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It is expected that the outcomes of the Research Journal will be of immense use to the policy makers, curriculum designers, textbook writers, teachers, teacher educators and researchers in the field of school education and teacher education. This issue contains scholarly conceptual research papers on various aspects of education, History, Political Science, Commerce, Chemistry etc. In order to keep the length of the issue within capacity. It has been necessary to be very selective in the incorporation of Research Paper. We have been earnestly inviting research papers from research - oriented scholars to realize our dream of making this Journal World class.

Suggestions for further improvement of the Journal will be thankfully received. We look forward to your reply in the form of suggestions, views and articles for the next issue.

With best regards and wishes.

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# EXPLORING THE UNDERSTANDING OF THE CONCEPT OF SEXUAL HARASSMENT AMONG STUDENTS OF HIGHER EDUCATION INSTITUTES

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## Abstract

*India being the second most popular country in the world, spending its 17 per cent of Gross Domestic Product (GDP) in its education sector, fails to create an appropriate, safe academic environment for the students from school level to higher education. Sexual harassment, a crime, socio-psychological issue now has collapsed the Indian system of higher education completely which is a fundamental right of every citizen of India. This research paper focuses on determining the awareness level of students of teacher education institutes regarding the concept of sexual harassment, exploring their understanding on the concept of sexual harassment and drawing out the awareness status of students of teacher education institutes on the legal aspect of the phenomenon. The researcher has opted random sampling for collecting data from 39 participants of teacher training institute of Bhubaneswar. This mixed research design has found the result that more than 80% of the students have never faced any form of sexual harassment in their academic life and more than 60% students are unaware of the legal aspect of the phenomenon.*

**Keywords:** (GDP, Sexual Harassment, Teacher Education Institutions, Legal Aspect)

## INTRODUCTION

Over the past few years, the issue of student's safety has become a prime focus of public attention and concern in India. In this patriarchal Indian society, the socialization process has failed to differentiate between love and sex which has raised in the form of violence. Harassment may take the form of words Violence against anyone irrespective of all sexes, genders, ages and social classes, all races, religions and nationalities, all over the world. It is not exclusively a new phenomenon because the behaviours it describes are centuries old. Sexual harassment, no doubt is a complex

social problem but in the recent decades, it has achieved new dimensions and has brought within its teeth among children, youth, boys and women. Thomas has pointed out various dimensions of sexual harassment that can be called as constituents of it among which the most practiced and enlisted examples of sexual harassment in higher education are:

1. A professor who continually makes jokes of a sexual nature in the classroom;
2. A registration advisor who tells a student the student might be able to get into a class if the student dates the advisor;
3. An admission advisor who tells a prospective student that the advisor will put in a “good word” for the prospective student if the student dates the advisor; and
4. A financial assistance advisor who tells a student that “if you have sex with me, I can look out for scholarships for you”. With the advance of industrialization and urbanization, this evil is gradually rearing its ugly head all over the world. It has touched new heights and dimensions in the numbers and operational patterns use of violence.

Many theoretical models have tried to explain various forms of sexual harassment from diverse perspectives. Firstly, the biological models consider the effects of biological influences on the body of primarily the male perpetrator of sexual harassment. Secondly, the psychosocial models outline the possible effects of gender roles on the origins of sexual harassment and examine the ways in which sexual harassment behaviour could be learnt by the perpetrator in terms of the social learning theory and the process of socialisation. Cognitive theories, in terms of (1) the information processing and (2) the attribution theory, present an explanation of the role of cognition on sexual harassment perceptions, experiences and effects suffered by victims of sexual harassment. Feminist theories explore the presence of patriarchy and male dominance within some cultures of the world that may act as a point of origin for sexual harassment.

## **NEED AND SIGNIFICANCE OF THE RESEARCH**

The importance of studying the prevalence of sexual harassment cannot be overestimated, especially as it occurs on campuses of higher education, a context well known for its sexual undertones and ample opportunities for sexual harassment. The topic of sexual harassment is also of great social relevance, especially to a society such as in India with its high levels of crime, and particularly crimes against women. This study hopes to add to the existing knowledge of sexual harassment and sexual violence in general within India. The widespread prevalence and tolerance of sexual harassment is a major human rights problem which has been largely ignored or unacknowledged as a human rights issue. Sexual harassment is the expression of unhealthy human relationship. It is not just the violation of dignity, right to social security and right to equality guaranteed to human beings in every social system but it is also a violation of right to life and peaceful existence guaranteed by law. Though sexual harassment in the context of employment has received much attention in the social and legal scenario in last two decades, including the enactment of Sexual harassment Act of 2014, the cause and impact of sexual harassment in educational institutions has not received much attention until recent times. This research paper is an attempt to impart insight on sexual harassment

issues faced by the students in educational institutions across India. The relevancy and significance of this topic is due to the seriousness of consequences suffered by young students and teachers who are subjected to sexual harassment, due to the existence of fiduciary relationship that exist between the aggrieved students and the perpetrator, during their term in educational institutions. It is important for employers, employees, students and their parents to gain understanding of what sexual harassment actually is, how to respond to it and how to prevent it in educational institutions.

## **STATEMENT OF PROBLEM**

Exploring the understanding of the concept of sexual harassment among students of higher education institutes

## **OBJECTIVES OF THE RESEARCH**

The researcher has aimed to achieve the following objectives in this research paper:

- To determine the awareness level of students of higher education institutes regarding the concept of sexual harassment
- To explore the understanding and perception of students of higher education institutes on the concept of sexual harassment

To draw out the awareness status of students of higher education institutes on the legal aspect of the phenomenon.

## **RESEARCH QUESTIONS**

The research paper has an objective to find out the answers of following research questions:

- What is the extent of prevalence of sexual harassment incidences in the higher education institutes and how students response to the experience of sexual harassment in their academic life if they face?
- Is there any awareness on sexual harassment among the students of higher education institutes?
- What do the students of higher education institutes understand about the meaning, various forms and dimensions of sexual harassment?

## **RESEARCH METHODOLOGY**

This mixed research design has opted random sampling procedure for collecting data from 39 participants of a teacher education institution.

## DATA ANALYSIS PROCEDURE AND RESULT

### Dimension 1(A): Experience on Sexual Harassment among the Students

The following Table depicts the percentage of students experience various forms of sexual harassment in the institution. It is cleared from the table that out of twenty three statements on sexual harassment, sexist have responded at the most highest and lowest per cent. It indicates most of the students have never faced the extreme level of sexual harassment as mentioned in the last three statements of the table in their academic life in the institution.

**Table 1:** (Percentage of students experienced various forms of sexual harassment)

<i>S. No.</i>	<i>Experience</i>	<i>Responses</i>	<i>Frequency</i>	<i>Percentage (%)</i>
1.	Appreciated figure, dress or makeup, face or hair.	Never	23	59
2.	Stared, leered, or ogled from head to toe with dirty looks	Never	26	66
3.	Offensive remarks about appearance, body, or sexual activities.	Never	31	79
4.	Withheld (delayed) work to meet again	Never	36	92
5.	Threatened you to be failed, reducing marks, put you down	Never	38	97
6.	Made unwanted attempts to stroke, fondle or kiss you.	Never	38	97

More than 90 per cent students have rejected that they have never experienced those highest level of sexual harassment whereas first three forms of sexual harassment given in the table reveals that 59 per cent-79 per cent of students have faced the other levels of harassment in the institution. However, more than 80 per cent students of the institution responded that they have never experienced more than 95 per cent of the various forms of sexual harassment as mentioned in the questionnaire.

### Dimension 1(B): Consideration of Various forms as Part of Sexual Harassment

The given table states the dimension on understanding of the students in the institution about sexual harassment. As asked in the tool to the students to say yes/no to twenty three items among which they consider those as a part of sexual harassment from their own understanding and perception. The Table as a representative of the whole twenty three items reveal that the lowest level of sexual harassment have not been considered as a part of sexual harassment and the highest form of sexual harassment has considered as a part of it.

**Table 2:** (Percentage of students state their understanding about sexual harassment)

S. No.	Forms of Sexual Harassment	Responses	Frequency	Percentage (%)
1.	Appreciated figure, dress/makeup/face	No	28	71
2.	Treated differently because of your sex	No	25	64
3.	Passed gender-based insults and/or sexist remarks.	No	24	61
4.	Hummed filthy songs, whistled, called in a sexual way	Yes	24	61
5.	Threatened you to be failed, reducing marks	Yes	28	71
6.	Raped or attempted rape on you.	Yes	26	66

The Table indicates that 66 per cent-70 per cent of students consider kissing, threatening, singing filthy songs are a part of sexual harassment whereas appreciating someone's body language, figure, passing gender biased remarks are not considered to be a part of sexual harassment from students understanding.

### Dimension 2: Responses to Sexual Harassment

The dimension checks the reactions and responses of students when they face and experience any form of sexual harassment. The students react either actively or passively. They either ignore, avoid or take actions against either formally or informally. The following table is a clear picture on how students responded at both possible ways to any form of sexual harassment if they have faced ever.

**Table 3:** (Percentage of students responded to the various forms of sexual harassment that is experienced)

S. No.	Reactions	Responses	Frequency	Percentage (%)
1.	Avoiding being alone with the person	Many times	8	20
2.	Stayed away from the person	Many times	9	23
3.	Assuming some explanation for the person's behaviour & not understood.	Never	31	79
4.	Blew it off" & acted like didn't care.	Never	33	84
5.	Filing formal complaint, grievance to the supervisor or department head.	Never	35	89

It is cleared from the above table that more than 80 per cent of students have not reacted and responded to various types of sexual harassment responses and a very few percentage of students, nearly, 20%-25% have responded which is at their personal level. The Table as a representative of seventeen types of responses to sexual harassment has depicted the most vulnerable and eye catching figure in this aspect.

### Dimension 3: Awareness on Sexual Harassment Cell

The last part of the questionnaire assesses the awareness level of students regarding sexual harassment on the legal aspect of the phenomenon. It has three responses: either they say yes or no or don't know about the various policies, cell on it in the institution, its role and functions.

**Table 4:** (Awareness on sexual harassment cell)

<i>S. No.</i>	<i>Awareness</i>	<i>Responses</i>	<i>Frequency</i>	<i>Percentage (%)</i>
1.	Complaint's committee to report?	Don't know	25	64
2.	Time bound treatment of complaints?	Don't know	27	69
3.	Conducting awareness programmes	Yes	11	28
4.	Display of anti-sexual harassment policy in an understandable language	No	19	48
5.	Possessing anti-sexual harassment policy	No	24	61

The above pictured table clearly depicts that nearly 70 per cent students of this institution don't know whether they have a sexual harassment cell in their institution even if it does exist, they are clearly unaware of its composition and functional aspect. Though 28 per cent of students say a yes to creating awareness programmes in the institution regarding sexual harassment, women right, 61 per cent of students don't have any sexual harassment policy with them. 48 per cent (almost 50 per cent) students don't find any anti-sexual harassment policy displayed in a language at appropriate places in your institution that you and rest of the students, employees and non-workers understand for the prevention and prohibition of sexual harassment. Thus, it is clear from the table that students are unaware of any sexual harassment cell.

The figure portrays that 69.44 per cent of students of the institute 'don't know' about the existence of a sexual harassment cell in the institute. 61.38 per cent of students say 'no' to existence of a sexual harassment cell in their campus. 28.18 per cent opined that though it doesn't exist but many awareness programmes have been conducted and organized by the institution regarding sexual harassment.

### Qualitative Analysis on Why Students Did Not Complain, When They Face any Form of Sexual Harassment

The qualitative aspect of the phenomenon explains the background reasons which the students consider when they don't take any action even if faced any form of sexual harassment. A student replied to the question, "I did not think it's a matter to complain about it." However, they react that some lower form of sexual harassment is responded strongly against the persons that they stop harassing, thus need not to complain to higher authority if it is handled personally. Fear of losing self-security, self-esteem and respect in the society, high status of the teachers, the power of being in position, fear of losing marks if go against the person who sexually harasses, leaving



the person who sexually harasses by thinking that one day the person may realize own fault, it's a common experience for all girls, it's not a big issue, dislike towards being shocked to be in that sexually harassed state of mind are some of the reasons which stopped students of this institution to complain. A quite good number of students didn't complain as they have not experienced any form of sexual harassment in the institution.

## **FINDINGS OF THE RESULT AND DISCUSSIONS**

From the above analysis, it has found that:

### **Dimension 1: Experience on Sexual Harassment Among the Students**

More than 90 per cent students have rejected that they have never experienced those highest or extreme level of sexual harassment whereas 59 per cent-79 per cent of students have faced the lower levels of harassment in the institution. However, more than 80 per cent students of the institution responded that they have never experienced more than 95 per cent of the various forms of sexual harassment in their campus. 66 per cent-70 per cent of students consider kissing, threatening, singing filthy songs are a part of sexual harassment whereas appreciating someone's body language, figure, passing gender biased remarks is not considered to be a part of sexual harassment. Thus, it may differ across various discipline and academic culture of students. However, the perception and attitude towards others behaviour for considering as a part of sexual harassment is undetermined and undecided as it is subjective at many aspects. Still, a common pattern of the issue can be considered as a form of sexual harassment. This institution on one side, proofs a safe environment for the students while the working sector of it is not questioned in the research and needs to be explored.

### **Dimension 2: Responses to Sexual Harassment**

More than 80 per cent of students have not reacted and responded to various types of sexual harassment responses and a very few per cent of students, nearly, 20 per cent-25 per cent have responded which is at their personal level. However, they react that some lower form of sexual harassment is responded strongly against the persons that they stop harassing, thus need not to complain to higher authority if it is handled personally. A quite good number of students didn't complain as they have not experienced any form of sexual harassment in the institution. But this does not proof that RIE campus is holly and safe academic hub for teacher trainers as they have not more exposed to the work place environment. The reactions of students to sexual harassment experience have resulted either passively or actively. As the majority of the students have avoided to the incidences happen to them may be interpreted from the patriarchal influence on them or the socio-cognitive impact of sexual harassment.

There is relatively little material for women, men or institutions on how to deal with social-sexual behaviours at educational institutions. According to Burke 1995, women may find advice on

how to avoid sexual harassment or how to deal with sexual jokes helpful, but given the root causes of such Behaviours; such advice should instead be given to those persons who harass. Organisational efforts to reduce sexual harassment, flirting, and sexual joking must come from every individual of the institution who have the power to change an over-sexualised work environment. These exemplars can set the tone of appropriate language, conduct and appearance

### **Dimension: 3 Awareness on Sexual Harassment Cell**

Result show that 70 per cent students of this institution don't know whether they have a sexual harassment cell in their institution even if it does exist, they are clearly unaware of its composition and functional aspect. Though 28 per cent of students say a yes to creating awareness programmes in the institution regarding sexual harassment, women right, 61 per cent of students don't have any sexual harassment policy with them. 48 per cent (almost 50%) students don't find any anti-sexual harassment policy displayed in a language at appropriate places in your institution that you and rest of the students, employees and non-workers. The graphical representation of the result portrays that 69.44 per cent of students of the institute don't know about the existence of a sexual harassment cell in the institute. 61.38 per cent of students say no to existence of a sexual harassment cell in their campus. 28.18 per cent opined that though it doesn't exist but many awareness programmes have been conducted and organized by the institution regarding sexual harassment. Even many teaching faculties and researchers are not aware of the legal aspect of the concept sexual harassment and how to deal with it legally. Many teacher training institutions don't have a special committee, a room to report and policy on it, or even they have, it's not an active part of the institutions and functions in a smoother way which shows the ignored attitude to the issue at educational institutions.

### **RECOMMENDATIONS AND EDUCATIONAL IMPLICATIONS**

According to Raghavan Committee, all government and government institutions are required to have a sexual harassment committee. All departments in the institutions should have a complaint box in place and students must be encouraged to submit complaints if they have any. Also it is not only in the higher educational institutes rather such issues can also come up at home where relatives might be involved. Thus, there is a need to educate the parents as well so that students do not hesitate in discussing the issue with them. Laws should:

- Prohibit harassment by teachers, staff, and fellow students, keeping in mind the age of alleged student perpetrators
- Reflect a zero-tolerance policy for sexual relationships between teachers and students
- Require that sexual harassment policy information be made available to students, parents, and staff in an accessible way (i.e. training, posting policies in easily visible locations, and translating policies into other languages)
- Formulate and disseminate internal policy, declarations and posters for prohibition, prevention and Redressal of sexual harassment in the institution.

- Organise seminars, workshops and awareness programme at regular intervals for sensitising employees, parents on the issues and implications of workplace sexual harassments. Give examples and narrations as to what amounts to sexual harassment.
- Declare the composition and constitution and contact details of ICC and its members
- Justice delayed is justice denied. Hence initiate the proceedings as soon as the complaint is received from the aggrieved person.

When the educated elite of India undertake such practices, what bearing does it have on the students? Most of the previous researches still remain silent over the hidden factors that has suppressed the raised voice against sexual harassment who ask for a justice and reply among the students of higher education institutes of India. The previous works also perceive sexual harassment from a gender biased perspective which at first needs a reform in understanding the reality of the issue to be addressed.

## CONCLUSION

Sexual harassment at higher education level is a universal problem and its gravity is felt by all concerned around the world. With the new law in India relating to safety of women in workplace with all stringent provisions for awareness and preventive measures, every person at the place of work and study, who fall within the jurisdiction of educational institution, including its, academic, non-academic staff and students should be protected from sexual harassment, intimidation and exploitation while they are associated with the campus. But still Indian higher education institutions don't have any particular policy on sexual harassment only meant for the students, at higher education institutes. The paper concludes that despite widespread prohibition around the India, unwanted sexual attention is an unavoidable condition of education for a significant number of students. The types of behaviours that constitute it and the type and severity of harm that result from it vary by region, occupation, and discipline. How seriously complaints are taken and the amount of protection and remediation offered vary by nationality and organization. The existence of sexual harassment undermines the educational process of any institution and it remains a university's responsibility to provide a safe environment in order that students might reach their full potential. Being institutions of higher learning, universities are seen as bearing a special responsibility to be exemplary and to act as models for other institutions. The previous works also perceive sexual harassment from a gender biased perspective which at first needs a reform in understanding the reality of the issue to be addressed.

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- A. Thomas, *Incidents of Sexual Harassment At Educational Institutions in India : Preventive Measures and Grievance Handling*, 02 International journal of recent advances in multidisciplinary research 0317-0322 (2015) free from issues of sexual harassment and exploitation. In doing so this paper will look at the recent developments in the arena of sexual harassment, the mandatory legal requirements for

implementing policy that act as deterrent to and safeguard victim of sexual harassment at schools, colleges and universities. The paper highlights the imperatives that are vital for rendering executable and implementable policies, procedures and remedies. The research methodology adopted for this paper is doctrinal and sources of information are both primary and secondary which includes opinion and experience of women in educational institutions, reports and articles from books, newspapers, websites, case laws, etc. Various statute books and Bare Acts like the Indian Penal Code, 1860, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal).

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# VALUE EDUCATION AND ETHICS EDUCATION - TWO SIDES OF A SINGLE COIN

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## Abstract

*In Ethics, value denotes the degree of importance of something or action, with the aim of determining what actions are best to do or what way is best to live.*

*Values can be defined as broad references concerning appropriate courses of actions or outcomes. In fact values reflect a person's sense of right and wrong or what "ought" to be "Equal rights for all", "Excellence deserves admiration" and people should be treated with respect and dignity" are representatives of values. Values tend to influence attitude and behaviour and these types include ethical/moral values, social values and aesthetic values.*

*Ethical value is sometimes used synonymously with Goodness. However goodness has many other meanings and may be regarded as more ambiguous.*

## INTRODUCTION

Value education, Purpose of value education as specifying the present determination in the value system in the fast changing world trends. Importance of values in life. What is a value system? What kinds of values need to be inculcated, e.g. Ethical, moral, and spiritual instead of materialistic values, value inculcation, trends of values such as a permissive culture. Character Building – Advantage of good character, importance of trust, honesty, integrity, morality and reliability has qualities of a good character. Personal Ethics – principles of morality, trustworthiness and concern for others, human relationship – types, ways to strengthen relationship. Building relationship – group behaviour such as conformity and non-conformity to values in a group, Interacting with people as necessary for building relations, conjugal, fraternal and filial relationships, restraints and limitations to a relationship.

## **PERSONALITY DEVELOPMENT**

Definition, Types of ways to improve personality, Leadership – Qualities of a good leader: Types & principles, goal setting – Importance of goal setting and achieving goals, time management – value of time and its importance, effective time management, communication – principles & types (Visual, Audio, Video etc.) advantages and disadvantages to communication, communication skills.

## **FOUNDATION FOR SUCCESS**

Definition, Approaches for successful living, overcoming obstacles for success and winning strategies – desire, commitment, responsibility, hard work. & discipline. Emotion detrimental to personal growth – Hurt feelings – Dealing with anger, guilt, depression, & stress, Attitude – Definition, Types, factors and steps to build positive attitude, benefits of positive attitude and consequences of negative attitude.

## **SELF ESTEEM**

Definition, types, characteristics of high & low self esteem, causes of low self esteem, steps to build high self esteem.

## **HOW TO BE A BETTER PERSON & MANAGER**

How to co-exist with family & colleagues, team work that facilitate productivity and interpersonal relations, conflict with people in family and work place and its management.

## **SOCIAL ISSUES**

Corruption, Cyber crime, AIDS awareness, substance abuse concept,, source, consequences and remedy, Impact of mass media, Professional Ethics [Ethics and values for person in the work place]

## **SEVEN HABITS TO BE AN EFFECTIVE PROFESSIONAL**

1. Be protective,
2. Begin with the end in mind,
3. Put first thing first,
4. Think WIN-WIN,
5. Seek first to understand than to be understood,
6. Synergize, sharpen the saw.
7. Professional with social responsibility – poverty, unemployment, dowry system, out of box thinking, –Daring to dream different & accomplish it.

## PERSONAL VERSUS CULTURAL PERSPECTIVES

Personal values exist in relation to cultural values, either in agreement with or divergence from prevailing norms. A culture is a social system that share.<sup>1</sup>

Set of common values, in which such values permits social expectations of the good and collective understandings of the good and constructive. Values generate behaviour and influence the choices made by an individual. In many cases moral, religious and personal values, when held rigidly, may also give rise to conflicts that result from a clash between differing world views.

## VALUES CLARIFICATION DIFFERS FROM COGNITIVE MORAL EDUCATION

Value clarification consists of helping people clarify what their lives are for and what is worth working for. It encourages to define their own values and to understand others' values.

Cognitive moral education builds on the belief that students should learn to value things like democracy and justice as their moral reasoning develops.

## SUMMARY

Institutions in the global economy can genuinely respect values which are of three kinds based on a "Triangle of coherence" as:

1. A value may come to expression within the "world Trade Organization" (WTO)
2. Within the United Nations – particularly in the educational, scientific and cultural organisation (UNESCO) – providing a framework for global legitimacy through accountability.
3. The Experts of International Organisations and civil society depends on the incorporation of flexibility in the rules, to preserve the expression of identity in a globalised world.

Relative values differ between people, and on large scale, between people of different cultures. An absolute value is a philosophically absolute and independent of individual and cultural values.

The programme for value education can be enriched by organising visits to homes for destitute children and aged persons to developed values of compassion and kindness. These programmes should also include community service by teachers and students that teach dignity of labour and selfish service.

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# ORGANISATIONAL ROLE STRESS AMONG HIGH SCHOOL TEACHERS IN RELATION TO BURNOUT

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## Abstract

*Previously education was regarded as mere acquisition of knowledge and skills but today the vocational aim of education is emphasized, as a means to train and equip young students to fit into different occupations the advancement in science and technology in the recent times has put greater technology in the recent times has put greater emphasis on improvement of education for furthering the achievement of coming generations. India has yet to catch with other developing countries in the field of education and thus he has to bring radical improvement in the entire educational programmers.*

*The teacher occupies a pivotal position in the system of education. It is obvious that the progress of a nation depends upon its teachers. The teacher has a tremendous responsibility of moulding the future generations, but today's teacher is surrounded by many handicaps. He is overworked, heavy unacademic workload, deterioration in service conditions etc. All this account for teacher stress and dissatisfaction of job.*

*An organisation has its own structure and goals and the individual has a unique personality and needs. These interact become integrated to some extent in the role. Through roles the individual and organisation interact with each other and are bases of performance to achieve the goals of an organisation. Therefore, people are always at the centre of an organisation, and there behaviour, roles etc. are main concern of the modern administration.*

*Job is instrumental in creation of formal links with the organisations and an important part in the formations of individual work role, organisations usually setup a specifications of behaviour that they require from their members. This required behaviour is primarily task oriental and defines a prescribed role in the organisation. Each members of organisation has different expectations of behaviour from each of other. Their expectations are termed as roles.*

## **ORGANISATIONAL ROLE STRESS AND BURNOUT**

Johnson et al. (2005) found that teaching is one of the most stressful occupations. The most stressful aspects of the job perceived by teachers include workload, time pressures and no guidance pertaining to various teacher roles.

Barkhuizen & Rothmann (2008) found that occupational stress in higher educational institutions, found that female faculty reported higher levels of somatic stress (physical illness) than male faculty.

## **THE PROBLEM**

There is over increasing stress to undertake a research problem to look into organizational role stress among teachers. Further experience and age in combination with type of school, confound in enhancing or decreasing levels of organisational role stress. The teacher occupies the prestigious position in the system of education. The teachers are also called as “Nation Builders.” But if today teacher face so many stressful conditions in their day to day life than how would they maintain their prestigious position in the coming future. This is one of the major problem in which the present study deals with. The present study is a humble effort in this direction to study stress titled;

## **OBJECTIVES**

- To study and compare organisational role stress and its dimensions among private and government high school teachers.
- To study gender differences in organisational role stress and its dimensions among male and female high school teachers.
- To study organisational role stress and its dimensions among high school teachers in relation to age.
- To study organisational role stress and its dimensions among high school teachers in relation to teaching experience.
- To study organisational role stress and its dimensions among high school teachers in relation to burnout.

## **HYPOTHESES**

To fulfill the objectives of the study, following hypotheses were formulated:

1. There will be no significant differences in organizational role stress and its dimensions among private and government high school teachers.
2. There will be no significant gender differences in organisational role stress and its dimensions among high school teachers.
3. There will be no significant relationship of organisational role stress and its dimensions among high school teachers with age.

4. There will be no significant relationship of organisational role stress and its dimensions among high school teachers with teaching experience.
5. There will be significant relationship of organisational role stress and its dimensions among high school teachers with burnout.

## **DELIMITATIONS OF THE STUDY**

The proposed study was delimited in the following manner:

1. The universe of the study was High school teachers of Hissar (Haryana) only.
2. Only high school teachers were selected for the conduct of the study.
3. Only the organisational role stress is taken in this study, their factors can also be taken.

## **METHODOLOGY**

The descriptive method was used for the conduct of the present study.

## **SAMPLING**

The sample constituted 200 high school teachers 100 males and 100 females selected from Private and Government school teachers of Hissar District of Haryana only.

## **RESEARCH TOOLS**

- Organizational Role Stress (ORS) Scale by Pareek (2002)
- Maslach Burnout Inventory (1986)

## **ANALYSIS OF DATA**

The descriptive statistics was used to explain organisational role stress and its dimensions and t-test was applied to find out significant of mean difference in private and government high school teachers and mean difference in male and female high school teachers. The correlation was applied to find out the relationship of organisational role stress with age, teaching experience and burnout.

## **CONCLUSIONS**

Organisational Role Stress among high School Teachers in relation to type of School:

- (i) There are significant differences in inter-role distance, role stagnation, role isolation and role ambiguity dimension of organisational role stress among private and government high school teachers.
- (ii) There are no significant differences in role expectation conflict, role erosion, role overload, personal inadequacy, self-role distance, resource inadequacy dimension of organisational role stress and total organisational role stress among private and government high school teachers.

### **Organisational Role Stress among High School Teachers in Relation to Gender**

- (i) There are significant gender differences in inter-role distance, role stagnation, role expectation conflict, role isolation, personal inadequacy, self-role distance, role ambiguity, resource inadequacy dimension of organisational role stress among school teachers. Female school teachers exhibit significantly higher organisational role stress as compared to their male counter parts.
- (ii) There are no significant differences in role erosion and role overload dimension of organisational role stress among female and male high school teachers.

### **Organisational Role Stress in Relation to Age**

- (i) There is significant correlation of age with inter-role distance dimension of organisational role stress.
- (ii) There is negative correlation of age with role stagnation, role erosion, personal inadequacy, self-role distance and role ambiguity dimension of organisational role stress; though not significantly so.
- (iii) There is non-significant correlation of age with role expectation conflict, role overload, role isolation, resource inadequacy dimensions of organisational role stress and total organisational role stress.

### **Organisational Role Stress in Relation to Teaching Experience**

- (i) There is significant correlation of teaching experience with inter-role distance dimension of organisational role stress.
- (ii) There is negative correlation of teaching experience with role erosion, self-role distance, personal inadequacy and role ambiguity dimensions of organisational role stress, though not significantly so.
- (iii) There is non-significant correlation of teaching experience with role stagnation, role expectation conflict, role overload, role, role isolation, resource inadequacy dimensions of organisational role stress and total organisational role stress.

### **Organisational Role Stress in Relation to Burnout**

- (i) There is significant correlation of inter-role distance, role stagnation, role overload, and role isolation, self-role distance dimensions of organisational role stress and total organisational role stress with emotional exhaustion dimension of burnout.
- (ii) There is significant correlation of role expectation conflict, role isolation, personal inadequacy, role ambiguity, resources inadequacy dimensions of organisational role stress and total organisational role stress with depersonalisation dimension of burnout.
- (iii) There is significant negative correlation of personal inadequacy and self-role distance dimensions of organisational role stress with personal accomplishment dimension of burnout.

- (iv) There is non-significant correlation of role-expectation conflict, role erosion, personal inadequacy, role ambiguity, resource inadequacy dimensions of organisational role stress with emotional exhaustion dimension of burnout.

There is non-significant correlation of inter-role distance, role stagnation, role erosion, role overload and self-role, distance dimension of organisational role stress with depersonalisation dimension of burnout.

There is non-significant correlation of inter-role distance, role stagnation, role expectation conflict, role erosion, role overload, role isolation, role ambiguity, resource inadequacy dimensions of organisational role stress and total organisational role stress with personal accomplishment dimension of burnout.

## **EDUCATIONAL IMPLICATIONS**

- i. The strategy for preventing burnout as a caregiver is, don't try to do it all alone. Try to take help from services of local agencies:
  - Adult day care centers
  - Home health aides
  - Home-delivered meals
  - Skilled nursing
- ii. Moreover, providing opportunities through career planning and development, encouragement through social support systems and assistance through crisis intervention counseling can reduce the adverse effects of stress.
- iii. Other strategies that might be useful in eliminating or reducing stressors include task-specific selection requirements, anticipatory and socialization policies etc. Still others include Quality of Work Life (QWL) programs, improved teacher status, teacher conditions (employee assistance programs), supervision and support, quality circles, joint school-parent-student problem-solving, and team leadership.
- iv. Some potential teachers have decided against teaching because they do not want to take on a career that will lead to burnout and dissatisfaction. The reality is that teachers have a high degree of satisfaction with their accomplishments and burnout is not a major problem for those teachers who stay in profession and develop coping mechanisms. This needs to be communicated clearly to potential teachers.
- v. In our teacher education classes, we need to instruct our students about the potential for burnout in the profession. We should also provide them strategies for coping with stress.

## **SUGGESTIONS FOR FURTHER RESEARCH**

- i. The study was conducted at high school level. There is need to conduct this study at other levels, i.e. college, university and other professional institutions.
- ii. More variables can be added which may possibly influence organisational role stress.

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# EDUCATION & PHILOSOPHY: TWO SIDES OF A COIN

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## Abstract

*Philosophy formulates what it conceives to be the end of life education offers suggestions how this end is to be achieved. Educational Philosophy comprise two words "Education" and "Philosophy." These two words are interlinked, interrelated and inter dependent. Both seem incomplete without the other we cannot imagine education without philosophy and in the same way we cannot imagine or understand philosophy without education like the two sides of a coin. It means they present different views of the same thing. A person who thinks more and more, is curious to think more and further goes on adding his knowledge is a philosopher. In the same way when he starts expressing his views a philosopher becomes or a teacher.*

**Keywords:** coin, philosophy, knowledge etc.

## INTRODUCTION

Definition of Philosophy: According to Fichte, "Philosophy is the science of knowledge."

Coleridge defines Philosophy as the "Science of Science."

Cisero says, "Philosophy is the matter of all arts and the true medicine of mind."

According To Kant, "Philosophy is the science and criticism of cognition. According to Prof. V.R. Taneja, "Philosophy being a mother discipline, all arts and science look to it for the solution of their problems."

According to Herbert Spencer, "Philosophy is concerned with everything as a universal."

According to Prem Nath, "Philosophy is open-mindedness cultivated though the rigorous discipline of the mind."

In Sanskrit, Philosophy is known as 'Darshan' which means 'Knowledge of Reality, Philosophy means 'never ending thirst for the knowledge' and the literary meaning philosophy is, 'Love of wisdom' and the wisdom related to nature of God, life and death and the reality. According to Indian Philosophy, Veda means 'to know' and the Vedas are regarded as the source of

the knowledge. There are four Vedas in number. Each speaks with a focus on knowledge, music, medicine etc. the Upanishad Stress again and again that revealed step by step. The ultimate reality is spiritual and mental. The inner world is the real world. The education helps the individual to understand the reality.

**What is Education:** According to Willmart, “Education is the apprenticeship of life.”

## **EDUCATION MAKE A COMPLETE HUMAN BEING**

Education derived from Latin word ‘Educere’ or Educare’ where “E” means ‘from inside’ and ‘Duco’ means ‘to draw out’, ‘to lead out’ or ‘to bring out’.

According to Rig Veda, “Education is something which makes a man self-reliant and selfless.” According to Upanishad, ‘ Education is that whose end product is salvation.’

According to Swami Dayanand, “Education is a means for character formation and righteous living.”

According to T.P. Nunn, “Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity.”

To sum up we find that education is a purposeful and celebrated effort to develop a man of his personality, i.e. body mind and soul. To create a sound mind in a sound body. To develop his innate power and to make a man of good character and useful to his word.

## **RELATION BETWEEN PHILOSOPHY AND EDUCATION**

According to John Dewey, “Philosophy is the theory of Education in its most general phase. Education is a laboratory, in which philosophical ideas become concrete and are tested.”

According to Spencer, “True education is practicable to true philosophers.”

According to Conner, “Theory (Philosophy) directs practice (Education) and practice directs theory.” John Adam says, “Education is the dynamic side of philosophy.”

### **A. Philosophy and Education are Inter-related**

1. Philosophy deals with ends and education is the means to achieve those ends.
2. Education is the dynamic side of philosophy. Their relationship is just like relationship between the lame man (who is able to see but unable to walk) and the blind man (who is able to walk but unable to see). In order to reach destination the blind man and the lame man should cooperate each other. The lame will show the direction and the blind will move to destination. Education without philosophy is blind and philosophy without education is invalid or lame.
3. Both are two sides of the same coin: Philosophy and education are like flower and fragrance, skeleton and flesh, shadow and substance. The value of the philosophy can be realized though Education and vice-versa.
4. Education teaches what philosophy believes.
5. Great Philosophers are also a Great educationists
6. Philosophy is the bases of different aspects of education.



**B. Philosophy is Dependent on Education:** In brief we can evaluate as:

1. Education is the practical side of philosophy.
2. Education is the tester of philosophy.
3. Education is the means to achieve goals of philosophy.
4. Education transmits philosophy.
5. Education gives form to philosophy.

**C. Education is Dependent on Philosophy:** Philosophy provides direction and guides education how to achieve its goals. In the same way Philosophy provides answers to the questions of the education. Philosophy searches for truth and tries to find solution to the problem.

## FUNCTIONS OF EDUCATIONAL PHILOSOPHY

The overall function of philosophy is to answer all the fundamental questions of education. It clarifies various concepts and helps in formation of hypothesis. It process of education and acts as light house for the educationists and philosophers. It also helps in changing our views of truth and reality.

## SCOPE OF EDUCATIONAL PHILOSOPHY

According to L.K. Jadd, Scope of Educational philosophy is unlimited because it deals with all schools of philosophy which are concern with education. It answers what and whys of Education. It guides learners and teachers to get better education. It helps in preparing syllabus and evaluating. It guides institution administration and the teaching learning process for its suitability.

1. **Aims of Educational Philosophy:** Aims of education are determined with the help of educational philosophy. Without its help teacher find it difficult to reach rightly the goals of education in the of growth and development of a child.
2. **Preparing Curriculum:** Aims of education lead to determine the type of which will be suitable for the learner Educational philosophy helps in deciding what content will be right and will be more suitable for the learners.
3. **Realities behind Teaching-Learning Programmes:** It can determine about the nature of learner, nature of society, nature of world and the nature of school etc. the right answers for all questions can be satisfied with help of the educational society.

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## अध्यापकों के नैतिक एवं आध्यात्मिक मूल्यों में गिरावट : कारण एवं निदान

सुश्री सुनीता चतुर्वेदी

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### सारांश

अति प्राचीन काल से ही रत्न प्रसवनि “भारत भूमि” शिक्षा एवं संस्कृति की धरोहर रही है। इसमें एक से बढ़कर एक लेखक, चिन्तक, विचारक, तर्कशास्त्री एवं समाज सुधारक आदि समय-समय पर जन्म लेते रहे हैं और समय-समय पर हमारे इस भू-भाग को अपने विचारों से पवित्र बनाते रहे हैं। यह सर्वविदित है कि शिक्षा की सम्पूर्ण प्रक्रिया में शिक्षक का स्थान अत्यन्त महत्वपूर्ण है। शिक्षक के द्वारा ही शिक्षा की जटिल प्रक्रिया संचालित एवं नियंत्रित होती है। शिक्षक ही है जो शिक्षा के उद्देश्यों को निर्धारित करता है। शिक्षक ही है जो शिक्षा द्वारा वांछित उद्देश्यों की प्राप्ति हेतु उपयुक्त पाठ्यक्रम तैयार करता है, वह शिक्षक ही है जो उपयुक्त पाठ्यक्रम के सहयोग से अपने शिक्षार्थी का सर्वांगीण विकास करने हेतु शिक्षा को सम्प्रेषित करता है और शिक्षा को उसके अन्तिम उद्देश्य तक पहुँचाने में उसकी सहायता करता है।

### प्रस्तावना

शिक्षाविहीन समाज के विकसित राष्ट्र की कल्पना करना किसी भी देश के लिए संभव नहीं है। शिक्षित समाज ही राष्ट्र विकास की अवधारणा को साकार करने में समर्थ है। शिक्षा के माध्यम से ही व्यक्ति के सम्पूर्ण व्यक्तित्व का विकास हो पाना संभव है। यह शिक्षा ही है जो एक आम व्यक्ति को समाज में अलग एक विशिष्ट स्थान दिलवाने का सामर्थ्य रखती है। नैतिक एवं आध्यात्मिक मूल्यों की संकल्पना सभ्य समाज के परम तत्व के रूप में की गई है, जो मनुष्य को पशु से भिन्न प्रदर्शित करती है। समाज तथा राष्ट्र की समस्त संरचना उसका भव्य भवन नैतिक और आध्यात्मिक मूल्यों की आधारशिला अत्यन्त आवश्यक है। कोई भी सामाजिक संगठन, जो नैतिकता एवं आध्यात्मिकता के आधार पर निर्मित नहीं है, वह कालान्तर में सरलता से बिखर जाएगी। अतः कोई भी सभ्यता जो नैतिकता एवं आध्यात्मिकता के शाश्वत मूल्यों पर आधारित नहीं है, अधिक काल तक जीवित नहीं रह सकती।

## अध्ययन की आवश्यकता एवं महत्व

अध्यापक ही समाज का पंथ संचालक है परन्तु हमारा दुर्भाग्य है कि हम पाश्चात्य भौतिकवाद का अन्धानुकरण कर रहे हैं, जिसमें न तो कोई मानक है और न ही जीवन के प्रति कोई दृष्टिकोण ही है, जिसमें सम्पूर्ण मानवता को साथ-साथ स्वयं कल्याण एवं शान्ति मिल सके। वर्तमान औद्योगिक एवं आधुनिक समाज में जहां चारों ओर भौतिक संसाधनों का प्रचुर मात्रा में प्रयोग हो रहा है, वहीं इसके प्रयोग से मात्रात्मक एवं गुणात्मक स्थिति के अनुसार उस समाज तथा राज्य की प्रगति का आकलन किया जा रहा है। वर्तमान समाज पर शाश्वत, नैतिक आध्यात्मिक मूल्यों का अभाव स्पष्ट परिलक्षित होता दिखाई दे रहा है। इस अभाव के कारण ही नेक स्वार्थों के लिए जाति, वर्ग व विश्व स्तर का संघर्ष आए दिन दिखाई दे रहा है। अध्यापक भी इस काम में किसी से पीछे नहीं दिखाई पड़ रहा है। आज हमारी स्थिति यह है कि हम अपनी सांस्कृतिक विरासत और उसकी आध्यात्मिक मूल्यों को न केवल संरक्षण करें बल्कि विश्व में उसका प्रचार व प्रसार करें।

## इस क्षेत्र में निम्नलिखित विद्वानों के कथन

भारतीय शिक्षा शास्त्रियों में रवीन्द्रनाथ टैगोर, स्वामी विवेकानन्द, महात्मा गाँधी और अरविन्द घोष ने नैतिक एवं आध्यात्मिक मूल्यों की शिक्षा पर बल दिया।

गुडे 1959 ने जीवन मूल्यों को एक विशिष्टता के रूप में देखते हुए कहा कि इनमें हमें विश्वास और सुरक्षा प्राप्त होती है।

प्याजे 1965, विल्सन और पिटर्स 1967 ने बालक के विकास में नैतिकता की भूमिका पर विशेष बल दिया।

## शिक्षक की भूमिका

### उपनिषद तथा शिक्षक

उपनिषद के गुरु शिष्य को केवल आध्यात्मिक शिक्षा देता है। तैत्तिरीयोपनिषद में गुरु-शिष्य समाज सम्मत आचरण करने का उपदेश देता था, तथा कहता था कि हमारे अन्दर जो अनुकरणीय आचरण हो उसका अनुकरण करना अन्य का नहीं।

### न्याय दर्शन तथा शिक्षक

न्याय आप्त के शब्द के अधिकारी को ही शिक्षक मानता है। वह शिक्षक से यह अपेक्षा करता था कि उसको अपने विषय का पदार्थ एवं आत्म तत्त्व स्पष्ट ज्ञान हो। वह योग क्रिया में भी प्रशिक्षित हो। शिक्षक को प्रत्यक्ष, अनुमान, उपमान और शब्द इन सब के भेदों का स्पष्ट ज्ञान हो और वह इन प्रमाणों की सहायता से विद्यार्थी का ज्ञान कराने में निपुण हो।

### सांख्य दर्शन तथा शिक्षक

सांख्य दर्शन शिक्षक को आप्त रूप में देखता है। उसके अनुसार शिक्षक को अपने विषय का पण्डित होना चाहिए। उसे प्रकृति पुरुष के भेद का स्पष्ट ज्ञान हो, शिक्षक अनुशासन पालन करने वाला हो।

### योग दर्शन तथा शिक्षक

योग के अनुसार शिक्षक को ज्ञानी के साथ-साथ अष्टांग योग क्रियाओं में दक्ष होना है। अष्टांग योग मनुष्य के भौतिक एवं आध्यात्मिक दोनों प्रकार के विकास में सहायक होता है।

### वेदान्त और शिक्षक

शंकर की दृष्टि से गुरु के दो कार्य हैं – शिष्य को व्यवहारिक जीवन के लिए तैयार कराना और उसे आध्यात्मिक जीवन की प्राप्ति कराना। वेदान्त के शिक्षक शिष्य को प्रारम्भ में उपदेश देता है “तत्त्वमसि” अर्थात् तू भी ब्रह्म है और अन्त में शिष्य यह अनुभव करता है ‘अहं ब्रह्मस्मि’ अर्थात् मैं ही ब्रह्म हूँ इसलिए शिक्षक को जीवनमुक्त होना चाहिए।

### दयानन्द और शिक्षक

स्वामी जी के अनुसार शिक्षक और शिक्षार्थी दोनों को ब्रह्मचर्य जीवन व्यतीत करना चाहिए। अध्यापक को गुणों की खान, सत्य आचरण करने वाला और सत्य ज्ञान का द्रष्टा होना चाहिए। अध्यापक को अपने शिष्यों के साथ पितातुल्य व्यवहार करना चाहिए। इनके अनुसार शिक्षक और शिक्षार्थी में निकट का संबंध होना चाहिए। अध्यापक को शिष्यों से और शिष्यों को अध्यापकों से कुछ छिपाना नहीं चाहिए।

### विवेकानन्द का नव वेदान्त तथा शिक्षक

ये प्राचीन गृह प्रणाली के समर्थक थे। इनकी दृष्टि से अध्यापक को भौतिक एवं आध्यात्मिक दोनों प्रकार का ज्ञान होना चाहिए। वे अध्यापक को संयमी और आत्मज्ञानी होने का उपदेश देते थे। अध्यापक से यह भी आशा करते थे कि वह प्राचीन अर्वाचीन दोनों स्वरूपों का जानकार हो।

### टैगोर का विश्वबोध दर्शन तथा शिक्षक

टैगोर के अनुसार शिक्षकों को चरित्रवान और आदर्श आचरण करने वाला होना चाहिए। वे शिक्षक से आशा करते थे कि वे अपने विद्यार्थियों की व्यक्तिगत भिन्नता को समझकर उनके लिए शिक्षा की व्यवस्था करें। उसके साथ-साथ तदैव प्रेम और सहानुभूतिपूर्ण व्यवहार करें।

### गाँधी का सर्वोदय दर्शन और शिक्षक

गाँधीजी की दृष्टि से अध्यापक को समाज का आदर्श व्यक्ति, ज्ञान का पुंज और सत्य आचरण करने वाला होना चाहिए। उसे बच्चों के पिता, मित्र, सहयोगी और पथप्रदर्शक अनेक रूपों में कार्य करना होता है, इसलिए उसे सहिष्णु, उदारचेता और धैर्यवान होना चाहिए।

### अरविन्द का सर्वांग योग दर्शन तथा शिक्षक

अरविन्द के अनुसार एक अध्यापक को व्यक्ति की आत्मा को बढ़ाने वाला होना चाहिए। यह कार्य वही कर सकता है, जिसे आध्यात्म विषयक स्पष्ट ज्ञान हो और जो योग की क्रिया में प्रशिक्षित हो। वे अध्यापक को योग्य बनाना चाहते थे।

### आदर्शवाद तथा शिक्षक

इसके अनुसार बच्चों को शिक्षक की अति आवश्यकता होती है। भौतिक विषयों का ज्ञान तो कोई भी व्यक्ति करा सकता है, परन्तु उनके चरित्र निर्माण और आध्यात्मिक विकास के लिए योग्य सच्चरित्र एवं तपे हुए व्यक्तियों की आवश्यकता होती है।

### वास्तववाद तथा शिक्षक

इसके अनुसार प्रत्येक अध्यापक को यह जानना चाहिए कि बच्चों को किस समय क्या, कितना और कैसे पढ़ाना है। इसके लिए वे अध्यापकों को प्रशिक्षण पर बल देते हैं।

### प्रकृतिवाद तथा शिक्षक

प्रकृतिवादी शिक्षा के क्षेत्र में शिक्षक को कोई स्थान नहीं देते। उनका कहना है कि शिक्षक तो दूषित समाज का ही एक अंग होता है। वे प्रकृति को ही शिक्षक मानते हैं।

### प्रयोजनवाद तथा शिक्षक

इनके अनुसार अध्यापक को सक्रिय निरीक्षक और पथप्रदर्शक होना चाहिए। उसे हर समय बहुत सतर्क रहना चाहिए और बच्चों के साथ सदैव प्रेम एवं स्नेहानुभूतिपूर्ण व्यवहार करना चाहिए।

लोकतंत्रीय देश के अध्यापक की लोकतंत्रात्मक व्यवस्था में पूर्ण आस्था होनी चाहिए। प्रेम, सहानुभूति, संयोग, दया, क्षमा, सहनशक्ति, कर्तव्यनिष्ठ क्रियाशीलता आदि सामाजिक गुणों से परिपूर्ण एवं परिहित में विश्वास रखने वाला व्यक्ति ही लोकतंत्रीय देश का सर्वोच्च अध्यापक हो सकता है।

बदले हुए वर्तमान परिदृश्य में अध्यापक भी समाज के अनुरूप कार्य एवं व्यवहार कर रहा है। जब जीवन के आदर्श में आध्यात्म एवं नैतिकता को स्थान ही नहीं मिल रहा तथा अत्याधुनिक तकनीकी पाठ्यक्रमों के अन्तर्गत आध्यात्म चेतना व नैतिकता का पाठ ही नहीं पढ़ाया जा रहा है तो अध्यापक कैसे नैतिकता का पोषक होगा। ऐसी

स्थिति में यह आवश्यक हो गया है कि पाठ्यक्रम में परिवर्तन के साथ-साथ पूरे भारतीय जीवन-दर्शन में बदलाव लाकर अध्यात्म एवं नैतिकता का अध्यापक के अन्तर्गत संचार किया जाए ताकि ऐसे अध्यापक भारतीय मूल्य मान्यताओं के अनुरूप छात्रों को तैयार करके सम्पूर्ण समाज का निर्माण कर सकें। पाठ्यक्रम एवं पाठ्यलिखित क्रियाकलापों के सम्यक् आयोजन के द्वारा अध्यापकों व छात्रों में नैतिक एवं आध्यात्मिक मूल्यों का समावेश किया जा सकता है।

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## माध्यमिक स्तर पर मूल्यांकन के नवीनोपागम की प्रयोग संभावना का अध्ययन

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### सारांश

सीखने की प्रक्रिया मनुष्यों के मनोवैज्ञानिक एवं सामाजिक विकासक्रम का एक निर्धारक तत्व है। शिक्षा ज्ञान के प्रसार एवं अज्ञात के प्रति अनुसंधानात्मक अभिरुचि के विकास में समाहित के ध्येय को मूलतः किया जा सकता है। शिक्षा में नवाचार का प्रयोग करके शिक्षण शैली में निखार आता है। वर्तमान समय की बदलती हुई परिस्थितियों के संदर्भ में नैतिक मूल्यों की अवधारणा को शिक्षा से सम्बद्ध करके व्यक्ति एवं समाज में सार्थक व मनोनुकूल परिवर्तन लाया जा सकता है।

### सम्प्रयात्मक पृष्ठभूमि

**मूल्यांकन का अर्थ :** मूल्यांकन की प्रक्रिया द्वारा किसी कार्य का मूल्य निर्धारित किया जाता है। एक मूल्य का निर्धारण ही मूल्यांकन है शिक्षा का कार्य अथवा एक प्रणाली के पूर्व निर्धारित लक्ष्य सिद्धि की निर्णय प्रक्रिया को ही मूल्यांकन कहा जा सकता है।

“Evaluation is a continuous process, it forms an integral part of the total system of education and is intimately related to educational objective.”

– Kothari Commission Report.

“Evaluation assumes a purpose or an idea of what is good or desirable from the standpoint of the individual or society or both.”

– H.H. Remmers and N.Z. Gage.

राष्ट्रीय शैक्षिक अनुसंधान प्रशिक्षण परिषद् (NCERT) के अनुसार मूल्यांकन एक सतत् एवं व्यापक प्रक्रिया है जिसमें निर्धारित शैक्षिक उद्देश्यों की प्राप्ति, कक्षा अधिगम की प्रभावशीलता तथा शिक्षा के लक्ष्यों की प्राप्ति है।

अतः शैक्षिक मूल्यांकन का अत्यधिक महत्व है। शिक्षा में मूल्यांकन का महत्व शिक्षक, छात्र तथा अभिभावकों के आधार पर छात्र की गति एवं योग्यता का पता चलता है।

अमेरिका के केम्ब्रिज विश्वविद्यालय में प्रथम लिखित परीक्षा की शुरुआत हुई। इसके पश्चात् वुड्स डिस्पैच के अनुसार भारत के तीन विश्वविद्यालयों में परीक्षा कार्य शुरू हुआ।

## शैक्षिक मूल्यांकन

मूल्यांकन छात्रों के व्यवहार का गुणात्मक एवं मात्रात्मक वर्णन प्रस्तुत करता है। शैक्षिक मूल्यांकन में परीक्षा का महत्वपूर्ण स्थान है। बालक की ज्ञान प्राप्ति का स्तर, उपलब्धि का ज्ञान भविष्य की शिक्षा के स्वरूप को निर्धारित करता है। मूल्यांकन से विषयवस्तु के ज्ञान का ज्ञानात्मक और कौशलात्मक अनुभव का परीक्षण होता है।

## शिक्षण में मूल्यांकन

मूल्यांकन शिक्षा में एक नवीन शब्द है जिसका अर्थ अत्यन्त व्यापक है। मूल्यांकन में आत्मनिश्चय, निर्णय वस्तु, घटना आदि में हमारे निर्णय भी सम्मिलित होते हैं। मूल्यांकन में जो घटना या तथ्य होते हैं उनका मूल्य ज्ञात होता है। वस्तुतः मूल्यांकन गुणात्मक निर्णय उत्पन्न करने की एक प्रक्रिया है। मूल्यांकन एक स्वाभाविक प्रक्रिया है जैसे किसी भी परीक्षा में प्राप्त अंकों के आधार पर कोई भी व्यक्ति स्वयं भी जान सकता है कि मेरा स्थान कहाँ है? “Evaluation interprets the results in the light of our objectives. The process of evaluation is an assured efforts or correct the discovered weaknesses. Evaluation must always be concerned with whether we are reaching our goals or not.”

## परीक्षण के प्रकार

परीक्षण दो प्रकार का होता है-

1. मानदण्ड सम्बन्ध परीक्षण।
2. उद्देश्य केन्द्रित परीक्षण।
1. **मानदण्ड सम्बन्ध परीक्षण** : मानदण्ड परीक्षण के प्रयोग से अनुदेशन शिक्षण के उद्देश्यों की प्राप्ति कहाँ तक हुई है का पता चलता है।
2. **उद्देश्य केन्द्रित परीक्षण** : उद्देश्य केन्द्रित परीक्षण के प्रयोग से छात्रों द्वारा पाठ्यवस्तु किस सीमा तक सीखी गई का पता चलता है।

## परीक्षा के कार्य

1. छात्रों द्वारा प्राप्त ज्ञान के स्तर को जानना
2. शिक्षण विधियों की सफलता का ज्ञान



3. शिक्षण उद्देश्यों की सफलता का ज्ञान
4. छात्रों के स्तर का निर्धारण
5. छात्रों के स्तर का चयन
6. छात्रों में स्पर्धा का ज्ञान
7. छात्रों में स्पर्धा के ज्ञान से मार्गदर्शन।

## मौखिक परीक्षा

यह प्रविधि मुख्य रूप से व्यक्तिगत होती है। इस परीक्षा में छात्र परीक्षक के पास बैठकर उनके प्रश्नों का उत्तर देता है। इस परीक्षा के आधार पर परीक्षक छात्र की विषय सम्बन्धी ज्ञान की अभिव्यक्ति तथा आत्मविश्वास का मूल्यांकन करता है। मौखिक रूप से किए जाने वाले मूल्यांकन में छात्र के वैयक्तिक गुणों की जानकारी प्राप्त की जा सकती है।

## प्रायोगिक परीक्षा

इस प्रविधि के प्रयोग से विज्ञान, हस्तकला, संगीत, कृषि, मनोविज्ञान, गृह विज्ञान आदि प्रयोगात्मक विषयों में प्रयोग किया जाता है। इस परीक्षा में बालक के स्वकार्य की एक प्रतिकृति परीक्षक के समक्ष उपस्थित होती है। उसके आधार पर उस विषय एवं सम्बन्धित योग्यता का मूल्यांकन करता है।

## लिखित परीक्षा

सामान्यतः भारतीय विद्यालयों में मूल्यांकन की अनेक प्रविधियाँ प्रचलित हैं। कागज पेन्सिल परीक्षा – इस परीक्षा द्वारा ज्ञान की प्राप्ति, पाठ्यवस्तु की योग्यता को मापना होता है। यह परीक्षा तीन प्रकार की होती है – 1. निबन्धात्मक परीक्षा, 2. लघु उत्तरीय परीक्षा, तथा 3. वस्तुनिष्ठ परीक्षा। इनके द्वारा विद्यार्थियों की लिखित अभिव्यक्ति की जाँच की जाती है।

## मूल्यांकन की विधियाँ

बी.एस. ब्लूम के अनुसार – उत्तम मूल्यांकन प्रविधि वह साधन व रीति है जो बालक में अपेक्षित व्यवहार परिवर्तन तथा प्रमाणिक प्रमाण प्राप्त करने में समर्थ हो। हम समग्र व्यवहार परिवर्तनों का परीक्षण किसी एक प्रविधि के माध्यम से करने में समर्थ नहीं हैं अपितु विभिन्न व्यवहार परिवर्तनों का परीक्षण के लिए विविध प्रविधि का प्रयोग अपेक्षित होता है। प्रमुख प्रविधि निम्नलिखित हैं-

1. **साक्षात्कार ( Interview )** : विद्यालय में मूल्यांकन के लिए साक्षात्कार महत्वपूर्ण साधन है। किसी छात्र से आमने-सामने मौखिक रूप से वार्तालाप करके सूचना एकत्रित करना साक्षात्कार कहलाता है। साक्षात्कार से सूचना प्राप्त होने के अतिरिक्त बालक या व्यक्ति की रुचि में वृद्धि, व्यक्तित्व एवं मनोवृत्तियों का पता चलता है।

2. **निरीक्षण ( Observation )** : निरीक्षण के द्वारा छात्रों के सामाजिक विकास, संवेगात्मक स्थिरता तथा मानसिक परिपक्वता का पता चलता है। इसके माध्यम से बालक में विकसित रुचियों, अभिवृत्तियों, क्षमताओं, सामाजिक कुशलताओं, सहानुभूति, आदतों तथा कौशलों आदि का सही मूल्यांकन किया जा सकता है।
3. **प्रश्नावली (Questionnaire)** : छात्रों से अनेक प्रकार की सूचनाएं लिखित रूप में प्राप्त करने के लिए प्रश्नावली का प्रयोग किया जाता है। ये प्रश्न किसी लक्ष्य या उद्देश्य से संबंधित होते हैं, उत्तर देने वाले व्यक्ति को प्रश्न पढ़कर केवल चिन्ह लगाना होता है। प्रश्नों के उत्तरों से छात्र के ज्ञान, अभिरुचि, आदत, मान्यता, तथ्यों तथा अभिवृत्तियों का पता चलता है।
4. **क्रम निर्धारण मान (Rating Scale)** : इसके द्वारा छात्रों की उन विभिन्न परिस्थितियों का मूल्यांकन किया जाता है जो बालक की विशेष क्षेत्र की कुशलताओं की जाँच, उसके व्यवहार की प्रगति विभिन्न मात्राओं में प्रस्तुत की जाती है। यह मापनी सामान्यतया 0, 1, 2, 3, 4, 5 या 0 से 7 आदि होती है।
5. **चैक लिस्ट (Check List)** : चैक लिस्ट द्वारा सही बिन्दु के आधार पर छात्र की क्रियाओं एवं व्यवहार का मूल्यांकन किया जाता है। इसके द्वारा मूल्यांकनकर्ता छात्रों की क्रियाओं एवं व्यवहार का मूल्यांकन हाँ या नहीं लिखकर तथा सही या गलत पर चिन्ह लगाकर उनकी उपयुक्तता को जाँचता है। इस प्रकार बहुत कम समय, श्रम एवं स्थान में किसी छात्र या घटना से संबंधित अभिलेख तैयार हो जाता है।
6. **संचित अभिलेख (Cumulative Records)** : सम्पूर्ण सत्र में विद्यालय के छात्रों को व्यक्तिगत तथ्य परक जानकारी देने के लिए अभिलेख संचित रखना मूल्यांकन हेतु आवश्यक है। इसके द्वारा छात्रों के घर तथा विद्यालय सम्बन्धी सूचना का मूल्यांकन संभव होता है। इससे छात्रों की रुचि, मनोवृत्ति, व्यक्तिगत एवं सामाजिक समस्याओं का पता चलता है।
7. **व्यक्तिगत अध्ययन (Case Study)** : किसी बालक की विलक्षण तथा पिछड़ेपन को समझने हेतु परिवार का इष्ट मित्र, भाई-बहिन, रिश्तेदारों से सावधानीपूर्वक सूचनाएं संग्रहित की जाती हैं। जिससे छात्र की कठिनाईयों के कारण ज्ञात हो जाते हैं और इन कठिनाईयों को दूर करने की योजना बनाई जाती है।

## शिक्षण के नवीन उपागम

1. पुस्तक सहित परीक्षा (Examination with Books)
2. निरीक्षक रहित परीक्षा (Examination without Invigilator)
3. E-Learning
4. M-Learning
5. Mission Carrier
6. प्रश्न से उत्तर परीक्षा (Question to Answer Examination)
7. उत्तर से प्रश्न परीक्षा (Answer to Question Examination)
8. विषय के पद से निबंध लिखना (Subject Word Hint to Essay Writing)
9. रोबोट टीचिंग/मूल्यांकन (Robot Teaching/Evaluation)
10. ऑनलाईन परीक्षा (Online Examination)

11. सेमेस्टर सिस्टम परीक्षा (Semester System Examination)
12. श्रेणी निर्धारण (Grading System)
13. प्रश्न कोश (Question Bank)
14. शीघ्र मूल्यांकन (Fast Evaluation)
15. पत्राचार शिक्षण मूल्यांकन (Corresponded Teaching Evaluation)
16. कम्प्यूटर आधारित मूल्यांकन (Computer Based Evaluation)
17. स्वयं द्वारा मूल्यांकन (Self-Evaluation)
18. सतत् एवं व्यापक मूल्यांकन (Continuous and Comprehensive Evaluation)

## शोध विधि

1. सर्वेक्षण विधि : सर्वेक्षण अनुसंधान शिक्षा के क्षेत्र में एक महत्वपूर्ण अंग है। वर्तमान काल में सर्वेक्षण विधि का महत्व पृथक् रूप में दिखाई देता है। सर्वेक्षण इस शब्द का शाब्दिक अर्थ है – दर्शन या निरीक्षण। अतः Dictionary of Psychology के अनुसार सर्वेक्षण का अर्थ तथ्यों का विश्लेषण करना ही सर्वेक्षण है।
2. क्रियात्मक अनुसंधान विधि : स्टोफुन कोरे के अनुसार – “क्रियात्मक अनुसंधान का अभिप्राय उस प्रतिक्रिया से है जिसके द्वारा अनुसंधानकर्ता अपने निर्णयों तथा प्रतिक्रियाओं का वैज्ञानिक ढंग से अध्ययन करने का प्रयत्न करते हैं।” अतः वैज्ञानिक ढंग से अध्ययन करके एवं समाधान ढूँढकर वर्तमान क्रिया में सुधार करने की प्रक्रिया को क्रियात्मक अनुसंधान कहा जाता है।

## निष्कर्ष एवं सुझाव

माध्यमिक स्तर पर शिक्षण अधिगम प्रक्रिया में मूल्यांकन एक महत्वपूर्ण अंग है। शिक्षकों की मूल्यांकन के नवीन उपागमों के प्रयोग में रुचि है तथा प्रयोग का ज्ञान है। सेवाकालिक शिक्षकों को मूल्यांकन के नवीन उपागमों के प्रशिक्षण की आवश्यकता है। मूल्यांकन के कुछ नवीन उपागमों को छोड़कर, इनके प्रयोग की संभावना है। माध्यमिक स्तर पर मूल्यांकन के नवीन उपागमों के प्रचार-प्रसार की आवश्यकता है। अनुसंधानकर्ता ने इस शोध कार्य में राजस्थान के जयपुर जिला को स्वीकार कर शोध कार्य किया। अनुसंधानकर्ता ने माध्यमिक स्तर पर नवीन उपागमों की प्रयोग सम्भावना का अध्ययन किया, अध्ययन के उपरान्त जो नवीन उपागम शेष है उन पर अध्ययन किया जा सकता है। अनुसंधानकर्ता ने माध्यमिक स्तर पर शोध कार्य किया है, अन्य अनुसंधानकर्ता उच्च माध्यमिक स्तर पर शोध कार्य कर सकता है। अनुसंधानकर्ता ने ग्रामीण-नगरीय अध्यापकों पर शोध कार्य किया है, अन्य अनुसन्धाता इनका तुलनात्मक अध्ययन कर सकता है।

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# EVALUATING OF HAPPINESS AND UNHAPPINESS IN BUDDHISM

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## Abstract

*This paper analyzes the Happiness is a state of mind or feeling characterized by contentment, love, satisfaction, pleasure, or joy. A variety of biological, psychological, religious, and philosophical approaches have striven to define happiness and identify its sources. While direct measurement of happiness presents challenges, tools such as The Oxford Happiness Questionnaire have been developed by researchers. Positive psychology researchers use theoretical models that include describing happiness as consisting of positive emotions and positive activities, or that describe three kinds of happiness: pleasure, engagement, and meaning.*

*Research has identified a number of attributes that correlate with happiness: relationships and social interaction, extraversion, marital status, employment, health, democratic freedom, optimism, endorphins released through physical exercise and eating chocolate, religious involvement, income and proximity to other happy people. Happiness is mediated through the release of so-called happiness hormones.*

## INTRODUCTION

Philosophers and religious thinkers often define happiness in terms of living a good life, or flourishing, rather than simply as an emotion. *Happiness* in this older sense was used to translate the Greek Eudaimonia, and is still used in virtue ethics. The Buddha said, "Happiness is in the mind which is released from worldly bondage. The happiness of sensual lust and the happiness of heavenly bliss are not equal to a sixteenth part of the happiness of craving's end." With that quote from the Buddha we can now investigate a little deeper into how the Buddhist traditional views on happiness and the path to achieve that happiness.

## Sukha

*Sukha* is a Sanskrit and Pali word that is often translated as “happiness” or “ease” or “pleasure” or “bliss.” In Buddhism’s Pali literature, the term is used in the context of describing laic pursuits, meditative absorptions and intra-psychic phenomena.

## Etymology

According to Monier-Williams (1964), the etymology of *sukha* is “said to be *su* [“good”] + *kha* [“aperture”] and to mean originally ‘having a good axle-hole’...” Thus, for instance, in the Rig Veda *sukha* denotes “running swiftly or easily” (applied, e.g., to chariots). *Sukha* is juxtaposed with *dukkha* (Sanskrit; Pali: *dukkha*; often translated as “suffering”), the elimination of which is the *raison d’être* of early Buddhism.

## Pali Literature

In Buddhism’s Pali Canon and related literature, the term is used in a general sense to refer to “well-being and happiness” (*hita-sukha*) in either this present life or future lives. In addition, it is a technical term associated with describing a factor of meditative absorption (*jhana*) and a sensory-derived feeling (*vedana*).

## General Life Pursuit

In the Pali Canon, the Buddha discusses with different lay persons “well-being and happiness” (*hita-sukha*) “visible in this present life” (*dimmha-dhamma*) and “pertaining to the future life” (*samparayika*), as exemplified by the following canonical discourses (*sutta*).

## Anana Sutta

In the *Anana Sutta* (AN 4.62), the Buddha describes four types of happiness for a “householder partaking of sensuality” (*gihina kama-bhogina*):

- the happiness of earning (*atthi-sukha*) wealth
- the happiness of using (*bhoga-sukha*) wealth
- the happiness of debtlessness (*anana-sukha*)
- the happiness of blamelessness (*anavajja-sukha*), of being blameless in body, speech and mind.

Of these, the wise (*sumedhaso*) know that the happiness of blamelessness is by far the greatest householder happiness.

## Kalama Sutta

In the *Kalama Sutta* (AN 3.65), townspeople ask the Buddha how they are to ascertain which spiritual teaching is true. The Buddha counsels that one should “enter and dwell” (*upasampajja vihareyyatha*) in “things” or “qualities” (*dhamma*) that are:

- skilful (*kusala*),
- blameless (*anavajja*),
- praised by the wise (*vinnuppasattha*), and
- when put into practice, are conducive to well-being and happiness (*samatta samadinna hitaya sukhaya samvattanti*).

Using the latter criterion, the Buddha then asks the townspeople to assess greed (*lobha*), hate (*dosa*) and delusion (*moha*) whereby it is agreed that entering and dwelling in non-greed, non-hate and non-delusion lead to well-being and happiness.

The Buddha states that, given this understanding, a noble disciple (*ariyasavako*) pervades all directions with loving kindness, compassion, sympathetic joy and equanimity; and, by doing so, one purifies oneself, avoids evil-induced consequences, lives a happy present life and, if there is a future karmic rebirth, one will be born in a heavenly world.

## Dighajanu Sutta

In the *Dighajanu Sutta* (AN 8.54), Dighajanu approaches the Buddha and states:

“We are lay people enjoying sensuality; living crowded with spouses & children; using Kasi fabrics & sandalwood; wearing garlands, scents, & creams; handling gold & silver. May the Blessed One teach the Dhamma for those like us, for our happiness & well-being in this life, for our happiness & well-being in lives to come.”

In a manner somewhat similar to his exposition in the aforementioned *Anana Sutta*, the Buddha identifies four sources that lead to well-being and happiness in the current life:

- productive efforts (*ummhana-sampada*) in one’s livelihood,
- protective efforts (*arakkha-sampada*) regarding ones wealth in terms of possible theft or disaster,
- virtuous friendship (*kalyana-mittata*), and
- even-headed living (*sama-jivikata*), abstaining from womanizing, drunkenness, gambling and evil friendships.

In terms of well-being and happiness in the next life, the Buddha identifies the following sources:

- faith (*saddha*) in the fully enlightened Buddha;
- virtue (*sila*), as exemplified by the Five Precepts;
- generosity (*caga*), giving charity and alms; and,
- wisdom (*panna*), having insight into the arising and passing of things.

## Metta Practice

As indicated above, in the *Kalama Sutta*, the Buddha identifies the practice of the four divine abodes (*brahmavihara*) as being conducive to *one's own* well-being and happiness. The first of these abodes is lovingkindness (*metta*) which is, for instance, classically expressed in the Pali canon's *Karaniya Metta Sutta* (SN 1.8) by the pithy wish (in English and Pali):

May all beings be at ease!

*Sabbe satta bhavantu sukhitatta.*

Similarly, the Pali commentaries (SN-A 128) explicitly define *metta* as “the desire to bring about the well-being and happiness [of others]” (*hita-sukha-upanaya-kamata*) Thus, in Buddhism, to dwell wishing for others' general happiness is conducive to the development of one's own happiness.

## Absorption Factor

In Buddhist meditation, the development of concentrative absorption (Sanskrit: *dhyana*; Pali: *jhana*) is canonically described in terms of the following five factors:

- applied thought (*vitakka*)
- sustained thought (*vicara*)
- joy/rapture/happiness (*piti*)
- happiness/pleasure/bliss (*sukha*)
- equanimity (*upekkha*).

The 5<sup>th</sup> c. CE *Visuddhimagga* distinguishes between *piti* and *sukha* in the following experiential manner:

And wherever the two are associated, happiness is the contentedness at getting a desirable object, and bliss [*sukha*] is the actual experiencing of it when got. Where there is happiness [*piti*] there is bliss (pleasure) [*sukha*]; but where there is bliss [*sukha*] there is not necessarily happiness [*piti*]. Happiness is included in the formations aggregate; bliss is included in the feeling aggregate.

If a man exhausted in a desert saw or heard about a pond on the edge of a wood, he would have happiness; if he went into the wood's shade and used the water, he would have bliss....

Providing a bare-bones conditional chain of events that overlaps the above more narrative exposition, the *Upanisa Sutta* (SN 12.23) states that *sukha* arises from tranquillity (*passaddhi*) of the body and mind, and in turn gives rise to concentration (*samadhi*). Citing traditional post-canonical Pali literature related to this discourse, Bodhi (1980) adds the following functional definition of *sukha*:

The subcommentary to the *Upanisa Sutta* explains *sukha* as the happiness of the access to absorption. The term ‘access’ (*upacara*) denotes the stage in the cultivation of serenity immediately preceding full absorption, the intended goal of serenity meditation. Access is characterized by the abandonment of the five hindrances and the arising of the ‘counterpart sign,’ the self-luminous object of interior perception which is the focal point for the higher stages of concentration.



## Feeling Attribute

In the Buddhist frameworks of the five aggregates (Sanskrit: *skandha*; Pali: *khandha*) and dependent origination (Sanskrit: *pratityasamutpada*; Pali: *paticcasamuppada*), “feelings” or “sensations” (*vedana*) arise from the contact of an external object (such as a visual object or sound) with a sensory organ (such as the eye or ear) and consciousness. In the Pali Canon, such feelings are generally described to be of one of three types: pleasant (*sukha*), unpleasant (*dukkha*), or neither-unpleasant-nor-pleasant (*adukkha asukha*).

## Three Marks of Existence

The Three marks of existence, within Buddhism, are *three characteristics* shared by all conditioned things, namely: impermanence; suffering or unsatisfactoriness; not-self.

According to Buddhist tradition, a full understanding of these three can bring an end to suffering. The Buddha taught that all things conditioned by causes are impermanent (*anicca*) and suffering while he said not-self characterises all dhammas meaning there is no “I” or “mine” in the conditioned as well as the unconditioned.

The founder and central figure of Buddhism, Siddhartha achieved Nirvana and awakening after much meditation, thus becoming the Buddha Shakyamuni.

By bringing the three (or four) seals into moment-to-moment experience through concentrated awareness, we are said to achieve wisdom – the third of the three higher trainings – the way out of samsara. Thus the method for leaving samsara involves a deep-rooted change in world view. we see that the lay life, with its family and social relationships, is included in the noble discipline, and is within the framework of the Buddhist way of life as the Buddha envisaged it.

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# ENVIRONMENTAL AWARENESS AMONG SECONDARY SCHOOL STUDENTS OF MANDSAUR DISTRICT IN THE STATE OF MADHYA PRADESH AND THEIR ATTITUDE TOWARDS ENVIRONMENTAL EDUCATION

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## Abstract

*The present study attempts to study the level of environmental awareness and attitudes towards environmental education among Secondary School students of Mandsaur district in the state of Madhya Pradesh. The sample consisted of 200 students which includes 100 boys and 100 girls. The Descriptive Survey Method was employed for the present study. Environmental awareness, attitude and socio-economic scale was developed and standardized for the present study. The data was statistically analyzed by using 'z' test and Karl Pearson's coefficient of correlation ('r'). Environmental awareness and attitude towards environmental education among the Secondary School male and female students was found not significant; but in case of rural and urban student the attitude towards environmental education was found significant. The relationship between environmental awareness and attitudes towards environmental education among the students was found strong and positive.*

## INTRODUCTION

Environmental awareness is an integral part of the movement's success. By teaching our friends and family that the physical environment is fragile and indispensable we can begin fixing the problems that threaten it. Environment includes all living and non-living objects. We live in the environment and use the environmental resources like air, land and water to meet our needs. Development also means meeting the needs of the people. While meeting the ever-growing needs, we put pressure on the environment. When the pressure exceeds the carrying capacity of the environment to repair or replace itself, it creates a serious problem of environmental degradation. If we use any environmental resource such as ground water beyond its limit of replacement, we may lose it forever. Therefore, there is a need to create 'awareness' about Environmental protection. While efforts are being made at the national and international level to protect our environment, it is also the responsibility of

every citizen to use our environmental resources with care and protect them from degradation. Environment is the sum total of all conditions and influences of the development of the life of human being and other organisms. It includes air, water, land dynamically the interrelationship that exists between these and human beings; other living creatures, plants, microorganisms and property. The word environment embraces the conditions or influences under which any organism or thing exists, lives or develops.

## **HOW TO PROMOTE ENVIRONMENTAL AWARENESS**

When learning about the environment's declining health it is easy to feel discouraged, but what keeps us fighting for a healthy world is the future of our children. They should not have to inherit our environmental problems and in order to keep their future bright, spreading awareness is imperative. Before you can begin promoting environmental awareness in your own community you must first make sure that you have a thorough understanding of environmental issues. Staying up to date on environmental news and reading comprehensive books about environmental threats are both great resources, but if you're the type of person who prefers a more interactive approach, attending environmental seminars is a great option.

## **OBJECTIVES OF THE STUDY**

Major objectives of the present study are

1. To study the environmental awareness and attitude towards Environmental Education of Secondary School students of Mandsaur district in the state of Madhya Pradesh.
2. To study the environmental awareness and attitude towards Environmental Education of rural and urban Secondary School students of Mandsaur district in the state of Madhya Pradesh.
3. To find the relationship between environmental awareness and attitude among the Secondary School students of Mandsaur district in the state of Madhya Pradesh.
4. To find the relationship between environmental awareness and socio-economic status, environmental awareness and academic achievement among the Secondary School students of Mandsaur district in the state of Madhya Pradesh.
5. To find the relationship between environmental attitude and socio-economic status, environmental attitude and academic achievement among the Secondary School students of Mandsaur district in the state of Madhya Pradesh.

## **HYPOTHESIS OF THE STUDY**

1. There is no significance difference in the environmental awareness among the Secondary School male and female students of Mandsaur district in the state of Madhya Pradesh.
2. There is no significance difference in the environmental awareness among the rural and urban Secondary School of Mandsaur district in the state of Madhya Pradesh.

3. There is no significance difference in the environmental attitude among the Secondary School male and female students of Mandsaur district in the state of Madhya Pradesh.
4. There is no significance difference in the environmental attitude among the rural and urban Secondary School of Mandsaur district in the state of Madhya Pradesh.

## **DELIMITATIONS**

1. The study is limited to secondary schools in Mandsaur district of Madhya Pradesh only.
2. The study is limited to 200 students only.
3. The study is limited to the awareness of students belonging to Secondary Schools in Mandsaur district of Madhya Pradesh on environment and their attitude towards environmental education only.
4. The study is limited to the non-cognitive variables like Sex, Socio-economic status and cognitive variable like Academic Achievement, awareness and attitude of the students.

## **METHODOLOGY**

In view of the objectives of the present study, the researcher has adopted the Descriptive Survey Method. The details are as under: Sample: In the present study, a sample of 200 students was selected by adopting the random sampling techniques. Further, selected sample was divided into two segments of 100 students on the basis of sex and settlement. Here, each segments consisting of students of the Secondary Schools in Mandsaur district of Madhya Pradesh. Equal representation of students has been ensured for sex and settlement.

## **TOOLS USED**

On the basis of the objectives of study following tolls were developed, standardized and used in the present study: (a) Environmental awareness scale (b) Environmental attitude scale (c) Socio-economic status scale: Analysis of Data: The data was statistically analyzed by using “z” test and Karl Pearson’s coefficient of correlation (“r”).

## **RESULT AND DISCUSSION**

Major findings of the study have been discussed here.

**Table 1:** Environmental Awareness difference among the Students

<i>Statistics</i>	<i>Difference Between</i>	<i>Z value</i>	<i>Significance</i>
Environmental Awareness	Male and Female Students of Secondary Schools in Mandsaur District of Madhya Pradesh.	0.02	Not significant
-do-	Rural and Urban Students of Secondary Schools in Mandsaur District of Madhya Pradesh	44.43	Significant at $P < 0.01$

Table 1 shows that the “Z” value of environmental awareness between the male and female students of Secondary Schools in Mandsaur district of Madhya Pradesh are 0.02; which means that there is no any significant difference in regards of environmental awareness between the male and female students. Therefore, the first hypothesis is retained and interpreted that there is no significant difference in environmental awareness among the Secondary School male and female students of Mandsaur district in the state of Madhya Pradesh. But, Table 1 show that the “Z” value of environmental awareness between the rural and urban students of Secondary Schools in Mandsaur district of Madhya Pradesh is 44.43; which means that there is significant (Significant at  $P < 0.01$ ) difference in regards of environmental awareness between the rural and urban students. Therefore, it may conclude that there is no significant difference in environmental awareness among the Secondary School rural and urban students of Mandsaur district in the state of Madhya Pradesh. The second hypothesis is rejected and interpreted that there is significant difference in environmental awareness among the Secondary School rural and urban students of Mandsaur district in the state of Madhya Pradesh

**Table 2:** Environmental Attitude difference among the Students

<i>Statistics</i>	<i>Difference Between</i>	<i>Z value</i>	<i>Significance</i>
Environmental Awareness	Male and Female Students of Secondary Schools in Mandsaur District of Madhya Pradesh.	1.85	Not significant
-do-	Rural and Urban Students of Secondary Schools in Mandsaur District of Madhya Pradesh	44.56	Significant at $P < 0.01$

Table 2 shows that the “Z” value of environmental attitude between the male and female students of Secondary Schools in Mandsaur district of Madhya Pradesh are 1.85; which means that there is no significant difference in regards of environmental attitude between the male and female students. Therefore, the third hypothesis is retained and interpreted that there is no any significant difference in environmental attitude among the Secondary School male and female students of Mandsaur

district in the state of Madhya Pradesh. But, Table 2 show that the “Z” value of environmental attitude between the rural and urban students of Secondary Schools in Mandsaur district of Madhya Pradesh is 44.56; which means that there is significant (Significant at  $P < 0.01$ ) difference in regards of environmental attitude between the rural and urban students. It may conclude that there is significant difference in environmental attitude among the Secondary School rural and urban students of Mandsaur district in the state of Madhya Pradesh. Therefore, the fourth hypothesis is rejected and interpreted that there is significant difference in environmental attitude among the rural and urban Secondary School students of Mandsaur district in the state of Madhya Pradesh.

**Table 3:** Relation between Environmental Awareness and Environmental Attitude, Socio-economic Status, Academic Achievement

<i>Sample</i>	<i>Relation between</i>	<i>Coefficient of correlation(r)</i>	<i>Degrees of freedom, df</i>	<i>p-value</i>	<i>Significance</i>
All students (200)	Environmental awareness & Environmental Attitude	0.644031	198	$P < 0.01$	Strong Positive Correlation.
-do-	Socio-economic status and Environmental Awareness	0.661126	-do-		Strong Positive Correlation.
-do-	Academic achievement and Environmental Awareness	0.443973	-do-		Positive Correlation.
-do-	Socio-economic status and Environmental Attitude	0.473788	-do-		Positive Correlation.
-do-	Academic achievement and Environmental Attitude	0.242332	-do-		Positive Correlation.

Table 3 shows that the value of correlation between the environmental awareness and environmental attitude of Secondary Schools in Mandsaur district of Madhya Pradesh has come out 0.64. The value of “r” signifies the relation between the two variables is positive and strong. Thus we conclude that if environmental awareness among the Secondary School students rise it will lead to the further in positive attitude towards environmental education.

Table 3 shows that the value of correlation between the socio-economic status and environmental awareness of Secondary Schools in Mandsaur district of Madhya Pradesh has come out 0.66. The value of “r” signifies the relation between the two variables is positive and strong. Thus we

conclude that if socio-economic statuses among the Secondary School students rise it will lead to the further in positive environmental awareness.

Table 3 shows that the value of correlation between the academic achievement and environmental awareness of Secondary Schools in Mandsaur district of Madhya Pradesh has come out 0.44. The value of “r” signifies the relation between the two variables is positive. Thus we conclude that if academic achievements among the Secondary School students rise it will lead to the further in positive environmental awareness.

Table 3 shows that the value of correlation between the socio-economic status and attitude towards environmental education of Secondary Schools in Mandsaur district of Madhya Pradesh has come out 0.47. The value of Environmental Awareness Among Secondary School Students of Mandsaur District. The relation between the two variables is positive and strong. Thus we conclude that if socioeconomic statuses among the Secondary School students rise it will lead to the further in positive attitude towards environmental education.

Table 3 shows that the value of correlation between the academic achievement and attitude towards environmental education of Secondary Schools in Mandsaur district of Madhya Pradesh has come out 0.24. The value of “r” signifies the relation between the two variables is positive. Thus we conclude that if academic achievements among the Secondary School students rise it will lead to the further in positive attitude towards environmental education.

## CONCLUSION AND DISCUSSION

The Secondary School students of Mandsaur district of Madhya Pradesh possess strong positive correlation between environmental awareness and attitude towards environmental education. The reason behind this fact can be attributed that environmental education has been introduced as a compulsory subject in the curriculum. The Hon’ble Supreme Court of India (22nd November, 1991) had directed the state governments and education boards to introduce environmental education as a compulsory subject at all levels of education (school to college). The student of Secondary School is now-a-days in touch with the environmental content while learning this subject; the students’ ample knowledge and information about environmental concepts, its importance, problems and solutions. There is significant difference in environmental awareness among Secondary School students with respect to the settlement. The students of rural and urban Secondary School are not equally aware about the environment. The result of the conducted by Shahnawaj (1990) on “Environmental awareness and environmental attitude of secondary and higher secondary school teachers and students” is also in line with the findings of the present study.

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# MODERN CHALLENGES AND EXISTING SYLLABUS

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## Abstract

*Most of the institutions of higher education having an age old traditional /conventional and rigid syllabus which fails to meet the present era requirement. For appearing in entrance examination of any reputed university it calls for lots of extra effort on the part of learner. In this cross sectional study design 25 students of class 10th and 25 students of B.A. final year were interviewed. Class 10th students were interviewed to know about their future prospective and expectation with the courses. And B.A. final year students were interviewed to know their satisfaction level with the subject. In this study it is found that the basic purpose and expectation from education is the assurance of good job to become self dependent but lack of applied knowledge in existing subject (syllabus) calls for improvement of syllabus. Our curriculum is not equipped enough to provide job opportunities on the completion of course. The result of the study showed a discrepancy between what the students expressed as their needs and what is actually in the syllabus prescribed.*

**Keywords:** Syllabus, Modern Challenges, Knowledge

## INTRODUCTION

Syllabuses or syllabi) is an academic document that communicates course information and defines expectations and responsibilities. It is descriptive (unlike the prescriptive or specific curriculum). A syllabus may be set out by an exam board or prepared by the professor who supervises or controls course quality.

A syllabus functions as a contract between you and your students. By enrolling in the course, students are agreeing to the terms of the contract. ... Including a course calendar in the syllabus

helps students meet your expectations by allowing them to plan how much time to spend on each assignment. Review of curriculum is to evaluate its effectiveness after it has been implemented and reflect on what students did and did not get out of it. To revise curriculum, on the other hand, means to modify the curriculum using data from the review. Review and revision are important because they enable teachers to consider the ways curriculum interacts with actual students in a real environment.

## **PROBLEM STATEMENT**

As we all are well aware that the enrollments in art stream are decreasing with every coming year. There is a need to review or revise the existing syllabus to meet the modern challenges.

## **REVIEW OF LITERATURE**

After reviewing it was found that no formal research has been conducted on needs analysis for graduate courses. In fact, educational needs have been determined by the heads of educational departments and policy makers.

## **The Purpose of This Study**

To know need of revision of syllabi of courses of different Arts graduate disciplines through needs analysis and make suggestions for changes in course plans.

## **Hypothesis**

H<sub>0</sub>: There is no significant difference between the expectation of students and existing syllabus.

H<sub>A</sub>: There is a significant difference between the expectation of students and existing syllabus.

## **METHODOLOGY**

### **Participants**

This study was done with 25 students of class 10th and 25 students of B.A. final year (sociology, English literature, political science). There was random sample selection and all the students were included in the study who are willing by their own.

The age range of the participants was 15–21.32 females and 18 males.

### **Instruments**

The instrument of the study consisted of Ethical and demographic forms to get personal information and approval of the students for taking part in the study. A unique and comprehensive 15-item

questionnaire including three main parts was developed. The first part aimed at extracting detailed information concerning students' needs as well as expectation both academic and professional career. The second part tried to identify students' needs regarding educational facilities such as: internet, classroom environment, etc. The purpose of the third part was to identify the role of other stakeholders in the process of the needs analysis from the students' point of view. This questionnaire, based on five-point Likert Scale, was checked by two faculty members for content validity; and, reliability was measured by test-retest. For the purpose of this paper only the first part of the administered questionnaire was analyzed and will be presented here.

A semi-structured interview was developed which asked who was responsible for determining the needs and what the real needs of the students are. The interview was conducted with, students.

### **Statistical Procedure**

The data collected from the questionnaires and the interviews were submitted to SPSS for frequency and significance.

## **RESULT AND DISCUSSION**

The result of the study showed a discrepancy between what the students expressed as their needs and what is actually in the syllabus prescribe that the basic purpose and expectation from education is the assurance of good job to become a self dependent and useful citizen but lack of applied knowledge in existing art stream subject calls for improvement and revision of syllabus. Our curriculum is not equipped enough to provide job opportunities on the completion of course. So there is need of improvisation and revision of syllabus to make them applied and also to modify the subjects to connect it to the life after higher education (college). Which make the student competent enough that they can fit to fight in every situation of life?

The discrepancy between what students expectation /acknowledge as their needs and what is imposed on them might partly be responsible for the low quality of learning and lack of motivation among graduate students. In addition, appears to lead to course plans which do not seem to meet students' needs. What is suggested for this part of the study is integration of graduate students, teachers and subject matter specialists in the committee of course development and inclusion of students' attitudes, needs and expectations by the use of a questionnaire.

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## महाभारत में निरूपित शिक्षा : लक्ष्य, उद्देश्य एवं मूल्यादर्श

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### सारांश

शिक्षा किसी भी व्यक्ति, समाज और राष्ट्र के विकास की धुरी होती है। शिक्षा के अभाव में कोई भी राष्ट्र, समाज या व्यक्ति प्रगति नहीं कर सकता। इसके बिना किसी भी राष्ट्र की संस्कृति प्रगतिशील नहीं हो सकती। अतः शिक्षा और समाज, शिक्षा और संस्कृति एक-दूसरे के पूरक हैं। शिक्षा ही समाज, राष्ट्र, संस्कृति और मानवता को प्राणवान तथा जीवंत बनाती है। मूलतः यह सर्वथा आवश्यक है कि किसी भी राष्ट्र की, किसी भी काल की राष्ट्रीयता अपने देश के अभिविकास हेतु अपनी शिक्षा के लक्ष्योद्देश्य निर्धारित करें। इन सुविचारित लक्ष्योद्देश्य और मूल्यादर्शों की आधारभूमि पर ही उस राष्ट्र के विकसित स्वरूप की संरचना की जा सकती है। आज जबकि भूमण्डलीकरण की प्रवृत्ति तीव्र गति से क्रियाशील है, ऐसी स्थिति में तो शिक्षा के और भी व्यापक चिन्तन और उसके क्रियान्वयन की अति आवश्यकता है।

### प्रस्तावना

शिक्षा ही सच्चे अर्थों में किसी राष्ट्र के मूल्यादर्शों के निर्धारण एवं व्यवहार की झाँकी प्रस्तुत करती है। निर्धारित आदर्श ही जीवन के मूल्यों को सर्वजन सुलभ बनाते हैं। अतः यह अपेक्षित है कि किसी भी समाज-राष्ट्र के, किसी भी काल के आदर्श आध्यात्म की उच्चभाव भूमि को केन्द्रस्थ कर निर्धारित किए जाएं।

महाभारत में शिक्षा के अनेकानेक तत्व - सूत्र निहित हैं, यद्यपि इसके रचनाकार का कदाचित् सीधा लक्ष्य यह नहीं रहा होगा तथापि, राजधर्मानुशासन, आपद् धर्म, मोक्ष धर्म आदि पर्वों की प्रतिपाद्य वस्तु - परिधि में प्रतिपादित - अन्यान्य तथ्यों बिन्दुओं के प्रसंग में ऐसी अनेक महत्वपूर्ण बातें उपदेशित मिलती हैं, जिनसे तत्कालीन शिक्षा के उद्देश्यों - लक्ष्यों और मान्य - अनुमोदित मूल्यादर्शों के मूल में 'शिक्षा पूर्णत्व - प्राप्ति हेतु' तथ्य निहित दिखाई देता है, और जिस पर आध्यात्मिकता की गहरी छाप पड़ी दीखती है।

## महाभारत में प्रतिबिम्बित शिक्षा के लक्ष्योद्देश्य

शिक्षा के लक्ष्योद्देश्यों को देश-काल का प्रतिनिधित्व करना चाहिए। इन लक्ष्योद्देश्यों का केन्द्रीय तत्व व्यक्ति और समाज का सर्वांगीण अभ्युदय और मंगल होना चाहिए। शिक्षा की सभी संस्थाओं का मूल उद्देश्य इस मंगल की अधिकाधिक साधना ही है। राष्ट्र और सारी मानवता के कल्याण-साधन में ही व्यक्तियों और समाज का कल्याण निहित है।

सुप्रसिद्ध शिक्षा दार्शनिक टी.पी. नन का अभिमत है, 'मानव जगत में प्रत्येक अच्छाई व्यक्तिगत पुरुषों और स्त्रियों के स्वतंत्र कार्यों द्वारा आती है। इसलिए शिक्षा-पद्धति को इस सत्य के अनुरूप बनाया जाना चाहिए। "व्यक्ति की स्वतंत्र सत्ता और महत्ता की पुष्टि विलियम बोड ने भी स्पष्ट की है, "व्यक्ति स्वयं में सत्ता है। वह अनंत मूल्य का है (अतएव), उसे समाज की आवश्यकताओं की पूर्ति के लिए कभी भी बलिदान नहीं किया जाना चाहिए।"

इसी सन्दर्भ में महाभारतकार तत्ववेत्ता महर्षि वेदव्यास ने भी तत्कालीन महापुरुषों के अभिमतों का सहारा लेते हुए व्यक्ति की वैयक्तिकता को अभीष्ट महत्ता प्रदान की है। महाभारत में जहाँ कहीं मन और इन्द्रिय-संयम, तप-महिमा, सत्याचरण के महत्व, धर्म, अर्थ और काम की महत्ता, त्याग-महिमा शिष्टाचार के महात्म्य, परब्रह्मप्राप्ति ब्रह्मचर्यव्रत महत्ता, ज्ञान-प्राप्ति कर्म-साधना आदि का विवेचन किया गया है, तो यह सब व्यक्ति को ही केन्द्र में रखकर अथवा उसके विकास को ही दृष्टि में रखकर किया गया है, जिसका निहितार्थ स्पष्ट है - वैयक्तिक विकास के लक्ष्य की अभिपूर्ति। इस महनीय तथ्य के विशदीकरण सन्दर्भ में वेदव्यास ने स्थल-स्थल पर अनेक संवाद प्रस्तुत किए हैं, तथा अनेक घटनाओं का उल्लेख किया है, इस सबसे यही व्यंजित होता है कि भूतल पर व्यक्ति के उद्भव और उसके अभ्युदय, शांतिपूर्ण जीवन को ही सर्वोच्च महत्व दिया गया है। चाहे उसके भौतिक अभ्युदय की बात है या उसके आध्यात्मिक उन्नयन की अथवा भारतीय मान्यता - 'सा विद्या विमुक्तये' की बात है तो भी, ये सारे कार्य व्यक्ति को लेकर और उसी के लिए अवधारित हैं। स्पष्ट है कि महाभारत की विवेच्य-भूमि में वैयक्तिक विकास और कल्याण और उसके सदाचरण पक्ष के विकास को ही केन्द्र में रखा गया है और जो प्राचीन भारतीय संस्कृति परम्परा से आगत है।

'शान्ति पर्व' में आश्रम धर्म के गम्भीर परिपालन पर बल डाला गया है। जिसका निहितार्थ व्यक्ति का जीवनपर्यन्त शास्त्रनुमोदित विकास है। निम्नांकित श्लोक से यह स्पष्ट प्रमाणित है -

जटाधारणसंस्कारं द्विजातित्वंवाप्य च।

आधानादीनि कर्माणि प्राप्य वेदमधीत्य च॥61-3॥

व्यक्ति का विकास चारों आश्रम में हो, ऐसा यहाँ निर्देश है। ग्राहस्थ्य में इन्द्रिय संयम पर बल दिया गया है, वानप्रस्थाश्रम में आरण्यक शास्त्रों का अध्ययन संस्तुत है, संन्यासाश्रम में मन और इन्द्रियों के संयमपूर्वक मुनि वृत्ति आचार संस्तुत है, किन्तु इन सभी में ब्रह्मचर्य के गम्भीर अनुपालन पर बल डाला गया है। इन सभी आश्रमों का पालन विप्र कठोरता से करें, यह निर्देश दिया गया है। इसी अध्याय में आगे गृहस्थ विप्र के लिए इन्द्रिय संयम, गुरुजन और शास्त्र-आदेश परिपालन, देवता-पितरों के लिए हव्य समर्पण, स्वस्त्री अनुराग, शठता-कुटिलता से विरति, सत्यभाषण, मृदुभाव रखना, क्षमावान होना आदि बातें और इनका व्यवहार निर्देशित हैं। ब्रह्मचारी के लिए तो और भी कठिन तपश्चर्या सुझायी गई है। उसके लिए शुचिता-सेवा परायणता-आचार्य परिचर्या अपरिहार्य है। ब्रह्मचारी संयमी-नियमी बनकर वेदों का स्वाध्याय करें, गुरुगृह में रहते हुए कर्तव्यपालन में निरत रहे, ऐसा उपदेश है।

इन तथ्यों के अध्ययन से यह स्वतः व्यंजित है कि ब्रह्मचारी व्यक्तियों का शारीरिक, बौद्धिक और मानसिक विकास आवश्यक है। यदि इन आचारों का पालन किया गया, तो निश्चय ही बालक-व्यक्ति के जीवन के इन सभी पक्षों का सम्यक विकास होगा। तत्कालीन ही नहीं, वर्तमान शिक्षा के उद्देश्य भी यही हैं।

## महाभारत में निरूपित शिक्षा के मूल्यादर्श

किसी भी समाज और राष्ट्र के अपने मूल्य आदर्श ही उसकी अस्मिता के परिचायक होते हैं। मूल्यादर्श यदि उच्च, उदात्त, सर्वजनहितकारी और व्यापक होंगे तो वहाँ की शिक्षा व्यवस्था भी उसी प्रकार की उच्चाशयी, उदात्त और व्यापक होगी। यदि ये मूल्यादर्श हीन, संकीर्ण, अतिभौतिकतावादी, राष्ट्र, समाज हितचिन्ता – और काल सामंजस्यातीत होंगे, तो वहाँ की शिक्षा-व्यवस्था भी वैसी ही हीन, स्तरविहीन, अव्यावहारिक और काल के लिए अल्प उपयोगी होगी। मूल्यादर्शों में देशकालानुसार गतिशीलता भी होनी चाहिए। ये मूल्यादर्श ऐसे होने चाहिए, जो व्यक्ति और समाज दोनों के विकास के हितसाधक हों और जो भी भौतिक तथा आध्यात्मिक दोनों दृष्टियों से व्यक्ति और समाज के जीवन लक्ष्यों की परिपूर्ति में साधक हो। अतएव, किसी भी देश और काल के ऋषियों-महर्षियों, दार्शनिकों, शिक्षा शास्त्रों के द्वारा उसे मूल्यादर्श राष्ट्र जीवन के सभी पक्षों के समक्ष प्रस्तुत किए जाने चाहिए, जो उस राष्ट्र और काल के लिए सर्वथा मंगलकारी, जीवनोपयोगी, प्रेरणादायी और परिवर्तनशील परिस्थितियों में समंजन की योग्यता के विकास में सहायता करने वाले हों। इन मूल्यादर्शों के द्वारा सार्वभौमिकता तथा सार्वकालिकता भी प्रोत्साहित की जानी चाहिए।

मूल्य, वह है जो मानवेच्छा की तृप्ति करे, जो व्यक्ति तथा उसकी जाति के संरक्षण में सहायक हो, जो आत्माओं के विकास या आत्मसाक्षात्कार में सहायक हो। स्पष्ट शब्दों में, मूल्य वह सत्य है, जिसके लिए वह जीता है और आवश्यकता पड़ने पर सघर्ष करने तथा मृत्यु को भी स्वीकार करने के लिए तत्पर रहता है।

महाभारत में विवेचित वस्तु और तथ्यों से यह ज्ञात होता है कि उस समय मुनियों-महर्षियों, विद्वान गुरुओं –आचार्यों, देवों-तपस्वियों, गुरुकुल के कुलपतियों, अधिष्ठाताओं आदि की प्रतिष्ठा का परम निर्देश रहा है। इसीलिए इसमें वेदों के ज्ञाता व्यास, देवर्षि, नारद मुनि, जैमिनि शण्डिय बुद्धिमान मैत्रेय, गुरु वशिष्ठ, महात्मा कौशिक, दत्तात्रेय, आचार्य बृहस्पति-शुक्र, महामुनि ज्येष्ठ, सनत्कुमार, कपिल, महर्षि वाल्मीकि भृगुकुलकीर्तिपरशुराम, महामुनि तृणबिन्दु, दक्ष, पराशर, मुनि गौतम, महात्मा धौम्य आदि देव पुरुष रत्नों का सादर उल्लेख हुआ है। इनमें से कतिपय श्रेष्ठ-गुणी, गुरुज्ञान अर्जनाकाक्षी शिष्यों की भी चर्चा की गयी है। आत्मतत्त्व, ज्ञान, बुद्धि तत्त्व, महत्ता तथा सत्वगुण सेवन आदि कार्य महाभारत में तत्कालीन शिक्षा के आदर्श रहे।

## उपसंहार

निष्कर्षतः ‘महाभारत’ में निरूपित शिक्षा के लक्ष्योद्देश्य प्रधानतः धर्म-नीति एवं अध्यात्म भाव से अनुप्राणित थे। इसमें धर्म, अनुशासन, राज्यादर्श एवं नैतिक आचारों को सम्यक्तया निरूपित किया गया है। महाकाव्य के मूल्यादर्शों की कोटि में ईश्वरोपासना, आध्यात्मिकता, नीति-सम्यक् आचरणयुक्तता राष्ट्रीय संस्कृतिनिष्ठता, कर्तव्यनिष्ठा, शिवम् अनुप्राणित सामाजिक व्यवहार, माता-पिता, गुरु, अतिथि-सेवा-सत्कार-परायणता, कठोर अनुशासन से निबद्ध वर्णाश्रम व्यवस्था, भौतिक-आध्यात्मिक-उन्नयनपरकता, शिक्षा का मोक्षधर्मानुवर्ती होना या ब्राह्मण, मुनि, देव-आचार्य- महर्षि-गण-उपदेश-आदेश-परिपालकता आदि अनेकानेक वांछित-उदात्त तत्त्व समाहित या परिलक्षित दिखते हैं। तत्त्वतः



महाभारत में निहित – मूल्यादर्श प्रधानतया धर्म, नीति, अध्यात्मनिष्ठता, ज्ञान-कर्म-भक्ति-योग साधना की प्राणवायु से संचालित दिखाई पड़ते हैं।

महाकाव्य में निरूपित वर्णव्यवस्था, गुण और कर्माधारित दिखाई देती है। समाज के सभी चारों वर्णों के लोग अपने-अपने शास्त्रनुमोदित धर्मों से बंधे थे। तथापि, आपद्काल में ब्राह्मण वेदाध्ययन-अध्यापन, जप-तप और पौरोहित्य से ऊपर उठकर सैनिक वृत्ति अपना सकते थे। यमदग्नि, द्रोण, कृप, अश्वत्थामा आदि आचार्यों का धनुर्विद्या विशेषज्ञ होना इस बात का ज्वलन्त प्रमाण है। राजा और क्षत्रिय वर्ग प्रजापालन और प्रजारक्षण से प्राधान्येन कृषि कार्य, गोरक्षा और वाणिज्य कर्म से जुड़े रहे। शूद्र वर्ग से उच्च वर्णों की सेवा वांछित थी।

चारों आश्रमों के अपने-अपने मूल्य और आचरण रहे। यद्यपि इन सबमें धर्म, नीति, कर्माचरण और सदगुणों के समाश्रयण की स्पष्ट छाप थी। ब्रह्मचारी-कुल कठोर गुण का विकास, सेवा, अनुशासन व्रत से निबद्ध रहा। शिक्षार्जन, अध्ययनानुशीलन सभी आयुधारियों में विशेषकर ब्रह्मचर्य आश्रम के लिए संस्तुत और अनुमोदित रहा।

शिक्षा के लक्ष्योद्देश्यों में तप और साधन के गुण का विकास प्रबलता से निर्दिष्ट रहा। आचार्य कुलों की अपनी सुपरिभाषित मर्यादाएं रहीं। सोलह संस्कारों का अनुपालन महाभारत में कुछ शिथिल दिखता है तथापि, इनकी यथेष्ट महत्ता थी। कृषि-कार्य, राष्ट्र-सेवा हेतु सैन्यविद्या, दक्षता, जीवन के पोषण हेतु अन्न भण्डार-विकास, अन्य कलाओं (ललित कलाओं) की शिक्षा का ज्ञानार्जन आदि चिकित्सा शास्त्र ज्ञान, नृत्य-संगीत शिक्षा, वाणिज्य शिक्षा, पशुपालन, यज्ञ, हवन कार्य, निर्माण-विद्या आदि के व्यवस्थित प्रावधान से यह व्यंजित होता है कि उस काल की शिक्षा का लक्ष्योद्देश्य बालक का सर्वांगीण विकास रहा।

उस समय शिक्षा प्रत्यक्षतः राज्याश्रित नहीं दिखायी देती। ऋषि-कुलों और आचार्य कुलों द्वारा दायित्व निभाया जाता था। आज की भाँति उस समय स्पष्ट रूप 'सबके लिए शिक्षा' का अनिवार्य प्रावधान नहीं था, ऐसा विदित होता है कि शिक्षा कोई भी ग्रहण कर सकता था। शूद्र और नारी समाज भी शिक्षार्जन के लिए स्वतंत्र थे। यद्यपि सभी ऋषि कुल और आचार्य प्रायः सबको एक भाव से शिक्षा प्रदान नहीं करते थे। आचार्य द्रोण और एकलव्य का उदाहरण इस तथ्य का ज्वलन्त प्रमाण है। नारियों की शिक्षा प्रायः घर पर होती थी। महाभारतगत चर्चित अनेक नारियाँ उच्च विद्या, वेदज्ञान, शास्त्र ज्ञान आदि से समलंकृत थी – ऐसा ज्ञात होता है।

महाभारतकालीन शिक्षा के लक्ष्योद्देश्यों में साहित्य, शैली और कलाओं का समुचित विकास भी संस्तुत और वांछनीय था। सन्दर्भगत कालखण्ड में वेद संहिताओं का अध्ययन और संरक्षण, वेदांगों, ब्राह्मण ग्रन्थों – उपनिषदों, स्मृतियों, रामायण आदि का अध्ययन-अध्यापन इस तथ्य का साक्षात् प्रमाण है। तत्कालीन साहित्यिक शैलियों में – उपाख्यान, संवाद, गीति, स्तोत्र आदि के व्यवहार और विकास के दर्शन होते हैं। महाकाव्य में नीति कथाओं की व्यापक चर्चा मिलती है।

तत्कालीन विख्यात ऋषियों – च्यवन, कृप, अश्वत्थामा, व्यास, द्वैपायन, लोमहर्षण, द्रोण, पाराशर, परीक्षित आदि और उनके कुलों से यह विबोधित होता है कि तत्कालीन शिक्षा में इन ऋषियों के अपनी-अपनी शिक्षा और उनके पाठ्यक्रमों के अपने अपने निर्दिष्ट मानदण्ड और मूल्यादर्श रहे, जिनका प्रभाव उत्तरवर्ती अनेक शिक्षा व्यवस्थाओं पर पड़ा। मानव-जीवन के प्रायः सभी श्रेष्ठ उदान्त गुण – ज्ञान, तप, करुणा, क्षमा, मान, धैर्य, मृदुता, सौन्दर्यप्रियता, पर कल्याण, संयम, भक्ति, पुरुषार्थ, सहकार आदि महाभारत में निरूपित है। यद्यपि, जीवन के कतिपय अप्रिय और अग्राह्य मूल्य – घृणा, प्रतिकार, प्रतिशोध, छल, आदि भी यहाँ मुखरता से आचरित और निदर्शित दिखायी देते हैं। दुर्योधन, दुःशासन, शकुनि आदि के कतिपय चरित्र इस तथ्य के जीवन्त स्मारक हैं। महाभारत में ऐसे मूल्यों

का स्थान लगभग नगण्य ही दिखायी पड़ता है। धार्मानुराग दानशीलता, ज्ञानानुराग, श्रद्धा, परिश्रम, जिज्ञासा, सत्य-शिव-सुन्दर, त्याग, स्वाभिमान, अर्थ, काम और मोक्ष, गुरुभक्ति, ईमानदारी, अनुशासन, रचनात्मकता आदि सर्वथा आचरणीय और अनुपालनीय जीवन-मूल्य और स्पृहणीय आदर्श, यहाँ 'महाभारत' में सम्यक् रूपेण प्रतिष्ठित अवश्य ही दिखते हैं। यही कारण है जिससे 'महाभारत' की विश्व-साहित्य-सरणि में विशेष प्रतिष्ठा प्राप्त है। सारांशतः 'महाभारत' निरूपित-शिक्षा के लक्ष्योद्देश्य एवं मूल्यादर्श न केवल उच्च-उदान्त और देशकाल-प्रवृत्ति विबोधी है, अपितु, वे, आज की राष्ट्रीय-भूमण्डलीय परिस्थिति में भी, बहुत-कुछ अशों में स्पृहणीय और यथेष्ट उपयोगी है।

## सन्दर्भ

देवेन्द्र नाथ खरे-कागद लेखी मैंने देखी- सुलभ प्रकाशन लखनऊ

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महाभारत - गीताप्रेस

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# जयपुर जिले के उच्च माध्यमिक स्तर के वाणिज्य के विद्यार्थियों की वाणिज्य विषय के प्रति अभिवृत्ति एवं शैक्षिक उपलब्धि में सहसम्बन्ध का अध्ययन

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## सारांश

प्रस्तुत शोध कार्य जयपुर जिले के 13 खण्डों में से चार उपखण्ड 1 सांगानेर 2 आमेर, 3 बस्सी, 4 चाकसू के उच्च माध्यमिक स्तर के वाणिज्य के 900 विद्यार्थियों को न्यादर्श के रूप में चयनित किया गया है। प्रस्तुत शोध में वाणिज्य विषय के प्रति अभिवृत्ति को मापने के लिए स्वनिर्मित उपकरण को काम में लिया गया है तथा शैक्षिक उपलब्धि हेतु कक्षा 12 के वाणिज्य के विद्यार्थियों के वाणिज्य विषय के प्री-बोर्ड के अंक सम्मिलित किये गये हैं। इस शोध के परिणाम दर्शाते हैं कि जयपुर जिले के उच्च माध्यमिक स्तर के वाणिज्य के विद्यार्थियों की वाणिज्य विषय के प्रति अभिवृत्ति औसत स्तर की पाई गई तथा वाणिज्य विषय के प्रति अभिवृत्ति एवं शैक्षिक उपलब्धि में सार्थक धनात्मक सहसम्बन्ध नहीं पाया गया।

## प्रस्तावना

शैक्षिक परिश्रम का अन्तिम उत्पादन उपलब्धि है। शिक्षा में उपलब्धि सम्पूर्ण गुणवत्ता प्रबन्ध, गुणवत्ता नियंत्रण एवं गुणवत्ता विश्वास के द्वारा प्राप्त की जा सकती है। शिक्षा के क्षेत्र में सभी शोधकर्ताओं का ध्यान इस ओर आकर्षित किया गया है।

आज संसार में प्रतिस्पर्धा बहुत बढ़ चुकी है। आज के सामाजिक, आर्थिक व सांस्कृतिक परिवेश में शैक्षिक उपलब्धि बहुत महत्वपूर्ण है। माता-पिता चाहते हैं कि उनका बच्चा प्रगति के पथ पर ऊपर से ऊपर सीढ़ियाँ चढ़ता चला जाए।

शैक्षिक उपलब्धि के महत्व से संबंधित अनेक महत्वपूर्ण प्रश्न एक शैक्षिक शोधकर्ता के समक्ष खड़े होते हैं जैसे एक शैक्षिक उपलब्धि के लिए कौन-कौन से कारकों को महत्व दिया जाये? शैक्षिक उपलब्धि में विभिन्न प्रकार के कारक किस प्रकार योगदान देते हैं।

मनोवैज्ञानिकों के मतानुसार शैक्षिक उपलब्धि अधिक अच्छी होने में बुद्धिलब्धि तो एक कारक है ही किन्तु अन्य ऐसे कारक भी हैं जो शैक्षिक उपलब्धि को निम्न एवं उच्च बनाते हैं।

शैक्षिक उपलब्धि के उच्च होने में, प्रमुख कारकों में विद्यार्थियों का कार्य के प्रति परिश्रम तथा उस विषय के प्रति अभिवृत्ति आदि हैं। ये कारक ऐसे हैं कि यदि विद्यार्थी की बुद्धिलब्धि औसत है, किन्तु वह मेहनत करता है और विषय के प्रति उसकी अभिवृत्ति उच्च है, तो उस विद्यार्थी की उपलब्धि उच्च होगी जबकि इसके विपरीत स्थिति में बुद्धिलब्धि उच्च होने पर भी शैक्षिक उपलब्धि निम्न हो सकती है।

विद्यार्थियों की अभिवृत्तियाँ, वाणिज्य विषय के प्रति पसन्दगी, उपयोगिता, अध्यापक के प्रति दृष्टिकोण आदि प्रत्यक्ष रूप से विद्यार्थियों की शैक्षिक उपलब्धि को प्रभावित करते हैं।

अतः शोधकर्त्री ने इस विषय को अपने शोध के लिए इसलिये चुना है कि वाणिज्य विषय के प्रति विद्यार्थियों की अभिवृत्ति और शैक्षिक उपलब्धि से किस प्रकार अन्तः संबंधित है।

### वाणिज्य विषय के प्रति अभिवृत्ति के संबंध में मान्यतायें

- अध्यापकों का व्यवहार विद्यार्थियों के व्यवहार से प्रभावित होता है।
- वाणिज्य विषय के प्रति विद्यार्थियों की अभिवृत्ति कक्षा की सामान्य दशा को प्रभावित करती है क्योंकि यह विद्यार्थियों के व्यवहार को इंगित करने के लिए एक उद्दीपन का काम करती है।

### शैक्षिक उपलब्धि के संबंध में मान्यतायें

- शोधकार्य इस मान्यता को लेकर चला है कि वाणिज्य विषय की शैक्षिक उपलब्धि एक प्रकार का व्यवहार है जो कि विद्यार्थियों की मनोवैज्ञानिक आवश्यकताओं के द्वारा निर्धारित रहता है।

### समस्या अभिकथन

प्रस्तावित शोध का शीर्षक निम्न प्रकार है- “जयपुर जिले के उच्च माध्यमिक स्तर के वाणिज्य के विद्यार्थियों का वाणिज्य विषय के प्रति अभिवृत्ति एवं शैक्षिक उपलब्धि में सहसम्बन्ध का अध्ययन”।

### शोध के उद्देश्य

प्रस्तुत शोध अध्ययन में निम्न उद्देश्य हैं-

- जयपुर जिले के उच्च माध्यमिक स्तर के वाणिज्य के विद्यार्थियों की वाणिज्य विषय के प्रति अभिवृत्ति का अध्ययन करना।
- जयपुर जिले के उच्च माध्यमिक स्तर के वाणिज्य के विद्यार्थियों की वाणिज्य विषय के प्रति अभिवृत्ति एवं शैक्षिक उपलब्धि में सहसम्बन्ध का पता लगाना।

## परिकल्पनाएँ

प्रस्तावित शोध के लिए निम्न प्राकल्पनाओं की रचना की गई है।

- जयपुर जिले के उच्च माध्यमिक स्तर के वाणिज्य विद्यार्थियों की वाणिज्य विषय के प्रति अभिवृत्ति औसत स्तर की पाई जाती है।
- जयपुर जिले के उच्च माध्यमिक स्तर के वाणिज्य के विद्यार्थियों की अभिवृत्ति एवं शैक्षिक उपलब्धि में सार्थक धनात्मक सहसम्बन्ध पाया जाता है।

## शोध के प्रयुक्त पद

वाणिज्य विषय के प्रति अभिवृत्ति

वाणिज्य विषय के प्रति अभिवृत्ति किशोर विद्यार्थियों के वाणिज्य विषय के अधिगम अनुभवों द्वारा व्यवस्थित वह संवेगात्मक प्रवृत्ति है जो कि सकारात्मक या नकारात्मक रूप से वाणिज्य विषय की प्रतिक्रिया को व्यक्त करती है। वाणिज्य विषय के प्रति अभिवृत्ति वाणिज्य विषय के प्रति उत्तर देने वाली स्वाभाविक तत्परता है जिसे सीखा जाता है, तथा वह किसी विषय विशेष का उत्तर देने की लाक्षणिक रीति बन जाती है।

## शैक्षिक उपलब्धि

आधुनिक युग में जहाँ व्यक्ति के प्रतिदिन के जीवन में वैयक्तिक भिन्नताएँ दृष्टिगोचर हो रही है, वहाँ समाज, विद्यार्थी, शिक्षाशास्त्री एवं अध्यापक उपलब्धि को विशेष महत्व देते हैं। विद्यार्थियों, अध्यापकों, शिक्षण विधियों, पाठ्यक्रम या शिक्षा के किसी भी पहलू का मापन केवल शैक्षिक उपलब्धि द्वारा ही सम्भव होता है। आज विश्व में विभिन्न स्तरों, प्राथमिक, माध्यमिक, उच्च माध्यमिक विद्यालयों, कॉलेज एवं विश्वविद्यालयों आदि पर विभिन्न प्रकार के उपलब्धि परीक्षणों का प्रयोग किया जा रहा है। इनके अभाव में शैक्षिक विकास की प्रक्रिया पूर्णतः असम्भव है।

उपलब्धि में व्यक्ति ने क्या और कितना सीखा वह कार्य सम्मिलित किया जाता है।

- सुपर

## न्यादर्श

प्रस्तुत शोध में 60 विद्यालयों को सम्मिलित किया गया है। ये सभी विद्यालय हिन्दी माध्यम के हैं, जिसमें राजस्थान माध्यमिक शिक्षा बोर्ड का पाठ्यक्रम चलता है। सम्पूर्ण न्यादर्श में 900 विद्यार्थियों को सम्मिलित किया गया है।

### उपकरण

प्रस्तुत शोध अध्ययन में निम्नलिखित उपकरणों का प्रयोग किया गया है -

- वाणिज्य विषय के प्रति अभिवृत्ति मापनी (स्वनिर्मित)
- शैक्षिक उपलब्धि हेतु कक्षा 12 के वाणिज्य के विद्यार्थियों के वाणिज्य विषय के प्री-बोर्ड के अंक।

### अध्ययन में प्रयुक्त सांख्यिकी

प्रस्तुत शोध अध्ययन में शोधकर्त्री द्वारा निम्नलिखित सांख्यिकी विधियों का प्रयोग किया गया-

- मध्यमान
- मानक विचलन
- सहसम्बन्ध

### अध्ययन के निष्कर्ष

**तालिका 1:** जयपुर जिले के उच्च माध्यमिक स्तर के वाणिज्य के विद्यार्थियों की वाणिज्य विषय के प्रति अभिवृत्ति

वर्ग अन्तराल	बारम्बारता	प्रतिशत	स्तर
10-50	02	0.11	अतिनिम्न
50-100	63	7.00	निम्न
100-150	689	76.56	औसत
150-200	146	16.22	उच्च
200-250	00	00.00	अति उच्च
	छात्र 900	100 %	

तालिका 1 में जयपुर जिले के उच्च माध्यमिक स्तर के वाणिज्य के विद्यार्थियों की वाणिज्य विषय के प्रति अभिवृत्ति का वर्ग अन्तराल, बारम्बारता, प्रतिशत एवं स्तर को दर्शाया गया है।

तालिका 1 का अवलोकन करने पर ज्ञात होता है कि 10 से 50 के मध्य अंक प्राप्त करने वाले 2 विद्यार्थी अर्थात् 0.22 प्रतिशत ने वाणिज्य विषय के प्रति अति निम्न अभिवृत्ति को दर्शाया गया है।

50 से 100 के मध्य अंक प्राप्त करने वाले 63 विद्यार्थी अर्थात् 7 प्रतिशत ने वाणिज्य विषय के प्रति निम्न अभिवृत्ति को दर्शाया है। 100 से 150 के मध्य 689 विद्यार्थियों ने अर्थात् 76.56 प्रतिशत ने वाणिज्य विषय के प्रति औसत स्तर की अभिवृत्ति का परिचय दिया है।

150 से 200 के मध्य 146 विद्यार्थियों ने अर्थात् 16.22 प्रतिशत ने वाणिज्य विषय के प्रति उच्च स्तर की अभिवृत्ति का परिचय दिया है।

200 से 250 के मध्य विद्यार्थियों की प्रविष्टि नगण्य पाई गई जो कि यह परिलक्षित करता है कि किसी भी विद्यार्थी में अति उच्च स्तर की वाणिज्य विषय के प्रति अभिवृत्ति नहीं है।

अतः अध्ययन की परिकल्पना उच्च माध्यमिक स्तर के वाणिज्य के विद्यार्थियों की वाणिज्य विषय के प्रति अभिवृत्ति औसत स्तर की पाई जाती है, स्वीकृत होती है। चूँकि 76.56 प्रतिशत विद्यार्थियों ने औसत स्तर की अभिवृत्ति को परिलक्षित किया है।

**तालिका 2:** जयपुर जिले के उच्च माध्यमिक स्तर के वाणिज्य के विद्यार्थियों की वाणिज्य विषय के प्रति अभिवृत्ति एवं शैक्षिक उपलब्धि

	संख्या	मध्यमान	सहसम्बन्ध
अभिवृत्ति	900	291	0.03
शैक्षिक उपलब्धि	900	269	

तालिका 2 में जयपुर जिले के उच्च माध्यमिक स्तर के वाणिज्य के विद्यार्थियों की उपलब्धि को दर्शाया गया है। तालिका 2 का अवलोकन करने पर ज्ञात होता है कि अभिवृत्ति एवं उपलब्धि में 0.03 सह-सम्बन्ध पाया गया। 0.03 अत्यन्त निम्न धनात्मक सहसम्बन्ध है जो कि .00 से +.20 के बीच पाया जाता है। अतः यह नहीं कहा जा सकता है कि जिन विद्यार्थियों की वाणिज्य विषय के प्रति अभिवृत्ति अधिक हो उनकी उपलब्धि भी अधिक हो। अतः अध्ययन की सकारात्मक परिकल्पना उच्च माध्यमिक स्तर के वाणिज्य के विद्यार्थियों की अभिवृत्ति एवं शैक्षिक उपलब्धि में सार्थक धनात्मक सह-सम्बन्ध पाया जाता है, निरस्त की जाती है।

तिवाड़ी (1982) एवं सेनमूगसुन्दरम (1983) ने पाया कि अध्ययन आदतें एवं अभिवृत्ति, उपलब्धि से धनात्मक रूप से सहसम्बन्धित है।

## परिसीमायें

- प्रस्तुत शोध अध्ययन जयपुर जिले के 13 उपखण्डों में से केवल चार उपखण्डों आमेर, सांगानेर, चाकसू और बस्सी को लिया गया है।
- शैक्षिक उपलब्धि को प्रभावित करने वाले कारकों में से वाणिज्य विषय के प्रति अभिवृत्ति को शामिल किया गया है।

## शैक्षिक निहतार्थ

- विद्यार्थियों का एक बड़ा समूह ऐसा भी होता है जिनकी शैक्षिक उपलब्धि निम्न होती है जो केवल उत्तीर्ण होने वालों की सीमा के निकट होते हैं। वे विद्यार्थी मानसिक रूप से उच्च शैक्षिक उपलब्धि के लिए सक्षम होते हैं लेकिन किन्हीं कारणों से अपनी योग्यताओं एवं क्षमताओं का विकास नहीं कर पाते। प्रस्तुत शोध अध्यापकों को यह अवबोधान करने में मदद कर सकेगा कि शैक्षिक उपलब्धि अभिवृत्ति के अलावा, संज्ञानात्मक कारक, आकांक्षास्तर, अध्ययन आदतें व रुचि से भी प्रभावित होती है।

## भावी शोध हेतु सुझाव

- शैक्षिक उपलब्धि से संबंधित अन्य चरों को लेते हुए राज्य वार विभिन्न बोर्डों के संबंध में अध्ययन किया जा सकता है।
- अध्यापक प्रभावशीलता, वचनबद्धता एवं अध्यापक की भूमिका के संदर्भ में अध्ययन किया जा सकता है।
- वाणिज्य विषय के प्रति विद्यार्थियों की तार्किक क्षमता, समस्या समाधान विधि, निर्णय लेने की क्षमता एवं अन्य जीवनकौशलों के संदर्भ में अध्ययन किया जा सकता है।
- न्यादर्श को अधिक व्यापक किया जा सकता है।

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# ACADEMIC USE OF INTERNET BY THE HIGHER SECONDARY SCIENCE STUDENTS OF CUTTACK DISTRICT

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## Abstract

*In this study an attempt is made by the investigator to study the extent of use of internet by the higher secondary science boys and girl students both in rural and urban areas for academic purposes. The sample of the study consists of 80 higher secondary science students of Cuttack district. The sample was selected purposively from two urban and two rural colleges. The data were collected by the self made questionnaire. percentage analysis is done. The main findings of the study revealed*

*(i) more than 87 % of students used internet for doing project and practical work. Among them 94% urban, 81% rural, 89% boys and 86% girls students were involved. (ii) most of the students used smart phone. (iii) students followed trial & error method and took assistance from friends. (iv) they used Google for searching subject related information. (v) more than 51% students browsed daily and spent 1-2 hours. (vi) 81% students stated that science learning become more easy and interesting by the internet. (vii) about 55% students revealed that internet is more useful in biology subject. 74% urban, 36% rural, 64% girls and 46% boys admitted it. (viii) more than 66% agreed that internet is essential to understand science concept, principle & strategy and enrich scientific knowledge.*

**Keywords:** Academic use, Internet, Secondary Student, Smart Phone

## INTRODUCTION

The internet has grown exponentially over the years and has emerged as the foremost source of disseminating information quickly to large audience, transcending the limitation of time and space. Internet covers the world happenings everyday. Internet includes a variety of current issues and developments about the world. Basically, the internet offers two main benefits: communication

and information (Warren et al. 1998). The internet has emerged as a powerful educational tool. Education these days has been the top priority for any individual or person

The development of the internet would be meaningless if it is not used appropriately in education. Internet usage has the potential to improve quality of education. According to Dayli and Winneman (1996), the internet enables students to find out information as well as allowing users to think critically and creatively become collaborative and co-operative and solve the problem. It gives lots of information to students. Students can even use the internet as a replacement of textbooks and reference books as it contains an endless source of knowledge. Internet is a multipurpose tool with numerous potentials. It enables students to communicate with other students in abroad and thus share each other's ideas, knowledge, experiences and cultures. It enables skilled and capabilities of students which assist them in studies and in professional life.

Now a day's internet is very effective and popular tool used by the students for education as well as variety of other purposes including entertainment. Internet provides an interactive environment for sharing as well as seeing of information on a wide, diverge and variety of subjects. Consequently, it has become very popular among students' community and it is also used by them to supplement their studies.

## **RATIONALE OF THE STUDY**

Today, internet has emerged as a powerful tool in imparting science education. As for student's concern, the internet plays a vital role to update with new latest scientific facts, ideas and knowledge. Due to high cost of science information resources, developing countries can't provide these resources to the students. But the internet's advantages make the way for the developing countries to provide information of a very low cost.

Studies in the area of academic use of internet by the higher secondary science students in India and foreign countries have undertaken by **Devi and Singh (2005)**, **Ravi and Thanushodi (2011)**, **Aladeniyi and Fasae (2012)**, **Devi and Roy (2012)**, **Adenkunmisi(2013)**, **Murthy,Reddy and Sridevi (2013)**, **Otunla (2013)**, **Fotwengel and Limaye (2015)**, **Emeka and Nyeche etc (2016)**. The above studies are few in number and have a restricted geographical coverage. Furthermore, hardly any study has been conducted on academic use of internet of the higher secondary science students in state of Odisha. Such type of study will help to improve the academic use of internet by the higher secondary science students of Odisha. In view of the above reasons the investigator selected the problem for research.

## **OBJECTIVES OF THE STUDY**

1. To study the extent of use of internet by the higher secondary science students for academic purposes.

2. To assess the extent of use of internet between the urban and rural areas of students.
3. To study the use of internet between the boys and the girls for academic purposes.

## **METHOD**

Descriptive Survey Method was adopted.

## **SAMPLE**

The sample of the present study was confined to 80 higher secondary science students of Higher Secondary Colleges in the Cuttack district of Odisha. Two colleges from urban areas and two colleges from rural areas were selected. 20 students from each college were selected which consists of 10 boys and 10 girls. Purposive sampling method was followed.

## **TOOL USED**

Self-made questionnaire was developed and used by the investigator for collection of data.

- **Questionnaire for students**

## **STATISTICAL TECHNIQUES USED**

Data collected through the questionnaire was analyzed using frequencies and percentage.

## **MAIN FINDINGS**

The following are the main findings of the present study:

- Regarding the use of internet for academic purposes, more than 87% of students used internet for doing project and practical work. Among them more than 94 % and 81 % were from urban and rural colleges whereas more than 86 % and 89 % were girls and boys respectively.
- For browsing internet more than 86 % of students used smart phones for academic purposes. More than 96 % and 76 % of students belong to urban and rural colleges respectively. However, more than 85 % of girls and more than 89 % of boys used Smartphone for that purpose.
- Almost 51 % of students followed trial and error method and took guidance from the friends to learn use of internet for academic purposes.
- Majority of 91 % of students used Google for searching subject related information. However, the urban colleges' students and rural colleges' students were more than 92 and 90 % respectively. Among them 92 % were girls and 90 % were boys.

- Regarding the academic use of internet 35 % of student had less than 6 months of experiences whereas 18 % of urban students and 52 % of rural students had same experience of browsing internet for that purpose. Among them 42 % were girls and 28 % were boys.
- For academic purposes 51 % of students browsed internet daily. Among them 63 % of students belong to urban colleges and 40 % belong to rural colleges whereas 52 % of girls and 50 % of girls browsed daily.
- Fifty-four % of students spent 1 to 2 hours on internet in a day for academic purposes whereas 58 % of students were from urban colleges and 50 % were from rural colleges. Among them 52 % were girls and 55 % were boys.
- In case of benefits of internet use in study, more than 75 % of students stated that internet is more informative whereas more than 89 % of urban students and more than 61 % of rural students admitted it. Among them more than 81 % were girls and more than 69 % were boys who revealed same response.
- More than 55 % of students revealed that internet is useful in learning the subject like biology whereas more than 74 % of urban students and more than 36 % of rural students admitted it. Among them more than 64 % were girls and more than 46 % were boys.
- Majority of the students i.e. 81 % stated that science learning become more easy and interesting by the use of internet. Out of which 92 % of students were from urban colleges and 70 % were from rural colleges whereas 90 % of girls and 73 % of boys gave the same opinion.
- In regard to internet is essential to understand science concepts, principals and strategy 66 % of students agreed with that. Among them 68 % of students belong to urban colleges and 65 % were from rural colleges whereas 70 % were girls and 62 % were boys.
- In reference to internet is essential to enrich the scientific knowledge in this regard 66 % of students agreed with it. Among them 68 % of students were from urban colleges and 65 % were from rural colleges whereas 70 % of girls and 62 % of boys gave same response.

## EDUCATIONAL IMPLICATIONS

On the basis of findings, the following suggestions may be given for the improvement of academic use of internet.

- Awareness campaign should be organized by colleges to aware all science students for maximum use of internet for academic purposes.
- Lecturers should provide latest website related to science education to all higher secondary science students to make science learning easy and interesting.
- Efforts should be made by colleges to increase the speed of internet access so that downloading can be done quickly.
- Internet facilities should be provided inside the campus, so that all the science students encouraged to find out the information regarding their subjects and download notes and for doing practical and project works related to their subjects.
- Skilled teachers should be appointed in the computer laboratory who can teach the students to

use internet very efficiently for various academic purposes.

- The Council of Higher Secondary Education should organize a programme to facilitate learning of different subjects of science stream through internet.

## CONCLUSION

The internet has emerged as the single most powerful vehicle for providing access to unlimited information. The internet is an inseparable part of today's educational system. The dependency on the internet and its services is increasing on a daily basis. Now a days the students are more dependent on internet for various academic purposes. The students are mostly used smart phones for browsing internet for academic purposes to enhance their academic excellence. Internet is more beneficial for getting right information at right time with a minimum time period. Basically, most of the science students have reported that internet makes science learning more easy and interesting. It can replace the library services. According to them, internet is not only essential to understand science concept, strategy and principles but also to understand importance of science in day to day life. Consequently, it has become very popular among student's community and it is also used by them.

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# उच्चतर माध्यमिक कक्षाओं में अध्ययनरत सवर्ण जाति एवं अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि का तुलनात्मक अध्ययन

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## सारांश

शिक्षा मनुष्य के विकास का मूल साधन है। शिक्षा प्राप्त करके ही मानव श्रेष्ठ बन सकता है। भारतीय हिन्दू समाज का आधार चार जातियाँ हैं यथा- ब्राह्मण, क्षत्रिय, वैश्य तथा शूद्र। प्रस्तुत अध्ययन में ब्राह्मण, क्षत्रिय तथा वैश्य, सवर्ण जाति वर्ग के रूप में निरूपित किए गये हैं। आधुनिक अर्थों में अनुसूचित जाति से तात्पर्य उन जातियों से है जो भारत सरकार द्वारा निर्मित तथा प्रकाशित सूची में सम्मिलित की गई हैं। शैक्षिक उपलब्धि से तात्पर्य उस अभिकल्प से है जो विद्यार्थियों का पाठ्यक्रम अथवा विषय/विषयों से सम्बन्धित संज्ञानात्मक, भावनात्मक तथा कौशलात्मक पक्षों को प्रतिबिम्बित करता है। आधुनिक समय में, बुद्धि से तात्पर्य व्यक्ति की अनुकूलन योग्यता के विभेदीकरण करने की क्षमता, प्राणियों के स्वाभाविक तथा प्रतिक्रियात्मक प्रक्रियाओं द्वारा सीखने तथा तर्क करने की क्षमता से है।

**मूल शब्द:** शैक्षिक उपलब्धि, सवर्ण जाति, अनुसूचित जाति, बुद्धि।

## प्रस्तावना

शिक्षा मनुष्य की आन्तरिक शक्तियों के प्रस्फुटन का स्वाभाविक, सर्वांगीण और प्रगतिशील माध्यम है। शिक्षा व्यक्तित्व विकास की आधार शिला है। जो आदिकाल से मनुष्य के व्यक्तित्व को सतत शक्ति व ऊर्जा प्रदान करती रही है। शिक्षा तथा समाज का अटूट सम्बन्ध है। प्रत्येक समाज की एक संस्कृति, आदर्श, मूल्य, जनरीतियाँ, प्रथायें तथा परम्परायें होती हैं, जोकि उस समाज के सदस्यों के व्यवहार को निर्देशित करती हैं। समाज में संस्कृति तथा जीवन-विधि का जो स्वरूप होता है, उसी के अनुरूप उस समाज की आवश्यकताएं होती हैं। उन्हीं आवश्यकताओं को ध्यान में रखकर उस समाज में शिक्षा की व्यवस्था की जाती है। समाज की आवश्यकताओं में परिवर्तन के साथ-साथ शिक्षा का स्वरूप भी परिवर्तित करने की आवश्यकता होती है।

भारतीय जनसंख्या में अनुसूचित जाति वर्ग सर्वाधिक अलाभान्वित वर्गों में से एक है। अनुसूचित तथा अस्पृश्यता की समस्या अति प्राचीन है जिसमें विविध सामाजिक, आर्थिक, शैक्षिक तथा राजनैतिक स्वार्थ निहित है।

‘अस्पृश्यता’ एक ऐतिहासिक सामाजिक घटना है जिसने न केवल स्वतंत्रता संग्राम के समय वरन् आधुनिक समय में भी भारतीय नेताओं के विवेक को जागृत किया है। अनुसूचित जाति की समस्या, असमानता तथा विविधता पर आधारित है। भारत-सरकार द्वारा स्वतन्त्रता के बाद से ही अनुसूचित वर्ग के सामाजिक-आर्थिक स्तर के उन्नयन के लिए शिक्षा में महत्वपूर्ण छूट तथा सरकारी सेवाओं में आरक्षण प्रदान करने जैसे क्रान्तिकारी प्रयास किए गए। भारतीय संविधान जो समस्त व्यक्तियों तथा सामाजिक समूहों में समानता को प्रेरित करता है, अनुसूचित जाति वर्ग के शैक्षिक उत्थान तथा आर्थिक अवसरों के उन्नयन हेतु राज्यों को विशिष्ट उपायों के लिए निर्देशित करता है जिससे युगों से वंचित ये वर्ग समाज में पूर्णतः एकाकार हो सकें तथा समानता के स्तर को प्राप्त कर सकें। स्पष्ट है कि उक्त समस्या के अध्ययन द्वारा यह ज्ञात करने का प्रयास किया जायेगा कि सवर्ण एवं अनुसूचित वर्ग के विद्यार्थियों की शैक्षिक उपलब्धि एवं बुद्धि के प्रमुख निर्धारक कारक क्या-क्या हैं? सवर्ण एवं अनुसूचित वर्ग के विद्यार्थियों की शैक्षिक उपलब्धि एवं बुद्धि के निर्धारण में उक्त मनोवैज्ञानिक, सामाजिक तथा आनुवांशिक कारकों का कितना योगदान है? सवर्ण एवं अनुसूचित वर्ग के विद्यार्थियों की शैक्षिक उपलब्धि एवं बुद्धि के निर्धारक तत्वों एवं उनके योगदान में कितनी समानता अथवा भिन्नता है।

## अध्ययन का औचित्य एवं महत्व

दूरवर्ती काल से ही अनुसूचित जाति के विद्यार्थी, सामाजिक निर्धनता एवं तीक्ष्ण मनोवैज्ञानिक विकलांगता का जीवन व्यतीत कर रहे हैं। यद्यपि उनके सुधार के लक्षण परिलक्षित हो रहे हैं तथापि वे सभी सवर्ण जाति विद्यार्थियों की तुलना में अनेकानेक व्यावहारिक बिन्दुओं में पिछड़े हुए हैं।

वस्तुतः एक हरिजन अस्पृश्यता की सीमाओं का उल्लंघन करने अथवा परित्याग करने के संदर्भ में सोच भी नहीं सकता, ना ही उसमें उच्च अधिगम प्राप्ति हेतु कोई आन्तरिक प्रेरणा होती है। उक्त सभी नियोग्यताएं भूतकाल में न केवल आर्थिक, सांस्कृतिक तथा भौतिक थीं वरन् वैयक्तिक प्रेरणा की अनुपस्थिति के कारण मनोवैज्ञानिक भी थीं। अनुसूचित जाति के विद्यार्थियों के संदर्भ में वास्तविक चुनौती तभी प्रत्यक्ष हुई जब उन्हें मानक अर्थों से परे विद्यार्थी समझा गया, उनकी व्यक्तिगत विशेषताओं को विभेदीकृत किया गया। इस शोध अध्ययन में ये जानने का प्रयास किया जायेगा कि वे किस प्रकार अन्य विद्यार्थियों के समान तथा उनसे विषम है। इस प्रकार, अनुसूचित जाति तथा सवर्ण जाति के विद्यार्थियों की विविध मनोसामाजिक विशेषताओं के अध्ययन के सम्बन्ध में उत्सुकता जागृत हुई। शोधकर्ता ने स्वयं निरीक्षित तथा अनुभूत किया है कि अनुसूचित जाति के विद्यार्थियों का सामान्य व्यवहार, शैक्षिक निष्पादन तथा विशिष्टताएं सवर्ण जाति के विद्यार्थियों से अति विलग है। वास्तविक चुनौती अनुसूचित जाति के विद्यार्थियों के परिप्रेक्ष्य में है कि वे जीवन के समस्त पक्षों का उचित आकलन कर सकें जो हमें यह समझने में सहायक होगा कि आज व्यक्तित्व विकास के सम्बन्धों में वे सवर्ण जाति के विद्यार्थियों की तुलना में कितने सक्षम हैं। जो हमें अनुसूचित जाति के विद्यार्थियों को प्रदत्त सुविधाएं उनके व्यक्तिगत विकास को प्रभावित करने की सीमा से अवगत कराएगा तथा यह प्रतीत कराएगा कि अनुसूचित जाति वर्ग के विद्यार्थियों तथा सवर्ण जाति के विद्यार्थियों के मध्य विकासात्मक अन्तर को सरकारी, सामाजिक तथा अन्य प्रयत्न किस सीमा तक दूर कर सके हैं।

## समस्या कथन

उच्चतर माध्यमिक कक्षाओं में अध्ययनरत सवर्ण जाति एवं अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि एवं बुद्धि का तुलनात्मक अध्ययन

## अध्ययन के उद्देश्य

शोध के परिप्रेक्ष्य में निम्नलिखित उद्देश्यों की प्राप्ति का प्रयास किया जायेगा -

1. सवर्ण जाति एवं अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि का तुलनात्मक अध्ययन करना।
2. सवर्ण जाति एवं अनुसूचित जाति के विद्यार्थियों की बुद्धि का तुलनात्मक अध्ययन करना।

## परिकल्पनाएं

प्रस्तुत शोध-अध्ययन के निमित्त निर्धारित उद्देश्यों की प्राप्ति के सन्दर्भ में निम्न परिकल्पनाओं का परीक्षण किया गया -

1. सवर्ण जाति एवं अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अन्तर नहीं है।
2. सवर्ण जाति एवं अनुसूचित जाति के विद्यार्थियों की में कोई सार्थक अन्तर नहीं है।

## अध्ययन विधि

प्रस्तुत अध्ययन के सन्दर्भ में वर्णनात्मक सर्वेक्षण विधि को प्रयुक्त किया गया है।

### न्यादर्श

प्रस्तुत शोध अध्ययन के अन्तर्गत आगरा मण्डल के 12 इण्टर कॉलेजों का चयन किया गया है। न्यादर्श का चयन सोदेश्यपूर्ण विधि द्वारा किया गया है। शोध के लिए 350 सवर्ण जाति एवं अनुसूचित जाति के विद्यार्थियों को अध्ययन के लिए चुना गया है।

### उपकरण

वर्तमान अध्ययन के सन्दर्भ में शैक्षिक उपलब्धि के रूप में हाईस्कूल की बोर्ड परीक्षा के अंकों को लिया गया है एवं बुद्धि परीक्षण के रूप में आर. के. टण्डन (1971) द्वारा निर्मित सामूहिक मानसिक योग्यता परीक्षण का चयन किया गया।



## प्रस्तुत अध्ययन के प्रदत्तों का वर्गीकरण, विश्लेषण एवं व्याख्या

प्रस्तुत शोध को परिकल्पनाओं के अनुसार विश्लेषित करने के लिये निम्नानुसार सारणियों में वर्गीकृत किया है

**परिकल्पना 01:** सवर्ण जाति एवं अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अन्तर नहीं है।

**तालिका सं. 01:** सवर्ण जाति एवं अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि की तुलना

जाति	संख्या	मध्यमान	मानक विचलन	क्रान्तिक अनुपात
सवर्ण जाति	350	50.35	5.78	6.77
अनुसूचित जाति	350	46.28	7.45	

उपरोक्त तालिका के सांख्यिकी विश्लेषण से स्पष्ट होता है कि दोनों समूहों के विद्यार्थियों की शैक्षिक उपलब्धि के मध्यमान क्रमशः 50.35 व 46.28 हैं। इसी तरह दोनों समूहों के विद्यार्थियों के मानक विचलन क्रमशः 5.78 तथा 7.45 है। क्रान्तिक अनुपात का मान 6.77 है जो 0.01 स्तर पर सार्थक है। अतः सवर्ण जाति तथा अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अन्तर है। प्रायः देखने में मिलता है कि सवर्ण जातियों के विद्यार्थियों को सुविधाएं अनुसूचित जाति के विद्यार्थियों से ज्यादा मिलती हैं।

**परिकल्पना 02:** सवर्ण जाति एवं अनुसूचित जाति के विद्यार्थियों की बुद्धि में कोई सार्थक अन्तर नहीं है।

**तालिका सं. 02:** सवर्ण जाति एवं अनुसूचित जाति के विद्यार्थियों की बुद्धि की तुलना

जाति	संख्या	मध्यमान	मानक विचलन	क्रान्तिक अनुपात
सवर्ण जाति	350	49.95	13.47	7.93
अनुसूचित जाति	350	40.65	17.45	

उपरोक्त तालिका के सांख्यिकी विश्लेषण से स्पष्ट होता है कि दोनों समूहों के विद्यार्थियों की बुद्धि के मध्यमान क्रमशः 49.95 व 40.65 हैं। इसी तरह दोनों समूहों के विद्यार्थियों के मानक विचलन क्रमशः 13.47 तथा 17.45 है। क्रान्तिक अनुपात का मान 7.93 है जो .01 स्तर पर सार्थक है अतः सवर्ण जाति तथा अनुसूचित जाति के विद्यार्थियों की बुद्धि में सार्थक अन्तर है। यहाँ स्पष्ट है कि सवर्ण जातियों की बुद्धि का मध्यमान अनुसूचित जाति की अपेक्षा अधिक पाया गया। इसका कारण यह हो सकता है कि सवर्ण जातियों के विद्यार्थियों को अनुसूचित जाति की तुलना में परिवेश बेहतर मिलता है।

## निष्कर्ष

शोध कार्य के प्रदत्तों, विश्लेषण एवं व्याख्या करने के पश्चात् निम्नलिखित निष्कर्ष प्राप्त हुए हैं:-

1. सवर्ण जाति एवं अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि के मध्यमानों में सार्थक अन्तर पाया जाता है। सवर्ण जाति के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान अनुसूचित जाति के विद्यार्थियों की तुलना में अधिक है।

2. सवर्ण जाति एवं अनुसूचित जाति के विद्यार्थियों की बुद्धि के मध्यमानों में सार्थक अन्तर पाया जाता है। सवर्ण जाति के विद्यार्थियों की बुद्धि का मध्यमान अनुसूचित जाति के विद्यार्थियों की तुलना में अधिक है।

## शैक्षिक निहितार्थ

वर्तमान में शोध अध्ययन के परिणाम उन शिक्षाशास्त्रियों, प्रशासकों, परामर्शदाताओं, शिक्षकों तथा पाठ्यक्रम निर्माताओं के लिए उपयोगी होंगे जो उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों का मार्गदर्शन करते हैं तथा उच्च विद्वतापूर्ण उपलब्धि एवं मनोसामाजिक चरों की प्राप्ति हेतु विद्यार्थियों को प्रेरित करते हैं साथ ही पाठ्यक्रम निर्माण तथा संशोधन भी करते हैं। वर्तमान शोध अध्ययन से अनुसूचित जाति के मनोसामाजिक कारकों के संबंध में प्राप्त सूचनाएं शिक्षाशास्त्रियों, समाजसुधारकों, निर्देशनकर्ताओं तथा परामर्शदाताओं के लिए भी इस रूप में उपयोगी होगी कि वे अनुसूचित जाति तथा समस्त वर्गों के प्रथम पीढ़ी शिक्षार्थियों की सहायता तथा निर्देशन हेतु उनकी समस्याओं के समाधान के लिए मनोवैज्ञानिक पृष्ठभूमि तैयार कर सकते हैं। नीति निर्माताओं के लिए भी शोध परिणाम महत्वपूर्ण हैं क्योंकि अध्ययन परिणाम स्पष्ट कर रहे हैं कि मात्र आरक्षण प्रदान करना ही पर्याप्त नहीं है वरन् अनुसूचित जाति के विद्यार्थियों की प्रभावशाली प्रगति के लिए अनुसूचित एवं सवर्ण जाति के प्रथम पीढ़ी के शिक्षार्थियों के निमित्त विभिन्न कल्याणकारी योजनाओं के निर्माण की भी आवश्यकता है। इस प्रकार सरकार को यह सुझाव दिया जा सकता है कि अनुसूचित जाति के साथ-साथ प्रथम शिक्षित पीढ़ी के विद्यार्थियों को भी ध्यान में रखकर सुविधाएं प्रदान की जाएं जिससे वे मुख्य धारा में सम्मिलित होकर सवर्ण तथा प्रथमोत्तर शिक्षित पीढ़ी के समकक्ष आ सकें।

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## माता-पिता द्वारा दिए गए प्रोत्साहन का विद्यार्थियों की शैक्षिक उपलब्धि पर प्रभाव का अध्ययन

डॉ. गीता यादव

असिस्टेंट प्रोफेसर, ए.के. कॉलेज, शिकोहाबाद, फिरोजाबाद

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### सारांश

शिक्षा मनुष्य के जीवन को सार्थक बनाने में महत्वपूर्ण भूमिका निभाती है। आज के समाज में अशिक्षित व्यक्ति को प्रायः उपेक्षा की दृष्टि से देखा जाता है। अतः माता-पिता अपने बच्चे को शिक्षित करना अपना परम कर्तव्य समझते हैं। शिक्षा के माध्यम से ही बालक की प्रवृत्तियों का शोधन और परिष्करण होता है जिससे उसका व्यवहार संतुलित एवं नियंत्रित होता है। व्यक्ति की आदतों के निर्माण में शिक्षा की महत्वपूर्ण भूमिका होती है और बालक जैसी शिक्षा पाता है उसी के अनुरूप उसमें आदतों का निर्माण होता है। समाज के लिए उपयोगी शोध के परिणामों से पता चलता है कि विद्यार्थियों की शैक्षिक उपलब्धि पर उनके माता-पिता का प्रभाव पड़ता है। प्रस्तुत अध्ययन हेतु वर्णनात्मक सर्वेक्षण प्रणाली का चयन किया गया है। प्रस्तुत शोध अध्ययन के सन्दर्भ में शिकोहाबाद तहसील में स्थित माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों में केवल 100 इकाइयों (50 छात्र एवं 50 छात्रायें) का प्रतिदर्शन उद्देश्यपूर्ण विधि द्वारा चयनित किया गया है।

**मूलशब्द:** शैक्षिक उपलब्धि, प्रोत्साहन, माध्यमिक विद्यालय

### प्रस्तावना

बालक देश और समाज की भावी पीढ़ी के कर्णधार होते हैं अतः बालक का सर्वांगीण विकास करना प्रत्येक परिवार, समाज व राष्ट्र का कर्तव्य है। परिवार को बालक की प्रथम पाठशाला माना जाता है और विद्यालय को द्वितीय। आज के इस भौतिकतावादी युग में तीव्रता से बदलते सामाजिक परिवेश व व्यवस्थाओं एवं बदलते मूल्यों ने परिवार की संरचना एवं माता-पिता के दृष्टिकोण में परिवर्तन आया है जिससे बालकों को अनेक प्रकार के अनुभवों का सामना करना पड़ता है और बालक विद्यालय, परिवार व समाज के बीच ठीक प्रकार से समायोजन नहीं कर पाते हैं। जिसके कारण उनकी शैक्षिक उपलब्धि प्रभावित हो जाती है माता-पिता का प्रोत्साहन बालक की मनोवैज्ञानिक आवश्यकताओं की पूर्ति करता है।

प्रथम पाठशाला में बच्चे के माता-पिता ही उसके प्रथम शिक्षक होते हैं जिसके मानसिक और भौतिक वातावरण युक्त आंगन में अनुकरण व सहयोग के दामन से लिपटकर बालक नित नई सोच को धारण कर विकास और वृद्धि की ओर कदम बढ़ाता है। वहीं विद्यालय उसके विकास व उपलब्धि के अर्जन के लिए एक विशाल क्षेत्र को प्रदान करता है। इस अधिगम अर्जन के परिणाम के एक आयाम के रूप में शैक्षिक उपलब्धि को बालक प्राप्त करता है।

माता-पिता के प्रोत्साहन का तात्पर्य किसी प्रकार से बालकों को पढ़ाई की चक्की में पीसना नहीं है बल्कि प्रशंसा एवं प्रेरणा बच्चों की आवश्यकताओं को समझना और उनके अनुसार बालक की सहायता करना है। जिससे बालक विद्यालय में सकारात्मक ऊर्जा के साथ पूर्ण क्षमता तक अधिगम स्तर को प्राप्त कर सके तथा दृढ़ शैक्षिक आधार खड़ा कर सकेगा। इसके विपरीत माता-पिता द्वारा बालक की आवश्यकताओं को नजर अन्दाज करने या कठोर व्यवहार से बालक में अरुचि, कुण्ठा, संकोच, डर, हीन भावना, असुरक्षा जैसे गुणों का प्रादुर्भाव होता है। जिससे उत्पन्न नकारात्मकता बालक को अन्धकारमय भविष्य के गर्त में धकेल देती है। माता-पिता का स्नेहिल प्रोत्साहन छात्र को सांवेगिक दृढ़ता के साथ सुरक्षा प्रशन्नता का वातावरण प्रदान करता है और अनेक मनोवैज्ञानिक सिद्धान्तों के अनुसार बालक अप्रशन्नतापूर्ण मानसिक स्थिति की अपेक्षा प्रशन्नतापूर्ण मानसिक स्थिति में अधिक अधिगम करते हैं। वैसे तो बालक की शैक्षिक उपलब्धि पर परिवार के वातावरण, आई क्यू एवं विद्यालयी परिस्थितियों का समेकित प्रभाव रहता है। फिर भी माता-पिता का प्रोत्साहन एवं सहयोग छात्र की शैक्षिक उपलब्धि को कहीं न कहीं तो प्रभावित करता ही है। इस प्रभाव की मात्रा और सीमा को विश्लेषित करना ही इस शोध का उद्देश्य है।

## उद्देश्य

1. छात्र व छात्राओं की शैक्षिक उपलब्धि का तुलनात्मक अध्ययन करना।
2. छात्र व छात्राओं को माता-पिता द्वारा दिए गए प्रोत्साहन का तुलनात्मक अध्ययन करना।
3. माता-पिता द्वारा दिए गए प्रोत्साहन के परिप्रेक्ष्य में छात्र-छात्राओं की शैक्षिक उपलब्धि का अध्ययन करना।

## समस्या का परिसीमांकन

1. शोध में शिकोहाबाद जिला - फिरोजाबाद के अंग्रेजी माध्यम के माध्यमिक विद्यालयों के कक्षा 9 व 10 के अध्ययनरत छात्र-छात्राओं को सम्मिलित किया गया है।
2. शैक्षिक उपलब्धि के लिए छात्रों की वार्षिक परीक्षा के प्राप्तांकों के प्रतिशत को मापन के रूप में लिया गया है।

## अध्ययन से संबंधित चर

### शैक्षिक उपलब्धि

1. माता-पिता द्वारा दिया जाने वाला प्रोत्साहन उच्च
2. प्रोत्साहन औसत छात्र
3. यौन भिन्नता छात्रायें

## परिकल्पनाएं

- छात्र एवं छात्राओं की शैक्षिक उपलब्धि में कोई सार्थक अन्तर नहीं है।

**अध्ययन विधि :** प्रस्तुत अध्ययन हेतु वर्णनात्मक सर्वेक्षण प्रणाली का चयन किया गया है। क्योंकि अध्ययन का उद्देश्य माता-पिता द्वारा विद्यार्थियों को दिए जाने वाले प्रोत्साहन एवं विद्यार्थियों की शैक्षिक उपलब्धि की स्थिति का पता लगाना है।

**उपकरण :** विद्यार्थियों को माता-पिता द्वारा दिए गए प्रोत्साहन के मापन हेतु आर.आर. शर्मा की मापनी का प्रयोग किया गया है।

**प्रतिदर्श :** प्रस्तुत शोध अध्ययन के सन्दर्भ में शिकोहाबाद तहसील में स्थित माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों में केवल 100 इकाइयों (50 छात्र एवं 50 छात्रायें) का प्रतिदर्शन उद्देश्यपूर्ण विधि द्वारा चयनित किया गया है।

**सांख्यिकी विधियाँ** – मध्यमान, मध्यांक, मानक विचलन एवं क्रान्तिक अनुपात सांख्यिकीय प्रविधियों का प्रयोग किया गया है।

## परिणाम एवं विश्लेषण

### यौन भिन्नता के परिप्रेक्ष्य में शैक्षिक उपलब्धि

समूह	संख्या	मध्यमान	मानक विचलन	क्रान्तिक अनुपात
छात्र	50	623.2	71.03	0.0107
छात्राएं	50	621.2	77.34	–

तालिका में प्रदर्शित क्रान्तिक अनुपात का मान (.107) .01 स्तर पर सार्थक है। जिससे स्पष्ट होता है कि उक्त दोनों समूहों के शैक्षिक उपलब्धि के क्रान्तिक अनुपात का मान .107 सार्थकता स्तर 0.05 के मान 1.98 तथा .01 सार्थकता स्तर के मान 2.63 से कम है। अतः छात्र एवं छात्राओं की शैक्षिक उपलब्धि में बहुत कम या नगण्य अन्तर है। या लगभग समान है। इस प्रकार यौन भिन्नता के आधार पर छात्र-छात्राओं की शैक्षिक उपलब्धि में कोई सार्थक अन्तर नहीं है।

### यौन भिन्नता के परिप्रेक्ष्य में माता-पिता द्वारा दिए गए, प्रोत्साहन सम्बन्धी प्राप्तांकों का तुलनात्मक अध्ययन

समूह	संख्या	मध्यमान	मानक विचलन	क्रान्तिक अनुपात
छात्र	50	58.76	1.50	
छात्राएं	50	58.62	1.56	0.5

उक्त तालिका का विश्लेषण एवं अध्ययन करने से ज्ञात होता है कि छात्रों को माता-पिता की तरफ से प्राप्त प्रोत्साहन सम्बन्धी प्राप्तांकों के मध्यमान में अधिक अन्तर नहीं है तथा क्रान्तिक अनुपात 0.05 स्तर पर सार्थक नहीं। अतः छात्र एवं छात्राओं को माता-पिता द्वारा मिलने वाले प्रोत्साहन में कोई सार्थक अन्तर नहीं है।

### माता-पिता द्वारा दिए जाने वाले प्रोत्साहन के परिप्रेक्ष्य में छात्र एवं छात्राओं की शैक्षिक उपलब्धि का अध्ययन

समूह	प्रोत्साहन	संख्या	मध्यमान (शैक्षिक उपलब्धि)	मानक विचलन	क्रान्तिक अनुपात	सार्थकता स्तर
कुल समूह	उच्च	15	742.07	23.11	13.11	0.05
	औसत	34	641.86	27.82		0.01
छात्र	उच्च	07	742.50	28.17	8.15	0.05
	औसत	17	640.76	26.87		
छात्राएं	उच्च	08	741.53	27.69	8.22	0.01
	औसत	17	642.86	28.64		

उक्त तालिका का अवलोकन करने से ज्ञात होता है कि छात्र-छात्राओं के कुल समूह में उच्च स्तर एवं औसत स्तर का प्रोत्साहन प्राप्त विद्यार्थियों की शैक्षिक उपलब्धि का क्रान्तिक अनुपात 13.11 है जो 0.05 एवं 0.01 दोनों स्तरों के मानों से अधिक है। इसलिए उच्च स्तर एवं औसत स्तर का प्रोत्साहन प्राप्त विद्यार्थियों की शैक्षिक उपलब्धि में दिखाई देने वाला अन्तर सार्थक है तथा छात्र एवं छात्राओं को अलग-अलग समूह में क्रान्तिक अनुपात का मान 8.15 तथा 8.22 है। से दोनों ही मान 0.05 (1.98) तथा .01(2.63) स्तरों के मानों से अधिक हो। अतः परिणामस्वरूप उच्च एवं औसत स्तर के कुल समूह की शैक्षिक उपलब्धि में सार्थक अन्तर पाया गया है तथा उच्च एवं औसत स्तर पर प्रोत्साहन प्राप्त छात्र एवं छात्राओं की शैक्षिक उपलब्धि में सार्थक अन्तर पाया गया है।

### निष्कर्ष एवं सुझाव

उक्त परिणामों के विश्लेषण से यह स्पष्ट है कि यौन भिन्नता के आधार पर छात्र एवं छात्राओं की शैक्षिक उपलब्धि में कोई सार्थक अन्तर नहीं पाया गया है। छात्र-छात्राओं को माता पिता द्वारा लगभग समान रूप से प्रोत्साहन मिला है। उक्त दोनों निष्कर्ष प्रदर्शित करते हैं कि बालिकाओं की शिक्षा के प्रति माता-पिता की सोच या दृष्टिकोण बदलते सामाजिक परिदृश्य में परिवर्तित हुआ है। वह छात्रों के साथ-साथ छात्राओं की शिक्षा को लेकर भी सजग एवं सहयोगपूर्ण है। अच्छे अंग्रेजी माध्यम के स्कूल भी इस समानता के प्रभाव का कारण हो सकते हैं।

दूसरी तरफ माता पिता द्वारा दिए गए प्रोत्साहन ने छात्र व छात्राओं की शैक्षिक उपलब्धि को धनात्मक रूप से प्रभावित किया है। उच्च स्तर का प्रोत्साहन प्राप्त छात्र - छात्राओं की शैक्षिक उपलब्धि औसत स्तर के प्रोत्साहन प्राप्त छात्र व छात्राओं की अपेक्षा अधिक अच्छी रही है। अतः प्रोत्साहन का सीधा प्रभाव विद्यार्थियों की शैक्षिक उपलब्धि पर पड़ता है।

अध्ययन निष्कर्ष यह इंगित करते हैं कि जितने अधिक से अधिक माता-पिता बच्चों को दिए जाने वाले प्रोत्साहन के परिणामों को समझ पाएंगे उतने ही अधिक से अधिक बालकों को अग्रिम पंक्ति में खड़े होने के लिए, अधिक उपलब्धियाँ प्राप्त करने के लिए, क्षमताओं में पूर्णता तक विकास के लिए, घर के अन्दर एक सहयोगात्मक एवं सकारात्मक वातावरण प्राप्त हो सकेगा।

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# EFFECTIVENESS OF THE CONCEPT ATTAINMENT MODEL IN SCIENCE TEACHING ON ACHIEVEMENT OF HIGH SCHOOL LEVEL STUDENTS

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## Abstract

*The present study is focused on the Effectiveness of the Concept Attainment Model in Science Teaching on Achievement of High School Level Students. Concept Attainment Model helps to clarify ideas. It engages students in formulating a concept through the use of illustrations, word cards or specimens called examples. Concept Attainment Model is well suited to classroom use. The investigator used normative survey method for the study. Education system effectiveness at the time of advanced technologies, scope of interdisciplinary knowledge as well as simultaneous higher demands for experts in changing spheres of life is becoming Burning issues of the day. It shows that the treatment given to experimental group through Concept Attainment Model is more effective than the Traditional method of teaching.*

**Keywords:** Concept Attainment Model, Science Teaching, Achievement, Effectiveness

## INTRODUCTION

“Education is a conscious and deliberate process in which one personality acts upon another in order to modify the development of the other by the communication, manipulation and knowledge”

—Adams

It is clear from the above definition that the process of modifying the behavior of a student can be conscious and a deliberate effort by the teacher through communication and knowledge. Thus, we can say that modification of behavior could be done through interactions in the teaching learning process. This study was Experimental in nature and related to Educational Technology. It was an attempt to find whether the teaching can be improved by the use of various techniques. This study

concentrated on studying the effectiveness of teaching through the developed Concept Attainment Model. The present paper deals with the Present Status of Teaching-Learning Process, Educational Technology, Instructional Technology, Video Instructional Material, Rationale, Statement of Problem, Objectives, Hypotheses and Delimitations.

The teacher should be prepared to make use of technology for the benefit of learners. ET can take many forms in classrooms. It may be in form of teaching aids, like, charts, models, etc. but it may also be in the form of Information and Communication Technology (ICT). These days' teachers make power point presentation and use them to bring variety in the classrooms.

In the new technology era, the role of teacher is changing continuously from being an instructor to constructor, facilitator, coach and creator of learning situation. A teacher can integrate the use of ICT into teaching effectively if he has been trained in its use. Thus, there is a need to create facility and arrange training programme for the use of ICT. At present, instructional strategies are being developed for effective teaching of Science. The models can create most suitable environment and stimuli for the student to solve problems pertaining to Science. The concept Attainment Model (CAM) is designed and developed to teach concepts and to help students to become more efficient at learning. The CAM developed by Bruner succeeded in the learning the concepts. So a genuine interest was aroused in the minds of investigator to prove the effectiveness of CAM on high school level students with special reference to achievement.

## **NEED OF THE STUDY**

The objectives of education have changed from time to time and so has our concept of teaching. What we teach? And how we teach? Depends to a great extent on what we want to achieve. The most recent concept of teaching is: teach the child how to learn, how to discover, how to think and how to inquire. The emphasis is upon 'know how' rather than 'know what. In modern world, knowledge increases at a terrific pace and social change is very rapid. So researcher wants to know the Effectiveness of CAM on the achievement.

## **STATEMENT OF THE PROBLEM**

“Effectiveness of the Concept Attainment Model in Science Teaching on Achievement of High School Level Students”

## **OBJECTIVES OF THE STUDY**

The main objective of this study was to find out the effectiveness of CAM on achievement of High School Level students. This is further explicated by the following specific objectives:

1. To find out the effectiveness of concept attainment model of teaching on academic achievement of High School Level students in Science.
2. To find out the effectiveness of traditional method of teaching on academic achievement of

High School Level students in Science.

3. To compare the effectiveness of concept attainment model with traditional method of teaching of Science

## HYPOTHESES

1. Concept attainment model is superior to traditional method of teaching of science.
2. There exists a significant difference in achievement in science between the group of students taught through concept attainment model and traditional method.

## DESIGN OF THE STUDY

In the present study experimental method was used to collect data. Pretest- Posttest matched group experimental design was used in the study. Purposive sampling technique was used. The study was conducted on the sample of 100 High School Level Students.

1. The students were divided into two groups, i.e. experimental group and control group.
2. Students of both experimental and control groups were selected on the basis of their intelligence test scores.
3. Intelligence test which was developed and standardized by the investigator was used for selection of groups.

The experimental group was taught through concept attainment model and the control group was taught through traditional method (lecture method). The effectiveness of concept attainment model on academic achievement in science was determined by administering the achievement test on both the groups of students. Self-constructed achievement test was used for finding the achievement of students in science.

## RESULT AND DISCUSSION

**Table 1:** Achievement Score of the Students Taught Through Cam in Science

Group	N	Treatment	Mean	SD
Experimental Group	50	Concept Attainment Model	40.27	9.65

Above table shows that mean of Experimental Group is 40.27 and S.D 9.65.

**Table 2:** Achievement Score of the Students Taught Through Traditional Methods

Group	N	Treatment	Mean	SD
Control Group	50	Traditional Method	34.55	4.66

Above table shows that mean of Control Group is 34.55 and S.D. 4.66.

**Table 3:** Comparison of Achievement Score of the Students Taught Through Cam and Traditional Methods

<i>Group</i>	<i>Mean</i>	<i>SD</i>	<i>t-value</i>	<i>Level of significance</i>
Experimental Group	40.27	3.30		
Control Group	34.55	4.66	6.41	0.01

Above table shows that mean of Experimental Group and control group is 40.27 and 34.55 respectively. S.D. of Experimental Group and control group is 3.30 and 4.66 respectively. t-value is 6.41 which is significant at .01 level. It means the mean of Experimental Group is higher than control group. It clearly indicates that student taught through CAM scored higher achievement than student taught through traditional method. The reason may be behind that CAM is more scientific method. The CAM is more effective on achievement of High School Level students

### EDUCATIONAL IMPLICATIONS

Concept Attainment Model provides a chance to analyse the students thinking process and to help them develop more effective strategies for thinking and concept attainment. In this study Concept Attainment Model has been found to facilitate achievement of learners in Science, a part from that this study facilitates to reduce the Stress (Anxiety) among the secondary school students. This has an important implication for teaching science to the school children. Therefore, the Science teachers may be trained in using CAM for teaching of Science.

### SUGGESTIONS FOR FURTHER STUDIES

1. A similar study may be conducted on large samples.
2. The present study may be conducted in other states of India.
3. The present study may be conducted on male and female prospective teachers.

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# INFORMATION AND COMMUNICATION TECHNOLOGY IN THE PROFESSIONAL DEVELOPMENT OF UNIVERSITY TEACHERS

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### **Abstract**

*Modern age has witnessed many changes such as rapid scientific and technological advancement, information revolution caused by the technology; know led population, explosion, globalization, rapid urbanization, emergence of multiculturalism etc. All these changes and development have given education a new role and shape and thus, the role of university teacher is also in transform. ICT has tremendous potentials for ensuring effective teaching-learning partnership. ICT has not only changed our traditional way of education but also of the role of teacher and classroom. The current paper examines that the Information and Communication technology In The Professional development Of University Teachers.*

**Keywords:** *ICT, Globalization, Urbanization, Multiculturalism etc.*

### **INTRODUCTION**

Information and communication technologies (ICT) include computer, the Internet, broadcasting technologies and telephony. While the rise of computers and the internet has provoked great interest, in which they can be applied in Education to improve its efficiency and effectiveness at all levels. Information and Communication (ICT) involve, in the most general sense, the use of technology in managing and processing information. More clearly, ICT can be defined as the use of all conceivable digital media in managing and processing information. Information is power and ICT offers the access to reliable information. Technological advancement has played a great role in the acceleration of human progress in the recent past. Very few people could have anticipated the enormous explosion of communication and its profound effects on universities both for teaching and research. This could be possible as a result of advancement in communication and information technology (ICT). ICT is defined as “Scientific, technological and engineering discipline and

management techniques used in information handling and processing and management techniques used in information handling and processing their applications, computers and their interactions with men and machines. E-mail, computer conferencing, chatting, world-wide web etc. have increased opportunities for students and faculty to converse and exchange work more speedily. Through simulations and graphics, live laboratories can be created in the classroom. Consequently, the whole teaching-learning concept stands revolutionized.

A shift from teacher-centered instruction to learner-centered instruction is needed to enable students to acquire the new millennium knowledge and skills. The shift will take place in changing from a focus on teaching to a focus on learning. We are entering a new era of digital learning in which we are in the process of transition from broadcast learning to interactive learning. Today students do not want to be passive recipients in the information transfer model of learning. Rather, they want to do active participation in the learning process. Therefore education systems around the world are under increasing pressure to use ICT to teach students the knowledge and skills. Currently, higher education institutions in India, and likely elsewhere, are encouraging higher education to incorporate ICT into their teaching.

## **PROFESSIONALISM AND ICT**

Professionalization is the process of upgrading a social-oriented occupation to make it more development-oriented as well as more accountable. The role of the teacher will change from knowledge transmitter to that of learning facilitator, knowledge guide and co-learner with the student. The challenge of the 21st century for us as education professionals is not only to impart knowledge but also to train students with skills to become better and competent learners, more independent, development-oriented and take advantage of opportunities offered by the changing world. Teachers as the key to effective use of web based tools and opportunities in schooling; they must become skilled at using them. It is the only teachers who guide instructions and shape the instructional context in which internet and other techniques are used. Therefore teachers must be comfortable with ICT. They must know how to apply it appropriately and converse easily with the help of new technological tools, researches and approaches. The role of teacher educators would shift to planning and development of ICT-based instructional design from traditional instructional design. But, most of the teachers in our country are not prepared or trained properly to use technology in their teaching in classrooms. Mostly teachers do not know how to apply these skills in classroom instruction. This professional development of college or university educators-how to use ICT is very much essential. Teachers in a university are supposed to take an orientation in the process of teaching which requires specific skills. Realising this fact, both the National Policy of education 1986 and the programme of Action 1986 commended a proposal for in-service training of university/College teachers along with orientation and subject refresher courses for improvement of higher education. As a result, Academic Staff Colleges, were set up in different parts of the country to develop professional competencies among newly appointed university/college teacher.

## **COHESIVE TRAINING AND STAFF DEVELOPMENT PROGRAMMERS.**

The term ‘training’ of college/university teachers involves change over time in teachers’ conception of teaching. ICT is not only an essential tool for teachers now, it also offers them opportunities for their own professional development. So teachers should use ICT in their daily working.

(i) Teachers should be given training in using the most modern technologies in the field of education, so that the students also get opportunity to get knowledge and information with regard to the topics or subject they teach. There should be a one-month pre-service training or an internship programme for development of instructional competencies and skills. This requires introduction of Windows, Power Points, Microsoft Word, Microsoft Access, Microsoft Excel, Microsoft Office, Website, ICT Course etc. (ii) After the completion of 5 years service, every teacher should be required to go through at least one for one-month subject refresher course to develop professional competencies in academics and research areas. Then, project should be assigned to each of the teacher, attending refresher course. They should be asked to evolve with live demonstration experiments in the classroom through simulation and graphics. (iii) The third phase of training of academics should be completed through orientation programmes before 8 years to learn about the competencies of new educational paradigms.

## **CURRICULUM COMPONENTS TO ACHIEVE TEACHING AND LEARNING SKILLS.**

The following components should be taken for development of curriculum to achieve teaching and learning skills for pre-service teachers at college and university level. Traditional classroom teaching and instruction should be supplemented by opportunities through computers.

- (i) To find basic software programmes offering demonstrations to refresh background knowledge, when required.
- (ii) To extend discussions beyond the classroom through conferencing, e-mail, chatting etc. So that the students may remove mistakes and conversions without any hesitation. They may share their ideas freely also.
- (iii) To use electronic means so that teachers may share their ideas throughout the world and can receive advice and suggestions also.
- (iv) To prepare viewer programmes through presentation software so that teachers may be able to use these presentations for group discussions in the classroom.

## **CONCLUSION**

In this way, Information and Communication Technology (ICT) can play an important role in the preparation of quality teacher. Looking to the potentiality of ICT, the National Council for Teacher Education (NCTE) lays lot of emphasis on its use. The National Assessment and Accreditation Council (NAAC) also treats ICT as one of the criteria for grading of the teacher training institutions. Thus, it becomes imperative to make teacher educators conversant with the ICT-related innovations in Teacher Education. It is more important to prepare future teachers, and teachers who are in



service, with the knowledge and skills of using ICT. Therefore, it is necessary that a well-defined component of ICT-based learning should be a part of pre-service University teachers' training curriculum. For in-service teachers, training programmes should be organized to make them skilled in order to introduce ICT in the teaching process to cope with the enormous knowledge explosion in the present century. In order that University/College teachers remain competitive in the new millennium, we must develop cohesive training programmes with emphasis on learning and adequate technical support to be provided to the faculty that will assist integrating technology into instruction. Teachers need to develop skills to use ICT in the classroom for effective instruction. ICT could be a powerful tool in providing learning environment where teachers and learners are partners. ICT-supported learning environment offer many opportunities both for teacher and learners including. ICT can universalize education in the truest sense. In this way the use of ICT in teaching-learning can enhance the quality of learning, make learners more independent and capable of sustaining their own lifelong learning. But student-centered learning can be a difficult process for some learners. It aims at promoting understanding and deep learning as against shallow or surface learning that usually occurs in the conventional mode. The onus is placed on the student to explore and inquire to reflect and articulate, to collaborate and co-operate in active tasks requiring enhanced degrees of initiative, interest, motivation, and cognitive and physical efforts. Teaching-learning partnership through ICT holds strong and exciting prospects for ensuring that the needs and interests both of students and teachers are met. So educators need to take lead in the design, development and effective use of ICT to convey specific content to any learner, no matter the location or goal of study.

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# DIRECT AND RESIDUAL EFFECT OF ZINC WITH AND WITHOUT FYM IN PEARL MILLET-WHEAT CROPPING SYSTEM

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### Abstract

*Pearl millet-wheat cropping system is important cropping system of northern India and is traditionally a component of the dry land system, usually grown in soils with depleted in sandy areas, where deficiency of Zn is a common occurrence. Researcher found that The emergence of zinc deficiencies is largely attributed to nutrient imbalance induced by depletion of soil fertility as a result of intensive cultivation of high yielding varieties of crop plants, increased use of high analysis fertilizers and decreased recycling of crop residues and animal wastes. The results, thus, indicate the beneficial effect of combined used of Zn levels with FYM.*

**Keywords:** FYM, Zn, Nutrients, Millet

### INTRODUCTION

Pearl millet, the fourth most important crop of the country, is traditionally a component of the dry land system, usually grown in soils with depleted fertility. Pearl millet-wheat is a popular cropping sequence adopted in sandy areas, where deficiency of Zn is a common occurrence. Even with the application of recommended dose of fertilizers, yield potential of pearl millet-wheat system has reached a plateau.

Plants absorb Zn as zinc ions ( $Zn^{++}$ ). Since it does not have variable valences, it has no role in influencing redox processes directly. Zinc is essential for promoting certain metabolic reactions. It is necessary for the production of chlorophyll and carbohydrates. Zinc is a constituent of three enzymes namely carbonic anhydrase (CA), alcoholic dehydrogenase and superoxide dismutase (SOD). Zinc is involved in the synthesis of indole acetic acid, metabolism of gibberellic acid and synthesis of RNA. Because of its preferential binding to sulphhydryl group, Zn plays an important

role in the stabilization and structural orientation of the membrane proteins. Zinc influences translocation and transport of P in plants. Under Zn deficiency, excessive translocation of P occurs resulting in P toxicity. Zinc is not translocated within the plant. So symptoms first appear on the younger leaves and other plant parts. Common symptoms of zinc deficiency, which generally occurs, are stunted growth poor tillering, development of light green yellowish bleached spots, chlorotic bands on either side of the midrib in the plants. Zinc was recently assumed great importance in crop production as it plays a significant role in oxidation and reduction process. Qualitative and quantitative importance of zinc application to several crops has been well established in literature .

The present investigation entitled was undertaken in the department of Agricultural Chemistry and Soil Science, Raja Balwant Singh College, Bichpuri, Agra (U.P.) with the following main aims and objectives.

- (1) To evaluate the direct and residual effect of zinc with and without FYM on productivity of pearl millet-wheat sequence.
- (2) To study the effect of zinc with and without FYM on quality and uptake of nutrients by both the crops.
- (3) To study the effect of zinc with and without FYM on economics and soil fertility.

## **MATERIALS AND METHODS**

The investigation was carried out at research farm R.B.S. College, Bichpuri, Agra during kharif and rabi seasons of 2008-09 and 2009-10 to evaluate the effect of zinc with and without FYM on pearl millet-wheat cropping system. The details of the materials used and procedures employed in these studies are described in the ensuing text.

### **Geology, Climate & Soils**

The area under investigation falls in the Indo-Gangetic plains. The soils in this tract owe their origin to the alluvium deposited by the two great rivers, the Ganga and the Yamuna, belonging to Pleistocene age.

The climate of Agra district, on the whole, is hot and dry. The mean annual rainfall for this district is around 65 cm. of which nearly 90 per cent is received during the rainy season. The soils in this district have been formed from the alluvium laid down by the two great rivers - the Ganga and the Yamuna. The soils are of great depth and are not often fully mature in development. They are essentially basic in character; usually light textured and highly productive.

### **Experimental Site**

The experiment was carried out in plot B -12b of the Raja Balwant Singh College, Research farm, Bichpuri (Agra) during both the years. The field had received no zinc in the past history of cropping and management. The site of this experiment is situated about 11 kms away from Agra city and located at Agra-Bharatpur road.

## Experimental Details

Field experiments for two consecutive years were carried out with following treatments.

- (i) Control
- (ii) 2.5 kg Zn ha<sup>-1</sup>
- (iii) 5 kg Zn ha<sup>-1</sup>
- (iv) 7.5 kg Zn ha<sup>-1</sup>
- (v) 10 kg Zn ha<sup>-1</sup>
- (vi) 5 t FYM ha<sup>-1</sup>
- (vii) 2.5 kg Zn +<sup>5</sup> t FYM ha<sup>-1</sup>
- (viii) 5 kg Zn +<sup>5</sup> t FYM ha<sup>-1</sup>
- (ix) 7.5 kg Zn +<sup>5</sup> t FYM ha<sup>-1</sup>

**Crop** : Pearl millet-wheat crop sequence  
**Replication** : 4  
**Design** : R.B.D.

## Preparation of the Experimental Field

The experimental field was prepared by a deep tractor ploughing and discing and finally laid out in to plots leaving irrigation channels and bunds in between the treatments.

## Fertilizer Application

Nitrogen, phosphorus and potassium were applied through urea, diammonium phosphate and muriate of potash, respectively.

## Pearl Millet

The seeds of pearl millet were sown in lines at 30 cm apart, using the seed rate of 5 kg ha<sup>-1</sup> in the month of July in both years. The lines were opened by pointed spade by human labour. After sowing, planking was done to cover the seed.

## Wheat

The seeds of wheat were sown in lines at 20 cm apart, using a uniform seed rate of 125 kg ha<sup>-1</sup> in the month of November during both the years

## Irrigation

The crops were irrigated at the proper time as judged by the appearance of soil and the crop. The source of irrigation water was canal.

## Observations

At harvest, the grain and straw/stover yields of the crops were recorded. Chemical analysis The grain and straw samples were dried in sun followed by in oven at 70 °C for 5 hours. They were then ground in a Wiley's mill and stored in wide mouth glass stoppered bottles with proper labeling. The following determinations were made from the well-prepared plant materials.

## Nitrogen

Nitrogen content in grain and straw samples was determined by Kjeldahl method.

## Protein

From the nitrogen content values, the protein percentage in plant was calculated according to formula mentioned below:

$$\text{Protein percentage} = \text{N content (\%)} \times 6.25$$

## Phosphorus

The phosphorous in grain and straw samples was determined by ammonium molybdate vanadate yellow colour method as described by Chapman and Pratt (1961) in di- acid extract.

## Potassium

Potassium was estimated in the same extract after making suitable dilution and the concentration was measured with the help of flame photometer.

## Sulphur

It was determined in acid extract by turbidimetric method (Chesnin and Yien, 1951).

## Zinc

Zinc in the diacid ( $\text{HNO}_3$  and  $\text{HClO}_4$ ) extract of the plant material was determined on an atomic absorption spectrophotometer.

## Uptake Studies

The uptake of nitrogen, phosphorus, potassium, sulphur and zinc by the crops was computed by multiplying contents of the elements with the yield data.

## **Chemical Analyses of Soil Samples**

Soils samples collected after harvest of both the crops were analysed for their properties.

### **Soil pH**

It was measured in 1:2.5 soil-water suspensions by Beckman model 'H' pH meter using glass electrode.

### **Organic Carbon**

Organic carbon was determined as per Walkley and Black's method outlined by Jackson (1967).

### **Available Nitrogen**

Alkaline permanganate method (Subbiah and Asija, 1956) was adopted for the determination of available nitrogen.

### **Available Phosphorous**

It was determined per method of Oslen et al. (1954).

### **Available Potassium**

Available K was extracted from the soil with normal neutral ammonium acetate (Hanway and Heidal, 1952) and determined flame photometrically.

### **Available Zinc**

The soil was shaken with a mixture of 0.005 M DTPA, 0.01 M  $\text{CaCl}_2$  and 0.1 M triethanolamine (pH 7.3) as suggested by Lindsay and Norvell (1978). The aliquot was filtered through Whatmann No. 42 filter paper. The zinc contents in the prepared extract were determined in an atomic absorption spectrophotometer.

## **Statistical Analysis**

The data regarding yield, chemical composition and nutrients uptake were processed and analyzed statistically to test whether the effects of different treatments were significant or not. Fisher 'F' test was applied for this purpose. The interpretation of the results is based on statistical significance of calculated 'F' values at 5% level. Critical difference (C.D.) has been worked out for comparing the differences between the levels of significant treatments.

## SUMMARY AND CONCLUSION

The emergence of zinc deficiencies is largely attributed to nutrient imbalance induced by depletion of soil fertility as a result of intensive cultivation of high yielding varieties of crop plants, increased use of high analysis fertilizers and decreased recycling of crop residues and animal wastes. Farm yard manure contains traces of micro-nutrients and provides food for soil micro-organism. Application of FYM in combination with Zn resulted in greater yields of the crops. Such information available in this respect, so far is rather meager in alluvial soils. In view of the paucity of information on zinc nutrition with and without FYM in pearl millet-wheat crop sequence, the present work was undertaken. The results have been summarized as under.

### Direct Effect of Zinc With and Without FYM on Pearl Millet

- Application of zinc brought about significant improvement in grain and Stover yield of pearl millet over control in both crop seasons. And significantly higher yields were recorded at 5 t FYM ha<sup>-1</sup>. Application of 5 t FYM ha<sup>-1</sup> alone and in combination with Zn further improved the grain and straw production and maximum yields were recorded with 5 t FYM ha<sup>-1</sup> + 5 kg Zn ha<sup>-1</sup> treatment.
- The content and yield of protein in pearl millet grain over control increased significantly with zinc application in both the crop seasons and maximum values were recorded under 10 and 7.5 kg Zn ha<sup>-1</sup>, respectively. Application of 5 t FYM ha<sup>-1</sup> also improved the content and yield of protein from 11.18 to 11.62 % and 184.02 to 221.49 kg ha<sup>-1</sup>, respectively. Conjoint use of FYM and Zn was more beneficial in improving the percentage and yield of protein in pearl millet crop.
- The content and uptake of nitrogen in pearl millet grain and stover increased significantly with zinc application up to 7.5 kg Zn ha<sup>-1</sup> over control in both the crop seasons. Application of 5 t FYM ha<sup>-1</sup> also improved the content and uptake of N by the crop. The content and uptake of N in crop were further improved with combined use of FYM and Zn.
- Phosphorus content in pearl millet grain and stover increased with lower levels of Zn followed by a reduction at higher levels. Similar trend was also noted in P uptake by pearl millet crop in both crop seasons. Application of 5 t FYM ha<sup>-1</sup>, on the other hand, improved the content and uptake of P in the crop over control. The combined use of FYM and Zn proved more beneficial in enhancing the content and uptake of P by the crop than those of alone application of FYM or Zn.
- There was a significant increase in content and uptake of K by pearl millet crop with lower levels of Zn in both crop seasons. Application of 5 t FYM ha<sup>-1</sup> improved significantly the content and uptake of K by crop over control. The levels of Zn in combination with FYM resulted in significantly higher uptake of K in crop than those of alone application of FYM and Zn.
- The content and uptake of S by crop were not affected by Zn levels. FYM addition improved the S content and uptake by crop over control. The results suggested a significantly favourable effect of FYM and Zn on sulphur nutrition of the crop.



- Zinc content in pearl millet grain and stover increased with increasing levels of zinc. Similarly the uptake of zinc also increased significantly with increasing levels of zinc up to 7.5 kg Zn ha<sup>-1</sup> in both crop seasons. FYM application alone and in combination with Zn levels also improved the content and uptake of Zn by the crop.
- Soil pH was not affected with Zn levels. On the other hand, FYM application alone or in combination with zinc reduced the soil pH.
- Organic carbon content ranged from 3.9 to 4.7 g kg<sup>-1</sup> in 5 t FYM + 5 kg Zn ha<sup>-1</sup> treatment. Zinc levels did not have any significant effect on soil organic carbon.
- Available NPK contents in soil after harvest of the pearl millet crop were not affected significantly with Zn levels. On the other hand, the status of these nutrients improved significantly with FYM alone or in combination with Zn. Available zinc status improved with Zn, FYM and combined use of zinc and FYM over control in both the years.

### **Residual Effect of Zn on Wheat**

- The residual effect of 7.5 kg Zn ha<sup>-1</sup> gave the maximum yield of wheat grain and straw in both crop seasons. Residual effect of FYM was beneficial in improving the grain and straw production of wheat. The increased zinc levels with FYM resulted in maximum grain and straw production.
- The content and yield of protein increased significantly with residual Zn in soil over control. The application of FYM alone and in combination with Zn had significantly beneficial effects on protein content and yield in both the crop seasons.
- The content and uptake of nitrogen were significantly affected with residual zinc over control. Application of FYM also enhanced the content and uptake of nitrogen by wheat crop over control. The nitrogen content and uptake were further increased when FYM used with Zn levels.
- Lower doses of zinc applied in preceding pearl millet crop increased the content and uptake of P by wheat crop in both crop seasons. Higher dose had an adverse effect on the absorption and utilization of phosphorus by wheat crop. Addition of FYM alone or in combination with zinc further improved the content and uptake of P by the crop.
- The residual effect of zinc gave slightly higher values of content and uptake of K by wheat crop over control in both crop seasons. The conjoint use of FYM and zinc in preceding crop further improved the content and uptake of potassium in the crop.
- The content and uptake of sulphur in wheat crop was affected with lower levels of zinc. The residual effect of FYM had significantly beneficial effect on the absorption and utilization of sulphur in wheat crop. The content and uptake of sulphur also improved significantly with combined use of FYM and Zn.
- There was a significant increase in Zn content in wheat grain and straw with residual zinc. The residual value due to application of zinc also increased the uptake of zinc by wheat in presence of FYM.

- Soil pH and organic carbon were affected with Zn levels. On the other hand, organic carbon content increased with FYM application alone or in combination with zinc.
- The status of available NPK in soil after harvest of the wheat crop was not affected significantly with Zn levels. On the other hand, the status of these nutrients improved markedly with FYM alone or in combination with Zn. Available zinc status improved with Zn, FYM and combined use of zinc and FYM over control in both the years.

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# ANALYSIS OF PSYCHO-SOCIAL PROBLEMS OF THE AGED IN THE URBAN SETTING OF ALIGARH CITY

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## Abstract

*The way the human population is ageing, it needs adequate attention. Old age constitutes one of the major challenges confronted by the societies in the present century. The issues of ageing of population are not related to the elderly only but are also related to other age sections of the population. The present study was conducted in the urban setting of Aligarh city through survey method in which various questionnaires were given to the sample population. For the purpose of collection of primary data a detail structured interview schedule was used. The self perception of the aged is assessed through their responses pertaining to their status, role in the family and neighborhood, their feeling of satisfaction, their thought about their future and their family and to what extent these aged person are subjected to the psychological and emotional state of isolation, rejection and seclusion. This study of the analyses of psycho-social problems of the aged in the urban setting of Aligarh city has revealed that the aged are intimately exposed to psycho social aspects due to the social changes that are taking place in the Indian society.*

*Keywords: Urban setting, Psycho-Social Problems, Aged person etc.*

## INTRODUCTION

Ageing of population is a worldwide phenomenon, and India is no exception to it. The way the human population is ageing, it needs adequate attention. Old age constitutes one of the major challenges confronted by the societies in the present century. Everyday, in one context or another, the elderly figure in our dealings thus making the aged of India, more visible than ever.

The problem of the elderly is related to almost every family whether rich or poor, rural or urban. Increasing modernisation, urbanisation and social change has made elder care and relationships

more problematic. With longevity on the rise 'the empty' years at the end have increased with its attendant problem of disease, disability and psycho-physical deterioration. Ageing has become everybody's problem as everybody is bound to age and experience the impact as the process of ageing affects all social groups, and every type of social relationship and in all societies.

The proposed study was carried out to concentrate on the analysis of the problems of aged in the changing family situations and dynamics. The efforts were also made to understand and analyze the changing family relationship patterns and their impact on the situations, positions and status of the aged within the family. As it is observed that aged are not only facing but are also subjected to numerous and vivid type of psycho-social problems in the contemporary, present changing situations, so the study had also tried to explore the situations and circumstances which influence the aged and their place in the family and in society. This certainly needs probing the family, societal and state response to the situations and problems of the aged.

## **OBJECTIVES OF THE STUDY**

### **Analysis of Psycho-Social Problems of the Aged in the Urban Setting of Aligarh City**

#### **Research Methodology**

Keeping in view the objectives of the study, the present study was conducted through survey method in which various questionnaires were given to the sample population. For the purpose of collection of primary data a detail structured interview schedule was used.

#### **Universe of the Study**

The proportion of aged in Aligarh is in tune with the proportion of aged in Uttar Pradesh. The growth rate of the aged is much higher than the general population of the district. The geographical universe of the study comprises the aged of the urban families of Aligarh city.

For the purpose of the present study and to study the responses of aged target population comprises of all the aged above 60 years of age in the urban setting in the city of 'Aligarh'. Thus the study covers all male and female aged above 60 years of age of Aligarh and to study the responses of the family & the society.

#### **Sample**

Keeping in view the objective of the study, a sample of 200 aged persons (over the age of 60 years) in non-institutional setting has been selected from the urban setting of Aligarh city on the basis of simple random sampling technique, keeping in view proper representation of both the sexes i.e. 50% male and 50% female) and locality (urban) as given below-

### **Inclusion Criteria**

The inclusion criteria for the study are-

1. The people above the age of 60 years including both male and female to study responses of the aged.
2. The people who are living in families.

### **Exclusion Criteria**

The exclusion criteria for the study are-

1. People below 60 years of age to study responses of the aged.
2. People with prior history of mental and terminated diseases.

### **Description of Tools**

In the present study, to accord the objectives, a self constructed questionnaire covering the responses of aged in non-institutional setting was used.

### **The Schedule**

In this study, the principal instrument of data collection was a structured-questionnaire-schedule.

### **Nature of Data & Data Processing Techniques**

The data collected in most cases is categorical and qualitative in nature measurable at nominal and ordinal levels. After some necessary editing the data have been roomed in a Master Sheet for facilitating data processing. All the data have been classified, sorted, tabulated, systematized and summarized, analyzed and interpreted by employing tabulation technique and objectives are reached with the help of percentage technique.

### **Analyses of the Study**

The self perception of the aged is assessed through their responses pertaining to their status, role in the family and neighborhood, their feeling of satisfaction, their thought about their future and their family and to what extent these aged people are subjected to the psychological and emotional state of isolation, rejection and secretion.

**Table 1:** Feelings when family members ignore you

<i>Feelings when family members ignore you</i>	<i>Number of Male respondents</i>	<i>Percentage</i>	<i>Number of female respondents</i>	<i>Percentage</i>
Good	1	1	1	1
Bad	95	95	92	92
No reaction	4	4	7	7
Total	100	100	100	100

**Table 2:** Getting respect from the younger members as you deserve

<i>Getting respect</i>	<i>Number of Male respondents</i>	<i>Percentage</i>	<i>Number of female respondents</i>	<i>Percentage</i>
Yes	74	74	65	65
No	26	26	35	35
Total	100	100	100	100

**Table 3:** Presence in the family

<i>Presence in the family</i>	<i>Number of Male respondents</i>	<i>Percentage</i>	<i>Number of female respondents</i>	<i>Percentage</i>
Burden	26	26	20	20
Source of tension and conflict	5	5	16	16
Happiness in the family	65	65	72	72
Barrier	4	4	4	4
Total	100	100	100	100

**Table 4:** Respondent's perception of their age

<i>Become old</i>	<i>Number of Male respondents</i>	<i>Percentage</i>	<i>Number of female respondents</i>	<i>Percentage</i>
yes	81	81	74	74
no	19	19	26	26
Total	100	100	100	100

**Table 5:** Respondent's perception of being a burden on others due to old age

<i>Become a burden</i>	<i>Number of Male respondents</i>	<i>Percentage</i>	<i>Number of female respondents</i>	<i>Percentage</i>
Yes	12	12	16	16
No	88	88	84	84
Total	100	100	100	100

**Table 6:** Respondent's perception of their worthlessness

<i>Worth</i>	<i>Number of Male respondents</i>	<i>Percentage</i>	<i>Number of female respondents</i>	<i>Percentage</i>
Yes	93	93	91	91
No	7	7	9	9
Total	100	100	100	100

**Table 7:** Respondent's perception of loneliness and depression

<i>Feel lonely and depressed</i>	<i>Number of Male respondents</i>	<i>Percentage</i>	<i>Number of female respondents</i>	<i>Percentage</i>
No	92	92	86	86
Yes	8	8	14	14
Total	100	100	100	100

**Table 8:** Respondent's attitude towards kinsmen

<i>Response</i>	<i>Number of Male respondents</i>	<i>Percentage</i>	<i>Number of female respondents</i>	<i>Percentage</i>
Favourable	65	65	69	69
Unfavourable	35	35	31	31
Total	100	100	100	100

**Table 9:** Respondent's attitude towards neighbourhood

<i>Response</i>	<i>Number of Male respondents</i>	<i>Percentage</i>	<i>Number of female respondents</i>	<i>Percentage</i>
Favourable	81	81	72	72
Unfavourable	19	19	28	28
Total	100	100	100	100

**Table 10:** Respondent's attitude towards the younger generation

<i>Response</i>	<i>Number of Male respondents</i>	<i>Percentage</i>	<i>Number of female respondents</i>	<i>Percentage</i>
Favourable	54	54	59	59
Unfavourable	46	46	41	41
Total	100	100	100	100

**Table 11:** Attitude of the respondents towards their life in the future

<i>Response</i>	<i>Number of Male respondents</i>	<i>Percentage</i>	<i>Number of female respondents</i>	<i>Percentage</i>
Favourable	55	55	65	65
Unfavourable	45	45	35	35
Total	100	100	100	100

## FINDINGS & CONCLUSIONS

1. The study revealed that majority of the respondents feel bad when the family members ignore them on various matters.
2. Though majority of the respondents think that they get as much respect from the younger members as they deserve but there is a substantial section of the respondents that think that they do not get as much respect from the younger members as they deserve. However still ageds are considered as source of happiness in the family.
3. Majority of the respondents are still interested in work because they get pleasure by being active and independent. However they do not consider themselves a burden upon others. Since most of them have a source of income and they have always been helpful to their family members and friends, they feel no hesitation in accepting help from them when they themselves are in trouble and need and have positive view towards ageing. Even though they are well advanced in age, they feel that they are still helpful to their group.
4. Majority of the respondents do not Feel lonely and depressed.. They actively participate in the family and community life and consider themselves an integral part of the group whereas some respondents have expressed that due to old age, they are subjected to isolation and seclusion.
5. A large section of respondents have favourable attitude towards their kinsmen and is attached favorably to its neighbourhood. These respondents are happy and well adjusted with the members of the locality. Only a small number of respondents have expressed unfavourable attitude towards their neighbourhood. They are not well adjusted with the members of their community.



6. It was found that higher percentage of male and female respondents have expressed favourable attitude towards their neighborhood as they were well adjusted with the members of their community.
7. Half of the respondents have favourable attitude towards the younger generation. These respondents think that the youngsters respect the aged people and understand their problems. Whereas another section of the respondents have unfavorable attitude towards the younger generation. Similarly, the respondents are divided over attitude towards their life in the future; those who are confident think that the members of their family and their friends will take care of them. Whereas the other section of the respondents have unfavourable attitude towards their life in the future.

## IMPLICATION OF THE STUDY

The study was designed with an intention to obtain views on ageing from a mix of respondents consisting of persons following different religions, speaking different languages and practicing a variety of occupations.

The findings of this study may be useful to know about the old age which is generally accompanied by a number of changes with which, the aged have to adjust. These changes are reduced income, failing health, changed status and role and restricted participation in the life of the family and the community. This shift in the Conditions of life creates among the aged various psycho- social challenges.

The study also revealed that in order to adjust to the changing conditions of life and to live in harmony, the aged require a cordial atmosphere in which they can find love, respect and care. The adjustment of the aging persons depends upon the degree to which their personal and environmental circumstances offer opportunities.

This study has examined, to what extent the cultural mechanisms, which accommodate the aged in the social group in which they socialize are operative in the social set up and also the aged persons' self-perception and attitudes towards the social setting in which they live.

This study about the life of the aged persons in urban setting of Aligarh city has revealed that the aged are intimately exposed to the psycho- social changes that are taking place in the Indian society.

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