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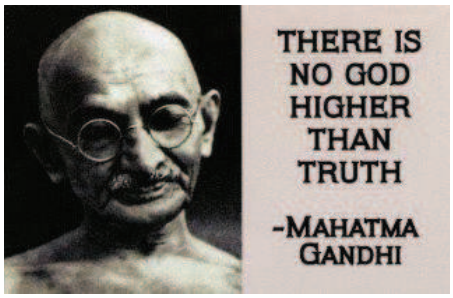
On this occasion, the entire team of Samwaad thanks all its board members, Site members, Technical team, Professors & Researchers for their valuable suggestions, input & guidance.

With all the very best wishes,

- Team "Samwaad"



Samwaad
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From the Desk of Chief Editor

I am happy to present this next volume of Samwaad to facilitate learning and enhance the knowledge about recent researches in education. In the light of rapidly expanding technology of this age, Education must become significantly more effective to retain its status and should be a progression towards excellence and wisdom. Samwaad is prolonging encouragement of "digital dialogue" to set a Learning Community of educators as a tool for that. Our endeavor could be seen as wings for the progress of the educators and learning surroundings. Dialogue helps in shared learning for teacher's to improve creation, acquisition, dissemination, and implementation of the knowledge.

I intend to have an open interaction of all esteem Educationists, Teachers, Researchers and Learners in an ongoing fashion and welcome all for collaborative, encouraging, open-minded & accessible learning.

I welcome ongoing dialogue with you and can be contacted at editor.samwaad@gmail.com

- Dr. Anshu Mathur

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Science Education: Status of India in Science and Need for Informal Learning Environment

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Abstract

Science and technology is the indicator of economic progress of any country. India has a strong and enriching tradition of science and technology. Its achievements in the field of astronomy, mathematics, medicine and sculpture are well known. But now, in spite of having ample capabilities and talents we are still lacking behind in these fields. India is not contributing much in science and techniques as required by its people. Therefore, there is a need of emphasizing science education not only in classrooms but also in daily life. Informal experiences are significant contributors to how young people learn and develop interest in science and technology. In this context science curriculum must be supplemented with informal experiences that encourage students to pursue their further education and career in science-related fields.

Introduction

Science and Technology are perceived the world over as major tools for rapid social and economic development. The more industrialized countries of the world applied science and technology to develop their economies. Other developing countries followed their footsteps and have also successfully applied science and technology to transform their economies. The very rapid economic transformation that has taken place in other developing countries attributed to greater success in acquiring and using the knowledge and innovation based on science and technology. The material prosperity of a nation depends upon the cultivation of science and technology on a wider scale. In this process of growth, man remains a thinking being who utilizes his creative capabilities in diverse way. In this context, the worldwide pursuit and spread of science and technology are commonly recognized. Scientific enterprise, the union of science, mathematics and technology, is creating the foundation of our future.

Historical Background of Science in India

India is known for its glorious past in the field of science. It has had flourishing tradition of scientific research and technology especially in mathematics, astronomy, medicine surgery and metallurgy. Aryabhata (476 AD) in India made outstanding contributions to astronomy and mathematics. His contributions include: the determination of the diameter of the earth and the moon, the proposal that the earth rotated on its axis to explain the daily motions of the fixed stars; the solution of quadratic equation; defining the trigonometric functions; stressing the importance of Zero; and determining the value of pi up to the fourth decimal place. The decimal place-value system, using nine digits and zero, had been developed in India by about the fourth century AD and transmitted by Arabs, hence the name given Arabic numerals. Brahmagupta made remarkable contributions in solving indeterminate equations of second order- an equation thr appeared I Europe a thousand years later as Pell's equation.

The two great classics of Ayurveda, the Caraka (2nd AD) and *Susruta Samhitas* (4th AD), present a vivid and cogent account of the medical knowledge and surgical practices respectively that were in vogue about 1800 years ago and continue to be used in Ayurveda today. The *Susruta Samhitas* is regarded as the earliest document to give a detailed account of rhinoplasty (plastic reconstruction of the nose). It was not before the eighteenth century that plastic surgery made its appearance in Europe. But, this tradition of original thinking, adventure of ideas and creative innovations was completely lost during the medieval period.

In the field of metallurgy, there is an excellent example of fine work piece, the famous Iron Pillar made during 4^{th} -5^{th} century AD near Qutab Minar at Delhi. It remains rust-free for over 1500 years.

Today's development of modern science in India is implant by the British people for their own benefit, so science never got nourishment and nurturing to be absorbed in the Indian society. Indian were educated to serve civilian administration. People educated in science lacked opportunities for employment and for scientific research. Even under such adverse conditions, globally competitive scientific research was carried out by a few scientists.

C. V. Raman (1888-1970) conducted his epoch-making research on light-scattering, now known as the Raman Effect (1928) that earned him the Nobel Prize in Physics (1930). Contemporaneous with Raman were other scientific leaders who laid a solid foundation for scientific research. The most notable among them were Srinivasa Ramanujan (1887-1920), K.R. Ramanathan (1893-1985), M.N. Saha (1893-1955),

P.C.Mahalanobis (1893-1972), S.N.Bose (1894-1974), S.S.Bhatnagar (1894-1955) and K.S. Krishnan (1898- 1961). Ramanujan became a legendary figure in mathematics and his mathematical acumen is still a marvel. M.N. Saha earned international acclaim for his theory of thermal ionization and radiation, which explained the ordered sequence of the spectra of stars. His classmate, S.N. Bose, a brilliant theoretical physicist, developed a method of statistics of an assembly of photons in a six-dimensional phase, which was later extended by Einstein, Statistics. The discovery of particles that followed this are now called 'bosons' in honour of S. N. Bose. K. R. Ramanathan worked on the scattering of light and also made outstanding contributions to meteorology. P.C. Mahalanobis was renowned for his originality in theoretical statistics and later played a prime role in socio-economic planning. S.S. Bhatanagar made a distinct mark in magneto-chemistry, its principles and applications. K.S. Krishnan, who was intimately associated with the discovery of the Raman Effect, was noted for his significant work on the properties of crystals.

After independence, India has recognized too well that only by competing successfully in the globally interdependent economy through its S&T human power that the living standards can be raised and the hopes of its people met. It has realized that it is through its reformed, updated and restructured higher science education and training system that the country can advance economically. After an almost explosive growth in the S&T system, at the beginning of the new millennium, India is on the threshold of restructuring and updating its science education system so that the tremendous promise and creative abilities of its talented human power could enable the country to redeem its tryst with destiny.

Scenario of Science in India- Some figures

According to **Indian National Science Academy (INSA) publication (2001)** in 1993-94, within the age group 5-18, corresponding to classes I to XII, nearly 50% of population remains out of school. In the age group 17-18 years, the access to education is barely 20-30%. In 1982-83 enrolment in science education was 623,545 i.e. 19.9% of total enrolment and the graduate degree awarded in natural science was 112,075 i.e. 17.97 % of total passing student in B.Sc. similarly in 1998-99 enrolment was 1,105,621(19.7) and the graduate degree awarded in natural science was 170.225 (16.20). This data showing a high level of failures and dropouts in that time.

In early 1950's percentage of students opting for science after their secondary examination was 32% and 19.7% in recent years. This 32% belongs to topmost layer while 19.7% of present day from lower middle layer.

In the National Policy on Education of 1968, 6% of the GDP was recommended to be spent on education. But this level of investment is around 3.5 % of GDP. The share for higher education in general and science education in particular has declined to 1.0% and 0.2 % respectively. This share of 0.2% appears far too small when compared to the corresponding share in advanced countries, namely U.S.A. (1.6%), U.K. (1.4%) and Japan (1.04%).

India Science Report, 2005

- In 2004, about a fourth of those qualified to the level of graduate and above had a background of science education. There are 39.2 million graduates in all (22.3% of whom are from the science stream), 9.3 million postgraduates (19.4% of whom are from the science stream), and 0.3 million doctorates (one-third from the science stream).

- Given their share in both the stocks (23.1%) as well as in enrolment (33.4%), science stream students are adequately represented in most types of jobs. In the case of 'professionals, technical and related' jobs, almost 29% of the total employed are educated in science. Also, a fourth of all unemployed are those with science education.

- Of the graduates who are unemployed, 22.3% have studied science. The share of postgraduates with science background in the total unemployed postgraduates is significantly higher (62.8%).

- The proportion of those doing engineering has almost doubled, from 6.0% of the population studying at the graduate-plus level in 1995–96 to 11.2% in 2003–04. Indeed, engineering education shows the highest growth, from 8.2% per annum in 1995–2000 to 21.9% in 2000–04.

- While both the central government and the state governments spend around 4% of GDP on education each year, there has been a sharp hike in private spending on education. Between 35%

and 40% of government expenditure gets spent on elementary education, another fourth on secondary education while just a tenth goes to university and higher education.

- Mathematics remains the most preferred subject, with a third of students in classes six to eight rating it as number one, and over 21% still feeling the same way in classes 11 and 12.

- At the class six to eight level, 22% of the students said they would like to study pure science at higher levels of education. Yet, when it came to students in class 11 and 12, just 13.4% wanted to study pure science at the graduate/postgraduate level.

- The interest in all types of science education does not decline much — 60% of the students at the class six to eight level said they wanted to pursue some science education (pure science, engineering or medicine) at a higher level as compared to 57% students in classes 11 and 12. While close to two–thirds of students in classes six to eight are satisfied with the quality of science teaching, this falls to just 40% in classes 11 and 12.

- About 60–70% students are satisfied with the quality of teaching of most of the subjects except computer science where just 15% of the students in government schools are satisfied with the teaching as compared to 23% in private schools.

- A point worth keeping in mind is that not too many students are keeping away from science deeming it a costly subject to pursue. While ten per cent of the students cite this as the reason for not having taken up science at the plus–2 level, 45% state they are not pursuing science because they have no interest in science.

- The three most preferred professions for students turn out to be teacher, doctor and engineer.

- The study shows there is no decline in interest in the proportion of students who wish to study science. A third of the students said they did not study science as they did not feel motivated

enough and another 40% said the number of students in a class were too many for them to understand what was being taught.

- Teachers gave quite different explanations for limited interest in science such as costly and difficult education apart from limited job opportunities. Half the teachers interviewed said that more computers/equipment were required for teaching science subjects since inadequate practical training was a serious issue. While 15% felt that teachers too required proper training, 11% felt the need for simplification of the course content.

Kumar, Kumar and Gupta (2007) in their study reported that Physics and Chemistry were the most preferred subjects followed by Mathematics and Biology in the science stream at secondary level however , number of students clearing these streams were more from streams with chemistry.

Share of students appearing in PCMB has declined over the years in UP, Goa, and MP, declining rate is maximum in Bihar, whereas in Manipur, Tamil Nadu, Punjab and Maharashtra there were no change. Percentage of students appearing in PCMB in UP, Bihar and MP was about 40%, in Punjab and Goa about 20% students appeared in science streams. In Tamil Nadu and Manipur more than 60% students appeared in PCMB in the year. Passing and scoring >=50% marks is relatively constant except Bihar showing declining and Manipur it was increasing.

Approximately 20% of students appeared in mathematics in UP, Bihar, MP and Maharashtra whereas below 20% students opted mathematics in Goa and Punjab. Passing out conditions was pathetic in all 8 states.

Performance in physics, chemistry and biology is similar to mathematics are the matter of great concern as it may affect India's S & T capabilities in future. Therefore, measures are required to solve this problem.

Although enrolment of students in science was very low earlier and dropouts and failures made the situation worse but, on the basis of above fact, we can say that science is the most preferred discipline as a career and science educated people are adequately represented in most types of jobs. Most students preferred teacher, doctor and engineer as profession. There are many reasons not to take interest in science. These reasons include lack of motivation to learn, being costly, non-understanding of subject,

inadequacy of practical training, very few opportunities. Simplification of course is most required in the field of science so that large number of students get motivated to learn science and have a career in science.

India's Relative Position in Science

Nature (2004) has stated that of impact-making scientific publications, India is 22 in global ranking – below China, South Korea and Poland. Indeed India's *relative* position in the world of science has declined in the last twenty years. We produce more science than before, but several more ambitious countries like China and S. Korea have outpaced us.

In ***99th Indian National Science Congress (2012)*** at Bhubhneshwar, PM Dr. Manmohan Singh said, "India's relative position in the world of science had been declining and we have been overtaken by countries like China." As far as resources are concerned, the fraction of GDP spent on R&D in India has been too low and stagnant. We must aim to increase the total R&D spending as a percentage of GDP to 2% by the end of the XII Plan Period from the current level of about 0.9%.

The most obvious form of the output in basic science research is the research publication. In the last several decades, bibliometric data, or more precisely scientiometric data, has emerged as one of the significant quantitative tools for the analysis of scientific productivity. The key data include the total volume of publications from different regions, the number of citations that published papers from a region obtain and the impact factor (measured by different methods) of the journals in which papers from any region are published. Developing countries contribute only 12.73% of world publication output and their publications attract only 5.63% of all citations. **Jayaraman (2009)** reported that scientific publications from India registered an absolute decline in the annual production of papers beginning in 1980 (with 14, 983 publications for that year) according to the Science Citation Index (SCI) database. This number reached a low of 10,978 in 1993 and then gradually increased to reach 12, 127 in the year 2000, thus not having recovered the ground lost even over a span of two decades. In the same period, Chinese output rose by a factor of 23, partly of course as a consequence of starting with a low base. South Korea began the same period with an insignificant 175 publications to virtually level with India by 2000. Brazil also registered steady growth during this period. India's contribution in world scientific activity remains quite small. India's share to the global publication volume was 1.68% in 1993

according to the SCI database, rising marginally to 1.77% in 2003. According to the SCIE database, this share was higher, rising from 2.03% in 1993 to 2.08% in 2003.

Number of patents can be considered as indicators of the state of health of Indian science and technology. It is useful therefore to examine some of the data on patenting activity in India and from India. Patenting activity in India is still dominated by applicants of foreign origin. The share of patents granted in India to Indians has risen over the years. However more than half of these patents is still granted to applicants of foreign origin. Universities accounted for only roughly 3.5% of these patents. 55% of the patents granted in the Indian Patent office to Indian organizations were in the drugs and pharmaceuticals and chemicals sector.

The US **National Academy of Sciences (NAS)** published an influential report in 2005 titled ***Rising above the gathering storm***. The storm referred to in this report is concerned with the emergence of other global leaders such as China and India in science, and the challenges that such a development would pose to the position of the US in the world of science

Science Advisory Council to the Prime Minister (2010) mentioned in the document that India's resources and strengths in science are considerable, but the potential is still far from realization. The rapid economic growth of the last fifteen years makes it feasible for the country to invest a great deal more in science than it could earlier. A major natural advantage is the youthfulness of India's population –which currently has a median age of 25 years. The number of Indians in the university-going age group (between the ages of 17 to 21) is currently about 9 crores (90 million), and will be 10 crores or more in 2025: the demographics will still be dominated by youth. Only 13% are enrolled in higher education today. There is therefore vast scope for expansion. India's strengths in original research in basic science have been substantial. The science, done in India, has often led to striking new technologies, but these technologies have generally been developed elsewhere in the world. This is a consequence of the overall weakness of the innovation ecosystem in India. Curiosity and quest for understanding have driven human beings to discover many wonderful things. The results of basic research are prerequisites for many future technological advances and societal benefits. At the heart of the initiatives proposed here is the need to promote the pursuit of basic science in the country. Without the anchor of the strong foundation that basic research can provide, and the new ideas that can lead to future technologies that

could be generated in the laboratories of the country, the future of national development can't be developed. In order to begin to contribute significantly to world science and to make an impact on it, India's contribution to global scientific literature would have to rise to something like 10% (from the present 2% or so) – that is a major increase in ten years. Similarly India's ownership of intellectual assets would also have to show an increase – from a little more than 1900 filed by Indians and sealed in 2007 to about 20000 patents sealed per year by 2020.

Annual report (2010-2011), ***Department of Science and Technology*** reported that the size of the R&D base of India is assessed to be globally non-competitive with an estimate Full Time Equivalent R&D professional strength of only 150 million population while the corresponding numbers for China, Korea, USA, UK, and Finland are 1180, 2900, 4300, 2880 and 7300, respectively. Highly skilled and specialized human talents and resources are essential needs for Research and Development to sustain the flow of knowledge into the manufacturing sector.

Informal Science Learning

It would appear that a conscious attempt would have to be made to promote a scientific culture by emphasizing alternative forms of education namely informal or non-formal means which maximizes learning resources in and out of school for both children and adult. Out-of-school learning environments would help to promote a scientific culture. This would in turn facilitate an understanding of contemporary technological world and the creation of a scientific attitude towards societal problem. In order to help the public more easily understand and appreciate new developments in science and technology, it is necessary to support formal education in schools with informal learning environments. Though formal education and informal education are interlocked and complement each other, they are educational areas with totally different features.

Role of Informal Science learning Environment for making science a way of life

Informal education, which is composed of an individual's interaction with his environment and is not planned, scheduled or controlled, is sometimes more efficient than formal education in the process of behavior change and gaining new behaviors. Research has suggested that diversifying and increasing the

frequency of activities that children are interested in strongly affects the improvement of abilities they acquire at school. The most important of these activities is visiting informal learning environments such as museums, science centers, zoos, botanic parks, forests, libraries, aquariums, and nature center. Education programs in informal environment which give students the opportunity to use their sense organs more and include various group activities provide great benefits for students in connection with gaining knowledge and experience. Because of this, educational programs should be planned by considering students' interests, age level, their expectations and needs, without neglecting the entertainment factor. In addition, appropriate educational strategies and activities should be used.

Learners in informal environments. . .

- Experience excitement, interest, and motivation to learn about phenomena in the natural and physical world.
- Come to generate, understand, remember, and use concepts, explanations, arguments, models and facts related to science.
- Manipulate, test, explore, predict, question, observe, and make sense of the natural and physical world
- Reflect on science as a way of knowing; on processes, concepts, and institutions of science, and on their own process of learning about phenomena.
- Participate in scientific activities and learning practices with others, using scientific language and tools.
- Think about themselves as science learners and develop an identity as someone who knows about, uses, and sometimes contributes to science.

SCERT, Andhra Pradesh (1980) examined and evaluated the science fair from the point view of organizers, teachers and participant pupil and assessed the effectiveness of science fair from the point view of teachers and students w.r.t attainment of new knowledge and using innovations in teaching. Participant pupils felt that the science fair was helpful to clarify their understanding of various concepts in science. Teacher felt that the science fair was helpful in bringing out creative talents among the students the innovations brought out in the science fair were of high standard. The organizers and the

teachers felt that the science fair was very effective as the students were able to learn many new concepts which otherwise could not be easily clarified in the classroom.

Natrajan's (1983) study was based on survey of opinions of teachers and students who participated in the school science fair and exhibitions organized in 12 different districts of Andhra Pradesh. He reported in his study that students felt that science fairs not only motivated them but motivated their teachers to use innovations in the classroom. Science fairs increased the teacher-student interaction and their participation. It helped in building rapport among administrators, teachers and pupils. Cognitive insight of teachers and pupil increased.

Conclusion

Informal learning environment is efficient in gaining cognitive, emotional and psychomotor behaviours. It also improves the social skills by carrying out oral communication. It helps in strengthening scientific concepts and to learn new concepts. It results in development of scientific reasoning through interpersonal relations. It helps in constructing and reconstructing students' personal knowledge of science concepts and principles that is different from traditional class room learning. It promotes to do innovations. Students are able to carry out experiments, studies and tests of their investigations with minimal teacher involvement. Thus, it is necessary to supplement the traditional class room learning with informal learning. It is an effective way to create interest in science subject so that large number of students get involved in scientific research and built a better R & D pool that contributes maximum in economy development of a country.

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Appraisal of Implementation of Right to Education Act in Madhya Pradesh

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Abstract

Education is a foundation stone for cultural, perceptional and sentimental development of a human being. Education always reflects upon the heritage and identity of a Nation which in turn is helpful in deciding its future course of action and direction. It is not limited only up to gaining literacy but is a strong medium of providing opportunities for the thorough and all round mental development of a person. But with lofty goals, faulty planning and also with the failure of the state to meet the parameters of the (RTE) Act, the task of bringing education to every child has became a herculean task. The present study shows the result of progress on important fronts – like hassle-free admission process, corporal punishment, teaching hours, teachers-students ratio and regularity of parents-teachers' associations' meetings have worsened. This study also helps to identify the causes of moderate speed of implementation of the act and suggest that the government and education rights advocacy groups needs to do a rethink to speed up its act, keeping quality in mind.

Keyword- *Right to Education*

Introduction

In the Herculean task of bringing education to every child seems yet another exercise in 'lofty goals and faulty planning'. The state is failing to adhere to Supreme Court deadline of March 31 for meeting the (RTE) Act parameters. Large number of toilets, classes and boundary walls are yet to be constructed. Besides, Madhya Pradesh is among the 13 states that have asked the Union Government to relax the norms as far as minimum requirement goes to ensure speedy fulfilment with norms. Study of implementation status of RTE in Madhya Pradesh reveals fact associated to large aspects of the bill and how RTE helps in development of Education and literacy. The present study has been conducted on teachers as well as parents of children who are studying in government schools in Bhopal MP.

Operational Definition of Key word:

RTE – The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right.

Review of Literature

Joel H. Spring (2001), explored the meaning of equality and freedom of education in a global context and their relationship to the universal right to education. It also proposes evaluating school systems according to their achievement of equality and freedom.This book, builds on the concept of the universal right to education set forth in Spring's The Universal Right to Education: Justification, Definition, and Guidelines, his intercivilizational analysis of educational rights focuses on four of the world's major civilizations: Confucian, Islamic, Western, and Hindu.

Mieke Verheyde (2005) provides an article by analysis of all substantive, organizational and procedural provisions of the RTE Protocols. For every article, a comparison with related human rights provisions is made, followed by an in-depth exploration of the nature and scope of State obligations deriving from that article. The series constitutes an essential tool for actors in the field of children's rights, including academics, students, judges, and grassroots workers, governmental, non-governmental and International officers.

Klaus Dieter Beiter (2006) in his book**,** discuss the history and nature of the right to education, detail how socioeconomic rights came to be and remain a disputed category of rights, and outline international and regional legal instruments supporting the education right. It provides a systematic analysis of the right to education as protected in the International Covenant on Economic, Social and Cultural Rights.

Dr. Kumar,K.H. (2009) in his article Critical Analysis of Right to Education Bill 2009, Explored the present situation of the Bill which suffers from major anomalies and must be given due consideration.

Jagannatha Rao, a former Director of Public Instruction in Karnataka, seeks to present the manifold dimensions of elementary education. Packed with data and information, it contains a useful discussion on learning outcome measured, an issue that is poorly addressed in elementary education, with even the Right to Education Act remaining silent on it.

Literature reveals the structural slip-ups and facts about exercises done on implementation of act. It needs to be reviewed to revive for a better prospect.

Need for and Significance of the Study:

Education in the 21st century is widely viewed as a necessary condition for the promotion of human welfare, and thus identified as a basic human right. Educational rights are included in many national constitutions written since the global spread of human rights ideas after World War II. But as a global idea, the meaning of educational rights varies between civilizations. Indian visualization of
The Right to Education Bill, which makes education a fundamental right of every child in the age group of 6 to 14 years, however, needs deep consideration. In its present avatar, the Bill suffers from major anomalies which must be given due consideration. Purpose of this study is to know the Bill details punitive action for running, as the performance has not been improved. Hence the need for the present study has been felt and it is quite significant as it has revealed some facts related to the decay in implementation of bill.

Objectives of the Study:

- To make an assessment of the impact of RTE
- To know about the opinion of teachers as well as parents regarding implementation of RTE.
- To take suggestions from teachers as well as students regarding how to make the RTE more effective.

Methodology of the Study

Method:

Survey method was used by the investigator to collect relevant information. Questionnaire method and Random Sampling methods have been used in carrying out the present study. . Researcher used Descriptive analysis for the interpretation of the Rubrics for the interpretation of status of the implementation of RTE in Madhya Pradesh.

Population of the Study:

The Population of the Study will be the regular teachers and students of government schools in Bhopal.

Sample of the Study:

Through random sampling, the study has been conducted on 50 teachers and 500 students. Out of 50 teachers 30 teachers are male whereas 20 teachers are female. Out of 500 students 250 students are male and an equal number of female students are there.

Tool for the Study:

The researcher designed his own tool RTE Assessment Evaluation Sheet having items regarding factors included in and affected by the implementation of RTE.

Process of Research:

- **Step - I:** 50 Regular teachers and 500 parents of government schools in Bhopal were selected at random and general questions regarding scholastic activities under RTE were asked to have a rough idea.
- **Step – II:** Evaluation Sheet having items regarding factors related to the scholastic activities was prepared by the researcher having 10 items on various factors affecting RTE activities
- **Step – III**: Evaluation Sheet was administered to the teachers as well as parents of government schools in Bhopal and responses were collected. Descriptive survey of schools and analysis of school records was made.
- **Step – IV:** Percentage Analysis of the data was done.
- **Step – V:** Important findings were finalized.

Analysis and findings:

Percentage Analysis of the data was done and the following tables throw light on it.

Table-1

ITEM		TEACHERS	PARENTS
Enrolment of students increased	Y	70	50
	N	30	50
Employment of teachers increased	Y	70	65
	N	30	35
Effect of RTE on improvement of performance of students	Y	78	61
	N	22	39
Effect of RTE on performance of Teachers	Y	74	80
	N	26	20
RTE is being done truly	Y	33	36
	N	67	64
RTE helps in improving education and literacy	Y	86	91
	N	14	09

Inferences from table- 1:

- It is evident from the contents of Table No.-1 that 70% teachers and 50% parents feel that the enrolment of students is increased.
- 70% teachers and 60% parents feel that the employment of teachers improved.
- 78% Teachers and 60% parents are dissatisfied with the performance of students.
- 74% teachers and 80% parents opined that the Effect of RTE on Effect of RTE on performance of Teachers is very bad and their performance is not up to the mark.

- The contents of this table reveal that only33% parents and 36% teachers think that the RTE is being done truly. However all of them think that it should be done truly.
- 91% parents and 86% teachers feel that RTE is helping in improvement of education and literacy.

RTE report card of Madhya Pradesh

- Work of infrastructure development like classrooms is progressing very slowly.
- The state did very well in the matter of providing playground and sports material as only 17% schools were found having no playground compared to56% in 2011 and 40% were found without sports material facility compared to 50%in 2011.
- It was found that 37% schools were not adhering to the teachers-students ratio norms.
- Facilities of disabled children like ramp, sensor-based warning implements are not provided in all schools
- School management committees are inactivate.
- Member of management committees are not trained so they understand their responsibilities and role
- Innovative teaching methods are not at all encouraged.
- District Information System on Education (DISE) report on RTE (2011-12)
- Numberof school not following the norm rose by 20% from 2011 (48%) to 2012 (68%)
- There are 19297single teacher schools in the state with highest concentration in Rewa. (Allprimary schools should have at least 2 teachers and middle schools should have3 teachers)
- 4071 schools have single classroom (Each school should have 1 classroom for each teacher)

- 49 % primary schools and 47 % middle schools do not fulfil students-teachers ratio norms of1:30 in primary and 1: 35 in upper primary schools.
- Head Teacher not posted in 70% of primary schools and 55% of upper primary schools
- Library is available in 45 % of the schools.
- Physical access has improved for most. Almost all habitations/villages having a primary school.
- Facility within 1 km and 78% have an upper primary facility within a 3 km radius. But a sizeable number of children continue to find difficulty in accessing schools for variety of social and school related reasons.
- 38.4% schools are still single teacher schools. Pupil Teacher Ratio (PTR) in Madhya Pradesh is 55.62.
- Assessment Survey Evaluation Research (ASER) report, 2010, shows that in grade V, 21% children are illiterate, 25% can read only grade I text. Similarly in grade VIII again about 6% children are illiterate and 11% children can read only grade I level texts. These key indicators reflect the poor health of RTE in MP.
- The quality and relevance of education remains problematic. Irregular attendance of the teachers, overcrowded classrooms, ineffective teaching-learning processes, an inappropriate curriculum and dilapidated school buildings are some key issues in education.

Conclusion:

The comparison brings out worrying trend that in some aspects the situation of RTE implementation has worsened in the state, though in some aspects, the state has made some positive stride. It can be concluded in this way that RTE is a very good tool for education system which emphasizes on the continuous efforts towards schools, students, teachers, school property and the authorities. It is the most important step in the ladder of 100% literacy, an attempt to take 3 R's as goal for everyone. If the provisions of RTE are done in its true spirit, then revolutionary changes can be brought into education system and it may help in moulding the overall education system itself. The key

concern related to Act can be stated; primarily, Lack of commitment towards common school system for all children. It legalizes hierarchy of schooling provisions thereby does it not support perpetuating social inequality. Secondly, students are going to get promoted and it will lead students towards no examination zone. Since no child can be detained as per RTE directives, it would surely a compromise with the quality of education. It does not ensure the accountability for the schools. Last but not the least, if private schools do not implement the provision of 25% admission for children from Economically Weaker Sections (EWS) how its enforcement is ensured?

Suggestions

'The passing of the Right of Children to Free and Compulsory Education (RTE) Act 2009 marked a historic moment for the children of India.It's time for the government and education rights advocacy groups to rethink the implementation improvement., it also needs to follow RTE norms in providing infrastructure to government schools. Shiksha Ka Haque Abhiyan (the Right to Education campaign) launched by the Ministry of Human Resource Development is a step in the right direction, but its success will be determined largely by how well the state accept and implement the campaign. Education rights activists must put pressure on state governments to meet the goals of this Act through people's tribunals, public hearings, even by filing public interest litigations.

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Catch 'em Young: Reinforcing the Future

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Abstract

As 2014 draws to a close, we stand on the edge of the fiscal cliff, feeling much in our lives is uncertain. How do we create a future for our students with better prospects? Perhaps there's no better time than 'now' to discuss what we owe to our nation's children: a high quality education. After all, our future lies with students learning to make difficult decisions, thoughtfully allocating limited resources and understanding their world so that they can lead us to promising days. When we look at improving education, our priority must be to place top-notch teachers in the classroom----------an effective teacher who can reinforce the students to the attainment of the unattainable, enlighten their minds and lead them to confidence to excellence of bright future. an one important criteria which needs to be kept in mind is 'When a student believes that he can perform well at academic tasks, his achievement improves drastically',Teachers should play an active role in bolstering student effort by rewarding achievement. Using symbolic gestures rather than giving tangible rewards is more effective, as it leaves a strong impact on students and helps them internalize the value of effort. Educators should explicitly teach and reinforce the relationship between effort and achievement. Activities and procedures can be implemented in a classroom to help create a purposeful atmosphere of success.So it is the duty of the educators to catch these young minds at the earliest for the sake of future spontaneity.

Key-words:

Reinforcement theory, Trial and error, Operant conditioning, Reinforcement schedules, Effective & ineffective praise

Introduction

Humans rarely approach a new task without presumptions on what type of behaviours are likely to be effective. This bias is necessary component to how we quickly learn effective behaviour across various domains. Without such presumptions, it would take a long time to stumble upon effective solutions. In its most general definition, one can think of advice as a means of offering expectations on the usefulness of various behaviours in solving a problem. Advice is crucial during early learning so that promising behaviour can be evoled to solve problems. Advice is crucial during early learning so that promising behaviours are tried first. This is necessary in large domains, where reinforcement signals may be few and far between. A good example of such a problem is chess. The objective of chess is to win a match and an appropriate reinforcement signal would be based on this. If an agent were to learn chess without prior knowledge, it would have to search for a great deal of time before stumbling onto a winning strategy. We can speed up this process by advising the agent such that it realizes that taking pieces is rewarding and losing pieces is regretful. This advice creates much richer learning environment but also runs the risk of distracting the agent from the true goal--------- winning the game.

What is Reinforce ment learning?

Reinforcement Learning is learning what to do--- how to map situations to actions---so as to maximize a numerical reward signal. The learner is not told which action to take, as in most forms of machine learning but instead must discover which actions yield the most rewarding by trying them. In Thorndike's words---"….. of several responses made to the same situation, those which are accompanied or closely followed by satisfaction to the animal will, other things being equal, be more firmly connected with situation, so that, when it recurs, they will be more likely to recur; those which are accompanied or closely followed by discomfort to the animal will, other things being equal, have their connections with that situations weakened, so that, when it recurs, they will be less likely to occur. The greater the satisfaction or discomfort, the greater the strengthening or weakening of the bond.

Thorndike's Trial and Error Theory

Thorndike's 'Law of Effect' reinforces the essence of Trial and Error Learning. He called this the 'Law of Effect' because it describes the effect of reinforcing events on the tendency to select actions.

- It is selectional, meaning that it involves trying alternatives and selecting among them by comparing their sequences.
- It is associative, meaning that the alternatives found by selection are associated with particular situations.
- It is an elementary way of combining search and memory: search in the form of trying and selecting among many actions in each situation and memory in the form of remembering what actions worked best, associating them with the situations in which they were best .Combining search and memory in this way is essential to reinforcement learning.

Skinner's Theory of Operant Conditioning

In this context, Skinner's Operant Conditioning Learning Theory posits that learning occurs through the reinforcement of behaviour through a reward or punishment.

- Operant Conditioning is the theory learned through a process of reinforcement by rewards or punishments.
- In this case, behaviour may result either in reinforcement, which increases the likelihood of the behaviour recurring, or punishment which decreases the likelihood of the behaviour recurring.
- It is a technique of behaviour modification through positive and negative reinforcement or positive and negative punishment.

Different Types of Reinforcement Schedules:

TYPES OF REINFORCEMENT	DESCRIPTION	ADVANTAGES	DISADVANTAGES
Continuous	Reinforcement is provided after each correct response	Learning occurs quickly	Time consuming Satiation may occur
Intermittent	Reinforcement is provided for some, but not all, correct responses	Maintains behaviour over time	Not effective for teaching new behaviours
Ratio –reinforcement schedule	Reinforcement is provided after specific number of correct responses.		
1) Fixed – Ratio schedule	Reinforcement is delivered after a specified number of correct responses. Eg. When a learner raises his hand in class, the teacher calls on him every third time he raises his hand.	Builds high response rate.	Irregular responding may occur if reinforcement is stopped.
2) Variable – Ratio schedule	A learner is reinforced based on an average number of correct responses Eg. If the average number of correct responses is three, a teacher might call on a learner after he raises his hand two times and then after he raises his hand four times.	Learners rate of responding remains constant.	Not effective for teaching new behaviour.

TYPES OF REINFORCEMENT	DESCRIPTION	ADVANTAGES	DISADVANTAGES
Interval – reinforcement schedule	Learners are reinforced after a period of time		
1)Fixed- interval schedules	A learner is reinforced following a specified amount of time Eg. Reinforcement is provided for every five minutes of staying seated.	Easy to implement	Learner may stop using target skill following reinforcement and begins to work again just before the next reinforcement period.
2)Variable – interval schedule	Reinforcement is provided after an average amount of time. Eg.A teacher might provide reinforcement on an average of every five minutes. Sometimes the amount of time between reinforcement is longer than five minutes and sometimes it is shorter.	Easy to implement.	Not effective for teaching new behaviour.

Table 1. Reinforcement schedule

Praise & other verbal reinforcement

- Teacher praise does not necessarily reinforce learning, nor is it always intended to do so. Various other reasons such as desire to fill students emotional needs or manage their behaviour frequently motivate praise.
- Praise can enhance learning if it is contingent, specific, sincere and credible.

- Teachers whose students achieve more are sparing rather than effusive in praising correct answers.
- Greater achievement gains are noted when praise is delivered privately than when it is given public.
- When students are reinforced for learning achievement, their on- task behaviour increases and disruptions are minimized.
- The behavioural improvements noted in response to reinforcing students for learning achievements tend to persist after the removal of the reinforcers.
- Acombination of reinforcement and corrective feedback is positively related to positive attitudes towards learning, towards particular subject area and towards teachers.
- When students arepraised for their present progress relative to past performance, greater achievement gains result than when they are praised relative to the performance of their classmates.

Effective praise ---------its advantages

- Is delivered contingently.
- Reward attainment of specified performance criteria.
- Provides information to students about their competence or the value of their accomplishments.
- Orients students towards towards better appreciation of their own task –related behaviour and thinking abut problem solving.
- Is given in recognition of noteworthy effort or success at difficult tasks.
- Uses students' own prior accomplishments as the context for describing present accomplishments.
- Fosters appreciation of and desirable attributes about task relevant behaviour after the process is completed.
- Attributes success to effort and ability, implying that similar successes can be expected in the future.

Ineffective praise----------its disadvantages:

- Is delivered randomly or unsystematically.
- Intrudes into the ongoing process, distracting attention from task – relevant behaviour.
- Rewards mere participation, without consideration of performance or outcomes.
- Orients students' attention on the teacher as an external authority figure who is manipulating them.
- Attributes success to ability alone or to external factors such as luck or easy task.
- Provides no information at all or gives students information about their status.
- Uses the accomplishment of peers as the context for describing students' present accomplishments.
- Shows a blan uniformity, which suggests a conditioned response made with minimal attention.

Steps to build students' self- confidence

1. Acknowledge students' accomplishments privately and infront of a group---- Monitor your students' activities to see what they are good at doing and what needs to work.
2. Allow students to be independent so that they can feel their own strengths and abilities grow---------- Encourage students, when they are performing a task or getting involved in an activity to do better than they did before, not better than someone else.
3. Express a positive attitude towards your students sothat they see that they are worth your time and attention---------- Provide time for students to choose their own activities,to help them build their self –worth.

How to reinforce active learning?

1. To get students brain- storming in groups/pairs.
2. Scope for students' presentation.
3. For revision/ catch up by making PowerPoint available to the students especially if absent.
4. By scaffolding.
5. Keep the students' focussed on key- learning points.
6. Games like crossword, SODUKU or flashcards to be used.

7. Work on the basis of task-centred activity rather than ego- centred activity.
8. Motivate both the weak and strong students.

Conclusion

The ultimate question that comes to the mind of every teacher is that how will I understand that my student is reinforced or how much successful I am as a teacher to reinforce them. The ultimate measure is the degree to which the students' behaviour is maintained and generalized. Try to remain caring ad courteous, modelling a friendly authority figure Continue to be consistent with the students and do not hold yourself responsible for the students' behaviour if you fail to reinforce them. Remember that there are many other areas in students' life like home, friendship etc which exert a great influence over the students and over which you have no control. One thing, you can continue to do no matterwhat, is to continue working with the students to build his or her self- esteem. This may help the student to choose to see authority figures as people who can help and to see him or herself as worthy and entitled to this help.

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Emotional Intelligence and Effectiveness in Teaching

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Abstract

In the present study, the Potential Effect of teacher in enhancing or degrading the quality of teaching is shown. An attempt has been made to highlight the attributes of effective teacher coincide with the factors of Emotional Intelligence. An idea about Emotional Intelligence followed by different factors of E.I.as a tool to effective teacher presented. A conclusion has been made regarding effective teachers to possess all the attributes of EI.

Key words: Emotional Intelligence & Effectiveness in Teaching

Quality Teaching & Teacher:

According to Edmund Amindon (1967): "Teaching is defined as an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities." It means teaching is a process of interaction between teachers and taught. It is also a co-operative enterprise; those commonly shared phenomenon or matter that leads to improvement or development. Now-a-days due to excessive exposure to science and technology, sometimes we boost for replacing teacher by computer or other machine. In that moment we are forgetting regarding the real meaning of education and role of teacher in teaching-learning process. It is not merely a mechanical process of acquiring certificate or mastering content knowledge rather gaining information, initiation, attitude, skill, motivation for the life. It would induce desirable positive effect on the cognitive, affective

and connative dimension of the student's behavior. (Bloom, et al, 1956). The machine cannot substitute a teacher, only it can assist in the process of education. In the modern knowledge-based competitive society, there is a wild rush towards achieving excellence in education. Here the consideration given to teaching by each educational institution. It means teaching is being regarded as an art of providing information, awakening of curiosity, development of proper interest, attitude and value for life by the systematic knowledge about pedagogy. Better knowledge about teaching leads to better education. It is undoubtly a fact that quality education can come from quality teaching and that will come from high professional quality teacher. Teachers have the potentiality to bring live and enhance quality of education. He can mould and channelize the curriculum and can motivate the students towards self learning. In the other hand a teacher can also degrade the quality of education through error, laziness, cruelty and incompetence. For better or worse, teacher determines the quality of education (Day, 2004). So, in the process of quality and Excellency in education, teacher occupies the central position.

The quality teaching demands teachers to be highly innovative in their attitude, flexible in their approach, always refreshing themselves with the recent development in his field. At the same time he should know the student's potentiality and diversified need, so that he can create a conducive environment for learning. The dream of learning society becomes true only when the teacher will be well equipped with morality, high intellect, communication skill etc. They will conscious about their profession. It will lead to high quality teaching. These teachers will be committed, enthusiastic, and intellectually energetic to their work. They will conscious about the context where they have to teach. They will have an optimist attitude towards their profession that they will make significant positive change of the learning and learner behavior. So, the quality of teaching includes all the personality dimension of teacher i.e.- span of knowledge, teaching skill or pedagogy and teacher behavior (Dull, 2005). For teacher the knowledge means knowledge about the subject, student and society / environment. This second important component is pedagogy, which means how to transmit the knowledge. The last one is the teacher behavior that affects significantly the total teaching and life of student. The behavior of teacher includes both verbal and nonverbal, inside and outside the classroom which moulds the attitude, outlook and earning style of students. The quality of teaching is solely depends upon the effectiveness of teacher. So, teaching without teacher is unthinkable.

In spite of argument and comments from every sphere of society, regarding the professionalism of teacher, teaching occupies the glorious status of serving the society and nation. Realizing the

importance, Kothari Commission (1964) has stated that *the destiny of India is being shaped in her classroom*. Though there is individual difference in every sphere of work starting from Administrative to Agriculture, it is more prominent in the field of teaching. Because it is a profession basically to be deal with need, sentiment, and emotion of human being. So, everyone cannot able to do the task in a same manner. Simultaneously the teacher has to meet the multifarious demands of society. This is also not an easy task for all. He / She will have to equip the students with best knowledge, best attitude, best skill, and best motive for life. So that he / she will be declared as efficient teacher. An efficient teacher will be intellectually sharp, heartily affectionate and professionally skilled i.e. sound development of head-heart and hand. He will take the profession as creative & adventurous.

Emotional Intelligence and Efficiency of Teacher:

The most pertinent question which arises here is that 'what are the factors that contribute for efficiency of teacher'? Why one teacher is being hardly accepted by students, and others are not. Is it the intelligence subject knowledge, professional training of teacher or anything else? There was no professional training near Aristotle or Guru Dronacharya. But they could able to produce the best students in the past. These empirical evidences of past indicates that training about pedagogy is not the sole predictor of successful teaching rather supplementary of success in teaching. Generally the depth of knowledge or understanding about the subject matter is known as intellect capacity or Intelligence which was known as one and only factor for success in every walk of life in past. But in a recent study conducted by Danial Goleman, (1995) found that the success in every sphere not depend solely upon intellect. It accounts for only 20%, the social or emotional intelligence and luck accounts for the rest. It was also found that where as people with high I.Q. flops were in real life, in their families or in community where as people with high E.I. have proved themselves successful in these areas.

Numerous studies have identified teaching and emotional intelligence is highly co-related that means quality teaching and factors of emotional intelligence are of homogeneous in nature. According to Lazarus (1991), understanding and being able to apply emotional intelligence is essential to success in teaching. Here understanding means meta- cognition and cognition of others" emotion is the central part of teacher's work. An emotionally intelligent teacher learns and applies emotional intelligent skills to improve stress management skill, self-esteem, confidence, positive personal change, decision making, leadership, assertion, comfort and commitment which would raise quality of teacher and consequently

the quality of education (Nelson, 2005). Teaching is a profession where high range of emotional intelligence is needed in compare to other profession (Sing, 2003). From all the above related studied it is clear that components of emotional intellect and teaching are related.

What is Emotional Intelligence:

Emotional Intelligence refers to capacity / ability to control those aspects of our life's which are associated with emotions. It is basically a form of social intelligence which involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and utilize this information to guide one's thinking and action (Salovey and Mayer, 1990).That means it is emotional management ability for successful social interaction. Bar-on (2000) defined emotional intelligence as "an array of non-cognitive capabilities, competences and skills that influence one's ability to succeed in copying with environmental demands and pressure." According to Peter Salovey and John Mayor as DNA works in our body, some abilities work together for emotional intelligence. If these abilities are nurtured with experience, this will enable to develop emotional intelligence. Also these abilities are hierarchical in nature i.e. previous will lead for next. It includes four abilities. These are:-

- Ability to accurately perceive, appraise and express emotion.

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- Ability to generate feelings on demand when they can facilitate understating of yourself or other person.

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- Ability to understand emotions and knowledge that devices from them.

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- Ability to regulate emotions to promote emotional and intellectual growth.

The above components / abilities are of theoretical base. From the practical or application context *Hendrie Weisinger*, 2005 has mentioned that the emotional intelligence has two aspects. First part is of 'Intra- personal' aspect of emotional intelligence. These aspect deals with three components: a-Self Awareness, b-Managing Self Emotion, c-Motivating Self. The second part is of 'inter-personal' aspect of emotional intelligence. These aspect deals with three components: a-Communication Skill, b-Inter-personal Expertise, c-Helping others to help themselves.

Intra-Personal Emotional Intelligence and Teaching:

From this point of view emotional intelligence is a meta- cognitive ability that means the knowledge about own emotion. This has the following sub-aspect.

***A-Self-Awareness and Teaching*:-** Self Knowledge of the teacher concerned with knowing one's own potentiality, strength and weakness. If a teacher could aware about self, it will help him / her to observe himself in action. Then it will influence his action with full zeal. Self evaluation will beneficial not only for this own professional growth but also for whole teaching learning process. When a teacher can able to know his behavior is getting irritating, voice is louder & he is repeating same information due to dearth of knowledge, it will act as a feed back for modifying own behavior. Effective teacher exactly known what he is thinking, what he wants to say or intention of his speech or action. So, self awareness positively enhances the quality of teaching.

***B-Management of Self Emotion & Teaching*: -** The Self Awareness is not end with itself rather it will lead to management of emotional situations. Management in the sense that teacher should not suppress it rather utilizing it in appropriate situation for constructive reason. Classroom situations usually give birth to number of stressful situation while dealing with multifarious students. Due to extreme repetition, undesirable actions of students inside a classroom, a normal teacher can become easily irritate. On the other hand emotional intelligent teacher can manage the situation by showing emotionally stable behavior. He can know his own emotion and can exactly find out the real cause of his irritation and will change those environmental stimuli in a positive manner. Management in the sense the teacher will not victim of emotional pressure rather he will exhibit various positive & negative emotions as per need of situation.

***C-Self -Motivation and Teachers*:-** When one teacher will be self motivated, he can able to begin the task of teaching, monitoring progress of students, doing the assignment with cent percent zeal. He will stick with his mission and move ahead for completion whatever hurdle may arise in the path. He can drag the support from colleagues; head of the institution and also from student. This self motivation will lead to confidence, optimism, tenacity, enthusiasm and resiliency in the worm. An emotionally intelligent teacher an apply these skills to improve stress-management, Self-esteem and confidence, positive personal change, decision making leadership, assertion, comfort and commitment, which will raise his quality and consequently education (Nelson, 2005). In order to teach effectively he must be

psychologically and emotionally comfortable. He should have some sense of belief motive that he can bring a positive change to the life of children, he is teaching.

Inter-Emotional Intelligence and Teaching:

It is being said that teaching is an emotional interaction between educate and educator. The feeling, sentiment of these two should have a common platform. Teacher should have that much of emotional intelligence for successful recognitions of the fear, strength and curiosity of the students. This emotional intelligence has the following sub-aspects.

- ***Communication Skill and Teaching:***

The basis of any relationship is communication. Appropriate Communication establishes effective connection and it leads to forges a relationship which is inevitable for teaching. The value of effective communication skills in the workplace is incalculable *(Weisigner. H, 2005)*. Use of wrong words, ill-advised gestures and misunderstood meanings & inappropriate Para-language can lead to very unsatisfactory outcomes inside the classroom and school. Emotionally intellect teacher has the full control over communication skill and he is a patience listener.

- ***Interpersonal Expertise and Teaching:***

An Emotionally Intelligent teacher can relate well to others by appropriately and meaningfully exchange of information, ideas and concepts. A teacher can be called as expertise in interpersonal communication when he can able to meet the needs of others especially students, colleagues and Administrator. He shares feelings, thoughts and ideas with the students. This can be best judged how much time he is giving for them, with whom he wants to share these things. Without a warmth connection between teacher and student, teaching will be futile. An emotional intelligent teacher will be a friend, philosopher & guide for the student.

- ***Helping other to help themselves and Teaching:***

The time has taken a 'U' turn. The emphasis has shifted from teaching to learning. No more the role of teacher is to rain the information upon the students rather to help them for solving their own problem and initiate for self learning. An emotionally intelligent teacher can use the emotions of

students for have a group and cooperative learning where one student will help other and one teacher will help other. These are the indicator of quality educational system.

Conclusion

Each and every basic ingredients of teaching coincide with the factors of emotional intelligence. Emotion, not the cognition is the predictor of success in teaching. An emotionally stable teacher can best utilize his / her intellect and help to utilize the intellect of students in a fruitful manner which is the indicator of learning society. It has been said that teachers characteristics are related to, and influence, the way they practice their profession *(Anderson, 2004*). The major position of teacher's efficiency lies in his emotional maturity skill to handle emotional situations.

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Emotional Maturity and Teaching Effectiveness

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Introduction

Teaching is one of the noblest professions where teacher nurtures young minds. Teacher has a strong potential to guide and mould children in positive direction. Teaching is a very interesting but challenging task as it is an emotionally charged profession where teacher has to do a lot of emotional labour. An emotionally nature teacher can be very effective in dealing students' positively.

Emotional Maturity

Emotions are great motivating forces which influence aspirations, thoughts and doing of individuals. An emotion refers to feelings, instinct, impulses, and physiological reactions. Emotional maturity involves emotional health, ability of self-control. **Chamberlain** (1960) said that an emotionally matured person is one whose life is well under control. In present day of competition and innovation, emotional maturity provides the individual to develop and maintain healthy relationship with others for better adjustment. Emotional maturity is linked with physical, intellectual, social and moral development.

Emotional maturity is an important aspect for the success of personality. **Bernard** (1954) suggests following criteria for evaluating emotional maturity.

- Developing tolerance
- Ability to make a choice
- Freedom from fear
- Enjoyment of daily living
- Ability to err without feeling disgraced
- Satisfaction from society
- Expressing negative emotions

- Cultivating positive emotions
- Increasing dependence of actions.

Dimensions of Emotional Maturity

(1) **Emotional Stability**: - The emotionally stable person is able to do what is required of him in any given situation. It helps not to react excessively or marked changes in emotions.

(2) **Social Adjustment**: - Maintaining desired relationship with the environment is a symptom of emotionally matured person.

(3) **Emotional Progression**: - Growing vitality of emotions for friendliness, social mindedness and mental peace.

(4) **Independence**: - without depending on others, taking self decisions, doing difficult task own and being self-reliant is a strong dimension of emotional maturity.

(5) **Compassion**: - It means fellow feeling.

(6) **Reality**: - facing reality and objectively evolution is another dimension.

(7) **Personality Integration**: - Unifying different elements of an individual's motives and tendencies resulting harmonious balance in expression of emotions.

Teaching Effectiveness

Narrowly speaking, teaching effectiveness is teacher's ability to improve student learning. But broadly, **Collias** (1990) suggests five criteria for an effective teacher:-

(1) Committed to student and teaching

(2) Knows subject matter

(3) Responsible for managing students

(4) Can think systematically about their own practice

(5) Member of a Learning Community

Literature on Teaching Effectiveness sometimes emphasizes teacher qualities, teaching skills, mastery over subject matter etc. **Rosenshine and Furst** (1971) found following variables: -

(a) Clarity of teachers presentation

(b) Enthusiasm of teacher

(c) Variety of activities during lesson
(d) Task oriented and business like behaviour
(e) Content covered by the class
(f) Teachers acknowledgement and encouragement of student's ideas during discussion
(g) Criticism of the student
(h) Use of structuring comments at the start and during the lesion
(i) Using of various types of questions
(j) Probing of students, response and the teacher.

Again **Haavio** (1969) identified following qualities of a good teacher:

(a) Pedagogical (description)
(b) Pedagogical love
(c) Vocational awareness

Emotional Maturity in Effective Teaching

Emotional maturity plays a vital role for dealing with students and making the teaching-learning process more effective.

Besides subject mastery, teachers' emotional competency, sensitivity and maturity develops the learning of students. Feeling, expressing and regulation emotions are key components of teachers' belief and behaviour.

Emotional maturity play following roles in effective teaching: -

- Emotional maturity is essential for emotional labour.
- Emotional maturity is essential for emotional intelligence.
- Emotional maturity is essential for professional identity.
- Emotional maturity helps in adjustment.
- Emotional maturity helps in tolerating stressful situation of life.

Conclusion

Teaching is not everybody's cup of tea. It needs full involvement of teacher: Physically, Intellectually and Emotionally. Teaching being very complicated and stressful job requires emotionally matured teachers who can cope up with stressful events and feel it pleasurable. Such maturity will help to maintain healthy relation among teachers, students and parents. This is the way to enjoy the work out of a number of stresses.

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Quality Concern in Teacher Education

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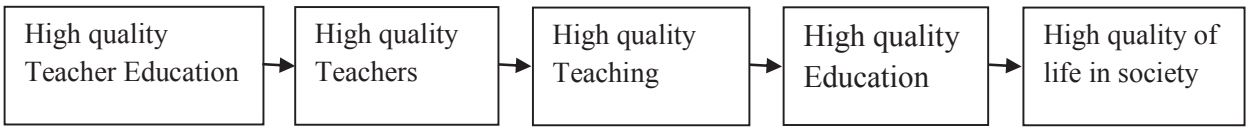
Introduction

Indian education is at its crossroad due to globalization, urge for transparency over population, knowledge explosion and openness in any sphere. Indian universities run very slowly in comparison to U.S.A., China counterparts so far as quality is concerned. The question of quality of teacher education is very often raised by all who think of deterioration of standard in education. Indian teacher education is not in the right track to achieve the goals lacking accountability. To know the quality status of teacher education, accreditation is done in India as a part of quality assessment maintains credibility for programmes and institution which plays a vital role in National education system.

Quality is a concept sometimes compared with standard, a degree of excellence and a remarkable attribute which distinguishes from others. It is explained by the phrase "you know it when you see it". It is a parameter to be compared, a degree which inspires confidence and satisfaction among consumers or customers. Quality is sometimes expressed not as a target, but a journey towards greater achievement, brilliance or excellence. Here, it is to maintain positively not achieving as one time affair. Again, quality is a philosophy of ultimate achievement, maximum satisfaction and excellent attribute.

Quality in Teacher Education: Why?

Teacher education being the base of entire education system demands to examine how and what type of preparation of teachers is made in teacher educational institution or universities. This can be understood from following diagram:



Now we have to identify the changing needs and aspiration of our schools, teachers, teacher-educators and society as a whole. Accordingly, teacher educational institutions will certain and assure quality provision. To make the institutions more purposive in approach, there is need of developing an assessment strategy for self-introspection and continuous improvement by teacher educational institutions to achieve greater quality from all grounds.

Quality assurance is a system to improve quality of an institution's input parts, processing methods and output or products. A systematic quality assurance system helps to establish good reputation and maintain its image. It includes well defined standards of achievement, procedures for all identified processes, ways of responding and handling the issues and concrete accountability for outcomes.

All those results in satisfaction among students and public, confidence among personnels, better quality learning experiences, interaction, learning materials and finally enhanced learning outcomes. Aiming at excellence, quality assurance wants to build capacity within an institution. This helps in self-monitoring, feedback to do better collectively and performing demand-based shared responsibility. Moreover, quality assurance develops positive ethos, professional development, critical appraisal and quality culture in an institution.

Accreditation

Accreditation is primarily a part of building accountability covering input, process and output elements as meeting national and professional standards. Accreditation is made of a teacher education institution or a programme within an institution. To achieve better outcomes, developing quality work culture and to compare with national as well as professional standards, accreditation of teacher education institution is done.

Accreditation of teacher education has following functions:

(1) It ensures through quality assessment that the institution is doing what it claims to have been doing.
(2) It helps to mobilize adequate resources to prepare quality personnel to improve student-learning.

(3) It assures the public that institution has made rigorous standards.

(4) It brings institution into profession's emerging quality assurance system.

(5) It links National standards of teacher preparation with National standard of student-Learning.

(6) It establishes common professional standards for preparation of teachers.

(7) It encourages excellence in curriculum, faculty, resource and student performance.

NAAC & ISO 9001

National Assessment and Accreditation Council (NAAC) is an external accreditation agency connected to UGC and ISO 9001 is an international process based quality management system. NAAC identifies six priority areas calls as Key Areas (KAs) which are central for teacher education institution as given below:-

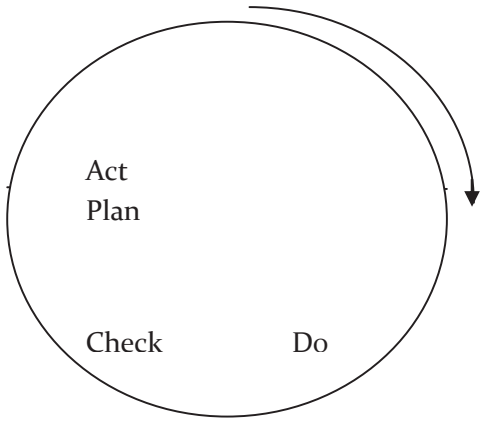
- Curriculum design and planning
- Curriculum transaction and evaluation
- Research development and extension
- Infrastructure and learning resources
- Student support and progression
- Organisation and management

Again ISO 9001 has following main areas of assessment:-

- Quality management system
- Management responsibility
- Resource management
- Product realization requirements
- Measurement, analysis and improvement.

PDCA Cycle: Deming's Approach

Plan (P) Do (D) Check (C) Act (A) cycle is the heart of all quality management system and it is an effective technique of assessing quality processes and ensuring quality assurance.



Traditionally, teachers plan, teach and test but Deming's approach says to do the same in four steps:-

Plan, Teach (Do), Test (Check) and Revised teaching (Act). This model cyclically goes which is essential for Quality Assurance Programme.

Conclusion

For quality assurance and improving quality management in teacher education, it is essential to form an Internal Quality Assessment Cell. This cell will link with external assessment authority for quality management. This cell has to undertake different activities with proper documentation easy for assessment.

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Educational interest trend among young children

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Abstract

To know the educational interest trend among young children and effects of gender differences and environment on interest trend.434 students of Aklank and Modi Public School of Kota (Rajasthan) were taken for study, in this 158 were girls and 276 were boys. Dr. S.P. Kulshrestha's Educational Interest Record was implied. It measures interest in seven areas- Agriculture, Commerce, Fine Arts, Home-Science, Humanities, Science and Technology.Thus after scoring and analysis the data obtained, could be said that Gender and environment affect interests. And current educational trend among young children is highest interest in technology, than commerce, fine arts, science, humanities, home-science and least interest in agriculture.

Key words: - educational interest, gender differences, environmental effect.

Introduction

Educational interests are defined as one's own pattern of preferences, likes and dislikes preferred in any manner, wisely or unwisely by self or by any other source for a given educational area or subject.

Interests and attention are very closely related; they play an important role in the development of the behavior and personality and are very important to understand the individual and to guide his future plans and activities.

The intelligence and aptitudes are unable to predict educational and vocational success without considering the individual's interest. Therefore the identification and measurement of interests is very essential for the educational and vocational guidance. It also aid students to adjust themselves to their education by making wise choices of the subjects of study. Only by making a right choice will each child be able to utilize his educational potentialities to the maximum possible extent.

Formerly, it was believed that interests reject inborn abilities (Woodworth, 1918), but the recent trend is to emphasize the fact that interests are the product of individual's environment. (Thorndike, 1935, Tuffle, 1940, etc). So present study is for identification of the interests of Kota city students.

Objectives

(i) To know the Educational Interest trend among youngsters.

(ii) To know gender differences in educational interest choice making.

(iii) To know the environment impact on educational interest.

Method

Sample

All 443 students158girls and 276 boys studying in class 9th and 10th of Aklank and Modi public school of kota were taken for study. Both schools are CBSC affiliated, private school, co-educational in nature.

Tools

Dr. S.P. Kulshrestha's "Educational Interest Record ".was used. It is well researched, reliable and valid test which measures educational Interest in seven different areas. These seven areas of educational Interest contain 98 educational subjects/activities. These seven major areas are –

(i) Agriculture (AG)

(ii) Commerce (Co)

(iii) Fine Arts (FA)

(iv) Home-Science (HS)

(v) Humanities (HS)

(vi) Science (SC)

(vii) Technology (TE)

Procedure

Permission was taken from the school authority. Then one introductory class was taken of the students to establish rappert. After that the EIR was administered in both the schools on the sample of students. After the students answered the questionnaire, the same was collected and subjected for scoring and interpretation. The raw scores were calculated with the scoring method as given in the manual. As per manual scores ranging from 0 to 1 were considered as low interest,2-3 were considered as below average interest, 4-5 were considered as average interest,6-9 were considered as above average interest and 10-14 were considered as high interest.

Table:-1 Educational Area Wise selection in Percentage.

	Combined N=434	Boys 276	Girls 158
AG	1666 (383.87) (27.41%)	1138 (41.23) (29.45%)	528 (334.17) (23.86%)
Co	2831 (652.30) (46.59%)	1860 (673.91) (48.13%)	971 (614.55) (43.89%)
FA	2803 (1645.85) (46.13%)	1585 (574.27) (41.01%)	1218 (770.06) (55.06%)
HS	2363 (544.47) (38.89%)	1389 (503.26) (35.94%)	974 (616.45) (44.03%)
HU	2762 (636.40) (45.43%)	1786 (647.10) (46.22%)	976 (617.72) (44.12%)
SC	2779 (640.32) (45.73%)	1844 (668.11) (47.72%)	935 (591.77) (42.26%)
TE	2936 (1676.49) (48.32%)	1957 (709.05) (50.46%)	979 (619.62) (44.25%)

Table:-2 Educational Interest Areas.

	Combined	Boys	Girls
I	TE	TE	FA
II	Co	Co	TE
III	FA	SC	HU
IV	SC	HU	HS
V	HU	FA	Co
VI	HS	HS	SC
VII	AG	AG	AG

Analysis of Data, Result and Discussion

After scoring of all the 434 record form as per the instructions, the analysis of the data was done as per following;-

1. First step was to find out the number of students selecting the faculty (total number N and boys and girls wise).

2. Since the maximum score could be 14 for any faculty, therefore, the numbers of students selecting the faculty were multiplied by 14 to get the selection score.

3. To get the percentage of students selecting the faculty, it was decided data divided by the total boys/girls sample number and than it was multiplies by 100.

4. To get the figure selecting the faculty the percentage figure were multiplied by 14.

The number of statistics presented in table 1 is as;- (i) The number

Multiplied by 14 (ii) The percentage multiplied by 14 (iii) The percentage.

Table-1 shows the percentage of students' interest in each subject, it also shows girls and boys separate educational interest percentage in each subject. Table-2 shows combined, boys and girls separate highest interest for each subject.

If we talk about our first objective of study that is "To know the Educational Interest trend among youngsters" , As per table we find that youngsters shows highest interest in technology, than commerce, fine arts, science ,humanities, home-science and least interest in agriculture.

As we know Kota is a coaching hub where students come from all over India to take coaching classes for preparation of IIT, JEE, AIEEE, PET etc, they come to Kota to take a dream of becoming an IITian that we clearly can see in the results. In these days because of privatization of banks and insurance company and media influence commerce graduates and professionals are in demand for job and getting higher salary packages so commerce is having second choice. Influence of media, name and fame in art area made fine arts the third interest among the youth after that all traditional subjects' as science, humanities, home-science and agriculture.

If we take into consideration our second objective of study "To know gender differences in educational interest choice making", we can clearly see where as boys are showing higher interest in Technology than Commerce, Science, Humanities, Fine- arts, Home-Science, Agriculture, the girls are showing higher interest in Fine-arts, Technology, Humanities, Home science, Commerce, Science, and Agriculture.

In our society there is a role-differentiation between girls and boys so as per that their interests are also different. Generally boys shows more interest in science and technology where as girls find humanities, fine-arts, home-science more interesting because these subject help them in fulfilling their duties where also helps in doing those kind of jobs where they can take care of their family and profession both. Boys results are as per expectation but we can see girls are showing second highest interest in Technology this is the impact of that environment where they live means Kota a coaching hub, where every one IITian the dream to be an IITian or engineer. Girls are too in that flow.

Here our third objective of study automatically proved with first two objectives that Environment affects the educational choices.

Conclusion

The present study is showing that youth has interest in Technical subjects, commerce and fine-arts, Environment and gender both affects the educational interest.

Limitations

The limitations of this research are as following:-

(i) This investigation was conducted in the city of Kota (Rajasthan) only.
(ii) Present research was conducted In two schools and on 443 students only.
(iii) This study was conducted on urban students only.
(iv) The research was conducted only on students of CBSE affliated schools, managed by private management.
(v) The variable under study was used is only educational interest.\\

Suggestions for further study

Therefore, the following suggestions are made to look into the effectivness of counselling should be kept in consideration:-

(i) The same study on same lines may be conducted on more schools and on larger sample.
(ii) This study may be conducted in other cities of Rajasthan and other states of India.
(iii) This study was conducted on urban students only. This may be conducted on Rural students also, and also a comparative study between urban and rural students be conducted.
(iv) A study also be done on this topic as a comparative study between Government Managed and Private Managed schools.

(v) The study also can be conducted to consider the criteria as socio- economical status too.

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E- Learning: The way ahead

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Abstract

India is well known for its large pool of technical manpower, a fair proportion of which finds employment in developed countries, especially in the West. As a happy sequel to the story, India has recently witnessed a big boom in the BPO/KPO sector. In order to sustain this trend, and to ensure that India does not throw away this key advantage, it is imperative that we continue to produce a critical mass of highly skilled manpower at an accelerated pace. An enabling academic and economic setting is a key factor determining the fate of our nation in the wake of the knowledge sector boom. This paper reviews the prevailing policy environment in this context to evaluate its efficacy in ensuring that India remains ahead of the curve in the knowledge sector which has been growing exponentially in recent years. In Section II that follows, we start with the Internet and its role in higher education, and then indicate the perception of the academic community on e-education and globalisation. In this context it may be mentioned that internet in education has a much wider role in extending education to a globalised world. This is followed by outlining the recent trends in the knowledge sector, indicating the advantage enjoyed by India in the area. Concrete measures required to mainstream India into the knowledge sector boom are suggested.

We provide a brief description of some of the salient features of India's education system, especially in the context of higher education. As one is seeking to provide quality education, the process of accreditation as it exists in the country is assessed. Some indications of the level of public spending on higher education are also provided. A case is also made to highlight the need for promoting a knowledge-based economy. Section III is devoted to supply and demand factors in higher education provisioning.Issues with regard to both regulation and affordability are taken up in this section since

they are recognized as important constraints in this context. We briefly review the role ofprivate sector as key to meet this challenge has been highlighted. The paper concludes with the issues likely to be encountered and offers a set of recommendations.

Objectives:

- To explore the scope for eLearning in Indian higher education scenario.
- To examine the eLearning content preparation and presentation tools
- To examine the application of eLearning in various types of methodologies used in India.
- To study about the benefits of eLearning.
- To explore the challenges that will be faced by eLearning in India.
- To study the future of eLearning and to examine the possible methods of new introductions.

Indian Higher Education Scenario

In India, the higher education has got both government and private players in the market. It consists of arts, science, and management, technical and professional education. Since the Indian knowledge industry is entering into the take off stage, the strategy of survival of the fittest holds good. The foreign players are also trying to join the competition. And hence the less effective educational institutions are forced to merge themselves with others or they are forced to go out of market. Though the transition period is painful, the ultimate fruit will be surely in favour of both the knowledge sellers and buyers. If this system is well planned, students can reach the knowledge of remote and unreachable locations in every nook and corners of the world at no cost.

There exists a paradox in eLearning among various institutes. Few institutions join the race, while the rest suffer from lack of knowledge or from lack of realization of the importance of eLearning. Institutes like IITs are adopting all latest technologies and are keeping their students enlightened from various parts of the world. ELearning has vast potential in India. A major marketing and awareness effort will bring about the desirable change. UGC, NAAC, ICSSR, DBT, NCERT, ICHR, NEEPA, AICTE and

other agencies of ISO 9000 family are pushing from various directions to bring the slow growers to walk with the rest. University Grants Commission provides eLearning programs like EDUSAT and INFONET.

The IT service sector export of India has grown up from US $ 754 million in 1995-95 to US $ 12,000 million in 2004-05. The annual growth based on the trend analysis is US $ 573 in India and US $ 1038 in Tamil Nadu. The Indian IT sector especially Tamil Nadu IT sector is growing at a fasterrate. This same speed of growth is not replicated in eLearning application. If all these efforts, are directed properly the ups and downs in knowledge growth can be removed.

ELearning Content Preparation and Presentation Tools Technology enabled learning is evolved through a combination of hardware, software, media delivery system and communication systems including networking. Desktop, laptop or notepad, palmtop or hand held computers, electronic blackboard, electronic writing pads, mouse, trackball, joystick, light pens touch screen, optical mark / character recognition, bar code reader, digitising tablet or digitizers and a cursor (puck) or a pen(stylus), speech or voice input device, printers, scanners, copiers and faxes are some of the hardware devices.

Softwares includes voice recognition, hand writing recognition, information management programs, learning packages in removable disks and in hard disks, data base management and data processing software's, information banks (dictionaries, encyclopaedias, almanac, references), digitalbooks, educative games, programmes and languages, skill Training, self-learningpackages, edutainment (education and entertaining) softwares, presentations, word processors, spread sheets, designers, audio and video animating and editing software's.

Delivery systems includes audio and video conferencing aids, dishes and antennas for satellite communication, web cameras, digital video and still cameras, cell phones, speaker phones, telecommunication linkages, modem, server, LCD and/or D.L.P. Projectors.

Some communication services include, telegraph, dialog (telephony, videotelephony, telemetry, teletex, telex, videotext, facsimile, video surveillance, Electronic Meeting Systems (audio, video, groupware, teleconferencing.), Retrieval (videotext, broad band), Messaging (voicemail, video mail, electronic mail), etc. Communication technologies are generally categorized as asynchronous or synchronous.

Asynchronous activities use technologiessuch as electronic mail, blogs, wikis, and discussion boards. Synchronous activities occur in an online chat session or a virtual classroom or meeting.

Benefits of eLearning

Integration: All institutions, research institutions, regulatory bodies, professionals, academicians and students can be integrated on regional, state, national and international level. Sharing of knowledge, experience, infrastructure and technology will enhance the effective and efficient utilization of available resources. Students can have an access to unlimited storehouse of information at any hour and from any place.

Access to best faculty and quality study material: Since eLearning has ability to cover distances, a few good teachers can be scaled up. Faculty availability is not restricted by geography or even time because of recorded classrooms. The expert teachers also will be identified and honoured by the demand for them from learners.

Human bias: eLearning helps removes the bias of sex, religion, colour, caste etc.

Dust free environment: Unlike in chalk and talk method, learning atmosphere becomes dust free.

Individualized instruction: eLearning alsooffers individualized instruction, which print media cannot provide. It makes learning exciting, engaging and compelling. Blended programmes can integrate eLearning with face-to-face workshops, coaching, action learning and a huge range of other learning methods to cover a range of needs, styles and approaches. Private messaging readily supports these exchanges while protecting the participants' privacy. Based on the individual and/or group needs, interests, career objectives and job profiles, lesson modules can be chosen.

Learning in experience: A Chinese proverb says, 'Tell me, and I'll forget. Show me, and I may remember. Involve me, and I'llunderstand'. Difficult or dull subjects can be made more interesting, easier and more appealing by e learning. It is an active experience with the emphasis on interactivity and 'learning by doing'. Also, many studies have proved that absorption levels are at least 20% higher in eLearning compared to traditional learning.

Fast learner - Slow learner mechanism: Quality of output information can be adjusted to the required level and are flexible. ELearning emphasizes continuous learning and promotes “just-in-time” and “just enough” learning. Both slow and fast learners can take their own time of learning because they do need separate timings. And hence the overall stress in the classroom environment can be removed.

Flexible: On-demand availability enables them to remove stress. ELearning empowers you to take charge of your learning and to access online library resources. Since the playback of recorded sessions is possible, absentees can learn the lessons when they are back and the slow learners can listen for more than one time.

Cost effective for both students and organisation: eLearning makes the best knowledge products available at an affordable rate by cutting down the travel and extra living expenses. Overall cost for the organisation is also reduced (instructor's salaries, meeting room rentals, and student travel, lodging, meals, etc).

Zero opportunity cost of time: Since learning can be planned after regular working hours or on holidays or at home, the opportunity cost of the time spent on training is zero. Learning time is also reduced to an average of 40 to 60 percent, as found by Brandon Hall.

Challenges to be faced by eLearning

ELearning is not, however, the be all and end all to every educational need, because computers cannot replace human being. The personal touch, face-to-face interaction, eye contact are some of the stimulating and motivating factors in the learning process. The impersonality, suppression of communication mechanisms such as body language, and elimination of peer-to-peer learning, reduced social and cultural interactions are major drawbacks associated with eLearning mechanism.

As per the collaborative learning theory, human interaction is a vital ingredient to learning. Hence, while designing eLearning packages, it is necessary to realize that the learners are not isolated with technology.

Human interactions should be encouraged through audio or video-based web conferencing programs and threaded discussion boards. Faculty-to-student as well as student-to-student interactions, should be

encouraged in any form. Discussion groups can also be formed on-line. The usage of eboards, chats, e-mail, and tele-conferencing, may help in remove this potential drawback to some extent.

E- Learning the way ahead

E-Learning has emerged as the best solution for delivering online and effective learning regardless of the physical location, day or time and the electronic device. The technology mediated training and learning percentage is constantly increasing in India. The higher education sector is opening up in India with large corporate houses entering the business of education. From simulations to interactive content design to operator training videos, e learning is the best possible solution for your Learning needs. E-learning in higher education in India is important as India's is dispersing enough to reach every nook and corner. The E-learning that appeared in the early part of decade is not the same as it is viewed today. The web has transformed the concept of E-learning and made it so flexible that today it is the preferred choice of many students.

There are different versions of E-learning activities, these include:

1. **The Virtual Classroom model:** This concept is a cusp of video conferencing wherein the mentor and student interact over a web based server through education based software. The virtual classroom concept requires some basic infrastructure to be in place like the computer with high speed processor, power back up and high speed reliable internet connection. This feature of E-learning takes away the load of distance and brings all the students and teacher at one platform and creates classroom like environment.

2. **Online E-Learning:** This model of E-learning is significantly different from the earlier one and is dependent on courseware delivered over the internet to learners at a variety of locations where the interaction between the learner and the experiences of their learning occur via network systems.

3. **Fast E-learning model:** This model is further development of the above point wherein the non-technical subject matter experts and learners make use of multimedia in learning content.

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Vivekananda: Living legend in the modern times

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In several ways, the life and work of swami Vivekananda mark the historical process of India rediscovering herself in modern times. Generally speaking, his contribution to India and to the larger world may be summed up in four ways. First in modern India, it was Vivekananda who first emphasised that our everyday lives would become more meaningful only when spiritualized. It was this spirituality that he rediscovered, which India's pillar stone is in today's times. For Vivekananda, this spiritual self realization led to people more fully realising their own potentialities. Especially in the context of a colonised society like that of 19th century India, this was tantamount to men and women locating greater self-belief in themselves.

Second, even though the swami rejected political praxis and west inspired social and religious reforms, his essential message was the empowerment of the people through education, collective thought and action but above all, realising the underlying unity of all human existence. In the Hindu tradition, aesthetic detachment from the world had been criticized even before Vivekananda but it was he who first actively joined the idea of individual renunciation to committed social service. In this sense, he gave new meaning to the institution of sanyas. The Ramakrishna mission is today an active embodiment of this legacy.

Third, there is the love that Vivekananda consistently exhibited for the socially marginalized and oppressed. He could be equally at home in poor homes and princely quarters, be sumptuously hosted by the rich and the powerful and also share the hookah with a cobbler. It is he, who even before Gandhi reinvented and effectively used the older religious idioms of God especially residing in the lowly and the poor. Vivekananda anticipates Gandhi and yet another aspect that lies in his prioritising social amelioration to political work. In this sense his critique of Indian national congress representing only a handful of privileged men anticipates later day criticism. Like the Mahatma again he insisted on first closely acquaintance himself with the people of India before he hoped to understand pressing contemporary problems to energise a nascent nationhood and to restore confidence. Man making as it has some contemporary relevance inasmuch as the swami project absolves the state from invariably

taking the first step towards bringing education enlightenment and progress to the common man. In his perception, the movement had to originate in the common people and benefit such themselves. Vivekananda always insisted on grass root reforms, not agendas imposed from above of which the common man had little or no understanding.

Fourth, he looked upon the world as his dear Motherland and upon mankind as his true brothers and sisters. Come what may, to serve them was his cherished religion. Religion is a unique thirst for the One and the many. Assimilation and tolerance are the true signs of the greatest religion. Let us not forget Colton: "Men will wrangle for religion; write for it; fight for it; die for it; do anything but live it." Religions are like the lines of a poem. As each line is helpful—rather, responsible for the completion of the poem—even so every religion is responsible for the entire fulfilment of the others. And according to Vivekananda religion is never a mere creed, but an ever-living and enlightening experience. How beautifully he unites the two antagonists, the materialist and the spiritualist: "The materialist is right. There is but One. Only he calls that Matter and I call it God."

Fifth, it was the swami's consistent desire to bring back India's pride of the place in the assembly of nations, as a civilization which, not-withstanding momentous historical changes had yet retained subterranean threads of commonness and unity. At the same time, like his guru Vivekananda fully believed in universality, cosmopolitanism and compassion. As he saw it mutual kindness and compassion between man and man was more important than that coming from a distant god.

It is quiet usual to have polarised perceptions of swami Vivekananda either as a patriot or a prophet. Apparently this is based on the assumption that at least in the Hindu world view, politics and religion are two distinct unbridgeable words. His life and work belie such polarisation. Vivekananda took patriotism out of its political confines and vested it with large possibilities and meaning. Similarly he took religion not to be some private feeling but that which was socially committed and responsible. Freedom for him was really a larger concept; it had more to do with the freeing of the mind than the body. The swami pinned his faith in individuals, not institutions and hence chose a path that was silent, indirect, and organic. One can only hope that the more enduring aspects of his life and work continue to inspire us in the days to come.

Vivekananda's concept of 'potential divinity of the soul' gives a new, ennobling concept of man. The present age is the age of humanism which holds that man should be the chief concern and centre of all

activities and thinking. Through science and technology man has attained great prosperity and power, and modern methods of communication and travel have converted human society into a 'global village'. But the degradation of man has also been going on apace, as witnessed by the enormous increase in broken homes, immorality, violence, crime, etc. in modern society. Vivekananda's concept of potential divinity of the soul prevents this degradation, divinizes human relationships, and makes life meaningful and worth living. Swamiji has laid the foundation for 'spiritual humanism', which is manifesting itself through several neo-humanistic movements and the current interest in meditation all over the world.

Swamiji gave Indians proper understanding of their country's great spiritual heritage and thus gave them pride in their past. Further more, he pointed out to Indians the drawbacks of Western culture and the need for India's contribution to overcome these drawbacks. In this way Swamiji made India a nation with a global mission.Sense of unity, pride in the past, sense of mission – these were the factors which gave real strength and purpose to India's nationalist movement. Several eminent leaders of India's freedom movement have acknowledged their indebtedness to Swamiji. Free India's first Prime Minister Jawaharlal Nehru wrote: "Rooted in the past, full of pride in India's prestige, Vivekananda was yet modern in his approach to life's problems, and was a kind of bridge between the past of India and her present … he came as a tonic to the depressed and demoralized Hindu mind and gave it self-reliance and some roots in the past."

Netaji Subhash Chandra Bose wrote: "Swamiji harmonized the East and the West, religion and science, past and present. And that is why he is great. Our countrymen have gained unprecedented self-respect, self-reliance and self-assertion from his teachings."

Swamiji's most unique contribution to the creation of new India was to open the minds of Indians to their duty to the downtrodden masses. Long before the ideas of Karl Marx were known in India, Swamiji spoke about the role of the labouring classes in the production of the country's wealth. Swamiji was the first religious leader in India to speak for the masses, formulate a definite philosophy of service, and organize large-scale social service.

His ideology has three characteristics: it is *modern* in the sense that the ancient principles of Vedanta have been expressed in the modern idiom; it is *universal*, that is, it is meant for the whole humanity; it is *practical* in the sense that its principles can be applied in day-to-day life to solve the problems of life.

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अशोक नगर जिले की सामान्य बस्तियों एवं मलीन बस्तियों के उच्चतर माध्यमिक स्तर पर अध्ययनरत छात्र – छात्राओं की सृजनात्मकता एवं बुद्धिलब्धि का तुलनात्मक अध्ययन

डॉ. महेश शुक्ला

प्राध्यापक

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शशिकांत यादव

रिसर्च स्कालर

अवधेश प्रताप सिंह विश्वविद्यालय रीवा मध्य प्रदेश

बालक की उन्नति का आधार उचित पालन पोषण, संस्कार तथा शिक्षा है । इसे उपलब्ध कराने की जिम्मेदारी परिवार तथा समाज की होती है । परन्तु एक ही कक्षा में पढ़ने वाले कुछ छात्र भी ऐसे होते हैं । जो मलिन बस्तियों से आते हैं । तथा जो उचित चिकित्सा, शुद्ध पेय जल, पोष्टिक भोजन तथा आवास जैसी मूलभूत सुविधा से भी वंचित होते हैं । अपनी पढ़ाई के साथ भी इन्हें कोई काम या नौकरी करनी पड़ती है । छोटी –छोटी जरूरतों के लिये संघर्ष करते हुये यह छात्र शैक्षिक उपलब्धियों में कोई बार सामान्य बस्तियों से आये छात्रों को पीछे छोड़कर आगे निकल जाते हैं । निम्न वर्ग के यह आर्थिक सामाजिक रूप से वंचित छात्र जो सामान्य बस्तियों से विद्यालयों में अध्ययन करते आते हैं । वे जीवन की मूल भूत आवश्यकताओं के लिये संघर्ष नहीं करते । उन्हें यह सुविधा जन्म से ही प्राप्त होती है । उनका सामाजिक व पारिवारिक वातावरण भी सामान्य व उत्तम होता है ।

प्रस्तुत शोध अध्ययन इसी के आधार पर किया गया है कि माध्यमिक स्तर के वंचितों एवं सामान्य छात्रों की बुद्धिलब्धि एवं सृजनात्मकता पर कौन से सामाजिक एवं आर्थिक कारक प्रभाव डालते हैं ।

अध्ययन के उददेश्य

1. माध्यमिक कक्षाओं में सामान्य बस्तियों के अध्ययन रत छात्रों की बुद्धिलब्धि का अध्ययन करना ।
2. माध्यमिक कक्षाओं में सामान्य बस्तियों के अध्ययनरत छात्रों की सृजनात्मकता की अध्ययन करना ।
3. माध्यमिक स्तर के सामान्य तथा मलिन बस्तियों के छात्रों की बुद्धिलब्धि का तुलनात्मक अध्ययन करना ।
4. माध्यमिक स्तर के सामान्य तथा मलिन बस्तियों के छात्रों की सृजनात्मकता का तुलनात्मक अध्ययन करना ।

अध्ययन की परिकल्पनाएँ

1. सामान्य एवं मलिन बस्तियों के माध्यमिक स्तर पर अध्ययन रत छात्रों की सृजनात्मकता में कोई अंतर नहीं ।
2. सामान्य एवं मलिन बस्तियों के माध्यमिक स्तर पर अध्ययन रत छात्रों की बुद्धिलब्धि में कोई अंतर नहीं है ।

अध्ययन की परिसीमन

1. अध्ययन में केवल अशोकनगर की 15 बस्तियों (पांच सामान्य तथा 10 मलिन बस्तियों) के माध्यमिक स्तर पर अध्ययन रत 100 छात्र छात्राओं को सम्मिलित किया गया है ।
2. माध्यमिक स्तर के तीन वर्गो कला, विज्ञान तथा वाणिज्य के कक्षा नवम् तथा दसम् के छात्र छात्राओं को सम्मिलित किया गया है ।
3. परीक्षण के लिये 50 छात्र सामान्य बस्ति के, 50 छात्र मलिन बस्ति के चुने गये हैं ।

प्रयुक्त शब्दावली का आशय

1. सृजनात्मकता – एम.सी. जोशी द्वारा निर्मित समूह बुद्धिलब्धि परीक्षण (12 से अधिक वर्ष के किशारों के लिये) सूची के आधार पर प्राप्त किये गये अंक ।
2. बुद्धिलब्धि डॉ0 चौहान तथा तिवारी द्वारा निर्मित सृजनात्मकता परीक्षण (13 से 16 वर्ष तक किशारों के लिये) सूची के आधार पर अंक प्राप्त किये ।
3. माध्यमिक स्तर में छात्र छात्राओं कक्षा नवम् एवं दसम् में अध्ययनरत कानपुर नगर के सामान्य एवं मलिन बस्तियों के छात्र ।
4. सामान्य बस्ति शहर के वे निवास स्थान जहॉ विद्यालय हवा रोशनी व यातायात व बाजार की उचित व्यवस्था तथा मकानों में मूलभूत सुविधा से उपलब्ध हो । तथा जन संचार में पर्याप्त साधन उपलब्ध रहते हैं ।
5. मलिन बस्ति वे बस्तियॉ हैं जहॉ विद्यालय, अस्पताल, बिजली, पानी, जल, निकासी की सुविधाओं का आभाव है । भीड़ भाड़ युक्त , सीलन भरे मकान एवं बीमारियों के घर जहॉ के निवासी अभाव ग्रस्त जीवन व्यक्ति करते हों ।

शोधविधि

अध्ययन की प्रकृत के अनुरूप विवरणात्मक सर्वेक्षण विधि का प्रयोग किया गया है ।

अध्ययन की जनसंख्या

माध्यमिक स्तर पर अध्ययनरत सामान्य एवं मलिन बस्ति की कला विज्ञान एवं वाणिज्य के वर्ग के 50 छात्र तथा 50 छात्राये ।

न्याय दर्श विधि

उददेश्य पूर्ण न्याय दर्श विधि अशोकनगर के विकास प्राधिकरण कार्यालय द्वारा उपलब्ध 10 मलीन तथा 5 सामान्य सूची के आधार पर कक्षा नवम् एवं दसम् के 100 छात्र छात्राएँ न्याय दर्श में शामिल हो गई ।

शोध उपकरण

1. एम.सी. जोशी द्वारा निर्मित समूह बुद्धिलब्धि परीक्षरण ।
2. डॉ0 चौहान तथा तिवारी द्वारा निर्मित सृजनात्मकता परीक्षरण ।

सांख्यिकी तकनीक

दो समूहों को तुलनात्मक अध्ययन कर उनके मध्यमानों में सार्थक अंतर ज्ञात करने हेतु जजमेज का उपयोग किया ।

प्रदत्तों का प्रशासन, संकलन एवं विश्लेषण

न्यादर्श में सम्मिलित 100 विद्यार्थियों को क्रमशः बुद्धिलब्धि मापनी परीक्षण एवं सृजनात्मकता मापनी परीक्षण पत्र प्रदान किये । विद्यार्थियों द्वारा निर्धारित समय में परोक्षण पत्र पूरी तरह से हल करने के पश्चात् वरणित नियमावली के उत्तरों का फलांकन किया गया । उपरोक्त उपकरणों से संकलित प्रदत्तों का विश्लेषण ।

प्रदत्तों का प्रशासन , संकलन एवं विश्लेषण

न्यादर्श में सम्मिलित 100 विद्यार्थियों को क्रमशः बुद्धिलब्धि मापनी परीक्षण एवं सृजनात्मकता मापनी परीक्षण पत्र प्रदान किये । विद्यार्थियों द्वारा निर्धारित समय में परीक्षण पत्र पूरी तरह से हल करने के पश्चात् वरणित नियमावली के

उत्तरों का फलांकन किया गया । उपरोक्त उपकरणों से संकलित प्रदत्तों का विश्लेषण । T-test के द्वारा किया गया । T- test के परिणाम 1 व 2 में प्रस्तुत है ।

सारिणी – 1

0 स0	समूह	छात्रों की सं0	मध्यमान	मानक विचलन	मानक त्रुटि	T मूल्य 05 स्तर	सार्थकता का स्तर .05 स्तर
1	मलिन बस्ति	50	90.22	15.10	2.13	0.99	सार्थक नही
2	सामान्य बस्ति	50	93.22	15.24	2.15		
	कुल योग– 100		स्वतंत्र के आं त्र 98				

परिणामः– .05 स्तर पर Tका मूल्य अंश सार्थक नहीं है। सारिणी 1 के माध्यम से ज्ञात होता है कि शून्य परिकल्पना 1 के लिये Tमूल्य .99 है । जो .05 स्तर पर सार्थक नहीं है ।

इस आधार पर कहा जाता है कि मलीन बस्ति के सामान्य बस्ति के माध्यमिक स्तर पर अध्ययनरत छात्रों की सृजनात्मकता में सार्थक अंतर नहीं है । अतः प्रथम परिकल्पना स्वीकृत की गई ।

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शिक्षा का अधिकार अधिनियम : भारतीय शिक्षा के विकास में महत्वपूर्ण कदम

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सार

किसी भी राष्ट्र के विकास मे मानवीय शक्ति, मुद्रा शक्ति एवं संसाधन या सामग्री (Man Power, Money Power and Material) महत्वपूर्ण भूमिका का निर्वाह करते हैं किन्तु यह तब ही सम्भव है जबकि व्यक्ति अपनी बुद्धि का उपयोग कर संसाधनों का उचित उपयोग करे एवं अधिकाधिक उत्पादन करे। शिक्षा के द्वारा व्यक्ति मे सही निर्णय लेने की क्षमता का विकास होता है फलतः वह स्वयं अपने सर्वांगीण विकास की इबारत लिखने के लिए सक्षम हो जाता है। डॉ.ए.एस.अल्तेकर के अनुसार ''वैदिक युग से लेकर आज तक शिक्षा को प्रकाश का स्त्रोत माना गया है और वह जीवन के विभिन्न क्षेत्रों मे हमारा मार्गदर्शन करता रहा है।''

भारत पर विदेशी आक्रमणकारियों की सोच एवं संस्कृति का व्यापक असर पड़ा है। यही कारण है कि वर्तमान शैक्षिक ढाँचे मे भी अँग्रेजों की शिक्षा व्यवस्था की झलक देखने को मिलती है। तब अँग्रेज भारतीयों को केवल इसलिए शिक्षित करना चाहते थे ताकि उन्हे अपने दफ्तरों के लिए व्हाइट कॉलर बाबू मिल सके। किन्तु आज भारत ने शिक्षा के बल पर विश्व मे अपनी एक नई पहचान बनाई है।

भारतीय परिप्रेक्ष्य मे जनसंख्या तो बढ़ रही है किन्तु कार्यशील जनसंख्या की वृद्धि दर अपेक्षाकृत बहुत ही कम है। भारत मे अनेक समस्याओं की मूल वजह भी गैर–कार्यशील जनसंख्या की वृद्धि ही है। जब तक जन समुदाय यह ठीक प्रकार से समझ न ले कि केवल कार्यशील जनसंख्या से ही देश का विकास तेजी से हो सकता है तब तक भारत इसी प्रकार शनै–2 विकास करेगा। इस प्रकार जन समुदाय की सोच बदलने के लिए यह नितान्त आवश्यक है कि आने वाली पीढ़ी शिक्षित एवं जागरुक हो, अतः भारत सरकार के द्वारा इसी दिशा मे एक महत्वपूर्ण ऐतिहासिक कदम उठाया गया और वह कदम था ''शिक्षा का अधिकार अधिनियम''। इस अधिनियम के माध्यम से शिक्षा को अनिवार्य विषय माना गया है फलतः आने वाले समय मे शिक्षा दर मे अवश्य ही अभूतपूर्व वृद्धि होगी और देश विकास की नई इबारत लिखेगा।

भूमिका,

डॉ.ए.एस.अल्तेकर के अनुसार ''वैदिक युग से लेकर आज तक शिक्षा को प्रकाश का स्त्रोत माना गया है और वह जीवन के विभिन्न क्षेत्रों मे हमारा मार्गदर्शन करता रहा है।''

भारत की संस्कृति विश्व मे सबसे प्राचीन है। हमारी संस्कृति ने हमे विरासत मे अनेक बेशकीमती और नायाब तोहफे दिए हैं उन्ही मे से एक है – हमारी शिक्षा पद्यति। वैदिक काल मे शिक्षा से अभिप्राय वेदकालीन शिक्षा से रहा है, क्योंकि वैदिक शिक्षा मूलतः ऋगवेद, यजुर्वेद, सामवेद और अथर्ववेद पर आधारित थी। इस काल की शिक्षा का ज्ञान प्राप्त करने के लिए वेद ही एकमात्र स्त्रोत थे। वेदों मे शिक्षा शब्द का प्रयोग विद्या, ज्ञान, बोध, और विनय आदि अर्थों मे हुआ है। सायण ने ऋगवेद भाष्य–भूमिका मे लिखा है – '''जो स्वर, वर्ण, मात्रा आदि के उच्चारण–प्रकार का उपदेश दें, शिक्षा दें वही मूल शिक्षा है।'' शिक्षा को अंर्तज्योति माना जाता है जिसे प्राप्त करके मनुष्य संसार के सभी बंधनों से मुक्त होकर जन्म–मरण से छुटकारा पा लेता था अर्थात मोक्ष पा लेता था, क्योंकि इस काल मे जीवन का मुख्य लक्ष्य मोक्ष प्राप्त करना था। इस प्रकार वैदिक काल मे शिक्षा लौकिक न होकर आध्यात्मिक थी और परब्रह्म का ज्ञान प्राप्त करने का प्रमुख साधन थी। इस काल मे पुस्तकीय ज्ञान अर्जित करने को शिक्षा नही माना जाता था और न ही शिक्षा को जीविकोपार्जन का साधन वरन शिक्षा को ज्ञान का ऐसा प्रकाशपुंज माना जाता था जो मनुष्य के अज्ञानता रुपी अंधकार को मिटाकर सर्वांगीण विकास कर सके। इस प्रकार शिक्षा ही हमारी शारीरिक, मानसिक, आध्यात्मिक शक्तियों और क्षमताओं का विकास करती है, हमारे व्यवहार मे परिवर्तन लाती है और व्यक्ति का सर्वांगीण विकास करती है।

भारत ने विश्व में एक विकासशील देश के रुप मे अपनी छवि बनाई है। निःसंदेह यह तब ही सम्भव है जब किसी राष्ट्र के नागरिक उसमें पूर्णतः भागीदार रहे हो। 15 अगस्त 1947 को जब भारत आजाद हुआ था तब विरासत में हमे मात्र हमारी संस्कृति एवं धरा ही मिली। तब से आज तक प्रत्येक भारतीय के द्वारा प्रत्यक्ष या अप्रत्यक्ष रुप से राष्ट्र के विकास मे महत्वपूर्ण योगदान दिया गया। विरासत में हमे सम्पदा के साथ–2 अनेक समस्याएँ भी मिली जैसे गरीबी, बेरोजगारी, भूखमरी आदि। समय के साथ–साथ समस्याएँ भी बढ़ती गई और उनका स्वरुप भी बदलता गया। वर्तमान मे भारत मे विद्यमान अनेक समस्याओं का मूल कारण अशिक्षा को ही माना जाता है। बुद्धिजोवियों की मान्यता है कि यदि देश के नागरिक शिक्षित होंगे तब वे किसी भी समस्या का समाधान आसानी से खोज उसे हमेशा के लिए समाप्त कर देंगे।

भारतीय परिप्रेक्ष्य मे जनसंख्या तो बढ़ रही है किन्तु कार्यशील जनसंख्या की वृद्धि दर अपेक्षाकृत बहुत ही कम है। भारत मे अनेक समस्याओं की मूल वजह भी गैर–कार्यशील जनसंख्या की वृद्धि ही है। जब तक जन समुदाय यह ठीक प्रकार से समझ न ले कि केवल कार्यशील जनसंख्या से ही देश का विकास तेजी से हो सकता

है तब तक भारत इसी प्रकार शनै–2 विकास करेगा। इस प्रकार जन समुदाय की सोच बदलने के लिए यह नितान्त आवश्यक है कि आने वाली पीढ़ी शिक्षित एवं जागरुक हो, अतः भारत सरकार के द्वारा इसी दिशा में एक महत्वपूर्ण ऐतिहासिक कदम उठाया गया और वह कदम था ''शिक्षा का अधिकार अधिनियम''। इस अधिनियम के माध्यम से शिक्षा को अनिवार्य विषय माना गया है फलतः आने वाले समय मे शिक्षा दर मे अवश्य ही अभूतपूर्व वृद्धि होगी और देश विकास की नई इबारत लिखेगा।

शिक्षा का अधिकार अधिनियम,

संविधान (86वाँ) संशोधन अधिनियम, 2002 के माध्यम से भारत के संविधान में अनुच्छेद 21.क शामिल किया गया है ताकि छः से चौदह वर्ष आयु वर्ग के सभी बच्चों को विधि के माध्यम से राज्य द्वारा यथानिर्धारित मौलिक अधिकार के रुप मे निःशुल्क और अनिवार्य शिक्षा प्रदान की जा सके। इस कार्यक्रम के तहत इसके पूर्ण रुप से क्रियान्वयन हेतु सरकार के द्वारा अनेक कार्यक्रमों की घोषणाएँ की गई जो इस प्रकार थी :–

- ऑपरेशन ब्लेक–बोर्ड
- न्यूनतम शिक्षा स्तर
- मध्याह्न भोजन योजना
- जिला प्राथमिक शिक्षा कार्यक्रम
- संविधान की धारा 45 मे संशोधन
- शिक्षा आश्वासन, शिक्षा गारंटी योजना तथा वैकल्पिक और नवाचार शिक्षा
- सर्वशिक्षा अभियान
- कस्तुरबा गाँधी बालिका विद्यालय
- प्राथमिक शिक्षा कोष

निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम, 2009 जो अनुच्छेद 21.क के अंतर्गत परिकल्पित अनुवर्ती विधान का प्रतिनिधित्व करता है, का अर्थ है कि प्रत्येक बच्चे को कतिपय आवश्यक मानदंडों एवं मानकों को पूरा करने वाले औपचारिक विद्यालय में संतोषप्रद और साम्यपूर्ण गुणवत्ता की पूर्णकालिक प्रारंभिक शिक्षा का अधिकार प्रदान करता है। वर्ष 2002 मे भारत सरकार के द्वारा शिक्षा जगत् के विकास मे उठाया गया वह कदम विभिन्न आयोगों की शिफारिशों पर आधारित था किन्तु तब से इस हेतु संवैधानिक निर्देशों अथवा शिक्षा के सार्वभौमीकरण की पूर्ति मे अनेक समस्याएँ आती रही हैं जो इस प्रकार हैं :–

- प्राथमिक स्तर पर अपव्यय तथा अवरोध।
- विभिन्न राज्यों वर्गों तथा लिंगों की शिक्षा के विकास मे बहुअंतर।
- नामांकन कार्य मे कमियाँ।
- सुविधाओं का अभाव।
- अरुचिकर पाठ्यक्रम।
- निरस शिक्षण विधिया।
- माता–पिता द्वारा उपेक्षा।
- समुदाय की उदासीनता। एक अध्यापक वाले स्कूलों की कमियाँ।
- व्यवस्था संबंधी समस्याएँ।
- लड़कियों का शिक्षा के प्रति कम उत्साह।
- द्विपारी पद्यति के दोष।
- निरंतर कक्षाओं का अभाव।
- स्कूलों के अनुपयुक्त भवन।
- अध्यापकों का प्रशिक्षण आवश्यकतानुसार न होना।
- अध्यापकों का कम वेतनमान एवं कम सुविधाएँ विशेषकर ग्रामीण क्षेत्रों मे।
- पंचायतीराज का ढीलापन।
- अनिवार्य शिक्षा कानून को लागु करने के ढंग।
- राज्य सरकारों तथा स्थानीय संस्थाओं के अधिकारों का त्रुटिपूर्ण वितरण।
- अर्थ की कमी।
- भौगोलिक बाधाएँ – दूरदराज, पहाड़ी क्षेत्र आदि।
- समुदाय की उदासीनता।
- राजनीतिक दलों का शिक्षा मे अवांछनीय हस्तक्षेप।
- उचित तथा प्रभावी राजनीतिक इच्छा–शक्ति का अभाव।

अनुच्छेद 21.क और आर.टी.ई. अधिनियम 1 अप्रैल 2010 से प्रभावी हुआ। आर.टी.ई. अधिनियम शीर्षक मे ''निःशुल्क और अनिवार्य'' शब्द सम्मिलित हैं, जिसका अर्थ है कि किसी बालक को यथास्थिति उसके माता–पिता,

समुचित सरकार द्वारा स्थापित स्कूल से अलग स्कूल में उसका प्रवेश कराते है तब प्रारंभिक शिक्षा पूर्ण करने पर उपगत व्यय की प्रतिपूर्ति के लिए कोई दावा करने का हकदार नही होगा। ''अनिवार्य शिक्षा'' पद से समुचित सरकार तथा स्थानीय प्राधिकरण की 6 से 14 वर्ष तक की आयु के प्रत्येक बालक द्वारा प्राथमिक शिक्षा में अनिवार्य प्रवेश, उपस्थिति और उसे पूरा करने को सुनिश्चित करने की बाध्यता अभिप्रेत है। इससे भारत अधिकार आधारित कार्यढ़ाँचे की ओर अग्रसर होता है जिससे केंद्र और राज्य सरकारें आर.टी.ई. अधिनियम के प्रावधानों के अनुसार संविधान के अनुच्छेद 21.क मे दिए गए अनुसार बच्चे के मौलिक अधिकार के रुप मे कार्यान्वित करने के लिए अभिप्रेत है।

आर.टी.ई. अधिनियम 2009 मे निम्नलिखित प्रावधान है :–

- आसपास के स्कूल में प्रारंभिक शिक्षा के पूरा होने तक बच्चों को निःशुल्क और अनिवार्य शिक्षा का अधिकार।
- यह स्पष्ट करता है कि प्रारंभिक शिक्षा का अभिप्राय 6 से 14 वर्ष की आयु के सभी बच्चों को निःशुल्क प्रारंभिक शिक्षा प्रदान करने तथा अनिवार्य दाखला, उपस्थिति और प्रारंभिक शिक्षा का पूरा होना सुनिश्चित करने के लिए उपयुक्त सरकार के दायित्व से है। ''निःशुल्क'' का अभिप्राय यह है कि कोई भी बच्चा किसी भी प्रकार का शुल्क या प्रभार या व्यय अदा करने के लिए जिम्मेदार नही होगा जो उसे प्रारंभिक शिक्षा की पढ़ाई करने एव पूरा करने से रोक सकता है।
- यह गैर दाखिल बच्चे की आयु के अनुसार कक्षा मे दाखिला के लिए प्रावधान करता है।
- यह निःशुल्क एवं अनिवार्य शिक्षा प्रदान करने तथा केंद्र सरकार एवं राज्य सरकारों के बीच वित्तीय एवं अन्य जिम्मेदारियों की हिस्सेदारी में उपयुक्त सरकारों, स्थानीय प्राधिकरण एवं अभिभावकों के कर्तव्यों एवं जिम्मेदारियों को विनिर्दिष्ट करता है।
- यह अन्य बातों के साथ शिक्षक छात्र अनुपात (पी.टी.आर.), भवन एवं अवसंरचना, स्कूल के कार्य–घंटों, शिक्षकों के कार्य–घंटों से संबंधित मानक एवं मानदंड विहित करता है।
- यह सुनिश्चित करता है कि निर्दिष्ट शिक्षक छात्र अनुपात प्रत्येक स्कूल के लिए अनुरक्षित किया जाए न कि केवल राज्य, जिला या ब्लॉक स्तर के पदों मे कोई शहरी–ग्रामीण असंतुलन नही है, यह शिक्षकों की तर्कसंगत तैनाती का प्रावधान करता है। यह 10 वर्षीय जनगणना, स्थानीय प्राधिकरण, राज्य विधानमंडलों एवं संसद के चुनावों तथा आपदा राहत को छोड़कर गैर–शैक्षिक कार्यों मे शिक्षकों की तैनाती का भी निषेध करता है।

- यह उपयुक्त रुप से प्रशिक्षित शिक्षकों अर्थात अपेक्षित प्रवेश एवं अर्हता वाले शिक्षकों की नियुक्ति के लिए प्रावधान करता है।
- यह शारीरिक दंड एवं मानसिक उत्पीड़न, बच्चों के दाखिले के लिए स्क्रीनिंग प्रक्रिया, कैपिटेशन फीस, शिक्षकों द्वारा निजी शिक्षण, मान्यता के बिना स्कूलों के संचालन का निषेध करता है।
- यह संविधान मे अधिष्ठापित मूल्यों तथा ऐसे मूल्यों के अनुरुप पाठ्यचर्या के विकास का प्रावधान करता है जो बच्चे के ज्ञान, क्षमता तथा प्रतिभा का निर्माण करते हुए तथा बाल अनुकूलन एवं बाल केंद्रीत अध्ययन के माध्यम से डर, ट्रोमा एवं चिंता से मुक्त करते हुए बच्चों के चहुँमुखी विकास का सुनिश्चय करेंगे।

ये उद्देश्य विभाग के निम्नलिखित मुख्य कार्यक्रमों के माध्यम से पूरा किए जाने के लिए आशयित हैं :–

- प्रारंभिक स्तर – सर्व शिक्षा अभियान और मध्याह्न भोजन
- माध्यमिक स्तर – राष्ट्रीय अध्यापक शिक्षा अभियान, आदर्श विद्यालय
- व्यवसायिक शिक्षा – बालिका छात्रावास
- निःशक्त की सम्मिलित शिक्षा – आई.सी.टी. स्कूल
- प्रौढ़ शिक्षा – साक्षर भारत
- अध्यापक शिक्षा – अध्यापक शिक्षा बढ़ाने के लिए योजना
- महिला शिक्षा – महिला समाख्या
- अल्पसंख्यक शिक्षा – मदरसों मे उत्तम शिक्षा प्रदान करने के लिए योजना
- अल्पसंख्यक संस्थानों का आधारिक विकास

आयु के अनुसार विद्यालय मे प्रवेश व विशेष प्रशिक्षण :–

- जो बालक/बालिकाएँ विद्यालय मे प्रवेश नही हुए या जिन्होने 8वीं कक्षा उत्तीर्ण करने के पूर्व विद्यालय त्याग दिया हो उन्हे उनकी आयु के अनुसार कक्षा मे प्रवेश देने का प्रावधान है।
- प्रवेश के पश्चात उन्हे विशेष प्रशिक्षण दिया जएगा ताकि वे अपनी कक्षा के अन्य विद्यार्थियों के साथ एक समान अध्ययन कर सके।

- नियमों मे यह उल्लेख भी है कि 3 माह से 2 वर्ष तक के विशेष प्रशिक्षणों का आयोजन किया जाएगा जिनमे स्वेच्छिक संस्थाओं की भागीदारी को महत्व दिया गया है। रिपार्ट मे शिफारिश भी की गई की 3 माह से कम अवधि वाले प्रशिक्षण भी हो सकेंगे।
- विशेष प्रशिक्षण के शिक्षक्रम मे जीवन कौशल शामिल होगा जो कि विशेष रुप से गठित समूह के द्वारा कराया जाएगा।

शिक्षकों से अपेक्षाएँ :–

1. शिक्षक एस.एम.सी. के कार्य मे पूरा सहयोग करें।
2. स्थानीय समाज तथा माता–पिता के प्रति जवाबदेह होंगे।
3. शारीरिक मानसिक दण्ड नही देंगे।
4. विद्यार्थियों मे किसी भी आधार पर किसी भी प्रकार का भेदभाव नही रखेंगे।
5. नियमित रुप से समय–समय पर विद्यालय आएँगे और वहाँ शैक्षिक कार्य ही करेंगे।
6. शिक्षक नैतिकता के आधार पर कार्य करेंगे और ऐसा न करने पर उन्हे दण्डित किया जाएगा।

शिक्षाक्रम :–

- शिक्षाक्रम, पठन–पाठन सामग्री, शिक्षार्थी मूल्यांकन तथा शिक्षण प्रशिक्षण, ये सभी एक–दूसरे को सुदृढ़ करें।
- शिक्षाक्रम निर्धारित करने के लिए केंद्रीय सरकार तथा राज्य सरकारं उपयुक्त अकादमिक संस्थाएँ निर्धारित करेंगी।
- शिक्षाक्रम के लिए यह आवश्यक होगा कि –
  - वह संविधान मे लिखित मूल्यों के अनुरुप हो।
  - बालक–बालिकाओं मे किसी प्रकार का डर या घबराहट न पैदा करें।
  - वह बाल केंद्रीत तथा गतिविधि आधारित हो।
- शिक्षण का माध्यम यथासम्भव बालक–बालिकाओं की मातृभाषा हो।
- हर स्कूल मे शिक्षकों के द्वारा व्यापक तथा अनवरत मूल्यांकन की व्यवस्था हो।
- 8वीं कक्षा तक किसी प्रकार की बाह्य परीक्षा या पास अथवा फेल वाली परीक्षा लागु नही की जा सकती।

केंद्र सरकार के कर्त्तव्य :–

- राष्ट्रीय शिक्षाक्रम का फ्रेमवर्क तैयार करना।

- प्रशिक्षण के मानदंड तथा व्यवस्थाएँ निर्धारित करना।
- राज्य सरकारों को तकनीकी सहायता तथा वित उपलब्ध करवाना तथा उन्हें नवाचार और अनुसंधान करने के लिए मदद की जरुरत का अनुमान लगाना।
- जैसा भी राज्य सरकारों के साथ मंत्रणा के बाद तय हो तद्नुसार राज्य सरकारों को वित्तीय सहायता देना।
- राष्ट्रीय परामर्शदात्री समिति का गठन करना और उनके माध्यम से इस विधेयक के क्रियान्वयन का अनुश्रवण करना।

राज्य सरकारों तथा स्थानीय निकायों के कर्त्तव्य :–

- यह सुनिश्चित करना कि सभी बालक/बालिकाओं को अच्छे स्तर की निःशुल्क शिक्षा उपलब्ध हो सके।
- निर्धारित मानदंड के अनुसार आगामी 3 वर्ष मे सभी बालक/बालिकाओं के लिए स्कूल उपलब्ध करवाना। इसके लिए सामाजिक मानचित्रण किया जाना है।
- यह सुनिश्चित करना कि कमजोर और वंचित वर्ग के बालक/बालिकाओं के साथ किसी भी प्रकार का भेदभवाव न हो।
- सभी स्कूल के लिए शेड्यूल मे निर्धारित सुविधाएँ उपलब्ध करवाना।
- बालक/बालिकाओं को उनकी आयु के अनुसार कक्षा मे भर्ती करवाना और उनके लिए विशेष प्रशिक्षण की व्यवस्था करना।
- यह देखना कि बालक/बालिकाओं की भर्ती मे विधेयक के अनुसार सहजता रहे और प्रत्येक विद्यार्थी नियमित रुप से स्कूल मे आए तथा आठवीं कक्षा तक की पढ़ाई पूरी करे।
- शिक्षाक्रम निर्धारित करना, शिक्षकों की नियुक्ति करना तथा उनके प्रशिक्षण को देखना।

दण्ड विधान :–

- ट्रांसफर सर्टिफिकेट देने मे अनाकानी करने या विलंब करने पर संस्था प्रभारी के विरुद्ध अनुशासनात्मक कार्यवाही होगी।
- माता–पिता/अभिभावकों का कर्त्तव्य है कि वे अपने बच्चों को स्कूल मे भरतो करें और उनकी नियमित उपस्थिति सुनिश्चित करें।
- यदि कोंई स्कूल केपीटेशन फीस लेता है तो उस पर ली गई केपीटशन फीस का दस गुना जुर्माना लगाया जाएगा।

- यदि कोंई स्कूल भर्ती के लिए किसी भी प्रकार की स्क्रीनिंग करता है तो उस पर पहले केस मे 25000 तक और उसके बाद हर केस मे 50,000 तक जुर्माना लगाया जाएगा।
- किसी विद्यार्थी को शारीरिक दण्ड या मानसिक उत्पीड़न देने की स्थिति मे संबंधित व्यक्ति के खिलाफ नियमानुसार कार्यवाही होगी। बिना मान्यता के स्कूल चलाने या संबंधित अधिकारी द्वारा मान्यता रद्द कर देने और उसके बाद भी स्कूल चलाते रहने की स्थिति मे 10,000 का जुर्माना और स्कूल के चलते रहने पर प्रतिदिन 10,000 का जुर्माना लगाया जाएगा।
- वे शिक्षक जो विधेयक मे लिखित कर्त्तव्य पूरे नही करते उनके खिलाफ नियमानुसार कार्यवाही होगी।

शिक्षा के अधिकार का उपयोग :–

- अधिकार से वंचित रहने पर सर्वप्रथम स्थानीय निकाय स्तर पर शिकायत की जानी चाहिए।
- इसके उपर राज्य स्तरीय बाल अधिकार संरक्षण आयोग के पास शिकायत की जा सकती है।
- एन.सी.पी.सी.आर. सारे तंत्र का निरीक्षण करेगा और यह देखेगा कि,
  - स्थानीय निकाय और राज्य आयोग स्तर पर ठीक से कार्यवाही हा।
  - जहॉ बाल अधिकारों का हनन बड़े पैमाने पर हो रहा है वहॉ प्रभावी हस्तक्षेप करेगा।
  - वह हर राज्य के लिए विशेष आयुक्त नियुक्त करेगा।
- यह विधेयक हर पीड़ित व्यक्ति तथा हर नागरिक को अधिकार देता है कि जरुरत पड़ने पर वे न्यायालय का आश्रय लें।

वर्तमान मे देश मे इस अधिनियम के दायरे मे आने वाले बच्चों की संख्या लगभग 50 करोड़ है। इन सभी बच्चों को शिक्षा की मुख्य धारा से जोड़ना सरकार और शिक्षक समुदाय के लिए अत्यंत कठिन कार्य है क्योंकि भारतीय परिस्थितियों को इसके अनुकूल बनाने मे अभी बहूत समय लगेगा। जब तक साधारण जन मानस के पटल पर यह स्पष्ट नही होता कि बिना शिक्षा के न तो उनका उद्धार होगा और न ही देश का तब तक संपूर्ण साक्षरता का लक्ष्य हासिल करना अत्यंत दुर्लभ कार्य है। आज भी देश मे लगभग 52 प्रतिशत बच्चे शिक्षा या विद्यालयों की पहुॅच से परे है तथा लगभग 53 प्रतिशत बच्चे अपनी प्रारंभिक शिक्षा पूर्ण किए बिना पढ़ाई छोड़ देते हैं, जिनमे 66 प्रतिशत लड़कियॉ और 46 प्रतिशत अनुसूचित जनजाति के छात्र तथा 38 प्रतिशत अनुसूचित जाति के छात्र हैं। इसके अतिरिक्त लगभग 10 करोड़ बच्चे बाल श्रमिक के रुप मे कार्य कर रहे है।

शिक्षा के अधिकार का कानून के रुप मे लागु होना वास्तव मे एक क्रांतिकारी परिवर्तन है जो हमारे राष्ट्र की स्थिति को सकारात्मक रुप मे बदल कर रख देगा। किन्तु यह भी सत्य है कि भारतीय परिस्थितियाँ इस परिवर्तन को इतनी आसानी से स्वीकार नही कर सकती क्योंकि अनेक लोग आज भी पुराने युग मे ही जी रहे हैं जिन्होने न तो अपने गाँव मे कभी बिजली देखी है, न सड़क और न ही रंग–बिरंगी दुनिया। जब आजादी के इतने वर्षों के बाद भी सरकार उन्हे सम्पुर्ण सुविधाएँ मुहैया करा पाने मे अक्षम है तब शिक्षा के अधिकार को सही आकार देने के लिए ऐसे जन समुदाय, जिन्हे वास्तविक रुप मे ऐसे कानूनों की आवश्यकता है, तक भला कैसे पहुँचेगी। अतः यह तो निश्चित है कि यह कार्य केवल सरकार के बल पर सम्पन्न नही हो सकता इस हेतु देश के प्रत्येक नागरिक को व्यक्तिगत रुप से रुचि लेकर आगे आना होगा।

संदर्भ ग्रथ :–

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मध्यप्रदेश में प्राथमिक शिक्षा का स्वरूप एवं अध्यापक शिक्षा विदिशा एवं भोपाल का विश्लेषण

शशिकांत यादव
रिसर्च स्कालर
अवधेश प्रताप सिंह विश्वविद्यालय रीवा मध्य प्रदेश भारत

हमारे देश की जनसंख्या के घनत्व जिस गति से विगत तीन चार दशकों में बढ़ी है और शैक्षिक सुविधाओं में विकास हुआ है । उसी गति से हमारी शिक्षा की गुणवत्ता में व्यय भी हुआ है । देश के सभी बालकों को गुणवत्ता पूर्ण प्राथमिक शिक्षा उपलब्ध कराने के लिये संसद में शिक्षा का अधिकार अधिनियम वंचित है । हम जानते हैं कि शिक्षा व्यक्ति समाज व राष्ट्र का मूल्य साधन है । तथा यह व्यक्ति इस योग्य बनाती है । कि वह अपना योगदान करें क्योकि किसी राष्ट्र का विकास वहां के नागरिको की कुशलता पर निर्भर करता है । अतः देश के सभी व्यक्तियों को गुणवत्ता पूर्ण सुविधा उपलब्ध कराना नितांत आवश्यक है ।

देश के सभी व्यक्तियों शिक्षा की गुणवत्तापूर्ण सुविधा उपलब्ध कराना कि उदेश्य में अनेक शिक्षा एवं प्रशिक्षण संस्थाओं को स्थापित किया जा रहा है । देश के साक्षरता जो 1950 के दशक में 20 प्रतिशत के आसपास थी । अब बढ़कर 65 प्रतिशत के समीप पहुंच गई । किन्तु इसी संपूर्ण आवादी में तीन गुंना से अधिक वृद्धि हुआ है । स्वतंत्रता प्राप्ति के प्रारंभिक दशकों में समाज के एक बड़े वर्ग को शिक्षा का महत्व समझाना एक दुराकारी है । सामाजिक कार्यो एवं रूढ़ियो वह परंपराओं के कारण बढ़ी संख्या में लड़किया शिक्षा से वंचित रह जाती है । आज परिस्थिति पूर्णतः बदल चुकी है । लोग सामाजिक रूढ़ियों एवं परंपराओं को त्याग कर अपने बच्चों को गुणवत्ता पूर्ण शिक्षा प्रदान करना चाहते हैं । इसी कारण आज शिक्षा निजी करण हो रहा है । और शिक्षण संस्थान चलाने वाले को मनमानी करने की छूट मिल रही है । आज शिक्षा व्यवस्था उद्योग में परिवर्तित हो रहा है । जिसमें निवेश करके लोग अधिक से अधिक लोग लाभ अर्जित करना चाहते हैं । (राजपूत जे.एस. 2010) ।

हम जानते हैं कि उत्तम समग्र एवं गुणवत्ता पूर्ण शिक्षा मनुष्य को कुशल कार्यक्षम सशस्त्र एवं प्रभावी मानव संसाधन के रूप में परिवर्तित कर देती है । जिससे आर्थिक विकास को उत्प्रेरणा प्राप्त होती है । एवं स्वच्छ सामाजिक परिवर्तन की दिशा निर्धारित होती है । शिक्षा मनुष्य को विकसित करती है । एवं उसे सभ्य एवं सामाजिक बनाकर जीने की कला सिखाती है । तथा सामाज को सुव्यवस्थित करती है । इस प्रकार आर्थिक

विकास, सामाजिक परिवर्तन नव्यताओं के प्रसार एवं नैतिक मूल्यों की सुरक्षा का एक महत्वपूर्ण माध्यम ह । शिक्षा का स्तर देश के विकास का सूचकांक तथा भावी सुख समृद्ध का द्योतक है । देश जैसे – जैसे विकास पथ पर अग्रसर हो रहा है । सतत् एवं समन्वयक विकास का प्रारूप तैयार करने में शिक्षा की भूमिका अत्यंत महत्वपूर्ण होती जा रही है । ज्ञानवान समाज के निर्माण की धारणाएँ कोई विमर्शीय विलाशिता नहीं रह गई है । इसी प्रकार हम सरकारी स्कूलों की चर्चा करें तो इनकी स्थिति एवं शिक्षा व्यवस्था अत्यंत दयनीय अवस्था मे हैं । मध्यप्रदेश के अधिकतर स्कूलों में एक चौथाई से अधिक शिक्षक अप्रशिक्षित हैं । संपूर्ण शिक्षा व्यवस्था शिक्षा मित्र/मानक शिक्षक/मानदेय शिक्षक/शिक्षा सहायक आदि पदनाम के शिक्षकों के सहारे चल रही है । इन शिक्षकों को वेतन के नाम पर नाममात्र का मानदेय दिया जाता है और इनके सेवा पर अनिश्चितता की तलवार हमेशा लटकती रहती है ये अध्यापक उत्तरदायित्व के नाम पर वह सभी कार्य करने को बाइरी है । जो एक स्थायी व नियमित शिक्षक से अपेक्षा की जाती है । इस प्रकार ऐसी परिस्थिति में शिक्षा का जो वातावरण बनना है उससे हम गुणवत्ता पूर्ण शिक्षा की कल्पना ही नहीं करत सकते है। प्राथमिक शिक्षा की गुणवत्ता के संबंध में स्वयं सेवी संस्थान 'प्रथम' की वार्षिक लेखा रिपोर्ट (2008–09) के अनुसार देश के ग्रामीण क्षेत्र की कक्षा में 69 प्रतिशत बच्चों की 1 से 9 के मध्य से अंको की पहचान पाते हैं । देश के समस्त नागरिकों को साक्षर करने के उदेश्य से राज्य एवं केन्द्रीय सरकारों द्वारा प्रौढ़ शिक्षा, औपचारिक शिक्षा, सतत् शिक्षा, राष्ट्रीय साक्षरता मिशन जैसी अनेक कार्यक्रम चलाये जाते हैं । और इस पर प्रचुर मात्रा में धनराशि खर्च भी किया जाता है । परन्तु हमें आपेक्षित परिणाम नहीं मिल पाता है । देश के 6–14 वर्ष के सभी बच्चों को अनिवार्य और निशुल्क सुविधा उपलब्ध कराने का उल्लेख बल्कि इसके महत्व को विश्व भर में नीति नियामक भांति स्वीकार कर लिए हैं । भारत वर्ष में यह विचार देश के समस्त अनेक चुनौतियों के कारण और भी महत्वपूर्ण बन गया है ।

इस प्रकार संतुलित विकास एवं ज्ञानवान समाज के निर्माण हेतु देश के सभी बालकों को युवकों को गुणवत्ता पूर्ण शिक्षा उपलब्ध कराने के उदेश्य से केन्द्र एवं राज्य सरकारों द्वारा अनेक प्रयत्न किया जा रहा है । हमारी राष्ट्र नीतियों को शिक्षा को महत्वपूर्ण स्थान दिया जा रहा है । प्राप्त मात्रा में धन राशि खर्च किया जा रहा है । तथा नये –नये विद्यालयों को स्थापित किया जा रहा है । अध्यापको की नियुक्ति की जा रही है । परन्तु फिर भी देश के संपूर्ण आबादी में एक बड़े भाग को गुणवत्ता पूर्ण शिक्षा प्राप्त नहीं हो पा रहा है । जिसके कारण गांव से लेकर नगरों एवं महानगरों में पब्लिक स्कूलों की भरमार सी दिखलाई पड़ती है । जो बच्चों को अंग्रेजी माध्यम से शिक्षा प्रदान करने का दावा करते हैं । इन विद्यालयों के आधारभूत सुविधाओं को देखा जाए आवश्यक संसाधनों प्रशिक्षत अध्यापकों फर्नीचर एवं भवन का सर्वथा अभाव परिलक्षित है । परन्तु यह गुणवत्ता शिक्षा प्रदान करने का दावा करते है। एवं अभिभावकों से सारी मात्रा में अवैध धनों की वसूली करते हैं । विधान के अनुच्छेद 45 में किया गया था । तथा 2002 में अनु0 21 को जोड़कर इसे और प्रभावी बनाने का प्रयास किया गया । परन्तु अभी तक न

तो देश की निरक्षरता को समाप्त किया जा सका और न ही देश के सभी बच्चों को प्राथमिक शिक्षा की सुविधा प्रदान कराया जा सका ।

वर्तमान केन्द्रीय सरकार द्वारा देश के सभी 6 से 14 वर्ष के बच्चों को अनिवार्य एवं निशुल्क शिक्षा प्रदान करने के उदेश्य से 2009 में शिक्षा का अधिकार अधिनियम बनाकर एक सरहानोय कार्य किया गया । तथा इसके कुशल संचालक एवं क्रियान्वयन के लिये सभी राज्यों को अवकाश दिशा निर्देश दिया गया । इसमें शिक्षक एवं छात्र का निश्चित अनुपात आवश्यक आधारभूत सुविधाएँ तथा विद्यालयों की स्थापना एवं शिक्षकों का प्रशिक्षण प्रशिक्षित शिक्षकों की नियुक्ति आदि के संबंध में मानक तय किया गया । इस अध्ययन के माध्यम से यह जानने का प्रयास किया गया कि मध्यप्रदेश में प्राथमिक शिक्षा का स्तर क्या है । और कौन – कौन से कारक प्रभावित करते हैं । इसके साथ ही संभावित कार्यो पर प्रकाश डालने का प्रयास किया गया तथा आवश्यक सुझावों को दिया गया ।

मध्यप्रदेश में प्राथमिक शिक्षा एवं शिक्षक

वर्तमान में मध्यप्रदेश सरकार द्वारा शिक्षा व्यवस्था में गुणात्मक सुधार के लिये अनेक महत्वपूर्ण कार्य किया जा रहा है । जिसमें पौशाक योजना, साइकिल योजना, छात्रवृत्ति आदि योजनाएँ प्रमुख हैं । इन योजनाओं को संचार के साथ – साथ भारी संख्या में मानदेय पर अस्थाई शिक्षकों को नियोजन किया जा रहा है । वर्तमान समय में मध्यप्रदेश के विद्यालयों में लगभग 4,20000 शिक्षक मानदेय पर कार्यरत हैं । जिसमें 1,80,000 से अधिक शिक्षक अप्रशिक्षित हैं । इन्हें पशिक्षित करने का दायित्व जिला शिक्षा एवं प्रशिक्षण संस्थाओं का होता है । क्योंकि मध्यप्रदेश किसी भी जिले में शिक्षण प्रशिक्षिण व्यवस्थित ढंग से नहीं चल रहें हैं । दूसरी ओर निजी प्रशिक्षिण संस्थाओं का भी अभाव है । और शिक्षक को प्रशिक्षण के लिये पोत्साहन एवं अवकाश न दिया जाना भी एक कारण है ।

मध्यप्रदेश में शिक्षक प्रशिक्षण संस्थान

तालिका 1 से स्पष्ट होता है कि मध्यप्रदेश में शिक्षण प्रशिक्षण संस्थानों की अत्यंत कमी है । उपरोक्त 56 प्राथमिक शिक्षक प्रशिक्षण संस्थान शिक्षक एवं अन्य सुविधाओं के अभाव में बंद पड़े हैं । जिन्हें सरकार चलाने की घोषणा की है । इसी कारण माध्यमिक शिक्षक प्रशिक्षक की संख्या भी अत्यंत कम है । और प्रशिक्षण संस्थान चल रहे हैं । उनमें कई संस्थानों में योग्य शिक्षकों एवं अन्य आधारभूत सुविधाओं का अभाव है । उपरोक्त शिक्षक प्रशिक्षण संस्थानों में कुछ शिक्षण प्रशिक्षण संस्थानों की संख्या कम है । इस प्रकार तालिका से यह स्पष्ट होता है । कि राज्य में शिक्षा के स्नाकोत्तकर प्रशिक्षण संस्थानों की संख्या अत्यंत कम है । इसी कारण शिक्षण प्रशिक्षण संस्थानों को योग्य शिक्षक नहीं मिल पाते हैं ।

तालिका 1 मध्यप्रदेश में शिक्षण प्रशिक्षण संस्थान केन्द्र 2012

प्राथमिक शिक्षण संस्थान (D.Ed.)	400
माध्यमिक शिक्षण प्रशिक्षण संस्थान (B.Ed.)	257
शिक्षा में स्नाकोत्तर प्रशिक्षण संस्थान (M.Ed.)	3

स्त्रोत :– एन.सी.टी.ई. एवं व्यक्तिगत सर्वेक्षण विदिशा में शिक्षकों की संख्या

तलिका 2 से स्पष्ट है कि प्रखण्ड में नियमित अध्यापकों की अपेक्षा नियोजित अध्यापकों की संख्या अधिक है । इनमें भी अप्रशिक्षित नियोजित अध्यापकों की संख्या अत्यधिक है । इस कारण अप्रिशिक्षित अध्यापकों के सहारे किस प्रकार बच्चों को गणवत्तापूर्ण प्राथमिक शिक्षा उपलब्ध कराया जा सकता है । दूरी और नियोजित शिक्षक सदैव स्थानीय नियोजन इकाईयों के दबाब में रहता है । ऐसे वातावरण में बच्चों को गुणवत्तापूर्ण शिक्षा उपलब्ध करा पाना संभव नहीं है ।

तलिका 2 प्राथमिक एवं माध्यमिक विद्यालयो में अध्यापकों की संख्या विदिशा 2012

	प्राथमिक विद्यालय	माध्यमिक विद्यालय	कुल योग
नियोजित प्रशिक्षित	123	68	151
नियोजित अप्रशिक्षित	277	132	401
नियमित अध्यापक	85	50	135
कुल योग	485	250	735

स्त्रोत – बीईओ कार्यालय एवं व्यक्तिगत सर्वे शिक्षक, छात्र अनुपात –

तालिका 3 से स्पष्ट होता है कि प्रखण्ड में छात्र और शिक्षक अनुपात मानक से अधिक है । जिसके कारण शिक्षा की शिक्षक गुणवत्ता प्रभावित होती है । अतः आवश्यकता एवं मानक के अनुसार शिक्षकों को नियमित करके शिक्षा को गुणवत्ता पूर्ण बनाना चाहिये । जिससे प्रखण्ड के सभी बच्चों की उनकी आवश्यकता के अनुसार प्राथमिक शिक्षा प्राप्त हो सके ।

तालिका 3: नामांकित छात्रों की संख्या एवं छात्र शिक्षक अनुपात, प्रखण्ड विदिशा 2012

	प्राथमिक विद्यालय	मध्य विद्यालय
नमांकित छात्र	24000	16000
कुल शिक्षक	485	250
छात्र, शिक्षक अनुपात	49.48	64.00

स्त्रोतः– बीईओ कार्यालय एवं व्यक्तिगत सर्वे । बच्चों को गुणवत्तापूर्ण प्राथमिक शिक्षा उपलब्ध कराने हेतु सुझाव –

शिक्षा की गुणवत्ता में वृद्धि के निम्न सुझाव है–

1. प्रदेश में अप्रशिक्षित शिक्षकों की संख्या अधिक है । अतः इन्हें प्रशिक्षित करने की व्यवस्था राज्य सरकार द्वारा किया जाना चाहिये ।
2. जो शिक्षक अपने व्यक्तिगत खर्च में प्रशिक्षण प्राप्त करना चाहते हैं । उन्हें प्रशिक्षण के लिये अवकाश दिया जाना चाहिये ।
3. प्रशिक्षिण द्वारा नियोजित शिक्षको को कुछ उनकी नियुक्त तिथि के आधार पर प्रतिवर्ष नियमित किया जाना चाहिये ।
4. मध्यप्रदेश में शिक्षण संस्थानों का अभाव है । अतः सरकार को शिक्षण प्रशिक्षण संस्थानों को खोलने वाले व्यक्तियों को प्रोत्साहित करना चाहिये ।
5. शिक्षण संस्थानों की स्थापना राष्ट्रीय मानक प्राथमिक विद्यालय 1 कि0मी0 एवं 300 जनसंख्या जूनियर हाईस्कूल 2 कि0मी0 एवं 800 जनसंख्या हाईस्कूल 5 कि0मी0 दूरी तथा इंटर कॉलेज 7 कि0मी0 दूरी के अनुसार भूवैन्यान्यिक परिप्रेक्ष्य अर्थात् उच्चावच जल प्रवाह एवं सभी ऋतुओं में संस्थानों में सुगम पहुंच आदि का ध्यान रखते हुए की जानी चाहिये । पाठ्यक्रम का 20 प्रतिशत भाग स्थानीय, आर्थिक, सामाजिक, सांस्कृति आदि परिस्थितियों को ध्यान में रखकर तैयार किया जाये ।

6. शिक्षा की गुणवत्ता बुनियादी एवं प्राथमिक स्तर से ही सुनिश्चित की जानी चाहिये । तभी माध्यमिक एवं उच्च शिक्षा स्तर में उसकी गुणवत्ता सुनिश्चित की जा सकेगी ।
7. शिक्षा प्रणाली समान एवं भेद भाव रहित हो तथा स्कूलों में पर्याप्त शिक्षक भवन, शौचालय ,पेयजल, खेल मैदान, प्रयोगशाला, पुस्तकालय, शिक्षण सामग्री आदि की पूर्ण व्यवस्था के लिये आवश्यक संसाधन उपलब्ध कराया जा सके । जिससे वैशिक गुणात्मक शिक्षा प्राप्त कर सके ।

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Reducing language anxiety to improve process of learning second language

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Introduction:

Language learning is a complex process and require to adopt various skills and for effective use of the language. The child should be allowed to participate effectively in learning process. We are living in the age of anxiety. In modern society, it is not possible to prevent the development of certain level of anxiety. Almost every student feels nervous when he learns a new language. Particularly our Indians students are more anxious while learning second language. A school going child faces many problems in learning a second language. English being a foreign language and introduced as second in India, poses many problems to the learners in the process of learning it. As it is a new and peculiar language, the children face difficulties in learning the pronunciation, sentence structure, grammar, vocabulary and other aspects of English language. Main problem is the interference of regional tongue. It becomes very difficult for them to acquire four skills of language i.e. listening, speaking, reading and writing. The students whose medium of instruction is the regional language will be more anxious than the others in learning English language.

Research studies of language have investigated that anxiety is recognized as an important factor that influences the process of learning English language. The present study has been taken with this background and is aimed at identifying the specific factors, which create language anxiety among children. Most of the research studies were taken up to find the level of language anxiety in quantitative measures, the present study has used purely a qualitative approach to know whether different kind of classroom atmosphere helps in reducing language anxiety. A small experiment was done using many activities and learner-centric techniques to reduce anxiety toward language, which in turn helps in improving the process of learning second language.

Research question:

1. What is the extent of language anxiety among the students of standard VIII?
2. Do the techniques used by researcher in English language classes help in reducing language anxiety of the students?

Objective:

- To study the extent of language anxiety among students of standard VIII.
- To try out an experimental strategy to reduce the extent of language anxiety among the students of standard VIII.

Sample and method:

In present study an attempt has been made to investigate the nature of language anxiety among the students of standard VIII from a government school of kota city. The sample consists of 60 students (participants). An experiment was tried out to reduce the language anxiety to improve the process of learning second language.

Administration and experimental try out:

In order to collect data, language anxiety scale was prepared and used by the researcher to know the nature of language anxiety among the students. It is supported by semi structured interview. After period of 2 months a small experiment using different activities, self learning techniques was tried out in classroom. On the basis of results on language anxiety scale and responses of students in interview, a strategy was planned to reduce the language anxiety among students. The prescribed lessons of standard VIII were selected. The English language classes were planned in such a way as to make all students feel free in the class.

The researcher assured that difficulties related to English language were considered and they should feel free to express their feelings in the classroom. All students were given more and more opportunities to speak, write and read and instructed nobody make fun of others while speaking. Every student can speak without any hesitation. And not need to correct sentences grammatically while speaking. Many activities were taken to reduce language anxiety like word games, chain game, selecting correct sentence, pick and speak etc. After that they were given small test and answer without any fear of result.

Data collection:

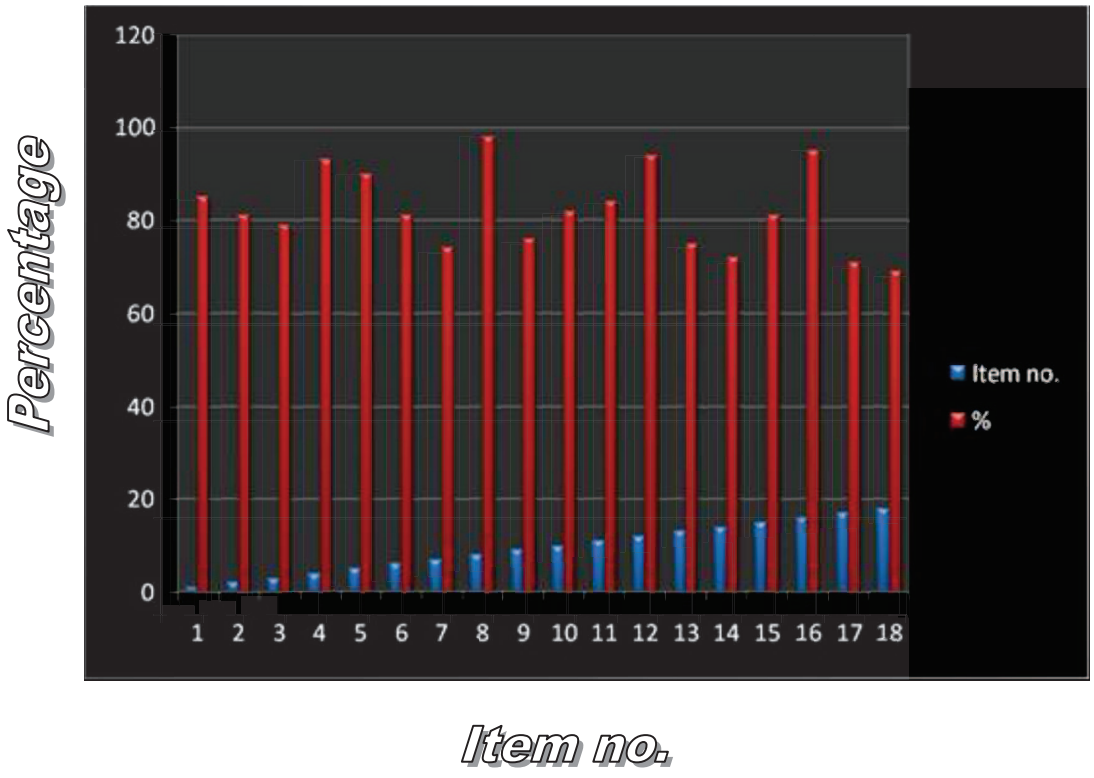
The data was collected by administering the language anxiety scale and semi-structured interview. Semi- structured interview helped in finding nature of language anxiety and on basis of which learning experiences were given to interest of students in qualities terms.

Analysis and findings:

The answer of language anxiety test was scored and response of all the students for each statement were separately analyzed and interpreted as shown by graph.

Table: Anxiety Score in %

Item no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
%	85	81	79	93	90	81	74	98	76	82	84	94	75	72	81	95	71	69



FINDINGS:

On basis of analysis of items and semi-structural interview it was found that students have high extent of language anxiety in learning English language almost in all areas. After 45 days the change in the extent of their language anxiety and improvement in the process of learning was qualitatively reported.

- Maximum students took part in activities and gained confidence in speaking English and most of students started speaking short sentences in English without hesitation.
- Most of the students [above 75%] showed interest in learning English. As they are assured of not being teased while learning.
- Free atmosphere in English classroom made them less anxious toward their mistakes.
- All students were happy with help of teacher's and encouragement for learning English language without any fear and hesitation.
- Cheerful environment of classroom without any compulsion help students to learn grammar effectively.
- Because there was no pressure, so student did not become nervous during informal oral and written tests.
- Although, slow and progressive change was observed in process of learning English language.

Conclusion:

The study gives indications to employ variety of techniques to learn English without anxiety. Teachers in classroom should change atmosphere from traditional note taking and involving students in lively activities, to make learning anxiety free and activity oriented classroom environment. But question remains, how these measures will be implemented in English classroom teaching to reduce the language anxiety?

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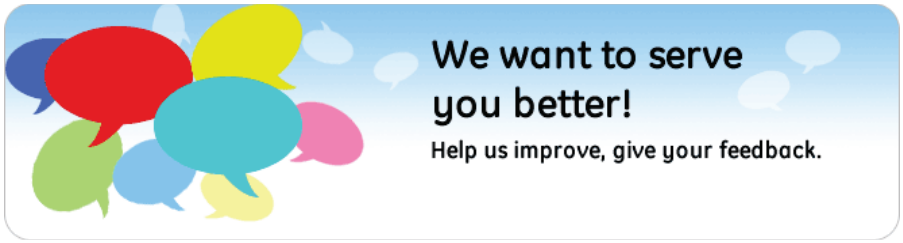

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