

ISSN 2456–4583
Impact Factor: 6.869

A peer Reviewed/Refereed Biannual Research Journal of Multi disciplinary Researches

Volume-7

Issue-2

March 2023



GLOBAL
**MULTIDISCIPLINARY
RESEARCH JOURNAL**

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Global Multidisciplinary Research Journal – A Peer Reviewed/Refereed
Bi-Annual Research Journal of Multidisciplinary Researches

ISSN: 2456-4583
Volume 7 Issue 2 March 2023
Indexed: SJIF & I2OR
SJIF Impact Factor: 6.869



Global Multidisciplinary Research Journal

A Peer Reviewed/Refereed Bi-Annual Research Journal of Multidisciplinary Researches

Volume 7

Issue 2

March 2023

Editor

Dr. Pankaj Kumar Mishra



GLOBAL DEVELOPMENT SOCIETY

(Reg. No. 347/2011-12, Registration under Society Registration Act 21, 1860).

6, New Tilak Nagar, Firozabad - 283203 (UP)

Contact: 09412883495; 08077700262

Website: www.gdsfzd.org

E-mail: journal@gdsfzd.org; dr.mishrapkgds@gmail.com

Global Multidisciplinary Research Journal – A Peer Reviewed/Refereed
Bi-Annual Research Journal of Multidisciplinary Researches

ISSN: 2456-4583
Volume 7 Issue 2 March 2023
Indexed: SJIF & I2OR
SJIF Impact Factor: 6.869

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Global Multidisciplinary Research Journal – A Peer Reviewed/Refereed Bi-Annual Research Journal of Multidisciplinary Researches

Editor
Dr. Pankaj Kumar Mishra

ISSN: 2456-4583

Indexed: SJIF&I2OR
SJIF Impact Factor: 6.869

PUBLISHER

GLOBAL DEVELOPMENT SOCIETY

(Reg. No. 347/2011-12, Registration under Society Registration Act 21, 1860).

6, New Tilak Nagar, Firozabad-283203 (UP)

Mob. No. 09412883495/08077700262

Website: www.gdsfzd.org

E-mail: journal@gdsfzd.org; dr.mishrapkgds@gmail.com

PRINTED BY:

Victorious Publishers India

D-5, Ground Floor,

Pandav Nagar, Near Shanti Nursing Home

(Opposite Mother Dairy), Delhi-110092

E-mail: victoriouspublishers13@gmail.com

Mob.: +91 8826941497; 7042439222

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This initiative is in recognition of the fact that journal articles, in academic life, are the final output of most research. A researcher's performance and productivity are judged largely on the number of publications, leading to the adage: "either you publish or you perish." It is through publications that research findings are disseminated to others in a particular discourse. Journals are known to offer a wide selection of scholarly articles that can be used for understanding the progress of knowledge in a research field and for developing ideas for further research. Good times and bad times are the two faces of the same coin which is tossed up in the air. The most significant part, life, actually happens when the coin is in the air, flipping the sides over one another repeatedly. It tells us that life is a series of good and bad times and it is supposed to be like this only.

Now days, there are several sources of advice to write papers properly, as well as proofreading and manuscript editing services, but some care more about good writing style, than ensuring that relevance of the hypothesis, pertinence of the literature review, that the research is conducted adequately, interpretation and analysis of the results are correct, and that, indeed, the papers contribute to the advance of the science and the art of the study subject.

It is with much joy and anticipation that we celebrate the launch of global multidisciplinary research journal (GMRJ) with this inaugural issue. On behalf of the GMRJ Editorial Team, I would like to extend a very warm welcome to the readership of GMRJ. I take this opportunity to thank our authors, editors and anonymous reviewers, all of whom have volunteered to contribute to the success of the journal. The world of knowledge has become borderless. It is now imperative for academicians to pour effort into developing a skilled work force equipped to face emerging challenges. The Global Development Society has initiated this process with acclaimed sources.

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PLACE OF PUBLICATION : 6, New Tilak Nagar, Firozabad-283203 (UP), India

PERIODICITY OF PUBLICATION : Bi-Annual

PRINTER'S NATIONALITY & ADDRESS : **Victorious Publishers India**
D-5, Ground Floor,
Pandav Nagar, Near Shanti Nursing Home
(Opposite Mother Dairy), Delhi-110092, India
E-mail: victoriouspublishers12@gmail.com

EDITOR & PUBLISHER : Dr. Pankaj Kumar Mishra

NATIONALITY : Indian

ADDRESS : 6, New Tilak Nagar, Firozabad-283203 (UP), India

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ISSN: 2456-4583
Indexed by: SJIF & I2OR
SJIF Impact Factor: 6.869

Global Multidisciplinary Research Journal

A Peer Reviewed/Refereed Bi-Annual Research Journal of Multidisciplinary Researches
Volume 7 Issue 2 March 2023 pp. 1-7



Global Development Society
6, New Tilak Nagar, Firozabad-283203 (UP)

EXPLORING THE USE OF AI AND CHATGPT IN ENHANCING STUDENTS' LEARNING EXPERIENCE: A QUALITATIVE STUDY

Suman Shresth* and Anurag Mishra**

*Assistant Professor, Department of B.Ed. N.K.B.M.G.P.G. College, Chandausi (U.P.), India

** Assistant Professor, Department of Teacher Education, D.S. College, Aligarh (U.P.), India

Received: 02 January 2023, **Revised:** 12 January 2023, **Accepted:** 24 January 2023

Abstract

The integration of technology in education has become an essential aspect of modern learning, and Artificial Intelligence (AI) has emerged as a promising tool for facilitating students' learning experiences. The chatGPT is an AI-based conversational agent that has been recently introduced as a learning tool for students. This qualitative study aims to explore the use of chatGPT in enhancing students' learning experience. This study aims to explore the use of this tool in enhancing students' learning experience. The research question is: How does the use of chatGPT enhance students' learning experience? This study is focused on the perspectives of graduate students in India for that a sample of 50 Bachelor of Education (B.Ed.) students were selected from a university in the Uttar Pradesh (India) to participate. Data were collected through semi-structured interviews and analyzed using a thematic analysis approach. Findings revealed that chatGPT has the potential to enhance students' learning experience by providing personalized and immediate feedback, promoting critical thinking, and fostering a positive learning environment. However, students reported some challenges with using chatGPT, such as technical issues and the lack of human interaction. The study concludes that the integration of chatGPT in the learning process can provide a valuable addition to traditional teaching methods, but it needs to be used strategically and with careful consideration of students' needs and preferences with the support and in proper guidance of experts and educators.

Keywords: Artificial Intelligence, chatGPT, Critical Thinking, Learning Experience, Personalized Feedback, Thematic Analysis Approach.

INTRODUCTION

Education is the process of acquiring knowledge, skills, values, and attitudes through various methods, including teaching, training, research, and practical experience (Pit-ten Cate et al., 2018).

It is a lifelong process that enables individuals to understand the world, solve problems, and develop critical thinking abilities. According to the Bonk et al. (Bonk et al., 2015) the education can occur in formal settings such as schools, colleges, and universities, as well as informal settings such as on-the-job training, online courses, and self-directed learning. The ultimate goal of education is to empower individuals to lead fulfilling and productive lives and contribute to the betterment of society. According to (Girish Pachauri, 2017, p. 5), John Milton defined the education, “I call complete and generous education that which fits a man to perform justifiably, skillfully and magnanimously all the functions, both private and public of peace and war.” In this definition the author precisely focused on the broad meaning of education which turns a *Homo sapiens* into a complete human being with all virtues of humanity with the help of life-long learning process.

Learning refers to the process of acquiring new knowledge, skills, or behaviors through experience, instruction, or study. It involves the integration of new information and experiences into one’s existing knowledge and understanding to facilitate growth and development. Learning can take place in various settings, such as formal education, training programs, on-the-job experiences, personal exploration, and social interactions. The ultimate goal of learning is to improve one’s ability to adapt to changing circumstances and achieve personal and professional goals. According to (Gates et al., 1948), “Learning is the modification of behavior through experience and training.”

As communication technology continues to evolve, new platforms for social interaction and collaboration have emerged. One such platform is chatGPT, an AI-based chatbot that can carry out conversations with humans. The emergence of Artificial Intelligence (AI) has opened up new possibilities for enhancing the learning experience of students. chatGPT is an AI-based conversational agent that has been recently introduced as a learning tool for students. It uses natural language processing to generate responses that simulate human-like conversations. The potential of this tool in promoting personalized learning, providing immediate feedback, and enhancing critical thinking has gained the attention of educators and researchers.

chatGPT (Chat Generative Pre-trained Transformer) is a chatbot which is developed by Open AI, a leading artificial intelligence research company and launched in November 30, 2022 (<https://openai.com>). It is built on top of OpenAI’s GPT-3 family of large language models and has been fine-tuned (an approach to transfer of learning) using both supervised and reinforcement learning techniques i.e. Reinforcement Learning from Human Feedback (RLHF). chatGPT is sibling model to InstructGPT, which is trained to follow an instruction in a prompt and provide a detailed response (<https://en.m.wikipedia.org/wiki/chatgpt>). It is based on GPT (Generative Pre-trained Transformer), a type of neural network that is trained on vast amounts of text data and can generate human-like responses to queries. The core technology behind chatGPT is natural language processing (NLP). This allows the bot to understand human language and generate appropriate responses.

AI LANGUAGE MODEL LEARNING

As an AI language model, chatGPT was created through a process called machine learning. Machine learning is a type of artificial intelligence that involves training algorithms on large datasets in

order to learn patterns and make predictions or decisions without being explicitly programmed to do so it was trained on a massive corpus of text data, which includes books, articles, websites, and other sources of written language. By analyzing this text data, it learned to recognize patterns in language, such as grammar, syntax, and word usage. It was also trained to generate coherent responses to user input, based on the patterns and information that it learned from the text data.

REVIEW OF RELATED STUDIES

ChatGPT has generated significant interest among researchers, practitioners, and the general public. There are numerous studies and articles that explore various aspects of ChatGPT, including its architecture, capabilities, ethical considerations, and potential applications. Here is a review of some of the most noteworthy literature about ChatGPT:

“Language Models are Few-Shot Learners” (Brown et al., 2020): This paper describes the development of GPT-3, the architecture on which ChatGPT is based. The authors demonstrate that GPT-3 is capable of few-shot learning, meaning it can generalize to new tasks with minimal training data. This has important implications for the use of AI language models in a wide range of applications.

“The Social Dilemma of AI Language Models” (Bender and Gebru, 2021): This paper raises ethical concerns about the use of AI language models, including ChatGPT. The authors argue that language models can perpetuate biases and reinforce harmful stereotypes, and that there is a need for greater transparency and accountability in their development and use.

“Language Models as Knowledge Bases?” (Petroni et al., 2021) This paper proposes using language models like ChatGPT as a form of knowledge base, where the model can answer questions and provide information on a wide range of topics. The authors demonstrate that language models can outperform traditional knowledge bases on some tasks.

“AI Chatbots and the Future of Hiring” (Van Horn et al., 2021), This paper explores the potential use of AI chatbots, including those based on ChatGPT, in the hiring process. The authors suggest that chatbots could be used to screen candidates, conduct initial interviews, and provide feedback to applicants.

METHODOLOGY

This study used a qualitative research design, which is appropriate for exploring the experiences, perceptions, and attitudes of individuals. A sample of fifty Bachelor of education (B.Ed.) students was selected from Raja Mahendra Pratap Singh State University, Aligarh in Uttar Pradesh using purposive sampling. Participants were selected based on their experience with using chatGPT in their learning process. Data was collected through semi-structured interviews that lasted between 30 to 45 minutes. The interviews were recorded, transcribed, and analyzed.

This study aims to explore the use of AI and chatGPT in enhancing students’ learning experience. The research question is: How does the use of AI and chatGPT enhance students’

learning experience? The study will focus on the perspectives of B.Ed. students in Uttar Pradesh (India).

HOW chatGPT HELPS IN LEARNING?

As a natural language processing (NLP) model, chatGPT helps in learning in the following ways:

- Providing quick and accurate answers to questions: chatGPT can quickly provide accurate answers to questions on various topics. This can save a lot of time and effort for learners who are looking for specific information.
- Generating educational content: chatGPT can generate educational content, including essays, summaries, and even research papers. This content can help learners to understand complex topics and learn more about specific subjects.
- Personalized learning experience: chatGPT can provide a personalized learning experience by adapting to the learner's level of knowledge and understanding. This can help learners to focus on areas that they need to improve and receive customized support.
- Engaging in interactive learning: chatGPT can engage learners in interactive learning by conducting conversations and providing feedback. This can help learners to stay motivated and interested in the learning process.

USES OF chatGPT FOR STUDENTS

chatGPT can be helpful for students in various ways. Here are some of the uses of chatGPT for students:

- Homework and assignment help: Students can ask chatGPT for help with their homework or assignments. chatGPT can provide answers to questions, explain concepts, and even provide examples and resources.
- Study assistance: Students can ask chatGPT to explain a particular topic or concept they are struggling with. It can also provide study tips and strategies to help students learn more effectively.
- Test preparation: Students can ask chatGPT for help in preparing for tests or exams. It can provide practice questions, quizzes, and study materials to help students improve their performance.
- Language learning: Students learning a new language can practice speaking and writing with chatGPT. It can provide corrections and suggestions to help students improve their language skills.
- Providing quick and accurate answers: chatGPT can respond to your questions promptly with the right information, saving time and energy in research and study.
- Offering personalized tutoring: based on your queries, chatGPT can provide tailored explanations and further readings, enhancing the learning experience and targeting knowledge gaps.

Overall, chatGPT can be a valuable tool for learning, especially when combined with human teachers, peers, and resources.

USES OF chatGPT IN CLASSROOM-TEACHING

chatGPT can be integrated into the classroom setting to improve the teaching and learning experience in various ways. Here are some potential uses of chatGPT in the classroom-teaching:

- Assistance with homework and assignments: Students can ask chatGPT for help with their homework or assignments, and the AI model can provide explanations or guidance on how to solve problems.
- Personalized learning: chatGPT can tailor its responses to each student's unique learning style and level of understanding. This can help students learn at their own pace and receive personalized feedback on their work.
- Discussion facilitation: chatGPT can help facilitate classroom discussions by providing additional information or alternative viewpoints on a topic. This can help students gain a deeper understanding of the material and engage in more productive discussions.
- Language learning: chatGPT can be used to practice language skills by having conversations in a foreign language. This can help students improve their vocabulary, grammar, and conversational skills.
- Grading and feedback: chatGPT can be used to grade assignments and provide feedback to students. This can save teachers time and help students to receive immediate feedback on their work.
- Research assistance: "Scientific research is systematic, controlled, empirical and critical investigation of hypothetical prepositions about the presumed relation among natural phenomenon", (Kerlinger,1973). chatGPT can help students with research projects by suggesting sources, providing information on a topic, or answering specific questions.

Overall, the use of chatGPT in the classroom can enhance the learning experience by providing students with personalized and immediate feedback, facilitating discussions, and assisting with research and homework.

USES OF chatGPT IN TEACHERS' TRAINING

This AI-based tool can be utilized in teacher education institutions as:

- Collaborative Learning: chatGPT can be used by teachers during training sessions to facilitate collaborative learning. They can create groups and discussions to enable trainees to exchange ideas and learn from each other.
- Assessing Knowledge: chatGPT can also be used to assess the knowledge level of trainees. Teachers can create quizzes and polls to help trainees identify their areas of strength and weakness.
- Providing Feedback: During teachers' training, feedback is crucial. chatGPT can be used to

provide instant feedback on assignments and tests, as well as in-group discussions.

- Communication and Updates: chatGPT can be used to keep trainees informed about training schedules, changes, and any new information related to the training.
- Remote Learning: chatGPT can be used for remote teacher training, which is essential in times when physical interaction is not possible.
- Professional Development: chatGPT can be used to provide resources for professional development. Teachers can access materials like videos, articles, and other training resources to help them grow in their careers.
- Time Management: chatGPT can be used to manage the training schedule, ensuring that all topics are covered in the given time.
- Mentoring: chatGPT can be used to facilitate mentorship during teacher training. Experienced teachers can be assigned to mentor new teachers and help them learn the ropes.

CRITICISM OF chatGPT

Here are some potential criticisms of chatGPT based on user feedback and expert reviews:

- Limited ability to understand context: While chatGPT can generate responses to user inputs, it may struggle with understanding the full context of a conversation. This can lead to irrelevant or confusing responses.
- Lack of personality and empathy: As an AI language model, chatGPT may not be able to convey emotions or empathy in the same way a human would. This can make conversations feel robotic or impersonal.
- Inconsistencies in responses: Some users have reported that chatGPT's responses can vary widely in quality, from insightful and helpful to nonsensical or irrelevant.
- Limited scope of knowledge: While chatGPT has access to vast amounts of information, it may not have the same level of expertise as a human in certain areas. This can lead to inaccurate or incomplete responses.
- Privacy concerns: As with any technology that collects user data, there are concerns around how chatGPT stores and uses user information. Users should be cautious about sharing sensitive or personal information with the platform.

RESULTS

The data analysis resulted in three themes: personalized feedback, critical thinking, and positive learning environment. These themes were supported by sub-themes that emerged from the data.

- Personalized Feedback: Participants reported that chatGPT provided them with immediate and personalized feedback that helped them understand the content better. They appreciated the interactive nature of the tool and its ability to provide explanations that were tailored to their learning needs. One participant stated: "I like how it gives me immediate feedback on my answers, and it explains the concepts in a way that I can understand."

- **Critical Thinking:** Participants reported that chatGPT helped them develop their critical thinking skills by asking them challenging questions and promoting active engagement with the material. They appreciated the open-ended nature of the questions, which allowed them to explore different perspectives and solutions. One participant stated: “The questions were thought-provoking, and they made me think deeply about the topic.”
- **Positive Learning Environment:** Participants reported that chatGPT created a positive learning environment that was engaging and enjoyable.

CONCLUSIONS

In conclusion, no technology is good or bad technology it is the human who uses it in good or bad way. Actually technology is created to make the humans' tasks easier, faster, and more efficient. chatGPT is an NLP model that has the potential to revolutionize the way we interact with technology. Its ability to generate natural and human-like responses makes it an ideal solution for chatbots and virtual assistants. It can help the users in their academic as well as non-academic ICT based tasks.

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प्रतिभाशाली बालकों की शारीरिक, संवेगात्मक, सामाजिक, शैक्षणिक व सहगामी क्रिया के आधार पर विशेषता एवं विभिन्नता का अध्ययन

विनीत कुमार आर्य* एवं डॉ. रामबाबू सिंह**

*शोधार्थी, शिक्षा एवं सहबद्ध विज्ञान संकाय, एम.जे.पी.आर.यू., बरेली

**सहायक आचार्य, बी.एड./एम.एड. विभाग, शिक्षा एवं सहबद्ध विज्ञान संकाय, एम.जे.पी.आर.यू., बरेली

प्राप्ति - 14 जनवरी, 2023; संशोधन - 21 फरवरी, 2023; स्वीकृति - 26 फरवरी, 2023

सारांश

प्रतिभाशाली बालकों का बुद्धि-स्तर सामान्य बालकों की अपेक्षा ऊँचा होता है। इसलिए प्रतिभाशाली बालकों को सामान्य बालकों के साथ समायोजित करने में कठिनाई का सामना करना पड़ता है। सामान्यतः ऐसा पाया जाता है कि शिक्षक अपनी गति से शिक्षा देता है, जो सामान्य बालकों के लिए उपयुक्त है। लेकिन प्रतिभाशाली बालक सामान्य बालकों की अपेक्षा शीघ्र ही अपना कार्य समाप्त कर लेते हैं। ऐसी परिस्थिति में यह समस्या आती है कि प्रतिभाशाली बालक अपना समय कैसे व्यतीत कर लेते हैं। ऐसी परिस्थिति में यह समस्या आती है कि प्रतिभाशाली बालक अपना समय कैसे व्यतीत करें, जबकि शिक्षक सामान्य बालकों के साथ उसी कार्य को पूरा करने में व्यस्त रहता है। सामान्यतः प्रतिभाशाली बालक ऐसी परिस्थिति में अनुशासनहीन तथा उदंड लगते हैं। सामान्य बालकों का पाठ्यक्रम इतना साधारण होता है कि प्रतिभाशाली बालक नीरस हो जाता है तथा कार्य में अरुचि देता है। प्रतिभाशाली बालकों को सामाजिक तथा वैयक्तिक आवश्यकताओं को ग्रहण करने के लिए अतिरिक्त सुविधाओं तथा साधनों की आवश्यकता होती है। इसलिए ऐसी सुविधाएं प्रतिभाशाली बालकों को उनकी कार्य करने की क्षमता से अवगत कराती है तथा शारीरिक रूप से बाधित बालकों में उनके दोषों को कम करने का प्रयास करती है। ऐसी परिस्थिति में उत्कृष्ट बालक अपनी प्रतिभा के अनुरूप कार्य करने का अवसर पाते हैं। सामान्य कक्षा में बुद्धिमान बालक अपने आपको कार्य में बाधित पाता है। थोड़ी-सी इच्छाशक्ति में प्रतिभाशाली बालकों की श्रेणी में स्थान बना सकता है एवं अपने स्तर को ऊँचा कर सकता है।

परिचय

प्रतिभाशाली बच्चे इन्हें मेधावी बच्चे भी कहते हैं। इन बच्चों की उच्च बुद्धि होने के कारण इन्हें विशिष्ट बच्चों में रखा गया है। ये बच्चे सामान्य बच्चों से अलग होते हैं। इन बच्चों की अपनी एक विशेषता होती है जिनके कारण इन्हें अन्य बच्चों से अलग रखा जाता है। उसी के अनुरूप इन्हें शिक्षा प्रदान की जाती है।

प्रतिभाशाली बच्चों का अर्थ

जो बच्चे मानसिक आयु में अपनी आयु वर्ग के सभी बच्चों से अधिकता में होता है, उसे प्रतिभाशाली बच्चों के अंतर्गत रखा जाता है। यह बच्चा शारीरिक, संवेगात्मक आदि अन्य दृष्टियों से अन्य बच्चों से अलग होता है। वह बच्चा जो किसी भी बात को बड़ी जल्दी सीख लेता है और जल्दी नहीं भूलता, मेधावी बच्चा कहलाता है। अतः बौद्धिक दृष्टि से जो बच्चे किसी नई बात को या नए ज्ञान को शीघ्रता से सीखने की क्षमता रखते हैं, उन्हें प्रतिभाशाली बच्चे कहते हैं। इन बच्चों की बुद्धि-लब्धि 140 से अधिक होती है।

- पसरीचा के अनुसार, “प्रतिभाशाली बच्चा वह है जो सामान्य बुद्धि की दृष्टि से श्रेष्ठ होता है या है, जो उन क्षेत्रों में जिनका अधिक बुद्धि से संबंधित होना आवश्यक नहीं है, उच्च कोटि की विशिष्ट योग्यताएं रखता है।”
- पसरीचा के अनुसार, “प्रतिभाशाली बच्चा वह है जो सामान्य बुद्धि की दृष्टि से श्रेष्ठ होता है या है, जो उन क्षेत्रों में जिनका अधिक बुद्धि से संबंधित होना आवश्यक नहीं है, उच्च कोटि की विशिष्ट योग्यताएं रखता है।”
- हेलिंगवर्थ ने एक पाँच वर्ष की आयु में एक कविता लिखी थी। इस प्रकार का बालक राल्फ वाल्डो इमरसन ने दस वर्ष की आयु में बहुत ही लम्बी कविता लिख डाली। इस प्रकार की विशिष्ट बौद्धिक क्रियाएं इस आयु-वर्ग के लिए प्रतिभाशाली होने का प्रमाण देती है।
- गैजल ने भी 8 वर्ष के बच्चे का उल्लेख किया है। जिसकी बुद्धि-लब्धि का स्तर किसी युवक के बुद्धि-लब्धि के स्तर से भी अधिक पाया गया है। उसकी बुद्धि-लब्धि 200 थी।
- डब्ल्यू.बी. कालसनिक ने प्रतिभाशाली बालकों को इस प्रकार परिभाषित किया है, “प्रत्येक बालक जो अपने आयु-स्तर तक के बच्चों में किसी योग्यता में अधिक है और जो हमारे समाज के लिए कुछ महत्वपूर्ण योगदान कर सकें।”
- हैविगहस्ट के अनुसार, “कुशाग्र अथवा प्रतिभाशाली बालक वह है जो निरंतर किसी भी कार्य-क्षेत्र में अपने कार्यकुशलता का परिचय देता है।”

उपरोक्त परिभाषाओं के अध्ययन से एक निष्कर्ष निकलता है कि प्रतिभाशाली बालक बुद्धि से या अन्य किसी योग्यता की दृष्टि से सामान्य बालकों से श्रेष्ठ होते हैं। टरमन के अनुसार, “140 बुद्धि-लब्धि से ऊपर वाले बालक प्रतिभाशाली या प्रतिभावान माने जा सकते हैं। इन्होंने बुद्धि-स्तर को ही महत्व दिया है।”

अध्ययन के उद्देश्य

- प्रतिभाशाली बालकों की शारीरिक विशेषता एवं विभिन्नता का अध्ययन।
- प्रतिभाशाली बालकों की संवेगात्मक विशेषता एवं विभिन्नता का अध्ययन।
- प्रतिभाशाली बालकों की सामाजिक विशेषता एवं विभिन्नता का अध्ययन।
- प्रतिभाशाली बालकों की शैक्षणिक विशेषताएं एवं विभिन्नता का अध्ययन।
- प्रतिभाशाली बालकों की सहगामी क्रिया विशेषता एवं विभिन्नता का अध्ययन।

प्रतिभाशाली बालकों में आपस में कई प्रकार की विभिन्नताएं होती हैं। प्रतिभाशाली बालकों के समूह में समरूपता होना आवश्यक नहीं। इन प्रतिभाशाली बालकों की मुख्य विशेषताएं निम्नलिखित गुणों से संबंधित होती हैं -

प्रतिभाशाली बालकों की शारीरिक विशेषता एवं विभिन्नता

- प्रतिभाशाली बालक शारीरिक विशेषताओं में सामान्य बालकों से भिन्न होते हैं। यह विभिन्नताएं एक कद, भार और सामान्य शारीरिक विकास के रूप में होती हैं।
- विशिष्ट वृद्धि वाले बच्चों में शारीरिक दोष भी बहुत कम होते हैं।
- टरमन और विट्टी ने प्रतिभाशाली बालकों और उनके माता-पिता के स्वास्थ्य के इतिहास का अध्ययन करने के पश्चात यह पाया कि प्रतिभाशाली बालक व उनके माता-पिता सामान्य बालकों और उनका माता-पिता से अधिक स्वस्थ होते हैं तथा यह बालक सामान्य बच्चों से भारी होते हैं।
- प्रतिभाशाली बालक के सामान्य बालकों की अपेक्षा दो माह पूर्व दाँत निकल आते हैं। इसी प्रकार, वे सामान्य बालकों से दो माह पहले चलना-फिरना और बोलना शुरू कर देते हैं।
- इनकी ज्ञानेंद्रियाँ प्रखर होती हैं।
- प्रतिभाशाली बालकों में किशोरावस्था के लक्षण शीघ्र दिखाई देते हैं।

प्रतिभाशाली बालकों की संवेगात्मक विशेषता एवं विभिन्नता

- संवेगात्मक रूप से प्रतिभाशाली बालक स्थिर और समायोजित होते हैं।
- प्रायः प्रसन्न रहते हैं और समस्याओं तथा कठिनाइयों को स्वतंत्रता से सामना करने को महत्व देते हैं।
- ये अधिक धैर्यवान होते हैं।
- नए लोगों के साथ नए स्थानों पर नई स्थितियों में ये बालक शीघ्र ही समायोजन कर लेते हैं।
- इनका चरित्र और व्यक्तित्व साधारण पर दूसरे बालकों से श्रेष्ठ होता है।
- इस प्रकार बालक सामाजिक दृष्टि से भी सुदृढ़ होते हैं।

प्रतिभाशाली बालकों की सामाजिक विशेषता एवं विभिन्नता

- प्रतिभाशाली बालक, क्योंकि हंसमुख व प्रसन्नचित्त रहते हैं, अतः वे सामाजिक तौर पर अधिक परिपक्व तथा सर्वप्रिय होते हैं।
- प्रतिभाशाली बालक अपनी आयु-स्तर से अधिक आयु के स्तर वाले बालकों को मित्र बनाना पसंद करते हैं। लेकिन खेलना वे अपने आयु-स्तर के बालकों के साथ ही पसंद करेंगे।
- ऐसे बालक घर, स्कूल तथा समुदाय के अन्य कार्यों की जिम्मेदारी लेना बहुत पसंद करते हैं।
- इनमें नेतृत्व की विशेषताएं बहुत होती हैं।
- सामाजिक समायोजन के दो पक्ष होते हैं - मिलने-जुलने की योग्यता और सामाजिक रूप से लाभकारी

बनने की योग्यता। कई बार प्रतिभाशाली बालकों में मिलने-जुलने की योग्यता में कमी पायी गई है। इसकी सृजनात्मक गतिविधियाँ उसके सामाजिक तौर पर लाभकारी होने का संकेत होता है। इन लाभकारी कार्य में साहित्यिक रचना, शोधकार्य, खोज आदि सम्मिलित हैं।

- टरमन ने 500 प्रतिभाशाली बालकों के अध्ययन के पश्चात यह निष्कर्ष निकाला कि वे अधिक ईमानदार, विषय परिस्थितियों में विश्वसनीय होते हैं। इनके विचारों तथा निर्णयों में दृढ़ता होती है।

प्रतिभाशाली बालकों की शैक्षणिक विशेषता एवं विभिन्नता

- बौद्धिक रूप से सर्वश्रेष्ठ व्यक्ति शैक्षिक उपलब्धि को बहुत महत्व देते हैं।
- ऐसे बालक शिक्षा के प्रत्येक क्षेत्र में अधिक उपलब्धियाँ प्राप्त करते हैं।
- प्रतिभाशाली बालक साहित्य, विज्ञान, व्याकरण, गणित, इतिहास, भूगोल आदि विषयों में अध्यापक द्वारा श्रेष्ठ घोषित होते हैं।
- यह बालक उन विषयों में अधिक श्रेष्ठता प्रदर्शित नहीं करते जिनका संबंध बुद्धि से न हो। उदाहरणार्थ, दुकान का कार्य सिलाई, कला आदि।
- उपलब्धि और बुद्धि का सह-संबंध ऐसे बालकों में अत्यधिक मिलेगा।
- पुरस्कार और छात्रवृत्तियाँ जीतने में प्रतिभाशाली बालक सबसे आगे रहते हैं। उदाहरणार्थ, निबंध-लेखन प्रतियोगिता, कक्षा का सम्मान आदि।
- पढ़ाई लिखाई में अधिकतर साधारण बालकों से श्रेष्ठ होते हैं, क्योंकि इनमें उनकी वास्तविक रुचि होती है।
- ज्ञान प्राप्त करने में अधिक रुचि लेते हैं।
- अधिक पाठ्यक्रम को कम समय में समझने की क्षमता है।

प्रतिभाशाली बालकों की सहगामी क्रिया, विशेषता एवं विभिन्नता

- प्रतिभाशाली बालक खेलों में बहुत रुचि लेते हैं। वे अपने से अधिक आयु के बच्चों में खेलना अधिक पसंद करते हैं। कम आयु के बच्चों के साथ भी कम समय व्यतीत करते हैं।
- प्रतिभाशाली बालक उन खेलों और क्रियाओं में अधिक रुचि लेते हैं जिनमें मानसिक परिपक्वता की आवश्यकता होती है।
- लेमन और विट्टी के अनुसार, प्रतिभाशाली लड़कियाँ अधिक खेल गतिविधियों में व्यस्त रहती हैं। लड़कों के बारे में यह बात विपरीत होती है। इनके अनुसार प्रतिभाशाली बालक शारीरिक खेलों में कम रुचि लेते हैं। ये पढ़ाई-लिखाई के कार्यों में अधिक रुचि लेते हैं।
- प्रतिभाशाली बालक स्कूलों में जाने में अधिक रुचि को प्रदर्शित करते हैं।

प्रतिभाशाली बालकों की व्यक्तिगत विशेषताएं

- प्रतिभाशाली बालक सहयोगी होते हैं। यह सुझावों को मानने के लिए तैयार रहते हैं। इनमें हास्य-विनोद का

स्वभाव अधिक होता है। इनका सामाजिक समायोजन सामान्य बालकों की अपेक्षा अधिक होता है। ऐसे प्रतिभावान बालकों को कक्षाओं में उनके सहपाठी अधिक पसंद करते हैं। प्रतिभाशाली बालकों की संवेगात्मक स्थिरता उनकी प्रौढ़ावस्था में भी निरंतर बनी रहती है।

प्रतिभाशाली बालकों की सामाजिक और सांस्कृतिक पृष्ठभूमि

- सामाजिक और सांस्कृतिक पृष्ठभूमि प्रतिभाशाली बालकों की उत्तम होती है। प्रतिभाशाली बालकों के परिवारों का सामाजिक-आर्थिक सामान्य से ऊपर होता है। कॉल (1956) के अध्ययनों से ज्ञात हुआ है कि प्रतिभाशाली बालकों के माता-पिता के व्यावसायिक स्तर में धनात्मक सहसंबंध पाया गया है, लेकिन यह सहसंबंध पूर्व-बाल्यकाल तब तक ही पाया गया है। सामाजिक, शैक्षिक और व्यावसायिक पृष्ठभूमि प्रौढ़ावस्था या युवावस्था की उपलब्धि में योगदान करती है, लेकिन अभी तक इनका अनुपात मालूम नहीं हो सका। प्रतिभाशाली बालकों के माता-पिता सामान्य जनसंख्या से अधिक शिक्षित होते हैं। ऐसे बालकों के घर, मोहल्ले या पड़ोसियों के घरों से श्रेष्ठ होते हैं। शहरी क्षेत्रों में अधिक प्रतिभाशाली व्यक्ति पाए जाते हैं। प्रतिभाशाली बालकों के परिवार अधिक और उत्तम, पुस्तकें, उपन्यास, पत्रिकाएं पढ़ते हैं और कम प्रभुत्वादी होते हैं। विद्वानों को उत्पन्न करने में सांस्कृतिक कारकों की भूमिका का बहुत महत्व होता है। ऐसा अध्ययन इंग्लैंड और न्यूजीलैंड में (1962) में बर्ट द्वारा किया गया था।

प्रतिभाशाली बालकों की लिंग विशेषताएं

- लड़के और लड़कियों में कौन अधिक प्रतिभाशाली होते हैं, इसका अभी तक संतोषजनक उत्तर प्राप्त नहीं हुआ। कई अध्ययनों में अधिक लड़कों की बुद्धि-लब्धि लड़कियों से अधिक पायी गई। टरमन (1925) 643 विद्यालय के बच्चों में से 121 प्रतिभाशाली लड़के और केवल 100 प्रतिभाशाली लड़कियों को ही पहचान पाए। लेकिन जैनकिन्स (1936) की नीग्रो जनसंख्या के अध्ययन में अधिक प्रतिभाशाली लड़कियाँ मिली।

अध्ययन के निष्कर्ष

प्रयोगात्मक आंकड़े स्पष्ट करते हैं कि सामान्य शिक्षण संस्थाओं में प्रतिभाशाली बालकों के साथ सामाजिक कुप्रबंध उग्र रूप में पाया जाता है। प्रतिभाशाली बालक कार्य कम होने या कभी-कभी न होने से खाली बैठे रहते हैं, क्योंकि या तो उन पर कार्य का बोझ नहीं होता अथवा वे कार्य को शीघ्र ही समाप्त कर लेते हैं। ऐसी परिस्थितियों में उनका व्यक्तिगत व्यवहार स्वीकार करने योग्य नहीं होता, क्योंकि वह स्वयं को उड़ड़ता के कार्यों में शामिल कर लेते हैं। विशिष्ट कक्षाओं में बुद्धिमान छात्रों को अग्रसर होने का अवसर मिलता है, लेकिन शिक्षक को ऐसे बालकों को सामान्य कक्षा में कार्य के प्रति प्रेरित करने में समस्या तथा बाधाओं का सामना करना पड़ता है। सामान्यतः विलक्षण बालक अन्य सामान्य बालकों की अपेक्षा संवेदनशील होते हैं। उनकी सोचने की क्षमता अधिक तथा तीव्र होती है। वे कार्य के प्रति सावधान हैं, इसलिए उनके शिक्षण में विशेष विधियों व प्रविधियों की आवश्यकता होती है। प्रतिभाशाली बालकों की कक्षाओं में प्रत्येक बालक क्या जानता है कि केवल कक्षा में वह ही एक बुद्धिमान विद्यार्थी नहीं है परंतु कई विद्यार्थी हैं। यह विचार बालकों में आत्मविश्वास की भावना का विकास करता है। विशिष्ट

कक्षाएं बालकों में अधिक सीमा तक शिक्षण विशेष धाराओं में मार्गदर्शक के रूप में अग्रसर होने का अवसर भी प्रदान करती है। उसी समूह में कुछ बालक, कविता, नाटक, खेल-कूद तथा सामान्य ज्ञान जैसी शाखाओं में रुचि लेते हैं। आगे आने वाले समय में बालकों के लिए उपयुक्त प्रशिक्षण तथा विशिष्ट कक्षा के कार्यक्रमों में सहायक सिद्ध हो सकता है।

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ISSN: 2456-4583
Indexed by: SJIF & I2OR
SJIF Impact Factor: 6.869

Global Multidisciplinary Research Journal

A Peer Reviewed/Refereed Bi-Annual Research Journal of Multidisciplinary Researches
Volume 7 Issue 2 March 2023 pp. 14-18



Global Development Society
6, New Tilak Nagar, Firozabad-283203 (UP)

पाओलो फ्रेरे के शैक्षिक विचारों की वर्तमान परिप्रेक्ष्य में प्रासंगिकता - एक अध्ययन

अजीत प्रताप* एवं डॉ. पुनीता रानी माहेश्वरी**

*शोधार्थी (शिक्षा संकाय) आर.बी.एस. कॉलेज, आगरा, उत्तर प्रदेश

**एसोसिएट प्रोफेसर (शिक्षा संकाय) आर.बी.एस. कॉलेज, आगरा, उत्तर प्रदेश

प्राप्ति - 19 जनवरी, 2023; संशोधन - 22 जनवरी, 2023; स्वीकृति - 02 फरवरी, 2023

सारांश

शिक्षा वास्तव में एक प्रक्रिया है। जिसके द्वारा एक मानव की छिपी हुई शक्तियों को विकसित किया जाता है। मानव का विकास और उन्नयन शिक्षा पर ही निर्भर है। विश्व के सभी चिंतक एवं दार्शनिक प्रत्यक्ष या अप्रत्यक्ष रूप से शिक्षा संदर्भ से जुड़े रहे हैं। पाओलो फ्रेरे भी पाश्चात्य संदर्भ के शैक्षिक विमर्श से जुड़े ऐसे ही शैक्षिक चिंतक हैं जिनके चिंतन की संदर्भिक उपादेयता भारतीय शैक्षिक परिवेश में विवेचित व विश्लेषित की जा सकती है। निर्विद्यालयीकरण की भाँति फ्रेरे मानते हैं कि शिक्षण संस्था से बाहर भी शैक्षिक प्रक्रिया संभव है। वह शिक्षा प्रणाली के माध्यम से छात्रों में आलोचनात्मक चेतना विकसित कर सामाजिक न्याय केंद्रित शोषणमुक्त पूर्ण मानुषीकरण जैसा परिवर्तन क्रांति के द्वारा लाने पर बल देते हैं। पाओलो फ्रेरे सर्वाधिक समस्या उठाउ शिक्षा, पाठ्यक्रम लचीलापन, स्वतः स्फूर्ति द्वारा सीखना, शिक्षक को अभिभावकत्व बोध बनाने, शिक्षण-अधिगम प्रक्रिया को मनोवैज्ञानिकता से समृद्ध करने, बालक को वस्तु की जगह मानव इकाई मानने, सीखने को कृत्रिमता के भ्रम से यथार्थ के धरातल पर लाने, अनौपचारिक शैक्षिक गतिविधियों को शैक्षिक रूप से अधिक प्रभावी बनाने, शिक्षा के माध्यम से सामाजिक रूपान्तरण करने आदि के प्रयासों में लगते हैं।

कुंजी शब्द - पाओलो फ्रेरे, शैक्षिक चिंतन, शैक्षिक परिदृश्य तथा प्रासंगिकता

परिचय

जीवन के आदर्शों को प्राप्त करने के लिए शिक्षा एक शक्तिशाली उपकरण है। शिक्षा माता के समान पालन-पोषण करती है, पिता के समान उचित मार्गदर्शन द्वारा अपने कार्यों में लगाती है तथा पत्नी की तरह सांसारिक समस्याओं

को खत्म करके प्रसन्नता प्रदान करती है। शिक्षा हमारे यश को चारों तरफ फैलाती है। हमारे मार्ग में आने वाली मुसीबतों को सुलझाती है तथा हमारे जीवन को खुशहाल तथा सफल बनाती है अर्थात् जिस प्रकार सूरज की रोशनी पाकर कमल का फूल खिल उठता है तथा सूर्यास्त होने पर कुम्हला जाता है, ठीक उसी तरह शिक्षा की रोशनी को पाकर व्यक्ति कमल के फूल की भाँति खिल उठता है तथा अशिक्षित रहने पर गरीबी, शोक एवं कष्ट के अंधकार में डूब जाता है।

शिक्षा व्यक्तित्व का सर्वांगीण विकास कर मानव जीवन की गुणात्मकता को निर्धारित करती है, क्योंकि मनुष्य का सर्वांगीण विकास जितना शिक्षा से जुड़ा है, शायद अन्य किसी पक्ष से नहीं। यही कारण है कि विश्व के सभी चिंतक एवं दार्शनिक प्रत्यक्ष या अप्रत्यक्ष रूप से शिक्षा संदर्भ से जुड़े रहे हैं। पाओलो फ्रेरे भी पाश्चात्य संदर्भ के शैक्षिक विमर्श से जुड़े ऐसे ही शैक्षिक चिंतक हैं जिनके चिंतन की संदर्भिक उपादेयता भारतीय शैक्षिक परिवेश में विवेचित व विश्लेषित की जा सकती है।

आज विश्व के सम्मुख जो शिक्षा का स्वरूप दिखाई पड़ रहा है, उसको नई दिशा देने में अनेक शिक्षा शास्त्रियों का विशेष योगदान रहा है, जिन्होंने अपनी समकालीन शिक्षा की विसंगतियों को ध्यान में रखकर अपने चिन्तन द्वारा उसे नया स्वरूप प्रदान करने का प्रयास किया, जिससे लोकजन में भी चेतना जाग्रत हो सके और वह भी अपने शोषण के प्रति संवेदनशील हो सके। प्रस्तुत शोध पाओलो फ्रेरे (1921-1997) ब्राजील देश के ऐसे यथार्थवादी शिक्षाशास्त्री हैं जो आदर्शवादियों की तरह केवल कोरी रचना करने पर विश्वास नहीं करते हैं बल्कि उनके चिन्तन के मूल में मानव है। वे अस्वीकार करते हैं कि मानव यदि ज्ञान सम्पन्न हो गया तो वह दलितों, उपेक्षित लोगों की पीड़ा को समझा सकेगा और उनके लिए संघर्ष कर सकेगा। उनका शिक्षा दर्शन तीसरी दुनिया के दलितों के उत्थान के लिए है। वे मानते हैं कि समाज में विषमता तभी समाप्त हो सकती है जब मनुष्य ज्ञान सम्पन्न होगा और वह ज्ञान सम्पन्न तभी होगा तब शिक्षा द्वारा चेतना आएगी।

इन परिस्थितियों में पाओलो फ्रेरे के शैक्षिक विचारों का अध्ययन करना अनिवार्य प्रतीत होता है, क्योंकि फ्रेरे के शैक्षिक दर्शन को न तो व्यापक रूप से अध्ययन किया गया और न वर्तमान सम्बन्ध में उसका मूल्यांकन किया गया। प्रस्तुत अध्ययन से जो तथ्य सामने आएंगे ऐसे मत निश्चित रूप से शिक्षा को एक नई दिशा मिलेगी जो छात्रों के रुचियों के अनुरूप तथा क्रियाकलापों पर शिक्षण विधि से विकसित होगी।

पाओलो फ्रेरे का चिन्तन शोषितों, वंचितों एवं उत्पीड़ितों के लिए वर्तमान समय में अनिवार्य चिन्तन बन गया है। इनके चिन्तन की सांदर्भिक उपादेयता से इनकार नहीं किया जा सकता है। पाओलो फ्रेरे ने शिक्षा में 'वर्णन' की प्रवृत्ति को उजागर कर शैक्षिक सुधार को प्रेरित किया है जिससे उत्पीड़ितों के लिए शिक्षाशास्त्र के आधार पर मानवता का शिक्षाशास्त्र विकसित किया जा सके। फिर भी पाओलो फ्रेरे के संदर्भ में पुनर्विवेचित एवं पुनर्विश्लेषित किए जाने की आवश्यकता है।

शोधकर्ता ने पाओलो फ्रेरे को अध्ययन करते हुए अपने शोध आलेख को निम्नलिखित रूपरेखा में वर्गीकृत किया है -

1. पाओलो फ्रेरे का जीवन परिचय
2. पाओलो फ्रेरे का व्यक्तित्व एवं कृतित्व
3. पाओलो फ्रेरे का शिक्षा दर्शन
4. आधुनिकतम भारत में पाओलो फ्रेरे के शिक्षा दर्शन की प्रासंगिकता

बीसवीं शताब्दी के प्रमुख शैक्षिक चिंतक पाओलो रिगेलस निवेलस फ्रेरे का जन्म 19 सितम्बर 1921 को दक्षिण अमेरिकी देश ब्राजील के रेसिफे नामक नगर में एक निम्न वर्गीय ईसाई परिवार में हुआ था। वह शुरूआत से ही सामन्तवादी, पूँजीवादी, साम्राज्यवादी, नस्लवादी और फासीवादी उत्पीड़न के विभिन्न रूपों से परिचित थे। परन्तु 1929 की विश्वव्यापी मंदी ने जब साम्राज्यवादी लूट के कारण ब्राजील की अर्थव्यवस्था खराब कर दी, तो इसका प्रभाव उनके परिवार पर भी पड़ा और उनका परिवार रेसिफे शहर छोड़कर जोबाटाओं में आश्रय लिया। इनके पिता सेना में एक निचले दर्जे के अधिकारी थे, जहाँ वेतन कम था पर सम्मान ज्यादा था। मंदी के दौरान उनके पिता की नौकरी छूट गई तथा 1934 में उनका स्वर्गवास भी हो गया। फ्रेरे ने रेसिफे विश्वविद्यालय में वकालत का प्रशिक्षण प्राप्त किया, परन्तु जल्द ही उन्होंने यह पेशा छोड़ दिया। वकालत छोड़ने के बाद पाओलो फ्रेरे 1946 से परिनामबुको राज्य के लिए सामाजिक सेवा एजेन्सी में कार्य करने लगे। 1980 से 1986 तक सावोपालो में व्यस्क साक्षरता कार्यक्रम का कुशल पर्यवेक्षण किया। तत्पश्चात 1988 में पाओलो फ्रेरे सावोपाले के शिक्षामंत्री नियुक्त हुए। 1986 में पाओलो फ्रेरे की पत्नी के मृत्यु के पश्चात पाओलो फ्रेरे ने अपने ही छात्र अन्ना मैरियो अराउजो से शादी की जिन्होंने पाओलो फ्रेरे के साथ मिलकर ब्राजील में निरक्षरता के इतिहास पर शोध प्रबन्ध लिखा। पाओलो फ्रेरे का निधन 75 वर्ष की अवस्था में हृदय आघात के कारण 2 मई 1997 को हो गया।

फ्रेरे के अनुसार मनुष्य जो भी क्रियाएँ या व्यवहार करता है उसके पीछे उसकी आवश्यकता निहित होती है तथा उसका प्रत्येक कार्य किसी उद्देश्य की पूर्ति के लिए होता है। उदाहरणार्थ – व्यक्ति की भोजन करने की इच्छा में भी भूख उसकी आन्तरिक आवश्यकता होती है और इस आवश्यकता की पूर्ति के लिए वह जो क्रियाएँ करता है उससे उसे अनुभव प्राप्त होता है जिससे व्यक्ति के व्यक्तित्व का विकास होता है। दूसरे शब्दों में, आवश्यकता पूर्ति के लिए व्यक्ति में आन्तरिक प्रवृत्तियों के रूप में कुछ प्रेरक, जैसे – प्रेरणा, रुचि, धैर्य, थकान, आदि होते हैं, ये ही प्रेरक व्यक्तित्व आवश्यकता कहलाते हैं। आवश्यकता पूर्ति के लिए व्यक्ति वातावरण के साथ जो प्रतिक्रिया करता है, यही प्रतिक्रिया शिक्षा प्रतिक्रिया है तथा शिक्षा से व्यक्तित्व का निर्माण होता है।

फ्रेरे ने पढ़ाई के बाद जिस चीज को सबसे ज्यादा महत्व दिया है वह पाठ्यवस्तु है। अर्थात् लोगों को क्या पढ़ाया जाए? इसके लिए आवश्यक है कि 'पाठ्यवस्तु' का चयन सही तरीके से हो, क्योंकि यदि पाठ्यवस्तु में सरलता व संवेदनशीलता नहीं होगी तो शिक्षक-शिक्षार्थी के बीच संवाद तो होगा, लेकिन ग्रहणशीलता का अभाव हो जाएगा। इस प्रकार पाओलो फ्रेरे अपनी पाठ्यचर्या एवं विषयवस्तु के अन्तर अनुशासनिक उपागम (Inter Dicipinary approach) सामान्य से विशिष्ट की तरफ (From general to specific) एवं संदर्भ (Content) पर बल देते हैं।

फ्रेरे पाठ्यचर्या में कुछ परिवर्तन करके उसे पुनर्गठित करने के पक्ष में थे, इसके लिए उन्होंने दार्शनिकों, भौतिक विज्ञानियों, गणितज्ञों, कला शिक्षकों, समाजशास्त्रियों की सहायता ली तथा पाठ्यचर्या को अधिक उपयोगी व विस्तीर्ण बनाया। उन्होंने पाठ्यचर्या के लिए शिक्षा, कला, नीतिशास्त्र, खेल, भाषा, सामाजिक वर्ग, मानव अधिकार दार्शनिक विचारधारा जैसे विषयों पर विचार-विमर्श को प्रोत्साहन दिया। पाठ्यचर्या में अल्पसंख्यकों के मूल्यों को भी शामिल करना चाहिए। फ्रेरे ने सार्त्र, एरिक फ्रॉम, माओ, मार्टिन लूथर किंग के विचारों को भी पाठ्यक्रम में शामिल किया, इसके साथ उनका मत था गणित, इतिहास, भूगोल को सरल करके पढ़ाया जाना चाहिए।

फ्रेरे ने शिक्षक और छात्र दोनों को अनुशासन में रहने की लगाम कसी है, न शिक्षक ही अपने उन्मुक्त विचारों एवं अनुभवों को छात्रों पर थोप सकता है; और न छात्र ही स्वच्छन्द होकर बौद्धिक आचरण से अपने को विमुख

कर सकता है। छात्र से भी अपेक्षा की गई है कि वह अधिक से अधिक अध्ययन करे, पाठ का चिन्तन और मनन करे और उसकी यथार्थता को; जो उसके परिवेश या सामाजिक जीवन से सम्बन्ध रखती हो उसका अनुसरण विवेकीकरण के रूप में करे। इस प्रकार, फ़रे ने शिक्षक और छात्र दोनों को अनुशासित करने का प्रयास किया है।

फ़रे ने ऐसी शिक्षण विधि का समर्थन किया जिससे सीखने वाला अपने जीवन के अनुभवों से जुड़ा रहे। उसे ऐसा नहीं लगना चाहिए कि शिक्षा के द्वारा वह अपनी भाषा, संस्कृति व परम्परा से दूर हो रहा है। साक्षर करने की जो विधि फ़रे ने अपनाई वो इस प्रकार से है। उनके अनुसार कुछ शब्द ऐसे होते हैं जिन्हें उत्पादक या प्रजनक शब्द कहा जाता है। जैसे - झोपड़-पट्टी, वर्षा, जमीन, साइकिल आदि ये शब्द सीखने वाले की माँग, कुण्ठा, चिन्ता, इच्छा, आकांक्षा स्वप्न को व्यक्त करते हैं। फ़रे की शिक्षण विधि का एक उदाहरण देखिए मछुआरों के समुदाय मान्तो माजों के सामने एक - उत्पादक शब्द बोनिता (सुन्दर) को रखते हैं, जो एक मछली का भी नाम है, फिर उन लोगों को एक शहर का चित्र दिखाया जिसमें मकान में एक आदमी बोनिता (मछली) पकड़े हुए, तथा मछली का शिकार करने की नावें थीं। उन लोगों ने उसे ध्यान से देखा और पास जाकर कहा - “यह मान्तो माजों है और हमें इसकी जानकारी नहीं थी।” इस प्रकार मछुआरों को शिक्षित करने की इस विधि का सम्पूर्ण विश्व में प्रशंसा होती है।

शिक्षा की बैंकीय अवधारणा (Banking concept) में शिक्षा बैंक में पैसा जमा करने की भाँति छात्रों में ज्ञान राशि जमा करने का कार्य बन जाती है, जिसमें शिक्षक जमाकर्ता होता है और छात्र जमादार होते हैं। वह जिन चीजों को जमा करता है छात्र उन्हें धैर्यपूर्वक ग्रहण करते हैं, रखते हैं और दोहराते हैं। यह शिक्षा की बैंकीय अवधारणा है।

शिक्षा के बैंकिंग अवधारणा के अंतर्गत फ़रे ने शिक्षक द्वारा प्रक्रिया के ऐसे 10 बिन्दुओं पर चर्चा की है जिसमें सम्पूर्ण उत्पीड़क समाज की सोच प्रतिबिम्बित हो जाती है, ये बिन्दु निम्नलिखित हैं -

1. शिक्षक पढ़ाते हैं और विद्यार्थी पढ़ाए जाते हैं।
2. शिक्षक सभी कुछ जानते हैं, और विद्यार्थी कुछ भी नहीं जानते।
3. शिक्षक सोचता है, और छात्रों के बारे में सोचा जाता है।
4. शिक्षक बोलता है, और छात्र सुनते हैं - चुपचाप।
5. शिक्षक अनुशासन लागू करता है, और छात्र अनुशासित होते हैं।
6. शिक्षक अपनी मर्जी का मालिक है, वह अपनी मर्जी चलाता है, और छात्रों को उसके मर्जी के मुताबिक चलना पड़ता है।
7. शिक्षक पाठ्यक्रम बनाते हैं और उसके कर्म के जरिये सक्रिय होने के भ्रम में रहते हैं।
8. शिक्षक पाठ्यक्रम बनाते हैं, और छात्रों को (जिनसे पाठ्यक्रम बनाते समय कोई सलाह नहीं ली जाती) वही पढ़ना पड़ता है।
9. शिक्षक अपने पेशेवर अधिकार को ज्ञान का अधिकार समझता है और उस अधिकार को छात्रों के स्वतंत्रता के विरुद्ध इस्तेमाल करता है।
10. शिक्षक अधिगम की प्रक्रिया का कर्ता होता है और छात्र महज अधिगम की वस्तुएँ।

निष्कर्ष

भारतीय संदर्भ में टैगोर, विवेकानंद, अरविंद, गाँधी, गिजुभाई जैसे विचारकों ने जिन भारतीय शिक्षा की समस्याओं को विश्लेषित किया है उसी को यूरोप, अमेरिका, ब्राजील की सामाजिक, आर्थिक, राजनैतिक, सांस्कृतिक एवं शैक्षिक उपक्रमों के क्षेत्रों में पाओलो फ्रेरे ने देखने का प्रयास किया है। फ्रेरे मानवतावादी विचारधारा के प्रेरक थे जिससे प्रभावित होकर उन्होंने दलितों की शिक्षा एवं उनके प्रति प्रेमपूर्वक दृष्टिकोण रखने की प्रेरणा दी है। फ्रेरे प्रायः अन्य अनेक विचारकों से प्रभावित थे तथा उनको अपनी शिक्षा का एक अंग बनाना चाहते थे। उन्होंने सरल तरीके से साक्षरता का प्रसार कार्यक्रम द्वारा दलितों का उत्थान करने का विचार दिया। इन सभी तथ्यों द्वारा उन्होंने समाज को त्रिलोक में विभाजित करके तीसरी दुनिया (दलित वर्ग) के उत्थान एवं विकास का विचार दिया।

यद्यपि फ्रेरे ने समाज के हितों को ध्यान में रखकर अपनी पुस्तक में शिक्षा एवं साक्षरता कार्यक्रमों का प्रतिपादन किया। पुस्तक के कुछ तथ्य जैसे उन्होंने समाज के केवल एक पक्ष पर ध्यान दिया जिससे समाज के अन्य पक्षों का ह्रास हो गया तथा उन्होंने कोई भी लिखित शैक्षिक सिद्धान्तों का प्रतिपादन नहीं किया। पाओलो फ्रेरे का शैक्षिक सफर अत्यन्त ही तत्कालीन सामाजिक, सांस्कृतिक, राजनैतिक व शैक्षिक परिस्थितियों का आइना है जिसमें उनका शैक्षिक चिन्तन स्पष्ट झलकता है। उनके व्यक्तित्व कृतित्व की वैश्विक जगत में सांदर्भिक व अनुप्रयोगात्मक उपादेयता बनी रहेगी। निष्कर्षतः पाओलो फ्रेरे का चिन्तन, जब भी शिक्षण-अधिगम में नव प्रयोग होगा, उसकी सांदर्भिक उपादेयता बनी रहेगी।

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ISSN: 2456-4583
Indexed by: SJIF & I2OR
SJIF Impact Factor: 6.869

Global Multidisciplinary Research Journal

A Peer Reviewed/Refereed Bi-Annual Research Journal of Multidisciplinary Researches
Volume 7 Issue 2 March 2023 pp. 19-26



Global Development Society
6, New Tilak Nagar, Firozabad-283203 (UP)

माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति के विद्यार्थियों की समस्या समाधान योग्यता का तुलनात्मक अध्ययन

डॉ. अनिल कुमार शुक्ल

असिस्टेंट प्रोफेसर, शिक्षक शिक्षा विभाग, डी.डी.एम. पी.जी. कॉलेज, फिरोजाबाद उ.प्र.

प्राप्ति - 20 जनवरी, 2023; संशोधन - 25 जनवरी, 2023; स्वीकृति - 06 फरवरी, 2023

सारांश

मनुष्य एक सामाजिक प्राणी है। उसमें शारीरिक योग्यताएँ, आवश्यकताएँ और क्षमताओं के साथ-साथ ही मानसिक आवश्यकताएँ, योग्यताएँ एवं क्षमताएँ भी हैं। इसके सर्वांगीण विकास हेतु शारीरिक आवश्यकताओं की पूर्ति के साथ-साथ ही शारीरिक योग्यताओं और क्षमताओं का समुचित विकास एवं मानसिक आवश्यकताओं की पूर्ति के साथ-साथ ही मानसिक योग्यताओं और क्षमताओं का समुचित विकास आवश्यक है। प्रतिस्पर्धात्मक विकास के वर्तमान समय में विद्यार्थियों के समक्ष दैनिक जीवन की सामान्य समस्याएँ ही नहीं अपितु सामाजिक, आर्थिक, आध्यात्मिक एवं लोकतांत्रिक विकास की विशिष्ट समस्याएँ भी हैं। इन समस्याओं का समाधान उनकी समस्या समाधान योग्यता में सन्निहित है। विद्यार्थियों को उनकी समस्या समाधान योग्यता के वर्तमान स्तर से अवगत कराकर उन्हें उसका विकास करने में प्रशिक्षित कर व उनके विकास के समुचित अवसर सुलभ कराकर उनका सर्वांगीण विकास किया जा सकता है।

अध्ययन के परिणाम दर्शाते हैं कि सामान्य जाति के विद्यार्थियों की समस्या समाधान योग्यता का स्तर औसत से निम्न और अनुसूचित जाति के विद्यार्थियों की समस्या समाधान योग्यता का स्तर निम्न है। सामान्य जाति और अनुसूचित जाति के विद्यार्थियों तथा छात्रों एवं छात्राओं की समस्या समाधान योग्यता का औसत से निम्न/निम्न स्तर प्राप्त होना और उनके बीच अन्तर का व्याप्त होना विद्यार्थियों एवं भावी समाज की चिन्ताजनक स्थिति की ओर संकेत कर रहा है। अतः विद्यार्थियों की समस्या समाधान योग्यता के स्तर में समसामयिक उन्नयन हेतु सुनियोजित एवं सक्रिय प्रयास किए जाने अपेक्षित हैं।

प्रस्तावना

समस्या समाधान योग्यता से अभिप्राय आवश्यकता के अनुरूप साधनों की अनुपलब्धता में भी अपनी मनोशारीरिक शक्तियों का उपयोग कर लक्ष्य को प्राप्त कर लेने की योग्यता अथवा क्षमता से है। जीवन संघर्ष में उत्तरजीविता और प्रतिस्पर्धा के काल में प्रगति के लिए विद्यार्थी में अपेक्षित स्तर की समस्या समाधान योग्यता का होना आवश्यक है।

जनसंख्या विस्फोट के पश्चात प्रारम्भ हुए अन्तःजातीय जीवन संघर्ष एवं औद्योगिक क्रान्ति के फलस्वरूप आरम्भ हुए प्रतिस्पर्धात्मक विकास ने व्यक्ति के उत्तरजीविता के लिए विकट एवं विषम परिस्थितियों को सृजित कर दिया है। परिस्थितियोंवश समक्ष आने वाली समस्याओं के समाधान हेतु विद्यार्थियों में अपेक्षित स्तर की समस्या समाधान योग्यता का होना आवश्यक ही नहीं अपितु अपरिहार्य है।

अध्ययन की आवश्यकता एवं महत्त्व

समस्या समाधान की योग्यता विद्यार्थी की उच्च स्तर की मानसिक शक्ति है, जिसका वह अपने जीवन में सर्वाधिक उपयोग कर प्रगति पथ पर आगे बढ़ता है। जीवन संघर्ष में सफलता, विकास में निरन्तरता, प्रगति में तीव्रता और जीवन स्तर में गुणवत्ता को प्राप्त करने हेतु अपेक्षित स्तर की समस्या समाधान योग्यता का होना आवश्यक है। आज के विद्यार्थी ही देश के भावी नागरिक और समाज की कार्यकारी शक्ति होंगे। यदि समाज एवं राष्ट्र में प्रगतिशील परिवर्तन लाने हैं तो विद्यार्थियों में अपेक्षित स्तर की समस्या समाधान योग्यता का विकास करना आवश्यक है।

समग्र और संपोषित विकास के लिए यह आवश्यक है कि वह अपने उपलब्ध समग्र मानवीय संसाधनों और क्षमताओं का पूर्ण उपयोग करे। इस सन्दर्भ में मानवीय संसाधनों की सामायिक योग्यताओं का यथार्थ आकलन कर एवं उनका अपेक्षित स्तर तक विकास कर सुनियोजित उपयोग करना आवश्यक है। विद्यार्थियों के सर्वांगीण और संपोषित विकास एवं प्रगति के परिप्रेक्ष्य में यह शोध अध्ययन आवश्यक एवं महत्वपूर्ण है।

समस्या कथन

माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति के विद्यार्थियों की समस्या समाधान योग्यता का तुलनात्मक अध्ययन।

समस्या कथन में प्रयुक्त शब्दों की परिभाषा

माध्यमिक स्तर - प्रस्तुत अध्ययन में माध्यमिक स्तर से तात्पर्य कक्षा 10 की बोर्ड परीक्षा में उत्तीर्ण उन विद्यार्थियों से है जिन्होंने कक्षा 11 में प्रवेश लिया है।

सामान्य जाति - प्रस्तुत अध्ययन में सामान्य जाति से आशय सामान्य वर्ग के अन्तर्गत प्रवेशित विद्यार्थियों से है।

अनुसूचित जाति - प्रस्तुत अध्ययन में अनुसूचित जाति के विद्यार्थियों से आशय अनुसूचित जाति वर्ग के अन्तर्गत प्रवेशित विद्यार्थियों से है।

समस्या समाधान योग्यता - प्रस्तुत अध्ययन में समस्या समाधान की योग्यता से आशय विद्यार्थियों द्वारा अपने लक्ष्य को प्राप्त करने के लिए जानबूझकर किए जाने वाले ऐसे व्यवहार से है, जिसमें अवरोधों को दूर करने की शक्ति है।

अध्ययन के चर

स्वतंत्र चर - माध्यमिक स्तर पर अध्ययनरत सामान्य जाति के विद्यार्थी (छात्र एवं छात्राएँ) और अनुसूचित जाति के विद्यार्थी (छात्र एवं छात्राएँ)।

परतंत्र चर - समस्या समाधान योग्यता।

नियंत्रित चर - भौगोलिक क्षेत्र, बोर्ड, कक्षा।

अध्ययन के उद्देश्य

प्रस्तुत अध्ययन के उद्देश्य अग्रलिखित हैं -

1. माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति के विद्यार्थियों की समस्या समाधान योग्यता का तुलनात्मक अध्ययन करना।
2. माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति के छात्रों की समस्या समाधान योग्यता का तुलनात्मक अध्ययन करना।
3. माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति की छात्राओं की समस्या समाधान योग्यता का तुलनात्मक अध्ययन करना।
4. माध्यमिक स्तर पर सामान्य जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता का तुलनात्मक अध्ययन करना।
5. माध्यमिक स्तर पर अनुसूचित जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता का तुलनात्मक अध्ययन करना।

अध्ययन की परिकल्पनाएँ

प्रस्तुत अध्ययन हेतु अग्रलिखित परिकल्पनाओं का निर्माण किया गया है -

1. माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति के विद्यार्थियों की समस्या समाधान योग्यता में सार्थक अन्तर नहीं है।
2. माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति के छात्रों की समस्या समाधान योग्यता में सार्थक अन्तर नहीं है।
3. माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति की छात्राओं की समस्या समाधान योग्यता में सार्थक अन्तर नहीं है।
4. माध्यमिक स्तर पर सामान्य जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता में सार्थक अन्तर नहीं है।
5. माध्यमिक स्तर पर अनुसूचित जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता में सार्थक अन्तर नहीं है।

अध्ययन का सीमांकन

प्रस्तुत अध्ययन उत्तर प्रदेश राज्य के इटावा जनपद के इटावा शहर के उत्तर प्रदेश माध्यमिक शिक्षा परिषद से मान्यता प्राप्त विद्यालयों के कक्षा 11 में अध्ययनरत 200 सामान्य जाति एवं अनुसूचित जाति के विद्यार्थियों पर किया गया है।

अध्ययन विधि

प्रस्तुत अध्ययन वर्णनात्मक सर्वेक्षण विधि से किया गया है।

न्यादर्श

न्यादर्श के रूप में 100 सामान्य जाति के विद्यार्थियों (50 छात्रों एवं 50 छात्राओं) और 100 अनुसूचित जाति के विद्यार्थियों (50 छात्रों एवं 50 छात्राओं) का चयन यादृच्छिक विधि से किया गया है।

उपकरण

अध्ययन के उपकरण के रूप में प्रो. एल.एन. दुबे द्वारा निर्मित समस्या समाधान योग्यता परीक्षण का उपयोग किया गया है। इस परीक्षण में 20 पद हैं।

सांख्यिकीय प्रविधियाँ

प्रस्तुत अध्ययन में प्रदत्तों के विश्लेषण हेतु मध्यमान, मानक विचलन एवं क्रान्तिक अनुपात सांख्यिकीय प्रविधियों का प्रयोग किया गया है।

प्रदत्तों का विश्लेषण एवं व्याख्या

प्रदत्तों को अर्थ प्रदान करने हेतु उनका विश्लेषण एवं विवेचन करना होता है। प्रस्तुत अध्ययन के प्रदत्तों का विश्लेषण एवं व्याख्या अग्र प्रकार है -

उद्देश्य-1 माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति के विद्यार्थियों की समस्या समाधान योग्यता का तुलनात्मक अध्ययन करना।

परिकल्पना-1 माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति के विद्यार्थियों की समस्या समाधान योग्यता में सार्थक अन्तर नहीं है।

तालिका-1 विद्यार्थियों की समस्या समाधान योग्यता का मध्यमान, मानक विचलन व क्रान्तिक अनुपात मान

क्रम सं.	जाति वर्ग	संख्या	मध्यमान	मानक विचलन	क्रान्तिक अनुपात	सार्थकता स्तर
1	सामान्य जाति के विद्यार्थी	100	6.81	3.43	4.33	0.01
2	अनुसूचित जाति के विद्यार्थी	100	5.51	2.42		

तालिका-1 के अवलोकन से स्पष्ट है कि सामान्य जाति के विद्यार्थियों की समस्या समाधान योग्यता का मध्यमान 6.81 तथा मानक विचलन 3.43 और अनुसूचित जाति के विद्यार्थियों की समस्या समाधान योग्यता का मध्यमान 5.51 तथा मानक विचलन 2.42 प्राप्त हुआ है। परिणामों के विश्लेषण से स्पष्ट है कि सामान्य जाति के विद्यार्थियों की समस्या समाधान योग्यता का स्तर औसत से लगभग निम्न है और अनुसूचित जाति के विद्यार्थियों की समस्या समाधान योग्यता का स्तर निम्न है। सामान्य जाति के विद्यार्थियों और अनुसूचित जाति के विद्यार्थियों की समस्या समाधान योग्यता के मध्य तुलना करने के लिए गणना किए गए क्रान्तिक अनुपात का मान 4.33 प्राप्त हुआ है। जो सार्थकता के 0.01 स्तर पर निर्धारित न्यूनतम मान 2.60 से अधिक है। अतः शून्य परिकल्पना-1, सार्थक स्तर 0.01 पर अस्वीकृत होती है। इससे स्पष्ट होता है कि सामान्य जाति के विद्यार्थियों की समस्या समाधान योग्यता का स्तर अनुसूचित जाति के विद्यार्थियों की समस्या समाधान योग्यता के स्तर से उच्च है।

उद्देश्य-2 माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति के छात्रों की समस्या समाधान योग्यता का तुलनात्मक अध्ययन करना।

परिकल्पना-2 माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति के छात्रों की समस्या समाधान योग्यता में सार्थक अन्तर नहीं है।

तालिका-2 छात्रों की समस्या समाधान योग्यता का मध्यमान, मानक विचलन व क्रान्तिक अनुपात मान

क्रम सं.	जाति वर्ग	संख्या	मध्यमान	मानक विचलन	क्रान्तिक अनुपात	सार्थकता स्तर
1	सामान्य जाति के छात्र	50	6.76	2.63	2.21	0.05
2	अनुसूचित जाति के छात्र	50	5.92	2.81		

तालिका-2 अवलोकन से स्पष्ट है कि सामान्य जाति के छात्रों की समस्या समाधान योग्यता का मध्यमान 6.76 तथा मानक विचलन 2.63 और अनुसूचित जाति के छात्रों की समस्या समाधान योग्यता का मध्यमान 5.92 तथा मानक विचलन 2.81 प्राप्त हुआ है। परिणामों के विश्लेषण से स्पष्ट है कि यद्यपि सामान्य जाति के छात्रों की समस्या समाधान योग्यता और अनुसूचित जाति के छात्रों की समस्या समाधान योग्यता का स्तर निम्न है, लेकिन मध्यमानों को मान का अन्तर दर्शाता है कि सामान्य जाति के छात्रों की समस्या समाधान योग्यता, अनुसूचित जाति के छात्रों की समस्या समाधान योग्यता से उच्च है। सामान्य जाति के छात्रों और अनुसूचित जाति के छात्रों की समस्या समाधान योग्यता के मध्य तुलना करने के लिए गणना किए गए क्रान्तिक अनुपात का मान 2.21 प्राप्त हुआ है जो सार्थकता के 0.05 स्तर पर निर्धारित न्यूनतम मान 1.98 से अधिक है। अतः शून्य परिकल्पना-2 सार्थकता स्तर 0.05 अस्वीकृत होती है। इससे स्पष्ट होता है कि सामान्य जाति के छात्रों की समस्या समाधान योग्यता, अनुसूचित जाति के छात्रों की समस्या समाधान योग्यता से श्रेष्ठ है।

उद्देश्य-3 माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति की छात्राओं की समस्या समाधान योग्यता का तुलनात्मक अध्ययन करना।

परिकल्पना-3 माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति की छात्राओं की समस्या समाधान योग्यता में सार्थक अन्तर नहीं है।

तालिका-3 छात्राओं की समस्या समाधान योग्यता का मध्यमान, मानक विचलन व क्रान्तिक अनुपात मान

क्रम सं.	जाति वर्ग	संख्या	मध्यमान	मानक विचलन	क्रान्तिक अनुपात	सार्थकता स्तर
1	सामान्य जाति की छात्राएं	50	6.85	4.08	2.24	0.05
2	अनुसूचित जाति की छात्राएं	50	5.10	2.11		

तालिका-3 के अवलोकन से स्पष्ट है कि सामान्य जाति की छात्राओं की समस्या समाधान योग्यता का मध्यमान 6.85 तथा मानक विचलन 4.08 और अनुसूचित जाति की छात्राओं की समस्या समाधान योग्यता का मध्यमान 5.10 तथा मानक विचलन 2.11 प्राप्त हुआ। परिणामों के विश्लेषण से स्पष्ट है कि सामान्य जाति की छात्राओं की समस्या समाधान योग्यता का स्तर औसत से निम्न है और अनुसूचित जाति की छात्राओं की समस्या समाधान योग्यता का स्तर निम्न है। सामान्य जाति की छात्राओं और अनुसूचित जाति की छात्राओं की समस्या समाधान योग्यता के मध्य तुलना करने के लिए गणना किए गए क्रान्तिक अनुपात का मान 2.24 प्राप्त हुआ है जो सार्थकता के 0.05 स्तर पर निर्धारित न्यूनतम मान 1.98 से अधिक है। अतः शून्य परिकल्पना-3 सार्थकता स्तर 0.05 पर अस्वीकृत होती है। इससे स्पष्ट होता है कि सामान्य जाति वर्ग की छात्राओं की समस्या समाधान योग्यता, अनुसूचित जाति की छात्राओं की समस्या समाधान योग्यता से श्रेष्ठ है।

उद्देश्य-4 माध्यमिक स्तर पर सामान्य जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता का तुलनात्मक अध्ययन करना।

परिकल्पना-4 माध्यमिक स्तर पर सामान्य जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता में सार्थक अन्तर नहीं है।

तालिका-4 छात्र एवं छात्राओं की समस्या समाधान योग्यता का मध्यमान, मानक विचलन व क्रान्तिक अनुपात मान

क्रम सं.	जाति वर्ग	संख्या	मध्यमान	मानक विचलन	क्रान्तिक अनुपात	सार्थकता स्तर
1	सामान्य जाति के छात्र	50	6.76	2.63	0.18	0.05
2	सामान्य जाति की छात्राएं	50	6.85	4.08		

तालिका-4 के अवलोकन से स्पष्ट है कि सामान्य जाति के छात्रों की समस्या समाधान योग्यता का मध्यमान 6.76 तथा मानक विचलन 2.63 एवं सामान्य जाति की छात्राओं की समस्या समाधान योग्यता का मध्यमान 6.85 तथा मानक विचलन 4.08 प्राप्त हुआ है। परिणामों के विश्लेषण से स्पष्ट है कि सामान्य जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता का स्तर निम्न है। सामान्य जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता के मध्य तुलना करने के लिए गणना किए गए क्रान्तिक अनुपात का मान 0.18 प्राप्त हुआ है जो सार्थकता के 0.05 स्तर पर निर्धारित न्यूनतम मान 1.98 से कम है। अतः शून्य परिकल्पना-4 सार्थकता स्तर 0.05 पर अस्वीकृत होती है। इससे स्पष्ट होता है कि सामान्य जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता में सार्थक अन्तर नहीं है।

उद्देश्य-5 माध्यमिक स्तर पर अनुसूचित जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता का तुलनात्मक अध्ययन करना।

परिकल्पना-5 माध्यमिक स्तर पर अनुसूचित जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता में सार्थक अन्तर नहीं है।

तालिका-5 छात्र एवं छात्राओं की समस्या समाधान योग्यता का मध्यमान, मानक विचलन व क्रान्तिक अनुपात मान

क्रम सं.	जाति वर्ग	संख्या	मध्यमान	मानक विचलन	क्रान्तिक अनुपात	सार्थकता स्तर
1	अनुसूचित जाति के छात्र	50	5.92	2.81	2.34	0.05
2	अनुसूचित जाति की छात्राएं	50	5.10	4.11		

तालिका-5 के अवलोकन से स्पष्ट है कि अनुसूचित जाति के छात्रों की समस्या समाधान योग्यता का मध्यमान 5.92 तथा मानक विचलन 2.81 एवं अनुसूचित जाति की छात्राओं की समस्या समाधान योग्यता का मध्यमान 5.10 तथा मानक विचलन 4.11 प्राप्त हुआ है। परिणामों के विश्लेषण से स्पष्ट है कि यद्यपि अनुसूचित जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता का स्तर निम्न है। लेकिन अनुसूचित जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता के मध्य तुलना करने के लिए गणना किए गए क्रान्तिक अनुपात का मान 2.34 प्राप्त हुआ है। जो सार्थकता के 0.05 स्तर पर निर्धारित न्यूनतम मान 1.98 से अधिक है। अतः शून्य परिकल्पना सार्थकता स्तर 0.05 पर अस्वीकृत होती है। इससे स्पष्ट होता है कि अनुसूचित जाति के छात्रों की समस्या समाधान योग्यता, अनुसूचित जाति की छात्राओं की समस्या समाधान योग्यता में उच्च पाई गई।

निष्कर्ष

प्रस्तुत अध्ययन के परिणामस्वरूप निम्न शोध निष्कर्ष प्राप्त हुए हैं -

1. माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति के विद्यार्थियों की समस्या समाधान योग्यता में सार्थक अन्तर पाया गया। निष्कर्षतः सामान्य जाति के विद्यार्थी अनुसूचित जाति के विद्यार्थियों की तुलना में समस्या समाधान योग्यता में श्रेष्ठ हैं।
2. माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति के छात्रों की समस्या समाधान योग्यता में सार्थक अन्तर पाया गया। निष्कर्षतः सामान्य जाति के छात्र अनुसूचित जाति के छात्रों की तुलना में समस्या समाधान योग्यता में श्रेष्ठ हैं।
3. माध्यमिक स्तर पर सामान्य जाति और अनुसूचित जाति की छात्राओं की समस्या समाधान योग्यता में सार्थक अन्तर पाया गया। निष्कर्षतः सामान्य जाति की छात्राएँ अनुसूचित जाति की छात्राओं की तुलना में समस्या समाधान योग्यता में श्रेष्ठ हैं।
4. माध्यमिक स्तर पर सामान्य जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता में सार्थक अन्तर नहीं पाया गया। लेकिन मध्यमानों का अल्प अन्तर यह दर्शाता है कि निष्कर्षतः सामान्य जाति की छात्राओं की समस्या समाधान योग्यता सामान्य जाति के छात्रों की समस्या समाधान योग्यता से कुछ बेहतर है।
5. अनुसूचित जाति के छात्रों एवं छात्राओं की समस्या समाधान योग्यता में सार्थक अन्तर पाया गया। निष्कर्षतः अनुसूचित जाति के छात्र समस्या समाधान योग्यता में अनुसूचित जाति की छात्राओं की तुलना में श्रेष्ठ हैं।

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फिरोजाबाद शहर के मलिन क्षेत्रों में निर्वासित दलित वर्ग की लड़कियों की शैक्षिक एवं व्यवसायिक आकांक्षाओं का अध्ययन

डॉ. संजय कुमार

असिस्टेंट प्रोफेसर, शिक्षक शिक्षा विभाग, डी.डी.एम. (पी.जी.) कॉलेज, फिरोजाबाद, उत्तर प्रदेश

प्राप्ति - 17 जनवरी, 2023; संशोधन - 22 जनवरी, 2023; स्वीकृति - 30 जनवरी, 2023

प्रस्तावना

किसी समाज में विकास का स्तर समझने हेतु उसमें नारी की स्थिति का ज्ञान होना परमावश्यक है। यह तथ्य किसी भी स्वस्थ एवं विकसित समाज के निर्माण में स्त्री व पुरुष दोनों की समान सहभागिता को दर्शाता है। आधी आबादी के सशक्तीकरण का मूलमंत्र शिक्षा है। जैसे-जैसे महिलाएं साक्षर होंगी, अपने अधिकारों के प्रति सचेत होंगी। भारत की आजादी के समय 8.86 प्रतिशत महिलाएं साक्षर थीं। वर्ष 2011 की जनगणना के अनुसार भारत में महिलाओं का साक्षरता 64.46 प्रतिशत था। यह विश्व साक्षर औसत 79.7 प्रतिशत से काफी कम था। विश्व जनसंख्या आयोग की आख्या अनुसार 'एक माँ की शिक्षा अपने परिवार को छोटा करने और बच्चों को जीवन्त रखने में एक महत्वपूर्ण कारक है।' महिलाएं विकास और प्रगति की द्योतक हैं। महिलाएं परिवर्तन की धारक हैं। शिक्षा इस परिवर्तन हेतु मुख्य अस्त्र के समान है, जिससे राष्ट्रीय विकास दर संभव है।

वर्तमान समय में विभिन्न समस्याओं के साथ ही स्त्री शिक्षा की समस्या भी अपनी ओर देश के कर्णधारों का ध्यान विशेष रूप से आकर्षित कर रही है। भावी भारत में उन्नतशील देखने की इच्छा रखने वाले समस्त विचारक इसका हल शीघ्र खोजने का कार्य कर रहे हैं। शक्तिशाली होते भारत में एक सशक्त जिम्मेदारी महिलाओं की है। आज महिलाओं के लिए आदर्श माहौल भी है और मौका भी। वह सभी क्षेत्रों में अपनी प्रतिभा का प्रदर्शन कर रही है चाहे बात व्यापार की हो या घर की, देश की सुरक्षा की जिम्मेदारी हो या विज्ञान की, वह सभी क्षेत्रों में अपनी भूमिका निभा रही है। स्त्री शिक्षा के बिना देश व समाज की उन्नति कल्पना से परे है। नेपोलियन ने ठीक ही कहा है कि 'मुझे तुम शिक्षित माता दो, मैं तुम्हें सभ्य समाज के जन्म का वादा करता हूँ।'

अनुसूचित वर्ग के व्यक्ति शिक्षा के क्षेत्र में देश की अन्य गैर अनुसूचित जातियों की तुलना में बहुत पीछे है। यह भारत के शिक्षाविदों एवं शैक्षिक विकास से सम्बद्ध सभी व्यक्तियों के सम्मुख एक गंभीर समस्या है। अनुसूचित

जातियों के साथ जातीय भेदभाव तथा अस्पृश्यता जैसे अनेक सामाजिक कारण समाज में विद्यमान हैं, जिन्हें दूर करने के लिए विभिन्न महापुरुषों ने समय-समय पर विशेष योगदान दिया है। शिक्षा एवं राष्ट्र के विकास के बीच में धनात्मक सह सम्बन्ध पाया जाता है। आज 6 से 14 वर्ष आयु की 39 प्रतिशत बालिकाएं ही स्कूल जाती हैं शेष स्कूल जाती ही नहीं या तीन-चार वर्ष के उपरान्त पढ़ाई छोड़ देती है। पूर्व अध्ययन से स्पष्ट हुआ है कि यदि कक्षा 1 में 100 बालिकाएं हैं तो पांचवीं में 40 व 8वीं में 18, 10वीं में 9, 12वीं में मात्र 1 ही रह जाती है। लगभग 95 प्रतिशत बालिकाओं को 9 वर्ष तथा इससे भी कम आयु में श्रम/साध्य के कार्यों में लगा दिया जाता है। जनपद फिरोजाबाद की मलिन बस्तियों में भ्रमण/सर्वे करने पर पाया कि 6 से 14 वर्ष आयु वर्ग की लगभग 61 प्रतिशत बालिकाएं चूड़ी काँच, कंगन काँच या इससे जुड़े उत्पादों में श्रम करने में संलिप्त पायी गई है तथा नियोक्ता को भारतीय दण्ड संहिता, श्रम विभाग या बालश्रम कराने का कोई डर नहीं है।

उक्त के आधार पर विदित है कि प्रगति की गति विशेषतः संविधान की अपेक्षाओं को दृष्टिगत रखते कम ही हो रही है। अनुसूचित जातियों के कल्याण एवं प्रगति के लिए विशेष रूप से अनुसूचित जाति की महिलाओं के लिए शिक्षा के महत्व को पूरी तरह से समझा नहीं गया है। वस्तुतः अनुसूचित जाति वर्ग में लड़कियां विद्यालय में पढ़ने कम ही जा पाती हैं। शिक्षा महिलाओं के अधिकारों एवं विकास को बढ़ावा देने के लिए आवश्यक है।

अंग्रेजों ने भारतीय महिलाओं की दयनीय स्थिति का लाभ उठाया और भारत में झांसी की रानी इत्यादि की रियासत हड़प ली। हालांकि बाद में महिला सम्बन्धी कुरीतियों का निराकरण करना प्रारम्भ कर वे भारत में भारतीय महिलाओं के चिन्तक के रूप में उभरकर सामने आए। भारत में ब्रिटिश हकूमत ने महिलाओं के अधिकार हेतु कई कानून पारित किए जिनसे महिलाओं का शैक्षिक एवं सामाजिक स्तर ऊपर उठने लगा। देश में महिला अपराध वर्ष 2015 में 32829243, वर्ष 2016 में 338954 व वर्ष 2017 में 259849 मामले दर्ज किए गए। सार्वजनिक स्थानों पर आज भी समाज में महिलाओं की अस्मिता के प्रति संजीदगी नहीं दिखती। विकृत मानसिकता के लोग महिलाओं की आजादी व उनके आत्मसम्मान को बर्दाश्त नहीं कर पाते हैं। हम सभी समाजोन्मुखी होकर महिलाओं को बराबरी का दर्जा देकर समान अवसर देने को समाज को सजगता दिखानी होगी। 'यह पहल सबसे पहले परिवार से शुरू हो सकती है।'

विकास व अवसर की आवश्यकता महिलाओं के विभिन्न समूह को अलग-अलग प्रकार से प्रभावित करने का कार्य करते हैं। "संघर्ष के लिए पहले खोना पड़ता है, लेकिन उस संघर्ष से आने वाली पीढ़ियों के लिए लम्बे अरसे तक का रास्ता आसान हो जाता है।" माननीय काशीराम साहब का यह कथन भारत में महिला आन्दोलन, महिला उत्थान एवं समाज सुधार के रूप को अस्तित्व प्रदान करता है। ग्रामीण क्षेत्रों में निवास करने वाली महिलाओं के जीवन स्तर में भी ध्यान देना अति आवश्यक है। ईश्वर ने महिला को सहज, सरल और कोमल बनाया है, परन्तु क्रूर नहीं बनाया। निर्माण के लिए सहज, सरल और कोमल स्वभाव आवश्यक है, विध्वंस के लिए क्रूरता। महिला सशक्तिकरण एक वैश्विक विषय है। यह सक्रिय, बहुस्तरीय प्रक्रिया है जो महिलाओं को अपनी पहचान व शक्ति को सभी क्षेत्रों में महसूस करने के योग्य बनाता है।

राष्ट्रीय महिला आयोग

संयुक्त राष्ट्र महासभा ने 1971 में महिलाओं के प्रति भेदभाव उन्मूलन सम्बन्धी घोषणा के बारे में एक संकल्प स्वीकृत किया। सरकार ने महिलाओं के संवैधानिक, कानूनी अधिकारों और अन्य सुरक्षा उपायों से संबंधित सभी मामलों का अध्ययन और निगरानी करने के लिए किया गया। वर्ष 1989 में माननीय वी.पी. सिंह की सरकार ने

महसूस किया कि महिलाओं के कार्य महिला आयोग द्वारा किए जा सकते हैं। 'भारत गणराज्य के इकतालीसवें वर्ष में संसद में पारित राष्ट्रीय महिला आयोग के बिल को 30 अगस्त 1990 को राष्ट्रपति की स्वीकृति प्राप्त हुई। तदुपरांत 31 जनवरी 1992 को लागू होने के साथ यह अस्तित्व में आया।

महिला सशक्तिकरण हेतु उपाय : प्रेरणा दिवस

उत्तर प्रदेश राज्य ग्रामीण आजीविका मिशन दीनदयाल उपाध्याय अन्त्योदय योजना के तहत फिरोजाबाद जनपद में प्रेरणा दिवस पर स्वयं सहायता समूहों द्वारा अपने उत्पादों की प्रदर्शनी से सभी को आश्चर्यचकित कर दिया। इस योजना में ऐसी महिलाएं लाभ प्राप्त कर सकती हैं, जिनकी वार्षिक आय रुपये एक लाख से कम है वह अपना स्वयं सहायता समूह प्रारम्भ कर सकती हैं। 'सभी महिलाओं को चाहिए कि वे आत्मनिर्भर बनें, आत्मसम्मान के लिए काम करें और आत्मरक्षा के लिए सक्षम बनें। आज के दौर में महिलाएं प्रत्येक क्षेत्र में पुरुषों के कंधों से कंधा मिलाकर चल रही हैं। इसी प्रकार आगे बढ़ती रहे और अपनी जिम्मेदारी निभाती रहे, जिससे हमारे देश और समाज का विकास हो। संभावनाओं की कोई कमी नहीं है। अपनी दृढ़ता और सक्षमता का परचम दुनिया भर में लहराएं।' - एकता सिंह, एसडीएम

जीवन लम्बा होने के बजाय महान होना चाहिए, डॉ. भीमराव आम्बेडकर जी का यह वर्णन महिलाओं की सशक्त सक्रियता, कर्मठता समाज एवं परिवार के साथ ही देश के विकास के प्रत्येक क्षेत्र जैसे राजनैतिक, सामाजिक, यांत्रिकी, शैक्षणिक, औद्योगिक, पत्रकारिता, वैज्ञानिक, सुरक्षा, खेलजगत एवं सांस्कृतिक इत्यादि के रोजगारोन्मुखी स्तरों में पुरुषों की समतुल्यता का भागीदार जरूर बना दिया है, इसके बाद भी आज समाज में महिलाओं की पूर्ण स्वतंत्रता एवं स्वयं के निर्णय की क्षमता में पुरुषों की भांति काफी अभाव देखा जा रहा है, जो सही मायनों में भारत में महिलाओं के पूर्ण सशक्तीकरण की प्राप्ति एक बेमानी कथन है। विगत तीन-चार दशक में महिलाओं की स्वयं की जन जाग्रति एवं चेतना, सक्रियता एवं जुझारूपन ने समाज में उनके सम्मान की स्थिति को सुदृढ़ बनाते हुए प्रत्येक क्षेत्र में उनकी स्वतंत्रता एवं आर्थिक सबलता को भी सुनिश्चित करने का प्रयास किया है।

शोध विधि

शोध अध्ययन हेतु वर्णनात्मक सर्वेक्षण विधि का प्रयोग किया गया है।

प्रतिदर्श चयन

फिरोजाबाद नगर निगम में कुल 18 मलिन बस्तियां हैं। फिरोजाबाद निगम की उक्त मलिन बस्तियों में निवास करने वाले 30520 परिवारों की जनसंख्या में से प्रतिदर्श के निमित्त केवल अनुसूचित जाति की सूची में वर्णित जातियां (यथा - बाल्मीकि, जाटव, खटीक, धोबी, धानुक, कोरी आदि) को ही अध्ययन के रूप में सम्मिलित किया गया है, ओबीसी, सामान्य वर्ग या अल्पसंख्यक को नहीं। अन्तिम रूप से चयनित 600 इकाइयों का ही प्रतिदर्श अध्ययन में समाहित किया गया है।

उपकरण

वर्तमान अध्ययन में स्वनिर्मित साक्षात्कार अनुसूची का प्रयोग मलिन बस्तियों में निर्वासित विशिष्ट जाति समुदाय की लड़कियों की शैक्षिक एवं व्यवसायिक आकांक्षाओं को जानने हेतु किया गया।

सांख्यिकीय प्रविधि

संकलित प्रदत्तों को विश्लेषण के निमित्त प्रदत्तों की प्रकृति के अनुरूप प्रतिशत का प्रयोग किया गया।

परिणाम एवं विवेचन

विशिष्ट जाति समुदाय के अभिभावकों की लड़कियों के संदर्भ में शैक्षिक एवं व्यावसायिक आकांक्षा करते हैं, इस संदर्भ में प्राप्त प्रदत्तों का विश्लेषण किया गया है। प्रदत्तों के विश्लेषण से पूर्व यह जानने का प्रयास किया गया कि मलिन बस्तियों में निवास करने वाले अभिभावक क्या अपनी लड़कियों को शिक्षित करने के उपरान्त उनसे कोई व्यवसाय कराना चाहते हैं? क्या उनकी शिक्षित लड़कियां अभिभावकों की भावना के अनुरूप कोई व्यवसाय करना चाहती हैं? संदर्भ विशेष के परिप्रेक्ष्य में जो परिणाम प्राप्त हुए हैं, उन्हें तालिका 1 में प्रस्तुत किया गया है -

तालिका 1

क्र. सं.	कथन	प्रत्युत्तर	बाल्मीकि N = 90	जाटव N = 236	कोरी N = 145	खटीक N = 26	धोबी N = 30	धानुक N = 30	अन्य N = 43	कुल योग N = 600
1.	लड़की को नौकरी या व्यवसाय कराना चाहते/चाहती हैं।	हाँ	50 55.56%	140 59.32%	65 44.82%	14 53.84%	16 53.33%	14 46.67%	18 41.87%	317 52.83%
		नहीं	40 44.44%	96 40.68%	80 55.18%	12 46.16%	14 46.67%	16 53.33%	25 58.13%	183 47.16%
2.	आपकी लड़की नौकरी या अपना व्यवसाय करना चाहती है।	हाँ	78 86.67%	202 85.59%	115 79.31%	18 69.23%	19 63.33%	17 56.67%	25 58.13%	474 79%
		नहीं	12 13.33%	34 14.41%	30 20.69%	08 30.76%	11 36.67%	13 43.33%	18 41.87%	126 21%
3.	आप अपनी लड़की से किस प्रकार का व्यवसाय/नौकरी कराना पसंद करेंगे।									
1.	सी.एस.सी.		2 4%	5 3.57%	3 4.61%	1 7.14%	2 12.5%	-	-	13 4.10%
2.	ब्यूटीशियन		4 8%	2 1.42%	6 9.23%	2 14.28%	1 6.25%	2 14.26%	-	17 5.36%
3.	अग्निवीर		2 4%	7 5%	2 3.07%	1 7.14%	-	1 7.14%	2 11.11%	15 4.73%
4.	ऑफिस कम्प्यूटर		4 8%	6 4.28%	2 3.07%	-	1 6.25%	2 14.26%	1 5.55%	16 5.04%
5.	स्कूल शिक्षक		2 4%	15 10.71%	5 7.69%	-	-	2 14.26%	-	24 7.57%
6.	मैजिस्ट्रेट		-	4 2.85%	1 1.53%	-	-	-	-	5 1.57%
7.	आईएस/पीसीएस		4 8%	9 6.42%	3 4.61%	-	1 6.25%	-	2 11.11%	19 5.99%
8.	पुलिस		-	3 2.14%	3 4.61%	2 14.28%	-	3 21.42%	-	11 3.47%

9.	टैक्स ऑफीसर		2 4%	6 4.28%	2 3.07%	-	-	-	-	10 3.15%
10.	पाइलट लोकोपाइलट		-	8 5.71%	5 7.69%	1 7.14%	-	-	2 11.11%	16 5.04%
11.	जिला अधिकारी		-	10 7.14%	1 1.53%	-	-	-	-	11 3.47%
12.	स्वयं व्यवसाय		5 10%	2 1.42%	4 6.15%	1 7.14%	2 12.5%	-	1 5.55%	15 4.73%
13.	रिशोप्सनिस्ट		-	1 0.71%	3 4.61%	-	1 6.25%	-	3 16.66%	08 2.52%
14.	मैनेजर		2 4%	3 2.14%	-	-	-	-	1 5.55%	06 1.89%
15.	आउटसोर्स कर्मी		-	6 4.28%	2 3.07%	2 14.28%	-	-	-	10 3.15%
16.	सैन्य अधिकारी		-	4 2.85%	-	-	-	-	-	04 1.26%
17.	कस्टम अधिकारी		-	9 6.42%	1 1.53%	-	1 6.25%	-	1 5.55%	12 3.78%
18.	दरोगा		3 6%	8 5.71%	2 3.07%	-	3 18.75%	1 7.14%	-	17 5.36%
19.	इंजीनियर		5 10%	11 7.85%	4 6.15%	3 21.42%	-	-	2 11.11%	25 7.88%
20.	वकील		2 4%	8 5.71%	3 4.61%	-	1 6.25%	-	2 11.11%	16 5.04%
21.	पत्रकार		4 8%	5 6.42%	2 3.07%	-	1 6.25%	-	1 5.55%	13 5.10%
22.	राजनेता		3 6%	2 1.42%	2 3.07%	-	-	1 7.14%	-	08 2.52%
23.	समाज सेवा		2 4%	3 2.14%	3 4.61%	-	2 12.5%	-	-	10 3.15%
24.	अन्य		4 8%	3 2.14%	6 9.23%	1 7.14%	-	2 14.26%	-	3 2.14%

कथन 1 'लड़की को नौकरी या व्यवसाय कराना चाहते/चाहती है' के प्रति मलिन बस्तियों में निर्वासित विशिष्ट जाति समूह के अभिभावकों के अभिमतों में पर्याप्त विभिन्नता पायी गई। 52.83 प्रतिशत दलित अभिभावकों

ने यह स्वीकार किया कि वह अपनी लड़की से नौकरी कराना चाहते हैं। जबकि 47.17 प्रतिशत अभिभावक नौकरी नहीं कराना चाहते। जातिगत विश्लेषण से यह स्पष्ट है कि सर्वाधिक 59.32 प्रतिशत जाट व द्वितीय 55.33 प्रतिशत बाल्मीकि एवं तृतीय स्थान पर 53.84 प्रतिशत खटीक एवं 53.33 प्रतिशत धोबी अपनी लड़कियों से नौकरी कराना चाहते हैं। वहीं देखा गया कि पचास प्रतिशत से कम 46.67 प्रतिशत धानुक व 44.82 प्रतिशत कोरी व 41.87 प्रतिशत अन्य दलित समाज के अभिभावक अपनी लड़कियों से नौकरी कराना चाहते हैं। अतः समय के साथ-साथ शिक्षा के महत्व की समझ ने दलित समाज के लगभग 52.83 प्रतिशत दलित अभिभावक अपनी लड़कियों से नौकरी या व्यवसाय कराना चाहते हैं।

कथन 2 'आपकी लड़की नौकरी या व्यवसाय करना चाहती है' के प्रति समस्त दलित समुदाय के अभिभावकों के मत में भिन्नता पायी गई है। मलिन बस्तियों में रहने वाले दलित समुदाय की लगभग 79 प्रतिशत लड़कियां नौकरी या व्यवसाय करना चाहती हैं। केवल 21 प्रतिशत ही ऐसी लड़कियां हैं जो नौकरी या व्यवसाय नहीं करना चाहती। जातिगत अध्ययन से ज्ञात होता है कि सर्वाधिक बाल्मीकि 86.67 प्रतिशत, जाट व 85.59 प्रतिशत, कोरी 79.31 प्रतिशत, धोबी 69.23 प्रतिशत, धानुक 63.33 प्रतिशत, खटीक 56.67 प्रतिशत व अन्य 58.13 प्रतिशत दलित समुदाय की लड़कियां नौकरी या व्यवसाय करना चाहती हैं। अर्थात् आज दलित समुदाय की लड़कियां शिक्षा प्राप्त करने व नौकरी या व्यवसाय में सलिलप्त होकर उचित जीवन निर्वहन करना चाहती हैं।

कथन 3 'आप अपनी लड़की से किस प्रकार का व्यवसाय कराना पसन्द करेंगे' दलित बस्तियों में रहने वाले अभिभावकों से व्यवसाय कराने में पर्याप्त भिन्नता देखने को मिलती है। 7.88 प्रतिशत अभिभावक अपनी बच्चियों को इंजीनियर बनाना पसंद करते हैं। तदुपरान्त 7.57 प्रतिशत स्कूल शिक्षक कार्य कराना पसंद करेंगे। तृतीय स्थान पर अभिभावक अपनी बच्चियों से आईएएस/पीसीएस अधिकारी बनाना पसंद करते हैं। चतुर्थ स्थान पर संयुक्त रूप से 5.36 प्रतिशत ब्यूटीशियन व 5.36 दरोगा बनाना चाहते हैं। पंचम स्थान पर 5.04 प्रतिशत के साथ संयुक्त ऑफिस क्लर्क, पाइलट/लोकोपाइलट, वकील व अन्य को दलित बच्चियों को कार्य कराना पसंद करते हैं। षष्ठ स्थान पर 4.73 प्रतिशत के साथ अभिभावक बच्चियों से अग्निवीर सेवा व स्वयं व्यवसाय कराना चाहते हैं। सप्तम स्थान 4.70 प्रतिशत के साथ पत्रकार, सी.एस.सी. संचालन करना पसंद करते हैं। अष्ठम स्थान पर 3.78 प्रतिशत के साथ कस्टम अधिकारी, नवम् स्थान पर 3.47 प्रतिशत पुलिस व जिलाधिकारी के रूप में कार्य कराना पसंद करते हैं। दसवें स्थान 3.15 प्रतिशत के साथ टैक्स अधिकारी/आउटसोर्स कर्मी या समाजसेवी बनना पसंद करेंगे। 2.52 प्रतिशत राजनेता या रिशेप्सनिष्ट का कार्य कराना पसंद करेंगे। 1.89 प्रतिशत मैनेजर, 1.57 प्रतिशत मैजिस्ट्रेट व 1.26 प्रतिशत सैन्य अधिकारी के रूप में दलित बच्चियों के अभिभावक कार्य को कराना पसंद करेंगे।

जातिगत आँकड़ों से स्पष्ट होता है कि बाल्मीकि समुदाय 10 प्रतिशत ब्यूटीशियन व 10 प्रतिशत को इंजीनियर बनाना पसंद करते हैं। वहीं ब्यूटीपार्लर, ऑफिस कम्प्यूटर/आईएएस/पीसीएस/पत्रकार/अन्य को 8 प्रतिशत प्रत्येक वर्ग में बनाना पसंद करते हैं। दरोगा व राजनेता दोनों को 6 प्रतिशत बनाना पसंद करते हैं। 4 प्रतिशत को सीएससी/अग्निवीर/स्कूल शिक्षक/टैक्स ऑफीसर/मैनेजर/वकील व समाज सेवा कराना पसन्द करते हैं। जाट व समुदाय 10.71 प्रतिशत को स्कूल शिक्षक, 7.14 प्रतिशत को जिलाधिकारी, 6.42 प्रतिशत को आईएएस/पीसीएस व कस्टम अधिकारी बनना पसंद करते हैं। 7.85 प्रतिशत को इंजीनियर, 5.71 प्रतिशत को पाइलट, दरोगा व वकील बनना पसंद करते हैं। 5 प्रतिशत अग्निवीर, 4.25 प्रतिशत टैक्स ऑफीसर/ऑफिस कम्प्यूटर या आउटसोर्स कर्मी बनना पसंद करते हैं। 3.57 प्रतिशत सीएससी कर्मी, पत्रकार व 2.85 प्रतिशत मैजिस्ट्रेट, सैन्य अधिकारी बनना, 2.14

प्रतिशत पुलिस, मैनेजर, समाज सेवा व अन्य 1.42 प्रतिशत ब्यूटीपार्लर, स्वयं व्यवसाय व राजनेता बनना पसंद करते हैं। सबसे कम 0.71 प्रतिशत रिशेप्सनिष्ट बनना चाहेंगे। कोरी समाज में 9.23 प्रतिशत ब्यूटीपार्लर व अन्य, 7.69 प्रतिशत स्कूल शिक्षक व पाइलट, 6.15 प्रतिशत जिलाधिकारी, स्वयं व्यवसाय, इंजीनियर, 4.61 प्रतिशत सीएससी कर्मी, आईएएस, पुलिस, रिशेप्सनिष्ट, वकील व समाज सेवा करना पसंद करेंगे। 3.07 प्रतिशत अग्निवीर, कम्प्यूटर ऑफिस, टैक्स ऑफीसर, आउटसोर्स कर्मी, दरोगा, पत्रकार व राजनेता बनना पसंद करेंगे। वहीं कोरी समाज में सबसे कम 1.53 प्रतिशत मैजिस्ट्रेट व कस्टम अधिकारी बनना पसंद करेंगे।

खटीक समाज की मलिन बस्तियों में निर्वासित छात्राओं के अभिभावक में सबसे अधिक 21.42 प्रतिशत इंजीनियर बनाना चाहेंगे। 14.28 प्रतिशत ब्यूटीपार्लर, पुलिस व आउटसोर्स कर्मी बनाना चाहेंगे। वहीं सबसे कम 7.14 प्रतिशत सीएससी कर्मी, अग्निवीर, पाइलट, स्वयं व्यवसाय व अन्य बनना पसंद करते हैं। धोबी समाज की 18.75 प्रतिशत दलित छात्राएं दरोगा बनना, 12.5 प्रतिशत सीएससी कर्मी, स्वयं सहायता व समाज सेवा। सबसे कम 6.25 प्रतिशत दलित छात्राओं के अभिभावक ब्यूटीपार्लर, ऑफिस कम्प्यूटर, आईएएस, रिशेप्सनिष्ट, कस्टम अधिकारी वकील व पत्रकार बनाना चाहेंगे। धानुक समाज में सबसे अधिक 21.42 प्रतिशत पुलिस बनना, 14.26 प्रतिशत ब्यूटीपार्लर, ऑफिस कम्प्यूटर, स्कूल शिक्षा व अन्य। सबसे कम 7.14 प्रतिशत अग्निवीर, दरोगा व राजनेता बनना पसंद करेंगे।

फिरोजाबाद नगर निगम की मलिन बस्तियों में निर्वासित अनुसूचित जाति के अभिभावकों की लड़कियों के अन्य समाज में सबसे अधिक 16.66 प्रतिशत रिशेप्सनिष्ट बनना चाहते हैं। 11.11 प्रतिशत अग्निवीर, आईएएस, पाइलट, इंजीनियर व वकील बनना चाहते हैं। वहीं सबसे कम 5.55 प्रतिशत ऑफिस कम्प्यूटर, स्वयं व्यवसाय, मैनेजर, कस्टम अधिकारी व पत्रकार बनना पसंद करते हैं।

अध्ययन का शैक्षिक निहितार्थ

अध्ययन परिणामों से स्पष्ट है कि मलिन बस्तियों में रहने वाले दलित समाज के अभिभावकों की लड़कियों की शैक्षिक व व्यावसायिक स्थिति संतोषजनक नहीं है। इसके लिए शैक्षिक, व्यावसायिक और व्यक्तिगत मार्गदर्शन के कार्यक्रमों की व्यवस्था की जा सकती है। साथ ही अशिक्षित माता-पिता को निर्देशन एवं परामर्श देना अति आवश्यक है। अतः मलिन बस्तियों में रहने वाले विशिष्ट जाति समुदाय की लड़कियों की शिक्षा के प्रति अति दलित समुदाय विशेष के अभिभावकों की अभिवृत्ति को सकारात्मक बनाने हेतु व्यापक प्रयास किए जाने चाहिए। यथा जनसंचार कार्यक्रम, कौशल विकास, स्टार्टअप इत्यादि की आवश्यकता है।

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ISSN: 2456-4583
Indexed by: SJIF & I2OR
SJIF Impact Factor: 6.869

Global Multidisciplinary Research Journal

A Peer Reviewed/Refereed Bi-Annual Research Journal of Multidisciplinary Researches
Volume 7 Issue 2 March 2023 pp. 35-40



Global Development Society
6, New Tilak Nagar, Firozabad-283203 (UP)

REVIEWS OF LITERATURE ON LEVEL OF ASPIRATION

Dr. Anuja Saluja* and Madhavesh Kumar Tiwari**

*Associate Professor, Dept. of Education, Iswar Saran P.G. College (University of Allahabad), Prayagraj

** Research Scholar, Dept. of Education, Iswar Saran P.G. College (University of Allahabad), Prayagraj

Received: 18 January 2023, **Revised:** 24 January 2023, **Accepted:** 20 February 2023

Abstract

The main aim of this research paper is to conduct an in depth review of the recent researches available in the area of Level of Aspiration and its relationship with various variables in the field of education and psychology. This paper comprises reviews of seventeen recent researches and studies conducted in India and abroad within a span of seven years. An attempt is made in this paper to bring out the salient points of these researches.

Keywords: Level of Aspiration, Social Intelligence, Adjustment, Stress Management, Career Orientation

INTRODUCTION

The Level of Aspiration may be a psychological concept that replicates a cognitive sort of fortitude of individual. (Lama & Kipa, 2022) Level of Aspiration determines the psychological makeup of an individual. Self-efficacy and confidence in one's abilities is the results of one's level of aspiration. (Sarkar, S., 2021).

There are lot of researches and studies done in the area of Level of aspiration in relation to Anxiety, Social Intelligence, Adjustment, Stress Management, Career Orientation, Educational Aspiration.

This review paper consists of seventeen reviews of recent researches and studies in the area of level of aspiration of students.

REVIEWS

Lama, J., Kipa, N. (2022) conducted a study which aims to measure the “Anxiety and Level of Aspiration among adolescents.” A total sample of 330 students was randomly selected from different government schools of Tezu, Lohit district of Arunachal Pradesh. The participant’s ages range from 13-19 years of both genders; 160 males and 170 females. Out of 330 students, 162 and 168 samples were taken from secondary and higher secondary schools respectively. The ex-post facto research design was used for the study. The state-trait anxiety scale (STAI) and Level of Aspiration scale were developed by Spielberger, Gorsuch, and Lushene (1970), and M.A. Shah and Mahesh Bhargava (1975), was used to measure anxiety and the level of aspiration respectively. Results analysis revealed that there is no significant relationship between state anxiety and trait anxiety and the dimensions of the level of aspiration goal discrepancy score, attainment discrepancy score, and a number of the times reach goal dimensions of the level of aspiration. It was also found that there was no significant difference in state anxiety and dimension of the level of aspiration among higher secondary and secondary school students. However, there is no significant difference in state anxiety, trait anxiety and the level of aspiration did not depend on gender.

Wong, B., Chiu, Yuan-Li T. (2022) conducted a study on “A Mapping of graduate attributes: what can we expect from UK university students” They suggested four discourses that characterise the overarching qualities that UK students can expect to embody by graduation: self-awareness & lifelong learning, employability & professional development, global citizenship & engagement and academic & research literacy.

Turopov, Y. (2022) in study “The Ontological Essence of Human Intelligence” found that it is necessary to overcome the tragic crisis of modern civilization, which is currently being seen in historical times, threatening the destruction of mankind, to be in a position, as far as possible based on a realistic view of the world and the type of realism of the intellect.

C R, Sharath K., K B, Praveena. (2022) in their study on “A study of Level of Educational Aspiration and Anxiety Among Teacher Trainees of Mysuru District” found that there is significant difference between male and female teacher trainees of B.Ed. colleges in Mysuru district with respect to their Levels of Educational Aspiration. There is significant difference between male and female teacher trainees of B.Ed. colleges in Mysuru district with respect to their Levels of Anxiety. No significant difference seen between urban and rural teacher trainees of B.Ed. colleges in Mysuru district with respect to their Levels of Educational Aspiration. There is significant difference between urban and rural teacher trainees of B.Ed. colleges in Mysuru district with respect to their Levels of Anxiety. No significant difference between Government, private aided and private unaided B.Ed. college teacher trainees in Mysuru district with respect to their Levels of Educational Aspiration. No significant difference between Government, private aided and private unaided B.Ed. college teacher trainees in Mysuru district with respect to their Levels of Anxiety. The Co-efficient correlation r-value show that there is a very high relationship between their Level of Educational Aspiration and Anxiety among teacher trainees of B.Ed. colleges in Mysuru district.

Chappell, W., Kanwit, M. (2022) researched on “Do Learners Connect Sociophonetic Variation with Regional and Social Characteristics?” The result indicated that advanced learners were more sensitive to Sociophonetic information.

Ibnu, I N. (2022) In her fieldwork on “Education, Aspiration and Everyday Diplomacy: An Ethnographic Study of Female Malaysian Muslim Students in the UK” found the results that the privileges in education for Bumiputera Malays has shaped the notion of achievement they hold and their attitude towards overseas education as well as their experiences abroad. As a result, many Malay parents encourage their children to perform well in school in order to win a scholarship, which they perceive as a way to improve their social and economic status. Besides, for the many Malays achieving an excellent result in national examinations also indicated that the student was hard-working and intelligent; this is important because it reinforces Malay collective self-pride in the face of colonially derived stereotypes of Malays as ‘the lazy native.’ With all the expectations and uplifting aspirations of being educated abroad, they also come to recognise themselves as mini diplomats.

Shouhani, F., Mihandoost, Z., Mami, S. (2022) conducted a study on “The Effect of Assertiveness and Stress Management Training on Self Regulation and Resilience building among Adolescent Female Students.” In This quasi-experimental study was carried out among 102 female students in high schools of Ilam in 2020, selected by cluster sampling and randomly divided into three groups of assertiveness training, stress management training, and control. Data was collected using “The Connor-Davidson Resilience Scale (CD-RISC)” and “The Pintrich and De Groot’s Motivated Strategies for Learning Questionnaire (MSLQ)” in two stages of pre- and post-test and were analyzed using MANOVA and ANCOVA statistical tests, while $P < 0.05$ was considered significant. The results showed among junior high school students, assertiveness and stress management training has been effective on self-regulation and resilience building among adolescent girls.

Graham, C., Pozuelo, J R. (2022) conducted a study on “Do High Aspiration Lead to Better Outcomes? Evidence from a Longitudinal Survey of Adolescent in Peru” Using a novel panel survey of relatively poor urban Peruvian adolescents, researchers explored the link between educational aspirations and propensity to invest in the future. Aspirations comprise hope and agency. Researches found remarkably high educational aspirations, even among relatively poor individuals and adolescents who were exposed to negative shocks, suggesting high levels of resilience. Researchers also found high occupational aspirations and aspirations to migrate. High-aspiration respondents were also more likely to invest in their education and avoid risky behaviors. These are associations as researchers do not have enough data to establish causality, although they were able to control for within-person traits. Aspirations are stable over time and positively associated with personality traits such as self-efficacy and life satisfaction, which help explain their persistence over time. Findings complement those of other recent studies that highlight the role of personality traits in addition to cognitive skills in long-term educational, health, and socioeconomic outcomes.

In the study on “Educational and Career Aspirations of Undergraduate Students: An Exploratory Study” by **Alam, Aftab., Zahoor, N. (2021)** the results showed that there is no

statistically significant relationship between the educational and career aspirations of undergraduate students and their courses as well as their gender.

Dijk, D V. (2021) conducted a study on “Working towards Aspirations: How Higher Education Learning-Working Trajectories for Refugees in the Netherlands support work related Capabilities” and the researcher found that Overall, refugee-students were positive about the opportunity to study further and to work simultaneously. They valued the close connection with employers, learned new skills, improved their (vocational) language, and it gave them professional prospects that fit their ambitions. Based on the experiences of students, it seems that the dual program enhances work-related capabilities.

Sharma, P. (2021) conducted a study on “An Analysis of the Effect of Academic Stress on Achievement Motivation among Senior Secondary Students of Mathura District” For this the researcher selected a total of 120 senior-secondary students (60 Boys & 60 Girls) randomly from three different schools located in Mathura district. The findings of the study signify that a moderate level of stress group has a better achievement motivation as compared to the high level and low levels of stress groups. While it is also observed that there exists no relevant difference between the genders (Boys & Girls) and it is also revealed that the girl students have comparatively better achievement motivation than the boy students at senior-secondary level.

Sarkar, S. (2021) In the study on “Analysing Level of Aspiration among Male and Female Adolescents”, 800 male and female secondary school students were selected by using random sampling technique, with due representation of gender. Level of aspiration scale (LAS) developed by Mahesh Bhargava and M.A. Shah was used for data collection. The results indicate that the impact of gender seem to be significant on the level of aspiration of the respondents. Male secondary school adolescents were observed with high level of aspiration as compared to female secondary school students.

In a study “Factors Influence on Students Development” Orifumirovich, **A. (2021)** established that Psychological Maturity, Social intelligence, Internal guiding mechanism, ability of students to understand the feelings, thoughts, intentions of the communicator are the factors influencing the development of students.

Kotova, S., Hasanova, I., Sadovanikova, N., Komarov, E., Wenbin, L. (2021) conducted a research on “Self Efficacy as a Personality Predictor of the Career Orientations of College Students.” The research results confirmed the need to create conditions for improving self-efficacy in order to develop career orientations in college students.

Martina, Z., Anthony, M N. (2019) in a study on “ Dynamics of Socio Educational Environment on the Attainment of Students Educational Aspirations” found that The Socio-Educational Environment is of great importance in creating, sustaining and attaining the educational aspirations of students.

Al-Rashidi, B B. (2018) conducted a study on “Social intelligence and it’s Relationship to the Level of Aspiration among Hail University Students.” The findings of the study revealed that there exists a relationship between the level of aspiration (persistence, desire to achieve and excellence)

and social intelligence (sympathy with others, social awareness, the social self-efficacy) among Hail University students where the correlation values 0.341, 0.376, 0.414 were statistically significant at the level of 0.01. Likewise, the study showed a relationship between the level of aspiration (accepting the present reality and life future ambitions) and the social intelligence (sympathy with others, social awareness and the social self-efficacy) among the students where the correlation values 0.273, 0.269, 0.387 were statistically significant at the level of 0.01.

Illahi, B Y., Khandai, H. (2015) in the study on “Social Intelligence, Study Habits and Academic Achievements of College Students of District Pulwama” Found the result that the female college students have high social intelligence and academic achievement as compared to male college students. On the other hand it has been found that 75% of the male and 72% of the female college students were having excellent study habits.

To sum up it was found that Lama, J., Kipa, N. and C R, Sharath K., K B, Praveena. (2022) studied the relationship between anxiety and level of aspiration., Sharma, P. (2021) worked on the effect of academic stress on academic motivation., Wong, B, Chiu, Y U T., Blake, M C., Nikolopoulo, M. (2022) discussed the graduate attributes of students through mapping whereas Tuporov, Y. (2022) discussed ontological essence of human development., Orifumirovich, A. (2021) analysed the factors influencing development of students through study.

Al-Rashidi, B B. (2018) studied the relationship between social intelligence and level of aspiration whereas Illahi, B Y., Khandai, H. (2015) worked on the relationship between social intelligence, study habits and academic achievement. Martina, Z., Anthony, M N. (2019) discussed the dynamics of Socio educational environment on the attainment of students educational aspiration.

Kotova, S., Hasanova, I., Sadovanikova, N., Komarov, E., Wenbin, L. (2021) researched on self-efficacy as predictor of career Orientation., Sarkar, S. (2021) studied the level of aspiration among male and female Adolescents., Ibnu, I N. (2022) worked on education, aspiration and everyday diplomacy.

Chappell, W., Kanwit, M. (2022) worked on the sociophonetic variation., Alam, A., Zahoor, N. (2020) studied the educational and career aspirations of students., Dijk, D V. (2021) studied the learning-working trajectory with work related capabilities whereas Shouhani, F., Mihandoost, Z., Mami, S. (2022) studied the effect of assertiveness and stress management training with self regulation and resilience building.

Thus the findings of some of the recent researches in the area of Level of Aspiration were presented in the present paper with the main aim of getting an overview of the concept and a deeper insight into the correlates of the Level of Aspiration.

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ISSN: 2456-4583
Indexed by: SJIF & I2OR
SJIF Impact Factor: 6.869

Global Multidisciplinary Research Journal

A Peer Reviewed/Refereed Bi-Annual Research Journal of Multidisciplinary Researches
Volume 7 Issue 2 March 2023 pp. 41-48



Global Development Society
6, New Tilak Nagar, Firozabad-283203 (UP)

ENVIRONMENT PROBLEMS AND PROTECTION OF HUMAN BEINGS

Dr. Devendra Kumar Singh

Assistant Professor, Dept. of Teacher Education, D.S. College, Aligarh

Received: 19 January 2023, **Revised:** 27 January 2023, **Accepted:** 15 February 2023

Abstract

Environmental issues are the harmful effects of human activities on the environment, these include pollution, overpopulation, waste disposal, climate change, global warming, the green house effect etc. Major current environmental issues may include climate change pollution, environmental degradation, and resource depletion, the conservation movement lobbies for protection of endangered species and protection of any ecologically valuable (natural areas), genetically modified foods and global warming.

All human beings depend on the environment in which live, a safe, clean, healthy and sustainable environment is integral to the full enjoyment of a wide range of human rights, including the rights to life, health, food, water and sanitation, without a healthy environment, we are unable to fulfil our aspirations. We may not have access to even the minimum standards of human dignity.

In recent years, the recognition of the links between human rights and the environment has greatly increased, the number and scope of international and domestic laws, judicial decisions, and academic studies on the relationship between human rights and the environment are growing rapidly. The human rights and environment mandate, created in march 2012 and extended in 2018, examines the human rights obligations as they relate to a safe, clean, healthy and sustainable environment.

Environmental pollution is not confined to any particular part of our planet but it is a global phenomenon. The U.N. conference at Stockholm, 1972 focussed the world attention on the growing menace of environmental contamination arising out of air, water, land and noise pollution.

A recent U.S. study indicated that no toxicological Information is available for about 80 per cent of all chemicals used in commerce. The world today produces chemicals faster than it can manage them. These chemicals also included toxic substances which cause allergies, damage vital

organs of human body, like the eye, brain, liver, kidney and reproductive organs, produce mal formation in unborn children and even generations to come and cause or promote cancer. (Second Citizen Report, 1984-85).

The developing and progressive country like India, is also facing the problem of air, water, land and noise pollution. Urbanisation and industrialization, with machines moving faster than the speed of sound, creating noise nuisance, and the use of atoms for even peace, in addition to the burden of its ever growing massive population, all of dust, smoke, chemical and other toxic materials-including radioactive elements to the environment, toxic gases to air, chemicals and organic wastes to the river and sea water, pollutants and pesticides to soils, land run off and organic water to public streams.

Atmospheric pollution so far concentrated mainly in the major cities and industrial towns, till recent past considered to be of least importance may soon develop into an acute problem to cause of millions of deaths every year and in near future. While in winning areas, air pollution causes numerous respiratory diseases and eye ailments, and its waste pollute streams and rivers, the chemical industries account for both the air and water pollutions and the all life. Hardly a day passes when hundreds of people succumb to the ills of the industrialisation process; while most die a slow and steadily death, others die in a cataclysmic way (mass deaths due to MIC gas in Bhopal).

Rapid pace of industrialisation has intensified the problem of toxic hazards in India, particularly 4,000 old chemical factories of post-independence era have phenomenally raised its proportion. While the alkali industry has grown ten fold since 1947, with a total licensed capacity 70,000 tonnes, India has emerged as the largest manufacturer of pesticides in South Asia and Africa combined (India's Citizen Report, 1984-85).

India is one of the largest manufacturer of pesticides in the world. In India, the use of pesticides roses from 2,000 tonnes in the fifties to 72,000 tonnes in 1983-84. In 1991, it has gone up to 1,19,200 MT.

Pollution refers to adverse changes in the Environment pollution results mainly from improper handling of environment, domestic wastes, disposal without treatment of industrial effluents and emissions and surface run off from agricultural are as which have received affects land use; changes the equality of natural bodies of water, making them unfit for domestic, industrial or agricultural uses, alters the characteristics of the air in any given geographical area; and in general causes impairment to the normal use of natural resources.

Pollution is a problem associated with development activities and may be the price paid for progress. The channels of global pollution are air and water.

PESTICIDES AND ENVIRONMENTAL POLLUTION

Since the evolution of human life on the earth, the interaction between man and environment is one of the essential aspects of human development. However, the tremendous change brought about by man at massive scale and the accelerating pace, as a result of scientific progress and technical

revolution has put unprecedented pressure on the fragile environment, surrounding his own region (Singh). Exploding population industrial and agricultural revolutions along with the intensifying impact of the universal urbanisation process, have also accounted for undesirable effects on man's physical environment.

Environment scientists have profound concern for global misuse and abuse of nature in the name of development and progress relates not only to the present rate of air, water and soil pollution but to the over-all dangers to biological rhythm everywhere. On account of the unabated process of widespread universal degradation of the environment and the imminent threat that looms large on the entire humanity, the council of environmental quality, sounds a warning for developing countries stating that if the present trend continues, the world in the end of the 20th century will be more crowded, more polluted, less stable ecologically and more vulnerable to disruption than the world we live in now.

The environmental pollution has been increasing with the exorbitant and haphazard growth of industries. In the name of industrial development, industrial units have been located unmindfully without any consideration of their proper location and even without thinking about their adverse effects on all sorts of life beings. Of all the industries, chemical and in that too the pesticides manufacturing is more susceptible to the pollution. While manufacturing pesticides, the emission of poisonous gases immediately and constantly terrify the residents, residing nearby factories, creating air pollution; making even breathing extremely very difficult. Such units pollute the water also slowly but steadily of which fruits are reaped in the long run, affecting human beings, animals, crops and vegetation enormously. The people residing enroute the wind direction through factories, are the worst sufferers.

The present discussion intends to focus of the environmental quality and perception to environmental problem. The idea is to understand man's sensitivity, adaptability and awareness to environmental problems that he faces everyday. Residents may recognise severe environmental hazards, but may not pay Any attention to a slowly deteriorating environment, through the pollution by pesticides industry.

A lot of hup and cry due to pollution caused by pesticides has been prevailing among the residents living in the industrial areas and their surrounding inhabited parts for last more than a decade. The aim of the discussion is to find out the real feeling of the people about the problem. Some precautionary measures can be suggested and even appropriate site of the factories can be suggested, if shifting is essential by the government. When bad smell in the manufacturing process is inevitable and at the same time the pesticides are to kill the harmful insects, rodent and unwanted plants; technicians working in the factory, farmers and wanted plants are either killed or adversely affected. In India:

- 10 per cent of the population suffers from water born diseases.
- Chemical accident from hazardous industries are increasing.

Owing to acute pollution in the major cities millions of people are suffering from different diseases. There is a great need for making environmental education more popular and effective due to following reasons:

- Because it is we who are responsible for large scale damage and destruction to the earth's environment.
- Because we fail to perform our Fundamental duty under the constitution to protect the environment.
- Because enlightened citizens do not bring about awareness among their brethren who are affected by the severe consequences of environmental degradation.

ENVIRONMENTAL PROTECTION AND SUSTAINABLE AGRICULTURE

Natural resources base is continually under a state of stress and degradation due to efforts directed at boosting agricultural production. With the present growth rate in population and income, the total foodgrain requirement is estimated at 220.5 and 243.2 million tonnes, respectively by the end of Ninth (2001-2) and Tenth (2006-7) Plan.

In our effort to increase food and non-food crop output, we are tending towards unprincipled use of scarce and precious resources, which are indispensable for our social and economic development. Soil is impoverished water and air are polluted and there is an increase in intensity of genetic erosion in plants and animals.

The fundamental challenges in the 21st century are to find ways for sustainable development that are environmentally sound, equitable and social rights.

“Sustainable agricultural in the successful management of resources to satisfy the changing human needs, while maintaining or enhancing the quality of environment, and conserving natural resources.” The fundamental aim of sustainable agricultural development is the management and conservation of the natural resource base, and the orientation of technological and institutional change in such a manner as to ensure the attainment and continued satisfaction of human needs for present and future generations.

ENVIRONMENTAL PROBLEMS

As result of unprincipled use of natural resources, the component of environment is getting impaired raising threats to survival of human being. Unscientific use of agricultural inputs (either natural or can made) and inefficient farming systems are resulting in aggravation of so many environmental disorders, e.g. acid deposition in air, green house effect, depletion of ozone layer in stratosphere, soil erosion, contaminated of ground water, loss in diversity of flora and fauna species etc. The process of denitrification from nitrogen based fertilizers is believed to play a significant role in emitting oxides of nitrogen into the atmosphere which raise the acid level in air.

India's land resources are under immense pressure as reflected in the fact that it shares only 2% of the world's geographical area, but supports around 18% of the world's livestock. The resultant

overstraining of land resources and disproportionate human and animal population is at the root of wide spread land degradation and non-sustainability of an eco-system. Current estimate shows that about 60% of the land suffers from soil erosion, water logging and salinity. With declining land availability for agriculture which is expected to be only 0.15 hectare per capita by 2000 AD, the present pace of soil degradation and environmental concerns of high input intensive agricultural are some of the major issues in developing future strategies for sustainable agriculture.

Sediment forms the largest chunk of agriculture pollutants. In India, more than 20 million hectares of land are affected annually by flooding due to climate condition. Ganga and Brahmaputra river systems carry annual suspended sediment load of 3000 million tonnes to the sea causing considerable damage in the form of loss of top soil. Sediment also fills in lakes, reservoirs and rivers, causing displacement of water, which can hinder flood control efforts and even the usefulness of reservoirs. It also reduces growth of aquatic plants and subsequently those animals that feed on plants due to suspended solids cutting sunlight. Sediments also carry substantial amount of nutrients (nitrogen & phosphorus) and low concentration of pesticides. Nutrients lead to eutrophication that stimulate unwanted growth of algae and water weeds causing reduction in dissolved oxygen, which may be a threat to aquatic life. Pesticides can cause fish and animal deaths and some can be hazardous to humans if they move through the food chain.

Other potential sources of environmental pollution as a result of agricultural farming and operations carried out at farms are harvest wastes, plant residues, food processing wastes, Animal dung, pollutants from feedlots and poultry houses and pesticides that escape in atmosphere. As a result of continuous use of pesticide against particular pests, they develop resistance for chemicals. This necessitates the application of higher dosage of chemicals which goes on multiplying with side effect of polluting environment to a greater extent. Some pesticides are not readily biodegradable and tend to persist for years in the environment.

Nowadays, challenges before us are not only how to exploit our natural resources base to fulfil our growing demands for food and non-food products but also how to conserve and sustain our environment. It is the duty of present generation to preserve the resources which they hold in trust for the new generation yet to be born and to live in the coming centuries.

Optimal planning of crop period to escape the pest incidence, selection of suitable rotation to avoid mono culture and build up of specific type of insect-pest, diversification of farming patterns, destruction of crop residues and prompt removal of diseased plants are some of the most effective steps to protect the crops and reduce the pesticide use to its minimal level.

On the eve of 21st century, the challenge before us is to sustain food security and have some surplus for exports to advantage of globalisation of agriculture. Environmental protection and conservation of natural resource base will be the key to realisation of the situation and also to sustain them over the long run. Some of the future thrust areas which will require human action with immediate effect are given below:

Development of farming system based on optimum yield potential and minimum environmental damage;

Agroforestry based farming system should be encouraged. They will not only assist in utilisation of excess water through tree plantation right from beginning but will also create new resources for fuelwood, fodder and timber besides improving environment.

POLLUTION KILLS TONNES OF FISH IN SABARMATI

In a major ecological disaster, hundreds of tones of dead common carp fish surfaced in the sabarmati river especially between the Nehru bridge and the Sardar Bridge in Ahmedabad.

The dead fish started surfacing in the stagnant river early on Monday morning and by Tuesday evening a virtual bank of dead fish lined up along the banks, in the process endangering health of the citizens.

According to the Times of India News Service the fish had perished because of lack of oxygen in water. Due to lack of rain the gates of the Vasna barrage had not been opened while the fish continued to multiply.

In stagnant water where no fresh water was being added due to lack of rainfall in the catchment areas of the river, the fish to a level beyond what the existing water could support.

The fish had died because of the high level of pollution. It was one of the worst polluted rivers in the country. Much of this pollution comes from the millions of gallons of untreated sewer water emptied into the river through as many of the 26 storm water drains. These storm water drains meant to empty rain water from the city into the river but people have taken unauthorised connections in many of these drains.

These pollutants have so affected the quality of rain water that a thick layer of algae has formed on the river surface. This layer, which is visible while driving on the various bridges over the river, blocks the oxygenation process that continually enriches water in ponds, lakes and rivers. (The Times of India, New Delhi, dt. 29-08-98).

DEVELOPING NATIONS ALERTED ABOUT BANNED TECHNOLOGIES

The hospital management authorities of the developing countries should be alert about the banned technologies which might sneak into their country from the developed countries, according to David Nelson, president-cum-CEO of "Envirosearch", environmental research institute, at Utah, USA.

In the US alone 70% of the on-site incinerators (single chambered, low temperature) would be shut down shortly and there was a chance of dumping these in developing countries by the manufactures.

The hospital waste management was still a problem even in the USA as 20 to 50% waste was plastic and mostly halogenated. Technology, human attitude and good management formed the part of effective medical waste management.

The biomedical wastes (management and handling) rules, 1988, provided control for generation, collection, packaging, storage, transportation, treatment and disposal of the bio-

medical wastes. These rules, notified under the Environment Protection Act, 1986, included wastes generated from medical and health institutions, biotechnology and biological testing organisations, laboratories, and animal wastes from veterinary and slaughter houses.

Ministry of environment and forests would be the nodal agency for enforcement of these rules. The Times of India, New Delhi, Dt. 02-09-98)

ECOLOGICAL IMBALANCE IN HIMALAYAS DUE TO FAULTY FOREST POLICY

The seeds of ecological imbalances in Indian Himalayas, which are causing landslide disaster like the one in the Pithoragarh district, were sown by, the Britishers who followed a faulty forest policy.

The Britishers should be first blamed for adopting a faulty forest policy and then “we Indians” for destroying the forest cover, leading to land slides, floods and other natural calamities, the Britishers, had replaced local trees like oak and rhododendron by fast growing and better commercial value chir, pine, which does not allow any other tree to grow under it. “Once these pine trees are cut, the hills become barren and prone to landslides.”

The problem of forest degradation in Utter Pradesh hills attracted everyone’s attention when in March 1973 the famous chipko movement (people hugging the trees to prevent their cutting) started and voluntary organizations planted lakhs of trees with 85 per cent survival rate. “The government did initiate programmes to rejuvenate the degraded forests. On paper, excellent schemes costing crores of rupees were drawn but the official results have been negligible”, (The Times of India, New Delhi, Dt. 29-08-98)

Pollution Control

The increasing threats to man’s welfare and the rising social costs of pollution have compelled governments to draw up new policies, exact legislation and set up institutional and administrative machinery to deal with the problem. Methods now exist to control environmental pollution from domestic and Industrial sources. Standards need to be set and factories must comply with them if pollution is to be controlled.

More important is public awareness and concern for a clean and safe environment, knowledge of the actual and potential threats to the health and well-being of the public posed by uncontrolled pollution, and the realization that there can be economic development without pollution or destruction of the land, water and air of the country. These are vital to the control and prevention of environmental pollution.

Pollution control requires multisectoral participation. The participation/action of each individual increases the probability of success of any pollution control programme. All types of pollution may be reduced through:

- Proper enforcement of laws.

- Increase public awareness of environmental issues through information campaigns and mass media such as television, radio and motion pictures in addition to news papers, magazines, books and pamphlets is inevitable, there are two ways to utilize the mass media.

The first one is the planned production of instruction materials and programmes for instruction materials and programmes for environmental education using mass media. The second is the use specifically meant for environmental education, but which are effective in providing opportunities to make people think about relationship between and the natural environment.

- Public participation in environmental and management activities.

There has been an explosion of human population over the last 50 years. Life has become competitive. Sense of Idealism in the living process has systematically encoded. As a consequence of this old norms of good living are no longer followed. The anxiety to do good to the needy or to the society in general has died out, today there is reperecussions of one's action on society. In this backdrop if the laws are to be enforced and the malaise of pollution has to be kept under control and the environment has to be protected in an unpolluted state it is necessary that people are aware of the vice of pollution and its evil consequences. We are living in democratic country where dissemination of information is the foundation of the system. keeping the citizens informed is an obligation of the government. it is equally the responsibility of a society keeping the social level up.

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ISSN: 2456-4583
Indexed by: SJIF & I2OR
SJIF Impact Factor: 6.869

Global Multidisciplinary Research Journal

A Peer Reviewed/Refereed Bi-Annual Research Journal of Multidisciplinary Researches
Volume 7 Issue 2 March 2023 pp. 49-56



Global Development Society
6, New Tilak Nagar, Firozabad-283203 (UP)

AWARENESS AND PERCEPTION OF ACADEMIA TOWARDS CORPORAL PUNISHMENT IN EDUCATIONAL SCENARIO

Suneel Kumar* and Dr. Alok Kumar Pandey**

*Assistant Professor, Department of Teacher Education, A.K.P.G. College, Shikohabad (U.P.), India

** Assistant Professor, Department of Teacher Education, A.K.P.G. College, Shikohabad (U.P.), India

Received: 08 January 2023, **Revised:** 22 January 2023, **Accepted:** 25 January 2023

Abstract

Although every type of punishment against children is outlawed by the government of India, it is still in practice almost everywhere. So there is a need for awareness and knowing perception against this type of practice. Practically, one's perception is the mentality of behaving or doing something according to his/her mentality. There is a huge percentage of academia who has positive perception towards punishment and cognizance with the prohibitory provisions of punishment against children. It means, in spite of aware with the protective and prohibitory provisions of punishment against children, there is a significant number of teachers and pupil teachers who favour using punishment against them in education system. Following a descriptive method, a sample of 90 (in which 60 pupil teachers and 30 their teachers) was chosen purposely. By using simple descriptive techniques of statistics, it is found that In spite of being aware and having cognizance with the prohibitory provisions of giving punishment to children, One fourth percentage of selected academia has positive perception towards corporal punishment and probability of punishment is higher to undisciplined students in the punitive prone situations.

Keywords: Perception, Corporal Punishment and Academia etc.

INTRODUCTION

William Shakespeare rightly said through his famous play 'Hamlet' that "there is Nothing good or bad but only thinking makes it so." Practical meaning of this quotation is that everything in this world is dependent on thinking of someone while thinking itself also depends on several factors such as culture, climate, economic, political, religious and social environment, progress of scientific knowledge and development of human beings etc. if the essence of this quotation is

applied in education system in reference of corporal punishment, one may meet several opinions of academia. In this context another famous quotation “spare the rod spoil the boy” is somewhat true in the perspective of some educationists and stakeholders of the education system. On the other hand, by the efforts of several humanitarians and liberals, in the 1989 United Nations Convention on Child Rights in which 183 countries including India signed on to the resolution by which corporal punishment was prohibited. Among these countries, some already have stringent laws against corporal punishment, others were trying to frame appropriate laws, whereas some of them have not yet framed laws to ban Corporal punishment. In India, in 2000, the High Court of Delhi released a decision stating that that Corporal punishment should be outlawed in schools and each school should implement guidelines to eliminate the practices related to it. <https://www.un.org/children/bkg>

Although every type of punishment is banned by national or international regulatory bodies, corporal and mental punishment is still in vogue almost everywhere in the education system in the world. It is also a disputed question among academia whether corporal and mental punishment is relevant or irrelevant in the modern education system. A few of them considered it necessary while others unnecessary. In the opinion of Supporters of punishment, teaching is not an easy task. Making a child educate requires continuity, concentration, discipline, honesty, hard work and sincerity in learning from the part of students and punishment works as stimuli in this perspective. While the protesters of it consider it irrelevant, unnecessary and rejects every type of punishment of any form as all the national and international governing bodies of education and supporters of children's rights including human rights commission not only banned every type of punishment but also have set some prohibitory provisions to secure children and give them an interesting and constructive environment for learning. So that they may develop according to their nature. There may be pros and cons of both ideas related to punishment. So there is a need to know the philosophical ground of using punishment. in this context renowned philosopher and educationist Adam propounded three principles of discipline to educate children. Saxena R.S. and Chaturvedi Shikha (2008).

REPRESSIONISTIC DISCIPLINE

It is from the ancient education system children were bound to obey instructions and orders of teachers. The nature of a child is totally ignored to mould him to a desirable shape according to their aims.

IMPRESSIONISTIC DISCIPLINE

In reaction to the first one, the supporters of this ideology consider that the personality of teachers should be very effective and impressive so that children may imitate them and learn without fear and punishment.

EMANCIPATIONISTIC DISCIPLINE

The third is different from both the above mentioned ideologies, the supporters of this ideology against every type of punishment and favour inborn tendencies and nature of children to foster in a stress free and natural environment.

These three principles of imparting education to children have their own pros and cons. It is a matter of prevailing trends and cultural norms of a country, in addition to the application of critical thinking. As it is also a fact that teaching is not an easy job there are various situations where teachers and school administrators find themselves helpless without having any power of punishment in tackling the worst situations. But these types of situations are rare and may be handled by coordinating with the governing bodies. The education system nowadays is considered to promote children's interest and imaginations without any fear in accordance with their nature as every type of punishment has adverse effects on children but hidden punishment is still remain in practice in education system. Without eradicating every type of practice of punishment such as hitting, beating, slapping, ear twisting, hands raising head downing and rebuking etc, fearless, interesting and thought provoking environment of education cannot be created. <https://livelaw.in/columns>. so, it is necessary to know awareness and perception of academia who are directly and indirectly responsible, so that appropriate steps can be taken by governing authority to tackle them according to desirable aims.

LITERATURE REVIEW OF CORPORAL PUNISHMENT

In spite of existing laws of punishment against children in India, Right to Education Act (RTE) 2009 was a milestone in the field of education which also banned physical punishment, mental harassments, and discrimination towards students in private and public schools. National Commission for Protection of Child Rights (NCPCR) emphasises the fearless environment of schools to the children. <https://ncpcr.gov.in> but in one way or another, punishment is still going on in education system in the world. Nevertheless, judicial and legislative actions provided a basis to eliminate the use of punishment in schools or to change public perception. In nutshell, practice of corporal punishment is prohibited in schools in India but there are Several, Newspapers, surveys, researches and Non-Government Organisations (NGOs) which expose cases of punishment against children on a regular basis. In 2011, (Perappadan, 2012) mentioned that a seven-state survey conducted by the National Commission for Protection of Child Rights (NCPCR) found that 99% of students witnessed or experienced corporal punishment in their schools. According to a report by Times News Network (2012), a survey of 60 schools across Mumbai conducted by the Parent-Teacher Association United Forum (PTAUF) found that nearly all teachers in the survey resorted corporal punishment in ways such as using a ruler or stick to hit students or throwing pieces of chalks at students etc. A study done by the Ministry of Women and Child Development (2007), found that 69% of the students attending Indian public school perceived the possibility of experiencing corporal punishment and More than 35% students in government schools and 31% students in private schools reported using corporal punishment by teachers. In addition, Teachers sometimes commit partiality in evaluating of students on the basis of their background or social status which is a cause of mental punishment. (Hoy 2001 by Tiwari, 2014). For instance, sometime a few teachers from higher castes often discriminate against students from lower castes while discrimination based on the caste system is banned in India. (Cheruvalath & Tripathi, 2015) concluded from a study that 14% respondents accepted oftenly use of corporal punishment and 56% rarely while 30% respondents accepted never use of corporal punishment in schools.

(Ghosh Arijit & Dr. Pasupathi Madhumathi, 2016) also exposed from research parental approval of Corporal Punishment highly influence the children psychologically in adjusting and approving the violence at schools. (Tiwari Ashwini, 2017) pointed out that successful implementation of Corporal Punishment ban depends on compatibility between local and national sociocultural norms, teachers' attitudes and beliefs.

In abroad where corporal punishment is prohibited, the practice of it is in vogue for instance; (Ganira and others, 2019) showed that practice of corporal punishment is considered appropriate in educational settings and is widespread in homes and communities of Rawada for correction of disruptive behaviour. Even in United States America, it is found that 70.50% rural schools used punishment during 2007-2008; Atilas et al. (2017) found that pre-service and in-service teachers have punitive tendencies. (Han, 2014) corporal punishment increases risk of mental, psychological and other problems in children. Deb et al. (2017) gave an indication by a research that practice of corporal punishment increases the other associated problems in children. Supporters of corporal punishment practice favour it as a tool of correcting misbehaviour but Shaikhmag et al. (2016) exposed by a research in South Africa that there was not any crucial relation in banning corporal punishment and increasing misbehaviour of students.

DELIMITATIONS

These are the following points from which area and sample of the research paper are delimited in consonance to resources, time and objectives.

- Both approved and permanent faculty of teacher education of Firozabad district under DBRAU Agra are selected.
- All targeted trainees from the selected institutions pursuing the final semester/year of B.Ed. and M.Ed. courses of Firozabad district under DBRAU Agra are selected.

OBJECTIVES

- (1) Identifying the perception of academia towards corporal punishment.
- (2) Identifying the situations of teaching and learning in which academia considers corporal punishment necessary.
- (3) Assessing the familiarity with prohibitory provisions of corporal punishment against children.

RESEARCH QUESTIONS

1. What is the perception of academia towards corporal punishment against children?
2. Which situations of teaching and learning are considered acceptable for giving corporal punishment to children according to academia?
3. Is the academia familiar with the prohibitory provisions of punishment against children?

METHODOLOGY

A descriptive survey method with purposive sampling technique is adopted to meet the set objectives. 60 pupil teachers (trainees) and 30 their teachers are selected purposely from the B.Ed. and M.Ed teaching courses A questionnaire (google form) containing 12 items is prepared with the consultation of subject experts. Subjects are approached to seek answers of the questionnaire by offline (questionnaire) and online (google form) conveniently and descriptive techniques of statistics are used for conclusion.

DATA ANALYSIS AND INTERPRETATION

More than 100 responses were recorded but 90 were considered for use and the rest which showed incompleteness and illogical deviation from the expected answers were left.

What is the perception of academia towards corporal punishment against children?

For getting the answer of The first question of this research paper related to the perception of pupil teachers and their teachers of B.Ed. and M.Ed. courses, Five items are included in the questionnaire. Answers of these are tabulated and interpreted as below:

Table 1

<i>Academia</i>	<i>Favouring punishment</i>	<i>Disfavouring punishment</i>
Pupil teacher (B.Ed.)	24%	76%
Pupil teacher (M.Ed.)	21%	79%
Teacher	29%	71%
Total	24.66%	75.33%

It is clear from the above table that most of the academia are against giving corporal punishment to children but 24.66% of academia are favouring corporal punishment as a threat to a fearless learning environment.

Which situations of teaching and learning are considered acceptable for giving corporal punishment to children according to academia?

For getting the answer of the second above question which is related to the punitive situation, four items are included in the questionnaire to meet the objectives of this research paper. Answers are analysed accordingly.

Table 2

<i>Teaching/Learning situation</i>	<i>Pupil teacher (B.Ed.)</i>	<i>Pupil teacher (M.Ed.)</i>	<i>Teacher</i>	<i>Total</i>
Indiscipline	9%	8%	14%	31%
Lack of interest in study	5%	4%	3%	12%
Ignoring/neglecting the assigned tasks	7%	7%	9%	23%
Truancy	3%	2%	3%	8%

By analysing Table 2, it is found that situations of indiscipline and Ignoring/neglecting the assigned tasks are punitively prone from the point of view of academia while lack of interest in study and truancy are not so sensitive to corporal punishment.

Is the academia familiar with the prohibitory provisions of punishment against children?

For assessing the familiarity with the prohibitory provisions of giving punishment to children, only three items are added in the questionnaire. Answers of unfamiliarity with the prohibitory provisions are not tabulated on account of negligible percentage.

Table 3

<i>Academia</i>	<i>Well Familiar</i>	<i>Less Familiar</i>
Pupil teacher (B.Ed.)	82%	15%
Pupil teacher (M.Ed.)	87%	12%
Teacher	91%	7%
Total	86.66%	11.33%

It is clear from Table 3 that most of academia are well familiar with the prohibitory provisions which protect children from corporal punishment and it is also concluded that more education and experience increase familiarity with the prohibitory provisions of giving punishment to children.

DISCUSSION AND ANALYSIS

Perception of academia towards punishment is assessed indirectly and consolidated by asking the questions which were related to teaching/learning situations. table-1 indicates that present teachers show punitive tendency against children in comparison to pupil teachers. Almost one fourth of the academia has the same tendency. After analysing four situations from table-2, it is found that academia doesn't like undisciplined students and those students who are careless about the assigned tasks. For truancy and lack of interest in study from the part of students, a high percentage of academia is not in favour of giving punishment. In addition, it is clear from table-3 that in-service teachers are well acquainted with the prohibitory provisions of punishment against children in comparison to pupil teachers while they have more punitive tendencies in comparison to the latter.

CONCLUSION

This research paper indicates positive correlation between the cognizance of the prohibitory provisions of giving punishment to children and the punitive tendencies of academia. In Spite of being aware and having cognizance with the prohibitory provisions of punishment against children, One fourth percentage of selected academia favour giving punishment and indisciplined students from the punitive prone situations are considered high to be punished.

RECOMMENDATIONS

It means, there is a significant number of teachers and pupil teachers who favour using punishment against children. So, there is a need for further study related to it on a broad level as many private and minority institutions are there in the education pyramid. Here are some areas may be for further research such as-Implementation of laws and surveillancing the punitive prone situations in education, surveys on strict laws and provisions related to punishment against children, sensitising academia with the protective rights of children, use of healthy stimuli in teaching/learning environment and comparison between punitive environment and non punitive environment of schools etc.

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ISSN: 2456-4583
Indexed by: SJIF & I2OR
SJIF Impact Factor: 6.869

Global Multidisciplinary Research Journal

A Peer Reviewed/Refereed Bi-Annual Research Journal of Multidisciplinary Researches
Volume 7 Issue 2 March 2023 pp. 57-60



Global Development Society
6, New Tilak Nagar, Firozabad-283203 (UP)

किशोरावस्था में फैशन के अनुरूप घर पर बने वस्त्रों के आर्थिक स्थिति का वर्तमान समय में अध्ययन कुशीनगर के सन्दर्भ में

डॉ. उमा सोनी एवं अर्चना सिंह

असिस्टेंट प्रोफेसर (गृह विज्ञान विभाग), मानसरोवर ग्लोबल यूनिवर्सिटी, मध्य प्रदेश
पीएच.डी. शोध छात्रा (गृह विज्ञान विभाग), मानसरोवर ग्लोबल यूनिवर्सिटी, मध्य प्रदेश

प्राप्ति - 14 जनवरी, 2023; संशोधन - 20 फरवरी, 2023; स्वीकृति - 27 फरवरी, 2023

परिचय

फैशन के माध्यम से किशोर व किशोरियों का ध्यान आकर्षित करना ज्यादा मुश्किल नहीं होगा, क्योंकि हमारा युवा वर्ग फैशन के पीछे पागल होता जा रहा है। साधारण तौर पर फैशन डिजाइन 19वीं शताब्दी में चार्ल्स फ्रेडरिक बर्थ से शुरू हुआ माना जाता है। चार्ल्स फ्रेडरिक बर्थ अपने बनाए कपड़े पर अपने नाम का लेबल लगाने वाला पहले डिजाइनर थे। अगर ग्राहक को उनका डिजाइन पसन्द होता था तो ग्राहक के आदेश पर उस परिधान को तैयार करवा देते थे और उस तैयार परिधान से उन्हें मुनाफा भी होता था।

भारत में फैशन की शुरूआत

भारत में फैशन उतना ही रंगीन है। हमारे राष्ट्र की समृद्ध सांस्कृतिक विरासत और हजारों वर्षों के सौन्दर्य शास्त्र को दर्शाते हैं। भारतीय प्रचलन का दृश्य कई प्रकार की शैलियों को समेटे हुए है, जो पूरब और पश्चिम के संलयन को बनाने के लिए पारंपरिक तकनीकों और आधुनिक समय के विचारधाराओं का बेहतरीन मिश्रण है। जो हमारे मिट्टी की खुशबू में महशूस किया जा सकता है।

भारत में फैशन के इतिहास का पता सिंधु घाटी सभ्यता से लगाया जा सकता है। 3300-1300 ईसा पूर्व के आस-पास इस दुनिया में खुदाई की गई और उस खुदाई से निकली या कीमती मूर्तियाँ और मुहरें हम देखते हैं कि उस समय के अति सूक्ष्म या नग्नता ने भी फैशन की विद्या को परिभाषित करते देखा गया है। कपड़े का सादा टुकड़ा जो बिना सिला हुआ है, वह सब कुछ जो हड़प्पा और मोहनजोदड़ो के लोग अपने शरीर पर डालते थे।

किशोरावस्था में फैशन

युवा पीढ़ी सुन्दर और मॉडर्न दिखने के लिए किसी चीज की नकल करने और उनका अनुसरण करने की क्षमता रखते हैं। फैशन लेवल दिखने वाली चीजों से जुड़ने और उनका अनुसरण करने में काफी तेज प्रवृत्ति होती है। इनके अन्दर फैशन एक ऐसी चीज है, जिसमें हर किशोर-किशोरी फिट होना चाहते हैं। चाहे वो कितना भी गरीब व अमीर हो। उन्हें फैशन के लिए रोजमर्रा की जिन्दगी में कितना भी संघर्ष करना हो वो पूरे तरीके से तैयार रहते हैं।

अध्ययन का क्षेत्र

किशोरावस्था में फैशन के दृष्टिकोण जानने के लिए प्रस्तुत शोध विषय किशोरावस्था में फैशन के अनुरूप घर पर बने वस्त्रों के आर्थिक स्थिति का वर्तमान समय में अध्ययन कुशीनगर जिले के निवासियों के विशेष संदर्भ में अनुसंधान करके शोध कार्य उद्देश्य प्रस्तुत करने का यह एक लघु प्रयास है।

अध्ययन का उद्देश्य

आज के समय में एक बहुत ही अधिक प्रचलित शब्द है, जिसे हम फैशन के नाम से जानते हैं। जो इस आधुनिक समय में हर एक के जुबान पर है। ऐसा क्या है? इससे क्या लाभ है? इसके पीछे क्यों सभी भाग रहे हैं? इससे क्यों आकर्षित हैं? ऐसा क्या है, जो किशोर व किशोरियाँ शिक्षा को छोड़कर इस फैशन शब्द का अनुसरण करना चाहते हैं? अगर किशोर व किशोरियाँ इसे अपनाना चाहते हैं तो इससे क्या लाभ है? इस कीवर्ड के पीछे क्यों भाग रहे हैं? जो शिक्षा से ज्यादा जरूरी हो गया है। ऐसे ही कुछ प्रश्नों का शोधार्थी को शोध जिज्ञासा की ओर जाने के लिए प्रेरित करती है।

किशोरावस्था के किशोर व किशोरियों के अन्दर फैशन पूरी तरह से रम चुका है। इसके साथ ही साथ फैशन परिवर्तन का द्योतक होने के साथ सामाजिक नियंत्रण का एक महत्वपूर्ण एवं एक प्रभावशाली साधन भी है। यह एक उदास सामाजिक प्रत्यय है, जो सर्वदा चलन में है। फैशन शब्द से किसी भी जाति विशेष, प्रजाति विशेष या धर्म विशेष और किसी से राष्ट्र से इसका कोई संबंध नहीं है। यह सबके लिए है। सभी लोग इसमें समाहित हो सकते हैं। एक ही प्रकार के फैशन का विस्तार व चलन विभिन्न राष्ट्रों प्रति जातियों धर्म प्रजातियां तथा समुदायों के युवा व युवतियों को पहनते देखा गया है, किंतु छोटे-मोटे परिवर्तनों के साथ।

- फैशन सामाजिक लोकरीति का ऐसा प्रकार या पहलू है, जिसकी विशेषता उसकी बदलती हुई प्रतियोगी प्रवृत्ति से है।
- फैशन पूर्वजों का अनुकरण है और यह बहुत पुराना शब्द है।

सर्व श्री जेम्स ड्रेवर ने लिखा है कि -

“फैशन सामाजिक लोकरीति का वह प्रकार या पक्ष है, जिसकी प्रमुख विशेषता उसकी बदलती हुई प्रतियोगी प्रकृति है।” इससे यह स्पष्ट होता है कि -

- फैशन समय के अनुसार बदलती रहती है।
- फैशन संबंधी परिवर्तन।

समाजशास्त्री मैकाइवर एण्ड पेज के अनुसार -

“फैशन से हमारा आशय किसी परंपरात्मक विषय के व्यवहार प्रतिमानों में होने वाले परिवर्तनों के क्रम से है जो समाज द्वारा स्वीकृत होते हैं।”

1. फैशन का प्रत्यक्ष संबंध हमारे संस्कृति व सांस्कृतिक पृष्ठभूमि से है। अतः फैशन तथा फैशन के बदलते परिवर्तनों को समाज समुदाय विशेष की संस्कृति की बहुत बड़ी संरचना के संदर्भ में भी समझा जा सकता है।
2. फैशन का संबंध किशोर व किशोरियों के समूह की पसंद से ही होता है। क्योंकि यह एक व्यक्तित्व धारण नहीं है।
3. जब किसी के पसंद का संबंध किसी विशेष व्यक्ति से होता है तब उसे फैशन न कहकर शैली भी कह सकते हैं अर्थात् अमुक व्यक्ति को वस्त्र या परिधान पहनने का अच्छा ज्ञान प्राप्त है।
4. नवीनता तथा परिवर्तनशीलता की फैशन का एक महत्वपूर्ण लक्षण या लक्ष्य है।
5. फैशन उपयोगकर्ता के ऊपर आधारित होती है। साथ ही साथ उपयोगकर्ता के द्वारा भी फैशन निर्धारित किया जाता है।
6. मानव जीवन के हर क्षेत्र में फैशन विद्यमान है यानी फैशन का विस्तार बहुत बड़ा है।

फैशन में सामाजिक जीवन के महत्व के संबंध में बताया कि -

- फैशन किशोर व किशोरियों के समाजीकरण में रचनात्मक भूमिका निभाती है।
- किशोर व किशोरियों के व्यक्तित्व को प्रोत्साहित विकसित करने में योगदान करती रहती है।
- किशोर व किशोरियों के अहम के संतुष्टि करने में सहायक भूमिका निभाती है।
- फैशन युवाओं में निहित हीन भावना की क्षतिपूर्ति करता है।
- फैशन नित नवीन परिवर्तन करके रूढ़िवादिता को नष्ट करती है।
- फैशन किशोर व किशोरियों को आत्म-अभिव्यक्ति के अवसर प्रदान करता रहता है।
- फैशन सामाजिक व्यवस्था पर आश्रित रहती है।

परीक्षण और परिकल्पनाओं की सत्यता एवं सार्थकता की जांच -

अनुसंधान के उद्देश्यों की पूर्ति एवं प्राप्ति हेतु परिकल्पनाओं की परीक्षा भी की गई जो निम्न है -

1. ये भी सत्य एवं सार्थक पायी गई है कि फैशन अपने से वृद्ध तथा प्रौढ़ दोनों ही अवस्था के लोग उदास हैं।
2. यह सभी सत्य एवं सार्थक पायी गई है कि फैशन अपनाने के संबंध में किशोर व किशोरियों तथा प्रौढ़ और वृद्ध के सोच में भिन्न-भिन्न बदलाव देखा गया है।
3. यह परिकल्पना शब्द एवं सार्थक सिद्ध हुई है कि फैशन के कारण हमारी संस्कृति पूरी तरह से प्रभावित हुई है।
4. यह परिकल्पना सत्य एवं सार्थक पायी गई है कि फैशन के बढ़ते चलन से अनैतिकता तथा अपराधों में वृद्धि होती जा रही है।

सन्दर्भ ग्रन्थ सूची

1. फैशन डिजाइनर विकिपीडिया <http://himwikipedia.org>wikipedia>
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5. वस्त्र विज्ञान एवं परिधान का परिचय



ISSN: 2456-4583
Indexed by: SJIF & I2OR
SJIF Impact Factor: 6.869

Global Multidisciplinary Research Journal

A Peer Reviewed/Refereed Bi-Annual Research Journal of Multidisciplinary Researches
Volume 7 Issue 2 March 2023 pp. 61-68



Global Development Society
6, New Tilak Nagar, Firozabad-283203 (UP)

CITIZEN JOURNALISM: BREAKING THE SET PATTERN OF TRADITIONAL JOURNALISM

Suresh Pratap Singh 'Dixit'* and Akash Yadav**

*Assistant Professor, Department of Mass Communication and Journalism, D.C.S. Khandelwal College, Mau (U.P.)

** Research Scholar, Department of Mass Communication and Journalism, D.C.S. Khandelwal College, Mau (U.P.)
(Affiliated to Veer Bahadur Singh Purvanchal University, Jaunpur U.P.)

Received: 08 January 2023, **Revised:** 22 January 2023, **Accepted:** 25 January 2023

Abstract

Citizen journalism is a type of journalism that is conducted by people who are not professional journalists but who disseminate information using websites, blogs, and social media. Citizen journalism has expanded its worldwide influence despite continuing concerns over whether citizen journalists are as reliable as trained professionals. Citizens in disaster zones have provided instant text and visual reporting from the scene. People in countries affected by political upheaval and often in countries where print and broadcast media are controlled by the government have used a variety of technological tools to share information about hot spots.¹ Citizen journalism can be a simple reporting of facts and news that is largely ignored by large media companies. Some types of citizen journalism also act as a check on the reporting of larger news outlets by providing alternative analysis. So we can see the current scenario of Journalism where there is a traditional pattern of mass media as well as an alternative journalism also exists. Traditional journalism refers to the set pattern of journalism that is main stream journalism. In this pattern media organization is controlled by individuals, institution or trust. Both the pattern of Journalism has their own importance, but there are lots of instances when mainstream media do not cover some stories due their own commercial or ethical reasons. This study aims to examine the efforts and actions made by citizen journalism with an alternative to the traditional journalism.

Keywords: Citizen, Society, Awareness, Journalism, Traditional Journalism, Citizen Journalism.

INTRODUCTION

Citizen journalism is the dissemination of information by people who are not professional journalists. Citizen's reporters do not do this kind of journalism because it is their job, but because of the way

¹<https://www.britannica.com/topic/citizen-journalism>

they want to improve society. Citizen journalism is the basis of democracy that encourages citizens to actively participate in social processes. Citizen journalism involves private individuals, who are normally the consumers of journalism, generating their own news content. Citizens collect, report, analyze, and disseminate news and information, just as professional journalists would, creating what is known as user-generated content.² As the Internet has expanded the possibilities of previous media, it also allows to ordinary people to express their opinion, and that opinion comes to millions of people worldwide. An important step happened during the late nineties, when began massive popularity of blogs. Blog is a type of website that allows users to write on a variety of topics, from intimate diaries to political commentary. In contemporary society, the roles of the media in many ways are changing. Although citizen journalism in some cases is dismissed as unnecessary and too amateur, big media companies had no choice but to support it. Citizen journalism is referred to by many other names, including: Personal publishing, Grassroots media, Open source journalism, Citizen Media, Participatory journalism, Distributed journalism, Stand-alone journalism, Guerrilla journalism and so on. Despite its vast impact on our daily news, citizen journalism is not without its flaws. The biggest concern is the reliability of news, including fact-checking and the risk of incorrect information being disseminated.

OBJECTIVES OF RESEARCH

1. To know in depth about the set pattern of Tradition Journalism.
2. To study the role of Citizen Journalism in contemporary society.
3. To discover the ideas and aims of the persons engaged in the practices of Citizen Journalism.

RESEARCH METHODOLOGY

Observation and Survey method has been used for this research work which is based on Citizen Journalism and Traditional journalism patterns. The questionnaire is used as a tool for this research work. Lucknow and Jaunpur district of Uttar Pradesh were selected for the research work. A questionnaire was distributed to 50-50 respondents, from these two districts. Thus, a total of 100 questionnaires were distributed. Various types of 10 alternative questions were included in the questionnaire. These questions were prepared by keeping in mind the research objectives. The questionnaire contained questions related to citizen journalism, awareness about journalism, knowledge of different platforms of traditional journalism and media technology in current scenario. In addition, some reports of citizen journalists were reviewed and data collected from there as well. 50 respondents (25 males and 25 females) from Lucknow and 50 respondents (25 males and 25 females) from Jaunpur District of Uttar Pradesh were selected for the survey. Also some selected citizen journalists have been interviewed.

²<https://www.thoughtco.com/what-is-citizen-journalism-207366>

LITERATURE REVIEW

Research Paper – 'Role of Citizen Journalism in Strengthening Societies'³

The tremendous boost of new media technologies has given birth to the phenomenon of Citizen Journalism which has become an integral part of the modern day societies. For people who formerly had no chance of being heard, citizen journalism is a great opportunity of participation for them. One of the most important things in this regard is that due to the evolution of Citizen Journalism, the big media organizations have lost their monopoly over news. Whereas earlier citizen journalists were discouraged by professional media, now bloggers, amateur journalists Citizen Journalists are not only invited to provide feedback on articles, but also to take part in the research that goes into them. In this study the researcher found that Citizen Journalism has become an integral part of the modern-day society because it has given voice to the voiceless people in the society. This newly emerged phenomenon has really played its role in strengthening the civil societies indifferent parts of the world.

Research Paper – 'Citizen Journalism vs. Mainstream Journalism: A Study on Challenges Posed by Amateurs'⁴

Citizen journalism is a rapidly evolving form of journalism, which has enabled ordinary people to report newsworthy situations around them. Nowadays mainstream media do not serve as the only source of news. The alternative news sources on the Internet, such as blogs, web portals and social networking sites give a good competition to mainstream media. The current study aims to assess how journalists perceive the impact of citizen journalism on mainstream journalism and their work. It endeavours to find out what challenges, if any, citizen journalism has posed to mainstream media and how does the latter respond to them. A survey was conducted among journalists working in Kashmir that helped to achieve the objectives of the study. As a result to this study, the research scholar found that the details presented by citizen journalists should be verified and cross-checked from multiple sources and edited by professional editors before making them public. The job of citizen journalists must be to lead mainstream journalists to news that is inaccessible to the latter.

DATA COLLECTION, PRESENTATION AND INTERPRETATION

Introduction of respondents engaged in the study:

The respondents in this study are aged between 25 years and 55 years of age. 50 women and 50 men were selected in the study. That means 25 women and 25 men were selected from both districts. In this way the respondents included for the survey 50 percent of the respondents are women and 50 percent of the respondents are male. In the study only those respondents are included, who

³Retrieved from – https://ndu.edu.pk/issra/issra_pub/articles/margalla-paper/Margalla-Papers-2011/05-Role-of-Citizen-Journalism.pdf

⁴Retrieved from- <https://www.athensjournals.gr/media/2017-3-1-4-Noor.pdf> Retrieved from- <https://www.athensjournals.gr/media/2017-3-1-4-Noor.pdf>

were engaged in citizen journalism or aware of the works of citizen journalists as well as regular audience of citizen journalists reports. In this way the respondents included in the study are aware to citizen journalism.

The following is the description of the results that have come out as a conclusion from the analysis of the data obtained from the questionnaire:

1. Are you aware about the term citizen journalism?

<i>Particulars</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Completely	81	81
Mostly	13	13
Partly	06	06
Total	100	100

During the research study, when asked that are you aware about the term citizen journalism, then 81 percent of respondents were of the opinion that they are completely aware to this term, while 13 percent believed that they are not fully aware but have mostly awareness. At the same time, 06 percent of respondents were those who were partly aware of this term. So, on the basis of this analysis, it can be said that most respondents included in the research study are aware of the term citizen journalism.

2. Do you feel that you are an aware citizen about the happenings of your surroundings and your locality?

<i>Particulars</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Absolutely	49	49
Many a times	33	33
Sometimes	18	18
Total	100	100

In the survey, 49 percent of the respondents feel that they are an aware citizen about the happenings of their surroundings and locality, 33 percent of respondents so many a times, while 18 percent respondents express their views about this question as sometimes. So it may be said that almost half of the respondents selected for the research study are aware citizens. In such a case, in response to this question, it is revealed that the citizens included in this study seems aware to the happening of their surroundings and localities.

3. What is your content developing frequency as a citizen journalist?

<i>Particulars</i>	<i>No. of Respondents</i>	<i>Percentage</i>
On daily basis	31	31
Twice in a week	51	51
More than three times in a week	18	18
Total	100	100

When it was asked to the respondents involved in the study that What is your content developing frequency as a citizen journalist then 31 percent of the respondents said that they write some content on daily basis, 51 percent of the respondents said twice in a week. In response to this question, 18 percent of the remaining respondents answered that they develop content more than three times in a week. It is thus revealed that there is a large section of the respondents whose content developing frequency as a citizen journalist is twice in a week. Whereas one third of the respondents do this on daily basis.

4. How do you see the information provided by citizen journalists on an alternative media platform?

<i>Particulars</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Very Beneficial	57	57
Average Beneficial	24	24
Less Beneficial	19	19
Total	100	100

As a further question, the respondents were asked that how do you see the information provided by citizen journalists on an alternative media platform, then 57 percent of the respondents said that it is very beneficial, 24 percent respondents answered this question in the form of average beneficial, 19 percent of respondents believed it as less beneficial. It is learned from the above figures that most of the respondents involved in the survey consider that the information provided by citizen journalists as very beneficial and were satisfied with the contents. At the same time there was a section of the respondents who said that information's provided by citizen journalists are average beneficial or less beneficial. Therefore, the above analysis shows that the information provided by citizen journalists on an alternative media platform is beneficial for the users.

5. Do you rely on the contents created by citizen journalists?

<i>Particulars</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Always	61	61
On average contents	28	28
On some contents	11	11
Total	100	100

During the research study, it was asked that do you rely on the contents created by citizen journalists, then 61 percent of respondents said that they always rely, while 28 percent respondents consider this reliable on average contents and 11 percent of respondents expressed their answer as on some contents. In this way, in response to this question, on the basis of the answers received from the respondents, we can say that most of the respondents rely on the contents created by citizen journalists.

6. Do you take any initiative towards the awareness of society as citizen journalist?

<i>Particulars</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Always	29	29
Sometimes	56	56
No to speak of	15	15
Total	100	100

When asked in the study that do you take any initiative towards the awareness of society as citizen journalist, then 29 percent of respondents believed it as always, while 56 percent of the respondent said that sometimes they take any initiative and 15 percent of the respondents said no to speak of. In this way the above question asked during the research study revealed that there are lots of citizen journalists who take initiative towards the awareness of society.

7. Do you think that citizen journalist can make changes in society by their write ups and contents?

<i>Particulars</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Yes, absolutely	34	34
May be	46	46
Can't say	20	20
Total	100	100

During this research study, the respondents were asked that do you think that citizen journalist can make changes in society by their write ups and contents, then 34 percent of the respondents said yes absolutely, while 46 percent of the people said that it maybe, as well as 20 percent of respondents who were saying that they can't say anything about this. In this way, the above question asked during the research study revealed that citizen journalist can make changes in society by their write ups and contents. Citizen journalists are playing a vital role in the society.

8. How often you surf the internet and be in touch of social networking sites and message sending apps?

<i>t</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Very frequent	57	57
More than twice a day	27	27
Less active	16	16
Total	100	100

As a further question, the respondents were asked that how often you surf the internet and be in touch of social networking sites and message sending apps, then 57 percent respondents said that they are very frequent, While 27 percent of the respondents said more than twice a day. 16 percent respondents said less active. Thus, from the above analysis, the facts come that most of the respondents very frequently surf the internet and use message sending apps.

9. Do you think that citizen journalism is breaking the set pattern of traditional journalism?

<i>Particulars</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Yes	54	54
May be	37	37
Can't say	09	09
Total	100	100

10. What's your opinion about citizen journalism and citizen journalists?

As the final question, an open ended question was asked from the respondents that what are your opinion regarding citizen journalism and citizen journalists. In response to this question, various types of thoughts came out. A personal interview was taken by some selected respondents as well. Most respondents were found to appreciate the efforts made by citizen journalists, while some were also indifferent to their reply. During interviews with some respondents, the fact came out awareness level about citizen journalism is increasing.

CONCLUSION AND SUGGESTION

Thus on the behalf of above analysis we can say that citizen journalism is a growing sector of message dissemination. Traditional media has it's a set pattern of news and views presentation and there is a limitation of contents that are to be published due some commercial or ideological reasons. Coping to this scenario of journalism citizen journalism has emerged as an alternative platform. Technology has made the citizen journalists able to create the contents and send it easily to the desired target audience. Citizen journalism is gaining popularity and creating its own different space parallel to traditional journalism patterns. Hence we can say that citizen journalism is breaking the pattern of traditional journalism.

If any research scholar or student is going to do research work related to citizen journalism should be very clear to their vision and research objectives. With advent knowledge about this field by literature review one can do research work easily. This research paper will also help further researchers in this regards.

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ISSN: 2456-4583
Indexed by: SJIF & I2OR
SJIF Impact Factor: 6.869

Global Multidisciplinary Research Journal

A Peer Reviewed/Refereed Bi-Annual Research Journal of Multidisciplinary Researches
Volume 7 Issue 2 March 2023 pp. 69-73



Global Development Society
6, New Tilak Nagar, Firozabad-283203 (UP)

COMPUTER ASSISTED INSTRUCTION (CAI): AN INNOVATIVE TECHNOLOGICAL APPROACH

Alok Pathak* and Dr. Vinod Kumar**

*Ph.D. Research Scholar, Faculty of Education, R.B.S. College, Agra

**Professor, Faculty of Education, R.B.S. College, Agra

Received: 19 February 2023, **Revised:** 24 February 2023, **Accepted:** 27 February 2023

Abstract

Computer assisted instruction is defined as a method of instruction between a learner and computer device having useful instructional material as software for helping the individual learner to achieve the desired instructional objectives with his own pace and ability at his command. Computer assisted instruction is the process by which written and visual information is presented in a logical sequence to a learner through computer. Therefore Computer assisted instruction is a form of independent learning where the students have the responsibility to learn. In its broadcast meanings, it is a process in which students take the initiative with or without the help of others in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes.

The integration of technology and education is a growing phenomenon. A tremendous amount of time and money has been devoted to making technology accessible to students with the promise of increased student achievement. Computers are being used as teaching tools and a mean for creating work product. A closer look at the connection between student's use of technology and the resultant learning is needed.

When the Indian education system is examined, it is observed that face-to-face instruction is the most commonly used in instructional practices. This system is mostly based on a teacher centered learning atmosphere where the focus of the instructional activities is only teaching. Thus the student can have problems in assigning meaning to information, understanding the content as a whole, locating new information in their schema and transforming this information to knowledge.

In this respect Computer Assisted Instruction (CAI) can be considered as a fruitful endeavour to integrate science and technology and improve the quality of learning experiences because CAI presents the instructional materials according to the need of the learner. It can provide instruction to

thousands of students simultaneously and can present more than 30 different forms of instructional materials of the same content. It can provide instructions in textual, graphical and animated forms.

ORIGIN OF CAI

The idea of CAI helped guidance isn't new. As per Wang and Sleeman (1993) the beginning of PC helped guidance can be followed back to the development of little various decision things scoring machines by Sidney L. Pressey in 1926 in Ohio University and B. F. Skinner's work to improve and extend the idea of modified guidance in late 1950s and mid 1960s. The utilization of CAI for customized guidance began in late 1960s.

During 1960s the CAI helped guidance was created and Used at a couple of colleges; military instructional hubs were intended for giving individualized intelligent guidance to numerous students at the same time. So in the field of schooling CAI were being utilized for dealing with its undertakings including the genuine educating. Educational work so completed with the assistance of CAI is for the most part known as CAI helped guidance.

MEANING OF COMPUTER ASSISTED INSTRUCTION

Computer aided instruction is described as a type of instruction that involves a student and a computer device that has valuable educational content as software to support the individual learner in achieving the intended instructional objectives at his or her own speed and ability. Computer-assisted instruction is the technique of presenting textual and visual material to a student in a logical order through computer. The learner learns by reading the provided written content or by examining the visual information. Some programmes provide audio-visual presentations with the option for students to choose audio presentations in addition to visual material. Each text section is followed by multiple-choice questions to which the learner must respond. Response feedback is provided instantly.

It is a type of self-directed learning in which pupils are responsible for their own learning. It is a process in which students, with or without the assistance of others, diagnose their learning requirements, formulate learning objectives, locate human material resources for learning, choose and apply suitable learning techniques, and evaluate learning results.

“Computer assisted instruction is defined as an interaction between a Student, a computer controlled display and a response entry device for the purpose of achieving educational outcomes.”

Bhatt and Sharma (1992)

Frenzel (1980) defines and describes computer assisted instruction as the method by which a computer presents textual and visual information to a learner in a logical sequence. The computer functions as an audio-visual device. Students learn through reading the written content offered or by studying the visual information shown. The fundamental benefit of a computer over other audio-visual technologies is the computer's ability to deliver automated interaction and feedback.

Depending on the development of the particular student, many pathways through the course content can be pursued.

A computer-assisted teaching is an educational medium in which instructional information or exercises are given by a computer. Students learn through interacting with the computer, and relevant feedback is supplied. Poole (1997) described computer aided teaching as a computer-based system meant to assist students in learning a variety of subjects.

Each of the definitions of computer aided teaching provided above agree that the computer serves as a teacher, imparting instructions via tutorials, simulations, or any other style of presentation. To achieve the precise learning goals, computer hardware and specially created software are required. A teacher with excellent teaching abilities and a broad perspective is required for software development.

TYPES OF CAI PROGRAMS

There are numerous sorts of computer-assisted learning applications. Each CAI curriculum is suited for different teaching situations and so employs a distinct pedagogical approach. Although the early forms of CAI, such as tutorials, drill and practise, and games, were geared to behaviourist theories of learning, they were not the only types of CAI. However, no form of CAI is currently primarily identified with a certain learning theory since the sophistication of computer languages has allowed any type of CAI to be modified according to any theoretical framework. Poole (1997) and Mohanasundaram and Williams (2005) have discussed and defined the following CAI software types:

- Drill and practice
- Tutorials
- Instructional games
- Simulations
- Microcomputer based laboratories (MBL)
- Integrated learning system(ILS)
- Problem solving
- Reference software

A brief description for each of the types of CAI is given below:

BENEFITS OF CAI

The following is a list of reasons students like CAI activities and/or prefer them over traditional learning. Computers:

- Never become fatigued
- Never get upset or furious
- Allow pupils to work alone

- Never forget to correct or compliment
- Individualize learning
- Are self-paced
- Do not shame students who make errors
- Allow pupils to explore with many possibilities
- Give immediate feedback
- Are more objective than teachers
- Allow teachers to have more meaningful contact with students
- Are neutral to race or ethnicity
- Are great motivators
- Give a sense of control over learning
- Call for using sight, hearing, and touch
- Teach in small increments

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ISSN: 2456-4583
Indexed by: SJIF & I2OR
SJIF Impact Factor: 6.869

Global Multidisciplinary Research Journal

A Peer Reviewed/Refereed Bi-Annual Research Journal of Multidisciplinary Researches
Volume 7 Issue 2 March 2023 pp. 74-77



Global Development Society
6, New Tilak Nagar, Firozabad-283203 (UP)

IMPACT OF MUSIC THERAPY ON ENHANCING THE ATTENTION SPAN OF CHILDREN WITH AUTISM SPECTRUM DISORDER

Dr. Bhuvana Vasudevan

Educational Psychologist, Special educator, Academician, Assessor & Therapist, Teacher-parent Trainer, Expert facilitator/Education consultant/Coach. 27+ Years Inclusive Education – 6500 + Students Founder/mentor – Pondicherry Dyslexia Association zCorrespondent/Principal – Bridges Learning Vidyalaya HSS The Progressive inclusion school

Received: 18 January 2023, **Revised:** 24 January 2023, **Accepted:** 29 January 2023

Abstract

Music Therapy plays a crucial role in mitigating learning erosion in children by fostering self-awareness and empowering them to take control of their own learning processes. When children develop sensory orientation skills, such as setting goals, monitoring their progress, and adjusting their strategies, they become more resilient learners. This proactive approach not only helps counteract the negative effects of learning erosion but also equips children with valuable tools for lifelong learning and academic success. Music Therapy has been increasingly recognised as a beneficial intervention for children with Autism Spectrum Disorder (ASD), particularly in enhancing attention span. Conducting a research study on the impact of music therapy on the attention span of children with Autism Spectrum Disorder (ASD) involves several steps, including designing the study, obtaining ethical approval, collecting and analyzing data, and interpreting the results. Here's a general outline for such a study. Music Therapy has emerged as a powerful tool to enhance the neural pathways of students, offering significant benefits to their academic adaptation and cognitive abilities. By engaging in structured mental exercises and activities, students can sharpen their cognitive skills, including memory, attention, and problem-solving abilities.

Keywords: Enhancing Attention Span, Music Therapy, Autism Spectrum Disorder

OBJECTIVES

- (i) To investigate the effectiveness of music therapy in improving attention span in children with ASD.
- (ii) To explore how different types of music and therapy techniques impact attention.

HYPOTHESES

Primary Hypothesis: Music therapy significantly improves the attention span of children with ASD.

Secondary Hypothesis: The type of music and therapy technique used in music therapy sessions influences the degree of improvement in attention span.

PARTICIPANTS

Sample Size: 30-50 children with a clinical diagnosis of ASD. Age Range: 5-12 years old.

Inclusion Criteria: Diagnosed with ASD, not currently undergoing any other form of therapy that targets attention span.

Exclusion Criteria: Severe auditory processing disorders, unmanageable behaviour that could disrupt therapy sessions

METHODOLOGY

Randomized controlled trial (RCT) with two groups: an intervention group receiving music therapy and a control group receiving standard care or an alternative non-musical therapeutic intervention.

INTERVENTION

Music therapy sessions, 2-3 times per week for 12 weeks. Sessions will include structured musical activities, such as singing, playing instruments, and rhythmic movement, tailored to each child's preferences and needs.

CONTROL GROUP

Standard care or an alternative therapeutic intervention, such as play therapy or occupational therapy.

Assessment Tools

Behavioural assessments (e.g., Conners' Continuous Performance Test, CPT). Parental and teacher questionnaires (e.g., ADHD Rating Scale-IV). Observational measures during therapy sessions.

Data Collection

Pre-intervention baseline assessments of attention span. Ongoing assessments during the intervention period (e.g., weekly or bi-weekly). Post-intervention assessments to measure changes in attention span.

Data Analysis

Statistical analysis to compare pre- and post-intervention scores within and between groups. Use of paired t-tests, ANOVA, or repeated-measures ANOVA to assess the significance of changes. Qualitative analysis of observational data and feedback from parents, teachers, and therapists.

Ethical Considerations

Obtain informed consent from parents or guardians. Ensure the confidentiality and anonymity of participants. Provide the option to withdraw from the study at any time without penalty. Secure ethical approval from an institutional review board (IRB).

Expected Outcomes

Anticipate a significant improvement in the attention span of children in the music therapy group compared to the control group. Insights into which musical elements and techniques are most effective in enhancing attention.

Dissemination

Publish findings in peer-reviewed journals. Present at conferences focused on autism, music therapy, and developmental psychology. Share results with participating families and local ASD support organizations.

Suggestion

Music therapy can significantly improve the attention span of children with ASD. The structured and rhythmic nature of music can capture and hold the attention of children, helping them to focus for longer periods. This is especially useful in therapeutic settings where maintaining attention is crucial for progress. Children with ASD often have strong preferences for certain types of stimuli, and music can be tailored to meet these preferences. By using preferred songs or instruments, therapists can engage children more effectively, thereby increasing their attention and participation in activities. Music therapy sessions often involve interactive activities that require children to listen, respond, and participate actively. This interaction can help improve not only attention but also social and communication skills. The repetitive and predictable nature of musical activities can make it easier for children with ASD to understand and follow along, fostering a sense of accomplishment and motivation.

When children engage and involve their own sensory organs with pleasure, rhythm and fun, their expected outcome in simulation of their neural pathways produces resultant connections in the neurons. Strategies for cultivating a sense of ownership among students. Implementation techniques for translating theoretical principles into actionable strategies in the classroom. Engaging activities designed to facilitate discussion on problem-based learning.

CONCLUSION

This research study aims to provide empirical evidence on the efficacy of music therapy in improving attention span in children with ASD. By using a rigorous scientific approach, the study seeks to contribute to the body of knowledge and potentially inform clinical practices and therapeutic interventions for children with ASD. Music therapy offers a promising approach to enhancing the attention span of children with Autism Spectrum Disorder. Its engaging, adaptable, and therapeutic nature can address the unique challenges faced by these children, helping them improve not only their attention but also other related cognitive and social skills. Music Therapy plays a crucial role in mitigating learning erosion in children by fostering self-awareness and empowering them to take control of their own learning processes. When children develop sensory orientation skills, such as setting goals, monitoring their progress, and adjusting their strategies, they become more resilient learners. This proactive approach not only helps counteract the negative effects of learning erosion but also equips children with valuable tools for lifelong learning and academic success. Opening a ne vistas for further research in the impact of Music Therapy and ASD.

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ISSN: 2456-4583
Indexed by: SJIF & I2OR
SJIF Impact Factor: 6.869

Global Multidisciplinary Research Journal

A Peer Reviewed/Refereed Bi-Annual Research Journal of Multidisciplinary Researches
Volume 7 Issue 2 March 2023 pp. 78-88



Global Development Society
6, New Tilak Nagar, Firozabad-283203 (UP)

FUN ELEMENT IN TEACHING-LEARNING AT ANGANWADIS

Dr. Anusha S.*, Ms. Ashwini Srinivas and Dr. L. Sampath Kumar*****

*Research Associate, Chinmaya Vishwa Vidyapeeth, Ernakulam, Kerala, India

**Country Project Coordinator, The Ashoka Tree, Ernakulam, Kerala, India

***Associate Professor & Head, School of Linguistics & Literary Study, Chinmaya Vishwa Vidyapeeth, Ernakulam, Kerala, India

Received: 17 January 2023, **Revised:** 24 January 2023, **Accepted:** 28 January 2023

Abstract

ECCE years are crucial for a child's cognitive, physical, social, and emotional skills. SDG 4¹ draws our attention to achieving inclusive, equitable educational opportunities to one and all. The target 4.2² of this goal, lays focus on the pre-school care and education which will ensure the readiness of the children for the primary education. For the preschool children, 'Fun' & 'Play' is the primary way by which they learn.

The authors strive to explore the existing methodologies in Anganwadis where children 'play', have 'fun' while learning.³ The authors also look at customising play methods for the children depending on a variety of factors like language, culture and ethos. They also strive to explore the native/indigenous methodologies of fun elements in learning, by looking at the Ancient Indian system of education to develop innovative approaches and best practices for fun / play based teaching and learning methods.

Keywords: Early childhood education, Play, Preschool, Accessibility, Fun in learning, Play-way method.

INTRODUCTION

1. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
3. Every child deserves the opportunity to develop to their own unique potential, and the opportunity to play an integral role in reaching that potential (Ginsburg, 2007).

Scope of Fun

Fun is a feeling of enjoyment⁴ while doing an activity. Fun is an amorphous term when it comes to defining⁵ it. According to Mina Swaminathan & Prema Daniel, almost all self-initiated activities of children are instances of play in their natural context (2009). When such a definition is refined, in the words of Weisler, it means any activity engaged in for the enjoyment it gives, without consideration of the end result. It is entered into voluntarily and is lacking in external force or compulsion (1976). In addition to the above, Podichak defines it as a social-emotional interactional process wherein persons deconstruct social-biographical inequalities to create a with-equal-other, social-human bond (1991). Rohnke points out the significance in the presence of a proper bent of mind to appreciate fun - 'Feeling good now' and having 'peace of mind' are essential to experience fun (1993). The authors concur with all the above definitions and overall perspective of 'fun'/'lay'. They agree that the above definitions of fun/play justifies the various shades of meaning. Moreover, both the terms, fun as well as play, are considered synonymous in common parlance. The authors also work with the same premise and consider fun and play synonymous in the scope of their intended study.

BENEFITS OF USING FUN ELEMENT/PLAY WAY METHOD IN TEACHING-LEARNING

There are a host of benefits with respect to fun/play in teaching-learning processes. Firstly, as children naturally like to explore and learn, the fun element in learning organically allows for growth and development of the children.⁶ Ginsburg details the above viewpoint in great detail. He opines that as Children initiate play, they have innate joy and happiness, they get curious to explore more and learn, and be involved in what they do. Children, who are provided opportunities to play, tend to use their creativity while continuing to develop their imagination, dexterity, as well as physical, cognitive and emotional strength. Play is essential to brain development. It is through play that children begin to engage and interact with the world around them, while being able to create and explore the world they are able to master and conquer their fears (2007). When play is undirected or unstructured, there is immense potential for learning, adds Ginsburg. When young children have the opportunity for undirected play, this opportunity allows children to learn how to work in a group together, to share, negotiate, resolve conflicts, and learn self-advocacy skills (2007). Above all, he says Play is a simple joy that is a cherished part of childhood (2007). Maria Montessori says that Play is child's work.

By play, children gradually gain confidence and control over themselves – physical as well as emotional. Here, the authors are referring only to active play by the mention of play. Passive play of merely watching others play is not the subject of interest of the authors. Active play alone

4. Enjoyment, synonymous with fun, is the experience derived from investing one's attention in action patterns that are intrinsically motivated (Dattilo & Kleiber, 1993).

5. Fun is a feeling and therefore somewhat hard to describe (Rohnke & Butler, 1995).

6. Play is a serious business for children, and children actively participate in constructing their environment. A learning environment which allows the maximum opportunities for play, is therefore best suited for children's growth and development (Mina Swaminathan & Prema Daniel, 2009)

ensures the physical development of the children. It develops their muscles as the whole body is exercised due to play. Furthermore, their unspent energies are channelised properly and spent in the play activities. In this manner, their pent-up energy is utilised purposefully.

Due to play, the communication skills of the children improve. Through play, children understand their own thoughts and what other players say. Oftentimes, imaginary play⁷ gives the children an opportunity to satisfy their dreams or needs which are not fulfilled in the real world. Apart from this, they develop clear-cut realistic insights about their own self. While communicating with others, their social skills are developed. They learn of the agreeable, likable traits while functioning in a group. The desirable personality traits like cooperation, generosity, truthfulness, congeniality and so on are nurtured through continuous play. To enclose in a nutshell, children replicate what they see in the real world, they delve into it, experiment and arrive at their understanding.⁸ Berk adds that children will be able to separate thoughts from actions and objects as well as the capacity to renounce impulsive actions in favour of deliberated self-regulatory activity (1994) when they play.

NEED FOR THE STUDY

From the above definitions of play and fun, the authors understand that the teacher has to think through the processes where fun/play can be integrated in the Anganwadi teaching-learning spaces. This will lead to active engagement of the children and lead to intended outcomes. The teacher could customise play equipment, curate activities keeping in mind the interests and dynamics of the set of children she is teaching. She could use toys in the teaching-learning process. The authors endeavour to highlight various aspects of fun/play; Offer a glimpse into how 'fun in teaching-learning' happened in ancient India and present a set of leads to practically integrate fun elements of those days with the present days.

DISCUSSION & ANALYSIS

Fun Activities in Anganwadis

In Anganwadis, fun activities are designed to stimulate young minds and encourage active participation. These activities range from simple games like 'Ring-a-Ring o' Roses' to more complex ones like 'Building Blocks', which not only entertain but also teach valuable lessons in teamwork, coordination, and creativity. Storytelling sessions captivate children's imagination, while singing and dancing activities enhance their linguistic and rhythmic skills. Art and craft sessions allow children to express themselves through colours and shapes, fostering fine motor skills and artistic sensibilities. ICDS designs appropriate themes for the Anganwadi activities (Figure 1).

7. From ages 2.5 to 5, social dramatic play and make believe play emerges & evolves (Berk, 1994)

8. Child's play consists of four basic modes by which we know the world - imitation, exploration, testing and construction (Suttonsmith, 1971)

Themes for activities in anganwadis given by ICDS in 2021

Jan Food Diseases & Hospital Republic Day	Feb Occupation Farming	Mar Protecting the Environment News Media	Apr Places of Worship Festivals
May Art Forms Games & Toys	Jun My Family & I My Home & Surroundings	Jul My Body & I Weather	Aug Independence Day Vegetables Fruits
Sep Plants & Trees Flowers & Garden Onam Ramzan	Oct Gandhi Jayanthi Domestic Animals Wild Animals	Nov Children's Day Birds Insects	Dec Vehicles My Village/ Town/City Christmas

Figure 1: Themes for Anganwadis given by ICDS in 2021

The Anganwadi teachers devise methods to make the teaching-learning processes interactive and fun-filled. They use local language for their communication purposes.

- Storytelling is a very common fun activity that is employed. In accordance with the prescribed themes, the teachers may engage children in folktales and stories from Indian literature in the respective local languages. This not only improves their language skills but also keeps them connected to their cultural roots. One of the authors works in an NGO that supports Anganwadis. Figure 2, below is an instance of distribution of storybooks to children to be used in their storytime. Additionally for storytelling, the teachers can use puppets like stick or glove puppets or convey educational concepts. These puppets can be made from recycled materials, making this activity sustainable and accessible.



Figure 2: Distribution of storybooks to Anganwadi children

- Anganwadis are supplied with playthings, have wall paintings and other suitable embellishments for the children to learn happily. Apart from the usual games and activities, the teachers can

introduce traditional games like 'Kho-Kho', 'Kabaddi', and 'Gilli-Danda', which are not only fun but also enhance physical agility and teamwork. For the same reasons the teachers teach them simple physical exercises as in Figure 3, below.



Figure 3: Anganwadi children learning simple physical exercises

- The children can be taken in the surroundings for nature walks and gardening activities. The nature walks can be arranged in parks or gardens in close vicinity to teach children about plants, insects, and the environment. Gardening can be a fun way to learn about growth, responsibility, and the cycles of nature. Activities to highlight Svachhata Pakhvada were conducted to sensitise the teachers, the neighbors of the Anganwadis on the importance of cleanliness (Figure 4)



Figure 4: Svachhata Pakhvada sensitisation activities at Anganwadis

- Above all, local music and dance forms can be incorporated into the curriculum. This will develop rhythm and coordination while celebrating regional diversity.

The integration of fun activities within the Anganwadi curriculum is pivotal for holistic development. These activities are not mere pastimes; they are carefully crafted educational tools that address multiple learning domains. Anganwadis celebrate festivals, observe specific days of national importance like independence day (Figure 5).



Figure 5: Independence day Celebrations at Anganwadi

They also nurture values like compassion, kindness by observing good deeds day. Children share crayons, craft materials and do a creative activity (Figures 6 & 7 below).



Figure 6: Good deeds day celebration at Anganwadi



Figure 7: Good deeds day activity done by Anganwadi children

Anganwadis help children learn about primary colours and their significance by celebrating rose day/green day/ yellow day and so on (Figure 8).



Figure 8: Rose day celebration at Anganwadi

By such activities, Anganwadis promote social interaction, cognitive development, and emotional well-being, laying a strong foundation for future learning endeavors. The joy and engagement they bring into the learning environment make education an enjoyable journey for children, ensuring that the seeds of lifelong learning are sown early in their hearts and minds.

ANCIENT INDIAN LEADS FOR FUN ELEMENT IN LEARNING

In Ancient India, learning happened organically in the gurukula environments. The students stayed in the residence of their teachers and learnt. They were initiated into academic, spiritual and cultural aspects of learning. When the child reached the age of upanayana, he was sent to gurukula. Prior to that, the child learnt in his household. He got introduced to good practices that led to developing good habits. These habits helped in building a good personality.

Even though the concept of pre-schooling was not prevalent in ancient Indian education systems, the children were engaged in recreational activities with various toys and play items. Toys and play items are frequently mentioned in Sanskrit literature, with notable examples found in works such as the renowned drama 'Mṛcchakaṭika,' which revolves around a clay-cart, a toy given to the child of the hero of the play.

Ancient treatises such as the Carakasamhitā and Aṣṭāṅgahrdaya highlighted the importance of safety in toy design, offering extensive advice and precautions. Emphasizing the well-being of children, these texts prescribe specific guidelines, including the use of non-toxic materials such as rice, barley, or wheat powder for crafting toys. This consideration stemmed from the inherent tendency of children to explore objects orally, necessitating the avoidance of hazardous consequences through the selection of child-friendly materials. In fact, our ancestors were so thoughtful that they not only specify the materials for toy making but they also recommend the weight, size and shapes.

- Aguru¹⁰ – the toy should not be very heavy. It should be easily lifted by the children.
- Atīkṣṇa – the edges of the toys should not be sharp. Care should be taken to make the toys with round edges. Toys with sharp edges may cause small to fatal injuries.
- Anāsyapraveśi – the size of the toy should be big enough. It should not be so tiny or small lest the child swallow it.
- Aprāṇahara – a toy should in no way pose any sort of threat or harm to the lives of the children. In this context, the authors recall the ban on toys made of hazardous plastic or coated with toxic chemical paints.¹¹
- Avitrāsana¹² – toys should not create any sort of fear in children. So, due care should be taken in the choice of colour, size and shape. Here, the case of the 'dancing cactus toy' (Figure 9) is mentioned. Activated by sound, this toy suddenly dances making some noise.

9. एतैरेव क्रीडनकैः ... लघुभिरखरैरतीक्ष्णैरवक्रङ्गमैरनवोपस्कैरैराकर्षणाहरणशक्तै रुचिभिर्घोषवदिर्भर्विनोद्यमानः सोपाश्रयास्तरणोपेतायां भूमौ प्रतिदिनमभ्यासार्थं सकृदुपविशेदिति। (Kaśyapa Samhita.khila.12.8)

10. क्रीडनकानिखलु कुमारस्य विचित्राणि घोषवन्त्यभिरामाणि चागुरुणि चातीक्ष्णाग्राणि चानास्यप्रवेशीनि चावित्रासनानि स्युः। (Caraka Samhita 8.63).

11. India bans Chinese toys for six months – The Economic Times (indiatimes.com)

12. जातुषं घोषवच्चित्रमत्रासं रमणं बृहत्। अतीक्ष्णाग्रं गवाश्वदिमाङ्गल्यमथवा फलम्। (Aṣṭāṅgahrdaya.uttara 1.60)

This, instead of attracting the children, frightened them.¹³



Figure 9: Dancing Cactus toy

The authors note from the above references that in addition to safety concerns (physical well-being), considerations were made to ensure the psychological well-being of children. Toys were crafted to evoke familiarity and comfort, often modeled after birds and animals. The vibrant colors and gentle sounds incorporated in these toys enhanced appeal and engagement. Notably, the avoidance of designs or features that could instill fear in children was emphasized, illustrating a holistic approach to toy design, aimed at fostering positive experiences and developmental growth.

As far as the grown up children were concerned, there were several branches of study in those days catering to the different facets of the young student's capabilities. Vātsyāyana's *Kāmasūtra*¹⁴ and Bāna's *Kādambari*¹⁵ provide an exhaustive list of these vidyas. In the *Kāmasūtra*, there is the mention of vidyas like *prahelikā*, *pratimālā kāvyasamasyā pūraṇam*, which are verbal brain teasers, engaging the creative and intellectual faculties of the students. In the *Kādambari*, we find the reference to vidyas like *aindrajāla*, *kathā*, *ākhyāyikā*, *nāṭaka* and so on which make it clear that the student had a plethora of opportunities to enhance their knowledge and personalities. The branches of knowledge, namely – *prahelikā*, *kāvyasamasyā pūraṇam*, *aindrajāla*, *kathā*, *ākhyāyikā*, *nāṭaka* – were learnt along with the rigorous academic and physical education. These brought a whiff of fresh air while dealing with mind-boggling academic subjects. Naturally, these branches of learning would have introduced fun in the learning environment by their variety and inherent combinations.

13. Dancing Talking Cactus Toy Scares Baby – video Dailymotion

14. गीतं वाद्यं नृत्यम् आलेख्यं विशेषेकच्छेदं तंडुलकुसुमबलिविकारा दशनवसनांगरागः मणिभूमिकाकर्म शयनरचनम् उदकवाह्यम् उदकाघातः चित्राश्च योगाः माल्यग्रथनविकल्पाः शोखरकापीडयोजनं नेपथ्यप्रयोगाः कर्णपत्रभंगाः गंधयुक्तिः भूषणयोजनम् येन्द्रजालः कौचुमारश्च योगाः हस्तलाघवं विचित्रशाकयूषभक्ष्यविकारक्रिया पानकरसरागासवयोजनं सूचीवानकर्मणि सूत्रक्रीडा वीणाडमरुकवादयानि प्रहेलिका प्रतिमाला दुर्वाचकयोगाः पुस्तकवाचनं नाटकाख्यायिका दर्शनं काव्यसमस्या पूर्णं पट्टिकावानवेत्रविकल्पाः तक्षककर्मणि तक्षणं वास्तुविद्या रूप्यपरीक्षा धातुवादः मणिरागाकरज्ञानं वृक्षायुर्वेदयोगाः मेषकुटुलावकयुधविधिः शुकसारिकाप्रलापनम् उत्सादने संवाहने केशमर्दने च कौशलम् अक्षरमुष्टिकाकथनं म्लेच्छविकल्पाः देशभाषाज्ञानं पुष्पशकटिका निमित्तज्ञानं यन्त्रमातृका धारणमातृका सम्पादयं मानसीकाव्यक्रिया अभिधानकोशः छन्दोज्ञानं क्रियाकल्पः छलितकयोगाः वस्त्रगोपनानि द्यूतविशेषः आकर्षक्रीडा बालक्रीडनकानि वैनयिकीनां वैजयिकीनां व्यायामिकीनां च विद्यानां ज्ञानम्।
15. पदे वाक्ये प्रमाणे धर्मशास्त्रराजनीतिषु व्यायामविद्यासु चापचक्रचर्मकृपाणशक्तितोमरपरशुगदाप्रभृतिषु सर्वेषु आयुधविशेषेषु रथचर्यासु गजपृष्ठेषु तुरङ्गमेषु वीणावेणुमुरजकांस्यतालददुरपुट प्रभृतिषु वाद्येषु भरतादिप्रणीतेषु नृत्यशास्त्रेषु नारदीयप्रभृतिषु गान्धर्ववेदविशेषेषु हस्तिशिक्षायां

Treatises like *Chittavinodini* (vv. 90-91) illustrate the learning of these challenging vidyas which nurtured and nourished the linguistic, creative and intellectual skills of the students. Authors quote a couple of instances to point out the inherent beauty and vivacity of the verses.

वृक्षाग्रवासी न च पक्षिजातिस्तृणं च शय्या न च राजयोगी। सुवर्णकायो न च हेमधातुः पुंसश्च नाम्ना न च राजपुत्रः॥

Here, the student is prodded to infer who is the entity who resides on the edge of the tree, but not a bird, who takes the grass as his bed, but not a *yogī*, who has a golden hue, though not gold and who has a masculine name but not a prince. The answer is *āmraḥ* (Mango).

वक्षाग्रवासी न च पक्षिराजस्त्रिनेत्रधारी न च शूलपाणिः। त्वग्वस्त्रधारी न च सिद्धयोगी जलं च बिभ्रन्न घटो न मेघः॥

In this, the question is to find out who resides on top of the tree, who is not a bird, who has three eyes, but not *śūlapāṇih*; who has skin garment but not a *siddha*. Likewise, who carries water, but is not the pot or the cloud. The answer is *nārikela* (coconut).

Pure academic subjects like *ganita*, were taught through verses which seamlessly integrated beautiful poetry in teaching and learning of mathematics. Two instances from the popular Mathematical treatise *Līlāvati* explains this.

पार्थः कर्णवधाय मार्गणगणं क्रुद्धो रणे संदधे तस्यार्धेन निवार्य तच्छरणं मूलैश्चतुर्भिर्हयान्।

शल्यं षड्भिरथेषुभिस्त्रिभिरपि च्छत्रं ध्वजं कार्मुकम् चिच्छेदास्य शिरः शरेण कति ते यानर्जुनः संदधे॥

The above verse asks the student for the original number of arrows when half of the arrows were used to stop the arrows of Karna, four times the square root of arrows were used to control the horses, six to defeat Śalya, three to break the umbrella, flag and bow of Karna and finally one, to kill Karna. A mathematical problem is presented to the student using popular epic characters in a familiar context subtly conveying the war scenario along with the mathematical question for study. In yet another instance,¹⁶ a set of flowers are mentioned and the bees that swarm these flowers are questioned. The student understands the names of these flowers, visualizes the beautiful garden scenario and enthusiastically sets out to solve the mathematical problem put forth.

Further, in teaching and learning of *ganitaśāstra*, there were numbering systems like *Bhūṭasankhyā*¹⁷ and *Kaṭapayādisankhyā*.¹⁸ Both systems used letters and words of the Sanskrit language to denote numeric constants. The students, deciphered the words as a set of digits (read from the left to right¹⁹) and solved the mathematical problems.

16. षड्भागः पाटलीषु भ्रमरनिकरतः स्वत्रिभागः कदम्बे पादश्चूतद्रुमे च प्रदलितकुसुमे चंपके पंचमांशः।

प्रोतफुल्लांभोजखंडे रविकरदलिते त्रिंशदंशोऽभिरम्ये तत्रैको मतभृगो भ्रमति वद सखे का भवेद् भृगसंख्या॥ This verse asks the students to find out the total number of bees in a colony when one-fourth of the bees went to the Pāṭalī, one-third to the Kadamba, one-fourth to the Cūta, one-fifth to the Campaka and one-thirtieth to the Ambujas & one bee was just hovering around.

17. *Bhūṭasankhyā* is the system of using specific words to denote numeric values. For instance, *ṇayana/netra* will denote only two. *Vāyu* will denote five and so on.

18. *Kaṭapayādisankhyā* is the system of denoting numbers with Sanskrita *varṇamāla*.

19. अङ्कानां वामतो गतिः।

Such methodologies of using relatable numbering systems, seamlessly integrating linguistic aesthetics in learning science subjects made the process of teaching-learning relatable, easy and fun-filled for the students. As a corollary, the linguistic skills were nurtured. The fundamentals of the language were reinforced and their vocabulary improved

CONCLUSION

The authors work with Anganwadis closely for their research work. They have taken stock of fun activities that happen in the teaching and learning spaces in the Anganwadis. They work towards assimilating the leads of fun according to the Ancient Indian Educational system. They propose to integrate fun elements in their sessions. Recently, they had taught rhymes with a multilingual approach based on Elephant. They used toy-masks for the purpose. The child who is usually quiet and detached from the learning process was seen involved in playing with the toy mask. He joined his fellow students to learn the rhyme with joy. (Figures 10 & 11)

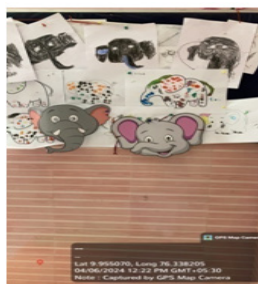


Figure 10: Toy masks used for Anganwadi activity



Figure 11: Anganwadi children learning elephant rhyme using toy masks

Taking cue from the exemplifying instance, the authors work towards integrating fun elements in their sessions in simple and effective ways. They are also looking at the Ancient Indian methods where children were given safe playthings with sustainable materials. The manner in which they learnt arts and sciences simultaneously. The authors in their sessions are working

towards such integration methods. Given the supple and pliable nature of the preschool children, such approaches would manifest in their growing up years. They are recording their experiences and the visible quantifiable outcomes as in the above mentioned instances. The authors strive to work consistently to realise their objective of seamless integration of fun elements in teaching and learning in Anganwadis.

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GLOBAL DEVELOPMENT SOCIETY

(Reg. No. 347/2011-12, Registration Under Society Registration Act 21, 1860)



Owned & Published By :
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Mob. 09412883495/08077700262

Website: www.gdsfzd.org

E-mail: dr.mishrapkgds@gmail.com

Printed by: Victorious Publishers (India)

D-5 G/F, Ground Floor, Pandav Nagar, Near Shanti Nursing Home (Opposite Mother Dairy), Delhi-110092
E-mail: victoriouspublishers13@gmail.com Mo.: +91-8826941497