously and this is more than the aggregate number of issues dealt with in the first 43 years of its establishment. The problem has been highlighted by one of the Secretary Generals Boutros Ghali.
- **Lack of Training of Peacekeeping Troopers :** The sheer lack of training of the humongous

peacekeeping troops engaged by the UN is evident from the killing of Bosnian Deputy Prime Minister Hakija Turajlik, who was under the protection of these troopers. A UN diplomat suggested a simple solution i.e. to proactively enforce UN-mediated peace agreements rather than watch them fall apart and then engage troops.

- **Myopic Goals and Inertia to reform** - There is a need to sidestep the myopic daily affairs/issues and undertake radical broad reforms in the UN. The world has changed drastically since its formation in 1945. The advent of Information and Communication Technology (ICT) and the trans nationalization of issues like terrorism, drug smuggling and climate change speak for the overhaul of the UN Charter. Further, the prerequisite of 'political unanimity' of P5 keeps all reforms a non-starter per se.

On the twin occasions of the 75th anniversary of the United Nations and shortly prior to India presiding as the non-permanent member for the 8th time from 1st January 2021, Prime Minister Modi called for big reforms in the United Nations and its bodies like WHO, to maintain the confidence of the world community. He acknowledged the fact the world is a better place because of the UN in place while underscoring the urgent need to reform it to meet contemporary challenges, even as the original mission to prevent conflict and bring shared prosperity to all regions of the world remains largely unaccomplished.

6. Modern Challenges-Ukraine, Terror Financing (Afg, Pak), Dominance of P5, Veto Misuse, Undemocratic UNSC

- **Ukraine :** The current military attack mounted by a nuclear-powered, Veto-wielding member of UNSC Russia on Ukraine, a founding member of UNO is the ultimate mockery of the rules-based world order that the UN stands for. The apostle of liberalism and the root cause of the entire conflict, the USA have failed to deter its cold war enemy. Russia doesn't care less about the sanctions as Europe has no choice but to trade in fuel resources with Russia. Also, China's neutral stand provides an economic cushion. The hollowness of the UNSC proved during the annexation of the Crimean peninsula in 2014, also set a bad precedent.
- **Afghanistan :** The Afghanistan imbroglio is another recent example of the facade the UN represents. The Taliban takeover of the US Force vacated territory, blatantly violating the peace deal and overthrow of the democratically elected Ghani government speaks of the paralysis that the UN presently suffers. Taliban's theocratic and regressive rule is a failure of the UN to enforce even Human Rights in this politically fragile and socially fragmented territory. (Difficult to call it a state)
- **Palestine :** Leave alone reaching a lasting peace on Israel Palestine issue, the UN has failed even to bring a halt to brutal hostilities that have claimed thousands of lives in the region and led to a refugee crisis in Europe. The USA has for decades (at least since 2007) blocked all resolutions and policy statements that aim to hold Israel accountable.
- **Undemocratic UNSC :** The UNSC, though the brainchild of the most liberal democratic states, remains highly undemocratic in its representation of UNGA member states as permanent members and highly autocratic as the P5 exercise the notorious veto, often unethically and opaquely. Further, the amendment procedure of the UN Charter under articles 108 and 109 , remains effectively the prerogative of the P5 because of the Veto. Consequently, the charter has been amended only 4 times to date indicating the status quo bias of the P5. Maximum peacekeeping operations are live in Africa and it has practically no say in decisions affecting its people.
- **Terror financing :** Terrorism is the binary opposite of Human rights and human security. The UNSC in its several resolutions viz. 2133, 2178, 2195, 2199, 2253, 2331 etc. has imposed sanctions on terror financing activities. Along with its associate organization FATF (Financial Action Task Force), it categorizes countries into Black and Grey List, where terror financing prevails. Despite these measures, terrorism (especially cross border) and extremism are on the rise across continents - Easter Bombings in Sri Lanka, Shootings in France etc. are evidence of UN failure in ensuring security.

7. Suggestions/UN Reforms

The reform in the United Nations in general, and in the composition and procedures of UNSC in particular, has been a bone of contention for a very long time in the international political classes. The initial composition was reflective of the global power distribution of the time and the permanent members were given privileges based on their - population and territorial extent, military prowess, economic power and intellectual resources.

However, the world order has significantly changed in the last 75 years and the UN does not fairly represent the current realities.

Several emerging powers, including India, Brazil and Germany though represented as non-permanent members, are claiming their right to the permanent representation given their weight in world politics. Further, around 68 states have never been represented in the UN whether as permanent or non-permanent members.

The 2005 UN Summit was an important milestone with the respect that Secretary-General Kofi Annan saying that UN reform was imminent. It was his vision that the reforms must strike a balance between practicality and ideal vision, power and legitimacy and global interests and status quo.

The three major reforms that the UNSC needs can be summarized as follows :

- **The Expansion of the Permanent Membership:** Different international groups like G4, Uniting for Consensus (UfC), African Union (AfU) and L69 have varying opinions on whether the UNSC expansion should include permanent seats. Only the UfC among these recommends expansion of UNSC, only for non-permanent members.
- **Re-election clause for Non-Permanent Members:** The non-permanent members are elected for a tenure of 2 years and immediate re-election is prohibited. Several experts have recommended the abrogation of this clause and thus allow contiguous re-election, imparting quasi-permanent status to these countries.
- **Veto Power :** The use of the veto by P5 and the extension of the Veto to new permanent members, if that happens, is the most contentious issue in the series of reforms. However, it is notable that all the above-mentioned groups have kept silent on the abolition of the existing veto, possibly to avoid P5 resistance to any further reform. The L69 and UfC have also recommended creating special representation seats for small island states and small and middle-sized developing countries respectively.

8. Conclusion

In the recently organized 77th United Nations General Assembly (UNGA) session, the L69 group leaders signed a joint statement which called for 'reformed multilateralism.' The statement held that stagnation in UNSC reforms is not only harmful to the prestige of the UN itself but for global security. The G4 leaders in the said session held that the previous, 76th session of the UNGA turned out fruitless due to the opaqueness in Intergovernmental Negotiations (IGN).

Dr. Shashi Tharoor, a noted Indian parliamentarian and former UN under Secretary General once held that the world needs a reformed and not retired UN. He hailed the remarkable contribution of the United Nations to lead the world transition from war to peace and its fight against genocide, refugee crisis and humanitarian disruptions. He called the UN indispensable in a deeply interconnected world where local issues may trigger global phenomena or may be a spill-over of global patterns.

Delivering a recent statement in the United Nations General Assembly, External Affairs Minister of India S.Jaishankar hailed India as the "New India" and described the five pledges made on the eve of India's 75th Independence day which targeted making India a developed Nation by 2047. Further, he added that the new India is ready to handle any responsibilities and called for a reform in the United Nations Security Council which he remarked that India's rising power and the ability of India to play a role as a 'Global Uniter' in the world could be a 'bridge' between nations polarized by bitter divide.

Also as the global geopolitical theatre shifts from the Atlantic to Indo Pacific, America shows signs of new isolationism Russia resurges and China undertakes its 'charm offensive', it is necessary to reinvigorate the United Nations to enforce a rules-based order. There is an imminent need to free the UN from the clutches of Hobbesian realism and make space for a 'better world for all'.

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Construction and Standardization of Youth Career Aspiration Scale

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Abstract

After completing secondary education, student finds herself/ himself at crossroads of career. They have many options in the form of under graduate courses, mainly these courses can be divided into two categories Academic (Traditional) and Professional courses. Every individual can choose any course among these courses in accordance with her/ his Career Aspirations. To measure career aspirations among our youth, the investigator developed and standardized a rating scale namely Youth career aspiration scale. This paper explains the procedure of constructing and standardizing the rating scale for measuring career aspirations of students pursuing undergraduate courses.This rating scale may be used for measuring career aspirations of undergraduate students which may be giving a true idea of utility of courses prevailing at undergraduate level and will be very useful for education policy makers for ensuring employability skills among our youth.

Introduction

After completing secondary education, student finds herself/ himself at crossroads of career. They have many options in the form of under graduate courses, mainly these courses can be divided into two categories Academic (Traditional) and Professional courses. Every individual can choose any course among these courses in accordance with her/his Career Aspirations.

Though various standardized career aspirations scales are available but they all are meant for secondary students only. Not a single career aspiration scale is available to assess career aspirations of college students who are pursuing undergraduate courses. So, for the assessment of career aspirations of the students pursuing undergraduate courses, the researcher developed and standardized this scale with the help of his supervisor. The procedure which was followed during the whole construction process is as follows:

In order to explore different dimensions of career aspirations which are considered important and valuable from the point of view of students pursuing graduation courses, the Researcher consulted various articles and research studies in nation and abroad conducted on the career aspirations of students pursuing at graduation level. Besides this, various standardized career aspirations tools related to career aspirations of students studying in different courses like intermediate and master of business administration were also consulted deeply. This scale was developed in 3 phases.

The Conceptualization of Career Aspirations (Phase -1):

This phase deals with conceptualization of career aspiration and ascertaining the dimensions of career aspirations.

Concept of aspirations: Researchers have defined the concept of Aspirations as an expectation or goal comprising intentions and attitudes. An intention is a plan of action undertaken to achieve a particular goal, whereas an attitude represents one's personal orientation toward a goal. Thus, the intention to pursue the goal and the attitude toward the goal comprise an individual's Aspirations.

Concept of Career Aspirations: In this scale, Career Aspirations is meant by the desires and intentions of an individual to pursue an occupation or a particular position within an occupation. Aspirations play an important role in career decisions because they reflect the goals and intentions that influence an individual toward a particular course of actions.

Dimensions of Career Aspirations: Several research studies supports that there are some important components which help to measure career aspirations in true sense. In this career aspirations scale all these components summarized under the four major headings namely Career Goals, Leadership, Achievement and Progression in the form of statements.

Career Goals: Career goals are major factors

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which attracts and inspire the individual to join particular career. Quagila and Cobb in Hafsyan, 2015 stated career goals as long-term individual work-related goals. In term of CFI, "A well-defined statement explains the profession that an individual intends to pursue in his career called career goals." In general terms, 'Career goals are the statement or values and beliefs regarding futuristic career plan made by youngster which are related to their abilities and needs. Sidney and Simon advocated these in his book, 'Values clarifications that one should have choose her/ his career accordingly goals of one's life instead of other meaningless fascinating factors like just for the sake of it.In this scale the dimension Career goals are meant by major factors which attracts and inspire the individual to join particular career path.

Leadership Aspirations: Several research studies found that aspirations to lead in a career may give the true picture of one's career aspirations.

In this scale the dimension leadership aspirations is meant by Aspirations to lead a small or large group of colleague or personnel in a career. Everyone is a leader and principled leaders inspire trust. Covey (2006) defines, "Leadership is getting results in a way that inspires trust." In terms of Daft (2008), "Accepting responsibility, nonconformity, pushing beyond comfort zone, asking for what they want and saying what they think and fighting what they believe in."

Achievement Aspirations: Achievement aspirations play an important role in the career Aspirations of every individual. In this scale Achievement aspirations is meant by wishes and commitment to own self for achieving more and more prestigious posts in career or within the organization in which a person doing work can be called achievement aspirations. It is well known fact that career aspirations are a result of interplay of many factors which are intricately intertwined. Factors such as aptitude and life circumstances, academic achievement have also been a major determinant of career choice. (Ferry, 2006) High achieving females exceeded the aspirations of average achieving females and males and were the same as those of high achieving males. (Watson, Qualman& Edler 2002).M.A. Al-Barbani *et al.* cited that individual achievement was positively related to career aspirations in 42 countries (Nagengast & Marsh, 2012).

Progression Aspirations: Professional aspirations in thisscale is meant by Commitment toward upgrading skills related to job and devotion toward work is the key of progress. Firmly and gradual efforts for progress is the process of progression. Career commitment to which people feel committed to the individual goal of progression their careers (Ellemers de Glider & Van den Heuvel, 1998). The thought of protein career and boundaryless is the result of progression aspirations of 21st century's youngsters. In nutshell it determines individuals career aspirations, with their career (Fugate, Kinicki & Ashforth, 2004; Guichard, Pouyaud, de Calan & Damora, 2012; Hoekstra 2011).

Preparation of Preliminary Draft and Item Analysis (Phase-2)

This phase deals with the preparation of preliminary draft and item analysis.

Expert's opinion:

An informal discussion with experts of field, students, survey of concerned literature and other related available tools,100items were constructed. This scale has been developed as a likert type rating scale of five points. Experts' opinion was taken regarding language, ambiguity, meaningfulness and relevance of items in the preliminary draft of CAS, insertion/ deletion/modifications in items were made on the basis of their opinion.

Items constructed under the above dimensions were modified and edited several times in the light of suggestions which were given by senior experts of this field, regarding assessment of career aspirations of under graduate students by these items, and a second draft was framed. In this process, 48 items were selected for item analysis in the actual tryout.

Tryouts:

This scale was administered personally on the students pursuing undergraduate courses, in different colleges affiliated To Mahatma Jyotiba Phule Rohilkhand University Bareilly Uttar Pradesh. After distributing the copies of career aspiration scale,instructions were announced to them. This tryout process was followed by final tryout to finalize and standardized the tool.Tryout procedure were as follows:-

Actual Try Out and Item Analysis

The second draft of CAS which contained 48 items along with proper instructions was administered over a random sample of 120 undergraduate students pursuing in academic and professional courses in the3 colleges affiliated to M.J.P.R.U. Bareilly and situated in Rohilkhand region.

Time: In the exploratory stage, no time limit was given but respondents were requested finish the task conveniently and fast. Time taken by the first and last respondents was noted down and it was found that mostly respondent completed it within ten to fifteen minutes. On the basis of it fifteen minutes were allotted in final form of this scale.

Item Analysis of The Final Tryout:

For excluding irrelevant items, item analyses were made. Items were analyzed by the following method. First of all, all the answer sheets were arranged in rank order. Out of 120 samplestudents, twenty seven percent of the sample from the top upper group and twenty seven percent from the bottom lower group were taken for item analysis. These two groups were used to calculating 't' value for each item. Whole data processing is given in the following table 1.0

Table 1.0 Data Processing for Item Analysis

Item 1	27	119	535	4.40	0.63	27	68	184	2.51	0.7	10.38
Item 2	27	109	453	4.03	0.70	27	67	173	2.48	0.50	9.28
Item 3	27	92	322	3.40	0.57	27	67	175	2.48	0.57	5.91
Item 4	27	97	355	3.59	0.50	27	63	159	2.33	0.67	7.75
Item 5	27	94	334	3.48	0.50	27	55	123	2.03	0.64	9.10
Item 6	27	95	341	3.51	0.50	27	72	210	2.00	0.83	4.54
Item 7	27	94	334	3.48	0.51	27	62	158	2.29	0.77	6.64
Item 8	27	94	334	3.48	0.50	27	66	170	2.44	0.57	7.00
Item 9	27	92	320	3.40	0.50	27	81	255	3.20	0.67	2.51
Item 10	27	98	362	3.62	0.49	27	80	252	2.96	0.75	3.83
Item 11	27	129	621	4.77	0.42	27	107	447	3.96	0.93	4.11
Item 12	27	94	338	3.48	0.64	27	72	204	2.66	0.67	4.53
Item 13	27	99	371	3.66	0.55	27	74	218	2.74	0.76	5.09
Item 14	27	103	431	3.81	0.93	27	79	271	2.92	1.23	2.67
Item 15	27	102	396	3.77	0.64	27	46	84	1.70	0.46	13.61
Item 16	27	85	271	3.14	0.36	27	82	256	3.03	0.51	0.91 NS
Item 17	27	99	373	3.66	0.62	27	55	127	2.03	0.75	8.64
Item 18	27	123	581	4.55	0.89	27	107	443	3.96	0.85	2.49
Item 19	27	113	489	4.18	0.78	27	84	314	3.11	1.42	3.43
Item 20	27	105	427	3.88	0.84	27	56	124	2.07	0.54	9.34
Item 21	27	93	331	3.44	0.64	27	56	126	2.07	0.61	8.02
Item 22	27	130	630	4.81	0.39	27	124	582	4.59	0.69	1.45 NS
Item 23	27	91	319	3.37	0.68	27	61	143	2.25	0.44	7.04
Item 24	27	99	373	3.66	0.62	27	63	153	2.33	0.48	8.83
Item 25	27	91	324	3.37	0.62	27	57	129	2.11	0.57	7.66
Item 26	27	97	367	3.59	0.84	27	58	146	2.14	0.90	6.06
Item 27	27	131	641	4.85	0.45	27	115	501	4.25	0.65	3.85
Item 28	27	100	392	3.70	0.91	27	54	116	2.00	0.55	8.29
Item 29	27	91	321	3.37	0.74	27	55	129	2.03	0.80	6.32
Item 30	27	95	341	3.51	0.50	27	55	127	2.03	0.75	8.43
Item 31	27	100	382	3.70	0.66	27	60	154	2.22	0.89	6.91
Item 32	27	95	343	3.51	0.57	27	61	153	2.25	0.76	6.82

Item 33	27	94	336	3.48	0.57	27	56	134	2.07	0.82	7.23
Item 34	27	94	336	3.44	0.57	27	58	138	2.14	0.71	7.51
Item 35	27	97	355	3.59	0.50	27	54	118	2.00	0.62	10.38
Item 36	27	96	350	3.55	0.57	27	47	91	1.74	0.59	11.38
Item 37	27	97	355	3.59	0.50	27	56	130	2.07	0.72	8.91
Item 38	27	110	456	4.07	0.47	27	108	436	4.03	0.39	0.63 NS
Item 39	27	89	303	3.29	0.60	27	54	118	2.00	0.62	7.75
Item 40	27	94	338	3.48	0.64	27	54	114	1.92	0.72	8.31
Item 41	27	96	348	3.55	0.50	27	51	107	1.88	0.64	10.61
Item 42	27	92	326	3.40	0.69	27	49	103	1.81	0.73	8.18
Item 43	27	91	319	3.37	0.68	27	55	123	2.03	0.64	7.33
Item 44	27	90	316	3.33	0.78	27	51	111	1.88	0.75	6.91
Item 45	27	96	348	3.55	0.50	27	49	105	1.81	0.78	9.67
Item 46	27	95	343	3.51	0.57	27	51	113	1.88	0.80	8.57
Item 47	27	93	327	3.44	0.50	27	54	124	2.00	0.78	8.04
Item 48	27	97	357	3.59	0.57	27	52	122	1.92	0.91	8.01

Significance Level = 0.01 (99% confidence interval)

N= 27+27= 54, df = 52,

t-value is 2.66 at 0.01 level and 2.00 at 0.05 level

t-value of item no. 16, 22 and 38 is less than 2.66. Therefore, Item no. 16, 22 and 38 are not significant.

On the basis of 't' value, the items which have 't' value less than 2.59 (value for significance at.01 level) were dopped. As such eight items were dropped from the final tryout scale. In this way 45 items remained for the final form of the scale. The dimension wise distribution is shown in following table 1.1

Table 1.1 Dimensionwise distribution of items

Sr. No.	Dimensions	Items serial number in the scale	Total Items
1	Career Goals	1,5,9,13,16,20,23,27,30,32, 34,35,36,37,40,41,45	17
2	Leadership aspirations	2,6,10,14,17,24	06
3	Achievement Aspirations	3,7,11,15,18,21,25,28,38,39,42	11
4	Progression Aspirations	4,8,12,19,22,26,29,31,33,43,44	11
	Total		45

Scoring: On this scale maximum 225 and minimum 45 score can be achieved. Scale has positive and negative both type items. For positive item every strongly agree answer was awarded by score5, agree by 4, uncertain by 3, disagree by 2 and strongly disagree by score1. In the context of negative items this process become vice versa. The respondent was asked to put tick mark in appropriate column given against each item.

Table 1.2 Positive and negative items table

Sr. No.	Type of Statement	Serial numbers of the statements	Total
1	Positive	1,2,3,4,7,8,9,10,11,12,13,14,15,16, 19,20,21,22,23,24,25,27,29,30, 31, 32,34,36,37,38,39,40,43,45	34
2	Negative	5,6,17,18,26,28,33,35,41,42,44	11
	Total		45

Establishment of Reliability, Validity and Development of Norms (Phase-3)

Reliability of the scale: In order to establish the reliability of the scale of a fresh sample of 318 was taken from 5 colleges affiliated to MJP Rohilkhand University Bareilly. Data was processed through computer statistical programme (spss)and reliability of the scale has been calculated separately dimension wise which is presented as follows:

Dimension-1 Career Goals

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.916	.917	17

Dimension-2 Leadership Aspirations

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.692	.698	6

Dimension-3 Achievement Aspirations

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.856	.860	11

The above table shows the reliability coefficient for academic aspiration scale is found to be .85 which is quite good.

Dimension-4 Career Progression

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.847	.849	11

Validity

Face validity: The career aspiration scale has sufficient face validity.

1. The very title of the tool and the words of the items as well as the construction of sentences in them obviously refer to the career aspiration.
2. The items are related to the daily life situations of the respondents, involving the expression of career aspirations.

Construct validity: The construct validity of the scale was determined by the 20 subject experts expressed the opinion that items are measuring the characteristics indicated by the respective dimensions.

Intrinsic validity: Garrett (1967) stated that sometimes index of reliability can also be taken as measure of validity. Intrinsic validity of the scale was found by the formula given below:

$$\text{Intrinsic validity} = \sqrt{(\text{Reliability})}$$

1 the index of validity (by split-half reliability) is $\sqrt{(0.91)}$

Thus, intrinsic validity of this scale was found to be 0.95

The index of validity (by test -retest method) is $\sqrt{(0.95)}$

Thus, intrinsic validity of the scale was found to be 0.97

Norms of the scale

Norms have been determined by administering the scale to 318 undergraduate students belonging to different age, gender,residential background, economic background, colleges and courses from the colleges affiliated to Mahatma Jyotiba Phule Rohilkhand university Bareilly, Uttar Pradesh. These norms can be regarded as reference points for interpreting the Career Aspirations Scale.

Statistical results

On the basis ofthe statistical results given in the table z score norms have been prepared for the total sample and for easy interpretation purpose z scores converted into stanine scores.

Range of scores	Stanine score	Interpretation
218	9	Above Avaerage
199-213	8	
184-198	7	
168-183	6	Avaerage
153-167	5	
137-152	4	
122-136	3	Below Avaerage
109-121	2	
108-91	1	

Use and administration of the scale

This scale can be used for the survey and research purposes. This is very easy in administration and can be use individually or in a group. There is no need to expertise or any special training for administration. All the necessary precautions and instructions are provided on the first page, by following it anybody can be administer it.

The seating arrangement should be comfortable. However, there is no time limit for completing it but try to fill it within 15 minutes. If any respondent demands more time, a little bit time may be given him/her. Scale has both negative and positive items. From the point of view of convenience in scoring all negative items are prompted by asterisk.

The respondent been asked to respond against each item by marking sign of tick. The minimum and maximum score on this scale can be obtained 45 to 225. This rating scale may be used for measuring career aspirations of undergraduate students which may be giving a true idea of utility of courses prevailing at undergraduate level and will be very useful for education policy makers for ensuring employability skills among our youth.

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Teachers' Acceptance of Information and Communication Technology in Secondary School Education

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Abstract

In present situation, information and communication technology (ICT) is a well-known and popular concept in all sector. Government has already started ICT- integrated school.The purpose of the study is to find out whether teachers accept ICT in teaching-learning process specifically in classroom teaching of secondary school education. An exploratory study design was adopted here. Data were collected from a small sample of survey consisting through a self-made Likert type question which was conducted through Google form. The questionnaire was sent by internet through What Sapp or mail. Data were analysed using SPSS statistical software. Findings revealed that teachers participating in this study were almost accept ICT in their teaching-learning process. It also indicated the acceptance towards ICT in teaching-learning process related to different dimensions.

Introduction

In 21st century, ICT is integrated throughout all the sectors for growing development with quantity and quality. If we consider education system, we look out that a vast revolutionary change is waving from micro level to macro level in education sector. In each part of education like access, quality, management, classroom teaching, ICT is integrated with full potential. It was recommended that for quality improvement, ICT must be integrated in school education and teachers play a crucial role in this aspect (Kundu, A., 2018). They should be encouraged for using ICT in pedagogical method (Joy & Srihari, 2018; Ali, 2018). Power of ICT integration depends upon different factors like availability of resources, infrastructure of schools, competency of teachers, knowledge of teachers etc. but the main thing is teachers' attitude towards using it. Human beings are habituated to their regular activity. It often has been seen that when anything new arrive, individual has expressed their individual attitude towards it. Here in case of ICT integration in school education, successful implementation depends mainly on teachers because they apply that new process in classroom teaching. They can motivate the students' attitude towards ICT. It depends on different factors of teachers' impact on ICT integration. Teachers' knowledge, competency each factor is important but besides these, teachers' attitude of using ICT is utmost very essential (Joy & Srihari, 2018). Despite fulfilment of each factor, if teachers show negative attitude towards it then ICT integration is not successfully implemented into classroom teaching. So, first important thing is to measure teachers' attitude for using ICT in their teaching learning process. In this study, primary education level was mainly focused. This is a base of education and it should be aimed for how it will be improved, how students will be benefited in their learning.

Significance of the Study

Teachers possess a central position in education system. They play an important role in teaching-learning process. In present situation, where ICT takes place a vast area in education, all the work related to education are being fulfilled through ICT. It also has an impact on students' learning. So, to adapt ICT in teaching-learning process, at first teachers have to accept it. The study interprets that if teachers accept it in education, then ICT could be integrated with full support in classroom learning. If teachers have no knowledge about ICT, then still they will be willing to know it and with the help of support and guidance they must implement it properly and effectively.

Research Questions

Research questions in this study explored different points:

- What is about the teachers' acceptance towards the ICT in teaching-learning process?
- What is the teachers' acceptance about ICT-integration in curriculum design?

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- What is the teachers' acceptance in the use of ICT for students' active participation?
- What is the teachers' acceptance towards students' bonding with ICT?
- What is the teachers' acceptanceof ICT in classroom teaching and in students' misuse of it?

Objectives

- To discuss about the teachers' acceptance under different dimensions related to teaching-learning process of secondary school education;
- To find out the teachers' acceptance about the ICT integration in teaching- learning process.

Methodology

To fulfil the above objectives of the research study, survey method was taken for collecting necessary data. Fifty-six teachers were taken as sample and a questionnaire was formed for collecting the sampling data. Some responses have been sent through WhatsApp or mail due to pandemic and some were collected from the teachers directly.

Sample

Secondary school teachers were accepted as a sample. Feedback was collected from fifty-six teachers through self-made questionnaire. Data were collected from West Bengal board secondary and higher secondary school teachers who teach 9/10 class students. Teachers were from all subjects. Schools were taken throughout West Bengal. Due to this pandemic situation, responses were collected firstly through Google form and then directly from the teachers.

Tools and techniques used

For conducting survey, self-made questionnaire was formed. Questionnaire was mainly made up of close-ended questions covering different dimensions. Number of items were 28. Data analysis was taken through descriptive statistical method.

Validity and reliability of self-made questionnaire

Questionnaire was sent to two experts for checking its validity. Content validity was checked through opinion of experts. Under 28 items, first expert stated that 25 items were relevant and second expert stated that 26 items were relevant. For calculating content validity index (CVI), scale level content validity index (S-CVI) was measured. Under S-CVI, S-CVI/Ave technique was adopted for calculating CVI.

S-CVI/Ave = (sum of proportion relevance ratings)/(number of experts)

In this study, proportion relevance for 1st expert = 25/28 = 0.892

Proportion relevance for 2nd expert = 26/28 = 0.928

S-CVI/Ave = (0.892+ 0.928)/2 = 0.91

According to Davis(1992), for 2 experts, acceptance CVI value→ at least 0.80

Here, 0.91> 0.80

For reliability, a pilot study was conducted. Here, number of samples were 30. For calculating reliability index, SPSS technique was used.

Reliability was measured under total 28 items.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.826	.861	28

Chronbach's Alpha = 0.861 → good

So, reliability of the whole questionnaire is good.

Reliability index has been measured under different dimensions of the questionnaire:

Dimension-wise reliability of Questionnaire:

Sr. No.	Dimension of questionnaire	N of items	Reliability coefficient
i)	Curriculum design	6	.577
ii)	Students' active participation	4	.766
iii)	Students' bonding with ICT	2	.146
iv)	Students' misuse of ICT	2	.523
v)	Classroom teaching	14	.693
	Total questionnaire	28	.861

Data analysis:

For analysing each research question, descriptive statistics was used in this study. All the items in the questionnaire were divided into different domain according to some specific factors, these factors were addressed to the teachers' acceptance in total. This study analysed teachers' acceptance with respect to five different domains. Each domain contained different items which were related to this particular factor. Response of teachers were analysed in each domain.

These five domains were described below and from the data, teachers' acceptance was related to different factors which further summarized teachers' acceptance towards ICT in secondary school education.

Table 1: Teachers' acceptance of ICT integration in curriculum design

Items	Teachers' acceptance of ICT in curriculum design					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
7	3	9	13	11	20	
13	2	6	11	26	11	
14	1	7	9	25	14	
16	0	1	17	25	13	
21	1	2	11	24	18	
26	0	0	9	20	27	
Total =6	7 (2.08%)	25 (7.44%)	70 (20.83%)	131 (38.98%)	103 (30.65%)	336

Data were represented through a pie diagram for clear visualization of comparing under five scale.

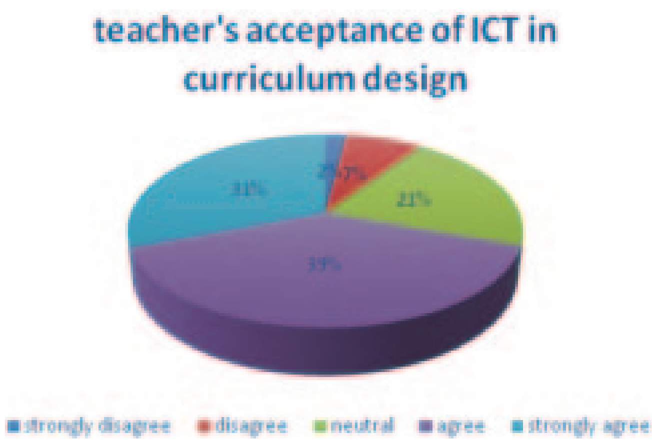

Diagram 1: Teachers' acceptance of ICT use in curriculum design of secondary school education

Table 2: Teachers' acceptance in the use of ICT for students' active participation

Items	Teachers' acceptance of ICT in active participation					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
2	0	1	0	26	29	
8	2	3	13	28	10	
10	0	5	7	25	19	
20	1	2	16	29	8	
Total =4	3 (1.33%)	11 (4.91%)	36 (16.07%)	108 (48.21%)	66 (29.46%)	224

These data were represented through a pie diagram for clear visualization of comparing under five scale.

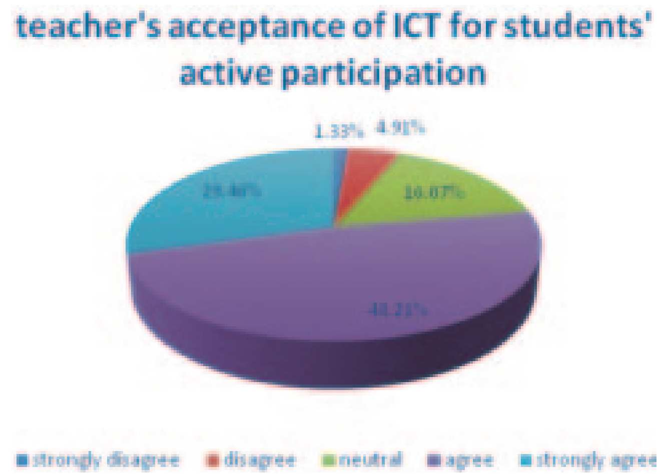

Diagram 2: teachers' acceptance in use of ICT for students' active participation in teaching-learning process

Table 3: Teachers' acceptance towards students' bonding with ICT

Items	Teachers' acceptance					
	Strongly	Disagree	Neutral	Agree	Strongly	Total
12	0	4	8	24	20	
17	0	0	3	37	16	
Total =2	0	4 (3.57%)	11 (9.82%)	61 (54.46%)	36 (32.14%)	112

These calculated data were represented through pie diagram below:

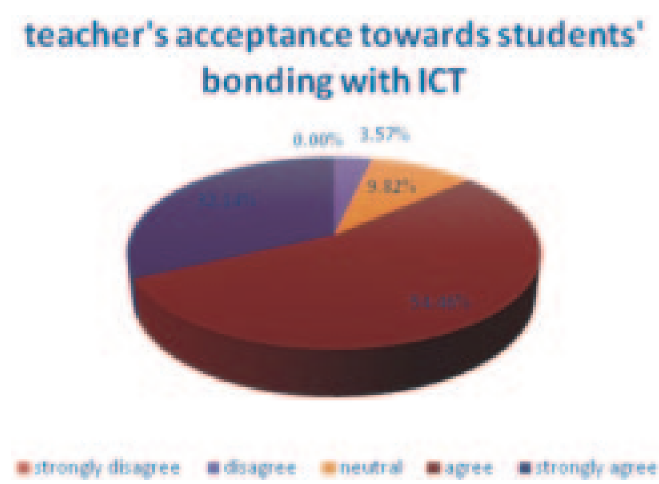

Diagram 3: Teachers' acceptance towards secondary school students' bonding with ICT

Table 4: Teachers' acceptance towards students' misuse of ICT

Items	Teachers' acceptance					
	Strongly	Disagree	Neutral	Agree	Strongly	Total
18	7	10	6	18	15	
22	6	21	9	15	5	
Total =2	13 (11.6%)	31 (27.67%)	15 (13.39%)	33 (29.46%)	20 (17.85%)	112

These data were represented below:

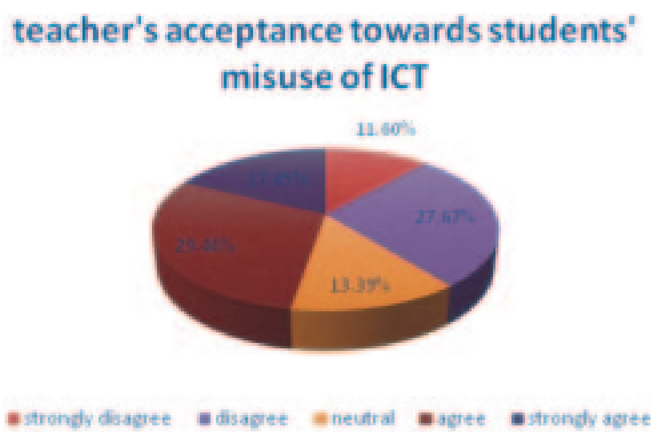

Diagram 4: teachers' acceptance towards secondary school students' misuse of ICT

Table 5: Teachers' acceptance according to classroom teaching

Items	Teachers' acceptance					
	Strongly	Disagree	Neutral	Agree	Strongly	Total
1	1	1	5	26	23	
3	2	4	13	25	12	
4	2	0	3	23	28	
5	11	24	8	10	3	
6	4	4	16	22	10	
9	1	1	9	26	19	
11	4	6	11	25	10	
15	0	0	5	24	27	
19	0	8	7	30	11	
23	1	4	18	15	18	
24	0	1	11	31	13	
25	3	9	8	21	15	
27	2	9	7	25	13	
28	5	16	9	16	10	
Total =14	36 (4.59%)	87 (11.09%)	130 (16.58%)	319 (40.68%)	212 (27.04%)	784

These data were represented below:

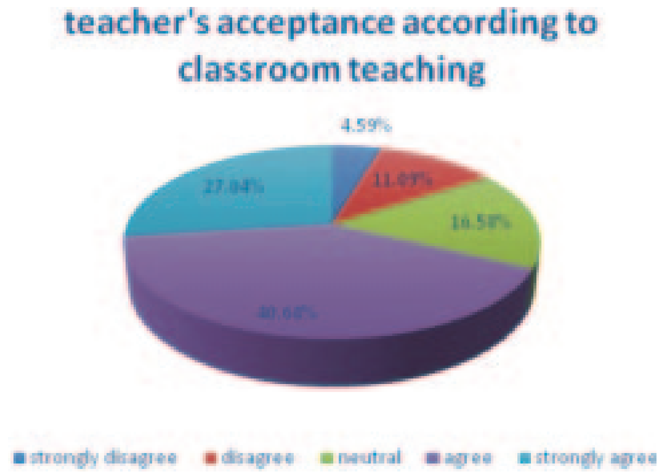

Diagram 5: teachers' acceptance according to classroom teaching in secondary school education

Discussion

In the previous study (Mirzajani, H., Ayub, A.F.M. & Mahmud, R. (2016)), it focused on the impact of some factors on teachers' acceptance like personal factors, technological factors & school environment. Similar view on the study (Ali, 2018) reflected the result on different dimension such as teachers' acceptance towards ICT use in students' engagement in lessons was high in strongly agree (58.3%5), students' bonding with ICT was high in strongly agree (37.5%) and agree (62.5%). It also revealed the result in curriculum adaptability and teacher training. In a study conducted by Pynoo, B. (2010), findings revealed that explaining and predicting acceptance was positive towards use of Smart school. Similar view was reflected in the result of study conducted by Demetriadis, S. (2003). In the study by Kundu (2018), results indicated that ICT was successful in the teaching-learning process and curriculum transaction of secondary schools and so, also in improving the quality of education. Findings highlighted that teachers were well- prepared regarding ICT integration for that academic year.

In the present study, from above diagrams, it was clearly explained that teachers' responses reflected their acceptance towards ICT use in secondary school education. Teachers' responses were collected with respect to five constructs. These all were related to teachers' acceptance towards ICT use in teaching-learning process. In this study, six items were related to first domain of teachers' acceptance of ICT in curriculum design. From the calculated result and graphical representation, it clearly denoted that the teachers were agree (38.98%) towards the use of ICT in curriculum design of secondary school education. The second most responses taken from teachers was strongly agree (30.65%). The amount was decreased towards strongly disagree. A very few teachers' responses were towards disagree (7.44%) and strongly disagree (2.08%) in the use of ICT in curriculum design.

Under second domain of teachers' acceptance in the use of ICT for students' active participation, the calculated data showed that most of the teachers were agreed (48.21%) in it, then a vast number of teachers expressed their opinion on strongly agree (29.46%) and then the number of responses were decreased. A least number of responses were taken from strongly disagree (1.33%) and disagree (4.91%) part. A few numbers of teachers' responses were towards neutral (16.07%).

In the third domain of teachers' acceptance towards students' bonding with ICT, the highest amount of teachers' responses was taken from agree (54.46%), then from strongly agree (32.14%), and then the amount was decreased towards neutral (9.82%) to strongly disagree (0%). Here a small number of teachers were disagreed (3.57%) about the students' bonding with ICT.

In the fourth domain of teachers' acceptance towards students' misuse of ICT, it clearly reflected that highest number of responses collected from teachers were denoted to agree (29.46%), then disagree (27.67%), then strongly agree (17.85%) and the number of responses were showed in neutral (13.39%) and strongly disagree (11.6%).

In the fifth domain, teachers' responses were collected towards ICT use in classroom teaching of secondary level. Most of the teachers were agreed (40.68%) in this area. Then teachers' responses were also high (27.04%) in strongly agree. Then the amount was decreased from neutral (16.58%) to disagree (11.09%) and then strongly disagree (4.59%).

So, from the responses taken from five domain, it is clearly reflected that the teachers' acceptance towards ICT use in classroom teaching in the secondary level is towards agree and strongly agree that means most of them are strongly agreed or agreed about it.

So, the result of present study is consistent with the previous results of different study related to this topic. For first research objective, findings revealed that teachers' acceptance was towards positive direction with respect to different perspectives of teaching-learning process and secondary school students. So, all result has pointed towards teachers' acceptance towards ICT use in teaching-learning process of secondary schools.

Limitation

The study was conducted through Google form because of this pandemic situation. Researcher was not present at the time of data collection in real situation. Some teachers were not interested to give the response in this questionnaire as they were afraid for their professional life. So, a small data was collected from the secondary school teachers in Wes Bengal. Although questionnaire was sent to the teachers of many areas of West Bengal but data were collected from some particular regions. So, further study can be conducted in different area of West Bengal, taking a large sample for better generalization of result.

Conclusion

From the findings of the study, it is clearly denoted that in secondary school education, teachers accept ICT with positive view and thus classroom teaching and curriculum design is to be well-integrated with ICT and teaching-learning process will be more innovative. Although some teachers are disagree about it but still this number is very small. Overall acceptance is towards the use of ICT and it will more increase in future.

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लखनऊ नगर में स्थित मलिन बस्तियों की महिलाओं में परिवार नियोजन के प्रति जागरूकता की स्थिति का अध्ययन

*डॉ. मधुशिखा श्रीवास्तव

सारांश

देश में जनसंख्या वृद्धि पर नियंत्रण पाना बेहद आवश्यक है। आज संपूर्ण विश्व की आबादी आठ मिलियन पार कर चुकी है। अब पृथ्वी को बचाना समाज के प्रत्येक हिस्से के लिये जरूरी हो चला है और भारत विश्व में द्वितीय स्थान पर जनसंसंख्या के मामले में बैठा है। प्रौद्योगिकीय प्रगति और आधुनिक नागरिक सुविधाओं का लाभ किसी भी समाज को तब ही मिल पायेगा, जब देश में जनसंख्या वृद्धि पर नियंत्रण हो या फिर बढ़ती जनसंख्या पर अंकुश के लिये कार्य किया जाये। हमारी पृथ्वी पर प्राकृतिक संसाधन काफी कम मात्रा में हैं और ये संसाधन हमेशा के लिए भी नहीं हैं। इसलिये इनके उपभोग को सुनिश्चित मात्रा में ही करना होगा, तभी जनसंख्या को नियंत्रित करना और संसाधनों का किफायती और नीतिपरक इस्तेमाल करना ही तरीका है और इसके लिए परिवार नियोजन की पहल सराहनीय है। परिवार नियोजन की सबसे महत्वपूर्ण कड़ी एक महिला है जो परिवार की जननी है। अतः किसी भी देश के लिए इनकी शिक्षा, जागरूकता, समाज के प्रति उत्तरदायित्व अदि बातें काफी निर्धारक साबित होती हैं। 2011 में लखनऊ में कुल 2,817,105 जनसंख्या निवास कर रही है जिनमें पुरुष संख्या 1,460,970 है और महिला संख्या 1,356,135 हैं। (स्त्रोतः जनगणना भारत की अनंतिम रिपोर्ट 2011) इनमें मलिन बस्तियों में निवास कर रही कुल आबादी 364,941 है जिसमें से पुरुष और महिला अनुपात 189,880 और 175,061 है। मलिन बस्तियों में महिलाओं की संख्या बहुत है, और उतनी ही दयनीय उनकी स्थिति भी है।

परिवार नियोजन के प्रति महिलाओं में शुरू से ही संवेदनशीलता लानी है जिसमें हर पुरुष का सहयोग अपने-अपने जीवनसाथी को देना ही होगा। कुछ मुद्दे हमेशा के लिए कभी ख़त्म नहीं हो सकते, पर उन पर नियंत्रण पाना हमारे हांथों में ही है। इसी स्थिति के आकलन हेतु लखनऊ जिले की मलिन बस्तियों का अध्ययन किया गया है जिसके अंतर्गत मलिन बस्तियों में रहने वाली कुल 30 महिलाओं को उद्देश्यपूर्ण निदर्शन के माध्यम से चयनित किया गया। एक पूर्व निर्धारित प्रश्नावली के माध्यम से उत्तरदाताओं द्वारा संबंधित सूचनाओं का एकत्रण किया गया है और दित्तीयक आकड़ों का संग्रह सम्बंधित साहित्य के अध्ययन से प्राप्त किया गया है।

मलिन बस्तियों की अवधारणा

आज बढ़ती आवश्यकताएं शहरीकरण, पश्चिमीकरण और औद्योगीकरण को बढ़ावा दे रही हैं जिसके कारण शहरों में प्रवजन बढ़ रहा है, ये स्थितियाँ मलिन बस्तियों की जनक बन चुकी हैं। स्लम एक ऐसी बस्ती या निवास स्थान है, जहाँ पर अपर्याप्तता विद्यमान है, चाहे वह अपर्याप्त आवास हो, भोजन हो, पीने का पानी हो, स्वास्थ्य सुविधाएँ हो या कोई भी बुनियादी आवश्यकता, जो जीवन के लिए बहुत आवश्यक हो, की कमी के रूप में चित्रित किया जाता है। शहरों के उपेक्षित हिस्सों जहाँ आवास और रहने की स्थिति भयावह रूप से खराब है, उन स्थानों को मलिन बस्तियों रूप में वर्णित किया जाता है।

भारत की जनगणना 2011 के अंतर्गत मलिन बस्तियों को ऐसे आवासीय क्षेत्रों के रूप में वर्णित किया गया है, जहां निम्न बातें विद्यमान हों :

1. आवास जीर्ण-शीर्ण,
2. भीड़भाड़, दोषपूर्ण व्यवस्था और ऐसी इमारतों के डिजाइन
3. संकीर्णता
4. सड़क की दोषपूर्ण व्यवस्था
5. वेंटिलेशन, प्रकाश, या स्वच्छता सुविधाओं या किसी भी संयोजन की कमी के कारण मानव निवास के लिए अनुपयुक्त होना
6. सुरक्षा और स्वास्थ्य के लिए हानिकारक दशाएं।

मलिन बस्तियों संख्या पिछले दशक से दोगुनी हो चुकी है। यदि भारत सरकार के द्वारा आयोजित सर्वे 2011 की बात की जाये तो निम्न शहरों में मलिन बस्तियों में रहने वाली आबादी कुछ इस प्रकार है :

* समाज कार्य विभाग, लखनऊ विश्वविद्यालय, लखनऊ

शहरों के नाम	मलिन बस्तियों में निवास करने वाली आबादी का प्रतिशत
मुम्बई	41%
कोलकाता	29%
चेन्नई	28%
दिल्ली	15%

भारत में गरीबी एक बड़ा कारण है, जिसने मलिन बस्तियों की संख्या में इज़ाफ़ा किया है और 632 मिलियन जनसंख्या के साथ भारत में विश्व की सबसे बड़ी बहुआयामी जनसंख्या गरीबी में रहती है। महाराष्ट्र में सबसे ज्यादा झुग्गी बस्तियां हैं। झुग्गियों में रह रही आबादी की संख्या लगातार बढ़ती जा रही है। मलिन बस्तियों की आबादी 1981 में 27.9 मिलियन थी जो बढ़कर 2001 में 52 मिलियन से बढ़कर 2011 में 65.5 मिलियन हो गयी है (स्त्रोतः संयुक्त राष्ट्र विकास कार्यक्रम (UNDP) की मानव विकास रिपोर्ट 2014)। भारत में लगभग 10 करोड़ लोग झुग्गी-झोपड़ियों में निवास कर रहे हैं और यह संख्या ऑस्ट्रेलिया की आबादी से भी ज्यादा है। इस तथ्य को इंडिया हाउसिंग रिपोर्ट के आधार पर बताया गया है। झुग्गी बस्तियों में लगभग 5 लोग तक एक कमरे मजबूरन रहते हैं। दिल्ली जैसे शहरों में करवाए गए सरकार के आंकड़ों के आधार पर सात सौ एकड़ में झुग्गी बस्तियाँ अस्तित्व में हैं जहाँ लगभग 10 लाख लोग निवास कर रहे हैं। दिल्ली में लगभग 90 प्रतिशत झुग्गियाँ अनियमित कॉलोनी के रूप में सरकारी जमीन पर है।

मलिन बस्तियां क्यों जन्म लेती हैं इसके पीछे कई पहलू हैं और कई तथ्य हैं, जिन्हें हम समझते हैं, पर इन्हें नियंत्रित नहीं कर पा रहे हैं, जिसके निम्न कारण हैं :

1. जनसंख्या का तेजी से विकास
2. निर्धनता का प्रकोप
3. शिक्षाव जागरूकता की कमी
4. विकास में एक क्षेत्रीय असंतुलन ग्रामीण से शहरी प्रवासन होना, जिससे शहरी गरीबों को मलिन बस्तियों में जाने के लिए मजबूर होना पड़ता है।
5. भूमि की कमी
6. गरीब शहरी प्रशासन
7. विभिन्न विकासात्मक कार्यक्रमों में झुग्गीवासियों को शामिल करने में सरकारों की विफलता
8. गलत नीतियों, संसाधनों की कमी और भ्रष्टाचार
9. प्रशासनिक विफलता
10. किफायती आवास की अनुपलब्धता
11. वित्तीय संसाधनों तक सीमित पहुंच
12. ग्रामीण से शहरी प्रवास
13. सामाजिक पिछड़ापन
14. सामाजिक विघटन

मलिन बस्तियों में महिलाओं की स्थिति

2011 में लखनऊ में कुल 2,817,105 जनसंख्या निवास कर रही है जिनमें पुरुष संख्या 1,460,970 है और महिला संख्या 1,356,135 हैं (स्त्रोतः जनगणना भारत की अनंतिम रिपोर्ट 2011)। इनमें मलिन बस्तियों में निवास कर रही कुल आबादी 364,941 है जिसमें से पुरुष और महिला अनुपात 189,880 और 175,061 है। मलिन बस्तियों में महिलाओं की संख्या बहुत है और उतनी ही दयनीय उनकी स्थिति भी है।

मलिन बस्तियाँ एक प्रकार का अलग सामाजिक समूह का ही रूप माना जा सकता है, जो स्वास्थ्य समस्याओं के एक अलग समूह को जन्म देते हैं। मलिन बस्तियों में अक्सर महिलाओं का जीवन बहोत खतरनाक होता है और यह स्थिति महिला प्रधान परिवारों के लिए विशेष रूप से सच है। जहाँ पर जहां महिलाओं को बाहर जाकर काम भी करना पड़ता है और परिवार भी देखना होता है ऊपर से आर्थिक सामाजिक पिछड़ापन भी होता है वहां अपराध भी बढ़ जाते हैं साथ ही महिलाओं को मजबूरन यौन संबंध जैसे व्यवसाय में भी लिप्त होना पड़ता है। महिलाओं हेतु सामान्य परिस्थितियों में भी जीवन कठिन होता है पर जब बात मलिन बस्तियों की हो तो महिलाओं को शिक्षा से वंचित होना, बुनियादी आवश्यकताओं हेतु अत्यधिक परिश्रम करना, भोजन व वस्त्रों की अपर्याप्तता होना, विवाह अत्यधिक काम उम्र में हो जाना, जल्दी ही गर्भ धारण कर लेने हेतु दबाव, स्वच्छता का अभाव होना, शारीरिक रूप से कमजोर होना आदि कई विपरीत परिस्थितियों को झेलना पड़ता है। शिक्षा का अभाव होने से स्वच्छता के महत्व को समझना भी मुश्किल हो जाता है और प्रजनन स्वास्थ्य के प्रति उदासीनता का स्तर भी बढ़ जाता है। यहाँ तक कि जनसँख्या नियंत्रण हेतु अपनाये जाने वाले साधनों की जानकारी के आभाव के चलते मलिन बस्तियों में महिलाओं को प्रसव के बाद विभिन्न बीमारियों का सामना करना पड़ता है, जल्दी जल्दी गर्भ ठहरने से महिला स्वस्थ्य बुरी तरह ख़राब होता है।

दिलीप पद्दूबाला के अनुसार शहरी मलिन बस्तियों में मासिक धर्म स्वच्छता को लेकर 45 करोड़ महिलाओं में से केवल 12 प्रतिशत को ही इसकी जानकारी है। शहरी मलिन बस्तियों में रहने वाली महिलाओं की मासिक धर्म स्वच्छता की स्थिति के बारे में महिलाये खुद भी काम हैं और पुरुष तो शायद कभी नहीं सोचते, एक पुरानी दोस्त सहाना भट्ट से इस बारे में बात की।

दिलीप पट्टूबाला और उनकी एक मित्र सहाना दोनों ने सुविधाओं से वंचित करीब 250 महिलाओं पर सर्वे किया। सर्वे की रिपोर्ट उन दोनों की सोच से कहीं ज्यादा खराब थी। दोनों के लिए ये बात हज़म करना मुश्किल था कि आज के दौर में भी सर्वे में शामिल 82 प्रतिशत महिलाएँ मासिक धर्म के दौरान काफी गंदे तरीकों का सहारा ले रही थीं। इनमें राख, मिट्टी, प्लास्टिक, अखबार और पत्ते शामिल थे। महिलाओं में परिवार नियोजन के प्रति जागरूकता बहुत कम है जबकि यह एक ऐसा मुद्दा है जिसके बारे में ज्यादा से ज्यादा जागरूकता की आवश्यकता है।

भारत में परिवार नियोजन की अवधारणा

भारत में परिवार नियोजन कार्यक्रम 1952 में शुरू किया गया था और इसे राष्ट्रीय परिवार नियोजन कार्यक्रम कहा जाता था। भारत ही विकासशील देशों में पहला देश है जिसने कार्यक्रम की शुरुआत की और यह कार्यक्रम गर्भनिरोधक उपायों जैसे कि जन्म नियंत्रण पर केंद्रित था। भारत में 1.3 बिलियन लोग हैं, जो चीन के बाद दूसरी सबसे बड़ी आबादी है। अनुमानतः हमारी जनसंख्या वर्ष 2028 तक चीन से अधिक हो जाएगी। 1965 और 2009 के बीच, गर्भ निरोधकों का उपयोग महिलाओं के बीच बढ़ा जो की 13 प्रतिशत से बढ़कर 48 प्रतिशत हो गया। प्रजनन दर में भी 1966 और 2012 के बीच के गिरावट आयी और यह प्रजनन दर 5.7 से भी कम हो गई है। इन प्रयासों को जारी रखा गया और इसी क्रम में राज्यों द्वारा दो-बाल नीतियों को भी अपनाया गया है, जिसमें दो से अधिक बच्चों वाले लोगों को सरकारी नौकरी के लिए आवेदन करने से रोका जा सकता हैं।

मलिन बस्तियों की महिलाओं में परिवार नियोजन के प्रति जागरूकता की स्थिति

मलिन बस्तियों में महिलाओं की स्थिति हर परिप्रेक्ष्य से हीन ही होती है, क्योंकि अधिकतर महिलाएं साक्षर तक नहीं होती और पुरुष वर्चस्व भी विद्यमान होता है। मलिन बस्तियों में महिलाएं आम तौर पर परिवार नियोजन के आधुनिक तरीकों प्रति काफी हद उदासीन और अनभिज्ञ थी। यहाँ महिलाएं एक अलग वातावरण में जीवन व्यतीत करती हैं और कई बार उनके वैवाहिक साथी द्वारा बिना किसी निरोधक के ही दबाव डाल कर सम्बन्ध स्थापित किये जाने की बात कही गयी। ज्यादातर मलिन बस्तियों में महिलाओं में जो गर्भ निरोधक उपयोग करती हैं, उनमे गर्भ निरोधक गोलियों का इस्तेमाल ज्यादा किया जाता है क्योंकि सरकारी अस्पताओं में उन्हें ये आसानी से सुलभ हो जाती हैं। साथ ही कंडोम और हार्मोनल तरीकों सहित अन्य तरीकों का उपयोग करने की तुलना में बंध्याकरण की अधिक संभावना होती है।

परिवार नियोजन की परिभाषा एवं महत्व

साधारण रूप से परिवार नियोजन को इस प्रकार परिभाषित किया है "दो या तीन सन्तानों को जन्म देकर परिवार के आकार को नियोजित एवं सीमित रखना ही परिवार नियोजन है जिसके अंतर्गत ऐसी योजना को फलीभूत किया जा सकता है जिसमें परिवार की आय, माता के स्वास्थ्य, बच्चों के समुचित पालन पोषण तथा शिक्षा को ध्यान में रखते हुए उपयुक्त समय पर और एक आदर्श संख्या में सन्तानों को जन्म दिया जाए।"

परिवार नियोजन का अर्थ नियोजित रूप से किसी भी जोड़ी (स्त्री-पुरुष) द्वारा अपने परिवार को आकार देने के तरीके से लगाया जा सकता है जिसकी मदद से बच्चों की वांछित संख्या और उनके जन्म के अंतराल और समय का अनुमान तय किया जा सकता है। परिवार नियोजन के महत्व को अनदेखा नहीं किया जा सकता है। मलिन बस्तियों में रह रही महिलाओं का प्रतिशत कुल जनसँख्या में एक महत्वपूर्ण भाग है जिनमें परिवार नियोजन के महत्व के प्रति जागरूकता का होना बेहद आवश्यक है। परिवार नियोजन द्वारा परिवार, समाज, देश सबका विकास होता है। जनसँख्या नियंत्रण की स्थिति मजबूत होने से बुनियादी आवश्यकताओं तक सबकी पहुँच संभव होगी। स्वास्थ्य, शिक्षा, भोजन, आवास सबकी पहुँच में होगा। गर्भनिरोधक का उपयोग बहुत जरुरी है और इसके द्वारा अनपेक्षित गर्भधारण को कम किया जा सकता है और शिशु और मातृ मृत्यु दर और रुग्णता को भी कम किया जा सकता है।

परिवार नियोजन के साधन

यह परिवार नियोजन आधुनिक गर्भ निरोधकों के द्वारा या प्राकृतिक तकनीकों के उपयोग के द्वारा गर्भधारण को सीमित करने के लिए अपनाया जाता है। आधुनिक विधियों में गर्भनिरोधक गोली, महिला और पुरुष नसबंदी, आईयूडी, इंजेक्शन, प्रत्यारोपण, पुरुष और महिला कंडोम, डायाफ्राम और आपातकालीन गर्भनिरोधक आदि उपयोग में लाये जाते हैं।

परिवार नियोजन का स्वस्थ्य एवं परिवार पर प्रभाव

जनगणना 2011 में उत्तर प्रदेश की जनसँख्या 199,581,477 थी और 2021/2022 में उत्तर प्रदेश की जनसंख्या 228,959,599 (228.96 मिलियन) है (स्त्रोतः आधार सांख्यिकी)। उत्तर प्रदेश में वर्ष 2011 से अब तक 14.72 प्रतिशत जनसंख्या वृद्धि दर बढ़ी है। यही कारण है कि यूपी स्वास्थ्य संकेतकों के संबंध में अन्य राज्यों से पिछड़ा हुआ है। यहाँ पर शिशु मृत्यु दर उच्चतम स्तर पर है एवं प्रजनन दर राष्ट्रीय स्तर पर दूसरी उच्चतम स्थिति पर है। अतः यहाँ यह आवश्यक हो जाता है की उत्तर प्रदेश के शहरों में निवास करने वाली मलिन बस्तियों की महिलाओं में परिवार

नियोजन के महत्व को समझा जाये क्योंकि इसका प्रभाव स्वास्थ्य एवं परिवार पर आवश्यक रूप से पड़ता है। स्लम में रह रही महिलाओं के लिए स्वास्थ्य एक प्रमुख मुद्दा है। मलिन बस्तियों में अस्वास्थ्यकर भौतिक वातावरण बीमारी को बुलावा देता है, चिकित्सा उपचार की असुविधा होती है, जिसके परिणामस्वरूप महिलाएं पूर्ण रूप से अपना सफल योगदान न परिवार को दे पाती हैं, न ही समाज को। यदि परिवार संतुलित हो तो महिलाओं को नियोजित रूप से उत्तरदायित्वों को पूरा करने में सफलता मिलती है परन्तु दुर्भाग्य तो यह है कि आज की सदी में भी परिवार नियोजन की जानकारी बहुत सी महिलाओं को नहीं है क्योंकि विवाह की उम्र से पूर्व ही विवाह का दुष्चक्र अभी भी जारी है। मलिन बस्तियों में अक्सर ये कुरीति देखी जाती है जिनसे स्वास्थ्य समस्याओं का एक अलग सेट उत्पन्न होता है।

खराब पर्यावरणीय स्थिति उन्हें प्रतिकूल स्वास्थ्य स्थितियों जैसे कि कुपोषण, प्रसव संबंधी जटिलताओं, प्रसवोत्तर रुग्णता आदि के जाल में फंसा देती हैं। खासकर झुग्गी-झोपड़ियों में रहने वाली महिलाएं कम शिक्षा, अज्ञानता, स्वास्थ्य के प्रति गलत धारणाओं और अवैज्ञानिक दृष्टिकोण से जकड़ी है और परिणामस्वरूप अधूरा टीकाकरण, गर्भावस्था के दौरान अपर्याप्त स्त्री रोग संबंधी जांच, घर पर असुरक्षित प्रसव, और माताओं और बच्चों की अनुचित प्रसवोत्तर देखभाल, आहार और टीकाकरण के मामले में जागरूक नहीं होती है। मलिन बस्तियों में महिलाओं की आयु, धर्म, जाति, शिक्षा, जीवन स्तर, निवासस्थान आदि साथ-साथ गर्भनिरोधक विधियों के उपयोग में भूमिका निभाते हैं। गर्भ निरोधकों के उपयोग पर बातचीत तक करने में मलिन बस्तियों की महिलाओं में असमर्थता पायी जाती है। मलिन बस्तियों में युवा महिलायें स्वास्थ्य देखभाल के प्रति अधिक संवेदनशील हैं क्योंकि इनका आधुनिक दृष्टिकोण हो सकता है। शिक्षित महिलाएं गर्भ निरोधकों का उपयोग करने हेतु जागरूक दिखीं।

नीतिगत पहलें

मलिन बस्तियों के अस्तित्व को नकारा नहीं जा सकता और स्थितियों व दशाओं को सही करने, बेहतर बनाने हेतु सहस्राब्दि विकास लक्ष्यों कई कदम उठाये जाने की घोषणा की जा चुकी है और 2015-उपरांत सतत विकास लक्ष्य विकास एजेंडा (एसडीजी) में शहरी मलिन बस्तियों की जनसंख्या की स्थितियों में सुधार पर ध्यान केंद्रित किया गया है। सहस्राब्दि विकास लक्ष्य-11 में कहा गया है कि शहरी बस्तियों को समावेशी, सुरक्षित, टिकाऊ और स्थाई बनाया जाना है। यदि मलिन बस्तियों की स्थिति सुधरेगी तो भी स्मार्ट सिटी की अवधारणा को भी सफल रूप मिलेगा।

1. 1972 में भी भारत सरकार द्वारा शहरी झुग्गी झोपडियों के पर्यावरण सुधार पर कार्यक्रम के जरिए मलिन बस्तियों के विकास के लिये एक गंभीर नीतिगत पहल की जा चुकी है।
2. पंचवर्षीय योजना के तहत विश्व बैंक की सहायता द्वारा मलिन बस्तियों के लिए उन्नयन कार्यक्रम कार्यान्वित किया गया है।
3. भारत सरकार द्वारा 1985 में बुनियादी सेवाएं कार्यक्रम चलाया गया जिसके अंतर्गत भारत के ज्यादातर शहरों में शहरी बुनियादी आवश्यकताओं की पूर्ति पर बल दिया गया।
4. राष्ट्रीय स्लम विकास कार्यक्रम 1986
5. एकीकृत आवास एवं स्लम विकास कार्यक्रम
6. एकीकृत कम लागत स्वच्छता (1980-81)
7. स्वर्ण जयंती शहरी रोजग़ार योजना (1997)
8. वाल्मीकि अम्बेडकर आवास योजना (2001)
9. नेहरू राष्ट्रीय शहरी नवीकरणीय मिशन-जेएनएनयूआरएम (2005)
10. राजीव आवास योजना (2011)
11. साझेदारी में किफायती आवास (2013) का आयोजन।
12. राज्य सरकारों के सक्रिय सहयोग के साथ प्रतिस्पर्धात्मक पद्धति पर देश भर में 100 सर्वसुविधा संपन्न शहरों के नवीनीकरण और विकास के लिये 25 जून, 2015 को स्मार्ट सिटी कार्यक्रम शुरू किया गया।
13. भारत सरकार द्वारा जून, 2015 में संचालित 'सबके लिये 2022 तक आवास' मिशन।

अध्ययन का उद्देश्य

1. इस अध्यन के अंतर्गत मलिन बस्तियों में रह रही महिलाओं में परिवार नियोजन के प्रति जागरूकता के स्तर को जानने का प्रयास किया गया है।
2. परिवार नियोजन के साधनों को उपयोग करने की स्थिति को जानने का प्रयास किया गया है।
3. सवास्थ्य दशाओं का आकलन भी करने का प्रयास किया गया है।

नमूनाकरण पद्धति

वर्तमान अध्ययन के लिए भारत में लखनऊ शहर की मलिन बस्तियों से उत्तरदाताओं को चुनने के लिए उद्देश्य के आधार पर एक यादृच्छिक प्रतिदर्श का निर्णय लिया गया। अध्ययन हेतु कुल 30 महिलाओं जिनका आयु वर्ग 15-35 से था, का चयन मलिन बस्तियों से किया गया। उद्देश्यपूर्ण नमूनाकरण में कुछ सीमित समूह या जनसंख्या के एक उपसमूह की पूरी आबादी का अध्ययन शामिल हो सकता है।

आकड़ा और तकनीक स्रोत

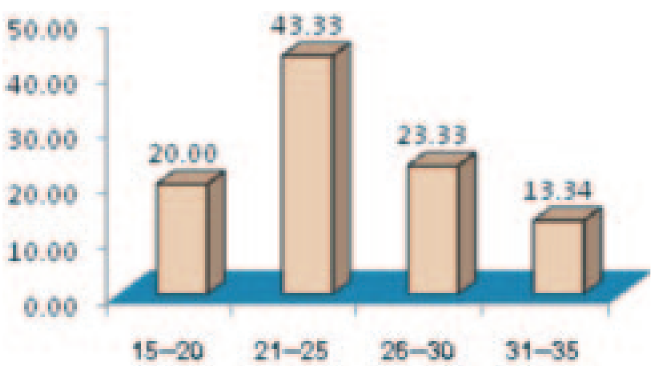
आंकड़े द्वितीयक और प्राथमिक स्रोतों से एकत्र किए गए थे।

द्वितीयक स्रोत : सूचनाओं को पुस्तकों, रिपोर्टों, प्रकाशित और अप्रकाशित पत्रों, नगरपालिका अभिलेखों और सरकारी परिपत्रों से एकत्र और संकलित किया गया था।

प्राथमिक स्रोत : आँकड़ों का प्राथमिक स्रोत साक्षात्कार अनुसूची की मदद से उत्तरदाताओं, शब्द परामर्शदाताओं के साथ साक्षात्कार थे, जो स्लम जीवन में उनकी राय और अनुभवों को जानने के लिए आयोजित किए गए थे। इस साक्षात्कार अनुसूची में अध्ययन के सभी आयाम शामिल थे और यह संरचित और असंरचित प्रश्नों का एक संयोजन था।

सारिणी संख्या-1 : उत्तरदाताओं की आयु

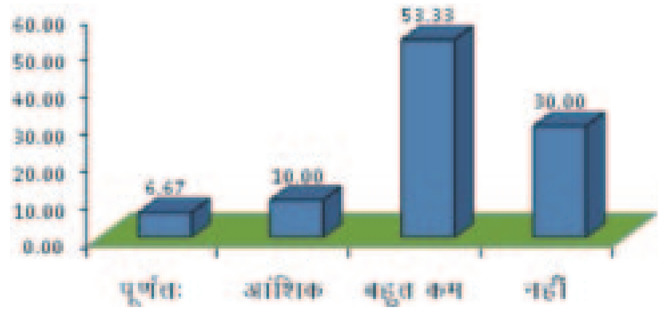
आयु	उत्तरदाताओं की संख्या	प्रतिशत
15-20	6	20.00
21-25	13	43.33
26-30	7	23.33
31-35	4	13.34
योग	30	100.00



इस अध्ययन में शामिल महिलाओं का आयु वर्ग 15-35 था, जिनमें सर्वाधिक उत्तरदाता 21 से 25 आयु वर्ग की थीं, जिनका प्रतिशत 43.33 था और सबसे कम 7 उत्तरदाता 26 से 30 आयु वर्ग की थीं जिनका प्रतिशत 23.33 था।

सारिणी संख्या-2 : उत्तरदाताओं को विवाह की सही आयु की जानकारी होने की स्थिति

स्थिति	उत्तरदाताओं की संख्या	प्रतिशत
पूर्णतः	2	6.67
आंशिक	3	10.00
बहुत कम	16	53.33
नहीं	9	30.00
योग	30	100.00



मलिन बस्तियों में विवाह निर्धारित आयु से पूर्व ही कर दिया जाता है ताकि बेटियों के भार से मुक्ति पायी जा सके। इसी क्रम में पूछे गए प्रश्न के उत्तर में केवल 6.67 प्रतिशत उत्तरदाताओं ने बताया विवाह की सही आयु अर्थार्थ लड़कियों की 18 वर्ष है और लड़कों की 21 वर्ष। 10.0 प्रतिशत उत्तरदाताओं को आंशिक जानकारी थी इस विषय में और 53.33 प्रतिशत उत्तरदाताओं को न के बराबर का अनुमान था इस विषय में। 30.0 प्रतिशत उत्तरदाताओं को बिलकुल भी जानकारी नहीं थी। शायद ये वजह भी परिवार नियोजन की असफलता का बड़ा कारण है।

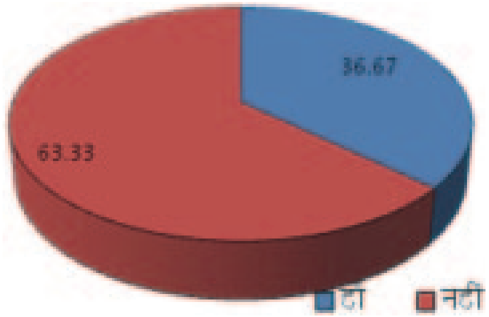
1978 में, भारत सरकार ने लड़कियों के लिए कानूनी न्यूनतम वैवाहिक आयु 15 से बढ़ाकर 18 वर्ष और लड़कों के लिए 18 से 21 वर्ष कर दी थी।

हाल ही में, कैबिनेट ने प्रस्ताव दिया कि भारत में महिलाओं के लिए विवाह की कानूनी उम्र 18 से बढ़ाकर 21 वर्ष कर दी जाए, जिसे बाल विवाह निषेध अधिनियम और विशेष विवाह अधिनियम, 1954 और बाल विवाह निषेध अधिनियम, 2006 का समर्थन प्राप्त है।

हालांकि बाल विवाह विरोधी अधिनियम को 44 साल हो चुके हैं, लेकिन देश के कई हिस्सों में आदिम प्रथा जारी है। अब महिलाओं को पुरुषों के बराबर लाने के लिए प्रधानमंत्री नरेंद्र मोदी के नेतृत्व वाली एनडीए सरकार ने महिलाओं की शादी की कानूनी उम्र 18 साल से बढ़ाकर 21 साल करने का फैसला किया है।

सारिणी संख्या-3: उत्तरदाताओं को आदर्श परिवार में बच्चों की संख्या की जानकारी होने की स्थिति

स्थिति	उत्तरदाताओं की संख्या	प्रतिशत
हाँ	12	40.00
नहीं	18	60.00
योग	30	100.00

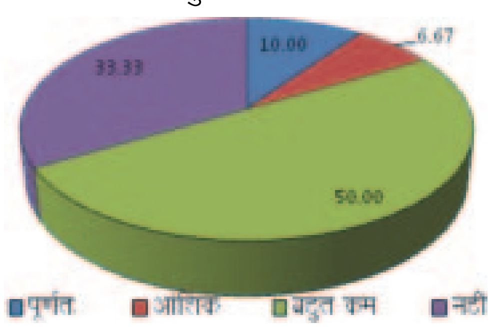


सारिणी संख्या 3 के अंतर्गत उत्तरदाताओं में आदर्श परिवार में बच्चों की संख्या की जानकारी की स्थिति से संबंधित जानकारी प्राप्त करने का प्रयास किया गया। कुल 60.00 प्रतिशत उत्तरदाताओं को कोई भी ज्ञान नहीं था। इस सम्बन्ध में उनके अनुसार इस पर उनका कोई नियंत्रण नहीं है, सब कुदरत से ही मिलता है। 40.00 प्रतिशत उत्तरदाताओं को पता था की परिवार में काम बच्चे ही अच्छे होते हैं और 2 या 3 संतान ही ठीक हैं।

सारिणी संख्या-4: उत्तरदाताओं को बच्चों के नियोजन अन्तराल की जानकारी होने की स्थिति

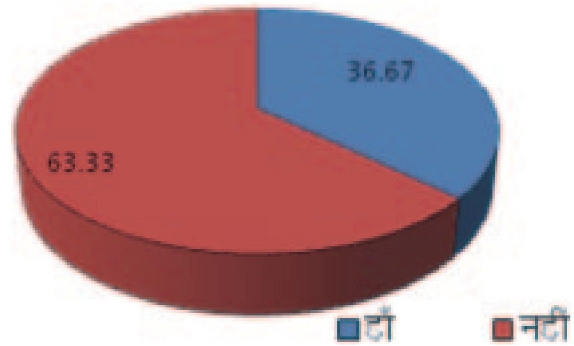
स्थिति	उत्तरदाताओं की संख्या	प्रतिशत
पूर्णतः	3	10.00
आंशिक	2	6.67
बहुत कम	15	50.00
नहीं	10	33.33
योग	30	100.00

परिवार नियोजन के सफल इम्प्लीमेंटेशन के लिए यह जरुरी होता है, कि दो बच्चों के मध्य के जन्म अंतराल को ध्यान में रख कर ही नियोजित रूप से परिवार को आकार दिया जाये, जिससे माँ और शिशु में प्रसव सम्बन्धी खतरों को टाला जा सके। हमारी सारिणी संख्या-4 इसी प्रश्न का उत्तर ढूंढ़ने हेतु सृजित की गयी थी। मलिन बस्तियों की सिर्फ 10.00 प्रतिशत उत्तरदाताएँ ही इस सवाल का सही जवाब दे सकीं। 50.00 प्रतिशत उत्तरदाताएँ तो बहुत कम जानकारी रखती थीं, कि दो बच्चों के मध्य कितना अंतराल आवश्यक है। अन्य उत्तरदातों ने मिलीजुली बातें कहीं की शायद 5 बच्चे या कुछ ने तो 6 बच्चे तक बोले।



सारिणी संख्या-5 : परिवार नियोजन के बारे में उत्तरदाताओं को सलाह मिलने की स्थिति

स्थिति	उत्तरदाताओं की संख्या	प्रतिशत
हाँ	3	10.00
नहीं	27	90.00
योग	30	100.00



तालिका संख्या-5 के अंतर्गत परिवार नियोजन के बारे में उत्तरदाताओं को सलाह मिलने की स्थिति को दर्शाया गया है जिसमें बहुसंख्य 90.00 प्रतिशत लोगों ने बताया कि परिवार नियोजन हेतु कोई सलाह उन्हें नहीं मिली जबकि 10.00 प्रतिशत लोगों ने बताया की परिवार नियोजन हेतु उन्हें सलाह दी गयी है।

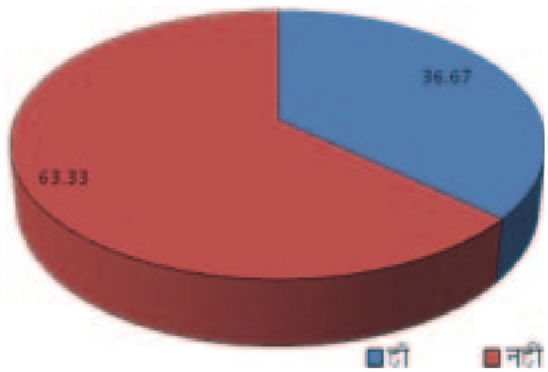
सारिणी संख्या-6: उत्तरदाताओं को नजदीकी स्वास्थ्य केन्द्र में परिवार नियोजन की सुविधाओं की जानकारी होने की स्थिति

स्थिति	उत्तरदाताओं की संख्या	प्रतिशत
पूर्णतः	1	3.33
आंशिक	3	10.00
बहुत कम	16	53.33
नहीं	10	33.33
योग	30	100.00

सारिणी संख्या-6 के अंतर्गत परिवार नियोजन की सुविधाओं को प्राप्त करने के लिए बस्तियों के नजदीकी स्वास्थ्य केंद्रों की जानकारी के बारे में उत्तरदाताओं की जानकारी के स्तर की स्थिति को दर्शाया गया है। जिसमें 53.33 प्रतिशत लोगों ने बताया कि परिवार नियोजन हेतु उनके आस-पास के क्षेत्र में अस्पताल सम्बन्धी बहुत कम जानकारी है। इसके पश्चात 33.33 प्रतिशत लोगों ने बताया कि उनको कोई जानकारी नहीं है, 10.00 प्रतिशत लोगों को आंशिक जानकारी है, और 3.33 प्रतिशत लोगों को पूरी तरह से जानकारी है।

सारिणी संख्या-7: उत्तरदाताओं को परिवार नियोजन के विषय की जानकारी होने की स्थिति

स्थिति	उत्तरदाताओं की संख्या	प्रतिशत
हाँ	10	33.33
नहीं	20	66.67
योग	30	100.00



तालिका संख्या-7 के अंतर्गत परिवार नियोजन के माध्यमों की जानकारी होने की स्थिति को दर्शाया गया है जिसमें 66.00 प्रतिशत लोगों ने बताया कि परिवार नियोजन के माध्यमों की जानकारी है और 33.00 प्रतिशत लोगों को परिवार नियोजन के माध्यमों की जानकारी नहीं है।

सारिणी संख्या-8: उत्तरदाताओं को परिवार नियोजन की जानकारी के साधन

साधन	उत्तरदाताओं की संख्या	प्रतिशत
पति या परिवार द्वारा	12	40.00
रेडियो या टेलीविजन द्वारा	4	13.33
सरकारी अस्पतालों द्वारा	21	70.00
पुस्तकीय ज्ञान से	8	26.67
अन्य स्रोतों से	4	13.33
आधार	30	

सारिणी संख्या-8 में परिवार नियोजन सम्बन्धी जानकारी मिलने के साधनों की स्थिति को देखने का प्रयत्न किया गया है, जिसमें 70.00 प्रतिशत उत्तरदाताओं को सरकारी अस्पतालों के माध्यम से जानकारी दी गयी। यह एक अच्छा संकेत है कि जन जन तक इस संवेदनशील मुद्दे को पहुँचाने का प्रयास जारी है। 40.00 प्रतिशत उत्तरदाताओं को पति या परिवार द्वारा, 26.67 प्रतिशत उत्तरदाताओं को पुस्तकीय ज्ञान से, 13.33 प्रतिशत उत्तरदाताओं को रेडियो व टेलीविज़न के माध्यम से तथा अन्य साधनों से भी इसकी जानकारी मिली।

सारिणी संख्या-9 : उत्तरदाताओं को परिवार नियोजन के तरीकों की जानकारी

तरीके	उत्तरदाताओं की संख्या	प्रतिशत
नसबंदी	11	36.67
इंजेक्शन	4	13.33
खाने वाली गोली	9	30.00
एबार्सन (गर्भपात)	8	26.67
निरोध	16	53.33
कॉपरटी	6	20.00
आधार	30	

सारिणी संख्या-9 में परिवार नियोजन के साधनों की जानकारी की स्थिति को देखने का प्रयत्न किया गया है, जिसमें 53.33 प्रतिशत उत्तरदाताओं को निरोध पर पूरा भरोसा था। 36.67 प्रतिशत उत्तरदाताओं ने नसबंदी को सबसे सही माध्यम कहा, 30.00 प्रतिशत उत्तरदाताओं ने गर्भनिरोधक गोलियों पर अपनी विश्वसनीयता जताई। चौ।काने वाली बात यह रही की 26.67 प्रतिशत उत्तरदाताओं ने तो गर्भपात को ही साधन मान लिया। 20.00 प्रतिशत उत्तरदाताओं ने कॉपर टी को और 13.33 प्रतिशत उत्तरदाताओं ने इंजेक्सन को सही साधन कहा।

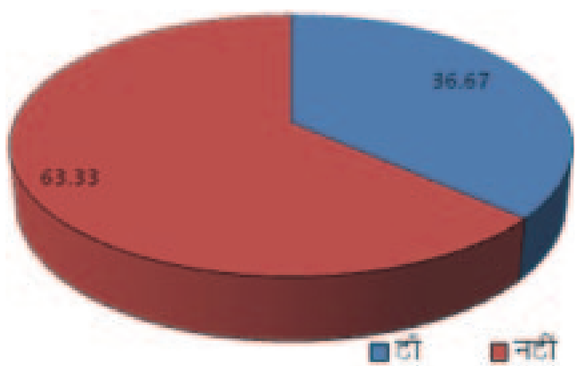
सारिणी संख्या-10: उत्तरदाताओं के अनुसार परिवार नियोजन के उद्देश्य

उद्देश्य	उत्तरदाताओं की संख्या	प्रतिशत
जनसंख्या पर नियंत्रण	5	16.67
छोटा परिवार	8	26.67
बच्चों में समयांतर	6	20.00
सुखी वैवाहिक जीवन	15	50.00
बच्चों में कुपोषण तथा मृत्युदर पर रोक	9	30.00
आधार	30	

सारिणी संख्या-10 में परिवार नियोजन के उद्देश्यों की जानकारी एवं महत्व जानकारी की स्थिति को देखने का प्रयत्न किया गया है जिसमें 50.00 प्रतिशत उत्तरदाताओं को लगता है की यह सुखी वैवाहिक जीवन के लिए सही है, 30.00 प्रतिशत उत्तरदाताओं ने कहा कि बच्चों में कुपोषण और मृत्युदर करने में परिवार नियोजन सहायक है, 26.67 प्रतिशत उत्तरदाताओं ने कहा की छोटे परिवार हेतु आवश्यक है, 20.00 प्रतिशत उत्तरदाताओं ने कहा की बच्चों में सही जन्म अंतराल रखने का ये सही साधन है, 16.67 प्रतिशत उत्तरदाताओं के अनुसार जनसँख्या नियंत्रण हेतु परिवार नियोजन आवश्यक है।

सारिणी संख्या-11: उत्तरदाताओं का परिवार नियोजन के पक्ष में होने की स्थिति

स्थिति	उत्तरदाताओं की संख्या	प्रतिशत
हाँ	11	36.67
नहीं	19	63.33
योग	30	100.00



तालिका संख्या-11 में उत्तरदाताओं का परिवार नियोजन के प्रति सकारात्मक एवं नकारात्मक दृष्टिकोण को दर्शाया गया है, जिसमें 63.00 प्रतिशत उत्तरदाताओं ने इसके विपक्ष में उत्तर दिया जबकि 36.67 प्रतिशत उत्तरदाताओं ने इसके प्रति सहमति जताई।

सारिणी संख्या-11.1: उत्तरदाताओं का परिवार नियोजन के पक्ष में होने के कारण

कारण	उत्तरदाताओं की संख्या	प्रतिशत
परिवार का आकार सीमित रखने के लिए	5	45.45
पारिवारिक जीवनस्तर ऊपर उठाने के लिए	7	63.64
दो बच्चों में अन्तर रखने के लिए	4	36.36
बच्चों के पालन-पोषण में होने वाली परेशानी से बचने के लिए	9	81.82
आधार	11	

तालिका संख्या-11.1 में उत्तरदाताओं का परिवार नियोजन के प्रति सकारात्मक दृष्टिकोण या पक्ष में होने के कारणों की दशा को दर्शाया गया है, जिसमें 81.82 प्रतिशत उत्तरदाताओं ने कहा कि परिवार नियोजन द्वारा बच्चों के पालन पोषण में होने वाली परेशानी से बचने में सहायता मिलती है, 63.64 प्रतिशत उत्तरदाताओं ने कहा कि पारिवारिक जीवन स्तर को ऊपर उठाने हेतु परिवार नियोजन महत्त्वपूर्ण भूमिका निभाता है। 45.45 प्रतिशत उत्तरदाताओं ने कहा कि परिवार का आकार सीमित रखने के लिए परिवार नियोजन महत्त्वपूर्ण है और 36.36 प्रतिशत उत्तरदाताओं ने कहा दो बच्चों में अंतर रखने के लिए परिवार नियोजन का रास्ता अपनाना चाहिए।

सारिणी संख्या-11.2 : उत्तरदाताओं का परिवार नियोजन के पक्ष में न होने के कारण

कारण	उत्तरदाताओं की संख्या	प्रतिशत
ईश्वरीय विधान के विपरीत है	16	84.21
महिलाओं के स्वास्थ्य पर बुरा प्रभाव पड़ता है	11	57.89
अधिक बच्चों से परिवार में आर्थिक सुदृढ़ता आती है	9	47.37
यह अप्राकृतिक व्यवहार की परिधि में आता है	15	78.95
आधार	19	

तालिका संख्या 11.2 में उत्तरदाताओं का परिवार नियोजन के प्रति नकारात्मक दृष्टिकोण या विपक्ष में होने के कारणों की दशा को दर्शाया गया है जिसमे 84.21 प्रतिशत उत्तरदाताओं ने प्रजनन को ईश्वर का विधान बताया और परिवार नियोजन को इस विधान के विपरीत बताया। 78.95 प्रतिशत उत्तरदाताओं ने परिवार नियोजन के विपक्ष में होने के लिए कहा की यह अप्राकृतिक व्यव्हार की परिधि में आता है। 57.89 प्रतिशत उत्तरदाताओं ने कहा कि परिवार नियोजन के चलते महिलाओं के स्वास्थ्य पर बुरा प्रभाव पड़ता है। 47.37 प्रतिशत उत्तरदाताओं के अनुसार अधिक बच्चों से परिवार में आर्थिक सुदृढ़ता आती है।

सुझाव

देश में जनसंख्या वृद्धि पर नियंत्रण पाना बेहद आवश्यक है। आज संपूर्ण विश्व की आबादी आठ मिलियन पार कर चुकी है, अब पृथ्वी को बचाना समाज के प्रत्येक हिस्से के लिये जरूरी हो चला है और भारत विश्व में द्वितीय स्थान पर जनसंख्या के मामले में बैठा है। प्रौद्योगिकीय प्रगति और आधुनिक नागरिक सुविधाओं का लाभ किसी भी समाज को तब ही मिल पायेगा जब

देश में जनसंख्या वृद्धि नियंत्रण हो या फिर बढ़ती जनसँख्या पर अंकुश के लिये कार्य किया जाये। हमारी पृथ्वी पर प्राकृतिक संसाधन काफी कम मात्रा में हैं और ये संसाधन हमेशा के लिए भी नहीं हैं, इसलिये इनके उपभोग को सुनिश्चित मात्रा में ही करना होगा तभी जनसँख्या को नियंत्रित करना और संसाधनों का किफायती और नीतिपरक इस्तेमाल करना ही तरीका है और इसके लिए परिवार नियोजन की पहल सराहनीय है। परिवार नियोजन की सबसे महत्वपूर्ण कड़ी एक महिला है जो परिवार की जननी है। अतः इनकी शिक्षा, जागरूकता, समाज के प्रति उत्तरदायित्व अदि बातें काफी निर्धारक साबित किसी भी देश के लिए। मलिन बस्तियों में रहने वालों को निम्न तरह की बातो के प्रति जागरूक करना आवश्यक है :

1. महिलाओं को शिक्षित करने के प्रयास किए जाने चाहिए।
2. गर्भनिरोधक के आधुनिक तरीकों की डोरस्टेप डिलीवरी सेवाएं निःशुल्क प्रदान की जानी चाहिए।
3. झुग्गीवासियों के बीच सीपीआर बढ़ाने के लिए आरसीएच सेवाओं के प्रभावी कार्यान्वयन के लिए एनजीओ की भागीदारी को मजबूत किया जाना चाहिए।
4. प्रसव सम्बन्धी कठिनताओं एवं ज्यादा प्रसव के कारन होने वाली मृत्युदर के प्रति भी जागरूकता बढ़ानी होगी।
5. विवाह की सही आयु की जानकारी देना सबसे आवश्यक है।
6. पुरुष नसबंदी एवं महिला नसबंदी तरीकों को मलिन बस्तियों तक प्रचारित करना होगा।
7. गत्यात्मक चिकित्सा व्यवस्था (मोबाइल मेडिकल फैसिलिटीज) मलिन बस्तियों में सुनिश्चित करवानी चाहिए।
8. सबसे आवश्यक कि हर मलिन बस्ती पर वहां की जनसँख्या के आधार पर सामाजिक कार्यकर्ता को कार्यभार सौंपा जाये उनकी नियुक्तियां हो ताकि वे मलिन बस्तियों में परिवार नियोजन बारीकियों को समझ सकें और जागरूकता सहित बस्तियों हुए अस्पतालों के मध्य एक माध्यम कड़ी की भूमिका का निर्वहन कर सकें ताकि समाज भी लाभान्वित हो और देश की तरक्की सुनिश्चित हो।

निष्कर्ष

उपरोक्त अध्ययन से यही निष्कर्ष निकलता है कि वर्तमान स्थितियों में बढ़ ही रही है। जनसँख्या वृद्धि इसका प्रमुख कारण है और मलिन बस्तियों में महिलाओं की स्थिति अत्यंत दयनीय है। शिक्षा द्वारा, जागरूकता अभियानों द्वारा, समाज की व्यैक्तिक इकाइयों द्वारा इस समस्या से लड़ने में सकती है। परिवार नियोजन के प्रति महिलाओं में शुरू से ही संवेदनशीलता लानी है जिसमें हर पुरुष का सहयोग अपने अपने जीवनसाथी को देना ही होगा। कुछ मुद्दे हमेशा के लिए कभी ख़त्म नहीं हो सकते पर उन पर नियंत्रण पाना हमारे हाथों में ही है।

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Anxiety and Brain Dominance among Learning Disabled Students

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Abstract

A study was conducted on, "Anxiety and Brain Dominance among Learning Disabled Students". Learning Disability is a complicated clutter of disorganized academicbehavioural outcomes due to 3 P's - poor perception, poor processing of the stimulus and poor performance in the response. Fifty one Learning Disabled Studentsfrom Coimbatore and Salem, India, were selected and administered theScreen for Child Anxiety Related Disorders (SCARED) constructed and standardized by Birmaher *et al.* (1997) and Brain Dominance Questionnaire revised by Mariani (1996). The result shows that there was significant difference between Boys and Girls of Learning Disabled Students in Brain Dominance and no significant difference in anxiety level. There was no significant relationship between the Anxiety and Brain Dominance.

Introduction

According to *National Association of Special Education Teachers* (2022), Learning Disability is defined as a group of disorders that affects the people's ability to either interpret what they see and hear or to link information from different parts of the brain. These limitations can show up in many ways: as specific difficulties with spoken and written language, coordination, selfcontrol or attention. Such difficulties extend to school work and can impede learning to read, write or do mathematics. Learning disability is a neurological disorder that affects a person's ability to read, write and do mathematical calculations and it makes academic achievement very difficult.

Since learning disability is an umbrella term with many symptoms and signs, it has a major setback on life. Due to its nature with multiple disorders, it affects the nature of livelihood of a person and caretakers at school, family, relationships and career (Marks, 2021).

Learning disability has gained its importance in India recently. The awareness created among the general population regarding learning disability has been a tremendous reach. These reflect the high prevalence rate of learning disability increasing every year. As per the statistics by the Directorate of Education (DoE) data, around 37,312 students were identified to have learning disability in 2019-2020 in New Delhi region compared to 2018-2019 count (19,685). The increase in number of cases is studied under Project Smile a part of Mission Buniyaad, a scheme by the Government (Chettri, 2021).

Learning disability is observed not just in academics but also in socioemotional areas. Children with learning disability are troubled with poor socioemotional skills that is seen in high school dropouts, lack of interest in studies resulting in poor academic performance (Choolackal, 2019).

The current study focuses on the emotional aspects of a student with learning disability like anxiety and its relation with brain dominance.

Heller *et al.* (1998) theorizes that brain lateralization plays a role in emotion expression similar to its different functioning towards facial signals, gestures and vocal intonation. The research by Reuter-Lorenz *et al.* (1983) supports the hypothesis that there exists a hemispherical specialization of positive and negative emotions. These theories highlight the fact that there is hemispheric lateralization in expressing emotions. The study by Silberman and Weingartner (1986) posits that right brain hemisphere deals with negative emotions and left brain hemisphere deals with positive emotions. This differentiation was discussed further by Heller *et al.* (1998) that anxiety is associated with right brain hemisphere.

Objectives

The following are the objectives of the current study:

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1. To measure the presence of gender difference in anxiety among learning disabled students.
2. To measure the presence of gender difference in brain dominance among learning disabled students.

Hypotheses

The following are the hypotheses framed for the current study:

1. There will not besignificant difference between boys and girls Learning Disabled Studentsin Anxiety and Brain Dominance.
2. There will not be significant relationship betweenAnxiety and Brain Dominance among Learning Disabled Students.

Need for the study

Learning disability is basically a biological disorder, with difficulty associated with 3 P's: perceiving and processing the stimulus and performing the response. Because of this difficulty in higher cognitive functioning, children with learning disability find academic learning very difficult. With difficulty to cope up in academics and everyday life, their general bodily mechanism maintains higher level of anxiety.

A prolonged higher level of anxiety might affect the brain functioning. With hemispheric lateralization in the brain contributing for difference in the verbal and performance expression in learning disability, this study aims to find the lateralization difference in emotional expression among students with learning disability.

Patel (2020) opined on the significance of mental health in children with learning difficulties during and after Covid-19 especially the level of anxiety and stress that has surged after pandemic. It is important to conduct researches on mental health issues among children with learning disability. Government of India too has acknowledged Specific Learning Disability as a disability nationally. This shows the importance to cater to the mental health of children with learning disability (Karande, 2022).

Elgendi *et al*. (2021) examined the reading difficulties were primarily linked with anxiety and self efficacy. The results proved that reading difficulties were due to higher level of anxiety and suggested an intervention to reduce the level of anxiety. Johnson *et al.* (2021) investigated on math disability which was associated with math anxiety that disrupts the attention to mathematical concepts leading to poor performance. Hence, they introduced a mathematical intervention to help in regulating anxiety and initiating a problem solving strategy.

Yilmaz and Akyüz (2021) explored the behavioural determinants of brain laterality and its association with speech difficulties in children with Attention Deficit Hyperactive Disorder and Specific Learning Disorder. One hundred and thirty patients participated and left side preference was observed to be more in among Specific Learning Disorder patients. Hence, the study identified that left side preference of brain laterality was observed more among Specific Learning Disorder children than Attention Deficit Hyperactive Disorder children.

Samani (2019) explained the importance of right brain teaching methods to improve academic learning in children with learning disability. She shared that the language centre is the left hemisphere of the brain. As academic achievement is highly related to left hemisphere but learning disabled children suffers with language acquisition, there has to be an alternative way to impart language acquisition using right brain hemisphere through play way methods and activity based learning.

Method

The aim of the study is to identify gender difference in anxiety level and hemispheric lateralization of the brain among students with learning disability.

Tools used

Screen for Child Anxiety Related Disorders by Birmaher *et al*. (1997) and Brain Dominance Questionnaire by Mariani (1996) were used to collect data.

Screen for Child Anxiety Related Disorders constructed and standardized by Birmaher et al was used to screen the children for the presence anxiety disorders. The scale consists of 41 questions with three possible responses to each item namely 'Not True or Hardly Ever True', 'Somewhat True or Sometimes True', 'Very True or Often True'. The respondents were asked to tick anyone of the alternatives which suits them the most. There was no time limit but the subjects were asked to respond as quickly as possible. The scoring key and norms were provided by the author. The reliability coefficient of the scale was Brain Dominance Questionnaire revised by Mariani, 1996 was used to collect information about the brain dominance level of the respondent. The questionnaire consists of 15 questions with 3 alternatives for each item. The respondents were asked to tick anyone of the alternative which applied to them. There was no time limit. The scoring key and norms were provided by the author. The reliability coefficient was 0.70.

Area

Rashmika Centre for Learning and Counselling, Coimbatore and Helikx, The Open School and Learning Centre, Salem were selected for the action research for the following reasons:

1. Availability of the samples for the study.
2. Permission and Cooperation provided by Schools.

Sample

Fifty one Learning Disabled Students (29 from Rashmika Centre for Learning and Counselling, Coimbatore and 22 from Helikx, The Open School and Learning Centre, Salem) were selected and screened for anxiety and brain dominance. The age range of the participants were 9 to 15 years. Purposive sampling method was used in the action research.

Procedure

Fifty one Learning Disabled Studentswere screened for anxiety using Screen for Child Anxiety Related Disorders (SCARED). The students with very high, high, moderate and low anxiety were selected for the study. They were administered the Brain Dominance Questionnaire revised by Mariani. Students were seated comfortably in a classroom with individual chair. Each student was given a questionnaire. Since the participants were students in the age group of 9-15 years, the items in the questionnaire were instructed in a student friendly way. Use of pictures and emoticons were used for rating the questionnaire especially for answering the options. The students showed great interest in answering the questionnaire.

Each student was given a golden star as a token of appreciation for answering the questionnaire.

Results and Discussion

Table 1: Mean, Standard Deviation and F value for Anxiety and Brain Dominance among Learning Disabled Students

Variables	GENDER	N	Mean	Standard Deviation	F
ANXIETY	Male	31	29.71	11.72	1.59 N.S.
	Female	20	37.45	9.32	
BRAIN DOMINANCE	Male	31	-0.32	2.75	4.94 *
	Female	20	0.05	4.70	

N. S. = Not Significant * = Significant at 0.05 level

From Table 1, it shows that there was a mean difference between male and female Learning Disabled Students in anxiety and brain dominance. The mean value for anxiety was high among females than males (m_f = 37.45; m_m = 29.71). This indicates that female Learning Disabled Students were more anxious than male students. The mean scores of brain dominance indicates that male Learning Disabled Students were left brain dominated (m_m = -0.32) with a negative score and female students are right brain dominated (m_f = 0.05) with a positive score equal to one. This indicates that male Learning Disabled Studentswere left brain dominated and female students were right brain dominated. Hence, the Null Hypothesis that "There will not be significant difference between Boys and Girls Learning Disabled Students in Anxiety and Brain Dominance" were partially accepted.

Table 2: Correlation between Anxiety and Brain Dominance among Learning Disabled Students

		ANXIETY	BRAIN DOMINANCE
ANXIETY	Pearson Correlation	1	0.02 N. S.
	Sig. (2-tailed)		0.90
	N	51	51
BRAIN DOMINANCE	Pearson Correlation	0.02	1
	Sig. (2-tailed)	0.90	
	N	51	51

N. S. = Not Significant

Table 2 clearly shows that there was no relationship between Anxiety and Brain Dominance with r value of 0.02 and the p value is greater than 0.05 (p = 0.90). Thus the Null Hypothesis that "There will not be significant relationship between Anxiety and Brain Dominance among Learning Disabled Students" was accepted.

Conclusion

The study on, "Anxiety and Brain Dominance among Learning Disabled Students" reveals that right brain dominated female Learning Disabled Students were more anxious than left brain dominated male Learning Disabled Students. According to the study by Glosser (1987) children with learning disability displayed hemispheric lateralization with respect to anxiety. In the study, 67 learning disabled children in the age group of 7 to 10 were examined. The results of the study showed that with cognitive impairment in left hemisphere, the children were anxious and with cognitive impairment in the right hemisphere, the children were less anxious. This is on par with the theoretical underpinning of this study that left hemisphere relates to positive emotions and right hemisphere related to negative emotions among normal individuals with no impairments at the cognitive level. Further research at neurobiological level is recommended.

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Stock Price Prediction Using Machine Learning

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Abstract

MACHINE LEARNING AND ARTIFICIAL : INTELLIGENCE technologies are used in addition with the DATA MINING to solve the pile of these real world problems in today's age. Since these technologies have been showing there capability with the world's problem from time to time.In present world scenario people have understood the importance of investment in the STOCK MARKET. Since each and every person can not have the in depth knowledge of stock market, so with a little expert guidance and intelligent planning, the income can be doubled using stock market. The well known proverb that "STOCK MARKETS are unpredictable" can be proven wrong to some extent.

The general fear and ignorance in the public about the stock market deters them away from the stock markets. The fright among the public about there money to be lost in this market is also decreased to an extent. The facts stated above lead us to utilise the ability of machine learning for prediction of stock movements. Using the ability of machine learning and artificial intelligence, so we look forward to build a prediction tool that can observe the movement of stocks of different companies in the stock market and allow the investor to maximize the revenue.

1. Introduction

In today's internet dependent world everyone of us wants to express our thoughts on the social interaction platforms. Every small, big, positive, negative opinion about a particular company has its's effect on the stock of particular company. The prediction can be done just by analysing the flow of thoughts about a particular company on the social media and social platforms. This paper demonstrates the use of social media to analyse the stock markets. Opinions collected using APIs of different social platforms. The main problem in processing of the data is that we need to filter all the opinions and thought from the collected pile of data for the particular company whose prediction is needed to be done.

First, we will collect the data and perform analysis of it for the required company. With accordance to the time table we shall have a look on previous data of that company and move accordingly with a machine learning algorithm that has the ability to find a corelation between the data and stock values. So, eventually with the help of this training data we will be able to train the tool for analysing the data and giving a prediction for the stock price. As we know that the thoughts of public are instantaneously available on the social platforms regarding any situation across the world, capturing these opinions can help us to get real time forecast for any particular company involved in it, and it's affect on the stock prices.

H0 : The use of machine learning and artificial intelligence can help in predicting the movements of stocks in the stock market.

By analyzing the flow of thoughts about a particular company on social media platforms, we can collect data using APIs of different social platforms. With the help of machine learning algorithms, we can find correlations between the data and stock values, which can be used to predict stock prices. The project's proposed methodology includes data collection using search API and filtering out noise and irrelevant data. Afterward, a feature extraction module will be created, and a classifier will be built and trained for data sentiment analysis. The predicted stock prices can be used to maximize revenue and assist investors in the stock market. Overall, this project can help investors to have a better understanding of the stock market and prevent heavy losses.

2. Pertinence of The Project

The project is important due to it's ability of predicting stock prices and help the investor to have a knowledge about their investment. It skips the need for recruiting experts who have in depth knowledge of the stock market and prices eventually saving money from paying their wages for being guided in the ocean of stock market just by being available to get all the information on a computer or on internet. Stock market can be analysed very easily

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with the help of this project. This machine learning algorithm is cheap and can replace many agencies that are in demand at current time. With help of this project we focus on assisting the investors with knowledge of stock market and preventing heavy losses.

3. Literature Review

The prediction of stock prices is a crucial task in finance and investment. With the rise of machine learning techniques, researchers have started to explore the application of these methods in predicting stock prices. This literature review aims to explore the current research in the field of stock price prediction using machine learning. 1. Zhang *et al.* (2018) proposed a deep learning-based approach for stock price prediction. They used a combination of long short-term memory (LSTM) and convolutional neural network (CNN) to capture the temporal and spatial dependencies in the stock data. Their results showed that the proposed method outperformed traditional machine learning models such as support vector machines (SVM) and random forests. 2. Wang *et al.* (2019) proposed a hybrid method for stock price prediction that combined an LSTM network with a fuzzy logic system. The fuzzy logic system was used to determine the weightings of the input features, which were then fed into the LSTM network for prediction. Their results showed that the proposed method outperformed other traditional machine learning models. 3. Wang *et al.* (2020) proposed a novel approach for stock price prediction that combined a convolutional neural network (CNN) with a long short-term memory (LSTM) network. The CNN was used to extract features from the stock data, which were then fed into the LSTM network for prediction. Their results showed that the proposed method outperformed traditional machine learning models such as SVM and random forests. 4. Chen *et al.* (2020) proposed a deep learning-based method for stock price prediction that used a graph convolutional network (GCN). The GCN was used to capture the correlations between different stocks and the stock market index. Their results showed that the proposed method outperformed traditional machine learning models such as SVM and random forests. 5. Liu *et al.* (2021) proposed a hybrid approach for stock price prediction that combined a deep learning model (LSTM) with technical analysis indicators. The technical analysis indicators were used to extract features from the stock data, which were then fed into the LSTM network for prediction. Their results showed that the proposed method outperformed traditional machine learning models.

In conclusion, machine learning techniques have shown great potential in the prediction of stock prices. The studies reviewed in this literature review indicate that deep learning-based approaches such as LSTM, CNN, and GCN have outperformed traditional machine learning models such as SVM and random forests. Furthermore, the use of hybrid methods that combine deep learning with other techniques such as fuzzy logic systems and technical analysis indicators has also shown promising results. However, further research is needed to validate these findings on larger and more diverse datasets.

Proposed Methodology

The proposed structure can be summarized in the following modules :

A. *Collection of Data:*

For data collection, Social interaction platforms provide exhibiting API. There are two possible ways to gather data: streaming API and search API. To tackle the drawback of streaming API, we have implemented search API. The search API is REST API which permits users to appeal for specific query of recent opinions. The search API allow more fine tuning queries filtering based on time, region, language etc. The request of JSON object contains the opinions, thoughts and their metadata. This includes various information about the user as in username, time, opinions. We have concentrated on time and opinion for further analysis purpose. An API demands the user have an API key authorization. After authorizing using key, we are able to access through python library called Tweepy. The text of each opinion contains too much irrelevant words that do not consider to its analysis. Data consists of URLs, tags to others and many other symbols that don't have any sentiment value. To accurately obtain data sentiment we need to filter noise/irrelevant data from its original state.

First step includes the text to be spaced in between, creating a list of individual words per text which is known as list of words. We shall treat each word in data as feature to train our classifier. Next, we eleminate stop words from list of total words. We use python's Natural Language Toolkit (NLT) library to remove stopwords .Stopwords consists articles, punctuation and some extra words which have no sentiment value. The stop word dictionary checks each and every word in list of tokenized words against dictionary. If the word is stop word then it is filtered out of the set.

B. Feature Extraction Module:

After gathering large opinion corpus, we build and train classifier for data sentiment analysis. We verify mainly two classifiers: Naïve Bayes and Support Vector Machine. For each and every classifier we derive the same features from the opinions to classify on it.To build feature set, we process each tweet and extract meaningful feature and construct feature matrix by unigram technique.

For instance, suppose a positive tweet consists word "sorrow", a feature for classification should be whether or not a tweet contains the word "sorrow".

As described in the method above, the feature set is directly proportional to dataset. After certain threshold, it becomes tough to tackle large dataset. In this case it's not compulsory to use every unigram as feature vector to instruct Naïve Bayes classifier as well as Support Vector machine. To foil critical situation, we planned to implement 'n' mostly significant feature for training .We have determined the n best features from giant set using chi-squared test. It procures each word of training data and dissociate n best feature to classify model. For the ease of application, we use Python's Natural Language Toolkit (NLT) that allow us to calculate with conditional frequency and frequency of each feature.

After calculating feature score, we arrange the feature in order of score and choose top n feature for training and classification. A feature reduction aids to enhance speed of classification. We locate data sentiment value with help of Python's AFINN library to train datasets labels. For instance, the processed data is "#XYZ lost the game as he was being accused of foul playing ".In above example, there are two negative keywords which lead to the whole tweet sentiment being negative.

Now, suppose if a opinion consists of notations as in "@", "#" and URLs. The word next to "@" notation is always a username that doesn't increase any sentiment value to text, whereas it is compulsory to identify the subject of the opinion. Words succeeding "#" are kept as if they consist information about opinion. URLs are filtered out as they do not add any sentiment meaning to text. To compile all these processes, we use regular expressions that matches these symbols. These all constructs the necessary opinion corpus.

Data Analysis: The next step is to analyze the data to find correlations between the data and the stock values. The data is split into training and testing sets, and the classifier is trained using the training set. The testing set is then used to evaluate the accuracy of the classifier. The correlation between the opinions and the stock values is found using statistical techniques such as regression analysis.

C. Training Module:

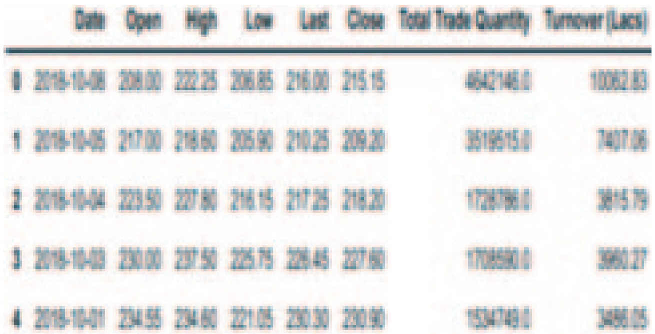
The generated data is used as training dataset to instruct the model for sentiment analysis. After inspecting the model on test dataset, we retrieve the data sentiment labels as an output. We use this dataset to predict stock market. We calculate total available stock data with respect to each company and produce another dataset which consists positive, negative, neutral as well as total data of each day as a feature matrix. On the contrary we review stock market historical data for each day and then calculate market up as well as down direction and took it as label for dataset. In scenario of stock market historical data, we have used Python's yahoo-finance library.

D. Prediction Module:

After training our classifier, we move forward for application that is capable of finding correlation between tweet sentiment and stock market prices on each day basis. To do so, we collected stock data as well as opinion data for a common timeline for a specified company as explained above. In addition to this, we concentrate on specific company stocks that gather data on daily basus for each day. After finding a valid correlation, we are able to predict the stock values of the stock market.

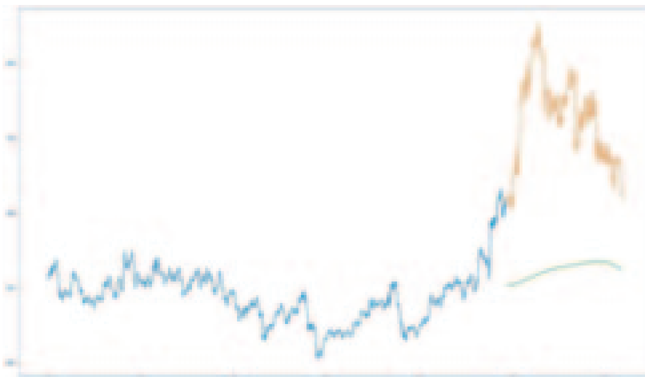
Figure-1 Prop System Diagram

We have implement Moving Average, Autoregressive and LSTM techniques. We have implemented these algorithms to predict future stock price of TATAGLOBAL11. There were some error in implementing Auto Regressive but have got extremely good results from LSTM algorithm with MSE of just 15.17 as compared to MA.



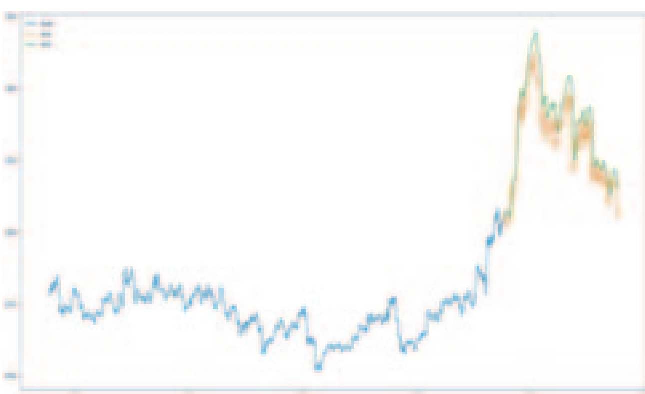
	Date	Open	High	Low	Last	Close	Total Trade Quantity	Turnover (Lacs)
0	2018-10-08	208.00	222.25	206.85	216.00	215.15	4642146.0	10062.83
1	2018-10-05	217.00	218.60	205.90	210.25	209.20	3519515.0	7407.06
2	2018-10-04	223.50	227.80	216.15	217.25	218.20	1728786.0	3815.79
3	2018-10-03	230.00	237.50	225.75	226.45	227.60	1708590.0	3960.27
4	2018-10-01	234.55	234.60	221.05	230.30	230.90	1534749.0	3486.05

Historical Dataset of Tataglobal11.



Moving Average Model

Blue = train; Orange = test; Green = Predicted



LSTM Model

Blue = train; Orange = test; Green = Predicted

4. Obstacles

The following obstacles needs to be addressed:

(1) Aboriginal social platform data cannot be retrieved, until and unless it's been saved, so data has to be stocked over a period of a certain number of months starting from the present date and time; (2) It is compulsory to filter out required data from the stream of irrelevant data; and (3) Authorization is required for accessing real time Social media platform's data.

5. Conclusions

On the basis of comparative study that has been performed, Support Vector Machine have proven to be the most efficient and feasible model in the field of predicting the stock price movement, in favour of the sentiments of the opinions. Using Machine learning

Appendix 1. Comparative Study on Methodologies studied Learning techniques that emphasise on prediction purposes are inexpensive in comparison to the ground survey that had been conducted otherwise to gauge the public mood. Cloud services enable's us with the ability to collect huge amount of data and also store it in real time when we will get the data directly from the REST API. Classification of opinions as positive, negative and neutral gives a good overview of public mood. Other factors that have effect on public mood are under reserach.

Paper	Pros	Cons
[1]	GPOMS gives precise indication about the public mood relative to 6 dimensions. Daily ups and downs on stock price closing values changes are projected with an accuracy of 87.6%. Sentiment analysis is cheap as compared to ground surveys.	Inclusion of all six mood dimensions for forecasting deteriorate's the accuracy of prediction. Inadequate information of 'ground truth' for the various mood states.
[2]	SVM provides better accuracy, approx 64.10%.	Speed is an issue in prediction for both methods. Small dataset and less training period may have affect on the overall accuracy.

[3]	K-ELM has best accuracy and is the fastest technique.	K-ELM requires very high CPU specifications. But, cannot process parallel stock predictions.
[4]	Experiment was conducted and results were derived, individually for headlines and the summary of news articles. Dividend yields and price-earnings ratios are reviewed to find patterns that indicate who to invest.	Results show that the stock market cannot be accurately predicted. Results of test runs do not show strong prediction capabilities; the results are weak, which further aids the Efficient Market Hypothesis.

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Digital & Social Media and their roles in Rural Development: A study on the implementation of Government Schemes

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Abstract

With the launch of 5G services in 2022, India is set to see and feel advanced internet usage across the masses. 5G use cases developed by Telecom Service Providers and start-ups in Education, Health, Worker safety, Smart agriculture etc. are now being deployed across the country. Annual Report 2022-23 of the Department of Telecommunication, Ministry of Communications says that Urban telephone connections rose to 64.99 crores in October 2022 from 55.52 crores in March 2014, a growth of 17.06% while the growth in rural telephone connections was 37.69%, which is double of urban increase, rising from 37.78 crores in March 2014 to 52.02 crores in October 2022. The rural teledensity jumped from 44% in March 2014 to 57.91% in October 2022.

Such progress in internet access has made digital and social media important tools for information dissemination, education and increasing awareness. Digital and social media are making the availability of development schemes possible in far-flung rural areas. These tools are also helping the institutions to monitor and evaluate the progress of various schemes related to rural areas.

This paper attempts to study how the government is using digital and social media to reach out to the rural population while implementing its various rural development schemes.

1. Introduction

Information and Communication Technologies (ICTs) have influenced humankind immensely. ICT has enabled the masses to communicate through various untraditional channels. Rapid development in mobile technology and cloud computing has also opened a great scope to implement ICT for the betterment of society. These technologies have provided infinite power to digital platforms and social media. Overall, ICT has a significant impact on society by making them updated about the things happening around them. ICT, digital platforms, and social media are also playing important roles in the development of rural people. As everything is coming on digital and social platforms, the use of these internet-based technologies is helping the rural population immensely. Social media like- Facebook, Twitter, YouTube, and micro-blogging sites are empowering the rural population and making them more confident. It is also enabling them to become better decision-makers. Digital platforms of various government and private organisations and their websites are also major sources of information. The government is also bringing a majority of the schemes and plans online to bring transparency and honesty to the system. Overall, there is a positive impact on rural development due to these technological interventions.

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Progress of telecom industry is given in Table 1 and Table 2.

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Table 1. Telecom Progress in India

Telephone and tele density in the country	2021	2022
i. Telephone (in Million)	120.88	1166.84
ii. Teledensity (per 100 inhabitants)	88.15	84.87
No. of Subscribers (in Million)		
i. Landline	20.24	24.82
ii. Mobile Subscribers	1180.64	1142.02
Internet Subscribers in India (in million)		
i. Narrowband	47.21	36.59
ii. Broadband	778.09	788.30
iii. Wired	26.00	27.27
iv. Wireless	799.31	797.62
v. Urban	502.53	493.08
vi. Rural	322.77	331.81

Source: Telecom Statistics - 2022, Department of Telecommunication, p. 11

Table 2: Rural Wireless Subscriber Base and Market Share as on 30.06.2019

Subscriber Provider	Total No. of Subscribers (in million)	No. of Rural Subscribers (in million)	Percentage of Rural Subscribers (in million)	Market Share of Rural Subscribers (%)
Bharti Airtel	324.65	143.00	44.05	27.98
Vodafone Idea Ltd.	383.77	199.15	51.89	38.97
Reliance Communication	0.68	0.00	0.00	0.00
Tata Telecommunication	12.56	1.34	10.70	0.26
Quadrant	0.22	0.04	19.78	0.01
Reliance Jio	331.26	128.02	38.65	25.05
BSNL	126.86	39.45	31.09	7.72
MTNL	6.63	0.05	0.70	0.01

Source: Telecom Statistics - 2022, Department of Telecommunication

Such development opens great opportunity for policy makers to implement and monitor the progress of various schemes.

2. Literature Review

In today's era of digitalisation and the internet, social media is playing a great role in every sphere of the operational domain. The rural region of India is also bracing up to these technologies at a very fast pace. Highlighting this, Gupta and Zafar (2013) conclude that social media networks have to gear up more in rural areas of the country because India cannot shine without its villages shining as well. Campbell (2022) emphasises that digital literacy and connectivity have strengthened the labour market and provided a platform to educate and become financially independent.

Farmers using social media seek information on weather, government policies and plans in agriculture, and the availability of best quality seeds and fertilisers. The facility also helps them connect with experts to resolve their problems and delivers educational and training information (Rama Devi & Venugopal, 2022). Young farmers observed that use of social media has a significant impact on crop management practices (Singh, *et al.*, 2021)

There are more than 100 Information and Communication Technologies (ICTs) based initiatives such as e-Choupal, e-aqua, Digital Green etc. which have been launched in India for the development of agriculture and rural development. Many of them have won accolades nationally and internationally for their innovative methodologies for rural development (Shukla, 2021). Thus, social media systems need to equip more in provincial zones of the nation since India can't sparkle without its towns sparkling also (Patwari, 2020; Rakheja *et al.*, 2018).

3. Objectives of The Study

The objective of this paper is to study the way the Government of India (GOI) is using digital and social media/ platforms in the implementation of various schemes. The study aims to highlight how various schemes are being effectively implemented with the help of digital technology.

4. Methodology

The study is based on secondary data and is exploratory in nature. The secondary data has been taken from the Annual Report 2022-23 of the Ministry of Rural Development (MoRD), Government of India. A thorough study of this report has been done to extract various schemes and the way they are being implemented with the help of digital and social media.

5. Various Digital Initiatives of GoI

In recent times ministries under the government of India have started using ICT to leverage the advantage of technology. Ministries and government departments have developed web-based and mobile apps for implementing their schemes and programs.

5.1. Digital India Land Modernization Programme

Digital India Land Records Modernization Programme (erstwhile National Land Record Modernization Programme) aims to develop an Integrated Land Information Management System. This system uses technology to improve real-time information on land. The system also optimizes the use of land resources and benefits both landowners & prospectors. Overall this technological intervention is a great assistance in policy & planning.

Substantial progress has been achieved under the Programme over the years. Computerization of Record of Rights (RoRs) have beencompleted in 6,20,581 villages out of 6,56,816 villages (94.48%) as on 31st December 2022. The Computerization of RoRs has been completed (99% and above) in 7 States/UTs viz. Andaman & Nicobar Islands, Goa, Kerala, Madhya Pradesh, Odisha, Tamil Nadu and Tripura (MoRD Annual Report 2022-23, ix-x).

5.2.GIS Based Planning

The Ministry of Rural Development has initiated the use of Geographical Information System (GIS) tools under Mahatma Gandhi NREGS. Under this initiative, all assets created under Mahatma Gandhi NREGA are geo-tagged for improved planning, effective monitoring, enhanced visibility, and greater transparency. Data collected through GIS-RS can also display geographical and statistical data on maps. Such presentations reveal patterns and spatial relationship which is not available with other types of data. Visualization of spatial patterns and relationships also supports change analysis, which is important in monitoring changes in land use and social indicators. The technology assists in project planning and designing intervention strategies, monitoring and evaluation of watershed development, dissemination of spatial information and repository of digital data (MoRD Annual Report 2022-23, 15).

5.3. MIS-Monitoring & Evaluation

Deendayal Antyodaya Yojana-National Rural Livelihood Mission (DAY-NRLM) is a flagship poverty alleviation program implemented by the Ministry of Rural Development, Government of India. It aims to reduce poverty by enabling poor households to access gainful self-employment and skilled wage employment opportunities resulting in sustainable and diversified livelihood options for the poor. This is one of the world's largest initiatives to improve the livelihoods of the poor. This scheme requires constant review, assessment and learnings from the qualitative and quantitative progress achieved. To monitor the progress and better decision-making, the ministry has implemented a robust Monitoring, Evaluation and Learning (MEL) system. The system has also developed an online MIS application (LokOS) to capture real-time SHG and federation data. With the help of this App, operations such as attendance, savings, loans disbursal, repayments, book-keeping and other financial activities can be easily managed (MoRD Annual Report 2022-23, 18).

5.4. Pradhan Mantri Gram Sadak Yojana (PMGSY) III

This scheme heavily relies on technology for the planning and selection of roads. The initial survey of rural facilities is conducted through the GEO-PMGSY app where geo-tagged photographs of facilities such as schools, and hospitals are captured. The facilities data combined with the GIS-based DRRP is then used to create "Trace Maps" which highlight the shortest routes which are commonly used by villages to access their necessities of agriculture, health, education and, administration. There are a few more IT initiatives under this scheme. These are-

- All tender applications should be routed through the Government E-Procurement System of NIC.
- Use of Satellite imageries and space technology in the monitoring of PMGSY).
- Use of Geo-informatics to identify and verify the length of the roads constructed under the PMGSY scheme.
- Implementation of Electronic Maintenance of Rural Roads under PMGSY (eMARG).

5.5. Special Campaign 2.0

The hashtag #Special Campaign 2.0 was developed and adopted by all social media accounts. Daily social media campaigns were run on Facebook and Twitter using the appropriate hashtags and infographics. The campaign's primary objectives were to encourage a push for office cleanliness and the resolution of outstanding issues.

5.6. Jaldoot App

The Ministry has also developed a "JALDOOT App". This App is used across the country to capture the water level of selected wells in a village. The Jaldoot app enables Gram RojgarSahayak (GRS) to measure the water level of selected wells twice a year (pre-monsoon and post-monsoon).

5.7. Rural Tourism campaigns

Ministry has also initiated this campaign to promote awareness about rural tourist destination.

5.8. Ombudsmen App

Ministry of Rural Development has also developed an Ombudsperson App. This App helps in the smooth reporting and categorization of grievances by Ombudsperson. The grievances may be received from various sources viz. physical, digital and mass media, related to the implementation of the Mahatma Gandhi NREG Scheme in the States/UTs.

5.9. Lakhpati Didi App

This App aims to make women from the self-help group 'Lakhpati'. Under the Lakhpati Didi, women belonging to self-help groups (SHGs) are encouraged to take up micro-enterprises with skill development.

5.10. SARAS Mela App

A New version of the SARS mela app (Sale of Articles of Rural Artisans Society) was launched with updated features to support and monitor all activities across the lifecycle of SARAS Aajeevika Mela.

5.11. Area Officer App

The Ministry of Rural Development has introduced the Area Officer App with the purpose of making real time inspection and evidence-based reporting of RD schemes.

5.12. Use of AI and ML to control and check fraud

With the amount of data generated, emerging technologies such as AI, GIS and other algorithms can be used to reduce fraud in overall government processes or increase efficiencies in the administration of Ministry of Rural Development programs.

5.13 NREGA Mobile Monitoring System (NMMS)

It is a mobile app which allows real-time monitoring of all works, workers' attendance and work site measurements thereby ensuring effective execution and monitoring of MGNREGS works and providing real-time visibility.

5.14. M-Governance InPradhan Mantri Awas Yojna (PMAY-G)

Awaas App is a mobile app that captures geo-referenced and time-stamped photographs of houses during their construction. Awaas+ caters to those beneficiaries who might have been left out on the permanent waitlist but are worthy or eligible for receiving benefits under the PMAY-G program. It has both an App and a web version.

5.15. Ecosystem of National Social Assistance Programme (NSAP)

A Pension Processing System (NSAP-PPS) was developed by the Ministry of Rural development for the successful implementation of the National Social Assistance Programme (NSAP) across India that allows beneficiaries profiling and facilitation for easy end-to-end and DBT transfers for beneficiaries, starting from the originating point to disbursement point.

The major modules of the NSAP-PPS is Beneficiary Management, Pension processing disbursement Management, Payment files/FTO generated, Payment files pushed to PFMS, Endorsement of digital signature (Payment files/FTO) and Report Management and Audit Trail.

5.16. M-Governance in NSAP

A citizen-centric mobile app (SAMBAL) where beneficiaries can create an account or register themselves to avail of financial assistance provided by the programme.

5.17. Various social media handles of Ministry of Rural Development (MORD)

Ministry of Rural Development has an extensive presence on all major social media platforms. As of 26th December 2022, the following are the social media accounts:

Twitter:	https://twitter.com/ MORD_GOI
Facebook	https://www.facebook.com/IndiaRural Dev
Instagram	https://www.instagram. com/indiaruraldev/
Koo	https://www.kooapp.com/profile/MoRD_Gol
YouTube	www.youtube.com/c/MinistryofRural DevelopmentGol
Public App	https://public.app/user/profile/dmdImxAAg TPqSLmcr4OXZqUsCmE2
LinkedIn	https://www.linkedin.com/company/india ruraldev/

In FY 2022-2023, the Ministry launched more than 60 social media campaigns, which highlighted the benefits of MoRD programmes through citizen-centric campaigns, accomplishments of MORD beneficiaries, and news articles highlighting MORD initiatives throughout India (MoRD Annual Report 2022-23, 119).

6. Conclusion

The above initiatives present a picture where it can be concluded that the Ministry of Rural Development and other government departments are aiming to have a robust and scalable state-of-the-art IT system to make every rural development scheme digitally enabled in the local language with an efficient 2-way communication with the beneficiaries in rural areas. Such initiatives are helping planers in taking evidence-based decision making. The use of technology is also improving field-level operations and citizen- responsiveness. Such technological interventions are also increasing process efficiency.

The government is trying to leverage emerging technologies like- cloud computing, mobile technologies, cloud infrastructure, drone, voice bot/chatbot, Multi-lingual website support, etc. to widen the reach of its schemes & improve their impact, and artificial intelligence, machine learning, data analytics to increase process efficiencies. But, the number of people using social media for marketing agricultural produce and sharing farming practices is still on the lower side (Rama Devi & Venugopal, 2022). Thus, the government need to create awareness and training among the rural population so that they can better and effectively use social media to avail the benefits and achieve overall development of the region.

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Information Technology and its Effect on Occupational Mental Health: A Study of Mechanical Engineers

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Abstract

In modern day times there has been increasing use of information technology in all sector especially in the engineering domain. With the increased use of information and communication technology assessing, recording and analysis have become easier but on the contrary it may negativity effects the mental health. Mental health is the prime concern as it effects the quality, quantity, time taken for production, profitability and also creativity. The present research describes the effect of use of information technology on mental health of mechanical engineers. Mechanical engineers use tools such as computer-aided design and computer-aided manufacturing forproduct lifecycle management, designing and analyze manufacturing plants, industrial equipment and machinery. The study concluded that use of information technology positively effects mental health of male and female mechanical engineers working in both public and private sector organisations.

Introduction

The word "Health" implies not just absence from work due to illness but is a dynamic concept. As defined by World Health Organization (1951) it is "a state of complete physical, mental and social well- being and not merely the absence of disease or infirmity". The Alma Ata Conference in 1978 by W.H.O.,[1] is a landmark in the development of concept of health. The concept of mental health is actually balancing different aspects of individual's life such as physical, social, emotional and spiritual. According to US Department of health and human services our choices in any given environment are affected that how we manage our lives[2]. Thus, mental well-being is an integrated part of person's overall development of personality, emotions and attitude, values and assumptions which helps live harmoniously within his/her environment. Mental health is a state of individual[4] where the individual's need and environment's claims are completely satisfied or the control responsible for symphonic relationship. On the other hand, mental health is the functioning of human personality presenting desirable qualities as J.A. Hadfield[5] has said "Mental health is the full and harmonious functioning of the whole personality". As estimated in Unite States, almost 40 million or more individuals suffer from some or other type of disorder related to mental health most common of those health issue is Depressive disorders amongst adult workers. In Indian context there are very few studies which pay attention to the workers mental health. Mental health concerns have serious consequences in the workplace not just for the employees but equally for employers as it effects productivity. Substandard performance of employees, industrial accidents, absenteeism cause by illness, boredom, satisfaction and employee turnover are mainly caused by their mental health. For timely identification and recognition of mental health problems it is required to endorse and provide good mental health tools for early diagnosis and link with institutes of mental health at local level for treatment and help for rehabilitation. Traditionally more emphasis was towards the physical health not on mental health. Today businesses are addressing the mental health issues of their employees and motivating them to be open about those. Employer are playing leading role to help reduce absenteeism, under-performance and those who are not able to cope with the change.

Use of Information Technology and Mechanical engineers:

Nowadays availability of wide range of information for every user be it computers, telecommunication facility, internet connectivity is playing significant role in connectivity at workplace. Technology experts suggests that, it's not only time of technological advancement, rather also of social change. Wave of new technology added convenience to both personal and professional lives. Business technology such as vide use of computer programs, social networks, virtual office spaces, cloud computing, IOT, video conferencing, and artificial intelligence technology has broken boundaries of

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workplace which were limiting expansion of businesses. Office communication is not just limited to phone calls or emails but additional advance ways of connectivity. On other had some of studies pointed out use of information technology causes work family conflict, distress and overall wellbeing of employees.[10,11]

Amongst the leading and most pervasive technological change of the present era, i.e., information technology, lead to shift in the size, timing, availability and demand of labour beyond office support. Most effective use of technology is substituting human effort by remembering, complex calculations, record keeping, redundant task specially for routinized and well-defined tasks. One side is ease of work and other is challenges to new learning adoption, breaking the habit, fear of unknown and coping with change. Use of internet and communication technologies have provided number of benefits to its users on one hand and negative ramifications on another. Users who are not able to manage their time for use of technology are finding them pre occupied with the internet and endangering their personal and professional life and output. Thus, information technology is both bliss and blamed for decrease in productivity, staining the family time and relationships, preoccupation in misleading information resulting into psychological issue.[13]

Review of Literature

Many researches substantiated that the average workplace in many countries is becoming less stable and insecure leading to deterioration of employment conditions and the underlying cause is extensive use of IT communication.[15] There are both positive and negative aspects of used of information and communication technology.[16]

Sousa-Poza in[17] a research study also pointed out that overall level of employee commitment and job satisfaction have drastically declined in the past decades. Suggested causes for the same are globalization, flexi employment, advancement in technological, increased mobility, and recessionary pressures in the economy. Most prominent factors of all these are advancement in the technology.[18] Deteriorating conditions of the job causing decrease in overall job satisfaction level of workers is prime reason for health concern. So, stress and satisfaction shall not only be studied from economic perspective but also from health perspective. Job satisfaction is important determinant of individual's well-being, at moderate level, it impacts worker productivity and highestprosperity of nation.[20]

Health and work are definitely connected but understanding the complexity of this relationship is still not completely understood. Having changing labour demand and supply in recent past, burden of work responsibility has made health of the mechanical engineers as important characteristic of study. As discussed at the National Occupational Research Agenda set up by National Institute of Occupational Safety and Health (NIOSH) in 1996[21], the nature of jobs is changing like focus from manufacturing to services sector, diversified workforce, ageing workers, suggests that issue to worker's physical and mental health are drastically different than earlier. Therefore, it is necessary examine different aspects of engineering jobs.Worker's health is largely affected by the social, physical and psychological environment provided within the organisation[25] still the linkage between work and health especially mental health is more theoretical or methodological limiting to be validated on exploratory study[26] which integrates concepts in action across disciplines and industry.[27]

Similarly, another related issue is relationship between job characteristics and health of engineers that a "good" job and health relationship is just because healthier engineers have more chances of getting any job. Many relevant research from the field surrounds on self-reported data measured through job characteristics survey data.[28] Some epidemiological research associated these self-reported job characteristics forms to health like linking it to blood pressure, diabetic and also cardinal infractions.[29] Very few studies have assessed general health and well-being of mechanical engineers which is relatively more important and those which did are biased negatively forming relationship that bad health leads to bad job performance. Also, problem of estimation of correctness in self report for job character and self-report for medical conditions is always questionable.

To reduce the adverse effect of work life conflict friendly policies are required.[30] Dual income partners, more female workers participation, nuclear family arrangements having responsibility to take care of child and elderly at home clearly indicates that there is pile of family responsibilities. The idea of flexi working related to place, time and working conditions is supported by both academia and industry. Organisations assists employees by shift working, tele-commuting and child care centers availability. Lee & Hui[31] discussed, "work interference with family may be an indicator of how much devotion one has for work." Organisational policies are viewed as origin of work-life conflicts.[32] Meyer and Stanley[32] suggested that feeling of being "trapped" in an organization is major source of home conflict and also very stressful for employees at office. The length of time employee spends at workplace is reward for 'hard work',[33] is rejected for recognition of performance outcomes. Employers are emphasising lesser use of facebook and facetime in office hours and to focus on work for enhancing productivity. There are policies in place for use of these networking sites that affects employee's productivity and level of organizational commitment.[34] Flexi working benefits are more loyalty both for women and men at all life stages and help reduce issue of absenteeism and turnover.

Research Methodology

Descriptive design is used to study of relationship between use of information technology and mental health among public sector and private sector mechanical engineers both male and female. The ex-post facto 2 X 2 X 2 factorial design to enables as to control more than one variable at the same time as researcher does not have direct control on independent variable because it already happened as implementation of information and communication technology.

Variables: Here independent variable are information technology, (I.T. User and Non I.T. User or Job category) sex (male and female), experience and public and private organization whereas dependent variable is level of mental health.

Sample: A sample of N=240 mechanical engineers of public and private sector using I.T. and Non I.T. User were selected based on snowball sampling technique from Rajasthan state. The participants ranged in age from 22 to 45 with a mean age of 35-40 years. There were 8 subgroups sample distribution is described in below chart.

Tool: The Mental Health Checklist (MHC) developed and standardized by Pramod Kumar (1992) was administered. list consists of 11 items - 6 items mental and - 5 items are romantic presenting in a four-point rating format.

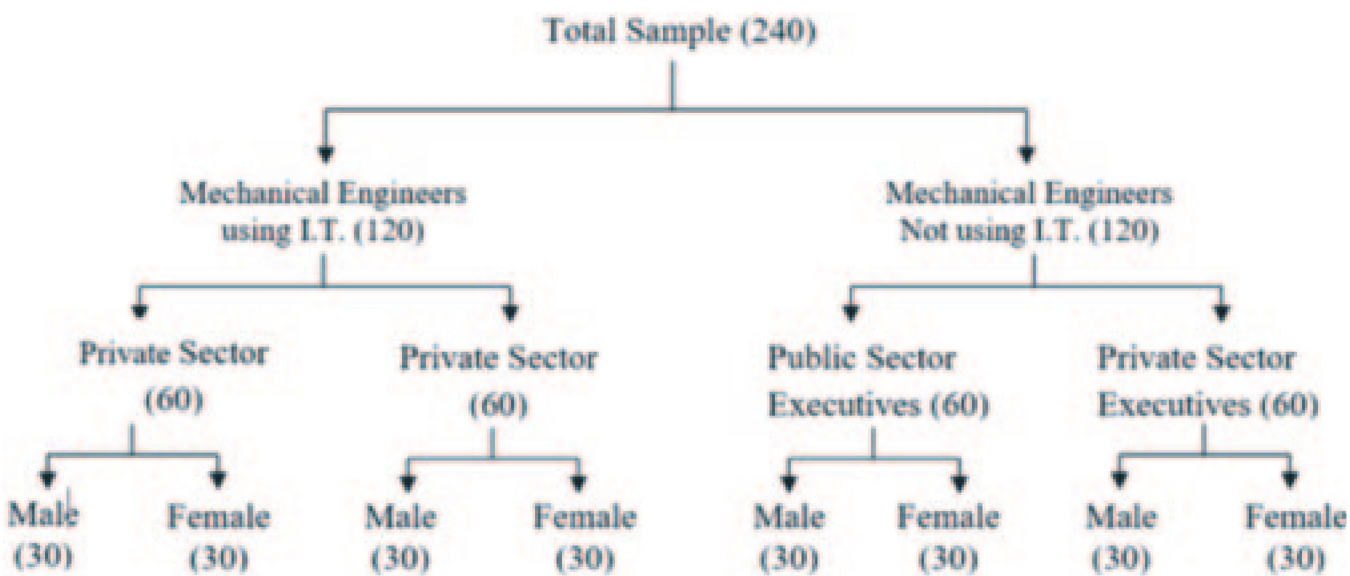

Figure 1: Sample Distribution

Findings and Conclusion

The Mean and Standard Deviation scores of the mental health of both genders (male and female), Information technology Users and non-users of the public and private sector banks are presented (Table 1). Table 2 represents the Analysis of Variance. The ANOVA performed on Mental Health indicates significant effect of public and private sector banks, where value of F 45.05, at less than .01 p level, signifying lesser mental health issues faced by employees of public sector organizations (Mean as 16.91, Standard Deviation as 3.88) than employees working in the private sector counterparts (M=19.54, SD=2.58).

Effect of Job Category (IT users and non-users) was also significant, F is 37.94, at the value at p<.01, depicting that Information Technology User face less issues related to mental health (Mean as 17.02, Standard Deviation as 3.37) compared to Non I.T. Users (Mean as 19.43, Standard Deviation as 3.31). lastly effect of Gender (male, female) F was found as 2.89 as not significant indicating that male and female's experience of mental health issues is similar.

The interaction effect of Sector x Job Category was also found significant with F value as 4.88 (p<.05), representing difference of I.T. Users (M = 15.27, SD = 3.03) and Non-Users (M = 18.55, SD = 3.97) of public sector and private sector IT users (M = 18.77, SD = 2.73) and non-users (M = 20.32, SD = 2.17). However, interacting effect of Sector (public and private), Job category (IT users and non-users) and gender (male and female) is found insignificant. Similarly for sector and gender also it is found insignificant.

Table I: M and SD of The Mental Health

Sector	Job Category	Male			Female			Total		
		M	SD	N	M	SD	N	M	SD	N
Public	I.T. User	15.77	3.00	30	14.77	3.02	30	15.27	3.03	60
	Non I.T. User	19.03	4.10	30	18.07	3.85	30	18.55	3.97	60
	Total	17.40	3.92	60	16.42	3.81	60	16.91	3.88	120
Private	I.T. User	18.57	2.21	30	18.97	3.20	30	18.77	2.73	60
	Non I.T. User	20.87	2.06	30	19.77	2.18	30	20.32	2.17	60
	Total	19.72	2.41	60	19.37	2.74	60	19.54	2.58	120
Total	I.T. User	17.17	2.97	60	16.87	3.74	60	17.02	3.37	120
	Non I.T. User	19.95	3.35	60	18.92	3.22	60	19.43	3.31	120
	Total	18.56	3.45	120	17.98	3.62	120	18.23	3.54	240

Table II: Summary Of The Anova Done On The Mental Health

Source	df	MS	F
Sector	1	416.07	45.05**
IT &Non IT	1	350.42	37.94**
Gender	1	26.67	2.89
Sector x IT &Non IT	1	45.07	4.88*
Sector x Gender	1	6.02	<1
IT &Non IT x Gender	1	8.07	<1
Sector x IT &Non IT x Gender	1	8.82	<1
Error	233	9.24	

Note, ** p<.01, * p<.05

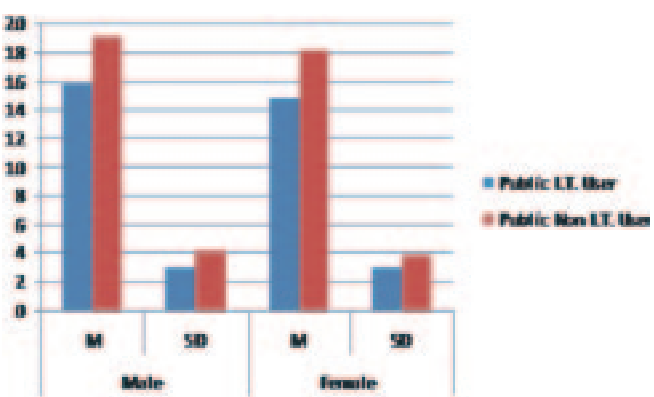

Figure 2 : M and SD of The Mental Health Scores Between Public I.T. Users and Public Non I.T. User

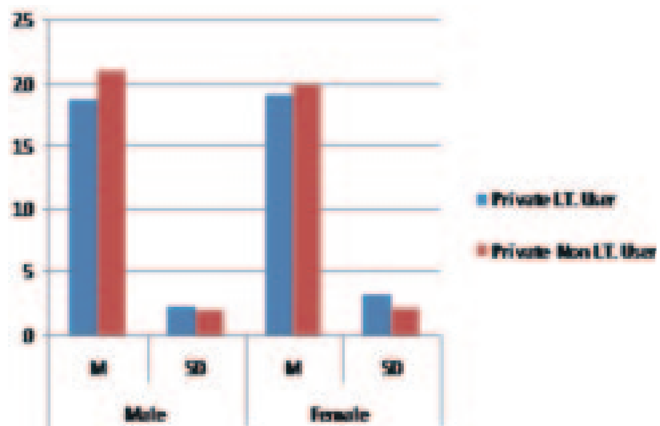

Figure 3: M and SD of The Mental Health Scores Between Private I.T. Users and Private Non I.T. User

The study found out that employees using information technology experience less level of mental health concerns in contrast to employees using lessor information technology. Inference can be drawn that information technology ease working system and increase coping strategies and thus mental health is positively affected. Public sector as having more job security leads to lesser issues of mental health. The issue of mental health equally effects the male and female as they both equally bear the burden of job responsibility these days.

Conclusion

Mental health issues are always found to associate with the working environment, kind of job, tools availability and information technology support. The study indicates that public sector employees experience lesser issues of mental health the reasons may be both physical and psychological. The physical issues include availability of resources, working schedule, burden of work whereas psychological issues are security of job, higher motivation, social respect etc. the study implies that private sector shall take action for reducing the stress level of their employees thereby improving their mental health. Whereas overuse of ICT can cause risk of stress, sleeping problems and depressive symptoms in women.[36]

As the private sector job are less secure, they shall take addition measure to win confidence of their employees. The employees working with private sector banks having facing higher level of stress shall undergo measures to reduce stress by management programs. These measures may be planned both with focus to individual and organization, at the individual level techniques like relaxation, breathing exercises, meditation, music therapy, light yoga sessions can be planned for later strategies such as accommodating organizational structure, robust recruitment and selection process, specialized training programs, altering characteristic of the job via job enrichment and rotation and emphasis on physical and mental health. In this area further study may be conducted to examine the influence of various organisational and individual related moderators like organisational support, personality on mental health. Also understanding benefits associated with use of information technology its must be used in those process also where it is less used.

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Talent Analytics for Workforce Management and Organization Effectiveness

***Dr Vijit Chaturvedi**

Abstract

The implementation of talent analytics as a means of enhancing organizational effectiveness is addressed in this study. The discipline of using data and analysis to comprehend an organization's employees more fully, including their skills, behaviors, and performance, is known as talent analytics. This report explains how talent analytics may help with decision-making in relation to hiring, training and development, managing performance, and strategic planning through an extensive evaluation of previous research papers and articles. The paper also emphasizes the advantages and difficulties of using talent analytics in businesses, including the necessity for competent data administration and analysis abilities.

Introduction

Talent Analytics goes beyond data. It refers to a method of data-driven decision-making about present and potential employees which helps hiring managers and recruiters in identifying the best candidates by analyzing past employee behavior to forecast their future performance.

The process for HR Analytics is acquiring and analyzing Human Resource (HR) data to enhance the performance of a company's workforce. It can also be described as people analytics, talent analytics and even work analytics.

HR analytics gives data-backed information regarding what's working and what's not so that the organizations can improve their processes and planning in the future. HR analytics facilitates strategic decision-making that will drive business solutions by making improvements in productivity, engagement, and retention of the employees.

Review of Literature

Anna K (2020) in her study "The Benefits of HR Analytics" found that using HR analytics may help analyze trends in employee behavior, find ways to enhance, and assess and manage employee performance. It can also improve the hiring process, provide better talent management strategies, and give greater understanding about the workforce. According to the research, employees in big organizations understood HR analytics better than those working for small and medium-sized businesses.

McCartney S and Na Fu (2021) in their study "Bridging the gap: why, how and when HR analytics can impact organizational performance" attempts to combine HR technology,evidence-based management (EBM), HR analyticsand performance of the organization to comprehend HR analytics' effects on an organization's performance. This study also clarifies the mechanisms by which HR analytics improves organizational performance and shows that HR analytics cannot be done without access to HR technology.

Lawler E and Boudreau J (2014) in their study "Talent Analytics Measurement and Reporting: Building a Decision Science or Merely Tracking Activity?" explains how manpower and HR reporting has changed from being primarily concerned with cost-effectiveness and procedural effectiveness to a more well-rounded combination that incorporates strategic measurements.

Lakshmi P and Pratap P (2016) in their study of "HR Analytics- a strategic approach to HR effectiveness" explains the importance of HR analytics as a tool in the fast-paced corporate world of today, giving decision-makers precise personnel data to maximize organizational effectiveness. HR analytics assists in hiring people, determining future HR requirements, boosting employee morale, and recognizing patterns to implement corrective action by lining up HR data with company goals.

S. Zeidan and N. Itani (2020) in their paper "HR Analytics and Organizational Effectiveness" outlines the problems faced, such as a lack of data analytics expertise inside HR, insufficient investment, and weak IT infrastructure from the business, and discusses the

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deployment of human resource analytics (HRA) and its influence on organizational effectiveness and business competitiveness. As more firms incorporate analytics into their regular HR processes, it stresses the need for additional research and analysis into the application of HRA.

Kishnani N (2019) in her study of "Talent Analytics for Organizations of the 21st Century" investigates the expanding trend of employing analytics in people management to enhance recruiting, productivity, and workforce management. Despite its advantages, obstacles including employee reluctance and a lack of senior management support prevent data analytics from being successfully implemented in people management. In general, HR professionals should investigate the use of big data in people management because it has the potential to enhance organizational performance.

Wirges F and Neyer AK (2022) in their course of study "Towards a process oriented understanding of HR analytics: implementation and application" investigates how socio technical systems perspective affects the deployment and using HR analytics in businesses. Authors discovered that a change into a more focused on processes viewpoint about HR analytics is required after interviewing 17 professionals in the field. The study breaks down the HR analytics entire process into four stages: preparing the data, analysis of the data, results communication, and results application.

Sharma A and Bhatnagar J (2017) in their research paper "Talent Analytics: A strategic tool for Talent Management Outcomes" the significance of workforce analytics as a tactical technique for managing talent outcomes which affect business success. The conceptual framework it gives, which is based on a thorough literature assessment, highlights the elements that go into the efficient application of people analytics and its influence on the results of strategic talent management. According to the study, implementing talent analytics successfully depends on HR professionals' analytical skills and the organization's data-oriented culture. It pinpoints problems with talent analytics applications while offering HR professionals useful consequences. In order to fully understand the mechanisms linking talent analytics to strategic TM outcomes and business performance, the report emphasizes the significance of further research.

Chaturvedi V (2016) in her research paper "Talent Analytics as an Indispensable Tool and an Emerging Facet of HR for Organization Building" demonstrates the growing importance of employing talent analytics tools and handling large data in today's cutthroat corporate environment. It addresses the advantages of talent analytics, including the ability to double employee talent engagement, increase revenue, and improve personnel decisions, as well as its function in efficient workforce analysis, retention, forecasting, and planning.

Chavan C and Varma C (2019) in their study "A Case of HR Analytics - to Understand Effect on Employee Turnover" The duties of an HR professionals have become murky because of discussions about the shifting corporate climate, but this may be remedied by embracing technology and utilizing HR analytics. By identifying important performance indicators and enhancing HR strategy, HR analytics gives insight into talent management, workforce planning, employee engagement, and organizational development. This helps businesses gain a competitive edge, predict talent needs, and improve employee performance. Understanding how to use HR analytics successfully is critical since its implementation is essential for organizational success.

Palishkar G *et al.* (2019) in their research paper "Analytics-Led Talent Acquisition for Improving Efficiency and Effectiveness" addresses the difficulties that major IT firms confront throughout the hiring process owing to the large number of applicants and the potential for poor talent screening. The authors suggest using data and maybe even text mining technology to enhance the effectiveness and efficiency of the hiring process as a solution to this problem. They offer a selection of crucial functional elements, such as a cv data extraction tool, a method for calculating skill similarity, a job matching engine, as well as a JD completion tool, which have all been tested in actual case studies. The suggested components have been put to the test on huge datasets and have demonstrated good performance, assisting firms in streamlining their hiring procedure and identifying top talent.

Saputra A *et al*. (2021) in their study "The framework of talent analytics using big data" addresses how firms now need to expedite their digital transformation to stay competitive because of the 4thindustrial revolution (Industry 4.0).

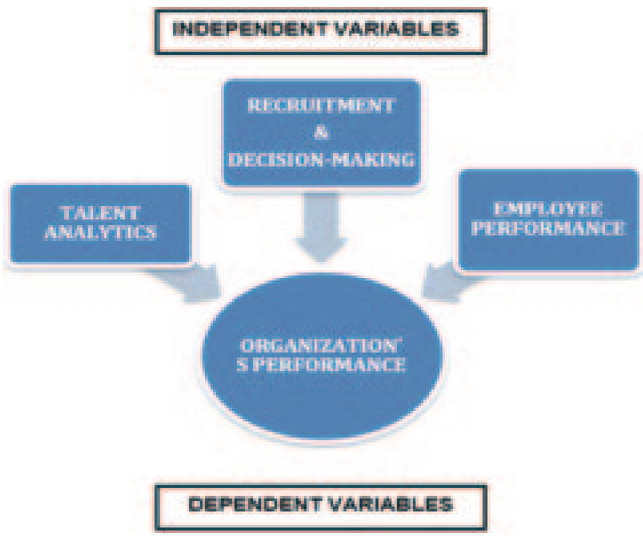
Research Methodology

- To identify the progressive development in Talent Analytics.
- To study different components and applications of Talent Analytics for workforce management.
- To identify the strategic relevance of Talent Analytics for effective organization building.

Research Design : The research design which is used in this researchis mainly "descriptive" and "exploratory".

Methods Of Data Collection: Quantitative, correlations, regression, sample size consists of 104 working professionals.

Conceptual Model



Analysis

This research is done to know whether Talent Analytics helps in increasing Organization's effectiveness and performance and to identify the important factors which are affected like recruitment and hiring, decision-making, employee performance, etc.

1. Reliability

Case Processing Summary

		N	%
Cases	Valid	105	51.2
	Excluded[a]	100	48.8
	Total	205	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.828	.825	4

The Reliability of the Questionnaire and variables are measured using Reliability Statistics Test. The tableabove represents Cronbach's Alpha value which is .825 which symbolizes a high level of reliability between the variables that are being measured in this study.

The number of items is 4 which represent Talent Analytics, Recruitment and decision-making, Employee performance and Organization performance.

Inter-Item Correlation Matrix

	TALENT ANALYTICS	RDM	EMPLOYEE PERFORMANCE	ORGANIZATION PERFORMANCE
TALENT ANALYTICS	1.000	.388	.409	.467
RDM	.388	1.000	.674	.634
EMPLOYEE PERFORMANCE	.409	.674	1.000	.671
ORGANIZATION PERFORMANCE	.467	.634	.671	1.000

*RDM-Recruitment & Decision-making,

Inter-Item Correlation Matrix represents the correlation between the variables with each variable individually. For instance, Talent Analytics and Recruitment and decision-making are not strongly related to each other as the correlation value r=.388 whereas Recruitment and decision-making and employee performance are strongly related as their correlation value r=.674.

Demographics

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	39	19.0	37.5	37.5
	FEMALE	63	30.7	60.6	98.1
	PREFER*	2	1.0	1.9	100.0
	Total	104	50.7	100.0	
Missing	System	101	49.3		
	Total	205	100.0		

*PREFER= Prefer not to sa

From the above chart it can be interpreted that there were 37.5% males, 60.6% females and 1.9% who did not prefer to say their gender from 104 responses which were collected.

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	47	22.9	45.2	45.2
	25-34	46	22.4	44.2	89.4
	35-44	8	3.9	7.7	97.1
	45 & ABOVE	3	1.5	2.9	100.0
	Total	104	50.7	100.0	
Missing	System	101	49.3		
	Total	205	100.0		

The above table and the graph illustrate the responses collected from different age groups ranging from 18 to 45 and above. Out of which 45.2% belong to the age group 18-24, 44.2% from age group 25-34, 7.7% includes age group 35-44 and only 2.9% are from the age group of 45 and above.

Current Job Position

What is your current job position?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MANAGER	18	8.8	17.3	17.3
	HR Prof.	17	8.3	16.3	33.7
	Executives	16	7.8	15.4	49.0
	Consultants	22	10.7	21.2	70.2
	Other	31	15.1	29.8	100.0
	Total	104	50.7	100.0	
Missing	System	101	49.3		
	Total	205	100.0		

The above table and the graphs represent the current job position of the responses from whom the data was collected. 17.3% are Managers of various departments, 16.3% are HR Professionals, 15.4% are Executives, 21.2% are working as consultants and 29.8% are from other job positions.

Correlation

Descriptive Statistics			
	Mean	Std. Deviation	N
Talent Analytics	3.6667	.60975	105
RDM	3.8317	.69048	105
Employee Performance	4.0317	.75039	105
Organization Performance	3.7257	.70725	105

*RDM- Recruitment & Decision-making

The table of descriptive statistics shows the mean and standard deviation of allthe independent and dependent variables in the research. It is observed that the dependent variable which is the Organization performance is strongly affected by the employee performance whose mean value is 4.0317 compared to other independent variables.

Correlations

		TALENT ANALYTICS	RDM	EMPLOYEE PERFORMANCE	ORGANIZATION PERFORMANCE
TALENT ANALYTICS	Pearson Correlation	1	.388**	.409**	.467**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	105	105	105	105
RDM	Pearson Correlation	.388**	1	.674**	.634**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	105	105	105	105
EMPLOYEE PERFORMANCE	Pearson Correlation	.409**	.674**	1	.671**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	105	105	105	105
ORGANIZATION PERFORMANCE	Pearson Correlation	.467**	.634**	.671**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	105	105	105	105

**. Correlation is significant at the 0.01 level (2-tailed). *RDM- Recruitment & Decision-making

The above table illustrates the various variables with each variable.

1. The first variable, which is **Talent Analytics** and its correlation with other variables were identified, with Recruitment & decision-making the correlation value r=0.388 which represents a positive but weak association between the two variables. Talent Analytics with Employee Performance, r=0.409, shows a positively moderate correlation between the two variables. And Organization Performance and Talent analytics are also positively moderately associated with each other as their correlation value is r=0.467.
2. The second variable is **Recruitment & decision-making,** its correlation with Talent Analytics, r=0.388, which represents a positive but weak association between the two variables. Recruitment & decision-making with Employee Performance, r=0.674 which signifies a strong correlation between the two variables. And lastly, Recruitment & decision-making and Organization performance is also strongly associated with each other as r=0.634.
3. The third variable is **Employee performance,** its correlation with Talent Analytics r=0.409 which represents a positive but moderate association between the two variables. Employee Performance with Recruitment & decision-making, r=0.674, which shows a strong correlation between the two variables. And lastly, Employee Performance and Organization performance is also strongly associated with each other as r=0.671.
4. The fourth variable which is the dependent variable in this study is **Organization performance,** its correlation with Talent Analytics r=0.467 which represents a positive but moderate association between the two variables. Organization performance with Recruitment & decision-making, r=0.634, shows a significant correlation among the two factors.

Regression

Variables Entered/Removeda

Model	Variables Entered	Variables Removed	Method
1	EMPLOYEE PERFORMANCE, TALENT ANALYTICS, RDM[b]	.	Enter

a. Dependent Variable: ORGANIZATION PERFORMANCE b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.735[a]	.541	.527	.48634	.541	39.646	3	101	<.001

a. Predictors: (Constant), EMPLOYEE PERFORMANCE, TALENT ANALYTICS, RDM

The table of Model Summary illustrates that correlation value is r=0.735 which seems good for the study, and it means that 73% of the variance caused by the model is explained by the variables. And the residuals are out of the scope of study.

ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.132	3	9.377	39.646	<.001b
	Residual	23.889	101	.237		
	Total	52.021	104			

a. Dependent Variable: ORGANIZATION PERFORMANCE
b. Predictors: (Constant), EMPLOYEE PERFORMANCE, TALENT ANALYTICS, RDM

From the aboveAnova table, it can be stated that the value of significance is 0.001 that is lower than 0.05 which indicates that the model is fit,thus the result is significant.

Coefficients[a]

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.258	.341		.758	.451
	TALENT ANALYTICS	.222	.087	.191	2.553	.012
	RDM	.301	.095	.294	3.173	.002
	EMPLOYEE PERFORMANCE	.372	.088	.395	4.222	<.001

a. Dependent Variable: ORGANIZATION PERFORMANCE(Constant*)

The table of Coefficient represents the significance of variables in the model and how it affects the dependent variable. The value of significance for Talent Analytics is 0.12 which is beyond the acceptable level of significance that is 0.05, for Recruitment & decision-making it is .002 and for Employee performance the value is .001 which is less than 0.05 and is under the acceptable level of significance.

Findings

- According to the analysis, around 60% of the respondents were female, and the majority of respondents age group was between 18-24 and 25-34.
- Most of the respondents agree that talent analytics is extremely important for an organization. There are various benefits of using talent analytics in the workforce like improved talent acquisition, employee retention, better performance management, and improved workforce planning.
- It was also analyzed that there are still some

organizations which have not implemented talent analytics. Possible reasons could be lack of resources, lack of understanding about talent analytics, and resistance to change.

- If implemented correctly, talent analytics can impact positively recruitment and decision making. The organization can measure the effectiveness of its recruitment process through data analytics and take appropriate data-driven decisions.
- Through HR analytics, the process of identifying the training and development, high performing employees, engaging the employee as well as compensating them according to their performance becomes simplified.

Conclusion

In conclusion, a major component to enhance organizational performance has been the use of HR analytics or talent analytics as a facilitation tool for organizational success. The correlation between independent variables like talent analytics, hiring practices, and employee performance, as well as how these affect the dependent variable, organizational performance, has been examined in this study.

The outcome of this study indicates using talent analytics can greatly enhance an organization's hiring and decision-making process. Organizations can improve employee performance by utilizing data-driven insights to make better recruitment decisions, lower turnover, and increased employee retention. Additionally, talent analytics may give employers a greater understanding of the skills and competences of their workforce, enabling them to design customized training and development initiatives that improve the performance and output of the employees.

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Current Journalism Practices and Their Impact on the Right to Privacy: A Comparison with Special Reference to India

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Abstract

The practice of actual journalism is a form of journalism that goes beyond the straightforward reporting of events that occur in the media. It requires taking the initiative to obtain the necessary information to gather the latest news. In this particular instance, the information is not readily available. "Investigative journalism" describes the additional work put into this reporting.

In India, this strategy is gaining a lot of traction. The reason for this research is that despite being a signatory to both the United Nations Declaration of Human Rights (UNDHR) and the International Covenant on Civil and Political Rights (ICCPR) of 1966, India has yet to enshrine the right to personal privacy in its constitution, even though press freedom is generally recognised as a fundamental human right. In the present era, multinational corporations control the press in India, as they do in other countries worldwide. These businesses wield this power as a weapon to impose their will on both the government and the public at large.

This study is important because of the abovementioned situation, in which laws have no clear purpose, making the media a wild horse that cannot be controlled. Because of this, an individual is more likely to be the target of media attacks and legal proceedings.This research will concentrate on the Indian position, conduct a comparative analysis of other countries' positions that greatly influence Indians' decision-making, and give recommendations to raise the significance of privacy in India. Existing literature and reviews were used to acquire data for this investigation.

Introduction

Numerous countries, including India, agree that the right to privacy is a universal human right as contained in the International Declaration of Human Rights. Nonetheless, journalism is essential in a democratic society because it serves as a watchdog, educates the populace, and holds the powerful to account. These two tenets often come into conflict, however, as journalists occasionally violate the privacy of their sources in order to get their stories. This study aims to examine the relationship between modern journalistic techniques and the protection of personal privacy in India. Investigative journalism is a form of press activism that can greatly benefit any country if it is done properly. This style of newsgathering requires the journalist to be active rather than sedentary, as much of the work is done outside the office. It requires bravery, broad expertise, the editor's and management's backing, and safety from undesirables. This is how major newspapers and TV networks throughout the world currently operate. People are born with a certain natural right: the right to speak. Speech is how people show who they are. Article 19(1) of the Indian Constitution says that the right to freedom of expression and speech is constitutional. Privacy means having a place where you can be alone and away from others. You can't live without your own space. Spencer says it is a constant process of adjusting internal relationships to external ones. One's inner and exterior selves are kept in check by the norms of society. It's the awareness of what constitutes appropriate behaviour in a given situation. While the right to privacy is universal, reasonable limits must be respected to avoid invading the privacy of others. There are news agencies such as The Guardian and television channels such as BBC, CNN, and Reuters etc. They have a well-deserved reputation for being newsworthy and accountable to the government and the general people. In their line of work, which is news dissemination, they adhere to a very high ethical standard and value system.

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There are publications in India, such as the Hindu and the Times of India, where the management and editors make an effort to uphold fundamental news and information standards. However normally this is not a regular habit among the media. In our country, it is uncommon to encounter journalists performing fieldwork and enduring hardships to obtain news for the press. In the majority of instances, the information is collected via police, overseas reporting agencies, or local agents.This is the issue that plagues the news industry in the United States. There is currently no structure in place that could properly control this way of gathering news, particularly in regard to individuals' rights to privacy. Considering the discussion of this dispute and the torts at play, with examples drawn from the United States, the United Kingdom, and Europe. Next, we'll describe the difficulty we're having in India because of the advent of new technologies, and then we'll offer some viable solutions. Insight into this tension, particularly as it relates to privacy and its protection in India, will be gained through this research.

It is suggested in the study paper that current journalism practises in India have an effect on the right to privacy and that while the media plays an essential role in a democratic society, caution needs to be exercised to assure people that the right to privacy is not unnecessarily compromised. This can be accomplished by adopting a middle-ground strategy that respects the media's freedom of expression and citizens' right to privacy.

Right to Privacy

The right to privacy in India has changed during the past sixty years due to numerous court rulings. The inconsistency of two early rulings has resulted in a division in judgement over the years regarding whether or not the right to privacy is a fundamental right. India has accepted several international human rights treaties, and it is imperative that the Constitution's provisions be assessed and interpreted in a manner that guarantees they are consistent with these agreements. According to the court, privacy is also essential touse other guaranteed freedoms meaningfully. On August 24, 2017, the Supreme Court of India said that the right to privacy act is a fundamental right that the Indian Constitution protects. This was a crucial decision. The Court's decision, which states that this right comes from the fundamental right to life and liberty, has many effects. People may control their reputation due to privacy. How others perceive us is impacted by opportunities, friendships, and general well-being. Even while we can't completely control how others perceive us, we should nevertheless be able to defend our good names. Protecting one's good name requires fortification not only against lies but also against some verifiable facts. Learning intimate details about someone's life doesn't always mean you can better assess them. People make poor judgements, in a rush, out of context, without knowing the whole story, and with hypocrisy. People can shield themselves from these intrusive opinions with the use of privacy.The Indian Supreme Court declared privacy a basic right in 2017, establishing a legal framework to safeguard personal information. According to Gupta's (2019) comparative research, the United States has a robust privacy law that safeguards individuals' privacy, while India still has to construct a solid privacy law.

In the seminal case of K.S. Puttaswamy vs. Union of India, which took place in 2017, the Supreme Court of India held that "the right to privacy is a fundamental right that belongs to the individual and encompasses all details concerning that individual and the decisions that he or she makes." In addition to the liberties guaranteed by Part III of the Constitution, Article 21 preserves the right to privacy as a crucial component of the fundamental right to life and individual liberty. India joined the treaty as a signatory on April 10, 1979. The European Union also acknowledges the importance of respecting an individual's right to a family and private life, as well as their home and communications. This issue is addressed by the Data Protection Act, which provides guidelines for the management and use of information in Europe.

Current Journalism Practices in India

There are over 100,000 newspapers and periodicals published in India's 22 official languages, making it home to a free press that is both active and independent. Article 19(1)(a) of the Indian Constitution protects the right to freedom of expression, which is exercised to a large extent by the press. However, according to Article 19(2) of the Indian Constitution, the freedom of the press is not an absolute right and may be subject to limits that are deemed to be reasonable. The limits are based on public order, decent behaviour, morality, as well as India's independence and territorial integrity. Mathew (2019) conducted a comparative analysis and found that Indian journalists frequently publish news pieces that infringe on people's privacy in pursuit of sensationalism.

The media industry in India functions in an extremely competitive and commercialised atmosphere, with media firms competing for audience ratings and publication numbers. Because of the competition, there has been an increase in sensationalism as well as a rush to report breaking news, both of which have had an adverse effect on the privacy of specific persons. People have said that the media violates people's privacy by putting out confidential info without their permission or the public interest in doing so. Several reports have pointed out that only a few of media outlets control the majority of the Indian news market. However, Bhatia's (2019) research suggests that American journalists are much more careful to avoid violating their sources' privacy, relying on a stringent legal framework to do so.

Access to Protected News Sources

News gatherers may be granted some privilege; it is limited in scope. Based on the precedents discussed above, it is clear that a news gatherer's most likely requirement should be proving that he had a reasonable expectation that the plaintiff was engaging in unlawful, fraudulent, or possibly injurious actions prior to launching an undercover fishing expedition. Because of this right, the press shouldn't be able to sneak into personal matters or get into private homes. This also shouldn't stop the reporter from using the privilege for something other than what it was meant for. Lastly, it should be clear that it serves the common good of society, which is to find the truth, which is why this right was used.

This part of the privilege is meant to protect both the privacy of each person and the freedom of the press. We need reporters who do investigations because they keep an eye on the world. Nevertheless, these watchdogs also pose a threat to innocent bystanders.People don't like investigative reporters very much, but they do important work by pointing out societal problems and pushing for changes. The endeavour's success can be attributed, at least in part, to implementing innovative data collection strategies that do not constitute a significant risk to the personal privacy of individuals.

Methods of News Gathering in India

Reporters in India have been keeping up with their international counterparts. The Indian press has played a crucial role in bringing various issues to the general population's attention. Several instances of corruption have been brought to light by the media and the press.

Nonetheless, several laws have been broken by journalists when obtaining news. While enthusiasm is admirable, it shouldn't harm others unless deemed critically important to society. The only way this wall can be broken is if the media presents compelling arguments for doing so, arguments that are accepted by the public and the government. This justification is permissible only if it serves a compelling public purpose, such as safety, fighting corruption, promoting unity, and honouring people's values and beliefs. Sting journalism relies on impersonation, lies, and cheating - not to mention risk - in order to gather information. It also necessitates some astute advertising, suchas the Lakshman recordings (Tehelka). Tehelka.com faced many allegations, including that it engaged in dishonest practices to attain prominence rapidly. Yet, many people were unhappy with the tactics utilised. Sting journalists must realise that rationalising breaking the law is not always possible. Covert recording by a hidden camera or microphone causes an invasion of privacy. Using drugs or prostitutes to trick or ambush government officers is illegal.

Furthermore, while declaring the verdict in the Bofors case, Justice J.D. Kapoor observed that the case at hand is an excellent and pernicious example that obviously indicates how the trial and justice by media may do irreparable, irrevocable and irreplaceable harm to the prestige of a person as well as the shunned of his family, relatives, and friends by the society. This observation was made while Justice Kapoor was discussing the case. According to the Court, such an individual is stigmatised, disgraced, and sentenced to death. The Court used the example of Punjabi pop artist Daler Mehndi, who was falsely accused of human trafficking and then tried in the media before being released since the police lacked evidence to file formal charges against him.

Comparison with International Standard

The term "intrusive newsgathering" refers to the practice of gathering information using cutting-edge technologies, such as covert cameras and microphones that are so small that the average person would have a hard time detecting their presence. In the United States, journalists have the freedom to report the news, but they do not have the right to break the law in order to do so unless doing so is in direct response to an urgent social need. Whereas Article 8 of the European Union gives priority to privacy above press freedom, in the United Kingdom, the right to press is governed by the Human Rights Act of 1998. Press freedom is guaranteed by Article 19(1)(a) of the Indian Constitution, although individual privacy rights are not. This is a major setback, especially since no robust regulation exists to safeguard citizens from intrusive newsgathering. The legal system in India is woefully inadequate in light of modern technological developments.

Innovative surveillance tools are used for the majority of this invasive news collecting. The broadcast of a piece of news to millions of people is accomplished with the use of miniature recorders that are able to be disguised in pockets and minuscule cameras that are no bigger than a lipstick case and may be worn inside the clothing. Sometimes the reporter won't be present during the eavesdropping. *Example:* the shotgun mike has a range of up to 60 yards and can pick up sound. It's no surprise that more and more individuals are coming together to call for action against intrusive news gatherings. This has led to the recognition of investigative journalism's inherent intrusiveness. Eighty percent of Americans believe the media invades personal privacy, and fifty-two percent believe the media abuses their right to free speech, according to a poll done by the Center for Media and Public Affairs in 1996. Every privacy rule must find a happy medium among the First Amendment and the realities of how and when the press uses its freedom of the press. When someone's personal life comes under investigation, the question of whether or not they have a legitimate right to privacy sometimes arises. The concept of privacy expectation is based on two guiding concepts. The first principle of video intrusion applies when a person does not actively seek or voluntarily take steps towards public exposure. The Indian Supreme Court declared privacy a fundamental right in 2017, establishing a legal framework to safeguard personal information. According to Gupta's (2019) comparative research, the United States has a robust privacy law that safeguards individuals' privacy, while India still has to construct a solid privacy law.

Press Council of India

This body, which was founded in 1978, was assigned the obligation to prevent negative remarks about the press when it was given the authority to do so. The PCI establishes guidelines for analysing the work of journalists through the provision of rules. These regulations include requirements stipulating that reporting shall retain its accuracy and fairness. Verification before to publication is something that ought to be done with it. The media has been advised to respect the privacy of individuals and refrain from intruding on their space unless there is an obvious and compelling public purpose that justifies doing so. It has been determined that the PCI is not doing a good job at its job, even though it has its own standards for keeping the balance between public requirements and private privileges.

In most cases, they wind up requesting an apology or a retraction of the piece that caused the damage and the publication of a rectification. These people who committed the wrongdoing are not required to pay any damages or compensation to the victim. Because the penalties for disobeying PCI's rules and regulations does not include a component of deterrence, these publications do not sustain any significant damages as a result of their actions. However, because these wrongdoers are aware of the lengths that PCI will go to in order to penalise them, rather than becoming more cautious in the future, they may become more at ease with themselves. The Press Council of India (PCI) upheld the complaint that was lodged against an item in Indian Observer titled "Tragedy of the Chastity Belt." The essay addressed the topic of women wearing chastity belts to maintain their virtue. The complaint stated that the material was extremely offensive and had the potential to make the reader think about sexually inappropriate things and excite their desires. The administration of Delhi has expressed its concern on this matter.

The PCI merely warned the editor about the dangers of such publications, which clearly indicates the PCI's power to apply pressure on the media. PCI's warning to the Indian Observer won't stop it from reporting news as it happens. In addition to the powers of warning, reprimanding, and censure, the PCI also possesses the right to punish disrespect criminally. These powers are utilised, albeit in a minimal capacity, to prohibit the dissemination of potentially negative stories in the media. PCI can only use its power of contempt in relation to active civil or criminal matters.

Accountability of the Mainstream Press

A free press is safeguarded by the judicial system at large. The current secret phrase is "right to freedom of information." The media's importance has become common knowledge. But, the press as a whole has yet to grasp its duty fully. Some have begun to question whether or not modern media outlets function independently. There is growing concern that the commercial nature of media ownership may sway the editorial board's judgement and compromise its ethical standards.

Notwithstanding these problems, the press is nonetheless afforded legal protection as an integral aspect of the right to free expression. The Rajya Sabha discussed the problem of "paid news." Although the idea of paid news has been around for a while, it recently gained widespread attention when it was used to present election-related advertisements in newspaper articles. Readers will likely become confused if they take these campaign news pieces at their value. Like advertisements, these "paid news" stories cost a lot of money, while "free news" stories contain facts that have not been bought. Because of its effect on the public, this goes too far in exercising the right to freedom of the press. The opposition demanded that the government punish media outlets and politicians that participated in the practice severely. The Indian Press Council is a toothless wonder, he said. 'The reader or viewer has the right to honest, pure news, which is being denied to him,' he emphasised. He isn't even being told that financial incentives are behind the story. Sitaram Yechury, head of the Communist Party of India (CPI), claimed that the corporatization of media outlets was to blame for this threat to parliamentary democracy.

Conclusion

While Indian law is based on a hybrid of British and American precedents, it leans more towards the more expansive rulings of the United States Supreme Court. Similarly to the United States, India's Constitution does not protect an individual's right to privacy despite guaranteeing the press's right to operate freely and without interference. One can conclude that an unrestrained and independent press is impossible in India. In order to foster a robust press freedom regime in India, the courts still remain lenient with the media. In addition to all this, we now have the Freedom of Information Act of 2005, which allows anybody to access previously confidential material held by government agencies, corporations, and other organisations. It is essential that the need to safeguard the personal information of its residents be accorded the same prominence as the right to access such information. Freedom of the press nowadays does not imply an open society. In reality, this is a dais, a stage where financial interests are used to advance the dissemination of man-made narratives that enjoy constitutional protection. At press briefings, giving out writing implements and notepads was standard procedure. Later the giveaways progressed from smaller items to more substantial ones, such as gold, coupons, and trips. Cover prices of 2000 or more rupees were required for political reporting. The distinctions were blurring as this kind of political reporting grew more common in the media. Niira Radia, a well-known lobbyist, was merely acting in this manner. According to the Radia tapes, journalists were acting as intermediaries between corporations and the government in order to further the careers of particular individuals inside the cabinet and for other purposes.The media, operating in a similar vein but on a different playing pitch, manipulates influential people by revealing their personal lives for public consumption. Cases for and against media coverage should be decided according to whether or not they involve facets of public interest vs privacy. The scopes of these two liberties ought to be settled by Indian courts.

To determine whether or not the appropriate verification steps have been taken to establish the veracity of the reported matter, the media outlets ought to be requested to throw open their doors and provide information to the general public per the Right to Information Act. They need a functioning Ombudsman that takes public complaints, investigates them, and ultimately issues apologies, fines, and compensation to those who have been wronged by reporting. The goal of an Ombudsman should be to earn the trust of those who have been wronged and of the general public. These outlets should incorporate the need for a legal framework for investigative journalism into their training programmes. The Press Council of India needs more authority to make decisions and enforce punishments. It ought to serve as a deterrence to the reporters. The media might boldly advance into banned national security sectors under the guise of the right to information if they had no fear of the law or the public. We urgently require legislation defining the limits of press freedom and personal privacy. In our technologically advanced and media-driven society, a person has no one to turn to for protection. He has no way of defending himself now. He is exposed to abuse and public shame for the sake of the public interest-what the media calls the freedom of the press. According to the UDHR, to which India is a party, the courts should strike a balance between the right to privacy and the right to press, which the Constitution does not protect.

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A Factor Analysis on Youth's Purchase Intention of Organic Food in Uttar Pradesh with special reference to Lucknow City, India

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Abstract

This paper examines the results of a poll of young people's attitudes on organic products'. In the midst of the COVID pandemic, everyone is concerned about their health and immunity, thus organic product is a better option than immune-boosting medications. Despite the facts that farmers use chemical and pesticides in products' to meet the needs of a big population, young people are concerned about their health and are interested in organic food and products' available on the market.

1. Introduction

Because of over utilization resources are getting abruptly diminished impacting the quality of soil lead to degradation. To confront this more reverberations should be towards promoting and adopting organic food products' cultivated through organic fertilizers in the land of Indian soil thus would help in maintaining the ecological balance and lessening the consumers' dependency and preference towards non organic products'. Since organic food products' do not use non organic fertilizers (synthetic fertilizers) these products' are least harmful to consumers' (Joel Forman, Janet Silver Strin-2012). Hence to bring forth this, organic food product which is the nerve centre of this study is one of the fastest growing markets during these modern times in various countries across multiple regions and continents, including India. In current scenario the global food product market is valued at more than $400 dollars representing 14% of world-wide agricultural trade thus making it third largest agricultural commodity (Tan, A.; Ngan, P.T., 2020).

2. Literature Review

With the past studies on organic food products' it can clearly be stated reasons are very much identical for buying. There could be certain differences based on geographical, demographical and cultural factors but the sole purpose of buying organic food is concern related to the betterment and enhancement towards health of consumers', product quality and environmental safeguarding. All said factors being supported in past studies of (Tregear, 1994) and (Hughner, 2007). Consumers' in India prefer more healthy and digestible food for children which is present more in organic products' (Chakrabarti, 2010).

3. Objectives of the study

(1) To evaluate the perceived impede factors towards organic products'.

(2) To identify the factors related to health consciousness which persuade youth towards organic products'.

(3) To understand the impact of information and availability factors towards purchase of organic products'.

(4) To examine the trust and certification factors responsible towards organic food products'.

(5) To understand the impact of youth life style towards purchasing of organic products'.

3.1 Hypothesis Development

1. Because of such obstacles and impeding factors consumers' who are equally or more concerned their consumption pattern does not favor organic food products' market. Furthermore results show cased that there is no significant variations between consumers' income and purchase intention towards organic food products'. Therefore, monetary barrier tends to reflect consumers' purchase intention and willingness to buy such products' despite having the increase amount or on a premium price

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(Tanner, C.; Kast, S.W-2003). In a consumer survey carried out by (Xie *et al.,* 2015), According to the report, nearly 82 percent of customers cited price as their main deterrent to purchasing organic food. Based on this it implies a significant relationship between consumers' purchase intention and impeding factors thus the following hypothesis is forwarded:

H1. Impediment elements have a negative effect on peoples' intentions to buy organic food.

2. In the past studies it was found that primary motive of purchasing organic food products' is betterment of health (Grankvist and Biel, 2001; Lockie *et al.*, 2002). Furthermore, it was also established that health consciousness is used to predict attitude, intention and purchase of organic food (Magnusson *et al.,* 2003). Therefore, consumers' who purchase organic food product are well acquainted with the fact that intake of food do effect ones' health so they prefer and like those foods which are rich in these and ready to accept the same that healthier food products' des impact ones' health. Hence based on this, the present study reflects the pragmatic association reflects that organic food products' are safe and good for consumers' health, the following hypothesis is forwarded:

H2. Health consciousness has a positive effecton intention to purchase organic food products'

3. Young *et al.* (2010) in his study has stated that meagre availableness of products'pose a fatalistic impact of consumers' intention to purchase organic food products'. Tarkiainen and Sundqvist-2005 in his research study has stated mere availability of product reflects a significant and worthwhile impact on intention to purchase. Furthermore (Padel and Foster-2005: *Young et al.*, 2010) in his research findings has stated that organic food products or environmentally sustainable products tenuous availableness and obstacles in availability in market pose a significant barrier for these products. Caldwell *et al.*, 2009 in his research findings has stated easy accessibility towards organic food products reason for increase in mass consumption. Based on this it implies a significant relationship betweenthe availability of the organic product and intention to purchase, the following hypothesis is

H3. Availability of information of organic food products' pose a significant impact towards intention to purchase.

4. Trust and certification of organic products'- Misra and Singh (2016) in their research study stated that intention to purchase organic food products' is primarily because of health issues and food safety although it also described that trust and certification too has a noteworthy impact when influencing the consumers'. Various research studies have suggested that if manufacturing companies display the information used in making organic food products it develops an inclined trust fromconsumers' towards such companies'. Thus, the following hypothesis is formulated:

H4. The bond between people and their purpose to purchase organic food products is improved through trust and certification.

5. Intention to purchase organic food items as a status symbol or lifestyle items-In the past many research studies being done to know and recognise the lifestyle of consumers' and its reverberations on buying pattern (Sriwaranun *et al.*, 2015). Hence for some intention to purchase organic products' was statement of lifestyle as it involves affordability. So to determine buyers' traits multivariate choice models and segmentation tools were used (Zepeda and Nie, 2012). Therefore in both scenarios' the significant role of lifestyle factors is being appreciatedwhich yielded in determining buyers' traits. The role of lifestyle as a factor is important in making food choice decisions too. Few other past research studies pose same kind of opinion which is being done by Bhaskaranand Hardley (2002); Verbeke (2005), Ham *et al.* (2018), etc. Some multivariate studies (Chen, 2011; Ham *et al.,* 2018) conducted in the past explored the impact of different lifestyles concerning organic foods. These studies found significant correlations among different lifestyles, attitudes and intentions towards organic foods. Based on the previous evidence that implies a significant relationship between theconsumer's lifestyle and intention to purchase organic food product, the followinghypothesis is forwarded:

H5. The affluent lifestyle poses a noteworthy correlation between consumers' influenceand concern toward organic produce.

4. Results

4.1 Sampling and sample framework tools

A convenient sample of 323 respondents responses get through goggle form and other social platform where 37 questionnaires reject due to incomplete and missing issues, Finally, 286 complete responses were obtained for processing to determine respondents' awareness of and attitudes toward organic products. The questionnaire was to be completed by the respondents and returned right away to the researcher. The development of preferences and the advancement of knowledge are critically dependent on packaging, labelling, and certification. Questionnaire first part contains demographic characteristics of respondents in term of age, income and gender base. In second part include all questions related to independent variable like impede factors, health consciousness, information availability, trust and certification. Lastly we took lifestyle as one of the factor along with purchase intention which used to identify the relation and impact on youth inclination towards organic food products'.

4.2 Data analysis tools

Descriptive statistic and inferential statistics were used in data analysis with data frequency table, percentage, mean value, t-test and factor analysis with model fitness through Smart-Pls 3 and SPSS AMOS.

5. Discussion

5.1 Demographic analysis

Out of 286 sample size majorly are male respondents (71%) and (29%) are females. 53 percent of respondents were between the ages of 21 and 30; 45% of the respondents up to 20 years while 2 percent of the respondents are 4 above 31 years. In term of education 87 percent respondents are Graduate and 13 percent are up to Intermediate. Base on the income category majorly are 70 percent those respondents who's income up to 40000 per month, 15 percent are income between 40001 to 60000 per month and 10 percent are above 60000 per month. These all the respondents are fully aware about organic products' and they use in daily life in according their needs.

5.2 Factor Analysis of customer intention

It's critical to pay attention to the purchase of organic food products if you want to understand the possible behaviour of young people. Consumers were asked to rate their agreement or disagreement with a set of statements linked to various elements of organic products' on a seven-point Likert scale (strongly disagree-1, disagree-2, slightly disagree-3, neutral-4, somewhat agree-5 agree-6, strongly agree-7). The 23 variables were subjected to more exploratory factor analysis, employing Varimax as the rotation method and an eigen value greater than 1 as the cut-off point for the number of components extracted. KMO statistics were 0.897, and Bartlett's test of sphericitywasimportant, indicating that the extracted variable which appropriate for factor analysis (table 1).

KMO and Bartlett's Test

Table 1: KMO value through SPSS

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.897
Bartlett's Test of	Approx. Chi-Square	15287.453
Sphericity	Df	276
	Sig.	.000

5.3 Reliability analysis

Based on the results, there were five predictors of intention to purchase organic products (Table 2):

Factor 1 (impeding factors) describes the elements that limit the growth of organic produce in India, such as cost, quality, and lack of awareness; Factor 2 (health consciousness) describes the advantages of organic produce in terms of health concerns; Factor 3 (information and availability) describes the elements that hasten the growth of organic produce, such as advertising and availability; The factors that accelerate the growth of organic produce in terms of certification are explained by Factor 4 (trust and certification); the factors that boost the buying of organic items are explained by Factor 5 (lifestyle).

Table 2: Cronbach's Alpha

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted
Purchase Intention	0.952	0.954	0.969	0.913
Health Consciousness	0.985	0.987	0.987	0.907
Lifestyle	0.784	0.787	0.902	0.822
Trust and Certification	0.775	0.852	0.896	0.811
Information & Availability	0.846	0.851	0.898	0.689
Impeding factor	0.83	0.834	0.879	0.594

Table 2 shows the reliability coefficients for the scale items. Cronbach's coefficients for all variables are substantially over the 0.7 cut-off point. The amount of correlation between the variables is computed using Pearson's correlation coefficient, and the value of the correlation coefficient, level of significance, and discriminant validity are all shown in Table 3. The constructs Purchase intention, Health Consciousness, Lifestyle, and Trust and Certification, as well as Information & Availability and Impeding factor, all show strong positive connections.

Table 3: Discriminant Validity

	Health & Environment	Impeding factor	Information & Availability	Lifestyle	Purchase Intention	Trust and Certification
Health Consciousness	0.952					
Impeding factor	0.273	0.771				
Information & Availability	0.503	0.488	0.830			
Lifestyle	0.329	0.376	0.585	0.907		
Purchase Intention	0.538	0.511	0.559	0.390	0.956	
Trust and Certification	0.700	0.319	0.536	0.434	0.502	0.901

5.4 Testing of Hypothesis with Model

Table 5 shows the regression weights and the probability value that demonstrates their relevance, and Figures 1 and 2 show the final structural model. Based on the results, impede factors had direct positive effect (β=0.294, P=.011) on youth purchase intention and shown significant P value means lack of awareness, price etc highly impact on youth purchase decision regarding organic product. Therefore, H1 which proposed impede factors has a positive influence on Youth purchase intention towards organic product is accepted. The relationship between health consciousness and Youth Purchase intention is significant (β=0.282, P=.018). As a result, H2 which proposed health consciousness has significant effect on Youth purchase intent of organic food is accepted. Subsequently, Information and availability had no positive effect (β=0.212, P=.153) on Youth' Purchase intention and shown insignificant P value. Therefore, H3 which proposed Information and availability has influence on purchase intention of youth towards organic product is rejected. The regression coefficient between Trust and certification and purchase intention is not significant (β=0.085, P=.534). As a result, H4 which proposed Trust and certification of product has positive influence on youth purchase intention of organic product is rejected. It has shown the regression coefficient between the Lifestyle and youth Purchase intention is not significant (β=0.025, P=.824). Therefore, H5 which proposed Life style has a positive influence on Youth Purchase intention of organic product is rejected.

Table 4: Factor Analysis

		Health & Environment	Impeding factor	Information & Availability	Lifestyle	Purchase Intention	Trust and Certification
HE1	Organic food product full source of good health	0.936					
HE2	I want to buy Organic food product cause it safe for children	0.964					
HE3	Consuming organic foods on a regular basis promotes health and vitality.	0.955					
HE4	Organic food product increase immunity	0.962					
HE5	Organic goods are extremely eco-friendly.	0.965					
HE6	In comparison to processed and inorganic products, organic products are safer.	0.945					
HE7	I always trust on organic product	0.941					
HE8	Organic product is good quality product	0.950					

IA1	Advertisement is one reason to buy organic product			0.769			
IA2	Details on labels provide feeling of trust			0.746			
IA3	Availability in shopping mall is main reason to buy organic product			0.908			
IA4	Availability close to my house is main reason to buy organic food product			0.887			
IF1	Organic product success in India is dicey		0.805				
IF2	Doubts regarding organic food product is main issue regarding purchase		0.751				
IF3	I purchase once then decide in future purchase or not		0.737				
IF4	Process and labelling is not so much credible		0.818				
IF5	Organic products' are costly compare than inorganic product		0.738				
LS1	Organic product is part of life style.				0.914		
LS2	Organic product is also symbol of society status				0.899		
PI1	I am a regular purchaser of organic product					0.962	
PI2	Compared to non-organic products, I buy a considerably higher percentage of organic products					0.960	
PI3	I buy organic products for my personal use.					0.945	
TC1	I always consider certification and approval of organic product in time of purchase						0.938
TC2	I believe certification is required to increase the demand of organic product.						0.862

Fig.1: Path coefficient value base model with R-square value

Table 5: t value and P values with its significance where p<.05

		T Statistics	P value	Support
H1	Impeding factor ->Purchase intention	2.563	0.011	YES
H2	Health Consciousness ->Purchase intention	2.375	0.018	YES
H3	Information & Availability ->Purchase intention	1.545	0.123	NO
H4	Trust and Certification ->Purchase intention	0.623	0.534	NO
H5	Lifestyle ->Purchase intention	0.223	0.824	NO

Fig.2: P- value base model

6. Conclusion

The outcome of the study reflect that there will an inclined demand and positive growth of organic food industry if the prices of organic food are controlled and Government develop such advantageous steps for the promotion of organic farming. As organic food industry is at a very early stage in the country Government, manufacturing organizations and farmers multi prolonged approach can help build huge market up-scaling hence improving country's ecological imbalance. Another important finding is that gradual improved and strengthened attitude gradually translated into actual consumer purchase behavior of organic food. Furthermore,education and communication programs should be jointly developed by thestakeholders to increase consumers' knowledge about organic food as well as their awareness aboutthe safety, environmental and health benefits of organic food.

7. Suggestion and recommendation

1) Government and companies should be educated about holistic production and creating awareness about the negative effects of nonorganic cultivation in order to maintain an ecological balance between life and the environment, thereby meeting food demand and increasing soil fertility with soil organic carbon.

2) To provide all enterprises a competitive advantage at a worldwide level and to increase exports, the government should strengthen the notion of organic

practices, as it is an eye-opener for people to get a good price for their product on both a national and international level.

3) In order to maintain a healthy life it is necessary young consumers' know about the benefits of organic products' hence companies should advertise and inform the customer about organic food product side effects.

4) In order to boost the organic food products' government should be provide all necessary arrangements and information to farmers. It is also necessary to educate farmers about organic products' and future demand.

5) The impoverished farmers don't opt for organic production due to high labour cost and low demand compared to supply. In this regard, Government should emphasize some new schemes for the organic farmers with regard to incentives and act as a channel in promoting the organic food products' in the market.

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Impact of Demographics, Awareness & Risk Tolerance on Individual Investor Behaviour

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Abstract

The study analyses investment behaviour of individual investors to inquire whether there is any impact of three independent variables, namely Demographic Factors, Awareness and Perceived Risk Attitude, on only one dependent variable Investment Behaviour. The researcher has collected primary data from 203 randomly selected individual investors of the NCR region using a structured questionnaire on a five-point likert scale and multiple-choice questions. It was found that the awareness levels of the individual investors are on moderate level. It also indicates that Demographic Factors, Awareness and Perceived Risk Attitude significantly influence Investment Behaviour of individual investors of stock market. Investor market behaviour derives from psychological principles of decision making to explain why people invest. These factors will focus upon how investors interpret and act on information to make investment decisions. No matter how much an investor is well informed, has done research, studied deeply about an investment option before investing, he also behaves irrationally with the fear of loss in the future.

1. Introduction

When spoken of in the light of finance and economy, investment represents a different meaning. Financial investment means investing capital into something through a measured and in-depth analysis, with the expectation of benefit, and there is a relatively high degree of protection for the principal amount along with the protection of return, over a defined period of time. On the other hand, investing money into something without any prior analysis in an expectation of earning some profit or gain is speculation. In the light of individuals, investment decisions need to be made after proper research and final decision should be taken taking into account all the surrounding factors. Investors are the pillar of capital market. A developing economy, such as India, requires a growing amount of savings to flow to corporate businesses. In the past few years, the institutional investors' involvement in the stock market has increased. Investment is the flow of resources used for beneficial ends. Based on their particular need, risk tolerance and anticipated return, the investors select avenues.

Investors engaged in investing have the primary goal of raising their profits and reducing their expenses. Individuals are considered in finance literature to act rationally while seeking their own advantages. It has been observed that demographic variables such as age, employment, profession, etc. influence how individuals make investment decisions will help government agencies and marketers if they concentrate properly on consumer desires, actions and variables. A person must be financially aware and literate in order to understand the features and characteristics of certain items. An investor's investment behaviour is directly or indirectly related to an investor's level of awareness based on key attributes such as information level, level of interest, level of commitment that plays a crucial role in making an investment decision. Financially knowledgeable individuals may properly utilise these financial avenues by analysing the associated risks and returns, and ultimately selecting the products that best match them.Risk tolerance refers to how relaxed an investor will be if a major decrease in the value of his assets. Higher risk investments often have the potential for higher yields, whereas lower risk investments are more cautious and typically have lower yield. An investor with greater risk tolerance is able to take the chance to lose money for the prospect of a better return on investment. Knowledge and expertise of an investor are essential factors in the choice of investment.

2. Review of Literature

Ansari & Moid (2013) studied the important factors influencing young investors' investment behaviour to

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evaluate the degree of association between age and investment practices, examined the saving goal among young individual investors, assessed the impact of demographic variables on the level of conceptual understanding among young individual investors, and recognized the preferred avenue of savings among young individual investors. The study led to the conclusion that the most of the individuals invest for profit/gain and extra earnings and that the main driver which affects their decision to invest is risk. Wadhwa, Uppal, Vashisht, & Kaur (2019) studied investors behaviour towards investment in order to research the investor's preference for their investment and to know the individual investor's level of risk tolerance and to build a sample profile of Indian individual investors based on their occupation and demographics. It was found that Financial literacy campaign should be planned occasionally as many people are still unaware of the stock market.

Johnsi & Sunitha (2019) studied the effect of risk perception on investor behaviour and the role of personality traits in moderation. The study revealed that psychological biases are associated with perception of risk, and the personality traits regulate perception of risk and actions of investors. Abdeldayem (2015) worked to empirically check the effect of investor risk perception on portfolio management in the Kingdom of Bahrain. The study revealed that perceived portfolio risk is influenced not only by quantitative aspects of possible losses and gains but also by evidence of qualitative manifestations as applicable. Worry & anxiety, liquidity; and high level of trust in the economy and/or stock market load on the perceived risk factor of investors associated with fund management in the Bahrain Kingdom. Sadiq & Isaq (2014) studied as to how demographic variables affect the risk appetite of investors while choosing an investing option. The research led to the conclusion that demographic variables like level of education, occupation, influence the risk appetite of investors while no impact on gender, marital status, size of family of investors level of risk appetite.

Das (2014) analyzed the relationship between demographic profiles and investor preference with the goal of evaluating the investment option of individual investors through their demographic characteristics. The paper concluded that demographic variables are independent of the investor's choices of the investor's choices over alternative investment avenues. Chavali & Mohanraj (2016) studied the effect of Demographic Variables on investment decisions and risk tolerance. The study revealed that gender has an impact on respondents' investment behaviour and decision taking. Sarkar & Sahu (2017) observed that people between the ages of 28 years and 37 years are spending more in the stock market. The study eventually concluded that there is a substantial impact of Demographic Factors and Knowledge of individual stock market investors on investment behavior. Singh & Sharma (2016) identified that there is enormous scope for imparting and executing financial literacy for different sections of society to gain an insight for taking successful investment decision by taking into account the various attributes that lead to the creation of investment behaviour.

3. Research Objectives

- To study the association between demographic factors and individual investment behaviour.
- To examine the awareness level of the individual investors towards the various financial investment avenues.
- To understand the level of risk tolerance of the individual investors.

4. Research Methodology

This research is based on a descriptive research design. Primary data has been collected for the study. A structured questionnaire was used for the collection of the data. Multiple choice questions and a five-point Likert scale was used in the questionnaire, where 1 being "Strongly disagree" and 5 being "Strongly Agree". Data for this research was collected from NCR (Near Capital Region). The questionnaire was sent to 253 investors, out of which responses could be obtained from 220 investors. The research data was collected with a response rate of 80.2%.

For the collection of data, purposive sampling technique has been used. The analysis of the data was done with the aid of descriptive statistics and inferential statistics. Cronbach Alpha, Correlation coefficient, Chi-square and Analysis of Variance (ANOVA) have been used to undertake the research. The coefficient of correlation has been used to understand the relationship between the variables, and regression analysis has been used to study the impact of the dependent variables on the independent variable.

5. Data Analysis & Interpretation

5.1 Demographics

Table 1: Respondents Profile

Gender	Frequency	Percent
Male	115	56.7
Female	88	43.3
Total	203	100
Age Group	Frequency	Percent
Below 25	10	4.9
26-35	63	31
36-45	98	48.3
46-55	30	14.8
Above 55	2	1
Total	203	100
Education Level	Frequency	Percent
Diploma	26	12.8
Graduate	91	44.8
Post-graduate	86	42.4
Total	203	100
Monthly Income	Frequency	Percent
Up to Rs.25,000	6	3
Rs.25,000-50,000	26	12.8
Rs.50,000-75,000	65	32
Rs.75,000-1,00,000	80	39.4
Above Rs.1,00,000	26	12.8
Total	203	100

The sample size for the study consisted of 203 individual investors. The sample population belongs to the age scale of below 25 years to above 55 years, out of which maximum lied between 36-45 years.The data was collected shows 115 are males, and 88 are females. Most of the investors were earning a monthly income between Rs. 75,000 - Rs. 1,00,000.

5.2 Reliability Statistics

For reliability, Cronbach's alpha (as shown in Table 2) has been used to measure the data's internal consistency and is acceptable i.e., above 0.7 threshold for high reliability.

Table 2. Reliability Statistics

Constructs	Cronbach's Alpha	No. of Items
Investor Behaviour	.970	15
Awareness	.921	8

5.3 Association Between Demographic Factors and Individual Investment Behaviour

For studying this objective, the investment behaviour of individuals are divided into four components stated as, Herding, Prospects, Markets and Heuristics. This research studies each component of investor behaviour and assess the relationship of individual demographics with each component.

H0: There is no relationship between Demographic Factors and investor behaviour component wise (Herding)

H1: There is no relationship between Demographic Factors and investor behaviour component wise (Herding)

Table 3: Correlation Table for Herding Bias

Correlations	Choosing Investment Avenue	Investment Volume	Speed of Herding
Gender	-.086	-.151*	-.103
Age Group	-.104	-.140*	-.107
Education Level	.051	-.109	.032
Employment Status	-.110	-.080	-.029
Monthly Income	.204**	.167*	.193**

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed)

In case of Herding bias, Monthly Income has got significant relationship with all the components of the bias. Gender and Age-Group have significant relation with Investment Volume component of Herding bias. Whereas Education level and Employment status have no significant relation with Herding bias.

H0: There is no relationship between Demographic Factors and investor behaviour component wise (Prospects)

H2: There is no relationship between Demographic Factors and investor behaviour component wise (Prospects)

Table 4: Correlation table for Prospect Bias

Correlations	Loss Aversion	Regret Aversion	Mental Accounting
Gender	-.065	-.071	-.106
Age Group	-.078	-.166*	-.189**
Education Level	.015	.041	.003
Employment Status	-.090	-.058	-.096
Monthly Income	.149*	.122	.201**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

In case of Prospects bias, Age-Group has got significant relation with Regret aversion and Mental accounting component of the bias, Monthly Income has got significant relation with Loss aversion and Mental accounting component of Prospects bias. On the other hand, Gender, Education level and Employment status have no significant relation with Prospect bias components.

H0: There is no relationship between Demographic Factors and investor behaviour component wise (Markets)

H3: There is no relationship between Demographic Factors and investor behaviour component wise (Markets)

Table 5: Correlation table for Market Bias

Correlations	Price/Interest Changes	Market Information	Past Trends
Gender	-.111	-.157*	-.123
Age Group	-.195**	-.188**	-.148*
Education Level	-.007	.032	-.025
Employment Status	-.092	-.145*	-.092
Monthly Income	.176*	.183**	.189**

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

In case of Market bias, Age-group and Monthly income have significant relation with all the components of the bias. Gender and Employment status have got significant relation with the Market information component of the Market bias. Whereas Education level has got no significant relation with the Market bias components.

H0: There is no relationship between Demographic Factors and investor behaviour component wise (Heuristics)

H4: There is no relationship between Demographic Factors and investor behaviour component wise (Heuristics)

Table 6: Correlation table for Heuristics Bias

Correlations	Overconfidence Bias	Gambler Fallacy Bias	Anchoring Bias	Availabilty Bias
Gender	-.111	-.100	-.067	-.146*
Age Group	-.176*	-.140*	-.153*	-.157*
Education Level	.015	.035	.038	.017
Employment Status	-.047	.001	-.082	-.078
Monthly Income	.154*	.172*	.189**	.166*

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

In case of Heuristic bias, Age- Group and Monthly Income have significant relationship with all the components of the bias. Whereas Education Level and Employment Status have no significant relation with Heuristic bias. Gender on the other hand has got only significant relation with the Availability bias component.

From the above analysis of the relationship of demographic factors and different behavioural biases, it was foundthat age and monthly incomehas significant relation with nearly all the four biases. Whereas,education level has no significant relation with any component of all the four biases and employment status also having significant relation with only one component (market information) of the market bias out of all the four biases. Gender can be seen having no significant relation with any of the components of the prospect bias and having significant relation with only one component each of the heuristic (availability bias), market (market information), herding (investment volume) bias.

5.4 Awareness Level Of Individual Investors

Table 7: Awareness Level About Different Investment Opportunities

Investment Option	Not Aware	Low Level of Awareness	Average Level of Awareness	High Level of Awareness	Very High Level of Awareness
Insurance	1	44	117	36	5
Banks	3	55	107	30	8
Post Office	24	68	79	31	1
Gold and Silver	19	65	58	51	10
Real Estate	35	54	59	45	10
Mutual Funds	27	64	62	43	7
Government Securities	42	56	56	41	8
Stock Markets	48	46	52	47	10

H0: The mean value of level of awareness for various investment alternatives is same across all groups of Education.

H5: The mean value of level of awareness for various investment alternatives is not same across all groups of Education.

The p values of respondents' Awareness regarding gold and silver (p=0.027) and real estate (p=0.043), are less than significance value of 0.05. The mean values of awareness regarding different alternative among different groups in these variables differ from each other and hence, Education does play an important role in their awareness. However, the awareness regarding Insurance, Banks, Post office, Mutual funds, Govt. securities and Stock markets has been found significant enough among all the groups of education. It can be interpreted in a way that the various classes of investors whether they are highly educated or less educated, they all possess similar knowledge of these financing alternatives.

Table 8: Analysis of Variance

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
level of awareness about Insurance	Between Groups	.543	2	.272	.525	.592
	Within Groups	103.457	200	.517		
	Total	104.000	202			
level of awareness about Banks	Between Groups	1.638	2	.819	1.297	.276
	Within Groups	126.254	200	.631		
	Total	127.892	202			
level of awareness about Post Office	Between Groups	.162	2	.081	.099	.906
	Within Groups	164.902	200	.825		
	Total	165.064	202			
level of awareness about Gold and Silver	Between Groups	8.080	2	4.040	3.692	.027
	Within Groups	218.876	200	1.094		
	Total	226.956	202			
level of awareness about Real Estate	Between Groups	8.111	2	4.055	3.196	.043
	Within Groups	253.741	200	1.269		
	Total	261.852	202			
level of awareness about Mutual Funds	Between Groups	4.454	2	2.227	2.022	.135
	Within Groups	220.216	200	1.101		
	Total	224.670	202			
level of awareness about Government Securities	Between Groups	4.796	2	2.398	1.857	.159
	Within Groups	258.268	200	1.291		
	Total	263.064	202			
level of awareness about Stock Markets	Between Groups	4.218	2	2.109	1.439	.240
	Within Groups	293.073	200	1.465		
	Total	297.291	202			

5.5 Risk Tolerance Level of The Individual Investors

H0: There is no significant association between the investor's gender and objective of the investment

H6: There is a significant association between the investor's gender and objective of the investment.

Table 9: Chi Square Test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.815a	3	.421
Likelihood Ratio	2.896	3	.408
Linear-by-Linear Association	.672	1	.412
N of Valid Cases	203		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.00.

The value of the test static being 2.815 and the correlated p-value being p= 0.421, null hypothesis is not accepted because the p-value is greater than our chosen level of significance (0.05).

H0: There is no significant association between the investor's gender and financial knowledge of investors

H7: There is a significant association between the investor's gender and financial knowledge of investors

Table 5.16: Chi Square Test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.592a	4	.332
Likelihood Ratio	4.733	4	.316
Linear-by-Linear Association	3.262	1	.071
N of Valid Cases	203		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 2.17.

The value of the test static being 4.592 and the correlated p-value being p= 0.332, null hypothesis is not accepted because the p-value is greater than our chosen level of significance (0.05).

H0: There is no significant association between the investor's gender and investor's investment concern

H1: There is a significant association between the investor's gender and investor's investment concern

Table 10: Chi Square Test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.530a	2	.171
Likelihood Ratio	3.505	2	.173
Linear-by-Linear Association	2.695	1	.101
N of Valid Cases	203		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.64.

The value of the test static being 3.530 and the correlated p-value being p= 0.171, null hypothesis is not accepted because the p-value is greater than our chosen level of significance (0.05).

H0: There is no significant association between the investor's gender and investor's risk profile

H9: There is a significant association between the investor's gender and investor's risk profile

Table 11: Chi Square Test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.074a	4	.546
Likelihood Ratio	3.161	4	.531
Linear-by-Linear Association	.123	1	.726
N of Valid Cases	203		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.47.

The value of the test static being 3.074 and the correlated p-value being p=0.546, null hypothesis is not accepted because the p-value is greater than our chosen level of significance (0.05).

6. Conclusion

Investors are the pillar of capital market. A developing economy, such as India, requires an growing amount of savings to flow to corporate businesses. In the past few years, the institutional investors ' involvement in the stock market has increased. Investment is the flow of resources used for beneficial ends. Investment places great emphasis on being the principal driver of a country's economic development.

Hence, a person must be financially aware and literate in order to understand the features and characteristics of certain items. An investor's investment behaviour is directly or indirectly related to an investor's level of awareness based on key attributes such as information level, level of interest, level of commitment that plays a crucial role in making an investment decision. Financially knowledgeable individuals may make good use of the financial alternatives by analyzing the associated risks and returns, and ultimately selecting the products that best match them. Any individual investor's financial health is directly or indirectly related to his or her financial literacy level. Not only does the literacy cover the approach to understanding a specific financial instrument, but it also includes the dynamic mechanism by which an investor chooses a particular financial product based on its potential financial objectives.

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Impact of Interest Rate on Stock Market Returns

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Abstract

The aim of the research is to determine if any connection exists or is possible between interest rate and stock market returns with respect to India. In financial theory it is presumed that interest rate which is a tool used by central bank may have a negative connection with the stock market returns however this study aims to find whether any link is present between Nifty 50 index and interest rate. Also, the study aims at two sectoral indices namely Nifty Auto and Nifty Healthcare. Secondary sources of information are used for collection and analysis of data.

Introduction

Stock and equity Exchange can best be explicated as place where buyers and sellers transact and trade in existing securities of listed companies. It can comprise of many exchanges that operate within a country. Stock market and both the stock exchanges of India are monitored by a set of rules and regulations which helps in building investor's confidence and overall, these regulations in turn helps companies in becoming transparent with respect to their day-to-day business activities. Stock market returns are highly volatile and forms a base for investors to gain insights into positive trend and negative trend. If the interest rate increases which is a result of contractionary monetary policy then returns generated through stock market decreases. Consequently, when interest rate decreases which occurs due to expansionary monetary policy then returns generated through stock market generally increases. But in practice the degree of connection between these two variables is not necessarily inverse as stated by some of the authors. For example, in some researchers conducted by other researchers believed that there exists a positive relationship between interest rate and stock market returns. In case of expansionary monetary policy with falling interest rates it offers somewhat incentives to investors to invest in stock market so as to generate inflation beating returns which are typically not possible through traditional asset classes like Fixed Deposit, Post office deposit, PPF etc.

Literature Review

Eldomiaty *et al.* (2020) in his research examined the impact of both rates of interest and rates of inflation on prices of sectoral indices or individual shares using quarterly data. The author has taken nonfinancial firms which are listed on NASDAQ100 and DJIA30. The duration taken for the study has been from 1999-2016. Various statistical tools like Johansen cointegration tests, linearity, normality tests, granger causality, vector error correction model was employed for analysis. The author found out that there exists an inverted interconnection between rates of interest, rate of inflation and corresponding exchange market return.

Arehenful *et al.* (2021) examined the influence of rates of interest on exchange prices in Ghana. The author has employed Augmented Dickey Fuller (ADF) test as well as Ordinary least square (OLS) regression technique for analysing the data. It was found out by the author that there exists an inverse relationship between interest rate and stock market returns. It was recommended by the researcher that policymakers should take into account the dynamic relationship that exists between stock market returns and interest rates.

Tursoy (2017) in his research examined rate of interest influence on market of exchange with respect to Turkey. The time period taken by the researcher for the research is from 2001 to 2017. Data has been collected from International Financial Statistics. The author has used Autoregressive Distributed lag bounds test, Vector autoregressive cointegration and impulse response analysis for analysing the data. It was found out that there exists a negative interconnection between rate of interest and exchange market returns.

Oshaibat (2016) in his research examined macroeconomic factors like inflation, interest rate etc. impact on stock market with respect to Jordan. The time period taken by the researcher for the research is from 1980 to 2014. Data has been collected from secondary

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sources. The author has used Vector Autoregressive model, cointegration test and Granger causality (GC) to analyse the causal relationship in the data. It was found out that there exists a negative relationship between interest rate and stock market returns. Inflation had a positive interconnection to stock market returns. It was also found out that worker remittances also affected the stock returns in a positive way.

Mouna & Anis (2017) in his research examined interest rate, stock market and exchange rate impact on stock market with respect to eight countries. The time period taken by the researcher for the research is from 2006 to 2009. Data has been collected from International Financial Statistics. The author has used VAR-GARCH model which is a four-variate model for analysing the data. It was found out that stock market, interest rate and exchange rate in most cases have a significant effect during the crisis.

Ramsharan (2019) in his exploratory research obtained data through secondary sources like articles, journals, online resources like websites etc. It was found out that there exists inverse relationship between stock market and interest rates.

Research Methodology

Objectives

- To determine whether there exists any interconnection between rate of interest and equity and its associated market returns with reference to Indian Stock market index that is Nifty 50.
- To determine whether there exists any interconnection between rate of interest and sectoral indices like Nifty Auto, Nifty Healthcare etc.

Research Design

The study is both descriptive and quantitative in nature.

Data Collection Method

The research is constructed on the secondary sources of data like websites, various research studies done by other authors, websites, Articles etc. The data has been collected from various sites like yahoo finance, World Bank, money control etc. Interest facts and figures is acquired from the World Bank in the form of Real interest rate which is adjusted for inflation. Facts for Nifty 50 is acquired from web-pages like yahoo finance, money control etc. Stock market data for Nifty Auto and Nifty Healthcare was obtained from websites like money control, yahoo finance, NSE website etc..

Hypothesis

HO: There is no notable interconnection between rate of interest and equity market return.

HA: There is notable interconnection between rates of interest and equity market return.

Empirical Analysis & Results

1. Nifty 50 & Interest Rate

Descriptive Analysis: Descriptive statistics is a quantitative summary that describes the features of the information that is employed for analysis. Some common measures that are used to describe statistics consists of central tendency measures like mean, median, mode, standard deviation, kurtosis, skewness, maximum and minimum and range of values.

Table 4.1: Descriptive Statistics - Nifty 50 & Interest Rate

Nifty 50 Returns		Interest Rate	
Mean	8.8190	Mean	4.2778
Median	8.714	Median	4.8085
Standard Deviation	0.40549	Standard Deviation	2.5329
Sample Variance	0.1644	Sample Variance	6.4156
Kurtosis	0.0497	Kurtosis	2.0915
Skewness	-0.39948	Skewness	-0.414

Interpretation

From the Table 1 it is noticed that the coefficient of kurtosis is mildly negatively skewed for the interest rate and Nifty 50 returns. From the values of skewness, it can be seen that the value is negative and is negatively skewed. A value ranging from +0.5 to -0.5 is generally considered as approximately symmetric in nature. The range of variation between maximum and minimum value is reasonable. In case of standard deviation, it is found as 0.405 which is quite low and a low value is generally considered as acceptable. Standard deviation value though for interest rate is little high. For the kurtosis it can be seen that the value for both interest rate and Nifty 50 returns is below the benchmark value of 3 which is generally considered an ideal value. For Nifty 50 mean value came out as 8.819 and for Interest rate value came out as 4.2778.

Correlation Analysis

The correlation is a statistical tool used for data analysis which is used for analysing the relationship between independent variable and a dependent variable.

Correlation Coefficient values generally range from +1 to -1 where +1 shows perfect positive relationship and -1 shows perfect negative correlation. For the Correlation Analysis data for Interest rate being independent variable has been obtained from the world bank site. Real Interest rate is inflation adjusted. For stock market returns Nifty 50 has been chosen and it is converted to normal distribution with the help of log function.

Table 4.2: Correlation between Nifty 50 and interest rate

	Stock Market Returns (Nifty 50)	Interest Rate
Stock Market Returns (Nifty 50)	1	
Interest Rate	0.425246	1

Interpretation

From the table 4.1 it can be seen correlation value between interest rate and stock market returns comes as 0.425246. This signifies that there exists weak positive relationship between the dependent and independent variable. It can be implied that with increase in interest rate there is weak positive relation with stock market returns.

Regression Analysis

Regression is one of the statistical tool that is used to estimate strength of relationship between dependent variable and independent variable.

In this research simple linear regression has been employed to determine the impact of interest rate on stock market returns.

Table 4.3: Regression Analysis between Nifty 50 and Interest Rate

Summary Output

Regression Statistics	
Multiple R	0.425247
R Square	0.180835
Adjusted R Square	0.106365
Standard Error	0.383322
Observations	13

ANOVA

	df	SS	MS	F	Significance F
Regression	1	0.356805	0.356805	2.428304	0.147449388
Residual	11	1.616296	0.146936		
Total	12	1.973101			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	8.527803	0.215011	39.66216	3.17E-13	8.054567263	9.00104	8.054567	9.00104
Interest rate (X variable)	0.068078	0.043687	1.558302	0.147449	-0.028076978	0.164232	-0.02808	0.164232

Interpretation

From the table above we can see that R square value which shows regression between stock market returns and interest rates. For regression we have taken 13 observations wherein real interest rate data has been taken for 13 years from world bank site and yearly data of Nifty index. Looking at the r squared valued which explains how much variation of dependent variable is explained by independent variable. So we can that value is 0.1808 which indicates 18% variation in stock market is explained by interest rate. Also looking at the p value it is less than 0.05 so we can say that there exists relationship between interest rate and stock market returns. Hence null hypothesis is rejected and alternate hypothesis is accepted.

Nifty Auto and Interest Rate

Table 4.4 Descriptive Statistics

Nifty 50 Returns		Interest Rate	
Mean	8.696	Mean	4.2778
Median	9.0048	Median	4.8085
Standard Deviation	0.4976	Standard Deviation	2.5329
Sample Variance	0.2476	Sample Variance	6.4156
Kurtosis	-0.9673	Kurtosis	2.0915
Skewness	-0.5285	Skewness	-0.414

Interpretation

From the Table 4.4 we can see that the coefficient of kurtosis is mildly negatively skewed for both the interest rate and Nifty Auto returns. From the values of skewness it can be seen that the value is negative and is negatively skewed. A value ranging from +0.5 to -0.5 is generally considered as approximately symmetric in nature. The range of variation between maximum and minimum value is reasonable. In case of standard deviation it is found as 0.497 which is quite low and a low value is generally considered as acceptable. Standard deviation value though for interest rate is little high. For the kurtosis it can be seen that the value for both the interest rate and Nifty Auto returns is below the benchmark value of 3 which is generally considered an ideal value. For Nifty Auto mean value came out as 8.696 and for Interest rate value came out as 4.2778.

Correlation

Table 4.5: Correlation between Nifty Auto and Interest Rate

	Stock Market Returns (Nifty 50)	Interest Rate
Stock Market Returns (Nifty 50)	1	
Interest Rate	0.589483	1

Interpretation

From the table 4.5 it can be seen correlation value between interest rate and stock market returns comes as 0.589483. This signifies that there exists moderate positive relationship between the dependent and independent variable. It can be implied that with increase in interest rate there is moderate positive relation with stock market returns.

Regression

Table 4.6: Regression between Nifty Auto and Interest Rate

Summary Output

Regression Statistics	
Multiple R	0.589483
R Square	0.347491
Adjusted R Square	0.28224
Standard Error	0.431832
Observations	13

ANOVA

	df	SS	MS	F	Significance F
Regression	1	0.993083	0.993083	5.32545	0.043679
Residual	11	1.864786	0.186479		
Total	12	2.857869			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	8.183701	0.244467	33.47564	1.34E-11	7.638994	8.728409	7.638994	8.728409
Interest rate	0.113578	0.049217	2.307694	0.043679	0.003915	0.22324	0.003915	0.22324

Interpretation

From the table above we can see that R square value which shows regression between sectoral indice Nifty Auto returns and interest rates. For regression we have taken 13 observations wherein real interest rate data has been taken for 13 years from world bank site and yearly data of Nifty index. Looking at the R squared valued which explains how much variation of dependent variable is explained by independent variable. So we can that value is

0.3474 which indicates 34.74% variation in stock market is explained by interest rate. Also looking at the p value it is less than 0.05 so we can say that there exists relationship between interest rate and stock market returns. Hence null hypothesis is rejected and alternate hypothesis is accepted.

Nifty Healthcare and Interest rate

Table 4.7 Descriptive Statistics

Nifty Healthcare		Interest Rate	
Mean	8.1663	Mean	4.2778
Median	8.292	Median	4.8085
Standard Deviation	0.5236	Standard Deviation	2.5329
Sample Variance	0.274	Sample Variance	6.4156
Kurtosis	-0.64753	Kurtosis	2.0915
Skewness	-0.68714	Skewness	-0.414

Interpretation

From the Table 4.7 we can see that the coefficient of kurtosis is mildly negatively skewed for both the interest rate and Nifty Auto returns. From the values of skewness it can be seen that the value is negative and is negatively skewed. A value ranging from +0.5 to -0.5 is generally considered as approximately symmetric in nature. The range of variation between maximum and minimum value is reasonable. In case of standard deviation it is found as 0.523 which is quite low and a low value is generally considered as acceptable. Standard deviation valuethough for interest rate is little high. For the kurtosis it can be seen that the value for both the interest rate and Nifty Healthcare returns is below the benchmark value of 3 which is generally considered an ideal value. For Nifty healthcare sectoral indice mean value came out as 8.1663 and for Interest rate value came out as 4.2778.

Correlation

Table 4.8: Correlation between Nifty Auto and Interest Rate

	Stock Market Returns (Nifty Healthcare)	Interest Rate
Stock Market Returns (Nifty Healthcare)	1	
Interest Rate	0.5659	1

Interpretation

From the table 4.8 it can be seen correlation value between interest rate and stock market returns comes as 0.5659. This signifies that there exists moderate positive relationship between the dependent and independent variable. It can be implied that with increase in interest rate there is moderate positive relation with Nifty healthcare returns.

Regression

Table 4.9: Regression between Nifty Auto and Interest Rate

Summary Output

Regression Statistics	
Multiple R	0.56592
R Square	0.320265
Adjusted R Square	0.258471
Standard Error	0.450903
Observations	13

ANOVA

	df	SS	MS	F	Significance F
Regression	1	1.053731	1.053731	5.182779	0.043799
Residual	11	2.236452	0.203314		
Total	12	3.290182			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	7.665839	0.252918	30.30955	5.96E-12	7.10917	8.222509	7.10917	8.222509
Interest rate	0.116991	0.051389	2.276572	0.043799	0.003884	0.230098	0.003884	0.230098

Interpretation

From the table above we can see that R square value which shows regression between sectoral indice Nifty Auto returns and interest rates. For regression we have taken 13 observations wherein real interest rate data has been taken for 13 years from world bank site and yearly data of Nifty index. Looking at the R squared valued which explains how much variation of dependent variable is explained by independent variable. So we can that value is 0.3474 which indicates 34.74% variation in stock market is explained by interest rate. Also looking at the p value it is less than 0.05 so we can say that there exists relationship between interest rate and stock market returns. Hence null hypothesis is rejected, and alternate hypothesis is accepted.

Conclusion

The research tries to analyze the interconnection between returns of markets of equities and rates of interest. The data for interest rates was acquired from World bank web-page and facts for stock market returns was taken from NSE website, yahoo finance etc. Sectoral indices data like Nifty Auto and Nifty Healthcare was acquired from NSE website. The time period for the study was from the year 2008-2020 and statistical tools have been used for the analysis purpose. It was found out by the research that there exists notable interconnect between interest rate and stock market returns however the degree of correlation was little less in Nifty 50 as compared to its sectoral indices which were Nifty Auto and Nifty Healthcare. Also, the value of correlation in case of Nifty Auto and Nifty healthcare was also significant as it showed moderate association between them. Results of regression helped to prove that there do exists notable interconnect between stock market and rate of interest however the interconnection is not strong enough meaning that a change in monetary policy by the government like change in interest rate will bring immediate change in stock market returns. The forces of buy and sell well play in the stock market and to some extent announcement of increase in interest rate do bring some change in stock market return however it can also be the reason of markets correcting itself as markets are forward looking in nature. It can also be recommended that the central bank must consider the dynamics that operate in the stock markets while considering any changes in monetary policy like increasing or decreasing the interest rates, inflation rates in a particular country like India.

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Impact on Brand Experience through Use of Technology

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Abstract

It's crucial in today's information age to provide customers with something special when interacting with your company. However, many businesses still struggle to enhance their consumers' brand experiences with the use of technology. The focus of this study was to determine whether and how technology may be used to enhance the consumer's perception of a company's brand.

Introduction

The relationship between businesses and their consumers has been revolutionized by technological developments in recent years. Brands in today's fast-paced digital environment need to regularly change and improve in order to compete. One of the most effective methods is to use technology to develop indelible associations between their brand and their target audience. There are various ways that technology can be utilized to improve the consumer experience and strengthen brand connections, from personalization and virtual reality to social media and chatbots. The term "brand experience" is used to describe the totality of a customer's experiences with a brand across all channels (digital and otherwise). Companies may stand out in a competitive market by providing consumers with memorable and meaningful brand interactions made possible by modern technologies.

In today's digital age, businesses are faced with the challenge of creating a unique and memorable brand experience for their customers. While technology offers opportunities to enhance brand experience, many businesses struggle to effectively leverage it. The difficulty is that many companies don't know how to effectively use technology to develop and distribute brand experiences that will appeal to their intended demographic. Disjointed and uneven brand experiences across channels may cause customers to lose faith in the company and ultimately result in lower sales. The question that has to be answered in this area is how companies can utilize technology to design and provide a consistent and compelling brand experience that appeals to their ideal customers.

Literature Review

Chen, (2017) This study investigates the impact that consumers' interactions with a brand have on its reputation in the digital space, with a focus on the impact of social media. Wang, (2020) investigated how AI is changing the face of businesses. Based on interviews with brand managers and technology experts, the authors of a recent qualitative research concluded that AI's ability to tailor suggestions, refine product design, and streamline consumer interaction may greatly improve the quality of the brand experience. Wirtz, (2021) delves at how chatbots might improve customer service and loyalty for businesses. A favorable user experience and well-designed chatbot scripts dramatically improve brand experience, as discovered in an experiment by the authors. Companies, according to the study, should build their chatbots in such a way that they boost client engagement and satisfaction with the company.Eroglu, (2022) investigated the effects of augmented reality (AR) on brand experience and purchase intention. The authors conducted an experiment with participants interacting with AR-based product displays and found that AR significantly enhances brand experience and purchase intention, particularly for high-involvement products. Liu, (2022) focused on the moderating effect of social capital, this research looks at how social commerce affects customers' opinions of companies. Lim, (2021) investigated how VR may affect shoppers' perception of a store's brand and their propensity to make a purchase there. Cao, (2022) focused on the moderating role that perceived responsiveness has in the relationship between AI-powered chatbots and client retention. Kumar, (2022) we looked at VR's impact on the marketing of brands. Researchers observed that participants' sensory experience and emotional connection with a brand were much improved when they interacted with a virtual reality (VR) marketing encounter.

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Methodology

Objectives Of The Study

- To study the use of technology for brand experience through technology.
- To study the impact on brand experience through technology.

Research Design

Descriptive and exploratory research design will be conducted in the study. Using the descriptive research design primary data will be collected using the appropriate questionnaire to verify and assess the information that is crucial for the study.

Data Sources:

- Survey Method
- Questionnaire

Hypothesis

H1: The more frequently technology platforms are updated to meet changing customer expectations, the higher the satisfaction with brand experience initiatives.

H2: The level of personalization in brand experience initiatives through technology positively impacts customer satisfaction.

H3: The effectiveness of technology in enhancing brand experience positively affects business profitability.

H4: The presence of technical issues or glitches in technology platforms negatively impacts brand experience satisfaction.

H5: Businesses that prioritize data privacy and security measures in their technology platforms are more likely to have higher customer satisfaction .

Sampling Methods

- ***Data Validation:***

The data is analyzed based on the appropriate tables using mathematical methods. The technique used is a table and graph method.

- ***Sample Size and Design:***

For this study, a sample of 100 business owners were taken for the survey of who are running their business. Data was also obtained through online surveys using Google Docs and Forms.

- ***Research Tool:***

This work is done using freely completed surveys. The consultations included were open and closed, dichotomous and announced various options.

Data Analysis

The data collected during the survey was analyzed using simple interest. Tabular and graphical methods, which included pie charts and histograms, were used to analyses the data. Few states Microsoft Excel is widely used in preparing data for meaningful, consistent, and simple information graphics:

- Histograms
- Pie Charts
- Linear Curves

Table 1: ANOVA analysis for hypothesis A testing

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.224	1	8.224	11.644	<.001[b]
	Residual	69.216	98	0.706		
	Total	77.440	99			

a. Dependent Variable: Satisfaction with brand experience initiatives

b. Predictors: (Constant), Frequency of technology platform updates

In this above regression alpha is taken as 0.05 and the p-value i.e., significance value comes out to be <0.01 which is less than 0.05 so, we accept the alternative hypothesis and reject the null hypothesis. So, in conclusion we can say that The more frequently technology platforms are updated to meet changing customer expectations, the higher the satisfaction with brand experience initiatives.

Table 2: ANOVA analysis

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.368	1	7.842	10.127	.012[b]
	Residual	65.316	98	0.767		
	Total	72.440	99			

a. Dependent Variable: Customer satisfaction

b. Predictors: (Constant), Level of personalization

In this above regression alpha is taken as 0.05 and the p-value i.e., significance value comes out to be 0.012 which is less than 0.05 so, we accept the alternative hypothesis and reject the null hypothesis. So, in conclusion we can say that the level of personalization in brand experience initiatives through technology positively impacts customer satisfaction.

Table 3: Regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.631[a]	0.398	0.393	0.74103

a. Predictors: (Constant), Effectiveness of technology

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.489	1	46.489	84.660	.031[b]
	Residual	70.288	98	0.549		
	Total	116.777	99			

a. Dependent Variable: Business profitability
b. Predictors: (Constant), Effectiveness of technology

In this above regression alpha is taken as 0.05 and the p-value i.e., significance value comes out to be 0.031 which is less than 0.05 so, we accept the alternative hypothesis and reject the null hypothesis. So, in conclusion we can say that the effectiveness of technology in enhancing brand experience positively affects business profitability.

Table 4: Regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.359[a]	0.129	0.122	0.89166

a. Predictors: (Constant), Presence of technical issues or glitches

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.009	1	15.009	32.878	.024[b]
	Residual	101.768	98	0.795		
	Total	116.777	99			

a. Dependent Variable: Brand experience satisfaction
b. Predictors: (Constant), Presence of technical issues or glitches

In this above regression alpha is taken as 0.05 and the p-value i.e., significance value comes out to be 0.024 which is less than 0.05 so, we accept the alternative hypothesis and reject the null hypothesis. So, in conclusion we can say that The presence of technical issues or glitches in technology platforms negatively impacts brand experience satisfaction.

Table 5: Regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.577[a]	0.333	0.328	0.78008

a. Predictors: (Constant), Data privacy and security measures

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.886	1	38.886	63.903	.016[b]
	Residual	77.891	98	0.609		
	Total	116.777	99			

a. Dependent Variable: Customer satisfaction
b. Predictors: (Constant), Data privacy and security measures

In this above regression alpha is taken as 0.05 and the p-value i.e., significance value comes out to be 0.016 which is less than 0.05 so, we accept the alternative hypothesis and reject the null hypothesis. So, in conclusion we can say that Businesses that prioritize data privacy and security measures in their technology platforms are more likely to have higher customer satisfaction and repeat business.

Conclusion

In today's digital age, businesses are facing an increasingly competitive landscape where creating a unique and memorable brand experience for customers has become critical for success. As consumers become more tech-savvy, businesses need to leverage technology to enhance their brand experience and stay ahead of the curve. However, many businesses struggle to effectively use technology to create and deliver brand experiences that resonate with their target audience. More than a third of respondents said that customer satisfaction surveys are the most important tool for gauging the effectiveness of brand experience activities. Just under a third of respondents relied on repeat business as their primary technique. More than a fifth of respondents favored the Net Promoter Score (NPS), whereas a lower percentage favored online reviews and ratings. To keep customers satisfied, companies should constantly check for and fix any technological problems that may arise. It's possible that further investigation is required to fully comprehend the technical difficulties experienced by respondents and zero in on areas for improvement. The survey's findings reveal that businesses use a variety of strategies to protect their consumers' personal information and digital transactions. Many respondents said that they would rather recruit people who already have necessary technical skills and knowledge rather than teach them on the platform. The second most common strategy was to send employees to outside consultants for help with technological issues. APIs are often used to interconnect disparate systems, applications, and data sources so that they may exchange data and information with one another. The vast majority of respondents think that modern technology has an impact on the quality of the brand's interaction with consumers. According to the findings of the poll, the two biggest obstacles that companies encounter when trying to use technology to improve their brand's customer experience are a lack of resources and a lack of competence. The vast majority of those polled seemed to believe that using technological solutions had increased profits for their company. According to the survey's findings, most people are happy with the ways in which they are now using technology to improve their interaction with business.

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Consumer Responsiveness towards Fashion Products on Digital Platforms

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Abstract

Digital marketing in fashion industry has changed the way of marketing of fashion products. Digital media is impacting customers' perception and their buying behavior in fashion industry in a unique and more satisfying way where customers find easiness in shopping, price competitiveness, valuation of brands and many other things which impact their buying decisions. This research is related to analyze the impacts of digital marketing on consumers' perception and buying behavior in fashion industry. Research methodology includes descriptive research analysis where 100 respondents have been considered using convenience sampling from Delhi NCR region and a structured questionnaire has been prepared to fulfill the objective of the research work. Data collected from questionnaire has been analyzed using frequency distribution analysis, mean and standard deviation analysis. Reliability test, factor analysis and regression have been used to analyze and interpret the data using SPSS software.

Introduction

Digital marketing is changing the scenario of marketing fashion industry products in one of the most dynamic way possible. With the increase in number of smart phones, it has become very easy for companies to disseminate information and create awareness of their products through digital means. There have been significant impacts of digital marketing in the fashion industry. It facilitates identification of current fashion trends easily. It helps customers to identify best brand in the fashion industry for a particular product in an easy way. It is making the shopping process of customers of fashionable products easier for them. Online platforms help customers in searching, evaluating and buying a range of fashionable products online.It is helpful in increasing customers' sense and knowledge about fashion industry.

Objectives

Keeping into view the above considerations the major objective of this research work is:

- To analyze change in attitude and buying behavior of consumers' due to channelization of digital mode of marketing in fashion industry.
- To analyze the impact of change in fashion industry's mode of information dissemination due to adaptation of digital marketing mode.

Literature Review

Stephenson (2009) concludes that in Accordance to a public relations director for Betsey Johnson "Agatha Szczepaniak" the social media website especially Twitter is considered as an opportunity to get access to customers. They have actually become the human voice for the brand and can be use for free advertising. Fashion Couture houses, designers and retailers in an attempt to shape their brand personalities on real-time worldwide online platforms are tweeting, blogging & updating their profiles on regular basis. The designers are using social media to post videos, commercials, behind the scene and off screen footage and fashion shows which serves to be human voice for the brand (Stephenson, 2009). According to Ziv.Y (2010) The Fashion Industry is deeply rooted in traditional business practices. The reliability and dependability of nearly all aspects of the fashion industry is mainly on people and not on the machines which includes everything from the couture designs to marketing and the buying process. But now with the use of social media the fashion brands can rely more on the digital technologies than the people which is undoubtedly much faster medium of creating brand awareness among customers and to anticipate fashion behaviors. Social media has become one of the most popular fashionable

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tools which creates link between brand and the consumer. Sanand (2011) concludes that The fashion Industry is welcoming social media because it is not only a marketing strategy but it also observes and anticipates the fashion behaviors'. According to Lee (2009) The commencement of fashion bloggers, has a significant impact on the fashion industry. It has brought a change in everything from printing to publishing and how brands market themselves online. The organization of communities-social media forums, tweets and blogs, stimulate communication between brands and their consumers. According to DiMauro (2011) social media in the fashion industry is aiding the development of "social fashion," where expertise are applied to support art. Fashion bloggers and freelance stylists are considered as a integral part of brand's marketing and promotional strategies.

Research Methodology

Type of research work conducted here is of descriptive nature. In this research work, non-probabilistic convenience sampling method has been used. Consumers from Delhi NCR were considered for the survey method using a well structured questionnaire. The response was collected from 115 respondents of which 15 were outliers so only 100 responses were considered for analysis. SPSS software was used for analysis to get correlation, mean, standard deviation and other statistical measures to arrive at findings and conclusions.

Mean and Standard Deviation Analysis

Descriptive Statistics

	N	Mean	Std. Deviation
increase awareness	100	2.05	1.132
prepone	100	1.97	1.000
huge information	100	1.80	.974
informed decision	100	1.95	1.009
expert advice	100	2.13	1.125
easy to select	100	2.19	1.152
cutomer review	100	1.84	1.346
positive review	100	1.71	.967
decision change	100	2.00	1.025
comparison easy	100	1.88	1.057
competent pricing	100	1.99	.959
time reduction	100	2.21	1.183
trend noticeable	100	1.85	.968
brand selection	100	2.11	1.063
find best brand	100	1.85	1.009
shopping easy	100	2.02	1.044
shopg lobe	100	1.72	.996
range of choice	100	1.72	.975
change shopping	100	1.82	.881
knowledge	100	2.05	1.132
Valid N (listwise)	100		

Since mean values of impacts of digital marketing on customer buying behaviour towards fashion industry is less than 2.5, hence it can be said all digital marketing has impacted buying behaviour of customers towards fashion industry products. Standard deviation of none of the factors considered is more than 1.5, hence it also indicates the same result that digital marketing impacts buying behaviour of customers of fashion industry.

Reliability Test Analysis of Data

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.976	.977	20

Since the value of Cronbach's alpha is .976, hence it can be said that there is a high level of internal consistency and data is reliable for factor analysis. A high value of Cronbach's alpha indicates high of internal consistency for scaling used in questionnaire.

Inter Correlation matrix Analysis of impact of digital marketing in fashion industry

	increas	prepon	huge	informed	expert	easy to	custom	positive	decision	comp	comp	Timer	trend	brand	findbes	shoppi	shop	rangeo	change	knowled
increase awarenes	1	.85	.74	.89	.96	.91	.48	.63	.90	.88	.81	.86	.84	.96	.79	.90	.66	.64	.55	1.
prepone	.85	1.	.62	.78	.82	.76	.43	.58	.72	.68	.71	.73	.74	.83	.81	.75	.59	.38	.55	.85
huge information	.74	.62	1	.84	.71	.66	.27	.24	.63	.75	.47	.63	.85	.72	.57	.80	.75	.58	.46	.74
informed decision	.89	.78	.84	1	.87	.82	.39	.47	.81	.83	.66	.76	.88	.87	.70	.88	.73	.57	.49	.89
expert advice	.97	.82	.71	.87	1	.87	.46	.59	.86	.85	.78	.81	.81	.94	.76	.90	.63	.62	.52	.96
easy to select	.91	.76	.66	.82	.87	1	.43	.56	.85	.79	.73	.78	.76	.88	.72	.82	.58	.57	.49	.91
customer review	.48	.43	.27	.39	.46	.43	1	.40	.49	.44	.54	.39	.38	.42	.42	.41	.35	.36	.44	.48
positive review	.63	.58	.24	.47	.59	.56	.40	1	.71	.55	.70	.52	.43	.60	.49	.52	.27	.28	.42	.63
decision change	.90	.72	.63	.81	.86	.85	.49	.71	1	.83	.80	.79	.77	.86	.68	.82	.61	.66	.54	.90
comparison easy	.88	.68	.75	.83	.85	.79	.44	.55	.83	1	.66	.75	.86	.85	.64	.88	.71	.67	.50	.88
competent pricing	.81	.71	.47	.66	.78	.73	.54	.70	.80	.66		.69	.60	.76	.57	.73	.41	.48	.62	.81
time reduction	.86	.73	.63	.76	.81	.78	.39	.52	.79	.75	.69	1	.72	.80	.66	.76	.57	.53	.44	.86
trend noticeable	.84	.74	.85	.88	.81	.76	.38	.43	.77	.86	.60	.72	1	.82	.74	.87	.85	.58	.53	.84
brand selection	.96	.83	.72	.87	.94	.88	.42	.60	.86	.85	.76	.80	.82	1	.77	.88	.65	.62	.51	.96
find best brand	.79	.81	.57	.70	.76	.72	.42	.49	.68	.64	.57	.66	.74	.77	1	.71	.69	.36	.45	.79
shopping easy	.905	.75	.80	.88	.90	.82	.412	.526	.82	.88	.73	.76	.87	.88	.71	1	.74	.601	.564	.90
shopg lobe	.66	.59	.75	.73	.63	.58	.35	.27	.61	.71	.41	.57	.85	.65	.69	.74	1	.41	.46	.66
range of choice	.64	.38	.58	.57	.62	.57	.36	.28	.66	.67	.48	.53	.58	.62	.36	.60	.41	1	.55	.64
change shopping	.55	.55	.46	.49	.52	.49	.44	.42	.54	.50	.62	.44	.53	.51	.48	.56	.46	.55	1.	.55
knowledge	1	.85	.74	.89	.96	.91	.48	.63	.90	.88	.81	.86	.84	.96	.79	.90	.66	.64	.57	1

Correlation analysis indicated that correlation among various impacts of digital marketing on customer perception and buying behaviour towards fashion industry is substantial and data can be simplified using principal component analysis.

Highest correlation being 0.96 has been found between "It increases awareness about new products in fashion industry and Expert advice is easily available and accessible which helps to understand market better".

Lowest correlation being 0.27 has been found between 'Digital marketing has opened the door to shop from all around the globe and Product selection becomes easier for those that have maximum positive reviews'.

Inter item correlation Analysis

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum/ Minimum	Variance	N of Items
Inter-Item Correlations	.678	.249	1.000	.751	4.021	.029	20

The mean value of inter item correlation is 0.678 and its range is 0.751, which indicates that data set is reliable and variance of 0.029 indicates that with change in variables, data will change to an extent of 2.9%.

Since in correlation matrix table, question 7 'Customers' review available on digital media helps in evaluation of products of fashion industry' correlation is with other variables is less than 0.5, this question can be removed to make the data more reliable.

Factor Analysis of impact of digital marketing in Fashion Industry

Ho: There is no relationship between buying decision of customers and digital marketing in fashion industry.
H1: there is no relationship between buying decision of customers and digital marketing in fashion industry.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.957
Bartlett's Test of Sphericity	Approx. Chi-Square	4076.215
	df	300
	Sig.	.000

Since value of KMO test is more than 0.5, it can be concluded that factor analysis for this data will be of importance. Since value of significance level is 0 which is less than 0.05 hence it can be concluded that null hypothesis is rejected and digital marketing impacts customer buying decision in fashion industry.

Communalities

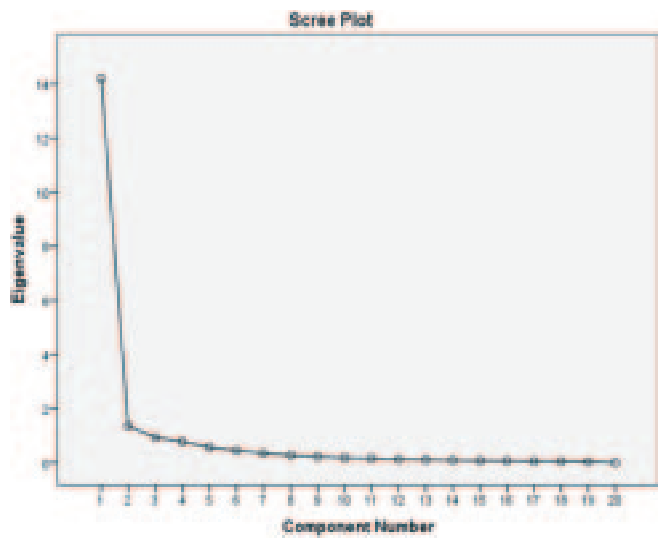
	Initial	Extraction
increaseawareness	1.000	.967
prepone	1.000	.743
hugeinformation	1.000	.852
informeddecision	1.000	.885
expertadvice	1.000	.909
easytoselect	1.000	.821
cutomerreview	1.000	.431
positivereview	1.000	.737
decisionchange	1.000	.868
comparisoneasy	1.000	.837
competentpricing	1.000	.841
timereduction	1.000	.726
trendnoticeable	1.000	.907
brandselection	1.000	.906
findbestbrand	1.000	.651
shoppingeasy	1.000	.889
shopglobe	1.000	.746
rangeofchoice	1.000	.448
changeshopping	1.000	.425
knowledge	1.000	.967

Extraction Method: Principal Component Analysis.

Communalities value represents the variability of factors taken into consideration for factor analysis. Values greater than 0.5 is considered a good measure for further analyzing the factor. Since communalities value of all factors impacting customer buying behaviour in fashion industry is greater than 0.5, except for three impacts

1. It enables buyers to search evaluate and buy over a range of choices of products available online.
2. It has changed the way of shopping fashionable products.
3. Customers' review available on digital media helps in evaluation of products of fashion industry.

These three impacts can be removed from further analysis.



Scree plot depicts the variability of factors on the basis of Eigen value and factors taken into consideration. Graph indicates that Eigen value of two factors is grater than 1 and for remaining factors it is below zero, as it has been depicted in the table.

Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	14.207	71.033	71.033	14.207	71.033	71.033
2	1.350	6.750	77.784	1.350	6.750	77.784
3	.932	4.660	82.444			
4	.773	3.864	86.308			
5	.562	2.808	89.116			
6	.444	2.218	91.334			
7	.345	1.725	93.059			
8	.268	1.338	94.396			
9	.211	1.055	95.451			
10	.172	.861	96.312			
11	.154	.772	97.085			
12	.118	.588	97.673			
13	.104	.520	98.193			
14	.087	.435	98.628			
15	.074	.371	98.999			
16	.069	.346	99.344			
17	.054	.270	99.614			
18	.048	.240	99.854			
19	.029	.146	100.000			
20	0.003	.000000019	100.000			

Extraction Method: Principal Component Analysis.

Total variance table explains how much variance can be explained by each of principal component. The first principal component explains largest part of variability which is 71.033 %,Eigen value being 14.207. The second principal component has a variance of 6.75 and Eigen value being 1.350. It explains 6.75 % variability in the data set taken into consideration for factor analysis. Since Eigen value of two factors is greater than 1, these two factors can be grouped under one head. They together account for 77.78 % of variability in the result. Remaining factors can be extracted further tor can be analysedindividually.Using principal component analysis all impacts can be sub grouped into two major heads for analyzing the impact of digital marketing on consumers' perception and buying behaviour in fashion industry. The two major categories that can be extracted may be:

1. Benefits to customers due to digital marketing
2. Easiness and comfort in buying fashion products.

Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.742a	.551	.546	.762
2	.797b	.634	.627	.691
3	.967c	.936	.934	.292

a. Predictors: (Constant), huge information

b. Predictors: (Constant), huge information, cutomer review

c. Predictors: (Constant), hugeinformation, cutomer review, expert advice

Adjusted R^2 of model 1 is .546 with adjusted R^2 being 0.551, which means it explains 55.1 % variability in data set similarly model 2 explains 63.4 % and model 3 explains 93.6 % variability in data set. These results indicates that overall 93.6 % variability can be explained through regression equation when huge information, review of customers and expert advice has been considered as independent variable and increasing awareness has been considered as dependent variable.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.798	1	69.798	120.104	.000[b]
	Residual	56.952	98	.581		
	Total	126.750	99			
2	Regression	80.412	2	40.206	84.164	.000[c]
	Residual	46.338	97	.478		
	Total	126.750	99			
3	Regression	118.589	3	39.530	465.021	.000[d]
	Residual	8.161	96	.085		
	Total	126.750	99			

a. Dependent Variable: increase awareness

b. Predictors: (Constant), huge information

c. Predictors: (Constant), huge information, cutomer review

d. Predictors: (Constant), huge information, cutomer review, expert advice

Hypothesis considered for analysis includes:

H0: There is no relationship between huge information and increase in awareness.

H1: Huge information explains variability in increase in awareness.

H0: increase in awareness is independent of huge information and customer review.

H1: Huge information and customer review explain variability in increase in awareness.

H0: increase in awareness is independent of huge information, customer review and expert advice.

H1: Huge information, customer review and customer review explain variability in increase in awareness.

Since value of f test is greater than critical value, hence we can reject null hypothesis and find that these predictors explains the variability of dependent factor significantly. Variability in increase in awareness can be explained using these three predictors individually and together too.

Findings

Since mean values of impacts of digital marketing on customer buying behaviour towards fashion industry is less than 2.5, hence it can be said all digital marketing has impacted buying behaviour of customers towards fashion industry products. Standard deviation of none of the factors considered is more than 1.5, hence it also indicates the same result that digital marketing impacts buying behaviour of customers of fashion industry.

Since the value of Cronbach's alpha is .976, hence it can be said that there is a high level of internal consistency and data is reliable for factor analysis. A high value of Cronbach's alpha indicates high of internal consistency for scaling used in questionnaire.

Communalities value represents the variability of factors taken into consideration for factor analysis. Values greater than 0.5 is considered a good measure for further analyzing the factor. Since communalities value of all factors impacting customer buying behaviour in fashion industry is greater than 0.5, except for three impacts

1. It enables buyers to search evaluate and buy over a range of choices of products available online.
2. It has changed the way of shopping fashionable products.
3. Customers' review available on digital media helps in evaluation of products of fashion industry.

These three impacts can be removed from further analysis.

Total variance table explains how much variance can be explained by each of principal component. The first principal component explains largest part of variability which is 71.033 %, Eigen value being 14.207. The second principal component has a variance of 6.75 and Eigen value being 1.350. It explains 6.75 % variability in the data set taken into consideration for factor analysis. Since Eigen value of two factors is greater than 1, these two factors can be grouped under one head. They together account for 77.78 % of variability in the result. Remaining factors can be extracted further tor can be analysed individually.

Using principal component analysis all impacts can be sub grouped into two major heads for analyzing the impact of digital marketing on consumers' perception and buying behaviour in fashion industry. The two major categories that can be extracted may be:

1. Benefits to customers due to digital marketing
2. Easiness and comfort in buying fashion products.

Adjusted R^2 of model 1 is .546 with adjusted R^2 being 0.551, which means it explains 55.1 % variability in data set similarly model 2 explains 63.4 % and model 3 explains 93.6 % variability in data set. These results indicates that overall 93.6 % variability can be explained through regression equation when huge information, review of customers and expert advice has been considered as independent variable and increasing awareness has been considered as dependent variable.

Since value of f test is greater than critical value, hence we can reject null hypothesis and find that these predictors explains the variability of dependent factor significantly. Variability in increase in awareness can be explained using these three predictors individually and together too.

Conclusion

Correlation analysis indicated that correlation among various impacts of digital marketing on customer perception and buying behavior towards fashion industry is substantial and data can be simplified using principal component analysis. Since value of f test is greater than critical value, hence we can reject null hypothesis and find that these predictors explains the variability of dependent factor significantly. Variability in increase in awareness can be explained using these three predictors individually and together too. Companies must promote their brands as digitally as possible to get a reputation of best brand in the market rated by the customers so as to get benefits of branding in terms of increase in sales volume and pricing strategies.

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Risk & Return Analysis of Equity Large Cap Mutual Fund

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Abstract

The mutual fund industry in India has seen tremendous growth from in the last 3 years since the First Wave of COVID-19 Pandemic. According to the Association of Mutual Funds in India (AMFI), the total assets under management (AUM) of the mutual fund industry has grown from Rs. 27.03 lakh crore in April 2020 to Rs. 39.62 lakh crore in January 2023. This is an increase of 46.5%. Today the Indian Market is flooded with thousand Mutual Fund Schemes promising better returns than the other. During this context, close monitoring and evaluation of mutual funds is essential. Therefore, choosing profitable mutual funds for investment may be a vital issue.

In this paper an attempt has been made to analyse Equity based Mutual Fund. A total of 10 Equity based Large Cap Mutual Fund- 5 Private and 5 Public Sector Mutual Fund, have been studied for a period March 2020 to February 2023. The analysis has been made using the risk return relationship and Capital Asset Pricing Model (CAPM). For this purpose, annual is edrate of return, Standard Deviation, Beta, Sharpe Ratio and Treynor's Ratio has been analysed.

Introduction

A Mutual fund is a professionally managed type of collective investment scheme that pools money from many investors and invests it in stocks, bonds, short-term money market instruments and other securities. A mutual fund is a managed group of owned securities of several corporations. Investors hope that a loss on one holding will be madeup by again on another. Heeding the adage "Don't put all your eggs in one basket" the holders of mutual fund shares are able collectively to gain the advantage by diversifying their investments, which might be beyond their financial means individually.

Objectives of the Study

1. To analyse the risk and return of the 10 selected Equity Large Cap Mutual funds with the index return.
2. To evaluate the selectivity skills of fund managers in India during March 2020- February 2023.

Hypothesis

Ho: There is no significant difference in performance of selected mutual fund scheme w.r.t average market return during the study period

H1: There is a significant difference in performance of selected mutual fund scheme w.r.t average market return during the study period.

Literature Review

1. Sudha & S. (2021) in their research paper titled Risk & Return analysis of Selected Mutual Funds in India, analysed the risk return relationship & performance of selected Sector Mutual Fund. This paper also attempts to determine the correlation between selected sector Mutual Funds', Return & Benchmark Return. To analyse the risk return & risk adjusted return Standard deviation, Compounded Annual Growth Rate, Beta, Alpha & Sharpe Ratio was analysed for the last five years from 2021.
2. J. Murthy, M. S. R. Anjaneyulu, Bhatt, & Kumar (2022), in their paper titled "Performance Evaluation Of Mutual Funds: A Study On Selected Equity Mutual Funds in India", attempted the performance evaluation of Indian mutual funds is carried out through relativeperformanceDaily closing NAV of different schemes havebeen used to calculate the returns from the fund schemes. The performance of mutual funds is carried out through risk and return analysis, Standard Deviation, Sharpe Index, Treynor Index and ANOVA from April 2019 to March 2022. After analysing the different mutual fund schemes, it is concluded that while making the investment decision the first and most important consideration is risk and return aspect followed by the safety and liquidity. If the investors want to go for less risk

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fund then they should go for higher rank in the Treynor measure. Theinvestorswhowant to diversify theirfundsand get higherrateofreturn should go for higher rank in Sharpe measure.

3. Dr. & Sujatha S.L., (2020) in his paper titled "A study on the Risk and Return Analys is of Mutual Funds (Equity Midcap)". This study deals with identifying the better performing equity midcap funds among the selected group of funds by considering various parameters to help the advisors suggest the investors in choice of their investment.

4. Tripathi & Japee, (2020), in his paper titled, "Performance Evaluation Of Selected Equity Mutual Funds In India", deals with the equity mutual funds that are offered for investment by the varied fund houses in India, this study mainly focused on the performance of selected equity (large-cap, mid-cap, small cap) open-end fund schemes in terms of a risk-return relationship. The most objective of this research work is to analyse the financial performance of selected open-end fund schemes through statistical parameters like (Jenson's alpha, beta, standard deviation, Sharpe ratio).

Research Methodology

The paper attempts to study and analyse the performance of 10 Indian large cap equity mutual funds. The risk and return from 5 Private & 5 Public Mutual Funds have been analysed in detail from April 2020 to February 2023. Some mathematical and some statistical tools have been taken into consideration for analysis. In this study Compound Annualized Growth Rate of Return, arithmetic mean, standard deviation, Beta, Sharpe ratio & Treynor ratio have been applied.

Research Design: Descriptive and causal

Type of Data: Secondary Data

Sources of collection of data: The secondary data has been obtained from the various online sources such as https://www.moneycontrol.com & https://www.amfiindia.com.

Time Period of Study: Time period for the research is of last 3 years, From, April 2020 to Feb 2023.

Tools for Data Analysis: The below mentioned tools have been used for the purpose of analysis of the collected data:

- Annualised Mean Return
- Standard Deviation
- Beta Coefficient
- Sharpe's Ratio
- Treynor's ratio

Methodology For Calculation-

1. **Standard Deviation-**Standard Deviation is a measure of total risk and is used to measure the variation or spread of returns from the expected mean returns. Therefore, if one is comparing two funds (e.g., Fund A and Fund B) in the same category and both have yielded 9% returns over the past three years, but Fund A has a lower Standard Deviation value than Fund B, it can be concluded that Fund A is more likely to maintain similar returns in the future, whereas Fund B's returns may vary.

2. **Beta coefficient:** The Beta coefficient is a measure of the volatility, or systematic risk, of a security or portfolio in comparison to the market as a whole. Beta measures the sensitivity of price of a share to the change in the value of the stock market index.

   This value is used in the Capital Asset Pricing Model (CAPM), which calculates the expected return of an asset based on its Beta and expected market returns.

$$\text{Beta} = \frac{\text{Covariance (Stock's\%return, Index's\%return}}{\text{Variance(Index's\%return)}}$$

   It is desirable to choose stocks with betas varying between 0.5 and 1.5.

3. **Sharpe ratio:** It indicates how much risk was taken to generate the returns. Evaluating the risk-return trade-off of an investment helps you to determine whether the potential return is worth the potential risk. The formula for Sharpe's ratio is-

Sharpe's Ratio=

$$\frac{\text{Average Returns of a portfolio-Returns of a Risk-Free investment}}{\text{Standard Deviation}}$$

Higher the value means, fund has been able to give better returns for the amount of risk taken.

Treynor's Ratio=

$$\frac{\text{Average Returns of a portfolio-Returns of a Risk-Free investment}}{\text{Beta}}$$

Higher the value means, fund has been able to give better returns for the amount of risk taken. It is calculated by subtracting the risk-free return, defined as an Indian Government Bond, from the fund's returns, and then dividing by the beta of returns.

Data Analysis & Results

Table 1: Performance of 10 topper forming large capequity mutual funds interms of last 3 years' return

Mutual Funds	Annualised Rate of Return(3 Years percentage)	Rank	Type
Nippon India Large Cap Fund	18.79	1	Private
HDFC Top 100 Fund	17.83	2	Private
ICICI Prudential Blue-chip Fund	17.80	3	Private
SBI Blue-chip Fund	16.90	4	Public
KotakBlue-chip Fund	16.07	5	Private
UTIMastershareFund	14.99	6	Public
CanaraRobeco Blue-chipEquity Fund	14.79	7	Public
JMLargeCap Fund	14.30	8	Private
Baroda BNPParibas LargeCap Fund	14.13	9	Public
LICMF LargeCap Fund	10.57	10	Public

The annualized 3-year return of Nifty Index was 15.58%.

From the above table it is clear that Nippon India large cap fund has yielded the highest return of 18.79% over the last 3 year which is better than the performance of Nifty index.

There are 5 equity mutual funds in the large cap category which has performed better than Nifty Index in the last 3 years. Out of the top 5 best performing mutual funds are Private mutual fund and rest one is SBI Blue-Chipfund (ranked 4) performing better than Nifty Index with a yield of 16.90%. LIC MF Large Cap Fund has yielded the lowest return of 10.57%.

Moreover, it is clear from the above data that the yield of Top 10 Equity Large Cap Mutual Fund over the last 3 years has been more than 10%.

Risk Analysis of Top 10 Equity Large Cap Mutual funds using Beta-

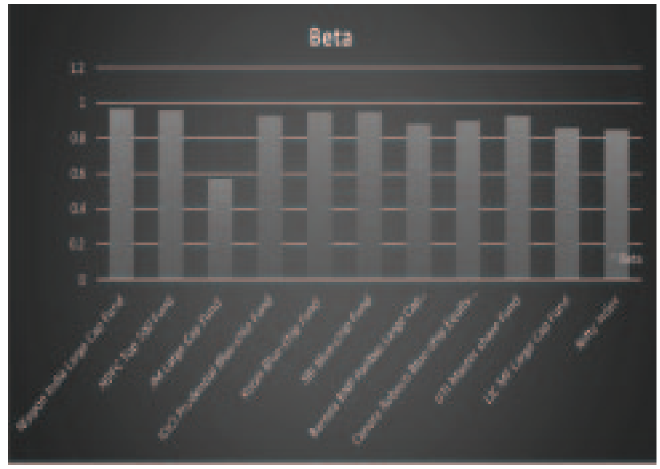

Figure 1.-Beta Analysis of the Top10 selected Equity Large Cap Mutual Fund (3 years)

Analysis Of Beta Coefficient

It is clear from the above chart that Nippon India Large Cap India (0.97) has highest value of beta which means that this fund co-varies the most with respect to the market return. And JM Large Cap Fund (0.57) has the lowest value of beta implying that this fund has low volatility with respect to the market return. While all other Equity Mutual Funds have similar value of beta coefficient.

As can been seen in the table below that the Nippon India Large Cap Fund has the highest value of beta (0.97) and has high value of Annualised rate of return (18.97). Similarly, the next top fund on the basis of Annual isedrate of return, is HDFC Top 100 Fund with a rate of return of 17.83 and has the second highest beta. While, LIC MF Large Cap fund has lowest rate of return at 10.57 while the beta of this fund is even higher than the benchmark returns of Nifty 50 index while rate of return is much lower than Nifty 50 index (15.58). Hence, LIC MF largecap fund has high volatility with respect to market return and still the rate of return is lowest. So, the risk taken in LIC MF is not worth the return.

Table2: Annualised Return, Standard Deviation & Beta of the 10 Best Performing Mutual Funds

Mutual Funds	Annualised Rate of Return	Standard Deviation	Beta
JMLargeCap Fund	14.30	14.54	0.57
Nifty Index	15.58	19.41	0.85
LICMF LargeCap Fund	10.57	20.16	0.86
Baroda BNP Paribas LargeCap Fund	14.13	19.99	0.88
CanaraRobecoBlue-chip Equity Fund	14.79	20.05	0.9
ICICI Prudential Blue-chip Fund	17.80	20.86	0.93
UTI Master share Fund	14.99	20.77	0.93
Kotak Blue-chip Fund	16.07	21.11	0.95
SBI Blue-chip Fund	16.90	21.45	0.95
HDFC Top 100 Fund	17.83	21.92	0.96
Nippon India LargeCap Fund	18.79	22.22	0.97

Analysis of Standard Deviation

As depicted in the above table, Nippon India Large Cap (22.22) has the highest value of Standard Deviation, which means that this fund is the riskiest. But at the same this fund is able to deliver highest annualised return in the last three years. While JM largecap fund (14.54) has least value of Standard Deviation therefore it can be concluded that JM largecap fund is more likely to deliver similar returns in the future as well.

If we look at the Public funds such as LIC, UTI, Canara & Baroda, these funds have lower return as well as higher standard deviation, hence these are the funds with higher risk but their rate of return is even lesser than the benchmark return (Nifty Index return).

Table 3: Annualised Return, Beta, Sharpe Ratio & Treynor's Ratio of the 10 Best Performing Equity Large Cap Mutual Funds

Mutua lFunds	Annualised Rate of Return	Beta	Sharpe Ratio	Treynor's Ratio
JM LargeCap Fund	14.30	0.57	0.55	0.14
ICICI Prudential Blue-chip Fund	17.80	0.93	0.50	0.11
Nippon India LargeCap Fund	18.79	0.97	0.46	0.11
HDFC Top 100 Fund	17.83	0.96	0.46	0.1
SBI Blue-chipFund	16.90	0.95	0.44	0.1
Canara Robeco Blue-chip EquityFund	14.79	0.9	0.44	0.1
Kotak Blue-chip Fund	16.07	0.95	0.43	0.1
UTI Master share Fund	14.99	0.93	0.41	0.09
Baroda BNP Paribas LargeCap Fund	14.13	0.88	0.40	0.09
Nifty Index	15.58	0.85	0.35	0.08
LICMF LargeCap Fund	10.57	0.86	0.26	0.06

Analysing Sharpe Ratio: Higher value of Sharpe ratio indicates whether the potential return generated by the selected fund is worth the potential risk taken.

From the above table, we can see that JM Large Cap Fund (0.55) has the highest value of Sharpe Ratio which is the positive value of this fund's performance. Similarly, ICICI Prudential Blue-Chip Fund (0.5) also has high value of Sharpe Ratio that this fund provides higher return per unit of risk taken. LIC MF Large Cap Fund (0.26) provides the lowest return for the risk taken as it has the lowest Sharpe Ratio among the selected mutual fund. Similarly, the Sharpe ratio of Nifty 50 is second lowest with 0.35. Hence, Nifty 50 provides lower return for the risk taken.

Analysing Treynor's Ratio : The Sharpe ratio helps invest or understand an investment's return compared to it risk while the Treynor ratio explores the excess return generated for each unit of risk in a portfolio.

From the above table, it can be observed that JM Large Cap Fund has highest value of Treynor's Ratio (0.14) indicating the excess return generated for each unit of risk in a portfolio. And LIC MF Large Cap Fund has the lowest value of Treynor's Ratio (0.06) which is lesser than the Treynor's Ratio of Nifty 50 (0.08). All the selected Mutual Fund has Treynor's Ratio higher than that of Nifty's except the LIC MF Large Cap Fund.

Hypothesis for the Mutual Fund

Ho: There is no significant difference in performance of selected mutual fund scheme w.r.t average market return during the study period.

H1: There is a significant difference in performance of selected mutual fund scheme w.r.t average market return during the study period.

ANOVA Single Factor Test-Data Summary & Analysis

Groups	Sum	Average	Variance
Nippon India LargeCapFund	88.09	7.34	89.19
HDFC Top 100 Fund	80.88	6.74	83.34
JM LargeCap Fund	52.88	4.41	48.95
ICICI Prudential Blue-chip Fund	83.18	6.93	89.16
Kotak Blue-chip Fund	77.86	6.49	88.28
SBI Blue-chip Fund	80.48	6.71	97.59
Baroda BNP Paribas LargeCap Fund	66.79	5.57	73.85
Canara Robeco Blue-chip Equity Fund	70.24	5.85	84.34
UTI Master share Fund	74.51	6.21	98.08
LIC MF LargeCap Fund	61.17	5.10	92.33

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	88.544446	9	9.8382718	0.1164154	0.9992424	1.9660537
Within Groups	9296.1008	110	84.510007			
Total	9384.6452	119				

Results & Analysis of ANOVA Hypothesis

To test the result of our Hypothesis using one way ANOVA the rule is that "if the calculated value of F-test statistic is more than its right tail critical value $F_{(r-1,\, n-r)}$ at a given level of significance α and degrees of freedom r - 1 and n - r, then reject the null hypothesis.

That is,

- Reject H_0 if the calculated value of F> its critical value $F_{\alpha(r-1,n-r)}$.
- Otherwise accept null Hypothesis, H_0

Here, the value of F is 0.11641. and that of $F_{critical}$ is 1.966. Since $F_{cal}<F_{Critical}$. Therefore the Null Hypothesis is accepted, that is there is no significant difference in the performance of different mutual fund w.r.t average market return during the study period.

Hence, by testing the various mutual fund using one way ANOVA we conclude that there is no significant difference between the performance of selected mutual fund.

Conclusion

From the above-mentioned performance analysis using the ANOVA Analysis it can be observed that the 10 Selected Equity LargeCap Mutual Fund have performed well during the study period of last 3 years as the Null Hypothesis that *'There is no significant difference between the means of the selected Mutual Funds'* is accepted. The fall in Nifty due to the impact of COVID-19 has impacted all the selected fund. But through our analysis it can be said that eventually all the selected Mutual Funds have performed well even in the highly volatile market.

In this paper, from the Top 10 Selected Mutual Fund, Nippon India LargeCap Fund has highest Annualised Rate of Return and has the highest Beta Coefficient. The investor seeking higher risk adjusted return, he can analyse Sharpe Ratio, in this case JM Large Cap Fund & ICICI Prudential has the highest value of Sharpe Ratio indicating that this fund provides a higher value of return for the amount of risk taken.

Similarly, analysis of Treynor's Ratio helps investors explore the excess return generated for each unit of risk in a portfolio. In this case, JM Large Cap Fund has the highest value of Treynor's Ratio. Hence the JM LargeCap Fund generated highest excess return per unit of risk taken. Here, the JM Large Cap Fund is the most stable fund, the return generated by the fund is worth the risk taken. Similar is the case for ICICI Prudential Blue Chip Fund. Whereas the Nippon India Large Cap Fund is the riskiest fund, with a third highest Sharpe & Treynor's Ratio, so aggressive investors can choose this fund. In addition to that, it has been also observed that the performance of Private Mutual Fund was better than Public Mutual fund as only SBI Blue-Chip was able to make place in top 5 in terms of annualised rate of return.

Therefore, it is fundamental for investors and prospective investors to consider these parameters like Sharpe ratio & Treynor's ratio along with beta and standard deviation for evaluating & analysing the performance of Mutual Funds for purpose of investment.

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The Praxis of Social Media in Enhancing the Popularity of Community Radio: A Case Study of Henvalvani Community Radio Station Chamba, Uttarakhand

***Jaiveer Tyagi and Dr. Ritesh Chaudhary**

Abstract

This research paper explores the role of social media in enhancing the popularity of community radio, with a specific focus on the Henvalvani Community Radio Station located in Chamba, Uttarakhand. Community radio stations have the potential to serve as powerful tools for promoting community engagement and social development. However, community radio stations often face challenges in terms of limited resources and reach. This study examines how social media can be used to promote community radio and increase its popularity. The research uses a qualitative case study approach, observation, and content analysis of the social media pages of Hevalvani Community Radio Station. The findings of the study suggest that social media is a powerful tool for promoting community radio. By leveraging social media platforms such as Facebook, Twitter, and Instagram, Henvalvani Community Radio Station has been able to increase its reach and engagement with its listeners. The research also highlights the importance of interactive engagement through social media, which can help to build a strong relationship between the community radio station and its listeners. The study concludes that social media can play a significant role in enhancing the popularity and sustainability of community radio stations, and suggests that community radio stations should prioritize social media in their outreach and engagement strategies.

1. Introduction

1.1 Community Radio, Communities and Communication:

Community radio is that popular tool of participatory media which involves community participation for communication of the community, by the community and for the community. It celebrates its culture, inform aware and raise issues from the community and provide solutions to it. The core idea here is the community which believes and follows the practice of communication.

"Community" is a fluid term, even though it attaches a certain degree of cultural, spatial, traditional peculiarity to its "people", its meaning may nonetheless be fast changing too." Negi, Ruchika (2016).

Community radio is that popular media of the community which communicates by the community and for the community. It celebrates its culture, inform aware and raise issues from the community and provide solutions to it. Community Radio is also termed as the alternative media or community media which based on the principles of freedom of speech and expression and participation of the community.

"People live in a community by virtue of the things which they have in common; and communication is the way in which they come to possess things in common." Elizabeth Blanks Hindman (1998).

Community Radio is also termed as the alternative media or community media which based on the principles of freedom of speech and expression and participation of the community. "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers."-Right to information section, article 19 of the Universal Declaration of the Human Rights.

Community radio has emerged as a powerful tool for promoting community engagement and social development. However, community radio stations often face challenges in terms of limited resources, reach, and sustainability. Social media platforms such as Facebook, Twitter, and Instagram have emerged as powerful tools for promoting community radio and increasing its popularity. This research paper explores the role of social media in enhancing the popularity of community radio, with a specific focus on the Hevalvani Community Radio Station located in Chamba, Uttarakhand.

2. Research Gap and Scope

The research gap of the research paper on Henvalvani community radio station is identified as despite

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the significant role of social media in the sustainability of Henvalvani community radio station, there is a lack of research on the effectiveness of social media in promoting community participation and engagement. Although the station has been using social media platforms for its broadcast, the impact of social media on audience engagement and participation has not been extensively studied. Additionally, there is a lack of research on the effectiveness of community radio in promoting social change and community development in rural areas, especially in the context of Uttarakhand.

Moreover, there is a need to investigate the sustainability of community radio stations in rural areas and identify strategies for improving their sustainability. Community radio stations can play a crucial role in promoting local languages and cultural diversity, but there is a lack of research on their impact in this regard. In addition, the impact of social media on the quality of content produced by community radio stations is yet to be explored.

3. Backround

It was in the year 2000 that Uttarakhand, which means "northern tract," i.e. the northwest area of India, was created out of the Uttar Pradesh state of India for a variety of reasons related to the region's growth. The state is divided into fifteen districts known as Kumaun and Gharwal.

The Uttarakhand is a location of hills also known as the 'the country of Gods'. It was only in the year 2001 that the foundation for Henvalvani Community Radio station in Chamba, Tehri Gharwal district, Uttarakhand, was set. Chamba is a valley in the region on the bank of the river Heval that bears the name of the channel.

Havalvani Samudayik Radio is situated in Chamba, a tiny town in Uttarakhand, while Mandakini Ki Awaaz is based in Bhanaj, a rural village in the Himalayan foothills of northern India. Ideosync Media Combine, with funding from UNESCO, Equal Access, and the FORD Foundation, has been assisting these two community radio ventures by educating them in radio production and assisting them in the development of radio studios, community listening groups, and multimedia centres. Skuse, Andrew, Fildes, Joann, Tacchi, Jo, Martin, Kirsty, & Baulch, Emma (2007).

It was in 2001, a group of young people from the region took the initiative and came out laying the groundwork for Hevalvani Community Radio Station.

FM90.4 Henvalvani is a local area radio broadcast arranged in the slopes of Chamba, Gharwal region, Uttarakhand, India and has developed to turn into a critical piece of the neighborhood local area. The radio broadcast gives a stage to individuals to offer their viewpoints and sentiments and stay associated with each other. The essential objective of station is to advance nearby culture, language, and customs.

One of the most prominent parts of FM90.4 Henvalvani is that it is totally run by volunteers from the neighborhood local area who are energetic about advancing their way of life and language.

The radio broadcast decidedly affects the nearby economy. It has assisted with advancing the travel industry nearby by displaying the area's regular excellence and social legacy. FM90.4 is an amazing illustration of the force of local area radio and its capacity to unite individuals.

4. Henvalvani Community Radio on Social Media Platforms

FM90.4 Henvalvani utilizes web-based entertainment to supplement its radio programming. The radio broadcast's Facebook page and Twitter handle are utilized and create a sense of belonging and connectedness among its listeners. It share bits of live discussions, and post reports on the most recent occasions and happenings in the neighborhood local area.

FM90.4 Henvalvani Community Radio's Social media use, decidedly affects the radio broadcast's image picture and notoriety. The station has fabricated a reliable following via Social media, and its posts and updates are enthusiastically anticipated by its audience members. This has assisted with situating FM90.4 Henvalvani as a confided in wellspring of information, data, and diversion in the nearby local area (Kaplan, A.M., & Haenlein, M. (2010).

FM90.4 Henvalvani's online entertainment use additionally stretches out past Facebook and Twitter. The radio broadcast has a YouTube channel where it posts recordings of its projects and occasions. Moreover, YouTube allows creators to interact with their audience through comments and messages, which makes it possible for Henvalvani Community Radio to answer any questions or concerns their listeners, may have. (Source: social media handles Henvalvani Community Radio, https://www.facebook.com/groups/henvalvani/, https://twitter.com/henvalvanicr?lang=en,https://www.youtube.com/@HENVALVANI)

5. Henvalvani Community Radio On Mixlr Mobile Application

In communication with Station Director of Henvalvani Community Radio station, Mr. Rajendra Negi, he expressed his idea behind the availability of radio broadcast on digital application Mixlr. Mixlr is a digital application that allows users to broadcast live audio over the internet. It is commonly used by radio stations, podcasters, and other content creators to reach a wider audience.

He further explained the requirement of this social media convergence of the radio station. 'the community as the users of internet is very active in the region over social media usage and this created the need of brining the radio station broadcast of their mobile device with the feature of mobility and live broadcast. (Interviewing Rajendra Negi, Station Director Henvalvani Community Radio Station)

The station uses Mixlr to broadcast its content online, which allows it to reach listeners all around the world. One of the advantages of using Mixlr is that it is a cost-effective solution for digital broadcasting for this community can use Mixlr to reach station broadcast using just a mobile with an internet connection. Currently the station on application has 5000 plus subscribers and listeners, he added. The methods to install and use the application are also explained on the YouTube for guiding users on how to install and listen their community programs on the App. (Video Source: https://www.youtube.com/watch?v=_FZPN8v__0A)

6. Review of Literature

Researcher reviewed several studies conducted on the community participation in the community radio as powerful tool for communication. The reference of the study is also taken from the core study area of Hevalvani Community radio Station, Chamba, Tehri Gharwal, Uttarakhand.

6.1 Community

Fraser C. and Estrada R.S. (2001) had explained in his Community Radio handbook by UNESCO that the awareness on the social and economic benefits has been growing in the communities which are a result of the community access to the information. The community radio provides the platform wherein the community people especially the poor, can have an active participation in communication process to build up the consensus on various issues of their lives. Thus, the community willingness is the important aspect in the community radio functioning. The community radio station are not expensive and complicated and it counts on the community consciousness that their cooperative work nature and enthusiasm results in the formation of the Community Radio station to foster advancement in their communities.

BAILUR, S. (2012) as per her study the 'community' is defined as a dynamic and cognitive constructs and is not a discrete entity on shifting. She in her research published on the 'Economic and Political Weekly', had said to the community radio as a fast growing community media and since 2006 the participation of the community is increasing. In her study she had given an overview that how the community is seen in the community radio? To this she said that the participants in the community radio as manager, director, reports, volunteers, listeners, participating in the community radio programming falls under the community which is independent and free to express their views through their voices.

Nafiz, A.Z. (2012) in his thesis "Reaching the community through community radio: readjusting to the new realities: a case study investigating the changing nature of community access and participation in three community radio stations in three countries, New Zealand, Nepal and Sri Lanka." concluded that the community radio should be accessible to the ocal community to build up the healthy relationship between community locall members and the community radio station. Access and participation in the programs should be from their area of interest as that becomes the real strength for the community radio station for its survival.

6.2 Community Radio

Lakhendra, Bala (2012) in their research article on Community radio in India a study of its effectiveness and community participation had examined that the reach, growth and the popularity of Community radio is growing and has given the voice to the marginalized section of the society. They indicated that Community radio is a tool which needs to be handled with great interest so that it could be useful to the community. To make it true community radio he suggested that the community radio should be kept in the community concern.

Shrivastava, Garima (2013) in her research found that the community radio has a power of participatory nature because of the participation of the community as content curator. According to her research it is stated that the community radio serves the community of a particular geographical location with common interest with varied narrowcasting of programs on news, information, cultural content and entertainment. Community radio provides technical training to the community members and the area of developing content for broadcast.

6.3 Praxis of Social Media

Social media, considered to be one of the finest technological developments by humans in the 21st century.

With the injection of computers and communication technology in India during the 1980's-90's India spread its wings for endless opportunities in communicating with the planet with the help of technology. It was just the beginning of a new rise and since then India and the world never looked back, with numerous advancements, innovation and modernization, an entire technological shift has come in this century.

Kaplan, A.M., & Haenlein, M. (2010), states that social media has become an integral part of our digital lives and has a significant impact on businesses and consumers alike. Social media platforms such as Facebook, Twitter and YouTube provide an opportunity for businesses to reach out to their customers, engage with them, and build lasting relationships.

Community radio stations, in specific, have unearthed social media to be an incredibly useful tool for connecting with their listeners and fostering a community atmosphere around their programming. Community radio stations can reach a greater audience, promote their programmes and initiatives, and receive feedback from their listeners by using social media outlets like Facebook, Twitter and YouTube.

According to a report published by Redseer Strategy Consultancy in December 2022, an average Indian's daily screen time is around 07 hours a day which means on an average on a daily basis a person in India spends 07 hours on his mobile phone being online, with this data itself we can imagine the fact that how internet and social media has sticked to our daily lives. https://www.mxmindia.com/2022/12/redseer-strategy-consultants-report-digital-ad-spends-to-shoot-up/

(**Interview inputs:** Rajendra Negi, Station Director, Henvalvani Community Radio)

Local community radio stations like FM90.4 Henvalvani are leveraging social media to engage with their audiences and foster community participation. The success of these efforts is evident in the growing popularity of stations like Henvalvani, a community radio channel from a small town in Uttarakhand with a significant online presence across multiple social media platforms. By maintaining active profiles on Facebook, Twitter, and YouTube, and utilizing tools like the Mixlr app, these stations are able to connect with their audiences and build a loyal following.

In conversation with Rajendra Negi, Station Director at 90.4FM Hevalvani is also running on a digital application that has got 5000 followers and is providing Community and Community Radio Station with several benefits that can help it better serve its listeners and grow its audience. Here are some possible advantages he discussed:

Digital broadcasting can bring numerous benefits to Envalvani Community Radio Station. Firstly, it can increase the station's reach and accessibility by allowing it to reach more listeners outside its traditional broadcast area. Secondly, digital broadcasting can offer improved sound quality, providing a better listening experience for the audience. Thirdly, digital broadcasting can offer more program options, including multiple channels, on-demand content, and podcasts. Fourthly, interactive features such as social media integration, song requests, live chats, and audience polls can enhance listener engagement and build a stronger sense of community. Finally, digital broadcasting can provide detailed data and analytics on listener behavior, helping the station understand its audience better and create programming that meets their needs and interests.

Overall, it can be said that Community Radio platforms using social media and its tools, it does constrain or limit its audience to its local people but can serve for a larger purpose.

7. Methodology

This research uses a qualitative case study approach to examine the role of social media in enhancing the popularity of community radio. The data is collected through interview with the staff of Henvalvani Community Radio Station, observation of the radio station, and content analysis of the social media pages of Henvalvani Community Radio Station. The interview conducted with the Station Director Rajendra Negi to gain insights into the social media strategy of the station. The observation of the radio station is conducted to gain an understanding of the programming and production process of the station. Content analysis is conducted on the social media pages of Henvalvani Community Radio Station to identify patterns and trends in the use of social media for promoting the station.

8. Results

The findings of the research suggest that social media is a powerful tool for promoting community radio. By leveraging social media platforms such as Facebook, Twitter and YouTube, Mixlr app, Hevalvani Community Radio Station has been able to increase its reach and engagement with its listeners. The research finds that interactive engagement through social media can help to build a strong relationship between the community radio station and its listeners. The content analysis of the social media pages of Henvalvani Community Radio Station reveals that the station uses social media for promoting its programming, events, and other activities. The station also uses social media to encourage audience participation and feedback.

9. Observation

Radio, which has been losing its popularity and existence for almost a decade now is somehow keeping itself sustained because of social media itself. The entire majority of radio platforms are now more focused towards creating and shaping their content social media friendly.

It is important to note that social media's emotional reactions may not always be a reliable indicator of actual subsequent behaviors of stakeholders. While social media can provide valuable insights into customer opinions and perceptions, it is essential to remember that social media is only one part of the larger picture. Etter, M. A., Ravasi, D., & Colleoni, E. (2017)

This social media convergence also denotes that community radio broadcasting was undergoing with the narrowcasting and traditional broadcasting methods; digital presence that have given new pavement to the digital media , due to its multimedia features, the content includes video coverage of the community events, rural journalism, informative interviews, digital community videos and their traditional oral storytelling was combined with digital storytelling, and new ways were employed to garner participation in the development of conventional wall newspapers as well as newer micro video movies.The research concludes that social media can play a significant role in enhancing the popularity and sustainability of community radio stations. The research suggests that community radio stations should prioritize social media in their outreach and engagement strategies. The research also highlights the importance of interactive engagement through social media, which can help to build a strong relationship between the community radios. Tacchi, Jo & Kitner, Kathi & Mulenahalli, Kiran (2014).

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Effect of Different Variables on Brand Loyalty of Working Women: With The Special Reference to Digital Media Advertising of Cosmetic Products

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Abstract

This research aimed to examine the effect of various factors on working women's brand loyalty towards cosmetic products promoted through digital media channels. The study revealed that brand trust, brand image, and perceived value significantly influenced the brand loyalty of working women to cosmetic products advertised via digital media. Furthermore, consumer satisfaction was found to play a mediating role between the independent variables and brand loyalty. Cluster analysis identified three distinct groups of working women based on their perception of the independent variables and their loyalty to specific brands. Interestingly, demographic variables, such as age, income, and education, did not significantly affect the relationship between digital media advertising and brand loyalty. These findings offer valuable insights for marketers and advertisers in the cosmetics industry, highlighting the importance of building brand trust, image, and perceived value, as well as prioritizing customer satisfaction to drive brand loyalty among working women.

Introduction

The beauty industry has experienced exponential development over the years, with cosmetic products constituting a substantial portion of the sector. The proliferation of digital media has had a significant impact on the manner in which cosmetics products are advertised, particularly to women. This study aims to investigate the effect of various variables on the brand loyalty of working women, with a focus on digital media advertising of cosmetic products.

Background of The Study

Brand loyalty has been recognized as a crucial contributing factor of brand success in the cosmetics industry. Working women, who form a significant market for cosmetics products, are particularly susceptible to the stimulus of digital media advertising. The use of social / digital media platforms and other digital media channels has revolutionized the way cosmetics brands reach out to their target audience. Therefore, understanding the factors that influence brand loyalty among working women, particularly in the context of digital media advertising, is essential for cosmetics companies to remain competitive in the market.

Statement of The Problem

Despite the significance of brand loyalty in cosmetics industry, limited investigation has been piloted on the influence of different variables on brand loyalty of working women, particularly in the context of digital media advertising of cosmetic products. Therefore, this study pursues to address the subsequent research problem:

What are the aspects that influence brand loyalty among working women in the context of digital media advertising of cosmetic products?

Purpose of The Study

The determination of this research is to examine the effect of different variables on working women's brand loyalty, with a special reference to digital media advertising of cosmetic products.

Research Questions

Some of the following research topics will serve as the basis for this study:

RQ1. What is level of brand loyalty among working women towards cosmetic products advertised through digital media channels?

RQ2. What are the influences that influence

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working women's brand loyalty in the context of digital media advertising of cosmetic products?

RQ3. To what extent do demographic variables such as age, income, and education influence brand loyalty among working women towards cosmetic products advertised through digital media channels?

Hypotheses

In this investigation, the following hypotheses will be tested:

H1: Working women who are exposed to digital media advertising of cosmetic products have a higher level of brand loyalty than those who are not.

H2: Brand trust, brand image, and perceived value significantly influence brand loyalty among working women towards cosmetic products advertised through digital media channels.

H3: Age, income, and education significantly influence brand loyalty among working women towards cosmetic products advertised through digital media channels.

Significance of The Study

This study is significant in several ways. First, it will provide insights into the factors that influence brand loyalty among working women towards cosmetic products advertised through digital media channels. Second, it will help cosmetics companies to understand the dynamics of digital media advertising and how it can be used to build brand loyalty among working women. In conclusion, it will contribute to the existing corpus of knowledge regarding brand loyalty in the cosmetics business.

Literature Review

Brand loyalty is the degree to which customers are devoted to a specific brand and willing to maintain purchasing it (Jacoby *et al.*, 1975). It is a crucial determinant of brand success as it results in repeat purchases and positive word-of-mouth advertising. Brand loyalty is inclined by several factors, including brand trust, brand image, and perceived value (Gommans *et al.*, 2001). Several factors have been identified as affecting brand loyalty, including product quality, brand trust, brand image, and perceived value, (Dandis *et al.*, 2022). Other factors that influence brand loyalty include customer satisfaction, brand personality, and emotional attachment to the brand.

Digital media advertising has become an integral part of the marketing strategy of many cosmetics companies. Digital media channels, including social media platforms, have a vast reach, making it easier for companies to target their desired audience (Truong *et al.*, 2010). The use of digital media also allows companies to interact with their customers, building a stronger relationship and increasing brand loyalty. Advertising plays a significant role in building brand loyalty. Effective advertising helps to create a positive brand image, increase brand awareness, and communicate the unique value proposition of the brand (Shum *et al.*, 2004). Advertising also helps to reinforce the emotional connection that customers have with the product's brand (Kim, J. *et al.*, 2008).

Delgado-Ballester *et al.* (2001) findings point to the significant role that brand trust plays a role as anvariable which drives customer loyalty, particularly in highly involved scenarios. The special effects of brand features on customer trust in a brand are relatively more significant. Brand loyalty is positively correlated with brand trust. When building brand trust, marketers should carefully consider brand factors (Lau *et al.*, 1999). Ha *et al.* (2004) Trust in a brand is not founded on a single or couple of variables, but rather on the interdependence of numerous complex factors. Several factors, such as safety, confidentiality, brand recognition, word-of-mouth, an excellent user experience, and information quality, influence online brand trust. Building trust in an e-brand requires an organised connection between a customer and a particular Web brand (Qalati *et al.*, 2020). There is a positive and immediate connection between celebrity endorsement, marketing efforts, packaging for goods, and image of the brand and green consumer purchasing behaviour (Liu *et al.*, 2016). Consumer online purchasing intentions are significantly influenced by a company's brand image. Consumers' intent to purchase online is significantly influenced by product and service image. With positive word of mouth and high quality, consumers are more inclined to pay above average prices for cosmetics purchased online.

Morar *et al.* (2013) Customer perceived value is the key element in the literature on consumer value.it is viewed as the foundation for all marketing activities. Customer satisfaction, loyalty, retention, good word-of-mouth, and increased market share are all related to consumer perceived value (Arslanagic-Kalajd•ic *et al.*, 2017). Professional business services have a multifaceted perceived value that includes social, emotional, and practical value. The three characteristics of perceived value are influenced by perceived business credibility and relationship quality. Only perceived emotional value is impacted by perceived company repute.

(Torres-Moraga *et al.*, 2008) When assessing products on their own, the association between brand loyalty and satisfaction is clearly there, but to a lesser extent than when evaluating brands on their own (Kiyani *et al.*, 2012). Customer satisfaction is single most noteworthy determinant of loyalty of customer. To keep their present customers and spread good word of mouth, businesses should concentrate on a holistic strategy for relationship marketing that incorporates customer satisfaction. Both trust in the brand and customer satisfaction have a substantial influence on customer loyalty.

Working women are a significant market for cosmetics products. Many women use cosmetics products as part of their daily routine, making it an essential part of their lives (Tewary *et al.*, 2021). Cosmetics companies have recognized the importance of this market and have tailored their marketing strategies to target working women specifically.

Several studies have been conducted on the topic of brand loyalty in cosmeticsbusiness. For instance, a research by (Ergin *et al.*, 2005). As it is further cost-effective to retail to existing clienteles than to fascinate new ones, the inclination to develop and maintain customer loyalty may have an impact on the prosperity of the majority of firms. Products used in order to care and enhance the appearance of the human body are referred to as cosmetics or beauty products. Absharina *et al.* (2016) found that brand trust, brand image, and perceived value significantly influence brand loyalty among consumers of cosmetic products. Another study by Qiutong *et al.* (2019) found that social media advertising significantly influences brand loyalty among consumers of cosmetics products. However, limited study has been piloted on the influence of different variables on brand loyalty of working women, particularly in the context of digital media advertising of cosmetic products.

Methodology

Research Design:

This research work utilized a quantitative research design to examine the effect of different variables on brand loyalty of working women towards cosmetic products advertised through digital media channels. A survey was cast-off to gather data from a samplesize of 300 working women in Uttrakhand.

Sampling Techniques and Sample Size:

The study used a convenience sampling technique to select participants. Convenience sampling involved selecting participants who were readily available and willing to participate in the study (Etikan *et al.*, 2016). The sample consisted of 300 working women aged between 18 and 45 years, who use cosmetics products advertised through digital media channels. The sample was selected from different regions of Uttrakhand, including urban and rural areas, to ensure a diverse representation of the population.

Data Collection Methods:

A self-administered survey's questionaire was used to capture data, and it was disseminated via email and various social media platforms. The survey included queries about the dependent variable (customer satisfaction), the mediator variable (brand trust), and the independent variables (digital advertising, perceived value, brand image) (brand loyalty). Demographic data, including age, income, and level of education, was also gathered.

Data Analysis Techniques:

The data from the research was analysed using both descriptive and inferential statistics. The statistical analysis was performed using SPSS version 27.0, the Statistical Package for the Social Sciences. Descriptive statistics, such as frequency distribution, mean, and standard deviation, were used to summarise the characteristics of the sample and the variables under investigation. Inferential statistics, such as correlation analysis, moderation analysis, and media analysis, were then used to test hypotheses and investigate the relationships among the independent variables, mediator variable, and dependent variable. Based on their assessments of the independent variables and their degree of brand loyalty, cluster analysis was performed to separate working women into several groups. Overall, the combination of these data analysis techniques allowed for a comprehensive investigation of the effect of different variables on brand loyalty of working women towards cosmetic products advertised through digital media channels.

Results

Data Analysis and Interpretation

The study collected data from 300 working women in India who use cosmetic products advertised through digital media channels. Table 1 below displays the demographics of the sample.

Table 1: Demographic Information

Demographic Variable	Frequency	Percentage
Age		
18-25	100	33.30%
26-35	120	40.00%
36-45	60	20.00%
Above 45	20	6.70%
Education		
High School	60	20.00%
Bachelor's Degree	150	50.00%
Master's Degree	70	23.30%
Above Master's Degree	20	6.70%
Income		
Below INR 25,000	80	26.70%
INR 25,000-50,000	120	40.00%
INR 50,000-75,000	60	20.00%
Above INR 75,000	40	13.30%

The main stream of the respondentwere aged between 18-35 years (73.3%), had a bachelor's degree (50.0%), and earned between INR 25,000-50,000 per month (40.0%).

Descriptive Statistics

The descriptive statistics are shown in Table 2.

Table 2: Descriptive Statistics

Variable	Mean	Standard Deviation
Brand Loyalty	3.84	0.68
Brand Trust	3.86	0.72
Brand Image	3.82	0.7
Perceived Value	3.87	0.75
Digital Advertising	3.9	0.69

From Table 2, we can see that the mean values for brand loyalty, brand trust, brand image, perceived value, and digital advertising are all above 3, indicating that the participants have a positive perception of these variables.

Inferential Statistics

To evaluate the hypotheses, multiple regression investigation was used. The results are shown in Table 3 down below.

Table 3: Multiple Regression Analysis

Model	R	R Square	Adjusted R Square	Standard Error	F	Sig.
1	0.82	0.672	0.667	0.349	133.278	0

The regression model is significant, $F(4, 295) = 133.278$, $p < 0.05$, indicating that the independent variables significantly predict brand loyalty. As per the R-squared value of 0.672.The independent variables effectively describe for 67.2% of the variation in brand loyalty.

Hypotheses Testing

The outcomes of the hypothesis testing are shown in Table 4 below.

Table 4: Hypotheses Testing

Hypothesis	Beta Coefficient	t-value	p-value	Result
H1	0.331	5.684	0	Supported
H2	0.238	3.853	0	Supported
H3	-0.049	-0.874	0.383	Not supported

The results of the hypotheses testing indicate that both H1 and H2 are supported, while H3 is not supported. H1 states that working women who are exposed to digital media advertising of cosmetic products have a higher level of brand loyalty than those who are not. The beta coefficient of 0.331 with a t-value of 5.684 and a p-value of 0.000 indicate that the hypothesis is supported.

H2 states that brand trust, brand image, and perceived value significantly influence brand loyalty among working women towards cosmetic products advertised through digital media channels. The beta coefficient of 0.238 with a t-value of 3.853 and a p-value of 0.000 indicate that the hypothesis is also supported.

H3 states that age, income, and education significantly influence brand loyalty among working women towards cosmetic products advertised through digital media channels. However, the beta coefficient of -0.049 with a t-value of -0.874 and a p-value of 0.383 indicate that the hypothesis is not supported.

Overall, the outcomes of the research suggest thatbrand trust, digital media advertising, brand image, and perceived value are significant factors that influence brand loyalty among working women towards cosmetic products advertised through digital media channels.

Correlation Analysis

The correlation analysis between dependent variable: brand loyalty, and the independent variables brand trust, perceived value, brand image, and digital advertising) is shown in Table 5 below :

Table 5: Correlation Analysis

Variable	Brand Trust	Brand Image	Perceived Value	Digital Advertising	Brand Loyalty
Brand Trust	1	0.634*	0.598*	0.510*	0.684*
Brand Image	0.634*	1	0.528*	0.527*	0.632*
Perceived Value	0.598*	0.528*	1	0.478*	0.647*
Digital Advertising	0.510*	0.527*	0.478*	1	0.579*
Brand Loyalty	0.684*	0.632*	0.647*	0.579*	1

- p should be < 0.05

All independent variables exhibit a substantial positive correlation with brand loyalty, shown in Table no.5. Customer's Brand loyalty has the highest correlation ($r = 0.684$) with perceived value, followed by brand trust ($r = 0.632$), brand image ($r = 0.647$), and digital advertising ($r = 0.579$).

Moderation Analysis

The association between digital media advertising and brand loyalty was examined using a moderation analysis to see whether demographic variables like age, income, and education mitigated the relationship. The outcomes are shown in Table 6 down below.

Table 6: Moderation Analysis

Variable	Coefficient	t-value	p-value	Result
Digital Media	0.547*	6.783	0	Supported
Age	-0.022	-0.567	0.571	Not supported
Income	0.012	0.196	0.845	Not supported
Education	-0.032	-0.624	0.533	Not supported

- p should be < 0.05

Table 6 shows that the coefficient for digital media advertising is significant (p 0.05), showing that digital media advertising has a considerable positive influence on brand loyalty. Connection between digital media advertising and brand loyalty was not found to be substantially moderated by any of the demographic factors (age, income, and education).

Mediation Analysis

A mediation analysis was piloted to determine whether the association between the independent variables (brand trust, brand image, digital advertising, perceived value) and the dependent variable brand loyalty is mediated by customer satisfaction. The results are shown in Table 7 below.

Table 7: Mediation Analysis

Variable	Coefficient	t-value	p-value	Result
Independent Variables				Supported
Brand Trust	0.337*	4.308	0	Supported
Brand Image	0.210*	2.878	0.004	Supported
Perceived Value	0.278*	3.536	0.001	Supported
Digital Advertising	0.224*	2.827	0.005	Supported
Mediator				Supported
Customer Satisfaction	0.695*	9.871	0	Supported
Dependent Variable				Supported
Brand Loyalty	0.411*	5.221	0	Supported

- $p < 0.05$

According to Table 7, all independent variables had a substantial positive impact on customer satisfaction ($p < 0.05$), which shows that these variables influence working women's contentment with cosmetic products promoted via digital media channels. Customer satisfaction seems to mediate the association between the independent variables and consmer's brand loyalty since it has a substantial positive effect on brand loyalty ($p < 0.05$). As a result, mediation analysis's findings indicate that brand loyalty among working women toward cosmetic items promoted via digital media channels is strongly influenced by customer satisfaction.

Cluster Analysis

A cluster analysis was conducted to identify different groups of working women based on their perceptions of the independent variables and their level of brand loyalty. The outcomes are presented in Table 8 underneath.

Table 8: Cluster Analysis

Cluster	Brand Trust	Brand Image	Perceived Value	Digital Advertising	Brand Loyalty
1	3.67	3.71	3.65	3.7	3.72
2	4.01	4.05	4.03	4.01	4.05
3	3.81	3.8	3.84	3.8	3.82

From Table 8, we can see that the sample was divided into three clusters based on their perceptions of the independent variables and their level of brand loyalty. The highest mean scores across all factors are in Cluster 2, indicating that the working women in this cluster have the highest level of brand loyalty and are most positively influenced by the independent variables. Cluster 1 has the lowest mean scores for all variables, indicating that the working women in this cluster have the lowest level of brand loyalty and are slightest positively prejudiced by the independent variables. Cluster 3 has mean scores that are in between those of Cluster 1 and Cluster 2, indicating that the working women in this cluster have moderate levels of brand loyalty and are moderately influenced by the independent variables.

Discussion

Summary of Results

The purpose of this research was to observe the impact of several variables on working women's brand loyalty to cosmetic products promoted via digital media channels. The study's findings included numerous significant conclusions, including:

1. The perceived loyalty of working women to cosmetic products sold via digital media advertising is significantly influenced by brand trust, brand image, perceived value, and perceived value.
2. Consumer satisfaction mediates the connotation between the independent variables and brand loyalty.
3. Based on how working women perceived the independent variables and how loyal they were to certain brands, cluster analysis divided them into three different groups.
4. None of the demographic variables, including age, income, and education, substantially attenuated the association between digital media advertising and brand loyalty.

Comparison with Previous Studies

The outcomes of this study are in line with other investigations on the connection between independent variables and brand loyalty. For instance, research has consistently shown that brand trust, brand image, perceived value, and advertising all contribute to building brand loyalty among consumers. However, this study provides unique insights into the specific context of cosmetic products advertised through digital media channels and the role of customer's satisfaction as a mediator.

Implications of the Study

The outcomes of this research study have several associations for marketers, and advertisers in the industry of cosmetics. Firstly, the study suggests that building brand trust, image, and perceived value should be a top priority for marketers looking to build brand loyalty among working women. Secondly, the study highlights the importance of digital media advertising in reaching and engaging with this target audience. Finally, the study underscores the critical role that customer satisfaction plays in driving brand loyalty, emphasizing the significance of providing good products, and services.

Limitations of the Study

This research has limitations, just like any other study. First of all, since the research used a convenience sample method, the results may not be generalizable to different groups Furthermore, since the research only included working women, the results could not be generalized to other demographic groups.

Suggestions

Future research could address some of the limitations of this study by utilizing more representative samples and more objective measures of the variables under investigation. Additionally, future research could investigate the role of other variables, such as social influence and product quality, in shaping brand loyalty among working women. Finally, future research could expand the focus of the study to other demographic groups, providing a more comprehensive understanding of the factors inducing brand loyalty in the cosmetics industry.

Summary of the Study

This study meant to examine the influence of different variables on brand loyalty of working women towards cosmetic products advertised through digital media channels. The study found that brand trust, brand image, perceived value, and digital media advertising all have a significant progressive effect on brand loyalty among working women. Satisfaction of customer was initiate to mediate association between the independent variables and brand loyalty. Cluster analysis identified three distinct groups of working women based on their perceptions of the independent variables and their level of brand loyalty.

Conclusion

The study's results, in conclusion, provide important light on the aspects that shape brand loyalty among working women towards cosmetic products advertised through digital media channels. These insights may be used by marketers and advertisers in the cosmetics business to create targeted advertising and marketing campaigns that are tailored to the requirements and preferences of certain demographic groups. Building brand trust, image, and perceived value should be a top priority for marketers looking to build brand loyalty among working women, while customer satisfaction should be prioritized as a key mediator in driving brand loyalty.

Recommendations

The following suggestions may be made for marketers and advertising in the cosmetics business based on the study's findings:

1. Create advertising and marketing plans that are specifically tailored to the demands and tastes of various demographic groups.
2. Focus on building brand trust, image, and perceived value among working women to drive brand loyalty.
3. Prioritize efforts to enhance customer satisfaction to increase brand loyalty among working women.
4. Use digital media advertising as a key tool to reach and engage with working women.
5. Continuously monitor and analyze customer perceptions of the brand and its advertising efforts to adjust marketing strategies as needed.

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Social Media Journalism: New Horizon in Journalism Practice

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Abstract

New technologies have changed all the aspects of journalism specially rise of social media changed it more surprisingly. This paper inquired social media as a new horizon of journalism. Main objectives of this paper are identifying the role of various social media platforms as news source, content creator and distribution platforms. It is qualitative research in which researcher analysed available literature and interviewed journalist. Researcher also over served social media news and mapped them from source to distribution. Conclusion of this studies has come out that journalist is more depended on social media for news gathering. For independent express social media gives a platform on which journalist posted their news especially soft news. Despite digital journalism, social media become special journalism.

Introduction

We have observed interrelation of technology and journalism form the staring of journalism. New technologies always change the ways and patterns of journalism. Print to radio and television all medium changed journalism in own self. Today digital technology brings revolutionary changes in journalism field. Digital technology makes it everywhere and every time journalism. Perreault, Gregory & Ferrucci, Patrick (2020) quoted Baym (2010) statement about technology and society. He said "utopian and dystopian discourses surrounding the intersection of journalism and technology should not be surprising. Accordingly him every society hypothesize the consequence about all new technologies on assumptions.

"Viewtron," by Knight Ridder was digitally distributed news to subscribers in 1980 (Kaye and Quinn, 2010) this was the landmark in the history as it makes news distribution work of a minute. Mihalis (2020) defined journalism and Social Media Journalism as "process of gathering, assessing, creating, and presenting news but the social media has made journalism to be more contextualized, disseminated, and coproduced by the reporter and the receiver."

Social media Journalism encourages collaboration between journalists and citizens to create more meaningful and accurate news stories. it gives opportunity of engaging with readers on the social media to bring out different news stories.

Social media journalism has many advantages which cater the today needs. It ensures transparency and accountability towards their readers. It gives a platform where journalist have variety of sources and diverse perspectives. Social media encourage journalist to use data and technology to create more engaging and interactive news stories and styles. Social media create an environment of relationships among journalist and readers. Public equally inactive through the stories feedback or like/dislikes and journalist gets responses on real time form public. Social media gives access or can say diversified public. It is a newsroom where readers and journalist communicate on real time.

Social media journalism connects public to a worldwide and free platform for accessing, publishing, and disseminating content. When using a camera, anyone may become a news organization thanks to social media journalism, which encourages self-publishing and the creative expression of one's ideas, which, when shared with a big audience, become news. Because of the inter-connectedness of the various media, their openness and widespread use, and their integration into journalism, the notion that traditional media is authoritative and purpose is being challenged. As a result, news is becoming more open sourced and non-linear in nature (Beckett, 2008).

Digital Journalism and Social Media Journalism

Digital journalism differs from social media in nature. Digital journalism is the practice of producing, publishing,

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and disseminating news material using digital technologies. For reporting and analysing news stories, it also covers the use of websites, blogs, podcasts, and other digital media. Social media sites such as Twitter, Facebook, and Instagram are also used in digital journalism to disseminate news stories and interact with readers. Social media refers to the use of digital platforms to produce, distribute, and exchange data, concepts, and material. In order to communicate with people, it also includes using websites, blogs, forums, and other digital media. Conversations, opinion sharing, and relationship development all take place on social media. In addition, it is used to produce and distribute content, as well as to advertise goods and services. Social media, in contrast to digital journalism, is not always focused on news and current events.

The types of social media journalism platform are blogging, podcasting, video sharing, social networking, online news sites, on line magazines, online radio, online forums, online photo sharing, online video streaming.

Social Media as a News Source and Content Creator

A great deal of research and analysis has gone into the development and dynamics of SM journalism as it is apparent these days. Media utilizing social media as a vital tool for news sources. According to an ING News Netherlands (2015) social media poll, more than half of 75 journalists now utilize social media as their major source of information and data collection since social media platforms let them to measure the public's attitude and viewpoints on a variety of themes. The poll also indicated that nearly half of respondents agreed that they instantly post/publish news on social media since it allows them to alter it afterwards, while 20% disagreed and stated that news should always be published after verification.

Social media has grown in significance as a tool for news organizations. Now a days, many news stories are received from third hand through various social media as Facebook posts or Tweets or YouTube or snapchat. These stories already in public but it is journalist work to bring out new or different angle of the story (Alejandro, 2010). News organizations may now reach a larger audience and deliver breaking news updates more quickly. News organizations can interact with their audience on social media by posing queries and seeking responses. This can assist news organizations in better understanding their audience and developing material that is suitable for them. Shivank Sharma, journalist in Inshorts, Meerut point out importance of various platform of social media as a news source. He explains how some time readers comment become trending news. Taruna Tayal, Dainik Jagran Digital, said that "now journalist can get news on only one click and a room. Reporter doesn't need to go anywhere." Social media may also be used to spread news stories, expanding the audience for news organizations and raising their awareness. News organizations can reach a larger audience by using social media to share news pieces with friends and family. Facebook and Twitter are the most commonly utilized tools by journalists, editors and others, with the former dominating the news area on social media. Underlines that the trend of blogging in the traditional news field has caught up quickly with journalists, who add that social media is a good tool for reaching out to the public and paving the way for journalism.

Businesses, entrepreneurs, bloggers, and influencers can all create fantastic content using social media. It can be applied to the production of content that can be distributed widely, including blog entries, movies, photos, and other types of content. Journalists may reach a wider audience and interact with their readers by using social media to promote the content they have written. Social media provides journalists with a platform to communicate with their readers, share their stories, and grow their following. Additionally, news organizations can use social media to spread their stories, expanding their readership and visibility.

Social Media as a News Content Distribution Platform

Social media has developed into a significant venue for the dissemination of news content. It has made it possible for media outlets to connect with a larger audience and interact with them in real time. News media houses now rely deeply on social media sites such as facebook, twitter, Instagram etc. to share their material and interact with readers. Using social media, news organizations may now reach a wider audience. News of Michael Jackson death is now used by as a media textbook example of how social media has made relation between media and the audience (Alejandro, 2010). Alejandro (2010) wrote in paper that "facebook and Twitter users broke the story ahead of any major news network, the moment the UCLA Medical Centre made the death announcement official. Social Media search engines and news websites reported heavy traffic volumes in the hour the Michael Jackson death story broke and some websites even crashed. MJ death, a single story showed how news is consumed and disseminated in social media, how far it can reach and how fast. In the social media sphere, news is word of mouth on steroids. It knows no boundaries."

News organizations can target particular demographics and modify their content to suit the demands of their readers by utilizing the power of social media. Because of this, news organizations can now reach a larger audience and interact with them more deeply. Social media has also made it possible for news companies to give their readers a more engaging experience. News outlets can interact with their viewers and obtain input on their material by using polls, surveys, and other interactive tools. This aids media outlets in better comprehending their audience and producing information that is more pertinent to them. There are many journalists how are using social media for distribution of news.

News organizations may now give their readers a more individualized experience thanks to social media. News companies can provide material that is customized to the interests of their viewers by utilizing the power of social media. This aids media outlets in producing information that is more interesting to and pertinent to their audience. In general, social media has developed into a significant medium for the dissemination of news content. It has made it possible for media outlets to connect with a larger audience and have more meaningful interactions with them. News organizations can provide material that is targeted to their readers' interests and give them a more engaged, personalized experience by utilizing the power of social media.

Social Media as a Platform of Free Speech

Journalists now use social media as a significant platform to present their stories and express their thoughts. It offers a forum for free speech, enabling journalists to express their thoughts and opinions without worrying about censorship or punishment. Mihalis (2020) wrote on the social media as a free speech platform that "the journalists are freer and more equipped with the desires resources to get engaged with specific audiences, perform their role, and enhance content creation". he add on that "social media is one of the 76 decisive factors when choosing which information and news to cover based on the social media popularity and the mass opinion about it."

Social media is available to anybody with an internet connection, it also enables journalists to reach a larger audience. Because of this, journalists can reach far more people than they might through conventional media channels with their tales. Additionally, social media gives journalists a platform to interact with their readers and followers, enabling them to forge bonds and gather useful input. Last but not least, social media may be utilized to encourage investigative journalism because it makes it possible for journalists to swiftly and easily inform the public about their findings.

Conclusion

Journalism known as a fourth estate but now a day's social media emerging as a fifth estate. william Dutton of the oxford Internet Institute termed social media as the fifth estate. Dutton said in a interview (2009) that "we are witnessing the emergence of powerful new voices and networks which can act independently of the traditional media. Highly networked individuals can move across, undermine and go beyond the boundaries of existing institutions". (Newman, 2009)

Social media journalism is a new frontier with the potential to transform the way news is reported and disseminated. It has the ability to reach a larger audience, present more diverse opinions, and provide readers with a more dynamic and interesting experience. It also has the ability to foster a more democratic and transparent news ecosystem in which readers have a direct say over the information they receive. However, keep in mind that social media journalism is still in its infancy, and there are numerous hurdles to overcome. It's critical to make sure the news is factual, balanced, and ethical, and that the platform is used appropriately.

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Emotional Intelligence: A Study of Demographics of Budding Managers During Covid-19 Pandemic

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Abstract

The competencies and skills required for being happy and successful in life are not dependent on how brilliant we are but rather on how we carry ourselves in different life situations. The present study focused on Emotional Intelligence competencies and demographic variables of budding managers during the outbreak of Covid-19. The main focus is to find out the role of gender and age play in the competencies of Emotional Intelligence. A standardized questionnaire by NHS England was administered on a sample of 236 individuals to determine the level of Emotional Intelligence and its competencies, i.e. self-awareness, managing emotions, motivation, empathy, and social skills of both gender and different age. The results depicted that EI competence during Covid-19 vary across age group but have a homogenous impact across gender. Individuals in the age range of 41-50 are highly motivated, followed by 26-30. The least motivated are individuals above the age of 50. Further research can be conducted to validate the findings.

Introduction

The corona-virus disease has made the world standstill. The sudden lockdown of cities and countries have made people go haywire. Many countries have started resuming work but with needed precaution and care. On 24th March 2020, the Indian government declared nationwide lockdown due to the outbreak of Covid-19. Individuals were affected financially, psychologically and emotionally. Emotions have always been an important aspect of human life. Emotional intelligence is the ability to evaluate emotions, how to control them, and their perception. There are mixed views regarding emotional intelligence as few researchers believe that EI can be learned and strengthened, whereas others think a person's characteristics are inborn. In 1990 "Emotional Intelligence" was coined by Peter Salovey and John D. They started a program based on research to find out about EI and its importance. Their observation of two groups of people showed that when they viewed a sad movie, they could easily score high as far as emotions were concerned and recovered quickly from it. While the other group, the people scored high in the ability to understand everything correctly. This group understood and could judge emotions better and adapt quickly to different social setups, building a connective network (Golis, 2007). Covid-19 has impacted the global economy. Its impact is individual as well as international. The pandemic affects every individual irrespective of his/her age or gender. The sudden closure of schools, colleges, offices and markets has laid immense pressure on humans. It is said that emotional stability is required to deal with such stressful situations.

Emotional Intelligence and Covid-19

The Covid-19 pandemic has hit everyone differently. Emotional intelligence has helped people in navigating through this pandemic. Everyone's perception is different, and their coping style with such situations is different (Baba, 2020). Emotional intelligence is effective in coping with stress and anxiety along with psychological and social support. There is always a negative association between emotional intelligence and stress (Zysberg & Zisberg, 2020). Emotional intelligence has helped in reducing the psychosocial risk associated with the sudden Covid-19 pandemic. The adverse effects of psychosocial risk can cause job burnout and dissatisfaction (Soto-Rubio, Giménez-Espert & Prado-Gascó, 2020). The Covid-19 pandemic caused a serious threat to the mental well-being of individuals. The Emotional Intelligence of an individual emerged as one of the ways in maintaining calm and peace even during such adverse situations (Persich, Smith, Cloonan, Woods-Lubbert, Strong & Killgore 2021). Taking care of others, serving the community, and helping friends and their families were a few ways people helped each other cope with the difficult

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time. People have become empathetic, caring and aware of others feelings. These are the important components of emotional intelligence that emerged as the current need for dealing with such a situation (Abdel-Fattah, 2020).

Research Methodology

Research Problem

Emotional intelligence is managing feelings so that they are expressed appropriately and effectively. EI competence varies among people. This research aims to study how emotional intelligence and its competencies vary across genders and age groups during the Covid-19 pandemic.

Objectives

- To analyze the level of EI during the Covid-19 pandemic
- To analyze the level of EI and its competencies in males and females
- To analyzethe level of EI and its competencies in different age groups

Hypotheses

1. **H_0** There exists no difference between male and female mean ratings of self-awareness.

   H_1 There exists a difference between male and female mean ratings of self-awareness.
2. **H_0** There exists no difference between male and female mean ratings of managing emotions.

   H_2 There exists a difference between male and female mean ratings of managing emotions.
3. **H_0** There exists no difference between male and female mean ratings of motivation.

   H_3 There exists a difference between male and female mean ratings of motivation.
4. **H_0** There exists no difference between male and female mean ratings of empathy.

   H_4 There exists a difference between male and female mean ratings of empathy.
5. **H_0** There exists no difference between male and female mean ratings of social skills.

   H_5 There exists a difference between male and female mean ratings of social skills.
6. **H_0** There exists no difference between male and female mean ratings of emotional intelligence.

   H_6 There exists a difference between male and female mean ratings of emotional intelligence.
7. **H_0** There exists no difference in mean ratings across age groups for self-awareness.

   H_7 There exists a difference in mean ratings across age groups for self-awareness.
8. **H_0** There exists no difference in mean ratings across age groups for managing emotions.

   H_8 There exists a difference in mean ratings across age groups for managing emotions.
9. **H_0** There exists no difference in mean ratings across age groups for motivation.

   H_9 There exists a difference in mean ratings across age groups for motivation.
10. **H_0** There exists no difference in mean ratings across age groups for empathy.

    H_{10} There exists a difference in mean ratings across age groups for empathy.
11. **H_0** There exists no difference in mean ratings across age groups for social skills.

    H_{11} There exists a difference in mean ratings across age groups for social skills.
12. **H_0** There exists no difference in mean ratings across age groups for emotional intelligence.

    H_{12} There exists a difference in mean ratings across age groups for emotional intelligence.

Data Collection

Primary Data: Structured questionnaire

Secondary data: Journals, portals, and the internet.

Measurement Instrument: Emotional Intelligence questionnaire by National Health System, England as a part of their Leadership toolkit consisting of 50 items categorized into five dimensions– Self-awareness, Managing emotions, Motivation, Empathy and Social skills (Leading Across London, 2014).

Sampling

Sample Design: Non-probability convenience sampling

Sample Size: The sample size consists of 236 budding managers.

Sampling Area: NCR

Data Analysis

Using Excel, the collected data was converted into a data matrix. There was descriptive and inferential analysis.

Inferential analysis: T-test, One-way ANOVA

Analysis and Interpretation

Descriptive Analysis

The measures and sample summarised with the help of tables to exhibit the features of the study are known as descriptive analysis.

Gender

As shown in Table 1, 51% of the total sample size was female (121), whereas 49% were male (115).

Table 1: Gender

S.No.	Gender	No. of respondents	Percentage
1	Male	115	49
2	Female	121	51
	Total	236	100

Age Groups

The study included people from diverse age groups.

Table 2: Age

S.No.	Age	No. of respondents	Percentage
1	20 and Below	6	2.54
2	21-25	83	81
3	26-30	50	42
4	31-35	36	15.25
5	36-40	21	8.89
6	41-45	24	10.1
7	46-50	11	4.66
8	50 and Above	5	2.36
	Total	236	100

As shown in Table no. 2, the majority of the sample is from 21-25 and 26-30 age group.

Emotional Intelligence

As shown in Table 3, the responses were divided according to their emotional intelligence level, i.e. low from score 15-35, moderate from 36-55 and high from 56-75. The majority of the respondents were high in emotional intelligence.

Table 3: EI score

S.No	EI Score	No. of respondents	Percentage
1	Low score (15-35)	64	27.11
2	Moderate score (36-55)	62	26.27
3	High score (56-75)	110	46.61
4	Total	236	100

Table 4: Descriptive Table (EI and Its competency)

	Self-Awareness	Managing Emotions	Motivation	Empathy	Social Skills	Emotional Intelligence	Male (EI)	Female (EI)
Mean	11.6144	10.5593	11.7161	11.5211	9.3983	54.8093	54.3739	55.2231
Standard Error	0.14031	0.15	0.13252	0.1273	0.1232	0.4109	0.6201	0.5428
Median	12	11	12	12	9	55	54	56
Mode	12	11	12	12	9	56	50	56
Standard Deviation	2.1556	2.3046	2.0358	1.9557	1.8935	6.3119	6.6497	5.9714
Sample Variance	4.6464	5.3113	4.1446	3.825	3.5853	39.8401	44.2186	35.6581
Kurtosis	-0.0804	-0.2785	0.1	-0.5666	0.7208	-0.0301	0.1770	-0.3522
Skewness	-0.4638	-0.1324	-0.3663	-0.1973	0.0735	0.0287	0.0484	0.0542
Range	10	11	11	9	12	37	37	29
Minimum	5	4	4	6	3	36	36	41
Maximum	15	15	15	15	15	73	73	70
Sum	2741	2492	2765	2719	2218	12935	6253	6682
Count	236	236	236	236	236	236	115	121

Descriptive Table 4 helps us to interpret the range, average and variation in average mean among individuals on the factors of emotional intelligence and its competencies.

As shown in Table 4, Females' average emotional intelligence is 55.22, and for males it is 54.37.

T-test

Table 5: Independent t-Test (Gender)

T-Test: Two-Sample Assuming Unequal Variances	Mean Ratings		T Stat	Sig (2 tailed)
	Males	Females		
Self-Awareness	11.4	11.818	1.4940	0.1365
Managing emotions	10.5867	10.5868	0.1875	0.8514
Motivation	11.7565	11.6777	-0.2954	0.7679
Empathy	11.3391	11.6942	1.3967	0.1638
Social Skills	9.3478	9.4463	0.3989	0.6903
Emotional Intelligence	54.3739	55.2231	1.0304	0.3039

Hypothesis 1

H_0 There exists no difference between male and female mean ratings of self-awareness.

H_1 There exists a difference between male and female mean ratings of self-awareness.

Since the level of significance (.05) is greater than the level of significance specified by the output (.1365) in table 5, the null hypothesis is accepted, and the alternate hypothesis is rejected, which implies that there is no substantial difference between males and females mean ratings of self-awareness.

Hypothesis 2

H_0 There exists no difference between male and female mean ratings of managing emotions.

H_2 There exists a difference between male and female mean ratings of managing emotions.

Since the level of significance (.05) is greater than the level of significance specified by the output (.8514) in table 5, the null hypothesis is accepted, and the alternate hypothesis is rejected, which implies that there is no substantial difference between males and females mean ratings of managing emotions.

Hypothesis 3

H_0 There exists no difference between male and female mean ratings of motivation.

H_3 There exists a difference between male and female mean ratings of motivation.

Since the level of significance (.05) is greater than the level of significance specified by the output (.7679) in table 5, the null hypothesis is accepted, and the alternate hypothesis is rejected, which implies that there is no substantial difference between males and females mean ratings of motivation.

Hypothesis 4

H_0 There exists no difference between male and female mean ratings of empathy.

H_4 There exists a difference between male and female mean ratings of empathy.

Since the level of significance (.05) is greater than the level of significance specified by the output(.1638) in table 5, the null hypothesis is accepted, and the alternate hypothesis is rejected, which implies that there is no substantial difference between males and females mean ratings of empathy.

Hypothesis 5

H_0 There exists no difference between male and female mean ratings of social skills.

H_5 There exists a difference between male and female mean ratings of social skills.

Since the level of significance (.05) is greater than the level of significance specified by the output (.6903) in table 5, the null hypothesis is accepted, and the alternate hypothesis is rejected, which implies that there is no substantial difference between males and females mean ratings of social class.

Hypothesis 6

H_0 There exists no difference between male and female mean ratings of emotional intelligence.

H_6 There exists a difference between male and female mean ratings of emotional intelligence.

Since the level of significance (.05) is greater than the level of significance specified by the output (.3039) in table 5, the null hypothesis is accepted, and the alternate hypothesis is rejected, which implies that there is no substantial difference between males and females mean ratings of emotional intelligence.

ANOVA

Hypothesis 7

H_0 There exists no difference in mean ratings across age groups for self-awareness.

H_7 There exists a difference in mean ratings across age groups for self-awareness.

Table 6: ANOVA (Age Groups) - Hypothesis 7

Source of Variation	SS	df	MS	F	P-value
Between Groups	49.1382961	7	7.01975659	1.5348	0.1564
Within Groups	1042.77272	228	4.57356457		
Total	1091.91102	235			

Since the level of significance (.05) is greater than the level of significance specified by the output (.1564) in table 6, the null hypothesis is accepted, and the alternate hypothesis is rejected, which implies that there is no substantial difference between mean ratings across different age groups forself-awareness.

Hypothesis 8

H_0 There exists no difference in mean ratings across age groups for managing emotions.

H_8 There exists a difference in mean ratings across age groups for managing emotions.

Table 7: ANOVA (Age Groups) - Hypothesis 8

Source of Variation	SS	df	MS	F	P-value
Between Groups	67.0774	7	9.5825	1.8498	0.0789
Within Groups	1181.0921	228	5.18022851		
Total	1248.1695	235			

Since the level of significance (.05) is greater than the level of significance specified by the output (.0789) in table 7, the null hypothesis is accepted, and the alternate hypothesis is rejected, which implies that there is no substantial difference between mean ratings across different age groups for managing emotions.

Hypothesis 9

H_0 There exists no difference in mean ratings across age groups for motivation.

H_9 There exists a difference in mean ratings across age groups for motivation.

Table 8: Mean Table (Age Groups) - Hypothesis 9

Age Groups	Count	Sum	Average	Variance
18-20	6	67	11.16666667	2.166666667
21-25	83	925	11.14457831	4.295915369
26-30	50	605	12.1	5.316326531
31-35	36	429	11.91666667	3.507142857
36-40	21	245	11.66666667	2.833333333
41-45	24	295	12.29166667	2.563405797
46-50	11	144	13.09090909	3.490909091
50 and above	5	55	11	2

Table 8A: ANOVA (Age Groups) - Hypothesis 9

Source of Variation	SS	df	MS	F	P-value
Between Groups	69.0963	7	9.8709	2.4871	0.01766
Within Groups	904.8824	228	3.9688		
Total	973.9788	235			

Since the level of significance (.05) is lower than the level of significance specified by the output (.01766) in table 8, the null hypothesis is rejected, and the alternate hypothesis is accepted, which implies that there is a substantial difference between mean ratings across different age groups for motivation.

Hypothesis 10

H_0 There exists no difference in mean ratings across age groups for empathy.

H_{10} There exists a difference in mean ratings across age groups for empathy.

Table 9: ANOVA (Age Groups) - Hypothesis 10

Source of Variation	SS	df	MS	F	P-value
Between Groups	40.5337	7	5.7905	1.5381	0.1554
Within Groups	858.3603	228	3.7647		
Total	898.8940	235			

Since the level of significance (.05) is lower than the level of significance specified by the output (.1554) in table 9, the null hypothesis is accepted, and the alternate hypothesis is rejected, which implies that there is no substantial difference between mean ratings across different age groups for empathy.

Hypothesis 11

H_0 There exists no difference in mean ratings across age groups for social skills.

H_{11} There exists a difference in mean ratings across age groups for social skills.

Table 10: ANOVA (Age Groups) - Hypothesis 11

Source of Variation	SS	df	MS	F	P-value
Between Groups	6.0673	7	0.8667	0.2362	0.9760
Within Groups	836.4920	228	3.6688		
Total	842.5593	235			

Since the level of significance (.05) is lower than the level of significance specified by the output (.9760) in table 10, the null hypothesis is accepted, and the alternate hypothesis is rejected, which implies that there is no substantial difference between mean ratings across different age groups for social skills.

Hypothesis 12

H_0 There exists no difference in mean ratings across age groups for emotional intelligence.

H_{12} There exists a difference in mean ratings across age groups for emotional intelligence.

Table 11: ANOVA (Age Groups) - Hypothesis 12

Source of Variation	SS	df	MS	F	P-value
Between Groups	401.05796	7	57.2939	1.4577	0.1834
Within Groups	8961.3615	228	39.3042		
Total	9362.4195	235			

Since the level of significance (.05) is lower than the level of significance specified by the output (.1834) in table 11, the null hypothesis is accepted, and the alternate hypothesis is rejected, which implies that there is no substantial difference between mean ratings across different age groups for emotional intelligence.

Discussion and Conclusion

The present study is focused on Emotional Intelligence and demographics. The authors aimed to understand the difference in the level of emotional intelligence based on gender and age of Budding managers during the pandemic as this was an unprecedented situation. The first objective of the research was to study the level of Emotional Intelligence of employees during the Covid-19 pandemic. According to the study's findings, the majority of respondents had a high level of emotional intelligence.

The study's second objective was to conduct a comparative analysis of the level of emotional intelligence and its competencies in males and females. Results of the inferential analysis show that emotional intelligence and its competence i.e. self-awareness, managing emotions, motivation, empathy and social skills, are homogenous across gender. The existing studies also show a homogenous score across gender, which reflects that gender plays no role in Emotional intelligence scores (Nasir & Masrur, 2010; Ghanizadeh & Moafian, 2011).

The third objective was to make a comparative analysis of the level of emotional intelligence and its competencies in different age groups. Results of the inferential analysis show that emotional intelligence and its competence i.e. self-awareness, managing emotions, empathy and social skills, do not vary much across age groups i.e. 20 and below, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50 and 50 and above. Though Motivation was found to be showing differences based on age group. Motivation varied across age group i.e. 20 and below, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50 and 50 and above. There is a substantial difference among the mean ratings of the respondents in the age groups pertaining to motivation. Individuals in the age range of 46-50 are highly motivated, followed by the age range of 41-50, and they are the age group of 26-30. The least motivated are individuals above the age of 50.

It is concluded that Emotional Intelligence is not inborn but a learned competence and can be enhanced over the years by being aware, understanding and interpreting oneself and others' emotions and handling the situation in a better and effective manner. As we age and get mature, there are more opportunities to share whatever we have learned through experiences. People often begin to consider their contributions to the next generation as they get older. They may be able to teach or mentor the younger people in their lives, providing more opportunities to develop and practice emotional intelligence, which determines their personal and professional growth and happiness.

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Impact of Financial Inclusion on Economic Growth

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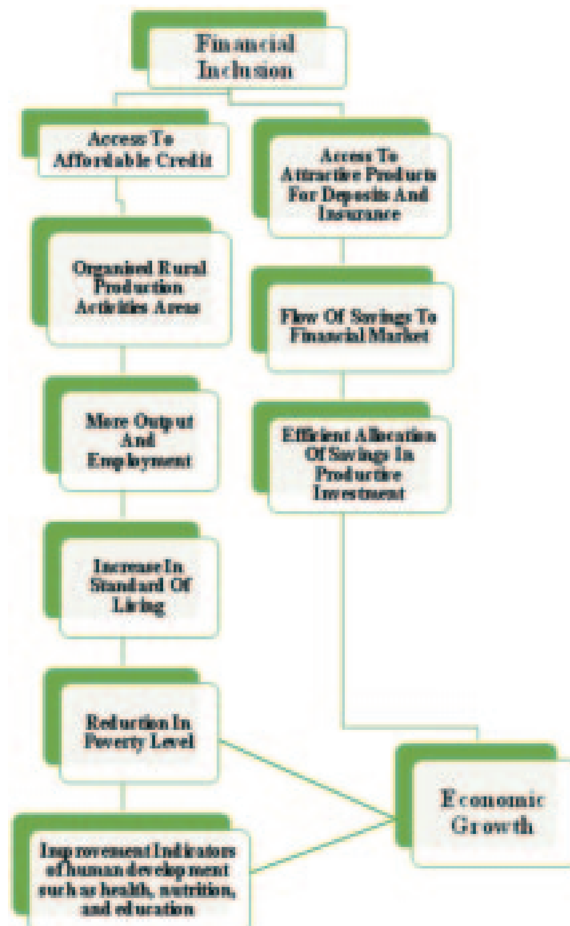
Abstract

Financial Inclusion broadens the financial system's resource base by incorporating a culture of saving among a large segment of the rural population and it has a significant impact in economic development. The primary objective of this study is to investigate the effect of financial inclusion on economic growth over a time frame of 22 years i.e. from 2000-2021. To fulfil this purpose, secondary data is used, and the collected data is further analysed using multiple regression analysis. The appropriate secondary data is collected through World Bank site, International Monetary fund siteas well as various other journals, articles, newspapers and magazines. The study's findings reveal that ATMs have a positive significant impact on the GDP of an economy.

Introduction

Financial Inclusion basically aims to provide financial products, services and banking facilities to individuals. It focuses to include everyone in the society by providing basic financial services regardless of their income or savings. The prime objective is to offer financial solutions to the economically disadvantaged section of the society so that the poor and marginalised make the best use of their money and receive financial education. For this purpose, low cost provisions, easy to use savings and loan services are offered to the weaker sections. With continuous advances and disruptions in financial technology and digital transactions, an increasing number of start-ups are making financial inclusion more accessible. In India, the notion of Financial Inclusion was introducedby the Reserve Bank of India in 2005. Since then, the Reserve Bank of India and the Indiangovernment have been collaborating to promote financial inclusion as a concern of the country's important national priority.

Financial Inclusion improves the ability of low income families to access finance. Moreover, it increases their income and makes them self reliant, ultimately boosting the country's growth.



Flow chart 1.1 Linking Financial Inclusion and Economic Growth

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As shown in the figure above, financial inclusion can be beneficialto boost economic growth in two ways. To begin with, providing low-cost financial services helps in improving the living standards of the poor population and reducing vulnerability. Low-cost credit extended to low-income and downtrodden groups kick-starts organised production in rural areas, resulting in increased output. This contribution of value addition at the local level, state level and national level output results in higher macroeconomic growth. As a result, both the income level and standard of living of the poor populationincreases substantially.

Flow Chart 1.2 Role of Financial Inclusion in Economic Development

Literature Review

Financial Inclusion contributes significantly towards GDP growth, reducing the rate of inequality and poverty of a nation. It improves the ability of low income families to access finance.The most common channel through which financial inclusion affects economic growth is through greater access to financial products and services offered by financial institutions that increases financial intermediation and translates to positive economic growth (Ozili, Ademiju, 2022). Thus, this literature review follows the rapid review type of method where in we will discuss the issues known using a systematic review method to search and appraise research and determine best practice. (Faid Gul, 2019), justified the real meaning of financial inclusion which is usually measured with the count of bank accounts, bank branches, ATMs and economic growth defined in terms of per capita GDP growth, panel data set of a total of 185 countries from 1996 to 2015 were used to act as a bridge between financial inclusion and economic growth, a fixed effect model based on the Hausman test is being used.

Financial inclusion and inclusive growth are sides of the same coin. Both are interconnected and dependent on one another. In order for growth to be inclusive, all people must have access to and use formal financial services. Banking and other financial services are not widely available, particularly in rural areas of the country. As a result, a significant number of the rural population engages in high risk informal financial transactions, thereby becoming involved with the informal financial sector (Kumari, 2021)

Ratnawati (2020) examines the impact of financial inclusion on four important development outcomes in Asia: economic growth, poverty, income inequality, and financial stability.The study provides important empirical evidence that financial inclusion can have a positive impact on economic growth, poverty reduction, income inequality, and financial stability in Asia. The study highlights the importance of measuring financial inclusion using multiple indicators, such as access to bank accounts, loans, and digital financial services.

Research Methodology

Objectives:

1. To examine the present state of financial inclusion in India
2. To study the effect of financial inclusionon India's economic growth
3. To investigate the challenges related to financial inclusion in India

Research Hypothesis

H_o: Financial Inclusion has nosignificant impact on the economic growthof India

H$_A$: Financial inclusion has a significant impact on the economic growth of India

Sub-hypothesis

H$_A$1.1. There exists a significant impact of Automatic Teller Machines (ATMs) (per 100,000 adults) on India's GDP

H$_A$1.2. There exists a significant impact of Credit Deposit Ratio on India's GDP

H$_A$1.3. There is a significant impact of Financial Literacy Ratio on India's GDP

H$_A$1.4. There is a significant impact of Poverty rate on India's GDP

Independent Variables

Four Independent Variables are being undertaken for analysis:

1. Automatic Teller Machines (ATMs)

Automatic Teller Machines have played a revolutionary role in helping people adapt to the concept of financial inclusion.ATMs encourage financial literacy while allowing cash to flow freely, boosting recirculation and reliabilityin a quick, safe and cheap manner.

Credit Deposit Ratio

Credit Deposit Ratio measures how much money a bank lends out of its total deposits accumulated. The RBI does not prescribe a minimum or maximum ratio, although a relatively low ratio implies that banks are not utilising their resources to their full potential. A high ratio, on the other hand indicates a greater reliance based on lending deposits and a potential strain on the banking system. This ratio gives the first indication of the health of a bank.

Financial Literacy Ratio

Financial literacy and economic development go hand in hand as the quality of financial services significantly improve with the inclusion of financial knowledge and literacy, contributing to the country's economic growth and development. It is crucial for individuals to have financial literacy to manage their personal finances.

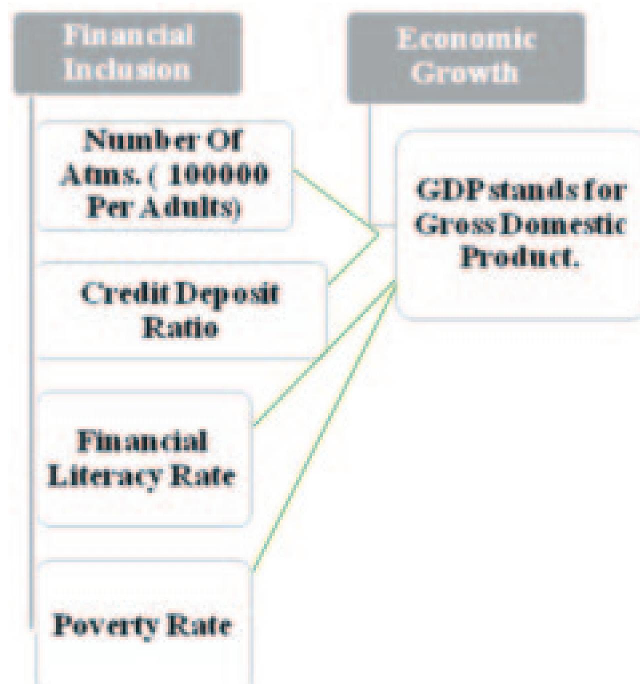
Poverty Rate

Financial Inclusion motivates lower income group to avail basic financial services like credit, insurance, savings, improving their financial stability and credit worthiness. They assert that financial services not only foster economic development but also reduce inequality of income and poverty.

Dependant Variable

GDP- Gross Domestic Product

Since the study's goal is to investigate the influence in financial inclusion terms, India's economic growth is used as the dependant variable. The Gross Domestic Product (GDP) at current price is used as a substitute for economic growth. GDP is used to measure economic growth since it's a solid indicator of a country's economic growth rate, it establishes a favourable the relationship between financial inclusion and GDP.



Flow Chart 4.1 The Independent and Dependant Variables of the study undertaken.

Table 4.1 Shows the data of independent and dependant variable from the year 2000-2021

Source:

YEAR	GDP (Crores)	No. of ATMs (Per 100000 Adults)	Credit Deposit Ratio (in %)	Financial Literacy Rate (%)	Poverty Rate (in %)
2000	46,839.49	1.45	61.75	61.01	26
2001	48,544.1	1.67	62.78	64.83	28
2002	51,493.79	1.87	65.02	65.5	33.9
2003	60,769.93	2.10	65.32	69	31.4
2004	70,914.85	2.29	68.02	61	37
2005	82,038.16	2.286	69.63	68	41.6
2006	94,025.99	2.731	73.77	62.75	55.1
2007	1,22,000	3.367	72.77	77.5	46.9
2008	1,20,000	4.273	74.14	69.1	38.7
2009	1,34,000	5.292	71.16	64.8	29.8
2010	1,68,000	7.24	75.00	73.8	29.6
2011	1,82,000	8.818	75.67	69.30	14.9
2012	1,83,000	10.95	77.02	73	21.9
2013	1,86,000	12.816	77.34	64.8	21.9
2014	2,04,000	17.726	76.73	69.1	21.6
2015	2,10,000	19.641	74.32	74.04	27.9
2016	2,29,000	21.168	69.32	74.07	28
2017	2,65,000	21.997	68.02	77.7	9.2
2018	2,70,000	21.653	65.54	74.37	7
2019	2,87,000	20.953	65.47	69.1	6.7
2020	2,62,000	21.497	66.4	77.7	7.9
2021	2,94,000	23.707	67.24	74.04	6

Research Design

Data Collection

Secondary sources were used to gather data for this study. Originally the idea was to collect data, right from the onset and implementation of India's economic reforms in 1991; however it wasn't possible due to the unavailability of variable statistics of financial inclusion. As a result, the data gathered ranges from the year2000 to 2021. Data on GDP and ATMs (per 100000 adults) was derived from theWorld Bank database whereas information about the number of deposit and credit accounts was retrieved from basic statistical returns of Scheduled Commercial Banks published by RBI on a quarterly basis and converted by a researcher into an yearly credit deposit ratio.

Tools of Analysis

Multiple regression analysis was used as the primary statistical tool to analyse the data. Before starting the regression analysis, certain checks were performed to guarantee the data's suitability, such as assessing auto correlation, multi co-linearity and normal distribution.

Limitation of the Study

As far as the limitations of the study are concerned, it is strictly limited to the banking institutions. However better results can be obtained if Self Help Groups and Microfinance Institutions are also included as they have a deeper penetration in rural areas than formal financial services. Secondly, the time period for the study is only

22 years which can be further increased. Thirdly, only four independent variables are taken into consideration which does not give a complete picture of the situation.To counter these limitations, further research can be done incorporating microfinance institutions, municipal corporations and self-help groups operating at the ground level in the rural areas. Despite these limitations, a concerted effort has been made to reach meaningful conclusions.

Data Analysis and Interpretation

GDP is a widely used proxy measure for a country's economic growth. In this study, GDP at current price for a period of 2000-2021 is taken as dependant variable. Financial inclusion variable include number of Automated Teller Machines (ATMs) per 100000 adults, Credit Deposit Ratio, Financial Literacy and Poverty Rates.

Table 5.1 Regression Statistics

Regression Statistics	
Multiple R	0.974949029
R Square	0.950525608
Adjusted R Square	0.938884575
Standard Error	20710.39086
Observations	22

From the above table, we firstly examine the value of R Square. As per the data, R square stands at 0.9505 which basically indicates that almost 95% of the variance is accounted for dependant variable by the control variables. The Adjusted R Square is 0.9388 which means that the model has adjusted its R square value considering the number of observations (N).

R^2 = 0.9505

The above table indicates the summary of the multiple regression analysis. The model's results show that the value of R is 0.974, indicating that dependent and independent variables have a significant association.

Table 5.2 ANOVA Table

ANOVA					
	Df	SS	MS	F	Significance F
Regression	4	1.40091E+11	35022639883	81.6530268	7.24927E-11
Residual	17	7291644921	428920289.5		
Total	21	1.47382E+11			

Table 5.3 Coefficient Table

	Coefficients	Standard Error	T-Stat	P-value
Intercept	-190797.9782	92674.98151	-2.058786256	0.04517607
No of ATMs (100000 per Adults)	7178.692832	1042.863306	6.883637378	2.6497E-06
Credit deposit Ratio	2650.679407	1021.88853	2.593902691	0.01891705
Financial Literacy Rate	1731.216733	1143.93302	1.513389947	0.14854968
Poverty Rate (in %)	-1168.863862	582.8341863	-2.005482673	0.06109802

As the p-value is 0.0451, which is less than the significant value of 0.05 we will accept the alternative hypothesis i.e. financial inclusion's impact on India's economic growth is significant.

Consequently, as a result of the analysis, we can conclude that financial inclusion has a major influence on economic growth because we accepted the alternative hypothesis from the table above. We might also claim that financial inclusion and economic growth are positively related and inextricably linked.

Due to India's vast geography and population, reaching every individual is unreasonably difficult for banks and other institutions. As a result, three major challenges must be overcome: First and foremost, allowing access to banking services. Second, to keep everyone engaged in the financial system by requiring them to participate in transactions on a regular basis and making them active users. Finally, there is a deficiency in financial knowledge. Many people in India are unaware of the significance of various financial products and services.

Individuals with financial knowledge can become financially self-sufficient and secure. On the other hand, a lack of basic financial knowledge leads to poor investments and financial decisions.

Recommendations

The following suggestions can be followed and incorporated in India to improve financial inclusion:

- Government should emphasise on increasing the number of bank branches especially in the inaccessible areas.
- Banks should provide products that are convenient, affordable, and highly efficient.
- RBI should regularly check that financial products that are actually being used by the customers.
- Banks should conduct regular surveys in villages to understand people's financial needs.
- Feedback should be taken in account from the customers for the services and products offered to them.
- RBI should allow service providers to offer leading banking products at an affordable price.
- Ask multiple mediators and suppliers for encouragement to provide financial products in remote locations.
- To open bank accounts except for a limited balance status at all branches and locations.
- To clarify the process of opening a bank account.
- To aware the customers more and more about the financial services being provided to them.

Conclusion

The objective of this research was to explore the impact of financial inclusion on economic growth of Indian Economyduring the period of 2000- 2021. For this purpose the study was primarily based on the Indian economy as the financial system of the country is largely based on the banking institutions. Thus, financial inclusion becomes an extremely crucial aspect to attain holistic economic growth which was measured using multiple regression analysisin this study. The analysis validates the positive and substantial impact of financial inclusion on the country's GDP except for credit deposit ratio which has a positive but insignificant impact. The positive results also emphasise on the progressive steps undertaken by the Government of India and the Reserve Bank to achieve the objective of financial inclusion by building a robust network of self-help groups, cooperatives, regional banks, commercial banks, simplifying the account opening and branch authorization policy etc.

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Students' Perception and Identification of Fake News: Trust Issues about Social Media

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Abstract

Social networking is becoming a more popular news source for young folks. However, with the spread of "fake news," objectivity is questioned, and teenagers and young adults have to choose what news is authentic and what is bogus on their own. In this research, two focus groups were employed to better understand how college students between the ages (in years) of 18 and 25 choose which news sources on social-media to believe. Young individuals in that age group believe information they find on social-media depending upon a many variables, which includes source of the information, the specific social-media platform it originates from, and the capacity to independently check the information.

The study highlighted that young individuals are of the opinion that there is need to verify the news they access on social-media through other sources, irrespective of the website they use to get their news.

1. Introduction

Internet consumers have access to a large range of informative sources, which has the potential to make news consumption more difficult. It might be challenging for customers, especially young people, to distinguish between factual and incorrect information due to their exposure to news and opinions on various platforms, such as news websites, social media, blogs, etc. (Marchi, 2012). Because social-media is becoming the primary way that most consumers get their news in a progressively more digital world, many media experts are concerned about this development (Shao, Ciampaglia, Varol, Flammini, & Menczer, 2015).

The significance of this research lies in its potential to provide insights into how media literacy evolves in a digital media environment. By understanding how people perceive and evaluate news articles on social media, we can gain a better understanding of how media faith evolves and what factors contribute to it. The study's findings can provide a justification for why people may be hesitant to use social media as their primary source of news but still prefer it over more traditional and established sources. To achieve these research objectives, the study employs focus groups as a communication research method to analyze how a particular demographic group of young adults perceives and recognizes fake news content.

The conclusions of this study are significant for the growing body of knowledge on fake news. By shedding light on how people perceive and evaluate news content on social media, the study can inform media professionals and help them develop strategies to enhance public trust in the media.

2. Literature Review

2.1 News Sources using Social-Media

Social-media is becoming more popular among young news consumers. One research found that up to 35% of people between the ages of 18 and 29 consider social-media to be their main news source (Shearer, 2018). Younger people are more than three times as likely as older people to obtain their news from social-media, according to one survey.

Another research of 18 young adults conducted in Argentina found that "incidental news"-as it is sometimes referred to-is how much news is consumed on social media (Boczkowski, Mitchelstein, & Matassi, 2017, p. 1789). The study's subjects made several references to their daily dependency on social-media. The study's findings show that young adults simply stumble onto news among the copious volumes of content in their feeds rather than actively searching for it on social-media platforms (Boczkowski *et al.,* 2017).

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2.2 Fake News

Despite several attempts, researchers have not been able to provide a clear and concise definition of the term "fake news." In the pre-digital era, social networks were also utilized to consume news, but their widespread and user-friendly nature in the present era sets them apart (Marchi, 2012). Due to the vague nature of the term, scholars have attempted to define "fake news" by giving examples to provide a better understanding of its meaning. It is often spread through social media platforms by individuals or groups. Fake news can have serious consequences, such as spreading false information, stoking political tensions, and damaging reputations. It has been challenging to do research on false news since there isn't a single, agreed-upon definition (For examples of fake news see Appendix B).

2.3 News Filters using Social Networks

Social connections are a crucial factor in determining important news articles. For example, Marchi (2012) discovered that some parents "filtered" the news the teens would encounter. The survey claims that teens gauge a story's significance based on what their friends and family members share on social-media. This trend is particularly evident there.

2.4 Media Trust Issues

Like "fake news," the word "media trust" doesn't currently have a clear definition. Kohring and Matthes (2007) came to the conclusion that, after taking into account all previous research and other considerations, media trust can be characterised as placing more faith in news organisations' editorial judgement than in their objectivity or veracity. According to a 2016 Knight Foundation survey, 42% of college students have "great lot" or "good amount" of confidence in the media's ability to present the news exactly and fairly, while 59% of them say they have little to no trust in it (p. 23).

In light of how crucial it is to comprehend how news consumers choose their sources in an age when false information disseminates swiftly, the present study poses the subsequent research questions:

RQ1- What enables online consumers to decide which social-media news sources to believe?

RQ2- When any news tale is posted on social-media, what affects viewers' opinions of "fake news"?

3. Method

To gather data for this study, qualitative research methods were used. Focus groups were used in the study as a technique in communication research as they enable discussion of a larger variety of ideas and opinions (Treadwell, 2016). Focus groups as a research approach enable ideas from prior research to emerge during data collection, which is especially crucial given that the study focuses on fake news, a very significant topic in the present digital media ecosystem.

Targeting college students between the ages of 18 and 25, two independent focus groups with participants from varied demographics were held between April and May 2022. For each focus group, at least six students from various courses were enlisted in order to represent a variety of viewpoints on the subject. Management, Agriculture, Communication, Information Technology and Forestry are among these majors. In each focus group, the same inquiries on the use of news articles on social-media were made (Refer Appendix A).

For example, respondents were asked regarding their general view of the media, how social-media has changed that opinion, and the standards they use to judge the credibility of news sources on social-media.

4. Results and Discussion

Present study established that because young adults are frequently exposed to social-media, they access practically all of their news content there. The young adults expressed a lack of trust in traditional news organizations and a growing confidence in unconventional news sources. Whether a news article is deemed to be "fake news" or not, may depend on two factors: the person who shared it and the setting in which it was shared. It turns out, nonetheless, that the social-media platform from where it originates generally bears the responsibility for reliability.

4.1 Trust in Social-media for News

News trust on social media can be challenging due to the large amount of information being shared on these platforms and the ease with which false or misleading information can be spread. Social media platforms are designed to amplify engagement and can therefore promote sensational or clickbait-style headlines over accurate reporting.

In addition, social media algorithms often prioritize content that generates high levels of engagement, such as likes, comments, and shares, over content that is reliable or factual. This can create a feedback loop where misleading information is promoted and reinforced by the platform, making it harder for accurate information to be seen.

4.2 Information Reassurance and Alternative News Sources

RQ1 was on how Internet users choose the news on social media to believe. Everyone in the focus group agreed that social media is their primary news source. The majority of participants, in particular, held the view that social media is their main source of news and that they are constantly exposed to and consuming it. Similar findings were reached in a study that focused on teenagers' news intake (Marchi, 2012). As a result, several focus group members claimed that they avoid going out in search of news for two main reasons. One, they believe that news media tend to be excessively negative and second, as a fact that they are students. When deadlines and other obligations must be met, searching for news and then confirming early reports by digging up more sources is viewed as too much time consuming activity. The subjects said it was typical for college students to be unconcerned with what is happening outside of their campus, with a little simply referring to it as "realism." One management major claimed to have learned about recent events by "stumbling onto it." The current finding is consistent with earlier research that established the "incidental news" phenomena (Boczkowski *et al.*, 2017; Marchi, 2012).

In reply to RQ1, the researcher have revealed that young adults choose which news sources to believe after conducting their own study and verifying the facts with additional sources, including alternative sources. It was agreed upon by all that even while one did not always make an attempt to look for news, one should always conduct more research. The young adults talked about the necessity to check any new information by consulting reports from other organisations and the need of not simply believing the first news source they come across on social-media in light of the abundance of news sources available to them.

4.3 News Credibility is Impacted by Bias

According to recent studies, young people find it difficult to think critically about the information they receive online. This finding is pertinent to RQ1, which examined how Internet users choose which news sources to trust on social media. Nowadays, it can be difficult to locate news sources you can trust, as one participant who was a 19-year-old male participant emphasised. Several factors affect young adults' perceptions of the credibility of the news. Various factors can influence people's perception of news articles shared on social media, including bias, the ability to verify claims, social media literacy, and the context in which the news story is presented.

4.4 Social-media evaluates the "fakeness" of news

RQ2 concentrated on the factors that consumers consider to be "false news" when a news story is shared on social-media. The researcher was interested in learning more about the participants' social-media usage in order to respond to this question. The questions focused on consumers' perceptions of news published on social-media sites and the variables influencing their observation (see Appendix A).

As a minimum one social networking site was used by every participant in the study. They were able to name the five primary news sources they use during conversations as Twitter, Facebook, Snapchat, Instagram, and YouTube. The researcher concentrated on the first four for the sake of this study. The key conclusion from the debate was that the website participants were on at the time had a significant impact on whether or not they decided to designate a news report shared on social-media as "fake news."

A 20 years old undergraduate described his experience with social-media by saying, "When I scroll through all of my social-media, it will suddenly appear." even if you aren't actively seeking for it. Every single second of every day, news occurs. There will always be a new report when you open your phone. Young adults and teenagers have long claimed that social-media is the reason they discover news, and few experts have even developed the phrase "incidental news" to characterise it (Boczkowski *et al.*, 2017; Marchi, 2012).

In answer to RQ2, current research demonstrated that young adults' perceptions of news reliability are influenced by the social-media stage itself. They trust Twitter news more than Facebook than Snapchat and Instagram. In the year 2018, 33% of persons aged 18 to 29 used Twitter to get their news (Matsa & Shearer, 2018).

Students who were active on Twitter rated Facebook as their second-most trusted social-media site, while those who weren't rated it as their top choice. In the same survey, 12% of participants could fairly consider the news they read on Facebook, which was second only to Twitter (Kamphuis, 2018). Despite this, every participant in our survey who spoke about Facebook did so with some suspicion.

Nearly all participants concurred that news from Snapchat or Instagram was the least likely to be believed.

They considered the websites to be mostly places for gossip news rather than serious news.

5. Conclusions

Students who are absorbing news from social-media have a healthy grain of cynicism due to growing up in a digital age. Social-media no longer only allows for interactions with family and friends, but it has also replaced traditional news outlets for young people (March, 2012). Students now have to decide which news sources to believe since social-media has made it possible for anyone to be heard. Younger people tend to be more discerning when it comes to identifying fake news on social media. They are more likely to reject stories shared on apps like Instagram and Snapchat, as compared to Facebook and Twitter. Regardless of the platform they use, young people understand the importance of verifying news they read on social media through other sources. In fact, alternative sources are often considered to be more trustworthy than mainstream sources, and have become an important part of the verification process.

The study contributes to the ongoing discussion on students' news consumption habits through social networks by revealing that they opt to use social media as their primary source of news because of its convenience and ease of use. Moreover, students' trust in the news found on specific social networks is determined by the words and advertising placement used on those networks. The study also highlights that social media has both positive and negative impacts on students' learning.

6. Limitations

This study provides the opinions of a small sample of college students (N=12) in an effort to comprehend how students evaluate and recognize bogus news on social-media. Since just the focus group participants were involved, this attempt could not be entirely representative of all college students. Due to time restrictions, the scope of this study was likewise constrained. Focus groups were used to collect the data for this study, so only students whose schedules did not interfere with the dates and hours of the focus groups were allowed to participate. More focus groups from various colleges should be used in future studies to gather a wider variety of viewpoints.

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Appendix A

Questions asked during Focus Group Sessions

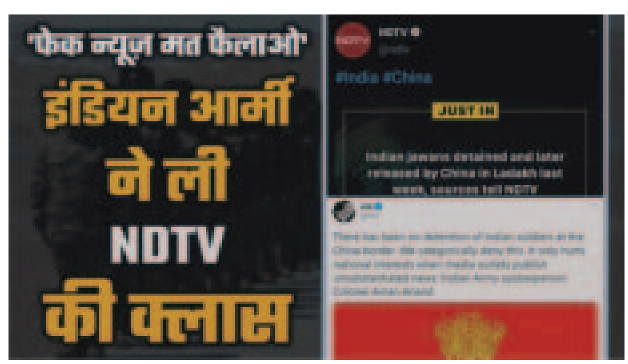
RQ1 - How do internet users choose which social-media news sources to believe?

- What percentage of the news do you read?
- What views do you hold regarding the media?
- What news sources do you rely on?
- How do you select the news you should believe?
  - ❑ What do you consider to be a "credible" story?
- Do any things affect your opinion of a news source's credibility?
- Has your confidence or mistrust in the media risen over the past five years?
  - ❑ If not, why not?

RQ2- What factors into viewers' perceptions of "fake news" whenever a news story is uploaded on social-media?

- Explain the distinction between "real news" and "bogus news" in your own words.
- How frequently do you use social-media to receive your news?
- Do social-media sites like Facebook, Snapchat or Twitter, affect how you perceive the veracity of news?
- What do you often observe about news stories that are circulated on social-media?
- What challenges do you encounter while picking which news sources on social-media to believe?
- What degree of trust do you place in the news you read on social-media? Rate on the scale of 1 to 10, with 1 denoting complete disbelief and 10 denoting complete belief, rate it.
- Has social-media changed your opinion of or faith in the news?
- Has the OP changed your opinion of news that is shared on social-media?

Appendix B



Theoretical Aspects of Media Branding to Establish a Strong Brand Equity in the Market

***Neha Verma**

Abstract

Brand establishment is the vital for any product or service in the business market. The media business market is a service-based market. In media content is the ultimate product but in the presence of overloaded information and content availability challenges every media brand in establishment of a strong brand equity. Internet has revolutionised the content generation and content consumption as well. It is crucial for any media brand to mark its presence on every popular social media platform to increase the audience reach and ultimately manage the brand. This study explores the ways to enhance media brand equity in the presence of diverse content available on multiple platforms. Considering the theoretical framework of media branding the study analyses the strategies to improve media brand image, long-term brand association, and non-content strategies of brand performance. The method used for the study is a meta-analysis of branding strategies. The findings suggest that strong brand equity requires strategic initiatives not only for the content but also for the non-content elements of branding. The study provides insight into the significance of the elements of a media brand that relate to the uniqueness of a media brand.

Introduction

In last decade the media consumption habits have changed around the world. With the digitalisation of media there is a huge shift in the landscape of traditional media. Internet has changed the way audience consume the content created by different media platforms. Everything is available on a single click. Content consumption on social media has increased and mobile environment is encouraging multi-platform trends. There is more media consumption on social media as compared to traditional media. All the media brands are facing challenges to establish a strong and consistent brand position in market. Media brands are facing challenge to attract new audiences and to keep the content differentiation to maintain their brand equity. The rapid increase in the production of content on new media platforms has increased online content consumption. Audiences now a days are more likely to consume platform independent on demand media which is easily available to everyone. In such kind of market environment, it is difficult for any media brand to establish a unique brand.

In past 15 years Media Industry has followed brand management (McDowell, 2006). In this entire journey a lot of new perspectives have been discovered about the current status of media firms, what kind of improvements are required what could be the future business opportunities. But still media is using brand management just as a promotional tool which is far away from the strategic processes (Chan-Olmsted, 2006).

Several academic research studies based on media branding practices are focused on brand extension only. Because media firms are giving more importance to brand extension in the changing landscape of multi-platform-based media.

A brand is an identity of any organization, product, service or individual. Brand helps to create a perception about any company or product in the mind of consumer. Logo, slogan and other recognisable marks are just marketing tools which are used to promote the product or service provided by a company. Therefore, a brand is the most valuable asset for any organization.

Media companies are providing content which is a service and intangible in nature. Therefore, all media brands are service based brands. This kind of branding requires a lot of creativity because your consumer can not see the service in a physical way. Therefore, it is essential for media companies to convey their brand message to their audience time to time. In this study we shall discuss about the content related and non-content related elements as brand attributes. This study analyses the branding theories and brand models applicable to the media branding strategy.

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Literature Review

In the era of digitalization audience has unlimited options available for the content consumption. This technology convergence is creating challenges for media practitioners when access to multi-platform media is easy and there is abundance of options available to consume.

Riezebos (2002) suggests two important motives for the adoption of any brand strategy. First motive is to achieve the competitive advantage which is possible through the brand differentiation. Second, a branding strategy should add value to the product or service offered by a brand.

McDowell (2006) argues that service price is not the element of differentiation between the two media brands since audience is just investing their time and effort to consume the content. Therefore there is no or very low risk for audience to consume a content which they did not like as there is no monetary loss.

Chan-Olmsted (2006) describes that audience cannot rely only on familiar media brands since availability of other media brands without any additional cost and easy to access.

Several research studies on brand equity state that strong brand equity is based on unique, positive and favourable brand association.This unique association with a brand helps a consumer to differentiate a brand from the other competitors in the market.

Park, Srinivasan, V.A. (1994) claims that audience develops a distinct association with a brand over a period which reflects his unique experience with the brand. Mühlbacher, H.; Raies, K.; Grohs, R.; Koll, O. (2016) states that semantic memory associate model describes the association of the brand with the knowledge about the product and other substitute brands available in the same market.

A consensus of consumers on the attributes of a brand is important for the strong association (Bennett, Härtel, McColl-Kennedy, 2005). According to Gershoff, Mukherjee, Mukhopadhyay (2008) the valence, uniqueness and quantity of consumer association with a brand influence the perception of a consumer about the brand. The element of uniqueness can impact positively on the number of brand association and favourability.

The consumer experience is not limited to the content of the media brand which the main product but there are some other non-product-related elements of experiences.

Table : The content-related and non-content-related brand attributes of the media brand

Content Related	Non-Content Related
1. The content matches my intrests 2. Credible 3. I like their author, journalists	4. My friends use it too 5. Engage celetrities in their projects 6. Look distinctive, unique 7. Users can engage in content creation 8. Use attractive special formats, e.g., blogs, podcasts, videos 9. Post interesting contents on social networks 10. In social media, use relevant features, e.g., video, live stories etc. 11. Leading news media 12. Look nice, attractive 13. Present on platforms which I use (e.g., YouTube or my favourite social networks) 14. Their posts often generate a lot of views, reactions, and reposts

The fourteen media brand attributes chosen to represent both content-related and non-content-related media brand associations, such as consumption associations. The attributes in table are classified. The media brand attributes chosen can be product or content-related as well as non-product or non-content-related.

The perceived value of media is formed by various media attributes, which is known to influence consumers' brand attitudes. Relevant media attributes include entertainment, information, and irritation. Consumers also assess the credibility of the media and product involvement. This study defines brand attitude as a learned proclivity to respond consistently favourably or negatively to a brand. All brand attributes contribute to brand associations.To discover how content consumption experience effects media brand associations and whether these attributes lead to brand uniqueness, the non-content-related brand associations were assessed and connected.

Media brands rely on consumer centric marketing techniques being a service-based brand. The value of a media brand or channel is reduced as a result of a surge in distribution channels, growing audience segmentation, and technological improvements that enable the platform to react to the audience's urgent requirements. Due to the increasing significance and influence of audiences in media branding, the issue is figuring out how media brands can engage, evaluate, and expand audiences in order to create solid and distinct brand associations, leading to stronger media brands.

Research Questions

Most of the research studies related to brand development or branding strategies focused on product-based market. Media is a service-basedmarket, but it is quite different from other service-based brands. Media brands provide content as a service and most of the time there is some similarity among the content provided by different media brands. Therefore, it becomes difficult to establish a strong Media brand in market full of diverse content availability. This study will focus on following research questions:

1. How to enhance the Media Brand equity in the presence of diverse content available on multiple platforms?
2. How to improve a Media Brand Image?
3. How to enhance a long-term Brand Association in media market?
4. How to understand the non-content related requirements of consumers for brand strategy development?

Theoretical Framework

Branding theory describes that product positioning to a specific and relatable audience leads to brand loyalty which can be based on audience experience, awareness about the brand and trust in the quality of brand and a credible brand perception in the consumer mind. Branding practice helps a manufacturer of product/products to establish a unique identity that can be easily recognise by current consumers and potential target audience.

The brand image of an organisation is established by brand identification, building brand loyalty and simplifying the product selection and purchase of products. A strong brand reduces the decision-making time and stress of consumer by simplifying the selection decision of the consumer (Hoeffler & Keller, 2003). Some recent research studies indicate the high level of brand awareness among the internet users. Media brands have an advantage over multi-platform branding of their products (Siegert, 2007).

Branding Models for Media brands

Service Branding Asset Model

Media is a service-based brand. As the content generated by media in text, image, audio or video form is intangible in nature therefore it falls under the category of service providers. Brand Awareness is a significant element for brand equity. Berry (2000) introduced a asset based service branding model. Brand image also plays an important role in deriving the same. Brand equity is more influenced by brand meaning as compared to brand awareness. Brand awareness relates to the knowledge and information about a brand hold by a consumer. Whereas brand meaning is the first picture comes in the mind of consumer when he/she exposed to the brand. External communication of the brand refers to the word of mouth and publicity of the brand among the customers. Presented brand is the company's message to the consumer through the name, logo or advertisement.

Customers experience with the brand is based on delivery of service through the employees and consumer participation. Consumer's perception about the brand is considered as Brand Connotation. The experience of the consumer with product/service provided by the brand put a direct impact on brand connotation. This brand connotation can be used to influence the bigger number of potential consumers as it is more subjective to consumer's experience.

Management Model of Service Branding

De Chernatony and Segal conducted an in-depth interview of 28 senior consultants of a London based firm for branding and advertising with the aim of investigating the elements that contributes a successful service branding. On the basis of this study, they recommended management model of service branding.

According to this model a firm first establishes its corporate culture so that it can determine the brand commitment of customers through external communication. It tries to establish the internal communication through the employees training activities to verify the consistency of its corporate culture and service value. Front office staff provides direct service experience to the consumers.Therefore, consumer receives service experience from the employees and through external communication which helps to create a brand image in consumer's brain. It also helps to maintain customer relationship and to display the corporate culture of organisation which help in promoting long lasting relationship with customers. This model provides various approaches of service brand management from the business point of view.

Service Branding Verdict Model

After the observation and analysis of data validation based on consumer brand equity model introduced by

Keller, Grace and O'Cass proposed service brand verdict model. Service Brand Verdict Model convinces that brand communication and the brand association with the consumer is vital for consumer satisfaction.

Service brand verdict model based on the qualitative research is comparatively more scientific than the Berry's brand equity model based on real data of customers. The general applicability of the model needs more discussion, as the data cannot be transferred to the service industry, except for the surveyed data. This model needs further discussion before its general application as the data cannot be used to any other sector of the service business than the one being researched.

All these three models of service branding are the most classic and significant models of field. But these models could not follow the market trends based on the shared economy. Therefore, more emphasis is required on shared value perspective to model service branding in media.

Uses and Gratification Theory

Uses and Gratification theory is one of the most popular theory in media research. It discusses that how media influences the consumers. It shows how audience use the media for their personal need and satisfaction when their other need is met. The uses and gratification theory serves as a useful framework to show the vital effect on usage intention. Consumers of media content learn more and get a diverse experience through the exposure to the world. The consumption of media is goal oriented. Audiences have different personal objectives for media consumption. It could be information, entertainment, or better understanding of a subject. Audience selects the media which satisfies their requirements. Therefore, media consumption is driven by social and psychological factors of requirement of an individual. It makes the media consumer more powerful in terms of selection of the media. Media consumer are capable of interpreting the media message and using those message in whichever way they feel it fits for their requirements. Therefore, audience has a control over how much and how media affects them. The uses and gratification theory are based on five social and psychological needs of an individual which are:

1. Cognitive Needs, desire to discover new things, acquiring information and enhancing the understanding of the subject.
2. Affective Needs, needs for emotional and aesthetics aspects.
3. Integrative needs, generally known as need to enhance and strengthen the reputation, confidence, and credibility.
4. Social Integrative needs, wish to strengthen the social bonding with friends and family.
5. Tension Free Needs, desires to release the stress and relax.

A key advantage of the uses and gratification theory is that it puts emphasis on individuals during the process of mass communication. It focuses more on the selectivity of media by individuals rather than the effects of media on consumer's mind. It is audience-based theory. The research conclusions of this theory are subjective rather than objective in nature.

Conclusion

This review of the branding models and media theories has utilised an innovative approach in order to understand the media branding practices. This study highlights the importance of a strong brand equity for a media brand and the significance of the brand attributes which are not related to the content of media. Besides this, the study findings reveal the significance of the elements of a media brand which relate to the uniqueness of a media brand. These results are very helpful in evaluating and planning a successful branding strategy for a media brand. Now a days all the media brands have access to multiple platforms to reach a diverse audience which improves its audience reach. It is the solution for the first research problem related to the brand equity. The uniqueness of the content and availability on multiple traditional and non-traditional platforms will increase the audience reach and ultimately enhance the Media Brand equity. Brand Image of a Media Brand is based on the brand awareness among the consumers. To enhance the brand awareness of any media brand the brand presentation through the name, logo, message, signature tune or the brand representative like radio jockeys, TV anchors, journalists etc. play a vital role in developing a brand image. Brand representatives or the face of a Media brands are equally important for the brand image of the media organisation.To enhance the long term brand association the management model of service branding recommends a good corporate culture and employee trainings to improve the customer relationship. Because customer satisfaction is ultimately leading to the long-term brand association. Service branding verdict model suggests that strong brand association is based on brand communication with consumers. This brand communication improves the brand attitude and results in enhancing the brand equity. The uses and gratification theory helps to understand the consumer requirements which will ultimately be helpful to create an effective branding strategy for a media brand. As media consumers are exposed to diverse platform for content consumption, the theory helps to understand the elements responsible for the selection of media by the audience. This will help media managers to recognize the most import elements of brand attributes which contributes to the exclusiveness of a media brand.

Rapid digitalisation, evolving technology and changing landscape of media is creating new challenges for media branding. Generally, media brands focus on the content and information but in the scenario of a cut throat competition where audience is exposed to a huge diversity of content it is important to focus on the non-content related elements which enhance the brand association of audiences. As result this observation may contribute to growing branding theories for media branding in the immersive media marketplace to access the new audience and establishing a strong media brand.

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A Meta-analysis of the Changing Landscape of Indian Print Media in the Era of the Digital Convergence

*Neha, **Dr. Preeti Singh

Abstract

Purpose/Research Significance: This research paper aims to investigate the changing landscape of Indian print media in the era of digital convergence. The study explores the impact of digital technologies on the revenue, circulation, content, and quality of journalism in Indian print media. The paper examined the challenges faced by Indian print media in competing with digital media platforms and the strategies adopted by media houses to adapt to the changing media environment.

Study Design, Methodology, and Approach: This paper performed a systematic literature review using the Prisma approach. This research focused on the role of various tools of digital media convergence in print media, and it searched all the relevant papers based on prescribed criteria.

Finding: The research paper is concluded by summarizing the findings of the study and discussing their implications for the future of print media in India. The paper also highlights key policy recommendations for print media houses and regulatory bodies in the context of digital convergence. The rise of digital technologies has transformed the media landscape across the world, and Indian print media is no exception.

Implications: The study is expected to reveal the changing landscape of Indian print media in the era of digital convergence. The findings are likely to highlight the challenges faced by print media in competing with digital media platforms and the strategies adopted by media houses to adapt to the changing media environment. The study is also expected to shed light on the changing consumption patterns of print media and the impact of digital technologies on the revenue and circulation of print media in India.

Introduction

In recent years, digital convergence has transformed the media landscape across the world, and Indian print media has not been an exception. With the rise of digital technologies and the internet, traditional print media outlets such as newspapers and magazines are facing stiff competition from digital media platforms. This has resulted in a significant shift in the way that Indian print media operates, both in terms of revenue models and content strategies.

The study investigates the impact of digital technologies on the revenue, circulation, content, and quality of journalism in Indian print media. The paper also examines the challenges faced by Indian print media in competing with digital media platforms and the strategies adopted by media houses to adapt to the changing media environment. Understanding the challenges and opportunities presented by digital convergence is essential for print media houses to remain competitive and relevant in the contemporary media landscape. It is also important for regulatory bodies to adapt to the changing media environment and ensure that the public continues to have access to high-quality journalism and diverse perspectives.

The paper reviews the existing literature on the impact of digital convergence on print media, outlines the research methodology, presents the findings of the study, and discusses their implications for the future of Indian print media. The paper also highlights key policy recommendations for print media houses and regulatory bodies in the context of digital convergence.

Methodology

This paper performed a systematic literature review using the Prisma approach. This research focused on the role of various tools of digital media convergence in print media, and it searched all the relevant papers based on prescribed inclusion criteria, including:

- All the research articles related to the role and

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impact of digital convergence media published between 2000 and 2021 were included in the search criteria.

- Existing literature from the fields of "digital media convergence, media studies," and print media" was taken into consideration. The areas were chosen based on the relevancy of the subject and scope of the given research article.

Research Database and Article Selection

The two authentic sources of gathering quality research articles at present, namely, Elsevier Scopus and Web of Science, were used to gather papers. These are the two authentic sources for gathering quality research articles. After selecting the database, an advanced search was performed by using a different combination of keywords. The words 'digital convergence' were kept constant for all searches. The other word combinations used along with that were "changing landscape, "internet," and "traditional print media." Next, the collected research articles were searched for further papers using their citations.

The articles collected at the above stage were double-screened using the Prisma approach, as shown in Figure 1. The aforementioned steps led to the collection of 164 articles from the research. Initial screening of the research papers resulted in the removal of 13 duplicate papers. In the next stage, the two subject experts read the 151 remaining documents. The experts reviewed the papers based on their title and abstract. In this process, 94 research papers based on expert opinions were removed. The exclusion was based on the title of the article (*n* 58), the abstract of the articles (*n* 27), and duplicate articles (*n* 9). In the next stage, the 57 remaining articles were reviewed by two subject experts and one research scholar. The detailed study resulted in the exclusion of 39 research articles based on the relevancy of the subject area and inclusion criteria. Hence, 16 research articles were found suitable for further analysis and critical review.

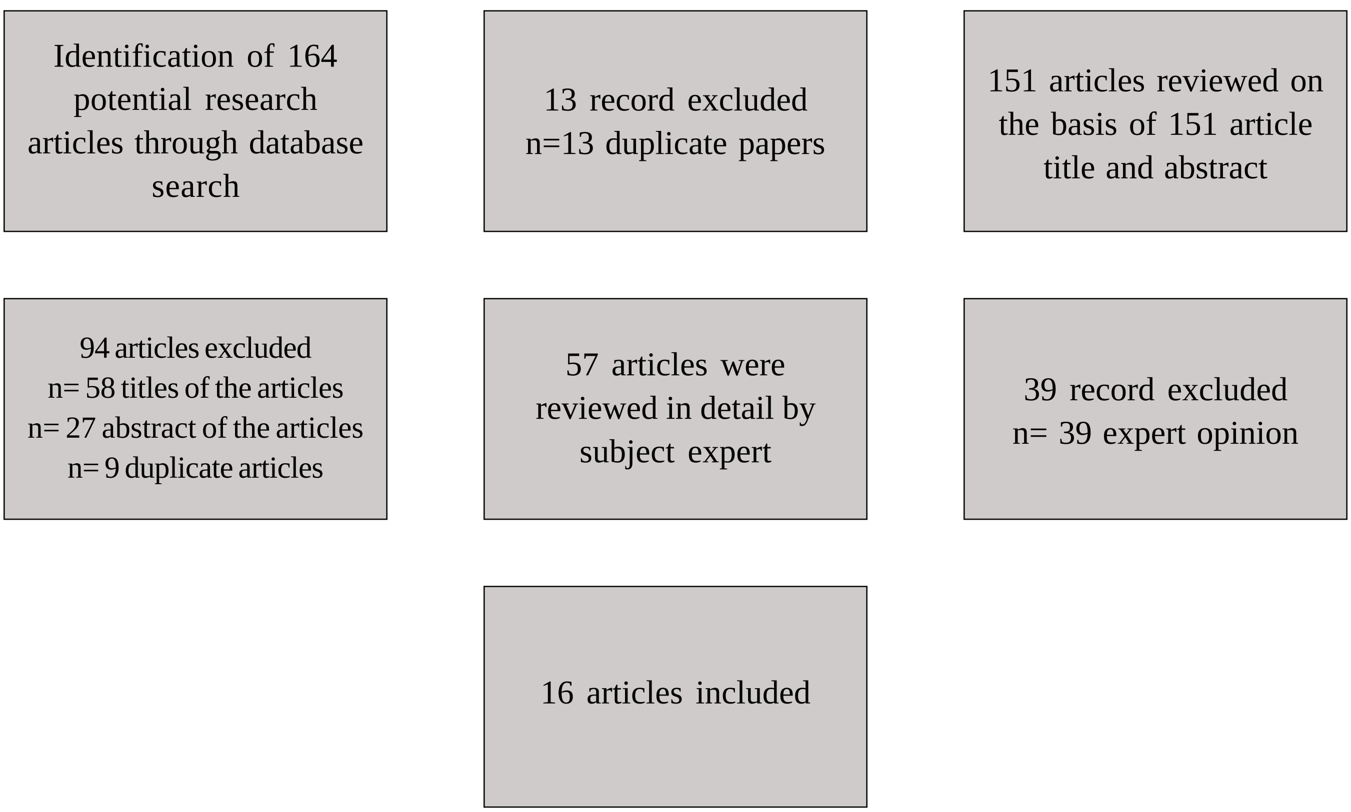

Figure 1. Research Database and Article Selection

Literature Review

Table 1. The changing landscape of Indian print media in the era of digital convergence

Sl. No.	Author	Year	Location	Objective	Research Technique	Findings and Suggestions
1.	Bhatia, M.	2016	India	To study the impact of the internet on print media using the case of The Times of India	Case study	The internet has led to a decline in print circulation and advertising revenue, but print media still holds a significant place in Indian media landscape. Print media should integrate with digital media to survive.
2.	Dhanavandan, S. & Krishnaswamy, K.N.	2016	India	To study the impact of digital convergence on The Times of India Group	Case study	Digital convergence has led to the integration of print and digital media, leading to a decline in print circulation and an increase in online readership. Print media should invest in digital technologies and create content that caters to digital audiences.
3.	Goswami, D.	2016	India	To study the changing face of The Times of India in the digital age	Case study	The internet has led to a decline in print circulation and advertising revenue, but print media still holds a significant place in the Indian media landscape.
4.	Joshi, H.	2016		To examine the impact of digital media on print media in India	Literature review and qualitative analysis	The study found that digital media has had a significant impact on print media in India, with many print media outlets shifting towards digital platforms to stay relevant.
5.	Dasgupta, S.	2017	India	To analyze the changing face of Indian print media in the digital age	Survey	Digital media has disrupted the traditional business models of print media, leading to a decline in circulation and advertising revenue. Print media needs to invest in digital technologies and create content that caters to digital audiences.
6.	Bhowmick, P. K.	2017	India	To examine the changing dynamics of Indian print media in the age of digital convergence.	Literature review and qualitative analysis.	The study found that digital convergence has led to significant changes in the Indian print media landscape. While print media still remains popular, digital media has opened up new opportunities for journalists and publishers to reach a wider audience.
7.	Kumar, A., & Gupta, M.	2017	India	To examine the impact of digital media on The Hindu, a leading newspaper in India.	Case study and content analysis.	The study found that digital media has had a significant impact on The Hindu, with the newspaper shifting towards digital platforms to stay relevant.

8.	Abraham, A.	2018	India	To examine the impact of digital media on print journalism in India	Literature review	Digital media has impacted the distribution and consumption of news, leading to a decline in print circulation and a shift towards online media. Print media needs to embrace digital technology to remain relevant.
9.	Das, S. K., & Gupta, N.	2018		To analyze the digital transformation of Indian print media.	Qualitative analysis of data collected from secondary sources.	The study found that digital media has impacted the print media in India in various ways, including declining readership, reduced revenue, and the emergence of new business models.
10.	Deb, A.	2018	India	To study the impact of digital convergence on print media in India	Literature review	Digital convergence has led to a decline in print circulation and advertising revenue, but print media still holds a significant place in the Indian media landscape. Print media should adopt digital technologies and collaborate with digital media to survive.
11.	Dhiman, M. & Nijhawan, S.	2018	India	To study the changing face of print media, focusing on English newspapers in India	Content analysis and survey	The study found that print media is still popular in India, but digital media has led to significant changes in the media.
12.	Kapur, R.	2018	India	To examine the impact of digital convergence on the media landscape in India.	Literature review and qualitative analysis.	The study found that digital convergence has led to significant changes in the media landscape in India, with traditional media facing competition from digital media. However, traditional media still has a loyal audience and plays an important role in shaping public opinion.
13.	Kaul, V., & Sahni, U.	2018	India	To examine the impact of digital media on print media in India.	Literature review and qualitative analysis.	The study found that digital media has had a significant impact on print media in India, with many print media outlets shifting towards digital platforms to stay relevant.
14.	Chakravarty,S.	2019	India	To analyze the changing dynamics of Indian media in the age of digital disruption	Literature review	The emergence of digital media has disrupted traditional media business models, leading to a decline in print circulation and advertising revenue. Print media needs to adapt to the changing landscape and adopt digital technologies.

15.	Gokhale, R.	2019	India	To study the convergence of print and digital media in India	Literature review	Digital media has disrupted the traditional business models of print media, leading to a decline in circulation and advertising revenue. Print media should invest in digital technologies and create content that caters to digital audiences.
16.	Bhatnagar, N., & Rathore, R.	2019	India	To examine the impact of digital media on traditional print media in India.	Survey of readers and analysis of data collected from secondary sources.	The study found that digital media has impacted the print media in India in various ways, including declining readership and reduced revenue.

Findings

The rise of digital technologies has had a profound impact on the media industry worldwide, and India is no exception. The Indian print media industry, which has a long and rich history, has had to adapt to the challenges and opportunities presented by digital convergence.

Quality and Relevance of Journalism:

One of the key challenges facing the Indian print media industry in the digital age is the quality and relevance of journalism. It is noted that the rise of digital technologies has led to a proliferation of fake news and disinformation, which can undermine the credibility and trustworthiness of journalism (Chadha, 2019). However, others argue that digital technologies also offer new opportunities for journalists to engage with audiences and deliver more relevant and personalized content (Nair, 2019).

Impact of Digital Technologies on Revenue and Circulation:

The impact of digital technologies on the revenue and circulation of print media has been a topic of much debate in the literature. Some scholars argue that the rise of digital technologies has led to a decline in print media revenue and circulation (Khan, 2019). Others argue that print media continues to play a significant role in the media landscape in India and that digital technologies have created new revenue streams and business models for print media companies (Saini & Garg, 2020).

Strategies Adopted by Print Media Houses:

To remain relevant and competitive in the digital age, print media houses in India have adopted various strategies. These strategies include diversification into digital media, collaborations with digital media platforms, and the adoption of new technologies such as augmented reality and virtual reality (Singh, 2019). Scholars have noted that print media houses that have successfully navigated the challenges of digital convergence have been those that have embraced innovation and experimentation (Ranjan, 2020).

Discussion

The Future of Print Media:

The future of print media in India is a topic of much debate in the literature. Some scholars argue that print media will continue to play a significant role in the media landscape in India, as it offers a more immersive and engaging experience for readers (Gupta, 2020). Others argue that print media will need to adapt to the changing media landscape and embrace digital technologies to remain relevant (Nair, 2019).

Challenges of Digital Transformation:

The digital transformation of the print media industry in India has presented several challenges for print media houses. Scholars have noted that one of the key challenges is the need for print media houses to develop new skills and capabilities to effectively leverage digital technologies (Gupta & Singh, 2020). Additionally, print media houses need to navigate the complex regulatory environment surrounding digital media in India, which includes issues such as data privacy and content regulation (Chadha, 2019).

Role of Government in Print Media:

The Indian government plays an important role in regulating the print media industry. Scholars have noted that the government has used its regulatory powers to limit the freedom of the press and influence media coverage (Shukla, 2019). Additionally, the government has been criticized for its slow response to the challenges and opportunities presented by digital convergence in the print media industry.

Changing Business Models:

The digital convergence of the print media industry has forced print media houses in India to adopt new business models. Scholars have noted that some print media houses have diversified their revenue streams by offering digital subscriptions, while others have partnered with digital platforms to expand their reach (Jain & Kumar, 2020). The changing business models have significant implications for the sustainability of print media in India, as well as the quality and diversity of news and information available to audiences.

Technological Innovation and Adoption:

Technological innovation and adoption have played a key role in the digital convergence of the print media industry in India. Scholars have noted that digital technologies such as artificial intelligence and machine learning are being used to personalize news and information for audiences, while others have explored the potential of blockchain technology for enhancing trust and transparency in the media (Kumar & Jain, 2020).

Policy Implications:

The changing landscape of Indian print media in the era of digital convergence has significant policy implications for the Indian government. Scholars have noted that the government needs to develop policies and regulations that balance the need for freedom of the press with the need to regulate digital media platforms (Srinivasan, 2020). Additionally, there is a need for the government to invest in digital infrastructure and skill development to support the growth of digital media in India.

Conclusion

The digital convergence of the print media industry has had a significant impact on the changing landscape of Indian print media. The study explored the changes that have taken place in the industry and the challenges and opportunities these changes present. The changing business models, audience behavior and preferences, technological innovation and adoption, and policy implications have been analyzed in detail. The study found that digital convergence has led to the adoption of new business models, changes in audience behavior, and the adoption of new technologies. However, the slow adoption of new technologies by print media houses in India has created concerns about the future of the industry.

Suggestions

To address these challenges, policymakers need to develop policies and regulations that balance the need for freedom of the press with the need to regulate digital media platforms. Additionally, the government needs to invest in digital infrastructure and skill development to support the growth of digital media in India. Overall, this study provides valuable insights into the changing landscape of Indian print media and highlights the need for further research to investigate the implications of these changes for the sustainability and growth of the industry.

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Traditional Media facing big challanges from Social Media

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Abstract

The growth of social media platforms in recent years has revolutionized the way people consume news and entertainment. Social media has become a dominant force in the media landscape, challenging the traditional media industry in various ways. This paper examines the effects of social media on traditional media and how it has transformed the industry. The paper explores the impact of social media on the traditional media business model, the changing consumption patterns of news and entertainment, and the role of social media in shaping public opinion.

Introduction

Social media has become an increasingly important aspect of our daily lives, and its impact on traditional media cannot be ignored. In recent years, traditional media has been forced to adapt to the rapid rise of social media, which has disrupted the media landscape in a significant way. This paper will examine the effect of social media on traditional media and explore how social media has changed the way we consume media, the traditional media business model, and how social media has impacted the public's perception of the news. Social media is transforming the way we communicate, interact, and consume information. It has revolutionized the way we access news, share our opinions, and connect with others around the world. Social media platforms, such as Facebook, Twitter, Instagram, and YouTube, have changed the way we engage with content and have disrupted the traditional media industry. They have enabled individuals and organizations to reach a global audience instantly, and have given rise to a new era of citizen journalism, where anyone can become a news source. However, the rise of social media has also had negative consequences, such as the spread of fake news and misinformation, online harassment, and the erosion of privacy. As social media continues to evolve and shape our society, it is important to examine its impact on various aspects of our lives and how we can use it responsibly.

The Changing Media Landscape

The rise of social media has led to a significant shift in the media landscape. Social media platforms like Facebook, Twitter, and Instagram have become an increasingly important source of news and information for millions of people worldwide. This has had a profound effect on traditional media outlets like newspapers, television stations, and radio stations.

In the past, traditional media outlets controlled the distribution of news and information. They were the gatekeepers of the news, deciding what stories were important and how they were reported. However, social media has disrupted this model by allowing anyone to share news and information with the world. This has democratized the media landscape, giving individuals a voice and enabling them to share their views and opinions with others.

The Changing Business Model

The rise of social media has also had a significant impact on the traditional media business model. In the past, traditional media outlets relied on advertising revenue to fund their operations. However, social media has disrupted this model by enabling advertisers to target specific audiences based on their interests, demographics, and behavior.

This has resulted in a shift in advertising budgets from traditional media sources to social media platforms. Advertisers now have more options to reach their target audience than ever before, and this has put pressure on traditional media outlets to find new ways to generate revenue.

One way that traditional media outlets have responded to this challenge is by embracing social media themselves. Many newspapers, television stations, and radio stations now have a strong social media presence, using platforms like Facebook and Twitter to share their stories and engage with their audience.

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Advertising revenue is a crucial source of income for traditional media outlets, but the rise of social media has disrupted this model. Social media platforms, such as Facebook and Google, have become dominant players in the digital advertising industry, attracting a large share of advertising spending that was once directed towards traditional media outlets. This has led to a decline in advertising revenue for traditional media outlets, as advertisers increasingly shift their budgets to social media platforms, which offer more targeted and cost-effective advertising options.

Moreover, social media has enabled businesses to reach their target audience directly, bypassing traditional media outlets. Many businesses are now able to create their own content and distribute it through their social media channels, reducing their reliance on traditional media outlets for advertising and promotion.

In addition, social media has changed the way audiences engage with news and information, leading to a decline in traditional media audiences. The rise of social media has given consumers access to a wider range of news and information sources, allowing them to consume content on their own terms and in real-time. As a result, traditional media outlets have struggled to retain their audiences, particularly among younger generations who are more likely to get their news from social media.

To adapt to these changes, traditional media outlets have had to shift their business models, embracing social media as a means of reaching new audiences and engaging with their existing ones. Many traditional media outlets have launched their own social media channels, using them to promote their content and engage with their audiences. Others have partnered with social media influencers or launched sponsored content campaigns to generate revenue.

In conclusion, social media has disrupted the business model of traditional media outlets, challenging their dominance in the advertising industry and changing the way audiences engage with news and information. However, traditional media outlets have also adapted to these changes, using social media to their advantage and finding new ways to generate revenue and engage with their audiences. As social media continues to evolve, it is likely that traditional media outlets will continue to adapt and find new ways to remain relevant in the digital age.

The Impact on News Consumption

Social media has also changed the way we consume news. In the past, people would typically get their news from a few trusted sources, such as their local newspaper, TV news, or radio news. However, social media has disrupted this model by enabling people to get news from a wide range of sources, both traditional and non-traditional.

This has had both positive and negative effects. On the one hand, people now have access to a wider range of viewpoints and perspectives than ever before, which can help them to form a more informed opinion. However, on the other hand, the rise of social media has also led to the spread of fake news and misinformation.

Social media has had a significant impact on the way people consume news. With the rise of social media platforms, people now have access to a vast array of news sources, including traditional media outlets, citizen journalism, and social media influencers. This has led to changes in the way people consume, share, and engage with news.

One of the most significant changes in news consumption has been the shift towards mobile devices. Social media platforms, such as Twitter and Facebook, have made it easy for people to consume news on their smartphones and tablets, allowing them to access news content on-the-go. This has led to a decline in traditional media consumption, with many people now getting their news from social media rather than traditional media outlets.

Another impact of social media on news consumption has been the rise of citizen journalism. Social media platforms have made it easy for anyone to share news and information with a global audience, bypassing traditional media outlets. This has led to the emergence of citizen journalists, who use social media platforms to report on events and share their perspectives on current affairs.

Social media has also made it easier for people to personalize their news consumption. Platforms like Twitter and Facebook allow users to curate their own news feeds, selecting the sources they want to follow and filtering out the ones they don't. This has led to a more fragmented news landscape, with people increasingly exposed to content that reinforces their existing beliefs and biases.

Moreover, social media has facilitated the spread of fake news and misinformation, which has had significant implications for news consumption. False or misleading stories can spread rapidly on social media, often before traditional media outlets have had a chance to fact-check them. This has led to concerns about the impact of fake news on public opinion and the democratic process.

In conclusion, social media has had a profound impact on the way people consume news. It has led to changes in the devices people use to access news, the sources they rely on, and the way they engage with news content. While social media has provided new opportunities for citizen journalism and personalized news consumption, it has also facilitated the spread of fake news and misinformation, leading to concerns about the reliability of news sources and the impact on public opinion.

The Impact on Public Perception

The rise of social media has also had a significant impact on the public's perception of the news. In the past, traditional media outlets were seen as the most reliable source of news and information. However, the rise of social media has led to a decline in trust in traditional media outlets, with many people now turning to social media for news and information.

This has been fueled by a number of factors, including the spread of fake news and misinformation on social media, as well as a growing perception that traditional media outlets are biased and untrustworthy. This has led to a decline in the influence of traditional media outlets and an increase in the influence of social media influencers and other non-traditional sources of news and information.

Impact of social media on human resource of traditional media

Social media has had a significant impact on the human resource practices of traditional media outlets. The rise of social media has changed the way traditional media outlets recruit, retain, and engage with employees.

One of the most significant impacts of social media on human resources is the way it has changed the recruitment process. Social media platforms, such as LinkedIn, have become important tools for recruiters, allowing them to search for and connect with potential candidates. This has made it easier for traditional media outlets to find the right talent, particularly for roles that require specific skills or experience.

Moreover, social media has also made it easier for traditional media outlets to promote their employer brand and attract top talent. Many media outlets now use social media to showcase their work culture, values, and opportunities for career growth, which can help to attract candidates who share their values and aspirations.

Social media has also changed the way traditional media outlets engage with their employees. Many outlets now use social media to communicate with their employees, providing updates, feedback, and recognition for their work. Social media can also be used to foster a sense of community among employees, creating a space for them to connect and collaborate with each other.

However, social media has also presented challenges for traditional media outlets, particularly in the areas of employee privacy and online reputation management. The blurring of boundaries between work and personal life on social media can create challenges for employers who want to ensure that their employees are representing the organization in a positive light. This has led to the need for policies and guidelines around social media use in the workplace.

In conclusion, social media has had a significant impact on the human resource practices of traditional media outlets. It has changed the way traditional media outlets recruit, retain, and engage with employees, presenting new opportunities and challenges. As social media continues to evolve, it is likely that traditional media outlets will continue to adapt and find new ways to harness its potential for human resource management.

Conclusion

In conclusion, social media has had a profound impact on traditional media. It has disrupted the traditional media landscape, changed the way we consume news, and had a significant impact on the traditional media business model. While social media has had many positive effects, such as democratizing the media landscape and giving individuals a voice, it has also had negative effects, such as the spread of fake news and misinformation.

To adapt to the changing media landscape, traditional media outlets must embrace social media and use it to their advantage. This means using social media to engage with their audience, share their stories, and deliver news and information in new and innovative ways. Traditional media outlets must also prioritize accuracy and reliability in their reporting to regain the public's trust.

Furthermore, social media platforms must take responsibility for the content that is being circulated on their platforms and implement measures to prevent the spread of fake news and misinformation. This includes investing in tools and technology to identify and remove false information, and partnering with traditional media outlets to promote accurate reporting.

The future of traditional media depends on its ability to adapt to the changing media landscape and embrace new technologies and platforms. While social media has disrupted the traditional media industry, it has also presented new opportunities for traditional media outlets to reach a wider audience and remain relevant in the digital age. By embracing social media and prioritizing accuracy and reliability, traditional media outlets can continue to play a vital role in shaping public opinion and delivering news and information to the masses.

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Smart Supply Chain Networks in Sustainable Re-generation of Fruits Storage

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Abstract

India's Horticulture which hit record high of 300 Million MT in 2016-17, which was even more than production of food grains for the year. The post-harvest losses up to the extent of 40 per cent coupled with India's position in International Business of fruits Export has attracted modern and smart digitized formats in Supply Chain Network technologies. The usage of Artificial Intelligence has further scaled the prospectivechances to expanded margins through quality regulator. The input channel, business model re-engineered Horticulture Industry of our country and lossesto the extent of Rs.400 billion a year, gearing up new technologies in supply chain and smart packaging. Not only the well-established organizations but startups have entered into this Smart Technology integration as opportunity in fresh fruits is higher than the processed foods. We are matching the standards where India will not be the world leader in production of fruits but a global leader as well in export and treading of fruits in International Business Platform.

Introduction

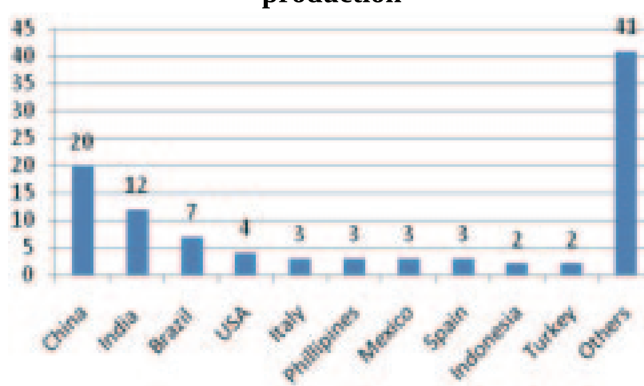
Fresh fruits and vegetables market in India is no way behind any other product where penetration of foreign brands has happened to such a great extent that Indian consumers have now developed taste to some of the unique fruit flavors of foreign origin e.g. US Apple, New Zealand Kiwi, South Africa Oranges, South Asia's fruits like Dragon Fruit, Thai Guavas, Longans, Grapes, Passion Fruits etc.

Primarily what we eat today in India, right from our dietary staples to fruits, 30-40 percent on our land comes from foreign origin only. In terms of Calories around 30 percent of our Calorie requirement is met from these brands only. Fruits and Vegetables comprise around 90% of India's horticulture production. India stands second in fruit production in world with production 300 Million Metric Tons (2016-17) and a world leader in many fruit crops like Mango, Banana, Papaya.

Amongst fruits, the country ranks first in production of Bananas (26%), Papayas (44%) and Mangoes (including mangosteens and guavas) (41%).

India's share in world fruit production has been estimated to as followsdepicted in Table No.1, as per National Horticulture Board. China is the world leader sharing 20 percent of world's fruits production, followed by India (12 percent) and Brazil (7 percent).

Table No.1: India's share in world fruit production



Country wise production share in percentage terms (compiled from National Horticulture Board Data)

It has been estimated that nearly 30-40 percent of Fresh Fruits and Vegetables Valuing 7000 crores is wasted in India due to lack of Post-Harvest Technologies, lack of storage technologies, very meagre level of organized distribution channel network, inadequate cold chain infrastructure.

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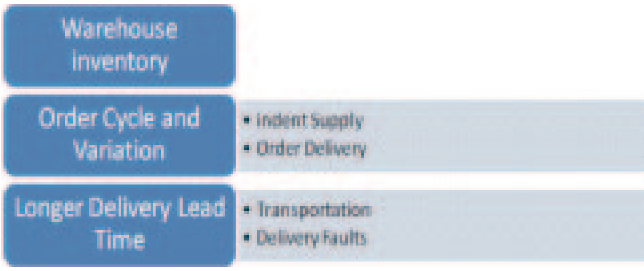

Figure No.1: Post-harvest losses

The objective of this study :

1. To study the status of fruit Production.
2. To review the modern supply chain formats based on Artificial Intelligence.
3. To study the digitalized technologies of Fruit Supply Chain at par with International Business.

Further, this study will focus on each objective in the following sections of the paper

1. *India's Export of Fresh Fruits*

According to statistics released by APEDA, Ministry of Commerce, India due to large product volume of India, there are fabulous prospects for export. During 2018-19, India exported fruits and vegetables worth 1,470 USD Millions which comprised of fruits worth 692 USD Millions and vegetables worth 777 USD Millions shown in Table No.2.

Table 2: Major Fruit Export from India- Qty-000, MT, Val- Rs. 000, Lacs

	2016-17		2017-18		2018-19	
	Qty	Value	Qty	Value	Qty	Value
Grapes	198.4713	178	1,88,	1,90	2,46,	23
Pomegranates	50	49	47.00	54.00	67.00	69.00
Banana	110	38	1,01,	35.00	1,34	41.00
Mangoes	52	44	49.00	39.00	46.00	41.00
Oranges	48	11	15.00	4.00	43.00	25.00
Other fresh Fruits	38.00	11	22.00	6.00	15.00	9.00
Apples	22	6	12.00	4.00	167.00	8.00
Watermelon	26.00	6	26.00	6.00	33.00	7.00

Source: Compiled and calculated from DGCIS Annual Exports

The major fruits exported from the country are Grapes, Pomegranates, Mangoes, Banana and Oranges.The major destinations are our neighboring countries, Middle East, south East Asia and parts of Europe. India's stake in the worldwide market is still nearly 1-1.5% only, however there is mounting recognition of horticulture produce from the country. The state of art technology and infrastructure are the key reasons behind this.The digitized transformationin the fresh fruits Industry can be a success story only with special emphasize on greenhouse technologies, polyhouses, poly tunnel technologies, biotechnologies and modernized logistics.

2. *Entrepreneurial Trends*

This is an amazing fact that numbers of Agriculture based- entrepreneurs in the country are rising and many do not have background in Agriculture. The Agro based technology competitions, awards,recognitions and investments are also emerging in the sector and Indian youth is being attracted to new technologies, diversified mechanisms of Agriculture techniques, alternate cropping patterns, scientific models of supply chain and so on. Nevertheless the challenges seem to be arduous, but need to be acknowledged and tackled.

One of the key recommendations of expert committees on enhancing farmers' income and entrepreneurship has been liberalization of the agriculture value chain, especially post-harvest marketing networks.

3. *Artificial Intelligence and fruits Supply models*

Using Artificial Intelligence the modern retail companies of Fresh Fruit and Vegetable chain such as Ninjacart, Grofers, Crofarm, krishi (Sun, 2019) censor Hub are able to predict demand from the data they have collected, allowing them to minimize waste which may otherwise crop up due to excess stocking, transportation, moisture loss in warehouse or any sort of post-harvest handing (Zhang and Mujumdar, 2019) shown in Table

No. 3. There is no compulsion on farmers to sell their produce to these companies. Payments are made directly into farmers' accounts; hence corruption is no place here (Popa, 2011).

Table 3: Uniqueness of some of the Modern Supply chain Models

Company	Unique Features
Ninjacart	• Farmer on Board • Hs data mde part of farmer harvest calender • Once crop is ready, company offers to procure usually at price around 15% higher that market • Every worker in warehouse has smartphone to see instructions
Crofarm	• Network with around 6000 farmers • Daily SMS on quantity of produce required and price offerred. • Once crop reaches centre, SMS delivered to farmers on arrival confirmation • Direct payment transferred to farmers' accounts
KrishiHub	• Three apps • One for farmers for maintaing inventory • Another to see orders placed, trak payments • Thirds for retailers to place orders and delivery partner to track logistics.

3. *Smart Technologies Invasion in fresh Fruit Industry in India*

The amount of wastage in food and loss is estimated to be $ 940 billion and for a country like India the shrinkage in retail supply chain has direct supply chain impact on company's triple bottom line. It is quite possible to reduce the wastages but making this requires a great level of efforts in technology and new systems of handling the fresh fruits so that quality is restored.

Recently many smart organization make up to the extent of 30 per cent have started digitalizing the supply chain network and digitization of supply chain has become the top most priority (Corney, 2002).

3. *Sensor Technology*

This is an emerging technology to detect freshness of fruits. Sensors and IoT in greenhouses are used to monitor the critical parameters of crop growth.

The technology is also used to determine the fruit ripeness and for predicting shelf life of fruits and vegetables during transportation.

The development in sensor technology has led to creation of opportunities for fruits and vegetables producers to find out solutions for various issues such as food safety and food monitoring applications (King, 2017). Some of the remarkable achievements of the technology are reduction in wastage, optimization of produce, reduction in cost and adoption of small devices are encouraging improvements in the food industry (Singh *et al.*,1996).

The ion concentration is measured and that is the principle of measurement of freshness of the fruits.As the ion concentration changes, we can measure the change in freshness over a period of time.The method does not require any chemical treatment to fruit for its measurement but can be used in any retail store as well as for frozen products also.

The right stage of ripening determinesthe usage of the product like as fresh usage, in processing, juices, storage, freezing, drying etc.

Sensors are playing vital role in food monitoring , apart from remotely monitoring it is essential for the detection of chemicals for determining the determining the freshness of fruit and vegetables.

4. *Controlled Atmosphere Technology Storage*

Controlled Atmosphere technology is one of the most important technology for retaining freshness of fruits. Fresh and Healthy Enterprise Limited, Subsidiary of Concor India, Ministry of Railways-Government of India, has made a remarkable and unique presence in Logistics and Controlled Atmospheric technology which is based on controlling the ripening mechanism of the fruit by controlling concentrations of Oxygen, Carbon Dioxide and Nitrogen that basically trigger the ripening of fruit naturally (Liu, 2015). The fundamental deterioration process of fruits is the basis concept behind development of this technology. As all living produce consume oxygen and produce carbon dioxide, controlling the later is the key feature of this technology.

CA storage is one of the widely used technology in International platform and in many countries, on form CA stores are also there, In India also, this initiative has been taken by some of the private players lie Adani Agrofresh, ITC and Unifrutti India (Mani, 2017).

Technological aspects of CA

- Construction of storage chambers

- Refrigeration equipment for cooling the produce
- Maintenance of high RH Coolers
- Nitrogen Generation
- Carbon dioxide scrubbers
- Monitoring and controlling equipment

  Safety arrangement

5. *Black box Technology*

Black box technology is a new breakthrough in cold chain management of fresh fruit that ensure to keep them fresh upto 1000 days, about 65 months which is even more than the life cycle of a fruit. As in IT terms, Black box technology is well known technology where input and output are known but the internal structure and working is not very well understood for the purpose in hand or may not be supposed to be known for various security reasons.

The company ViztarAgritech, India, has tied up with a Spain based company Nice Fruits to set up cold stores in the fresh fruits field. This technology is a parent technology of Spain developedby local scientists. The technology will not use Nitrogen which is generally being used in cold stores for fruits preservation.The technology has been tested worldwide and patented in USA. It has been estimated that the capacity of storage of fruits will increase four folds with use of this technology.

6. *RFID Supply Model: Success story of Ninjacart*

An agritech startup Ninjacart is another selfbuilt success story in Indian Agro supply chain model to keep pace with International business, with delivery accuracy rate of 99.8% all the round year with even a single day off. Behind success of this Smart supply chain is the team of Ninjacart that strives continuously for no error in the process and controlling pilferages.

The four-year-old Bengaluru-headquartered startup began by focusing on the retail-consumer segment (B2C) has created a the B2B model to set up a seamless link between farmers' produce and retail stores. The goal was to ensure a fair price for everyone involved.Ninjacart works on Backward Extension with set up of more than 20 collection centres close to around 7000 farmers and more than 2000 transactions a daily.

Supply Chain Dynamics for Ninjacart

Operational Challenges for Ninjacart

- To ensure timely payments from shop owners
- Hedging against losses, wastages, pilferages
- Financial misappropriation
- Collection of empty crates

Achievements for Ninjacart

- Around more than 5000 deliveries a day
- Customer base grown more than 100 per cent in last 3 years
- Logistics network grown four fold over last 4 years
- Transportation of fruits and vegetables to small town in cold trucks due to non-availability of cold stores
- Setting up of cold stores apart from supply chain as trading model
- Achieving 36 hours cycle from farm collection to making empty crates back to farm after delivery and collections.

7. *Digital supply chain solutions:*

The technology works on multiple sensors on internal attributes of fruits. The date collected can handle more that 55 million fruits per day. The technology can take more than 300 photographs per day which means data up to 30 MB is recorded per fruits. The scope of digitization fluctuates by area nevertheless. In a comparison of digitization by diversetrades, information and communication technology (ICT) and media are the leaders with relatively high digitization, with agriculture at the very bottom of the list. Agriculture falls in a class which is big and localized with low efficiency which can convert for efficiency and healthier facility distribution.

Digital evidencehas can open up openings for all key players in the fruit industry such as growers, producers, packagers, traders, distributors and retailers.

With more organization and categorizing data available, cultivators can apply even more meticulousness agriculture in producing their fruit. Attribution and traceability will be much better. Pack houseprocedures can be more creative and conservation more predictable. Deliveryis more efficient, providing the right transport at the right time and retail's last fulfilment will be aligned to the product (Kuzminov, 2018).

Conclusion

The maximum amounts of losses in fresh fruits in India after harvest are only due to inadequate supply chains. With the advent of digitalization and Artificial Intelligence, these has been proven that smart Supply Chain Technologies can change the dynamics to a great extent and bring India's each and every commodity at a competitive level in International Business. These technologies can only help if we turn the scenario first of all at farm level to all farmers by backward extension through latest apps, downloads, information also, we are able to develop a strong chain of our fruit growers who all are linked in this Smart world to the latest International scenario and markets. Technology has the greatest role to play here as in International business there are many mechanisms to slowdown fruit ripening, we can remarkably bring the change in our society.

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Systematic Literature Review: Role of Information Technology During Rohingy a Humanitarian Crisis

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Abstract

Humanitarian emergencies such as pandemics and natural disasters have made the world vulnerable many times. Although government and non-government organisations contribute their best to take people out of such emergencies, information plays a major role. Timely and exact information leads the affected people to take benefit of the help provided by the humanitarian workers.

One such humanitarian crisis happened with the Rohingya people in 2017 and the tribe was forced to flee across the border in Bangladesh. The country is now home to more than 1 million Rohingya people living in the largest and densest refugee camps in Cox's Bazar. The community is still suffering in many ways with individuals entirely dependent on donor organisations to fulfil their daily needs. In this instance, reasonable communication is significant to enlighten people about available aid, security and eradicate rumours.

This study has done the Systematic Literature Review from the sample of works to study the role and importance of audio platforms in conveying and dismantling the rumours in the Rohingya refugee camps. In a few researches the importance, impact and nature of audio platforms during different phases of emergency have also been discussed in light of the communication models to study their efficacy.

Introduction

An enormous army crackdown happened in Myanmar in August 2017 which led to a giant refugee influx into Bangladesh. Rohingyas, who were living in the Rakhine state of Myanmar were forced to flee to a neighbouring Cox's Bazar, a south-eastern district of Bangladesh. Due to the military conflict, the community of Rohingya suffered hundreds of deaths, injuries and even rapes (Albert & Maizland, 2020; BBC News, 2020; Hargrave *et al.*, 2020). "As of October 2022, over 943,000 stateless Rohingya refugees reside in Ukhiya and TeknafUpazilas. The vast majority live in 34 extremely congested camps, including the largest single site, the Kutupalong-Balukhali Expansion Site, which is host to more than 635,000 Rohingya refugees" (UNHCR, 2022; OCHA, 2022).

Since, the exodus happened, the government of Bangladesh in coordination with local and international humanitarian organisations has been helping the people of the Rohingya community, providing aid and other important information inside the camp (Ergul, 2020). Owing to socio cultural structure, women and adolescent girls were facing and were unable to gather useful and information. Realizing that valid information is an essential tool to make people understand the basic needs which are being provided inside the camp, government officials are applying different types of communication strategies. Communication tools clubbed with information technology is termed as Information Communication Technology (Raymond *et al.*, 2015). Different audio platforms and formats are being used nowadays to transmit authentic information from the affected areas to the outer world as well as communicate with the affected communities. Over the years it has been observed by different researchers broadcasting spaces that people living in the areas under the narrowcast tend to have better awareness with respect to issues and different schemes in comparison to people living in the areas with no narrowcast (Chatterji, 1991; Vats, 2011; Iyer & Vats, 2018).

In Bangladesh's Rohingya refugee camp, the community trustedonly a few people even among themselves. Additionally, the language in the absence of a written script also became a barrier in communication with the Rohingyas. The primary communication with the community happened with support from the "Majhis' the religious leaders whom the Rohingya Community members trusted the most (Cook *et al.*, 2018) For the aid workers audio visual medium presented the most reliable communication opportunity. The 'BBC Media Action', 'Translators without Borders' and 'Ground Truth Solutions', collectively called the 'Common Service Consortium', provided a range of tools and services for

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Rohingya people, local community leaders and humanitarian responders. The Common Service Consortium in Cox's Bazar created audio and visual content in the Rohingya dialect, setting up communication between affected Rohingya people and emergency respondents ensuring the flow of right, relevant, credible and timely information. In order to build the trust among all the stakeholders involved, humanitarian organisations used interpersonal and audio platforms to provide aid and information regarding security in Rohingya refugee camps (Bailey *et al.*, 2021). In the initial months the audio platforms included 'Miking', 'Spot Campaigning' and creation of 'Information Hubs' to initiate and sustain the two-way communication between the affected community and the aid providers.

Printed infographics particularly the flashcards, and animations in the Burmese and Bangla language were used to educate people. However, many of the displaced Rohingyas could not read therefore various audio platforms proved to be the most successful communication tools to inform, educate and transmit important information among the Rohingya people.This paper aims to investigate the role of audio platforms in dismantling rumours during the humanitarian emergency in the Rohingya camps of Cox's Bazar, Bangladesh since August 2017.

Materials and Methods

A literature review-based study with the sample of works drawn from the available peer reviewed published papers, research studies, reports and different web links was conducted. A comprehensive understanding of the problem was achieved with this Systematic Review Analysis.

Research questions

In the humanitarian crisis of the Rohingya community, audio platforms proved to be vital tool in transferring information, however, the role of these audio platforms was not much investigated. Limited studies focussed on the role of audio platforms in conveying potential information. In this study the following questions were being investigated:

- What are the audio platforms used during any humanitarian emergency to fight rumours?
- How has Humanitarian radio curbed rumours in Rohingya camps?
- How do audio platforms help in spreading answers to imperative questions on humanitarian emergencies?

Result

Research studies and reports were used to know the impact of audio platforms during humanitarian emergencies such as that of the Rohingya crisis. It has been observed that every humanitarian crisis brings a lot of damage to the existing systems including the communication platforms. In such situations, audio platforms serve the best for Humanitarian Communications during a crisis to disperse information inside and outside the affected areas. Further findings are discussed below. Different researchers studied thethe use of ICT and Radio, its importance, impact and nature of humanitarian Communications during different phases of emergency employing the Two-Step Flow Model, KAP Model and through the concept of Humanitarian Communication.

Rohingya and Radio: Dodul *et al.* (2020) employed a mixed-method approach to analyse how radio affected the lives of the Rohingya people. The survey method was applied to collect the quantitative data whereas the Focus group discussion (FGD) method was applied to collect qualitative data. To have an unbiased representation of the population, a total of 50 random people were selected from the camps and 15 survey questionnaires were asked. The data was collected following the semi-structured interview process. A focused group discussion was conducted with 30 respondents between 30-60 years of age. The survey data was then analysed by employing Statistical package analysis for Social Sciences (SPSS). As a part of Theoretical framework, Dodul referred to Some researchers who emphasised on the importance of establishing a feedback mechanism as it creates a two-way flow of information between humanitarian actors and affected communities. "According to IOM (2014), Feedback mechanisms enable expectancy supervision and serve as a yardstick for communities to hold the humanitarian community accountable." (Wilson *et al.*, 2019).

While analysing the data, it was found that Rohingya people above 25 years of age were keener in listening to the radio as compared to those under 25 years of age. Camp leaders (Majhis) between the ages of 26 to 35 maintain communication between government and non-government officials and play an influential role in decision-making. It was also found that this humanitarian crisis has affected the Rohingya people in such a way that seeking information has become a part of their daily necessities. Acquiring information through the radio is on priority as the refugee camps are being set up in forest areas and are temporary. Therefore, no other means of communication can be set up between donor organisations and respondents. News is preferred over entertainment in which maternal and child health care is the most listened to content as most people inside the camps are children and females. The community radio channel is more popular as the content shared is in the Rohingya language. Radio influences the adoption of new habits correlated to health such as washing hands, using safe sanitary kits and many others.

During any emergency, technology like that of Television and internet are not available readily, In such a critical time, radio can play its role of communicating useful information to safeguard human rights, including the right to access information and the right to freedom of expression and participation (Ergul, 2020). "Messages can be tailored to a specific group of listeners at key locations, for example, information hubs, learning centers, listeners groups, hospitals and households. With its interactive features, radio promotes hope, confidence and a sense of belonging."

Communication with Rohingya: "Almost 80 per cent of Rohingya men and women reported that they did not have enough information to make good decisions for their familiesand themselves (Bailey *et al.,* 2020). A research brief published in November 2017 (Lacucci *et al.,* 2017) reports on how Rohingya people feel about their own language. 407 respondents participated in the programme, out of which 82% of individuals were new arrivals in the Rohingya refugee camps. After questioning these people, it was found that 66% of the Rohingya population could not read or write. They cannot understand any other spoken language therefore, verbal communication is vital where the information is received face to face, through loudspeakers and by phone calls. Information received from Majhis and medical professionals is trusted. There is a certain percentage of people who prefer written information; however, language barriers and low media access have denied many Rohingya refugees the essential information they ought. Because of the lack of information, refugees of Rohingya are not able to claim their rights, needs to the fullest and hence, lack decision-making capability. Also, the report elaborates about mobile phones as main technological channel used for information exchange. It reports only 54% of the Rohingya communities using a mobile phone, and 85% of the host community. It was technically illegal for refugees to purchase a SIM card.

Information transfer through disaster radio: Hugelius *et al.* (2016) writes that a communication crisis happens after a disaster, and building communication furthermore is an essential part of crisis management measures. Typhoon Haiyan destroyed the Philippines in 2013 and is mentioned as one of the natural disasters. Approximately 14.9 million people lost their homes and many lost their lives. After the disaster radio was used to convey important information regarding health, aid and others to the affected people. Mixed-method analysis using qualitative content analysis and descriptive statistics were used to analyse the logged files. It was found that radio served as a vital audio platform. It was used to provide general information and to demonstrate the capability of the officials working in the disaster-prone area to manage the situation, encourage people, help in recovery, give advice and promote self-activity. Health-related information was also transmitted through disaster radio. This research was limited to one area as the use of disaster radio may be different in different damaged areas. The researcher did not study the impact of messages transferred through disaster radio on the affected people.

The power of radio to promote health: Hugelius *et al.* (2019) in their review paper state that humanitarian radio has been used as humanitarian aid during natural disasters while the impact of radio as a disaster health response intervention has not been evaluated. Their study provides the impact of humanitarian radio in natural disasters from a health point of view. It was concluded that humanitarian radio could be used to deliver health-related information, advice and psychological support to the affected people to promote physical and psychological well-being. Radio has been proven to be a cost-effective tool for transmitting information in severely damaged areas delivering useful information to a large number of affected people. Talking about the impact of radio it can be said that radio can effectively contribute to health recovery and well-being from individual and community perspectives. The paper also states that individuals connected to disaster management such as health professionals, crisis communication professionals, radio journalists and others should be trained to use humanitarian radio in an effective manner and be ready to serve in disaster-prone areas.

Humanitarian crisis and rumours: Mel Bunce (2019) in his report has talked about the impact of online media on the humanitarian crisis. According to the author, online media platforms blur the line between reality and fiction. Situations are rumoured, exaggerated and completely invented stories are told. The content is presented in such a way that it looks like a real one however it is fake in reality. Disinformation can cause serious harm to the affected people as well as humanitarian workers. People searching for the situation on online platforms undermine the efforts of hardworking people providing relief and help to disaster-prone areas. It can exacerbate conflict and violence. The audience is also concerned about the disinformation and struggles to trust the news sites. The creator of these disinformation can be financial seekers, political people or other stakeholders. As per the paper, laws should be made to restrict the content going on online media platforms such as Twitter, Google or others. Secondly, humanitarian journalism should secure stable funding to transfer trustworthy information to the affected communities. Next, media literacy should be increased. The audience should know to distinguish between trustworthy and other content. Furthermore, it is significant for news outlets and NGOs to provide accurate reporting and campaigning news.

ICTs in humanitarian communication: Raymond *et al.* (2015) states that Information Communication Technologies (ICTs) are increasingly becoming a defining component of both natural disasters and armed conflicts arising in the twenty-first century. Organisations whether government, non-government or others employ ICTs in a variety of ways to portray the situation of the affected communities. The ICTs are used to collect geopolitical data, analyse social-media content and other sources of data. They also have the potential to improve situational awareness and dispel rumours by connecting with the affected population directly. According to the authors, the fundamental purpose of communication activities should be to save lives, alleviate suffering and maintain & protect human dignity during and after any type of crisis whether it is a man-made or natural disaster in order to prevent the occurrence of such situations. This paper proposes that three interdependent criteria must all be present simultaneously for communication activities, including the use of ICTs, to be considered truly humanitarian. These three 'Ps' are populations, principles, and purposes. Putting together these three 'P's, Raymond defines humanitarian communication: "Humanitarian communication is technical capacity building; information collection and dissemination; preparedness activities; and/or data analysis for the purposes of saving lives, alleviating suffering, and protecting the dignity of crisis-affected populations when performed in accordance with international standards of humanity, impartiality, neutrality, and independence."

Offline Radio Programmes to Communicate with the Communities: An evaluation report of the common service for community engagement and accountability done by BBC Media Action (Bailey *et al.,* 2020) describes the use, utility and impact of offline Radio Programmes and AVs at the Information hubs situated in the camps. The report says one fifth of the Rohingya people had visited these hubs and out of those, 42 percent visited more than four times.Audio visual content and podcast format programms created by the Radio content creators were used in those Information hubs. As shared by the Practitioners, the Community Health Workers were downloading those content and used them to start conversation and information sharing with the Rohingya Community.

Although the radio listenership was very low in the Rohingya community initially, the affected community still listened to the audio programmes either at home on their radio sets, or in the specially established Listener groups or in the community spaces.

Conclusion

Every humanitarian crisis brings instability in various ways; however, the correct use of communication tools can console the affected people, motivating them to face the current situation and also developing trust between them and people working hard to help them in every way. During the humanitarian crisis, it has been observed that humanitarian radio is the most suitable platform to convey crucial information since it has the potential to reach large populations of severely damaged areas.

Also, these Radio stations and programs create platforms to enable two-way communications between the affected community and the aid providers. The correct, relevant and timely information shared by these Humanitarian Radio and Communication Channelshelps to avoid the spread of rumours and situation exaggeration in turn helping the affected population to gain the courage to face the challenging times and add on to the KAP (Knowledge, Attitude and Practice).

Observing the effectiveness of Radio during disasters and Humanitarian Emergencies, thehealth professionals; crises communication experts, practitioners and disaster managers should be trained to use Humanitarian radio and Humanitarian Communications as part of their response operations during the emergencies. Also the role of information hub and listener groups along with other possible platforms of narrowcasting, provides safe spaces of credible and trustworthy information exchange, specially for girls and woman.

Direction for future research

There are a few studies focussing on understanding and explaining the role of Humanitarian radio in dispersing vital information in the affected area. Most of these research are done in natural calamity affected areas such as drought, flood and cyclones while the emphasis on human conflict is less. The studies do not mention the use of mikes and spot campaigning during crises, missing the vital audio tool for disseminating timely and relevant information. Also, most of these studies have only focused on the perspective of the responder whereas the beneficiaries' perspective is missing. It is evident that there are scope of conducting further research:

- To evaluate the impact of frequent Risk Communication practices in Disaster prone areas preparing the Communities to face disasters.
- To conduct experimental research for using ICT and Humanitarian Radios for early warning systems and mitigation tool.
- To analyse the role of Audio platforms , other then radio in curbing rumours in case of Humanitarian Emergencies.
- To study the effectiveness of Communicating with Community interventions including mass media and interpersonal and group communications in establishing trust and two way communications during and after any Humanitarian Emergency.

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A Study on the Feasibility of Fama French Three Factor Model in the Indian Stock Market

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Abstract

The study aimed to provide empirical evidence on the validity of various asset pricing models for India. This study has taken into consideration the Fama and French three-factor model of stock returns along with its variants, including the factors from Capital Asset Pricing Model for thirt yconstituent companies from the BSE (Bombay Stock Exchange) SENSEX which are some of the largest and most actively traded stocks during the period of the study. Two sets of regressions were run to predict returns and in the first set, it was noticed that indicators like HMB and SML did not have significant impact in predicting returns for those stocks. So the authors decided to alter theparameters of the study and tried to predict the share price movement again with eight other independent variables. Finally, it is inferred that over a period of ten years, there are certain macro-economic indicators which has more impact on SENSEX compared to others.

Introduction

The financial markets play an important role in the smooth operations of an economy. The operations of which, is not limited to trading insecurities including stock, bond, forex, derivatives among others. These are venues wherein investors, both individuals and companies can make money by buying and selling shares and other instruments in the financial market. While making an investment, every investor considers less risk as favorable. Lesser the risk perceptions of the investor, more likely he is to invest. But the thumbruleis, higher the risk, higher the returns from an investment. So for any investment, risk is the likelihood of occurrence of a loss in relation to expected returns. Therefore, risk is an important factor to assess the returns of an investment. Expected returns are the anticipated returns that a portfolio can generate.

In connection with this, Harry Markowitz in 1961 came up with the Portfolio Selection theory according to which he assumed that when selecting portfolios, investors are risk reluctant and take into account means and variances of returns in a particular period. Thus they prefer an investment which optimizes mean and variances. This theory laid the foundation for the Capital Asset Pricing Model (CAPM) in 1964 developed by Sharpe (1964), Linter (1965) and Mossin (1966) later on which helped investors to quantify the risk return relationship of Markowitz. The CAPM formulais as follows:

$$ER_i - R_f = \beta_{im} E(R_m - R_f)$$

where

$E(R_i)$ = the expectedreturnon any asset i

$E(R_m)$=the expected return on the market portfolio R_f=risk-free interest rate, and,

β_m=cov(R_i,)/var(R_m), is market beta asset, measures the covariance of the asset's return with market return.

So basically, CAPM says, higher the risk, higher the return. In this model, β is the systematic risk or market risk that determines the corresponding level of expected return. The CAPM model later included an intercept, a pricing error α to better explain excess returns on portfolio. The equation developed were as follows:

$$R_{pt} - R_{ft} = \alpha + \beta(R_{mt} - R_{ft}) + e_t$$

where,

$R_{pt}-R_{ft}$ is the excess returnon portfolio

α is the intercept term (measure of abnormal profits or pricing error) β is the slope coefficient (measure of sensitivity of market factor)

$R_{mt}-R_{ft}$ is the excess market return e_t is the error term

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In an attempt to bring more practicality and to make it quantifiable, researchers have comeup with different augmentations of CAPM in around 52 years. However, the main drawbacks of CAPM was (i) the beta anomaly (portfolios of low beta stocks tend to have higher average returns than the CAPM predicts, (ii) the value anomaly (firms with high book-to-market equity, BE/ME ratiost end to have higher average returns than do firms with low book-to-market ratios, (iii) the moment umanomaly (stocks with relatively large recent six months to twelve months returns tend to have higher average returns over the following twelve months than do stocks with relatively low recent six to twelve month returns. Evidences of beta and value anomalies can be found in Fama and French (2006) and Jegadeesh and Titman (2001) has evidences for the moment umanomaly. This risk return relationship forms the basic proposition of the CAPM Model (Capital Asset Pricing Model).

Unlike the CAPM model which uses a single factor for prediction, the Fama and French Three factor - model (Fama-French model) predicts stock returns on the basis of three factors - market, size of company and book value. Thus it expands on the CAPM model by adding size risk and value risk to the market risk factor of CAPM. The model was developed by Nobel Laureates Eugene Fama and Kenneth French in 1992. As mentioned, the Fama and French model has three factors: size of firms, book-to-market values and excess return on the market. In other words, the three factors used are SMB (small minus big), HML (high minus low) and the portfolio's returnless the risk free rate of return. SMB accounts for publicly traded companies with small market caps that generate higher returns, while HML accounts for value stocks with high book-to-market ratios that generate higher returns in comparison to the market.

One of the major criticisms of the Fama French model was that the value premium was sample specific and was likely to be a "mere artifact of data mining" as indicated by Black (1993). Black (1993) argued that the existence of value premium is a mere chance unlikely to recur in future returns. MacKinlay (1995) also supported this argument. Kothari Shanken and Sloan (1995) indicated the problem of survivorship bias and postulated that the high explanatory power of the book to market ratio was only due to survivorship bias and mis-measurement of beta. Jagannathan and Wang (1996) supported the existence of a conditional CAPM after including the time varying component of the market betas. The paper also argued that the failure of CAPM to explain the cross section of expected returns was majorly because of an incorrect proxy for market returns. Inclusion of the human capital component in the market wide returns explained the variation in asset returns as much as the Fama and French model did.

Research Methodology and Model Specification

The main aim of this research is to predict share price movements on the basis of selected parameters. Specifically, the research is done in two parts.

(1) to tests if well-targeted regression models can explain average monthly excess returns on portfolios with large differences in constituent size, B/M, profitability and investment. In this study, the 3F-FF model has been tested. The mathematical representation of the formula is as follows:

$$r=rf+\beta 1(rm-rf)+\beta 2\ (SMB)+\beta 3(HML)+\varepsilon$$

Variables	Description of variables of Three Factor Model
r	Expected rate of return
rf	Risk-free rate
ß	Factor's coefficient (sensitivity)
(rm–rf)	Market risk premium
SMB	(Small Minus Big) = Historic excess returns of small-cap companies over large-cap companies
HML	(High Minus Low) = Historic excess returns of value stocks (high book-to-price ratio) over growth stocks (low book-to-price ratio)
WML	WML is the equal-weight average of the returns for the two winner portfolios for a region minus the average of the returns for the two loser portfolios, WML= 1/2 (Small High +Big High) –1/2 (Small Low+Big Low). Risk

Thus the independent and dependent variables of the study were as follows: Dependent variable–Excess returns

Independent variables–Rm–Rf, SMB, HML, and WML (Mutual Fund Investment)

Conceptual Framework I

The data for the study were obtained from Prowess, a financial database maintained by the Centre for Monitoring Indian Economy (CMIE) for the period from January 2009 to February 2020.

(2) In the unlikely event due to in appropriation of Fama factors to predict excess returns, another test to understand share price movement with a second set of parameters were done. In other words, the second objective was to examine the impact of FII (Foreign Institutional Investors) on Indian market. The dependent variable is Sensex and the eight independent variables were the cumulative of Investor category turnover for Client category, NRI (Non Resident Indians), FII (Foreign Institutional Investors), DII (Domestic Institutional Investors (includes Bank, DFIs, Insurance, New Pension Scheme and MF).

Conceptual Framework II

The 30 constituent companies from the BSE (Bombay Stock Exchange) SENSEX which are some of the largest and most actively traded stocks during the period January 2009 till February 2020 was considered for the study.

Data Analysis and Interpretation

I Regression of Fama and French factors to predict excess returns for all SENSEX Companies

Table 1

SNo.	CoName	Rsq	pValue			
			SMB	HML	WML	Rm-Rf
1	AsianPaints	0.28774	0.965491	0.159709	0.00723	2.9758E-10
2	AxisBank	0.671395	0.001112	0.312437	0.076534	6.5849E-20
3	Bajaj Auto	0.472136	0.970226	0.088407	0.026745	2.1534E-16
4	Bajaj Finance	0.518959	0.295064	0.161853	0.59493	7.9359E-16
5	Bajaj Finserv	0.381134	0.035868	0.042764	0.692599	1.4922E-10
6	BhartiAirtel	0.268757	0.056739	0.060657	0.768323	7.7096E-05
7	DrReddy Labs	0.097218	0.953437	0.170603	0.549953	0.00113386
8	HCL Technologies	0.201156	0.759194	0.194964	0.848032	1.0211E-05
9	HDFC Bank	0.653713	0.016419	0.025586	0.342007	5.7549E-24

10	HDFC	0.522302	0.049897	0.020457	0.010483	4.0388E-19
11	HUL	0.131991	0.019172	0.655687	0.004806	0.00059257
12	ICICI Bank	0.719872	0.001521	0.997827	0.065172	1.7731E-22
13	IndusInd Bank	0.637965	0.50435	0.060415	0.077147	1.2698E-18
14	Infosys	0.146584	0.232291	0.009861	0.035695	2.2276E-05
15	ITC	0.139644	0.21547	0.446779	0.030181	3.3591E-05
16	KotakM Bank	0.684674	0.932614	0.000112	0.056499	8.1559E-23
17	L & T	0.670663	0.340871	0.294347	0.541222	4.9589E-22
18	Maruti	0.455925	0.903674	0.802933	0.946434	4.3049E-12
19	NestleIndia	0.201524	0.860686	0.467862	0.001006	1.925E-07
20	NTPC	0.375186	0.09522	0.000954	0.272928	0.00025681
21	ONGC	0.447861	0.316841	0.884851	0.450775	2.4606E-10
22	PowerGrid	0.33856	0.999108	0.015547	0.183143	3.5217E-07
23	Reliance	0.480196	0.009351	0.163795	0.344363	3.8792E-12
24	SBI	0.647993	0.042383	0.009271	0.187293	1.606E-15
25	SunPharma	0.074028	0.063938	0.734962	0.527237	0.03617334
26	TataSteel	0.593719	0.052579	0.391615	1.89E-05	9.10E-11
27	TCS	0.204695	0.211398	0.023519	0.002981	1.2356E-07
28	Tech Mahindra	0.192371	0.938174	0.321728	0.750849	6.4268E-05
29	Titan	0.331742	0.571882	0.674559	0.56685	3.0875E-08
30	UltraTech	0.392197	0.0696	0.887476	0.004655	9.8197E-13

II Regression of selected factors to predict movement of share price for all SENSEX Companies

Table 2

S. No.	CoName	Rsq	P value							
			Client	Proprie-tory	FII	NRI	DII	IFIS	Banks	Insu-rance
1	HDFC	0.987	0.007	0.000	.000	.000	.000	.122	.346	.000
2	SBI	0.743	9.987	9.999	0.029	0.000	0.001	0.001	0.009	0.229
3	KotakBank	0.981	0.097	0.000	0.000	0.649	0.000	0.935	0.024	0.000
4	L&T	O.865	0.533	0.064	0.000	0.000	0.543	0.002	0.000	0.000
5	Maruti	0.939	0.807	0.993	0.000	0.000	0.179	0.028	0.029	0.008
6	NestleIndia	0.980	0.000	0.003	0.000	0.000	0.000	0.000	0.037	0.000
7	NTPC	0.497	0.192	0.001	0.000	0.000	0.000	0.192	0.838	0.332
8	ONGC	0.678	0.012	0.114	0.000	0.000	0.000	0.000	0.000	0.910
9	PowerGrid	0.964	0.191	0.000	0.132	0.000	0.000	0.009	0.065	0.224
10	Reliance	0.937	0.000	0.628	0.041	0.000	0.000	0.764	0.407	0.000
11	SunPharma	0.928	0.000	0.000	0.000	0.000	0.000	0.102	0.550	0.568
12	TCS	0.983	0.002	0.000	0.000	0.000	0.000	0.103	0.929	0.000
13	TechMahindra	0.942	0.011	0.029	0.000	0.000	0.000	0.040	0.227	0.000

14	Titan	0.981	0.010	0.000	0.000	0.000	0.000	0.916	0.000	0.000
15	UltraTechCement	0.983	0.447	0.000	0.000	0.000	0.000	0.000	0.004	0.389
16	AsianPaints	0.985	0.000	0.000	0.674	0.000	0.000	0.402	0.000	0.000
17	AxisBank	0.889	0.027	0.006	0.000	0.000	0.807	0.011	0.665	0.000
18	Bajaj AutoLtd	0.960	0.043	0.000	0.000	0.000	0.767	0.943	0.096	0.001
19	BajajFinanceLtd	0.966	0.137	0.000	0.011	0.000	0.000	0.418	0.000	0.000
20	BajajFinserv	0.966	0.002	0.000	0.027	0.004	0.000	0.000	0.673	0.000
21	BhartiAirtel	0. 666	0.000	0.000	0.000	0.000	0.303	0.382	0.485	0.001
22	HCL	0.971	0.000	0.183	0.000	0.000	0.002	0.005	0.590	0.000
23	HDFCBank	0.987	0.010	0.000	0.000	0.000	0.000	0.130	0.374	0.000
24	HUL	0.990	0.002	0.646	0.000	0.000	0.000	0.555	0.005	0.000
25	ICICI Bank	0.939	0.357	0.000	0.000	0.021	0.000	0.000	0.806	0.000
26	IndusindBank	0.882	0.000	0.000	0.883	0.000	0.000	0.000	0.035	0.325
27	Infosys	0.958	0.000	0.000	0.833	0.000	0.000	0.040	0.001	0.000
28	ITC	0.901	0.000	0.000	0.000	0.000	0.516	0.000	0.000	0.024
29	TataSteel	0.805	0.001	0.000	0.000	0.000	0.000	0.012	0.357	0.484
30	M&M	0.868	0.000	0.000	0.000	0.135	0.000	0.000	0.005	0.211

Findings & Conclusions

Very few research have proved the significance of the Fama-French Three Factor model inexplaining industry returns in the Indian set up. Still, a vast number of studies have examined thethree factor model to check if its relevant in predicting stock returns. Therefore in this study, the authors have tried to predict excess returns using Fama French Three factor model but we did notget a significant improvement in the r^2 value that is supposed to predict returns. In some stocks,however r^2 value is more than 0.9 mainly (such as Axis Bank, Kotak M Bank, L&T) because ofthe significance of Rm-Rf variable. Thus HMB and SML did not have significant impact inpredicting returns for those stocks. So the authors decided to alter the parameters of the study andtried to predict the share price movement again with eight other independent variables. The findings from this second set of regressions shows that most of the r^2 of SENSEX Companies listed in Table 3 are in the range of 0.9 and above. This means that out of 8 independent variables selected, most of the times r^2 is significant because of higher values of Client, Proprietary values as well as IFIS, Banks, Insurance etc. Therefore,we can use these trend indicators to predict stock price movements and come to the conclusion that almost 99% variation in Sensex is completely explained by the set of independent variables which are considered here. So, we infer that over this period of ten years, these macro-economic indicators have more impact on SENSEX compared to others.

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टेलीविजन पर प्रसारित होने वाले अपराध आधारित कार्यक्रमों का युवाओं पर प्रभाव : एक अध्ययन

*शैली शर्मा

सारांश

विकास के बढ़ने के साथ ही डिजिटल मीडिया के रूप में टेलीविजन का प्रसार वर्तमान में मोबाइल फोन, यूट्यूब, जैसे प्लेटफार्म पर भी है। टेलीविजन ने डिजिटल मीडिया को एक चुनौती के रूप में कम और अवसर के रूप में ज्यादा देखा है। टेलीविजन चैनलों के कंटेंट ऑनलाइन होने के कारण अब कभी भी और कहीं भी लोगों के लिए उपलब्ध हैं। इन्हीं कार्यक्रमों में से एक है अपराध आधारित कार्यक्रम, जिनका बोलबाला अब भी बना हुआ है। अपराध आधारित कार्यक्रम दोधारी तलवार की भांति कार्य कर रहे हैं। जहां एक ओर यह समाज को जागरूक करने का कार्य कर रहे हैं वहीं दूसरी ओर यह कमजोर व विकृत मानसिकता वाले लोगों को प्रभावित कर रहे हैं। युवा पीढ़ी पर ऐसे कार्यक्रमों का दुष्परिणाम समय-समय पर समाज के समक्ष आता रहा है। ऐसे कार्यक्रमों का निर्माण समाज को सचेत करने के लिए किया जाता है जबकि अब यह कार्यक्रम दर्शकों के मन में असुरक्षा, शंका, कुंठा, डर, संवेदनहीनता इत्यादि की भावना पैदा करते नजर आ रहे हैं। अध्ययन की उपरोक्त आवश्यकताओं को देखते हुए वर्तमान शोध पत्र "टेलीविजन पर प्रसारित होने वाले अपराध आधारित कार्यक्रमों का युवाओं पर प्रभाव" का अध्ययन किया गया है।

प्रस्तुत शोध विषय के अध्ययन का निष्कर्ष है कि युवा अपना ज्यादा से ज्यादा समय किसी ना किसी रूप में इन कार्यक्रमों जिनमें अपराध एक मुख्य विषय के रूप में चित्रित है, देखने में व्यतीत कर रहे हैं। यह कार्यक्रम उन्हें समाज में हो रहे अपराध से परिचित कराकर जागरूक तो कर रहे हैं, साथ ही उन्हें मानसिक रूप से प्रभावित भी कर रहे हैं। ऐसे कार्यक्रम उन्हें संवेदनहीन बनाने के साथ-साथ अपराध को समाज का एक अनिवार्य अंग मानने पर मजबूर कर रहे हैं। जिस कारण जीवन में जरा से विपरीत परिस्थिति होने पर उनके मन में आत्महत्या या बदले की भावना जैसी मानसिकता प्रबल हो रही है। साथ ही उनके मन में आपसी संबंधों को लेकर एक अविश्वास की भावना घर करती जा रही है। युवाओं का मानना है कि ऐसे कार्यक्रमों में अपराध को इस बारीकी से नहीं दिखाया जाना चाहिए। आंकड़ों का निष्कर्ष है कि ऐसे कार्यक्रमों का युवाओं पर सकारात्मक से ज्यादा नकारात्मक प्रभाव पड़ रहा है।

प्रस्तावना

टेलीविजन प्रसारण पर आधारित जनसंचार का एक महत्वपूर्ण व शक्तिशाली माध्यम है। वर्तमान समय में डिजिटल मीडिया के रूप में टेलीविजन एक विशिष्ट हाइब्रिड संस्कृति और तकनीकी का रूप है, जिसका प्रसार मोबाइल फोन, यूट्यूब जैसे प्लेटफार्म पर भी है। मार्शल मैक्लुहान के अनुसार गुटेनबर्ग प्रिंटिंग प्रेस के आविष्कार के बाद टेलीविजन एकमात्र असली क्रांति है। 15 सितंबर 1959 से टेलीविजन का प्रारंभिक विकास भारत में काफी धीमी गति से हुआ, लेकिन समय के साथ टेलीविजन ने भारतीय लोगों के घरों में एक महत्वपूर्ण स्थान बना लिया। विकास के बढ़ने के साथ ही टेलीविजन अब न्यू मीडिया या डिजिटल मीडिया का एक अंग बन गया है। टेलीविजन ने डिजिटल मीडिया को चुनौती के रूप में न लेकर अवसर के रूप में ज्यादा लिया है। जिस कारण अब टेलीविजन चैनलों ने अपने कंटेंट ऑनलाइन कर दिए हैं। अब टेलीविजन कार्यक्रमों की उपलब्धता भी लोगों के लिए कभी भी और कहीं भी है। टेलीविजन पर प्रसारित कार्यक्रमों में से एक है अपराध आधारित कार्यक्रम, जिनका बोलबाला टेलीविजन के ऑनलाइन होने के बावजूद भी बना हुआ है। टेलीविजन पर प्रसारित अपराध आधारित कार्यक्रम दोधारी तलवार की भांति कार्य कर रहे हैं। जहां एक ओर यह समाज को जागरूक करने का कार्य कर रहे हैं वहीं दूसरी ओर यह कमजोर व विकृत मानसिकता वाले लोगों को प्रभावित कर रहे हैं। युवा पीढ़ी पर ऐसे कार्यक्रमों का दुष्परिणाम समय-समय पर समाज के समक्ष आता रहा है। ऐसे कार्यक्रमों का निर्माण समाज को सचेत करने के लिए किया जाता है और अब यह कार्यक्रम दर्शकों के मन में असुरक्षा, शंका, कुंठा, डर, संवेदनहीनता इत्यादि की भावना पैदा करते नजर आ रहे हैं। इस अध्ययन के द्वारा भारत में टेलीविजन पर प्रसारित अपराध आधारित कार्यक्रम व उसके युवाओं पर प्रभाव की समीक्षा की गई है।

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टेलीविजन

टेलीविजन शब्द का प्रयोग सबसे पहले रूस के वैज्ञानिक "कांस्टेटिन पेर्सकी" ने किया था। टीवी यानि टेलीविजन शब्द ग्रीक प्रीफिक्स से "टेले" और लैटिन शब्द "विजीओ" से मिलकर शब्द बना है, जिसे हम सब टेलीविजन कहते हैं। टेलीविजन का अर्थ "दूर दृष्टि" या "दूरदर्शन" होता है। विश्व में टेलीविजन का प्रारंभ 1925 में जॉन लोगी बेयर्ड के द्वारा माना गया है जबकि भारत में टेलीविजन का प्रारंभ 1959 से हुआ। टेलीविजन संचार का ऐसा माध्यम है जो आंख, कान, मन तीनों पर एक साथ प्रभाव डालता है। यह जनसंचार का दृश्य-श्रव्य माध्यम है।

अपराध आधारित कार्यक्रम

अपराध आधारित कार्यक्रम टेलीविजन पर प्रसारित होने वाले ऐसे कार्यक्रम जिनमें अपराध एक मुख्य विषय के रूप में प्रस्तुत किया जाता है। इन कार्यक्रमों के द्वारा हमारे समाज में होने वाले विभिन्न प्रकार के संगीन अपराध जैसे हत्या, अपहरण, लूटपाट, डकैती, बलात्कार, बाल अपराध, तस्करी, महिला अपराध इत्यादि सामाजिक बुराइयों को दर्शाया जाता है। अपराधिक कार्यक्रमों में प्रसारित की जाने वाली ज्यादातर कहानी सत्य घटना पर आधारित होती है, जिन्हें नाट्य रूप में दर्शकों के समक्ष प्रस्तुत किया जाता है जिनका उद्देश्य लोगों को समाज में हो रहे अपराध के प्रति जागृत करना है।

साहित्य पुनरावलोकन

- प्रवीण ए बाविस्कर, सी पी लोभने, एच आर निकम ने अपने अध्ययन "इंपैक्ट ऑफ वायलेंट टेलीविजन सीरियल ऑन अग्रेशन अमंग एडोलिसेंट्सः साइकोलॉजिकल स्टडी 2021" से निष्कर्ष निकाला कि जो किशोर हिंसक टीवी धारावाहिक देखते हैं वे अहिंसक टीवी धारावाहिक देखने वाले किशोरों की तुलना में आक्रामक होते हैं। इसका अर्थ है कि हिंसक टेलीविजन धारावाहिकों की सामग्री और शो किशोरों में असामाजिक और आक्रामक व्यवहार में वृद्धि का कारण बने। दूसरे निष्कर्ष का अर्थ है कि निजी और सरकारी स्कूल के किशोरों के बीच आक्रामकता पर कोई महत्वपूर्ण अंतर नहीं है। पुरुष किशोरियों की तुलना में आक्रामक होते हैं। भारतीयों में पारिवारिक संस्कृतियों में पुरुष के आक्रामक व्यवहार की सराहना की जाती है। तीसरा निष्कर्ष ग्रामीण क्षेत्र के किशोर शहरी क्षेत्र के किशोरों की तुलना में आक्रामक होते हैं।

- बाय एलिजाबेथ मोंक द टर्नर होमर मल्टी नेम जैसन हालब्रुक एवं नौतन हार्वे उपरोक्त सभी शोधार्थियों के निष्कर्ष के अनुसार अपराध पर आधारित कार्यक्रम समाज के निर्माण में अहम भूमिका अदा करते हैं। उपरोक्त शोध से यह ज्ञात होता है कि आज वर्तमान में जैसे जैसे अपराध बढ़ रहा है तो पुलिस की जिम्मेदारी भी बढ़ती जा रही है। जहां पुरुष पुलिस का एक अभिन्न अंग है जो अपराध को रोकने में मदद करता है वहीं महिलाएं भी इससे अछूती नहीं है। वह भी इन अपराध कार्यक्रमों से प्रभावित होकर देश निर्माण में अपना सहयोग दे रही हैं। यह सब टीवी रेडियो पर प्रसारित होने वाले कार्यक्रमों का ही प्रभाव है, जिससे प्रभावित होकर चाहे पुरुष हो या महिला सभी अपना कार्य बखूबी निभा रहे हैं।

- प्रेंसीडेंस कॉलेज के जेम्स एम कार्लसन ने अपने शोध कार्य में बताया गया है कि 11 से 18 वर्ष की उम्र के पूर्व वयस्क अपनी उम्र में देखे गए इस प्रकार के आपराधिक कार्यक्रमों से अधिक प्रभावित होते हैं। यह शोध 1983 में आयोजित किया गया था और इसे पुराने शोध माना जा सकता है। हालाँकि, यह आज के समय के लिए अभी भी प्रासंगिक है, विशेष रूप से अब जब टेलीविजन का उपयोग 80 के दशक से बढ़ गया है और प्रौद्योगिकी उन्नत हो गई है। नागरिक स्वतंत्रता के प्रति इन पूर्व वयस्कों के रवैये से पता चलता है कि इसमें कुछ प्रकार के आपराधिक 'वास्तविकता' शामिल हैं। इस अध्ययन में, कार्लसन ने बताया कि कैसे संचार शोधकर्ता मनोरंजन कार्यक्रमों की खपत को मनोवैज्ञानिक, सामाजिक-राजनीतिक दृष्टिकोण से जोड़ रहे हैं। दर्शकों के लिए ये परिणाम महत्वपूर्ण हैं क्योंकि यह एक विशिष्ट समूह, पूर्व वयस्कों, अपराध-आधारित टेलीविजन शो से प्रभावित हो रहा है।

- ओलिवर के शोध कार्य के अनुसार अपराध आधारित कार्यक्रम न केवल अपराध को बढ़ा-चढ़ाकर पेश करते हैं, बल्कि वे उन अपराधों के प्रतिशत को भी अधिक कर देते हैं, जो व्यक्तिगत प्रवर्तन द्वारा साफ या हल किए जाते हैं। इन कार्यक्रमों में पुलिस प्रवर्तन भी आपराधिक संदिग्धों की तुलना में आक्रामक व्यवहार का उपयोग करती नजर आती है है जिसका परिणाम यह होता है कि वास्तविकता-आधारित क्राइम शो में चित्रित ये रूढ़ियाँ दर्शकों के दृष्टिकोण और धारणाओं को प्रभावित करती हैं।

अनुसंधान के उद्देश्य

- सत्य घटना पर आधारित आपराधिक कार्यक्रमों का युवाओं पर प्रभाव का अध्ययन।

- पता लगाना की सत्य घटना पर आधारित आपराधिक कार्यक्रम युवा और समाज को जागरूक, सावधान और सतर्क कर रहे हैं।

अनुसंधान प्रविधि

अनुसंधानकर्ता ने अध्ययन के उद्देश्यों के अनुरूप सर्वोत्तम

संभव परिणाम प्राप्त करने हेतु कार्य प्रणाली को डिजाइन करने की कोशिश की है जिसके लिए अनुसंधान के दौरान विभिन्न तरीकों अनुसंधान उपकरणों और नमूनों का प्रयोग किया गया है। ताकि अनुसंधान के उद्देश्य को पूरा करते हुए एक वैध, विश्वसनीय और सटीक परिणाम की प्राप्ति की जा सके।

शोध संरचना

प्रस्तुत शोध के लिए विवरणात्मक विधि का प्रयोग किया गया है। वर्णनात्मक या विवरणात्मक अनुसंधान संरचना ज्यादातर सामाजिक विज्ञान के शोधों में उपयोग किया जाता है जो शोधकर्ता को चारों में बिना हेरफेर की है मौजूदा स्थिति के आधार पर आंकड़े प्राप्त करने में मददगार होता है।

निदर्शन

इस अध्ययन के लिए विवरणात्मक निर्देशन पद्धति का इस्तेमाल किया गया है। जिसका निर्देशन आकार 100 है। इस अध्ययन के लिए शोधार्थी ने 100 प्रश्नावली का वितरण किया था, जिसे युवाओं के बीच वितरित किया गया। प्रश्नावली का वितरण एवं उनका संग्रहण गूगल फॉर्म्स के माध्यम से किया गया है।

आंकड़ा संग्रहण उपकरण

इस अनुसंधान के लिए आंकड़ों के संकलन के लिए प्रश्नावली विधि का इस्तेमाल किया गया है। जिसके लिए शोध उद्देश्य को ध्यान में रखते हुए प्रश्नों को मनोवैज्ञानिक आधार पर क्रमानुसार सेट किया गया था ताकि शोध के उद्देश्यों की पूर्ति हेतु विश्वसनीय, वैध और सटीक आंकड़े प्राप्त हो सके।

आंकड़ों का विश्लेषण

सारणी 1: उत्तरदाताओं की भौगोलिक स्थिति

विकल्प		बारंबारता	प्रतिशत
उम्र	18-22	40	40
	23-27	38	38
	28-32	22	22
योग्यता	स्नातक	39	39
	स्नातकोत्तर	61	61
लिंग	पुरुष	56	56
	महिला	44	44

इन वैध 100 प्रश्नावली के विश्लेषण के आधार पर देखें तो उत्तरदाताओं की भौगोलिक पृष्ठभूमि कुछ इस प्रकार है, 40 प्रतिशत उत्तरदाता 18 से 22 साल के हैं, 38 प्रतिशत उत्तरदाता 23 से 27 साल के हैं और 22 प्रतिशत उत्तरदाता 28 से 32 साल के हैं। कुल 100 उत्तरदाताओं में से 39 प्रतिशत उत्तरदाताओं की योग्यता स्नातक और 61 प्रतिशत की योग्यता स्नातकोत्तर स्तर की है, इनमें 56 प्रतिशत पुरुष और 44 प्रतिशत महिलाएं हैं।

सारणी 2: आप अपराध आधारित कार्यक्रम क्यों देखते हैं?

विकल्प	प्रतिशत
मनोरंजन के लिए	40
जागरूकता के लिए	60
कुल	100

कुल 100 उत्तरदाताओं में से 40 प्रतिशत उत्तरदाता आपराधिक कार्यक्रम मनोरंजन के लिए व 60 प्रतिशत जागरूकता के लिए देखते हैं।

सारणी 3: सत्य घटना पर आधारित आपराधिक कार्यक्रमों को देखकर युवाओं पर किस प्रकार का प्रभाव पड़ रहा है?

विकल्प	बारंबारता	प्रतिशत
सकारात्मक	22	22
नकारात्मक	65	65
कैसा भी नहीं	13	13
कुल	100	100

इस प्रश्न का प्रतिउत्तर देते हुए कुल 100 उत्तरदाताओं में से 22 प्रतिशत उत्तरदाताओं का मानना है कि आपराधिक कार्यक्रमों का युवाओं पर सकारात्मक प्रभाव पड़ता है, 65 प्रतिशत उत्तरदाताओं का मानना है कि ऐसे कार्यक्रमों का युवाओं पर नकारात्मक प्रभाव पड़ता है जबकि 13 प्रतिशत उत्तरदाताओं को कहना है कि ऐसे कार्यक्रमों का कैसा भी प्रभाव नहीं पड़ता।

सारणी 4: क्या अपराध आधारित कार्यक्रम अश्लीलता की सीमा को छू रहे हैं?

विकल्प	बारंबारता	प्रतिशत
हां	80	80
नहीं	20	20
कुल	100	100

उत्तरदाता से यह प्रश्न पूछने पर कि क्या अपराध आधारित कार्यक्रम अश्लीलता की सीमा को छू रहे हैं तो 80 प्रतिशत उत्तरदाताओं का मानना है कि हां आपराधिक कार्यक्रम अश्लीलता की सीमा को छू रहे हैं जबकि 20 प्रतिशत ऐसा नहीं मानते।

सारणी 5: क्या आपराधिक कार्यक्रम युवाओं में आत्महत्या व बदला लेने जैसी गलत भावनाओं को प्रबल कर रहे हैं?

विकल्प	बारंबारता	प्रतिशत
हां	78	78
नहीं	22	22
कुल	100	100

इस प्रश्न के जवाब में 78 प्रतिशत उत्तरदाताओं ने माना है कि आपराधिक कार्यक्रम युवाओं में आत्महत्या व बदला लेने जैसी गलत भावना को प्रबल कर रहे हैं जबकि 22 प्रतिशत ऐसा नहीं मानते।

सारणी 6: क्या अपराध आधारित कार्यक्रम युवाओं की मानसिकता को प्रभावित कर उन्हें मानसिक विकृतियों का शिकार बना रहे हैं?

विकल्प	बारंबारता	प्रतिशत
हां	84	84
नहीं	16	16
कुल	100	100

कुल उत्तरदाताओं में से 84 प्रतिशत का मानना है कि अपराध आधारित कार्यक्रम युवाओं की मानसिकता को प्रभावित कर उन्हें मानसिक विकृतियों का शिकार बना रहे हैं जबकि 16 प्रतिशत उत्तरदाता ऐसा नहीं मानते।

सारणी 7: क्या आपराधिक घटनाओं पर आधारित कार्यक्रम अपराधी को अपराध करने का नया नजरिया दे रहे हैं?

विकल्प	बारंबारता	प्रतिशत
सहमत	61	61
कुछ हद तक	33	33
असहमत	6	6
कुल	100	100

इस प्रश्न के उत्तर में 61 प्रतिशत उत्तरदाताओं का कहना है कि आपराधिक कार्यक्रम अपराधी को अपराध करने का नया नजरिया दे रहे हैं और 33 प्रतिशत उत्तरदाता कुछ हद तक इस बात से राजी हैं जबकि 6 प्रतिशत उत्तरदाता इस बात से सहमत नहीं हैं।

सारणी 8: क्या सत्य घटना पर आधारित आपराधिक कार्यक्रमों को देखकर आपसी संबंधों में अविश्वास की भावना उत्पन्न हो रही है?

विकल्प	बारंबारता	प्रतिशत
सहमत	71	71
असहमत	9	9
कह नहीं सकते	20	20
कुल	100	100

71 प्रतिशत उत्तरदाता मानते हैं कि सत्य घटना पर आधारित आपराधिक कार्यक्रमों को देखकर आपसी संबंधों में अविश्वास की भावना उत्पन्न हो रही है, 9 प्रतिशत उत्तरदाता इस बात से सहमत नहीं हैं, 20 प्रतिशत उत्तरदाता इसके संबंध में कुछ कह नहीं सकते।

सारणी 9: क्या मनोवैज्ञानिक रूप से अपराध आधारित कार्यक्रम युवाओं में अपराध की प्रवृत्ति की स्वीकार्यता बना रहे हैं?

विकल्प	बारंबारता	प्रतिशत
हां	80	80
नहीं	20	20
कुल	100	100

80 प्रतिशत उत्तरदाता का मानना है कि मनोवैज्ञानिक रूप से अपराध आधारित कार्यक्रम युवाओं में अपराध की प्रवृत्ति की स्वीकार्यता बना रहे हैं जबकि 20 प्रतिशत उत्तरदाता ऐसा नहीं मानते।

सारणी 10: क्या आपको लगता है कि आपराधिक कार्यक्रमों के कारण युवाओं की शिक्षा में हानि हुई है?

विकल्प	बारंबारता	प्रतिशत
हां	66	66
नहीं	34	34
कुल	100	100

इस प्रश्न के उत्तर में कुल उत्तरदाताओं में से 66 प्रतिशत उत्तरदाताओं को लगता है कि आपराधिक कार्यक्रमों के कारण युवाओं के शिक्षा ग्राफ में हानि हुई है जबकि 34 प्रतिशत उत्तरदाता ऐसा नहीं मानते।

निष्कर्ष

प्रस्तुत शोध विषय के अध्ययन के पश्चात यह निष्कर्ष निकला कि युवा अपना ज्यादा से ज्यादा समय किसी न किसी रूप में टेलीविजन कार्यक्रम देखने में व्यतीत कर रहे हैं तथा इन कार्यक्रमों में अपराध का एक मुख्य विषय के रूप में चित्रण किया गया है। क्राइम पेट्रोल, सावधान इंडिया जैसे अपराध आधारित कार्यक्रम शुरुआत से ही सस्पेंस, थ्रिल और अपने बोल्ड कंटेंट के कारण लोगों के बीच काफी प्रसिद्ध रहे हैं। यह कार्यक्रम उन्हें समाज में हो रहे अपराध से परिचित कराकर जागरूक तो कर रहे हैं किंतु कहीं न कहीं उन्हें मानसिक रूप से प्रभावित कर रहे हैं। ऐसे कार्यक्रम उन्हें संवेदनहीन बनाने के साथ-साथ अपराध को समाज का एक अनिवार्य अंग मानने की मानसिकता बनाने पर मजबूर कर रहे हैं। जीवन में जरा सी भी विपरीत परिस्थिति होने पर ऐसे कार्यक्रमों के कारण उनके मन में आत्महत्या व बदले की भावना जैसी मानसिकता को प्रबल कर रहे हैं। साथ ही उनके मन में आपसी संबंधों को लेकर एक अविश्वास की भावना घर करती जा रही है। ऐसे कार्यक्रम महिला अपराध का चित्रण बारीकी से करके अश्लीलता की सीमा को छू रहे है और अपराध का ग्लैमराइजेशन कर रहे हैं, अतः ऐसे कार्यक्रमों में अपराध को इस बारीकी से नहीं दिखाया जाना चाहिए। ऐसे कार्यक्रम ही अपराधी को अपराध करने का नया नजरिया भी प्रदान कर रहे हैं। ऐसा कहना गलत नहीं होगा कि ऐसे कार्यक्रमों का हमारे युवाओं पर सकारात्मक से ज्यादा नकारात्मक प्रभाव पड़ रहा है।

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सोशल मीडिया विज्ञापनों का उपयोगकर्ताओं के क्रय-शक्ति पर प्रभाव का अध्ययन

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सारांश

प्रस्तुत शोध का उद्देश्य सोशल मीडिया विज्ञापनों का उपयोगकर्ताओं के क्रय-शक्ति पर प्रभाव का अध्ययन है। इंटरनेट के आ जाने व सस्ते हो जाने के बाद सोशल मीडिया का चलन बहुत अधिक बढ़ा है। आज लगभग हर आयु वर्ग के लोग सोशल मीडिया का उपयोग कर रहे हैं। सोशल मीडिया से लगभग सभी क्षेत्र प्रभावित हुए हैं लेकिन सबसे अधिक जो क्षेत्र प्रभावित हुआ है वो मार्केटिंग है। तमाम कंपनियां अपने ब्रांड के प्रचार के लिए सोशल मीडिया का सहारा ले रही हैं जहां कंपनियां सोशल मीडिया पर विज्ञापन देकर लक्षित वर्ग तक अपने उत्पाद की जानकारी को सरलता से पहुंचाती हैं। सोशल मीडिया पर विज्ञापन के जरिए कंपनियां लक्षित वर्ग को अपने उत्पाद को क्रय करने के लिए प्रभावित करती हैं। इंटरनेट के बढ़ते चलन के बाद वर्तमान में विज्ञापनों के पूरे परिदृश्य में बदलाव आया है। विज्ञापन पारंपरिक संचार माध्यमों की तुलना में डिजिटल हो गए हैं। कई बड़ी कंपनियां अपने बजट का एक बड़ा हिस्सा सोशल मीडिया पर विज्ञापन देने में खर्च करती हैं तथा विज्ञापन एजेंसियों के साथ मिलकर सोशल मीडिया हेतु ऐसे आकर्षक विज्ञापनों का निर्माण करती हैं जिससे सोशल मीडिया पर अपने लक्षित वर्ग को उत्पाद खरीदने के लिए आकर्षित किया जाए।

सोशल मीडिया

सोशल मीडिया लोगों के बीच भौतिक उपस्थिति की आवश्यकता के बिना लोगों को जोड़ने और सामाजिक संपर्क के स्तर में सुधार के साधन के रूप में शुरू हुआ। एक तरह से संचार के अन्य साधनों जैसे टेलीफोन, पत्र के समान है। लेकिन त्वरित पहुंच और सुगम आपसी संवाद की दृष्टि से अत्यंत महत्त्वपूर्ण हो जाता है। समय के तेजी से विकास के साथ सोशल मीडिया लोगों के जीवन की मुख्यधारा बन गया है। यह इंटरनेट पर आभासी माध्यम के रूप में लोगों से संपर्क स्थापित करता है। यह एक ऐसा माध्यम है जहां व्यक्ति अपने विचार सबके समक्ष रख सकता है। सोशल मीडिया लोगों के सूचना और जीवन के उपयोग करने के तरीके को बदल रहा है। सोशल मीडिया एक ऐसा माध्यम जो जनता से सीधे तौर पर जोड़ता है जहां कोई गेटकीपर नहीं होता है। सोशल मीडिया प्लेटफार्म में जहां लोग, संस्थान और यहां तक कि सरकारें भी व्यावसायिक, सामाजिक, राजनीतिक और शैक्षिक रूप से एक-दूसरे के साथ बातचीत कर सकती हैं और जानकारी, विचारों, उत्पादों और सेवाओं का आदान-प्रदान कर सकती हैं। कई विकसित देशों में बहुत से व्यवसाय सीधे तौर पर सोशल मीडिया पर ही निर्भर है। सोशल मीडिया में फेसबुक, यूट्यूब व इंस्टाग्राम कुछ ऐसे प्रमुख प्लेटफॉर्म हैं जहां सबसे अधिक सक्रिय उपयोगकर्ता हैं। लगभग सभी कंपनियां सोशल मीडिया को जनसंपर्क के सबसे प्रभावी माध्यम के रूप में अंगीकृत कर चुकी हैं। साथ ही यह उद्यमों के लिए अधिक व्यावसायिक अवसर भी प्रदान करती है। सिर्फ भारत में ही आबादी के लगभग 60 प्रतिशत से भी ज्यादा लोग इंटरनेट का उपयोग रोजमर्रा के जीवन में करते हैं। इंटरनेट के इस उपयोग में सोशल मीडिया उनके जीवन में एक हिस्से के रूप में शामिल हो गया है। सोशल मीडिया के इस बहुतायत उपयोग में फेसबुक और ट्विटर जैसे सोशल मीडिया साइट्स सर्वाधिक लोकप्रिय हैं और इस पर ही क्रियाशील रहने वालों की संख्या सर्वाधिक है।

सोशल मीडिया पर विज्ञापन

विज्ञापन के पारंपरिक माध्यम प्रिंट और प्रसारण मीडिया हैं, जिनमें रेडियो, टेलीविजन और समाचार पत्र शामिल हैं। पारंपरिक मीडिया और व्यवसाय के विकास की संभावनाओं पर उनके प्रभाव कई वर्षों से स्पष्ट हैं। सोशल मीडिया पिछले कुछ वर्षों में सूचना, संचार के साथ-साथ विज्ञापन प्रदाताओं का सबसे पसंदीदा स्थान बनता जा रहा है। इंटरनेट कई मायनों में प्रिंट, रेडियो या टीवी जैसे पारंपरिक मीडिया से अलग और अधिक बहुमुखी है। सबसे पहले यह सूचना की पहुंच को बढ़ाता है तथा एक बाजार के रूप में, यह खरीदारी तक पहुंच भी प्रदान करता है। दूसरा, इसकी अंतर्निहित कनेक्टिविटी और नेटवर्क सक्रिय प्रतिभागियों के लिए ऑनलाइन वातावरण का सह-निर्माण करने के लिए

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पीयर-टू-पीयर इंटरैक्शन की अनुमति देते हैं। ऑनलाइन फोरम में ऑनलाइन पीयर-टू-पीयर इंटरैक्शन या सोशल मीडिया संभावित रूप से खपत के प्रति दृष्टिकोण को प्रभावित करते हैं। इंटरनेट निजीकरण के माध्यम से उपयोगकर्ताओं की रुचियों के अनुसार ऑनलाइन सामग्री प्रस्तुति को अनुकूलित करना भी संभव बनाता है (Frick *et al.*, 2021)[1]।

सोशल मीडिया तेजी से हमारे जीवन के सभी पहलुओं में खुद के लिए एक जगह बनाते जा रहा है। जिस पर ग्राहक फेसबुक, यूट्यूब और ट्विटर जैसे प्रमुख सोशल मीडिया प्लेटफार्म के साथ अधिक व्यवहारिक और अवधारणात्मक रूप से अपने लिए उत्पाद तय कर रहा है। दुनिया भर के संगठनों ने सोचना शुरू कर किया कि इनका उपयोग कैसे किया जा सकता है प्लेटफॉर्म ग्राहकों को आकर्षित करने और उन ग्राहकों के साथ एक लाभदायक व्यापारिक संबंध बनाने में मदद कर सकते हैं इसलिए, सोशल मीडिया विभिन्न विज्ञापन फर्म्स को कई विपणन उद्देश्यों को पूरा करने में मदद कर सकते हैं, जैसे कि ग्राहक जागरूकता पैदा करना, ग्राहकों के ज्ञान का निर्माण करना, ग्राहकों की धारणा को आकार देना, ग्राहकों को वास्तव में उत्पादों को खरीदने के लिए प्रेरित करना (Alalwan, 2018)।[2]

साहित्य समीक्षा

1. शम्भूशरण गुप्त द्वारा सोशल मीडियाः जनसंपर्क का वैश्विक उपकरण पर एक शोध किया गया जो कि 'कम्यूनिकेशन टुडे' के जून 2015 संस्करण में प्रकाशित हुआ जिसमें यह निष्कर्ष आया कि सोशल मीडिया का इस्तेमाल कंपनियों में तेजी से जनसंपर्क के लिए बढ़ा है। सोशल मीडिया बहुत ही कम समय में जनसंपर्क का एक प्रमुख उपकरण बन गया है।[3]
2. डॉग्रचना गंगवार द्वारा 'सोशल मीडिया पर प्रसारित वायरल संदेशों का समाज पर प्रभाव' विषय पर शोध किया गया जो राधाकमल मुकर्जीः चिंतन परम्परा शोध पत्रिका में प्रकाशित हुआ जिसमें यह प्रमुख निष्कर्ष प्राप्त हुआ कि लोग व्हाट्स पर दैनिक संचार के लिए निर्भर हो गए हैं जो संचार का बहुत सरल व तेज माध्यम बन गया है किंतु यह भ्रामक खबरों को आसानी से फैलाया जा रहा है जिससे खबरों की विश्वसनीयता पर सवाल उठता है।[4]
3. सोशल मीडिया और विज्ञापन, डॉ. विजयप्रकाश उपाध्याय, जन संचार एवं पत्रकारिता विभाग एशिया पीजी कॉलेज, लखनऊ, 2016 ने अपने शोधपत्र में निष्कर्ष निकाला कि सरकारी व गैर सरकारी संस्थान उत्पाद एवं सेवा का विज्ञापन देने के लिए सोशल मीडिया का प्रयोग कर रहे हैं, साथ ही उपभोक्ता उत्पाद एवं सेवा के संबंध में आसानी से अपनी टिप्पणी प्रस्तुत कर पाते हैं जिससे कि सोशल मीडिया में विज्ञापन, विपणन एवं जनसंपर्क का बाजार बढ़ रहा है।[5]
4. महमूद अख्तर शरीफ एवं अन्य 2019। महमूद अख्तर शरीफ, भास्कर मुखर्जी, योगेश के. द्विवेदी, नृपेंद्र पीग्रानाक और रुबीना इस्लाम के शोध पत्र 'सोशल मीडिया मार्केटिंगः कंपरेटिव इफेक्ट ऑफ एडवरटाइजमेंट सोर्सेस' जो जर्नल ऑफ रिटेलिंग एंड कंज्यूमर सर्विसेज में 2019 में प्रकाशित हुआ। इस शोध में लेखकों विज्ञापन और फेसबुक सोशल मीडिया के बीच अंतरसंबंधों का पता लगाने की कोशिश की है।[6]
5. सुश्री संध्या यादव द्वारा 'वर्तमान परिदृश्य में सोशल मीडिया की प्रासंगिकताः एक अध्ययन' में यह निष्कर्ष आया कि सोशल मीडिया का उपयोग उपयोगकर्ता सूचना, मनोरंजन के अतिरिक्त भावनाओं की संतुष्टि के लिए भी करते हैं।[7]

उद्देश्य

1. सोशल मीडिया पर विज्ञापनों का उपयोगकर्ताओं की क्रय-शक्ति पर प्रभाव का अध्ययन।
2. सोशल मीडिया पर विज्ञापनों से उपयोगकर्ताओं का जुड़ाव।

शोध प्रविधि

प्रस्तुत शोध में वर्णात्मक पद्धति का प्रयोग किया गया जिसमें सर्वेक्षण विधि के द्वारा गूगल फॉर्म की सहायता से यादृच्छिक नमूना के आधार पर प्रश्नावली द्वारा कुल 50 लोगों द्वारा डाटा संकलित कर उनका विश्लेषण किया गया है।

शोधसाधन-मिश्रित प्रश्नावली

आंकड़ों का विश्लेषण

लिंग	जनसंख्या	प्रतिशत
पुरुष	24	48%
महिला	26	52%
अन्य	0	0%
कुल जनसंख्या	50	100%

प्रस्तुत शोध में उत्तरदाता के रूप में कुल 50 लोग शामिल हुए जिनमें 26 महिला एवं 24 पुरुष उत्तरदाता के रूप में सम्मिलित हुए।

शैक्षणिक योग्यता

विकल्प	जनसंख्या	प्रतिशत
हायर सेकेण्डरी	8	16%
स्नातक	17	34%
स्नातकोत्तर	19	38%
एमफिल/पीएच.डी	06	12%
अन्य	0	0%
कुल जनसंख्या	50	100%

प्रस्तुत शोध के उत्तरदाताओं में सबसे अधिक 38% उत्तरदाता स्नातकोत्तर, 34% उत्तरदाता स्नातक, 16% उत्तरदाता हायर सेकेंडरी व 12% उत्तरदाता एम.फिल/पीएच.डी शैक्षणिक योग्यता के शामिल हुए।

व्यवसाय

विकल्प	जनसंख्या	प्रतिशत
नौकरी	31	62%
स्वयं का व्यवसाय	05	10%
अध्ययनरत	12	24%
कृषि	02	04%
अन्य	0	0%
कुल जनसंख्या	50	100%

प्रस्तुत शोध के उत्तरदाताओं में सबसे अधिक 62% उत्तरदाता नौकरी, 24% अध्ययनरत व 10% उत्तरदाता स्वयं का व्यवसाय करने वाले थे।

उम्र

आयुवर्ग	जनसंख्या	प्रतिशत
18-23	07	14%
24-29	18	36%
30-35	09	18%
36-40	01	02%
40 से अधिक	15	30%
कुल जनसंख्या	50	100%

प्रस्तुत शोध में सबसे अधिक 36% उत्तरदाता 24-29 आयुवर्ग, 30% उत्तरदाता 40 से अधिक आयुवर्ग, 18% उत्तरदाता 30-35 आयुवर्ग व 14% उत्तरदाता 18-23 आयुवर्ग के शामिल हुए।

प्रश्न- आप किस सोशल मीडिया प्लेटफॉर्म का अधिक उपयोग करते हैं?

विकल्प	जनसंख्या	प्रतिशत
फेसबुक	26	52%
इंस्टाग्राम	10	20%
यूट्यूब	09	18%
ट्वीटर	05	10%
अन्य	0	0%
कुल जनसंख्या	50	100%

प्रस्तुत प्रश्न के उत्तर में सबसे अधिक 52% लोग फेसबुक का सबसे अधिक उपयोग करते हैं। 20% उत्तरदाता इंस्टाग्राम, 18% यूट्यूब व सिर्फ 10% उत्तरदाताओं ने ट्विटर को सबसे अधिक उपयोग करने वाले सोशल मीडिया प्लेटफॉर्म के रूप में चुना।

प्रश्न- आप सोशल मीडिया का उपयोग दिन में कितना करते हैं?

विकल्प	जनसंख्या	प्रतिशत
0-1 घंटे	05	10%
1-2घंटे	04	08%
2-3घंटे	06	12%
3-4 घंटे	16	32%
4 घंटे से अधिक	19	38%
कुल जनसंख्या	50	100%

प्राप्त आंकड़ों के अनुसार सबसे अधिक 38% उत्तरदाता 4 घंटे से अधिक सोशल मीडिया का उपयोग दिन में करते हैं। वहीं 32% उत्तरदाता 3-4 घंटे, 12% उत्तरदाता 2-3 घंटे, 10% उत्तरदाता 0-1 घंटे व 8% उत्तरदाता 1-2 घंटे सोशल मीडिया का उपयोग दिन में करते हैं।

प्रश्न- क्या सोशल मीडिया विज्ञापन के लिए सबसे बेहतर माध्यम है?

विकल्प	जनसंख्या	प्रतिशत
पूर्णतः असहमत	0	0%
असहमत	03	06%
सामान्य	14	28%
सहमत	10	20%
पूर्णतः सहमत	23	46%
कुल जनसंख्या	50	100%

सबसे अधिक 46% उत्तरदाता इस बात से पूर्णतः सहमत हैं कि सोशल मीडिया विज्ञापन के लिए सबसे बेहतर माध्यम है। वहीं 28% उत्तरदाता सामान्य रूप से व 20% उत्तरदाता इस बात से सहमत हैं कि सोशल मीडिया विज्ञापन के लिए सबसे बेहतर माध्यम है। सिर्फ 6% उत्तरदाताओं को सोशल मीडिया विज्ञापन हेतु उचित माध्यम नहीं लगता।

प्रश्न- सोशल मीडिया पर अन्य माध्यम की अपेक्षा आप विज्ञापन से बेहतर ढंग से जुड़ पाते हैं?

विकल्प	जनसंख्या	प्रतिशत
हां	32	64%
नहीं	08	16%
कह नहीं सकते	10	20%
कुल जनसंख्या	50	100%

प्रश्न के उत्तर में सर्वाधिक 64% उत्तरदाताओं ने माना कि सोशल मीडिया पर अन्य माध्यम की अपेक्षा विज्ञापन से वे बेहतर ढंग से जुड़ पाते हैं। सिर्फ 16% उत्तरदाताओं को लगता है कि वे सोशल मीडिया पर अन्य माध्यम की अपेक्षा विज्ञापन से बेहतर ढंग से नहीं जुड़ पाते हैं। 20% उत्तरदाताओं ने इस पर अपनी प्रतिक्रिया नहीं दी।

प्रश्न- सोशल मीडिया पर विज्ञापन से आपको अन्य माध्यम के अपेक्षा नई जानकारी या वस्तु का पता चलता है?

विकल्प	जनसंख्या	प्रतिशत
पूर्णतः असहमत	01	02%
असहमत	06	12%
सामान्य रूप से	06	12%
सहमत	11	22%
पूर्णतः सहमत	26	52%
कुल जनसंख्या	50	100%

आंकड़ों से स्पष्ट है कि 52% उत्तरदाता पूर्णतः सहमत व 22% उत्तरदाता सहमत तथा 12% उत्तरदाता सामन्य रूप से मानते हैं कि उन्हें सोशल मीडिया पर विज्ञापन से अन्य माध्यम की तुलना में नई वस्तु या जानकारी का पता चलता है। सिर्फ 12% उत्तरदाता इस बात से असहमत व 2% उत्तरदाता पूर्णतः असहमत हैं कि उन्हें सोशल मीडिया पर विज्ञापन से अन्य माध्यम की तुलना में नई वस्तु या जानकारी का पता चलता है।

प्रश्न- क्या सोशल मीडिया पर विज्ञापन में दी गई लिंक से आप संबंधित जानकारी प्राप्त करते हैं?

विकल्प	जनसंख्या	प्रतिशत
हां	32	54%
नहीं	08	32%
बहुत कम	10	14%
कुल जनसंख्या	50	100%

प्रस्तुत प्रश्न के उत्तर में सर्वाधिक 54% उत्तरदाताओं ने माना कि वे सोशल मीडिया पर विज्ञापन में दी गई लिंक पर क्लिक करके उस विज्ञापन से जुड़ी अधिक जानकारी प्राप्त करते हैं। वहीं 14% उत्तरदाता विज्ञापन पर लिंक पर बहुत कम क्लिक करते हैं। लेकिन 32% उत्तरदाता सोशल मीडिया पर विज्ञापन में दी गई लिंक पर क्लिक नहीं करते हैं।

प्रश्न- सोशल मीडिया पर विज्ञापन से आपकी अनचाही वस्तु क्रय करने की इच्छा जाग्रत हुई है?

विकल्प	जनसंख्या	प्रतिशत
हां	31	62%
नहीं	12	24%
कह नहीं सकते	07	14%
कुल जनसंख्या	50	100%

सबसे अधिक 62% उत्तरदाताओं ने माना कि उन्हें सोशल मीडिया पर विज्ञापन देखकर अनचाही वस्तु क्रय करने की इच्छा जाग्रत हुई है। सिर्फ 24% उत्तरदाताओं को लगता है कि सोशल मीडिया पर विज्ञापन से उनकी किसी अनचाही वस्तु को खरीदने की इच्छा जाग्रत नहीं हुई है। वहीं 14% उत्तरदाताओं ने इस पर अपनी प्रतिक्रिया नहीं दी।

प्रश्न- क्या सोशल मीडिया विज्ञापनों ने आपकी क्रय शक्ति को बढ़ाया है?

विकल्प	जनसंख्या	प्रतिशत
बहुत कम	10	20%
कम	03	06%
सामान्य रूप से	07	14%
अधिक	04	08%
बहुत अधिक	26	52%
कुल जनसंख्या	50	100%

आंकड़ों के आधार पर 52% उत्तरदाता बहुत अधिक, 8% उत्तरदाता अधिक व 14% उत्तरदाता सामान्य रूप से मानते हैं कि सोशल मीडिया विज्ञापनों ने उनकी क्रयशक्ति को बढ़ाया है। वहीं सिर्फ 20% उत्तरदाता बहुत कम व 6% उत्तरदाता कम मानते हैं कि सोशल मीडिया विज्ञापनों ने उनकी क्रयशक्ति को बढ़ाया है।

प्रश्न- क्या आपको लगता है, सोशल मीडिया विज्ञापन की वजह से आपको अनावश्यक खर्च बढ़े हैं?

विकल्प	जनसंख्या	प्रतिशत
हां	31	64%
नहीं	12	20%
कह नहीं सकते	07	16%
कुल जनसंख्या	50	100%

प्रस्तुत प्रश्न के उत्तर में सबसे अधिक 64% उत्तरदाताओं ने माना कि सोशल मीडिया विज्ञापन की वजह से उनके अनावश्यक खर्च बढ़े हैं। सिर्फ 20% उत्तरदाताओं को नहीं लगता है कि सोशल मीडिया विज्ञापनों की वजह से उनके अनावश्यक खर्च बढ़े हैं। वहीं 16% उत्तरदाताओं ने इस प्रश्न पर प्रतिक्रिया नहीं दी।

प्रश्न- सोशल मीडिया पर विज्ञापन को देख आप वस्तु क्रय करते हैं?

विकल्प	जनसंख्या	प्रतिशत
हां	34	68%
नहीं	14	28%
बहुत कम	02	04%
कुल जनसंख्या	50	100%

अधिकांश 68% उत्तरदाताओं ने माना कि वे सोशल मीडिया पर विज्ञापन देखकर किसी वस्तु या उत्पाद को खरीदते हैं। सिर्फ 28% उत्तरदाता सोशल मीडिया पर विज्ञापन देखकर वस्तु क्रय नहीं करते हैं। वहीं 4% उत्तरदाताओं ने इस पर अपनी प्रतिक्रिया नहीं दी।

निष्कर्ष

प्रस्तुत शोध में 24 पुरुष व 26 महिलाएं कुल 50 लोग उत्तरदाता के रूप में शामिल हुए जिसमें सबसे अधिक 36% उत्तरादाता 24-29 आयुवर्ग के थे। आंकड़ों के अनुसार एक दिन में सोशल मीडिया का उपयोग 38% लोग 4 घंटे से अधिक व 32% लोग 3-4 घंटे करते हैं। वहीं 52% लोग सोशल मीडिया में सबसे अधिक फेसबुक व 20% लोग इंस्टाग्राम प्लेटफॉर्म का उपयोग करते हैं। लगभग 94% उत्तरदाता सकारात्मक रूप से मानते हैं कि सोशल मीडिया विज्ञापन के लिए सबसे बेहतर माध्यम है। 64% उत्तरदाताओं को लगता है सोशल मीडिया पर वे विज्ञापन से बेहतर ढंग से जुड़ पाते हैं। अधिकांश लगभग 86% उत्तरदाता सकारात्मक रूप से मानते हैं कि उन्हें सोशल मीडिया पर विज्ञापन से अन्य माध्यम के अपेक्षा नई वस्तु या जानकारी का पता चलता है। आंकड़ों के अनुसार 54% उत्तरदाता सोशल मीडिया पर विज्ञापन में दी गई लिंक पर क्लिक करके उस विज्ञापन से जुड़ी अधिक जानकारी प्राप्त करते हैं। 62% लोगों की सोशल मीडिया पर विज्ञापन देखकर अनचाही वस्तु क्रय करने की इच्छा जाग्रत हुई है वहीं लगभग 74% लोगों ने सकारात्मक रूप से माना कि सोशल मीडिया विज्ञापनों ने उनकी क्रयशक्ति को बढ़ाया है। 68% उत्तरदाताओं ने माना कि वे सोशल मीडिया पर विज्ञापन देखकर किसी वस्तु या उत्पाद को खरीदते हैं वहीं 64% लोगों को लगता है कि सोशल मीडिया विज्ञापन की वजह से उनके अनावश्यक खर्च बढ़े हैं। उक्त आंकड़ों से स्पष्ट होता है कि सोशल मीडिया विज्ञापन उपयोगकर्ताओं के क्रय निर्णय को प्रभावित करते हैं जिससे वे ऐसी सामग्री भी क्रय करते हैं जिसके बारे में उनका पूर्व में क्रय करने का विचार नहीं था।

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सोशल मीडिया का ग्रामीण कार्य-संस्कृति पर प्रभाव
(मेरठ जिले के विशेष संदर्भ में)

**सूरज देव प्रसाद, **डॉ. ममता भाटिया*

सारांश

सोशल मीडिया के कारण समाज और ग्रामीण कार्य-संस्कृति के परिदृश्य तेजी से बदल रहे हैं। ग्रामीण कार्य-संस्कृति का सबसे सशक्त पहलू आपसी सहयोग और सामंजस्य सिरे से विलुप्त हो रहा है। इसमें सामूहिकता के स्थान पर व्यक्तिवादिता बढ़ रही है। गाँवों में सोशल मीडिया अपसंस्कृति फैला रहा है। स्मार्ट फोन और सोशल मीडिया का सर्वाधिक प्रभाव युवा पीढ़ी और किशोरों पर पड़ रहा है। सोशल मीडिया के कारण सामाजिक ताने-बाने में दरारें पड़नी शुरू हो गई है। वहीं लोक संस्कृति से जुड़े कार्यक्रम देखना कम हो गया है। दरअसल पत्रकारिता जब मीडिया में तब्दील हुआ तो सूचना, ज्ञान और समाचार सभी कुछ उत्पाद बन गये और 'जन' मात्र उपभोक्ता बन गया। इसमें सभी कुछ बेचा जाने लगा है। एक निष्कर्ष यह है कि सोशल मीडिया सामाजिक व्यवहार का प्रशिक्षण नहीं दे सकता। यह आभासी सामाजिकता का छद्म रूप मात्र है। सामाजिकता के लिए समाज को प्रत्यक्ष संवाद करना ही होगा। दूसरे यह बात भी प्रमाणित हुआ कि 'सोशल मीडिया और फोन ने 'हमें झूठ बोलना सिखा दिया।'

यह सुखद है कि ग्रामीण भी सोशल मीडिया के नकारात्मक प्रभावों के प्रति जागरूक हो रहे हैं। यह दूसरी बात है कि युवाओं खासकर किशोरों पर इसका नकारात्मक प्रभाव अधिक पड़ रहा है और यह समाज के लिए हानिकारक है। सभी स्थानों पर सोशल मीडिया की उपस्थिति ने समाज को चिंतित किया है। इसके प्रयोग की अधिकता को जागरूकता के माध्यम से ही रोका जा सकता है। ब्रिटिश गणितज्ञ और इतिहासकार जैकब ब्रोनोव्स्की[1] जब यह कहते हैं कि 'शिखर के सफर की ओर मनुष्य' तो भय के साथ एक प्रश्न मन-मस्तिष्क में कौंधता है कि विकास करते हुये मनुष्य जहां पहुंचेगा, क्या आवश्यकता पड़ने पर वहां से लौट पाएगा? कहीं ऐसा तो नहीं कि विवेकहीन विकास मनुष्य को भविष्य में समय के ऐसे चौराहे पर खड़ा कर दे जहां से शायद लौटना संभव न हो।

प्रस्तावना

आदिकाल से मानव सभ्यता का विकास साझी संस्कृति की बुनियाद पर संभव हुआ है। औद्योगिक क्रांति के साथ छापाखाना का आविष्कार और संचार के साधनों जैसे रेडियो, टेलीविजन ने साझी संस्कृति को परिष्कृत तो किया लेकिन कई अनसुलझे सवाल भी खड़े किये। कंप्यूटर और इंटरनेट ने चंद दशकों में पूरी दुनिया को बदल दिया। सोशल मीडिया ने व्यक्ति, समाज और देश-दुनिया में आमूल-चूल परिवर्तन किया। यह शुभ और सुखद है, लेकिन कई स्थानों पर इसने संशय और भविष्य में मानव सभ्यता और समाज के अस्तित्व पर प्रश्नचिह्न भी लगाया। सोशल मीडिया की प्रवृतियां जो आज कहीं-कहीं दिख रही हैं, आने वाले समय में भयावह होकर मानव सभ्यता का कितना नुकसान करेंगी, इसका आकलन करने के लिये 'सोशल मीडिया का ग्रामीण कार्य-संस्कृति पर प्रभाव (मेरठ जिले के विशेष संदर्भ में)' विषय पर शोध किया गया।

ग्रामीण कार्य-संस्कृति

ग्रामीण कार्य-संस्कृति में पहले 'कार्य-संस्कृति' शब्द को समझना आवश्यक है। परंपरागत ज्ञान भारतीय संस्कृति की सबसे बड़ी थाती है। यही देश का मेरुदंड है जिस पर पूरा समाज टिका हुआ है। कार्य-संस्कृति का सामान्य आशय पारंपरिक दिनचर्या से है जिस पर हमारा दैनिक जीवन आरूढ़ होता है। इसमें दैनिक कार्य, आर्थिक क्रियाकलाप, मनोरंजन, आपसी संबंध आदि सभी कुछ शामिल है। आमतौर पर समाज को यह पीढ़ियों और परंपराओं से मिलता है। इस पर वर्तमान समय का ज्ञान, तकनीकी, विकास, उपलब्धि आदि का भी प्रभाव पड़ता है। गाँवों में जब बिजली नहीं थी, तब लोग शाम ढलते ही घर में बढ़ जाते और जल्दी सोते थे। बिजली आने के बाद कार्य-संस्कृति में आमूल-चूल परिवर्तन हुआ। लोगों का कार्य-समय बढ़ गया। गाँव में लोग रात के 9-10 बजे तक सोने लगे। इसी प्रकार टेलीविजन आने के बाद कार्य-संस्कृति में बड़े बदलाव हुए।

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आधुनिक संचार के साधनों और तकनीक के विकास के साथ पारंपरिक ग्रामीण कार्य-संस्कृति में आमूल-चूल परिवर्तन होने लगा। इस संदर्भ में शोध का निम्न उद्देश्य है।

शोध का उद्देश्य

1 क्या सोशल मीडिया छद्म सामाजिकता का वाहक है?

2 क्या सोशल मीडिया ने सामाजिक संबंधों में बिखराव पैदा किया है?

3 क्या सोशल मीडिया हमारे सांस्कृतिक और पारंपरिक मूल्यों पर आघात कर रहा है?

साहित्य का पुनरावलोकन

इसमें कोई संदेह नहीं कि सोशल मीडिया के प्रभाव को लेकर कई शोध हुये हैं जिसमें ग्रामीण विकास पर प्रभाव, छात्रों पर सकारात्मक और नकारात्मक प्रभाव, कृषि कार्य में सोशल मीडिय की भूमिका, ग्रामीण भारत पर सोशल मीडिया का प्रभाव, समाज पर सोशल मीडिया का प्रभाव आदि शामिल हैं।

संचार के अन्य माध्यमों जिसमें समाचार-पत्र, पत्रिकाओं, रेडियो, टेलीविजन आदि का ग्रामीण समाज पर व्यापक प्रभाव पड़ा है। तमाम शोध-पत्रों के निष्कर्ष इसे साबित करते हैं। चूंकि सोशल मीडिया में इन सभी संचार माध्यमों का समावेश है, अतः ग्रामीण समाज पर इसके प्रभाव अवश्य पड़े हैं।

1. ग्रामीण विकास को बेहतर बनाने के उद्देश्य से सोशल मीडिया और ग्रामीण भारत के मध्य संबंधों को दिखाने के लिये 'ए रिसर्च ऑन द इफैक्ट ऑफ सोशल मीडिया इन द डवलपमेंट ऑफ रूरल सोसायटीः ए रिव्यू'[2] नामक शोध पत्र के निष्कर्ष में कहा गया है कि सोशल मीडिया ने निःसंदेह ग्रामीण लोगों के जीवन को बदल दिया है। कृषि के क्षेत्र में कई अवसर मिले हैं। स्वास्थ्य क्षेत्र की बात हो या राजनीतिक रूप से जागृत चेतना की, सभी क्षेत्रों में सोशल मीडिया का योगदान है। सोशल मीडिया सामाजिक जिम्मेदारी के निर्वहन से लेकर एकीकृत समाज के निर्माण में मदद कर सकता है।

2. आरजीपीजी महाविद्यालय, मेरठ के समाजशास्त्र की एसोसिएट प्रोफेसर डा. अंजुला राजवंशी ने 'मीडिया एंड रूरल सोसायटीः ए स्टडी'[3] नामक शोध पत्र में मीडिया का प्रभाव ग्रामीण समाज पर दिखाया है। उन्होंने शोध पत्र के निष्कर्ष में लिखा है कि मीडिया ग्रामीण क्षेत्रों और कृषि गतिविधि को विकसित करने में बहुमूल्य भूमिका निभा सकता है। मीडिया का सकारात्मक और विश्लेषणात्मक ढंग से काम करने का तरीका भारत को एक विकसित देश बनाने में मददगार साबित हो सकता है।

3. 'इंपैक्ट ऑफ सोशल मीडिया ऑन रूरल इंडिया'[4] में सोशल मीडिया और ग्रामीण भारत के बीच संबंधों को दिखाते हुये कहा गया है कि सोशल मीडिया के कारण ग्रामीण विकास को बेहतर बनाया जा सकता है। इस रूप में इसके सकारात्मक विश्लेषण के साथ मीडिया की सीमाओं का संक्षिप्त विश्लेषण भी किया गया है। सोशल मीडिया को व्यापक स्तर पर परिभाषित करते हुये कहा कि चाहे वह किसी भी रूप में हो, मीडिया की दर्शकों तक पहुंचने की सामाजिक जिम्मेदारी है।

4. 'इवोल्यूशन एंड अपलिफ्टमेंट ऑफ रूरल इंडिया यूजिंग सोशल मीडिया'[5] नामक शोध पत्र में रेखांकित किया गया है कि कैसे सोशल मीडिया आधारित जीवन ग्रामीण भारत के निर्माण में उल्लेखनीय भूमिका निभा सकता है। सोशल मीडिया के विविध मंच संवाद करने, साझा करने, पुनर्प्राप्त करने और व्यापार करने में सक्षम बनाता है।

5. सोशल मीडिया के सामाजिक प्रभावों को लेकर पूरी दुनिया में शोध हो चुके हैं अथवा हो रहे हैं। इसी क्रम में इथोपिया के शोधार्थी ने प्रकाशित 'द इफैक्ट ऑफ सोशल मीडिया ऑन सोसायटी'[6] नामक आलेख के निष्कर्ष में लिखा है कि सोशल मीडिया के सकारात्मक और नकारात्मक दोनों प्रभाव पड़ते हैं। इसमें संदेह नहीं है कि सूचना एक शक्ति है और सूचना तकनीकी का प्रभाव लगातार बढ़ रहा है। पूर्व निर्धारित उद्देश्य को लेकर सोशल मीडिया के प्रयोग करने से वांछित लक्ष्य प्राप्त किये जाते हैं जबकि सही तरीके से उपयोग नहीं करने पर यह हमारे जीवन के साथ समाज के सभी लोगों खासकर बच्चों पर नकारात्मक प्रभाव डाल रहा है।

इस संदर्भ में अनेक शोध पत्र और भी हैं जिसमें 'कृषि कार्य में सोशल मीडिया की भूमिका', 'विद्यार्थियों पर सोशल मीडिया का सकारात्मक और नकारात्मक प्रभाव' आदि शामिल हैं।

उपरोक्त शोध पत्रों में सोशल मीडिया ने किस हद तक ग्रामीण जीवन और कार्य-संस्कृति को बदला, इसका हवाला नहीं मिलता। इससे भी मुझे इस विषय की महत्ता व गंभीरता को बल मिला। कुल मिलाकर अब विद्वानों में एक आम राय बनने लगी है कि सोशल मीडिया में वांछित तत्वों की कमी और अवांछित तत्वों में वृद्धि देखी जा रही है। वर्तमान मीडिया के सामने सबसे बड़ा संकट यही है कि उसका सामाजिक सरकारों, संस्कारों, इतिहास, परंपराओं, नैतिक मूल्यों से कोई वास्ता नहीं है। प्रारंभिक मीडिया जिसकी छाप आज भी पुराने समय के लोगों पर बनी हुई है, उसमें मानवीय तत्वों और सामाजिक मूल्यों की प्रधानता थी, लेकिन मौजूदा मीडिया तकनीक प्रधान हो गई। विद्वान अब मानते हैं कि विश्वसनीयता का अभाव, अवांछित सूचनाओं की

भरमार, धन-समय की बर्बादी, लत, तलब और मानसिक बीमारी का कारण मानव निष्क्रियता को प्रोत्साहन, भेंड़चाल, अश्लीलता को मिल रहा बढ़ावा, रिश्तों में विश्वास का अभाव, निजता को खतरा आदि सोशल मीडिया के नकारात्मक पहलू हैं। इन सभी नकारात्मक पहलुओं के बीच सोशल मीडिया का ग्रामीण कार्य-संस्कृति पर प्रभाव का अध्ययन नहीं दिखाई दिया।

शोध प्रविधि

प्रस्तुत विषय के शोध निष्कर्षों को प्राप्त करने के लिए अनेक शोध प्रविधियों का प्रयोग किया गया है। साक्षात्कार के आधार पर गुणात्मक विधि का प्रयोग किया गया है। सामाजिक घटनाओं से संबंधित तथ्यों का संख्या के आधार पर मापन करने के लिए शोध विषय में देखा गया कि संख्यात्मक रूप से लोगों की क्या राय बन रही है? इसमें बहुसंख्यक जनों की राय में विषय की प्रवृति किस तरफ जा रही है? साथ ही परिणामों को प्राप्त करने के लिए पूर्व में निर्धारित क्षेत्रों का भ्रमण किया और अवलोकन व साक्षात्कार विधि से लोगों के मत जानकर परिणामों को पुष्ट किया। अनुसूची के माध्यम से सर्वेक्षण कर समाज के विभिन्न आयु, लिंग, आर्थिक वर्गों के विचारों को संग्रह किया। अंत में अंतर्वस्तु विश्लेषण के तहत विभिन्न ग्रामीण क्षेत्रों के समाज के सोशल मीडिया के कार्य-संस्कृति पर पड़ने वाले प्रभावों की विवेचना की गई। साथ ही आज के मनोरंजन के साधनों की तुलना पहले के मनोरंजन के साधनों से गई। सामाजिक ताने-बाने और पारंपरिक सामाजिक बनावटों को सोशल मीडिया ने किस प्रकार प्रभावित किया, समाज सोशल मीडिया को किस रूप में ग्रहण कर रहा है, आदि अनेक विषयों का तुलनात्मक अध्ययन किया। इसके लिए पश्चिमी उत्तर प्रदेश के जिला मेरठ के तहसील मवाना के 12 और सरधना के 13 गाँवों का चयन अध्ययन क्षेत्र के रूप में किया गया। अनुसूची के आधार पर सर्वेक्षण, ग्राम के प्रबुद्धजनों का व्यक्तिगत साक्षात्कार, व्यक्तिगत रूप से ग्रामों का भ्रमण कर अवलोकन, अवधारणाओं के पक्ष में प्रमाणों का एकत्रीकरण आदि कार्य संपन्न किया गया। मवाना तहसील के ग्रामों में भीड़वारा, नासरपुर, सठला, बड़ागांव, मसूरी, कुनकुरा, फिटकरी, अस्सा, कासमपुर भूमा, दुर्वेशपुर, साधारणपुर, धनपुर और सरधना तहसील के ग्राम महलका, निहोरी, चरला, खेड़ा, राड़धना, नंगला राठी, ममूरी, शाहपुर जदीद, मोहिनीपुर, जीतपुर, मंडोरा, ज्वालागढ, और तांडी हैं। उक्त एक-एक गाँव से 8-8 अनुसूची को साक्षात्कार विधि से उत्तरदाताओं से भरवाया गया। इस प्रकार 200 उत्तरदाता इसके हिस्सा बने।

आंकड़ों का विश्लेषण

सोशल मीडिया ने पारंपरिक मनोरंजन के साधनों को नष्ट किया है। आंकड़ों के अनुसार 69 प्रतिशत लोग लोक-संस्कृति से जुड़े कार्यक्रम नहीं देखते। इसका मुख्य कारण सोशल मीडिया पर लोक-संस्कृति से जुड़े मनोरंजन की सामग्री का अभाव है। वहां अपसंस्कृति फैलाने वाले वीडियो की भरमार है जो क्षणिक हास्य, रोमांच और जुगुप्सा पैदा करते हैं, उसका परंपरा, संस्कृति के ज्ञान से कोई लेना-देना नहीं है। सोशल मीडिया पर लोकगीत देखने वाले 14 प्रतिशत हैं तो लोकनृत्य 17 प्रतिशत लोग देख रहे हैं। उनमें से सभी का मानना है कि सोशल मीडिया पर लोक-संस्कृति के नाम पर जो सामग्री परोसी जा रही है, वह स्तरहीन और अपसंस्कृति फैलाने वाली है।

इसमें संदेह नहीं कि सांस्कृतिक रूप से हमारी जड़ें काफी गहरी थीं। सोशल मीडिया के कारण आपसी समझ (Bonding) कमजोर हुई है। 88 प्रतिशत उत्तरदाता स्वीकार करते हैं कि 18 वर्ष से कम उम्र के लोगों को नेटपैक वाले फोन नहीं देने चाहिए। वह मानते हैं कि कई बार सोशल मीडिया पर अश्लीलता वाले पोस्ट आते हैं। इससे बच्चों पर नकारात्मक प्रभाव पड़ता है। पांच प्रतिशत उत्तरदाता बच्चों को नेटपैक वाला फोन देने की बात कर रहे थे, वह पढ़ाई के लिए, न कि अन्य कार्य के लिए। वहीं सात प्रतिशत का उत्तर कह नहीं सकते, था।

आंकड़े के अनुसार सामाजिक रिश्ते को जोड़ने में सोशल मीडिया का योगदान अधिक है बजाय कि तोड़ने के। इसमें युवा और कामकाजी लोग शामिल हैं। 59 प्रतिशत उत्तरदाता मानते हैं कि सोशल मीडिया सामाजिक रिश्ते को जोड़ने में महत्वपूर्ण भूमिका निभा रहा है, लेकिन 41 प्रतिशत मानते हैं कि इसने सामाजिकता को प्रभावित किया है। सामाजिक रिश्ते टूटे हैं। इसमें युवाओं के विपरीत बुजुर्गों के जवाब अधिकांश स्थिति में नकारात्मक रहे हैं। 95 प्रतिशत बुजुर्गों का मानना है कि सोशल मीडिया ने सामाजिक रिश्तों को छिन्न-भिन्न कर दिया।

अभी स्मार्ट फोन की दुनिया शैशव अवस्था में है। इसको अस्तित्व में आये अभी दो दशक ही हुए हैं, लेकिन 87 प्रतिशत उत्तरदाता मानते हैं कि अब हम जहां पहुंच गये हैं, वहां से लौटना संभव नहीं है। वहीं 10 प्रतिशत बुजुर्ग महिलाएं मानती हैं कि हां, सोशल मीडिया की दुनिया को छोड़कर वापस लौटा जा सकता है, लेकिन उनका कहना था कि यह तभी संभव होगा, जब इसकी अति हो जाएगी। वहीं तीन प्रतिशत असमंजस की स्थिति में थे।

समाज में सोशल मीडिया ने झूठ की न केवन नई परंपरा शुरू किया बल्कि इसका दायरा लगातार बढ़ रहा है। 73 प्रतिशत लोग यह स्वीकार करते हैं कि फोन ने हमें झूठ बोलना सिखा दिया है। वहीं 27 फीसदी लोगों का मानना है कि ऐसी कोई बात नहीं है। झूठ बोलना एक सामान्य बात है और यह पुराने समय से ही चली आ रही है। लोक-संस्कृति से जुड़े कार्यक्रम को देखने पर भी रोचक उत्तर मिले। 69 प्रतिशत लोगों

का कहना था कि वह लोकनृत्य अथवा लोकसंगीत के कोई भी कार्यक्रम नहीं देखते। दरअसल लोक-संस्कृति से जुड़ी सामग्री का भी सोशल मीडिया पर अभाव है। जब सामग्री नहीं होगी तो लोग क्या देखेंगे। वहीं 14 प्रतिशत लोग लोकगीत का आनन्द लेते हैं तो 17 प्रतिशत लोग लोकनृत्य देखते हैं। लोकनृत्य में रागिनी आदि का कार्यक्रम शामिल है।

जब फोन नहीं था तो खाली समय में लोग मनोरंजन के दूसरे साधन तलाशते थे, जिसमें ताश खेलना, फुटबॉल व अन्य खेल खेलना शामिल था, वहीं 37 प्रतिशत लोग एक-दूसरे से मिलते और बातचीत करते थे जबकि 23 प्रतिशत लोग घूमते या आराम करते थे। स्मार्ट फोन आने के बाद खाली समय होने की स्थिति में 88 प्रतिशत लोग सोशल मीडिया के विभिन्न मंच का उपयोग करने लगते हैं। मात्र 12 प्रतिशत लोग जिसमें बुजुर्ग और महिलाएं शामिल हैं, खाली समय में अन्य कार्य करते हैं। खाली सयम में जबकि लोग मनोरंजन के दूसरे साधन तलाशते थे, एक-दूसरे से मिलते थे, स्मार्ट फोन आने के बाद इसने मिलने-जुलने और मनोरंजन के पारंपरिक साधनों से लोगों की दूरी बना दी। अब लोग फोन पर लगे रहते हैं। हालांकि अभी भी इसमें युवाओं की संख्या सर्वाधिक है। किसान सोशल मीडिया पर मनोरंजन करने की बजाय आराम करना पसंद करता है क्योंकि उसे दोबारा खेत में जाना होता है।

शोध विषय का सबसे महत्वपूर्ण प्रश्न जिसका उत्तर जानने के लिए दिनचर्या के बहुत सारे पहलुओं पर सवाल पूछा था। प्रश्न था कि क्या सोशल मीडिया के उपयोग से सामाजिक ताने-बाने में दरारें आई हैं? 67 प्रतिशत उत्तरदाता मानते हैं कि सोशल मीडिया के प्रयोग से सामाजिक ताने-बाने में दरारें आई हैं। सामाजिक दूरियां बढ़ी हैं। हालांकि संभव है कि इसके कई अन्य कारण हों, लेकिन स्मार्ट फोन की पैठ भी बड़ी बजह हो सकती है। वहीं 22 प्रतिशत मानते हैं कि ऐसी कोई बात नहीं है। इसमें युवाओं की संख्या सबसे अधिक थी जिन्हें सामाजिक ताने-बाने का ज्ञान नहीं था। वहीं सौ प्रतिशत बुजुर्गों का मानना है कि इससे सामाजिक दूरियां बढ़ी हैं। 11 प्रतिशत ऐसे लोग भी थे जिनमें महिलाओं की संख्या अधिक थी, जो यह बताने में असमर्थ रहीं।

यह सच है कि सोशल मीडिया से अभी भी 95 फीसदी बुजुर्ग दूर हैं और वह इसे किसी भी प्रकार से सही नहीं मानते। सोशल मीडिया ने समाज का कितना नुकसान किया? इस सवाल को लेकर सरधना तहसील के गांव नंगला राठी के दो बुजुर्गों दीपचंद शर्मा उम्र 85 वर्ष, राजेंद्र उम्र 65 और एक अधेड़ उम्र के पंडित योगेंद्र उम्र 47 वर्ष से बात की तो उनका दर्द छलक आया। उन्होंने बताया कि सोशल मीडिया ने हमारे सामाजिक ताने-बाने को छिन्न-भिन्न कर दिया। ग्रामीण संस्कृति की सबसे बड़ी विशेषता थी प्यार, मोहब्बत, सम्मान और भाव जबकि सोशल मीडिया ने शर्म-लिहाज और भाव को समाप्त कर दिया। पहले हम बड़े-बुजुर्गों के पास बैठते थे तो एक भाव होता था कि उनके पास अनुभव का खजाना है और उनसे हमें कुछ न कुछ सीखने को मिलेगा? गाँव की एक बारीक संस्कृति होती है जो सदियों से बुजुर्गों को पीढ़ी-दर-पीढ़ी प्राप्त हुई है। उसमें उनका अनुभव भी शामिल होता था और इसी संस्कृति की थाती को अगली पीढ़ी को सौंपते थे। यह सब होता था, उनके साथ, उनके पास बैठने और उनके साथ कार्य करने से। जैसे यदि किसी के घर कोई भी बाहरी अनजान अथवा परिचित व्यक्ति आ गया तो आज भी गांव के लोग उसे खाट के सिरहाने बैठाते हैं। यदि आप छोटे हैं तब भी आपको खाट के पैताने नहीं बैठाते। ऐसे ही कई चीजें हैं। जैसे घर या घेर में पहुंचते ही पानी के लिए पूछना, नाश्ता आदि करवाने के बाद हाल-चाल पूछना, आने का मकसद पूछना, घर से वापस जाने के क्रम में बाहर तक छोड़ना आदि। ग्रामीण संस्कृति की तमाम बारीक बातें जो पहले बड़े-बुजुर्गों के पास बैठने और उस कार्य संस्कृति का हिस्सा बनने से सीखते थे, आज सोशल मीडिया में सब कुछ गुम हुआ जा रहा है। राजेंद्र उम्र 65 वर्ष, का कहना है कि हमने अपना सामाजिक विश्वास खो दिया। सभी रिश्तों का विश्वास खो रहा। लोगों में बुजुर्गों के प्रति आदर एवं प्रेम की भावनाएं नहीं रहीं। बड़े-बुजुर्गों को ठेस पहुंचाई जा रही है। फोन, टीवी और फिल्म ने मिलकर एक ही गांव के बच्चों को प्रेम में भागना सीखा दिया। एक गांव में व्यक्ति चाहे किसी भी जाति-धर्म से संबंधित हो, आपस में भाई-बहन का रिश्ता होता है, आपस में प्रेम तो हो जाता था, लेकिन शादी-विवाह की बात नहीं होती थी। ऐसे किस्से नहीं होते थे कि एक ही गाँव में एक लड़का-लड़की प्रेम कर शादी कर लें। यदि ऐसा कभी हुआ भी तो परिवार को इसकी बड़ी कीमत चुकानी पड़ती थी, लेकिन अब ऐसी घटनाओं ने सिर उठाना शुरू कर दिया है। इस प्रकार फोन और टीवी ने हमारी संस्कृति और परंपरा पर आघात किया है।

निष्कर्ष

सोशल मीडिया के कारण कार्य-संस्कृति में एक गंभीर बदलाव आया। पारंपरिक मनोरंजन के साधन समाज में संचार के सशक्त माध्यम और वाहक थे लेकिन मनोरंजन के आधुनिक साधनों ने इस पर जबरदस्त कुठाराघात किया। वहीं सोशल मीडिया ने सार्वभौमिक मनोरंजन के साधन परोस दिए जिसमें पूरी पीढ़ी उलझ कर रह गई। पहले गाँव में शाम को अथवा रात में रागिनी, भजन, गीत-संगीत के कार्यक्रम होते थे। परंपरा से मनोरंजन के उत्पाद हमारी लोकप्रिय संस्कृति से उपजते थे। अब लोक-संस्कृति से उपजने वाले मनोरंजन के साधनों के स्रोत सूखते जा रहे हैं। नई पीढ़ी को अब उससे कोई सरोकार नहीं

रह गया। रैप, पॉप, पंजाबी तड़का और कानफोडू डीजे संगीत ने सब कुछ तहस-नहस कर दिया। पारंपरिक लोक मनोरंजन के साधनों के प्रति नई पीढ़ी का रुझान सिरे से गायब हो रहा है।

कुल मिलाकर शोध का सबसे चौंकाने वाला निष्कर्ष है कि 'समाज-संस्कृति और परंपरा का ज्ञान इंटरनेट पर नहीं है और समाज एवं व्यक्ति को यह ज्ञान इंटरनेट, स्मार्ट फोन या सोशल मीडिया नहीं दे सकता।' सामाजिक मूल्यों को अगली पीढ़ी तक सौंपने और उन्हें चिरकालिक बनाने के लिए व्यक्ति को सामाजिक पाठशाला का हिस्सा बनना ही पड़ेगा। समाज, संस्कृति और पारंपरिक मूल्य बहुत ही बारीक भाव होते हैं। उसे तब तक समझा और जीवन में उतारा नहीं जा सकता, जब तक कि व्यक्ति उसका हिस्सा न बनें। जबकि सोशल मीडिया हमें अकेला करने की दिशा में ले जा रहा है। हमारे पारंपरिक मूल्यों को विस्मृत कर रहा है। नई पीढ़ी में समाज-संस्कृति की बातों को सीखने का भाव समाप्त हो गया।' सोशल मीडिया ने पारंपरिक मूल्यों पर आघात किया है, जो हो सकता है आज दिखाई नहीं दे रहा हो, लेकिन आने वाले समय में इसके गंभीर परिणाम होंगे। सभंव है, हमारे पारंपरिक ज्ञान की बहुत सी थातियां लुप्त हो जाएं। ऐसी परिस्थितियों में समाज, परंपरा और मूल्यों से कटा हुआ व्यक्ति किसी का भला नहीं कर सकता।

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A Study of Behavioral Finance and Its Impact on Investment Decision in Noida, India

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Abstract

This study attempts to scrutinise the behaviour of investors towards the investment pattern and examine the factors that an investor takes into consideration while making an investment decision.

Behavioural finance investigates how psychological factors influence decision-making in uncertain situations. In order to better understand how certain identified behavioural finance concepts (or biases), such as Overconfidence, Representativeness, Herding, Anchoring, Cognitive Dissonance, Regret Aversion, Gamblers' Fallacy, and Mental Accounting, affect individual investors' decision-making process in the Indian Stock Market, this study looks at a number of specific examples. For this study to be possible, a survey is conducted using structured questionnaire and a sample of the respondents' data were taken into consideration for arriving at the result.

Introduction

The underlying premise of traditional investing theories is that investors always act in a way that maximises their return. However, numerous studies indicate that investors are not always so logical. When uncertainty surrounds an investing decision, people become perplexed. Markets are not always efficient, and people are not always logical. Behavioural finance explains why people don't always act in the way that is anticipated of them and why markets don't consistently behave in the way that is expected of them. According to psychological research, the charm of making money is actually three times greater than the distress caused losing money through investments. Although other factors can contribute to irrational behaviour, emotions like fear and greed frequently play a crucial part in investor decisions. Although markets are efficient in theory, this is never the case in reality. For instance, when a reputable corporation announces a substantial investment in a developing sector over the coming years, the stock price of the company rapidly increases without consideration for the project's prospects, potential returns, or required investment.

Behavioural Biases

Investors may be predisposed to several behavioural biases, which might cause them to think erroneously. Heuristic simplification can lead people to make predictable, suboptimal conclusions when faced with tough and ambiguous alternatives. Abstractly speaking, behavioural biases are described in terms of systematic errors in judgement.

1) **Overconfidence Bias-** Overconfidence relates to how well people recognise their own skills and the boundaries of their knowledge. Overconfident people frequently believe their abilities are superior than they actually are. People think more highly of themselves than is truly the case.

2) **Representativeness Bias-** The determination of conditional probabilities is a concern with representativeness. The chance that an object or event belongs to a class or process B is calculated using the heuristic. When people are asked to assess the likelihood that A belongs to B, representativeness is said to be used frequently while forming judgements in the face of uncertainty (Tversky and Kahneman, 1983). When A and B are described using the same terminology, similarity might replace representativeness. A judgement that relies too heavily on stereotypes is called representativeness. When making investments, people frequently link a company's positive traits to the positive traits of its stock. The majority of the time, these businesses prove to be bad investments.

3) **Herding Bias-** The most frequent error made by investors is to replicate the stock market decisions

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made by the majority. Because of this, even those who believe they should act when the ideal time to buy or sell is near in the financial markets feel enormous psychological pressure to hold back. Peer pressure or influence is the main cause of this.

4) **Anchoring Bias-** A psychological heuristic known as anchoring occurs when investors place undue weight on psychologically selected and statistically random "anchors," which causes them to make less-than-rational investing decisions. Investors are inclined to begin their estimation of a fair buy price for a share by utilising a starting value, referred known as the "Anchor," without conducting much study.

5) **Cognitive Dissonance Bias-** "Cognitive Dissonance is the mental conflict that people experience when they are presented with evidence that their beliefs or assumptions are wrong." (Montier, 2002). It is conceivable that there will be some conflict after a selection has been made when an investor is forced to choose between two options. According to psychologists, humans frequently engage in extensive justifications in order to coordinate their cognitions and preserve psychological stability.

6) **Regret Aversion Bias-** Regret Aversion is a psychological blunder that results from an overemphasis on regret at having made a bad choice, primarily because the results of the alternative are plainly better for the investor to perceive. This kind of inaccuracy is primarily brought on by people's reluctance to accept responsibility for their actions. Investors that suffer from this bias may hesitate to make judgements out of concern that their choices will turn out to be less than ideal in the long run.

7) **Gamblers' Fallacy Bias-** Investors who incorrectly assume that a trend will change direction and are persuaded to adopt a contrarian viewpoint fall victim to the gamblers' fallacy. The gambler's fallacy is believed to happen when a trader believes that errors in random events will rectify themselves.

8) **Mental Accounting Bias-** The collection of cognitive processes that people employ to organise, assess, and keep track of their financial actions is known as mental accounting. People began to have a tendency to divide their money into various accounts for a number of arbitrary reasons as a result of this. People frequently attribute various purposes to various asset groups, which has an adverse and frequently irrational impact on their consumption decisions and other actions. The term "Mental Accounting" describes the codes people employ when analysing an investment choice.

Research Methodology

Objectives:

1. To comprehend the types of behavioral biases and their impact on investment choices.
2. To learn whether the psychological impact of behavioral finance in making investment decisions generates any change in the decision making of the investors.

Research Methodology:

The research conducted is exploratory and descriptive in nature.

The methodology is as follows:

A. Questionnaire Survey-

- **Population:** The population for the study includes the investors of Noida, India.
- **Source and Tool of Data Collection:** This study uses primary as well as secondary source of information. For collecting data from the sample respondents, questionnaire method is used.

B. **IBM SPSS Software** along with MS-Excel was used for Data Analysis purpose.

Data Analysis

One of the main goals of the study was to concentrate on genuine investors because they were more likely to be ignorant of how behavioral theories applied to decision-making and thus more susceptible to psychological fallacies. Two evaluation criteria-respondent age and years of stock market investment experience– were used to build the sample profile.

The following groups were determined to be the best ones following an examination of the sample:

i. Investors who are experienced are those who are 30 years of age or older and have at least 4 years of investing experience.

ii. Investors who are young are those who are under 30 and have less than 4 years of investing experience.

The questionnaire survey received 79 valid replies in total. The sample was reduced to 74 when the judgement criteria were used, mostly because there were so few inexperienced responders over the age of 30. There was a total of 41 seasoned investors and 33 young investors. The experienced investor sub-sample was filtered and reduced by 3 incomplete observations, where answers to more than 2 items were missing, in order to maintain an equal sample profile between the two groups. This resulted in the final sample profile of 74, which is shown below in Table:

Experience	Age<30	Age>30	Total
Up to 4 Years	33	-	33
4 Years and Above	-	41	41
Total	33	41	74

Table: Profile of Sample Respondents

Analysis and Hypothesis Testing Methods Used

Chi-Square Test for Independence is used for this purpose. This test is used to compare actual findings with the expected value. The goal of this test is to establish whether a discrepancy between observed and expected data is the result of chance or a correlation between the factors you are researching. The connection between our two categorical variables can thus be better understood and interpreted with the help of a chi-square test.

List of Hypotheses

1) Young Investors are not likely to be more overconfident than experienced investors.
2) The Representativeness Bias is not likely to affect young investors more than more experienced ones.
3) When making decisions or performing analyses, both kinds of investors rely on similar factors.
4) Anchoring bias is equally likely to be displayed by both kinds of investors.
5) The Cognitive Dissonance Bias is equally likely to affect both types of investors.
6) Regret Aversion Bias is equally likely to be present in both investor groups.
7) The Gamblers' Fallacy Bias is equally likely to affect both kinds of investors.
8) The Mental Accounting Bias will equally affect both types of investors.

Bias Specific Analysis and Hypothesis Testing

1) Overconfidence Bias:

Age of the Respondent * Overconfidence bias Crosstabulation

			Overconfidence bias					
			Over-confident	Moderately Overconfident	Confi-dent	Slightly Different	Different	Total
Age of the Respondent	Young Investor	Count	19	8	2	2	2	33
		% within Age of the Respondent	57.6%	24.2%	6.1%	6.1%	6.1%	100.0%
		% of Total	25.7%	10.8%	2.7%	2.7%	2.7%	44.6%
	Experience Investor	Count	7	9	6	10	9	41
		% within Age of the Respondent	17.1%	22.0%	14.6%	24.4%	22.0%	100.0%
		% of Total	9.5%	12.2%	8.1%	13.5%	12.2%	55.4%
Total		Count	26	17	8	12	11	74
		% within Age of the Respondent	35.1%	22.0%	10.8%	16.2%	14.9%	100.0%
		% of Total	35.1%	23.0%	10.8%	16.2%	14.9%	100.0%

Table: Overconfidence Bias- Crosstabulation

According to the results of this analysis, this bias was one of the highly substantial variables that may possibly distinguish immature investors from more seasoned ones. To support this, Chi-squared analyses were performed.

Hypothesis Performed:

H_0: Young investors are not likely to be more overconfident than experienced investors.

H_1: Young investors are believed to be less overconfident than the experienced investors.

Chi-Square Tests

	Value	df	Asymptolic Significance (2-sided)
Pearson Chi-Square	16.719[a]	4	.002
Likelihood Ratio	17.680	4	.001
Linear-by-Linear Association	14.805	1	.000
N of Valid Cases	74		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 3.57

Table: Chi-Square Test- Overconfidence Bias

Significance level or Alpha= 5%

Observation:

Chi-square value from the table= 16.680
p-value as seen from the table= .002

Inference: 0.002 is less than the significance value of 0.05. Therefore, the null hypothesis is being rejected in this case. Alternate hypothesis is being accepted which means the young investors are more probable to show signs of overconfidence than the experienced ones.

2) Representative Bias:

H_0: The representative bias is not likely to affect young investors more than more experienced ones.

H_1: The representativeness bias affects experienced investors less than younger investors.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Age of the Respondent* Contingency Table: Representativeness Bias	74	96.1%	3	3.9%	77	100.0%

Table: Case Processing Summary - Representative Bias

Age of the Respondent * Contingency Table: Representativeness Bias Crosstabulation

			Representativeness Bias				Total
			Sometimes	Neutral	Usually	Always	
Age of the Respondent	Young Investor	Count	8	7	9	9	33
		% within Age of the Respondent	24.2%	21.2%	27.3%	27.3%	100.0%
		% of Total	10.8%	9.5%	12.2%	12.2%	44.6%
	Experience Investor	Count	8	4	8	21	41
		% within Age of the Respondent	19.5%	9.8%	19.5%	51.2%	100.0%
		% of Total	10.8%	5.4%	10.8%	28.4%	55.4%
Total		Count	16	11	17	30	74
		% within Age of the Respondent	21.6%	14.9%	23.0%	40.5%	100.0%
		% of Total	21.6%	14.9%	23.0%	40.5%	100.0%

Table: Crosstabulation - Representative Bias

Chi-Square Tests

	Value	df	Asymptolic Significance (2-sided)
Pearson Chi-Square	4.869[a]	3	.182
Likelihood Ratio	4.958	3	.175
Linear-by-Linear Association	2.615	1	.106
N of Valid Cases	74		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 4.91

Table: Chi-Square Test- Representative Bias

Statistical Test: Chi-square test of contingency.

Alpha or significance level= 5%

Observation:

Chi-square value= 4.968

p-value from the table= .182

Inference: .182 is greater than 5 percent. Consequently, in this case, the null hypothesis is being accepted, and alternate hypothesis is rejected. This means the representativeness bias is not likely to affect young investors more than more experienced ones.

3) Herding Bias:

H_0: When making decisions or performing analyses, both kinds of investors rely on similar factors.

H_1: When making assessments or analyses, young and experienced investors exhibit distinct behaviours.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Age of the Respondent* Herding Bias	74	96.1%	3	3.9%	77	100.0%

Table: Case Processing Summary - Herding Bias

Age of the Respondent * Herding Bias Crosstabulation

			Herding Bias			Total
			Self	Brokers/ Friends	Media/ Expert Opinions	
Age of the Respondent	Young Investor	Count	13	10	10	33
		% within Age of the Respondent	39.4%	30.3%	30.3%	100.0%
		% of Total	17.6%	13.5%	13.5%	44.6%
	Experience Investor	Count	18	13	10	41
		% within Age of the Respondent	43.9%	31.7%	24.4%	100.%
		% of Total	24.3%	17.6%	13.5%	55.4%
Total		Count	31	23	20	74
		% within Age of the Respondent	41.9%	31.1%	27.0%	100.0%
		% of Total	41.9%	31.1%	27.0%	100.0%

Table: Crosstabulation - Herding Bias

Chi-Square Tests

	Value	df	Asymptolic Significance (2-sided)
Pearson Chi-Square	.337[a]	2	.845
Likelihood Ratio	.336	2	.845
Linear-by-Linear Association	.294	1	.588
N of Valid Cases	74		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.92

Table: Chi-Square Test- Herding Bias

Alpha or Level of Significance= 5%

Observation:

Chi-square value from the table= 0.336

p-value from the table above= .845

Inference: In this scenario, .845 is greater than .05 or 5 percent. Thus, we are accepting the null hypothesis i.e., When making decisions or performing analyses, both kinds of investors rely on similar factors.

4) Anchoring Bias:

H_0: Anchoring bias is equally likely to be displayed by both kinds of investors.

H_1: Compared to young investors, experienced investors are more inclined to follow anchoring behaviour.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Age of the Respondent* Anchoring Bias	74	96.1%	3	3.9%	77	100.0%

Table: Case Processing Summary - Anchoring Bias

Age of the Respondent * Anchoring Bias Crosstabulation

			Anchoring Bias					Total
			Never	Rarely	Sometimes	Usually	Always	
Age of the Respondent	Young Investor	Count	0	4	2	18	9	33
		% within Age of the Respondent	0.0%	12.1%	6.1%	54.5%	27.3%	100.0%
		% of Total	0.0%	5.4%	2.7%	24.3%	12.2%	44.6%
	Experience Investor	Count	3	4	3	11	20	41
		% within Age of the Respondent	7.3%	9.8%	7.3%	26.8%	48.8%	100.0%
		% of Total	4.1%	5.4%	4.1%	14.9%	27.0%	55.4%
Total		Count	3	8	5	29	29	74
		% within Age of the Respondent	4.1%	10.8%	6.8%	39.2%	39.2%	100.0%
		% of Total	4.1%	10.8%	6.8%	39.2%	39.2%	100.0%

Table: Crosstabulation - Anchoring Bias

Chi-Square Tests

	Value	df	Asymptolic Significance (2-sided)
Pearson Chi-Square	8.294[a]	4	.081
Likelihood Ratio	9.479	4	.050
Linear-by-Linear Association	.013	1	.909
N of Valid Cases	74		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is 1.34

Table: Chi-Square Test- Anchoring Bias

Significance level or alpha taken= 5%

Observation:

Chi-square value from the table= 9.479

p-value from the table= .081

Inference: In this, .081 is greater than 5%. Therefore, we are accepting the null hypothesis i.e., Anchoring bias is equally likely to be displayed by both kinds of investors.

5) Cognitive Dissonance Bias:

H_0: The Cognitive Dissonance Bias is equally likely to affect both types of investors.

H_1: Compared to more experienced investors, young investors are more inclined to display the Cognitive Dissonance Bias.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Age of the Respondent* Cognitive Dissonance Bias	74	96.1%	3	3.9%	77	100.0%

Table: Case Processing Summary - Cognitive Dissonance Bias

Age of the Respondent * Cognitive Dissonance Bias

			Cognitive Dissonance Bias			Total
			Definitely	May be	Never	
Age of the Respondent	Young Investor	Count	24	9	0	33
		% within Age of the Respondent	72.7%	27.3%	0.0%	100.0%
		% of Total	32.4%	12.2%	0.0%	44.6%
	Experience Investor	Count	19	16	6	41
		% within Age of the Respondent	46.3%	39.0%	14.6%	100.%
		% of Total	25.7%	21.6%	8.1%	55.4%
Total		Count	43	25	6	74
		% within Age of the Respondent	58.1%	33.8%	8.1%	100.0%
		% of Total	58.1%	33.8%	8.1%	100.0%

Table: Crosstabulation - Cognitive Dissonance Bias

Chi-Square Tests

	Value	df	Asymptolic Significance (2-sided)
Pearson Chi-Square	7.767[a]	2	.021
Likelihood Ratio	10.020	2	.007
Linear-by-Linear Association	7.363	1	.007
N of Valid Cases	74		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.68

Table: Chi-Square Test- Cognitive Dissonance Bias

Level of Significance= 0.05

Observation:
Chi-square value from the above table= 10.020
p-value from the table= .021

Inference: In this, .021 is less than 0.05. Therefore, we will not accept the null hypothesis and instead accept the alternate hypothesis i.e., Compared to more experienced investors, young investors are more inclined to display the Cognitive Dissonance Bias will be accepted.

6) Loss Aversion (Regret Aversion) Bias:

H_0: Regret Aversion Bias is equally likely to be present in both investor groups.
H_1: The regret aversion bias is more likely to be present in younger buyers.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Age of the Respondent* Regret Aversion Bias	74	96.1%	3	3.9%	77	100.0%

Table: Case Processing Summary - Regret Aversion Bias

Age of the Respondent * Regret Aversion Bias Crosstabulation

			Regret Aversion Bias							Total
			Very Easy	Somewhat Easy	Easy	Average	Somewhat Difficult	Diffi-cult	Very Difficult	
Age of the Respondent	Young Investor	Count	2	5	2	3	9	7	5	33
		% within Age of the Respondent	6.1%	15.2%	6.1%	9.1%	27.3%	21.2%	15.2%	100.0%
		% of Total	2.7%	6.8%	2.7%	4.1%	12.2%	9.5%	6.8%	44.6%
	Experience Investor	Count	6	10	1	3	11	6	4	41
		% within Age of the Respondent	14.6%	24.4%	2.4%	7.3%	26.8%	14.6%	9.8%	100.0%
		% of Total	8.1%	13.5%	1.4%	4.1%	14.9%	8.1%	5.4%	55.4%
Total		Count	8	15	3	6	20	13	9	74
		% within Age of the Respondent	10.8%	20.3%	4.1%	8.1%	27.0%	17.6%	12.2%	100.0%
		% of Total	10.8%	20.3%	4.1%	8.1%	27.0%	17.6%	12.2%	100.0%

Table: Crosstabulation - Regret Aversion Bias

Chi-Square Tests

	Value	df	Asymptolic Significance (2-sided)
Pearson Chi-Square	3.565[a]	6	.735
Likelihood Ratio	3.654	6	.723
Linear-by-Linear Association	2.322	1	.128
N of Valid Cases	74		

a. 8 cells (57.1%) have expected count less than 5. The minimum expected count is 1.34

Table: Chi-Square Test- Regret Aversion Bias

Significance value or alpha= 5%

Observation:

Chi-square value= 3.654

p-value from the table= .735

Inference: .735 which is the p-value is greater than the significance level value of 0.05. Therefore, we will accept the null hypothesis i.e., Regret Aversion Bias is equally likely to be present in both investor groups.

7) Gambler's Fallacy Bias:

H_0: The Gamblers' Fallacy bias is equally likely to affect both kinds of investors.

H_1: Compared to experienced investors, young investors are more likely to display the Gamblers' Fallacy bias.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Age of the Respondent* Gambler's Fallacy Bias	74	96.1%	3	3.9%	77	100.0%

Table: Case Processing Summary - Gambler's Fallacy Bias

Age of the Respondent * Gambler's Fallacy Bias

			Gambler's Fallacy Bias			Total
			Haids	Tails	No Preference	
Age of the Respondent	Young Investor	Count	2	31	0	33
		% within Age of the Respondent	6.1%	93.9%	0.0%	100.0%
		% of Total	2.7%	41.9%	0.0%	44.6%
	Experience Investor	Count	4	26	11	41
		% within Age of the Respondent	9.8%	63.4%	26.8%	100.%
		% of Total	5.4%	35.1%	14.9%	55.4%
Total		Count	6	57	11	74
		% within Age of the Respondent	8.1%	77.0%	14.9%	100.0%
		% of Total	8.1%	77.0%	14.9%	100.0%

Table: Crosstabulation - Gambler's Fallacy Bias

Chi-Square Tests

	Value	df	Asymptolic Significance (2-sided)
Pearson Chi-Square	11.363[a]	2	.003
Likelihood Ratio	15.501	2	.000
Linear-by-Linear Association	4.287	1	.038
N of Valid Cases	74		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.68

Table: Chi - Square Tests - Gambler's Fallacy Bias

Statistical Test: Chi-square test of contingency.

Significance level or alpha= 0.05 (5%)

Observation:

Chi-square value= 15.501

p-value from the above table= .003

Inference: As can be seen, p-value that comes out as 0.003 is less than the level of significance value of 0.05. Thus, the null hypothesis is rejected, and instead alternate hypothesis is accepted, i.e., compared to experienced investors, young investors are more likely to display the Gamblers' Fallacy bias.

8) Mental Accounting Bias:

H_0: The Mental Accounting bias will equally affect both types of investors.

H_1: Compared to experienced investors, young investors are more apt to display the Mental Accounting bias.

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Age of the Respondent* Mental Accounting Bias	74	96.1%	3	3.9%	77	100.0%

Table: Case Processing Summary - Mental Accounting Bias

Age of the Respondent * Mental Accounting Bias Crosstabulation

			Mental Accounting Bias			Total
			Yes	No	Sometimes	
Age of the Respondent	Young Investor	Count	24	6	3	33
		% within Age of the Respondent	72.7%	18.2%	9.1%	100.0%
		% of Total	32.4%	8.1%	4.1%	44.6%
	Experience Investor	Count	15	14	12	41
		% within Age of the Respondent	36.6%	34.1%	29.3%	100.%
		% of Total	20.3%	18.9%	16.2%	55.4%
Total		Count	39	20	15	74
		% within Age of the Respondent	52.7%	27.0%	20.3%	100.0%
		% of Total	52.7%	27.0%	20.3%	100.0%

Table: Crosstabulation - Mental Accounting Bias

Chi-Square Tests

	Value	df	Asymptolic Significance (2-sided)
Pearson Chi-Square	9.928[a]	2	.007
Likelihood Ratio	10.303	2	.006
Linear-by-Linear Association	9.160	1	.002
N of Valid Cases	74		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.69

Table: Chi - Square Tests - Mental Accounting Bias

Statistical Test: Chi-square test of contingency.

Significance level or alpha= 5 percent

Observation:

Chi-square value= 10.303

p-value= .007

Inference: The p-value comes out as .007 that is less than the alpha value of 5 percent. Therefore, here we are not accepting the null hypothesis and instead accept the alternate hypothesis i.e., Compared to experienced investors, young investors are more apt to display the Mental Accounting Bias.

Null Hypothesis	Result

Findings

1. **Overconfidence:** We took hypothesis to examine whether or not young Investors are likely to be more overconfident than experienced investors. The p-value which comes out as 0.002 is less than the significance value of 0.05. Therefore, the null hypothesis is being rejected and alternate hypothesis is being accepted which means that the young investors are more prone to this bias than compared to the experienced ones.
2. **Representative Bias:** The p-value which comes out as 0.182 is greater than the significance value of 0.05. Therefore, in this case, the null hypothesis is being accepted, and alternate hypothesis is rejected. This means the representativeness bias is not likely to affect young investors more than more experienced ones.
3. **Herding Bias:** In this scenario, the p-value (.845) is greater than the level of significance value of 5%. Thus, we are accepting the null hypothesis i.e., When making decisions or performing analyses, both kinds of investors rely on similar factors.
4. **Anchoring Bias:** In this, the p-value (.081) is greater than the level of significance value of 5%. Therefore, we are accepting the null hypothesis i.e., Anchoring bias is equally likely to be displayed by both kinds of investors.
5. **Cognitive Dissonance Bias:** In this, the p-value (.021) is less than the level of significance value of 0.05. Therefore, we will not accept the null hypothesis. Alternate hypothesis i.e., Compared to more experienced investors, young investors are more inclined to display the Cognitive Dissonance Bias will be accepted.
6. **Loss Aversion (Regret Aversion) Bias:** The p-value (.735) is greater than the level of significance value of 0.05. Therefore, we will accept the null hypothesis i.e., Regret Aversion Bias is equally likely to be present in both investor groups.
7. **Gambler's Fallacy Bias:** The p-value that comes out as 0.003 is less than the level of significance value of 0.05. Thus, we will not accept the null hypothesis and instead accept the alternate hypothesis i.e., compared to experienced investors, young investors are more likely to display the Gamblers' Fallacy bias
8. **Mental Accounting Bias:** The p-value comes out as 0.007 which is less than the level of significance value of 0.05. Therefore, we will not accept the null hypothesis and instead accept the alternate hypothesis i.e., Compared to experienced investors, young investors are more apt to display the Mental Accounting Bias.

Young investors are not expected to be more overconfident than the much-experienced investors.	Reject
The representativeness bias is not likely to affect young investors more than more experienced ones.	Accept
When making decisions or performing analyses, both kinds of investors rely on similar factors	Accept

Anchoring bias is equally likely to be displayed by both kinds of investors.	Accept
The Cognitive Dissonance Bias is equally likely to affect both types of investors	Reject
Regret Aversion Bias is equally likely to be present in both investor groups	Accept
The Gamblers' Fallacy bias is equally likely to affect both kinds of investors	Reject
The Mental Accounting bias will equally affect both types of investors	Reject

Table: Result of Hypothesis performed

Conclusion

According to the research, some of the eight biases had an impact on investors. The results of tests indicated that all investors were influenced by a variety of biases when making investment choices, but it was not possible to determine which investor group had more losses due to these biases. The results of the discriminant analysis suggested that, although investors were equally likely to make biased decisions, the degree to which each bias affected them varied significantly, to the point where younger and more experienced investors could be distinguished as two distinct groups of people exhibiting a different behavioural pattern.

The study's findings are more suggestive than conclusive in character. The results do, however, present a number of research opportunities where biases could be studied in fewer numbers and efforts could be made to generate conclusive results in intricate experimental settings. There are two suggestions:

i. The subjects should be divided into two categories at random. One set should receive a lesson on a particular bias. Then, a scenario that attempts to persuade the subjects into committing the bias should be presented to both groups.

ii. A scenario where subjects are likely to be affected by a particular bias should be presented to the subjects. After that, they ought to receive a lesson on prejudice. To determine whether the new awareness has any effect on the group's decision-making, a comparable scenario should be presented to the same audience the following day.

When laying the groundwork for a thorough and more in-depth investigation, techniques like Game Theory and Probabilistic Logic can serve as an inspiration. A researcher would have many chances to be innovative and creative given the nature of the field.

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समसामयिक गतिविधियाँ / Current Events

1. दिनांक 27 मार्च, 2023 को भारतीय शिक्षा शोध संस्थान के प्रथम तल पर स्थित लज्जाराम तोमर सभागार में ''संचालन समिति'' की बैठक का आयोजन किया गया।

2. दिनांक 25 अप्रैल से 01 मई, 2023 तक "Construction of Psychological Tools" विषय पर सात दिवसीय ओरियन्टेशन कार्यक्रम का आयोजन किया गया, जिसमें 17 प्रतिभागियों ने भाग लिया।

3. दिनांक 11 मई से 17 मई, 2023 तक "Application of SPSS Software in Statistical Analysis of Data" विषय पर सात दिवसीय ओरियन्टेशन कार्यक्रम का आयोजन किया गया, जिसमें 24 छात्र-छात्राओं ने भाग लिया।

4. दिनांक 01 जून से 08 जून, 2023 तक Charak Institute of Education, Lucknow से एम.ए. (शिक्षा शास्त्र) चतुर्थ सेमेस्टर के 12 विद्यार्थियों ने भारतीय शिक्षा शोध संस्थान के पुस्तकालय में अपने शोध कार्य हेतु उपलब्ध साहित्य, Journal, Thesis आदि का अध्ययन किया।

5. दिनांक 06 जून से 12 जून, 2023 तक "Qualitative Research Methods in Social Sciences" विषय पर सात दिवसीय ओरियन्टेशन कार्यक्रम का आयोजन किया गया, जिसमें 24 छात्र-छात्राओं ने भाग लिया।

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शोध आलेख प्रकाशनार्थ भेजने के पत्र का प्रारूप

प्रेषक : ....

....

....

सेवा में, दिनांक : ....

मुख्य सम्पादक,
भारतीय शिक्षा शोध पत्रिका,
भारतीय शिक्षा शोध संस्थान,
सरस्वती कुंज, निरालानगर,
लखनऊ - 226020 (उ.प्र.)

विषय : शोध पत्रिका में प्रकाशनार्थ शोध आलेख का प्रेषण।

महोदय,

मैं/हम आपकी शोध पत्रिका में प्रकाशनार्थ शोध आलेख प्रेषित कर रहा/रहे हैं। इस सम्बन्ध में आवश्यक विवरण निम्नवत् हैं-

1. शोध आलेख का शीर्षक ....

....

2. लेखक/लेखकों के नाम, पद, पत्राचार का पता, फोन, ई-मेल पता -

नाम	पद	पत्राचार का पता	फोन/मो.	ई-मेल
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....

3. शोध आलेख शोध पत्रिका के नवीनतम अंक में प्रकाशित **'लेखकों के सूचनार्थ'** के दिशा-निर्देशों के आधार पर तैयार किया गया है। शोध आलेख के सम्बन्ध में यदि कोई स्पष्टीकरण वांछित है तो लेखक से उसकी जानकारी ली जा सकती है। इसके लिए लेखक सदैव तैयार है।
4. यह शोध आलेख हमारे अपने अनुसंधान कार्य पर आधारित है। इसमें व्यक्त विचार, निष्कर्ष आदि हमारे हैं। ये भारतीय शिक्षा शोध संस्थान अथवा विद्या भारती की नीतियों के परिचायक नहीं हैं। यदि हमारे शोध आलेख में प्रकाशित किसी सामग्री से कापीराइट नियम का उल्लंघन होता है तो इसके लिए हम स्वयं उत्तरदायी होंगे। प्रकाशक अथवा सम्पादक मण्डल इसके लिए किसी भी प्रकार से उत्तरदायी नहीं होगा।
5. इस शोध आलेख का अन्यत्र प्रकाशन नहीं कराया गया है और न ही इसे कहीं अन्यत्र प्रकाशनार्थ भेजा गया है।
6. इस पत्र के साथ शोध आलेख की टंकित पाण्डुलिपि (दूसरी भाषा में सारांश, केवल शोध पत्र का) की एक प्रति उसकी सीडी, शोध पत्र में प्रयुक्त उपकरणों की छाया प्रतियाँ प्रेषित हैं।
7. इस शोध आलेख की एक प्रति हमारे पास सुरक्षित है।

   आशा है आप इस शोध आलेख को अपनी शोध पत्रिका में प्रकाशनार्थ स्वीकार करेंगे।
8. प्रकाशन पूर्व आलेख के प्रस्तुतीकरण के समय रु. 1000/- आलेख के साथ तथा आलेख में किसी तरह की कोई साहित्यिक चोरी नहीं हुई है, एतदर्थ प्रमाण पत्र (Plagiarism Certificate) प्रेषित कर रहा हूँ/रही हूँ।
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सधन्यवाद,

भवदीय,

(लेखक/लेखकों के नाम व हस्ताक्षर)

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लेखकों के सूचनार्थ / Information for Contributors

1. भारतीय शिक्षा शोध पत्रिका का प्रमुख उद्देश्य शिक्षा के विभिन्न आधारों से सम्बन्धित भारतीय संस्कृति संदर्भ में किये गये सैद्धांतिक एवं प्रयोगात्मक अध्ययनों को प्रकाशित करना है। इसमें विद्याभारती पर किये गये तथा विद्यालयी शिक्षा को उन्नत बनाने वाले अध्ययनों को वरीयता दी जाती है।
2. शोध पत्रिका में हिन्दी एवं अंग्रेजी, दोनों भाषाओं में शोधपत्र प्रकाशित किये जाते हैं। इसमें एक भाषा में प्रकाशित शोधपत्र का सारांश दूसरी भाषा में भी प्रकाशित किया जाता है।
3. सामान्यतया शोधपत्र अनुसंधान आधारित (Research based), पुनरीक्षण लेख (Review Articles), सैद्धांतिक विषयों पर आधारित निबन्ध (Essays based on theoretical issues) आदि हो सकते हैं। इसके लेखन में यथा आवश्यकता अग्रांकित शीर्षकों का प्रयोग किया जाना चाहिए- भूमिका (Introduction), उद्देश्य (Objectives), प्रक्कल्पना (Hypothesis), शोध पद्धति (Method), शोध का अभिकल्प (Design), प्रतिदर्श (Sample), प्रयुक्त उपकरण (Tools used), सांख्यिकीय प्रविधि (Statistical Techniques), प्रदत्त-विश्लेषण (Data Analysis), परिणाम (Result), प्राक्कल्पनाओं का सत्यापन सहित विवेचन (Discussion), अध्ययन का निहितार्थ (Implications of the Study), सन्दर्भ (References)। शीर्षकों में आवश्यकतानुसार उपशीर्षक भी बनाये जा सकते हैं।
4. शोधपत्र सामान्यतया 2500-3000 शब्दों से अधिक का नहीं होना चाहिए। इसके साथ एक संक्षिप्त सारांश दूसरी भाषा में लगभग 250-300 शब्दों में संलग्न किया जाना चाहिए।
5. सभी चित्रों (Figures), तालिकाओं (Tables) को अलग कागज पर तैयार करें। इन पर पाण्डुलिपि में प्रदर्शन के क्रम से चित्र-1 / तालिका-1 आदि से प्रदर्शित कर दें। प्रत्येक चित्र / तालिका पर उसका अपना शीर्षक (Caption) अवश्य अंकित किया जाना चाहिए। तालिका में खड़ी लाइनों का प्रयोग न करें।
6. सन्दर्भ शीर्षक के अन्तर्गत केवल आलेश में प्रस्तुत सन्दर्भों का ही उल्लेख करें। इसके लिए लेखकों की रचनाओं, प्रकाशन वर्ष, प्रकाश आदि के विवरण सहित, लेखकों के नामों को वर्णानुक्रम (Alphabetically) में प्रस्तुत करें। आलेख की पाण्डुलिपि में इसे उचित स्थान पर अग्रांकित रूप में दें, जैसे (वर्मा, 1990, पृ. 40)।

पुस्तक (Books)

* श्रीवास्तव, (डॉ.) शंकर शरण एवं राय, (डॉ.) कमला, (1991-92), **शिक्षण के मूल तत्व,** वाराणसी : श्रीराम प्रकाशन
* वही पृ.-98
* श्रीवास्तव एवं राय (1991-92), पूर्व चर्चित पृ.-102

सम्पादित पुस्तक (Edited Book)

* तोमर, (डॉ.), जगतपाल सिंह, (2006), **शिक्षक होने का तात्पर्य,** एस.एस. श्रीवास्तव एवं अन्य द्वारा सम्पादित, **शिक्षक सशक्तिकरण में,** लखनऊ : भारतीय शिक्षा शोध संस्थान

जर्नल (Journal)

* गुप्ता, आर.पी. (2007), **सेक्स एजुकेशन : ह्वाई (Why)? ह्वेन एण्ड हाऊ (When and How)?**, भारतीय शिक्षा शोध पत्रिका, 26(2), पृ. 23-29

अप्रकाशित शोध प्रबन्ध / अन्य (Unpublished Thesis/ Others)

* दत्त, (डॉ.), विभा, (1981), **ए क्रिटिकल स्टडी ऑफ एसेन्डेन्स-सबमिशन ऑफ इण्टरमीडिएट स्टूडेन्ट्स (ब्वायज एण्ड गर्ल्स),** अप्रकाशित पीएच.डी. शोध प्रबन्ध, लखनऊ विश्वविद्यालय।

  श्रीवास्तव, (डॉ.), कान्ति मोहन, (1991), **परीक्षा परिणाम का प्रभावी प्रस्तुतीकरण,** आलेख प्रस्तुत, भारतीय शिक्षा शोध संस्थान द्वारा आयोजित अखिल भारतीय शोध गोष्ठी (तृतीय), नई दिल्ली में।

* **राम-सा सत्य है राम का अस्तित्व** शीर्षक समाचार, दैनिक जागरण (नगर सं.), लखनऊ, 14.09.2007

7. तैयार शोधपत्र की पाण्डुलिपि डबल स्पेस देकर (कोटेशन, फुटनोट, सन्दर्भ एवं सारांश सहित) ए-4 साइज के सफेद कागज पर एक ओर पर्याप्त हाशिया देकर टंकित होना चाहिए। पाण्डुलिपि के प्रथम पृष्ठ पर शोधपत्र का मुख्य शीर्षक तथा लेखक-लेखकों के नाम के पश्चात् विभिन्न-शीर्षकों में आलेख की विषयवस्तु प्रस्तुत की जानी चाहिए।

8. शोधपत्र के मुख्य शीर्षक के साथ अन्य शीर्षक एवं उसके अन्तर्गत उपशीर्षक दर्शाने के लिए टंकित पाण्डुलिपि के हाशिए में पेंसिल से मु.हे. (M.H.) तथा उप.हे. (S.H.) अंकित कर दें। इसका क्रमांक भी अंकित कर दें। किसी शीर्षक को रेखांकित न करें।

9. शोधपत्र एवं सारांश की टंकित पाण्डुलिपि की एक प्रति एवं उसकी सीडी, शोधपत्र में प्रयुक्त उपकरणों की छाया प्रतियाँ इस प्रमाण पत्र के साथ भेजी जानी चाहिए कि यह शोधपत्र कहीं अन्यत्र प्रकाशित नहीं है।

10. शोध टिप्पणी के अन्तर्गत शोध संस्थान के विभिन्न प्रकोष्ठों एवं अन्य शोधकर्ताओं द्वारा किये गये शोधों का सारांश प्रकाशित किया जाता है। इसके लिए किये शोध सारांश हिन्दी अथवा अंग्रेजी में अधिकतम लगभग 1500 शब्दों में भेजा जा सकता है। इसकी पाण्डुलिपि शोधपत्र की भांति तैयार की जानी चाहिए, किन्तु इसमें शोध टिप्पणी के मुख्य शीर्षक के अतिरिक्त अन्य शीर्षक, चित्र, तालिका, सन्दर्भ आदि देने की आवश्यकता नहीं है।

11. शोधपत्र/शोध टिप्पणी के प्रकाशनार्थ प्राप्त होने के सामान्यतया चार माह के भीतर उसके प्रकाशन हेतु स्वीकृति की सूचना लेखक को प्रेषित कर दी जाती है। यदि शोधपत्र/शोध टिप्पणी के सम्बन्ध में कोई सूचना इतनी अवधि में न मिले तो इसका तात्पर्य है कि रचना प्रकाशन हेतु स्वीकृत नहीं की गई है।

    शोध पत्रिका में प्रकाशनार्थ प्रेषित शोधपत्र/शोध टिप्प्णी की एक प्रति लेखक बन्धु अपने पास अवश्य सुरक्षित रख लें। अस्वीकृत होने पर इसके वापस भेजे जाने की व्यवस्था नहीं है।

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13. पुस्तक की समीक्षा हेतु लेखक/प्रकाशक को पुस्तक की दो प्रतियाँ मुख्य सम्पादक को प्रेषित करनी चाहिए।

14. शोधपत्र/शोध टिप्पणी प्रकाशनार्थ विचार करने एवं पुस्तकें समीक्षा हेतु निम्नांकित पते पर भेजें-

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    सरस्वती कुंज, निराला नगर, लखनऊ-226020
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References should be cited alphabetically and set out as follows:

Royall, R.M. (1970). On finite population sampling theory under certain linear regression models. *Biometrika,* 57: 377-389.

Sharma, K.K. & Rana, R.S. (1991). Robustness of sequential Gamma life testing procedure. *Microelection Reliab,* 30: 1145-1153.

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Email: sansthanshodh@gmail.com

भारतीय शिक्षा शोध संस्थान के प्रकाशन

I. साहित्य

1. **परम्परागत भारतीय शिक्षा व्यवस्था एवं प्रबंधन**—पृष्ठ सं. 510, मूल्य 500 रु. मात्र, आजीवन सदस्यों हेतु मूल्य 350 रु. मात्र।
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9. **सरस्वती शिशु मंदिर, पक्कीबाग, गोरखपुर : बीजारोपण, अंकुरण एवं विकास**—पृष्ठ सं. 182, मूल्य 250 रु. मात्र, आजीवन सदस्यों हेतु मूल्य 125 रु. मात्र।

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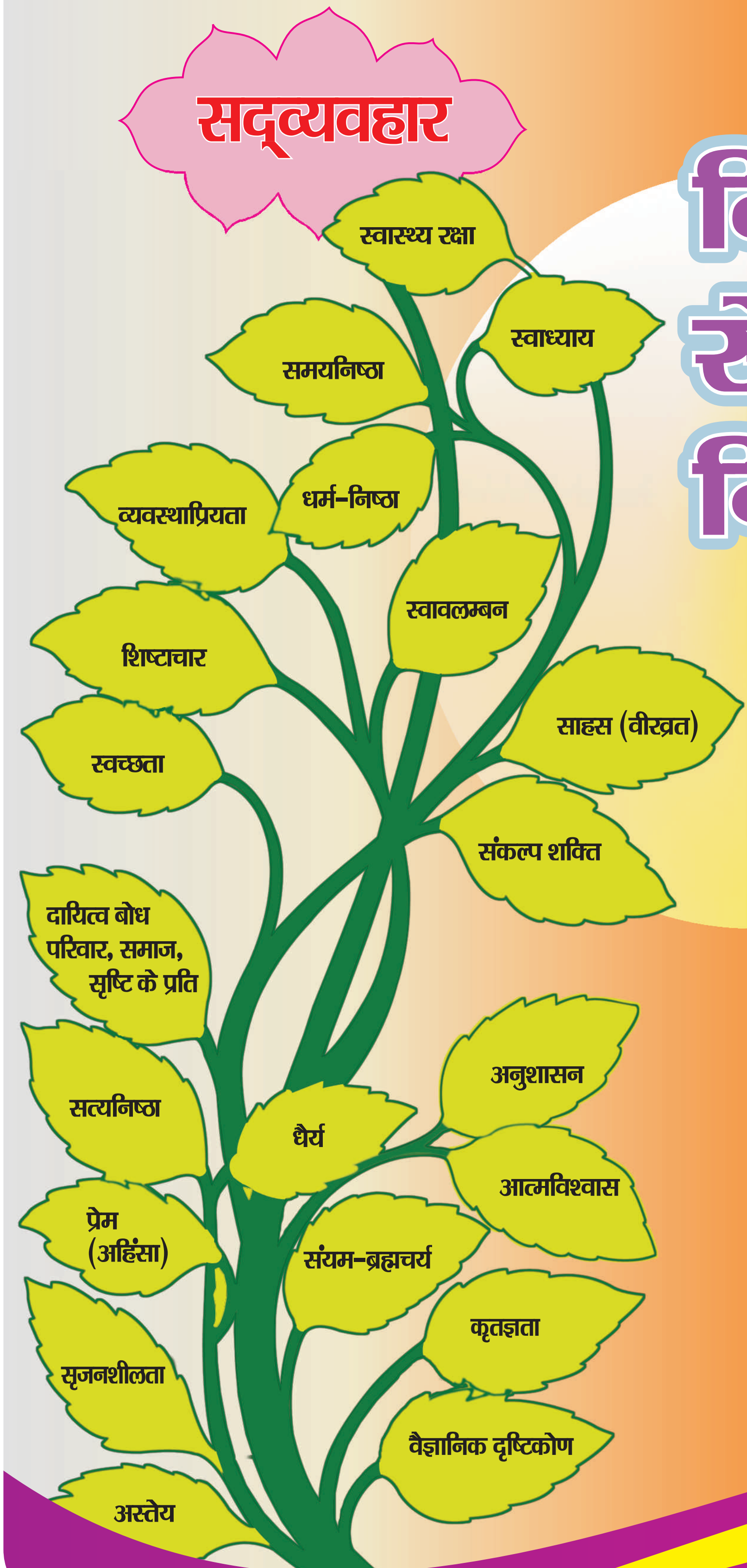

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सम्पादकीय / Editorial

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Impact of Leadership Styles on Job Satisfaction with Special Reference to Higher Education Institutes

*Maj Gen Kulpreet Singh (Retd)

Abstract

In this paper, the impact of leadership styles on job satisfaction are discussed. Job satisfaction or employee satisfaction is one of the key goals of all HR personnel,irrespective of what their individual KRAs are. Transformational leadership promotes intrinsic job satisfaction and extrinsic job satisfaction of employees better than transactional leadership. Educational institutes should focus on using the transformational leadership style for improving the job satisfaction among their employees.

Introduction

The survival of many organizations is threatened by an ever-changing and rapidly evolving environment. As the world becomes more complex and convoluted, the need for effective leadership, for the success of an organization's future, has become even more critical and challenging. There are several forces which control individuals and organizations at all times, which makes changes inevitable and unavoidable. Chief among them being the advent of globalization, liberalization and privatization. One of the main areas where change is needed in an organization are leadership styles and organizational culture. The changes may be radical or gradual, but the manner of adopting and adapting to them has to be varied and flexible. Increasing competition makes it imperative on the part of the organizations to keep pace with the change, whether in business or in education.

Job satisfaction or employee satisfaction is one of the key goals of all HR personnel, irrespective of what their individual KRAs maybe. A satisfied employee is not just a retained employee but an ambassador for the brand, internally and externally. Happy employees are more loyal to their company and its objectives. They go the extra mile to achieve goals and take pride in their jobs, their teams and their achievements.

Higher Education Scenario in India

Education is the key parameter in the growth strategy of any developing nation and has rightly been accorded an important and venerable place in the society. Higher education is of vital importance to the country, as it is a powerful tool to build knowledge-based society of the 21st century. Higher Education means education imparted to students beyond the level of secondary education. Often the term is assumed as education imparted only by the colleges or the universities. In fact, the institutions of higher education include not only colleges and universities but also professional schools in the field of law, theology, medicine, business, music and art. Higher education also includes institutions like teachers training schools, community college and institutions of technology. The term higher education also has in its fold, training of highly skilled specialists in the fields of economics, science, technology and culture at various types of institutions of higher education. In simple words, the term higher education generally refers to education at degree level and above.

According to a recent survey (2018) done by the HRD ministry, the Gross Enrollment Ratio (GER) for Higher Education in India has shot up from 12.4 per cent to 20.2 per cent. By the year 2030, the number of youth vying for university education in India will touch 400 million, the size of the population of the USA. According to sources in HRDC, the number of students enrolling in higher education has increased by 65 per cent in four years.

Importance of Leadership in Higher Education

Today, higher education is confined not only to the development of the individualsphysically, mentally, intellectually and spiritually, but it is also required to equip them with necessary skills for their wellbeing as well as for the socio-economic development of the society at large. The main goals of higher education are the dissemination of knowledge, use of information networks

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and mass media technologies and helping in the improvement of productivity. Thus, higher education may be defined as a way of ensuring the prospect of employability and employment. Several factors have necessitated marked changes in the Indian Higher Education system. These include the impact of globalization, need to expand the system of higher education, the impact of technology on the educational delivery and the increasing private participation in higher education. The role of its leaders in higher education is also constantly changing.

Leadership in Higher Education has to evolve at a fast pace in order to keep up with the changing demands on Higher Education. It is the responsibility and full commitment of the institutional leadership to ensure the maintenance and improvement of the quality of Higher Education in the Institution. To survive in the twenty-first century, we need a new generation of leaders- leaders not managers. The distinction is an important one. Leaders conquer the context - the volatile, turbulent, ambiguous surroundings that sometimes seem to conspire against us and will surely suffocate us if we let them- while managers surrender to it. The tide is turning in research on educational leadership. After 15 years of focus on the effective management of schools, the spotlight is now on the leadership roles of teaching and learning. The researchers highlighted that leadership means building vision, aligning people, communicating and inspiring them. Managers are people who do things right and leaders are people who do the right things. Thus, management is about coping with complexity, by seeking order and stability, whereas leadership is about coping with change, by seeking adaptive and constructive change. Robbins (2011) considers leadership to be a philosophy, an attitude, a state of mind and it is available to each one of us. Leadership has nothing to do with the title on the business card or the size of the office. It is not about how much money one makes or the clothes one wears. Leadership is a lot more than just dreaming up big idea. It's about acting on them.

Review of Literature

Dr Ashok Panigrahi (2016), carried out a study of job satisfaction and its implications for motivating employees at Infosys to determine the job satisfaction of employees in Infosys. The employees at Infosys valued work relationships and healthy working conditions the most when it came to job satisfaction. Closely followed were salary, other benefits, and opportunities to learn new skills. Regarding working conditions, the employees were satisfied with the number of hours spent at office, current location, sick and paid leaves but were dissatisfied with the flexibility at the job. The nature of organization significantly effects on job satisfaction and turnover intentions. The organizational culture is important element which highly influences the employee commitment, job satisfaction and retention (Salman Habib, Saira Aslam, Amjad Hussain, Sana Yasmeen, Muhammad Ibrahim, 2014). Raimonda Alonderiene, Modeska Majauskaite (2016), revealed significant positive impact of leadership style on job satisfaction of faculty where servant leadership style had been found to have the highest positive significant impact on job satisfaction of faculty while controlling autocrat leadership style had the lowest impact. There is a significant relation between leadership styles of principals as perceived by the staff and their level of job satisfaction. The findings show that leadership styles and socio-economic variables did have an impact on job satisfaction (Shyji P.D & Santhiyavalli, G. 2014). Henry Kiptiony Kiplangat (2017) discussed the relationship between leadership styles and lecturers job satisfaction in institutions of higher learning in Kenya and found out that benevolent authoritarian leadership style was dominantly used. However, the study recommended practice of participative leadership style. There are various types of leadership styles being used by the leaders in accordance with the organizational environment to deal with the employees in accordance. The present study intends to identify the relationship between leadership styles and employee job satisfaction.

Objectives of the Study

This study aims to examine the impact of leadership style on job satisfaction in highereducation institutions in District Mohali, Punjab with the following objectives:

(a) To study the impact of leadership styles on job satisfaction in higher education institutions in District Mohali.

(b) To suggest suitable measures to enhance the level of satisfaction among the respondents.

Based on the theoretical background discussed above, the following hypotheses are proposed:

Hypothesis 1: Transformational leadership promotes intrinsic job satisfaction of employees better than transactional leadership.

Hypothesis 2: Transformational leadership promotes extrinsic job satisfaction of employees better than transactional leadership.

Research Methodology

The population of this research included the employees from higher educational institutes of Mohali. Purposeful sampling is used in this research. In other words, the individuals who were relevant for understanding the phenomenon taken under consideration were selected intentionally for this study. The participants of the study included full time employees such as teaching and the administrative staff. 200 surveys were sent to the individuals selected from these institutes. The response rate of the survey was 60.5%. As a result, a final sample of 121 respondents was obtained. F test was performed for determining the statistical significance of the regression models of this study.

Results and Findings

H1: Transformational leadership promotes intrinsic job satisfaction of employees better than transactional leadership.

Table 1 shows the correlation among transactional, transformational leadership style and intrinsic job satisfaction. There was a significant positive correlation among the transformational leadership, transactional leadership, and intrinsic job satisfaction ($p<0.001$). The table 1 also indicates the Pearson correlation between the two leadership styles. The correlation was 0.53 between the independent variables. The two independent variables were retained in the model of multiple regression because the correlation is less than 0.7 (Pallant, 2016).

Table 1: Correlations between Leadership and Intrinsic Job Satisfaction

Variable	IS	TF	TS	P (1-tailed)
IS		0.40	0.37	<0.001
TF	0.41		0.53	<0.001
TS	0.37	0.53		<0.001

Source: Primary Data

Table 2 indicates that the value of R^2 was 0.20 indicating that there is a variance of 20% in the model and the intrinsic job satisfaction.

Table 2: Model Summary of Multiple Regression Analysis

Model	R	R^2	Adjusted R^2	Std. error of the estimate
1	0.46	0.20	0.19	0.40

Source: Primary Data

Table 3: ANOVA for Transformational and Transactional Leadership and Job Satisfaction

Model	Sum of Squares	df	Mean Square	F	P
Regression	5.73	2	2.85	16.42	<0.001
Residual	20.59	116	0.174		
Total	26.33	118			

Source: Primary Data

The standardized coefficients were used for determining the variable that contributed most in predicting the dependent variable. The transformational leadership has the strongest contribution in predicting the intrinsic job satisfaction with a β coefficient = 0.30. The β value for transactional leadership was lower (0.23), this indicates that this variable contributed less in predicting the intrinsic job satisfaction. Further, the t value was also evaluated for each variable. It was found that the variables (transformational and transactional leadership style) made significant contributions in prediction of the dependent variable as the significance value of the variables were >0.05. Further, for each variable, the value of t was determined. The significant levels of the two variables of the study were > 0.05. This indicates that the variables (transformational and transactional leadership) have made significant unique contributions in predicting the dependent variable of the study (job satisfaction) as for the transformational leadership p=0.03 and for transactional leadership style p=0.018.

H2: Transformational leadership promotes extrinsic job satisfaction of employees better than transactional leadership.

The Table given below displays the correlation between transformational and transactional leadership style and extrinsic job satisfaction. Significant positive correlations were found between the transformational and transactional leadership and extrinsic job satisfaction as the ($p<0.001$). The Table below also displays the Pearson's correlation between the two leadership styles. The correlation between variable = 0.53 (less than 0.7), therefore the independent variables were retained.

Table 4: Correlations between Leadership and Intrinsic Job Satisfaction

Variable	IS	TF	TS	P (1-tailed)
IS		0.57	0.55	<0.001
TF	0.57		0.53	<0.001
TS	0.55	0.53		<0.001

Source: Primary Data

The table given below indicates that the value of R2=0.41. This indicates that the there is 41% variance in the model and the extrinsic job satisfaction. The model is significant statistically (F =42.92, p <0.001).

Table 5: Model Summary of Multiple Regression Analysis

Model	R	R^2	Adjusted R^2	Std. error of the estimate
1	0.63	0.41	0.40	0.48

Source: Primary Data

Table 6: ANOVA for Transformational and Transactional Leadership and Extrinsic Job Satisfaction

Model	Sum of Squares	df	Mean Square	F	P
Regression	20.24	2	10.12	16.42	<0.001
Residual	27.83	116	0.24	42.92	
Total	48.07	118			

Source: Primary Data

Standardized coefficients were used for determining the contribution of the variables that are included in the model. The transformational leadership has a unique contribution in predicting the extrinsic job satisfaction as the β coefficient = 0.40. The value of β for the transactional leadership was lower (0.34), this indicates that transactional leadership made less unique contribution. For each variable, the t value was also determined. The significant levels of the two variables of the study were > 0.05. This indicates that the variables (transformational and transactional leadership) have made significant unique contributions in predicting the dependent variable of the study (job satisfaction) as p<0.001 for the variables.

Discussion

This study was conducted to explore the relationship between the leadership styles and job satisfaction of employees in the selected Higher Educational Institutes in Mohali. According to the results of Pearson's correlation the two leadership styles positively and significantly correlated with the intrinsic job satisfaction. The standardized coefficients β for the transformational and transactional leadership indicated that transformational leadership contributes more in the model rather than the transactional leadership style. The findings of study indicate that transformational leadership better predicts the intrinsic job satisfaction rather than transactional leadership. The findings of study suggest that the intrinsic job satisfaction of the employee can be increased if the transformational leadership style is used. The findings of this study are consistent with the findings of past studies. According to Shibru and Darshan (2011) the transformational leadership style is one of the important factors that help in improving the job satisfaction level of the employees. The findings of the study indicated that the transformational leadership style can increase the job satisfaction of the employees (Darshan, 2011).

Conclusions, Limitations, Further Research and Practical Implications

This study has provided evidences regarding the association between the scales of transformational, transactional leadership style and job satisfaction. Educational institutes should focus on using the transformational leadership style for improving the job satisfaction among their employees. One of the major limitations of this research is the small sample size, because of which the findings of the study cannot be generalized. Another limitation of this research is associated with the issue of truthfulness of the respondents involved in the study. This can have a potential impact on the results of the survey. The future researches can focus on examining the relationship between the elements of transformational leadership and job satisfaction.

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जिद्दू कृष्णमूर्ति का दर्शन : भय से मुक्ति

*डॉ. विमल सिंह

सारांश

वर्तमान समाज के सदस्य प्रायः विभिन्न प्रकार के ज्ञात एवं अज्ञात भय, असुरक्षा, खतरों इत्यादि से घिरे रहते हैं जिसके कारण वो अपनी क्षमताओं का पूर्णतः उपयोग नहीं कर पाते। आज की आधुनिक तकनीकी, विश्व में रहने वाले लोगों के मध्य अन्तःक्रिया करने तथा आपस में जुड़ने में सहायक है। लेकिन प्रश्न यह उठता है कि 'क्या हम सच्चे अर्थों में एक दूसरे के साथ जुड़े हुए हैं?' हम सबमें अत्यधिक संशय होता है जब भी हम एक दूसरे से संचार और अंतःक्रिया स्थापित करते हैं, क्योंकि एक तरफ तकनीकी ने हमारा जीवन तो सरल कर दिया है परन्तु वहीं दूसरी तरफ अनिश्चित और असुरक्षित भी कर दिया है। प्रस्तुत शोधपत्र वास्तविक जीवन के उदाहरणों के साथ, वैश्विक जगत के लोगों की विभिन्न असुरक्षाओं पर प्रकाश डालता है और साथ ही साथ जे. कृष्णमूर्ति के दर्शन पर भी चर्चा करता है विशेष रूप से "शिक्षा, भय से मुक्ति हेतु होनी चाहिए"। यह शोध पत्र, विश्लेषण करता है कि कैसे जे. कृष्णमूर्ति का शिक्षा दर्शन विभिन्न प्रकार के खतरों, भय, असुरक्षा इत्यादि से सुरक्षा करने में महत्वपूर्ण भूमिका निभा सकता है, जिसका सामना आज के बच्चे जन्म से ही करते चले आ रहे हैं। 'भय से मुक्ति' का दर्शन, बच्चों को एक भयहीन एवं स्वतंत्र जीवन जीने में सहायता करता है।

प्रस्तावना

आज की आधुनिक एवं डिजिटल तकनीकी ने समस्त प्रकार की सीमाओं यथा; देश, धर्म, जाति, प्रजाति इत्यादि के नाम पर सृजित हैं, को समाप्त कर हम सभी को वैश्विक जगत का सदस्य बनाया है और अब ऐसी नयी संभावनाएं उत्पन्न हुई हैं जिससे कि इसके सदस्य अपने सपनों को अपनी क्षमता, रुचि, अभिवृत्ति के अनुसार पूरा कर सकते हैं। आधुनिक तकनीकी, बिना किसी विभेदीकरण के, सभी प्रकार की सूचनाओं तक पहुँच बनाती है। विश्व नागरिक आपस में तकनीकी के माध्यम से अपने नवाचारी एवं सृजनात्मक विचारों, दृष्टिकोणों, अवलोकनों, प्रत्यक्षणों इत्यादि को स्वतंत्रतापूर्वक एवं मित्रतापूर्वक साझा करते हैं। इन आधारों पर यह कहा जा सकता है कि नव विश्व, व्यक्तियों के जीवन पर सकारात्मक प्रभाव डाल रहा है पर प्रश्न यह उठता है कि 'क्या यह एक सम्पूर्ण चित्र है?' अथवा, क्या हम इसका दूसरा पक्ष देखने में अक्षम हैं? जोकि इसका एक विषादपूर्ण एवं अंधकारपूर्ण पक्ष है। इसमें कोई संशय नहीं है कि विश्व ने हमारी बेहतरी हेतु हमें पर्याप्त स्वतंत्रता प्रदान की है जिससे कि हम अपनी समस्त बाधाओं को दूर कर सकें। परन्तु उन सब भयों जैसे युद्ध, नरसंहार, प्रदूषण, भ्रूण हत्या, यौन हिंसा, मानसिक शोषण, गलाकाट प्रतियोगिता, भ्रष्टाचार, धोखा, विभेदीकरण इत्यादि से मुक्ति के विषय में क्या? वास्तव में यह सब हमारे लिए बहुत बड़े खतरे हैं। आज हम सब एक स्वतंत्र एवं मुक्त समाज में रहते हैं परन्तु क्या हम वास्तव में इन सब खतरों एवं भयों से मुक्त हैं? जो हमारी सकारात्मक ऊर्जा को नष्ट कर रहे हैं और नकारात्मक भावों जैसे निराशा, जलन एवं नफरत को जन्म दे रहे हैं। हमें उन सब नकात्रामक शक्तियों से मुक्ति चाहिए जिन्होंने हमारे मस्तिष्क को गुलाम बना रखा है। यह किस तरह की मुक्ति है जिसने हमें गुलाम बना रखा है? यहाँ हम इस हेतु 'मुक्त गुलाम' शब्द का उपयोग कर सकते हैं।

हमारे समाज में लोगों के भय के बहुत से कारण विद्यमान हैं। मनोवैज्ञानिक कहते हैं कि भय, खतरे की एक परिवर्तित अनुभूति है। परन्तु यह वास्तविक खतरा नहीं है। यह भी कहा जा सकता है कि यह एक कल्पना है जोकि भयावह स्थिति का रूप ग्रहण करती है और आगे जाकर हमारे मस्तिष्क में वास्तविक खतरा बन जाती है। आधुनिक समाज ने, हमें भय के दायरे में कैद कर लिया है और हमें आभासी स्वतंत्रता दे रखी है। आज के इस जोखिमपूर्ण समाज में, व्यक्तियों के जीवन की सुरक्षा एवं संरक्षा चिंता के विषय बने हुए हैं।

बेक (1990) के अनुसार, "भय एक सामाजिक घटना है, इसी के साथ-साथ, अप्रत्याशित अभ्यास, प्रक्रियाएं और शैलियाँ भी इसमें सम्मिलित हैं हम इसे अनिश्चितता से संदर्भित कर सकते हैं जोकि आगे चलकर' हमारे जीवन का भाग बन जाती हैं"। इसी क्रम में, वाय्मेटल, (2004, पेज 12) "भय एक विशिष्ट विषय अथवा परिस्थिति से सम्बन्धित अप्रिय अनुभव है जोकि व्यक्तियों में किसी खतरे अथवा आशंका से जुड़ा हुआ है इस प्रकार यह ज्ञात खतरों के प्रति एक प्रतिक्रिया करता है और सुरक्षात्मक प्रकार्यों की तरफ संकेत करता है। एक अनुभव के रूप में, या भाव, तनाव, बेचैनी, खिंचाव एवं निर्बलता को भी जन्म देता है।

ऐसे व्यक्ति जो यह मानते हैं कि वह एक मुक्त नागरिक हैं, वास्तव में वह विभिन्न प्रकार के भयों एवं खतरों (मूर्त एवं परिवर्तित दोनों) के गुलाम हैं और इसलिए वो अपने मस्तिष्क पर बहुत कम नियंत्रण कर पाते हैं। यह शोधपत्र, एक उदाहरण की सहायता से वर्तमान समाज के इन प्रत्यक्षित खतरों को विश्लेषित करता है

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तथा जे. कृष्णमूर्ति की 'भय से मुक्ति' शैक्षिक विचारधारा के माध्यम से इन भयों एवं खतरों के समाधान खोजने का प्रयास करता है।

विषयवस्तु की पृष्ठभूमि

एक नव जीवन को जन्म देना, हमेशा से ही एक अति सुन्दर एवं रोमांचित भाव होता है। जब एक स्त्री को यह ज्ञात होता है कि उसने गर्भधारण कर लिया है और जल्दी ही वह एक बच्चे को जन्म देने वाली है। वह और उसके शुभचिन्तक एक स्वस्थ बच्चे हेतु कामना एवं प्रार्थना प्रारम्भ कर देते हैं। चूंकि यही बच्चे आगे चलकर राष्ट्र का भविष्य सुनिश्चित करेंगे, इसलिए सरकार का भी उत्तरदायित्व बनता है कि वो बच्चे के शारीरिक एवं मानसिक विकास हेतु उपयुक्त सुविधाओं का प्रबंध करे। शिशु जन्म को सम्पूर्ण विश्व में एक पर्व की तरह मनाया जाता है। चलिए सीमा नाम की एक स्त्री का उदाहरण ले लेते हैं, सीमा ने हाल ही में गर्भधारण किया है और उसका मन विभिन्न प्रकार के भावों जैसे-प्रसन्नता, उत्तेजना, उत्साह, चिंता, जिज्ञासा इत्यादि से परिपूर्ण है। वह अपने परिवार के नए सदस्य के लिए योजनाएं बनाना प्रारम्भ कर चुकी है। वह उपयुक्त भोजन एवं दवाइयों का सेवन भी कर रही है। परन्तु यह चित्रण इतना भी सुंदर नही है जितना कि परिलक्षित हो रहा है। उसके साथ भिन्न-भिन्न प्रकार के भय भी जुड़े हुए हैं जैसे उसका रूढ़िवादी परिवार केवल लड़का ही चाहता है, और तब क्या होगा जब वह लड़की को जन्म देगी? और यदि कहीं प्रदूषण, अनुपयुक्त भोजन अथवा अन्य किसी कारण से बच्चा अस्वस्थ जन्मा तब क्या होगा? कल्पना कीजिये कि उसने एक स्वस्थ बच्चे को जन्म दिया और शिशु जन्म के साथ ही विभिन्न प्रकार के भयों ने भी जन्म लिया। वर्तमान समाज की यौन शोषण की घटनाओं को दृष्टिगत रखते हुए, वह किसी अपने अथवा पारिवारिक सदस्यों पर भी विश्वास नहीं कर सकती है जैसे-जैसे बच्चा बड़ा होने लगता है उसको एक अच्छे विद्यालय में प्रवेश लेना होता है पर यहाँ भी उसी प्रकार की असुरक्षा उत्पन्न होती है कि 'किस पर विश्वास करें?' समाज में विद्यमान विभिन्न प्रकार के संक्रमण, संचारी रोग जोकि सरकार और नागरिकों की अनदेखी के कारण उत्पन्न होते हैं किसी न किसी प्रकार से बच्चा इन बीमारियों से तो सुरक्षित हो जाता है। परन्तु फिर भी सामाजिक असुरक्षा बनी रहती है। विद्यालय बच्चों का दूसरा घर होते हैं। अतः उनका यह उत्तरदायित्व बनता है कि वह बच्चों को सुरक्षित एवं संरक्षित महसूस कराएं। विद्यालय, सुरक्षा मानकों एवं उपायों को पूर्ण करने का प्रयास करते हैं अथवा वह कम से कम यह दिखावा तो करते हैं कि वो ऐसा कर रहे हैं, लेकिन 'क्या ये हम कह सकते हैं कि केवल यही वास्तविकता है?' एक स्त्री जो अपने शिशु जन्म हेतु हर्षोत्साहित थी। अब वह भिन्न-भिन्न प्रकार के भयों जैसे मानसिक, शारीरिक एवं यौन शोषण इत्यादि की परिधि में फंसकर रह गयी है। इसके अतिरिक्त भी बहुत से भय हैं जो उसे अपने बच्चे हेतु आजीवन घेरे रखते हैं जैसे- परीक्षा में असफलता, कक्षा में उच्चतम स्थान प्राप्त न कर पाना, सभी प्रकार की गतिविधियों में कुशलता या माहिर न होना, प्रदर्शन हेतु विभिन्न प्रकार के पुरस्कार न जीत पाना इत्यादि। जैसे-जैसे बच्चा बड़ा होता जाता है उसके सामने अन्य प्रकार के भय जैसे आत्महत्या का प्रयास, मादक पदार्थों की लत, अवसाद, चिंता इत्यादि, धीमे-धीमे माताओं के मन में घर करने लगते हैं। एक माँ जोकि 'अभिमन्यु' को जन्म देना चाहती थी, वो 'अभिमन्यु' जो 'जीवन के चक्रव्यूह' को तोड़ने में सक्षम हो। परन्तु अब वह स्वयं ही इन 'भयों के चक्रव्यूह' में फंसकर रह गयी है। वह असुरक्षा एवं अविश्वास से घिरी हुई है जोकि उसे अकेलेपन, अवसाद एवं निराशा की ओर अग्रसर करते हैं। बच्चे के विकास के साथ-साथ अविश्वास, जलन एवं नफरत का कुचक्र भी विकसित होता जाता है।

एक बच्चा जोकि पूरे जोश एवं उत्साह के साथ इस विश्व में आता है। उसकी सकारात्मक ऊर्जा समाज द्वारा दिए गए भयों से सामना करने में व्यर्थ हो जाती है जोकि उसे उपहार के रूप में समाज से ही मिलती हैं। हमें आवश्यकता है ऐसे दिव्य कवच को तैयार करने की, जो जीवन के चक्रव्यूह को तोड़ सके। लेकिन हम उन्हें प्रदान कर रहे हैं भय, असुरक्षा, जलन, नफरत, प्रतिस्पर्धा, धोखा इत्यादि, और उनसे आशा करते हैं कि वो सम्पूर्ण विश्व को प्रेम से जीत लें। हम विभिन्न प्रकार के इनपुट देते रहते हैं ताकि हम उससे विभिन्न प्रकार आउटपुट प्राप्त कर सकें और यह प्रक्रिया ऐसे ही निरंतर चलती रहती है। यह असफलता की एक सम्पूर्ण व्यवस्था को तैयार कर रही है। इसमें कोई समानता नहीं है कि हम उन्हें क्या पढ़ाते हैं और उनसे क्या आशा करते हैं। यह अत्यंत आवश्यक है कि शिक्षा हमें उस मुक्त संसार में ले जाए, जिसमें प्रेम हो, विश्वास हो और भय से मुक्ति का रास्ता भी हो।

प्राचीन समय से ही शिक्षा सामाजिक परिवर्तन एवं सामाजिक बुराइयों को दूर करने में भूमिका निभाती रही है। जहाँ दर्शन, शिक्षा नियोजन एवं क्रियान्वयन हेतु दिशा-निर्देश प्रदान करता है। उपरोक्त परिप्रेक्ष्य में यह कहना उचित होगा, कि वर्तमान समाज में विभिन्न प्रकार के भय व्याप्त हैं और हमें उनसे प्रभावपूर्ण ढंग से निपटना होगा। इस हेतु हमें एक उपयुक्त एवं सुदृढ़ शिक्षा व्यवस्था की आवश्यकता है और एक उपयुक्त एवं सुदृढ़ शिक्षा व्यवस्था हेतु, एक ऐसे ही शैक्षिक दर्शन का चुनाव अत्यंत आवश्यक है और जब हम इस खोज प्रक्रिया को प्रारंभ करते हैं तो सर्वप्रथम महान दार्शनिक जे. कृष्णमूर्ति का नाम सामने आता है, जिन्होंने सभी प्रकार के 'भय से मुक्ति' के दर्शन पर प्रभावशाली एवं व्यवहारिक विचार व्यक्त किये हैं। ऐसे बहुत से शैक्षिक संस्थान हैं जो इनके दर्शन पर कार्य कर रहे हैं।

जे. कृष्णमूर्ति का शैक्षिक दर्शनः एक रक्षक

आधुनिक समाज में जे. कृष्णमूर्ति का नाम एक महान विचारक एवं शिक्षाशास्त्री के रूप में विश्वपटल पर सराहा जाता है। उन्होंने उन सब मुद्दों एवं समस्याओं पर विचार व्यक्त किये

जिनका हम दिन-प्रतिदिन सामना करते है, जैसे- सहिष्णुता के साथ आधुनिक समाज में जीवनयापन, हिंसा एवं भ्रष्टाचार, सुरक्षा, संरक्षा एवं प्रसन्नता की व्यक्तिगत आवश्यकताएं, मनुष्यों को अपने आतंरिक भारों एवं भयों से मुक्ति, गुस्सा, नफरत एवं दुःख से मुक्ति। उन्होंने अत्यंत सूक्ष्मता से मानव मस्तिष्क की कार्यप्रणाली की व्याख्या की है और इस बात पर बल दिया कि हमारे मस्तिष्क को सभी प्रकार के नियंत्रण से मुक्त होना चाहिए।

कृष्णमूर्ति के अनुसार एक अच्छा समाज वह होगा जो 'हिंसामुक्त हो, विभिन्न विश्वासों जैसे- परम्पराओं, रीति-रिवाजों, ईश्वर इत्यादि में टकराव न हो, कोई भी आर्थिक और राष्ट्रीय विभाजन न हो'। एक अच्छे मनुष्य के निर्माण के पथ में 'विशेष लगावों की छाया' एक आधारभूत परिवर्तन है जो मनुष्य को निरंतर प्रभावित करती है। कृष्णमूर्ति इसे विभाजन करने वाला बताते हैं और यह सुझाव देते हैं कि 'एक मनुष्य को बिना किसी लेबल के होना चाहिए'। ऐसा व्यक्ति ही सच्चे अर्थों में मुक्त होगा और 'सही संबंधों' एवं 'सही मूल्यों' को ग्रहण कर सकेगा।

कृष्णमूर्ति ने स्पष्ट किया कि "मैं, भय की जंजीरों से मुक्त होना चाहता हूँ, मैं एक नया धर्म ढूंढ़ नहीं पा रहा हूँ मेरा मात्र एक ही उद्देश्य है कि मनुष्य पूर्णतः मुक्त हो"। वो मानते हैं कि हमारी धारणाओं एवं विश्वासों से ही भय का जन्म होता है और यह अत्यंत विनाशकारी होते हैं। भय एवं विश्वास हमारे मनोमस्तिष्क पर नियंत्रण कर लेते हैं ताकि हम सत्य को न समझ सकें। भय एक बड़ी समस्या है जो मनुष्यों के भविष्य के विषय में चिंतन करने की योग्यता को समाप्त कर देती है। उनके लिए मुक्ति से तात्पर्य 'भय से मुक्ति' है और अन्य किसी भी प्रकार के प्रतिरोध से भी चाहे वह किसी भी रूप में हो।

कृष्णमूर्ति यह अनुभव करते हैं कि शिक्षा, हमारे जीवन को मशीनों पर निर्भर बनाती है और इसके उद्देश्य विद्वानों, तकनीशियन का उत्पादन, एवं नौकरी खोजने तक सीमित हैं, न कि समग्र मानव विकास जोकि प्रत्येक भय एवं गुलामी से मुक्त हो।

शिक्षा के प्रकार्यों पर प्रकाश डालते हुए, वह कहते हैं कि 'यह, रूढ़िवादी समाज के युवा अनुभवों की सहायता न करे, बल्कि इसके प्रभाव से मुक्त करे ताकि वे एक नए समाज और एक अलग दुनिया का निर्माण कर सके'।

शिक्षा, हमारे जीवन के किसी विशेष भाग (जैसे हमारा काम) की तैयारी के विषय में नहीं है अपितु यह सम्पूर्ण जीवन की तैयारी और जीवनयापन के गहनतम परिप्रेक्ष्यों के विषय में है। एक शिक्षक अपने विद्यार्थी को उसके उद्देश्यों को प्राप्त करने में महती भूमिका निभाता है। एक सच्चा शिक्षक और दार्शनिक अपने विद्यार्थियों को उनके जीवन के प्रारंभ से ही 'सच्चे जीवनयापन' के प्रति 'निर्देशित' करता है। वह, युवावस्था में अपने बच्चों के संपर्क में आता है और उनके मस्तिष्क को मुक्त एवं स्वच्छ रखकर, उन्हें जीवन जीने की कला सिखाता है। कृष्णमूर्ति ने अपना सम्पूर्ण जीवन युवाओं के मस्तिष्क में विचारों को सुव्यवस्थित करने में व्यतीत कर दिया।

कृष्णमूर्ति के अनुसार, अच्छाई एवं भलाई की सुगंध का प्रसार केवल मुक्त होने और हमारे दैनिक अस्तित्व एवं अनुक्रिया के चुनावहीन जागरूकता से ही संभव है। यह पूर्ण रूप से हमारे मस्तिष्क, हृदय एवं शरीर को विकसित करता है। यह सम्पूर्ण समरसता में निवास करता है, जहाँ स्पष्ट, वस्तुनिष्ठ, अव्यक्तिगत अनुभूति होती है, जोकि किसी भी प्रकार अनुकूलन से मुक्त है। यह हमारी सम्पूर्ण ऊर्जा की मुक्ति है। जागरूकता, समझ की इच्छा है और इसलिए यह मुक्ति की स्वर्णकुंजी है।

कृष्णमूर्ति के इन्हीं शैक्षिक विचारों को दृष्टिगत रखते हुए, कृष्णमूर्ति फाउंडेशन ने भारत, अमेरिका, और यूनाइटेड किंगडम में अपने विद्यालयों को स्थापित किया, और इनकी विचारधारा पिछले कुछ दशकों में बहुत से विद्यालयों के लिए भी प्रेरणा स्त्रोत बनी। देश और विदेश में भी कृष्णमूर्ति अध्ययन केंद्र उनकी विचारधाराओं का प्रसार कर रहे हैं। ये ऐसे सभी व्यक्तियों को स्वागत करते हैं, जो एक शांत वातावरण एवं प्राकृतिक सौन्दर्य को पसंद करते हैं, जहाँ वह सब अपने-अपने जीवन में उनकी विचारधारा एवं उसके निहितार्थ को अनुभव करने का प्रयास करते हैं।

आधुनिक समाज के खतरों एवं भयों से, जे. कृष्णमूर्ति के शैक्षिक विचारों के माध्यम से निपटा जा सकता है। विद्यालयी बालक भी समाज के सदस्य हैं, अगर उनके मस्तिष्क भी किसी भी प्रकार की असुरक्षा एवं भय से मुक्त होंगे तो वे न केवल अपने लिए बल्कि दूसरों के लिए भी बेहतर वातावरण सृजित कर सकते हैं।

अगर हम कृष्णमूर्ति की विचारधारा से सीखते हैं तो हम, एक मुक्त वातावरण में (जहाँ किसी भी प्रकार का भय न हो) अपने आत्म सत्य को जान सकते हैं।

उपरोक्त समस्या, एक अथवा अन्य के द्वारा विभिन्न रूपों एवं स्थानों पर सामना किया जाता है, इसका रूप और कारण भिन्न हो सकता है पर भय एवं खतरे अभी भी विद्यमान हैं। यदि हम अपनी माँ को एक शांतिपूर्ण जीवन प्रदान करना चाहते हैं जैसे सीमा, तो हमें एक ऐसा वातावरण सृजित करना होगा जहाँ समाज किसी भी प्रकार के भय से मुक्त हो।

निष्कर्ष

इस बात पर तो पहले ही चर्चा की जा चुकी है, कि आधुनिक समाज विभिन्न खतरों एवं भयों का सामना कर रहा है। प्राकृतिक आपदाओं को छोड़कर, सामाजिक भय एवं असुरक्षा भी विद्यमान है जो समाज के सदस्यों को निरंतर प्रभावित करती है। एक व्यक्ति के मन में एक अथवा भिन्न प्रकार के भय व्याप्त होते हैं, लेकिन व्यक्ति एवं समाज के उपयुक्त विकास हेतु यह परम आवश्यक है कि इन्हें किसी भी प्रकार के भय से मुक्त रखा जाये क्योंकि किसी भी प्रकार का भय विकास को बाधित करता है।

जब कभी भी हम किसी भी प्रकार के भयावह स्थिति में होते हैं, तो हमारी शिक्षा ही हममें धीरज पैदा करती है। शिक्षा, बच्चों को एक उपयुक्त वातावरण प्रदान कर समाज की आवश्यकताओं को पूर्ण करने का प्रयास करती है। जब भी हम एक भयमुक्त युवा मस्तिष्क के निर्माण की बात करेंगे, तब हमें शिक्षा का सहारा लेना होगा।

जे. कृष्णमूर्ति की शैक्षिक विचारधारा, मस्तिष्क की स्वतंत्रता, जो किसी भी प्रकार के भय से मुक्त हो, पर बल देती है। इसी विचारधारा का अनुसरण करते हुए, कृष्णमूर्ति फाउंडेशन के विद्यालय निरंतर अपना काम कर रहे हैं। उनके अनुसार स्वतंत्रता, अनुशासन के माध्यम से कभी नहीं आ सकती। स्वतंत्रता ही बच्चों को मुक्त एवं भयहीन बनाती है। यह बच्चों को इस योग्य बनाती है कि वो अपने जीवन को पूर्णता में देख सकें।

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Influence of Demographic Variables on Use of ICT Infrastructure in Higher Education

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सारांश

वर्तमान अध्ययन का लक्ष्य और उद्देश्य उच्च शिक्षा संस्थान के छात्रों के बीच आईसीटी अवसंरचना के उपयोग पर लिंग, क्षेत्र, धारा के प्रभाव का अध्ययन करना था। अध्ययन के नमूने में जम्मू और कश्मीर के कश्मीर क्षेत्र के उच्च शिक्षा संस्थानों के 58 छात्र शामिल थे। शोधकर्ताओं ने आईसीटी उपयोग पैमाना विकसित किया जिसमें 03 आयामों के साथ 31 आइटम शामिल थे। छात्रों को ''हमेशा, अक्सर, कभी-कभी, दुर्लभ और कभी नहीं'' के आधार पर अपनी प्रतिक्रियाओं की रिपोर्ट करने के लिए निर्देशित किया गया था। वर्तमान अध्ययन के लिए डेटा पूरी तरह से ऑनलाइन मोड में छात्रों को ईमेल के माध्यम से गूगल फार्म लिंग भेजकर एकत्र किया गया था। एकत्रित डेटा के विश्लेषण के लिए SPSS V26 का प्रयोग किया गया था। डेटा के विश्लेषण के लिए, शोधकर्ताओं ने स्वतंत्र नमूने मान-व्हिटनी यूटेस्ट का इस्तेमाल किया। अध्ययन से पता चला कि आईसीटी इन्फ्रास्ट्रक्चर के उपयोग पर लिंक का महत्वपूर्ण प्रभाव है जबकि क्षेत्र और धारा का आईसीटी अवसंरचना के उपयोग पर कोई महत्वपूर्ण प्रभाव नहीं है।

Introduction

Information and communication technology (ICT) is a set of technological tools and devices for identifying, collecting, storing, creating, producing, capturing, transmitting, disseminating and handling information (Ciroma, 2014; Ebijuwa, 2005; ToAnyakoha, 2005; Walmiki & Ramakrishnegowda, 2009; Toro & Joshi, 2012) which includes both old (Television, Radio, Telephone) and new (Internet, computer, wire-less technologies and satellites) technologies and the various types of media and channels related to ICT. It includes software, hardware, media, and networks for presenting, storing, transmitting and processing information and other services (Sarkar, 2012). ICT can be defined as "a diverse set of technologies, tools, and resources used to communicate, create, disseminate, store, and manage information" (Haliso, 2011; Alkamel & Chouthaiwale, 2018). It includes wide range of computerized ICT technologies which are becoming more and more universal and common intothe new era of teaching, learning and research (Walmiki & Ramakrishnegoeda, 2009). ICT has transformed our way of life and had an impact upon several fields of knowledge. It has proven to be great source of information for teachers and students in the field of education (Duta & Rivera, 2015).

Introducing ICT in educational system helps in improving the traditional system of classroom by making classrooms more attractive, interesting and effective as it enables the instructors to use audio, video and power-point presentations in classrooms. ICT has its importance and need in many aspects like providing support for distance education & E-learning and helping in research activities. Modern technological tools and resources can be used if there is proper availability of ICT Infrastructure. ICT Infrastructure (ICTI) includes Computers, laptops, Interactive white boards/ smart boards, projectors, desktops, devices, software's, network security, data storage, spreadsheets, Power Point-presentations etc. (Ashrafi and Murtaza, 2008). Planners and Policymakers must ensure that there should be proper access to ICT based infrastructural facilities, technologies, tools and resources for ICT-enhanced education (Kumar, 2008). ICTI has the ability to strengthen teaching, facilitate educational reform, and toenhance, motivate, engage and to deepens skills among the students. It enables students to connect their education with real life (Tileston, 2004). ICT facilitates problem centered and inquiry-based learning, enables faster access to knowledge, and encourages students to take responsibility of their education (Toro & Joshi, 2012).

Methodology of the study

Objectives of the study

- To study the influence of Gender on usage of

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ICT Infrastructure among students of higher education institutions,

- To study the influence of Areaon usage of ICT Infrastructure among students of higher education institutions.
- To study the influence of Stream on usage of ICT Infrastructure among students of higher education institutions.

Hypotheses of the study

- **H_{01}** There will be no significant influence of Gender on usage of ICT Infrastructure among students of higher education institutions.
- **H_{02}** There will be no significant influence of Area on usage of ICT Infrastructure among students of higher education institutions.
- **H_{03}** There will be no significant influence of Stream on usage of ICT Infrastructure among students of higher education institutions.

Population and Sample of the study

The population of the current study consisted of all the higher education institutions of Kashmir region of Jammu and Kashmir. The self-developed research tool was sent to 112 participants to which 58 students submitted their responses. Therefore, 58 students constituted as the sample of the study.

Research tools

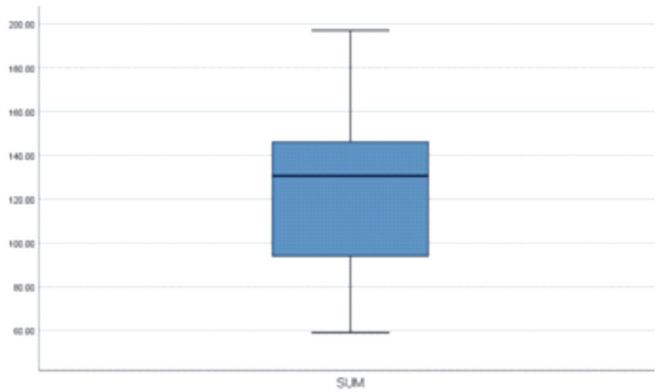
For the purposes of data collection, the researcher developed the ICT Usage Scale. The scale consists of 31 items with 03 dimensions namely "Hardware, Software and ICT resources". The students were directed to report their responses on the basis of "Always (5), Often (4), Sometimes (3), Rarely (2) and Never (1)". The validity of the research tool was established by verifying the items from 07 subject experts.

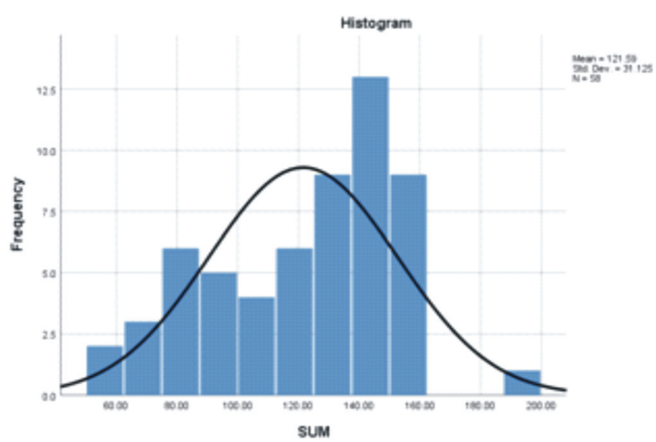
Data collection

For collecting the data, the researchers made a thorough study of existing literature for deciding the sampling technique of the study. It was found that the studies conducted by Lindsari *et al.* (2021); Alam (2020); Ullah *et al.* (2021) have used simple random sampling technique for fully online method of data collection. Therefore, the current study also applied the simple random sampling technique as a method for data collection. The researchers developed the google form of the research tool and the google form link was forwarded to students though email. The email id/mobile numbers of the students were collected by requesting the faculties of colleges to provide the details of the students. The faculties were assured that the information will only be used for the purpose of research.

Results

The aim and objective of the current study was to study the influence of Gender, Area, stream on usage of ICT Infrastructure among students of HEIs. The data was collected by using the ICT Usage scale. The collected data was without outliers as reflected in fig 1.1. The normality of the data was tested by using the Kolmogorov-Smirnov which reveals the data is normal (table 1.1)





Kolmogorov-Smirnov			
SUM	Statistic	df	Sig
	0.143	58	0.005

Fig 1.1 and Table 1.1: Test of Normality

Influence of Gender on usage of ICT Infrastructure by students

The researcher studies the influence of Gender on usage of ICT Infrastructure by students. The data was collected using a self-developed likert scale. The normality of the data was calculated by using "Kolmogorov- Smirnov" test of normality as given in table 1.2 (Male: KS=0.143, df= 43, $p < 0.05$; Female: KS=0.317 df=15, $p < 0.05$). The homogeneity of variance was tested by "Levene statistics" as given in table 1.2 (Equal variance not assumed). As, the data is not normal, the researcher tested the hypothesis with the help of "Independent samples Mann-Whitney U Test" as reflected in table 1.2 (Mann-Whitney U=444, Sig=0.030, $p<0.05$). Hence, it can be concluded that gender has significant influence on usage of ICT Infrastructure. Therefore, the hypothesis "There will be no significant influence of gender on usage of ICT Infrastructure among students" is rejected.

Table 1.2:Influence of Gender on usage of ICT Infrastructure

Kolmogorov- Smirnov				Levene's Test for Equality of Variances		Mean Rank Score	
Gender	Statistic	df	Sig	Leven Statistics	Sig	Male	Female
Male	.143	43	.027	5.87	.019	26.66	37.63
Female	.317	15	.000				

Influence of Area on usage of ICT Infrastructure by students

The researcher studies the influence of Area on usage of ICT Infrastructure by students. The data was collected using a self-developed likert scale. The normality of the data was calculated by using "Kolmogorov- Smirnov" test of normality as given in table 1.3 (Rural: KS=0.129, df= 37, $p > 0.05$; Female: KS=.0.195, df=21, $p < 0.05$). The homogeneity of variance was tested by "Levene statistics" as given in table 1.3 (Equal variance assumed). As, the data is not normal, the researcher tested the hypothesis with the help of "Independent samples Mann-Whitney U Test" as reflected in table 1.3 (Mann-Whitney U = 474, Sig= 0.166, $p> 0.05$). Hence, it can be concluded that areahas no significant influence on usage of ICT Infrastructure. Therefore, the researcher fail to reject the null hypothesis "There will be no significant influence of area on usage of ICT Infrastructure among students".

Table 1.3:Influence of Area on usage of ICT Infrastructure

Kolmogorov- Smirnov				Levene's Test for Equality of Variances		Mean Rank Score	
Area	Statistic	Df	Sig	Leven Statistics	Sig	Rural	Urban
Rural	.129	37	.123	.094	.761	27.19	33.57
Urban	.195	21	.036				

Influence of Stream on usage of ICT Infrastructure by students

The researcher studies the influence of Stream on usage of ICT Infrastructure by students. The data was collected using a self-developed likert scale. The normality of the data was calculated by using "Kolmogorov- Smirnov" test of normality as given in table 1.4 (Social Science: KS=0.114, df= 36, $p > 0.05$; Science and Technology: KS=.0.233, df=22, $p < 0.05$). The homogeneity of variance was tested by "Levene statistics" as given in table 1.3 (Equal variance assumed). As, the data is not normal, the researcher tested the hypothesis with the help of "Independent samples Mann-Whitney U Test" as reflected in table 1.4 (Mann-Whitney U = 433, Sig= 0.548, $p> 0.05$). Hence, it can be concluded that stream has no significant influence of stream on usage of ICT Infrastructure. Therefore, the researchers fail to reject the null hypothesis "There will be no significant influence of stream on usage of ICT Infrastructure among students".

Table 1.4:Influence of Stream on usage of ICT Infrastructure

Kolmogorov- Smirnov				Levene's Test for Equality of Variances		Mean Rank Score	
Stream	Statistic	Df	Sig	Leven Statistics	Sig	Rural	Urban
Social Science	.114	36	.200	0.098	0.756	27.19	33.57
Science and Technology	.233	22	.003				

Discussion & Conclusion

ICT infrastructure plays an important role in an educational institution. Its usage in education is considered as the fine solution for making teaching learning process more efficient, interesting and effective (Elmunsyah, 2012). The current study aimed at examining the influence of Gender, Area, Stream on usage of ICT Infrastructure. Gender is considered a vital factor the determining the usage of ICT and Ansah (2013) in her study reveals that it becomes important to study the gender differentials. The researcher claims that the gender as a variable has not been covered by the earlier researches adequately. The study examined the influence of gender on usage of ICT infrastructure and found that gender has significant influence on determining the usage of ICT Infrastructure. The finding of the study was supported by Iniesta-Bonillo *et al.* (2013); Ilomäki and Rantanen (2007); Kennewell and Morgan (2006); Vekiri (2010); Volman *et al.* (2005). The study conducted by Qazi *et al.* (2022) reveals that there is no gender difference in ICT usage. A study conductedby Ansah (2013) reveals that there exists no significant difference on the basis of gender for use of ICT. Onasanya *et al.* (2010) in his research study revealed that there exists no statistical difference in usage of ICT on the basis of gender. Beena & Mathur (2012) in a related study revealed that male students have shown higher awareness for the use of ICT in education as compared to female students. In the same manner, the researchers tested the influence of area on the usage of ICT infrastructureand found that area has no significant influence on usage of ICT Infrastructure. The finding of the study is supported by Iniesta-Bonillo *et al.* (2013). The study conducted by Hasin & Nasir (2021) reveals that there exists knowledge gap among urban and rural students due to use of ICT. Similarly, in the current study the researchers also tested whether stream has influence on usage of ICT Infrastructure. It was revealed that like area, stream too has no significant influence on usage of ICT Infrastructure. Kumar *et al.* (2022) in his research study claims that there is scarcity of studies on finding out the influence of stream of study on use of ICT. The students of arts stream were most dissatisfied with use of technology.

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स्नातक स्तर के छात्र एवं छात्राओं में यातायात नियमों के प्रति जागरूकता का तुलनात्मक अध्ययन

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Abstract

In ancient times there was no means of transport. Humans used to move from one place to another on foot. Since the invention of the wheel, its movement has accelerated, after the invention of the motor, vehicles started to be used, so that every person started reaching his destination very quickly. Due to the use of vehicles, problems like jams, accidents, etc. started occurring. The law to regulate traffic on the road, enacted under the Motor Vehicles Act 1988, is an Act passed by the Parliament of India. The Act implement all over India from July 1, 1989. India has the second largest road network in the world and 10% of the road accidents worldwide occur in India, to prevent which it is very important that every person is aware of the traffic rules. This study has been done to know awareness about traffic rules. A total of 200 students, including 100 students of arts faculty(50 boys, 50 girls) and 100 students of science faculty (50 boys, 50 girls) were selected for this study. It used self-generated questionnaires as a tool for data collection. After analysis of the data, it was concluded that students studying science subjects have a higher tendency to follow traffic rules than students studying arts subjects. Awareness of traffic rules is higher among girls students of science than girls studentsof arts. More awareness was found among the girls students than the boys studentsof Science faculty.

प्रस्तावना

जागरूकता से अभिप्राय किसी वस्तु को जानने की स्थिति है। यातायात नियमों के प्रति जागरूकता का अर्थ है कि यातायात से सम्बन्धित सभी आवश्यक नियमों के बारे में जानकारी होना ताकि दुर्घटनाओं से बचा जा सके। डब्लूएचओ रिपोर्ट के अनुसार 1.3 मिलियन लोग सड़क दुर्घटना में मर जाते हैं, जबकि 50% लोग घायल हो जाते हैं। नौजवानो की संख्या इनमें अधिक होती है। भारत में दुनिया का दूसरा सबसे बड़ा सड़क नेटवर्क है और दुनिया भर में सड़क दुर्घटनाओं का 10% भारत में होता है। भारत सड़क यातायात दुर्घटनाओं में दुनिया भर में 5वें स्थान पर है (Keerthana *et al.,* 2021)। शिक्षा और सख्ती से कानून लागू कर यातायात नियम जागरूकता बढ़ा सकते हैं और उन्हें यातायात मानदंडों का सख्ती से पालन करने के लिए प्रेरित कर सकते हैं और सड़क यातायात दुर्घटनाओं के कारण रुग्णता और मृत्यु दर को कम करने में मदद कर सकते हैं। वर्तमान में सड़क दुर्घटना एवं जाम की समस्या निरंतर बढ़ती जा रही हैं। दुर्घटनाओं से मौत का आंकड़ा बढ़ता जा रहा है। 2017 में सड़क हादसों में करीब 67,524 मोटरसाइकिल सवारों की मौत हुई। अध्ययन में पता लगा है कि 20-59 वर्ष की आयु के बीच पुरुषों में मृत्यु दर सबसे अधिक थी, जबकि 30 वर्ष से अधिक उम्र की महिलाओं में मृत्यु दर अधिक थी। 2017 में लगभग 34.6% पुरुषों और 18.6% महिलाओं की मोटरसाइकिल दुर्घटनाओं में मृत्यु हो गई। 2017 में भारत में सड़क पर चोट लगने से हुई कुल मौतों में से 76,729 पैदल चलने वालों की मौत हुई। महिला पैदल यात्री श्रेणी में सबसे अधिक प्रभावित हुयी, जिनका प्रतिशत 44.8% था जबकि पुरुष का प्रतिशत 32.1% है। पैदल चलने वालों की मौत मणिपुर, जम्मू और कश्मीर, झारखंड, उत्तराखंड, उत्तर प्रदेश, तमिलनाडु, बिहार, आंध्र प्रदेश और पंजाब में अधिक थी। सबसे कम दरें अरुणाचल प्रदेश, मेघालय और मिजोरम में थीं। इसका प्रमुख कारण सड़क नियमों की सही जानकारी न होना एवं उसका पालन न करना है।

सुदीप कुमार शेट्टी, मैक्विन डी मेल्लो और जगन्नाथ पुरुषोत्तम (2017) ने अपने एक अध्ययन "अवेयरनैस ऑन ओवेयन्स ऑफरोड रूल्स अमन्ग मोटोरिस्ट इनमैंगलौर, सोबर्स,कर्नाटक, इंडिया" में पाया कि दो तिहाई लोगों में यातायात नियमों के प्रति कम जागरूकता है तथा तीन चौथाई प्रतिभागियों में जागरूकता और अभ्यास के बीच अच्छा सम्बन्ध नहीं था।

इस अध्ययन के द्वारा व्यक्ति के सड़क नियमों की जानकारी का पता लगाना तथा वह इसके लिए कितने जागरूक हैं, यह पता लगाना सड़क दुर्घटनाओं, ट्रैफिक जाम, कम उम्र में ड्राइविंग,

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शराब पीकर ड्राइविंग आदि कुछ प्रमुख मुद्दे हैं जिसे रोकने के लिए इन नियमों की जानकारी होना अत्यंत आवश्यक है। इन दुर्घटनाओं व जाम की समस्याओं को कम करने के लिए सड़क नियमों एवं चिह्नों के बारे में जानकारी होना अत्यंत आवश्यक है ताकि व्यक्ति इनका पालन कर सुरक्षित अपने गंतव्य तक पहुंच सके ।

अध्ययन का उद्देश्य

1. कला संकाय एवं विज्ञान संकाय के विद्यार्थियों में यातायात नियमों के प्रति जागरूकता का अध्ययन करना।
2. कला संकाय के छात्रों एवं छात्राओं में यातायात नियमों के प्रति जागरूकता का तुलनात्मक अध्ययन करना।
3. विज्ञान संकाय के छात्रों एवं छात्राओं में यातायात नियमों के प्रति जागरूकता का तुलनात्मक अध्ययन करना।
4. कला संकाय के छात्रों एवं विज्ञान संकाय के छात्रों में यातायात नियमों के प्रति जागरूकता का तुलनात्मक अध्ययन करना।
5. कला संकाय के छात्राओं एवं विज्ञान संकाय की छात्राओं में यातायात नियमों के प्रति जागरूकता का अध्ययन करना।

परिकल्पना

उपरोक्त उद्देश्यों की पूर्ति हेतु निम्नलिखित परिकल्पनाओं का निर्माण किया गया:

1. कला एवं विज्ञान संकाय के विद्यार्थियों में यातायात नियमों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।
2. कला संकाय के छात्र एवं छात्राओं में यातायात नियमों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।
3. विज्ञान संकाय के छात्र एवं छात्राओं में यातायात नियमों के प्रति जागरूकता में कोई अन्तर सार्थक नहीं है।
4. विज्ञान संकाय के छात्रों एवं कला संकाय के छात्रों में यातायात नियमों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।
5. विज्ञान संकाय की छात्राओं एवं कला संकाय की छात्राओं में यातायात नियमों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।

परिसीमन

इस शोध हेतु निम्नलिखित परिसीमन निर्धारित किया गया है:

- यह अध्ययन केवल लखनऊ विश्विद्यालय के स्नातक स्तर के विद्यार्थियों तक परिसीमित है।
- यह अध्ययन कला, एवं विज्ञान संकाय के विद्यार्थियों तक परिसीमित है।

शोध प्रविधि

उद्देश्यों को ध्यान में रखते हुए इस शोध में सर्वेक्षण शोध विधि का प्रयोग किया गया तथा लखनऊ विश्वविद्यालय एवं उससे सम्बद्ध महाविद्यालयों के विद्यार्थियों की इस अध्ययन की जनसंख्या है। स्तरानुपात सांयोगिक प्रतिचयन तकनीक का चयन किया। न्यादर्श के रूप में लखनऊ शहर के स्नातक स्तर में अध्ययनरत 200 विद्यार्थियों जिनमें 100 कला संकाय एवं 100 विज्ञान संकाय के विद्यार्थियों को लिया गया।

इस अध्ययन हेतु निम्नलिखित प्राचलिक सांख्यिकीय तकनीकों- टी टेस्ट, औसत, मानक विचलन, आंकड़ों का विश्लेषण करने के लिए सांख्यिकीय तकनीक उपयोग किया गया।

अध्ययन के उद्देश्यों एवं आवश्यकताओं के अनुसार डाटा के संग्रहण के लिए स्वनिर्मित प्रश्नावली का प्रयोग किया गया हैं जिसमें कुल 44प्रश्न हैं, जिसके अंतर्गत 7 प्रश्न यातायात नियमों के ज्ञान से सम्बन्धित, 16 प्रश्न चिन्हों के ज्ञान से सम्बन्धित, 8 प्रश्न नियमों से सम्बन्धित धारा के ज्ञान से सम्बन्धित, 12 प्रश्न दण्ड के ज्ञान से सम्बन्धित, 1 प्रश्न कागज के उपयोगिता एवं आवश्यकता के ज्ञान से सम्बन्धित हैं। प्रत्येक प्रश्न के 1 अंक निर्धारित है। प्रत्येक प्रश्न के 4 विकल्प दिए गये, सही विकल्प के चयन पर 1 अंक प्रदान किये गये गलत विकल्प चयन के लिए कोई अंक नहीं दिए गये। सभी अंकों के कुल प्राप्तांक से विश्लेषण किया गया।

प्रदत्तों का विश्लेषण, परिणाम एवं व्याख्या

इस अध्ययन की परिकल्पनाओं के परिक्षण हेतु प्रदत्तों का विश्लेषण कर व्याख्या परिकल्पना के क्रम में की गयी-

H_{01} कला संकाय एवं विज्ञान संकाय के छात्रों एवं छात्राओं में यातायात नियमों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।

उपरोक्त परिकल्पना से संबंधित प्रदत्तों का विश्लेषण तालिका संख्या-1 में उल्लेखित है-

तालिका-1 : यातायात नियमों के प्रति जागरूकता पर कला संकाय एवं विज्ञान संकाय के छात्र एवं छात्राओं मध्यमान (M), मानक विचलन (SD) तथा क्रांतिक अनुपात (C.R.)

क्रम संख्या	समूह	प्रतिदर्श	मध्यमान	मानक विचलन	सारणिक कान्तिक मान (0.05)	परिगणित कान्तिक मान	सार्थकता स्तर (0.05)
1	विज्ञान संकाय के विद्यार्थी	100	33.77	22.80515	1.96	3.89	सार्थक
2	कला संकाय के विद्यार्थी	100	30.85	36.89646			

उपरोक्त तालिका-1 से स्पष्ट है कि कांतिक मान 3.89 है, 0.05 सार्थकता स्तर पर सारणिक क्रांतिक मान 1.96 से अधिक है अतः शून्य परिकल्पना को स्वीकार नहीं किया जा सकता जिसका तात्पर्य है कि कला संकाय के विद्यार्थियों एवं विज्ञान संकाय के विद्यार्थियों में यातायात के नियमों के प्रति जागरूकता में सार्थक अंतर है अर्थात विज्ञान संकाय के विद्यार्थियों में कला संकाय के विद्यार्थियों से यातायात नियमों के प्रति जागरूकता अधिक है।

व्याख्याः विज्ञान संकाय के विद्यार्थियों का मध्यमान 33.77 है जो कला संकाय के विद्यार्थियों के मध्यमान 30.85 से अधिक है, जिसका तात्पर्य यह है कि विज्ञान संकाय के विद्यार्थियों में यातायात नियमों के प्रति जागरूकता कला संकाय के विद्यार्थियों से अधिक होती है इसका मुख्य कारण यह है कि विज्ञान विषय पढ़ने के कारण इनमें क्रमबद्ध प्रकार से कार्य करने एवं नियम पालन करने की आदत विकसित हो जाती है उनमें यातायात नियमों को जानने व पालन करने की क्षमता अधिक होती है।

उद्देश्य 2- कला संकाय के छात्रों एवं छात्राओं में यातायात नियमों के प्रति जागरूकता का तुलनात्मक अध्ययन करना।

H_{02} कला संकाय के छात्र एवं छात्राओं में यातायात नियमों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।

उपरोक्त परिकल्पना से संबंधित प्रदत्तों का विश्लेषण तालिका संख्या-2 में उल्लेखित है-

तालिका-2 : यातायात नियमो के प्रति जागरूकता पर कला संकाय के छात्र एवं छात्राओं का मध्यमान (M), मानक विचलन (SD) तथा क्रांतिक अनुपात (C.R.)

क्रम संख्या	समूह	प्रतिदर्श	मध्यमान	मानक विचलन	सारणिक कान्तिक मान (0.05)	परिगणित कान्तिक मान	सार्थकता स्तर (0.05)
1	कला संकाय के छात्र	50	30.02	35.61184	1.96	1.33727	असार्थक
2	कला संकाय की छात्रायें	50	31.68	37.52816			

उपरोक्त तालिका-2 से स्पष्ट है कि कांतिक मान 1.337 है, 0.05 सार्थकता स्तर पर सारणिक क्रांतिक मान 1.96 से कम है अतः शून्य परिकल्पना को स्वीकार करते हैं जिसका तात्पर्य है कि कला संकाय के छात्र एवं छात्राओं में यातायात के नियमों के प्रति जागरूकता में सार्थक अंतर नहीं है अर्थात कला संकाय के छात्र एवं छात्राओं में यातायात नियमों के प्रति जागरूकता बराबर है।

व्याख्या- कला संकाय के छात्र एवं छात्राओं में यातायात नियमों के प्रति जागरूकता बराबर है। इससे पता चलता है कि कला विषय पढ़ने वाले छात्रों एवं छात्राओं दोनों में यातायात के प्रति जागरूकता स्तर समान होता है।

उद्देश्य 3- विज्ञान संकाय के छात्र एवं छात्राओं में यातायात नियमों के प्रति जागरूकता में अन्तर का अध्ययन करना।

H_{03} विज्ञान संकाय के छात्र एवं छात्राओं में यातायात नियमों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।

उपरोक्त परिकल्पना से संबंधित प्रदत्तों का विश्लेषण तालिका संख्या-3 में उल्लेखित है-

तालिका-3 : यातायात नियमो के प्रति जागरूकता पर विज्ञान संकाय के छात्र एवं छात्राओं का मध्यमान (M), मानक विचलन (SD) तथा क्रांतिक अनुपात (S.R.)

क्रम संख्या	समूह	प्रतिदर्श	मध्यमान	मानक विचलन	सारणिक कान्तिक मान (0.05)	परिगणित कान्तिक मान	सार्थकता स्तर (0.05)
1	विज्ञान संकाय के छात्र	50	31.86	19.71	1.96	4.95	सार्थक
2	विज्ञान संकाय के छात्रा	50	35.68	18.91			

उपरोक्त तालिका (4.3) से स्पष्ट है कि कांतिक मान 4.95 है, 0.05 सार्थकता स्तर पर सारणिक क्रांतिक मान 1.96 से अधिक है अतः शून्य परिकल्पना को स्वीकार नहीं किया जा सकता जिसका तात्पर्य है कि विज्ञान संकाय के छात्र एवं छात्राओं में यातायात के नियमों के प्रति जागरूकता में सार्थक अंतर है अर्थात विज्ञान संकायकी छात्राओं में छात्रोंसे यातायात नियमों के प्रति जागरूकता अधिक है।

व्याख्या- विज्ञान संकाय की छात्राओं मध्यमान 35.68 है जो विज्ञान संकाय के छात्रों के मध्यमान 31.86 से अधिक है, जिसका तात्पर्य यह है कि विज्ञान विज्ञान संकायकी छात्राओं में छात्रोंसे यातायात नियमों के प्रति जागरूकता अधिक है।

उद्देश्य 4- विज्ञान संकाय के छात्रों एवं कला संकाय के छात्रों में यातायात नियमों के प्रति जागरूकता का तुलनात्मक अध्ययन करना।

H_{04} विज्ञान संकाय के छात्रों एवं कला संकाय के छात्रों में यातायात नियमों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।

उपरोक्त परिकल्पना से संबंधित प्रदत्तों का विश्लेषण तालिका संख्या-4 में उल्लेखित है-

तालिका-4 : यातायात नियमो के प्रति जागरूकता पर विज्ञान संकाय के छात्र एवं कला संकाय के छात्रों का मध्यमान (M), मानक विचलन (SD) तथा क्रांतिक अनुपात (C.R.)

क्रम संख्या	समूह	प्रतिदर्श	मध्यमान	मानक विचलन	सारणिक कान्तिक मान (0.05)	परिगणित कान्तिक मान	सार्थकता स्तर (0.05)
1	विज्ञान संकाय के छात्र	50	31.86	19.71	1.96	1.78	असार्थक
2	कला संकाय के छात्र	50	30.02	35.61			

उपरोक्त तालिका-4 से स्पष्ट है कि कांतिक मान 1.78 है, 0.05 सार्थकता स्तर पर सारणिक क्रांतिक मान 1.96 से कम है अतः शून्य परिकल्पना को स्वीकार करते हैं जिसका तात्पर्य है कि कला संकाय के छात्र विज्ञान संकाय के छात्रों एवं कला संकाय के छात्रों में यातायात के नियमों के प्रति जागरूकता में सार्थक अंतर नहीं है अर्थात विज्ञान संकाय के छात्रों एवं कला संकाय के छात्रों में यातायात नियमों के प्रति जागरूकता बराबर है।

व्याख्या- विज्ञान संकाय के छात्रों एवं कला संकाय के छात्रों में यातायात नियमों के प्रति जागरूकता बराबर है। इससे पता चलता है कि विज्ञान संकाय के छात्रोंएवं कला संकाय के छात्रों में यातायात के प्रति जागरूकता स्तर समान होता है।

उद्देश्य 5- विज्ञान संकाय की छात्राओं एवं कला संकाय की छात्राओं में यातायात नियमों के प्रति जागरूकता का अध्ययन करना।

H_{05} विज्ञान संकाय की छात्राओं एवं कला संकाय की छात्राओं में यातायात नियमों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।

उपरोक्त परिकल्पना से संबंधित प्रदत्तों का विश्लेषण तालिका संख्या-5 में उल्लेखित है-

तालिका संख्या-5ः यातायात नियमों के प्रति जागरूकता पर विज्ञान संकाय की छात्राओं एवं कला संकाय की छात्राओं का मध्यमान (M), मानक विचलन (SD) तथा क्रांतिक अनुपात (C.R.)

क्रम संख्या	समूह	प्रतिदर्श	मध्यमान	मानक विचलन	सारणिक कान्तिक मान (0.05)	परिगणित कान्तिक मान	सार्थकता स्तर (0.05)
1	विज्ञान संकाय की छात्रा	50	35.68	18.91	1.96	3.71	सार्थक
2	कला संकाय की छात्रा	50	31.68	37.52			

उपरोक्त तालिका-5 से स्पष्ट है कि कांतिक मान 3.71 है, 0.05 सार्थकता स्तर पर सारणिक क्रांतिक मान 1.96 से अधिक है अतः शून्य परिकल्पना को स्वीकार नहीं किया जा सकता जिसका तात्पर्य है कि विज्ञान संकाय की छात्राओं एवं कला संकाय की छात्राओं में यातायात के नियमों के प्रति जागरूकता में सार्थक अंतर है अर्थात विज्ञान संकाय की छात्राओं में कला संकाय की छात्राओं से यातायात नियमों के प्रति जागरूकता अधिक है।

व्याख्या- विज्ञान संकाय की छात्राओं मध्यमान 35.68 है जो कला संकाय के छात्राओं के मध्यमान 31.86 से अधिक है, जिसका तात्पर्य यह है कि विज्ञान विज्ञान संकाय की छात्राओं में छात्रों कला संकाय की छात्राओं से यातायात नियमों के प्रति जागरूकता अधिक है। इसका मुख्य कारण यह है कि विज्ञान विषय पढ़ने के कारण इनमें क्रमबद्ध प्रकार से कार्य करने एवं नियम पालन करने की आदत विकसित हो जाती है उनमें यातायात नियमों को जानने व पालन करने की क्षमता अधिक होती है।

निष्कर्ष

निष्कर्ष निकला कि विज्ञान विषय पढ़ने वाले विद्यार्थियों में कला विषय पढ़ने वाले विद्यार्थियों से यातायात नियमों का पालन करने की प्रवृत्ति अधिक होती है। यद्यपि विज्ञान संकाय की छात्राओं में कला संकाय की छात्राओं से यातायात नियमों के प्रति जागरूकता अधिक पाई गई जबकि दोनों संकाय के छात्रों में यातायात नियमों के प्रति जागरूकता का स्तर लगभग समान है। इस अध्ययन में यह भी पाया गया की विज्ञान संकाय में अध्ययनरत छात्रों का यातायात नियमो के प्रति जागरूकता का स्तर छात्रों से अधिक है। विज्ञान संकाय के छात्रों एवं छात्राओं में कला संकाय के छात्रों एवं छात्राओं की तुलना में यातायात नियमों के प्रति जागरूकता अधिक होती है। इस अध्ययन निष्कर्ष मंगलुरु (शेट्टी *एट अल,* 2017) में मोटर चालकों के बीच किए गए अध्ययन के साथ असंगत है, जिसमें पता चला है कि दो-तिहाई (67.2 फीसदी) से अधिक लोगों में सड़क यातायात नियमों के बारे में अपर्याप्त जागरूकता थी। मुल्तान, पाकिस्तान में किए गए अध्ययन (रियाज और शाहिद, 2018) शोधकर्ता के निष्कर्षों के विरोधाभासी थे, जिसमें पता चला कि पेशेवर ड्राइवरों की अधिकतम संख्या को ट्रैफिक साइन बोर्ड के बारे में अपर्याप्त जानकारी थी और वे कम जागरूक थे। यातायात नियमों (आवश्यक शर्तों) के बारे में, केवल 23.6% ने लाइसेंस प्राप्त करने की न्यूनतम आयु के लिए सही जवाब दिया, जो ड्राइवरों के बीच किए गए अध्ययन (खार्दे *एट अल,* 2018) इसका समर्थन करता है। जोथुला और स्नेहर्शिका, 2021 अध्ययन के निष्कर्ष भी बताते हैं कि लोगों मे नियमों के प्रति जागरूकता पर्याप्त है ।

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अनुसन्धान में प्रयोग की गयी स्वनिर्मित प्रश्नावली की प्रश्नसूची

प्र.- लाइसेंस के बिना गाड़ी चलाने पर कितनी अधिकतम दण्ड लगता है?

प्र.- बिना लाइसेंस के गाड़ी चलाने पर किस धारा के अंतर्गत चालान होता है?

प्र.- वैध इंश्योरेंस के न होने पर कितनी पेनल्टी लगती है?

प्र.- बिना आरसी के गाड़ी चलाने पर किस धारा के तहत चालान लगता है?

प्र.- हार्न प्रतिबंधित क्षेत्र में हार्न बजाने पर कितनी धनराशि का जुर्माना है?

प्र.- 'नो पार्किंग' स्थान पर वाहन खड़ा करने पर कितना जुर्माना लगता है?

प्र.- किसी भवन के गेट के सामने पार्किंग करने पर कितना जुर्माना लगता है?

प्र.- हेलमेट के बिना गाड़ी चलाने पर लगने वाला जुर्माना कितना होता है?

प्र.- जेब्रा क्रॉसिंग क्या है?

प्र.- एकल दिशा के लिए कौन सा सही चिन्ह है?

प्र.- हाइवे पर वाहनों की कम से कम गति सीमा कितनी होनी चाहिए?

प्र.- ये चिन्ह क्या दर्शाता है? 

प्र.- दोनों दिशा में न जाने के लिए सही चिन्ह है?

प्र.- फुटपाथ पर गाड़ी चलाने पर कितना जुर्माना लगता है?

प्र.- दायी ओर मुड़ने के लिए सही चिन्ह कौन सा है?

प्र.- बाई ओर होना अनिवार्य के लिए सही चिन्ह कौन सा है?

प्र.- दोनों दिशा में गाड़ियों के जाने का सही चिन्ह कौन सा है?

प्र.- नो पार्किंग का सही चिन्ह है

प्र.- आगे सीधे या दायी ओर ड्राइविंग के लिए सही चिन्ह कौन सा है?

प्र.- लाइसेंस के लिए कौन-कौन से जरूरी कागजात की आवश्यकता पड़ती है?

प्र.- चिन्ह क्या दर्शाता है? 

प्र.- चिन्ह क्या दर्शाता है? 

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प्र.- चिन्ह क्या दर्शाता है? 

प्र.- कानून के निर्देशों की अवहेलना पर कितना जुर्माना लगता है?

प्र.- शराब पीकर या ड्रग्स लेकर ड्राइविंग करने पर कितना जुर्माना लगता है?

प्र.- शराब पीकर या ड्रग्स लेकर ड्राइविंग करने पर लगने वाला जुर्माना कौन सी धारा के तहत लगता है?

प्र.- गलत साइड से ओवरटेक करने पर लगने वाला दण्ड कितना होता है?

प्र.- खतरनाक या जल्दबाजी में गाड़ी चलाने पर कितना जुर्माना लगता है?

प्र.- परमिट शर्तों का उल्लंघन करने पर लगने वाला अधिकतम कितना जुर्माना लगता है?

प्र.- वाणिज्यिक प्रयोजनों के लिए निजी वाहनों का प्रयोग करने के लिए अधिकतम कितना जुर्माना लगता है?

प्र.- आवश्यक संकेतों के उल्लंघन पर लगने वाला जुर्माना किस धारा के तहत लगता है?

प्र.- संकेत क्या दर्शाता है? 

प्र.- संकेत क्या दर्शाता है? 

प्र.- चिन्ह क्या दर्शाता है? 

प्र.- सामने चल रहे वाहन से कितनी दूर रहकर गाड़ी चलानी चाहिए?

प्र.- किसी वाहन से आगे कैसे निकलना चाहिए?

प्र.- चिन्ह क्या दर्शाता है? 

प्र.- लॉकडाउन के दौरान दोपहिया वाहन पर दो व्यक्ति होने पर कितना जुर्माना लगेगा?

प्र.- लॉकडाउन के दौरान कार में चालक के अतिरिक्त कितने व्यक्ति हो सकते हैं?

प्र.- लॉकडाउन के दौरान दोपहिया वाहन या अन्य वाहनों पर बिना मास्क के कितना जुर्माना लगेगा?

प्र.- लॉकडाउन के दौरान दोपहिया वाहन पर विशेष परिस्थिति में दूसरे व्यक्ति के लिए आवश्यक शर्त क्या थी?

प्र.- लॉकडाउन के दौरान दोपहिया वाहन पर दूसरे व्यक्ति के लिए छूट की विशेष परिस्थिति क्या है?

प्रत्येक प्रश्न के 1 अंक निर्धारित है। प्रत्येक प्रश्न के 4 विकल्प दिए गये, सही विकल्प के चयन पर 1 अंक प्रदान किये गये। गलत विकल्प चयन के लिए कोई अंक नहीं दिए गये। सभी छात्रों के कुल प्राप्तांक से विश्लेषण किया गया।

Effect of Gender, Tpyes of Professional Students and Psycho-social Variables on Stress

Sonam Patel, **Dr. A.K. Agrawal

Abstract

An attempt has been made to study the effect of gender (Boys & Girls), Types of professional students (Engineering and Medical) and psycho-social variables (High, average & low) on stress, 2x2x3 factorial design was used and analysis of variance was calculated. For this purpose, 'Students` Stress Scale developed by Dr. Taresh Bhatia & Arunima Pathak and Psycho-social Variable Scale' developed by Dr. Taresh Bhatia, Dr. A.K. Agrawal and Sonam Patel' were administrated on high, average and Low psycho-social variables related engineering and medical boys and girl student. Result shows that the girl students have high stress, while the boy students have relatively low stress. The high psycho-social variable related students have low stress, while the low psycho-social variable related students have high stress. The medical girl students of low psycho-social variables related have very high stress, while the engineering boy students of high psycho-social variables related have very low stress.

Introduction

In the today competitiveworld, the main concern for being a parent, a teacher or a doctor is the increasing amount of stress in our youth. Nothing is easy or free in today's time. Someone has to work hard and compete with many other hard-working people to achieve the goal. Sometimes they got success and sometimes they failed to achieve their destination. Failure of fear of failure leads to stress in individual life.

Stress become the part and parcel of the Professional student's life. Different types of profession have their own challenges. Level of stress is also different in different profession. India is said to a patriarchal society. Struggle for life is different for different gender and everyone has their own pace to deal with the stress.

There are many factors which have directly or indirectly impact on individual's psychological state and have either positive or negative consequence on individual's health and behavioural outcomes. These variables are called psycho-social variables. Resilience (the capacity to recover or bounce back), Optimism (looking at the bright side of life), Social support and Coping (any cognitive effort to manage, minimize or tolerate the stress) etc. are few psycho-social variable.

Vedhara, Kav, Shanks, Nola, Anderson, Stephen (2020) conducted a study and find that the effects of stressors and psychosocial factors on the stress response were considerable (accounting for 49-63% of the variance in stress response measures). Furthermore, there was some evidence of stability in the effects of the stressor and mediator variables on the stress response. Specifically, the contributions of life events and caregiver difficulties were largely consistent at both 3 and 6 months, and the psychosocial factor of "reactive coping and self-appraisal" influenced all three stress response indices at both 3 and 6 months.

Verma, Balhara, and Gupta (2011) found in their study that men and women tend to react differently to stress-both psychologically and biologically. The neurobiological underpinnings of this difference continue to be explored. At the same time, the research needs to explore the determinants of the environmental influence on the stress reaction. Better planned and designed interventions would help individuals deal more effectively with stress in their lives.

Calvarese (2015) found in his study to find out the relationship between gender and reactions to stress among university students. University students were surveyed on how they typically responded when under perceived stress. There were significant differences between males and females concerning their reactions to stress. Overall, more females experienced higher levels of depression, frustration, and anxiety than their male counterparts when reacting to stress. Males also tended to have other psychological reactions different from those listed on the survey. In addition, while the stress reaction

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of anger was barely statistically insignificant, more females expressed anger than males as a reaction to stress.

Ozbay, Johnson, Dimoulas, Morgan III, Charney, and Southwick (2007) found that many studies indicate social support plays a key role for maintaining physical and psychological health. The harmful consequences of poor social support and the protective effects of good social support in mental illness have been well documented. Social support seems to moderate genetic and environmental vulnerabilities for mental illness, possibly by effects through other psychosocial factors, such as fostering effective coping strategies, and through effects on multiple neurobiological factors. It will be important for psychiatricresearchers to conceptualize, test, and apply effective interventions specifically aimed at increasing social support for psychiatrically ill or at-risk populations.

The Objective of the Study

To find out the significant effect of gender (boys and girls), Types of professional students (engineering and medical) and psycho-social variables (high, average & low) on stress.

The Hypothesis of the Study

There will be no significant effect of gender (boys and girls), types of professional students (engineering and medical) and psycho-social variables (high, average & low) on stress.

Research Methodology

Sample

In the present study 200 students of Engineering stream and 200 students of medical stream are selected by stratified random sample method in the region of Bundelkhand, Uttar Pradesh.

Tools Used

Students' Stress Scale developed by Dr.Taresh Bhatia & Arunima Pathak and Psycho-social variable scale developed by Dr.Taresh Bhatia, Dr. A.K. Agrawal and Sonam Patel was used in the present study, which has high reliability and validity.

Result and Discussion

An attempt has been made to study the effect of gender (Boys & Girls), Types of professional students (engineering and medical) and psycho-social variables (High, average & low) on stress, 2x2x3 factorial design was used and analysis of variance was calculated. For this purpose, 'Psycho-social Variables Scale' by Dr. Taresh Bhatia, Dr. A.K. Agrawal and Sonam Patel was administrated on high, average and Low psycho-social variables related engineering and medical boy and girl students.

The table 1 shows that the girls students have high stress (Mean 92.37), While the boys students have relatively low stress (Mean 83.83), The medical students have high stress than engineering students. The high psycho-social variable related students have low stress, while the low psycho-social variable related students have high stress. The medical girl students of low psycho-social variables related have very high stress (mean 103.48), while the engineering boy students of high psycho-social variables related have very low stress (mean 76.24).

To find out the significant of gender (Boy & Girl) , Types of professional students (Engineering and Medical) and psycho-social variables (high , average & low) on stress, 2x2x3 factorial design was used and analysis of variance was calculated. The results are given in table 2.

Table 1: Mean and Standard Deviation (SD)of different sub-groups of stress

Sub-Groups			Psycho-social Variables						Total
			Engineering			Medical			
			High	Average	Low	High	Average	Low	
Gender	Boys	N	41	48	11	9	46	45	200
		Mean	76.24	82.92	83.45	81	88.28	87.82	83.83
		SD	14.52	13.47	13.94	7.33	11.73	9.78	13.04
	Girls	N	39	50	11	10	51	39	200
		Mean	83.05	81.78	83.27	100.1	101.82	103.48	92.37
		SD	9.16	10.46	15.13	7.47	6.78	8.18	13.46
	Total	N	80	98	22	19	97	84	400
		Mean	79.56	82.34	83.36	91.05	95.4	95.09	88.1
		SD	12.6	11.98	14.19	12.16	11.6	11.97	13.91

Table 2: F Ratio showing effect of gender (boys &girls), Types of professional students (Engineering and medical) and psycho-social variables (high, average & low) on stress

Source of variation	Sum of Squares	d.f.	Mean Square	F.Ratio
A-Gender (Boys & Girls)	5050.36	1	5050.36	42.66 <.01
B-Types of students (engineering & medical)	8995.97	1	8995.97	75.99 <.01
C-Psycho social (high,average & low)	757.45	2	378.73	3.2 <.05
AxB	3199.44	1	3199.44	27.02 <.01
AxC	531.17	2	265.58	2.24 >.05
BxC	37.85	2	18.92	0.16 >.05
AxBxC	26.93	2	13.46	0.11 >.05
Within group	45934.57	388	118.39	

Significant Level (1,388/2,388) **0.01->6.70/4.66 *0.05->3.86/3.02

Table 2 shows that gender (Boys and Girls) significantly effect of stress at 0.01 level. The F ratio found 42.66, which is significant at .01 level. The types of professional students (Engineering and medical) also significantly effect on stress (F ratio found 75.99) at 0.01 level. The psycho-social variables (high, average and low) significantly effect on stress 0.05 level. The F ratio found 3.20, which is significant at 0.05 level. The interaction effect of gender and types of professional students significantly effect on stress at 0.01 level F ratio found 27.02. But the interaction effect on gender and psycho-social variables related students do not significantly effect on stress F ratio found 2.24 at 0.05 level. The interaction effect of types of professional students and psycho-social variables related students do not significant effect on stress F ratio found 0.16 at 0.05 level. The interaction effect of gender types of professional students and psycho-social variables also do not significantly effect on stress F ratio found 0.11 at 0.05 level.

Thus, the null hypothesis "There is no significant effect of gender (boys and girls), Types of professional students (engineering and medical) and psycho-social variables (high, average & low) on stress" is rejected. The gender, Types of professional students (engineering and medical) and psycho-social variables significantly effect on stress the interaction effect of gender and types of professional students also significantly effect on stress. Although the Interaction effect of Gender, Types of Professional students and psycho-social variables do not significantly effect on stress.

Calvarese (2015) found there were significant differences between males and females concerning their reactions to stress. Overall, more females experienced higher levels of depression, frustration, and anxiety than their male counterparts. Males also tended to have other psychological reactions different from those listed on the survey.

According to Costa, Briguglio, Mondello, Teodoro, Pollicino, Canalella, Verduci, Italia and Fenga (2021) women are at a greater risk for psychological problems, due to the combination of biological and social factors such as gender stereotypes and inequities.

A study by Graves, Hall, Dias-Karch, Haischer and Apter (2021) found that females indicated higher levels of stress than male counterparts. Females endorsed the use of four coping strategies more often than males. These included self-distraction, emotional support, instrumental support, and venting.

Conclusion

The present study reveals that the gender and psycho-social variables significantly effect on stress, the interaction effect of gender and psycho-social variables do not significantly effect on stress at 0.05 level.To reduce the stress coping strategies such as yoga, pranayama, exercise on regular basis, meditation and deep breathing etc. should be used and promoted. Social support whether in the form of Family,Friend, society or government should also be there. Government and society can play a vital role as a support by providing scholarship for poor financial background students, arrangement of funds for other things and providing the accommodation for needy one etc. There should be a realization among the students that someone is standing behind them in their failure like a solid rock.

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स्नातक पाठ्यक्रम में अध्ययनरत कला एवं वाणिज्य वर्ग के विद्यार्थियों की व्यवसायिक अभिरुचि का तुलनात्मक अध्ययन

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सारांश

अक्सर किशोरों में किशोरावस्था की अवधि में उनकी व्यवसायिक अभिरुचि में परिवर्तन दिखाई पड़ता है। इसी अवधि में किशोर विद्यार्थी अपने कैरियर का चुनाव करते हैं, जो इनके व्यवसायिक अभिरुचि को प्रभावित करती है। वर्तमान अध्ययन का उद्देश्य स्नातक पाठ्यक्रम में अध्ययनरत कला एवं वाणिज्य वर्ग के विद्यार्थियों की व्यवसायिक अभिरुचि का तुलनात्मक अध्ययन करना है। वर्तमान अध्ययन का उद्देश्य लखनऊ शहर के लखनऊ विश्वविद्यालय से संबद्ध महाविद्यालयों से 100 बालक व 100 बालिकाओं का प्रतिदर्श लिया गया है। लखनऊ शहर से ही यादृच्छिक रूप से महाविद्यालयों का चयन लॉटरी विधि द्वारा एवं विद्यार्थियों का चयन वर्गीकृत न्यादर्श विधि द्वारा किया गया है। वर्तमान अध्ययन में एस.पी. कुलश्रेष्ठ द्वारा निर्मित व्यवसायिक अभिरुचि रिकॉर्ड का उपयोग किया गया है। तथ्यों को क्रमबद्ध तरीके से एकत्र करके एस.पी.एस.एस. 23 की सहायता से प्राप्त अंकों का विश्लेषण किया गया। परिणाम से यह निष्कर्ष पाया गया कि बालक एवं बालिकाओं की व्यवसायिक अभिरुचि में ज्यादा अंतर पाया गया है एवं विद्यार्थियों की साहित्यिक, वैज्ञानिक, कार्यकारिणी, सामाजिक, वाणिज्यिक, रचनात्मक, कलात्मक, कृषि, प्रत्यात्मक एवं गृहस्थ के आयामों पर भी महत्वपूर्ण अंतर है।

प्रस्तावना

किसी भी देश के सतत एवं आर्थिक विकास के लिए शिक्षा एकमात्र साधन है। वर्तमान 21वीं सदी का युग वैश्वीकरण, उदारीकरण और निजीकरण का युग है, जहां इसके कारण शिक्षा भी रोजगारन्मुख हो गई है। रोजगारन्मुख शिक्षा हमें विशेषज्ञता की राह प्रदान करती है। इस युग में अधिकांश विद्यार्थी औद्योगिक क्षेत्र में नौकरियां प्राप्त करने के उद्देश्य से स्नातक स्तर पर सामान्य पाठ्यक्रम पसंद नहीं करते हैं, बल्कि अपने कैरियर को अपनी अभिरुचि के अनुरूप व्यवसायिक पाठ्यक्रमों की तरफ मोड़ते हैं। अतः वर्तमान समय के विद्यार्थियों की व्यवसायिक अभिरुचि को पहचानना एक महत्वपूर्ण विषय बन गया है। जीवन को सुचारु रूप से चलाने के लिए प्रत्येक विद्यार्थी को कोई न कोई कार्य अवश्य करना पड़ता है जिसके लिए कोई न कोई व्यवसाय अपनाना पड़ता है। अभिरुचि विद्यार्थी के जीवन को प्रभावित करती है। एक विद्यार्थी क्या बनने की अभिरुचि रखता है। वह इस दिशा में कितना प्रयास व सफलता प्राप्त करना चाहता है, यह सब उसकी अभिरुचि पर निर्भर करता है और यही अभिरुचि उसके लक्ष्य को निर्धारित करती है। अतः उनकी व्यवसायिक अभिरुचि में अंतर होना स्वभाविक है।

संबंधित साहित्य का सर्वेक्षण

गोयल, उपविजय (2012) ने छात्रों के व्यवसायिक अभिरुचि में कोई महत्वपूर्ण अंतर नहीं पाया। आर. भार्गव (2013) ने राजस्थान में अध्ययन कर रहे व्यावसायिक शिक्षा के विद्यार्थियों की व्यवसायिक अभिरुचि एवं कठिनाइयों का अध्ययन किया और निष्कर्ष निकाला कि अधिकांश छात्रों की व्यवसायिक अभिरुचि तो थी, लेकिन उनके सामने योग्य प्रशिक्षित शिक्षकों की कमी, वित्तीय संसाधनों की कमी, अभाव उचित मार्गदर्शन व अन्य सामान्य कमियां पाई गईं। आर, एस. (2014) ने प्राथमिक शिक्षकों के व्यवसायिक अभिरुचि का विश्लेषण किया, और पाया कि शहरी और ग्रामीण शिक्षकों की अभिरुचि ग्रामीण शिक्षकों की तुलना में अधिक थी, दोनों कक्षाओं में विज्ञान में समान अभिरुचि थी, लेकिन शिक्षकों के बीच साहित्य में अधिक थी। शहरी शिक्षकों की तुलना में ग्रामीण शिक्षकों ने पढ़ाई में अधिक अभिरुचि दिखाई। कुमार (2015) ने वेल्लोर जिले में कॉलेज के छात्रों के लिंग, संस्थान के प्रकार, शैक्षिक योग्यता, जन्म क्रम के संबंध में वैज्ञानिक अभिरुचि शीर्षक से एक अध्ययन किया। इस अध्ययन के लिए वेल्लोर जिले के स्नातक और स्नातकोत्तर कॉलेजों के 380 छात्रों का चयन किया गया था। छात्रों के चयन के लिए या. च्छिक प्रतिचयन तकनीक का प्रयोग किया गया। डेटा विश्लेषण के लिए टी-टेस्ट और एफ-टेस्ट का उपयोग किया गया था। लड़कों और लड़कियों के वैज्ञानिक अभिरुचि में कोई महत्वपूर्ण अंतर नहीं पाया गया। विभिन्न प्रकार की संस्थाओं में अध्ययनरत विद्यार्थियों की वैज्ञानिक अभिरुचि में सार्थक अन्तर पाया गया।

* शोध छात्रा (शिक्षा), ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ

** असिस्टेंट प्रोफेसर, शिक्षा विभाग, ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ

स्नातक और स्नातकोत्तर छात्रों के वैज्ञानिक अभिरुचि में एक महत्वपूर्ण अंतर पाया गया। विभिन्न जन्म क्रम के विद्यार्थियों की वैज्ञानिक अभिरुचि में सार्थक अन्तर पाया गया। एस. सरस्वती. (2016) ने 10वीं कक्षा के 400 छात्रों का अध्ययन किया कि क्या व्यक्तित्व शैली व्यवसायिक अभिरुचि से संबंधित है। उन्होंने निष्कर्ष में पाया कि छात्रों के व्यावसायिक अभिरुचि का उनके शैक्षणिक अभिरुचि से कोई संबंध नहीं है, और व्यवसायिक अभिरुचियों और व्यक्तित्व शैलियों का आपस में कोई संबंध नहीं है। वी.एस. (2016) ने मानसिक क्षमता के संदर्भ में कक्षा 9 के छात्रों के व्यवसायिक अभिरुचि का अध्ययन किया और निष्कर्ष निकाला कि 100 पब्लिक स्कूल के छात्रों को उपहार दिया गया था, जबकि केंद्रीय विद्यालय के छात्रों का औसत आईक्यू अधिक था। राजकीय विद्यालय के छात्र सामान्य और निम्न बुद्धि वाले थे, उच्च और मेधावी छात्रों ने वैज्ञानिक, प्रशासनिक और व्यवसायिक क्षेत्रों में 90 अंक, कलात्मक क्षेत्र में 74 से 90 और औसत और कम बुद्धि, साहित्यिक और प्रेरक क्षेत्रों में 60 छात्रों ने अपने अंक प्राप्त किए, में अपनी अभिरुचि दिखाई। उन्होंने निष्कर्ष निकाला कि बुद्धि में कोई महत्वपूर्ण अंतर नहीं है। असिजा. (2017) ने किशोरों की बुद्धि और सामाजिक-आर्थिक स्थिति के संबंध में व्यवसायिक अभिरुचि पर एक अध्ययन किया। अध्ययन के संचालन हेतु अन्वेषक की सुविधा के अनुसार 100 विद्यार्थियों का प्रतिदर्श बनाया गया। डेटा का टी-वैल्यू इंगित करता है कि पुरुष और महिला छात्रों के व्यवसायिक अभिरुचि में कोई महत्वपूर्ण अंतर नहीं है। मंडल. (2018) ने माध्यमिक विद्यालय के छात्रों की उनके लिंग के संबंध में व्यवसायिक अभिरुचि का आकलन किया। परिणाम से पता चला कि कृषि, वाणिज्यिक, घरेलू और सामाजिक व्यवसायिक क्षेत्रों में छात्र और छात्राओं के बीच महत्वपूर्ण अंतर मौजूद है। कलात्मक, ववसायिक, घरेलू और सामाजिक क्षेत्रों में लड़कियों की अभिरुचि लड़कों की तुलना में अधिक थी। कृषि, कार्यकारी और साहित्यिक क्षेत्रों में लड़कियों की तुलना में लड़कों ने अधिक अभिरुचि दिखाई। गोगोई, साहू और तमुली. (2020) ने माध्यमिक विद्यालय के छात्रों की उनके लिंग के संबंध में व्यवसायिक अभिरुचि का आकलन करने का प्रयास किया। परिणाम के निष्कर्षों ने बताया कि लड़कियों की अभिरुचि लड़कों की तुलना में साहित्यिक, वाणिज्यिक, रचनात्मक, कलात्मक, सामाजिक और घरेलू क्षेत्रों में अधिक थी। लड़कियों की तुलना में लड़कों का औसत अंक वैज्ञानिक, कार्यकारी, कृषि और प्रत्यात्मक क्षेत्रों में अधिक पाया गया, लेकिन यह अंतर कुछ खास नहीं था।

अध्ययन की आवश्यकता

वर्तमान युग में विभिन्न क्षेत्रों में इतना अधिक विकास एवं आविष्कार हो चुका है कि किसी भी विद्यार्थी के लिए संपूर्ण विषय की जानकारी प्राप्त करना असंभव हो गया है। ऐसी स्थिति में विद्यार्थी के अनुभवों को विभिन्न श्रेणियों में विभक्त कर के विद्यार्थी की योग्यता एवं अभिरुचि के अनुकूल पाठ्यक्रम का निर्माण करना आवश्यक हो जाता है। अक्सर माता-पिता सुविधाएं तो काफी जुटा लेते हैं लेकिन विद्यार्थी की व्यवसायिक अभिरुचि का ध्यान नहीं रख पाते हैं जिसके कारण विद्यार्थी को कैरियर बनाने में काफी संघर्ष का सामना करना पड़ता है, जो विद्यार्थी की शैक्षिक एवं व्यवसायिक अभिरुचि को भी प्रभावित करती है। स्नातक पाठ्यक्रम में अध्ययनरत कला एवं वाणिज्य वर्ग के विद्यार्थियों की व्यवसायिक अभिरुचि किस प्रकार से प्रभावित होती है, शोधकर्त्ता ने इसे अपने शोध अध्ययन के लिए चुना है क्योंकि इसी स्तर पर विद्यार्थी के व्यवसायिक अभिरुचि पर ही उस विद्यार्थी की भविष्य की नींव टिकी होती है।

समस्या का कथन

"स्नातक पाठ्यक्रम में अध्ययनरत कला एवं वाणिज्य वर्ग के विद्यार्थियों की व्यवसायिक अभिरुचि का तुलनात्मक अध्ययन।"

समस्या में प्रयुक्त शब्दों का परिभाषीकरण

1. **स्नातक पाठ्यक्रम :** स्नातक स्तर पर पाठ्यक्रम एक ऐसा लेखा-जोखा है जिसमें यह स्पष्ट रूप से अंकित किया जाता है कि शिक्षा के किस जीवन स्तर पर विद्यालयों में कौन-सी क्रियाओं की तथा कौन से विषयों की शिक्षा दी जायेगी।
2. **कला वर्ग :** कला वर्ग के अंतर्गत विभिन्न मानविकी विषय जैसे इतिहास, भूगोल, नागरिक शास्त्र, अर्थशास्त्र, दर्शनशास्त्र समाजशास्त्र, हिंदी, अंग्रेजी आदि आते हैं।
3. **वाणिज्य वर्ग :** वाणिज्य वर्ग अंतर्गत सांख्यिकी एकाउंटिंग बैंकिंग आदि अन्य विषय आते हैं।
4. **विद्यार्थी :** विद्यार्थी का अर्थ छात्र एवं छात्राओं के वर्गीकरण से है।
5. **व्यवसायिक अभिरुचि :** जो अभिरुचियां किसी व्यवसाय, उत्पादक कार्य अथवा धर्नाजन के स्रोत से सम्बन्धित होती हैं, उन्हें व्यवसायिक अभिरुचि कहते हैं।

अध्ययन के उद्देश्य

1. स्नातक पाठ्यक्रम में अध्ययनरत कला एवं वाणिज्य वर्ग के विद्यार्थियों की व्यवसायिक अभिरुचि को पहचानना।
2. स्नातक पाठ्यक्रम में अध्ययनरत कला एवं वाणिज्य वर्ग के विद्यार्थियों की व्यवसायिक अभिरुचि के 10 क्षेत्रों का तुलनात्मक अध्ययन करना।

अध्ययन की परिकल्पना

1. स्नातक पाठ्यक्रम में अध्ययनरत कला एवं वाणिज्य वर्ग के विद्यार्थियों की 10 क्षेत्रों में व्यवसायिक अभिरुचि में कोई सार्थक अंतर नहीं है।

अध्ययन की परिसीमाएं

प्रस्तुत शोध अध्ययन में प्रयुक्त न्यादर्श में उत्तर प्रदेश राज्य के लखनऊ शहर के विभिन्न स्नातक महाविद्यालय से कला वर्ग एवं वाणिज्य वर्ग में अध्ययनरत प्रथम वर्ष के 200 विद्यार्थियों का चयन किया गया है। प्रस्तुत शोध कार्य में प्रयुक्त उपकरण पूर्व निर्मित एवं मानकीकृत हैं।

शोध उपकरण

प्रस्तुत शोध अध्ययन में बी.ए. व बी.कॉम. पाठ्यक्रमों में अध्ययनरत विद्यार्थियों की व्यवसायिक अभिरुचि के प्राथमिक डेटा के संग्रह के लिए शोधकर्त्ता ने डॉ. एस.पी. कुलश्रेष्ठ द्वारा विकसित व्यावसायिक अभिरुचि रिकॉर्ड (वी.आई.आर. 1965) का उपयोग किया, जिसे लेखक द्वारा 1970, 1975 और 1977 में पूरी तरह से संशोधित किया गया था व 2012 में इसमें अद्यतनीकरण किया गया है। वी.आई.आर. में विभिन्न व्यावसायिक हित क्षेत्रों से संबंधित 200 व्यवसाय शामिल हैं। इसमें साहित्यिक, वैज्ञानिक, कार्यकारी, वाणिज्यिक, रचनात्मक, कलात्मक, कृषि, प्रेरक, सामाजिक और घरेलू जैसे 10 व्यावसायिक क्षेत्र शामिल हैं।

आंकड़ों का विश्लेषण एवं परिणाम

उपकरण से प्राप्त प्राप्तांकों को विभिन्न तालिकाओं में व्यवस्थित कर उनका विश्लेषण उनका विश्लेषण एम.एस. ऑफिस एक्सल 2007 एवं एस.पी.एस.एस. 23 सॉफ्टवेयर की सहायता से किया गया है-

विश्लेषण 01-उद्देश्य नं. 01 : "स्नातक पाठ्यक्रम में अध्ययनरत कला एवं वाणिज्य वर्ग के विद्यार्थियों की व्यवसायिक अभिरुचि को पहचानना" की जांच शोधकर्त्ता ने डॉ. एस.पी. कुलश्रेष्ठ द्वारा विकसित व्यावसायिक अभिरुचि के रिकॉर्ड के आधार पर किया गया जिसे तालिका नंबर 1 में प्रस्तुत किया गया है-

तालिका नंबर-1

	साहित्यिक	वैज्ञानिक	कार्यकारिणी	वाणिज्यिक	रचनात्मक	कलात्मक	कृषि	प्रत्यात्मक	सामाजिक	गृहस्थ
अतिउच्च अभिरुचि व उच्च अभिरुचि	18 (9%)	37 (13.5%)	36 (18%)	20 (10%)	19 (9.5%)	25 (12.5%)	11 (5.5%)	11 (5.5%)	16 (8%)	30 (15%)
सामान्य अभिरुचि	114 (57%)	101 (50.5%)	112 (56%)	112 (56%)	108 (54%)	131 (65.5%)	55 (27.5%)	105 (52.5%)	109 (54.5%)	103 (51%)
निम्न अभिरुचि व अतिनिम्न अभिरुचि	68 (34%)	72 (36%)	52 (26%)	68 (34%)	71 (36.5%)	44 (22%)	134 (67%)	84 (42%)	75 (37.5%)	68 (34%)

Survey - College data obtained during field visit 2022

- जैसा कि तालिका संख्या 1(ब) में दिखाया गया है, अति उच्च व उच्च अभिरुचि को एक साथ जोड़ दिया गया है। इसी तरह आसान व्याख्या के लिए निम्न व अति निम्न अभिरुचि को भी एक साथ जोड़ दिया गया है।
- तालिका संख्या 1(ब) से यह देखा जा सकता है कि 57% विद्यार्थियों की अधिकतम संख्या साहित्यिक क्षेत्र में सामान्य अभिरुचि में थी। 9% विद्यार्थियों की उच्च अभिरुचि व 34% विद्यार्थियों की निम्न अभिरुचि थी।
- 50.5% विद्यार्थियों की अधिकतम संख्या वैज्ञानिक क्षेत्र में सामान्य अभिरुचि में थी। 13.5% विद्यार्थियों की उच्च अभिरुचि व 36% विद्यार्थियों की निम्न अभिरुचि थी।
- 56% विद्यार्थियों की अधिकतम संख्या कार्यकारिणी क्षेत्र में सामान्य अभिरुचि में थी। 18% विद्यार्थियों की उच्च अभिरुचि व 26% विद्यार्थियों की निम्न अभिरुचि थी।
- 56% विद्यार्थियों की अधिकतम संख्या वाणिज्यिक क्षेत्र में सामान्य अभिरुचि में थी। 20% विद्यार्थियों की उच्च अभिरुचि व 34% विद्यार्थियों की निम्न अभिरुचि थी।
- 54% विद्यार्थियों की अधिकतम संख्या रचनात्मक क्षेत्र में सामान्य अभिरुचि में थी। 9.5% विद्यार्थियों की उच्च अभिरुचि व 36.5% विद्यार्थियों की निम्न अभिरुचि थी।

- 65.5% विद्यार्थियों की अधिकतम संख्या कलात्मक क्षेत्र में सामान्य अभिरुचि में थी। 12.5% विद्यार्थियों की उच्च अभिरुचि व 22% विद्यार्थियों की निम्न अभिरुचि थी।
- 27.5% विद्यार्थियों की कलात्मक क्षेत्र में सामान्य अभिरुचि में थी। 5.5% विद्यार्थियों की उच्च अभिरुचि व 67% विद्यार्थियों की अधिकतम संख्या निम्न अभिरुचि में थी।
- 52.5% विद्यार्थियों की अधिकतम संख्या प्रत्यात्मक क्षेत्र में सामान्य अभिरुचि में थी। 5.5% विद्यार्थियों की उच्च अभिरुचि व 42% विद्यार्थियों की निम्न अभिरुचि थी।
- 54.5% विद्यार्थियों की अधिकतम संख्या सामाजिक क्षेत्र में सामान्य अभिरुचि में थी। 8% विद्यार्थियों की उच्च अभिरुचि व 37.5% विद्यार्थियों की निम्न अभिरुचि थी।
- 51% विद्यार्थियों की अधिकतम संख्या गृहस्थ क्षेत्र में सामान्य अभिरुचि में थी। 15% विद्यार्थियों की उच्च अभिरुचि व 34% विद्यार्थियों की निम्न अभिरुचि थी।

विश्लेषण 02-उद्देश्य नं 02 : "स्नातक पाठ्यक्रम में अध्ययनरत कला एवं वाणिज्य वर्ग के विद्यार्थियों की व्यवसायिक अभिरुचि के 10 क्षेत्रों का तुलनात्मक अध्ययन करना" के अंतर्गत परिकल्पित परिकल्पना स्नातक पाठ्यक्रम में अध्ययनरत कला एवं वाणिज्य वर्ग के विद्यार्थियों की 10 क्षेत्रों में व्यवसायिक अभिरुचि में कोई सार्थक अंतर नहीं है, का सत्यापन क्रांतिक अनुपात की मदद से तालिका नंबर 2 में किया गया है-

तालिका नंबर 2 : कला एवं वाणिज्य वर्ग के 200 विद्यार्थियों की 10 क्षेत्रों में व्यवसायिक अभिरुचि का क्रांतिक अनुपात

व्यवसायिक अभिरुचि के विभिन्न क्षेत्र	वर्ग	कुल संख्या	मध्यमान	मानक विचलन	क्रांतिक अनुपात	सार्थकता स्तर (0.05)
साहित्यिक	कला	100	39.5	7.2	3.62	सार्थक
	वाणिज्य	100	35.7	6.8		
वैज्ञानिक	कला	100	29.6	5.3	1.86	असार्थक
	वाणिज्य	100	28	6.8		
कार्यकारिणी	कला	100	46.2	6.7	4.04	सार्थक
	वाणिज्य	100	42.8	5.1		
वाणिज्यिक	कला	100	39.5	7.2	3.83	सार्थक
	वाणिज्य	100	35.7	6.8		
रचनात्मक	कला	100	37.4	4.3	5.61	सार्थक
	वाणिज्य	100	34.2	3.8		
कलात्मक	कला	100	39.5	5.2	6.74	सार्थक
	वाणिज्य	100	33.7	6.9		
कृषि	कला	100	51.9	5.4	.85	असार्थक
	वाणिज्य	100	51.3	4.5		
प्रत्यात्मक	कला	100	41.6	5.3	.38	असार्थक
	वाणिज्य	100	41.3	5.8		
सामाजिक	कला	100	36.5	5.7	9.56	सार्थक
	वाणिज्य	100	27.8	7.1		
गृहस्थ	कला	100	41.5	6.2	2.02	सार्थक
	वाणिज्य	100	39.7	6.4		

*Table value of "C.R." at 0.05 level of Significance 1.96

परिणाम की व्याख्या : उपर्युक्त तालिका के परिणाम से यह ज्ञात होता है कि स्नातक पाठ्यक्रम में अध्ययनरत कला एवं वाणिज्य वर्ग के 200 विद्यार्थियों की व्यवसायिक अभिरुचि के क्षेत्रों- साहित्यिक, सामाजिक, वाणिज्यिक, रचनात्मक, कलात्मक एवं गृहस्थ क्षेत्र में क्रांतिक अनुपात का मान तालिका मूल्य 1.96 से बड़ा है इसलिए परिकल्पना को निरस्त किया जाता है, जबकि वैज्ञानिक, कार्यकारिणी, कृषि एवं प्रत्यात्मक में क्रांतिक अनुपात का मान तालिका मूल्य 1.96 से कम है इसलिए परिकल्पना को स्वीकार किया जाता है।

अध्ययन के प्रमुख निष्कर्ष

- स्नातक पाठ्यक्रम में अध्ययनरत कला एवं वाणिज्य वर्ग के विद्यार्थियों में व्यवसायिक अभिरुचि समान रूप से साहित्यिक, सामाजिक, वाणिज्यिक, रचनात्मक, कलात्मक एवं गृहस्थ क्षेत्रों में सर्वाधिक पाया गया।
- स्नातक पाठ्यक्रम में अध्ययनरत कला एवं वाणिज्य वर्ग के विद्यार्थियों में व्यवसायिक अभिरुचि वैज्ञानिक, कार्यकारिणी, प्रत्यात्मक व कृषि क्षेत्रों में कम पाया गया।
- स्नातक पाठ्यक्रम में अध्ययनरत कला एवं वाणिज्य वर्ग विद्यार्थियों में व्यवसायिक अभिरुचि में तुलनात्मक रूप से सभी क्षेत्रों में सार्थक अंतर पाया गया।

शैक्षिक निहितार्थ

वर्तमान अध्ययन से भावी शोध की निम्नलिखित सम्भावनाएँ प्रकट होती हैं-

- यह शोध अध्ययन व्यवसायिक अभिरुचि के विभिन्न उल्लिखित अन्य क्षेत्रों के संदर्भ में विस्तृत और गहन शोध का मार्ग प्रशस्त करता है।
- शोध के आधार पर शिक्षकों, छात्रों, प्रशिक्षुओं और अन्य स्तर के शिक्षार्थियों की व्यवसायिक अभिरुचि और दृष्टिकोण से संबंधित विभिन्न अवधारणाओं का मूल्यांकन किया जा सकता है।
- व्यवसायिक अभिरुचि के संदर्भ में प्राप्त निष्कर्षों के आधार पर, प्रशिक्षुओं के दृष्टिकोण का आकलन करने के लिए नए शोध प्रस्तुत किए जा सकते हैं।
- छात्रों की व्यवसायिक अभिरुचि के ज्ञान का उपयोग शिक्षकों द्वारा कक्षा निर्देश को अधिक प्रासंगिक, प्रेरक और आकर्षक बनाने के लिए किया जा सकता है। यह अवास्तविक आकांक्षाओं की पहचान करने और उन्हें रोकने, कठिनाइयों को ठीक करने, जागरूकता को बढ़ावा देने और करियर विकास प्रक्रिया में उचित दृष्टिकोण विकसित करने में सहायक होगा। यह शिक्षक को छात्रों के प्रति संबंधों और सकारात्मक दृष्टिकोण को विकसित करने और सहायक बनाने में मदद करेगा।
- अध्ययन के परिणाम कैरियर परामर्शदाताओं के लिए बहुत मददगार हो सकते हैं जो किशोरों को उनके शैक्षिक और व्यावसायिक भविष्य की योजना बनाने में मार्गदर्शन कर सकते हैं।
- माता-पिता के लिए छात्र की अभिरुचि और संतुष्टि की जानकारी बहुत महत्वपूर्ण है। विश्वसनीय संचार और बच्चे की रुचि के बारे में जानकारी साझा करना माता-पिता के लिए अपने बच्चों की ताकत, कमजोरी या भविष्य की संभावना की स्पष्ट प्रशंसा विकसित करने में सहायक होता है। वे बच्चों के प्रति अपने गलत रवैये को बदल सकते हैं और उनकी क्षमताओं के पोषण के लिए सही तरीके अपना सकते हैं।
- यह अध्ययन छात्रों को कक्षा 10 या 12 के बाद विषयों के चयन में उनके भ्रम को दूर करने में मदद कर सकता है जो उनकी शैक्षणिक उपलब्धि को प्रभावित करते हैं और व्यवसाय पर सीधा असर डालते हैं। यह इस बात को ध्यान में रखते हुए चुनाव करने में मदद करेगा कि वह बाद के जीवन में वास्तव में क्या करना चाहता है और पाठ्यक्रम के ग्लैमर या माता-पिता की इच्छाओं, महत्वाकांक्षाओं या दबाव के आधार पर पाठ्यक्रमों के गलत चयन को रोकेगा।

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A Comparative Study of Digital Classroom System for The Betterment of Education

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Abstract

With the changing (advancing) times, it is very much needed to adopt new methodologies of teaching by bringing about changes in the methods of teaching. Besides all other fields the world over, in the educational field also, it is needed to bring about developments in the quality of education by making use of digital tools (techniques). The teaching process would be much more effective if the teachers in all the schools make use of digital tools. Just as we are making increased use of digital tools and equipments such as computers, smart TVs, mobiles, laptops in our day-to-day lives, similarly, it would be much more advisable if we make the opportunities of respectively learning and teaching to the students and teachers through the use of these digital tools and techniques, it would certainly leave a very positive impact on their work (on the learning-teaching process). In today's fast-paced world, it would be much advisable to save the labour and time in the learning - teaching process by using the digital tools and techniques.

For this purpose, under the Rapid Advanced Educational Program, the Government of Maharashtra has put forthsuggestions for making all schools of the state digital, making all teachers techno-savvy and to prepare e-content on all the concepts in the syllabus. Hence, in the current research paper, an attempt has been made to make a research as to in what method the implementation is being done as regards to the traditional teaching methods and digital teaching. Moreover, in the current research paper, a comparative study has also been made on the impact digital classroom has left on learning-teaching process.

Introduction

In our modern times, it has been found that the use of digital tools is necessary even in our educational field (as this use is being done in all the other fields of life)- right from primary education in order to bring about educational development of students in the learning-teaching process. Also, it is found that both - the teachers and students are very much inclined and interested to use these digital tools. Hence, we also think that the learning - teaching process would be much more effective if these digital tools and instruments are made use of in this process of education. It is accepted that changes in any field would bring both positive and negative outcomes and even when we accept that there would be some limitations to the use of digital classroom in the educational field, even then it would be necessary to face the fact that digital learning process has become the need of the hour.

Digital classroom is a modern technology which assists both the teachers and the students in the learning process. Digital classroom means the technique in which the teachers make use of various digital tools /instruments and techniques in teaching and students in learning process. The teachers and students use digital tools and information technology in order to make the task of teaching-learning effective and in order to make clear a number of abstract concepts. Digital education is nothing but making a novel use of digital tools (equipments and instruments) during the process of learning-teaching (University of Edinburgh). The teacher makes a presentation of educational programs by making the use of such digital tools (equipments) such as smart TV, projectors and mobiles. (Ref. -Letter No. 2016/Chapter No. 202/SD 6 of the Govt. of Maharashtra, dated 09/01/ 2017).

During the modern times, many changes are brought about into learning and teaching methodologies and techniques and they have also been accepted well and are being made use with the changing times. In the recent times, the digital classroom method is being used extensively - especially during the recent Corona '19 times, the use of these digital tools is being done widely not only in urban areas but also in rural areas in the teaching process.

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Need and Importance

The teachers have to carefully make a planning as regards to making desired changes in their students' behaviour; to reach the academic targets set before them effectively and to save their labour and time and for this, a careful and thorough planning is called for. In our modern times, the use of digital tools is being made use of in all the fields of life and thereby the speed of completion of work is hastened and the end result of work is made to look more attractive. We are witnessing the increasing speed of digitization in all the fields of life such asbanking, industry, business and defense - just to name a few. In order that the field of education doesn't lag in the process of advancement, it is needed to bring about universalization of the concept of digital classroom.

Therefore, if we make use of the following digital tools in the process of teaching learning, then these processes would definitely be benefitted in the following manner :

1) **Computers:** Various computer programmes are learnt for use in the teaching learning process, data is stored and retrieved and the collected data is presented as per the need.
2) **LCD projector:** LCD projectors are used for presenting data on computers to a large group of students and at the same time, it is displayed on a large screen. In it, there is the facility of measuring the size of the screen as per the shape of classroom.
3) **Digital white board:** The digital white board looks just like a regular board but it has got different visual facilities in it. Through this medium, writing is done in a variety of colours by using digital method. In it, audio medium is made use of effectively while presenting diagrams, charts and graphs. Moreover, communication with extra - school people is done through the medium of video conferencing (V. C.)
4) **Smart TV:** It is possible to carry out teaching students by connecting other instruments through the medium of smart TV. Smart phone is connected to TV through the medium of Wi-Fi and presentation is done on a huge screen.
5) **Tablet:** Tablet is an easy instrument for the collection of data for those students who view (watch) online data and make use of it in their studies as per need. The apps in the tabs prove to be useful for teachers and students for preparing various types of videos.
6) **Laptops:** The various applications on laptops are made use for educational purposes and are connected through the use of projectors. These are used for online VC (video conferencing), for example, as in Zoom meetings, Jio meet, Google Meet etc.

Due to the use of the above - said digital instruments, the changes in educational field wouldprove to befar - reaching and they would prove to be useful to students and teachers as well. Moreover, labour and time for learning-teaching could be saved. So the current research has been made by taking these aspects into consideration. In the recent times, students of our times seem to have developed a liking towards these digital tools. Therefore, this research has been done by placing the following objectives before eyes in order to make it a bit easier for students to develop an inclination towards education.

Relevance

In the traditional educational system, focus was (is) given resources such as schools, teachers, and print media. Due to advancement in digital technology, many new learning avenues are opened. Moreover, information is being disseminated on various levels.[5]

The information technology has been affecting all the aspects of human life and the field of education is no exception to it. Hence, education and training cannot but remain unaffected by it. The digitally literate citizens in the future would be capable of learning and taking responsibility of their learning. This would eventually lead to increase in the demand of education and thus more number of digital tools and instruments would be called for.[6]

In the last few decades, the educational field has witnessed development in the information technology field education, which promises to bring about seminal changes in learning - teaching methods.[7]

For teaching students effectively, the teachers used various tools/ technologies suchas electronic mail (popularly called 'e mail'), social media applications and online learning - teaching methods, digital educational methods / techniques create a boundless classroom because of which students can seek knowledge freely without having to accept any type of boundaries. (8)

Assumptions

1) For learning-teaching here, digital education program/ technique is used along with traditional teaching methods.
2) Due to the use of digital tools in teaching, teaching

becomes more effective.

3) Through the application (or use) of digital tools, learning becomes more effective.

Objectives

1) To study comparatively traditional educational methods and digital classroom techniques.
2) To study the effect of digital classroom on teaching.
3) To study the effect of digital classroom on learning.

Research Methodology

Since the current research is concerned with school teaching, two methods of school surveying and experimental method have been used.

Population

In the current research paper, the population of 1,625 primary schools consisting of head masters, teachers, and students from the eight talukas of Osmanabad district both from urban and rural areas has been chosen as the population.

Sample

As referred to the above population, simple random sampling method has been used for sampling purpose for the current research paper and while choosing samples, the two methods viz. lottery and scoring were used in which samples of a total of 200 schools out of which 150 from rural area and 50 from urban area were chosen. In it, a total sample of 600 teachers - out of which 450 teachers and 150 head masters were included. For purpose no. 3, a total of 200 students were chosen from a collective number of 20 schools out of which 10 schools were from urban areas and 10 were from rural areas.

Tools

For the current research project, following tools were used for the collection of data :

1) Teachers' questionnaire (self - designedand standardized),
2) Head masters' questionnaire (self - designed and standardized) and
3) Students' pre-test and post-test.

Statistical Parameters

In the current research thesis, the following statistical dimensions were made use of for the analysis and clarification of the meaning of the obtained data -

1) Mean value,
2) Median and
3) Standard Deviation (S. D.) and
4) t - test.

Comparative Study of Digital and Traditional Classroom

Sr. No	Type of Class	Factors Affecting on Teaching Learning						Percentage
		Saving Labor work	Concept Clarity	Save Time	Student Attendance Increase	Good Class Control	Convenient of Evaluation	
1	Digital Classroom	482	482	476	475	451	417	92.76
2	Traditional Classroom	18	18	24	25	49	83	7.23
		500	500	500	500	500	500	100

Observation and Interpretation

As per the above table (chart), it becomes clear as to what is the effect of digital classroom teaching on the learning-teaching process as compared to traditional classroom teaching method. Out of 500 respondents, respectively 482, 482, 476, 475, 451 and 417 were the responses observed which stated that through the use of digital classroom method, labour is saved, concepts become clear, time is spared, students' presentee in the class goes up and class control becomes relatively easier, whereas the responses which went in favour of traditional classroom teaching methods were respectively 18, 19, 24, 25, 49 and 83. From this, it becomes clear that 92.76% positive outcome went in the favour of digital classroom teaching method.

Impact of Digital Classroom on Teaching

Sr. No	Options	Factors Affecting on Teaching						Percentage
		Effective Teaching	Clarity of Abstract Concept	Scientific Conceptual Clarity	Joyful Education	Limitation on Constructive Teaching	Limitation in Personality Development	
1	Yes	488	489	496	490	341	306	87.00
2	No	12	11	4	10	159	194	13.00
		500	500	500	500	500	500	100

Observation and Interpretation

On observing the above chart, it can be stated that by using the digital classroom module/ methodology, the responses which were in favour of this method were respectively 488, 489, 469, 490, 341 and 306 which stated that teaching becomes more effective through the use of digital classroom module, abstract and scientific concepts become clear, learning process becomes a pleasurable (enjoyable) experience and at the same time, limitations are encountered in constructivist teaching and bringing about personality development of students and those responses which went against this module were respectively 12, 11, 4, 10, 159 and 194. It goes to mean that 87% of the respondents accept the impact of digital classroom teaching.

Impact of Digital Classroom on Learning

Sr. No	Particular	Sample (N)	Mean (M)	Standard Deviation (SD)	t-value	Table t value 0.01	Table t value 0.05	Degree of Freedom (df)	Result
1	Pre-Test	200	M1=15.83	SD=1.97	39.36	2.59	1.97	398	Null hypothesis is rejected
2	Post Test	200	M2=16.94	SD=2.01					

Observation and Interpretation

The above chart goes to show that the t - value of pre - test and post - test achievement on showing the effect of digital classroom on students' learning comes out to be 39.36 and t - table value is more than 0.01 to 0.05 relevance level. Hence, the hypothesis that due to the use of digital classroom, there is no appreciable difference in students' learning was rejected.

Findings

Objective-1

1) It is found that as compared to the traditional education system, the digital classroom method was found to be more effective.
2) There are more limitations as regards to traditional educational system as compared to digital classroom method.
3) As regards to saving labour (efforts) and time, the digital classroom method is found to be more productive.
4) As regards to presenting various concepts in syllabus (curriculum), the digital classroom method is more effective comparatively.
5) The digital classroom method offers more opportunities in order to explain abstract concepts.
6) Due to the use of digital classroom method, it becomes easy to explain scientific concepts and geographical phenomena at a single glance.

Objective-2

1) Teaching becomes more effective due to the use of digital classroom method.
2) Due to the use of digital classroom method, it becomes easy to arrange various types of learning experiences.
3) Due to digital classroom method, various tools can be used in order to make learning an enjoyable and pleasurable experience.
4) Due to the use of digital learning method, evaluation of a number of students at a single stroke becomes possible and also it becomes easy to have a better class control.

5) Due to the use of digital classroom method, it becomes easy to revise the syllabus.

Objective-3

1) The use of digital tools makes it easier to students in their learning process, as compared to the traditional educational method.
2) Students have shown more interest in digital tools as compared to the traditional educational method.
3) Students can study more efficiently, quickly and study a lot through the use of digital classroom as compared to traditional education.
4) Digital tools make it easier to study abstract and hypothetical concepts as compared to traditional education.

Recommendations

1) Schools should insist on more use of digital classroom in order to make learning-teaching more effective.
2) For the proper use of digital tools in teaching - learning, the govt. should provide us with essential and quality training.
3) The govt. should schools with proper digital tools.

Discussion with Result

It is found that out of total schools in Osmanabad district, a total of 89.33% schools conduct teaching by using both - digital classrooms and traditional classrooms. It is observed that there is more use of digital classroom methods as compared to traditional method of teaching and the reason behind it is that the recent age has become more of a digital age. There is a growing feeling that through the use of digital tools, our tasks go to completion fast and more accurately. Therefore, at governmental level, efforts are going on as regards to the use of digital tools (say, techniques etc.) in various fields of life.

The teachers are technology - savvy and since they are using digital tools, they are being able to present various concepts regarding teaching effectively and are readily able to present and explain to the students such abstract concepts as scientific concepts and geographical phenomena more effectively through the use of digital classroom techniques and tools. All this has become possible since the teachers are readily able to control their classes, impart education to their students in an enjoyable and engaging (say, entertaining) manner. Moreover, they are able to offer their students opportunities as per their inclination (or likes). Especially, due to the digital classroom method, it is becoming possible to teachers and their students to maximize both their efforts and save time. Hence it is now possible now to offer maximum number of concepts to students in minimum time.

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जनजातीय समाज के दैनिक जीवन में व्यवसाय के अवसर एवं चुनौतियाँ : एक समाजशास्त्रीय अध्ययन

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सारांश

जनजातीय समाज एक विविधतामूलक समाज है। जनजातीय समाज की सामाजिक-आर्थिक संरचना हमेशा से मुख्यधारा के समाज से भिन्न रही है। लेकिन समय के विकासक्रम एवं परिवर्तन के परिणामस्वरूप जनजातीय समाज परिवर्तन के चक्र से अछूता नहीं रह सका और विकास एवं आधुनिकीकरण के कारण इसकी मूल संरचना प्रभावित हुई जिसके कारण इसके सामाजिक एवं आर्थिक प्रतिमानों में व्यापक रूप से परिवर्तन हुआ है। इसी क्रम में सोनभद्र के जनजातीय समाज भी इससे अछूता नहीं रहा है तथा विकास एवं आधुनिकीकरण के कारण इनकी जीवनशैली एवं आर्थिक संरचना में परिवर्तन हुआ है जिसका व्यापक प्रभाव सोनभद्र के जनजातीय समुदाय पर देखा जा सकता है। इसके कारण इनके दैनिक जीवन में भी काफी परिवर्तन हो रहा है और इन्हें अपने जीविकोपार्जन के लिए अपने पारंपरिक व्यवसाय एवं आर्थिक पद्धति को त्यागकर अलग व्यवसाय की तरफ अग्रसर होना पड़ रहा है। जिसके कारण उनके सामने सांस्कृतिक पहचान की चुनौतियाँ उत्पन्न हो रही हैं तथा इसके साथ ही उनके सामने जीविकोपार्जन के लिए रोजगार का संकट भी उत्पन्न हुआ है।

प्रस्तुत शोधपत्र **''जनजातीय समाज के दैनिक जीवन में व्यवसाय के अवसर एवं चुनौतियाँ : एक समाजशास्त्रीय विश्लेषण''** में सोनभद्र की गोंड़, खरवार और बैगा जनजातियों के सामने विकास एवं आधुनिकीकरण के कारण उत्पन्न व्यवसाय के अवसर एवं चुनौतियों के बारे में प्राथमिक तथ्यों के आधार पर समाजशास्त्रीय परिप्रेक्ष्य से जानने का प्रयास किया गया है। उपरोक्त पृष्ठभूमि में यह शोध पत्र जनजातीय समाज और उनके द्वारा अपनाए जाने वाले व्यवसाय की नयी पद्धति की अवधारणा को नये परिप्रेक्ष्य से समझने में सहायक होगा।

प्रस्तावना

भारत विशाल आदिवासियों वाला देश है। अफ्रीका के बाद विश्व की दूसरी सबसे बड़ी आदिवासी आबादी भारत में निवास करती है। 2011 की जनगणना के अनुसार देश की कुल जनसंख्या का 8.6 प्रतिशत आबादी आदिवासियों की है जो भारत के लगभग 15 प्रतिशत भौगोलिक क्षेत्रों में फैले हुए हैं या निवास करते हैं।[1] सदियों से आदिवासी समाज प्राकृतिक परिवेश में रहते रहे हैं एवं अपनी आजीविका के लिए प्राकृतिक संसाधनों पर निर्भर रहे हैं जिसके कारण इनकी अपनी एक अलग संस्कृति विकसित हो गयी है। शायद इसलिए आदिवासियों एवं पर्यावरण के बीच एक घनिष्ठ संबंध पाया जाता है। चूंकि किसी भी समूह या समुदाय की संस्कृति स्थानीय वातावरण के अनुसार विकसित एवं आकारित होती है, ठीक उसी प्रकार आदिवासी समुदाय की भी सामाजिक, आर्थिक एवं सांस्कृतिक जीवन भी स्थानीय प्राकृतिक परिवेश के अनुसार परिभाषित एवं परिचालित होती है।[2] हजारों वर्षों से आदिवासियों ने अपने इस ज्ञान का उपयोग खुद को समायाजित करने, अपनी सांस्कृतिक पहचान को बनाए रखने एवं पारिस्थितिकी संरक्षण के लिए किया है। जिसके माध्यम से वे प्राकृतिक संसाधनों का संतुलित दोहन एवं पर्यावरण का संरक्षण करते रहे हैं लेकिन विकास एवं आधुनिकीकरण के कारण इनके जीवन पद्धति में परिवर्तन होने लगा है।[3] इनके क्षेत्रों में बड़े-बड़े बांधों का निर्माण, वनों की कटाई व प्राकृतिक संसाधनों का असंतुलित दोहन जैसे अनेक विभिन्न कारणों से इनका दैनिक जीवन प्रभावित हुआ है जिसके क्रम में उत्तर प्रदेश के सोनभद्र के जनजातीय समुदाय भी अछूते नहीं रहे हैं। विकास एवं आधुनिकीकरण के कारण इनका दैनिक जीवन भी प्रभावित हुआ है और इसका प्रभाव उनके सामाजिक-आर्थिक व्यवस्था के साथ-साथ उनके व्यवसाय व रोजगार पर भी पड़ा है जिसके कारण उनको अपने पारंपरिक व्यवसाय या जीवन पद्धति को त्यागकर व अपने क्षेत्र को छोड़कर दूसरे क्षेत्रों के शहरों के कल-कारखानों या अन्य क्षेत्रों में काम करने के लिए मजबूर होना पड़ा है।

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विकास के कार्य में भूमि और जल के इस्तेमाल के प्रकार में परिवर्तन करने की जरूरत पड़ती है और इन परिवर्तनों के कारण अक्सर बस्तियों को विस्थापित करना भी जरूरी हो जाता है। लेकिन जैसा कि माइकेल करनिया का कथन है आबादी की इच्छा के विरुद्ध उसे उसके स्थान से विस्थापित करने का काम नहीं करना चाहिए या जहां तक हो सके, उसे टालना चाहिए। यदि परिस्थिति ऐसी हो कि विस्थापित करने के अलावा कोई दूसरा विकल्प सामने न हो तो विस्थापित करने के कार्य को इस तरीके से करना चाहिए कि जिससे विस्थापित होने वालों की आजीविका के साधनों को पूरा संरक्षण प्राप्त हो सके। यदि ऐसा नहीं किया जाता है तो विकास के नाम पर उनमें से कुछ लोग तो मजे में हो जाते हैं और ज्यादातर लोग 'विकास का शिकार' बन जाते हैं। ऐसी परिस्थितियों में हमें पुनःसंस्थापन के कार्य को जनोन्मुख बनाना चाहिए जिससे कि उसमें सबके हितों को समान रूप से सुरक्षित रखा जा सके।[4]

विकास का असर, पारिस्थितिकी में परिवर्तन एवं व्यवसाय की चुनौतियाँ

जनजाति समाज का बड़ा आर्थिक आधार जंगल से जुड़ा है। तेज आर्थिक विकास की दौड़ में वनों पर दबाव बढ़ा है। 1952 में सरकार ने पहली बार औद्योगिक विकास को ध्यान में रखते हुए वन नीति जारी की, जिसमें वन के एक हिस्से को व्यवसायिक तौर पर कच्चे माल के रूप में इस्तेमाल की बात मानी गई। यहीं से जनजाति समाज का आधुनिक समाज के आर्थिक हितों के बीच संघर्ष की शुरुआत हुई। 1988 में भारत सरकार द्वारा दोबारा नई वन नीति जारी की गई जिसमें आदिवासियों को समस्या की जगह समाधान के तौर पर देखा गया, बावजूद इसके वनों और जंगलों पर आधारित आदिवासियों की जीवन से जुड़ी पर्यावास और रोजी-रोटी नजरअंदाज होने लगी। सरकार की विकास परियोजनाएं, सरकारी और निजी औद्योगिक इकाइयों की स्थापना, खनन, हाइड्रोइलेक्ट्रिक तथा सड़क और परिवहन की योजनाओं के चलते उन्हें अपने जंगल और जमीन से अलग होना पड़ा।[5] जिसके परिणामस्वरूप उनके सामने आजीविका और रोजगार जैसी समस्याएं उत्पन्न हो गयीं और उन्हें अपना पारंपरिक व्यवसाय छोड़कर रोजगार के लिए एक जगह से दूसरे जगह पर जाने के लिए मजबूर होना पड़ा। यहीं से जनजाति समाज का शहरों की ओर पलायन शुरू हुआ और उनके सामने आजीविका का समस्या उत्पन्न हुई।

साहित्य समीक्षा

कुलकर्णी, एस.[6] ने अपने लेख 'ट्राइबल कम्यूनिटीज इन इंडिया : टुडे एंड टुमारो' में भारत के जनजाति समुदायों को वर्तमान एंव भविष्य दोनों दृष्टियों से देखने का प्रयास किया है। वे जनजाति समुदायों द्वारा सामना की जाने वाली मुख्य समस्याओं जैसे- गरीबी, भूमि से अलगाव, वनों पर से उनके अधिकारों का हनन, शोषण एंव उनके प्राकृतिक कार्यक्षेत्रों से विस्थापन आदि का वर्णन-विश्लेषण किया है। दूसरी तरफ जनजातियों की स्थितियों के सकारात्मक पक्ष जैसे शिक्षा और नौकरियों में आरक्षण, सफल जनजाति-विशिष्ट आर्थिक नियोजन और सरकार के साथ-साथ स्वैच्छिक संगठनों द्वारा उठाए गए अन्य विकास गतिविधियों पर भी ध्यान केन्द्रित किया है। कुलकर्णी अपने इस लेख में सकारात्मक और नकारात्मक दोनों पहलुओं को संतुलित करके जनजातियों की स्थिति पर बहुत ही अच्छा विश्लेषण प्रस्तुत करते हैं।

दुबे, श्यामाचरण[7] ने अपनी पुस्तक 'समय और संस्कृति' में आदिवासी और उनके स्थानीय प्राकृतिक परिवेश में हो रहे विषम विकास की व्याख्या को प्रस्तुत किया है। उनका मानना है कि वन राष्ट्रीय संपदा हैं लेकिन हजारों वर्षों से जंगलो में आदिवासी रहते हुए आये हैं जिसके परिणामस्वरूप इनकी संस्कृतियों का विकास स्थानीय प्राकृतिक परिवेश के अनुसार हुआ है। विशेषकर आदिवासियों की अर्थव्यवस्था वनों पर निर्भर रही है। इसलिए विकास या वनों की रक्षा के नाम पर हम उन्हें अपने पारंपरिक अधिकारो से वचिंत नही कर सकते हैं लेकिन प्रायः यह देखने को मिलता है कि आदिवासी क्षेत्रों में बहुमूल्य समझी जाने वाली खनिज संपदा का भण्डार होता है इसलिए इन क्षेत्रों में बड़े-बड़े उद्योग स्थापित किये जाते हैं। व्यापक सामाजिक हित के लिए यह जरूरी तो है लेकिन इसके साथ-साथ आदिवासियों के हितों का ध्यान रखना भी उतना ही जरूरी है लेकिन अब तक ये प्रयत्न दुर्बल और अप्रभावी रहे हैं। इसलिए आदिवासियों के लिए विकल्प की तलाश हमें सहानुभूति और दूरदर्शिता से करना है। प्रयास यह करना है कि विकास या औद्योगीकरण की प्रक्रिया उनके लिए अप्रिय और विघटनकारी न हो।

राव, के मोहन[8] ने अपने लेख 'ट्राइबल डेवलपमेंट इन आन्ध्र प्रदेशः प्राब्लम्स, परफॉरमेंस एंड प्रॉस्पेक्टस', में लेखक ने तीन महत्वपूर्ण बिन्दुओ; (1) जनजातीय संस्कृति, कौशल और ज्ञान का महत्व; (2) भूमि की समस्याएं, अशांति और उपचारात्मक उपाय; और (3) जनजाति विकास के पिछले प्रयासों का आलोचनात्मक मूल्यांकन तथा वर्तमान रणनीतियों का महत्वपूर्ण विश्लेषण किया है। लेखक का कार्य आन्ध्र प्रदेश की जनजातियों पर है। उन्होनें वहाँ की जनजातियों के विभिन्न सांस्कृतिक प्रथाओं और आदतों को भी बताया है। वे कहते हैं कि जनजातियों की सांस्कृतिक प्रथाएं ऐसी हैं कि वे एलोपैथिक दवाओं को स्वीकार नही करते हैं बल्कि ऐसी जड़ो और पौधों का उपयोग करते हैं जिनमे औषधीय गुण होता है लेकिन वर्तमान की वन संरक्षण कानून के कारण अब जनजातियों के लिए यह असंभव सा हो गया है।

इसलिए लेखक आगे कहते हैं कि आधुनिक उन्नत तकनीकी और वैज्ञानिक तरीके जनजाति समाज के विकास को बढ़ावा दे सकते हैं लेकिन तब जब जनजातियों के सांस्कृतिक मूल्यों, स्थानीय मान्यताओं, रीति-रिवाजों और परंपराओं को ध्यान में रखते हुए ही कोई भी विकास योजना बनाई जाए।

सरकार, अमिताभ एंड गुप्ता, समीरा दास[9] ने अपनी पुस्तक 'एथनो इकोलॉजी आफ इडियन ट्राइब : डाइवर्सिटी इन कल्चरल अडॉप्टेशन' में पारिस्थितिकी और जनजाति के अन्तःसंबंधों तथा विकास के कारण उसमें होने वाले परिवर्तनों का उल्लेख किया है। वे कहते हैं कि यदि ऐतिहासिक दृष्टि से देखा जाए तो वन और जनजाति सदियों से एक दूसरे से घनिष्ठ रूप से जुड़े रहे हैं। उनके सामाजिक, आर्थिक एवं सांस्कृतिक जीवन का संचालन पूर्ण रूप से जंगलों पर निर्भर रहता है तथा ये प्राकृतिक संसाधनों का संतुलित तरीके से दोहन करते हैं लेकिन विभिन्न भारतीय वन अधिनियमों के माध्यम से राज्यों ने वनों पर एकाधिकार स्थापित करना शुरू कर दिया और जनजातियों को उनके अधिकारों से पूर्ण रूप से वंचित कर दिया। आगे वे कहते हैं कि पारिस्थितिकी परिप्रेक्ष्य से विकास का तात्पर्य स्थानीय प्राकृतिक संसाधनों का संतुलित दोहन करने से है जिससे आर्थिक लाभ भी हो और समकालीन समय में पारिस्थितिकी तंत्र में संतुलन भी बना रहे लेकिन राष्ट्रीय हित के नाम पर सरकारी तथा गैर-सरकारी संगठनों द्वारा अनेक प्रकार के विकास कार्यक्रम चलाए गए और सरकार ने भी इन विकास कार्यक्रमों पर भारी मात्रा में धन व्यय किया। इसके बावजूद सरकार वांछित लक्ष्य को प्राप्त करने में असफल रही है और दूसरी तरफ जनजातियों को उनके मूलस्थान से विस्थापित होना पड़ा एवं पारिस्थितिकी तंत्र को भी भारी नुकसान पहुँचा। आगे लेखक कहते हैं कि किसी भी विकास कार्यक्रम में प्राकृतिक संसाधनों को नजरअंदाज नहीं किया जा सकता। विकास की प्रक्रिया को सुविधाजनक बनाने के लिए इन प्राकृतिक संसाधनों का उचित उपयोग किया जाना चाहिए। प्राकृतिक पर्यावरण के बेहतर प्रबंधन और पर्यावरण संतुलन को बनाए रखने के लिए हमेशा अपने सतत उपयोग के साथ प्राकृतिक संसाधनों के संरक्षण का भी ख्याल रखना चाहिए।

सिंह[10] ने अपनी पुस्तक 'ट्राइब्ल डेव्लपमेंट इन इंडिया' में आधुनिकीकरण के परिणामस्वरूप जनजातीय अर्थव्यवस्था में हुए बदलावों का अध्ययन किया है। इसमें कोई संदेह नहीं है कि आधुनिकीकरण और विकास की सामाजिक-आर्थिक ताकतों के कारण सम्बन्धित क्षेत्रों के लोगों को कुछ लाभ मिले हैं लेकिन उनसे मिलने वाले लाभों से कहीं ज्यादा उससे नुकसान हुआ है। विकास प्रेरित विस्थापन, अनैच्छिक प्रवासन और पुनर्वास ने जनजातियों के हाशिए को जन्म दिया है और उनके सामने बड़ी समस्याए खड़ी कर दी हैं। नई आर्थिक पद्धति ने अर्थव्यवस्था के निजीकरण और बाजारीकरण का नेतृत्व किया है जिसको आदिवासी समुदायों के अस्तित्व के लिए वृहद खतरा माना गया है।

हसनैन, नदीम[11] ने अपनी पुस्तक 'जनजातीय भारत' में औद्योगीकरण व नगरीकरण की अवधारणा के पश्चात् भारत में प्रारम्भ हुई विभिन्न प्रकार की परियोजनाओं तथा उससे पारिस्थितिकीय तंत्र पर पड़ने वाले नकारात्मक प्रभावों का विवेचन किया है। विभिन्न प्रकार के उद्योगों की स्थापना, बड़े बांधों का निर्माण, खनन कार्य व विद्युत परियोजनाओं के कारण जनजातीय क्षेत्रों में गरीबी, प्रवसन व विस्थापन जैसी गंभीर समस्याएं उत्पन्न हो गई हैं, साथ ही उनके पारिस्थितिकीय तंत्र में भी तेजी से विखण्डन हो रहा है।

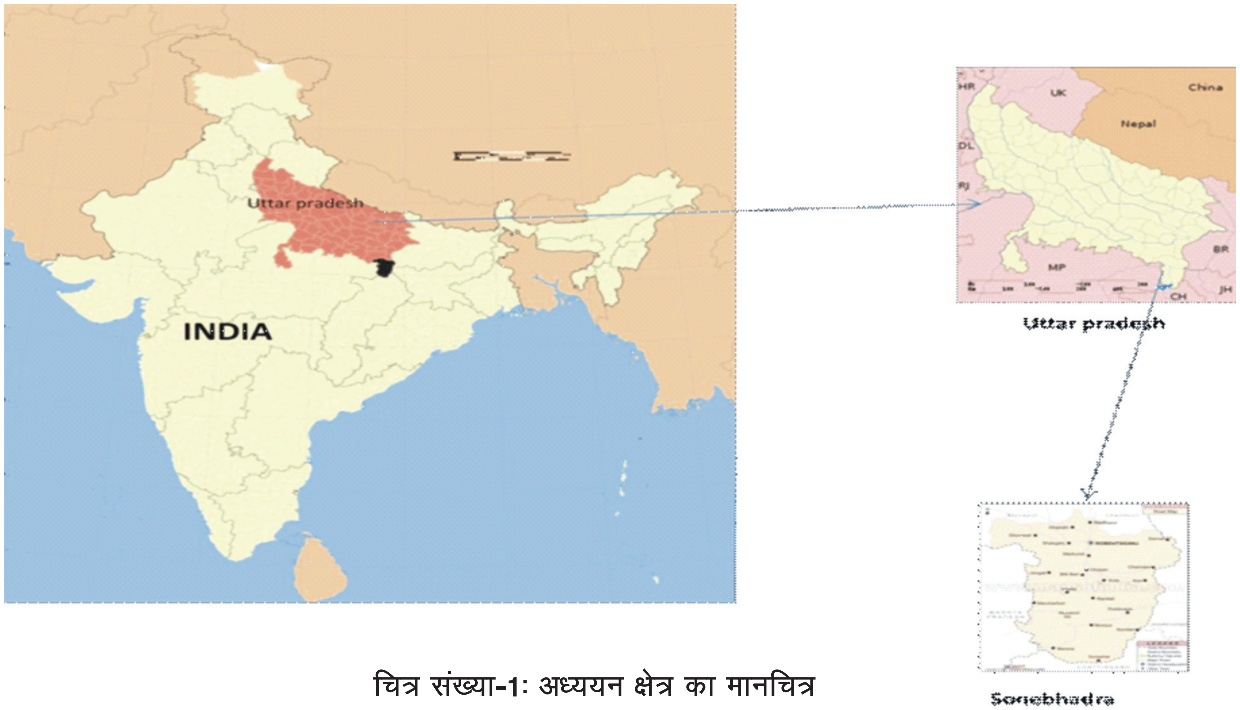
उपर्युक्त तथ्यों के विश्लेषण के आधार पर देखा जाये तो आदिवासी क्षेत्रों में हुए विकास कार्यों या आधुनिकीकरण के परिणामस्वरूप बहुत से परिवर्तन हुए हैं जिसके कारण आदिवासियों के सामने विस्थापन, गरीबी एवं प्रवसन जैसी समस्याओं का उद्भव हुआ है तथा साथ ही अपने पारंपरिक व्यवस्था के अलगाव के कारण इनके सामने रोजगार और व्यवसाय की समस्याएं भी उत्पन्न हुई हैं।

शोध के उद्देश्य

''विकास एवं आधुनिकीकरण के कारण जनजातियों के सामने उत्पन्न व्यवसाय की चुनौतियों एवं अवसर का अध्ययन करना।''

अध्ययन पद्धति

प्रस्तुत शोध पत्र हेतु उद्देश्यपूर्ण प्रतिदर्श के आधार पर सोनभद्र जनपद का चयन किया गया है। सोनभद्र जनपद में 8 विकासखण्ड हैं, जिसमें से 3 विकासखण्डों में आदिवासियों की जनसंख्या अधिक है। अध्ययन के उद्देश्य की पूर्ति हेतु नगवा, दुद्धी एवं बभनी विकासखण्डों का चयन किया गया है। असंभावनामूलक प्रतिचयन (Non-Probability Sampling) के अन्तर्गत उद्देश्यात्मक प्रतिचयन (Purposive Sampling) के माध्यम से प्रत्येक ग्राम पंचायत से 100 जनजातियों का चयन किया गया है, जिनकी कुल संख्या 300 है। अध्ययन की प्रकृति व उद्देश्य को ध्यान में रखते हुए वर्णनात्मक (Descriptive) शोध पद्धति का उपयोग किया गया है जिससे अध्ययन क्षेत्र के विभिन्न पहलुओं के बारे में सही-सही जानकारी प्राप्त हो सके।[12] इस अध्ययन में मात्रात्मक एवं गुणात्मक दोनों पद्धतियों का भी उपयोग कर विश्लेषण प्रस्तुत किया गया है। चयनित उत्तरदाताओं से साक्षात्कार अनुसूची के माध्यम से तथ्यों का संग्रह व विश्लेषण प्रस्तुत किया गया है।



चित्र संख्या-1: अध्ययन क्षेत्र का मानचित्र

Source: https://www.researchgate.net/figure/Location-map-of-studyarea-Sonebhadra-district-in-Uttar-Pradesh-India_fig1_285745623[13]

अध्ययन क्षेत्र के उत्तरदाताओं की व्यवसाय सम्बन्धित जानकारियां एवं चुनौतियां

प्रस्तुत शोध पत्र में उत्तर प्रदेश के सोनभद्र जनपद में विकास एवं आधुनिकीकरण के कारण हुए परिवर्तनों से वहां की जनजातीय समाज के सामने उत्पन्न व्यवसाय की समस्या के विभिन्न पहलुओं के बारे में जानने का प्रयास किया गया है तथा साथ ही चयनित उत्तरदाताओं से प्राप्त तथ्यों को सारणी के माध्यम से प्रदर्शित एवं उसका गुणात्मक विश्लेषण भी प्रस्तुत किया गया है।

तालिका क्रमांक-1: वर्ष में हर समय काम की उपलब्धता

क्रम सं.	साल में हर समय काम की उपलब्धता	जनजाति						सम्पूर्ण योग	
		गोंड		खरवार		बैगा			
		सं.	%	सं.	%	सं.	%	सं.	%
1.	हाँ	6	6.0	4	4.0	3	3.0	13	4.4
2.	नहीं	94	94.0	96	96.0	97	97.0	287	95.6
	योग	100	100.0	100	100.0	100	100.0	300	100.0

उपर्युक्त तालिका क्रमांक 1 से प्राप्त तथ्यों के विश्लेषण से ज्ञात होता है कि 13 अर्थात 4.4 प्रतिशत जनजातीय उत्तरदाताओं को वर्ष में हर समय काम मिल जाता है, 287 अर्थात 95.6 प्रतिशत उत्तरदाताओं को साल में हर समय काम नहीं मिलता है।

निष्कर्षतः यह कहा जा सकता है कि सोनभद्र के सर्वाधिक 95.6 प्रतिशत जनजातीय उत्तरदाताओं जिनमें गोंड़, खरवार एवं बैगा हैं को वर्ष में हर समय काम नहीं मिलता है। बहुत ही कम उत्तरदाता ऐसे हैं जिनको साल में हर समय काम मिलता है। इसलिए जिनको काम नहीं मिलता है उनको शिक्षा, स्वास्थ्य, जीविकोपार्जन एवं गरीबी से सम्बन्धित अनेक प्रकार की गंभीर समस्याओं का सामना करना पड़ता है।

तालिका क्रमांक-2 : दैनिक जीवन में व्यवसाय के अवसर

क्रम सं.	दैनिक जीवन में व्यवसाय	जनजाति						सम्पूर्ण योग	
		गोंड		खरवार		बैगा			
		सं.	%	सं.	%	सं.	%	सं.	%
1.	दातुन बेचना	9	9.0	37	37.0	0	0.0	46	15.3
2.	लकड़ी बेचना	32	32.0	12	12.0	2	2.0	46	15.3
3.	दूध बेचना	17	17.0	14	14.0	11	11.0	42	14.0
4.	पूजा-पाठ करवाना	0	0.0	0	0.0	36	36.0	36	12.0
5.	दिहाड़ी मजदूरी	29	29.0	27	27.0	33	33.0	89	29.7
6.	अन्य	7	7.0	6	6.0	15	15.0	28	9.3
7.	वर्ष में हर समय काम मिल जाता है	6	6.0	4	4.0	3	3.0	13	4.4
	योग	100	100.0	100	100.0	100	100.0	300	100.0

उपर्युक्त तालिका क्रमांक 2 से प्राप्त तथ्यों के विश्लेषण से स्पष्ट है कि 46 अर्थात 15.3 प्रतिशत जनजातीय उत्तरदाता दातून बेचते हैं, 46 अर्थात 15.3 प्रतिशत उत्तरदाता लकड़ी बेचते हैं, 42 अर्थात 14.0 प्रतिशत उत्तरदाता दूध बेचते हैं, 36 अर्थात 12.0 प्रतिशत उत्तरदाता पूजा-पाठ करवाते हैं, 89 अर्थात 29.7 प्रतिशत उत्तरदाता दिहाड़ी मजदूरी करते हैं, 28 अर्थात 9.3 प्रतिशत उत्तरदाता अन्य (ठेला चलाने, ढाबा पर काम करने, मिस्त्री का काम, ड्राइवर का काम आदि) काम करते है तथा मात्र 13 अर्थात 4.4 प्रतिशत उत्तरदाता ऐसे है जिनको वर्ष में हर समय काम मिल जाता है।

निष्कर्षतः यह कहा जा सकता है कि सर्वाधिक 89 अर्थात 29.7 प्रतिशत जनजातीय उत्तरदाता ऐसे हैं जो दैनिक जीविकोपार्जन के लिए दिहाड़ी मजदूरी करते हैं, इसके अतिरिक्त अलग-अलग काम या व्यवसाय (दातून, लकड़ी एवं दूध बेचने तथा पूजा-पाठ करवाने) करने वाले उत्तरदाताओं की संख्या लगभग समान है। यहां अन्य काम का तात्पर्य पहाड़ों का पत्थर तोड़ने, ढाबा पर मजदूरी करने, ठेला चलाने, किसी दूसरे के यहां मजदूरी करने या आदि कामों के करने से है।

जो जनजाति उत्तरदाता दैनिक जीविकोपार्जन के लिए दातून (दांत साफ करने के लिए इस्तेमाल किए जाने वाले नीम की छड़ें) बेचने जाते हैं उनमें ज्यादातर खरवार जनजाति के लोग हैं। उनसे पूछने पर ज्ञात हुआ कि परिवार में पुरुष या उसका कोई लड़का आस-पास के क्षेत्रों से या वनों से नीम का दातून तोड़कर एक दिन पहले शाम को घर में लाकर रख लेते हैं और अगले दिन भोर में ही पुरुष या महिला में से कोई एक व्यक्ति नजदीकी रेलवे स्टेशन पर उसको बेचने के लिए जाते हैं जो उनके घर से लगभग 20 से 25 कि.मी. की दूरी पर स्थित होता है। ये दूरी उन्हें साईकिल या पैदल ही तय करना होता है क्योंकि इसके अतिरिक्त उनके पास अपना कोई साधन नही है और किराए के साधन का वे इसलिए इस्तेमाल नहीं करते है क्योंकि उसका खर्च वे वहन करने में सक्षम नहीं है इसलिए उन्हें बहुत समय लगता है और विभिन्न समस्याओं का सामना करना पड़ता है।

जो जनजाति उत्तरदाता लकड़ी बेचकर अपना जीविकोर्पन करते हैं, उनमें ज्यादातर गोंड़ जनजाति के लोग हैं। उनसे पूछने पर ज्ञात हुआ कि घर के पुरुष या महिला में से कोई एक या कभी-कभी दोनों लोग अपने बच्चों के ऊपर घर की जिम्मेदारी देकर आस-पास के जंगलों में सुबह-सुबह ही चले जाते हैं और वहां से लकड़ी इकट्ठा करते हैं जिसमें उन्हें कभी-कभी पूरा दिन लग जाता है। वे उस लकड़ी को अपने गांव के नजदीक से गुजरने वाली प्रमुख सड़क जहां पर बड़ी गाड़ियों का आवागमन ज्यादा होता है, के पास जो ढाबा होता है उन्हें बेच देते हैं। यह सड़क उनके गाँव से लगभग 5 से 8 कि.मी. की दूरी पर स्थित होती है इसलिए उन्हें काफी परेशानियों का सामना करना पड़ता है। लकड़ी को अपने सर पर ही रखकर जंगल से लाना पड़ता है और लगभग 5 से 8 कि.मी. की दूरी उन्हें तय करनी होती है क्योंकि इनके पास कोई साधन नहीं होता है जिस पर ये रखकर उसको ला सकें और जंगल से मुख्य सड़क तक कोई रास्ता भी नहीं बना है इसलिए उन्हें यह काम पैदल ही करना करना पड़ता है।

पूजा-पाठ करवाकर अपना जीविकोर्पाजन करने वाले उत्तरदाताओं में सिर्फ बैगा जनजाति के लोग हैं। ये अपने या सोनभद्र जनपद के अन्य आदिवासी समुदायों में जन्म, विवाह, मृत्यु या अन्य अवसरों पर आयोजित या किए जाने वाले धार्मिक अनुष्ठानों, कर्मकाण्डों, क्रियाकर्मां आदि में पूजा-पाठ या धार्मिक क्रिया सम्पन्न करवाने का काम करते हैं और बीमारी या अन्य समस्याओं के समय में झाड़-फूक करवाने का भी काम करते हैं।

कुछ उत्तरदाता ऐसे हैं जो दूध बेचकर अपनी दैनिक जरूरतों की पूर्ति करते हैं। दूध बेचने का काम गोंड़, खरवार और बैगा तीनों जनजातियों के लोग करते हैं। लेकिन ये काम तीनों जनजातियों में बहुत कम लोग ही करते हैं क्योंकि सबके पास इतना पैसा नहीं होता है जिससे कि वे मवेशियों को खरीद सकें। इन लोगों से पूछने पर ज्ञात हुआ कि ये लोग अपने मवेशियों के सुबह के दूध को गांव में या अपने नजदीक के ढाबा या किसी दूकान पर बेचने जाते हैं और उसके बदले में रोज का पैसा उन्हें मिल जाता है जिसका वे अपने दैनिक निर्वहन के उपयोग में करते हैं।जो जनजातीय उत्तरदाता दिहाड़ी मजदूरी का काम करते हैं, उनमें गोंड़, खरवार और बैगा तीनों जनजातियों के लोग लगभग समान हैं। इन लोगों से पूछने पर ज्ञात हुआ कि उन्हें मनरेगा या अन्य इस प्रकार के कामों में वर्ष में हर समय काम नहीं मिलता है जिससे उन्हें अपने दैनिक जीवन के निर्वाह में बहुत समस्याएं होती हैं इसलिए वे ऐसे काम की तलाश करते हैं जिसमें उन्हें रोज काम के बदले कुछ आय हो जाए और वे अपने दैनिक जीवन निर्वहन कर सकें, इसलिए ये लोग पहाड़ पर पत्थर तोड़ने का काम करते हैं या किसी का मकान बन रहा होता है तो वहां पर मजदूरी करते हैं। इसमें इन्हें रोज काम के बदले पैसा मिल जाता है लेकिन इसमें इन्हें बहुत काम करना पड़ता है जो मजदूर पत्थर तोड़ने का काम करते हैं, उनसे लगभग 10 से 12 घण्टे काम लिया जाता है और बदले में इन्हें बहुत कम मजदूरी दी जाती है। इससे इनका जैसे-तैसे अपने दैनिक जीविकोपार्जन का काम तो हो जाता है लेकिन पूरी तरह से समस्याओं से छुटकारा इन्हें नहीं मिलता है। दूसरी बात ये है कि जहां पर ये लोग काम करते हैं वह कभी भी खत्म या बन्द हो सकता है जिससे इनके सामने रोजगार का संकट बना रहता है इसलिए ये लोग हमेशा नये रोजगार की तलाश में रहते हैं जिससे इनके सामने जीविकोपार्जन की समस्या उत्पन्न न हो।

अन्य काम के अन्तर्गत कुछ उत्तरदाता ठेला चलाने का काम करते है, कुछ उत्तरदाता ढाबा पर काम करते हैं, दूसरे का मकान बन रहा हो वहां पर मिस्त्री का काम करने आदि से शामिल है।

तालिका क्रमांक-3ः व्यवसाय या रोजगार से आय

क्रम सं.	व्यवसाय या रोजगार से आय (रु. में)	जनजाति						सम्पूर्ण योग	
		गोंड		खरवार		बैगा			
		सं.	%	सं.	%	सं.	%	सं.	%
1.	100-150	26	26.0	33	33.0	11	11.0	70	23.3
2.	151-200	4	4.0	9	9.0	36	36.0	49	16.3
3.	201-250	13	13.0	19	19.0	18	18.0	50	16.7
4.	251-300	57	57.0	39	39.0	35	35.0	131	43.7
	योग	100	100.0	100	100.0	100	100.0	300	100.0

उपर्युक्त तालिका क्रमांक 3 से प्राप्त तथ्यों के विश्लेषण से स्पष्ट है कि 70 अर्थात 23.3 प्रतिशत उत्तरदाताओं को काम से 100-150 रुपये, 49 अर्थात 16.3 प्रतिशत उत्तरदाताओं को काम से 151-200 रुपये, 50 अर्थात 16.7 प्रतिशत उत्तरदाताओं को काम से 201-250 रुपये तथा 131 अर्थात 43.7 प्रतिशत उत्तरदाताओं को काम से 251-300 रुपये प्रतिदिन के हिसाब से आय होती है।

निष्कर्षतः यह कहा जा सकता है कि ज्यादातर 43.7 प्रतिशत उत्तरदाता ऐसे हैं जिनको काम से 251-300 रुपये प्रतिदिन के हिसाब से आय होती है। उसके बाद 151-200 रुपये और 201-250 रुपए तक आय होने वाले उत्तरदाताओं की संख्या लगभग समान है तथा कुछ उत्तरदाता ऐसे हैं जिनकी आय 100-150 रुपए प्रतिदिन के हिसाब से होती है। इन लोगों से पूछने पर ज्ञात हुआ कि जो उत्तरदाता दातून (दांत साफ करने के लिए इस्तेमाल किए जाने वाले नीम की छड़ें) एवं दूध बेचने का काम करते है उनकी प्रतिदिन की आय लगभग 100 से 150 रुपए के बीच ही हो पाती है। जो उत्तरदाता जंगल से लकड़ी इकट्ठा करके बेचते हैं जिसमें गोंड़ जनजाति के लोग ही ज्यादा हैं उनकी लकड़ी के एक बंडल कमाई प्रतिदिन लगभग 250 से 300 रुपए तक हो पाती है। गोड़, खरवार एवं अन्य आदिवासी समुदायों में पूजा-पाठ का काम बैगा जनजाति के लोग ही करते हैं । इस काम से उन्हें 151-200 रुपए तक की कमाई हो जाती है और जिन परिवारों के यहां खेती होती है तो वह परिवार पूजा-पाठ के बदले पैसे के साथ-साथ कुछ अनाज भी इन्हें दे देते हैं । अन्य काम के अन्तर्गत जो लोग पहाड़ों का पत्थर तोड़ने, ढाबा पर मजदूरी करने, ठेला चलाने, किसी दूसरे के यहां मजदूरी करने का काम करते है जिससे उनकी प्रतिदिन की कमाई 201-250 रुपए तक हो जाती है।

निष्कर्ष

प्रस्तुत शोध पत्र के आधार पर निष्कर्षतः यह कहा जा सकता है कि सोनभद्र जनपद में निवास करने वाले गोंड़, खरवार और बैगा जनजातियों के सामने दैनिक जीविकोपार्जन की समस्या आज भी मौजूद है और इसका प्रमुख कारण उनके पास रोजगार या व्यवसाय का नहीं होना है। विकास एवं आधुनिकीकरण ने आदिवासियों से उनके परंपरागत व्यवसाय को तो उनसे छीना ही है तथा साथ ही उनके सामने रोजगार और व्यवसाय की समस्या को भी उत्पन्न किया है। एक तरह से कहा जाय तो विकास एवं आधुनिकीकरण के परिणामस्वरूप आदिवासी समाज ने अपने पारंपरिक आर्थिक पद्धति को भी खो दिया और उन्हें नये रोजगार या व्यवसाय का अवसर भी नही दिया गया है। इसका प्रमुख कारण आदिवासी क्षेत्रों में नकारात्मक विकास, प्राकृतिक संसाधनों का असंतुलित दोहन, आदिवासियों के अनुकूल विकास का न होना, स्थानीय जंगलों या वनों की भारी मात्रा में कटाई इत्यादि है। भारतीय जनजातियों पर टिप्पणी करते हुए कार्ल मार्क्स ने सत्य ही कहा है कि औद्योगिकरण की प्रक्रिया में ये लोग अपने मौलिक वातावरण तथा स्थानों से वंचित हो जाते हैं तथा इस आधुनिकीकरण से उन्हें कोई लाभ नहीं मिलता है। इसके कारण इन जनजातियों की व्यथाओं तथा कठिनाइयों में वृद्धि ही होती है।[14] सोनभद्र स्थित आदिवासी उत्तरदाताओं का कहना है कि आदिवासी रोजगार की तलाश में अपने मूल स्थान को छोड़कर अन्य स्थानों की तरफ पलायन कर रहे हैं क्योंकि स्थानीय प्रशासन और सरकार उनके आर्थिक मुद्दों एवं रोजगार की समस्या को हल करने में विफल रही है। यहां के आदिवासियों के सामने एक और सबसे बड़ी समस्या यह है कि उन्होंने अपनी खेती की जमीन भी खो दी है जिस पर वे खेती करते थे और जिनके पास खेत है भी, वह पानी की कमी के कारण खेती नहीं कर पाते है। इस तरह से हम देखें तो पाते हैं कि सोनभद्र क्षेत्र के गोंड़, खरवार और बैगा जनजातीय समुदायों का बड़ा हिस्सा विविध समस्याओं से घिरा हुआ है जिसमें से उनके सामने रोजगार की समस्या एक है।

एक तरह से कहा जाये कि आदिवासी क्षेत्रों में विकास एवं आधुनिकीकरण से आदिवासी आर्थिक व्यवस्था में सुधार होगा तो यह विचार मिथ्या ही सिद्ध हुआ है। आदिवासी क्षेत्रों की प्रमुख औद्योगिक योजनाओं ने न केवल उन्हें अपने घरों से बेघर कर दिया है बल्कि उन्हें किसी प्रकार का रोजगार भी नहीं दिया जिससे कि ये लोग अपने पारंपरिक वातावरण में जीवनयापन कर सकें। इसलिए सरकार को कम से कम इस दिशा में काम करने की आवश्यकता है जिससे कि आदिवासियों का दूसरे शहरों में पलायन रोका जा सके और उनके रोजगार या व्यवसाय की समस्या को दूर किया जा सके जिससे वे अपने परिवार के लिए दो वक्त की रोटी अपने क्षेत्र में ही काम कर कमा सके और इसके लिए उन्हें संघर्ष न करना पड़े। सरकारी एवं गैर-सरकारी संगठनों द्वारा ऐसी योजनाओं का निमार्ण किया जाये जिससे कि सोनभद्र में निवास करने वाली जनजातीय समुदायों की समस्याओं को दूर किया जा सके।

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Locus of Control and Academic Performance of College Students

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Abstract

The study was aimed at finding out the impact Locus of control (LOC) has on the Academic performance of college students. The study also observes the impact of genderon the academic performance of college students. Total 108 participants which included 50 males and 58 females were selected as subjects for the study from different colleges and universities. Julian B. Rotter's Locus of Control Scale (LCS) was used to compute the students' locus of control and a mean of their marks obtained in 3 semesters was calculated to obtain the average marks scored by each subject. A 2-factorial analysis of variance (ANOVA) was used to test the hypotheses and a t-test was also employed to check the significant difference between the academic performance of students with an internal locus of control and external locus of control. The results reflect that Locus of control of the students does not have a significant impact on their academic performance, also the gender of the students did not have a significant impact on their academic performance. The interaction effect of both loci of control and gender did not have any significant impact on their academic performance. In addition to this, there was no significant difference between the academic performance of students with an internal locus of control and an external locus of control.

Locus of Control

Locus of control is a concept, formulated by Julian B. Rotter (1954) within his Social Learning Theory. It is a construct used to classify an individual's basic motivational orientation and analyse their sense of how much control they have over their lives. People with an external LOC usuallyact in response to external circumstances, believing that their lives are shaped by factors beyond their control.People with an internal LOC usually act bytheir inner states and intentions, perceiving their life outcomes to be the result of their agency and abilities.

Rotter explains LOC in terms of "internal versus external control of reinforcements". When one perceives that their behaviour and attitudes result in a positive reward, an internal LOC is denoted. However, when they perceive that external factors outside their control (such as destiny or luck) are responsible for rewarding behaviour an external LOC is denoted. The word 'Locus' meaning 'location' or 'place' in Latin, literally translates to the place where one's control lies which may be internal or external. LOC identifies individual differences between people on a continuum between- an internal LOC, where people attribute events to their control, and an external LOC, where people attribute events in their life to external circumstances. Rotter (1975) postulated that internality and externality were at two ends of a continuum, and not atypology. Internals attribute the outcomes of events to their control and Externals attribute the outcomes of events to external circumstances.

Phares (1957) examined beliefs about internal versus external control of reinforcement. He assumed that individuals develop a general expectancy in their ability to control their lives. People who believe that events occur in their lives due to their efforts and personality characteristics have an"expectancy of internal control", while ones who believe life eventsdependent on chance, fate,luck, orinfluential others have an "expectancy of external locus of control".

Herbert M. Lefcourt, (1976) defined perceived LOC as "...a generalised expectancy for internal as opposed to external control of reinforcements". He regarded individuals as actors who determine their fates and stated that this potential 'to do something' gives rise to the concept of observed control.

Academic Performance

The academic performance of scholars is a crucial aspect (Rono, Onderi & Owino, 2014) and amongst the important goals of education (Narad and Abdullah, 2016).

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Described as the knowledge gained by a student,its assessed in terms of marks from a teacher and educational goals set by institutionswhich is achieved over a specific period. Academic performance is the pivot, around which significant units of the education system revolve, which is why, especiallyamongstudentsinhigher education institutions,it isan area of interest for researchers, policy framers and planners. Since sound academic performance is considered a pre-requisite for securing good jobs, better careers and a good quality of life, the academic performance of a student is of immense significance. Its impact on any nation is multi-faceted, even though it may just seem to be an outcome of literacy. Narad and Abdullah (2016) stated a general belief in their researchthat a good academic performance signals better career prospects and thus a secure future.

The nebulous concept of academic performance of the students can be arranged into the followingcategories:

1. **Knowledge Centric-** Gaining knowledge
2. **Skill and Ability Centric-** Acquiring skills and competencies
3. **Academic Achievement Centric-** Obtaining good grades and similar academic achievements
4. **Career Centric-** Building a progressive career; and
5. **Persistence Centric-** Intention and persistence towards knowledge.

Psychologists believe that academic performance has a significant relationship with an Individual's LOC and is influenced by many factors like intelligence, motivation, and stress.We accessed students' LOC which indicates what they believe; whether their academic performance is a result of factors which are under their control indicating an internal LOC, or factors out of their control indicating an external LOC. The LOC influences academic performance as it determines the degree of effort applied to obtain a satisfactory threshold for academic performance. If one assumes an external LOC, they shall believe the situation to be out of their control and majorly influenced by external factors, therefore the efforts, drive, and motivation to achieve better results shall not be optimal. On the other hand, if one assumes an internal LOC, they shall believe the situation to be under their control and directly dependent on their persistence.

Methodology

Research Problem: The research problem is

- To find the difference between the academic performance of college students with an internal LOC and an external LOC.
- To explore the impact of the LOC on the academic performance of male and female college students.

Objectives

The research was aimed

- To find out the LOC of college students.
- To find out the academic performance of college students.
- To determine the impact of LOC on the academic performance of students.
- To determine the impact genderhas on the academic performance of college students.
- To find the significant difference in Academic performance of college students with an internal LOC and external LOC.
- To find out the significant difference between the academic performance of male college students with an internal LOC and external LOC.
- To find out the significant difference between the academic performance of female college students with an internal LOC and external LOC.

Hypotheses

H1 LOC will affect the academic performance of college students.

H2 The Academic performance of college students with an internal LOC is better than the academic performance of college students with an external LOC.

H3 Gender will affect the academic performance of college students.

H4 The interaction of Gender and LOC will affect the academic performance of college students.

Variables

- ***Independent Variable-*** Locus of Control (LOC)
- ***Dependable Variable-*** Academic Performance

Sample

Convenience sampling was used to gather 109 responses which included 58 females and 51 males all ages 18-25 years. All participants were college-going students of average socioeconomic backgrounds.

Tools

- LOC of the participants was measured by using Julian B. Rotter's Locus of Control Scale (LCS) which was published in 1966. It is a 29-item questionnaire where the respondent selects from two statementsand takes about 5-10 minutes.This is a forced-choice self-report questionnaire but can also be administered by the intervieweron both adolescents and adults.The scale includes 6 filler items used to reduce bias and 23 items which determine an individual's LOC as internal or external. The scores canrange from 0-23 and according to Rotter (1966) it has a stable internal validity and test-retest reliabilitytested after 1 month.
- The Academic performance of the college students was computed by first gathering the marks obtained by the respondents, in 3 consecutive examinations held in their institutions and then calculating a mean of those provided scores.

Statistical Techniques

- A 2 factorial Analysis of Variance (ANOVA) was done to find out the impact LOC,gender, and the interaction of these two variables had on the academic performance of college students
- An independent sample t-test was done to find out the significant difference between the academic performances of college students with an internal LOC and an external LOC.

Results

Table 1: Statistical details of Academic performance of college students with Internal and External LOC

	Locus of Control					
	N	Min Marks	Max Marks	Range of Marks	Mean Marks	Std Deviation
External	47	60	97.43	37.43	76.54	9.51
Internal	61	35	92.43	57.43	75.21	10.63

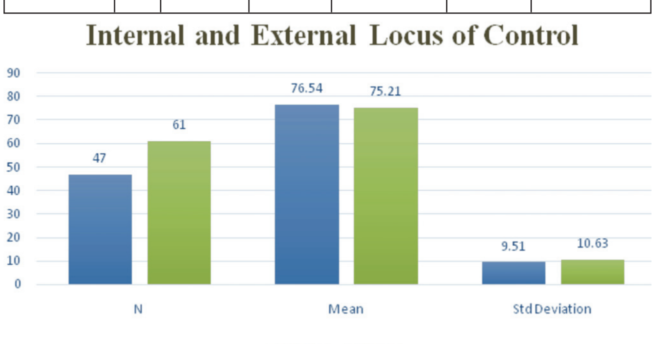

Fig 1: Comparison between statistical data obtained from academic performance ofstudents with internal and external LOC

Table 2: Statistical details of academic performance of male and female college students with Internal and External LOC

	Locus of Control						
	Gender	N	Min Marks	Max Marks	Range	Mean	Standard Deviation
Internal	Male	31	60	92.43	32.43	77.25	9.3
	Female	30	35	92.2	57.2	73.09	11.63
External	Male	19	55	90.93	35.93	75.92	9.21
	Female	28	62.06	97.43	35.37	76.97	9.85

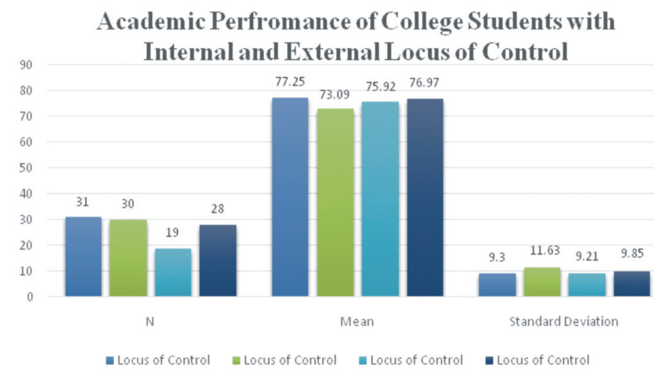

Fig 2: Comparison of the academic performance of college students with Internal and External Locus of Control

Table 3 (H_1, H_3, H_4): Results of the 2 factorial ANOVA to assess the effect of Gender and LOC on the Academic performance of college students

Cases	Sum of Squares	df	Mean Square	F	p
LOC	42.01	1	42.01	0.409	0.524
Gender	62.764	1	62.764	0.611	0.436
Gender * LOC	175.78	1	175.78	1.712	0.194
Residuals	10677.333	104	102.667		

*Level of significance at 0.05

Table 3 shows the effect of Gender, LOC, and the interaction of these two factors, on academic performance. It is seen that Gender does not affect the academic performance of college students. The p-value for gender is > 0.05 thereby rejecting H_1. Similarly, Locus of control alone is seen to not affect the academic performance of college students thereby rejecting H_3,since the p-value for LOC is > 0.05. Since there is no effect of the 2 factors on the dependent variable, consecutively there is no effect of the interaction of the same on the academic performance. The p-value of the interaction effect is also > 0.05, therefore,H4 stands rejected.

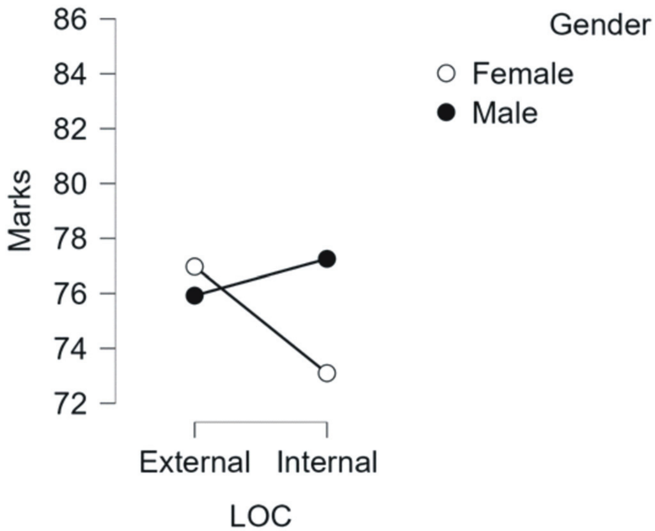

Fig 3: Results of the 2 Factorial Analysis of Variance

Figure 3 displaying results of the 2-factorial ANOVA shows that average marks of the students lie on the Y-axis while the X-axis representing the LOC is divided into internal and external loci. Gender is represented on the graph as males (highlighted circle) and females (hollow circle). A trend is seen wherein males with an external LOC score less than males with internal LOC. Females with an external LOC score much more than females with an internal LOC. The highest marks are scored by males with internal LOC and then by females with external LOC, closely followed by males with external LOC and the lowest marks are scored by females with an internal LOC.

Table 4 (H_2):Descriptive statistics of the t-test

	Group	N	Mean	SD	SE	Coefficient of variation
Marks	External	47	76.548	9.513	1.388	0.124
	Internal	61	75.21	10.638	1.362	0.141

Table 5: Table showing results of the t-test that finds out the significant difference betweenacademic performance of college students with internal and external LOC

	t	df	p
Marks	0.678	106	0.499

*Level of significance at 0.05

Table shows results of the t-test conducted to find the significant difference between academic performances of college students with internal and external LOC. Theobtained p-valueis 0.499 which is > 0.05, leading us to reject H_2 and implying no significant difference between the academic performance of college students with an external LOC.

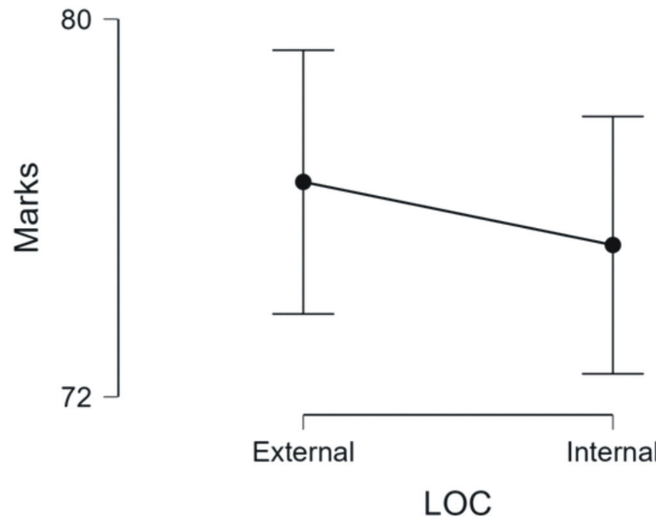

Fig 4: Figure showing the results obtained in the t-test

Figure 4 shows results obtained in the t-test to determine the significant difference between academic performances of college students with an internal and an external LOC. The Y- axis shows marks scored by students and the X-axis shows the LOC of the students which is divided between external and internal loci. Students with an external LOC lie higher and have higher scores than students with an internal LOC.

Discussion

The purpose of this study was to explore the impact of LOC on the academic performance of male and female college students and to find if there is a difference between the academic performance of college students with an internal and an external LOC. The study was conducted on male and female college students at different universities, Rotter's Locus of Control (LCS) IE scale (Internal- External scale) was used to find the LOC while Academic Performance was assessed by calculating the mean marks of 3 semesters.

Analysis of the obtained results does not support the hypotheses.

H_1: LOC will affect the academic performance of college students.

H_1 was rejected since the result of the 2 factorial ANOVA suggests that LOC and gender of the students, both have no significant impact on their academic performances. In Table 3 it is seen that the p-value for gender is 0.436 and > 0.05 which is the level of significance. Hence, it isinferred that the impact of gender on academic performance is not significant.

H_2: The Academic performance of college students with an internal LOC is better than the academic performance of college students with an external LOC.

Table 4 shows results of the t-test conducted to find the significant difference between the academic performance of college students with an internal and an external LOC. Since the obtained p-value of academic performance is 0.499 is > 0.05, we infer that there is no significant difference between the academic performance of college students with an internal and academic performance of college students with an external LOC. Hence, we reject H_2.

H_3: Gender affects the academic performance of college students.

Table 3 displaying results of the 2 factorial ANOVA aiming to find if Gender affects the academic performance of college students, shows that the p-vale of Gender is 0.436 which is > 0.05. This means that the effect of gender on academic performance is not significant which is why we reject H_3.

H_4: The interaction of Gender and LOC affects the academic performance of college students.

Table 3 displays results of the 2 factorial ANOVA and aims to find out the interaction effect of both LOC and Gender on the academic performance of college students. P-vale of the interaction effect is 0.194 which is > 0.05 meaning that interaction effect of LOC and Gender does not have a significant effect on the Academic Performance of college students. Thus, we reject H_4.

Nehal Deora (2015) conducted a study onthe Impact of Academic Self Efficacy and Locus of Control on Academic Achievement of high school studentsaiming to examine whether there is an impact of gender, academic self-efficacy, and LOC on academic achievement. A self-repot survey was conducted on 117 11th-standard students of age 15-18 years. A 3-factorial ANOVA was used which indicated a significant relationship between academic self-efficacy and academic performance. However, despite support from previous studies,this study indicated no significant relationship between LOC and academic achievement plus no significant relationship between gender and academic achievement. Including this, the interaction effects of both LOC and academic self-efficacy along with LOC and gender on academic achievement were found to be insignificant.

Similarly, counter to popular trendsa study titled, The Effect of Locus of Control on Student Achievement, Nazim Çogaltay (2017) examined the effect LOC ofstudents, to find that it had a small-level positive effect on student achievement.

Conclusion

This study aimed to assess the relationship between the LOC and academic performance of college students. The first aim wasto evaluate the effect of internal and external LOC on the Academic performance of college students. The results reflected that the LOC did not affect the academic performance of the subjects. Secondly, the study aimed to evaluate effect of gender on the academic performance of college students, and the results reflected that the gender of college students did not have a significant impact on their academic performance. Next, the interaction effect of LOC and gender collectively had no significant impact on the academic performance of students. Lastly, the study assessed the significant difference between the academic performance of students with an internal and external LOC. There is no significant difference between the academic performance of both groups. Thus, all the hypotheses stand rejected.

Implications

- An Internal LOC will help students understand their shortcomings thus enabling them to work towards their desired outcomes.
- An external LOC will help students analyse the environment helping them to adjust and adapt to their surroundings.
- Academic performance can be enhanced and improved by maintaining an Internal LOC.

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Media Exposure and Menstrual Hygiene: A Sociological Study of Adolescent Girls in Lucknow city

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Abstract

Menstrual hygiene is an important aspect of female health and well-being because it has a massive effect on their reproductive health. In many developing nations, there is a lack of awareness and resources to address menstrual hygiene needs. In Indian society, the taboos regarding this topic restrict girls and women from manifesting their menstrual needs, there is a severe lack of awareness on menstrual management among teenage girls. Mass media is a powerful tool that can reach a broad audience and has been shown to be an effective way to promote public health messages. In the context of menstrual hygiene management, media exposure can be an effective way to educate women and girls more about the significance of proper hygiene standards. The purpose of this study was to identify the most prevalent menstrual hygiene practices among adolescent girls and to look into the impact of media exposure on menstrual hygiene. The study was conducted on adolescent girls in school in Lucknow city. The data was collected using an interview schedule from 50 respondents selected through random sampling for the survey. The findings indicate that traditional forms of mass media are more efficient and practical means of increasing awareness compared to other medium. Most of the girls are now using clean sanitary pads and they regularly change their sanitary pads and at the same time they ignore other hygiene practices.

Introduction

Menstruation, also widely recognized as a period, is a natural vaginal bleeding process that happens once a month as part of a woman's monthly cycle. In many cultures, menstruation is still considered a social stigma, women are restricted in both rural and urban areas, preventing them from living a normal life during their cycle. Even today, menstrual practices continue to be stigmatized and subject to cultural limitations, leading to a lack of knowledge among adolescent girls regarding the importance of proper hygiene and evidence-based practices for maintaining positive reproductive health. Menstrual hygiene is critical to the health and personal growth of women and girls all over the world. However, the significance of menstrual hygiene's impact on women's reproductive health is still being disregarded in developing countries. According to a study conducted on adolescent girls in Rajasthan by Khanna *et al.* (2005), the prevalence of reproductive tract infections (RTIs) is higher among females who do not practise appropriate menstrual hygiene.

In Indian society, the taboos regarding this topic restrict girls and women from manifesting their menstrual needs. Till now, society and lawmakers have widely overlooked or misunderstood the problems associated with poor menstrual hygiene management. There is a significant lack of awareness among teenage girls pertaining to menstrual hygiene management, with the majority of them depending solely on information received from peers who themselves have little or no accurate knowledge. Menstruation is a naturally occurring phenomenon that necessitates the use of appropriate materials and facilities. The absence of these resources leads to inadequate menstrual hygiene, hindering women from participating in activities and negatively impacting their self-esteem. Girl's perceptions of menstruation and appropriate hygiene practices are closely related to their level of knowledge and beliefs. As a result, raising awareness about menstruation from an early age can have a significant impact on promoting safe practices and reducing the suffering and discomfort experienced by millions of women.

Adolescent girls face challenges such as insufficient knowledge, shame, and societal stigmas, which affect their menstrual hygiene practices. Cultural and religious belief systems, parental instructions, financial resources,

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and socio-economic factors can all constrain good hygiene practises (Chakravarthy *et al.,* 2019; Kaur *et al.,* 2018; Mishra & Prakash, 2019). Menstrual hygiene is thus critical for girl's and women's general wellbeing, education, and dignity. There is a significant demand for increased and sustained efforts to promote menstrual hygiene management (MHM) knowledge. Improving reproductive health education programmes is critical, especially for rural communities and among adolescent girls from lower socioeconomic strata (Joshy *et al.,* 2019). Torondel *et al.* (2018) found that women who are using re-usable washable pads are more susceptible to both candida infection and bacterial vaginosis than those who use disposable pads. Moreover, the study discovered a link between candida infection and where cloths or reusable pads are dried and stored. The infection was also found to be significantly linked with infrequent changing of pads and inadequate washing practices after changing.

Role of Media

One prominent example of modern technology exceeding our expectations is the media's capacity to spread information, interact with society and its people, and collaborate on several social problems. Globally, mass media is regarded to be among the most widely recognized and cost-effective public health promotion tools (Wakefield *et al.,* 2010). In several developing nations, the media is the primary source of information about health-related topics such as hygiene practices, antenatal and maternal care, reproductive health, emergency protocols, and the healthcare system, as well as other pertinent factors (Mahon and Fernandes, 2010). According to Parkavi (2016), the media's role extends beyond information dissemination to gradually impact society's opinions, personal views, and even individual self-perception. The media can influence socialisation, as well as ideology and deeper thought on critical issues. Studies have shown that rural women tend to be more traditional in their beliefs about the significance of using hygiene products compared to their urban counterparts, largely due to a lack of awareness and affordability. Both conventional and non conventional media can have a significant impact in breaking such gaps for rural women. (World Bank, 2017). Pad-related Tv ads are currently playing an important role in exploring the source of information regarding menstruation and helping to break down menstrual taboos while also providing credible information regarding menstrual hygiene management.

There was a movie "Padman", released in 2018, raised the issue of menstrual hygiene in rural setting in India and also helped to bring private matter in public discourse, it shows the role of Arunachalam Murugantham who transformed menstrual hygiene in rural India by inventing a machine that produces low-cost sanitary pads. At the 2018 Academy Awards, the documentary 'period. end of sentence' received the best documentary award. In 2018, the movie was screened at several film festivals all over the United States before being released on Netflix in February 2019. The film depicts the women of Kathikhera, a village near New Delhi, India, as they set up a machine to manufacture and sell pads in their community. Thus, exposure to media regarding the use of sanitary pads and other menstrual hygiene practices can significantly contribute to raising awareness among women.

Significance of the Research

With the above background in view, the aim of this study is to find out the impact of media exposure in expanding women's awareness of menstrual hygiene practises, how conventional and new media is being used by government and NGOs to educate women about the issue, which is still considered taboo to discuss openly in Indian society. It will help to identify whether the media is successful in raising hygienic practices among women. Further it will help to guide the policy formation about menstrual hygiene and whether the media is the best source to raise awareness or not.

Objectives

1. To identify the prevalent hygienic practices related to menstruation among adolescent girls.
2. To examine the impact of media exposure on menstrual hygiene.

Methodology

With the above in view, the present research has followed Exploratory and Descriptive research design to get a deeper understanding about the role of media to raise awareness among women and to describe the menstrual hygiene practices of women. The study's primary focus was on the female population of Lucknow, with the goal of investigating the usage and efficacy of different media in spreading awareness about female hygiene practises during menstrual periods. For this an Interview schedule was developed, consisting of 15 questions having both multiple choice questions and some open ended questions for which respondent was allowed to freely answer her views and opinions. Random sampling was employed among school-aged adolescent girls aged 14-18 years, and a total of 50 respondents were chosen for the survey. All the responses were filled in the face to face communication setting between the researcher and the respondents. For the data analysis, some statistical tools like mean and standard deviations are used and a 5 point Likert scale is used to know the attitude of the adolescent girls about the authenticity of the source of information regarding menstrual hygiene.

The current research is carried out in Lucknow, Uttar Pradesh, India's most populous state, which also serves as the state's capital. It is located on the Gomti River's northwestern bank. Lucknow has a long history as a multicultural city that flourished as a North Indian cultural and artistic centre, and also as a power center for Nawabs in the 18th and 19th centuries. According to the 2011 census, it is India's eleventh most populous city and twelfth most populated urban agglomeration, with a population of 2.8 million.

Result and Discussion

A total of 50 respondents were selected and a face to face communication was conducted to fill the schedule. All of the respondents were in the age between 14 to 18 years. Girls of this age group are specifically selected for the research because it is a period of transitional stage of physical and psychological development, menarche have typically already occurred before this stage and they are very likely to form the opinion and beliefs about their body and form their practices according to that. As the respondents were selected from Lucknow city, therefore, from among the 50 respondents most of the respondents that is 41 are residing in urban area while only 9 respondents are residing in rural area. 39 respondents were Hindus while 11 respondents were Muslims and none of the girls from any other religious faith have filled the Interview Schedule.

The study found that the exposure to media has helped transform the opinions and briefs of adolescent girls. Traditionally their beliefs and opinion about their body developed only from the teaching of their parents. The practices during menstruation were not very hygienic due to prevalent restrictions and taboos in society that also get support from the religious beliefs. With the development of new technology and new forms of media, traditional beliefs and practices are also changing and adolescent girls are more affected by the new technology as their exposure to the media is much more than the other.

The findings of the research reveals that most of the respondents were using hygienic and safe menstrual products. As shown in Figure 1, on the question of which type of menstrual products do they use, 39 respondents out of 50 say that they often use readymade sanitary pads, which is safe and hygienic for their health, 8 respondents say that they use new cloth pads, while only 3 respondent say that they use reusable cloth pads which may be unhygienic if not properly washed and dried in sun. None of the respondents say that they use tampons or menstrual cups during their periods, the reason behind this may be the presence of some taboos and restrictions on adolescent girls in Indian society.

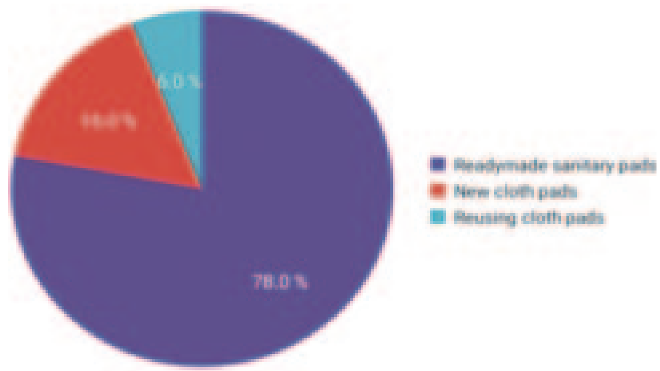

Figure 1: Menstrual product you often use

Only using readymade sanitary pads will not do the job, instead regular changing and cleaning of the pads is considered as the most important hygienic practices related to menstruation that is most helpful in preventing Urinary Tract Infections. So respondents were asked how often they change their sanitary pads and clean their genital areas. According to figure 2, 36 respondents say that they change their sanitary pads twice a day, 10 respondents say that they change their pads only once a day during bath, while only 4 respondents say that they change their sanitary pads after every 4-6 hours which is considered most hygienic by the medical practitioners. So most of the respondents admitted that they change their sanitary pads twice a day, this is due to the reason that this is the most convenient way to maintain hygiene for adolescent girls who are studying in schools. Further figure 3, shows that 32 out of 50 respondents admitted to wash their genital area during menstruation Only once a day that is at the time when they take their bath, 6 respondents say that they wash their gentle area twice a day, 11 respondents say that they they wash their genital area only when they change their pads during menstruation, while only 1 respondent says that she wash her gentle area whenever she go to toilet.

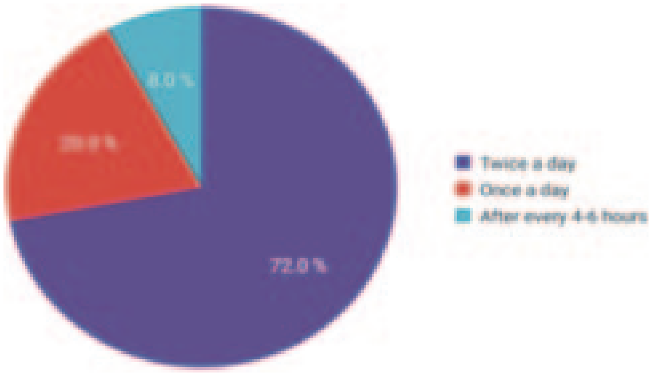

Figure 2: How often do you change your sanitary pads

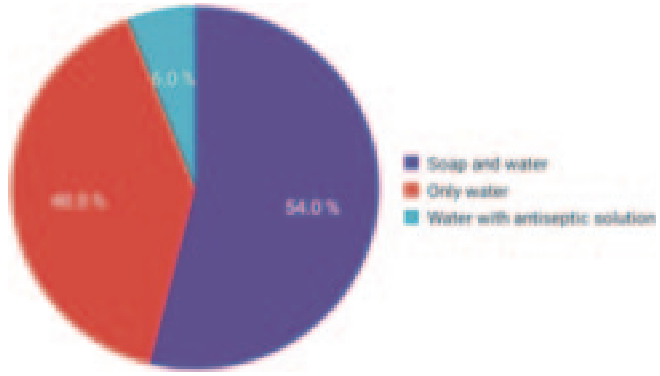

Figure 4: Material use to clean genital area

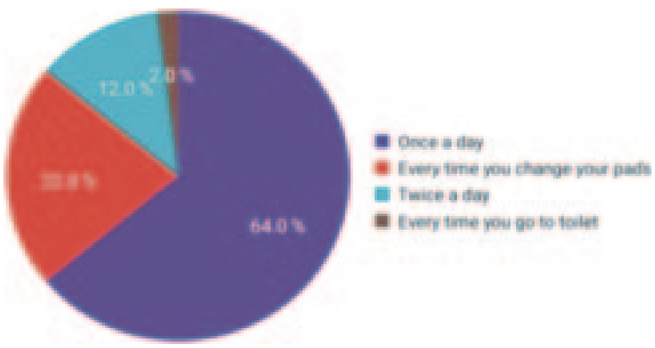

Figure 3: Wash your genital area during menstruation

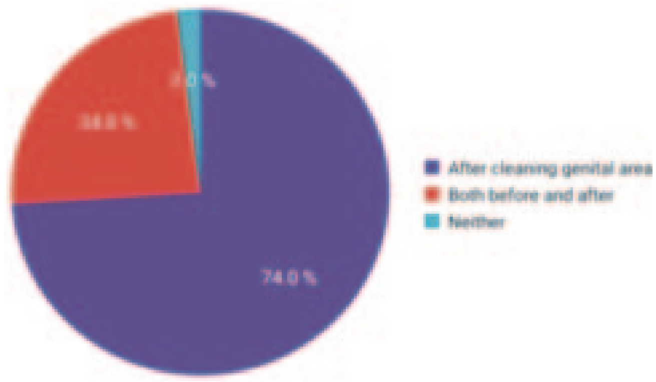

Figure 5: Wash your hands

It appears from the figure 4, that 27 from the 50 respondents say that they used soap and water to clean their genital area during periods, 20 respondents say that they wash their genital area using only water, while only three respondents admitted to using antiseptic solution with water to clean their genital area. A large section of respondents were using only water to clean their genital area, which is least helpful in preventing any bacterial infections, while only few respondents were using antiseptic solution. Further figure 5, shows that around 37 respondents wash their hands after cleaning their genital areas, 12 responded wash their hands both before and after washing their genital areas, one respondent neither wash her hands before nor after cleaning their general areas, while none of the respondents say that they wash their hands only before cleaning their genital areas. The reason behind a large section of respondents using only water to clean their genital areas and only few respondents washing their hands before cleaning their genital areas, may be due to the presence of very less awareness programs related to these practices.

It is evident that the source of knowledge about the menstrual practices and awareness programs by the government, NGOs and commercial companies help in forming the beliefs and opinions of the adolescent girls related to menstruation and consequently adopting the practices. When asked about the source of their information regarding the menstrual hygiene, 43 from the 50 respondents admitted to get information from their parents, 37 respondents get information from friends, 41 respondents get information from mass media like TV, radio and print media etc, 22 respondents get information from social media, while only 6 and 3 respondents get information from their teachers and books respectively. overall parents and mass media is the dominant source of information for the Adolescent girls regarding menstrual hygiene.

While most of the respondents get their information from the mass media and their parents, their practices regarding menstruation are developed in accordance with the source which they considered as the most authentic and most reliable one. To know their attitude towards the different sources of information about menstruation, a

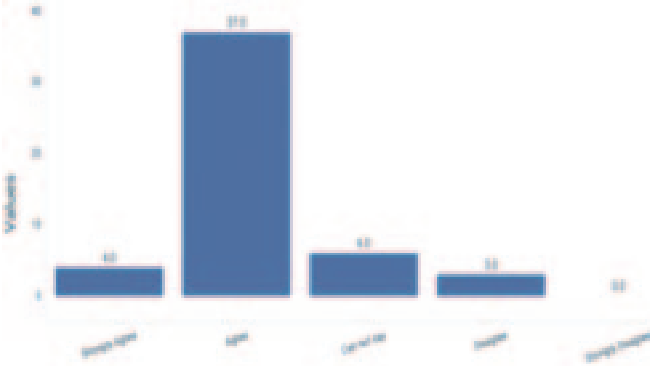

Figure 6: Information from mass media are authentic

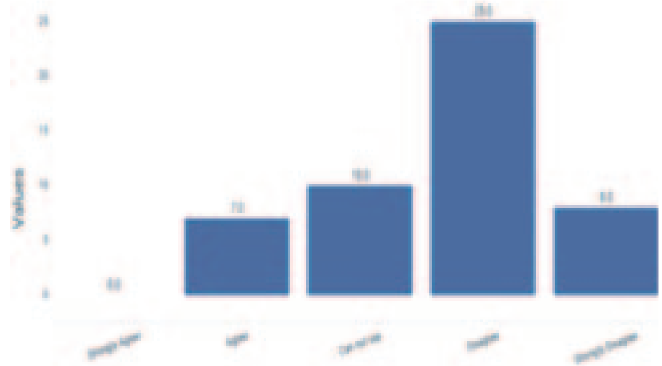

Figure 7: Information from social media are authentic

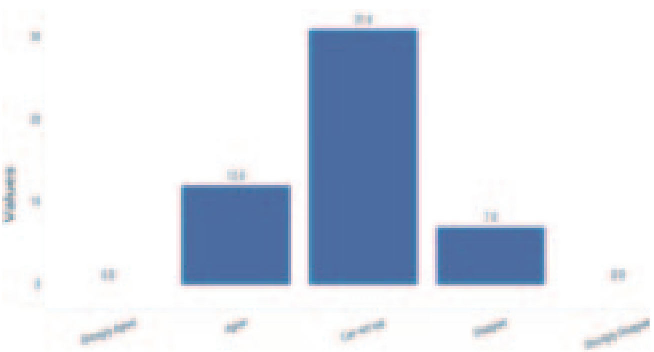

Figure 8: Information from social media are authentic

five point Likert scale is used in the research. Figure 6, shows that 37 out of 50 respondents agree that mass media that is TV, radio and print media are authentic source of information regarding menstruation, 4 respondents strongly agree that it is an authentic source, 6 respondents are not sure about the authenticity of mass media, while only 3 respondents disagree that it as an authentic source of information. According to figure 7, only 7 respondents from 50 agree that social media is an authentic source of information, 10 respondents can not say whether it is an authentic source or not, while 25 and 8 respondents, disagree and strongly disagree respectively that social media is an authentic source of information regarding menstruation. Further from the figure 8, it is evident that most of the respondents that is 31 out of 50 cannot say whether the information regarding menstrual hygiene that comes from parents are authentic or not, 12 respondents agree that the information from parents are authentic, while only 7 respondents disagree that the information from the parents are authentic. Overall on the question of which source of information is more authentic, most of the respondents consider mass media as an authentic source, social media as an unauthentic source while they are not sure about the authenticity of the information that comes from their parents. So the knowledge that comes from mass media either as a form of awareness programs by the government and NGOs or through commercial advertisements, affects the menstrual practices of the adolescent girls more than anything else, while most of the girls are not sure about the authenticity of the knowledge that comes from their parents, so they follow their practices either after cross checking it from another source or might be due to some parental or societal pressure or restrictions.

Conclusion

The practices related to menstrual hygiene among adolescent girls in India has come a long way with the advancement of media platforms. As in India, menstruation is perceived to be a taboo topic to be discussed with others, so earlier, the source of information was very limited and mostly not reliable, but with the advancement of conventional media platforms recently, the knowledge and practices regarding menstrual hygiene has improved a lot among girls. Most of them are now using clean sanitary pads and they regularly change their sanitary pads which is the most important hygienic practice to prevent Reproductive Tract Infections (RTI). In the research, it was found that, the health practices which are not often shown on conventional media platforms like regularly washing genital area using antiseptic solutions with clean and washed hands, are very poor among the adolescent girls in India.

Conventional mass media platforms are a lot more convenient as well as efficient tools for spreading awareness, as most of the respondents show negative attitude towards the social media information and neutral attitude towards the information that comes from their parents, they only show positive attitude towards mass media information. Here only concern is that the health information on mass media platforms are predominantly provided by commercial companies in the form of advertisements selling their products. As a result, the government, in collaboration with private organisations and non-governmental organizations (NGOs), should place a greater emphasis on female hygiene practises through media platforms, since relying only on the commercial companies to promote female hygiene practices would not do the job as their sole focus is to sell sanitary napkins only, they do not promote any hygiene practices other then regularly using clean sanitary pads during menstruation.

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उच्च-प्राथमिक स्तर के विद्यार्थियों की विज्ञान विषय में सृजनात्मकता पर निर्मितिवाद आधारित शिक्षण-अधिगम प्रक्रिया के प्रभाव का अध्ययन

**गिरिराज भोजक, **आशु शर्मा*

सारांश

प्रस्तुत प्रयोगात्मक शोध का मुख्य उद्देश्य निर्मितिवादी उपागम पर आधारित शिक्षण-अधिगम प्रक्रिया का विद्यार्थियों की विज्ञान विषय में सृजनात्मकता पर पड़ने वाले प्रभाव का अध्ययन करना था। राजस्थान राज्य के जयपुर जिले में स्थित 2 राजकीय एवं 2 निजी विद्यालयों में कक्षा सात में अध्ययनरत 12 से 15 वर्ष आयु-वर्ग के औसत बुद्धि-लब्धि वाले 120 विद्यार्थियों (60 राजकीय विद्यालयों से एवं 60 निजी विद्यालयों से) का चयन किया गया। इन विद्यार्थियों में से 60 विद्यार्थियों (30 राजकीय विद्यालयों से एवं 30 निजी विद्यालयों से) को प्रायोगिक समूह में सम्मिलित किया गया तथा 60 विद्यार्थियों (30 राजकीय विद्यालयों से एवं 30 निजी विद्यालयों से) को नियंत्रित समूह में सम्मिलित किया गया। प्रायोगिक समूह के विद्यार्थियों को निर्मितिवाद आधारित शिक्षण-अधिगम प्रक्रिया से उपचारित किया गया तथा नियंत्रित समूह के विद्यार्थियों को परंपरागत शिक्षण-अधिगम प्रक्रिया से उपचारित किया गया। आंकड़ों के विश्लेषण हेतु टी-टेस्ट (Paired) का प्रयोग किया गया। शोध से निष्कर्ष प्राप्त हुआ कि प्रायोगिक समूह के विद्यार्थियों ने विज्ञान विषय में सृजनात्मकता के सभी आयामों में नियंत्रित समूह के विद्यार्थियों की तुलना में सार्थक रूप से श्रेष्ठ प्रदर्शन किया।

प्रस्तावना

निर्मितिवाद वह सिद्धांत है जो कहता है कि विद्यार्थी केवल निष्क्रिय रूप से ज्ञान प्राप्त करने की अपेक्षा ज्ञान का निर्माण करते हैं। जैसे-जैसे वे दुनिया का अनुभव करते हैं और उन अनुभवों पर चिंतन करते हैं, वे अपने स्वयं के प्रतिनिधित्व का निर्माण करते हैं और नवीन ज्ञान को अपने पहले से मौजूद ज्ञान (schema) में शामिल करते हैं। शिक्षक छात्रों के दृष्टिकोणों की तलाश करते हैं और उन्हें महत्व देते हैं। कक्षा की गतिविधियाँ छात्र की धारणाओं को चुनौती देती हैं। शिक्षक प्रासंगिकता की भावना उत्पन्न करते हैं। (University of Phoenix, 2021)

प्राथमिक संसाधनों एवं संशोधन योग्य सहायक सामग्री के उपयोग से अध्यापक अनुदेशन पथ का विकास करता है। निर्मितिवादी अधिगम एक अन्तःक्रिया का परिणाम है। इसके अंतर्गत अध्यापक सर्वप्रथम यह ज्ञात करता है कि शिक्षार्थी वास्तविकता में क्या जानते हैं और क्या जानना बाकी है? इस आधार पर अनुदेशक अनुदेशन करता है, शिक्षार्थियों के साथ संवाद करता है, उनके कार्य के आधार पर मूल्यांकन करता है, अवलोकन करता है, महत्वपूर्ण बिन्दुओं पर टिप्पणी करता है एवं परीक्षण करता है।

निर्मितिवाद में उत्पाद के स्थान पर प्रक्रिया को महत्वपूर्ण माना गया है। ज्ञान के स्वरूप को गत्यात्मक माना गया है जोकि अनुभवों के साथ परिवर्तित होता है। निर्मितिवाद में शिक्षार्थी ज्ञान प्राप्त करने हेतु समूह में कार्य करते हैं।

समस्या समाधान, तार्किकता, आलोचनात्मक चिंतन एवं ज्ञान का सक्रिय प्रयोग निर्मितिवाद के उद्देश्य हैं। निर्मितिवाद उपागम सभी शिक्षार्थियों को एक ही संप्रत्यय का अध्यापन करने पर बल नहीं देता बल्कि शिक्षार्थियों की समझ का सावधानीपूर्वक विश्लेषण कर उनके अधिगम को विस्तृत करने पर बल देता है।

निर्मितिवादी शिक्षक संप्रत्यय के सन्दर्भ में शिक्षार्थियों की समझ का आंकलन करता है तथा शिक्षार्थी की आवश्यकता एवं रुचियों के आधार पर पाठ योजना एवं अनुदेशन रूपरेखा का निर्माण करता है। अध्यापक द्वारा शिक्षाार्थी की उच्चक्रम की अभिक्षमताओं यथा- आलोचनात्मक चिंतन, बुद्धि का प्रयोग एवं प्रदर्शन, समस्या समाधान तथा ज्ञान एवं कौशल के सक्रिय प्रयोग को विकसित करने का प्रयत्न किया जाता है (Brooks & Brooks, 1999)।

निर्मितिवाद इस विश्वास पर केन्द्रित है कि 'अनुभूति' एक मानसिक प्रक्रिया का परिणाम है। इस प्रकार निर्मितिवाद शिक्षार्थियों को अकादमिक स्वतंत्रता प्रदान करता है। निर्मितिवादी उपागम का प्रयोग करते हुए शिक्षार्थी अपनी स्वयं की अधिगम रणनीतियों का प्रयोग करने हेतु स्वतंत्र होते हैं जिससे उनमें नये अनुभवों के साथ सृजनात्मकता का विकास होता है।

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सम्बन्धित साहित्य का अध्ययन-

Dagar & Yadav (2016) द्वारा निर्मितिवादी शिक्षण-अधिगम प्रक्रिया का विद्यार्थियों की सृजनात्मक चिंतन क्षमता पर प्रभाव का अध्ययन करने हेतु किये गए शोध अध्ययन में पाया कि शिक्षण-अधिगम प्रक्रिया में निर्मितिवाद को अपनाने की आवश्यकता है तथा इसे लागू करने के तरीकों पर विचार किया जाना चाहिए। शोध के अनुसार वर्तमान शिक्षा प्रणाली विद्यार्थियों को अत्यधिक प्रतिस्पर्धी मानकीकृत परीक्षणों के लिए तैयार करने पर जोर देती है और हमारे विद्यार्थियों में सृजनात्मक चिंतन कौशल को बढ़ावा देने के महत्व को नजरअंदाज करती है। वर्तमान शिक्षण-अधिगम प्रक्रिया रटने की प्रवृत्ति पर जोर देती है। पारंपरिक शिक्षक केन्द्रित शिक्षण-अधिगम प्रक्रिया को आमतौर पर भारतीय स्कूलों में व्यापक रूप से अपनाया जाता है। निर्मितिवादी शिक्षण-अधिगम प्रक्रिया को अपनाकर अधिक सृजनात्मक चिंतन को बढ़ावा देकर विद्यार्थियों की सृजनात्मकता को प्रोत्साहित किया जा सकता है।

Tan, (2018) द्वारा निर्मितिवाद उपागम पर आधारित शिक्षण विधियों के माध्यम से विद्यार्थियों के सृजनात्मकता का उन्नयन करने हेतु शोध कार्य किया गया। शोध में पाया गया कि निर्मितिवाद उपागम पर आधारित शिक्षण विधियाँ विद्यार्थियों में सृजनात्मकता को प्रोत्साहन प्रदान करती हैं।

Singh D.P., (2020) द्वारा किये गए एक शोध के अनुसार शिक्षा के माध्यम से रचनात्मकता, नवाचारों, नए विचारों, प्रथाओं को बढ़ावा दिया जाना चाहिए और विज्ञान वह विषय है जिसके द्वारा इसे किया जा सकता है। NCF-2005 की परिकल्पना है कि शिक्षार्थी निष्क्रिय प्राप्तकर्ता नहीं है बल्कि सीखने की प्रक्रिया में एक सक्रिय भागीदार है। शिक्षार्थी अपने पूर्वज्ञान को नई सूचनाओं द्वारा दी गई सामग्री और गतिविधियों के आधार पर जोड़कर अपने ज्ञान का निर्माण करता है। निर्मितिवाद इस कहावत पर आधारित है कि शिक्षार्थी अपने अनुभवों पर चिंतन करके अपनी समझ का निर्माण करता है। 5-ई लर्निंग मॉडल सहयोगी सीखने और शिक्षार्थी की सक्रिय भागीदारी को बढ़ावा देता है। शोधकर्ता ने पाया है कि विज्ञान शिक्षा के लिए और शिक्षार्थी की भविष्य की आवश्यकताओं की पूर्ति हेतु निर्मितिवादी दृष्टिकोण एक अच्छा दृष्टिकोण हो सकता है।

Taylor, (2022) द्वारा न्यूजीलैंड के 12 से 13 वर्ष के कक्षा 9 के 327 विद्यार्थियों की सृजनात्मकता पर निर्मितिवादी उपागम आधारित शिक्षण-अधिगम पर्यावरण के प्रभाव का अध्ययन करने हेतु किये गए गए एक शोध में पाया कि निर्मितिवादी उपागम पर आधारित शिक्षण विधियों के प्रयोग से विद्यार्थियों में न केवल सृजनात्मकता का का विकास होता है अपितु विद्यार्थियों की सह-रचनात्मक गतिविधियों में भी बहुत सुधार पाया गया।

शोध की आवश्यकता एवं महत्त्व

विज्ञान विषय का यह दुर्भाग्य है कि शिक्षण प्रक्रिया के मूल्यवान भाग के रूप में विज्ञान के बढ़ते महत्व के बावजूद छात्रों की शैक्षिक उपलब्धि में लगातार गिरावट आई है। भारत में विद्यालय विषय के रूप में विज्ञान विषय के उदय पर दृष्टि डालने से ज्ञात होता है कि पाठ्यक्रम में तथ्यात्मक जानकारी के रूप में अधिक से अधिक सामग्री को सम्मिलित करने की एक स्पष्ट प्रवृत्ति देखने को मिलती है।

प्रयोगशाला के उपयोग में गिरावट आई है, और 'प्रदर्शन' विधि जोकि पूर्व में एक प्रचलित पद्धति थी, आज मात्र कुलीन वर्गों से सम्बन्धित विद्यालयों में सीमित हो गयी है (Mukharji, 2016)। इस प्रकार, तथ्यात्मक ज्ञान, जो पाठ्यक्रम को प्रभावशाली बनाता है, हेतु विद्यालय में किसी प्रकार का गतिविधि आधारित शिक्षण नहीं कराया जाता है।

गतिविधि आधारित शिक्षण, विज्ञान विषय को सुगम एवं अधिगम योग्य बना देता है। गतिविधि आधारित शिक्षण की व्यवस्था नहीं होने के कारण शिक्षार्थियों के समक्ष संप्रत्ययों अथवा तथ्यों को याद करने अथवा रटने के अलावा अन्य कोई विकल्प नहीं है (UNICEF, 2012)। परिणामस्वरूप शिक्षार्थियों को यह विषय न केवल कठिन अपितु उबाऊ भी लगने लगता है। विज्ञान विषय पूर्णतः प्रयोग एवं गतिविधि आधारित विषय है और ये गतिविधियाँ शिक्षार्थियों की सृजनात्मकता के विकास में महत्वपूर्ण भूमिका का निर्वाह करती हैं (Ghufran, 2014)। गतिविधियों के माध्यम से ही विज्ञान विषय शिक्षार्थियों के लिए रुचिपूर्ण बनता है और विषय में रुचि शिक्षार्थी को विभिन्न संप्रत्ययों को और अधिक समझने हेतु प्रोत्साहित करती है। यह प्रक्रिया शिक्षार्थी के संज्ञानात्मक स्तर में भी वृद्धि करती है, परिणामस्वरूप शिक्षार्थियों की शैक्षिक उपलब्धि भी सकारात्मक रूप से प्रभावित होती है। (National Academic Press, 2002)

सैद्धान्तिक ज्ञान, सैद्धान्तिक परीक्षाओं से परिलक्षित होता है जबकि व्यावहारिक ज्ञान अनुप्रयोग के माध्यम से परिलक्षित होता है। व्यावहारिक ज्ञान शिक्षार्थी की विषय के सन्दर्भ में सृजनात्मकता का द्योतक है। प्रस्तुत अध्ययन में शोधकर्त्री द्वारा विज्ञान विषय के सन्दर्भ में शिक्षार्थी की सृजनात्मकता पर निर्मितिवाद आधारित उपागम, जोकि गतिविधि आधारित शिक्षण-अधिगम प्रक्रिया का समर्थन करता है, के प्रभाव का अध्ययन किया गया।

शोध के उद्देश्य

निर्मितिवाद उपागम पर आधारित शिक्षण-अधिगम प्रक्रिया का शिक्षार्थियों की विज्ञान विषय में सृजनात्मकता पर प्रभाव का अध्ययन करना।

शोध परिकल्पना

- निर्मितिवाद उपागम पर आधारित शिक्षण-अधिगम प्रक्रिया विद्यार्थियों की विज्ञान विषय में सृजनात्मकता के आयाम 'प्रवाहता' को सार्थक रूप से प्रभावित नहीं करती है।
- निर्मितिवाद उपागम पर आधारित शिक्षण-अधिगम प्रक्रिया विद्यार्थियों की विज्ञान विषय में सृजनात्मकता के आयाम 'लोचशीलता' को सार्थक रूप से प्रभावित नहीं करती है।
- निर्मितिवाद उपागम पर आधारित शिक्षण-अधिगम प्रक्रिया विद्यार्थियों की विज्ञान विषय में सृजनात्मकता के आयाम 'मौलिकता' को सार्थक रूप से प्रभावित नहीं करती है।

न्यादर्श

प्रस्तुत शोधकार्य हेतु न्यादर्श का चयन सौद्देश्य-न्यादर्शन पद्धति के माध्यम से किया गया है। शोधकार्य हेतु राजस्थान राज्य के जयपुर शहर में स्थित 2 राजकीय एवं 2 निजी विद्यालयों की कक्षा सात में अध्ययनरत औसत बुद्धि-लब्धि के 12 से 15 वर्ष आयु-वर्ग के 30-30 विद्यार्थी चयनित करते हुए कुल 120 में से प्रत्येक विद्यालय से यादृच्छिक रूप से 15-15 विद्यार्थियों को प्रायोगिक समूह (कुल 60) एवं 15-15 विद्यार्थियों को नियंत्रित समूह (कुल 60) में सम्मिलित किया गया।

शोध के चर

1. **स्वतंत्र चर**
   - परंपरागत शिक्षण-अधिगम प्रक्रिया
   - निर्मितिवाद आधारित शिक्षण-अधिगम प्रक्रिया
2. **आश्रित चर**
   - सृजनात्मकता के विभिन्न आयाम
   - प्रवाहता
   - लोचशीलता
   - मौलिकता

उपकरण

प्रस्तुत शोध को पूर्ण करने हेतु शोधकर्त्री द्वारा निम्नांकित उपकरणों का प्रयोग किया गया है-

1. **बुद्धिलब्धि परीक्षण (मानकीकृत):** विद्यार्थियों की बुद्धि-लब्धि का मापन करने हेतु सामूहिक मानसिक योग्यता परीक्षा (Tandon, 2008) का चयन किया गया। बुद्धि-लब्धि का मापन समान बुद्धि-लब्धि के विद्यार्थियों के चयन हेतु किया गया ताकि शोध के परिणाम स्पष्ट रूप से प्राप्त हो सकें। प्रस्तुत शोधकार्य में औसत बुद्धि लब्धि के विद्यार्थियों को ही सम्मिलित किया गया है।
2. **सृजनात्मकता परीक्षण (मानकीकृत):** विद्यार्थियों की विज्ञान विषय में सृजनात्मकता का मापन करने हेतु वैज्ञानिक सृजनात्मकता का शाब्दिक परीक्षण (Sharma & Shukla, 2003) का प्रयोग किया गया।
3. **स्वनिर्मित पाठ-योजनायें :** विद्यार्थियों को उपचारित करने हेतु निर्मितिवाद उपागम एवं परंपरागत उपागम पर आधारित स्वनिर्मित पाठ-योजनाओं का प्रयोग किया गया।

विधि

शोधकार्य हेतु प्रयोगात्मक शोध आकल्प का उपयोग किया गया जिसके अंतर्गत नियंत्रित-प्रायोगिक समूह, पूर्व-पश्च परीक्षण विधि का प्रयोग करते हुए 20 दिवस तक नियंत्रित समूह को परंपरागत शिक्षण-अधिगम प्रक्रिया से उपचारित किया गया तथा प्रायोगिक समूह के विद्यार्थियों को निर्मितिवाद आधारित शिक्षण-अधिगम प्रक्रिया के माध्यम से उपचारित किया गया।

सांख्यिकीय विश्लेषण

तालिका संख्या 1

सृजनात्मकता परीक्षण के आयाम	समूह	मध्यमान		मानक विचलन		टी मान	प्रायिकता मान (P)
		पूर्व परीक्षण	पश्च परीक्षण	पूर्व परीक्षण	पश्च परीक्षण		
प्रवाहता	नियंत्रित समूह	129.87	125.15	43.26	37.68	0.69	0.49
	प्रायोगिक समूह	124.33	319.07	34.76	37.39	29.20	0.00

n=60 DF=59 α=0-05 Confidence Level= 95%

तालिका संख्या 1 नियंत्रित एवं प्रायोगिक समूह के विद्यार्थियों की सृजनात्मकता के आयाम 'प्रवाहता' पर उपचार-विधि के प्रभाव से सम्बन्धित है। तालिका के अवलोकन से स्पष्ट है कि नियंत्रित समूह की सृजनात्मकता के आयाम 'प्रवाहता' में उपचार के पश्चात उपचार से पूर्व की तुलना में सार्थक वृद्धि नहीं पाई गई ($P>0.05$) जबकि प्रायोगिक समूह के विद्यार्थियों की सृजनात्मकता के आयाम 'प्रवाहता' में उपचार से पूर्व की तुलना में सार्थक वृद्धि पाई गई ($P<0.05$)।

तालिका संख्या 2

सृजनात्मकता परीक्षण के आयाम	समूह	मध्यमान		मानक विचलन		टी मान	प्रायिकता मान (P)
		पूर्व परीक्षण	पश्च परीक्षण	पूर्व परीक्षण	पश्च परीक्षण		
लोचशीलता	नियंत्रित समूह	25.70	25.03	7.46	8.39	0.43	0.67
	प्रायोगिक समूह	27.02	61.82	7.50	8.31	26.38	0.00

n=60 DF=59 α=0-05 Confidence Level= 95%

तालिका संख्या 2 नियंत्रित एवं प्रायोगिक समूह के विद्यार्थियों की सृजनात्मकता के आयाम 'लोचशीलता' परउपचार-विधि के प्रभाव से सम्बंधित है। तालिका के अवलोकन से स्पष्ट है कि नियंत्रित समूह की सृजनात्मकता के आयाम 'लोचशीलता' मेंउपचार के पश्चात उपचार से पूर्व की तुलना में सार्थक वृद्धि नहीं पाई गई ($P>0.05$) जबकि प्रायोगिक समूह के विद्यार्थियों की सृजनात्मकता के आयाम 'लोचशीलता' में उपचार से पूर्व की तुलना में सार्थक वृद्धि पाई गई ($P<0.05$)।

तालिका संख्या 3

सृजनात्मकता परीक्षण के आयाम	समूह	मध्यमान		मानक विचलन		टी मान	प्रायिकता मान (P)
		पूर्व परीक्षण	पश्च परीक्षण	पूर्व परीक्षण	पश्च परीक्षण		
मौलिकता	नियंत्रित समूह	196.92	204.87	58.92	59.51	0.80	0.43
	प्रायोगिक समूह	186.20	581.22	52.54	77.90	32.32	0.00

n=60 DF=59 α=0-05 Confidence Level= 95%

तालिका संख्या 3 नियंत्रित एवं प्रायोगिक समूह के विद्यार्थियों की सृजनात्मकता के आयाम 'मौलिकता' पर उपचार-विधि के प्रभाव से सम्बंधित है। तालिका के अवलोकन से स्पष्ट है कि नियंत्रित समूह की सृजनात्मकता के आयाम 'मौलिकता' में उपचार के पश्चात उपचार से पूर्व की तुलना में सार्थक वृद्धि नहीं पाई गई ($P>0.05$) जबकि प्रायोगिक समूह के विद्यार्थियों की सृजनात्मकता के आयाम 'मौलिकता' में उपचार से पूर्व की तुलना में सार्थक वृद्धि पाई गई ($P<0.05$)।

निष्कर्ष

1. निर्मितिवाद उपागम पर आधारित शिक्षण-अधिगम प्रक्रिया का विद्यार्थियों की विज्ञान विषय में शैक्षिक उपलब्धि के आयाम 'प्रवाहता' पर सार्थक प्रभाव पाया गया।
2. निर्मितिवाद उपागम पर आधारित शिक्षण-अधिगम प्रक्रिया का विद्यार्थियों की विज्ञान विषय में शैक्षिक उपलब्धि के आयाम 'लोचशीलता' पर सार्थक प्रभाव पाया गया।
3. निर्मितिवाद उपागम पर आधारित शिक्षण-अधिगम प्रक्रिया का विद्यार्थियों की विज्ञान विषय में शैक्षिक उपलब्धि के आयाम 'मौलिकता' पर सार्थक प्रभाव पाया गया।

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Multi-Strategy Life Skills Education Programme for Enhancing Tolerance: A Study among Secondary School Students of Kasargod District

**Dr. A Smitha, **Dr. Mary Vineetha Thomas*

Abstract

School is the replica of society wherein there are children of different age, religion, region, socio-economic status, culture, race, ethnicities, beliefs, values, attitudes and behaviours. It is essential that learners learn to value and respect one another and these differences around them and that is what is known as tolerance. And moreover, according to the National Education Policy (2020) the goal of education should be not only to enhance cognitive abilities of children but also to build their character and create holistic individuals who possess the 21st century skills.Thus, to cater to these changing demands and challenges the educational system is being revamped and one such step is the integration of life skills education into the curriculum. The present study has been taken up in this regard so as to study whether life skills education programme can enhance tolerance among learners. The present study has been taken up in this regard so as to study whether life skills education programme can enhance tolerance among learners. The single group pre-test post-test experimental designwas adopted.The data was analyzed and interpreted by both quantitativeand qualitative method. The results revealed that there is a significant difference in the mean scores of tolerance and its components such as general, religious, cultural and social toleranceof secondary school students after implementation of the programme.It was also found that there is no significant difference in the mean scores of tolerance with respect to gender.

Introduction

With the onset of pandemic, the online mode of learning gained significant momentum and even post pandemic its influence is continuing. Children got withdrawn into their virtual world and socialization started going to the backstage. This is leading to a deterioration in the social skills especially interpersonal skills. Lack of interaction with peers is making students gradually lose their ability to accept and respects others views, understand each other and be open minded. This is ultimately leading to lower tolerance levels among them which in turn is creating many problems and disharmony in their lives. Tillman (2000) states that teaching values to children is the best way for parents and educators to deal with and resolve the problems causing violence and social issues in children due to lack of respect and tolerance. The National Education Policy (2020) also reinstates the need for making education well rounded, beneficial and fulfilling so as to develop all aspects and proficiencies of the learners apart from academics. Hence the education system today should cater to this issue and help build in learners the essential skills needed to survive in their challenging society. It is in this context that life skills education has been introduced in schools. Life skills education for increasing tolerance has become a new norm in many countries which enables people to practice peaceful coexistence. In the present scenario, life skills education for enhancing tolerance is crucial to eliminate everyday conflicts. The present paper is a step put forward in this regard.

Tolerance

Tolerance includes respect for, acceptance of, and appreciation for the wide range of cultures, ways of expressions, and modes of being human in our world. The different components of tolerance are:

General Tolerance: It is a person's open-minded attitude accepting, respecting, and appreciating differenceswith respect to attitude, knowledge, conduct, views, beliefs, emotions, values, practices, customs,

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interests, and lifestyle choices of others.

Social Tolerance: This refers toacceptance of ascriptive traits that people are born with or pick up through early socialisation, such as gender, height, weight, physical features, skin tone or language (Vogt, 1997).

Cultural Tolerance: This is the ability to recognize, comprehend, accept, respect, and enjoy another person's culture-which includes country, region, heritage, beliefs, festivities, rituals, thoughts, customs, music, arts, traditions, ways of work, housing, food or eating habits, dressing, and lifestyles.

Religious Tolerance: This refers to therecognition of the right of individual judgement in religious matters, freedom to support one's religious views and practices of faith and to enjoy all social privileges etc. without consideration to religious differences.

Multi-strategy Life Skills Education Programme (MLSEP)

Multi-strategy comprised of multiple methods, resources/materials, activities, techniques, assessments/ evaluations for life skills education. The different forms of formal and informal methods were used like collaborative learning, cooperative learning, blended learning, interactive and practical demonstration. The various resources/materials used in the present study were smart classroom, online videos, power point, LCD projector,green board, activity worksheets, feedback sheets, problem solving anddecision-making scenario cards etc. The different activities used were role play, art, songs/music, animations, case study, inquiry-based learning, picture association, question box, discussions, situation analysis, gamification, scaffolding, mime, simulation, cooperative learning techniques, story-telling etc. The various types of assessments/evaluations used were anecdotal record, rating scale, multiple choice items, question-answers, questionnaire, interview, self-assessment, peer assessment, seminar presentations, observation, feedback sheet, self-report, worksheets, assignments and reflection journals.

Review of Related Literature

The findings of Khalid (2013) showed that prospective teachers' tolerance significantly increased through classroom activities. A study by Parfilova & Karimova (2016) showed that the tolerant behaviour level of teenage students increased after the implementation of tolerance formation program. A study on primary school teachers by Malliga, Arunkumar & Vedhanayagam (2016) showed that primary school teachers had moderate level of religious tolerance and the religious tolerance of male teachers was higher than that of female teachers. Findings by Vasudevan (2018) showed that the level of religious tolerance among students was good. There was no significant difference in religious tolerance scores with respect to gender and community, however there was a significant difference with respect to private and government schools. It can be seen from above reviews that tolerance can be enhanced through interventions. Moreover, most of these studies have been conducted abroad and very few studies have been conducted in our country.Tolerance being a very crucial factor in maintaining harmony and peace in everyone's lives should therefore be more researched on.

Rationale of the Study

With the onset of pandemic, students have got more glued to the digital world and as a result they spend more time alone with the digital gadgets. This is affecting their interpersonal skills and social skillsandthe ability to accept and respect others, adjust with others' differences, share, understand others' problems, be open minded etc. are deteriorating. Johnson and Johnson (2006) consider schools as places where students can learn the essential skills to resolve conflicts through tolerance education and which contributes to peace on both an individual and societal level. There is a need to introduce tolerance instruction in schools at a young age (Bracy, 2011). The findings of Putilian, Zakirova & Kamalova (2020) reveal that the most effective way to developtolerance instudents is through encouraging them to help them become self-aware, think critically and independently give them opportunities to experience a range of emotional reactions. The findings also revealed that the method of collaborative creative work, project-based method, and brainstorming were effective in enhancing tolerance among students. All these are the core components and methods involved in life skills education. Therefore, it is in this context that the present paper was put forward.

Objectives

1. To compare the mean scores of tolerance of secondary school students of treatment group before and after implementation of the programme.
2. To compare the mean scores of tolerance of secondary school students with respect to General tolerance, Religious tolerance, Cultural tolerance and Social tolerance group before and after implementation of the programme.
3. To study if there is any significant difference

between the mean scores of tolerance of male students before and after implementation of the programme.

4. To study if there is any significant difference between the mean scores of tolerance of female students before and after implementation of the programme.

5. To study if there is any significant difference in mean scores of tolerance with respect to gender.

Hypotheses

1. There is no significant difference in the mean scores of tolerance of secondary school students of treatment group before and after implementation of the programme.
2. There is no significant difference in the mean scores of tolerance of secondary school students with respect to General, Religious, Cultural and Social tolerance before and after implementation of the programme.
3. There is no significant difference between the mean scores of tolerance of male students before and after implementation of the programme.
4. There is no significant difference between the mean scores of tolerance of female students before and after implementation of the programme.
5. There is no significant difference in the mean scores of tolerance with respect to gender.

Methodology

Research Method

For the present study the Single group pre-test post-test experimental design was adopted.

Variables

In the present study, independent variable was multi-strategy life skills education programme. The dependent variable was tolerance and its four components such as general tolerance, cultural tolerance, religious tolerance and social tolerance.

Population and Sample

The population of the study was all eighth standard students of CBSE schools in Kasaragod district and the sample was 36 eighth standard students from Jawahar Navodaya Vidyalaya, Kasaragod. Navodaya Vidyalaya was selected using simple random sampling. One section of eighth standard was selected intact from the two sections and thus cluster sampling was used.

Tools of the Study

Tools used were Multi Strategy Life Skills Education progamme and Tolerance Scale. Qualitative data was collected using Activity Worksheets, Self-Report, Discussions, Participatory Observations, Tolerance Situational Test, Anecdotal Record, Interviews and Field Notes.

Validity

In the present study, validity of tolerance scale was established by face validity and content validity.The pilot study was conducted and accordingly modifications were done. Item analysis was done and final tolerance scale comprised of 49 items.

Reliability

In the present study, reliability of tolerance scale was established using the Cronbach Alpha reliability coefficient and split half method (Spearman Brown reliability coefficient). The Cronbach Alpha reliability coefficient value was 0.83. The Spearman Brown correlation coefficient value was 0.87.

Data Collection

Data was collected for a period of 42 days after the class hours. Initially the pre-test was given and then the multi strategy life skills education programme was implemented and after that post test was conducted.

Data Analysis and Interpretation

The quantitative data was analyzed using paired sample t-test and independent sample t-test. The qualitative data was analyzed using content analysis.

Hypotheses testing

1. There is no significant difference in the mean scores of tolerance of secondary school students of treatment group before and after implementation of the programme.

Table 1: Test of significant difference in the mean scores of tolerance of secondary school students of treatment group before and after implementation of the programme

Tolerance	N	Mean	SD	t-value
Pre-test mean score	36	61.81	8.57	38.31
Post-test mean score	36	126.39	7.37	

In table 1, the computed t-value of tolerance is found to be greater than the critical value of t (2.03) when degree of freedom is equal to 35. It is statistically significant at the 0.05 level. The null hypothesis is rejected. Hence, there is a significant difference in the mean scores of tolerance of secondary school students of treatment group before and after implementation of the programme.

Hypothesis 2

i. There is no significant difference in the mean scores of general tolerance of secondary school students before and after implementation of the programme.

Table 2: Test of significant difference in the mean scores of general tolerance of secondary school students before and after implementation of the programme

General tolerance	N	Mean	SD	t-value
Pre-test mean score	36	18.39	3.62	20.19
Post-test mean score	36	39.14	5.46	

In table 2, the computed t-value of tolerance of secondary school students with respect to general tolerance is found to be greater than the critical value of t (2.03) when degree of freedom is equal to 35. It is statistically significant at the 0.05 level. The null hypothesis is rejected. Hence, there is a significant difference in the mean scores of general tolerance of secondary school students before and after implementation of the programme.

ii. There is no significant difference in the mean scores of religious tolerance of secondary school students before and after implementation of the programme

Table 3: Test of significant difference in the mean scores of religious tolerance of secondary school students before and after implementation of the programme

Religious tolerance	N	Mean	SD	t-value
Pre-test mean score	36	12.42	2.61	21.55
Post-test mean score	36	27.31	2.74	

In table 3, the computed t-value of tolerance of secondary school students with respect to religious tolerance is found to be greater than the critical value of t (2.03) when degree of freedom is equal to 35. It is statistically significant at the 0.05 level. The null hypothesis is rejected. Hence, there is a significant difference in the mean scores of religious tolerance of secondary school students before and after implementation of the programme.

iii. There is no significant difference in the mean scores of cultural tolerance of secondary school students before and after implementation of the programme.

Table 4: Test of significant difference in the mean scores of cultural tolerance of secondary school students before and after implementation of the programme

Cultural tolerance	N	Mean	SD	t-value
Pre-test mean score	36	15.53	3.24	16.20
Post-test mean score	36	31.28	4.46	

In table 4, the computed t-value of tolerance of secondary school students with respect to cultural tolerance is found to be greater than the critical value of t (2.03) when degree of freedom is equal to 35. It is statistically significant at the 0.05 level. The null hypothesis is rejected. Hence, there is a significant difference in the mean scores of cultural tolerance of secondary school students before and after implementation of the programme.

iv. There is no significant difference in the mean scores of social tolerance of secondary school students before and after implementation of the programme.

Table 5: Test of significant difference in the mean scores of social tolerance of secondary school students before and after implementation of the programme

Social tolerance	N	Mean	SD	t-value
Pre-test mean score	36	15.47	2.92	16.17
Post-test mean score	36	28.64	4.47	

In table 5, the computed t-value of tolerance of secondary school students with respect to social tolerance is found to be greater than the critical value of t (2.03) when degree of freedom is equal to 35. It is statistically significant at the 0.05 level. The null hypothesis is rejected. Hence, there is a significant difference in the mean scores of social tolerance of secondary school students before and after implementation of the programme.

3. There is no significant difference between themean scores of tolerance of male students before and after implementation of the programme.

Table 6: Test of significant difference between the mean scores of tolerance of male students before and after implementation of the programme

Tolerance of boys	N	Mean	SD	t-value
Pre-test mean score of boys	17	60.82	8.26	21.66
Post-test mean score of boys	17	125.47	7.64	

In table 6, the computed t-value of tolerance of boys is found to be greater than the critical value of t (2.12) when degree of freedom is equal to 16. It is statistically significant at the 0.05 level. The null hypothesis is rejected. Hence, there is a significant difference between themean scores of tolerance of male students before and after the implementation of the programme.

4. There is no significant difference between the mean scores of tolerance of female students before and after implementation of the programme.

Table 7: Test of significant difference between the mean scores of tolerance of male students before and after implementation of the programme

Tolerance of girls	N	Mean	SD	t-value
Pre-test mean score of girls	19	62.68	8.97	35.09
Post-test mean score of girls	19	127.21	7.23	

In table 7, the computed t-value of tolerance of girls is found to be greater than the critical value of t (2.10) when degree of freedom is equal to 18. It is statistically significant at the 0.05 level. The null hypothesis is rejected. Hence, there is a significant difference between the pre-test and post-test mean score of tolerance of female students.

5. There exists no significant difference in the mean scores of tolerance with respect to gender

Table 8: Test of significant difference in the mean scores of tolerance with respect to gender

Tolerance	Gender	N	Mean	SD	t-value
Tolerance mean score	Male Female	17 19	125.47 127.21	7.64 7.23	0.70

In table 8, the computed t-value is found to be less than the critical value of t (2.03) at the 0.05 level. It is not statistically significant. The null hypothesis is not rejected. So, there is no significant difference in the mean scores of tolerance with respect to gender.

The qualitative data analysis revealed the following findings which go in line with the quantitative data analysis. In the present study, the students learnt to confront problems, make well-informed decisions, to be assertive in communication and to empathize with others. The students started freely accepting others' differences, appreciating each other irrespective of gender difference, respecting each other's viewpoint, avoiding demerits of others and focusing only merits of others, developed openness, readiness and stopped repulsive attitude or behaviour.

Major Findings and Discussion

It was found that there was a significant difference in the mean scores of tolerance, general tolerance, religious tolerance, cultural tolerance and social tolerance of secondary school students before and after implementation of the programme. These findings go in line with the findings of Miller & Session (2005), Khalid (2013), Parfilova & Karimova (2016), Safina & Abdurakhmanov (2016) and Putilian, Zakirova & Kamalova (2020) that tolerance can be effectively developed in learners through well planned strategies and programmes. Winarni and Rutan (2020) stated that compared to individual learning, cooperative learning was more effective inaugmenting students' tolerance levels. According to Sakalli *et.al.* (2021) technology was found to be an effective tool for fostering tolerance. Cooperative learning and technology were a part of the strategy used in the present study thereby supporting these findings. The findings also indicated that there was no significant difference in the mean scores of tolerance with respect to gender and this was cited in a study by Vasudevan (2018). Life skills education is already being implemented in schoolsand so focus can be given on finding out the different values and skills other than life skills that can be developed through these programmes. This would be beneficial and feasible also. Findings of the present study support and endorse the same.

Conclusion

Life skills education is one of the most significant platforms forinculcating the desirable skills and values among learners which will help them face the tensions, fears, stress and challenges of their lives. The goal of life skills education is to help students turn their knowledge, attitudes, beliefs, and skills into actions that will promote their health and build their tolerance for leading healthy and successful lives. According to the National Education Policy (2020) we must provide an education that encourages a conscientious commitment to human rights, sustainable living, and global well-being, thereby preparing learners for the changing global ecosystem. Fortunately, the present study is well worth the effort and proves that tolerance can be enhanced through life skills education.

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शहरी एवं ग्रामीण क्षेत्रों में संचालित शासकीय एवं अशासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि का तुलनात्मक अध्ययन

*डॉ. आशा शर्मा

Abstract

The objective of the present research study is to make a comparative study of the academic achievement of the students studying in government and non-government higher secondary schools operating in urban and rural areas. In the research study, students studying in class 11th in 200 urban and 200 rural government and 200 urban and 200 rural non-government higher secondary schools were selected by stratified random sampling method. To know the academic achievement of the students, the percentage of the total marks obtained in their previous class 10th has been considered as the academic achievement. The hypotheses have been tested on the basis of the results obtained after the research study. The results of the research reveal that the educational achievement of students studying in government and non-government higher secondary schools run in urban areas is better than the students of government and non-government schools in rural areas. Similarly, the educational achievement of the students of private schools of the urban and rural areas is better than the students of government schools of urban and rural schools. The results obtained explain the significant difference between the educational achievement of students studying in urban and rural government and non-government higher secondary schools.

प्रस्तावना

शिक्षा वह प्रक्रिया है जिसके माध्यम से एक बालक में अंतर्निहित शक्तियों, योग्यताओं, कौशलों और क्षमताओं का विकास किया जाता है। विद्यार्थियों में यह विकास विद्यालय में शिक्षण अधिगम प्रक्रिया के साथ ही संपन्न होने वाली पाठ्य सहगामी क्रियाओं के द्वारा होता है। अतः विद्यार्थियों के व्यक्तित्व विकास में विद्यालयी परिवेश और अकादमिक गतिविधियों की अहम् भूमिका होती है।

भारत एक कृषि प्रधान देश है और देश का भौगोलिक परिदृश्य भी व्यापक है। देश की लगभग दो-तिहाई जनसंख्या ग्रामीण क्षेत्रों में ही निवास करती है। ग्रामीण क्षेत्रों में संचालित विद्यालय भी शहरी क्षेत्रों में संचालित विद्यालय भी शहरी क्षेत्रों में संचालित विद्यालयों की ही भाँति होते हैं जो शासकीय एवं अशासकीय दोनों प्रकार के होते हैं।

इन ग्रामीण क्षेत्रों के विद्यालयों में शिक्षण अधिगम प्रक्रिया एवं अन्य विद्यालयी अकादमिक गतिविधियों का संचालन शहरी क्षेत्रों में स्थित शासकीय एवं अशासकीय विद्यालयों की भाँति ही होता है। किन्तु भौगोलिक, सामाजिक एवं पारिवारिक पृष्ठभूमि में भिन्नता होने के कारण विद्यार्थियों की शैक्षिक उपलब्धि प्रभावित होती है। इसके साथ ही ग्रामीण क्षेत्रों के विद्यालयों में भौतिक दृष्टि से शैक्षिक संसाधनों का पर्याप्त न होना, शिक्षकों की कमी तथा अन्य शैक्षिक विकास के वे अवसर सुलभ नहीं हो पाते हैं जो शहरी क्षेत्रों में संचालित विद्यालयों में अध्ययनरत विद्यार्थियों को उपलब्ध होते हैं। इसका प्रभाव निश्चित रूप से विद्यार्थियों की शैक्षिक उपलब्धि पर पड़ता है। अतः इस दिशा में हुए विभिन्न शोधों के परिणाम भी इस बात की पुष्टि करते हैं कि विद्यालय का गुणवत्तापूर्ण शैक्षिक वातावरण तथा अकादमी गतिविधियाँ, जैसे- प्रभावी शिक्षण-अधिगम प्रक्रिया और अन्य प्रेरक पाठ्येतर क्रियाएं साथ ही भौतिक, सामाजिक, एवं पारिवारिक पृष्ठभूमि विद्यार्थियों की शैक्षिक उपलब्धि को प्रभावित करती है (त्रिपाठी, 2004, देवगन, 2010, दुबे, 2011, लता, 2011, शर्मा, 2015, अहमद, 2018, सिंह, 2021 तथा कश्यप, 2022)।

विद्यार्थियों की शैक्षिक उपलब्धि के संदर्भ में किए गए उपर्युक्त शोध अध्ययन महत्वपूर्ण है परंतु शहरी एवं ग्रामीण पृष्ठभूमि को दृष्टिगत रखते हुए शासकीय एवं अशासकीय उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि की वास्तविकता को जानना एवं समझना भी आवश्यक है जिससे शैक्षिक विकास की संभावनाओं को इस दिशामें खोजा जा सके।

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अतः शहरी एवं ग्रामीण क्षेत्रों में संचालित शासकीय तथा अशासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि के स्तर में समानता है या भिन्नता, यह ज्ञात करने के लिए इस दिशा में वैज्ञानिक दृष्टि से शोध अध्ययन की महत्ता को अनुभव करते हुए प्रस्तुत शोध विषय को अध्ययन के लिए चयनित किया गया है जिसमें यह देखने का प्रयास किया जाएगा कि शहरी एवं ग्रामीण क्षेत्रों में संचालित शासकीय एवं अशासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विभिन्न समूहों के विद्यार्थियों की शैक्षिक उपलब्धि के मध्य कोई सार्थक अंतर है अथवा नहीं है? अतः इसी प्रश्न का उत्तर जानने के लिए प्रस्तुत शोध अध्ययन शीर्षक **'शहरी एवं ग्रामीण क्षेत्रों में संचालित शासकीय एवं अशासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि का तुलनात्मक अध्ययन'** चयनित किया गया है।

यह शोध अध्ययन शहरी एवं ग्रामीण क्षेत्रों में स्थापित शासकीय एवं अशासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों के शैक्षिक विकास की संभावनाओं को मनोवैज्ञानिक दृष्टि से समझने में सहायक होगा।

समस्या कथन

''शहरी एवं ग्रामीण क्षेत्रों मे संचालित शासकीय एवं अशासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि का तुलनात्मक अध्ययन''

शोध अध्ययन के उद्देश्य

- शासकीय एवं अशासकीय शहरी उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का तुलनात्मक अध्ययन करना।
- शासकीय एवं अशासकीय ग्रामीण उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का तुलनात्मक अध्ययन करना।
- ग्रामीण एवं शहरी शासकीय उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का तुलनात्मक अध्ययन करना।
- ग्रामीण एवं शहरी अशासकीय उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का तुलनात्मक अध्ययन करना।

शोध अध्ययन की परिकल्पना

- शासकीय एवं अशासकीय शहरी उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि के मध्य सार्थक अन्तर नहीं है।
- शासकीय एवं अशासकीय ग्रामीण उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि के मध्य सार्थक अन्तर नहीं है।
- ग्रामीण एवं शहरी शासकीय उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि के मध्य सार्थक अन्तर नहीं है।
- ग्रामीण एवं शहरी अशासकीय उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि के मध्य सार्थक अन्तर नहीं है।

शोध विधि

प्रस्तुत शोध अध्ययन में आँकड़ों के संकलन हेतु 'सर्वेक्षण विधि' का प्रयोग किया गया है।

जनसंख्या एवं न्यादर्श

सागर जिले के शहरी एवं ग्रामीण क्षेत्रों में संचालित शासकीय एवं अशासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों को जनसंख्या के अंतर्गत लिया गया है। शासकीय एवं अशासकीय शहरी उच्चतर माध्यमिक विद्यालयों के कक्षा 11वीं में अध्ययनरत कुल 400 विद्यार्थी (200 शास.+200 अशास.) तथा इसी प्रकार शासकीय एवं अशासकीय ग्रामीण उच्चतर माध्यमिक विद्यालयों में अध्ययनरत 400 विद्यार्थी (200 शास.+200 अशास.) स्तरीकृत यादृच्छिक न्यादर्श विधि द्वारा चयनित किए गए हैं।

शोध उपकरण

प्रस्तुत शोध अध्ययन में शासकीय एवं अशासकीय शहरी एवं ग्रामीण क्षेत्रों में संचालित उच्चतर माध्यमिक विद्यालयों में कक्षा 11 में अध्ययनरत विद्यार्थियों द्वारा पिछली कक्षा की वार्षिक परीक्षा में प्राप्त किए गए अंकों के प्रतिशत को उनकी शैक्षिक उपलब्धि माना गया है।

प्रयुक्त सांख्यिकी प्रविधि

प्रस्तुत शोध अध्ययन में संकलित आँकड़ों के परिणाम ज्ञात करने हेतु मध्यमान, मानक विचलन, क्रांतिक अनुपात की गणना की गई है।

परिणाम एवं व्याख्या तथा परिकल्पनाओं का सत्यापन

तालिका संख्या 01: शासकीय एवं अशासकीय शहरी उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि सम्बन्धी तुलनात्मक परिणाम

क्र.सं.	समूह	संख्या N	मध्यमान M	मानक विचलन SD	क्रान्तिक अनुपात CR	परिणाम
01	शास. शहरी उ. मा.विद्यालयों के विद्यार्थियों की शैक्षिकउपलब्धि	200	58.72	12.50	2.64	सार्थक अंतर*
02	अशास. शहरी उ. मा.विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि	200	61.75	13.79		

*0.01 सार्थकता स्तर पर सार्थक अंतर

तालिका संख्या 01 शासकीय एवं अशासकीय शहरी उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि ा के मध्य अंतर को दर्शाती है। दोनों समूह के मध्यमान के आधार पर शहरी क्षेत्रों में संचालित अशासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि शासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की अपेक्षा अधिकतम है। सार्थकता के स्तर 0.01 पर दोनों समूहों के मध्य सार्थक अन्तर पाया गया।

अतः **परिकल्पना क्रमांक 01 अस्वीकृत** होती है।

तालिका संख्या 02: शासकीय एवं अशासकीय ग्रामीण उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि सम्बन्धी तुलनात्मक परिणाम

क्र.सं.	समूह	संख्या N	मध्यमान M	मानक विचलन SD	क्रान्तिक अनुपात CR	परिणाम
01	शास. ग्रामीण उ. मा.विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि	200	47.12	7.10	11.85	सार्थक अंतर*
02	अशास. ग्रामीण उ.मा.विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि	200	59.57	13.14		

*0.01 सार्थकता स्तर पर सार्थक अंतर

तालिका संख्या 02 शासकीय एवं अशासकीय ग्रामीण उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि के मध्य अंतर को स्पष्ट करती है। सार्थकता के स्तर 0.01 पर दोनों समूहों के मध्य सार्थक अंतर पाया गया। शासकीय ग्रामीण उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि अशासकीय ग्रामीण उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की अपेक्षा कम पाई गई। इसलिए कहा जा सकता है कि अशासकीय ग्रामीण उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि अपेक्षाकृत ज्यादा बेहतर है।

अतः **परिकल्पना क्रमांक 02 अस्वीकृत** होती है।

तालिका संख्या 03: ग्रामीण एवं शहरी शासकीय उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि सम्बन्धी तुलनात्मक परिणाम

क्र.सं.	समूह	संख्या N	मध्यमान M	मानक विचलन SD	क्रान्तिक अनुपात CR	परिणाम
01	शास. ग्रामीण उ.मा. विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि	200	47.12	7.10	11.48	सार्थक अंतर*
02	शास. शहरी उ.मा. विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि	200	58.72	12.50		

*0.01 सार्थकता स्तर पर सार्थक अंतर

तालिका संख्या 03 में ग्रामीण एवं शहरी शासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि के मध्य सार्थक अंतर का पता चलता है। शहरी क्षेत्रों में संचालित उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि ग्रामीण क्षेत्रों के शासकीय उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों की अपेक्षा ज्यादा है। सार्थकता के स्तर 0.01 पर दोनों समूह के मध्य सार्थक अंतर देखने को मिलता है।

अतः **परिकल्पना क्रमांक 03 अस्वीकृत** होती है।

तालिका संख्या 04: ग्रामीण एवं शहरी अशासकीय उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि सम्बन्धी तुलनात्मक परिणाम

क्र.सं.	समूह	संख्या N	मध्यमान M	मानक विचलन SD	क्रान्तिक अनुपात CR	परिणाम
01	अशास. ग्रामीण उ.मा. विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि	200	59.57	13.14	2.01	सार्थक अंतर*
02	अशास. शहरी उ.मा. विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि	200	61.95	13.79		

*0.05 सार्थकता स्तर पर सार्थक अंतर

तालिका संख्या 04 के द्वारा ग्रामीण एवं शहरी अशासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि के मध्य सार्थक अंतर ज्ञात होता है। आँकड़ों के विश्लेषण के आधार पर अशासकीय शहरी उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान अशासकीय ग्रामीण उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि से अधिकतम है। अतः सार्थकता स्तर 0.05 पर दोनों समूहों के मध्य सार्थक अंतर पाया गया। इसलिए 0.05 सार्थकता स्तर पर **परिकल्पना क्रमांक 04 अस्वीकृत** होती है।

निष्कर्ष

प्रस्तुत शोध अध्ययन के परिणामों के आधार पर प्राप्त निष्कर्ष निम्नलिखित हैं-

- शहरी क्षेत्रों में संचालित शासकीय उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि अशासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की अपेक्षा कम पाई गई। अतः अशासकीय शहरी उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का स्तर अधिकतम था।
- ग्रामीण क्षेत्रों में संचालित अशासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि ग्रामीण क्षेत्रों के शासकीय विद्यालयों के विद्यार्थियों की तुलना में ज्यादा पाई गई। अतः ग्रामीण क्षेत्रों में भी अशासकीय विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का स्तर अपेक्षाकृत ज्यादा अच्छा पाया गया।
- ग्रामीण क्षेत्रों में संचालित शासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की तुलना में शहरी क्षेत्रों के शासकीय उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का स्तर अधिकतम प्राप्त हुआ। अतः ग्रामीण क्षेत्रों के शासकीय विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि तुलनात्मक रूप से कम देखने को मिली।
- ग्रामीण क्षेत्रों में संचालित अशासकीय उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि अशासकीय शहरी उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की तुलना में कम पाई गयी। अतः अशासकीय शहरी उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का स्तर दूसरे समूह की तुलना में ज्यादा अच्छा था।

शैक्षिक अनुप्रयोग

शैक्षिक उपलब्धि विद्यार्थियों के शैक्षिक स्तर को निर्धारित करती है जिसका सम्बन्ध शिक्षण अधिगम प्रक्रिया से होता है। अतः विद्यालय में सम्पन्न होने वाली शिक्षण अधिगम प्रक्रिया का प्रभाव विद्यार्थियों की शैक्षिक उपलब्धि पर प्रत्यक्ष रूप से पड़ता है जिससे यह पता चलता है कि उन्होंने अपनी कक्षा के स्तर के अनुसार कितना सीखा है? विषयवार न्यूनतम् अधिकतम की सम्प्राप्ति उन्होंने की है अथवा नहीं? इसका परिणाम विद्यार्थियों द्वारा की गयी अधिगम क्रिया के सतत आकलन एवं मूल्यांकन के आधार पर ही सुनिश्चित हो पाता है।

शहरी एवं ग्रामीण क्षेत्रों में संचालित शासकीय एवं अशासकीय विद्यालयों के संचालन की कार्यप्रणाली समान होती है किन्तु

उनकी पृष्ठभूमि और भौतिक संरचना तथा संसाधनों में भिन्नता होने के कारण विद्यार्थियों के शैक्षिक विकास में अंतर देखने को मिलता है। प्रस्तुत शोध अध्ययन से प्राप्त परिणाम भी इसी बात की पुष्टि करते हैं कि क्षेत्रगत पृष्ठभूमि का प्रभाव तथा विद्यालय का भौतिक एवं अकादमिक वातावरण विद्यार्थियों के सीखने-सिखाने की प्रक्रिया को प्रभावित करता है। विद्यार्थियों के शैक्षिक उन्नयन को विद्यालय में मिलने वाली शैक्षिक सुविधाएं, प्रभावी शिक्षण-अधिगम प्रक्रिया, शिक्षकों का व्यवहार तथा संस्थागत स्वस्थ वातावरण प्रभावित करता है।

शहरी एवं ग्रामीण विद्यालय की क्षेत्रीय एवं शैक्षिक पृष्ठभूमि, वहाँ का परिवेश भौतिक एवं शैक्षिक सुविधाएं समान न होने के कारण विद्यार्थियों के शैक्षिक विकास को प्रभावित करती हैं। अतः आज ग्रामीण क्षेत्रों में संचालित विद्यालयों में भी उन सभी बेहतर शैक्षिक सुविधाओं के साथ गुणवत्तायुक्त शैक्षिक प्रशासन एवं प्रबन्धन की आवश्यकता है जो विद्यार्थियों के अकादमिक उन्नयन एवं उनके व्यक्तित्त्व विकास को गुणवत्ता प्रदान कर सके।

प्रस्तुत शोध अध्ययन शैक्षिक प्रशासन एवं प्रबंधन की दृष्टि से अत्यन्त उपयोगी है। यह शहरी एवं ग्रामीण क्षेत्रों में संचालित शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि के मध्य पाए जाने वाले अंतर की ओर ध्यान आकर्षित कर, इस दिशा में सार्थक प्रयासों के क्रियान्चयन की आवश्यकता की ओर संकेत करता है।

अतः शोध के निष्कर्षों को दृष्टिगत रखते हुए विद्यालयों के शैक्षिक वातावरण, मानवीय एवं भौतिक संसाधनों की आपूर्ति, पाठ्यक्रम निर्माण, अकादमिक गतिविधियों, परीक्षा एवं मूल्यांकन प्रणाली में अपेक्षित सुधार किया जा सकता है। इसके साथ ही विद्यार्थियों के न्यूनतम अधिगम स्तर की सम्प्राप्ति सम्बन्धी समस्याओं के कारणों को पहचानने एवं उनके समाधन में भी सहायता मिल सकती है।

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A Study of Occupational Stress of Working Women

*Dr. Goldy Gupta, **Teena Sharma

Abstract

After independence due to social legislation women explored in every field. Whether it is education, economics, technology, health and many more. Now a days women are economically independent. Many efforts have been done to uplift women. But these effort are not fruitful. Today a woman is burdened with two kinds of jobs her work within house and profession outside. In balancing the two she is faced with a kind of Occupational Stress. The present paper study the Occupational Stress of Working Women. Along with it, it also compares the Occupational Stress of working women in Private and Govt. sector Questionnaire method was used to gather data. It was found that working women suffers high occupational stress due to dual responsibilities i.e. family and job and there is difference in the occupational stress level of women working in Government and Private sector.

Introduction

If we take a look at the status of women in India. It has been very controversial. Their position in society has been ever changing. During Vedic period they were **Goddesses.** In Muslim era their status declined. In British period they were as **'slaves of slaves'.** After independence due to social legislation they came in every field. Whether it is education, economics, technology, health and many more.

Now women are economically independent. Many efforts have been done to uplift women. But these effort are not much fruitful. Today's woman is burdened with two kinds of jobs her work within house and profession outside. In balancing the two she is faced with a kind of stress. This stress leads to lack of enjoy of being independent. Now a woman is giving helping hand in economic development of family. She has to perform dual function. In this duality she now has become like a machine. She does not pay any attention to herself and hence feel stressed, fatigued. It cannot be denied that family and job work are two major aspects of a women. Both are like two sides of a coin. They go side by side. If more, focus is given to one, other will be affected and neglected. Due to occupational stress, many mothers give up work and give, their time to family but sometime financial hurdles come in way and again they have to think about joining job so that family budget can be maintained. In doing both jobs she suffers sickness, no quality of time for herself, through several researches it has been revealed that women face more stress than males who are their counterparts. It is fact that women have to face problems just by virtue of their being women and if they are working the problems are multiplied manifold

In doing both jobs she suffers sickness, no quality of time for herself, through several researches it has been revealed that women face more stress than males who are their counterparts. It is fact that women have to face problems just by virtue of their being women and if they are working the problems are multiplied manifold .Although after independence women is changed positively yet the picture is different. It is a matter of great surprise that even educated family has traditional thought about women. In between women also feel guilty that she is not doing much for her family and children doing job along with paying attention to family now has become very difficult and due to all these feelings of stress and frustration takes ground in their hearts.

Review of Related Literature

AsimSaha *et al.* (2006) studied occupational injury proneness in Indian women in fish processing industries. The objective was to analyze the occupational injury and the related factors affecting fish industries of western India. A cross sectional survey was applied on randomly selected 185 women. Selected women were interviewed with the aid of an interview-administered questionnaire to gather data regarding their personal, work and occupation related details. Method used was Logistic regression to analyze the data in order to obtain the

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contribution of individual factors on occupational injuries. job of fish processing workers and occupational hazards in the work sphere contribute vastly to the occurrence of work associated injuries and such occupational hazards prevention might help in protecting workers from such occupational injuries also.

Bhandan (2004) studied women in two work roles and their life quality. This study examined their dual roles in terms of independence and quality of women life.Survey of women clerks in Delhi showed that they suffer many hurdles in their routine lives including transportation, worry about children, long working hours etc. For the study. 100 married women clerks sample working in central government departments of Delhi was chosen. Women clerks sample belonged to Haryana, Punjab and Uttar Pradesh. Interview methods were used for collecting data. At office, respondents were seated in small, overcrowded and ill-maintained rooms with very little space to move around. Majority of them depicted that running between office and home, travelling by irregular and crowded city transport, and household responsibilities caused them fatigued.

Singh and Sengupta (2003) studied women leadership in organization and socio-cultural determinants. This study examined the socio-cultural determinants of the low representation of women in top managerial position in Asian organization and also studied the issues from individual and organizational perspective. 29 male and 71 female managers working in south-east Asian countries participated in the study, of which 32 were from Sri Lanka, 20 each from Nepal and Bangladesh, 15 from Korea and 113 from India. Efforts were made to get responses from a wide range of organizations ranging from IT consultancy, banking and hard- core manufacturing. Data was collected using structured interview and questionnaires. Findings revealed that both male and female respondents perceived that social culture has an important bearing on our thought process and nature. Managers reported organizational culture to be favorable to men. Women managers reported family to be central in their lives, whereas male managers mentioned it was work. Often it was women who scarified promotions for family commitments.

Objectives

(i) To study occupational stress of working women.

(ii) To compare the occupational stress of women working in Private and Govt. sector

Hypothesis

There is no significant difference between occupational stress of women working in Private and Govt. Sector.

Methodology

In accordance with hypotheses and objectives descriptive survey method used by the investigator. A sample of 100 working women selected from Gohana city of Sonepat District. 50 women working in Govt. Sector and 50 women working in Private Sector selected randomly. Tools used in present study is Occupation Stress Index- Dr. A.K. Srivastava and Dr. A.P. Singh. Mean, Standard deviation and t- test techniques were applied to analyze the data.

Results and Discussions

Objective 1: To study the occupational stress of working women.

The following table depicts the results:

Table 1

Sub-Scales	Raw Score	Qualitative Norms	No. of Working Women	
			Govt.	Private
Role overload	23-30	High	7	30
	15-22	Average	15	10
	6-14	Low	28	10
Role ambiguity	13-20	High	5	25
	10-12	Average	10	15
	4-9	Low	35	10
Role Conflict*	5-12	Low conflicts	32	10
	13-17	Average conflicts	9	10
	18-25	High conflicts	9	30
Unreasonable group and pol. Pressure	15-20	High	7	25
	10-14	Average	9	15
	4-9	Low	34	10
Responsibility of Persons	12-15	High	10	30
	8-11	Average	10	10
	3-7	Low	30	10
Under participation	13-20	High	5	24
	10-12	Average	15	17
	4-9	Low	30	19
Powerlessness	12-15	High	7	32
	8-11	Average	9	18
	3-7	Low	34	0

Poor peer relations	14-20	High	7	26
	9-13	Average	15	16
	4-8	Low	28	8
Intrinsic relations	14-20	High	9	24
	10-13	Average	9	17
	4-9	Low	32	19
Law status	12-15	High	5	25
	7-11	Average	10	15
	3-6	Low	35	10
Strenuous working conditions	13-20	High	10	35
	10-12	Average	10	10
	4-9	Low	30	5
Unprofitability	8-10	High	10	25
	5-7	Average	25	20
	2-4	Low	15	5

Objective 2: To compare occupational stress of women working in Govt. and Private sector

Table 2: Mean, S.D. and t-value of Occupational Stress of Working Women

Type of working women	N	Mean	S.D	SE_M	t-value
Government	50	107.45	6.336	1.037	4.377*
Private	50	115.51	8.578	1.071	

Table 2 depicts the mean score of Occupational Stress ofwomen working in Government and Private sectors are 107.45 and 115.51 respectively. t -value is 4.377 which is significant at 0.01 level of significance. So the null hypothesis is rejected. So it was observed that there exists a significant difference in Occupational Stress of working women. The Private sector working women face more Occupational Stress than Government sector working women.

The graphical representation of this result is shown as below :

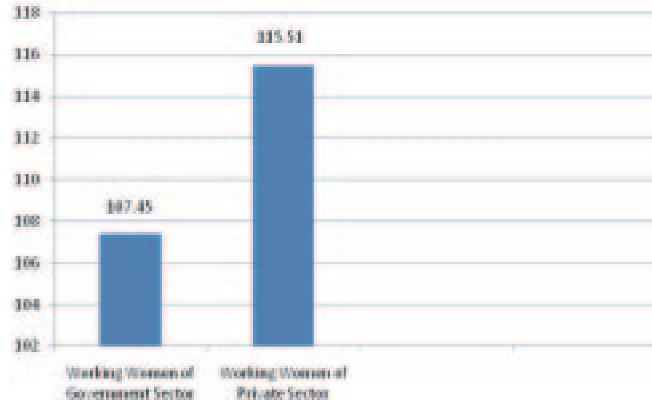

Figure 1: Mean Score of Occupational Stress of Working Women in Govt. and Private Sector

Conclusion

After analyzing the research data it can be stated role of working married women reveals many facts including hurdling social issues family issues and justifying the work for helping family for economic needs. Balancing act between family responsibility yield stresses at various level. The stress level at occupation directly affects performance at work.

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Trend and Pattern of MSME Sector During COVID-19 Pandemic

**Dr. Jyoti Kumari Mishra, **Dr. Suvant Kumar Verma*

Abstract

Medium & small-scale industries (MSME) in India are involved in manufacturing, repair, and maintenance; however, food products account for the majority of the MSME sector. The remaining items include rubber and plastic products, electrical and machinery parts, chemical and chemical products, products from the basic metal industry, metal products, and miscellaneous. The analysis of the manufacturing sector's growth in MSME over the time of COVID 19 is the main goal of this study. The study focuses to identify the problems that slow down production in the MSME sector. This highlights the measures done by the government to boost the growth and market share of the MSME sector in terms of financing and technological advancement.

The study discusses new efforts and revised MSME criteria. Performance of new projects is discussed, as well as their development, results, and growth share in national income.

Introduction

Shumakaran's adage that "little is beautiful" is evident in the SSI sector, which is a crucial link in economic growth. This industry is divided into traditional and modern categories. The following industries make up the traditional sector's composition. These include:

- Village industries
- Khadi
- Handlooms
- Coir industries
- Sericulture
- Cottage
- Artisans

In modern SSI sector following industries makes composition of such industries :

- Small scale industrial undertakings
- Export oriented SSI units
- Ancillaries
- Tiny enterprises
- Small scale service and business Enterprise
- Power loom industry.

Due to its contribution of at least 40% of India's gross industrial goods and its significant role in the export market, the SSI sector is the one with the most thriving economy. 35% or more of all exports come from this sector. The SSI sector produces more than 6000 different goods. The following graph shows how much of a contribution MSME products make to the overall national production.

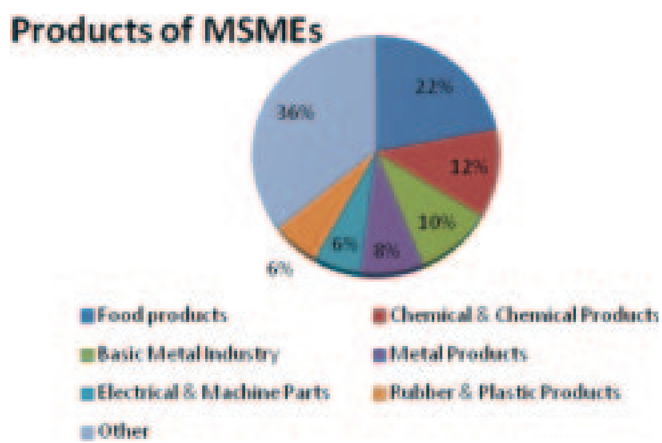

Fig. 1.1

The graph above displays the percentage of goods produced in various industries, broken down by industry. Food products account for 22%, chemicals and their products for 12%, metal products for 8%, electrical and machine components for 6%, rubber and plastic products for 6%, and other products for 36%. It demonstrates

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that the majority of articles are on food products, with chemicals and chemical products coming in second. Rubber and plastic products make up the same percentage of electrical and machine parts' products.

Objectives of The Study

- To research the state of small-scale industry today (MSME).
- To observe how technology was applied in the (MSME) sector during the COVID-19 epidemic.
- To evaluate industry 4.0's significance.
- To give an overview of the SSI sector's comeback.
- To examine the policies and initiatives put out for the MSME sector.

Scope of The Study

The analysis is only focused on the Covid-19 period because there were many ups and downs brought on by the lockdown, which had a significant impact on the supply chain and other apparels.

Research Methodology

A fact-finding mission's methodology is the culmination of all the procedures that are employed. The collection and consultation of secondary data served as the foundation for the current investigation. Websites related to the MSME sector and other websites are consulted. In addition to it, a lot of books, journals, newspapers, and research publications are consulted.

India comes in behind China globally in the MSME sector. Prior to this, the MSME Act of 2006 was established, creating the first-ever legal framework for the MSME sector. This legislation was designed to support small-scale industrial development, growth, and competitiveness. The Act of 2006 defined and categorized the MSME sector. Micro Small and Medium Enterprises (MSME) categorize industries based on investment criteria.

Investment in small businesses ranges from over Rs. 25 lakh to up to Rs. 5 crore, investment in larger businesses ranges from more than Rs. 5 crore to up to Rs. 10 crore. There was a need for a revised definition of the small scale industry sector following the COVID-19 epidemic. That being the case, the MSME Act was updated in 2020 and this is the MSME Act 2020. Given that businesses registered as MSMEs receive numerous government perks, the government framed this act in their favor. The MSME Act 2020 has now altered categorization. The new classification is based on turnover and investments in machinery and plant. According to the new MSME Act 2020 classification, there are:

Table 1.1

Type of enterprise	Investment	Turnover
Micro	1crore	5 crores
Small	10 crores	50 crores
Medium	50 crores	250 crores

The SSI sector's expansion and growth were greatly aided by the new classification. When we look at the state of tiny industries prior to classification, it wasn't adequate, but now there have been significant improvements. Since everyone is aware that the corona virus causes the entire world's economy to collapse, the Indian economy is also affected. As was previously mentioned, the MSME sector is the one that contributes the most to production. The MSME sector was also severely affected by the Corona virus, but the new definition of the MSME sector greatly aided in the growth of the industrial sector. Prior to the pandemic, in 2019 there were registered MSME units of close to 63 million, with the following breakdown by major state:

Table 1.2

Name of State	No. of Enterprises in Lakhs
Uttar Pradesh	89.99
West Bengal	88.67
Tamil Nadu	49.48
Maharashtra	47.78
Karnataka	38.34
Bihar	34.46
Andhra Pradesh	33.87
Gujrat	33.16
Rajasthan	26.87
Madhya Pradesh	26.74
Other state /UTS	164.52

Source: MSME report 2019-2020

According to the table above, Uttar Pradesh has the most registered MSMEs, with the remaining states making up the rest. And their contribution to India's GDP in terms of Gross value added (GVA) was 33.50%. After lockdown, there were more than 63 million MSME units, and their number did not rise in 2020-2021. A 2.5 million unit increase in registered MSMEs was made possible by the introduction of the Udyog Aadhar Memorandum policy. The Gross Value Added (GVA) contribution of

MSME was close to 30% of India's total GDP in 2020. The distribution of the MSME sector by state in 2020-2021 is as follows:

Table 1.3

Name of State	No. of Enterprises in Lakhs
Uttar Pradesh	89.99
West Bengal	88.67
Tamil Nadu	49.48
Maharashtra	47.78
Karnataka	38.34
Bihar	34.46
Andhra Pradesh	33.87
Gujrat	33.16
Rajasthan	26.87
Madhya Pradesh	26.74
Other state /UTS	164.52

Source : MSME report 2020-2021

The distribution of MSMEs by state reveals no growth in the number of MSMEs that have been registered. This was a result of the COVID 19 era. After all these issues, the MSMEs sector is still regarded as the foundation of the Indian industrial sector. The incorporation of modern technology and know-how has made the MSME sector one of the most dynamic and employment-producing sectors. Based on the MSME Annual Report for 2019-20. IT projects have been launched. Which are:

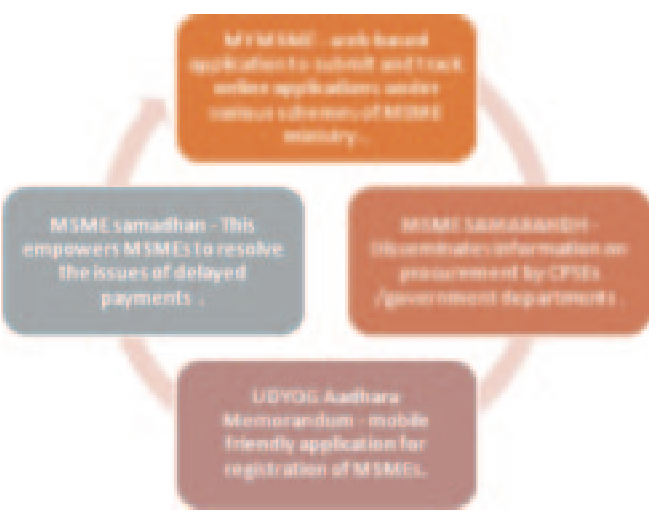

Fig. 1.2

Along with these IT activities, MSMEs are also upgrading their technology according to the industry 4.0 philosophy. A new stage of the industrial revolution known as "Industry 4.0" is focused on widespread connection, machine learning, automation, and real-time data. Industry 4.0 is a full and interconnected environment for businesses managing the manufacturing supply chain. Understanding the previous three principles is crucial to comprehending the idea of industry 4.0. Understanding the previous three ideas clarifies the necessity and importance of industry 4.0.

The term "industry 1.0" was first used between 1700 and 1800. In this time period, manufacturing was entirely dependent on manual labour, including the usage of steam-powered engines and animals.

When steel and electricity were employed in manufacturing and machinery started to become more mobile, the term "industry 2.0" was developed.

Industry 3.0-The word 3.0 was first used in 1950 or such.

The factories of this manufacturer employed computer technology. More frequent use was necessary, though, and the concept 4.0 fully incorporated this.

Industry 4.0-In industry 4.0, significant changes in the industry have been observed, and a fully holistic approach has been taken, with processes being carried out via the internet of things (IOT). This idea is playing a crucial part in how the SSI sector is developing. Because industry 4.0 combines the real and digital worlds, it has boosted production and growth in the SSI sector by keeping all departments closely connected to one another. ERP, IOT, IIOT, Big Data, Artificial Intelligence, M2M, Digitization, Smart Factory, Machine Learning, Cloud Computing, Real Time Data Processing, and Cyber Physical Systems are all included in the Industry 4.0 principles.

Conclusion & Suggestions

As a conclusion to this study, it can be claimed that the MSME sector is the one that is creating jobs the fastest. Both urban and rural areas receive revenue and employment from this sector. There are 324.88 lakhs functioning MSMEs in the rural sector and 309.00 lakhs in the urban sector. Male entrepreneurs owned 77.76 lakhs in rural areas, whereas female entrepreneurs held 22.24 lakhs. When this classification is formed based on the type of business, the proportion was 79.63, with 20.37 percent owned by female business owners and a total of 79.63 held by male business owners. 97% of all jobs in this sector are in this one sector.

497.78 lakh persons were employed by micro, small, and medium-sized businesses in the rural sector, and 612.10 lakh people were employed by these businesses in the urban sector. Numerous programmes are administered by the MSME ministry to advance and support the MSME sector. These are listed below-

- Credit guarantee scheme for micro and small industries sector.
- Credit Linked capital subsidy component.
- Procurement and marketing support (PMS) scheme.
- Micro and small entrepreneurial cluster development.
- Scheme of fund for regeneration of traditional ZED certification scheme.
- Lean manufacturing competitiveness for MSMEs design clinic for design expertise to MSMEs.
- Digital MSMEs entrepreneurship and skill development programme.
- Assistance to training institutions (ATI) scheme.
- Coir industry technology up gradation scheme.
- Skill up gradation and Mahila Coir Yojana
- Rojgaryukt Gaon.
- Tool rooms and technical institutions.
- Agarbatti making project GramodhyogVikasyojana.
- Bee-keeping activity under gramodhyog Vikasyojana.
- Pottery activity under gramodhyogvikasyojana.

The aforementioned programmes are being conducted to improve the MSME sector. Following implementation, the SSI sector had sustained growth. India's economy is currently worth 3.1 trillion. Even during the Covid era's economic collapse, the MSME sector was a benefit for the Indian economy because many novel ideas were put into practice. There are certain ideas that could greatly speed up the MSME sector:

- Skill development programmes should be organized at every industry and employment prospective area.
- Entrepreneurship training programmes should be organized at college levels.
- There should be good co-operation of schools with Atal -Tinkering Labs.
- Financial Accessibility should be easy going .There should be greater co-operation of NPCI.
- Self-Help groups should be formed.
- ODOP scheme should be focused.

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A Study on Attitude towards Teachers and Academic Achievement of Higher Secondary School Students Studying in Schools Managed by Different Religious Communities

**Dr. Mahejabin, **Dr. Md Akhtar Raza*

Abstract

The main purpose of present study was to know the attitude towards teachers and academic achievement of higher secondary school students studying in schools managed by different religious communities. The Student's Attitude towards Teacher Scale' tool was used in the present study developed by Pandey and Shukla (2010). In this present study Higher Secondary School Students Studying in Schools Managed by Different Religious Communities were included as a sample. After the data analysis the researcher found that there is significant correlation between Attitude towards Teacher and academic achievement of higher secondary school students. It was foundthat there is significant difference among attitude towards teacher of higher secondary school students with respect to stream (Science, Arts & commerce). after post hoc analysis researcher found significant difference between Arts & commerce, Arts & science and difference not found between science & commerce stream. There is not significant difference found between attitude towards teacher with respect to medium of instruction. There is significant difference found among academic achievement of higher secondary school students with respect to stream. After post hoc analysis researcher found difference between arts & science, commerce & Science and difference not found between arts & commerce stream. Researcher also found that there is significant difference between academic achievement of higher secondary school students with respect to medium of instruction.

Introduction

Education has some goal to achieve and academic achievement is one of the most important goals. So that, all academic activities were organized to achieve this goal and to improve students' achievement. In present era, both are correlated and educational progress cannot describe without academic achievement because a student academic achievement shows student progress. The key role of teacher is the academic achievement of the students because the teacher provides the guidance and help for accruing the knowledge. In the teaching learning processes the academic relationship between teachers and students is most important. The attitude of students towards teacher is also the effect of teaching learning processes. If attitude of students towards teacher is positive than the classroom environment will be also disciplined. In education teacher's attitude towards students and students' attitude towards their teachers played very important role to develop healthy relationship between pupil and teacher because success of teaching-learning process depends on this relationship.

According to the Cambridge University Reporter (2003) academic achievement is frequently defined in terms of examination performance. Academic achievement refers to what the student have learned or what skills the student has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments (Santrock, 2006). Assessment of this descriptive information will usually be translated through grading system such as Grade Point Average (GPA) and course grade. Cumulated Grade Point Average (CGPA) used in this since it provides information of the students' academic performance across time. Academic performance measured by the examination results that are its one of the major goals of a school.

Attitude is a psychological tendency to express evaluative judgment about particular stimulus, object, issue or person on the basis of liking vs. disliking, approving vs. disapproving, favoring vs. disfavoring. Generally, attitude is individual subjective evaluation but also influenced by affective and emotional responses and related beliefs.

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Attitudes are a complex combination of personality, beliefs, values, behavior and motivation. For example, when we refer to a person's attitudes, we are trying to explain his or her behavior. Having a certain attitude in life helped to people understand and adjust their personal, social and environmental surrounding. So that attitude plays important role in determining a person's personality because it helps us to define how we see situation as well as define how we behave towards the situation and object.

Rationale of the Study

Education is very important factor for development of every country. In our present education system, more emphasis on students' achievement for quality education. In this context the most important role in any teaching and learning process is that of the learner. If the learner's attitudes tend to be positive towards the teacher or the discipline, then the recent study shows that the learning outcome is better. The researcher has reviewed a lot of studies related to this field and Found that Academic Achievement and attitude towards teacher positively correlated. Attitude are beliefs and emotions which comprise the affective domain of learner. In education academic success of student depends on their attitude (Popham, 2005; Royster Harris and Schoeps, 1999). In case of mathematics learning, according to Hart (1989), attitude towards mathematics is the emotion that the students associate with mathematics (positive or negative value), his/her belief and how they behave towards mathematics. Attitude is the most key factor for both teachers and students of their behavior in the classroom (Ajzen and Fishbein, 1992). The discipline and medium of instruction also affect the attitude and academic achievement. the curriculum and environment of schools also key role play the development of attitude of students towards teacher and subject. The proper construction of pedagogy, curriculum and assessment strategies will prevent to fail the students and save our future (William, 2003; Robinson, 2009; Tapscott, 1998; Prensky, 2005 and Gilbert, 2007). Das, S.K., Halder, U.K., Mishra, B. & Debnath, D. (2014). Study on relationship between Attitude towards Education and Academic Achievement in Secondary Level Minority Students.There is a need-to-know which factor influence the attitude towards teacher and academic achievement. Researcher feel that there is need to conduct the study to identify the factors.

Objective of the Study

1. To study the correlation between attitude towards teacher and Academic Achievement of higher secondary school students.
2. To compare the attitude towards teachers of higher secondary school students with respect to
   2.1) Stream
   2.2) Medium of Instruction
3. To compare the academic achievement of higher secondary school students with respect to
   3.1) Stream
   3.2) Medium of Instruction

Null Hypothesis

H_{01} There is no significant correlation between attitude towards teacher and Academic Achievement of higher secondary school students.

$H_{02.1}$ There is no significant difference among the attitude towards teachers of higher secondary school students with respect to stream.

$H_{02.2}$ There is no significant difference between the attitude towards teachers of higher secondary school students with respect to medium of instruction

$H_{03.1}$ There is no significant difference among the academic achievement of higher secondary school students with respect to stream.

$H_{03.2}$ There is no significant difference between the academic achievement of higher secondary school students with respect to medium of instruction.

Variable of the study

Main Variable: Attitude towards Teacher and Academic Achievement

Demographic Variable: Stream & Medium of Instruction

Methodology

- **Methods:** In this present study the descriptive survey method was used by the researcher
- **Population:** The higher secondary schools managed by different religious communities of Varanasi city were constituted the population of the study.
- **Sample and sampling technique:** The 1019 students were taken from higher secondary schools managed by different religious communities. In the present study, 'stratified random sampling techniques' was used to draw the sample from the population.

- **Statistical Treatments:** Collected data were organized and analyzed by using descriptive statistic, parametric tests F-test ?and t-test and Product moment correlation to analyzed data with the help of SPSS 21.0 version.
- **Tool used: 1. Student Attitude towards their Teacher Scale:** This tool was used to assess the attitude of the students towards their teacher. This scale was constructed and standardized by P.C. Shukla and Geeta Pandey (2010). It is consisting of 90 multiple-choice in which 45 is positive and 45 is negative.

  Academic Achievement: In the present study academic achievement refers percentage of marks obtained by the students in class 10th.

Inferential Analysis

Objective-1: To study the correlation between attitude towards teacher and Academic Achievement of higher secondary school students.

H_{01} There is no significant correlation between attitude towards teacher and Academic Achievement of higher secondary school students.

Table-01: Correlation between attitude towards teacher and Academic Achievement

Variables	N	df	r	Result
Attitude towards Teacher & Academic Achievement	1019	1017	.364	*S

*. Correlation is significant at the 0.01 level (2-tailed).

As can be seen from the table no. 01 the obtained r-value was found to .364, which is greater than the tabulated value .062 at .01 level of significance with df 1017 Hence, r-value is significant and null hypothesis is rejected. Thus, it can be concluded that there is significant positive correlation between significant correlation between attitude towards teacher and Academic Achievement of higher secondary school students.

Therefore, it may be interpreted that there is significant and low-level correlation found between the attitude towards teacher and Academic Achievement t of higher secondary school students, studying in school managed by different religious communities.

Objective: 2.1- To compare the attitude towards Teachers of higher secondary school students with respect to Stream.

$H_{02.1}$ There is no significant difference among the attitude towards teachers of higher secondary school students with respect to stream.

Table-02: F-ratio of Attitude towards Teachers of Higher Secondary School Students with Respect to Stream

Variable	Sum of Square		df	Mean Square	F	P
Art	Between Groups	90351.205	3	30117.068	11.380	≥0.05
Commerce	Within Groups	2686149.584	1015	2646.453		
Science	Total	2776500.789	1018			

As can be seen from the table no. 02 the obtained F-value was found to 11.380, which is greater than the tabulated value 2.61 at .05 level of significance with between group df 3 and within group df 1015. Hence, F-value is significant and null hypothesis is rejected. Thus, it can be concluded that there is significant difference in Attitude towards Teachers among art, Commerce and Science stream of higher secondary school students, studying in schools managed by different religious communities (Hindu, Muslim, Sikh and Christian).

After getting significance difference in F-value it is necessary to conduct post hoc analysis to identify the groups which varies significantly.

Table-03: Post hoc Analysis of Attitude towards Teachers of Higher Secondary School Students with Respect to Stream

Demographic Variable	N	Mean (M)	SD	df	t	p
Art Commerce	245 355	328.35 316.55	50.340 49.699	598	2.835	≥0.05
Art Science	245 418	328.35 335.92	50.340 53.497	661	1.827	NS
Commerce Science	355 418	316.55 335.92	49.699 53.497	771	5.212	≥0.05

Table no. 03 reveals at the post analysis stage t-value was found to 2.835, which is greater than the t-tabulated value 1.96 at .05 level of significance with df 598. Hence, t-value is significant and null hypothesis is accepted. Thus, it can be concluded that there is significant difference in Attitude towards Teachers between art and Commerce stream of higher secondary school students, studying in schools managed by different religious communities (Hindu, Muslim, Sikh and Christian).

Table no. 03 reveals at the post analysis stage t-value was found to 1.827, which is less than the t-tabulated value 1.96 at .05 level of significant with df 661. Hence, t-value is not significant and null hypothesis is rejected. Thus, it is concluded that there is not significant difference in Attitude towards Teachers between Art and Science stream of higher secondary school students, studying in schools managed by different religious communities (Hindu, Muslim, Sikh and Christian).

Table no.03 also reveals at the post analysis stage t-value was found to 5.212, which is greater than the t-tabulated value 1.96 at .05 level of significant with df 771. Hence, t-value is significant and null hypothesis is rejected. Thus, it is concluded that there is significant difference in Attitude towards Teachers between Commerce and Science stream of higher secondary school students, studying in schools managed by different religious communities (Hindu, Muslim, Sikh and Christian).

Thus, it can be concluded that students of Art-Science have not significant difference in Attitude towards Teachers but Art-Commerce and Commerce-Science students have significant difference in Attitude towards Teachers, who was studying in schools managed by different religious communities (Hindu, Muslim, Sikh and Christian).

Therefore, it may be interpreted that Stream factors effects on Attitude towards Teachers and Commerce students have lower Academic Achievement compare than Art and Science students.

Objective: 2.2- To compare the Attitude towards Teachers of higher secondary school students with respect tomedium of instruction.

$H_{02.2}$ There is no significant difference between the attitude towards teachers of higher secondary school students with respect to medium of instruction.

Table-04: t-ratio of Attitude towards Teachers of Higher Secondary School Students with Respect to Medium of Instruction

Variable	N	Mean	SD	df	t	p
Hindi	441	325.63	53.410	1017	.839	NS
English	578	328.42	51.315			

As can be seen from the table no. 04 the obtained t-ratio was found to .839, which is less than the tabulated value1.96 at .05 level of significance with 1017. Hence, t-value is not significant and null hypothesis is accepted.

Thus, it can be concluded that there is not significant difference in Attitude towards Teachers between Hindi and English medium of instruction of higher secondary school students, studying in schools managed by different religious communities (Hindu, Muslim, Sikh and Christian).

Therefore, it may be interpreted that medium of instruction factors does not affect on Attitude towards Teachers and Hindi and English medium students have approximately equal Attitude towards Teachers.

Objective: 3.1. To compare the academic achievement of higher secondary school students with respect to stream.

$H_{03.1}$ There is no significant difference among the academic achievement of higher secondary school students with respect to stream.

Table-5: F-ratio of Academic Achievement of Higher Secondary School students with Respect to Stream

Variable	Sum of Square		df	Mean Square	F-ratio	P
Art	Between Groups	9550.045	3	3183.348	22.081	≥ 0.05
Commerce	Within Groups	146328.367	1015	144.166		
Science	Total	155878.412	1018			

As can be seen from the table no. 05 the obtained F-ratio was found to 22.081, which is greater than the tabulated value2.61at .05 level of significance with between group df 3 and within group df 1015. Hence, F-value is significant and null hypothesis is rejected. Thus, it can be concluded that there is significant difference in Academic Achievement among art, Commerce and Science of higher secondary school students, studying in schools managed by different religious communities (Hindu, Muslim, Sikh and Christian).

After getting significance difference in F-ratio it is necessary to conduct post hoc analysis to identify the groups which varies significantly.

Table-06: Post hoc Analysis of Academic Achievement of Higher Secondary School Students with Respect to Stream

Demographic Variable	N	Mean (M)	SD	df	t	p
Art Commerce	245 355	69.55 69.19	9.631 10.023	598	.437	NS
Art Science	245 418	69.55 75.32	9.631 14.538	661	6.137	≥0.05
Commerce Science	355 418	69.19 75.32	10.023 14.538	771	6.899	≥0.05

Table no. 06 reveals at the post analysis stage t-value was found to .437, which is less than the t-tabulated value 1.96at .05 level of significance with df 598. Hence, t-value is not significant and null hypothesis is accepted. Thus, it can be concluded that there is not significant difference in Academic Achievement between Art and Commerce of higher secondary school students, studying in schools managed by different religious communities (Hindu, Muslim, Sikh and Christian).

Table no. 06 reveals at the post analysis stage t-value was found to 6.137, which is greater than the t-tabulated value 1.96 at .05 level of significant with df 661. Hence, t-value is significant and null hypothesis is rejected. Thus, it is concluded that there is significant difference in Academic Achievement between Art and Science of higher secondary school students, studying in schools managed by different religious communities (Hindu, Muslim, Sikh and Christian).

Table no. 06 also reveals at the post analysis stage t-value was found to 6.899, which is greater than the t-tabulated value 1.96at .05 level of significant with df 771. Hence, t-value is significant and null hypothesis is rejected. Thus, it is concluded that there is significant difference in Academic Achievement between Commerce and Science of higher secondary school students, studying in schools managed by different religious communities (Hindu, Muslim, Sikh and Christian).

Thus, it can be concluded that students of Art-Commerce have not significant difference in Academic Achievement but Art-Science and Commerce-Science students have significant difference in Academic Achievement, who was studying in schools managed by different religious communities (Hindu, Muslim, Sikh and Christian).

Therefore, it may be interpreted that Stream factors effects on Academic Achievement and Commerce students have lower Academic Achievement compare than Art and Science students.

Objective: 3.2. To compare the academic achievement of higher secondary school students with respect to medium of instruction.

$H_{03.2}$ There is no significant difference between the academic achievement of higher secondary school students with respect to medium of instruction.

Table-07: t-ratio of Academic Achievement of Higher Secondary School Students with Respect to Medium of Instruction

Variable	N	Mean	SD	df	t	p
Hindi	441	69.21	13.162	1017	5.738	≥.05
English	578	73.72	11.369			

As can be seen from the table no.07 the obtained t-ratio of Hindi and English medium was found to 5.738, which is greater than the tabulated value1.96 at .05 level of significance with 1017. Hence, t-ratio is significant and null hypothesis is rejected.

Thus, it can be concluded that there is significant difference in Academic Achievement between Hindi and English medium of instruction of higher secondary school students, studying in schools managed by different religious communities(Hindu, Muslim, Sikh and Christian).

Therefore, it may be interpreted that medium of instruction factors effects on Academic Achievement and Hindi medium students have lower Academic Achievement compare than English medium students.

Major Findings

- There is significant positive correlation between significant correlation between attitude towards teacher and Academic Achievement of higher secondary school students.

- There is significant different among Attitude towards Teachers of higher secondary school students, studying in school managed by different religious communities with respect to Stream.
- There is significant difference in Attitude towards Teachers between art and Commerce stream of higher secondary school students.
- There is not significant difference in Attitude towards Teachers between Art and Science stream of higher secondary school students.
- There is significant difference in Attitude towards Teachers between Commerce and Science stream of higher secondary school students.
- There is no significant different among the Attitude towards Teachers of higher secondary school students, studying in school managed by different religious communities with respect to medium of instruction.
- There is significant different among the Academic Achievement of higher secondary school students, studying in school managed by different religious communities with respect to Stream.
- There is not significant difference in Academic Achievement between Art and Commerce of higher secondary school students.
- There is significant difference in Academic Achievement between Art and Science of higher secondary school students.
- There is significant difference in Academic Achievement between Commerce and Science of higher secondary school students.
- There is significant different among the Academic Achievement of higher secondary school students, studying in school managed by different religious communities with respect to Medium of instruction.

Conclusio

After the data analysis the researcher found that there is significant correlation between Attitude towards Teacher and academic achievement of higher secondary school students. It was found that there is significant difference among attitude towards teacher of higher secondary school students with respect to stream (Science, Arts & commerce). after post hoc analysis researcher found difference between Arts & commerce, Arts & science and difference not found between science & commerce stream. There is not significant difference found between attitude towards teacher with respect to medium of instruction. There is significant difference found among academic achievement of higher secondary school students with respect to stream. After post hoc analysis researcher found difference between arts & science, commerce & Science and difference not found between arts & commerce stream. Researcher also found that there is significant difference between academic achievement of higher secondary school students with respect to medium of instruction.

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A Study on the Impact of Mathematics on the Result of Madhyamik level in the schools of West Tripura District

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Abstract

Mathematics is the language of human reasoning power. It has played an important role in mobilizing the civilization. Everybody needs some sort of knowledge of Mathematics in one way or the other. The concept of excellent mathematical education is based on the two ideas. One is that all students can learn mathematics and the other is that all students need to learn mathematics. Recent days, the result of Madhyamik examination in mathematics is not reflecting well. So, it is a matter of research. One fact is observed that the students who are doing good result in mathematics are doing well in other subjects automatically, as the level of their reasoning become high. This research paper will try to invest about the main causes of failure in the Madhyamik examination. This paper will also try to increase the pass rate in madhyamik examination and increase the interest to the mathematics subject.

Introduction

Mathematics is an indispensible part of our life. It has been playing an significant role in building up the modern civilization by invigorating all sciences. Everybody needs some sort of knowledge of Mathematics in one way or the other. Actually, there can be no true schooling without mathematics. The general need of the research paper is to increase the rate of success in Madhyamik level, through the constant good result of Mathematics. Knowing the facts of failure and removing the barriers, the researcher will help the entire society.

Statement of the Problem

Though Tripura is backward than any other North East state of India but still it has an average educational status, wherein every school the average mathematics culture to some extent use. Mathematics is a part of every school curriculum all over the year. The meritorious student of madhyamik level always does very good result in mathematics. So, the researcher thinks that, the pass percentage of Madhyamik level can be easily increased if mathematics culture in the school is well. She as a researcher finds that good scoring students in mathematics are always good scorer in other subjects also. The more number of scientific tests have to be taken in the school. For this her topic is, "A Study on the Impact of Mathematics on the Result of Madhyamik level in the schools of West Tripura District".

Significance of the problem

The purpose of the study is to draw attention to the fact that the result in Madhyamik level can easily be invigorate if more marks is secured in mathematics. The students who get more marks in mathematics also get more marks in other subjects. The findings of the study may help the school authorities, teachers to emphasize on mathematics subject. As a result, the school can do better results in the exam.

Objectives of the Study

A research without proper objectives is just like a ship without a rudder. Objectives signify proper outcome to be achieved. So the objectives are carefully formulated for successful completion of research work.

i. To know about the main cause of failure in the Madhyamik Examination.

ii. To increase the rate of success in Madhyamik Examination through the constant good result of Mathematic.

iii. To increase the interest to the mathematics subject.

Hypothesis of the Study

A hypothesis is an assumption about the relations between variables. It is the soul of any research work. It is an assumption about the relations between variables. The interest of the researcher is to determine relationships between the variables.

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i. Those students who get higher marks in mathematics also get good marks in other subjects.

ii. The percentage of success rate in madhyamik level can be increased if more marks in mathematics are secured

iii. Increasing rate of practices in mathematics increases the level of result in madhyamik by taking monthly tests, terminal test etc.

Null Hypothesis

i. Getting higher marks in mathematics will have no significant effect on the good scoring of other subjects.

ii. There is no significant effect of securing more marks in Mathematics on the success rate of Madhyamik level.

iii. There is no significant difference between the occurrences of more tests for practicing mathematics in schools and the good result of Madhyamik.

Assumptions underlying the hypotheses

It is assumed that poor performance of the student in their respective subjects is due to the following reasons:

i. Schools are not provided with sufficient number of trained teachers as per teacher-pupil ratio.

ii. Large number of students in a class disturb in learning process.

iii. The percentage of success rate in Madhyamik level can be increased if proper teaching learning process is happened in the classroom teaching. As a result the theme will be cleared to the students. They will get more marks in these subjects.

iv. The students who have failed to get First division due to poor marks in Mathematics will be benefitted by this research study.

v. The weak students will get help and tips to get rid of the crucial phase of passing the Madhyamik examination.

Sample

Samples have been collected from various schools of Tripura. The researcher visited ten schools for collecting data related with the marks obtained in different subjects by students in Madhyamik Examination. Near about two hundred students of the ten selected educational Institutions have been taken up as subject of study.

Research Design and Procedure

The researcher tried her best to find out the fruitful output. She collected the data from the various schools of Tripura. Finally she selected the required sample and the techniques to calculate. She used many graphs to highlight the effect of the project. Many a times she tried to mention the drawbacks of the traditional teaching techniques of mathematics. She converted her hypothesis to Null Hypothesis. She tried to reject the hypothesis at 0.05 level of significance. So the present study of invigorating the result of Madhyamik is relevant and justified to present context of education.

Tools for Administration

For collecting data the study (a) Questionnaire, (b) Interview, (c) Observation has been used. These three processes have been employed in ten Schools of Tripura. The Interview is taken by the researcher of the H/Ms under investigation of the ten Institutions. Different questions about the use of proper teaching method have been used during this interview. And the output has been recorded for statistical analysis and interpretation. A set of questions have been circulated among the students of eleven of these schools. After taking a class by the researcher, they answer of their own. Their answers are recorded for statistical analysis.

Selection of Items

As the items were selected by the researcher herself, rigorous editing by some experts comprising of subject and measurement was necessary. The researcher accepted for her rating scale only those items which were passed by atleast sixty percent of the experts. Surplus were eliminated while finalizing the scale, some points had been taken into consideration, such as keeping the length of the scale such that it could be administered in a regular period of 45 minutes, arranging the items in such a way that they do not generate monotony among students.

Description of Findings

The researcher described her authentic judgement and findings which she gathered from various schools. She collected the records of 25 randomly selected students. She divided the subjects in three categories language group, Science group and India and her people. In language group she kept English and Bengali and in science group maths, physical science, life science and finally in India and her People she kept the subjects Geography and History. The researcher collected only the records of Madhyamik examination. Again the researcher has taken classes to class X section A and B. In the section A the researcher has taken two consecutive exams. And finally another exam has been conducted of total marks 25. But in section B only one final exam is taken. The researcher then compared the result.

Verification of the 1st null Hypothesis

The first null hypothesis is 'Getting higher marks in Mathematics will have no effect on the good scoring of other subjects'. This is a hard task to prove. The researcher will verify this hypothesis at 0.05 level of significance. The researcher has tried to show the impact of Mathematics on all subjects of Madhyamik examination. She collected fifteen good scoring students in each subject who have side by side good score in the Subject Mathematics. She also collected fifteen poor scoring students in each subject who have scored poor marks in the subject Mathematics.

The impact of Mathematics on English

Out of the data collected from the office file the researcher has collected 30 students. Out of these 30 students 15 students has scored well in English and simultaneously in Mathematics and 15 students scored poor both in English and Mathematics. The researcher has used some notations:

GE: Good Scoring in English
PE: Poor Scoring in English

Table-1: Data analysis for t-distribution

GE(X_1)	$x_1=X_1-M_1$	x_1^2	PE(X_2)	$x_2=X_2-M_2$	x_2^2
75	7.6	57.76	35	-4.6	21.16
77	9.6	92.16	37	-2.6	6.76
62	-5.4	29.16	47	7.4	54.76
64	-3.4	11.56	42	2.4	5.76
65	-2.4	5.76	39	-0.6	0.36
63	-4.4	19.36	40	0.4	0.16
71	3.6	12.96	41	1.4	1.96
69	1.6	2.56	33	-6.6	43.56
61	-6.4	40.96	38	-1.6	2.56
60	-7.4	54.76	35	-4.6	21.16
73	5.6	31.36	43	3.4	11.56
68	0.6	0.36	46	6.4	40.96
66	1.4	1.96	38	-1.6	2.56
70	2.6	6.76	38	-4.6	21.16
67	--0.4	0.16	45	5.4	29.16
1011		367.60	594		263.60

Here Mean of GE is

$$M_1 = \frac{\sum x_1}{N_1}$$
$$= \frac{1011}{15}$$
$$= 67.4$$

Again Mean of PE is

$$M_2 = \frac{\sum x_2}{N_2}$$
$$= \frac{594}{15}$$
$$= 39.6$$

The Degree of freedom = $N_1 + N_2 - 2 = 15 + 15 - 2 = 28$

Now, using the formula of *t*-distribution, we have

$$t = \frac{67.4 - 39.6}{\sqrt{\frac{367.6 + 263.6}{28} \times \frac{15+15}{15 \times 15}}}$$

$$= \frac{27.8}{\sqrt{\frac{631.2}{28} \times \frac{30}{225}}}$$

$$= \frac{27.80}{\sqrt{22.54 \times 0.13}}$$
$$= \frac{27.80}{\sqrt{2.93}}$$
$$= \frac{27.80}{1.71}$$
$$= 16.26$$

From the Table of Critical values of *t* we have:

Table-2: Degree of freedom

	Level of significance			
df	0.10	0.05	0.02	0.01
28	1.70	2.05	2.47	2.76

We find that the calculated t value is more than the table of critical value. Our calculated value is 16.26, but the tabulated value is 2.05 at 0.05 level of significance. Our calculated value is much more than the tabulated value. So, the null hypothesis has been rejected at 0.05

level of significance. So, getting higher marks in Mathematics will have a significant effect on the good scoring of English.

Similarly, the researcher has collected data from 30 students of other subjects like; Bengali, Physical Science, Life science, History, Geography and also calculated the t value. And compared it with the tabulated value at 0.05 level of significance. It is found that calculated value is much more than the tabulated value. For this the null hypothesis is rejected at 0.05 level of significance.

Verification of the 2nd null hypothesis

The second null hypothesis is 'Observed frequency in favour of the percentage of success rate in Madhyamik through good scoring in mathematics, is not significantly different from equal distribution'. This is a hard task to prove. The researcher will verify this hypothesis at 0.05 level of significance.

Table-3: Data On the basis of rating by teachers

Teacher	S.D.	D.A.	U.	A.	S.A.	Total
Male	12 (11.88%)	25 (24.75%)	15 (14.85%)	41 (40.59%)	8 (7.92%)	101
Female	13 (13.13%)	21 (21.21%)	20 (20.20%)	35 (35.35%)	10 (10.1%)	99
Total	25	46	35	76	18	200

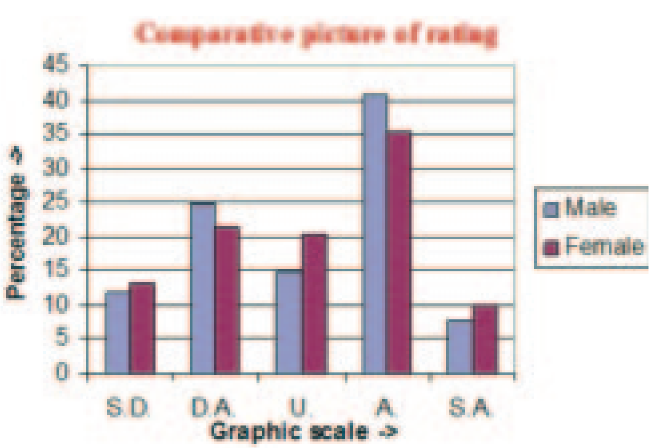
Where, S.D. : Strongly Disagree

D.A. : Disagree

U. : Undecided

A. : Agree

S.A. : Strongly Agree



For Male Teachers:

Table-4: Computation of X^2 with the above data

	S.D.	D.A.	U.	A.	S.A.
Obtained frequency (f_0)	12	25	15	41	8
Expected frequency (f_e)	20.2	20.2	20.2	20.2	20.2
$(f_0 - f_e)$	-8.2	4.8	-5.2	20.8	12.2
$(f_0 - f_e)^2$	67.24	23.04	27.04	432.64	148.84
$\frac{(f_0 - f_e)^2}{fe}$	3.33	1.14	1.34	21.42	7.37

$$\text{Therefore } \chi^2 = \sum\left(\frac{(f_0 - f_e)^2}{f_e}\right)$$

$$= 3.33 + 1.14 + 1.34 + 21.42 + 7.37$$

$$= 34.6$$

For Female Teachers:

Table-5: Computation of X^2 with the abovedata

	S.D.	D.A.	U.	A.	S.A.
Obtained frequency (f_0)	13	21	20	35	10
Expected frequency (f_e)	19.8	19.8	19.8	19.8	19.8
$(f_0 - f_e)$	-6.8	1.2	0.2	15.2	-9.8
$(f_0 - f_e)^2$	46.24	1.44	0.04	231.04	96.04
$\frac{(f_0 - f_e)^2}{f_e}$	2.34	0.07	0.002	11.69	4.85

$$\text{Therefore } \chi^2 = \sum\left(\frac{(f_0 - f_e)^2}{f_e}\right)$$

$$= 2.34 + 0.07 + 0.002 + 11.69 + 4.85$$

$$= 18.95$$

Now $df = (r - 1)(c - 1)$

$= (2 - 1)(5 - 1) = 4$

From the Table of Critical values of X^2 we have:

Table-6: Degree of freedom

	Level of significance			
df	0.10	0.05	0.02	0.01
4	7.779	9.488	11.668	13.277

The computed values of X^2 for both male (34.6) and female (18.95) teachers are much greater than the critical value of X^2 at 0.05 level. Hence, it is taken as quite significant. Therefore, the null hypothesis can be rejected with greater confidence, and we conclude that the percentage of success rate in Madhyamik level can be increased if more marks in Mathematics are secured.

Verification of the 3rd null Hypothesis

The third null hypothesis is 'There is no significant difference between the occurrences of more tests for practicing mathematics in schools and the good result of Madhyamik'. The researcher will now test it at 0.05 level of significance. It is a difficult task to prove. She will use t-test for verifying the hypothesis.

The researcher has taken classes, to class X section A and B. In the section A, she has taken two consecutive exams. And finally another final exam has been conducted of total marks 25. But in section B only one final exam is taken. She compared the results of the two sections to observe the impact of more exams.

The impact of more tests (like Unit tests, Terminal Tests) over traditional style for betterment of result:

School Name: **Vivekananda Vidyamandir**

The researcher has conducted three consecutive exams in section A. But in section B, she has conducted only one final exam. The researcher has recorded all of the data. The researcher has compared the two final exam records of the two sections. Two exams are based on mathematics subject out of 25 marks. She is using the t-test for the impact of more exams over fewer exams. The researcher has used some notations:

SA: Final exam record of section A after two consecutive exams

SB: Final exam record of section B

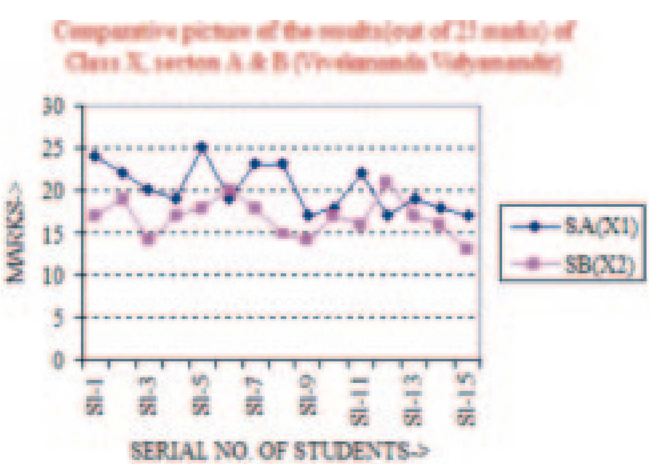


Table-7: Data analysis for t-test

SA(X_1)	x_1=X_1-M_1	x_1^2	SB(X_2)	x_2=X_2-M_2	x_2^2
24	3.8	14.44	17	0.2	0.04
22	1.8	3.24	19	2.2	4.84
20	-0.2	0.04	14	-2.8	7.84
19	-1.2	1.44	17	0.2	0.04
25	4.8	23.04	18	1.2	1.44
19	-1.2	1.44	20	3.2	10.24
23	2.8	7.84	18	1.2	1.44
23	2.8	7.84	15	-1.8	3.24
17	-3.2	10.24	14	-2.8	7.84
18	-2.2	4.84	17	0.2	0.04
22	1.8	3.24	16	-0.8	0.64
17	-3.2	10.24	21	4.2	17.64
19	-1.2	1.44	17	0.2	0.04
18	-2.2	4.84	16	-0.8	0.64
17	-3.2	10.24	13	-3.8	14.44
303		104.40	252		70.40

Here Mean of GL is

$$M_1 = \frac{\sum x_1}{N_1}$$
$$= \frac{303}{15}$$
$$= 20.2$$

Again Mean of PL is

$$M_2 = \frac{\sum x_2}{N_2}$$
$$= \frac{252}{15}$$
$$= 16.8$$

The Degree of freedom = $N_1 + N_2 - 2 = 15+15-2 = 28$

Now, using the formula (1), we have

$$t = \frac{20.2-16.8}{\sqrt{\frac{104.40+70.40}{28} \times \frac{15+15}{15\times15}}}$$
$$= \frac{3.4}{\sqrt{\frac{174.80}{28} \times \frac{30}{225}}}$$

$$= \frac{3.4}{\sqrt{6.24 \times 0.13}}$$

$$= \frac{3.4}{\sqrt{0.81}}$$

$$= \frac{3.4}{0.9}$$

$$= 3.78$$

From the Table of Critical values of *t* we have:

Table-8: Level of significance

	Level of significance			
df	0.10	0.05	0.02	0.01
28	1.70	2.05	2.47	2.76

We find that the calculated t value is more than the table of critical value. Our calculated value is 3.78, but the table of critical value is 2.05 at 0.05 level of significance. Our calculated value is much more than the table of critical value. So, the null hypothesis has been rejected at 0.05 level of significance with greater confidence. So, it is taken as quite significant, and we conclude that increasing rate of practice in mathematics increases the level of result in Madhyamik by taking monthly tests, terminal tests etc. It is proved by the test result which was conducted at Vivekananda Vidyamandir.

Principal Findings and Conclusions with Practical Implications:

If we want to increase the pass rate of Madhyamik and good result we should follow some steps. We are at a historic moment when we wish to guarantee the education is for all. Her vision of excellent mathematical education is based on the twin premises that all students can learn mathematics and that all students need to learn mathematics to do better result in Madhyamik level.

- The school authority must concentrate on proper mathematics learning. Proper mathematics laboratory must be provided to each school like CBSE board. So that, the students of TBSE will be encouraged.
- Only mere learning and practice makes each boy dull. If visual presentation and activity based learning procedure are provided to the students, then the interest on mathematics will be gained.
- The success rate in Madhyamik level is yet now poor in Tripura. The success rate in town is good but the results of rural areas are poor. One factor is the economic condition of the family is not sound.
- The parents do not get urge to send their students to schools. But the condition is being changed day by day. The researcher found that the rate of success rate can be increased if more marks in mathematics are gained.
- We find that the number of tests in the schools run by, TBSE are less then CBSE schools. Our Government has tried to implement more Examinations like unit tests, terminal test in schools, but each school is not following the instructions of Government.
- At first the attitude of traditional thoughts must be changed. Otherwise we can't reach to the top of the ladder. So, in each school more practice of Mathematics, simultaneously other subjects should be done by constant tests. So, the level of result in Madhyamik will be up to the mark.

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Effectiveness of The Education Program on Child Rights

***Dr. Rucha Desai**

सारांश

बच्चों को भगवान का स्वरूप माना जाता है। वे किसी भी देश की मूल्यवान संपत्ति हैं क्योंकि वे भविष्य के नागरिक बनने जा रहे हैं। इसलिए उन्हें बढ़ने के लिए अनुकूल जलवायु की आवश्यकता होती है। उनका पालन-पोषण परिवार और समाज में देखभाल और स्नेह के साथ किया जाना चाहिए। बचपन के दौर में किसी भी अनुभव का प्रभाव जीवन भर रहता है और यह बच्चों के व्यक्तित्व विकास में महत्वपूर्ण भूमिका निभाता है। एक बच्चे के पूर्ण और सामंजस्यपूर्ण विकास के लिए समझ, खुशी और प्रेम के माहौल की आवश्यकता होती है। दुर्भाग्य से प्रत्येक बच्चे को वह वातावरण और सुविधाएं नहीं मिलती, जिसका वह हकदार है। सामाजिक-आर्थिक कारकों के कारण, समाज के गरीब पीड़ित वर्गों में, विशेष रूप से, उपेक्षा, दुर्व्यवहार और अभाव की घटनाओं में धीरे-धीरे वृद्धि हुई है। इसके अलावा वे अन्याय के शिकार भी हो जाते हैं। इस तरह के परिदृश्य ने बच्चों को देखभाल और सुरक्षा प्रदान करने के लिए हस्तक्षेप करना अनिवार्य बना दिया। उन्हें विशेष सुरक्षा और प्रावधान की आवश्यकता होती है। इस प्रकार बच्चों के लिए विशेष अधिकारों की आवश्यकता इसलिए पड़ी क्योंकि बच्चे शारीरिक और मानसिक रूप से अपरिपक्व होते हैं और इसलिए उनकी रक्षा करने और उनकी अनूठी जरूरतों को पूरा करने के लिए विशेष अधिकारों की आवश्यकता होती है। इस पहलू को देखते हुए संयुक्त राष्ट्र महासभा ने 20 नवंबर, 1959 को बाल अधिकारों पर दस-सूत्रीय घोषणा को अपनाया। इसलिए बच्चों को उनके अधिकारों के बारे में जागरूक करना महत्वपूर्ण है। बच्चे के बाल अधिकारों के बारे में बड़े पैमाने पर समाज को शिक्षित करने की सख्त जरूरत है। प्रस्तुत लेख में इस बात पर चर्चा की गई है कि, किस प्रकार शिक्षा कार्यक्रम की सहायता से छात्रों में बाल अधिकारों के प्रति जागरूकता लाई जा सकती है। अध्ययन ने पूर्व-परीक्षण, परीक्षण-पश्चात् प्रायोगिक समूह और नियंत्रण समूह डिजाइन को नियोजित किया। एकत्र किए गए डेटा का मात्रात्मक विश्लेषण टी-परीक्षण, आवृत्ति और प्रतिशत गणना का उपयोग करके किया गया था। बाल अधिकारों पर शिक्षा कार्यक्रम को प्रायोगिक समूह और नियंत्रण समूह के औसत उपलब्धि स्कोर में महत्वपूर्ण अंतर के रूप में स्पष्ट रूप से प्रभावी पाया गया है।

1. Introduction

The child is believed to be a gift of God. They are valuable assets of any country as they are going to be the future citizens. Hence they require conducive climate to grow. They must be nurtured with care and affection, within the family and the society. The impact of any experience in the period of childhood remains life-long and it plays an important role in the personality development of the child. An environment of understanding, happiness and love is required for the full and harmonious development of a child.

But sometimes every child does not get the environment, atmosphere and facilities which s/he deserves. Unfortunately due to socio-economic factors, the incidents of neglect, abuse and deprivation, particularly, in the poverty afflicted sections of society have gradually increased. Apart from this they also become victims of injustice.

Such a scenario made it imperative to intervene for providing care and protection to children. They require special safe-guard and provision. Special rights for children were thus necessitated by virtue of the fact that children are physically and mentally immature and hence require special rights to protect them and meet their unique needs. Looking into this aspect UN General Assembly adopted the ten-point Declaration on the Rights of the child on Nov 20, 1959. Indian government also made provisions to provide the children their rights and protect them from injustice. It is evident through the present scenario of child labourers, child trafficking, child abuse, child illiteracy, child prostitution and child abduction that the child rights are not being observed. Violations of children's right are not limited to the poor and downtrodden. These happen in middle class and elite homes too, albeit in different forms, and the silence around these is even deeper.

However, it is unfortunate, that the children are hardly aware of their rights, not only children, society as a whole remains ignorant about these and the

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administrators and bureaucrats connected with the supervision of children and their interest hardly do anything about it. The child, on the whole, remains neglected, whether it is in the developed world, developing world or the underdeveloped world. The suffering and agony is only a matter of degree. We are proud of INDIA to be a fully humane country but if the future of the country is not nurtured properly then achievement of this goal will be a big question.

The CRC-Country Report India, Feb. 1997, also states "Unless the life of the child in the family and community improves, all developmental efforts would be meaningless. There is, therefore, a need to raise awareness and create an ethos of respect for the rights of the child in society to meet his/her basic developmental needs."

The best mean to bring awareness among people is education. The role of education in the development of children is very crucial. In the history of mankind, education has formed a basis for the development of human society. Through development of attitudes, values, capabilities both of knowledge and skills, education provides strength and resilience to people to respond to changing situations and contribute to the societal development. Thus education leads society towards betterment. Educational inputs given in various forms can definitely help imbibing correct attitude and positive outlook.Informing and educating children (i.e. present generation) about their rights may guarantee that they would not suffer violations of their basic rights. Theautonomy and individuality of the child is respected and encouraged when they can claim for it and convince others about their status in the society. Any individual who is respected, loved and understood have tendency to reflect the same in own behaviour. The cyclic process of give and take of respect and understanding helps in creating child rights culture. So, making children aware about their rights is crucial. Hence there arises a dire need to educate the children on Child Rights and society at large.

2. Effectiveness of the Education Program

The effectiveness of the Education Program has been measured in terms of the mean achievement scores of control group and experimental group. The methodology used to study the effectiveness of Education Program (EP) is presented below in terms of population, sample, design of the study, tool used, procedure of data collection, data analysis, interpretation, findings and conclusion.

3. Methodology

3.1 Population

All the secondary schools of Gujarat State constituted the population for the study.

3.2 Sample

- Two English Medium Schools following Gujarat Secondary and Higher Secondary Education Board (GSHSEB) syllabus were selected in the study.
  - Baroda High School, Alkapuri was selected as experimental group looking into the facilities (Audio-Visual Room, L.C.D. Projector, Laptop, Sound System) the school is having to execute the Education Program and readiness to give permission to conduct the study.
  - Vidyani School was selected as control group.
- The students of one section of standard VIII from each one of the selected schools constituted the sample. Selection of students was done by cluster sampling.

3.3 Design of the Study

The study employed pre-test, post-test experimental group and control group design.

3.4 Objective

To study the effectiveness of the Educational Program on Child Rights in terms of the difference in mean achievement scores of the control group and experimental group on Child Rights Test.

3.4.1 Hypothesis: There will be no significant difference between the mean gain scores of control group and experimental group on pre-test and post-test.

3.4.2 Tool : To realize the stated objective Achievement Test was constructed.

To test the knowledge of students in the area of Child Rights and Convention on the Rights of Child (CRC), Achievement Test was constructed. Questions related to factual information were framed keeping CRC and its history as reference point.

UN, its functioning, child rights, its evolution, various categories, rights pertaining to particular category and violation of rights were the core components of Achievement Test.

It contains 16 questions out of which 2 questions (no.2 & 5) were non-judgmental (i.e. neither right nor wrong) in nature.

3.4.3 Data Collection: The constructed Achievement Test was administered as pre-test and post-test on, both, the control group and experimental group.

First the Achievement Test was administered as pre-test on both the groups. Then treatment was given in the form of implementing Educational Program on Experimental Group. Then the same Achievement Test was administered as post-test on both the groups.

3.4.4 Data Analysis and Interpretation: To test the hypothesis 'There will be no significant difference between the mean gain scores of control group and experimental group on pre-test and post-test' the collected data were analyzed quantitatively using t-test, frequency and percentage count.

First a total score for each student was obtained. On each right answer students were given one mark else zero. By summing up the score on each item total score for each student was obtained. This way total score of each student was obtained for pre-test as well post test. To obtain gain score of each student pre-test score was subtracted from post-test score. Then Mean, SD, Standard Error of Mean and t-value were computed on gain score. To find out mean grand total was obtained by adding each individual score. Mean was calculated by dividing grand total of both the groups by their respective number of students. SD, Standard Error of Mean and t-value were also calculated.

The analyzed data has been presented through Table 1.

Table 1: Mean, SD, SEm, df and 't'-value on *gain scores*

Group	No. of students	Mean Scores	SD	SEm	df	t-value & significant level
Experimental	50	8.25	3.6211	0.5121	99	13.8404
Control	51	0.8431	1.109	0.1553		& 0.01

The computed t-value of 13.8404 is greater than the table t-value of 2.63 at .01 level for 99 degree of freedom.

So, the null hypothesis that there will be no significant difference in mean gain scores of control group and experimental group, is rejected.

It means, there is significant difference in the mean gain scores of control group and experimental group, in favour of experimental group, which shows effectiveness of the developed EP on Child Rights.

Moreover, t-value on pre-test scores of both the groups and t-value on post-test scores of both the groups were calculated. These calculations are in addition to above presented statistics to further investigate the effectiveness of developed EP.

Table 2: Mean, SD, SEm, df and 't'- value of *Pre-test scores*

Group	No. of students	Mean Scores	SD	SEm	df	t-value & significant level
Experimental	50	1.69	0.9428	0.1333	99	0.3224 &
Control	51	1.637	0.9293	0.1301		0.01,0.05

The computed t-value of 0.3224 is less than the table t-value of 2.63 at .01 level and 1.98 at .05 level for 99 degree of freedom.

It means there is no significant difference in mean achievement score of control group and experimental group on pre-test. So, the entry level of both the group is almost equal.

Table 3: Mean, SD, SEm, df and 't'- value of *Post-test scores*

Group	No. of students	Mean Scores	SD	SEm	df	t-value & significant level
Experimental	50	9.94	3.4995	0.4949	99	123.50
Control	51	2.48	0.8742	0.1224		& 0.01

The computed t-value of 123.50 is greater than the table t-value of 2.63 at .01 level for 99 degree of freedom.

It means, there is significant difference in the mean achievement scores of control group and experimental group, in favour of experimental group.

To analyze Q.No.-2 & 5 frequency count and % analysis techniques were used. First pre-test responses were analyzed. Responses have two categories Yes and No. Students had to tick mark in either of the one category. Frequencies were calculated for both the categories and converted into percentages.

This way percentages were obtained for experimental group and control group on pre-test as well as post-test and presented below question-wise.

1) Have you ever heard about Convention on Rights of Children (CRC)?

Table-4: % of responses of EG & CG

	Experimental Group		Control Group	
	Yes	No	Yes	No
Pre-test	12.73%	87.27%	63.64%	36.36%
Post-test	89.58%	10.42%	76.47%	23.53%

Above table revealed that only 12.73% of experimental group students were aware about CRC whereas 63.64% of control group students fall under this category. After intervention 89.58% of experimental group students were aware about CRC whereas 76.47% of control group students have heard about CRC. The increment of % in 'Yes' category for experimental group is 76.85% whereas for control group it is 12.83%, showing effectiveness of EP over other medium/source of information / knowledge.

2) Do you know that children have rights?

Table-5: % of responses of EG & CG

	Experimental Group		Control Group	
	Yes	No	Yes	No
Pre-test	72.73%	27.27%	98.53%	1.47%
Post-test	98%	2%	96.08%	3.92%

Here, on pre-test 72.73% of experimental group students knew that children have rights whereas 98.53% students of control group knew that children have rights. On post-test it is 98% and 96.08% for experimental group and control group, respectively. The increment of % in 'Yes' category for experimental group is 25.27% whereas for control group it decreases by 2.45%.

As both the groups were at same entry level and at end they differed significantly, it is attributed to developed EP, which is an indicator of the effectiveness of EP.

Findings

On the basis of analyzed data following findings were drawn out by researcher.

The efforts of the researcher to educate the students on Child Rights and various Articles with help of developed EP were found effective and fruitful.

- No significant difference was found between the pre-test mean scores of Experimental Group and Control Group, establishing a parallel between the Experimental and Control Group on the knowledge of Child Rights.
- The mean gain scores of Experimental Group were found to be significantly greaterthan that of Control Group on achievement test.

Conclusion

The Education Program on Child Rights has been found effective as evident through the significant difference in mean achievement scores of experimental group and control group.

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Effectiveness of the Art of Living Utkarsha Yoga Programme on School Students

*Dr. Sweta Sharadkumar Chauhan

Abstract

Peer Pressure is very much common during examination, sports and in human relations. So how can we cope with everything? The Art of Living Utkarsha Yoga Programme is a lifeskills programme. This programme based on- Sudarshan Kriya, Meditation and breathing techniques, techniques for mental focus and concentration, techniques for overcoming fear and anxiety, interactive process, team games, food awareness. Utkarsha Yoga Programme was applied by the Art of Living teacher. The researcher developed a rating scale for measuring UtkarshaYoga Programme. Post test only experimental group design was used in this research. The students of SSRVM School, Vallabh Vidyanagar made the population for the study. For content analysis X^2 was found outand interpretation is derived from the result. School students have shown positive tendency about Utkarsha Yoga Programme. Students were more positive. Utkarsha Yoga Programme was found more effective on the students of SSRVM School. It is suggested that such progammes can be implemented on various groups at Schools to enhance the positive life skills and better living and lifestyle.

Introduction

Peer Pressure is very much common during examination, sports and in human relations. The ability to cope with stress, its management and elimination of its effects are becoming consideration the problems related to the consequences of today's lifestyle, artificially created environment. So how can we cope with everything?

The Art of Living Utkarsha Yoga Programme is a life skills programme. One of the key characteristics of the educational programs offered by the foundation is giving practical knowledge, techniques and skills that help people cope with stress and stressful situation, remove their influences and handle more efficiently with different tasks and demands in daily life, while at the same time improving health and achieving better quality of life.

The Art of Living Foundation

"MyVision is a Stress-free, Violence free world."

-Sri SriRavishankar

Sri Sri Ravishankar ji is a humanitarian and spiritual leader, an ambassador of peace and human values. He found The Art of Living Foundation, one of the largest international non-government organization. Through his work, Sri Sri has inspired millions of people around the world with a vision of a stress-free, violence-free world. He has founded courses that provide techniques and tools to live a deeper, more joyous life and he has established non profit organization that recognize a common human identity above the boundaries at race, nationality and religion.

The Art of Living Utkarsha Yoga Programme

A child with the skill to manage their negative emotions can deal with future life challenges with resilience and ease. Utkarsha Yoga offers simple breathing techniques and tenets of wisdom that help children overcome fear, anxiety, anger, and etc. With a calm and happy mind, children are able to focus better and stay confident. The program also equips children with skills like teamwork and creative problem-solving.

Delivered in a fun and engaging way, the program promises your child will return home with a big smile and a 'yes' mind.

Utkarsha Yoga Programme contents

The Art of Living Utkarsha Yoga Programme is based on:

- Meditation and breathing techniques

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- Simple tenets for daily life
- Techniques for overcoming fear and anxiety
- Yoga

Overview of the Programme

- AgeGroup : 8-13 years
- Courseduration : 4 to 6 days
- Time Per day : 3 to 4 hours

Research Questions

- What is Utkarsha Yoga Programme?
- How could the Utkarsha Yoga Programme be useful for students?
- o What will be the effect of Utkarsha Yoga Programme on student's behavior?

Objectives of the Study

- To construct rating scale for measuring Utkarsha Yoga Programme
- To try-out Utkarsha Yoga Programme in School
- To study the effectiveness of Utkarsha Yoga Programme through quantitative analysis
- To derive educational implications and make recommendation for Utkarsha Yoga Programme

Research Methodology

- Utkarsha Yoga Programme was applied by the Art of Living teacher.
- The researcher developed a rating scale for measuring Utkarsha Yoga Programme. The data was collected and processed by statistical analysis and interpretations are derived.
- Post test only experimental group design was used in this research.

Population and Sample

The students of Sri Sri Ravishankar Vidya Mandir, Vallabh Vidyanagar made the population for the study. 40 students were given a rating scale. This was a sample for the study.This was random representativesample.

Construction of a Tool

The researcher had constructed a rating scale comprised of Attributes. After expert's opinions ten attributes were included in this rating scale. The rating scale was administered on students after the programme.

Statistical Data Analysis

For content analys is X^2 was found out and interpretation is derived from the result.

School students understanding about Utkarsha Yoga Programme

No.	Attributes	A	B	C	D	E	X^2 Value	Sign.
1.	SudarshanKriya	27	06	06	00	01	60.24	**
2.	Peaceof Mind	23	11	04	02	00	43.74	**
3.	Patience	20	13	04	03	00	34.24	**
4.	Perception	19	14	06	01	00	34.24	**
5.	Leadership	25	10	04	01	00	52.74	**
6.	Creativity	22	12	05	01	00	41.74	**
7.	Dynamism	24	10	04	02	00	47	**
8.	TeamWork	25	11	03	01	00	54.48	**
9.	Observation	23	13	04	00	00	49.24	**
10.	Confidence building	25	14	01	00	00	62.74	**

*indicates significance at 0.05 level.

**does not indicate significance at 0.05 level

df=4, at 0.05 level sign.value is 9.488.

A = StronglyAgree
B = Agree
C = Uncertain
D = Disagree
E = StronglyDisagree.

For the attributes 1 to 10 the value of X^2 at df=4 and at 0.05 level the calculated X^2 value> table value. Hence it can be said that difference is significant. The null hypothesis is rejected. So the data is not normally distributed.

From above analysis it could be interpreted that the School students had not given their choice at random. Hence specific opinions on positive Utkarsha Yoga Programme are generated from their chosen frequencies.

Findings of the study

- The school student's responses for the attributes of rating scale has generated specific opinions. Their level of understanding about Utkarsha Yoga Programme from statistical interpretation of X^2 is showing general choice about attributes.

- School students have shown positive tendency about Utkarsha Yoga Programme.

Conclusion

The Art of Living Utkarsha Yoga Programme are based on unique approach, process of social interaction, the use of breath as a link between human mental state and situation they face. Students were more positive. Utkarsha Yoga Programme was found more effective on the students of SSRVM School.

It is suggested that such progammes can be implemented on various groups at Schools to enhance the positive lifeskills and better living and lifestyle.

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Privatisation of Higher Education: Attitude of Post Graduate Students of Papum Pare district in Arunachal Pradesh

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Abstract

Everyone is aware that a person with only a basic education is not qualified for job at the bare minimum income required for their subsistence. The objectives of higher education are the creation of a knowledge-based society and economy as well as access, equality, justice, quality, employability, and inclusion. Due to a declining administration, inadequate procedures, corruption, and a lack of money, the outdated educational system is disintegrating. In order to address the issue of financial shortages, the government's primary goal should be to boost the capacity of already-existing institutions rather than building new ones, which would need considerable expenditures, and to give private industry exclusive responsibility for doing so. Though privatising education violates a major constitutional value, particularly the right to equality, it is not as if high-quality education cannot be provided in this manner. Additionally, the privatisation of education may negatively impact students' futures. Because they are the most significant participants in the education system and are immediately impacted by privatisation, it is crucial to understand how students at all educational levels view this. The current study's objective is to assess postgraduate students' attitudes about privatisation of higher education. To collect data, a self-developed and standardised attitude scale was used. The Simple Random Sampling Technique was used to select 100 postgraduate students for this descriptive survey type of research. To validate the hypotheses, statistics such as percentage, mean, standard deviation, and t-value were calculated. According to the findings of the study, the majority of postgraduate students support the privatisation of higher education.

Introduction

Education refers to the gathering of information and experience as well as the growth of abilities, routines, and attitudes that enable one to live a full and meaningful life in this world. A nation's development depends greatly on its educational system. It gives people new perspectives that enable them to see morality, beauty, and truth. The government of a nation is tasked with ensuring that all citizens, regardless of wealth, have access to the same high-quality education at a price they can afford or by providing the necessary funding. In addition, government educational institutions should raise their standards of instruction so that everyone can receive the right education and exposure, as there are no opportunities for progress without education. Education for all citizens of a nation is one of the government's main responsibilities. However, a never-before-seen demand for educational access and governments' inability or unwillingness to provide the necessary help have combined to thrust private higher education to the forefront (Albatch, 1999). Worldwide, higher education is being privatised in response to a number of circumstances and with a variety of goals and objectives, including meeting the demand for advanced knowledge and technology skills;offering several options or a variety of items to meet the unique needs of the pupils as customers; more practical price schedules based on ability to pay; adopting business management techniques to boost economic efficiency and accountability; taking on some of the government's responsibilities; resolving issues with the egalitarian, excessive, or improper use of public funding for higher education; and forcing the government to concentrate on its primary responsibility for literacy and basic education. There can be considerable differences at the socio-cultural and national levels when it comes to producing

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revenue, saving public subsidies for public goods, and innovating through trial and error (Gupta, 2008; James, 1993; Rizvi, 2016).

There is a tsunami of education privatisation sweeping the country. In actuality, the government has shifted its focus from higher education to primary or elementary education through SSA, RTE, Samagra Shiksha in order to ensure that everyone, regardless of money, gender, caste, or other considerations, has access to primary education. As a result, it promoted higher education privatisation, which is the involvement of the private sector in higher education. Higher education has been privatised in a number of ways over the last two and half decades ten years. One instance of how privatisation occurs in public higher education institutions is self-financing courses. The second technique entails converting institutions that receive private funding into privately self-supporting ones. The third type of privatisation allows for both recognised and unrecognised self-financing private institutions.This might be classified as a commercial, private university (Bhalla & Kuttapan, 2020). The phrase "from half-baked socialism to half bake capitalism" was used by Kapur and Mehta (2004) to characterise the privatisation process in Indian higher education.They emphasised that the state's structure collapse, which left behind weakened ideological and institutional foundations, was what led to a significant chunk of the widespread privatisation, rather than the ideologies of prominent actors. From early childhood through higher education, privatisation has now taken over a significant portion since it is allowing many students to pursue their education. As a result of globalisation, the higher education system in India is progressively moving in the direction of privatisation. The recent rapid growth of the global economy has created a huge need for skilled and educated labourers.To meet the demand for labour in a growing economy, private firms have also formed in addition to government educational institutions. Increased participation from private institutions aids in reducing GER discrepancies between various areas.

The most significant and potent weapon ever created by humans to shape oneself for life is regarded to be education. With higher degrees or qualifications, one can obtain all of these things, making it a crucial source of work, money, and a level of living. Therefore, higher education is valued by everyone. And as a result, there is a greater need for higher education. It increased the disparity between the supply and demand for higher education. Private colleges, autonomous colleges, deemed universities, and private Universities were founded to meet the need for it in India. As a result, the nation has gradually escalated its privatisation of higher education.

As a result, the idea of privatising higher education is gaining popularity. Privatization in higher education seems to be the outcome of the government gradually giving up control over funding higher education so that it may focus more on basic education. It also seems to be the result of efforts made by the government to share responsibility and to some extent allow for private investment to advance its own goals.

Various educational strategies and projects fall under the umbrella of the term "privatisation of education."It is a process that might be characterised as the transfer of responsibilities, authority, and resources from public organisations, governments, and institutions to private individuals and companies. Varied academics have had different perspectives on privatisation. It is viewed as a way to stimulate private sector participation and competition in the education sector while diminishing the role of the government in the direct provision of services.

Privatization is defined as management by the private sector with no involvement from the government. The private institutions raise their revenues through user fees, higher education fees, and full resource usage. They live off of the principle that those who can pay should do so. However, not everyone finds it simple to pay the hefty tuition rates that private universities require. Although privatisation leads to a numerical expansion of institutions of higher learning, it has serious quality issues. Millions of families are impacted by the financial component of education's commercialization. Additionally, it modifies the conventional notion of education (Sarmah, 2013).

All of these apply to North-East India, including Arunachal Pradesh. In the state of Arunachal Pradesh, private businesses have developed a sizable number of educational facilities, starting with pre-primary levels. Before this, the only schools or colleges in the private sector were those run by Christian Missionaries and other Trusts. However, in recent years, the number of private schools in the state has exploded, especially in urban areas.Aside from that, a large number of private providers have come to these areas and established Nursery Schools, Kids, Public Schools and Academies, Educational Hubs and Centres, and have attracted many families through various strategies. The trend is also visible in the higher education sector, and as a result of the seat crisis and lack of opportunities in state-run institutions or universities, new private higher education institutions will naturally spring up.

Review of Related Literature

A study done by Beavis (2004) reported the findings related to family background factors to be associated with parents who chose private. Parents who weredissatisfied with public schools usually sent their children to private schools. Researchers Shukla, Akhilesh, and Singh, Kumar discovered in 2011 that professors support the privatisation of higher education but want changes made before it is implemented in the nation's educational system.They were not in favour of total privatization. According to a 2013 survey by Bidula Sarmah, Assamese university students appear to have a favourable attitude toward the privatisation of higher education. In the nation, private universities are permitted to open. The Parliament has previously approved a law allowing foreign universities in the nation. Consequently, it is advised that public higher education institutions objectively examine the areas of quality education, infrastructure, curriculum creation, curriculum transaction, assessment, campus atmosphere, campus recruitments, and most importantly, student happiness. Yaacob, *et al.*, (2014) stated that the school performances in Selangor, Malaysia become one of the reasons for influencing parents' decision to opt for private schools for their children. The parents agreed that they are getting attracted by schools' academic performances. It was important for the parents as it develops trust among themselves about the school to ensure the children's future education. According to Ravi (2015), privatisation widens the gap between supply and demand for higher education.In the study region, the distance between educational institutions and student housing has thereby decreased. It creates chances for work and money. In her research from 2015, Chaudhari discovered that the majority of the chosen students had a favourable view toward the privatisation of teacher education.She also stated that privatization is not a bad option either, it is true that private institution are costly but if more students are enrolled in these institutions, then there will be competition among them and hence fees may fall. Additionally, Kumar (2016)researched the privatisation of teacher education and issues with quality. He carried out his research in Tohana in the Haryana province's Fatehabad District and discovered that all deserving kids ought to receive high-quality teacher preparation.It would be challenging for the government to offer teacher education on its own in densely populated, emerging nations like India. Sarwar, *et al.* (2016) also reported that the respondent's (parents) opinion about the reasons for selecting private schools, 61.7% of them agreed that private schools had a better quality of education. Ahmad, Rehan & Nisa, UN Mohammad, (2017) advocated that privatization of higher education may be useful to improve the education system but with the regular control of some regulating authorities.

Rationale of the Study

Liberalization, globalisation, and privatisation have led to numerous changes in many aspects of Indian socio-economic life. This has an impact on many sectors of the economy, including education. Additionally, education has a wide range of impacts on every other field. It's crucial to recognise how this has affected education. Due to changing economic policies, privatisation is encouraged in India. Education is a field that faces the same conundrum. Private educational institutes are currently sprouting up all the time in India. Nationwide, there is a sharp increase in the demand for educational services. Higher education has been becoming a business due to market pressures, which have also contributed to its commercialization. Additionally, markets have an impact on how popular and readily courses are available (Nayyar, 2007). North-East India, including Arunachal Pradesh, has been chosen for the marketing of educational services. Publicly funded institutions of higher learning are being attacked. There are countless private educational institutions worldwide. These institutions, although bringing higher education to students' doors, also pose a serious challenge to public sector institutions. When assessing the effects of policies and suggesting changes that might be necessary for the development of a better education system in the state and the country, it is important to take students' perspectives into account because they are the most important stakeholders in the education system and will be impacted by this.The study was an endeavour to analyze the perception of students on the privatization of higher education in the state and India. It is crucial to understand that their opinions on privatisation must be corrected because they will be significantly impacted by this.

Delimitation of the Study

The focus of this study is on the postgraduate students' attitudes regarding higher education privatisation in the Papum Pare district of Arunachal Pradesh, which includes both private and public universities.Additionally, the kids are chosen according to where they were born, dividing them into pupils from rural and urban areas.A totalof 100 Post Graduate Students were selected as samples for the study. The study is delimited to only three variables i.e., gender, settlement and types of institution/ management.

Objectives of the Study

- To study the attitude of PostGraduate students in the Papum Pare district of Arunachal Pradesh on the privatisation of higher education about gender, settlement, and management.

Hypotheses of the Study

- In the Papum Pare district of Arunachal Pradesh, there is no significant difference in the attitudes of male and female postgraduate students about the privatisation of higher education.
- In the Papum Pare district of Arunachal Pradesh, postgraduate students from both rural and urban areas do have not similar views on the privatisation of higher education.
- There is no significant difference between the attitude of Post Graduate Students of both Government and Private Universities towards the Privatisation of Higher Education in the Papum Pare district of Arunachal Pradesh

Methodology

The descriptive/survey approach of educational research was used to conduct the study. The sample for the study has been chosen from Post Graduate Students at Universities in the Papum Pare area of Arunachal Pradesh. The details are presented in table 1; a total of 100 students were chosen at random as samples from both private and public institutions in the Papum Pare area of Arunachal Pradesh. The data was gathered using a 30-item self-developed instrument called the Attitude Scale. Additionally, descriptive statistics like mean and standard deviation and inferential statistics, such as the t-test to determine if distinct groups vary from one another, are used to analyse and interpret the acquired data.

Analysis and Interpretation

Table-1: Sample size selected from Papum Pare district of Arunachal Pradesh

Sl. No.	Management	No. of Universities	Settle-ment	Gender	
				Male	Female
1	Private	1	Rural	12	13
			Urban	13	12
2	Government	1	Rural	13	12
			Urban	12	13

The collected data has been systematically organized and analyzed according to the objectives and hypothesis of the study by using mean, standard deviation, and t-test.

Table 2: Mean and SD of Attitude of Post Graduate Students

N	Mean	SD	Remarks
100	111.13	11.58	Above Average

The mean score of Attitude of Post Graduate Students of Universities ofPapum Pare District in Arunachal Pradesh as 111.13 under the range of scores 30-150 on the Attitude Scale. The average score on the scale is 90. From the obtained mean score it is understood that the Post Graduate Students of Universities in the Papum Pare district of Arunachal Pradesh havea positive attitude towards the Privatisation of Higher Education. And the Standard deviation is 11.58, which shows that the deviation of the score is high. It means the attitude of studentsvaries with each other.

Table 3: Mean, SD and calculated t-value of Attitude of Post Graduate Students of Universities of Papum Pare District of Arunachal Pradesh concerning Gender

Gender	N	Mean	SD	SED	t-value	Remarks
Male	50	111.80	10.14	2.32	0.57	Not Significant at both 0.01 and 0.05 levels of significance
Female	50	110.46	12.93			

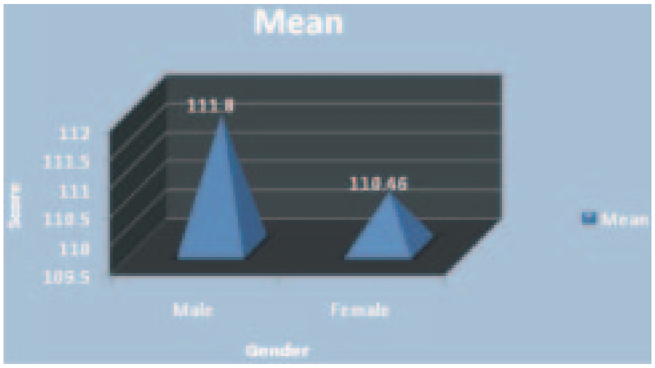

Fig 1: Attitude of Post Graduate Students of Universities in Papum Pare District of Arunachal Pradesh concerning Gender

The calculated t-value (0.57) for the difference in the attitude of male and female Post Graduate Students of Universities towards Privatisation of Higher Education in Papum Pare district of Arunachal Pradesh at df 98 is less than the table t-value i.e. 1.98 at 0.05 and 2.63 at 0.01 level of significance respectively. It means that the formulated hypothesis is accepted, i.e., there is no significant difference between the attitude of male and female Post Graduate Students of Universities towards the Privatisation of Higher Education. Fig.1 shows that both groups are found to havea positive attitude towards the Privatisation of Higher Education. If we are talking about the mean score the male Post Graduate Students' attitude is more positive than the female Post Graduate Students as the mean score of male Post Graduate Students is 111.8 and the female Post Graduate Students'mean score is 110.46.

Table 4: Mean, SD and calculated t-value of Attitude of Post Graduate Students of Universities of Papum Pare District of Arunachal Pradesh concerning Settlement

Settlement	N	Mean	SD	SED	t-value	Remarks
Rural	50	112.94	9.99	2.29	1.57	Not Significant at both 0.01 and 0.05 levels
Urban	50	109.32	12.82			of significance

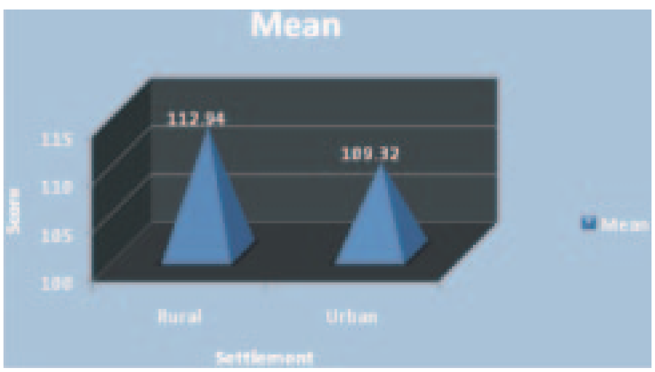

Fig2: Attitude of Post Graduate Students of Universities in Papum Pare District of Arunachal Pradesh concerningSettlement

The calculated t-value (1.57) for the difference in the attitude of Post Graduate Students belonging to rural and urban settlements towards the Privatisation of Higher Education in Papum Pare district of Arunachal Pradesh at df 98 is less than the table t-value i.e. 1.98 at 0.05 and 2.63 at 0.01 level of significance respectively. It means that the formulated hypothesis is accepted, i.e., there is no significant difference between the attitude of Post Graduate Students of Rural and urban settlements towards the Privatisation of Higher Education. Fig. 2 shows that both groups are found to havea positive attitude towards the Privatisation of Higher Education. If we are talking about the mean score the Post Graduate Studentsof rural settlement attitude is more positive than the Post Graduate Students of urban settlement as the mean score of Post Graduate Students of rural areasis 112.94 and the Post Graduate Students of urban settlement mean score is 109.32.

Table 5: Mean, SD and calculated t-value of Attitude of Post Graduate Students of Universities of Papum Pare District of Arunachal Pradesh concerning Management

Management	N	Mean	SD	SED	t-value	Remarks
Private	50	110.76	13.56	2.32	0.31	Not Significant at both 0.01 and 0.05 levels
Government	50	111.5	9.31			of significance

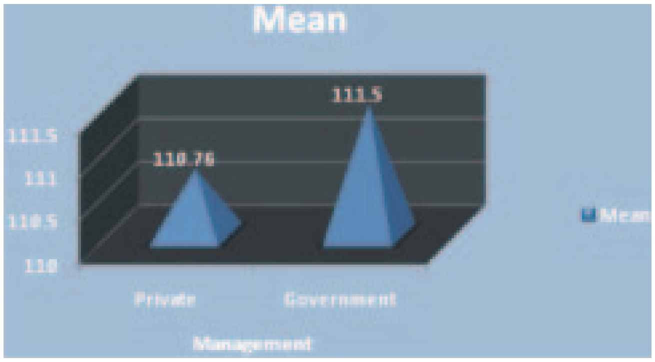

Fig 3: Attitude of Post Graduate Students of Universities in Papum Pare District of Arunachal Pradesh with respect to Management

The calculated t-value (0.31) for the difference in the attitude of Post Graduate Students of both Private and Government Universities towards Privatisation of Higher Education in Papum Pare district of Arunachal Pradesh at df 98 is less than the table t-value at 0.05 and 0.01 level of significance. It means that the formulated hypothesis is accepted, i.e., there is no difference between the Post Graduate Students' attitude of both Private and Government Universities towards the Privatisation of Higher Education in Papum Pare district of Arunachal Pradesh. The fig. 3 shows that, though both groups are found to havea positive attitude towards the Privatisation of Higher Education, the attitude of Post Graduate Students of Private Universities is less positive than the attitude of Post Graduate Students of Government Universities in Papum Pare district as the mean score of Post Graduate Students of Government Universities is 111.5 and the mean score of Post Graduate Students of Private Universities is 110.76.

Discussion and Conclusion

The present study reveals that the attitude of Post Graduate students in the Papum Pare district of Arunachal Pradesh is positive towards the Privatization of Higher Education. This finding is consistent with the findings of Sarmah, B. (2013) & Chaudhari, M. (2015). In this study, it has been found that there is no significant difference between the attitude of male and female Post Graduate students towards the Privatization of Higher Education in the Papum Pare district of Arunachal Pradesh. However, if we compare the mean score of male and female Post Graduate students, the mean score of male Post Graduate students is 111.80, which is slightly more than thatof female Post Graduate students whose mean score is 110.46. And in the case of settlement, the mean score of Post Graduate students inthe urban area is 109.32, which are slightly less than the mean score of Post Graduate students in rural area i.e 112.94. And the same case with the management, there is no significant difference in the attitude of Post Graduate students of private and government Universities in Papum Pare district of Arunachal Pradesh towards Privatization of Higher Education, but when we compare the mean score of the Post Graduate students of government University are more positive attitude towards Privatization of Higher Education than the Post Graduate students of the private university.

As the attitude towards Privatization of Higher Education is found positive among Post Graduate students in the Papum Pare district of Arunachal Pradesh, it has been assumed that the students are having thought that privatisation of higher education will provide and bring better opportunities for them and will be beneficial for their future endeavour.

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A Comparative Study on Psychological Variable of Sprinter and Long Jumper Athletes

*Dr. Mohammad Muqarram

Abstract

The main purpose of the present study was to investigate psychological variable among the sprinter and jumper athletes(boys). A sample comprised of 60 self-confidence and 100 pre-competitive anxiety sprinter and long jumper athletes from senior secondary school competition of J&K board. The age of athletes 15 to 19 years. Measure included the self-confidence and pre-competitive anxiety of all athletes. For measuring the to asses the self-confidence and pre-competitive anxiety of the subjects, the sport self-confidence inventory (SSCI), developed by Dr. Reena Kaul and Madalsa Mittal (2003)and competitive anxiety (SCAT) by Marten (1977) was used. To compare the self-confidence and pre-competitive anxiety of sprinter and long jumper athletes t-test was applied. It was found that there is significant difference between the mean score of athletes on variable competitive anxiety of sprinter and jumper athletes senior secondary school competition of J&K board. No significant was observed between sprinter and long jumper athletes of senior secondary school in their self-confidence.

Introduction

At present, track and field consist of running, hurdling, jumping and throwing events held between individuals and teams at indoor and outdoor meets. The running and hurdling competitions make up the track events, while the jumping and throwing contests comprise the field events. In many countries the sports as a whole is called athletics. Running races are the most prominent track events; that ranges in length from the indoor 50 meter dash to the outdoor marathon.

In sports the self confidence is about one's ability to execute physical skills. It is the ability to utilize the psychological skills during the competitions. It is the ability to employ perceptual skills and belief on ones level of physical fitness and training status. When athletes feel confident, they are more readily able to turn sporting potential into superior performance. When they feel unsure of themselves, the slightest setback or smallest hurdle can have an inordinate effect on their performance. The recent study done on university athletes (2016) says that Anxiety and self- confidence as predictors of athletic performance. It also resulted that the anxiety and confidence impact on performance.

Objectives of the study

1. To compare the difference between self-confidence of sprinter and long jumper athletes J&K board senior secondary school.
2. To compare the difference between competitive anxiety of sprinter and long jumper athletes J&K board senior secondary school.

Hypotheses of the study

H_0 There is no significant difference between sprinter and long jumper athletes of J&K board senior secondary school regarding their self-confidence.

H_1 There is significant difference between sprinter and long jumper athletes of J&K board senior secondary school regarding their competitive anxiety.

Methodology

For the purpose of this study two sample groups were formed. 1st group comprises of sprinter and 2rd group comprises of long jumper athletes (boys) were selected from the different senior secondary school competition of J&K with the age group of 15 to19 years.

TOOLS

The detail of the psychological instruments used in the study is as below:

Sport Competition Anxiety test:

Items 1, 4, 7, 10, and 13 are filler items used to help disguise the purpose of the test; cross them out, as they will not be used for scoring. Items 2, 3, 5, 8, 9, 12, 14, and 15 are scored in the following manner: hardly ever=1

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pt., sometimes=2 pts, often=3 pts. For items 6 and 11, the scoring is reversed: hardly ever=3 pts, sometimes=2 pts, often=1 pt. Simply total the numbers for these items to determine your trait anxiety score, which ranges from a low of 10, to a high of 30.

Ten of the items asses' individual differences in the extent of competition anxiety present in the athletes.

Sport Self-Confidence inventory:

The sport self confidence inventory (SSCI) (Kaul and Mittal, 2003) consisted of 70 items. In the initial phase of standardization, psychometric and item analysis was done after which 44 items were dropped and 26 items were retained. It is used to measure the self-confidence of a player under different conditions in various sport situations. The items in this scale are scored on a 4- point interval scale, Items 2, 5,11,16,19,27,30,37,43,45,53,56,59, are scored in the following manner: (1= Always, 2= Often, 3= Sometimes and 4= Never).The negatively worded items 4, 21, 25, 31, 35, 36, 40, 41, 42, 49, 61, 63, 64 are scored in the reverse: (4= Always, 3= Often, 2= Sometimes and 1= Never). Cronbach alpha internal consistency of the scale (n=159) is 88.

Twenty-six of the items assess individual differences in the extent of self-confidence present in the athletes.

Design of the Study

Design of the study was random group design, as the sprinter and long jumper athletes were randomly selected from these who were talking part in the senior secondary school and comparison of self-confidence and competitive between sprinter and long jumper athletes (boys) was done.

T-test was used to test whether there is any significant difference among the chosen self-confidence and competitive anxiety variable of sprinter and long jumper athletes (boys) of senior secondary school board competition J&K board.

Analysis of data

A statistical analysis was carried out and the result obtained is given below:

Objective 1. To compare the difference between competitive anxiety of sprinter and long jumper athletes of Jammu & Kashmir board senior secondary school.

Null Hypothesis 1. There is significant difference between Jammu & Kashmir board senior secondary school sprinter and long jumper athletes regarding their competitive anxiety.

Table: 1.1 Comparison of competitive anxiety between sprinter and long jumper athletes of J&K board senior secondary school

Variable	Group	N	Mean	Std. Devia-tion	t-Value	df	Sig.
Competitive Anxiety	Sprinter	50	22.22	3.48	2.52	98	.013
	Long jumper	50	20.40	3.70			

Significant at 0.05 level

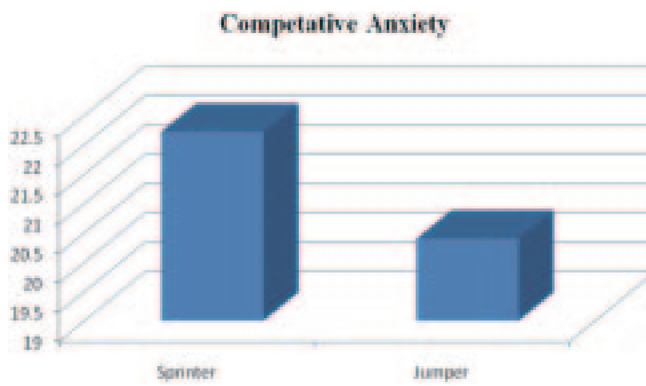

Figure 1.1: Comparison of Means & SD of competitive anxiety between sprinter and long jumper athletes of J&K board senior secondary school

Interpretation

The above table 1.1 indicates that the independent sample t-test is associated with a statistically significant difference t (78) = -2.52, p = .013, i.e. statistically significant at the level of 0.05 significance. The result shows that sprinters (M=22.22, SD =3.48) and long jumpers athletes (M =20.40, SD = 3.70) of J&K senior secondary school are found to have different competitive anxiety. So, the null hypothesis (1), "There is significant difference in the sprinter and long jumper athletes of J&K board senior secondary school regarding their competitive anxiety" is rejected.

A similar finding is indicated by Rani and Dhadwal (2013) also found a contradictory result, who showed that who studied that a significant difference was found compared pre-competitive anxiety and post-competitive anxiety in Inter-Collegiate football players. A group of 170 compared pre-competitive anxiety and post-competitive anxiety in Inter-Collegiate football players. A group of 170 Football players (boys=85 and girls=85) were selected from different Colleges of Ethiopia and Eritrea through the purposive sampling technique. Their age was ranged from 18 to 25 years. Data were collected from athletes using a Sports Competitive Anxiety Test -(SCAT) consists of fifteen items which include 5 spurious items, 8 positive items and 2 negative items. The t- test was used to test the effect of anxiety level between pre and post completion. The significance level was determined as p<0.01. The result of the study reveals that there was significant difference in 0.01 levels of pre-competitive anxiety and post-competitive anxiety among the male and female inter-collegiate football players

Objective 2. To compare the difference between self-confidence of sprinter and long jumper athletes of Jammu & Kashmir board senior secondary school.

Null Hypothesis 2. There is no significant difference between Jammu & Kashmir board senior secondary school sprinter and long jumper athletes regarding their self-confidence.

Table: 1.2 Comparison of self-confidence between sprinter and long jumper athletes of J&K board senior secondary school

Variable	Group	N	Mean	Std. Devia-tion	t-Value	df	Sig.
Self-Confidence	Sprinter	30	54.23	11.678	.023	58	.982
	Long jumper	30	54.16	10.802			

Significant at 0.05 level

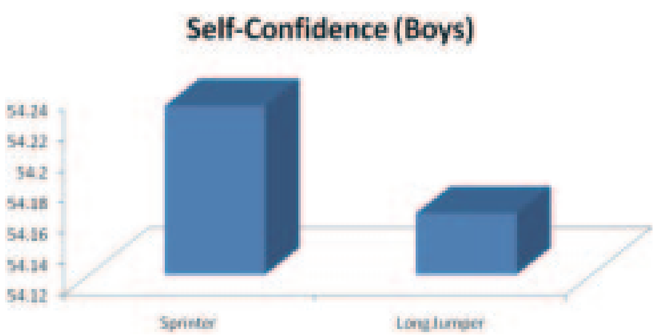

Figure 1.2: Comparison of Means & SD of self-confidence between sprinter and long jumper athletes of J&K board senior secondary school

Interpretation

The above table 1.2 indicates that the independent sample t-test is associated with statistically not significant difference t (58) = .023, p = .982. The result shows that sprinters (M =54.23, SD =11.678) and long jumpers boys (M = 54.16, SD = 10.802) of J&K senior secondary school are found to have similar foot length. So, the null hypothesis (1), "There is no significant difference in the sprinter and long jumper athletes of J&K board senior secondary school regarding their self-confidence" is accepted.

However, Singh and Amrik Amarpreet Singh (2018) also found a contradictory result, who showed that the studied main purpose of the study was to find out the mental skills between national level sprinters and long distance runners. The total number of 50 subjects selected as samples from Punjabi University, Patiala in which 25 are sprinters and 25 are long distance runners. The age group of the subjects ranged from 18-25 years. All the samples were selected on random basis. To assess mental skill level of selected subjects, Mental Skills inventory developed by Nelson & Hardy was used. This inventory measures Imagery Ability, Mental Preparation, Self-Confidence. This inventory is highly reliable & valid to assess mental skills of selected subjects. The scoring was done according to rule led down by the authors. The 't' test was used to find out significant difference among two groups i.e. male sprinters and long distance runners. Results found that there is no significant difference has been found between sprinters & long distance runners on the basis of Imagery Ability, Mental Preparation and Self- Confidence level.

Findings of the study

1. A significant difference was observed between senior secondary school sprinter and long jumper athletes (boys) regarding their competitive anxiety (measure). The mean value of senior secondary school jumper athletes was lesser than their counterparts, i.e. sprinter athletes of senior secondary school.
2. No significant difference was observed between senior secondary school sprinter and long jumper athletes (boys) regarding their self- confidence (measure). The mean value of senior secondary school jumper athletes was lesser than their counterparts, i.e. sprinter athletes of senior secondary school.

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Attitude Towards Traditional Methods and Modern Methods of Teaching Students with Visual Impairment

S. Puspha, **Tarak Halder, ***Dr. J. Sujathamalini

Abstract

This paper focuses on the areas to be readdressed on Traditional methods and Modern methods of Teaching and Learning process for visually impaired students. The children with visual impairment across schools and colleges face Learning gap in their academics due to absence of appropriate methodologies. This results in shrinking of overall development of these students which eventually poses challenges to Academicians. The areas of Traditional methods of teaching which includes Teacher-centered method and Rote learning need to be replaced with Learner-centered and concept learning respectively and this can be achieved through proper usage of some methodologies (in terms of visual impaired students) such as Adaptation, Substitution, Modification, Duplication and Omission and this can be effective in bridging the gap between Learning and Teaching across various academic activities for such students. The above mentioned methodologies results in the use of Braille instruction, large print materials, tactile materials, auditory instruction and Assistive technologies. Granting teacher's access to such methodologies will support constructive concept development, facilitating learning while working with individual students.Thus it is evident through this study that the combined usage of the mentioned methodologies provides an educational opportunity with the potential to improve student learning.

Introduction

The basic knowledge is learned through five senses. Further, the process of seeing through eyes alone provides 83% of knowledge. Thus vision is the most important sense which is necessary to learn about the surrounding. Any type of impairment in vision thus creates problem in the learning process. Visual impairment in childhood and adolescence periods will eventually affect the learning that needed to be taking place by these periods. The number of persons born with visual impairment till the day of survey is found to be 5,032,463 (18.8%) (National Sample Survey Organization (NSSO, 2011). It is also evident that the visually impaired are in 3rd place in the ratio of disability in India. The number as well as prevalence of visually impaired students represents the need of hour to look into some new methodologies which will make the visually impaired students attain a quality education. As cognition depends on visual experiences a lot, the students with visual impairment may perform poorly on most standard intelligence tests. But they need not necessarily intellectually retarded. They may have problems in understanding abstract concepts.

Education is very important for a holistic development of any children. In particular to impart education for a visually impaired student, educational services such as Cascade system, Special schools, integrated and inclusive education which must include methodologies such as Adaptation, Substitution, Modification, Duplication and Omission are needed.

Significance of The Study

The Rights of Persons with Disabilities Act of 2016 lays emphasize on making suitable modifications in curriculum. Thus current investigation in the area of Traditional and Modern methodologies have lead to a deeper understanding of which method is preferred most by the students with visual impaired. On the other hand, this provides teachers with an understanding of preferable methods of learning of a visually impaired student. As a result, a brief list of new methodologies to the teaching of visually impaired students has been suggested to achieve holistic learning. The Method of teaching a visually impaired student is very important as this helps the teacher to transact the content of General curriculum effectively to the visually impaired learners.

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In this Technological world, the unpredicted growth of technology plays a prominent role in teaching visually impaired student. In the field of education, the growth of Technology creates a major impact on the knowledge distribution process in a time saving manner. Several investigates have to be done in this part. Hence the investigator has chosen the investigation on attitude towards Traditional and Modern methodologies in teaching visually impaired students as the area of study.

The time consuming writing and reading of Braille books can be replaced with screen recorders. Screen readers are software programs that allow blind or visually impaired users to read the text that is displayed on the computer screen with a speech synthesizer or Braille display. The investigator has attempted to produce modern methodologies for teaching visually impaired students and evaluate its effectiveness through an experimental design.

Nature of Learning in Visually Impaired Students

As most of the learning and development of basic concepts takes place by sight, vision plays an important role in understanding and gathering of information. Thus the lack of vision may have the possibility to hinder learning as well as development of concepts. As a result, the students with visual impairment use words without associating it to the right concept. In other words, the visually impaired students mainly learn with the help of rest of the senses and rely on verbal learning.

Traditional Methods

Teacher-Centered learning:

The educator with a custodial orientation is likely to be highly controlling, employing punitive sanctions, moralistic perceptions, highly impersonal relationships with students, attitudes of general mistrust and a major focus on maintenance of order.

Rote learning:

The rote learning is also called as surface learning (Study of Marton and Saljo, 1976). Surface approach is memorizing information without understanding the deeper knowledge.

Traditional methods of learning and teaching for visually impaired students:

Braille: Braille is a system of raised dots that people can feel with their fingers and that represent letters and words for people who are blind or have severe low vision. Many children who are Braille readers and have additional disabilities learn the alphabet in Braille. One (family member, friends, etc.) may have to learn Braille so that he/she will be able to Braille notes, labels, and other items for the child and read what he may have written.

Abacus: Abacus is a promising aid for the Blind to learn and calculate mental arithmetic operations. It teaches the Blind Abacus learners to perform mental arithmetic calculations efficiently with ease and accuracy, but without a need of watching the bead movements on the Abacus instrument. Abacus can be learned by using both the hands on the instrument and feel observe and move the beads on the frame. This ensures consciously utilizing the brain.

Taylor's frame: It is a mathematical device, which can help the student to do mathematical concept. It has the purpose of teaching mathematical calculations such as addition, subtraction, multiplication, division and algebraic notations and more. The device consists of Aluminum and plastic material, with set of metal pegs with eight angels of pointed star. It has 0-9 mathematical signs of operations that can be represented by the slate consist of 32 orientations. The pegs consist of 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, +, x, <,>, x, y, z, a b, c, d,), (, and decimal point.

MODERN METHODS

Learner-centered learning:

The educator with a more humanistic orientation is likely to maintain a classroom climate with which active interaction and communication, close personal relationships with students, mutual respect, positive attitudes and flexibility of rules as well as student self-discipline, self-determination and independence are fostered (Willower, Eidell & Hoy, 1967).

Concept learning:

Deep approach of learning in students involves themselves in the study process to grasp the deeper understanding of the content (Duff, Boyle, Dunleavy, & Ferguson, 2003). To make students better graduates they should be encouraged to develop deeper research strategies. (Hasnoor, Ahmad, &Nordin, 2013)

Modern methods of learning and teaching for visually impaired students:

Adaptation: Adaptation refers to special versions of already existing technologies or tools that provide enhancement or different ways of interacting which would help a disabled student to accomplish a special task.

Tactile maker: The Swell-Form Graphics Machine is a simple, fast method of creating tactile maps and graphics and it will be printed onto specialty paper as normally as a standard printer or copy machine. In the next step, one has to run the paper through the Swell-Form graphics Machine. The heat reacts to the black ink and swells, creating a tactile image.

Picture in a Flash (PIAF): It is a simple and fast way to prepare tactile graphics. The PIAF machine makes raised line drawings on special paper, called capsule or swell paper. Users can draw, print or photocopy pictures onto the swell paper and pass it through the PIAF. The heat causes the lines to swell as it reacts to the carbon in the ink, and then the drawing can be read with the fingers.

Modification:

Modification in general refers to the change that has been made on something. In the context of Special Education, it refers to the modification i.e. the change that has been made on process/tools/strategies to impart education to a visually impaired student.

Example: Braille Speak, Versa-Braille

Substitution:

It is the process of replacing existing educational aids/tools with more accessible ones that can be easily accessed by a visual impaired student.

Example: Talking Calculator, Screen Reader

Screen reader: Screen readers are software programs that allow blind or visually impaired users to read the text that is displayed on the computer screen with a speech synthesizer or Braille display. A screen reader is the interface between the computer's operating system, its applications, and the user. The user sends commands by pressing different combinations of keys on the computer keyboard or Braille display to instruct the speech synthesizer what to say and to speak automatically when changes occur on the computer screen.

Duplication:

The process of Duplications refers to making of copy of an educational device that can be accessed by a student with visual impairment.

Example: Raised Relief Plastic Map, Relief Globes.

Objectives of The Study

The objective of this study to find out the experience about the modern technology is useful for higher studies of person with visual impairment. The main objective of the study is to find out the attitude towards the traditional and modern methods in teaching and learning for students with visual impairment. The aim of this study was to determine and compare the attitudes towards traditional methods and modern methods of teaching students with visual impairment in B.Ed. students. The study is a comparative study that investigates the advantages and disadvantages of the traditional teaching methods and modern teaching methods used in educating students with visual impairment.

Hypothesis of This Study

Conducted the direct interview with person with visual impairment students and discussed the problem and helpful technology for their higher studies. What type of technology is very easy for them to solve the daily problem? Which type of technology mostly they are use in all time? What is the experience about them? In this study, a comparative study is carried out between traditional methods and modern methods of teaching students with visual impairment. This research aims to evaluate the level of acceptance of various teaching techniques in order to help them find their own way and best learning methods. In addition, the attitude towards different teaching styles influences on student learning outcomes.

Methods of The Study

Qualitative research categorization separate into case study methods follow for this study purpose. Interview discussion and their opinion collected as method of the study.

Sample

The investigator has selected 4 visually impaired students of Department of Special Education and Rehabilitation Science, Karaikudi in Sivagangai district for implication of this study. They all are the B.Ed. in special education students and already they are used the technology for their study purpose.

Result & Discussion

The investigator has followed the case study method like open one-on-one interview for this study.

Case Study 1:
(Discussion with P1, B.Ed. Student)

P1, a First year B.Ed. Special Education teacher trainee of Alagappa University starts sharing his views towards traditional and modern methods with a brief comparison of both the of methods. P1 says that the traditional methods like such as Braille, Taylor's frame, Abacus as a basic elements of teaching a visually impaired student in earlier stages. But when it comes to further higher education he extends his preference towards modern technologies. P1 justifies his view by saying that the traditional methods can be helpful and essential for 1-8 grade students. But the adaptation of modern technologies for these grade students should be encouraged. P1 adds that the Braille do have some drawbacks like the Braille dots cannot retain for a longer period. Instead the study materials provided in the form of audio methods would retain for a long period of life even lifelong. P1 lists out the advantages of Daisy, Notepad and WordPad formats which are helpful in terms of easy accessibility. P1 says that the implementation of these modern methods can be effective if adapted to school education. P1 says that these will be helpful to revise anytime anywhere. While speaking about mathematics P1 views of modern methods like android accessible calculators are more convenient than traditional methods. P1 shares his life experience when he was not able to have Braille printed materials through his UG degree; it was the modern methods such as recorded sources which helped him a lot. P1 says that he could read 100 pages of an audio transformed book with high pitch which is possible only through the use of modern technology methods.

Case Study 2:
(Discussion with P2, B.Ed. Student)

P2, a student of B.Ed. Special Education in Alagappa University while speaking about traditional and modern methods for teaching-learning process said that she is more convenient with the modern technologies. P2 explains this by elaborating two factors which make her to this conclusion. P2 says that first of all the modern technologies in the form of android phones are accessible everywhere unlike traditional methods such as Braille which had to be taken everywhere by one. P2 adds the second factor that the modern technologies are time efficiencies. The usage of modern technologies in the day to day life for learning are useful in saving much time when compared to traditional methods. Finally P2 concludes P2's view by saying that she would prefer modern technologies when compared with traditional technologies.

Case Study 3:
(Discussion with P3, B.Ed. Student)

P3 who is studying first year B.Ed. Special Education in Alagappa University starts sharing P3's experience with an inclination towards modern methods. P3 says that the screen recorder was very much helpful when P3 was to attend online classes which are a modern method. P3 adds that it was very much helpful that it allow P3's to hear again and again whenever P3 needs these for the process of by hearting the concepts. P3 extends P3's thanks to modern methods such as talkback, NVDA which are more beneficial in gathering information regarding studies. Also P3 justifies P3's views that the Modern technologies are remaining for a long time than traditional methodological study materials.

Case Study 4:
(Discussion with P4, B.Ed. Student)

P4, a second year B.Ed. Special Education teacher trainee of Alagappa University says that P4 would give importance and preference to the modern methods than traditional methods. P4 opinion was that the modified note takers are much more convenient than the traditional Braille note taking while listening to the class. Also P4 views of the modern android accessible calculators are more preferable to two to three page long mathematical problems. P4 says that he could not go for Braille printed books everywhere and that's where P4 could enjoy the benefits of modern technology of Screen Reader.

Interpretation of Data

- 3 out of four interviewed persons with visual impairment shows a deep inclination towards the usage of modern methods for teaching- learning process.
- This shows a positive attitude of learners towards the modern methods for teaching students with visual impairment when compared to Traditional Methods.
- Further studies are needed in this area to research about other parameters like learning outcomes and cognitive functions.

Conclusion

Traditional methods and modern methods of teaching students with visual impairment are two very important things that are required in a classroom. The benefits of using the traditional methods and modern methods if used correctly can help people with visual impairments to learn more effectively. There are many benefits of use the traditional methods and modern method in teaching students with visual impairment. The benefits of using traditional methods are clear vision compared to following modern teaching methodology that can be followed by blind people. Another advantage is that pupils have a chance to learn basic skills such as reading, writing, and arithmetic. The modern method has its advantages too, but pupil's ability to understand what is being taught mostly depends on their previous education and preparation materials.

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कस्तुरबा गांधी बालिका आवासीय विद्यालयों में अध्ययनरत् बालिकाओं के समायोजन का अध्ययन

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सारांश

समायोजन वह स्थिति है जो दो विपरीत स्थितियों में अपने को संतुलित रखना और अपने अनुकूल अपना पथ चयन करना। बालिका पारिवारिक परिवेश से जब विद्यालयीय वातावरण में प्रस्थान करती है तो इस पर पारिवारिक संस्कार उस पर आच्छादित रहते हैं। वो बच्ची माँ का आँचल छोड़कर, माँ की अंगुली पकड़कर जब विद्यालय की ओर प्रस्थान करती है तब विद्यालयी वातावरण उसे अनजान तथा कठिन समझ वाला लगता है। प्रारम्भ में वह संकुचाते हुए विद्यालय में अपना प्रथम कदम रखती है वही बच्ची शनैः-शनैः उस विद्यालयी वातावरण में इतनी घुलमिल जाती है कि अपने परिवार को विद्यालय समय में लगभग भूल जाती है। विद्यालय और उसका वातावरण उसके लिए एक महत्वपूर्ण शिक्षा होती है। अब ये बच्ची पारिवारिक वातावरण और विद्यालय वातावरण दोनों के मध्य समायोजन करती है।

भूमिका

मानव संस्कृति के विकास के दो प्रमुख अंग हैं, पुरुष और महिला। प्राकृतिक दृष्टि से मनुष्य को जन्मजात शक्तियों के स्वाभाविक और जन्मजात पूर्ण विकास में निश्चित रूप से सफलता योग देती है, लेकिन इस सभ्यता को दिव्य और वैभवपूर्ण बनाने में संस्कृति का गौरवपूर्ण योगदान सदा से रहता रहा है और संस्कृति का मूल है परिवार। परिवार सामाजिक संदर्भ में रूढ़ियों, परम्पराओं, रीति-रिवाजों तथा धार्मिक दृष्टि से आस्था से जुड़ा हुआ रहा है। ये सभी मानव संस्कृति के पालने रहे है, जिनके मूल में हैं स्त्री और पुरुष।

शोधकर्त्री ने कस्तुरबा गांधी बालिका आवासीय विद्यालय योजना को अपने अध्ययन का मुख्य विषय के रूप में चयन किया है जो कि उच्च प्राथमिक विद्यालय की छात्राओं के लिए सीमित है। इस आवासीय बालिका योजना के अन्तर्गत अध्ययनरत बालिकाओं में उनके मानवीय मूल्यों में जैसे- संस्कार, दायित्वों का पालन, अनुशासन, सहयोग, ईमानदारी, सादगी, उच्च आकांक्षाएं, उत्तरदायित्व को पूर्ण करने की भावना, आज्ञाकारिता, आत्मसम्मान, आत्मनिर्भरता तथा राष्ट्रीय सम्मान की भावना आदि सभी के विकास हेतु प्रयास किये जाते हैं।

सर्व शिक्षा अभियान के अन्तर्गत कस्तुरबा गांधी आवासीय विद्यालयों की योजना चलाई जा रही है। एन.पी.ई.जी.एल. योजना के अन्तर्गत चयनित ब्लॉकों में से प्रथम चरणों में 56 ब्लॉकों तथा द्वितीय चरण में 130 ब्लॉकों में कस्तुरबा गांधी बालिका आवासीय विद्यालय भारत सरकार द्वारा स्वीकृत है। यह योजना राज्य के कुल 33 जिलों के 186 शैक्षिक रूप से पिछड़े ब्लॉकों में स्वीकृत है। इनमें से 131 कस्तुरबा गांधी बालिका विद्यालय मॉडल एवं 55 कस्तुरबा गांधी मॉडल तृतीय के अन्तर्गत स्वीकृत किए गए हैं। इस योजना के अन्तर्गत प्रारम्भिक स्तर पर अनुसूचित जाति, अनुसूचित जन-जाति, अन्य पिछडा वर्ग, अल्पसंख्यक तथा बी.पी.एल. परिवारों की बालिकाओं के लिए आवासीय विद्यालय खोले जाते हैं।

समायोजन वह स्थिति है जो दो विपरीत स्थितियों में अपने को संतुलित रखना और अपने अनुकूल अपना पथ चयन करना। बालिका पारिवारिक परिवेश से जब विद्यालयीय वातावरण में प्रस्थान करती है तो इस पर पारिवारिक संस्कार उस पर आच्छादित रहते हैं। वो बच्ची माँ का आँचल छोड़कर, माँ की अंगुली पकड़कर जब विद्यालय की ओर प्रस्थान करती है तब विद्यालयी वातावरण उसे अनजान तथा कठिन समझ वाला लगता है। प्रारम्भ में वह संकुचाते हुए विद्यालय में अपना प्रथम कदम रखती है वही बच्ची शनैः-शनैः उस विद्यालयी वातावरण में इतनी घुल-मिल जाती है कि अपने परिवार को विद्यालय समय में लगभग भूल जाती है। विद्यालय और उसका वातावरण उसके लिए एक महत्वपूर्ण शिक्षा होती है। अब ये बच्ची पारिवारिक वातावरण और विद्यालय वातावरण दोनों के मध्य समायोजन करती है।

समायोजन को सामंजस्य, व्यवस्थापन या अनुकूलन भी कहते हैं। समायोजन दो शब्दों को मिलाकर बना है- सम और आयोजन। सम का अर्थ है भली-भाँति, अच्छी तरह या समान रूप से और आयोजन का अर्थ है व्यवस्था अर्थात् अच्छी तरह व्यवस्था करना। अतएव समायोजन का अर्थ हुआ सुव्यवस्था या

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अच्छे ढंग से परिस्थितियों को अनुकूल बनाने की प्रक्रिया जिससे कि व्यक्ति की आवश्यकतायें पूरी हो जायें, मानसिक द्वन्द न उत्पन्न होने पायें। अनेक आवश्यकताएं ही व्यक्ति को लक्ष्य की प्राप्ति की ओर प्रेरित करती हैं। जब व्यक्ति को अपने लक्ष्य की प्राप्ति सरलता से हो जाती है, तो उसे संतोष का अनुभव होता है नहीं तो, उसे निराशा एवं असंतोष की अनुभूति होती है। ऐसे में जो व्यक्ति यदि सृजनात्मक और परिस्थितियों के अनुकूल रहकर समायोजन स्थापित कर लेता है, वही व्यक्ति यदि बाधाओं को दूर करने में असमर्थ रहता है तो उसमें कुसमायोजन उत्पन्न हो जाता है। साधारणतयाः समायोजन की यह प्रक्रिया व्यक्ति के जीवन में निरन्तर चलती रहती है।

अध्ययन का महत्व

शोधकर्त्री ने कस्तुरबा गांधी बालिका आवासीय विद्यालयों में अध्ययनरत् बालिकाओं के समायोजन में आने वाली समस्याओं एवं समाधानों का अध्ययन किया है। इस प्रकार का अध्ययन कार्य आज तक बहुत ही कम हो पाया है, बल्कि कस्तुरबा गांधी उच्च प्राथमिक विद्यालयों की बालिकाओं के समायोजन में आने वाले समस्याओ एवं समाधानों को लेकर शोध अध्ययन नहीं हुआ है। अतः कस्तुरबा गांधी बालिका आवासीय विद्यालयों में अध्ययनरत् बालिकाओं के समायोजन में आने वाली समस्याओं एवं समाधानों का अध्ययन कर सरकार, संचालकों, समाज एवं राष्ट्र को एक नई दिशा दिखाने में यह शोधकार्य मार्गदर्शन कर सकेगा।

अध्ययन का औचित्य

इस दिशा में अलग-अलग चरों पर अनेक अध्ययन सम्पादित हुए, लेकिन ''कस्तुरबा गांधी बालिका आवासीय विद्यालयों में अध्ययनरत् बालिकाओं के समायोजन का अध्ययन'' पर अभी तक कोई कार्य नहीं हुआ है। यह कार्य एक नवाचार शैक्षिक लक्ष्य पर विद्यालय उपयोगी, समाज उपयोगी एवं छात्राओं के लिए फलदायी होगा। किसी भी अध्ययन की सार्थकता उसकी आवश्यकता के स्वरूप एवं उपयोगितात्मक पहलुओं पर निर्भर करती है। साथ ही इस संदर्भ में यह देखा जाता है कि अध्ययन समाज को क्या नई दिशा देने वाला है। उपर्युक्ता मानक रूपी दृष्टिकोण को मध्यनजर रखते हुए प्रस्तुत अध्ययन सार्थक एवं औचित्यपूर्ण है।

समस्या कथन

''कस्तुरबा गांधी बालिका आवासीय विद्यालयों में अध्ययनरत् बालिकाओं के समायोजन का अध्ययन।''

अध्ययन के उद्देश्य

1. कस्तूरबा गाँधी बालिका आवासीय विद्यालयों में अध्ययनरत बालिकाओं के सहपाठी छात्राओं के साथ समायोजन का अध्ययन करना।
2. कस्तूरबा गाँधी बालिका आवासीय विद्यालयों में अध्ययनरत बालिकाओं का आवासीय स्थान पर आपसी समायोजन का अध्ययन करना।

परिकल्पनाएं

1. कस्तूरबा गाँधी बालिका आवासीय विद्यालयों में अध्ययनरत बालिकाओं का सहपाठी छात्राओं के साथ समायोजन में कोई सार्थक अन्तर नहीं है।
2. कस्तूरबा गाँधी बालिका आवासीय विद्यालयों में अध्ययनरत बालिकाओं का आवासीय स्थान पर आपसी समायोजन में कोई सार्थक अन्तर नहीं है।

अध्ययन का परिसीमन

1. यह अध्ययन जयपुर मण्डल तक सीमित है।
2. यह अध्ययन कस्तूरबा गांधी बालिका आवासीय विद्यालयों तक सीमित है।
3. यह अध्ययन कस्तूरबा गांधी बालिका आवासीय विद्यालय की छात्राओं तक ही सीमित है।
4. यह अध्ययन जयपुर मण्डल के जिलों के ग्रामीण व शहरी क्षेत्र की 450 कस्तूरबा गाँधी आवासीय विद्यालय में अध्ययनरत बालिकाओं तक सीमित है।

शोध विधि

प्रस्तुत अध्ययन में अनुसंधान की विधि के रूप में सर्वेक्षण विधि को अपनाया गया है। यह अनुसन्धान की एक वैज्ञानिक विधि है इसके द्वारा एकत्रित दत्त प्रामाणिक एवं विश्वसनीय माने जाते हैं।

अध्ययन में प्रयुक्त उपकरण

समायोजन मापनी : स्वनिर्मित

समंकों का सारणीयन एवं विश्लेषण :

सारणी संख्या-1 : कस्तूरबा गाँधी बालिका आवासीय विद्यालयों में अध्ययनरत बालिकाओं का सहपाठी छात्राओं के साथ समायोजन का अध्ययन

कस्तूरबा गाँधी बालिका आवासीय विद्यालयों में अध्ययनरत बालिकाओं का सहपाठी छात्राओं के साथ समायोजन के प्राप्तांकों का प्रतिशत एवं प्रतिशत की सार्थकता की गणना

प्राप्तांक प्रतिशत			प्रतिशत की सार्थकता		
उच्च	औसत	निम्न	उच्च	औसत	निम्न
18	82	0	14.86 से 21.13 तक	78.86 से 85.13 तक	0 से 0 तक

उक्त सारणी में कस्तूरबा गाँधी बालिका आवासीय विद्यालयों में अध्ययनरत बालिकाओं का सहपाठी छात्राओं के साथ समायोजन के प्राप्तांकों का प्रतिशत एवं प्रतिशत की सार्थकता की गणना की है जिसके अनुसार 14.86 से 21.13 प्रतिशत सहपाठी छात्राओं के साथ समायोजन औसत से उच्च स्तर पर पाया गया। 78.86 से 85.13 प्रतिशत समायोजन औसत तथा 0 से 0 प्रतिशत समायोजन औसत से निम्न पाया गया। अतः इस संदर्भ में उक्त परिकल्पना स्वीकृत होती है।

सारणी संख्या-2: कस्तूरबा गाँधी बालिका आवासीय विद्यालयों में अध्ययनरत बालिकाओं का आवासीय स्थान पर आपसी समायोजन का अध्ययन

कस्तूरबा गाँधी बालिका आवासीय विद्यालयों में अध्ययनरत बालिकाओं का आवासीय स्थान पर आपसी समायोजन के प्राप्तांकों का प्रतिशत एवं प्रतिशत की सार्थकता की गणना

प्राप्तांक प्रतिशत			प्रतिशत की सार्थकता		
उच्च	औसत	निम्न	उच्च	औसत	निम्न
12	76	12	5.50 से 18.49 तक	67.45 से 84.54 तक	5.50 से 18.49 तक

उक्त सारणी में कस्तूरबा गाँधी बालिका आवासीय विद्यालयों में अध्ययनरत बालिकाओं का आवासीय स्थान पर आपसी समायोजन के प्राप्तांकों का प्रतिशत एवं प्रतिशत की सार्थकता की गणना की है जिसके अनुसार 5.50 से 18.49 प्रतिशत आवासीय स्थान पर आपसी समायोजन औसत से उच्च स्तर पर पाया गया। 67.45 से 84.54 प्रतिशत समायोजन औसत तथा 5.50 से 18.49 प्रतिशत समायोजन औसत से निम्न पाया गया। अतः इस संदर्भ में उक्त परिकल्पना स्वीकृत होती है।

सारांश

शोधकर्त्री ने कस्तुरबा गांधी बालिका आवासीय विद्यालयों में अध्ययनरत् बालिकाओं के समायोजन का अध्ययन करने का निर्णय लिया है। इस प्रकार का अध्ययन कार्य आज तक बहुत ही कम हो पाया है, बल्कि कस्तुरबा गांधी उच्च प्राथमिक विद्यालयों की बालिकाओं के समायोजन को लेकर शोध अध्ययन नहीं हुआ है। अतः कस्तुरबा गांधी बालिका आवासीय विद्यालयों में अध्ययनरत् बालिकाओं के समायोजन का अध्ययन कर सरकार, संचालकों, समाज एवं राष्ट्र को एक नई दिशा दिखाने में यह शोधकार्य मार्गदर्शन कर सकेगा।

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Level of Emotional Intelligence of Trainee Teachers

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Abstract

Emotional intelligence is an intangible trait that determines the social and psychological capacity that is useful for being aware of one's own and that of others, as well as being aware of how to regulate against another or groups. Many researchers agree that emotional intelligence is a personality trait that helps people to gain adjustment, satisfaction, social status, reduce stress, and meet a variety of other needs. Danial Goleman argued that emotional intelligence, not intelligence quotient, is responsible for 80% of success. Teachers face challenges due to student differences within the classroom, and emotional intelligence assists them in resolving this issue.In this study, the researcher compiled data from trainee teachers enrolled in B.Ed. (Male 38 & Female 38) from Dayawanti Punj Degree College, Sitamarhi, Bhadohi, and D.El.Ed. (Male 33 & Female 33) from Om Shikshan Sansthan, Gopiganj, Bhadohi. The data was collected using a self-developed emotional intelligence scale (EIS). Cronbach alfa reliability and split halve reliability were .927 and .916 respectively. The validity was appropriate and acceptable. SPSS, version 20, was used to analyse the dataset. The mean, standard deviation, and t-test were computed to obtain the result. The dataset analysis revealed a significant level of emotional intelligence.

Introduction and Need of the study

India is leadingin field of infrastructure, technology, science, and global diplomacy during this century. The Kothari Commission (1964-1966) recommended that the nation's future is built in her classroom. This phrase refers to both the educational system and educational psychology. Teachers play an important role in the classroom, so they should be educated from a technological, philosophical, and psychological standpoint. Giving the importance to these perspectives, NCTE, the regulatory authority behind the TEIs, regularly prepares the framework for teacher training programmes. Overall, the researcher believes that the primary goal of all and education is not limited to the development of tangible perspectives, but that human values are the most focused perspective. Teachers instill values in their students' behaviour because learning or teaching only subjective information does not guarantee a better future; learning or teaching values is also necessary. Thomas More's Utopia discussed an ideal state because of its values-driven citizens. The goal of higher education is to produce a healthy mind that is filled with values. The duty of teachers is not only to translate information, but also to prepare the mind for learning values. Value development is necessary in the modern scenario because values irrigate development. The researcher focused on emotional intelligence in this study, which is the ability to be aware of oneself and others, and then how to regulate against others and groups. Teachers should have a sufficient level of emotional intelligence to be aware of the classroom, which exists with a wide range of interests, intelligence, attention, creativity, and awareness. This study was completed with the trainee teachers' emotional intelligence in mind, and it will be beneficial to teachers, educational institutions, administrators, and others involved in the educational sector.

Review of Literatures

Armin Mahmoudi (2011) conducted an emotional intelligence study with B.Ed. teacher trainees. The researcher compiled a sample of teacher trainees using the emotional intelligence scale developed by Dhar, Kude, and Peth. The dataset was examined, and it was discovered that there was an effect of age, gender, and social services on the level of emotional intelligence of trainee teachers.

Aung (2019) did a study on student teachers' aptitude and emotional intelligence. The researcher compiled 150 student teachers' data. The t-test was used to analyse the dataset, and it was discovered that there was no difference in emotional intelligence due to gender.

Ayesha Anjum & P Swathi (2017) completed a study on the impact of emotional intelligence on quality of life among secondary school teachers. The EIS of Shutte, 1998 was used to compile data from sixty secondary school teachers for this study. After analyzing the data, it

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was discovered that teachers with high emotional intelligence had a higher quality of life than teachers with low emotional intelligence.

Corcoran and Tormey (2012) conducted a study to see how emotionally intelligent pre-service teachers are. The researchers collected 352 samples using Mayer and Salovey's EI model and found significant differences across the four EI skills and between males and females after analyzing the dataset.

Monika Gupta (2014) completed a study on prospective teachers' emotional intelligence in relation to their gender, stream, and social category. Using the Roquan emotional intelligence test, 400 prospective teachers' data were collected. The dataset was analysed using analysis of variance, and the results revealed no significant differences in emotional intelligence levels based on gender, stream, or social category.

Operational Definitions

1. *Trainee Teachers*

In this study, the term 'trainee teachers' refers to students who have enrolled in TEIs in Bhadohi, Uttar Pradesh, that are offering B.Ed. or D.El.Ed. (Session 2022-24) courses.

2. *Emotional Intelligence*

In this study, the term 'emotional intelligence' refers to trainee teachers' ability to perceive and be aware of their own and others' emotions, as well as how to allow them to regulate.

Research Question

1. What is the level of emotional intelligence of trainee teachers?

Objectives

1. To find out the level of emotional intelligence of trainee teachers who have enrolled in B.Ed. course.
2. To find out the level of emotional intelligence of trainee teachers who have enrolled in D.El.Ed. course.
3. To find out the difference between emotional intelligence of B.Ed. trainee teachers and D.El.Ed. trainee teachers.

Hypotheses

1. **H_0.1** There is no significant difference between emotional intelligence of male and femaletrainee teachers enrolled in B.Ed. course.
2. **H_0.2** There is no significant difference between emotional intelligence of trainee teachers from 19-29- and 30-40 years age group enrolled in B.Ed. course.
3. **H_0.3** There is no significant difference between emotional intelligence of male and female trainee teachers enrolled in D.El.Ed. course.
4. **H_0.4** There is no significant difference between emotional intelligence of trainee teachers from 19-24- and 25-30-years age group enrolled in D.El.Ed. course.
5. **H_0.5** There is no significant difference between emotional intelligence of trainee teachers enrolled in B.Ed. and D.El.Ed. course.

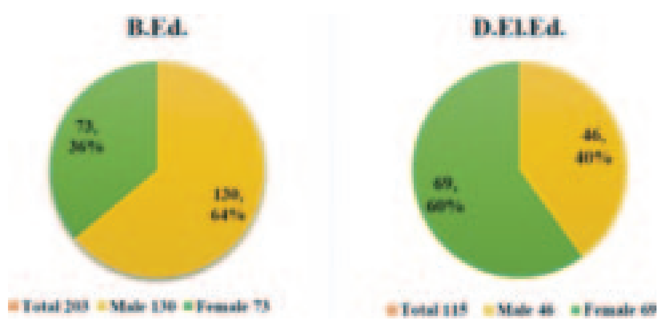
Method

This study was completed by survey method (Descriptive) under the quantitative research approach.

Population

The population of this study was B.Ed. trainee teachers from Dayawanti Punj Degree College, Sitamarhi, Bhadohi (Session 2022-24) and D.El.Ed. trainee teachers from Om Shikshan Sansthan, Bhadohi(Session: 2022-24), a district located in Uttar Pradesh (Refer to figure 1).

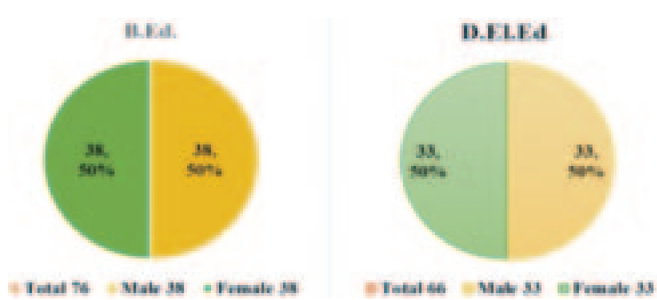
Figure 1: Population



Sampling and Sample

In this study the researcher has applied simple random sampling and compiled randomly the data of trainee teachers enrolled in B.Ed. and D.El.Ed. courses (Refer to figure 2).

Figure 2: Sample



Tool

The emotional intelligence scale (EIS), which was researcher's self-developed and has 50 items spanning 9 categories, was used in this study to gather data on emotional intelligence. This scale's validity (the CFA value is acceptable) was an adequate fit, the Cronbach alpha reliability value is 0.927, split into halves of .916.

Statistics

In this study, t-test was applied to see difference of the level of emotional intelligence.

Data Analysis

In this study, the data set was analysed with the help of SPSS (Version: 20).

Delimitations of the Study

1. This study was delimited only to Bhadohi, which isa district located in Vindhyachal Commissionerate in Uttar Pradesh.
2. This study was delimited only to the trainee teachers who were enrolled in B.Ed. or D.El.Ed.course.
3. This study was delimited only to session 2022-23.

Objective 1

To find out the level of emotional intelligence of trainee teachers who have enrolled in B.Ed. course.

To arrive at conclusion, two null hypotheses (H0.1 & H0.2) were formulated as the parts of objective one.

Null Hypothesis (H_0.1)

There is no significant difference between emotional intelligence of male and female trainee teachers enrolled in B.Ed. course.

Table 1: Difference between emotional intelligence of male and femaletrainee teachers enrolled in B.Ed. course

Sex	Mean	SD	N	t-value	df	Sig.
Male	206.2105	18.40851	38	1.287	74	.05
Female	201.0000	16.86032	38			

Interpretation

After analysis of data, t-score was 1.287, which is lower at the level of .05 according to t-ratio table. Therefore, data analysesconclude that there isno existence of significant difference between the level of emotional intelligence of male and female trainee teachers enrolled in B.Ed. course. Hence, the null hypothesis (H_0.1) was not rejected (Refer to table 1).

Null Hypothesis (H_0.2)

There is no significant difference between emotional intelligence of trainee teachers from 19-29- and 30-40-years age group enrolled in B.Ed. course.

Table 2: Difference between emotional intelligence of trainee teachers from 19-29- and 30-40-years age group enrolled in B.Ed. course

Age Group	Mean	SD	N	t-value	df	Sig.
19-29	201.5273	18.01322	55	.122	74	.05
30-40	202.0952	18.71338	21			

Interpretation

After analysis of data, t-score was .122, which is lower at the level of .05 according to t-ratio table. Therefore, data analyses conclude that there is no existence of a significant difference between the level of emotional intelligence of trainee teachers enrolled in B.Ed. course from 19-29- and 30-40-years age group. Hence, the null hypothesis (H_0.4) wasnotrejected (Refer to table 4).

Objective 2

To find out emotional intelligence level of trainee teachers who have enrolled in D.El.Ed. course.

To arrive at conclusion, two null hypotheses (H_0.3 & H_0.4) were formulated as the parts of objective two.

Null Hypothesis (H_0.3)

There is no significant difference between emotional intelligence of male and female trainee teachers enrolled in D.El.Ed. course.

Table 3: Difference between emotional intelligence of male and female trainee teachers enrolled in D.El.Ed. course

Sex	Mean	SD	N	t-value	df	Sig.
Male	196.8485	18.40851	33	2.770	64	.05
Female	184.5455	16.86032	33			

Interpretation

After analysis of data, it was seen that the t-value was 2.77, which is greater at the level of .05 according to t-ratio table. Therefore, data analyses conclude that there was existence of a significant difference between the level of emotional intelligence of male and female trainee teachers enrolled in D.El.Ed. course. Hence, the null hypothesis (H_0.3) was rejected (Refer to table 3).

Null Hypothesis (H_0.4)

There is no significant difference between emotional intelligence of trainee teachers from 19-24- and 25-30-years age group enrolled in D.El.Ed. course.

Table 4: Difference between emotional intelligence of trainee teachers from 19-24- and 25-30-years age group enrolled in D.El.Ed. course

Age Group	Mean	SD	N	t-value	df	Sig.
19-24	188.5306	16.99154	49	1.596	64	.05
25-30	196.9412	23.15564	17			

Interpretation

After analysis of data, it was seen that the t-value was 1.596, which is lower at the level of .05 according to t-ratio table. Therefore, data analyses concludethat there was no existence of a significant difference between the level of emotional intelligence of trainee teachers enrolled in D.El.Ed. course from 19-24- and 25-30-years age group. Hence, the null hypothesis (H_0.4) was not rejected (Refer to table 4).

Objective 3

To find out the difference between emotional intelligence of B.Ed. trainee teachers and D.El.Ed. trainee teachers.

To arrive at a conclusion, one null hypothesis (H_0.5) was formulated as the part of objective three.

Null Hypothesis (H_0.5)

There is no significant difference between emotional intelligence of trainee teachers enrolled in B.Ed. and D.El.Ed. course.

Table 5: Difference between emotional intelligence of trainee teachers enrolled in B.Ed. and D.El.Ed. course

Course	Mean	SD	N	t-value	df	Sig.
B.Ed.	203.6053	17.72838	76	4.192	140	.05
D.El.Ed.	190.6970	18.94524	66			

Interpretation

After analysis of data, it was seen that the t-value was 4.192, which is greater at the level of .05 according to t-ratio table. Therefore, data analyses conclude that there was existence of a significant difference between the level of emotional intelligence of trainee teachers enrolled in B.Ed. and D.El.Ed. courses. Hence, the null hypothesis (H_0.5) was rejected (Refer to table 5).

Discussion

It was exercised to find out the result through the test of null hypotheses (H_0.1, H_0.2, H_0.3, H_0.4, H_0.5) to achieve the objective of one, two, and three. The analysis of dataset for null hypotheses (H_0.1) revealed that the level of emotional intelligence has no distinction between male and female trainee teachers (Refer to table 1). The study of (Mahmoudi, 2011; Muchechetere, Ganesh, & Karambwe, 2014) corroborated this finding that gender doesn't cause the significant distinction in the level of emotional intelligence. The analysis of dataset against null hypothesis (H_0.2 & H_0.4) presented slightly greater mean value related to older age group of trainee teachers enrolled in B.Ed. and D.El.Ed. course, but there was no existence of distinction in the level of emotional intelligence between the age group (Refer to table 2 and 4); the study of (Fariselli, Ghini, & Freedman, 2006) has found the similar result that older people are slightly more likely to be higher in emotional intelligence and age is mild in relevance of emotional intelligence as many youngers are seen with high level of emotional intelligence against the older peoples who have lack of this competency. The finding by test of null hypothesis (H0.3) is supported by the study of (Agrawal, Gupta, & Chandra, 2020) that gender is the factor which hascreated the distinguish between the level of emotional intelligence of male and female teachers.To gain the objective five, a null hypothesis (H_0.5) was formulated and dataset was analysed that has resulted that there was the existence of a significant difference between emotional intelligence of B.Ed. and D.El.Ed. trainee teachers.In support of this result, the study of (Ozlu *et al.*, 2016) has shown that difference of emotional intelligence was statistically significant and course is the factor that affect the level of emotional intelligence.

Recommendation

Emotional intelligence is the important trait that supports the trainee teachers, this study as well as so many investigations have approved it. Hence, there should be at least inclusion of the content related emotional intelligence in the curriculum of teacher training programmes. There should beorganized time to time orientation programmes related to this at TEIs. Working with community will be productive to enable the EI.

Conclusion

The awareness ability of the individuals helps to understand the emotions of themselves and others also. In this study, test of null hypotheses (H_0.1) revealed that within the B.Ed. course male and female trainee teachers had no distinction to the level emotional intelligence, and the age group 19-29 years old and 30-39 years old had also no distinction of the same as per testing the null hypothesis (H_0.2). Furthermore, the test of null hypotheses (H_0.3) presented that within the D.El.Ed. course there wasthe existence of distinction of emotional intelligence between male and female trainee teachers, but result by testing the null hypothesis (H_0.4) distinction was not found due to the age group of 19-24 years old and 25-30 years old. Finally, test of null hypothesis (H_0.5) revealed that there was existence of a significant distinction of emotional intelligence between B.Ed. and D.El.Ed. trainee teachers.

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उच्च शिक्षा में प्रथम पीढ़ी के विद्यार्थियों की स्थिति एवं चुनौतियां : एक समाजशास्त्रीय अध्ययन

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सारांश

शिक्षा मानव विकास में एक सशक्त साधन के रूप में कार्य करती है। जो मानव के सम्पूर्ण व्यक्तित्व के विकास में भी सहायक है। भारतीय शिक्षा व्यवस्था संयुक्त राज्य अमेरिका एवं चीन के बाद तीसरे स्थान पर है। प्रस्तुत अध्ययन लखनऊ विश्वविद्यालय में किया गया है। इस अध्ययन हेतु विश्वद्यिालय के स्नातक स्तर के 183 छात्रों को सम्मिलित किया गया है जो अपने परिवार से पहले पीढ़ी के हैं जो उच्च शिक्षा में प्रवेश लिया है। अध्ययन में छात्रों की सामाजिक-आर्थिक स्थिति, उच्च शिक्षा में उनकी स्थिति एवं विश्वविद्यालय में उनके समक्ष उत्पन्न चुनौतियों को अध्ययन का आधार बनाया गया है। छात्रों की सामाजिक आर्थिक स्थिति का विश्‍विद्यालय में सामंजस्य स्थापित करने में क्या योगदान है तथा यह जानने का प्रयास किया गया है कि वे इन चुनौतियों से अपने आपको किस प्रकार संरक्षित एवं सुरक्षित करते हैं, चुनौतियों को समाप्त एवं कम करने के लिए क्या उपाय करते हैं तथा यह भी जानने क्या प्रयास किया गया है कि क्या समय के साथ वे विश्वविद्यालय के वातावरण के साथ अनुकूलित कर पाते हैं। प्रस्तुत अध्ययन वर्तमान समय में बहुत प्रासंगिक है क्योंकि स्वतंत्रता के सात दशक के बाद भी हम प्रथम पीढ़ी के विद्यार्थी की बात कर रहे हैं। यह तथ्य अपने आप में एक विमर्श का मुद्दा है।

प्रस्तुत अध्ययन लखनऊ विश्वविद्यालय में अध्ययनरत प्रथम पीढ़ी विद्यार्थियों से सम्बन्धित समस्यायों से छात्रों का सामाजिक, आर्थिक एवं शैक्षणिक जीवन किस प्रकार प्रभावित हो रहा है। इस प्रभाव को समाजशास्त्रीय दृष्टि से समझने का प्रयास किया गया। इस प्रकार यह शोध लखनऊ विश्वविद्यालय में अध्ययनरत प्रथम पीढ़ी के विद्यार्थियों की समस्याओं को नए दृष्टिकोण से समझने में सहायक है।

भूमिका

उच्च शिक्षा से आशय ऐसी शिक्षा से है जो सामान्य तौर पर सभी को दी जाने वाली शिक्षा से ऊपर है अर्थात ऐसी शिक्षा जो इंटरमीडिएट के पश्चात् महाविद्यालयों या विश्वविद्यालयों में दी जाती है। यह प्राथमिक व द्वितीय स्तर की शिक्षा के पश्चात् तृतीय स्तर की शिक्षा है जिसके अन्तर्गत विभिन्न स्ट्रीम में स्नातक, परास्नातक, पीएच.डी.आदि की शिक्षा दी जाती है। उच्च शिक्षा का स्वरूप समय के साथ बदलता गया अर्थात् यह अपने उत्तम स्वरूप की ओर अग्रसर होती गई तथा भविष्य में यह और बेहतर होती रहेगी। आधुनिक भारत में उच्च शिक्षा की औपचारिक शुरुआत 1857 से होती है। जब अंग्रेजी प्रशासन द्वारा कलकत्ता, बांबे व मद्रास विश्वविद्यालय की स्थापना की गई। उसके पश्चात् जब भारत स्वतंत्र हुआ तो उच्च शिक्षा की बेहतरी के लिए समय-समय पर विभिन्न आयोग व समितियों का गठन होता रहा इसके पश्चात् भी उच्च शिक्षा में जमीनी स्तर पर अपेक्षित प्रगति नहीं हो सकी। राष्ट्रीय शिक्षा नीति 2020 से पहले तक उच्च शिक्षा प्रणाली अपने अतीत की समस्याओं से जूझती हुई पाई गई क्योंकि उच्च शिक्षा में जो भी शोधकार्य हुए हैं वह अकादमिक क्षेत्र की वास्तविकताओं को तो चिन्हित करता है किन्तु महाविद्यालयों व विश्वविद्यालयों के प्रशासनिक मुद्दों पर पर्याप्त बल नही दिया है। उच्च शिक्षा की इस शासन प्रणाली मुद्दों के साथ अन्य मुद्दों के कम करने में राष्ट्रीय शिक्षा नीति 2020 अहम भूमिका निभा सकती है क्योंकि इस शिक्षा नीति में महाविद्यालयों को स्वायत्ता देने संबंधी प्रावधान किए गए हैं तथा इन संस्थाओं व शिक्षा के विकास के लिए सकल घरेलू उत्पाद का 6 प्रतिशत व्यय करने का लक्ष्य रखा गया है (राष्ट्रीय शिक्षा नीति 2020)।[1] पिछले दो दशकों में उच्च शिक्षा में अभूतपूर्व विस्तार हुआ है। युवाओं का उच्च शिक्षा की ओर उन्मुख होना, माता-पिता का अपने बच्चों को उच्च शिक्षा दिलाने के लिए प्रेरित होना तथा सरकारी नीतियों के कारण उच्च शिक्षा का विकास संभव हुआ है। इसके परिणामस्वरूप वैश्विक अर्थ व्यवस्था में उच्च शिक्षा एक महत्वपूर्ण भूमिका निभाने में सफल हुई है किंतु आय व रोजगार की चर्चा करें तो इसका कोई सकारात्मक परिणाम देखने को नहीं मिला है।

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इसका कारण यह है कि भारतीय उच्च शिक्षा में केवल मात्रात्मक वृद्धि हुई है जबकि इसके लिए गुणात्मक वृद्धि की आवश्यकता है (भारती, 2021)।[2]

भारत की जनसंख्या आय व रोजगार के सृजन में एक महत्वपूर्ण बाधक के रूप में हमारे सामने खड़ी है। भारतीय उच्च शिक्षा में नामांकन दर में वृद्धि हुई है किंतु वह देश की अर्थव्यवस्था व समाज की आवश्यकताओं के लिए उपयुक्त नहीं है। अतः भारत की जनसंख्या की विषमता को पहचानने में सरकारी तंत्र की विफलता भारतीय उच्च शिक्षा में गुणात्मक सुधार करने के लिए अनुपयुक्त है। (अग्रवाल, 2017)[3]

उच्च शिक्षा में सकल नामांकन दर को स्पष्ट रूप से समझने के लिए हमें अखिल भारतीय उच्च शिक्षा सर्वेक्षण 2019-20 को रिपोर्ट का अनुसरण करना होगा। सकल नामांकन पत्र में वृद्धि सहभागिता में वृद्धि को दर्शाता है। सकल नामांकन दर के आधार पर ट्रो (1999) ने किसी भी समाज की शिक्षा को तीन भागों में विभाजित किया है। प्रथम चरण को उन्होंने कुलीन या अभिजात्य चरण कहा है जिसमें सकल नामांकन दर 15 प्रतिशत से कम होती है, द्वितीय चरण को मासिफिकेशन चरण कहा है जिसमें सकल नामांकन दर 15 प्रतिशत से 50 प्रतिशत के बीच होती है तथा तृतीय या अंतिम चरण को सार्वभौमिक चरण कहा है जिसमें सकल नामांकन दर 50 प्रतिशत से अधिक होता है।[4]

अखिल भारतीय उच्च शिक्षा सर्वेक्षण (2010-11) के अनुसार भारत में उच्च शिक्षा में सकल नामांकन दर 19.4 प्रतिशत रहा था जिसमें पुरुषों का 20.8 प्रतिशत व महिलाओं का 17.9 प्रतिशत भागीदारी रही थी तथा अनुसूचित जाति एवं अनुसूचित जनजाति का सकल नामांकन दर क्रमशः 13.5 प्रतिशत व 11.2 प्रतिशत रहा था।[5] हालांकि अखिल भारतीय उच्च शिक्षा सर्वेक्षण (2019-20) के अनुसार सकल नामांकन दर 27.1 प्रतिशत हो गया जिसमें पुरुषों का 26.9 प्रतिशत तथा महिलाओं का 27.3 प्रतिशत सहभागिता रही। इससे यह स्पष्ट होता है कि पिछले एक दशक में महिलाओं की उच्च शिक्षा में भागीदारी पुरुषों की तुलना में अधिक रही है। अनुसूचित जातियों का सकल नामांकन दर 23.4 प्रतिशत हैं जिसमें पुरुषों व महिलाओं की भागीदारी क्रमशः 22.8 प्रतिशत व 24.1 प्रतिशत रही है तथा अनुसूचित जनजाति की भागीदारी 18.1 प्रतिशत रही है जिससे कि महिला व पुरुष का अनुपात क्रमशः 18.2 प्रतिशत व 17.7 प्रतिशत रहा है। इस रिपोर्ट से यह स्पष्ट होता है कि पिछले एक दशक में महिलाओं की उच्च शिक्षा में भागीदारी में वृद्धि हुई है।

स्नातक पाठ्यक्रम में 79.5 प्रतिशत छात्र नामांकित हैं तथा परास्नातक कार्यक्रम में सर्वाधिक सकल नामांकन दर सामाजिक विज्ञान व द्वितीय स्थान पर विज्ञान में हैं तथा मात्र 0.5 प्रतिशत छात्र पीएचडी कार्यक्रम में नामांकित है जिनकी संख्या 202550 है जिसमें सर्वाधिक छात्र इंजीनियरिंग, टेकोलॉजी व विज्ञान विषय में हैं। वर्ष 2019 में कुल 38986 छात्रों को पीएचडी की उपाधि प्रदान की गई जिसमें 21577 पुरुष व 17409 महिलाएं शामिल हैं (एआईएसएचईआर, 2019-20)।[6]

इन आंकड़ों को देखते हुए यह कहा जा सकता है कि उच्च शिक्षा में पिछले दो दशकों में युवाओं की भागीदारी में वृद्धि देखी गई है किंतु उच्च शिक्षा में समानता व समावेशी विकास अपेक्षाकृत कम हुआ। प्रथम पीढ़ी के विद्यार्थियों उच्च शिक्षा में अनेक समस्याओं का सामना करना पड़ता है उनकी अपेक्षाएं बिखर जाती हैं। अभी तक उच्च शिक्षा में प्रथम पीढ़ी के विद्यार्थियों पर गिने चुने कार्य हुए हैं जो उनकी स्थिति को स्पष्ट नहीं करते हैं। यह अध्ययन लखनऊ विश्वविद्यालय में अध्ययनरत प्रथम पीढ़ी के विद्यार्थियों की चुनौतियों व प्रतिक्रियाओं को समझने का एक प्रयास है। आगे बढ़ने से पहले हमें प्रथम पीढ़ी के विद्यार्थी के संप्रत्य को स्पष्ट कर लेना चाहिए।

प्रथम पीढ़ी के विद्यार्थी

प्रथम पीढद्यी के विद्यार्थी के अन्तर्गत उन विद्यार्थियों को रखा गया है जिनके माता-पिता में से किसी ने उच्च शिक्षा न ली हो (नुनैज व कोकारो-अलमीन 1998)।[7] अन्य प्रकार से (चाय, 2001) ने इन्हें स्पष्ट करते हुए कहा कि यह ऐसे विद्यार्थी होते हैं जिनके परिवार में कभी किसी ने कालेज या विश्वविद्यालय का अनुभव न किया हो। अध्ययन के उद्देश्यों को ध्यान में रखते हुए प्रथम पीढ़ी के विद्यार्थियों को ऐसे परिभाषित किया गया है कि जो अपने परिवार में से पहले है जो कालेज या विश्वविद्यालय में प्रवेश लिया हो।[8]

उच्च शिक्षा वैश्विक परिदृश्य

संयुक्त राज्य अमेरिका में, उच्च शिक्षा माध्यमिक शिक्षा के बाद औपचारिक शिक्षा का एक वैकल्पिक चरण है। इसे उत्तर-माध्यमिक शिक्षा, तृतीय-चरण, तृतीय-स्तर, या तृतीयक शिक्षा के रूप में भी जाना जाता है। यह अंतर्राष्ट्रीय आईएससीईडी 2011 पैमाने पर 5 से 8 चरणों को कवर करता है। यह 4,360 टाइटल 4 डिग्री देने वाले संस्थानों में दिया जाता है, जिन्हें कॉलेजों या विश्वविद्यालयों के रूप में जाना जाता है। ये सार्वजनिक या निजी विश्वविद्यालय, अनुसंधान विश्वविद्यालय, उदार कला महाविद्यालय, सामुदायिक कॉलेज हैं। अमेरिकी उच्च शिक्षा को सरकार और कई तीसरे पक्ष के संगठनों द्वारा शिथिल रूप से विनियमित किया जाता है।

स्प्रिंग 2022 में, लगभग 16 मिलियन छात्र-9.6 मिलियन महिलाएं और 6.6 मिलियन पुरुष अमेरिका में डिग्री-अनुदान देने वाले कॉलेजों और विश्वविद्यालयों में नामांकित हैं, नामांकित छात्रों में से 45.8 प्रतिशत ने चार साल के सार्वजनिक संस्थान में

दाखिला लिया, चार में 27.8 प्रतिशत साल निजी संस्थान, और दो साल के सार्वजनिक संस्थान में 26.4 प्रतिशत 2010-2011 में शिखर के बाद से हर साल कॉलेज नामांकन में गिरावट आई है और अगले दो दशकों तक गिरावट जारी रहने या स्थिर रहने का अनुमान है। अमेरिकी उच्च शिक्षा प्रणाली अत्यधिक प्रतिस्पर्धी एनसीएए खेलों में अपने निवेश के मामले में भी अद्वितीय है।[10] उच्चशिक्षा के तीन मुख्य प्रकार हैं जो स्नातक, मास्टर और डॉक्टरेट डिग्री की ओर ले जाते हैं। ऑस्ट्रेलिया में छात्रों के लिए डबल या संयुक्त बैचलर डिग्री प्रोग्राम में दाखिला लेना काफी आम है, जिसके कारण दो बैचलर डिग्री का पुरस्कार मिलता है। यह कला, वाणिज्य, कानून और विज्ञान के क्षेत्र में सबसे आम है।[9]

ऑस्ट्रेलियाई संस्थान कई प्रकार के पाठ्यक्रम प्रदान करते हैं, विज्ञान से लेकर प्रबंधन और वाणिज्य तक, मानविकी से लेकर इंजीनियरिंग तक, और कानून से लेकर स्वास्थ्य विज्ञान तक। ऑस्ट्रेलियाई संस्थान अनुशासन के मामले में दुनिया के सर्वश्रेष्ठ संस्थानों में शुमार हैं, विशेष रूप से इंजीनियरिंग और प्रौद्योगिकी, चिकित्सा, पर्यावरण विज्ञान, और लेखा और वित्त में। ऑस्ट्रेलिया में 43 विश्वविद्यालय हैं (40 ऑस्ट्रेलियाई विश्वविद्यालय, दो अंतरराष्ट्रीय विश्वविद्यालय और एक निजी विशेषता विश्वविद्यालय)। हमारे विश्वविद्यालयों के साथ-साथ, कई अन्य संस्थान उच्च शिक्षा पाठ्यक्रम प्रदान करते हैं।[10]

भारतीय परिदृश्य

भारत का उच्च शिक्षा तंत्र अमेरिका, चीन के बाद विश्व का तीसरा सबसे बड़ा उच्च शिक्षा तंत्र है। विगत 50 वर्षों में देश के विश्वविद्यालयों की संख्या में 11.6 गुना, महाविद्यालयोंमें 12.5 गुना, विद्यार्थियों की संख्या में 60 गुना और शिक्षकों की संख्या में 25 गुना वृद्धि हुई है। सभी को उच्च शिक्षा के समान अवसर सुलभ कराने की नीति के अन्तर्गत सम्पूर्ण देश में महाविद्यालयों एवं विश्वविद्यालयों की संख्या में उल्लेखनीय वृद्धि हुई है और साथ ही उच्च शिक्षा की अवस्थापना सुविधाओं पर विनियोग भी तदनुरूप बढ़ा है। राष्ट्रीय शिक्षा नीति 2020 के अनुसार 2030 तक 100 प्रतिशत सकल नामांकन दर तथा उच्च शिक्षा में 50 प्रतिशत सकल नामांकन दर प्राप्त करने का लक्ष्य रखा गया है इसके लिए 3.5 करोड़ सीटें जोड़ना का प्रावधान किया गया है।

सैद्धांतिक परिप्रेक्ष्य

प्रस्तुत शोध कार्य ''शिक्षा का समाजशास्त्र'' के अन्तर्गत किया जा रहा है, शिक्षा का समाजशास्त्र, समाजशास्त्र की एक शाखा है जिसके अन्तर्गत समाज को केंद्र मान कर शिक्षा का अध्ययन, समाजीकरण, तथा नियंत्रण की एक संस्था के रूप में कार्य किया जाता है तथा शिक्षा के आंतरिक व बाह्य परिवेश का अध्ययन किया जाता है बाह्य परिवेश के अन्तर्गत धर्म, जाति, परिवार नातेदारी, अर्थतंत्र, राजतंत्र आदि का अध्ययन किया जाता है (जयराम, 2022)।[11] चीटनीश (1954) के अनुसार, शिक्षा के समाजशास्त्र का संबंध औपचारिक शिक्षा का एक सामाजिक संस्था के रूप में अध्ययन एवं विश्लेषण करना है।[12]

दुर्खीम को शिक्षा के समाजशास्त्र का जनक कहा जाता है। दुर्खीम (1956; उद्धृत सिंहः 2020; 520) ने शिक्षा को समाज के लिए प्रकार्यात्मक मानते हैं। दुर्खीम के अनुसार, शिक्षा समाज की आवश्यकताओं की पूर्ति करती है, शिक्षा समाज में एकता, स्थिरता एवं सुदृढ़ता उत्पन्न करती है, इसके साथ ही शिक्षा समाज में समरूपता भी पैदा करती है। दुर्खीम व्यक्तिगत कुशलता व प्रतियोगिता को बढ़ावा देने वाली शिक्षा की आलोचना करते हैं।[13]

वेबर (1965;उद्धृत राव एवं सिंहः 2020; 78) ने चीन की शिक्षा व्यवस्था का अध्ययन किया और कहा कि शिक्षा राजनीतिक नियंत्रण स्थापित करने का साधन है।

पारसंस (1951; उद्धृत सिंहः 2020; 521) ने शिक्षा को समाज के लिए प्रकार्यात्मक मानते हैं। पारसंस के अनुसार, शिक्षा से समाज के मूल्य सिखाए जाते हैं जिससे समाज में संतुलन बना रहता है। विद्यालय एक छोटे समाज की तरह है, वहां पर बच्चे जो सीखते हैं आगे चलकर समाज में उसी को लागू करते हैं।

साहित्य समीक्षा

प्रत्येक शोध के लिए साहित्य की समीक्षा एक महत्वपूर्ण चरण होता है जिससे यह पता चलता है कि हम जिस विषय पर शोध कार्य कर रहे हैं उस विषय पर पूर्व में क्या-क्या कार्य किया जा चुका है। इसके पश्चात् ही एक प्रभावपूर्ण शोधकार्य किया जा सकता है इसलिए साहित्य समीक्षा का शोध कार्य में महत्वपूर्ण स्थान होता है। इस विषय से संबंधित पूर्व में किए गए मुख्य कार्यों को साहित्य समीक्षा के रूप में प्रस्तुत किया जा रहा है।

थायर (2000) ने अपने अध्ययन में तीन बातों पर ध्यान केंद्रित किया है- पहला कि विद्यार्थी आंशिक तैयारी व आंशिक जानकारी के साथ कालेज या विश्वविद्यालय में प्रवेश लेता है जिसके कारण उन्हें विभिन्न प्रकार की समस्याओं का सामना करना पड़ता है। दूसरा कि ऐसे विद्यार्थी निम्न सामाजिक-आर्थिक स्थिति के होते हैं जिसके कारण उन्हें समस्याएं होती हैं। तीसरा कि उन्हें सांस्कृतिक रूप से सामंजस्य स्थापित करने में कठिनाई होती हैं क्योंकि घर व कालेज/विश्वविद्यालय की संस्कृति में अंतर होता है।[14] डेविड टाइकसन (2000) ने प्रथम पीढ़ी के विद्यार्थियों की विशेषताओं सहित उनके उच्च शिक्षा में नामांकन विधियों का अध्ययन किया। इसके साथ ही इन्होंने उनके वर्गीय, सांस्कृतिक व पारिवारिक पृष्ठभूमि का भी अध्ययन किया और पाया कि ये अपेक्षाकृत पिछड़े हैं तथा इनके सुधार के लिए

सुझाव दिया कि अतिरिक्त कक्षाओं व बेहतर पारिवारिक माहौल देकर इनके स्तर को सुधारा जा सकता है।[15] चाय (2001) ने कहा कि जिन विद्यार्थियों के माता-पिता उच्च शिक्षा प्राप्त नहीं है उन्हें कालेज में प्रवेश व कालेज संबंधी अधिक समस्याओं का सामना करना पड़ता है तथा परिवार से कोई सहायता नहीं प्राप्त होती है।[16] वर्गास (2004) ने प्रथम पीढ़ी के अल्पसंख्यक व निम्न आर्थिक स्थिति वाले विद्यार्थियों का अध्ययन किया और पाया कि इनमें विशिष्ट प्रकार के कालेज ज्ञान का अभाव था जैसे- उच्च शिक्षा की तैयारी, प्रवेश प्रक्रिया, लखनऊ विश्वविद्यालय की फीस, कैरियर लक्ष्यों व शैक्षणिक आवश्यकताओं के विषय में ज्ञान की कमी थी।[17] स्नेल (2008) ने प्रथम पीढ़ी के विद्यार्थियों के व्यवहारों को प्रभावित करने वाले कारकों का पता लगाया जिसमें आय, शिक्षा के संबंध में व्यक्तिगत व पारिवारिक ज्ञान की कमी है जो उन्हें प्रत्यक्ष रूप से प्रभावित करती है।[18] बुईकान्ह (2002) इन्होंने कैलिफोर्निया विश्वविद्यालय में प्रथम पीढ़ी व गैर प्रथम पीढ़ी के विद्यार्थियों का तुलनात्मक अध्ययन किया इसमें इन्होंने कालेज प्रवेश के कारणों व प्रथम वर्ष के अनुभवों के आधार पर अंतर किया तो पाया कि गैर प्रथम पीढ़ी के विद्यार्थियों की अपेक्षा प्रथम पीढ़ी के विद्यार्थियों के समक्ष समायोजन में अधिक कठिनाई है।[19] घोष (2014) ने प्रथम पीढ़ी के विद्यार्थियों को उनकी प्रकृति के कारण उन्हें "विशेष आवश्यकता वाले विद्यार्थी" कहा है तथा उनकी मुख्य विशेषताओं को बताया है जैसे- शैक्षणिक उपलब्धि में कमी, हीन भावना, अविकसित व्यक्तित्व तथा कालेज में समायोजन में कठिनाई।[20] लंदन (1989) ने प्रथम पीढ़ी के विद्यार्थियों का अनुभावात्मक अध्ययन किया कहा कि उन्हें परिवार में रहते हुए शिक्षण में अनेक समस्याओं का सामना करना पड़ता है।[21]

उपरोक्त अध्ययनों के अध्ययन के उपरांत यह देखा गया है कि प्रथम पीढ़ी के विद्यार्थियों के विभिन्न पहलुओं पर अध्ययन किया गया है जिसके परिणामस्वरूप उनकी विभिन्न समस्याएं उजागर हुई हैं। यह अध्ययन विभिन्न स्थान एव समयकाल में किए गए है। हालांकि अभी भी इस विषय पर कार्य करने की जरूरत है।

अध्ययन के उद्देश्य

अध्ययन हेतु निम्नलिखत उद्देश्यों का चयन किया गया है-

1. लखनऊ विश्वविद्यालय में अध्ययनरत विद्यार्थियों की सामाजिक-आर्थिक स्थिति का अध्ययन करना।
2. लखनऊ विश्वविद्यालय में अध्ययनरत विद्यार्थियों की उच्च शिक्षा की स्थिति का अध्ययन करना।
3. लखनऊ विश्वविद्यालय में अध्ययनरत विद्यार्थियों के समक्ष विश्वविद्यालय में आने वाली चुनौतियों का अध्ययन करना।

शोध पद्धति एवं अध्ययन क्षेत्र

प्रस्तुत शोध कार्य की प्रकृति वर्णात्मक एवं अन्वेषणात्मक हैं। इस शोध प्रारूप के द्वारा विषय तथा समस्या के विभिन्न पहलुओं पर विस्तारपूर्वक कार्य किया गया है। इस शोध कार्य हेतु लखनऊ विश्वविद्यालय के स्नातक स्तर के 183 छात्रों को उद्देश्यपूर्ण निदर्शन प्रणाली से लिया गया है।[22] आंकड़े एकत्र करने के लिए ऑनलाइन गूगल फॉर्म का निर्माण किया गया था जिसे उद्देश्यपूर्ण रूप से लखनऊ विश्वविद्यालय के स्नातक पाठ्यक्रम में नामांकित छात्र-छात्राओं को ऑनलाइन माध्यम से भेजा गया। कुल 183 छात्रों ने उत्तर दिया। अतः निदर्शन के रूप में 183 छात्रों का चयन किया गया। जो अपने परिवार से पहले है जिन्होंने उच्च शिक्षा में दाखिला लिया है।

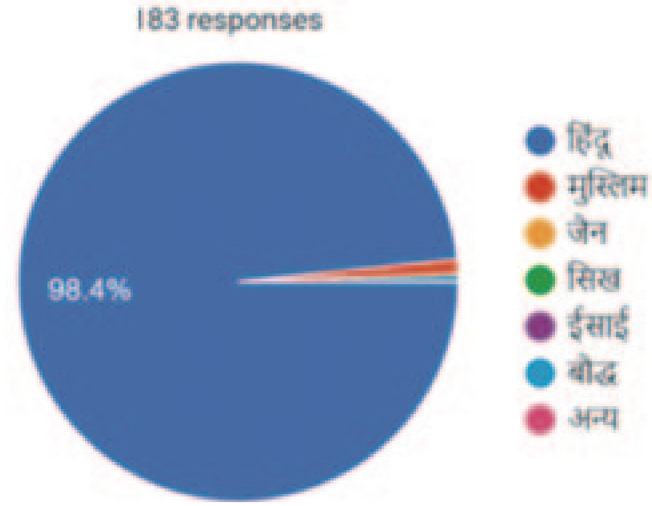
लखनऊ विश्वविद्यालय के स्नातक छात्रों की सामाजिक-आर्थिक स्थिति का विश्लेषण

छात्रों की सामाजिक-आर्थिक स्थिति को स्पष्ट करने के लिए उनकी धर्म, जाति, लिंग, शिक्षा, व्यवसाय, आय आदि का अध्ययन किया गया है। छात्रों की सामाजिक-आर्थिक स्थिति का उनके विश्वविद्यालय में समायोजन करने में महत्वपूर्ण भूमिका पाई गई है। जिस प्रकार की सामाजिक-आर्थिक स्थिति होती है उसी के अनुरूप उनके पास अवसर व चुनौतियाँ होती हैं।

प्रस्तुत अध्ययन लखनऊ विश्वविद्यालय के प्रथम पीढ़ी के स्नातक छात्रों पर केंद्रित है, इसमें 183 छात्रों को शामिल किया गया जिसमें से 54.1 प्रतिशत महिला छात्र व 45.9 प्रतिशत पुरूष छात्र पाए गए हैं। 54.9 प्रतिशत छात्र एकाकी परिवार तथा 45 प्रतिशत संयुक्त परिवार के हैं। छात्रों में 35.5 प्रतिशत शहरी क्षेत्र के तथा 22.4 प्रतिशत अर्द्ध शहरी क्षेत्र के एवं 42.1 प्रतिशत ग्रामीण क्षेत्र के शामिल हैं जिसमें 30 प्रतिशत छात्र ऐसे हैं जिनके आवास कच्चे, अर्द्ध पक्के हैं। यदि आर्थिक स्थिति के विश्लेषण में पाया गया कि 21 प्रतिशत ऐसे परिवार हैं जिनकी मासिक आय एक हजार से लेकर बीस हजार के मध्य है, 71 प्रतिशत ऐसे छात्र हैं जिनके परिवार की मासिक आय 21 हजार से 51 हजार के मध्य है तथा मात्र 8 प्रतिशत ऐसे छात्र हैं जिनके परिवार की आय 51 हजार से अधिक है।

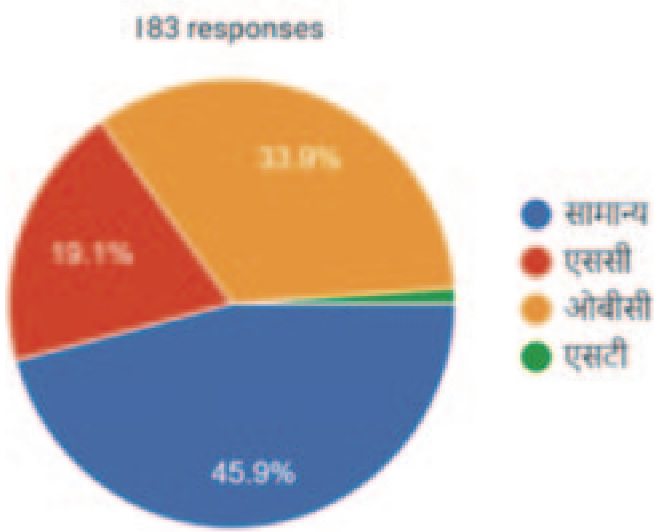
छात्रों की धार्मिक स्थिति को देखा गया तो सामान्य तथ्य ही पाए गए हैं, 98.4 प्रतिशत हिंदू धर्म से हैं जबकि मात्र 1.6 प्रतिशत छात्रों में अन्य धर्म जैसे मुस्लिम, सिख, इसाई, आदि पाए गए हैं। (देखें ग्राफ संख्या-1)

ग्राफ संख्या-1: विश्वविद्यालय में छात्रों के धर्म संबंधी



जाति के मामले में स्थिति मिश्रित है 45.9 प्रतिशत छात्र सामान्य वर्ग से संबंधित हैं 33.9 प्रतिशत अन्य पिछड़ा वर्ग से संबंधित हैं 19.1 प्रतिशत छात्र अनुसूचित जाति से तथा 1.1 प्रतिशत छात्र अनुसूचित जनजाति वर्ग से संबंधित है। (देखें ग्राफ संख्या-2)

ग्राफ संख्या-2 : विश्वविद्यालय में छात्रों के जाति संबंधी



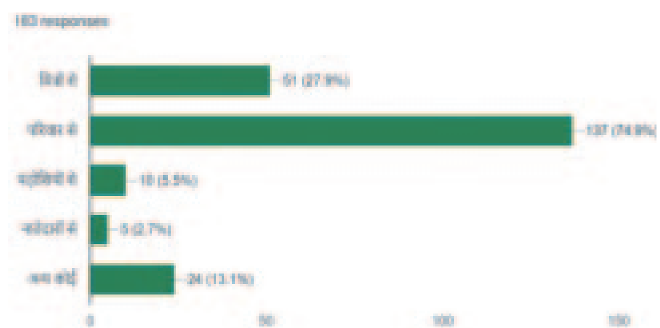
यह अध्ययन उच्च शिक्षा में प्रथम पीढ़ी के विद्यार्थियों पर केंद्रित है अतः उनके पिता की शैक्षिक स्तर को जानने का प्रयास किया गया। अध्ययन से प्राप्त हुआ कि 35.5 प्रतिशत छात्रों के पिता को माध्यमिक स्तर की शिक्षा प्राप्त है, 18 प्रतिशत छात्रों के पिता उच्च प्राथमिक, 27.3 प्रतिशत छात्रों के पिता प्राथमिक शिक्षा प्राप्त है, 19.1 प्रतिशत छात्रों के पिता अशिक्षित पाए गए। इनके अशिक्षित होने के कारणों की जानकारी एकत्रित की गई तो पाया गया कि आर्थिक स्थिति के साथ-साथ शिक्षा के प्रति जागरूकता का अभाव प्रमुख कारण है। अतः वह शिक्षा से वंचित रहे हैं, तथा उनके अशिक्षित होने का प्रभाव उनके व्यवसाय पर भी देखा गया। प्राप्त तथ्यों के आधार पर 34.43 प्रतिशत कृषि व 33.3 प्रतिशत मजदूरी करने को बाध्य हैं, इसी प्रकार 42.1 माताएं भी अशिक्षित पाई गई हैं जिसमें से 91 प्रतिशत माताएं घरेलू कार्य में संलिप्त पाई गई हैं।

लखनऊ विश्वविद्यालय के स्नातक छात्रों की उच्च शिक्षा की स्थिति का विश्लेषण

प्रस्तुत अध्ययन में पाया गया कि परंपरागत पाठ्यक्रम में छात्रों का अभी भी रुझान बना हुआ है, अध्ययन में 183 छात्रों को शामिल किया गया जिसमें आधे से अधिक अर्थात 56.3 प्रतिशत छात्र बीए पाठ्यक्रम में नामांकित पाए गए हैं, बीएससी में 8.2 प्रतिशत तथा बीकॉम में 14.2 प्रतिशत तथा अन्य पाठ्यक्रमों में 21.3 प्रतिशत छात्र नामांकित पाए गए हैं, जिसमें 59.6 प्रतिशत सर्वाधिक छात्र प्रथम वर्ष के पाए गए।

छात्रों से जानने का प्रयास किया गया कि आपको उच्च शिक्षा प्राप्त करने की प्रेरणा कहां से मिली। इसके लिए कुछ कारकों का निर्धारण किया गया जिसके आधार पर यह पाया गया कि 74.9 प्रतिशत छात्रों ने स्वीकार किया है कि उनको परिवार ने उच्च शिक्षा के लिए प्रेरित किया है तथा 27 प्रतिशत छात्रों ने मित्रों की भूमिका को स्वीकार किया है, इसमें नातेदार की भूमिका 2.7 प्रतिशत पाई गई जोकि उदासीन कारक के रूप में परिलक्षित होती है। (देखें ग्राफ संख्या-3)

ग्राफ संख्या-3 : विश्वविद्यालय में छात्रों के प्रेरणा संबंधी

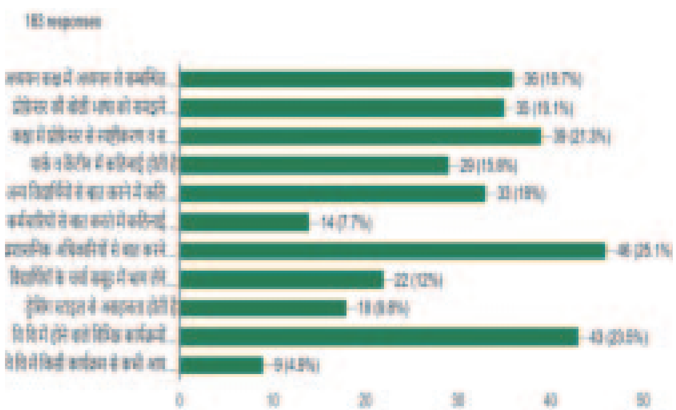


छात्रों के समक्ष विश्वविद्यालय में चुनौतियों का विश्लेषण

विश्वविद्यालय में विभिन्न प्रकार की समस्याओं को चिन्हित किया गया है जो कम या अधिक मात्रा में छात्रों के समक्ष पाई गई है जिनका विवरण इस प्रकार से है। इस अध्ययन में 183 छात्रों को शामिल किया गया है जिसमें पाया गया है कि 20 प्रतिशत छात्र ऐसे हैं, जो अध्ययन कक्षा में अध्ययन की चर्चा में संकोच या ज्ञान के अभाव में भाग नहीं ले पाते हैं क्रमशः 19 प्रतिशत एवं 21 प्रतिशत छात्र ऐसे पाए गए हैं जो या तो प्रोफेसर

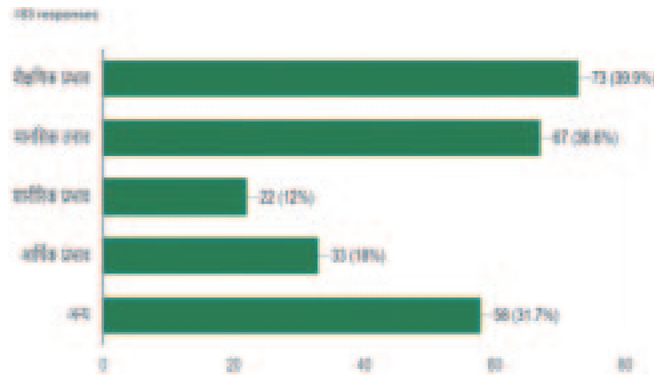
के भाषा को समझने में अक्षम है या तो प्रोफेसर से सवालों के जवाब तथा बातचीत करने में असहजता महसूस करते हैं, सर्वाधिक 25 प्रतिशत छात्र विश्वविद्यालय के प्रशासनिक अधिकारियों एवं कर्मचारियों से बात नहीं कर पाते हैं, उनके समक्ष जो समस्याएं होती हैं उनको ठीक से प्रस्तुत नहीं कर पाते या उनसे बात ही नहीं कर पाते 30.5 प्रतिशत छात्र विश्वविद्यालय में होने वाले विभिन्न प्रकार के कार्यक्रमों में भाग लेने में कठिनाई महसूस करते हैं यदि छात्र प्रयास करके भाग लेते हैं तो उनके प्रति उदासीन व्यवहार किया जाता है, 18 प्रतिशत छात्रों को परिसर में अन्य विद्यार्थियों से संपर्क करने में भी कठिनाई का सामना होता है ऐसे हैं, जो विश्वविद्यालय में छात्रों के चर्चों समूह में शामिल नहीं हो पाते हैं, 16 प्रतिशत छात्रों को परिसर के पार्क व कैंटीन में भी असहजता महसूस होती है तथा 10 प्रतिशत छात्र ऐसे पाए गए हैं जो ड्रेस स्टाइल में असहजता महसूस करते हैं। चुनौतियों के कारणों के विश्लेषण से यह प्राप्त हुआ कि अध्ययन हेतु चयनित अधिकांश विद्यार्थी ग्रामीण पृष्ठभूमि के थे तथा उनके परिवार की शैक्षणिक पृष्ठभूमि भी कमजोर पाई गई। प्रथम वर्ष के विद्यार्थियों का अध्ययन में प्रतिशत अधिकतर होना भी एक कारण पाया गया। अतः अनुभव के साथ अनुकूलन की प्रवृत्ति बढ़ती जाती है। (देखें ग्राफ संख्या-4)

ग्राफ संख्या-4 : विश्वविद्यालय में छात्रों के समक्ष चुनौतियों संबंधी



उपर्युक्त कठिनाइयों एवं समस्याओं का विद्यार्थियों पर व्यापक प्रभाव देखा गया है जिसमें शैक्षिक व मानसिक प्रभाव सर्वाधिक है, विश्वविद्यालय में विद्यार्थियों के समक्ष आने वाली चुनौतियों का 39.9 प्रतिशत छात्रों पर शैक्षणिक रूप से प्रभाव पड़ा है, 36.6 प्रतिशत छात्रों पर मानसिक रूप से प्रभाव पड़ा है जिसका उनके व्यक्तित्व पर गहरा प्रभाव देखा गया है इसके अतिरिक्त 12 प्रतिशत छात्रों को शारीरिक व आर्थिक रूप से हानि उठानी पड़ती है। (देखें ग्राफ संख्या-5)

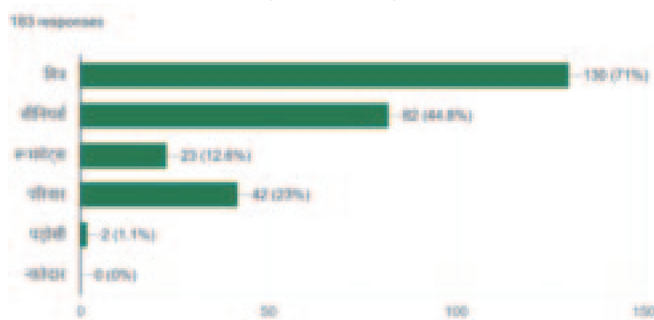
ग्राफ संख्या-5 : चुनौतियों का विद्यार्थियों पर प्रभाव संबंधी



उपरोक्त विशिष्ट चुनौतियों के अतिरिक्त विद्यार्थियों से सामान्य चुनौतियों के संदर्भ में जानकारी एकत्र की गई। अध्ययन में पाया गया कि प्रोफेसर का कक्षा में समय से न आना, छात्रों को अपमानित करना, छात्रावास के आवंटन, पुस्तकालय की बुनियादी समस्याएं, गुंडागर्दी और मारपीट तथा छात्रों के राजनीतिक गतिविधियों पर अत्यधिक नियंत्रण जैसी समस्याओं का विद्यार्थियों को सामना करना पड़ता है।

प्राप्त तथ्यों से स्पष्ट होता है कि 71 प्रतिशत छात्र मित्रों तथा 44.8 प्रतिशत छात्र सीनियर से सहायता लेते हैं, इसके पीछे यह कारक पाया गया है कि उनके परिवार में कोई भी सदस्य उनकी इस समस्या के प्रति जागरूक नहीं होता है तथा वे अपने बच्चे की मदद करने में सक्षम नहीं हैं हालांकि 23 प्रतिशत छात्रों को अपने परिवार से सहायता मिलती है वह ऐसे छात्र हैं जिनके माता-पिता माध्यमिक शिक्षा प्राप्त किए हुए हैं जबकि 12.6 प्रतिशत छात्र अपने रूममेट से सहायता लेते हैं। (देखें ग्राफ संख्या-6)

ग्राफ संख्या-6ः चुनौतियों हेतु सहायता संबंधी



निष्कर्ष

प्रत्येक समाज में शिक्षा व्यक्ति के समाजिक-आर्थिक स्थिति का निर्धारण करती है तथा कई उदाहरणों से ज्ञात होता है कि व्यक्ति को समाजिक-आर्थिक स्थिति उसकी शिक्षा के स्तर का निर्धारण करती है। प्रस्तुत अध्ययन लखनऊ विश्वविद्यालय के प्रथम पीढ़ी स्नातक विद्यार्थियों पर केंद्रित है जिसमें 183 विद्यार्थियों को शामिल किया गया है। अध्ययन हेतु दो मुख्य उद्देश्य निर्धारित किए गए हैं। प्रथम उद्देश्य- लखनऊ विश्वविद्यालय में अध्ययनरत विद्यार्थियों

की उच्चशिक्षा की स्थिति का अध्ययन करना है जिसके अंतर्गत पाया गया कि अधिकांश विद्यार्थी बी.ए. पाठ्यक्रम के प्रथम वर्ष के हैं। बी.ए. पाठ्यक्रम एक प्रकार से परंपरागत व कम खर्चीला पाठ्यक्रम है तथा विद्यार्थी भी निम्न आर्थिक वर्ग तथा ग्रामीण क्षेत्र से संबंधित हैं। अतः स्पष्ट होता है कि बी.ए. पाठ्यक्रम चुनने में उनकी पृष्ठभूमि एक महत्वपूर्ण कारक है। इस प्रकार स्पष्ट होता है कि निम्न आर्थिक वर्ग का बी.ए. जैसे परंपरागत एवं कम खर्चीले पाठ्यक्रम के मध्य सकारात्मक संबंध है। द्वितीय उद्देश्य- विद्यार्थियों के समक्ष विश्वविद्यालय में आने वाली चुनौतियों का अध्ययन करना जिसके अंतर्गत पाया गया है कि विद्यार्थियों के परिवार की निम्न शैक्षणिक स्थिति, निम्न आर्थिक स्थिति, ग्रामीण क्षेत्र से संबंधित होना, पाठ्यक्रम का प्रथम वर्ष आदि विश्वविद्यालय में विद्यार्थियों के समक्ष उत्पन्न चुनौतियों के कारक के रूप में हैं। एक अद्भुत तथ्य यह है कि विद्यार्थियों को इन चुनौतियों से निपटने के लिए परिवार से किसी प्रकार की मदद नहीं मिलती है। इसके लिए विद्यार्थी अपने मित्रों, सीनियर, विशेष प्रकार के प्रोफेसर से सहायता लेते हैं। इसके अतिरिक्त विद्यार्थी विश्वविद्यालय में जैसे-जैसे समय व्यतीत करते हैं तो उनकी चुनौतियों में कमी आने लगती है। अतः वे अपने आपको वातावरण से अनुकूलित करने लगते हैं।

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A Descriptive Analysis on Teacher Freezing

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Abstract

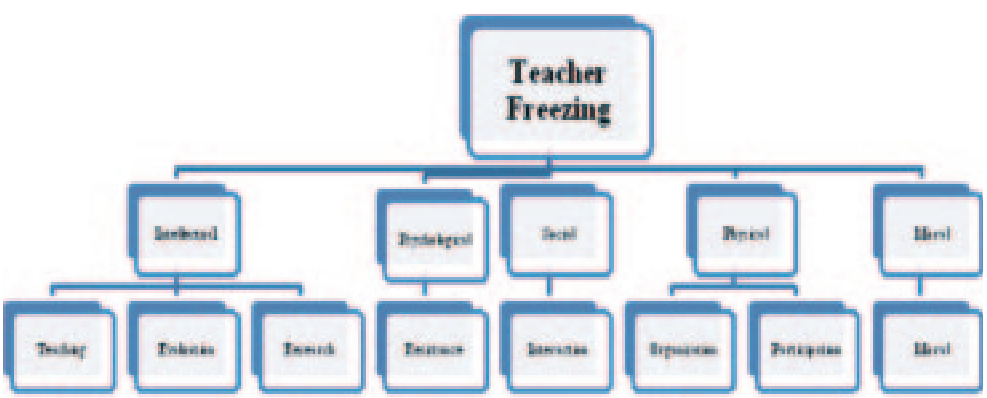
Considering teachers as the torch bearer in education world, it is important to emphasis on their qualitative development. But the challenges faced by the teachers in their professional upliftment may lead to their freezing. The present study is an attempt to explore the dimension wise level of freezing among the secondary school teachers. Data collected by using Teacher Freezing Scale of Haseen Taj on a sample of 206 secondary school teachers selected on random basis. Dimension wise percentage of level of teacher freezing has been calculated and presented with the help of table and figures. It was found that freezing has been maximum in intellectual dimension and minimum in social dimension.

Introduction

A teacher with its utmost influential personality is an indispensable factor even in the most equipped system of education. Without the active involvement of an effective teacher the entire progressiveness and productivity of the society will be at a questionable situation. The continuing revolutionization in the education system with the incorporation of diversified pedagogical aspects makes it necessary to upgrade the teachers' qualitative and quantitative contribution. The changing demands of the educational edifice enforce the teachers to revisit their pedagogical aptitude and make necessary amendments. Not only they are the connoisseur of teaching, they are considered as the epitome for students to develop their personality. The teaching as a task requires both the hands of an artist to build the young generation and the mind of a scientist to transfer the proper perspective among the youthful minds. This grave task requires a lot of commitment among the teachers which put a lot of pressure on them. This can become the reason for not acting with full potentiality leading to some kind of freezing of their abilities and capabilities.

The expression teacher freezing does not refer to teachers' incompetence; rather it indicates the unversed, under-used and moribund intellectual, psychological, social, physical and moral potentialities of teachers. It is the unenthusiastic psychological expression of having least concern for teaching, stagnated circumstance of a teacher leading to malingering, turnover intentions and job dissatisfaction. As said by Haseen Taj (1996) the indicating factors for teacher freezing can be the "sluggishness and apathy of teachers, lack of concern and charisma to perform their duty and lack of interest to accomplish innovation and research". Symonds (1956) pointed out that blocking or interferences of the satisfaction of an aroused need through some barrier or obstruction results in freezing. Taj (1998) observed that the teacher freezing is based on eight operational areas which is being sub-categorised under 5 heads:

Figure 1: Figure showing Operational areas of Teacher Freezing



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Teacher Freezing has been a topic of discussion among many scholars. Some of them studied teacher freezing in relation to certain demographic variables (Basu & Banerjee 2020; Dhull & Poonam 2015; Kumar & Kamini 2013; Pandey & Dwivedi 2010; Saxseena & Jain 2013). Musheer and Rafaqui (2018) and Dhull and Poonam (2015) found that male and female teachers had no significant difference in teacher freezing. Jena (2018) observed in his study that male science teachers had minimum teacher freezing whereas the female science teachers had maximum teacher freezing. Some scholars (Poonam, 2018; Rajni & Chaturvedi, 2016) attempted to find out the relation between teacher freezing and personality and found that teacher freezing and neuroticism had positive correlation whereas teacher freezing and extraversion had negative correlation. Sharma (2015) in his attempt to find out a relation between teacher freezing and teacher commitment found a negative correlation between them. Negative correlation was also found between teacher freezing and job satisfaction (Malik 2020). Malik and Sonia (2020) attempted to find out a relation between locus of control and teacher freezing and found that teachers with external locus of control had higher teacher freezing than the teachers having internal locus of control. Studies reviewed has not been found to have explored the dimension of teacher freezing as given by Haseen Taj (1988). The present study is an attempt in this direction. It has been delimited to secondary school teachers of West Bengal.

Objectives of The Study

The objective of the present study:

1. To study the nature of freezing among secondary school teachers
2. To study the nature of freezing among secondary school teachers in respect to intellectual dimension
3. To study the nature of freezing among secondary school teachers in respect to psychological dimension
4. To study the nature of freezing among secondary school teachers in respect to social dimension
5. To study the nature of freezing among secondary school teachers in respect to physical dimension
6. To study the nature of freezing among secondary school teachers in respect to moral dimension.

Methodology

Research Design

As per the objective of the study, to know the present standing of freezing among the secondary school teachers, descriptive survey research design has been followed.

Sample and Sampling Technique

In this present study, the data was collected through random sampling from various secondary, school teachers of West Bengal. The participants (N=206) were from various Government and private academic institutions. The detailed structure of the sample has been given here:

Table 1: Table showing the sample details

Sl. No.	Name of the District	Total no Sample
1	Bankura	6
2	Birbhum	35
3	Burdwan	10
4	Cooch Bihar	10
5	Hooghly	6
6	Howrah	6
7	Jalpaiguri	4
8	Kolkata	25
9	Medinipur	6
10	North 24 Parganas	45
11	South 24 Parganas	54

Tool Used

In the present study the tool prepared by Haseen Taj in 1996 under the name of Teacher Freezing Scale has been used. The scale consists of 74 items which are categorized on the basis of dimensions given by Haseen Taj (1988).

Results

In accordance to the objectives, to study the nature of freezing among secondary school teachers in total and also in the different dimensions, the following tables and graphs deal with analysis related to interpretation of the levels of freezing among secondary school teachers in total and also belonging to various dimensions. This is also presented as per the category gender (male and female) and nature of institutions (government and private).

Table 2: Showing the percentage of secondary school teachers' level of Freezing in total

Sl. No.	Level of Freezing	Range of z-scores	*n*	Percent-age
1.	Almost Not Freezed	+2.01 and above	0	0
2.	Lowly Freezed	+1.26 to +2.00	0	0
3.	Below Average Freezed	+0.51 to +1.25	6	2.88
4.	Moderately Freezed	-0.50 to +0.50	74	35.58
5.	Above Average Freezed	-0.51 to -1.25	80	38.46
6.	Highly Freezed	-1.26 to -2.00	40	19.23
7.	Extremely Freezed	-2.01 and below	8	3.85

Table 2 shows the overall freezing level of secondary school teachers. It was found that only 3.85 percent of the secondary teachers were extremely freezed and 19.23 percent were highly freezed. 38.46 percent secondary school teachers were found to belong to the above average group whereas 35.58 percent were found to be moderately freezed. It was also found that only 2.88 percent were freezed in below average level and no one was found to belong to lowly freezed or almost not freezed levels.

Figure 2: Showing the percentage of secondary school teachers' level of Freezing in total

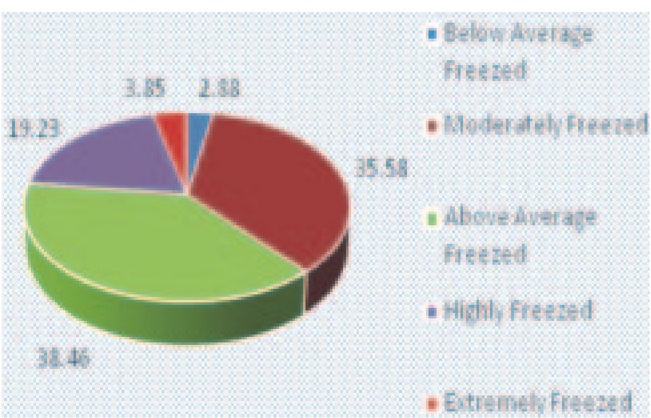

Table 3: Showing the percentage of secondary school teachers' level of Freezing in Intellectual Dimension

Sl. No.	Level of Freezing	Range of z-scores	*n*	Percent-age
1.	Almost Not Freezed	+2.01 and above	0	0.00
2.	Lowly Freezed	+1.26 to +2.00	4	1.92
3.	Below Average Freezed	+0.51 to +1.25	15	7.21
4.	Moderately Freezed	-0.50 to +0.50	115	55.29
5.	Above Average Freezed	-0.51 to -1.25	55	26.44
6.	Highly Freezed	-1.26 to -2.00	15	7.21
7.	Extremely Freezed	-2.01 and below	4	1.92

Table 3 presents that in intellectual dimension, 1.92 percent of the secondary teachers were extremely freezed, 7.21 percent were highly freezed. Whereas 26.44% secondary school teachers were found to belong to the above average group, 55.29 percent were found to be moderately freezed. It was found that 7.21 percent were freezed in below average level. 1.92 percent secondary school teachers were there who were lowly freezed and zero percentage secondary school teachers were found to be extremely freezed.

Figure 3: Figure showing the percentage of secondary school teachers' level of Freezing in Intellectual Dimension

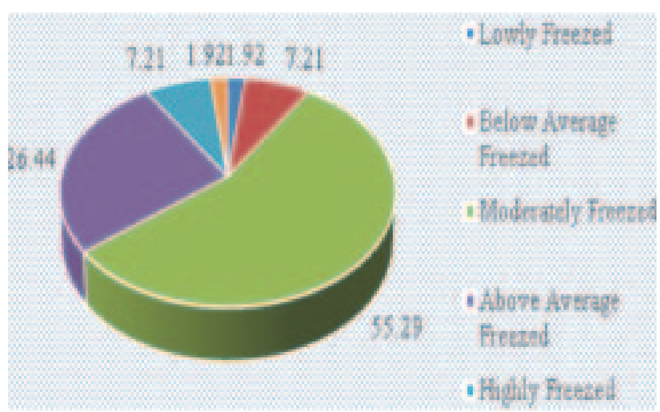

Table 4: Table showing the percentage of secondary school teachers' level of Freezing in Psychological Dimension

Sl. No.	Level of Freezing	Range of z-scores	*n*	Percent-age
1.	Almost Not Freezed	+2.01 and above	2	0.96
2.	Lowly Freezed	+1.26 to +2.00	8	3.85
3.	Below Average Freezed	+0.51 to +1.25	41	19.71
4.	Moderately Freezed	-0.50 to +0.50	66	31.73
5.	Above Average Freezed	-0.51 to -1.25	73	35.10
6.	Highly Freezed	-1.26 to -2.00	17	8.17
7.	Extremely Freezed	-2.01 and below	1	0.48

Table 4 presents that in psychological dimension, 0.48 percent of the secondary teachers were extremely freezed, 8.17 percent were highly freezed. Whereas 35.10 percent secondary school teachers were found to belong to the above average group, 31.73 percent were found to be moderately freezed. It was found that 19.71 percent were freezed in below average level. 3.85 percent secondary school teachers were there who were lowly freezed and 0.96% were almost not freezed.

Figure 4: Figure showing the percentage of secondary school teachers' level of Freezing in Psychological Dimension

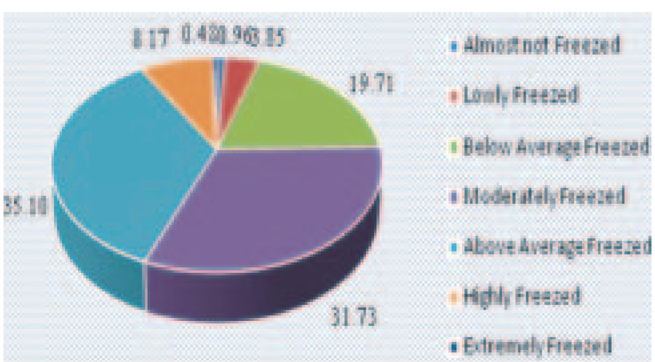

Table 5: Table showing the percentage of secondary school teachers' level of Freezing in Social Dimension

Sl. No.	Level of Freezing	Range of z-scores	*n*	Percent-age
1.	Almost Not Freezed	+2.01 and above	0	0.00
2.	Lowly Freezed	+1.26 to +2.00	0	0.00
3.	Below Average Freezed	+0.51 to +1.25	3	0.97
4.	Moderately Freezed	-0.50 to +0.50	23	7.47
5.	Above Average Freezed	-0.51 to -1.25	53	17.21
6.	Highly Freezed	-1.26 to -2.00	89	28.90
7.	Extremely Freezed	-2.01 and below	40	12.99

Table 5 presents that in social dimension, 12.99 percent of the secondary teachers were extremely freezed, 28.90 percent were highly freezed. Whereas 17.21 percent secondary school teachers were found to belong to the above average group, 7.47 percent were found to be moderately freezed. It was also found that only 0.97 percent was below averaged freezed and zero percentage secondary school teachers was found to be in the lowly and almost not freezed group.

Figure 5: Figure showing the percentage of secondary school teachers' level of Freezing in Social Dimension

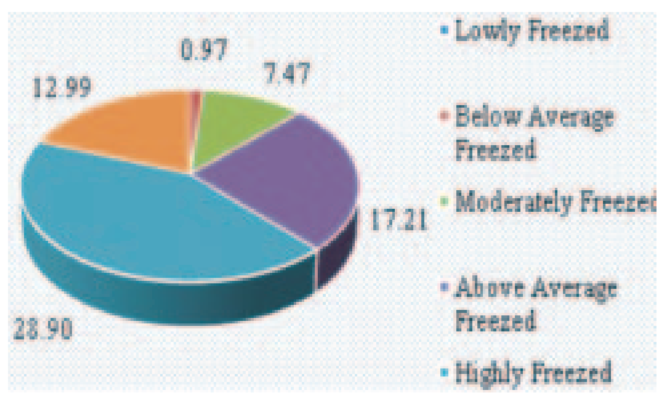

Table 6: Table showing the percentage of secondary school teachers' level of Freezing in Physical Dimension

Sl. No.	Level of Freezing	Range of z-scores	*n*	Percent-age
1.	Almost Not Freezed	+2.01 and above	0	0
2.	Lowly Freezed	+1.26 to +2.00	4	1.92
3.	Below Average Freezed	+0.51 to +1.25	12	5.77
4.	Moderately Freezed	-0.50 to +0.50	41	19.71
5.	Above Average Freezed	-0.51 to -1.25	44	21.15
6.	Highly Freezed	-1.26 to -2.00	43	20.67
7.	Extremely Freezed	-2.01 and below	64	30.77

Table 6 shows that in physical dimension, 30.77 percent of the secondary teachers were extremely freezed, 20.67 percent were highly freezed. While 21.15 percent secondary school teachers were found to belong to the above average group, 19.71 percent were found to be moderately freezed. It was also found that 5.77 percent were freezed in the below average level and only 1.92 percent secondary school teachers were found to be lowly freezed. Zero percentage teachers were found to be in the almost not freezed group.

Figure 6: Figure showing the percentage of secondary school teachers' level of Freezing in Physical Dimension

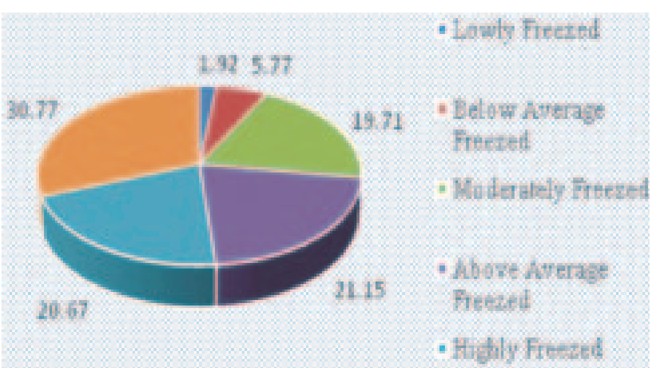

Table 7: Table showing the percentage of secondary school teachers' level of Freezing in Moral Dimension

Sl. No.	Level of Freezing	Range of z-scores	*n*	Percent-age
1.	Almost Not Freezed	+2.01 and above	0	0
2.	Lowly Freezed	+1.26 to +2.00	0	0
3.	Below Average Freezed	+0.51 to +1.25	5	2.40
4.	Moderately Freezed	-0.50 to +0.50	61	29.33
5.	Above Average Freezed	-0.51 to -1.25	75	36.06
6.	Highly Freezed	-1.26 to -2.00	53	25.48
7.	Extremely Freezed	-2.01 and below	14	6.73

Table 7 shows that in moral dimension, 6.73 percent of the secondary teachers were extremely freezed and 25.48 percent were highly freezed. While 36.06 percent secondary school teachers were found to be freezed in above average level, 29.33 percent were found to be moderately freezed. It was also found that only 2.40 percent were freezed in below average level and zero percentage teachers were found to be in lowly and almost not freezed groups.

Figure 7 : Figure showing the percentage of secondary school teachers' level of Freezing in Moral Dimension

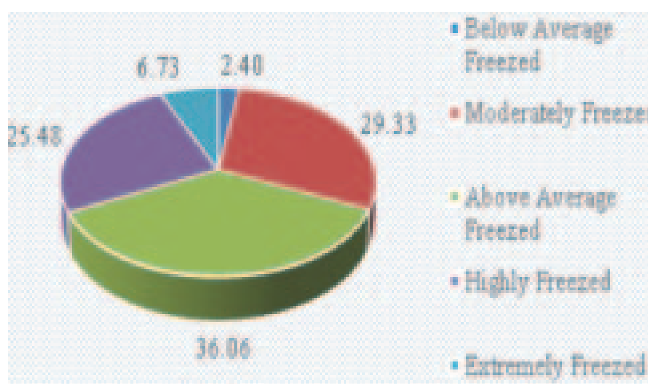

Figure 8: Bar graph showing highest percentage of Teacher Freezing in the different dimensions

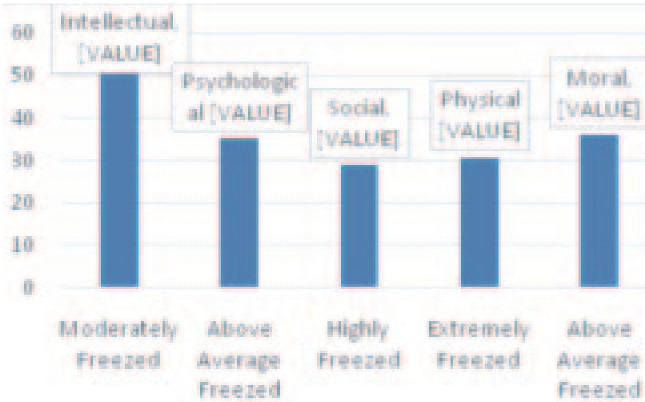

Figure 8 shows the dimension wise highest percentage of teacher freezing. It can be seen that in intellectual dimension maximum teachers are found to have moderate freezing level but in case of physical dimension it has been observed that maximum teachers have extreme level of freezing.

Discussion

The purpose of this study was to explore dimension wise level of freezing among the secondary school teachers. From the analysis it was quite clear that most of the teachers (55.29%) were found to have moderate level of freezing in intellectual dimension. The probable reason can be their apathy to upgrade practices, initiate experimentations in teaching with the advent of technological interventions. It was also been observed that few teachers are extremely physically freezed which can due to work load, distance from the work place, lack of basic amenities within the schools, administrational and managerial problems and many such issues. These reasons can affect the teachers' attitude towards changes which in turn lead to psychological freezing among them. Lack of proper work environment may also lead to freezing which can in social form. Physical distress, psychological discomfort, inability to communicate properly within the work environment can also affect their morality which makes moral freezing among teachers.

Thus, from the findings of the study, the key factors responsible for freezing among the teachers has been explored. It was found that vitiating and troubling attitude towards teaching, reification, emotional enervation, despotic leadership by superiors, loss of interest in teaching, lack of change proning tendency, external locus of control, monotonousness of the job, lack of techno-pedagogical knowledge, reluctance to society's welfare, apathetic attitude towards others, choosing teaching as a last professional option etc have been some of the reasons for teacher freezing.

Implications

Indian education system has flourished to a great extent within the last few eras. Population explosion increases the demand of education which results in increase of enrolment to a remarkable number. With the expansion, the main issue becomes the quality of education which to great extent depends on teachers. Thus, teacher freezing has been a topic of discussion in the present study which steers the following implications:

1. It is necessary to bring out the best in teachers which is possible with the upgradation of the teachers' quality. Bridge courses, orientation programmes, workshops and many other in-service programs need to be incorporated.
2. Teachers' motivation to uplift their professional capabilities are required. Various form of incentives can be arranged at a specific time interval which may help in overcoming the psychological freezing of teachers.
3. School management should improve the work environment which can help the teachers in dealing with their social freezing.
4. It is necessary to maintain the quality of higher education system. In this milieu, excellence, superiority and relevance should be the basis of the training of teachers for imparting higher education.
5. The study also recommended that it is necessary to revise the teacher education programme keeping in mind the changing culture of the teaching. It also necessary to introduce the skill of human resource as an important element of teachers' training programme.

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Intolerance of Ambiguity among prospective teachers in relation to their Emotional Maturity

***Dr Chetna Thapa**

Abstract

This research is an examination of the intolerance of ambiguity among prospective teachers in relation to their emotional maturity. In the present investigation, a representative sample of 200 prospective teachers has been selected based on random sampling from 8 B.Ed. colleges located in the district of Dehradun of Uttarakhand state. Among the 200 prospective teachers, 100 are males and 100 are females. In the present study, the Intolerance of Ambiguity Scale (IAS) by Prof. I.S. Muhar & Dr Prabha Bhatia and the Emotional Maturity Scale (EMS) by Dr Yashvir Singh & Dr Mahesh Bhargava was used. Results revealed that there isa significant difference in the mean score of Intolerance of Ambiguity of male and female prospective teachers. It was also found that there is a significant difference in the mean score of emotional maturity of male and female prospective teachers.

It was found thatthe Intolerance of Ambiguity and Emotional Maturity of prospective teachers are correlated with each other. Hence it can be intercepted thatthe Intolerance of Ambiguity of prospective teachers has a dependence on their emotional maturity.

Introduction

The concept of ambiguity intolerance (Frenkel-Brunswick, 1949) was first proposed as an "Emotional and perceptual personality variable". It defines and also measures how an individual responds when he is presented with an event or situation which is an ambiguous stimulus. Intolerance of ambiguity is defined as "the tendency to perceive ambiguous situations as sources of threat" by Budner (1962). Budner gave three examples of ambiguous situations i.e. a situation without familiar cues, a situation where there are multiple cues to be taken into consideration, and a situation in which cues suggest the existence of different structures to be adhered to. To Brudner, the three different types of ambiguous situations were those that present the individual with a degree of novelty, complexity or in solubility.

Intolerance of ambiguity (1A) is a general personality disposition which makes an individual incapable to tolerate or cope with ambiguous objects and events. An ambiguous situation or object is one which has neither proper structure nor definite cue. As a result, an ambiguous situation is perceived or interpreted in a number of ways. As regards intolerance, it refers to a mental state of uneasiness. Budner has mentioned phenomenological denial, phenomenological submission, operative denial and operative submission as the four behaviour manifestations of intolerance.

Emotional maturity is the capacity of an individual to check his/her emotions and also manage them. It also includes the evaluation capacity of the individual regarding others' emotional state and to persuade their judgement and actions.

Smitson (1974) stated that "Emotional maturity is a process in which the personality is continuously striving for a greater sense of emotional health, both intra - physically and intra personally". Emotional Maturity is when one controls emotions rather than allowing emotions to control oneself. Thus, it is the capacity to respond and control emotions.

Man is a social animal. The relationships between human beings are tied by the thread of emotions. This relationship leads to the survival of society. If there is no existence of emotions no society can survive. The whole system of education strives to develop this affective domain among the students through behavioural objectives. In fact, the entire curriculum; the activities are an effort towards the development of the affective domain of a student. Emotional maturity plays a significant role in one's behaviour and personality.Balanced emotional Maturity leads to social cohesiveness and brotherhood. Since prospective teachers are forthcoming or future teachers under whom the responsibility lies of framing

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our future generation. Balanced emotional development helps prospective teachers identify their responsibilities, make decisions, develop relationships and respond to situations.

Review of Related literature

Sidanius (1978) studied Swedish students where conservatives displayed a tendency to be more intolerant of ambiguity than liberals, Fibert and Ressler (1998) studiedIsraeli college students who came to similar conclusions.

Harada (1989) studied in Japan found that student participants who have more innovative political attitudes were observed to be more tolerant of ambiguity than their moderate and conservative peers. These studies when reviewed in comparison suggest that allowing each culture and country may have different conceptualizations between the ideological left and right but since intolerance of ambiguity is a personality variable it should be cross-culturally observed. Move studies on this constructare required. Hameed and Tahira (2010) study revealed that the emotional maturity of student teachers was positively related to their social adjustment.

Perumal and Rajaguru (2015) found that residential areas (rural and urban) and type of family (joint and nuclear) also showed an insignificant effect on the emotional level of B.Ed. students.

Moshahid (2017) found a significant and positive relationship between the emotional maturity of B.Ed. students and their academic achievement.

The review of the related literature shows that there exist inconsistencies in the result of earlier researchers. This has enforced the researcher to carry on this study to ascertain the relationships and differences between the variables in hand. Is there a relationship between intolerance of ambiguity and the emotional maturity of the prospective teachers? The present study will fill the pitfall in this area. To seek the answers to the above-mentioned questions the researcher has framed the following objectives of the study.

Objectives of the Study

1. To study and compare the intolerance of ambiguity among male prospective teachers and female prospective teachers.
2. To study and compare the emotional maturity among male prospective teachers and female prospective teachers.
3. To study the relationship between intolerance of ambiguity and the emotional maturity of prospective teachers.

Hypothesis

1. There is no significant difference in the intolerance of ambiguity of male prospective teachers and female prospective teachers.
2. There is no significant difference in the emotional maturity of male prospective teachers and female prospective teachers.
3. There is no significant relationship between intolerance of ambiguity and the emotional maturity of prospective teachers.

Research Method Adopted

The present study is descriptive survey research.

Population

The population of the present study includes prospective teachers of B.Ed. College located in district Dehradun of Uttarakhand state.

Sample

Multistage sampling procedure was followed. Through random sampling method, 8 B.Ed. colleges were selected. Through the convenient sampling method, a representative sample of 200 prospective teachers which included 100 males and 100 female prospective teachers were selected in the sample.

Operational definition

1. Prospective teachers: They are the students who are already admitted to the teaching courses and after completing their teaching training course, they will be certified teachers. So prospective teachers are the forthcoming or future teachers who opted to teach as a profession and are engaged in the training course related to teaching. The present study itincludes students enrolled on Bachelor in Education (B.Ed.) course.

Research tool for Data Collection

In the present study, the following tools were used for data collection

1. Intolerance of Ambiguity Scale (IAS) by Prof. I.S. Muhar & Dr Prabha Bhatia
2. Emotional Maturity Scale (EMS) by Dr Yashvir Singh & Dr Mahesh Bhargava.

Analysis and Interpretation of Data

Hypothesis 1: There is no significant difference in the intolerance of ambiguity of male prospective teachers and female prospective teachers.

Table 1.1: Comparison of Intolerance of Ambiguity score of male prospective teachers and female prospective teachers

Variable	Respondents	N	Mean	SD	SED	DF	t-Value	Tabulated + at α=.05
Intolerance of Ambiguity	Males prospective teacher Female prospective teacher	100 100	160.15 168.22	15.20 14.2448	2.0832	198	3.8739	1.47

❖ Significant at 0.05 level of significance.

There is a significant difference in the intolerance of ambiguity of male prospective teachers and female prospective teachers.

Table 1.1 explains the mean and SD of the Intolerance of ambiguity score of male prospective teachers which is found to be 160.15 and 15.20 respectively and that of female prospective teachers which is found to be 168.22 and 14.2448 respectively. The T-ratio between the two groups is 3.8739, which is significant at 0.05 level of significance. It indicates that there is a significant difference between intolerance of ambiguity of male prospective teachers and female prospective teachers.

It can be interpreted that female perspective teachers are high in ambiguity intolerance than male perspective teachers; they require the need for categorization and certainty, falling to which they are anxious and ethnically prejudiced. They prefer familiar over unfamiliar and usually reject the unusual or different.

Hypothesis 2: There is no significant difference in the Emotional Maturity of male prospective teachers and female prospective teachers.

Table 1.2: Comparison of Emotional Maturity score of male prospective teachers and female prospective teachers

Variable	Respondents	N	Mean	SD	SED	DF	t-Value	Tabulated t at α=.05
Emotional Maturity	Males prospective teacher Female prospective teacher	100 100	163.02 155.35	28.24 20.04	3.4628	198	2.215	1.97

❖ Significant at 0.05 level of significance

There is a significant difference in the emotional maturity of male prospective teachers and female prospective teachers.

Table 1.2 explains the mean and SD of the emotional maturity score of male prospective teachers which is found to be 163.02 and 28.24 respectively and that of female prospective teachers which are found to be 155.35 and 20.04 respectively. The t-ratio between the two groups is 2.215 which is significant at a 0.05 level of significance. It can be interpreted that male prospective teachers are high in emotional maturity than female prospective teachers. Female prospective teachers faced problems of restlessness, irritability and stubbornness, temper tantrums, and phobias than their male counterparts.

Hypothesis 3: There is no significant relationship between intolerance of ambiguity and the emotional maturity of prospective teachers.

Table 1.3: Correlation between Intolerance of Ambiguity and Emotional Maturity of prospective teachers

Variable	Mean	SD	Coefficient correlation	Level of Significance	Tabulated r at α=.01
Intolerance of Ambiguity Emotional Maturity	164.185 159.185	14.7224 24.4857	0.62	0.01	.081

❖ Significant at 0.01 level.

Table 1.3 shows that the coefficient correlation between Intolerance of Ambiguity and Emotional Maturity of prospective teachers is 0.62 which is significant at a 0.01 level of significance because it is greater than the tabulated value .081. Thus hypothesis 3 "there is no significant relationship between intolerance of ambiguity and emotional maturity of prospective teachers" is rejected. The variables i.e. Intolerance of Ambiguity and Emotional Maturity of prospective teachers are correlated with each other. It can be interpreted that the intolerance of ambiguity has a dependence on emotional maturity. In the present study, female prospective teachers were low in emotional maturity than their male counterparts. Low emotional maturity represents the low capacity of an individual to manage and check emotions. Leading to dependence on others, lack of capacity to dispose of problems, irritability and stubbornness, temper tantrums, phobias formation and pessimism. This was well reflected in the intolerance of ambiguity score where the female perspective teachers were high than the male counterparts thus, they do not like the situation which is too vague and not clear or precise. They do not like the situation whose implications are not seen. They do not like to follow unconventional paths and do not even like to learn about things that do not have any clear cues, or meaning or have more than one meaning. They do not like situations and things in which there are no clear cues, certainty and predictability. They are not daring and individualistic. They are the people who find it difficult to tolerate ambiguity, inconsistencies and surprises in everything. Thus, this can be detrimental to mental health, it is thought to serve as a cognitive vulnerability that can lead, in conjunction with stressful life events and negative rumination even to depression.

Findings of the study

It was found from the study that there is a significant difference in the intolerance of ambiguity of male prospective teachers and female prospective teachers. The female prospective teachers are high on the ambiguity scale. They require the need for certainty and usually reject the unusual or different. They are anxious and have temper tantrums with the formation of phobias.

It was found from the study that there is a significant difference in the emotional maturity of male prospective teachers and female prospective teachers. The male prospective teachers were high on the emotional maturity scale than the female prospective teachers.Males have better control over their emotions and balance in emotional behaviours. They can evaluate others' emotional state easily and thus persuade their judgements and actions. While female perspective teachers face problems of restlessness and self-centeredness.

It was found that there is a significant relationship between intolerance of ambiguity and the emotional maturity of prospective teachers. The male prospective teachers were found to be high on emotional maturity and low on intolerance of ambiguity, while the female prospective teachers were found to be low on emotional maturity and high on intolerance of ambiguity. Thusvariablesi.e., intolerance of ambiguity and emotional maturity of perspective teachers are correlated with each other. Thus, it can be interpreted that the intolerance of ambiguity has a dependence on emotional maturity.

Conclusion

The present study is important not only for teachers and teacher educators but also for educational planners. The curriculum of prospective teachers should be reorganised so that more emphasis on activities related to the development of the affective domain should be encouraged. Since prospective teachers are the ones who will be shaping the future of the forthcoming generations. Their personality will definitely frame the personalities of our future generations. Being far on either end of the spectrum of ambiguity tolerance-intolerance can be detrimental to mental health too. That needs to be taken care of.

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उच्चतर माध्यमिक स्तर पर अध्ययनरत विद्यार्थियों की शैक्षिक चिंता का अध्ययन

*प्रीति सिंह

सारांश

प्रस्तुत शोध में उच्चतर माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों के शैक्षिक चिंता का अध्ययन किया गया है। शोध अध्ययन वर्णनात्मक अनुसंधान प्रकार का है, जिसमें आंकड़ों के संकलन हेतु सर्वेक्षण विधि का प्रयोग किया गया है। यादृच्छिक न्यादर्श विधि के माध्यम से दुर्ग जिले के शहरी एवं ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय का चयन एवं साद्देश्य न्यादर्श विधि के प्रयोग से चयनित उच्चतर माध्यमिक विद्यालय में अध्ययनरत कुल 240 विद्यार्थियों का चयन किया गया है। सूद एवं आनंद द्वारा निर्मित शैक्षिक चिंता सूची के प्रयोग से विद्यार्थियों की शैक्षिक चिंता का मापन किया गया है। प्राप्त आंकड़ों का सांख्यिकीय विश्लेषण मध्यमान, प्रामाणिक विचलन एवं टी-परीक्षण द्वारा करने पर परिणाम ज्ञात हुआ कि शहरी और ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर नहीं है। इसी प्रकार संकाय के आधार पर विज्ञान, कला एवं वाणिज्य विषय का अध्ययन करने वाले विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर नहीं पाया गया है। निष्कर्ष में कहा जा सकता है कि विद्यालय की स्थिति एवं संकाय के आधार पर विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर नहीं है।

प्रस्तावना

शैक्षिक चिंता तनाव या भय की भावनाओं को संदर्भित करती है जो शैक्षिक कार्यो से जुड़ी होती है। चिंता संवेग का एक प्रकार है, जो भय के कारण उत्पन्न होती है। किशोरावस्था में विद्यार्थियों में सकरात्मक एवं नकरात्मक दोनो प्रकार के संवेग होते है, जिसकी अभिव्यक्ति मे भी परिवर्तन आता रहता है। किशोरावस्था में संवेगात्मक शक्ति का प्रवाह तेज होने के कारण उस पर नियंत्रण रखना कठिन होता है। जब विद्यार्थी किसी डर, आशंका एवं परेशानी से भयभीत होते हैं तब वह चिंता की अवस्था में होते हैं। जब भय बहुत समय तक विद्यार्थियों में रहता है तो इससे उनमें चिंता की उत्पत्ति होती है। विद्यालयों में अध्ययन करते समय विद्यार्थियों में प्रायः अपने कक्षा व्यवहार, पठन-पाठन विषय एवं परीक्षा में प्रदर्शन से संबंधित चिंता देखी जाती है, जैसे-जैसे परीक्षा का समय निकट आता है विद्यार्थियों में चिंता का होना स्वाभाविक है। कम स्तर की शैक्षिक चिंता वास्तव में शैक्षिक लक्ष्यों को प्राप्त करने में सहायक हो सकती है परन्तु उच्च स्तर की शैक्षिक चिंता विद्यार्थियों की शैक्षिक सफलता के लिए हानिकारक हो सकती है। अतः विद्यार्थियों को अपनी शैक्षिक चिंता के प्रति जागरूक होना आवश्यक है। फ्रायड के अनुसार चिंता तीन प्रकार की होती है- वास्तविक चिंता, तंत्रिकातापी चिंता एवं नैतिक चिंता। शैक्षिक चिंता वास्तविक प्रकार की चिंता है क्योंकि इस प्रकार की चिंता भविष्य के प्रति आंशका से डर कर उत्पन्न होती है। वास्तविक चिंता बाह्य वातावरण पर अहं की निर्भरता से उत्पन्न होती है।

संबंधित शोध अध्ययन

कक्कड़ (2014) ने हिन्दी और अंग्रेजी माध्यम के छात्रों में शैक्षिक चिंता का स्तर का अध्ययन कर परिणाम ज्ञात किया कि शैक्षिक चिंता पर शिक्षा के माध्यम का कोई प्रभाव नहीं है। बंगा (2014) ने माध्यमिक विद्यालय के विद्यार्थियों के शैक्षिक चिंता का अध्ययन कर बताया कि माध्यमिक विद्यालय के विद्यार्थियों के मध्य शैक्षिक चिंता का स्तर कम है। बिहारी (2014) ने माध्यमिक विद्यालय के विद्यार्थियो के मध्य शैक्षिक चिंता का लिंग, निवास और विद्यालय के प्रकार के संबंध में अध्ययन किया। अध्ययन से ज्ञात हुआ कि लिंग और निवास का माध्यमिक विद्यालय के विद्यार्थियों के द्वारा अनुभव की गई शैक्षिक चिंता में भूमिका नही है, जबकि विद्यालय के प्रकार का विद्यार्थियों की शैक्षिक चिंता मे एक प्रमुख भूमिका है। खेमका एवं राठोड़ (2016) ने माध्यमिक विद्यालय के छात्रों की शैक्षिक चिंता का अध्ययन कर निष्कर्ष प्राप्त किया कि अशासकीय विद्यालय के बालकों की तुलना में शासकीय विद्यालय के बालकों में शैक्षिक चिंता अधिक पायी गयी। शासकीय विद्यालय की छात्राओं की तुलना में अशासकीय विद्यालय की छात्राओं में शैक्षिक चिंता अधिक थी। राव एवं चतुर्वेदी (2017) ने लिंग एवं स्थानीयता के संबंध में माध्यमिक विद्यालय के विद्यार्थियों की शैक्षिक चिंता का अध्ययन किया। निष्कर्ष में शहरी और ग्रामीण क्षेत्रों में स्थित माध्यमिक विद्यालय के विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर पाया गया। शर्मा एवं शकिर (2019) ने उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की शैक्षिक चिंता का अध्ययन स्थानीय एवं विद्यालय के प्रकार

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के संबंध में किया। ग्रामीण और शहरी क्षेत्र के उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर पाया गया। ग्रामीण क्षेत्र के विद्यार्थियों की तुलना में शहरी क्षेत्र के विद्यार्थियों की शैक्षिक चिंता अधिक थी। शासकीय और अशासकीय उच्चतर माध्यमिक विद्यालय के विद्यार्थियों के शैक्षिक चिंता में सार्थक अंतर पाया गया।

अध्ययन का उद्देश्य

उच्चतर माध्यमिक स्तर पर अध्ययनरत विद्यार्थियों की शैक्षिक चिंता को विद्यालय की स्थिति एवं संकाय के आधार पर ज्ञात करना।

समस्या कथन : उच्चतर माध्यमिक स्तर पर अध्ययनरत विद्यार्थियों की शैक्षिक चिंता का तुलनात्मक अध्ययन।

परिकल्पना

H_1- शहरी एवं ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर पाया जाएगा।

H_2- शहरी एवं ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में कक्षा बारहवीं के विज्ञान संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर पाया जाएगा।

H_3- शहरी एवं ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में कक्षा बारहवीं के कला संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर पाया जाएगा।

H_4- शहरी एवं ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में कक्षा बारहवीं के वाणिज्य संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर पाया जाएगा।

परिसीमाएँ

- प्रस्तुत अध्ययन दुर्ग जिले के शहरी एवं ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता के अध्ययन तक सीमित है।
- प्रस्तुत अध्ययन कक्षा बारहवीं में विज्ञान, कला एवं वाणिज्य संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता के अध्ययन तक सीमित है।
- प्रस्तुत अध्ययन सूद एवं आनंद द्वारा निर्मित शैक्षिक चिंता सूची के अध्ययन तक सीमित है।

शोध विधि

प्रस्तुत अध्ययन में उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता को ज्ञात करने के लिए सर्वेक्षण विधि का प्रयोग किया गया है।

शोध प्रविधि

न्यादर्श - प्रस्तुत अध्ययन में यादृच्छिक न्यादर्श विधि के प्रयोग से दुर्ग जिले के शहरी क्षेत्र में स्थित 4 उच्चतर माध्यमिक विद्यालय एवं ग्रामीण क्षेत्र में स्थित 4 उच्चतर माध्यमिक विद्यालय का चयन किया गया। तत्पश्चात सोद्देश्य न्यादर्श विधि के प्रयोग से ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में कक्षा बारहवीं के विज्ञान, कला एवं वाणिज्य संकाय मे अध्ययनरत 120 विद्यार्थियों का चयन एवं शहरी क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में कक्षा बारहवीं के विज्ञान, कला एवं वाणिज्य संकाय मे अध्ययनरत 120 विद्यार्थियों का चयन कर कुल 240 विद्यार्थियों का चयन अध्ययन हेतु किया गया।

शोध उपकरण - प्रस्तुत अध्ययन में उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता का मापन करने के लिए सूद एवं आनंद द्वारा निर्मित शैक्षिक चिंता सूची का प्रयोग किया गया है।

अध्ययन के चर - विद्यालय की स्थिति एवं संकाय स्वतंत्र चर है एवं विद्यार्थियों की शैक्षिक चिंता परतंत्र चर है।

सांख्यिकीय विश्लेषण एवं परिणाम - विद्यार्थियों की शैक्षिक चिंता का तुलनात्मक अध्ययन करने के लिए टी-परीक्षण का प्रयोग किया गया है। परिकल्पना को सत्यापित करने के लिए शैक्षिक चिंता सूची को प्रशासित कर प्राप्त आंकड़ों का मध्यमान, मानक विचलन एवं टी-मूल्य ज्ञात किया गया है।

सारणी क्रमांक-01ः शहरी एवं ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय के कक्षा बारहवीं में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता

क्रमांक	तुलनात्मक समूह	प्रदत्तों की संख्या	मध्यमान	प्रमाणिक विचलन	टी-मूल्य
1.	शहरी क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता	120	123.77	24.40	0.164
2.	ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता	120	126.42	28.45	

0.01 सार्थकता स्तर पर अस्वीकृत

उपरोक्त सारणी के अनुसार तुलनात्मक समूहों के मध्य टी-मूल्य का मान 0.164 प्राप्त हुआ जो कि df = 238 के 0.01 सार्थकता स्तर के मान 2.60 से कम है, जिससे ज्ञात होता है कि दोनो समूहों शहरी एवं ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर नहीं है। अतः परिकल्पना H_1 अस्वीकृत होती है।

सारणी क्रमांक-02: शहरी एवं ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में कक्षा बारहवीं के विज्ञान संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता

क्रमांक	तुलनात्मक समूह	प्रदत्तों की संख्या	मध्यमान	प्रमाणिक विचलन	टी-मूल्य
1.	शहरी क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में कक्षा बारहवीं के विज्ञान संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता	40	116.59	22.79	1.50
2.	ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में कक्षा बारहवीं के विज्ञान संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता	40	123.97	21.23	

0.01 सार्थकता स्तर पर अस्वीकृत

उपरोक्त सारणी के अनुसार तुलनात्मक समूह के विज्ञान संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता का सांख्यिकीय विश्लेषण करने पर टी-मूल्य का मान 1.50 प्राप्त हुआ जो कि df = 78 के 0.01 सार्थकता स्तर के मान 2.64 से कम है, जिससे ज्ञात होता है कि शहरी एवं ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में अध्ययनरत विज्ञान संकाय के विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर नहीं है। अतः परिकल्पना H_2 अस्वीकृत होती है।

सारणी क्रमांक-03: शहरी एवं ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में कक्षा बारहवीं के कला संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता

क्रमांक	तुलनात्मक समूह	प्रदत्तों की संख्या	मध्यमान	प्रमाणिक विचलन	टी-मूल्य
1.	शहरी क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय कक्षा बारहवीं के कला संकाय में अध्ययनरत में विद्यार्थियों की शैक्षिक चिंता	40	129.83	27.17	0.52
2.	ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में कक्षा बारहवीं के कला संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता	40	132.9	26.02	

0.01 सार्थकता स्तर पर अस्वीकृत

उपरोक्त सारणी के अनुसार तुलनात्मक समूह के कला संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता का सांख्यिकीय विश्लेषण करने पर टी-मूल्य का मान 0.52 प्राप्त हुआ। जो कि df = 78 के 0.01 सार्थकता स्तर के मान 2.64 से कम है, जिससे ज्ञात होता है कि शहरी एवं ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में अध्ययनरत कला संकाय के विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर नहीं है। अतः परिकल्पना H_3 अस्वीकृत होती है।

सारणी क्रमांक-04: शहरी एवं ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में कक्षा बारहवीं के वाणिज्य संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता

क्रमांक	तुलनात्मक समूह	प्रदत्तों की संख्या	मध्यमान	प्रमाणिक विचलन	टी-मूल्य
1.	शहरी क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में कक्षा बारहवीं के वाणिज्य संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता	40	122.4	34.76	0.37
2.	ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में कक्षा बारहवीं के वाणिज्य संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता	40	124.89	23.20	

0.01 सार्थकता स्तर पर अस्वीकृत

उपरोक्त सारणी के अनुसार तुलनात्मक समूह के वाणिज्य संकाय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता का सांख्यिकीय विश्लेषण करने पर टी-मूल्य का मान 0.37 प्राप्त हुआ जो कि df=78 के 0.01 सार्थकता स्तर के मान 2.64 से कम है, जिससे ज्ञात होता है कि शहरी एवं ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में अध्ययनरत वाणिज्य संकाय के विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर नहीं है। अतः परिकल्पना H_4 अस्वीकृत होती है।

निष्कर्ष - उपरोक्त सांख्यिकीय विश्लेषण के आधार पर परिणाम प्राप्त हुआ कि शहरी और ग्रामीण क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर नहीं है। इसी प्रकार संकाय (विज्ञान, कला एवं वाणिज्य संकाय) के आधार पर शहरी और ग्रामीण क्षेत्र में क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालय में अध्ययनरत विद्यार्थियों की शैक्षिक चिंता में सार्थक अंतर नहीं पाया गया है। सभी विद्यालयों में उच्चतर माध्यमिक स्तर पर पाठ्यक्रम लगभग समान है। वर्तमान समय में विद्यार्थियों का ध्यान परीक्षा में अधिक अंक प्राप्त करने में केन्द्रित रहता है। वे परीक्षा में अपना शैक्षिक प्रदर्शन अच्छा करना चाहते है। आज ऑनलाइन शिक्षा, इन्टरनेट का शिक्षा में उपयोग, विद्यालयों में शिक्षण सामग्री की पर्याप्त उपलब्धता, शिक्षकों एवं अभिभावकों का सहयोग एवं निर्देशन शहरी एवं ग्रामीण क्षेत्र के विद्यार्थियों को सहज रूप से उपलब्ध है।

सुझाव - विद्यार्थियों की शैक्षिक चिंता के स्तर को ज्ञात किया जाना चाहिए। अधिक शैक्षिक चिंता स्तर होने पर शिक्षकों को विद्यार्थियों के अभिभावकों से वार्ता कर उनके शैक्षिक चिंता के कारण को समझने का प्रयास करना चाहिए। विद्यालय प्रशासन को विद्यार्थियों के लिए निर्देशन एवं परामर्श की व्यवस्था करनी चाहिए जिससे कि विद्यार्थियों के द्वारा की जाने वाली शैक्षिक चिंता का स्वरूप सकरात्मक हो।

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Development And Standardization of Swachh Bharat Abhiyan Awareness Scale

*Juhi Gupta, **Dr. Ritu Bakshi*

Abstract

Tools play a vital role in any research endeavour without which research work would be incomplete. The tool is the only important factor required for proper data collection which leads to appropriate measuring technique and thus helps in arriving at the perfect conclusion. A lot of research tools are available to measure the environmental awareness of students but almost no reference was available to measure Swachh Bharat Abhiyan Awareness of secondary school students. So, it was decided to construct and validate a Swachh Bharat Abhiyan Awareness Scale. The tool comprises 50 items that cover six dimensions with five-point scales. After the initial drafting of the awareness scale; it was subjected to expert validation. After expert judgment, some items were rejected, while 85 items were selected for preliminary try-out of the scale over 100 secondary students and students were selected through the Simple Random sampling technique. The final draft of the scale with 78 items was administered to over 370 secondary students from Jammu, Reasi, and Kathua. After the final item analysis of the Swachh Bharat Abhiyan Awareness Scale, 50 items were retained based on the t-value, which was found significant (0.01 level of significance). Out of these 50 items, 43 are positive and 7 are negative statements. The reliability coefficient of the present tool was 0.97 measured by the test-retest method. Investigators consulted experts from various educational and environmental fields for the content validity of the scale. Therefore, this scale could be a good instrument for measuring awareness towards Swachh Bharat Abhiyan that contributes to sustainability and helps in achieving Sixth Sustainable Development Goals (SDGs 6).

Introduction

If human society has to survive for not just another century, but for thousands and thousands of years, we need to imbibe a way of life that can be sustained. Environmentalists and educators around the world have repeatedly stated that to solve the climate crisis, educational systems at all levels must embed environmental awareness and understanding. Hence, environmental awareness and education assume great significance, as people who are ignorant and indifferent to the environment must be educated. In order to solve environmental problems, people need ways to perceive environmental problems. Environment awareness involves not only knowledge of the environment, but also values and skills. Humans need to act as stewards of the environment by protecting it and preserving it. As a result of irreversible environmental degradation, new ways of thinking and living must be implemented. To improve sanitation and hygiene in the country, and to promote environmental awareness the government introduced an initiative i.e., Swachh Bharat Mission. Significant strides have been made under the SBM to improve the sanitation and hygiene conditions for children in schools. Changing bad practices (like open defecation, use of plastic, throwing garbage on roads, spitting on wall etc) requires cultivating good practices, and childhood and adolescence are the perfect times to do this since children are open to all influences. With this program, school and household leaders will have the opportunity to advocate for good sanitation in their communities, schools, and households. There is an urgent need to raise pupils' consciousness about environmental issues. The goal of creating this tool is to help students become more self-aware and analytical thinkers so that they can better evaluate the world around them and identify appropriate solutions to environmental problems. This emphasises the critical importance of taking measures to keep our ecosystems healthy. Student participation is crucial to the accomplishment of these ends. To raise their environmental consciousness more quickly, we need to assess where they stand in terms of their current environmental consciousness (Ahmad and Iqbal, 2020).

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Rationale for the Construction of the Tool

In any type of research in social sciences, the tool is essential to measure the task and it plays a vital role in it. A research instrument is crucial to any serious study since it is the only way to collect reliable evidence and draw accurate conclusions about the issue at hand, which in turn facilitates the development of effective solutions (Danielraja, 2019). The tool standardization process is complex. This paper briefly describes the standardization process of the tool (Suresh, 2017). According to Anand and Padma (1987), researchers should exercise caution while creating research tools by simply combining existing resources rather than applying the complex methods of tool design. As a natural consequence, research quality would suffer. Thus, it is clear that the effort of preparing and standardising tools is substantial, and that great attention must be taken in areas such as area and sample selection, statement pooling, expert consultation, and the application of complex statistical techniques. Rahi (2015) constructed an Environmental Awareness Scale for Prospective Teachers. The sample for the study consists of 180 students and the reliability of the test was determined through Pearson correlation and Spearman-Brown Correlation which was found to be 1 which is highly reliable. This questionnaire can serve as a tool to know a person's environmental literacy. Rodriguez and Marcote (2017) validated the environmental education scale in Spain which explored teachers' attitudes regarding their responsibility and commitment to sustainability and their involvement in Environmental Education. The results of the scale analysis show that the instrument has good internal consistency (α=.80). In the present study, the investigator wants to measure the awareness of secondary school students towards the Swachh Bharat Mission. The investigator also wants to measure student's awareness of environmental education, waste management, eco-friendly resources, and conservation practices but all these dimensions related to Swachh Bharat Abhiyan were not available in the form of a research tool that's why the researcher thought of constructing a tool which measures all these dimensions in one tool. Since there was no pre-existing instrument that could be used for such a worthy purpose, the researcher drafted and refined one, and then piloted it on a representative subset of the study population. This tool will help to measure the awareness of secondary school students.

Objectives

1. To construct Swachh Bharat Abhiyan Awareness scale for secondary school students.
2. To standardize the Swachh Bharat Abhiyan Awareness scale for secondary school students.

Research Design

A descriptive survey was used in the present study. Lists of the schools in districts were obtained. Out of the list of schools, twenty were chosen at random to participate in the study. Contact was made with the principals of the schools so that they could be briefed on the objectives of the research. They were given the assurance that complete discretion regarding their identities would be maintained at all times. Their consent after being fully informed was obtained.

Population and Sample

"Researchers make the distinction between a population, the universe of people to which the study could be generalized, and a sample, the subset of people from the population who will participate in the current study" (Vanderstoep & Johnston, 2009). All the XI and XII standard students studying in Government Schools in Jammu, Reasi, and Kathua Districts form the population for the study. The randomly selected 370 secondary school students from the government schools, from the population, form the sample for the study.

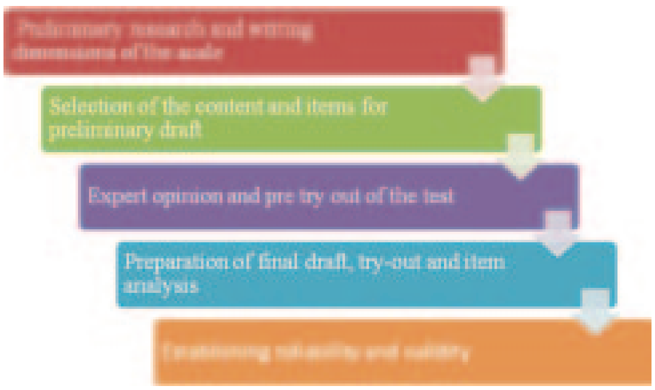
The Details of Students Selected from Different Schools

S.No.	Name of the School	Male	Female	Total
01.	Government Higher Secondary School, Reasi	34	40	74
02.	HSS Central Basic, Purani Mandi, Jammu	50	-	50
03.	Govt Girls Higher Secondary School, Canal Road, Jammu	-	66	66
04.	Oriental Academy Senior Secondary School, Jammu	26	30	56
05.	Govt Boys Higher Secondary School, Bakshi Nagar, Jammu	44	-	44
06.	Saraswati Institute of Research & Studies Sr, Sec. School, Bishnah, Jammu	30	50	80
	Total	184	186	370

Steps of Development of Tool

The following steps were taken by the investigator during the construction and standardization of the Swachh Bharat Abhiyan Awareness scale:

1. Planning the test
2. Preparation of the test
3. Administration of the Test
4. Item analysis
5. Standardization of test :
   - Reliability
   - Validity



Preliminary Research and Writing Dimensions of the Scale

Thus for constructing the scale, the researcher conducted an exhaustive review of related literature from Books, Journals, the Internet, and thesis and consulted experts from the field of Education and Environmental Sciences. The researcher had gone through various tools available related to Environment and Environmentally responsible behavior like the Taj Environmental Attitude scale (Taj, 2001), and Environment Ethics Scale (Taj, 2003). Various books on environmental education were also gone through like Environmental Education in the 21st century (Palmer, 1998), Environmental Studies (Singh, 2000), Environmental Education (Ghanta & Rao, 2002), Environmental Education (Shrivastava, 2002), Reduce, Reuse, Recycle (Scot, 2006). The researcher also deliberated on various Environmental Journals, Newspapers, Periodicals, Magazines, and Web sites for the present study. After careful exploration and survey, six dimensions of the Swachh Bharat Abhiyan Awareness Scale were finalized by the researcher by manipulating the dimensions given by Siddaraju and Talawar (2018). Due changes were made in finalizing the dimensions as keeping in mind the level of the students. These dimensions are Awareness, Awareness activities, Environmental education, Waste management, Eco-friendly resources, and Conservation practices.

Selection of the Content and Framing items for Preliminary Draft

Based on a review of the literature and various tools available, several statements were framed by an investigator for each of the selected dimensions of the Swachh Bharat Abhiyan Awareness scale. These statements were discussed with the supervisor. A total of 85 items were selected for the preliminary draft. Out of these, 60 items were positive and 25 items were negative. When formulating the items that would make up the scale, the following considerations were taken into account:

- Each item was related to the identified dimension of the Swachh Bharat Abhiyan Awareness Scale.
- The language was kept simple so that it is easily understood and interpreted by the respondent in terms of situations expressed in the items.
- Contradictory statements were avoided.

Expert opinion and pre-try out of the test

The first draft consisting of 85 items was given to the experts to seek their valuable, considerate, expert advice and opinion. As the scale measure Swachh Bharat Abhiyan Awareness of Secondary level students, experts from the related field were chosen including Faculty members of the University Department, Teacher Educators, Research Scholars, School Teachers, and Principals.

A preliminary draft of the scale was given to the experts along with dimensions. The experts were requested to freely add or delete any item from the scales which they consider relevant or irrelevant respectively. Based on expert advice and opinion, 7 items were dropped.

Pre-try out

Before try out of the scale was carried out it was administered to 100 students of the secondary class to remove any language difficulty in understanding the content.

Try-out out the Scale for Item Analysis

Then the second draft of the scale after incorporating the suggestions of the experts was prepared and then the scale was administered to 370 students of classes XI and XII of various schools in Jammu, Kathua, and Reasi districts.

Item Analysis

The next phase in the process of standardising a scale, after the pilot research, is to determine the't' value of each item, this value will serve as the foundation for item selection. The individual scores of all the 370 respondents were arranged in descending order from the highest to the lowest score. The top 27% of the subjects with the highest scores and the bottom 27% of the subjects with the lowest scores served as criterion groups and were sorted out for item selection. After then, the top 100 scores and the bottom 100 scores were determined. After that, a t-value was calculated for both the upper group and the lower group for each of the 78 items in order to determine the ability of each item to differentiate between the two groups. The significant t-value was the criterion followed in selecting the appropriate items in the final draft. According to the value of the t-ratio, there were 28 items that were discarded out since they did not discriminate even at the level of confidence of .01. Table 4.1 provides an overview of the t-values for each of the items.

First-draft Scale t-ratios value

Item No.	t-value	Item Selected
1	7.71	S
2	5.33	S
3	5.3	S
4	9.08	S
5	2.14	NS
6	1.94	NS
7	2.23	NS
8	2.44	NS
9	5.17	S
10	8	S
11	6.12	S
12	6.71	S
13	5.47	S
14	1.23	NS
15	2.28	NS
16	2.4	NS
17	5.97	S
18	5.85	S
19	0.93	NS
20	10.54	S
21	10.41	S
22	10.36	S
23	3.43	S
24	1.38	NS
25	2.43	NS
26	4.62	S
27	3.1	S
28	13.63	S
29	3.5	S
30	1.33	NS
31	10.15	S
32	10.33	S
33	1.69	NS
34	10.27	S
35	2.77	S
36	8.25	S
37	5.8	S
38	12.1	S
39	11.75	S
40	10.76	S
41	1.28	NS
42	0	NS
43	2.21	NS
44	10.53	S
45	1.14	NS
46	5.2	S
47	2.18	NS
48	9.92	S
49	1.91	NS
50	5.86	S
51	5.93	S
52	13.09	S
53	12.63	S
54	12.45	S
55	1.33	NS
56	8.54	S
57	1.18	NS
58	4.62	S
59	1.91	NS

60	10.61	S
61	13.9	S
62	11.07	S
63	1.41	NS
64	9.85	S
65	11.01	S
66	2.41	NS
67	5.81	S
68	4.93	S
69	2.21	NS
70	12.92	S
71	2.35	NS
72	11.90	S
73	5.35	S
74	4.68	NS
75	1.87	NS
76	5.56	S
77	11.46	S
78	1.90	NS

The final draft of the Scale

The final version of the Scale had a total of fifty questions, which were grouped down into the following six dimensions.

Dimensions of Swachh Bharat Abhiyan Awareness Scale (SBAAC)

Sr. No.	Factors	Sr. No. of Items	Total Items
1.	Awareness	1,2,3,4,5,6,7,8,9,10,11, 12,13	13
2.	Awareness Activities	14,15,16,17,18,19,20,21	8
3.	Environmental Education	22,23,24	3
4.	Waste Management	25,26,27,28,29,30	6
5.	Eco-Friendly resources	31,32,33,34,35,36,37	7
6.	Conservation Practices	38,39,40,41,42,43,44,45, 46,47,48,49,50	13
		Total	50

Scoring Procedure

The scoring procedure of the Swachh Bharat Abhiyan Awareness Scale followed through the key provided is presented below:

Scoring Procedure for Positive Items

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Scoring Procedure for Negative Items

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

Values of t-ratios for items of the final draft of the Scale

Item No.	t-value	Item Selected
1	7.71	S
2	5.33	S
3	5.3	S
4	9.08	S
5	5.17	S
6	8	S
7	6.12	S
8	6.71	S
9	5.47	S
10	5.97	S
11	5.85	S
12	10.54	S
13	10.41	S
14	10.36	S
15	3.43	S
16	4.62	S
17	3.1	S
18	13.63	S
19	3.5	S
20	10.15	S
21	10.33	S
22	10.27	S
23	2.77	S
24	8.25	S
25	5.8	S

26	12.1	S
27	11.75	S
28	10.76	S
29	10.53	S
30	5.2	S
31	9.92	S
32	5.86	S
33	5.93	S
34	13.09	S
35	12.63	S
36	12.45	S
37	8.54	S
38	4.62	S
39	10.61	S
40	13.9	S
41	11.07	S
42	9.85	S
43	11.01	S
44	5.81	S
45	4.93	S
46	12.92	S
47	11.90	S
48	5.35	S
49	5.56	S
50	11.46	S

Establishing reliability and validity

The final version of the scale which consisted of 50 valid statements was administered again on a sample of 100 secondary school students for further statistical operations like calculation of reliability and validity of the scale.

Reliability

Reliability is defined as the degree to which a consistent response is returned whenever the same query is posed. "Test-retest reliability measures the extent to which you get the same answer if you test the same person on two different occasions" Rugg & Petre, 2007, P. 224). The researcher employed a test-retest design for this investigation. The scale of Swachh Bharat Abhiyan Awareness was employed among 100 higher secondary school students at two intervals of time after a gap of fifteen days. The scores obtained in testing situations to the same group after scoring were used for estimating reliability. The coefficient of correlation by the Product Moment Method was used to find out the estimated reliability. The coefficient of stability is 0.97. Hence the tool was highly reliable.

Reliability Method	Number of Items	Reliability Value
Test-Retest Method	50	0.97

Validity

The degree to which a scale accurately measures the phenomenon that it is intended to assess is referred to as the validity of the scale (Pallant, 2005). The Swachh Bharat Abhiyan Awareness scale was given to experts for their important comments on how to ensure that the content coverage of the scale's components was enough. The investigator took their views and ideas into account and implemented them into the tool's final design. As a result, the investigator established the content validity of the Swachh Bharat Abhiyan Awareness scale.

Conclusion

The investigator is hopeful that this scale would be helpful to measure the awareness level of students and also promote awareness among students regarding cleanliness, sanitation, and waste management. There were methodical attempts made to validate the tool by employing the necessary statistical approaches in order to make it available for use by future researchers and to increase its functionality in the same manner. This research was conducted so that a valid and reliable Awareness Scale could be established. The scale was standardized on the sample of 370 students studying in Government Secondary Schools in the district of Jammu, Reasi, and Kathua. The Test-Retest technique of consistency was utilised to ascertain the level of reliability associated with the test, which was found to be 0.97, and the content validity of the test was calculated. Hence, the constructed Swachh Bharat Abhiyan Awareness Scale has high reliability and validity.

Acknowledgments

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A Study on Study Habits of Secondary School Students with reference to Gender

*_**Abhshek Kumar**_

Abstract

The term study habit implies a sort of more or less permanent method of studying. It is a process from which an individual gets proper input to feed his hunger and to quench his thrust for knowledge. It is typically denotes the degree to which students engages in regular acts of studying that are characterized by appropriate studying retains occurring in an environment that is beneficial for achievement. A proper study habits enables an individual to reap a good harvest in future. The purpose of the present study is to investigate the difference of boy and girl on study habits of secondary school students. Descriptive survey method was adopted to conduct present study. A total of 800 secondary students were selected by random sampling technique. In order to collect the data researcher used a psychological tool of study habits scale which was constructed and standardised by the Dimpal Rani and Dr. M. L Jaidka was taken for study. Statistical techniques such as mean, S.D and t-test used to analyse the collected data. The results of the investigation revealed that there is inno significant difference in study habits and their dimensions such as concentration, comprehension, planning, use of e-resources, interaction, study sets and drilling with respect to boy and girl of secondary school students.

Introduction

Education is the most vital input for the growth and prosperity of a nation. It provides strength and resilience to enable people to respond to the changing needs of the hour. Education is the backbone of all national endeavours. It has the power to transform human beings into human resources. Education has a close relationship with learning. It makes use of the process of learning to mould the holistic personality of an individual. Learning is a process which results in a more or less permanent modification of behaviour as a result of practice or experience.

The term study habit implies a sort of more or less permanent method of studying. It is a process from which an individual gets proper input to feed his hunger and to quench his thrust for knowledge. It is typically denotes the degree to which students engages in regular acts of studying that are characterized by appropriate studying retains occurring in an environment that is beneficial for achievement. A proper study habits enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival for fittest exists.

Study habit is defined as the complex of reading behavior of a person, resulting from the varying degrees of interaction, of a number of variable factors, when he seeks graphic records for acquiring information or knowledge. The efficient acquisition of knowledge depends upon the methods of his/her study habits. It is important and desirable that a probe into the pattern of study habits of students be made.

Study habit plays a very important role in the life of students. Success or failure of each student depends upon his own study habits. Of course, study is an art and it requires regular practices. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon study habits, abilities, intelligence and other efforts. No doubt, regular study habits bring their own rewards in the sense of achievement as a form of success. The study habits thus are of great assistance to actualize the potentialities of the individual student. Hence, study habits of students' plays important role in learning and fundamental to school success. Poor study habit is one of the important causes of educational backwardness whereas the educational progress of students depends on their study habits. All often, students perform poorly in school simply because they lack effective study habits. Lack of effective study habits is a common educational

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problem among secondary school students. There are seven major dimensions of the study habits. These are following:

a) Concentration
b) Comprehension
c) Planning
d) Use of e-resources
e) Interaction
f) Study sets
g) Drilling

Different students have different and unique study habits. What may be a good study habit to a particular student may be a bad one indeed to another student. As such, it is often difficult to practically pin-point that this is good and that is bad. According to Katelyn (2013), there is no doubt that different people study in different ways and it is a near certainty that what works for one person may not work for another.

Rationale of The Study

The Progress in the use of computers and internet has not only modified the behavior of a man but it has also affected the study habits of the students. Science and Technology has changed the learning environment. The student lives in the scenario of e-resources. Students can access any information through internet. If they find any problem regarding the concepts, preparation of projects, sample of question papers, meaning of difficult terms etc., they need not to wait for contact with teacher. They can easily get it through e-resources. In the complex society everybody has got so by (engaged) with his own task that he has no time for others. Though they are living under the same roof yet there is no sharing between them. They consider that they are living together and work for each other but somewhere the sense of belongingness is missing. Change in the home environment has also changed the study habits of the students. Study habits play an important role in human performance in the academic field (Verma & Kumar, 1999, Satapathy & Singhal, 2000, Vyas, 2002). Ebele and Olofu (2017) found that study habits and academic performance do have a substantial relationship, thereby giving an insight into how teachers and student guidance counsellors can help students to develop good study habits in order to enhance their academic performance.

Statement of The Problem

The problem is stated as "A Study of Study Habits of Secondary School Students".

Objectives of The Study

To compare the Study habit of Secondary school student with respect to their Gender.

Hypothesis of The Study

There is no significant difference in Study habit (Total and dimensions wise) ofsecondary school students with respect to gender.

Methodology

The present study employed descriptive survey method. It aimed at studying the study habitsof the secondary school students.

Sample and Sampling Techniques

In present study researcher has applied the random sampling technique. After getting a list of secondary school from District Education office, Begusarai which included all secondary school of Begusarai district of Bihar state, the researcher prepared paper chit of all 125 secondary school. Out of these 40 secondary school were selected and finally 20 students were choosen randomly from each selected secondary school. Hence, a total of 800 samples selected for the present study.

Tools and Techniques used for Data Collection

As per the requirement of the study, To measure studyHabits domain researcher also used a psychological tool of study habits scale which was constructed and standardised by the Dimpal Rani and Dr.M. L Jaidka was taken for study.

Analysis and Interpretation of data

H_{01}: There is no significant difference in Study habits (Total and dimensions wise) of secondary school students with respect to gender.

Table 01: Difference in Mean of Study habits (Total and dimensions wise) of secondary school students with respect to boy and girl

Variable	Category	Number	Mean	S.D.	df	t-value	P-value	Result
Study habits	Boy Girl	400 400	115.28 115.83	16.28 16.39	798	0.48	.63	NS
Concentration	Boy Girl	400 400	25.15 24.94	9.07 9.04	798	0.32	.75	NS
Comprehension	Boy Girl	400 400	19.64 20.53	7.23 7.24	798	1.74	.08	NS
Planning	Boy Girl	400 400	9.84 9.88	3.65 3.78	798	0.12	.90	NS
Use of e-resources	Boy Girl	400 400	15.31 14.84	5.59 5.29	798	1.22	.22	NS
Interaction	Boy Girl	400 400	12.92 12.48	4.53 4.51	798	1.39	.17	NS
Study sets	Boy Girl	400 400	19.84 20.68	6.95 7.22	798	1.67	.10	NS
Drilling	Boy Girl	400 400	12.58 12.49	4.53 4.62	798	0.29	.78	NS

Critical Value for df = 798 at .05 level = 1.96

It is inferred from the Table 01 that the calculated t-value of boy and girl secondary students with regard to study habits is 0.48 which is less than the critical value 1.96 at 0.05 level of significance for 798 degree of freedom. Therefore, that the null hypothesis there is no significant difference in study habits of secondary boy and girl student is accepted. The secondary boy students' study habits are not statistically significantly different from the secondary girl students. Therefore it can be stated that study habits mean of boy is not statistically significantly different from the mean of girl students.

The Table 01 indicates that the calculated t-value of boy and girl Secondary students with regard to concentration is .32 which is less than the critical value 1.96 at 0.05 level of significance for 798 degree of freedom. Therefore, that the null hypothesis there is no significant difference in concentration of Secondary boy and girl student is accepted. Therefore it is concluded that the concentration mean of boy students is not statistically significantly different from mean of girl students.

The Table 01 indicates that calculated t-value of boy and girl Secondary students with regard to comprehension is 1.74 which is less than the critical value 1.96 at 0.05 level of significance for 798 degree of freedom. Therefore, that the null hypothesis there is no significant difference in comprehension of Secondary boy and girl student is accepted. Hence it is concluded that the comprehension mean of boy students is not statistically significantly different from the mean of girl students.

It is inferred from the above Table 01 that calculated t-value of boy and girl Secondary students with regard to planning is 0.12 which is less than the critical value 1.96 at 0.05 level of significance for 798 degree of freedom. Therefore, that the null hypothesis there is no significant difference in planning of Secondary boy and girl student is accepted. Hence it is concluded that the dimension planning of boy students is not statistically significantly different from mean of girl students.

Table 01 indicates that the calculated t-value of boy and girl Secondary students with regard to use of e-resources is 1.22 which is less than the critical value 1.96 at 0.05 level of significance for 798 degree of freedom. Therefore, that the null hypothesis there is no significant difference in the use of e-resources of Secondary boy and girl student is accepted. Hence for the using of e-resources of boy students is not statistically significantly different from mean of girl students.

Table 01 shows that the calculated t-value of boy and girl Secondary students with regard to interaction is

1.39 which is less than the critical value 1.96 at 0.05 level of significance for 798 degree of freedom. Therefore, that the null hypothesis there is no significant difference in interaction of Secondary boy and girl student is accepted. Hence for the perceived mean towards interaction of boy students is not statistically significantly different from mean of girl students.

It is inferred from the above Table 01 that calculated t-value of boy and girl Secondary students with regard to study sets are 1.67 which is less than the critical value 1.96 at 0.05 level of significance for 798 degree of freedom. Therefore, that the null hypothesis there is no significant difference in study sets of Secondary boy and girl student is accepted. Hence it is concluded that the study sets of boy students is not statistically significantly different from mean of girl students.

Table 01 indicates that the calculated t-value of boy and girl Secondary students with regard to drilling is 0.29 which is less than the critical value 1.96 at 0.05 level of significance for 798 degree of freedom. Therefore, that the null hypothesis there is no significant difference in the drilling of Secondary boy and girl student is accepted. Hence for the drilling of boy students is not statistically significantly different from mean of girl students.

Major findings

- The results of the investigation indicate that there is no significant difference in study habits and their dimensions such as concentration, comprehension, planning, use of e-resources, interaction, study setsand drilling with respect to gender of secondary students.

Educational implications

- School should practice a good study habits to enhancement of quality of education.
- Induction programme may be organised to sensitise the students regarding the importance of study habits for getting higher marks and understanding of subjects.
- Co-curricular program, quiz, speech, games & sports activities should be organised in a regular interval of time, which is based on a good study habits.
- Teachers should give examples of study habit during teaching.
- Teachers should give freedom and motivate to the students for initiations and expressions of their thoughts, plans, drilling and new study habits.

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Leading to Excellenceby Optimizing Team Effectiveness

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Abstract

Almost all modern businesses use a team strategy to improve corporate efficiency. When teams must honestly consider what transpired and decide what to do for the new normal following a disaster, maintaining physical and psychological safety today will pay off richly. As a result, increasing the effectiveness of the teams takes precedence over simply getting along as a team. The goal of this study is to look at team effectiveness elements and analyse about their impact. Descriptive methodology was used for the study. Convenient sampling method was used to select the sample firms from Bangalore, Karnataka. Factors of team effectiveness were reviewed from previous literature. Descriptive, inferential and correlation analysis were conducted in order to examine the impact of factors of team effectiveness. This study will help the managers to be proactive in designing the policies and strategies by analysing the factors which affect team effectiveness in order to maximize organizational performance. The findings of this study can be used to support future team effectiveness research. Team synergy, performance objectives, skills, resource management, innovation, and quality are all important factors of team effectiveness which can be optimized. There are few limitations in the study. This study is focussed on few factors of Team Effectiveness. Since team effectiveness is a comprehensive procedure, it is possible that it is not affected solely by the chosen factors. It can be affected by a variety of other factors such as personalities of the employees, social networks and the environment. Our findings suggest that, in order to maximize performance and customer satisfaction, teams should be encouraged to be creative while also following standardized work norms.

Introduction

Team effectiveness is the capacity of a team to consistently accomplish its goals and objectives. If they want their teams to be highly effective, leaders must create work environments and team cultures that encourage and strike a balance between employee performance and well-being. Very productive teams can consistently accomplish their objectives. They operate more efficiently and with greater dedication to their interactions with one another and jobs. They also exude a vitality that enhances their culture and the teams around them. We'll discuss more about resilience later, but it might not imply what you think it does.

Teamwork that is effective is essential in every organisation. It demonstrates how people are working together to accomplish a shared goal and sharing their varied skill sets in complimentary roles. Collaboration among employees greatly increases the likelihood that an organisation will flourish. This is a result of synergy, which happens when a team's collective influence exceeds the sum of its individual contributions. While tackling difficult problems, a team can pool their different perspectives, experiences, and skills to create novel solutions that may go beyond the scope of any one person.

Effective collaboration improves individuals as well as an organization's performance. It enables mutual aid and learning as well as a sense of connection and commitment. "The highest activity of existence" is synergy, which recognises and benefits from people's unique mental, emotional, and psychological uniqueness. Dr. Steven Covey. Organizations want to grow and succeed in both the corporate world and their specific industries. But today's success does not ensure tomorrow's survival. Performance consistency is essential for long-term viability. Teams are utilised by 80% of businesses with more than 100 people to create new products or carry out research and innovation, according to Kratzer *et al*. (2004). (Griffin, 1997). because creating a competitive edge is seen to be mostly dependent on cooperation. The majority of managers agree that encouraging cooperation will boost their department's productivity and success.

Review of Literature

According to Mangla, N. (2021), this epidemic has

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transformed the workplace into one where flexible work schedules and rapid technological innovation are the norm. As business models adjust to accommodate these shifts, it is projected that technology will have an increasing impact on post-pandemic working patterns. Lower trust, troubled communication, constrained collaboration, a lack of job definition, and diminished team effectiveness are problems that arise with virtual working arrangements. The study's findings suggest that virtual and dynamic work environments will be more prevalent in the future. Before to the outbreak, conventional physical work arrangements were in existence, but they would gradually diversify to incorporate different forms. As a result, it's crucial to handle virtual working's difficulties and issues in addition to its expanding acceptance.

According to Adams, J.G., & Walls, R.M. (2020) and Singer, A.J., *et al.* (2020), a crisis may increase people's willingness to work together by forcing them to put their differences in the past aside and focus on a common problem. Teams find it much tougher to maintain coordinated performance over time while under the constant stress of a crisis, even when there is a willingness to cooperate. Cooperation is something that organisations need to pay great attention to, say Tannenbaum, Salas, & E. (2020).

A In accordance with Tannenbaum SI, Traylor AM, Thomas EJ *et al.* (2020), it is possible to use prior research on teams under stress to anticipate risk factors that may have a negative impact on collaboration and to reveal what can be done to support teams coordinate efficiently, maintain resilience, and guarantee patient safety during a pandemic. In their report, they made a number of recommendations for care teams working with patients during COVID-19 and in the future that were backed up by data. These suggestions will benefit clinical team leaders, team members, and management personnel who support or direct clinical teams.

Team members may quickly come to different conclusions about the intent behind an action or about responsibilities during the pandemic, when work is moving quickly and new treatments and care systems are being introduced. In order to share current priorities, define roles and decision-making authority, and identify who has the most expertise and up-to-date knowledge in relation to critical needs, teams are encouraged by Meyer, B. *et al.* (2014) and Christian, J.S. *et al.* (2017) to conduct brief, repeated prebriefs, questions, and knots as well as mindful handoffs. When team members are unsure about a goal or a new technique, they may ask questions in order to retain a shared understanding.

Everyone could benefit from hearing the response because it is common for other team members to be hesitant when one team member is. According to Keebler, J.R., *et al.* (2016), it's not necessary for every team member to be an expert in every field; rather, they should all have a "common enough" understanding of the essential elements. Throughout COVID-19, it is important to be reminded of accomplishments, show signs of growth, and overcome obstacles to maintain a sense of efficacy. "Make sure the team maintains shared mental models (SMM), particularly regarding duties and priorities," advise Tannenbaum, S.I., and Cerasoli, C.P. (2013). SMM is the term used by psychologists to describe a group's precise, complementary, and shared grasp of their problem (or team cognitions).

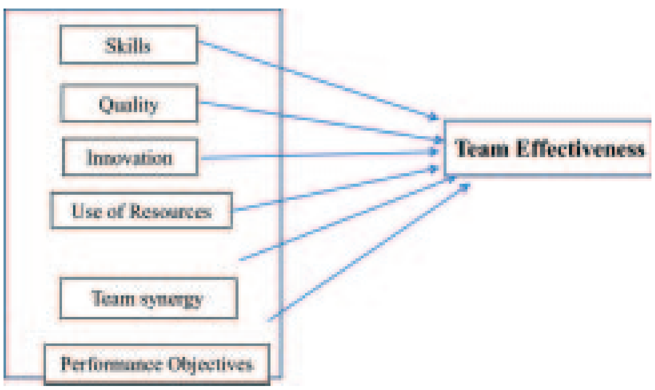
In order to work effortlessly and adjust rapidly, teams require strong SMMs. Research shows that teams perform better when they have 'collective efficacy,' or the conviction that their team can win under specific conditions, according to DeChurch, L.A., and Mesmer-Magnus, J.R. (2010). The degree to which team members feel comfortable taking interpersonal risks including speaking out, acknowledging a mistake, admitting misunderstanding, and providing a dissident perspective without worrying about being punished or rejected, according to Smallwood, J., and Schooler, J. W. (2006). According to study, it is one of the most crucial factors affecting team effectiveness. According to research, successful teams correctly evaluate the environment, their own performance, and their teammates.

According to Driskell, J. E., Salas, and Jolinston, J., monitoring is both more important and more difficult to maintain in a highly stressful, high-paced, dynamic environment (2000). Monitoring may naturally decrease as a result of the narrowing of attention and over-focus on the self that is a well-recognized response to stress in humans, according to M.L. Frazier (2017). Teams must keep a strict eye on monitoring or run the danger of getting caught up in the chaos. Openness in offering and accepting assistance among team members may promote mutual monitoring among coworkers. The leader can't observe everything, as will probably be the case during a pandemic, therefore it's especially crucial in situations that move quickly and call for the team to speak out and ask questions.Team leaders and management can promote psychological safety by recognising how terrible the situation is for everyone, emphasising how they can all better, and thanking others for admitting a mistake.

Research methodology

For the purpose of collecting primary data for the study, a structured questionnaire with a 5-point Likert scale was created, and questions on the constructs relevant to team effectiveness were included. The sample companies were chosen using a convenient sampling technique in Bangalore, Karnataka. Following the questionnaire's explanation, it was sent to all of the respondents, and the replies were gathered for additional study. Two hundred supervisors received the questionnaire. With an 85% response rate, just 170 complete responses were obtained. EXCEL and SPSS were used to analyse the responses.

Research/Hypothesized Model



Analysis, Results and Discussion

Weighted mean was used to interpret the extent of students' general awareness of OBE and their perceptions towards its implementation. The arbitrary guide shown in Table 1 was used to analyze and interpret the gathered data from the questionnaire.

Table 1: Data Verbal Interpretation Guide

Weight	Range	Verbal Interpretation
4	3.50 - 4.00	Very Great Extent (VGE)
3	2.50 -3.49	Great Extent (GE)
2	1.50 - 2.49	Moderate Extent (ME)
1	1.00 - 1.49	Less Extent (LE)

Reliability Test

Table 2, shows the reliability test for the data collected for the present study and the result is satisfactory and the values are under the acceptable range.

Table: 2 Reliability Statistics

Cronbach's Alpha	N of Items
.905	44

Table 3: 'Reliability Statistics for individual variables'

Sl. No	Factors of TE	Cronbach's Alpha Value	No. of Items
1	Team Synergy	0.732	10
2	Performance Objectives	0.678	6
3	Skills	0.886	8
4	Use of Resources	0.742	6
5	Innovation	0.73	6
6	Quality	0.89	8

The reliability test results show that all the variables have Cronbach's alpha value greater than the recommended threshold of 0.6 and above for going ahead with the analysis. It is found that the alpha value for control of 'Quality'is the highest (α=0.886) followed by 'Skills' (α=0.886), 'Use of Resources' (α=0.0.742), 'Team synergy' (α=0.732) and so on. Hence, the validity of the data is confirmed for further analysis.

Table 9: 'Descriptive Statistics of factors of Team Effectiveness'

Factors of Team Effectiveness	Mean	VI	Std. Deviation	Ranks
Team synergy	3.8635	VGE	0.44518	1
Performance Objectives	3.7951	VGE	0.58752	6
Skills	3.8088	VGE	0.6459	5
Use of Resources	3.8441	VGE	0.5012	3
Innovation	3.8206	VGE	0.56001	4
Quality	3.8551	VGE	0.59341	2
Total Mean	3.8312	VGE		

From the above table, it is found that the larger mean value belongs to "Team Synergy" (3.8635), which shows a high degree of agreement followed by "Quality" (3.8551). The least mean value belongs to "Performance Objectives" (3.7951).

Correlations Analysis

In order to ascertain the association between the variables, bivariate correlations were calculated. The results are presented in Table 10.

Table 10: Correlation betweenthe factors of team effectiveness

Correlations								
		TS	PO	SK	UR	INN	QUA	TE
TS	Pearson Correlation	1	.538**	.368**	.227**	.249**	.103	.434**
	Sig. (2-tailed)		.000	.000	.003	.001	.180	.000
PO	Pearson Correlation		1	.623**	.299**	.380**	.173*	.541**
	Sig. (2-tailed)			.000	.000	.000	.024	.000
SK	Pearson Correlation			1	.295**	.347**	.242**	.614**
	Sig. (2-tailed)				.000	.000	.001	.000
UR	Pearson Correlation				1	.723**	.190*	.559**
	Sig. (2-tailed)					.000	.013	.000
INN	Pearson Correlation					1	.534**	.661**
	Sig. (2-tailed)						.000	.000
QUA	Pearson Correlation						1	.422**
	Sig. (2-tailed)							.000
TE	Pearson Correlation							1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The aforementioned table analyses and shows the connections between each of the team effectiveness variables. The Pearson's correlation coefficients with alpha at the .01 and .05 levels are shown in the table. The table demonstrates that all of the study's chosen factors were significantly connected with team effectiveness. These statistically significant correlations imply that these variables have an impact on team effectiveness.

H_1: Team synergy has a significant impact on team effectiveness

H_2: Performance Objectives have a significant impact on team effectiveness

H_3: Skills of the employees have a significant impact on team effectiveness

H_4: Use of resources has a significant impact on team effectiveness

H_5: Innovation has a significant impact on team effectiveness

H_6: Quality has a significant impact on team effectiveness.

We may infer from the above data that team synergy has a notable impact on team effectiveness. H_1 is acceptable because the p-value is less than 0.01. The two variables' association is thus statistically significant. H_2, H_3, H_4, H_5, and H_6 are also acceptable because each case's p-value is less than 0.01. The effectiveness of the team is so significantly impacted by Performance Objectives, Skills of the employees, Use of resources, Innovation and Quality. Therefore, there is a statistically significant link between the variables. Consequently, we conclude that the factors we chose have a notable impact on team effectiveness.

Practical Implications

This study will help managers create policies and strategies that will maximise organisational performance throughout the new normal period by looking at the factors that have an impact on team effectiveness. The results of the study can be used to support future research on team effectiveness. Team synergy, performance objectives, skills, resource management, creativity, and quality are all essential elements of team effectiveness that can be enhanced.

Limitations and Future Scope

There are a few, but not many, constraints on the study. The main focus of this study is on a few team effectiveness variables. As team effectiveness is a complex process, it is likely that additional elements influence it as well. The surroundings, social networks, and employee personalities are other factors that could affect it.

Conclusion

To achieve business excellence, top level managers must understand a variety of factors of team effectiveness and seek to resolve problems that affect the company. This study will help managers be proactive in creating policies and programmes by helping them make wise business decisions to maximise team effectiveness. The operation and productivity of the enterprises are significantly impacted by a variety of team effectiveness elements that have been identified and investigated in this study. Businesses should therefore concentrate on improving the components that might significantly boost their organisational performance. Managers must concentrate on eliminating the elements that affect their performance and enhancing teamwork strategies in order to boost the efficiency and effectiveness of their organisation. Managers must concentrate on eliminating the elements that negatively affect their performance and enhancing teamwork skills if they want to boost the efficacy and efficiency of their organisation. The effect of numerous team effectiveness factors on corporate performance is a hotly debated subject. The study's results can be used to support upcoming studies on team effectiveness. The field of team effectiveness studies has made significant progress, but more study is still needed to fully realise team effectiveness.

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Factors influencing customer's choice of Online Banking Application

***Dr Nutan. N. Thoke**

Abstract

This study focuses on important factors in choice of online banking application software. This is an descriptive study conducted using primary data collected with the help of questionnaire & interviews from a purposive sample of 51 individuals. The data analysis is done with the help of statistical data analysis software package. The Exploratory Factor Analysis (EFA) technique is applied to the primary data collected in the form of rating scale. Factor analysis reveals that even though the motives behind choice differs from individual to individual still some factors (latent variables) shape the behaviour; apart from product factors like accessibility & quality of product support, user friendliness, compatibility etc. some other factors like Providers Financial Strength, Payment Options Made Available etc also have influence on choice.

Introduction

E-banking is the banking of new era. E-banking can simply be defined as using Automated Teller Machines (ATM's), telephones, internet and mobiles for doing day to day simple and advance transaction without being physically present in the bank , to use the services like making queries for account balance, making different type of payments like bills, mobile recharge, money transfer, filing income tax return electronically. In simple words, ebanking is concerned with doing all these transactions from home or office without visiting the branch; 24 hours, 7 days in a week by using ATM's, telephones, internet and mobiles etc for doing banking services. This study examines the relationship between the different criteria buyers consider for evaluating online banking application software and seek to identify latent factors influencing these criteria, based on the belief that no criterion can be thought of in isolation. Therefore Factor Analysis is undertaken with the view to analyse and establish the relationship between different criteria and to study the structure of such relationship. The study is significant for following reasons; an understanding of the factors that determine buyer's perception of a product is of crucial importance to the industry's product innovation and focused targeting.

The main objectives of the study are as follows:

- To study the relationship between different criteria and to identify latent factors/structure influencing these criteria.
- To construct a model of variable- factor relationship for providing application of them in marketing.

Review of Literature

Literature survey was mainly carried for understanding applications of factor analysis in marketing. It is detailed as follows:

- Any researcher embarking on the use of factor analysis is confronted with a bewildering array of techniques. Principal components, principal factors, alpha analysis, and maximum likelihood analysis are but a few of the types of factor analysis the researcher may encounter. An argument often advanced by the critics of factor analysis is that the choice of technique is crucial to the final result. Fortunately, the empirical evidence comparing the several types of factor analysis does not support this conclusion (Browne 1968; Gorsuch 1974; Hams and Hams 197 1; Tucker, Koopman, and Linn, 1969).
- A widely programmed statistical test of appropriateness is Bartlett's test of sphericity (1950, 1951). Tobias and Carlson (1969) recommend that the test be applied prior to factor analysis.
- A final test of the appropriateness of a matrix for factoring is a Kaiser-Meyer-Olkin measure of sampling adequacy, MSA (Kaiser 1970). This measure appears to have considerable utility and has recently been incorporated into some statistical

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software packages (Dixon 1975).

- Perhaps no problem has generated more controversy and misunderstanding than the number of factors problem. Ehrenberg and Goodhart (1976) discuss the "relatively arbitrary decision of how many factors are extracted." Careful examination of the literature of factor analysis indicates that the criteria for ceasing to extract factors are both well established and objective. Even when the analyst has no idea about what to expect from a data set, several very useful stopping rules are available. Bartlett's test (1950, 1951) is one of the most widely used statistical rules for determining the number of factors to extract.

Methodology

This is an exploratory study aiming to identify latent factors influencing the criteria for purchase. For this purposive sample of 30 savings account holders and 21 current account holders is taken. Initially desk research was carried out to find out the buying criteria and also interview with 2 bank personnel and 5 customers were conducted to finalise 14 criteria (variables) to be included in the study. Then questionnaire was administered to the respondents and they were asked to rate these 14 criteria on the importance scale of High (3) Medium (2) and Low (1). After collection of data, Exploratory Factor Analysis technique with Principal Axis Factoring Extraction Method with Varimax rotation was applied to the primary data for identifying latent factors and ANNOVA was used as a non parametric test for testing hypothesis.

Results & Discussions

1) Exploratory Factor Analysis: For the study Exploratory Factor Analysis (EFA) is used as it is an orderly simplification of interrelated measures. EFA, traditionally, has been used to explore the possible underlying factor structure of a set of observed variables without imposing a preconceived structure on the outcome (Child, 1990). By performing EFA, the underlying factor structure is identified. In this Principal Axis Factoring (PAF) extraction method is preferred over Principal Component method, as principal component method explains all variance and not just common variance and it is only useful for data reduction purpose. In contrast PAF is more useful to get an idea about structure of interrelationships.

The results derived from EFA are discussed as follows:

a) KMO and Bartlett's Test

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.771
Bartlett's Test of Sphericity	Approx. Chi-Square	772.204
	Df	91
	Sig.	.000

Kaiser-Meyer-Olkin Measure of Sampling Adequacy (MSA) value varies from 0 to 1 where 0.6 is considered as minimum. The MSA value for this analysis is 0.771 which is adequate.

Bartlett's Test of Sphericity tests the null hypothesis that the correlation matrix is an identity matrix. An identity matrix is matrix in which all of the diagonal elements are 1 and all off diagonal elements are 0. Aim is to reject this null hypothesis. And from the chi- square value of 772.204 we can reject this null hypothesis.

These two tests provide a minimum standard which should be passed before a factor analysis.

b) Initial & Extraction Communalities

Communalities

	Initial	Extraction
Reputation of the provider	.721	.624
Compatibility with HW/SW	.885	.776
User Friendliness	.926	.930
Complete Functionality	.868	.830
System Reliability	.929	.815
Accessibility & Quality of Product Support	.877	.560
Minimum Implementation Time	.886	.768
Usage Rights	.832	.838
Providers Financial Strength	.807	.786
Reference Websites	.906	.830
provider's Proposal and Communication	.752	.601
Ease of Installation	.898	.756
Payment Options Made Available	.896	.936
Software was affordable	.814	.760

Extraction Method: Principal Axis Factoring

Communalities (extraction) show how much of the variance is explained by the factor structure. In this result as the least is 0.560 which still is fair value so all the variables (criteria) can be included in the structure.

c) Determination of number of factors

For the Proportion of variance and scree plot is used to determine the number of factors to be included results are discussed as follows:

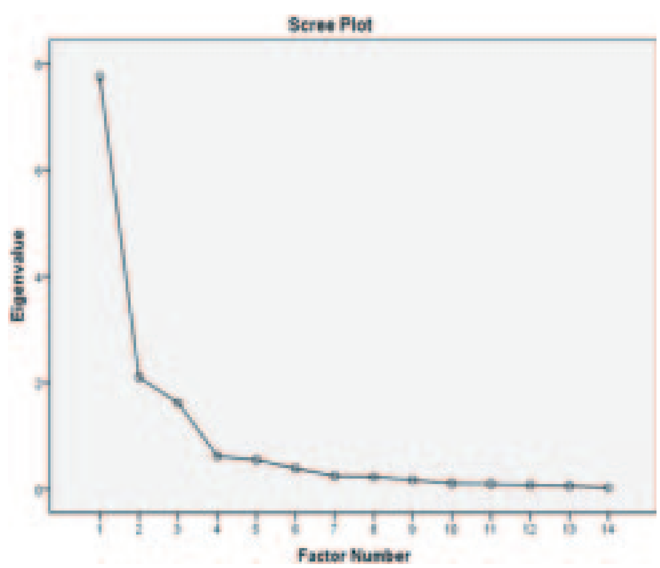
Proportion of variance: Here as many factors can be derived as there are eigenvalues greater than 1 which could be included. In this case three factors can be derived, this tree factors account for 81.92% of variance which is fair enough. The First factor alone contributes for more than 50% i.e. 55.35% of variance. Therefore three factors can be selected.

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.750	55.357	55.357	7.540	53.855	53.855	3.981	28.434	28.434
2	2.099	14.992	70.349	1.841	13.150	67.005	3.441	24.577	53.011
3	1.621	11.580	81.929	1.430	10.215	77.220	3.389	24.208	77.220
4	.617	4.407	86.336						
5	.548	3.917	90.253						
6	.384	2.743	92.995						
7	.242	1.731	94.727						
8	.224	1.599	96.326						
9	.167	1.196	97.522						
10	.101	.718	98.240						
11	.093	.667	98.907						
12	.072	.513	99.420						
13	.057	.406	99.826						
14	.024	.174	100.000						

Extraction Method: Principal Axis Factoring

Scree Plot: The scree plot graphs the eigenvalue against the factor number. This enable us to compare the total variance along all the factors (initially there can be as many factors as there are variables, therefore 14 in this case). While deriving number of factors number of factors corresponding to the last Eigen value is taken, and factors before the elbow of the curve are taken as after that the variance contributed by the other factors is very low.



d) *Rotated Factor Matrix:*

The rotated factor matrix contains factor loadings derived after rotation. In this varimax rotation is used which is an arthogonal rotation method. Interpretation has to be done about loadings that are significant. Significant is measured in two ways, practical and statistical. If factor loadings are greater than 0.5 they are practically significant. In this case 5.85 is the least loading which is still significant. For statistical significance when sample size is 50 then MSA should be at least 0.72 which is also satisfied. The rotated factor matrix is given below which forms the base of explaining the Criteria (variables) relationship with latent factors (factors). The structure given by this matrix will be taken forward to group and name the latent factors.

Rotated Factor Matrix

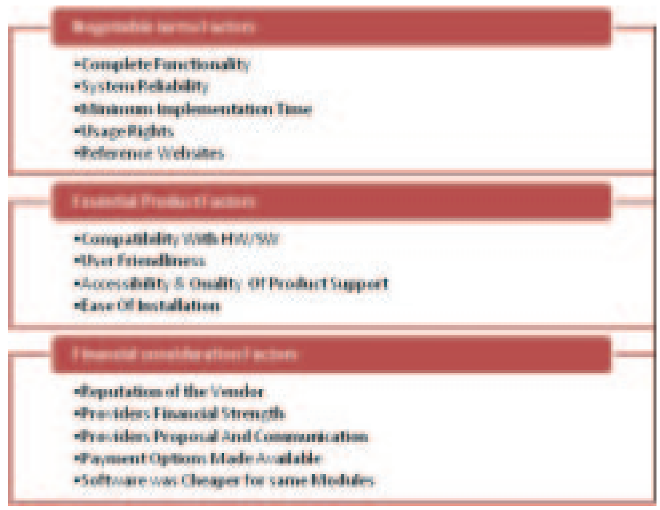
Variables (Criteria)	Factor		
	1	2	3
Reputation of the provider	.867	.238	.170
Compatibility with HW/SW	.835	.185	.288
User Friendliness	.807	.319	.124
Complete Functionality	.781	.397	.251
System Reliability	.585	.404	.570
Accessibility & Quality of Product Support	.184	.929	.184
Minimum Implementation Time	.172	.833	.179
Usage Rights	.202	.720	.011
Providers Financial Strength	.478	.707	.219
Reference Websites	.288	.162	.909
Provider's Proposal and Communication	.061	.157	.855
Ease of Installation	.124	.537	.694
Payment Options Made Available	.457	.065	.623
Software was affordable	.532	-.091	.576

Extraction Method: Principal Axis Factoring. Rotation converged in 6 iterations.

Marketing implication of Factor Analysis: Model based on EFA

The EFA using PCA with Varimax Rotation has provided the structure for the 3 factors and their interrelationships with the criteria or variables. After completion of factor analysis the results should be interpreted and a construct development or Factor model should be developed and the factors should be given proper names. The rotated factor matrix gives clear idea about the factors and variable which are highly correlated with these factors.

It can be seen that variables usage rights, System Reliability, Minimum Implementation Time, Complete Functionality, and Reference Websites are highly correlated to factor 1 similarly for factor 2 & 3 other variables are also correlated. If we take a closer look towards this we can see that somehow they are belonging to latent factor. Taking results of this analysis following factor model can be constructed:



(Variable - Factor model developed from EFA Source: Author)

After completing the EFA the model given above can be constructed and the factors are given the names according to the variables loaded highly on them;

Factor 1: Factor name Negotiable terms factor, as the variables considered in this are the ones on which negotiation takes place and a lot of thought process is done on this factor as other product factors are must and normally buyer consider them as a prerequisite in software.

Factor 2: Factor name Essential product factors, they are the factors which are inevitable while purchasing a software product.

Factor 3: Factor name Financial consideration factors, as the variable loaded highly on these factors are somehow related to finance terms and capabilities.

Conclusion

From the factor analysis it can be concluded that the latent factors namely Negotiable terms factors, Essential product factors & Financial consideration factors fairly describe all the variables (criteria) and the structure of model is well fitted as the rotated factor matrix is having simple structure with no cross loadings therefore the model is well explained by the primary data as well as is statistically significant. Also the structure describes that buyers have different sets of variables for purchase criteria as in this case there are essential product factors & negotiable terms factor. Marketers have to formulate their strategies based on this as per the target group.

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MSME Sector in India: Comparative Analysis with BRICS Countries

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Abstract

India and other four BRICS countries are considered as most promising world markets and emerging countries. Their growth rate is faster than G-7, G-8 countries reason being low labor and production cost. Together the nations represent more than 40 per cent of the world population and an estimated 22 per cent of the world GDP (Nisa, 2010).[1] All nations of BRICS are common in size, they all are large land masses, high population and are recent in economic growth.

Objective: In the present paper an attempt has been made to study the status of MSMEs in India by comparing it other emerging economies of the world. The Comparison is done by selecting BRICS (Brazil, Russia, India, China & South Africa) and comparing the share of MSMEs in their economies with respect to the parameters like percentage of MSMEs to total enterprises, share in GDP, share in export, employment generation, ease of doing business & female ownership.

Research Methodology: The present study is based on the secondary data from the annual reports of respective countries and press releases. The data is analysed by utilizing descriptive statistics with the help of SPSS 26.

Findings: The study finds out that Indian MSMEs are ahead of most of the nations in terms of their number and percentage to total enterprises but still it lag behind in terms of share in GDP & employment generation. The performance of MSMEs in India are ahead of most BRICS nations in terms of export percentage that reflects Indian MSME products have great demand at global market, whereas India is the worst performer in terms of female ownership of MSME despite constant effort of government for promotion of women entrepreneurship in India.

Introduction

According to the World Bank, Micro, Small and Medium Enterprises (MSMEs) are defined as follows- micro enterprises: 1-9 employees; small: 10-49 employees; and medium: 50-249 employees. However, the local definition of MSMEs vary from country to country, and is based not only on number of employees, but also by inclusion of other variables such as turn around and assets.[2]

As a multilateral grouping, the five BRICS nations seem, on the surface, to have little in common. The five countries represent widely differing political systems: China is a one-party state; Russia's government is highly centralised; Brazil, India, and South Africa are democracies with significant corruption and/or ethnic strife still to be dealt with. They have also reached varying levels of economic development.[3] But one common thing: these five nations will contribute greatly to the world's growing middle class. BRICS is the acronym coined to associate five major emerging economies of the world, Brazil, Russia, India, China and South Africa.[4] BRICS was came in existence in 2009 with an aim for economic, political and regional cooperation. Initially it was BRIC and South Africa joined in 2010. The aim of BRICS nation is to promote global economic recovery reduce potential risk in international financial market and increase economic growth among members. Complementing and strengthening existing bilateral and multilateral relations between member states. Economists believe that four nations of BRIC with be leading producer of manufactured goods by 2050 due to low manufacturing cost and cheap labour supply. The availability of cheap labour and low manufacturing cost encourages the growth of MSMEs. MSMEs have become the power engine of global economy. As they require low cost of establishment,

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generates employment and utilises the idle human and material resources of the country. Growth of MSMEs have also included by United Nation in its 2030 agenda of sustainable development.

Literature Review

The government of several countries view entrepreneurship as the bedrock of industrialisation of their economy and thus encourage entrepreneurship. However, the focus should be on the start-up with good growth potential instead of subsidizing the establishment of the generic business.[5] Entrepreneurship has positive and significant relationship with economic growth.[6] When the economy is slow the employment share of small firms tends to rise because of less employment opportunities in larger firms or even brain off.[7] The e-commerce adoption of a small, medium enterprise does not impact much on export while both exporter and non-exporter understood the importance of e-commerce still the adoption for E-Commerce has not increased.[8] There is a need to encourage public-private coordination in SME policy formulation and implementation and even identified some problematic issues in the promotion law that needed to be sort out.[9] Entrepreneurial development programmes play an important role in economic and industrial development of any country whether developed or developing but these programmes has not yet matched to the expectations.[10] Entrepreneurship development plays a crucial role in initiating and sustaining the process of economic development. The main aim of an entrepreneurial development programme is to stimulate a person for adopting entrepreneurship as a career and to make him able to identify and exploit the opportunities successfully for new ventures.[11] Entrepreneurship development is the life blood of any economy and role of women is important in economic development.[12] It is vitally important part of Indian GDP. SSI obtained tremendous changes due to new industrial policy 1991, thus it is a cause of big Global Enterprises like MNCs also contributed in employment which led to decrease in the growth rate of entrepreneurship and Employment opportunity SSI in India.[13] There is an increasing trend in number of units, employment, market value of assets, thus justifying that the MSME sector as a whole is the Engine of growth for Indian economy.[14] MSMEs plays a vital role in development of rural India and the MSME sector nurtures the traditional skills and knowledge and provides employment opportunities in rural areas as well.[15] MSMEs play an important role in employment generation and lead to self-sufficiency. It is also helpful in uniform development of society. The government policies play an important role in growth of MSME.[16] New BRICS-MSME round table conference highlighted the important issues and ask for cooperation on trade and encouraging entrepreneurship Action Plan for creation of conducive ecosystem.[17] The federation 'Need to support MSME to tide over Covid-19 Crises' (April 2020), chaired by Foreign Affairs Minister of the Russian Federation Mr. Sergey Lavrov, insisted on cooperation among member countries to boost the MSME export for their survival in pandemic crises.

The literature available supports the importance of MSMEs in global economies. In India MSMEs are key contributors in GDP, employment, and export. The purpose of the study is to analyse the strengths and weaknesses of MSMEs in India in comparison to other emerging economies of the world.

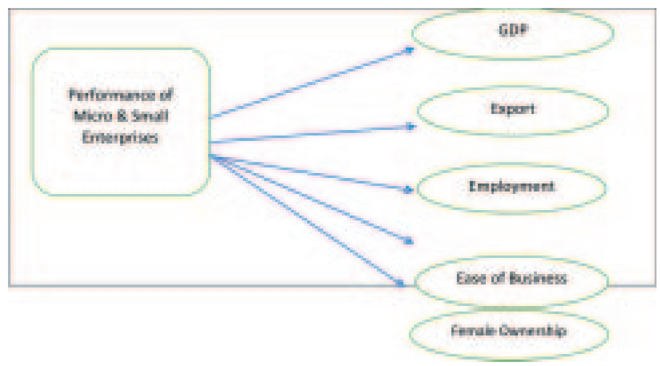


Fig. 1. Conceptual Framework of Study

Objectives of The Study

- To Study the status of MSMEs of BRICs countries.
- To Compare role of MSMEs in the economies of BRICs nationson the basis of some of the key indicators like share in GDP ratio, foreign exchange earnings, employment generation, ease of doing business and ease of doing business.
- To identify strengths and weaknesses of MSMEs in India in comparison to other BRICS nations and suggest suitable solutions.

Research Methodology

The present paper is based on secondary sources. There is no single source of data on performance of MSMEs in BRICS economies. The study is based on the annual reports of respective countries and press releases. The data is analysed by utilizing descriptive statistics with the help of SPSS 26 as descriptive analysis is considered as useful tool for the detailed analyses.

Overview of MSMEs In BRICS Economies

Following is the summary of MSMEs of selected countries:

- ***Brazil:***

Instead of using the term Small and Medium-sized Enterprises, as is common in Europe, Brazil uses Small and Micro Enterprises (SMEs). The Brazilian SMEs are qualified solely by revenue, at a max of R$ 4,8 million/ year (~• 1,1m), considerably smaller than a micro enterprise by EU terms (• 2 million, max 10 employees). Brazilian SMEs together represent 99% of all Brazilian businesses in absolute numbers, amounting to 27% of Brazil's GDP (2011), and account for morethan half of all formal employment in the country.[18] while they account for 99.4% of all businesses in Brazil, they contribute only 54% to the country's formal employment and 43% of all wages and salaries. One of the main challenges facing MSMEs is access to public and private sector credit, in part due to problems such as lack of credit history or proper collateral, or expertise in devising a financial statement.[19]

- ***Russia:***

The SME sector in Russia has steadily grown since 2005, both in terms of SME number and turnover. Nevertheless, the current share of SME in GDP is estimated at 20-25%, which is not only significantly lower than in developed countries, but incomparableto developing ones as well. This fact, as well as the SME regional and industrial structure, shows the under development of the sector. Industrial structure of Russian SME segment indicates the underdevelopment of certain industries: more than half (57%) of SMEturnover falls within the trade sector. Manufacturing accounts for 11.5% of total turnover, construction- 11.0% and real estate- 9.7%. Together these four sectors amount to approximately 90% of SME turnover. The share of every other sector does notexceed 5%. Regional structure of Russian SME segment demonstrates uneven distribution of SME turnover: approximately 80% of SME turnover is in the European part of Russia, with 48% of total SME turnover coming from the Central and North West Federal Districts. Additionally, SMEs located in Moscow and Saint Petersburg generate 18% and 7% of total turnover, respectively. One of the key constraints to SME development is low availability of financing.[20]

- ***India:***

India's Micro, Small, and Medium Enterprises (MSMEs) base is the largest in the world after China. The sector provides a wide range of services and is engaged in the manufacturing of over 6,000 products- ranging from traditional to hi-tech items. Given the government of India's 'Make in India' push, along with a push to attract greater FDI, the Indian MSMEs sector is poised for rapid growth and integration with major global value chains. As per the official estimates, there are about 63.05 million micro industries, 0.33 million small, and about 5,000 medium enterprises in the country.[21] After redefining the MSMEs, 99% of Indian business comes under MSME. It contributes almost 40% of the gross industrial value added in the Indian economy. This has also created largest employment opportunities for the Indian populace, next to Agriculture.

- ***China:***

SME definition in China depends on the industry category and is defined basedon the number of employees, annual revenue, and total assets comprising a company.[22] MSMEs contribute 60% of GDP and provide 80% of urban employment.More than 70% of small and micro enterprises get their loans from small and medium-sized banks. They not only generate a large amount of tax revenue, but also guarantee most of the employment, contributing greatly to economic development and social stability. micro, small and medium enterprises provide more than 50% of tax revenue, more than 60% of national GDP, more than 70% of technological innovation, more than 80% of urban employment, and account for more than 90% of all companies.[23]

- ***South Africa:***

The MSME sector in South Africa has been relatively stagnant over the last decade. Based on Stats SA research, there were 2.309 million MSMEs in 2017 compared to 2.019 million in 2008. the total size of South Africa's MSME market, including formal and informal enterprises, is 5.78 million of which only 14 percent is formalized. Female ownership declined significantly over the past decade to 38 percent in 2017 from 48 percent in 2008. Total funding provided to the MSME sector is currently $16 billion (230 billion rand).[24] One of the key reasons for the low survival rate of MSMEs in South Africa is the lack of access to external finance, meaning MSMEs have to rely on internally generated funds which are typically not sufficient to finance expansion and growth.[25]

Data Analysis and Interpretation

The data below belong to year 2019 that is taken from the reports of micro and small enterprises of respective countries.

Table 1: Share of Micro and Small enterprises in emerging economies of BRICS

Country	No. of MSMEs (in million)	MSME to total enter-prise (in%)	Share in GDP (in %)	Share in Export (in %)	Share in Employment (in %)	Ease of doing business (index/190)	Female Ownership (in%)
Brazil	11.50	98.5	27.00	3.30	62.00	124	32.00
Russia	6.20	42	22.30	8.60	26.30	28	28.00
India	63.39	99	29.00	48.10	40.00	63	20.37
China	38.00	99.8	60.00	68.20	80.00	31	30.90
South Africa	9.10	38.2	34.00	NA	47.00	136	38.00

Source: [26], [27], [28[, [29], [30], [31], [32], [33], [34], [35], [36], [37], [38], [39], [40],[41]

Further the data being analysed with the help of descriptive statistics to find out the relation between percentage of micro and small business and their performance in the economy. Hypothesis being created to test the significance with the help of non-parametric test, chi-square.

Null Hypothesis

H_1: There is no significant relationship between percentage of micro and small enterprises and their share in GDP

H_2: There is no significant relationship between percentage of micro and small enterprises and their share in Employment

H_3: There is no significant relationship between percentage of micro and small enterprises and their share in Export

H_4: There is no significant relationship between percentage of micro and small enterprises and Ease of doing business

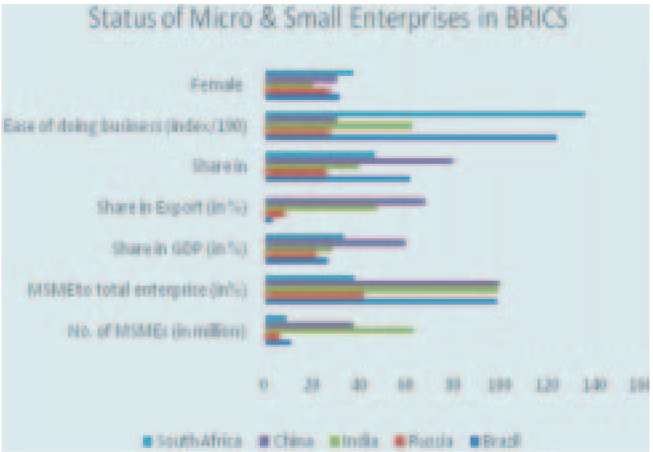
H5: There is no significant relationship between percentage of micro and small enterprises and female ownership.

Sub-parameters of performance	Chi-Square Tests				Decision
		Value	df	Asymptotic Significance (2-sided)	
Percentage of MSMEs to share in GDP	Pearson Chi-Square	10.000[a]	6	.125	Null hypothesis Accepted
Percentage of MSMEs to share in Employment	Pearson Chi-Square	10.000[a]	8	.265	Null hypothesis Accepted
Percentage of MSMEs to Percentage of Export	Pearson Chi-Square	6.667[a]	6	.353	Null hypothesis Accepted
Percentage of MSMEs to Ease of doing business	Pearson Chi-Square	3.333[a]	4	.504	Null hypothesis Accepted
Percentage of MSMEs to Percentage of female ownership	Pearson Chi-Square	10.000[a]	6	.125	Null hypothesis Accepted

a. 12 cells (100.0%) have expected count less than 5. The minimum expected count is .20.

It has analysed from the chi-square analysis that all the sub-parameters of performance ofmicro and small enterprises in economy are independent. There is no relationship between percentage of micro and small enterprises and their share in GDP, employment generation, export, female ownership, and ease of doing business.

Further the cross-country analysis being performed.



India has highest number of Micro & Small Enterprises among BRICS economies and second highest in terms of percentage to total enterprises. This is due to the government support and least legal requirement for the MSME registration. India has separate ministry for MSME that keep on promoting MSME sector in the country. Whereas in terms of share in GDP Indian MSME sector lag behind the China and South Africa. Indian MSMEs have decent share in terms of export. Indian MSME products are managed to create demand in foreign market. In terms of employment generation, micro & small enterprises of China are ahead of all nations. India lad behind Brazil and South Africa in terms of employment generation. For ease of doing business India's performance among BRICS economies is after Russia & China. That also impact the sustenance of enterprises. Whereas the data does not show any relationship between ease of doing business index and percentage of micro & small enterprises in economy. Among all the sub-parameters of performance of MSMEs in BRICS economies, India's performance in terms of women ownership is poor despite Micro and small enterprises are considered as a tool for women empowerment in India.

Conclusion & Recommendations

The present study finds out that all five nations of BRICS being large in area and population aims at strengthening micro & small enterprise sector for generation of employment and economic growth. The government of BRICS nations are encouraging cooperation among them for the promotion of MSME. Whereas there is no significant relation between number of micro & small enterprises or their percentage to total enterprises has any significant relation with the employment generation, share in GDP, export, or female ownership. There is also no relation being observed between ease of doing index and percentage of micro and small enterprise in nation. This can be concluded from the available data that mere number of MSME is not sufficient. To ensure their performance and achieve the objective, policy makers and government should take separate measures.The major problems with which MSMEs are dealing with in India are the unavailability of adequate and timely credit facility, high cost of credit, lack of modern technology, no research and innovations, insufficient training and skill development, complex labour laws.[42] In order to improve the performance of MSMEs at global front more efforts are required in the form of higher investment in advanced technology and research and development, higher usage of digital and technology enabled platform, transfer of technology, more investment in human resources, improved access to finance, reduced infrastructural gaps, lesser stringent business regulations.[43] SME contribution towards GDP for South Africa (36%), Brazil (27%) and Russia (21%) is low and exceptionally low for India. India's economic activity is focused around the industrial and service sector activities with the agricultural sector only contributing 17 percent of GDP (Statistics Times, 2017). The low SME/GDP contribution may be as a result of large corporations contributing more to GDP compared to smaller businesses and thus thereis room for improvement for SMEs to contribute morein the Indian economy.[44]

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उच्च माध्यमिक स्तर के किशोर विद्यार्थियों में एकाकीपन की भावना का तुलनात्मक अध्ययन

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सारांश

भारतीय परिवेश में किये गये अनेक अध्ययन विद्यार्थियों की एकाकीपन की भावना पर प्रकाश डालते हैं और इस तथ्य को प्रकाश में लाने का प्रयत्न करते हैं कि इस संबंध में किये गये प्रयास व संवैधानिक प्रावधान व्यावहारिक रूप में प्रभावशाली हुए या नहीं। विभिन्न अवसरों की उपलब्धता ने विद्यार्थियों की शैक्षिक सुविधाओं में वृद्धि के साथ-साथ उनके एकाकीपन में भी कमी की है। साथ ही शैक्षिक सुविधाओं की उपलब्धता ने विद्यार्थियों की शैक्षिक उपलब्धि में वृद्धि के मार्ग को भी प्रशस्त किया है। इस शोध अध्ययन में उच्च माध्यमिक स्तर पर किषोर विद्यार्थियों में एकाकीपन की भावना के स्तर में समानता पायी गयी।

प्रस्तावना

आज हमारे देश में किशोरों में अनेक कारणों से अपने प्रति एकाकीपन की भावना पैदा हो रही है। वे अपने किशोर जीवन को लेकर समायोजित महसूस नहीं करते है। किशोरों में समायोजन की भावना बहुत ही कम विकसित हो पाती है और वे एकाकीपन की भावना वाले भविष्य की तरफ खिंचे चले जाते हैं। देश में बढ़ती अराजकता के कारण हमें किशोरों में एकाकीपन की भावना को जानना बहुत ही आवश्यक है, क्योंकि युवा ही देश के भविष्य निर्माता होते है। किशोरों के लिए सही शिक्षा की व्यवस्था करना हमारा एक नैतिक कर्तव्य बनता है और शिक्षा व्यवस्था में व्याप्त कमियों को दूर किया जा सके। आज हमारे देश में अनेक कारणो में किशोर बालक बालिकाओं का स्वास्थ्य छोटी आयु में ही बिगड़ जाता है जो आगामी जीवन में लाख प्रयत्न करने पर भी नहीं बन पाता है। इन कारणों में प्रमुख कारण अज्ञानवश अनुचित कारणों को अपनाना है, जिसका एक कारण उनमें अपने भविष्य के प्रति एकाकीपन की भावना है, जिस कारण वे स्वयं को भ्रमित महसूस करते हैं। स्वयं को समाज तथा मित्रों से अलग-थलग पाते हैं। इस समय उनमें अपनी जिज्ञासा का संवेग अपनी चरम सीमा पर होता है। वे अनजाने में ऐसी भूल कर बैठते हैं जो उनके भावी जीवन के लिए हानिकारक सिद्ध होती है।

किशोर विद्यार्थियों के शिक्षण में उनके संवेगात्मक स्थिति का बहुत अधिक प्रभाव पड़ता है। यदि किसी प्रखर बुद्धि वाले बालक की संवेगात्मक स्थिति अच्छी नहीं है तो वह अपेक्षित शैक्षिक प्रगति नहीं कर पायेगा। यदि बालक को घर में माता-पिता का प्यार नहीं मिलता बल्कि उपेक्षा मिलती है, यदि सहपाठी किसी भी कारण उससे अच्छा व्यवहार नहीं करते या अपने सामूहिक कार्यों में शामिल नहीं करते, यदि शिक्षक उसके साथ सहृदय का व्यवहार नहीं करते या यदि स्कूल की असफलताओं की याद बराबर परेशान करती रहती है तो प्रखर बुद्धि का होते हुए भी वह योग्यता के अनुरूप शैक्षिक निष्पति प्रदर्शित नहीं कर सकेगा। मानसिक तनाव उत्पन्न करने वाले संवेग किशोर की मानसिक क्षमताओं को कुंठित कर देते हैं, जिनके कारण वह अपनी शैक्षिक सम्प्रति में वह उसका समुचित प्रयोग नहीं कर पाता है।

एकाकीपन के लिए अंग्रेजी के Alienation शब्द का प्रयोग किया जाता है जिसका अर्थ अपने को एकाकीपन में महसूस करना है। अवांछित एकांत का परिणाम अकेलापन है। अकेलापन अनुभव करने के लिए अकेले होने की आवश्यकता नहीं है, इसे भीड़ भरे स्थानों में भी अनुभव किया जा सकता है। लाखों लोगों से घिरे होने पर भी नितांत अकेला और कटा हुआ महसूस करते हैं। गुमनाम भीड़ में वे परिचित समुदाय का अभाव अनुभव करते हैं। यह स्पष्ट नहीं है कि अकेलापन उच्च घनत्व वाली जनसंख्या के कारण बिगड़ी हुई हालत है या इस सामाजिक ढांचे से उत्पन्न मानवीय हालात का हिस्सा मात्र है। यह परित्याग, अस्वीकृति, निराशा, असुरक्षा, चिंता, नैराश्य, निकम्मापन, अर्थहीनता, दुष्कर्म और आक्रोश की भावनाओं में फलीभूत हो सकता है। अकेला होना ऐसा जख्म है जो बढकर कैंसर का रूप धारण कर सकता है । कई लोग अकेलेपन के कारण आत्महत्या तक कर लेते हैं। यह दुनिया अकेले लोगों से भरी पड़ी है। इस अकेलेपन के कारण ही वे ऐसे-ऐसे घिनौने कार्य करते हैं ताकि उनके भीतरी घाव छिपे रह सकें। इस तरह के बर्ताव द्वारा वे अपने खालीपन और नकारात्मकता को छुपाते हैं ताकि उनको संतुष्टि महसूस हो

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सके। कभी-कभी वह खुद को भूलाना चाहता है तो शराब, गांजा, भांग, अफीम या किसी बड़े नशे की संगति में पड़ जाता है। अकेलापन व्यक्ति के सारे गुणों को खत्म कर, उसे राक्षस बना देता है। बच्चे की एकाकीपन की भावना पर उसके माता-पिता, अध्यापक व वातावरण का प्रभाव पड़ता है। एकाकीपन का मतलब है, अनाकर्षित अस्थायी अवस्था जो मानसिक शक्ति से दूर करती है। कक्षा समूह के अन्दर एक बच्चे को मानने अथवा न मानने के लिए निश्चित रूप से एकाकीपन की भावना उसको प्रेरित करती है।

माध्यमिक स्तर के किशोर विद्यार्थियों में एकाकीपन की भावना का अध्ययन शिक्षण संस्थाओं के लिए उनकी शक्ति का केन्द्र बिन्दु जानने और सुधार के लिए क्षेत्रों की पहचान करने में लाभदायक सिद्ध हो सकता है। उच्च माध्यमिक स्तर पर एक ही कक्षा स्तर के किशोर विद्यार्थियों में समान परिस्थितियों में कुछ किशोर विद्यार्थियों का प्रदर्शन, उनके संवेग, समायोजन, मूल प्रवृत्तियाँ इत्यादि सामान्य, सामान्य से अधिक या सामान्य से कम होता है। इसी परिस्थितीय महत्त्व को ध्यान में रखते हुए इस समस्या का चयन अध्ययन हेतु किया गया।

समस्या कथन : उच्च माध्यमिक स्तर के किशोर विद्यार्थियों में एकाकीपन की भावना का तुलनात्मक अध्ययन।

शोध के उद्देश्य

1. उच्च माध्यमिक स्तर के कला संकाय व विज्ञान संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना का तुलनात्मक अध्ययन करना।
2. उच्च माध्यमिक स्तर के कला संकाय व वाणिज्य संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना का तुलनात्मक अध्ययन करना।
3. उच्च माध्यमिक स्तर के विज्ञान संकाय व वाणिज्य संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना का तुलनात्मक अध्ययन करना।

पूर्व अध्ययन समीक्षा

प्रस्तुत शोधकार्य हेतु निर्मित परिकल्पनाओं का दत्त संकलन के आधार पर सांख्यिकीय विश्लेषण से प्राप्त परिणामों के अनुसार उच्च माध्यमिक स्तर के किशोर विद्यार्थियों में एकाकीपन की भावना का अध्ययन किया गया। इसके परिणाम एकाकीपन की भावना के आधार पर पूर्व में हुए अलग-अलग शोधकार्यों के अनुक्रम में हैं, जहाँ गुप्ता ए.के. (1968) ने जम्मू नगर में 12वीं कक्षा के स्कूल जाने वाले बालकों की सृजनात्मकता व एकाकीपन की भावना के विषय पर अध्ययन किया। इन्होंने पाया कि शाब्दिक एवं अशाब्दिक सृजनात्मकता के विकास के लिए तुलनात्मक रूप से उच्च और स्वस्थ आत्म सम्प्रत्यय तथा आत्मस्वीकृति महत्वपूर्ण है। अत्यधिक सृजनशील बालकों में उच्चतर सुरक्षा तथा उच्चतर आत्मस्वीकृति के गुण पाये गये जिनमें से दोनो उच्चतर समायोजन और सकारात्मक मानसिक स्वास्थय में सहायक थे। शाह जे.एच. (1969) ने ''माध्यमिक विद्यालयों के छात्रों का एकाकीपन और शैक्षिक उपलब्धियों से सहसंबंध'' विषय पर अध्ययन किया इन्होंने अपने अध्ययन में पाया कि कक्षा 9 व 10 के छात्रों में लिंग आधार पर छात्रों में एकाकीपन की भावना के सार्थक अन्तर नहीं होता है। कक्षा 9 व 10 के छात्रों का मध्यमान अंक में एकाकीपन की भावना की दृष्टि से सार्थक अन्तर नहीं था। रेखीय दृष्टि से शैक्षिक उपलब्धि सार्थक रूप से सकारात्मक थी। रामकुमार वी. (1970) ने एकाकीपन की भावना किशोरियों की विशेषताओं का अध्ययन किया। इन्होनें अध्ययन में पाया कि विद्यार्थी समुदाय उनके एकाकीपन की भावना में मुख्य कारक था, जबकि परिवार का आकार, आवास जैसे तत्वों का एकाकीपन के विकास में योगदान था। सामान्य समूह की अपेक्षा चरम समूह के व्यक्तिगत एवं सामाजिक सामंजस्य में स्कोर कम था। राजनैतिक, धार्मिक व नैतिक क्षेत्रों में चरम समूह का प्राप्तांक अधिक था। पिछड़े समुदाय की लड़कियों में दृढ़ आत्म सम्प्रत्यय पाया गया। सक्सैना एस.के. (1979) में एकाकीपन अध्ययन आदत एवं विद्यालयों अभिवृति का सामाजिक आर्थिक स्तर विभिन्न विभागों में सास्कृतिक व्यवस्था एवं कानपुर जिले क हाई स्कूल के विद्यार्थियों की असफलताओं का अध्ययन'' विषय पर शोध कार्य किया। इन्होंने अपने अध्ययन के निष्कर्ष में पाया कि समााजिक-आर्थिक स्तर, आत्म सत्प्रत्यय अध्ययन आदत एवं विद्यालयों अभिवृत्ति हाईस्कूल की असफलताओं पर प्रभाव डालती है। ग्रामीण संस्कृति संबंधी प्रथम विभागी लोग शहरी संस्कृति वाले लोगों की अपेक्षा अध्ययन आदतों में अच्छा पैटर्न रखते हैं। ग्रामीण संस्कृति के छात्रों ने कुशल अध्ययन आदतें एव उपलब्धियां अर्जित कीं क्योंकि ग्रामीण छात्र ने स्वयं को शहरी छात्रों में पायी जानी वाली बुराइयों से दूर रखा तथा यही परिणाम तृतीय श्रेणी वाले में भी पाये गये। भाटिया, सुनीता (1987) में विशिष्ट एवं सामान्य प्रकार के विद्यालयों में अध्ययनरत छात्रों के एकाकीपन की भावना का अध्ययन'' विषय पर अनुसंधान कार्य कर बताया कि भारतीय शिक्षा समिति द्वारा संचालित विद्यालयों के छात्रों के व्यक्तिगत के विकास में पृथक रहना एवं शान्त स्वभाव कारक का, बुद्धिमान एवं चतुर कारक का व्यक्तित्व में निम्न गर्वरहित कारक का, लज्जा कारक का, व्यवहार करने योग्य कारक का, डरपोक कारक का, परिवर्तन का विरोध कारक का, योगदान नहीं पाया गया। विशिष्ट विद्यालय के विशेष कार्यक्रमों का व्यक्तिगत के विकास में ''सामने-बाहर'' कारक का, प्रसन्नचित कारक का, एवं शिथिल करने वाले कारक का विशेष योगदान पाया गया। प्रसाद, एसत्र (1995) ने ''एकाकीपन की

भावना के स्थायित्व पर प्रभाव डालने वाले तत्वों का अध्ययन'' किया। इन्होंने अपने अध्ययन में पाया कि- (क) चिन्ता, असुरक्षा, आत्म संतुष्टि और सामाजिक परिवर्तन ऐसे तत्व थे जो एकाकीपन की भावना के तत्व को प्रभावित करते हैं। (ख) सामाजिक परिवर्तन आत्म दृढ़ता के तत्व के रूप में स्वतंत्र रूप से नही पहचाने गये। (ग) चिन्ता एकाकीपन की भावना और आत्म संतुष्टि में पुरानी और नयी पीढ़ी महत्वपूर्ण रूप से भिन्नता रखती थी। आई. पण्डित (1995) ने ''किशोरावस्था को मनोवैज्ञानिक आवश्यकताओं और आत्म सम्प्रत्यय और उनके समायोजन संबंधी, दृष्टिकोण का अध्ययन'' विषय पर शोध कार्य किया। अध्ययन के निष्कर्ष में इन्होने पाया कि- (क) किशोरावस्था की आन्तरिक आवश्यकताओं में अन्तर मनावैज्ञानिक आवश्यकताओं जैसे न्यूवता, सहनशीलता, उपलब्धियां, आक्रमकता, आवेश प्रदर्शनी, स्वायतता, प्रबलता और रसीलापन महत्वपूर्ण था। (ख) किशोरावस्था में स्वयं विचार अनुभव के बीच महत्वपूर्ण अन्तर था और स्वयं विचार और स्वयं समाज के बीच भी महत्वपूर्ण अन्तर था। (ग) स्वयं अनुभव और स्वयं समाज के बीच अन्तर महत्वपूर्ण नही था। (घ) किशोर लड़के व लड़कियो में आत्म विचार दर्शाता था कि लड़के लड़कियों की बजाय गुणों और सद्‌गुणों के प्रति ज्यादा सम्मान रखते थे। (ङ) अध्ययन में पाया गया कि सामाजिक और भावात्मक समायोजन किशोर लड़कों का, किशोर लड़कियों की अपेक्षा अधिक संतुष्टिपूर्ण था। भल्ला, एस.के. (2007) ने ''अनुशासित और अनुशासन व एकाकीपन की भावना का तुलनात्मक अध्ययन'' विषय पर अध्ययन किया। इनके अध्ययन से ज्ञात हुआ कि अनुशासनहीन समूह के छात्र अपने को महान दर्शाते हैं तथा समय को शक्तिशाली भी मानते हैं। दूसरे समूहों के छात्रों में लज्जा, अन्तःमुर्खता, सामाजिक उपेक्षा और सुसमायोजन अधिक पाया गया। दोनो समूह के छात्र दया, सहयोग, मित्रता, आत्मानुशासन को महत्व देने वाले थे। दोनों समूह संवेग समायोजन की दृष्टि से भिन्न थे। अनुशासित छात्रों की अपेक्षा अनुशासनहीन छात्रों में आत्म सम्प्रत्यय का मध्यमान कम था। अनुशासनहीनता छात्रों की स्वयं की बुद्धि और सौन्दर्यात्मक आत्माओं पर उच्च विचार पाए। दोनों समूह के छात्रों में आत्म सम्प्रत्यय की दृष्टि से प्रदर्शन करने का भाव अधिक पाया गया। भूषण, डॉ. बृज (2008) ने ''महिलाओं में मानसिक स्वास्थ्य तथा सामाजिक दुश्चिन्ता कार्य स्तर से संबंधित है'', अध्ययन में कार्यरत महिलाओं ने अन्य महिलाओं की तुलना में आर्थिक स्वतंत्रता, सामाजिक-सम्मान तथा अन्य समान विशेषताओं में महत्व को महसूस किया। कार्यरत महिलाओं में अन्य महिलाओं की तुलना में निम्न सामाजिक दुश्चिन्ता पाई गई। कार्यरत महिलाओं में मानसिक स्वास्थ्य अच्छा दिखाई दिया। परम्परागत भारतीय समाज में महिलाओं के लिये शिक्षण व्यवसाय को उचित माना। महिला अध्यापिकाएँ सामान्य आवश्यकता तथा तनाव का मुकाबला करने में अधिक सक्षम पाई गई। डोरन, सी (2010) ने भिन्न-भिन्न सामाजिक समूहों के किशोरों की सामाजिक अभिक्षमता का अध्ययन किया और पाया कि लोकप्रिय व अलोकप्रिय, अकेले और तिरस्कृत बालकों की सामाजिक अभिक्षमता के मध्य महत्वपूर्ण अन्तर पाया गया। ड्यूरलोक, जींसवर्ग, टेर्लर, ड्रियको (2010) इन्होंने एकाकीपन के प्रभाव को जानने के लिये 200 विद्यालयों का अध्ययन किया और किशोरों के समायोजन और सामाजिक कौशल को बढ़ाने का प्रयास किया तथा उसमें सफलता भी प्राप्त की। झा, रोशन कुमार (2017), मैनफ्रेड, ई. ब्यूटेल और अन्य (2017), क्ले, रूटलेज (2018), एमी, नोवोटनी (2019), पिर्यसन, तमेरा (2019), लुई, एच्टरबर्ग (2020), एलिसन, कैशिन (2021), खतिवडा, डॉ. लेखराज (2022) ने अपने अध्ययन एकाकीपन तथा अन्य भिन्न चरों के साथ किये; किन्तु उच्च माध्यमिक स्तर के विद्यार्थियों में एकाकीपन की भावना आधारित कोई अध्ययन भारत या विदेशों में सम्पन्न अध्ययनों में प्राप्त नहीं हुआ। अतः शोधकर्त्ता द्वारा यह अध्ययन, उच्च माध्यमिक स्तर के किशोर विद्यार्थियों में एकाकीपन की भावना का अध्ययन करने के उद्देश्य से किया गया।

शोध परिकल्पना

- उच्च माध्यमिक स्तर के कला संकाय व विज्ञान संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना में कोई सार्थक अन्तर नहीं है।
- उच्च माध्यमिक स्तर के कला संकाय व वाणिज्य संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना में कोई सार्थक अन्तर नहीं है।
- उच्च माध्यमिक स्तर के विज्ञान संकाय व वाणिज्य संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना में कोई सार्थक अन्तर नहीं है।

शोध विधि

प्रस्तुत शोधकार्य में सर्वेक्षण विधि प्रयुक्त की गई।

शोध उपकरण

प्रस्तुत शोध कार्य में दत संकलन हेतु शोधकर्ता द्वारा डॉ. आर.आर. शर्मा द्वारा निर्मित परीक्षण व विद्यार्थी एकाकीपन मापनी का प्रयोग किया गया है।

परीक्षण का नाम : विद्यार्थी एकाकीपन मापनी

निर्माण कर्ता : डॉ. आर.आर. शर्मा, श्रीनगर, गढ़वाल

प्रस्तुत परीक्षण उच्च माध्यमिक स्तर के व माध्यमिक स्तर के किशोर वर्ग में एकाकीपन की भावना का मापन करता है।

शोध न्यादर्श : शोधकर्त्ता ने अपने शोध कार्य में झुन्झुनू जिले के विभिन्न अकादमिक विद्यालयों में उच्च माध्यमिक के

स्तर के विद्यालयों में अध्ययनरत 150 विद्यार्थियों को लिया है जो कला, विज्ञान व वाणिज्य संकाय से संबंधित है। शोधकर्त्ता द्वारा इस शोधकार्य हेतु न्यादर्श के रूप में झुन्झुनूँ जिले के माध्यमिक शिक्षा बोर्ड, राजस्थान से सम्बद्ध उच्च माध्यमिक स्तर के विद्यालयों में अध्ययनरत कुल 150 विद्यार्थियों को; संकाय वार 50-50 चुना गया। जो कि विभिन्न विद्यालयों का प्रतिनिधित्त्व करते हैं।

शोध में प्रयुक्त न्यादर्शन विधि : प्रस्तुत शोध में शोधकर्त्ता द्वारा सम्भाव्य न्यादर्शन की साधारण यादृच्छिक विधि को प्रयुक्त किया गया है।

शोध में प्रयुक्त सांख्यिकी : प्रस्तुत शोध में निम्न सांख्यिकीय विधियों का प्रयोग किया गया है :

- मध्यमान
- मानक विचलन
- मानक त्रुटि
- स्वतंत्रता अंश
- आलोचनात्मक अनुपात

परिकल्पना-1: उच्च माध्यमिक स्तर के कला संकाय व विज्ञान संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना में कोई सार्थक अन्तर नहीं है।

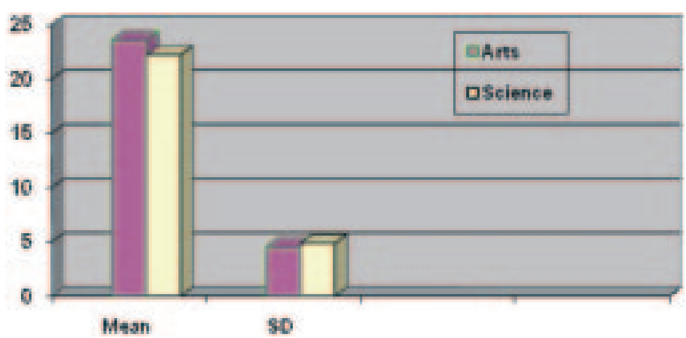
सारणी संख्या-1 : मध्यमान, मानक विचलन, मध्यमानों का अन्तर, स्वतंत्रता के अंश तथा आलोचनात्मक अनुपात का प्रदर्शन

संकाय	विद्यार्थी संख्या N	मध्यमान M	मानक विचलन SD	मध्यमानों का अन्तर D	स्वतंत्रता के अंश df	आलोचनात्मक अनुपात C.R.
कला संकाय	50	23.58	4.52	1.38	98	1.48
विज्ञान संकाय	50	22.20	4.85			

व्याख्या एवं विश्लेषण

उपरोक्त तालिका से स्पष्ट है कि उच्च माध्यमिक स्तर पर कला संकाय व विज्ञान संकाय के किशोर विद्यार्थियों की एकाकीपन की भावना के प्राप्तांकों के मध्यमान क्रमशः 23.58 व 22.20 हैं तथा दोनों समूहों के मानक विचलन क्रमशः 4.52 व 4.85 हैं। दोनों समूहों के मध्यमानों का अन्तर 1.38 है। दोनों समूहों के प्राप्तांकों का आलोचनात्मक अनुपात 1.48 है जोकि स्वतंत्रता के अंश 98 हेतु 0.05 सार्थकता स्तर पर सार्थकता के लिए आवश्यक मान 1.98 से कम है, अतः दोनों समूहों में मध्यमान का सार्थक अन्तर नहीं पाया गया। **अतः परिकल्पना-1 को निरस्त नहीं किया जा सकता है।** इससे यह स्पस्ट होता है कि उच्च माध्यमिक स्तर के कला संकाय व विज्ञान संकाय के किशोर विद्यार्थी एकाकीपन की भावना स्तर की दृश्टि से समान हैं। इनमें एकाकीपन की भावना में कोई विषेश अन्तर नहीं है।

लेखाचित्र संख्या-1 : उच्च माध्यमिक स्तर के कला संकाय व विज्ञान संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना के मध्यमानों में अन्तर की सार्थकता का लेखाचित्रीय प्रदर्शन



परिकल्पना-2 : उच्च माध्यमिक स्तर के कला संकाय व वाणिज्य संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना में कोई सार्थक अन्तर नहीं है।

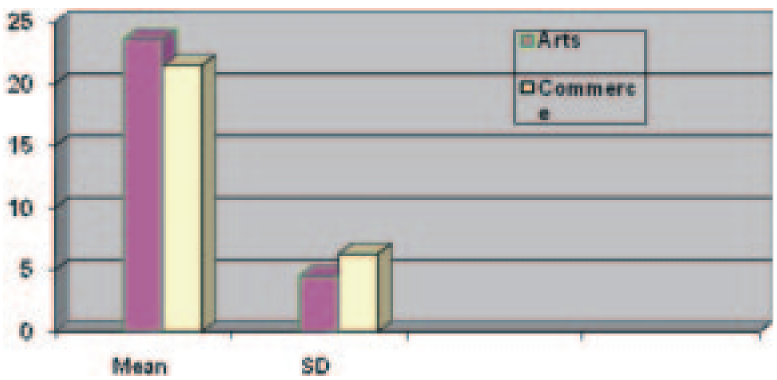
सारणी संख्या-2 : मध्यमान, मानक विचलन, मध्यमानों का अन्तर, स्वतंत्रता के अंश तथा आलोचनात्मक अनुपात का प्रदर्शन

संकाय	विद्यार्थी संख्या N	मध्यमान M	मानक विचलन SD	मध्यमानों का अन्तर D	स्वतंत्रता के अंश df	आलोचनात्मक अनुपात C.R.
कला संकाय	50	23.58	4.52	2.10	98	1.94
वाणिज्य संकाय	50	21.48	6.28			

व्याख्या एवं विश्लेषण

उपरोक्त तालिका से स्पष्ट है कि उच्च माध्यमिक स्तर पर कला संकाय व वाणिज्य संकाय के किशोर विद्यार्थियों की एकाकीपन की भावना के प्राप्तांकों के मध्यमान क्रमशः 23.58 व 21.48 हैं तथा दोनों समूहों के मानक विचलन क्रमशः 4.52 व 6.28 हैं। दोनों समूहों के मध्यमानों का अन्तर 2.10 है। दोनों समूहों के प्राप्तांकों का आलोचनात्मक अनुपात 1.94 है जो कि स्वतंत्रता के अंश 98 हेतु 0.05 सार्थकता स्तर पर सार्थकता के लिए आवश्यक मान 1.98 से कम है, अतः दोनों समूहों में मध्यमान का सार्थक अन्तर नहीं पाया गया। **अतः परिकल्पना-2 को निरस्त नहीं किया जा सकता है।** हालांकि दानों समूहों में प्राप्तांकों के मध्यमानों में अन्तर है। लेकिन दोनों में सार्थक अन्तर नहीं है। जो भी अन्तर है वह संयोगवश ही है। इससे यह निष्कर्ष निकलता है कि उच्च माध्यमिक स्तर के कला संकाय व वाणिज्य संकाय के किशोर विद्यार्थी एकाकीपन की भावना की दृष्टि से समान होते हैं।

लेखाचित्र संख्या-2 : उच्च माध्यमिक स्तर के कला संकाय व वाणिज्य संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना के मध्यमानों में अन्तर की सार्थकता का लेखाचित्रीय प्रदर्शन



परिकल्पना-3 : उच्च माध्यमिक स्तर के विज्ञान संकाय व वाणिज्य संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना में कोई सार्थक अन्तर नहीं है।

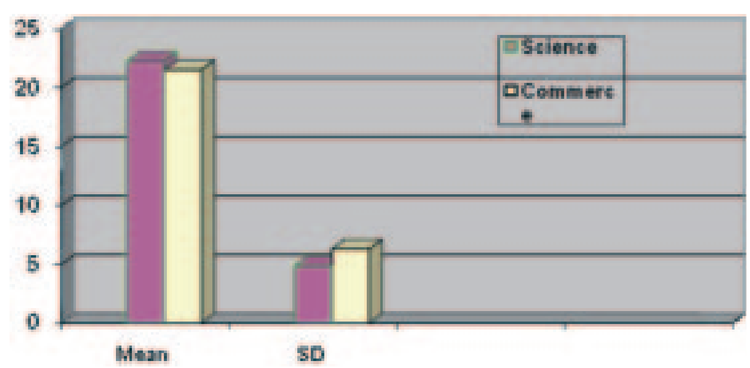
सारणी संख्या-3 : मध्यमान, मानक विचलन, मध्यमानों का अन्तर, स्वतंत्रता के अंश तथा आलोचनात्मक अनुपात का प्रदर्शन

संकाय	विद्यार्थी संख्या N	मध्यमान M	मानक विचलन SD	मध्यमानों का अन्तर D	स्वतंत्रता के अंश df	आलोचनात्मक अनुपात C.R.
विज्ञान संकाय	50	22.20	4.85	0.72	98	0.64
वाणिज्य संकाय	50	21.48	6.28			

व्याख्या एवं विश्लेषण

उपरोक्त तालिका से स्पष्ट है कि उच्च माध्यमिक स्तर पर विज्ञान संकाय व वाणिज्य संकाय के किशोर विद्यार्थियों की एकाकीपन की भावना के प्राप्तांकों के मध्यमान क्रमशः 22.20 व 21.48 हैं तथा दोनों समूहों के मानक विचलन क्रमशः 4.85 व 6.28 हैं। दोनों समूहों के मध्यमानों का अन्तर 0.72 है। दोनों समूहों के प्राप्तांकों का आलोचनात्मक अनुपात 0.64 है जो कि स्वतंत्रता के अंश 98 हेतु 0.05 सार्थकता स्तर पर सार्थकता के लिए आवश्यक मान 1.98 से अत्यंत कम है, अतः दोनों समूहों में मध्यमान का सार्थक अन्तर नहीं पाया गया। **अतः परिकल्पना-3 को निरस्त नहीं किया जा सकता है।** यह परिणाम इंगित करता है कि उच्च माध्यमिक स्तर पर विज्ञान संकाय व वाणिज्य संकाय के किशोर विद्यार्थियों की एकाकीपन की भावना समान है।

लेखाचित्र संख्या-3 : उच्च माध्यमिक स्तर के कला संकाय व वाणिज्य संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना के मध्यमानों में अन्तर की सार्थकता का लेखाचित्रीय प्रदर्शन



परिणाम

दत्त विश्लेषणों के अनुसार जो भी परिणाम प्राप्त हुए हैं उनसे ज्ञात हुआ है कि उच्च माध्यमिक स्तर पर कला, विज्ञान व वाणिज्य संकाय के किशोर विद्यार्थियों में एकाकीपन की भावनाओं में सार्थक अन्तर नहीं पाया गया। जो भी अन्तर है वह केवल संयोगवश ही है या संकाय के प्रति अभिवृत्ति व जागरूकता में अन्तर का परिणाम है। शोध के तीनों संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना के प्राप्तांकों के मध्यमानों का अन्तर क्रमशः 1.38, 2.10 तथा 0.72 है, जो कि नगण्य अन्तर है। उक्त परिणाम इंगित करते हैं कि उच्च माध्यमिक स्तर पर उक्त तीनों संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना के स्तर की दृष्टि से समान होते हैं, उनकी एकाकीपन की भावना स्तर में विशेष अन्तर नहीं है।

निष्कर्ष

झुंझुनूँ जिले में उच्च माध्यमिक स्तर पर कला संकाय, विज्ञान संकाय व वाणिज्य संकाय के किशोर विद्यार्थियों में एकाकीपन की भावना के मध्यमानों में कोई सार्थक अन्तर नहीं पाया गया है अर्थात उच्च माध्यमिक स्तर पर किशोर विद्यार्थियों में एकाकीपन की भावना के स्तर में समानता पायी गयी।

सुझाव

सभी संकायों के विद्यार्थियों हेतु विद्यालय चयन करते समय इनकी बौद्धिक क्षमताओं पर विशेष ध्यान दिया जाना चाहिए।

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Effect of Metacognitive Instructional Strategies in Promoting Undergraduate Students' Mathematical Problem Solving Competence for Competitive Examination

***Rajkumar Rajadurai, **Hema Ganapathy**

Abstract

Studies pertaining to metacognition frequently place an emphasis on the knowledge, regulation, and experience components but little on the use of instructional methodologies. A clear and cohesive academic framework that supports undergraduate students' use of metacognitive instructional strategies in mathematical problem solving is not given much attention, particularly in the Indian setting. The aim of this study is to investigate the usage of metacognitive instructional strategies by undergraduate students using a quasi-experimental approach. Initial data were gathered utilising the prepared mathematical problem-solving test based on competitive examinations with participation from 84 students. The data was analysed using the test comparison method and a single group pre-and post-experimental design. Results showed that between the pre-test and the post-test, undergraduate students in the experimental group differed considerably in their ability to solve mathematical problems and their use of metacognitive instructional strategies. The results provide some insight into the specific function of the metacognitive instructional strategies and certain subsequent elements when answering mathematical problems in competitive examinations.

Introduction

The early years of elementary school include a heavy emphasis on numbers, mathematical content, and arithmetic, and successful learning experiences in these grades increase students' prospects of future success (National Research Council, 2001). Recent reform initiatives in mathematics education aim to give students space to use problem-solving techniques effectively, creatively, and flexibly. These initiatives include the National Council of Teachers of Mathematics (NCTM), 1989; 2000; National Governors Association Center for Best Practices and Council of Chief State School Officers (NGA and CCSSO), 2010; Peters *et al.,* 2013; Sahin, Dixon, and Schoen, 2020. The National Council of Teachers of Mathematics (NCTM), 1989; 2000; National Governors Association Center for Best Practices and Council of Chief State School Officers (NGA and CCSSO), 2010; Peters *et al.*, 2013; Sahin, Dixon, and Schoen, 2020) are recent reform initiatives in mathematics education with the goal of giving students space to use problem-solving techniques effectively, creatively, and flexibly. Based on the hypothesis advanced by Flavell and his associates (Flavell *et al.*, 2002) and taking information from Zohar and Barzilai's study, we adopt the idea that integrated metacognition should encompass metacognitive knowledge, metacognitive regulation, and metacognitive planning (Zohar & Barzilai, 2013). The components of metacognitive knowledge include personal, task, and strategy characteristics. Personal variables are factors that a person is aware of about themselves, such as their defects and talents. Task variables include details on the types and needs of tasks as well as details about the conditions and factors that have an impact on the tasks. The awareness of both specific and general cognitive strategies, as well as their potential use in approaching and finishing certain tasks, are all covered by the term "strategy variable." The metacognitive components of such knowledge include knowing how to use it, when to apply it, and where to apply it. Incorporating emotions, beliefs, and online task-specific experience into metacognitive assessment and reflection. Metacognitive instruction strategies include the use of creativity and ideas, time management strategies, planning strategies, monitoring and regulatory strategies, and assessment procedures. In order to plan, monitor, control, and assess their mathematical performances as well as automatically

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reflect their problem-solving behaviours while working on a mathematical problem, students must possess metacognitive skills (Jiang *et al.*, 2016).

According to earlier research, the key element in solving mathematical problems is using metacognitive instructional strategies. Rahman (2010) investigated the link between metacognitive strategy utilisation and English achievement. The main conclusion of this study is that the rehearsal technique is the most frequently employed approach, and there are disparities in how proficient and less proficient English language learners use meta cognitive strategies. University students' use of two different approaches to gauge their metacognitive awareness when completing mathematical problems was compared by Kazemi (2012). The link between students' metacognitive awareness, as determined by a meta-cognitive inventory and protocol analysis, was shown to be modest and significant. As a result, this study implies that using a variety of measurement techniques to assess meta-cognition yields a more accurate picture of the phenomenon being studied. Only the fifth-grade experimental classes exhibited a statistically significant difference between the pre-test and post-test results, according to Vula, Avdyli, Berisha, Saqipi, and Elezi's (2017) findings. Third-grade experimental learners' classes, however, performed better than control groups. In order to identify appropriate frameworks, the naming and categorization of metacognitive instructional strategies in relevant study of the literature was done. Even though these strategies can help students better understand metacognition and highlight possible connections between cognition and metacognition, they fall short of delivering a research foundation that would allow students to improve their metacognitive instructional strategy while working on mathematical problems. Such a research foundation is crucial primarily for undergraduate students who must be prepared to create problem-centered teaching strategies. This is done to make it easier for their future students to build metacognitive instructional strategies. In order to demonstrate their ability to solve mathematical problems for competitive exams, a sample of undergraduate students adopted a metacognitive teaching technique in this study.

The following research questions served as the basis for the current investigation:

1. How can undergraduate students handle mathematics problems on competitive exams using meta cognitive instructional strategies?
2. How closely do undergraduate students' meta cognitive instructional strategies match up with their scores on examinations of their ability to solve mathematical problems?

Objectives

To determine whether there is a significant difference in the experimental group's undergraduate students' abilities to solve mathematical problems and their usage of metacognitive instructional strategies between the pre-test and the post-test.

Examining the experimental group's undergraduate students' proficiency in solving mathematical problems is related to various aspects of the engagement of metacognitive instructional strategies in the post-test.

Research Method

This study employed a pre-post quasi-experimental design. Eighty-four undergraduate students from two colleges connected to Periyar University in Salem took part in the study. Male and female participants in the experimental groups range in age from 19 to 22.

Instruments

Based on completing mathematical problems, the Questionnaire on Metacognitive Instructional Strategies (QMIS) employed in this study was created. Together with the research supervisor, the researcher created a questionnaire on metacognitive instructional strategies. It had five subscales, including ones for metacognitive task analysis, metacognitive instructional objectives, metacognition during the creation of instructional materials, metacognition during evaluation, and metacognitive reflection. Before being utilised in the official test, the scale underwent a number of testing, including construct validity and expert validity tests. With 25 items broken down into five categories there are metacognitive task analysis, instructional objective, preparation, evaluation, and reflection. QMIS has a 5-point Likert scale. Undergraduate students comprehend the offered statements for solving mathematical problems to the letter. Consider a mathematical topic that could be answered correctly in the competitive test with particular reference to the information below: What steps do you take before solving a mathematical problem?, What do you do when you work through a mathematical problem? and What do you do after you finish? Cronbach's alpha for QMIS as a whole was 0.872.

A self-made tool called the Mathematical Problem Solving Competence Test (MPSCT) was utilised in the study to measure participants' ability to solve mathematical problems. Each of the 60 items on the MPSCT has four possible answers. to lessen the impact of different levels of mathematical proficiency among undergraduate test-takers. These test questionsare based on competitive examinations conducted by the state and central governments.

Procedure

The 40-hour metacognitive teaching technique and a mathematics problem-solving test for undergraduate students have been given to the researcher to conduct the activities. The students in the treatment group learned about metacognition, metacognitive training, the goals of the current study, the study procedure, problem-solving exercises used in the material, and their roles during the study during this instruction. After the pretests were administered, the experimental group of students underwent a learning process known as "metacognitive instructional technique employing problem solving exercises" to improve their ability to solve mathematical problems. The goal of teaching metacognitive instructional approach through problem solving activities is to help students develop their metacognitive abilities practically.All of the activities performed in the treatment group were organised by the researcher. During problem-solving activities, the teacher kept an eye on the students as they worked on the worksheet problems and prompted them with questions as needed, such as "What do you think when you first read the problem?," "I can read the problem thoroughly; do you understand it?," "Do you think that you have understood the problem?," and "Tell me what goes through your mind?" To elicit the students' metacognitive thinking, ask them questions like "What will you do now?," "Will this help to arrive at a solution?" and "Do you think you can solve this problem?".The purpose of these questions is to elicit the students' opinions of themselves, and the procedure aims to motivate them to pose their own inquiries. The pupils had to cope with 30-word difficulties for the duration of the nine-week application study.

Findings

$H_0$1: Between the pre-test and the post-test, undergraduate students in the experimental group did not substantially vary in their ability to solve mathematical problems and in the use of metacognitive instructional strategies.

The paired-samples t-test findings revealed that the experimental group's post-test scores in both mathematical problem-solving competence (t=36.709, p.001) and metacognitive instructional strategies (t=8.064, p.001) were considerably higher than the pretest values.

Table 1: Pre-test and Post test comparison of mean scores of experimental group

Category	N	Pre Test		Post Test		r value	t value	Sig
		Mean	SD	Mean	SD			
Mathematics Problem Solving Competence	84	18.98	6.302	49.70	5.087	0.105	36.709	0.000
Use of Metacognitive Instructional Design	84	97.04	14.795	113.20	9.637	-.091	8.064	0.000

According to the results of the 't' test analysis from Table 1, students in the experimental group (N=84) differ significantly from pre-test and post-test in terms of their ability to solve mathematical problems at the 0.01 level of significance. The post test mean score (M=49.70) is higher than the pre test (M=18.98). Given that the respondents are undergraduate students, it is important to stress that the experimental methodology could significantly improve respondents' ability to solve mathematical problems. At the 0.01 level of significance, more students in the experimental group show differences in the use of metacognitive instructional strategies between the pre-test and post-test. These findings also show that the usage of metacognitive instructional strategies varied significantly between the pre-test and the post-test.

$H_0$2: The experimental group's undergraduate students' competence in solving mathematical problems is related to various aspects of the usage of metacognitive instructional strategies in the post-test.

Table 2: Regression analysis for Experimental group in the post-test with the dimensions of independent and dependent variables

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.824	0.687	0.534	1.698

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	146.523	5	29.305	3.142	0.045
Residual	2001.036	78	25.654		
Total	2147.560	83			

COEFFICIENTS

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
(Constant)	43.429	3.913		11.100	0.000
MTA	-2.347	0.919	-0.502	-3.485	0.002
MIO	1.427	1.201	0.267	5.308	0.003
MIM	-0.940	0.418	-0.329	-3.818	0.007
MOE	0.836	0.523	0.456	3.241	0.006
MR	-0.676	1.481	0.826	4.797	0.001
MIDU	-.022	0.937	-0.123	-3.865	0.008

MTA - Metacognitive Task Analysis
ME - Metacognitive Evaluation
MIO -Metacognitive Instructional objective
MR - Metacognitive Reflection
MPIM-Metacognitive preparation

According to Table 2 model summary, the adjusted R square was determined to be 0.534, meaning that the dimensions of metacognitive instructional strategies can explain about 53% of the variance. The five dimensions of metacognitive instructional strategies are highly correlated, as indicated by the multiple correlation coefficient of 0.824. ANOVA table reveals that combinations of the characteristics of metacognitive instructional strategies significantly predict undergraduate students in the experimental group's ability to solve mathematical problems during the post-test. The significance value is 0.045, which is significant at the 0.05 level.The coefficient table shows that the experimental group's undergraduate students' ability to solve mathematical problems in the post-test was influenced by all five metacognitive instructional strategy dimensions, including task analysis, instructional objective, preparation of instructional materials, evaluation, and metacognitive reflection. This demonstrates that while developing their ability to solve mathematical problems, undergraduate students in the experimental group frequently employ metacognitive instructional strategies. It follows that the direction of the model of mathematical problem-solving competence appears to be more successful.

Discussion

This study looked at metacognitive instructional strategy training as use in a realistic college setting because it has been found in the various studies that have been reviewed that students find it difficult to solve mathematical problems when using metacognitive instructional strategies. All of the students went over a metacognitive instructional strategies that was relevant to the study before being evaluated on its contents the following week. Even though there are some differences in the experimental group's learning outcomes, differences in the use of the metacognitive taught methods were discovered at least early in the learning process. Only early in the learning process were differences in metacognitive strategy utilisation seen. These results could be the result of three different things. Undergraduate students first focused solely on using metacognitive instructional strategies to solve problems. If students routinely practice using techniques, they will retain how to use each step to solve a mathematical problem. However, this concept that inspires discussion and implementation objectives when solving mathematical problems serves as a persistent reminder. Second, because adequate use takes time and drains cognitive resources, undergraduate students may have tried to employ the metacognitive strategies but eventually gave up. The longer anproblems takes to solve, the more scarce cognitive resources are likely to be, which may explain why undergraduate students ceased employing the metacognitive instructional strategies near the end of their learning. More knowledge on how students' allocation of cognitive resources changes over time may be gained by measuring cognitive load at various time to time. It's crucial to remember, however, that our approach measure only took into account overt metacognitive instructional strategies use. Thirdly, it's possible that pupils still used the metacognitive skills they were taught, but only in private. This point might be more clearly explained through metacognitive reflection and assessment. As a result, future research should take into account using metacognitive strategies to gain a deeper understanding of the mathematical problem-solving process as well as how the metacognitive instructional strategies are used, how their use evolves over time, and what factors might be at play in this evolution. The use of metacognitive instructional strategies training has very positive benefits on learning outcomes.

Recommendations

For improvement in achieving desired academic goals, we recommend the following :

1. Keeping in mind that the metacognitive strategies should only be used as practices and not be part of the curriculum.
2. Teachers may also receive training to help children learn how to self-examine, self-evaluate, self-regulate, and think aloud while engaging in educational activities. Organize training sessions for teaching faculty based on the suggested strategies of metacognitive knowledge & self-regulation if faculty members lack metacognitive knowledge.
3. Our findings showed that instead of conceptual learning and comprehension, pupils frequently used metacognitive methods to learn by rote. Faculty members and counselling specialists should concentrate on helping the students understand that comprehending the material is more important than memorization; otherwise, this could cause them to be conceptually weak in the subject and unable to continue learning.
4. In addition, the researchers must assess the effects of using metacognitive strategies in topics other than mathematics.
5. Using this study as a frame of reference, teachers can create mathematical problem-solving activities that encourage students' knowledge of metacognitive strategies or metacognition in general. They can also create an environment in the classroom that fosters the growth of metacognitive instructional strategies or metacognition.

Contribution and practical relevance

The research adds to our understanding of how difficult it may be to apply metacognitive instructional strategies, demonstrating the necessity for instructional support. However, the approach training employed in the current study, along with its combination with other instructional support, was successful in enhancing undergraduate students' understanding of mathematical problem-solving content for competitive examinations. Therefore, more work has to be put into figuring out more efficient strategy support treatments. At the same time, this entails making sure that well-designed instructional materials are used in mathematics education, with embedded strategy support, as an efficient way to improve strategy utilisation through training and prompts.

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Baseline Social Assessment Study of Higher Educational Institutions of Uttarakhand: In the Context of RUSA

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Abstract

Education has always been considered a means of improving the quality of life, human development, and socio-economic status of human beings, in which higher education plays a major role. Therefore, reorientation of higher education is necessary for all those nations; who are facing the challenges of the present demands of their citizens. These challenges can be minimized by enriching the quality of human beings and the material resources of higher educational institutions. This research was only an attempt to assess the status of higher educational institutions covered under the RUSA scheme concerning access, equity, and quality issues in the state of Uttarakhand. In this study, the researcher took the baseline data of 21 government degree colleges, 4 model colleges, and 2 state universities through 3 self-made tools: The Institution Information Schedule, the Teacher Information Schedule, and the Student Perception Scale. Findings reveal the data related to enrolment, equity, and quality and the comparative strengths and weaknesses of different types of institutions like government colleges, model colleges, and universities covered under the Rashtriya Uchchatar Shiksha Abhiyan.

Introduction

Education is a basic need in every society. A better education system can enhance the social, scientific, and technological improvement of a country. The human resource development of a country depends upon the quality of education imparted in the country (Mohanty, 2000). Today, higher education has entered an unprecedented period of globalization, with what has come to be known as the "knowledge economy" forcing people to move into other worlds and cultures. Higher education is recognized today as a capital investment and is of paramount importance for the economic and social development of the country (Barnet, 1990). Higher Educational Institutions (HEIs) play an important role in the development of any country. These higher educational institutions influence the processes of development directly and indirectly through best practises in many different capacities and domains, such as teaching, research, and service.

India now has to build a global knowledge-based society for a high economic growth rate so that it can compete with the economies of developed countries. for which it is very important that skill-based knowledge and training be promoted. Such activities create a large pool of qualified manpower, which is nurtured by a rich and quality higher education system. It is widely accepted that the economy of any country is now becoming more and more based on global knowledge. Therefore, this also underlines the need for higher education about the rise of India's economy. But it is also true that maintaining high standards of quality in the Indian higher education system is proving to be a challenging task. In this regard, the National Knowledge Commission constituted by the then Prime Minister, Dr. Manmohan Singh, called higher education in "a silent crisis" and the then HRD Minister called higher education "a sick child". Because multi-national companies and industries in India are constantly facing a paucity of skilled human resources, unless the problem of a shortage of highly skilled human resources is addressed, the pace of development cannot be sustained.

In the last two to three decades, there have been quantitatively significant structural changes in the Indian education system, particularly in the higher education sector, due to liberalization and privatization. in which the entry of mainly private sector investors has increased the capacity of the market to a large extent. While the entry of private educational institutions into higher education has provided students with numerous options for obtaining an education, there has also been an increase in the accessibility of higher education. In present times, competition at the national and international level and

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demand for human resources with multi-disciplinary knowledge has led to rapid growth in higher education in India. In the present, higher educational institutions are becoming hubs of global knowledge, ideas, and inter-disciplinary knowledge and training. on the basis of which the list of the top 200 higher education institutions is released every year globally through the Times Higher Education Ranking. due to which the development of Indian higher education and the admission of private educational institutions continue to be evaluated. Studies suggest that India suffers from an inadequate supply of qualified human capital, and job creation depends on the availability of skilled and trained personnel (Kumari, 2014).

All the people of the intellectual world accept this: education increases dynamism, change, and prosperity in society. As a result, deprived and marginalised people are liberated from the complex web of social stratification and inequality and are able to join the mainstream. Education is equally important for enhancing India's competitiveness in the global economy. Therefore, providing quality education to all is vital for India's economic and social development (Ponnavaiko, M. 2015). Therefore, there is an urgent need for expansion, transformation, monitoring, and quality enhancement of the existing higher educational institutions located in the state.

Present Study

The need for a strategic initiative to improve access, equity, and quality in higher education was underlined by the Rashtriya Uchchatar Shiksha Abhiyan, which focused on state-run universities and colleges through a special, centrally sponsored scheme in a mission-mode manner. In the present study, an attempt has been made to analyze the various processes of the entire system of Rashtriya Uchchatar Shiksha Abhiyan in the state of Uttarakhand. This baseline study is comprehensive research to examine the social and institutional factors contributing to the current state of the public higher education system in Uttarakhand, including access, equity, and the overall quality of higher education. These aspects have been studied with the aim of improving the efficiency of the higher education system within the state. Apart from these, students studying in higher educational institutions and two key stakeholders were also identified, which included administrators and teachers working in universities, model colleges, and government degree colleges. The current study relied on quantitative, qualitative, primary, and secondary data sources. To complete this research work, self-made tools related to institutions, teachers, and students were created to collect data on various aspects related to public higher educational institutions in Uttarakhand covered under the RUSA scheme.

Significance of the Study

The study, entitled "Baseline Social Assessment Study of Higher Educational Institutions of Uttarakhand: In the Context of RUSA," was a social assessment and quality-oriented study of Uttarakhand state with special reference to the higher education system operating under the provisions of the RUSA scheme. The study was critical to analyze access, equity, and excellence issues in higher education in Uttarakhand. The study also helped in assessing the perception of various issues related to higher education within the state. The study was conducted to help in the assessment; implementation, and monitoring of the RUSA program, which, in the ultimate analysis, is intended to help improve the higher education system within the state and provide direction to policymakers, planners, and all the stakeholders in higher education in Uttarakhand.

Objectives of the Study

- To assess the status of the higher education system in terms of access, equity, and excellence in relation to various segments, including gender (boys and girls), categories (SCs, STs, and OBCs), and geographical conditions (hilly and plain).
- To analyse various causally related factors affecting access, equity, and excellence in higher education regarding children from various strata of the population.
- To analyse the perceptions of teachers, officials, and students regarding access, equity, and excellence in the higher education system.

Assumptions of the Study

- There exists a basic structure for higher education in Uttarakhand that is capable of achieving the goals of the Rashtriya Ucchatar Shiksha Abhiyan within the state.
- Observation and assessment of access, equity, and excellence in higher education are possible as per the objectives laid down by the Rashtriya Ucchatar Shiksha Abhiyan.

Design of the Study

The proposed investigation, entitled "Baseline Social

Assessment Study of Higher Educational Institutions of Uttarakhand: In the Context of RUSA," was completed in the following phases:

- **Phase one:** In this phase, the researcher selected the sample for the present study.
- **Phase two:** In this phase, various tools were constructed for the collection of qualitative and quantitative data on enrolment, equity, and excellence. Tools were constructed for the gathering of data from teachers, students, and institutions related to higher education.
- **Phase three:** During this phase, various tools (self-constructed tools) were administered and the necessary data from the selected sample were collected.
- **Phase four:** In this phase, the collected quantitative and qualitative data were analysed by using various statistical techniques.
- **Phase five:** Results and conclusions were derived during this phase.

Sample of the Study

Sampling Technique used in the Present Study

Identification of the universe:

The study was conducted in the state of Uttarakhand; therefore, all higher education institutions that were covered under the RUSA scheme comprised the population. Sampling for the present study followed the following stages:

(i) Selection of Districts from the Notified Districts of RUSA

Uttarakhand state is comprised of 13 districts. These districts are scattered over a wide geographical area, including mountainous and plain areas, and are covered by two major administrative commissionaires, i.e., Garhwal and Kumaun. All these districts are RUSA-notified districts. This study attempted to include all districts covering various setups of institutions with adequate student enrolment in order to identify government degree colleges.

(ii) Selection of Higher Educational Institutions

The identification of the educational institutes for the sample was made based on the list of selected higher educational institutions for infrastructure grants under the "Rashtriya Ucchatar Shiksha Abhiyan in Uttarakhand." A total of 39 higher educational institutions were covered under the scheme; out of these 39 institutions, 30 government degree colleges, 5 model degree colleges (upgraded from government PG colleges), and 4 universities were approved for infrastructure grants (6th Meeting of the Project Approval Board, M H R D, 27th March 2015, New Delhi). The final sample of selected educational institutions comprises 21 government degree colleges, 4 model colleges, and 2 state universities.

(iii) Selection of Teachers

All the available teachers were selected for the sample based on their availability on the days of the researcher's presence on the campuses. An attempt was also made to ensure that both regular and contractual teachers were given adequate representation in the sample. The final sample included 211 (129 male and 82 female) from universities, 83 (62 male and 21 female) from model degree colleges, and 111 (75 male and 36 female) from government degree college teachers.

(iv) Selection of Students

All available students on the days of the study were included in the final sample, which consisted of 485 students from the universities, 404 students from model degree colleges, and 419 students from government degree colleges.

Tools used in the Present Study

The following tools were prepared by the investigator for the present study:

- Teacher Information Schedule
- Institution Information Schedule
- Student Perception Scale

Major Findings from the Study

(i) Based upon Access Issues

The proximity of the institutions to the nearest link roads is an important factor in their accessibility. The comparative analysis of the different types of institutions concludes that, as far as universities and model colleges are concerned, their connectivity with the nearby link roads is by and large satisfactory. Since most of the government degree colleges are located in mountainous regions, their connectivity with the nearby link roads is very poor, as they are connected either through Kaccha Road or Pagdandies, which severally hampers access to such institutions and causes hazards for students as well as faculty members to access their colleges. As a result, such a state of affairs must be urgently improved.

Institutional distance from teachers' residences reveals that teachers in government degree colleges are in a poor situation, as most of them tend to live in the nearby localities, which are still distant due to the non-availability of residences close to the institutions, whereas teachers in universities or model colleges have to cover a lesser distance as they are living either within the campuses or nearby localities.

(ii) Based upon Equity Issues

Inclusive development of society is one of the important goals of RUSA. Since economic resources, awareness, equity, equality, socio-cultural background, and geography play a significant role in determining the access and cost of higher education for a student, all these inequalities are widely visible in different forms of society, such as linguistic, gender, socio-economic, and religious groups.

(a) Social Inclusion

The disparity between various caste groups runs through the issues of inclusion. The enrolment data reveals that on average, scheduled caste students' enrolment is quite healthy in all the institutions within Uttarakhand. It is also encouraging to note that the percentage representation of both SC boys and girls in different types of institutions is much higher than the state average of the SC population, which is around 17 percent. Conclusions may therefore be drawn that Uttarakhand as a state is a better-performing state, as far as the higher education of the SC population is concerned. Access issues, therefore, have no connection with the inclusion of SC communities in the higher education sector.

The enrolment data for scheduled castes, scheduled tribes, and other backward classes respectively reveal that, across the board, the enrolment of SCs is higher than the enrolment of STs and OBCs. As far as OBC's presence is concerned, the enrolment in model colleges and government degree colleges of such students is higher than the state average; however, their presence in the universities is comparatively very low. A similar trend is also observed as regards the ST enrolment in higher education, where their presence in the universities and model colleges is comparatively low, whereas their enrolment in the government degree colleges is higher than the state average. On one hand, universities need to strengthen their policies regarding the inclusion of ST and OBC populations in such institutions; on the other hand, the high presence of ST and OBC populations in government colleges is an encouraging sign. It is encouraging that the STs and OBCs are generally aware of their higher education, though universities still appear poorly accessible to them. However, this observation may be completely skewed. Institutions, especially government colleges, where their enrolment is relatively high, tend to show a drop in student enrolment in the general category. Socioeconomic considerations, therefore, appear to play a vital role. General category students tend to migrate to model colleges or universities for their better education, whereas ST and OBC students, and more specifically ST students, have no option but to stick to government degree colleges due to their poor resource availability and poor access to quality higher education.

(b) Gender Inclusion

- Enrolment data further demonstrates that, on average, girls enrol in higher education institutions covered by RUSA. Especially in the hilly regions, it is better than the boys. It may be concluded that it could be the result of the growing awareness among parents towards the education of their girl child and higher gender parity in society; however, it cannot be ruled out that this picture may be the result of the migration of male children towards professional courses or better quality higher education institutions.
- The demographic composition of students in higher educational institutions in Uttarakhand may also be because of the out-migration of the hill population, which is becoming a common phenomenon in the hills in recent years. It may be because parents prefer to migrate their male children to relatively better institutions, which are largely located in the lower Himalayas. Hence, migration is partially limited to better educational avenues for boys, whereas girls continue to study in institutions close to their permanent residences under parental supervision.

(c) Geographical Inclusion

- Geographical inclusion is an important issue in Uttarakhand, as higher education institutions are not only distributed in rural and urban areas but are also scattered over a wide geographical area, including plains and mountains. Whereas government degree colleges are mostly located in the rural areas of the state, model colleges are evenly distributed in the rural and urban areas. Since the sampled universities are largely located in urban areas, rural students tend to get deprived of the benefits of the universities.

- The high enrolment of female students in rural areas attests to the fact that girls prefer to enrol in institutions that are easily accessible to them.
- As previously stated, educational institutions are spread across a wide geographical area of Uttarakhand, including the upper hills, middle hills, and foothills; however, the absence of universities in the upper hills indicates that such areas require better access to quality higher education institutions, and thus more universities must be established in the mountainous areas of Uttarakhand so that such areas do not remain deprived of access to quality higher education institutions.
- Conclusions may be drawn that the institutional reach in mountainous areas must be addressed in a targeted manner.

(iii) Based upon Infrastructure Issues

- Basic infrastructure, institutional history, and the availability of material resources within institutions all play important roles in the context of access and equity in higher education; however, they are equally important for achieving access, equity, and quality in any higher education system.
- Hence, to assess the quality of higher education in Uttarakhand, such issues have been given due importance in the present study. Apart from the other academic and quality issues, the land and building owner is the foremost requisition of any institution. It is surprising to note that even now, there are good numbers of institutions that have no land at all, even those institutions that do have land have yet to start building.
- This situation is more alarming in the context of government degree colleges, where a substantial number of institutions are operating either in temporary buildings or in rented buildings.
- The availability of staff quarters both for the teaching and non-teaching staff results in the overall efficiency of the institutions. In Uttarakhand, there is not even a single government degree college that has such facilities available to it.
- The situation in model colleges is also not so rosy; however, universities are better in this regard. To improve institutional efficiency, residential facilities for staff are therefore required.
- The availability of in-house hostels for students is vital in the context of any educational institution. Uttarakhand as a state seems extremely poor in this regard, as not even a single hostel is available in government degree colleges.
- As far as the availability of classrooms in the institutions, the existence of poor classroom availability in the government degree colleges is a poor reflection of the state of higher education. Universities, however, appear satisfactory in this regard.
- It is alarming to note that 3/4 of government degree colleges do not have separate toilet facilities for boys and girls.
- None of these colleges has the availability of conference halls, computer labs, internet facilities, a gymnasium, or an auditorium, which is a poor reflection on the state of affairs. Model-degree colleges are also not lagging in this regard. There are still many institutions where basic facilities like electricity, playgrounds, and laboratory facilities are in poor shape. The lack of availability of student support systems like the NSS, NCC, and women's help cells, especially in government degree colleges, is a serious cause for concern. As a result, there is an urgent need to critically examine and build the basic infrastructure in the state's higher education system. The mere opening of the institutions without providing basic amenities to them is worse than not having an institution at all.
- The pathetic situation is exacerbated by the fact that many colleges in Uttarakhand still do not have access to drinking water. Wherever this facility is available, students have to depend on tap water.
- Biometric attendance has been made mandatory in government colleges to ensure the regularity and punctuality of the teachers on the campuses. Government degree colleges are again poor in this regard, as 3/4 of such colleges have no system available to them. In some colleges that have such facilities, the presence of non-functional machines is a cause for concern.
- In Uttarakhand, the overall availability of physical infrastructure in higher education appears to be deplorable. The need is, therefore, to completely revamp the system, identify pitfalls, and provide sanity to the higher education system.

(iv) Based upon Quality Issues

- The national and global indicators of excellence have an extremely poor space in the context of overall quality in the context of Uttarakhand, and more specifically the institutions covered by RUSA.

- Human resource availability on the campuses, both in terms of non-teaching and teaching staff, is the backbone of any education system. As far as the availability of non-teaching staff is concerned, a large number of fully vacant positions are still in existence in the whole system. Government degree colleges are extremely poor in this regard, as the majority of positions for non-teaching staff in these colleges are fully vacant. Even the working strength consists of a substantial portion of contractual workers. Only universities appear to be better in this regard.
- The inclusion of different social groups in group services reveals that the universities are in the worst state as far as adherence to state reservation policy is concerned. as regards the recruitment of non-teaching staff.
- The existence of a high number of vacancies in all types of institutions is an extreme problem. First, a small number of sanctioned faculty positions are created in institutions, and then those faculty positions are inadequately filled.
- A comparative analysis of the institutions reveals that government degree colleges are in the worst state as far as the existence of vacant positions in such institutions is concerned. Model colleges are slightly better in this regard, whereas universities appear to be the best, as most positions at all levels are by and large duly filled.
- The existence of senior and experienced faculties in the institutions has involved curricular development, research initiatives, and general management. The existence of such positions in universities is a good sign. In model colleges, principals are designated as professors in Uttarakhand; hence, such positions also exist in such colleges, whereas in government degree colleges, the presence of professors and associate professors is almost negligible.
- Professor and associate professor level posts in the colleges are generally filled through the Career Advancement Scheme (CAS) because no such direct recruitment exists for these positions in the colleges. The poor availability of associate professors and professors in the model colleges as well as government degree colleges underlines the fact that theCAS scheme is not being followed properly.
- There is a general trend of recruiting contractual teachers (part-time, ad hoc, contractual, guest, etc.) in all types of institutions in Uttarakhand. In this regard, the maximum percentage of contractual teachers exists in government degree colleges, followed by model colleges. In this regard, universities are in a better position. No educational system can create a quality academic environment if it is reliant on contractual teachers. The existence of multiple categories of contractual teachers with part-time payments of Rs 250 per class to a teacher on a consolidated salary like Rs 7000, Rs 10000, Rs 14000, Rs 15000, Rs 20000, and up to Rs 350000 is a disgrace to any system.
- Certain government degree colleges were found to not have even a single regular teacher, and the lack of availability of adequate regular staff in government degree colleges reflects the poor plight of such institutions.
- The reservation policy in the recruitment of teachers is not being followed properly in higher educational institutions in Uttarakhand, which is against the principle of social inclusion in the system.
- The student-teacher ratio is another important indicator of the quality of education. The existence of vacant positions, as stated earlier, seriously impacts the student-teacher ratio. Even after the recruitment of contractual teachers, both model colleges and government degree colleges show poor student-teacher ratios. Large numbers of such institutions are in existence after the creation of Uttarakhand state, where the student-teacher ratio is 1:50 or more, in this regard, universities are in a good position, where the student-teacher ratio is comparatively healthy. The teachers in government degree colleges are overburdened due to inadequacies in the STR.
- The poor academic background of the teaching faculty, mainly in the universities, and the lack of a good academic profile of female teachers, as regards having additional qualifications like PDF/JRF/ M.Phil./D.Lit./SET/NET and Ph.D., etc., in the state higher education system, are matters of concern for creating skilled, qualified, and talented citizens.
- Research is supposed to be the most important indicator of excellence in higher education. Innovation and the creation of new knowledge are the major areas in which universities in developed

countries have an edge over their Indian counterparts. The presence of more than 50 percent of teachers in the universities and more than 90 percent of teachers in the colleges in Uttarakhand without research experience is a serious cause for concern. The need is therefore to involve more and more teachers, and especially female teachers, in research and to encourage a research culture, not only in the universities but also in colleges.

- Poor involvement in research projects in the higher education system in Uttarakhand is again a poor indicator of the status of research in the state.
- Only university teachers, and only male university teachers, appear to be involved in authorised books, edited books, and book chapters.
- Research publications depict teachers' continuous professional growth in their profession. It is also a prerequisite of the faculty to know how much a teacher is contributing to the creation of new knowledge. In the context of higher education in Uttarakhand, the university's sole teacher is constantly involved in research publication. Though, their research contribution in international journals and as regards research citations is not very encouraging, However, college teachers are lagging far behind as regards the publication of research papers and articles.
- Continuous professional development of the teachers requires the teacher to participate in and organise seminars and conferences regularly; however, in Uttarakhand, the majority of teachers, whether in the university or colleges, are showing poor presence in this regard.
- Despite the basic requirement for the faculties, the presence of university, model college, and degree college teachers, without even a single refresher/ orientation course, is a serious cause for concern. College teachers are by far the worst in this regard.
- NAAC accreditation is a tool through which the quality of higher educational institutions is judged. It also required central assistance under Section 12(b) of the UGC Act. It is encouraging to note that all the universities and model degree colleges are recognised under Section 2(f) of the UGC Act and are eligible for central assistance under Section 12(b) of the UGC Act.
- The presence of more than 90 percent of degree colleges not recognised under Section 2(f) and not accredited by the NAAC at all is an extremely poor reflection of the quality of mass higher education in Uttarakhand.
- The perceptions of students and teachers, by and large, support the findings of the study and the suggestions made in its implication.

The implication of the Research

The results of the present study, drawn based on quantitative and qualitative data related to access, equity, and quality in higher education with special reference to RUSA, have already been thoroughly discussed. Certain implications emerge from such discussions, which are listed as follows:

- There is an urgent need to completely revamp the higher education system in the state, especially in the context of infrastructure availability. Infrastructure is related to not only the quality of higher education but also impacts access and equity in the system.
- Infrastructure, both in terms of physical and human resource availability, especially in the context of government degree colleges and model degree colleges, needs to be strengthened at the earliest if we have to achieve the targets as laid down under RUSA.
- The career advancement scheme needs to be strengthened, especially in the government colleges, to raise the number of positions at the upper level of the teaching hierarchy. It will also lead to career satisfaction among teachers, which in the ultimate analysis will lead to improving quality.
- Quality, particularly in colleges, is in disarray. There is a need to provide continuous faculty development opportunities for the teachers. Teachers need to involve themselves more and more in academic activities, including participation in research, seminars, conferences, publications, etc.
- Access to quality universities should be increased in the remote mountainous zones of Uttarakhand.
- Recruitment policies, particularly reservation policies, should be strictly enforced in the state's higher educational institutions.
- More and more professional courses need to be incorporated into the higher education system to stop the migration of inhabitants towards a better quality of education, outside the purview of RUSA.
- A reservation policy also needs to be adhered to in

student admission, especially in the universities, to ensure equity among various social classes.

- Recruitment of para-teachers and contractual teachers should be immediately stopped, and regular faculty should be recruited to fill the vacant positions.
- Excessive politicisation of the campuses, as perceived by the university teachers, should be urgently curtailed.

Suggestions for the Further Studies

- This study was confined to the institutions covered under RUSA. Further research may be conducted to assess the overall higher education system within Uttarakhand, incorporating a large affiliate system of the colleges and also including other central, state, and private universities of the state.
- This study was confined to colleges and universities, where mainly traditional courses are offered. A similar study may be conducted involving professional stream institutions like engineering, medical, law, pharmaceutical, agriculture, horticulture, and other institutions.

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माध्यमिक स्तर पर अध्ययनरत विद्यार्थियों की विद्यालय के प्रति अभिवृत्ति का अध्ययन

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सारांश

विद्यालय समाज के विकास का दर्पण होता है व समाज के लोगों के विकास का दायित्व समाज का ही होता है। अतः समाज के द्वारा ही विद्यालय को स्थापित किया जाता है। किसी भी समाज के निर्माण में शिक्षित लोगों का योगदान एक महत्वपूर्ण भूमिका का निर्वहन करता है जिससे विद्यालय और समाज का अन्योन्याश्रित स्वरूप हमारे सामने उभरता है। प्रस्तुत शोध अध्ययन में शोधकर्ता का उद्देश्य, 'माध्यमिक स्तर पर अध्ययनरत विद्यार्थियों की विद्यालय के प्रति अभिवृत्ति का अध्ययन' किया गया। निष्कर्षों के आधार पर ज्ञात हुआ कि माध्यमिक स्तर पर अध्ययनरत छात्र व छात्राओं के विद्यालय के प्रति अभिवृत्ति में सार्थक अन्तर नहीं है। ग्रामीण तथा शहरी विद्यार्थियों के विद्यालय के प्रति अभिवृत्ति में सार्थक अन्तर नहीं है। ग्रामीण विद्यार्थियों का मध्यमान शहरी विद्यार्थियों से अधिक है अर्थात ग्रामीण विद्यार्थियों की विद्यालय के प्रति अभिवृत्ति सकारात्मक है।

प्रस्तावना

शिक्षण प्रक्रिया मूल्यों के विकास पर बल देती है, क्योंकि यह एक सामाजिक प्रक्रिया है। शिक्षण प्रक्रिया में सबसे महत्वपूर्ण तत्व शिक्षक और विद्यार्थी के मध्य 'प्रत्यक्ष वार्तालाप' होता है। शिक्षा को हमारे समाज में बदलाव लाने के लिए एक 'विद्यालयी उपकरण' कहा जाता है। दर्पण जितना अधिक स्वच्छ और सुन्दर होगा आकृति और स्वरूप दोनों ही निर्मल तथा द्युतिमान दिखाई देंगे। विद्यालयों के विकास का आरम्भिक दौर प्राचीन काल से ही गुरुकुल, मदरसे, विहारों, मठों के रूप में चला आ रहा है और आज यह स्वरूप विद्यालय ने लिया है। स्वतंत्रता प्राप्ति के पश्चात भारत में शिक्षा नीति को बढ़ावा देने हेतु अनेक आयोगों, समितियों का गठन किया गया जिसमें मुदालियर आयोग, राधाकृष्णन आयोग, और कोठारी आयोग सम्मिलित हैं। इन सभी के अथक प्रयासों से एवं राष्ट्रीय शिक्षा नीति 1962 एवं 1983 में भारत की शिक्षा नीति के अनुसार 10़23 की शैक्षिक संरचना को अपनाया गया।

अध्ययन की आवश्यकता

समय के बदलते परिवेश के साथ शिक्षा के क्षेत्र का भी विस्तार हुआ है। शिक्षा अब पुस्तकीय विधान से नहीं जुड़ी रह गई है, उसका विस्तार अब नई राष्ट्रीय शिक्षा नीति 2020 में और अधिक व्यापक और सृजनशील हो गया है। मानव विकास के विभिन्न आयामों के सापेक्ष शिक्षा को तीन स्तरों पर विभक्त किया गया है यथा प्राथमिक शिक्षा, माध्यमिक शिक्षा और उच्च शिक्षा वास्तव में प्राथमिक शिक्षा, शिक्षा रूपी प्रश्न का मूल है, माध्यमिक शिक्षा इस वृक्ष का तना और उच्च शिक्षा इस वृक्ष के फूल और फल है। प्राथमिक शिक्षा के द्वारा बालक के विकास की नींव रखी जाती है परन्तु उसे आगे बढ़ाने का कार्य माध्यमिक शिक्षा के द्वारा ही संभव होता है।

प्रस्तुत शोध से सम्बन्धित पूर्व में भी कुछ शोध कार्य किये गये हैं जैसे- फोनिया, वी. और गोदियाल एस., मैथ्यूज, एम.एल. माटा ने अपने अध्ययन के निष्कर्ष में पाया कि जब विद्यार्थियों को उनके स्वभाविक अथवा उनकी ही अपनी अधिकतम शैली में विद्यालय के द्वारा पढ़ाया जाता है तो विद्यार्थियों में विद्यालय के प्रति अभिवृत्ति अधिक सकारात्मक होती है।

उपरोक्त शोध अध्ययनों की समीक्षा करने पर शोधकर्ता ने यह पाया कि विद्यालयी अभिवृत्ति पर पूर्व में भी कुछ शोध कार्य किये गये हैं परन्तु माध्यमिक स्तर पर विद्यालय के प्रति अभिवृत्ति पर शोध कार्य कम अथवा नहीं हुए है, इसी कारण शोधकर्ता ने, माध्यमिक स्तर पर अध्ययनरत् विद्यार्थियों की विद्यालय के प्रति अभिवृत्ति का अध्ययन पर शोध कार्य करने का निश्चय किया।

समस्या कथन : ''माध्यमिक स्तर पर अध्ययनरत् विद्यार्थियों की विद्यालय के प्रति अभिवृत्ति का अध्ययन।''

अध्ययन के उद्देश्य : प्रस्तुत अध्ययन के लिए निम्न उद्देश्य लिये गये हैं -

उद्देश्य : (1) माध्यमिक स्तर पर अध्ययनरत् छात्र एवं छात्राओं की विद्यालय के प्रति अभिवृत्ति का अध्ययन करना।

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(2) माध्यमिक स्तर पर अध्ययनरत् ग्रामीण एवं शहरी विद्यार्थियो की विद्यालय के प्रति अभिवृत्ति का अध्ययन करना।

परिकल्पनाएं

प्रस्तुत अध्ययन के लिए निम्न परिकल्पनाओं का निर्माण किया गया है -

(1) माध्यमिक स्तर पर अध्ययनरत् छात्र एवं छात्राओं की विद्यालय के प्रति अभिवृत्ति में कोई सार्थक अन्तर नहीं है।

(2) माध्यमिक स्तर पर अध्ययनरत् ग्रामीण तथा शहरी विद्यार्थियों की विद्यालय के प्रति अभिवृत्ति में कोई सार्थक अन्तर नहीं है।

अध्ययन का सीमांकन

प्रस्तुत शोध अध्ययन में केवल माध्यमिक शिक्षा परिषद प्रयागराज से सम्बद्ध माध्यमिक स्तर के 100 विद्यार्थियों को लिया गया है। अध्ययन के क्षेत्र में केवल जनपद जालौन के उरई तहसील के विद्यार्थियों का चयन किया गया है।

उपकरण : प्रस्तुत अध्ययन में डा. डी. गोपाल राव द्वारा निर्मित मानकीकृत उपकरण विद्यालय के प्रति अभिवृत्ति का प्रयोग किया गया है।

अनुसन्धान प्रविधि : प्रस्तुत शोध अध्ययन में वर्णनात्मक (सर्वेक्षण) विधि का प्रयोग किया गया है।

आंकड़ों का विश्लेषण एवं व्याख्या

तालिका संख्या 01: माध्यमिक स्तर के छात्र एवं छात्राओं की विद्यालय के प्रति अभिवृत्ति का मध्यमान, मानक विचलन एवं क्रान्तिक अनुपात

क्र.सं.	प्रतिदर्श	संख्या (N)	मध्यमान (M)	मानक विचलन (S.D.)	मध्यमानों का अन्तर (M)	मानक त्रुटि (SE_D)	क्रान्तिक अनुपात (CR)	सार्थकता स्तर
1	छात्र	50	116.12	19.92	0.16	3.97	0.40	1.98 पर असार्थक
2	छात्राएं	50	115.96	19.76				

व्याख्या : उपर्युक्त सारिणी संख्या 01 के अवलोकन से ज्ञात होता है कि माध्यमिक स्तर के छात्र एवं छात्राओं की विद्यालय के प्रति अभिवृत्ति का मध्यमान क्रमशः 116.12 एवं 115.96 तथा मानक विचलन क्रमशः 19.92 एवं 19.76 है। परिगणित क्रान्तिक अनुपात का मान 0.40 प्राप्त हुआ जो कि मुक्तांश 98 तथा 0.05 सार्थकता स्तर पर क्रान्तिक अनुपात का सारिणी मान 1.98 है अर्थात परिगणित क्रान्तिक अनुपात मान से कम है। अतः 0.05 सार्थकता स्तर पर शून्य परिकल्पना स्वीकृत की जाती है।

तालिका संख्या 02 : माध्यमिक स्तर पर अध्ययनरत ग्रामीण तथा शहरी विद्यार्थियों की विद्यालय के प्रति अभिवृत्ति का मध्यमान, मानक विचलन एवं क्रान्तिक अनुपात मान

क्र. सं.	प्रतिदर्श	संख्या (N)	मध्यमान (M)	मानक विचलन (S.D.)	मध्यमानों का अन्तर $D=(M_1-M_2)$	मानक त्रुटि (SE_D)	क्रान्तिक अनुपात (CR)	सार्थकता स्तर
1	ग्रामीण छात्र	50	234.84	46.88	5.52	7.877	2.357	1.98 पर असार्थक
2	ग्रामीण छात्राएं	50	229.32	30.08				

व्याख्या : उपर्युक्त सारिणी संख्या 02 के अवलोकन से स्पष्ट होता है कि माध्यमिक स्तर पर अध्ययनरत ग्रामीण छात्र एवं शहरी छात्राओं की विद्यालय के प्रति अभिवृत्ति के मध्यमानों के बीच क्रान्तिक अनुपात का परिगणित मान 2.357 प्राप्त हुआ जो कि df = 98 पर सारिणी मान 1.96 से अधिक है जो .05 स्तर पर सार्थक है। अतः कहा जा सकता है कि माध्यमिक स्तर पर ग्रामीण एवं शहरी विद्यार्थियों के विद्यालय के प्रति अभिवृत्ति के मध्य सार्थक अन्तर है।

शोध निष्कर्ष

अध्ययन से प्राप्त निष्कर्षों के आधार पर छात्र एवं छात्राओं के मध्य विद्यालयी अभिवृत्ति के मध्य अन्तर बहुत कम पाया गया। माध्यमिक स्तर पर छात्र एवं छात्राओं के मध्य मध्यमान कम पाया जाना इस बात को इंगित करता है कि विद्यालय के प्रति छात्र/छात्राओं की सोंच सकारात्मक है अर्थात दोनों ही विद्यालय में आना, जाना व वहां पर रहना पसन्द करते हैं। ग्रामीण विद्यार्थियों का मध्यमान शहरी विद्यार्थियों से अधिक

पाया जाना इस बात की ओर इंगित करता है कि ग्रामीण विद्यार्थियों में विद्यालय के प्रति दृष्टिकोण सकारात्मक है अर्थात वह शहरी विद्यार्थियों की अपेक्षा विद्यालय जाना अधिक पसन्द करते हैं। इसका कारण ग्रामीण क्षेत्रों में विद्यालयों की कमी का होना भी हो सकता है।

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A Study of Secondary Level Teachers' Attitude Towards The Use of Technology in Teaching

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Abstract

In this research, the researcher studied the attitude of secondary level teachers towards the use of technology in teaching. The study method was descriptive survey in nature. Statistical population of the study has consist of secondary level teachers in the academic year 2019-2020. Sample of 60 teachers was collected through the random sampling technique. Standardised tool used for collecting data and analysing by mean, SD and t-test statistical techniques. The results indicated that the teacher's attitude towards the use of technology in teaching is positive.

Introduction

Education is an environment with a developmental process, which is used to bring changes in the thinking, attitude and behaviour of every person. Due to no technological development in the Vedic era's education system, education was given only in oral form. But, gradually innovation and printing system developed, due to which the ideas of teachers were printed in theform of books. Technological development influenced education in each period. It increases the speed and ease of learning, quality, varieties efficiency, integrity and confidence in students. It also influence the institution including administration, time table, project work and text distribution etc. Teachers use tools ranging from multimedia presentations to computer simulations to excel their teaching. Technology has made teaching-learning process like assessment, examination system etc. It is more relevant to the learner and connected to real life.

Technology

Use of scientific knowledge in daily life. Initially the word technical means, any work in which scientific knowledge or principles should be used in the field of education. Technology is a broad term that often describes a discipline devoted to techniques or ways to make learning more efficient (Earle, R.S., 2000). Educational technology refers to a systematic approach that is used to design and evaluate teaching learning methods.

Today, new discoveries are being made in the field of education, due to which new teaching methods and teaching principles are constantly being presented. There is a need for systematic use of new teaching methods, new tools and teaching aids to make teaching learning effective. Generally seen in the field of education, some teachers do not show positive attitudes towards new technologies and develop a fear when confronting them. In India there is need for enhancing the teaching-learning skills of the teachers with the help of technology.

In this study, attitude of secondary schools' teachers of Kanpur district towards the technology in teaching was studied.

Technical words of the study

Secondary level Education: Secondary level education covers classes 9 to 12 of higher secondary school. Students at this level study the following general subjects, such as English, Hindi, Social Science, Science and Mathematics and other elective courses.

Secondary level Teachers : Teachers teaching in Classes 9-10 of the U.P. Board and CBSE Board Schools.

Use of Technology in Teaching : Methods and Instruments used in Teaching in classroom.

Attitude : Thinking of teachers towards the use of technology in teaching.

Variables

Independent variables: Use of Technology in Teaching

Dependent variables: Teacher's Attitude

Control variables:

- Secondary level (9-10 class) Teachers,
- U.P. Board and CBSE Board

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Objectives of the study

1. To study the teacher's attitude of U.P. Board towards the use of technology in teaching.
2. To study the teacher's attitude of CBSE Board towards the use of technology in teaching.
3. To compare the teacher's attitude of U.P. Board and CBSE Board towards the use of technology in teaching.

Hypothesis

1. There is no significant difference in the teacher's attitude of U.P. Board and CBSE Board towards the use of technology in teaching.
2. There is no significant difference in the teacher's attitude of male and female teachers of U.P. Board towards the use of technology in teaching.
3. There is no significant difference in the teacher's attitude of male and female teachers of CBSE Board towards the use of technology in teaching.
4. There is no significant difference in the teacher's attitude of male teachers of U.P. Board and male teachers of CBSE Board towards the use of technology in teaching.
5. There is no significant difference in the teacher's attitude of female of U.P. Board and female of CBSE Board towards the use of technology in teaching.

Method of the study

The study uses the descriptive survey method as a research method.

Samples and Sampling Method

The total of 60 secondary level teachers have been selected, including 30 Teachers of UP Board (15 Male and 15 Female) and 30 Teachers of CBSE Board (15 Male and 15 Female) is taken for this research from Kanpur Nagar. The stratified random sampling technique is used for this study.

Secondary Level Teachers (60)

↓

U.P. Board Teachers(30) | CBSE Board Teachers(30)

↓ | ↓

Male Teachers (15) | Female Teachers (15) | Male Teachers (15) | Female Teachers (15)

Tool used in the study

S. Rajashekhar (2013) Attitude scale. This scale consist of 30 items were retained in the Scale out of which 13 items were the positive approach and 17 items were negative approach. Reliability of the scale is 0.95, external validity is 1.75 and internal validity if the scale is 0.98.

Statistical Techniques

The data is analysing by using various statistical tools like mean, standard deviation and t-test.

Limitations

- The research presented has been done on the UP board and CBSE Board located in Panki area of Kanpur Nagar on the secondary level teachers of 6 schools. All together 60 teachers have been selected by selecting 10 teachers from each schools.
- In this research, the researcher has included only teachers teaching in class 9 and 10 of U.P. board and CBSE Board.

Data Analysis

$H_0$1. There is no significant difference in the teacher's attitude of U.P. Board and CBSE Board towards the use of technology in teaching.

Table 01: UP BOARD-CBSE BOARD Teacher's attitude towards the use of technology in teaching

Group of Teachers	N	MEAN	SD	SEM	df	t- VALUE	p- Value	Standard error of difference	Level of Significance (0.05) Table Value 2.00
UP BOARD	30	105.17	10.66	1.95	58	0.9242	0.3592	2.705	NOT significant
CBSE BOARD	30	107.67	10.29	1.88					Null hypothesis accepted

The above table number-01 shows the Mean and SD of teacher's aptitude of U. P. Board and CBSE Board towards the use of technology in teaching.

The mean of teacher of U. P. board is 105.17, standard deviation is 10.66 and mean of teacher of CBSE board is 107.67, standard deviation is 10.29. On the 0.05 level degree of freedom 58 and calculated t-value is 0.9242. It is not significant. Therefore, the formulated hypothesis is that "There is no significant difference in the teacher's attitude of U.P. Board and CBSE Board towards the use of technology in teaching". Therefore, the formulated null hypothesis is accepted.

$H_0$2. There is no significant difference in the teacher's attitude of male and female teachers of U.P. Board towards the use of technology in teaching.

Table 02: UP BOARD- MALE and FEMALE Teacher's attitude towards the use of technology in teaching

Group	N	MEAN	SD	SEM	df	t-VALUE	p-Value	Standard error of difference	Level of Significance (0.05) Table Value 2.05
MALE TEACHERS	15	105.87	9.23	2.38	28	0.36	0.7239	3.952	NOT significant Null hypothesis accepted
FEMALE TEACHERS	15	104.46	12.21	3.15					

The above table-02 shows the Mean and SD of teacher's aptitude of male and female of U.P. Board towards the use of technology in teaching.

The mean of male teacher is 105.87, standard deviation is 9.23 and mean of female teacher is 104.46, standard deviation is 12.21. On the 0.05 level degree of freedom 28 and calculated t-value is 0.36. It is not significant. Therefore, the formulated hypothesis is that "There is no significant difference in the teacher's attitude of male and female teachers of U.P. Board towards the use of technology in teaching". Therefore, the formulated null hypothesis is accepted.

$H_0$3. There is no significant difference in the teacher's attitude of male and female teachers of CBSE Board towards the use of technology in teaching.

Table 03: CBSE BOARD- MALE and FEMALE Teachers

Groups	N	MEAN	SD	SEM	df	t-VALUE	p-Value	Standard error of difference	Level of Significance (0.05) Table Value 2.05
MALE TEACHERS (CBSE Board)	15	105.50	8.89	2.29	28	1.19	0.2407	3.696	NOT significant Null hypothesis accepted
FEMALE TEACHERS (CBSE Board)	15	109.93	11.22	2.89					

The above table number-03 shows the Mean and SD of teacher's aptitude of male and female of CBSE Board towards the use of technology in teaching.

The mean of male teacher is 105.50, standard deviation is 8.89 and mean of female teacher is 109.93, standard deviation is 11.22. On the 0.05 level degree of freedom 28 and calculated t-value is 1.19. It is not significant. Therefore, the formulated hypothesis is that "There is no significant difference in the teacher's attitude of male and female teachers of CBSE Board towards the use of technology in teaching". Therefore, the formulated null hypothesis is accepted.

$H_0$4. There is no significant difference in the teacher's attitude of male teachers of U.P. Board and male teachers of CBSE Board towards the use of technology in teaching.

Table 04: MALE TEACHERS OF UP BOARD and CBSE BOARD

MALE TEACHER	N	MEAN	SD	SEM	df	t-VALUE	p-Value	Standard error of difference	Level of Significance (0.05) Table Value 2.05
UP BOARD	15	105.87	9.23	2.38	28	0.1118	0.9118	3.309	NOT significant
CBSE BOARD	15	105.50	8.89	2.29					Null hypothesis accepted

The above table number-04 shows the Mean and SD of teacher's aptitude of male teachers of UP board and CBSE Board towards the use of technology in teaching.

The mean of male teachers of UP board is 105.87, standard deviation is 9.23 and mean of male teachers of UP board is 105.50, standard deviation is 8.89. On the 0.05 level degree of freedom 28 and calculated t-value is 0.1118. It is not significant. Therefore, the formulated hypothesis is that "There is no significant difference in the teacher's attitude of male teachers of U.P. Board and male CBSE Board towards the use of technology in teaching". Therefore, the formulated null hypothesis is accepted.

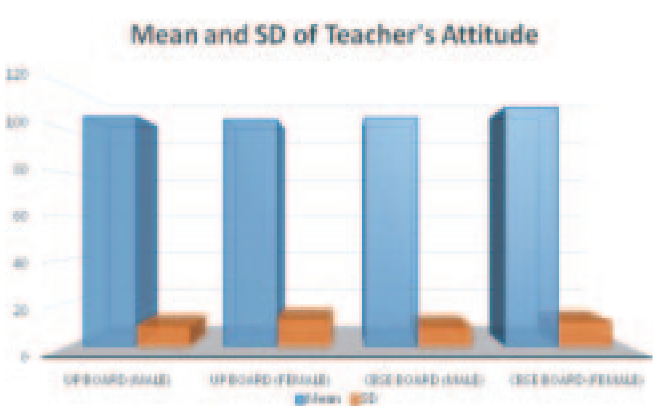
$H_0$5. There is no significant difference in the teacher's attitude of female of U.P. Board and female of CBSE Board towards the use of technology in teaching.

Table 05: FEMALE TEACHERS OF UP BOARD and CBSE BOARD

FEMALE TEACHER	N	MEAN	SD	SEM	df	t-VALUE	p-Value	Standard error of difference	Level of Significance (0.05) Table Value 2.05
UP BOARD	15	104.46	12.21	3.15	28	1.28	0.2119	4.282	NOT significant
CBSE BOARD	15	109.93	11.22	2.89					Null hypothesis accepted

The above table number-05 shows the Mean and SD of teacher's aptitude of female teachers of UP Board and CBSE Board towards the use of technology in teaching.

The mean of female teacher of UP Board is 104.46, standard deviation is 12.21 and mean of female teacher of CBSE Board is 109.93, standard deviation is 11.22. On the 0.05 level degree of freedom 28 and calculated t-value is 1.28. It is not significant. Therefore, the formulated hypothesis is that "There is no significant difference in the teacher's attitude of female of U.P. Board and female of CBSE Board towards the use of technology in teaching". Therefore, the formulated null hypothesis is accepted.



Conclusion

The conclusion of this study is that the teachers of both UP and CBSE board had a positive attitude about the use of technology in teaching. Teachers of both boards are interested in making their teaching more effective keeping in mind the needs of the present times.

Educational implications of the study

The research work presented has been done in the teachers of U.P. Board and CBSE Board to know theattitude towards the use of new technology in teaching. From this it has been known, to what level the teachers want to use technology in classroom, or how much interest they have towards technical use. This study will increase the qualitative level of teachers. On the basis of the study, there is no significant difference in the attitude of teachers of U.P. Board and CBSE Board.

Researcher's suggestions

In the present era, technology is being used widely in education, but there are still many schools which lack in technology. Following is the suggestion for technical use in schools.

- Technical tools should be provided in such schools and that they should be motivated towards technical use.

- The administration should direct the teachers and make technical education mandatory.
- Some teachers are ignorant of new technology, so technical training should be arranged for them.
- Teachers should be made aware that the use of technology makes teaching work simple, easy, effective and interesting.
- Technical education should be included in the curriculum of prospective teachers and workshops for in-service teachers should be established.

Suggestions for future research

The research work presented has been done to know the attitude of teachers of U.P. Board and CBSE Board towards the use of technology in teaching. This research work has been done at the secondary level. Some suggestions for future research are unknown.

- Comparative study of the attitude of teachers towards the use of technology can be done at the primary level and upper primary level.
- Comparative study of the attitude of teachers towards the use of technology can be done at the schools in rural and urban areas and also can done at the government and private schools

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Effectiveness of Cued Speech in developing Communication Skills among Individuals with Hearing Impairment

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Abstract

Individuals with Hearing Impairments (IwHI) may face challenges in perceiving, following, and practicing suitable language for communication. The study aimed to determine the efficacy of Cued Speech training in learning the essential components of language: a) consonants, b) vowels, c) compound letters, and d) words in the Tamil language. The purposive sampling method was used to assign the samples (N=45). Pre and post tests were conducted and analyzed by using one-way ANOVA. Findings suggested that the IwHIs' performance was significantly improved in identifying the consonants, compound letters and words.

Introduction

Communication refers to the fundamentals of the existence of an individual. It is a process of sharing feelings, views, and facts between two or more people in an effective way. Communication is a process that deals with skilfull exchanges of messages in society which needs a structured form of language. Language plays a pivotal role in the communication process. It is the language through which one can express their feelings or views. Therefore, the importance of language for the exchange of ideas is immense. The applications of linguistics to language teaching and learning are concerned with promoting and developing learners' communicative competence as the key concept for effective communication (Richards and Schmidt, 2014). However, effective communication is a significant challenge for individuals with hearing impairment (IwHI). They constantly face problems in communication because they cannot hear partially or totally.

Individuals with Hearing Impairment - An Overview

Hearing impairment refers to any restriction to performing communication in a manner to perceive and express verbal messages. It limits the opportunities to take an active part in life within society. According to WHO (2021), a person who is unable to hear, like someone with normal hearing having hearing thresholds of 20 dB or better in both ears, is said to have hearing loss. Hearing loss may be mild, moderate, severe, or profound. It can affect one ear or both ears and leads to difficulty in hearing conversational speech or loud sounds.

Individuals with hearing impairment do not form a consistent group; instead, there is an individual need that must be addressed in different ways. They face varied challenges in verbal communication. This is because they usually have the training to understand the sounds spoken in the least restrictive environment, whereas real-life situations are totally different. The challenges in communication may have resulted in anxiety and isolation.

Based on their level of language acquisition, IwHIs can be grouped into two types, i.e., pre-lingual hearing impaired or post-lingual hearing impaired. Pre-lingual hearing impaired (a diverse group of learners) refers to those who have lost their sense of hearing before language learning. Post-lingually deafened denotes the person who has acquired hearing loss after they acquired language. The impact of hearing loss will vary for each group. Hearing loss can be detected through early identification and assessments. The children will be benefited if they are identified earlier and start the training to develop language skills. The training should be designed and addressed in an appropriate manner so that adverse conditions can be avoided. Access to communication and education is essential for prelingual individuals with hearing impairment.

Modes of Language Acquisition

People with hearing loss can use various modes for effective communication. Some of them who are pre-lingually deaf use sign language. Cochlear implants are done for a few at an earlier day of infancy, and they

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undergo Auditory Verbal Therapy, which helps them to develop language and communication skills. People with mild or moderate hearing loss prefer spoken language. Many of them use both spoken language and sign language. Some have typical language efficiency and literacy development. Some of IwHI may lag in developing literacy skills. Since it varies greatly, it is necessary to understand the educational need of each individual with hearing impairment. People with post-lingual hearing loss may or may not benefit from listening devices or sound amplifiers. Some of them may learn sign language to broaden their access to communication. The learning requirements of individuals who lose their auditory senses in early childhood differ from those who acquire hearing loss in later life. The range of vocabulary may be limited for children who had been affected with hearing impairment at an earlier part of their life, which in turn influenced their language literacy. They sometimes prefer visual learning strategies, but it can be challenging in an environment where maximum messages are delivered through word of mouth.

Literacy skills

Phonological awareness, phonemic awareness, and phonics are the foundations of literacy. Working at the phonological awareness level deals with parts of language like blending small words into a compound word and breaking words into syllables. Working at the phonemic awareness level deals with individual speech sounds called phonemes, and working at the phonics level deals with the letters that sound represents. While developing reading and spelling among children, phonemic awareness and phonics must work together. Due to the inability to hear sounds in words, phonemics and phonics cannot work in this reciprocal relationship (Bottari, 2020). Phonological awareness is very crucial for reading acquisition at an early stage. The grain size of phonological awareness varies with oral language structure and written orthography across languages (O'Brien, 2019).

India is a country where numerous languages are practiced traditionally. The Indian academic structure focused on more than one language from the early school days. Children have to learn either two or three languages from the pre-primary level. It is easy and natural for them to acquire different languages as infants. Children typically develop their language level (or phonological awareness) and, next, their spelling skills through the sense of hearing. Linguistic skills are used to communicate in various ways, such as answering verbally or through writing. If the learners develop their linguistic skills well, they can quickly respond to questions. Therefore, children must develop such skills once they enter the education system. Linguistic skills include graphemic mental representations, orthographic awareness, morphological awareness, semantic knowledge, and phonological awareness. However, children with limitations in their auditory senses tend to acquire inconsistent inputs of languages, thereby often feeling difficulties in writing.

Tamil Language

Tamil is the classical language of India and the official language of the state of Tamil Nadu and the Union Territory of Puducherry. It has a heritage of ancient origin, a considerable body of ancient literature, and independent tradition. There are twelve vowels and eighteen consonants in the Tamil ethnographic system. Each letter denotes a syllable; thereby, it is syllabic. The vowel sounds or consonants followed by a vowel sound form a syllable. Separate letters only in the initial word position denote the vowel sounds.

Furthermore, when a vowel occurs after a consonant in the initial or middle or at the end of a word, the vowel and consonant are expressed as one letter. In the case of the first short vowel 'a' that follows a consonant, the symbol for 'a' is not expressed in writing because all consonants, unless designated, have an inherent 'a'. The remaining eleven vowels will be written as characters when following a consonant. A combination of vowels and consonants constitutes 216 compound letters. A consonant without the short vowel 'a' is denoted by a corresponding letter with a dot above. There is a hermaphrodite letter denoted by a three-dotted sign called 'Aaydam' in Tamil and denotes the velar sound /x/. In addition to the traditional alphabet, six sounds are borrowed from other languages. These sounds, which have a representation in the Tamil script, are known as Grantha letters. These Grantha letters are used in Tamil predominantly when writing the name of a person or a place, and the letters also appear in borrowed words.

Cued Speech

Dr. R. Orin Cornett developed Cued Speech at Gallaudet University in 1966 to aid lip-reading. Cued Speech is a building block that helps children who are deaf or hard of hearing better understand spoken languages. In a language, there are speech sounds with similar mouth shapes while producing (Centers for Disease Control and Prevention, 2022). Cued speech helps deaf people see what others are saying. It's a manual system consisting of 8 handshapes in 4 positions near the mouth. These clarify the lip patterns of the speech. For example, consonants that are difficult to discriminate visually (e.g., /p/, /b/, and /m/) will have different hand shapes to distinguish them. Consonants with similar handshapes (e.g., /b/ and /n/) will be easily recognized by lip-reading, unlike systems of hand gestures used to support phonics teaching for literacy. Cued Speech does not require the child explicitly to understand the phonological representation structure. Also, it can be used in real-time and at the speed of natural speech. Therefore, parents and other adults can use the system with a child as soon as they are diagnosed with deafness.

Theoretical Framework

Early Identification and intervention assist in educational planning and are often associated with better long-term outcomes. Any speech-language therapy plan should be designed with measurable goals, and consistent monitoring of progress toward those goals has to be done (Sharp and Hillenbrand, 2008). Management of speech and language difficulty is the realm of the speech and language therapist, who has an ever-increasing evidence-based choice of interventions. This should occur within a multidisciplinary team, particularly for children with more severe conditions who may benefit from individualised parental and educational support (O'Hare and Bremner, 2016).

Bowers *et al.,* (2014) evaluated the spelling errors of children who are deaf and hard of hearing using two measures: a) Spelling Sensitivity Score (SSS) and b) Multi-Linguistic Coding system (MLC). The analyses showed that children who are Deaf and Hard of Hearing are to more likely to make errors that demonstrate phonological, semantic, or morphological knowledge deficits. The role of speech-read information in speech perception was evaluated considering evidence from hearing infants and adults, people with speech disorders, and those born profoundly hearing impaired. The evidence indicated that speech-reading is an integral part of speech processing. Hearing infants and adults were influenced by speech-read cues; people with speech disorders rely less on them, and the children born with profound hearing loss have concepts of rhyme, match homophones, and could repeat and spell nonsense words (Woodhouse *et al.,* 2009).

Aparicio *et al.* (2012) assessed the speechreading performance among three groups of people: 1) normal hearing participants (NH group); 2) deaf participants who had been exposed to the Cued Speech (CS group) system early and intensively; 3) deaf participants exposed to oral language without Cued Speech (Non-CS group). Results show a gradation in performance with the highest performance in the CS group, then in the Non-CS group, and finally in the NH group. Moreover, error analysis suggests that speechreading processing is more accurate in the CS group than in the other groups.

Figure 1. Components of Developing Communication Skills among Individuals with Hearing Impairment

Research question

1. What is the effect of training through Cued Speech in developing Communication skills among prelingual individuals with hearing impairment?

Method

To find out the efficacy of the adapted cued speech for the Tamil language, a quasi-experimental design that involves pre and post-test single-group design was conducted. The sample included 45 prelingual individuals with hearing impairment aged between 5 to 20 years who have severe or profound hearing loss.

Cued Speech for speech sounds in the Tamil language was adapted to fit them along with the existing speech sounds available in the English language. Grantha consonants used in the Tamil language were also included. The cells (see. Figures 2 and 3) shaded with colour indicates that those speech sounds are commonly found in both Tamil and English languages, and hence they share the same handshape, placement, and movement. The other cells are the speech sounds in Tamil, which are not found in the English language, and hence they are fitted along with other common speech sounds in the Cued Speech.

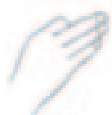
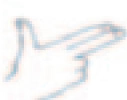
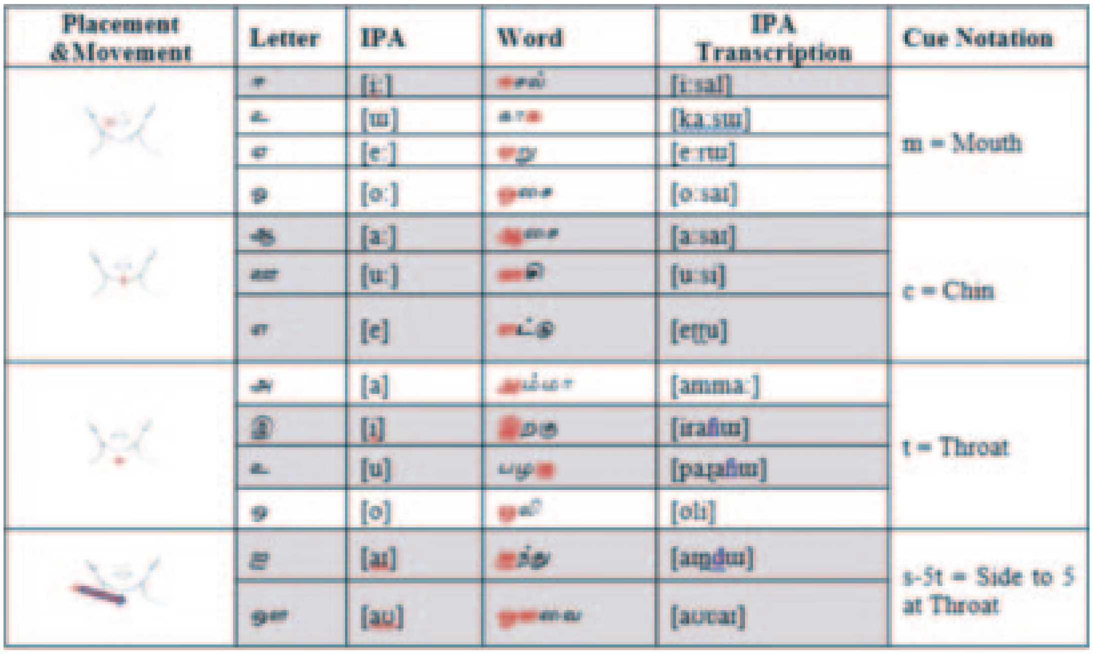
Handshape	Letter	IPA	Word	Phonetic Transcription	Cue Notation
	ட்	[ɖ]	வண்டி	[ʋaɳɖɪ]	1
	ப்	[p]	பாடம்	[pa:ɖam]	
	ழ்	[ɻ]	பழம்	[paɻam]	
	க்	[x]	கிரியை	[xɾijaɪ]	
	ஃ		அஃது	[axðɯ]	
	க்	[k]	கடுகு	[kaɖuhɯ]	2
	ச்	[ʒ]	ஓசூர்	[o:ʒu:ɾ]	
	த்	[ð]	வந்தது	[ʋan̪daðɯ]	
	ண்	[ɳ]	பண்பு	[paɳbɯ]	
	வ்	[ʋ]	வாழ்	[ʋa:ɻ]	
	ர்	[ɾ]	மரம்	[maɾam]	3
	ள்	[ɭ]	பள்ளி	[paɭɭɪ]	
	க்	[ɦ]	பகல்	[paɦal]	
	ஹ்		அஹிம்சை	[aɦimsaɪ]	
	ச்	[s]	சின்ன	[sinna]	
	ஸ்		நாதஸ்வரம்	[na:ðasʋaram]	
	த்	[d]	முந்து	[mun̪dɯ]	4
	ப்	[b]	ஆபத்து	[a:battɯ]	
	ற்	[t]	தொற்று	[totrɯ]	
	ன்	[n]	சின்ன	[sinna]	
	க்ஷ்	[kʂ]	பக்ஷணம்	[bakʂɳam]	
	க்	[ɣ]	கிரகணம்	[ɣrahaɳam]	5
	ட்	[ʈ]	பட்டு	[paʈʈɯ]	
	ப்	[ɸ]	ஃபாத்திமா	[ɸa:ttima]	
	ம்	[m]	மணல்	[maɳal]	
	ஷ்	[ʂ]	அதிர்ஷ்டம்	[aðirʂʈam]	
	Vowels				
	ஞ்	[ɲ]	ஞாயிறு	[ɲajirɯ]	6
	த்	[t]	தலை	[talaɪ]	
	ப்	[β]	ஃப்யாருதீன்	[βaja:ruðiːn]	
	ள்	[ɭ]	வளி	[ʋaɭɪ]	
	ச்	[ɕ]	சண்முகம்	[ɕaɳmuham]	
	ஸ்		ஸிவன்	[ɕiʋan]	
	க்	[g]	இங்கே	[iŋge:]	7
	ட்	[ɽ]	படி	[paɽɪ]	
	த்	[θ]	திருப்தி	[θrupθi]	
	ற்	[r]	எறி	[eri]	
	ச்	[dʒ]	மஞ்சள்	[maɲdʒaɭ]	
	ஜ்		ஜாதகம்	[dʒa:ðaɦam]	
	ங்	[ŋ]	இங்கே	[iŋge:]	8
	ச்	[tɕ]	பேச்சு	[pe:tɕtɕɯ]	
	ந்	[n̪]	விருந்து	[ʋirun̪dɯ]	
	ய்	[j]	யானை	[ja:naɪ]	
	ற்	[d]	நன்றி	[nandɪ]	

Figure 2. Adapted Cued Speech for Speech sounds in the Tamil Language



Placement & Movement	Letter	IPA	Word	IPA Transcription	Cue Notation
	ஈ	[i:]	[illegible]	[i:sal]	m = Mouth
	உ	[ɯ]	[illegible]	[ka:sɯ]	
	ஏ	[e:]	[illegible]	[e:rɯ]	
	ஓ	[o:]	[illegible]	[o:saɪ]	
	ஆ	[a:]	[illegible]	[a:saɪ]	c = Chin
	ஊ	[u:]	[illegible]	[u:si]	
	எ	[e]	[illegible]	[eʈʈu]	
	அ	[a]	[illegible]	[amma:]	t = Throat
	இ	[i]	[illegible]	[iraɦɯ]	
	உ	[u]	[illegible]	[paɻaɦɯ]	
	ஒ	[o]	[illegible]	[oli]	
	ஐ	[aɪ]	[illegible]	[aɪndɯ]	s-5t = Side to 5 at Throat
	ஔ	[au]	[illegible]	[auʋaɪ]	

Figure 3. Placement & Movement for Vowel Sounds (including Diphthongs) in the Tamil Language

The mouthshape is another cue to identify the speech sounds correctly. While including these speech sounds, much care was taken by the investigator that the mouthshape of the speech sounds grouped under each handshape differs from each other. For example, the speech sounds /i/ and /u/ share the same handshape and position. But the different mouthshapes help individuals with hearing impairment to identify the speech sounds accurately.

Results

Table 1. Covariance scores between pre and post test to identify Consonant Sounds

	Age Group	SS	df	MS	F	Sig.
Pre Test	Between Groups	7.644	2	3.822	3.922	0.027
	Within Groups	40.933	42	0.975		
	Total	48.578	44			
Post Test	Between Groups	158.178	2	79.089	59.176	0.000*
	Within Groups	56.133	42	1.337		
	Total	214.311	44			

*=significant at 0.01 level

Training in Cued Speech was provided to increase the skills in identifying consonants in the Tamil language. The post test score of pre-lingual individuals with hearing impairment [F(2,42)= 59.176, p=0.000] to identify consonant sounds was highly significant. Hence, as research question 1. suggested, there was a positive impact of training in Cued Speech to learn to identify the consonants, which is the foundation for developing communication skills.

Table 2. Covariance scores between pre and post tests to identify effective Vowel Sounds

	Age Group	SS	df	MS	F	Sig.
Pre Test	Between Groups	2.133	2	1.067	1.563	0.221
	Within Groups	28.667	42	0.683		
	Total	30.800	44			
Post Test	Between Groups	0.044	2	0.022	0.212	0.810^{ns}
	Within Groups	4.400	42	0.105		
	Total	4.444	44			

^{ns}=not significant

The analysis of variance results of the post test revealed that the effect of training in Cued Speech in enhancing the skills to identify vowels among Tamil-speaking individuals with hearing impairment was not significant [F(2,42) = 0.212, p=0.810]. The individuals may already know the vowel sounds and identify them effectively. Hence, it can be said that training in Cued Speech to enhance the skills to identify vowel sounds was not significant with respect to the age group of the individuals.

Table 3. Covariance scores between pre and post test to identify Compound Letters

	Age Group	SS	df	MS	F	Sig.
Pre Test	Between Groups	32.178	2	16.089	4.710	0.014
	Within Groups	143.467	42	3.416		
	Total	175.644	44			
Post Test	Between Groups	13.511	2	6.756	1.029	0.366[ns]
	Within Groups	275.733	42	6.565		
	Total	289.244	44			

[ns]=not significant

The post test result of the analysis of covariance to identify compound letters in the Tamil language depicted that it was not significant (p>0.01). It was observed that individuals with hearing impairment experienced difficulties in identifying and perceiving compound letters before training. However, training through cued speech was helpful for the individuals to develop the skills to identify compound letters.

Table 4. Covariance scores between pre and post test to identify meaningful Words

	Age Group	SS	df	MS	F	Sig.
Pre Test	Between Groups	10.000	2	5.000	2.869	0.068
	Within Groups	73.200	42	1.743		
	Total	83.200	44			
Post Test	Between Groups	170.800	2	85.400	7.971	0.001*
	Within Groups	450.000	42	10.714		
	Total	620.800	44			

*=significant at 0.01 level

The pre and post test scores of individuals with hearing impairment showed that training in Cued Speech to identify and articulate meaningful words in the Tamil language was highly significant [F(2,42)=7.971, *p*=0.001]. Words are the single distinct influential element used in speech, writing, and communication. Hence, it can be said that training through Cued Speech to identify Tamil words was helpful for the individuals.

Discussion

The study was taken to determine the efficacy of Cued Speech in enhancing communication skills among individuals with hearing impairment. Vowel and consonant sounds are the soul and body of any language respectively, which are essential for every individual to learn and use effectively in their communication. Training in Cued speech to identify and discriminate consonant sounds was relatively significant in enhancing the communication skills of individuals with hearing impairment. Training in enhancing vowel sounds was found less or less significant due to the familiarity of those among the individuals.

Further training was given in Cued Speech to enhance the skills to identify compound letters in the Tamil Language. Before training, it was observed that the individualsface difficulties in perceiving, following, and articulating the compound letters in an appropriate manner due to their complexity. Training was also provided to enhance the skills to identify the words in the Tamil language and the findings suggested that it was highly significant. Thus, it can be said that Cued Speech was effective in enhancing the skills to identify speech sounds in the Tamil language. Early and intensive training in Cued Speech can be an effective mode to promote the development of accurate phonological processing. It is essential to provide opportunities to individuals with hearing impairment, to enhance their ability to identify and articulate speech sounds appropriately.

Recommendations

In this diverse society, people with speech and language developmental disabilities are also included. People with hearing loss cannot understand speech. Only one-third of the speech can be understood through lip-reading. When a person does not hear sounds, the place and manner of articulation of certain speech sounds look the same or invisible to the naked eye. Lack of phonemic awareness impedes their language development and impairs their reading and writing skills. To overcome these difficulties, Cued Speech, which uses cues along with speech sounds, can be used to enhance literacy and communication skills.With Cued Speech, the speech sounds can be identified easily and cent percent accurately.

Conclusion

Speech is widely used to communicate among human beings. Most parents and teachers of individuals with hearing impairment expect them to develop and understand speech and be a part of society. Due to hearing impairment, it is tough for individuals to understand communication through speech. Cued speech is supplementary to oral language, enabling individuals with hearing impairment to participate in regular conversation effectively, whether they cannot hear completely or partially. Cued speech exists in approximately 60 languages. Thus, adapting cued speech to the Tamil language and providing training will enable individuals with hearing impairment to identify Tamil speech sounds effectively and develop language and communication skills.

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Relationship between Personality Traits of the Students and the Educational Level of their Parents

*Dr. Subhaarati Oinam

Abstract

Personality is a person's enduring set of habits of thinking, feeling and acting. The objective of the study is to find out whether there exists any relationship between the two traits of personality -extraversion and neuroticism of the college students and the educational level of their parents. Data were collected from a sample of 534 Meitei college students in the age group 18-24, studying in both general and professional government colleges situated in the four(4) valley districts of Manipur. Mausdley Personality Inventory developed by H. J. Eysenck was administered to the students. Data were statistically analysed using Chi-square test and percentage. Results indicated that there is a significant relation between extraversion of college students and educational level of their parents, while no relation has been found between the neuroticism of college students and educational level of their parents.

Introduction

Personality is derived from the Latin word persona, which refers to a mask used by actors in a play. Personality is a person's enduring set of habits of thinking, feeling and acting. It is the "style" we carry through time (Schafer, 2004). It can be referred to outward appearance, the public face we display to the people around us. It refers to our external and visible characteristics, those aspects of us that people can see us. It is the impression we make on others-that is, what we appear to be (Schultz and Schultz, 2007). An individual's personality has been assessed by the effectiveness with whom he/she is able to elicit positive reactions from a variety of persons under different circumstances. Again, the personality of an individual has been seen to consist of the most outstanding or salient impression that he or she has created in others. A person may thus be said to have an "aggressive personality" or a "fearful personality". In other words, it is an attribute or quality that is highly typical of the subject and that is presumably an important part of the over-all impression created in others and the person's personality has been identified by this term (Hall, Lindzey, & Campbell, 1998). So personality can be defined as the characteristic patterns of behaviour and modes of thinking that determine a person's adjustment to the environment. In this definition, the term characteristic implies some consistency in behaviour- that people have tendencies to act or think in certain ways regardless of the situation. Behaviour is the result of interaction between personality characteristics and the social and physical conditions of the situation. Thus a complete description of an individual's personality would include many factors: intellectual abilities, motives acquired in the process of growing up, emotional reactivity, attitudes, beliefs, and moral values (Hilgard *et al.*, 1975).

In 1967, Hans Eysenck began with a theory of personality which he based on two super traits-extraversion-introversion and neuroticism-stability (Roth, 1990). According to Eysenck's theory of personality, the high extraverted people are found to be sociable and outgoing, crave excitement and the company of others, active, carefree, dominant, surgent and venturesome. People who are highly introverted are quite and introspective, they tend to prefer time alone and to be cautious in the way they plan their lives. Highly neurotic people tend to be anxious, moody, depressed, low self esteem, tense, irrational, shy and vulnerable, whereas people who are low on neuroticism tend to be stable, calm and even-tempered (Hewstone, Fincham, and Foster, 2005; Hall, Lindzey, and Campbell, 2002).

Objective of the study

1. To find out the relationship between the two traits of personality (extraversion and neuroticism) of the students and the educational level of their parents.

Hypothesis of the study

1. There is no significant relationship between the

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two traits of personality (extraversion and neuroticism) of the students and the educational level of their parents.

Methodology

It is a descriptive survey method. The students belonging to the 14 (fourteen) general and 8 (eight) professional government colleges situated in the four valley districts of Manipur constituted the universe of the study. Incidental sampling was adopted in this study. The data were collected from a sample of 534 Meitei college students.

Tool Used

In this study, Mausdley Personality Inventory developed by H. J. Eysenck had been used to collect the relevant information from the subjects. It was designed to give a rough-and-ready measure of two important personality traits: Neuroticism or emotionality, and Extraversion. In this study, short form consisting of twelve (12) questions had been used. As regards the reliability of the short scale it was found to be .80 for the Neuroticism scale and .72 for the Extraversion scale.

In this study, for both the traits, students were placed according to their scores under A (average), D (deviated), and HD (highly deviated) categories.

- **HD (highly deviated):** In this study, whose standard score is above 70 or below 30 is placed in the 'highly deviated (HD)' category and they indicate a very considerable deviation from the average (Eysenck, 1993).
- **D (deviated):** Whose standard score is in the range 30-39, 61-70 is 'equal to deviated (D)' and they need attention (Eysenck, 1993).
- **A (average):** Whose standard score is in the range 40-60 is designated 'equal to the average (A)' (Eysenck, 1993).

Rationale of the study

The present study had been taken up keeping in view the important role played by personality in one's life. In Manipur, majority of the boys and girls in the age group 16-25 years seem to be unstable in their personality traits as evident from their overt behaviour. Most particularly, they appear to be impatient, domineering, aggressive, anxious, restless, tense, easygoing, non-assertive and so forth, we, however, have no evidence to prove that they are emotionally stable or unstable since no study in this direction has so far been done in Manipur. In the proposed problem, strenuous efforts had been made to explore the personality of boys and girls with reference to the two dimensions of personality-extraversion and neuroticism.

Results and Discussion

1) The educational level of the parents and neuroticism

Table 1a: Relationship between educational level of the parents and neuroticism

Educational level of the parents	Neuroticism			Total
	A	D	HD	
One parent literate	54 (61.4)	26 (29.5)	8 (9.1)	88 (100.0)
Both parent literate	274 (69.2)	96 (24.2)	26 (6.6)	396 (100.0)
Both parent illiterate	40 (80)	6 (12)	4 (8)	50 (100.0)
Total	**368 (68.9)**	**128 (24)**	**38 (7.1)**	**534 (100.0)**

(Figures in parentheses indicate percentage) N = 534
X^2 = 6.472, with p-value 0.167

Table 1a reflects that the majority of the respondents without distinction of the educational status of their parents belonged to A category (68.9%) which was followed by D category (24%) and lastly 7.1% belonging to HD category. The rate of the respondents of one parent literate (9.1%) belonging to HD category was higher than that of the respondents of both parent literate and both parent illiterate.

After subjecting the data to chi- square test, the relation between the educational level of parents and neuroticism was found to be not significant as X^2 = 6.472, with p-value 0.167 which is greater than 0.05. There is no significant relationship between the educational level of the parents and neuroticism of students. Thus, it can be suggested that the educational level of the parents have nothing to do with the determination of neuroticism in students.

2) The educational level of the parents and extraversion

Table 1b: Relationship between the educational level of the parents and extraversion

Educational level of the parents	Extraversion			Total
	A	D	HD	
One parent literate	70 (79.5)	10 (11.4)	8 (9.1)	88 (100.0)
Both parent literate	286 (72.2)	82 (20.7)	28 (7.1)	396 (100.0)
Both parent illiterate	28 (56)	16 (32)	6 (12)	50 (100.0)
Total	**384 (71.9)**	**108 (20.2)**	**42 (7.9)**	**534 (100.0)**

(Figures in parentheses indicate percentage) N = 534
X^2 = 10.942, with p-value 0.027

Table 1b suggests that the majority of the respondents in all the three educational level of the parents belonged to A category (71.9%). It was followed by D category (20.2%) and lastly 7.9% belonging to HD category.

The relation between educational level of the parents and extraversion was found to be significant after subjecting to chi-square test of independence. It revealed that X^2 = 10.942, with p-value 0.027 which is less than 0.05. Hence, there is significant relationship between extraversion and educational level of the parents. There was significant influence of parental education on the personality development of children (6-18/20 years) as revealed by Bilquis and Mayuri (1999) which supports the present finding.

Conclusion

It can thus be concluded that there is a significant relationship between extraversion of college students and educational level of their parents. On the other hand, no relation has been found between the neuroticism of college students and educational level of their parents.

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An Analytical Study of 'Human Values possessed by Teachers in Higher Educational Institutions in Delhi-NCR'

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Abstract

Every human being aspires for a happy and fulfilling life. For this, it is essential to know what is happiness, what is valuable to us, what is our purpose as a human being and later how to achieve that.The value of a human being is its participation in the larger order. We need to recognize and fulfil our participation with them at all levels- individual, family, society and nature. Since today's students in higher education institutions are tomorrow's professionals and parents, therefore understanding the values for happy and fullfilling life is very important for them. It is the teacher of the higher education institutions which can perform a pivot role in doing so. Therefore, this study aims to study whether the Human Values are possessed by teachers in Higher Educational Institutions and if yes, then to what extent.For the same, besides secondary data, a questionnaire was prepared and Teachers from higher education institutions were required to respond on a scale of 5 to 1, with the most positive response rated as 5 and most negative response rated as 1. The mean score for each question was calculated and the overall mean has been arrived at. The study reveals that values possessed by teachers in all aspects of living are neither very significant nor very insignificant. Therefore, Teachers must undergo Certification Programs/FDPs/ Training in Universal Human Values on continuous basis and also explore in their own daily life the natural acceptability of these values so that they may act as a true facilitator to their students towards their realization of value system.

I. Introduction

Every human being aspires for a happy and fulfilling life. For this, it is essential to know what is happiness, what is valuable to us, what is our purpose as a human being and later how to achieve that. Here, the priority is given to "what to do" before "how to do" ie values are to be given priority than the skills only. But the otherwise priority is leading to more skilled worker but the unhappy human being. Skills definitely helps us the means to achieve what is valuable to us but may not give a way to decide what is valuable to us.

The value of a human being is its participation in the larger order. We need to recognize and fulfil our participation with them at all levels- individual, family, society and nature.

All human beings have the aspirations of continuity of happiness and prosperity. This means that everyone has the natural acceptance for this basic aspirations. But whether we have the right understanding in the self or our source of imagination is guided by pre conceived notions/ sensations.

Facilitating holistic development, i.e. the individual transformation to human consciousness as well as the societal transformation to a humane society is necessarily the role of education. The process of value education has to be a process of self-exploration, rather than being prescriptive. Therefore, role of teachers become all the more pertinent by following the value driven teaching learning and evaluation practices. Rather than the traditional mode of teacher centric pedagogy, teacher should be more in constructivism approach. Let the students be encouraged to initiate the dialogue within. They should verify on their own through the process of self-exploration that what is naturally acceptable to them, whether they are giving values to those things which are programmed by others or whether they are able to differentiate between value education and moral values? Since today's students in higher education institutions are tomorrow's professionals and parents, therefore understanding the values for happy and fullfilling life is very important for them. It is the teacher of the higher education institutions which can perform a pivot role in doing so. Therefore, this study aims to study whether the Human Values are possessed by teachers in Higher Educational Institutions and if yes, then to what extent.

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Human Values are component that have an essential worth in usefulness or importance to the owner and ideology or qualities considered worthwhile or desirable. Human Values formamost significant aspect of self-concept and serve as guiding morality for an individual.

Human values are most important in everyone daily life. It consists of truth, honesty, love, peace, sincerity, non-violence, friendship, empathy, etc. These are the believesthat have an inbuiltvalue to the owner as principles, standards or qualities. They are distinctiveness of self-concept and serve as decision-makingethics for any person. Human values are very important in present scenario. The human values are relevant to any basic life within society which create movement towards one another & leads to peace.In simple word, human values are described as universal and are shared by everyone or we can say that all human beings, irrespective of their religion, their nationality, their culture and their personal history. There are numerous universal human values such as Truth, Right conduct, Peace, Love and Non-violence which are directly connectedto physical, intellectual, emotional psyche and spiritual facets of human behavior. There is a requirement and need to support these values for animproved and gentle society.

Human values are Trust,honesty, fairness, loyalty, sharing, brotherhood, friendship, empathy, compassion, love, openness, listening, welcoming, acceptance, recognition, appreciation, solidarity, civility, respect and consideration. Role of above values is to construct it possible for anyone or every person to realize or maintain the peak or core values of human beings life, love and prosperity.

Objectives of the Study

1. To study the level of values possessed by teachers in all aspects of living and establish the hierarchy of importance given by teachers to the harmony to Self, Family, Society & nature w.r.t human values.
2. To study the Human Values possessed by Teachers Agewise
3. To study the Human Values possessed by Teachers Genderwise

II. Literature Review

Dr. G. Venkata Lal (2017): Human Values play a completely leading function in present academic institutions. Human values take priority over social values. Human values are actually withering very rapid for which we human beings are most responsible. Cost primarily based schooling ought to be emphasised ranging from college to university stage of education. Human fee is usually acknowledged to be a ethical fashionable of human behaviour. Therefore, human values need to be preserved and guarded.

According to Dr. Shanthini B (2018): "Value is a long-lasting perception, a selected mode of conduct or a cease state of life, alongside a continuum of relative significance." We want value in our lives to manual us in the proper course, to analyze the importance of reality, goodness and beauty, give high-quality course to life and bring joy, hold our culture and history, carry adjustments in conduct towards advantageous thoughts; promote the peace and concord inside the society and much extra. To improve one's human values self interest performs a totally vital function, parents have to train human values, instructional establishments, network and paintings area must voluntarily come forward to develop human values among destiny generation. As a result we can lead a satisfied, non violent and satisfied lifestyles for the duration of.

Babita Jharia (2013) said the significance of human values in the non-public institutes of Rajpur. Observe considers human values are the basis of person. It additionally mentions that home is the primary school of the kid and school and college is the second one for getting to know human values. Fee education is schooling in values and education in the direction of the inculcation of values have to an initiative of all non-public establishments. It's far a general phenomenon intrinsic to all mastering and schooling, whether at domestic or in an group.

Sheela. S. Khedikar (2013) mentioned the deterioration of human values in many countries, including India. It states that decline in human values does now not best pose severe hazard to the destiny improvement of the U.S.A. However even for its presentation survival. Though, alternate in social or human values in more youthful generation is inevitable with time however the decline in Indian younger technology is at an alarming price in comparison to any other united states all over the world. Hence the faculties and colleges are required to play an essential position inside the rely of fee training to younger generations.

Mohan Debbarma (2014) explored the significance of human values within the international society. It is discovered that the current society has been undergoing good sized crises for last few many years and certainly; human values are also now withering very rapid for which people are most responsible. For this reason the take a look at concludes that price based totally education need to be emphasised ranging from college to college level of education. And the take a look at also endorsed that many researches and guides need to be executed on several elements of the society which help to perpetuate the human values of the human network inside the post-modern-day era.

Himanshoo Kumar Sharma (2015) studied the significance of ethical values in cutting-edge era. It's miles understood that within the technological generation, value crisis is one of the burning problems. Dowry device, divorce, abortion, gang-rape, homicide, child abuse, corruption, animal sacrifice, and so on. Are ever growing hassle. So as triumph over this troubles educators have an important function to play. The take a look at emphasizes that the academics must have an incorporated angle to nurture the hearts and minds of newcomers in a balanced manner so that you can preserve human values within oneself.

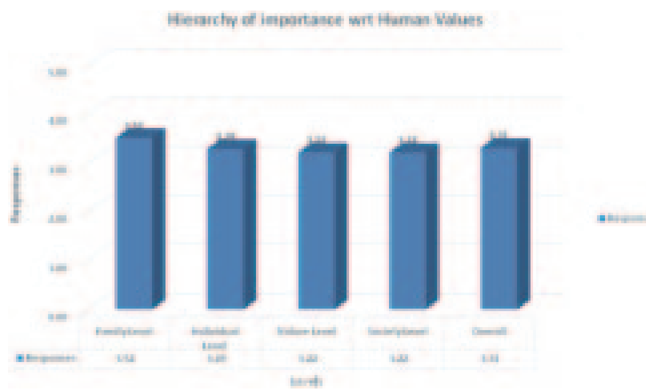
Pallavi Gupta (2016) explained the factors how and why the human values are continually degraded in higher training in India. It states that better training establishments lack to offer getting to know wonderful atmosphere, instructional syllabus associated with human values and extracurricular sports primarily based on human values which ends up in many societal troubles in latest days. Consequently to uplift human values amongst younger generations it delegates the duty to mother and father, teachers and society.

III. Research Methodology

The study describes human values and its significance and hence the research design is descriptive in nature. This study focuses on teachers of higher education instituteswho always remain as the future backbone of our nation. The main objectives of this study is to explore the level of value possessed by teacher in all aspects of living and the importance given by individuals to the harmony to Self, Family, Society & nature w.r.t human values. The sample size considered was 100 respondents through simple random sampling method. Study has made an extensive use of both primary and secondary data. To collect primary data, questionnaire was prepared on a rating scale of one to five. To frame the questionnaire the researcher considered AICTE Study Material on UHV and the same was used with needed changes. The secondary data was collected from all associated sources such as books, research journals, magazines, periodicals published and internet web sources. There were thirty one objective questions and Teachers from higher education institutions were required to respond on a scale of 5 to 1, with the most positive response rated as 5 and most negative response rated as 1. The mean score for each question was calculated and the overall mean has been arrived at. This value ranges from 5 to 1 and gives the mean value level possessed by the teachers. Further the hierarchy of mean values at each level ie individual level, family level, social level and nature level has been established to understand the importance given by the Teachers to the harmony to Self, Family, Society & nature w.r.t human values. Also, hierarchy of mean value (a) agewise and (b) genderwise have been calculated to determine (a) which human values are valued most by which age group and (b) which human values are valued most by which gender.

IV. Data Analysis, Interpretation & Discussion

(1) Level of values possessed by teachers in all aspects of living & Hierarchy of importance given by teachers to the harmony to Self, Family, Society & nature w.r.t human values



Analysis, Interpretation and Discussion: As evident from above table and graph, the overall mean value is 3.31 which means level of values possessed by teachers in all aspects of living are neither very significant nor very insignificant. Further, Values are given the most importance at the family level followed by individual level and equally at Nature and Society level in the decreasing order. The reasons for the same may be attributed to:

a. Assuming that for survival and development of human being, it is required to exploit natural resources. Instead of mutual fulfilment, we are mostly trying to exploit and be the master over nature.

b. Are we living in a state of fear, based on mistrust and jealousy in the society or Fearlessness, based on trust and affection, in the society?

c. Assuming that one who wins competition is excellent. Instead, excellence rather than competition leads to continuity of happiness for all.

d. Not able to differentiate between value education and moral education.

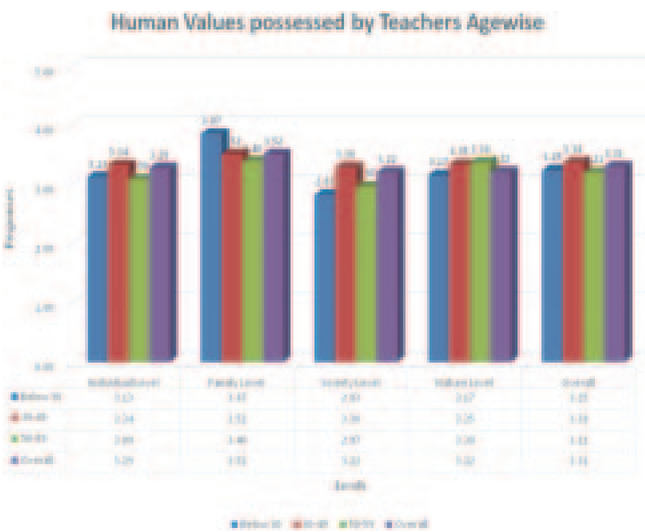
e. Considering human being as body rather than co-existence of self and body.

f. Assuming that what we get from favorable sensation is happiness.

g. Assuming that accumulation of more and more physical facility will only give the prosperity.

h. Considering ourselves to be the Body and assuming the relationship on the basis of the Body rather than nine definite feelings. Thus, we get failure in understanding the relationship.

(2) Human Values possessed by Teachers Agewise



Analysis, Interpretation and Discussion: As evident from above table and graph, teachers in the age category of 50-59 years give least importance to the human values at Individual level, teachers in the age category of 50-59 years give least importance to the human values at family level, teachers in the age category of below 30years give least importance to the human values at Society level and teachers in the age category of below 30 years give least importance to the human values at Nature level. However, overall, teachers in the age category of 30-49 years give most importance to the human values followed by below 30 years and 50-59 years of age. The reasons for the same may be attributed to:

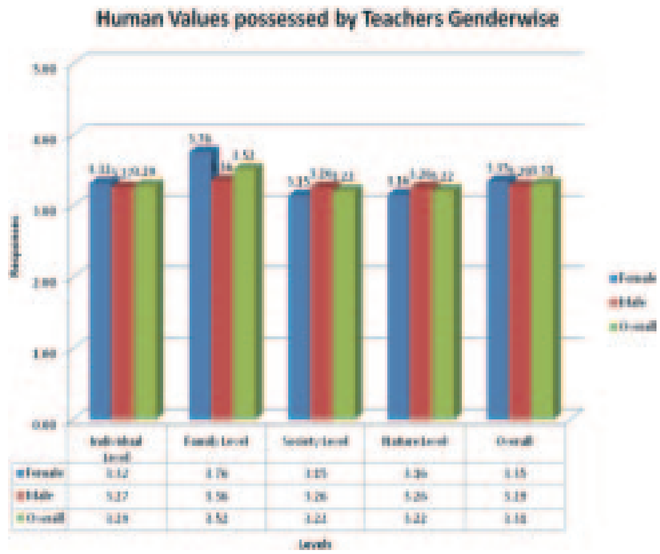
a. **At the individual level:** assuming that accumulation of more and more physical facility will only give the prosperity.

b. **At the family level:** doubt on intention in trust (in relationship).

c. **At the society level:** Values are based on dogmas, beliefs or assumptions.

d. **At the nature level:** assuming that for survival and development of human being, it is required to exploit natural resources.

(3) Human Values possessed by Teachers Genderwise



Analysis, Interpretation and Discussion: As evident from above table and graph, male teachers give less importance to the human values at Individual level & family level whereas female teachers give less importance to the human values at Society level and Nature level. However, overall, male teachers give less importance to the human values as compared to female teachers. The reasons for the same may be attributed to:

a. **At the individual & family level:** Male teachers assume that accumulation of more and more physical facility will only give the prosperity and doubt on intention in trust (in relationship) respectively. However, Female teachers more believe that Value Education enables us to understand what is valuable for human happiness and also knowing that Human being is co-existence of the Self (Consciousness) and the Body (Material).

b. **At the society & nature level:** Female teachers assume more that one who wins competition is excellent.Male teachers assumes that Value has to be universally applicable to all human beings for all time and all places.

c. **Overall:** Male teachers give less importance to the human values as compared to female teachers because skills are given the first preference over the values by the male teachers.

V. Recommendations

Every one of us wants the continuity of Happiness and Prosperity. Happiness is to be in a state of harmony. But the question is whether we are having this continuity of Happiness and Prosperity. Do we have assumed that excess accumulation of physical facility will make give us the continuity of Happiness and Prosperity? If no, then why we are putting greater efforts in accumulating excess of physical facility. If yes, then why we are not happy. This requires us to self-validate that what is naturally acceptable to me. What is my role in co-existence? We need to self-experience that whether the expanse of our living is at four levels (individual human being, family, society and nature/existence), and thus the program for continuity of happiness is to be in harmony at all these levels.

At the individual level, continuity of happiness and prosperity be ensure by right understanding in the self, fulfilment in relationship and physical facility with rest of nature in the correct priority.

At family level, we need to explore that Relationship is between one Self and another Self and not between one body and another body. There are feelings in relationship which are in one Self for the other Self. The fulfilment of these feelings (trust, respect, affection, care, guidance, reverence, glory, gratitude and love) and their right evaluation lead to mutual happiness.

At the level of society, the human goal is right understanding and right feeling (happiness) in every individual, prosperity in every family, fearlessness (trust) in society and co-existence (mutual fulfilment) in nature/ existence. This goal is fulfilled by human order, i.e. systems for education-sanskar, health-self regulation, production-work, justice-preservation and exchange-storage. These systems startwith the family order, and are interconnected right up to world family order, leading to universal human order.

At the nature level, human being should participate in nature for a mutually fulfilling and sustainable way of living because Existence is co-existence, and the role of human being is to realise co-existence in the Self and live in co-existence in nature, extending up to universal human order.

Teachers must undergo Certification Programs/ FDPs/ Training in Universal Human Values on continuous basis and also explore in their own daily life the natural acceptability of these values so that they mayact as a true facilitatorto their students towards realization of value system.

VI. Conclusion

The value of a human being is its participation in the larger order. We need to recognize and fulfil our participation with them at all levels- individual, family, society and nature. The study has been conducted with the objectives (1) To study the level of values possessed by teachers in all aspects of living and establish the hierarchy of importance given by teachers to the harmony to Self, Family, Society & nature w.r.t human values. (2) To study the Human Values possessed by Teachers Agewise and (3) To study the Human Values possessed by Teachers Genderwise. For the same, besides secondary data, a questionnaire was prepared based on thirty one objective questions and Teachers from higher education institutions were required to respond on a scale of 5 to 1, with the most positive response rated as 5 and most negative response rated as 1. The mean score for each question was calculated and the overall mean has been arrived at. It has been found that Values are given the most importance at the family level followed by individual level and equally at Nature and Society level in the decreasing order. However, means level of values possessed by teachers in all aspects of living are neither very significant nor very insignificant.

As far as human values possessed by teachers age wise is concerned, teachers in the age category of 50-59 years give least importance to the human values at Individual level, teachers in the age category of 50-59 years give least importance to the human values at family level, teachers in the age category of below 30 years give least importance to the human values at Society level and teachers in the age category of below 30 years give least importance to the human values at Nature level. However, overall, teachers in the age category of 30-49 years give most importance to the human values followed by below 30 years and 50-59 years of age.

As far as human values possessed by teachers gender wise is concerned, male teachers give less importance to the human values at Individual level & family level whereas female teachers give less importance to the human values at Society level and Nature level. However, overall, male teachers give less importance to the human values as compared to female teachers.

Reasons for all the above findings have been discussed in length in section IV and recommendations in section V.

The study reveals that values possessed by teachers in all aspects of living are neither very significant nor very insignificant. Therefore, Teachers must undergo Certification Programs/FDPs/ Training in Universal Human Values on continuous basis and also explore in their own daily life the natural acceptability of these values so that they may act as a true facilitator to their students towards their realization of value system.

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Students' Institutional Satisfaction in the Context of University Education: A Pilot Study

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Abstract

Students' satisfaction with their institution is an important factor that greatly influences the success of an institution. Student satisfaction is a critical measure of service quality and higher education institution management should regularly evaluate student satisfaction. To examine students' institutional satisfaction, the students' institutional satisfaction scale developed by Ali and Jha (2013) is one of the best-suited tools. The main objective of the present study is to revalidate the SISS in the context of university education through piloting. From the computation of reliability, the correlation coefficient score was found 0.93 (Cronbach Alpha) and 0.85 (Split-half). The results suggest excellent internal consistency amongst the items of the adopted scale and therefore, it is found appropriate in the context of university education in Assam. The respondents of the study showed a moderate level of satisfaction with the university services. No significant differences existed in the level of satisfaction with regard to students' gender and locality. On the other hand, variables like the course of study, stream of study, and duration of stay in the institution were found to have a significant impact on differentiating the level of satisfaction.

Introduction

The term student satisfaction refers to the degree of fulfilling the needs and aspirations of the students in the institutional setting. Students' satisfaction is an important factor that greatly influences the success of an institution. If the institution does fulfill students' needs, requirements and expectations, they will be satisfied with the institution. Student satisfaction is generally accepted as a short-term attitude resulting from an evaluation of a student's educational experience, facilities, and services. A student is satisfied when the institution's performance meets or surpasses expectations. Student satisfaction is a multi-dimensional concept that is influenced by different factors related such as students' trust toward the university, own ambitions, determinations, and attitude (Hartman & Sandra, 1995).

Service quality and student satisfaction are correlated concepts, but they are not the same Athiyaman (1997). The term service quality is related to the field of management. Whereas, satisfaction is a multidimensional term related to psychology and allied subjects. Many researchers believe that students' perceptions about the quality are based on long-term, cognitive evaluations of an institution's service delivery whereas students' satisfaction is a short-term emotional reaction to a specific service experience. The success of an educational organisation depends upon its quality of service. Therefore, student satisfaction is a critical measure of the quality of service rendered by an institution.

The students' institutional satisfaction scale (SISS) developed and standardized by Ali and Jha (2013) is one of the best tools to examine the level of student satisfaction. The scale consisted of 47 items with the adaptation of five dimensions recommended by Parasuraman, Berry, and Zeithaml (1988). By nature, the SISS is a five points rating scale and rating points are strongly agree, agree, undecided, disagree, and strongly disagree. The five dimensions of SISS are namely tangibility, reliability, responsiveness, assurance, and empathy. Tangible is about physically visible aspects. In the construction of the scale, content validity was checked and the test-retest correlation value was 0.964 which is appropriate at 0.01 levels of significance.

Review of Related Studies

Elliott and Healy (2001) revealed a high level of satisfaction and factors like campus climate, student-centeredness, and instructional effectiveness had a strong impact on satisfaction concerning the overall scholastic experience. Garcia-Aracil (2009) found that students were highly satisfied with their courses, are scored high

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in course content and social aspects. Butt and Rehmann (2010) revealed that all institutional attributes namely teaching expertise, the course offered, the learning environment, and classroom facilities were having a significant and positive influence on students' satisfaction with higher education in Pakistan. Stoltenberg (2011) revealed that the social dimension of the educational process is important for students regardless of their ethnical background and study program. The fact that students were not satisfied with the teaching methods does not reflect their overall satisfaction with the university. Ibrahim, Rahman, and Yasin (2012) revealed that student satisfaction with service quality in the public institute was higher in counter to private institutes in Malaysia. Janardhana and Rajasekhar (2012) found a high level of satisfaction among the students of Sri Venkateswara University with most of the attributes of tangibility.

Parahoo, Harvey, and Tamim (2013) revealed that gender affected the factors influencing students' satisfaction in the universities of the Gulf region. Suarman and Yasin (2013) reported a moderate level of student satisfaction in a Great University in Indonesia. Different levels of satisfaction were seen among students based on their study area, study period, and gender. Korobova and Starobin (2015) revealed that during the first year there were differences in levels of satisfaction between international and American students and during the senior year no such differences were found. Abidin (2015) revealed that students of the Islamic public university in Malang, Indonesia had less satisfaction. Afzal and Afzal (2015) established that the level of student satisfaction has a significant influence on students' academic achievement overall regarding the subject of English at secondary schools in Islamabad. El-Hilali, Al-Jaber, and Hussein (2015) found that students' satisfaction at Kuwaiti private colleges has been influenced by the college's image and reputation, academic courses, and methods of instruction. Dhaqana and Afrah (2016) found that academic performance, satisfaction and students' retention were strongly and positively associated with each other among the students of Benadir University in Mogadishu, Somalia. Fattah (2016) found a difference between male and female students with regard to their academic satisfaction, whereas male students were found more satisfied at Najran University. Kota (2016) revealed significant variations in levels of satisfaction in different management institutions and among different stakeholders.

Clemes, Gan, and Kao (2017) revealed that service quality has the greatest effect on satisfaction in higher education in New Zealand. Factors like ethnicity and year of study were primary influencers on the students' perceptions. Daniel, Liben, and Adugna (2017) found significant gender differences in students' satisfaction at Dawa University, Ethiopia. McCladdie (2017) revealed various factors like expectations, communication, and a supportive environment support the level of satisfaction of stakeholders in improving academic achievement. Al-Sheeb, Hamouda, and Abdella (2018) revealed that concerning university experience, there was a positive correlation between overall satisfaction and different aspects namely environmental, academic and social. The quality experienced by students in their first year was found to be satisfactory. Hossain, Hoq, Sultana, and Hassan (2019) found less overall satisfaction among female students than male counterparts in respective universities in Bangladesh. Students belonging to the urban area and middle-class background had higher satisfaction than others.

Tufail, Khan, and Uddin (2020) revealed that faculty satisfaction in higher education institutions in Pakistan has significant relationships with leadership management and resource management. Gopal, Singh, and Aggarwal, (2021) revealed the quality of the instructor, course design, prompt feedback, and expectation of students influence students' satisfaction and students' satisfaction positively impacts students' performance. Hai (2021) revealed that teaching staff, teaching-learning facilities, service ability, educational activities, student support activities, and educational programmes are affecting students' satisfaction and service quality in higher education in Vietnam. Paposa and Paposa (2022) stated that creating an interactive learning atmosphere, course content, faculty competency and continuous student support plays a crucial role in enhancing the service quality of click classrooms that lead to learners' satisfaction. Wong and Chapman (2022) revealed that students' satisfaction was associated with different kinds of interactions namely, student-instructor, student-student formal, and student-student informal interaction in higher education in Singapore. Kökalan, Yumusak, and Gürleyen (2022) revealed that universities are not fully able to fulfill students' high expectations as international students were found to have higher service expectations than Turkish students.

Need and Significance of the study

It is important to assess the level of satisfaction among university students because research findings linked satisfaction with academic performance. Understanding the students' expectations helps HEIs to eliminate the difference between expectations and rendered service. Understanding the perceptions of students assists institutional management in maximising satisfaction and minimising dissatisfaction. Studying students' satisfaction will result in improving institutional performance. Therefore, student satisfaction is a critical measure of service quality and HEI management should regularly evaluate student satisfaction. In this view, the investigator planned to study the level of postgraduate students' satisfaction with public universities in Assam with the adaptation of the SISS tool.

Objectives of the study

1. To revalidate the SISS in the context of university education.
2. To revalidate the SISS with regards to respondents' gender, locale, course of study, stream of study, and duration of stay in the institution.

Research Methodology

The present study is aimed to revalidate the student's institution satisfaction scale (SISS) developed by Ali and Jha (2013) in the context of university education. The adopted scale for post-graduate students was renamed as the post-graduate students' satisfaction scale (PSSS) against the original name SISS. The study employed the descriptive survey method and quantitative approach. The present study was delimited to two public state universities in Assam, India and they are namely Gauhati University and Dibrugarh University. The sample comprised 100 randomly selected postgraduate students from the two universities. In the calculation of reliability, the investigator used Cronbach Alpha and Split-half correlation of coefficient test. To revalidate the SISS with regards to respondents' gender, course of study, duration of stay, and stream of study; inferential statistical techniques like z-test, and ANOVA were used.

Analysis and Interpretation of the Results

Revalidation of adopted SISS

In the process of adaptation, the investigator framed a modified scale to study the level of satisfaction among postgraduate students of public universities in Assam. The terminologies of some items were changed to make the scale time-appropriate for university students. Some of the items were slightly modified without changing their dimensions and objectives. After the slight modification, content validity was checked with the help of subject experts. The adopted scale for post-graduate students was renamed 'Post-graduate Students' Satisfaction Scale' against the original name 'Student's Institution Satisfaction Scale, and the process of pilot study began. Randomly selected 100 postgraduate students comprised the respondents of the study. Re-calculated reliability values of scale are reflected in the table below:

Table 1: Re-calculated reliability value of adopted PSSS

n	Scale	Number of Items	Correlation of coefficient (Alpha)	Correlation of coefficient (Split-half)
100	Postgraduate Students' Satisfaction Scale	47	0.93*	0.85*

**Significant at 0.05 level*

From the calculation of reliability (Cronbach Alpha), the correlation coefficient score was found 0.93. The researcher also checked the split-half reliability test, and the value of the correlation coefficient was found 0.85. As per the norms of the reliability test, a coefficient level more or equal to 0.9 suggests excellent internal consistency, and a coefficient level between 0.8 and 0.9 refers to good internal consistency. From the results, it can be interpreted that all the adopted and modified items of the tool are reliable and statistically the calculated score is significant. Therefore, the adopted form of the SISS tool namely PSSS was found applicable in the context of university education in Assam and the scale can be used in further research.

Applicability of SISS and Level of Students' Satisfaction

In addition to revalidation, the investigator also aimed to check the applicability of the scale. Therefore, the collected data were further used to examine postgraduate students' satisfaction with their university. Apart from studying the overall level of satisfaction, the investigator also compared the level concerning respondents' gender, locale, course of study, stream of study, and duration of stay in the institution.

Table 2: Overall students' satisfaction

n	Minimum	Maximum	Mean	Std. Deviation	Z-score
100	133	207	171.61	19.55	+0.19

From the above depicted descriptive statistics, the range of the score found was 74 with 207 as the maximum and 133 as the minimum score scored by the respondents. The mean score and standard deviation were found 171.61 and 19.55 respectively. When the mean score was subjected to calculating Z-score, it was found +0.19. As per the stated norms of the scale, the Z-score +0.19 refer moderate/average level of satisfaction. Although the study comprised two renowned public universities of Assam, it is nothing surprising to reveal a moderate level of satisfaction amongst their students. This result resembles with results revealed by Yasin (2013) at a university in Indonesia and Janardhana (2013) at Sri Venkateswara University. Therefore, it can be stated that the adopted scale appropriately fulfilled its purpose of examining postgraduate students' satisfaction with university services.

Table 3: Comparison of satisfaction scores between male and female students

Gender	n	Mean	Std. Deviation	Std.Mean Error	z-value
Male	32	174.87	15.776	2.788	1.14 NS
Female	68	170.07	21.022	2.549	

NS *Not Significant at 0.05 level*

Comparing the level of satisfaction between male and female students, the mean score for male students was found 174.87 and for female students, it was 170.07. Afterward, the computed value of the Z-test was found 1.14, which is less than the table value (df= 98) at the 0.05 level of significance, and therefore it can be stated that there is no significant difference in the level of satisfaction concerning gender variation. From this analysis, it is interpreted that the adopted scale is appropriately worked to compare the satisfaction score between males and females. The collected data with the adopted scale yield reliable data and applies to the present context also. Students' institutional satisfaction is the factor that greatly depends upon the factors related to service rendered by the institution and gender variation plays no significant role. Contradicting the present finding, Parahoo, Harvey, and Tamim (2013); Fattah (2016); Daniel, Liben, and Adugna (2017); and Hossain, Hoq, Sultana, and Hassan (2019) found gender variation in students' satisfaction.

Table 4: Comparison of satisfaction scores with regard to the locale of the students

	Sum of Squares	Df	Mean Square	F-value
Between Groups	10430.213	2	5215.106	18.464*
Within Groups	27397.577	97	282.449	
Total	37827.790	99		

**Significant at 0.05 level*

To compare the mean satisfaction score amongst students belonging to different locales namely rural, urban and semi-urban; the investigator employed one-way ANOVA. The calculated F-value was found 18.464 which is larger than the F-critical value at the 0.05 level of significance. Therefore, it can be stated that locality as an independent demographic variable has a significant impact on the students' satisfaction with university services. In other words, students' different belongingness has a great impact on their level of satisfaction. In this case, the adopted scale was successfully able to draw an unbiased conclusion. The present findings resembled the study conducted by Hossain, Hoq, Sultana, and Hassan (2019).

Table 5: Comparison of satisfaction scores with regard to streams of study

	Sum of Squares	Df	Mean Square	F-value
Between Groups	2551.654	2	1275.827	3.508*
Within Groups	35276.136	97	363.672	
Total	37827.790	99		

**Significant at 0.05 level*

The study comprised respondents from three streams or disciplines namely, arts and humanities; sciences; and commerce and management. To compare the mean satisfaction score amongst students of three distinct streams, one-way ANOVA was employed and F-value was found 3.508. As the computed F-value is greater than the critical F-value at the 0.05 level of significance; it is concluded that there is significant variation exists in the level of satisfaction amongst students from three different streams. This is due to the existence of dissimilarity in the facilities and challenges experienced by the students of different streams. Therefore, the finding is reliable and the adopted scale significantly succeeded to draw the comparison of postgraduate students' satisfaction levels concerning different streams of study. Similarly, Suarman and Yasin (2013); and El-Hilali, Al-

Jaber, and Hussein (2015) reported a significant difference in student satisfaction based on their study area and courses.

Table 6: Comparison of satisfaction scores with regard to academic achievement

	Sum of Squares	Df	Mean Square	F-value
Between Groups	1613.089	2	1306.545	4.506*
Within Groups	37214.701	97	383.657	
Total	37827.790	99		

**Significant at 0.05 level*

The respondents of the study were divided into three different groups in terms of their academic performance. Group one consisted of respondents who scored above 80 percent, group two ranged between 65-79 percent, and group three consisted of respondents who scored 50-64 percent in their respective last examinations. When the mean scores of the three groups were subjected to check differences, the F-value was found 4.506, which is greater than the critical F-value at the 0.05 level of significance. This result verified that there is significant variation exists in the level of students' satisfaction concerning their academic performance. Results of the related studies conducted by Dhaqana and Afrah (2016); McCladdie (2017); and many more researchers revealed similar results. Therefore, the finding is reliable and the adopted scale significantly succeeded to make the comparison of postgraduate students' satisfaction levels concerning their academic achievement.

Table 7: Comparison of satisfaction scores with regard to category

	Sum of Squares	Df	Mean Square	F-value
Between Groups	2561.683	4	640.421	1.725^{NS}
Within Groups	35266.107	95	371.222	
Total	37827.790	99		

^{NS} *Not Significant at 0.05 level*

The respondents of the study comprised five different categorical groups namely scheduled tribe, scheduled caste, other backward class, general, and economically weaker sections. When the mean scores of these five groups were subjected to check variations, the F-value was found 1.725, which is less than the critical F-value at the 0.05 level of significance. This result verified that there is no significant variation exists in the level of students' satisfaction with respect to their categorical distinction. As students' satisfaction mostly relies upon service rendered; it is nothing surprising to get a similar level of satisfaction regardless of students' distinct categorical belongingness. Therefore, the finding is reliable and the adopted scale significantly succeeded to make the comparison of postgraduate students' satisfaction levels concerning their distinct categories. Similar to the present finding, Stoltenberg (2011) revealed no influence of ethnical background on students' satisfaction; whereas, Clemes, Gan, and Kao (2017) revealed a contradictory result.

Table 8: Comparison of satisfaction scores with regard to the duration of stay

	Sum of Squares	Df	Mean Square	F-value
Between Groups	2551.654	2	1275.827	3.508*
Within Groups	35276.136	97	363.672	
Total	37827.790	99		

**Significant at 0.05 level*

The respondents of the study comprised four different groups based on the duration of stay/study in the respective university. Group one consisted of respondents who stayed less than one year, group two included students who stayed one to two years, group three consisted of respondents who stayed three to four years, and group four included students who stayed more than four years in the respective university. When the mean scores of these four groups were subjected to check differences, the F-value was found 3.508, which is greater than the critical F-value at the 0.05 level of significance. This result verified that there is significant variation exists in the level of students' satisfaction with respect to their duration of stay in the university. Studies conducted by Suarman and Yasin (2013); Clemes, Gan, and Kao (2017); Al-Sheeb, Hamouda, and Abdella (2018) also revealed the impact of duration on students' satisfaction. Therefore, the finding is reliable and the adopted scale significantly succeeded to make the comparison of postgraduate students' satisfaction concerning their duration of stay in the institution.

Conclusion

The present study is aimed to revalidate the SISS in the context of university education in Assam. The adopted scale for post-graduate students was renamed the postgraduate students' satisfaction scale (PSSS) against the original name SISS. The calculated correlation of coefficient values was 0.93 (Cronbach Alpha) and 0.85

(Split-half) and that refers to good internal consistency. Therefore, the adopted form of the SISS tool namely PSSS was found applicable in the context of university education in Assam and the scale can be used in further research. The result revealed an overall moderate level of satisfaction among postgraduate students. Further, the study checked the comparison applicability of the adopted scale by studying the level of students' satisfaction with regard to gender, locale, course of study, stream of study, and duration of stay in the institution. It was found that there are no significant differences exist in the level of satisfaction with regard to students' gender and locality. On the other hand, variables like the course of study, stream of study, and duration of stay in the institution were found to have a significant impact on differentiating the level of satisfaction.

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Morality in Education as reflected in NEP 2020

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Abstract

Morality liesat the core of a just society. Good human beings with sound moral systems are the components of such a society. Developing good human beings with 'ethical moorings' is the spirit of the National Education Policy, 2020. NEP 2020 believes that teachers are the most important part of our society as they shape the next generation. Teachers are to provide quality education for achieving full human potential. So are the teacher educators. As they are the creators of schoolteachers. To restore the lost integrity and credibility, education must develop not only cognitive abilities but also moral and ethical dispositions. Traditional Indian values are embedded in the recommendations of NEP 2020. Right from the Vedic values to the Constitutional values are at the root of NEP 2020. The transformation of society into an equitable and just one is the aim of this policy. And this transformation is possible through the transformation of the educational system. High-quality education grounded in morals is the key to such reformation. This paper is an attempt to discuss the importance and necessity of the presence of morality in quality education in light of NEP 2020.

Introduction

At the micro-level, it is the individual. At the macro-level, it is the country, It is the society. An individual without ethical grounding leads to a society, a country, without moral moorings. A corrupt nation regresses its citizens into corruption in every nook and corner of life. It is a cyclical process. Life without morality is life without justice, life without fairness. Humans make (im) moral decisions in almost every step of life. They believe in the concept of right and wrong. Morality is the core of almost every decision made in day-to-day human life. It is the guiding principle based on which people act and live their lives. Humans are the only species in this world whose brains are evolved in such a way that they are capable of moral judgment and moral reasoning. The root of morality thus lies in the process of evolution.

This paper is an attempt to discuss the importance and necessity of the presence of morality in quality education as reflected in NEP 2020. To understand the necessity of the presence of morals in education and promote an ethical base in students and teachers, understanding human morality is essential. To improve the moral foundation it is needed to have conceptual clarity about the origins of morality, and to have a theoretical understanding of different aspects of morality as well.

Origins of Morality

Etymologically, the term morality has come from the Latin Moralitus which means manner or character or proper behaviour. Some of the most popular notions regarding the origins of morality are morality comes from religion, morality is a genetically predisposing factor, morality has its origin in socio-cultural setup, and/or our rational choices make us moral. However, Churchland (2013) denies accepting any of these simplistic explanations about the origin of morality. Instead, she stresses the socio-neurological basis of morality. The different perspectives about the roots of morality are:

1. **Biological:** Ayala (1987) opines that human beings show ethical behaviour not because of sociological factors but because of their biological construction. According to the author, the biology of the human brain determines the presence of the three necessary, and jointly sufficient, conditions for moral behaviour: the ability to anticipate the consequences of one's actions; the ability to make moral judgments; and the ability to choose among various alternative courses of action. Ayala argued that moral behaviour has arisen and developed in evolution not because it is adaptive in itself, but as an inevitable consequence of man's intellectual abilities. And intellectual abilities of the human species are directly promoted by Darwin's natural selection. Neuro-imaging studies in the recent past have linked several regions of the human brain to moral cognition. Disruptions to the right temporoparietal junction,

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which is involved in understanding intentions, can alter moral judgments. The ventromedial prefrontal cortex, which processes emotion, is also found to change moral judgments. The anterior cingulate cortex, which is also known as Area 25, is related to emotions and decision making and it signals conflict between emotions. Whereas "cold" cognition, that is cognition not involving emotions is reflected by the activity in the dorsolateral prefrontal cortex.

2. **Sociological:** According to Tomasello (2018), the seeds of morality in human brains were planted around 400,000 years ago, when the hominids started to collaborate during the process of hunting-gathering. Cooperative behaviour cultivated a sense of fairness and justice in them.

3. **Philosophical:** Western philosophical roots of morality lie in 5th century Greece, with Socrates, Plato, and Aristotle. Whereas Indian philosophical roots of morality lie in the ages of Veda that are as ancient as 1500-1000 B.C.

a. Western Philosophical Roots of Morality : Socrates believes that no one commits wrong knowingly. Thus only knowledge can refrain us from doing wrongs and only knowledge helps us to lead a good life, a correct life.

For Plato, between reasons and emotions, reason rules. He believes only justice helps us to lead a good life and people will act justly when they will achieve harmony between emotions and reasons.

Aristotle believes that the purpose of human life is eudaimonia which is human flourishing and happiness.

Both Plato and Aristotle are of opinion that virtues help us to achieve a good life. But the difference is for Plato, virtue is natural; for Aristotle, it is acquired through inhabitation.

The Hellenistic period in Western philosophy is predominated by four different schools of thought: the Cynics, the Skeptics, the Epicureans, and the Stoics. The Cynics are the followers of naturalism and they deny the role of convention in morality. The Skeptics are the believers in the non-existence of moral certainties. Epicureanism is hedonistic at its core while the Greek tradition is to give emphasis on reason. The stoics also give the highest importance to reason.

Much later, two philosophers gain dominance in western philosophy of morality, one is David Hume and the other is Immanuel Kant. For Hume, human morality comes from human feelings. For Kant, it is the reason that creates the base of morality.

b. Indian Roots of Morality: Indian Philosophy, religion, and morality are deeply interwoven with one another. In India, the term 'dharma' is used to denote morality and ethics. The term 'dharma' has come from the root 'dhr' which means holding together. Thus the function of 'dharma' is to hold people together to maintain the stability of a society. Although in Hinduism, 'dharma' has two connotations: the first one is performing moral duties and maintaining moral norms; the second one is performing sacrifices and rituals, the second connotation overshadowed the first one with the passage of time. However, 'Dharma' in the sense of morality denotes all the virtues one ought to perform to get 'moksha' or liberation. In Rig Veda, the highest goal of human life is to achieve true happiness, while in Upanishads, the highest goal is to achieve liberation from the bondage of worldly affairs and to attain the inner essence of the soul. And good conduct is necessary to attain it. In 'Manusmriti', Manu stated about the universal virtues such as contentment, forgiveness, self-control, cleanliness, non-stealing, and wisdom. The way of righteousness as mentioned in 'the Gita, is to do 'Nishkam karma'.

4. **Religious:** Most deeply ingrained notion across the world regarding morality is it is impossible to be moral without being a theist. If we consider the values mentioned in Vedas, in Smritis, in Dharmasastras, or the commands of the Bible as the roots of our ethical mind, then the source of morality is highly religious in nature. That is to say, religion makes us moral. But is that really so? Zuckerman (2008), in his book "Society Without God: What the Least Religious Nations Can Tell Us about Contentment", hasmentioned that Denmark and Sweden, the two least religious countries in the world, and "possibly in the history of the world", enjoy the lowest rate of violent crime and the lowest levels of corruption on the earth. However, the research findings in this regard are inconclusive. McKay and Whitehouse (2014) have observed that some aspects of religion may promote some aspects of morality while some other aspects of religion may hinder it, just like any other socio-cultural construct.

5. **Psychological:** Four approaches are predominant in the field of moral psychology-psychoanalytic approach, the social-learning approach, the cognitive-developmental approach, and the evolutionary approach. The Freudian psychoanalytic base of

morality lies at the root of the Oedipus complex. The presence of conscience is validated here by the existence of the feeling of guilt. The psychoanalytic assertion on the basis of castration anxiety, that males have stronger consciences than females, is highly criticized. The positive side is that, here, morality is grounded in a sexual conflict which increases its applicability in the field of sexual morality. Social learning theories state that morality develops simply through the observation of others' behaviour-prosocial or aggressive, depending upon who the model is. It is flexible enough to include the extreme diversity of rules across cultures. But unlike the psychoanalytic approach, this approach has no explanation regarding the existence of guilt. Following the Greek tradition, two chief proponents of cognitive-developmental theories, Piaget (1932) and Kohlberg (1969) emphasize moral reasoning as the underlying cognitive process in moral judgment. Their theories lack the explanation of moral feelings. And stages of moral development of individuals are found to have a low correlation with the actual moral behaviour they show in reality.

6. **Legal:** All laws of all countries arise from the values embedded in culture and society. All laws arise from the belief that some things are right to do and some things are wrong to do. Bauman (2009) believes that a nation's laws always exert teaching influence on the people of the country. Thereby laws shape and reshape the beliefs, characters, and actions of the citizens. Either directly or indirectly, each and every piece of legislation is grounded in moral judgment. It touches on moral issues. On the other hand, the legal anchoring of right and wrong has a profound impact on people's moral cognition.

According to Churchland (2013), moralityis shaped by four interlocking brain processes: caring for another person, recognizing the psychological state of the other person, learning social norms, and solving problems in a particular socio-cultural context. She believes that the origins of morality have both neurological and socio-cultural basis. Therefore, any attempt to improve society or a nation should consider all of these processes. Now, the question is, does NEP, 2020 consider all of these four processes. The answer lies in the very soul of it.

Aspects of Morality

To improve the moral standard of a country, it is essential to understand the different aspects of morality. Some of the aspects of morality are moral standards, moral behaviour, moral sense, moral emotions, moral cognition, and moral identity.

1. **Moral Standard:** Moral standard is a term that denotes the internalization of socio-moral norms within individuals to construct their own knowledge and guiding principles in life. Moral standards of the people of a nation are constructed partly by universal moral laws, and partly by culture-specific proscriptions. The moral standard of a society is reflected through the moral behaviour of its mass.

2. **Moral behaviour:** Moral behaviouris of huge concern to have a just society. The ability to differentiate between right and wrong does not guarantee that the person will act right. Moral behaviour is the physical action which is in alignment with a particular ethical system. Personal code of conduct along with moral cognition and moral emotions determine the degree of self-regulationin the individual. It is identified by the researchers that moral behaviour has four basic components: moral sensitivity, moral judgment, moral motivation, and moral character. Rest (1982) proposed a four-component model of moral behaviour. These four components are moral sensitivity, moral integrity, moral courage, and moral reasoning.

3. **Moral sense:** Merriam-Webster dictionary defines moral sense as the ability to have feelings of rightness or wrongness of an action. The moral sense is so important in one's life that the absence of it is regarded as pathological by psychiatrists and psychologists.

4. **Moral emotions:** It involves feelings and intuitions underlying moral decisions made by the people. When a country goes through moral degradation, it implies that its people are definitely lacking moral values which in turn points toward basic problems in moral emotions and moral cognition, problems in the internalization of moral values. Haidt (2001)firmly believes that the higher the moral emotionality in the individual, the more likely the individual is to act morally.

5. **Moral cognitions:** Moral cognition includes many constructs of which two are the most talked about: moral judgment and moral reasoning.

   Moral judgment is a judgment of a deliberate, intentional, purposeful act as right or wrong, good or bad. It is the judgment of what should be or what ought to be, what is right or wrong, concerning the moral ideal.

Moral reasoning is the process of critical thinking and logical analysis through which individuals try to conclude that the given action is right or wrong or good or bad. It is the application of critical analysis or logic to specific acts, to the particular context or situations in which the action has been done, or to the specific dilemmas to judge whether the action is right or whether it is a wrong deed.

6. **Moral identity:** According to Hardy and Carlo (2011) moral identity refers to the degree to which being moral is important for one's own identity. If it is found that moral identity is a better predictor of moral behaviour then the development of moral identity would lead to moral action. Research is needed in this regard.

Morality and Values

Morality is referred to as social conventions of rightness and wrongness of human behaviour and these conventions are so widely shared that there will be a stable communal consensus regarding these (Beauchamp and Childress, 1994). According to Horner (2003), "morality refers to a set of deeply held, widely shared, and relatively stable values within a community". It is comprised of values, codes of conduct, principles and character virtues. Thus values and beliefs are at the core of moral development of the individual. Values are the foundational stones of the moral system.

Here, the question is, does NEP 2020 address all these aspects of morality in the process of developing an ethical value system in the individual, a student, a teacher, or a teacher educator. To search for the answer, we have to go through the present scenario of India in terms of moral standards and the details of the attempt made by NEP to restructure the Indian Education System.

NEP 2020 and Morality

No other educational policy of India has ever given so much importance to moral development embedded in traditional Indian values as National Education Policy, 2020 does.

a. **Indian educational system- present scenario:** If we look at the present situation of India, its moral degradation is pathetic. The Expat Insider 2019 Survey ranks India as the fifth most dangerous country to live in the world. On safety and security, India is placed at 60 out of 64 countries. Indian cities with high crime index like Meerut with a crime index of 68.89, Ghaziabad with 60.66, Delhi, the National capital Territory, itself with a crime index of 59.31, Noida (57.97), Gurgaon (55.73), Bangalore (55.18), Mysore (52.02), Lucknow (49.13), Indore (48.37), Kolkata (46.55), Mumbai (45.18), Chandigarh (44.38), Hyderabad (43.96), Pune (41.58), Kochi (41.20), Chennai (40.57) come under the list of cities with high crime rates. Cities like Coimbatore, Thiruvananthapuram, Nagpur, Jaipur, Surat, Navi Mumbai, and Vadodara make the list even longer (Numbeo, 2022). India is placed at 80th position, 86th position, and 85th position among 180 countries in the years 2019, 2020, and 2021 respectively in terms of the corruption rank as per the data published by Transparency International (The Economic Times, 2020).

Corruption is there in every sector in India with education no exception. Transparency International India (2002) points out that no activity in India is free from corruption. India is 45th out of 49 countries in the honesty of its officials (The World Economic Forum Survey). World Competitiveness Year Book (2000) ranks India amongst those countries where bribing and corruption are very high.

Jain and shelly (2013) rightly observe that corruption is silently penetrating the Indian educational system. Right from the process of teacher recruitment, posting, and transfer to the teacher absenteeism, private tutoring, midday meal, infrastructural development of the schools and colleges, student admission process, and examination process to the lack of morality at the student level-at every point the malice is there. Ancient Indian Education and the Gurukuls have focused on idealism whereas present India focuses on materialism and consumerism. The aim of Education is the fullest development of human beings. Gurukuls were there to achieve so, through the physical, mental, and spiritual development of the disciples. The educational system then was value-based and the morality of both the Gurus and the disciples was of high importance. Current India is suffering from moral regression in the field of quality of education the institutes provide and also in terms of money-making policies of private educational institutions. These are just some glimpses of all-pervasive malpractices which are engulfing today's India.

b. **Restructuring of the Indian educational system- attempt made by NEP 2020:** Once upon a time India was known to the world for her values and ethics. Moral India now seems to be a dream, if not a utopia. To make this dream come true the quintessential step is to imbibe morality at the core of education. Educational institutions are the social agents through which morality can be preached. The National Education Policy of India was approved by the Union Cabinet on 29 July 2020. In 66 pages of the policy, it outlines the vision of the new education system. It aims to have an educational system in our country by 2040 that will be second to none. The new policy proposes a restructuring of the entire educational system and even revamping its regulation and governance. An integral part of NEP 2020 is value-based education. India's great cultural and religious heritage with its eternal flow of knowledge and wisdom are the roots of the new policy. The very purpose of this policy is to make the Indian educational system capable of creating good human beings. The aim is to foster compassion and empathy, courage, scientific temperament, and creativity in the individual with ethical moorings. According to Kaur (2019), to become moral citizens, children are in need to get opportunities to inculcate morality. Inculcation of morality embedded in valuesis only possible if the parents and the education system of the country provide such scope. Teachers are the role model and a source of knowledge to the child. Thus teachers can impart values to children of small ages. The new policy aims to empower the teachers and place teachers at the centre of the educational system. NEP includes 5 universal values which are common to all religions of the world. These five universal values are truth, love, non-violence, peace, and righteous conduct. Both the Vedic values and the Constitutional values are given high importance in this policy. The curriculum must be such that it generates a deep sense of respect for the fundamental duties as well. Not only for students, to ensure integrity and transparency at all levels a "light but tight" regulatory framework has been adopted. Early Childhood Care and Education (ECCE) must ensure the development of sensitivity, courtesy, ethics, good behaviour, and cooperative attitude in the children. The practices of traditional Indian values such as Seva, Ahimsa, Satya, Swachhata, and Nishkam Karma, along with the Constitutional values such as justice, liberty, equality, fraternity, integrity, and democratic outlook must be developed at a young age. Knowing the importance of tolerance, empathy, forgiveness, and sacrifices will make them better individuals, and better human beings as a whole.

In order to restore the lost integrity and credibility of the educational system in India, teacher education is the most vital. Teacher educators will create school teachers who will impart knowledge and values to school children. These children are the future of India. Thus teacher educators must also be grounded in morality and Indian values. A national mission for mentoring will also be established which will provide training to college and university teachers. There are many institutions nowadays which are selling degrees for money. To get rid of it, the regulatory system will be empowered.

Conclusions

From the discussion, it is evident that the new education policy (2020) of India

i) Regards morality as rooted in the socio-cultural context. Sociological roots of morality and its relation to religion are given emphasis.

ii) It aims to inculcate the traditional Indian values in the students of present India, as mentioned in the Vedas, Dharmasastras, Upanishads, and the Gita to improve moral standards.

iii) However, the good thing is that the policy has mentioned in its 66 pages draft that these values are universal and not unique to any particular religion. All religions speak about the same values.

iv) It refrains from teaching and preaching any particular religion like Hinduism in school education as well as in higher education.

v) Moral emotions and moral reasoning are the two important aspects of moral development. The new policy has addressed both. It gives emphasis to the development of moral as well as logical reasoning in the students ofschools, colleges, and universities.

vi) Although the New Education Policy has not specifically mentioned the morality of the teachers and teacher educators, it proposes the empowerment of the entire regulatory system to restore the lost integrity of the whole education sector.

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Social Entrepreneurship Programme in HEI's of India: Opportunities and Challenges

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Abstract

Entrepreneurship is among the four factors of production contributing to economic growth rather than labour, land and capital. Entrepreneurship has become a key promoter of economic development as it has enormous potential for employment generation. As it is the fourth factor of production, the innovators combine all the other factors to conceptualize, create and produce the product or services. There are several forms of entrepreneurship based on their work, nature, the product they sell, and the market; in this article, the researcher has concentrated on entrepreneurs who primarily aim at social causes or social impact creation. Social Entrepreneurship is considered a tool for a country's economic and social development. It can be classified as a theory, a method, or an academic discipline. In this paper, the researcher will focus on the academic part of Social Entrepreneurship.

This study intends to assess the post-graduate/diploma in social entrepreneurship programme offered by higher education institutions in India (HEIs). The researcher focused on the phrases "social entrepreneurship," "social innovation," and "social purpose" while conducting a thorough search of the social entrepreneurship curriculum from HEI websites. According to this study, there are considerable variances in curriculum among different universities. The researcher has examined the institutions where these courses are taught to gain a more comprehensive and detailed insight. Furthermore, social entrepreneurship course objectives, materials, teaching methodologies, and strategies are evaluated. There is a need for different discipline educators to work together and formulate a course/syllabi which can cover every aspect of social innovation and ventures.

Introduction

India has the third-largest economy by purchasing power parity (PPP) and the fifth-largest by nominal GDP in the world, as stated by IMF and second in terms of population which is gradually increasing, like unemployment, poverty, hunger and other social and environmental issues. These issues need a permanent long-term solution, i.e., Social Entrepreneurs who have the ability and willingness to conceive, organize, and manage a business endeavour to get her with risks to make an expected profit and create a social impact. Individual who takes risk (Thomas & Stephen, 2000) works as change agents (Schulyer, 1998) and social impactcreators (Salamzadeh *et al.*, 2011b) are called social entrepreneurs. The social impact created by them is acknowledged and praised by a few organizations and the government of India. For over a decade, the Social Entrepreneur of the Year (SEOY)- India Award (a joint endeavour by the Jubilant Bhartia Foundation and Schwab Foundation for Social Entrepreneurship) has been recognizing & awarding entrepreneurs who implement innovative, sustainable and scalable solutions to social issues for underserved communities in India. In 2021, the Social Entrepreneur of the Year Award was won by Pranshu Singhal of KAROSAMBHAV. Some of the globally conceded successful social enterprises in India are Aravind Eye Care Hospitals (Health Sector), SEWA (textile), Jaipur Rags, and Sulabh (Sanitation) (Makhlouf 2011; Roy and Karna 2015; S.V. Ramani *et al.*, 2017).

They are helping to spread social change by driving the invention of new things. Many academicians believe that entrepreneurship is ask ill that can be acquired. In contrast, others believe it is a legacy passed down from their predecessors (Aronsson and Birch, 2004). Social entrepreneurship education has proliferated in the last two decades, which can be evinced in the inauguration of national and international business plan competitions and new entrepreneurship curricula/syllabi and

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programmes. According to Kirby and Ibrahim (2011), Students' interest in entrepreneurship is expanding in several nations, and they are attempting to manage their enterprises rather than working for someone else (Kruger *et al.*, 2010); on the other hand, see this behaviour (starting a new firm) as a deliberate career decision. From single courses in new business development or business plan preparation to integrated syllabi incorporating marketing, finance, strategy, and business plan, entrepreneurship education has taken forms at colleges anduniversities.

There are seven main sections that make up the entire article. The first section provides readers with an overview of social entrepreneurship in India, summarises relevant prior research, and provides a cursory comprehension of the topics explored later in this article. The second section describes social entrepreneurship training in the context of India. The third section reviews how to evaluate social entrepreneurship programmes at HEIs using secondary data collection and analysis. The idea of this article's crux is covered in the fourth and fifth sections.

The social entrepreneurship education (SEE) programmes, training, methodology, and opportunities and pitfalls they encounter are addressed. The ideal curriculum approach for delivering social entrepreneurship education programmes in HEIs is outlined in the sixth section. The concluding observations and the range of potential future studies in this field are also included in the final section.

Social Entrepreneurship Education (SEE) in Higher Education Institutes in India

As per the report of the Ministry of Human Resource Development (MHRD) dated 3rd June 2020, India has overone thousand universities which consist of 50+ central universities, 400+ state universities, 100+ deemed-to-be universities, and more than 300 private universities), over 150 national institutes are there like IIMs, AIIMs, IISERs, IITs, and NITs. There are over fifty thousand government degree colleges, private colleges, stand-alone institutes, and post-graduate research institutions. Educational institutions aregrowing along with the number of graduates, but problems like unemployment or having a job below the qualification persist. Therefore, these institutions aim to produce job providers and job seekers. Some colleges, universities, and other organizations now offer courses in Innovation & Entrepreneurship, Social entrepreneurship and livelihood, social initiative & management and Development Management.

Higher Education (HE) institutions in India have become a significant source of developing and supporting the social sector by promoting social entrepreneurs. According to a report published by Swiss Business Hub India, over 250 social incubators are engrossed in manufacturing, technology, innovation and entrepreneurship. Although the focus of these incubators is not solely on social ventures buton using business concepts and tools to tackle social issues, there is evidence that a significant fraction of them is adopting creative techniques to make asocial impact (British Council, 2016).

Social Entrepreneurship Education (SEE) furnish individuals, who are building blocks of society,with ethical value/social characteristics, giving them an idea to develop the economy. When the activities of social entrepreneurs are probed, it can result favorably for society and strengthen the social bond. Stretching these benefits and helping these budding social entrepreneurs are even important causes for giving Social Entrepreneurship Education (SEE). The studies carried out in recent years point out the needs and interests of Social Entrepreneurship Education (SEE). A report by Brock and Kim published in 2011 states that many universities, engineering faculties, business faculties and high school institutions provide social entrepreneurship education.

Also, according to the same study, social entrepreneurship education is still in high demand, not ably among university students. Because of the interest in and demand for social entrepreneurship education, many higher education institutions provide educational activities to assist people in becoming social entrepreneurs. The benefits of social entrepreneurship activities, which are growing in popularity, as well as educational institutions' goals of generating entrepreneurs, have led to an agreement on the importance and necessity of social entrepreneurship education. According to Greg Dees (the father of social entrepreneurship), the primary purpose of social entrepreneurship education is to understand how to make social change and produce meaningful results (Worsham, 2012). An increasing number of academic institutions started courses on social entrepreneurship/social innovation/social purpose either as full-fledged Post-Graduate or Diploma programs.

Need for Social Entrepreneurship Programme in HEI's Inindia

Social Entrepreneurship programmes can be beneficial for students to build healthy relationships with established entrepreneurs or social impact creators on the campus premises/institute/incubation centres. It can provide potential social entrepreneurs sustenance by engaging in collaborations to have more practical skills, experiences, and insight into entrepreneurship. Furthermore, today's youth (especially millennials and Gen Z) want their careers to be more than just about making money which enhances the inquisitiveness of the students in social entrepreneurship programmes.

It can also lead to furtherance with increasing social entrepreneurship incubation and internship programmes that provide awards and educational scholarships to budding social entrepreneurs. However, it will be a challenging job for educators to intricate in social entrepreneurship education. They must establish and implement pedagogy (teaching and training programs) that primarily focuses on teaching social entrepreneurship and its significance in order to be able to emphasize dealing with both economic and social challenges.

They should also know the curriculum to assist students in paying attention to innovation and, most significantly, what they are giving back to their communities. There is a need to raise awareness about social entrepreneurship education and integrate new solutions to solve social challenges. It can give inspiration to educators to have other programs that are related to social entrepreneurship. Moreover, the demand for universities to get equity shareholders (to engage more with the local government and business venture) is increasing rapidly. Another indispensable significance of the model is that itfosters the relationship between the universities and external communities by allowing them to share their experiences with students/young entrepreneurs.

Higher education institutions (HEIs) can also assist by obtaining the resources needed to create an environment that can nourish the relationships between young students and social entrepreneurs. The learning process is significant so that the students can nurture their knowledge and skills even after their education.

The institution's role is to enrich future social entrepreneurs with high motivational support, acting as a bond between the social and commercial sectors. Besides, the awareness is joined on the fact that there is little difference between social entrepreneurship and entrepreneurship, particularly since the end goal would be more on social value rather than profit; thus, universities will produce post-graduates laden with humanistic values.

Social entrepreneurship in education is one of the potential catalysts for changes in social and economic conditions that can result in a sustainable system. By acting as a promoter to bring about and create social impacts, social entrepreneurship can be one of the potential inducements for such changes.The design of the social entrepreneurship programme has its emphasis on the following facts, which need to be taught andacknowledged by the students

1. The primary vision of a social entrepreneur is to create social impact,
2. There sources to help regulate the social enterprise can be acquired from government subsidies, private donations and any legitimate way to generate income,
3. Those who affect social enterprises are the stakeholders and other institutions associated with the social entrepreneur.

It is plausible to assert that an entrepreneur can be born. Every individual learns entrepreneurship through lifelong experiences and fosters entrepreneurial skills by developing necessary characteristics (Dees *et al.*, 2001). If a person wants to be an entrepreneur, receiving an education is the first step towards acquiring and developing entrepreneurial abilities. When looking at studies on social entrepreneurship education, it is clear that including it in college curricula is a relatively new and evolving phenomenon. Although it is a new situation to provide qualified social entrepreneurship education (SEE), curriculum development studies are continued in many educational institutions worldwide. Even though the need for social entrepreneurship education has only recently been recognized, it has always been critical for a robust social framework. In a competitive culture, social entrepreneurship education is necessary to produce a generation that thinks of others rather than themselves and is compassionate. It is critical to respect others' rights and obligations to form a strong community because if people labour solely for their profit, it is difficult to achieve social-welfare and long-term development.

Data Collection

The purpose of this study is to convey a comprehensive review of India's social entrepreneurship education programme (SEE). The literature that is already available on social entrepreneurship education in India is reviewed in a bid to accomplish this. The fact that this article incorporates outstanding contributions is remarkable. For this study, the researcher has only considered the top results from web searches and locations where P.G. courses on social entrepreneurship, social innovation, and social purpose are offered. Finding HEIs that provide P.G. courses in social entrepreneurship, social innovation, and social moments in either a full-time, part-time, or remote learning mode seems another approach that should be taken out of them.

The most cited paper from freely accessible web search engines was considered for this article. The data is collected from the websites of the Department of Higher Education, Ministry of Education Govt. of India (for universities and colleges), (forincubation centres MeitY), Ministry of electronics and information technology and HEIs websites, which provide social entrepreneurship courses/programme in post-graduation or diploma courses. This was achieved through secondary research/review of previous research findings to gain abroad understanding of the field (deskanalysis). The comprehension is built using the relevant documents available from the corresponding websites of HEIs. For these texts, a content analysis techniqueis used, allowing for aconstructivecomparison.

Social Entrepreneurship Programme

It is also clear that foreign courses, teaching, and training methods, primarily from developed nations such as the United States and the United Kingdom, significantly influence the social entrepreneurship programme of study. Social entrepreneurship literature is scarce in India. As a result, there is a strong need to establish social entrepreneurship case studies and syllabi in India. It must be appropriately incorporated.

List of Institutes/ Universities/ Incubation Centers (SEEP)

Universities/Institutes/ Incubation Center	Course	Objective & Pedagogy (Method of Teaching and training)
Tata Institute of social sciences, Mumbai (TISS)	1. M.A. in Social Innovation and Entrepreneurship	The goal of 2 years program in social entrepreneurship is to help students to get the skills, knowledge, and mindset necessary to lunch a social enterprise or act in an essential role in an existing one in arural context. This interdisciplinary program combines theory and cases, experience and student enquiry.
	2. M.A. in Social Work (Livelihoods and Social Entrepreneurship) Location: Guwahati & Mumbai School: School of Social Work-Guwahati Campus & School of Social Work Mumbai Campus	A two-year livelihood and social entrepreneurship programme aim to develop young people's entrepreneurial traits and give them the resources they need to launch businesses in the burgeoning social sector There is a hybrid approach to learning that combines theoretical analysis of the social entrepreneurship models already in use throughout the South Asian subcontinent with extensive action research on practical models for prevailing trends in livelihood and fresher opportunities.
	3. M.A.of (Social Entrepreneur-ship)Location: Mumbai School of Management and labour studies.	The objectives of the MASE program are to nurture youth as social entrepreneurs, guide them to solve problems related to the social sector and create an environment for discussion and a research base. There are three significant aspects and components of this programme: (i) social context, (ii) entrepreneurship skills, and (iii) management tools.
School for Social Entrepreneurs India	Master of Social Entrepreneurship Program	This programme aims to build confident leaders and make a social impact. They will help people to develop the skills required to be successful, like: "business skills (how to manage finances, business planning, measuring your impact & more) " accessing funding and winning clients " how to sell the ideas and build support " learning from failure and building resilience.

Entrepreneurship Development Institute of India Ahmedabad	PGDM in Innovation, Entrepreneurship & Venture Development (IEV) IPGDM Innovation, Entrepreneurship & Venture Development innovation, Entrepreneurship & Venture Development	They provide a two-year full-time course that equips students with the knowledge and abilities necessary to transform concepts into viable business enterprises and promote technology-based innovation in the workplace. Phases and modules are how the curriculum is intended to be delivered. This curriculum aims to bridge the gap between the theory and practice of entrepreneurship and innovation. Students will be able to apply their entrepreneurial abilities in real-life settings, validate ideas, create innovations, test the market, and create a successful venture out of them thanks to this programme, which will promote learning on the management of innovation, entrepreneurship, and business growth from early-stage to advanced stages.
Centre for Social Initiative & Management (CSIM)	Post-Graduate Diploma in Social Initiative & Management	This programme combines in-depth theory with practical fieldwork. On topics of the development industry, it provides crucial workshops and skill-building programmes. An expert panel evaluating and directing the implementation process would encourage the prospective person to propose their idea. They participate in professional guest lectures and field tours to various social ventures and NGOs as part of the orientation programme.
Indian School of Development Management	Post-Graduate Program in Development Management	The curriculum has a one-year duration and combines management theory with development theory, mixing in-class lectures with group projects and a field component. This programme aims to create a group of management professionals who are specifically suited for non-governmental organizations (NGOs) and social purpose organizations (SPOs), who can work with the complex social change context, design interventions, and create, lead, and manage organizations for scaled-up, sustainable social impact.

Discussion and Findings

In India, educational programmes in social entrepreneurship, social initiative & management, and development management are primarily developed based on the knowledge of academicians & researchers or a significant proportion is taken from the international curriculum. In some cases, social entrepreneurship is compared to social leadership, community, and commercial entrepreneurship (Nigam *et al.*, 2014). Social entrepreneurship aims to address a social problem by applying commercial principles. The curriculum being developed for Indian universities should emphasize this understanding strongly. However, research on social entrepreneurship is either in its infancy or is limited to its theoretical underpinnings. Understanding social entrepreneurship's guiding principles are crucial for enabling people to use the best tool for addressing social issues (Salamzadeh *et al.,* 2013). The content analysis results, as seen above, show a different image. The goals of the courses share the same topic of educating applicants in knowledge, skills, and the creation of social enterprises. A social venture's organizational structure and overall impact are essential topics not covered in the educational programme's curriculum. These issues can be addressed through the formal and informal interactions with social entrepreneurs that universities, organizations, and incubation centres offer (Arasti & Salamzadeh, 2018).

Social venture/business models are clearly defined. They have a clear legal structure in developed economies like the United States, Portugal, Singapore and Canada.

However, they require more research in developing economies due to the complexity of the problems. The issues facing emerging economies are distinct from those faced by developed nations. Since social issues are very contextual, social business management calls for a local grasp of the nation and its issues. Furthermore, a social entrepreneur has traits of traditional entrepreneurs in terms of leadership style, organizational culture, networking skills, and fostering the growth of social enterprises (Prasetyo, 2016). When teaching social entrepreneurship, HEIs in India do not entirely consider these factors.

Most of the curriculum is created using case studies from prestigious international universities but does not accurately represent local societal issues. Low female participation in all socio-economic activities is already a problem in India. The development of social entrepreneurs in society depends significantly on gender recognition. The ability of many social enterprises to offer gender-neutral solutions would decline without gender stability (Salamzadeh, Arasti & Elyasi, 2017). In this study, five institute curriculum was analyzed,which considered gender. A significant opportunity cost was also involved in choosing social entrepreneurship instead of allowing women to enrol in such programmes in India.

Finally, this paper's theoretical and practical addition to the literature would include proposing acomprehensive model of social entrepreneurship education in India (Salamzadh, Salamzadeh & Nejati, 2011). The current social entrepreneurship model does not reference a prior understanding of human relationships. Operating as a social entrepreneur is impossible without having a basic understanding of the humanities. Today's higher education institutions in India follow the earlier model of generating business people rather than social entrepreneurs. As a result, the improved model should incorporate a significant portion of the following discipline to instil progressive social entrepreneurial behaviour that is both successful and long-term sustainable.

Conclusion

India's Post-Graduate degree/diploma courses in Social Entrepreneurship are still in their early stages, with universities, institutions and incubation centres cautiously accepting them. This research report elucidates the education programmes on social entrepreneurship in India at the post-graduation level and diploma courses. According to the secondary data obtained by the researcher on the five Indian institutions/incubation centres, the curriculum has no substantial difference, but the teaching and training methods are different. The social entrepreneurship programme is still in its infancy, with only a few universities/institutes/incubation centres offering it. As a result, the study's sample size has been limited to five institutions. Nonetheless, this study serves as an inception for a conversation about expanding the scope of social entrepreneurship research and the educational programme provided at the post-graduate level or diploma courses in India.

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उच्च प्राथमिक स्तर पर सामाजिक विषय की उपलब्धि के सन्दर्भ में रचनावादी उपागम की प्रभावशीलता का अध्ययन

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Abstract

In contemporary educational scenario conventional teacher centered approach of teaching a child has been declined as in this approach the teacher is found to be a torch bearer and full of knowledge while student remained a passive recipient. On the contrary now it is believed that learner himself creates knowledge actively to comprehend real perspective. This is why learning should be focused more on meaning and comprehension rather than cognition. Learner is supposed to be able to apply his constructed knowledge in day to day situations, in which traditional teacher centered approach has been failed. Constructivism is emerged as an alternative of traditional approach. It is staunch supporter of student centric teaching style. In present research article effect of constructivist approach on achievement in social studies subject of class eight students using constructivist lesson plans has been studied.

प्रस्तावना

सामाजिक विषय उच्च प्राथमिक स्तर पर पढ़ाया जाने वाला एक मुख्य विषय है। राष्ट्रीय पाठ्यचर्या की रूपरेखा, 2005 में सामाजिक विषय के शिक्षण के संबंध में कहा गया है कि 'सामाजिक विषय के शिक्षण को परस्पर सम्पर्क-संवाद के वातावरण की मदद से पुनर्जीवित कर सीखने वालों को ज्ञान कौशलों को ग्रहण करने का अवसर देना होगा। सामाजिक विषय शिक्षण में ऐसी विधियों का उपयोग किया जाना चाहिए जो रचनात्मकता, सौंदर्यबोध तथा आलोचनात्मक समझ बढ़ाएँ और बच्चों को अतीत तथा वर्तमान के बीच सम्बन्ध बनाने एवं समाज में होने वाले परिवर्तनों को समझने में सक्षम करें।' रचनावादी उपागम इस सम्बन्ध में अत्यन्त सार्थक सिद्ध हो सकता है। रचनावादी उपागम के अंतर्गत अध्यापक द्वारा समस्या समाधान, मस्तिष्क विप्लव, वाद-विवाद, चर्चा, भ्रमण, नाटकीकरण तथा भूमिका निर्वाह (रोल-प्ले) आदि विधाओं को उपयोग में लाकर सामाजिक विषय के शिक्षण को रुचिकर, जीवंत, तथा अर्थप्रद बनाया जा सकता है। इसके साथ ही शिक्षण में नवीन तकनीकों, श्रव्य-दृष्य सामग्री, तस्वीरें, चार्ट्स, नक्शे तथा पुरातत्ववादी और भौतिक संस्कृतियों की प्रतिकृतियों जैसे संसाधनों का भी उपयोग कर शिक्षार्थियों को सामाजिक वास्तविकताओं के प्रति अधिक सजग किया जा सकता है।

अध्ययन के उद्देश्य

- चार-ई प्रतिमान के आधार पर कक्षा आठ के विद्यार्थियों हेतु पाठ योजनाओं का निर्माण करना।
- पाठ योजनाओं का प्रयोग कर प्रायोगिक समूह को शिक्षण प्रदान करना।
- प्रायोगिक समूह एवं नियन्त्रित समूह की उपलब्धि पर पाठ योजनाओं पर आधारित शिक्षण का प्रभाव ज्ञात करना।

परिकल्पनाएं

- प्रायोगिक समूह एवं नियन्त्रित समूह के सामाजिक विशय उपलब्धि परीक्षण-2 के प्राप्तांकों के मध्यमानों में सार्थक अंतर है।

अनुसन्धान का स्वरूप तथा अनुसन्धान अभिकल्प

वर्तमान शोध का स्वरूप प्रायोगिक है। शोध उद्देश्य की पूर्ति हेतु प्रायोगिक समूह-नियन्त्रित समूह सुमेलित प्रयोज्य अभिकल्प का चयन किया गया है। इस अभिकल्प का संकेतन इस प्रकार किया जाता है-

$$M_r \quad \begin{matrix} X & O_1 \\ C & O_2 \end{matrix}$$

जहाँ M= बहिरंग चरों पर प्रयोज्यों का सुमेलन
r = यादृच्छिक ढंग से समूहों का आवंटन
X = प्रायोगिक विवेचन
O_1, O_2 = आश्रित चर का पश्चात् मापन

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तालिका 1: अध्ययन से सम्बन्धित चर

चर	नाम	नियंत्रण विधि	द्वारा
स्वतन्त्र चर	1. शिक्षण का रचनावादी उपागम 2. शिक्षण का परम्परावादी उपागम	-	-
आश्रित चर	सामाजिक विषय की उपलब्धि	-	-
बहिरंग चर	1. सामान्य मानसिक योग्यता	रैवन्स स्टैन्डर्ड प्रोग्रेसिव मैट्रिसेज द्वारा सुमेलन	शोध अभिकल्प
	2. आयु	सभी प्रयोज्य 12 से 14 आयु के	न्यादर्श चयन
	3. लिंग	केवल बालकों का चयन	न्यादर्श चयन
	4. सामाजिक-आर्थिक स्तर	संतोलन विधि	शोध अभिकल्प
	5. कक्षा	केवल कक्षा 8 का चयन	न्यादर्श चयन
	6. विषय	केवल सामाजिक विषय की पाठ योजनाओं का शिक्षण	न्यादर्श चयन
	7. न्यादर्श का आकार	प्रयोज्यों की लगभग समान संख्या	न्यादर्श चयन

न्यादर्श एवं न्यादर्शन प्रक्रिया

प्रस्तुत अध्ययन हेतु विद्यालय का चयन उद्देश्यपूर्ण न्यादर्शन विधि से किया। तदुपरांत चयनित विद्यालय में कक्षा आठ के विद्यार्थियों में से यादृच्छिक ढंग से लॉटरी विधि द्वारा प्रायोगिक तथा नियन्त्रित समूह का निर्धारण किया गया। कुल 1 विद्यार्थी को न्यादर्श से हटाया गया क्योंकि उसकी उपस्थिति अनियमित थी। इस प्रकार अंतिम रूप से शोध न्यादर्श कुल 69 विद्यार्थियों का था। प्रायोगिक समूह में 35 तथा नियंत्रित समूह में 34 विद्यार्थी थे।

अध्ययन में प्रयुक्त सामग्री एवं उपकरण

- जे.सी. रैवन द्वारा निर्मित रैवन्स स्टैन्डर्ड प्रोग्रेसिव मैट्रिसेज
- चार-ई (संलग्नता-Engage, अन्वेषण-Explore, व्याख्या-Explain, मूल्यांकन-Evaluation) प्रतिमान पर विकसित पाठ योजनाएँ
- स्वनिर्मित सामाजिक विषय उपलब्धि परीक्षण-1
- स्वनिर्मित सामाजिक विषय उपलब्धि परीक्षण-2

प्रदत्त विश्लेषण

प्रथम भाग- प्रायोगिक विवेचन से पूर्व प्रायोगिक समूह एवं नियन्त्रित समूह की तुलनात्मक स्थिति

प्रायोगिक विवेचन से पूर्व प्रायोगिक समूह एवं नियन्त्रित समूह की समतुल्यता की जाँच करने के लिए सामाजिक विशय उपलब्धि परीक्षण-1 पर प्रायोगिक समूह एवं नियन्त्रित समूह के प्राप्तांकों की तुलना की गई। इस हेतु अग्रलिखित शून्य परिकल्पना का निर्माण किया गया-

$H_0$1: प्रायोगिक समूह एवं नियन्त्रित समूह के सामाजिक विशय उपलब्धि परीक्षण-1 के प्राप्तांकों के मध्यमानों में कोई सार्थक अंतर नहीं है।

तालिका 2: सामाजिक विषय उपलब्धि परीक्षण-1 पर प्रायोगिक समूह एवं नियन्त्रित समूह के प्राप्तांकों के मध्यमान, मानक विचलन एवं क्रांतिक अनुपात का मान

क्रमांक	समूह	N	M	S.D.	C.R.	सार्थकता
1	प्रायोगिक समूह	35	44.64	6.23	1.58	P>0.05
2	नियन्त्रित समूह	34	46.64	5.15		सार्थक नहीं है

तालिका 2 का निरीक्षण करने पर यह ज्ञात होता है कि सामाजिक विषय उपलब्धि परीक्षण-1 पर प्रायोगिक समूह एवं नियन्त्रित समूह के प्राप्तांकों के मध्यमान क्रमशः 44.64 एवं 46.64 है और मानक विचलन क्रमशः 6.23 एवं 5.15 है। मध्यमानों के मध्य सार्थक अंतर ज्ञात करने के लिए C.R. (क्रांतिक अनुपात) की गणना की गई जो 1.58 प्राप्त हुआ जो सांख्यिकीय दृष्टि से सार्थक नहीं है। इस प्रकार 0.05 सार्थकता स्तर पर उपरोक्त परिकल्पना स्वीकृत पायी गयी।

परिणाम एवं विवेचना

उपरोक्त शून्य परिकल्पना की स्वीकृति से यह प्रदर्शित होता है कि प्रयोगात्मक विवेचन के पूर्व दोनों ही समूह सामाजिक विषय की उपलब्धि के सन्दर्भ में समतुल्य थे।

द्वितीय भाग- प्रायोगिक विवेचन के बाद प्रायोगिक समूह एवं नियन्त्रित समूह की तुलनात्मक स्थिति

प्रायोगिक विवेचन के बाद प्रायोगिक समूह एवं नियन्त्रित समूह की तुलनात्मक स्थिति का पता लगाने के लिए सामाजिक विषय उपलब्धि परीक्षण-2 पर प्रायोगिक समूह एवं नियन्त्रित समूह के प्राप्तांकों की तुलना की गई। इस हेतु अग्रलिखित शून्य परिकल्पना का निर्माण किया गया-

H_0**2:** प्रायोगिक समूह एवं नियन्त्रित समूह के सामाजिक विशय उपलब्धि परीक्षण-2 के प्राप्तांकों के मध्यमानों में कोई सार्थक अंतर नहीं है।

तालिका 3: सामाजिक विशय उपलब्धि परीक्षण-2 पर प्रायोगिक समूह एवं नियन्त्रित समूह के प्राप्तांकों के मध्यमान, मानक विचलन एवं क्रांतिक अनुपात का मान

क्रमांक	समूह	N	M	S.D.	C.R.	सार्थकता
1	प्रायोगिक समूह	35	70.94	4.63	20.70	P<0.05
2	नियन्त्रित समूह	34	45.52	5.91		सार्थक है

तालिका 3 का निरीक्षण करने पर यह ज्ञात होता है कि सामाजिक विषय उपलब्धि परीक्षण-2 पर प्रायोगिक समूह एवं नियन्त्रित समूह के प्राप्तांकों के मध्यमान क्रमशः 70.94 एवं 45.52 है और मानक विचलन क्रमशः 4.63 एवं 5.91 है। मध्यमानों के मध्य सार्थक अंतर ज्ञात करने के लिए क्रांतिक अनुपात की गणना की गई जो 20.70 प्राप्त हुआ जो सांख्यिकीय दृष्टि से सार्थक है। अतः उपरोक्त शून्य परिकल्पना अस्वीकृत हुई कि प्रायोगिक समूह एवं नियन्त्रित समूह के सामाजिक विषय उपलब्धि परीक्षण-2 के प्राप्तांकों के मध्यमानों में कोई सार्थक अंतर नहीं है।

परिणाम एवं विवेचना

उपरोक्त शून्य परिकल्पना के अस्वीकृत होने पर इस उद्देश्य के सन्दर्भ में बनी वैकल्पिक परिकल्पना स्वीकृत हुई और प्रायोगिक समूह एवं नियन्त्रित समूह के सामाजिक विषय उपलब्धि परीक्षण-2 के प्राप्तांकों के मध्यमानों में सार्थक अंतर पाया गया।

शोध अध्ययन से प्राप्त निष्कर्ष

- प्रायोगिक समूह एवं नियन्त्रित समूह के सामाजिक विषय उपलब्धि परीक्षण-1 के प्राप्तांकों के मध्यमानों में सार्थक अंतर नहीं पाया गया।
- प्रायोगिक समूह एवं नियन्त्रित समूह के सामाजिक विषय उपलब्धि परीक्षण-2 के प्राप्तांकों के मध्यमानों में सार्थक अंतर पाया गया।
- निष्कर्षतः रचनावादी उपागम परम्परावादी उपागम की तुलना में विद्यार्थियों की सामाजिक विषय की उपलब्धि के वर्द्धन में सार्थक रूप से प्रभावी पाया गया।

शैक्षिक निहितार्थ

प्रस्तुत अध्ययन के मुख्य परिणामों से यह प्रदर्शित हुआ कि रचनावादी उपागम के कारण विद्यार्थियों की सामाजिक विषय की उपलब्धि में सार्थक सकारात्मक परिवर्तन आया। यह अध्ययन विद्यार्थियों की व्यक्तिगत विभिन्नताओं को ध्यान में रखकर शिक्षण-अधिगम प्रक्रिया की अनुशंसा करता है क्योंकि प्रत्येक विद्यार्थी की अधिगम योग्यता भिन्न-भिन्न होती है। रचनावादी उपागम में प्रत्येक विद्यार्थी की योग्यता का समान रूप से आदर किया जाता है, अतः विद्यार्थियों को अधिगम कार्य देते हुए शिक्षकों द्वारा इस तथ्य का ध्यान रखना चाहिए। यह अध्ययन इंगित करता है कि रचनावादी उपागम का मुख्य उद्देश्य विद्यार्थियों द्वारा स्वयं के ज्ञान, समझ तथा अर्थ का निर्माण करवाना है न कि केवल सही उत्तर याद करना अथवा अन्य व्यक्तियों द्वारा निर्मित ज्ञान, समझ तथा अर्थ का वमन करना। इस उपागम में अधिगम परिस्थितियाँ पूर्व अनुभवों से प्राप्त ज्ञान पर आधारित होती हैं तथा पूर्व ज्ञान नए अधिगम अनुभवों से निर्मित नवीन अथवा संशोधित ज्ञान को प्रभावित करता है। यह सम्प्रत्ययों के स्मरण की बजाय अर्थ निर्माण की प्रक्रिया द्वारा अधिगम पर बल देता है। इसलिए विद्यार्थियों में अर्थपूर्ण अधिगम को प्रोत्साहित करने हेतु इस उपागम का विद्यालयों में अभ्यास किया जा सकता है।

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Understanding the Role & Influence of Political Principles over the Working Environment of an Organization

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Abstract

Organizations works in a continuous reflection of social & political principles. The primary aim of this paper is to discuss the influence of political principles over an organization. Authors have tried to emphasize on the relationship between the political philosophies & human resource department. This paper has used the theories & principles of Sociology, Psychology & Philosophy to prove its point.

Introduction

Since the very beginning of the human existence Society, Politics & Commerce have been closely attached. All the four i.e. Humans, Society, Politics & Commerce have evolved simultaneously. Thus, there is a deep relationship between the four. They all are interconnected & interdependent but if we have a closer look on them, we will see that Society, Politics & Commerce are manmade institutions but Human itself is a natural being. Their journey so far has faced a lot of challenges & changes. In present times commerce is running on the scientific principles. Now the commercial activities are organized & we are running them through an organization. In this age the whole equation between Human, Society, Politics & Commerce has changed.

Organization has provided us a different dimension to look-into these activities. We will try to investigate all the factors which are there in this chain but will emphasize on the relationship between Politics & Organization.

Society

Society is a man-made institution. Its prime objective is to bring order. If there is no order, there will be chaos & if there is chaos it will be impossible for humans to setup & establish a civilization. Hence, we can see that from a relationship between two Individuals to a Family Cluster to a Tribe, to a Village, to a City, to a Country; these all are different forms of societies that we humans have developed. As Aristotle has rightly said & we quote: "Man Is By Nature A Social Animal; An Individual Who Is Unsocial Naturally And Not Accidentally Is Either Beneath Our Notice Or More Than Human. Society Is Something That Precedes The Individual. Anyone Who Either Cannot Lead The Common Life Or Is So Self-Sufficient As Not To Need To, And Therefore Does Not Partake Of Society, Is Either A Beast Or A God." In other words we can say that society is a group of people who are living together because they share an emotional bond. In the present scenario these emotions can be like: Blood Relations, Love, Friendship & most importantly Human Needs. The human needs is the supreme factor which acts as a bond between humans today. It has become a foundation pillar for today's society. Let us take the example of Urbanization, a situation in which people willingly migrate from rural areas towards urban areas in search of better Job, Medical Facilities, Education, Living Standards. Now all these demands bonds people together. Cities have a dense population. All the jobs/ works & activities of people are directly or indirectly related with the others. Thus it creates a big cluster of people who are knowingly & unknowingly sharing a bond with each other.

This is the current face of society. It has evolved a lot. So, it has new principles & rituals which are not complementary with the traditional ones.

Politics

Politics is a very diverse term. According to the western philosophy, politics is a tool for administration & management. But according to the eastern philosophy, politics is a tool for accumulation of power & wealth. The common man understands politics in 2 ways: First the role played by the state & Second the immoral & unethical acts done by the humans as bad politics. We

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can also understand politics as a process of seeking possession over the limited & scarce resources, which helps in accumulation of wealth & finally results into absolute power.

To scientifically understand politics let's use the diagrams:

Figure: 1.1

Figure: 1.1 talks about the 2 extreme ends of the politics i.e. Authoritarianism & Liberalism. In an authoritative kind of state citizens are having less rights & state machinery controls & commands all the Social, Economic & Political institutions. Example: Monarchy.

In a liberal government, citizens are at the very centre of the power. State machinery functions according to the majority wish of the citizens. Example: Democracy.

This diagram also showcase the extreme ends of Authoritarianism & Liberalism.

The extreme end of the Authoritarianism is the Totalitarianism. In such a system, citizens are totally suppressed by the state; they do not have any voice & choice in the functioning of the state.

The extreme end of the Liberalism is the Anarchism. In such a system there is a total absence of the state & there is a free-rein of the citizens.

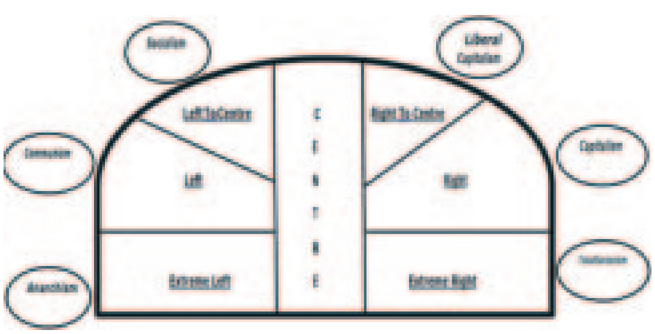

Figure 1.2: Spectrums of Politics

Figure 1.2 is describing the various spectrums of politics; In other words, we can say that it is also trying to depict the various political ideologies. Left & Right Ideologies, this term came into existence after the French revolution [5th May, 1789 To 9th November, 1799]. In that era this term was based on the actual Right & Left position to the speaker of the parliament. People sitting on the right side of the speaker were the Aristocrats, Royals, Land Barons, Big Traders. People sitting on the left of the speaker were the Peasants, Labours, Professors, Small Traders. In modern times we use Leftist term for the Communist & Rightist Term for the Nationalist & Capitalist.

Let us try to define all the spectrums briefly:

Spectrums	Characteristics
Right	Nationalism, Religious, Capitalistic
Right To Centre	Nationalistic Democracy, Religious, Capitalistic
Extreme Right	Enforcing the rightist ideology with the use of Violence.
Left	Communism
Left To Centre	Liberal Democracy
Extreme Left	Enforcing the Leftist ideology with the use of Violence.
Centrist	Using the mixture of rightist & leftist ideology according to the Time, Place & Situation.

With this discussion we can see that politics is a very complex & chaotic act; But the reality is that we cannot even imagine a society without a political institution.

Organization

An organization is an establishment which is made by an individual or a group of people to carry out the commercial & economic activities. In other words, we can also define an organization as an artificial person which is created by Law, it has its own Nature, Mission, Vision & Objective as the real humans do, Death, Insolvency & Insanity of its members will not affect its existence. An organization can be Sued & can Sue others. Thus, we can see that the character of an organization is very intense. In current times the identity of the organizations is much stronger & powerful than the real humans. Microsoft, Reliance, Nestle, Montana are just the few examples of the many.

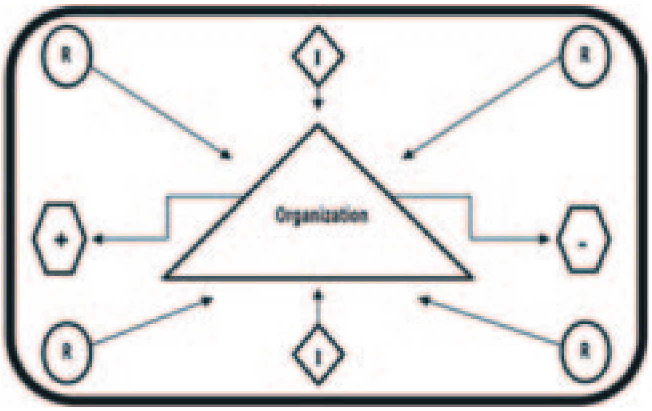

Figure: 1.3

R = Resources **I** = Infrastructure
\+ = Positive Impact **-** = Negative Impact

According to this diagram the first thing that we see is that an organization will always remain the part of the society; Secondly there are already Resources & Infrastructure present in our society like Human Resource, Ire Ore & Railways, Telecom respectively & the organizations are using them for their survival. Survival for organizations means growing & continuous profits. Thirdly in this whole process organization is impacting society in two ways: Positively & Negatively.

Positive impacts can be generating employment & wealth generation & Negative impacts can be Corruption & Pollution. If we put a very genuine question on the table that why we humans need the organization the answer will be that, there is a continuous Demand in our society for Products & Services, any individual cannot satisfy all its wants by his own. He needs to outsource those service. Let us try to put it in an Example:

A university professor demands a computer but he cannot manufacture the computer on his own so he needs an organization to do it for him. He will go to the market & buy a computer of Samsung company; & on the other hand if a Student seeks knowledge of philosophy he will enrol himself in the university & the same professor will teach him.

So, in this example Samsung & University are the organization. Thus, we can say that in this era organizations are playing a vital role in the evolution & development of the humans.

Humans

Human history is more than 20,000 years old. 5,000 years of written history is available. We humans have gone through different phases of evolution. With every increasing phase we have developed. Briefly we can divide human evolution into 4 stages:

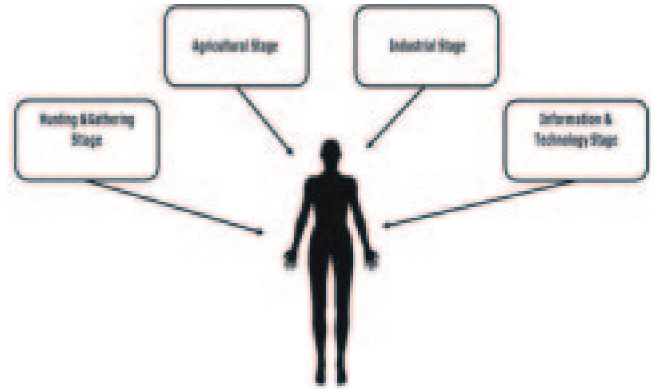

Figure: 1.4

Every stage was having a different system which was a compilation of the Rituals, Norms, Laws, Ethics, Morals Etc. The important thing to understand is that none of these components are fixed, they all are changeable. For example, in 17th & 18th Century African & Asian Colonization was legal. In North America & Middle East Slavery was justified, men & women did not share equal rights & so on. But today all these things are not justified they all are completely abolished. Thus, we need to understand that we humans are continuously changing & evolving. Thus, the norms of the society are also changing, nothing is permanent & as we humans are evolving the pace of change is also increasing.

Political Principles

1. *Freedom:*

Human history has countless examples when more powerful communities have dominated & exploited the powerless societies by enslaving & taking them in their possession. But history also has numerous examples of resistance movements. Most of these movements are filled with blood shed & violence but they motivate us to understand the importance of Freedom. The great African Hero Nelson Mandela has spent 28 years of his life in the darkness of the prison. Aung San Suu Kyi an Oxford University graduate from Myanmar was under house arrest for 15 years. M.K Gandhi before getting shot dead ignited the revolution in South Africa & India. Che Guevera was an Argentinean but he played a major role in the revolution of Cuba & Bolivia.

All of these historical figures were fighting for the same cause i.e. Freedom. So, what is Freedom, why it is so important that people are ready to sacrifice their life for it. Basically, Freedom is an inherent desire of the humans to command & control their life & destiny. Also, they can freely express their desires & behaviors. Not only individuals but the society also emphasizes to protect their Freedom, so that their Culture & Future could be protected. As we have discussed earlier that to maintain an order in society, we need Laws & Rules. But having norms is like restriction on freedom. Telling the society what to do & what to exempt, how to behave, what is ethical & what is unethical. So, the bigger question is what should be the extent of our freedom. An organization also faces this question. An organization runs on rules & regulations to maintain its working culture. In such an environment it becomes very sensitive to maintain & respect the individual freedom. An organization is a part of society, so it needs to incorporate with the political principles in order to exist.

The principle of Harm, articulated by John Stuart Mill in his book "On Liberty" tells us that "The only purpose for which power can be rightfully exercised over any member of a civilized community against his will is to prevent harm to others".

The organization also tries to exercise the same principle while drafting their rules & regulations. Freedom of expression, Maternity/Paternity leave, recreation, informal relationships, choice of attires, practicing of religion, women rights etc. are some of the issues which are directly related with the freedom. Every employee's individual freedom should not center harm to the other employees as well as to the organization. The management should well understand the concept of positive & negative freedom & also that freedom is a mandatory situation for the development of human efficiency & creativity.

2. *Equality:*

Equality is a powerful moral & Political ideal that has inspired and guided human society for many centuries. It is implicit in all faiths & religions which proclaims all human beings to be the creation of God. As a political ideal the concept of equality involved the idea that all human beings have an equal worth regardless of their Colour, Gender, Race or Nationality. It maintains that human beings deserve equal consideration & respect because of their common Humanity. Inequality is a harsh reality of our society. It has always been celebrated in the human history. The slave culture is one of the dimensions of the inequality. Let's try to understand it with some real facts from our history.

Mesopotamian Civilization [3100 BCTo 539 BC]

Babylonian Civilization [2000 BC To 1600 BC]

Egyptian Civilization [3150 BC To 1650 BC]

Indus Valley Civilization [2600 BC To 1900 BC]

All these great civilizations from our ancient history were developed & prospered in their eras. The commonality between all was the inequality in the society, the society was divided into many classes &slavery was common.

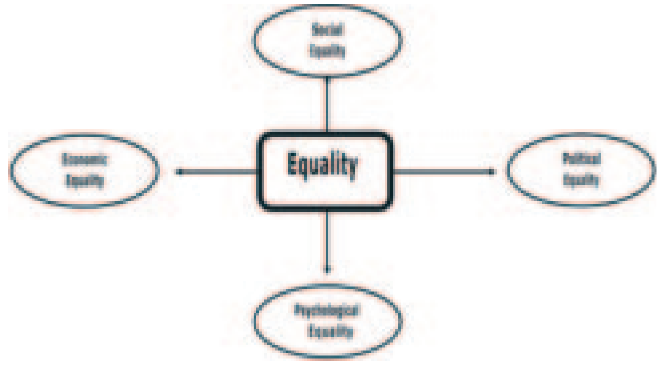

Figure: 1.5

While identifying different inequalities that exist in our society, Various thinkers & ideologies have highlighted four main dimensions of equality Social, Economic, Political & Psychological. It is only by addressing each of these four different dimensions of equality we can move towards a more just & equal society.

As we have discussed earlier & also proven that an organization is the part of the society, so the organization also must deal with the question of equality. If a HR Director does not have deep understanding about the philosophies he/she might take some bad decisions which might ultimately have adverse effect on the organization. The HR department should understand that equality is a theory but equity could be practically practiced. The different designations in an organizations can never be equal but a fair & just system could be setup to bring a sense of equity in the environment of the organization. The political concept of equality is more of a philosophical & psychological rather than a material concept.

3. *Rights:*

In everyday life we often talk of our rights. As members of a democratic country, we may speak of such rights as the Right to Vote, Right to form Political Parties, Right to Contest Elections & so on. But apart from the generally accepted political & civil rights, people today are also making new demands for rights such as information, Right to Clean Air or the Right to Safe Drinking Water. Rights are claimed not only in relation to our social & personal relationships, moreover rights maybe claimed not only for adult human beings but also for children, unborn fetuses & even animals. The notion of rights thus involves in a variety of different ways by different people.

A right is essentially an entitled or a justified claim. It depends what we are entitled to as Citizens, As Individuals & as Humans. It is something that we consider to be due to us, something that rest of society must recognize as being a legitimate claim that must be upheld. This does not mean that everything that we regard to be necessary & desirable is a Right. An organization needs to look in two dimensions when it comes to the rights of the humans, law of the land & the natural rights. The management should lay such policies which are complementary with the domestic laws (which are clearly stated in the constitution) & also with the international laws (laid down by the agencies like International Labor Organization (ILO)). The natural rights are much simpler & they comprise of three rights i.e. Right to Life, Liberty & Property.

According to the Philosopher Immanual Kant "In The Kingdom Of Ends Everything Has Either A Price Or A Dignity. What Has A Price Can Be Replaced By Something Else As Its Equivalent; What On The Other Hand Is Raised Above All Price And Therefore Admits Of No Equivalent Has A Dignity" HR Department represents the moral conception of rights. This position rest upon two arguments. First- We should treat others as we would like to be treated ourselves. Second- We should make sure that we should not treat the other person just to meet our ends. We should not treat people as we treat a Pen, a Car or a Horse. That we should respect people not because they are useful to us but because they are all human beings.

Conclusion

Human Resource department acts as a bridge between the management & the employees. An organization is a part of the society & thus it has to deal with the social & political principles. Management needs to consider political principles like Freedom, Equality & Rights while framing its policies & dealing with the employees.

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उच्च शिक्षा में आर्टिफिशियल इंटेलिजेंस की जानकारी व उपयोगः एक अध्ययन

*डॉ. अनिल कुमार

सारांश

आर्टिफिशियल इंटेलिजेंस यानि कृत्रिम बुद्धि वर्तमान में आधुनिक तकनीक में सबसे लोकप्रिय प्रणालियों में से एक है। यह एक कंप्यूटर नियंत्रित रोबोट या एक सॉफ्टवेयर बनाने की विधि है जो मानव की तरह बुद्धिमानी से सोचती है। एआई में मशीन लर्निंग, पैटर्न रिकग्निशन, बिग डेटा, न्यूरल नेटवर्क्स, सेल्फ एल्गोरिदम आदि जैसी प्रौद्योगिकियाँ शामिल हैं। पहली बार 1956 में जॉन मैक्कार्थी ने 'आर्टिफिशियल इंटेलिजेंस' शब्द इजाद किया व 1969 में शाकी द्वारा पहला सामान्य प्रयोजन वाला मोबाइल रोबोट बनाया गया, जो निर्देशों की एक सूची के साथ एक उद्देश्य के साथ काम करने में सक्षम था। 2020 में चीनी कंपनी बैदु ने कोविड-19 महामारी के शुरुआती चरणों के दौरान वैक्सीन विकसित करने वाले वैज्ञानिक और चिकित्सा टीमों के लिए लीनियर फोल्ड एआई एल्गोरिदम प्रस्तुत किया। यह प्रोग्राम केवल 27 सेकंड में वायरस के आरएनए अनुक्रम की जाँच कर सकता था, जो अन्य तरीकों की तुलना में 120 गुना तेज था। इसके साथ यह आधुनिक तकनीक जीवनदायिनी बनकर मानव पर मंडराए संकट का समाधान लेकर आई। अन्य क्षेत्रों के अतिरिक्त एआई का अधिगम प्रणाली में भी बहुत महत्वपूर्ण योगदान रहा है, इस तकनीक के सहारे चारदीवारी की कक्षाएं अब वर्चुअल रूप में दुनियां के कोने कोने तक पहुँच चुकी है। कोरोना संकट के बाद स्कूली शिक्षा के साथ उच्च शिक्षण संस्थानों में एआई का उपयोग बहुत बढ़ गया है। उच्च शिक्षा में आर्टिफिशियल इंटेलिजेंस का उपयोग को लेकर यह अध्ययन किया गया है।

भूमिका

एआई को लागू करने के मुख्यतया दो तरीके हैं, प्रथम मशीन लर्निंग है जो एआई को सीखने की क्षमता देती है। यह पैटर्न खोजने के लिए एल्गोरिदम का उपयोग करके किया जाता है और उनके सामने आने वाले डेटा से अंतर्दृष्टि का निर्माण करता है व दूसरा डीप लर्निंग है जो मशीन लर्निंग की एक उपश्रेणी है जो एआई को मानव मस्तिष्क के तंत्रिका तंत्र की नकल करने की क्षमता प्रदान करती है। कृत्रिम बुद्धि प्रणाली की बढ़ती आवश्यकता को देखते हुए ब्रिटिश आर्टिफिशियल इंटेलिजेंस कंपनी डीपमाइंड टेक्नोलॉजीज को 2014 में गूगल द्वारा अधिग्रहीत किया गया था। कंपनी ने एक न्यूरल ट्यूरिंग मशीन बनाई, जिससे कंप्यूटर मानव मस्तिष्क की अल्पकालिक स्मृति की नकल कर सके। इसी तरह आईबीएम द्वारा विकसित प्रश्न-उत्तर कंप्यूटर सिस्टम, चिकित्सा क्षेत्र में उपयोग के लिए डिजाइन किया गया जो रोगियों के चिकित्सा इतिहास के आधार पर विभिन्न प्रकार के उपचार सुझाते हैं। यह प्रणाली चिकित्सा के क्षेत्र में बहुत उपयोगी सिद्ध हो रही है। एआई मौजूदा सुरक्षा प्रणालियों की प्रभावशीलता को बढ़ा सकता है और उन्नत खुफिया निगरानी प्रणाली, चाहे मानवयुक्त हों या मानव रहित, सेना को संभावित खतरे के संकेतों सहित युद्ध के मैदानों को चिन्हित करने का रचनात्मक मार्ग प्रशस्त करता है। एआई हमें बड़ी मात्रा में डेटा का विश्लेषण करके और पैटर्न और रुझानों की पहचान करके बेहतर निर्णय लेने में मदद कर सकता है जो साधारण मनुष्यों के लिए पता लगाना असंभव कार्य है। आज जब हर कोई ऑनलाइन वितीय प्रणालियों का उपयोग कर रहा है, ऐसे समय में एआई संचालित सिस्टम हेराफेरी का पता लगाने व वित्तीय संस्थानों को धोखाधड़ी से सम्बंधित गतिविधियों को पहचानने और समय रहते उन्हें रोकने में मदद कर सकते हैं। सार्वजनिक स्थानों की निगरानी रखकर संभावित खतरों की पहचान करके सुरक्षा में सुधार करने में मदद कर सकता है। एआई संचालित कैमरे वास्तविक समय में वीडियो का विश्लेषण करके प्रशासन को सचेत कर सकते हैं।

शिक्षा के क्षेत्र में आर्टिफिशियल इंटेलिजेंस

शिक्षा के क्षेत्र में सूचना तकनीक तेजी से बदल रही है। विशेष रूप से एआई और मशीन लर्निंग अब शिक्षा क्षेत्र को कई तरह से प्रभावित कर रही है। स्मार्ट तकनीक युक्त उपकरणों के साथ वेब-आधारित पाठ्यक्रम की बढ़ती मांग के कारण सूचना प्रौद्योगिकी में आये बदलावों के चलते शिक्षा में आर्टिफिशियल इंटेलिजेंस का उपयोग बहुत बढ़ गया है क्योंकि यह हमारे

* विभागाध्यक्ष, पत्रकारिता एवम् जनसंचार विभाग, शाह सतनाम जी बॉयज कॉलेज, सिरसा

सीखने के तरीके को आसान कर देता है। आर्टिफिशियल इंटेलिजेंस के साथ शिक्षा अर्जित करने की अभिलाषा रखने वाले साधारण से साधारण विद्यार्थी को अल्पावधि में सीमारहित व समायोजित ज्ञान-अर्जन क्षमता विकसित करने में आने वाली रुकावटों का समाधान मिला है। अध्ययन में एआई की जरूरत कई मायनो में सही भी हैं, जैसे डेटा विश्लेषण के माध्यम से अंतर्दृष्टि प्राप्त करना, शिक्षा विशेष से जुड़ी प्रक्रियाओं को स्वचालित करना, छात्रों और शिक्षकों के साथ प्रभावपूर्ण संचार करना आदि। यह स्वचालित प्रणाली हमारी समस्याओं को हल करने और उन तरीकों से निर्णय लेने में सक्षम करेगी जो पहले असंभव मानी जाती थी।

शिक्षा में मशीन तकनीक के कई फायदे कोविड-19 के दौर में सबके सामने प्रकट हुए हैं। मशीन मनुष्य की तुलना में अति तीव्र गति के साथ किसी कार्य के अंतिम परिणाम प्राप्त करने की सबसे सक्षम प्रक्रिया है, इससे शिक्षा व्यवस्था से जुड़े व्यक्तियों को उत्कृष्ट, रचनात्मक और सम्पूर्ण विश्लेषण कौशल के आधार परविद्यार्थियों के साथ लक्ष्य सहित ज्ञान को समायोजित करने के अधिक सकारात्मक लाभ मिलेंगे। यह शिक्षकों को छात्रों पर व्यक्तिगत रूप से ध्यान केंद्रित करने की भी अनुमति देता है, जिससे प्रत्येक शिक्षार्थी अपनी बौद्धिक क्षमता के आधार पर सही मार्गदर्शन प्राप्त करने में सक्षम होता है। यही नहीं यह प्रणाली विशेष आवश्यकता वाले विद्यार्थियों के लिए भी किसी वरदान के कम नहीं है।

कृत्रिम बुद्धि से जुड़े प्रोग्राम कक्षा व्यवहार प्रबंधन, पाठ योजना, कक्षा श्रव्य-दृश्य, अभिभावक-शिक्षक संचार, भाषा सीखना, परीक्षा की तैयारी, मूल्यांकन, शिक्षण प्रबंधन प्रणाली, बेहतर छात्र जुड़ाव के लिए, स्टाफ शेड्यूलिंग और स्थानापन्न प्रबंधन, व्यावसायिक विकास, परिवहन, रखरखाव, वित्त, साइबर सुरक्षा आदि कार्यों के लिए शिक्षण संस्थानों के लिए बहुत सहायक है, वहीं दूसरी ओर आधुनिक दौर में उच्च शिक्षा के लिए भी सरकारी व निजी संस्थानों द्वारा कृत्रिम बुद्धि तकनीक का उपयोग किया जा रहा है, जैसे साहित्यिक चोरी का पता लगाना, परीक्षा की सत्यनिष्ठा, नामांकन और स्वंसंचार के लिए चैटबॉट, लर्निंग मैनेजमेंट सिस्टम, विस्तार लेक्चर का ट्रांसक्रिप्शन, ऑनलाइन चर्चा, छात्र आंकलनप्रयुक्त मात्रकों का विश्लेषण, शैक्षणिक अनुसंधान, कैंपस का समायोजन आदि।

इसमें कोई दो राय नहीं है कि शिक्षा का भविष्य एआई है और यह छात्रों और शिक्षकों के लिए समान रूप से गेम-चेंजर होगा। जैसे-जैसे हम प्रौद्योगिकी के इस नए युग में आगे बढ़ेंगे, हम अपनी कक्षाओं में कृत्रिम बुद्धिमत्ता का अधिक से अधिक एकीकरण देखेंगे। एआई शिक्षकों को समय के साथ शिक्षा व्यवहार के पैटर्न को बदलने व विद्यार्थी डेटा का विश्लेषण करने में मदद करने में सक्षम है, यह प्रत्येक छात्र की जरूरतों, रुचियों और प्राथमिकताओं के आधार पर व्यक्तिगत शिक्षा प्रदान कर सकता है।

दक्षता विस्तार में एआई एप्लीकेशन का अनुप्रयोग

दक्षता बढ़ाने के साथ सही परिणाम प्राप्त करने के लिए आर्टिफिशियल इंटेलिजेंस का उपयोग शिक्षा क्षेत्र में कई तरह से किया जा सकता है। एआई एप्लीकेशन का उपयोग चैटबॉट्स, एंगेजमेंट प्लेटफॉर्म, स्व-निर्देशित शिक्षा, स्वचालित मूल्यांकन प्रणाली और भावना विश्लेषण आदि में तेजी से किया जा रहा है।

एलेक्सा, सिरी, कोरटाना आदि जैसे वार्तालाप सहायकों के अतिरिक्त हाल ही में गूगलने संवाद अनुप्रयोगों के लिए भाषा मॉडलको एक वार्तालाप मंच के रूप में प्रदर्शित किया है, कई शक्तिशाली ऐप जैसे डुओलिंगो, जिसका उपयोग एक अतिरिक्त भाषा सीखने के लिए किया जाता है। न्यूटन एक ऐसा एप्लिकेशन है जिसका उपयोग शिक्षकों द्वारा रसायन विज्ञान, गणित और अन्य विषयों को पढ़ाने के लिए किया जा रहा है। ग्रामरली ऐसे एप्लिकेशन का एक प्रसिद्ध उदाहरण है जो टेक्स्ट में गलतियां ढूंढता है। यह भाषा को अभिव्यक्ति में आसान और प्रभावी बनाने में सुझाव दे सकता है।

एआई युक्त सेंसर की मदद से, हम लैब उपकरणों का कुशलतापूर्वक प्रबंधन कर सकते हैं, उदाहरण के लिए, सुरक्षा या प्रकाश व्यवस्था या एयर-कंडीशनिंग आदि। इसी तरह गूगल लेंस एक अच्छा प्रोग्राम है जो हमें पाठ या छवियों को संसाधित करने की अनुमति देता है। चैटबॉट्स के द्वारा विद्यार्थी आभासी शिक्षण का उपयोग करके पढाई के साथ एक दूसरे से बात भी कर सकते हैं। शिकागो विश्वविद्यालय छात्रों के बीच बातचीत के लिए सॉक्रेट्स को एक बॉट के रूप में उपयोग करता है। एआई हमें सभी छात्रों की कक्षाओं में व्यवहार विश्लेषण करने में मदद कर सकता है, एफेक्टिवा एक ऐसा एप्लीकेशन है। इस प्रणाली के कुछ उपयोग इस प्रकार हैः

वैयक्तिकृत शिक्षणः प्रत्येक छात्र की एक अलग मानसिकता होती है, वह एक अलग गति से सीखता है और उसकी अलग-अलग रुचियां और प्राथमिकताएं होती हैं। इस वजह से प्रत्येक छात्र को वह ध्यान और शैक्षिक दृष्टिकोण नहीं मिल पाता जिसकी उन्हें आवश्यकता होती है। एआई के उपयोग से पाठ को व्यक्तिगत कार्यक्रमों के माध्यम से प्रत्येक छात्र की व्यक्तिगत जरूरतों और लक्ष्यों के अनुरूप प्रस्तुत किया जा सकता है, जो सीखने और सिखाने के किसी भी अंतराल को भरने में मदद कर सकता है।

स्वचालनः ऐसे कार्य जो मानवीय सीमा से बाहर थे, दोहराव और समय लेने वाले थे और जिसके परिणामस्वरूप

उत्पादकता में कमी थी, वो अब इच्छित परिणाम के साथ स्वचालित किये जा सकते हैं, यह शिक्षकों की कार्य क्षमता को अविश्वनीय गति से बढ़ा सकता है और उन्हें अपने दैनिक अभ्यासों को आवश्यकतानुसार बदलने में सहायता प्रदान करता है।

एआई चैटबॉट्स: एआई चैटबॉट्स के कार्यान्वयन से किसी स्थान से भी और किसी भी समय सूचना प्राप्त करने के लिए हर समय उपलब्धता की अनुमति मिलती है। चैटबॉट के माध्यम से किसी भी व्यक्ति के साथ बिना देरी के बातचीत संभव है और साथ ही साथ सम्बंधित व्यक्ति तक नियमित रूप से नविन जानकारी साँझा कर सकते हैं।

रोबोट शिक्षक: यंत्रमानव रोबोट शिक्षक अपने अध्ययनकर्ताओं को व्याख्यान देने में मानव शिक्षकों की सहायता कर सकते हैं और एआई क्षमताओं का उपयोग करके शिक्षण को अधिक रोचक बना सकते हैं। बढ़ती प्रतिस्पर्धा के दौर में रोबोट ने रचनात्मक तरीके से किसी विषय को गहराई से समझने का एक अनोखा तरीका प्रस्तुत किया है, इसका मतलब है कि रोबोट अतिरिक्त जरूरत वाले विद्यार्थियों को शिक्षण के नए तरीकों के साथ प्रयोग करने की अनुमति देता है।

ट्यूटरिंग: आर्टिफिशियल इंटेलिजेंस कक्षा के बाहर छात्रों की शंकाओं को हल करके ट्यूटरिंग में महत्वपूर्ण भूमिका निभा सकता है। यह चैटबॉट्स और अन्य एआई-इनेबल्ड टूल्स की मदद से संभव हो सकता है, साथ ही एआई समस्याओं को समय पर हल करने में भी मदद करेगा।

ऑटोमेटेड ग्रेडिंग सिस्टम: एआई युक्त ग्रेडिंग सॉफ्टवेयर शिक्षा में मानव शिक्षक के ग्रेडिंग पैटर्न की नकल करके मशीन लर्निंग तकनीक का उपयोग करता है। यह मूल्यांकन में पक्षपात और मानवीय त्रुटि को दूर करने में सहायक होगा। वस्तुनिष्ठ प्रकार के प्रश्नों के मूल्यांकन के लिए शिक्षा क्षेत्र में सबसे लोकप्रिय स्वचालित ग्रेडिंग प्रणाली ऑप्टिकल मार्किंग रिकगनिशन (ओएमआर) मानदंड है।

प्राकृतिक भाषा प्रसंस्करण: प्राकृतिक भाषा प्रसंस्करण छात्रों को उनके दस्तावेजों और कार्यों के संबंध में आवश्यक सुधार करने में सहायता करता है। जैसे एआई-सक्षम सॉफ्टवेयर जो दस्तावेज में मौजूद त्रुटियों से संबंधित सुझाव प्रदान करता है जैसे ग्रामरली इसका एक उदाहरण है। इसके अलावा, कई अन्य सॉफ्टवेयर उपकरण हैं जो एक भाषा से दूसरी भाषा में अनुवाद करने में मदद करते हैं जैसे गूगल अनुवादक, माइक्रोसॉफ्ट अनुवादक, आदि।

आभासी वास्तविकता: लोग आभासी वास्तविकता के रूप में ज्ञात त्रि-आयामी कंप्यूटर-जनित वातावरण का पता लगा सकते हैं और उससे जुड़ सकते हैं। इस तकनीक का प्रयोग कर दूरस्थ शिक्षा के द्वारा शिक्षा के क्षेत्र में नई क्रांति लाई जा सकती है। कुछ यूरोपियन देशों के ऑनलाइन स्कूलों में यह तकनीक महत्वपूर्ण भूमिका निभा रही है।

स्मार्ट कंटेंट का निर्माण: एआई आधारित सॉफ्टवेयर टूल्स स्मार्ट कंटेंट के निर्माण में मदद करेंगे और साथ ही यह जानकारी को अद्यतित रखने में भी मदद कर सकता है।

लर्निंग मैनेजमेंट सिस्टम (LMS)

प्रौद्योगिकी के इस युग में, सबसे महत्वपूर्ण चीजों में से एक शिक्षा में प्रगति के साथ अद्यतित रहना है। इनमें से एक प्रगति लर्निंग मैनेजमेंट सिस्टम्स का उपयोग है। एक शिक्षण प्रबंधन प्रणाली स्कूल की सभी ऑनलाइन गतिविधियों के प्रबंधन के लिए एक केंद्रीकृत, सहज प्रणाली प्रदान करती है।

साहित्यिक चोरी की जाँच: एआई-संचालित सामग्री स्कैनिंग उपकरण जो मौजूदा पाठ के साथ प्रस्तुत पाठ की तुलना करके असाइनमेंट, रिपोर्ट और लेख जैसे साहित्यिक चोरी के स्तर की पहचान करने में मदद करता है।

पूर्व शोध अध्ययन

रमेश सी. शर्मा के एप्लीकेशंस ऑफ आर्टिफिशियल इंटेलिजेंस इन एजुकेशन नामक शोध पत्र में उन्होंने शिक्षा पूर्ति में एआई के उपयोग को महत्वपूर्ण माना। शिक्षा में आर्टिफिशियल इंटेलिजेंस शोध अध्ययन में जगदीश केंगम ने अध्ययन के सार्वभौमिक क्षमता को पाने के लिए आर्टिफिशियल इंटेलिजेंस प्रोग्राम को महत्वपूर्ण माना। श्वेता जी. शेटे ने यूज ऑफ आर्टिफिशियल इंटेलिजेंस इन एजुकेशन में स्पष्ट किया की एआई के प्रभावों को शुरुआत में शिक्षा के निम्नतम स्तर पर महसूस किया जाएगा और धीरे-धीरे उच्च शिक्षा में प्रगति होगी। एआई का प्राथमिक लक्ष्य शिक्षकों के काम को सुविधाजनक बनाना है, न कि उनकी जगह लेना। सुव्रत जैन और डॉ रोशिता जैन द्वारा आनुभाविक शोध में उच्च शिक्षा में इस तकनीक को उपयोगी माना वहीं रैनी और एंडरसन के अनुसार एआई द्वारा बनाए गए प्रतिस्थापन के साथ, भविष्य के कार्य और कौशल की आवश्यक सीमाएँ मौलिक रूप से अद्वितीय होंगी।

शोध का उद्देश्य

प्रस्तुत शोध अध्ययन उच्च शिक्षा में आर्टिफिशियल इंटेलिजेंस की जानकारी व उपयोग से सम्बंधित आंकड़े प्राप्त करने के लिए किया गया है।

शोध विधि

इस शोध हेतु देवनिदर्शन विधि द्वारा जिला सिरसा (हरियाणा)

के अध्यापकों व विद्यार्थियों का प्रश्नावली विधि के द्वारा सर्वेक्षण किया गया। नमूना चयन के लिए जिला सिरसा, हरियाणा के चौ. देवीलाल विश्वविद्यालय व शाह सतनाम जी शिक्षण संस्थान के 30 अध्यापकों व 70 विद्यार्थियों का चयन उद्देश्यपूर्ण निदर्शन विधि द्वारा किया गया।

आकड़ों का प्रस्तुतिकरण

1. आर्टिफिशियल इंटेलिजेंस (एआई) प्रणाली का उपयोग किया है?

हां	नहीं	थोड़ा बहुत
62	14	24

2. एआई तकनीक देश के विकास में भागीदार है?

हां	नहीं	थोड़ा बहुत
73	13	14

3. शिक्षण व्यवस्था में एआई का उपयोग महत्वपूर्ण है?

हां	नहीं	थोड़ा बहुत
68	11	21

4. इन एआई पारिभाषिक शब्दावली से परिचित हैं?

रोबोट शिक्षण	एआई चैट बॉट्स	वर्चुअल रिअलिटी	मशीन लर्निंग	सभी
14	11	19	23	33

5. निम्न एआई एप्लीकेशन से परिचित हैं?

ग्रामरली	चैट जीपीटी	एलेक्सा	ब्रैनली	सभी
22	25	24	08	21

6. एआई का शिक्षा के क्षेत्र में क्या योगदान है?

नियमित अधिगम में उपयोगी	दूरवर्ती शिक्षा में उपयोगी	स्वयं अध्ययन में उपयोगी	सभी
14	25	24	37

7. क्या एआई अध्यापक का महत्व कम कर रहा है?

हां	नहीं	थोड़ा बहुत
26	47	27

8. क्या कोविड काल में एआई शिक्षा का आधार बना?

हां	नहीं	थोड़ा बहुत
68	11	21

9. शिक्षण में एआई का प्रयोग किस कार्य हेतु किया?

गृह-अध्ययन हेतु	सूचना खोजने हेतु	अध्ययन विस्तार में	सभी
22	29	32	17

10. भाषा ज्ञान या भाषा सुधार में एआई का उपयोग?

अनुवाद कार्य	भाषा अधिगम	व्याकरण शुद्धि	सभी
26	23	28	23

11. अध्यापकों द्वारा एआई एप्लीकेशन का उपयोग?

पाठ्यक्रम निर्माण व प्रस्तुतीकरण में	विद्यार्थी व्यवहार विश्लेषण हेतु	परीक्षा मूल्याकन में	दैनिक हाजिरी में	सभी
19	09	26	29	17

व्याख्या व परिणाम

अंत में कहा जा सकता है कि शिक्षा में एआई की भूमिका मुख्य रूप से शैक्षणिक और प्रशासनिक कार्यों में सरलता, व्यक्तिगत शिक्षा का विकास, स्मार्ट अध्ययन सामग्री की व्यापकता, अध्ययन सम्बन्धी समस्याओं के समाधान की एक समायोजित प्रणाली है। समय के साथ आर्टिफिशियल इंटेलिजेंस के उपयोग ने स्वास्थ्य, पर्यावरण, सूचना जैसे कई क्षेत्रों में पाई जाने वाली समस्याओं को सुलझाने का प्रयत्न किया है। एआई के विकास के साथ देश में शिक्षा प्रणाली में प्रौद्योगिकी का उपयोग अनिवार्य हो गया है ताकि इसके उपयोग से भारत के युवाओं के बेहतर भविष्य के लिए सार्वभौमिक शिक्षा प्रदान की जा सके।

इस शोध से प्राप्त आंकड़ों से स्पष्ट है कि 62 प्रतिशत उत्तरदाताओं नें आर्टिफिशियल इंटेलिजेंस प्रणाली का उपयोग किया जबकि 24 प्रतिशत थोड़ा बहुत इस प्रणाली का उपयोग करते हैं। सर्वाधिक उत्तरदाता एआई तकनीक देश के विकास में भागीदार है। प्रतिशत शिक्षण व्यवस्था में एआई को उपयोगी मानते है, 14 प्रतिशत रोबोट शिक्षण, 11 एआई चैट बॉट्स, 19 वर्चुअल रिअलिटी, 23 मशीन लर्निंग तथा 33 प्रतिशत इन सभी एआई पारिभाषिक शब्दावलियों से परिचित हैं। 22% ग्रामरली, 25% चैट जीपीटी, 24% एलेक्सा, 08 ब्रैनली तथा 21% इन सभी एआई एप्लीकेशन से परिचित हैं, एआई का शिक्षा के क्षेत्र में योगदान को महत्वपूर्ण मानने वाले उत्तरदाताओं में से 25% दूरवर्ती शिक्षा में उपयोगी, 24% स्वयं अध्ययन में उपयोगी, 14% नियमित अधिगम में उपयोगी व 37% इन सभी विकल्पों को महत्वपूर्ण मानते हैं। शोध से प्रकट हुआ की अधिकतर उत्तरदाता मानते है कि एआई अध्यापक का महत्व कम नहीं कर रहा है जबकि केवल 27 प्रतिशत का मत है कि इससे अध्यापक की भूमिका पर थोड़ा बहुत फर्क पड़ेगा। सर्वाधिक संख्या में उत्तरदाता मानते है कि कोविड काल में एआई शिक्षा का आधार बना। गृह-अध्ययन हेतु 22, सूचना खोजने हेतु 29, अध्ययन विस्तार में 32 प्रतिशत उत्तरदाता शिक्षण के लिए एआई का प्रयोग उक्त कार्यों हेतु करते हैं, वहीं दूसरी ओर 26 अनुवाद कार्य, 23 भाषा अधिगम, 28 व्याकरण शुद्धि व 23 प्रतिशत उत्तरदाता इन सभी

विकल्पों का उपयोग भाषा ज्ञान या भाषा सुधार के लिए करते है। उत्तरदाता यह भी स्वीकार करते हैं कि दैनिक हाजिरी, परीक्षा मूल्याकन, पाठ्यक्रम निर्माण व प्रस्तुतीकरण में अध्यापकों द्वारा एआई एप्लीकेशन का उपयोग किया जाता है।

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Performance of NETC and AePS under the umbrella of Digitalization

***Dr. Kirankumar Tarikere, **Akhil Dattatraya Joshi**

Abstract

Digitalization has emerged in different fields of human conscience. NETC and AePS are two most important digital financial avenues. These two avenues where initiated in order to bring speed in the value and volume of Digital Transactions. By this it can be understood that NETC and AePS do contribute to the trend of digital payments in the current scenario. NPCI wanted to make such a system where digital finance can be brought under the purview of toll collection. For this NPCI introduced NETC .When it comes to NETC, National Electronic Toll Collection is meant to collect toll digitally so that transparency can be maintained and most importantly convenience of the customer is continued. Aadhaar Card was initiated in to provide single identification to the citizens of the people. An idea was initiated where Aadhaar was linked for the bank payments due to which AePS was initiated. In the same way AePS, Aadhaar Enabled Payment System helps the people in doing payments with Aadhaar based payment gateway. In this regard Aadhaar is used as an identity for transactions. This paper deals with How are NETC and AePS performing in India when it comes to Digitalization?

Introduction

Digitalization has emerged in different fields of human conscience. One of such fields is roads and transportation. In this regard, there are roads where toll fees are paid. These toll fees act as a sign of tax and it is returned back to the society in the form of road construction, road renovation and other benefits. Collecting the toll on roads manually can bring unwanted traffic jam on roads. This may lead to non cooperation of people as it can cause tension in day to day activities. In order to bring this problem down, digitalization of toll has been initiated. In this initiation, digitally the toll is collected. As the toll is digitally collected, it can be easily recorded in the bank accounts. Due to this there is a heavy demand for the electronic collection of toll all over. Now there have been initiations taken up by government in order bring the digitalization in toll collection. Earlier receipt was given but now as toll gets deducted, the transaction is automatically recorded. Due to this it has become easy for the people to give toll accordingly. Even with respect to Aadhaar, this initiation has been taken up. Aadhaar linked payment systems have been made. In this what happens is any payment wherein for any kind of a transaction Aadhaar is linked to bank accounts. This kind of a transaction has been named as Aadhaar enabled payment system. This will also bring authenticity towards the financial transactions in a well planned manner. But the question arises is when both NETC and AePS are compared, do they exist any difference between them or not.

Literature Review

In the field of Toll collection, most important thing is overall service time. Earlier the overall service time was more. This had happened due to the more time lag in getting the toll. Now as the system has become digitally sound, the service time is getting reduced (Ganesh K. Andurkar, Vidya R. Ramteke, 2015).

Advanced technologies are being used at the toll collection centers wherein RFID and GSM Technology are implemented. These technologies not only build a new path for further development but also it gives an ease to the customers for their convenient journey (S.Nandhini, P.Premkumar).

There are many systems which have been generated using RFID technology. These systems are automatic and are upto the mark as compared to other systems. The ease of transaction provided by these systems benefits the customer by saving their time(Mandeep Kaur, Manjeet Sandhu, Neeraj Mohan and Parvinder S. Sandhu, 2011).

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Generally when it is not that easy to design the automatic system for the collection of toll on road. This arises because the conditions are not under control firstly. Secondly the conditions are regularly changing. Due the dynamics of environmental conditions, it is always a challenge to design universally acceptable designs.

Coming to Aadhaar payment services, AePS was introduced by NPCI in the interest of the people where the payments can be done through Aadhaar linkage. Aadhaar enabled payment do get the customer's trust as it can be logically established that the Aadhaar is 12 digit number so happening of fraud is rare due to the combination of 12 digit number will have high permutations and combinations (AePS Product Overview, NPCI, 2020).

Electronic Toll Systems are helpful in contributing towards the GDP of the nation. Not only that they also help in framing a good system wherein a vehicle's knowhow status can b checked easily. A checking system can be easily done with help of these kinds of systems (Mrs. Deepashree K. Mehendale Mrs. Reshma S. Masurekar, 2015).

There have been transaction errors when it comes to Aadhaar enables payment systems. There have been many reasons for the transaction error problems. There have been many alternatives to build a strong solution for the problems (Raghavan, Malavika, 2020).

Aadhaar Enabled Payment systems are facing problems due to shoot-up of technical problems in transactions. These problems can be tackled as the technically advanced systems are being approached to the current problems in a precise manner (A. R. Palepu, 2020).

Objectives

1. To study about NETC system of Digital Payments.
2. To study about AePS of Digital Payments.
3. To comparatively study NETC and AePS pathways of Digital payments.

Hypothesis

- **Null hypothesis** (H_0): the two samples are from populations with the same multivariate mean.
- **Alternate hypothesis** (H_1): the two samples are from populations with different multivariate means.

Data Collection

Parameter	3.4 NETC	2.1 AePS
Non Digitalization	0	0
Non Digitalization	0	0
Non Digitalization	0	0
Non Digitalization	0	0
Non Digitalization	0	0
Digitalization	0.39	3
Digitalization	0.2	5.01
Digitalization	2	4.69
Digitalization	9.13	6.23
Digitalization	16.89	5.75

Data Analysis

Hotelling's T Square

$$T^2 = D^2 \left(\frac{n_1 n_2}{n_1 + n_2} \right)$$

where $D^2 = (\bar{X} - \bar{Y})' S^{-1} (\bar{X} - \bar{Y})$

$$(\bar{X} - \bar{Y})' = (-5.722 \quad -4.936)$$

$$S = \begin{pmatrix} 0 & 9.49399 \\ 9.49399 & 0 \end{pmatrix}$$

and

$$S^{-1} = \begin{pmatrix} 0 & 0.10533 \\ 0.10533 & 0 \end{pmatrix}$$

$$(\bar{X} - \bar{Y}) = \begin{pmatrix} -5.722 \\ -4.936 \end{pmatrix}$$

By Substituting Values

$MD^2 = 5.95$

n1=5

n2= 5

$T^2 = 14.875$

$$F = \left(\frac{n_1 + n_2 - p - 1}{P\,(n_1 + n_2 - 2)} \right) T^2$$

Here

n1=5

n2= 5

$T^2 = 14.875$

P =2

Substituting the values above

F = 6.507

With the following condtions where df_1=p=2 and $df_2=n_1+n_2$-p-1-7

F_{tab} = 4.74

Result

1. $F_{cal}=6.507 > F_{tab} = 4.74$

2. This implies that the calculated value has crossed he significant level of F distribution.

3. Thus the study has rejected the null hypothesis.

4. Both the groups are not the same,

5. NETC and AePS have different approaches in Digital market.

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राष्ट्रीय शिक्षा नीति-2020 तथा महात्मा गाँधी की बुनियादी शिक्षा का तुलनात्मक अध्ययन

**डॉ. विनीता चौधरी*

सारांश

भारत वैदिक काल से ही शिक्षा के क्षेत्र में अग्रणी रहा है। कालांतर में सामजिक परिवर्तनों के फलस्वरूप शिक्षा के स्वरूप में परिवर्तन हुआ। स्वतंत्रता प्राप्ति के पश्चात् भारत में शिक्षा को एक व्यवस्थित रूप प्रदान करने के लिए अनेक समितियों का गठन किया गया। कोठारी कमीशन की संस्तुतियों के बाद, सर्वप्रथम 1968 में एक नई शिक्षा का अविर्भाव हुआ, तत्पश्चात् 1986 में पुनः इस नीति को नवीन रूप में प्रस्तुत किया गया। भारत में लगभग 34 साल बाद पुनः 2021 में नई शिक्षा नीति लागू हुई। नई शिक्षा नीति स्वतंत्र भारत की तीसरी शिक्षा नीति है जिसमें बुनियादी तौर पर अनेक बदलाव किए गए जिसके तहत 2030 तक शैक्षिक प्रणाली को निश्चित किया गया है। वर्तमान में चल रहे 10+ 2 की प्रणाली के स्थान पर पाठ्यक्रम में 5+3+3+4 की शैक्षिक प्रणाली के आधार पर पाठ्यक्रम को विभाजित किया जाएगा। यदि इस नीति के स्वरूप का सूक्ष्म अध्ययन किया जाए तो यह महात्मा गांधी की 'नई तालीम' का अनुकरण करती है। इसमें निःशुल्क अनिवार्य शिक्षा, कौशल प्रशिक्षण, आत्मनिर्भरता मातृभाषा शिक्षा का माध्यम बनाना के जैसे विषयों की समानता दृष्टिगत होती है। गांधी के शिक्षा संबंधी विचार एक दीर्घकालिक प्रयोग थे। इस अध्ययन में गांधीजी की शिक्षा नीति एवं नवीन शिक्षा नीति का तुलनात्मक अध्ययन किया गया है। शिक्षा के बाजारीकरण के दौर में नई शिक्षा नीति-2020 कितनी सार्थक होगी, यह समयांतर में इस नीति की प्रक्रिया पर ही निर्भर करेगा।

प्रस्तावना

स्वाधीन भारत के निर्माण के पश्चात् शिक्षा के विकास एवं उनमें स्थिरता लाने हेतु अनेक आयोगों का गठन किया गया जिनमे राधाकृष्णन आयोग, मुदालियर आयोग तथा कोठारी आयोग शामिल हैं। इन आयोगों के माध्यम से भारत की शिक्षा नीति में अनेक प्रकार के परिवर्तनों हेतु सुझाव दिए गए। इसके पश्चात् भारत में सर्वप्रथम 1968 में तत्पश्चात तत्कालीन प्रधानमंत्री श्री राजीव गांधी जी के कार्यकाल में 1986 में एक नई शिक्षा नीति बनाई गई जिसे 1992 में संशोधित किया गया। तब से लेकर वर्तमान तक भारतवर्ष में इसी नीति के अनुसार शिक्षा के क्रियाकलापों को सम्पादित किया जाता रहा है।

21वीं सदी के 2020 में भारत में नई शिक्षा नीति का आगमन हुआ है। राष्ट्रीय शिक्षा नीति-1986 लागू होने के 34 वर्ष के बाद 2021 में पुनः नई शिक्षा लागू हुई और इसे लेकर भारत की शिक्षा पद्धति में कई अहम बदलाव किए गए हैं। नई शिक्षा नीति स्वतंत्र भारत की तीसरी शिक्षा नीति है जिसमें बुनियादी तौर पर अनेक बदलाव किए गए हैं। नई शिक्षा नीति-2021 के तहत वर्ष-2030 तक सभी के लिए एक शैक्षिक प्रणाली को निश्चित किया गया है। नई शिक्षा नीति में कहा गया है कि- " रोजगार और वैश्विक परिस्थिति में तीव्र गति से आ रहे परिवर्तनों की वजह से यह जरूरी हो गया है कि बच्चों को जो कुछ सिखाया जा रहा है, उसे तो सीखें ही और साथ ही वे सतत सीखते रहने की क्रिया भी सीखें।" इस नीति का उद्देश्य सामाजिक अथवा आर्थिक पृष्ठभूमि की परवाह किए बिना सभी विद्यार्थियों के लिए उच्च स्तर की गुणवत्तापूर्ण शिक्षा के लिए समग्र उत्पादकता, न्यायसंगत तथा समावेशी पहुंचना है।

यदि हम इस शिक्षा नीति के दस्तावेज का विस्तारपूर्वक अध्ययन करते हैं, तो देखते हैं कि देश की नई शिक्षा नीति, महात्मा गांधी की 'नई तालीम' का अनुकरण करती है। गांधीजी का शिक्षा दर्शन-आदर्शवाद, प्रकृतिवाद तथा प्रयोगवाद का सामंजस्यपूर्ण सम्मिश्रण है। उनकी 'नई तालीम' की प्रमुख विशेषता ग्राम्य शिल्प थी। गांधी जी के अनुसार- "मात्र साक्षरता ही शिक्षा का अंत नहीं है और न ही शुरुआत है। यह केवल एक साधन है जिसके द्वारा पुरुष और महिला को शिक्षित किया जा सकता है। शिक्षा को श्रम की गरिमा को सीखने की प्रक्रिया के रूप में सुनिश्चित करना चाहिए और मानसिक व शारीरिक श्रम के बीच की खाई को कम करना चाहिए। नई तालीम तथा नई शिक्षा-2020 के मध्य तुलना हेतु इस अध्ययन की आवश्यकता अनुभव की गयी है।

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नई राष्ट्रीय शिक्षा नीति के मुख्य उद्देश्य

1- भारत की वैश्विक स्तर पर शैक्षिक रूप से एक अलग पहचान बनाना।

2- भारत में शिक्षा के सार्वभौमीकरण के लक्ष्य की गुणवत्ता को उच्चतम सीमा स्तर पर ले जाना।

3- वर्तमान में चल रही 10+2 शिक्षा पद्धति के स्थान पर पाठ्यक्रम में 5+3+3+4 की शैक्षिक प्रणाली के आधार पर पाठ्यक्रम का विभाजन।

4- नई शिक्षा नीति 2021 के लिए केंद्र तथा राज्य सरकार के निवेश का लक्ष्य भी निर्धारित किये गए जिसमें कि केंद्र सरकार तथा राज्य सरकार शिक्षा क्षेत्र सहयोग के लिए देश की 6% जीडीपी के बराबर शिक्षा क्षेत्र में निवेश करेगी।

राष्ट्रीय शिक्षा नीति की विशेषताएं

1- नई शिक्षा नीति स्वतंत्र भारत की तीसरी शिक्षा नीति है, इसके अन्तर्गत 2030 तक नवीन शैक्षिक प्रणाली को निश्चित किया गया है और वर्तमान में चल रही 10+2 शिक्षा के स्वरूप के स्थान पर पाठ्यक्रम में 5+3+3+4 की शैक्षिक प्रणाली के आधार पर पाठ्यक्रम को निश्चित किया गया है। इस प्रकार पाठ्यक्रम का विभाजन किया जायेगा।

2- नई शिक्षा नीति के तहत शैक्षिक क्षेत्र को तकनीकी से भी जोड़ा जाएगा जिसमें सभी स्कूल अधिक से अधिक डिजिटल किये जायेंगे।

3- नई शिक्षा नीति में सभी प्रकार की शैक्षिक विषय वस्तु को क्षेत्रीय भाषा में भी अनुवादित किया जाएगा जिससे कि विभिन्न शैक्षिक क्षेत्र में क्षेत्रीय भाषा को बढ़ावा मिल सके।

4- नीति के अनुसार छठवीं कक्षा से बच्चों को व्यवसायिक परीक्षण के अन्तर्गत इंटर्नशिप की व्यवस्था का भी प्रावधान किया गया है।

5- नई शिक्षा नीति के अन्तर्गत शिक्षा के क्षेत्र में कई अन्य विकल्प बच्चों को दिए जाएंगे, साथ ही दसवीं कक्षा में अन्य विकल्पों को भी रखा जाएगा जिसमें छात्र कोई निश्चित स्ट्रीम न चुनकर अपनी इच्छानुसार विषयों को चुन सकेंगे।

6- नई शिक्षा नीति के अंतर्गत छात्रों को छठवीं कक्षा से ही कोडिंग सिखाने की भी व्यवस्ता को भी निश्चित किया गया है।

7- शैक्षिक क्षेत्र में वर्चुअल लैब की भी व्यवस्था का प्रावधान है, जिससे शैक्षिक क्षेत्रों की गुणवत्ता को उच्चतम सीमा स्तर तक लाया जा सके।

8- इस योजना के अन्तर्गत शिक्षा के सार्वभौमीकरण को एक मुख्य विषय के रूप में शामिल किया गया है जो कि भारत में शिक्षा का एक मुख्य विषय रहा है। इसमें कुछ सीमित शैक्षिक क्षेत्रों को शामिल नहीं किया गया है जैसे- मेडिकल तथा लॉ आदि क्षेत्र।

9- नई शिक्षा नीति में प्राथमिक और माध्यमिक कक्षाओं में शिक्षा का माध्यम मातृभाषा रखने का प्रस्ताव किया गया है जिससे कि देश में भाषा के महत्व को स्वीकारा जा सके, साथ ही भाषाओँ को एक सम्मानित स्थान प्राप्त हो सके।

राष्ट्रीय शिक्षा नीति तथा महात्मा गांधी की 'नई तालीम'

भारत की शिक्षा व्यवस्था में जब भी परिवर्तन और सुधारों पर चर्चा होती है, महात्मा गांधी के शिक्षा संबंधी प्रयोगों तथा उनके द्वारा प्रतिपादित शिक्षा दर्शन और नई तालीम का संदर्भ किसी न किसी रूप में आता है। महात्मा गांधी ने अपने विचारों द्वारा शिक्षा संबंधी प्रयोगों को 'नई तालीम' के अंतर्गत स्पष्ट किया है। गांधी जी द्वारा दी गयी शैक्षिक संरचना में कई विचारों की एक साथ झलक मिलती है। जहाँ एक तरफ वो ये मानते थे, कि शिक्षा के माध्यम से बालकों का विकास प्रकृति के निकट गांव में होना चाहिए, वहीं उन्होंने वैज्ञानिकता तथा प्रौद्योगिकी पर भी बल दिया। गांधी के शिक्षा सुझावों को मनुष्य और प्रकृति के मध्य एक सामंजस्य स्थापित करने के प्रयास के रूप में देखा जा सकता है।

गाँधीजी की नई तालीम अथवा वर्धा शिक्षा योजना के संदर्भ में तुलनात्मक ढंग से अगर इस नीति की समीक्षा की जाए तो यह कहना अतिश्योक्ति नहीं होगी कि- यह एक प्रकार से पहले से चली आ रही शिक्षा नीतियों में एक नवीन परिवर्तन की तरह है अथवा नयी थाली में परोसे गए पुराने पकवान की तरह है। नई शिक्षा नीति, गांधी जी द्वारा प्रस्तावित शिक्षा संबंधी विचारों तथा सुझावों की एक झलक प्रदर्शित करती है। नई तालीम व नवीन शिक्षा नीति की निम्न बिंदुओं के आधार पर तुलनात्मक समीक्षा की जा सकती है :

1- नई शिक्षा नीति में प्राथमिक और माध्यमिक कक्षाओं में **शिक्षा का माध्यम मातृभाषा** रखने का प्रस्ताव किया गया है। यह राष्ट्रपिता महात्मा गांधी की नई तालीम का अनुकरण करती है। मातृभाषा किसी देश के मूल्यों और संस्कारों की वाहक होती है महात्मा गांधी का मानना था कि- "स्वराज का अर्थ ये नहीं है कि किसी पर कोई भाषा थोपी जाए। सबसे पहले मातृभाषा को ही महत्व दिया जाना चाहिए। मातृभाषा ही वास्तविक अभिव्यक्ति का माध्यम हो सकती

है"। उन्होंने कहा कि हम अपनी अभिव्यक्ति की आजादी को भाषा की मर्यादा और समाज के अनुशासन में रह कर प्रयोग कर सकते हैं। नई शिक्षा नीति प्रत्येक बच्चे के लिए त्रिभाषा सूत्र के महत्व पर जोर देती है और बच्चों को बहुभाषी होने के लिए प्रोत्साहित करती है। मातृभाषा में शिक्षा को लेकर नीति-2020 में कुछ विशेष शब्दों को परिभाषित किया गया है। जिसमे जहाँ तक संभव हो के रूप में लागू करने की बात कही गयी है। क्या यह निर्णय भारत के अनेक निजी विद्यालयों पर संभव हो पाएगा? इस सन्दर्भ में योजना लागू होने के पश्चात् ही कोई प्रत्युतर मिल पायेगा। वहीं दूसरी ओर समाज का अधिकांश वर्ग अंग्रेजी पर बल दे रहा है, क्योंकि आधुनिक भारत में वैश्वीकरण ये समय में अंग्रेजी भाषा को ही आवश्यकता के रूप में देखा जाता है।

2- नई शिक्षा नीति में विद्यार्थियों में **उद्यमिता** बढ़ाने के लिए विभिन्न प्रकार के कौशल प्रशिक्षण पर जोर दिया गया है। वर्ष 1937 में वर्धा में जिस नई तालीम का प्रस्ताव महात्मा गांधी द्वारा किया गया था, उसमें निःशुल्क एवं अनिवार्य शिक्षा के अतिरिक्त मातृभाषा को शिक्षा का माध्यम बनाना और साथ ही विद्यार्थियों को कौशल प्रशिक्षण देना सम्मिलित किया गया था। प्रस्तावित वर्धा शिक्षा योजना के पाठ्यक्रम में कौशल पर आधारित विषयों को विशेष रूप से शामिल किया गया था। शिक्षा नीति-2020 में बच्चों की रुचि के आधार पर पाठ्यक्रम चुनने में छात्रों को लचीलापन प्रदान करने का सुझाव दिया गया है। यह योजना विद्यालयों द्वारा प्रयोग की जाने वाली मूल्यांकन विधियों में भी लचीलेपन का सुझाव देती है।

3- **आत्मनिर्भरता की शिक्षा** गांधीजी के द्वारा दी गयी एक महत्वपूर्ण संकल्पना थी। स्वयं महात्मा गांधी ने भी इसे अपने चिंतन और व्यवहार में समावेशित किया था। आत्मनिर्भरता या स्वावलंबन की संकल्पना गांधी जी की जीवन-दृष्टि का मूल तत्त्व है। इसमें समग्रता की दृष्टि का परिचय देते हुए कौशल आधारित शिक्षा, हस्तकला का ज्ञान, लोक कला तथा व्यावसायिक शिक्षा जैसे विषयों को पाठ्यक्रम में स्थान दिया गया। स्थानीय व्यावसायिक ज्ञान के समावेश के साथ साथ विद्यार्थियों के चरित्र निर्माण एवं व्यक्तित्व के समग्र विकास पर बल देने की बातें कही गई हैं, जो कहीं-न-कहीं आत्मनिर्भरता की दिशा में आगे बढ़ने का संकेत देती हैं । गाँधी जी ने कहा था कि- "यदि देश को आत्मनिर्भर बनाना है तो हमारे युवकों, युवतियों तथा गांवो को आत्मनिर्भर बनाना होगा और यह शिक्षा द्वारा ही संभव है।" महात्मा गांधी ने हरिजन सेवक (10-11-1946) के अंक में ग्राम स्वराज के संदर्भ में लिखा था- गांवों की पुनर्स्थापना का कार्य कामचलाऊ नहीं बल्कि स्थायी होना चाहिए। उद्योग, हुनर, स्वास्थ्य और शिक्षा इन चारों का एक सुन्दर समन्वय करना चाहिए और वह नई तालीम में किया गया है। उन्होंने यह भी कहा है कि ''मैं किसी उद्योग और शिक्षा को अलग नहीं मानता, बल्कि उद्योग शिक्षा का जरिया है।'' गांधी जी ने विकास और प्रगति की प्रक्रिया को अपने शिक्षा सुझावों के माध्यम से समझाने का प्रयास किया है। इसी प्रकार नई शिक्षा नीति में भी स्थानीय भाषा, तकनीक, कौशलात्मक ज्ञान, कला एवं कारीगरी आदि को प्राथमिकता देने की बात कही गई है। शिक्षा नीति 2020 ने स्थानीय क्राफ्ट सहित अन्य क्राफ्ट आधारित शिक्षा एवं प्रशिक्षण को पाठ्यक्रम का हिस्सा बनाया है। यहाँ भी शिक्षा नीति गांधी के विचारों के साथ मेल खाती है। दोनों के अनुसार इस तरह के प्रशिक्षण से बालक-बालिकाएं अपने सामान्य कार्यों के साथ-साथ जीवन की अनेक समस्याओं का हल स्वयं कर पाएंगे। परन्तु यह भी संभव है कि शिक्षा नीति-2020 में प्रस्तावित क्राफ्ट-आधारित शिक्षा या दस दिन के स्थानीय कला के प्रशिक्षण की स्थिति एक प्रकार से से उच्च्य शिक्षण संस्थानों में पढाये जा रहे पर्यावरण शिक्षा की तरह मात्र पास होने की तरह हो सकती है।

4- वास्तव में नई राष्ट्रीय शिक्षा नीति गांधी की नई तालीम का वर्तमान स्वरूप है। इस नीति में सैद्धातिक शिक्षा के साथ-साथ छात्रों के लिए व्यावसायिक शिक्षा, कौशल विकास आदि का समावेश किया गया है। विद्यार्थियों के लिए माध्यमिक स्तर से ही व्यावसायिक शिक्षा में एप्रेंटिशिप करने की बात भी जोड़ी गई है। इस नीति में यह भी लक्ष्य रखा गया है कि वर्ष 2025 तक 50% छात्र **व्यावसायिक शिक्षा** प्राप्त कर सकेंगे। महात्मा गांधी के अनुसार- भारत की अधिकांश जनता की गरीबी का कारण यह है कि आर्थिक और औद्योगिक जीवन में हमने स्वदेशी के नियम का भंग किया है। अतः व्यावसायिक तथा औद्योगिक शिक्षा द्वारा देश की आर्थिक व्यवस्था को सुधारा जा सकता है।

गांधी जी ने अपने शिक्षा सम्बन्धी विचारों में तीन महत्वपूर्ण आयामों (3 H) पर जोर दिया है- Head, Hand & Heart अर्थात् बालक हाथ से काम करना सीखें, उनकी बौद्धिक क्षमता का विकास हो तथा बालक संवेदनशील बनें। इस रास्ट्रीय शिक्षा नीति में व्यावसायिक शिक्षा एवं कौशल विकास को महत्वपूर्ण स्थान दिया गया है। साथ ही बालक के व्यक्तित्व के समग्र विकास को प्राथमिकता देने की बात कही गयी है। साथ ही नैतिक एवं संवैधानिक

मूल्यों को शिक्षा में समावेश करने का प्रावधान किया गया है। एक प्रकार से गांधी जी के तीनों ही आयामों का इस नीति में समावेश किया गया है।

5- महात्मा गाँधी ने अधिकार एवं कर्तव्यों पर विशेष बल दिया था और इसके लिए उन्होंने वर्धा शिक्षा योजना के उद्देश्य एवं सिद्धान्तों को निर्धारित किया था। इसी प्रकार राष्ट्रीय शिक्षा नीति-2020 में मौलिक अधिकारों के साथ-साथ बालकों को मौलिक कर्तव्य सिखाने पर बल दिया गया है जो कि गाँधी जी के विचारों का ही प्रतिबिम्ब है। गांधी जी ने अधिकार एवं कर्तव्य के संदर्भ में हरिजन सेवक एक अंक में लिखा था कि- "यदि हर व्यक्ति अधिकारों पर जोर देने के बदले कर्तव्य अदा करें तो मनुष्य जाति में जल्दी ही सही व्यवस्था और अमन कायम हो जाएगी।"

निष्कर्ष

यदि हम शिक्षा नीति-2020 के सम्पूर्ण दस्तावेज का अध्ययन करते हैं तो हम देखते हैं कि इस नीति ने अपने परिचय या प्रस्तावना में शिक्षा की एक आदर्श छवि को बनाने का प्रयास किया है। इसमें शिक्षा का हर वो पक्ष शामिल है जो एक विद्यार्थी को सफल शिक्षार्थी बनाने के साथ-साथ, उन्हें जीवन जीने के योग्य भी बनाता है। शिक्षा नीति 2020 गांधीजी द्वारा प्रस्तावित शैक्षिक विचारों के अनुरूप है। इसका 5+3+3+4 का स्वरूप मोटे तौर पर बुनियादी शिक्षा की गांधीवादी योजना के अनुरूप है। मातृभाषा के प्रयोग पर दिया जाने वाला विशेष जोर गांधी जी की नई तालीम के विचारों के समान प्रतिध्वनित होता है। मूल्यों तथा कर्तव्यों पर शिक्षा नीति के बिंदु गांधी जी के चरित्र निर्माण को ही प्रतिबिंबित करते हैं। यद्यपि प्रस्तावित बुनियादी शिक्षा तत्कालीन ब्रिटिश कालीन समय में कभी भी मुख्यधारा की शिक्षा प्रणाली के साथ एकीकृत नहीं हो सकी और न ही इस शिक्षा पद्धति के प्रस्तावित पाठ्यक्रम को पूर्ण रूप से अपनाया गया, लेकिन शिक्षा की यह योजना अन्य शैक्षिक योजनाओं के बीच अद्वितीय मिसाल कायम करती है। वर्तमान प्रस्तावित शिक्षा नीति 2020 ने गांधीजी के शैक्षिक विचारों को मान्यता प्रदान की है। गांधी जी नई तालीम के शैक्षिक विचारों और शिक्षा नीति 2020 का तुलनात्मक अध्ययन स्पष्ट रूप से एक उल्लेखनीय समानता को दर्शाता है।

महात्मा गांधी के शिक्षा संबंधी विचार शिक्षा जगत में सदा से ही एक दीर्घकालिक प्रयोग की तरह हैं। हालाँकि, नई तालीम सदैव एक धुरी पर ही बनी रही और यह कभी भी मुख्यधारा की शिक्षा के साथ एकीकृत नहीं हो सकी। इस वैश्वीकरण के युग में जहाँ शिक्षा का बाजारीकरण अपने चरम पर है, वहां आशा है कि नई शिक्षा नीति-2020 कैसे कोई नई राह दिखाएगी, यह योजना के क्रियान्वयन के पश्चात् ही स्पष्ट होगा।

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A Study of Thinking Styles of Prospective Teachers in Relation to their Academic Achievement

*Dr. Ravindra Kumar Dixit

Abstract

The present study assessed the thinking styles of prospective teachers in relation to their academic achievement. The sample consisted of 37l prospective teachers (Ma1e=198, Female=173) who were selected from B.Ed. Colleges of Dr. B.R.A. University, Agra by using the accidental technique of sample selection. In the present study, the Normative survey method of Research was used. Thinking style inventory (T.S.I.) was constructed by Sternberg & Wagner and academic achievement was noted by Gazette used to collect the data.

The result revealed that the prospective teachers differed significantly in only one thinking style (Local style). High-achieving prospective teachers were more local than average and low-achieving prospective teachers.

On the rest of the thinking styles viz, integrated, legislative, executive, judicial, monarchic, hierarchic, oligarchic, global, internal, external, liberal, and conservative styles, no significant differences were found concerning their academic achievement.

Introduction

Thinking style refers to the way an individual prefers to process and manage intellect and knowledge (Zhang & Sternberg, 2000). Sternberg (2009) defined 5 dimensions, which are functions, forms, levels, scopes, and leanings, and 13 thinking styles are grouped under these dimensions in the theory of mental self-government. In addition, Zhang and Stemberg (2006) grouped 13 thinking styles into 3 types; Type I styles are perceived as more positive and adaptive and include legislative, judicial, hierarchical, global, and liberal styles whereas Type II styles are more negative and less adaptive and include executive, local, monarchic, and conservative styles. Finally, Type III styles are neither positive nor negative but adaptable due to the requirements of a situation and include anarchic, oligarchic, internal, and external.

Global thinking style is characterized by concentrating on the big picture, ignoring details, preferring abstractness, enjoying generalization, conceptualizing, and thinking (Sternberg, 2009; Zhang & Sternberg, 2001). Whereas local style identifies focusing on detail, preferring concreteness, avoiding conceptual analysis, and experiencing difficulty in distinguishing important from unimportant (Feb 2005; Sternberg, 2009).

The studies on thinking styles can be clustered under three approaches. The first group of studies focuses on the relationship between thinking styles and personal variables. The second group explores the role of thinking styles in different aspects, such as academic achievement, and cognitive and psychosocial development of student development and learning. The third group investigates how thinking styles correspond to other style constructs, for instance, Biggs' learning approaches and Holland's career personality types (Zhang & Sternberg, 2006).

In addition, in literature, there is recent research that focused on thinking styles and technology usage (Kao, Lei, & Sun, 2007). But in psychology, this concept did not attract much attention, although the way individuals think leads to thoughts which is one of the three main aspects of human beings as stated by Cloninger C.R. (2008). Thinking styles are cognitive preferences, which affect how an individual behaves and feels, and selected as a cognition representative for this study.

Particularly a society of people who make midlife career changes or advance their skills or who must work out of necessity or those whose leisure time permits teacher education, all contribute to the increased demand for teacher education through formal or non-formal modes. Therefore the question of how to each prospective teacher in more effective and efficient ways is becoming pertinent day by day.

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Thinking styles are very important components of the learning processes of a college education. Their understanding is highly desirable if we have to obtain a comprehensive picture of the learning processes of prospective teachers and base our teaching efforts on the knowledge of the same to inject quality control into the educational process.

Review of Related Literature

A resume of studies of academic achievement and thinking styles Grigorenko and Sternberg (1997): The Relationship between styles of thinking & academic performance, Zhang & Sternberg (1998): A study to explore the relationship of thinking styles and academic achievement among Hong Kong University, Students, Sternberg (1997) A study of thinking styles and academic achievement, Torrance and Frasier (1983): A study of the of thinking styles academic performance, Okabayashi and Torrance (1984): A study of the relationship shown by styles of thinking & levels of academic achievement, Zhang and Sach (1997): Relationship between different levels students & Thinking styles, but in India, some of the themes of thinking styles is in the fancy stage. Hence there is considerable scope to prove the area styles of thinking of prospective teachers in relation to their academic achievement given the need for the proposed study in this area felt by the researcher and planned to see the relationship between thinking style and academic achievement of prospective teachers.

Statement of the Problem

Some work has been done on thinking styles and academic achievement in foreign countries to solve teaching problems. In India, the thinking style is in the fancy stage. The study has been designed to address the- "Are there significant differences in styles of thinking of prospective teachers having varying levels of academic achievements i.e., high, average & low?" So, there is considerable scope to prove the area and styles of thinking of prospective teachers in relation to their academic achievements. The need for the proposed study was felt by the researcher to see the relationship between the thinking style and academic achievement of the prospective teacher. The problem of the study was stated as- **"A Study of Thinking Styles of Prospective Teachers in Relation to their Academic Achievement"**

Operational Definitions of The Terms

1. Thinking Styles: Thinking styles refer to the way one thinks or prefers to think using a particular mental ability.

2. Academic Achievement: Academic achievement refers to the academic performance shown by the pupils taught by the teachers in the graduate-level exam conducted by a related university i.e. Considered as the percentage of the graduate-level exam.

3. Prospective Teachers: Refer to those persons who are doing B.Ed. under various B.Ed. Colleges.

Objective

To Study the thinking styles of prospective teachers in relation to their academic achievement.

Hypotheses

There will be a significant difference between styles of thinking in relation to their high, average, and low levels of academic achievement.

Methodology

Method

In the present research, the ***Normative Survey method*** was used.

Sample

For the purposes of the study, 371 prospective teachers of B.Ed. colleges of Dr. B.R.A. University, Agra was selected from the total cluster of teachers by using accidental the technique of sample selection. Stream and Gender wise detail of the sample have been given in Table 1.

Table 1: Stream and Gender wise structure of the Sample

Stream			Gender		Total
Science	Arts	Commerce	Male	Female	
193	106	72	198	173	371

Variables

In the presented study, two types of variables were considered:

1. ***Independent variable -*** Academic Achievement (High, Average & Low)

2. ***Criterion variable-*** Thinking Styles (Legislative, Executive, Judicial, Monarchic, Hierarchic, Oligarchic, Anarchic, Global, Local, Internal, External, Liberal, and Conservative)

Tools

In the present study the following tools were employed for the data, collection:

- Thinking Style Inventory (by Stemberg and Wagner)
- Academic Achievement (Noted by Gazette)

Statistical Techniques

The data were analyzed by the use of various statistical techniques viz; Mean, Standard Deviation, and Critical Ratio.

Results and Discussion

To study the effect of the Academic Achievement of the prospective teachers on their thinking style, first of all, the total sample of prospective teachers was categorized into two groups on the basis of Academic Achievement. To formulate these two groups, the M±1SD formula was applied to scores. Subjects scoring M+SD and above were classified as high academic and those

Who scored M–SD and below were classified as having low Academic Achievement to make a comparison between these groups of prospective teachers, a critical ratio test was applied to test the significance of the difference between the means of thirteen thinking styles of the two groups.

Conclusion

The findings show that the academic achievement of Prospective Teachers is linked with their thinking styles. The result revealed that the prospective teachers differed significantly in only one thinking style (Local style). High-achieving prospective teachers were more local than average and low-achieving prospective teachers.

On the rest of the thinking styles viz, integrated, legislative, executive, judicial, monarchic, hierarchic, oligarchic, global, internal, external, liberal, and conservative styles, no significant differences were found in relation to their academic achievement.

Educational Implication

High achieving Prospective Teachers were more local than average and low achieving Prospective Teachers. Thus it suggests that educational administrators may do some thinking to improve the student's achievement by properly diagnosing the factors, which hinder the achievement of Prospective Teachers.

The thinking styles of Prospective Teachers may be studied across different levels of academic achievement.

Classroom transactions, curriculum framing, and assignment designing may be based on the thinking styles of Prospective Teachers so that diversity in thinking styles of Prospective Teachers may be properly exploited for their development.

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Promoting Ethics and Morality in Education for Equality Diversity and Inclusivity

***Dr. Parwinderjit Kaur**

Abstract

A school provides a system of human interactions in which the participants belong to a heterogeneous group of learners having physical, psychological, social and cultural inequality and diversity. The diversity of individuals includes gender, race, age, socio-economic-status, religion and various physical disabilities. The type of classroom climate that a teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable; where no one is simply dumped rather treated equally. This article describes someethics and morals necessary for students and suitable ways and means to help teachers to plan for creating a classroom that greets and supports all children. A teacher needs to understand and respect students' diversity, maximize students' involvement and participation. In order to have an inclusive classroom climate for diversity, students must feel supported in the components of the course, including content, discussion, physical and structural aspects. Although there is widespread support for managing diversity, equality and inclusion at the philosophical level, yet there are some concerns asit is not very easy to implement. The main role of teacher is to play in promoting, participating and reducing inequalities with children who belong to diverse groups or are having difficulties in learning or adjusting. As most of the teachers are not sufficiently well prepared and supported to work in inclusive ways; sothe barriers to the development of successful inclusive schools and manage diversity and equality and perform responsibilities ethically and morally.

Introduction

Ethics and morality are often concerted as related with religion, but in the global arena schools are also expected to bring ethical thinking and morality in action. Weinstein (2017) mentions five basic principles of ethics in all faiths as: do no harm, make things better, respect others, be fair and loving. Every society practices certain moral and ethical consciously and unconsciously. People do not live their lives in moral or ethical isolation but grow up within particular moral traditions (Reiss, 1999). So, in a school morality or ethics cannot work in isolation; rather it should work in a way where managing diversity and bringing equality for all is possible. As liberal and providing democratic environment is becoming an important issue in every sphere of life, soitshould be prevailed in educational sphere also. Morals, values, and ethics are strongly attached to society, spirituality and culture (United Nations Educational Scientific and Cultural Organization, 1991). There are three meaning of ethics - a synonym for morality, a well?established branch of philosophy and professional ethics. Professional ethics is an integral part of the concept of a profession (Kovac, 1996). The teachers can create a nurturing classroom where students feel valued because of their differences and feel comfortable participating in class activities. Effective syllabus and classroom behavioural policies can promote an inclusive environment, especially when teachers take time to discuss such policies in class with students.

No doubt a child's family plays a crucial role in guiding, supporting, and hand-holding him/her to moral and ethical development; but the role of school is more crucial in the development of the child. Managing human resource in an organization requires a detailed analysis and understanding of both the internal and external environments. The researches have been conducted to identify the prominent dimensions along with cultures differ (Smith, Dugan, & Trompenaars, 1996); emphasized that language, gender, and religion are equally important in managing diversity across different cultures (Hunt, 2007; Squires, 2008). As for as morality is concerned-Teaching entails moral behaviour (Tom, 1984); Teachers are moral agents (Bergem, 1990; Johnston, Juhasz, Marken, & Ruiz, 1998). Diversity course content can promote students' moral discernment regarding fundamental matters of human dignity and respectful conduct across a range of differences, especially racial

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differences, thus contributing to a more positive and affirming campus climate (Parker *et al.*, 2016).

A school needs to establish rules from the beginning that promote equality in the classroom, behavior that do not respect equality in either a formal class setting or casual discussion and address the issues. Education in general and classroom interaction in particular, is fundamentally and intrinsically moral (Goodlad, Soder, & Sirotnik, 1990; Ball & Wilson, 1996); so classroom activities should reflect the ideas and answers of everyone and weaving the message of equality in the classroom.

Objective

The overall purpose of this article is to find successful strategies that an educational institution can use to help build the ethical and moral development of the students to manage diversity, equality and inclusion. The main objective of this paper is to show how a teacher in any educational institution can successfully implement an initiative focused on diversity and inclusive culture to help build ethical and moral development among students.

To achieve the objective of increasing ethical and moral development of students in order to manage diversity and bring equality in an inclusive classroom, some initiatives are needed to be taken by the teacher and the educational institutions; which are as followed:

- **Increase institutional innovation:** Diverse groups of students lead to diversity of thought. This is because diverse groups possessed a broader base of experience and perspectives (Kreitner & Kinichi, 2004). When a student finds that diverse thought is appreciated and used in the constructively of content by the teacher, he/she becomes more innovative and committed to organization and classroom work. Students from different backgrounds and different life experiences have different ways of solving problems. Diversity of personality can also be a huge benefit to students. Hofestede (2011) revealed that diversity and ethics among the people in the organization promotes creativity, innovation and problem solving, efficiency and effectiveness.

- **Willingness of teachers to address inequality:** To support diversity in the classroom, creating a space for students and teachers to talk about how issues of discrimination affect them in the classroom, school level and on personal life. The more the diversity would be the topic of discussion in the school the less would be hesitation to address it among students and teachers. A teacher being a school leader is in a position to lead the conversation about managing diversity and inspire others in the school to follow; and the conversation should not be limited to words, rather it should be in order to bring effective change by taking practical steps to address inequality when encounter it. The entire school staff should be aware about it that there should not be any event of discrimination or division forming along racial or economic lines. In case any such event happens, the staff needs to respond effectively to inappropriate comments or actions; take infractions seriously and inform parents, if necessary.

- **Connect with parents and community to achieve goals of diversity:** Schools being a central part of the community should reflect and celebrate its diversity. There is need to communicate the goals for diversity in the classroom to parents. The parents should be invited in the schools and their questions or concerns should be listened and managed to identify areas in the curriculum or in the school culture that they feel could benefit from more focus on diversity. The school should reach out to leaders in the community that can offer different perspectives, either as experts in their field, professionals, community workers or activists. The teachers need to develop learning projects that connect classroom learning with community initiatives. Host a function for parents to providean opportunity to outline any curriculum additions or special events in the school to promote diversity.

- **Active involvement of students with diverse background:** To manage diversity in classroom, a teacher needs to examine the teaching materials, special care to select the stories to be used in the class, use historical narratives and create a rich environment for ideas to evolve into new and more refined forms. Ehimare & Oghene (2011) suggested that flat sharing among people of different ethnic backgrounds, encouraging common language among others can go a long way to improve organizational efficiency and effectiveness. This pedagogical approach would help students to appreciate and value all forms of diversity resulting into enriched learning. The school should show spirit to ensure the diverse need students to participate in school events and making them aware about after-school activities.

- **Being careful with language and address poor language:** The language is of utmost importance as it can have a dramatic impact on how included people feel. Linguistic diversity should be considered a wealth, not a problem; rather as a teacher one should to take into account the linguistic and cultural heterogeneity of the pupils, the variety of languages spoken and the multiplicity of their cultural affiliation. Educational institution should give opportunity to everyone to build their own identity based on their family life and relationships within and outside school, other students who belong to majority group need to construct positive representations of the multiple identities of their peers and their families so that they can be proud of who they are and so that they feel accepted and understood by those around them. Students belonging to a particular identity, race, or religious group can be treated as experts on issues related to their group and speak on topics related to their identity. The children who speak with certain accents should not be considered poor speakers.The teachers should ensure that all teachers and students use language that is sensitive and appropriate to a wide range of people in institution. Furthermore, it's important to confront employees who use inappropriate language. The issue here is that most people have a clear understanding of where the lines are drawn when it comes to clearly offensive language. However, more subtle forms of discrimination exist too.

- **Find unconscious biases:** A teacher being a human being may be influenced by psychological biases, related to age, gender, race, or disability so while on one hand one should avoid individual bias; on the other hand can use positive characteristics and motivations to the people who are similar. The teacher has to work to increase empathy and empathic communication, practice mindful practices such as paying attention in a non-judgmental way to one's breath or other sensations, show love and kindness and make all efforts to develop cross-group friendships in students' lives.

- **Foster diverse thinking:** The school should make an effort to hire for diversity, to think in culturally diverse ways. But during the process of recruitment, inclusivity must have account for. This is important because people from different backgrounds and generations sometimes have vastly different perspectives on all sorts of issues and concerns. Being with different backgrounds, they give their own reviews and pitch different ideas in the school meetings. Embracing diverse thinking is not only useful in generating ideas but also creating an environment where everyone feels to be part of relevant and shared mission. To build trust in the classroom, teacher should establish basic rules of respect and model them. Listen to students, challenge ideas, not people and develop a language for moral inquiry.

- **Promotion ofculturally sensitive attitude:** In today's culture, children are increasingly raised in toxic circumstances that pose unique difficulties to their moral and social growth (Gabarino, 2004; Quart, 2003). Research in developing countries needs to be culturally sensitive. This issue is normally considered to be less important in developed countries, except in dealings with indigenous peoples. The research procedure applied in developed countries may not appropriate on ethical ground in developing countries. Cultural sensitively need to be taken into consideration is such instances. It is not necessarily a matter of adding layers of regulation to achieve the necessary sensitivity. In developing countries, where societies are often pluralistic, cultural background and security become important issues even for classroom teachers; so being culturally sensitive and reflecting ethical behavior becomes a matter of utmost importance.

- **Showing impartial attitude:** Students expect their teacher to treat everyone in the class equally. Attitudes of teachers should be based on love, care, willingness to accept the students as they are. The climate of classroom needs to be cooperative, providing opportunities and also motivating the students to excel in their behaviour. Teachers' attitude towards the students should be very healthy, impartial so that the students can learn in a conducive and healthy environment. Students too appreciate teachers who have a positive attitude towards students' abilities, caliber and talents by giving them a strong platform of performance. In the same context the attitudes of teachers should be positive when the students are special children. The special children too require love affection support and guidance from their teachers. Impartiality prevails, when teacher draw upon his/her personal viewsafter listening the students. To avoid giving the impression of partiality, teacher needs to carefully monitor in communicating expectations for classroom deportment.

- **Concern for students:** According to Desplaces, Beauvais, Melchar, and Bosco (2007) effective ethics education can affect an individual's ability to make significant ethical decisions in their career. So, the students expect their instructors to care about them and their academic performance. Every child in the class should be clear about the minimum, basic acceptable levels of behavior/ethics. Therules for pupils should not be hard to follow. A teacher shouldcreate day-to-day opportunities for every child. The same information should be accessible to all have for the rest of the class, as no students have feeling of being excluded. A calm environment is inclusive class should prevail, regardless of it whether students have a special need for it or not. Everyone in class should be pre-assessed. Pre-assessing children's prior knowledge and interests around a subject, shows them that they have been listened to, and included in their own learning irrespective of their individual diversity and qualities.

- **Infusing integrity:** Integrity means being consistent and truthful, and explaining the policies, procedures and decisions and why they are necessary, so that their fairness can be judged and understood. A teacher can infuse integrity into the classroom culture by delivering promised rewards and penalties, and admitting ignorance when appropriate. Teacher needs tohelp students believe in themselves, make integrity the norm in their classrooms in several important ways, can use famous quotes as conversation starters, prompting students to reflect on topics related to integrity, moral development, and other attitudes that help them develop positive work habits and respectful relationships.

- **Teaching honesty:** Honesty means being loyal, truthful, trustworthy, sincere, and fair. Honesty is admirable almost in all cultures and religions. Honesty does not come naturally but it is an incarnated method of adopting it through a broad overview. The education system should make sure to comprise some important practices and routine to put a student near to morality. Students must be guided correctly from the starting and their childhood to enactment honesty. A teacher needs to learn the art of detecting and decoding lies and apply remedy to these situations before they escalate. In such case, teacher should meet with the student in private, instead of shaming the student. Cheating in one's academic career, according to Anitsal, Anitsal and Elmore (2009), might lead to unethical behaviour in the workplace. Addressing dishonesty can be stressful and uncomfortable for both teachers and students. Though dishonesty cannot be prevented entirely, but it can be significantly reduced through the proper prevention strategies.

- **Responsibility:** Responsibility is one of the important ethics in education, which teaches the students to take responsibility and beingenergetic part of study by acknowledging that they are responsible for their academic success. The students' responsibility means taking steps to achieve their educational objectives and teacher's responsibility to guide them. The teacher needs to provide the least restrictive environment to students with disabilities, develop an annual individual educational plan (IEP) for them, modifying assessments in ways that attempt andsupport important Life Skills.

How to embed morals and ethics in the classroom?

As for as morality is concerned- Teaching entails moral behaviour (Tom, 1984); Teachers are moral agents (Bergem, 1990; Johnston, Juhasz, Marken, & Ruiz, 1998), but teachers are not sufficiently well prepared and supported to work in diverse environment. These issues require certain ethical and moral obligations from a teacher. The main role of teachers to play in promoting, participating and reducing inequalities, particularly with children who belong to diverse groups or are having difficulties in learning or adjusting. Teachers, should be role models for their kids as- Moral principles pervade the classroom on a daily basis (Bryk, 1998; Goodlad, Sodar, & Sirotnik 1992; Hansen, 1993; Strike, 1996). Some of the barriers to the development of successful inclusive schools and manage diversity and equality in inclusive classroom suggests that ways of overcoming these difficulties is to reconsider the roles and responsibilities of teachers ethically and morally. Illingworth (2004) gave three basic approaches to the teaching of ethics according to-

(i) A pragmatic approach which relies on teaching students about codes of ethics. In this approach, the emphasis is on elaborating what it means to be a professional in terms of behaviour which accords with an agreed code of conduct.

(ii) An embedded approach which bases ethics on the students' emerging sense of identity. In this approach, ethics is taught as part of a more general understanding of morality and so ethical issues in a particular area are embedded in more general concerns. In this way, students are able to exercise greater autonomy in their ethical decision making.

(iii) A theoretical approach in which students are introduced to ethical theories which can then be applied to a variety of situations and contexts. Each of these approaches can be supported by the intelligent use of examples, content and visual aids to managemorals and ethics in a diverse classroomof learning and teaching styles.

If moral learning in humans is to take place spontaneously, then it should issue spontaneously in first-order evaluative representations that meet, or approximately meet, appropriate criteria for moral assessment, such as: (i) impartiality, (ii) generality; (iii) consistency or coherence; (iv) independence from authority or convention; and (vi) representing benefits or harms to those affected in such a way as to be (v) non-instrumentally thought- and action-guiding for the agent (Railton, 2017). Most important ways for the teachers to embed morals and ethics in the classroom are suggested as:

- **Help students believe in themselves:** A teacher should provide a clear set of values and follow through by positively acting on those values. The teacher needs to present role models and provide supportto students in and out of the classroom. The teachershould consider a variety of approaches to structuring their course content, and choosea design that best serves the diverse student populations. Various designs can support more rigorous learning outcomes, additional review and support, or greater accessibility for diverse students. By teaching the students of an inclusive classroom an increased level of tolerance and helping them in social and emotional development, the teacher can help them to consider their own attitudes towards students and strive to minimize negative impacts.

- **Develop a moral and ethical vocabulary:** According to Rossouw (2002), ethics education can help students improve their moral reasoning skills; so moral and ethical vocabulary should be part of every teacher's toolkit. The teacher being a transmitter of knowledge is responsible for an adequate instruction of the subjects taught by him in addition to guide his students towards a life based on ethical and moral values. He/she has to nurture their intellectual growth and the growth of their character. Teacher's vocabulary should be full of morality and ethical words and his/her conduct themselves in ways that are moral and ethical and that these should be infusedin his/her practice with moral values of fairness, honesty, kindness, responsibility, courage, trust, and respect, to name but a few.
- **Basics of human interaction (and physical classroom space):** Teachers who have a favourable attitude toward their students are more likely to encourage their academic success and ethical behaviour (Haberman, 1999); so a teacher's classroom contracts establishing, mottos, and design all must become essential elements of a positive moral and ethical culture; where every child in the class is involved and no one is being discriminated on any basis. This should be present from the moment someone steps into the classroom. The teacher should think about the quotes and images he/she need to have in theclassroom, inspired by thestudents 'community, culture, gender, and ethnicity.Teacher should take of their interactions by taking care of that: (i) Every student studentsis speaking, (ii) Everyone to be an active listener, (iii) Mention students' positive behaviors and successes 3 times more than anything negative, and (iv) Clarifying good ideas and making notes to dig deeper into later.
- **Accept everyone, always:** As evidenced by multiple recent reviews and meta-analyses (Cologon, 2013; Hehir *et al.*, 2016; Szumski, Smogorzewska, & Karwowski; 2017) research shows that inclusive education offers far-reaching benefits for both children with and without disabilities. So, the teacher needs tocreate a culture of acceptance- anyone and always be accepted in the classroom. Everyone student in the class is part of the group; as all are working together towards a common aim with same objectives. Go beyond negative comments and make them positive statements that can be on-going teaching points. Link the students' daily life events and situations, beyond the classroom walls, while teaching. Use examples of persons with excellence from diverse socio-economic and physical/mental capabilities groups; as it would encourage emotional well-being and create an atmosphere for both learning and emotional development.

Conclusion

Many researches in this area supports creating an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings (Stronge, 2002). A few strategies implementing in this area can help to develop a strong sense of community and encourage positive interactions and cooperative learning for the students with and without disabilities. Although today's teachers employ inclusion principles throughout their course. They have learned to structure their lessons and differentiate materials so that all students can access to all the available resources. Yet above mentioned ways and means can help them more to evolve the inclusive classroom climate to help all students achieve better regardless of their learning diversities. A warm and encouraging classroom climate can lead to increased academic achievement and a sense of pride as well as belonging in the school.

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Enhancing The Goals of Education with Mindfulness and Psychological Well Being in 21st Century

**Dr. Kavita Batra*

सारांश

इक्कीसवीं सदी के शिक्षाविद इस तकनीकी युग में शिक्षा के उद्देश्यों को प्राप्त करने में सचेतन और मनोवैज्ञानिक स्वास्थ्य पर इसके लाभकारी प्रभावों में बहुत रुचि रखते हैं। इक्कीसवीं सदी में विद्यार्थियों के लिए शैक्षणिक, वित्तीय, सांस्कृतिक और सामाजिक चुनौतियां सभी मौजूद हैं, जो कॉलेज जीवन को और कठिन बना देती हैं। ये युवा देश के आर्थिक और सामाजिक विकास की योजना बनाते हैं, नैतिकता और सामाजिक रीति-रिवाजों पर सवाल उठाते हैं और इसके भविष्य की नींव रखते हैं। हालांकि, लगातार या बेहद अप्रिय भावनाएं जो किसी व्यक्ति के लिए दैनिक कार्यों को करना मुश्किल बनाती हैं, उनके मनोवैज्ञानिक कल्याण के लिए खतरा उत्पन्न करती हैं। किसी भी समय, ये कठिनाइयाँ एक साथ सकारात्मक और नकारात्मक मानसिक तरंगें उत्पन्न करके कष्ट उत्पन्न करती हैं। स्वास्थ्य के संदर्भ में, सचेतनता जागरूकता का वह तत्व है, जिस पर सबसे अधिक ध्यान दिया जाता है। कई अध्ययनों से पता चला है कि कॉलेज के छात्र जो सचेतन आचरण में संलग्न हैं, वे भावनात्मक रूप से कम प्रतिक्रियाशील होते हैं और संज्ञानात्मक और भावनात्मक प्रतिक्रियाओं को तेज करने और पहचानने के लिए अपने दिमाग का उपयोग करते हैं। इस अध्ययन का लक्ष्य यह निर्धारित करना है कि इक्कीसवीं सदी के मनोवैज्ञानिक स्वास्थ्य में सचेतन कॉलेज के विद्यार्थियों को कैसे प्रभावित करता है। 17 से 22 वर्ष के मध्य के 400 कॉलेज छात्रों का एक प्रतिदर्श चुना गया था, जिसमें 200 पुरुष और 200 महिला विद्यार्थियों को अपवर्जित रखा गया था क्योंकि वे या तो दवा पर थे या मनोवैज्ञानिक बीमारी का निदान किया गया था। डेटा एकत्र करने के लिए राइफ साइकोलॉजिकल वेल-बीइंग स्केल और ब्राउन माइंडफुलनेस स्केल का उपयोग किया गया। परिणामों ने पुरुष और महिला छात्रों के मनोवैज्ञानिक कल्याण और सचेतनता और मनोवैज्ञानिक कल्याण के मध्य महत्वपूर्ण अंतर दिखाया। इसके अतिरिक्त, सचेतनता और मनोवैज्ञानिक कल्याण के अन्य पहलुओं के मध्य एक सकारात्मक संबंध दिखाया।

Introduction

College is the best time of students' lives since they rarely have the chance to learn so much, meet so many new people, and practise so much novel stuff all at once. However, in the 21st century, in addition to these advantages, students must also deal with academic, financial, cultural, and social issues, which taken together make college life difficult. As a result, college life has been connected to stress, which could be explained by the additional challenge of adjusting to factors including a lack of societal support, a variety of cultural norms, high expectations for oneself, problems adjusting to new situations, and physical ailments (Swagler and Ellis, 2003; Constantine, *et al.,* 2004; Constantine & Okazaki, 2004; Kearney, Draper, & Baron, 2005; Mori 2000). These persistent or extremely negative emotions endanger students' psychological wellbeing since they make it more difficult for them to fulfil their daily obligations and attain their educational goals. Therefore, in order to advance educational objectives, it is necessary to assess challenges and find solutions. In order to function psychologically effectively, a person must reach their full potential, have minimal control over their lives, have a sense of purpose, and enjoy their relationships. Knowing the factors that affect psychological well-being will help you better comprehend it. Therefore, it is crucial to understand the numerous aspects that have an impact on college students' psychological wellbeing. In recent years, the concept of "psychological well-being" has grown in importance, and current research efforts are heavily focused on this concept (Diener and Diener, 1995). According to Ryff (1991), the foundation of a good existence is the parallel convergence of psychologically healthy functioning, which makes up the basic psychological well-being. It consists of what ordinary people refer to as "happiness," "fulfilment," "life satisfaction," and "peace," and all of these qualities are linked to consciousness because materialistic objects by themselves do not bring these things about; rather, it depends on how we think about and experience them, making consciousness crucial to human well-being. In the context of wellbeing, mindfulness is the element of

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awareness that receives the most attention. Eastern spiritual traditions assert that cultivating attention during regular meditation practise results in a decrease in suffering and an increase in wellbeing (Kabat-Zinn, 2000).

It has been viewed as supporting people's well-being because it both directly and indirectly promotes the experience of well-being by providing richness and by supporting physically self-reliant behaviour, which includes improved awareness and recognition of personal principles and desires as well as an improved capacity to carry out stability with those principles and desires. (Brown *et al.,* 2007; Brown & Ryan, 2003). Reflection, non-affection, and the ability to control negative emotions were found to be mediators in the relationship between mindfulness, psychological wellness, and psychological suffering (Coffey & Hartman, 2010). Recent studies showed that diverse wellness results are made feasible by enhancing mindfulness throughout training (Kirk warren Brown & Richard M. Ryan, 2003).

Review of related Literature

Mindfulness and its positive effects on physiological well-being have gained significant interest amongst academics in the field of positive psychology (Brown & Ryan, 2003; Holas & Jankowski, 2012; Leary & Tate, 2007; Van Dam *et al.,* 2010), with a prime focus on aspects such as mental health, optimal functioning, positive effect and positive character traits (Keyes, 2002; Seligman *et al.,* 2005). Within the field of positive psychology, various studies have been conducted in the last few years on mindfulness and its positive effects on the overall well-being (Brown & Ryan, 2003; Grossman, Niemann, Schmidt, & Walach, 2004; Carmody & Baer, 2007; Josefsson, Larsman, Broberg, & Lundh, 2011), attracting the attention of famous positive psychologists who saw it as a way of improving the mental health as well as psychological well-being of individuals.

Earlier studies results found that effective management of daily stress is related significantly to alleviated stages of psychological well-being (Chida & Steptoe, 2008; Collins, Glei, & Goldman, 2008) and more self-confidence in the proficiency to face challenges and also an enhanced capability to realise specific ways to deal with life events (Andrews, 2001). Therefore, various researches have been done in many parts of the globe to find causes that are affecting psychological well-being of students'. A study on graduate students of America showed that doctoral students of different cultures were reported with less stress overall and better emotional well-being. On the other hand, PhD students were having less academic stressors than post graduate degrees (Yang, 2010). Additionally, Studies have revealed that there is significant positive effect of psychological well-being on the academic performance of the students' (Bowman, 2010).

Research found that mindfulness has the capability to stimulate young people's emotional and social functioning (Miners, 2008) and brings improvement in the performance in their academics (Semple, Reid & Miller, 2005; Beauchemin, Hutchins & Patterson, 2008). The promising nature of mindfulness training as an intervention to improve adolescent well-being is favoured by a recent research conducted by Huppert and Johnson (2010), that found significant improvements in adolescent well-being with as little as three hours of mindfulness training over a one-month period (as opposed to 16 hours for adults). More promising was the amount of students (43%) who would have preferred a longer training course. Additional studies supporting the idea of mindfulness practices as a promising intervention for use with adolescents were: (1) Semple, Lee, Rosa, and Miller (2006), who found that mindfulness training in adolescents caused significant reductions in inattention, conduct problems, aggression, and anxiety disorders; and (2) Kristeller *et al.* (2006), who found a substantial reduction in eating disorders amongst adolescents who participated in a mindfulness-based intervention programme. Similar findings were reported in a study conducted by Proulx (2008), who examined the effect of mindfulness-based treatment programme in a group of collage-aged women diagnosed with bulimia nervosa. Additionally, both of these studies also highlighted significant improvement in affect regulation skills and the adolescents' ability to utilise these when experiencing negative affective states. With the limited literature available on mindfulness and adolescent psychological well-being, the present study aims to further explore the relation of mindfulness to adolescent psychological well-being, as well as add to existing literature on aspects of mindfulness. Negative correlation has also been found between fear of emotion with mindfulness as well as with psychological well-being (Lykins & Baer, 2009). The last three decades have observed a drift change in the value of psychology of mindfulness in academic interest. Modern years researches focused on mindfulness benefits to psychological well-being indicates that it is very much beneficial for mental health (Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006; Brown & Ryan, 2003). Mindfulness and resilience are also associated with Psychological well-being (Pidgeon, Aileen, 2014).

Psychological well-being is the ability of a person to balance various emotions, thoughts, situations, to solve the problem and react to distress in a better way (Bradshaw, Hoelscher, & Richardson (2007).

Thus, the purpose of this study is to determine the relationship between college students' mindfulness and their psychological well-being in the present information age.

Objective of The Study

Major objective of this study is to find out the relation between mindfulness and six dimensions of psychological well-being of students of 21st century in consideration to their demographic trait i.e., gender.

Hypotheses

- **H_{o1}:** There is no significant difference between the mean scores for mindfulness of male and female students.
- **H_{o2}:** There is no significant difference between the mean scores for psychological well-being of male and female students.
- **H_{a3}:** There is a significant positive relationship between mindfulness and psychological well-being.($0<r$)
- **H_{a4}:** There is a significant positive relationship between mindfulness and six dimensions of psychological well-being.($0<r$)

Research Design

In the present study, stratified random sampling method was employed to select the unit of sample. However, the sample of 400 college students of age range between 17 years to 22 years was selected from different institutions of Haryana. The sample consisted of 400 subjects, out of which 200 male students and 200 female students were taken while considering the exclusion criterion that no student was under medication or having any diagnosed psychological problem.

Survey Instruments

- **Mindfulness scale by Brown:** The Mindful Attention Awareness Scale (MAAS) is a 15-item scale designed to assess a core characteristic of mindfulness, namely, a receptive state of mind in which attention, informed by a sensitive awareness of what is occurring in the present, simply observes what is taking place.
- **Psychological Well-Being Scale by Ryff :** This questionnaire, developed by Ryff et al., is divided into six subscales self-acceptance, positive relationship with others, autonomy, environmental mastery, purpose in life, and a sense of personal growth. Seven items were designed to measure each subscale on a six-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree).

Results and Discussion

The objective of the present research was to examine how gender affected college students' psychological well-being and mindfulness. In this study, the relationship between mindfulness and the six different dimensions of psychological well-being provided by Ryff, as well as the relationship between mindfulness and self-acceptance and positive relationships with others, environmental mastery, autonomy, purpose in life, and a sense of personal growth, was also investigated. Pearson's Correlation Coefficient was calculated and the analysis of data was done using MS Excel (2010).

Table 1: Mean, S.D and t-value of Mindfulness and Psychological well-being of male and female students

Variables	Gender	N	M	S.D.	df	't' Value	Level of Significance
Mindfulness	Male	200	52.16	10.13	398	3.92	Significant at .05 level
	Female	200	56.25	11.21			
Psychological	Male	200	160.82	20.44	398	4.48	Significant at .05 level
Well-Being	Female	200	170.24	18.77			

There is significant difference in mindfulness of male and female students. The result is in harmony with the earlier data. Differences on the basis of gender could be described with dissimilar cognitive functioning of males and females (Sturgess, 2012). Previous researches showed that females in general are better in observing the details than males, and in multitasking while male in general have the tendency to focus on one task only at the time and more aware while doing the task (Stoet *et al.*, 2013).

There is significant difference in psychological well-being of male and female students. Findings are supported by Akter (2015) who reported females to be higher on psychological well-being than male, Some illustrates higher scores for male (Stephens, Dulberg, & Joubert, 1999), whereas others illustrated higher scores for females on various sub-scales like which assesses social functioning (Huppert *et al.,* 1989; Ryff & Singer, 1998).

Table 2: Correlation between Mindfulness and Psychological Well Being

Variable	'r' Pearson's Correlation Coefficient	t-value	Remark
Mindfulness Psychological Well Being	0.287	4.2158	Significantly positive relationship between variables exists

The perceptions of the students indicate that there is a link between mindfulness and psychological health. At the 0.05 level of significance, the association between mindfulness and psychological well-being has a value of 0.287, which is significant. Tan and Martin conducted ground-breaking research in 2012 to evaluate the association between mindfulness without utilising mindfulness practises and youths' positive mental health markers. The research also found a favourable association between mindfulness and self-esteem, resilience, and resiliency, as well as a negative relationship with anxiety, stress, rigidity of the mind, and depression.

Table 3: Correlation between Mindfulness and dimensions of Psychological Well Being

Variables	Self acceptance	Environmental mastery	Positive relation with others 'r'	Autonomy	Personal Growth	Life Purpose
Mindfulness	0.284	0.262	0.264	0.198	0.112	0.150

Mindfulness and several aspects of psychological well-being are proven to be positively correlated. The results of this study support previous research that has found a link between psychological discomfort, including anxiety and depression (Giluk, 2009; Coffey & Hartman, 2008; Baer *et al.,* 2006), and mindfulness via mediating non-attachment and emotion control (Coffey & Hartman, 2008). Self-reliance and mindfulness could improve social, emotional, and psychological well-being (Ryan, & Deci, 2006). The practises' cooperative effects increase people's capacity for self-regulation and provide the opportunity to shift focus from anxious and depressive ruminating to the present moment (Shapiro *et al.,* 2008; Teasdale *et al.,* 2003). People who are skilled in present-moment awareness can get insight into their emotions and mental patterns and choose wise, decisive actions rather than reacting to unconscious, automatic, and habitual processes (Teasdale *et al.,* 2003). By using their body as a tool for refining and recognising cognitive and emotional reactions, persons who practise mindfulness may be able to reduce their emotional reactivity. It improves psychological well-being by fostering cognitive processes like attention control (which includes enhancing one's capacity for self-regulation, concentration, maintenance, start, internal, and external shift in attention), improving mindfulness awareness, working memory, and cognitive execution, and decreasing rumination (Chambers *et al.,* 2008).

Conclusion

India tops the list of nations with the most youngsters, with 34.33% of its population under the age of 25. These young people plan the country's economic and social development, question morals and social mores, and lay the groundwork for its future. Today's youth and teenagers have larger expectations for both themselves and their society. Additionally, they must learn the educational objectives and competencies of the twenty-first century, which adds needless stress. Adolescence is a challenging time for a person since pupils of the 21st century mature earlier than past generations, both socially and physically. Many children feel confused, sad, and anxious due to physical changes, academic and social pressure, personal doubts, temptation, and school violence (King *et al.,* 2005; Weisz *et al.,* 2006). To keep kids calm and able to further their academic goals, several healthy practises are necessary. They become more able to handle life's obstacles as a result of mindfulness practises. To better understand and investigate the gender disparities in how mindfulness practises can reduce stress and enhance coping mechanisms, more research is needed. Future studies should focus on gender variations in the mechanisms of change, the chronological order of change, and classroom dynamics that could potentially affect the results.

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समसामयिक गतिविधियाँ / Current Events

1. दिनांक 27 मार्च, 2023 को भारतीय शिक्षा शोध संस्थान के प्रथम तल पर स्थित लज्जाराम तोमर सभागार में ''संचालन समिति'' की बैठक का आयोजन किया गया।

2. दिनांक 25 अप्रैल से 01 मई, 2023 तक "Construction of Psychological Tools" विषय पर सात दिवसीय ओरियन्टेशन कार्यक्रम का आयोजन किया गया, जिसमें 17 प्रतिभागियों ने भाग लिया।

3. दिनांक 11 मई से 17 मई, 2023 तक "Application of SPSS Software in Statistical Analysis of Data" विषय पर सात दिवसीय ओरियन्टेशन कार्यक्रम का आयोजन किया गया, जिसमें 24 छात्र-छात्राओं ने भाग लिया।

4. दिनांक 01 जून से 08 जून, 2023 तक Charak Institute of Education, Lucknow से एम.ए. (शिक्षा शास्त्र) चतुर्थ सेमेस्टर के 12 विद्यार्थियों ने भारतीय शिक्षा शोध संस्थान के पुस्तकालय में अपने शोध कार्य हेतु उपलब्ध साहित्य, Journal, Thesis आदि का अध्ययन किया।

5. दिनांक 06 जून से 12 जून, 2023 तक "Qualitative Research Methods in Social Sciences" विषय पर सात दिवसीय ओरियन्टेशन कार्यक्रम का आयोजन किया गया, जिसमें 24 छात्र-छात्राओं ने भाग लिया।

•

शोध आलेख प्रकाशनार्थ भेजने के पत्र का प्रारूप

प्रेषक : ....

....

....

सेवा में, दिनांक : ....

मुख्य सम्पादक,
भारतीय शिक्षा शोध पत्रिका,
भारतीय शिक्षा शोध संस्थान,
सरस्वती कुंज, निरालानगर,
लखनऊ - 226020 (उ.प्र.)

विषय : शोध पत्रिका में प्रकाशनार्थ शोध आलेख का प्रेषण।

महोदय,

मैं/हम आपकी शोध पत्रिका में प्रकाशनार्थ शोध आलेख प्रेषित कर रहा/रहे हैं। इस सम्बन्ध में आवश्यक विवरण निम्नवत् हैं-

1. शोध आलेख का शीर्षक ....

    ....

2. लेखक/लेखकों के नाम, पद, पत्राचार का पता, फोन, ई-मेल पता -

नाम	पद	पत्राचार का पता	फोन/मो.	ई-मेल
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....

3. शोध आलेख शोध पत्रिका के नवीनतम अंक में प्रकाशित **'लेखकों के सूचनार्थ'** के दिशा-निर्देशों के आधार पर तैयार किया गया है। शोध आलेख के सम्बन्ध में यदि कोई स्पष्टीकरण वांछित है तो लेखक से उसकी जानकारी ली जा सकती है। इसके लिए लेखक सदैव तैयार है।
4. यह शोध आलेख हमारे अपने अनुसंधान कार्य पर आधारित है। इसमें व्यक्त विचार, निष्कर्ष आदि हमारे हैं। ये भारतीय शिक्षा शोध संस्थान अथवा विद्या भारती की नीतियों के परिचायक नहीं हैं। यदि हमारे शोध आलेख में प्रकाशित किसी सामग्री से कापीराइट नियम का उल्लंघन होता है तो इसके लिए हम स्वयं उत्तरदायी होंगे। प्रकाशक अथवा सम्पादक मण्डल इसके लिए किसी भी प्रकार से उत्तरदायी नहीं होगा।
5. इस शोध आलेख का अन्यत्र प्रकाशन नहीं कराया गया है और न ही इसे कहीं अन्यत्र प्रकाशनार्थ भेजा गया है।
6. इस पत्र के साथ शोध आलेख की टंकित पाण्डुलिपि (दूसरी भाषा में सारांश, केवल शोध पत्र का) की एक प्रति उसकी सीडी, शोध पत्र में प्रयुक्त उपकरणों की छाया प्रतियाँ प्रेषित हैं।
7. इस शोध आलेख की एक प्रति हमारे पास सुरक्षित है।

    आशा है आप इस शोध आलेख को अपनी शोध पत्रिका में प्रकाशनार्थ स्वीकार करेंगे।
8. प्रकाशन पूर्व आलेख के प्रस्तुतीकरण के समय रु. 1000/- आलेख के साथ तथा आलेख में किसी तरह की कोई साहित्यिक चोरी नहीं हुई है, एतदर्थ प्रमाण पत्र (Plagiarism Certificate) प्रेषित कर रहा हूँ/रही हूँ।
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सधन्यवाद,

भवदीय,

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____
____

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Thanks,

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(Name and signature of contributor)

लेखकों के सूचनार्थ / Information for Contributors

1. भारतीय शिक्षा शोध पत्रिका का प्रमुख उद्देश्य शिक्षा के विभिन्न आधारों से सम्बन्धित भारतीय संस्कृति संदर्भ में किये गये सैद्धांतिक एवं प्रयोगात्मक अध्ययनों को प्रकाशित करना है। इसमें विद्याभारती पर किये गये तथा विद्यालयी शिक्षा को उन्नत बनाने वाले अध्ययनों को वरीयता दी जाती है।
2. शोध पत्रिका में हिन्दी एवं अंग्रेजी, दोनों भाषाओं में शोधपत्र प्रकाशित किये जाते हैं। इसमें एक भाषा में प्रकाशित शोधपत्र का सारांश दूसरी भाषा में भी प्रकाशित किया जाता है।
3. सामान्यतया शोधपत्र अनुसंधान आधारित (Research based), पुनरीक्षण लेख (Review Articles), सैद्धांतिक विषयों पर आधारित निबन्ध (Essays based on theoretical issues) आदि हो सकते हैं। इसके लेखन में यथा आवश्यकता अग्रांकित शीर्षकों का प्रयोग किया जाना चाहिए- भूमिका (Introduction), उद्देश्य (Objectives), प्रक्कल्पना (Hypothesis), शोध पद्धति (Method), शोध का अभिकल्प (Design), प्रतिदर्श (Sample), प्रयुक्त उपकरण (Tools used), सांख्यिकीय प्रविधि (Statistical Techniques), प्रदत्त-विश्लेषण (Data Analysis), परिणाम (Result), प्राक्कल्पनाओं का सत्यापन सहित विवेचन (Discussion), अध्ययन का निहितार्थ (Implications of the Study), सन्दर्भ (References)। शीर्षकों में आवश्यकतानुसार उपशीर्षक भी बनाये जा सकते हैं।
4. शोधपत्र सामान्यतया 2500-3000 शब्दों से अधिक का नहीं होना चाहिए। इसके साथ एक संक्षिप्त सारांश दूसरी भाषा में लगभग 250-300 शब्दों में संलग्न किया जाना चाहिए।
5. सभी चित्रों (Figures), तालिकाओं (Tables) को अलग कागज पर तैयार करें। इन पर पाण्डुलिपि में प्रदर्शन के क्रम से चित्र-1/तालिका-1 आदि से प्रदर्शित कर दें। प्रत्येक चित्र/तालिका पर उसका अपना शीर्षक (Caption) अवश्य अंकित किया जाना चाहिए। तालिका में खड़ी लाइनों का प्रयोग न करें।
6. सन्दर्भ शीर्षक के अन्तर्गत केवल आलेश में प्रस्तुत सन्दर्भों का ही उल्लेख करें। इसके लिए लेखकों की रचनाओं, प्रकाशन वर्ष, प्रकाश आदि के विवरण सहित, लेखकों के नामों को वर्णानुक्रम (Alphabetically) में प्रस्तुत करें। आलेख की पाण्डुलिपि में इसे उचित स्थान पर अग्रांकित रूप में दें, जैसे (वर्मा, 1990, पृ. 40)।

पुस्तक (Books)

* श्रीवास्तव, (डॉ.) शंकर शरण एवं राय, (डॉ.) कमला, (1991-92), **शिक्षण के मूल तत्व,** वाराणसी : श्रीराम प्रकाशन
* वही पृ.-98
* श्रीवास्तव एवं राय (1991-92), पूर्व चर्चित पृ.-102

सम्पादित पुस्तक (Edited Book)

* तोमर, (डॉ.), जगतपाल सिंह, (2006), **शिक्षक होने का तात्पर्य,** एस.एस. श्रीवास्तव एवं अन्य द्वारा सम्पादित, **शिक्षक सशक्तिकरण में,** लखनऊ : भारतीय शिक्षा शोध संस्थान

जर्नल (Journal)

* गुप्ता, आर.पी. (2007), **सेक्स एजुकेशन : ह्वाई (Why)? ह्वेन एण्ड हाऊ (When and How)?**, भारतीय शिक्षा शोध पत्रिका, 26(2), पृ. 23-29

अप्रकाशित शोध प्रबन्ध/अन्य (Unpublished Thesis/ Others)

* दत्त, (डॉ.), विभा, (1981), **ए क्रिटिकल स्टडी ऑफ एसेन्डेन्स-सबमिशन ऑफ इण्टरमीडिएट स्टूडेन्ट्स (ब्वायज एण्ड गर्ल्स),** अप्रकाशित पीएच.डी. शोध प्रबन्ध, लखनऊ विश्वविद्यालय।

  श्रीवास्तव, (डॉ.), कान्ति मोहन, (1991), **परीक्षा परिणाम का प्रभावी प्रस्तुतीकरण,** आलेख प्रस्तुत, भारतीय शिक्षा शोध संस्थान द्वारा आयोजित अखिल भारतीय शोध गोष्ठी (तृतीय), नई दिल्ली में।

* **राम-सा सत्य है राम का अस्तित्व** शीर्षक समाचार, दैनिक जागरण (नगर सं.), लखनऊ, 14.09.2007

7. तैयार शोधपत्र की पाण्डुलिपि डबल स्पेस देकर (कोटेशन, फुटनोट, सन्दर्भ एवं सारांश सहित) ए-4 साइज के सफेद कागज पर एक ओर पर्याप्त हाशिया देकर टंकित होना चाहिए। पाण्डुलिपि के प्रथम पृष्ठ पर शोधपत्र का मुख्य शीर्षक तथा लेखक-लेखकों के नाम के पश्चात् विभिन्न-शीर्षकों में आलेख की विषयवस्तु प्रस्तुत की जानी चाहिए।

8. शोधपत्र के मुख्य शीर्षक के साथ अन्य शीर्षक एवं उसके अन्तर्गत उपशीर्षक दर्शाने के लिए टंकित पाण्डुलिपि के हाशिए में पेंसिल से मु.हे. (M.H.) तथा उप.हे. (S.H.) अंकित कर दें। इसका क्रमांक भी अंकित कर दें। किसी शीर्षक को रेखांकित न करें।

9. शोधपत्र एवं सारांश की टंकित पाण्डुलिपि की एक प्रति एवं उसकी सीडी, शोधपत्र में प्रयुक्त उपकरणों की छाया प्रतियाँ इस प्रमाण पत्र के साथ भेजी जानी चाहिए कि यह शोधपत्र कहीं अन्यत्र प्रकाशित नहीं है।

10. शोध टिप्पणी के अन्तर्गत शोध संस्थान के विभिन्न प्रकोष्ठों एवं अन्य शोधकर्ताओं द्वारा किये गये शोधों का सारांश प्रकाशित किया जाता है। इसके लिए किये शोध सारांश हिन्दी अथवा अंग्रेजी में अधिकतम लगभग 1500 शब्दों में भेजा जा सकता है। इसकी पाण्डुलिपि शोधपत्र की भांति तैयार की जानी चाहिए, किन्तु इसमें शोध टिप्पणी के मुख्य शीर्षक के अतिरिक्त अन्य शीर्षक, चित्र, तालिका, सन्दर्भ आदि देने की आवश्यकता नहीं है।

11. शोधपत्र/शोध टिप्पणी के प्रकाशनार्थ प्राप्त होने के सामान्यतया चार माह के भीतर उसके प्रकाशन हेतु स्वीकृति की सूचना लेखक को प्रेषित कर दी जाती है। यदि शोधपत्र/शोध टिप्पणी के सम्बन्ध में कोई सूचना इतनी अवधि में न मिले तो इसका तात्पर्य है कि रचना प्रकाशन हेतु स्वीकृत नहीं की गई है।

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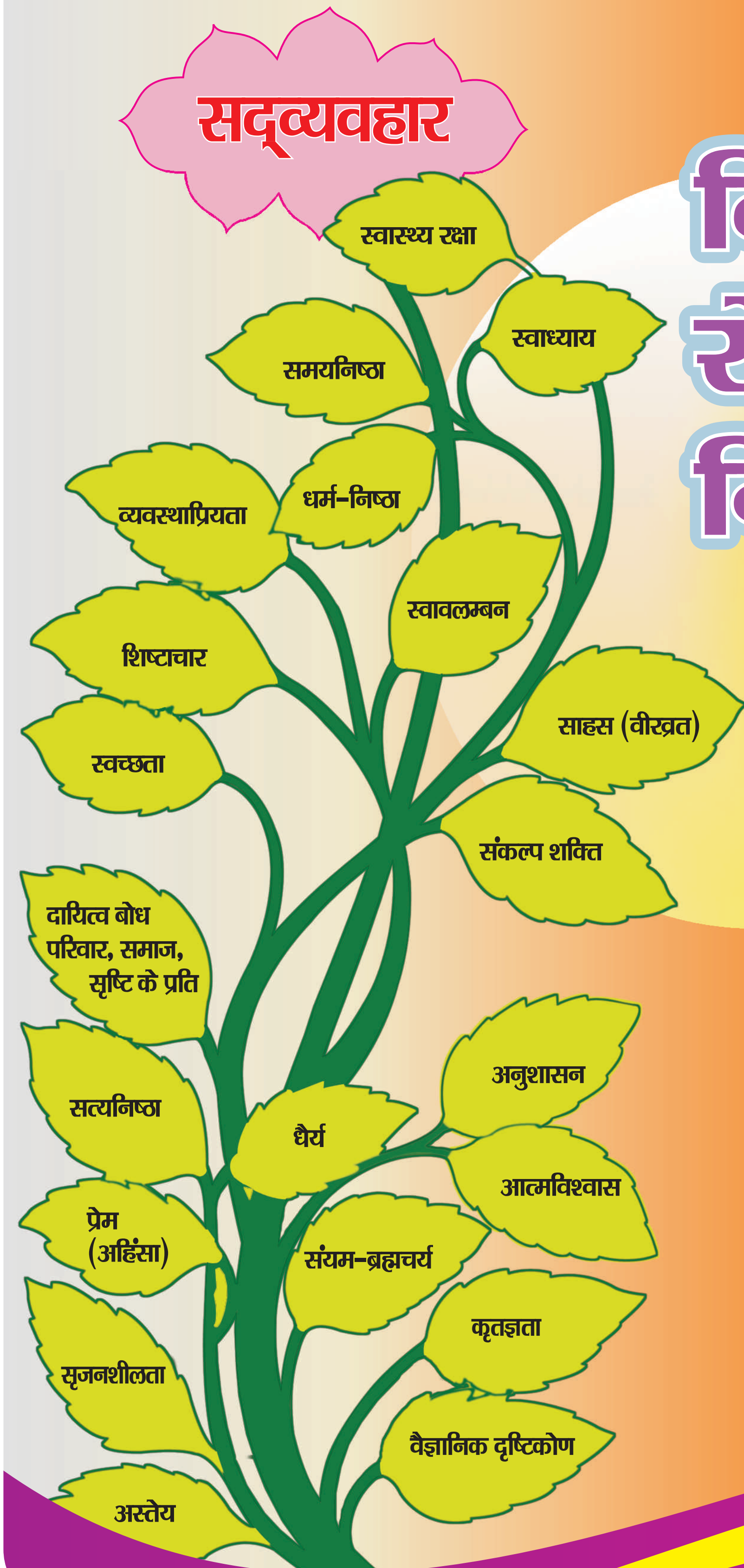

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Wishing all the best,

(Sunil Kumar Pandey)
Chief Editor

A Comparative Study of Gender Stereotypes of Higher Secondary School Students of Tonk District, Rajasthan, India Concerning Gender and Type of School

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Abstract

Gender stereotyping is an unfair idea that refers to a generalized view or characteristics that women and men should have. To avoid gender stereotypes in the classroom, a teacher should try to place both boys and girls in non-traditional roles. The present study aimed to determine if there is any significant difference between the gender stereotyping of boys and girls in different types of schools. The study was carried out in the Tonk district of Rajasthan, India. A total of 506 students studying in class 12th of various senior secondary schools were selected randomly for the sample. A self-constructed tool "Gender-Stereotyping Scale: For Students" was used to collect the data. To analyze the data, an independent t-test was used. The results revealed that a significant difference was found between stereotyping of government and private senior secondary school students. No significant difference was found between boy and girl students in terms of stereotyping.

Introduction

There are many differences between men and women. To some extent, these differences are captured in the stereotyped image of women and men. Stereotypes are widely displayed in the way men and women think and behave, indicating some degree of truth in the context of stereotyping. However, stereotypical expectations not only reflect differences between men and women but also influence the way men and women define themselves and be treated by others. Gender stereotypes affect individuals who are involved in seeking, interpreting, and remembering information about themselves and others. Considering the cognitive and motivational functions of gender stereotypes helps to understand implicit beliefs about men and women and their impact on communication (Ellemers, 2017).

Gender stereotypes are beliefs that classify men and women based on gender-based characteristics. The content or content of stereotypes varies with cultures and over time. The scope of thinking of individuals is limited based on stereotypes and each person starts having certain expectations from people of different gender based on their stereotypical thinking. These expectations are often the tasks and roles performed by women and men in different cultures are related to (Martin & Dinella, 2001).

Children learn some aspects of stereotypes at a very early age. By 2.5 to 3 years of age, children begin to show evidence of more or less knowledge of activities and objects associated with each gender (Siyanova-Chanturia, Warren, Pesciarelli, & Cacciari, 2015). At the preschool stage, the development of gender stereotypes occurs rapidly in children through their activities and actions (Marinova, 2003). During primary school, gender stereotypes expand to include sports and subject interests in personality traits (Solomon, 2016). With age, children become increasingly aware of gender stereotypes, and yet the rigidity of their stereotypes diminishes as they increasingly recognize the cultural relativity of these norms (Huston, 1985).

Study or Related Literature

A study conducted by Arjun Shekar and Jayaraman (2019), says that individuals' perceptions and attitudes are influenced by gender stereotypes. Additionally, it has an impact on student's academic performance, subject choice, and classroom experience. Gender bias has far-reaching effects in the classroom. The society's gender stereotypes are, in fact, the source of gender biases.

Research on US citizens' perceptions of gender stereotyping changed from 1946 to 2018 by Eagly, Nater, Miller, Kaufmann, & Sczesny, (2019). The meta-analysis

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integrated data from 16 national surveys in the US that included observations of approximately 3,093 adult citizens over seven decades. The research found that there has been a significant change in the context of gender stereotypes over seven decades, especially in the role of women, and the trend towards gender equality in American society has been found to improve.

A study was done by Makarova, Aeschlimann, & Herzog, (2019) ongender differences in science, technology, engineering, and mathematics. Under this, the effect of gender stereotypes of mathematics and science on the career aspirations of secondary students was studied. The research found that math and science are treated as male domains, and scientists are predominantly male. However, the impact of gender image of school science subjects on the career choice of young people has not yet been analyzed. For both genders, maths entered the strongest male (students), followed by physics in second place, and finally, chemistry with the lowest masculine trait.

Tabassum & Nayak, (2021) studied gender stereotypes and their impact on women's career progression from a managerial perspective. The research found that contemporary management culture does not engage critically with the societal principles of gender studies, which can help develop a gender-neutral affirmative action-oriented managerial approach. Women in management and the theoretical change in management led to progressive ideological changes in the management literature but gender stereotypes remain in society.

In a study, conducted by Dhatt (2022) on the issue-of perception of gender stereotypes among adolescent boys in Chandigarh, India; it was found that a greater part of the adolescent boys held libertarian perspectives connected with genderstereotypes.

Gender stereotypes in the context of mathematics were studied by Rossi, *et al.* (2022). Under this, math anxiety, self-concept, and different performance concerning math subjects in men and women were studied. The study found that gender stereotyping in the context of mathematics influenced arithmetic performance through self-concept in men and women. It was associated with higher mathanxiety, lower self-concept, and arithmetic performance in women, whereas in men, its effect was generally weaker but more complex.

The Rationale of The Study

Based on the direct or indirect study and review of related literature, it is clear that gender stereotyping of teacher-teachers and students has a very important effect on their teaching work and studies, which is very important to study and make provisions to remove them. But as it is clear from the study, there have been studies of teachers and students and gender stereotypes in India, as well as the effect of gender stereotypes of teachers and students on their teaching work,which has been studied very little. Particularly in Rajasthan, there have been few studies that deal with the study of gender stereotypes on teachers and students and their impact on their teaching work (Yadav, 2019).

Tonk district of Rajasthan is very backward. The researcher thought of studying the gender stereotyping of students in this district. Therefore, the researcher found it expedient to study gender stereotyping in students.

Objectives

1. To study the gender stereotyping of students of different higher secondary schools of Tonk district concerning school type.
2. To study the gender stereotyping of students of different higher secondary schools of Tonk district concerning gender.

Hypotheses

1. No significant difference is found in gender stereotyping of students of different higher secondary schools inthe Tonk district.
2. No significant difference is found in gender stereotyping of boys and girls of different higher secondary schools inthe Tonk district.

Population

The population of the study consists of all students, studying in different private and private higher secondary located in schools Tonk district of Rajasthan, India.

Sample

A sum of 506 students studying in class 12 of higher secondary level schools located in Tonk district of Rajasthan state was selected by stratified random sampling method and included in the sample. Of these students, 248 were studying in government schools (140 boys, 108 girls) and 258 were studying in private schools (160 boys, 98 girls).

Variables

The gender stereotyping of students was the only variable that was studied in the context of the type of school and gender.

Tool

A self-made instrument was used to collect data from the students. The tool has 34 items to determine the level of students in terms of stereotyping. The tool was standardized before it was used. Standardization was done by applying standard procedures. The reliability of the tool was calculated in three ways, that is, Cronbach's alpha (.90), split-half (odd-even) correlation (.78), and split-half with Spearman-Brown adjustment (.87). The reliability coefficient in all three methods proved that the equipment was reliable and valid.

Statistical Analysis

Table1: Gender Stereotypes of Students of Various Higher Secondary Schools in Tonk District

Groups	N	Df	Mean	SD	t-Value	p-Value (α=0.05)
Students of Government Schools	258	504	119.01	4.23	9.72	0.00
Students of Private Schools	248		114.71	5.56		

From the analysis of Table 1, it is known that the gender stereotyping of students of government higher secondary schools inthe Tonk district was higher than that of private schools. That is, the students of government schools were found to be more gender-stereotyped than the students of private schools.The difference between the stereotyping of government and private school students was found to be significant as the P-value for the same was less than alpha ($P<0.05$).

The students of government schools inthe Tonk district have a more negative attitude towards the opposite gender than the students of private schools. Prominent among these are- not sharing work with students of the opposite gender, not sitting with students of the opposite gender making gender remarks to students of the opposite gender during the conversation, etc.

Table 2: Gender Stereotypes of Boys and Girls of Various Higher Secondary Schools in Tonk District

Groups	N	Df	Mean	SD	t-Value	p-Value (α=0.05)
Boys	300	504	116.93	2.65	0.11	0.91
Girls	206		116.86	7.80		

From the analysis of Table 2, it is known that the gender stereotyping of boy students of different higher secondary schools inthe Tonk district was found to be higher than that of female students. That is, the boy students of higher secondary schools in the Tonk district were found to be more gender-stereotyped than their female counterparts.However, the difference between the stereotyping of boys and girls school students wasnot found to be significant as the P-value for the same was greater than alpha ($P>0.05$).

Findings

1. A significant difference was found between stereotyping of government and private senior secondary school students.
2. No significant difference was found between boy and girl students in terms of stereotyping.

Discussion

Gender discrimination is one of the major problems of present society (UNICEF India, 2022). The entire world is suffering from this problem. This discrimination promotes gender stereotyping in one's mind. Gender stereotyping is now spreading among school-going children too. In this study, it was found that the students of government schools were significantly more stereotyped than that private school students. This is a challenge to gender equality and equity. Students of government schools are finding more discriminative means the steps and actions taken by the government are not being fruitful in the path of gender equality and equity. Also; the boys were found more gender-stereotyped than the girls. This is an alarming situation when we see crime against women every day. The government and society should take hard steps to eliminate gender discrimination and try to maintain gender harmony around the country.

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भारत के ग्रामीण क्षेत्रों में प्रमुख स्वास्थ्य संकेतकों की स्थिति का अध्ययन
(छत्तीसगढ़ राज्य के विशेष संदर्भ में)

*अश्वनी कुमार, **डॉ. मनदीप खालसा

सारांश

भारत के प्रमुख स्वास्थ्य संकेतकों की स्थिति का विश्लेषण ग्रामीण एवं शहरी क्षेत्र के रूप में प्रस्तुत किया जाता है। स्वतंत्र भारत में ग्रामीण क्षेत्रों में स्वास्थ्य सुविधाओं एवं सेवाओं की स्थिति में सुधार हेतु अनेक उपाय किये गये हैं। भारत में ग्रामीण सार्वजनिक स्वास्थ्य सेवाप्रदाता संस्थाओं की संख्या में वृद्धि हुई है। गुणवत्तायुक्त स्वास्थ्य सेवाओं एवं सुविधाओं की सार्वभौमिक पहुँच के लिए स्वतंत्र भारत में अनेक स्वास्थ्य नीति एवं स्वास्थ्य योजनाओं का सफल आयोजन किया जा चुका है जिसके परिणामस्वरूप ग्रामीण क्षेत्रों की प्रमुख स्वास्थ्य संकेतकों की स्थिति में निरंतर सुधार हो रहा है। प्रस्तुत शोधपत्र भारत के ग्रामीण क्षेत्रों में प्रमुख स्वास्थ्य संकेतकों की स्थिति का अध्ययन (छत्तीसगढ़ राज्य के विशेष संदर्भ में) द्वितीयक समंकों पर आधारित है। अध्ययन में वर्ष 2003 से 2018 तक के प्राप्त समंकों का विश्लेषण किया गया है। अध्ययन में पाया गया कि भारत एवं छत्तीसगढ़ के ग्रामीण क्षेत्रों के प्रमुख स्वास्थ्य संकेतकों जन्म दर, मृत्यु दर, एवं शिशु मृत्यु दर में सुधार हुआ है। स्वास्थ्य नीति एवं योजनाओं की प्रमुख उपलब्धि के रूप में ग्रामीण क्षेत्रों की जन्म के समय जीवन प्रत्याशा में वृद्धि हुई है।

प्रस्तावना

महात्मा गांधी जी ने कहा था-"भारत की आत्मा गांवों में बसती है।" भारतीय जनगणना वर्ष 2011 के अनुसार भारत की 68.8 प्रतिशत एवं छत्तीसगढ़ राज्य की 76.76 प्रतिशत जनसंख्या ग्रामीण क्षेत्रों में निवास करती है। भारत में मानव संसाधन के विकास हेतु शिक्षा एवं स्वास्थ्य में सार्वजनिक निवेश में वृद्धि की गई है। भारत के स्वास्थ्य संकेतकों की स्थिति को ग्रामीण एवं शहरी दो रूपों में प्रदर्शित किया जाता है। स्वास्थ्य संकेतकों की दृष्टि से ग्रामीण एवं शहरी क्षेत्रों में व्यापक असमानताएँ व्याप्त हैं। वर्ष 2018 में भारत जन्म दर ग्रामीण क्षेत्रों में 21.6 एवं शहरी क्षेत्रों में 16.7 थी। इस वर्ष मृत्यु दर ग्रामीण क्षेत्रों में 6.7 एवं शहरी क्षेत्रों में 5.1 थी। इस अवधि में शिशु मृत्यु दर की स्थिति ग्रामीण क्षेत्रों में 36 एवं शहरी क्षेत्रों में 23 थी। शहरी क्षेत्रों में आधारभूत संरचना का विकास तेजी से हुआ है जिससे स्वास्थ्य सेवाओं एवं सुविधाओं की उपलब्धता अधिक है। ग्रामीण भारत में आधारभूत सुविधाओं की कमी, शिक्षा एवं स्वास्थ्य की सेवाओं एवं संस्थाओं की कमी है जिसका परिणाम प्रमुख स्वास्थ्य संकेतकों जैसे- जन्म-दर, मृत्यु-दर, शिशु मृत्यु-दर एवं मातृत्व मृत्यु-दर में अधिकता के रूप में प्रदर्शित होता है। भारत में स्वास्थ्य संकेतकों की स्थिति में सुधार हेतु अनेक स्वास्थ्य नीतियाँ एवं योजनाओं का क्रियान्वयन किया गया है। सरकार के द्वारा किये गये विभिन्न प्रयास के परिणामस्वरूप ग्रामीण क्षेत्रों में चिकित्सालय सुविधाओं एवं सेवाओं का विस्तार हुआ है तथा प्रमुख स्वास्थ्य संकेतकों की स्थिति में सुधार हुआ है। छत्तीसगढ़ राज्य के ग्रामीण क्षेत्रों में चिकित्सालय सुविधाओं एवं सेवाओं का विस्तार हुआ है। राज्य में वर्ष 2005-06 से 2020-21 की स्थिति में सामुदायिक स्वास्थ्य केन्द्र की संख्या 116 से बढ़कर 170 हो गयी है, प्राथमिक स्वास्थ्य केन्द्र की संख्या 515 से बढ़कर 792 एवं उप स्वास्थ्य केन्द्र की संख्या 3818 थी जो वर्ष 2020-21 में बढ़कर 5206 हो गई है।

अध्ययन के उद्देश्य

1. भारत की प्रमुख स्वास्थ्य नीति एवं योजनाओं का अध्ययन करना।

2. भारत एवं छत्तीसगढ़ की प्रमुख स्वास्थ्य संकेतकों की प्रवृत्तियों का अध्ययन करना।

अध्ययन की आवश्यकता

भारत के ग्रामीण क्षेत्रों की स्वास्थ्य संरचना में सुधार हेतु सरकार ने अनेक स्वास्थ्य समितियों का गठन एवं स्वास्थ्य नीतियों का निर्माण किया है जिससे ग्रामीणों को गुणवत्तापूर्ण स्वास्थ्य सेवाओं एवं सुविधाओं का लाभ प्राप्त हो सके। भारत के गांवों में अब भी स्वास्थ्य जागरूकता एवं सचेतना की कमी है अतः सरकार की स्वास्थ्य संबंधी नीतियों से ही शिशु मृत्युदर, मातृत्व मृत्युदर एवं जीवन प्रत्याशा में सुधार किया जा सकता है। सरकार के द्वारा इन सार्वजनिक स्वास्थ्य सेवाओं तक सर्वजन की

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** प्राध्यापक अर्थशास्त्र एवं शोध निर्देशक बी.सी.एस. शासकीय स्नातकोत्तर महाविद्यालय धमतरी (छ.ग.)

पहुँच बढ़ाने के लिए भी कार्य किया गया है। सरकार के वृहत प्रयास से ग्रामीण क्षेत्रों की स्वास्थ्य संकेतकों में सुधार हुआ है एवं उन्हें अच्छी गुणवत्तयुक्त स्वास्थ्य सेवाओं का लाभ प्राप्त हुआ है जिसका अध्ययन आवश्यक है।

शोध प्रविधि

प्रस्तुत अध्ययन द्वितीयक समंकों पर आधारित है। वर्ष 2003 से 2018 तक के समंकों का संकलन राष्ट्रीय आयोग एवं संस्थाओं से प्रतिवर्ष प्रकाशित सरकारी रिपार्ट, पत्र-पत्रिकाओं, एवं साहित्य तथा वेबसाइटों से प्राप्त समंकों का अध्ययन किया गया है। न्यादर्श के चयन में स्तरीकृत न्यादर्श विधि से चयन किया गया है जिससे भारत एवं छत्तीसगढ़ राज्य की ग्रामीण क्षेत्रों की प्रमुख स्वास्थ्य संकेतकों की स्पष्ट जानकारी प्राप्त हो सके।

सरकार द्वारा स्वास्थ्य संकेतकों में सुधार हेतु किये गये प्रमुख प्रयास

सार्वजनिक स्वास्थ्य में सुधार हेतु एक वृहत प्रयास अंतर्राष्ट्रीय स्तर पर हुए अल्मा अटा घोषणा 1978 है जिसमें विश्व के कुल 134 देशों के प्रतिनिधियों ने हस्ताक्षर किए हैं। इस घोषणा पत्र में सार्वजनिक स्वास्थ्य की गुणवता एवं पहुँच में सुधार की पहल के साथ स्वास्थ्य संकेतकों एवं स्वास्थ्य संरचना में सुधार की बात को प्रमुखता दी गई है एवं वर्ष 2000 तक 'सबके लिए स्वास्थ्य' का नारा दिया। भारत में स्वास्थ्य व्यवस्था, संरचना एवं स्वास्थ्य शिक्षा में सुधार तथा सुझाव हेतु अनेक समितियों का गठन किया गया। वर्ष 1946 में भोरे समिति का गठन किया गया। समिति ने तात्कालिन स्वास्थ्य स्थिति का सर्वेक्षण कर प्राथमिक स्वास्थ्य केन्द्र, उप स्वास्थ्य केन्द्र एवं सामुदायिक स्वास्थ्य केन्द्र की स्थापना का सुझाव दिया। सोखी समिति 1948 ने सर्वजन के लिए निःशुल्क चिकित्सा सुविधा की व्यवस्था करने का सुझाव दिया। सामुदायिक स्वास्थ्य कार्यक्रम वर्ष 1952 में प्रथम बार त्रिस्तरीय स्वास्थ्य संरचना स्थापित की गयी। वर्ष 1963 में एम. एस. चधा समिति ने स्वास्थ्य कर्मियों की कमी को दूर करने के लिए सुझाव दिया। इनका सुझाव मलेरिया उन्मूलन के प्रयास में गति प्रदान करना था। वर्ष 1965 में मुखर्जी समिति, वर्ष 1973 में करतार सिंह समिति ने बहुउद्देशीय स्वास्थ्य कार्यकर्ताओं की नियुक्ति का सुझाव दिया। वर्ष 1975 में श्रीवास्तव समिति ने ग्रामीण चिकित्सा व्यवस्था में सुधार करने हेतु स्वास्थ्य कार्यकर्ताओं की नियुक्ति का सुझाव दिया उनके सुझाव से ही चिकित्सा शिक्षा आयोग की स्थापना की गई। वर्ष 1980 में आईसीएसएसआर (भारतीय सामाजिक विज्ञान अनुसंधान परिषद) समिति के सुझाव ने स्वास्थ्य नीति का मॉडल प्रस्तुत किया एवं 1986 में बजाज समिति ने सार्वजनिक स्वास्थ्य पर अपनी रिपोर्ट प्रस्तुत की है।

स्वास्थ्य संकेतकों में सुधार हेतु किये गये प्रमुख नीतिगत प्रयास

स्वास्थ्य संकेतकों में सुधार हेतु भारत सरकार के प्रमुख नीतिगत प्रयास वर्ष 1976 में प्रथम जनसंख्या नीति जननांकिकी संकेतकों में सुधार हेतु विस्तृत नीति प्रस्तुत की गयी। वर्ष 1983 में प्रथम राष्ट्रीय स्वास्थ्य नीति वर्ष 2000 तक सभी के लिए स्वास्थ्य की अवधारणा पर आधारित है। सन् 2000 की जनसंख्या नीति जनसंख्या स्थिरीकरण हेतु नीति निर्धारण किया है। सन् 2002 की राष्ट्रीय स्वास्थ्य नीति स्वास्थ्य व्यवस्था की विकेन्द्रीकृत व्यवस्था हेतु प्रमुख नीतिगत प्रयास है। ग्रामीण स्वास्थ्य संरचना एवं व्यवस्था में सुधार हेतु सबसे वृहत प्रयासों में से एक वर्ष 2005 की राष्ट्रीय ग्रामीण स्वास्थ्य मिशन है। वर्ष 2013 में राष्ट्रीय स्वास्थ्य मिशन का प्रारंभ किया गया इसमें दो उपमिशन शामिल हैं, शहरी स्वास्थ्य मिशन एवं राष्ट्रीय ग्रामीण स्वास्थ्य मिशन। वर्ष 2017 की राष्ट्रीय स्वास्थ्य नीतिका प्रमुख लक्ष्य सार्वजनिक स्वास्थ्य सेवाओं एवं सुविधाओं के प्रति जनता में विश्वास को बढ़ाकर सार्वभौमिक पहुँच प्रदान करना है। इन सभी भारतीय नीतियों एवं योजनाओं का मूल उद्देश्य- स्वास्थ्य संकेतकों में सुधार करना, रोग प्रतिकारक शक्ति में वृद्धि करना, जीवन प्रत्याशा में वृद्धि करना, स्वास्थ्य संरचना एवं सुविधाओं का विस्तार करना है। आधारभूत सुविधाओं के विकास के माध्यम से सार्वजनिक स्वास्थ्य सुविधाओं तक सार्वभौमिक पहुँच एवं गुणवत्ता में सुधार करना, चिकित्सा शिक्षा में सुधार एवं विस्तार करना एवं ग्रामीण स्वास्थ्य सेवाओं की आपूर्ति में वृद्धि करना है।

भारत एवं छत्तीसगढ़ में प्रमुख स्वास्थ्य संकेतकों की स्थिति

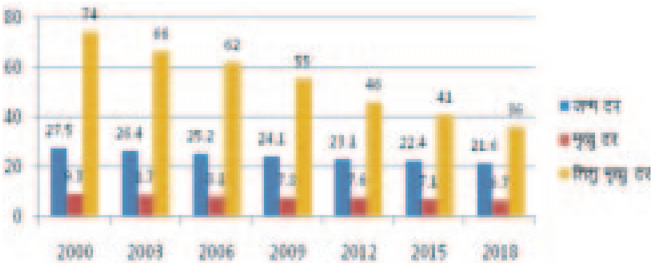
वर्ष 2000 से 2018 की अवधि में भारत एवं छत्तीसगढ़ के ग्रामीण क्षेत्रों में प्रमुख स्वास्थ्य संकेतकों की स्थिति को विभिन्न तालिकाओं के माध्यम से प्रदर्शित किया गया है।

तालिका क्रमांक-1ः भारत के ग्रामीण क्षेत्रों में जन्म, मृत्यु एवं शिशु मृत्यु दर की स्थिति

वर्ष	जन्म दर	मृत्यु दर	शिशु मृत्यु दर
2000	27.5	9.3	74
2003	26.4	8.7	66
2006	25.2	8.1	62
2009	24.1	7.8	55
2012	23.1	7.6	46
2015	22.4	7.1	41
2018	21.6	6.7	36

स्रोतः https://censusindia.gov.in/vital_statistics/SRS_Bulletins/Bulletins.html

चित्र क्रमांक-1 : भारत के ग्रामीण क्षेत्रों में जन्म, मृत्यु एवं शिशु मृत्यु दर की स्थिति

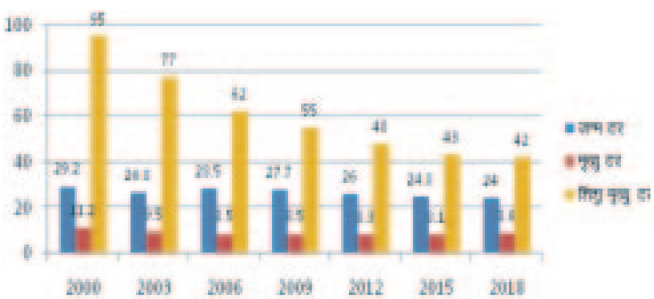


तालिका क्रमांक-2: छत्तीसगढ़ के ग्रामीण क्षेत्रों में जन्म, मृत्यु एवं शिशु मृत्यु दर की स्थिति

वर्ष	जन्म दर	मृत्यु दर	शिशु मृत्यु दर
2000	29.2	11.2	95
2003	26.8	9.5	77
2006	28.5	8.5	62
2009	27.7	8.5	55
2012	26	8.3	48
2015	24.8	8.1	43
2018	24	8.6	42

स्रोतः https://censusindia.gov.in/vital_statistics/SRS_Bulletins/Bulletins.html

चित्र क्रमांक-2: छत्तीसगढ़ के ग्रामीण क्षेत्रों में जन्म, मृत्यु एवं शिशु मृत्यु दर की स्थिति



ग्रामीण क्षेत्रों मे जन्म दर की स्थिति भारत एवं छत्तीसगढ़- वर्ष 2000 से 2018 तक की नमूना पंजीकरण प्रणाली (एसआरएस) बुलेटिन के अध्ययन में पायाकि भारत में जन्म दर में सर्वाधिक कमी वर्ष 2003-06 की अवधि में 1.2 अंक एवं छत्तीसगढ़ में वर्ष 2000-03 की अवधि में 2.4 अंक की कमी पायी गयी है। छत्तीसगढ़ में वर्ष 2003-06 की अवधि में जन्म दर में 1.7 अंक की वृद्धि हुई है। जन्म दर में वर्ष 2000-18 तक की अवधि में भारत में 5.9 अंक एवं छत्तीसगढ़ में 5.2 अंक की कमी आयी है। इस अवधि में जन्म दर भारत में औसत प्रतिवर्ष 0.31 अंक की कमी एवं छत्तीसगढ़ राज्य में 0.27 अंक की कमी प्रतिवर्ष आयी है।

ग्रामीण क्षेत्रों में मृत्यु दर की स्थिति भारत एवं छत्तीसगढ़- वर्ष 2000 से 2018 तक की नमूना पंजीकरण प्रणाली (एसआरएस) बुलेटिन के अध्ययन में पाया किभारत में मृत्यु दर में सर्वाधिक कमी वर्ष 2000-03 एवं 2003-06 अवधि में 0.6 एवं छत्तीसगढ़ में वर्ष 2000-03 की अवधि में 1.7 अंक की कमी आयी है। छत्तीसगढ़ में वर्ष 2015-18 की अवधि में मृत्यु दर में 0.5 अंक की वृद्धि हुई है। मृत्यु दर में भारत में वर्ष 2000-18 की अवधि में 2.6 अंक एवं छत्तीसगढ़ में 2.6 अंक की कमी आयी है। भारत एवं छत्तीसगढ़ राज्य में ग्रामीण मृत्यु दर में वर्ष 2000-2018 की अवधि में औसत प्रतिवर्ष 0.136 अंक की कमी आयी है।

ग्रामीण क्षेत्रों में शिशु मृत्यु दर की स्थिति भारत एवं छत्तीसगढ़- वर्ष 2000 से 2018 तक की नमूना पंजीकरण प्रणाली (एसआरएस) बुलेटिन के अध्ययन में पाया कि ग्रामीण भारत में शिशु मृत्यु दर में सर्वाधिक कमी वर्ष 2009-12 की अवधिमें 9 अंक एवं छत्तीसगढ़ राज्य में वर्ष 2000-03 की अवधि में 18 अंक की कमी आयी है। शिशु मृत्यु दर में भारत में वर्ष 2000-18 की अवधि में 38 अंक एवं छत्तीसगढ़ राज्य में 53 अंक की कमी आयी है। शिशु मृत्यु दर में औसत प्रतिवर्ष भारत में 2 अंक की कमी एवं छत्तीसगढ़ राज्य में 2.78 अंक की कमी प्रतिवर्ष कमी आयी है।

तालिका क्रमांक-3 : भारत एवं छत्तीसगढ़ में मातृत्व मृत्यु दर की स्थिति

वर्ष	मातृत्व मृत्यु दर भारत में	मातृत्व मृत्यु दर छत्तीसगढ़ में
2001-03	301	379
2010-12	178	230
2016-18	113	159

स्रोतः https://censusindia.gov.in/vital_statistics/SRS_Bulletins/Bulletins.html

मातृत्व मृत्यु दर- भारत में मातृत्व मृत्यु दर वर्ष 2001-03 की अवधि में 301 एवं छत्तीसगढ़ में 379 था जो वर्ष 2016-18 की अवधि में भारत में 113 एवं छत्तीसगढ़ राज्य में 159 हो गया है। मातृत्व मृत्यु दर में वर्ष 2001-03 से 2016-18 की अवधि में भारत में 188 अंक की कमी एवं छत्तीसगढ़ में 220 अंक की कमी आयी है।

तालिका क्रमांक-4: ग्रामीण क्षेत्रों में जन्म के समय जीवन प्रत्याशा

वर्ष	भारत में	छत्तीसगढ़ में
2002-06	63.5	58
2010-14	66.7	64.2
2014-18	68	64.3

स्रोतः https://censusindia.gov.in/vital_statistics/SRS_Bulletins/Bulletins.html

जन्म के समय जीवन प्रत्याशा- भारत के ग्रामीण क्षेत्रों में जन्म के समय जीवन प्रत्याशा की आयु वर्ष 2002-06, 2010-14 एवं 2014-18 में क्रमशः 63.5, 66.7 एवं 68 वर्ष है। इसी अवधि में छत्तीसगढ़ राज्य के ग्रामीण क्षेत्रों में जन्म के समय जीवन प्रत्याशा क्रमशः 58, 64.2 एवं 64.3 वर्ष है। वर्ष 2002-06 से 2014-18 की अवधि में भारत में जीवन प्रत्याशा आयु में 4.5 वर्ष एवं छत्तीसगढ़ राज्य में 6.3 वर्ष की वृद्धि हुई है। जीवन प्रत्याशा में हुई यह वृद्धि शिक्षा एवं स्वास्थ्य सेवाओं तथा सुविधाओं का विस्तार, जीवन में विभिन्न भौतिक वस्तुओं का उपयोग में वृद्धि एवं आय में वृद्धि से संभव हुआ है।

निष्कर्ष

वर्ष 2000 से 2018 तक प्राप्त समंकों के अध्ययन में पाया कि इस अवधि भारत एवं छत्तीसगढ़ राज्य की ग्रामीण क्षेत्रों की स्वास्थ्य संकेतकों की स्थिति में निम्नलिखित प्रमुख सुधार हुआ है-

1. ग्रामीण क्षेत्रों के जन्म दर में भारत में 5.9 एवं छत्तीसगढ़ में 5.2 अंक की कमी आयी है।
2. मृत्यु दर में भारत एवं छत्तीसगढ़ में 2.6 अंक का सुधार इस अवधि में हुआ है।
3. शिशु मृत्यु दर में भारत में इस अवधि में 38 अंक एवं छत्तीसगढ़ में 53 अंक की कमी आयी है।
4. मातृत्व मृत्यु दर में भारत में 2001-03 एवं 2016-18 मध्य 188 एवं छत्तीसगढ़ में 220 अंक की कमी आयी है।
5. वर्ष 2002-06 एवं 2014-18 के मध्य भारत में जन्म के समय जीवन प्रत्याशा आयु में 4.5 वर्ष एवं छत्तीसगढ़ में 6.3 वर्ष की वृद्धि हुई है।
6. विभिन्न स्वास्थ्य समितियों के सुझावों ने स्वास्थ्य नीति के निर्माण में महत्वपूर्ण भूमिका निर्वहन किया है। योजनाओं एवं नीतियों का प्रभाव स्वास्थ्य संकेतकों में सुधार के रूप में प्रदर्शित हुआ है।

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Effect of Life Skills Based Instructional Strategies on Achievement of Eleventh Grade Students of Amritsar City in Relation to Academic Resilience

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Abstract

Background : There is growing need of such an instructional strategy that enhances the social and emotional competence of the students on one way and also provides the opportunities for academic excellence. Therefore, the present research paper aimed at investigating the effect of life skills based instructional strategies on achievement in commerce of eleventh grade students of Amritsar city.

Material and Method : In this experimental study of pre and post-test design, a sample of 326 eleventh grade students were selected from 4 schools of Amritsar city, affiliated to Central Board of Secondary Education, New Delhi. Self- constructed achievement test in commerce (4 units of Business studies) and Academic resilience scale (Mallick & Kaur, 2014) was applied. To analyse the data descriptive analysis, t-test and Analysis of variance were used.

Results : According to the analysis through the application of t-test, it was found that mean gain in achievement of the students taught through life skills based instructional strategies is significantly higher than the students taught through conventional teaching strategy. Moreover, the students of both the groups do not differ significantly with respect to different levels of academic resilience and through the application of two way ANOVA it was found that there exists no significant interaction effect of treatment and academic resilience on mean gain scores of achievement in commerce.

Conclusion : This study concluded that life skills based instructional strategy has significant effect on the achievement of the students.

Introduction

The basic aim of the UNESCO's ESD for 2030 is to bring about the personal and societal transformation that is necessary to change course. For attainment of this aim it is vital to metamorphose the conventional structure of education which is packed of malformation specifically the teaching learning process. The major portion of the responsibility for the production of the psychosocially competent and academically rich human resources lies on the process and quality of the teaching learning. The teacher plays a crucial role in the implementation of the qualitative educational policies framed by the government for the up gradation of the system. The instructional practices adopted by the teacher influences the academic achievement of the students as well as their behaviour (Gerald, Augustine, Lucy & Njagi, 2013). Teaching strategies are the way for the harmonious development of the students whereas teaching strategies are defined as structured plan of action that incorporate a calibrate of up to date techniques, methodology, flairs and the activities that are followed by learners in the classroom to attain determined objectives (Fethiye, 2019).

World Health Organisation (2005) emphasised that the teaching strategies should be such that not only develop the conceptual understanding but also the necessary skills to maintain a balance in the inner and outer self as well as to survive in the present materialistic and competitive world. Life skills based instructional strategies is the way that can enhance the creativity of the students in one way and also help them to face the psychological pressure that hurt their health and learning ability. "Life skills are the personal management and social skills that are necessary for adequate functioning on an independent basis." (International Bureau of Education, 2002). Therefore, teaching of life skills through their integration in the content can be a possible alternate for

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effective behavioural and learning outcomes. Various efforts at national and international level have been made to teach the life skills to the students i.e. either as a component of the curriculum or training as a separate subject.

In India, NCERT (National Council of Educational Research and Training) has introduced life skills as component in the school curriculum on the recommendations of the National Curriculum Framework (2005) and made it mandatory to have life skills based questions at the end of each chapter in the text books. Rather Central Board of Education has recommended the integration of life skills in the subjects also. Many initiatives and research studies have been conducted on this issue at international level also. However, Oloyede, O.I. & Sihlongonyane, T. (2017) developed a curriculum which has a closer alignment between goals and pedagogical practices to support the development of 21st century life skills and suggested that the teachers faced many problems for the implementation of such curriculum like lack of training in the usage of the techniques for the development of life skills, lack of time , extra burden of the different type of training activities etc. In this light various other research studies supported that instead of providing a separate schedule for the training of life skills to students these should be integrated in the content wherever the teacher find the scope of development of such skills.

Life skills education helps in seeking the solution of behaviour as well as educational problems as this increases the academic performance of the students (Patteshwari, 2018). Subjects like commerce and business require skills like critical thinking, problem solving, decision making, self -awareness and creative thinking etc. So for the integration of the life skills commerce as stream and its subject business studies has been taken.

Undoubtedly, achievement of the students based on many social , psychological, educational and economic factors but the major factor is the teacher viz. behaviour, personal rapport, motivation, teacher students relationship, methodology of teaching, approaches of teaching etc. Resilience of the students is the other factor that can effect the learning outcomes of the students. Every person faces situations in life where they feel sad, angry, and emotionally imbalanced and despair also. Those who came out of these situations early and behave normally despite of all the emotional trauma they have faced termed as more resilient. Being strong (physically and emotionally) is quite different from being resilient. When the person shows the resilience in their academics and cope up with all the adverse academic situations which are sometimes even beyond their controlled is termed as academically resilient. Students faces many challenges like classroom environment, classroom situation difficulty unable to cope with level of the academics due to learning disabilities, problem of adjustment with peers, class teacher etc. Due to these challenges some may drop out the studies but some despite of facing these challenges excels in the studies. Those who excel and survive are termed as academically resilient. Past researches and related literature has suggested academic resilience has become predictor of the academic achievement of the students (Finn & Rock, 1997; Gonzalez & Padilla, 1997; Catterall, 1998; Overstreet & Braun, 1999). Academic resilience is the intensify prospect of success in academics and other life achievements despite of any adversities prevailing in immediate surroundings environmental brought about by traits, conditions and experiences (Wang, Haertal & Walberg, 1994).

Literature Review

Although life skills based education is the need of the present era and many commissions, committees and educational organisations has recommended the development of life skills through various ways and means, but still the students and teachers are struggling for the appropriate methodology to impart life skills education. Kumari (2002) studied the development of Life Skills with Mathematical education and concluded that middle-class students had developed problem-solving skills by learning mathematics, and students were using this skill to deal with real-world environments and experiences. Vashista & Bhardwaj (2006) in their study identified the life skills relevant to science and technology as per the preference of boys and girls of secondary school and also they analysed the achievement of science and technology and the study suggested the incorporation of life skills. Gafoor & Shemi (2007) analysed the impact of study skills training on achievement in the biology and concluded that the study skills improve the academic achievement. Hermanto and Sudiyono (2020) studies the effect of learning activity teacher training skills and achievement motivation on the learning outcomes of social studies The results indicated that there is a significant effect of learning activeness on student learning outcomes in social studies.

Researches has supported that the change in the instructional pattern can effect the achievement of the students, but in the area of life skills integration less research work has been conducted. So the researcher choose to conduct the study in this field that aimed at investigating the effectiveness of life skills based instructional strategies on the achievement in commerce of eleventh grade students in relation to academic resilience. The basic objectives of the study are to study the significant difference in the mean scores of achievement in commerce of control and experimental group; to study the significant difference in mean gain scores of achievement in commerce of students taught through treatment and without treatment; to study significant difference in the mean gain scores of achievement of students with respect to different levels of academic resilience ; to study the significant interaction effect of treatment and academic resilience on mean gain scores of achievement.

Objectives of the Study

1. To study the difference in mean scores of achievement in commerce of students taught through the treatment and without treatment.
2. To study the difference in mean gain scores in achievement of students taught through treatment and without treatment.
3. To study the difference in the mean gain scores of achievement of students having different levels of academic resilience.
4. To study the interaction effect of treatment and academic resilience on mean gain scores of achievement.

Hypothesis of the study

1. There exists no significant difference in mean scores of achievement in commerce of students taught through the treatment and without treatment.
2. There exists no significant difference in mean gain scores in achievement of students taught through treatment and without treatment.
3. There exists no significant difference in the mean gain scores of achievement of students having different levels of academic resilience.
4. There exists no significant interaction effect of treatment and academic resilience on mean gain scores of achievement

Method and Procedure

Sample

The present study has been conducted on a sample of 326 students of eleventh grade selected randomly from the various schools of Amritsar. The list of the schools affiliated to CBSE (Central Board of Education, India) was taken from the District Education office (Amritsar) and then from that 4 senior secondary schools were selected randomly (Love dale senior secondary school, Shri Guru Harkrishan Public School, Ashok Vatika Senior Secondary Schools, Ajanta Public School). Due permission for the conduct of the experimental study was sought from the head of the school and teachers were consulted for time table and topics which the researcher was going to taught through life skills based instructional strategy.

Research Design and Procedure

Experimental design of research has been used to study the effectiveness of life skills based instructional strategy on achievement in commerce of eleventh grade students in relation to academic resilience. Self-constructed Achievement test in commerce was administered on the sample of 326 students and on the basis of the scores of the achievement test i.e. high, low and average, students were divided into two groups. With the help of the flip of the coin one group was named as control and the other one as experimental group. Control group was taught through the traditional method of teaching preferably the lecture method and experimental group was taught through the life skills based in instructional strategy. Students were taught for a total period of 35 days and achievement test was administered on both the groups at pre and post-test level while Academic Resilience scale was administered only at pre-test level. Three units of the business studies (One of the subject of commerce stream at plus level as recommended by the NCERT and CBSE) were taken and the researcher prepared the modules on the basis of the content through the integration of the activities for the development of the life skills viz. Brain storming, case studies, situation analysis, group discussion, questioning, role play and debate etc. (as recommended by CBSE) and the experimental group was taught through these modules.

During the process of experimentation researcher has tried to control some variables which can affect the results like teacher as both the groups were taught by the researcher herself, morning time was preferred and students were encouraged to perform, some activities to control the fatigue factor.

Research tools

Achievement test in Commerce: Achievement test in commerce was constructed by the researcher on three units of the business studies that covers the area of concept of business studies, emerging trends in business studies, business services and social responsibility of the business. Around 150 items (Multiple choice questions) were selected and drafted on the basis of the objectives of the test construction and three domains as suggested by Bloom's taxonomy viz. cognitive, affective and psychomotor domain. Guidance and suggestions of 10 subject experts (having minimum 10 years of experience in the field of teaching of commerce) was sought and in the basis of the suggestions and first try out 100 items were finalised for the second draft. After the item analysis and calculation of the discriminating index at last 54 items were finalised for the final try out. Reliability of the test was measured as 0.89. For the testing of the reliability test retest method was employed on a sample of 400 eleventh grade students. Content and face validity of the test was also measured. The scoring of the items was 1 for right answers and 0 for wrong answer.

Academic Resilience scale: Academic resilience scale developed by Dr. Mihir Kumar Mallick and Simranjit Kaur (2014) has been employed in the present study. The scale comprised of 52 items under five dimensions viz. Academic confidence, sense of well- being, motivation and ability to achieve goals, relationship with peers and adults and emotional regulation & physical health was developed for adolescents studying in senior secondary classes. The scale was prepared on the five point likert scale i.e. strongly agree, agree, undecided, disagree, strongly disagree. After calculating the discriminatory power values the final draft of the academic resilience scale comprised of 52 items (41 positive and 11 items as negative). The scale was divided into two halves and reliability was calculated. 0.84 Cronbach Alpha 0.78 Validity of the scale was measured through face and content validity. The content validity of the scale was measured as 0.83 which shows that the content of the scale is highly relevant. The intrinsic validity was calculated through reliability index. It is calculated by finding the square root of the reliability index and here the reliability index is 0.84 so the value of square root of 0.84 is calculated as 0.92. it means the validity of the scale is 0.92. The scoring of the scale was 5, 4,3,2,1 for positive items and vice a versa for negative items.

Life skills based instructional strategy modules: 30 Life skills based instructional strategy modules were prepared through the guidelines provided by CBSE. All the activities and techniques as mentioned above were incorporated in the modules and the modules were prepared by following the procedure of ADDIE (as cited in Sustisano *et al.*, 2021) viz. Analysis, Design, Development, implementation and Evaluation. The whole procedure of planning to implementation of the modules was applied under the guidance of the subject experts and suggestions given by them were incorporated properly.

Results

Jarque-bera test of normality was used to test the normality of the data and the descriptive analysis of the data has been employed to test whether the data set followed the pattern of the normality. For testing of the hypothesis and answer the research questions t test, one way ANOVA and Two way ANOVA was employed. The detailed description of the analysis of the data is given in the following tables and figures:

Hypothesis 1: There exists no significant difference in mean scores of achievement in commerce of students taught through the treatment and without treatment.

The values of change in mean (difference between the mean scores of post-test and pre-test) and t values are given in the table number 4.2.1

Table 1: Testing Significance of Difference in Mean Change in Achievement in Commerce (Through Paired T-Test)

Group	Stage	Mean	SE_m	Mean Change[@]	t-test	
					Statistic[$]	p-value
Control (n = 160)	Pre Post	23.16 34.08	0.448 0.453	10.92	25.184***	< 0.0001
Experimental (n = 166)	Pre Post	25.34 42.93	0.544 0.495	18.59	28.174***	< 0.0001

@ Computed as mean of post-readings *minus* mean of pre-readings;

***: Significant at 0.1 per cent probability level.

Table 1 showed that the mean change in case of control group is 10.92 and correspondent t value is 25.184 which is highly significant and in case of experimental group the observed mean change is 18.59 and calculated t value is 28.174 which is again highly significant. Hence there exists significant difference in the means scores of achievement in commerce in both the groups at pre and post- test level means the students taught through life skills based instructional strategy scored more as compare to the students who were taught through the conventional teaching strategy when their scores were compared at pre and post-test level that is also visible from fig. 1

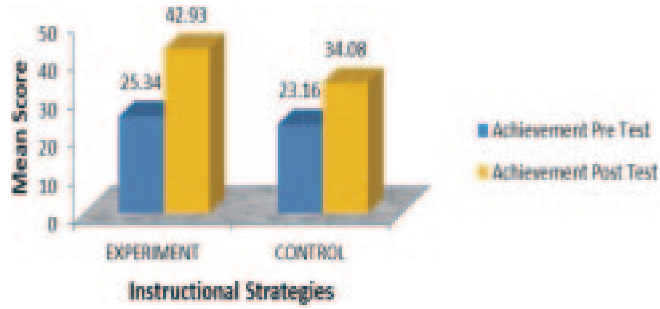

Fig 1. Relative comparison of the mean scores of achievement in commerce of both the groups

Hypothesis 2: There exists no significant difference in mean gain scores in achievement of students taught through treatment and without treatment.

Table 2: Testing Significance of Difference between Mean Gain in Achievement in Commerce (Through independent t-test)

Variable	Group	N	Mean	SE_m	Mean Difference@	t-test		
						Statistic$	F ratio	p-value
Mean Gain in Achievement Test	Control	160	17.59	.624	6.67	8.820***	21.039	< 0.0001
	Experimental	166	10.93	.434				

@ Computed as mean gain in experimental group *minus* mean gain in control group;

***: Highly significant (at 0.1 per cent probability level).

From the table 2 it has been observed that mean gains in the achievement in commerce for control and the experimental groups are 17.59 and 10.93, and the associated values for standard errors of mean are 0.624 and 0.434. Thus, there occurred a difference of 6.67 between the two mean values of the gain. Value of the t-statistic (at 324 degrees of freedom) is computed as 8.820 (< 0.0001 of p). Thus, the observed difference between the values of mean gains is declared to be statistically highly significant. This shows that the mean gain in achievement in commerce for the experimental group is highly significantly than the control group. So, the null hypothesis as stated there exists no significant difference in the mean gain scores of achievement in commerce of students taught through life skills based instructional strategy and conventional teaching strategy is not accepted . The relative comparison of the mean values of gain in achievement in business studies has been represented through figure 2.

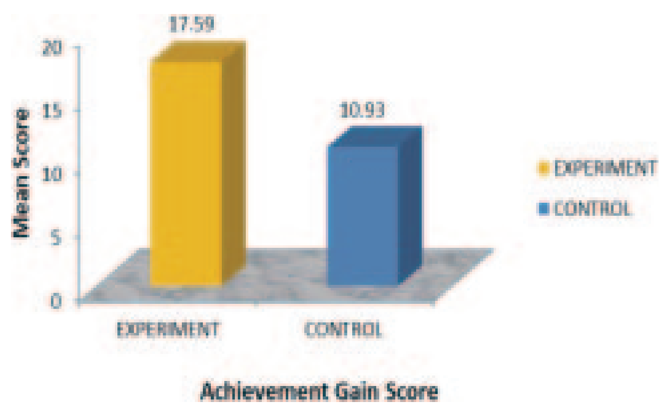

Fig. 2. Comparison of mean gain scores of achievement in commerce of both the groups

Hypothesis 3: There exists no significant difference in the mean gain scores of achievement in commerce of students having different levels of academic resilience.

To test this hypothesis, firstly homogeneity of variance was tested through the application of Levene statistics and the calculated significance value of the Levene Statistics based on the comparison of the means found as .316 which indicates that the requirement of homogeneity of variance has been met and the ANOVA test can be employed. Table 3 indicates the descriptive analysis of achievement in commerce with different level of the academic resilience and the one way ANOVA table comprised of value of p and f ratio is given in table 4

Table 3: Descriptive Analysis of Achievement in Commerce with Different levels of Academic Resilience

Gain Scores	N	Mean	Standard Deviation	Std. Error
High Academic Resilience	73	14.25	7.833	.917
Average Academic Resilience	159	14.14	7.087	.562
Low Academic Resilience	94	14.26	8.259	.852
Total	326	14.20	7.585	.420

The above stated table indicates that the values of mean , standard deviation of students having high, average and low academic resilience is 14.25, 14.14, 14.26 and 7.833, 7.087,8.259 respectively. On the basis of the mean differences between the different levels it can be observed that the difference between the means is very marginal. Further analysis is depicted in the table number 4.

Table 4 : Output of One way ANOVA Analysis

Gain Score	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.933	2	.466	.008	.992
Within Groups	18697.107	323	57.886		
Total	18698.040	325			

Table 4 indicates that the value of sum of squares between the groups is .933 (df 2) and within the groups is 18697.107 (df 323) and f value is 0.008 obtained at $p< 0.05$. Since the f value is less than the p value, so the null hypothesis is accepted and hence there exists no significant difference in the mean gain scores of achievement in commerce of the students having different levels of academic resilience. It means different levels of academic resilience have no significant influence on the mean gain scores of achievement in commerce.

Hypothesis 4: There exists no significant interaction effect of treatment and academic resilience on mean gain scores of achievement in commerce

Two way analyses of variances have been applied to test this hypothesis. Firstly the descriptive stastics has been employed and the values of mean, SD and standard errors of mean of the students with in the groups and between the groups have been calculated and same are given in table number 5 and 6

Table 5 : Descriptive Analysis for Mean Gain in Achievement in Commerce and Different Levels of Academic Resilience for Both the Groups

Variable	Experimental Group			Control Group			Total		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
High Academic Resilience	38	17.79	8.011	35	10.40	5.553	73	14.25	7.833
Average Academic Resilience	76	17.41	7.210	83	11.16	5.507	159	14.14	7.087
Low Academic Resilience	46	17.74	8.997	48	10.92	5.849	94	14.26	8.259
Total	160	17.59	7.899	166	10.93	5.591	326	14.20	7.585

It has been observed from the table 5 that the mean and standard deviation of the gain scores of the students of different levels of academic resilience of both the groups The calculated values showed that the difference in mean within the group at different levels of resilience is marginal in both the groups but when compared between the groups , variation can be seen. The pictorial representation of the same is given in figure below:

Fig 3. Mean gain scores of acheivement in commerce with respect to different levels of academic resilience

Table 6: Summary of Analysis of Variance (2*3) Factorial design

Dependent variable	Source of Variation	Sum of Squares	df	Mean of sum of squares	F-ratio	P value
Achievement in commerce	Instructional strategy (A)	3413.689	1	3413.689	72.542	.000
	Levels of Academic Resilience(B)	2.488	2	1.244	.026	.974
	Interaction (A*B)	16.933	2	8.467	.180	.835
	Error Terms	15058.571	320	47.058		

Main effects

Instructional strategy (A) : It has been observed from the table 6 that the f ratio for difference in mean gain achievement scores of life skill based instructional strategy was72.542 which in comparison to the table value at 0.01 levels of significance found significant. It shows that the experimental and control groups are different beyond the contribution of chance. Hence the null hypothesis 2 was not accepted. It means that the students of the experimental group performed significantly better than the students of control group.

Levels of Academic Resilience (B) : It has been observed from the table 6 that the calculated value of F ratio for difference in mean gain scores of achievement in commerce is 0.26 which in comparison to the table value found not significant hence the hypothesis 3 stands accepted. This indicates that both the groups do not differ significantly with respect to different levels of academic resilience.

Interaction Effect (A*B): Table 6 shows that the F ratio for interaction between both the strategies (life skills based instructional strategies and conventional teaching strategies) and levels of academic resilience is found as 0.180 which is found as not significant. Therefore the null hypothesis 4 stands accepted means that there exists no significant interaction effect of the instructional strategies and levels of academic resilience on mean gain scores in achievement in commerce. The results indicates that there is no significant difference in the mean gain scores of achievement in commerce due to interaction effect of teaching strategies and levels of academic resilience . The diagrammatical presentation of the same is given in fig. 4

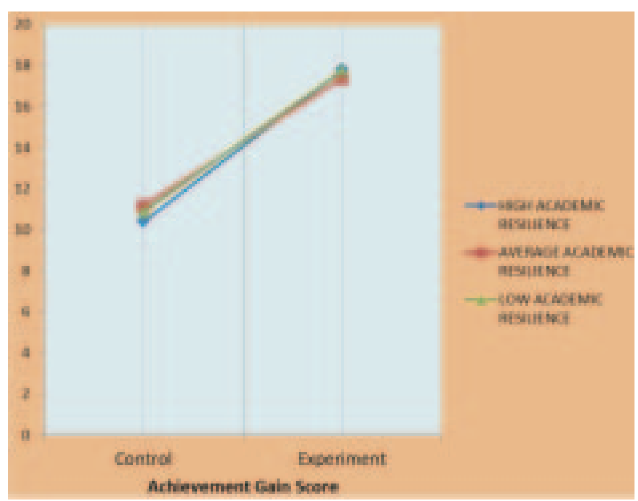

Fig 4. Interaction effect of the treatment and academic resilience on mean gain scores of Achievement in Commerce

Discussions

According to the results of the present research in which life skills based instructional startegies has been integrated for teaching the content of business studies to the students of eleventh grade and its effect has been observed on the acheivement in business studies in relation to different levels of academic resilience. The results indicated that there exists significant difference in the means scores of achievement in commerce in both the groups at pre and post-test level as well as when the mean gain scores of achievement were compared it was found that the observed mean gain in case of experimental group is significantly higher than the control group. This indicates that when the students were taught through the incorporation of various activities like brain storming, questioning, role play, situation analysis, group discussion etc. They perform better in the academics as the scores of pre and post-test indicated in above mentioned table number 1 and 2. These results are in resonance with the results of the study conducted by Maryam and Zohre (2014); Hagighatian *et al.* (2006) that produced the same results in which life skills training has positive and significant effect on the academic achievement of the students. Dhanalakshmi (2019) concluded that life skills integrated strategies can enhance life skills and academic performance of the students. Patteswari (2018); Mohammadi and Poursaberi (2022)and Ndetei, Muutiso, Musyimi, Aliestsi, Shanley and Bhui (2022) also supported the same results.

Further analysis of the results indicated that the students of both the groups do not differ significantly with respect to different levels of academic resilience. Academic resilience is the capacity of the students to overcome stress, anxiety and pressure of the study. Here in the present study it has been observed that the academic resilience (High, Average and low) of the eleventh grade students do not have any significant influence on the mean gain scores of the achievement in commerce (both the groups).It means whether the student is highly academically resilient or low academically resilient it will not affect the achievement gain scores results. These results are in contradiction with the results of the Choo and Prihadi (2019), Mwangi, Oatcho, Kinai and Irri (2015) , Rao and Krishnamurthy (2018) which sataed that Academic resilience significantly predicts the academic performance. Monika and Shikha (2020) concluded that the academic resilience is a tool that helps the students to overcome their fears and failures related to academics and improve their academic performance. Karabiyik (2020) explored the interaction between academic resilience and academic achievement of teacher trainees and also suggested that the academic resilience has a positive correlation with the academic performance. Further analysis suggested that there exists no significant interaction effect of the instructional strategies and levels of academic resilience on mean gain scores in achievement in commerce.

Recommendations and Conclusion

As per the results it can be concluded that life skills based instructional strategy helps in improving the scholastic performance of the students. However, UNICEF Evaluation Report (2012) suggested that, there should be clear guidelines on life skills education assessment that can support the integration of effective life skills education assessment into education systems, schools and classrooms. This is also supported by UNICEF (2005) in the study conducted in South Asia where it was discovered that the monitoring of classroom delivery quality usually did not occur. The use of cascade training and peer education methods were problematic and the participation of learners in programming was limited. Moreover from the results of the present study it can be seen that such integration can be done in the content of other subjects like language, history, social studies means wherever the teacher find the scope they should try to integrate the life skills in the content. Moreover, at pre service teacher training level training of such integration should be imparted to the prospective secondary school teachers. If possible the school time table should be revised and extra time should be provided to the teachers for the experimentation in this area of research as performance of some activities may need extra time so that the teacher be able to complete the syllabus on time as syllabus completion is also a matter of concern for the teachers. Corporation of the higher authorities of the school, parents and students is required for the effective implementation of the activities planned by the teachers. Time to time monitoring of the development of skills should be done by the teacher through qualitative system of evaluation or assessment.

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A Study of Teacher Effectiveness in relation to their Teaching Experience, School Managementand Locality of the School

***Md. Matin Arif , **Prof. (Dr.) Santosh Arora**

सारांश

प्रस्तुत अध्ययन का मुख्य विषय शिक्षक की प्रभावशीलता का अध्ययन करना है। उपरोक्त अध्ययन हेतु शोधार्थी द्वारा निम्नलिखित उद्देशों का निर्माण किया गया है- (1) माध्यमिक स्तर पर अध्यापनरत शिक्षक की प्रभावशीलता का उनके शिक्षण अनुभव के सन्दर्भ में अध्ययन करना (2) माध्यमिक स्तर पर अध्यापनरत शिक्षक की प्रभावशीलता का उनके विद्यालय प्रबन्धन के सन्दर्भ में अध्ययन करना (3) माध्यमिक स्तर पर अध्यापनरत शिक्षक की प्रभावशीलता का उनके विद्यालय की आवासीय स्थिती के सन्दर्भ में एक अध्ययन करना।

उपरोक्त अध्ययन का उददेश्य शोधार्थी द्वारा शिक्षकों की प्रभावशीलता का अध्ययन उनके शिक्षण के अनुभव, उनके विद्यालय के प्रबन्धन एवं उनके विद्यालय की आवासीय स्थिति के सन्दर्भ में अध्ययन करना था। उपरोक्त शोध अध्ययन हेतु शोधार्थी द्वारा माध्यमिक स्तर पर अध्यापनरत बरेली जिले के 220 शिक्षकों का चयन सरल यादृच्छिक विधि द्वारा किया गया। शिक्षक की प्रभावशीलता का मापन डॉ. उम्मे कुलसुम द्वारा निर्मित व मानकीकृत शिक्षक प्रभावशीलता मापनी द्वारा किया गया।

उपर्युक्त अध्ययन में निम्नलिखित निष्कर्ष पाए गएः (1) माध्यमिक स्तर पर अध्यापनरत शिक्षक की प्रभावशीलता का उनके शिक्षण अनुभव के सन्दर्भ में सार्थक अंतर पाया गाया (2) माध्यमिक स्तर पर अध्यापनरत शिक्षक की प्रभावशीलता का उनके विद्यालय प्रबन्धन के सन्दर्भ में सार्थक अंतर पाया गाया (3) विध्यालयों की आवासीय स्थिति के सन्दर्भ में कोई सार्थक अंतर नहीं पाया गया।

Introduction

Teacher is the resource person who implements educational policies on root level; therefore the effectiveness of teacher plays an important role. In the changing scenario the role of teacher become more challenging and complex, a new dimension on technological advancement add on which affect their teaching effectiveness to the large extent. Teacher effectiveness refers to "the impact of classroom factors, such as pupil-teacher relationship, use of instructional resources, teaching methods, classroom organization and the degree of facilitation in learning." (Gage, 1962). The term teacher effectiveness has also been defined by scholars in various ways. It is the relationship between the characteristics of teachers, teaching act and their effects on the educational outcome of classroom teaching (Flanders & Simon, 1969).

Campbell, Kyriakides, Muijs, and Robinson, (2004) defined teacher effectiveness as the impact that classroom factors, such as teaching methods, teacher expectations, classroom organisation, and use of classroom resources, have on students' performance.Another three forms of teacher effectiveness- knowledge, performance and consequence have been identified by (Borich, 1977). He states that 'Knowledge' effectiveness specify cognitive understanding which the teacher is expected to demonstrate. 'Performance effectivenessrefers to the ongoing teaching behaviors as measured in terms of its effectiveness in the classroom. 'Consequence' effectiveness refers to the pupil outcomes provided by the teacher's proper use of an array of knowledge and performance competencies.

The objectives of the present study can be expressed as followings:

1. To study the teacher effectiveness in relation to their teaching experience of (group A,B,C,D,E and F) of secondary school teachers.
2. To study the teacher effectiveness in relation to their types of school management (group CBSE Government, UP Government and Private Unaided) secondary school teachers.
3. To study the teacher effectiveness in relation to their

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school locality (group Urban, Semi Urban, and Rural) of secondary school teachers.

The hypotheses of the study are:

$H_{0:1}$ There is no significant difference on teacher effectiveness in relation to their teachingexperience of (group A,B,C,D,E and F) of secondary school teachers.

$H_{0:2}$ There is no significant difference on teacher effectiveness in relation to their types of school management (group CBSE Government, UP government and Private Unaided) of secondary school teachers.

$H_{0:3}$ There is no significant difference on teacher effectiveness in relation to school locality (group Urban, Semi Urban, and Rural) of secondary school teachers.

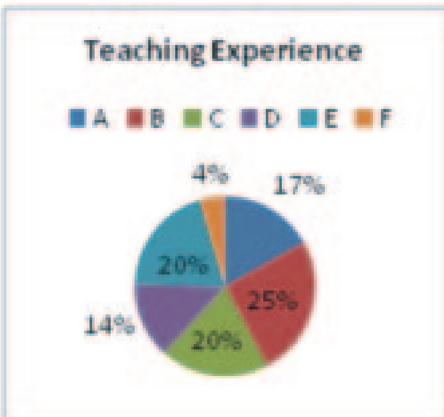
Design of the Study

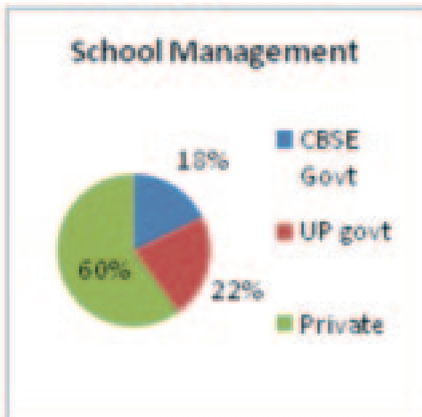
Research Methodology:

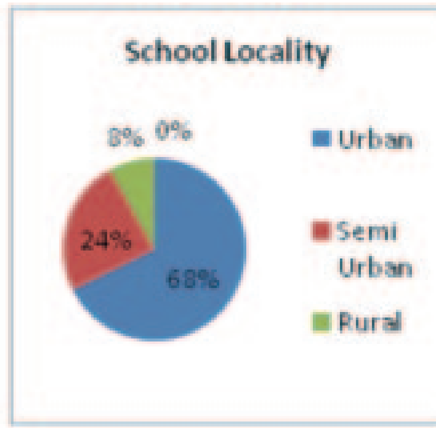
Keeping in view of the objective and nature of the study, the descriptive survey method was adopted by the researcher.

Sampling:

Simple Random Sampling was adopted in order to select the 220 Secondary School teachers having teaching experience from 01 to 36 year from three types of teachers group who teach in CBSE board, Who teach in UP Board and Who teach in Private Unaided of CBSE or UP Board and their school either located in Urban Educational Block, Rural Educational Block and Semi-Rural-Semi Urban Educational Block.







Tool:

Teacher Effectiveness Scale of Dr. Umme Kulsum has been used to excess teacher effectiveness; this Scale consist of five dimension of teacher effectiveness namely Preparation and Planning for teaching, Classroom Management, Knowledge of Subject Matter, Teacher Characteristics and Inter-Personal Relations.

Analysis and Interpretation of Data

The analysis of the statistical data based on the descriptive analysis consists of Mean, Standard Deviation and for the analysis of comparison among groups we used One Way Analysis of Variance (ANOVA).

Objective 1: To study the teacher effectiveness in relation to their teaching experience of secondary school teachers.

Table 1.1 Teacher Effectiveness in relation to their Teaching Experience

Teaching Experience	Group	N	Percentage	Mean	Level of Teacher Effectiveness
01-05 Years	A	37	16.818 %	380.57	Above Average Effective Teacher
06-10 Years	B	56	25.454 %	359.73	Moderately Effective Teacher
11-15 Years	C	43	19.545 %	358.42	Moderately Effective Teacher
16-20 Years	D	30	13.636 %	356.70	Moderately Effective Teacher
21-25 years	E	44	20.000 %	392.41	Above Average Effective Teacher
26-30 years	F	10	04.545 %	377.10	Above Average Effective Teacher
Total	220	220	100.00 %	369.89	Above Average Effective Teacher

On the basis of table 1.1 it reveals that in this study researcher select teachers which have teaching experience range from 01 to 30 yearsof teaching experience. From the above six group the mean value of teacher effectiveness is highest 392.41 in group E (21-25) years of teaching experience and the lowest 356.70in group D (16-20) years of teaching experience respectively. The group Mean value of group A, E and F lies in theAbove Average Effective Teacher grade of Teacher effectiveness scale of Umme Kulsum. The remaining group B, C and D belongs to Moderately Effective Teacher. The overall Teacher effectiveness of secondary school teachers are **Above Average Effective Teacher** categoryof teacher effectiveness scale of Umme Kulsum.The further line graph shows the above descriptive nature of mean value.

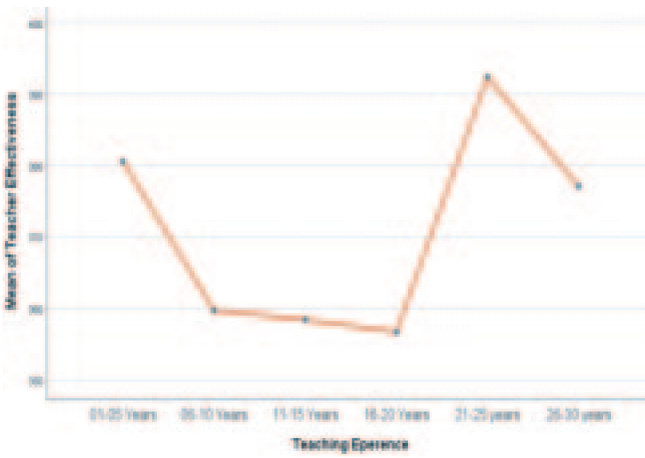


Fig 1.1: Line Graph: Teacher Effectiveness in relation to their Teaching Experience

To test the hypothesis whether there is any significant difference in teacher effectiveness in relation to their teaching experience, research used one way ANOVA.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	43707.017	5	8741.403	2.649	.024
Within Groups	706228.365	214	3300.133		
Total	749935.382	219			

*Significant at 0.01 level of significance

The calculated F-value is 2.649 at df 5,214 which is significant at 0.01 level of significance. Thus the null hypothesis H0:1 found that there is significant difference on teacher effectiveness in relation to their teaching experience of secondary school teachers is accepted. It reveals that all the groups have different level of teacher effectiveness in relation to theirlength of service i.e., teaching experience. The finding of the above study suggest that during covid-pendamic time-span all teachers unable to use the digital resources i.e., smartphone, laptop, Google meet etc. for teaching-learning process. There is variation in mean value of level of teacher effectiveness among different group and they are significantly different in teacher effectiveness scale of Umme Kulsum. To find out which group is causing more effect t-test among the group has been carried out as follows.

Table 1.3: t-Test of Teacher Effectiveness in relation to their Teaching Experience

Group	N	Teaching Experience	Mean	Std. Deviation	t-value	Significance
A B	37 56	01-05 Years 06-10 Years	380.57 359.73	66.374 66.949	1.474	NS
B C	56 43	06-10 Years 11-15 Years	359.73 358.42	66.949 42.328	0.112	NS
C D	43 30	11-15 Years 16-20 Years	358.42 356.70	42.328 49.119	0.160	NS
D E	30 44	16-20 Years 21-25 years	356.70 392.41	49.119 56.879	2.799**	Sig (0.01)
E F	44 10	21-25 years 26-30 years	392.41 377.10	56.879 43.186	0.798	NS
F A	10 37	26-30 years 01-05 Years	377.10 380.57	43.186 66.374	0.156	NS

**Significant at 0.01 level of significance

The findings of the table 1.3 reveal that the only Group D the teacher effectiveness mean value is significantly different at 0.01 level of significance, whereas on the comparison between mean we do not found significant difference between remaining groups. The slope of teacher effectiveness decline from first five year of teaching experience to later fifteen years onwards continuously. But when teacher have a teaching experience of 20 years their teaching experience then there teaching effectiveness level increase and in the last phase of their teaching it further decline. The reason may be that at the beginning of the teaching the teachers have highly motivated towards their profession but their zeal decline after some time berceuse they were unable to attend training, workshop due to their busy schedule they were also engage in family responsibilities. But after tenure of twenty years when they are at the stage of promotion their intrinsic motivation boost their effectiveness to the large extent. Which further decline after five years or after their promotion due to their further engagement in the holding the position of principal or head of institution and their focus shift towards administration and management of school.

Objective 2: To study the teacher effectiveness in relation to their types of school management of secondary school teachers.

Tale 2.1: Teacher Effectiveness in relation to their School Management

School Management	Group	N	Percentage	Mean	Level of Teacher Effectiveness
CBSE Central Govt.	A	39	17.73 %	406.90	Highly Effective Teacher
UP State Govt.	B	49	22.27 %	369.29	Above Average Effective Teacher
Private Unaided	C	132	60.00 %	359.18	Moderately Effective Teacher
Total	220	220	100.00 %	369.89	Above Average Effective Teacher

Table 2.1 reveals that in this study researcher used teachers which have teaching experience in different board CBSE as well as UP Board and belong to three school management group. From the above three group the mean value of teacher effectiveness is highest 406.90in group A CBSE Central Govt.school and the lowest 359.18 in group PrivateUnidedschool respectively. The group Mean value of group A lies in the Highly Effective Teacher grade of Teacher effectiveness scale of Umme Kulsum. The remaining group B lies in the Above Average Effective Teacher grade of Teacher effectiveness scale of Umme Kulsum and C belongs to Moderately Effective Teacher grade of Teacher effectiveness scale. The overall Teacher effectiveness of secondary school teachers are Above Average Effective Teacher categoryof teacher effectiveness scale of Umme Kulsum. The further line graph shows the above descriptive nature of mean value.

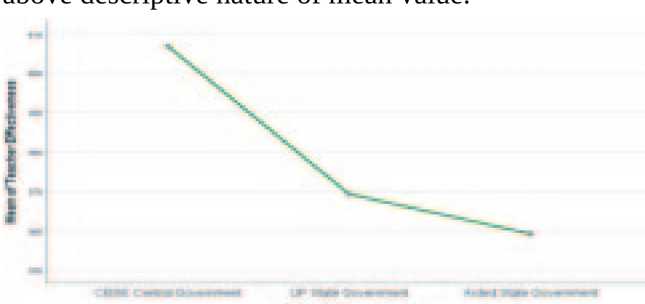


Fig 2.2: Line Graph: Teacher Effectiveness in relation to their School Management

The above line graph 2.1 graphically represents the mean value of teacher effectiveness between different teaching group ranges from group A to C on the basis of types of school management. To test the hypothesis whether there is any significant difference in teacher effectiveness in relation to their teaching experience, research used one way ANOVA.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	68566.156	2	34283.078	10.918	.000
Within Groups	681369.226	217	3139.950		
Total	749935.382	219			

The calculated F-value is 10.918 at df 5,217 which is found significant at 0.05 level of significance. Thus the null hypothesis H0:2 stating that there is no significant difference on teacher effectiveness in relation to their their School Management of secondary school teachers is rejected. It reveals that all the groups have different level of teacher effectiveness in relation to their types of school management. This finding support with the study of Geetah, C. (2020) the finding of the abovestudy suggest that during covid-pendamic time-span CBSE board schools have more facilities for teachers and they used the digital platform for teaching-learning process where as the aided and UP Board teachers do not have such facilities and they are unable to use the digital resources in teaching learning process. There is variation in mean value of level of teacher effectiveness between different group and they are significantly different. This finding reveals in the post-hoc test Scheffe.

Table 2.3: Effectiveness Between and Within Types of School Management

Types of School Management	N	Subset for alpha = 0.05 1	2
Private Unaided	132	359.18	
UP State Government	49	369.29	
CBSE Central Government	39		406.90
Sig.		.635	1.000

Table 2.3 reveals that UP State Government and Private Unaided school teacher exist in group 1 whereas CBSE Central Government school teachers lies in group 2. It means that the UP state government and UP state government aided school are not significantly differ but these both group differ from Central Government teacher effectiveness level. To find out which group is causing more difference, t-test within the group has been carried out as follows:

Table 2.4: t-Test of Teacher Effectiveness in relation to their types of School Management

Group	N	School Management	Mean	Std. Deviation	t-value	Significance
A	49	UP State Government	369.29	47.809	1.169	NS
B	132	Private Unaided	359.18	52.994		
B	39	CBSE Central Government	406.90	73.227	2.903**	Sig (.01)
C	49	UP State Government	369.29	47.809		
C	39	CBSE Central Government	406.90	73.227	4.502**	Sig (.01)
A	132	Private Unaided	359.18	52.994		

*Significant at 0.01 level of significance

Table 2.4 reveals thatH0:2aThere is no significant difference on teacher effectiveness in relation to their their School Management of secondary school teachers is accepted. It reveals that in group A all the UP state government and privateunaided secondary school teachers have equal level of teacher effectiveness. Because both the school have somewhat similar infrastructure fatalities and the teachers almost receive similar exposure to various training programme run by state government. This finding similar with the Geetah, C. (2020)

Whereas the t-value of Group B and C we find the significant difference on teacher effectiveness in relation to their School Management of secondary school teachers is accepted. The tentative reason may be that the CBSE board teacher effectiveness is much better than UP state Government school teachers as well as PrivateUnaided school teachers because the CBSE board school teacher are focused on the core teaching-learning process whereas the UP board teachers are engage in execution on various state run policies. These diversions distract then form the process of teaching-learning. Therefore there motivation level gown down and they are not give their full potential towards their profession.

Objective 3: To study the teacher effectiveness relation to their nature of locality of school

Tale 3.1: Teacher Effectiveness in relation to their locality of the school

School Locality	Group	N	Percentage	Mean	Level of Teacher Effectiveness
Urban	A	149	67.73 %	371.25	Above Average Effective Teacher
Semi-Urban	B	53	24.09 %	369.42	Above Average Effective Teacher
Rural	C	18	08.18 %	360.06	Moderately Effective Teacher
Total	Four	220	100.00 %	369.89	Above Average Effective Teacher

On the basis of table 3.1 it reveals that in this study researcher used teachers which have three educational blocks i.e., urban. Semi-urban and rural.ct. From the above three group the mean value of teacher effectiveness is highest 371.25in groupA (Urban Block) school and the lowest 360.06in group C (Rural) school respectively. The group Mean value of group A and B lies in Above Average Effective Teacher grade of Teacher effectiveness scale of Umme Kulsum. The remaining group C lies in the Moderately Effective Teacher grade of Teacher effectiveness scale of Umme Kulsum. The overall Teacher effectiveness of secondary school teachers are Above Average Effective Teacher category of teacher effectiveness scale of Umme Kulsum. The further line graph shows the above descriptive mean value.

Private Unaided

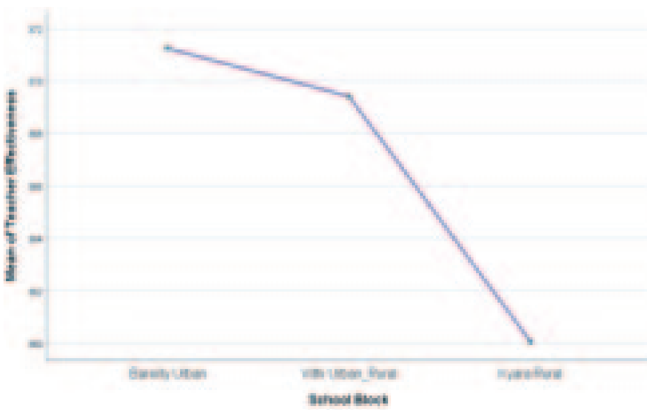


Fig 3.1: Line Graph: Teacher Effectiveness in relation to their locality of the school

The above line graph 3.1 graphically represent the mean value of teacher effectiveness between different Educational Blocks range from group A to C on the basis of types of locality of the school

To test the hypothesis whether there is any significant difference in teacher effectiveness in relation to their locality of the school, research used one way ANOVA.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14326.544	3	4775.515	0.294	.745
Within Groups	735608.838	216	3405.596		
Total	749935.382	219			

The calculated F-Test found to be 0.294 for 3,216 degree of freedom is found to be non-significant at 0.05 level of significance. Thus the null hypothesis H0:3 there is no significant difference on teacher effectiveness relation to their nature of locality of the school of secondary school teacher is accepted. It reveals that all the groups have equal level of teacher effectiveness and the nature of locality of the school (Urban, Semi-Urban or Rural) do not affect the teacher effectiveness. This finding contradict with the study of Geetah, C. (2020) the finding of the above study suggest that during covid-pendamic time-span all teachers used the same digital platform for teaching-learning process. There is variation in mean value of level of teacher effectiveness between different groups but they are not significantly different.

Conclusion

The finding of the above study suggest that (i) there is a significance difference found between different group of teachers on their effectiveness in relation to their teaching experience, teachers having more teaching experience are more effective as compare to less teaching experience teachers (ii) there is a significance difference found between different group of teachers on their effectiveness in relation types of school management, CBSE Board teachers are comparatively more effective than UP Board Government teachers and UP Board Government teachers are relatively more effective than Private Unaided School teachers and (iii) there is no significance difference found between different group of teachers on their effectiveness in relation to their locality of educational blocks of school.

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प्राथमिक स्तर के विद्यार्थियों कीशैक्षिक उपलब्धि एवं एकाग्रता पर कला समेकित अधिगम के प्रभाव का अध्ययन

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सारांश

इस अध्ययन को करने का उद्देश्य प्राथमिक विद्यालयों में अध्ययनरत् विद्यार्थियों में उनकी शैक्षिक उपलब्धि और एकाग्रता पर कला समेकित अधिगम के प्रभाव को जानना था। अध्ययन हेतु बेसिक शिक्षा विभाग उत्तर प्रदेश से संबद्ध बरेली जनपद की तहसील नवाबगंज के हिमकरा प्राथमिक विद्यालय को उद्देश्यपूर्ण न्यादर्श विधि द्वारा चयनित किया गया। इस अर्धप्रयोगात्मक अध्ययन को करने हेतु कक्षा-4 के 30 विद्यार्थियों को चयनित कर एकल समूह का निर्माण किया गया। छात्रों की शैक्षिक उपलब्धि और एकाग्रता को देखने के लिए छात्रों का उपचार से पहले लिए गये पूर्व-परीक्षण और उपचार के पश्चात् लिये गये पश्च-परीक्षण का एकल समूह टी-परीक्षण द्वारा तुलनात्मक अन्तर किया गया। अध्ययन के निष्कर्ष में प्राप्त हुआ कि, परम्परागत शिक्षण की अपेक्षा कला समेकित अधिगम शिक्षण से छात्रों की शैक्षिक उपलब्धि और एकाग्रता में अधिक प्रगति हुई। कक्षा में कला समेकित अधिगम के उपयोग से छात्र विषय-वस्तु को आनन्द और रुचि के साथ आसानी से समझते और सीखते हैं।

प्रस्तावना

कला के एतिहासिक परिदृश्य पर विचार-विमर्श करने पर यह स्पष्ट होता है, कि कला वैदिक काल से लेकर वर्तमान समय तक महत्वपूर्ण विषय है। कला के महत्व को विद्यालयीय व्यवस्था में ही नहीं स्वीकार किया गया वरन् इसके महत्व को मानव जीवन एवं सामाजिक व्यवस्था में भी स्वीकार किया गया है। कला की प्रकृति मानव प्रकृति से जुड़ी हुई है। कला की प्रकृति आदर्श रूप या भावभिव्यक्ति की सुन्दरता है। कला की प्रकृति सुन्दरता को लेकर चलती है। कला की प्रकृति से मानव आनन्द प्राप्त करता है। शिक्षा में कला का महत्व अत्यधिक बढ़ गया है क्योंकि, प्राथमिक स्तर के विद्यालयी पाठ्यक्रम में विभिन्न प्रकार की ललित कलाओं में केवल चित्रकला ही विषय के रूप थी, लेकिन नई शिक्षा नीति में मूर्तिकला, काव्य कला, संगीत कला, नृत्यकला, नाट्यकला, व्यापारिक कला, शिल्पकला आदि विभिन्न ललित कलाओं को अन्य विषयों के साथ एकीकृत किया गया है, जिससे छात्रों का सर्वांगीण विकास किया जा सके। शिक्षा वह अस्त्र है, जिसके द्वारा बालक का सर्वांगीण विकास किया जाता है। लेकिन जो शिक्षा केवल पुस्तकीय ज्ञान पर निर्भर करती है, उसें हम शिक्षा नही कह सकते। महात्मा गांधी ने कहा है कि, "शिक्षा से मेरा अभिप्राय बालक एवं मनुष्य के शारीरिक, मानसिक, एवं आत्मा के सर्वोत्तम अंश की अभिव्यक्ति है।" शिक्षा के क्षेत्र में विज्ञान, वाणिज्य एवं कला प्रमुख शाखाएं हैं। इन शाखाओं के अनेक उपभेद हैं, जैसे- विज्ञान वर्ग के अन्तर्गत भौतिक विज्ञान, रसायन विज्ञान, जीव विज्ञान, गणित, इन्जीनियरिंग, कृषि विज्ञान आदि। इन सभी विषयों का शिक्षण करते समय हमें कला की आवश्यकता लेनी होती है। अतः विद्यार्थियों के सृजनात्मक क्षमता के विकास में कला की अहम् भूमिका है। कला न केवल उनकी संवेदनाओं को प्रेरित करती है, बल्कि अन्य विषयों के ज्ञान प्राप्त करने तथा उन्हें समझने की बहुपरिप्रेक्षीय नजरिया भी सुझाती है। विद्यालयी शिक्षा में कला की भूमिका न सिर्फ एक विषय के रूप मे है, वरन् रोचक प्रक्रिया के रूप में भी है। सीखने-सिखाने की प्रक्रिया में कला शिक्षा महत्वपूर्ण भूमिका अदा करती है जिससे शिक्षा बच्चों के लिए रोचक और ज्ञानवर्धक हो जाती है। साथ ही शिक्षकों के लिए भी कला, शिक्षण को बालकेन्द्रित व आनन्ददायी बना देती है। कला प्रक्रियाओं में कला में अन्तिम उत्पाद ही महत्वपूर्ण नही बल्कि प्रक्रिया भी अधिक महत्व रखती है। बालक को कला सृजन प्रक्रिया में आनन्द की अनुभूति होती है। विषयों की शिक्षण अधिगम प्रक्रिया में कला को एक माध्यम के रूप में उपयोग करने से बच्चे आनन्द के साथ विषयों की अवधारणा को आसानी से समझते हैं। सीखने-सिखाने की प्रक्रिया में कला का समावेश कला समेकित शिक्षा है जिसमें कला की विभिन्न विधाओं जैसे दृश्य-कला के अन्तर्गत चित्रकला, मूर्तिकला, कई प्रकार के शिल्प जैसे-मुखौटे बनाना या अन्य सामग्रियों से कई कलात्मक वस्तुओं का निर्माण तथा प्रदर्शन कलाओं में नाटक, नृत्य, संगीत आदि को विषयों के साथ जोड़कर कक्षा को आनन्ददायी बनाया जा सकता है। कला समेकित शिक्षा के लिए शिक्षक को कला का विशेषज्ञ होना आवश्यक नहीं है, लेकिन उसे कलात्मक होना चाहिए तथा साथ ही साथ उसे कला की भी कुछ सामान्य जानकारी होनी चाहिए जिसका समावेश वह अन्य विषयों के साथ कर सके।

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सम्बन्धित शोध साहित्य

फर्नांडीज एण्ड मुनोजू (2021) के अध्ययन "इंटरैक्सन ऑफ इम्पल्सविटी, अटेंशन एण्ड इंटेलीजेंस इन अर्ली एडोलेंस्ट्स ब्रोन प्रीटर्म विदाउट सीक्वल" में बौद्धिक एवं ध्यान कौशलों में कुसमायोजित माध्यमिक स्तर के 12 किशोरों का चयन किया। पुरुष किशोर ने सामान्य श्रेणी में बौद्धिक और ध्यान क्षमताओं में आवेग नियंत्रण करने में कठिनाई दिखाई और महिला किशोर ने पुरुष किशोर से बेहतर प्रदर्शन किया। ध्यान उनके व्यवहार और अकादमिक स्तर को प्रभावित करता है, यह उनके व्यवहार के संज्ञानात्मक नियंत्रण और मध्यम तथा लम्बी अवधी में अकादमिक प्रदर्शन को प्रभावित कर सकता है।

बासु (2020) ने अपने अध्ययन "प्रमोटिंग इनक्लूजिविटी इन एलीमेंटरी क्लासरूम थ्रू आर्ट इंटिग्रेटेड लर्निंग" में साहित्य समीक्षा करने पर पाया कि, कला एकीकरण अधिगम शिक्षण और सीखने का अभिनव दृष्टिकोण है, जो छात्रों को ध्यान आकर्षित करने, प्रेरित करने तथा सक्रिय भागीदारी को बढ़ाने हेतु एक सक्षम साधन है। प्रत्येक बच्चे के समग्र सीखने और विकास को बढ़ाने में कला एकीकरण शिक्षा की महत्वपूर्ण भूमिका है तथा कला एकीकरण शिक्षण से कक्षा को समावेशी कक्षा बनाने में और शैक्षिक लक्ष्यों को प्राप्त करने में सहायक है।

कैरन (2019) ने अध्ययन "द इफैक्ट्स ऑफ आर्ट्स-इंटीग्रेटेड इंस्ट्रक्सस ऑन मैमोरी फॉर साइंस कंटेट" में सहसम्बन्धी परिणाम से यह स्पष्ट होता है, कि छात्रों में शैक्षणिक परिणामों में सुधार होता है। कला आधारित गतिविधियां पारम्परिक रूप से सिखाये गये पाठों (विषय-वस्तु) को सीखने के परिणाम में उत्तम सिद्ध हुए हैं। अध्ययन शहरी मध्य अटलांटिक स्कूल के पांचवी कक्षा की कक्षाओं पर किया गया, जिसमें न्यादर्श में 350 विद्यार्थियों का यादृच्छिक रूप से चयन किया गया। अध्ययन में विज्ञान विषय को पढ़ाया गया।

मिलोवानोवी (2017) ने "अटेंशन अस ए फैक्टर द स्कूल परफॉर्स ऑफ एडोलेंस" अध्ययन में पाया कि, ध्यान संज्ञानात्मक गतिविधि के मूल का प्रतिनिधित्व करता है, यह सार्थक सूचना प्रसंस्करण का अनिवार्य तत्व है और आत्म-नियंत्रण में एक महत्वपूर्ण कारक है, जो अकादमिक सफलता के लिए आवश्यक है। यह अध्ययन सर्बिया के विभिन्न शहरों के 350 किशोरों पर किया गया। परिणाम इंगित करते हैं कि, शैक्षिक उपलब्धि अत्यधिक रूप से ध्यान के कार्य घटकों के एक निश्चित विन्यास से जुड़ी हुई है। किशोरों की शैक्षिक उपलब्धि को ध्यान के बिना प्राप्त नही किया जा सकता है। अतः किशोरों की बौद्धिक क्षमताओं के लिए ध्यान के मूल्यांकन घटकों के विकास को प्रोत्साहित करने के उद्देश्य से शैक्षिक कार्यक्रम चलाये जाने की आवश्यकता है।

मोहन एंड सरवनकुमार (2015) ने "एफीकेसी ऑफ अटेंशन स्ट्रेटजीज ऑन इनहैसिंग स्टूडेंट्स अचीवमेंट इन इंग्लिश" अध्ययन में कक्षा-12 के छात्रों की अंग्रेजी विषय की उपलब्धि को बढ़ाने पर ध्यान देने की रणनीतियों का पता लगाने हेतु प्रयोगात्मक अनुसंधान अध्ययन किया। अध्ययन एकल समूह डिजाइन में 6 सप्ताह की अवधि में पूर्ण किया गया। अध्ययन के निष्कर्ष में प्राप्त हुआ कि ध्यान के साथ साथ उनकी शैक्षिक उपलब्धि में भी वृद्धि हुई।

अध्ययन की आवश्यकता

छात्रों में जन्मजात शक्तियों को क्रिया करके परिमार्जित किया जाता है, उन्ही पूर्ण शक्तियों को जानते हुए विकसित करना तथा उचित मार्ग की ओर ले जाना ही शिक्षा है। ऐसा करने से छात्र के व्यवहार में अभूतपूर्व सुधार होता है। यही शिक्षा का उद्देश्य भी है। कला विषय भी व्यवहार में संशोधन लाते हुए पूर्णता प्रदान करने की क्षमता रखता है। राधाकमल मुखर्जी के अनुसार- ''कला समाज के हाथों में ऐसा महत्वपूर्ण, आकर्षक तथा शक्तिशाली उपकरण है, जिसके द्वारा जीवन के लक्ष्यों एवं मानव सम्बन्धों को यथोचित रूप प्रदान किया जा सकता है तथा नियमित किया जा सकता है।'' अतः वर्तमान परिस्थिति में सामाजिक दृष्टिकोण अपनाते हुए शिक्षण संस्थाओं में कलाओं को मानव सम्पर्कों तथा जीवन लक्ष्यों को आकार देने में महत्वपूर्ण भूमिका बनाने में सहायता प्रदान कर सकती है। अतः इन्ही बिन्दुओं को ध्यान में रखते हुए अध्ययनकर्ता के समक्ष यह विचार उत्पन्न हुआ, कि क्या प्राथमिक स्तर के विद्यार्थियों में कला समेकित अधिगम से छात्रों की शैक्षिक उपलब्धि में वृद्धि होती है? तथा छात्रों की एकाग्रता पर कला समेकित अधिगम का क्या प्रभाव पड़ता है? इन्ही प्रश्नों को खोजने हेतु अध्ययनकर्ता ने इस अध्ययन को करने का निर्णय किया।

शोध प्रश्न

1. क्या कला समेकित शिक्षा प्राथमिक स्तर के विद्यार्थियों की प्रभावी शैक्षिक उपलब्धि में अपना योगदान दे सकती है?

2. क्या कला समेकित शिक्षा प्राथमिक स्तर के विद्यार्थियों की एकाग्रता को बढ़ाने में योगदान दे सकती है?

समस्या कथन

प्राथमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि एवं एकाग्रता पर कला समेकित अधिगम के प्रभाव का अध्ययन।

प्रमुख शब्दों का परिभाषीकरण

प्राथमिक स्तर के विद्यार्थी : प्रस्तुत अध्ययन में प्राथमिक

स्तर के विद्यार्थियों से तात्पर्य, कक्षा-4 में अध्ययनरत् 10 से 11 आयु वर्ष के विद्यार्थियों से है।

शैक्षिक उपलब्धि : अध्ययन में शैक्षिक उपलब्धि से तात्पर्य प्राथमिक स्तर के विद्यार्थियों का अपने शैक्षिक लक्ष्यों को उच्चतम् बिन्दु तक ले जाने से है, जिसमें विद्यार्थी विषय वस्तु को प्रभावी रूप से सीख सकें।

एकाग्रता : प्रस्तुत अध्ययन में एकाग्रता से तात्पर्य प्राथमिक स्तर के विद्यार्थियों का अपने उद्देश्य प्राप्ति हेतु ध्यान केन्द्रित रखने से है।

कला समेकित अधिगम : कला समेकित अधिगम से तात्पर्य शिक्षक द्वारा विषय-वस्तु के शिक्षण हेतु कला, शिल्प तथा गतिविधि के माध्यम से रचनात्मक रूप से विद्यार्थियों में सीखने की समझ विकसित करने से है।

उद्देश्य

- प्राथमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि पर कला समेकित अधिगम के प्रभाव का अध्ययन करना।
- प्राथमिक स्तर के विद्यार्थियों की एकाग्रता पर कला समेकित अधिगम के प्रभाव का अध्ययन करना।

परिकल्पनाएँ

- प्राथमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि पर कला समेकित अधिगम का प्रभाव पड़ता है।
- प्राथमिक स्तर के विद्यार्थियों की एकाग्रता पर कला समेकित अधिगम का प्रभाव का पड़ता है।

अध्ययन के चर

स्वतन्त्र चर- कला समेकित अधिगम

आत्रित चर- शैक्षिक उपलब्धि, एकाग्रता

शोध अध्ययन की विधि

प्रस्तुत शध अध्ययन में अर्धप्रयोगात्मक शोध विधि का प्रयोग किया गया।

जनसंख्या- प्रस्तुत शोध अध्ययन की जनसंख्या बेसिक शिक्षा विभाग उत्तर प्रदेश से संबद्ध बरेली जनपद के समस्त प्राथमिक विद्यालय है।

शोध अभिकल्प

शोध अध्ययन हेतु बेसिक शिक्षा विभाग उत्तर प्रदेश से संबद्ध बरेली जनपद के नवावगंज तहसील के प्राथमिक विद्यालय हिमकरा, बरेली का चयन उद्देश्यपूर्ण विधि द्वारा किया गया। प्राथमिक विद्यालय मे अध्ययनरत् कक्षा-4 के 30 विद्यार्थियों का चयना किया गया तथा उसमें अध्ययनरत् कक्षा-4 के 30 विद्यार्थियों को एकल समूह निर्माण करके कला समेकित अधिगम का शिक्षण से उपचारित किया गया। अध्ययन में उपचार से पूर्व विषय-वस्तु को पढ़ाने से पहले इस बिन्दु का ध्यान रखा गया कि, सामाजिक विज्ञान के जिन विषय-वस्तु को कक्षा में छात्रों को पूर्व में ही परम्परागत शिक्षण द्वारा पढ़ाया जा चुका है, उन्ही विषय-वस्तु को कला समेकित अधिगम में चित्रकला, शिल्पकला और गतिविधि से सम्बन्धित पाठ्य-योजना के द्वारा 2 सप्ताह के लिए उपचार प्रदान किया गया। उपचार के पूर्व छात्रों का पूर्व परीक्षण तथा उपचार के उपरान्त पश्च परीक्षण लिया गया। अध्ययन में प्राप्त आकंड़ों के विश्लेषण हेतु एकल समूह टी-परीक्षण का प्रयोग किया गया।

शोध उपकरण

प्रस्तुत अर्धप्रयोगात्मक अध्ययन के अध्ययन चर शैक्षिक उपलब्धि हेतु स्वनिर्मित सामाजिक अध्ययन के उपलब्धि परीक्षण का निर्माण किया गया। उपलब्धि परीक्षण में कुल 20 प्रश्न थे जिसमें 9 प्रश्न मिलान और 11 प्रश्न बहुविकल्पीय प्रकार के थे। प्रश्नों का चयन बेसिक शिक्षा विभाग उत्तर प्रदेश के कक्षा-4 के सामाजिक अध्ययन के पूर्व वर्षो के परीक्षा प्रश्नों के अवलोकन के बाद अध्ययन की आवश्यकता के आधार पर शैक्षिक उपलब्धि के उपकरण मे सम्मिलित किये गये। शैक्षिक उपलब्धि के प्रश्नों की विश्वसनीयता और वैधता कक्षा-4 के सामाजिक अध्ययन के प्रश्न-पत्रों के निर्माण के विषय विशेषज्ञों पर आधारित रही है। इसके लिए कोई अलग से विश्वसनीयता और वैधता की जांच नहीं की गई। शोध अध्ययन के चर एकाग्रता हेतु मानकीकृत शोध उपकरण ब्रिकेनकैंप एंड जिल्मर (1998) के डी2 परीक्षण का प्रयोग किया गया, जिसकी आन्तरिक स्थिरता विश्वसनीसता 0.95 और 0.98 एवं वैधता गुणांक 0.47 है।

आंकड़ों का विश्लेषण

शोधकर्ता द्वारा आंकड़ों के विश्लेषण हेतु टी-परीक्षण की गणना, एस.पी.एस.एस.(संस्करण-16) द्वारा की गयी। अध्ययन में प्रदत्त आंकड़ों का परिकल्पनाओं के आधार पर डाटा का विश्लेषण इस प्रकार है-

1. प्राथमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि पर कला समेकित अधिगम का प्रभाव पड़ता है।

तालिका संख्या-1. एकल समूह (पूर्व-पश्च परीक्षण) की शैक्षिक उपलब्धि के मध्यनकों का टी-सार्थकता परीक्षण

क्र.सं. (S.M.)	परीक्षण	छात्र संख्या (N)	मध्यमान (M)	मानक विचलन (σ)	मध्यमानों की मानक त्रुटि (σ_M)	सहसम्बन्ध (r)	मध्यमानों के अन्तर की मानक त्रुटि (σ_D)	टी-मान (t)
1	पूर्व परीक्षण	30	4.70	2.28	.45	.50	1.22	9.18
2	पश्च परीक्षण	30	15.90	2.66	.49			

उपरोक्त तालिका का अवलोकन करने पर ज्ञात होता है, किज का गणना मान 9.18 प्राप्त हुआ है, जो कि एक पुच्छिय परीक्षण ज की स्वतंत्रता की कोटि29 के सार्थकता स्तर 0.01 पर तालिका मान 2.47 से अधिक है। अतः वैकल्पिक परिकल्पना- प्राथमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि पर कला समेकित अधिगम का प्रभाव पड़ता है, स्वीकार की जाती है। अतः हम कह सकते है, कि कला समेकित अधिगम छात्रों की शैक्षिक उपलब्धि को सार्थक रूप से बढ़ाता है।

2. प्राथमिक स्तर के विद्यार्थियों की एकाग्रता पर कला समेकित अधिगम का प्रभाव का पड़ता है।

तालिका संख्या-2 एकल समूह (पूर्व-पश्च परीक्षण) की एकाग्रता के मध्यनकों का टी-सार्थकता परीक्षण

क्र.सं. (S.M.)	परीक्षण	छात्र संख्या (N)	मध्यमान (M)	मानक विचलन (σ)	मध्यमानों की मानक त्रुटि (σ_M)	सहसम्बन्ध (r)	मध्यमानों के अन्तर की मानक त्रुटि (σ_D)	टी-मान (t)
1	पूर्व परीक्षण	30	285.77	68.08	12.42	.46	11.90	24.73
2	पश्च परीक्षण	30	580	55.76	10.89			

उपरोक्त तालिका का अवलोकन करने पर ज्ञात होता है, कि t का गणना मान 11.90 प्राप्त हुआ है, जो कि एक पुच्छिय परीक्षण t की स्वतंत्रता की कोटि 29 के सार्थकता स्तर 0.01 पर तालिका मान 2.47 से अधिक है। अतः वैकल्पिक परिकल्पना- प्राथमिक स्तर के विद्यार्थियों की एकाग्रता पर कला समेकित अधिगम का प्रभाव का पड़ता है, स्वीकार की जाती है। अतः हम कह सकते हैं, कि कला समेकित अधिगम छात्रों की एकाग्रता को सार्थक रूप से विकसित करती है।

अध्ययन के परिणाम

अध्ययन के आंकड़ों के विश्लेषण से ज्ञात होता है कि, कक्षा-कक्ष में कला समेकित अधिगम के उपयोग से विद्यार्थियों की शैक्षिक उपलब्धि में अधिक सकारात्मक वृद्धि हुई तथा कक्षा में कला समेकित अधिगम से शिक्षण करने पर छात्रों की एकाग्रता या ध्यान शक्ति में वृद्धि देखने को मिली। अतः कहा जा सकता है कि, प्राथमिक स्तर के विद्यार्थियों में उनकी शैक्षिक उपलब्धि और एकाग्रता पर कला समेकित अधिगम का प्रभाव पड़ता है।

निष्कर्ष

हम कला के बिना जीवन की कल्पना ही नहीं कर सकते हैं, मनुष्य का जीवन कला के बिना जीवन कैसा होता है? नीरस और भयावह तथ्य को जन्म देती है। हम हर जगह प्रत्येक क्षण कला के माध्यम से स्वयं को व्यक्त करते हैं, हम कला के माध्यम से एक दूसरे से संवाद करते हैं, हम कला के माध्यम से अमूर्त और जटिल भावनाओं को व्यक्त करते हैं। हमारे अस्तिव के इतने महत्वपूर्ण पहलू को हमारी शिक्षा प्रणाली में सम्मिलित नहीं करना हमारे समाज की मृत्यु के समान है। यह अध्ययन केवल दृश्य कला एकीकरण के विषय में ही नहीं है, बल्कि कक्षा-कक्ष के दरवाजे रोमांचक, रचनात्मक, भावात्मक रूप से खोलकर छात्रों और शिक्षकों को एकीकाण की वकालत करता है। कक्षा में क्या पढ़ाया जाता है और क्या नहीं, के बीच शिक्षक महत्वपूर्ण कड़ी है। यह शिक्षक पर निर्भर करता है कि, वह विभिन्न अवरोधों को दूर करके छात्रों को वास्तव में आगे बढ़ाने और सीखने में किस प्रकार के अवसर प्रदान करता है और उनकी अनुमति कक्षा-कक्ष में छात्रों को देता है। कला समेकित अधिगत कक्षा वातावरण में छात्रों को सक्रिय रूप से भागीदारी सुनिश्चित करता है तथा विषय-वस्तु पर एकाग्र होकर तथ्यों को समझने में सहयोग प्रदान करता है और उनकी शैक्षिक उपलब्धि में भी वृद्धि करता है। अतः अध्ययनकर्ता कक्षा-कक्ष में शिक्षकों के द्वारा कला समेकित अधिगम के उपयोग का समर्थन करता है।

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Impact of School Locality on The Scientific Aptitude of Adolescent Girls

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Abstract

This paper investigates and describes the impact of school locality on the scientific aptitude of the Kumaun region adolescent girls in Uttarakhand. A sample of 400 adolescent girls studying in 10th classes from 10 schools of the Kumaun region, affiliated to Uttarakhand Board of School Education (UBSE) Government of Uttarakhand. A stratified random sampling technique has been used to select the subjects. Data were gathered with the help of a scientific aptitude test battery (SATB-AA) developed by Agarwal and Aurora (1986). The mean, standard deviation, and t-test were calculated for statistical analysis. The study's findings show a significant difference in the scientific aptitude of adolescent girls owing to differences in their school locality.

Introduction

Modern society is surrounded by technology in all its manifestations. The impact of science is steadily growing, from the cell phones and computers we use daily to medical innovations and space research. Understanding and mastering scientific concepts have never been more crucial for students of all ages. It has been said that science is a reflection of society. In today's Organised world, science serves as the principal pillar. Science and technology are crucial for economic and technical development in all emerging nations; they are taught, learned, and achieved with great care. Today, India is one of the world's strongest countries regarding scientific workforce capability and maturity. We can comprehend technologies from which we borrow and develop our technologies with considerable scientific input from indigenous sources. Science and technology contribute significantly to national growth and societal development. India must become a constant inventor and developer of scientific knowledge in a world where power is defined by a nation's share of global knowledge. Today's science must be creative, foresighted, and visionary to be the Centre of technology we develop tomorrow for a competitive world. The main goal of science education and teaching should be to help young people develop their aptitude for science. Scientific knowledge and a deeper understanding of the subject can alter a child's mindset and attitude.

Need and Significance of The Study

Mukhopadhyaya (1991) performed a study regarding scientific aptitude, urban pupils, particularly girls, outperformed rural pupils. Patel (2010) conducted his research on the students from classes 8th to 10th who were studying in secondary schools in Gujarat state and were selected as a sample for the study. A representative from each of the 68 schools and 204 classes in Gujarat state was considered in the study. A cluster sampling technique collected five thousand forty students for the study. Results showa significant difference between the scientific aptitude tests of urban and semi-urban area students. Students from urban areas are superior to those from semi-urban areas. James and Marice (2004) (Cited in Kumari, 2013) founds in their study that Students from rural areas share a similar scientific attitude and scholastic accomplishment in science, but their scientific aptitude differs. A study performed by (Dafedar, 2014) shows that the urban secondary school students of Karnataka have higher scientific aptitude scores than rural students in Karnataka.

Binwal (2016) examined and described high school students' scientific aptitude in his study. This study investigated how various factors affect high school students' scientific aptitude. The study employed the normative survey method. For the current study, the researcher selected 178 students from high schools in the urban and nearby rural areas of Almora from a

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random sample of 4 schools (government and private). Due to geographic differences, there are significant differences in the scientific aptitude of high school students. Therefore, it can be concluded that students in rural areas have lower levels of scientific aptitude than students in urban areas. While Synrem & Syiem (2018) found no substantial difference in scientific aptitude between pupils in rural and urban schools regarding reasoning, arithmetic ability, science information, and science vocabulary. A study was conducted by Lalrinpuii (2022) to determine the scientific aptitude of higher secondary school science students in the Aizawl district. Three hundred twenty-five students made up the study's sample, including 188, 61, and 76 students from private, public, and deficit higher secondary schools, respectively. The researcher used the Scientific Aptitude Test (SAT), created by Nagappaand Rao. There are 80 questions on the test, which is an objective one. According to the findings, students from urban areas have better scientific aptitude than students from rural areas.

A scientific aptitude test is a tool for calculating one's chances of success in a scientific career. Aptitude tests in science can help guide students' choices of subjects such as education, medicine, engineering, and other professions. A person with scientific aptitude has the innate ability to predict their success in specific scientific disciplines and scientific vocations (with training). Aptitude is a quality or feature that is thought to predict potential but can be learned. Predicting whether someone with a particular talent will succeed in a specific position or profession is challenging. The educational program designed for any learner's needs must consider not only his general ability to learn but also any unique ability or scientific aptitude that he may have and for which special training should be provided. Scientific aptitude is one of those qualities that everyone possesses to varying degrees. Scientific aptitude can also be viewed as a subset of superiority in a specific field of performance, such as science, mathematics, or mechanics.

Understanding the subject matter of science classes generally depends on one's scientific aptitude. Understanding scientific knowledge and facts require a unique intellectual capacity. A particular aptitude enables a person to learn and understand science through teaching and learning. A teacher introduces relevant and engaging science-related activities that spark students' interests while teaching any science lesson in the classroom. Because of the importance of scientific aptitude, the students can internalize the lesson's concept. The ability to understand, analyze, organize, and synthesize scientific ideas in a meaningful and purposeful way results from scientific aptitude in students. The effectiveness of science education is currently under scrutiny on a global scale. The perceived level of scientific literacy among each nation's population serves as the main point of agreement, even though the causes of the low levels vary from country to country. But adequate research into these causes still needs to be done. As a result, the present study highly values scientific aptitude and attitude. Aware of the topic's importance and the need to make our kids more productive in the present and future, the researcher chose to carry out a brief study with the working title "Impact of School locality on The Scientific Aptitude of Adolescent Girls". As a result, several reviews of locality-related studies present conflicting results. However, it is unclear what causes these variations. As a result, additional research is required to ascertain the effects of educational background on scientific aptitude, particularly in Indian classrooms. Furthermore, there has not been much research on scientific aptitude in the field of education, particularly among Uttarakhand's science students. Therefore, the researcher is eager to carry out this study to advance the scientific community.

Research Question

While dealing with the topic, the investigator had the following research question:

Is there any impact of schoollocality on the creation of adolescent girls' scientific aptitude?

The Objective of The Study

The study's primary goal was as follows:

To determine the effect of school locality on adolescent girls' scientific aptitude.

Research Hypothesis

The following null hypothesis was framed for the present research study:

H_O - There is no significant difference in the scientific aptitude of adolescent girls owing to differences in their school locality.

To test the null hypothesis researcher has made four different dimension-wise hypotheses as below.

H_o (1)- There is no significant difference in adolescent girls' reasoning test dimension of scientific aptitude owing to the difference in their locality.

H_o (2)- There is no significant difference in the numerical ability test dimension of adolescent girls' scientific aptitude, owing to the difference in their locality.

H_o (3)- There is no significant difference in the science information test dimension of scientific aptitude of adolescent girls owing to the difference in their locality.

H_o (4)- There is no significant difference in adolescent girls' science vocabulary test dimension of scientific aptitude owing to the difference in their locality.

Research Methodology

Method of the Study

This research study employed the descriptive survey method. The sample was gathered using a random sampling technique.

Tool of the Study

The following tool was used to collect relevant data:

In this investigation, the researcher employed the scientific aptitude test battery (SATB-AA) designed by Agarwal and Aurora (1986).

The subtests in the battery of tests are as follows:

1. Reasoning test
2. Numerical ability test
3. Science information test
4. Science vocabulary test

There are 210 questions in this battery. The above tool had been standardized.

The population of the Study

The study population consisted of students from Class X from various schools affiliated with UBSE in two districts in the Kumaun Region of Uttarakhand.

Sample of the Study

The current study's sample included 400 pupils from ten schools (6 Schools from Nainital And 4 Schools from Udham Singh Nagar Districts) of Uttarakhand's Kumaun Region, affiliated with the UBSE (Uttarakhand Board of School Education Government of Uttarakhand). The sample only comprised female students.

Analysis of Data

H_o- There is no significant difference in the scientific aptitude of adolescent girls owing to differences in their school locality.

Students of the present study were divided based on their Locality of School, i.e., rural vs urban. Data related to the scientific aptitude of rural and urban students are presented in Table 1.

Table 1: Scientific Aptitude and Their Locality of School

Dimensions of Scientific Aptitude	Locality of School	N	Mean	Std. Deviation	t value*	*Level of significance at 0.05
Reasoning Test	Rural Urban	182 218	16.609 14.578	5.121 3.982	4.461	Significant
Numerical Ability Test	Rural Urban	182 218	12.131 12.990	4.178 4.121	2.063	Significant
Science Information Test	Rural Urban	182 218	11.115 12.504	5.072 3.963	3.074	Significant
Science Vocabulary Test	Rural Urban	182 218	11.681 14.293	6.008 4.607	4.917	Significant
Total Score	Rural Urban	182 218	91.497 100.269	26.373 19.195	3.841	Significant

Students of the present study were divided based on their Locality of School, i.e., rural vs urban. Data related to the scientific aptitude (Mean And Standard Deviation) of rural and urban students are presented in Figure 1.

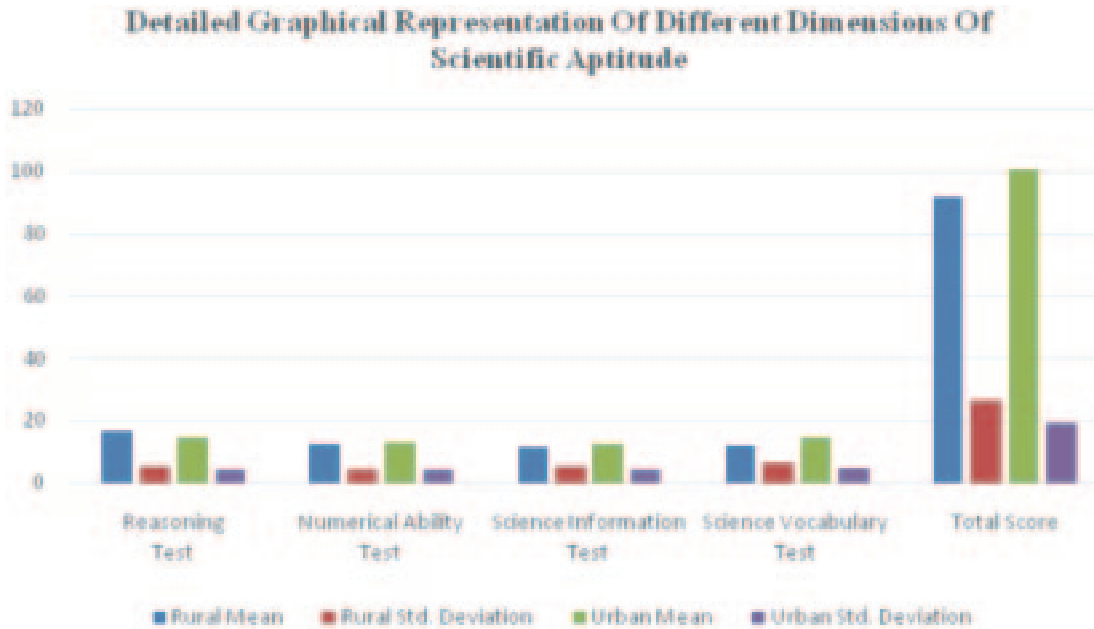

Figure 1: Detailed Graphical Representation of Different Dimensions of Scientific Aptitude

Hypothesis wise Findings of the Study

When we look atthe first dimension of scientific aptitude, statistical analysis, presented in table-1, reveals that the t-value (4.461) for the mean scores of localities between rural and urban students is significant at a 0.05 level of significance, as the tabulated values of 't' is 1.96 at 0.05 level of significance.Although the mean score of rural students (16.609) is more significant than urban students (14.578), Even then, the t-value is significant at a level of 0.05. Thus, the null hypothesis that "There is no significant difference in reasoning test dimension of scientific aptitude of adolescent girls owing to the difference in their locality" is rejected.

Looking at the second dimension of Scientific Attitude, it is revealed that the t-value (2.063) for the mean scores of localities between rural and urban students is significant at a 0.05 level of significance, as the tabulated values of 't' is 1.96 at 0.05 level of significance. The mean score of rural students (12.131) is less than their counterparts (12.990). Thus, the null hypothesis that "There is no significant difference in the numerical ability test dimension of scientific aptitude of adolescent girls owing to the difference in their locality." is rejected.

On testing the third hypothesis, it is found that the t-value **(3.074)** for the mean scores of localities between rural and urban students is significant at a 0.05 level of significance, as the tabulated values of 't' is 1.96 at a 0.05 level of significance. The mean score of rural girls (11.115) is less than urban girls (12.504). Thus, the third null hypothesis, "There is no significant difference in the science information test dimension of scientific aptitude of adolescent girls owing to the difference in their locality." is rejected.

The hypothesis related to the Vocabulary Test, it is revealed thatthe t-valve (4.917) for the mean scores of localities between rural and urban students is significant at a 0.05 level of significance, as the tabulated values of 't' is 1.96 at a 0.05 level of significance. The average valve of rural adolescent girls (11.681) is less than urban adolescent girls (14.293). Thus, the null hypothesis that "There is no significant difference in the science vocabulary test dimension of scientific aptitude of adolescent girls owing to the difference in their locality." is rejected.

When we test hypotheses related to the overall score, it is revealed that the t-valve (3.841) for the mean scores of localities between rural and urban students is significant at a 0.05 level of significance, as the tabulated values of 't' is 1.96 at a 0.05 level of significance. The average valve of rural adolescent girls (91.497) is less than urban adolescent girls (100.269). Thus, the null hypothesis, "There is no significant difference in the scientific aptitude of adolescent girls owing to differences in their school locality," is rejected.

Findings of the Study

The following are the findings of the present study:

1. There is a substantial distinction in the reasoning test dimension of scientific aptitude of adolescent girls owing to the difference in their locality.

2. There is a substantial distinctionin the numerical ability test dimension of scientific aptitude of adolescent girls owing to the difference in their locality.

3. There is a substantial distinction in the science information test dimension of scientific aptitude of adolescent girls owing to the difference in their locality.

4. There is a substantial distinction in adolescent girls' science vocabulary test dimension of scientific aptitude owing to the difference in their locality.

Conclusion and Discussion

Therefore, it can be concluded that students in rural areas have lower levels of scientific aptitude than students in urban areas. Students from the sample said that the primary issues with science teaching were caused by a lack of infrastructure in science classrooms and laboratories, particularly a lack of technology, a lack of science teachers in rural regions, and a lack of available coaching sessions. Students have also expressed that a significant obstacle to learning is the need for more innovative teaching methods. To improve society as a whole and rural adolescent girls specifically, it is concluded that scientific aptitude should be improved. It is a well-known truth that understanding science and applying it to daily life improves our quality of life. It is also seen in rural areas that most students come to school from very long distances, as well as helping with household chores, which makes them tired and have less time to study. We need to strengthen rural students' study habits, boost their self-esteem, and provide them with more opportunities to learn to increase their scientific aptitude. We can offer them some suitable study materials for scientific topics. From the above discussion, it can be said that school dramatically influences children's scientific aptitude. The scientific aptitude of children in urban area schools was found to be good in research.

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Relationship between Academic Goal Orientation and Selfefficacy of Higher Secondary School Students of NRI Parents

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Abstract

Students should have the motive to complete their academic tasks successfully and should develop a strong feeling that they are capable of doing their tasks successfully. So the role of educators to improve students' self-efficacy believes and goal orientation motives to reap the academic gains, especially in the case of students whose parents have migrated for employment or business. The present study concentrates on academic goal orientation and self-efficacy of higher secondary students of NRI parents. The overall self-efficacy could be find out by taking students general self-efficacy and their academic self-efficacy. Analysis is conducted on sub samples like Gender, subject of study and types of school management. The study reveals that the academic goal orientation and self-efficacy of male and female students of NRI parents differ significantly. Female students have more academic goal orientation and self-efficacy than male students The magnitude and sign of the correlation coefficient reveals that there exist a significant large positive correlation between academic goal orientation and self-efficacy and its components academic self-efficacy and general self-efficacy.

Introduction

Students' academic goal orientation and their self-efficacy believes are very much interrelated. Present study tried to link the two research areas by analyzing the interaction between academic goal orientation and self-efficacy of higher secondary students of NRI parents. Students should have the motive to complete their academic tasks successfully and should develop a strong feeling that they are capable of doing their tasks successfully. So the role of educators to improve students' self-efficacy believes and goal orientation motives to reap the academic gains, especially in the case of students whose parents have migrated for employment or business. The important role of goals and goal orientation beliefs has been a focus of recent research on students' motivation and self-regulated learning in academic settings (Mehar & Pintrich, 1991). Self-efficacy has been applied to the area of school achievement and has become a clear variable in educational psychology (Schwarzer, 1997). In education, self-efficacy is a key contributing factor to learners' success, because self-efficacy influences the choices learners make and the courses of action they pursue (Pajares, 2002).

Need and Significance

The purpose of this study is to find out the self-efficacy and Academic goal orientation of students of NRI parents and compare these with sub samples gender, subject of study and type of school management. An Indian citizen who resides in India for less than 182 days during the course of preceding financial year is considered as NRI. In Kerala a significant number of parents either father mother or both are working abroad. Majority of children of such parents, especially in higher secondary level seems to carry a life as they like. This behavior often results problem in their emotional well-being and in academic life. Most of such students living with their grandparents, relatives or even independently, shows insecurity feelings and academic buoyancy that may cause a direct effect on their self-efficacy beliefs. Finally it tampered their goal orientation motives in academic fields. Considering this, it would be beneficial to study their self-efficacy beliefs and academic goal orientation motives to develop appropriate strategies in academic scenarios. The present study is entitled 'Relationship Between Academic Goal Orientation and Selfefficacy of Higher Secondary School Students of NRI Parents'.

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Objectives

1. To find out theself-efficacy of students of NRI parents by taking their general self-efficacy and academic self-efficacy,
2. To find out the academic goal orientation of students of NRI parents.
3. To find out the relationship between self-efficacy and academic goal orientation of students of NRI parents of the whole sample and sub samples based on:
   a) Gender
   b) Subject of study
   c Type of management of the institution.
4. To find out the relation between academic goal orientation and self-efficacy and its components academic self-efficacy and general self-efficacy.

Hypotheses

1. There exists a significant difference in self-efficacy score and academic goal orientation score of higher secondary students of NRI parents based on sub sample gender, subject of study and type of management of the institution.
2. There exists a significant relationship between self-efficacy and academic goal orientation of students of NRI parents of the whole sample and sub samples based on :
   a) Gender
   b) Subject of study
   c) Type of management of the institution.
3. There exists a significant correlation between academic goal orientation and self-efficacy and its components academic self-efficacy and general self-efficacy.

Methodology

Method of the study

Survey method was used for the study.

Sample selected for the study

The study conducted on the self-efficacy and academic goal orientation of higher secondary students of NRI parents in Kerala. One hundred and fifty seven students from higher secondary schools are being taken. The sample consisting of 57 male students and 100 female students.The sample was selected by stratified random sampling method.

Tools

1. Students self-efficacy scale consisting 39 questions under 19 domains scored using five point scale.
2. Students' academic goal orientation inventory consisting 44 questions under 4 domains scored using five point scale.

Statistical Techniques

Median, Mode and Skewedness are used for measuring normality of samples. Mean and SD are used for percentage analysis of self-efficacy and academic goal orientation. Test of significance for large independent groups was used for comparison of sub sample gender and one way ANOVA was used for comparison of sub sample type of management of the institution. To find the relationship between academic goal orientation and self-efficacy and its components, Person's product moment correlation was calculated.

Analysis and Interpretation

Find the extent of the variable academic goal orientation and self-efficacy and its components, general self-efficacy and academic self-efficacy among students of NRI parents, mean, median, mode, SD, skweness and kurtosis were computed and presented in table 1.

Table 1: Descriptive statistics of variable Academic Goal Orientation and Self Efficacy

Variable Statistics	Academic-Goal Orientation	Self-Efficacy	General-Self Efficacy	Academic Self Efficacy
Mean	172.64	149.82	82.80	67.01
Median	174.00	150.00	83.00	67.00
Mode	166.00	152.00	85.00	71.00
Std.Deviation	19.19	14.22	7.93	7.85
Skewness	-.229	-.043	-.060	-.144
Kurtosis	-.170	.000	.107	.119

Table 1 shows that mean, median, and mode of academic goal orientation is 172.64, 174 and 166 respectively. These three values are almost equal. Standard deviation of academic goal orientation is 19.19. Indices of skweness and kurtosis found to be -.229 and -.170, which shows that the variable academic goal orientation is almost normally distributed. Mean, median, and mode of self-efficacy is 149.82, 150 and 152 respectively. These three values are almost equal. Standard deviation of self-efficacy is 14.22. Indices of skweness and kurtosis found to be -.043 and 0, which shows that the variable self-efficacy is almost normally distributed. Mean, median, and mode of general self-efficacy is 82.80, 83 and 85 respectively. These three values are almost equal. Standard deviation of general self-efficacy is 7.93. Indices of skweness and kurtosis found to be -.060 and .107, which shows that the variable general self-efficacy is almost normally distributed. Mean, median, and mode of academic self-efficacy is 67.01, 67 and 71 respectively. These three values are almost equal. Standard deviation of academic self-efficacy is 7.85. Indices of skweness and kurtosis found to be -.144 and 0.119 which shows that the variable academic self-efficacy is almost normally distributed.

Effect of gender on Academic Goal Orientation and Self-Efficacy

To find the effect of gender on academic goal orientation and self-efficacy of students of NRI parents, test of significance of mean difference for large independent groups was used. Results of the analysis are presented in table 2.

Table 2: Data and results of comparison of mean scores of academic goal orientation and self-efficacy for relevant subsample based on gender

Variable	Gender	N	Mean	Std. Deviation	t-value
Academic Goal Orientation	Male Female	57 100	167.91 175.34	19.33 18.68	2.37*
Self-Efficacy	Male Female	57 100	145.39 152.34	13.51 14.06	3.02**
Academic Self Efficacy	Male Female	57 100	63.39 69.08	6.78 7.69	4.65**
General Self Efficacy	Male Female	57 100	82.00 83.26	8.15 7.80	0.96

*significant at 0.05 level, ** significant at 0.01 level

From table 2 it is clear that there exist a significant difference in the mean academic goal orientation scores of male and female students of NRI parents; $t(155) = 2.37$, $p < 0.05$. That means academic goal orientation of male and female students of NRI parents differ significantly at 0.05 levels. Mean score shows that female students of NRI parents (M=175.34) have more academic goal orientation than male students of NRI parents (M= 167.91).

Table 2 shows that there exist a significant difference in the mean self-efficacy scores of male and female students of NRI parents; $t(155) = 3.02$, $p<0.01$. That means self-efficacy of male and female students of NRI parents differ significantly at 0.01 levels. Mean score shows that female students of NRI parents (M=152.34) have more self-efficacy than male students of NRI parents (M=145.39).

Table 2 shows that there exist a significant difference in the mean academic self-efficacy scores of male and femalestudents of NRI parents; $t(155) = 4.65$, $p < 0.01$. That means academic self-efficacy of male and female students of NRI parents differ significantly at 0.01 levels. Mean score shows that female students of NRI parents (M= 69.08) have more academic self-efficacy than male students of NRI parents (M=63.39).

Table 2 reveals that there exist no significant difference in the mean general self-efficacy scores of male and female students of NRI parents; $t(155) = 0.96$, $p > 0.05$.

Effect of type of management of the institution on Academic Goal Orientation and Self -Efficacy

To find out the effect of type of management of the institution on academic goal orientation and self-efficacy one way ANOVA was used.On the basis of type of management of the institution,there are three type of schools in Kerala they are Government Schools, Government Aided Schools (which receives grant in aid from government) and Unaided Schools (which receives no grant in aid from government). Results of one way ANOVA analysis is presented in table 3.

Table 3: Data and results of comparison of mean scores of academic goal orientation and self-efficacy for relevant subsamples based on type of management

Variable	Source variance	Sum of Squares	df	Mean Square	F
Academic Goal Orientation	Between Groups	2523.971	2	1261.986	3.54*
	Within Groups	54934.054	154	356.715	
	Total	57458.025	156		
Self-Efficacy	Between Groups	1928.976	2	964.488	5.01**
	Within Groups	29636.667	154	192.446	
	Total	31565.643	156		
Academic Self Efficacy	Between Groups	475.656	2	237.828	4.01*
	Within Groups	9128.319	154	59.275	
	Total	9603.975	156		
General Self Efficacy	Between Groups	570.577	2	285.288	4.76**
	Within Groups	9238.302	154	59.989	
	Total	9808.879	156		

*significant at 0.05 level, ** significant at 0.01 level.

Table shows that there exist a significant effect of type of management of the institution. (government schools , government aided and unaided schools) on academic goal orientation (F (2,154) = 3.54, p< .05 ofstudents of NRI parents. Table shows that there exist a significant effectof type of management of the institution.(government schools ,government aided and unaided schools)on self-efficacy (F (2,154) = 5.01, p< .01 of students of NRI parents. Table shows that there exist a significant effect of type of management of the institution on academic self-efficacy (F (2,154) = 4.01, p< .05 of students of NRI parents s. Table shows that there exist a significant effect of type of management on general self-efficacy (F (2,154)= 4.76, p< .01 of students of NRI parents.

To check the significance of difference of academic goal orientation and self-efficacy scores between the Groups, Post Hoc tests were carried out. Results of the Post Hoc tests are given in Table 4

Table 4 : Summary of Post Hoc test for academic goal orientation and self-efficacy by type of management

Variable	Group		Mean difference	p value
Academic Goal Orientation	Government	Government Aided	-3.75	.66
	Government	Unaided	16.51	.06
	Government Aided	Unaided	20.27*	.03
Self-Efficacy	Government	Government Aided	-3.54	.509
	Government	Unaided	14.23*	.021
	Aided	Unaided	17.77**	.008
Academic Self Efficacy	Government	Government Aided	-2.97	.216
	Government	Unaided	5.71	.130
	Aided	Unaided	8.68*	.023
General Self Efficacy	Government	Government Aided	-0.57	.944
	Government	Unaided	8.52*	.012
	Government Aided	Unaided	9.10*	.017

*significant at 0.05 level, ** significant at 0.01 level

Table 4 showed that there is a significant difference in academic goal orientation for students studying in governmentaided and unaided schools. Table reveals that there is a significant difference in self-efficacy for students studying in government and unaided schools and governmentaided and unaided schools. Table reveals that there is a significant difference in academic self-efficacy for students studying in governmentaided and unaided schools. Table reveals that there is a significant difference in general self-efficacy for students studying in government and unaided schools and governmentaided and unaided schools.

Effect of Subject on Academic Goal Orientation and Self Efficacy

To find the effect of subject on academic goal orientation and self-efficacy one way ANOVA was used. Results of one way ANOVA analysis is presented in table 5.

Table 5: Data and results of comparison of mean scores of academic goal orientation and self-efficacy for relevant subsample based on subject

Variable	Source of variance	Sum-of Squares	df	Mean Square	F
Academic Goal Orientation	Between Groups	832.500	2	416.250	1.13
	Within Groups	56625.525	154	367.698	
	Total	57458.025	156		
Self-Efficacy	Between Groups	175.760	2	87.880	.431
	Within Groups	31389.883	154	203.830	
	Total	31565.643	156		
Academic Self Efficacy	Between Groups	107.487	2	53.743	.872
	Within Groups	9496.488	154	61.666	
	Total	9603.975	156		
General Self Efficacy	Between Groups	127.003	2	63.501	1.01
	Within Groups	9681.876	154	62.869	
	Total	9808.879	156		

Table shows that there is no significant effect of subject (science, humanities and commerce) on academic goal orientation ($F(2,154) = 1.13, p > .05$ of students of NRI parents. Table shows that there is no significant effect of subject (science, humanities and commerce) on self-efficacy ($F(2,154) = .431, p > .05$ of students of NRI parents. Table shows that there is no significant effect of subject (science, humanities and commerce) on academic self-efficacy ($F(2,154) = .872, p > .05$ of students of NRI parents. Table shows that there is no significant effect of subject (science, humanities and commerce)on general self-efficacy ($F(2,154) = 1.01, p > .05$ of students of NRI parents.

Relationship between Academic Goal Orientation and Self Efficacy component wise

To find the relationship between academic goal orientation and self-efficacy and its components, Pearson's product moment correlation was calculated. Correlation coefficients and shared variance are presented in table 6.

Table 6: Pearson correlation coefficient and shared variance for academic goal orientation and self-efficacy and its components

Variables	r ($r^2 \times 100$)
Self-Efficacy	.632**(39.94)
Academic Self Efficacy	.589**(34.69)
General Self Efficacy	.550** (30.25)

**significant at 0.01 level

Table 6 shows that Pearson correlation coefficient for academic goal orientation and self-efficacy is .632, Pearson correlation coefficient for academic goal orientation and academic self-efficacy is .589 and Pearson correlation coefficient for academic goal orientation and general self-efficacy is .550. Magnitude and sign of the correlation coefficient reveals that there exist a significant large positive correlation between academic goal orientation and self-efficacy and its components, academic self-efficacy and general self-efficacy.

Calculated shared variance shows that 39.94 percent of variation in academic goal orientation can be explained by self-efficacy, 34.69 percent of variation in academic goal orientation can be explained by academic self-efficacy and 30.25 percent of variation in academic goal orientation can be explained by general self-efficacy.

Major findings

1. There exist a significant difference in the mean academic goal orientation scores of male and female students of NRI parents; $t(155) = 2.37, p < 0.05$. Mean score shows that female students of NRI parents (M= 175.34) have more academic goal orientation than male students of NRI parents (M= 167.91).

2.There exist a significant difference in the mean self-efficacy scores of male and female students of NRI parents; $t(155) = 3.02, p < 0.01$. Mean score shows that female students of NRI parents (M= 152.34) have more self-efficacy than male students of NRI parents (M=145.39).

3. There exist a significant difference in the mean academic self-efficacy scores of male and female students of NRI parents; t (155) = 4.65, $p < 0.01$. Mean score shows that female students of NRI parents (M= 69.08) have more academic self-efficacy than male students of NRI parents (M=63.39).

4. There exist no significant difference in the mean general self-efficacy scores of male and female students of NRI parents; t (155) = 0.96, $p > 0.05$.

5. Study showed that there is a significant difference in academic goal orientation for students studying in government aided and unaided schools, significant difference in self-efficacy for students studying in government and unaided schools and government aided and unaided schools, significant difference in academic self-efficacy for students studying government aided and unaided schools and significant difference in general self-efficacy for students studying in government and unaided schools and government aided and unaided schools.

6. There exist no significant effect of subject of study on academic goal orientation and self-efficacy.

7. Magnitude and sign of the correlation coefficient reveals that there exist a significant large positive correlation between academic goal orientation and self-efficacy and its components, academic self-efficacy and general self-efficacy.

8. 39.94 percent of variation in academic goal orientation can be explained by self-efficacy, 34.69 percent of variation in academic goal orientation can be explained by academic self-efficacy and 30.25 percent of variation in academic goal orientation can be explained by general self-efficacy.

Educational implication of the study

The present study helped to find out the relation between self-efficacy and academic goal orientation of students of NRI parents. Self-efficacy is considered as a psychological variable and it is very much affected to those students whose parents are not with them. Lack of parental care and concern, their beliefs to achieve a designated level on academic task or attain a specific academic goal may be tampered. The role of teachers is to identify such students and promote or maximise their mastery experiences. Teachers should systematically develop general self-efficacy and academic self-efficacy by giving them opportunity to take challenging tasks. Knowledge about self-efficacy and academic goal orientation of students will help the teachers to direct the path of students. Academic goal orientation directly related to academic self-efficacy, therefore teachers should enhance students' self-efficacy through various teaching techniques. Giving individual attention and frequent interaction with such students will definitely create confidence among students and they become masters in their subjects.

Conclusion

During the past few decades several studies have been conducted on variables like self-efficacy and students' academic goal orientation motive. All such studies showed a positive relation between students' self-efficacy and their academic goal orientation. Lower self-efficacy leads to lower academic achievements. In shaping children's values, behaviours and strengthening their self-beliefs, parental care and concern are very essential. Therefore the present study is very crucial, especially where parents migrated for employment or business without giving proper consideration to their kids.

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Revisiting Murrayan Need-Patterns: A Review for Future Directions

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Abstract

With the paradigm shift in the era, there has been a quest in assessing and revisiting need-patterns, as they have been continuously transforming with a more diverse cultural adaptation, value system, socio-economic status, and lifestyle. A lot of articles and research papers relevant to this area have been reviewed to summarize the critical research angle and to seek reasons as it has been noted and condemned that the development of TAT cards during World War II led to even more "deviant" tales or stories with bad protagonists. Additionally, because of the outmoded and now-perceived antiquity of the milieu described on TAT cards, there is a cultural-psycho-social gap between the respondents and the stimuli. This review paper suggests that there is further scope to explore and revisit the Murrayan need-patterns.

Introduction

"Satisfied needs do not motivate. It's only the unsatisfied need that motivates."
- Stephen Covey

It is believed that remaining inwardly whole as an individual and a certain sense of attaining integration have led to the evolution of humankind. Identification and fulfillment of needs have played a prominent role in this process. The above-mentioned quote truly captures the essence of evolutionary history (past facts and findings) and emphasizes the necessity of needs in pushing human beings to recognize underlying need-patterns so that they are never misled and may deliberately follow the route.

The concept of need refers to the subconscious/ unconscious drive that forces an individual to act in a way to fulfill and attain certain goals. That drive may or may not be acknowledged by the individual. To put it another way, if a need is recognized, the purpose and direction of behavior can be linked, and conflicts that arise during the pursuit of the objective can be readily handled.

The Concept of Need within an Evolutionary Framework

The human need was once thought to be limited to basic needs such as meeting basic needs, maintaining physiological function, and defending against parasites and predators, but lately 'need' has been increasingly being employed as a noun rather than a verb. The focus is on the implications and outcomes rather than the various resources and methods used to achieve the intended results. As a result, the method for shifting from current to desired results should be wisely chosen only when a need has been effectively identified (Leigh, 2000).

The book Explorations in Personality (Murray, 1938), described people as "today's great problem", to comprehend people he thought of studying the nature of every facet of personality and he largely concentrated on the press-need combination, with some modifications, 20-plus human needs, and motives were listed, based on their in-depth study of 51 male participants. The Thematic Apperception Test was one of the first motivation tests used in their research (TAT; Murray 1943). Murray defines a 'need' as a hypothetical procedure that is envisioned to take place to account for factual and subjective facts. Murray used the term 'press' to describe items or circumstances in the environment that indicate directional tendencies or guide our needs. Anything in the environment exerts pressure on the organism, whether it is detrimental or useful. As a result, our continuous behavior is determined by our existing needs in the context of the current environmental press (Murray, 1938). His primary orientation was psychodynamic in nature.

Changing Patterns in "Need": An Overview of Past Research

According to Schaller *et al.* (2007), individuals do not "outgrow" their needs and motivations as they mature-instead, they generate new ones. Others are prepared to

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act whenever pertinent risks or possibilities are perceived since hazards and opportunities repeat across life, even later developed need pattern becomes psychologically more essential. A few earlier pieces of research demonstrated that individuals frequently modify their personal goals to accommodate shifting situations. As in today's environment, socio-cultural trends have significantly altered within the age cohorts and the focus has shifted to finding and building character strengths and virtues that eventually improve an individual's life, integrity, and sense of wellbeing (Wagner, Lisa; Gander, Fabian; Proyer, *et al.,* back this up, 2020). It has been observed that as the nation develops and becomes wealthier, youngsters' attitudes about values and their choice of external or internal values will therefore shift, which opens up the possibility for interesting future studies (Skowiska, Oleszkowicz & Siwek, 2017). The relationship between values and needs drives people to pursue their objectives, which in turn influences their standard of living. Personal needs and the foundation for behavior are met by personal objectives that people choose for themselves (Nurmi, 1991). They must modify their objectives to deal with shifting life circumstances because the demands, problems, and opportunities encountered vary as a result of their prior choices, commitments, and associated role changes (see also Brandtstädter & Renner, 1990; Heckhausen, 1999). The aspirations of individuals are impacted by social developments and vary from nation to nation; economic and sociological progress results in a significant change in the values held by individuals. For instance, a study suggests that children's non conformity of Gender has long been associated with poor mental health and diagnosed as a mental disease, but in recent years, an increasing number of prominent viewpoints have asserted that gender variation is a natural element of the human variety. Consider it a paradigm transition: from illness to diversification, from treatment to society, from therapy to affirmations. This opinion piece considers recent changes in terminology, changes in available identities, and changes in the emphasis of interventions with children who identify as gender non-conformists (Pyne, 2014).

Another supporting study claims that beginning in the 1600s–the dawn of the modern era–the Western world evolved from a religion based to a scientific point of reference, from an agrarian society to an industrial economy, from rural to an urban location, and from collectivism to individualism society. The gradual and unequal emergence of the circumscribed, potent self in Western history has been extensively discussed by writers. It consists of distinct psychological borders, an internal sphere of influence, and the desire to shape the outside realm to suit its purpose. There are signs that the circumscribed, masterful self is currently configured as the empty self in post-World War II in America. Our environment has created a self that suffers from a notable lack of common meaning, culture, and society. It incorporates these social absences as a persistent, homogeneous emotional yearning and perceives their repercussions "internally" as a loss of deep conviction and value. As a result, the post-World War II 'self' is hollow and strives for possessions and consumption as an unconscious means of making up for what's been missed (Cushman, 1990).

Susman (1973) has shown how the pursuit of a secular personality evolved to prioritize cultivating religious individuals, particularly in America. Advising guidebooks of the period emphasized that personality was associated with getting appreciation from others, in contrast to personality, which is focused on an individual's inner moral fortitude. Because it was believed that the individual could undergo personal development by pleasing people and winning their favor in replacement of the practice of doing the ethically right thing, which was determined by one's character, as the most essential goal in life (Riesman, 1953).

The paramount part of life evolved into the person's development, happiness, and satisfaction, and a number of companies emerged to meet this new need of self improvement commerce, which includes mainstream and pop psychology, pop religion, as well as the diet industry, the digital entertainment world, preventative healthcare, and cosmetic sector all rose to popularity. These professions saw astronomical technical advancements, and their ability to affect and rule the majority of society has grown (Lasch, 1978; Lears, 1983). By airing many advertisements, radio programs, TV dramas, etc., the more potent printing and digital media released a torrent of viewpoints and exuded confidence and power. One may convincingly argue that several modern commercials, such as those for insurance coverage, body-related odor, hairstyle, and coloring, are like forceful attacks than they are helpful suggestions. This lauds a model beauty standard and expertise that is unachievable while criticizing and condemning the typical customer. Thus, the twentieth century became a rewarding experience for commercial executives: the way of life transformed into a commodity that retails itself, and the person transformed into a buyer who badly wants to purchase (Cushman, 1990).

Need for Revision in Murrayan Need-Patterns and TAT Cards: Gap Years' Observation

Needless to say, as Dean (2010) describes, "Despite its importance, Need is also a concept that is interpreted in a mindboggling variety of ways".

According to Maddi and Costa (1972), the fundamental aspect of Murray's theory is thepresence of needs in our lives, and there was a distinctly humanistic aspect to his theories as well. As a result, it appears reasonable to examine Maslow's needs as well. "Maslow's hierarchy of needs, developed by the famed humanistic pioneer, is used to investigate how humans organically participate in behavioral motivation. To illustrate the pattern through which human drives normally go, Maslow used the terms "physiological", "safety", "belonging and love", "social needs" or "self-esteem" and "self-actualization". The individual must complete each step before moving on to the next... If these needs are not fulfilled, a person's level of discontent rises, and the goal becomes to eliminate the discrepancies. Maslow eventually studied a new layer of need called "transcendence," while rejecting his original concept of self-actualization.

In contrast to Maslow, Edwin C. Nevis (1983) created a Chinese hierarchy of needs by contrasting the cultural presumptions underpinning Chinese management techniques with those underlying American ones. By doing so, he demonstrated the cultural relativism of the Maslow framework, which is based on American culture, and suggested alternative need hierarchies for many cultures that are categorized according to individualism-collectivism and ego social dimensions. Furthermore, unlike in American society, Chinese culture did not place as much weight on ego needs and needs for self actualization. Numerous Western observers remarked how embarrassed Chinese people felt when they were singled out for recognition for their unique accomplishments and how they feared standing out or being better than their neighbors. Nevis discovered that although social needs prevailed over individual needs in China based on the results of his survey of Chinese workers and graduate students, it was worth speculating that the difference in survey rankings between workers and graduate students suggested that ego or self-esteem, which was lacking in the Chinese hierarchy and defined through items like "interesting job" and "full appreciation for work done," might emerge as a new level in the new generation of Chinese. Even while actualization remained at the top of both hierarchies, it could be more accurate to refer to the highest Chinese level of need as "social confluence" as self-actualization could only be understood in the context of contributions to society. However, American citizens view the desire for self-esteem as a motivating factor and accomplishment symbols as rewards for successful self-actualization.

Max-Neef (1989) also offered a 9 x 4 matrix of needs, as well as axiological and existential categories. Only two essential needs are suggested by Doyal and Gough (1991), Physical Health and Autonomy. Deci and Ryan (2000) developed the Self Determination Theory, which posits a set of three universal basic psychological needs (autonomy, competence, and relatedness) that are met by a variety of personal and contextual circumstances. In the capacities approach, Nussbaum (2000) proposes ten core capabilities, whereas Seligman (2012) proposed the PERMA model of flourishing, which consists of five needs, and created the PERMA flourishing model, which has five needs, while Kaufman(2021) reimagined Maslow's hierarchy as a sailboat with three security and three growth needs.

Few other research contributions relevant to this area have been enlisted below:

- Need for cognition (Cacioppo *et al.*, 1996)
- Need for closure (Webster & Kruglanski, 1994)
- Need for uncertainty (Sorrentino *et al.*, 1995)
- Need for uniqueness/independence (Singelis *et al.*, 1999)
- Need for structure (Moskowitz, 1993), Neuberg and Newsom (1993)
- Authoritarianism Kemmelmeier *et al.* (2003))
- Desirability of Control Scale (Burger and Cooper, 1979), DeNeve and Cooper (1998).
- Motivation to Control Prejudiced Reactions Scale (MCPRS) (Dunton and Fazio 1997; Plant and Devine, 1998; Fazio and Olson, 2003)
- Fear of social rejection (Mehrabian, 1994)

To further support this paper, the Comprehensive Motivation Coding System (CMCS) was investigated by Xu *et al.* (2014) by making comparisons to its applicability to present undergrads with Murrayan need-patterns. His research has strongly emphasized the need for a re-conceptualization of Murray's needs because of the limited sample size, not all strivings were elicited, reducing the generalizability of his findings. It has been also mentioned that Murrayan needs did not previously address the importance of young adults' need for meaning in life and uniqueness (Cai, Zou, Feng *et al.*, 2018).

It has been noted and condemned, because of the era's paradigm shift, that the development of TAT cards during World War II led to even more "deviant" tales or stories with bad protagonists. Additionally, because of the outmoded and now perceived antiquity of the milieu described on TAT cards, there is a cultural-psycho-social gap between the respondents and the stimuli (Kelland, 2010). During TAT's development, the military's main concerns were mitigating the damage and defending themselves against the potential danger, it can be inferred that there were historical factors that contributed to the military threat, including poverty, shortages of goods, uncertainties, and most significantly-suspiciousness among locals and military officials. To represent exaggerated emotions, particularly negative ones, gloomy tones were produced for the test while keeping this situation in mind. Although Chowdhary (1960) changed TAT cards to fit the Indian cultural setting, the original version's need-patterns were also taken into consideration. However, in the current scenario, socio-cultural events have substantially altered due to the globalized economy amidst the deadly Corona-virus Pandemic. Also, with the evolving emphasis in the domain of Positive Psychology, values and trends among the generational cohort have been changing constantly. Spotlight has been re-routed towards determining and strengthening character strengths and virtues that ultimately improve human character, stability, and mental peace. The conclusion of the research provides further credence to the idea that character influences well-being and may serve as a blueprint for interventions based on personal strengths and needs.

Additionally, studies have stressed the need of rethinking Murray's needs. Therefore, by looking at factor analyses of self-judged motivating factors, it may now be able to provide a better range of Murrayan need-patterns. The primary goal of the current research, taking into account individual variances, is not to throw a wide net to encompass all of an individual's motivation elements, but rather to find similarities between them. The opportunity to utilize a more sophisticated use of projective assessments of motivation does seem to be present in 1972. When researchers conceptualize their inquiries in the context of need-patterns or configurations and share their discoveries with other investigators, the current situation of relative neglect can be easily eradicated (Bowen, 1973). The future research criteria are chosen with the understanding that it may be expanded to study pertinent need-patterns that may not have been covered in the original TAT Picture Cards, and that individuals may identify with the current socio-cultural setting. As a result, it is proposed that due to the gap years, the TAT cards also need to be assessed.

Conclusion

As Murray's theory suggests, the development of any particular need is the consequence of its interplay with other internal or external stimuli, which in turn causes the establishment of certain thoughts and behaviors, objectives, and underlying motivations and needs. This paper has reviewed that there is substantial evidence to demonstrate the lasting value of these needs to human functioning. We believe that the conclusions are drawn from Murray's theory and empirical research (Thematic Apperception Test) that tested it is both theoretically significant and practically useful, with countless social repercussions. Several psychological theoretical frameworks have influenced research in several subfields of this study and explored a vast array of issues related to the optimized functioning of human beings in terms of recognized needs and striving for goal fulfillment. We also contend that more clarity is required in comprehending the precise social-cognitive processes via which various motivational factors, and fundamental human needs specifically, are aroused and fulfilled. This work extends to how Murrayan Need-patterns may have evolved and gotten into core social cognitive processing mechanisms within the present time frame. Due to the current shifting environment, we may thus anticipate that the pattern of needs may likewise change from those listed in Murray's categorization of needs.

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The Association Between Suicidal Risk in Youths and Mental Disorders- A Systematic Overview

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Abstract

The current study is aimed at putting the light on the suicide, its prevention strategies and crisis management. Mental health is an indivisible part of public health and significantly affects countries and their human, social and economic capital. Mental health is not merely the absence of mental disorders or symptoms but also a resource supporting overall well-being and productivity. Positive mental health is a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and can contribute to his or her community. This mini review gives a short overview of the most important risk factors for late school-age children and adolescents, as established by scientific research in this domain. Key risk factors found were: mental disorders, previous suicide attempts, specific personality characteristics, genetic loading and family processes in combination with triggering psychosocial stressors, exposure to inspiring models and availability of means of committing suicide. Further unravelling and knowledge of the complex interplay of these factors is highly relevant with regard to the development of effective prevention strategy plans for youth suicide.Thismental capital is vitally important for the healthy functioning of families, communities and society. Suicide is a complex human behavior with multiple interacting determinants. Clinicians and practitioners often face difficulties in assimilating the evidence base for suicide prevention interventions, evaluating their effectiveness and decoding the best practice elements of each approach. In this article, we do not aim to provide an exhaustive coverage of every approach. Although a number of approaches hold promise, there are difficulties in ascertaining the effective elements under each of them. Innovative research designs are needed to address this knowledge gap as it will facilitate optimal allocation of resources for suicide prevention.

Introduction

Young people have to make decisions about important concrete directions in life, for example school, living situation, peer group etc. They must also address new challenges with regard to building their own identity, developing self-esteem, acquiring increasing independence and responsibility, building new intimate relationships, etc. In the meantime, they are subject to ongoing, changing psychological and physical processes themselves. And besides that, they are often confronted with high expectations, sometimes too high, from significant relatives and peers. Such situations inevitably provoke a certain degree of helplessness, insecurity, stress and a sense of losing control. To address these challenges and successfully cope with these emotions, young people must have access to significant supporting resources such as a stable living situation, intimate friendships, a structural framework and economic resources. Risk factors can be seen as factors that undermine this support or hinder access to these resources, while protective factors strengthen and protect these resources, or serve as a buffer against risk factors.

Suicide in ancient India has largely been influenced by sacrificial motives, for the sake of honor, religious, and sociocultural beliefs apart from psychiatric and other causes. Ramayana and Mahabharata are the twin epics of India and down centuries they have influenced the thoughts, temper, conduct, and culture of our people. From the pages of Ramayana, it is learned that stung by a baseless accusation that he had accepted his wife after her stay in Ravana's abode, Lord Rama unleashed: "I shall abandon my own life; take my life and should be glad to kill you all." Lord Rama's foremost devotee, Hanuman when his initial search for Sita proves futile, for a moment decides to commit suicide. He would rather give up his life than return without clues or news of Sita.[1-3]

Suicide is a major public health problem worldwide with complex multifactorial origins. More than 800,000

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lives worldwide are lost to suicide every year, and Asia accounts for more than 60% of such deaths.[4] India has seen a steady increase in the incidence of suicidal deaths in the last five decades.[5] The estimated suicide related death rate in India is 21/100,000, which is nearly twice the global average (11.4/100,000) and translates into more than 230,000 lives lost annually.[4]

Since suicide is the outcome of multiple factors including socioeconomic, cultural, religious, and political; the prevalence, causes, and intervention strategies will vary from region to region. Although these are worrying figures themselves, another equally concerning global phenomenon is the changing demographics associated with the malady. There is a clear shift in the predominance of suicides from the elderly to the younger people all over the world and particularly in India.[6,7] Suicide is now the leading cause of mortality in India for those in the age group of 15-39 years.[8] This not only fritters away the advantage of the demographic dividend, provided by the brimming younger population in our country, but also has massive socioeconomic costs and implications. To tackle such a rapidly growing and multifaceted problem, no single strategy is likely to work best. Instead, a systematic, multipronged, collaborative prevention strategy that addresses population level as well as individual level factors is needed.

In the past decade, much new literature had been added in this area. Robust research designs that evaluate these strategies and best practice elements from each strategy need to be synthesized in order to inform policymaking, deliverables, and action plans. The focus of this review is not to exhaustively cover the evidence base for each suicide prevention approach but to provide an overview of representative studies or, more importantly, systematic reviews that have explored each approach and describe the levels of intervention involved.

Mental Disorders and Suicide

Mental disorders occupy a premier position in the matrix of causation of suicide. Majority of studies note that around 90% of those who die by suicide have a mental disorder.[11] The number of published reports specifically studying the psychiatric diagnoses of people who die by suicide has been relatively small (*n*=15629). The majority (82.2%) of such reports come from Europe and North America with a mere 1.3% from developing countries.[10] Two case control studies using psychological autopsy technique have been conducted in Chennai[12] and Bangalore in India.[9] Among those who died by suicide, 88% in Chennai and 43% in Bangalore had a diagnosable mental disorder.

Countless experts have found that affective disorders are the most important diagnosis related to suicide. In India, 25% of completed suicides were found to be due to mood disorders. However, the suicide rate increased to 35% when suicide cases with adjustment disorder with depressed mood were also counted. The crucial and causal role of depression in suicide has limited validity in India. Even those who were depressed, were depressed for a short duration and had only mild to moderate symptomatology. The majority of cases committed suicide during their very first episode of depression and more than 60% of the depressive suicides had only mild to moderate depression.[12] Although social drinking is not a way of life in India, alcoholism plays a significant role in suicide in India. Alcohol dependence and abuse were found in 35% of suicides. Around 30-50% of male suicides were under the influence of alcohol at the time of suicide and many wives have been driven to suicide by their alcoholic husbands. Not only were there a large number of alcoholic suicides but also many had come from alcoholic families and started consumption of alcohol early in life and were heavily dependent.

Factors Gaining Momentum in Influencing Suicide in India

- ***Mental Disorders***

Most studies agree that suicide is closely linked to mental disorders. About 90% of people who commit suicide have suffered from at least one mental disorder. Mental disorders are found to contribute between 47 and 74% of suicide risk. Affective disorder is the disorder most frequently found in this context. Criteria for depression were found in 50-65% of suicide cases, more often among females than males. Substance abuse, and more specifically alcohol misuse, is also strongly associated with suicide risk, especially in older adolescents and males. Among 30-40% of people who die by suicide had personality disorders, such as borderline or antisocial personality disorder. Suicide is often the cause of death in young people with eating disorders, in particular anorexia nervosa, as well as in people with schizophrenia, although schizophrenia as such accounts for very few of all youth suicides. Finally, associations have also been found between suicide and anxiety disorders, but it is difficult to assess the influence of mood and substance abuse disorders that are also often present in these cases. In general, the comorbidity of mental disorders substantially increases suicide risk. Especially important here is the high prevalence of comorbidity between affective and substance abuse disorders.[23]

- ***Previous Suicide Attempts***

Many studies find a strong link between previous suicide attempts, or a history of self-harm, and suicide. About 25-33% of all cases of suicide were preceded by an earlier suicide attempt, a phenomenon that was more prevalent among boys than girls. Research has shown that boys with a previous suicide attempt have a 30-fold increase in suicide risk compared to boys who have not attempted suicide. Girls with previous suicide attempts have a threefold increase in suicide risk. In prospective studies, it was found that 1-6% of people attempting suicide die by suicide in the first year. The risk of suicide is found to be related mainly to the self-inflicting act as such, and less to the degree of suicidal intention of that act.

- ***Substances abuse***

Although substance abuse has been well documented from the pre-Christian era; their role in suicidal behavior has drawn the attention of the researchers only from the previous century. One of the earliest reports revealed, 10.3% among the male suicides to be under the influence of alcohol and drug abuse.[13] This observation was strengthened by some of the subsequent studies, although their number was a little less.[14-19] While a few studies have not reported any case of substance abuse in their sample.[20] Some recent studies have reported the alarmingly high proportion of such cases. At any rate, such observations have to be interpreted with caution as there is no uniform policy on alcohol or drug use in different States in India. Many of the substance abusers attempt suicide while under the influence of alcohol. Perhaps, the conflicts regarding various domestic and other problems, feelings of guilt, and death wish come to the fore uninhibited at this stage. That apart, neurobiological changes occurring under intoxication, development of complications such as psychotic disorder, depressive disorder, delirium, and physical illnesses might drive them to this end.

- ***Problems with parents-in-law and spouses***

One of the earliest studies on suicide noted domestic problems as an important factor. In the year 1967, when the NCRB first commenced its enumerations, quarrels with parents-in-law and spouses formed 16.3% of all causes, whereas in 2013 this figure has risen to 24%. The problems with parents-in-law and spouses have been the foremost among the causes over several decades. But, more recently there is a spurt in this proportion. The incidence of divorces, separation of the spouses due to interpersonal problems, broken homes, and maladjustment among family members could be cited as some of the important emerging causes.[13]

- ***Personality Characteristics***

Suicide is associated with impulsivity. Although we know that a suicidal process can take weeks, months or even years, the fatal transition from suicidal ideation and suicide attempts to an actual completed suicide often occurs suddenly, unexpectedly and impulsively, especially among adolescents. Difficulties in managing the various, often strong and mixed emotions and mood fluctuations accompanying the confrontation with new and ever-changing challenges in different domains is another risk factor for youth suicide, probably partly influenced by bioneurological factors. Young people who committed suicide were also found to have had poorer problem-solving skills than their peers. Their behavior was characterized by a rather passive attitude, waiting for someone else to solve the problem for them, for simple problems as well as for more complex interpersonal problems. Some researchers indicate defects of memory in this context, with few detailed memories of effective solutions in the past.[21,22]

Various Suicide Prevention Strategies

- ***Suicide awareness programs***

The ideal conditions for an effective awareness program include delivery in a relevant setting, having a multifaceted and comprehensive nature inclusive of community-based strategies, and adopting a universal approach while simultaneously ensuring identification of at-risk groups.[24,25]

- ***Screening programs for suicide prevention***

Modest evidence shows that the screening tools employed can pick up high risk adults and older adults at risk of suicide among the community.[26] Notably, the sensitivity and specificity of the instrument play a key role in risk assessment.[27] Contemporary suicide screening programs utilize specialized measures to identify at risk youth for early referral and intervention.[28] The primary care setting and the emergency department (ED) are key areas where suicide screening must be implemented.

- ***Gatekeeper training***

Gatekeepers refer to individuals who regularly interact with potentially suicidal persons and are available to recognize the key behavioral clues indicating elevated suicide risk.[29,30] Potential gatekeepers include teachers, peers, school support staff, and specifically appointed counsellors. All of them have the common advantage of significant face to face contact time with large number of people in the community.[31] Gatekeeper training for students includes elements of informing the suicidal burden, risk factors, warning signs, support system available, signs of depression, communication, and counselling skills to address at risk population.

- ***Restriction of access drugs***

Restriction of access to pesticides, substituting lethal pesticides with less lethal compounds, double lock boxes, and nonpesticide agricultural movement preventing ready access to dangerous pesticides have been found to be effective. Community locker programs for pesticides where the pesticides are stored in lockers along with community involvement have led to reduced usage of pesticides and decreased suicidal deaths among rural farmers of India.[32]

Other methods tried include analgesic withdrawal from dispensaries, restricting sales of barbiturates and caffeine tablets to reduce overdose suicidal attempts, restricting measures on hanging, erection of barriers at jumping hotspots, and restricting access to charcoal.[33]

- ***Suicide hotlines/helplines***

Before embarking on a discussion about the state of evidence of suicide hotlines, it is necessary to understand what constitutes a hotline for suicide. Most available studies have either assessed hotlines among a group of other interventions for suicide prevention, which makes it difficult to isolate the effect of the hotline, or focused on diverse outcome measures such as acceptability, identification, and referral of people at risk as well as service barriers.[33]

- ***Media strategies for suicide prevention***

Given the influence of media reporting on public perceptions and attitudes toward suicide, media based approaches such as responsible reporting represent a population level strategy for suicide prevention.

The Indian Psychiatric Society (IPS) has brought out a position statement on media coverage of suicides, which emphasizes collaboration between media professionals and medical professionals for better dissemination and impact.

The major recommendations of the IPS position statement are as follows:

• Matter of fact, neutral reporting rather than sensationalism • Discreet reporting (avoiding front page, small headline and without photographs) devoid of detailed description of the method used • Sensitive to possible psychological harm on survivors and respecting their privacy • Exercising restraint when reporting celebrity suicides.

- ***Psychotherapeutic approaches***

Psychotherapy is an important and evidence based treatment modality in the management of suicidality. It has been particularly effective in the adult age group, those with borderline personality disorder (BPD), and those receiving outpatient treatment.

Pointers for Suicide-Prevention Strategies

Development of strategies for suicide prevention applicable for our Indian culture and to suit the needs of different strata of our society is important. Furthermore, we have to develop programs and policies which can be implemented along with other national health, education, and welfare programs. The following few measures are suggested:

- Opening up of suicide prevention clinics in all the Medical College Hospitals, District Head Quarters Hospitals, and if possible in Taluk Head Quarters, and also in private hospitals. Such measures will at least help to prevent repeat attempts.
- Opening up of special clinics such as De-addiction and Marital Counselling Clinics in all the major hospitals, might help to counter the factors arising due to substance abuse and family problems.
- Conducting educational programs periodically for the medical officers and paramedical personnel of the above hospitals and also to those in general practice (through Indian Medical Association and other organizations), primary health cares, and rural areas, so that they can be trained for the detection and preliminary management of depression and other psychiatric conditions.
- Promotion of consultation-liaison psychiatric services in all the hospitals.
- Restricting the access to means of suicide including measures for control of availability of pesticides, medications, etc.
- Adequate barriers to deter jumping from high places even when the Government or Private Agencies design such structures.
- Opening up of students guidance clinics to be run by visiting psychiatrists not only to improve their psychological well-being, but also to enable them to explore their own potential to engage themselves in today's world with immense avenues, and also conducting guidance sessions for parents in schools and colleges.
- Revamping the educational system with an objective to promote holistic development of the child, rather

than the undue emphasis on scoring of marks in various subjects.

- Opening up of employees guidance clinics in major industries.
- Engaging the services of qualified and trained mental health professionals with a psychiatrist at the helm of the team in Women Police Stations and Family Courts since most of the cases of disputes between the spouses, and family problems are dealt with in these centers, where some of them could be solved with psychiatric intervention.

Conclusion

Youth suicide constitutes a major public mental health problem. Young people and especially adolescents are by nature a vulnerable group for mental health problems. While suicide is relatively rare in children, its prevalence increases significantly throughout adolescence. And although youth suicide rates are slightly decreasing within the European region, it still ranks as a leading cause of death among the young worldwide and, as such, it is responsible for a substantial number of premature deaths and a huge amount of pointless suffering and societal loss. Each suicide is the result of a complex dynamic and unique interplay between numerous contributing factors, and individual efforts to predict and prevent suicide tend to fail. On the other hand, our knowledge of risk factors is increasing substantially. Mental disorders, previous suicide attempts, specific personality characteristics, genetic loading and family processes in combination with triggering psychosocial stressors, exposure to inspiring models and availability of means of committing suicide are key risk factors in youth suicide. The only way forward is to reduce these risk factors and strengthen protective factors as much as possible by providing integrated and multi-sector (primary, secondary and tertiary) prevention initiatives. Key prevention strategies can be population-based (e.g., mental health promotion, education, awareness by campaigns on mental resilience, careful media coverage, limited access to means of committing suicide) as well as targeting high-risk subgroups (e.g., specific school-based programmes, educating gatekeepers in different domains, providing crisis hotlines and online help, detecting and coaching dysfunctional families) or even focusing on individuals identified as suicidal (e.g., improving mental health treatment, follow-up after suicide attempts and strategies for coping with stress and grief).

Relevance for Clinical Practice

There is an urgent need to develop a national plan for suicide prevention in India. A social and general wellbeing approach recognizes that suicide is preventable, and advances a structure in integrated system of interventions across different levels inside society including the individual, the family, the local area, and the medical services framework. A key step in such a methodology includes adjusting perspectives toward self-destruction by means of instructive efforts and legal levers. The priority areas are reducing the availability of and access to pesticide, reducing alcohol availability and consumption, promoting responsible media reporting of suicide and related issues, promoting and supporting NGOs, improving the capacity of primary care workers and specialist mental health services and providing support to those bereaved by suicide and training gatekeepers like teachers, police officers and practitioners of alternative system of medicine and faith healers. Above all, decriminalising attempted suicide is an urgent need if any suicide prevention strategy is to succeed in the prevailing system in India. This could also be done in collaboration with agencies such as suicide help lines and government, so that we can effectively deal with the changing trends in Indian suicides and face the challenges ahead to create suicide-free India.

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शिक्षण और अधिगम पर कोविड-19 महामारी के प्रभाव की समीक्षा

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सारांश

कोविड-19 महामारी ने मानव इतिहास में शिक्षा प्रणालियों में सबसे बड़ा व्यवधान पैदा किया है, जिससे 200 से अधिक देशों में लगभग 1.6 बिलियन शिक्षार्थी प्रभावित हुए हैं।स्‍ कूलों, संस्थानों और अन्य शिक्षण स्थानों को बंद करने से दुनिया की 94 प्रतिशत से अधिक छात्र आबादी प्रभावित हुई है। जुलाई 2020 तक, 200 देशों (संयुक्त राष्ट्र, 2020) में, दुनिया भर में 98.6 प्रतिशत शिक्षार्थी महामारी से प्रभावित थे, जो पूर्व-प्राथमिक से उच्च शिक्षा तक 1.725 बिलियन बच्चों और युवाओं का प्रतिनिधित्व करते हैं। इसलिए, होम स्कूलिंग से सीखने को संभव और उपलब्ध कराना समय की मांग है। आमने-सामने सीखने के लिए उपलब्ध और उपयोग की जाने वाली शिक्षाशास्त्र ऑनलाइन सीखने के लिए संभव नहीं है। यद्यपि ऑनलाइन और दूरस्थ शिक्षा के लिए शिक्षाशास्त्र प्रणाली की एक श्रृंखला तैयार की गई है, तकनीकी रूप से पिछड़े शिक्षकों को अपने छात्रों की ओर उन्मुख होने के लिए उचित व्यावसायिक विकास और प्रशिक्षण की आवश्यकता होती है। इसने हमारे जीवन के सभी पहलुओं में दूरगामी परिवर्तन लाए हैं। सामाजिक दूरी और प्रतिबंधात्मक आंदोलन की नीतियों ने पारंपरिक शैक्षिक प्रथाओं को काफी प्रभावित किया है। कई नई मानक संचालन प्रक्रियाओं के साथ प्रतिबंधों में ढील के बाद स्कूलों को फिर से खोलना एक और चुनौती हैं। कई स्कूलों, कॉलेजों और विश्वविद्यालयों ने आमने-सामने की पढ़ाई बंद कर दी है। आने वाले भविष्य में 2020 शैक्षणिक वर्ष या इससे भी अधिक खोने का डर है। समय की मांग है कि वैकल्पिक शैक्षिक प्रणाली और मूल्यांकन रणनीतियों को नया रूप दिया जाए और उन्हें लागू किया जाए। कोविड-19 महामारी ने हमें डिजिटल सीखने का मार्ग प्रशस्त करने का अवसर प्रदान किया है।

प्रस्तावना

लगभग सभी देशों और क्षेत्रों को प्रभावित करते हुए, कोविड-19 महामारी का वैश्विक प्रकोप दुनिया भर में फैल गया है। प्रकोप की पहचान पहली बार दिसंबर 2019 में चीन के वुहान शहर में हुई थी। चीन को दुनिया भर के देशों ने जनता को उत्तरदायी देखभाल करने के लिए आगाह किया। सार्वजनिक देखभाल की रणनीतियों में हाथ धोना, फेसमास्क पहनना, शारीरिक दूरी बनाना और सामूहिक सभा और सभाओं से बचना शामिल है। रोग के संचरण को नियंत्रित करने के लिए आवश्यक कार्रवाई के रूप में लॉकडाउन और घर में रहने की रणनीति बनाई गई है। भूटान ने सबसे पहले मार्च 2020 के दूसरे सप्ताह के दौरान स्कूलों और संस्थानों को बंद करने और व्यावसायिक घंटों में कमी की घोषणा की। 22 मार्च 2020 से भारत में संपूर्ण राष्ट्रव्यापी लॉकडाउन लागू किया गया था। अगस्त 2020, के बाद आंदोलनों की अनुमति दी गई, कार्यालयों ने काम करना शुरू कर दिया, स्कूल और कॉलेज चयनित स्तरों के लिए फिर से खुल गए और दूसरों के लिए ऑनलाइन कक्षा के साथ जारी रहे। इन सभी का प्रभाव दूरगामी है और इसने इस शैक्षणिक वर्ष के दौरान या आने वाले दिनों में और भी अधिक प्रभावित किया है। कई स्कूलों, कॉलेजों और विश्वविद्यालयों ने आमने-सामने का शिक्षण बंद कर दिया है। वैकल्पिक शैक्षिक और मूल्यांकन रणनीतियों को नया करने और लागू करने की सख्त आवश्यकता है। कोविड-19 महामारी ने हमें डिजिटल लर्निंग (धवन, 2020) शुरू करने का मार्ग प्रशस्त करने का अवसर प्रदान किया है। प्रत्येक अनुसंधान कुछ कमी को उजागर करता है जैसे ऑनलाइन शिक्षण बुनियादी ढांचे की कमजोरी, ऑनलाइन शिक्षण के लिए शिक्षकों का सीमित जोखिम, सूचना अंतर, घर पर सीखने के लिए गैर-अनुकूल वातावरण, उच्च शिक्षा के मामले में समानता और अकादमिक उत्कृष्टता।

ऑनलाइन माध्यम से सततशिक्षा के लिए शिक्षाशास्त्र

कोविड-19 महामारी के कारण लॉकडाउन और शारीरिक दूरी करने के उपायों के कारण अधिकांश देशों में स्कूल, प्रशिक्षण संस्थान और उच्चशिक्षा सुविधाएं बंद हो गई हैं। विभिन्न ऑनलाइन प्लेटफार्मों के माध्यम से शिक्षकों द्वारा गुणवत्तापूर्ण शिक्षा प्रदान करने के तरीके में एक आदर्श बदलाव आया है। शिक्षकों और शिक्षार्थियों दोनों के सामने आने वाली चुनौतियों के बावजूद, इस अभूतपूर्व वैश्विक महामारी के लिए ऑनलाइन शिक्षा, दूरस्थ शिक्षा और सतत शिक्षा रामबाण बन गई है। पारंपरिक आमने-सामने सीखने से ऑनलाइन सीखने के लिए संक्रमण शिक्षार्थियों और शिक्षकों के लिए एक पूरी तरह से अलग अनुभव हो सकता है, जिसे उन्हें बहुत कम या कोई अन्य विकल्प उपलब्ध नहीं होना

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चाहिए। शिक्षा प्रणाली और शिक्षकों ने विभिन्न ऑनलाइन प्लेटफार्मों के माध्यम से आपातकाल में शिक्षा को अपनाया है और एक ऐसी प्रणाली को अपनाने के लिए मजबूर हैं जिसके लिए वे तैयार नहीं हैं। ई-लर्निंग टूल्स ने इस महामारी के दौरान एक महत्वपूर्ण भूमिका निभाई है, जिससे स्कूलों और विश्वविद्यालयों को बंद करने के दौरान छात्रों को सीखने में मदद मिलती है। नए परिवर्तनों के अनुकूल होने के दौरान, कर्मचारियों और छात्रों की तत्परता का आकलन करने और उसके अनुसार समर्थन करने की आवश्यकता है। (प्रियंका धूत, 2020) एक निश्चित मानसिकता वाले शिक्षार्थियों के लिए अनुकूलन और समायोजन करना मुश्किल होता है, जबकि विकास की मानसिकता वाले शिक्षार्थी जल्दी से एक नए सीखने के माहौल के अनुकूल हो जाते हैं। ऑनलाइन सीखने के लिए कोई एक अद्वितीय शिक्षाशास्त्र नहीं है। विभिन्न प्रकार के विषय हैं जिनकी अलग-अलग जरूरतें हैं। विभिन्न विषयों और आयु समूहों को ऑनलाइन सीखने के लिए अलग-अलग तरीकों की आवश्यकता होती है। ऑनलाइन शिक्षण शारीरिक रूप से विकलांग छात्रों को आभासी वातावरण में सीखने में भाग लेने की अधिक स्वतंत्रता देता है, जिसके लिए सीमित आंदोलन की आवश्यकता होती है। जैसाकि वैश्विक महामारी से निपटने के लिए स्कूलों को बंद कर दिया गया है, दुनिया भर के छात्रों, अभिभावकों और शिक्षकों ने कोविड-19 महामारी के अप्रत्याशित लहर प्रभाव को महसूस किया है। जबकि सरकारें, अग्रिम पंक्ति के कार्यकर्ता और स्वास्थ्य अधिकारी प्रकोप को कम करने की पूरी कोशिश कर रहे हैं, शिक्षा प्रणाली इन कठिन समय के दौरान सभी के लिए गुणवत्तापूर्ण शिक्षा प्रदान करना जारी रखने की कोशिश कर रही है। घर पर रहने की जगह पर कई छात्र मनोवैज्ञानिक और भावनात्मक संकट से गुजरे हैं और उत्पादक रूप से संलग्न होने में असमर्थ रहे हैं। (जेना, 2020)

ऑनलाइन होम स्कूलिंग के लिए सर्वोत्तम प्रथाओं की खोज की जानी बाकी है। ऑनलाइन शिक्षा के लिए उपयुक्त और प्रासंगिक शिक्षाशास्त्र का उपयोग शिक्षकों और शिक्षार्थियों दोनों के लिए विशेषज्ञता और सूचना और संचार प्रौद्योगिकी (आईसीटी) के संपर्क पर निर्भर हो सकता है। अब तक उपयोग किए गए कुछ ऑनलाइन प्लेटफॉर्म में एकीकृत संचार और सहयोग प्लेटफॉर्म जैसे माइक्रोसॉफ्ट टीम, गूगल क्लासरूम, कैनवास और ब्लैक बोर्ड शामिल हैं, जो शिक्षकों को शैक्षिक पाठ्यक्रम, प्रशिक्षण और कौशल विकास कार्यक्रम बनाने की अनुमति देते हैं। इनमें वर्कप्लेस चैट, वीडियो मीटिंग और फाइल स्टोरेज के विकल्प शामिलहैं जो कक्षाओं को व्यवस्थित और काम करने में आसान रखते हैं। वे आमतौर पर वर्ड, पीडीएफ, एक्सेल फाइल, ऑडियो, वीडियो और कई तरह की सामग्री को साझा करने का समर्थन करते हैं। ये क्विज का उपयोग करके छात्रों के सीखने और मूल्यांकन पर नजर रखने और सबमिट किए गए असाइनमेंट के रूब्रिक आधारित मूल्यांकन की भी अनुमति देते हैं (चौधरी, 2021)। फ्लिप की गई कक्षा कक्षा से पहले सीखने के संसाधन जैसे लेख, पहले से रिकॉर्ड किए गए वीडियो और यूट्यूब लिंक प्रदान करने के लिए एक सरल रणनीति है। ऑनलाइन कक्षा के समय का उपयोग संकाय और साथियों के साथ चर्चा के माध्यम से समझ को गहरा करने के लिए किया जाता है। समस्या-समाधान, आलोचनात्मक सोच और स्व-निर्देशित सीखने जैसे कौशल को प्रोत्साहित करने का यह एक बहुत ही प्रभावी तरीका है। वर्चुअल क्लासरूम प्लेटफॉर्म जैसे वीडियो कांफ्रेंसिंग (गूगल हैंगआउट मीट, जूम, स्लैक, सिस्को, वेबएक्स) और अनुकूलन योग्य क्लाउड-आधारित लर्निंग मैनेजमेंट प्लेटफॉर्म जैसे इलायस, मूडल, बिगब्लूबटन और स्काइप का तेजी से उपयोग किया जा रहा है।

शिक्षण और सीखने में चुनौतियाँ

प्लेटफार्मों और ऑनलाइन शैक्षिक उपकरणों की उपलब्धता के साथ, उपयोगकर्ता, शिक्षक और शिक्षार्थी दोनों, को इसका उपयोग करते समय या इन उपकरणों का जिक्र करते समय बार-बार हिचकी का सामना करना पड़ता है। कई शोधकर्ताओं द्वारा पहचानी गई और उजागर की गई कुछ चुनौतियों का सारांश इस प्रकार हैं। ई-लर्निंग के साथ व्यापक रूप से पहचानी गई चुनौतियाँ हैं पहुँच, सामर्थ्य, लचीलापन, शिक्षण शिक्षण, जीवन भर सीखने और शैक्षिक नीति। कई देशों में एक विश्वसनीय इंटरनेट कनेक्शन और डिजिटल उपकरणों तक पहुंच के साथ पर्याप्त समस्याएं हैं। जबकि, कई विकासशील देशों में, आर्थिक रूप से पिछड़े बच्चे ऑनलाइन सीखने के उपकरणों को खरीदने में असमर्थ हैं, ऑनलाइन शिक्षा सीखने वाले के लिए स्क्रीन समय में वृद्धि का जोखिम उठाती है। (गोपीनाथ, 2020) इसलिए, छात्रों के लिए ऑफलाइन गतिविधियों और आत्म-अन्वेषण सीखने में संलग्न होना आवश्यक हो गया है। माता-पिता के मार्गदर्शन की कमी, विशेष रूप से युवा शिक्षार्थियों के लिए, एक और चुनौती है, क्योंकि माता-पिता दोनों काम कर रहे हैं। सीखने के विभिन्न तरीकों के अनुकूल भौतिक कार्यक्षेत्रों के आसपास व्यावहारिक मुद्दे हैं। स्वाभाविक रूप से प्रेरित शिक्षार्थी अपने सीखने में अपेक्षाकृत अप्रभावित रहते हैं क्योंकि उन्हें न्यूनतम पर्यवेक्षण और मार्गदर्शन की आवश्यकता होती है, जबकि कमजोर छात्रों के कमजोर समूह को कठिनाइयों का सामना करना पड़ता है। आर्थिक रूप से वंचित पृष्ठभूमि के कुछ अकादमिक रूप से सक्षम शिक्षार्थी ऑनलाइन शिक्षण तक पहुँचने और वहन करने में असमर्थ हैं।

शिक्षार्थियों के लिए कम संपर्क समय और सीखने समझने में कठिनाइयों का सामना करने पर शिक्षकों के साथ परामर्श की कमी के कारण वर्ष के अंत की परीक्षा और आंतरिक परीक्षा दोनों

के लिए आयोजित कक्षाओं के लिए छात्रों के शैक्षणिक प्रदर्शन के स्तर में गिरावट की संभावना है। छात्रों का आकलन ऑनलाइन किया जा रहा है, जिसमें शिक्षकों, छात्रों और अभिभावकों के बीच बहुत अधिक परीक्षण और त्रुटि, अनिश्चितता और भ्रम होता है। ऑनलाइन परीक्षा आयोजित करने के लिए अपनाया गया दृष्टिकोण शिक्षकों की सुविधा और विशेषज्ञता और शिक्षार्थियों की अनुकूलता के अनुसार भिन्न होता है। मुख्य रूप से बड़ी संख्या में छात्र आबादी के कारण कई स्कूलों और संस्थानों में साहित्यिक चोरी को रोकने के लिए उचित उपाय किए जाने बाकी हैं। स्कूलों और कॉलेजों के लॉकडाउन ने न केवल माध्यमिक शिक्षा के सामान्य प्रमाणपत्र (जीसीएसई) जैसी मुख्य सार्वजनिक योग्यताओं के लिए आंतरिक मूल्यांकन और परीक्षाओं को प्रभावित किया है। लॉकडाउन की अवधि के आधार पर, संपूर्ण परीक्षा मूल्यांकन को स्थगित करना या रद्द करना एक गंभीर संभावना हो सकती है (संयुक्त राष्ट्र, 2020)। कोविड-19 के प्रकोप और राष्ट्रीय तालाबंदी के कारण पूरे भारत में विभिन्न राज्य स्तरीय बोर्ड परीक्षाएं, भर्ती परीक्षाएं, विश्वविद्यालय स्तर की परीक्षाएं और प्रवेश परीक्षाएं स्थगित कर दी गई हैं। विभिन्न प्रवेश परीक्षाओं को भी स्थगित पुनर्निर्धारित किया गया है। मौजूदा स्थिति के कारण देश भर के स्कूलों, कॉलेजों और विश्वविद्यालयों में शिक्षा व्यवस्था बुरी तरह प्रभावित हुई है।

यह भी संभव है कि कुछ छात्रों के करियर में रुकावटों से लाभ हो सकता है। उदाहरण के लिए यह निर्णय लिया गया है कि 10वीं कक्षा के सभी छात्रों को हाई-स्कूल का प्रमाणपत्र प्रदान किया जाएगा। स्कूल का समय बच्चों के लिए मजेदार होने के अलावा सामाजिक कौशल और जागरूकता भी बढ़ाता है। छात्रों के जीवन पर आर्थिक, सामाजिक और मनोवैज्ञानिक प्रभाव पड़ते हैं जबकि वे स्कूलों के सामान्य कार्यक्रम से दूर होते हैं। इनमें से कई छात्रों ने अब वर्चुअल प्लेटफॉर्म पर अतिरिक्त समय बिताते हुए ऑनलाइन कक्षाएं ली हैं, जिससे बच्चे ऑनलाइन शोषण की चपेट में आ गए हैं। ऑनलाइन सीखने पर खर्च किए गए बढ़े और असंरचित समय ने बच्चों को संभावित रूप से हानिकारक और हिंसक सामग्री के साथ-साथ साइबर धमकी के अधिक जोखिम के लिए उजागर किया है। स्कूल बंद होने और सख्त रोकथाम के उपायों का मतलब है कि बच्चों को सीखने, मनोरंजन करने और बाहरी दुनिया से जोड़े रखने के लिए अधिक परिवार प्रौद्योगिकी और डिजिटल समाधानों पर भरोसा कर रहे हैं, लेकिन सभी बच्चों के पास खुद को ऑनलाइन सुरक्षित रखने के लिए आवश्यक ज्ञान, कौशल और संसाधन नहीं हैं। भारत में ऑनलाइन सीखने के मामले में, अधिकांश शिक्षार्थी ग्रामीण गांवों से हैं जहां माता-पिता ज्यादातर अनपढ़ किसान हैं। छात्र कृषि, मवेशियों की देखभाल और घर के कामों जैसे कृषि गतिविधियों में माता-पिता की सहायता करने में लगे हुए हैं। कुछ छात्रों ने तो परीक्षा का समय दोपहर तक स्थगित करने का भी अनुरोध किया क्योंकि उन्हें सुबह के समय खेतों में काम करना पड़ता था।

कुछ छात्रों ने व्यक्त किया कि उन्हें अपने बीमार माता-पिता, दादा-दादी परिवार के सदस्यों की देखभाल करनी थी और उन्हें अस्पतालों में ले जाना था। शाम तक, जब वे घर वापस आते हैं, तो उनके लिए पाठों के साथ तालमेल बिठाना मुश्किल हो जाता है। जिन माता-पिता के बच्चे निम्न ग्रेड में हैं उन्हें लगता है कि बच्चों को अगले शैक्षणिक वर्ष को दोहराने देना बेहतर होगा। खराब इंटरनेट कनेक्टिविटी के अलावा अधिकांश छात्रों के पास घर पर स्मार्टफोन या टीवी तक पहुंच नहीं है। व्यापार और कार्यालय बंद होने से बड़ी आबादी के लिए कोई आय नहीं है या कम नहीं है। डेटा पैकेज अर्जित औसत आय के मुकाबले तुलनात्मक रूप से अधिक है, और इंटरनेट तक निरंतर पहुंच कृषक समुदाय के लिए एक महंगा व्यवसाय है। ऑनलाइन आमने-सामने की कक्षाओं (वीडियो) को अधिकांश लोगों द्वारा प्रोत्साहित किया जाता है। हालांकि, कुछ छात्रों (आर्थिक रूप से वंचित) ने व्यक्त किया है कि आमने-सामने ऑनलाइन कक्षा में अधिक डेटा पैकेज की खपत होती है।(Shafi, 2020) शिक्षक असमंजस में हैं कि किसकी सुनें और कौन से उपकरण अपनाएं। कुछ लोग सोचते हैं कि पहले से रिकॉर्ड किए गए वीडियो मदद कर सकते हैं। हालांकि, यह बातचीत को प्रतिबंधित करेगा। सभी छात्रों की सीखने की जरूरतों और सुविधा के अनुकूल एक उचित प्रणाली तैयार करना मुश्किल है।

शिक्षण और सीखने के अवसर

ऑनलाइन शिक्षा के संबंध में शिक्षकों, स्कूलों, संस्थानों और सरकार के लिए एक अलग कोण से भारी चुनौतियाँ हैं, लेकिन ई-लर्निंग सिस्टम को लागू करने की अप्रस्तुत और दूर की योजनाओं के लिए कोविड-19 महामारी द्वारा निर्मित कई अवसर हैं। इसने शिक्षकों और अभिभावकों के बीच पहले से कहीं अधिक मजबूत संबंध स्थापित किया है। होम स्कूलिंग के लिए माता-पिता को अकादमिक और आर्थिक रूप से छात्रों के सीखने का समर्थन करने की आवश्यकता होती है। इस चल रही आपात स्थिति के दौरान विकलांग बच्चों को अतिरिक्त और विशेष सहायता की आवश्यकता है।

गूगल क्लासरूम, जूम, वर्चुअल लर्निंग एनवायरनमेंट और सोशल मीडिया जैसे ऑनलाइन प्लेटफॉर्म और टेलीग्राम, मैसेंजर, व्हाट्सएप और वीचैट जैसे विभिन्न ग्रुप फोरम के उपयोग का पता लगाया गया और शिक्षा जारी रखने के लिए पहली बार शिक्षण और सीखने की कोशिश की गई। आमने-सामने शिक्षण फिर से शुरू होने के बाद भी इसका पता लगाया जा सकता है, और ये मंच शिक्षार्थियों को अतिरिक्त संसाधन और कोचिंग प्रदान

कर सकते हैं। शिक्षक रचनात्मक पहल विकसित करने के लिए बाध्य हैं जो आभासी शिक्षण की सीमाओं को दूर करने में सहायता करते हैं। ऑनलाइन शिक्षण विधियों को बेहतर बनाने के लिए शिक्षक स्थानीय स्तर पर एक दूसरे के साथ सक्रिय रूप से सहयोग कर रहे हैं। सहयोग, रचनात्मक समाधान और दूसरों से सीखने की इच्छा के लिए अतुलनीय अवसर हैं और शिक्षक, माता-पिता और छात्र समान अनुभव साझा करते हैं। (Dishtavo, 2020) कई शैक्षिक संगठन अधिक संवादात्मक और आकर्षक वातावरण में शिक्षण और सीखने में सहायता और समर्थन करने के लिए अपने उपकरण और समाधान मुफ्त में दे रहे हैं। ऑनलाइन शिक्षण ने सामान्य कक्षा सेटिंग में शिक्षण और सीखने के अनुभवों के विपरीत नवीन तरीकों से पढ़ाने और सीखने का अवसर प्रदान किया है।

प्रामाणिक आकलन और समय पर फीडबैक सीखने के आवश्यक घटक हैं। ऑनलाइन दूरस्थ शिक्षा का एक बहुत ही महत्वपूर्ण हिस्सा ऑनलाइन शिक्षार्थियों के लिए सहायक रचनात्मक आकलन और समय पर प्रतिक्रिया की उपलब्धता है। यह शिक्षकों और शिक्षा प्रणाली के लिए चुनौतीपूर्ण पाया गया है। बड़े वर्ग की ताकत, ऑनलाइन शिक्षण बुनियादी ढांचे की कमी और पेशेवर विकास, और छात्रों की गैर-भागीदारी प्रकृति के कारण भूटानी संदर्भ में यह अधिक चुनौतीपूर्ण है।

वर्तमान महामारी के दौरान शिक्षा को जारी रखने के लिए यह ऑनलाइन सीखने का मिशन होना चाहिए। वाक्यांश का उपयोग आमतौर पर यह सुनिश्चित करने के लिए किया जाता है कि ऑनलाइन सीखने से पहले हमारे छात्र सुरक्षित हैं और उनकी बुनियादी जरूरतें पूरी हो गई हैं। घरेलू हिंसा और बाल शोषण बढ़ रहा है क्योंकि अपराधी कई बार घर या पड़ोस में होते हैं, जो एक मानसिक व्याकुलता और शिक्षार्थियों के लिए खतरा है। छात्रों के साथ अब इस कोविड-19 महामारी के दौरान होम स्कूलिंग का अनुभव कर रहे हैं, सभी मानकों और सामाजिक-आर्थिक परिस्थितियों के लिए घर पर अनुकूल वातावरण एक समान नहीं है। सबसे कठिन आर्थिक रूप से वंचित समूहों का समर्थन करने के लिए अध्ययन किया जाना चाहिए।

ऑनलाइन बुनियादी ढांचे की कई किस्में हैं जिन्हें कई शैक्षिक फर्मों द्वारा तैयार किया गया है और इस महामारी के दौरान सीखने के लिए मुक्त किया गया है। विभिन्न आर्थिक पृष्ठभूमि के सभी शिक्षार्थियों के लिए इन ऑनलाइन बुनियादी ढांचे की पहुंच अभी भी एक चुनौती है। विशेष आवश्यकता वाले छात्रों को सीखने में कठिनाई होती है, जैसे सुनने की अक्षमता, दृश्य हानि और गतिशीलता अक्षमता, समर्थन और मार्गदर्शन के साथ अतिरिक्त प्रशिक्षण की आवश्यकता होती है। घर पर कई देखभाल करने वाले और माता-पिता ऐसी जरूरतों को पूरा करने में सक्षम नहीं हैं, जिससे शिक्षार्थियों के इस समूह के सीखने में बाधा आती है। इसलिए, इन शिक्षार्थियों की विशेष शैक्षिक आवश्यकताओं (एसईएन) के लिए सर्वोत्तम विकल्पों का पता लगाने और शोध करने के लिए समय और संसाधनों का निवेश करने की आवश्यकता है। चूंकि सभी छात्रों के असाइनमेंट और परीक्षाएं घर से की जाती हैं, इसलिए शिक्षकों के लिए काम की प्रामाणिकता और वास्तविक सीखने की जगह का पता लगाना चुनौतीपूर्ण होता है। इसके अलावा, कई माता-पिता अपने सीखने की प्रक्रिया के दौरान अपने बच्चों का मार्गदर्शन और समर्थन करते हैं, और समर्थन की सीमा और डिग्री बहुत भिन्न होती है। (रामचन्द्रन, 2020) छात्रों की ग्रेडिंग अध्ययन का एक अन्य क्षेत्र है क्योंकि कोई उचित मानदंड विकसित और प्रभावी ढंग से उपयोग नहीं किया जाता है।

निष्कर्ष

दुनिया भर में शिक्षण और सीखने पर कोविड-19 महामारी के प्रभाव पर किए गए अध्ययन में विकासशील देशों के मामले में, उच्च माध्यमिक, मध्य और प्राथमिक के विभिन्न वर्गस्तरों के लिए उपयुक्त शिक्षाशास्त्र और मंच में शिक्षा को और अधिक तलाशने की जरूरत है। कम पहुंच के साथ इंटरनेट बैंडविड्थ अपेक्षाकृत कम है, और कई विकासशील देशों में लोगों की आय की तुलना में डेटा पैकेज महंगे हैं, इस प्रकार पहुंच और सामर्थ्य को अपर्याप्त बनाते हैं। इस स्थिति को सुधारने के लिए नीति-स्तरीय हस्तक्षेप की आवश्यकता है। ऑनलाइन शिक्षण और सीखने के लिए प्रभावी शिक्षाशास्त्र पर आगे की खोज और जांच अनुसंधान का एक क्षेत्र है। प्रामाणिक आकलन और समय पर प्रतिक्रिया के लिए उपकरण विकसित करने की आवश्यकता अध्ययन का एक अन्य क्षेत्र है। विभिन्न आर्थिक पृष्ठभूमि के सभी शिक्षार्थियों के लिए सामर्थ्य और पहुंच को एक चुनौती के रूप में पहचाना जाता है, जिसके लिए शैक्षिक उपकरण डेवल पर अनुकूलन पर ध्यान केंद्रित कर सकता है। नीति स्तर का हस्तक्षेप भी महत्वपूर्ण है। वर्तमान परिदृश्य को ध्यान में रखते हुए, भूटान सहित दुनिया भर में शिक्षा प्रणाली को शिक्षकों के व्यावसायिक विकास पर विशेष रूप से आईसीटी और प्रभावी शिक्षाशास्त्र परनिवेश करने की आवश्यकता है। उपयोगकर्ता के अनुकूल उपकरणों के माध्यम से ऑनलाइन शिक्षण को रचनात्मक, अभिनव और इंटरैक्टिव बनाना अनुसंधान और विकास का दूसरा क्षेत्र है। यह भविष्य में ऐसी अनिश्चितताओं के लिए शिक्षा प्रणाली को सहायता और तैयार करेगा। कोविड-19 महामारी से सीखा सबक यह है कि शिक्षकों और छात्रों शिक्षार्थियों को विभिन्न ऑनलाइन शैक्षिक उपकरणों के उपयोग पर ध्यान केंद्रित करना चाहिए। कोविड-19 महामारी के बाद जब सामान्य कक्षाएं फिर से शुरू होती हैं, शिक्षकों और शिक्षार्थियों को शिक्षण और सीखने को बढ़ाने के लिए ऐसे

ऑनलाइन टूल का उपयोग जारी रखने के लिए प्रोत्साहित किया जाना चाहिए।

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Emotional Maturity and Self-control as Correlates of Psychological Well-being

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Abstract

This study examines the correlation between emotional maturity, self-control and psychological well-being of college students. This study was conducted on 200 college students from Rohtak district randomly. Three tools, viz. emotional maturity scale, self-control scale and psychological well-being scale, were used for data collection. Analysis was completed by using t-test, correlation, regression and ANOVA. It was found that college boys have shown better self-control and psychological well-being. However, girls were more emotionally mature than boys. Further, a positive correlation was established between self-control, emotional maturity and psychological well-being. Multiple regression results indicated that self-control and emotional maturity contribute significantly topredicting psychological well-being. This study highlights the importance of self-control, emotional maturity and psychological well-being in one's life and recommends that parents and teachers should work together to improve these three aspects of personality.

Introduction

Student life is one of the most important periods of one's life as it decides his future. During this time, the development of various aspects like physical, social and emotional take place. However, if the development does not follow the expected trend,various mental, emotional and behavioural problems may arise. They also undergo different life experiences, which sometimes bring them to conflicting situations. Such situations can be handled with the help of family and friends. Other than this, they need to be emotionally mature to handle such circumstances, which means they should learn howto cope up with bad as well as good experiences of life (Sangeeta, 1998). Emotions can be reactions involving cognitive changes, behaviour expression and physiological reactions (Baron, 1998). A person's emotional state is nuanced and intricate. These are not merely mental or emotional states, but also include people's behaviours and reactions. As a result, one needs to get himself ready on a psychological and emotional level.

The child's emotional maturity is affected by many environmental factors (David & Jacqueline, Singh & Higgins, 2002; Rajeshwari & Mano, 2017). McNairs (2013) emphasised that engaged, engaged and emotionally mature students learn more effectively, and early childhood education should be geared towards making them socially and emotionally mature. An emotionally mature person can control his emotions rather than be controlled by them (Punithavathi, 2013; Chamberlain, 1960). Bernard (1965) described that high tolerance, positive emotions, socially approved responses, and inhibition of negative emotions are some of the criteria of mature emotional behaviour. The ability to bear tension and maintain fun and recreation are some of the important characteristics of an emotionally mature person (Cole, 1954). They also do not hesitate to appreciateothers and can delay their responses. An emotionally competent person is adaptive in nature (Tyagi, 1985) and shows less aggression (Seoul, 1951). They deal with reality constructively (Menninger, 1999) and have balanced personalities (Dosanjh, 1960). Emotional maturity leads to good emotional health (Walter, 1974 and Mukherjee, 2000), stability (Smitson, 1974) and mental health (Chaudhary and Bajaj, 1993). Emotional maturity is positively correlated with self-esteem (Dagenais, 1981; Dhull & Singh, 2014), self-confidence (Geeta & Vijay Laxmi, 2006) and intelligence (Anju, 2000). Mukherjee's (2000) study found that emotionally mature and mentally fit people did well in life. Many of these people also had a very high level of emotional intelligence.

An emotionally disturbed personisself-centred, looks for sympathy, and easily gets involved in fights (Brogden, 1944; Cattell, 1945). Children with low emotional maturity are less social and have complex attitudes (Templeton, 2004). The role of parents is also veryimportant in the

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child's development, and a positive attitude towards parenting is positively correlated with social andemotional maturity (Larsen & Juhasz, 1985). Parents should focus onearly childhood education as it affectsa certain social and emotional maturity (Nelson, 2005).

Self-control is an important part of the personality that is often overlooked, and it means delaying self-expression (Mischel, 1981) and inhibiting spontaneous reactions (Elias and Berk, 2002). So, self-control is a type of behaviour in which an individual keeps an eye on his or her own behaviours despite or in defiance of external forces (Liebert, Rita and Gloria, 1979). Resistance to temptation and delay of gratification are the two most important aspects of self-control (Liebert, Rita and Gloria, 1979; Mischel, 1981; Elias and Berk, 2002). Students are armed with key components for success in their studies and life by maintaining self-control. Proper development of this skill will have a long-lasting positive impact on a student. After attaining control over oneself, a student can save himself from different distractions in the field of education.Students with self-control utilise their time more wisely and make appropriate choices (Duckworth, Quinn and Tsukayama, 2012; Tangney *et al.,* 2004). O'Donoghue and Rabin (1999) emphasisedthe importance of self-awareness.

Besides emotional maturity and self-control, psychological well-being is also the key to success for the student. Attaining a condition of well-being, or happiness, is a primary objective for people and communities. Psychological well-being is the subjective feeling of contentment, happiness, and satisfaction with life's experiences. It is thestate of a person when he feels happy and satisfied with the quality of life (Burris, Brechting, Salsman, & Carlson, 2009). It is useful for every personlivinga quality life (Molina-García, Castillo & Pablos, 2011).

If the students do not get enough support, there are more chances that they will engage in various negative activities and show undesirable behaviour. (Chao, 2012). According to research by Burris, Brechting, Carlson, and Salsman (2009), female students are more likely to report experiencing mental health concerns than male students. Some studies have reported a positive relationship between socioeconomic status, educational achievement and psychological well-being (Amato and Sobolewski 2001). A person with good psychological well-being has positive self-perception and a sense of feeling happy (Diener, 1984) and satisfied (Keyes, 2006).

According to McNulty, Livneh, and Wilson (2004), a healthy mental state is crucial to both present and future happiness (Abdollahi, Talib, Yaacob, & Ismail, 2014; Abdollahi, Hosseini, Motalebi, & Talib, 2013). The state of one's mental health is crucial to their overall health and happiness (Molina-Garcia, Castillo, & Pablos, 2011). A steady routine and a support system can help alleviate college life's mental and emotional strains. According to Chao (2012), college students' stress has been increasing continuously. Hence, itis significant to find out factors influencing college students' psychological well-being.

Many factors (such as stress and competitiveness) contribute to the emotional tensions of the youngster, causing him to be depressed and have an imbalanced personality. In addition to attempting to realise their desires through their children, parents often establish unreasonable and unattainable goals. Emotional maturity and self-control are crucial for coping with the stresses and strains of daily life. Integrated efforts from educators, parents, and society are necessary to address this issue. In light of this, the investigators of the present study considered it necessary to determine the causes of these unnatural college student behaviours in terms of their emotional maturity, self-control, and psychological health in connection to their gender.Further, the contribution of self-control and emotional maturity in determining the psychological well-being of college students was studied. The study was conducted to achieve the following objectives:

- To find the relationship between emotional maturity, self-control and psychological well-being among college students.
- To compare emotional maturity, self-control and psychological well-being of college students based on gender.
- To study the contribution of emotional maturity and self-control in predicting psychological well-being.

Methodology

Keeping in mind the nature and need of the present researchthedescriptive survey method was considered to be the appropriate one. A survey study was conducted to collect data on the existing phenomena to justify the current conditions with data. A sample of 200 college students was randomly selected from different educational colleges of district Rohtak. Of these 200 college students, 100 were female, and 100 were male. The college students studying in Rohtak district (100 rural as well as 100 urban) constituted the population for the study. The data was collected for the study's three variables: emotional maturity, self-control and psychological well-being.

Tools of Study

The data was collected by administering three research tools for the present study. These are:

1. **Emotional Maturity Scale** was prepared and standardised by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1984). This questionnaire is based on a five-point scale and consists of 48 statements in five categories: "Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration, and Lack of Independence". The scale's reliability was determined using the test-retest method and internal consistency. There was a six-month gap between the two tests. 0.75 was the product moment r between the two tests. The scale's internal consistency was determined by calculating the correlation coefficients between total scores and scores on each of the five subscales. Sinha and Singh evaluated the scale against external criteria, namely the D area of adjustment inventory for college students. The product-moment correlation between total scores on all twenty-one 'D' items and the overall EMS score was 0.64 (N = 46).
2. **Psychological Well-Being Scale** was preparedby Dr. Devendra Singh Sisodia and Ms. Pooja Chaudhary (2012). It includes 50 statements based on several areas of well-being, such as "Satisfaction, Efficiency, Sociability, Mental Health, and Interpersonal Relations". The scale's dependability was determined using (a) the test-rested method and (b) the internal consistency method. The test-retest reliability of the scale was 0.87, and its consistency value was 0.90.
3. **Self-Control Scale** by developed by A.K Singh and Alpha Sengupta. It hasthirty items containing both positive and negative statements. Therefore, a high test result implies good self-control, whereas a low score suggests low self-control.The test-retest reliability was 0.84, and the split-half reliability for the scale was 0.92. The rank difference correlation was computed between the two sets of ratings, and the obtained value was .879, which established the concurrent reliability of the scale.

Collection of Data

The data was taken from 18-23-year-olds at several colleges and universities in the Rohtak District of Haryana. The investigators visited the colleges, talked with the principals, and discussed the goal and technique of data collecting. The dates were determined after conferring with school officials. Before data collection, rapport was formed and the purpose of the study was clarified. Further, assurance was given that information about the subjects will be kept confidential. Instructions given in the tools were explained while administering the tools.

Results and Discussion

Before conducting multiple regression to examine the relative contribution of emotional maturity and self-control on the psychological well-being of college students, gender-wise variations in the variables were studied. Mean, and t-test values given in Table 1 verifies that boys (M=168.81, SD=28.48) are less emotionally mature in comparison to girl (M=153.73, SD=29.04) conditions; t (198) =3.7 because higher score indicate less emotional maturity. Boys have shown significantly high emotional instability, regression, social maladjustment and personality disintegration; however, they have shown more independence compared to girls.

Table 1: Comparison of emotional maturity across gender among college students (n=200)

Area	Group	N	M	S.D	t - value	Level of significance
Emotional Unstability	Boys	100	37.95	6.93	2.85	0.05
	Girls	100	35.12	7.08		
Emotional Regression	Boys	100	34.71	6.21	3.41	0.05
	Girls	100	31.74	6.07		
Social Maladjustment	Boys	100	35.07	7.13	3.07	0.05
	Girls	100	31.96	7.15		
Personality Disintegration	Boys	100	34.98	7.18	2.90	0.05
	Girls	100	32.02	7.22		
Lack of Independence	Boys	100	26.10	6.24	3.76	0.05
	Girls	100	22.86	5.92		
Total	Boys	100	168.81	28.48	3.7	0.05
	Girls	100	153.73	29.04		

Table 2 compares boys and girls on their self-control. Male students (M= 26.08) have shown better self-control in comparison to female students (M=17.10) conditions; t (198) =15.22. Boys have scored significantly better on the three components of self-control, viz. delayed gratification, resistance to temptation and freedom from self-centeredness.

Table 2: Comparison of self-control across genderamong college students (n=200)

Area	Group	N	M	Variance	t - value	Level of Significance
Delay of Gratification	Boys	100	8.69	1.90	11.2	0.01
	Girls	100	5.67	1.90		
Resistance to temptation	Boys	100	8.80	1.83	11.5	0.01
	Girls	100	5.81	1.84		
Freedom from	Boys	100	8.59	1.86	11.3	0.01
Self-Centeredness	Girls	100	5.36	1.85		
Total	Boys	100	26.08	4.17	15.22	0.01
	Girls	100	17.10	4.16		

Table 3 describes the psychological well-being of college students. College boys (M=193.63, SD= 20.53) have shown better psychological well-being in comparison to college girls (M=179.24, SD=20.65) conditions; t (198) =4.94. Further, Table 3 indicates that boys have shown significantly better satisfaction, efficiency, sociability, mental health and interpersonal relationship.

Table 3: Comparison of Psychological Well-being across gender among college students (n=200)

Area	Group	N	Mean	S. D	t - value	Level of Significance
Satisfaction	Boys	100	38.68	6.57	3.12	0.05
	Girls	100	35.75	6.68		
Efficiency	Boys	100	37.6	6.30	3.4	0.05
	Girls	100	34.5	6.35		
Sociability	Boys	100	39.6	6.74	3.09	0.05
	Girls	100	36.7	6.69		
Mental Health	Boys	100	37.4	7.07	3.09	0.05
	Girls	100	34.32	7.01		
Interpersonal Relations	Boys	100	40.33	6.07	2.9	0.05
	Girls	100	37.68	6.61		
Total	Boys	100	193.63	20.53	4.94	0.05
	Girls	100	179.24	20.65		

The results in Table 4 indicated a positive correlation between emotional maturity and self-control, r = 0.77, n = 200. It means that emotional maturity and self-control are correlated with each other if the emotional maturity of a student increases, then the level of self-control will also get increased. Like self-control, emotional maturity was also found to be positively correlated (r=.90, n=200) with psychological well-being. Further, psychological well-being had shown a positive correlation with emotional maturity (r=.81, n=200). Hence, the result indicated that all three variables under study were positively correlated with each other.

Table 4: Inter-correlation matrix between Emotional Maturity, Self-Control and Psychological Well-being (n=200)

Variables	1	2	3
1. Emotional Maturity	-		
2. Self-control	0.77	-	
3. Psychological Well-being	0.96	0.81	-

The contribution of emotional maturity and self-controltothe psychological well-being of college students was studied by performing regression analysis. Adjusted

R square value (0.934) indicates that self-control and emotional maturity explain 93.4 % of the variance in psychological well-being. Further, this model is significant as the value of F (F=1123.05, p=.000[b]) is fairly significant at a 0.05 level of significance.

Table 5: Regression analysis summary on correlates of psychological well-being of college students

Regression Analysis	Analysis of Variance					
R .972[a]	Sources	SS	Df	ms	F	Sig.
R^2 .945	Regression	89145.157	3	29715.052	1123.05	.000*
Adjusted R^2 .944	Residual	5185.998	196	26.459		
SE 5.14	Total	94331.155	199			

Predictors: (Constant), Gender, Emotional maturity, Self-control

Dependent Variable: Psychological well-being *.05

The value of coefficients against predictors given in Table 6 shows that the beta coefficient is significant forself-control and emotional maturity and insignificant for gender at 0.05 level of significance. Therefore, out of the three predictors, gender does not contribute to the prediction of the psychological well-being of college students.

Table 6: Coefficient table of self-control, emotional maturity and gender to the prediction of psychological well-being

Variable	Unstandardised Coefficients		Standardised Coefficients		
Description	B	SE	Beta	T	Significance
(Constant)	74.862	2.821		26.538	.000
Self-control	.615	.192	.173	3.199	.002
Emotional maturity	.613	.028	.835	21.994	.000
Gender	-.376	1.547	-.009	-.243	.808

Dependent variable: Psychological well-being

Conclusions

The present research studied the role of emotional maturity, self-control and psychological well-being among college students. This section of the study aims to discuss the current study's major findings in line with previous research findings reviewed in the literature. The results have shown that girl students have low psychological well-being, self-control and emotional maturity compared to boys.

All three variables, viz. emotional maturity, self-control and psychological well-being, have shown a positive correlation. The results align with the study conducted by Singh (2011) and Brookover, Thomas and Paterson (1964), wherein theyreported a positive correlation between emotional maturity and well-being. Dagenais (1981), Zervas and Sherman (1994), and Battle (1977) have found thatself-control scores were positively correlated with personality factors likeemotional maturity, psychological well-being and intellectual behaviour. Likewise, Mukherjee (2000) found that emotionally mature individuals are mentally healthy, well-adjusted, and possess high emotional intelligence. Additionally, (Dhull and Singh, 2014) found a positive correlation between emotional maturity, self-esteem, and mental health. Multiple regression results indicate that self-control and emotional maturity contribute significantly to determining psychological well-being while gender does not predict the psychological well-being of college students. These studies highlight the importance of emotional maturity, self-controland psychological well-being in the student's life, as these play key role in their lives and careers. It isrecommended thatteacher should try to identify emotionally immature and extra anxious students and deal with them well on time. Parents should pay special attention towards providinga healthy and friendly atmosphere for their children. Moreover, if the causal factors of emotional disturbance and unhealthy behaviour are identified well on time, then remedial measures should be adopted, and some serious consequences can be avoided.

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Inclusion of Children with Divers Needs in Mainstream Primary Schools: A Study of Challenges

***Dr. Ram Shanker Saxena**

Abstract

Primary education is a basic requirement of life. We cannot ignore the primary education of the children under any circumstances. Inclusive education encourages the inclusion of students with special/ divers needs within formal mainstream school systems by ensuring that they benefit from learning and reach their full potential. Parents with divers-needs children are more likely to support inclusive education and have a better awareness and comprehension of terminology and specialized legislation. However, many of the parents of children without divers needs are often reluctant to have children with divers needs in the same class as their own child. In the present paper, the author tries to explore challenges for the inclusion of children with divers needs in mainstream primary schools.

Introduction

Education is an activity of acquisition, inter-linking and transmission of knowledge and understanding. It is an ongoing process of improving knowledge and skills. It is an exceptional means of bringing about individual development and building relationship between individuals, groups and nations. Education ensures the integration of individuals into society. In the educational growth, primary education plays an important role for mass literacy and gives a strong foundation for higher education. The aim of education is not only individual development for individual benefit; but is also about learning to live together and to transform society. Education provides autonomy to children and youth with divers needs to fully engage and participate in society. A democratic society must create opportunities for education of all, including equality of educational opportunities. Thus, it is a compulsory responsibility of the government to make education available to every child.

The birth of inclusive education is emerged in such ideas. Inclusive education refers to the education of children with divers needs along with normal peers in a regular mainstream classroom. Inclusive education means education of all students. Inclusive education promotes the inclusion of children with divers needs within formal mainstream school systems by putting all elements are in place to ensure that they benefit from learning and realize their potential. Inclusive education is, as defined by UNESCO (2005),

"…a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education".

Provision of inclusive education, involving students with divers needs, is based on the belief that children with divers needs should not have to depend on specialized services alone, they should be benefited from educational resources, activities and practices that are otherwise available to all.

Government Policies and Legislative Provisions

To integrate the handicapped with general community at all levels as equal partner, a centrally sponsored scheme Integrated Education for the Disabled Children (IEDC) was launched in 1974 by the then Department of Social Welfare and transferred to the Department of Education in 1982-83. To provide educational opportunities for disabled children in common schools and to facilitate their integration and ultimate retention in the general school system, IEDC scheme was revise in 1992.

The 1986 National Policy on Education (NPE) pushed for inclusive education for children with mild disabilities and special education for children with severe disabilities. In 1987, the National Council of Educational Research and Training (NCERT) teamed up with UNICEF to develop Project Integrated Education for Disabled Children (PIED) to help children with disabilities

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integrate into regular schools. Government has amalgamated IEDC and another significant basic education programme like DPEP in 1997.

The Persons with Disability Act, 1995 states that children with divers needs should get education in the most appropriate environment. This act also says that up to the minimum age of 18 years, free and compulsory education has to provide to all children with disabilities.

The Sarva Shiksha Abhiyan (SSA) of 2001 stated that a child with a disability has the right to be included in the mainstream of education. MHRD (2006) in its Sarva Shiksha Abhiyan framework clearly states-

“SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. SSA will adopt zero rejection policy so that no child should left out of the education system. It will also support a wide range of approaches, options and strategies for education of children with divers needs.”

Education is the most effective tool of social and economic empowerment, according to the National Policy for Persons with Disabilities (2006). The Indian government approved Inclusive Education for Disabled at Secondary Stage (IEDSS) in September 2008 to replace the IEDC Scheme in 2009-10.

The 86th Constitutional Amendment of 2002 placed Article 21-A into the Indian Constitution, making free and compulsory education for all children aged six to fourteen years a Fundamental Right. Every child has a right to full-time basic education of adequate and equitable quality in a formal school, according to the Right of Children to Free and Compulsory Education Act of 2009, which constitutes the consequential legislation anticipated by Article 21-A.

According to the Census, 2011, population of persons with disabilities is 2.21% of total population of India. In which forty-eight percent persons with disabilities are illiterate. This is a very large percentage,which indicates towards the need for mainstreaming of the persons with disabilities in the general education system through Inclusive education.

RPWD Act 2016 has provisions to support inclusion of children with divers needs. It states that without discrimination, all children should get admission, education and opportunities for sports and recreation activities equally with others in schools. They should get appropriate accommodations based on the individual's needs, as well as any necessary support, whether individualized or not, in environments that promote academic and social growth, in order to achieve full inclusion.

According to the National Education Policy 2020, the educational system must be designed to benefit India's children so that no child is denied the opportunity to learn and thrive because of their birth or status. This Policy states that one of the key aims of all education sector development programmes will continue to be closing the social category disparities in access, participation, and learning outcomes in school education. By addressing all forms of exclusion and marginalisation, disparity, vulnerability, and inequality in education access, participation, retention, and completion, as well as in learning outcomes, the NEP aspires to ensure equity and inclusion in and through education.

Challenges towards Inclusion of CWDN in Mainstream Primary Schools

The challenges faced can categorized into the following themes -

I- Human Resource:

- Studies shows that teachers of mainstream primary schools do not have skills, which are essential and necessary for inclusion of children with divers needs. Das, Kuyini, and Desai (2013) looked at how well ordinary primary and secondary school instructors are prepared to educate students with disabilities in inclusive settings. They discovered that approximately 70% of regular school teachers had undergone no special education training and had no prior experience of teaching students with impairments.
- In many states of our country, it is commonly observed that many government schools does not have appropriatesupport services and human resources like speech therapist, occupational therapist, care givers, attendants, sanitization workers etc. are lacking in schools. Availability of such services and human resource is very much essential to promote inclusion of children with divers needs in mainstream regular schools.
- As we know that teacher is a key element for successful implementation of inclusion. If teachers have not received adequate training to handle and cater needs of CWDN in mainstream regular schools, they may become reluctant towards inclusion. It is notices that existing pre-service

teacher education programmes are inadequate to train and equipped them professionally, which is a great barrier to include CWDN in mainstream regular schools.

- In remote and interior areas of so many districts of country, there are so many school, which have single teacher. We may call such schools 'single teacher schools'. Such type of schools are a big problem and challenge towards inclusion of children with divers needs in mainstreaming.

II- Educational Facilities:

- The numbers of students in class plays significant role in the management of classroom activities. If a class has higher number of students (more than 25-30), it creates a problem to the teacher to pay individual attention on every student of class. Inclusion of children with divers needs in such class makes this problem severe.
- For freely movement and access of educational facilities available at school, barrier free infrastructure and accessible school environment is a basic requirement for inclusion of children with divers needs. Children with specials need also require various types of teaching-learning material. It is notice that most of the schools in India do not have proper infra structural facilities and barrier free environment, which is one of the big challenge towards inclusion CWDN in mainstream regular schools.
- Availability of ICT tools with proper electricity and internet access and teachers competencies to use such ICT tolls, is also a big issue in mainstream regular schools as all are aware that very less schools are equipped with such facilities.
- In mainstream regular schools, there is lack of assistive devices, which may assist the children with divers needs to take full advantage from the classes.

III- Curriculum & Teaching Methodology:

- Lack of child-centred teaching methodology, Curriculum and improper curriculum adaptation reduces scope of inclusion of children with divers needs in mainstream regular schools as it does not develops trust and confidence in parents of CWDN to admit them in such schools.
- Participation in various curricular and co-curricular activities gives hands on learning experience for children. Children with divers needs such a learning environment in which they can learn by participating in small group activities. However unfortunately many mainstream regular schools does not provide such participatory learning environment to the children with divers needs along with their nondisabled peers.

IV- Planning & Collaboration:

- For successful and effective inclusion collaboration between CWDN family and school is an essential requirement. Parent's teacher collaboration helps each other to understand education need of CWDN and to make a good educational plan for children with divers needs. Studies shows that many regular schools does have functional parent-teacher collaboration, which decreases possibilities towards inclusion of CWDN in mainstream regular schools.
- In India, there are so many policies available to support the inclusion of children with divers needs in mainstream regular schools, but it is also observed that due to improper policy planning and implementation, CWDN are unable to take benefits and support from these policies. Sincere and committed efforts with consideration of loopholes and technicalities towards implementation of such policies is a big challenge in the inclusion of CWDN.
- At present, a very less percentage of children with divers needs have access to mainstream education. Many mainstream regular schools do not show a willingness to admit these children. Therefore, this less enrolment rate of children with disabilities in mainstream regular schools is also takes our attention as an issue of concern.

V- Role of Stakeholders:

- It is observe most of the stakeholders such as parents, teachers and administrators still bear negative attitudes towards inclusion of children with divers needs, which leads to serious barriers towards learning and gives scope for discrimination. Most parents are concerned about academic performance of their children, and they worry that acceptance of CWDN into general classroom will affect the achievement of their ward. Sharma, Moore, and Sonawane (2009) investigated pre-service teachers' attitudes and worries about implementing inclusive education and discovered that participants had slightly unfavorable attitudes and a moderate level of anxiety about include students with disabilities in their classes.

- Due to negative attitude of society and stakeholders, children with disabilities develops negative self-perceptions, which is also a major challenge towards inclusion of children with disabilities. Because of negative self-perception children with disabilities faces issues of adjustment in mainstream regular school environment.
- Involvement of parent and community plays a vital role in successful implementation of inclusion. Therefore, the non-involvement of parents and community become a challenge. This reduce willingness of parents as well as community to send children with divers needs to mainstream regular schools.
- The lack of accountability of teachers, administrators and policymakers poses challenges towards the inclusion of children with divers needs.

Conclusion

According to Article 21-A of the Indian Constitution, "free and compulsory education for all children aged six to fourteen years" is a fundamental right of all children in India. According to the Right to Education Act of 2009, every child has the right to a full-time elementary education in a formal school of good and equitable quality. However, children with divers needs are far away to enjoy this fundamental right as mainstream schools have so many challenges in including these children. By successful implementation of inclusive education, children with divers needs can enjoy this fundamental right. To make this right real, this is obligatory for all stakeholders to remove all barriers and challenges from the path of inclusive education and become accountable for fulfilling the educational needs of children with divers needs in formal mainstream regular school. They must provide barrier-free, accessible, least restricted learning environment to every child, regardless to their differences, with good teaching-learning material and all infrastructural facilities.

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The Relationship between Personality type and Professional Studies among Graduate Level Students of Uttrakhand State

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Abstract

Environment of different states affect personality and other alike traits of their people. Due to vast spreaded hilli areas of Uttrakhand Stae people lives in small groups with different names of villeges which affect personality of students as long as they reache selsction of professional courses for studing at graduate level.

The Aim of this study is to spread awareness in students as far as parents and teachers of this state about the importance of personality type for selecting professional courses at graduate level which makes better career adjustment in their future.

Total 150 graduate students consisted for this study who were selected from three professional courses of their first year classes namely; engineering (50) medical (50) and business management (50). Each group of above bifercated into gender of students (25 girls & 25 boys), followed by 105-115, IQ level which was tested by administering Jalota Group Test. Myers-Briggs Type Indicator (MBTI) was administered for assessing personality type of students studying in private colleges of different districts of Uttrakhand State.

Findings reveled that engineering students showed ISFJ and medical student possessed ISTJ & ISFJ type personality whereas, the student of management possessed ESTJ type personality.

Girls of engineer courses reported ENFP & boys ISFJ type personality, girls of medical,preferred ISFJ and boys ISTJ type personality and girls and boys of management course preferred ESTJ type personality.

Introduction

Career choice is the most important event for undergraduate students. The success of students, consequently, satisfaction and happiness in their life depends upon how accurately they choose their career. Improper selection of studying professional courses at graduate level is very harmful for psychological health of the students. Proper selection of professional courses increases self-esteem, self-confidence and good mental health of students. Developmental theories of career emphasize the importance of personal interests, skills and values when expressing the barrier in decision making (Newton *et al.,* 2003).

In a paradigm of choices of professional courses by graduate students "cognitive" and "non-cognitive" both components contribute a significant role. One component includes a set of "cognitive" abilities which are reflected in intellectual capabilities and the other component, described rubric of "non-cognitive" or personal qualities includes such as personality attributes, attitudes, interests, values and other personal characteristics (Gonnella *et al.,* 1993, 1998).

Despite the acknowledgement of the contribution of "non-cognitive" qualities to predicting career choices, performance, career interests and clinical outcomes, the assessment and development of personal qualities in general and personal attributes in particular, have not received appropriate attention in respect to selection of professional courses at graduate level students. Personality traits are one of the main non-intellectual variables predicting academic achievement in higher education (De la lglesia & Solano, 2019).

However, it is unclear that certain personality traits are more beneficial for academic achievement in some academic fields than in others (Vedel & Poropat, 2020).

A number of researches have confirmed that personality measures can contribute valuable information for students for selecting professional courses at graduate level. According to Holland's (1997) theory, people seek environments that are aligned with their personality types and engage in activities that utilize their abilities. People with low vocational identity are more likely to make incompatible career choices and experience frequent career change than those with high vocational identity.

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Soo (2010) suggested that there is need to investigate the role played by personality types on career choice. Mungai (2007) and Schmidt (2001) recommended that a study be done in post-secondary level of education to establish course satisfaction. The studies conducted in America notified that post-secondary education statistics indicated 20% to 60% of freshmen class to be undecided or uncertain of their career choice (Feller, 2003; Herr & Creamer 2000; Hayes, 1997; Orndorff & Herr, 1996).

It is on record that while factors such as gender, peer pressure, parents, exam grades and career status are by and large the first to be considered by students duringcareer decision making process, employment of such people experience job frustration and dissatisfaction which is carried them low work morale and reduced productivity which has far reaching social and economic consequences. This is a reflection of poor choices of professional courses by the students.

It is very difficult for students to think about career just after completing school but it is fact that will soon be making decisions about their future regardless of the direction. It is also difficult to explore the career which suit them and ensure the right decision building by them on which their career will be based for future study.

Selection of professional courses at graduate level is not just a matter of selection of occupation but in reality it is a good match with person's personality and characteristics. Selection of professional courses for a good career planning leads to good career adjustment. Personality influences the essential choices of partner, education and career (Moorjani, *et al.*, 2007).

Prior assessment of personality types of the students might make it easy to minimize their struggle for studying choice courses by them. The Myers -Briggs Type Indicator offers great in depth analysis into the primary personality preferences and tendencies like thinking vs feelings, extraversion vs introversion, sensing vs intution, etc. Personality type plays a big role in whether student suited for a particular professional course or not and even job satisfection in future.

In India, by 12th grade, most of students are choosing one among the three professional courses: medical, engineering and managementand also they have to decide which college to go to and which course to choose. Choosing the right career path is undoubtedly an important decision of student's life, so how can they make the right choice?

The answer is only one to know their personality type through which theycan be discovered their strengths, weaknesses, beliefs and other personality traits that reveal key information about the student's psychological make-up.

Keeping in mind that deciding on and pursuing career is ongoing process. The more they learn about themselves and the career options that best suit them, the more they will need to fine-tune their career plan.

Uttrakhand State is not as old as other states. It has a lot of private but few of government instituts in far distance due to its mountainous geographical areas.This study makes an attempt to close this research gap as far as Uttrakhand state is concerned, where there appears to be no such published study, involving university students. The purpose of the study is to close this gap, and offer both academics and practitioners additional insight, in their decisions, concerning training and education issues such as testing personality type prior to admission to college or graduate programs.Therefore this study can play an importent role and can be a milestonein enhancement of students life of this state.

Objectives

1. To find out relationship between personality types of students of Uttrakhand State and selecting professional courses at graduate level.
2. Whether gender play a significant role in terms of influence of personality types for selecting professional courses at graduate level students.

Hypotheses

1. Significant relationship will be found between personality type of students of Uttrakhand State and selection of professional courses at graduate level .
2. Gender will play significant role in terms of influence of personality types for selecting professional courses at graduate level students

Research Methodology

Sample: sample consisted of 150 students of three professional courses namely; 50,medical (MBBS) 50, engineering (B.Tech) and 50,management (BBA) students, who are studing in first yearand had been completd 2-4 months of their selected courseswere included in the sample. Further, each group of students bifercated into gender i.e., 25 boys and 25 girls. The sample was matched on 105 to 115 level of IQ of the students, which was confirm by adminitering Jalota Group Test of General Mental Ability Test. Simple randomization technique was used for selecting participants between the IQ level of 105 to 115. Data were collected only from coeducational private colleges of Uttrakhand State namely; CORE College Roorkee, Grafic Era Institute of Dehradoon and Nanital, Jolli GrantMedical College Dehradoon, Mahent Indresh Hospital Dehradun and Ramanand Instute Haridwar of Utarakhand state.

Measurement Tools

1. Jalota Group Test of General Mental Ability Test, developed in 1972, for assessing IQ level of the students.This intelligence test comprises of five separate categories of twenty tasks each, namely: (i) Vocabulary (ii) Classification (iii) Number Series (iv) Analysis and (v) Reasoning.
2. Myers-Briggs Type Indicator (MBTI) which is a widely used personality instrument developed in the 1950s by Isabel Briggs Myers and her mother Katherine Cook Briggs based on Carl G. The Myers-Briggs Type Indicator.

The test includes 144 forced-choice items designed to measure four bipolar personality types and their combinations: Introversion-Extraversion (I or E type), Sensing-Intuition (S or N type), Thinking-Feeling (T or F type) and Judging-Perceiving (J or P type) based on the scores on the afore-mentioned personality types. For example, higher scores on Introversion (as opposed to Extraversion), Sensing (as opposed toIntuition), Thinking (as opposed to Feeling), and Judging (as opposed to Perceiving) will classify individual's 16 combined possible personality type including 4 different spectrums like; Introversion- Senseing- Thinking- Judging category, or the ISTJ type.

Procedureof data collection

Only those educational institutions selected by the researcher for collecting data which offered engineering, medical and management graduate level courses and also only coeducation and residential campus students who were studying in the first year of all the three professional courses.

Initially the institution heads were approached and explained the purpose of the study to them, after getting permission by the authorities researcher fixed time with them for the next visit for administering tests.

There are three professional groups were includid in the study. Hence for controlling biasness researcher selected equal IQ level participants from each group. Therefor, the IQ level (105-115) did match by the researcher. For fulfilling the purpose at first, researcher was administeredJalota Group Test of General Mental Ability Test to the participants for screning on IQ level between 105-115, thenuse lottry method of simple randomization technique for selecting participantsas per need of the sample. Aapproximately 600 students of all three courses were administered the test so that the screening would be possible of students who have the level of IQ between105-115. The next visit as allotted by the institutions Myers- Briggs Type Indicator (MBTI) was administered to the selected group of students by requesting to follow the instructions as given by the researcher and also mentioned in the front page of the MBTIthen collecting back after completing by the students. The same procedure was adopted for all the three courses students.

Statistical Treatment

The data of personality type was obtained on nominal scale, hence it was described in the form of percentage tables.

Findings and Analysis

Table-1: Percentage for dichotomy personality type of students of three groups

Personality type	Professional groups			Total
	Engineering	Medical	Management	
Extravert	36.6%	35%	75%	150
Introvert	63.3%	65%	25%	
Sensing	61.6%	65%	58.3%	150
Intuitive	38.3%	35%	41.6%	
Thinking	41.6%	50%	55%	150
Feeling	58.3%	50%	45%	
Judging	61.6%	61.6%	65%	150
Perceiving	38.3%	38.3%	35%	

Table-1 clarified that medical and engineering students predominated by the preference of introversion type personality (Eng=63.3% & Med=65%) followed by preferring the information throw sensing (Eng=61% & Med=65%) decision making through feeling (Eng=68% & Med=50%) and orient themselves to the external world by the process of judging (Eng=61.6% & Med=61.8%). The process of thinking also prefer in the same way by the medical students (50%) with aforementioned processes.

Whereas, management students showed predomination with extraverted personality type (73%) followed by the process of sensing and thinking with the orientation to the external world by means of the process of judging.

Table-2 Percentages for dichotomy personality type of girls & boys students of three groups

Persona-lity type	Engineering		Medical		Management	
	Boys	Girls	Boys	Girls	Boys	Girls
Extravert	20%	53.3%	36.6%	36.6%	73.3%	76.6%
Introvert	80%	46.6%	63.3%	63.3%	26.6%	23.3%
Sensing	66.6%	50%	70%	60%	53.3%	60%
Intuitive	33.3%	50%	30%	40%	46.6%	40%
Thinking	53.3%	30%	70%	30%	56.6%	53.3%
Feeling	46.6%	70%	30%	70%	43.3%	46.6%
Judging	70%	50%	60%	60%	56.6%	73.3%
Perceiving	30%	50%	40%	40%	43.3%	26.6%

Table-2 depicted the differences in the personality type in terms of gender of engineering, medical and management students. Boys of medical and engineering courses predominated by introversion type personality (Eng=80% & Med=63%) followed by the function of sensing (66.6% & 70% respectively) and thinking (53% & 70%) with the orientation to the external world by the process of judging (70% & 60% respectively). In respect of girls, girls of engineering prefer extraverted personality type (53.3%) followed by the function of sensing and intuitive in equal percentage (50%) and feeling (70%) with orientation to the external world by equally accepted processes of judging (50%) and perceiving (50%).

The students of management, boys and girls both showed the same trend of personality types with the same processes but in different percentages. As extrovert (73% & 76%) personality types with the sensing (53% & 60%) and thinking (56% & 53% respectively) processes followed by judging (56% & 73%) orientation to the external world.

Table-3: Percentages for Personality type indicator (interaction among four dichotomies) of engineering, medical and management students

	ISTJ	ISFJ	INFJ	INTJ
Engineering	16%	18%	8%	1%
Medical	10%	10%	8%	1%
Management	8%	1%	3%	1%
	ISTP	ISFP	INFP	INTP
Engineering	5%	6%	5%	1%
Medical	5%	6%	3%	5%
Management	0%	3%	3%	1%
	ESTP	ESFP	ENFP	ENTP
Engineering	0%	5%	10%	6%
Medical	5%	5%	8%	1%
Management	1%	6%	10%	8%
	ESTJ	ESFJ	ENFJ	ENTJ
Engineering	5%	1%	6%	1%
Medical	8%	6%	8%	6%
Management	21%	10%	8%	10%

Table-3 depicted type of personality which is the results of interaction among the four dichotomies. It is denoted that high percentage of engineers have introvert, sensing, feeling and judging (ISFJ=18%) type personality and the next high percentage of engineers possessed introverted, sensing, thinking and judging (ISTJ=16%) type personality. Medical students also prefer the same personality type (ISTJ and ISFJ) but in less percentage (10%) than the engineers. However, the students of management showed extroverted, sensing, thinking and judging (ESTJ= 21%) type personality in high percentage than the medical and engineers on their personality preferences. Results clearly showed type of personality affects students for the choice of professional courses at graduate level.

Table-4: Percentages for Personality type indicator (interaction among four dichotomies) of girls &boys of three groups (engineering, medical and management students)

	Engineering		Medical		Management	
	Boys	Girls	Boys	Girls	Boys	Girls
ISTJ	23%	10%	13%	6%	10%	6%
ISFJ	26%	6%	6%	20%	3%	0%
INFJ	10%	6%	10%	6%	3%	3%
INTJ	3%	3%	3%	0%	0%	3%
ISTP	6%	3%	6%	3%	0%	3%
ISFP	6%	6%	6%	6%	3%	3%
INFP	3%	6%	0%	0%	3%	3%
INTP	0%	3%	3%	6%	3%	0%
ESTP	0%	0%	6%	3%	3%	3%
ESFP	0%	10%	3%	6%	6%	6%
ENFP	3%	16%	6%	13%	10%	6%
ENTP	10%	3%	3%	0%	10%	3%
ESTJ	3%	6%	10%	6%	20%	23%
ESFJ	0%	13%	0%	6%	6%	13%
ENFJ	0%	3%	10%	10%	3%	10%
ENTJ	3%	0%	10%	3%	13%	10%

Table 4 indicated that ISFJ (26%) the most and ISTJ (23%) the second most personality type preferred by the boys of engineering courses, but the extroversion, intuitive, feeling and perceiving (ENFP=16%) for most and extroverted, sensing, thinking and judging (ESFJ-13%) the second most personality preferences showed by girls of engineering courses. Whereas, the boys students of medical courses showed introversion, sensing, thinking and judging (ISTJ=13%) type personality and girls of medical courses prefer introversion, sensing, feeling and judging(ISFJ=20) personality type. However, management boys and girls both preferred the extravert, sensing, thinking and judging (ESTJ) type personality (20% & 23% respectively).

Discussion of the Results: The purpose of this study was to encourage the students as far as educational bodies of Uttrakhand State for understanding the significance of personality type of students prior to pursuing professional courses at graduate level. For the same, engineering, medical and management students were studied and explored the difference in their personality types in respect of gender.The results were discussed on the basis of difference on the four dichotomies of personality and also the 16-types of personality which are the results of interaction of four dichotomies namely; introversion-extroversion, sensing-intuitive, thinking-feeling and judging-perceiving. It was found that the students of engineering and medical courses were predominantly having introverted personality type whereas management students were found to be more extroverted (table-1). In respect of gender, same trend was shown by both girls and boys of medical and management students. However,engineering girls showedpreoccupied by extraverted type personality as contrast by the girls of medical course (table-2).

On the sensing and intuitive dichotomy, it was found that the student of all three courses followed sensing type process. Girls and boys aforementioned courses had also preferred sensing as a function of personality (Table 1 & 2).

The results on the thinking and feeling dichotomy (table-1) engineering students showed feeling as a process of personality more than thinking while management students followed the process of thinking more than feeling. However, medical students showed almost equal preference of feeling and thinking process of personality. In terms of gender, boys of engineering and medical courses predominated by thinking process of personality while girls of these two groups adopted process of feeling in high percentage. Whereas, management students of both girls and boys predominated by thinking process of personality.

On the judging and perceiving dichotomy (table 1) all the three courses (engineering, medical and management) students showed judging type orientation to the external world in high percentage. Gender of above courses, both girls and boys also preferred orientation to the external world through judging more than the perceiving. However, engineer girls showed equal dominance for perceiving and thinking. Management girls had high preference on judging as compared to preference of boy on the same (table 2).

In terms of type of personality by means of interaction of four dichotomies, engineers and medical students possessed ISFJ and ISTJ type personality and management students prefer ESTJ type personality.

A comparison between genders of aforesaid courses; engineer girls preferred ENFP type personality as contrast of boys (ISFJ & ISTJ). Medical girls preferred ISFJ and boys ISTJ personality types among the 16 types of personality. Whereas, girls and boys of management preferred ESTJ type personality in high percentage.

Results on in line supported the results of this study; Capritz (2003) did a study on software engineers studying in private and public universities of Ontario and found that they have been dominated by introverted type of personality. Ahmad *et al.* (2010) also greeted with the result of this study they also found that number of engineering students were much more high on introversion type personality than extroversion. The findings of Khalid *et al.*, (2018) also congruence with the results of this study. They also used MBTI to establish the personality types of engineering students and found that they were follow ISTJ type personality in their general profile.

The medical profession would indeed value the introverted type's gift for deep concentration and zest for problem (Myer, 1980).

Boys of medical group possessed high percentage on thinking whereas girls predominated on feeling dichotomy (table-2). Obtained results were in agreement with the results of a study conducted by Mantgomery and Groat (1998). They emphasize that thinking/feeling dimension is the only dimension which demonstrates a consistent gender difference. Kroeger & Thusen (1998) quoted that two third of women have profile where feeling dominated while two-third of men have thinking predominated in their profile.

Findings of this study also congruent with the research carried out by Tyagi (2008) & Yoo *et al.* (2013), they found that logically consistent with the demands of the profession which requires the management professional to be outwardly and build strategiesbased on consumer interaction. Although there is a big gap of research in this field in Uttrakhand State despite of that many studies conducting in this field found similar trend as shown by this research and some are contradictory but it is fact that understanding personality type prior to admit in professional courses at graduate level students can diffuse conflicts before they arise and also can adjust and more receptive in a knee-jerk situations such as ; a student able to make decisions based on his five senses to gather the right informationif he is sensing type and if he will more reliant on intuition , he will make decisions a choice based on instinct.

Results of this study clearly indicated that the positive relationship found between the personality types of students and selection of professional courses by them at graduate level in respect of introversion dominated personality type shown by medical and engineering students and extroversion dominated by management students. Gender of students of above professional courses also showed the seme trend except the girls of engineering course.

On the basis of identifing the results resercher suggests

Therefore, knowingthe personality type by the studentscan help them high achievement in their study , make better decisions, self - awareness and foremost important they find a career they are passionate about as well as professionals who are running their institutions for getting high rank in the state.

Conclusions

Following conclusions are drown from the study:

1. Engineering and medical students found to be more ISFJ and ISTJ types personality.
2. Management students preferred ESTJ type personality.
3. Girls of engineering courses preferred ESTJ type personality, while boys preferred ISFJ and ISTJ personality type.
4. Girls of medical courses preferred ISFJ and boys ISTJ type personality.
5. Management girls and boys students preferred ESTJ type personality. No difference found between the girls and boys for preferring personality type at graduate level students.

Limitations

- The results of this study are not gerneralisable as it was restricted for Uttrakhand State However the findings of the current study may indicate avenues for future research.
- There was difficulty in collecting data from students during their study time, information biasness also possible due to adoptions of self administereddata collection method.
- Data collection only from private institutions of Uttrakhand State is also a limitation of this study.

Benefits of prior knowing personality types

The findings of the study may have important implications in the field of higher education and may help educators and policy makers to design the curriculum and teaching pedagogies in a way that suit the need of all students of Uttrakhand State. The right career depends upon interest, personality type and skill of the students. Hence, following benefits are reported for prior knowing the personality type of the students. Knowing about the personality helps to think about emotions, behaviors and ways of thinking of students which will help them to find a career that will be the compliments of their personality. Developing type of occupation by knowing of personality types may confirm career choices of students which have already made and open entirely new options for them. Assessment of personality type helps students for matching their skill and interests with potential job and eventually a career that best suit them. Career planning is ongoing process involving knowing themselves about career options by understanding the personality type which they have.

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Adjustment Patterns and Social Skills of Adolescent Students

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Abstract

The present study investigated the adjustment patterns and social skills of adolescent students. The research investigation was carried out on 320 adolescent students of class X selected randomly from four schools (both government and private) of Amritsar district. Multipurpose adjustment inventory (Singh & Thakur, 2010) and Social skills Scale (Sood, Anand & Kumar, 2012) were used as instruments for data collection in this study. t-ratios and product moment correlation was used to arrive at the following conclusions: (i) Adjustment patterns of urban adolescent students are better in comparison to rural adolescent students. (ii) Adolescent students of private schools show better adjustment patterns in comparison to adolescent students of government schools. (iii) Social skills of urban adolescent students are better in comparison to rural adolescent students. (iv) Social skills of adolescent students of private schools are better in comparison to adolescent students of government schools. (v) Adjustment patterns of adolescents students having high social skills is higher than those having low social skills. (vi) Adjustment patterns and social skills are significantly positively correlated.

Introduction

Adolescence is a critical period in the life of an individual as neither the society regards him or her as a child nor accords full status of an adult. The life of adolescent students is full of opportunities to enter into new experiences, to explore new relationships, to feel new resources of inner strength and ability. They are needed to make adjustments in this transition period of their lives. Gates and Jersild (1948) stated that "Adjustment is continual process in which a person varies his behavior to produce a more harmonic relationship between himself and his environment". According to Shaffer (1961), "Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs".

Aggarwal (2004) states, "The adjustment of adolescents very much depends on the fulfillment of their significant specific needs that consists of physical needs, emotional needs, social needs, intellectual needs, moral needs and vocational needs". Students experience many new situations during their years of schooling: from home to school, middle to high school, and high school to college or work. These experiences and dealings of the students in the social sphere can be made smooth if the new environment is responsive to each particular age group. Chauhan (2013) studied that, "There is a significant difference in adjustment of higher secondary school students and female students have good adjustment level when compared to the male students".

In the classroom, students learn not only the academic content of their lessons, but also the way to acquire academic content through interaction with others. Consequently, social skills are essential for students to learn through schooling along with academic skills. Emotional control enables students to focus their attention and to engage in class activities by interacting positively with peers and teachers. Conversely, schools must promote social and emotional development of students in order to produce not only knowledgeable but also responsible and good citizens. Social skills are not the same thing as behavior. Rather they are components of behavior that help an individual understand and adapt across a variety of social settings. Walker (1983) defines, "Social skills as a set of competencies that allow an individual to initiate and maintain positive social relationships, contribute to peer acceptance and to a satisfactory school adjustment and allow an individual to cope effectively with the larger social environment".

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The development of social skills is one of the most important outcomes of the school process. According to Parker and Asher (1987), "Children with social skills deficit are at risk for social-emotional difficulties and poor academic performances". Specifically, to be successful in school, students need to learn not only academic content, but also how to acquire academic content through classroom discourse (Westby, 1997 & Sung, 2009). Class room discourse involves interaction with teachers and peers, and is based on a procedural knowledge of social participation structure in which, according to Westby (1997), information sources are delayed or withheld, and communicative rights are allocated among the participating members (Sung, 2009). Students' lack of one or both skills-social skills and academic - in high school are a pressing concern to both those within and without the educational community because the absence of either skill has affected the students' academic success in the high school most importantly (Fleming, Haggerty, Catalano, Harachi, Mazza & Gruman, 2005). Without social skills, the students' opportunities to learn effectively are likely to diminish greatly (Malecki & Elliot, 2002; Wenzel, 1993).

Social skills are necessary for achieving a variety of common social (e.g., job interviews, promotions), emotional (e.g., effective stress management), and/or interpersonal goals (e.g., assertiveness skills; Kelly & Hansen, 1987; Tsang & Cheung, 2005). The development of social and communication skills in peer group interactions in middle and late childhood builds the foundation for later successful life adjustment (Rubin, Bukowski, & Parker, 2006). Conversely; many studies have demonstrated links between poor peer relationships in childhood and both concurrent and long-term adjustment difficulties. For example, peer disapproval and social isolation may lead to feelings of loneliness, insecurity, and anger, creating vulnerability to depression, anxiety, and alienation (Boivin, Hymel, & Bukowski, 1995). Those with skill deficits and concomitant aggressive behavior are at risk for developing a number of difficulties that can escalate and contribute to various forms of maladjustment ranging from emotional difficulties (e.g., anxiety, depression, reduced sense of self-worth) to antisocial behaviors (e.g., substance use, delinquent activities; Dodge, Coie, & Lynam, 2006; Parker, Rubin, Price, & DeRosier, 1995). Research studies have revealed that children with good social skills are more successful than their less competent peers in developing positive attitudes towards school and in adjusting to school (Odom, Zercher, Ligs, Marquart, Sandall, and Braun, 2006; Semrud Clikeman, 2007). Therefore, the investigators felt the need to study the adjustment patterns and social skills of adolescent students. This study would help to reveal the relation of adjustment patterns with social skills and help the educationists and curriculum framers to design curricular and co-curricular activities in such a way that it will help the students to face challenges of life right at the adolescent stage.

Research Questions

1. Is there any significant difference in adjustment patterns of adolescent students with respect to locale and type of school?
2. Is there any significant difference in social skills of adolescent students with respect to locale and type of school?
3. Is there any significant difference in adjustment patterns of adolescent students with respect to high and low levels of social skills?
4. Is there any significant relationship between adjustment and social skills of adolescent students?

Research Design of The Study

The study falls under the domain of descriptive research as it intends to study the adjustment patterns and social skills of adolescent students. Gender and Type of school were taken as categorizing variables.The stratified random sampling technique was used to select 320 students studying in X class from private as well as government schools falling in both urban and rural areas of Amritsar District.

Tools Used

- Multidimensional Adjustment Inventory (Singh & Thakur, 2010)
- Social Skills Rating Scale (Sood, Anand & Kumar, 2012).

Analysis and Interpretation of The Results

Table-1: t- ratio of adjustment and social skills scores of adolescent students with respect to locale, type of school and level of social skills

Variable	Category	Number	Mean	S.D.	SE_D	t-value
Adjustment	Urban	160	33.28	5.25	.58	3.12**
	Rural	160	31.47	5.14		
	Government	160	31.39	4.93	.58	3.41**
	Private	160	33.36	5.42		
Social Skills	Urban	160	344.42	30.88	3.22	2.71**
	Rural	160	335.69	26.61		
	Government	160	334.61	25.96	3.20	3.40**
	Private	160	345.51	31.08		
Adjustment	High Social Skills	86	34.61	5.62	.82	3.74**
	Low Social Skills	86	31.51	5.22		

** Significant at 0.01 level

It can be observed from table 1 the mean score of adjustment of urban adolescents is 33.28 which is higher than that of rural adolescents i.e. 31.47. The t-ratio was found to be 3.12, which was significant at 0.01 level of confidence. This clearly reflects that there exists a significant difference between adjustment of urban and rural adolescent students. Urban students are found to be better adjusted than the students of rural areas.

It can also be seen from table 1 that for adjustment with respect to type of school the calculated t-value 3.41 was found to be more than table value (2.58) at 0.01 level of significance. So, it suggests that there is significant difference between adjustment of adolescent students of government and private schools. As shown in table 1, the mean of adolescent students of government schools is 31.39 and that of private schools is 33.36. An examination of the means of two groups suggests that adolescents of private schools have better adjustment as compared to adolescents of government schools.

Further, the table 1 reveals that for social skills scores with respect to locale, calculated t-value 2.71 was found to be more than table value (2.58) at 0.01 level of significance. So, it suggests that there is significant difference between social skills of urban and rural adolescents. As shown in table 1 the mean of urban adolescents is 344.42 and that of rural adolescents is 335.69. An examination of the means of two groups suggests that urban adolescent have better social skills as compared to rural adolescent students.

It can be seen from table 1 that for social skills scores with respect to type of school, calculated t-value 3.40 was found to be more than table value (2.58) at 0.01 level of significance. So, it suggests that there is significant difference between social skills of government and private schools. As shown in table 1 the mean of adolescent students of government schools is 334.61 and that of private schools is 345.51. An examination of the means of two groups suggests that adolescent students of private schools have better social skills as compared to adolescent of government schools.

It can also be seen from table 1 that calculated t-value 3.74 was found to be more than table value (2.58) at 0.01 level of significance. So, it suggests that there is significant difference between adjustment of adolescent students with high and low level of social skills. As shown in table 1 the mean of adolescent students having high social skills is 34.61 and that of low social skills is 31.51. An examination of the means of two groups suggests that adjustment of adolescent students having high social skills is higher as compared to adolescents having low social skills.

Table 2: showing correlation between adjustment patterns and social skills of adolescent students

Variables	N	df	r
Adjustment Patterns	320	318	+.12
Social Skills	320		

** Significant at 0.05 level

From the calculations, we concluded that co-efficient of correlation (r) =+.12, indicating that adjustment is significantly correlated with social skills (r = .12 significant at 0.05 level).

Discussion

The findings revealed that locale has significant impact on adjustment of adolescent students. Adjustment patterns of urban adolescent students are better as compared to rural adolescent students. The result is contradictory with the studies conducted by Kaur (2012) and Paramanik, Saha and Mondal (2014) which revealed that residence does not influence the adjustment level of the students.

It has also been found that Adolescent students of private schools show better adjustment patterns as compared to adolescent students of government schools. The result is contradictory with the study conducted by Kaur and Singh (2019) which revealed that government school students were significantly better in terms of their level of adjustment as compared to adolescents of private schools.

Locale has significant impact on social skills of adolescent students. Social skills of urban adolescent students are better as compared to rural adolescent students. The probable reason for this could be that students of urban schools get better social environment and more opportunities of social interaction in the form of curricular and co-curricular activities. The above result is consistent with the results of the studies conducted by Kahn (1945), Rashid (2010) and Shabana and Alam (2018) which revealed that the students of urban schools have developed more social skills than the rural schools. However, the finding is contradictory to the findings of Abdi (2010), Goel (2015) and Kaur and Preety (2019) who revealed that adolescents of urban and rural areas do not differ in social skills.

Type of school has significant impact on social skills. Social skills of adolescent students of private schools are better as compared to adolescent students of government schools. The result is in conformity with the findings of Shabana and Alam (2018).

Adjustment patterns of adolescents' students having high social skills are higher than those having low social skills.

Adjustment patterns and social skills are significantly positively correlated is supported by the findings of Riggio, Watring and Throckmorton (1993) which revealed that possession of social skills was positively correlated with perceived social support and with most of the measures of psychosocial adjustment.

Educational Implications

To develop well adjusted human beings, educational institution plays a fundamental role in the present challenging times. Adolescents are faced with innumerable problems in every sphere of life. Educational institutions should make efforts to make adolescents competent in solving their problems which in turn will help them to be better adjusted in the life.

The adjustment patterns are important for the adolescents not only to their education but also for life. Hence, it is essential to recognize the problems of the students at various levels and lower the burden on them and facilitate their adjustment.

- The social skills and adjustment patterns of adolescent students of government schools and that of rural areas are very poor. Hence, the teachers and parents should take appropriate measures to promote social skills among them for developing balanced and adjusted personalities. The teachers should be trained in coaching students to develop social skills.
- Social skills were found to be significantly positively correlated with the adjustment patterns of the students; hence school authorities and teachers are required to take appropriate actions to improve social skills among students so that the students become better adjusted.

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वैश्वीकृत भारत में दलित महिलाओं की दशा

*डॉ. अनिल कुमार पारीक

सारांश

वैश्वीकरण का दर्शन वैश्विक स्तर की सोच स्थानीय स्तर पर लागू करना है। यद्यपि वैश्वीकरण की प्रक्रिया के विस्तार से समाज में संस्थागत एवं संरचनात्मक विकास को बढ़ावा मिला है। लेकिन इससे समाज के उस वर्ग को अधिक लाभ हुआ है जो ज्यादा शिक्षित एवं सक्षम था। फलतः वैश्वीकरण ने महिलाओं एवं विशेषकर दलित महिलाओं की समस्याएं अधिक बढाई हैं। बढ़ता नवीनीकरण, कम वेतन, पारस्पिरिक हुनर की अनदेखी, विदेशी कम्पनियों की मनमानी तथा उनके समक्ष कानूनी असमर्थता आदि परिस्थितियाँ दलित महिला को न्याय दिलाने में असफल रही हैं। वैश्वीकरण के अनेक लाभ भी हैं लेकिन पारम्परिक तौर पर आज भी दलित महिला असंगठित संस्थाओं में ही कार्यरत है। ऐसे में नियमहीनता के चलते वे आसानी से शोषण का शिकार हो रही हैं। इसके सन्दर्भ में दलित महिलाओं के अधिकार भी बहुत अधिक प्रभावशाली भूमिका का निर्वहन नहीं कर पाए हैं। सामान्य वर्ग के साथ-साथ दलित पुरुष भी दलित महिला के शोषण में दाएं बाएं खड़े मिलते हैं।

परिचय

दलित शब्द की व्युत्पत्ति संस्कृत के धातु 'दल' से हुई है, जिसका अर्थ है- तोड़ना, कुचलना। संस्कृत शब्दकोशों में दलित शब्द का अर्थ है- दला गया, मर्दित, पीसा गया। मानक हिन्दी-अंग्रेज़ी शब्दकोश में दलित शब्द के लिये डिप्रेस्ड (Depressed) शब्द मिलता है। महात्मा गांधी ने उन्हें ईश्वर का पुत्र यानी 'हरिजन' कहा, किंतु दलित राजनेताओं को इस शब्द में अपमान की बू आती है क्योंकि उन्हें लगता था कि यह शब्द ज़मीनी वास्तविकता को ढँपना चाह रहा है, अतः धीरे-धीरे हरिजन शब्द का प्रयोग बंद हो गया। संविधान में दलित समुदाय के लिये अनुसूचित जाति शब्द का प्रयोग किया गया, पर दलित आंदोलन से जुड़े लोग गैर-सवर्ण सभी जातियों को दलितों के तहत परिगणित करते हैं, जिनमें अन्य पिछड़े वर्ग व आदिवासी समुदाय भी शामिल हैं। दलितों के सबसे महत्त्वपूर्ण विचारक डॉ. अम्बेडकर का भी यही मानना था कि भारत में जिन भी समुदायों को उच्च वर्ग द्वारा पोषित विषमता का सामना करना पड़ा, वे सभी दलित हैं। दलित विमर्श साहित्य के माध्यम से वर्ण व्यवस्था का विरोध करके विषमता रहित मानव मूल्यों की स्थापना के लिये संघर्ष करता है, ब्राह्मणवादी अथवा मनुवादी प्रतीकों तथा प्रथाओं का निषेध करता है तथा सदियों से पिछड़ी और अछूत मानी जाने वाली जातियों के लिये अवसर, साधन एवं शिक्षा उपलब्ध कराने का समर्थन करता है। दलित विमर्श अपनी विचारधारा निर्माण के लिये डॉ. अम्बेडकर की मान्यताओं को आधार बनाता है। स्वयं डॉ. अम्बेडकर नारायण गुरु, ज्योतिबा फुले व रामास्वामी नायकर से प्रभावित थे। फ्रांसीसी क्रांति के आदर्शों स्वतंत्रता, समानता एवं बंधुत्व का भी उनके ऊपर गहरा प्रभाव पड़ा था। इन विचारों से प्रभावित होकर उन्होंने दलित साहित्य के निर्माण की प्रेरणा के संदर्भ में तीन प्रमुख विचार सूत्रों पर बल दिया- 1. स्वाभिमान, स्वावलंबन, स्वउभार, 2. शिक्षा, संगठन एवं संघर्ष, 3. मानवीय अधिकार प्राप्ति के लिये संघर्ष। दलित साहित्य पर अम्बेडकर के विचारों का अभूतपूर्व प्रभाव पड़ा। आत्मशक्ति एवं स्वावलंबन की भावना से भरकर रचनाकारों ने डॉ. अम्बेडकर के प्रतिनिधित्व में, 'दलित मुक्ति आंदोलन' को आरंभ किया। दलित विमर्श की नींव ज्योतिबा फुले ने अपनी पुस्तक 'गुलामगिरी' से रखी। हालाँकि इसका दायरा डॉ. अम्बेडकर ने विस्तृत किया। 1920 में उन्होंने 'मूक नायक' नामक पत्रिका का आरंभ किया जिसमें वर्ण-व्यवस्था का विरोध तथा दलित वर्गों को प्रबोधन की लक्ष्य कथ्य के रूप में चयनित किया गया था। सन् 1927 में डॉ. अम्बेडकर ने वर्ण-व्यवस्था के विरोध में क्रातिधर्मी आंदोलन आरंभ किया। दलितों में भी महिलाओं की स्थिति अत्यंत सोचनीय है।

आरंभिक स्थिति

ऐतिहासिक काल से ही दलित महिलाएँ कई प्रकार के शोषण का शिकार रही हैं तथा भारतीय सामाजिक व्यवस्था में उनके मानव अधिकारों का उल्लंघन होता रहा है। दलित महिलाओं को हिंदू सामाजिक-व्यवस्था में सिर्फ इतना ही स्थान दिया गया है जिससे उनकी सेवाओं का उपभोग उच्च जातियों के लोग कर सकें। ये सेवाएँ मुख्यतः दो रूपों में बाँटकर हम देख सकते हैं- पहला शारीरिक श्रम (मजदूरी, बेगार, मैला ढोना आदि) एवं दूसरा उनका शारीरिक शोषण (गुप्ता, 2013 पृष्ठ 175)। मध्ययुगीन काल से ही कुछ बदलाव की आवाजें बुलंद की गईं और आजादी

* सह आचार्य, लोक प्रशासन, राजकीय कला महाविद्यालय, कोटा, राजस्थान, भारत

के बाद डॉ. अम्बेडकर एवं सरकार के अथक प्रयासों के फलस्वरूप दलितों और उनकी महिलाओं के अधिकारों के लिए संवैधानिक दर्जा दिया गया किन्तु हिंदू सामाजिक व्यवस्था के विभिन्न लेखों के आधार पर व्यवस्थित एवं जातिगत पुरानी परम्परागत और भेदभावपूर्ण व्यवस्था के खिलाफ आवाज उठाने और उसमें बदलाव करने की कोशिशों को कभी छूट प्रदान नहीं की गई।

अन्याय पर आधारित पारम्परिक समाज में शूद्रों और उनकी महिलाओं के शिक्षा और सम्पत्ति जैसे अधिकार छीन लिए थे। उन्हें पशुवत जीवन जीने को मजबूर किया गया। उनका क्रन्दन सुनने वाला कोई नहीं था। अम्बेडकर से पूर्व छत्रपति शिवाजी, महात्मा ज्योतिबा फूले एवं उनकी पत्नी सावित्री बाई फूले भी इस व्यवस्था के शिकार हुए। ये महापुरुष भी उस समय की सामाजिक व्यवस्था से अछूते न रह सके तो उस समय दलित महिलाओं की स्थिति कैसी होगी, इसी से अंदाजा लगाया जा सकता है जिसका असर वर्तमान में भी इस समुदाय की महिलाओं पर है। आज भी दलित महिलाओं को मात्र उपभोग की वस्तु समझा जाता है। दलित वर्ग की महिलाएँ सामान्य वर्ग की महिलाओं से प्रत्येक अर्थों में भिन्न रही है। उनका कोई भूतकाल नहीं है, वर्तमान भी धुंधला ही है।

दलित महिलाओं की यह स्थिति प्राचीनकाल से ही समाजशास्त्रियों, स्वयंसेवी संस्थाओं, समाजसेवियों, बुद्धिजीवियों एवं सरकार के लिए चिन्ता का विषय रही है। आज जब विश्व के किसी भी देश में मानवाधिकारों का हनन होता है तब उस देश के शिक्षाशास्त्री एवं बुद्धिजीवी भी गलाफाड़ कर चिल्लाते हैं लेकिन जब उसी देश में उनकी नाक के नीचे और पड़ोस में किसी दलित महिला को नंगा कर नचाया जाता है अथवा खुले में उसका बलात्कार और हत्या कर दी जाती है, साथ ही उसका शोषण एवं उत्पीड़न किया जाता है तब किसी भी वर्ग के कानों में किसी भी तरह की आवाजें नहीं गूंजतीं, चुपचाप तमाशा देखते रहते हैं। यद्यपि राजनीतिक लाभ हेतु कुछ समय हल्ला मचता है लेकिन कुछ दिन बाद ही किसी दलित युवती के साथ फिर कोई घटना होने तक शांति हो जाती है। (काजल, 2013 पृष्ठ 58)

आज दलित महिलाएँ विभिन्न मोर्चों पर संत्रास, शोषण, उत्पीड़न, अनाचार एवं उत्पीड़न का शिकार हो रही हैं। उनके लिए अधिकारों की बात तो बहुत बार की जाती है लेकिन वास्तविकता के नाम पर उन्हें सिर्फ छला ही जाता रहा है। दलित महिलाओं को हर प्रकार शोषण का शिकार होना पड़ता है। समाज में उन्हें प्राचीनकाल से ही सभ्यता के नाम पर कलंक समझा जाता रहा है उन्हें मानव की श्रेणी से बाहर ही रखा जाता है। दलित महिलाओं को समाज में अपने परिश्रम के साथ-साथ अपने जिस्म पर भी कोई अधिकार नहीं है। आज भी इस वर्ग की महिलाओं को उच्च वर्ग के लोगों द्वारा सस्ते श्रम में खरीदा जाता है और जब चाहे, जैसा चाहे उपभोग कर सकते हैं। दलित पुरुषों की आवाज दबाने के लिए भी उनकी महिलाओं पर अत्याचार किये जाते हैं। (काजल, 2013 पृष्ठ 93) दलित महिलाओं के साथ प्रत्येक वर्ष बलात्कार की घटनाएँ घटित होती रहती हैं।

आज 21वीं सदी में भी भारतीय समाज वर्ण व्यवस्था से अछूता नहीं है। जातीय शोषण आज भी विद्यमान है, चाहे वह धर्म के आधार पर हो या जातिगत आधार पर, वैज्ञानिक युग में भी सामाजिक वर्गीकरण बना हुआ है। दलित महिलाओं की दयनीय स्थिति इसी वर्ण व्यवस्था का परिणाम है। परिणामस्वरूप आज संवैधानिक एवं लोक कल्याणकारी युग में भी उनकी स्थिति में संतोशजनक अन्तर नहीं आया है।

स्वतंत्रता से पूर्व दलित महिलाओं की मानवाधिकार स्थिति

भारत में ब्रिटिश शासन की स्थापना के साथ-साथ ईसाई धर्म का प्रचार-प्रसार करने वाली अनेक धार्मिक संस्थाओं का आगमन हुआ जिनका प्रमुख लक्ष्य मानवीयता को जाग्रत करना था। शूद्र जो दबे-कुचले थे, सड़कों पर नहीं चल सकते थे, उन्होंने ईसाई धर्म स्वीकार कर लिया। ईसाई मिशनरियाँ भारत में पश्चिमी सभ्यता का मानवीय का रूप प्रस्तुत करने में बड़ी भूमिका अदा कर चुकी हैं। इनका सम्बन्ध समाज सेवा, दलितों, शोषितों का उद्‌गार एवंमहिलाओं सहित समस्त वर्गों के कल्याण से है। भारत में ज्यों-ज्यों अंग्रेजी साम्राज्य विकसित होता गया, त्यों-त्यों दलितों-पिछड़ों एवं महिलाओं के लिए स्कूलों का निर्माण किया गया जिनमें शिक्षा से लेकर दलित बालकों के जीवन की विसंगतियों को भी परखने का अवसर मिला। ब्रिटिश शासन काल में दलित महिलाएँ जातिगत धंधों को त्यागकर कृषि, व्यापार एवं उद्योगों जैसे स्वच्छ व्यवसायों में प्रवेश लेने लगी। दास प्रथा का अन्त हुआ और कॉफी, चाय के बागानों की शुरुआत हुई जिनमें दलित महिलाएँ काम करने लगीं। उनकी आर्थिक स्थिति में परिवर्तन आने प्रारम्भ हुए। अम्बेडकर के संघर्षशील व्यवहार के कारण ब्रिटिश शासन में ही दलितों को वोट डालने का अधिकार भी प्राप्त हुआ परन्तु यह अधिकार शिक्षा के आधार पर किया गया था जो कि दलित महिलाएँ इस अधिकार से कोसों दूर थी। अंग्रेजी शासन काल में जातिगत भेदभाव पर ध्यान नहीं दिया जाता था, जिस कारण छुआछूत की तरफ अंग्रेजों का ध्यान ही नहीं गया। उच्च वर्ग प्राचीन की भांति ही दलितों पर हावी रहा और उन्हें सार्वजनिक उपयोग की वस्तुओं से दूर ही रखा गया। ब्रिटिश काल में जमींदारी प्रथा का अन्त हुआ परन्तु अब दासों का स्थान श्रमिकों के रूप में दलितों ने ले लिया था और शिक्षा से उन्हें दूर रखा। कुछ समाज सुधारकों ने दलित वर्ग के विकास हेतु प्रयास भी किये परन्तु ये

प्रयास पहले दलित समुदाय का विकास करते उसके पश्चात दलित महिलाओं के अधिकारों बात सम्भव थी। स्वामी दयानन्द, घासीराम, नारायण गुरु, रानाडे, विवेकानन्द, रामास्वामी पेरियार का आन्दोलन, ज्योतिबा फूले का सत्यशोधक समाज एवं उनकी पत्नी का महिला शिक्षा आन्दोलन, अम्बेडकर का दलितोत्थान, गाँधी के छुआछूत उन्मूलन आदि आन्दोलनों के द्वारा इन समाज सुधारकों ने दलितों की दशा सुधारने के प्रयास किये। ब्रिटिश काल में दलित महिलाओं का दोहरा शोषण हुआ, एक तो हिन्दुओं द्वारा शूद्र एवं दलित मानकर और दूसरा अंग्रेजों द्वारा असहाय एवं कमजोर समाज की महिलाएँ मानकर। दलित महिलाएँ उच्च जातियों के घरों में साफ-सफाई का काम करती थीं और सड़कों का कूड़ा-कचरा साफ करती थीं। विद्यालय जाने का इनका अधिकार नहीं था। काम के बदले इनको फटे-वस्त्र और झूठा भोजन ही मिलता था, अच्छे और साफ-सुथरे वस्त्र पहनने का इनका अधिकार नहीं था। बहुत से स्थानों पर दलित समुदाय की महिलाओं को अपने स्तन ढकने का भी अधिकार नहीं था और आभूषण पहनने पर भी प्रतिबन्ध था। (खंडेला, 2008 पृष्ठ 5-6) पर्दाप्रथा, सतीप्रथा, देवदासी प्रथा एवं वेश्यावृत्ति इसी काल में सर्वाधिक थी। दलित समुदाय की महिलाओं को अत्यधिक शारीरिक एवं मानसिक शोषण का शिकार होना पड़ता था। दलित महिलाओं के लिए अधिकारों की बात करना तो दूर मानवीय समुदाय से भी पृथक समझा जाता था। पुनर्जागरण काल में विभिन्न समाज सुधारकों के प्रयासों से इनकी यथास्थिति सुधारने के लिए अनेक संघर्षों एवं आन्दोलनों द्वारा इन्हें जागृत करने के प्रयास किये गये और शिक्षा के महत्व को समझाने की कोशिश की गई।

स्वतन्त्रता के पश्चात् दलित महिलाओं की स्थिति

भारत में लगभग दो शताब्दी तक ब्रिटिश राज स्थापित रहा और सन् 1935 में साइमन कमीशन ने अस्पृश्य जातियों के लिए अनुसूचित जाति शब्द का प्रयोग किया जिसे डॉ. अम्बेडकर ने भी स्वीकार किया। 1947 में भारत को ब्रिटिश राज से आजादी मिली और गणतन्त्र भारत के लिए एक स्वतंत्र एवं पृथक संविधान का गठन किया गया। डॉ. अम्बेडकर के अथक प्रयासों एवं दलित समुदाय के लिए आजीवन संघर्षरत रहने कारण भारतीय संविधान में अनुसूचित जातियों के लिए विशेष अधिकारों को सम्मिलित किया गया। इन अधिकारों में महिलाओं के लिए विशेष एवं समान अधिकारों को भी शामिल किया गया है जिसमें दलित महिलाएं भी सामान्य महिलाओं की तरह समान एवं गरिमामय जीवन-यापन कर सकें। भारतीय संविधान में अन्याय पर आधारित नियमों को समाप्त कर दिया गया, तथा न्याय पर आधारित समतावादी समाज की स्थापना का मार्ग प्रशस्त किया गया है।"

संवैधानिक एवं वैधानिक स्थिति

हर व्यक्ति जन्म से ही अधिकार लेकर आता है, चाहे वह जीने का अधिकार हो या विकास के लिए अवसर प्राप्त करने का मगर इस पुरुष प्रधान समाज में महिलाओं के साथ लैंगिक आधार पर भेदभाव की वजह से इन अधिकारों से वंचित रहना पड़ता है। दलित महिलाओं के अधिकारों को सुनिश्चित करने हेतु हमारे संविधान में अलग से कुछ कानून बनाये गये हैं जिससे ये महिलाओं के जीवन में मदद कर सकें और समय-समय पर इनमें संशोधन भी किये जाते रहे हैं-

अनुच्छेद 14-विधि के समक्ष समानता, अनुच्छेद 15 के तहत धर्म, मूलवंश, जाति, लिंग, जन्म स्थान एवं वर्ग के आधार पर प्रतिबंध, अनुच्छेद 15(2) में सार्वजनिक स्थलों, दुकानों, होटलों और मनोरंजन के स्थलों पर प्रवेश या कुएँ अथवा तालाबों आदि के इस्तेमाल पर प्रतिबंध निषेध किया गया है, अनुच्छेद 15(4) के अन्तर्गत राज्यों में पंचायतों सहित विभिन्न निकायों में अनुसूचित जातियों एवं जनजातियों की महिलाओं का प्रतिनिधित्व एवं नामांकन स्वीकार किया गया है। इसके अलावा अनुसूचित जाति की महिलाओं के सामाजिक एवं शैक्षणिक स्तर को ध्यान में रखते हुए उनके विकास के अवसरों के लिए समानता प्रदान करने हेतु विशेष प्रबन्ध किये गये हैं। अनुच्छेद 16(1) में नौकरियों में आरक्षण की सुविधा, अनुच्छेद 16(2) में राज्यों के अधीन किसी नियोजन या पद से सम्बन्धित किसी भी व्यक्ति से उसकी जाति, धर्म, वंश, लिंग, निवास अथवा जन्मस्थान के आधार पर किसी नागरिक को अपात्र घोषित नहीं किया जा सकता और न कोई भेदभाव किया जायेगा। अनुच्छेद 16(4) में अनुसूचित जाति के सामाजिक-शैक्षणिक दृष्टि से पिछडेपन को दूर करने हेतु आरक्षण का भी लाभ दिया गया है। अनुच्छेद 17 के अन्तर्गत छुआछूत का पूर्णतः अन्त किया गया है और इसके अन्तर्गत अस्पृश्यता को दण्डनीय अपराध घोषित किया गया है। अनुच्छेद 19 के अन्तर्गत प्रत्येक समाज के नागरिक को देश में जीविका जीने के साधन, व्यवहार एवं कोई भी कारोबार करने का अधिकार प्रदान किया गया है। अनुच्छेद 21 में दैहिक स्वतन्त्रता का अधिकार, अनुच्छेद 23(1) में बेगार या बलपूर्वक किसी से श्रम कराना दण्डनीय अपराध होगा। अनुच्छेद 25(2)(9) सार्वजनिक संस्थाओं में सभी हिन्दुओं को प्रवेश का अधिकार दिया गया है। अनुच्छेद 28 में गैर सरकारी स्कूलों और कॉलेजों में जिन्हें सरकार द्वारा अनुदान मिलता है उनमें धार्मिक शिक्षा दी तो जा सकती है परन्तु अनिवार्यतः नहीं होगी। अनुच्छेद 29 द्वारा राज्य द्वारा पोषित किसी शिक्षण संस्थान में अनुसूचित जातिवर्ग के किसी भी नागरिक को प्रवेश के अधिकार से वंचित नहीं किया जा सकता। अनुच्छेद 35(2) में संसद को मौलिक अधिकारों से जुड़े संवैधानिक प्रावधानों के उल्लंघन के तहत् अपराध दिये जाने एवं कानून

बनाने का पूरा अधिकार दिया गया है और दण्ड की व्यवस्था भी की गई है। धारा 35(अ)(77) के अन्तर्गत 'अस्पृश्यता अपराध अधिनियम 1955' पारित किया गया है। यह अधिनियम 106 के जरिये संशोधित कानून के रूप में 'नागरिक अधिकार संरक्षण अधिनियम 1955' यह जम्मू कश्मीर को छोड़कर सम्पूर्ण भारत पर लागू किया गया है। यह अधिनियम 30 जनवरी 1990 में लागू हुआ। इस अधिनियम की धारा-3 अत्यन्त महत्वपूर्ण है। इसके खण्ड 10 में यह प्रावधान किया गया है कि कोई भी मनुष्य अनुसूचित जाति के सदस्य का अपमान करने के उद्देश्य से कार्य करेगा अथवा अनुसूचित जाति की महिला की लज्जा भंग करना, या उपहास की दृष्टि से देखना या नीचा दिखाना, घृणा की दृष्टि से देखना, छुआछूत करना या जातिगत सम्बोधन करने पर उसे 6 माह से 5 वर्ष तक की अवधि की कैद और जुर्माने का प्रावधान किया गया है। (अग्रवाल, 2010 पृष्ठ 25) इसके अलावा अनुसूचित जाति की महिलाओं को तंग करना, उनका अनादर करना, अनुचित दबाव बनाकर उनका लैंगिक शोषण करना एवं गाँव छोड़ने के लिए विवश करना इत्यादि हेतु धारा 3(1) के अन्तर्गत छः माह से पाँच वर्ष की अवधि का कारावास एवं जुर्माने का प्रावधान है। अनुच्छेद 330 और 332 के अन्तर्गत लोकसभा व राज्यसभा, विधानसभाओं में अनुसूचित जातियों एवं जनजातियों के लिये पृथक सीटों का प्रावधान है। इसके अतिरिक्त 73वें तथा 74वें संविधान संशोधन विधेयक 1992 के द्वारा पंचायतों एवं नगरपालिकाओं में अनुसूचित जाति एवं जनजाति की महिलाओं हेतु 1/3 स्थानों को आरक्षित किया गया है।

अनुसूचित जाति अधिनियम, 1989

1. अनुसूचित जाति की महिला के साथ बलपूर्वक मारपीट करने, उसका अपमान करना सम्बन्धित मामले पर जुर्माने व सजा का प्रावधान है।
2. अनुसूचित जाति की किसी भी महिला की इच्छा को अधिशासित करने की स्थिति में होने पर उस स्थिति का प्रयोग उसका लैंगिक शोषण करने के लिए सजा व जुर्माने का प्रावधान है।

सामाजिक तौर पर दलित महिलाएँ आर्थिक एवं शैक्षिक तौर पर पिछड़ेपन की शिकार होती हैं। इसके भार से दलित महिलाएं चाहते हुए भी इन कानूनों का उपयोग नहीं कर पातीं। बहुत सारे मामलों में इन दलित महिलाओं को पता ही नहीं होता कि उनके साथ जो घटनाएँ हो रही हैं, उससे बचाव का कोई कानून भी है और आमतौर पर शारीरिक शोषण, मारपीट, जान से मारना आदि हिंसा का शिकार होती हैं। इसके लिये पुलिस थाने में रिपोर्ट दर्ज पहले तो कराई ही नहीं जाती और यदि करायी भी जाती है तो दलित होने के कारण कार्यवाही ही नहीं की जाती है। इन दलित महिलाओं को यह भी नहीं पता होता कि मनपंसद कपड़े पहनना, नौकरी या काम न करने देना, बालिग होने पर मनपंसद विवाह करना, ताने देना, शक करना, आने-जाने पर रोक लगाना, पढ़ने न देना, काम छोड़ने का दबाव बनाना आदि हिंसा है, प्रताड़ना है। यहाँ तक कि घरेलू हिंसा अधिनियम से भी अधिकांश दलित महिलाएँ अनभिज्ञ हैं।

अपहरण, भगाना या दलित महिला को शादी के लिए मजबूर करने जैसे अपराध के खिलाफ धारा 366 लगाई जाती है, जिसमें 10 वर्ष की सजा का प्रावधान है, पहली पत्नी के जीवित रहते दूसरा विवाह करना जघन्य जुर्म है अभियुक्त को 7 वर्ष की सजा मिल सकती है, पति या उसके रिश्तेदारों द्वारा क्रूरता बरतने पर धारा-498 के तहत् 3 साल की सजा दी जा सकती है, अगर कोई व्यक्ति या रिश्तेदार महिला का अपमान करता है और झूठे आरोप लगाता है तो उसे धारा-499 के तहत् दो साल की सजा का प्रावधान है। दहेज मांगना और उसके लिए प्रताड़ित करना बेहद जघन्य अपराध है जिसके लिए भारतीय कानून में आजीवन कारावास की सजा है जो धारा 304 के तहत् सुनाई जाती है, दहेज मृत्यु के लिए भी अभियुक्त पर धारा-304 के तहत् 10 वर्ष की सजा का प्रावधान है। सार्वजनिक जगह पर अश्लील गीत गाने या अश्लीलता की हरकत करने के लिए धारा-294 और 3 माह कैद या जुर्माना या दोनों का प्रावधान है। दलित महिला की शालीनता भंग करने की मंशा से की गई, अश्लील हरकत के लिए धारा 354 में 2 वर्ष की सजा, महिला के साथ अश्लील हरकत या अपशब्द कहने पर धारा-509 में 1 वर्ष की सजा, बलात्कार के लिए धारा 376 लगाई जाती है और 10 वर्ष की सजा या उम्रकैद का प्रावधान है। महिला की सहमति के बगैर गर्भपात कराना भी उतना ही बड़ा अपराध है जिसके लिए धारा-313 के तहत् आजीवन कारावास या 10 वर्ष की कैद, जुर्माना आदि की कड़ी सजा के प्रावधान किये गये हैं।

26 जनवरी, 1950 को संविधान लागू होने के बाद दलित महिलाओं के अधिकार बहाल हुए और वे अधिकार मिले जो इन्हें पहले प्राप्त नहीं थे। पारम्परिक व्यवस्था के तहत उच्चवर्गीय लोगों को जो विशेषाधिकार प्राप्त थे वे भारतीय संविधान के अमल में आने के पश्चात् समाप्त हो गये। स्वतन्त्रता से पूर्व दलित महिलाओं को मानवीय अधिकारों से वंचित रखा गया और पशुवत जीवन जीने को विवश किया गया था, उन्हें भारतीय संविधान द्वारा अधिकार प्राप्त हुए। भारतीय संविधान को अस्तित्व में आने के बाद इस अन्यायवादी सामाजिक व्यवस्था को समाप्त कर न्याय पर आधारित समतामूलक समाज की स्थापना की गई। लेकिन यह संवैधानिक व्यवस्था भी दलित महिलाओं को पूर्ण न्याय दिलाने में सक्षम नहीं रही।

दलित महिलाओं की वर्तमान स्थिति

समाज में निम्न स्तरः भारतीय समाज में दलित महिलाओं को आज भी निम्न स्तर का समझा जाता है। भारतीय संविधान में सभी को समान अधिकार दिये गये हैं परन्तु दलित महिलाएँ समाज में आज भी प्रत्येक स्थान पर स्वयं को असुरक्षित महसूस करती हैं। भारत में अधिकांश स्थानों पर उच्च वर्ग के लोग अपने घर में किसी की मृत्यु होने पर मृत व्यक्ति की चारपाई और वस्त्र आदि दलित महिलाओं को इस्तेमाल के लिए दे दिये जाते हैं।

शिक्षा का अभावः दलित महिलाओं में शिक्षा का अभाव प्रायः बना है। ये महिलायें स्वयं को असुरक्षित महसूस कर शिक्षा प्राप्त करने हेतु विद्यालय नहीं जा पातीं क्योंकि या तो उच्च वर्गो द्वारा इनका उपहास उड़ाया जाता है, या विद्यालय जाने पर भी इसके साथ विद्यालयों में भी भेदभाव किया जाता है। दलितों में जो पढ़े-लिखे है वह भी प्रायः दलित महिलाओं की शिक्षा हेतु विशेष प्रयास नहीं करते हैं। (कुमार, 20 दिसम्बर 2007, पृष्ठ-06)

शौचालयों का अभावः दलित महिलाओं के घरों में आज भी शौचालयों का अभाव बना रहता है। दलित महिलाओं को शौच हेतु घरों से दूर जंगलों में जाना पड़ता है। जहाँ इन महिलाओं के साथ छेड़छाड़ एवं शारीरिक हिंसा की जाती है। स्वच्छ भारत आदि केन्द्र सरकार के प्रयासों से इस क्षेत्र में उल्लेखनीय कार्य हुआ है तथापि व्यावहारिक स्थिति आज भी चिन्ताजनक है।

निम्न आर्थिक स्तरः दलित समुदाय प्राचीनकाल से ही निम्न अवस्था में रहा है। परम्परागत पेशों को अपनाकर ये लोग उसी कार्य में लिप्त रहते हैं। आज भी इस समुदाय की महिलाएँ मैला ढोने एवं सड़कों की साफ-सफाई एवं मजदूरी का काम ही करती हैं जिस काम के लिए श्रम भी कम मिलता है। कम श्रम मिलने के कारण दलित समाज की महिलाएँ सिर्फ अपने परिवार का पेट भरने में ही रह जाती हैं। जिस कारण ये आर्थिक एवं सामाजिक विकास के स्तर से सामान्य महिलाओं से पिछड़ी हुई हैं।

समाज में पृथक निवास स्थानः वर्तमान में भी इस समाज की अलग झोंपड़ियाँ अथवा मोहल्ले बनाये गये हैं। प्रत्येक गाँव अथवा कस्बे में दलित समुदाय अन्य वर्गों से पृथक रहते हैं। शहरों में भी इनकी कॉलोनियां अथवा झुग्गी-झोपड़ियाँ अलग स्थानों पर मिलती हैं। जहाँ रहन-सहन निम्न स्तर का एवं साफ-सफाई की कमी है। दलित वर्ग के लोग अगर शहर में किराये का मकान लेने जाते हैं तो अक्सर उच्च वर्ग के लोगों द्वारा इनकी जाति पूछी जाती है और कई बार मकान किराये पर नहीं मिलता है।

रूढ़िवादी सोचः समाज के पारम्परिक संरचनात्मक दोश के कारण दलित महिलाओं में सर्वाधिक रूढ़िवादी सोच पायी जाती है, युगों तक दबे कुचले शोषित होने के कारण इनकी सोच भी वैसी ही बन गयी है। शिक्षा के अभाव में पिछड़ापन बना हुआ है, और अनेक रूढ़िवादी प्रथाएँ इनमें आज भी बनी हुई हैं। पर्दा प्रथा, ऊपरी बातें एवं अनेक स्थानों पर देवदासी, एवं वेश्यावृत्ति के धन्धों में सर्वाधिक दलित समुदाय की महिलाएँ ही लिप्त हैं।

राजनीतिक क्षेत्र में पिछड़ापनः दलित महिलाओं को भारतीय संविधान में समानता का अधिकार दिया गया है और पंचायतों में 1/3 से 1/2 तक स्थान आरक्षित किये गये हैं। समानता के अधिकार होने पर भी अधिकांश दलित महिलाएँ मतदान भी अपने परिवार की इच्छानुसार अथवा अपने पति की मर्जी से करती हैं। राजनीतिक नेतृत्व का इनमें पूर्णतया अभाव बना हुआ है। स्थानीय स्वषासन में इनके लिए स्थान आरक्षित हुए हैं। लेकिन सरपंच पति, पंचपति जैसे नए सम्प्रत्य समाज में उत्पन्न हुए हैं। फलतः दलित महिलाओं का राजनीतिक उत्थान आज भी उनके द्वार पर आकर भी गृह प्रवेश हेतु इन्तजार में है।

पारिवारिक उत्तरदायित्वः दलित महिलाएं अपना सारा वक्त पारिवारिक उत्तरदायित्व निभाने में लगा देती हैं जिस कारण इनका ध्यान शिक्षा एवं राजनीति की ओर आकर्षित ही नहीं हो पाता। दलित परिवारों में बच्चों की संख्या भी सामान्य परिवारों से अधिक पायी जाती है जो इनकी निम्न आर्थिक स्थिति का कारण है। पूरा समय ये महिलाएं बच्चों एवं परिवार की देखरेख में लगा देती हैं और उससे बाहर निकल ही नहीं पाती हैं।

स्वास्थ्य सेवाओं एवं संसाधनों का अभावः दलित महिलाओं के घरों में इनका आर्थिक स्तर निम्न होने के कारण प्रायः संसाधनों का अभाव बना रहता है। ये महिलाएं स्वास्थ्य सम्बन्धी सेवाओं के लिए किसी नजदीकी सरकारी स्वास्थ्य केन्द्र अथवा झोलाझॉप डॉक्टरों पर ही निर्भर रहती हैं। जिस कारण इन महिलाओं में अत्यधिक परिश्रम करने एवं अधिक संतानोत्पत्ति के कारण शारीरिक रूप से कमजोरी आने से अनेक बीमारी घर कर जाती है। इन समुदायों में जन्मदर एवं मृत्युदर भी अन्य समुदायों से अधिक है।

अधिकतम श्रम के लिए न्यूनतम वेतनः श्रमिक के रूप में अधिकांश दलित महिलाएँ ही कार्य करती हैं। जिनसे पुरुषों से अधिक काम लिया जाता है और उन्हें समान कार्य के लिए समान वेतन भी नहीं दिया जाता है, जबकि भारतीय संविधान में समान कार्य के लिए समान वेतन का प्रावधान है।

वैश्वीकरण का प्रभाव

वैश्वीकरण ने समाज के प्रत्येक वर्ग को प्रभावित किया है। दलित महिलाएं भी वैश्वीकरण से प्रभावित हुई हैं। वैश्वीकरण की प्रक्रिया से न केवल तेज गति से औद्योगिक एवं आर्थिक विकास

की बातें की जाती बल्कि दलित महिला के विकास की बात इसमें शामिल है। वैश्वीकरण का लाभ समाज के उस वर्ग को हुआ है, जो अधिक योग्य, शिक्षित एवं सक्षम है। इससे दलित महिलाएं जो समाज से वंचित शोषित एवं हाशिए पर है उसे कोई फायदा नहीं हुआ। जहां तक दलित महिला का प्रश्न है भारतीय समाज में सदियों से शोषित रही हैं। दलित महिलाओं एवं महिलाओं की दशा को सुधारने के लिए अनेक वैधानिक एवं संवैधानिक कानून बनाए गए जिससे महिलाओं की स्थिति में पहले से काफी सुधार हुआ है एवं सरकार के द्वारा भी दलित महिलाओं को शोषण से बचाने के लिए अनेक योजनाएं बनाई गई है, ताकि दलित महिलाएं अपने अधिकारों का प्रयोग बिना किसी खोफ के कर सके एवं समाज में उनकी स्थिति सुदृढ़ हो और उन पर होने वाले अत्याचारों में कमी हो। लेकिन वैश्वीकरण एवं उदारीकरण की नीति का लाभ दलित महिलाओं तक नहीं पहुँच पाया है। 'थिंक ग्लोबली एक्ट लोकली' की भावना को मूर्तरूप में आना अभी शेष है।

वैश्वीकरण के दुष्प्रभाव

वैश्वीकरण ने नारी की मुश्किलों को और अधिक बढ़ा दिया है। बढ़ते हुए मशीनीकरण के कारण दलित महिलाओं को रोजगार में असुरक्षा, वेतन में असमानता एवं विदेशी कम्पनियों की मनमानी शर्तों के सामने कानूनों की असमर्थता आदि अनेक ऐसी परिस्थितियाँ हैं जिनके कारण दलित महिलाओं का शोषण होता है। एक ही तरह के काम को करने में स्त्री और पुरुषों के साथ भेदभाव किया जाता है। दोनों के वेतन में भी असमानताएं होती हैं। वर्तमान समय में भी महिलाएं अशिक्षित एवं कुपोषण की शिकार हैं। दलित महिला का उत्पादन से सीधा सम्बन्ध नहीं होता जबकि अप्रत्यक्ष रूप से उसका उत्पादन में योगदान होता है। वैश्वीकरण ने आर्थिक समानता का समापन किया है। महिलाओं की स्थिति एवं भूमिका पर वैश्वीकरण का प्रभाव पड़ा है। वैश्वीकरण ने विकास एवं सुधार की तुलना में महिलाओं का नुकसान ही किया है। अधिकांश महिलाएं असंगठित संस्थाओं में काम करती है और नियमों की कमी के कारण शोषण का शिकार होता है। महिलाओं के घरेलू कार्यों को कार्य की श्रेणी में नहीं माना जाता। उनके कार्य को तभी कार्य माना जाता है जब वे कार्य करती हैं और कार्य के बदले में धन पाती हैं।

वैश्वीकरण के सुप्रभाव

वैश्वीकरण की नीति से आज मुद्दे पहले की तुलना में आसानी से उठाए जा सकते हैं। सोशल मीडिया पर अक्सर दलित महिलाओं के मुद्दे गूंजते रहते हैं। इनका प्रभाव व प्रसार वैश्विक होता है। दलित महिलाओं में भी धीरे-धीरे शिक्षा का प्रसार होने से जागरूकता बढ़ रही है। वैश्वीकरण शनैः शनैः दलित महिलाओं की उन्नति एवं विकास के लिए पर्याप्त अवसर प्रदान कर रहा है। रोजगार सृजन के द्वारा दलित महिलाओं को राष्ट्र की सामाजिक-आर्थिक प्रगति में भागीदार बनाने का प्रयास किया जा रहा है, दलित महिलाओं के लिए अनुकूल रोजगार का निर्माण किया जा रहा है। ताकि दलित महिलाएं भी राष्ट्र के विकास में भागीदारी निभा सकें, उनकी सुरक्षा के प्रयास भी किये गये हैं, जिसके कारण दलित महिला भयमुक्त हुई है। वैश्वीकरण के परिणामस्वरूप दलित महिलाओं की सामाजिक आर्थिक स्थिति में सुधार हुआ है। कार्यस्थलों पर यौन उत्पीडन एवं अन्य तरह के भेदभाव को दूर किया जा रहा है। (एन्थोनी, 1997 पृष्ठ 312) दलित महिलाओं को आर्थिक अवसर प्रदान किये गए हैं। कम खर्चे के घर, भूमि, प्राकृतिक संसाधन एवं अन्य सेवाएं दिए जाने के प्रयास हो रहे हैं। लेकिन विडम्बना यह है कि यह अधिकार दिखावटी है। वैश्वीकरण का सन्तुलित लाभ इस वर्ग को नहीं मिल रहा है। वैश्वीकरण जहाँ विकास को सुनिश्चित करता है वहीं समाज के दलित महिलाओं को अधिक उत्पीड़ित करने का प्रयास करता है। इन्टरनेशनल कन्वेन्शन ऑन सिविल एण्ड पॉलिटिक्ल राईट्स के अनुसार भारत सरकार का दायित्व ऐसा माहौल बनाना है, जिसमें दलित महिलाओं को गुलामी क्रूरता से आजादी मिले, कानून और अदालतों के सामने उनकी पहचान एक मानव के नाते हो। वैश्वीकरण में अन्य वर्ग तेजी से आगे बढ़ रहे हैं जबकि ग्रामीण दलित महिलाएं अभी भी असंतोषजनक स्थिति में है। ऐसे में दलित वर्ग व उच्च वर्ग की महिलाओं में अंतर की खाई अधिक चौड़ी होती जा रही है।

सुझाव

वर्तमान में भारत 21वीं सदी के विकास की ओर अग्रसर है जहाँ वैश्वीकरण के दौर में भारत के प्रत्येक वर्ग का विकास किया जा रहा है। दलित महिलाओं के विकास के स्तर को बढ़ाने हेतु भी सरकार द्वारा विशेष कार्य एवं योजनाएँ चलायी जानी चाहिये। दलित वर्ग की बालिकाओं के लिए मुत एवं अनिवार्य शिक्षा की व्यवस्था की जानी चाहिए। उच्च शिक्षा हेतु भी छात्रवृत्ति एवं अनुदान की व्यवस्था की जाये। दलित महिलाओं को आर्थिक रूप से सशक्त बनाने हेतु शहरों के साथ-साथ गाँवों में भी कुटीर उद्योगों एवं अन्य छोटे-छोटे कार्य जैसे कपड़ा-बुनना, सिलाई-कढ़ाई, बकरी पालन, आदि की व्यवस्था की जाये। दलित महिलाओं के स्वास्थ्य सेवाओं हेतु प्रत्येक गाँव एवं शहरों में मुत स्वास्थ्य शिविर लगाये जाऐ एवं अस्पतालों का निर्माण किया जाये। अत्यधिक संतानोत्पत्ति पर रोक लगाने हेतु अस्पतालों एवं आशा कार्यकर्ताओं द्वारा परामर्श एवं परिवार नियोजन के साधन प्रदान किये जाये। सरकार द्वारा दलित महिलाओं की सुरक्षा हेतु कड़े निर्देश लागू किये जाये ओर प्रशासन द्वारा दलित महिलाओं का शोषण एवं बलात्कार करने वालों को कड़ी सजा

एवं जुर्माने का प्रावधान किया जाये। राजनीति के क्षेत्र में महिलाओं को भी चाहिये कि वे स्वयं भी आगे आयें और अपने पद का का प्रयोग करें इसके लिए उनके परिवार को भी सहयोग प्रदान करना चाहिये जिससे दूसरी महिलाओं में भी जागरूकता आ सकें। ग्राम पंचायत स्तर पर दलित महिलाओं को कानूनों एवं मानवाधिकारों की जानकारी भी प्रदान की जाये जिससे सभी महिलाएँ मानवाधिकारों और कानूनों की जानकारी प्राप्त कर सकें और उनका सही मायने में प्रयोग कर सकें। हमारा देश सही मायने में विकास की ओर तभी अग्रसर हो सकेगा, जब प्रत्येक वर्ग एवं समाज की स्थापना समानता एवं न्याय पर आधारित हो।

निष्कर्ष

आज देश की आजादी को 74 साल के ऊपर गुजर चुके हैं। लेकिन भारत के सामाजिक परिदृश्य में चार स्तरीय वर्ण व्यवस्था में पूर्णरूप से मौलिक परिवर्तन नहीं आ पाया है और यह व्यवस्था आज भी विद्यमान है। आजाद भारत में दलित महिलाओं के खिलाफ होने वाले अत्याचार एक नयी समस्या बनकर सामने आये हैं। ऐसी स्थिति में जब दलित समाज की जागरूकता में वृद्धि होने लगी है और उन्होंने दासता को अस्वीकार कर दिया तब उनके खिलाफ होने वाले अत्याचार में भी बढ़ोत्तरी हुई है। शिक्षा एवं आरक्षण के सहारे सिर्फ गिनी-चुनी दलित महिलाओं का ही विकास हुआ है। आरक्षण का लाभ गाँवों में बैठी दबी कुचली दलित महिला तक नहीं पहुँच रहा है। इनका असली हक इन्हीं के वर्ग के शिक्षित एवं सक्षम लोगों द्वारा हस्तगत किया जा रहा है। आवश्यकता इस बात कि है कि वर्तमान वर्टीकल आरक्षण प्रणाली को होरीजॉन्टल किया जाए। सरकार इन महिलाओं के लिए विकास व कल्याणकारी योजनाएँ बना रही है, परन्तु इनका कोई खास असर नहीं दिखाई दे रहा है क्योंकि असमानता तो मानसिक स्तर पर व्याप्त है। जातीय आधार पर दलित महिलाओं के साथ अत्याचार व दुराचार किया जाता है। शैक्षणिक संस्थाएँ भी इन भेदभाव व असमानता से अछूती नहीं रह गयी हैं। राजनीतिक क्षेत्र में दलित वर्गों का प्रतिनिधित्व बहुत ही कम है और जिन दलित महिलाओं का चुनाव किया जाता है, वह भी उच्च वर्गों अथवा पुरुषों के हाथ की कठपुतली मात्र बनकर रह जाती हैं। गरीबी, अशिक्षा, कुपोषण एवं भेदभाव का दबाव भी बना रहता है। सरकार को चाहिये कि निचले स्तर पर योजनाओं को लागू करें जो व्यक्तियों के विचारों को परिवर्तित कर सके। सामाजिक न्याय एवं सुषासन हेतु यह आवश्यक है।

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Career Maturity in Relation to Family Enviroment and Social-Economic Status among Secondary School Students

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Abstract

The aim of the present study is to know the relationship of Career Maturity with Family Environment and Socio-Economic-Status among secondary school students. Descriptive survey method of research was used for collecting the data using Career Maturity Inventory (CMI-Gupta, 1989), Family Environment Scale (FES-Bhatia & Chadha; 1993) and SocioEconomic-Status Scale (SES- Upadhyaya & Saxena; 2008). A sample of 200 male and female students studying in XI grade in secondary school students studying from rural and urban areas of Amritsar District was randomly selected. Findings of the study revealed no significant difference in Career Maturity, Family Environment and Socio-Economic-Status of boy and girl students. A significant difference was found in the Career Maturity of urban and rural students as the urban students possess more Career Maturity than rural students. No significant difference was found in the Family Environment and Socio-Economic-Status of urban and rural students. A significant relationship was found between Career Maturity and Family Environment of secondary school students; but no significant relationship was found between Career Maturity and Socio-Economic-Status of secondary school students. The findings have important implications on the development of career guidance and counselling programs in schools.

Introduction

Career maturity is the degree in which individuals are prepared to make good educational or vocational decisions. Super (1957) defined career maturity as "The readiness to make appropriate choices whenengaged in planned explorationand possessing appropriate occupational knowledge, self-knowledge, and decision-making knowledge". Readiness here refers to the level of career development in a person. Super's career development model presumes that each level of development exhibits an appropriate career behaviour. It is important for you to have a good understanding of yourself, your personality, if you are to make intelligent career plans (Splaver, 2000). Career Maturity refers to the individual's degree of readiness to choose, to plan and to prepare for future vocation. Zunker (2011) defined career maturity as "A continuous developmental process that presents specific identifiable characteristics and traits essential to career development". According to Themba *et al.* (2012) Career Maturity implies the readiness of an individual to make a career decision. Creed (2001) includes ability of individuals to make appropriate career choices in career maturity including considerations when making reliable and consistent decisions. Besides, Career Maturity also involves various aspects of a person. Career development is a life-long journey that starts at mid adolescence and ends at retirement Bozgeyikli and Hamurcu (2009). According to Super (1963) Career Maturity is used to denote the degree of development, the place reached on the continuum of the vocational development from exploration to decline. The Career Maturity quotient may thus be conceived of as the ratio of vocational maturity to chronological age. It would indicate whether or not the vocational development of an individual is appropriate of this age.

The family's knowledge, beliefs and values about work in general, and about certain professions in particular, accompanied by the child's direct observations, are an important source of vocational knowledge. Their transmission depends on the parents' availability, the time they can afford to set aside, but also their communication skills Bryant, Zvonkovic and Reynolds (2006).

According to Seonand Kim (2008) Family, school, and community exert influence on career decision and development, and one such important context variable is the parents. Adolescents experience through their relationship with their parents plays a crucial role in their career development and decision. Parents play a role in their children's career development by means of various types of support for their children (Kim *et al.*, 2000).

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Although educational and career choices are made by an individual but they are certainly influenced by many social and environmental factors which include socio-economic-status of the family, home and family environment, gender, age, locale and psychological factors like intelligence, personality, achievement motivation, interest, aptitude, self-concept academic achievement etc. It is widely recognized that if learners are to maximize their potential from schooling, they will need the full support of their families. Family Environment is the quality and quantity of the cognitive, emotional and social support that has been made available to the child within the home and connotes the psychological environment of home. It is an environment where the child learns the skills, attitudes and behaviour which could mould him into a productive and successful student.

Socio-Economic-Status (SES) is important construct which has both direct and indirect impact on career maturity of adolescents. Socio-Economic-Status (SES) is the relative position of a family or individual along a hierarchical social structure, based on access to, or control over, wealth, prestige, and power. It is used to measure social class and social status. SES is an objective assessment of income, education, and occupation to understand a person's position in society (Diemer *et al.*, 2013). Socio-Economic-Status is evaluated as a combination of factors including income, level of education, and occupation. It is a way of looking at how individuals or families fit into society using economic and social measures that have been shown to impact individuals' health and wellbeing. Socio-Economic-Status refers to social and economic standing. Socio-Economic-Status is the perceived hierarchy resulting from the amount of possession of social resources an individual believes he/she has and controls (Han *et al.*, 2014). The purpose of present study is to examine the effect of Socio-Economic-Status, parental support on career maturity of secondary school students.

Review of literature

Carrier Maturity and Family Environment

Achibe (1982) reported that males scored higher than female in Career Maturity. DeRidder (1990), however, points out that lower levels of parent education can retard adolescents' career development. Being born to parents with limited education and income reduces the likelihood of going to college or achieving a professional occupational goal and essentially predetermines the child's likely vocational choice. Navin (2009) found parents are positively correlated with career exploration. Lee and Hughey (2001) found that parental attachment was positively correlated with career maturity. Sharma and Gaur (2012) revealed that no significant impact of various aspects of parental modelling and vocational maturity of adolescents. Lohita and Satsangi (2013) found the family environment is significantly related to career maturity. Kalra and Gupta (2014) found no significant difference in Career Maturity of male and female adolescents. Oberai (2016) revealed that the parentally accepted Girls, studying in CBSE affiliated private schools have highest Career Maturity. Alam (2016) found no significant relationship betweenfamily environment and career maturity of students. Aurari (2017) found a contribution of family economical level on the vocational choices of children and no contribution of parents' careers on the vocational choices of children.

Carrier Maturity and Socio-Economic-Status

Arbina (2000) found that secondary school are related to future career choices and income. Bozgeyikli (2009) showed significant relationship between career maturity with Socio-Economic-Status. Osa-edohand Alutu (2011) foundsignificant difference in career choices of students from middle and low Socio-Economic homes. Lee *et al.* (2012) found that Socio-Economic-Status has a significant relationship with Career Maturity which means that low Socio-Economic-Status can act as a barrier to career consciousness and Career Maturity. Hsieh and Huang (2014) found bothsocio economic status and proactive personality positively associated with career decision. Cattani *et al.* (2016) found that career maturity of adolescents facing a career choice is possibly associated with other factors, and not only the Socio-Economic situation of the family. Abdinoor (2020) found there was significant gender difference on career decision-making self-efficacy and mean difference in Career Maturity. Young women reported higher level of career decision-making self-efficacy and Career Maturity than young men. Sahu *et al.* (2016) revealed that urban students showed higher mean scores on total scores of Career Maturity in comparison to rural subjects. Kaur and Singh (2018) concluded that urban students are more career mature as compared to rural students; andCareer Maturity has positive relationship with Socio-Economic-Status.

Objectives of the Study

1. To study the Career Maturity of secondary school students with respect togender.
2. To study the Family Environment of secondary

school students with respect to gender.

3. To study the Socio-Economic-Status of secondary school students with respect to gender.
4. To study the Career Maturity of secondary school students with respect to locale.
5. To study the Family Environment of secondary school students with respect to locale.
6. To study the Socio-Economic-Status of secondary school students with respect to locale.
7. To study the Career Maturity of secondary school students in relation Family Environment of secondary school students.
8. To study the Career Maturity of secondary school students in relation to Social-Economic-Status of the senior secondary school.

Research design: Descriptive survey method of research was employed.

Sample:A sample of 200 (male and female) students studying in XI grade secondary school students inrural and urban area of Amritsar District.

Tools:

1. Career Maturity Inventory (CMI-Gupta, 1989)
2. Family Environment Scale (FES-Bhatia and Chadha; 1993)
3. Socio-Economic-Status Scale (SES- Upadhyaya and Saxena; 2008)

Analysis and interpretation of data

Table 1: Mean, S.D and t-value on Career Maturity, Family Environment and Socio-Economic Status with respect to gender and local

Variable	Demography (Gender/ Locale)	N	Mean	S. D	SED	t-value	Inference
Career Maturity	Boys Girls	50 50	28.04 30.36	6.28 5.76	1.21	1.93	Not Significant
Family Environment	Boys Girls	50 50	45.32 46.04	9.33 7.99	1.74	0.41	Not Significant
Socio Economic Status	Boys Girls	50 50	54.28 54.00	12.13 9.25	2.16	0.13	Not Significant
Career Maturity	Urban Rural	50 50	31.14 27.26	6.34 5.24	1.163	3.34**	Significant
Family Environment	Urban Rural	50 50	46.14 45.22	9.44 7.85	1.33 1.11	0.53	Not Significant
Socio Economic Status	Urban Rural	50 50	53.68 54.60	11.921 9.508	11.921 9.508	0.43	Not Significant

*1.96 at 0.05 level**2.58 at 0.01 level

Table 1 reveals that mean scores of Career Maturity obtained by boy and girl secondary school students is 28.04 and 30.36 and S.D is 6.28 and 5.76 respectively. Further, value of 't' becomes 1.93. The obtained value of 't' (1.93) is less than the table value 1.96 at 0.05 level of confidence. It is clear that there exists no significant difference between boy and girl students studying in senior secondary schools on Career Maturity. Hence, Hypothesis 1 "There exists no significant difference in Career Maturity of boy and girl studying in senior secondary schools" is not rejected. The results of the study are in consonance with Salami (2008) who revealed no significant differences between the males and females in their Career Maturity; Bozgeyikli, Hamurcu (2009) found Career Maturity for the gender variable presents not a significant difference; Kalra and Gupta (2014) revealed no significant difference in Career Maturity of male and female adolescents;Sivakumar and Sridhar (2016) found XI standard boys and girls do not significantly differ in their level of Career Maturity. Manivannan & Saminathan (2018) found no significant difference between the Career Maturity scores with regard to gender; Dhull (2018) found that no significant difference between the mean score of career maturity among male and female adolescent students; Kalita (n.d) explored thatno significant difference of Career Maturity in male and female higher secondary students; Shinde (2020) found no significant difference in the Career Maturity of boys' and girls' students in higher secondary school but the results of the study are not supportedthe earlier work of Achebe (1982) who revealed that males appeared more mature in job knowledge and vocational attitude than females; Birola and Koralp (2010) explored that Career Maturity levels of females are found to be higher than those of males; Alam (2013) found significant difference between boys and girls favouring girls on Career Maturity; Mutisya and Ndeke (2016) explored that family was a major influence to students' career choice.

Table 1 reveals that mean scores of Family Environment obtained by boy and girl students is 45.32 and 46.04 and S.D is 9.33 and 7.99 respectively. Further, value of 't' becomes 0.41 The obtained value of 't' is less than the table value 1.98 at 0.05 level of confidence. It is clear that there exists no significant difference between boy and girl secondary school students on Family Environment. Hence, Hypothesis 2 "There exists no significant difference in Family Environment of boy and girl studying in secondary school students" is not rejected. The result coincides with Rani (2018) who found that no significant relationship between Career Maturity and home environment of adolescents; Rana and Anmol (2020) revealed no significant difference between boys and girls. The result is not in accordance to the earlier work done by Otwor, Mutisya and Ndeke (2016) who explored that family was a major influence to students' career choice; Alam (2016) found a significant difference between boys and girls on the measure of home environment; Nilsson (2017) explored the effect of attachment to parents is significantly greater for girls than for boys; Praveen and Shafeeq (2019) reveal that senior secondary school students differ significantly in Family Environment in relation to their gender.

Table 1 reveals thatmean scores of Socio-Economic-Status obtained by boy and girl students is 54.28 and 54.00 and S.D is 12.13 and 9.25 respectively. Further, value of 't' becomes 0.13. The obtained value of 't' is less than the table value 1.96 (at 0.05 level of confidence). Hence it is evident that there exists no significant difference between boy and girl Secondary School Students on their Socio-Economic-Status. Hence, Hypothesis 3 'There exists no significant difference in Socio-Economic-Status of boy and girl Secondary School Students' is not rejected.The result is in accordance to the earlier work done by Rani (2018) who found no significant difference in Socio-Economic-Status of boys and girls adolescent. The result is not in accordance to the earlier work done by Kumari (2020) revealed that association between boys and girls on Socio-Economic-Status was significantly related.

Table 1 reveals that mean scores of Career Maturity obtained by urban and rural students is a 31.14 and 27.26 and S.D is 6.34 respectively. Further, value of 't' becomes 3.34. The obtained value of t' is more than the table value is 2.58 at 0.01 level of confidence. It is clear that there is a significant difference between urban and rural secondary school students on Career Maturity and is in favour of urban students. Hence, Hypothesis 4 'There exists no significant difference in career choice Maturity of urban and rural secondary school students' is rejected.The result coincides with Achebe (1982) who found that urban school students are more mature than rural School students in job knowledge and vocational attitude; Alam (2013) revealed urban students have relatively more Career Maturity than rural, finding gets the support from the works of Rojewski (1994), Zeren (1999), Sahrac (2000), and Surucu (2005) found significant differences between Career Maturity and gender; Sahu (2016) revealed urban students showed higher mean scores on total scores of Career Maturity in comparison to rural subjects. The result is not in accordance to the earlier work done by Kaurand Singh (2018) found no significant difference between Career Maturity of secondary school students with respect to locale; Manivannan and Saminathan (2018) revealed no significant difference between the mean Career Maturity scores of Rural and Urban students. Singh (2020) indicates no significant difference in vocational Maturity of Undergraduates college students of Rural and Urban background; Sivakumar and Sridhar (2016) revealed rural and urban school XI standard students do not significantly differ in their level of Career Maturity; and Singh (2020) concluded there is no significant difference in vocational Maturity of Rural and Urban students.

Table 1 reveals that mean scores of Family Environment obtained by urban and rural students is 46.14 and 45.22 and S.D is 9.44 and 7.85 respectively. Further, value of 't' becomes 0.53. The obtained value of 't' is less than the table value. It is clear that there is no significant difference between urban and rural secondary school students on Family Environment. Hence, Hypothesis 5 "There exists no significant difference in Family

Environment of urban and rural Secondary School Students" is not rejected. The result coincides with Pappattu and Vanitha (2017) who concluded that there exists no significant difference in the mean scores of Family Environment factors of high school students based on locale. Singh (2018) found there is no significant difference in Family Environment of rural and urban secondary school students; Singh (2020) found no significant difference between Family Environment of rural and urban undergraduate's students on the vocational maturity. The results of the study are not supported by Alam (2016) who found a significant difference between rural and urban on the measure of home environment.

Table 1 reveals that mean scores of Socio-Economic-Status obtained by urban and rural students is 53.68 and 54.60 and S.D is 11.921 and 9.508 respectively. Further, value of 't' becomes 0.43. The obtained value of t' is less than the table value is 1.96 at 0.05 level of confidence. It is clear that there is significant difference between urban and rural secondary school students on Socio-Economic-Status. Hence, Hypothesis 6 There exists no significant difference in Socio-Economic-Status of urban and rural secondary school students" is not rejected. The result coincides with Smitha and Kumar (2020) who found no significant differences seen in SES of secondary school students from different localities.

Table 2 Relationship between Career Maturity with Family Environment and Socio-Economic-Status (N=100)

Variable		'r'
Career maturity	Family Environment	0.149
	Socio-Economic-Status	0.090

* 0.138 at 0.05 level **0.180 at 0.01 level

Table 2 reveals that the coefficient of correlation between Career Maturity and Family Environment of secondary school students. The coefficient of correlation between Career Maturity and Family Environment of secondary school students comes out to be 0.149. The obtained value of 'r' is more than the table value is 0.138 at 0.05 level of confidence, it becomes vivid that there is significant relationship between the two variables i.e., Career Maturity and Family Environment of secondary school students. Hence, Hypothesis 7 "There exists no significant relationship between Career Maturity and Family Environment of secondary school students", is rejected, as a significant relationship has been found between the two variables i.e.,Career Maturity and Family Environment. The result revealed that positive significant correlation existed between the two variables Career Maturity and Family Environment; meaning thereby that positive family Environment helps the students to be more mature about their career decisions. Results of the studyare supported by Lee and Hudley (2001) who found parental attachment plays a more important role in Career Maturity; Kalra and Gupta (2014) found significant relationship between Career Maturity and Family Environment of adolescents. The result is not in accordance to the earlier work done by Alam (2016) found no significant relationship between Home Environment and Career Maturity of students.

Table 2 reveals that the results of coefficient of correlation between among career choice Career Maturity and Socio-Economic-Status of secondary school students. The coefficient of correlation between Career Maturity and Socio-Economic-Status of secondary school students comes out to be 0.090. The obtained value of 'r' is less than the table value is 0.138 at 0.05 level of confidence. It becomes vivid that there is no significant relationship between the two variables i.e., Career Maturity and Socio-Economic-Status of secondary school students. Hence, Hypothesis 8 "There exists no relationship between of Career Maturity and Socio-Economic-Status of secondary school students", is not rejected, as no significant relationship has been found between the two variables i.e.,Career Maturity and Socio-Economic-Status. The result is in accordance to the earlier work done by Cattani (2016) found no significant correlation between Career Maturity and Socio-Economic-Status; Abdinoor (2020) found no significant difference of Socio-Economic-Status on career maturity. Results of the study are not supported by Bozgeyikli and Hamurcu (2009) showed significant relationship between Career Maturity with Socio-Economic-Status; Osa-edohand Alutu (2011) explored a significant difference in educational and career choices of students from middle and low Socio-Economic homes in favour of the former; Cattani (2016) found the significant positive relationship of career maturity with Socio-Economic-Status; Kaurand Singh (2018) revealed a significant positive relationship of Career Maturity with Socio-Economic-Status.

Findings

1. No significant difference was found between boy and girl secondary schoolstudents in their Career Maturity.

2. No significant difference was found in the Family Environment of boy and girl secondary school students.
3. No significant difference was found in the Socio-Economic-Status of boy and girl secondary school students.
4. A significant difference was found in the Career Maturity of urban and rural secondary school students.
5. No significant difference was found in the Family Environment of urban and rural secondary school students.
6. No significant difference was found in Socio-Economic-Status of urban and rural secondary school in students.
7. A significant relationship was found between Career Maturity and Family Environment of secondary school students.
8. No significant relationship was found between Career Maturity and Socio-Economic-Status ofsecondary school students

Educational Implications

The present study revealed that locale has an effect on the Career Maturity of secondary school students sorural students should be given opportunities and support in schools to develop their abilities and competences, which will strive them to work hard to achieve their career goals and take decisions accordingly. Hence, there is need to implement some strategies to improve the career maturity of rural students. Vocational guidance and counselling need to be introduced as an integrated component of the curriculum at all stages of school curriculum with diverse objectives depending upon the needs of the students in each stage of education. This would ensure a strong foundation to make career decisions appropriately at secondary and senior secondary stages of education.

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Recent Performance of The Organized Manufacturing Sector of India

**Kuhu Awasthi, **Surendra Meher*

Abstract

Despite the repeated shocks of COVID-19 pandemic coupled with unmanageably high rates of inflation, monetary policy tightening, supply chain disruptions, crude oil prices, global economic and financial recessions etc. in recent years,India is on track to be the second fastest growing economy amongst the G20 nations in FY 2022-23. However, India has faced "jobless growth", which is a concerning pattern wherein, unemployment remained persistently high even as the economy continues to grow over a significant period. Therefore, this paper investigates the trends and patterns in the Organized Manufacturing Sector of India which provides a growing potential for employing youth population whose employment rate stood at just 23.2 percent by the year 2020 according to World Bank estimates. This study analyses the current position of the manufacturing sector with respect to other sectors and uses national level Annual Survey of Industries data to better understand the present scenario of key parameters in the complex landscape of the nation's Organized Manufacturing Sector.

I. Introduction

The industrial sector plays an important role in structural transformation (Lewis, 1954), wherein the organised manufacturing sector can become an engine for growth due to its relatively larger and profit-oriented firms. According to India Brand Equity Foundation Report of November 2022, India ismoving towards industry 4.0, with over 30 million employed in the organised and unorganised manufacturing sector, creating a thriving possibility for the nation to employ its semi-skilled workers. Cushman & Wakefield's 2021, Global Manufacturing Risk Index, ranked the relative attractiveness of forty-five countries worldwide to assess suitable locations for global manufacturing, wherein India ranked second in its baseline scenario which gives equal importance to a country's operating conditions and cost competitiveness, whereas it ranked third overall in the cost scenario which analyses operating costs such as labour, electricity, and real estate. With advancements in physical and digital infrastructure, power growth, industrial expertise, and entrepreneurship, India has the potential to become a globally competitive manufacturing powerhouse. Therefore, developing countries like India should focus onhigh levels of National Income through a substantial increase in manufacturing share of the Gross Domestic Product (GDP) and employment, spearheading manufacturing-led structural change. This makes it imperative to thoroughly investigate the performanceof the organised manufacturing sector, with special reference to the last two decades.

Thereby, this paper is organised in the following sections. The second section deals with the Review of Literature, the next section reveals the Objective of the Study followed by the Scope of Data. The fifth section delves into the Empirical Analysis, wherein an overview of the economy followed by the performance of the organised manufacturing sector is undertaken. Major findings are drawn in this section and the last Section concludes the paper.

II. Review of Literature

Basole & Narayan (2020) showed that since the early 1980s, India has been unable to the increases its share of manufacturing in value added and employment by analysing the data from National Sample Survey Employment-Unemployment Surveys. Kannan & Raveendran (2009) highlighted the combined cancelling out effect of some industries employment-creating growth and others' employment-displacing growth resulting in

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"jobless growth" in the organised manufacturing sector of India. However, the share of organised manufacturing in total manufacturing's Gross Domestic Product remains to be high due to superior labour productivity of the sub sector compared to unorganised manufacturing (Goldar & Sadhukhan, 2015).

Abraham & Sasikumar (2017) pointed out that the divergence between labour productivity and earnings per employee started growing at a faster pace from the mid-1980s, and, thereafter, starting from the early 2000s, the productivity growth accelerated further. This divergence was explained by (Kannan & Raveendran, 2009) through a reasoning that the supervisory and managerial staff benefitted by this increased labour productivity and the product wage did not increase in proportion to output growth.

Overall, low elasticity of employment with respect to output has beennoted in the organised manufacturing sector (Kumar & Pattanaik, 2019), whereas, some studies found varying levels of employment elasticity through the decades (Mazumdar & Sarkar, 2004). While on the other hand, the growth in labour productivity and capital intensity has been positively related in the organised manufacturing sector (Kathuria, Raj, & Sen, 2010).

III. Objective of the Study

This study is motivated by the need to analyse the progression of major factors in the organised manufacturing sector of India over the last twenty-year period from 2000-01 to 2019-20, to provide a current and clear understanding of the sector with exceedingly better employment opportunities for the growing population dividend of India.

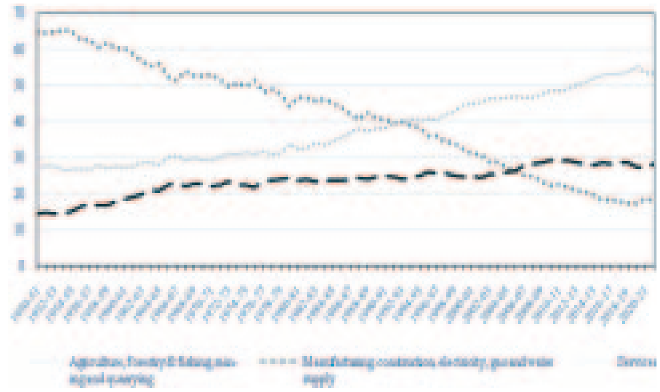
IV. Scope of Data

This study is primarily based on national level secondary data assimilated from the Annual Survey of Industries (ASI), conducted by the Central Statistics Office's (CSO) Industrial Wing, under the Ministry of Statistics and Programme Implementation (MOSPI). ASI collects data from factories that are covered by Sections 2m(i) and 2m(ii) of the 1948 Factories Act. These cover factories that employ more than ten workers and use electricity and those that do not use electricity but employ twenty or more workers.

V. Empirical Analysis

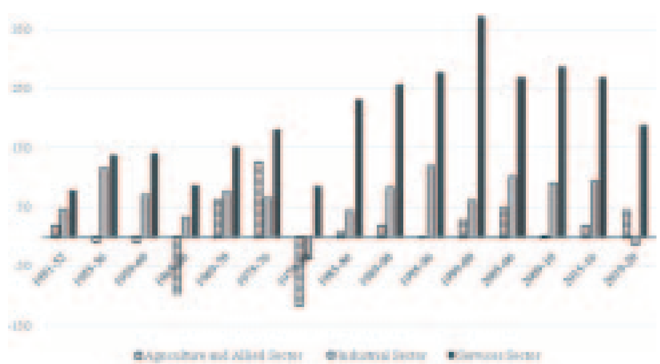
a. Overview

Figure 1: Sector Wise Percentage Distribution of Gross Value Added in India (in %) (1950-51 to 2020-21)



Source: Authors' Calculation based on National Statistical Office Data, Various Issues.

Figure 2: Sector Wise Annual Growth Rates of Real Gross Value Added in India (in %) (1950-51 to 2019-20)

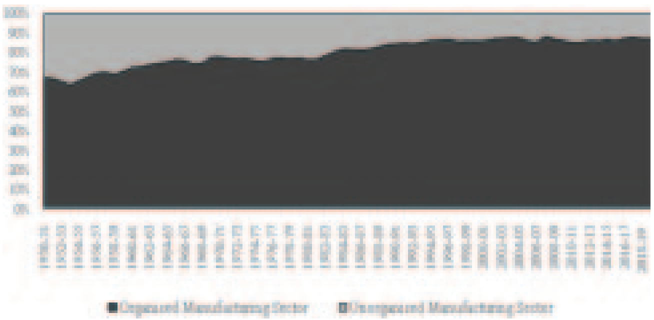


Source: Authors' Calculation based on National Statistical Office Data, Various Issues

Figure 1 demonstrates the Sector Wise Percentage Distribution of Gross Value Added in India, as of 2020-21, the manufacturing sector still onlyinfluences roughly sixteen per cent of Gross Value Added (GVA) and eleven per cent ofemployment in India. What's concerning is that this pattern of sectoral contribution to GVA from the manufacturing sector has been pretty much constant from the early 1950s to the recent years, nearly 70 years later. Whereas the share of the services sector in GVA has steadily increased between 1950-50 to 1974-75 and then experienced a steeper rise since then. The Agriculture and Allied Sector has experienced a steady decline in this period mostly substituted by growth in the services sector.

Figure 2 reflecting the Sector Wise Annual Growth Rates of Real Gross Value Added in India further cements this observation by showing how the highest overall Annual Growth Rates were experienced by the Services Sector, while the Industrial Sector barely outdoes the Agricultural Sector.

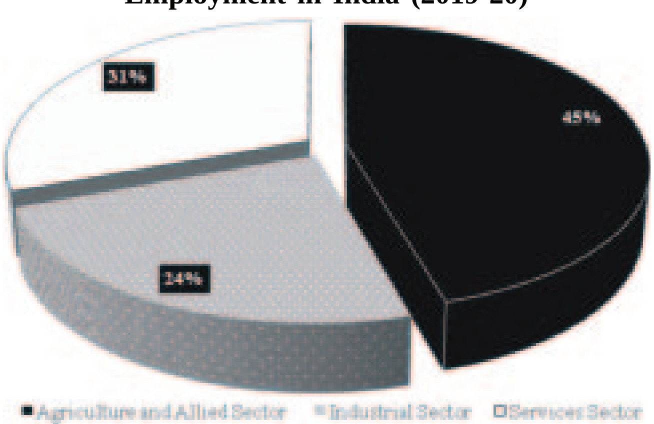
Figure 3: Percentage Distribution of Organised and Unorganised Manufacturing GVA in Total Manufacturing GVA of India (1950-51 to 2019-20)



Source: Authors' Calculation based on National Accounts Statistics, Various Issues.

Figure 3 displays that the share of the organised manufacturing sector's Gross Value Added has dominated the total manufacturing sector's Gross Value Added and this share has mostly been steadily increasing from 1950-51 to 2019-20. However, the employment in unorganised manufacturing sector is much larger than its counterpart. Figure 4 represents the Sector Wise Percentage Distribution of Employment in India in 2019-20, showing that the biggest employer is the Agricultural Sector followed by the Services and Industrial Sector.

Figure 4: Sector Wise Percentage Distribution of Employment in India (2019-20)



Source: Authors' Calculation based on National Accounts Statistics, Various Issues.

b. *The Organised Manufacturing Sector of India: Trends and Patterns*

The Annual Survey of Industries Datais the premier source of industrialstatistics for the organized manufacturing sector of the India. The summary data points reflected that the top performing industries in terms of share of GVA as of 2019-20 in the organised manufacturing sector of India have been Chemicals & Chemical Products (11.17%); Basic Metals (10.14%); Pharmaceuticals, Medicinal Chemical and Botanical Products (8.24%); Food Products (7.85%) and Motor Vehicles, Trailers & Semi Trailers (7.25%). The highest number of factories (15.89%) and total number of persons engaged (11.10%) were found in the Food Products industry. Whereas the highest fixed capital was found in Basic Metals (18.66%) and Coke & Refined Petroleum Products (13.90%).

The top performing states in terms of share of GVA in 2019-20 have been Gujarat (15.85%), Maharashtra (14.53%), Tamil Nadu (11.04%); Karnataka (7.16%) and Uttar Pradesh (5.70%). Tamil Nadu has the highest number of factories (15.76%) and total number of persons engaged (16.02%). The highest Fixed Capital was found in Gujarat (20.56%) and Maharashtra (11.62%).

The Fixed Capital per factory in operation grew to Rs. 1,833 lakhs in 2019-20, 84 persons were engaged per factory in operation, 66 workers were employed per factory in operation, and Rs. 4,523 lakhs of Output was produced per factory in operation overall.

Figure 5 shows how the trends indexed to 2000, wherein the employment roughly doubles inthis period, but output grows almost five times, indicating how the growthelasticity of employment has been incredibly low in this sector.

Figure 5: Indexed Trends in Gross Real Output and Employment (2000 = 1) (2000-01 to 2019-20)*

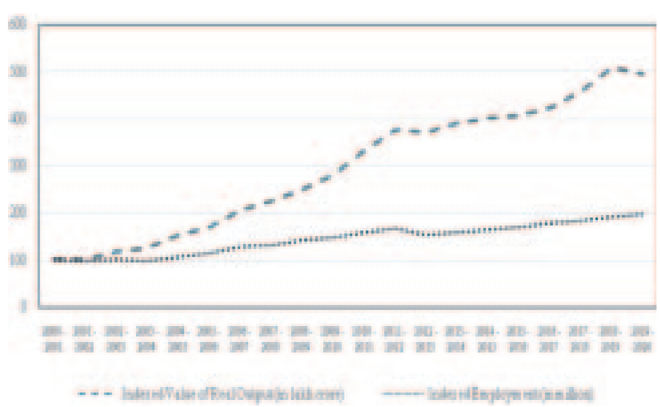


Figure 6: Indexed Capital Labour Ratio and Output Labour Ratio (2000 = 1) (2000-01 to 2019-20)*

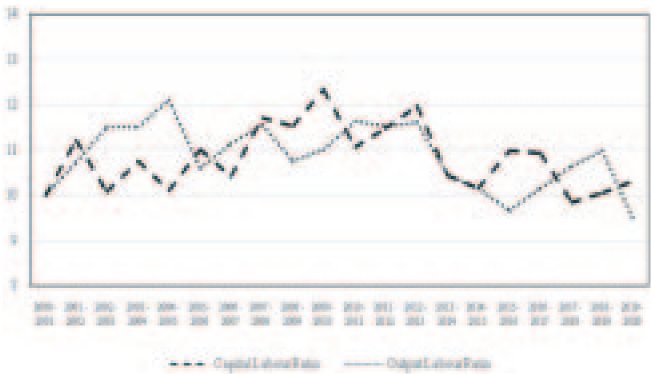
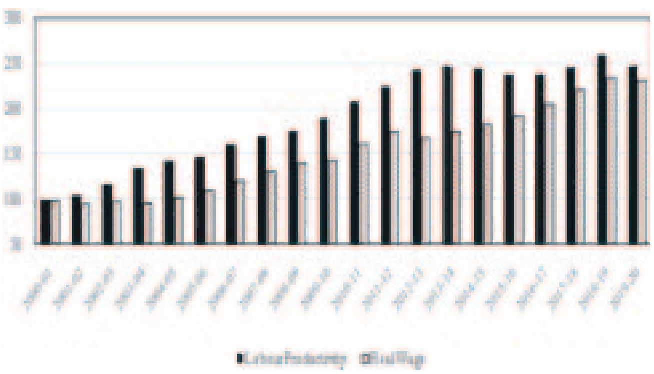


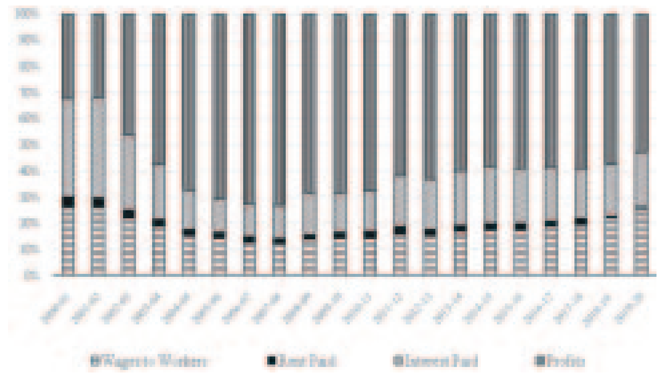
Figure 7: Indexed Real Wage Rate (2011-12 rupees) and Output Labour Ratio (2000 = 1) (2000-01 to 2019-20)*



**Source:* Author's Calculations based on Annual Survey of Industries, Various Issues.

Figure 6 represents the trends in Capital Labour Ratio and Output Labour Ratio (labour productivity), indexed to the first year 2000, which shows that the capital labour ratio is driving labour productivity, however the growth in both the ratios has been stuck for the past two decades. Figure 7 displays theIndexed Real Wage Rate (2011-12 rupees) and Output Labour Ratio (2000=1). Although, there has been a disparity between real wage rate and output per labour, the former has been catching up to the latter slowly over the years.

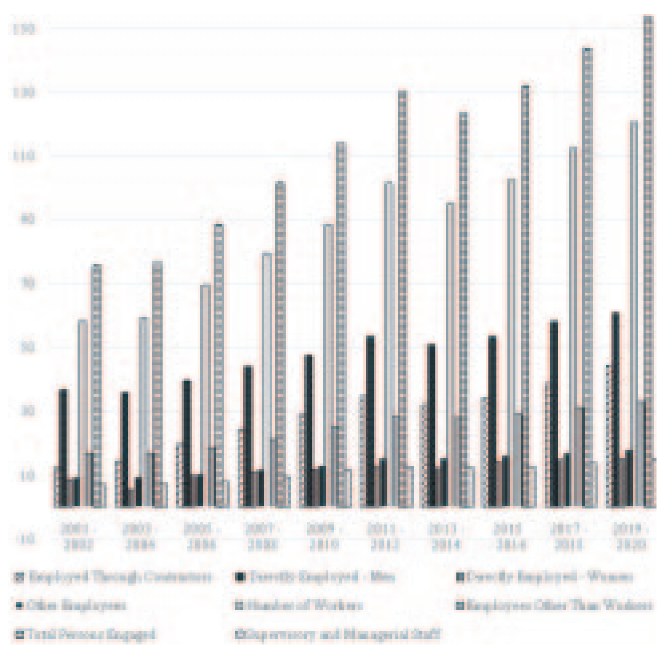
Figure 8: Percentage Share of Factor Payments in Gross Value Added of Organised Manufacturing Sector in India (2000-01 to 2019-20)



Source: Author's Calculations based on Annual Survey of Industries, Various Issues.

Figure 8 shows the Percentage Share of Factor Payments in Gross Value Added of the Organised Manufacturing Sector. The share of profits increased from 2000-01 to 2007-08 and replaced the share of wages to workers and interest paid, however, the share of profits decreases eventually from 2008-09 to 2019-20, but the share of interest rate increases again but not as much as the share of wages to workers. The percentage share of rent paid almost remains constant throughout the study period.

Figure 9: Composition of Employment in Organised Manufacturing Sector of India (2000-01 to 2019-20)

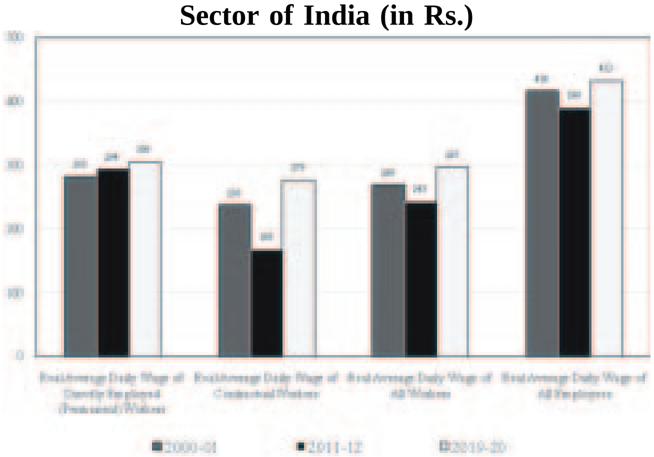


Source: Author's Calculations based on Annual Survey of Industries, Various Issues.

Figure 9 represents the Composition of Employment in Organised Manufacturing Sector of India. The overall employment represented by Total Persons Engaged has shown improvement, however the number of women employed have shown a very slow growth between 2000-01 to 2019-20. The number of workers employed under a contractual status has increased faster than the workers that are directly/permanently employed specially in the last few years, indicating a shifting trend in the employment structure.

Figure 10 represents the Real Average Daily Wage of Workers (2011-12 rupees) in the Organised Manufacturing Sector of India. The Real Average Daily Wage has almost remained the same over the past 20 years from 2000-01 to 2019-20, with only a very minimal improvement for all the workers. The permanent or directly employed workers are consistently being paid more than the contractual workers by at least one sixth of their daily wage, bringing the average wage of all workers down. However, Real Average Daily Wage of all the Employees is almost 1.5 times that of the workers because all the employees include the average daily wage of the supervisory and managerial staff.

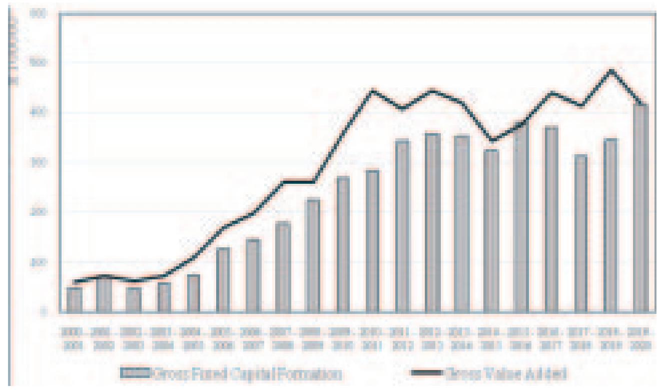
Figure 10: Real Average Daily Wage of Workers (2011-12 rupees) in the Organised Manufacturing Sector of India (in Rs.)



Source: Author's Calculations based on Annual Survey of Industries, Various Issues.

Figure 11 represents the Gross Fixed Capital Formation and Gross Value Added in Organised Manufacturing Sector of India from 2000-01 to 2019-20. The graph shows an upward trajectory of growth in both the parameters, closely following each other indicating a high gross investment rate in the sector.

Figure 11: Gross Fixed Capital Formation and Gross Value Added in Organised Manufacturing Sector of India (in Rs. lakhs) (2000-01 to 2019-20)



Source: Author's Calculations based on Annual Survey of Industries, Various Issues.

VI. Conclusion

To makeeconomic growth more employment intensive, increased focus needs to be paid on sectors which have a growing potential to employ additional labour. Even though, the manufacturing sector has only been able to achieve limited long term output growth and barely noticeable total factor productivity rates, as majority of the initial planning in India was focused on developing capital intensive industries, it still has the scope to produce jobs for semi-skilled, significantly trainable workers.The manufacturing sector in India has faced numerous hurdles like the phenomenon of "jobless growth", rigid labour laws, trade regime biased towards capital-intensive manufacturing, black money, poor logistical framework among many more. However, the government has taken many initiatives to boost the sector like the Make in India initiative, Industrial Corridor Development Programme, Ease of Doing Business, National Single Window System, PM Gati Shakti National Master Plan, National Logistics Policy, Production Linked Incentive scheme etc. Even then, other factors like thedecline of wage shares in value added, the divergence between real and nominal wage and real wage and labour productivity in the organised manufacturing sector of India are also a cause for concern. Therefore, the current study, is one, in a long list of attempts to fully understand the depth of complexities surrounding the industrial sector and is a step forward in creating better employment protests for the increasing problem of youth unemployment in India.

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Understanding Experiences of Women Police at a Male-Centric Workspace in The Matrilineal Society of Shillong: A Study

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Abstract

The progress of gender-based separation of labor, roles, and responsibilities based on gender followed women even in the era of post-industrial society facing various problems in order to succeed in their careers. Women have prospered in entering different fields today as part of their profession including the profession of Police. The women police irrespective of rank, hierarchy, and education have overcome various impediments and move forward together with their male counterparts despite many hurdles and impediments. The study is based on narrative analysis of women police respondents and secondary sources of data collection such as journals, articles, etc. The study attempts to understand the experiences of women police professionals in a male-centric profession and inequalities in the workspace, the methods of work, opportunities, and nature of work assigned, and their perspective on the overall structure of the profession. This piece of work highlights the pertinent of knowing and understanding the profession better, the changes in the perspectives of the male colleagues, their attitude and nature towards female police officers, and the system associated to draw the attention of the general public, media, academia, and the policymakers toward women police officers of the city in particular. Although there is a change and development in the system, the methodology of policing, and the overall structure of this profession, a few lacunas continue to be a part of this profession. Hence, the study is going to throw light upon the profession of Police extensively.

Introduction

In layman's understanding, it is often assumed and taken into consideration that the profession of police is merely a profession meant especially for men, and often the profession is mostly dominated by males. Apparently, there has been a good intrusion of women in various ranks and categories of the profession as compared to a decade back and they have been quite successful in breaking various stereotypical notions and ideas and have excellent command over various departments and the system at large. It is the women police folk that have largely incorporated various ways of supporting the victims and dealing with them from a different perspective. Earlier, the general public was not comfortable with the police folk as there were a limited number of women police from different hierarchies. Today, the general public is comfortable approaching women police folk for any complaint or issue., whether it is a women-related case or children, they make sure to assist and assure whosoever approaches them. Support from their male colleagues plays a significant role in accomplishing their roles and responsibilities. But sometimes, a lack of support and encouragement may make them demotivated in their profession. Women police from different ranks come up with an end number of impediments and hurdles in their daily life while managing both personal and professional life. Despite that, they make sure to perform each and every duty with utmost dedication and sincerity to serve individuals at any point in time. The contribution they have made so far is worth appreciable and remarkable.

Objective of The Study

The study attempts to understand the experiences of women police professionals while working in a male-centric profession, where it will focus on their experiences in the workspace, the methods of work, opportunities, and nature of work assigned, and their experience of working with fellow male professionals and their perspective on the overall structure of the profession.It is an attempt to highlight the profession of police more efficiently in the capital city of Meghalaya.

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Methodology

The research is descriptive, and it is based on the narrative analysis of the experiences and perspectives of female police officers from various positions in Shillong city of Meghalaya. The study has also used secondary data in the guise of journals, articles, and other research work in the area.

A sample of 30 female police officers from Shillong, Meghalaya, was chosen for the present study using snowball sampling where the higher rank officials referred a few respondents for the study and they gave further names for the study, and the process continued till we got the last respondent. They were thenfurthercategorized into several hierarchical positions such as women Superintendent of Police, Additional Superintendent of Police, Inspectors, Sub-Inspectors, and Constables.

In this study, data was gathered through interviews, where the conversation started with some general questions followed by questions that delve into their personal experiences and perspectives. Instead of a structured interview schedule, the conversation relied on an unstructured interview guide, using face-to-face, in-depth interactions with the respondents in the form of narrative analysis of the women police respondents. The study also used the observation method to get a holistic understanding of the roles and responsibilities of the women police in the system. An interview guide and a field note were used as data-gathering instruments.

Review of Literature

Dual roles of women in both professional and personal life undergo constant and rigorous efforts to balance both family and professional making it a stressful everyday routine (Shambunath, 2017).

Using different strategies to cope with different issues hamper them and their motivation ultimately affecting them at the workplace (Bikram Keshari Mishra, 2005).

Often while adapting and depicting themselves with the characteristics of males, mentorship, and using feminine traits, women go through various stereotypical statements that demotivate them in their workplace. (Shamin Aleem, 1991).

In organizations sympathetic practices help women to be more dedicated in every work, thus enhancing psychological well-being (Burke J. Ronald *et al.,* 2010; Gavin Dick *et al.,* 2007).

Women's participation in all fields including Police is increasing but at a slower rate. Hence, a modification in terms of various management and functioning tactic is required in the police and its overall system by using various approaches for the women police (S.N. Sabat *et al.,* 2011).

The selection of the officers, training system,working conditions, etc should be given more importance for greater participation of women in the profession (Amarjit Mahajan, 1982; Shamin Aleem, 1991; Peter Horne, 1975; James Cramer, 1964; S.K. Ghosh, 1981; Arsalan Haider, 2015).

Theoretical Relevance

The researcher's study on Women police could very much be related to the 'Standpoint Theory' (Harding, 1986) because the study is going to look at different perceptions and viewpoints of Women Police officialsin their everyday life including both professional and personal life highlighting issues such as biases, discrimination, etc., and their remedies. The perspective enables us to look at the social world from the social location of the marginalized groups which systematically influences their experiences, shapes and limits what we know about them, thus knowledge is comprehended from a particular standpoint (Gurung, 2020).

Discussions

The study revealed that socialization and support systems play a very important role in a person's life, especially when it comes from their parents and grandparents. The respondents received very good support, excellent socialization, and guidance that have helped them to be who they are and have a good personality, which is indeed a sign of a wonderful socialization process. The rationale for this can also be linked to the status of the higher educational qualification of most of the parents of the respondents. Respondents already with police backgrounds and higher educational qualifications undoubtedly had a broader view of the issues. The officials having graduation as educational qualifications or above opined that there are better understanding and collaboration with their male colleagues but the women police especially the constables and sub constables opined that the level of support and guidance is lesser from their male colleagues. Hence, the women police from lower educational status and professional hierarchy feel that the profession of police needs a few alterations and modifications in the system. Moving from one place to another has always helped them to learn many unknown things in life that would be impossible to know if they were only in one place. That is why the police department has always shown a broader perspective on these issues without criticizing them. Childhood experiences, schooling, family support, education, etc. are very important in a person's life, especially if they are in a male-oriented profession like the profession of police.

The perspectives of things cannot be the same because people think or have their views and opinions about things differently. This is what happened to female police officers. In the profession, female police officers at a higher level and education usually had a different view of the profession, such as police methodology, organizational practices, bias, relationships between colleagues, etc. Female police officers at higher levels were more open about issues such as the existence of gender competition in the police service, whether or not the system maintains a culture of professionalism, etc., and gave very direct opinions and perspectives without hesitation or reluctance. New officers or young officers only had more positive views. There could be two reasons for this: (a) because she might have just joined, hence, came cross only with the good sides of the profession, and (b) as a newcomer, she might be hesitant or afraid of the things prevailing in the system. Thus, one would expect that female police officer who has been in the profession for a long time would have a broader perspective and issues to share and discuss the inclusive structure and system as a whole than the newly recruited ones.

Mentoring was seen as an appropriate way for respondents to receive help and guidance within the organization and to achieve career success. A majority of the respondents stated about the importance of good coordination in various roles and tasks, which is very limited in the profession of Police. Because of a subtle and ingrained gender-biased organizational culture, women often work in male-dominated professional environments that do not meet their specific needs, and this is especially true for lower-level female police officers. Few supportive organizational practices are available for these women, and organizations often leave them to fend for themselves in male-dominated fields. Work responsibilities and projects are stressful factors in the life of every female police officer.

The police department has a wide variety of methods to deal with crimes, and work culture, and requires considerable determination, and keen observation. It was analyzed that the working conditions did not meet the target and need further improvement. In every part of the police station, there is an endless number of conversations, criminal cases, and various cases occurring at the same time, and every officer, regardless of position, is given many tasks and responsibilities that require great determination and dedication. The low visibility of female pilots in their field leads to sexist comments. Sexist remarks about women and rarely hostile and sexist behavior from male co-workers (Davey and Davidson, 2000). Mathur-Helm (2005) attributed management strategies in which organizations treat women to biased attitudes, norms, social structures, stereotypes, and values that are evident in the corporate environment. Dodge, Valcore, and Gomez (2011) studied female police officers on male Special Weapons and Tactics (SWAT) teams. They argued that the inclusion of female police officers in the SWAT subculture would require a change in perceptions within the larger culture, which continued to promote masculine ideals.

Unlike all other professions, the system found hidden gender competition between officers, regardless of whether they were male or female. All cases, especially women and POCSO cases, must first be heard with the utmost compassion, commitment, and patience as creating a safe and reliable environment for the victims. More changes are needed to make this profession and system more effective. Due to some methodological or structural changes, the police could no longer be called an inefficient and harsh profession, but the existing loopholes should be completely closed to appreciate the new perspective of this profession. Organizations can encourage women to remain in male-dominated workplaces by providing tangible physical assistance and programs directed at women. Policies, clear career prospects, attractive challenges for successful ambitions, and different communication methods to recognize achievements.

Limitations of The Study

The researcher used English as the main language for data collection. This might have limitedparticipants to express themselves freely. The study is also limited to 30 respondents only and hence does not claim representativeness.

Conclusion

Female police officersworking in male-dominated professions, including the police, experience various physical health problems, mental health problems, and role conflicts both in the work and personal space, victims of gender stereotypes, discrimination, etc. The recruitment and selection, and training process have undoubtedly improved, but more emphasis is needed on working conditions and the differences in leadership styles and skills of female police officers are also needed to increase organizational commitment and performance.

Therefore, various issues and challenges faced by women folk in the profession should be highlighted and addressed. Barriers related to professional as well as personal life should be given priority so that there is a gender-friendly environment for professionals. If these issues and concerns are considered, women will be more likely to enter the law enforcement or defense professions. More and more women have infiltrated this profession and they have begun to accept that women too can handle various roles, tasks, and responsibilities equally with their male police counterparts with the change of ideologies and the common perceptions of the masses. Previously only male police officers dealt with various crimes and criminals, today an increase in the number of women has equally contributed tothe smoother functioning of the system. Many women have recognized and realized theso-called prejudices in every profession including police and are conscious enough to speak directly when any such situation takes place. Women in the police are therefore more aware and careful and quite successfully have overcome various reprehensible and erroneous statements, which are often considered inappropriate and unethical.

Thus, by understanding the diversity of social and professional issues in the police, the authority should focus on making the profession agender-neutral profession. Moreover, additional research can be done to determine a more gender-sensitive and effective policing methodology for the profession because it is the profession that demands 24x7 dedication to serve society. Therefore, by bringing changes and modifications in the professional policies, thereis a higher chance for women to participate in various male-dominated professions including the profession of police.

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A Study on Prominent Factors of Healthy Lifestyle and Spirituality on Emotional and Physical Well-being

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Abstract

World is growing very fast in terms of technology, network and connectivity. But the irony is as much we are connecting with the world that much we are disconnecting with the self. Staying happy, healthy, calm, peaceful and divine; seems hypothetical goals. This paper attempts to investigate the prominent factors which are the possible root cause of physical ailments and emotional disturbances.

After reviewing the literature related to Healthy Lifestyle, Spirituality, Emotional and Physical well-being prominent factors were discovered. Factor analysis, chi square test, descriptive analysis, and correlation between drawn prominent factors were all used to assess the influencing factors and their influence.

Factors to establish relation between Healthy Lifestyle and Spirituality on Emotional and Physical well-being were extracted very carefully to reach to the prominent factors, inevitablefor achieving best possible state of mind and body.

Introduction

In today's dynamic world where everyone is busy in earning a virtuous and healthy lifestyle, the importance of emotional and physical well-being can't be overlooked. It has been rightly said that the person who is physically and spiritually strong is also considered as emotionally and physically happy. All these four terms namely healthy lifestyle, spirituality, emotional and physical well-being are directly and indirectly interrelated. The two vital dimensions in the field of well-being research are hedonistic approach and eudaimonia. According to Watson *et al.* (1988), hedonistic approach is all about well-being of a person having affective pleasure in other's life. On the other side, according to eudaemonist approach, well-being is considered when people realize their full potential (Waterman, 1993).

Theoretical background

Well-being can be defined as the positive perceiving from an individual's or society's that everything in their lives is going well. Good living conditions is one of the important indicators of well-being. But this indicator is unable to depict the actual thinking of people about their quality of relationships and overall satisfaction with life (Diener *et al.*, 2004,2009). According to Diener *et al.* and Frey *et al.* (2002), the concept of well-being is also associated with the universal judgements of satisfaction that ranges from depression to joy.

Healthy lifestyle

World Health Organization (WHO)(1999) defined a healthy lifestyle as a way of living that minimizes the risk of being seriously ill or dying early.According to Binkowska-Bury *et al.* (2010) healthy lifestyle depicts the health potential of a person. A healthy lifestyleleads to healthy well-being. Conner and Norman, (1996) and Norman *et al.* (2008) proved that healthy lifestyle is associated with physical activity, diet, and the use of psychoactive substances.

Spirituality

According to Joseph *et al.* (2017), spirituality can be defined as a more general, unstructured, personalized, and natural phenomenon occurs where a person seeks closeness and connectedness between himand supreme power or purpose. According to other researchers, namely Woods and Ironson, (1999) spirituality is the search for universal truth and as an activity enabling people to discover meaning and significance in the surrounding world. Spirituality can also be professed with the dynamic reality, continuously exploring something new that may also involve the learning of the ultimate boundaries of existence and seeking a broader meaning of life.

Emotional well-being

The National Center for Emotional Wellness

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(NCEW) defines emotional wellness as the state of awareness, understanding, and accepting the feelings and the capability to balance it effectively during challenging times. Being an emotionally well-being, a person is able to achieve the feeling of control, capability of minimizing difficulties and perform healthily. According to the National Institutes of Health (NIH) the awareness of emotional well-being is important as it can affect the normal capabilities of a person like ability to handle stress and challenges, and their responding ability to changes and difficult life situations.

Psychological well-being

The definition of psychological well-being is given from different angles (Brown & Ryan, 2003; Hutcherson *et al.,* 2008; Weinstein *et al.,* 2009; Hofmann *et al.,* 2011; Goyal *et al.,* 2014; Kong *et al.*, 2016; Garland *et al.,* 2017; McConville *et al.,* 2017; Feller *et al.*, 2018). Psychological well-being is considered as a vital feature of mental health. It can be explained with reference to hedonic and eudaimonic happiness and resilience. Hedonic is related to enjoyment, pleasure whereas eudaimonic is related to meaning and fulfilment and resilience means coping, regulating emotion and problem-solving attitude.

Review of Literature

Various previous cross-sectional, longitudinal and experimental studies proved that the well-being is revolved around self-perceived health, longevity, healthy behaviours, fundamental and physical illness, social connectedness, productivity and Factors in the physical and social environment.

Grant, G.B. (2017) stated that even though we are living in materialistic, self-interest and time of independence, yet the importance of spirituality, purpose in life and collective values is increasing day by day.

As spirituality is a multidimensional concept, Boswell *et al.* (2006), explained it as the transcended experience of inner peace, harmony and connection with others. It can be within the person through self-realization, self-improvement, and personal development or outside the person (Heszen-Niejodek & Gruszynska, 2004).

Some researchers cleared the confusion of spirituality and religion by relating religion with specific rituals, institutional dependencies, and social relationships and spirituality with personal experience of what is unseen and recognized as greater than ourselves (Tovar-Murray, 2011).

Mueller *et al.* (2001); Miller & Thoresen (2003); Kharitonov (2012) and Unterrainer *et al.* (2014) in their studies found the positive impact of spirituality on mantal as well as physical health. The positive health outcomes are subjective well-being, health-related quality of life, coping skills, recovering from mental illness, or less addictive or suicidal behaviours.

According to Brown and Ryan (2003); Community Translational Science Team (CTST) (2016); Feller *et al.* (2018); NIH Report (2018), psychological well-being includes sense of balanced emotions and thoughts, social relationships and self-control. Gross (1998) defined emotional regulation as the process of perceiving the emotions that a person has and how to express them.

Ong (2010); Diener and Chan (2011); DeSteno *et al.* (2013); Kok *et al.* (2013); Cohen *et al.* (2016) proved a causal relationship between psychological well-being and overall health. Changing states of well-being by increasing positive emotion and decreasing negative emotion result in salutary physiological/biological changes like inflammation, immune functioning, and subsidizes to diverse positive health outcomes like cardiovascular health (Kiecolt-Glaser *et al.*, 2002; Howell *et al.*, 2007; Diener and Chan, 2011; Feller *et al.*, 2018).

Objectives

- To find the prominent factors of dependent (Physical well-being and Emotional Well-being) and independent variables (Spirituality and Healthy Lifestyle).
- To understand whether there is any significant effect of independent variables on dependent variables.

Research Methodology

Research Design

The current study employs a descriptive research design to investigate the research question. The population under study consists of all respondents, and a random sampling method was employed to select a sample of 140 respondents. Data was collected through a survey method, employing a structured questionnaire as the data collection tool. The data was analyzed using a range of statistical techniques, including descriptive analysis, Karl Pearson's coefficient of correlation, principal component analysis (PCA), ANOVA, and regression analysis.

Data Collection

The data was collected through primary sources, a structured questionnaire was circulated as Google Forms to the sample determined to be respondents. The questionnaire was designed after conducting a thorough literature review and consisted of closed-ended questions. It was also pretested priordispensing to the actual respondents.

Sample Design

The study was conducted on 140 respondents who were able the understand the questions seeking responses on four major factors which are spirituality, healthy lifestyle, emotional and physical wellbeing. Use of random sampling was done to select the sample units. In random sampling, selection of samples from the population is based on random availability and/or accessibility.

Data Analysis

Descriptive statistics methods were incorporated to analyse the data, frequency distribution, mean, and standard deviation were used to describe the data. Karl Pearson's Coefficient of Correlation was used to identify the relationship between variables. PCA was used to determine the prominent factors. ANOVA was used to determine the significance of the relationship between variables. Finally, regression analysis was carried out to develop a predictive model of dependent factors based on independent factors.

Hypotheses

H0a- There is no significant effect of Healthy Lifestyle on Emotional Well-being.

H0a- There is significant effect of Healthy Lifestyle on Emotional Well-being.

H0b- There is no significant effect of Healthy Lifestyle on Physical Well-being.

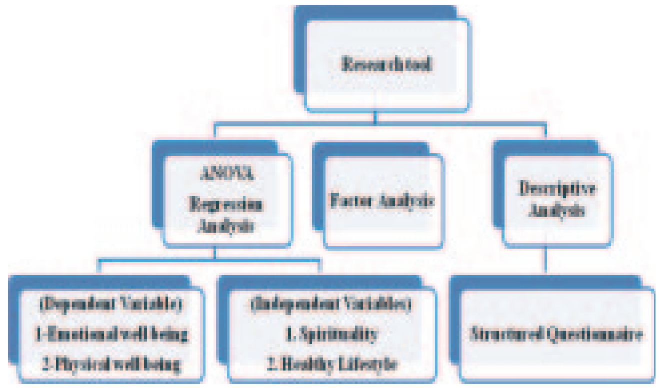
H0b- There is significant effect of Healthy Lifestyle on Physical Well-being.

H0c- There is no significant effect of Spirituality on Emotional Well-being.

H0c- There is significant effect of Spirituality on Emotional Well-being.

H0d- There is no significant effect of Spirituality on Physical Well-being.

H0d- There is significant effect of Spirituality on Physical Well-being.



Analysis and Interpretation

Cronbach's Alpha

The table-1 shows reliability measure Cronbach's Alpha value, i.e. .682 which is more than .6; hence it indicates that there is high level internal consistency for scale of behavioural finance factors.

KMO and Bartlett's Test

KMO (table-2) is a test conducted to examine the strength of the partial correlation between the variables. KMO values closer to 1.0 are consider ideal while values less than 0.5 are unacceptable.

Descriptive Analysis Interpretation

Demographic Factors: Highest number of respondents are females and falls in the age group of 21-35, mostly possess the degree of masters and employed full time also grabbing the monthly salary above Rs 40000/-.

Emotional wellness: Most of the respondents are maintaining moderate or above moderate level of emotional wellness.

Physical well-being: Responses are above average from almost all the respondents.

Spiritual lifestyle: Respondents are having above high level of spiritualty in their lifestyle.

Healthy lifestyle: Healthy lifestyle has been registered moderate by all the respondents.

Factor Loading

After checking essential measures to perform factor analysis, further the factors were extracted through SPSS by applying Principal Component Extraction method and Varimax with Kaiser Normalization rotation method. Total 4 factors were extracted on the basis of Scree plot and Eigen values. The factors whose eigen values were more than 1 were considered and on the basis of them factors were reported. Following table, no 4 shows summary of extracted factors:

Factor Name	Factor Load	Variance
Emotional well being	6.632	33.4
Physical well being	2.342	18.53
Spirituality	6.278	13.34
Healthy lifestyle	3.239	12.33
		77.6

To determine the strength of the association between each item on a scale and the underlying factor or factors it is meant to measure, factor loading analysis is a crucial approach in factor analysis. The factor structure of a scale used in this study to understand the emotional and physical of respondents if healthy lifestyle is maintained with some spiritual practices using a factor loading analysis. The aforementioned table shows the factor loading analysis's findings.

Correlation Analysis

H01: There is no significant correlation among dependent and independent factors.

HA1: There is significant correlation among dependent and independent factors.

Table 5- Correlation Matrix

Correlation Matrix			
		SPR	HLS
EWB	Pearson's r	-0.102	-0.099
	p-value	0.246	0.257
PWB	Pearson's r	0.192	0.061
	p-value	0.027	0.479

- In the above table of correlation analysis there is negative correlation between EWB and SPR(-0.102) and HLS (-0.099) with p value (0.246, 0.257)
- Correlation between PWB and SPR is 0.192 and HLS 0.061 with p value (0.027, 0.479). Correlation is significant between physical well-being and spirituality.

As the correlation is negative between independent factors healthy lifestyle and spirituality with emotional well being but it is very low positively correlated with physical well being so we have considering only physical well being our dependent factor for further study.

Table 6- Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2
1	0.190139	0.036153	0.021093	0.355491	0.036153	2.400574	2	128

a. Predictors: (Constant), SPR, HLS
b. Dependent Variable: PWB

R-value depicts the correlation between the dependent and independent variable. A value greater than 0.3 is considered good for further analysis. In this case, the value is .19, which is though poor but still we are applying test for conformity.

Table 7- ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0.606741	2	0.30337	2.400574	0.094737
	Residual	16.17589	128	0.126374		
	Total	16.78263	130			

a. Predictors: (Constant), SPR, HLS
b. Dependent Variable: PWB

Table 8- Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.927982	0.166601		17.57478	6.31E-36
	HLS_new	0.013638	0.043435	0.028559	0.313989	0.75404
	SPR_New	0.079221	0.040117	0.179618	1.974774	0.050446

a. Dependent Variable: PWB

The Sig. value is = 0.05, which leads us to accept the alternative hypothesis. So, we can say that spiritual practice does affect physical well-being.

Table 9- Interpretation

Items	Factor Name	Sig.	Hypothesis Testing Result at 95% confidence interval	Interpretation
Punctuality Disciplined lifestyle Organised lifestyle Regular exercise	Healthy Life Style	0.754	Null Hypothesis Accepted ($p > 0.05$)	There is no significant effect of Healthy Lifestyle on Physical Well-being.
Light & might Soul consciousness Earning blessings Gratitude for nature Detached state Peaceful & calm Meditation practice Trust in supreme power Conviction in karma	Spirituality	0.05	Null Hypothesis Rejected ($p = 0.05$)	There is significant effect of spirituality on Physical Well-being.

Conclusion

- Findings of the study revealed that there is a significant relationship between spiritual health and physical well-being.
- Significant association between age and healthy lifestyle has been reported which concludes that after specific age people start maintaining healthy lifestyle.
- Significant association between gender and Physical well-being has been reported.
- Thus, it can be said that spirituality affects the physical well-being.
- Though we could not find any significant impact of spiritual health on emotional well-being.
- We also could not find any significant impact of healthy life style on physical and emotional well-being.
- Thus, it is necessary to conduct further research in this regard by increasing the sample size.

Practical Implications

- Influential factors of healthy life style with spirituality can help in to acquire physical and emotional wellness. Medication treats physical illness only but achievement of a peaceful mind will create a healthy energy body.

Limitations & Future Scope

- Most of the respondents are not themselves aware about their emotional well-being nor acquainted with spirituality that way the responses we receive are not the accurate one.
- Sample size was small for the study
- For future study sample size should be large enough
- Profession, region, age and gender wise detailed study can be conducted in future.

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ANNEXURE

Table 1-Reliability Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.751	0.765	42

Table 2- Data Sufficiency Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.71
Bartlett's Test of Sphericity	Approx. Chi-Square	3.04E+03
	df	861
	Sig.	0

Table 3-Descriptive Analysis

Heads	Factors	Highest preferred option	Frequency N=115	Percent
Demographic	Age	21-35	48	42
	Gender	Female	71	63
	Education	Masters	55	48
	Employment	Employed FT	70	62
	Monthly Income	Above 40k	42	37
EMOTIONAL WELLNESS (1-Very low, 2-Low, 3- Average, 4- High, 5- Very high)	Internal balance	High	46	41
	Attachment with people and objects	High	43	38
	Expectation from others	Moderate	40	35
	Holding on things in life	High	33	39
	Revengeful attitude	Very low	47	42
	Habit of retrospection(reviewing past)	High	42	37
	Appreciation of differences	High	47	42
	Mood fluctuation	Average	41	37
	Worries and fear	Average	40	35
	Dependancy on objects and people for happiness	Average	34	30
	Self esteem	High	48	43

	Public fear and lack of confidence	Low		40	36
	Critical and judgemental thinking	High		35	31
	Stress management	Average		38	33
	Egoistic attitude	Low		39	35
PHYSICAL WELL BEING	Health Issues	Low	35	31	2
	Frequency of falling sick	Very low	41	36.6	1
	Energy level	High	57	50.4	4
	Muscle strength	High	48	42.9	4
	Endurace	Average	47	42.7	3
	Flexibility	High	47	42	4
	Body composition (BMI)	High	43	38.7	4
	Sleep	High	38	33.6	4
	Immunity	Average	43	38.1	3
SPIRITUAL LIFESTYLE	Meditation and practice of silence	Average	33	29.2	3
	Convinction in Karma	High	48	42.5	4
	Introspection practice (thinking deeply)	High	47	42	4
	Trust in supreme power	Very High	51	45.1	5
	Peaceful and Calmness	High	49	43.4	4
	Concerned for earning blessing	High	43	38.4	4
	Gratitude for nature	Very High	51	45.1	5
	Giving and Forgiving attitude	High	42	36.3	4
	Practice of light and might	High	34	29.2	4
	Attainment of detached stage	Average	51	45.1	3
	Soul consciousness state	Average	39	35.1	3
HEALTHY LIFESTYLE	Daily Lifestyle [Organised lifestyle]	Moderate	82	59	3
	Daily Lifestyle [Disciplined lifestyle]	Moderate	71	51	3
	Daily Lifestyle [Punctual lifestyle]	Moderate	67	48	3
	Daily Lifestyle social life]	Moderate	64	46	3
	Daily Lifestyle Spend time with family]	Moderate	56	40	3
	Daily Lifestyle Daily exercise]	Moderate	60	44	3
	Daily Lifestyle [Balanced diet]	Moderate	67	48	3
	Do you agree that a healthy life style and spirituality affect emotional and physical health significantly.	Strognly agree	69	49	5

Table 4-Exploratory Factor Analysis

FACTOR ANALYSIS				
No.	Item	Factor Name	Factor Load	Variance
1	attachment	Emotional well being	0.814	33.4
	Holidng_things		0.718	
	dependancy		0.552	
	expectation		0.55	
	revengful		0.831	
	egoistic		0.827	
	Diff_appreciate		0.74	
	retrospection		0.705	
	Stress_Mgt		0.696	

	critical_judgement internal_balance **Factor Load**		0.819 -0.62 **6.632**	 **33.4**
2	Health_issues Falling_sick immunity energy worries BMI endurance flexibility muscle_strength sleep **Factor Load**	Physical well being	-0.843 -0.826 0.635 0.614 -0.503 0.679 0.655 0.628 0.529 0.774 **2.342**	18.53 **51.93**
3	light_might soul_conciousness earning_blessings gratitide_For_nature detachment Peaceful_calm meditation supremePower_trust karma **Factor Load**	Spirituality	0.829 0.785 0.764 0.731 0.674 0.657 0.642 0.64 0.556 **6.278**	13.34 **65.27**
4	punctual disciplined_lifestyle organises_lifestyle excersie **Factor Load**	Healthy lifestyle	0.885 0.865 0.763 0.726 **3.239**	12.33 **77.6**

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Aatmanirbhar Bharat Abhiyaan: An Opportunity to Enhance One District One Product (ODOP) Scheme

**Dr. Abhishek Chowdhary, **Prof. Ram Milan*

Abstract

India intends to use the devastating epidemic that the globe has recently experienced as a chance to intensify its battle for beingAatmanirbhar. It's time to promote our local goods loudly and internationally. The cottage industry, MSMEs, workers, the middle class, and industries would all benefit from the new economic package that the government has suggested. This paper discusses the Aatmanirbhar Bharat Abhiyaan and its impact on Indian industries. Moreover, this study is taken up Aatmanirbhar Bharat Abhiyaan as an opportunity to promote Indian-made products and supports local products.The government of Uttar Pradesh is promoting local manufacturers under the One District One Product scheme. They are providing an international platform to local producers of rural and urban areas.

Introduction

The fourth-largest state in terms of land in India is Uttar Pradesh, with 2,40,928 square kilometres, or 7.3% of the nation's total land area. With 19.98 crore people or around 16.5% of the country's population, according to the 2011 census, it is also the most populous state. The state is the third-largest economy in the nation by GDP size, having a GDP of 11,45,234 Cr and a share of 8.4% in the 2015-16 fiscal year.

The MSME industry is prominent in the state's economy and contributes significantly to output, employment, and capital investment. Uttar Pradesh has the highest number of MSME units in the country (approximately 46 lakh units, or 8% of all units). After agriculture, this industry creates the most jobs in both the state and country. Uttar Pradesh has been a market leader in terms of exporting handmade products, engineering products, processed foods, carpets, readymade clothing, and leather goods.

44% of all handcraft exports from the nation are made up of products from Uttar Pradesh. Similar to how it stands at a considerable 26% in leather and leather items and 39% in carpets. Uttar Pradesh accounts for 4.73% of all exports from the nation. Almost every area in the State produces at least one distinctive product, whether it is a handicraft, a handwoven item, an agricultural or horticultural product, or a small business with a particular identity on the national and international levels. For instance, there is no need to introduce the silk saris from Varanasi, Moradabad brass handicrafts, Pilibhit flutes, Banda Shajar stone artefacts, Siddhartha Nagar Kala Namak rice, Lucknow Chikankari and Zardozi are just a few examples. There are several opportunities to support marketing initiatives to expand job opportunities and raise the wages of craftsmen and other employees employed in these areas.

With the aforementioned in mind, it was decided to introduce the programme under the name "One District-One Product" in the State. The following are the key goals of this plan:

- Local art promotion, as well as the protection and improvement of local talents and crafts.
- A rise in local employment and incomes resulted in fewer individuals travelling for work.
- The development of skills and an improvement in product quality.
- Adding creative touches to the items (packing, branding).
- To connect the production with the visitors (via things like live shows and souvenir shops).
- To raise the issues of economic inequality and regional disproportion.
- After the "ODOP" idea has been effectively implemented at the state level, it will be expanded to be used at the national and international levels.

Source: ODOP Coffee Table book

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AatmaNirbhar Bharat Abhiyaan

The idea of "Aatmanirbhar," or independence, was first mentioned by Indian Prime Minister Narendra Modi will address the nation on May 12, 2020. He called the initiative AatmaNirbhar Bharat Abhiyaan, and it had a good reputation (Self-Reliant India Movement). He identified the economics, infrastructure, system, demographics, and demand as the five pillars of Aatmanirbhar Bharat. The creative economic package the government has put forth for this campaign would be beneficial to a variety of groups, including the Micro, Small and Medium-Sized Enterprises (MSMEs), workers, the middle class, and industries that are examples of cottage industries. When coupled with other packages made available during the shutdown, The economic package proposed by the prime minister would amount to around Rs 20 (Twenty) lakh crore, or 10% (ten per cent) GDP of the country. It is anticipated that this would strengthen and assist different regions of the country in 2020 and revive its development aspirations. The focus on land, labour, liquidity, and regulations in this package demonstrates how committed India is to achieving Atmanirbhar (self-reliant).

Source: IBEF Report, Knowledge, 20 May, 2020

Support to State Governments

- The central government boosted state government payments from 3% to 5% for the years 2020-21 alone, States would receive an additional Rs. 4.28 lakh crore.
- As a result, the government made a total contribution of Rs 20 lakh crore is estimated to boost the Indian economy and COVID-19 prevention measures.

Aatmanirbhar Bharat's overall stimulus package

Tranche	In crore (Rs)
1	5,94,550
2	3,10,100
3	1,50,000
4 & 5	48,100
Sub-total	11,02,750
Prior measures, such as "PMGKP"	1,92,800
Actual Statistics (Measure) by RBI	8,01,603
Sub-total	9,94,403
Total	20,97,153

Source: IBEF Report, Knowledge, May 20, 2020

"One District One Product (ODOP)" Scheme

The Ministry of Food Processing Industries created "One District, One Product" with the intention of helping districts realise their full potential, promoting socio-economic and cultural development, and creating jobs, particularly in rural regions.This will be achieved by focusing on a specific region while choosing, promoting, and branding the product. "One District, One Product" aims to make every Indian district an export hub for its signature product or service. The project's purpose is to help India become "self-reliant," and it plans to do so via growing manufacturing, assisting small local enterprises, discovering prospective overseas consumers, and other means.

The "One District One Product" plan was first presented by the state government of Uttar Pradesh on January 24, 2018, and it was swiftly adopted by the Central government. "The Directorate General of Foreign Trade (DGFT)" of the Department of Commerce is coordinating this effort with the "Districts as Export Hubs" initiative. "The Directorate for Promotion of Industry and Internal Trade" is an important player. The plan calls for the state to choose the ODOP product used in a given school district. The criteria for ODOP approval are as follows:

- Perishable qualities,
- ODOP presence concerning other districts,
- District recognition of the ODOP product,
- The extent to which ODOP is processed there, in nearby jurisdictions, and the state as a whole,
- Amount of workers involved in ODOP production and processing,
- Marketing linkages
- All of these variables contribute to the district's ODOP processing infrastructure.

The preservation and development of unique agricultural products, handicrafts, and traditional art will be aided by focusing on one product per district, which will also help to reduce emigration, improve product quality, foster local talent, and potentially transform local items through branding and marketing. Live demonstrations and souvenir shops will bridge the gap between the production sector and the tourist industry. Problems with regional imbalances and economic inequality will also be mitigated. The "One District One Product (ODOP)" initiative is being handled by the "Directorate General of Foreign Trade (DGFT)" of the "Department of Commerce. "The Department of Industry and Internal Trade (DPIIT)" performs an essential role in making the "Districts as Export Hub" concept a reality. The concept seeks to strengthen backwards and forward linkages by offering common spaces, incubators, training facilities, R&D, branding, and marketing. The selected items will be promoted in a cluster fashion via resource convergence since they have promise in both domestic and international markets. As the capacity to process and add value to agriculture and associated products grows, farmers will be able to sell their goods at greater prices. It's a huge step forward in realising a region's full economic potential, spurring expansion, creating jobs, and encouraging enterprise in rural areas. *Source:* NABARD State Level Up-gradation Plan (SLUP) 2022-23

Product selection under ODOP

According to the Press Information Bureau, 106 items from 103 districts spread over 27 states were chosen for the One District One Product list in its inaugural round. The selection of products on the one-district list is extremely extensive and covers a wide range of goods. *Source:* Press Information Bureau

District wise Product details under ODOP Scheme

District	Product
Agra, Kanpur Nagar	"Leather"
Aligarh	"Lock and Hardware"
Allahabad, Amethi, Sultanpur	"Moonj Products"
Ambedkar Nagar	"Textile Products"
Amroha	"Musical Instrument (Dholak)"
Auraiya	"Food Processing (Desi Ghee)"
Azamgarh	"Black Clay Pottery"
Badaun, Bareilly, Chandauli, Kasganj, Shahjahanpur, Unnao	"Zari-Zardozi"
Baghpath	"Home Furnishings"
Bahraich	"Crafts (Wheat Stalk)"
Ballia	"Bindi"
Balrampur	"Food Processing (Pulses)"
Banda	"Shazar Stone"
Barabanki	"Textile Products (Silk)"
Basti, Bijnor	"Wood Craft"
Bhadoi, Mirzapur	"Carpet"
Bulandshahar	"Pottery"
Chitrakoot	"Wooden Toys"
Deoria	"Decorative Product"
Etawah	"Textile Products"
Etah	"Ghungroo Ghanti (BrassBell)"
Faizabad, Muzaffarnagar	"Jaggery"
Farrukhabad	"Block Printing"
Fatehpur	"Bed Sheets"
Firozabad	"Glass Ware"
Gautam Budh Nagar	"Readymade Garments"
Ghazipur	"Wall Hangin"
Ghaziabad	"Engineering Goods"
Gonda	"Food Processing (Pulses)"
Gorakhpur	"Terracotta"
Hamirpur	"Leather Juti"
Hapur	"Home furnishing"
Hardoi	"Handloom"
Hathras	"Hing (Asafoetida)"
Jalaun	"Handmade Paper Art"
Jaunpur, Sitapur	"Dari, Carpet"
Jhansi	"Soft Toys"
Kannauj	"Scent/ Itar"
Kanpur Dehat	"Utensils"
kaushambi	"Food Processing (Banana)"
Kushinagar	"Banana Fiber Products"
Lakhimpur Kheri	"Tribal Craft"
Lalitpur	"Zari Silk Sarees"
Lucknow	"Chickan Kari & Zari Zardozi"
Maharaj Ganj	"Furniture"
Mahoba	"Gaura Stone Craft"
Mainpuri	"Tarkashi Art"
Mathura	"Sanitary Fittings"
Mau	"Powerloom Textile"
Meerut	"Sports Products"
Moradabad	"Metal Craft"
Pilibhit	"Flute"
Pratapgarh	"Aamla Products"
Raebareli	"Wood Crafts"
Rampur	"Patch Work"
Saharanpur	"Wood Crafting"
Sambhal	"Handicraft (Horn Bone)"
Sant Kabir Nagar	"Brassware Craft"
Shamli	"Rim and Axie"
Shravasti	"Tribal Craft"
Siddharthnagar	"Kala Namak Rice"
Sonbhadra	"Kaleen, Carpets"
Varanasi	"Banarasi Silk Sarees"

Source: Compiled by Author from ODOP Coffee Table book

There are many different social practices and economic endeavours, as well as many terrains, crops, cuisines, temperatures, etc. People from many regions of the country have developed particular knowledge and skills in a variety of sectors through many generations, including agriculture, handicrafts, jewels, textiles, and jewellery making. These skills are typically associated with customs, practices, and cultural practices that employ standard methods of manufacturing to produce goods that are unique to a particular area.

The Benefit of "One District One Product (ODOP)"

This initiative makes use of the ODOP concept of "one district, one product" to take benefit from economies of scale in areas like input procurement, shared service utilisation, and product marketing. ODOP will aid in the alignment of the strategy's support infrastructure and value chain development. It's possible for a given region to house many ODOP product centres. A cluster of ODOP items may include any number of contiguous districts within the same State.

Due to the program's emphasis on perishables, the States would select the food item for a district. The state government would initiate a baseline study. Perishable farm goods, cereals, or foods that are mass-produced in a certain area and their ancillary businesses might make up the ODOP product. Mangoes, potatoes, litchis, tomatoes, tapioca, kinnu, bhujia, petha, papad, pickles, items made from millet, seafood, fowl, and other meats, and animal feed are all examples. The Scheme might also provide funding for a wide range of other time-tested and innovative initiatives, such as waste-to-wealth solutions. For instance, traditional herbal meals from India like turmeric, amla, haldi, and so on, as well as honey and other small-scale forest commodities from tribal people. The government will back agricultural processing that prioritises waste reduction, accurate inventory management, timely product distribution, and market saturation.

Companies making ODOP products will be prioritised for investment capital support for existing micro-units. However, existing factories producing other products will also receive support. Businesses typically aid customers who are interested in ODOP products with their financial investments.

Organisations that process other goods in the same locations are only likely to help those who already produce the items they need and have the necessary technological, financial, and entrepreneurial clout to do so. Extra units, whether for people or businesses, are only possible with ODOP products.

Only ODOP products would be eligible for shared resource support like branding and marketing. State or regional branding and marketing initiatives may include the exact products used by districts without that product as ODOP.

The Ministry of Agriculture highlights a cluster approach to the development of specialised agriproducts in regions that have a competitive edge, while the Department of Commerce is focusing on a cluster strategy for export support in accordance with the Agriculture Export Policy. If the project were structured as an ODOP, it would be much simpler to provide shared amenities and a number of other support services.

Source: Ministry of Food Processing Industries

How the "One District One Product (ODOP)" Strategy Benefits Aatmanirbhar Bharat

A ground-breaking initiative to realise a district's full potential, foster rural entrepreneurship, and grow the economy and create jobs in order to build an Aatmanirbhar Bharat. To further the Aatmanirbhar Bharat Abhiyan, the Ministry of Food Processing Industries formulated the PM Formalisation of Micro Food Processing Businesses (PMFME) Plan. The Scheme gives current micro food processing firms financial, technical, and business assistance to modernise them. The plan takes use of the scalability afforded by the Model of "One District, One Product" (ODOP) for sourcing materials, pooling resources, and selling finished goods.

The main objective of the "One District One Product (ODOP)" project is to help every district maximise its economic growth, job opportunities, and rural entrepreneurship to help India reach its goal of being Aatmanirbhar Bharat. "The Department of Foreign Trade (DGFT)" and the "Department of Promotion of Industry and Internal Trade (DPIIT)" is leading the "Districts as Export Hub" programme, which is a merger of the "One District One Product" (ODOP) strategy.

The "One District, One Product" project is being promoted by the Department of Commerce in collaboration with other levels of government through the Department of Global Foreign Trade (DGFT). By finding local products with export potential, reducing export restrictions, assisting local exporters and manufacturers in increasing production, and discovering prospective overseas customers, the objective is to transform each region of the nation into an export hub. This will have the effect of promoting exports, promoting the district's manufacturing and service industries, and promoting local employment. The goal of this joint effort between the Commerce Department's Director General of Foreign Trade (DGFT) and the State and UT administrations is to increase exports and localise export promotion in every district in the country. The goal is to exploit each region's potential as an export hub.

Traditional and nutrient-rich "Kala Namak" rice, wheat-stalk crafts, famous Chikankari and Zardozi clothing designs, and the intricate and beautiful horn-bone jewellery are just a few examples of the locally produced and specialised goods and crafts that the ODOP programme in Uttar Pradesh seeks to promote.

The government has authorised ODOP for a total of 137 products in 707 districts in 35 states and territories. FPOs, SHGs, cooperatives, the government, and private businesses will all contribute to the Common Infrastructure for Clusters.

Also, except for West Bengal, every Indian district is equipped with its own District Election Promotion Committee (DEPC). In India, 510 districts have DEPC meetings, and 452 have filed drought export action plans.

As part of PMFME, ODOP will underpin initiatives including value chain growth and infrastructure synchronisation. Multiple ODOP product aggregations may exist within a district. A group of interconnected municipalities might potentially be considered an ODOP product cluster. The government has authorised ODOP for a total of 137 products in 707 districts in 35 states and territories. FPOs, SHGs, cooperatives, the government, and private businesses will all contribute to the Common Infrastructure for Clusters.

Two lakh microbusinesses are targeted by this strategy, which seeks to boost their potential by increasing access to capital and integrating them into a predetermined supply chain. The steps taken to achieve this goal include conducting research and training in the food processing industry, bolstering institutions, expanding access to shared services, enhancing branding and marketing, and more.

Credit-linked capital subsidies would be provided to individual micro-businesses at a rate of 35% of the costs of approved projects, up to a maximum of around $13666 per unit. In addition, groups and clusters will have access to 35% interest credit-linked financing for things like FPOs, SHGs, Producer Cooperatives, and the like. This may be used across their whole value chain, from procurement to storage to standard processing to packaging to marketing to quality control. Funding of around $550 per member will be provided to SHGs in the food processing industry to be utilised as operational capital and to obtain basic tools. FPOs, SHGs, co-operatives, as well as any governmental entity or private enterprise firms, will be eligible for a 35% credit-linked grant to use towards the purchase and installation of community facilities. The shared facilities will be offered for rent by other departments and the general public for the majority of their capacity.

Micro food processing company groupings (FPOs, SHGs, cooperatives, or an SPV) will be eligible for a branding and marketing award of up to 50% of the total cost. The plan also features product-specific training and the instruction of EDP+ courses that have been adapted to the requirements of the food processing sector.

Because it upholds the Aatmanirbhar Bharat philosophy, the ODOP plan will continue to be successful. *Source:* Ministry of External Affairs Government of India

NABARD Assistance and Convergence

By pooling resources from other ministries' efforts, the "Ministry of Agriculture and Farmers' Welfare" has specified the number of things under 15 major categories, delivering one agricultural commodity to each of the nation's 728 districts. Agriculture, horticulture, poultry, milk, aquaculture, marine, and value-added agriculture are all acknowledged as legitimate product categories. The "Mission for Integrated Development of Horticulture (MIDH)", the "National Food Security Mission (NFSM)", the "Rashtriya Krishi Vikas Yojana (RKVY)", the "Paramparagat Krishi Vikas Yojana (PKVY)", and the "Fisheries, Animal Husbandry, and Dairy programmes" are all examples of centrally funded initiatives that the "Ministry of Agriculture and Farmers Welfare" plans to pool resources from.

One District One Product (ODOP) has chosen 135 unique goods that will be eligible to receive credit-linked subsidies from the Pradhan Mantri Formalisation of Micro Food Processing Enterprises (PMFME) initiative throughout five years beginning in 2020-2021 and ending in 2024-2025. These subsidies will be distributed across 707 districts that are spread across 35 States and UTs. The Directorate General of Foreign Trade (DGFT) has also recognised 106 commodities (including agricultural and toy clusters and GI goods) from 103 districts as part of the "Districts as Export Hub" scheme. With the use of the State Level Upgradation Plan (SLUP), it is possible to determine several aspects of a state, such as its product clusters, market linkages, stakeholders, beneficiary skill development, infrastructural support, and financial links, among other things. *Source:* NABARD

Promotion of One District One Product and NABARD's Part in It

a. DDMs may include an additional section or material on the recognised crops in the PLPs that includes information about the crop's profile, area of manufacturing, backwards and forward connections, the potential for the market, gaps in the supply chain's development, support for infrastructure required, the scale of financing/unit expenditures credit potential, and the potential to the establishment of FPOs, among other things. Planning particular activities may give priority to the 50 districts that APEDA has suggested for the promotion of agricultural export clusters.

b. Recommendations of the State Government Department for creation of infrastructure for specific infrastructure investment requirements, marketing connections, ordering process, development of cold chain, warehousing facilities, e-marketing, and cargo facilities at airports, among other things Need-based help to identify.

c. The nodal department may, with the support of DDM, LDM, and several other stakeholders, construct need-based regional development plans or banking plans, which may then be carried out and overseen by DCC/DLRC.

d. Farmers in the identified clusters may get help under different State Government/NABARD initiatives for raising their level of awareness and developing their skills, and they may be grouped into useful collectives. *Source:* NABARD

Appropriate Schemes and Policies

Department	Scheme
"Development Commissioner (Handicrafts), Ministry of Textiles"	"Ambedkar Hastshilp Vikas Yojana, Mega Cluster", "Marketing Support & Services", "Research & Development", "Rajiv Gandhi Shilpi Swasthya Bima Yojana", "Aam Admi Bima Yojana", "Margin Money Scheme for Artisans under MUDRA Yojna",
"Department of MSME & Export Promotion"	"MSME Schemes"
"Export Promotion Bureau, GoUP"	"Export Promotional Schemes"
"MSME Policy - 2017"	"Department of MSME & Export Promotion, GoUP"
"Infrastructure and Industrial Investment Policy-2012"	"Department of MSME & Export Promotion, GoUP"
"ODOP"	"CFC (Common Facility Centre) Scheme", "Market Development Assistance Scheme", "Finance Assistance Scheme", "Skill Development & Toolkit Distribution Scheme"
"Ministry of Skill Development & Entrepreneurship"	"Pradhan Mantri Kaushal VikasYojana (PMKVY)"
"Ministry of Commerce and Industry, Department of Commerce"	"How to Export (Step by Step Approach)", "Foreign Trade Policy"

Prepared by the Author; *Source:* ODOP UP

Discussion and Conclusion

The Indian Prime Minister suggested a rescue plan worth INR 20 lakh crore (20 trillion), or 10% of the GDP, to recover from COVID-19. The goal of establishing India as an independent country was set forward by Indian Prime Minister Narendra Modi. The first mention of this was made on May 12, 2020, when the economic package relating to the coronavirus epidemic was announced. It was referred to as the "AtmaNirbhar Bharat Abhiyan" or "Self-Reliant India Mission." As a portion of the AtmaNirbhar Bharat package, the government revised the definition of MSMEs, among other things. Growing FDI in the defence industry, expanding the potential for private engagement in many industries, and the vision has gained support in several industries, including the one for solar panel producers.

AtmaNirbhar Bharat is linked to the Made in India campaign that was relaunched with fresh catchphrases like "Vocal for Local." New advertising strategies and India has implemented laws and created businesses to achieve self-sufficiency since its founding.

"One District One Product (ODOP)" is an innovative concept that has the potential to contribute to the realisation of AatmaNirbhar Bharat by promoting economic growth, job creation, and rural entrepreneurship in India's districts. This would help to bring about AatmaNirbhar Bharat. The "One District One Product (ODOP)" initiative is operationally tied to the "Districts as Export Hub" programme, which is directed by the "Directorate General of Foreign Trade" under the Department of Commerce and supported by the "Department for the Promotion of Industry and Internal Trade (DPIIT)".

"The Department of Global Foreign Trade (DGFT)" is coordinating efforts amongst various levels of government to spread the concept of "One District, One Product" (or "ODOP"). Each Indian district has its own organisation dedicated to boosting exports. This involves locating items with export potential in that district, reducing obstacles to exporting them, helping exporters and manufacturers in the district increase production, and connecting them with customers in other countries. Becoming an export centre. The goal is to increase exports, grow the region's industrial and service sectors, and create new jobs.

The "Department of Commerce" is coordinating with both the central and state governments to implement the previously stated initiatives in a phased manner throughout all of the country's districts, to maximise the potential of each district as a centre for exporting to promoting exports and bringing marketing exports up to the level of the district.

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Effect of Value-Oriented Education and Intelligences on Adjustment Ability in India: A Critical Review

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Abstract

A human being is one of the most complex living organisms whose behavior is most unpredictable, who suffers from mood swings, creating anxiety and tension. That is the reason why there must be some discipline in life, which is possible only with education, inculcating cognitive abilities, social conduct, character, self respect, and so on, where every being gets trained to get adjusted with the society he survives. Education not only gives a platform to succeed, but also provides the ability to use the mental energy to handle the situations and move on, leading a happy and well-contented life. The greatest gift education gives is the knowledge to handle his/her environment, unconditional love and a set of values. These values include the simple difference between right and wrong, a belief in God, the importance of hard work and self respect. Value-oriented education is one such tool which not only provides a profession but also a purpose in life, helping in developing the character and morality in the children; inculcating ideas about national integration; enabling the children to get adjusted to their environment, making them as an ideal citizen. The teachers play an important role in imbibing these values in the children, affecting their behavior, moulding them as an ideal citizen of the nation. And the students get influenced by the teachers in the ways of inculcating values and getting adjusted with the environment. Hence the teachers and student teachers must be well adapted with values, and the well adjusted teacher possesses the true dedication, which can influence the students. This paper aims to survey the studies and examine the effect of value-oriented education and intelligences on adjustment ability of teachers/teacher trainees and students.

Introduction

Living in a society, every human being must be able to adapt the ways to compromise and build a harmonious relationship with the society and environment, to lead a healthy and successful life. This compromise, which an individual maintains, satisfying the needs of self and the demands of the society in which he or she lives, is termed as adjustment by many psychologists. Though satisfied or not, human beings run behind different needs, throughout one's life. At the same time, due to rapid and unexpected changes in society and the environment, personality and the behavior of human being is being affected. Adjustment is an important factor in the life of human, which is a continuous process and ends with life. It is becoming a challenging issue, where the individual needs to enhance one's ability, to get adjusted in order to interact and face these challenges in which one lives. Human beings behavior, which is unpredictable, is helpless due to mood swings leading to anxiety and stress, especially during the initial stage and is not aware of the need of adjusting. Gradually he/she develops the sense of responsibility to solve the problems and get adjusted successfully, with help of formal and informal agency. And later education helps the individual to develop their moral consciousness and help them to develop ideal ways of thinking and behave well in any society, adjusting with different set of rules. Education not only lays the path of success, it also provides such knowledge, where every individual gets trained to get adjusted with the society he lives in. Education is a continuous learning experience, learning from people, learning from success and failures, learning from leaders and followers and then growing up to be the person we are meant to be. Such education moulds the children, training them to maintain a harmonious relationship, face the challenges, and lead a happy life by adjusting self with any kind of environment. Educational institutions should bind to nurture values, ethics, moralities and decencies in the student career for their holistic development. Such value-oriented education helps not only in structuring one's life but also gain the

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ability to get adjusted and lead a healthy and satisfied life. "Values mould adjusted human behavior, developing self, society, nation and international understanding", Das and Paul (2021). And the intelligence enhances the ability to learn, to deal with abstractions, to make adjustments, and to adapt to new situations to make appropriate responses to certain stimuli in a given situations.

Value-oriented education is a tool which not only provides a profession but also a purpose in life, helping to know oneself and be ourselves. The value-oriented education not only helps in developing the character and morality in the children, it also enables them to develop a healthy and balanced personality. It enables the child to enhance the ability to get adjusted with his/her environment and makes him/her an ideal citizen. Value-oriented education enhances providing awareness, sensitivity, and ability to get adjusted to the moral aspects of major issues and concerns of modern life like poverty, illiteracy, human rights environment, population, peace etc. It trains and prepares the children to become responsible citizens in their personal and social lives, as values andintelligence their life in the areas like family, society, and schools, etc. moreover an individual thinks about himself, whereas the citizen thinks for society. Hence, it is high time to reconfigure education on the basis of values, since the present day's system moulds technocrats and individuals but not citizens. Elders and teachers should articulate the need to understand the value of human life and the necessity for students to understand the purpose of education respectively. Teachers must play an important role in raising awareness and imbibing the required values in the children, as it affects the children behavior, who are potential wealth of the nation. Moreover the students get influenced by the teachers in ways of learning values and getting adjusted than the syllabus. Hence the teachers and student teachers must be well adapted with values, and well adjusted teacher possess the true dedication, which can influence the students.

According to Webster (1951), adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like. According to Merriam-Webster Dictionary, the ability is the capacity or tendency to act. Adjustment ability refers to "a process whereby individuals interact with the environment to meet physical, psychological and social needs, and achieve a harmonious state", Tallent (1978). Adjustment Ability is "an ability or intelligence of a person in handling or getting along with the conflicts in a positive manner and strengthen self, fulfilling the educational, emotional, psychological, social and moral needs to lead a constructive and creative life in the new situation of the healthy environment" (Bai and Srivastava, 2022).

Review on Related Literature

A comparative study by Hoovinbhavi (2021), found significant difference in the emotional and social adjustment ability between boys and girls students. Jakhar (2020) study revealed that govt. and private teacher trainees differ significantly in their social adjustment, but not in the emotional and educational adjustment. Bimla (2019) comparative study found rural students were more adjusted in social and emotional area while urban students were more adjusted in educational area. Alam (2018) findings revealed significant difference in adjustment of senior secondary school students across gender, locality, academic stream and types of school. Srivastava and Singha (2017) study concluded that girls are more emotionally and educationally adjusted than boys, and boys and girls differ significantly in their overall adjustment.

Alrumaidhi (2022) investigation found value conflicts as significant predictor of student's academic adjustment. Kaur (2019) study on Value Patterns among School Teachers across Gender and Teaching Experience, revealed a significant difference between male and female teachers on Theoretical (in favour of females) and Political (in favour of males) dimensions of value patterns, while no difference was found on other four dimensions viz. Economic, Aesthetic, Social and Religious. Rudraradhya (2019) found no significant difference between personal values and teachers adjustment among secondary school teachers of Tumkur District, and concluded that to become a perfect teacher, he/she must develop the adaptation with the complete environment. The teacher must develop the values in the students, bringing desirable changes in their behavior which can make them well adjusted in the society.

Lakhmi and Paul (2018), in their study on Value Education in Educational Institutions and Role of Teachers in Promoting the Concept, concluded Value Education is important to give for any individuals, and good values have to be inculcated in the individuals' mind right from their childhood. Suresh (2017), Majid and Reddy (2016), Reddy and Reddy (2015), and Kanti (2013) found significant difference between the samples towards value-oriented education in their studies. Srivastava (2016) study concluded that value-oriented education establishes the relationship between theory and practice of education for society as a whole, and would be beneficial for the betterment of the society as a whole.

Prasad and Vijayalalitha (2010) study found that B.Ed students have given highest preference to family security followed by national security and to comfortable living, and least preferred terminal values were pleasure, a sense of accomplishment, world of beauty and wisdom. It was also found that capableness is the most preferred instrumental value of B. Ed students followed by broad mindedness and forgiveness, and expressed the intellectuality, logical thinking & loving as the least preferred values. Vandana (2007) concluded from her investigation that adolescents differ significantly in their value patterns, and the one carrying good value system tends to have better adjustment in the society. Gupta (2000) study on creative and Non-creative secondary school pupil teachers in relation to Values, Adjustment, and Attitude towards teaching indicated that the male and female differed significantly with respect to their attitude towards teaching. Zamen (1982) conducted a study on religious, moral and social values of class XI students to find their relationship with character traits and personality adjustment, and found that all the three values had greatest influence on character traits and lowest personality adjustment. Feather (1972) study on Value Similarity and School Adjustment found that school adjustment were related positively to an extent, where the values of students were matching with school values, with low correlations. Girls and Independent school students were found to have higher satisfaction and happiness when compared to their counterparts, i.e., boys and state schools.

Thakur (2022) found gender did not differ significantly in adjustment, but found a significant difference in their general intelligence. And no significant relationship was found between adjustment and general intelligence of undergraduate students. Sharma and Kumar (2022), concluded that the ability to express and control emotions, as well as the ability to understand, interpret, and respond to the emotions of others, are both important aspects of emotional intelligence. Soni and Bhalla (2020) investigation confirmed a negative relationship between adolescent's adjustment problems and emotional intelligence; emotional, home and health adjustment problems were negative predictors of emotional intelligence among adolescents' males. Yadav (2018) analysis revealed adjustment to be higher with higher emotional intelligence. A significant positive relationship was found between the adjustments of adolescent students in relation to their emotional intelligence (Kour, 2017) after analysis the data by correlation and t-test. Dhillon (2016) and Patel (2013) findings clearly demonstrated a significant relationship in the level of intelligence and adjustment. A Co-Relational study conducted by Sharma (2019), found that adjustment is having negative and significant relationship with Emotional Intelligence and Spiritual Intelligence, and depicts that the working women who have higher levels of emotional, spiritual intelligence have higher degree of adjustment and they are well seemed to be better adjusted in their life. Kapri (2017) analyzed data found that adjustment of senior secondary school students is significantly correlated with their spiritual intelligence, and concluded that adjustment of the students is closely correlated to their spiritual intelligence.

Conclusion

From the studies, findings of different investigation reveal that, either there is significant difference or no significant difference existing in the adjustment, value-oriented education, orintelligences of their samples. The studies also have proven that education trains the person to enhance their adjustment ability, with trainedvalues and intelligences. Studies related to impact of value-oriented education and intelligences (emotional and spiritual intelligence) on adjustment ability, revealed the influence of values and intelligences on adjustment. Findings of different investigation reveal a significant relationship between value-oriented education, intelligences and adjustment. Values and intelligences enhance the ability to get adjusted with situations. An emotionally, spiritually, and value-based competent teacher is the heart and soul of an educational program. Depending on the educational values received by the children, they gain the ability to get adjusted in different situations.And, through the studies it can be concluded that teachers play an important role in promoting the concept of value-oriented education which is important to transmit in the individuals, right from their childhood, and also establishes the relationship between theory and practice of education for the betterment of self and the society as a whole.

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Knowledge of Teachers of Uttarakhand towards usage of Digital Technology for Inclusion in Education

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Abstract

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

1. Introduction

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

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

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

2. Inclusive Education: Sustained Efforts of India

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

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

Inclusive education has been given a priority in the Sustainable Development Goals of United Nations. It has been regarded as goal no. 4 by the United Nation to be achieved by 2030, as it has been observed as an essence to achieve development that can be sustained in long run i.e. which is permanent in nature. The nation can only

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develop if the citizens of the country as knowledgeable and have a scientific outlook. This can only be achieved by continuous efforts of the Government to educate its children.

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

3. Digitalization of Education for Inclusion

"In recent years, digitalization has changed and provoked the whole society, creating new working skills, modern cultural conditions, and innovative tools for communication and entrepreneurship" (Newell & Marabelli, 2015). Radical digital advancements are giving rise to new innovations at exponential rate. Not only has it opened up the prospects for new collaboration rather it has widened arena for better employment by generating the requirement of the workforce with a brand new skill set. The vast proliferation of digital resources hasflooded the Indian economy widening the scope for global partnerships and the ability for utilizing the prowess and potential of the exodus of qualified professionals scattered all over the country as a strategic asset for the holistic development.

India ranks at the 46th Position in the Global Innovation Index (GII) with 64% of the population in the working age group. The amalgamation of science and technology has can prove to work wonders for the education system by widening the horizons to include those who have been marginalized earlier, either due to inaccessible or remote locations or due to one or the other form of disability.

Digitalization of education may be defined as using technology for preparation of content as well as successful delivery of the content to the student population. Using technology embedded content for education has found to be extremely useful for all the student population. It has made the content available to those who have physical or mental co morbidities. The digital content for education is in the form of e books, CDs, videos etc which make the content easier to understand and stimulating to grasp. The special intervention of these technology driven resources have been a boon for the children having special needs who find the technology based material more adaptable thus making the elusive goal of inclusion attainable.

Further, the dissemination of the education content is also being done successfully using information communication and technology (ICT). The vast student of the country is being educated through mass media only through the network of technology driven systems. Not to forget, the unprecedented role that the multimedia has played in continuing the education of the children in the form of online classes during the CoVid -19 times. The teachers are now addressing the gaps in the learning process using ICT. The lessons are now being successfully delivered using the various ICT based techniques.

Yet the flooding of technology based resources in education have created the dearth of skilled teachers who are capable enough to utilize the technological resources to the fullest thereby creating hindrances in the achievement of the goal of inclusive education. The teachers now need to be trained to address the gaps in the education system in a holistic manner.

Further, the use of ICT in education needs to be monitored on a continuous basis to assure that it is not misused in the hands of immature minds. The children need to be monitored and taught to develop a healthy attitude towards digital resources to utilize their capacity for the fulfilment of the goal of inclusive education.

4. The Role of Teacher Education

Teacher education plays a vital role in preparation of teachers for addressing the diverse classrooms. It assures that the teachers are equipped with the knowledge, attitude and skill set that they require for preparing the students for the upcoming professions in the labour market. The digital resources have brought about the new set of professions and have raised demands for the digitally skilled professionals. The PISA (2012 & 2015) results indicated that teachers yet do not have necessary skills to make the most out of the digital technologies in schools" (OECD, 2015, 2017). This lays the onus on the teacher education system of India to prepare teachers who are not only digitally trained but also can prepare the students for the new employment opportunities.

The teacher education institutionsneed to be revamped in the light of the current technological developments for building the professional competencies of the teachers for digital learning. The revamping is needed for both pre service and in service teacher education programme to assure that the teachers are confident enough to prepare all the students, irrespective of their class, caste, language or region for these new skill based jobs and thereby assure the reduction in the gap between the demand and supply in the labour market.

Objectives

- To study the knowledge of teachers towards usage of information communication and technology of inclusive education of District U. S. Nagar Uttarakhand.

Hypothesis

- There is no significance difference in the knowledge of District U. S. Nagar Uttarakhand teachers towards usage of information communication and technology aspects of inclusive education.

Methodology

- Survey method of research was adopted for the study.

Population and sample for the study

- The population for the present study consists of 50 Teachers from Government Schools and 50 Teachers from Public Schools. The sample in the present study is obtained by using by Quota sampling technique.

Tools Used for the Study

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

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

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

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

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

Table-1.0: Descriptions of Statements Classified into Different Dimensions in The Knowledge of The Teachers Regarding Inclusive Education

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

Data Analysis

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

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

Usage of Information Communication and Technology

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

Table 2.0: Percentage of responses with respect toUsage of Information Communication and Technology

Areas of Compe-tence	S. No.	No. of Correct Responses (Percentage Out of 100)								Total No.of Correct Responses (Percentage)	
		Government School				Public/Private School					
		Male		Female		Male		Female			
Usage of Information Communi-cation and Technology		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
	1	21(86)	04(16)	20(80)	05(20)	22(88)	03(12)	21(86)	04(16)	84(84)	16(16)
	2	21(86)	04(16)	21(86)	04(16)	22(88)	03(12)	21(86)	04(16)	85 (85)	15(15)
	3	24(96)	01(4)	23(92)	02(8)	20(80)	05(20)	22(88)	03(12)	89(89)	11(11)

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

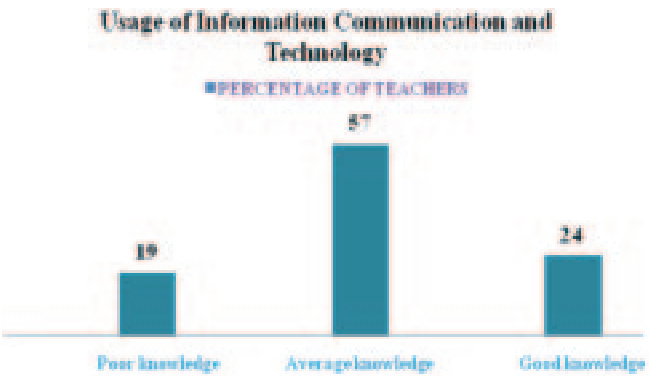
Table 3.0: Levels of Knowledge of Teachers with respect toUsage of Information Communication and Technology

	Government		Private		Total
	Male	Female	Male	Female	
Poor Knowledge $X<M_{A4}$ - $STDVA_4$	5(5)	4(4)	5(5)	5(5)	19(19)
Average Knowledge M_{A4} - $STDV_{A4}<X<M_{A4}+STDV_{A4}$	13(14)	15(15)	15(15)	14(13)	57(57)
Good Knowledge $X>M_{A4}+STDV_{A4}$	07(7)	06(7)	05(15)	06(6)	24(24)

The mean and the standard deviation of the area "Usage of Information Communication and Technology" came out to be 2.181 and 0.76 respectively. Accordingly using M+-SD, the scores below 1.42 were classified as poor scores. The scores above 2.94 were termed as good scores and the rest viz. between 1.42 and 2.94 were classified as average scores. It was identified that 19% of the teachers had a poor knowledge in this area; 57% teachers had an average knowledge and 24 % teachers had a good knowledge of usage of ICT for inclusion in the classroom. So we can say that 19% Teachers has not even basic knowledge about the ICT so which is not good sign for Digital Learning and Teaching. Mostly 57% Teachers has an average knowledge about ICT which is good for Digital Learning and Teaching. This is good to know that 24% Teachers has sound knowledge about ICT which would be good sign for Digital Learning and Teaching.

The same may be seen in the chart below:

Chart 1.3.1: Knowledge of Teachers with respect to Usage of Information Communication and Technology



Summary & Findings

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

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

While there are a number of valuable initiatives, the full potential for assistive and other technologies in education are far from being met. In addition UDL and technology are frequently considered separately rather than technology being seen as a tool for implementing UDL principles. There is initiative in many countries to introduce technology, either in general or in education, as well as initiatives to use technology to expand education to excluded groups, such as refugees and young people affected by conflict and in remote rural areas. However, these initiatives have rarely considered disabled people and are therefore unlikely to be accessible to them or otherwise meet their needs. Some findings are followings:

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

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A Mediation Analysis on Workplace Spirituality, Quality of Worklife, Job Satisfaction and Motivation

*Dr. Seema Bhakuni

Abstract

The current study sought to investigate the relationship between workplace spirituality and motivation among diverse engineers. This study investigated the influence of workplace spirituality (WPS) on work life quality, job satisfaction (JS), and motivation. Using a professional survey, the researcher discovered that there is a mediation impact of work-life quality on the link between workplace spirituality and job happiness. Hayes' process macro of multiple regression was used by the researcher to examine the mediation influence of workplace spirituality and motivation. The survey sample comprises of 200 software engineers, 148 of whom work in private enterprises.

Introduction

In today's era doing a job with satisfaction is very important for one's healthy and happy living. An employee's reaction to the circumstances and conditions of their work can be defined as job satisfaction (Stewart and Wiener, 2020). Organisations are converting their behaviour into more spiritual and ethical values in their businesses (Mehta and Joshi, 2010). Workplace spirituality not only tries to motivate employees but it also integrates individuals with each other. Workplace spirituality can help the employees to get attached with their policies and strategies at the workplace, with their colleagues and maybe fulfilled with the self-actualization or esteem needs by feeling like a part of the organisation. If the self-actualization or esteem needs will be fulfilled, then an employee may get much motivated towards his/her work. Spirituality cannot directly be inculcated by others, but it is one's inner feelings.

Job Satisfactiob(JS) means an employee's inclination towards his/her work (Malka and Chatman, 2003). Job satisfaction is unidimensional in nature i.e., in current job circumstances, the emotional retaliation of employees (Porter and Lawler, 1968). JS plays a pivotal role at every stage of life, for each employee. Job satisfaction is important for the employees of every field whether, doctors, engineers, nurses, managers, HR and etc.

Quality of worklife is something related to the well-being of an employee. The enlargement of organisations leads towards the satisfaction of employee's needs; this is fundamentally the quality of worklife movement (McGregor, 1960). The perspective of employees towards the quality of their jobs in day-to-day's life is the well-being of the employees at their workplace, is actually what is dealt with, in the quality of work-life (Weaver, 2009).

Motivation can be contrasting for different people. For one, motivation can be a bonus and for the other, motivation can be transfer. It totally depends upon one's need and want. It is different for different people. There are various studies on motivation with different theories. Intrinsic and extrinsic motivation, both play a vital role. At workplace also, motivation is very important. If one is not motivated for his/her job, then he /she may also not be satisfied with a job. Due to this, the performance of the employee may decline. So, to improve the effective and efficient working of an employee, organisation should take care of employee's job satisfaction and should motivate them to work also.

There is a wealth of literature on workplace spirituality, job happiness, work-life quality, and motivation. However, this is the first study to look at the impact of these characteristics on software developers or engineers. The researcher wishes to investigate the impact of workplace spirituality on work-life quality, job satisfaction, and motivation. The researcher also wants to investigate the role of job satisfaction in mediating the link between workplace spirituality and motivation. However, researcher has not paid attention to the mediation influence of work-life quality. As a result, the researcher attempted to investigate the mediation impact of work-life quality on the link between workplace spirituality and job satisfaction in this study.

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Literature Review

As stated by the gathered literature review and research conceptual framework, hypotheses depicting the association between variables workplace spirituality, job satisfaction, quality of work-life and motivation, were suggested accordingly. The association model among variables is explained in figure 1, which is as follows:

Workplace Spirituality and Job Satisfaction

In this new and globally transforming era, organizations are turning their money-minded behaviour into the spiritual one (Giacalone & Jurkiewicz, 2003; Mousa & Alas, 2016). This may help the employees of the organizations to get more straight and divine ideas at their workplace. Spirituality at workplace not only accelerates the right ideas for workplace but it also inculcates the emotions and emotional behaviour of the employees. Fatima *et al.* (2017) posited that workplace spirituality predicts job satisfaction of employees. Feeling relaxed while performing a task at the workplace, lead to spirituality which in turn influences the satisfaction towards the job.

There are three major aspects of workplace spirituality, which are connected with job satisfaction (Ashforth & Pratt, 2010). These aspects are namely:

1. self-transcendence (associating to something which is greater than a person),
2. holism and harmony (a standard of self-mastery, originality, and balance), and
3. growth and development of personnel (self actualization).

They explained that transcendence makes the association, and holism and harmony lead to consistency towards growth and commands completeness.

A study was conducted on part-time employees and posited that certain aspects of workplace spirituality, have a positive significant impact on job satisfaction (Milliman *et al.*, 2003). There are several studies that laid down that workplace spirituality leads towards job satisfaction i.e., more spirituality at workplace, high will be the satisfaction among employees towards their job (Pawar, 2009; Gupta *et al.*, 2013; Chawla & Guda, 2010; Lazar, 2010; Altaf & Awan, 2011). Workplace spirituality has been researched with various other factors like workplace deviant behaviour, commitment and self-reported individual performance, job involvement and organizational commitment, intrinsic values, total quality management, trust and etc. (Putra *et al.*, 2014; Rego *et al.*, 2007; Pawar, 2009; Fatima, 2017; Adawiyah, 2020; Hassan, 2016). With the help of above discussed literature, the researcher would like to hypothesize:

H1: Workplace spirituality has a positive significant influence on job satisfaction.

Workplace Spirituality and Quality of Worklife

Quality of life is really very important for everyone. For a good quality of life one who is working, need a good quality of worklife, which is actually based on psychological, mental satisfaction or their well-being. Employees' wellbeing has grabbed a lot of attention of researchers and organisations too and it was concluded that work spirituality influences employee well-being (Sheep, 2006), which in turn may possibly influence the quality of work-life.

Well-being not only impacts the employees, but it also influences the organisations in great ways (Walia and Nishtha, 2018). There are studies that conclude that workplace spirituality impacts well-being (Karakas, 2010; Mckee *et al.*, 2011; Walia and Nishtha, 2018). However, as per the researcher's reach, no study is found which depicts the effect of workplace spirituality on the quality of work-life. Hence, the following has been hypothesized:

H2: Workplace spirituality has a positive significant influence on the quality of work-life.

Workplace Spirituality and Motivation

As discussedearlier, job satisfaction is affected by motivation and workplace spirituality leads towards job satisfaction. Further, workplace spirituality can also motivate employees to do work better and perform their activities much more effectively and efficiently. Organisations that follow a high level of workplace spirituality are assumed to positively influence employee motivation (Jurkiewicz & Giacalone, 2004). The association between workplace spirituality and motivation was accepted in previous research (Hackman & Oldham, 1976).

Previously available literature also depicts the association between workplace spirituality and motivation (Urdan & Maehr, 1995; Fry, 2003). Milliman *et al.* (2003) also laid down the link between workplace spirituality and motivation. Workplace spirituality consists of values that are deep-seated inside a person, this may affect the behaviour of a person towards his actions, which in turn may lead towards motivation. With the help of the above available literature, researcher hypothesized:

H3: Workplace spirituality has a positive significant influence on motivation.

Job Satisfaction and Motivation

Westwood (1992) explained motivation as an inner state which precipitates a desire or buoys in the employees or a person to act. Locke (1969) laid down that when a person feels that he/she got appraised in his/her job, it leads to a happy and emotional state, this is known as job satisfaction. According to two-factor theory of Herzberg *et al.* (1959), there are two factors that influence job satisfaction i.e., hygiene factors and motivation factors. Hygiene factors comprise of salary, company administration and policy, supervision etc. However, motivators include, achievement, recognition, growth, responsibility and etc. (Srivatasva & Tang, 2021). These factors explain that if an employee is growing or if he/she is recognized in the organization and responsibility is given to him with authority, then they can feel satisfied towards their job which may lead them towards motivated behaviour for the job. There are studies that concluded the decisive association between job satisfaction and motivation (Kadir & Amalia, 2017; Ayalew *et al.*, 2019; Hajiali, 2022). So, the researcher hypothesized:

H4: Relationship between Workplace spirituality and motivation is mediated by job satisfaction.

Quality of Worklife and Job Satisfaction

According to Efraty *et al.* (1991), the quality of a person's working life affects their attitude and behaviour, including how satisfied they are with their jobs. The term "quality of work life" refers to an employee's level of physical and psychological safety at their place of employment as a whole (El Badawy *et al.*, 2018). These days, research is paying a lot of attention to work-life quality.

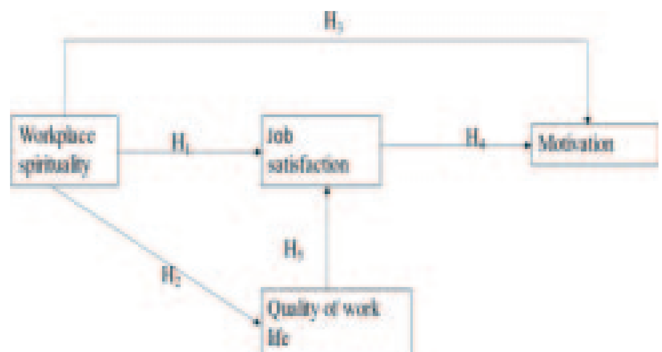
Self-Determined theory (SDT) can be used as a basis for the relationship between QWL and JS, as associating with the domain of their own, SDT can elucidate the extrinsic and intrinsic need for people to perceive themselves as self-determined and competent (Lee, Back & Chan, 2015). Moreover, Kano's three-factor theory (1984) can also be used for depicting the relationships between QWL dimensions and JS dimensions (Diana *et al.*, 2020).

Numerous studies (Porter, 1961; Ertürk, 2022; Hall *et al.*, 1970; Danna & Griffin, 1999; Swapna, 2015; Firmansyah, 2017; Budiatma, Suparman, & Dwi, 2018) have discovered a connection between QWL and JS. Additionally, there are research that discovered a connection between QWL and JS (Chan & Wyatt, 2007; Lee *et al.*, 2015; Gayathiri & Ramakrishnan, 2013; Swapna, 2015). With the help of the discussion above, it can be seen that there is a relationship between job satisfaction and quality of life at work, as well as a relationship between quality of life at work and workplace spirituality. However, to the researcher's knowledge, there is no study that examines the mediating effect of QWL on workplace spirituality and job satisfaction. So, the researcher makes an assumption.

H5: Relationship between workplace spirituality and job satisfaction is mediated by quality of work life.

There are a lot of studies done on workplace spirituality and its antecedents, but this would be the first study that is going to survey the combination of workplace spirituality, quality of work-life, job satisfaction, and motivation. Moreover, the major research gap of this research is the mediation effect of job satisfaction on the relationship between workplace spirituality and motivation. Another major research gap includes the mediation impact of quality of work-life on the association between workplace spirituality and job satisfaction. However, according to the researcher, this would be the first study to check the impact of workplace spirituality on the quality of work-life.

Figure 1: Theoretical framework and hypotheses



Source: Author's compilation

Methodology

Participants

With the help of snowball sampling, the data was collected from the engineers. The main sample of the study consists of software engineers of private companies. The engineers who are currently working in the private companies of Delhi-NCR were asked to fill the questionnaires through online mode. The questionnaires were mailed to them or were floated to them with the help of social networks i.e., WhatsApp and Facebook. The population of the present study consists of software engineers only as the engineer's workplace spirituality is not much explored by the researchers. A total of 200 questionnaires were floated over two months. 170 responses were received. However, 22 responses were not included for further analysis, as they were not correctly filled. Among the participants 68.9% were males. Moreover, the majority of the participants, i.e., 85.1% were of age between 18-35 years and were unmarried (61.5%). 38.5% were graduates, followed by postgraduates and professionals, and others. Most of the respondents were earning between Rs. 20,001- Rs. 40,000, followed by Rs. 40,001 - Rs. 60,000 and less than Rs. 20,000. However, only 9.5% of respondents were earning more than 80,000 and only 6.8% were earning between Rs. 60,000 - Rs.80,000.

Measures

All the measures in the present survey used a five-point Likert scale where 1 stands for strongly disagree and 5 stands for strongly agree, except job satisfaction scale, which was on a scale from 1= very dissatisfied and 5=very satisfied. Scale reliability was checked and accepted at 0.932 (Nunnally *et al.*, 1967). The measures were taken from previously developed scales.

Workplace spirituality: six items of workplace spirituality were adapted from Ashmos and Duchon (2000). A sample item is "I experience joy in my work."

Quality of work-life: five items of quality of work-life were adapted from Sirgy *et al.* (2001). An example of an item is "I feel physically safe at work."

Motivation: 4 items were adapted from Guay et al., (2000) An example statement would be, "I am currently involved in this organisation because I find participating in its activities to be intriguing."

Job satisfaction: Four items of job satisfaction were adapted from the Minnesota satisfaction scale (1967). An example item includes "Being able to keep busy all the time."

Data Analysis and Data Findings

Now, to test the hypotheses Hayes PROCESS MACRO was adopted, with the help of SPSS 23 was used. Model 4 was used to test both the mediation effects. Firstly, mediating influence of quality of work life on work place spirituality and job satisfaction was tested. Secondly, job satisfaction as a mediator between workplace spirituality and motivation was checked.

Job Satisfaction as a Mediator on The Relationship between Workplace Spirituality and Motivation

Here H1, H3 and H4 were tested. With the help of model 4 of Andrew Hayes, present model explains 58.65% (R2) of the total variance (see Table 1) and it is statistically significant as p=0.0000 i.e., p<0.05.

Model Summary (Table 1)

R	R-sq	MSE	F	df1	df2	p
.7658	.5865	7.1798	207.0435	1.0000	146.0000	.0000

As per Barron and Kenny (1986), there are certain conditions for mediation. The first and foremost condition is fulfilled as the coefficient of IV i.e., workplace spirituality (WPS) on DV i.e., motivation without a mediator (C Path) came out to be 0.7133 and it is statistically significant i.e., p=0.000 (p<0.05), with which we accept our H3. Moreover, the coefficient of the independent variable (workplace spirituality) on mediating variable (job satisfaction) is 0.4744 (A Path) (H1 is accepted) and the coefficient of mediating variable (job satisfaction) on the dependent variable (motivation) is 0.4766 (B Path) and both the values are statistically significant. As the mediator variable (job satisfaction) enters in the association between workplace spirituality and motivation (C' Path) the coefficient comes down from 0.7133 to 0.4873 and it is statistically significant (see table 2). Hence, there is the presence of partial mediation of job satisfaction on the association between workplace spirituality and motivation (H4 is accepted). With the help of this, we accept our H1, H3, and H4. The effect of mediation can also be seen in the indirect effects table, as zero does not lie in between ULCI (Upper Limit Confidence Interval) and LLCI (Lower Limit Confidence Limit), which shows the presence of mediating effect (see table 3).

Table 2: Mediating Effect of JS On Relationship Between WPS and Motivation

	Coeff	SE	t	p-value	LLCI	ULCI
(A Path) WPS → JS	0.4744	0.0449	10.5560	.0000	0.3856	0.5632
(B Path) JS → MOTIVATION	0.4766	0.0759	6.2805	.0000	0.3266	0.6265
(C Path) WPS → MOTIVATION	0.7133	0.0463	15.4038	.0000	0.6218	0.8049
(C' Path) WPS → MOTIVATION	0.4873	0.0547	8.9066	.0000	0.3791	0.5954

Table 3: Results For Indirect Effect of WPS on Motivation in The Presence of JS

Indirect effects	Effects	Boot SE	Boot LLCI	Boot ULCI
JS	0.2261	0.0653	0.1026	0.3611

QWL as a Mediator on The Relationship between Workplace Spirituality and Job Satisfaction

Here H1, H2, and H5 were tested. Here also, Barron and Kenny's (1986) approach was used to explain the mediation effect. The first and foremost condition is fulfilled as the coefficient of independent variable (IV) i.e., workplace spirituality on dependent variable (DV) i.e., job satisfaction without a mediator (C Path) came out to be 0.4744 and it is statistically significant i.e., $p=0.000$ ($p<0.05$), with which we accept our H1. Moreover, the coefficient of the independent variable (WPS) on mediating variable (QWL) is 0.7798 (A Path) (H2 is accepted) and the coefficient of mediating variable (QWL) on the dependent variable (JS) (B Path) is 0.3458 and both the values are statistically significant. As the mediator variable (QWL) enters in the relationship (C' Path) the coefficient comes down from 0.4744 to 0.2074 (see table 4) and it is statistically significant. Hence, there is partial mediation of quality of worklife on the association between workplace spirituality and job satisfaction (H5 is accepted). With the help of this, we accept our H1, H2, and H5. The effect of mediation can also be seen in the indirect effects table, as zero does not lie in between ULCI and LLCI, which shows the presence of mediating effect (see table 5).

Table 4: Mediating Effect of QWL on Relationship Between WPS and JS

	Coeff	SE	t	p-value	LLCI	ULCI
(A Path) WPS → QWL	0.7798	0.0542	14.3890	.0000	0.6727	0.8870
(B Path) QWL → JS	0.3458	0.0626	5.5252	.0000	0.2221	0.4695
(C Path) WPS → JS	0.4744	0.0449	10.5560	.0000	0.3856	0.5632
(C' Path) WPS → JS	0.2047	0.0637	3.2119	.0016	0.0787	0.3307

Table 5: Results For Indirect Effect of WPS on JS in The Presence of QWL

Indirect effects	Effects	Boot SE	Boot LLCI	Boot ULCI
QWL	0.2697	0.0569	0.1578	0.3803

Discussion and Conclusion

The results offer very helpful insight for the organisations that hire software engineers. The positive impact of WPS on job satisfaction (JS) was clearly seen in the present research. With this, the researcher accepted the H1 of the study i.e., workplace spirituality influences job satisfaction of software engineers. Organisations should adopt spiritual behaviour at the workplace so that their employees, here engineers, can extract more and more satisfaction towards their job. This may help them to work more curiously, more positive thoughts can hit them, which in turn will head towards more effective and efficient work of them. The well-being of employees affects the quality of work. However, it was concluded in the present study that workplace spirituality influences the quality of worklife (H2 accepted), which is the major finding.

In the present research, it is found by the researcher that workplace spirituality influences motivation, with which the researcher accepts the H3 i.e., workplace spirituality influences motivation. The reason behind this could be explained as the workplace spirituality increases in the organisations, they may get more positive vibes at their workplace which may lead towards more positive work attitude, as a result, employees get motivated towards their job. Workplace spirituality may help the employees to gather more courage and positive ideas towards their work, as a result, there is an increase in motivation of the employees. The association between workplace spirituality and motivation has been surveyed in earlier researches also (Jurkiewicz & Giacalone, 2004; Chalofsky & Krishna, 2009; Afsar, Badir & Kiani, 2016).

The present survey also found the mediating aspect of job satisfaction on the relationship between workplace spirituality and motivation (H4 accepted). According to the present survey, as the workplace spirituality increases, motivation of the employees also increases, in the presence of job satisfaction. Hence, as the organisations will adopt more workplace spirituality, the effect of it will lead towards higher job satisfaction, as it may give them more positive thoughts for their work. It may lead towards positive actions, with which employees may get high job satisfaction, which in turn may lead towards more and more motivation. H5 also got accepted, which states that quality of worklife mediates the proposed relationship. Quality of worklife (QWL) plays a very important role at the workplaces of employees. If there will be so much stress and workload over employees, then they may feel exhausted and if there will be eustress, then the results of the employees can make drastic changes (positive) in the organisations. According to this study, as there is more workplace spirituality then there will be more job satisfaction, in the presence of quality of work-life. Workplace spirituality may lead towards the good quality of work-life of the employees, with the help of which they may feel light and eustress at their workplace, in turn, more job satisfaction of employees take place. These two results were the major research gap filled by the current work. The present study could help the organisations to figure out how workplace spirituality can lead towards more motivation, higher job satisfaction, and good quality of work-life.

Limitation of The Study

The study was conducted on the private companies of Delhi-NCR. In further studies, government engineers could be studied. In further researches, researchers could confine the study to a particular company also. The same study can be carried out in other cities and parts of the country. As snowball sampling was used in the present study, further stratified or cluster sampling can be used for the survey. Due to ease of access, the research was performed with the help of online platforms only. In future, the research could be conducted by performing face-to-face structured interviews or else by floating the questionnaires in the hard copy. The present study used Hayes process macro for analysis, in future SEM (Structural Equation Modelling) could also be used. The present study found out that there is a mediation effect of job satisfaction and quality of work-life on the association between workplace spirituality and motivation and workplace spirituality and job satisfaction, respectively. Further studies could study the reason behind this mediation effect.

Practical Implications for Business in Asian Countries

The culture of Asian countries alongwith India is versatile in nature. Different countries follow different rules for businesses. The perspective of each and every country is so dynamic, but one trait which must be common in each country can be their spirituality. Ways of spirituality may vary accordingly, but the presence of it is must.

The present study explores one Asian country i.e., India. The study stimulates that how workplace spirituality plays a vital role in JS, QWL and motivation. Although, the different countries work differently, their way of handling situation and decision-making skills are also different, but the present study will help to explore that, irrespective of these changes, spirituality is something which is common in all. Spirituality is there in every country, but it is not followed at workplaces. The research depicts that in all countries, spirituality should be followed at workplace so that people can engross more and more satisfaction towards their job and hence their productivity can take a hike. Asian countries have to take sheer steps to motivate employees and work better. Companies should follow spirituality. In some Asian countries, at workplaces, businesses have maintained their work life quality, but in some it's absence acts as obstacle for employees. As the present study lays down that quality of worklife is very important, the Asian countries should adopt traits that helps to maintain quality at the workplaces, to motivate employees to perform better. The better the employees will work, more the effective and efficient work will be carried out. The effective and efficient work will help businesses to grow, and with this employee's growth will also take a hike.

The adaptation of spirituality in different Asian countries will help the businesses of the companies to get new ideas. As employees will incline towards spirituality, they will get new divine ideas for their work which will help them to come up with new ideas and in turn generation of satisfaction takes place. Hence, this study helps the Asian countries to enhance spirituality and encourage employees to work better. The Asian countries consist of many communities. The large pool of communities, act differently. When this pool of community's work, the different adaptation of working styles is witnessed. This difference is not just because of contrast in their thoughts but also because of change in their spirituality. Asian countries will help to conclude, with this study, how they all are same in some or other traits, after having all such differences.

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माध्यमिक विद्यालयों में ऑनलाइन शिक्षा की चुनौतियाँ

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सारांश

किसी भी राष्ट्र की प्रगति में उस राष्ट्र के विद्यार्थियों का एक विशेष स्थान होता है। शिक्षा ही अतीत की उपलब्धियों का मूल्यांकन, वर्तमान की समस्याओं का समाधान और भविष्य की रूपरेखा बनाती है। मनुष्य के सम्पूर्ण विकास का आधार शिक्षा ही है। शिक्षा वर्तमान युग में अति आवश्यक विषयवस्तु बन चुकी है, क्योंकि वर्तमान युग तकनीकी और सूचना का युग है जो कि वैश्वीकरण हेतु बहुत आवश्यक है। कोविड-19 महामारी के दौरान सभी मानव शारीरिक, मानसिक, सामाजिक और आध्यात्मिक सभी प्रकार से प्रभावित हुए हैं। कोविड-19 महामारी से शिक्षा जगत भी प्रभावित हुआ। इस दौरान परम्परागत शिक्षा व्यवस्था में बदलाव कर ऑनलाइन शिक्षा को अपनाया गया। ऑनलाइन शिक्षा, शिक्षा की एक परिवर्तित अवधारणा है। सरकार व विद्यालयों ने शिक्षा के एकमात्र विकल्प, ऑनलाइन शिक्षा को अपनाकर शिक्षा के साथ-साथ सामाजिक दूरी बनाये रखा, जिससे छात्र भी महामारी से बचे रहें। महामारी के पश्चात् सुचारु रूप से शिक्षा व्यवस्था की पुनः शुरुआत हेतु विश्वविद्यालयों के साथ-साथ माध्यमिक विद्यालयों ने भी ऑनलाइन शिक्षा को परम्परागत शिक्षा के साथ बराबर का स्थान दिया ताकि भविष्य में शिक्षा व्यवस्था अवरुद्ध न हो सके। सरकारी समितियों में महामारी के पश्चात् उत्पन्न हालातों को देखते हुए विद्यालयों में परम्परागत शिक्षण के साथ-साथ ऑनलाइन शिक्षण को अनुपातिक रूप से अनिवार्य कर दिया जिसके पश्चात पाठ्यक्रम का कुछ भाग ऑनलाइन व कुछ भाग परम्परागत शिक्षण विधि द्वारा पढ़ाया जाने लगा। मिश्रित सीखने और फ़्लिप्ड कक्षाओं का माहौल छात्रों की अधिगम क्षमता को बढ़ा सकता है। छात्र कभी भी और कहीं भी सीख सकते हैं, जिससे जीवन भर सीखने की प्रक्रिया में नए कौशल विकसित हो सकते हैं। सरकार भी इस गतिशील दुनिया में ऑनलाइन शिक्षा के बढ़ते महत्व को पहचानती है। ऑनलाइन शिक्षा माध्यमिक और स्नातक स्तर पर शिक्षा बदान करने का एक व्यापक तरीका बन गया है। 2025 तक ऑनलाइन शिक्षा मुख्यधारा बनने की राह पर है। ऑनलाइन शिक्षण के लिए प्रशिक्षित अध्यापकों की कमी, संसाधनों का सही से प्रयोग करना तथा छात्रों में ऑनलाइन माध्यमों के ज्ञान की कमी आदि अनेक प्रकार की चुनौतियाँ भी हैं। छात्र जो सीखते हैं यदि उसका अभ्यास नहीं करें तो सीखने की प्रक्रिया अपनी पूरी क्षमता तक नहीं पहुंच सकती है। कभी-कभी ऑनलाइन सामग्री सैद्धांतिक होती है जो छात्रों को प्रभावी ढंग से अभ्यास करने और सीखने नहीं देती है। ऑनलाइन शिक्षण के लिए समुदाय की कमी, तकनीकी समस्याएं और अनुदेशात्मक लक्ष्यों को समझने में कठिनाई कुछ प्रमुख बाधाएं हैं। प्रस्तुत शोध पत्र में इन्हीं चुनौतियों और उनके समाधान हेतु सुझावों पर चर्चा की गयी है।

प्रस्तावना

सूचना प्रौद्योगिकी और तकनीकी के द्वारा दुनिया के लगभग सभी क्षेत्र प्रभावित हुए हैं। प्रौद्योगिकी एवं इन्टरनेट के द्वारा शिक्षा के क्षेत्र में भी अनेक महत्वपूर्ण परिवर्तन आए हैं (जैफर, 2007; कावरे एस एवं सेन एस, 2015)। पिछले कुछ सालों में ऑनलाइन शिक्षण-अधिगम में काफी वृद्धि हुई है। इंटरनेट और वर्ल्ड वाइड वेब की बढ़ती पहुंच ने इस माध्यम के गैर-पारंपरिक शिक्षा के लिए विशाल अवसर पैदा किए हैं (चेंग एवं अन्य, 2000; पीताम्बर पी, 2020)। प्रौद्योगिकी के विस्फोट ने शिक्षकों के लिए पारंपरिक कक्षा के अतिरिक्त बाहर भी शिक्षण कार्य को संभव बना दिया है और शिक्षार्थियों को पाठ्यक्रम सामग्री तक आसान पहुंच भी प्रदान की है (ली इरब्य, 2008)। कोविड-19 को मार्च 2020 (डब्ल्यूएचओ, 2020) में वैश्विक महामारी घोषित कर दिया गया (चंद्रा, 2020)। इसने शिक्षा सहित जीवन के सभी क्षेत्रों को प्रभावित किया। इसके कारण स्कूलों और विश्वविद्यालयों में शिक्षण कार्य स्थगित कर दिया गया और परंपरागत शिक्षा प्रणाली का ऑनलाइन शिक्षा प्रणाली में परिवर्तन हो गया (रजब एट अल, 2020; गोस्वामी एट अल, 2021)। ऑनलाइन शिक्षा द्वारा छात्र शिक्षक से कहीं भी, कभी भी ज्ञान प्राप्त कर सकते हैं (अर्शिया खान एवं अन्य, 2017)। सीखने का ऑनलाइन मोड आसानी से सुलभ है और ग्रामीण और दूरदराज के क्षेत्रों तक भी पहुंच सकता है (लिगुओरी एवं विंकलर, 2020)। ई-शिक्षा दो प्रकार की होती है, तुल्यकालिक ऑनलाइन शिक्षा एवं अतुल्यकालिक ऑनलाइन शिक्षा (तरीन एवं हैंड, 2020)।

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तुल्यकालिक ई-शिक्षण विधि में छात्र और शिक्षक एक ही समय में कंप्यूटर या मोबाइल के द्वारा आमने-सामने रहकर पूर्व-निर्धारित समय में मिलकर शिक्षण-अधिगम क्रिया संपादित करते हैं (चुघ आर, लेडर ए, शेइल्ड्स आर, 2017)। जबकि अतुल्यकालिक ई-शिक्षा में छात्र व शिक्षक का एक समय में आमने-सामने होना अनिवार्य नहीं है (अर्शिया खान एवं अन्य, 2017)। इसमें शिक्षक द्वारा वीडियो रिकॉर्ड कर छात्रों को प्रोवाइड करवाया जाता है, जिसे छात्र अपनी सुविधा के अनुसार किसी भी समय देख कर अपना पाठ्यक्रम पूरा कर सकते हैं। सरकार ने ऑनलाइन शिक्षा को इसलिए समर्थन किया क्योंकि इसके द्वारा शिक्षा की गुणवत्ता में सुधार किया जा सकता है (चुघ आर, लेडर ए, शेइडल्स आर, 2017)। SWAYAM (Study Webs of Active-Learning for Young Aspiaring Minds) कार्यक्रम को एसोसिएशन ने मानव संसाधन विकास मंत्रालय के साथ मिलकर शुरू किया, जिसे शिक्षा नीति के 3 मूलभूत उद्देश्यों पहुंच, इक्विटी तथा गुणवत्ता प्राप्त करने के लिए बनाया गया (बाजपेई एवं पाठक, 2023)। इसका मुख्य उद्देश्य गुणवत्तापूर्ण शिक्षा को सभी तक पहुँचाना है (अरसरात्नाम-स्मिथ एवं नोर्थ्कोंत, 2017; पल्विया एवं अन्य, 2018) कुछ विश्वविद्यालय एवं विद्यालय ई-शिक्षा के लिए प्रभावशाली तरीके से शिक्षण-अधिगम के लिए शिक्षक तथा संसाधनों से पर्याप्त रूप से सुसज्जित नहीं हैं। वर्चुअल-शिक्षा में अध्यापक का तकनीकी रूप से दक्ष होना चाहिए (होक्किद्ज, 2013; साइमन, 2012)। एक और बड़ी बाधा वंचित छात्रों के लिए इंटरनेट कनेक्टिविटी है (मुथुप्रसाद एवं अन्य, 2021; धवन एस, 2020)। परंपरागत शिक्षा विधि वर्चुअल शिक्षा पद्धति की तुलना में अधिक कुशल है। ई-शिक्षा पद्धति में अधिगम के लाभ-हानि और चुनौतियों को पहचान कर उसके समाधान जानना आवश्यक है (गुट्टे, 2023, फरहाना एवं अन्य, 2020)।

शेरी लोरेन (2023) ने "इश्यूज इन डिस्टेंस लर्निंग" में समीक्षात्मक अध्ययन करते हुए अनुदेशात्मक डिजाईन, दूरस्थ शिक्षा के प्रभाव, मीडिया चयन, प्रौद्योगिकी, शिक्षक मध्यस्थता और प्रबंधन आदि में ई-शिक्षा के महत्व को परिभाषित किया। बाजपाई एन एवं पाठक पी (2023) ने अपने शोधपत्र "तकनीकीः शिक्षकों के लिये मित्र, पथ प्रदर्शक एवं चुनौती के रूप में" के परिणाम में बताया है कि शिक्षकों के लिये तकनीकी सहायक के साथ-साथ चुनौती भी है। क्रिस्टिन ग्रीनहाऊ (2022) ने "लेशंस ऑनलाइन लर्निंग चैलेंजिस एंड अपॉर्चुनिटी" में पांच मुख्य बातों समुदाय, इंगेजमेंट, पेडागॉजी, इक्विटी और डिजाइन आधारित अनुसंधान को ऑनलाइन सीखने और अभ्यास के लिए महत्वपूर्ण माना। बरोत एवं अन्य (2021) ने "स्टूडेंट्स ऑनलाइन लर्निंग चैलेंजस ड्यूरिंग द पेंडेमिक एंड हाउ द कोप विद डेमः द केस ऑफ फिलीपींस" में महामारी के बाद डिस्टेंस लर्निंग द्वारा सीखने के अनुभव और अभ्यास को महत्वपूर्ण बताते हुए दूरस्थ-शिक्षा की चुनौतियों के बारे में बताया। डॉ. चंचल सचदेवा सूरी (2021) ने "द चैलेंजिस टू ऑनलाइन एजुकेशनः अ रिव्यू" में विभिन्न पत्रिकाओं, विद्वानों के लेखों में प्रकाशित शोधपत्रों और लेखों का रिव्यु करके ई-शिक्षा को सुचारु रूप से चलाने में आने वाली चुनौतियों के बारे में बताया। सूरियन एवं अन्य (2020) "फ्यूचर प्रूफिंग हायर एजुकेशन इन एंड डिस्टेंस लर्निंग" ई-लर्निंग सिस्टम मे विशिष्ट प्रणाली कार्यक्रमों और पाठ्यक्रम, शिक्षण तरीकों और तकनीकों, शिक्षा सामग्री, उपकरण, संचार प्रणाली और सुविधाओं के बारे में बताया है। जिंदल ए एवं चहल डॉ. बी पी एस (2020) ने "चलेंजेस एंड अपोर्चुनिटी फॉर ऑनलाइन एजुकेशन इन इंडिया" मे इंटरनेट की पहुंच, लागत, पाठ्यक्रम, सरकार की ऑनलाइन शिक्षा से सम्बन्धित कार्यक्रमों, ऑनलाइन शिक्षा के विकास के प्रमुख कारकों के बारे में बताया है। उन्होंने अपर्याप्त डिजिटल बुनियादी ढांचा, विश्वसनीयता आदि ई-शिक्षा में बाधक बताये। सचिन शर्मा (2020) ने अपने प्रोजेक्ट "अ स्टडी इम्पेक्ट ऑफ़ ऑनलाइन लर्निंग / टीचिंग ऑन द स्टूडेंट्स ऑफ़ हायर एजुकेशन" में पाया कि छात्रों और शिक्षको का ऑनलाइन शिक्षा के प्रति परसेप्शन अलग है शिक्षकों और विद्यार्थियों के मध्य ऑनलाइन शिक्षा में सम्बन्ध अच्छा नहीं पाया गया, शारीरिक ज्ञान और कौशल ऑफलाइन शिक्षा की तुलना में कम पाया गया। पौडेल पी ने "ऑनलाइन एजुकेशनः बेनिफिट्स, चैलेंजेज एंड स्ट्रेटेजीज ड्यूरिंग एंड आफ्टर कोविड 19 इन हायर एजुकेशन" (2020) में किये अपने अध्ययन में विद्यार्थियों के द्वारा ई-शिक्षा को परम्परागत शिक्षा व्यवस्था का एक विकल्प एवं प्राथमिकता बताया गया। स्किनर (2019) ने "द चैलेंज ऑफ ट्रांसनेशनल ऑनलाइन लर्निंग" में ई-शिक्षा की गुणवत्ता एवं उसकी चुनौतियों के बारे में बताया है। सन ए और चेन जी (2016) ने "ऑनलाइन शिक्षा और इसके प्रभावी अभ्यासः एक शोध समीक्षा" में 47 प्रकाशन एवं शोध पत्रों की समीक्षात्मक अध्ययन करने के बाद बताया कि प्रभावी ऑनलाइन शिक्षा अच्छी तरह से डिज़ाइन की गई पाठ्यक्रम सामग्री, अध्यापक और शिक्षार्थियों के बीच प्रेरित बातचीत, प्रशिक्षित अध्यापकों और प्रौद्योगिकी की तेजी से प्रगति आदि पर निर्भर है। रेहन एवं अन्य (2016) ने (नेविगेटिंग द चैलेंजेज ऑफ़ डीलिवरिंग सेकेंडरी स्कूल कोर्सिस बाय विडियोकांफ्रेंसिंग" में माध्यमिक विद्यालयों के विद्यार्थियों को विडियोकांफ्रेंसिग के माध्यम से पढ़ने मे आने वाली बाधाओं एवं उसके समाधान के बारे में बताते हैं। नुरुल इस्लाम एवं अन्य (2015) में उच्च शिक्षा में शिक्षाविदों के सामने ई-लर्निंग चुनौतियों में ई-शिक्षा को महत्वपूर्ण बताते हुए उसके लाभों से परिचित कराया। एड्विग साइमन (2012) ने अपने शोध "द इम्पेक्ट ओफ ऑनलाइन टीचिंग ऑन हायर एजुकेशन फैकल्टी'स प्रोफेशनल आइडेंटिटी एंड द रोल ऑफ़ टेक्नोलण्जी : द कमिंग ऐज ऑफ़ द वर्चुअल टीचर" के निष्कर्ष में बताया कि ऑनलाइन शिक्षा उच्च शिक्षा के भीतर

शिक्षकों और शिक्षण पेशे दोनों को बदल रही है। इस शोध ने शिक्षण पेशे में तकनीकी दक्षता को महत्वपूर्ण माना। लचीलापन, लागत-प्रभावशीलता, इलेक्ट्रॉनिक अनुसंधान उपलब्धता, इंटरनेट से कनेक्शन में आसानी, और अच्छी तरह से डिज़ाइन किए गए वर्ग इंटरफ़ेस छात्रों के सकारात्मक अनुभव थे (यांग और कॉर्नेलियस, एन.डी.)। सबीना नबाना ने (2012) में नाइजीरिया में शोध किया जिसमें उन्होंने माध्यमिक विद्यालयों में मल्टीमीडिया, ई-मेल, इंटरनेट, मल्टीमीडिया कंप्यूटर और डिजिटल लाइब्रेरी जैसी ई-लर्निंग सामग्री कंप्यूटर एप्लिकेशन के ज्ञान और शिक्षकों में कौशल की कमी जैसी चुनौतियों के बारे में बताया। उन्होंने सरकार द्वारा कंप्यूटर प्रशिक्षण कार्यक्रम, इन-सर्विस प्रशिक्षण, सेमिनार, कार्यशालाओं और सम्मेलनों को करवाने का सुझाव दिया। खितम श्रेम एवं जुहैर खलेफ (2010) ने "ऑनलाइन लर्निंग अप्रोच दो सेकेंडरी एजुकेशन इन फिलिस्तीन अपॉर्चुनिटी एंड चैलेंजिस" माध्यमिक स्तर के छात्रों के लिए विधियों की क्षमता एवं प्रक्रिया को बढ़ाने के लिए करने की बात की। ग्राहम एवं अन्य (2005) ने "बेनेफिट्स एंड चैलेंजेज ऑफ़ ब्लेंडेड लर्निंग इनवायरमेंट्स" में ब्लेंडेड लर्निंग का समर्थन किया और इसके लिये उपयुक्त वातावरण एवं पाठ्यक्रम के निर्माण पर जोर दिया।

माध्यमिक विद्यालयों में ऑनलाइन शिक्षा

माध्यमिक विद्यालय से अभिप्राय सकेंडरी स्कूल या हाईस्कूल स्तर के शिक्षा से हैं। इसके अंतर्गत 9 तथा 10 तक की विद्यालयी शिक्षा शामिल है (खान एवं और 2021)।

भारत में माध्यमिक स्तर पर तीन प्रकार के माध्यमिक विद्यालय है- सरकारी विद्यालय, अर्द्ध-सरकारी विद्यालय और गैर सरकारी विद्यालय। सरकारी विद्यालय वह स्कूल होते हैं, जिसमें हर प्रकार की वित्तीय सहायता एवं प्रबंधन का कार्य सरकार करती है एवं जिसमें अध्यापकों का चयन सरकार शिक्षक नियमावली के अनुसार करती है। अर्द्ध-सरकारी विद्यालय ऐसे विद्यालय होते हैं जिसमें वित्तीय सहायता सरकार द्वारा किन्तु प्रबन्धन का कार्य व्यक्तिगत होता है। गैर सरकारी स्कूल का प्रबन्धन एवं वित्त सभी व्यक्तिगत स्तर पर किया जाता है परन्तु शिक्षा का कार्य सरकारी नियमावली के अनुसार ही होता है।

उत्तर प्रदेश के माध्यमिक स्कूलों मे मुख्यतः तीन प्रकार के बोर्ड द्वारा शिक्षा दी जाती है- यू पी बोर्ड, सी बी एस सी बोर्ड, आई सी एस सी बोर्ड। इसके अतिरिक्त इंटरनेशनल बोर्ड भी प्रचलित बोर्ड है।

माध्यमिक विद्यालयों की स्थिति- भारत में प्राचीन समय से ही माध्यमिक शिक्षा का अपना ही विशेष महत्व रहा है। वर्ष 2020-21 में यूनिफाइड डिस्टिंक्ट इंफॉर्मेशन सिस्टम फॉर एजुकेशन-प्लस (यूडीआईएसई-प्लस) के अनुसार माध्यमिक और उच्चतर माध्यमिक स्तर पर राष्ट्रीय सकल नामांकन दर (जीईआर) क्रमशः 80% एवं 54% थी। वर्तमान में बहुत ही कम बच्चे माध्यमिक शिक्षा प्राप्त कर पाते हैं। राष्ट्रीय शिक्षा नीति 2020 में शिक्षा की सार्वभौमिक पहुंच की वर्ष 2030 तक परिकल्पना की गई है। प्राथमिक विद्यालयों में नामांकन अधिक होने के बावजूद माध्यमिक शिक्षा तक पहुंच कम है जिसके प्रमुख कारण निम्न प्रकार हैं:

- माध्यमिक शिक्षा में आने वाली लागत, प्राथमिक शिक्षा की तुलना में अधिक होने के कारण बहुत से आर्थिक रूप से पिछड़े परिवारों के बालक बालिकाओं को माध्यमिक शिक्षा छोड़नी पड़ती है।
- माध्यमिक विद्यालयों का घर से अधिक दूरी पर होना भी एक प्रमुख कारण है।
- घर के कामों के कारण भी बहुत से परिवारों के बच्चे खासकर बालिकाएं माध्यमिक शिक्षा ग्रहण नहीं कर पातीं।
- माध्यमिक विद्यालयों के पाठ्यक्रम का प्राथमिक स्तर से अधिक कठिन एवं अधिक होना भी एक कारण है।
- शिक्षकों द्वारा सभी विद्यार्थियों और उनकी व्यक्तिगत एवं शैक्षिक समस्याओं का पता न लगा पाना भी एक कारण है।
- सही मार्गदर्शन एवं परामर्श का न मिल पाना।

ऑनलाइन शिक्षा- ऑनलाइन शिक्षा से तात्पर्य इंटरनेट की सहायता से ऑनलाइन मोड मे शिक्षा प्रदान और ग्रहण करने से है। ऑनलाइन शिक्षा कंप्यूटर लैपटॉप या मोबाइल फ़ोन से जूम, गूगल मीट आदि माध्यमों से शिक्षण-अधिगम प्रक्रिया सम्पन्न होती है। ऑनलाइन शिक्षा तकनीकी शिक्षा का एक उभरता हुआ रूप है जिसमे इन्टरनेट की सहायता से शिक्षण-अधिगम करते है। ऑनलाइन शिक्षा मात्र तकनीकी नहीं अपितु समाजीकरण की नई प्रक्रिया है जिसकी सहायता से छात्र-शिक्षक ऑनलाइन मोड मे जूम मीटिंग, गूगल मीट जैसे माध्यमों से पठन-पाठन कार्य पूर्ण करते है (दीपशिखा, 2021)।

ऑनलाइन शिक्षा के प्रकार

1. तुल्यकालिक ऑनलाइन शिक्षा (Synchronous Online Education)- तुल्यकालिक ऑनलाइन शिक्षा छात्रों के समूहों को किसी भी स्थान से एक ही समय में एक साथ सीखने की गतिविधि में भाग लेने में सक्षम बनाता है। ऑनलाइन चैट और वीडियोकॉन्फ्रेंसिंग रियल-टाइम सिंक्रोनस ई-शिक्षा के उदाहरण हैं। इसमें प्रशिक्षण प्रतिभागियों और प्रशिक्षकों को अन्य प्रतिभागियों के साथ संवाद करने में सक्षम होने के दौरान तुरंत सवाल पूछने और जवाब देने की सुविधा होती है। सिंक्रोनस ऑनलाइन शिक्षा वर्तमान में ई-लर्निंग के सबसे लोकप्रिय और सबसे तेजी से बढ़ते प्रकारों में से एक है। (Priscila, 2022)

2. अतुल्यकालिक ऑनलाइन शिक्षा (Asynchronous Online Education)- इसमें, छात्रों को अपनी सुविधानुसार समय और स्थान पर स्वतंत्र रूप से अध्ययन करने की स्वतन्त्रता होती हैं। अतुल्यकालिक ई-लर्निंग विधियों को अक्सर उनके तुल्यकालिक समकक्षों की तुलना में अधिक छात्र-केंद्रित माना जाता है, क्योंकि वे छात्रों को अधिक लचीलापन देते हैं।

3. मिश्रित ऑनलाइन शिक्षा (Mixed Online Education)- मिश्रित ई-शिक्षा सिंक्रोनस एवं एसिंक्रोनस आभासी शिक्षा का मिश्रित रूप है। इसमें लाइव तथा रिकॉर्डिंग वीडियो किसी भी रूप में अपनी सुविधा के अनुसार अधिगम कर सकते हैं। शिक्षक द्वारा लाइव मोड पर चल रहे शिक्षण कार्य को रिकॉर्ड भी कर लिया जाता है जो बाद में भी छात्र देख सकते हैं।

4. इंटरएक्टिव ऑनलाइन शिक्षा (Interactive Online Education)- इंटरएक्टिव ई-लर्निंग प्रेषकों को रिसीवर बनने की अनुमति देता है और इसके विपरीत, प्रभावी रूप से शामिल पार्टियों के बीच दो-तरफा संचार चैनल को सक्षम करता है। भेजे गए और प्राप्त संदेशों से, शिक्षक और छात्र अपने शिक्षण और सीखने के तरीकों में बदलाव कर सकते हैं। यह अध्यापकों और विद्यार्थियों को एक दूसरे के साथ अधिक स्वतंत्र रूप से संवाद करने की अनुमति देता है। (Bento & Schuster, 2003)

5. सहयोगी ऑनलाइन शिक्षा (Cooperative Online Education)- सहयोगी ई-लर्निंग एक आधुनिक शिक्षण पद्धति है जिसके माध्यम से कई छात्र एक समूह के रूप में एक साथ अपने सीखने के उद्देश्यों को सीखते हैं और प्राप्त करते हैं। यह छात्रों के संचार कौशल और सहयोगी क्षमताओं को बढ़ाता है और छात्रों मे आत्मविश्वास को बढ़ाता है।

शिक्षा के द्वारा हमारे व्यवहार का परिमार्जन किया जाता है। माध्यमिक शिक्षा छात्रों के लिये अत्यंत महत्वपूर्ण स्तर है, जिसमें शिक्षको की महत्वपूर्ण भूमिका होती है। माध्यमिक स्तर पर परंपरागत शिक्षा पद्धति में छात्र-अध्यापक आमने सामने रहकर शिक्षण-अधिगम कार्य करते थे, किन्तु विश्व में सन 2019 में कोविड-19 महामारी में शिक्षा प्रभावित हुयी, जिस कारण सभी विद्यालय लम्बे समय तक बंद करने पड़े (अल्मासीस एवं अन्य 2021)। माध्यमिक स्तर की शिक्षा को अत्यधिक समय तक बंद रखना भविष्य के नागरिकों के निर्माण में बाधक हो सकता था इसलिये जिसके निवारण के रूप मे ई-शिक्षा सामने आयी। शिक्षा को निरंतर चलाये रखने के लिये ई-शिक्षा ने महत्वपूर्ण भूमिका निभाई। माध्यमिक स्तर के विद्यार्थी एवं शिक्षक दोनों को ही कई प्रकार की समस्याओ जैसे- तकनीक, इन्टरनेट की अधिक जानकारी न होना, संसाधनों का अभाव इत्यादि अनेक समस्याओं का सामना करना पड़ा, जिनका अभी तक पूर्ण रूप से निवारण नहीं हो पाया है। ऑनलाइन शिक्षा के लिये कुछ भौतिक संसाधनों, तकनीकी एवं इन्टरनेट सम्बन्धी ज्ञान की आवश्यकता होती है। तकनीकी का ज्ञान, सॉफ्टवेयर तथा हार्डवेयर इत्यादि कमियों को दूर करने के लिये सरकारी स्कूलों मे सरकार द्वारा अनेक प्रयास किये गये हैं, परन्तु अभी भी बहुत सी चुनौतियां हैं जिनका समाधान किया जाना आवश्यक है। उनमें से कुछ निम्न प्रकार हैं:

ऑनलाइन शिक्षा की प्रमुख चुनौतियां : माध्यमिक विद्यालयों के विशेष सन्दर्भ में

- **अवसंरचनात्मक समस्याएं-** कंप्यूटर, पर्याप्त एवं उपयुक्त सॉफ्टवेयर, निरंतर बिजली और उच्च बैंडविड्थ, इंटरनेट की आवश्यकता है जो व्यक्तिगत रूप से सभी के पास होना संभव नहीं है। गरीब परिवार के छात्रों के लिए लैपटॉप या मोबाइल फ़ोन लेना कठिन है, यदि उनके पास है भी तो हर महीने इन्टरनेट का रिचार्ज करवाना मुश्किल है जिससे उनको आभासी शिक्षा के लिये कठिनाई का सामना करना पड़ता है।
- **प्रेरणा की कमी-** माध्यमिक विद्यालयों में ऑनलाइन शिक्षा में अध्यापकों और विद्यार्थियों के मध्य इंटरेक्शन परंपरागत शिक्षण प्रणाली की तुलना में कम होता है। शिक्षक प्रत्येक छात्र पर विशेष ध्यान नहीं दे पाता ऑनलाइन शिक्षा में विवरणात्मक परीक्षा के स्थान पर एमसीक्यू परीक्षा ली जाती है जिससे छात्रों में विचार करने की क्षमता कम हो रही है। इस सबसे बच्चों में प्रेरणा की कमी होने लगी है। (मुष्लिमिन एवं हरीनतमा, 2020)
- **प्रशिक्षित शिक्षकों की कमी-** पुराने शिक्षकों को तकनीकी और इन्टरनेट का अल्प ज्ञान होता है, ऑनलाइन शिक्षा के लिए शिक्षकों का तकनीकी और इंटरनेट का अल्प ज्ञान होना भी एक प्रमुख चुनौती है। (शर्मा, 2021)
- **विशेष आवश्यकता वाले छात्रों को ऑनलाइन माध्यम से सिखाने में आने वाली मुश्किल-** विशेष आवश्यकता वालो छात्रों को सामान्य छात्रों के समान ऑनलाइन शिक्षा प्रदान करना सम्भव नहीं है, उनके लिये विशेष उपकरणों की आवश्यकता होती है। विशेष आवश्यकता वाले छात्रों को ऑनलाइन माध्यम से सिखाना एक बड़ी चुनौती है।
- **क्षेत्रीय भाषाओं से जुड़ी अध्ययन सामग्री की कमी-** इन्टरनेट पर ज्यादातर अध्ययन सामग्री अंग्रेजी भाषा मे ही होती है ऑनलाइन शिक्षा के लिए क्षेत्रीय भाषाओं से जुड़ी अध्ययन सामग्री नही है। जिस कारण अनेक छात्रों को विषय समझने में कठिनाई होती है।
- **माध्यमिक विद्यालयों के छात्रों के प्रमुख शिक्षण उद्देश्य 'सर्वांगीण विकास' को प्राप्त करने मे बाधा-** शारीरिक

विकास तथा गामक विकास के उद्देश्य हेतु गतिविधियां संचालित करने में समस्या, जहाँ भौतिक रूप से सम्मिलित होना अनिवार्य दशा है। सामाजिक विकास का लक्ष्य प्राप्त करने में कठिनाई क्योंकि ऑनलाइन शिक्षण में छात्रों को भौतिक रूप से समूह मे सीखना संभव नहीं है जिससे प्रजातान्त्रिक मूल्य, सामाजिक मूल्य, कोआर्डिनेशन, सहयोग की भावना, शेयरिंग इत्यादि विकसित करना कठिन हो जाता है।

- **डिजिटल साक्षरता और तकनीकी मुद्दे-** ऑनलाइन कक्षाएं करने के लिए उचित प्रशिक्षण और विकास की कमी के कारण शिक्षकों को ऑनलाइन कक्षाएं संचालित करने में कठिनाइयों का सामना करना पड़ता है। तकनीकी मुद्दे ऑनलाइन की प्रभावशीलता के लिए प्रमुख समस्या हैं (कुलाल एंड नायक, 2020) शिक्षक और छात्रों का डिजिटल रूप से अधिक साक्षर न होना भी एक बड़ी चुनौती है।
- **ऑनलाइन आकलन एवं मूल्यांकन-** ऑनलाइन आकलन करना एक महत्वपूर्ण बाधा है। ऑनलाइन कक्षा के दौरान आकलन करना मुश्किल कार्य है। आकलन से संबंधित सबसे बड़ी चुनौती है, अभिभावकों का हस्तक्षेप अध्यापकों के अनुसार माता-पिता विद्यार्थियों की परीक्षाओं में सहायता करते हैं जिससे विद्यार्थियों को सीखने में मदद नहीं मिलेगी। ऑनलाइन मॉडल में परीक्षा का स्वरूप भी सृजनात्मक ना होकर पारंपरिक पद्धति पर आधारित है जो काफी थका देने वाला होता है। (मनीष, 2021)
- **अभाषिक सम्प्रेषण का अभाव-** माध्यमिक स्तर के विद्यार्थियों को शिक्षण अधिगम में मौखिक और अभाषिक सम्प्रेषण दोनों प्रकार का छात्र-अध्यापक सम्प्रेषण आवश्यक है जबकि ई-शिक्षा मे शिक्षण द्वारा नॉन-वर्बल सम्प्रेषण असंभव है।
- **समावेशी शिक्षा का वातावरण तैयार करने में कठिनाई-** माध्यमिक विद्यालयों में ई-शिक्षा के लिये आवश्यक वातावरण के साथ-साथ सहपाठियों का एक दूसरे के लिये सहयोग, शेयरिंग आदि की भावना का विकास नहीं हो पाता। इसमें विशेष आवश्यकता वाले विद्यार्थियों एवं सामान्य विद्यार्थियों को एक साथ समावेशीकरण कर पढ़ाना एक बड़ी चुनौती है जो नई शिक्षा नीति एवं वर्तमान की मांग है।
- **शिक्षकों का वैयक्तिक विभेद के अनुसार** कक्षा की रणनीति तैयार करना मुश्किल हो जाता है। शिक्षकों के शैक्षिक सामर्थ्य का सम्पूर्ण लाभ छात्रों को नहीं मिल पाता क्योंकि कभी-कभी तकनीकी ज्ञान के अभाव के कारण वे उसे संप्रेषित नही कर पाते।
- ऑनलाइन शिक्षा में शिक्षक के द्वारा वैयक्तिगत विभिन्नताओं के अनुसार कक्षा की रणनीति तैयार कर के शिक्षा प्रदान करना मुश्किल कार्य है।
- **अनुशासन की कमी-** ऑनलाइन शिक्षा में छात्र अपनी इच्छा के अनुसार पढ़ता है, वह शिक्षक द्वारा दिए गये ऑनलाइन कार्य नहीं करता, केमरा ऑफ करके अन्य कार्य करने लगते हैं।
- **पाठ्यक्रम संरचना और गुणवत्ता-** ऑनलाइन शिक्षा के लिए गुणवत्तापूर्ण पाठ्यक्रम की संरचना करना एक चुनौती है।
- **उचित अध्ययन स्थानों का अभाव-** ऑनलाइन शिक्षा के लिए इंटरनेट की उचित व्यवस्था हो ऐसे अध्ययन स्थानों का अभाव है।
- **इंटरनेट की अपर्याप्त पहुंच एवं धीमी गति-** ग्रामीण क्षेत्रों एवं अनेक स्थानों पर इंटरनेट बहुत ही धीमी गति से चलता है जिस कारण ऑनलाइन कक्षाएं सुचारु रूप से चल पाना संभव नहीं हो पाता।
- **सामाजिक सामंजस्य का अभाव-** ऑनलाइन शिक्षा में छात्र एक दूसरे से नहीं मिल पाते जिससे उनमें सामाजिक सामंजस्यता की कमी आ जाती है।

ऑनलाइन शिक्षा की चुनौतियों को दूर करने के लिये कुछ सुझाव

- माध्यमिक विद्यालयों एवं पुस्तकालयों में इंटरनेट की सुविधा दी जानी चाहिए, जिससे बच्चों को इंटरनेट की धीमी गति का सामना ना करना पड़े।
- इसके अतिरिक्त सामाजिक संस्थानों व स्थानों में भी इंटरनेट की मुफ्त में व्यवस्था हो, जिससे छात्रों की ऑनलाइन शिक्षा सुचारु रूप से चल सके।
- ऑनलाइन शिक्षा में भी विवरणात्मक प्रश्नों को शामिल किया जाए जाए, जिससे बच्चों में विचारशीलता आए।
- शिक्षकों को भी चाहिए कि सभी बच्चों को व्यक्तिगत रूप से जाने तथा उन्हें उनका कार्य जाने के बाद उनकी प्रशंसा करें जिससे वह प्रेरित हो।
- शिक्षकों के प्रशिक्षण के लिए समय-समय पर कार्यक्रम करवाने चाहिये, जिससे उन्हें इन्टरनेट और कंप्यूटर की अच्छी जानकारी हो ताकि छात्रों को सभी प्रकार की समस्याओं का समाधान कर सके।
- विशेष आवश्यकता वाले छात्रों के लिए उचित संसाधनों की व्यवस्था करनी चाहिये, ताकि वो भी सामान्य छात्रों के

समान ऑनलाइन शिक्षा का लाभ ले सके।

- ऑनलाइन शिक्षा के लिए क्षेत्रीय भाषाओं से जुड़ी अध्ययन सामग्री का प्रबन्ध कर इस समस्या का समाधान कर सकते हैं।
- शिक्षक और छात्रों का डिजिटल रूप से अधिक साक्षरता से सम्बन्धित कार्यक्रमों का आयोजन किया जाना चाहिये (कुलाल ए एवं नायक ए, 2020)।
- मूल्यांकन और प्रभावी प्रतिक्रिया प्रदान करना ऑनलाइन शिक्षा में एक बड़ी चुनौती माना गया है जिसके लिए ऑनलाइन मूल्यांकन के लिए शिक्षकों को विशेष प्रशिक्षण देने से इस चुनौती का समाधान किया जा सकता है (तरीन एवं हैंड, 2020)। समस्या के समाधान के लिए इस प्रकार होगी छात्रों की सृजनात्मकता एवं विचार करने की क्षमता का विकास हो।
- ऑनलाइन शिक्षा के लिये शिक्षकों द्वारा मल्टीमीडिया का प्रयोग करना चाहिये ताकि छात्रों मे स्वयं ही पढ़ने की रुचि हो और वह अनुशासित रहे।
- ऑनलाइन शिक्षा के लिए गुणवत्तापूर्ण पाठ्यक्रम की संरचना करने के लिए विशेषज्ञ एवं मनोवैज्ञानिक की सहायता लेनी चाहिए।
- ऑनलाइन शिक्षा के लिए सरकारी स्कूलों, कार्यालयों, पार्कों आदि में इंटरनेट की उचित प्रबंध करवाया जाना चाहिये (इस्लाम एवं अन्य, 2015)।
- इंटरनेट गति बढ़ाने के लिए उचित उपकरणों की व्यवस्था करनी चाहिये। ऑनलाइन शिक्षा में भी छात्रों को एक दूसरे से समूह बनाकर डिस्कशन करना चाहिए, ताकि उन्हें एक-दूसरे को समझने व ग्रुप डिस्कशन से होने वाले लाभ मिल सकें। इससे उनमें सामाजिक सामंजस्यता आएगी (लापादेत, 2002)।

निष्कर्ष

ई-शिक्षा ने सभी के जीवन पर सकारात्मक प्रभाव डाला है। नई शिक्षा नीति मे भी वर्चुअल शिक्षा के लिये आवश्यक कार्यक्रमों के संचालन, उपकरणों, प्रशिक्षण एवं पाठ्यक्रम के बारे में कहा गया है। बुनियादी सुविधाओं को मजबूत कर, इंटरनेट कनेक्टिविटी में सुधार, इंटरनेट की उचित व्यवस्था, ग्रामीण क्षेत्रों में इंटरनेट के विस्तार, ऑनलाइन शिक्षा के लिए क्षेत्रीय भाषाओं से जुड़ी अध्ययन सामग्री, गुणवत्तापूर्ण पाठ्यक्रम द्वारा ऑनलाइन शिक्षा को और अधिक प्रभावी बना सकते हैं। ऑनलाइन शिक्षण के लिए एक विद्यार्थी-केंद्रित वातावरण की आवश्यकता होती है जिसके लिए शिक्षकों द्वारा ही छात्रों को आत्म-प्रेरित और आत्म-निर्देशित किया जा सकता है। इसके लिए कॉलेजों या सरकार को शिक्षकों और छात्रों के लिए समय-समय पर प्रशिक्षण और विकास कार्यक्रम करने होंगे। अध्ययन से यह भी पता चला कि भविष्य में ऑनलाइन शिक्षा की अधिक महत्वपूर्ण भूमिका है, लेकिन यह पारंपरिक शिक्षा को प्रतिस्थापित नहीं कर सकता है। आभासी शिक्षा से प्राप्त लाभों को देखते हुए इसके मार्ग में आने वाली बाधाओं को समझने और इसे दूर करने के आवश्यक प्रयास करने चाहिए ताकि वर्चुअल शिक्षा सुचारु रूप से चल सके चल सके।

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Ethnic Bhand Community of Jammu & Kashmir in Purview to Tourism Destination Attributes: An Explanatory Study

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Abstract

The Vale of Kashmir is enormously characterized with the magnificent diversity of socio-cultural aspects which were prevalent in the nooks and life-style of traditional village whether locates in north either south of said territory. Likely, the ethnic community of Akingam village of south Kashmir can be said a comical class of population out of the whole Kashmir province. The people of the area endowed with rare socio-cultural traits and sumptuous natural treasures atones the region a prospective development in the arena of tourism sector. On the other side the demographic attribute of ethnic communities of region reveals specific attitude about the regulation of the social structure. This brings the total reciprocity among the individuals of said community to the sustenance of their livelihood in one or the other way. Notwithstanding for the significant purpose of the study the number of the objectives have been taken into focus like;[1] To identify and highlight the socio-cultural usages and activities of ethnic Bhand community of Jammu & Kashmir region in compass to tourism destination attributes.[2] To explore the musical instruments associated to performing folk-heritage like, Dhamal, Ladishah and Bhand-e-Pather in the study area. The primary data were gathered through various techniques including pilot surveys, field visits, focused group discussions, and in-depth interviews with members of host communities of region. The study has practical implication in sense that this would provide another prospectus to travel stakeholders by adding to the basket of cultural attractions of Jammu and Kashmir.

1. Introduction

The village Akingam is at the distance of 18 km from the historic town of Anantnag (the place of the countless springs) in the south-eastern direction merely of 5 km far from Achabal garden while as Kokernag destination is 13kms ahead the spot. The village hails in the tehsil of Kokernag with the close proximity of surrounded villages namely, Hardpora in the north-west, Baduzgam in the south-west, Moherpora in the south, Inderwan Tangwar in the south-Eastern and Badura in the north-eastern direction of the village Akingam. The village is comprising of 25 mohallas (segments) and spanned surrounding almost 5sq/km approximately. People of the village wore voluminous woolen gown called *'Pheran'*, pullovers, woolen bonnet in the winters supposed to protect from the severe Chilli-e-Kalan (winter) cold. There are number of sub sects residing in the study area while some of them are indigenous inhabitants and few are migrants who migrated here decades before. Gujjars and Bakerwal population is teemed sparsely in Akingam village that evokes further flavor of their rituals, customs, and traditions in the culture of local inhabitants. The residents felicitates various religious endeavors and celebrate rituals and traditions, customs like, Eid, Dhamal, Baand-e-pather, Urs of Sat-e-Resh Saab at Panjrabal on 25th of Kartik (November) also called Shah-e- Asrar Zayarat, Lord Shiva Mahanami (Havan) at Shiva Bhaghwati Devi Asthapan.(akin to Kheer Bawaani Mela at Tulmula Ganderbal). Locals share the sentiments of communal harmony, persevere the religious sentiments and faith.

People ascribed with different castes engaging in various occupations to support and sustain their livelihood like, the crewel, motif art, pottery making, wicker making, embroidery, agriculture, horticulture, apiculture. Most of the occupations are endeavoring as per the local castes assigned to them but these castes do not depict any kind of social privileges and hierarchy. Such castes are supposed to indulge occupations accordingly even though people are not bound to engage strictly only in their caste related occupations they could change and move from one occupation to another with ease. For example, Najar

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can wind-up from carpentry and go through pottery, embroidery or even trade as such and vice versa.All the member of concerned families are well aware and have knowhow of their occupations, the young ones often assists the elders in the work culture and contributing whole heartedly. While interviewing the potter family we come to know that it is not sufficient for the livelihood of the potter family to be certainly dependable on unilateral occupation like production of kiln made articles. Indeed, they were engaging in other kinds of the manual toils like, labor force, carriers, flocking etc. to sustain.

The minstrels of Kashmir (Bhaggat or Bhand) can be recognized by their long black hair and stroller mien and although they are particularly a peculiar people so for as marriage goes, they sometimes recruit their companies by enlisting a villager. They combine the profession of singing and acting with that of begging, and are great wanderers, travelling down to the Punjab where they perform to Kashmiri audiences. With the curious exception of the Akingam Company, which formed of Pandits, the Bhaggats are all Muslims. They are much in request at marriages feasts, and at harvest time they move about the country and in a year of good harvest will make a fair living on the presents of the villagers (Lawrence, 2014, p.318). Their orchestra usually consists of four fiddles with a drum in the centre, or of clarinets and drums, but the company often contains twenty members or more. Their wardrobe is frequently of great value, and several companies which I have met are said to have dresses and properties worth more than Rs. 2,000. Their acting is excellent and their songs are often very pretty. They are clever at improvisation and are fearless as to its results. They have songs in Kashmiri, Persian and Punjabi, but the Kashmiri songs are the only ones which I have heard.

As per another traditional folklore about the ethnic community of Akingam, that the ancestral Pandit of the area who admitted all his yearns finally before the goddess Devi, mentioned by Lawrence (2014, p.319). Locally the goddess known as Shiv Bhagawati affirms the Pandit his pious devotee in common parlance called as 'Bhaggat'. This nostalgic musing ascertains that subsequently the vernacular genre 'Bhaggat' gradually enchanted as alias to said Brahman and pervaded sporadically in the surrounding community. Consequently, people habituated hence became called the Brahman the *'Bhaggat of Shiv Bhagwati…..Bhaggat of Shiv Bhagwati'* means *'the devotee of goddess Devi……'the devotee of goddess Devi'.* This labeled nickname accompanied through the descended generations of said Brahman which came to be acquainted as Bhaggat ethnic clan till date.

2. Review of Literature

Moorcraft et Trebeck[2] (2010, p.131), the natives of Kashmir have been always considered amongst the most lively and ingenious people of Asia, and deserved so. The dress of the people, both male and female consists of a long loose wrapper and trousers, the farmer of woolen cloth. Akbar, (2002, p.xvii), Bernier wrote that the people of this "terrestrial paradise were "celebrated for wit, and considered much more intelligent and ingenious than the Indians. In poetry and sciences they are not inferior to the Persians, and are also very active and industrious. The whole kingdom wears the appearance of a fertile and highly cultivated garden. Bamzai, (2007, p.128), the Bhagats or Bhands portrayed village life in a most vivid manner. Their dress and makeup were excellent, and they represented most faithfully the internal working of a village community. The minstrels who sang to the accompaniment of a guitar also composed humorous or satirical stanzas to send the audience in to peals of laughter. The most popular entertainment, particularly to the cultivator class was 'Bhand jeshne' or a dance drama enacted by professional Bhagats. The Bhagats relieved the sadness of village life in Kashmir. Stated by Dewan, (2004, p.151), traditional folk theatre is called Pather. It is performed by the Bhands. This form of theatre is satirical. It occupies a position similar to that of the art of the court jester. Though it the players were able to criticize the rulers without giving obvious offence. The Bhands are a community, a 'tribe' of folk artists, not only in Kashmir but all over North India and Pakistan. They hold a subaltern position in the social hierarchy. According to Fauq (2011, p.26), Kashmiri Bands have been categorized in two sub sects. The Musalman Bands who were populated in the Bumai area of east Machipora tehsil teeming in massive total. Most of the Bumai Bands were vests mammoth possessions, property and capital. While as handsome total of Band population were engaged in trade and business profession. In the Bumai area a man named Karim Band as per lineage (Gotre) also known by Karim Bhat is a man of great zeal and enthusiasm in the art of singing. He has reached the distant parts of Punjab and performed for the royal and wealthy people residing in such areas. In Zilah Kulgam the Bands at Tehsil Tregam of south Kashmir were also figures a remarkable position in the field of such art.

Expounded by Lawrence (2014, p.311), the story of the Akingam Bhaggat is peculiar. Brahmans considered acting to be degrading, and even now the Brahmans of Kashmir regard the Akingam players with contempt. But the Brahman players say that they took to the stage by the express order of the goddess Devi. The legend relates that many years ago Devi appear to the ancestor of the Akingam Pandits and placing a fiddle in his hands, said, 'Play upon this fiddle'. He protested his inability, but on the goddess persisting, he took up the bow and played unearthly music. He was bidden by Devi to sit under the Deodars of Akingam and played in her honor. For some years he and his sons obeyed the goddess' 'behest, but unable to withstand the prejudices of his caste, he finally declined to play anymore. On this he was stricken with blindness and wandered away to the Liddar Valley. In a dream Devi appeared to the Magistrate of the Liddar and told him to take the old Pandit back to Akingam. On reaching Akingam the Pandit recovered his sight, and since that day he and his descendants fiddle away without further protest. These Pandits never send their children to school, and they believe that Devi would resent it and would kill the children. The Bhaggat are very pleasant people and their mirth and good humor from a cheerful contrast to the gloom of the Kashmiri peasant. They acknowledge two leaders or Sardars who arrange that the circuits shall not clash. They have peculiar argot (Phirkat), which they employ in stage directions.

Bhat (2017, p.27), mentioned that, ever since the dawn of history, there has been no dearth of rulers who patronized and promoted all genres of art in Kashmir. Gifted with creative imagination and innovation, Kashmiris developed rich folk traditions and music. The article attempts to explore the history, theory and playing technique of musical instruments that are used with Bhand Pather-the folk theatre of Kashmir. Delineated by Afroza (2016, p.90), Singing and dancing by bands has contributed a lot to the traditional music of Kashmir from the ancient period. Not only in Kashmir, but also in other places, bhand pather (custom) has remained prevalent from the very ancient period. The performance of bhands is called Joshin, various parts/episodes of which are called the pathers. Bhand Pather or Joshin is the extemporary drama without any formal script.

3. Objectives Formulated

1. To identify and highlight the socio-cultural usages and activities of ethnic Bhand community of Jammu & Kashmir in context to tourist destination attributes product.

2. To explore the musical instruments associated with performing-heritage ofregional folk traditions like, Dhamal,Ladishah and Bhand-Pather in the study area.

4. Research Methodology

For the purpose gathering secondarydatathe help has been availed through extensive review of literature from Journals, newspaper articles, reports, magazines, internet, books, etc. The primary data were accumulated through various techniques which include pilot surveys, field visits, focused group discussions, and in-depth interviews with members of host communities about the social and cultural-heritage usages of Bhand community of Akingam Anantnag. Further the discussions with research experts, colleagues and teachers have been initiated to make the study significant and purposive.

5. Exploring AkingamEthnic Community Jammu & Kashmir

As per the Revenue records the name of Akingam was Makaan-e-Shiva Bhagati evoked on the name of Hindu god Lord Shiva. Traditional lore says us that there was place named Gaan-e-Bagh (meaning- the abode of sluts and pimps) by side of village, the place was centuries before the seat of pimps as well as the lair of sluts. The name "Akingam" has been derived from three words of Kashmiri dialect, in local parlance -EK- means one, Neuw- means abduct, Gaam- means village. So, while interacting with village Headman Mr Mohamad Sharief Wani, it is said, that once there used to be a beautiful female dancer show-casting her songs every night before the male folk of the village at her premises. The locals of the village especially men folk often attends her shows. As per sayings, the husband of a one of the pious lady of the village also attracted by the glamorousness and pomp shows of dancer and consequently remained out of the home for late night. Due the lengthy absence of the husband her wife come to know the whereabouts of husband and waited outside the attic along the food in one hand throughout the night till dawn. Inadvertently, by the time dancer lady came out of her premises and spotted a woman outside and approached her.

After a brief discussion, the lady dancer questioned the pious lady about her standings outside the attic, she replied, Miss, I come to know my husband's where-about here at your premises so brought food for him as he didn't had his supper meal at home.

Keenly listening, the dancer lady said, if you don't mind, you could recall him? The pious wife replied, off course, but I thought it might perturb and embarrass my husband so refrained from such act hence waiting here. The dancer (Lady) was impressed with the sincerity of the said wife toward her husband; she bemoaned even felt with emotions and returned prophesying. Oh God, this is also women like me and me too. She is faithful to her husband as well as submits to Almighty God. I (Dancer) too being a women like her were adamant about all such aspects,…sighs…oh God, forgive me and abate all my sins. Suddenly a cataclysm bereft, the entire territory capsized along with all men folk of the region standing-by there, hence till date this nostalgia is accepted as a tale that rechristened the area as Akingam hence called by throughout valley.

Some of the dynamic domains of the area which are quite essential for the sustenance of the community were really unprecedented in comparison to other regions of Kashmir province. These dimensions would be the significant propositions for the attraction of domestic and foreign tourist to the area besides the specific ethnic community of territory. So it has been ascertained that this requires anexplicit attention to highlight under-mentioning destination antecedents to the market niche;

6. The Socio-Cultural Usagesof Bhand Ethnic Group

The traditional theatre of Kashmir has a thousand years of history and this is already proven by recording the history in the form of music, dance and drama which is performing arts in every house of Kashmir. Young boys and girls were trained in these performing arts by their mothers in the valley of Kashmir. On the contrary there were enormous primitive cultural activities (art, folk, dance, music, cuisine, norms, mores, fares, festive, etc.) transmitted from over the prolonged past generations to present generation which has been exercised for the pleasure of local spectators/customers on part of special events and occasions. Some of these were analyzed hereunder;

6.1 Performing Heritage 'Bhand-e-Pather' Jammu & Kashmir

During the rule of Kshemendra, Kashmir had its own theatre. In the royal court the famous actors, dancers and musicians used to perform theatre which was widely applauded by the king and people of Kashmir. According to Nilmat Purana, there were most important occasions, like religious festivals, agricultural festivals, social occasions, and first snowfall occasions in winter- where the Bhand-e-Pather was performed and has taken shape and form. The golden era for the performing arts in Kashmir is 4th to 7th century AD. In this period the music, dance and drama of Kashmir have acclaimed their glory. Every village setup a stage to perform the music, dance and drama (Bhat, 2017, p.25). It can be elaborated as "Bhand" refers the conglomeration of people adorned with folkways while as "Pather" propounds the mutual dialogue converse comprehensively on specific social aspects or subjects. It is executed to exhibit the trends whether, cultural, social, political, economic, administrative, bureaucratic, educational or religious, in the system of social structure. The skits are filmed by the crew of local actors (Bhands/Bhaggats) before the audience/general public proactively on an itinerary occasion. In one hand we can say that it is a dynamic mode of conveying of message to the common country man but on the other side indeed it is significant mean of traditional entertainment. The Bhand-e-Pather may be classified in different nomenclatures on the basis of multidimensional subject matters of the said art.

Bhand-e-Pather typology (Tab.6.1.1)

S. No	Form of Bandh-e-Pather	Context
01	Darz-e-pather	Interpretation on Dard Regime
02	Angrez pather	Interpretation on British Rule
03	Raj-e- pather	Interpretation on Dugra Rule
04	Guswani pather Yatra	Dramatic sketch on Amarnath
05	Buhr-e-pather/ Batt-e-pather	Interpretation on Jagirdarana Nizam
06	Bakerwal pather	Interpretation on Bakerwal tribal aspects
07	Watasun pather/ Wattal pather	Interpretation on social aspects of scavenging class
08	Orem pather	Interpretation on Vegetable grower class
09	Ount-e-pather	Dramatic sketch on Camel Rider class
10	Enn-e-pather	Dramatic sketch on Blind fellows
11	Shikargah pather	Interpretation on wildlife & forest protection
12	Badshah pather	Interpretation on King Rule (Chek Rule)
13	Raz-e-pather	Dramatic sketch on Jagirdarana Nizam

Source: Data collected (Narration) from Artists of "Kashmir Bhaggat Theatre" Akingam

The Bhand-e- pather as we know means the group of arduous people who narrates and interprets the messages to the people through songs, plays, dramas, dialogues, folklores like Ladhishah etc. Bandh-e-pather is sister of Dhamal but not twin, so both vary one another in various disciplines and characteristics like dancing type, and event type. It is not celebrated on anniversaries of charismatic saints and fixed ritualistic events like dhamal. But it is a theatrical production represented on stage whether local or formal as per predetermined written script. The gist of the Bandh-e-pather is focused on the myriad socio-cultural, economic, political, environment aspects like that of the Dhamal art.

The Bandh-e-pather is performed by the well versed professionals of Akingam on the endorsements of government authorities, non-governmental organizations, educational institutions, community panchayat boards, town Area committees, Municipal corporations on ceremonial events, occasions of welfare and community awareness programs. The Bhaggat theatre is paid with the meager charged stipends for the folk-concert to be demonstrated but sans proper fixed emoluments, poses a severe threat to the art to let for future generations. Band-e-Pather can be interpreted as a dynamic means of socio-cultural entertainment and instrument of mass media. Band-e-Pather as a media interpreter can be inculcated on the different subjects and aspects like anti-dowry, anti-corruption, price rise, unemployment, cleanliness (Swache Bharat Abhiyan), education (Beti Bachoa Beti Padhoa), health safety, Andragogy (Prodh Siksha) environment conservation etc. While performing the Bhand-e-Pather there are actors who were recognized on the pretext of their relevant job roles in the burlesque. Mostly the actors were recalled by different alias (Pseudonym) on the stage assigned to them. Some of the nomenclatures of Bhand-e-Pather actors can be highlight hereunder;

Nomenclature of Band-e-Pather Actors (tab.6.1.2)

S.No	Actors	Local Name
01	King	Maggun
02	Queen	Harrem
03	Ministers	Wazir
04	Servants	Khaddim
05	Father	Baaba
06	Son	Maskher

Source: Data collected (Narration) from Artists of "Kashmir Bhaggat Theatre" Akingam

The grand "Kashmir Bhaggat Theatre Akingam" is pivotal and the first theatre of Bandh-e-pather in the state of Jammu and Kashmir was establish in the year 1961 and got recognition in 1969. The Kashmir Baghat Theatre Akingam has associated artist members from nearby villages namely, Hiller Arhama, Moherpora, Bidder, Baduzgam Hardepora etc. There are some renowned national award recipients who have earned feat in the field of art and culture in national as well as in international level. Some of the basic instruments used in Bhand-e-Pather to give enrichment in this traditional art of vale can be illustrated here as;

Instruments Associated to Bhand-e-Pather (Tab.6.1.3)

Swarnai	These instruments air to produce sound. Swarnai is the mixture of two words Swar and Nai. 'Swar' means musical note and 'Nai' is flute. By joining the two words it becomes Swarnai. This instrument is crafted by drilling holes in a piece of hollow wood(Bhat , 2017, p.26)..In Kashmir it is fashioned by the craftsmen of Kulgam area.
Dhol	In Kashmir villages mostly played in the folk dance of the Bhands. The dhol used in Kashmir is not different from the dhol used in other regions. It is used in Bhand-e-Pather (the folk theatre of Kashmir) and Bhand Jashan (festivals of folk plays)to touch a musical touch to the acts. Its fast beating is indicative of the arrival of king in the folk drama and its flash beating conveys to the peasantry to arrive and witness the performance of Bhands (Afroza , (2016, p.91).
Nagara	Nagada is an instrument in the form of dhol. It is used for musical performance in Bhand-e-Pather.Before the commencement of the play the Nagara player comes in and goes around the performance arena in a circular movement, beating his drum. The audience then takes the seat around him. He is called 'Karydar' and his action is termed 'Kor dyun'. The nagara is beaten with a thick wooden rod that makes the sound of the dhol much prominent.

6.2 Performing 'Dhamal' of Region

This is a famous activity performed by Akingam Bhands on different auspicious occasions and shrines.

The traditional folk chorus is normally endeavored on the remarkable holy anniversaries of some saints and seers as well as associated with few social aspects viz; harvesting, the paddy transplantation, seed broadcasting (Thajjiwaan) etc. in region. The word 'Dhamal' is drawn from an archaic Persian word for 'mystic trance' or 'to run after'. Bhands (folk singer and actors) go from house to house enacting satires and beating drums. According to the local calendar, one of the festivals associated with Dhamal is celebrated on the 13th of Har (roughly June) at Bijbehara on the anniversary of Baba Naseeb ud din Ghazi. It is Bijbehara's most important festival. The singers and actors (mait) don't perform for money alone, their goals are spiritual. They chant a Dua (blessing/ prayer), oh, God please protect the people of this village/ houses. Keep them free of disease. The others present reply by chanting,'Ameen (May it be so). The performers then rub their hands on a large drum, after that they rub their hands on the faces of children. It is said that God normally accepts their prayers (Dewan, 2004, p.149).

It is one of the unique cultural aspect of the Akingam exists since the centuries perhaps hardly prevail on any part of the world. Dhamal is a traditional folklore cum dance performed in a round circular form by the team mates. The players of the team constantly beats the drums and fiddles the local musical instrument Swarnai while as other player keep dancing along the beating of sticks with one another.

There is no upper limit of the members to take part in the dhamal and may be even intend by a single person as such. Dhamaal being celebrated since centuries in the valley of Kashmir especially in Akingam Anantnag for conveying the message to general public whether, social, cultural, political or religious. It is also performed on the ritualistic and ceremonial occasions like Urs, Melas, marriage, birth, circumcision etc to appease the public, saints, Rishis, peer faqirs, sages as well.

In the Akingam village of Anantnag alarming percentage of population are involved in this occupation mostly of Shah clan which has got registration of their Dhamal theatre by the year 1969 on the name of "Baba Naseeb din Shah Dhamaal centre Akingam" under the aegis of doyen Mohammad Subhan Bhaggat. There are almost 32 Shah Families who are engaged in this occupation for their livelihood earnings and exhibits keen interest in the art with enthusiasm and vigor. Number of rhythmic instruments uses in the traditional folk dance Dhamal by the opulent ethnic community artist of the village can be represented here as;

Instruments Associated to Dhamal (Tab.6.2.1)

Drum	The dancers sing in chorus and drums are used to assist the music. The performers gait in a ritual manner and dig banner in to the ground on set occasions. The drums are applied with leather of bull, goat or even sheep on the either side of the bum. Normally the instrument is cylindrical form slung across over the shoulders of the player tethered with stringed rope.
Wooden Truncheon/ Batons	Dhamalswhile dancing in frenzy manner and circumambulate around the dugged banner enchanting the revered verses as homage to the saint upon the rhythmic sounds of drums.Normally the dhamal sticks are made from the trees like Kashmiri willow, elm, plum, pear, apple etc.

6.3 Intangible Art 'Ladishah' Jammu & Kashmir

Some historians believe Ladishah is not an independent genre but Dr Farooq Fayaz, an associate Prefessor in History department , university of Kashmir and the author of a book 'Kashmir Folklore' treats it as independent genre and says that Ladishah got the name from its creator who was from a village Lari of District Pulwama, south Kashmir. The creator was from this village and from shah dynasty so he was recognized as shah of Lari village so finally this genre got the name of Ladishah. But Mr Zareef Ahmad Zareef, a noted Kashmiri poet says,' the word 'Ladishah' originated from 'Ladi' which means a row or line and 'Shah' has been added with the passage of time with the coming of Muslim rulers (kashmirlife).Inspite of being uneducated Ladishahs were the best history describers. Ladishah would sing their poems on various themes like Buniyl-nama (earthquake), Sehlab-nama (Flood), Angrez Qanoon and on special occasions like Eid, religious festivals and Marriages.

The ladishah is a conventional folk tradition of ballad songs sung by minstrels in Village Akingam of south Kashmir. Instead of performing the Dhamal and Bhand - e-Pather the people of the area have a concrete knowhow over the inherited ancestral art. There are approximately 32 Shah Families in Akingam settlement whom were engaging in this form of art (Ladishah) ever since the bygone epoch. Apropos the above mentioned Shah clan most the artists of Ladishah art were came from such descents that were also acquainted as Bhaggats. The genres are documented in a systematic pattern though the ballads while sung would tone in appealing, rhythmic and soulful manner to appease the spectators.Ladishah used to be sung on the beats of a crude instruments namely, Tambouirne, Dhukar, Cymbal organ. These instruments generate melodious jingles on the percussion of the players according the poetic lyrics voicing out by Ladishah. It is literally unkempt to compose Ladishah in all its melody, humor, and zeal in secondary languages other than 'Kashur' but unfortunately off late this symbolic cultural art is bemoaning a hushed death. Some of the crucial instruments were applying in the parody are elaborated as;

Instruments Associated to Ladishah (Tab.6.3.1)

Cymbal organ	A cymbal is a common Ladishah percussion instrument. It is very normally used in Kashmiri marriages at extensive level besides Noet, Tumbak Nari, Tremi/Majjma etc. in order to add musical flavor to the events. Often beats in pairs, cymbals consists of thin, normally round plates of numerous circular plates of various alloys.
Dhukar	It is a crude instrument comprising of two metal headed rods with iron rings embellished over it, the Ladishah singer would strike the rings and sing to the melody with ease. A community of singers of Kashmir Valley are known as the Ladishah who played a kind of jingle johny known as the 'Dhukar'
Tambourine	The Tambourine is a light weight round shaped musical instrument in the percussion family of Ladishah consisting of a hollow frame often of wood, steel or plastic, with pairs of minute metal jingles called 'Reune' in Kashmiri parlance.

7. Special Holidays Associated to Folk-dramas of Bhand Community

Although there is none holiday especially sanctioned for celebrating, and felicitation of Akingam ethnic conventional social customs like Bhand-e-Pather, Dhamal, Ladishah etc. Albeit, we can say that there are number of ritualistic 'Urs' celebrating on the anniversaries of holy Seers, Sages, Saints, Pir, Fakirs etc. at different locative 'Asthapans' of Jammu and Kashmir. Who were directly or indirectly associated with these cultural traditions. During the pious 'Urs' (events) of these sages the devotees from distinct corners of J&K come to observe homage irrespective of any creed, color and caste. The people of different faiths even Kashmiri Pandiths have strong reverence towards the spirituality of such pilgrim centers. Therefore the devotees in huge throngs found to obeisancevotives in the form of knotting sacred threads on doors and grills of shrines/Asthapans of these charismatic 'Fakirs'. On anniversaries of seers the arduous Bhaggats (Followers) attend such occasionslikely with great fervor through practicing nostalgic 'Dhamaal' in order to entice saint's spirituality as per local faith.All these typical socio-cultural conventions can be a tremendous fulcrum to the development of rural tourism in the exotic and remote villages like Akingam of south Kashmir. In this connection some of the Urs/ anniversaries associated with folk-drama of Akingam Bhaggat community can be juxtapose hereunder;

Tab.7.1

S.No.	Place	Name Type	Date
01	Lal Baab Saab Mattipora Nanil Anantnag	Saint/Seer	June, yearly
02	Wangum Kokernag	Saint/Seer	April, yearly
03	Guhan Anantnag	Saint/Seer	September, yearly
04	Soaf Kokernag	Saint/Seer	May, yearly
05	Bidder Kokernag	Saint/Seer	June, yearly
06	Hokker Anantnag	Saint/Seer	October, yearly
07	Nanil Kannelwan Anantnag	Saint/Seer	April, yearly
08	Ash Muqaam Anantnag	Saint/Seer	March, yearly

09	Sedder Muj Kulgam	Saint/Seer	May, yearly
10	Lal Baab Saab Srinagar	Saint/Seer	June, yearly
11	Uranhan Betangoo Anantnag	Saint/Seer	June, yearly
12	Baba Naseeb ud Din Ghazi Bijbehara	Saint/Seer	June, yearly
13	Totak Shah Saab Bijbehara	Saint/Seer	June, yearly
14	Shah Fareed ud din Baghdaadi Kashtawar	Saint/Seer	June, yearly
15	Lisser Muqam Kokernag Anantnag	Saint/Seer	September, yearly
16	Urs Shah Asrar ud din Saab Kishtawar	Saint/Seer	November yearly
17	Urs Sheikh Noor ud din Saab Qaimoh Anantnag	Saint/Seer	October yearly
18	Urs Shah-i- Hamdan Srinigar	Saint/Seer	August yearly

Source: Data collected (Narration) from 'Baba Naseeb ud din Ghaazi Dhamal Theatre Akingam'.

8. Findings and Implications

Culturally, the Akingam village of south Kashmir has a rich heritage in various aspects like dress, food, marriage, fine, art, music, dance, festivals, norms, rituals, fairs, etc. people socially interact each other with zeal and enthusiasm there prevails a sense of community consciousness, we-feeling and oneness.Akingam has been declared one of the rural tourist villages of Jammu and Kashmir Union territory by Government of India on the basis of various unique socio cultural attributes attached to the community of the area. The cultural traditions of the village are quite indigenous in nature which remarks the village Akingam different from rest of prevailing villages of Kashmir in general. The local denizens of this village engages in numerous ethnic activities like pottery, wicker, Dhamal, Ladishah, Band-e-pather, etc. which can be said the quintessence features for the destination attributes of a particular area or region like Akingam.

It is one of the unique cultural aspect of the Akingam village exists since the centuries perhaps hardly prevail on any part of the world. Dhamal is a traditional folklore cum dance performed in a round circular form by the team mates usually beats the drums and fiddles the local musical instrument like Swarnai.Albeit, it is identified that there are number of ritualistic 'Urs' celebrating on the anniversaries of holy Seers, Sages, Saints, Pir, Fakirs etc. at different locative 'Asthapans' of Jammu and Kashmir. Who were directly or indirectly associated with these ritualistic traditions like Dhamal, in this connection some of the Urs/ anniversaries associated with folk-drama of Akingam Bhaggat community are significant ones like; Baba Naseeb ud Din Ghazi Bijbehara, Urs Shah Asrar ud din Saab Kishtawar etc. Including, Ladishah used to be sung on the beats of a crude instruments namely, Tambouirne, Dhukar, Cymbal organ. These instruments generate melodious jingles on the percussion of the players according the poetic lyrics voicing out by Ladishah. It is literally unkempt to compose Ladishah in all its melody, humor, and zeal in secondary languages other than 'Kashur' dialect.

Is has been analyzed that very ethnic socio cultural aspects of Akingam Bhand community have a tremendous potential to form image in the mind of actual as well prospective tourists. Destination attributes are dynamic dimensions of any region to act as a catalyst to attract market towards it on the basis of the nature of the product that a given niche market would perceive as a motivational factor to intend a visit to the very destination. Therefore in this regard Akingam as a rural destination has sui-generic intangible and tangible attributes to make it high in the realm of cultural tourism of Jammu and Kashmir.

9. Suggestions and Recommendations

1. The indigenous Bhand community needs to be encouraged for the purpose to add another feather in the crest of cultural tourism of Kashmir province. Similar to the other artificial, symbiotic products the traditional heritage product can be brought into the attention of market.
2. There shall be proper community awareness

programs to ascertain the people about the traditional indigenous cultural ethos, through gram-sabha meetings, Panchayat Samiti, and other capacity building programs in the study area.

3. The stakeholders of tourism sector need to be come forth to tap the potential of the regional cultural heritage. Subsequently need to take decisive role for the building and promoting the image of the persuasive socio-cultural usages connected to Akingam Bhand community. Keeping up providing informative online and offline materials i.e. television channels, internet, Radio, newspapers, articles, magazines etc. and make them available to the customer.

4. The traditional tangible and intangible assets can be introduced on the roadmap of 'diversification strategy' in which the industry will expand by adding a 'new' tourism attribute. Through this strategy the ethnic attributes connected to this very destination would be put on the prospective market in the form of new line of product on the behest of concerned tourism sector.

5. The development of the cultural tourism sector would help to conservation of indigenous socio-cultural diversity from the menace of empathy and negligence. The upholding of the said concept would help to beget the sustainable ethnic tourism comprehensively, because traditional indigenous cults and usages being a market persuasive product would induce to frequent generation of footfall to the Vale.

6. In one hand the indigenous tourism perspective might help to reduce the seasonality and cyclicality of employment on the other side would be a doorsill for the socio-cultural advancement of destination, where people of different cultural backgrounds would come to interact with another to share their social perspectives i.e., norms, values, usages, traditions, beliefs etc.

7. There shall be constructive schemes, and policy programs for the people associated with the ethno traditional work line as well as people associated with allied activities like pottery, wicker, etc. that would in turn stimulate to cultivate the sense of interest towards their inherited cultural occupations.

8. Finally, the government of Jammu and Kashmir Union Territory rather should pay an immediate attention over indigenous Bhand community than let to desperate this cult pathetically. Especially the Kashmir tourism department shall bring this intangible cultural aspect in to the profile of industry to highlight and experience the ethnic destination attributes of south Kashmir.

Conclusion

The ethnic community of Akingam village can be said a humorous class of population out of the whole valley of Kashmir. The people of the area endowed with rare socio-cultural traits and sumptuous natural treasures figures the region in the prospective development in the platform of tourism sector. On the other side the demographic characteristic of the ethnic communities reveals it specific attitudes towards the maintenance of the social structure. This brings the total reciprocity among the individuals of said community to the sustenance of their livelihood. The fellows were engaged in different occupation in their quotidian life to regulate the distributary system of social structure at said village without disturbing the law of nature. The different members associated with different professions like wicker work, dhamal, Ladishah, Bhand-e-Pather, kiln work, potter work etc. provides sense of pride to cultural heritage of Akingam ethnic community. They inherit the socio-cultural usages and aspects like, dress, cuisine, habitation, occupation etc. from the ancestral generations and subsequently these traits were been transferred to proceeding races. The conventional cultural specialties of this ruralites ethnic group distinguish itself on behalf of its own patterns of life like handicrafts, dancing, gastronomy etc. in every respect in relation to the external society.

Therefore, the members of ethnic community of said vicinity engaging in traditional activities like Ladishah, Bhand-e-Pather, Dhamal etc. in order to persevere the descended customs and rituals. There are implications that rejoicing such events accrues substantial source of livelihood to the communitarian. Briefly, reiterating that the ethnic community of village Akingam acts as a fulcrum to sustain entire socio-cultural activities of the region. So the social patterns and usages normally cultivates by the community fellows would be invincible in the social system. Likely, it is because of the regional ethnic people those put impregnating and fondle the traditional arts namely; Kangari craft, Potter craft, Kiln art, Ladishah, Dhamal, Bhand-e-Pather etc. in the said territory.

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Procrastinationin Higher Education as an Unethical Behavior and a Requisite of UGC Regulations & Amendments

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सारांश

उच्च शिक्षा विद्यार्थी जीवन में कैरियर निर्माण और प्रगति हेतु अत्यन्त महती भूमिका निभाती है। बदलती सामाजिक व्यवस्था, अर्थव्यवस्था के बदलते मायने और समय को देखते हुए उच्च शिक्षा प्रणाली में सुधार और परिवर्तन करना न ही माँग है अपितु एक आवश्यक शर्त भी है। आज के युग में विद्यार्थियों के समक्ष भटकाव के विकल्प अत्यधिक है और एकाग्रचित्त होकर शिक्षा पर केंद्रीकरण बनाए रखना अत्यन्त दुरूह होता जा रहा है। नई शिक्षा नीति 2020 भी उच्च शिक्षा के अनेक सन्दर्भों के सापेक्ष परिवर्तन की माँग करती है और ये परिवर्तन विद्यार्थियों के बेहतर शैक्षिक उपलब्धि और भविष्य की आधारभूत संरचना पर केंद्रित है। उच्च शिक्षा में अध्ययनरत स्नातक, परास्नातक या शोध कार्य में संलिप्त विद्यार्थी ही क्यों न हो प्रायः सभी के शैक्षिक कार्यों का मूल्यांकन करते समय अनेक अनैतिक व्यवहारों का प्रत्यक्षीकरण किया जाता रहा है। उनमें से एक है विद्यार्थियों द्वारा अपने शैक्षिक कार्यों में शिथिल व्यवहार का प्रदर्शन करना। ये दिखने में जितना सामान्य व्यवहार है उतना ही भविष्य में तनाव, निराशा और कुंठा के अतिरिक्त विद्यार्थियों के शैक्षिक प्रगति को भी प्रभावित करता है।

Introduction

> *"Ethics is that discipline which deals with what is good and bad and deals with moral duty and obligations. Ethics are a set of moral principles or values."*
>
> **- Carol Buchholtz**

Ethics acts as a guide for drawing attention to do's and don'ts. An individual or a person who behaves in a way that is not remarkable with the accepted principles and standards is called immoral and unethical. A worldwide wake-up call is needed for academicians and research practitioners towards various unethical and immoral practices which are occurring continuously. Emerging issues that arise with these are what should be done to make improvements and what areas need to be worked on.

Unethical Practices are a global concern in Higher education, and students face a huge problem with unethical practices. So many practices are unethically adopted by the practitioners consciously and unconsciously. These practices affect the quality of their academic work and their workplace. Whether we talk about research work or academic work, all are badly affected by adopting such practices. Before looking over all these practices firstly understand the ethics.What is ethics? From where do these ethical concerns come? And why are they so much required to follow? Ethics are defined as good or right conduct by various philosophers and practitioners. Research practitioners are familiar with the concept of research ethics and principles. Every discipline has a code of conduct and principle thatmust follow by academicians and researchers. We found some text about research ethics or related to ethical considerations in the textbook and curriculum. But we do not have enough information about what are unethical practices and why all these are taken into consideration before proceeding with our work. That must be known by every academician. Many practitioners even do not aware of all these practices and unknowingly they all are committing the same mistakes again and again which can be under the punishable act.

Objectives of the study

- To discuss the unethical practices that are prevalent in higher education.
- To analyze the connotation betweenunethical Practices in higher education and students' behavior of academic procrastination.

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- To orient readers about the Policy's guidelines to maintain the quality of higher education.

Unethical Practices of Higher Education

Higher Education plays a significant role in everyone's life as it belongs to the stage of career advancement and building. Revamping the Higher education system is a need of the hour. Following unethical practices in higher education by academicians is a matter of global issue and concern. The term 'Unethical Practices' refers to Individual's behavior who are getting indulged in wrong practices. Unethical Practices in Higher Education are practiced by all academicians frequently without knowing the consequences and offenses. Among all the stakeholders, students usually get indulged in such activities due to a lack of awareness. As they have casual behavior toward their studies and act like they did nothing wrong while procrastinating their tasks. Studies show that students are committing these unethical practices while preparing their assignments, and submitting their final term project work, dissertation work, and doctoral thesis work.

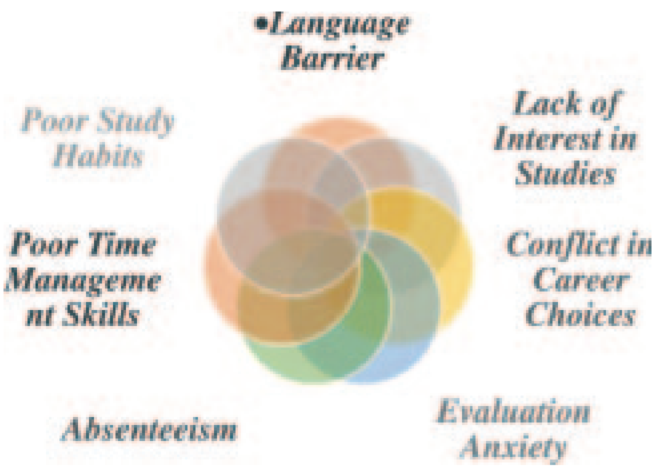
Among all the unethical practices some are quite well-known by everyoneand some are not. It is required to get acquainted withthese unethical practices to improve the quality of research more prominently. These Unethical practices are a result of Academic Misconduct, Academic Dishonesty, Academic Cheating, etc. A new kind of unethical practice is introduced in an academic era that is very common but turned into a major issue if not considered within time. That is called Procrastination. Procrastination depicts unnecessary delaying of important tasks that are required to do withinthe time frame. Now it is becoming a global problem that has been seen in everyone in general behavior form but it affects every individual's lifestyle badly as people are not realizing their consequences before time and taking this seriously. Sichan, He. (2017) investigated in his studies that 48% of students often procrastinate. This concludes that 86% of Ph.D. students feel anxious when they procrastinate and 48% of Ph.D. students admitted themselves stressfully due to academic procrastination. This shows procrastination is one of the reasons for declining the quality of higher education. Here is the list of prominent unethical practices which are required for consideration and researchers are expected to avoid in their academic journey otherwise they will be supposed to be punished.

Unethical Practices in Higher Education

Reasons and Rationales for Procrastination in Higher Education:

Where higher education plays a significant role in individuals' life. Higher education institutions must be committed to maintaining standards and quality. The demand for higher education is increasing very rapidly. It has been witnessed in the last two decades very clearly. According to the data revealed by MHRD's All India Survey on Higher Education (AISHE website) Enrolment ratio of students in higher studies changes rapidly. The enrolment has grown considerably during the last five years from 2016-17 to 2020-21, i.e., around 15.89%, and if we compare from the last year the increase in enrolment in 2020-21 over 2019-20 is 7.3%, which is the highest increase in last five years. Though the quality of higher education is not as much as the expectations. It has been seen that the great transition of higher studies ismoving from the public to the private sector. Despite having enough infrastructure, resources, and availability of funds, still, the interest of youth in public higher education institutions is decreasing.All India Survey on Higher Education (2018-19) statistical data shows that 40,813 students were awarded Ph.D. level degrees during 2018 with 23,765 males and 17,048 females. All India Survey on Higher Education (2019-20) depicts that 38,986 students were awarded Ph.D. level degrees during 2019 with 21,577 males and 17,409 females. Despite getting so many Ph.D. holders over the years, the condition of research in India is still unsatisfactory. Various higher education institutions have their policy documents related to ethical consideration and academic integrity which preserves the norms and standards for maintaining quality. Academicians and Research Practitioners are supposed to follow these policies to uphold the excellence and quality of that higher bodies.

Procrastination in higher education is a common problem among students thus procrastination in the academic area is very popular and easily seen in terms of assessing assignments, project work, homework, and co-curricular activities. Students who have enrolled in higher studies, have to do certain tasks in their enrolled program in the form of curricular and co-curricular activities. If they failed to do so their academic performance has affected. They are engaged in both kinds of academic & non-academic activities throughout their program. Students those are failed to accomplish their academic as well as non-academic activities are called procrastinators. Even though they are capable enough to complete all the given tasks, still they used to procrastinate and delay the task needlessly. Researchhas concluded some factors behind procrastination behavior among students. These reasons and factors are listed below:



The aforementioned factors, to different extents, significantly accelerate procrastination behavior among higher education students. One of them is Language difficulty and it is the most common issue that students face during taking higher education, either because they lack command of a second language or because their first language does not appear appropriate in the context of their academic background. Thus, the language barrier is linked to the student's procrastination behavior (Sarid *et al.,* 2021; Bernhardt, 2005; Zhang & Zhang, 2022). Similar to what has been found in other studies of higher education, procrastination can be traced back to a variety of factors, including poor time management skills, lack of interest in academics, bad study habits, evaluation anxiety, career, and course selection conflicts, and so on.

Studies represented the connotation between unethical Practices in higher education and students' behavior of academic procrastination:

Procrastination is a general pattern of behavior in everyone to some extent and affects an individual's lifestyle. Procrastination, in general, has an impact on daily routine activities such, as paying bills, routine check-ups, and day-to-day tasks. Procrastination in Academic Areas, on the other hand, affects a student's academic career and accomplishments. The literature on procrastination reveals that it arose in ancient Egypt and Greece. Although it has been a significant issue since ancient times and continues to occur in human life. Both undergraduate and postgraduate students have been reported to engage in academic procrastination (Klassen, Krawchuk & Rajani, 2008; Klassen *et al.,* 2010). According to Steel (2007), between 80% and 95% of students put off academic tasks. Burka & Yuen (2008) estimated that approximately 90% of students had academic procrastination, with 25% experiencing severe procrastination, which generally compelled students to abandon their academic careers.

Roig, M., and DeTommaso, L. (1995) investigated in their article 'Are College Cheating and Plagiarism Related to Academic Procrastination?'. During separate testing sessions, 115 college undergraduates were given the Procrastination Assessment Scale for Students as well as a cheating and plagiarism questionnaire. Exam cheating and plagiarism scores were positively correlated with self-ratings of procrastination and negatively correlated with self-reported grade point averages on these self-report measures. Students with high procrastination scores had significantly higher plagiarism scores than students with low procrastination scores. The findings suggest that procrastination may be one of several factors influencing academic dishonesty.

Bukhori, B. (2019) conducted research on plagiarism, self-efficacy, and academic procrastination in university students. The students ranged in age from the second to twelfth semesters at Walisongo State Islamic University Semarang. To obtain 388 students, the stratified sampling method was used. Furthermore, multiple regression analysis techniques were used to analyze the collected data. The data analysis results revealed that both academic self-efficacy and academic procrastination influence plagiarism behavior. Higher academic self-efficacy and lower academic procrastination equal lower plagiarism behavior; conversely, lower academic self-efficacy equals higher plagiarism behavior. The higher academic self-efficacy and lower academic procrastination, the lower the plagiarism behavior; conversely, the lower academic self-efficacy and higher academic procrastination, the higher the plagiarism behavior.

Herdian and Zamal (2021) investigated in their article 'Is Academic Dishonesty Related to Academic Procrastination in Student College,' the effect of academic procrastination on academic dishonesty in teaching and education faculties students in Indonesia. The quantitative study included 260 participants who were analyzed using the simple linear regression method. The findings of the study indicate that academic dishonesty influences student procrastination behavior in academic settings and that the greater the academic procrastination committed by students, the greater the academic dishonesty in their academic tasks.

Ghanbari, S., and Azizi, A. (2022) investigated the relationship between ethics behavior and academic procrastination and cheating attitudes. The primary goal of this research was to discover the link between ethics and academic procrastination, as well as attitudes toward cheating. The descriptive correlation method was used in this study. Using a stratified random sampling method, 386 undergraduate students from Hamadan's Bu-Ali Sina University are included in the study. Data were collected using standardized tools and analyzed using Pearson correlation coefficient and path analysis in LISREL and SPSS statistical software. The study found a negative and significant link between ethical behavior, academic procrastination, and attitudes toward cheating. The analysis of research hypotheses revealed a negative and significant relationship between academic procrastination and self-efficacy and scientific responsibility of ethical behavior components.

According to the studies cited above, procrastination has a negative impact on students' ethical behavior and promotes academic dishonesty. As a result, the papers that were picked for analysis to establish the association between unethical behavior and academic procrastination accurately depict their relationship. Higher education institutions need to take this seriously and evaluate students' procrastinating tendencies to maintain high performance.

Policies and Guidelines of UGC to Maintain the Quality of higher education

None of the University able to come under the top hundred ranking in NIRF. That compels the higher education bodies to put quality check mandates. In line to maintain standards, UGC issued regulations on the "Quality of Ph.D. theses in Indian Universities" for the quality of the theses submitted by the researchers and dissertations by postgraduate students. To maintain academic integrity in higher education UGC mandate has also brought regulations for avoiding plagiarism. [UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018.] To prevent unethical practices, UGC has to set up a Consortium for Academic and Research Ethics (CARE) and issued a care reference list to prohibit predatory/ dubious journals. There is a code of conductfor all academicians to maintain the quality and standards in higher education.

It is apparent that quality controls must be put in place and better education standards must be maintained if education standards are gradually dropping.To maintain its quality and standards, the UGC has proposed three major regulations and guidelines for higher authorities to follow. The poor performance of India's higher education institutions calls for immediate action by all stakeholders. UGC has issued regulations that must be followed by higher education authorities as well as research practitioners to maintain the quality of research and academic work.

- The University Grants Commission (UGC) initially came up with the Minimum requirements and procedures for the award of MPhil/Ph.D. Degrees regulations 2009, which were issued on June 1, 2009.
- Minimum Standards and Procedures for Awarding MPhil/Ph.D. Degrees were revised by UGC on May 5, 2016. UGC requires that the Thesis be checked for cases of plagiarism and academic dishonesty using appropriate technologies (Article 9.5).
- The UGC promulgated the Regulation for Promoting Academic Integrity and Preventing Plagiarism in Higher Education Institutions on July 23, 2018. UGC has proposed building a mechanism to detect and prevent plagiarism in this rule by implementing awareness activities, training seminars, etc. There is a precise criterion for tolerating Plagiarism levels and a variety of penalties for similarity levels over 10%.
- The University Grants Commission (UGC) published a Public Notice on Academic Integrity on June 14th, 2019. For the sake of preventing academic misconduct and maximizing one's potential to earn academic credits, the UGC has drawn attention, in this notice, to the significance of publishing in reputable journals and conferences that are included on the UGC CARE-Reference List (UGC, 2019a).
- A new strategy aimed at "Promoting and Enhancing the Quality of Research in Indian Universities/

Colleges" was unveiled by the UGC on July 31. The objective of this regulation is to establish a committee to plan a programme to raise awareness of research ethics and to foster the development of writing abilities, including an understanding of proper citation and reference practices and the effective use of paraphrasing.

- Another provision was added to the UGC regulation in 2019 by section c. In this rule, the UGC has prescribed and distributed Plagiarism Detection Software (PDS) to all universities free of charge. Also, the UGC has advised all academic institutions to check for occurrences of plagiarism before the submission of any paper. (UGC, 2019c)
- On April 20, 2020, UGC once more published a public notice on "Self-Plagiarism." It is explicitly stated in this law that text recycling is a type of unethical behavior and falls under the category of plagiarism. Reproducing one's own ideas and thoughts is not permitted and is seen as plagiarism.

Policies and regulations issued by UGC are closely related to plagiarism and the prevention of academic misconduct or dishonesty. All of these mandates aim to raise the quality and standards of higher education. Researchers and academicians are asked to follow these guidelines early to keep their tasks free from academic theft and to raise awareness of future threats and repercussions.Academic procrastination is strongly linked to these consequences. Research shows that If students are aware of their academic journey and try to accomplish all the tasks ethically, then there will be no way of procrastination and misleading. Thus, the need of the hour is to put a quality check by all stakeholders in maintaining and observing the difficulty of the tasks.

Suggestion & Conclusion

Institutions should organize an awareness program for researchers and academicians so that they are all aware of the University Grant Commission's regulations and guidelines. Both the researcher and the supervisor are responsible for the quality standards of research as they are equally responsible if one of them is involved in academic misconduct. They must remember all of the research ethics codes recommended by the Committee on Publication Ethics. The institution should organize a mandatory seminar or workshop for all academicians on how to stop publication theft and how to avoid publishing with predatory and dubious journals. As much as they will be aware of the unethical conduct and what should be done or not? they will find their academic journey smooth.

Procrastination should be considered one of the most unethical behaviors among all of them. When delaying duties leads to several problems and misconduct, it is best to avoid it. It will cause worry, despair, fear, stress, and a host of other mental and psychological problems that students may not initially recognize.Students should consult with their organization if they are enduring difficulties at work or in their academic context. Postgraduate students are the institution's future researchers. Higher education institutions and colleges are expected to guide their students as much as possible and to prepare them academically sound for potential prospects for institutional growth and advancement. If the youth use their mind and institutional resources ethically, they all get to be safer from such kind of unethical practices and stay away from all the offenses.

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One District One Product: A Growth Oriented Approach for MSMEs in Uttar Pradesh, India

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Abstract

In India, state governments have placed a premium on supporting micro, small, and medium-sized businesses (MSMEs), which have fuelled the country's economic expansion. The One District One Product (ODOP) project is one of the Uttar Pradesh government's attempts to coordinate and oversee the growth of MSMEs. A strategic method for enhancing the quality of life in India's rural Uttar Pradesh communities, the ODOI project is worth exploring.This research attempts to evaluate the performance of ODOP programme and study how ODOP is helping MSMEs in the most populous state of India and seventh most populous state of the world, in terms of metrics like its per capita income, its gross state product, and its ease of doing business since its debut in 2018. No reliable event analysis approach could be utilized due to a lack of data and a lack of data observations before and after 2018. Hence, exploratory data analysis (EDA) was employed for the investigation.Insightful findings have been made by analyzing UP state export data, which shows that in 2018, the same year the plan of ODOP was launched, the state's exports increased from Rs. 88967 cr. in 2017 to Rs. 114042 cr., an increase of 24.83%. Positive outcomes have also noticed for the state's ease of doing business, per capita income, and gross state domestic product. The study concludes that the ODOP initiative in Uttar Pradesh over the past five years has shown positive outcomes, but the program has yet to reach its full potential.

I. Introduction

The concept of "One Village, One Product" (OVOP) was developed in Oita, Japan in the 1980s. This all started with a band of ladies who used to bake biscuits every week to sell at the farmers' market.The One District, One Product (ODOP) initiative was launched in 2018 by the government of Uttar Pradesh to support the state's MSME sector, which is crucial to the state's economy since it creates jobs and brings in foreign currency through exports. The UP government has allocated Rs. 250 crores from its 2018-2019 budget to carry out the "One District One Product" initiative.Very little research into the efficacy of the ODOP scheme exists because just 5 years have passed since its implementation. Yadav *et al.* (2022a) conducted a research on the entrepreneurial growth of craftsmen in micro-enterprises, as well as on the handicrafts that make up the state's most lucrative export. In Uttar Pradesh micro-enterprises following the pandemic, Yadav *et al.* (2022b) looked into the entrepreneurial success, development trends of women's entrepreneurship, and its impact on women. Yadav and Tripathi (2022) investigated the potential of rural and urban Uttar Pradesh residents' income, the generational divide in migration, and the employment imbalance in India by focusing on women agricultural entrepreneurs in the handcraft sector (ODOP). A research by Tripathi and Agrawal (2021) examined the economic revitalization program ODOP in the Indian state of Uttar Pradesh in 2018, discussing its function, examining its strategy, and analyzing its influence on job creation, export promotion, and economic growth in the state from 2018 to 2020. The study found that the ODOP program had a beneficial effect on the studied parameters; nonetheless, the scheme needs the active participation and engagement of the people to flourish in the long run.

The One District One Product (ODOP) project is one of the Uttar Pradesh government's attempts to coordinate and oversee the growth of MSMEs. A strategic method for enhancing the quality of life in India's rural Uttar Pradesh communities, the ODOI project is worth exploring. This research attempts to evaluate the performance of ODOP programme and study how ODOP is helping MSMEs in the most populous state of India

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and seventh most populous state of the world, in terms of metrics like its per capita income, its gross state product, and its ease of doing business since its debut in 2018. No reliable event analysis approach could be utilized due to a lack of data and a lack of data observations before and after 2018. Hence, exploratory data analysis (EDA) was employed for the investigation.

This research is structured as follows: Part II provides a brief history of Uttar Pradesh and the ODOP scheme; Section III describes data and methodology; Section IV illustrates and analyzes EDA results; and Section V concludes.

II. The History of Uttar Pradesh and the ODOP Programme

Uttar Pradesh is a northern state in India. It was created in 1950, the same year India became a republic. It replaced the United Provinces (UP) formed in 1935, and ultimately the United Provinces of Agra and Oudh founded during the British Raj in 1902. Lucknow is the state capital, whereas Allahabad (Prayagraj) is the judicial capital of the state's 18 divisions and 75 districts. Uttar Pradesh is India's fourth largest state, with 2,40,928 square kilometers (7.3% of the country's total land area). It is also the most populated state, accounting for 16.5% of the total in 2011. The state's GDP in 2015-16 was 11,45,234 crores, making it the third largest economy in India by a wide margin (8.4%). This state has been a beacon of cultural and intellectual excellence since the era of the great Indian deities Rama, Krishna, the Gautam Buddha, and Mahavira. The region is swiftly becoming into a substantial economic locomotive for the nation with its expanding network of major highways, commercial corridors, major airports, centers of learning and medical competence, and exporter of indigenous products. Due to its modern infrastructure and assertive administration, the state now offers the most investor-friendly environment for a better tomorrow to its citizens and the whole nation.The Indian state of Uttar Pradesh encourages a startup mentality and gives its young people the tools they need to go off on their own. Seed funding for incubators is being provided at a level of INR 100 crore. The tourism, healthcare, education, agricultural, and energy industries are all prime locations for new ventures. Statewide, there are now 50 incubators and 7,200 startups. The Information Technology and Startup Policy in UP has received funding of INR 60 crore.

In order to make Uttar Pradesh one of India's finest states, the government has set aside INR 55,005 crore for a variety of capital projects in the next fiscal year (FY) 2023-2024. Significant sums have been set aside, including INR 30,000 crore for building and maintaining transportation infrastructure, INR 2,588 crore for expanding main roads, and INR 50 crore for the creation of road projects close to planned industrial and logistics parks (investindia.gov.in).

ODOP Programme

In 2018, the government of UP inaugurated the One District, One Product Plan (ODOP) to promote locally sourced and artisanal goods. The traditional and healthy 'Kala namak' rice, the uncommon and unique wheat-stalk craft, the world-famous chikankari and zari-zardozi art on clothing, and the elaborate and gorgeous horn and bone work that employs the bones of dead animals rather than live ones, a nature-friendly alternative to ivory, are all things that can only be found in UP. Several of these goods have the Geographical Indication (GI) marking, proving that they can only be found in that particular part of Uttar Pradesh. Several of these practices were formerly considered to be part of a dying culture but are now seeing a renaissance because to publicity and technological advancements. Hence, the initiative is intended to assist MSME sector in Uttar Pradesh, which is critical to the state's economy since they create employment and bring in foreign money through exports. The government of Uttar Pradesh has allocated Rs. 250 crores from its 2018-2019 budget to carry out the "One District One Product" initiative.

Objectives

The primary goals of Uttar Pradesh's ODOP scheme are as follows:

- Preserving and promoting regional creative forms, as well as raising awareness of them. Increased incomes and local job opportunities which would result into decreased migration in search of employment.
- Enhancement of product quality and expertise growth.
- Adding a creative spin to the product development process (through packaging, branding).
- To provide a bridge between manufacturing and travel (Live demo and sales).
- To address the challenges of economic disparity and geographical inequality.
- To take ODOP to the national as well as global levels, after successfully implemented it on the state level.

Uttar Pradesh's economy relies heavily on the services provided by its MSME both as a means of creating domestic and international jobs and as a means of generating foreign currency. Uttar Pradesh is a major exporter of a wide variety of items, including textiles, processed foods, engineering supplies, carpet, ready-to-wear clothing, and leather goods. Uttar Pradesh is responsible for 44% of India's total handcraft exports. In the case of carpets, this figure is at a whopping 39 percent, while in the case of leather and leather goods, it's at a respectable 26 percent. Uttar Pradesh accounts for 4.73 percent of India's total exports. Whether it is a handicraft, handloom, agricultural/horticultural production, or a small business, nearly every area in the State has at least one product that has a clear and distinguishable character on a national and even worldwide scale. Examples include the silk sarees of Varanasi, brass handcraft products from Moradabad, the flute from Pilibhit, Shajar stone objects from Banda, and Kala Namak rice from Siddhartha Nagar. There is a huge chance to boost marketing efforts, leading to additional job openings and higher earnings for the craftsmen and employees now operating in these fields.Following are the achievements of MSME Department:

- Development of 90 lacs MSME Units.
- Jobs for nearly 5 lacs people annually through self-employment;
- Exports of approx. Rs. 89,000 crore and higher;
- Top-ranked producers of ready-made clothing, carpets, handicrafts, and processed foods.

III. Data and Methodology

This study aimed at unveiling the benefits the MSMEs in Uttar Pradesh have been availing since the launch of ODOP in 2018 and how the ODOP scheme is benefiting Uttar Pradesh on parameters such as per capita income, gross state domestic product, and ease of doing business. Due to lack of data availability as well as small number of data observations available before and after 2018, no robust event study methodology could be employed. However, this study has used exploratory data analysis (EDA) method to achieve the objective of the study. The EDA results are depicted in the next section. The data source is shown under each graph and endnote. The growth rates are calculated using natural logarithm.

Logarithmic Growth Rates:

$$G_I = ln\left(\frac{PI_t}{PI_{t-1}}\right) \times 100 \qquad (1)$$

Where,

PI_t= Present Performance Indicator value; P_{t-1}= Previous Period Performance Indicator Value; Performance indicators are Per-capita Income, Gross State Domestic Product etc.

IV. Results

Figure 1 illustrates the ease of doing business rankings of India's 26 states and 8 union territories. The information was obtained from the RBI.

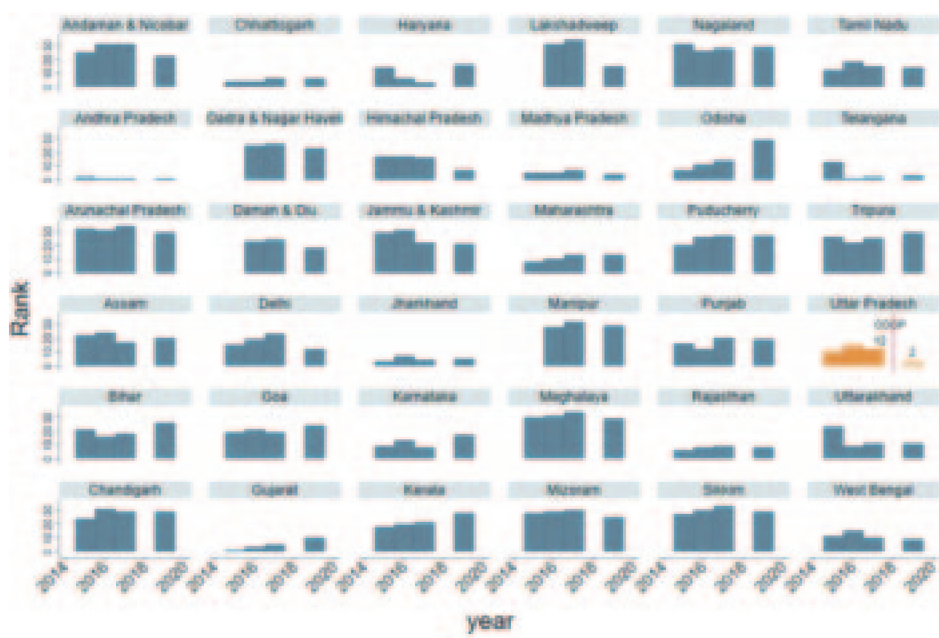

Figure 1: Ease of Doing Business Ranks (2015-2019) by State/Union Territory

Source: Prepared using data obtained from https://www.rbi.org.in

If a country/state has a ranking of one, it means that its business regulations are better and, in most cases, simpler, and that its property rights are more strongly protected. It is worth noting that Uttar Pradesh's ease of doing business rank was 12 in 2018, however it is expected to be 2 in 2020. Since 2018, the RBI has not given actual data for any of India's states or union territories, yet the Uttar Pradesh administration has verified that it ranks second in the country in terms of ease of doing business (ANI, 2021). Andhra Pradesh, Gujarat, Telangana, and Haryana are some Indian states that currently or previously ranked first in ease of doing business.

The Indian finance ministry has classified Indian states and union territories into four groups based on their performance in implementing the Business Reforms Action Plan (BRAP): Top Achievers, Achievers, Aspirers, and Emerging Business Ecosystems (TOI, 2022). Uttar Pradesh is included in the Achievers category, signifying that the state of UP needs to strive harder in this area in order to be included in the Top Achievers category.

Utter Pradesh's PCI (Per Capita Income) from 2012 to 2021 is shown in Figure 2. Income per person in Indian Rupees (INR) is plotted along the left y axis, while PCI growth rates are shown along the right axis.

Figure 2 Per-capita Income of Uttar Pradesh (2012-2021)

Source: Prepared using data obtained from https://www.rbi.org.in

For the period 2012-2021, the average PCI was (= Rs. 53442.8) with a standard deviation of (= Rs. 11578.29) and it ranged from a low of (= Rs. 35812) to a high of (= Rs. 68810). Similarly, the average annual growth rate of PCI was 7.65%. The PCI in Uttar Pradesh was negatively affected by the COVID-19 pandemic. The PCI dropped from 2019's 65666 to 2020's 61666, and PCI growth also turned negative to -6.28% in the same year.

Thus, it is noted that the Uttar Pradesh PCI in 2021 was Rs 68,810. The success of the ODOP program can be measured by the fact that the 2021 PCI has increased to Rs 68,810over the previous PCI of Rs. 61,666 due to the MSMEs' overwhelmingly large contribution of 45 percent to Uttar Pradesh's GSDP. In addition, the UP government has stated that it will increase the PCI even further over the next five years (ANI, 2021).

Utter Pradesh's Gross State Domestic Product at current prices (GSDP) from 2012 to 2021 is shown in Figure 3. GSDP is plotted along the left y axis in crore rupees, while GSDP growth rates are shown along the right axis.

Figure 3 GSDP of Uttar Pradesh (at current Prices)

Source: Prepared using data obtained from https://www.rbi.org.in

It is noted that Uttar Pradesh's GSDP averaged (= Rs. 1343521 cr.) with a standard deviation of (= Rs. 356861.3 cr.) and ranged between (= Rs. 822392.9 cr.) and (= Rs. 1863221 cr.). Similarly, the average annual growth rate of GSDP from 2012 through 2021 was 9.45%. The COVID-19 pandemic significantly impacted the GSDP in Uttar Pradesh (as shown in Figure 3). In 2020, the GSDP decreased from 2019's Rs. 1,700272.7 cr. to 2020's Rs. 1,648567.1 cr., and GSDP growth also became negative to -3.09%.

State GDP increased by 16.8 percent in 2022-23, according to the UP budget for that year. In 2023 and 2024, GSDP growth is predicted to reach 19%. The state's unemployment rate has dropped from 14.4 percent in 2016 to 4.2 percent in 2022-23 due to high GSDP rates recorded in the previous years, with the exception of 2020 (MoneyControl, 2023).

Utter Pradesh's export from 2012 to 2021 is shown in Figure 4. Export is plotted along the left y axis in crore rupees, while Export growth rates are shown along the right axis.

Figure 4 Export in Uttar Pradesh from 2014-15 to 2021-22

Source: Prepared using data obtained from https://epbupindia.in/Home/UPExportData

Insightful discoveries have been made by analyzing UP state export data. It is worth noting that in 2018, the same year the plan of ODOP was established, the state's exports climbed from Rs. 88967 cr. in 2017 to Rs.114042 cr., a rise of 24.83%. The average export value was Rs. 104,360 cr., and the average export growth rate was 7.71% during the period 2014-15-2021-22.

A detail examination of exports' data reveal that shipments of electrical gear and equipment increased by over 90 percent, from Rs 7,202 crore in the same time in 2021 to Rs 13,606 crore in the same period in 2022. Uttar Pradesh's merchandise exports increased by 32% year-over-year to Rs 60,578 cr. between April and July 2022, despite sluggish economic sentiment in key overseas markets. The Yogi Adityanath administration in Uttar Pradesh wants to increase exports even further by establishing trade promotion and facilitation centers in each of the state's districts.

MSMEs and ODOP

It is estimated that there are 63.05 million micro industries, 0.33 million small firms, and roughly 5,000 medium-sized businesses in the nation. According to estimates, 14.20 percent of India's total MSMEs are located in the state of Uttar Pradesh (invest.up.gov.in). A 14 percent is shared by West Bengal, followed by 8 percent each for Tamil Nadu and Maharashtra (Cyrill, 2022). The majority of engineering products, carpets, leather goods, clothing, plastics, glasses, etc. are manufactured by MSMEs. Uttar Pradesh has the highest concentration of MSMEs, hence it is unsurprising that MSME units account for 45 percent of the state's total exports (invest.up.gov.in). In the fiscal year 2018-2019, banking institutions lent MSMEs a total of around INR 57,000 Cr. In the fiscal year 2020-21, Yogi Adityanath, chief minister of Uttar Pradesh, electronically disbursed loans of INR 2,447 Cr to start up 98,743 MSMEs (library.up.gov.in). For the next three years, the government plans to increase MSME exports in an effort to reach the aspirational objective of Rs 3 trillion. The state's MSMEs' exports totaled Rs 1.14 trillion and Rs 1.20 trillion in 2018-19 and 2019-20, respectively.

The World Bank has signaled its willingness to work with the government on two separate initiatives. In addition, a plan is in the works to foster entrepreneurship via integrated cluster development, focusing on 14 agricultural and food processing goods connected to ODOP. Because of the Centre's and the World Bank's programs, the entire ecosystem of ODOP and MSME goods would be portable (Rawat, 2020). The goal of opening 75 similar markets around the country is part of a larger initiative by the Yogi Adityanath government to promote the skilled artisans and craftspeople of the state. On top of that, he mentioned that there was another plan to launch these stores in different countries. Everything from brass items made in Moradabad to wooden toys made in Chitrakoot would be on display at the market. The market will help the craftspeople obtain the recognition they deserve. Not only will their wares be showcased, but so will the videos showcasing the artisans at work creating them (MSME.Desk, 2022).

V. Conclusion

This research made an attempt to evaluate the performance of ODOP programme and study how ODOP helped MSMEs in the most populous state of India and seventh most populous state of the world, in terms of metrics like its per capita income, its gross state product, and its ease of doing business since its debut in 2018. No reliable event analysis approach could be used due to a lack of data and a lack of data observations before and after 2018. Hence, exploratory data analysis (EDA) was employed for the investigation. On the basis of the EDA results, it is concluded that the ODOP regional economic revitalization plan in Uttar Pradesh has been so successful that it should serve as a model for the country's other 27 states and 8 union territories. ODOP provides a one-of-a-kind combination of reasons and tactics, making it a worldwide solution tailor-made for India's specific difficulties. Implementation of ODOP in Uttar Pradesh over the past five years has shown positive outcomes, but the program has yet to reach its full potential.

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Full source of the data used in Figures 1-3

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A Study of Communicative and Traditional Method of English Teaching in Attaining Language Outcomes at Secondary Level

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Abstract

This study conducts a comparative analysis of the communicative and traditional method of English teaching in attaining English language outcomes at the secondary level. Thirty participants (students) were randomly selected from 8th grade of Government Praveshika Sanskrit School in Khera Srinagar district of Ajmer (Rajasthan). The design of the study is Quasi-experimental. After conducting a pre-achievement test of English the students weredivided into experimental and control group. Experimental group was taught through communicative whereas control group taught through traditional method of English. Post achievement test was administered on both of the groups and analyzed using descriptive and inferential statistics. A significant difference was observed in total attainment of English language outcomes and its dimensions when students were taught through communicative method of English teaching in comparison to traditional method. Students' language comprehension and expression found better when they were teaching through communicative method.

Introduction

English is a major international language. It has also been referred as "global language", the lingua-franca of the modern world and currently, the language most often is taught as the second language around the world. In India, English is liked not only for communicating with the outside world but also for Inter-state and Intra-state communication. English teaching in India can be broadly classified into two first, the teacher's proficiency in English and second, the availability of English in the environment for language acquisition (Nag-Arulmani, 2000, as cited in NFGTE, 2006). In India previously students were only introduced to English in sixth grade. Students learned English in the same way they learned other school subjects like physics and mathematics, with very little opportunity to use it both inside and outside of the classroom. English is now the medium of instruction at many schools and universities. Meganathan (2015a) wrote an article on English language education situation in Indian schools, claiming that the introduction of English language teaching from the beginning of schooling, as well as the mushrooming growth of English medium schools, has resulted in poor teaching-learning processes in vernacular medium schools. Recognizing the ever-increasing popularity of English in all walks of life, the Government of Rajasthan introduced English as a subject right from the first standard in schools in 2004, indicating a clear shift in the status of this language. But conditions of English teaching in schools are not satisfactory and up to the level. However, the condition of English in Rajasthan where English is taught as a second language is very miserable and pathetic as observed by Shruti Ojha (2018) in her study "English language teaching in the tribal region of southern Rajasthan: status, issues, and challenges". The study further revealed that the schools generally lack the required resources for effective teaching of ELT (English Language Teaching). Required activities to improve English language are also generally not conducted. The study also suggested that besides the old Grammar Translation Method, other better methods of teaching English should be given adequate space in ELT along the four basic skills of English which should be emphasized in order to improve the standards of English.Some students and teachers face several issues in teaching and learning of English. These issues are overcrowded classrooms, inadequate facilities in schools for teaching and learning, fear of English among students and teachers, students' disinterest in learning English, lack of competent and qualified teachers for teaching English and teaching methods. The foremost problem of English

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teaching is traditional teaching methods for language teaching in schools.

Traditional Method of Teaching English

The Traditional Method or Grammar Translation Method is the oldest method of teaching a second language or a foreign language with the extensive use of the mother tongue.It was pushed during a time when the teacher was viewed as the center of the classroom and the students turned to him for language instruction (Larsen-Freeman, 2003; Liu & Shi, 2007). The objective of the Grammar-Translation Method is to enable students to read and write foreign languages. The main teaching procedure of this method is: Students are given the reading material and analysis of the grammatical structure is performed by the teacher. The meanings of the vocabulary items are explained and then students get sentences that are exemplified. At last teacher ask learners to practice structure and vocabulary and then complete some written exercises. This method is teacher-centered method where the teacher dictates the lesson in the class and the students listen and follow the instructions.

Communicative Method of Teaching English

Communicative method is learner-centered strategy of language teaching. Daisy (2012) explained that communicative method is an approach to second and foreign language teaching that stresses both the process and the ultimate goal of learning a language. In this method Littlewood (1981) situated the teacher in an observant position, ready to provide assistance and enable interaction among students. Students, in their part, interact actively to convey meaning, solve problems, or accomplish tasks. Communicative Language Teaching enables learners to freely share experiences about various aspects of their lives with fellow learners in the context of language learning, making learning more exciting and engaging learners. Interaction among learners is an aspect of Communicative Language Teaching. Instructors encourage learners to engage in interactive sessions with each other as much as possible (Savignon, 1991).

Language Outcomes

Learning occurs through interactions with the environment around nature, things and people, both through actions and through language (NCF 2005, p. 37). Learning outcomes are abilities that students have after gaining learning experiences. In this research work language outcomes are abilities of students in English regarding their language expression and language comprehension after teaching through different methods of English teaching.

Literature Review

Although English teaching-learning researches in India or Rajasthan have undergone great changes during the past decades but language teaching at present is still characterized by the adoption of the traditional teaching method, which is known as the Grammar Translation Method.Some studies are illustrated to compare and contrast the various methods of teaching English: Fazill, Mubeena (2015) observed in a study of Communicative Method in language teaching implications for teaching English as a second language in Jammu and Kashmir State; that the outlook of learners, as well as teachers, needs to undergo a radical transformation. Whereas the teachers realize need to abandon their authoritative attitude and the learners are to be motivated to accept the new responsibilities with full awareness of what the method entails. Uma Maheshwary E.S. (2017) finds in her study "Traditional and modern methods of teaching English in engineering colleges in the southern districts of Tamilnadu" that most of teachers teaching English in colleges of engineering were adopting translation method. Rajkhowa, Baishlee (2014) "A study on the methods of teaching English for developing teaching competence of the secondary school teachers of Assam." provides an overview of the issues that English teachers are currently facing as a result of the dizzying array of competing approaches, such as the Grammar Translation Method, Direct Method, Bilingual Method, Audio-Lingual Method, and others. He is completely perplexed as to which method should be adopted and which should be discarded. Walia, D.N. (2012) conducted a study Traditional Teaching Methods versus Communicative Language Teaching. Findings of the study revealed however CLT (communicative language teaching) is being implemented and found more effective approach than traditional method of teaching English, yet the right kind of planning and execution can only make the approach quite successful in the classroom. Mukharji, Seema (2015) studied applicability of Communicative Method of teaching English at primary school level. A study in the survey form reveals that the objectives of Communicative Methods of teaching English initiated by NCERT in 2006 were not found fulfilled in the actual classroom situation of Saugor district in Madhya Pradesh. Kirn, Uzma (2021) studied effectiveness of Grammar Translation Method and Communicative Language Teaching Approach on students' achievement in English grammar. The focus of the study was only on linguistic competence of English language. The findings of the study revealed that students taught through shallow end approach of communicative language teaching performed better in terms of achievement in English grammar than the students taught through grammar translation method of teaching English. Above studies are evident that the teachers as well as students are using traditional way of teaching-learning processes in actual classroom situations. The studies related to English language teaching reveals methodological obscurity about English as a subject.

Significance of Present Research

Classrooms up to 1950s were dominated by traditional methods of teaching English. The period from the 1950s to the 1980s was known as "The age of Methods", during which a number of methods emerged for language teaching like Situational Language Teaching, Audio-lingual method, Silent way, Total Physical Response etc. In 1980s, with the evolution of more interactive views of language teaching, these methods got overshadowed by Communicative Language Teaching (CLT) approach. However, CLT is still not the recommended method for teaching languages in the Indian context (as indicated by the practitioners of language teaching). Although it is used in classrooms in accordance with the students' backgrounds and their learning needs. It is only partially adopted as a modern teaching strategy. Especially in Rajasthan state most of the language teachers are using traditional method of teaching English. As a result students are unable to express their thoughts and cannot communicate in social context. Even after completion of ten years of learning English, the desired language outcomes are not achieved by the students. On the other hand, some private and prominent schools teach communicative skills to students but they lack in the structural pattern. Most of the studies conducted on comparison of methods of teaching deal with the perceptions of teachers and students about the effectiveness of Communicative Language Teaching as compare to Traditional or some other methods rather than language outcomes of students. The study at hand tries to fill this gap. The aim of the study is to find out the impact of Communicative Language Teaching on language comprehension and language expression dimensions in attaining language outcomes of students at secondary level. So the researcher finds it appropriate to study the impact of Communicative Method and compare it with the Traditional method of teaching English in attaining language outcomes at secondary level.

Objectives of the Study

1. To study the impact of communicative method of teaching English in attaining language outcomes of students at secondary level.
2. To find out the impact of traditional method of teaching English in attaining language outcomes of students at secondary level.
3. To compare the impact of communicative and traditional method of teaching English in attaining language outcomes at secondary level.

Hypotheses

1. There is no significant difference in attaining language outcomes of students before and after teaching through communicative method of teaching English at secondary level.
2. There is no significant difference in attaining language outcomes of students before and after teaching through traditional method of teaching English at secondary level.
3. There is no significant difference in attaining language outcomes of students after teaching through communicative method and traditional method of teaching English at secondary level.

Research Methodology

Sample

The population of the study was students of VIII class of Government Praveshika Sanskrit Schools of Rajasthan. Thirty participants (students) were randomly selected from 8th grade of Government Praveshika Sanskrit School in Khera Srinagar district of Ajmer (Rajasthan) and divided into two groups. Out of 30 students, 15 students were assigned as an experimental group, and 15 students were considered as a control group for the study.

Research Design

The quasi-experimental research design was applied to fulfill the objectives of the study. Selected groups were treated with two different teaching methods, i.e., communicative and traditional teaching methods of English. Data were collected before and after providing intervention (teaching through different methods) to both of the groups. Research design of the study is presented as follows-

Q1 x Q3- Experimental Group

Q2 x Q4- Control Group

Q1 and Q2 depicts the pre-test of the Experimental and Control Group, and Q3 and Q4 shows the post-test of the Experimental and Control Groups, respectively.

Tool Used for Research

A self-made achievement test of English was used to assess the learning outcomes of students in English subject. In this achievement test language comprehension and language expression dimensions were included which were further sub-divided into parts of speech, vocabulary development, reading and writing skills. This test comprises 60 questions in language comprehension dimension and four items in language expression dimension. Same test was administered before and after teaching through different methods.

Steps of Experimentation

Grouping, Experimental teaching and data collection process were completed in three phases which was completed in 16 weeks. At first stage (pre-experimental stage) pre-test was administered on selected two groups to equalize both of the experimental and control group. At second stage i.e. experimental stage, intervention was provided to students through different teaching methods of English language. Experimental group was taught through communicative method and control group dealt with traditional method. Same content of English language was taught to both of groups but through different methods. At the third and last stage of experimentation, post-test was administered on both the experimental and control group. Data were collected through an "English Achievement Test" before and after teaching through different methods.

Data Analysis

In this study,descriptive and inferential statistics were used to answer the research objectives and testing the hypothesis. Data are normally distributed, so t-value was calculated and tested at .01 and .05 levels to check significant differences of the means in pre and post-test conditions and between the groups for different teaching methods.

Results

Table 1: Mean, SD, and t-values of pre-test and post-test attainment of students (N=15) taught through communicative method of teaching English at secondary level

S.No.	Language Attainment & Its dimensions	Pre-test		Post-test		t-value	Significance level
		Mean	SD	Mean	SD		
1	Language Comprehension (A+B)	13.533	4.815	26.333	7.752	5.433	0.01
	Parts of speech (A)	8.467	3.538	12.000	4.274	2.466	0.05
	Vocabulary development (B)	5.067	1.611	14.333	3.841	8.616	0.01
2	Language expression (C+D)	9.617	2.959	16.467	4.225	5.106	0.01
	Reading skills(C)	5.267	1.948	6.800	2.638	1.811	NS
	Writing skills (D)	4.400	1.200	9.667	2.022	8.675	0.01
Total attainment (A+B+C+D)		23.200	7.007	42.800	11.391	5.676	0.01

The above table reveals that the means of students of the pre-test and post-test attainmentof experimental group on language comprehension dimension of teaching English are 13.533 and 26.333 with SD 4.815 and 7.752,respectively. The means of students on pre-test and post-test attainmentof experimental group on language expression dimension are 9.617 and 16.467 with SD 2.959 and 4.225, respectively. Further, the means of students' total attainment of pre-test and post-test are 23.200 and 42.800 with SD 7.007 and 11.391, respectively. Thus, the means of post-test attainment on language comprehension, language expression dimensions and total attainment are higher than the means of pre-test attainment of students on language outcomes at secondary level when they are teaching through communicative method. The calculated t-values oflanguage comprehension, language expression dimensions and total attainment are 5.433, 5.106 and 5.676, respectively, which are significant at 0.01 levels. The calculated t-values of language attainment sub-dimensions of students i.e., parts of speech, vocabulary development and writing skills, are also significant at either .01 or .05 level. So, we can reject the null hypothesis, i.e."There is no significant difference in attaining language outcomes of students before and after teaching through communicative method of teaching English at secondary level".

Table 2: Mean, SD, and t-values of pre-test and post-test attainment of students (N=15) taught through Traditional method of teaching English at secondary level

S.No.	Language Attainment & Its dimensions	Pre-test		Post-test		t-value	Significance level
		Mean	SD	Mean	SD		
1	Language Comprehension (A+B)	13.667	5.449	15.467	5.536	0.897	NS
	Parts of speech (A)	8.267	3.991	8.333	4.028	0.046	NS
	Vocabulary development (B)	5.400	1.625	7.133	1.928	2.663	0.05
2	Language expression (C+D)	10.267	4.203	11.067	4.057	0.530	NS
	Reading skills(C)	5.400	2.752	5.333	2.700	0.067	NS
	Writing skills (D)	4.867	1.996	5.733	2.205	1.129	NS
Total attainment (A+B+C+D)		23.933	8.606	26.533	8.366	0.839	NS

The above table represents that the means of students of the pre-test and post-test attainment of control group on language comprehension dimension of teaching English are 13.667 and 15.467 with SD 5.449 and 5.536 respectively. The means of students of pre-test and post-test attainment of control group on language expression dimension are 10.267 and 11.067 with SD 4.203 and 4.057 respectively. Further, the means of students' total attainment of pre-test and post-test are 23.933 and 26.533 with SD 8.606 and 8.366 respectively. Thus, the means of post-test attainment on language comprehension, language expression dimensions and total attainment are not significantly higher than the means of pre-test attainment of students on language outcomes at secondary level. The calculated t-values of attainmentof pre-test and post-test on language comprehension, language expression dimension and total attainment are 0.897, 0.530 and 0.839 respectively, which are not significant even at 0.05 levels. The calculated t-values of language attainment sub-dimensions of students i.e. parts of speech, reading skills and writing skills are also not significant at either .01 or .05 levels. So, we can accept the null hypothesis, i.e. "There is no significant difference in attaining language outcomes of students before and after teaching through traditional method of teaching English at secondary level".

Table 3: Mean, SD, and t-values of students (N=15) taught through Traditional Method and Communicative Method of teaching English of post-test scores in attaining language outcomes at secondary level

S.No.	Language Attainment & Its dimensions	Traditional method		Communicative method		t-value	Significance level
		Mean	SD	Mean	SD		
1	Language Comprehension (A+B)	15.467	5.536	26.333	7.752	4.418	0.01
	Parts of speech (A)	8.333	4.028	12.000	4.274	2.418	0.05
	Vocabulary development (B)	7.133	1.928	14.333	3.841	6.488	0.01
2	Language expression (C+D)	11.067	4.057	16.467	4.225	3.570	0.01
	Reading skills(C)	5.333	2.700	6.800	2.638	1.505	NS
	Writing skills (D)	5.733	2.205	9.667	2.022	5.092	0.01
Total attainment (A+B+C+D)		26.533	8.366	42.800	11.391	4.458	0.01

The above table depicts that the means of post-test attainment of students taught through Communicative method are higher than the means of post-test attainment of students taught through Traditional method on language comprehension and its part of speech and vocabulary development sub-dimensions. Similarly the means of post-test attainment of students taught through Communicative method are higher than the means of post-test attainment of students taught through Traditional method on language expression and its writing skill sub-dimension. The means of post-test total attainment of students taught through Communicative method is also higher than the means of post-test total attainment of students taught through Traditional method. Calculated t-value of language comprehension, language expression, parts of speech, vocabulary development, writing skill and total attainment in English language are higher than the table value when students were teaching through Communicative method of English teaching.So, we can reject the null hypothesis, i.e. "There is no significant difference in attaining language outcomes of students after teaching through communicative method and traditional method of teaching English at secondary level".

Discussion

The study investigate the impact of communicative method of English teaching and compare the effect of communicative and traditional teaching methods on attaining language outcomes of students studying at secondary level. This study reveals that whether students' English learning outcomes increases or remain the same (constant) after teaching through communicative method and also compares the impact of communicative and traditional method of English teaching on their attaining language outcomes in total and regarding its dimensions. Table-1 indicates that language comprehension, language expression and total language attainment of students increase after teaching through communicative method. The observed difference between pre and post-test scores of language outcomes is statistically significant, so we can reject the null hypothesis of the study because the findings of this study were not supported the hypothesis. Table-2 indicates that means of post-test scores on language comprehension, language expression dimension, and total language attainment of students do not increase significantly after teaching through traditional method. So we can accept the null hypothesis of the study. Further, table-3 shows the means of post-test scores of students taught through communicative and traditional method of English teaching at secondary level. The calculated t-values of attainment of language comprehension, language expression dimensions and total attainment of students taught through communicative method are significant at .01 levels. The calculated difference between pre and post-test scores of total attainment language outcomes teaching after communicative method is also statistically significant at either .01or .05 levels. So, we can reject the null hypothesis.The finding of the present study was supported by research work of Kirn, Uzma (2021).

Conclusion

The results and discussion of this research provide the importance and impact of communicative method in English teaching regarding students' attainment of language outcomes. Above discussion leads to conclude that there is a statistically significant difference between the language outcomes of students before and after teaching them through communicative method.The use of communicative method in English increases the attainment of language outcomes, whereas traditional methods have not such impact on students' learning regarding English language outcomes. Communicative method of English teaching is more effective than the traditional method regarding the language comprehension as well as language expression dimensionsof English of students at secondary level. Attainment of English language outcomes of students at secondary level improves regarding their part of speech, vocabulary development and writing skill after teaching through communicative method in comparison to teaching through traditional method of teaching English at secondary level.

Implications

The present study reveals a significant impact of communicative method in attaining language outcomes at secondary level. So, teachers teaching English in Rajasthan should be reoriented in new methodologies and on enrichment of the content of English language. Occasional switch over to English songs and movies which are interesting and easy to follow must be used in the classroom. Language games, role plays and other group activities must be encouraged to enhance the communicative competence of students at secondary level as suggested by Walia, D.N. (2012) and Kirn, Uzma (2021). English text-books and language curriculum can be reorganized to follow communicative method for effective English language education. Further research should be conducted on related areas, dimensions and different levels regarding communicative method of English teaching.

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Effect of Sheltered Instruction Observation Protocol Model of Teaching on Achievement in English

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Abstract

The present study aimed to analyse the effect of the Sheltered Instruction Observation Protocol Model of teaching on achievementin English among elementary students. The present study employed a True experimental pre-test and post-test control group design. A sample of 200 students in sixth grade was taken from rural and urban schools of Himachal Pradesh affiliated with the Himachal Pradesh Board of School Education. The study showed a significant improvement in students' achievement when taught through SIOP model-based instructions.The sheltered Instruction Observation Protocol model-basedteaching strategy resulted in a significant difference in mean gain Achievement scores. Students taught through SIOP model-based instruction performed better than those students taught through the conventional method.

Introduction

Communication is at the heart of who we are as human beings. Language plays a great role in the process of communication. We share our thoughts, notions and beliefs with others with the help of language. Each country has its own native language, since the world has become a global village and the English language has been crowned as a 'Global language'. English is the only common language that is spoken universally. The role of English cannot be ignored in the legal system, trade and commerce and education system in India. In a country like India which is popular for its cultural and linguistic diversity, the status of English is defined based on political, cultural and social considerations (Kachru, 1986). English holds a pivotal position in the Indian education system and there is hardly any Education Board that has not imbibed in its curriculum. Teaching the English language in Indian schools is a herculean task and it becomes more challenging when we talk about rural schools. Students learning English, especially from rural or semi-urban areas face many obstacles, as they are not very familiar with this 'foreign language.' These students look at their language teacher as their ideal. The responsibility lies with the English language teacher to cater to the needs of the learner and help them with language acquisition.

Researchers have inferred that no single teaching strategy fits in different sorts of instructional settings. Effective teaching demands amyriad of teaching strategies to fulfil varied teaching goals (Eggen & Kauchack, 2001). Teaching is incomplete and imperfect without Models of teaching. Teaching models provide a theoretical framework to teachers that help them to guide the learners on how to learn. These models of teaching have their roots in various philosophical and psychological theories (Joyce & Weil, 1996). A teacher has to consider various factors while choosing a teaching model like- students' socio-cultural background, previous knowledge of the English language, teacher's experience of teaching the English language, instructional resources available at school and many more.

The Centre for Research on Education, Diversity & Excellence (CREDE), United States developed the Sheltered Instruction Observation Protocol Model (SIOP) Model. It was a national research project which was financed by the U.S. Department of Education from 1996 through 2003. The basic objective of developing this project was to assist the diverse nature of the student community. The researchers with the help of teachers from different levels- primary, secondary and higher classified the best teaching practices and designed combinations of these techniques to develop this model. The theoretical foundation of this model is that language acquisition can be developed through its purposeful use and exchange. Relevant learning material in English is provided to students while learning the subject matter. For language acquisition, one must remember that all four domains- listening, speaking, reading and writing are interdependent and develop together (Genesee *et al.*, 2006). Researchers have prepared SIOP lessons

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acknowledging this key idea of language acquisition and planned the activities accordingly.

The SIOP Model became a basic conceptional structure for teachers and helped them to introduce curricular content to English language learners in a more effective and simple way. The various strategies and techniques of this model make the new learning understandable. While doing so, the teacher not only develops the content knowledge but also helps the students to develop language skills. The model integrates the hallmarks of high-grade instruction strategies like collaborative learning (August & Shanahan, 2006) with the specific need of second language learners such as language objectives to develop their scholastic vocabulary (Ellis, Tanaka, & Yamazaki, 1994).The SIOP Model demands teachers to teach the content matter while teaching English language skills to English Language Learners. In most of the ESL (English as a second language) programs, the subject matter is taught in the student's native language and English language skills are taught separately. The unique hallmark of this model of instruction that makes it different from other ESL programs is that it focuses on both content objectives as well as language objectives.

The unique and distinctive quality of the SIOP Model is that it is not based on a single theory but gets influenced by a set of best practices of several theories like Humanistic Learning Theory, Developmental Learning Theory, Social Interactionist Learning Theory, Cognitive Learning Theory and Behavioural Learning Theory. This feature makes it superior and more salubrious than other English language teaching Models.The SIOP Model is an instructional teaching model which helps the teacher in effective lesson planning to make the content comprehensiblewhile at the same time developing the language skills- reading, writing, listening and speaking (Short, Fidelman & Louguit, 2012). The major characteristics of the SIOP Model are as follows:

- An educational framework for planning lessons and their effective execution to make the concepts comprehendible to English language learners.
- Incorporates best features which can be found in other effective instructional designs like specialized and planned instruction, interactive learning and reading comprehension strategies (Echevarria, 2005)
- Each SIOP lesson includes content objectives as well as language objectives, which help students to comprehend content along with their language development (enhancing academic vocabulary) (Ellis, Tanaka, & Yamazaki, 1994)
- The model consists of 30 features, which are clustered into 8 components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment.
- All eight components and their features are executed in classroom teaching and learning in three phases- Focus, Practice and Closure.

According to Steinberger (1997), Achievement comprises a student's potential as well as the way he/she reflects the acquired knowledge. It is multifaceted and doesn't rely on a single facet. It showcases the child as a whole. Achievement is when an individual accomplishes preconceived goals that require allegiance and planned measures. There is always some motive or desire that inspires an individual to work hard and achieve his goals. Achievement doesn't merely mean an individual's achievement but it reflects the attainment of the scholastic objectives and goals of an educator and the institution, this is known as scholastic achievement.

Read (2008) examined how the SIOP Model training affected the instructional practices of teachers and its impact on the achievement of English language learners (ELL). The researcher used a quasi-experimental design, a static-group comparison and a cross-section design for the study. The findings revealed that after getting training in implementing SIOP strategies, teachers implemented it better during actual classroom teaching. Teachers believed that the SIOP model made a significant difference in students' achievement scores.

Nichols (2012) conducted a study to examine the effects of the implementation of the SIOP Model in a first-grade classroom on the reading achievement of English learners. The research study was done in a small urban community in the Midwest. The design of the study was quasi-experimental quantitative research. The T-test showed higher reading achievement among the students taught by SIOP model-based instructions in comparison to traditional instruction.

Alfaro (2020) conducted a study to examine the effect of elementary teachers trained in the SIOP model on the achievement of English language learners in the English reading domain. The researcher conducted the study in a small suburban school district DuPage County, Illinois. The findings showed significant differences in the achievement of English language learners in the

English reading domain taught by SIOP-trained teachers and those taught by non-SIOP-trained teachers.

Objectives of The Study

- To compare students' achievement through SIOP Model-based instructional strategy and conventional teaching strategy in English.
- To assess the interaction effect of the instructional strategies and type of school on the Achievement of the students.

Hypotheses of The Study

- **Ho.1-**There is no significant difference in mean gain scores of Achievement of the treatment and control group students.
- **Ho.2-**There is no significant interaction effect of the instructional strategies and type of school on the Achievement of the students.

  Ho.2.1- There is no significant interaction effect of the instructional strategies on gain achievement in urban and rural area school students of the treatment group.

  Ho 2.2- There is no significant interaction effect of the instructional strategies on gain achievement in urban area school students of the control group and treatment group.

  Ho 2.3- There is no significant interaction effect of the instructional strategies on gain achievement in rural area school students of the control group and urban area school students of the treatment group.

  Ho 2.4- There is no significant interaction effect of the instructional strategies on gain achievement in urban area school students of the control group and rural area school students of the treatment group.

  Ho 2.5- There is no significant interaction effect of the instructional strategies on gain achievement in rural area school students of the control group and treatment group.

  Ho 2.6- There is no significant interaction effect of the instructional strategies on gain achievement in urban and rural area school students of the control group.

Method and Procedure of The Study

- **Sample:** In the present study, a sample of 200 students insixth grade was taken from rural and urban schools of Himachal Pradesh affiliated with the Himachal Pradesh Board of School Education. For selecting the sample, a multistage sampling approach was employed. In the first stage, two schools (one urban and one rural) were randomly selectedfrom a list obtained from the Director of School Education's Office (District- Solan, Himachal Pradesh). Further. four intact sections were selected at random from selected two schools. The students were randomly allocated to treatmentand control groups to analyze their achievement, language creativity and achievement motivation. The study's findings are based on a sample of 200 students i.e. 100 in the treatment group and 100 in the control group who were exposed to two different instructional styles.
- **Design:** The study was conducted on two intact groups i.e., treatment and control groups. Subjects of the sample were chosen randomly so a true experimental design was used. There were two groups in the research design. The group's equivalent was created based on previous class scores in English of 6th Class and to ensure the matching, a pre-test of English achievement was employed for both groups. These two groups were classified as treatment and control groups respectively. A 2x2 factorial design was employed in which mean gain scores on students' achievement. The independent variable was the instructional treatment that was the SIOP Model-based instructional strategy.
- **Tools:** For the present research, the following tools and procedures were employed:
  i. Instructional material based on the SIOP Model for teaching English was developed by the investigator.
  ii. Formative Criterion Achievement Tests in English language was developed and validated by the investigator.
  iii. Summative Criterion Achievement Test in the English language was developed and validated by the investigator.
- **Procedure:** The experiment was carried out in three stages after selecting the sample and dividing the students into two instructional approaches. Firstly, the Summative Achievement Test in English was administered as a pre-test on both experimental and control group students. Then the instructional intervention was modulated in the form of a Conventional teaching strategy and the SIOP Model-based teaching strategy to examine the effectiveness

of treatment variables. The investigator taught the students of the treatment group through the SIOP Model-based instructional strategy, whereas the school teacher taught the students of the control group through the conventional teaching strategy. Immediately, after the completion of instructional treatment, the subjects were assessed on criterion measures to know the effect of the treatment. The Summative Achievement Test in English was administered as a post-test again on both experimental and control group students.

- **Analysis and Interpretation of the Results:** The mean gain scores of students from two groups were analyzed to determine the impact of the instructional strategies.

Table 1: Summary of Significance of Difference Between Mean Gain Scores of Achievement for Treatment and Control Groups students

Variable	Group	N	Mean	Std. Deviation	t-value	df	p-value	Level of Significance
Achievement	Control	100	3.29	5.27	11.998	198	.0001**	Significant
	Experiment	100	11.28	4.07				

It is evident from Table 1 that the mean gain scores of achievement of the control group was 3.29 and of the treatment group was 11.28 respectively. The t-ratio and p-value for the difference in the mean gain scores of achievement of the two groups i.e., the treatment and control group was found to be significant at a 0.01 level of significance. Therefore, the null hypothesis that there is no significant difference in mean gain scores of Achievement of the treatment and control group students is rejected.

Analysis of variance of mean gain scores of Achievement, an interaction effect of the instructional strategies and type of school on Achievement of the students and interaction effect of the instructional strategies and type of school on Achievement of the students has been computed.

Table 2: Summary of 2X2 Analysis of Variance for the Variables of Instructional Strategies and Type of School on Mean Gain Scores of Achievement

Dependent Variable	Source of variation	Sum of squares	df	Mean Square	F-value	Level of Significance p-value
Achievement	Instructional Strategy	3192.005	1	3192.005	153.579	.0001**
	Type of School	305.045	1	305.045	14.677	.0001**
	Instructional Strategy × Type of School	12.005	1	12.005	.578	.448
	Error	4073.700	196	20.784		
	Total	7582.755	199			

It can be observed from Table 2 that the interaction effect of the instructional strategies on group and type of school is 12.005, the mean square is 12.005, F-value is .578 and the p-value is .448, which is not significant atthe .05 level. Hence it can be concluded that there was no significant interaction effect of the instructional strategies and type of school on the Achievement of the students. Thus the hypothesis that there is no significant interaction effect of the instructional strategies and type of school on the Achievement of the students is accepted.

The interaction effect of Sheltered Instruction Observation Protocol-based instructional strategies on the Group and the type of school is exhibited in Table 3.

Table 3: Interaction Analysis between Instructional Strategies and Type of School

Groups	Type of School	Treatment Group		Control Group	
		Urban	Rural	Urban	Rural
Treatment Group	Urban N Mean S.D. 50 9.80 4.03	-	t value 3.884 p-value 0.0001**	t value 8.427 p-value 0.0001**	t value 5.695 p-value 0.0001**
	Rural N Mean S.D. 50 12.76 3.58	-	-	t value 12.301 p-value 0.0001**	t value 9.088 p-value 0.0001**
Control Group	Urban N Mean S.D. 50 2.30 4.83	-	-	-	t value 1.904 p-value 0.060
	Rural N Mean S.D. 50 4.28 5.54	-	-	-	-

***Significant at 0.01 level*

From Table 3 it was perceived that the mean gain score of rural school students of the treatment group is higher than the mean gain score of the urban school students of the treatment group. The t-value of gain achievement in urban and rural area school students of the treatment group is 3.884 and the p-value is .0001 which is significant at .01 level. *Ho 2.1 There is no significant interaction effect of the instructional strategies on gain achievement in urban and rural area school students of the treatment group is rejected.* It can be concluded that the interaction effect of the instructional strategies based on the Sheltered Instruction Observation Protocol Model hasa significant effect on the mean gain achievement of the rural school students of the treatment group as they have accomplished better than the urban school students of the treatment group.

From Table 3 it was perceived that the t-value of gain achievement in urban area school students of the control group and treatment group is 8.427 and the p-value is .0001 which is significant at the .01 level. *Therefore, Ho 2.2 There is no significant interaction effect of the instructional strategies on gain achievement in urban area school students of the control group and treatment group is rejected.* It can be concluded that the interaction effect of the instructional strategies based on the Sheltered Instruction Observation Protocol Model hasa significant effect on the mean gain achievement of the urban school students of the treatment group as they have accomplished better than the urban school students of the control group.

From Table 3 it was perceived that the t-value of gain achievement in rural area school students of the control group and urban area school students of the treatment group is 5.695 and the p-value is .0001 which is significant at .01 level. *Therefore, Ho 2.3 There is no significant interaction effect of the instructional strategies on gain achievement in rural area school students of the control group and urban area school students of the treatment group is rejected.* It can be concluded that the interaction effect of the instructional strategies based on the Sheltered Instruction Observation Protocol Model hasa significant effect on the mean gain achievement of the urban school students of the treatment group as they have accomplished better than the urban school students of the treatment group.

From Table 3 it was perceived that the t-value of gain achievement in urban area school students of the control group and rural area school students of the treatment group is 12.301 and the p-value is .0001 which is significant at .01level. *Therefore, Ho 2.4 There is no significant interaction effect of the instructional strategies on gain achievement in urban area school students of the control group and rural area school students of the treatment group is rejected.* It can be concluded that the interaction effect of the instructional strategies based on the Sheltered Instruction Observation Protocol Model hasa significant effect on the mean gain achievement of the rural school students of the treatment group as they have accomplished better than the urban school students of the control group.

From Table 3 it was perceived that the t-value of gain achievement in rural area school students of the control group and treatment group is 9.088 and the p-value is .0001 which is significant at .01 level. *Therefore, Ho 2.5 There is no significant interaction effect of the instructional strategies on gain achievement in rural area school students of the control group and treatment group is rejected.* It can be concluded that the interaction effect of the instructional strategies based on the Sheltered Instruction Observation Protocol Model hasa significant effect on the mean gain achievement of the rural school students of the treatment group as they have accomplished better than the rural school students of the control group.

From Table 3 it was perceived that the t-value of gain achievement in urban and rural area school students of the control group is 1.904 and the p-value is .060 which is not significant at the .05 level. *Therefore, Ho 2.6 There is no significant interaction effect of the instructional strategies on gain achievement in urban and rural area school students of the control group is accepted.* It can be concluded that the interaction effect of the instructional strategies based on the Sheltered Instruction Observation Protocol Model has no significant effect on the mean gain achievement of the urban and rural area school students of the control group.

Discussion of Results

The results of the present study showed that the SIOP Model-based instructional strategy was found more effective for achievement in English as compared to the conventional teaching approach. The study showed a significant improvement in students' academic achievement when taught through SIOP Model-based instructions. The findings of the current study are in agreement with Ingram (2018) who conducted a quantitative comparative descriptive study to examine the Sheltered Instruction Observation Protocol Model on Academic accomplishment of English Language Learners (ELLs). A significant difference was discovered in the academic accomplishment of ELLs taught through the SIOP model.

The results of the present study showed a significant interaction effect of instructional strategies and gender on the Achievement of the students. The findings of the current study are in agreement with Sikhwari (2014) who investigated the relationship between students' motivation, self-concept and academic accomplishment at a Limpopo Province university. Furthermore, gender differences in self-concept, motivation and academic accomplishment were explored.

The results of the present study showed a significant interaction effect of the instructional strategies and type of school on the Achievement of the students. The findings of the current study are in agreement with Rana (2011) who sought to determine the relationship between academic achievement, intellect and motivation. The studies extrapolate that using the Sheltered Content Approach techniques benefited participants' language and content development. It is a useful teaching model that helps in improving the reading and writing abilities of students. Language scaffolding proved beneficial in the academic success of students.

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Safety Measures taken by the Tamil Nadu Government using Mobile Apps to curb the spread of COVID-19

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Abstract

The outbreak of novel Corona virus in 2019 had an immense collateral damage all over the world, and had affected our day-to-day activities, without much difference in its impact on both developing and developed countries. At this juncture, the intervention of Information and Communication Technology (ICT) had been unavoidable, as people were completely forced to be dependent on it, to stay connected with the outside world during the complete lockdown. In a developing country like India, despite the continuous development of technology over the past decade, the usage of ICT's was very limited and were restricted only to certain fields like banking, e-commerce, defense, etc. The importance and significance of mobile apps, and its role in certain other fields like medical health care, e-governance, broadcasting communications, education, etc., was only felt during this pandemic crisis. The main objective of this study is to focus on the importance and the ability of mobile applications and to understand the service provided by the mobile applications- COVID-19 Quarantine Monitor Tamil Nadu (Official), COVID-19 Care Tamil Nadu- (Official), CoBuddy- Covid19 Tool and GCC- Corona Monitoring app, brought about by the Government of Tamil Nadu, during this Covid-19 pandemic. The method adopted for the study is qualitative in nature, with Case Study method. This is an analysis on the service provided by the Covid-19 tracking and monitoring mobile applications of the Tamil Nadu government during the pandemic, and the study tries to understand the abilities of the same based on ratings and reviews given in google playstore. This study tries to understand the safety measures, functioning and services offered to the common people. This descriptive case study helps in understanding the importance of developing sustainable Information and Communication Technology (ICT) for the future.

Introduction

As we exist in the era of information age, the ICT intervention is inevitable and our progress are completely reliant on technological development. The Information and Communication Technology (ICT) intervention in our life is apparent with the arrival of new media like mobile phones, computers, laptops, smartphones, tablets, etc., and the latest 4G or 5G Networks and WIFI connectivity.

Covid-19: Global, Indian and Tamil Nadu Scenario

The novel corona virus disease, an infectious communicable disease caused by a newly discovered virus strain named as SARS-CoV-2 (Severe Acute Respiratory Syndrome Coronavirus 2), made an impact all over the world. Without any difference between the developed and developing nations; the rich and the poor; young and the old it affected all. As soon as the emergency warning was called by the WHO, many countries started screening the travelers in their respective airports for the new novel disease, in order to break the chain.

India, also started to screen for the virus in the airportsamong the travelers, who came from, China and other affected nations. The pandemic created a drastic impact on the lifestyle of the common people, irrespective of their demographic aspects such as age, gender, class, income, etc. The Central and the State Government of India started its campaign against the Covid-19 disease, explaining its symptoms, giving precautions such as social distancing, wearing of face mask, frequent hand wash, through media channels, social media and other means.It also includedservices such as awareness campaigns, surveillance of corona infected patients, monitoring the containment zone and home quarantined patients.The Government had also created different portals to communicate reliable information about Covid-19. To stop fake news on Covid-19, the World Health Organization (WHO), had established EPI-WIN, as a part of WHO's

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Health Emergency Programme's risk communication efforts. It was intended to address key information needs while providing scientific evidence to disprove misinformation and fight 'infodemics' (WHO, 2020).

The Government of India too had taken various measures on infodemics management to prevent misinformation during the pandemic. The Press Information Bureau (PIB) set up a COVID-19 Fact Check Unit, to verify the legitimacy of the information and news on 1st April 2020. (ANI, 2020). The Government of India generated AarogyaSetu mobile application as a contact tracing app which uses bluetooth connectivity to access location. It has also created many other portals including MyGov covid-19, WhatsApp Chatbot based on AI, MyGov Saathi Chatbot, AatmaNirbhar Bharat Abhiyan, Co-Win portal, Ayushman Bharat - Pradhan Mantri Jan Arogya Yojana (PM-JAY) scheme, etc.

The Tamil Nadu government also incorporated different welfare measures and schemes for the safety of the people, during the past two years 2020 and 2021 respectively, using ICT's to contain the disease and keep people stride on their daily routine. The safety and prevention welfare measures comprised both manual and technological monitoring like Interactive Voice Response System (IVRS); Stopcoronatn.in portal; the COVID-19 Portal of Greater Chennai Corporation; Tamil Nadu COVID-19 Teleconsultation through Video call; Tamil Nadu Online e-Pass; mobile applications namely COVID-19 Quarantine Monitor Tamil Nadu (Official), COVID-19 Care Tamil Nadu- (Official), CoBuddy - Covid19 Tool, GCC- Corona Monitoring app, and other portals for the smooth functioning of the new normal society in Tamil Nadu.

Literature Review

Ming *et al.* (2020), conducted a content analysis study, analyzing selected applications based on its basic features - size of the apps, internet connectivity, subscription requirement, educational and advisory content, ability of exporting data and automated data entry; and functionality features on knowledge or information shared, tracing or mapping of COVID-19 cases, surveillance, online consultation with health authorities and official mobile apps run by health authorities. Ramraj *et al.* (2020), studied the effective surveillance methods taken by the government of Tamil Nadu as a control measure to detect and treat the disease during the pandemic. Kummitha (2020), discusses about how technology is used in controlling the virus transmission, and the study compares and analyses two different approaches namely the techno-driven approach adopted by China and the human-driven approach adopted by the Western democratic nations like U.S.A., U.K., Italy, Germany, Belgium, Netherlands, France and Spain. Another study by Sree and Paul (2020), focused on satisfaction level of COVID-19 app's and its impact on the attitude of the users and it was found that the applications have positive influence on the user's attitude and satisfaction levels.

Objectives of the Study

The main objective is to understand the importance, service provided and the abilities of the mobile applications introduced by the Government of Tamil Nadu, India, during the Covid-19 pandemic. The study is also done to analyze the service provided by covid monitoring and tracking applications and to understand the safety measures, functioning and the abilities of the mobile applications, like COVID-19 Quarantine Monitor Tamil Nadu (Official), COVID-19 Care Tamil Nadu - (Official), CoBuddy - Covid19 Tool and GCC - Corona Monitoring app launched by the Government of Tamil Nadu, India. The study is further done to understand the abilities of the mobile applications based on the ratings and reviews given in the google playstore.

Method

The Method adopted in this study is qualitative in nature, in which case study analysis is done to recognize the importance, services provided and abilities of the mobile phone applications of the Tamil Nadu government during the pandemic. The study tries to understand the safety measures, functioning and services offered to the common people. The study is also done to analyze the abilities of the mobile applications based on the ratings and reviews given in the google playstore for the following mobile apps such as COVID-19 Quarantine Monitor Tamil Nadu (Official), COVID-19 Care Tamil Nadu - (Official), CoBuddy - Covid19 Tool and GCC - Corona Monitoring app launched by the Government of Tamil Nadu, India. The study is descriptive in nature. The study is limited to COVID-19 mobile applications introduced by the Government of Tamil Nadu only. The study is also limited to Corona Monitoring, tracking or surveillance application alone.

Case Study analysis on ICT Mobile Applications

In this study, a case study analysis is done to examine the importance, services provided like, "COVID-19 Quarantine monitor Tamil Nadu (Official)", "COVID-

19 Care Tamil Nadu- (Official), "CoBuddy - Covid19 Tool" and "GCC- Corona Monitoring app" during the first and second wave of the pandemic in Tamil Nadu. These applications were used to track, monitor, and give medical advice, counselling and moral support for those affected by Corona virus using GPS tracking system, Geofencing technology, Face recognition tagging, etc., in order to prevent the spread of the disease. The method selected for the study is Case study Analysis - a qualitative research approach. Case studies are conducted when a researcher needs to understand or explain a phenomenon.

Case study method is conducted in this study to understand the functioning and abilities of mobile applications used by the Government of Tamil Nadu, in containment of the COVID-19 spread during the pandemic. The Case study method best suits this phenomenon, as it covers all the essential characteristics stated by Merriam (1988) such as particularistic, descriptive, heuristic and inductive in nature (Wimmer & Dominick, 2014). The study is particularistic as it focuses on Covid-19 pandemic real-life situations and issues; is descriptive in nature with a detailed description about the usage of applications in disease containment; it is heuristic as it helps in the understanding of situation and ICT uses in particular functioning giving new interpretations and insights overall; and finally, inductive as generalizations come as an output of the whole study.

COVID-19 Quarantine Monitor Tamil Nadu (Official)

The COVID-19 Quarantine Monitor Tamil Nadu (Official) - mobile application was launched by the Government of Tamil Nadu in order to restrain the people who are under home quarantine from breaking through the guidelines announced by the government, as a precautionary measure against Covid-19. The application could track more than 15,000 people who are under home quarantine. The application was the brain child of an IPS officer Rohith Nandan who was once an engineer and was developed within 48 hours by Pixxon AI Solutions Private Limited (Sivapriyan, 2020).

The application was meant only for Covid-19 affected persons who were enlisted in Tamil Nadu state quarantine list. This monitoring application allows the officials to hold a check on those who are home quarantined after returning from abroad. "The people who are home quarantined will be geo-fenced and their movements was monitored from the time they installed the application on their mobile phones. It is said that the control room will get an alert, if the person moves 500 meters or 1 kilometer away from their location, he will be immediately contacted, enquired whether there is any change in symptoms, whether they need any medical attention, and finally advised not to step out of their home". (Sivapriyan, 2020). The COVID-19 Quarantine Monitor application was launched on 25, March 2020, right after the Chennai police booked four people, including a father and son for violating the home quarantine rules. Mr. T. Muthu Kumar, the technical founder says that "The application was made available to the people via SMS. The GPS tracking system was used to track the movements of the people who were under home quarantine". He further said that the Police and Health Department will be monitoring the data. As per the report, on 26 March 2020, there were 15,492 people under home quarantined in Tamil Nadu (Thirumurthy, 2020).

The privacy issues concerned with this application are such that, it can read, modify or delete the contents of the USB storage. It can view Wi-Fi connection information, view and access network, take pictures and videos. It shares precise and approximate location based on network and GPS tracking. The application runs at startup i.e., the program services that runs in the background accessing data, and it also prevents the device from sleeping (Tamil Nadu e-Governance Agency, 2020; Kumar, T.M., 2020). The International Age Rating Coalition (IARC) has provided on google playstore with the content rating of three plus (3+) age for the COVID-19 Quarantine Monitor Tamil Nadu (Official) application, which is given to define the users about the applications content maturity level. The application has about 100K+ downloads i.e., more than One Lakh downloads. The average star rating given by the users was 3.9 with a total of 226 reviews as on 12th, October 2021.

Based on the ratings and reviews given by the users in google playstore, the application had many positive and critical replies from the users regarding monitoring and the Tamil Nadu e-Governance agency was responding to most of the queries. In the early lockdown period, most of the users were not aware that this application was only meant for the international travelers and migrants who were enlisted in the state quarantine list. Hence, many people who were not in the state list had installed the application and were not able to enroll their numbers and use the application in location tracking.

COVID-19 Care Tamil Nadu- (Official)

The mobile application - COVID-19 Care Tamil Nadu - (Official) was established to connect the health services with the people of Tamil Nadu, to fight against the pandemic together. The application was created to provide real-time information on Covid-19 outbreak in the state. Its aim is to reach out to people informing about best practices and official updates relating to the containment of the disease. The application gives detailed information on Covid spread across Tamil Nadu in figures and graphs, with district wise detailed data on Covid spread, containment zone indicator, administrative information related to lockdown press releases, emergency contact details, interactive covid related question and answers, video updates, access to important government orders published, alerts and notifications. It was updated to get access to E-Pass, update details on status of availability of hospital beds. The people can also voice their opinions, suggestions and grievances. The Covid-19 Care application supported both English and Tamil language (Bhishma Technology services Pvt. Ltd., 2020).

The application had access to precise location using GPS and network connectivity, can read, modify or delete the media files and contents of USB storage, read phone status and device identity. It can have complete access to Wi-fi connectivity and network data. This also runs at startup and prevents the device from sleeping (Bhishma Technology services Pvt Ltd., 2020). According to the IARC, the maturity level of users i.e., content rating given for the COVID-19 Care Tamil Nadu - (Official) application is of age group more than Three (3+) in google play. This has been downloaded by more than One Lakh (100K+) users. The average rating given by the users was 3.7 with a total of 858 overall reviews as on 12th, October 2021.

The reviews were both positive and critical. The users appreciated different positive aspects of the COVID-19 Care Tamil Nadu - (Official) applications. The app developers and the support team - Bhishma Technology Services private limited, were supporting and satisfying their consumers, by attending and responding to the queries and critical reviews as quick as possible. The developers even took the ideas and suggestions regarding the user interface, and implemented the features requested by them like correcting the tracking bug, changing the interface color by using aesthetically pleasing colors, etc., The support team were giving replies to almost all the reviews and they were thankful to the positive reviews. The people found this application helpful with regular updates on information, alerts and awareness on steps taken by the government regarding covid-19, with consistent replies to feedback and reviews from the developers to all the queries and suggestions.

CoBuddy - Covid19 Tool

The application 'CoBuddy - Covid19 Tool' was built to stop the spread of the novel corona virus disease Covid-19 and to get authentic information and help from the government. This was used to make sure that the people who quarantined were within their location. The officials can directly communicate with those who are in isolation. It also provided information and received alerts from the authority if the quarantined patients need any help. The main functions included location tracking and user verification done with heat maps. It also assisted in health tracking, communication and feedback management (FaceTagr, 2020).

The CoBuddy - Covid19 Tool application was the brainchild of Tiruvallur Superintendent of Police, Mr. P Aravindhan, that aided as a connect between the home quarantined Covid19 people and the government officials who also assisted the patients in their needs with the help of volunteers. The application used facial recognition tagging system to keep track of the quarantined persons. The quarantined persons will receive random messages from the officials at any point of time, and any number of times throughout the day. This was done to make sure that the people who are quarantined can never leave their mobile phones at home and drive out. It uses interactive voice response to warn the people who violate the social distancing and quarantine norms and it asked them to take photographs using it, as soon as they receive the message alert, in order to keep them under quarantine. In case peoplenot responding, an alert message will be sent to the respective police station in order to keep track of them. The CoBuddy application was limited to the use for the people in Tiruvallur district alone (Special Correspondent, 2020).

GCC - Corona Monitoring

The GCC - Corona Monitoring application was formally launched by the Greater Chennai Corporation on 27th March 2020. This was launched during the pandemic in order to collect data to curtail the spread of covid-19. The Chennai city was the first of its kind in India to map the people who are having fever like symptoms, those who were home quarantined and also the places where people gather without maintaining social distancing. This was conceptualized and developed by M.P.AzhaguPandia Raja, Research Fellow, Ministry of Housing and Urban Affairs, and Greater Chennai Corporation (Navya, 2020).

The application was limited only to the citizens of Chennai city. People can use the Corona Monitoring application by installing it in their respective Android Phones and can fight against the deadly pandemic disease under two fronts, Quarantine Capture and Fever Symptoms respectively. Also, the GCC Corona Monitoring Application can be used to capture a picture of people crowding at any particular location and inform the officials about violation of social distancing and crowd gathering during lockdown in public place (Tripathi, 2020).

The Greater Chennai Corporation (2020) had mentioned about their privacy policy both in the app as well as in a separate page, regarding the collection of personal data information which is not restricted only to location, its usage and disclosure while we use their services. It said that the information gathered while using the app services will not be used or shared with anyone and will be retained and utilized only for offering and refining the service. The policy also mentions about the information and data collected through third party products from the user's phone called Log Data, which includes the device IP address, device name, operating system version, the app configuration, the date and time at which the service is used and other statistics (Greater Chennai Corporation, 2020). The GCC - Corona monitoring application can have permission access to approximate location based on network and access to precise location using GPS positioning and network. The privacy and security issues concerned in this application also includedfeatures that enabled to read the files, photos and media contents of the users USB storage, as well as modify or delete the contents of the USB storage. It is also empowered to take pictures and videos using camera. The GCC - Corona Monitoring application have total access to view and use Wi-Fi network connections and receive data from the internet. This application also prevents the device from sleeping.

The maturity level of the consumers, set for the GCC-Corona Monitoring application is advised to be of age twelve plus (12+) under parental guidance and is given in play store content rating according to the IARC standards. The GCC - Corona Monitoring application was limited to the citizens of the Greater Chennai Corporation and was downloaded by more than one lakh users. The overall mediocre rating given by the consumers was 3.3 in a scale of five stars, with a total of 697 overall reviews, as on 13th, September 2022.

It is seen that the digital initiatives by the Government of Tamil Nadu during the pandemic was truly accredited by the people. These applications were profoundly developed as safety measures to prevent the diffusion of novel corona virus by creating awareness about the disease. It also helped by assisting the public and the government officials in performing their duties efficiently during this crisis situation.

Conclusion

The corona or covid-19 application features assisted in surveillance, tracking, and monitoring the people using various techniques like Geo fencing, face recognition tagging, organizing, and also by informing about the existing condition in the society like number of people affected, people under treatment - hospitalized and those under home quarantined, regarding medical assistance during emergency etc. This was also useful in the implementation and propagation of good sanitary habits among the people such as maintaining social distancing and personal hygiene in their pursuit of living against the Covid-19. On the whole it can be said that the covid-19 applications launched by Tamil Nadu Government, was a good initiative in tracing the containment zones, helping the affected by giving counselling, support and medical assistance personally during emergency crisis. At the same time, the only drawback that was mentioned in the reviews by most of the users was that they were concerned about their privacy while using the above apps. This privacy concern should be addressed in future. The study on the whole gave a clear understanding of the importance, services provided, functioning and abilities of these covid mobile applications. The Government of Tamil Nadu can extend the above services of mobile applications to other sectors, for serving the people.

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Ubiquitous Learning through Mobile Devices: A Study

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Abstract

New concept has emerged by the use of mobile technological development called U-learning (ubiquitous learning). In simple terms it is a process in which a user is not fixed at a location for learning or making use of mobile devices for learning. This paper addresses four key areas of ubiquitous learning i.e. for academic purpose, learning through social media platforms, for library services and research. The aim of this paper is to determine the use of mobile devices by students and research scholars of the Department of Library and Information Science for ubiquitous learning. This paper covers the use of mobile devices in the present scenario and approach of students toward ubiquitous learning.

Ubiquitous learning is the current desire of digital native youth, as education being an important aspect of society can't be ignored when it comes to application of new technology. The present study problem is to address the various applications of mobile devices for acquiring information without being fixed at a location. Study tried an approach to suggest some constructive use of mobile devices for accessing library resources and services. We conducted a study to gain further insight into topics not addressed by earlier research, including identifying important trends in the use of mobile devices during literature search and applied quantitative approach to collect data from Department of Library and Information Science, University of Delhi through open and closed ended questionnaires. The survey's findings were examined, and it was found that the female students of Department of Library and Information Science, University of Delhi were the prominent user of mobile devices belonging to the age group of 23-27. It was observed that whatsapp and youtube were the most used social media applications for chatting purposes instead of academic use. They were accessing open access e-resources and databases for library services and contended during its application because according to them mobile devices were flexible to use, portable, time saving and easy to carry. The negative aspect of using mobile devices was health issues, or addiction, network connectivity and limited access to the internet.

1. Introduction

Mobile devices are creating a sustainable niche for learned society by making them knowledge driven and through the inclusion of features from established technologies such as Personal Digital Assistants (PDA), portable media players, GPS navigation, digital cameras and eBook readers. ICT has established its impact on the education society but is lacking in providing personalized approaches towards information retrieval and satisfying the needs of users at mass level. To address such issues, U-learning is a new concept, where users who are active as information seekers, can make use of their handheld devices to access the relevant information in convenient format. Users are not confined at their places to access information; they are free for ubiquitous learning. This paper is a step towards unrevealing the ways in which students and research scholars of library and information science can apply mobile learning for education purpose and avail the benefit of collaborative learning.

2. Literature Review

2.1 Mobile devices

Mobile devices are creating the concept of dynamic learning, where educators and students are free to carry their devices and access information also called BYOD (bring your own device and access information) (Shyshkanova *et al.*, 2017). M-testing in an academic environment successfully addressed the issue of knowledge gap and encourages the habit of lifelong learning. Mobile devices getting acquainted users to address their knowledge gap at one click of button and changing the norms information seeking behavior. The swift change in such attitudes of users is due to

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collaborative learning where users are free to access information from various platforms in different formats (Abbas *et al.*, 2017). Mass education with this phenomenal device is creating literate society at low cost convenience; reasonably using this handheld device doesn't require any formal training. Students drift towards use of e- resources, where they get paperless platforms to explore surfeit of information and in a position to judge its reliability (Howard & Bussell, 2018). Library professionals are also embracing mobile library services but lack of mobile library websites creating barriers in fetching relevant information (Ko *et al.*, 2015).

The prevalence of smartphones, tablets, and other mobile devices has increased, and they are now more popular than desktop PCs, particularly among younger users. According to (Lay, 2013; Song & Lee, 2012), a major benefit of smartphones is that many students now own them and bring them with them at all times. Thus, it was established that students' use of technology during the learning process is how ubiquitous learning is imagined. In a study (Sundar & Bibek Mahata, 2017) also recognized that both leisure and academic uses exist for mobile devices. More than half of the respondents said they were happy with the mobile library services, and 69.76% said they preferred using the library's mobile app to access the services. Additionally, respondents pointed out that smartphones are significantly lighter to carry than PCs, laptops, or tablets. Smartphones are therefore more practical for them.

2.2 Ubiquitous learning

The late Mark Weiser (1952-1999) coined the phrase "ubiquitous computing," which he defined as "the quiet technology that recedes into the background of our existence." With the help of a variety of computing technologies, his concept enables people and the environment to exchange information and services at any time and from any location (Yahya *et al.*, 2010).

Learning can occur at any time and any location thanks to ubiquitous learning. Mobile devices are crucial components of ubiquitous learning because they allow students to access a variety of digital resources from anywhere in the world at any time (Lee, 2013). Mobile devices deliver educational material and enable interaction between the learner and his or her learning environment as well as two-way communication with teachers or peers. The supply of richer content/teaching resources, techniques, and learning settings that can improve student learning performance are the most influential pedagogical determinants on student success and intention and behaviour to adopt mobile learning. On ubiquitous computers and technology, u-learning is based. It makes it possible to learn and study whenever and anywhere. By utilising mobile devices, embedded digital and functional objects, and sensing technologies, it provides seamless immersion into the learning process. On the basis of time, place, or user activity, ubiquitous learning environments can offer context-aware and personalized learning content, recommendations, or individual feedback (Hwang *et al.*, 2010; Virtanen *et al.*, 2017).

U-learning and m-learning share some characteristics, such as permanence, accessibility, immediacy, and interactivity (Chin & Chen, 2013). Based on contextual learning theory, ubiquitous learning environments are created. Learners acquire knowledge and skills through a context-aware interactive learning process, and then construct rational and meaningful interpretations of knowledge. Permanence, accessibility, immediacy, interaction, positioning of educational activities, and adaptability are the primary characteristics of u-learning (Chen & Lin, 2014). Ubiquitous learning combines authentic learning settings, ubiquitous digital resources, functional items, mobile devices, and wireless networks to provide on-demand learning based on students' individual requirements and activities (Suartama *et al.*, 2020). According to (Lau, 2006), an effective ubiquitous learning environment can be created by combining various components of information and communication technology to help students learn, namely: 1) flexibility in digital platforms, 2) stimulation in a digital environment, 3) flexible discussion platforms, 4) student confidence in digital communication, and 5) learning motivation and creativity.

2.3 Social media

Social media is creating a profound impact on masses, and in light of this study try to reveal the use of social media platforms like Whatsapp for information dissemination and alert services by students (Ansari & Tripathi, 2017). Formal educations in academic institutions are replaced by hybrid education, where handheld devices are meth busters by providing a universe of knowledge in the virtual landscape and shearing boundaries between real and virtual (Bolton Palumbo, 2014). Technology has its associated positive and negative impact, when it comes to gazing constantly at a small screen for a long time it creates health related issues as well. This study also reveals that most students face such problems and feel addicted to constant use of mobile devices (Shimray *et* *al.*, 2015). Accepting technology for generating impacts, generalizing notions about that system and homogenizing lack of resources has been part of this study to explore various dimensions of ubiquitous learning, technology acceptance model and addressing issues of internet access, privacy of user (Mansour, 2016). Libraries are not just stakeholders of physical information but by switching to Mobile based OPAC services, online E-resources and search services promoting the habit of self learning among library professionals. Present study tries to suggest the prerequisites for implementing m-learning in the Department of Library and Information Science, and application of mobile devices by students of the department.

Hence, the existing body of literature emphasizes the significance of recognizing mobile trends that are prevalent in both developed and developing nations in order to establish shared principles for enhancing the variety of information mobile services available for ubiquitous learning.

3. Problem Identification

Mobile devices have given birth to a new method of learning habit in students called Ubiquitous learning. It means users can access information anytime and anywhere through devices like smartphones, laptops, tablets etc. This study is focused on the students and research scholars of the Department of Library and information science (DLIS), University of Delhi because they are future library professionals. So, the present research study tried to explore how they use these mobile devices to seek information and for what purposes. Users also try to embrace a paperless environment and accept BYOD and suggest changes in the present scenario to support collaborative learning. The major research problems as addressed below were tried to explain during study.

1. What are the uses of mobile devices by the students and Research scholars for everyday information needs and how much are they dependent on mobile devices for learning and leisure purposes?
2. What are popular mobile applications accessed by students on their mobile devices?
3. What library services are accessed by the students on their mobile devices?
4. What are the major advantages, difficulties, satisfaction and health issues faced by them while using mobile devices?

4. Methodology

To investigate the addressed research problems, a survey study was conducted to collect data through questionnaires through students and research scholars of DLIS, University of Delhi. The late Dr. S.R. Ranganathan, Prof. S. Dasgupta, and Sir Maurice Gwyer worked to organize the Department of Library and Information Science at the University of Delhi, which was founded in 1946. With the evolving and complex demands of libraries and documentation centers around the nation, the department has maintained its position as a national leader in library and information science education since its beginnings. This was the only department in the nation that offered further education and research opportunities leading to the MLISc, MPhil, and PhD degrees in addition to the B.L.I.Sc. Degree (Madhusudhan, 2022).

The questionnaire was designed and distributed among students and research scholars of the (DLIS), University of Delhi with a sample size of 120 and got a response from 101 respondents with response rate of 84.16%. The questionnaire includes 9 different types of questions such as multiple choice questions, dichotomous questions (yes/ no) and opinion questions. Every question was easy to understand and took little time for the LIS students and research scholars to elicit their experience while using mobile devices for u-learning and leisure. The stratified random sampling was suitable for this study and was analyzed in excel format (Etikan & Bala, 2017).

5. Data Collection and Analysis

5.1 Gender distribution

Gender distribution is demographic representation of the population under study. Figure 5.1 reveals the most prominent beneficiary of mobile devices is female as 52% of them were active users.

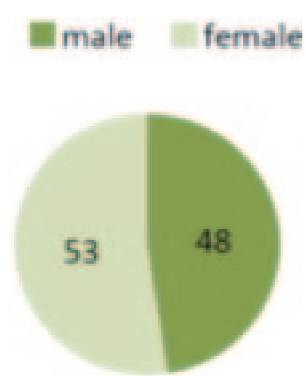

Figure 5.1 Graphical representation of gender distribution.

5.2 Age group of respondents

Age distribution plays a vital role in study, as it is convenient to depict the pattern of usability in terms of age group and helps in finding reasons for such distributed results.

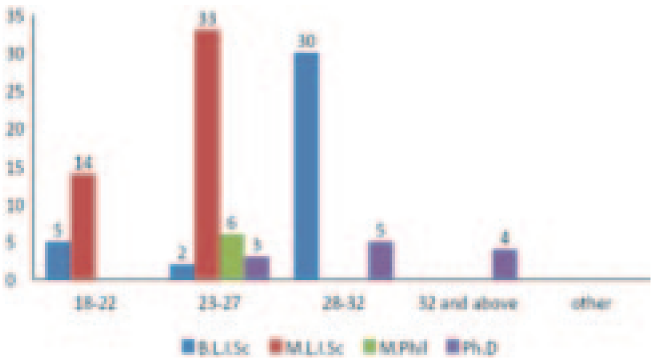

Figure 5.2: Age group of respondents

Figure 5.2 depicts respondents with age between 23-27 years use mobile devices more (43.56 %), followed by those having age between 28-32 years (34.65%), and very few above 32 years (3.96%) and 18-22 years (18.81%). This shows that most active users of mobile devices are in M.L.I.Sc between the age group of 23 to 27 years.

5.3 Course-wise Distribution

The Department of Library and Information Science, University of Delhi under study generally offers B.L.I.Sc, M.L.I.Sc, M.Phil and Ph.D. The data related to respondents enrolled in these courses was sought from the respondents.

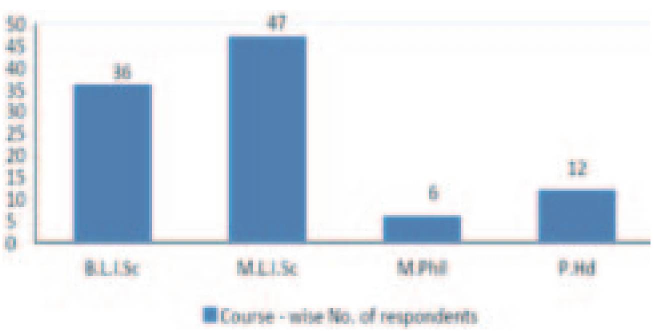

Figure 5.3: Course-wise distribution

Figure 5.3 clearly shows that out of 101 respondents, approximately half the population are from M.L.I.Sc course with 46.53%, followed by B.L.I.Sc with 35.64%, Ph.D research scholar with 11.88% and M.Phil 5.94%. It is clearly visible from response rate M.L.I.Sc students are active users of mobile devices. It is due to the reason M.Phil and Ph.D research scholar didn't visit the department regularly.

5.4 Popular mobile applications used

Mobile applications assist users to find relevant information for remaining up to date and socially active. Today applications, especially social media, are more popular among mobile users.

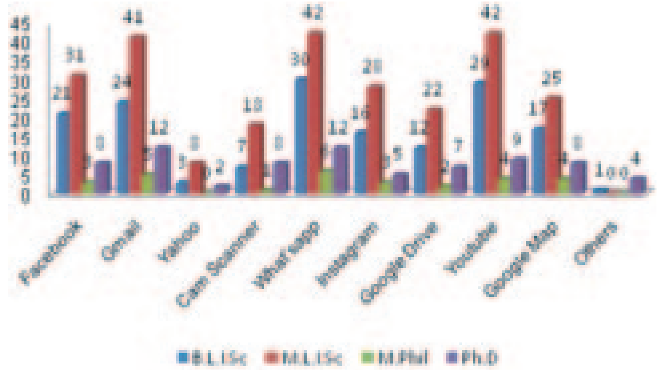

Figure 5.4: Popular mobile applications used

Figure 5.4 shows that respondents are socially more active as they are making most use of What'sapp 89.10%, youtube 83.16%. For other popular application such response was not recorded Gmail 81.18%, even facebook lost its popularity with spent of time 62.37%, google map 53.46%, instagram 51.48%, cam scanner 33.66%, Yahoo 12.47% and other application were not so actively used, may be due to lack of interest or awareness among respondents. Findings suggest that Whatsapp and Youtube are mostly used due to its flexibility and regularly updated by new features by companies to attract users (Fasae & Adegbilero-Iwari, 2015).

5.5 Use of social media applications

Social media applications are used for varying purposes, be it for information exchange, chatting, discussion groups, job alerts and many more.

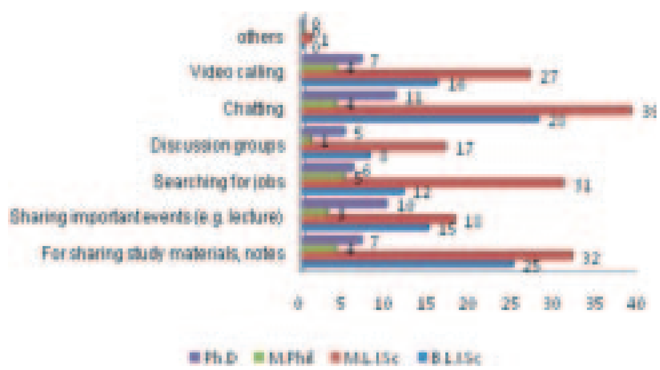

Figure 5.5: Use of social media applications

Figure 5.5 shows that social media is still continuing with the trends of non academic use as chatting is more popular among users 81.18%, followed by sharing notes

67.32%, video calling 53.46%, searching for job 53.46%, sharing information about important events 45.54%, discussion group 30.69% and least 0.99% for others. These distributions show mixed use of social media as respondents are giving mixed priority to academic and non academic use of social media (Anna, 2019).

5.6 Use of mobile devices for library services

As the user habit of information seeking is getting changed libraries are also adapting accordingly. During literature review a term was prevalent BYOD means library services are available to the user on their handheld devices. To expore this practice among students the use of mobile devices for library services was observed from respondents.

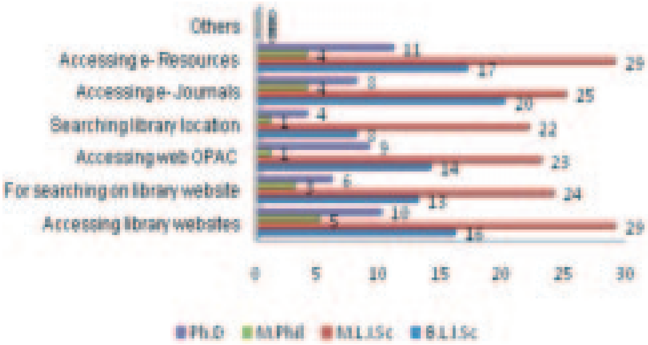

Figure 5.6: Use of mobile devices for library services

Figure 5.6 shows that accessing E-Resources is most favored library service through mobile devices 60.39 %, followed by accessing library websites 59.40 %, accessing e-Journals, accessing web OPAC 46.53 %, searching on library website 45.54 %, searching library location 34.65 % and non of the respondent responded for others. Respondents'using mobile devices for accessing e- resources, e-journals, web OPAC all running on a single platform (Kubat, 2017).

5.7 Popular journal/databases access websites

Databases and journals in LIS are mostly used by

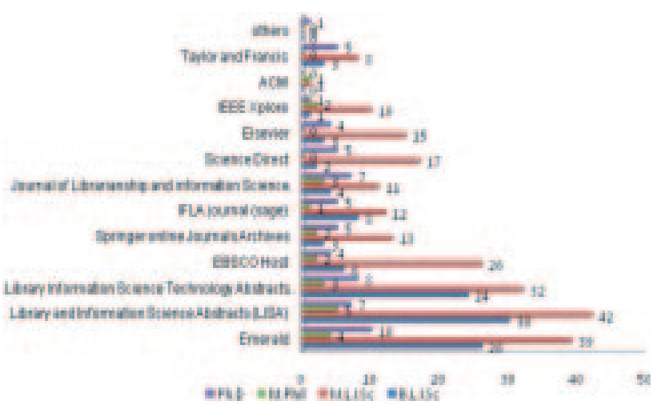

Figure5.7: Popular journal/databases access websites

respondents for academic assistance in their subject field, research work and project work. Some of the popular journals and databases were asked to students for their preferences in the form of multiple choice questions.

Figure 5.7 revealed that LISA was the most accessed database 83.16 %, followed by Emerald 78.21 %, LISTA 60.39 %, other journals and databases were not so commonly used. Expected reason behind this kind of trend is maybe users are not much aware about other databases or they find more relevant content on popularly accessed databases.

5.8 Use of open access e-resources

Open access means freely accessible on the internet, open access e-resources are mostly used as it is easily accessible without intervention of the vendor or any accompanying charges.

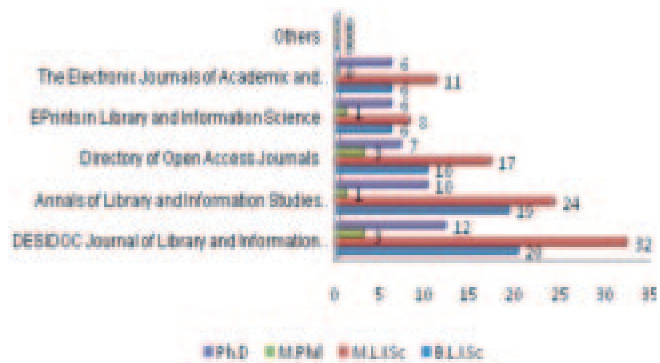

Figure 5.8: Use of open access e-resources

Figure 5.8 revealed that the DESIDOC journal is mostly used journal by students of LIS (66.33%), followed by ANLIS (53.46%), directory of open access journals (36.63%) and there is no big difference in use of EPrint in LIS and the electronic journals of academic and special librarianship 20.79 and 22.77% respectively.

5.9 Satisfaction levels while using mobile devices

Satisfaction is considered more important as while using mobile devices, users expect more output at least cost. Mobile devices other than basic purpose are providing other assisted benefits that can be affordable for pedagogical use for better understanding of information and visualization in a secure manner. On exploring the figure 5.9, it was observed that maximum number of respondents found use of mobile devices a good 66.33%, followed by excellent service 22.77% and 10.89% finding it fair. This shows that respondents are satisfied at nominal level on service compliments (Sundar & Bibek Mahata, 2017).

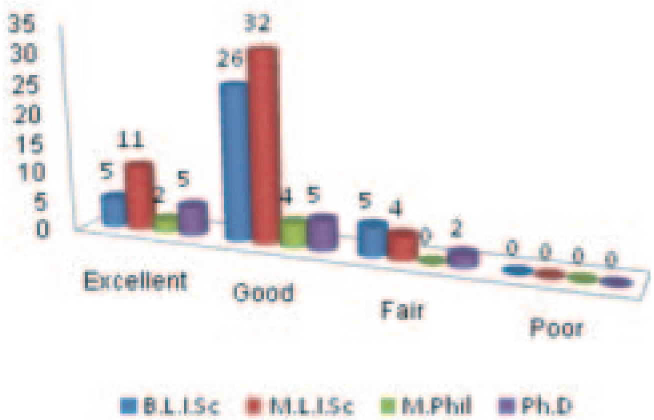

Figure 5.9 Satisfaction levels while using mobile devices

5.10 Advantage of using mobile devices for collecting information

Mobile devices are portable handheld devices accompanied with high speed wireless technology, which helps in collaborative learning in academic scenarios and provides a secure platform for data storage and retrieval. It also provides environment protection with paperless technology.

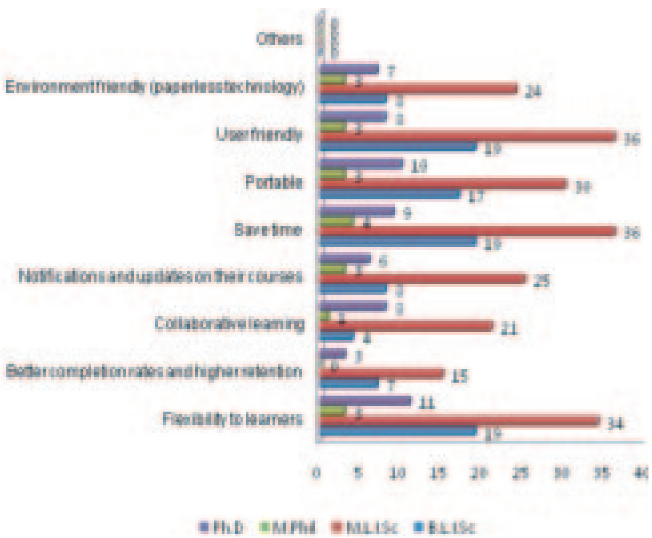

Figure 5.10: Advantage of using mobile devices for collecting information

As observed in figure 5.10 depicts the major advantages of using mobile device, that it saves time of respondents 67.32%, flexible to use 66.33%, user friendly 65.34%, portable 59.40%, used for notification and environment friendly as well 41.58%, collaborative learning is still not so popular 33.66% and not so satisfactory result in better completion rate 14%. This shows that wireless technology makes it easy to use the system for respondents by saving their time and relieving them from bulky devices as they are portable handheld in nature and it also promotes a clean environment.

5.11 Difficulties faced while accessing information electronically

Accessing information is found to be fruitful only when provided seamlessly. Accessing information is not so easy these days, as technology is getting developed accompanied by a hike in cost bandwidth, storage and raw material for setup. Other than lack of infrastructure and poor network connectivity is a major issue.

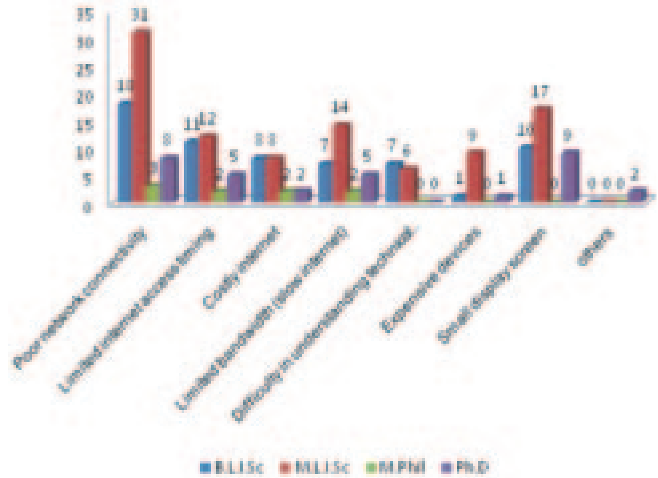

Figure 5.11: Difficulties faced while accessing information electronically

Figure 5.11 shows that the major difficulty faced by the respondents while using mobile devices was poor network connectivity 59.40%. Without proper internet connection respondents cannot access information. Small display screens can also be the reason 35.64% followed by limited time access to the internet and limited bandwidth 29 and 27% respectively. Cost of devices and the internet are not so difficult for respondents.

5.12 Health issues faced due to frequent use of mobile devices

Mobile devices are loaded with all sorts of benefits but its harmful effects cannot be neglected. It creates a

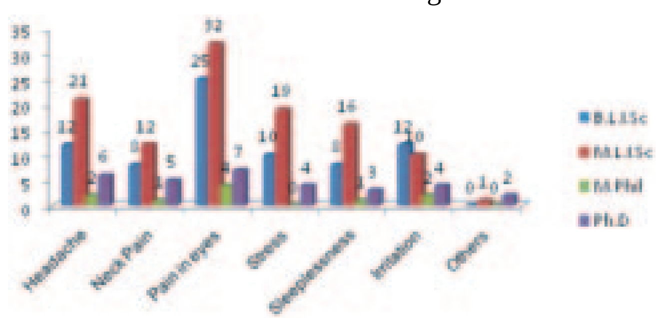

Figure 5.12 : Health issues faced due to frequent use of mobile devices

lot of health issues be it pain in eyes, neck pain, stress, irritation and many more these are common these days but have long lasting effect on health, if neglected easily get converted into lifestyle diseases.

Figure 5.12 represents thehealth issues faced by students due to frequent use of mobile devices. The study shows that the pain in eyes is the foremost issue faced by respondents 67.32%, followed by headache 40.59%, stress 32.67%, neck pain 25.74%, sleeplessness and irritation 27.72%.

6. Findings

6.1 Demographic distribution

Demographic distribution corresponds to the generalization of this concept based on ideological distribution. The study revealed that most of the females belonging to the age group of 23-27 years of masters' students were active users of mobile devices (Mansour, 2016).

6.2 Popular mobile applications and social media application used

The most popular mobile applications were whatsapp and youtube among respondents and were majorlyof them were using mobile devices for chatting (Henry, 2014).

6.3 Use of mobile devices for library services, databases and E-resources

Currently, library services are delivered using mobile devices. As a result, it has become difficult for academic libraries to keep up with the rapid development of mobile technology and offer services to mobile users. In this study it was observed that the respondents were using mobile devices for library websites for accessing e-resources, e-journals, web OPAC all running on a single platform. They had keen interest in databases like LISA, Emerald and LISTA, and were accessing open access e-resources like DESIDOC and ANLIS (Dar, 2019).

6.4 Advantages, challenges and satisfaction while using mobile devices

This empirical study accentuates the satisfaction eves, advantages and challenges faced by students while using mobile devices and may suggest some remarkable changes in the learning process through u-earning. The study revealed that most of the students were satisfied while using mobile devices and avail major advantages such as saves time of respondents, flexible to use, user friendly, portable, used for notification and environment friendly as well. But also assimilated challenges like small display screens can also be the reason followed by limited time access to the internet and limited bandwidth, poor network connectivity, even students are prone to health issues like pain in eyes is the foremost issue faced by respondents, followed by headache, stress, neck pain, sleeplessness and irritation. It was also prevalent in the study by (Sharma & Madhusudhan, 2017) that adopting mobile devices has advantages such as anytime access to learning resources, time savings, and the promotion of teamwork and simple communication. On the other side, significant obstacles include inadequate network coverage, expensive data plans, slow load times, tiny screen sizes, a lack of high speed, and data security.

7. Conclusion

Mobile devices are creating a habit of seeking information from past to present with providing open access good quality information. This sought to reveal that smart phones are still dominating over other mobile devices in terms of mobility, for information exchange through email and saving time of students. According to the UNESCO report, the use of mobile technology in developing nations discusses the practical benefits of mobile technology as a autonomous instrument for granting access to information to individuals who would not otherwise have it due to financial or technological constraints (West & Chew, 2014). According to the survey, mobile platforms provide an easy and economical way to acquire information.

The understanding levels of students and research scholars about the mobile devices created a sneak peak in usability and mobile learning concepts. The most notable results showed that social media is favored for chatting purposes rather than academic use. To inculcate the habit of lifelong learning, focus should be made on m-learning techniques at various levels to provide seamless education to students even with limited infrastructure. The future library professionals should be accustomed to the services of libraries on the web.

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स्वतंत्रता के पश्चात देश के विकास में एन.जी.ओ. की भूमिका

*अतुल कुमार प्रजापति

सारांश

गैर-सरकारी संगठन (एन.जी.ओ.) एक ऐसा संगठन होता है जो प्रायः सरकार के हस्तक्षेप से स्वतंत्र होता है और स्वयं संचालित होता है। ये आमतौर पर गैर-लाभकारी संस्थाएं व संगठन हैं। ये मानव कल्याण तथा सामाजिक क्षेत्र के लिए क्रियाशील हैं। एन.जी.ओ. को निजी संगठनों के रूप में विश्व बैंक ने परिभाषित किया है, जो पीड़ितों को राहत देने, गरीबों एवं वंचितों के हितों को बढ़ावा देने, पर्यावरण की रक्षा करने तथा आधारभूत सामाजिक सेवाएँ प्रदान करने और सामुदायिक विकास के लिए कार्यात्मक गतिविधियों को आगे बढ़ाते है। एन.जी.ओ. की विशेषता गैर-सरकारी व निजी होता है, भले ही इन्हें सरकार से सहायता व समर्थन प्राप्त हो, लेकिन इनकी अपनी संरचनायें, नियम एवं कानून होते हैं। प्राचीन समय से, सामाजिक कार्य व सेवा भारतीय संस्कृति का एक अभिन्न अंग रही है। आजादी के तुरंत बाद, भारत में अनेक गैर-सरकारी संगठन सामने आये हैं। विगत वर्षों में, भारत के ग्रामीण परिवेश के विकास में एन.जी.ओ. की भूमिका में विस्तार हुआ है। वर्तमान समय में भी सरकार की नीतियों के साथ एन.जी.ओ. विकास कार्यों के लिए अपने कार्यक्रमों में महत्वपूर्ण बदलाव किए हैं। पंचवर्षीय योजना के साथ, भारत के ग्रामीण अथवा स्थनीय विकास में गैर-सरकारी सगंठनों का योगदान बढ़ रहा है। एन.जी.ओ. एक आत्मनिर्भर और टिकाऊ समाज बनाने में सहायता अथवा सहयोग प्रदान करते हैं। राष्ट्रीय एवं अंतरराष्ट्रीय दोनों स्तरों पर कार्य कर रहे स्वयंसेवी संगठनों ने देश के विकास या उन्नति में अपनी सेवाओं के लिए प्रशंसा एवं प्रशस्ति अर्जित किया है। मानव के अधिकारों का अतिक्रमण तथा अन्य के खिलाफ लड़कर मानवता को सुनिश्चित करना आदि एन.जी.ओ. के सामान्य उद्देश्य रहे हैं और इस तरह यह कहा जा सकता है कि एन.जी.ओ. स्वतन्त्रता के पश्चात सामाजिक, राजनैतिक एवं आर्थिक क्षेत्रों में कार्य कर देश के विकास में अपना महत्वपूर्ण भूमिका निभा रहे हैं।

प्रस्तावना

भारतीय संस्कृति में नैतिकता, परोपकार एवं परलोक में धार्मिक विश्वास करने की भावनायें शुरुआत से ही प्रचलित रही हैं। संकट में पड़े दीनहीनों, अतिथिजन ही नहीं बल्कि जीव जन्तु तथा पशु-पक्षियों की सेवा करना पुण्य का कार्य माना जाता है। महान दार्शनिक कौटिल्य ने भी कहा था कि प्रत्येक समाज के नागरिकों और वहाँ के राजा को निःशक्तजन, वृद्ध, बच्चे तथा महिलाओं के प्रति सहयोग एवं सहानुभूति की भावना को ध्यान में रखनी चाहिये। मानव धर्म की सेवा को सर्वोत्तम बताते हुए हमारे धार्मिक ग्रन्थ व नीति शास्त्र तथा जातक कथायें समाज में त्याग के भावना को विकसित करने में अति सहयोगात्मक रहे हैं।

गैर-सरकारी संगठन (एन.जी.ओ.) का स्वरूप बहुत ही सरल होता है। ये अपने अन्दर मानव के जीवन को बेहतर बनाने का संकल्प अपने अतःकरण से करते हैं। गैर-सरकारी संगठनों के कार्यक्रम उन सभी क्षेत्रों में विस्तृत हुए हैं जो मानव कल्याण से संबंधित विभिन्न पहलुओं को अपने में समेट लेते हैं। यदि व्यक्तियों का समूह या कोई अन्य समुदाय सामाजिक परिवर्तन पर या किसी ऐसे मुद्दों पर कार्य करता है तो वह बिना रजिस्टर्ड की हुई स्वयंसेवी संस्था में आता है यद्यपि एन.जी.ओ. रजिस्टर्ड भी हो सकता है और बिना कोई पंजीकरण करवाएं भी कोई समूह या संस्था समाज सेवा का कार्य कर सकती है और सरकार व अनुदान देने वाले संगठनों से आर्थिक सहायता या अनुदान लेने के लिए पंजीकरण की प्रक्रिया में भाग ले सकता है और अगर कोई अनुदान नहीं लेना चाहता है तो पंजीकरण की आवश्यकता नहीं है।

गैर-सरकारी संगठन का अर्थ एवं परिभाषा

गैर-सरकारी संगठन (एन.जी.ओ.) एक ऐसा संगठन होता है जो प्रायः सरकार के हस्तक्षेप से स्वतंत्र होता है और स्वयं संचालित होता है। यह न तो सरकार द्वारा संचालित होता है और न ही निजी व्यवसाय की तरह लाभ कमाने वाली फर्मों की तरह। साधारणतः एक एन.जी.ओ. को स्वतंत्र संगठन के रूप में जाना जाता है।

गैर-सरकारी संगठन व्यक्तियों एवं समूहों का स्वैच्छिक संगठन होता है जो कि निजी रूप से कार्यरत होता है या फिर सरकार द्वारा संचालित कार्यक्रमों में विभिन्न मदों के अर्न्तगत विभिन्न योजनाओं व कार्यक्रमों का संचालन करने हेतु प्रयासरत होते हैं। इसे सेवाएं प्रदान करने या सार्वजनिक नीति या योजनाएं

* शोधार्थी, समाज कार्य विभाग, लखनऊ विश्वविद्यालय, लखनऊ, यू.पी., भारत

की वकालत करने के लिए बनाई जाती है। एन.जी.ओ. मानवीय सरोकारों (मानव अधिकार, पर्यावरण संरक्षण, आपदा राहत और विकास सहायता) के लिए हमेशा तत्पर रहते हैं और इनकी कार्य गतिविधियों का क्षेत्र स्थानीय से लेकर राष्ट्रीय या अंतर्राष्ट्रीय हो सकता है। गैर-सरकारी संगठनों को निजी दान, अंतर्राष्ट्रीय संगठनों, सरकारों द्वारा वित्तपोषित किया जाता है।

गैर-सरकारी संगठन को इन शब्दों में परिभाषित किया जा सकता है- एक ऐसा संगठन जो स्वायत्त बोर्ड के रूप में संचालित होता है, जिसकी नियमित समय के अंतराल पर बैठक होती है, जो अधिकांशतः निजी क्षेत्रों से चन्दा का प्रबन्धन करता है तथा उन पैसों को वैतनिक अथवा अवैतनिक कार्यकर्त्ताओं के माध्यम से जन उपयोगी व जनकेंद्रित योजनाओं में व्यय करता है।

एन.जी.ओ. को निजी संगठनों के रूप में विश्व बैंक ने परिभाषित किया है, जो पीड़ितों को राहत देने, गरीबों एवं वंचितों के हितों को बढ़ावा देने, पर्यावरण की रक्षा करने तथा आधारभूत सामाजिक सेवाएँ प्रदान करने और सामुदायिक विकास के लिए कार्यात्मक गतिविधियों को आगे बढ़ाते है।

संयुक्त राष्ट्र ने एन.जी.ओ. को संक्षिप्त रूप दिया है, जो गैर-सरकारी संगठन का प्रतीक है। यू.एन. इस शब्द का उपयोग एन.जी.ओ. को सरकारी या शासकीय एजेंसियों से अंतर स्पष्ट करने के लिए करता है। अधिकतर संगठन जैसे-ग्रीनपीस, रेड क्रॉस, इत्यादि राष्ट्रीय और अतर्राष्ट्रीय स्तर पर सार्वजनिक तौर पर लोक सेवा कर रहे हैं। संयुक्त राष्ट्र के पूर्व महासचिव कोफी अन्नान ने यह अनुभूति किया है कि "गैर-सरकारी संगठन मानवता की अंतरात्मा है"। फ्रांसीसी लेखक एलेक्सिस डी.टॉकविले ने इसे "लोकतंत्र की संस्था के रूप में कह कर पुकारा है"। कभी-कभी एन.जी.ओ. को गैर-लाभकारी संगठनों के समकक्ष मान लिया जाता है परन्तु एन.जी.ओ. की अलग विशेषताएं होती हैं, जो उन्हें गैर-लाभकारी संगठनों से पृथक करती हैं। गैर-लाभकारी संगठन अपने सेवाओं पर ध्यान केंद्रित करते हैं, जबकि एन.जी.ओ. के पक्ष में समर्थन की इनकी विशेष भूमिका है और ये किसी कारण तथा मिशन की वकालत भी करते हैं। यह नीतियों के निर्माण पर गैर-सरकारी संगठनों के उभरते प्रभाव की ओर संकेत करता है, जिसे पहले राज्य-एजेंसियों का एकमात्र क्षेत्र माना जाता था। एन.जी.ओ. को सरकार और निजी व्यवसाय से अलग करने वाला तीसरे क्षेत्र के रूप में जाना जाता है। अधिक संख्या में एन.जी.ओ. समाज की विविधता को स्पष्ट करने में हमारी सहायता करते है और ये विविध सामाजिक आवश्यकताओं के प्रदर्शक व प्रतिनिधि है। एन.जी.ओ. के आकार, विस्तार, गतिविधियां और कार्य करने के अनुक्षेत्रों में भिन्नता है। भारत में एन.जी.ओ. को कानूनी मान्यता प्राप्त है। उन्हें 1860 के समाज पंजीकरण अधिनियम के तहत स्वयं को पंजीकृत करवाना होता है।

साहित्य की समीक्षा

R. Thara and Vikram Patel (2010) का शोध पत्र भारत में मानसिक स्वास्थ्य की जरूरतों को पूरा करने में एन.जी.ओ. की महत्वपूर्ण भूमिका पर प्रकाश डाला है।

Khaldoun Abouassi and Deborah L. Trent (2016) ने अपने शोध पत्र में एन.जी.ओ. की भूमिका राष्ट्रीय एवं अंतरराष्ट्रीय स्तर पर एक जवाबदेही संगठन के रूप में बताया है।

गैर-सरकारी संगठन के प्रमुख विशेषताएं

- एन.जी.ओ. की विशेषता गैर-सरकारी और निजी होते हैं, क्योंकि वे सरकार से अलग होते हैं, भले ही उन्हें सरकार से सहायता या समर्थन प्राप्त हो, लेकिन उनकी अपनी संरचनायें, नियम एवं कानून होते हैं।
- एन.जी.ओ. एक सुव्यवस्थित सरंचना है। वे अपने पदाधिकारियों की भूमिकाओं, कार्यों और जिम्मेदारियों को उचित रूप से परिभाषित करते हैं।
- एन.जी.ओ. बिना किसी लाभ के लिए कार्य करने वाला एक संगठन हैं, जो समाजिक कल्याणर्थ का काम करते हैं और वे अपने लिए नहीं बल्कि जनता के लिए दान लेते हैं।

गैर-सरकारी संगठनों (एन.जी.ओ.) का उद्‌विकास

प्राचीन प्रमाणों से यह साफ हो जाता है कि जनकल्याण के लिए गैर-सरकारी संगठनों का अस्तित्व प्रत्येक कालखण्ड में प्रत्येक स्थान पर अवश्य ही रहा है। इन संगठनों के सहयोग से असाध्य रोगों से पीड़ित मरीजों, विधवाओं व अनाथ बच्चों की सेवा की जाती थी। महामारी व अकाल से प्रभावित मानव को जन सहयोग की भावना से ही सहयोग तथा सहारा दिया जाता था। उस समय वैज्ञानिक साधनों का समुचित विकास न होने से प्राचीन एवं मध्यकालीन में प्राकृतिक विपदाओं से जूझने के लिए तथा दूसरों की मदद करने का एकमात्र साधन परोपकार तथा सामुदायिक सहयोग की भावनायें ही थीं। राजा, धनी व्यक्ति व जमींदार इत्यादि जनकल्याण में अपना पूर्ण सहयोग देते थे। इसी तरह धीरे-धीरे गैर-सरकारी संगठनों का निर्माण हुआ।

बाद में चलकर धर्म व तीर्थ स्थलों तथा अन्य प्रमुख स्थानों पर जनकल्याण के लिए स्थायी रूप से गैर-सरकारी संस्थाओं की शुरुआत हुई।

गैर-सरकारी संस्थाएं वर्षों से मौजूद हैं यह वास्तव में, 1910 में लगभग 130 अंतर्राष्ट्रीय समूहों या संघों का एक समन्वय निकाय का आयोजन हुआ था जिसे अंतर्राष्ट्रीय संघों का संघ कहा जाता है। गैर-सरकारी संगठन शब्द को 1945 में संयुक्त राष्ट्र (यू.एन.) की स्थापना के समय नामकरण किया गया

था ताकि निजी संगठनों को अंतरसरकारी संगठनों (आई.जी.ओ.) से पृथक किया जा सके, जैसे कि यू.एन. स्वयं। कई बड़े अंतरराष्ट्रीय एन.जी.ओ. जैसे-एमनेस्टी इंटरनेशनल, सेव द चिल्ड्रन और वर्ल्ड वाइल्ड लाइफ फंड, राष्ट्रीय समूहों या सघों के अंतरराष्ट्रीय संघ हैं।

दूसरे विश्व युद्ध के पश्चात विशेष रूप से 1970 के दशक के बाद से गैर-सरकारी संगठनों का व्यापक स्तर पर विस्तार हुआ है विशेषतः राष्ट्रीय और स्थानीय स्तर पर। अंतर्राष्ट्रीय स्तर पर, मानवाधिकारों से संबंधित, महिलाओं के अधिकारों को लेकर और पर्यावरण संरक्षण जैसे विशिष्ट मुद्दों के सुलझाव व समाधान के लिए अधिक संख्या में गैर-सरकारी संगठन बनाए गए। संचार क्रांति, जिसने प्रत्येक समाज के व्यक्तियों और समूहों को इंटरनेट एवं ई-मेल के माध्यम से जोड़ा है और लोकतंत्र का प्रसार या विस्तार किया है और नागरिक समाज को अत्यधिक मजबूत किया है साथ ही व्यक्तियों को ज्यादा स्वतंत्र रूप से संगठन बनाने और उन्हें संचालित करने में समर्थ बनाया है। गैर-सरकारी संगठनों ने गुलामी, महिलाओं के खिलाफ हिंसा, दक्षिण अफ्रीका में रंगभेद और परमाणु हथियारों के प्रसार के खिलाफ जैसे वैश्विक अभियानों में केंद्रीय रूप से भूमिका निभाई है।

गैर-सरकारी संगठन उन बैठकों में शामिल होकर सरकारों और आई.जी.ओ. की नीतियों एवं कार्यक्रमों को प्रभावित करते हैं जिनमें उचित मानदंडों, सिद्धांतों, संधियों एवं सम्मेलनों पर संवाद की जाती है और विवादों का निपटारा किया जाता है एवं साथ ही संसाधनों का भी आवंटन किया जाता है। संयुक्त राष्ट्र चार्टर का अनुच्छेद 71 आर्थिक और सामाजिक परिषद (ईसीओएसओसी) को गैर-सरकारी संगठनों का परामर्शदात्री या मंत्रणादाता दर्जा देने के लिए प्राधिकृत करता है।

एन.जी.ओ. अपनी विशेषज्ञता और सूचना के महत्वपूर्ण स्रोतों के माध्यमों से पहुंच में प्रभावशाली हैं और परिणामस्वरूप विकास के लिए राहत एवं मानवीय सहायता का एक महत्वपूर्ण अंग है।

शांति का नोबेल पुरस्कार अनेक गैर-सरकारी संगठनों को दिया गया है, जिनमें रेड क्रॉस की अंतर्राष्ट्रीय समिति (1917, 1944 और 1963 में), और जलवायु परिवर्तन पर अंतर सरकारी पैनल (2007 में) आदि शामिल है।

भारत में गैर-सरकारी संगठनों का विकास

प्राचीन समय में परोपकार एवं सामुदायिक सेवा द्वारा ही जरूरतमन्द लोगों की सहायता की जाती थीं। धनवान लोग लोककल्याण के लिए मदद करते थे। राजा भी मानव कल्याण को महत्व देते हुए राज्य की तरफ से धर्मशाला एवं सरायों को संचालित करवाते थे। इस तरह यह कहा जा सकता है कि उस कालखण्ड में भी जनकल्याण के लिए प्रयास किए जा रहे थे। 1600 ई. में ईस्ट इंडिया कम्पनी की सहायता से भारत में ब्रिटिश सत्ता का प्रारम्भ हुआ। यूरोप के पुनर्जागरण के समय वैज्ञानिकता का विकास और भारत में अंग्रेजी शिक्षा के प्रचार-प्रसार के साथ ही संपूर्ण सामाजिक, राजनीतिक व आथिक परिदृश्य में बदलाव दिखने लगा। 1858 ईसवी में मद्रास में स्थापित 'Friends in Society' नामक स्वैच्छिक संगठन को भारत के स्वैच्छिक संगठनों के इतिहास में प्रारंभिक प्रयास माना जा सकता है। प्रार्थना समाज, ब्रह्म समाज, धर्म समाज, आर्य समाज, रामकृष्ण मिशन तथा थियोसोफिकल सोसायटी इत्यादि भी इसी प्रकृति के समाज सुधार आंदोलन थे।

आजादी के बाद भारत में लोक कल्याणकारी राज्य का अभ्युदय हुआ। तेज गति से हुए भौतिक विकास के बाद संयुक्त परिवारों का बिलगाव शुरू हो गया तथा प्राचीन समय में जो सामुदायिक सहयोग की परम्परागत भावनायें थी वो खत्म हो गई और एकल परिवार बनते चले गये, जिस कारण से वृद्धों, विधवाओं तथा निःशक्तजनों के जीवन पर इसका बुरा प्रभाव पड़ा क्योंकि अधिकतर व्यक्ति यह मानते हैं कि हर एक सामाजिक कार्य सरकार की नैतिक जिम्मेदारी है।

अतः सामाजिक कल्याण से सम्बन्धित स्वैच्छिक या व्यक्तिगत प्रयास स्वभावतः बहुत कम हो चुके है और ठीक इसके विपरीत नामांकित गैर-सरकारी संगठनों या संस्थाओं की आबादी स्वतन्त्रता के बाद लागातार वृद्धि पर है क्योंकि आज अधिकांशतः कार्य औपचारिक संगठनों या संस्थाओं के द्वारा ही किए जा रहे हैं।

जहाँ 20वीं सदी में गाँधी जी के उदय के साथ कई रचनात्मक योजनायें एवं कार्यक्रमों को संगठित तरीके से चलाने का प्रयास किया गया। वहीं स्वतन्त्रता के पश्चात् कृषि, स्वास्थ्य और सामुदायिक विकास के विस्तृत कार्य पर ध्यान केंद्रित किया गया। स्वतन्त्रता के पश्चात् विविध विकास के कार्यक्रमों एवं योजनाओं के लागू होने के साथ-साथ स्वैच्छिक प्रयास का केन्द्र बिन्दु कल्याणकारी गतिविधियों से हटकर ग्रामीण विकास जैसे चुनौतीपूर्ण कार्य विशेषकर गरीबी उन्मूलन कार्यक्रमों एवं योजनाओं के कार्यान्वयन पर केंद्रित कार्य शुरू किया गया।

इस काल के दौरान चयनित या योग्य समूहों जिसमें भूमिहीन मजदूर, आदिवासी, छोटे या सीमान्त किसान, महिला, बच्चे, बूढ़े, अनुसूचित जाति एवं अनुसूचित जनजाति आदि सम्मलित थे, को लाभार्थी समूहों के रूप में चिन्हित किया गया। इनमें से अनेको ने जहाँ अपना ध्यान गरीबी उन्मूलन कार्यक्रमों पर संकेंद्रित किया वहीं कतिपय ने ग्राम सुधार व परिवर्तन के लिए कार्यकर्त्ताओं को सेमिनारों तथा कार्यशालाओं के माध्यम से शिक्षित, प्रशिक्षित, जागरूक व संवेदनशील बनाने का कार्य शुरू किया। इन

कार्यशालाओं एवं सेमिनारों का मुख्य उद्देश्य विचारों व अनुभवों का अर्थपूर्ण आदान-प्रदान करना रहा। आधुनिक भारत में गैर-सरकारी संगठनों का प्रचार-प्रसार काफी अधिक हो चुका है।

नीति आयोग सभी गैर-सरकारी संगठनों (एन.जी.ओ.) को एन.जी.ओ. दर्पण पोर्टल पर साइन अप करने के लिए आमंत्रित करता है। एन.जी.ओ. सरकार के प्रयासों को पूरा करके देश के विकास में एक प्रमुख भूमिका निभाते हैं। यह पोर्टल एनजीओ को केंद्रीय रूप से नामांकन करने में सक्षम एवं सशक्त बनाता है और इस प्रकार क्षेत्रवार अथवा राज्यवार एनजीओ के बारे में जानकारी प्रदान करने की सुविधा प्रदान करता है। पोर्टल एन.जी.ओ. को प्रणाली से उत्पन्न विशिष्ट आईडी प्राप्त करने की सुविधा प्रदान करता है। मंत्रालयों, विभागों और सरकारी निकायों की विभिन्न योजनाओं के तहत अनुदान के लिए आवेदन करने के लिए यूनिक आईडी अनिवार्य रूप से प्रदान करता है। वर्तमान समय 2023 में देश में पंजीकृत एन.जी.ओ. की संख्या लगभग 163795 है।

स्वतन्त्रता पश्चात एन.जी.ओ. के प्रयास/भूमिका

प्राचीन समय से, सामाजिक कार्य व सेवा भारतीय संस्कृति का एक अभिन्न अंग रही है। आजादी के तुरंत बाद, भारत में अनेक गैर-सरकारी संगठन सामने आये हैं। महात्मा गाँधी ने भी भारतीय राष्ट्रीय कांग्रेस को भंग करने एवं लोक सेवा संघ या संगठन को बदलने के लिए अवरोध किया जबकि उनकी याचिका को अस्वीकार कर दिया गया था, हालाँकि महात्मा गाँधी के अनुयायियों ने अनेक स्वैच्छिक एजेंसियों या संगठनों को देश के भिन्न-भिन्न सामाजिक एवं आर्थिक मुद्दों पर कार्य करने के लिए शुरू किया था। यह भारत में गैर-सरकारी संगठनों या एजेंसियों का प्रथम चरण था।

1960 में एन.जी.ओ. के विकास का द्वितीय चरण शुरू हुआ, जब यह अनुभूत किया गया कि ग्रामीण इलाका या परिवेश में विकास के काम को पूर्ण करने के लिए केवल सरकारी कार्यक्रम या योजनाएँ पर्याप्त नहीं थे जबकि अनेक समूहों का गठन या निर्माण किया गया था जिनकी भूमिका निचले स्तर या सतह पर काम करना था। इसके अतरिक्त लाभदायकारी राज्य नीतियों ने उस समय एन.जी.ओ. के गठन की भूमिकाओं को प्रभावित किया। इन वर्षों में, भारत के ग्रामीण परिवेश के विकास में एन.जी.ओ. की भूमिका में वृद्धि व विस्तार हुआ। वर्तमान समय में भी, उनकी भूमिका विभिन्न योजनाओं एवं कार्यक्रमों के जरिए, सरकार की नीतियों के साथ महत्वपूर्ण बदलाव करती है।

एन.जी.ओ. के कार्य के प्रमुख क्षेत्र

1. गैर-सरकारी संगठन शिक्षा को बढ़ावा देने के लिए सक्रियता के साथ आबादी के उच्च वर्ग के बीच जो सरकार द्वारा प्रदान किये गए उपायों से लाभहीन हैं जिसमें उनका प्रमुख लक्ष्य लड़कियों और अन्य वंचित व्यक्तियों का जनजीवन बेहतर करना है।
2. गत शताब्दी के उत्तरार्ध के पश्चात से सामाजिक, राजनितिक और आर्थिक सक्रियता या गतिविधियों में महिलाओं की सक्रिय साझेदारी से महिलाओं की स्थिति में अनेक बदलाव शुरू हुआ है जिसमें गत शताब्दी की अंतिम तिमाही से अधिक तेजी देखने को नजर आई। ज्यादा से ज्यादा महिलायें अपने घरों की चारदीवारी से बाहर निकलना शुरू कर दी हैं और अपने घरों के बाहर राजनैतिक, सामाजिक और आर्थिक क्षेत्र में सक्रिय रूप से शामिल हुई हैं। इस विकास की प्रक्रिया में शिक्षाविदों और एन.जी.ओ. की भूमिका महत्वपूर्ण रही है। ईस्टर्न बोसरूप (1970) की पुस्तक विमंस रोल इन इकोनॉमिक्स डेवलपमेंट इस क्षेत्र में अग्रणी कार्य किया है। एकलव्य, सेवा, दिशा, साथिन, पर्यावरण कार्य समूह और अग्रणी फाउंडेशन आदि कुछ ऐसे हजारों एन.जी.ओ. हैं जिन्हें लोगों या जनों में जागरूकता फैलाकर और आवश्यकता पड़ने पर हस्तक्षेप करके देश के विकास में उनकी भूमिका या योगदान के लिए जाना जाता है।
3. कभी-कभी प्रौद्योगकी का उपयोग, उत्पादन की मात्रा, उपभोग के स्वरूप और धन की उपलब्धि या अर्जन के मामले में विकास का नजरिया दुनिया भर में लगभग एक समान रहा है। राज्य और लोग दोनों ही इस बात से अनभिज्ञ थे कि विकास की प्रकृति के पीछे क्या चल रहा है। मानव अस्तित्व के लिए खतरा, पर्यावरण प्रदूषण तथा असंतुलन और विकास की प्रकृति के परिणामस्वरूप प्राकृतिक या भौतिक संसाधनों के कारण ही विकसित हुआ। यहाँ देश के विकास मे एन.जी.ओ. की भूमिका या योगदान वास्तव में ध्यान देने योग्य और प्रशंसनीय एवं सराहने योग्य है।
4. इतना ही नहीं है कि विकास प्रक्रिया ने मानव जीवन के लिए केवल पर्यावरण से संबंधित खतरों को जन्म दिया है बल्कि अनेक लोग विकास परियोजनाओं के कारण विस्थापित हो गए और बहुधा उन्हें उचित मुआवजा और पुनर्वास नहीं किया जाता है। लोगों के पुनर्वास की दिशा में गैर-सरकारी संगठनों की प्रमुख योगदान है।

पंचवर्षीय योजनाओं में एन.जी.ओ.

6वीं पंचवर्षीय योजना (1980-1985) में ग्रामीण विकास में एन.जी.ओ. के लिए, भारत सरकार ने एक नई योगदान व भूमिका की पहचान की थी। 7वीं पंचवर्षीय योजना (1985-1990) में भारतीय सरकार ने स्वावलंबी समुदायों के विकास में एन.जी.ओ. पर सक्रिय भूमिका की प्राकल्पना की।

इसी कारण, भारत में 8वीं पंचवर्षीय योजना में, ग्रामीण विकास के लिए एन.जी.ओ. को ज्यादा महत्व दिया गया था। इस योजना के तहत, एक राष्ट्रव्यापी एन.जी.ओ. नेटवर्क बनाया गया था। इन एन.जी.ओ. की भूमिका या योगदान पर ग्रामीण विकास के लिए लागत कम थी।

9वीं पंचवर्षीय योजना में, यह प्रस्थापित किया गया है कि एन.जी.ओ. सार्वजनिक निजी-साझेदारी या भागीदारी मॉडल पर विकास में महत्वपूर्ण भूमिका अदा करेंगे। कृषि विकास नीतियों एवं कार्यक्रमों के माध्यम से तथा उनके कार्यान्वयन तंत्र के माध्यम से ग्रामीण या स्थानीय विकास के लिए भारत सरकार द्वारा गैर-सरकारी सगंठनों को अधिक से अधिक अवसर प्रदान किए गए हैं।

हर एक पंचवर्षीय योजना के साथ, भारत के ग्रामीण अथवा स्थनीय विकास में गैर-सरकारी सगंठनों की योगदान बढ़ी है, इसलिए गैर-सरकारी संगठन अब भिन्न-भिन्न क्षेत्रों या भू-भाग के पेशेवरों का ध्यान आकर्षित कर रहे हैं। एन.जी.ओ. विकास योजनाओं एवं कार्यक्रमों के योजनाकारों और कार्यान्वयन के रूप में काम करते हैं। ये विकास के लिए उपयोग किए जाने वाले स्थानीय संसाधनों को एकत्रित करने में सहयोग करते हैं। एन. जी.ओ. एक आत्मनिर्भर और टिकाऊ समाज बनाने में सहायता अथवा सहयोग प्रदान करते हैं। एन.जी.ओ. लोगों के बीच मध्यस्थ की भूमिका निभाने का काम करते हैं। गैर-सरकारी संगठन यथार्थ रूप में विकास, शिक्षा एवं व्यावसायीकरण विकासों की सुविधाओं को प्रदान करते हैं।

निष्कर्ष

राष्ट्रीय एवं अंतरराष्ट्रीय दोनों स्तरों पर कार्य कर रहे गैर-सरकारी संगठनों (एन.जी.ओ.) ने देश के विकास एवं उन्नति में अपनी सेवाओं के लिए प्रशंसा एवं प्रशस्ति अर्जित की है। ये संगठन विकास योजना अथवा परियोजनाओं में सहयोग या भागीदारी के लिए जागरूकता और उत्साह एवं जोश पैदा करने में निरन्तर कार्य परिणति में व्यस्त हैं। मानव के अधिकारों का अतिक्रमण, सामाजिक बहिष्कार, घरेलू हिंसा तथा अन्य के खिलाफ लड़कर मानवता को सुनिश्चित करना और पर्यावरण, प्रकृति एवं प्राकृतिक संसाधनों को सुरक्षित रखना एवं देश को उन्नति के सर्वश्रेष्ठ शिखर पर ले जाना यह एन.जी.ओ. के सामान्य उद्देश्य रहे हैं। इस प्रकार यह कहा जा सकता है कि एन.जी.ओ. स्वतन्त्रता के पश्चात सामाजिक, राजनैतिक एवं आर्थिक क्षेत्रों में चहुंमुखी कार्य कर देश के सृजनात्मक एवं रचनात्मक विकास में अपना अहम भूमिका अदा कर रहे हैं।

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Role of Emotional Intelligence in Enhancing Career Competencies of Banking Employees in Context with Customers

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Abstract

Emotional intelligence is the inner state of viewing others' emotions in positive ways to relieve their stress and be able to handle a critical situation in an empathetic manner. It helps banking employees to stay and feel relaxed in panic environment and create smoothing relationship with customers and enhancing career competencies. Emotional intelligence is the capacity to detect, understand, and control one's own emotions, as well as the ability to comprehend and affect the feelings of others. It requires being informed that emotions drive behavior' and have a bad or good effect on individuals. While emotional intelligence may appear to be a complicated or foggy term, there are precise techniques to improve it. These techniques are helpful in improving more effective talents in the form of career development of employees in context with customers. **Objective:** To identify the relationship between emotional intelligence of banking employees in context of customer with career competencies and attrition. **Scope:** It covers banking employees of Jaipur district and its customers. **Methodology:** For sample data, two structured questionnaires were prepared for both customers and retail banks employees. Sample data of 230 respondents was collected through random sampling technique from different bank employees and customers. **Findings:** There is a significant relationship between emotional intelligences bank employees and customers. It is possible only when bank employees have possess all the qualities of emotional intelligence i.e self-awareness, self-regulation, social skills, empathy and motivation skills. **Implications:** Study will be helpful to improve emotional intelligence skills in employees as well as in developing career opportunities. The paper also suggests that the study will serve as feedback for the HR administrators and an HR audit for the restructuring of HR practices.

Introduction

The process of self-discovery, investigation, and decision-making that shapes a profession is known as career development. Selecting and preparing for careers that fit your personality, abilities, and interests entails successfully navigating your vocational possibilities.

When someone pays close attention to their career growth, they become aware of their own strengths and weaknesses and put forth a lot of effort to strengthen their talents. In order to locate a position and industry that matched their skills, it also required studying about other jobs and sectors. It also required looking for opportunities to improve and, in some cases, changing careers entirely.

The ability to recognise, understand, and regulate one's own emotions, as well as grasp and influence the sentiments of others, is referred to as emotional intelligence. It is necessary to be aware that emotions influence conduct and can have a positive or negative impact on persons. While emotional intelligence may appear to be a difficult or hazy concept, there are specific ways for improving it. These approaches can help you develop more effective skills for creating bonds and fulfilling common goals.

Emotional intelligence is the capacity to recognize, control, and comprehend one's own emotions as well as those of others. Building relationships, lowering team tension, resolving conflicts, and increasing job satisfaction are all made easier with a high EQ.

Benefits of Emotional intelligence in the following situation:

- Talking about challenging topics without hurting other people's sentiments

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- When one is upset or overwhelmed, there is an urgent need to learn how to manage one's own emotions.
- Improving interpersonal interactions
- Confronting and resolving conflicts, as well as coaching and inspiring people
- Creating an atmosphere that is conducive to collaboration means
- Giving and getting feedback are two different things.
- Adapting to Change
- Keeping to strict deadlines
- Overcoming setbacks and failure
- Resolving difficult partnerships.

Employees with appropriate emotional intelligence abilities are naturally aware of their strengths and weaknesses, which is advantageous for career growth chances. People are becoming more concerned of career development, which means they want to grow and develop, as well as live a successful, long, and healthy life with ease and comfort.

Literature Review

Following review of literature have been used to find the research gap:

Kashif M, *et al.* (2017): According to him, Employees believes that job stress has a good impact on their emotional tiredness. Furthermore, emotional intelligence has a negative impact on job weariness, reducing the risk of it leading to organisational turnover. This article explains the relationship between customer aggression, job stress and emotional intelligence with job satisfaction and orgnisation turnover among banking employees of Pakistan.

Orhan, N., *et al.* (2012): This paper emphasis that in terms of emotional intelligence capability, there is a big gap between state-owned and private banks. According to the findings Staff at private banks had better levels of emotional intelligence than employees of state-owned banks. Except for the working environment factors, there is no significant difference in job satisfaction between state-owned and private bank employees when the data is analysed in terms of job satisfaction. Employees at private banks are more satisfied with the working environment offered to them and both state-owned and private firms should place a premium on hiring people with emotional intelligence skills and providing internal customer happiness in order to consistently sustain exterior customer contentment.

Thrassou, A., *et al.* (2020): The data were presented and discussed in relation to "emotion perception" and the development of ICSE knowledge. FSEs and foreign clients, in particular, were discovered to be capable of recognizing unpleasant emotions, both their own and those of others. The authors also discovered a variety of emotions and sentiments that help people learn how to manage and enhance ICSEs. Finally, the findings underline the need of developing and storing knowledge on ICSEs soft processes, which are referred to as a crucial asset for service firms.

Naeem, H., *et al.* (2008): This article finds that emotional intelligence is highly linked to service quality dimensions, implying that when workers of a company exercise emotional intelligence skills, service quality improves.Both emotional intelligence and service quality are poorly connected with the Bank of Punjab, implying that workers do not exercise emotional intelligence skills when providing services to consumers.

Beigi, M., *et al.* (2011): This paper explain that the EI training has been found to improve one of the four elements of EI ("relationship management"). Furthermore, the EI training program has been demonstrated to increase overall service quality as well as its four aspects ("reliability," "responsiveness," "assurance," and "empathy"). Employees that participated in the training program handled relationships marginally better quickly after the training, according to the study. Employees in the banking industry may have considered relationship-management abilities to be more significant than competencies in the other aspects of EI since they deal with numerous face-to-face client contacts every day. Employees may have believed that the content of the relationship-management training sessions was particularly practical and valuable as a result of these factors, and so put it into practice as soon as feasible.

Jain, S., *et al.* (2018): paper found that people with high Emotional Intelligence are the greatest and best performers, have strong interpersonal skills, and are thus more fulfilled and content at work. Employees that are emotionally balanced are concerned, self-assured, adaptive, self-aware, joyful, truthful, optimistic, inspirational leaders, and skilled at resolving conflicts and stress. A person with high Emotional Intelligence can better regulate, direct, lead, and manage his or her own feelings and impulses, as well as connect with others more successfully. Service quality is directly proportional to service providers' emotional intelligence; the higher the emotional intelligence, the higher the service quality. Better service quality fosters staff trust, which increases customer loyalty.Some aspects of emotional intelligence may be inborn in employees, while others can be cultivated via regular training. Although other private sector banks provide good service to their customers, HDFC and ICICI take the lead in offering the finest service.

Rahman, S., *et al.* (2012): According to him, Employees that are emotionally savvy perform better at work and are less likely to engage in inappropriate workplace conduct. The other consequence is that aberrant workplace conduct is a precursor to poor job performance. As a result, supervisors should employ their emotional intelligence skills to improve their own performance as well as the work of others. According to research, those with high EI participate in less deviant activities than those with low EI (Eisenberg, 2000; Petrides, Frederickson, & Furnham, 2004).

Kumar, V., *et al.* (2018): According to the findings of the study, there is a link between emotional intelligence and bank employee job satisfaction, implying that bank workers with good morale and emotional ties to the bank are happier in their professions.

Mohammad, N., *et al.* (2018): The purpose of the study was to see if there was a link between emotional intelligence and work happiness. The effects of age, gender, and educational level on moderation were also investigated. The association between emotional intelligence and work satisfaction is shown to be beneficial and substantial. The relationship between emotional intelligence and work satisfaction is also moderated by age, gender, and educational level, which is beneficial and substantial.

Salovey, P., *et al.* (1990): These article focuses on the individuals are conscious of their own and others' sentiments. They are accept both positive and negative parts of internal experience, can categories them, and express them when necessary. Such awareness may frequently lead to successful influence regulation in oneself and others, and therefore to a sense of well-being. On the other side,individuals who are incompetent to sense others' feelings or who make others feel awful may be viewed as cloddish or oafish, and may be shunned as a result.

Eniola, M., *et al.* (2007): This paper shows that emotion intelligence and self-regulation tactics might be utilised to help teenagers with visual impairment improve their violent behavior. Emotional intelligence and self-regulation are effective determinants of behavioral change techniques that might be utilised to modify unwanted behavior in teenagers with visual impairment, according to the findings of this study.

Jorfi, H., *et al.* (2011): This paper show an analysis of the literature revealed that the most essential components of emotional intelligence include interpersonal relationships, interpersonal, adaptability, overall mood, as well as coping with stress. The motivation, according to this research, is an inner psychological idea that inspires individuals to work with more faith and confidence in their job. Salary, promotions, and other financial incentives all play a part in intrinsic motivation, which encourages employees to stay with the same company and reduces turnover. These motivated personnel give superior service to their clients and develop harmonious connections with them, and consumers reciprocate by demonstrating their loyalty.

Magnano, P., *et al.* (2016): This paper explain that it is feasible to conclude that the capacity to properly recognize, access, and control emotions aids in the development of self-regulatory mechanisms (of emotions and motivation) that allow people to cope better with a stressful work environment and make modifications to meet organizational goals. As a result, emotional intelligence is a requirement for being resilient, and resilience is one of the ways in which EI may improve motivation to attain professional goals. Employees that are more resilient and capable of managing their emotions are more likely to be driven toward accomplishment and success, resulting in improved performance and satisfaction.

Riggio, R., *et al.* (2008): Through a literature study, the paper demonstrates how emotional talents and complementing social abilities are critical for effective leadership. This paper shows the comparison between emotional intelligence and social skills approach that were expand in the area of interpersonal communication and further put in management.

Morrison, T., *et al.* (2007): This paper shows that social skill is very important component of Emotional intelligence for social workplace because social skill is essential for communication in public only then people understand our feeling what exactly we want to say and also connect people to maintain good relationship with them. In the review of literature, researcher analyzed that more study required for identifying effective emotional intelligence skills which contributes in improving employee's performance and also to measure which components of emotional intelligence of employees are helpful in developing harmonious relationship with customers with respect to banking sector.

Problem Statement

To identify the relationship between emotional intelligence of banking employees in context of customer with career competencies and attrition.

Objectives

1) To identify the relationship between emotional intelligence of banking employees in context of customer and career competencies.

2) To identify the relationship between emotional intelligence of banking employees in context of customer andattrition.

Hypothesis

Based on this study objective, alternative hypotheses were formulated.

H_{a1}: There will be a significant relationship between emotional intelligenceof banking employees in context with customer and career competencies.

H_{a2}: There will be a significantdifference between emotional intelligenceof banking employees in context with customer and attrition.

Research Methodology

This is Quantitative and descriptive statistics research. Primary data has been used with the help of online random sampling. The two structured questionnaire were prepared (one for bank employees and other for customers. In this SPSS (T-test andcorrelation) test has been used for analyzing the data.

Result and Discussion

Table 1: Correlation matrix for Emotional intelligence, Career competencies and attrition

	Mean	S.D	Emotional intelli-gence	Career compe-tencies	Attrition
Emotional intelligence	2.68	0.59	1		
Career competencies	2.43	0.65	0.6523	1	
Attrition	3.79	0.73	-0.1286		1

Table 1 depicts the correlation among emotional intelligence of banking employees in terms ofcustomers with career competencies and attrition. From the above table it can be observed that emotional intelligence of banking employees with respect to customersis positively correlated with career competencies ($r = 0.6523$; $p < 0.05$) whereas emotional intelligence of banking employees with respect to customersis negatively correlated with Attrition ($r = -0.1286$; $p < 0.05$).

Thus our hypothesis emotional intelligence of banking employees with respect to customers is positively correlated with career competencies and emotional intelligence of banking employees with respect to customersis negatively correlated with Attrition is accepted it is because when the Emotional intelligence skills of banking employees is increased then there will be automatically increased in the career competencies as they are more aware about career growth and development. Similarly When the Emotional intelligence skills of banking employees is low then there will be high chance of frustration means employees easily get angry and not remain calm in panic situation therefore it leads to attrition.

Table 2: T-test findings emotional intelligence of banking employees in terms ofcustomers with career competencies and attrition

t-value	
	Emotional intelligence
Career competencies	2.90
Attrition	-11.86

**p< 0.01 level

*p< 0.05 level

Table 2 depicts the t-value and findings emotional intelligence of banking employees in terms ofcustomers with career competencies and attrition So, table 2 indicates that there is a significant relationship between emotional intelligence of banking employees with respect to customer and career competencies, where ($t = 2.90$;$p < 0.05$). Hence our hypothesis, there is a significant relationship between emotional intelligence of banking employees with respect to customer and career competencies is accepted.

In terms of attrition, there is a significant difference between emotional intelligence of banking employees and Attrition, where ($t = -11.86$; $p = < 0.05$). Therefore, our hypothesis "there is a significant difference between emotional intelligence of banking employees with respect to customer and Attritionis accepted.

Conclusion

This paper finds that there is a significant relationship between emotional intelligence of banking employees in terms of customers with career competencies and attrition. It means emotional intelligence of banking employees in relation to consumers is favorably connected with career capabilities, whereas emotional intelligence of banking employees in terms of customer is adversely correlated with Attrition is acceptable because when banking workers' emotional intelligence abilities improve, their career competencies improve naturally since they are more conscious of career growth and development. Similarly, when banking employees' emotional intelligence skills are inadequate, they are more likely to be frustrated, which means they are more likely to become furious and lose their cool in a crisis, which leads to attrition.

If there is no career competencies then there will be high rate of attrition due to lack of emotional intelligence skills presence in banking employees. It is noticed that proper training program is conducted for developing skills of emotional intelligence in order to achieve growth and success in career path.

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Entrepreneurial Intentions towards the Development of New Venture: A Systematic Literature Review

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Abstract

Purpose: To provide a systematic thematic overview of entrepreneurial intentions towards new venture development based on prior research attempts. The present study is a comprehensive review of all the academic literature available on the topic for the last two decades. In doing so, we conduct a content analysis and examine the entrepreneurial intentions, focusing on its influence on the creation of new business by considering all the different variables coming out from the analysis. Further, study presents a crisp interpretation, implications, and the future road map for the future research in the selected field.

Methodology: A detailed PRISMA, with the reasons for inclusion and exclusion criteria, is represented in the present SLR. We selected 123 articles from the last two decades using Scopus databases. In attempting content analysis, we classified literature by Publication, Year, Journal, Research Area, Research Type, and Language and presented our results in the form of tables and graphs in the paper.

Findings: The synthesis considered demographics, socio-economic, psychological, social, cultural, financial experience, financial literacy, and technical elements affecting EI. We considered 123 articles focusing on the EI theme.The number was arrived at by contracting to the only papers having empirical qualitative and quantitative research. This growth in research interest necessitates structural ordering that can revitalize prior attempts at organizing. It inspires new and creative contributions to progress the area.

Contribution: Our study is a fundamental compilation of existing literature on EI. This is significant as it enables us to efficiently build upon the distinctly identified common focus as opposed to individual contribution.

Originality: To the best of authors' knowledge, it is the first attempt to synthesize literature from 2 decades in the field of EI towards the development of new ventures. Further the content analys is makes our study strong on the ground to picturize the future path of development and research into the field.

1. Introduction

The Entrepreneurial Intentions (EI) of a country influences the decision of creation of new ventures and prosperity. EI has attracted significant research interest during the current era. Entrepreneurial intention (EI) is "the conscious state of mind that comes before action and draws attention to entrepreneurial behaviours like starting a new business and becoming an entrepreneur" (Fragoso *et al.*, 2020). Entrepreneurial intentions may be defined as a position to owning a business or becoming self-employed. They are also considered as personal orientations which might lead toventure creations. Entrepreneurial intention indicates the effort that the person will make to carry out that entrepreneurial behavior (Gangwani & Ballout, 2020; Qingqing, Collins, Ranabahu, 2021).

New Ventures is a global program that provides services for the growth of small and medium-sized businesses whose primary objective is to effect positive environmental or social change intheir local areas (Hannibal *et al.*, 2016). New enterprises, also known as entrepreneurial ventures, are broadly described as companies in the first stages of formation and growth. Frequently, companies are in the midst of launching their first products or services and expanding their consumer base (Zampetakis, L.A., 2016; Hamdi, M., *et al.*, 2022).

This systematic review glimpses at recent available literature that has analyzed the theme of Entrepreneurial Intentions (EI) & the Development of New Venture (NV) (Nolan & Garavan, 2015; Rosa M. & Vocalelli D, 2017). Commonly, the relationships among EI & NV are not

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straight lines. This means that small variations in EI have a significant impact on the creation of new enterprises (Khaw, K., *et al.*, 2021, Dheer R. & Lenartowicz, T. 2020). The current results exhibited, which are based on thresholds, are converted into research objectives. They suggest that it's economically beneficial to get more information about these aspects of entrepreneurs.

There are many research areas within the field of EI which are yet to be explored to the fullest. Based on this, we have tried to explore the selected area and set the following research objectives (ROs). RO1: To determine the evolution of the concept of EI and NV over 2 decades, RO2: Toidentify the most influential authors in the field of EI and NV, RO3: Reflectupon the topaffiliations in the selected research field, RO4: To investigate the country contribution in therespective research area.

EI has a substantial impact on all areas of an individual's personality and decision-making on his potential earnings (Tiwari, P., *et al.*, 2020; Belchior & Lyons, 2021). Therefore, it should be admirable to conduct additional research on the prospective topic that affects both the existing situation and the future of the commercial market. Extensive study has been conducted in the independent fields of EI and NV, however there is very little literature accessible on their relationship (Parra, J.F., *et al.*, 2022, Mathews *et al.*, 2021). Fewer studies are there on the emphasis on Indian context (Ali, J., *et al.*, 2022, Khan, A., *et al.*, 2022), but there should be very high potential to do more research on Indian aspects. This study will be a thorough and comprehensive systematic reviewof th erelevant literature.

After choosing the Systematic Review approach to realize the above research objectives in asignificant manner, the structure of the research study is continued in following sections: 2. Data Methodology, 3. Analysis and Discussion, 4. Summary and Conclusion, 5. Managerial Implications of the study and 6. Limitations and Future Research Agendas.

2. Data and Methodology for Systematic Literature Review

This study uses the systematic review methodology. Despite the fact that this methodology was born to review and synthesize studies in the healthcare domain, it is becoming more and more common even in the business and management domain. In the following section, the data collection process, the study selection criteria, and the data extraction methods are described in detail. PRISMA technique is followed for the present research study. Records/articles/published work was identified using the Scopus database. We used "Entrepreneurial Intentions" and "New Venture" as our keywords to search the relevant documents pertaining to our research and we got 197 documents. After applying the specific filters such as subject fields, source titles, keywords documents types, publication years, and publication stage along with language filters, as detailed in the PRISMA in figure 1, and also detailed in the search string as shown in table 1, we finally took 119 articles for ourstudy.

2.1 Database and Search String used for Data Retrieval

Table 1: Database and search string of data

Data base	Search String
Scopus (Elsevier) Only	Search: (TITLE-ABS-KEY("entrepreneurial intentions") AND TITLE-ABS-KEY(newventure)) AND (EXCLUDE (OA,"all")) AND (EXCLUDE (PUBYEAR,2000) OREXCLUDE (PUBYEAR,1999) OR EXCLUDE (PUBYEAR,1995) OR EXCLUDE (PUBYEAR,1993)) AND (LIMIT-TO (SUBJAREA,"BUSI") OR LIMIT-TO (SUBJAREA,"ECON")ORLIMIT-TO(SUBJAREA,"SOCI")ORLIMIT-TO(SUBJAREA,"ARTS")) AND (LIMIT-TO (PUBSTAGE,"final") OR LIMIT-TO (PUBSTAGE,"aip"))AND(LIMIT-TO(LANGUAGE,"English"))
Source	Scopus
AccessType	AllOpenAccess

2.2 *Methodology*

This paper presents a review of related research published in academic research journals by using PRISMA technique. The collected literature was subjected to content analysis to classify the available literature into a meaningful construct. This study pursues a systematic literature review (SLR) method as a reliable, replicable, and scientific way of producing a stock of knowledge that is not subject to bias (Tranfield *et al.*, 2003). To delve intothe literature, a comprehensive review equipped with content analysis canvasses the state-of-the-art literature concerning the theories, concepts, factors, and outcomes of PFMB (Goyal and Kumar, 2021). In the following sections, the data collection process, the study selection criteria, and the data extraction methods are described in detail.

2.3 *Data Collection*

The research paper proposed that evaluation and classification of literature regarding Entrepreneurial Intentions and New Venture thoroughly conducted based on the following criteria:

• Open access • Year • Author Name • Document type • Publication stage • Source Title • Keywords • Affiliation • Funding sponsor • Country/territory • Source type • Language

To conduct the study, we have used one of the largest databases of indexed articles: Scopus by Elsevier. It is acknowledged to provide extensive results and allow for advanced search options (Rebouças and Soares, 2020). The search was conducted in December 2020 for 20 years' data from 2003-2022. With an intent to not skip any crucial publication for consideration in this review, a comprehensive long string of appropriate search terms was used to run the search in title, abstract, and keywords. Table II shows these arch string used for data retrieval. Several steps were followed to select relevant studies by using the most trustable technique of Prisma.

First of all, review titles and abstracts of the retrieved articles for a first analysis of their relevance to the research questions, excluding those resulting non-relevant. The search in one database, Scopusonly, yielded 197 results. Limiting the search results to the open access and 20 years there are 126 articles. With consideration based on the relevance to the subject of "Entrepreneurial Intentions and New Venture", we placed the limit of relevant subject area, the study found 119 articles. Inclusion and exclusion criteria, the study included 4 more most relevant articles to make the research reliable. After there fined search, the Prisma approach was able to narrow our selection down to 123 research articles for doing SLR on the prescribed topic. As Fig 1 illustrates the mechanism of retrieval and selection of articles.

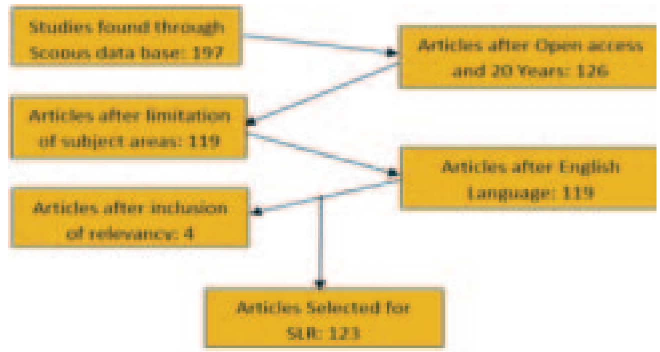

Fig 1: Mechanism of retrieval and selection of articles

Based on the type of the research-qualitative, quantitative, or hybrid method-a basic classification was developed. There designed sample's study type was discovered to learn more toward quantitative research. Only 8% of empirical investigations have been carried out using qualitative methods whereas 87% have been done with an emphasis on quantitative approach. A mixed methods approach was utilized in 5% of the investigations (shown in fig 2). This data was the starting point for the following analysis.

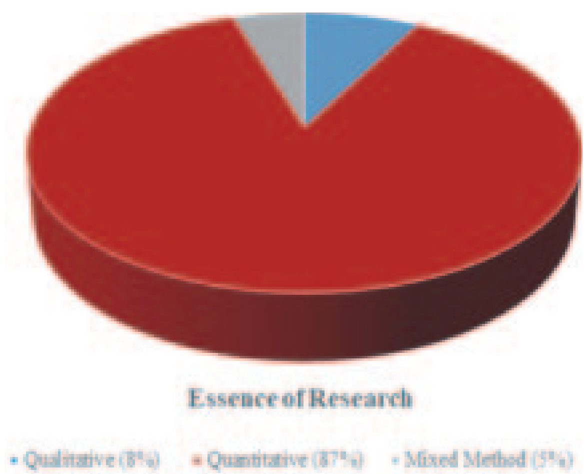

Fig 2: Essence and type of research investigations

3. Analysis and Discussion

The research study has used the Prisma technique to analyze the available literature in context of entrepreneurial intention and new venture development. Following analys is presented the scenario of upgrading the importanceof the topic in the research area.

3.1 Evolutionof numberofstudiesovertime

The research study has taken 123 articles for the SLR for the time period from 2000-2022. In two decades of research, very little research has been done on the relevant topic, especially in the beginning years. From 2000 to 2017, it's very less in count. In 2017 research went high but again in 2018 and 2019, it was going down. After the pandemic situation, as the term Economic recessions explained by Zhuwau, C. (2022), Voutsina, K. *et al.* (2022), research year 2020 wasthe brightest to boost up the relevance of the topic. 2021 and 2022, again quite down but higher than before. The intentions towards entrepreneurship and developing the new venture is having a high attentive topic for the researchers as it indicated in table 2. The data is represented by fig 3.

Table 2: Yearly Publication

Years	Documents
2022	22
2021	24
2020	28
2019	11
2018	9
2017	19
2016	9
2015	8
2014	6
2013	9
2012	3
2011	7
2010	3
2009	3
2008	1
2007	2
2006	2
2005	1
2004	0
2003	0
2002	0
2001	0
2000	2

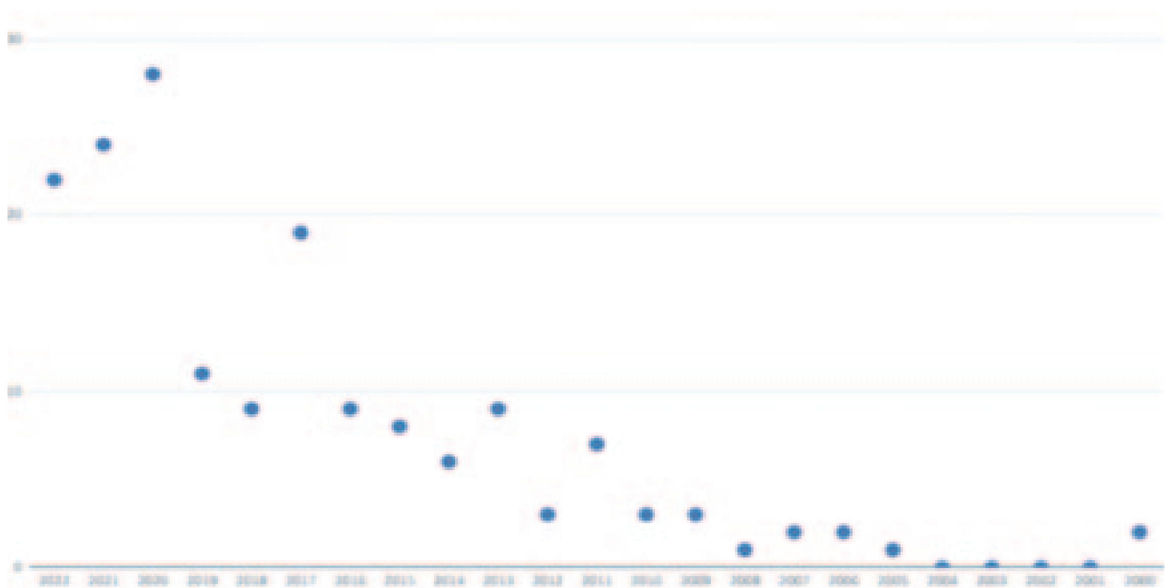

Fig 3: Yearwise publication of the Research Articles

3.2 Most influential authors in the field

Among 123 articles, there are 15 top authors who paid attention to the prescribed topic. Linan, F. was the top author who has done most of the research on entrepreneurial intentions and or new venture development (shownin fig 4). There are 4 authors who studied more in this research area, Linan, F., Dheer, RJS, Kichul, J and Lenartowicz, T. Rest 11 authors are also given their significant contributionin this field.

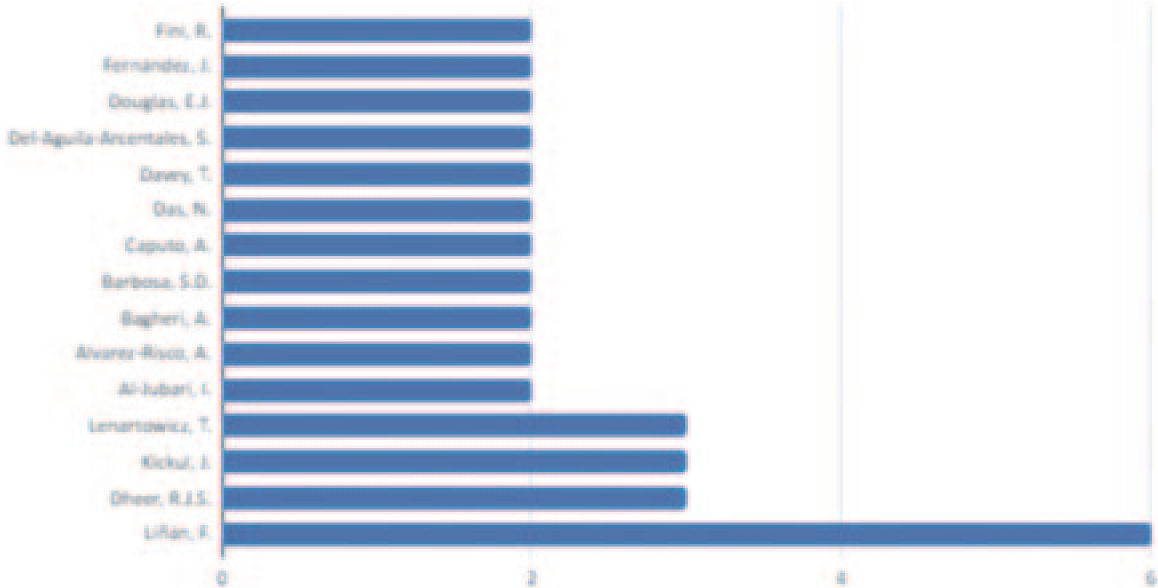

Fig 4: Top 15 authors from the selected Research Articles

3.3 Prominent Affiliation in the selected area

From the analysis of selected articles and the extracted information of working authors in the relevant subject area, the study presented the top 15 affiliations of such authors, based on where they have done research in this area. We can check the important contributions of Anglia Ruskin University, Chulalongkorn University, and Alma Mater Studiorum University, respectively followed by others as indicated in fig 5.

Fig 5: Top 15 Affiliation of Selected Authors

3.4 Country profile in the area of Entrepreneurial Intentions and New Venture

From investigating the literature in the context of entrepreneurial intentions towards new venture development, the study observed the top 15 countries based on their research findings (Table 3).

As illustrated in fig 6, the United States has done most significant work in the respective area, followed by Malaysia, United Kingdom, India and so on.

Table 3: Country's Publication

Country/Territory	Documents
UnitedStates	28
Malaysia	14
India	13
UnitedKingdom	13
Germany	12
Italy	12
Spain	11
Australia	10
Portugal	8
France	7
China	6
Pakistan	6
Taiwan	6
Canada	5
SaudiArabia	5

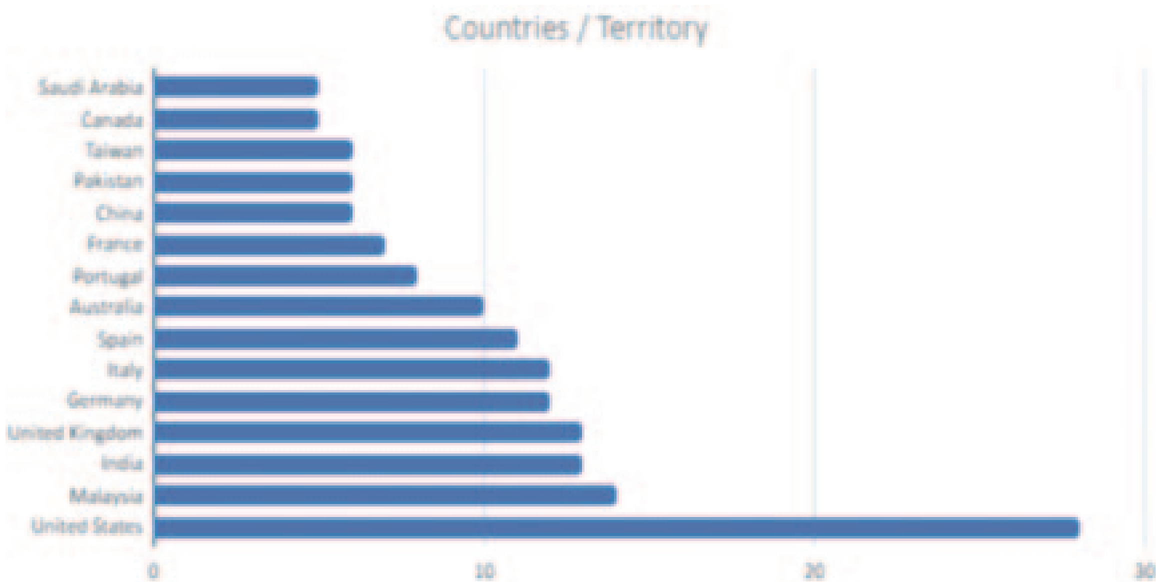

Fig 6: Top 15 Countries for significant research

4. Summary and Conclusion

In the light of the above stated reasons, the current study can be compared to a census, and the conclusions can therefore be applied to the entire population. In addition, the research are as reflect the current state of empirical research on the topic of entrepreneurial intentions and its impact on the formation of new businesses. This research also shows that EI research is popular in the US and a few other nations, including India, which ranks fourth in the world in this subject. Linan, F, and Anglia Ruskin University, London have done the most prominent work for the EI & NV.

Few studies have examined EI in developing and impoverished nations as suggested by some researchers; (Martins & Perez, 2020; Fragoso & Pereira, 2021), but a deficit remains. Finally, EI research is currently quite popular. Based on prior trends, research in this field will likely rise (Qazi, W., *et al.*, 2020, Hameed K., *et al.*, 2022). EI research has many unexplored areas. Understanding all the variables in this subject is a consequence to understanding a country's entrepreneurial potential, which affects new venture formation and wealth. It is important to understand how literature has changed over time on both the individual and societal levels.

The goal of this review was to evaluate the causes and effects of the relationship between EI & NV, particularly across the depth and breadth of the subject (Ozyilmaz, A. 2011; Nungsari, M., *et al.*, 2022). In light of the available data, it is crucial to emphasize the advantages of doing a systematic literature review in order to conduct reliable research in this field (Goyal, Kumar & Xiao, 2021). Recent developments in the field advise that rather than merely emphasizing the study's findings, knowledge translation tools and advice should concentrate on the key factors of entrepreneurs' professional actions and aptitude.

On the basis of the available data, it is significant to emphasize the advantages of doing a systematic literature review in order to conduct reliable research in this field. Recent developments in the field advise that rather than merely emphasizing the study's findings, knowledge translation tools and advice should concentrate on the key factors of entrepreneurs' professional actions and aptitude to be a successful businessman.

5. Managerial Implications of the Study

There can be a number of relevance for different community groups such as financial planners, business enthusiasts, academicians and scholars in the field. For financial planners who are starting or have recently begun new businesses, the evolution and the expansion of research in the field is beneficial. For financial counselors, changing responsible financial management behavior has proven difficult in this upgrading era. By presenting the principles of entrepreneurs' aspirations toward the establishment of new ventures in any field, the study contributes to their knowledgeset. For the academic platform, the study can be foundational so as to start the further exploration of the selected area. The results can be used by business experts, strategies planners, and financial service providers to comprehend the ideas and opportunities for future growth of new businesses and fledgling entrepreneurs in addition to providing scholarly contributions. Such a study can be useful for young professionals at a crossroads in their careers, deciding whether or not to become entrepreneurs. Individuals who comprehend the concept and its influence will gravitate toward making sensible economic decisions.

6. Limitations and Future Research Agendas

The current research study was conducted on specific aspects, such as a limited span of time, only a single data source i.e. Scopus was taken, and methodology was restricted to only the Content analysis portion of Systematic Literature Review.

All these factors restrict the study in many ways. Hence with these limited scopes and extent, it is further possible to extend the same for more detailed analysis, to include the thematic and foundational clustering. The present creation of the literature has revealed major gaps in understanding, whereas the significant contributions that have been made in recent years to growing research on the theme of EI & NV can be studied by doing the thematic analysis. Further the increased time span and preview of the study i.e. to include more databases and more detailed subsets in it can make the study more elaborated. This would increase the number of papers and articles that can be considered/ studied. When this is done, it is likely that a more comprehensive overview of the subject matter can be brought on the table.

Even though the present research study tried to ensure that the phrases used in the search encompassed the whole area, it is possible that certain studies were missed with an assumption to miss out on parameters that were relevant to the search. In addition to this, it considers only the research that was written in English when it was released, neglecting any themes that may have been discussed in other languages and included a diversity of arguments and perspectives regarding Entrepreneurial Intentions and New Venture Development.

The literature investigation only can be extended to the empirical ones too. By doing the SLR via present study can be considered as the beginning with research questions framed, and knowledge about variables and the interactions between them, followed by the empirical discoveries regarding procedures and measurements can be undertaken.

The division of factors that can impact the Entrepreneurial Intentions can be bought in to give a new dimension and shape to the study. People can be impacted by a broad variety of factors, some of which are socio-demographic and economic, while others are psychological and social, such as self-regulation and negative emotions. These factors can influence an individual's behavior. While gathering data for future studies from the point of view of personal, behavioral, and environmental aspects, with extreme caution, the literature for each subset can be separately collected and analyzed to make more relevant and presentable clusters.

In future studies, while studying the EI, the categories specifying different types of entrepreneurs can also be detailed so that the more specific and group specific results can be brought out with. This will further facilitate the making of more detailed recommendations and policy suggestions. Further the clusters of different new ventures can also form a base for more detailed industry specific and thus accordingly result oriented publication. Keeping all these suggestions, the researchers in the field can focus on many diverse areas, ways, extended time periods and to consider more elaborated data sets while undergoing their research in the times to come.

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A Correlational Study on Creativity and Academic Achievement of Students of Class VII in Hooghly District of West Bengal

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Abstract

The present study investigated the relationship between creativity and academic achievement of class VII students in Hooghly district of West Bengal. The objectives of the study were to investigate the nature of creativity and academic achievement among these students and also to determine the relationship between their creativity and academic achievement, fluency and academic achievement, flexibility and academic achievement, and also their originality and academic achievement. The study is based on a descriptive survey research and it also follows a correlational research design. A sample of 52 male and 52 female students was collected by the method of stratified random sampling technique from two schools of Hooghly district in West Bengal. The data was collected by using two questionnaires viz. Verbal Test of Creativity Thinking developed by Dr. Baqer Mehdi (1973) and General Classroom Achievement Test developed by Dr. A. K. Singh and Dr. (Mrs.) A. Sen Gupta (2005). The result establishes the fact that there exists no significant difference between male and female class VII students in Hooghly district of West Bengal in respect of their total creativity, fluency, flexibility, originality and academic achievement. The study also shows a significant and positive correlation between creativity and academic achievement as well as fluency and academic achievement, flexibility and academic achievement, and originality and academic achievement among the class VII students in Hooghly district of West Bengal. The study has ample implications for the teachers, counsellors, administrators and parents to identify creative children and nurturetheir ability for their better future.

Introduction

In the present scenario, the word 'Creativity' is well known to all. Creativity is the potential of a human being to bring or make something new or form a valuable thing. Penick (1992) described creativity as a process of becoming sensitive to problems, deficiencies, gaps in knowledge, missing elements and disharmonies as well as identifying, searching for solutions, making guesses or formulation of hypotheses, and possibly modifying and restating them, and experimenting to find results and finally communicating the result. Creativity enables human beings to get the most out of life experiences and resources. Creativity produces actionable ideas, new concepts, new designs and new opportunities while innovation adds values to the new products (Olatoye, Akintunde & Ogunsanya, 2010). Creativity enables human beings to get the most out of life experiences and resources. Creativity produces actionable ideas, new concepts, new designs and new opportunities while innovation adds values to the new products. Creativity is a basic tool for progress in any society or community. It is so important that any area of development must not lose sight of it. The conditions of modern-day living, characterized by complexity and interdependence, technological and communication advances, as well as rising expectations call for increased creativity (Olatoye & Oyundoyin, 2007).

According to Millar and Irving (1995), the concept of academic achievement is associated with the achievements of students which have been attained in any educational institution. Academic achievement is the extent to which an individual is able to meet his or her specific goals that are the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g.,

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numeracy, literacy, science, history) (Steinmayr, Meibner, Weidinger, & Wirthwein, 2014). Researchers have done a lot of study on these two variables over time and have found different results in this context.

Anjula and Johal (2019), Ahmadzadhe and Aflkifard (2018), Ghayes and Malik (2013), Adeyemo (2012), Bahar and Maker (2011), and Malik and Shanwal (2017) reported that there is a positive correlation between total creativity and academic achievement. However, Arya and Maurya (2016) concluded that there is no significant association between creativity, intelligence and academic achievement. Trivedi and Bhargava (2010) found that- 1) The high achiever group of adolescents were more alike and share similar traits overriding the impact of gender, when gender difference between high achiever groups on creativity was observed. 2) There were a gender differences among low achiever group on creativity. On the other hand, Olatoye, Akintundie and Ogunsanya (2010) stated that there is a negative correlation between academic achievement and creativity.

In view of the above discussion, it is evident that there have been numerous interesting studies carried out on creativity and academic achievement both in India and abroad. But so far, no research has been done in West Bengal focusing on creativity and academic achievement of students in Hooghly district. Further, creativity has been studied as a whole but the various dimensions of creativity has not been looked upon. Therefore, the researcher tried to study the relationship between these two variables focusing on the various dimensions of creativity.

Objectives of the Study

The objectives of the present study are:

1. To study the nature of creativity among students of Class VII in Hooghly district of West Bengal.

2. To study the nature of academic achievement among these students.

3. To study the relationship between creativity and academic achievement among these students.

4. To study the relationship between fluency and academic achievement among these students.

5. To study the relationship between flexibility and academic achievement among these students.

6. To study the relationship between originality and academic achievement among these students.

Hypotheses of the Study

H01: There is no significant difference in creativity between male and female students of Class VII in Hooghly district of West Bengal.

H01.1: There is no significant difference in fluency between male and female students of Class VII in Hooghly district of West Bengal.

H01.2: There is no significant difference in flexibility between male and female students of Class VII in Hooghly district of West Bengal.

H01.3: There is no significant difference inoriginality between male and female students of Class VII in Hooghly district of West Bengal.

H02: There is no significant difference in academic achievement between male and female students of Class VII in Hooghly district of West Bengal.

H03: There is no significant relationship between creativity and academic achievement among students of Class VII in Hooghly district of West Bengal.

H03.1: There is no significant relationship between creativity and academic achievement among male students of Class VII in Hooghly district of West Bengal.

H03.2: There is no significant relationship between creativity and academic achievement among female students of Class VII in Hooghly district of West Bengal.

H04: There is no significant relationship between fluency and academic achievement among students of Class VII in Hooghly district of West Bengal.

H04.1: There is no significant relationship between fluency and academic achievement amongmale students of Class VII in Hooghly district of West Bengal.

H04.2: There is no significant relationship between fluency and academic achievement amongfemale students of Class VII in Hooghly district of West Bengal.

H05: There is no significant relationship between flexibility and academic achievement among students of Class VII in Hooghly district of West Bengal.

H05.1: There is no significant relationship between flexibility and academic achievement among male students of Class VII in Hooghly district of West Bengal.

H05.2: There is no significant relationship between flexibility and academic achievement among female students of Class VII in Hooghly district of West Bengal.

H06: There is no significant relationship between originality and academic achievement among students of Class VII in Hooghly district of West Bengal.

H06.1: There is no significant relationship between originality and academic achievement among male students of Class VII in Hooghly district of West Bengal.

H06.2: There is no significant relationship between originality and academic achievement among female students of Class VII in Hooghly district of West Bengal.

Method

In this study descriptive survey research design was chosenand for collecting the data. The study also follows a correlational design.

Population

The entire group of classVII students belonging to Hooghly district of West Bengal consist of the population of the study.

Sample

Two schools of Hooghly district, West Bengal were selected randomly. These are Arambagh Girls' High School and Nirbhoypur B.G. NilktanthaSikhaniketan. The researcher selected 104 students randomly (Boys-52 and Girls-52). Here stratified random sampling technique was adopted. The sample profile is given below

Table 1: Sample Profile

Gender	No. of Students
Male	52
Female	52
Total	104

Variables of the Study

The variables of the present study are as follows:

- Independent variables-
  - ❑ Creativity
  - ❑ Academic achievement
- Categorical variable- Gender (Male and Female)

Tools

In the present study the researcher used Verbal Test of Creative Thinking by Dr. Baqer Mehdi (1973) for measuring creativity and General Classroom Achievement Test developed by Dr. A.K. Singh and Dr. (Mrs.) A. Sen Gupta (2005) for measuring academic achievement of class VII students.

Results

Descriptive Statistics

Table 2: Mean and Standard Deviations of Creativity and Academic Achievement Scores

Variable	Gender	N	Mean	Std. Deviation	Skewness		Kurtosis	
					Statistics	Std. Error	Statistics	Std. Error
Fluency	M	52	18.38	4.415	.395	.330	-.892	.650
	F	52	18.44	4.474	.755	.330	.044	.650
	Comb	104	18.41	4.423	.570	.237	-.445	.469
Flexibility	M	52	16.25	3.283	.540	.330	-.634	.650
	F	52	16.31	3.450	.527	.330	-.717	.650
	Comb	104	16.28	3.351	.527	.237	-.698	.469
Originality	M	52	49.29	13.769	.421	.330	-.552	.650
	F	52	50.69	15.320	.505	.330	.173	.650
	Comb	104	49.99	14.511	.478	.237	-.110	.469
Total Creativity	M	52	83.92	19.888	.459	.330	-.919	.650
	F	52	84.87	20.810	.622	.330	.062	.650
	Comb	104	84.39	20.261	.541	.237	-.407	.469
Academic Achievement	M	52	70.27	12.236	-.806	.330	.232	.650
	F	52	68.62	13.744	-.349	.330	-.853	.650
	Comb	104	69.44	12.976	-.552	.237	-.467	.469

From the Table 2, it can be deduced that the mean scores of fluency, flexibility, originality and total creativity score as well as the academic achievement scores for the combined, male and female groups are within the average range.

Inferential Statistics

Table 3: Statistical Comparison between Male and Female Students' Fluency, Flexibility, Originality, Total Creativity and Academic Achievement Scores

	Gender	N	Mean	t	df	t test Used	p-value of Appropriate t test
Fluency	M F	52 52	18.38 18.44	-.066	102	Equal Variance Assumed	.947
Flexibility	M F	52 52	16.25 16.31	-.087	102	Equal Variance Assumed	.931
Originality	M F	52 52	49.29 50.69	-.419	102	Equal Variance Assumed	.624
Total Creativity	M F	52 52	83.92 84.87	-.236	102	Equal Variance Assumed	.814
Academic Achievement	M F	52 52	70.27 68.62	.648	102	Equal Variance Assumed	.518

From the Table 3 it is found that the p-values of fluency, flexibility and originalityare not significant at 0.05 level of significance (i.e., **$H_0$1.1, $H_0$1.2, $H_0$1.3** are not rejected). So, the result establishes the fact that there is no significant difference in fluency, flexibility and originality between male and female students of Class VII in Hooghly district of West Bengal. The p-values of total creativity score and the academic achievement score arealso not significant at 0.05 level of significance (i.e., **$H_0$1** and **$H_0$2** are not rejected). So, the result establishes the fact that there is no significant difference in total creativity and academic achievement between male and female students of Class VII in Hooghly district of West Bengal.

Table 4: Correlation between Creativity and Academic Achievement among Students (Combined, Male and Female)

Gender	Sample Size	Pearson's Correlation
Male	52	.489**
Female	30	.530**
Combined	104	.508**

[**Correlation is significant at the 0.01 level]

From the Table 4 it is found that there exist significant positive and medium correlation between total creativity score and academic achievement of male students of Class VII in Hooghly district of West Bengal and a significant positive and strong correlation between total creativity score and academic achievement of female and combined group students of Class VII in Hooghly district of West Bengal. Therefore, **$H_0$3, $H_0$3.1** and **$H_0$3.2** are rejected at .01 level. So, the result indicated that if the level of creativity increases, the level of academic achievement will also increase and visa versa.

Table 5: Correlation between Fluency and Academic Achievement among Students (Combined, Male and Female)

Gender	Sample Size	Pearson's Correlation
Male	52	.506**
Female	52	.464**
Combined	104	.482**

[**Correlation is significant at the 0.01 level]

From the Table 5 it is found that there exists a significant positive and strong correlation between total creativity score and academic achievement of male students of Class VII in Hooghly district of West Bengal and a significant positive and medium correlation between total creativity score and academic achievement of female and combined group students of Class VII in Hooghly district of West Bengal. Therefore, **$H_0$3, $H_0$3.1** and **$H_0$3.2** are rejected at .01 level. So, the result indicated that if the level of fluency increases, the level of academic achievement will also increase and visa versa.

Table 6: Correlation between Flexibility and Academic Achievement among Students (Combined, Male and Female)

Gender	Sample Size	Pearson's Correlation
Male	52	.517**
Female	52	.548**
Combined	104	.532**

[**Correlation is significant at the 0.01 level]

From the Table 6 it is found that there exist a significant positive and strong correlation between flexibility and academic achievement of male, female and combined students of Class VII in Hooghly district of West Bengal. Therefore, **$H_0$5, $H_0$5.1** and **$H_0$5.2** are rejected at .01 level. So, the result indicated that if the level of flexibility increases, the level of academic achievement will also increase and visa versa.

Table 7: Correlation between Originality and Academic Achievement among Students (Combined, Male and Female)

Gender	Sample Size	Pearson's Correlation
Male	52	.420**
Female	52	.467**
Combined	104	.442**

[**Correlation is significant at the 0.01 level]

From the Table 7 it is found that there exist a significant positive and medium correlation between originality and academic achievement of male, female and combined students of Class VII in Hooghly district of West Bengal. Therefore, **$H_0$6, $H_0$6.1** and **$H_0$6.2** are rejected at .01 level. So, the result indicated that if the level of originality increases, the level of academic achievement will also increase and visa versa

Discussion

The result of the present study indicates that there is no significant difference in total creativity score between male and female students which is supported by the result of the study carried out by Olatoye and Oyundoyin (2007) and Naderi *et al.* (2008). However, a study on Spanish students indicates that some differences exist between males and females on aspects of creativity and academic achievement (Ai, 1999).

The present study also indicates that there exists a positive correlation between total creativity score and academic achievement. Aujla and Johal (2019), Gayes and Malik (2013), and Adeyemo (2012) also found similar result in this context. But few dissimilar results were also found in this area. Olatoye, Akintundie and Ogunsanya (2010) stated that there is a negative correlation between academic achievement and creativity.

Implication

The present study has ample implications for parents, teachers, administrators and policy makers. From this study it was found that there is no significant difference in total creativity score as well as academic achievement score between male and female students. So, there is no need to differentiate boys and girls while giving nourishment for their betterment in creativity and academic achievement. The present study also revealed that there is a positive correlation between total creativity score and academic achievement. So, teachers, parents, administrators and policy makers need to be careful during choosing teaching strategies, curriculum etc. Teachers must identify the creative students overlooking their gender and arrange better environment for nourishing their creativity and also adopt new strategies for their overall improvement in academic achievement. Parents must always encourage their children for their creative work and also throw attention to their studies. The policy makers must allocate funds in order to improve the infrastructure to give support in nourishing the creativity level of students. The administrator must plan a well-formed curriculum and extra-curricular activities to boost up their creativity level and their academic score as well (Gayes & Malik, 2013)

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Education and Rehabilitation of Deafblindness in India: Present Scenario and Futuristic Strategies

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सारांश

भारत में 21वीं सदी का द्वितीय दशक दो प्रमुख उपलब्धियों के कारण दिव्यांग व्यक्तियों के लिए बहुत उपयोगी रहा। प्रथम उपलब्धि वर्ष 2016 में जब दिव्यांग व्यक्तियों के अधिकार अधिनियम पारित किया गया था और दूसरी वर्ष 2020 में जब राष्ट्रीय शिक्षा नीति, जो भारतीय शिक्षा प्रणाली के इतिहास में मील का पत्थर है, लागू की गई थी। इस नीति में कहा गया है कि ''एक अच्छा शिक्षण संस्थान वह है जिसमें प्रत्येक विद्यार्थी को स्वीकार और उसकी देखभाल की जाती है, जहां एक सुरक्षित और उद्दीपित सीखने का माहौल उपलब्ध होता है, जहां सीखने के अनुभवों की एक विस्तृत श्रृंखला प्रस्तुत की जाती है और जहां अच्छे भौतिक बुनियादी ढांचे और सीखने के अनुकूल उपयुक्त संसाधन सभी विद्यार्थियों के लिए उपलब्ध हैं।'' दूसरी ओर दिव्यांग व्यक्तियों के अधिकार अधिनियम, 2016 में एक या एक से अधिक दिव्यांगता वाले व्यक्तियों के अधिकारों को सुनिश्चित करने के लिए कई प्रावधान किए गए हैं। इस अधिनियम में 21 प्रकार की दिव्यांगताओं को चार प्रमुख श्रेणियों यथा शारीरिक अक्षमता, बौद्धिक अक्षमता, मानसिक व्यवहार एवं तंत्रिका संबंधी और रक्त संबंधी विकास के कारण होने वाली दिव्यांगता को सम्मिलित किया गया है। अधिनियम में बधिरांधता सहित बहु-दिव्यांगता को भी सम्मिलित किया गया है। बधिरांधता से प्रभावित व्यक्तियों की संख्या पर कोई प्रामाणिक आंकड़े उपलब्ध नहीं हैं लेकिन राष्ट्रीय और अंतर्राष्ट्रीय संगठनों द्वारा किए गए अध्ययनों के अनुसार भारत में अनुमानित 5 लाख लोग बधिरांधता से ग्रस्त हैं। भारतीय पुनर्वास परिषद, जो कि एक संवैधानिक निकाय है, के अनुसार केवल 862 पंजीकृत प्रशिक्षित व्यक्ति हैं जो बधिरांध व्यक्तियों को अपनी सेवाएं प्रदान कर सकते हैं। इस प्रकार पंजीकृत प्रशिक्षित व्यक्ति और लाभार्थी अनुपात 1:580 है। प्रस्तुत शोध पत्र भारत में बधिरांध व्यक्तियों के लिए शैक्षिक और पुनर्वास प्रावधानों की वर्तमान स्थिति पर प्रकाश डालता है, साथ ही बधिरांध व्यक्तियों के शिक्षा एवं पुनर्वास हेतु अति आवश्यक प्रावधान तथा इनके लिए पंजीकृत प्रशिक्षित व्यक्ति और लाभार्थी अनुपात को उपयुक्त बनाने के लिए रणनीतियों का सुझाव भी देता है।

Introduction

United Nations emphasis on concrete action to include persons with disabilities as both agents and beneficiaries of development. The United Nation (UN) report demonstrates that persons with disabilities are at a disadvantaged group and urgent actions to be taken by, for and with persons with disabilities by 2030. India adopted the UNESCO 2030 Agenda for Sustainable Development in the year 2015. National Education Policy (NEP) 2020 fully endorses this 2030 Agenda for Sustainable Development particularly its Goal 4 (Tyagi *et al.*, 2022). Goal 4 is the educational goal of this agenda which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. The aim of inclusion and inclusive education is at the heart of NEP 2020 as well as the Rights of Persons with Disabilities (RPWD) Act, 2016.

Census-2011 shows that there are 2.1 million persons with multiple disabilities and 0.5 million persons with seeing disabilities in India. According to the Rehabilitation Council of India (RCI), a regulatory body, there are very few trained professionals/personnel available for persons with multiple disabilities. This results in substandard quality of services for them. In Census 2011 only nine categories of disabilities were taken in account for the purpose of census and deafblindness was not taken into account, however, the category of multiple disabilities was one of the disabilities under which deafblindness might have been covered. For education and rehabilitation of persons with disabilities total 899 institutions engaged in preparing manpower but only 28 institutes offer programs in multiple disabilities and only 5 institutions offer programs in deaf blindness (as per RCI record as on December 31, 2022). India is a country

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having various resources like parents/guardians, disability rehabilitation institutes etc. which can be helpful in providing quality services to persons with multiple disabilities in line with the Sustainable Development Goals (SDG) of the UN. The only need is to make them connected to render services.

Concept of Deafblindness

Vision and hearing often are called 'distance senses' in literature about people with sensory disabilities (McInnes & Treffry, 1982; Prickett & Welch, 1995). These two powerful senses provide most people with the majority of the information that they need for early concept development and lifelong learning. Vision and hearing typically are the two primary sources for information gathering that enable students to learn in educational environments. "For persons with intact vision and hearing, 99% of their cognitive learning occurs through their vision and hearing; 88% of their learning through their vision" (Gee, 1994).

Prickett & Welch (1995) stated that vision and hearing allow an individual to gain access to information that is not necessarily within arm's reach but at a distance, hence the term 'distance sense'. The near senses, especially touch and taste, also provide environmental information; however, this kind of information requires the person to have direct contact with the source for the information to be received and meaningful. Also, information from the near senses has limitations; for example, touch does not give adequate information about things that are very large or very small. Things that are quite fragile or dangerous also will be difficult to gain access to through touch (Freeman, 1985; Warren, 1984). Thus, a person who is deafblind to any degree is at a disadvantage for gaining access to environmental information and will need intensive adaptations to promote early concept development.

Deafblindness is the combination of signification hearing and visual impairment in a person. In the RPWD Act, 2016 deafblindness is categorized as multiple disabilities. This act says that, "Multiple disabilities including deafblindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, development, and educational problems". The impact of deafblindness is not merely an addition of the impact of two disabilities, but it is manifold. Deafblind persons can have cognitive, speech, motor and social delay.

Prevalence and Etiology of Deafblindness

Several countries including India, deafblindness is not officially categorized separately as a disability in its legislations (in RPWD Act, 2016 it comes under Multiple disabilities category) which means persons with deafblindness are not clearly identified in data on disability collected by governments and other agencies. In adhering to the first Global Report on the situation and rights of people with deafblindness, World Federation of the Deafblind undertook the largest population-based analysis on deafblindness first ever conducted in the year 2018. It is estimated that 0.2% of the world's population is living with a severe form of deafblindness. A further 2% of people around the world are living with milder forms of deafblindness.

Based on community projects Shetye (2019) estimated the prevalence of deafblindness in India. She estimated that there could be more than 5,00,000 deafblind people in India. Further, in her paper she reported a study conducted in Nigerian single-disability schools, of the 273 students examined, 19 (7%) had deafblindness of which over 60% (12/19) were previously undetected. Buphthalmos, cataract, vitamin A deficiency, optic atrophy, anophthalmos/ microphthalmos and cortical blindness were the causes of blindness noted. As per the Census-2011 data, 2.1 million (21 Lakh) persons are affected with multiple disabilities and out of these 0.59 million (5.9 Lakh) persons are of the age 5-19 years.

Present Scenario for Education and Rehabilitation

India abides by the United Nations Convention on Persons with Disabilities (UNCRPD). Deafblindness has been included as one of the multiple disabilities under the RPWD Act, 2016. This is a definite step forward in uplifting care of deafblind children and adults. Present scenario for education and rehabilitation of persons with deafblindness in India is as below:

- **Manpower Development for Deafblindness:** As on date there are 899 institutes which are running programs in the field of creating manpower in the field of disability and rehabilitation. There are only 28 organizations in the entire country working in the field of multiple disabilities and even fewer institutes for persons with deafblindness. Out of these six institutes are alone in the state of Maharashtra being the maximum number of institutes rendering services to persons with multiple disabilities. The states of Andhra Pradesh, Gujarat and Madhya Pradesh have two and the state of

Kerala has three such institutes. Many states namely Arunachal Pradesh, Haryana, Manipur, Meghalaya, Mizoram, Nagaland, Punjab, Rajasthan, Sikkim, Tripura and Uttarakhand are not having a single institute for persons with multiple disabilities and except National Capital Territory of Delhi, no other Union territory have any such institute. The entire northern part of India has only 3 institutes that seem to drop in the ocean.

Table 1: Number of RCI recognized institutions offering programs at different levels

Specialization/ Level	Masters Level	Bachelors Level	Diploma Level
Multiple disabilities	1	8	28
Deaf blindness	0	2	3

Any person who is not especially trained in teaching/ rehabilitating persons with disabilities and not registered with Rehabilitation Council of India cannot render his/her services. Till December 31, 2022 only 862 professionals/ personnel are registered with the Council to cater various educational and rehabilitation needs of 2.1 million persons with multiple disabilities and deaf blindness. Unfortunately, as of January, 2023 there are only two institutes running B.Ed. Special Education in deafblindness and three institutes running such courses at diploma level. No institute is offering teachers training programs at master level. Each of the teacher's training institutes offering programs in the deafblindness area have a limited number of seats for admissions, thus every year smaller number of professionals are being prepared in deafblindness area which are highlyinsufficient as compared to the need of trained manpower for persons with deafblindness.

- **Availability of Trained Manpower for Deaf-blindness:** Twenty one lakh persons with multiple disabilities are there in India and out of these 5.9 Lakh are of the age group of 5 to 19 years. Number of persons with deaf blindness is also very high, which is more than 5 Lakh. Such a large number of persons with disabilities deserve that their educational and other rehabilitation needs should be catered through trained manpower. Data from Rehabilitation Council of India shows that there are only 68,469 registered professionals under the category of special educators for educating and training children with disabilities. If one applies an attrition rate of 30%, this number is reduced to 47,928 and considered as highly insufficient. As of January, 2023 there are 862 registered professionals who have completed their Diploma in Special Education-Deafblindness and only 4 registered professionals who have completed their B.Ed. Special Education-Deafblindness. The ratio of available 862 trained professionals and 0.5 million persons with deafblindness indicates that one specially trained registered professional has to deliver services to 580 persons with deafblindness.

- **Special Institutions in Deafblindness:** The Government of India is ensuring education and rehabilitation services of persons with disabilities through its Department of Empowerment of Persons with Disabilities under the Ministry of Social Justice and Empowerment. Similarly, all the State Governments also promote rights to this community by education and rehabilitation services through its departments having different nomenclature. To ensure the rights of persons with disabilities, every state has their State Commissioners for Persons with Disabilities. Under Section 57 of erstwhile Equal Opportunities, Protection of Rights & Full Participation Act, 1995 for persons with disabilities, the Office of the Chief Commissioner for Persons with Disabilities was set up in Delhi with a mandate to take appropriate steps to safeguard the rights of persons with disabilities in India. Later this Act for persons with disabilities was replaced with Rights of Persons with Disabilities Act, 2016. The new Act of 2016 provides the appointment of two Commissioners to assist the Chief Commissioner for persons with disabilities under Section 74. The mandated function of the Chief Commissioner is to identify the provisions of any law or policy, program and procedures, inquire deprivation of rights of persons with disabilities and safeguards available to them, review the safeguards provided by or under RPwD Act, 2016 or any other law in force for persons with disabilities, review the factors that inhibit the enjoyment of rights of persons with disabilities, study treaties and other international instruments on the rights of persons with disabilities, promote awareness of the rights of persons with disabilities and the safeguards available for their protection, monitor utilization of funds disbursed by the Central Government for the benefit of persons with disabilities and perform other functions assigned by Central Government for ensuring rights of persons with disabilities.

- **RCI's Initiative for Teachers Training:** In February, 2000, the first Deafblind Asian Conference set the pace for a brainstorming session on the various issues concerning human resources development specific to the field of deafblindness. Sense International (India) organized a National Experts Meets which have been instrumental in identifying the staff development needs and match it with appropriate existing training opportunities or in creating new training activities. It was concluded that since the field is emerging, there will be a recurring need to develop more formal training programs for the different target groups. The outcome of these meets was to focus on formal in-service teacher training for single category teachers to equip them with additional skills to work with deafblind children in their classrooms. The need was also felt to conduct a recognized teacher-training course on deafblindness through the distant learning mode and also at regional level. Deafblind component to be added as part of the standard curriculum for the training of PHC doctors, therapists like OTs, PTs and Speech Language Therapists etc. It was also suggested to start teachers training programs at B.Ed. and M.Ed. level courses in deafblindness and promoting more research for deafblind children.

Futuristic Strategies for Education and Rehabilitation

Government is implementing acts and policies regularly for education and rehabilitation for persons with disabilities. However, a lot more needs to be done. Deafblind children and adults continue to be discriminated against and denied education as a basic human right. Distinct steps need to be taken by the government in order that deafblind children and adults do not face this basic discrimination. Since the numbers of deafblind people are only estimated till date, and as a means of enforcing the RPWD Act 2016 and other provisions, it is time to consider this disability as a separate category for census 2023. Some of the futuristic strategies for education and rehabilitation for persons with deafblindness are as:

- **Early Childhood Care and Education for children with deafblindness:** Barbara Miles (2008) stated that sensory deficits can easily mislead even experienced educators into underestimating (or occasionally overestimating) intelligence and constructing inappropriate programs. Assessment is crucial at every step of the way. Deafblindness significantly impacts the ability to access the information and communicate thus, communication of persons with deafblindness with other individuals also gets affected. Hearing and vision are two main senses by which one establishes communication and this enables him to have access to educational services. Person with deafblindness may or may not have some residual hearing or vision and other residual senses are not as useful as they are with hearing and vision, unless the residual senses are trained to get information and combine them for concept formation. A highly-individualized program for each child is required due to the limited sensory channels available for learning. This type of program is unique for every child. Start, middle and end for education of children with deafblindness require special attention and techniques. Early identification and intervention is really important and crucial for children with deafblindness as it is evident from various researches that the brain is most sensitive to learning and begins receiving appropriate intervention as infants and toddlers. At a later age it is important to initiate vigilant planning and preparation for successful transition. Timely intervention at the transition phase to employment, secondary education and life in the community is always beneficial for such children.
- **Trained Professionals/ Personnel for Deaf-blindness:** As registration in the Central Rehabilitation Register is required to work as rehabilitation professionals for children with deafblindness and other disabilities. In the field of deafblindness there is scarcity of trained professionals/ personnel which is worsening the situation for these types of people with disabilities. There is an urgent need to create more trained professionals/ personnel by uniting various educational institutions, parents and other stake-holders. Therefore, it is essential that an adequate number of professionals should be trained with proper academic inputs regarding the assessment and education of toddlers, children, and young children with deaf-blindness.
- **Assistive Technology for Deafblindness:** Assistive technology in education and rehabilitation of persons with deafblindness and related research always have an upper hand. Lancioni, Oliva, &

Gnocchini (1998) examined scientific publications and they found that it is not reflected in several studies that examined rehabilitation and assistive technology for persons with deafblindness. However, some of the aspects related to assistive technology have been studied like technology for mobility of individuals with multiple disabilities. Seelman et al. (2008) reported that limited literature was explained where engineering challenges for this particular population was discussed and Gilden & Jaffe (1988) experienced the requirements of technology with tactile interfaces. In terms of assistive technology adoption and use, the research literature did not provide any quantitative data about device uptake, use, or abandonment in persons with deafblindness. Wittich, Southall, & Johnson (2015) in their research explained that usability of assistive technology has also not been studied broadly and narrated that it should be prioritized and focus should be given on persons with deafblindness. Therefore, it is essential to make the availability of assistive technology to persons with deafblindness for their education as well rehabilitation.

- **Communication Strategies for Deafblindness:** It is evident that every child can communicate and every child can learn provided the child should be provided with options with his abilities. Damen, Pennings, Snik, & Mylanus (2006) and Dammeyer (2009) found that cochlear implants improved communication in individuals with deafblindness. The Government of India is also providing assistance to implant cochlear as a prosthetic device which is surgically implanted inside the cochlea. This implantation is being done under the Assistance to Disabled Persons for Purchasing/Fitting of Aids/ Appliances Scheme to 500 children per year with hearing impairment with a ceiling of 6 lakh rupees per unit in order to get life long relief for hearing impaired children in the age group of 0 to 5 years. Mere implantation is not helpful but after implantation follow up and training is also essential. The Cochlear implants have been found to be beneficial for children and adults with severe to profound hearing loss who do not benefit adequately with hearing aids but have an intact auditory nerve. Hearing aid provides amplified sound energy to the ear, the cochlear implant directly provides electrical stimulation to the nerve endings in the cochlea which help in proper understanding of sound available in the environment. Four hand sign language, tactile sign language, hand under/ over hand sign language are few terms which are commonly used by individuals with deafblindness. In India any of these types of sign languages has not been adopted yet and thus restricting the deafblind population as large. A standardization of any of these types of sign languages has to be done by the Indian Sign Language Research & Training Centre, which is a National Institute under the Ministry of Social Justice and Empowerment. Gilden & Jaffe (1988) and Jaffe (1994) studied that robotic fingerspelling hands had been engineered and tested with a limited number of individuals with deafblindness but prototypes had never been commercialized. Indian Institutes of Technology should develop such prototypes and after trials commercialization should be promoted. Joint efforts by policy makers, rehabilitation professionals, research institutes, Rehabilitation Council of India, Indian Sign Language Research & Training Centre, National Institutes, parents, non-government organizations and persons with deafblindness will make drastic positive changes in the lives of several with deafblindness.

Conclusion

The terms deafblind brings to mind an individual such as Helen Keller; but, in reality, deafblindness has many forms and affects learning differently for each person. The degree, type, and age of onset of each component of the dual sensory impairment influence how an individual gains access to, obtains, and uses information for learning. Though the Government of India as well as the state government are doing lots of work for education and rehabilitation for persons with disabilities, the provisions and facilities for deafblind persons lackings somewhere, and it needs to be resolved soon.

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Green Energy: The Energy of The Future; It's Application and Challenges

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Abstract

Energy is the property of objects which can be converted into different forms or can be transferred to other objects but cannot be created or destroyed[1]. Green energy is a form of energy type that we receive and is generated fromnatural resources, such as sunlight, wind, water, etc. Green energy is the energy that minimizes the negative impact on nature. It is often calleda renewable energy source although there are some differences between renewable and green energy, which we will explore, below.

Sources of green energy such as solar, wind, geothermal and hydro energy are generated and promoted as alternative sources that contribute to very less climate change. In this paper, the author seeks to explore how green energy is useful for the future perspective of the world, andthe current application and challenges of this emerging technology, like generating electricity for various purposes, heating and cooling water, and more.

I. Introduction

Green, Clean Energy: How are they different?

These three terms -- green, renewable, and clean energy -- are often used interchangeably in eco-friendly content, but they don't always mean the same thing.

Thus, it's important to understand that the true definitions of renewable, clean, and green energy depend upon how they're created, how they're refreshed, and their overall environmental impact

Creation:

- **Renewable Energy** originated from natural resources and can be replaced naturally and completely within the span of an average human life.
- **Green Energy** comes from natural sources that meet current energy needs without compromising future generations. It is a subset of renewable energy representing resources with the smallest environmental footprint.
- **Clean Energy** releases zero or minimum amounts of carbon dioxide and chemical contaminants during production. Clean energy doesn't create large amounts of greenhouse gases or air pollutants.

Renewable:

- **Renewable Energy** sources never run out and are naturally replenished. However, renewable energy is flow-limited, meaning there is a limit to what can be captured over time (i.e., you can't make more wind than what already exists).
- **Green Energy** comes from renewable energy resources that can be renewed naturally and have the least environmental impact.
- **Clean Energy** is created without emitting greenhouse gases, though it isn't necessarily naturally renewable.

Impact:

- **Renewable Energy** can have an ecological impact, depending upon the process used to create that electricity.
- **Green Energy** is considered the most environmentally friendly resource available to us today, with little to no ongoing environmental impact.
- **Clean Energy** is power generation without creating adverse environmental impacts like carbon dioxide or greenhouse gases. Most clean energy sources are also renewable, including hydro energy, solar power, and wind power.[2]

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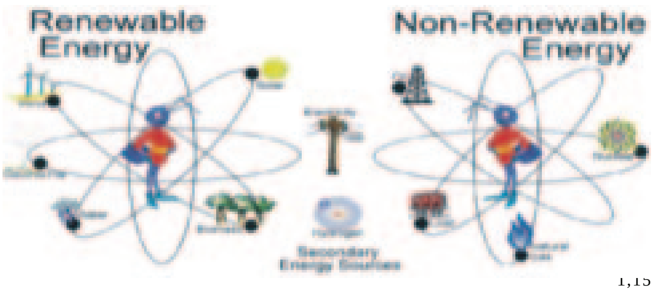


Fig. 1: Diagram of Renewable and Non-Renewable Energy

II. Concept

Fossil fuels are the ones that create global warming and climate change on the earth and this makes us create a subway to overcome these problems by introducing the concept of Green Energy. The primary goal of developing green sources of energy is to generate electricity and to minimize both waste and pollution so that we can reduce the negative impact of this on the environment. Scientists who favoured the use of green energy said that we can reduce the rate of climate change by using such sources. The concept of Green Energy is most often considered when it comes to the issues such as cogeneration, heating, and electricity. These sources can be purchased by consumers or businesses as a means to support living that is environmentally friendly. Today energy certificates or renewable energy certificates can be purchased to support the use of green practices.

It is estimated that more than 35 million European homes and 1 million American homes are currently using Green Certificates that symbolize their use of Green Energy[1]. Ultimately, green energy is clean energy.

III. Types of Green Energies

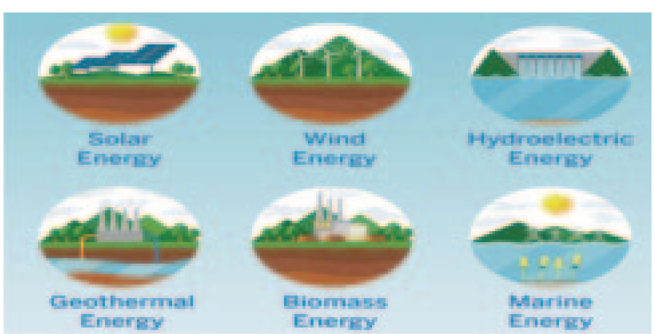


Fig. 2: Types of Green energy

1. **Solar Energy:** Solar energy is the energy that we receive from the sun. Humans have been tinkering with solar energy since ancient times. Ancient civilizations used glass and mirrors to light fire. As the technology developed people started using photovoltaic cells which converted the sun's energy into electricity.

How do solar panels usually work?

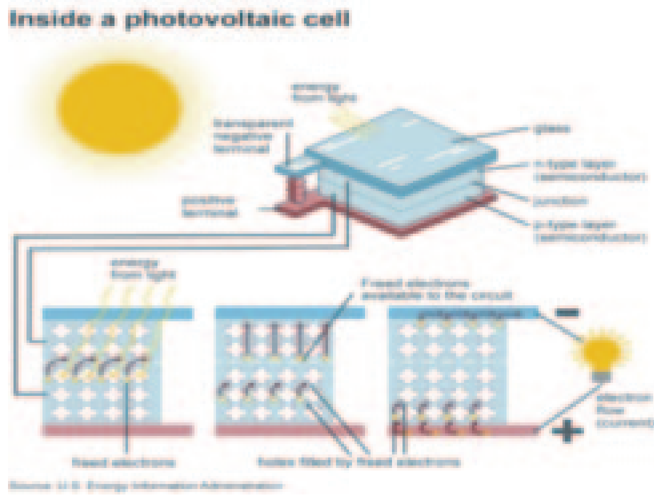


Fig. 3: Inside a photovoltaic cell[16]

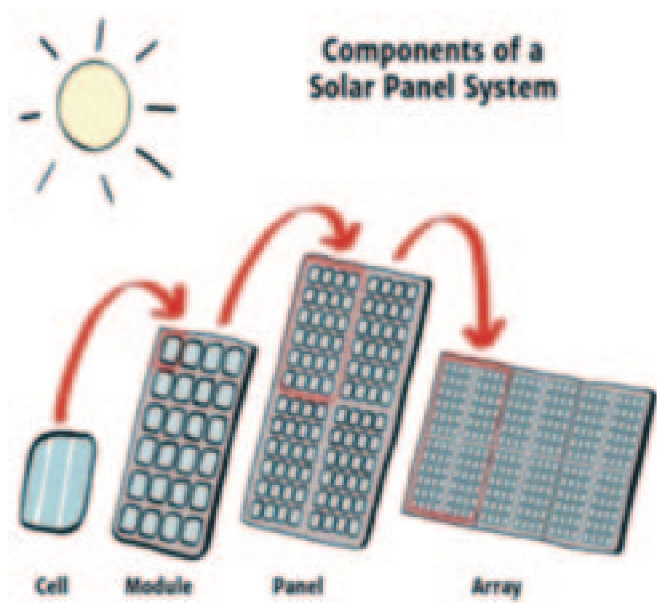


Fig. 4: Components of a Solar Panel[17]

Single solar cells vary in size from about 1 cm up to 10 cm across. A cell of this size can only produce 1 or 2 watts, which isn't enough power for most applications. To increase power output, cells are electrically connected into a module. Modules are connected to form an array.

The performance of a photovoltaic array is dependent upon sunlight. Climate (e.g., clouds, fog) has a significant effect on the amount of energy received is directly proportional to the amount of solar energy received by a photovoltaiccell. When the photons strike a solar cell, some are absorbed while others are reflected. When the material (usually silicon) absorbs photon energy, electrons within the solar cell starts moving randomly.

The electrons are transformed to the front surface of the photovoltaic cell. When many electrons, each carrying a negative charge, travel toward the front surface of the cell, the resulting imbalance of charge between the cell's front and back surfaces creates a voltage potential like the negative and positive terminals of a battery. When the two surfaces are connected through an external load, electricity flows[3].

2. Hydro Energy

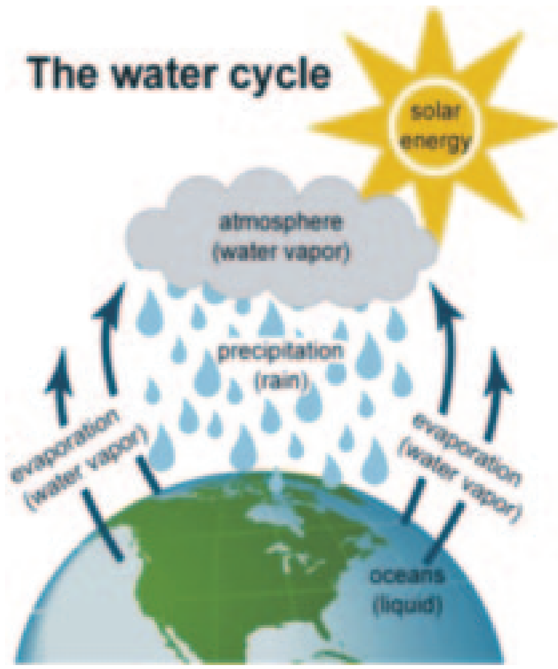


Fig. 5: *Source:* Adapted from National Energy Education Development Project (public domain)

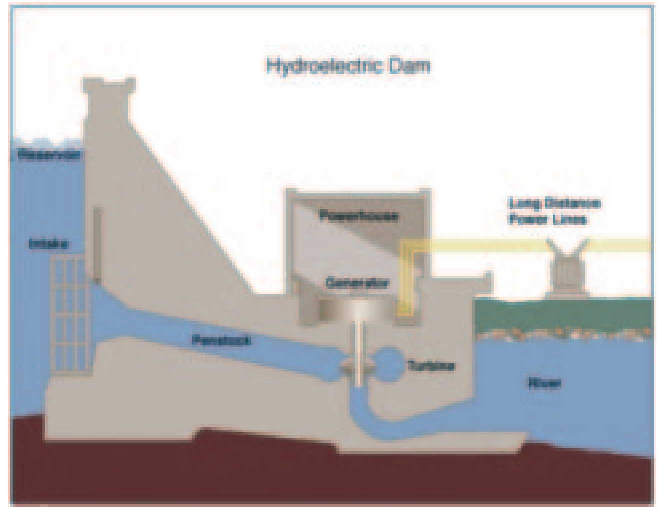


Fig. 6: *Source:* Tennessee Valley Authority (public domain)

Hydroelectric power is the way of harnessing energy from running or flowing water. Most hydroelectric power dams are built over the rivers and strim which block the flow of running water. The walls of the dams are opened whenever there is a need of the generation of energy.

Water gains potential energy just before it spills over the top of a dam or flows down a hill. The potential energy is converted into kinetic energy as water flows downhill. The water can be used to turn the blades of a turbine to generate electricity, which is distributed to the power plant's customers[4].

3. Geothermal Energy

Geothermal energy is heat within the earth. The word geothermal comes from the Greek words geo (earth) and thermal (heat). Geothermal energy is a renewable energy source because heat is continuously

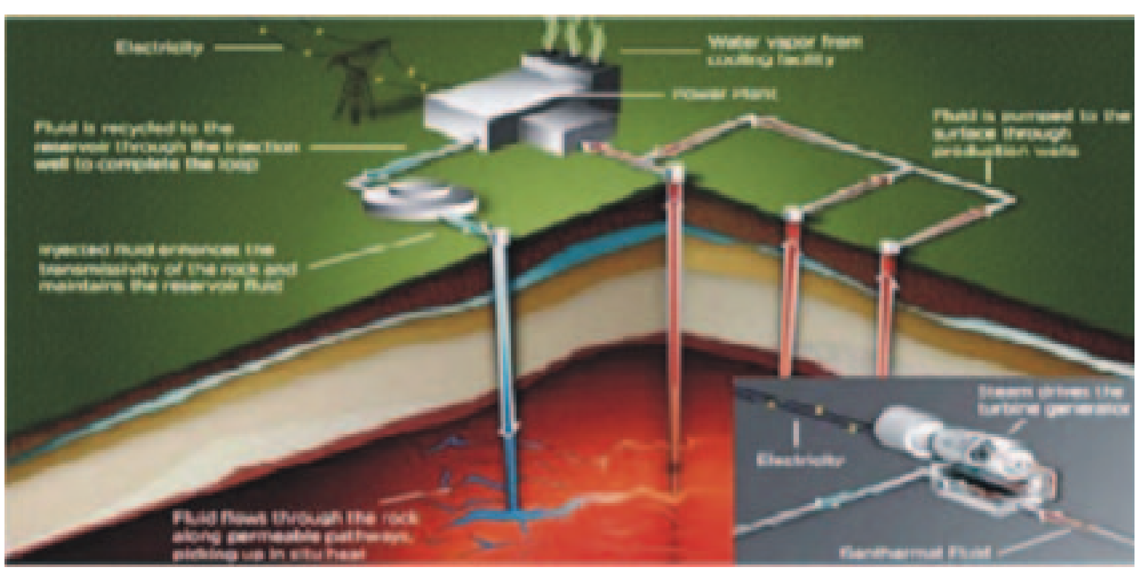


Fig. 7: Geothermal Resources[18]

produced inside the earth. People use geothermal heat for bathing, to heat buildings, and generating electricity[5].

4. Wind Energy

Anything that moves has kinetic energy, and scientists and engineers are using the wind's kinetic energy to generate electricity. Wind energy, or wind power, is created using a wind turbine, a device that converts the power of the wind to generate electricity.

The wind blows the blades of the turbine, which are attached to a rotor. The rotor then spins a generator to create electricity.The blades are positioned so that they face directly into the wind.

Once the electricity is generated, it can be used, connected to the electrical grid, or stored for future use.

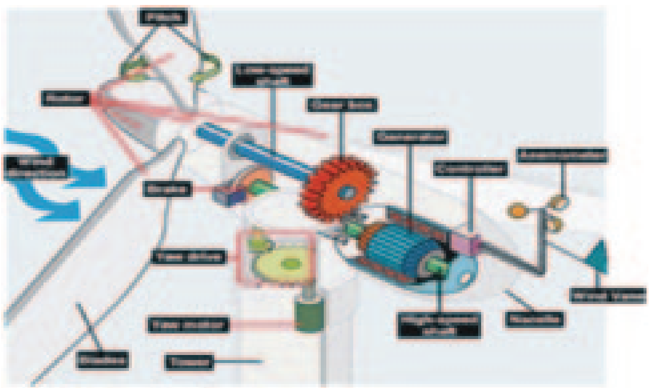


Fig. 8: Diagram of wind turbine components[19]

5. Biomass Energy

Biomass is renewable organic material that comes from plants and animals.Biomass continues to be an important fuel in many countries, especially for cooking and heating in developing countries. The use of biomass fuels for transportation and for electricity generation is increasing in many developed countries as a means of avoiding carbon dioxide emissions from fossil fuel use.

Biomass contains stored chemical energy from the sun. Plants produce biomass through photosynthesis. Biomass can be burned directly for heat or converted to renewable liquid and gaseous fuels through various processes.

Biomass sources for energy include:

- Wood and wood processing wastes-firewood, wood pellets, and wood chips, lumber and furniture mill sawdust and waste, and black liquor from pulp and paper mills
- Agricultural crops and waste materials-corn, soybeans, sugar cane, switchgrass, woody plants, and algae, and crop and food processing residues, mostly to produce biofuels
- Biogenic materials in municipal solid waste-paper, cotton, and wool products, and food, yard, and wood wastes
- Animal manure and human sewage for producing biogas/renewable natural gas

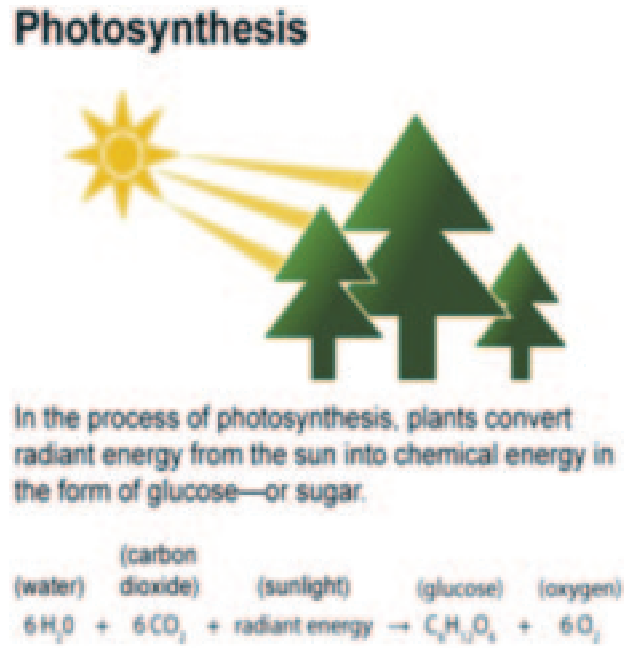


Fig 9: *Source:* Adapted from The National Energy Education Project (public domain)

Fig 10: *Source:* U.S. Energy Information Adminstration (public domain)

IV. Applications

1. Solar Energy:

Solar energy can be utilised through two different ways, as solar thermal route and solar electric (solar photovoltaic) routes. Solar thermal route uses the sun's heat to produce hot water or air, cook food, drying materials etc. Solar photovoltaic uses sun's heat to produce electricity for lighting home and building, running motors, pumps, electric appliances, and lighting[6].

In solar thermal route, solar energy can be converted into thermal energy with the help of solar collectors and receivers known as solar thermal devices.

Solar water heaters:

A few industrial application of solar water heaters are listed below:

- **Hotels:** Bathing, kitchen, washing, laundry applications
- **Dairies:** Ghee (clarified butter) production, cleaning and sterilizing, pasteurization
- **Textiles:** Bleaching, boiling, printing, dyeing, curing, ageing and finishing
- **Breweries & Distilleries:** Bottle washing, wort preparation, boiler feed heating
- **Chemical /Bulk drugs units:** Fermentation of mixes, boiler feed applications
- **Electroplating/galvanizing units:** Heating of plating baths, cleaning, degreasing applications
- **Pulp and paper industries:** Boiler feed applications, soaking of pulp[6].

Solar Cooker:

Solar cooker is a device, which uses solar energy for cooking.

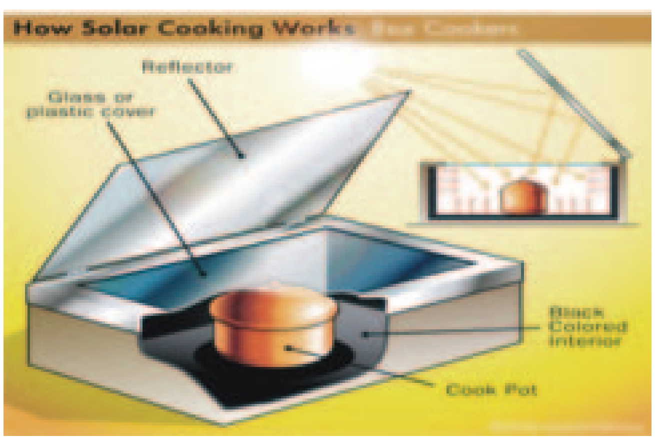


Fig. 11: Solar Cooker[20]

2. Wind Energy:

→ Wind and solar power vehicles.

→ Wind /kite-power cargo ships.

→ Wind powered sorts like wind surfing, kite flying, kite surfing, hang gliding, Para sailing, wind skiing and more.

3. Boimass/Biogass Energy:

• **Bio fuels :** Unlike other renewable energy sources, biomass can be converted directly into liquid fuels- biofuels- for our transportation needs (cars, trucks, buses, airplanes, and trains). The two most common types of biofuels are ethanol and biodiesel[6].

4. Hydroelectric Energy:

Today, hydropower is used to generates electricity. Below are the common uses of hydropower in most advanced countries:

- For a generation of clean electricity.
- For business benefits, in such that hydro sites can be good places to locate a major production facility due to the cheap and excess energy they produce.
- Another good use of hydropower is to offer recreational facilities to the public such as swimming, fishing, and boating.
- Hydropower energy s employed in flood risk management.
- The system is used to enable irrigation for agriculture.

5. Geothermal Energy:

- **Farming:** In cold regions, geothermal energy is used to heat greenhouses. It is also useful in heating water for irrigation.
- **Industry:** Geothermal energy is used across industries in food dehydration, milk pasteurizing, gold mining, etc.
- **Heating:** Geothermal energy is used in heating buildings through district heating systems. In these systems, hot water through springs is directly sent to the buildings via pipelines[9]

V. Challenges

Challenges due to green energy technologies:

Green energy resources can be used to produce electricity for all economic sectors, fuels for transportation, and heat for buildings and industrial processes. The size and the population of a country significantly affects the demand for energy. And as the world's 2nd largest population, India has a tremendous consumption of energy.

According to the Load generation and Balance Report (2016-2017) of the Central Electricity Authority of India (CEA)[11], the electrical energy demand for 2021-2022 is anticipated to be at least 1915 Terawatt hours (TWh), with a peak electric demand of 298 GW

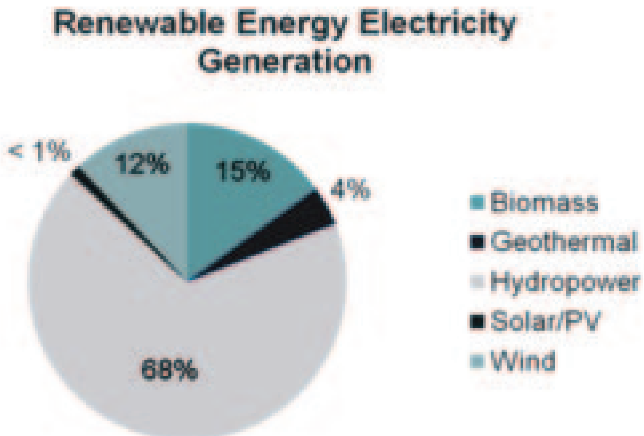
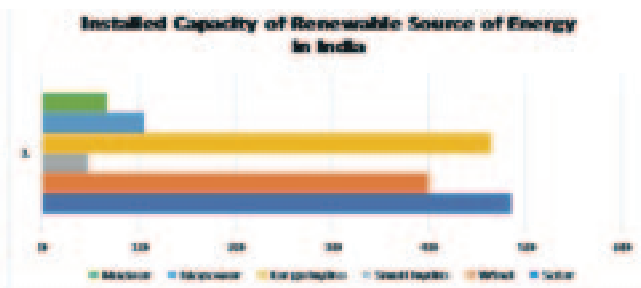


Fig. 12: Renewable Energy Electricity Generation



Energy source	GW
Solar	48.55
Wind	40.03
Small hydro	4.83
Large hydro	46.51
Biopower	10.62
Nuclear	6.78

Fig. 13

Challenges of Hydro Energy:

India has an economically exploitable and viable hydropower potential, which is estimated to be about 84,000 megawatts at 60 per cent load factor. It has an installed capacity of 148,701 MW, according to the National Hydroelectric Power Corp. The Central Electricity Authority reported that the country has around 13,000 MW of hydropower plants under construction, with another 8,000 MW slated to start in the next six to eight months. Currently, the installed capacity of hydropower in the country is 45,700 MW. Small hydel power projects up to 25 MW in India are under the Union Ministry of New and Renewable Energy (MNRE) and large hydel-power projects exceeding 25 MW are under the Union Ministry of Power. The country has set a target of 175 GW of renewable power capacity by 2022, including 5 GW of small hydropower. India's hydropower capacity is expected to reach 70 GW by 2030, according to MNRE[10].

It's true that hydropower dominates the global renewable energy market. But for the implementation of the Hydropower plant requires a dam. And construction of the dam tends to greatly influence the flow of the of the rivers, which can alter ecosystem and negatively impact wildlife and people. The most negative impact of this giant among the renewable is the flooding of an area. The water stored within the dam is released all at once, which leads to the river downstream to suddenly flood. This can result in the destruction of agricultural land, forest, wildlife and land.

For example, The Shannon Hydroelectric project in Jogindarnagar in Mandi district, Himachal Pradesh was

Fig. 14: Challenges[21]

flooded with high water flow after a huge bypass pipe connecting penstock burton April 17 2021. This power project produces daily 110MW but after the incident it was only left to 45MW[12].

There also has been an increase in extreme weather events in the Himalayan states. During the Chamoli disaster in Uttarakhand in February 2021, 27 million cubic meters of rock and ice fell 1,800 meters from Ronti Peak in the northern Indian Himalayas.Ice from the glacier melted as it cascaded down the mountain; it got mixed with rock and sediment, resulting in a powerful debris flow that destroyed roads, bridges and hydroelectric plants. More than 200 people lost their lives; most of them were construction workers at the Tapovan hydroelectric plant. Large hydropower plants have raised concerns about their environmental impact.

Scientists have said many factors contribute to flooding, but the warming of the atmosphere caused by climate change makes extreme rainfall more likely. In the last few years, increasing evidence has emerged that large hydropower projects may not be as clean and green as claimed. Increasing hydel power development in the Himalayas has drastically altered fragile ecosystems. By releasing minimal water downstream, large hydroelectric projects have disrupted fish migration, leading to a loss of aquatic biota and diversity. A series of dams constructed on a river has fragmented its length, which affects riverine biodiversity. Water quality has been impacted by the loss of free-flowing water. National Environmental Engineering Research Institute (NEERI) research has highlighted the detrimental effects of the Tehri dam on the unique capacity of Ganga Jal in the Bhagirathi to purify itself.

Large storage-based hydro projects also result in the submerging of villages and the displacement of people. Furthermore, they alter the volume of water flow downstream, which affects irrigation. Underground civil work components in large hydropower projects are quite extensive; they involve blasting and dynamiting and enhance existing vulnerabilities as well as unleash effects not thoroughly studied and understood. The Geological Survey of India reported that 97.42 per cent of the area of Himachal is prone to landslide hazards. A study published by the Himachal government's Disaster Management Cell found that a large number of hydropower stations face landslide hazards.

One in four hydropower projects in the Himalayas is at risk from landslides caused by earthquakes and tremors, according to a study released last year by the Institute of Earth and Environmental Science in Germany. In India, to mitigate the loss of forest lands diverted for hydropower projects, compensatory afforestation policies have been implemented, which have resulted in more physical interference with natural landscapes whose long-term consequences remain unclear.

Challenges of Wind Energy:

India's wind energy sector is led by the indigenous wind power industry and has shown consistent progress. The expansion of the wind industry has resulted in a strong ecosystem, project operation capabilities, and a manufacturing base of about 12000MW per annum. The country currently has the fourth-highest wind-installed capacity in the world. However, the wind power sector has fallen under intense scrutiny in the past few years due to its impact on birds and other species. A recent review by the National Wind Coordinating Committee (NWCC) found that collisions with wind turbines and air pressure changes caused by spinning turbines resulted in several bird and bat deaths. Similarly, offshore wind turbines can harm marine birds[11].

- A study from central Karnataka that analysed the responses of birds and mammals to the wind turbines, found that species richness, abundance, and unique species of birds were relatively higher in areas without wind turbines over wind turbine sites.
- Raptors such as hawks, kites or eagles, and bats, are highly vulnerable to wind turbines due to chances of direct collision. Blackbucks, chinkaras, golden jackals and jungle cats were less likely to occupy sites with a high number of wind turbines, the study found.
- Researchers and wildlife conservationists note that wind energy and its impact on biodiversity is an understudied subject in India and recommend long-term assessments in important landscapes that are suited for wind farms, to ensure wind energy development is environmentally responsible[10].

Challenges of Solar Energy:

- These types of cookers only used only in the day time and cannot be used in the cloudy time.
- They cannot maintain heat for a long period of time.
- If the device is not built properly, it may not work properly and burns.
- When the UV rays of the sunlight get reflected in your eyes, your eyesight can destroy.

- It takes more time to cook[7].

To produce the solar energy the required material (silicon, semi-conductor) is hazardous to living beings, then the question arises is, "the so-called solar energy is it as green as its name implies?".

The fact is that like everything in this world has two side a good and a bad, solar energy is an unlimited source of energy but it also requires few elements which are hazardous in nature. It also needs a proper waste management system cause the e-waste of the solar panels can be a risk factor.

Challenges of Biomass Energy:

Increased demand for biofuel and biobased materials increases the pressure on agriculture to produce biomass. Which leads to extensive land use can lead to more common negative effects such as erosion, nitrogen leakage, loss of soil carbon, and floods. Due to the large requirement of land which is not automatically available it leads to deforestation. It also requires the burning of animals and plant waste which leads to the greenhouse effect. It is also not as efficient as fossil fuel.

Challenges of geothermal energy:

The environmental effects of geothermal development and power generation include the changes in land use associated with exploration and plant construction, noise and sight pollution, the discharge of water and gases, the production of foul odors, and soil subsidence[13].

Conclusion

Excessive use of fossil fuelshas resulted in to the alarming situation of global warming. Global warming is resulting in extreme & unpredictable weather situations leading to tremendous loss to both human life & glob in general. is high time that green and clean energy should be made part of daily life. Countries across the globe have to collectively make and implement regulations to control the usage of fossil fuel & encourage maximum usage of green & clean energy as a responsibility towards our future generation.

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अनुदानित एवं स्ववित्तपोषित महाविद्यालयों के स्नातक स्तर पर अध्ययनरत कला एवं विज्ञान संवर्ग की छात्राओं की उपलब्धि अभिप्रेरणा एवं भग्नाशा का अध्ययन

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सारांश

प्रस्तुत शोध में कानपुर नगर के अनुदानित एवं स्ववित्तपोषित महाविद्यालयों के स्नातक स्तर पर अध्ययनरत कला एवं विज्ञान संवर्ग की छात्राओं की उपलब्धि अभिप्रेरणा एवं भग्नाशा का अध्ययन किया गया है। अध्ययन का उद्देश्य- अनुदानित एवं स्ववित्तपोषित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं की भग्नाशा तथा उपलब्धि अभिप्रेरणा का अध्ययन करना है। शोध विधि में सर्वेक्षण शोध विधि का प्रयोग किया गया है। प्रतिदर्श के रूप में 400 छात्राओं को सम्मिलित किया गया। शोध के चरः स्वतंत्र चर- स्नातक स्तर के संकाय, आश्रित चर- उपलब्धि अभिप्रेरणा एवं भग्नाशा। शोध उपकरण- शोध कार्य हेतु उपलब्धि अभिप्रेरणा को मापने के लिए बी.पी. भार्गव का Achievement Motive Test तथा भग्नाशा को मापने के लिए बी.एम. दीक्षित एवं डी.एन. श्रीवास्तव का Reaction to Frustration का प्रयोग किया गया।

सांख्यिकीय तकनीकि प्रदत्तों का विश्लेषण- उपलब्धि अभिप्रेरणा एवं भग्नाशा के मध्यमानों एवं समीकरणों का सांख्यिकीय विश्लेषण किया गया तथा परिणाम के रूप में पाया कि स्ववित्तपोषित महाविद्यालयों की कला वर्ग की छात्राओं की उपलब्धि अभिप्रेरणा का स्तर अनुदानित महाविद्यालयों की कला वर्ग की छात्राओं से अधिक है तथा अनुदानित महाविद्यालयों की विज्ञान वर्ग की छात्राओं का भग्नाशा का स्तर स्ववित्तपोषित छात्राओं से अधिक है।

प्रस्तावना

शिक्षा एक ऐसा माध्यम है जिसके द्वारा व्यक्ति अपने विचारों, चाहे वह सांवेगिक हो या बौद्धिक, अभिव्यक्ति करने में सहायता प्रदान करती है। शिक्षा के द्वारा ही व्यक्ति अपने संवेगों पर नियंत्रण करना, स्व-प्रबन्धन, स्व-आत्मन, तनाव पर नियंत्रण करना सीख जाता है और प्रत्येक क्षेत्र में समायोजित होकर उच्च प्रदर्शन करने में अग्रसारित होता है।

भारतीय शिक्षा आयोग (1964-66) के अनुसार- ''राष्ट्र के भविष्य का निर्माण उसकी कक्षाओं में हो रहा है। ये कक्षायें विद्यार्थियों का न सिर्फ बौद्धिक विकास करती हैं अपितु उसका सर्वांगीण विकास करना भी विद्यालय का दायित्व है।''

जिन छात्राओं में संवेगों पर नियंत्रण का अभाव होता है, या वातावरण के अनुकूल समायोजित नहीं हो पातीं, शिक्षा ही एक ऐसा माध्यम है जो छात्राओं को सांवेगिक रूप से परिपक्व बनाकर उन्हें वातावरण के साथ समायोजित करती है, वातावरण के साथ समायोजित न होने पर छात्रायें भग्नाशा या तनाव का शिकार हो जाती हैं। भग्नाशा एक मनो-सामाजिक स्थिति है जो व्यक्ति के व्यवहार एवं व्यक्ति के व्यक्तित्व को प्रभावित करता है। इस स्थिति में व्यक्ति अपने लक्ष्य के मार्ग की बाधाओं को पार नहीं कर पाता। परन्तु उपलब्धि अभिप्रेरणा का तात्पर्य एक ऐसे अभिप्रेरणा से होता है जिससे प्रेरित होकर व्यक्ति अपने कार्य को इस ढंग से करता है कि उसे अधिक से अधिक सफलता मिल सके जिन व्यक्तियों में जितनी अधिक उपलब्धि अभिप्रेरणा होगी वे उतना ही अपनी जिन्दगी में सफलता प्राप्त कर सकेंगे और लक्ष्य प्राप्ति में आने वाली बाधाओं से उत्पन्न होने वाली भग्नाशा को दूर कर सकेंगे।

अध्ययन की आवश्यकता एवं महत्व

वर्तमान समय में देखा जा रहा है कि विद्यार्थियों में दिन प्रतिदिन भग्नाशा की स्थिति में बढ़ोत्तरी हो रही है जिस कारण विद्यार्थी तनाव ग्रसित हैं और उसमें क्रोध की स्थिति उत्पन्न हो रही है जिसके फलस्वरूप उनमें आक्रामकता का भाव उत्पन्न हो जाता है और वे विध्वंसात्मक व्यवहार करने लगते हैं। लेकिन देखा गया है कि जिनमें जितनी अधिक उपलब्धि प्रेरणा होगी, भग्नाशा का स्तर उतना ही निम्न होगा। उच्च उपलब्धि प्रेरणा वाले विद्यार्थी सभी क्षेत्र में सर्वश्रेष्ठ प्रदर्शन करते हैं। जिस राष्ट्र के विद्यार्थियों का उपलब्धि प्रेरणा का स्तर जितना उच्च होगा, राष्ट्र उतनी ही प्रगति करेगा।

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सम्बन्धित पदों का परिभाषीकरण

कला वर्ग की छात्राएँ : वे स्नातक छात्राएँ जो मानविकी तथा साहित्यिक विषयों का अध्ययन करती हैं।

विज्ञान वर्ग की छात्राएँ : वे छात्राएँ जो भौतिक विज्ञान, जीव विज्ञान, रसायन विज्ञान, गणित विषय का अध्ययन करती हैं।

स्नातक स्तर : स्नातक स्तर के अन्तर्गत कला एवं विज्ञान वर्ग की संस्थागत छात्राएँ हैं जो कानपुर नगर के महाविद्यालयों की स्नातक प्रथम वर्ष की परीक्षा में सम्मिलित हो रही हैं।

उपलब्धि अभिप्रेरणा

यह अभिप्रेरणा है जो व्यक्ति को सफलता प्राप्त करने के लिए परिस्थिति के साथ प्रतियोगिता करने के लिए अभिप्रेरित करती है, जिसके फलस्वरूप व्यक्ति अनेक प्रतिबन्धों को अतिक्रमण कर अपने लक्ष्य स्थान तक पहुँच पाता है।

जिन व्यक्तियों में उपलब्धि अभिप्रेरणा अधिक होती है वे अपने जिन्दगी में अधिक से अधिक उच्च स्तर की सफलता प्राप्त करने की कोशिश करते हैं।

प्रो. सैन्ट्रोन के अनुसार- ''कुछ करने की, श्रेष्ठता के मानक पर पहुँचने की तथा विशिष्टता प्राप्त करने के प्रयास की इच्छा को उपलब्धि आवश्यकता कहा जाता है।''

एरिकन्सन तथा फेदर के अनुसार- ''उपलब्धि प्रेरणा को व्यक्तित्व का परिणाम माना है।''

भग्नाशा

मानव व्यवहार दो प्रेरकों से प्रभावित होता है एक आन्तरिक और दूसरा बाह्य। इन प्रेरकों के आधार पर ही लक्ष्य निर्धारित करता है और उन्हें प्राप्त करने के लिए प्रयत्न करता है। परन्तु जब उसके लक्ष्य प्राप्ति के मार्ग में बाधा आती है और उसे लगता है कि वह अपने उस लक्ष्य को प्राप्त नहीं कर सकता अर्थात् अपनी असीमित आवश्यकताओं की पूर्ति सीमित साधनों द्वारा करता है। अतः एक ऐसी स्थिति भी आती है जब साधनों के अभाव में उसकी इच्छायें पूरी नहीं हो पाती फलस्वरूप भग्नाशा का शिकार हो जाता है।

गुड के अनुसार- ''भग्नाशा का अर्थ है किसी आवश्यकता की इच्छापूर्ति के मार्ग में आने वाली बाधा से उत्पन्न संवेगात्मक तनाव।''

शोध समस्या का अभिकथन

''अनुदानित एवं स्ववित्तपोषित महाविद्यालय के स्नातक स्तर पर अध्ययनरत कला एवं विज्ञान संवर्ग की छात्राओं की उपलब्धि अभिप्रेरणा एवं भग्नाशा का अध्ययन।''

शोध के उद्देश्य

1. अनुदानित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं की उपलब्धि अभिप्रेरणा का अध्ययन करना।
2. अनुदानित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं की भग्नाशा का अध्ययन करना।
3. स्ववित्तपोषित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं की उपलब्धि अभिप्रेरणा का अध्ययन करना।
4. स्ववित्तपोषित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं की भग्नाशा का अध्ययन करना।
5. अनुदानित तथा स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं की उपलब्धि अभिप्रेरणा का अध्ययन करना।
6. अनुदानित तथा स्ववित्तपोषित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं की उपलब्धि अभिप्रेरणा का अध्ययन करना।
7. अनुदानित तथा स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं की भग्नाशा का अध्ययन करना।
8. अनुदानित तथा स्ववित्तपोषित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं की भग्नाशा का अध्ययन करना।

परिकल्पनाएँ

H_{01}= अनुदानित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं के मध्य उपलब्धि अभिप्रेरणा में कोई सार्थक अन्तर नहीं है।

H_{02}= अनुदानित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं के मध्य भग्नाशा में कोई सार्थक अन्तर नहीं है।

H_{03}= स्ववित्तपोषित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं के मध्य उपलब्धि अभिप्रेरणा में कोई सार्थक अन्तर नही है।

H_{04}= स्ववित्तपोषित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं के मध्य भग्नाशा में कोई सार्थक अन्तर नही है।

H_{05}= अनुदानित तथा स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं के मध्य उपलब्धि अभिप्रेरणा में कोई सार्थक अन्तर नहीं है।

H_{06}= अनुदानित तथा स्ववित्तपोषित महाविद्यालयों के बी.एस-सी.

प्रथम वर्ष की छात्राओं के मध्य उपलब्धि अभिप्रेरणा में कोई सार्थक अन्तर नहीं है।

H_{07}= अनुदानित तथा स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं के मध्य भग्नाशा में कोई सार्थक अन्तर नहीं है।

H_{08}= अनुदानित तथा स्ववित्तपोषित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं के मध्य भग्नाशा में कोई सार्थक अन्तर नहीं है।

अनुसंधान का प्रारूप : शोधकर्त्री ने अपना शोध कार्य निम्न प्रारूप के आधार पर किया है-

शोध विधिः शोधकर्त्री द्वारा शोध में वर्णनात्मक सर्वेक्षण विधि का प्रयोग किया एवं स्तरीकृत रेण्डम चयन विधि द्वारा अनुदानित तथा स्ववित्तपोषित महाविद्यालयों की छात्राओं का चयन करते हुए मध्यमान, टी-परीक्षण का प्रयोग किया गया है।

प्रतिदर्श : शोध कार्य के लिए कानपुर नगर के अनुदानित एवं स्ववित्तपोषित महाविद्यालयों की 400 छात्राओं को शामिल किया गया जिसमें 200 छात्रायें बी.ए. प्रथम वर्ष की तथा 200 छात्राएँ बी.एस-सी. प्रथम वर्ष की हैं।

अनुदानित महाविद्यालय (200)
↓
बी.ए. प्रथम वर्ष 100 | बी.एस-सी. प्रथम वर्ष 100

स्ववित्तपोषित महाविद्यालय (200)
↓
बी.ए. प्रथम वर्ष 100 | बी.एस-सी. प्रथम वर्ष 100

स्वतंत्र चर : स्नातक स्तर के संकाय, **आश्रित चर** : उपलब्धि अभिप्रेरणा एवं भग्नाशा

उपकरण

उपलब्धि अभिप्रेरणा को मापने के लिए बी.पी. भार्गव का Achievement Motive Test की सहायता ली गयी।

भग्नाशा को मापने के लिए बी.एम. दीक्षित और डी.एन. श्रीवास्तव का Reaction to Frustration Scale की सहायता ली गयी।

शोध कार्य की परिसीमाएँ

1. शोधकर्त्री ने अपने शोध कार्य में समय तथा धन का विशेष ध्यान रखा है।
2. प्रस्तुत शोध कार्य में कानपुर नगर के अनुदानित तथा स्ववित्तपोषित महाविद्यालयों को सम्मिलित किया गया है।
3. स्नातक स्तर में बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं को सम्मिलित किया गया है।

प्रस्तुत अध्ययन के प्रदत्तों का वर्गीकरण, विश्लेषण एवं व्याख्या : शोधकर्त्री ने अपने शोध विषय की परिकल्पनाओं को दृष्टि में रखकर टी परीक्षण का प्रयोग कर परिकल्पनाओं का परीक्षण किया है-

H_{01} अनुदानित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं के मध्य उपलब्धि अभिप्रेरणा में कोई सार्थक अन्तर नहीं है।

सारणी-1: अनुदानित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं की उपलब्धि अभिप्रेरणा के 't' परीक्षण के परिणामों का सारांश

संकाय	संख्या (N)	मध्यमान (Mean)	मानक विचलन (S.D.)	दो मध्यमानों के बीच अन्तर (D)	दो मध्यमानों के बीच अंतर की प्रामाणिक त्रुटि (σD)	स्वतन्त्रांश (df)	मान (t value)	सार्थकता मान (p value)
अनुदानित महाविद्यालयों की बी.ए. प्रथम वर्ष की छात्राएँ	100	19.22	4.56	.320	1.03	198 144.14	.309^{NS}	.757
अनुदानित महाविद्यालयों की बी.एस-सी. प्रथम वर्ष की छात्राएँ	100	19.54	9.28					

NS= Not Significant सार्थक नही है।

सारणी-1 के अवलोकन से ज्ञात होता है कि अनुदानित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं के उपलब्धि अभिप्रेरणा के फलांकों का मध्यमान (M) 19.22 तथा प्रमाप विचलन मध्यमान (SD) 4.56 है जबकि अनुदानित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं की उपलब्धि अभिप्रेरणा के फलांको का मध्यमान (M) 19.54 तथा प्रमाप विचलन 9.28 है परिगणित-टी का मान (t) .309 (df=198 p= .757) सार्थकता के 0.05 स्तर पर असार्थक है अतः शून्य परिकल्पना स्वीकृत की जाती है।

सारणी के मध्यमानों की तुलना करने से ज्ञात होता है कि अनुदानित महाविद्यालयों के बी.ए. प्रथम वर्ष तथा अनुदानित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष के छात्राओं की उपलब्धि अभिप्रेरणा में कोई सार्थक अन्तर नहीं है।

$\mathbf{H_{02}}$ अनुदानित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं के मध्य भग्नाशा में कोई सार्थक अन्तर नहीं है।

सारणी-2: अनुदानित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं की भग्नाशा के 't' परीक्षण के परिणामों का सारांश

संकाय	संख्या (N)	मध्यमान (Mean)	मानक विचलन (S.D.)	दो मध्यमानों के बीच अन्तर (D)	दो मध्यमानों के बीच अंतर की प्रामाणिक त्रुटि (σD)	स्वतन्त्रांश (df)	मान (t value)	सार्थकता मान (p value)
अनुदानित महाविद्यालयों की बी.ए. प्रथम वर्ष की छात्राएँ	100	120.65	12.89	2.83	1.94	198 195.321	1.459^{NS}	.146
अनुदानित महाविद्यालयों की बी.एस-सी. प्रथम वर्ष की छात्राएँ	100	105.48	14.50					

NS= Not Significant सार्थक नही है।

सारणी-2 के अवलोकन से ज्ञात होता है कि अनुदानित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं के भग्नाशा के फलांको का मध्यमान (M) 102.65 तथा प्रमाप विचलन (SD) 12.89 है जबकि बी.एस-सी. प्रथम वर्ष की छात्राओं की भग्नाशा के फलांको का मध्यमान (M) 105.48 है तथा प्रमाप विचलन (SD) 14.50 है। परिगणित टी का मान (t) 1.459 (df=198 p= 0.146) सार्थकता के 0.05 स्तर पर सार्थक है अर्थात शून्य परिकल्पना स्वीकार की जाती है।

सारणी के मध्यमानों की तुलना करने से ज्ञात होता है कि अनुदानित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं का अनुदानित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं के मध्य भग्नाशा में कोई सार्थक अन्तर नहीं है।

$\mathbf{H_{03}}$ स्ववित्तपोषित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं के मध्य उपलब्धि अभिप्रेरणा में कोई सार्थक अन्तर नहीं है।

सारणी-3: स्ववित्तपोषित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं की उपलब्धि अभिप्रेरणा के 't' परीक्षण के परिणामों का सारांश

संकाय	संख्या (N)	मध्यमान (Mean)	मानक विचलन (S.D.)	दो मध्यमानों के बीच अन्तर (D)	दो मध्यमानों के बीच अंतर की प्रामाणिक त्रुटि (σD)	स्वतन्त्रांश (df)	मान (t value)	सार्थकता मान (p value)
स्ववित्तपोषित महाविद्यालयों की बी.ए. प्रथम वर्ष की छात्राएँ	100	19.35	4.65	0.6800	0.672	198 197.64	1.011^{NS}	0.313
स्ववित्तपोषित महाविद्यालयों की बी.एस-सी. प्रथम वर्ष की छात्राएँ	100	18.67	4.85					

NS= Not Significant सार्थक नही है।

सारणी संख्या-3 के अवलोकन से ज्ञात होता है कि स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम वर्ष के छात्राओं की उपलब्धि अभिप्रेरणा के फलांको का मध्यमान (M) 19.35 तथा प्रमाप विचलन (SD) 4.65 है। जबकि स्ववित्तपोषित महाविद्यालयों के

बी.एस-सी. प्रथम वर्ष की छात्राओं की उपलब्धि अभिप्रेरणा के फलांको का मध्यमान (M) 18.67 तथा प्रमाप विचलन (SD) 4.85 है परिगणित-टी का मान (t) 1.011 है (df=198 p=0.313) सार्थकता के 0.05 स्तर पर असार्थक है, अतः शून्य परिकल्पना स्वीकार की जाती है।

सारणी के मध्यमानों की तुलना करने के पश्चात ज्ञात होता है कि स्ववित्तपोषित महाविद्यालयों की बी.ए. प्रथम वर्ष की छात्राओं तथा स्ववित्तपोषित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं के मध्य उपलब्धि अभिप्रेरणा में कोई सार्थक अन्तर नहीं है।

H_{04} स्ववित्तपोषित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं के मध्य भग्नाशा में कोई सार्थक अन्तर नहीं है।

सारणी-4: स्ववित्तपोषित महाविद्यालयों के बी.ए. एवं बी.एस-सी. प्रथम वर्ष की छात्राओं की भग्नाशा के 't' परीक्षण के परिणामों का सारांश

संकाय	संख्या (N)	मध्यमान (Mean)	मानक विचलन (S.D.)	दो मध्यमानों के बीच अन्तर (D)	दो मध्यमानों के बीच अंतर की प्रामाणिक त्रुटि (σD)	स्वतन्त्रांश (df)	मान (t value)	सार्थकता मान (p value)
स्ववित्तपोषित महाविद्यालयों की बी.ए. प्रथम वर्ष की छात्राएँ	100	104.80	11.23	3.28	1.69	198 195.29	1.940^{NS}	0.054
स्ववित्तपोषित महाविद्यालयों की बी.एस-सी. प्रथम वर्ष की छात्राएँ	100	101.52	12.64					

NS= Not Significant सार्थक नहीं है।

सारणी संख्या-4 के अवलोकन से ज्ञात होता है कि स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं के भग्नाशा के फलांको का मध्यमान (M) 104.80 तथा प्रमाप विचलन (SD) 11.23 है जबकि स्ववित्तपोषित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं के भग्नाशा के फलांको का मध्यमान (M) 101.52 तथा प्रमाप विचलन (SD) 12.64 है। परिगणित-टी का मान (t) 1.940 (df=198 p=0.54) सार्थकता के 0.05 स्तर पर असार्थक है अतः शून्य परिकल्पना स्वीकार की जाती है।

सारणी के मध्यमानों की तुलना करने के पश्चात ज्ञात होता है कि स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं तथा स्ववित्तपोषित महाविद्यालयों की बी.एस-सी. प्रथम वर्ष की छात्राओं के भग्नाशा में कोई सार्थक अन्तर नहीं है।

H_{05} अनुदानित तथा स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं के मध्य उपलब्धि अभिप्रेरणा में कोई सार्थक अन्तर नहीं है।

सारणी-5: अनुदानित एवं स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं की उपलब्धि अभिप्रेरणा के 't' परीक्षण के परिणामों का सारांश

संकाय	संख्या (N)	मध्यमान (Mean)	मानक विचलन (S.D.)	दो मध्यमानों के बीच अन्तर (D)	दो मध्यमानों के बीच अंतर की प्रामाणिक त्रुटि (σD)	स्वतन्त्रांश (df)	मान (t value)	सार्थकता मान (p value)
अनुदानित महाविद्यालयों की बी.ए. प्रथम वर्ष की छात्राएँ	100	19.22	4.562	1.300	.65164	198 197.925	1.99*	.842
अनुदानित महाविद्यालयों की बी.एस-सी. प्रथम वर्ष की छात्राएँ	100	19.35	4.652					

* का अर्थ = 0.05 स्तर पर सार्थक

सारणी संख्या-5 के अवलोकन से ज्ञात होता है कि अनुदानित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं के उपलब्धि अभिप्रेरणा के फलांको का मध्यमान (M) 19.22 प्रमाप विचलन (SD) 4.56 है, जबकि स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम

वर्ष की छात्राओं के फलांको का मध्यमान (M) 19.35 है तथा प्रमाप विचलन (SD) 4.65 है, परिगणित-टी का मान (t) 1.99 है जो (df=198 p=.242) सार्थकता के 0.05 स्तर पर सार्थक है। अतः शून्य परिकल्पना अस्वीकार की जाती है।

सारणी के मध्यमानों के अवलोकन करने से ज्ञात होता है कि स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं का उपलब्धि अभिप्रेरणा अनुदानित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं से अधिक है।

H_{06} अनुदानित तथा स्ववित्तपोषित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं के मध्य उपलब्धि अभिप्रेरणा में कोई सार्थक अन्तर नहीं है।

सारणी-6: अनुदानित एवं स्ववित्तपोषित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं की उपलब्धि अभिप्रेरणा के 't' परीक्षण के परिणामों का सारांश

संकाय	संख्या (N)	मध्यमान (Mean)	मानक विचलन (S.D.)	दो मध्यमानों के बीच अन्तर (D)	दो मध्यमानों के बीच अंतर की प्रामाणिक त्रुटि (σD)	स्वतन्त्रांश (df)	मान (t value)	सार्थकता मान (p value)
अनुदानित महाविद्यालयों की बी.एस-सी. प्रथम वर्ष की छात्राएँ	100	19.54	9.28	.8700	1.04	198 149.303	.830[NS]	.407
स्ववित्तपोषित महाविद्यालयों की बी.एस-सी. प्रथम वर्ष की छात्राएँ	100	18.67	4.85					

NS= Not Significant सार्थक नहीं है।

सारणी संख्या-6 के अवलोकन से ज्ञात होता है कि अनुदानित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं के उपलब्धि अभिप्रेरणा के फलांकों का मध्यमान (M) 19.54 तथा प्रमाप विचलन (SD) 9.28 है, जबकि स्ववित्तपोषित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं के उपलब्धि अभिप्रेरणा फलांको का मध्यमान (M) 18.67 तथा प्रमाप विचलन (SD) 4.85 है। परिगणित टी. का मान (t) .830 है जो (df=198 p=.407) सार्थकता के 0.05 स्तर पर असार्थक है। अतः शून्य परिकल्पना स्वीकार की जाती है।

सारणी के मध्यमानों के अवलोकन से ज्ञात होता है कि अनुदानित तथा स्ववित्तपोषित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं के मध्य उपलब्धि अभिप्रेरणा में कोई सार्थक अन्तर नहीं है।

H_{07} अनुदानित तथा स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं के मध्य भग्नाशा में कोई सार्थक अन्तर नहीं है।

सारणी-7: अनुदानित एवं स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं की भग्नाशा के 't' परीक्षण के परिणामों का सारांश

संकाय	संख्या (N)	मध्यमान (Mean)	मानक विचलन (S.D.)	दो मध्यमानों के बीच अन्तर (D)	दो मध्यमानों के बीच अंतर की प्रामाणिक त्रुटि (σD)	स्वतन्त्रांश (df)	मान (t value)	सार्थकता मान (p value)
अनुदानित महाविद्यालयों की बी.ए. प्रथम वर्ष की छात्राएँ	100	102.65	12.89	2.15	1.70	198 149.351	1.258[NS]	.210
स्ववित्तपोषित महाविद्यालयों की बी.ए. प्रथम वर्ष की छात्राएँ	100	104.80	11.23					

NS= Not Significant सार्थक नहीं है।

सारणी संख्या-7 के अवलोकन से ज्ञात होता है कि अनुदानित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं के भग्नाशा के फलांको का मध्यमान (M) 102.65 तथा प्रमाप विचलन (SD) 12.893 है, जबकि स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम वर्ष

की छात्राओं के भग्नाशा के फलांको का मध्यमान (M) 104.80 है प्रमाप विचलन (SD) 11.23 है। परिगणित-टी का मान (t) 1.258 है जो (df=198 p=.210) सार्थकता के 0.05 स्तर पर असार्थक है अतः शून्य परिकल्पना स्वीकार की जाती है।

सारणी के मध्यमानों का अवलोकन करने से ज्ञात होता है कि अनुदानित तथा स्ववित्तपोषित महाविद्यालयों के बी.ए. प्रथम वर्ष की छात्राओं के मध्य भग्नाशा में कोई सार्थक अन्तर नहीं है।

H_{08} अनुदानित तथा स्ववित्तपोषित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं के मध्य भग्नाशा में कोई सार्थक अन्तर नहीं है।

सारणी-8: अनुदानित एवं स्ववित्तपोषित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं की भग्नाशा के 't' परीक्षण के परिणामों का सारांश

संकाय	संख्या (N)	मध्यमान (Mean)	मानक विचलन (S.D.)	दो मध्यमानों के बीच अन्तर (D)	दो मध्यमानों के बीच अंतर की प्रामाणिक त्रुटि (σD)	स्वतन्त्रांश (df)	मान (t value)	सार्थकता मान (p value)
अनुदानित महाविद्यालयों की बी.एस-सी. प्रथम वर्ष की छात्राएँ	100	105.48	14.50	3.96	1.92	198 194.385	2.059*	.041
स्ववित्तपोषित महाविद्यालयों की बी.एस-सी. प्रथम वर्ष की छात्राएँ	100	101.52	12.64					

* का अर्थ = 0.05 स्तर पर सार्थक

सारणी संख्या 4.24 के अवलोकन से ज्ञात होता है कि अनुदानित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं के भग्नाशा के फलांको का मध्यमान (M) 1052.48 तथा प्रमापविचलन (SD) 14.50 है, जबकि स्ववित्तपोषित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं के फलांकों का मध्यमान (M) 101.52 तथा प्रमाप विचलन (SD) 12.64 है। परिगणित-टी का मान (t) 2.059 है जो (df=198 p= .401) सार्थकता के 0.05 स्तर पर सार्थक है अतः शून्य परिकल्पना अस्वीकार की जाती है।

सारणी के मध्यमानों का अवलोकन करने से ज्ञात होता है कि अनुदानित महाविद्यालयों के बी.एस-सी. प्रथम वर्ष की छात्राओं के भग्नाशा का स्तर स्ववित्तपोषित महाविद्यालयों के भग्नाशा के स्तर से ज्यादा है।

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The Reflection of Culture and Environment in Class IX and X Social Science Textbooks of Meghalaya Board of School Education (MBOSE)

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Abstract

Textbook is considered as one of the most significant and effective tools in the teaching learning process which contributes in developing cognitive, affective and psycho motor domains of students. To study the perception of student teachers of B.Ed. on the reflection of culture and environment in Social Science textbooks of class IX and X under Meghalaya Board of School Education (MBOSE) is the objective of this study. The sample of the study comprises of 60 student teachers undergoing pre-service teacher training selected purposively. A questionnaire with both close ended and open ended questions as tool and content analysis technique is used to analyse qualitative data and frequency and percentage are used to analyse quantitative data in this study. The study reveals that text books of Social Science of Class IX and Class X under Meghalaya Board of Secondary Education have contents on cultural and environmental aspects of Meghalaya which helps in creating awareness among students about the cultural and environmental aspects of their local area.

Introduction

Textbook is an important tool in the teaching learning process which contains desirable and essential information beneficial for students. Textbooks foster social, cultural, democratic, moral and human values of lifeamong students.

Through the textbook both education and socialization of children take place. Textbooks reflect customs, traditions, culture, ideals, ideas and other essential values of human life. Different components of the textbook like language, concept, picture, characters, locale, the environment, role division among different genders etc. play great role in fostering positive attitudes and behaviour among students.

The Secondary Education Commission (1952) pointed out that the curriculum was "narrow, bookish and theoretical" with an overloaded syllabus and unsuitable textbooks. According to the commission, all subjects should be interrelated and should include relevant and significant contents. The Secondary Education Commission (1964-66) highlighted the poor quality of school education and commented on the low quality of textbooks and also introduced the term 'national standards' and recommended centralised textbook production as well as establishment of bodies at the state level. According to the commission there is hardly any common book which all the students in India read and is one of the reasons why our educational system contributes so little to national integration (Section 9.19). The idea of 'common textbook' and national standard has certain problems as it may not be applicable in all subjects. Also, with many studies and researches conducted in the areas of understanding child development and pedagogy, it has been seen that learning happens when the 'content of curricula is contextualized in child's experiences and cultural knowledge, whether of plants, animals, people or processes' (NCERT, 2006).

National Council of Educational Research and Training (NCERT) develops National Curriculum Framework which provides guidelines for developing textbooks and school curriculum. The National Curriculum Framework serves as a guideline for designing syllabus and textbooks in our country. India is currently following the fourth National Curriculum Framework which was published by the NCERT in 2005 which discusses a wide range of issues related to school education.

Connecting knowledge to life outside the school, shifting learning from rote method to experiential learning, overall development of children, making children sensitive to the environment, education for peace, strengthening cultural heritage and national identity, developing child

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centred approach, developing creativity, learning through direct experience, inclusion of social concerns are some of the parameters recommended by NCF 2005 in regard to evaluation of textbooks.

Attractive cover, good paper quality, affordable price, eminent authors, age specific language, free from grammatical errors, real life examples, scope for cognitive development are some of the important qualities of a good textbook

Review of Related Literature

Sarmah (2016) in his study "An Analytical Study of Environmental Education at The Elementary Level in Assam" pointed out that there are a number of defects in the environmental education curriculum, the textbooks, evaluation procedures, conducting co-curricular activities and teacher training in environmental education at the elementary level.

Bhattacharya (2017) conducted a study which investigates the representation of different genders in the English textbooks used in grade eight in India. The results of the investigation indicate that gender biasness or stereotype still exists in the English textbooks used in Indian school despite the government's endeavour to establish equality and justice in matters of education as per the national policy of education.

Shah (2019) conducted a study to examine the English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th on gender perspective and found that there is significantly more number of times references were made to males than females in the English Language textbook. It has been found that there is significant difference in the representation of stereotype and non- stereotype activities depicted in the English Language textbook.

Sulistiyo *et.al* (2021) in their study aims to analyze the cultural information embedded in an English textbook for senior high school students in Indonesia. The findings showed that the textbook contains four main topics of cultural information infused in 14 reading texts, 20 pictures, 30 recordings, and seven cultural awareness texts. The reading texts provide equal information related to target culture (i.e., the culture belongs to English speaking countries) and local culture, but the pictures, recordings, and cultural awareness topics tend to inform the target culture information. The results suggested that teachers should adapt and balance the cultural information in the textbook with their local cultures or norms by finding other materials from various sources.

Yadav *et.al* (2021) in their paper entitled "Rethinking Language Education and Teacher Preparation" intends to reconsider language curriculum and pedagogy for Indian schools in a multilingual, multicultural and multi ethnic context with an aim to exploring and explaining an operative model of language education in the era of globalisation. This paper deals with the choice of first language, second language and the issue of third language. It also tries to understand Indian language classroom which is heterogeneous in a variety of parameters including caste, colour, socio economic status, gender and disability. Language Education and Language Pedagogy is another important aspect which this paper deals with. This paper also questions the content and process of language education generally prescribed in the syllabi of teacher education.In order to take care of all the elements and components of language andto integrate and assimilate them meaningfully, an effective model of language education is suggested towards the end of this paper.

Bose and Gao (2022) in their study 'Cultural Representations in Indian English Language Teaching Textbooks' explores the issue of cultural representation in the reading components of ELT textbooks in India, which has received little attention in ELT research world-wide. The study revealed a general domination of cultural representations originating from Britain, including a major proportion of British, Irish, and generally White characters, a significant amount of gender bias, and overall minimal in-depth cultural engagement, there exists wide regional variations. Language teachers may adapt cultural representations that are relevant with other pedagogical resources to engage English language learners in critical pursuits.

Lalchhandami (2022) in her study 'An Analytical Study of the Exercises in Classes VI-X English Textbooks in Mizoram with reference to Blooms Taxonomy' attempts to analyse and categorize the exercises in the English textbooks adopted by the State and Central Board schools in Mizoram according to the various cognitive processes and knowledge dimensions stated in the Revised Bloom's Taxonomy. Such an analysis will as citedresult in assessing not only the product but also the process involved in the development of students' knowledge and cognitive skills. The analysis will also help in determining whether the textbook places emphasis upon higher levels of thinking processes, thereby fulfilling the objectives of teaching English as stated in the position paper of NCF 2005, or whether the exercises merely encourage lower levels of knowing and thinking.

Research Questions

What is the perception of student teachers on the reflection of culture and environment of Meghalaya in Social Science textbooks of class IX and X under MBOSE?

Objective of the study

To study the perception of student teachers on the reflection of culture and environment of Meghalaya in Social Science textbooks of class IX and X under Meghalaya Board of Secondary Education (MBOSE).

Research Methodology

Descriptive survey method is used in this study. The population of the study comprises all the student teachers undergoing pre-service teacher training and teaching Social Science in class IX and X in the secondary schools (under Meghalaya Board of School Education) of RiBhoi district of Meghalaya. A sample of 60 student teachers was selected purposively opting Social Science as one of the method papers in B.Ed. for the study. The primary data were collected by using a questionnaire with eight close ended and three open ended questions as tool. The reliability of the tool was determined by using test retest method and the validity of the tool was determined by taking opinions from the experts of the related field. The secondary data were collected from related journals, books, policy documents available in both online and offline mode. Frequency and percentage are used to analyse quantitative data and content analysis technique is used to analyse qualitative data in this study.

Results and Discussion

Analysis of quantitative data:

Table 1: Responses on contents of the textbooks (Social Science, class IX and class X) from cultural and environmental perspectives of Meghalaya

Sl. No.	Questions	Responses (N= 60), f-frequency							
		Class IX				Class X			
		Yes		No		Yes		No	
		F	%	f	%	f	%	f	%
In the textbook, is there any:									
1	Description about the climate and demographics in the state of Meghalaya	58	96.6	2	3.33	58	96.6	2	3.33
2	Mention of the historical monuments related to the culture and background of Meghalaya	57	95	3	5	58	96.6	2	3.33
3	Mention of the cultural diversity and religious diversity in terms of inhabitants of the state of Meghalaya	59	98.3	1	95	58	96.6	2	3.33
4	Mention on the economy and the livelihood of the rural population in the state of Meghalaya	58	96.6	2	3.33	59	98.3	1	1.66
5	Mention of the renewable and non-renewable resources available in the state of Meghalaya	59	98.3	1	1.66	58	96.66	2	3.33
6	Mention of the freedom struggle of Meghalaya	59	98	1	1.6	59	98.3	1	1.66
7	Names of the Freedom Fighters predominantly from Meghalaya	59	98.	1	1.6	58	96.6	2	3.33
8	Mention about the local festival of Meghalaya	59	98.3	1	1.66	58	96.6	2	3.33

From the data shown in table no. 1 it is vivid that according to majority of the respondents the text books of Social Science of Class IX and Class X have contents on cultural and environmental aspects of Meghalaya which helps in creating awareness among students about the cultural and environmental aspects of their local area.

Analysis of qualitative data

Reflection of environmental aspects of Meghalaya in Social Science textbooks of class IX and X under MBOSE

The majority of the respondents were of the opinion that there is reflection of environment of the state of Meghalaya as the textbook contains topics with pictures related to the geography, climate demographics, agricultural activities, natural resources, energy resources, flora and fauna, wild life sanctuaries found in Meghalaya. Presenting the rich environmental resources in an attractive way appreciating the beauty of nature of Meghalaya is reflected in the textbook as opined by most of the respondents. More than average respondents stated that contents of the text books on the environmental aspects of Meghalaya are helping significantly in acquainting the students with their rich environmental resources and its future prospects in a systematic way.

Reflection of cultural and historical heritage of Meghalaya in Social Science textbooks of Class IX and X under MBOSE

The majority of the respondents were of the opinion that there was reflection of the rich cultural and historical heritage of the state of Meghalaya as the textbook contains topics related to history of Meghalaya (Ancient and Modern period), freedom fighters of Meghalaya, historical monuments, cultural and religious diversity, language diversity, livelihood of local people, representation of prominent women personalities from the state etc. The questions on cultural and historical heritage of Meghalaya are also framed in such a way which will help in developing cognition of the students about their rich cultural heritage in a constructive way and also the presentation of the related topics with pictures are also contributing in developing a sense of love for own culture among the students as preservation and transformation of cultural and historical heritage is one of the important tasks of all the stakeholders of the education process as expressed by majority of the respondents.

Role of Social Science textbook of Class IX and X under MBOSEin developing awareness about cultural and environmental aspects among students

According to most of the respondents the textbooks play a significant role in developing awareness about cultural and environmental aspects of a state. The text books guide most of the students in exploring the world from a new perspective. Meghalaya is a state with rich environmental resources surrounded by greeneries all around. According to majority of the respondents Meghalaya has great potentiality to be a centre of attraction for the people of the entire world with its beautiful sceneries and also famous tourist spots. The future of the state is in the hand of today's students. It is very important for each and every student to know about their own rich cultural and environmental aspects. The textbook of Social Science of class IX and X are playing a significant role in this regard as opined by the respondents. The presentation of the related contents in the text books are helping in making the students aware about present aspects and future prospects

Conclusion

The position papers of National Focus group on Curriculum, Syllabus and Textbook (NCERT, 2006) mentions that textbooks are some of the most powerful tools of education. It is with the help of textbooks that students develop a sense of self, society, values, customs, traditions, social rules and regulations. The manner in which knowledge is constructed in each textbook impact the attitude of the pupils towards life. It has been recommended by the National Council for Educational Research and Training (NCERT) to make education a meaningful experience and for this it has to be related to the Indian context. The content to be used for teaching can be selected and created by interacting with the students about their locale, occupations and cultural preferences, individual and social constraints and resources (Manzar, 2017). Both the Class IX and X Social Science textbooks of Meghalaya Board of School Education are based on the recommendation of National Curriculum Framework, 2005. It includes content that arouses environmental concerns in the students, simultaneously making them aware of the rich culture and history of the state of Meghalaya along with the rest of the country. Such content promotes integration of people and makes students aware about issues such as protection of environment, democracy and socio cultural problems like gender inequality, poverty, communalism unemployment etc.

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Uttarakhand Right to Service Act 2011: A Step Toward Citizen-Centric Governance

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Abstract

The concept of governance during the 1990s was focused on service delivery as the most important element in the global governance system. The formulation and implementation of the citizen charter, the emergence of the concept of social audit, e-Governance, and the Public Service Guarantee Act have transformed the governance structure in India. The Gandhian philosophy of Sarvodaya and its principles provide moral and ethical support for the right to public service act in India.

The Government of Uttarakhand implemented the Right to Public Service Act in 2011. The primary objective of this act is to provide notified services within the stipulated time-frame to the citizen and the resolution of their grievances. This paper will examine the functioning of the Uttarakhand Right to Service Act 2011. It will also throw light on how this Act has achieved the goal of citizen-centric administration.

Introduction

Citizen-centric governance refers to a model of governance where citizens are at the center of all government policies and services. This means that the government designs its policies and services based on citizens' needs and preferences, making them easily accessible to them. The Uttarakhand Right to Service Act is a good example of citizen-centric governance, as it aims to provide time-bound delivery of public services to citizens of the state. The act empowers citizens by giving them the right to demand services from government officials within a stipulated time frame. It also specifies penalties for government officials who fail to deliver services on time. This has helped to create a culture of accountability among government officials, who are now more responsive to the needs of citizens.

The Uttarakhand Right to Service Act, 2011, is legislation enacted by the government of Uttarakhand to provide time-bound delivery of public services to citizens of the state. The act came into effect on 1st August 2011. Under this act, citizens can avail of various public services such as the issuance of driving licenses, birth certificates, and other government-related documents within a stipulated time frame. The act also specifies a penalty clause for government officials who fail to provide services within the specified time limit.

The act aims to create a transparent and accountable system of governance, where citizens can access public services easily, and government officials are held responsible for their actions. The act covers all the departments of the state government and all public authorities, including municipal bodies. Overall, the Uttarakhand Right to Service Act is a significant step towards improving governance and delivering better public services to citizens.

Provisions of Uttarakhand Right to Service Acts (URTS Act), 2011

The Uttarakhand Right to Service Act, 2011, contains several provisions aimed at providing time-bound delivery of public services to citizens of the state. Some of the key provisions of the act are as follows.

1. **Short title, extent and commencement-** This act explicitly mentions the name of the act, the number of services, and the date of enactment. The act is known as Uttarakhand Right to Service Act, 2011.
2. The act defines the designed officer, appellate hierarchy, notified services, eligible persons, etc. under section 3 of the Uttarakhand Right to service act 2011.
3. The act mentions notified services that must be provided to eligible individuals. The state government will update services from time to time by its executive order.
4. **Time-bound delivery of services:** Every eligible citizen has the right to get public services within a

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stipulated timeline. If the officials fail to provide the services, they will be held accountable for their actions.

5. **Citizen's charter:** The act mandates that every public authority covered under it should publish a citizen's charter that specifies the services provided, the time frame for delivery of services, and the procedure for grievance redressal.
6. Every eligible citizen has the right to get public services within a stipulated timeline. If the officials fail to provide the services, they will be held accountable for their actions.
7. The person who did not obtain services within the stipulated time limit or whose application for services has been rejected by the designated officer can file an appeal with the first and second appellate authorities and finally Uttarakhand Right to service commission. But the provision of a second appellate authority was deleted by the amendment act of 2014.
8. The act has provision for imposing a penalty on erring officers, who fail to comply with their duty. This provision of imposing a penalty is inspired by the Right to information act.
9. The act has provision for the protection of action taken by an official in good faith. No suits, prosecutions, or legal actions against public officials will exist.
10. The state government has the power to issue an official notification to make rules to carry out the provisions covered under the acts. It also mentions that all the rules made under this act by the state government shall be laid before the state legislature.
11. The second appeal is handled by the relevant department in the majority of states. To ensure appropriate application of the Act states like Punjab and Uttarakhand have "Right to Service Commission" provisions.
12. Under this act, there is a provision forthe establishment of Uttarakhand right to service commission. There will be one chairman and two members. They will be appointed by the governor.

Review of Literature

The Right to Service Act has been the subject of several research studies and scholarly articles. These studies have provided insights into the implementation of the Act, its impact on service delivery, and the challenges faced in its implementation.

Yamini Aiyar (2014): This research paper provides an overview of the implementation of the Right to Services Acts in various states in India, including the Uttarakhand Right to Service Act. The paper highlights the challenges faced by the state government in implementing the Right to Services Acts. These challenges include bureaucratic resistance, inadequate staffing and training, lack of political will, and poor accountability mechanisms. Despite these challenges, the author identifies several opportunities for improving service delivery and citizen participation. These include using technology to streamline service delivery, building strong citizen grievance redressalmechanisms, and encouraging civil society participation in monitoring the implementation of the acts.

Pradeep Kumar and Poonam Kapoor (2015): This article provides an overview of the Right to Services Acts in India, including the Uttarakhand Right to Service Act. The authors highlight the opportunities and challenges associated with implementing these acts and the potential for improving service delivery and citizen participation in governance.

Dr. Mukesh Chandra Joshi and Dr. Sanjeev Kumar (2016): The authors highlight the significance of the Act in promoting transparency, accountability, and citizen participation in governance. They note that the Act has brought about a paradigm shift in the delivery of public services in Uttarakhand, making it more citizen-centric and efficient. The authors also discuss the impact of the Act on the delivery of public services in Uttarakhand. They note that the act has led to a significant improvement in service delivery, reduced corruption, and increased citizen satisfaction.

Dr. K.V. Thomas and Dr. K.M. Mathew (2016): This research paper provides a comparative analysis of the Right to Service Acts in India, including the Uttarakhand Right to Service Act. The authors highlight the importance of such acts in promoting citizen-centric governance and improving service delivery.

Manish Kumar (2016): The article provides an assessment of the implementation of the Uttarakhand Right to Service Act and its impact on the delivery of public services in the state. The author highlights the challenges faced in implementing the Act, including the lack of awareness among citizens, the resistance from bureaucrats, and the absence of an effective grievance redressal mechanism.

Dr. Ruchi Singh and Dr. Ashwani Kumar Singh (2018): The authors highlight the role of e-governance in improving service delivery and promoting transparency and accountability in governance. They note that e-governance initiatives have been implemented in

Uttarakhand to enable citizens to access government services more easily, reduce corruption, and enhance government efficiency. The authors highlight the implementation of the Uttarakhand Right to Service Act as a significant e-governance initiative in the state.

Overall, the literature review suggests that the Uttarakhand Right to Service Act has been instrumental in promoting citizen-centric governance and improving the delivery of public services in the state. However, there are challenges in implementing the act effectively, and there is a need for regular monitoring and review to ensure its successful implementation. The use of e-governance has also been identified as a potential tool to support the implementation of the act.

Objectives of the Study

The major objectives of this paper are as follows:

1. To outline the key provisions of the Uttarakhand Right to Service Act, 2011.

2. To assess the progress of the implementation of the Uttarakhand Right to Service Act, 2011.

3. To assess the obstacles in the implementation of the Uttarakhand Right to Service Act, 2011.

Methodology of the Study

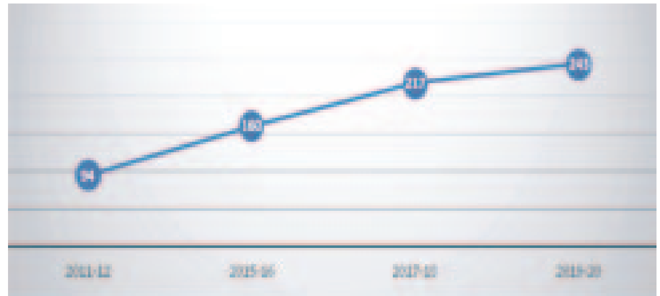
This study is qualitative and quantitative in nature. The comparative research method is used to make comparisons between different provisions in different state public service guarantee acts. The content analysis approach is adopted in the study of the key provision of the act. The secondary data is collected from the annual report of the commission. The other secondary sources arebooks, research articles, and various government reports and acts.The desk-based research method has been followed.

Assessment of Progress in Implementation of Uttarakhand Right to Service Act 2011

The Uttarakhand Right to Service Act, 2011 was enacted to provide time-bound delivery of services to citizens and to ensure transparency and accountability in governance. It has had a positive impact on service delivery and citizen empowerment. However, there is a need to address the challenges to ensure the effective implementation of the act. Since its implementation, there have been efforts to assess the progress of the act. The following are some of the findings of the assessment.

1. Notification of Public Services: Under this act, the government of Uttarakhand is required to notify a list of services along with the timeline within which the services will be provided to the citizens. The list of services covered under the act includes various departments such as revenue, police, health, education, and transport, etc.

Line Graph No 1: Number of Public Services notified by the Government of Uttarakhand

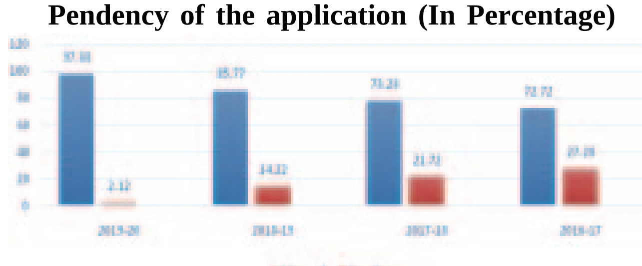


Source: Annual Report (2019-20) of Uttarakhand Right to Service Commission.

The above graph shows that in the year 2011-12, the government notified 94 services. But after the establishment of the Uttarakhand Right to Service Commission in 2014, the notification of services has increased continuously.

2. Receipt and Disposal of Application Under URTS Act, 2011: As per the Act, when a citizen applies for a service covered under the URTS Act, 2011 the public authority must issue an acknowledgment receipt immediately.After receiving the application, the public authority is required to process the application and dispose of it within the specified timeline. If the application is complete and all necessary documents have been submitted, the public authority must provide the service within the specified time. If the application is incomplete, the public authority must notify the applicant of the deficiencies within 5 days of receiving the application.In case the public authority is unable to deliver the service within the specified timeline, it must provide a valid reason for the delay and inform the applicant about the new expected delivery date.

Bar Diagram 1: The Rate of Disposal and Pendency of the application (In Percentage)



Source: Annual Report of Uttarakhand Right to Service Commission

The above bar diagram represents the disposal and pendency rate of the application r received. It shows that the rate of disposal is increasing continuously and the rate of pendency is decreasing continuously.

Table 1: Application and their rate of disposal and pendency

District	Application Received	Disposal Rate (%)	Pendency Rate (%)	1st Appeal	Disposal of 1st Appeal	2nd Appeal	Disposal of 2nd Appeal
Pauri	168712	100	0.00	0	0	0	0
Rudrapryag	291217	99.75	0.25	0	0	0	0
Chamoli	385136	99.87	0.13	330	0	0	0
Tehri	186020	99.69	0.31	2	1	1	1
Uttarkashi	137466	99.75	0.25	10	0	0	0
Dehradun	409071	96.39	3.61	2	0	0	0
Haridwar	542929	91.86	8.14	9440	46	20	20
Almora	318533	99.24	0.76	0	0	3	0
Pithoragarh	127187	99.91	0.09	0	0	0	0
Bageshwar	122733	99.76	0.24	0	0	0	0
Nainital	179498	99.98	0.02	0	0	0	0
Champawat	148815	98.83	1.17	0	0	0	0
Uddham Singh Nagar	462595	98.27	1.73	4	0	0	0
Total	**3479912**	**97.88**	**2.12**	**9788**	**47**	**24**	**21**

Source: Annual Report (2019-20) of Uttarakhand Right to Service Commission

The above table shows that the maximum number of disposed applications were in the Pauri district with zero pendency rate while the least number of disposed applications were in the Haridwar district with highest pendency rate.

Assessment of obstacles in the implementation of the Uttarakhand Right to Service Act, 2011

The Uttarakhand Right to Service Act, 2011 was enacted to provide time-bound delivery of public services to citizens of the state of Uttarakhand. However, the implementation of the act has faced several obstacles, which include:

- **Lack of Awareness:** One of the major obstacles in the implementation of the URSA, 2011 is the lack of awareness among the citizens about their rights under the act. Many people are not aware of the services covered under the act and the timelines within which these services should be delivered.
- **Lack of Infrastructure:** The implementation of the act requires the creation of a robust infrastructure to handle the service delivery process. This includes setting up online portals for the application and tracking of services, hiring personnel to handle grievances, and creating a system to monitor service delivery. The lack of infrastructure in the state has hindered the implementation of the act.
- **Limited Coverage:** The act covers only a limited number of public services, leaving out several essential services such as healthcare and education. This has resulted in the exclusion of a large section of the population from the benefits of the act.
- **Insufficient Penalties:** The act provides for penalties and compensation for delays and non-delivery of services. However, the penalties are not significant enough to deter officials from violating the provisions of the act. This has led to a lack of accountability and transparency in the delivery of services.
- **Political Interference:** Political interference is another obstacle in the implementation of the Act. Politicians often use their influence to get their work done quickly, which results in delays and denial of services to ordinary citizens.
- **Complex Procedures:** The procedures for availing of the services under the Act are often complex

and time-consuming, which discourages citizens from using the Act to get their work done. Simplification of the procedures is necessary to ensure the effective implementation of the Act.

- **Lack of Monitoring Mechanism:** The Act requires a robust monitoring mechanism to ensure the timely delivery of services. However, the lack of an effective monitoring mechanism makes it difficult to hold the officials accountable for delays or denials of services.

Suggested Reform in Implementation of the URTS Act 2011

Here are some suggested reforms that could help improve the implementation of the Uttarakhand Right to Service Act, of 2011:

- **Awareness Campaigns:** The government can launch awareness campaigns to educate the citizens about their rights under the Act and the services they are entitled to receive. This can be done through various mediums such as television, radio, print media, social media, and community outreach programs.
- **Training for Officials:** The officials responsible for delivering the services under the Act should be given training on the provisions of the Act and the importance of timely delivery of services.
- **Use of Technology:** The government should invest in technology to develop a robust monitoring mechanism that can track the delivery of services in real-time. The use of technology such as online portals, mobile applications, and SMS alerts can help in improving the delivery of services and reducing corruption.
- **Simplification of Procedures:** The procedures for availing services should be simplified and made user-friendly to encourage citizens to use the Act. This could involve the use of common service centers, online portals, and single-window clearance systems.
- **Strengthening the Grievance Redressal Mechanism:** The government should strengthen the grievance redressal mechanism to address complaints related to the delivery of services under the Act. This could involve setting up a toll-free helpline, establishing an ombudsman, and conducting regular audits to ensure the effective implementation of the Act.

Overall, the successful implementation of the Uttarakhand Right to Service Act, of 2011 requires a concerted effort from all stakeholders, including the citizens, officials, and the government. Addressing the above-mentioned obstacles is crucial to ensure the effective implementation of the Act and the delivery of services to the citizens of Uttarakhand within the stipulated time.

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Teacher Education: Challenges and Focus Areas with Reference to NEP 2020

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सारांश

शिक्षक विद्यालय का सबसे महत्वपूर्ण अंग है। स्कूल के अन्य सभी पहलू जैसे स्कूल भवन, पाठ्यचर्चा संबंधी गतिविधियां, निर्देशात्मक कार्यक्रम नीतियां आदि अच्छे शिक्षकों के बिना अर्थहीन होंगे। एनईपी 2020 में एक अच्छे शिक्षक के गुणों पर बल दिया गया है, जिसमें भावुक, प्रेरित, सामग्री और शिक्षाशास्त्र में अच्छी तरह से प्रशिक्षित होना शामिल है, क्योंकि वे अपनी कक्षाओं में युवा पीढ़ी के दिमाग को आकार देते हैं। प्रत्यक्ष या अप्रत्यक्ष रूप से शिक्षक के आने वाली पीढ़ियों और मानव जाति की प्रगति पर प्रभाव छोड़ता है। एनईपी 2020 ने एक शैक्षिक प्रणाली स्थापित करने के उद्देश्य से व्यापक सुधार पेश किए हैं जो सभी को उच्च्य गुणवत्ता की शिक्षा का प्रदान करके एक समान और गतिशील ज्ञान समाज का निर्माण करेगा। इसके लिए, एनईपी 2020 ने मातृभाषा में मूल्य आधारित समग्र शिक्षा प्रदान करके, कौशल विकास के लिए व्यावसायिक प्रशिक्षण, वैज्ञानिक सोच विकसित करने के लिए अनुभवात्मक और प्रयोग आधारित शिक्षा, नवाचार और छात्रों के समग्र विकास के लिए बहु-विषयक और अंतःविषय अध्ययन को प्रोत्साहित करने की आवश्यकता पर जोर दिया। नई नीति का सफल कार्यान्वयन और सतत विकास, वैश्विक कल्याण और मानव समाज और राष्ट्र प्रगति के लिए कौशल, मूल्यों और गुणों को स्थापित करना शिक्षकों पर निर्भर करता है। इसलिए, पेपर का उद्देश्य वैश्विक परिप्रेक्ष्य के साथ शिक्षक शिक्षा प्रणाली में बहुत आवश्यक परिवर्तनकारी परिवर्तन लाने में शिक्षकों की भूमिका को सशक्त बनाने में नीति की क्षमता का अध्ययन करना है।

Introduction

The Union Cabinet of India approved the National Education Policy (NEP) and introduced it after a gap of 34 years, on 29th July 2020. The Minister of Education, Ramesh Pokhriyal 'Nishank', announced its launch by stating that teachers are the key to the implementation of NEP 2020 (Pokhriyal, 2020).

The policy outlined the vision of India's new education system. It is a broad framework including elementary, higher education and vocational training in both rural and urban India. The policy, in order to transform the educational system, puts teachers at the centre of the fundamental reforms (The Progressive Teacher, April, 2020).

Teachers need to be empowered for education to be dynamic. The implementation of the NEP will enable a transition from the passive role of teachers in the transaction of the prescribed curriculum to one which emphasises conceptual development in the teaching-learning process. (ibid)

By 2030, NEP aims to move teacher education into multidisciplinary colleges and universities. The policy emphasised ensuring that all students at all levels of school education should be taught by passionately motivated, highly qualified, professionally skilled and well-equipped teachers, which necessitates the minimum degree qualification for teachers to be essentially a wide range of knowledge and pedagogy, including the practicum in local schools (National Education Policy-2020, 2020).

In line with NEP, as well as the needs and demands of the 21st century, technology and innovation must be incorporated into the teaching-learning process. A blending of conceptual, practical, personal and social skills will have to be inculcated by the teachers for transforming the nation in time with global perspectives (The Progressive Teacher, April, 2020).

The teacher is the pivot in any system of education around whom the whole educational system revolves. Though the importance of the school building, equipment, curriculum, textbooks, etc. cannot be ignored, they gain meaning through the teacher. Teaching is a tri-polar process which has three indispensable elements, the teacher, the students and the curriculum, out of which; the teacher's role is the most significant in the teaching-learning process. Directly or indirectly, the teacher leaves an impact on the coming generations and the progress of the human race. Hence, not simply teachers, rather, good teachers are required to make the teaching process a grand success.

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Without good teachers, even the best system is bound to fail, whereas, with good teachers, even the defects of the system can be overcome. According to the National Education Policy (NEP) 2020, the qualities of a good teacherinclude being passionate, motivated, and well-trained in content and pedagogy, as they shape the minds of the younger generation in their classrooms (National Education Policy-2020, 2020).

Significance of the study

Dr S. Radhakrishnan emphasised the teachers' place in society as of vital importance wherein, the teacher acts as the pivot for the transmission of intellectual traditions and technical skills, from generation to generation and helps to keep the lamp of civilization burning (Kochhar, 2012. pp.177). The Secondary Education Commission (1952-53) stated that the most important factor in the contemplated educational reconstruction is the teacher-his personal qualities, his educational qualification, his professional training and the place he occupies in the school as well as in the community. Similarly, NEP 2020 also acknowledges the significance of teachers and teacher education in building up the nation. Knowledge, skills and ethics are to be passed down to the future generation through the teachers. But in the present society, the status of teachers has sadly plummeted. The high respect for teachers and the teaching profession needs to be resuscitated and re-established for the best to be inspired to enter the profession. The quality of training, recruitment, deployment, service conditions and empowerment of teachers, unfortunately, does not reach the standards it should be, and as a result, the quality and status of the teachers have decreased over the years. NEP 2020 emphasized on quality training and pedagogy as well as equal opportunity for self-improvement, and learning the latest development and advances in the profession for teachers to be well motivated, empowered and to be innovative to reach the heights and levels required to ensure the best possible future for our children and our nation (NEP-2020, 2020, p. 9). Hence a deeper understanding of the policy within the context of the challenges and focus areas of teacher and teacher education is the need of the hour. Thus, the present study focuses on the recommendations, observed challenges and focus areas of teacher and teacher education as per the New Education Policy 2020.

Objectives of the study

1. To study the recommendations of NEP 2020 on teachers and teacher education with a focus on the elementary/secondary school level of teacher education (B.Ed.) programme.
2. To highlight the challenges and focus areas of NEP 2020 concerning teachers and teacher education.

Delimitation

1. The study is delimited to secondary data only.
2. The study is delimited to teacher and teacher education at the elementary/secondary school level (B.Ed.) mentioned in NEP 2020.

Recommendations of NEP 2020 with regard to Teachers and Teacher Education (para 5.1 to 5.14 & 15.1 to 15.11)

The NEP 2020 focuses on ushering in tremendous changes in the Indian education system with a global perspective and is based on access, equity, quality, affordability and accountability that will transform the nation into a vibrant knowledge society (National Education Policy-2020, 2020).

Recruitment, Deployment & Transfer

The NEP 2020 provisions elaborated onthe status of teachersand teacher education. Teachers are considered the most respected and essential members of the society. But unfortunately in the present context, the quality of teacher education, recruitment, service conditions and empowerment of teachers does not reach the desired standards. To inspire the best to enter the teaching profession, NEP emphasised on establishing special merit-based scholarships for studying quality four-year integrated B.Ed. programme. The policy also includes preferential employment in the rural local areas after the completion of the programme. Teachers will also be provided with incentives for taking up teaching jobs in rural areas. Teacher Eligibility Tests (TETs) or National Testing Agency (NTA) scores besides classroom demonstrations will determine the recruitment of teachers. Proficiency in teaching in the local languages will be given preference. The policy discouraged excessive teacher transfers, and only under special circumstances, and ensuring transparency, transfers will be conducted through an online, computerised system (National Education Policy-2020, 2020, pp.20).

Service Environment and Culture

The policy intents to overhaul the service environment and culture of schools by ensuring decent service conditions, adequate and safe infrastructure and providing other essential facilities to teachers. The purpose is to increase professionalism in the teachers to do their jobs effectively and efficiently. The use of teachers for non-teaching activities is to be minimised so that teachers can focus on their teaching roles. The policy aims to restore the respect and status of teachers with mandates to ensure that they are part of a comprehensive community that shares a common goal of achieving quality education (National Education Policy-2020, 2020, pp.21)

NEP 2020 has also recommended giving more autonomy in choosing aspects of pedagogy to generate a sense of responsibility and accountability in the teacher. A focus on socio-emotional learningwas suggested for the holistic development of the students. Learning outcomes in their classrooms must be drastically improved through innovative teaching methods adopted by teachers. The role of a teacher should not be confined only to teaching in the classrooms, but also in other areas such as developing course work, producing study materials, innovative practices, students' assessment and mentoring, etc. (ibid)

NEP also emphasised on school clusters sharing resources and talent. Teachers should jointly work together which will reduce teacher isolation. This will create vibrant teaching communities that work collaboratively sharing their best teaching practices. (ibid)

School teachers must undergo Continuing Professional Development (CPD) opportunities every year to keep themselves updated with knowledge and skills by attending workshops, seminars, or online teacher development modules. Every teacher must be brought on a standardised platform as far as certain common skills are concerned, such as IT or ICT, irrespective of their teaching subjects. (ibid)

Teacher Education

The NEP 2020 has elaborated on teacher education as an essential component of school teachers that will shape the future generation. For this, teachers are required tohave multidisciplinary perspectives and knowledge, as well as character and experience.They should be aware of values and traditions along with the latest advances in education and pedagogy. The policy suggests that by 2030, only educationally sound, multi-disciplinary and integrated teacher education programmes should be implemented. (National Education Policy-2020, 2020)

NEP 2020 emphasisedtaking measures to improve the quality of teacher education.Ever since the Right to Education Act (2009) has been enforced, the need for trained teachers has increased, as only trained teachers were expected to deal efficiently with inclusive classrooms. This has resulted in the mushroom growth of sub-standard teacher education institutions and low standards of quality teachers.

The new policy suggested a Regulatory System that will be authorised to take strict action against the teacher education institutions (TEIs) that are not functioning according to the educational norms (National Education Policy-2020, 2020).

The policy also highlighted B.Ed. programmes to be introduced in collaboration with other departments and those isolated teacher education institutes will be required to convert into multidisciplinary institutions. Higher education institutions can offer the 4-year B.Ed. programme (integrated), 2-year B.Ed. programme (+ Bachelor's degree in a specialised subject), and 1-year B.Ed. programme (+4-year undergraduate degree in a specialized subject). Merit scholarships will be provided for outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.Admission shall be done through subject and aptitude tests conducted by the National Testing Agency (NTA).(Rashmi, 2020)

B.Ed. programmes, irrespective of the duration, must incorporate self-learning, classroom learning, class observation, practice teaching and strong practicum teaching. During internships, classes will be observed by peers, experienced teachers and mentors that will form a part of the assessment. The curriculum will incorporate effective techniques in pedagogy on foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with special abilities, special interests and talents, use of digital resources, and learner-centred and collaborative learning.(National Education Policy 2020, 2020)

Challenges and focus areas of NEP 2020 with regard toteachers and teacher education

1. The policy is not clear about the working conditions and salaries of 'local' teachers. The system is unequal because two sets of teachers (regular & contract teachers) are expected to do the same work under two completely different service conditions.

2. In many states, schools located in rural, remote and tribal areas, face a huge shortage of teachers for all subjects.Under such conditions, the policy's intention of recruiting teachers to a school complex and sharing resources, talents and manpower is not feasible (Rashmi, 2020).

3. The focus on improvingthe school and college infrastructure needs to be accompanied by an

improvement in the quality of the teachers by ensuring that they are well-equipped and skilled in modern pedagogies.

4. The NEP does not mention funding for teachers' training which has become necessary given the importance of teacher training in framing the child; the teachers in India are not trained adequately to cater to the needs of 21st-century classrooms.

5. Parallel training and workshopprogrammes need to be an integrated effort among the stakeholders at the state level, district level, sub-district and block level to implement the NEP. Isolated workshops are not adequate and there is a need for consistent inter and intra-school training to ensure plan mapping of resources and skills of teachers prior to implementation of the NEP-2020.

6. To integrate the diversity of India's population, the Central government has various progressive boards that can ensure the efficacy of the policy by implementing pilot programmesand suitable strategies to track progress.

7. There is a need to boost the judicious allocation of funds to ensure quality teacher education and towards teaching professions in order to overcome the constraints caused by low funds in achieving conceptual and experiential teaching. At the time of starting the teaching profession, teachers at all levels should be paid the same remuneration which can grow as they obtain additional skills and qualifications.

8. There needs to be a continuous assessment of learning outcomes which is the objective behind the change in the assessment system promoted by the NEP. This continuous assessment requires constant technological intervention and the active participation of teachers, students as well as schools in using innovative evaluation approaches and assignments.

9. It is integral that the shift from a two-year programme into a four-year integrated B.Ed. programme be carried out by stakeholders with conviction to overcome any potential concerns.

10. To create awareness, seminars and workshops both online and offline are conducted for effective implementation of NEP 2020. Attempts to spread awareness about the guidelines of NEP 2020 should also be made in different local and regional languages in all the regions of the country.

Conclusion

Although the NEP intents to bring a comprehensive change in the education system, both qualitative and quantitative challenges could hinder the implementation of the policy. The effectiveness can be judged only after the execution of the policy. Despite huge gaps and perplexing challenges, as long as there is dialogue and exchange of ideas, the education sector will progress. For the educational and social transformation of the nation, equal opportunities need to be provided for which education is fundamental. Hence, teachers have an important role to play in the successful implementation of the policy. However, with India's diverse profile, it will not be possible to bring an overarching, perfectly acceptable, policy suitable for the entire nation overlooking regional and developmental status variations. For this, flexibility and adjustment without disrupting the main aim of the policy are required.

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Production Estimation in ASI Panel Data using Non-Linear Models

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Abstract

The study focuses on the use of Annual Survey of Industries panel data to compare the performance of four methods, viz; Linear - Log, Log - Linear, Quadratic Polynomial, and Inverse - Linear,used to analyse such data. Akaike Information Criterion (AIC) and Bayesian Information Criterion (BIC)havebeen used to compare the result of the estimates obtained from the four methods. The comparison of the results showed that the analysis done with the help of Log-Linear model gives the smallestvalue of AIC and BIC. This made the Log-Linear model to be more superior than the other three non - linear panel data models. The purpose of comparing these models is to find the most efficient model which can be useful for prediction of Total Output. After analysing the data using R software, it was found that Log-Linear panel data model is the best fit for this data.

1. Introduction

Data that has recordings of multiple observational units over time is considered as the panel data. Yaffee (2003) referred to panel data as periodically observed combination of time-series and cross-sectional data. Torres-Reyna (2007) defined panel data as a data set in which the behaviour of the entities is observed across time. Therefore, the years for which the data has been observed over timeis denoted by the subscript *t*, and the behaviour of states for which the variableshave been observed are denoted by the subscript *i*.

The Annual Survey of Industries (ASI) is the chief source of industrial statistics in India. It is the most extensive data on India's organised manufacturing sector and is conducted by the National Sample Survey Office, Government of India (MOSPI, n.d.).

In the current study, we have examined the data of Annual Survey of Industriesusing R software (version 4.0.2) (R Core Team, 2022). Four models, namely Linear-Log, Log- Linear, Quadratic Polynomial, and Inverse-Linear Models have been included and their results have been compared to suggest a suitable fit for the desired Production function. Akaike Information Criterion (AIC) and Bayesian Information Criterion (BIC) have been computedto detect the best fit for the analysis of the production function.

In the below sections, we briefly describe the data utilized, the methodology used, and the empirical analysis with the summary of results.

2. Dataset

In this study, we have chosen year-wise data from 2000 to 2018, compiled from several reports of ASI published online and downloaded from the National Data Archive after registering an account. The same can be accessed on figshare at https://doi.org/10.6084/m9.figshare.14241824.v1, (Athwani & Pandey, 2021).

Data relating to Production in the Organized Manufacturing Sector in India has been chosen for twenty-six states namely: Assam, Andhra Pradesh, Bihar, Chhattisgarh, Delhi, Gujarat, Goa, Himachal Pradesh, Haryana, Jharkhand, Jammu & Kashmir, Kerala, Karnataka, Maharashtra, Madhya Pradesh, Meghalaya, Manipur, Nagaland, Odisha, Punjab, Rajasthan, Tripura, Tamil Nadu, Uttarakhand, Uttar Pradesh and West Bengal.

We have considered one explanatory variable for this study, i.e.,Total Inputs (Manual on Labour Statistics (I), 2012) which comprises of total value of fuels and materials consumed. It is important to understand how much it costs in the production of a specific item and how costs are structured. By highlighting areas to improve and allowing more optimum utilisation of resources, the process can become more efficient and financial performances can be improved.

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The outcome variable considered is the value of Total Output (Manual on Labour Statistics (I), 2012) which entails total ex-factory value of products, by-products manufactured as well as other receipts from non-industrial services rendered to others, work done for others on material supplied by them, value of electricity produced and sold, sale value of goods sold in the same conditions purchased, addition in the stock of semi-finished goods, value of own construction and an equal amount to expenses on research & development.

All the values of the variables included in the dataset are expressed in Rupees lakhs.

3. Methodology

Four non-linear panel data regression models have been considered which are Linear - Log Model, Log - Linear Model, Quadratic Polynomial Model, and Inverse-Linear Model. To detect the model of best fit for the production function, Akaike Information Criterion and Bayesian Information Criterion have been computed.

We have specified $\boldsymbol{VO_{it}}$ as the value of Total Output and $\boldsymbol{TI_{it}}$ as the value of Total Inputs in our study.

3.1 Linear Y ~ Log X (Lin-Log) Model

Using natural log values for our independent X variable and keeping our dependent Y variable in its original scale, we get a linear-log panel data model and is denoted as:

$$\boldsymbol{y_{it} = \alpha + \beta_1 \log x_{it} + \varepsilon_{it}}; \qquad i=1,2,\ldots,N;\ t=1,2,\ldots,T$$

3.2 Log Y ~ Linear X (Log-Lin) Model

Using natural log values for our dependent Y variable and keeping our independent X variable in its original scale, we get a log - linear panel data model and is denoted as:

$$\boldsymbol{\log y_{it} = \alpha + \beta_1 x_{it} + \varepsilon_{it}}; \qquad i=1,2,\ldots,N;\ t=1,2,\ldots,T$$

3.3 Quadratic Polynomial

The k^{th} order polynomial model in one variable is given by:

$$y = \beta_0 + \beta_1 x + \beta_2 x^2 + \ldots + \beta_k x^k + \varepsilon$$

Thus, the quadratic polynomial model for panel data can be written as:

$$\boldsymbol{y_{it} = \beta_0 + \beta_1 x_{it} + \beta_2 x^2_{it} + \varepsilon_{it}}; \quad i=1,2,\ldots,N;\ t=1,2,\ldots,T$$

3.4 Inverse Y ~ Linear X

In case of panel data, this regression model can be expressed as below:

$$\frac{1}{y_{it}} = \beta_0 + \beta_1 x_{it} + \varepsilon_{it}; \qquad i = 1,2,\ldots,N;\ \ t = 1,2,\ldots,T$$

4. Measures For Detecting Best Fit

The model corresponding to the smallest value of AIC and BIC is considered the most appropriate one.

4.1 Akaike Information Criterion (AIC)

It is named afterHirotugu Akaike(Akaike, 1998), the developer of the method, who defined it as:

$$AIC = -2\ln\left(\widehat{\beta_P}\right) + 2p$$

4.2 Bayesian Information Criterion (BIC)

The Bayesian information criterion (BIC) or Schwarz information criterion (SIC) given by Schwarz (1978) is denoted as:

$$BIC = -2\ln\left(\widehat{\beta_P}\right) + p\log n$$

5. Results

Figures 5.1 and 5.2 give a brief idea about how Total Output and Total Output are distributed across 26 states for the years 2017-18 and 2000-01.

Fig. 5.1: State wise distribution of Total Input and Total Output in the year 2017-18

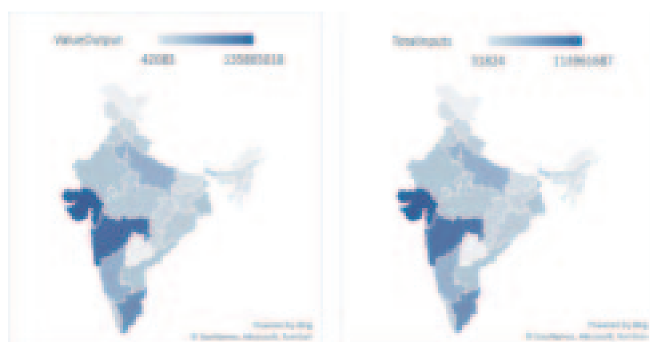

Fig. 5.2: State wise distribution of Total Input and Total Output in the year 2001-01

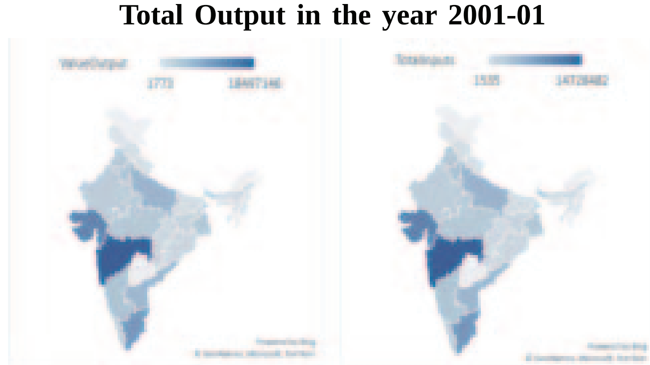

Table 5.1: Summary of estimates with Total Output (Y) and Total Input (X)

Type of Model	Variable	Coefficient	Std. Error	p-value
Linear Y ~ Log X	(Intercept)	-66026394	19195941	< 0.001*
	log (Total Inputs)	5428996	1276413	< 0.001*
	AIC	15364.2		
	BIC	15372.5		
	p-value	< 0.001 *		
Log Y ~ Linear X	(Intercept)	13.946	0.431	< 0.001*
	Total Inputs	< 0.0001	< 0.0001	< 0.001*
	AIC	443.4		
	BIC	451.7		
	p-value	< 0.001 *		
Quadratic Polynomial	(Intercept)	14742314	164755	< 0.001*
	Poly(TotalInputs)	5428996	4741534	< 0.001*
	Poly(TotalInputs)^2	-2038031	6193021	0.7451
	AIC	12692.3		
	BIC	12704.7		
	p-value	< 0.001 *		
Inverse Y ~Linear X	(Intercept)	< 0.0001	< 0.0001	0.07447
	Total Inputs	< 0.0001	< 0.0001	0.256
	AIC	-9531.9		
	BIC	-9523.6		
	p-value	0.256		

$*p<0.05$

On observing the results of the Lin-Log Method, we see that the p-values corresponding to the coefficients of the intercept and the explanatory variable are significantly different from zero at 5% level. The model can therefore be accepted as a good fit to the data and is written as:

$$\widehat{VO_{it}} = -66026394 + 5428996 \log TI_{it}$$

Analysis carried out with the help of Log-Lin Method is shown below the Lin-Log method in Table 5.1. The p-values of the Intercept and the variable Total Inputs are less than 0.05 and prove that they are significantly different than zero. This model is also a good fit, and the equation can be written as:

$$\log \widehat{VO_{it}} = 13.946 + (9.5396e - 08)\, TI_{it}$$

Looking at Table 5.1, we can see that the p-value of the polynomial model is also less than 0.05 which means the model is statistically fit and can be written as:

$$\widehat{VO_{it}} = 14742314 + 5428996 TI_{it} - 2038031\, TI_{it}^2$$

But the intercept and the linear effect parameter are significant at 5% level whereas the quadratic effect parameter is not. Thus, the quadratic model is not acceptable as a good fit to the data.

Additionally, below the polynomial model, Table 5.1 shows the case of the Inverse - Linear model and can be written as:

$$\frac{1}{\widehat{VO_{it}}} = (1.8902e - 05) - (6.1254e - 13)\, TI_{it}$$

As can be seen, the p-value for the intercept, the regressor Total Inputs as well the regression model is more than 0.05. This means neither are the explanatory variables significant in the model nor is the model itself. Thus, it is not acceptable.

Because both the Lin-Log and Log-Lin models are acceptable, we compare the values of their AIC and BICto decide which one should be preferred.

As shown in Table 5.1, the value of AIC for the log- linear model has the smallest value (443.4). Similarly, value of BIC is also the least (451.7) for the log - linear model which is very small as compared to all the other non - linear regression models.

Therefore, coincidentally, both AIC and BIC have led us to conclude that Log-Lin model is a better fit than the Lin-Log model, Quadratic Polynomial model and the Inverse - Linear Model for ASI Panel Data.

6. Conclusion

The present study was devoted to elaborating on the best goodness of fit model among the four distinct non - linear regression models applied on the panel dataset of Annual Survey of Industries. It was found that for this dataset, the Quadratic Model and Inverse - Linear Models provide inconsistent results. The study recommends the use of Log - Linear panel regression model for estimating production in the organised manufacturing sector of India where the exploratory variable (Total Inputs) is in a non-linear relationship with the Outcome variable (Total Output).

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सात पापों एवं ग्यारह प्रतिज्ञाओं का गांधी का सिद्धांत : समकालीन प्रासंगिकता

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सारांश

प्रस्तुत लेख गांधी द्वारा बताए गए ग्यारह प्रतिज्ञाओं का एक विस्तृत विवरण देता है जो उन्होंने मानव जीवन में विभिन्न पापों, जिन्हें उन्होंने सात श्रेणियों में विभक्त किया है, से बचने के लिए व्यक्त किए हैं। गांधी वर्तमान मानवीय समस्याओं की जड़ नैतिकता विहीन राजनीति, स्वार्थ, धन प्राप्ति की इच्छा, अज्ञानता पूर्ण आविष्कारों को मानते हैं। गांधी बिना श्रम के धन प्राप्ति, विवेकहीन आनंद, चरित्रविहीन ज्ञान और नैतिकता विहीन व्यवसाय को पाप मानते हैं। घृणा और परस्पर वैमनस्य की भावना के दुष्परिणाम न केवल मनुष्य को वरन पूरे समुदाय को भुगतना पड़ रहा है और जिसे आज हम विभिन्न क्षेत्रों में चल रही जातीय हिंसा, आतंकवाद, लिंग हिंसा और ग्लोबल वार्मिंग के रूप में देख रहे हैं। गांधी, जो निजी जीवन के साथ-साथ सार्वजनिक जीवन में भी नैतिकता और पवित्रता के पक्षधर थे, ने सत्य, अहिंसा, अस्तेय, अपरिग्रह, ब्रह्मचर्य, शारीरिक श्रम, अस्पृश्यता निवारण और सर्व धर्म समभाव आदि मूल्यों को अपने जीवन में सर्वोच्च स्थान दिया। उनका मानना था कि स्वस्थ और नैतिक आदर्शों से युक्त समाज के निर्माण के लिए इन सभी नैतिक मूल्यों की स्थापना आवश्यक है। एक उच्च कोटि के राजमर्मज्ञ होने के साथ गांधी ने जिस तरह से एक आदर्श सामाजिक-सामुदायिक जीवन के प्रति अपने विचार व्यक्त किए हैं वह अद्वितीय हैं। उन्होंने विभिन्न धर्मों, पारिवारिक संस्कारों एवं निजी अनुभवों के आधार पर ग्यारह वचनों को अपने आदर्शों के रूप में सूचीबद्ध किया और दैनिक जीवन की समस्याओं और चुनौतियों के समाधान के रूप में प्रस्तुत किया। आज वर्तमान समाज और वैयक्तिक जीवन जिस प्रकार के संकटों का सामना कर रहा है, इससे गांधी के इन विचारों की प्रासंगिकता और बढ़ गई है और वे मानव समाज को एक नई प्रेरणा देते हैं।

परिचय

हम अतिवादिता (हॉब्सवाम) के युग में रह रहे हैं या दूसरे शब्दों में कह कह सकते हैं कि आज का युग अतिवादिता एवं विरोधाभासों से भरा हुआ है। बढ़ती ग्लोबल वार्मिंग, नृजातीय संघर्ष, सीमा-पार आतंकवाद, लिंग हिंसा, पर्यावरणीय गिरावट उनमें से कुछ हैं। इन चुनौतियों का समाधान होना अभी बाकी है। गांधी जी ने इस संदर्भ में सात पापों का जिक्र किया है, जिनसे दूर रहने से मानव जाति की प्रगति होगी। इसके अलावा, गांधी ने स्वस्थ समाज की भूमिका पर भी विचार किया है। उनके अनुसार न केवल शरीर से बल्कि मन से भी स्वस्थ रहने के लिए एक समाज में उच्च सामाजिक इच्छाशक्ति और मानवीय सिद्धांतों के अनुरूप एक मूल्य प्रणाली होनी चाहिए। उन्होंने सात पापों की पहचान करके और बाद में ग्यारह प्रतिज्ञाओं के माध्यम से उनके समाधान प्रस्तुत कर स्वयं को और भी प्रासंगिक बना लिया है।

गांधी जी व्यक्तिगत और सार्वजनिक जीवन में नैतिकता और पवित्रता के पक्षधर थे। यह संस्कार उन्हें परिवार एवं गीता और अन्य धार्मिक ग्रंथों से प्राप्त हुये थे। वह हिंदू धर्म और इस्लाम, ईसाई धर्म, बौद्ध धर्म, जैन धर्म जैसे अन्य धर्मों के मूल दार्शनिक सिद्धांतों में दृढ़ता से विश्वास करते थे तथा साधनों की शुद्धता के कट्टर अनुयायी थे। वे सार्वजनिक जीवन में बिना नैतिकता वाली राजनीति के सख्त खिलाफ थे। वह मानव समाज की भलाई में विश्वास करते थे तथा उनके अनुसार पूंजी के मालिक को केवल उसकी देखभाल तक अपने को सीमित रखना चाहिए। उन्हें स्वयं को 'न्यासी' के रूप में मानना चाहिए, जिन्हें समाज की सामूहिक भलाई के लिए संसाधनों का उचित निवेश करने की जिम्मेदारी सौंपी गई है। उन्होंने 'सत्याग्रह' रूपी आध्यात्मिक शक्ति में विश्वास किया, जो हमें और हमारे पारिस्थितिकी तंत्र को नैतिक रूप से बदलने के लिए एक आत्म-बलिदानी मंत्र है।

गांधी के सात पापों का सिद्धांत सार्वजनिक जीवन में नैतिकता की उनकी धारणा से निकटता से जुड़ा हुआ है। यह पहली बार 22 अक्टूबर 1925 को साप्ताहिक समाचार पत्र यंग इंडिया में प्रकाशित हुआ था, जिसमें उन्होंने इन बुराइयों को परिभाषित किया और समझाया। इसके अतिरिक्त इस्लाम एवं बौद्ध धर्म में भी इसका उल्लेख मिलता है।

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गांधीजी इन सभी धर्मों और उनके सिद्धांतों से प्रेरणा लेते हैं, और उनके द्वारा उल्लिखित प्रत्येक पाप से यह पता चलता है कि स्वार्थ दूसरों के कल्याण पर हावी हो रहा है। गांधी ने कहा, ''मैं इस दुनिया में नहीं रहना चाहूंगा अगर यह दुनिया एक नहीं है।'' वह 'वसुधैव कुटुम्बकम्' में विश्वास करते थे, तथा मानते थे कि 'दुनिया एक परिवार है।' यदि हम वास्तव में 'कल्याणकारी राज्य' की परिकल्पना करते हैं तो गांधी के सात पापों के सिद्धांत से भिज्ञ होना अनिवार्य है।

गांधी द्वारा बताए गए सात पापों के सिद्धांत इस प्रकार हैं:

1. सिद्धांतों के बिना राजनीति

गांधी सिद्धांतों की राजनीति की बात करते हैं, समझौते की नहीं। उनका मानना था कि लोग अपने चुने हुए प्रतिनिधियों को अपने प्रतिनिधियों के रूप में कार्य करने के लिए अटॉर्नी की शक्ति प्रदान करते हैं, जो सत्ता संघर्ष में शामिल होकर और अपने मूल्यों को त्याग कर इसका दुरुपयोग करते हैं। जब राजनेता सत्ता के खेल में लिप्त होते हैं, तो वे सिद्धांतों के बिना कार्य करते हैं क्योंकि वे हर कीमत पर सत्ता में बने रहना पसंद करते हैं, जो कि अनैतिक है।

वर्तमान राजनीति में दलगत राजनीति, दल-बदल, गठंबधन, लॉबिंग और रिश्वतखोरी आम बात हो गई है। उदाहरण के लिए उनका कहना है कि यदि राजनीति मानवतावाद से रहित है तो वह अवसरवाद की राजनीति होगी। उन्होंने धार्मिक मूल्यों को सर्वाधिक महत्व दिया है। वह हिंसा, भ्रष्टाचार और सिद्धांतों के बिना राजनीति को पाप मानते हैं।

2. बिना काम के धन

गांधीजी श्रम की गरिमा में विश्वास करते थे और बिना काम के कमाए गए धन को पाप मानते थे, इसलिए वे जमींदारी, सूदखोरी और पूंजीवाद के खिलाफ थे। यह विचार शायद उनके दिमाग में पहली बार जमींदारी व्यवस्था का अनुभव करने के बाद आया, जिसके तहत गरीब लोग श्रम करते हैं और अमीर लोग लाभ कमाते हैं। बिना मेहनत के कमाए गए धन को वह पाप मानते हैं।

आजकल लोग बिना मेहनत के जल्दी पैसा कमाना चाहते हैं और चिट फंड और शेयर बाजार में निवेश करना चाहते हैं। गांधी अवैध रूप से धन एकत्र न करने की सलाह देते हैं। यह गांधी को वर्तमान समय में भी बहुत प्रासंगिक बनाता है, विशेषकर तब जब धन संचय की प्रवृत्ति बढ़ गई है, जिसने असंतोष, हिंसा और गलाकाट प्रतिस्पर्धा को जन्म दिया है। उन्होंने कहा कि प्रकृति के पास किसी की जरूरतों के लिए पर्याप्त है लेकिन किसी के लालच के लिए नहीं। उन्होंने स्वैच्छिक गरीबी के लिए कहा, विशेष रूप से राजनीतिक नेतृत्व से, जो उनके अनुयायियों को धन संचय करने के लिए संदिग्ध साधनों में शामिल नहीं होने के लिए प्रोत्साहित कर सकता है।

3. बिना विवेक के आनंद

अंतरात्मा के बिना आनंद काम के बिना संतुष्टि के बराबर है। यह कई प्रकार का हो सकता है- शारीरिक, मानसिक और आध्यात्मिक, लेकिन ऐसा आनंद जो हमारी चेतना को मारता है और सामाजिक मूल्यों और मान्यताओं के खिलाफ है, गांधी के अनुसार पाप की श्रेणी में आता है। अपने अन्यथा नीरस जीवन में रोमांच और उत्साह लाने के लिए, लोग जुए और ड्रग्स में लिप्त हो जाते हैं, जो अंततः स्वास्थ्य संबंधी बीमारियों की ओर जाता है। इनमें से कई बीमारियाँ या तो स्व-प्रेरित होती हैं या लापरवाह रवैये के कारण होती हैं।

यह बिना श्रम के धन कमाने के सिद्धांत से भी संबंधित है। आज के भौतिकवादी युग में प्रत्येक व्यक्ति सुख चाहने वाला व्यक्ति बन गया है। एक उपभोक्तावादी समाज में, वह कामुक सुखों के साथ जी रहा है, जबकि व्यक्ति केवल शरीर ही नहीं बल्कि आत्मा भी है। ड्रग्स, मानव तस्करी और पोर्नोग्राफी अरबों डॉलर के उद्योग बन गए हैं। दूसरी तरफ भूख, गरीबी और कुपोषण के कारण करोड़ों लोग समय से पहले मर रहे हैं। ऐसा इसलिए हो रहा है क्योंकि आज आध्यात्मिक सुख की जगह भौतिक सुख के प्रति लगाव बढ़ता जा रहा है। गांधी उच्चतम स्तर की खुशी की बात करते हैं। उनका मानना है कि आनंद आत्मा के भीतर से आना चाहिए।

समय पर जरूरतमंदों की मदद करने से मिलने वाले आनंद को ही गांधी परमानंद का नाम देते हैं। आज हमने जीवन के आध्यात्मिक सुखों को अनदेखा कर दिया है और भौतिक सुखों में लिप्त हो गए हैं, जो विवेक के बिना आनंद है।

4. चरित्र विहीन ज्ञान

गांधी के अनुसार, जिस प्रकार अल्प ज्ञान खतरनाक होता है, उसी प्रकार चरित्र के बिना ज्ञान व्यर्थ है। आज ज्ञान अर्जन का एकमात्र उद्देश्य धन संचय करना है। एक शानदार चरित्र के लिए एक आकर्षक करियर को प्राथमिकता दी जाती है। हमारे शिक्षण संस्थान भी कैरियर निर्माण पर जोर देते हैं और चरित्र निर्माण पर कम। युवा पीढ़ी अच्छी नौकरी पाने और पैसा कमाने के लिए ज्ञान प्राप्त करती है। देश की सेवा करना और मानवता की चिंता करना उनकी प्राथमिकता सूची में नहीं है।

उनका मानना था कि यदि कोई स्वयं को नहीं समझ सकता तो जीवन के दर्शन को कैसे जान सकता है? समस्या यह है कि जब हम ज्ञान को एक उपकरण के रूप में उपयोग करते

हैं, तो इसका उपयोग किसी भी नकारात्मक/सकारात्मक रूप में किया जा सकता है, जैसा कि 9/11 या 26/11 या विभिन्न साइबर अपराधों की स्थिति में हुआ था। यह सब इसलिए हो रहा है क्योंकि ज्ञान अनैतिक और मूल्यों से रहित होता जा रहा है। गांधी ज्ञान को सर्वश्रेष्ठ मानते हैं, जो किसी व्यक्ति को सर्वोत्तम जीवन मूल्यों के बारे में सूचित कर सकता और राष्ट्र निर्माण में योगदान देने के लिए सर्वोत्तम गुणों का विकास कर सकता है। ये बातें सभी देशों, समय और परिस्थितियों के लिए मान्य हैं।

5. नैतिकता के बिना व्यवसाय

जैसाकि श्रम के बिना अर्जित धन में होता है, हम आम तौर पर अधिक पैसा कमाने के लिए नैतिकता विहीन व्यवसाय में लिप्त होते हैं। गांधी का मानना था कि व्यावसायिक गतिविधियां नैतिकता के दायरे में होनी चाहिए। इसके विपरीत, हम बिना नैतिकता के व्यापार में लिप्त होने के स्पष्ट तरीकों के रूप में मूल्य निर्धारण, घटिया उत्पादों को बेचने, धोखाधड़ी और झूठे दावों को नोटिस करते हैं। वह कालाबाजारी और मिलावट को पाप की श्रेणी में रखते हैं। गांधी के अनुसार, व्यवसाय का उद्देश्य केवल लाभ कमाना नहीं होना चाहिए। अब कोई कंपनी केवल लाभ कमाने पर ध्यान केंद्रित करती है और धन संचय पर जोर देती है, तो अनैतिक तरीकों से लिप्त होने की अधिक संभावना होती है। दूसरे शब्दों में, जब किसी भी तरह से मुनाफा कमाना व्यवसाय का एक आवश्यक घटक बन जाता है, तो नैतिकता पीछे चली जाती है। विजय माल्या, नीरव मोदी और कई अन्य अनैतिक व्यवसाय के उप-उत्पाद हैं।

6. मानवता के बिना विज्ञान

विज्ञान एक दुधारी तलवार की तरह है, इसे किसी भी प्रकार के प्रयोग में लाया जा सकता है। तर्क करने की क्षमता वाला इंसान हमेशा अपने वैज्ञानिक ज्ञान का उपयोग मानवता की प्रगति और भलाई के लिए नहीं करता है। कई बार, वह इसका उपयोग बड़े पैमाने पर विनाश के घातक और भीषण हथियारों की खोज के लिए करता है, जो अंततः मानवता को मिटा देने की धमकी देता है।

परमाणु, रासायनिक और जैविक हथियार इसके उदाहरण हैं। जैसा कि हिंद स्वराज में कहा गया है, अगर हम मानव इतिहास को देखें, तो हम पाते हैं कि पृथ्वी पर किसी अन्य प्रजाति ने मनुष्य से अधिक विनाश नहीं किया है।

गांधी विज्ञान को मानवता के खिलाफ प्रयोग करने के बजाय मानवता के अधीन रखने की वकालत करते हैं। उन्होंने आगे कहा कि यह विफलता असमान विकास और पर्यावरण संकट को दर्शाती है। गांधी के पोते अरुण गांधी कहते हैं कि यह कहना गलत है कि बंदूक आदमी को मारती है, सच तो यह है कि आदमी आदमी को मारता है। दुनिया भर में इंसानों ने जितनी तबाही मचाई है, उतनी किसी अन्य प्रजाति ने नहीं। संक्षेप में कहें तो अव्यवस्थित और असंतुलित विकास के कारण हम सभी समस्याओं का सामना कर रहे हैं। इसलिए वह बिना मानवता के विज्ञान को पाप की श्रेणी में रखते हैं।

7. बिना बलिदान के पूजा

गांधी धर्म की बहुत व्यापक परिभाषा देते हैं। उनके लिए धर्म को अर्थहीन कर्मकांड तक सीमित कर दिया गया है। वह बताते हैं कि धर्म के नाम पर घृणा एवं हिंसा गहरा रही है। उनका मानना है कि मनुष्य को लालच का परित्याग कर देना चाहिए। उनका मानना है कि त्याग के बिना धर्म पाप है। यदि हम हजारों-लाखों रुपए पूजा में खर्च कर दें और किसी भूखे का तिरस्कार करें तो ऐसी पूजा का कोई प्रयोजन नहीं है। उनका मानना था कि प्राकृतिक धर्म का आधार आध्यात्मिकता, प्रेम, करुणा, मानवता, आपसी सद्भाव, समझ, सहिष्णुता और भाईचारा होना चाहिए।

गांधी का मानना था कि कोई भी कार्य जो हमें प्रलोभन की ओर ले जाता है, वह हमारी इच्छा है। उनके अनुसार स्वार्थपरकता को न केवल कम करने की आवश्यकता है, बल्कि इसे पूरी तरह से समाप्त करने की भी आवश्यकता है। गांधी ने इन सात पापों को सात भूलों के रूप में पहचाना जो कि मानव समाज करता है और यह हिंसा का कारण बनता है।

गांधी इन सात पापों की पहचान करने के बाद, जिन्हें वे मानव दुख के लिए जिम्मेदार मानते हैं, ग्यारह प्रतिज्ञाओं के माध्यम से इसका समाधान प्रस्तुत करते हैं, जो उन्हें और अधिक प्रासंगिक बनाते हैं। सात पाप और ग्यारह व्रत की अवधारणा एक दूसरे की पूरक हैं। व्यापक रूप से हम इसे भगवत गीता में प्रतिपादित कर्म के सिद्धांत से जोड़ सकते हैं। गांधी एक ऐसे व्यक्ति को निष्काम कर्मयोगी के रूप में संदर्भित करते हैं जो अपने कर्तव्यों को निस्वार्थ या अहंकार रहित रूप से कर सकता है।

गांधी और उनकी ग्यारह प्रतिज्ञाएँ

गांधी के सात पापों और ग्यारह प्रतिज्ञाओं के विचार उन्हें भारत की आध्यात्मिक शक्ति का प्रतिनिधि बनाती हैं। उन्होंने इन ग्यारह व्रतों पर न केवल अपने आश्रमवासियों के आध्यात्मिक और नैतिक उत्थान के लिए बल्कि समाज के लाभ के लिए भी जोर दिया। उन्होंने उन्हें आत्म-अनुशासन बनाए रखने के लिए आवश्यक माना जिससे स्वयं ओर समाज को समृद्ध किया जा सके।

उन्होंने विभिन्न धार्मिक ग्रंथों से प्रेरणा प्राप्त की ओर उन्हें अपने जीवन में आत्मसात करने का प्रयास किया है। वे गीता, रामायण, बाइबिल, कुरान आदि से गहरे प्रभावित थे। वह पतंजलि

के योगसूत्र से भी गहरे प्रभावित थे और इसका प्रतिबिंब उनके ग्यारह व्रतों के विचारों में देखा जा सकता है।

गांधी के ग्यारह व्रत साबरमती के साथ-साथ सेवाग्राम में उनके आश्रम में उनकी प्रार्थना सभाओं का अभिन्न अंग थे। इन ग्यारह प्रतिज्ञाओं में से, पहले पाँच को 'पंच महाव्रत' कहा जाता है- पाँच महान प्रतिज्ञाएँ जो गांधी ने पतंजलि के योगसूत्र से उधार ली थीं। शेष छह उनके अपने विचार हैं।

यद्यपि गांधी सक्रिय राजनीति में थे, वे हमेशा साधनों की शुद्धता में विश्वास करते थे और उसी के अनुसार अपने जीवन की योजना बनाते थे ओर दूसरों से अनुसरण करने की अपेक्षा करते थे। उनके लिए राजनीति का आध्यात्मीकरण जरूरी है तथा उनका मानना था कि ग्यारह व्रत इस प्रक्रिया में सहायक के रूप में कार्य कर सकते हैं। उनका जीवन कुछ सिद्धांतों और मूल्यों पर आधारित था। उन्होंने हमेशा आत्म-अनुशासन पर जोर दिया और माना कि इन ग्यारह व्रतों को आत्मसात करके, हम अपने जीवन को नियमित कर सकते हैं और एक अनुशासित जीवन जी सकते हैं जो अंततः स्वयं की प्राप्ति की ओर ले जा सकता है। इसलिए, हम कह सकते हैं कि वह न केवल समस्या की पहचान करने में सक्षम थे अपितु उसका समाधान भी प्रस्तुत करते हैं।

गांधी के ग्यारह वचन इस प्रकार हैः

1. सत्य 2. अहिंसा 3. ब्रह्मचर्य 4. अस्तेय 5. अपरिग्रह 6. शारीरिक श्रम-भौतिक श्रम 7. अस्वाद- तालू पर नियंत्रण 8. अभय-निर्भयता 9. सर्व धर्म समानत्व- सभी धर्मों का समान सम्मान 10. स्वदेशी 11. अस्पृश्यता निवारण।

उनका मानना था कि ये ग्यारह व्रत मानव जीवन में संयम, सरलता, सहजता, स्वाभिमान, स्पष्टता, आत्मविश्वास, सेवा और साधना के अभ्यास का अवसर प्रदान करेंगे। इसके अलावा, ये एक आत्मनिर्भर समाज की ओर ले जायेंगे। ये एकता, सद्भाव, समझ और अपनेपन का निर्माण करेंगे। इसके अतिरिक्त, ये जीवन और प्रकृति के बीच संबंधों को मजूबत करेंगे। उनका यह भी मानना था कि यह एकादशव्रत समाज के निर्माण और एक वैकल्पिक दुनिया के पुनर्निर्माण में मदद करेगा। उनके द्वारा बताए गए पहले 5 व्रत दुनिया के हर धर्म में पाए जाते हैं, जिन्हें पाँच महाव्रत कहा जाता है।

1. सत्य

गांधीजी की विचारधारा में सत्य को अधिक महत्व दिया गया है। उन्होंने अपने साथी आश्रमवासियों से अपेक्षा की कि वे न केवल उनके भाषण में बल्कि विचार और कार्य में भी सत्य का पालन करें। वास्तव में गांधी के लिए जीवन सत्य के इर्द-गिर्द घूमता है। वास्तव में, यह उनके सत्याग्रह के दर्शन की मुख्य विशेषता रही है जिसे गांधी ने बाद में संघर्ष समाधान के एक उपकरण के रूप में इस्तेमाल किया। वह सत्य को ईश्वर का दूसरा रूप मानते हैं। गांधी के अनुसार व्यक्तिगत और सामाजिक जीवन में सत्य का पालन करने के लिए हमें हर कष्ट सहने के लिए तैयार रहना चाहिए। उनका मानना है कि जहां सत्य है, वहां शुद्ध ज्ञान है। जहां शुद्ध ज्ञान है वहां सच्चा सुख संभव है। उनका मानना है कि यदि हम सत्य का पालन करते हैं, तो हम उनके द्वारा पहचाने गए सात पापों से छुटकारा पा सकते हैं।

2. अहिंसा

अहिंसा सत्य की प्राप्ति का मार्ग प्रशस्त करती है। गांधी ने जैन धर्म के माध्यम से अहिंसा के इस विचार को आत्मसात किया क्योंकि उनकी माँ का अहिंसा में दृढ़ विश्वास था, अर्थात् हिंसा का निषेध। इसे सहानुभूति, प्रेम, बंधुत्व आदि की भावना के रूप में देखा जाना चाहिए। गांधी के लिए सत्य और अहिंसा एक सिक्के के दो पहलू हैं; एक के बिना दूसरे का कोई औचित्य नहीं है। उनके अनुसार, अहिंसा हमेशा सत्य तक पहुँचने का मार्ग प्रशस्त करती है। अहिंसा से उनका तात्पर्य केवल शारीरिक हिंसा से नहीं है, बल्कि अपने मन से सभी प्रकार के द्वेष, ईर्ष्या, मोह, संकीर्णता को त्यागना है। गांधी के लिए, अहिंसा संघर्ष समाधान का सबसे प्रभावी साधन है। यह सामाजिक परिवर्तन का सबसे मौलिक और रचनात्मक मॉडल है।

3. ब्रह्मचर्य

ब्रह्मचर्य जीवन का एक तरीका है जो हमें ब्रह्म (ईश्वर) की ओर ले जाता है। ऐसे व्यक्ति के लिए अपनी सभी इंद्रियों पर नियंत्रण अनिवार्य है। इस प्रकार ब्रह्मचर्य का अर्थ है विचार, वचन और कर्म में नियंत्रण। ब्रह्मचर्य का पालन करने वाला व्यक्ति जुनून से मुक्त रहता है। गांधी मनुष्य को अपनी इंद्रियों पर नियंत्रण रखने की बात करते थे। उनका मानना था कि शारीरिक इच्छाओं पर नियंत्रण अन्य इंद्रियों पर नियंत्रण का मार्ग प्रशस्त करता है। गांधी के अनुसार ब्रह्मचर्य का पालन न केवल शारीरिक स्तर पर बल्कि विचारों के स्तर पर भी किया जाना चाहिए।

4. अस्तेय- चोरी न करना

अस्तेय का व्यापक अर्थ चोरी न करना और किसी और की संपत्ति को चुराने की इच्छा न करना है। गांधी जी के अनुसार, आवश्यकता से अधिक धन इकट्ठा करना भी एक प्रकार की चोरी है। वह इस शब्द की विस्तृत और व्यापक व्याख्या प्रस्तुत करते हैं। उनके अनुसार चोरी का इरादा केवल दूसरों की संपत्ति को गलत तरीके से हड़पना नहीं है, बल्कि यह उन लोगों पर भी लागू होता है जो अपनी कमाई को अपनी जरूरतों को बढ़ाकर

खर्च करते है। यह भी एक प्रकार की चोरी है क्योंकि मनुष्य होने के नाते यह हमारी प्राथमिक जिम्मेदारी है कि हम दूसरों के बारे में भी सोचें। उन्होंने पश्चिमी सभ्यता की निंदा की क्योंकि इससे समाज का नैतिक पतन हुआ था। निजी संपत्ति के उदय के साथ, अमीर और गरीब के बीच की खाई और गहरी होती गयी। बाद में, उत्पादन के निजी तरीकों के साथ यूरोप में औद्योगिक क्रांति के कारण बुर्जुआ वर्ग द्वारा श्रमिक वर्ग का और अधिक शोषण हुआ। बाजार में श्रम का वस्तुकरण हो गया क्योंकि मनुष्य अपने आप से, अपने द्वारा उत्पादित वस्तु और उत्पादन प्रक्रिया से अलग हो गया था। उसके साथ मनुष्य के रूप में व्यवहार तो किया जाता था, लेकिन एक वस्तु के रूप में जिसे पूंजीपतियों की इच्छा के अनुसार बाजार में खरीदा या बेचा जा सकता था। संक्षेप में, संपत्ति पश्चिमी समाजों में सभी बीमारियों का मूल कारण बन गयी।

5. अपरिग्रह

अपरिग्रह जैन भिक्षुओं द्वारा लिये जाने वाले पांच पवित्र व्रतों या महाव्रतों में से एक है। पतंजलि ने अपने योगसूत्र में थोड़े से बदलाव के साथ इसका उल्लेख किया है। आजकल व्यक्ति आत्मकेंद्रित हो गया है और दूसरों के बारे में सोचना ही नहीं चाहता। हम सब कुछ पाना चाहते हैं ओर दूसरों के साथ साझा करने को तैयार नहीं हैं। हम इतने आत्म-केंद्रित हो गए हैं कि यह अंततः सामाजिक संघर्ष, अनावश्यक तनाव, गलाकाट प्रतिस्पर्धा और हिंसा की ओर ले जाता है जो व्यक्ति को बेचैन कर देता है जिससे आंतरिक शांति भंग हो जाती है।

दूसरी ओर, अपरिग्रह सांसारिक संपत्ति के प्रति आसक्ति को धीरे-धीरे छोड़ने में मदद करता है, जो सत्य के साधक की एक अनिवार्य शर्त है, जिसका पालन करने की प्रत्येक आश्रमवासी से अपेक्षा की जाती है। हालाँकि, गांधी को यह अहसास था कि संपत्ति छोड़ना कोई आसान बात नहीं थी। इसलिए उन्होंने ट्रस्टीशिप की अवधारणा दी। संपत्ति, विशेष रूप से व्यावसायिक संपत्ति या भूमि के रूप में, शायद ही किसी के द्वारा छोड़ी जाती है। इसलिए उन्होंने सुझाव दिया कि व्यापारियों और जमींदारों को खुद को मालिक नहीं बल्कि अपनी संपत्ति का ट्रस्टी मानना चाहिए और उन्हें इसका उपयोग लाभार्थियों के लाभ के लिए करना चाहिए। इससे उन्हें आत्म-संतुष्टि भी मिलेगी और स्वयं के नैतिक संवर्धन में भी मदद मिलेगी।

गांधी ने ट्रस्टीशिप के सिद्धांत को प्रतिपादित किया जहां उन्होंने सामाजिक हित में अधिशेष धन का उपयोग करने की बात की। यह धन के पुनर्वितरण का उत्कृष्ट उदाहरण है जिसके माध्यम से वैश्विक असमानता को दूर किया जा सकता है। आजकल, हम बिल गेट्स, वारेन बफेट, अजीम प्रेमजी आदि जैसे बिजनेस टाइकून की कॉरपोरेट सोशल रिस्पॉन्सिबिलिटी और परोपकारी गतिविधियों के बारे में बहुत कुछ सुनते हैं। गांधी ने बहुत पहले इसकी ओर इशारा किया था। उन्होंने एक ऐसी दुनिया की कल्पना की, जहां हर किसी को दो वक्त का भोजन प्राप्त हो और एक संतुष्ट जीवन व्यतीत हो सके।

6. शरीरश्रम

गांधी ने शारीरिक श्रम को सर्वाधिक महत्व दिया है। वह भारी मशीनीकरण के खिलाफ थे जहां आदमी को मशीन में परिवर्तित कर दिया जाता है। वह तकनीकी आधिपत्य के खिलाफ थे जिसके कारण मानव का अमानवीयकरण हुआ। हम आईटी उद्योग में एक समान घटना पाते हैं जहां सॉफ्टवेयर पेशेवर अपनी रचनात्मक क्षमता का प्रयोग नहीं कर सकते हैं और उन्हें अपेन प्रबंधकों के आदेश के तहत काम करने के लिए मजबूर किया जाता है। गांधी का दृढ़ विचार था कि जो लोग शारीरिक गतिविधियों में खुद को शामिल नहीं करते हैं उन्हें खाने का कोई अधिकार नहीं है। उन्हें उम्मीद थी कि उनके आश्रम में सभी सक्षम वयस्कों को अपना निजी काम खुद ही करना चाहिए। यह न केवल श्रम के महत्व का सुंदर उदाहरण है, बल्कि श्रमिक वर्ग के प्रति उनके सम्मान को भी दर्शाता है। पूंजीवादी व्यवस्था में मजदूर वर्ग सबसे अधिक शोषित था। गांधी ने किसी भी तरह के शोषण की निंदा की।

7. अस्वाद- तालू पर नियंत्रण

''तालू का नियंत्रण मन के नियंत्रण के लिए एक मूल्यवान सहायता है।''

गांधी जीभ पर नियंत्रण की बात करते हैं। तालु पर नियंत्रण गांधी ने अपने आप में एक सिद्धांत के रूप में रखा है। उन्होंने लोगों से केवल शरीर को बनाए रखने और इसे फिट और स्वस्थ रखने के लिए खाने के लिए कहा। वह जीने के लिए खाने की बात करते हैं न कि खाने के लिए जीने की। आज हमने अपने उपभोग का दायरा बढ़ा लिया है और इस उपभोक्तावादी युग में हर चीज का उपभोग करना चाहते हैं। फास्ट फूड आजकल अरबों डॉलर का उद्योग बन गया है। इसके दुष्प्रभाव से सभी परिचित हैं। जीवनशैली से जुड़ी बीमारियां जैसे ब्लड प्रेशर, डायबिटीज अब आम हो गई है। विशेष रूप से विकसित दुनिया में अधिक खाना एक खतरनाक मुद्दा बन गया है और डॉक्टर रोगियों को अपनी आहार संबंधी आदतों को बदलने की सलाह दे रहे हैं। उदाहरण के लिए, अमेरिका में मोटापा एक गंभीर समस्या बन गई है। यदि हम आहार अनुशासन बनाए रखते हैं तो अरबों रुपये और लाखों लोगों की जान बचाई जा सकती है और मानव लाभ के लिए बेहतर उपयोग किया जा सकता है। वे सादा जीवन उच्च विचार में विश्वास करते थे और जीवन भर उसका पालन करते रहे।

8. अभय-निडरता

अभय का अर्थ है सत्य पर दृढ़ रहना। जब तक कोई भय के अधीन है तब तक कोई सत्य का पालन नहीं कर सकता। यह निडरता या अभय है। सत्य को जानने के लिए सभी भय को दूर करना होगा। शोषण के सभी रूपों का विरोध किया जाना चाहिए। उन्होंने सलाह दी कि हमें सरकार की गलत नीतियों के खिलाफ आवाज बुलंद करते रहना चाहिए। इसका अर्थ जीवन और मृत्यु आदि सभी प्रकार के भय से मुक्त होना है। इसका अर्थ अहंकारी और आक्रामक होना नहीं है बल्कि शांत और मानसिक शांति में रहना है। गांधी के लिए, एक सत्य साधक को व्यवस्था के खिलाफ सवाल उठाने से डरना नहीं चाहिए। यह उन्हें बहुत प्रासंगिक बनाता है और यदि इसका अक्षरशः पालन किया जाता है, तो यह लोकतंत्र को मजबूत करेगा।

9. सर्वधर्म समभाव- सभी धर्मों के लिए समान सम्मान

गांधी जी ने कहा था कि जितना हम अपने धर्म का सम्मान करते हैं, उतना ही हमें दूसरों के धर्म का भी सम्मान करना चाहिए। कोई एक धर्म दूसरे से बड़ा नहीं है। आज पूरी दुनिया में धर्म के नाम पर असहिष्णुता और नफरत देखी जा रही है। यह हमारे समाज और देश को नुकसान पहुंचाता है। उन्होंने चेतावनी दी कि किसी को अपने धर्म को ही एकमात्र पूर्ण धर्म नहीं मानना चाहिए। गांधी सभी धर्मों के शांतिपूर्ण सह-अस्तित्व का उल्लेख करते थे। रामकृष्ण परमहंस, विवेकानंद आदि की तरह उनका भी मानना था कि रास्ते अलग-अलग हो सकते हैं लेकिन सभी धर्मों की मंजिल एक ही है। दुनिया ने धर्म के नाम पर कई युद्ध देखे हैं, सर्व धर्म समभाव इस समस्या का समाधान है।

10. स्वदेशी

यह आर्थिक आत्मनिर्भरता का सबसे अच्छा मॉडल है। यह स्वदेशी/स्थानीय उत्पादों का अधिकतम उपयोग करने और विदेशों में निर्मित वस्तुओं को न खरीदने पर जोर देता है। आज स्वदेशी और आत्मनिर्भर भारत की बात हो रही है। गांधी ने बहुत पहले लोकल पर जोर दिया था। खादी लोकल का एक उत्कृष्ट उदाहरण है जिस पर जोर दिया जाना चाहिए। हालांकि, उनके लिए स्वदेशी में विश्व/ब्रह्मांड के साथ एकीकृत होना भी शामिल है।

11. अस्पृश्यता

गांधी अस्पृश्यता को पूरी तरह से अमानवीय कृत्य मानते थे और इसकी कड़ी आलोचना करते थे। वह अस्पृश्यता से छुटकारा पाना चाहते थे और दबे-कुचले लोगों का उत्थान करना चाहते थे। उन्होंने कहा कि अस्पृश्यता हिंदू धर्म का अभिन्न अंग नहीं है और इसे समाप्त किया जाना चाहिए। वे आगे कहते हैं कि यदि हम वास्तव में समाज में परिवर्तन लाना चाहते हैं तो हमें पहले अपने विचारों में परिवर्तन लाना होगा तभी हम समानता के सिद्धांतों पर आधारित अहिंसक समाज की स्थापना कर सकेंगे। उनके आश्रमों में ऐसी कोई प्रथा नहीं थी और सभी को आपस में घुलने-मिलने के लिए कहा जाता था।

गांधी जी ने स्वयं एकादश व्रत का मार्ग अपनाया और व्यक्ति के चरित्र निर्माण के लिए इसे आवश्यक समझा। उनका मानना था कि अगर मन जीत जाता है तो दुनिया जीत जाती है। गांधी की सात पाप और ग्यारह प्रतिज्ञाओं की अवधारणा को देखें तो ऐसा प्रतीत होता है कि गांधी आध्यात्मिक कल्याण का मार्ग दिखाते हैं जो समग्र प्रगति की ओर ले जाता है। गांधी के ये सुझाए गए मार्ग लोगों को आदर्शवादी लग सकते हैं लेकिन वास्तविकता यह है कि गांधी संन्यास की भावना को व्यावहारिक राजनीति में लाने की कोशिश करते हैं। साथ ही वह भारत की उस सनातन परंपरा का भी पालन कर रहे हैं, जिसमें सिद्धांत और व्यवहार में कोई दूरी नहीं है।

महत्व

गांधी के ग्यारह व्रत आज भी कई मायनों में प्रासंगिक हैं और उनका विनम्रता, देखभाल और प्रतिबद्धता के साथ पालन किया जाना चाहिए। उदाहरण के लिए, ईमानदारी बनाए रखने के लिए सच्चाई का पालन करना आवश्यक है। इसी तरह, गांधी हमेशा अहिंसा की अपनी अवधारणा के लिए प्रासंगिक रहेंगे क्योंकि कोई भी युद्ध को उचित नहीं ठहरा सकता क्योंकि यह मानव जीवन को मारता है। जब दुनिया भर में युद्ध, जातीय संघर्ष, आतंकवाद फैला हुआ है, गांधी का अहिंसा का विचार उन्हें बेहद प्रासंगिक बनाता है। इसी तरह, बढ़ते उपभोक्तावाद, बढ़ती असमानता, ग्लोबल वार्मिंग के दौर में गांधी अत्यधिक प्रासंगिक प्रतीत होते हैं।

निष्कर्ष

गांधी का दर्शन भारत और दुनिया के लिए आंखें खोलने वाला है। वह कहते हैं कि इन सात पापों को करना एक बड़ी गलती है जो दिन-प्रतिदिन की समस्याओं में तबाही मचाने के लिए जिम्मेदार है। गांधी के अनुसार खुद को और समाज को हिंसा से बचाने के लिए इन सात पापों से बचना चाहिए। गांधी का यह पाठ उस समय की प्रासंगिकता से आज कहीं अकि प्रासंगिक है। इसलिए जब भी हम मानव-केन्द्रित समस्याओं का सामना करते हैं, तो हमें गांधी के दार्शनिक विचारों में उनका समाधान दिखाई देता है।

जिस वैश्विक विकास पर हम चर्चा करते हैं और जिस पर काम करते हैं, वह बिना किसी भेदभाव के सभी के लिए समान

अवसर पैदा करने वाला होना चाहिए। इस संदर्भ में गांधी के विचार सरल हैं- गरिमा के साथ सीखना और अर्जित करना और प्राकृतिक पर्यावरण को नुकसान नहीं पहुंचाना, जो जीवन को बनाए रखने के लिए आवश्यक है।

हमें उसी विश्वास को अपनाने की आवश्यकता है जो गांधी जी ने मनुष्य की भलाई में निःस्वार्थ प्रेम और मानवता की सेवा करने के लिए रखी थी। गांधी एक सर्वव्यापी शख्सियत हैं और अभी भी प्रेरणादायक हैं। समकालीन दुनिया में गांधी को फिर से स्थापित करने की प्रक्रिया में तेजी लाना इस समय की आवश्यकता है। अगर हम वास्तव में इस दुनिया को रहने के लिए एक बेहतर जगह बनाने में रुचि रखते हैं, तो हमें उनके दिखाए रास्ते पर चलने की जरूरत है।

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The Importance of Teaching Science in Standard 8th by Using Experimentation

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Abstract

The objective of the research study was to explore the effectiveness of teaching science using the experimental method in higher secondary schools. Concepts in science are difficult to learn and conceptualize and their abstract nature makes them complicated to understand. So, it is important that science teaching is done with effective and meaningful teaching techniques that can help students understand the concepts and theories rather than enhancing memorizing knowledge.

The study takes into account student feedback on the experimental style of teaching and their motivation toward the subject. This study was executed during the first semester of academic years 2022-2023 in some of the schools in Ahmedabad, India.

The sample is composed of 192 students. Three topics, Friction, Sound, and Force were selected to execute the sample study. A general questionnaire to understand the student's preference for sessions with experiments followed by a topic-specific questionnaire to understand their level of understanding for each of these topics was circulated.

1. Introduction

Science is a natural subject for hands-on kinaesthetic learning experiences that appeal to the visual and auditory senses. Several factors have led the researchers to look into the effectiveness of hands-on experiments in learning Science. Hands-on experiment is an active process of student-centered learning whereby it encourages children to discover and develop new concepts or ideas followed by spurring children's mind to be critical and creative (Jones and Wyse, 2004; Wilson, 2008). As children independently think critically and work through a subject matter, they develop a sense of independence and autonomy which will 'enhance their desire and ability to be self-motivated' (Blandford and Knowles,2009: 147). Many researchers have successfully proven that this method of learning develops the students' interest in learning Science as well as other subjects (Norman, 2005).

Today more than ever, educators need to use teaching strategies that inspire and prepare children to embrace science and potentially pursue it in their higher studies and career choices. Concepts in science are difficult to learn and conceptualize and their abstract nature makes them complicated to understand. So, it is important that science teaching is only possible with effective and meaningful teaching techniques that can help students understand the concepts and theories rather than enhancing memorizing knowledge.

In practice, however, very few science lessons are taught utilizing student-centered strategies like "hands-on experiments." The majority of lessons are delivered using teacher-centered strategies, using the chalk and talk method. One of the reasons is because of the teachers' beliefs and experiences in school which has influenced them in a way to practice this approach (Jones and Wyse, 2004). According to Woolnough (1994), although, it is satisfying to see the high achievements of students when the teacher-centered approach is used in schools, nevertheless, students' emotional interest in learning should also be taken into account as it is fundamental to boost their intrinsic motivation, their commitment, their enjoyment and creativity in science.

As a result, the researcher was drawn to carry out this study to explore and identify students' intrinsic motivation to learn Science using hands-on experiments in class. This study was executed during the first semester of the academic year 2022-2023 with students of Std 8th from some of the schools in Ahmedabad, India. Three topics, Friction, Sound, and Force were selected to execute the sample study. Two sets of questionnaires were developed for the study; a general questionnaire to understand the student's preference for sessions with

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experiments followed by a topic-specific questionnaire to understand their level of understanding of each of these topics was circulated.

The findings indicated that a number of students obtained better results as they learned and remembered better through hands-on experiments. There was generally a higher level of participation and intrinsic motivation shown in the students when they learned through hands-on experiments. Learning through hands-on experiments ensures students grasp the concept taught effectively. It is recommended that in schools using experiments should be carried out to further enhance the effectiveness of learning Science.

a) Importance of Learning Science

Science is the methodical study of the structure and behavior of the physical, social, and natural worlds through observation and experimentation. It's important to innovation, competitiveness, and human advancement. Other than potential innovations, a student can benefit from learning science, such as developing the ability to question, enhance curiosity and creativity, organize and test their ideas, collect information, organize, solve problems and apply what they learn. Scientific disciplines are the foundation of human progress and innovation, and they offer a powerful platform for building confidence, developing communication skills, and making sense of the world around us-a world that is increasingly shaped by science and technology.

Additionally, science requires a lot of interpersonal interaction and teaches kids patience and tenacity. Finding the answers to their many "why" questions encourages them to learn more and establish their own opinions rather than accepting those of others. While it's simple to accept another child's explanation or conduct a quick internet search to find out why leaves fall from trees, a healthy dose of skepticism can help children go further as they investigate the world and take on some of its more difficult topics.

Kothari Commission strongly emphasized, "We lay great emphasis on making science an important element in the school curriculum. We, therefore, recommend that science and mathematics should be taughton a compulsory basis to all pupils as a part of general education during first ten years of schooling. In addition, there should bea provision of special course in these subjects at the secondary stage, for students of more than average ability."

UNESCO's International Education Commission (1972) recommended that, "Science & technology must become essential components in any educational enterprise; they must be incorporated into all educational activity intended for children, young people & adults."

Science has now become a compulsory subject in the school curriculum because of its multifarious value to the individual as well as the society.

Finding answers to some questions such as "what" and "How" type is the scientist's responsibility and considering the questions of "why" type is the responsibility of metaphysics specialist or philosopher. The scientists of applied science and technologists have the task of forming them to be used by others. The teacher of fundamental science should use all these three groups? results in education and giving the codification methods (UNICCO, 1986).

b) Teaching Strategies for Science Educators

Scientists, engineers, and innovators are becoming more and more necessary. The ability of global educators to make science exciting, engaging, and inspiring is crucial to the world's future. To get students interested in science, educators must help them perceive themselves as engineers and scientists rather than just letting them observe other people performing science. It's about giving students the chance to experience science in action rather than just reading about it in a textbook. Although it's vital to have complex textbooks, students' chances of success are limited if they can't understand the material and teachers aren't imparting it in an effective manner.

It is more crucial than ever for science instructors to support students in developing science process skills rather than merely stressing the memorization of a body of facts in this age of rapid and ubiquitous information availability. Problem-based learning, integrating educational technology into the lesson, and project-based learning are a few of the teaching techniques that educators are employing to promote science.The curriculum is the culmination of the experiences that each student has through the various activities that take place at school. The student acquires a variety of experiences when they are part of activities carried out inthe lab, classroom, library, playground, workshops, seminars, and the numerous informal interactions between teachers and students.

Educators generally focus on mainly two methods, 1) Theory-based approach, and 2) Practical or Experiment based Approach.

1) Theory-based Approach : This approach combines lecture and conversation approaches. The development of verbal interactions between teachers and pupils is greatly aided by this. After the lecture is given, some timeis dedicated to a discussion period between the teacher and students in the classroom. The teacher is informed of the student's opinions, comments, experiences, challenges, and difficulties in comprehending any topic or section of the lecture, and the teacher responds and dispels any confusion. It is a crucial tactic for enhancing students' curiosity and determining how well they understand the concept. It is a process where questions are posed and answered by both the teacher and the pupils, allowing for interaction between the two.

Impact of the Theory-based approach:

- It creates an independent learning environment in the class.
- Develops and improves communication skills of students.
- It aids in determining the students' factual knowledge.

2) Practical or Experiment based Approach : Students get the chance to gain some experience with phenomena related to their course of study using this method, which is typically thought of as a hands-on and minds-on approach to teaching science. In this strategy, students can participate alone or in small groups. They generate or control the many variables being investigated. The amount of control a student has over their exploration might range widely. Instead of only watching the experiments, the students in practical or experimental lessons, learn by doing. The event imprints more strongly on young children's memories as they complete it independently. Because it satisfies the demand for activity, the practical or experimental strategy is psychologically sound. This approach broadens the students' interests.

Impact of the Practical approach:

- This method used a child-centered approach.
- Improves student's concentration
- It allows learning by doing andencourages critical thinking.
- It makes it possible to explore, investigate, and confirm scientific truths and principles.
- It instils characteristics like honesty, truthfulness, and respect for labour.
- It nurtures an analytical spirit.
- It aids in the development of higher-order cognitive abilities such as reasoning, analysing, and synthesizing.

c) *Effectiveness of Experimental Work in Teaching Science*

Experiments can be used to introduce fresh concepts or to explain perplexing elements of subjects that frequently stump pupils. Students can take ownership of the new concept and utilize it to scaffold learning if an experiment's results are unexpected but persuasive.

Experimental work is generally considered the main method of teaching in science education (Abrahams, 2012) therefore, it is an important building block of science education. (D. Lowe, 2013; R. Millar, 2011) One of the main objectives of the experimental work is that students recognizethe connection between observation and thinking about the observed phenomena, i.e between the real world and the thought depicting the world.

Tobinstated that learning with experimental work is possible when the students can manipulate equipment and materials, and thereby simultaneously they build their knowledge of chemical concepts and related science content (Tobin, 1990). Students should take advantage of experimental work to more easily understand the link between theory and the experimental activity (R. Millar, 2004).

Unfortunately, teachers often do not think about experimental activities as a primary main asset, which provides pupils with a sensible knowledge about science. Also many teachers do not involve pupils in the experimental work in a way that would encourage the development of science concepts and do not believe that they should help pupils to develop understanding between observation and science facts (A.Hofstein, 2004).

Multiple studies showed that practical work confers many advantages, including developing laboratory skills and scientific knowledge, as well as understanding science concepts and theories (Fadzil & Saat, 2013; Schwichow, Zimmerman, Croker & Härtig, 2016).

Practical learning is primarily used to engage students and help them acquire critical skills. Students benefit from clearer learning and memory. Here are a few advantages for why students should engage in practical learning.

- Practical learning is quick and simple;
- It encourages students to learn on their own;
- Boosts interest in equipment while learning;
- Provides an enhanced learning environment for students;
- Improves their understanding of theory and concepts; and

- Group activities foster social values like sharing and cooperation.

It is widely argued that practical work is essential to teaching and learning in the field of scientific studies and that good quality practical work helps develop students' understanding of scientific processes and concepts (Jakeways, 1986).

2. The Context and the Purpose of the Study

Experimental work has a central role at all educational levels. This study aims to understand the student's interest and eagerness toward learning through experiments in their Science classes. The study takes into account student feedback on the experimental style of teaching and their motivation toward the subject.

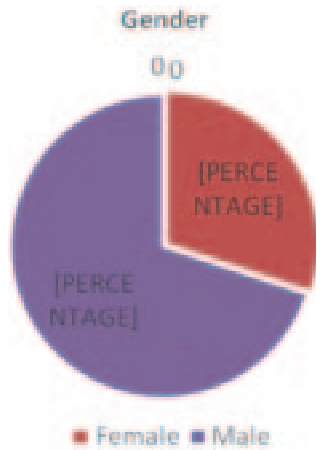

Fig: 1

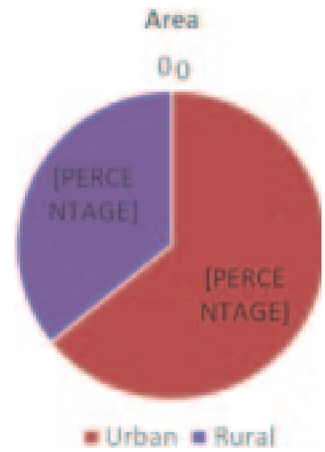

Fig 2

3. Method

Researchers selected a mix of urban and rural schools in Ahmedabad, India to conduct the study. Students were asked to respond to a set of questionnaires designed to understand their intrinsic motivation to learn Science using hands-on experiments in classroom. The questionnaire was designed with an assumption of mixed analysis. As the researchers wanted to study the student's motivation towards the subject as well as study their understanding of the chosen topics. Three topics were chosen from the 8th Std. textbook; Friction, Sound, and Force.

Sample questionnaire type:

- **General Questionnaire:** This questionnaire was used to understand the general intrinsic motivation of students to learn science.
- **Topic-specific Questionnaire:** This questionnaire was used to study the student's level of knowledge and understanding of the chosen topics.

The sample was composed of responses from a total of 192, 8th Std students from various urban and rural schools across Ahmedabad, India.The sample was selected based on the level of experiments carried out in classrooms for various topics from their textbook. The children's ages ranged from 11 to 14 years old. The researchers chose to conduct this study with Std. 8th students as it is an appropriate age group to respond to obtain results. The following table shows the gender and location data of the selected sample.

4. Findings

Students intrinsic motivation toward hands-on learning and experiments being part of their everyday Science lessons was identified through the survey questionnaires which are tabulated in Table 1.

Table 1: General Questionnaire

Sr. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Learning through experiments makes it easier to understand the concept.	110	52	9	1
2.	Learning through experiments makes me want to know more about the subject.	103	55	9	4
3.	The competitive nature of the experiments increased the level of excitement.	74	76	15	6
4.	The experiments improved my understanding of the subject.	90	63	12	7
5.	I can see the relevance of the experiments to my studies.	70	83	11	9
6.	Learning through experiments provided me with invaluable learning experience and knowledge in the topic concerned.	89	65	7	10
7.	Conducting experiments has improved my ability to work in groups	70	78	15	7

8.	I prefer experimental learning over lecture-based learning.	72	70	16	9
9.	Experimental learning made me an active learner	76	80	5	8
10.	Experimental learning has improved my overall confidence	77	77	12	4
11.	I feel bored during the experiment	23	27	69	51
12.	I find experiments confusing	31	26	35	78
13.	I want more experiments in the classroom	73	73	18	6
14.	Our School provides adequate facilities for experiments in class	68	77	22	4
15.	I always go back and repeat the activities taught in class at home.	Always: 95	Sometimes: 62	Rarely: 1	Never: 1

Three chapters were selected for the study, detailed as follows:

a) Chapter 11: FORCE AND PRESSURE : The chapter focuses on the types of forces and how they are created. They learn that interaction of one object with another object results in a force between the two objects. These are explained through various examples as well as quick activities they can do it in class. Also, force applied on an object may change its speed, this was explained using the rubber ball activity. This was followed by 'Pressure' and understanding of pressure exerted byliquids and gases, which was explained using plastic bottle experiments. They also learn about atmospheric pressure in this chapter. The students were given a survey questionnaire to obtain data on their views aboutthe lesson, finds are as follows:

Table 2: Questionnaire for Force And Pressure

Sr. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I was able to understand the concept of force and pressure better with the experiments conducted in class	75	80	13	4
2.	This chapter would have been difficult to understand without experiments.	49	95	23	4
3.	My understanding of force and motion improved after conducting the experiment.	70	80	15	6
4.	Because of the experiments, I am now able to understand forces are caused due to an interaction	57	93	15	5
5.	I find it difficult to understand the concepts even with the experiments	28	37	81	25

True or False statements

Table 3: Statements for FORCE AND PRESSURE

Statement	True	False
Force will not change the speed of an object if it is moving.	105	63
Force may change the direction of motion of an object.	124	46
A man exerts same pressure on the ground whether he is standing or he is lying.	112	56
It is easier to hammer a blunt nail into a piece of wood than a sharply pointed nail.	94	75
Higher we go, greater is the air pressure	116	50

Chapter 12: FRICTION : This chapter focuses on friction and its causes. The chapter has activities to demonstrate how friction is caused by the irregularities on the two surfaces in contact. Activities like the motion of the book on rollers are used to teach rolling friction. Students also learn about fluid friction and how it can be minimised by giving suitable shapes to bodies moving in fluids. Following were the set of questions used for the study;

Table 4: Questionnaire for Friction

Sr. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I know what is a Spring Balance instrument and knows it uses.	61	57	36	5
2.	My teacher showed us how friction is caused using experiments in class.	25	41	70	22
3.	I find it difficult to understand the concepts even with the experiments	25	41	70	22
4.	I am more observant of my surroundings and how things work after conducting experiments in class.	64	72	17	3

True or False statements

Table 5: Statements for Friction

Statement	True	False
Friction depends on how hard the two surfaces are pressed together.	112	34
Friction cannot be increased by making a surface rough.	90	57
Fluid friction can be minimised by giving suitable shapes to bodies moving in fluids.	109	44
Friction doesn't depend on the nature of surfaces in contact.	108	61
Sliding friction is smaller than static friction.	100	54

Chapter 13: SOUND : This chapter covers various topics likethesound produced by humans, sound needs a medium for propagation, vibrations, loudness and pitch, the difference between noise and music as well as Noise pollution. Following were the set of questions used for the study;

Table 6: Questionnaire for Sound

Sr. No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Sound experiment helped me understand how sound travels	71	70	11	11
2.	Different objects and surfaces produce different sounds	63	66	16	7
3.	We learnt how different musical instruments produce different sounds	75	58	9	9
4.	I enjoyed the Jaltarang experiment	56	68	16	12
5.	I enjoyed working on Sound activities in pairs	74	61	6	9

True or False statements

Table 7: Statements for Sound

Statement	True	False
Sound is produced by vibrating objects.	125	28
In human beings, the vibration of the nose produces sound.	99	51
Plantation can reduce noise pollution.	94	57
Unpleasant sounds are called noise.	109	40
The frequency is expressed in Meters (M)	104	50

Impact of Hands-on Experiments on Students' Motivation in Learning Science

Table 1: General Questionnaire shows students' motivation and interest in learning science using hands-on experiments. As recorded 60.2% of students strongly agreed that 'Learning through experiments makes me want to know more about the subject.' To add 52.3% strongly agreed that 'The experiments improved my understanding of

the subject'. This shows students' motivation to continue the experimental method of learning for their science lessons.

A total of 145 out of 170 students have agreed to 'I prefer experimental learning over lecture-based learning.' 149 out of 170 students have agreed to the statement 'I want more experiments in classroom'. This shows students enjoy experiments in Science class and look forward to more. According to Brophy (2010), as students enjoy learning and build their interest in learning, it will lead them to be active class participation. This can be concluded from the positive response to the statements 'Experimental learning made me an active learner'and 'Experimental learning has improved my overall confidence'.

Furthermore, this study has shown that hands-on experiments motivated students to take further actionssuch as conducting experiments at home and becoming more observant of their surroundings. According to Ormrod (1999), motivation refers to the inner states that arouse us to take action, push us in particular directions and keepus engaged in certain activities. Burner 'points out that most children are intrinsically motivated to learn about the natural world, particularly when learning involves… hands-on experiences and is perceived asrelevant and can be made meaningful' (1965 cited in Carin and Bass, 2001: 130).

Impact of Hands-on Experiments on Students' Motivation in Learning specific topics of Science

The topic-specific questionnaire helped the researcher understand the eagerness of students in learning the specific topic and whether they understood the topic well because of the experiments or activities. As shown in Table 2: Questionnaire for Force And Pressure, 55.6% Agree and 28.7% strongly agreed that 'This chapter would have been difficult to understand without experiments.' This proves that an experimental way of learning and performing activities in class makes it easier for students to understand the concept.

46.2% Agree and 41% Strongly agree with the statement, 'I am more observant of my surroundings and how things work after conducting experiments in class.' This shows how students can become more observant of their surroundings because they now understand how objects and machines function. This is due to the experiments used in class and how they have increased their power of observation and interconnection between the real world and the theories stated in textbooks. Stronge *et al.* (2004) stated that each student's learning style is met as they undergo the cycle of experiential learning in hands-on experiment, resulting in the development of students' confidence, enthusiasm, motivation and achievements.

Conclusion

From this study, the researcher recommends that the experimental method is one of the most effective methods of teaching science in classrooms. Hands-on learning should be a part of the learning science. This enables students to be more active learners, increase their curiosity, build their creativity, become observant, improve subject knowledge and spark interest in various science topics. According to Bruner (1960), a theory of instruction should address four major aspects which are predisposition to learn, the structure of knowledge, modes of representation, and effective sequencing. Teachers need to utilize the theory as guidance as it supports and acts as a foundation to guide the students to be independent learners whereby, they can discover new things, construct new knowledge, interpret what they have learned and carry out experiments to test their findings.

As a result, several topics may be investigated and additional research can be done because this study still has certain gaps. The efficiency of hands-on experiments toward students' learning process and the subject was demonstrated in various data collected, which may be used to summarise this research report. The vast majority of the data gathered produced favourable outcomes in the majority of the areas. This study has demonstrated how practical experiments support students' learning and capitalize on their innate motivation.

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Gilgit-Baltistan: Pakistan's Illegal Occupation, Human Rights Violation and India's Response:An Evaluation

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Abstract

Since Pakistan occupied Gilgit-Baltistan illegally, the people of the region have become the victims of the atrocities and human rights violation. Various laws have been implemented by Pakistan regarding GB just to suppress the voice of the people. It is a region of Shia dominated population but there is a great game going on behind the scene where Pakistan is attempting to change the demographics of Gilgit-Baltistan. Due to the notorious policies of the Pakistan Shia population has come down drastically. China is also making inroads into this region, China's ambitious CPEC is passing through this region and it is heavily investing in Gilgit Baltistan. However, the people of Gilgit-Baltistan are opposing Chinese investment as China is also residing its people in this very region. As India's position is concerned regarding Gilgit -Baltistan, India considered this region an integral part of Jammu and Kashmir which was illegally occupied by Pakistan. Historical evidence also put Gilgit-Baltistan under Indian territory. India continuously opposes human rights violation, condemned the appalling condition, and denial of the democratic freedom of people of these areas.

Introduction

Since Pakistan occupied Gilgit-Baltistan illegally in 1947, it has been referred to as the Northern Areas of Pakistan. When it issued the "Gilgit-Baltistan Empowerment and Self-Governance Order" in 2009, the Pakistan People's Party (PPP) administration gave the region its current name. However, this law was overturned in 2018. The "Government of Gilgit-Baltistan Order 2018"[1] was a new order introduced by Shahid Khaqan Abbasi's administration that gave the local government increased authority. It is also true, though, that these orders only exist on paper and have never been fulfilled. All GB-related decisions are made in Islamabad.

The total area of Gilgit-Baltistan is 72,496 sq km. However, as part of a deal between China and Pakistan, Pakistan illegally handed over 5180 sq km of the region to China in March 1963.[2] However, it was acknowledged in this 1963 agreement that "it didn't affect the status of the territory of Jammu and Kashmir." In spite of this, Pakistan and China continued to build the 1330 kilometer Karakoram Highway. According to the 2017 census, Gilgit-Baltistan has a total population of 1,492,924, a population density of 20.59 per km, and a 2.87 percent yearly population change between 1998 and 2017. Gilgit-Baltistan is a predominantly Muslim region where the Shia group predominates, however there is a great game going on behind the scenes where Pakistan is attempting to change the demographics of Gilgit-Baltistan due to Pakistan's malefic policies. The Shia population has come down from 90 percent to 39 percent.

Historical Background

If we look at Gilgit-Baltistan's history, we can claim that the region has remained an integral part of India. Gilgit, also referred to as Dardistan, is a region where Dardic is the native language. Dards are a member of the Indo-Aryan language family. Their historical emergence is linked to the migration and movements of the Achaemenians, Scythians, Kushanas, and Huns. Similar to Baltistan, Little Tibet was the nickname for the region of the Balti people. The advent of Buddhism during the Kushana era marks the beginning of Baltistan's early history. Beginning in the eighth century AD, Tibetans were active.According to legends, Sri Badat, a Hindu, was the final king, dominating all enclaves from Astore to Chitral.Since ancient times, Gilgit-Baltistan has been influenced politically and culturally by India. The Karakoram-Himalayan region is home to numerous rock carvings, inscriptions, and petroglyphs that provide conclusive proof of the dominance of the Hindu and Buddhist religions from antiquity. With carvings of Trishula, Swastika, and Buddhist figures discovered at Thor, Shatial, Chilas, and Thor, there are a number of inscriptions in Kharosthi, Brahmi, and Hindu temples that indicate the presence of Hindu faith and rule in the area.West of Gilgit, at Alam Bridge, you can find a concentration of Kushan-era Kharosthi inscriptions.[3] There are Kushan carvings and inscriptions on the sacred rock in Hunza as well. Between the seventh and nineteenth centuries, Gilgit-Baltistan was ruled by various kingdoms. As previously stated, Sri Badat was the last Hindu ruler in the region.

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At this period, Islam began to spread over Gilgit.[4] Taj Mughal, the monarch of Badakhshan, conquered the entire region of Gilgit to Hunza in 1335 A.D.Mughals were also drawn to the area. When Shahjahan conquered Baltistan, Ladakh, and Kishtwar in 1634 AD, he combined these territories with the rest of Kashmir.

The foundation of Kashmir's history can be found in Kalhan's embellished "Rajatarangini," Rishi Kashyap is directly related to history, and subsequently monarch Ashoka controlled the country. Kashmir joined the Sikh empire in 1819.[5] Gulab Singh, a Dogra Rajput, later conquered Gilgit in Ladakh as well as Jammu and Kashmir. As a result, Jammu and Kashmir gained control over the entire region. Gilgit, Chilas, Hunza, and Nagar were now governed by Gulab Singh.Gulab Singh later signed the Treaty of Amritsar with the East India Company on March 16, 1846, and the British transferred all the mountainous regions with their dependencies that were east of the Indus River and west of the Ravi River, including Chamba but excluding Lahaul. According to Article 4 of the treaty, the Maharaja Gulab Singh's territorial borders cannot be altered at any time without the British Government's consent. As a result, Maharaja Gulab Singh's efforts led to the consolidation of Gilgit-Baltistan. Ranbir Singh, the son of Maharaja Gulab Singh, succeeded him as ruler. Like his father, Ranbir Singh made every effort to unite the Gilgit-Baltistan region. However, Dogras' mutual rivalries caused the collapse of their empire, and only then did Britishers take over.

Britishers were worried about how quickly the Soviet Union was pushing its borders. The British were at this time interested in Kashmir due to its strategic and climatic significance. A potential invader must pass through Gilgit, one of India's northern gates, if he wants to advance at all, according to Lord Curzon. The Russian government's increasing interests in Central Asia has put pressure on the Indian government, which recognises Gilgit as the key to the country's major northern entrance. This key is worthwhile to hold even at the expense of many valued, albeit less human lives.[6] The British government formed a Gilgit Agency in 1877 out of concern over a Russian invasion, and John Biddulph was chosen as its first political agent. The state flag would continue to fly over the leased region, and Maharaja Hari Singh would maintain control over Baltistan and Astor, according to the terms of the Treaty of Jammu, which was negotiated between British officials and the Maharaja.[7] The British acknowledged Maharaja Hari Singh's rule over the whole Jammu and Kashmir territory.

Ghansara Singh was appointed as the first Governor of Gilgit on August 1, 1947,[8] when the Gilgit Agency was turned over to the Dogra government. Therefore, it is evident from historical evidence that Gilgit-Baltistan was already an integral part of Jammu and Kashmir when India and Pakistan became two independent republics in August 1947. This viewpoint is further supported by the census data collected in the area in the years 1911, 1921, 1931, and 1941.[9] Gilgit-Baltistan, however, was illegally taken over by Pakistan as a result of Major Brown's treachery. After the events in Gilgit-Baltistan, which created a state of, a massive murder of Hindus and Sikhs occurred. Pakistan split Kashmir into two sections known as "Azad Jammu and Kashmir" and "Northern Areas." Pakistan has separate rules governing the two areas. The 1949 Karachi Agreement, which temporarily ceded administrative control of Gilgit-Baltistan to the Government of Pakistan under clause sub clause 8 of section 3 of the agreement, disregarded local demands. A political agent was given control over Gilgit-Baltistan's affairs in accordance with this agreement.[10] The fact that Pakistan refers to the Northern Areas as disputed territory is more significant. Pakistan argued that the Northern territories were not a part of it in a number of court disputes.In order to further tighten its hold over the area, Pakistan took a variety of measures, and in 1972 Gilgit-Baltistan was divided into districts. In 1974, Zulfikar Ali Bhutto abolished the Frontier Crimes Regulation, also known as the "black law," which treated the residents of Gilgit-Baltistan differently and treated them like criminals.[11] He also instituted the Northern Areas Council (NAC). Gilgit-Baltistan was once intended to be a distinct province, but Zia ul Haq was forced to abandon the plan due to objections from New Delhi.The Azad Jammu and Kashmir Supreme Court ruled in 1994 that "there is no doubt that the Northern Areas are a component of the state of Jammu and Kashmir but not of Azad Kashmir.[12] As a result, the Pakistani government is not required to assume administrative responsibility over these areas. The Northern Areas would have a Legislative Assembly, General Pervez Musharraf declared in 2007. The biggest shift occurred in 2009 when the Gilgit-Baltistan Empowerment and Self-Governance Order-2009 was approved, the name Northern Areas was changed to Gilgit-Baltistan for the first time, and a Gilgit-Baltistan council was established. As it has been repeatedly stated that all of Jammu and Kashmir, including Gilgit-Baltistan, is a part of India, New Delhi responded angrily to this act by Pakistan.

Human Rights Violation and Denial of Basic Amenities to the People of GB: Now it has become evident for us to understand how Pakistan is exploiting the basic rights of the people of this region and how human rights are being suppressed. People in the Gilgit-Baltistan region are pleading for justice because they are denied fundamental human rights. In Gilgit-Baltistan, there are more and more human rights breaches. Many Gilgit-Baltistan political and social leaders have spoken out against Pakistan's atrocities. On several political platforms, including the United Nations Human Rights Council, the voices against the atrocities are becoming louder. According to Senge H Sering, the president of the Gilgit-Baltistan Studies, "the people of Gilgit-Baltistan are subject to torture by the Pakistani army, and people are being charged with sedition cases."[13] These days, the area is raising slogans like *"ye jo dahshatgardi hai iske piche vardi hai."* The brutality of the Pakistani government and its agents is being denounced by all facets of society.

The violation of human rights in Gilgit-Baltistan is not a recent occurrence; rather, Pakistan, which continues to be keen to bring up the Kashmir problem on all available forums, has to reflect on this matter. The residents of Gilgit-Baltistan strongly believe that GB is still historically and legally a part of India and that Pakistan's possession of the region is illegitimate. The area had historically been ruled by a number of Hindu kings, and it had also been governed by the British for a considerable amount of time. Due to their concern over the Soviet Union and the strategic importance of the GB, the British established a Gilgit agency in 1877. Maharaja Gulab Singh, the monarch of Dogra, enlarged Kashmir's boundaries to include Tibet and Ladakh. Maharaja Hari Singh and the British signed a 60-year pact in 1935, which accepted his sovereignty over the whole territory, including Gilgit-Baltistan. After the British left India, the sixty-year lease naturally expired, and Maharaja Hari Singh was appointed governor to oversee the territory. Pakistan illegally took control of Gilgit-Baltistan in later stages.[14]

Gilgit-Baltistan is directly under the control of Islamabad. The local population is denied their fundamental political and constitutional rights, and political autonomy is only a faraway dream for them.If the residents speak up for their rights, the government may torture them and occasionally find their dead bodies. Local political figures, notable individuals, and journalists have been detained. Freedom of the press and speech are nonexistent. Authorities in Pakistan closely examined every newspaper, magazine, and television programme, and if any were deemed to go against the wishes of the government, they were censored.The chairman of the Gilgit-Baltistan United Movement (GBUM), Manzoor Hussain Parvana, stated that "there is no freedom of expression" and that "the press remains under strict control of the administration that is imposed from Islamabad." 'Kargil International', a monthly publication, was outlawed in 2004. The government also outlawed newspapers like Bang-e-Sahar.

Various International Reports on Gilgit-Baltistan: Several foreign reports have also brought Pakistan's violation of Gilgit-Baltistan's human rights to light. The United Nations High Commissioner for Human Rights (UNHCR) identified reliable information in its 2018 report regarding the forced disappearances of individuals from POJK, including Gilgit-Baltistan. The European Union declared in 2022 that it was closely observing the infringement of human rights in Gilgit-Baltistan.[15] Even Pakistan's own human rights commission criticized the administration for the plight of the region inside the state in its 2019 report. The report also noted instances of land grabbing that have occurred after the establishment of the China-Pakistan Economic Corridor. Similar to this, a study by the Asian Human Rights Commission (AHRC) accused Pakistan of supporting excessive force and torture by the police in Gilgit-Baltistan.The majority of local leaders and journalists who spoke out against the atrocities were detained and are currently in jail. Gilgit-Baltistan is a legal and constitutional portion of the Indian state of Jammu and Kashmir, which is illegally held by Pakistan, according to a rare document of the British Parliament 16 where the violation of human rights was denounced. People are denied their fundamental rights, such as the right to free speech.The China-Pakistan Economic Corridor is being opposed by the inhabitants of Gilgit-Baltistan as the project violates their human rights. China is investing in the construction of hydroelectric power plants, dams, and gas pipelines in Gilgit-Baltistan because the area is rich in natural resources. The local ecosystem is also being harmed by projects, and everything has been done at the expense of long-term environmental sustainability. The locals are against China's worker class staying in this area as well. The profits from the projects do not go to the welfare of the inhabitants; instead, a sizable portion is split between China and Pakistan.The federal government, or any undertaking founded or run by the federal government, must pay the province in which the hydroelectric station is located any net earnings from the hydroelectric station, according to Article 161 of the Pakistani Constitution.[17] However, neither the growth of Gilgit-Baltistan nor the local inhabitants are benefiting from this business.The Hague Centre for Strategic Studies, a European research group, recently added its voice to the argument that CPEC[18] is a violation of the locals' human rights. China is mercilessly occupying the areas near its borders, and

Gilgit-Baltistan is no exception.. In order to change the local demography,[19] native inhabitants of the region are being relocated and outsiders are being settled. In order for land to be conveniently available for Chinese projects and for there to be no resistance from the locals, the Pakistani army is also actively engaged in the forcible displacement of the population.[20]

India's Response on Human Rights Abuse in Gilgit-Baltistan : Regarding India's position on human rights abuses in this region, the Indian government has often denounced Pakistan's atrocities against the Gilgit-Baltistan population. India condemned the appalling conditions, violations of human rights, and denial of democratic freedoms of the people in those areas of Indian State of Jammu and Kashmir that are illegally occupied by Pakistan in a resolution adopted on February 22, 1994 by the Indian Parliament. Home Minister Amit Shah reaffirmed India's position on Gilgit-Baltistan in a statement made during a Parliamentary session. He added that while we refer to Jammu and Kashmir, we also refer to Pakistan-occupied Kashmir, which includes Gilgit-Baltistan and Aksai Chin.[21] Since Gilgit-Baltistan is a fundamental component of Indian territory, India takes a strong position on the human rights violations occurring there. It is now obvious that the people of Gilgit-Baltistan want to escape Pakistan's control.

Conclusion

Now, it is obvious that Pakistan is to blame for the violation of human rights in Gilgit-Baltistan. It is important to recognise that the people of Gilgit-Baltistan continue to face numerous challenges that endanger their health and obstruct their path to prosperity. It is still a difficult process to pursue justice, acknowledgment, and fair chances; this requires unshakable commitment and persistent lobbying. The analysis mentioned above further demonstrates that the region has been a fundamental component of Indian territory from ancient times. Pakistan illegally occupied it, and now, in flagrant violation of UNCIP, it is asking China to invest in the area.Since it has been established by the Indian Parliament that the Government of India is dedicated to regaining Gilgit-Baltistan in accordance with the decision from February 22, 1994.

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Social Exclusion of Women with Disabilities: Issues and Challenges

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Abstract

People with disabilities are undoubtedly among the most vulnerable at risk of social exclusion, as this valuable study clearly shows. Poverty and social exclusion are inextricably linked, and a major cause of poverty is the lack of employment. For people with disabilities, the situation with regard to employment is far from ideal. The disabled are also deprived of all opportunities of social and economic development. They are deprived of basic amenities like health, education and employment etc. The disabled men and women work against all odds as the condition of infrastructure is utterly inadequate and poor.

Thus, the study focuses on the various issues and challenges faced by women with disabilities in their day to day life. The study further aims to suggest measures in order to intervene the situation.

Introduction

India is a vast country with the human population of around 1.39 billion and women form 48.04% of Indian population. As per the Census 2011 there are 1.18 Cr women with disabilities in India. The situation of the women with disabilities is a pitiable one in India. However, with the introduction of the disabled rights movement in 1990 and the unrelenting lobbing by Disability Rights Group, both Houses of Parliament approved the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 which was a landmark in the history of disability rights movement in India. In spite of the many positive provisions of this Act, the condition of women with disabilities has not improved much.

The disabled are also deprived of all opportunities of social and economic development. They are deprived of basic amenities like health, education and employment etc. The disabled men and women work against all odds as the condition of infrastructure is utterly inadequate and poor. It is estimated that about 40 million of more than 100 million school going children, suffer from disability. Around 70% of the disabled are unemployed and millions are on the verge of collapsing due to severe disabilities. Over a billion people, about 15% of the world's population, have some form of disability or the other, (WHO & World Bank, 2011) and around 80% of them live in developing countries, constituting the worldwide population with disabilities collectively one of the poorest and most marginalized segments of society (ILO, 2007; DFID, 2000). Moreover, it is also projected that disabled persons make up of 15% -20% of the poor in developing countries (Elwan, 2009), which indicates that they are highly represented as poor in developing world. There are many reasons behind the poverty among people with disabilities in developing countries, however poor and unequal access to education and employment for them is likely to be one of the major reasons of their poverty.

People with disabilities face a wide range of barriers such as attitudinal, physical, and social that affects social inclusion. The attitudinal barrier such as negative attitude of society towards people with disabilities acts as a social stigma about disability. The society believes that disability in a person occurs due to past sin or karma (fate), and no one can change this situation as it is God's punishment for the past sins. In some developing countries, the belief that disability is associated with evil, witchcraft, bad omens or infidelity persists (Yeo and Moore 2003). Discussing the case of Brazil in terms of general attitudes toward persons with disabilities, Seamus Hegarty (1998) has stated that people with disabilities in Brazil "are not considered economically viable and are likely to have labels of inefficiency and incompetence forced upon them."

The collective effect of these barriers is marginalization of people with disabilities from the mainstream of the society and the economy. They suffer disadvantage in various aspects of daily life compared to

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non-disabled people which results in reduce quality of life both for themselves and for their families. Many of them feel isolated, unwanted and they are treated as burden on the society.

The Indian Women's Movement started in the early 1970s by raising voice against violence, legal status, property rights, political participation and the rights of minority women. The disabled movement however commenced decade later when 1980 was declared as the International year of disabled.

The women with disabilities are being recognized as an issue at the international level since 1975. Progressively more focus is targeted on human rights for women at Convention of Elimination of all forms of Discrimination Against women (CEDAW) and this treaty was adopted by United Nations General Assembly in 1979 which came into force in 1981. The major initiative was taken after lobbying of Disabled People's International (DPI) Women's Committee in the 4th World Conference at Beijing, China. It is in recent years certain changes have been seen in the socio- political awareness creation.

The disability rights movement in India started only in the early 1990s. The launch of the Asian and Pacific Decade of Disabled Persons in 1993 gave a significant uplift to the movement. In the same year, the Government of India scheduled a National Seminar in New Delhi to converse the various issues concerning the disabled citizens. It emerged from the seminar that the major requirement was for a comprehensive legislation to protect the rights of disabled persons in India. Various issues along with lack of proper medical awareness and related amenities further worsen their quality of life. In India approximately 1.5 to 2 million disabled are being added to our population every year. Presently 80% of special rehabilitation facilities are available majorly in cities. Only 4% of physically disabled are able to avail such facilities and 2% are mentally retarded (Pati, R.N. 2011). It is also evident that disability related policies have moved from medical model to a social model in 1995.

Women with Disability are a growing concern that seems to be increasing rapidly. According to Pandit Jawaharlal Nehru "When women move forward, the family moves forward, where the family moves, the village moves". But women with disabilities usually suffer from triple discrimination i.e., gender, disability and poverty. Though the world celebrated International Year of the Women in 1985, and International Year of Disabled in 1981, they are still deprived of basic needs of life for their healthy living. Especially, women with disability are deprived of access to many facilities.

Objectives of the Study

- To assess the awareness level of women with disabilities about various programme of their help.
- To identify problems faced by the women with disability due to social exclusion.
- To provide recommendations for facilitating the inclusion of women with disabilities in society.

Research Methodology

Research Design: Research design used in the study is Survey Method.

Universe: The study was conducted in the two districts of U.P. (Lucknow and Bahraich). Lucknow is well developed district of U.P. but Bahraich is backward district of U.P. These districts have been selected because the researcher is quite familiar with the demography of these districts.

Sample: The study was based on 200 women with disabilities who were involved in any income generating activities for their livelihood in both sector formal and informal, 100-100 women with disabilities were selected from both selected districts i.e. Lucknow & Bahraich

S.No.	District	Sample
1.	Lucknow	100
2.	Bahraich	100
	Total	200

Data Collection and Analysis

For the data collection both the primary and secondary sources were used.

- **Primary sources :** Primary data was collected by the researcher himself with the interview schedule and observation method.
- **Secondary sources :** Secondary data was collected through different sources like printed material, books, magazine, newspaper, government reports, journals etc.

A structured interview schedule Interview and observation method was selected for data collection, as it was considered most appropriate technique because, it is appropriate where detailed insights are required from individual participant. They are also particularly appropriate for exploring sensitive topics, where respondent may not want to talk about such issues. Respondent of the study were disabled and it was quite suitable for women with disabilities.

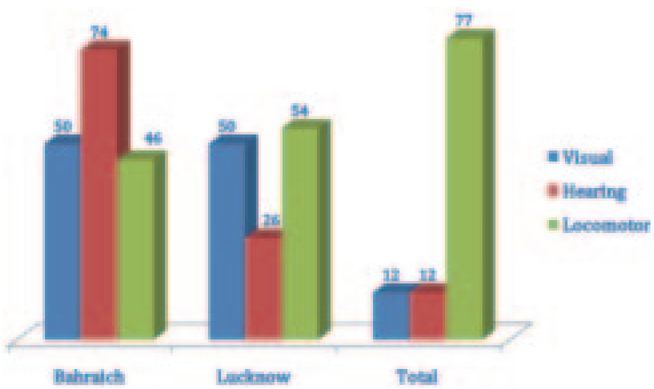
During the survey mainly three categories of disability/handicap was found among the employed women with disabilities -

- HH - Hearing Handicapped
- OH Orthopedic Handicapped
- VH - Visual Handicapped

Results and Findings

Table 1: District wise distribution of women with disabilities

Disability	Bahraich		Lucknow		Total	
	n	%	n	%	N	%
Visual	12	50	12	50	24	12
Hearing	17	74	6	26	23	12
Locomotor	71	46	82	54	153	77



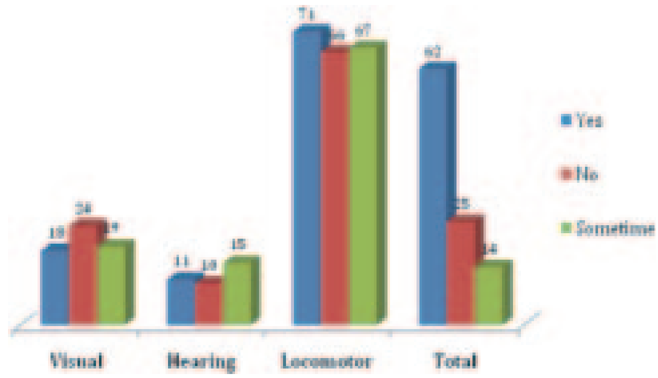
Graph 1: District wise distribution of women with disabilities

Table 1 shows that a total of 200 disabled (visual, hearing and locomotor) women were recruited from three districts of U.P. viz. Bahraich and Lucknow consisting 100 women with disabilities from each district. A total disabled, 24 (12%) were visual, 23 (12%) hearing and 153 (77%) locomotor. The frequency (%) of locomotor was the highest followed by visual and hearing the least.

Constraints faced by women with disabilities discrimination

Table 2: Discrimination between women with disabilities with other family members

Discrimi-nation	Visual		Hearing		Locomotor		Total	
	n	%	n	%	n	%	N	%
Yes	22	18	14	11	87	71	123	62
No	12	24	5	10	33	66	50	25
Sometime	5	19	4	15	18	67	27	14

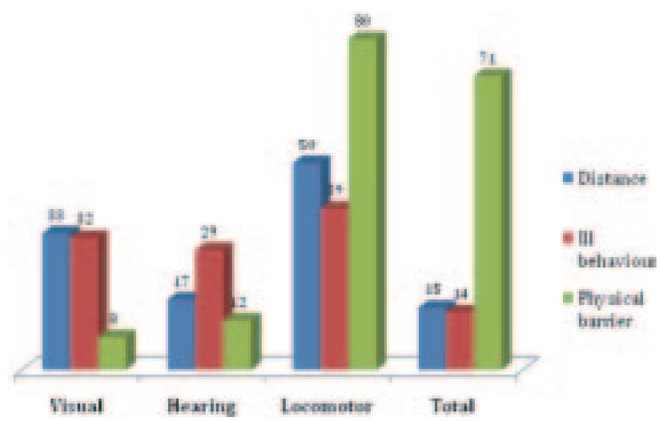


Graph 2: Discrimination between women with disabilities with other family members

Table 2 depicts the discrimination between women with disabilities with other family members. A total, 62% women with disabilities feels that they are discriminated most of the time in their family, 14% some time and 25% did not feel any type of discrimination with their family members.

Table 3: Work problems faced by women with disabilities

Work problem	Visual		Hearing		Locomotor		Total	
	n	%	n	%	n	%	N	%
Distance	10	33	5	17	15	50	30	15
Ill behaviour	9	32	8	29	11	39	28	14
Physical barrier	12	8	17	12	113	80	142	71



Graph 3: Work problems faced by women with disabilities

Table 3 shows the distribution of work problem faced by working women with disabilities . The physical barrier (71%) like non availability of ramps, stairs, toilets, accelerators etc. is the biggest hurdles that women with disabilities are facing daily in their day to day activities.

Similarly the distance between house to work place (15%) and ill behaviour (14%) of the work staff with the working women with disabilities faced at working places is another challenge that a women with disabilities are facing.

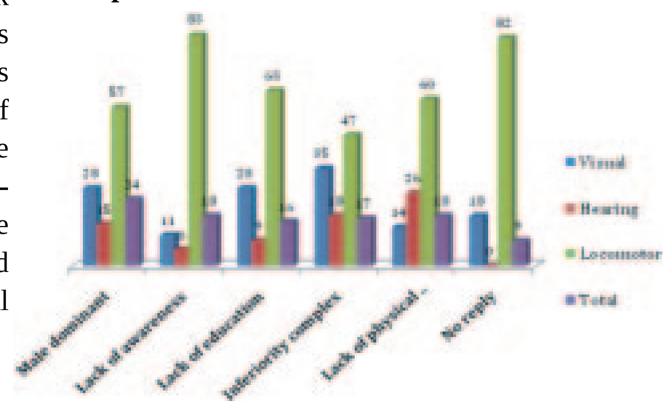
Draw back in Socio-Economic Status (SES)

Table 4: Drawback in socio-economic empowerment of women with disabilities

Drawback in SES empowerment	Visual		Hearing		Locomotor		Total	
	n	%	n	%	n	%	N	%
Male dominant	13	28	7	15	27	57	47	24
Lack of awareness	4	11	2	6	29	83	35	18
Lack of education	9	28	3	9	20	63	32	16
Inferiority complex	12	35	6	18	16	47	34	17
Lack of physical ability	5	14	9	26	21	60	35	18
No reply	3	18	0	0	14	82	17	9

The data in table 4 highlights the distribution of drawback in socio-economic empowerment of women with disabilities . It was established that 18% working women with disabilities admitted that lack of awareness is the biggest hurdles of their empowerment. 24% of respondents admitted that male dominated society is largely responsible for their less socio-economic empowerment. Whereas 17% of respondents have accepted that their inferiority complex followed by16% stated that lack of education, 18% admitted that their lack of physical ability is the hurdles of their empowerment.

Graph 4: Drawback in socio-economic empowerment of women with disabilities



Awareness about legislation

Table 5: Awareness about legislation among women with disabilities

Awareness about legislation	Visual		Hearing		Locomotor		Total	
	n	%	n	%	n	%	N	%
Person With Disabilities Act	12	18	8	12	46	70	66	33
Rehabilitation Council of India	1	17	1	17	4	67	6	3
National Trust for Person with Disability	1	33	0	0	2	67	3	2
No reply /not aware	43	34	59	47	23	18	125	63

Graph 5: Awareness about legislation among women with disabilities

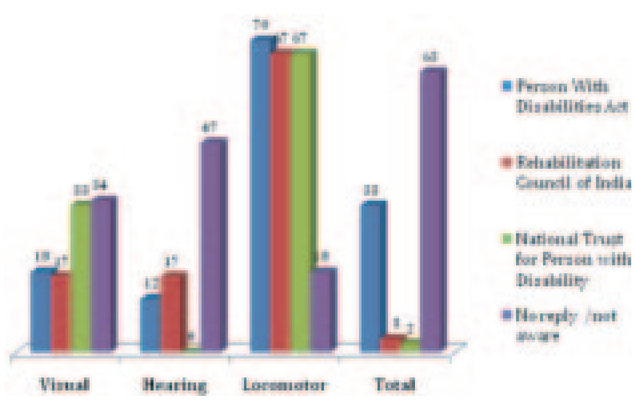
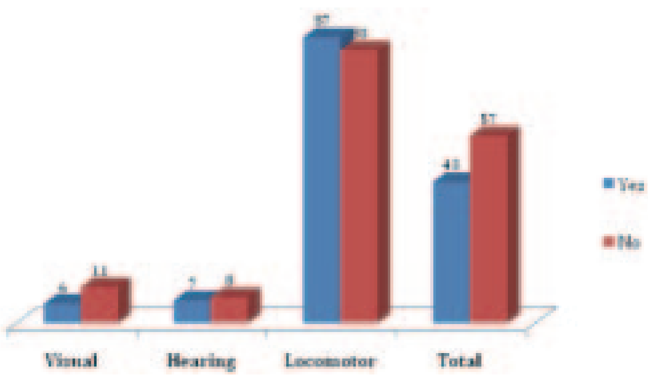


Table 5 depicts the distribution of respondents based on awareness about legislation among women with disabilities . It was found that, only 38% of women with disabilities know about the legislations with highest aware about Person with Disabilities (PWD) Act (33%) followed by Rehabilitation Council of India (3%) and National Trust for Person with Disability (2%). Data clearly indicate that majority 63% of disabled working women were unaware about legislation.

Knowledge about reservation provided by Government

Table 6: Knowledge about reservation provided by Government to women with disabilities

Knowledge about reservation to women with disabilities	Visual		Hearing		Locomotor		Total	
	n	%	n	%	n	%	N	%
Yes	5	6	6	7	75	87	86	43
No	12	11	7	8	95	83	114	57



Graph 6: Knowledge about reservation provided by Government to women with disabilities

Table 6 depicts the distribution of knowledge about reservation provided by Government to the disabled. Only 86 (43%) women with disabilities have knowledge about reservation provided by Government of which 6% were visual, 7% were hearing and 87% were locomotor working women with disabilities . However 57% women with disabilities had not knowledge about reservation provided by the Government for disabled people.

Conclusion and Suggestions

It is evident with the findings of the study that the condition of working women with disabilities is very saddening in the present scenario. Women with disabilities suffer a double discrimination, both on the grounds of gender and of impairment. The social status of women with disabilities varies according to individual circumstances and to the community in which they live. There is ample evidence that women with disabilities experience major psychosocial problems and they have been restricted to home-based activities, while men are likely to be supported in more public and outward-looking avenues. Being a woman they do not have access to better education or find a suitable job. This is because of the capitalistic attitude of the society. Low level of education and skill significantly restricts livelihood option for them. Well educated, skilled and well employed women with disabilities are better than unemployed and less earning employed women with disabilities. When we compare their livelihood having various types of disability, it is clear that locomotor working women with disabilities are far better than other types of women with disabilities. In matters of employment spheres, visual, hearing, and locomotor women with disabilities engaged in income generating activities have to struggle a lot for their livelihood. Mentally retarded, speech, and multiple women with disabilities are in very pathetic condition and are unable to meet both ends. They are totally dependent on family and others for their survival. They are unable to lead an honorable life as they feel neglected and humiliated. Society and family think that they are burden on earth. Violence and harassment is common with the women with disabilities in everywhere. Sometimes they are taken for granted that they are insane, abnormal, and so have no right to live in a civilized society. Women with disabilities feel insecure and they never dared to narrate their bitter experiences faced by them. More than half of the total respondents admitted that they had faced physical harassment at their early stage and by their husbands at home.

For the overall betterment of any society, it is necessary that people should be made aware of their rights and law for their safeguards them. But in the case of working women with disabilities, it clearly indicates that they never realize their potentialities, various schemes and benefits given by the government to help and support them. The study clearly indicates that less than 50% women have disability certificates with them. Disability certificate provide proof of their disability status, disability certificate helps to get the benefits provided. The issue highlighted from the field were, the corruption involved in obtaining certificate and as well as mention of the right percentage of disability. Awareness is needed not only in the women with disabilities but also in the society at large so that they might become self-dependent and lead their life with dignity.

Women with disabilities must be involved in all policy and decision making processes, at every level of the scheme: as staff, volunteers, participants, and evaluators. The local government participation and communities involvement is very much required to deal with social discrimination and barriers in accessing facilities and services to the needy disabled.

Rehabilitation and adaptive technology must be available for women with disabilities, and women with disabilities must be involved in the development and production of adaptive devices.

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Implementation and Practice of Field Engagement Activities in Secondary Teacher Education Programme: An Exploration on Student-Teachers' Perception

*Prachi Pattanaik, **Sankar Prasad Mohanty, ***Sesadeba Pany

Abstract

The study aimed to explore perception of student-teachers of two-years secondary teacher education programme about implementation and practice of field engagement activities. The data were collected through a self-developed questionnaire from 55 student-teachers from five teacher education institutions of Khordha district of Odisha State. The informants were selected through simple random sampling technique. The findings of the study revealed that, the tasks and assignments were based on the particular paper but not linked with field experience as perceived by the student-teachers. Internship programme was proved much beneficial but the interns faced some challenges like less cooperation from the cooperating schools, irrelevant questions raised by the students during classroom interaction, time management, too much stress on lesson plan etc. Majority of student-teachers reported that the practice of internship was not as per the prescribed norms and procedures. The courses like value and moral education, parental awareness programmes, art, craft and physical education, practicum-based courses need to be incorporated in the internship programme as suggested by the student-teachers. Therefore, the findings of the study need be properly taken care of by the teacher educators, administrators, policy makers etc.

Introduction

The teachers are considered as pillars in improving the performance of the entire educational system and they are nation builders. To create competent and efficient teaching professionals, a structured and systematic training programme is essential. Effective teachers' training programme with dynamic planning, futuristic vision and embedded with latest technology can create such teachers with high caliber for the 21st century. There are two types of trainings or teacher education programmes for teachers such as pre-service and in-service teachers' training. Pre-service teacher education programme refers to any structured activities aiming at reinforcing knowledge and skills before entering a teaching profession. It begins with the selection of an aspirant teacher and the output is trained teachers. Such training programme contains appropriate theoretical knowledge along with hands-on field experiences (Mahato & Behera, 2018). Hence, in order to foster quality in teacher education programme an integration of theory and practicum-based learning is essential (Adhikari, 2017). But it is noticed that in the current curriculum of teacher education, practical activities are less prioritized as compared to the theoretical aspects (Sahoo & Behera, 2018). The practical aspects in the teacher education programme are aptly considered as the most crucial factors of teacher training which specifically ensure quality of teachers (Quazi, Rawat & Thomas, 2012; Tang, 2003; Wilson, 2006; Zeichner, 2010). Structured and systematically designed field work experiences are essentially needed to produce high quality competent teachers (Zeichner, 2010; Sahoo & Behera, 2018; Mahmood & Iqbal, 2018).

The Justice Verma Committee (2012) has recommended that Secondary School Teacher Education Programme i.e., Bachelor of Education (B.Ed.) to make it a two-year programme instead of one-year, along with adequate specialization on practical based learning activities. Based on the recommendations, the National Council for Teacher Education (NCTE) introduced its regulations, called NCTE Regulations, 2014, to bring a

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dynamic shift in the teacher training programmes, particularly the B.Ed. programme and proposed to enhance its duration to two years from the academic session 2015-17. Therefore, the norms for B.Ed. programme provide scope for sustained engagement with the self, the child, the school and the community through establishing a close connection between different curricular areas. This programme comprises three broad curricular areas such as: Perspective in Education, Curriculum and Pedagogic Studies, Engagement with the Field. All these aspects vividly focus in bridging the gap through creating a connection between theory and practice as engagement with the field and it is carried out throughout its four semesters (RIE, NCERT, 2015).

As a professional teacher education programme, it requires field engagement along with theoretical learning to provide a blended learning outcome (Mahato & Behera, 2018). Field engagement in the curriculum of teacher education ensures significance to a greater extent as it fosters professional preparation of perspective teachers (Parveen & Mirza, 2012). Field engagement is a kind of structured, supervised and planned field-based task in order to enhance competency, efficiency and professional qualities as well (Handbook on Field Engagement in Pre-service Teacher Education, RIE, NCERT, 2020). It provides the student-teachers ample opportunities to develop their personal as well as professional growth. In field engagement, the student-teachers are necessarily required to be involved in performing various activities in the outer field so that they can gain hands on experience which will help them to create a connection between the taught content and its actual practice (Azmi &Kader, 2020). As per the syllabus for two-year Bachelor of Education (Secondary) Programme, Directorate of Teacher Education & State Council of Educational Research and Training (TE & SCERT), Government of Odisha (2015), Field Engagement comprises four major components, as described below, are complementary with each other.

a) **Tasks & Assignments:** Assignment is a piece of work which ultimately makes student-teachers engaged in the field. The effectiveness of doing task and assignment is directly related to the rate of active responding on those assignments, as frequent opportunities to respond increases their engagement and achievement (Hua *et.al.*, 2014). The student-teachers are required to submit one assignment from each paper.

b) **School Internship:** In two-year B.Ed. programme, there is a provision of school internship of 20 weeks in total i.e., 8 weeks in 1st year and 12 weeks in 2nd year. This programme is very much beneficial to develop the ability of the student-teachers to connect subject matter into the real world and gains the capacity to be more productive in their work (Jogan, 2019). It brings considerable amount of experience to the student-teachers and helped them to apply it in real classroom (Heeralal & Bayaga, 2011).

c) **Community Activities:** Community participation helps the pre-service student-teachers both quantitatively and qualitatively (Cook & Buck, 2014). It carries 50 marks in total. It incudes activities like, plantation, mass safai (cleaning), public utility service (road repair, cleaning water sources and public places etc.), blood donation camp, health check-up and submission of a report; surveying community resources and design a plan how to utilize it for school improvement; and to mobilize out of school children in the community.

d) **Courses on Enhancing Professional Capacities:** It aims at enhancing professional capacities of teachers. Such courses are helpful for the student-teachers to acknowledge about self, understand and apply ICT in classroom, inculcate knowledge about health and practice of yoga, art and drama etc (Azmi & Kader, 2020).

Rationale of The Study

Engagement with the field has a major and prominent significance in shaping the professional competence of the student-teachers. Being involved in the real outer field, the student-teachers gain hands-on experiences of the taught content and get a scope to enlarge their knowledge boundary and apply it in real classroom by exposing with the real-life situations (Heeralal & Bayaga, 2011; Mushoriwa & Mavuso, 2014). Njagi (2018) concluded that, student-teachers get a chance to discover their strength and weakness through internship programme. They learn time and classroom management, team work, co-operation, techniques of teaching etc. (Rai, 2018). In contrary, some studies reported, though internship programme was beneficial, but it was too mechanical (Shahid & Hussain, 2011; Das & Chowdhury, 2019). Mishra (2015) found a mismatch between the taught-curriculum and the practice in real classroom. As reported from Parveen & Mirza (2012) the student-teachers were not given any chance to discuss their lesson plans with their supervisors before delivering the lessons. They mostly used lecture method and other similar teacher centric pedagogy during the programme.

Regarding community work, it helps the student-teachers both quantitatively and qualitatively and it allows them moving into a community and working with community people, thinking deeper into the environmental issues to bring change from the grassroot level (Cook & Buck, 2014). Sunderman (2015) pointed out a close personal relationship between the student-teachers and the community members through working with community. Working with community improves the civic awareness of the students and helps them to develop cross-cultural understanding (Hildenbrand & Schultz, 2015).

Courses on Enhancing Professional Capacities (EPC) found to be very effective for the student-teachers to learn the function of being a teacher (Azmi & Kader, 2020).

Field engagement comprehensively bridges the gap and builds a linkage in between theoretical knowledge and outer classroom settings to a greater extent (Azmi & Kader, 2020). It plays a vital role in the development of teacher education programme, still it has not reached at its goal. Although, field engagement was included in the teacher education curriculum as per the NCTE Regulation 2014, is a matter of concern for effective implementation in real practice. The studies have been conducted specifically on internship programme, but very few researches found on other components of field engagement and no such study was found on field engagement including all its components on implementation. As field engagement was introduced for the student-teachers to engage them sustainably with the child, the self, the school and the community, the student-teachers are the core concern for its implementation. Hence, a study was conducted by the researchers to explore the practice of implementation field engagement activities on the basis of perceptions of student-teachers. The research questions were posed to reveal the ground realities as:

i. How do the student-teachers perceive about implementation of tasks and assignments as prescribed in the structured syllabus?

ii. What is the perception of student-teachers about implementation of school internship programme and its various components?

iii. What is the perception of student-teachers about implementation of community activities?

iv. What is the perception of student-teachers about the practices on enhancing professional capacities?

Objectives of the Study

Based on the research questions, the study has the following objectives:

1. To study the perception of student-teachers about implementation and practices on:

a) Tasks and assignments as prescribe.

b) School internship programme.

c) Community activities.

d) Enhancing professional capacities.

Methodology

The research under investigation comes under survey design of descriptive type of research. A sample of 155 number of student-teachers were selected for the study through stratified random sampling technique from five institutions offering B.Ed. programme during the academic programme session in the academic session 2021-23. A self-developed tool i.e., *'Questionnaire on Perception of Student-Teachers'* was used for collection of data and it contained 34 items (27 closed ended and seven open ended items) on six dimensions such as: *Tasks and Assignments, Pre-Internship, During-Internship, Post-Internship, working with Community and Courses on Enhancing Professional Capacities (EPC).* The questionnaire was validated by taking experts' opinion. The data were analyzed using percentage analysis technique.

Results

The results pertaining to different dimensions under the objectives of the study were analyzed and presented as follows;

Tasks and Assignments and Enhancing Professional Capacities

The table-1 depicts the results pertaining to the responses obtained from the students-teachers on tasks and assignments and enhancing professional capacities.

Table-1: Perception of Student-Teachers towards Tasks and Assignments & EPC (N=155)

Dimensions	Statements	**Responses** (Figures in the parenthesis indicate percentage)		
		Agree	Undecided	Disagree
Tasks and assignments	Sufficient number of assignments are given under each paper	135 (87.30)	3 (01.80)	17 (10.90)
Tasks and assignments	Assignments are based on the particular paper	144 (92.80)	3 (01.80)	8 (05.40)
Tasks and assignments	Assignments are linked with field experience	53 (34.56)	5 (03.60)	97 (61.84)
Tasks and assignments	Extra knowledge is gained by completing these assignments	135 (87.30)	3 (01.80)	17 (10.09)
Enhancing professional courses	The courses offered under EPC are relevant	141 (90.90)	11(07.30)	3 (01.80)
Enhancing professional courses	These courses are helpful in enhancing your professional capacities	152 (98.20)	3 (01.80)	00

As revealed from table-1, 87.3% student-teachers perceived that sufficient number of assignments are given under each paper. Almost all (92.8%) reported that the tasks and assignments are based on that particular paper whereas 61.84% reported as assignments are not always linked with field experience. But they gain extra knowledge by completing these assignments. It is concluded that some assignments are theoretical and some are based on field experiences. More than 90.90% student-teachers reported that the courses provided under EPC (Enhancing Professional Capacities) are relevant and also helpful in enhancing their professional capacities. So, it is evident that the student-teachers perceive these courses as very much relevant to enhance their professional capacities.

The figure-1 entails the suggestions of student-teachers on some other courses to be added under EPC as 46.1% of them suggested for value and moral education, 38.9% for parental education, 28.6% for art, craft and physical education, and 47.1% suggested for practicum-based courses.

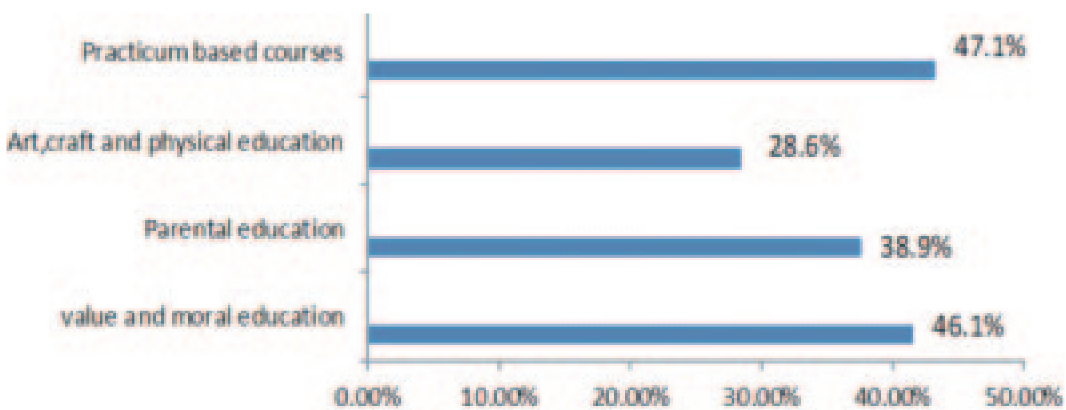

Figure-1: Suggestions of student- teachers for the courses to be added under EPC

Internship Programme

The table-2 depicts the results pertaining to the responses obtained from the students-teachers on practices of internship programme.

Table-2: Perception of Student-Teachers towards Internship programme (N=155)

Dimensions	Statements	**Responses** (Figures in the parenthesis indicate percentage)		
		Agree	Undecided	Dis-agree
Pre-Internship	Observation of different activities of the co-operating school by student-teachers	149(96.4)	00	6(3.6)
Pre-Internship	Demonstration lessons by faculty members	155(100)	00	00
Pre-Internship	Criticism lessons by student-teachers	133(85.5)	8(5.4)	14(9.1)
During Internship	Peer observation	149(96.4)	3(1.8)	3(1.8)
During Internship	Supervisory support	127(81.85)	5(3.6)	3(14.55)
During Internship	Active involvement of the co-operating school in scholastic and co-scholastic activities	152(98.2)	3(1.8)	00
During Internship	Feedback from the heads of the co-operating school	48(30.95)	5(3.6)	102(65.45)
Post-Internship	Innovative works of Student-Teachers are shared	68(43.63)	5(3.6)	82(52.77)
Post-Internship	Internship helps in developing confidence and classroom management skill	155(100)	-----	------

As obtained and reported in table-2, in pre-internship period 96.4% student-teachers reported that they observe different activities of the co-operating school prior to their internship; all the of them agreed that teacher educators delivered demonstration lessons; and 85.5% student-teachers reported that they delivered criticism lessons.

During internship, 96.4% student-teachers reported that they observed the lessons delivered by their peers; 81.85% reported that supervisory supports were provided; 98.2% confirmed their active involvement in both scholastic and co-scholastic activities of the school during internship; but 65.45% of them replied that, they did not get any feedback from the heads of the cooperating school. In post-internship period, 52.77% student-teachers viewed that their innovative works during internship were not shared but all of them reported internship helped in developing confidence and classroom management skill.

The student-teachers faced many challenges during the internship programme such as: less cooperation from schools, irrelevant questions from students, time management, too much stress on lesson plan, no proper feedback from supervisors, no scope to implement their learnt skill as presented in figure-2.

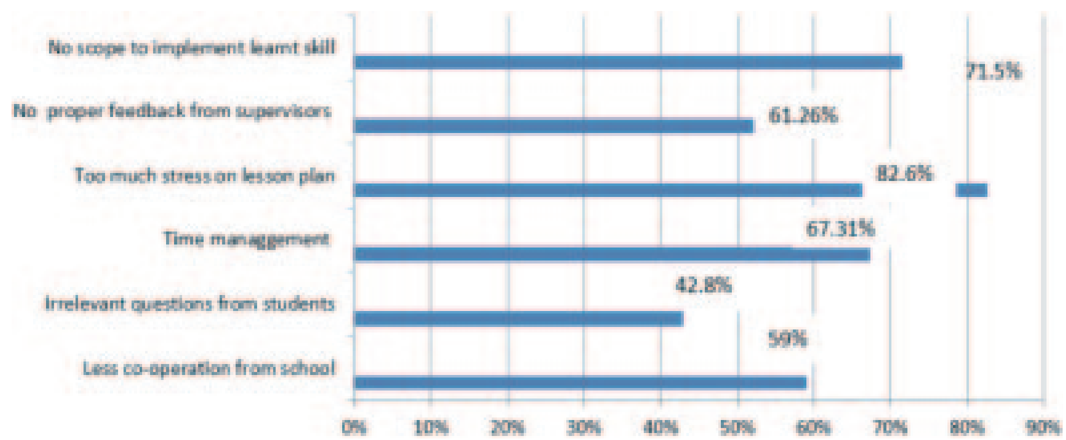

Figure 2: Challenges faced by Student-Teachers during Internship

Community Activities

The table-3 depicts the results pertaining to the responses obtained from the students-teachers on practices of community activities.

Table-3: Perception of Student-Teachers towards Community Activities (N=155)

Dimensions	Statements	**Responses** (Figures in the parenthesis indicate percentage)		
		Agree	Undecided	Disagree
Community Activity	Awareness building programme is organized by Student-Teachers	141(90.9)	9(5.5)	5(3.6)
	Community resources are identified and utilized	54(34.50)	11(7.27)	90(58.23)
	Out of school children are mobilized to school	56(36.36)	9(5.5)	90(58.14)
	Supervision is done at the time of performing community work	136(87.3)	14(9.1)	5(3.6)

Table-3 depicts that most of the student-teachers (90.9%) reported that they organized different awareness programmes in the community. But, 58.23% student-teachers reported, the community resources were not identified and utilized for school improvement. 58.14% student-teachers expressed that; they took no step to mobilize the out of school children to schools. Majority of them (87.3%) agreed that, they were being supervised when performing community activities.

As observed in figure-3, the student-teachers faced challenges and 78.8% of them reported on lack of cooperation from community members; 52.38% on understanding issue; 31.9% on language barrier; 67.51% on its time-consuming aspects; and 53.1% on unhygienic environment. They used to prepare reports on community activities for submission to their office to fulfill practical examination requirements.

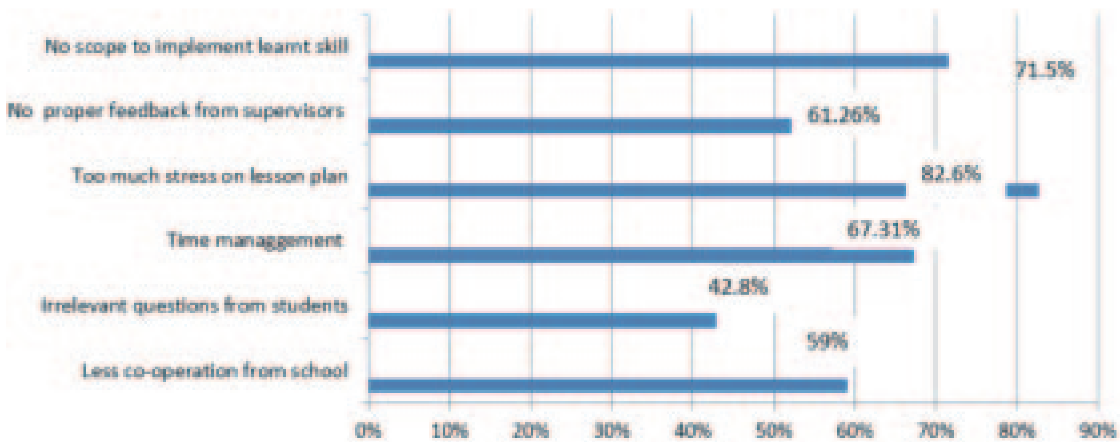

Figure 3: Challenges faced by student-teachers during organization of community activities

Discussion

The present research study explored the perception of student-teachers towards implementation of field engagement activities. The findings of the study revealed that, the tasks and assignments given under each paper is sufficient in number which is in conformity with the findings of the earlier researcher namely Gupta (2019). Majority of them (87.3%) agreed that, they got extra knowledge by completing these assignments as in case of Hua, *et al.* (2014).

It is highly essential that the student -teachers need be acquainted with the functioning of the internship school prior to their exposure. In this connection it is observed that almost all (96.4%) student-teachers perceived that they observed different activities of the cooperating school prior to their internship programme. Such findings are at par with the findings of Njagi (2018) and Srinivas (2015) in which, it was found that student-teachers visited the cooperating schools to observe curricular and co-curricular activities prior to commencement of internship programme.

All the participants (100%) reported that demonstration lessons in pedagogy subjects were carried out by respective teacher educators which collaborates with the study of Srinivas (2015). It is interpreted that demonstration lessons are highly prioritized in the teacher education institutions under study. Majority of informants (85.5%) reported that criticism lessons were also delivered. Hence, it is concluded that student-teachers practice activities on criticism lessons for internship programme.

Most of the student-teachers (96.40%) stated that they had observed and prepared the records on the lesson delivery by their peers. The findings have similarity with the findings of Otara (2014), Jogan (2019), Rai (2018), and Chakrabarty (2016). Majority of student-teachers (81.85%) reported that they were provided with supervisory support from the institution as required which corroborates with the findings of Ashok (2016), Srinivas (2015), Azeem (2011), Zhao & Zhang (2017) and Patel (2019). Whereas, findings of many studies : Shahid & Hussain (2011), Ranjan (2013), Heeralal & Bayaga (2011), Das & Chowdhury (2019), Komba & kira (2013), Otara (2014), Chennat (2014) reported as the supervisors were not able to provide required supports to student-teachers because of size of the group. It seems as context specific.

In the study, the findings revealed, that, the supervisors never explained and discussed critically on the classroom activities of student-teachers. Hence, it is concluded that in most of the cases, the teacher educators are not serious about supervision, rather they do it mechanically. Maximum respondents (98.2%) viewed that, they were actively involved in both the scholastic and co-scholastic activities of the school as found in the studies of Srinivas (2015), Gupta (2019), Mtika (2011), Njagi (2018), and Patel (2019). Majority (65.45%) student-teachers reported that they got feedback and support from the heads of the co-operating schools as similar in the study of Swain & Mishra (2022). These findings contradict the findings of Tok (2009) & Chennat (2014) where, the heads and subject teachers did not give sufficient time and co-operation to the student-teachers rather they considered internship as their leisure hour.

All the student-teachers agreed that internship helps in developing their confidence and classroom management skills as similar findings of Ashok (2016), Jogan (2019), Gupta (2019), Sao & Behera (2016) & Njagi (2018).

Ashok (2016) reported that role of supervisors as very important for enhancing the teaching skills of the student-teachers. The studies of Otara (2014), Das & Chowdhury (2019), Mishra (2015), Heeralal & Bayaga (2011), Sahid & Hussain (2011) reported for urgent improvement in supervision strategies by the teacher educators as it lacked constructive feedbacks on each pedagogy subjects.

Most of the student teachers (90%) agreed that, the courses given under EPC were relevant which resembled with the findings of Venkatesham & Kishore (2016). Azmi & Kader (2020) reported on importance of enhancing the professional capacities of the student-teachers. The findings of the study revealed that 90.90% student-teachers organized various types of community activities under the supervision of teacher educators, as matched with the findings of Cook & Buck (2014).

This is the best exposure which helped them to deal with people of different socio-economic background and culture as perceived by Mishra (2015), Hamilton & Margot (2019). Henderson & Mapp (2002) also concluded that identification and utilization of community resources can be done for sustaining school improvement. But, almost all of the student teachers (90%) made no effort to utilize community recourses for the improvement their institutions. Also, they did not take any attempt to mobilize the out of school children to school. Thus, it is suggested that, the student-teachers need to be involved more intensely in the community. They need to make optimum utilization of community resources so as to get maximum benefit.

Hence, from the above discussion, it may be concluded that, field engagement activities are really helpful for the student-teachers to have a sustained engagement with the school, the child, the self and the community. It was found that, the first dimension of field engagement i.e., tasks and assignments are done properly by the student-teachers but it suggested that some field-based assignments should be given so that they would explore the real field to complete those assignments. The second dimension i.e., Internship Programme provides a wider opportunity to refine their skills and competencies but it needs a proper supervision. More emphasis should be given on development of teaching skills, appropriate use of TLM, classroom management, content mastery etc rather than only preparation of lesson plan. The student-teachers should get ample opportunity for doing action research and their innovative works must be shared with others to encourage them in that field. About the third dimension of Field Engagement i.e., working with community, it can be concluded that Student-Teachers consider it as the best exposure to deal with multi-culturalism. But unfortunately, it was found that, this is the most neglected aspect of field engagement as many of the works are done only in pen and paper. In reality, very few community activities are conducted. Hence, more emphasis is to be given on this dimension to develop a sense of empathy, cooperation, teamwork, adaptability etc. among the student-teachers. The last but not least, is the dimension i.e., courses on enhancing professional capacities (EPC). These courses proved to be highly beneficial for bringing professional development among the student-teachers.

Conclusion

Field engagement activity as a part of two-year teacher education (B.Ed.) programme provides a practical experience to the trainees which proves to be very much beneficial for them. These activities are implemented in all the secondary teacher education institutions but not in a full-fledged manner. Among the four components of field engagement, it is found that 'working with community' is neglected and other three components are implemented to a greater extent. The student-teachers perceive field engagement as a platform to practice before performing in real outer world setting.

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समसामयिक गतिविधियाँ / Current Events

1. दिनांक 27 मार्च, 2023 को भारतीय शिक्षा शोध संस्थान के प्रथम तल पर स्थित लज्जाराम तोमर सभागार में ''संचालन समिति'' की बैठक का आयोजन किया गया।

2. दिनांक 25 अप्रैल से 01 मई, 2023 तक "Construction of Psychological Tools" विषय पर सात दिवसीय ओरियन्टेशन कार्यक्रम का आयोजन किया गया, जिसमें 17 प्रतिभागियों ने भाग लिया।

3. दिनांक 11 मई से 17 मई, 2023 तक "Application of SPSS Software in Statistical Analysis of Data" विषय पर सात दिवसीय ओरियन्टेशन कार्यक्रम का आयोजन किया गया, जिसमें 24 छात्र-छात्राओं ने भाग लिया।

4. दिनांक 01 जून से 08 जून, 2023 तक Charak Institute of Education, Lucknow से एम.ए. (शिक्षा शास्त्र) चतुर्थ सेमेस्टर के 12 विद्यार्थियों ने भारतीय शिक्षा शोध संस्थान के पुस्तकालय में अपने शोध कार्य हेतु उपलब्ध साहित्य, Journal, Thesis आदि का अध्ययन किया।

5. दिनांक 06 जून से 12 जून, 2023 तक "Qualitative Research Methods in Social Sciences" विषय पर सात दिवसीय ओरियन्टेशन कार्यक्रम का आयोजन किया गया, जिसमें 24 छात्र-छात्राओं ने भाग लिया।

•

शोध आलेख प्रकाशनार्थ भेजने के पत्र का प्रारूप

प्रेषक : ....

....

....

सेवा में, दिनांक : ....

मुख्य सम्पादक,
भारतीय शिक्षा शोध पत्रिका,
भारतीय शिक्षा शोध संस्थान,
सरस्वती कुंज, निरालानगर,
लखनऊ - 226020 (उ.प्र.)

विषय : शोध पत्रिका में प्रकाशनार्थ शोध आलेख का प्रेषण।

महोदय,

मैं / हम आपकी शोध पत्रिका में प्रकाशनार्थ शोध आलेख प्रेषित कर रहा / रहे हैं। इस सम्बन्ध में आवश्यक विवरण निम्नवत् हैं-

1. शोध आलेख का शीर्षक ....

....

2. लेखक / लेखकों के नाम, पद, पत्राचार का पता, फोन, ई-मेल पता -

नाम	पद	पत्राचार का पता	फोन / मो.	ई-मेल
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....

3. शोध आलेख शोध पत्रिका के नवीनतम अंक में प्रकाशित **'लेखकों के सूचनार्थ'** के दिशा-निर्देशों के आधार पर तैयार किया गया है। शोध आलेख के सम्बन्ध में यदि कोई स्पष्टीकरण वांछित है तो लेखक से उसकी जानकारी ली जा सकती है। इसके लिए लेखक सदैव तैयार है।
4. यह शोध आलेख हमारे अपने अनुसंधान कार्य पर आधारित है। इसमें व्यक्त विचार, निष्कर्ष आदि हमारे हैं। ये भारतीय शिक्षा शोध संस्थान अथवा विद्या भारती की नीतियों के परिचायक नहीं हैं। यदि हमारे शोध आलेख में प्रकाशित किसी सामग्री से कापीराइट नियम का उल्लंघन होता है तो इसके लिए हम स्वयं उत्तरदायी होंगे। प्रकाशक अथवा सम्पादक मण्डल इसके लिए किसी भी प्रकार से उत्तरदायी नहीं होगा।
5. इस शोध आलेख का अन्यत्र प्रकाशन नहीं कराया गया है और न ही इसे कहीं अन्यत्र प्रकाशनार्थ भेजा गया है।
6. इस पत्र के साथ शोध आलेख की टंकित पाण्डुलिपि (दूसरी भाषा में सारांश, केवल शोध पत्र का) की एक प्रति उसकी सीडी, शोध पत्र में प्रयुक्त उपकरणों की छाया प्रतियाँ प्रेषित हैं।
7. इस शोध आलेख की एक प्रति हमारे पास सुरक्षित है।

आशा है आप इस शोध आलेख को अपनी शोध पत्रिका में प्रकाशनार्थ स्वीकार करेंगे।

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सधन्यवाद,

भवदीय,

(लेखक / लेखकों के नाम व हस्ताक्षर)

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लेखकों के सूचनार्थ / Information for Contributors

1. भारतीय शिक्षा शोध पत्रिका का प्रमुख उद्देश्य शिक्षा के विभिन्न आधारों से सम्बन्धित भारतीय संस्कृति संदर्भ में किये गये सैद्धांतिक एवं प्रयोगात्मक अध्ययनों को प्रकाशित करना है। इसमें विद्याभारती पर किये गये तथा विद्यालयी शिक्षा को उन्नत बनाने वाले अध्ययनों को वरीयता दी जाती है।
2. शोध पत्रिका में हिन्दी एवं अंग्रेजी, दोनों भाषाओं में शोधपत्र प्रकाशित किये जाते हैं। इसमें एक भाषा में प्रकाशित शोधपत्र का सारांश दूसरी भाषा में भी प्रकाशित किया जाता है।
3. सामान्यतया शोधपत्र अनुसंधान आधारित (Research based), पुनरीक्षण लेख (Review Articles), सैद्धांतिक विषयों पर आधारित निबन्ध (Essays based on theoretical issues) आदि हो सकते हैं। इसके लेखन में यथा आवश्यकता अग्रांकित शीर्षकों का प्रयोग किया जाना चाहिए- भूमिका (Introduction), उद्देश्य (Objectives), प्रक्कल्पना (Hypothesis), शोध पद्धति (Method), शोध का अभिकल्प (Design), प्रतिदर्श (Sample), प्रयुक्त उपकरण (Tools used), सांख्यिकीय प्रविधि (Statistical Techniques), प्रदत्त-विश्लेषण (Data Analysis), परिणाम (Result), प्राक्कल्पनाओं का सत्यापन सहित विवेचन (Discussion), अध्ययन का निहितार्थ (Implications of the Study), सन्दर्भ (References)। शीर्षकों में आवश्यकतानुसार उपशीर्षक भी बनाये जा सकते हैं।
4. शोधपत्र सामान्यतया 2500-3000 शब्दों से अधिक का नहीं होना चाहिए। इसके साथ एक संक्षिप्त सारांश दूसरी भाषा में लगभग 250-300 शब्दों में संलग्न किया जाना चाहिए।
5. सभी चित्रों (Figures), तालिकाओं (Tables) को अलग कागज पर तैयार करें। इन पर पाण्डुलिपि में प्रदर्शन के क्रम से चित्र-1 / तालिका-1 आदि से प्रदर्शित कर दें। प्रत्येक चित्र / तालिका पर उसका अपना शीर्षक (Caption) अवश्य अंकित किया जाना चाहिए। तालिका में खड़ी लाइनों का प्रयोग न करें।
6. सन्दर्भ शीर्षक के अन्तर्गत केवल आलेश में प्रस्तुत सन्दर्भों का ही उल्लेख करें। इसके लिए लेखकों की रचनाओं, प्रकाशन वर्ष, प्रकाश आदि के विवरण सहित, लेखकों के नामों को वर्णानुक्रम (Alphabetically) में प्रस्तुत करें। आलेख की पाण्डुलिपि में इसे उचित स्थान पर अग्रांकित रूप में दें, जैसे (वर्मा, 1990, पृ. 40)।

पुस्तक (Books)

* श्रीवास्तव, (डॉ.) शंकर शरण एवं राय, (डॉ.) कमला, (1991-92), **शिक्षण के मूल तत्व,** वाराणसी : श्रीराम प्रकाशन
* वही पृ.-98
* श्रीवास्तव एवं राय (1991-92), पूर्व चर्चित पृ.-102

सम्पादित पुस्तक (Edited Book)

* तोमर, (डॉ.), जगतपाल सिंह, (2006), **शिक्षक होने का तात्पर्य,** एस.एस. श्रीवास्तव एवं अन्य द्वारा सम्पादित, **शिक्षक सशक्तिकरण में,** लखनऊ : भारतीय शिक्षा शोध संस्थान

जर्नल (Journal)

* गुप्ता, आर.पी. (2007), **सेक्स एजुकेशन : ह्वाई (Why)? ह्वेन एण्ड हाऊ (When and How)?**, भारतीय शिक्षा शोध पत्रिका, 26(2), पृ. 23-29

अप्रकाशित शोध प्रबन्ध / अन्य (Unpublished Thesis/ Others)

* दत्त, (डॉ.), विभा, (1981), **ए क्रिटिकल स्टडी ऑफ एसेन्डेन्स-सबमिशन ऑफ इण्टरमीडिएट स्टूडेन्ट्स (ब्वायज एण्ड गर्ल्स),** अप्रकाशित पीएच.डी. शोध प्रबन्ध, लखनऊ विश्वविद्यालय।

  श्रीवास्तव, (डॉ.), कान्ति मोहन, (1991), **परीक्षा परिणाम का प्रभावी प्रस्तुतीकरण,** आलेख प्रस्तुत, भारतीय शिक्षा शोध संस्थान द्वारा आयोजित अखिल भारतीय शोध गोष्ठी (तृतीय), नई दिल्ली में।

* **राम-सा सत्य है राम का अस्तित्व** शीर्षक समाचार, दैनिक जागरण (नगर सं.), लखनऊ, 14.09.2007

7. तैयार शोधपत्र की पाण्डुलिपि डबल स्पेस देकर (कोटेशन, फुटनोट, सन्दर्भ एवं सारांश सहित) ए-4 साइज के सफेद कागज पर एक ओर पर्याप्त हाशिया देकर टंकित होना चाहिए। पाण्डुलिपि के प्रथम पृष्ठ पर शोधपत्र का मुख्य शीर्षक तथा लेखक-लेखकों के नाम के पश्चात् विभिन्न-शीर्षकों में आलेख की विषयवस्तु प्रस्तुत की जानी चाहिए।

8. शोधपत्र के मुख्य शीर्षक के साथ अन्य शीर्षक एवं उसके अन्तर्गत उपशीर्षक दर्शाने के लिए टंकित पाण्डुलिपि के हाशिए में पेंसिल से मु.हे. (M.H.) तथा उप.हे. (S.H.) अंकित कर दें। इसका क्रमांक भी अंकित कर दें। किसी शीर्षक को रेखांकित न करें।

9. शोधपत्र एवं सारांश की टंकित पाण्डुलिपि की एक प्रति एवं उसकी सीडी, शोधपत्र में प्रयुक्त उपकरणों की छाया प्रतियाँ इस प्रमाण पत्र के साथ भेजी जानी चाहिए कि यह शोधपत्र कहीं अन्यत्र प्रकाशित नहीं है।

10. शोध टिप्पणी के अन्तर्गत शोध संस्थान के विभिन्न प्रकोष्ठों एवं अन्य शोधकर्ताओं द्वारा किये गये शोधों का सारांश प्रकाशित किया जाता है। इसके लिए किये शोध सारांश हिन्दी अथवा अंग्रेजी में अधिकतम लगभग 1500 शब्दों में भेजा जा सकता है। इसकी पाण्डुलिपि शोधपत्र की भांति तैयार की जानी चाहिए, किन्तु इसमें शोध टिप्पणी के मुख्य शीर्षक के अतिरिक्त अन्य शीर्षक, चित्र, तालिका, सन्दर्भ आदि देने की आवश्यकता नहीं है।

11. शोधपत्र/शोध टिप्पणी के प्रकाशनार्थ प्राप्त होने के सामान्यतया चार माह के भीतर उसके प्रकाशन हेतु स्वीकृति की सूचना लेखक को प्रेषित कर दी जाती है। यदि शोधपत्र/शोध टिप्पणी के सम्बन्ध में कोई सूचना इतनी अवधि में न मिले तो इसका तात्पर्य है कि रचना प्रकाशन हेतु स्वीकृत नहीं की गई है।

    शोध पत्रिका में प्रकाशनार्थ प्रेषित शोधपत्र/शोध टिप्प्णी की एक प्रति लेखक बन्धु अपने पास अवश्य सुरक्षित रख लें। अस्वीकृत होने पर इसके वापस भेजे जाने की व्यवस्था नहीं है।

12. शोध पत्रिका में प्रकाशन हेतु स्वीकृत आलेखों के प्रकाशन शुल्क को अग्रांकित विवरणानुसार; शोध पत्र- रु. 1500/- स्वीकृत पत्र प्राप्त होने पर बैंक ड्राफ्ट या नगद अथवा ई-बैंकिंग के द्वारा भेजना चाहिए।

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14. शोधपत्र/शोध टिप्पणी प्रकाशनार्थ विचार करने एवं पुस्तकें समीक्षा हेतु निम्नांकित पते पर भेजें-

मुख्य सम्पादक,
भारतीय शिक्षा शोध पत्रिका
सरस्वती कुंज, निराला नगर, लखनऊ-226020
फोन नं.: 0522-2787816 ई-मेलः sansthanshodh@gmail.com

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References should be cited alphabetically and set out as follows:

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Sharma, K.K. & Rana, R.S. (1991). Robustness of sequential Gamma life testing procedure. *Microelection Reliab,* 30: 1145-1153.

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सचिव
भारतीय शिक्षा शोध संस्थान

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