

# Samwaad

*Promoting Dialogue in Education*

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[mailto: editor.samwaad@gmail.com](mailto:editor.samwaad@gmail.com)

# Samwaad

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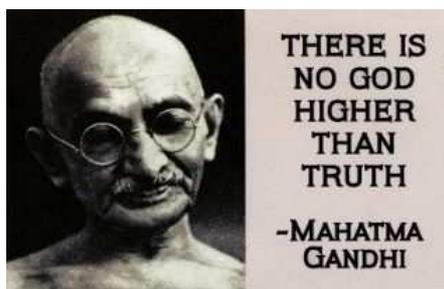
## Samwaad: e - Journal

Samwaad Educational Society registered under MP society act, is happy to launch its Vol. 3 Issue 1 of its online e-Journal “**Samwaad: e-Journal**”. This journal is hosted on the “Samwaad” website <http://samwaad.in>

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”





### 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](mailto:editor.samwaad@gmail.com)

- Dr. Anshu Mathur

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## The impact of Computer Assisted Instruction with Peer Interaction for Commerce's Learning in Rural Area

**Parveenbanu M.Malek**

Assistant Professor,

JG college of Education, Ahmedabad

### Abstract

*In recent years the computer has established itself as an important feature of modern life. The computer is an educational tool is used to enhance learner's skill in academic subjects at all levels of education. The computer interact with the students what the rules are and what the students has made and react in a manner which leads him not only to correct his mistake but also to understand the principles behind the correct solution. The term CAI is the natural outgrowth of applications of the principles of programmed learning. Computer-base group instructions are emphasized due to the introduction of co-operative and collaborative learning environments. Collaborative learning in a situation requires team members to achieve shared understanding of action. Researchers have made it clear that computer assisted instruction with peer Interaction is effective in learning situation. In this context, an attempt is made to find out the impact of different instructional strategies viz. Lecture Method and Computer Assisted Instruction with Peer Interaction (CAIPI) on achievement of students in Commerce. It is found that CAPI is effective then Lecture method in Commerce. The results are discussed in this study.*

### Introduction

Whether or not we believe technology-rich classrooms are a good thing. Education is a key Factor for developing country. In recent years the computer has established itself as an important feature of modern life. Many of us use computers daily, sometimes without even being aware of the fact. Schools and governments have devoted resources to computer literacy or knowledge about computers and computing. The computer is a tool of itself incapable of action. It will perform with remarkable speed,

exactly the instructions given to it by a human user. Its role in education is that of a medium. The computer can be used as a mainstay of a course for backup revision, reinforcement, extension or a variety of other purposes. It may communicate with student visually by displaying text, graphics or video images on a screen. The computer can be a partner for the learner. The computer interact with the students what the rules are and what the students has made and react in a manner which leads him not only to correct his mistake but also to understand the principles behind the correct solution. The unique combination of tutorial, interactive and visual capabilities enables computers to have a beneficial effect on learner motivation.

The term CAI is the natural outgrowth of applications of the principles of programmed learning. In CAI, the computer itself will select and present the right type of programme materials for a particular student with the help of teaching machine attached. If the data related to the individual's abilities are fed, then the student will learn the content which is most appropriate for him. Most of the literature on CAI enumerates a number of different types of instructional programmes under the broad category of CAI. Computer-base group instructions are emphasized due to the introduction of co-operative and collaborative learning environments. In a peer-base collaboration, learners work jointly on almost all part at most all stages of a task. This involves greater social interaction than any other method of interaction. The peer-base collaborative learning is viewed as a process of knowledge co-construction in which the knowledge of respective subjects transforms to coverage. Collaborative learning in a situation requires team members to achieve shared understanding of action. Peer-based collaborative learning is frequently used for pedagogical reasons with the goal of promoting effective learning of difficult and complex knowledge. CAI is a set of programming instructions which is used in instructional process to develop certain skills for the students' mastery over the subject content. Some areas of Commerce need imagination on the part of the learners for a better understanding of concepts to be learned. Some difficult concept in Commerce's which require additional explanation. Psychology suggests that an individual will learn more effectively when he receives information through peer group interaction. Hence, it was decided to adopt the peer group interaction with CAI. The questions arise how does Computer Assisted Instruction with Peer Interaction (CAIPI) help in bringing conceptual clarity in topic? And how does sex, teaching method an IQ of students affects their learning in Commerce as especially in solid matters topic?

## Rationale

Many studies have been conducted to find out the effectiveness of CAI in terms of achievement of the students in learning. Judan (1998) study examines that computer assisted instruction and traditional method was show to be same effect in terms of achievement of students. Burke (1999) and Soeder (2001) Study showed that not statistical differences between the CAI and traditional method. The students expressed more favorable attitudes then control class. Rivet (2001) Study support CAI can had a significant effect on the academic gains of students compared to traditional method. Rothman (2000) this study examine the impact of computer-based science instruction on content achievement, attitude about learning, critical inquiry skills and level of cognitive. Study concluded that non-traditional, computer-based instruction in science significantly improved students' attitudes toward science learning. Non-significant, positive trends were found for the following students learning outcomes. Demirci (2001) study supported the web-base physics program with traditional method have a significant effect on dispelling students' physics misconceptions. Hsu (2003) study showed that different modes of CAI programs produced significantly different effects on students' achievement in learning statistics. Expert system and drill-and-practice programs were the most effective modes and were followed by multimedia, tutorials and simulation. Computational statistical packages and web-base programs were the least effective modes. Knaack (2003) study indicates that all eighteen instruction design effective for learning. Students highly rated elements such as feedback, written help and audio guides because they perceived these elements to aid in their understanding and navigation of program. Low ability students perceived organization and tools in software to assist them more in their learning then high ability students. Khirwadkar (1998), Zyoud (1999) and Barot (2004) study supported that computer assisted instruction was found to be effective in terms of achievement of students and was superior to the traditional method. Very large majority of the studies have reported higher achievement in different subjects like sciences and mathematics. Dhar (2006) study indicates that CAI had Effective for Remedial Teaching in Zoology at Higher Secondary School. Griffin (2008) study examine that when teaching with CAI Student attitude and confidence improve. Busturk (2008) study indicates that Lecture with CAI group show significant effect on the academic score of students compared to traditional method group.

## **The present study entitles**

The Impact of Computer Assisted Instruction with Peer Interaction for Commerce's learning in rural area.

## **Objectives of the study**

1. To develop Computer Assisted Instruction Programme in Commerce's subject for standard XI students.
2. To compare the achievement scores of students learning through Computer Assisted Instruction with Peer Interaction (CAIPI) for boys and girls on post-test.
3. To compare the achievement score of students learning through Computer Assisted Instruction with Peer Interaction (CAIPI) for students of high IQ and low IQ on post-test.
4. To compare the achievement scores of boys and girls group on post-test.
5. To compare the achievement scores of experimental and traditional group on post-test.
6. To compare the achievement scores for students of high IQ and low IQ group on post-test.
7. To study the interaction between sex and method of teaching on post-test.
8. To study the interaction between sex and IQ on post-test.
9. To study the interaction between method of teaching and IQ on post-test.
10. To study the interaction between sex, method of teaching and IQ on post-test.

## **Hypotheses of the study**

1. There is no significant difference between the means achievement scores of boys and girls on post-test in experimental group.
2. There is no significant difference between the means achievement scores of high IQ and low IQ on post-test in experimental group.
3. There is no significant difference between the means achievement scores of boys and girls on post-test.
4. There is no significant difference between the means achievement scores of experimental and traditional group on post-test.

5. There is no significant difference between the means achievement scores of high IQ and low IQ group on post-test.
6. There is no interaction effect of sex and teaching method on post-test scores.
7. There is no interaction effect of sex and IQ on post-test scores.
8. There is no interaction effect of teaching method and IQ on post-test scores.
9. There is no interaction effect of sex, teaching method and IQ on post-test scores.

### **Delimitations**

The homogeneity among the control and experimental groups was established on the basis of scores of students in the pre-test. The intervening variables such as anxiety, motivation, attitude, personality and intelligence were not taken into consideration while establishing homogeneity among the control and experimental groups. CAI packages have been developed on Solid Matter topic and utilized. In this study sample is limited size of 104 Higher Secondary School Students.

### **Methodology of study**

One school in rural area was selected on the basis of the computer facilities available in their campus for conduct the experiment. The whole sample of this study comprises students from rural area with similar socio-economic status. Multi-staged sampling technique was used by the researcher in this study. The experimental and traditional both groups consisted of 52 students and both groups are equalled on pre-test scores. The true experimental design 'post-test control group' was employed. Conventional Lecture Method was adopted for the control group, while CAIPI were introduced as experimental group. The total sample for the experiment consist 104 students. Students in both groups learn same content topic of 'Solid Matter' through the respective instructional strategy. Experiment time duration was 30 periods in both groups.

### **Variables**

The independent variable was teaching method. The dependent variable was achievement scores of the students on the Main Criterion Test. The controlled variables were content of teaching, practice and study level.

### Tools for data collection

1) Computer Assisted Instruction program which made after expert and teacher opinions. 2) Pre-test and Post-test which was consists objectives and short questions. Both tests have 80 marks and 2 hours Time duration. 3) Standardized IQ test use which is made by Dr. J. H. Shah

### Data analysis and interpretation

Data were analyzed through the statistical techniques such as t-value and ANOVA.

**Table 1: Statistical Data of boys & girls on post-test scores in**

#### Experimental group

Group	N	Mean	S.D.	t
Boys	26	51.31	8.69	3.568*
Girls	26	43.15	7.77	

\* Significant at 0.01 level of significance

**Table 2: Statistical Data of high IQ and low IQ on post-test**

#### Scores in Experimental group

Group	N	Mean	S.D.	t
High IQ	26	51.65	7.93	3.961*
Low IQ	26	42.81	8.17	

\*Significant at 0.01 level of significance

**Table 3: ANOVA of mean achievement scores on post-test for sex,****Teaching method and IQ**

Source of Variation	Sum of Squares	DF	Mean Square	'F'	Signification of 'F'
SEX – Boy/Girl	329.087	1	329.087	9.429	S*
EC- Exp. Control	15435.471	1	5435.471	442.269	S*
IQ – High/ Low	1410.471	1	1410.471	40.414	S*
SEX – EC	549.240	1	549.240	15.737	S*
SEX – IQ	0.779	1	0.779	0.022	N.S.
EC – IQ	57.010	1	57.010	1.633	N.S.
SEX – EC – IQ	0.240	1	0.240	0.007	N.S.
<b>Total</b>	<b>148883.000</b>	<b>104</b>			

**\*Significant at 0.01 level of significance**

**Findings**

1. Commerce's learning through Computer Assisted Instruction with Peer Interaction (CAIPI) was more effective for boys than girls.
2. Commerce's learning through Computer Assisted Instruction with Peer Interaction (CAIPI) was more effective for high IQ students then low IQ students.
3. Effectiveness of sex was shown on mean achievement score of post-test.
4. Effectiveness of teaching method was shown on mean achievement score of post-test.
5. Effectiveness of IQ was shown on mean achievement score of post-test.
6. Interaction effects of sex and teaching method was shown on mean achievement score of post-test.
7. Interaction effects of sex and IQ was not shown on mean achievement score of post-test.
8. Interaction effects of teaching method and IQ was not shown on mean achievement score of post-test.

9. Interaction effects of sex, teaching method and IQ was not shown on mean achievement score of post-test.

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## **A Study of the Personality of the Secondary School Teachers with reference to certain variables**

**Dr. Manoj C. Shastri**

Associate Professor in Education  
University School of Psychology,  
Education and Philosophy,  
Gujarat University, Ahmedabad, Gujarat.

### **Abstract**

*The importance of a teacher in the educational system is unquestionable. Teachers are key to optimum development of human resources. He is the backbone of the society. They are the 'destiny' of the nation. Therefore it is necessary to develop the personality of the teachers.*

*The present study is about the personality development of the secondary school teachers. For the present study, a survey method was applied on 100 secondary school teachers and for data collection, standardized questionnaire of K.G. Desai's Personality Inventory was applied and the data analyzed with the help of statistical techniques like- Mean, SD and t-test. On the basis of these statistical techniques researcher have investigate the secondary school teacher's personality.*

### **Introduction**

Education is necessary to understand the life, the world, the nature, the happening and to invent a system for learning, earning, improving and distinguishing between the right and the wrong, the good and the evil, the vice and the virtue, the angel and the devil. Education is process in life to developing personality of an individual. The true goal of education is to teach a person

about the way and means of learning language, interaction with difficult things in the world, acquiring moral and ethical values, adopting difficult kind of technique material and psychological in nature preparation of gainful employment and service in the society attainment of satisfaction of the mind and finally to become a flawless perfect person on earth.

Perfection is the basic principle in American and Western society. Everybody do his best to contribute to this principle of education and action. The moral values are so great in the field of universal learning in all fields. Their characters are reflected in social arrangement, administration, achievements, human approach and flawless behavior.

“Our happiness will never consist and ought not to consist in a full enjoyment in which there is nothing more to desire, and which would make over mind dull but in a perpetual progress to new pleasures and new perfections”

So the prime aim of education is to make a man flawless, complete and perfect or near perfect as far as possible. The real aim of education finally lies in making a child physically and mentally better and the best. And as he grows up with education, he should be faultless, full of goodness. And finally when he becomes adult and fully grown up as a man or woman he or she must be perfect. This quality should not be only reflected in his degree from a school or college or university but it should appear also in his life to others that he or she lives without flaws. Perfection therefore should be the main aim of education.

The importance of a teacher in the educational system is unquestionable. Teachers are key to optimum development of human resources. They not only impart knowledge to their students but also act as an agent of social change and mould the character of students. He is the backbone of the society.

**CHANAKYA's saying,**

**“Shikshak kabhi sadharan nahi hota  
Pralay or nirman us ki goad me palte he.”**

The place of teachers in our society is of vital importance. He acts as the pivot for the transmission of intellectual and technical skills from generation to generation. They are the destiny of the nation. Therefore it is necessary to study the personality of the teachers. Secondary education is the connective link between primary education and higher education and it is often considered as the most important segment of an individual's learning. The major aim of secondary education is to enable the learners to acquire new knowledge, skills, use modern science and technology, and develop positive outlook and scientific attitude, to acquire skill for self employment and to inspire them with patriotism and religious, moral, cultural and social Values. So for imparting this kind of education, teacher must be PERFECT. The teacher bears the personality and so is the perfect teacher. This personality affects the and hence it becomes necessary to know the personality of the teacher. The sex, the qualification and the educational experience are the aspects which may affect the personality

### **Title of the study:**

A researcher is going to study the personality of secondary school teachers in Ahmadabad district. Title is mention as under

### **‘A Study of the Personality of the Secondary School Teachers with reference to certain variables’**

### **Objectives of the study**

The Objectives of the study are as following:-

1. To study the personality of the secondary school teachers.
2. To check the effect of the educational experience on the personality of the secondary school teachers.
3. To check the effect of the Qualification on the personality of the secondary school teachers.
4. To study the effect of the sex on the personality of the secondary school teachers.

## Hypothesis of the study

Hypothesis of the study are as follows

1. There will be no significant difference between the mean scores of the Extravert Personality of the male and female teachers of the secondary school.
2. There will be no significant difference between the mean scores of the Neurotic Personality of the male and female teachers of the secondary school.
3. There will be no significant difference between the mean scores of the Liar Personality of the male and female teachers of the secondary school.
4. There will be no significant difference between the mean scores of the Extravert Personality teachers having less than 10 years experience and more than 10 years experience of the secondary school.
5. There will be no significant difference between the mean scores of the Neurotic Personality teachers having less than 10 years experience and more than 10 years experience of the secondary school.
6. There will be no significant difference between the mean scores of the Liar Personality teachers having less than 10 years experience and more than 10 years experience of the secondary school
7. There will be no significant difference between the mean scores of the Extravert Personality of Post graduate and graduate teachers of the secondary school.
8. There will be no significant difference between the mean scores of the Neurotic Personality of Post graduate and graduate teachers of the secondary school.
9. There will be no significant difference between the mean scores of the Liar personality of Post graduate and graduate teachers of the secondary school.

## Limitations of the study

The present study has some limitations that are as following.

1. The study is limited to the secondary school teachers only.
2. The study is limited to Ahmedabad district only.
3. The study is limited to the some common personality factors.

## Population of the study:

Population is a statistical concept which denotes a larger group. It is on the finite population about which conclusions are drawn and which can be counted and listed number of units from which a smaller group of some objective in psychological research in general.

Population means the total sum of these units. Thus, this is basic necessity of inferential research that the sample should be representative of the population. In this study, all the secondary school teachers of Ahmadabad district , constitute the target population.

## Sample selection of the study

In the present study, 'multistage sampling' technique will be used by the investigator. Multistage sampling is used in a large scale survey for a more comprehensive investigation. In this procedure the investigator may use two or three or four stage sampling. Data will be collected from secondary school teachers working in Ahmadabad district. The data will be collected from 100 secondary school teachers residing rural as well as urban area.

## Research method

The research method may be presented to advantages in tabular form with the source of data, type of control approach, typical purpose for each research method and typical form of stating results as the sub headings in classification.

In this study, the researcher will use THE SURVEY METHOD.

“Survey is a critical inspection, often official, to provide, exact information, often a study of an area with respect to a certain condition or its prevalence, e.g., a survey of the school”.

## Research tool

The collection of data through questionnaire is one of the most popular methods used these days. A questionnaire contains many questions pertaining to the field of inquiry and provides space for answers. It may be defined as an instrument for collecting information from a number of persons, supposed to possess it by making them record their replies to a number of questions.

In this study researcher will be used questionnaire developed by K. G. Desai as a tool of the research study.

This personality inventory is developed by Mrs. B.G. Eysenck, named – Junior Eysenck personality Inventory adapted by K.G. Desai (Gujarati version). This test can be used on 8th standard student to any adult person. By this Questionnaire researcher can get scores of Extraversion, Neuroticism and Lie personality. In this Questionnaire, there are ‘YES’ and ‘NO’ type options, by making circle on it any person give his answer. In this Questionnaire total statements are 60, Extraversion (E) Statements are 24, and Neuroticism (N) statements are also 24, where Lie (L) statements are 12. If L score is 10 or more, then this score is not reliable. This Questionnaire is standardized by using it on 198 students and through getting percentile rank scores of answers of 198 students.

The reliability and Validity of the personality questionnaire can be check through Test- Retest method. The reliability of this Questionnaire is 33, when E=63, N=84 and L=61.

## Analysis and interpretation:

From the standardized Questionnaire, Researcher can get three types of scores i. e. E, N and L. Researcher has to make one key to check the answers of the questions given in the Questionnaire, for each right answer 1 mark is given by the researcher. If E score is more than N and L, then it can be concluding that the person has Extrovert personality. If N score is more than E and L, then it can be concluding that the person has Neurotic personality. And if L score is more than E and N, and then it can be concluding that this answers are not reliable

In the present study, to testing the hypothesis some statistical techniques is used by the researcher, i.e. mean, S.D and T-test. In the first table, the researcher is presenting the total picture of the data collection, variables with Extravert, Introvert and liar personality of the secondary school teachers.

### Ho1

There will be no significant difference between the mean scores of the Extrovert Personality of the male and female teachers of the Secondary School.

**Table 4.2.1**

**Effect of Sex on Extravert Personality of Secondary School Teachers.**

		MEAN	S.D	t-VALUE
SEX	Extravert			
	Male	14.48	3.025335	0.285398
	Female	15.02	2.084833	
	Extravert			

From the table 4.2.1, It is significant that T-value is 0.285398 which is less than the t – table value at 0.05 level which is 1.96. It reflects that the mean scores of extravert personality

of male and female do not differ significantly. So the null hypothesis that ‘There is no significant difference between the mean scores of the extravert personality of male and female’ is not rejected at 0.05 level. Thus it may be concluded that both male and female possess extravert personality to the same extent.

From the table 4.1 and 4.2.1, It is significant that T-value is 0.285398 which is less than the t – table value at 0.05 level which is 1.96. It reflects that the mean scores of extravert personality of male and female do not differ significantly. So the null hypothesis that ‘There is no significant difference between the mean scores of the extravert personality of male and female’ is not rejected at 0.05 level. Thus it may be concluded that both male and female possess extravert personality to the same extent.

**H<sub>02</sub>** There will be no significant difference between the mean scores of the Neurotic Personality of the male and female teachers of the Secondary School.

**Table 4.2.2**

**Effect of Sex on Neurotic Personality of Secondary School Teachers.**

		MEAN	S.D	t-VALUE
SEX	Neurotic			
	Male	11.96	4.597959	0.005497
	Neurotic			
	Female	14.46	3.423866	

From the table 4.1 and 4.2.2, It is significant that T-value is 0.005497 which is less than the t – table value at 0.05 level which is 1.96. It reflects that the mean scores of Neurotic personality of male and female do not differ significantly. So the null hypothesis that ‘There is no significant difference between the mean scores of the Neurotic personality of male and female’ is not rejected at 0.05 level. Thus it may be concluded that both male and female possess Neurotic personality to the same extent.

**Ho3** There will be no significant difference between the mean scores of the Liar Personality of the male and female teachers of the Secondary School.

**Table 4.2.3**

**Effect of Sex on Liar Personality of Secondary School Teachers.**

		MEAN	S.D	t-VALUE
SEX	Liar			
	Male	6.38	1.978352	0.815364
	Liar			
	Female	6.48	1.90852	

From the table 4.1 and 4.2.3, It is significant that T-value is 0.815363661 which is less than the t – table value at 0.05 level which is 1.96. It reflects that the mean scores of Liar personality of male and female do not differ significantly. So the null hypothesis that ‘There is no significant difference between the mean scores of the Liar personality of male and female’ is not rejected at 0.05 level. Thus it may be concluded that both male and female possess Liar personality to the same extent.

**Ho4** There will be no significant difference between the mean scores of the Extravert Personality teachers having less than 10 years experience and more than 10 years experience from the secondary school.

**Table 4.2.4**

**Effect of Experience on Extravert Personality of Secondary School Teachers.**

		MEAN	S.D	t-VALUE
Experience	Extravert above 10 years	14.42	3.0445	0.208568
	Extravert below 10 years	15.08	2.038807	

From the table 4.1 and 4.2.4, it is significant that T-value is 0.208567739 which is less than the t – table value at 0.05 level which is 1.96. It reflects that the mean scores of extravert personality teachers having less than 10 years experience and more than 10 years experience do not differ significantly. So, the null hypothesis that ‘There is no significant difference between the mean scores of the Extravert personality teachers having less than 10 years experience and more than 10 years experience from the secondary school’ is not rejected at 0.05 level. Thus it may be concluded that both teachers having less than 10 years experience and more than 10 years experience possess extravert personality to the same extent.

**Ho5** There will be no significant difference between the mean scores of the Neurotic Personality teachers having less than 10 years experience and more than 10 years experience from the secondary school.

**Table 4.2.5**

**Effect of Experience on Neurotic Personality of Secondary School Teachers.**

		MEAN	S.D	t-VALUE
Experience	Neurotic above 10 years	12.6	4.030496	0.178428
	Neurotic below 10 years	13.82	4.364467	

From the table 4.1 and 4.2.5, It is significant that T-value is 0.178427822 which is less than the t – table value at 0.05 level which is 1.96. It reflects that the mean scores of neurotic personality teachers having less than 10 years experience and more than 10 years experience do not differ significantly. So, the null hypothesis that ‘There is no significant difference between the mean scores of the neurotic personality teachers having less than 10 years experience and more than 10 years experience from the secondary school’ is not rejected at 0.05 level. Thus it may be concluded that both teachers having less than 10 years experience and more than 10 years experience possess Neurotic personality to the same extent.

Ho6 There will be no significant difference between the mean scores of the Liar Personality teachers having less than 10 years experience and more than 10 years experience from the secondary school.

**Table 4.2.6**

**Effect of Experience on Liar Personality of Secondary School Teachers.**

		MEAN	S.D	t-VALUE
Experience	Liar above 10 years	5.88	2.056745993	0.000969
	Liar below 10 years	6.98	1.647385065	

From the table 4.1 and 4.2.6, It is significant that T-value is 0.000969149 which is less than the t – table value at 0.05 level which is 1.96. It reflects that the mean scores of Liar personality teachers having less than 10 years experience and more than 10 years experience do not differ significantly. So, the null hypothesis that ‘There is no significant difference between the mean scores of the liar personality teachers having less than 10 years experience and more than 10 years experience from the secondary school’ is not rejected at 0.05 level. Thus it may be concluded that both teachers having less than 10 years experience and more than 10 years experience possess Liar personality to the same extent.

**Ho7 There will be no significant difference between the mean scores of the Extravert Personality of Post graduate and graduate teachers of the Secondary school.**

**Table 4.2.7**

**Effect of Qualification on Extravert Personality of Secondary School Teachers.**

		MEAN	S.D	t-VALUE
Qualification	Extravert Post graduate	14.8	2.657296	0.841541
	Extravert Graduate	14.7	2.565469	

From the table 4.1 and 4.2.7, It is significant that T-value is 0.841540831 which is less than the t – table value at 0.05 level which is 1.96. It reflects that the mean scores of extravert personality of Post graduate and graduate teachers do not differ significantly. So the null hypothesis that ‘There is no significant difference between the mean scores of the extravert personality of Post graduate and graduate teachers’ is not rejected at 0.05 level. Thus it may be concluded that both Post graduate and graduate teachers possess extravert personality to the same extent.

**Ho8 There will be no significant difference between the mean scores of the Neurotic Personality of Post graduate and graduate teachers of the Secondary school.**

**Table 4.2.8**

		MEAN	S.D	t-VALUE
Qualification	Neurotic Post graduate	12.46	4.721683	0.051414
	Neurotic Graduate	13.96	3.551142	

**From the table 4.1 and 4.2.8, It is significant that T-value is 0.051413699 which is less than the t – table value at 0.05 level which is 1.96. It reflects that the mean scores of Neurotic personality of Post graduate and graduate teachers do not differ significantly. So the null hypothesis that ‘There is no significant difference between the mean scores of the Neurotic Personality of Post graduate and graduate teachers’ is not rejected at 0.05 level. Thus it may be concluded that both Post graduate and graduate teachers possess Neurotic personality to the same extent.**

**Ho9 There will be no significant difference between the mean scores of the Liar Personality of Post graduate and graduate teachers of the Secondary school. Effect of Qualification on Neurotic personality of Secondary School Teachers.**

**Table 4.2.9**

**Effect of Qualification on the Liar Personality of Secondary School Teachers.**

		MEAN	S.D	t-VALUE
Qualification	Liar Post graduate	6.62	1.839365	0.254206
	Liar Graduate	6.24	2.025954	

From the table 4.1 and 4.2.9, It is significant that T-value is 0.254206016 which is less than the t – table value at 0.05 level which is 1.96. It reflects that the mean scores of Liar personality of Post graduate and graduate teachers do not differ significantly. So the null hypothesis that ‘There is no significant difference between the mean scores of the Liar personality of Post graduate and graduate teachers’ is not rejected at 0.05 level. Thus it may be concluded that both Post graduate and graduate teachers possess Liar personality to the same extent.

**Findings of the study:**

In the backdrop of analysis and interpretation of the results of the present investigation, the findings are as follows.

**Effect of Sex on Personality**

1. There is no significant difference between the mean scores of the extravert personality of the male and female teachers of the secondary school, i.e. male and female are extrovert at same extent.
2. There is no significant difference between the mean scores of the neurotic personality of the male and female teachers of the secondary school, i.e. male and female are neurotic at same extent.
3. There is no significant difference between the mean scores of the Liar personality of the male and female teachers of the secondary school, i.e. male and female are Liar at same extent.

**Effect of Experience on Personality**

1. There is no significant difference between the mean scores of the extravert personality teachers having less than 10 years experience and more than 10 years experience from the secondary school, i.e. Teachers having less than 10 years experience and more than 10 years experience from the secondary school are extrovert at same extent.
2. There is no significant difference between the mean scores of the neurotic personality teachers having less than 10 years experience and more than 10 years experience from the secondary school, i.e. Teachers having less than 10 years experience and more than 10 years experience from the secondary school are neurotic at same extent.

3. There is no significant difference between the mean scores of the Liar personality teachers having less than 10 years experience and more than 10 years experience from the secondary school, i.e. Teachers having less than 10 years experience and more than 10 years experience from the secondary school are liar at same extent.

### **Effect of Qualification on Personality**

1. There is no significant difference between the mean scores of the extravert personality of graduate and post graduate teachers of the secondary school, i.e. graduate and post graduate teachers are extrovert at same extent.

2. There is no significant difference between the mean scores of the neurotic personality of graduate and post graduate teachers of the secondary school, i.e. graduate and post graduate teachers are neurotic at same extent.

3. There is no significant difference between the mean scores of the liar personality of graduate and post graduate teachers of the secondary school, i.e. graduate and post graduate teachers are liar at same extent.

The main findings of the study have presented in this chapter. The results of the present study show that teachers' sex on personality, teachers' experience on personality and teachers' qualification on personality has no significant effects on teachers' extravert, teachers' neurotic and teachers' liar personality.

### **Suggestions**

As teacher's personality is one of the best indicators for student's achievement and development, it must be developed among the teachers.

Suggestions of the study are as following: -

1. Encourage the teachers, male as well as female to participate in various curricular and co-curricular activities to develop personality.

2. To develop the personality of teachers, some learning material or textbook of developing personality should be include in curriculum.
3. Provide challenging practice to the teachers, like group teaching or peer group teaching. Continuous observation by institution can change the personality of the teachers.
4. Share various educational experience with colleagues with a view to enriching knowledge and experiences to improve the logical thinking and imagination power of teacher; it develops communication skill in a teacher.
5. To encourage the teachers to attend seminar, workshop, various educational programmes to develop their personality and make their different identity.

Improving teacher's personality is the most crucial challenge in secondary education in India. It is very essential to develop personality among secondary school teachers through various programmes.

## Conclusion

Teachers are key to optimum development of human resources. He is the backbone of the society. They are destiny of the nation. Therefore it is necessary to develop the personality of the teachers.

The present study is about the personality development of the secondary school teachers. For the present study the survey method was applied on 100 secondary school teachers and for data collection standardized questionnaire of K.G.Desai's Personality Inventory was applied and the data analysed with the help of statistical techniques like- Mean, SD and t-test. On the basis of findings, it was found that Personality is independent on Sex, Experience and Qualification.

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## Discussions Method: Fostering Intellectual Ability

**Dr. Shailja Gupta**

Associate Professor,  
Dayanand Vedic post Graduation College, Orai, Jalon. (UP)  
&

**Dr. Neeta Pandey**

HOD, Dayavantipunj Teacher's Training Institute  
Seetamadhi, Sant Ravidas Nagar, Bhadoi. (UP)

### Abstract

*Discussions can be an excellent strategy for enhancing student motivation, fostering intellectual ability, and encouraging democratic habits. They create opportunities for students to practice and sharpen a number of skills, including the ability to articulate and defend positions, consider different points of view, and enlist and evaluate evidence.*

*While discussions provide avenues for exploration and discovery, leading a discussion can be anxiety-producing: discussions are, by their nature, unpredictable, and require us as instructors to surrender a certain degree of control over the flow of information. Fortunately, careful planning can help us ensure that discussions are lively without being chaotic and exploratory without losing focus. When planning a discussion, it is helpful to consider not only cognitive, but also social/emotional, and physical factors that can either foster or inhibit the productive exchange of ideas.*

### Highlights

- Cognitive Factors
- Social/Emotional Factors:
- Physical Factors:

## Introduction

The discussion method is one in which the students and the instructor exchange their ideas in order to get a better understanding of a topic. It can be a whole period or be a part of a lesson.

The discussion method, when used properly, is a good way to stimulate thinking on the part of the student. It can be used to advantage when the students have background knowledge of the subject being discussed. We should prompt everyone to take part, thus allowing the students the opportunity to learn from everyone in the group. The discussion method is interaction centered and can be teacher or student centered, and can be held in either a large or small group. Interaction techniques capitalize on the human desire to talk and share one's thoughts. Personal activity permits greater involvement in the lesson. Discussions can be an excellent strategy for enhancing student motivation, fostering intellectual agility, and encouraging democratic habits. They create opportunities for students to practice and sharpen a number of skills, including the ability to articulate and defend positions, consider different points of view, and enlist and evaluate evidence.

While discussions provide avenues for exploration and discovery, leading a discussion can be anxiety-producing: discussions are, by their nature, unpredictable, and require us as instructors to surrender a certain degree of control over the flow of information. Fortunately, careful planning can help us ensure that discussions are lively without being chaotic and exploratory without losing focus. When planning a discussion, it is helpful to consider not only cognitive, but also social/emotional, and physical factors that can either foster or inhibit the productive exchange of ideas.

### Cognitive factors:

- Determine and communicate learning objectives
- Plan a strategy
- Ask good questions
- Provide direction and maintain focus
- Bring closure

**Social/emotional factors:**

- Demonstrate relevance
- Encourage participation
- Make high-quality participation “count”
- Evaluate the discussion

**Physical factors:**

Creating a setting conducive for discussion

I Cognitive Factors

I.1 Determine and communicate learning objectives

For discussions to accomplish something valuable, they must have a purpose. Consider our goals for each discussion. How do the ideas and information to be discussed fit into the course as a whole? What skills, knowledge, perspectives, or sensibilities do we want students to walk away from the discussion with? Our goals for a particular discussion should be consistent with our course objectives and values as an instructor. We might, for example, want students to be able to:

Articulate the arguments made by the authors of two assigned readings and assess the evidence used to support them. Evaluate the arguments alone and in comparison with one another and discuss their contemporary policy implications. Or...

Formulate arguments and counter-arguments for a legal position. Or...

Imagine a particular approach to the design of cities and discuss the impact such a design would have on the lives of people in different socioeconomic categories. Suggest and justify design changes to optimize the benefits for the most number of people.

When you can clearly envision the purpose of the discussion, it is easier to formulate stimulating questions and an appropriate strategy for facilitating the discussion. Communicating your objectives to your students, moreover, helps to focus their thinking and motivate participation.

### **Plan a strategy**

After determining the objectives for our discussion, ask yourself: How will we make sure that students meet these objectives? Plan the discussion out, even if we end up deviating from our plan. Some of the questions to consider when formulating a plan include:

How do we want students to prepare: read a case study? (if so, in class or as homework?) do a team exercise? watch a documentary? reflect on a set of questions?

What questions will we pose to spark or guide discussion? to encourage deeper analysis?

Will we open the discussion to the entire class or ask students to discuss the issue in pairs, small groups, or some combination of the above?

What will we do if students simply aren't participating? If certain students dominate the discussion?

How will we allocate and manage the time I have?

How will we deal with digressions or unanticipated shifts in topic?

How will we correct students' misconceptions or inaccuracies without stifling participation?

How will we (or my students) synthesize the ideas at the end of the class period?

Our answers to these questions will depend on our goals. For example, correcting factual inaccuracies might be critical in some circumstances, less so in others. Digressions may be productive if our primary purpose is to explore connections, and undesirable if the goal of our discussion is more focused.

One of the most important things to consider when formulating a strategy is how to get the discussion jump-started. Davis (1993) and Frederick (1981) provide a number of excellent suggestions.

### **Ask Good Questions**

Good questions are the key to a productive discussion. These include not only the questions you use to jump-start discussion but also the questions you use to probe for deeper analysis, ask for clarification or examples, explore implications, etc. It is helpful to think about the various kinds of questions we might ask and the cognitive skills they require to answer. Davis (1993) lists a range of question types, including:

Exploratory questions: probe facts and basic knowledge

Challenge questions: interrogate assumptions, conclusions or interpretations

Relational questions: ask for comparisons of themes, ideas, or issues

Diagnostic questions: probe motives or causes

Action questions: call for a conclusion or action

Cause-and-effect questions: ask for causal relationships between ideas, actions, or events

Extension questions: expand the discussion

Hypothetical questions: pose a change in the facts or issues

Priority questions: seek to identify the most important issue(s)

Summary questions: elicit synthesis

These question types can be mapped onto Bloom's taxonomy of learning objectives, which shows increasing levels of cognitive complexity as students move from fairly simple tasks (such as recall of information) to more complex tasks (such as synthesis, evaluation, or creation.) While we might frame the entire discussion in terms of a Big Question to grapple with, it is a good general strategy to move from relatively simple, convergent questions to more complex, divergent questions. Starting with convergent questions helps discussion participants to establish a base of shared knowledge and builds student confidence; it also gives us the opportunity to correct factual inaccuracies or misconceptions before the discussion moves into greater complexity and abstraction. Asking a variety of types of questions can also help to model for students the ways that experts use questions to refine their analyses. For example, we might move an abstract discussion to a concrete level by asking for examples or illustrations, or move a concrete discussion to a broader level by asking students to generate a generalization or implication.

When we are nervous that a discussion might flag, they tend to fall prey to some common questioning errors. These include:

Asking too many questions at once: We often make the mistake of asking a string of questions together, e.g., "What do we think the author is trying to say here? Do we agree with him? Is his evidence convincing? Did we like this article?" Students may get confused trying to figure out which question to address first.

Asking a question and answering it yourself: We have all had the experience of asking a question only to encounter blank stares and silence. The temptation under these circumstances is to jump in and answer our own question, if only to relieve the uncomfortable silence. Don't assume, though, that students' silence necessarily indicates that they are stumped (or unprepared); sometimes they are simply thinking the question through and formulating an answer. Be careful not to preempt this process by jumping in too early.

Failing to probe or explore the implications of answers: One mistake we make in leading a discussion is not to follow up sufficiently on student contributions. It is important not only to get students talking, but to probe them about their reasoning, ask for evidence, explore the implications of what they say, etc. Follow-up questions push students to think more deeply, to substantiate their claims, and consider the practical impact of particular perspectives.

Asking unconnected questions: In the best discussions, there is a logical progression from question to question so that, ultimately, the discussion tells (or reveals) a story. When we are planning our discussion questions, think about how they fit together.

Asking yes/no or leading questions: Asking questions with a yes/no answer can be the starting point of a good discussion, but only if there is a follow-up question that calls for explanation or substantiation. Otherwise, yes/no questions tend to be conversation-stoppers. By the same token, discussions can stall if the our questions are overly leading, i.e., if there is clearly an answer the we want, and the students' task is simply to guess it, rather than to think for himself.

Ignoring or failing to build on answers: If students do not feel like their voices have weight in discussion, their motivation to participate drops. Thus, it is important to acknowledge student contributions, responding enthusiastically when they are insightful (“That’s an excellent point, Tarang; could you elaborate further?”) and pointing out when they contain inaccuracies or problematic reasoning (“Take another look at the article, Mansi; is that really what the author is claiming?”). If we do not wish to play such a directive role ourself – and want students to develop the habit of assessing and responding to one another’s contributions – we can throw student comments back to the class for evaluation (for example, “Do the rest of you agree with Garima’s recommendation? What would be some possible consequences if this plan of action were followed?”)

### **Provide Direction and Maintain Focus**

Discussions tend to be most productive when they have a clear focus. It may be helpful to write out a few questions that the discussion will address, and return to those questions periodically. Also, summarize key issues occasionally as we go and refocus student attention if the discussion seems to be getting off track .

While some lulls in discussion are to be expected we must be alert to signs such as these that a discussion is breaking down (Davis, 1993):

Excessive hair-splitting or nit-picking

Repetition of points

Private conversations

Participants taking sides and refusing to compromise

Apathetic participation

If the discussion seems to be flagging, it can help to introduce a new question or alter the task so as to bring a fresh kind of thinking or a different group dynamic to bear. For example, you might switch from discussing an ethical issue in the abstract to a concrete case study, or shift from large-group discussion to small group or pair-work.

### **Bring Closure**

It is important to leave time at the end of the discussion to synthesize the central issues covered, key questions raised, etc. There are a number of ways to synthesize. We could, for example, tell students that one of them (they won't know who in advance) will be asked at the end of every discussion to identify the major issues, concerns and conclusions generated during discussion. We could also ask students individually to write down what they believe was the most important point, the overall conclusion, and/or a question the discussion raised in their mind (these can be collected and serve as the basis of a follow-up lecture or discussion.) We might also provide students with a set of 2 or 3 "take-home" points synthesizing what we thought were the key issues raised in discussion. Synthesizing the discussion is a critical step for linking the discussion to the original learning objectives and demonstrating progress towards meeting those objectives.

### **Social and Emotional Factors:**

#### **Demonstrate Relevance**

While students generally enjoy discussions, they may have difficulty recognizing what they gain from participating in them – in contrast with lectures, in which students may take copious notes and have a sense of having covered clearly discernable ground. This can be particularly true for international students from cultures in which discussions are not a regular or valued part of the educational curriculum.

It is helpful to tell students up front how we think the skills they gain from participating in discussion will help them in academic and future pursuits. For example: “The ability to articulate and defend a position thoughtfully and respectfully will serve you well in the work world when you are arguing for a particular policy solution or course of action. Discussions for this class will give you the opportunity to practice that skill.”

Beyond explaining the relevance of discussion in general, it is a good idea to point out the relevance of particular discussions vis-à-vis contemporary social issues, our students’ future plans, etc. For example, “Today we’ll be discussing the advantages of Chinese traditional medicine over Western medicine in the treatment of pain and chronic illness. As we talk, think about a conversation with a colleague in medical school and imagine how you would articulate this argument and suggest a productive fusion of both approaches to medicine.”

### **Encourage Participation**

Many issues can affect students’ willingness to participate in discussions, from cultural background (Are discussion classes new and unfamiliar to them?) to preparedness (Have they done the background work – reading, for example – to prepare for the discussion?) to the kinds of questions asked (Are the questions too difficult or, alternatively, are the answers too obvious?). Below are some strategies that can help encourage meaningful student participation.

Create a discussion climate early. If we want to use discussion in our class, encourage active student participation from the first day of class . Plan an icebreaker early in the semester that gets students talking and interacting, preferably while doing an activity that is integral to the content material for the course. Also, create a climate in which students feel comfortable taking intellectual risks: respond to their comments respectfully, even when we correct or challenge them, and make sure (perhaps by establishing clear behavioral ground rules) that their peers do as well.

Require students to prepare for discussion. Discussions often break down because students simply haven't done the reading or work upon which the discussion is based. Discussions tend to be most productive when students have already done some preparatory work for them. It can be helpful to give assignments to help students to prepare for discussion. This could be a set of questions to answer, a question or two to write, an informal one-page (or paragraph) "reflection" on a reading, film, work of art, etc. Brookfield and Preskill (1999), for example, recommend "structured, critical pre-reading" focused on these kinds of questions:

Epistemological questions probe how an author comes to know or believe something to be true

Experiential questions help the student review the text through the lens of his/her relevant personal experiences

Communicative questions ask how the author conveys meaning and whether the forms clarify or confuse

Political questions ask how the work serves to represent certain interests and challenge others

Preparatory assignments help students focus their reading and their thinking, thus facilitating a higher-quality discussion. It is important to note that assigning preparatory work does not necessarily add significant extra work for the instructor, who can collect student prep assignments, glance over them quickly to assess overall comprehension or to identify questions to address in class, and simply mark them Credit/No Credit.

Get to know our students. Students are more likely to participate if they feel that they are recognized as individuals. If at all possible, learn our students' names and encourage them to learn and use one another's names. Some faculty members require individual students (or groups of students) to come to their office hours once early in the semester, to get to know them better; others use ice-breaking exercises early in the semester to lower inhibitions and encourage interaction.

Model exemplary discussion behavior. Often, students must learn how to enter meaningfully into a discussion. One way to encourage students to engage in the style of intellectual exchange we desire is to model good discussion techniques in our own behavior, using language that demonstrates, among other things:

how to build on another individual's contribution ("As Sunil pointed out...")

how to ask for clarification ("I'm not sure what you mean, Amit. Can you give a concrete example from one of the readings we've had?")

how to disagree politely ("I've got a different take on that issue...")

how to marshal evidence to support a position ("There are three things in the book that led me to this conclusion. They are...")

In the interests of modeling a particular style of intellectual exchange, some instructors invite a colleague to their class and engage in a scholarly discussion or debate for the benefit of their students.

On its own, our modeling is not likely to affect student behavior, however. It is also important to explicitly point out the kinds of discussion skills illustrated above and to distinguish high-quality contributions (e.g. claims that are substantiated with evidence, comments which effectively build on other student comments) from lower-quality contributions (e.g. unsubstantiated claims, opinions based purely on personal taste, etc.)

Create ground rules. Explicit ground rules or guidelines can help to ensure a respectful environment for discussion. The ground rules we use will depend on your class size and goals, but may include provisions such as these:

Speak respectfully to one another, even when disagreeing

Avoid using put-downs (even humorous ones)

Avoid disrupting the flow of thought by introducing new issues before the discussion of the previous issue has come to its natural end

Keep in confidence any information shared by a student in class

We can set these ground rules ourselves and specify them in our syllabus, or have students help create them.

Monitor group dynamics. One of our responsibilities is to manage the personalities and dynamics within the discussion group, so that all students feel that their contributions (if thoughtful and appropriate) are welcome.

If a subset of students seems reluctant to speak up in class, we might consider ways for them to share their ideas and engage with the material in an alternative forum, such as via discussion board or e-mail. We can then bring these students' contributions to the attention of the class as a way of acknowledging their perspectives and encouraging further participation ("Neha made an interesting observation in a post to the discussion board yesterday. She pointed out that..."). Giving students time to write down their thoughts before opening the floor to discussion can also help quiet students get more involved. So too can the use of pair-work and small-group discussions. While some faculty are reluctant to call on quiet students for fear of embarrassing them, it should be pointed out that calling on students can also liberate them: not all students who are quiet are shy; they may simply have trouble finding a way into the discussion.

Sometimes the problem is not of shy students but overly domineering or aggressive students who monopolize discussion. Sometimes a subtle approach to reining in these students can be effective (for example: "Sanjay, I see your hand and want to hear your perspective, but I'd like to give some of the other students a chance to answer first."); other times it may be necessary to take a domineering student aside after class to discuss changing the behavior.

Handling strong emotions and disagreement that arise in a discussion can be a challenge for us. A certain amount of disagreement is desirable, yet if the conversation gets too heated or antagonistic, it can inhibit participation and squelch a productive exchange of ideas. When emotions are high, remind students to focus on ideas and refrain from personal comments (this stipulation can be included in your ground rules as well). We might also consider asking students to take a minute to write about their reactions to what has been said so they can cool off, focus their thoughts, and consider one another's perspectives before re-entering the discussion.

Also, consider in advance how we will handle sensitive discussion topics. Certainly one of the goals of education is to challenge and unsettle students' assumptions and beliefs. Discussions that do so may not be comfortable for some participants yet still have the desired effect. On the other hand, done poorly such discussions can stifle rather than stimulate engagement and learning. Thus, it is important to anticipate where the "hot spots" will be and make sure we accord them the time and sensitivity they deserve. Also, think about whether the discussion environment in our classroom is sufficiently inclusive of all our students, regardless of race, class, gender, sexual orientation, political persuasion, religion, etc.

Assign pair and small-group work. As a prelude or addition to full-class discussion, consider giving pairs or small groups of students the task of discussing a question or problem. Group work tends to work best when the task is clearly defined and concrete. It can facilitate group work to assign roles within the group. For example, one member of the group could be charged with breaking the task down into steps and posing questions to the group; another could be charged with managing time and keeping the group on task; another could have the job of recording the group's thoughts or recommendations and reporting back to the full class. (Assigning this last task to a quiet student can help to draw him or her out.)

#### Make high-quality participation count

While we all want students to participate in discussions for the sheer joy of intellectual exchange, not all students may be equally motivated to jump in – at least not initially. Providing extrinsic motivations can be helpful to establish the behavioral patterns that lead, ultimately, to intrinsic motivations. For this reason, many instructors include a participation grade as part of the reward structure of their courses.

In making participation “count”, however, one runs the risk of encouraging talk for the sake of talk, rather than for the purpose of meaningful and thoughtful exchange. For this reason it can be helpful to define what you consider high-quality contributions to discussions and distinguish them from low-quality contributions by using a rubric for discussion that makes your expectations and grading criteria clear. Any one, for example, defines high-quality participation as: “raising thoughtful questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class’ perspective, and appropriately challenging assumptions and perspectives.” She assesses student discussion performance on the basis of whether they make such contributions to discussion regularly, sometimes, rarely, or never.

### **Evaluate the discussion**

How will we know if a discussion accomplished what we hoped it would? How will we assess our own performance as a discussion leader? There are a number of ways to evaluate discussions. For example, immediately following the discussion, we might ask students to write briefly about what they learned, how their thinking changed, or how the discussion relates to other course materials. An alternative is to ask students to reflect on the quality of the discussion, answering questions such as: What kinds of contributions were and were not helpful? When were and weren’t digressions productive? Did everyone who wanted to get a chance to speak? If not, why not?

Brookfield and Preskill suggest that students “keep a weekly audit of their participation in class discussions and then summarize and analyze their entries in an end-of-semester learning portfolio” (1999, p. 218). Another possibility is to videotape the discussion and analyze it after the fact; this can be helpful because instructors facilitating a discussion are busy juggling many things at once (time management, the flow of ideas, group dynamics), and often cannot assess the discussion as a whole. Davis provides a useful inventory for analyzing the behavior of discussion participants in videotaped discussions (1993, p.72).

Of course, discussions can be evaluated less formally, simply by asking yourself a set of questions after the fact, for example: Who participated? Who didn’t? What might explain the patterns of participation? What questions proved most fruitful and why? How might the discussion be improved to promote deeper inquiry, more student-student interaction, etc.?

## Physical Factors

Try to arrange the physical set-up of our classroom so that it is conducive to discussion. Some instructors prefer that chairs be in a circle, others in a U-shape, while for small group discussions or debates chairs must be moved and assembled differently. Our intention here is not to recommend a “best way” of organizing the discussion space, but to raise some questions to consider when determining how to arrange our classroom.

First, what are our objectives? If one of our goals is for students to enter into a dialog with one another, then it is particularly important that they be able see and address each other directly. Obviously, the traditional classroom arrangement, with the instructor positioned before rows of student chairs does not serve this objective. On the other hand, if the style of discussion (or quasi-discussion) is Socratic, with the instructor asking questions and students answering, then a more traditional seating arrangement could be successful. In keeping with our objectives, we might also ask ourself what the arrangement of physical space communicates. Do we want to set ourself apart from other discussion participants, or position ourself as one of them? Do we want to make it difficult for students to avoid participation or do we believe they have the right to opt out?

Second, what discussion format(s) will we use? If we are engaging in a brainstorming session and plan to write on the board, we will need to have students sit where they can see the board. If we want students to work in small groups, we might consider how chairs and tables can be positioned so that we can walk from group to group, or have students do so if the task demands it. If our discussion is part of a group project that involves hands-on construction or manipulation (perhaps of a flow-chart or design), the physical space must be organized accordingly.

As a general rule, it is a good idea to set up the classroom so that students can (a) see each other and (b) see progress (e.g., to watch an evolving list of brainstormed ideas take shape, to focus their participation around a central question, to see several synthesizing points written on the board.) Clearly, the configuration of the room itself can limit our options, as can class size. If we are teaching a class of 120 in an auditorium with bolted-down seats and poor acoustics, the traditional circular discussion arrangement is untenable. However, we would be surprised how much discussion can be accomplished even in large classes

In conclusion...

While there are a lot of issues to consider when planning and leading a discussion, the time we spend up-front thinking through the cognitive, social/emotional, and physical aspects of discussion will pay off later in more lively, productive, and rewarding discussions as well as greater student learning.

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## Programmed Instruction in Teaching of Science: Researches and Insight

Faiza Altaf \*  
Prof. Jessy Abraham \*\*  
Prof. Talat Aziz \*\*\*

\*Research Scholar, IASE, JMI, New Delhi.

\*\*Professor, IASE, JMI, New Delhi.

\*\*\*Professor, IASE, JMI, New Delhi

*“The teacher is the prior form; the pupil is the later form, knowledge is their junction; instruction is the connection.” (Radhakrishnan, 1998)*

Programmed Instruction has emerged out of experimental research on operant conditioning by B.F. Skinner. Heinich (1970) indicated that “Programme introducing the system approach to education. By analyzing and breaking down content into specific behavioural objectives, devising the necessary steps to achieve the objectives, setting up procedures to try out and revise the steps, and by validating the programme against attainment of the objectives, programmed instruction succeeded in creating a small but effective self- instructional system-a technology of instruction” Instruction has been credited by some with It is a method of self – instruction achieved by a series of carefully designed items in a graded sequence of controlled steps. Students work through the programmed material by themselves at their own speed and after each step test their comprehension by answering question or filling or drawing a diagram. They are then immediately shown the correct answer. Programmed Instruction consists of a network of statement and tests, which direct students to new statements depending on his pattern of errors. Computers and other types of teaching machines are often used to present the programmed material. Programmed instruction has also been written and presented in various text formats. However the use of computer technology is generally preferred.

According to B.F.Skinner (1956), “Programmed instruction is simply a matter of breaking the material to be learned in to easy steps, arranging steps in logical order with no gaps, making sure the students understands one step before moving to another and then incidentally, making sure that he is successful.”The main concern of programmed instruction is the building up of these small steps of progress into more complex patterns of understanding. It seeks to do this by laying down the teaching objectives in a precise manner as possible.(cited in Mangal,2002)

#### Characteristics of Programme Learning-

Programmed instruction is a technique of auto - instruction. Programmed instruction increases the effectiveness of education by providing better communication between the instructional material and the learner. It has the following characteristics:-

- Programmed instruction is a technique or method of giving or receiving individualized instruction from a variety of sources like programmed text- books, teaching machines, computers, etc
- In this technique the instructional material is logically sequenced and broken into suitable small steps of the subject matter called frames.
- Programmed instruction system has an adequate provision for immediate feedback, which is based on the theory of reinforcement.
- Programmed instruction provides self - pacing thus learning may occur at individual rate depending upon the nature of the learner, learning material and learning situations.
- It has a provision of continuous evaluation, which may help in improving the student’s performance and quality of programmed instruction.

On the basis of above features, programmed instructional material can be defined as very short logically and psychologically related steps, resulting in few errors or minimum errors, practices correct responses rather than errors and reinforced immediately by the knowledge of results so that he makes successively closer approximation to the responses which are the desired goals.

Science Teaching and Programmed Instruction - Science is a way of describing and explaining some aspects of the world around us. Science is taught compulsorily for classes up to class X. Our science courses are mostly content – oriented. Moreover the classes are crowded and the teachers are heavily loaded. Thus, science teaching is not simple as it was in previous days. Now in the existing school and classroom conditions science teaching is a challenge, which a science teacher alone is to face. In spite of sufficiently available science equipment for experimentation and demonstration, content is covered by asking students to read books, or giving lectures to cover more subject matter in lesser time without demonstrations and experiments. Under such classroom conditions, the educational technology comes to our rescue with the latest technological advancements, which help us to solve the problems of effective science teaching. Thus, with the aid of educational technology, we are to devised some self – learning technique to meet the challenges of science teaching. Programmed instruction is one such device. Anderson (1996) developed a programmed lesson unit on ‘Acids, Bases and Salts’ using branching programme and found this form of instruction is effective in improving the degree of learning accomplished by the students. Later he developed a programme on stoichiometry in chemistry in 2001. Gupta (1965) adapted a programme learning material on ‘force’ which was developed in abroad and modified it according to the need of students .His study revealed that lower ability students were more benefited by modified programme. Desai (1966) developed a Programme on “The Types of Compound” Husain (1971) developed programmed learning material on two forms viz. linear and branching on ‘Factors affecting Air Pressure’ and studied its effectiveness under supervised and non-supervised conditions in rural and urban areas. Kapadia (1972) developed and validate linear and branched programme on ‘Heart and Blood Circulation. ‘He found that Branching programme was least in frequency as compared to linear programme. Gupta (1976) developed a programmed learning material on ‘Electronic theory of Valency’ in chemistry for class X students and found that the programme is effective for low achievers as compared to classroom teaching while for high achievers both the methods of teaching (traditional & programme) were found equally effective. Tare (2001) developed a branching programme on ‘Atomic Structure & Chemical Bonding’. She found that experimental group achieved significantly greater than the control group. The weakness of individual students were diagnosed and removed, when branched frames on both the topics were administered. Sahu(2001) developed Programmed text in science for students of class VII. He found that students taught through PLM performed better than who taught through traditional method. Gogoi (2008) developed a package of self- instructional material on general Science for class IX students was

effective in terms of performance of the students on criterion test and induced better scientific reasoning abilities in the students. They also had a positive reaction towards SLM. Recently, the Programmed Instructional principles were applied to training in computer programme combined with Bloom's taxonomy to teach college students. Mohanty (2010) find out the effect of programmed instruction on achievement of secondary school children in life science and found that students learn through programmed learning material achieved more as compared to traditional approach in life science. When self – learning material like Programmed Learning material on various science text books are used, students will be able to cover a part of the syllabus on their own and teachers will get some time for individualized instruction. The Programmed Learning is one of the best ways to provide individualized instruction. If our teachers could have well-sequenced programmed materials, it would be a great help to them to overcome with difficulty they face in teaching various science subjects. As these programmed materials provide activities of 20-25 minutes duration, the students would have more opportunity to do experiments themselves, even in smaller periods. It provide an opportunity to learner to processes of science at their own pace. As constructivism demand that learner should be active during the process of learning, this approach provides an opportunity to the learner to understand science at their own level.

## Conclusion

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in education - the political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of 86th Amendment, 2002 which has led to the Right to Education Bill, 2008 and the National Curriculum Framework (NCF) for School Education, 2005. The Bill has been passed by the Parliament and the Right to Education Act has come into being making it mandatory for the state to provide free and compulsory education to almost 20 crore. The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years. The NCF 2005 places different demands and expectations on the teacher. Unfortunately our teacher training programmes are proving to be inadequate to bring about any marked improvement in quality of teachers.

A large no of demand of qualified teachers may be overcome by the use of self instructional programmed learning materials. Programmed instruction may be viewed as a standardized self-instructional system, in which the learner interacts with each step in a programme presented through instructional material. The programmed instructional material is designed to discharge all the functions of a teacher, like presentation of content, elicitation of responses and providing confirmations. Its objective is to increase the initial capabilities with minimum expense in terms of time, efforts and money as far as possible. Previous studies shown that the Programmes in science subjects have been applied successfully to demonstrate the superiority of programmed instruction over traditional method. Programmed instructional materials have been used to supplement regular class room teaching and encouraging results have been obtained by studies conducted in this field. It has also been noted that the use of Programmed instructional material reduced the percentage of failure in science. Programme instructional materials have also been used for remedial purposes.

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## Fostering Value Education: Exclusive Outer Factors Parents, Teachers and Media

**Daman Deep Kaur Gulati**

Asst. Prof. (Dept. of Education)

The Bhopal School of Social Sciences, Bhopal, India

### Abstract

*Every day, the sun rises in the east and slowly it spreads its beauty in all the corners of this universe. The sun enhances its grace and bestowed the glory to all the spheres without any reward in the return. The values of greatness and unconditional love of this beautiful creation is like a great mother who bears all the pain in giving birth to a child and a father who along with the mother hold the hand of the child to teach him how to walk and raise up after a fall. The true affection of the parents is not sometimes expressed in words but it is expressed through their actions which accompany with sacrifice. The teacher is considered as the second mother of the child who act as a guide, mentor, friend and philosopher to mould the child's behavior. The other outer factors also influence the mind, conscience and attitude of a child. One cannot deny the importance of media like television, radio, newspaper, magazines, movies etc. in constructing the personality of the child. The role of parents, teachers and social media is long lasting on child's mind. The impression of all the three major factors is of permanent nature. We cannot force the child to learn good values of love, honesty, dignity, faithfulness, respect, sharing, co-operation, non-violence, courage, etc. by daily preaching's but by incorporating these values in him. A child is learning these values unknowingly and has a deep impact in his sub-conscious mind. We can make a child great educationists like Tagore, Vivekananda, Sri Aurobindo etc., even we can inculcate in them the values which are given by the messengers of God like Sri Ram ji, Sri Krishna ji, Lord Jesus Christ, Mohammed ji, Sri Guru Nanakdev ji, etc. In this present research paper an attempt has been made to analyze the present situation after studying the past trends of value based Indian society. It has been concluded that the real truth of this materialistic life is not only creating wealth by wrong means but to create happiness by practicing good values. To achieve the true wisdom the network of parents, teachers and media should foster the good values in the present generation.*

## Introduction

Values are the guiding principles of life that contribute to the all round development of an individual. They give a direction to life and thus bring joy, satisfaction and peace. Values add quality to life. Thus, one might say that any human activity, thought or idea, feeling, sentiment or emotion, which promotes self development of an individual, constitutes a value. Value system is the backbone of the society. Values may vary from one society to another and from time to time. Values like truth, happiness, peace, beauty are considered intrinsic values and are desirable in any society. In our day to day life human activities are regulated by the values. Values are rooted in every word we choose and speak, what we wear, ways in which we interact and even our perceptions.

In ancient India, the Vedas, the Upanishads, the Epics manifested and upheld the values of Indian society. During those days Indian society was based on morality, honesty, duty, truth, friendship, brotherhood, etc. The primary aim of the teacher of the ancient age was to impart value education. But in the present scenario, due to manifold changes in various aspects of our civilization such as population explosion, advancement in science and technology, knowledge expansion, rapid Industrialization, urbanization, mobilization, IT revolution, liberalization, privatization and globalization as well as the influence of western culture on our society. All these has affected the society in two ways: at one side the some sections of society has become prosperous and at the other side many evils have crept inside the society like global poverty, pollution, hunger, disease, unemployment, antagonism, caste system, child labor, gender inequality, ill-treatment of women, violence, exploitation of natural resources and many such problems have caused value- catastrophe on the Earth. The core human values such as honesty, sincerity, morality and humanity are badly affected and, the society has become volatile. To overcome the problems of the present era, inculcation of values among individuals and promotion of values in educational system, as well as society, is highly essential (Vijayasree, 2006).

A child is educated by the entire environment in which it grows and that environment is determined equally by the parents, teachers and society around. The kind of individual we produce in turn determines the kind of society we live in. If we produce individuals who are self-centered, aggressive, competitive and greedy, we cannot have a society that is non-violent, peaceful, cooperative and harmonious.

It is rightly said 'if wealth is lost' nothing is lost, if health is lost, something is lost; but, if character is lost, everything is lost.'

### **Why to foster values?**

We have produced excellent doctors who take away the kidneys of their patients without even telling them; We have radiant engineers whose bridges collapse immediately as soon as their bills are passed; intelligent accountants who cheated millions from the Government reserves by manipulations; our dignified civil servants are truthfully functioning as unquestioned autocrats; politicians who made many policies but executes only few. All of them have received perhaps the best education and are trained in the best institutions. But this dishonest behavior is terrible.

A child is nurtured in a spirit of extreme competition and is compelled to be the part of unruly society. It only emphasizes materialistic human at the cost of emotional and relational skills. Young learners hardly understand why they are in school, why they are studying different subjects and how their schooling will be helpful to them. Their understanding is restricted to learning about the subjects. They barely know how they should live their lives, commit themselves to the interests of the country, protect the environment and other social and moral issues. They are not clear as to what sort of persons they expect to become when they complete their school education. The current model of society is unbalanced it stresses on cognitive domain and is ignoring the affective domain. The head and heart are hostile to each other. Education of this kind turns children into machines. Such an outlook defeats the very idea of education.

The idea of what values should be fostered through education has been best expressed in the Constitution of India. The Indian Constitution has clearly laid down fundamental duties of its citizens in Article 51A, emphasizing that every Indian citizen would:

- Promote harmony and spirit of common brotherhood,
- Transcending religious, linguistic and regional diversities,
- Renounce practices insulting to the self-respect of women,
- Value and preserve the rich heritage of our composite culture,

- Protect and improve the natural environment,
- Develop the scientific temper,
- Give up violence and
- Try hard towards excellence in all spheres of individual and group activity so that the nation can constantly rises to higher levels of achievement.

## Major role of Parents

Mother called as 'jannani' for giving birth to the child. The learning of the child starts in the mother's womb. As from our ancient times the greatness of 'Maa' is well known. In Valmiki Ramayana ' Maa Sita' had given valuable teachings to her sons Luv and Kush. The heart and love of today's mother is almost same. In the present time, the task of parents has increased enormously. In the metro cities, most of the mothers are working in other organizations. A mother is juggling everyday to balance her family and work. She has a multifaceted personality. She is playing the role of a mother, wife, daughter and an employee. The duties of father has not finished as mother is playing the various roles. But he has to hold his wife's hand and work shoulder to shoulder throughout the life. Children closely observe their parents interactions with other people and with family members and from those observations learn a great deal about how to treat others .Berkowitz M.W. & Grych J.H.(1998).They both have to share the responsibility of inculcating good values in the children.

- Parents need to plan their daily routine make the 'time planner' to manage the time effectively. As children learn faster by observing their parents, they will also come to know the importance of time management in their life. Taking up the responsibility for one's work helps in achieving one's goals, developing work skills, providing sense of accomplishment and faith in self and so on. Not doing one's duty brings delay, blame, frustration, guilt feelings, frustration, chaos and disorder.
- As the parents decides in which good institute the child should take admission but one more important issue is to decide what kind of movies a child can be shown at the age of 2 to 10 years. At this stage child builds up the vocabulary so it's essential that he should not learn the abusive language which is used in some movies.

- Parents can set the weekly targets for the children to achieve like helping grandparents in operating the modern gadgets, going for a walk with the grandparents, telling them to take medicine in time and many other tasks will help our children to become responsible and respectful.
- We can make our children sensitive towards the poor people by generating in them feeling of sharing clothes, books, bag, shoes and other accessories.
- Encourage non-violence by promoting the love and care towards their siblings. In case of fight, resolving the dispute by giving simpler tasks such as saying 10 good adjectives for the opponent, make a peace treaty card and so on.
- Bed time stories for the young children are a wonderful way to influence the child's mind with values of honesty, sympathy, love and forgiveness.
- There is a dire need to feel the peace of mind in this highly competitive world. It is important to awaken the consciousness of students to take responsibility for their own selves and develop quest for personal improvement. It begins with appreciation of one's worth, accepting one's limitations and facing the truth that one cannot have everything but still doing better to improve oneself. These are the basic skills that bring about an appreciation of one's self worth. The child should not be forced to take the decisions against his/her own will. Gradually, it results in widening the gap between the parents and the children. Even sometimes a child commits suicide to resolve the matters of his life. So it's important for the parents to be a friend, mentor and philosopher of their child.

## Role of Teachers

The socio-cultural changes like transition from joint family to nuclear family system, excessive competition, parental expectations, commercialization of education, negative impact of media, misuse of information technology, globalization, consumerism etc. are putting immense pressure on children, families and schools leading to distortion of values. It points out the need for schools to come up with new ways of educating students. It emphasizes that value education is not a separate domain. The value education is not to be taken as burden or as an extra programme but it should be the intrinsic part of the curriculum.

Every teacher is a teacher of values. Teachers are properly oriented to create such environment for children where those values become vibrant. & The quality of people and their level of thinking largely depend on the contribution made by the teachers. Dharmendra Kumar & Sudheer(2012) .Their role is to put the child on the right path not by imposing but by watching, suggesting and helping. There was a time when a teacher was considered next to God. It is rightly said in Sanskrit,

**“Gurur Brahma Gurur Vishnuhu**

**Guru Devo Maheshwaraha**

**Guru Saakshat Parabrahma**

**Tasmai Sri Gurave Namaha”**

- Some experiments have shown that meditation helps in improving self confidence, ability to get along with others, reducing negative emotions and experiencing calmness and inspiration. This can be used in all classes or subjects. Before starting the actual teaching, two minutes could be spared before beginning of the lesson in every subject. It serves as a warm-up exercise especially for younger children.

- Role plays are used as a methodology for inculcating values where the focus is not on the acting capabilities but on the projection of ideas/values and analysis of the same.
- Story telling is a powerful technique as it leaves a perpetual impression on the minds of children. Teacher should be trained to grow as a story-teller. The story teller should depict the story with zeal, compassion and emotions. Stories and examples of the lives of renowned personality are included to emphasize that greatness achieved by those personalities is not sudden but is gained through tolerance, firmness and practice.
- Learning through visual experiences such as symbols, drawings, poster, charts, cartoons, graphs, photographs and pictures also leaves a permanent impression on child's mind.
- Group singing is important as values in the lyrics of the song remain in the consciousness for a long time. Group signifies the unity, towards a common purpose or goal.

Selection of song is important. These could be chosen to reflect good thoughts and feelings of sacrifice, universal love, love for nature, motherland, respect for one's heritage and other's culture. Some of the subjects could be taught through the medium of songs at primary stage.

- Group activities provide opportunities for learning many values. Development of fundamental values of love, tolerance, cooperation and respect for others is important. By working in groups, students learn the value of each other's sincere efforts, joy of doing one's best to lead one's group. Role plays, games, group discussion, group projects etc. are part of group activities which could be used in teaching of subjects as well.
- Making children sensitive to the environment and the need for its protection is an immediate social concern. The reckless exploitation of environment, depletion of ozone layer, global warming, industrial pollution, deforestation, soil erosion, etc. witnessed during the last century has led to environmental degradation. It is vital to develop the values of care and concern for the physical and natural environment too.

- *Develop the critical thinking* in students which can help students to think logically, analyze situations critically and apply judgment of what is good and bad. This enables them to gain insights into the justification of what is good and bad and why it is good and bad.

Finally, students observe the enthusiasm, commitment and “talk and the walk” of teachers which creates the impetus that ensures that values lie at the core of human existence. Kuldeep Kaur & Balwinder Nagpal(2013).

## **Role of Media**

Child’s brain is quicker than a computer it can store uncountable information. The impact of visuals lasts longer to what he listens. Everyday news in the newspaper, news bulletin in the TV Channels and FM Radio is giving coverage to the happenings in the world, shows the news of rape, ragging, murder, scams by various political parties, etc in a dubious manner as breaking news. Entertainment channels shows serials on broken families, pre-marital and post-marital affairs, live –in relationships etc which has given rise to the insecurity in young minds.

This has created utter confusion in child’s mind, he is distracted from the path of love, care, harmony, peace, justice, honesty and non-violence. But unfortunately the child is entangled in the tentacles of cheating, violence, distrust, hatred and greed.

There is a need to filter these programs as we know media has played an important role in bringing awareness in the Indians before independence. Even after independence it has raised voice against child’s marriage, dowry system, casteism and many more. Still, various good educational programs and movies are shown. Even there are some animated cartoons on Mahabharata, Ramayana, Sri Krishna etc. to ignite the young minds with love, sympathy, sacrifice and responsibility. Further deterioration can be checked by the following steps which can enhance the credibility of media:

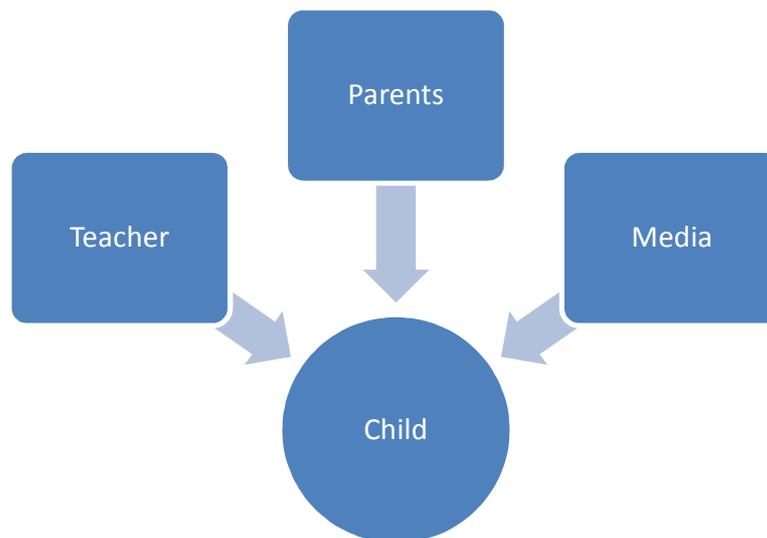
- The information should not be distorted just for the sake of increasing TRP (Television Rating Point) of any channel.
- Avoid usage of slang language in the cartoons, serials and movies.
- Derogatory words and pictures of women should not be shown.

- Adult's movies should not be telecasted in the regular hours.

Even children are required to go through the process of learning in schools and at home by which they are empowered to decode the negative messages that the mass media propagates purely for a commercial and money making point of view.

### **Influence of parents, teachers and media**

A child has its own identity and the people around him are the outer factors which influence the attitude, character and behavior of the child. The values which the child has learnt from parents, teachers and media become intrinsic in the child's personality.



The values can be inculcated in the child in the healthy environment created by the collective efforts of father, mother, teachers and media.

**Conclusion** We must make this world a better place to live not just for ourselves but also for our family, friends, colleagues and others. The focus should not only on improving academic knowledge, practical and technical skills to meet the market needs and earn the livelihood but also on holistic education. The focus should be on the emotional and relational skills which contribute to healthy mind, healthy personality, healthy body and completeness of the society and the nation. Education in values also prepares child for the world of work. It is a common observation that the advancement in a career depends not only on the intellectual abilities but also the ability to sustain hard work, assume responsibility and ability to work in teams and cooperate with others. So one cannot underestimate the power of joy, satisfaction and peace; which always multiply on practicing; honesty, sympathy, love, care, sharing and non-violence. The real truth is to achieve inner happiness with the cooperation of parents, teachers and media.

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## The Impact of Female Literacy on total Fertility in Madhya Pradesh

**Kamya Singh**

(Research Scholar)

And

**Preesha sylvanaigum**

(Research Scholar)

M.Phil (Economics), Department of Economics,  
Sarojini Naidu Government Girls P.G. Autonomous College, Bhopal

### Abstract:

*This paper focuses on the impact of female literacy on total fertility in Madhya Pradesh. Education has long been recognized as a crucial factor influencing women's childbearing patterns. This study shows that improvements in female literacy rates fasten fertility decline in Madhya Pradesh. Women who can read and write tend to become more knowledgeable about family planning and more likely to use contraceptive methods. Whether in urban or rural areas, a literate population speeds the diffusion of information about family planning, education and health care. The objective behind this research is to study the relationship between female literacy rate and total fertility rate in Madhya Pradesh. The methodology used is entirely based on secondary data. Karl Pearson's Coefficient of Correlation is used in order to prove the hypothesis i.e., is there a relationship between female literacy rates and total fertility rates in Madhya Pradesh. After completing this study, it can be concluded that literacy rates have a direct effect on total fertility rates. The inverse relationship between these two variables is a strong negative correlation*

### Introduction:

Education has long been recognized as a crucial factor influencing women's childbearing patterns. In Madhya Pradesh, achieving higher female literacy rate is one of the keys to reducing fertility for several reasons: women who can read and write tend to become more knowledgeable about family planning and more likely to use contraceptive methods. Whether in urban or rural areas, a literate population speeds the diffusion of information about family planning, education and health care.

Women with literacy skills and education are also more likely to have interests outside their immediate family, and to play social roles beyond childbearing. They marry later than women with less education. Their family size is accordingly smaller. Also, because literate women are better informed about health and hygiene and typically live in better conditions, more of their children survive. The fertility need not be as high to achieve their desired family size.

This study shows that improvements in female literacy rates fasten fertility decline. Literacy rates have risen during the past century in Madhya Pradesh, but they remain relatively low. According to the 2011 census, the most recent source of data, 70.6% of the Madhya Pradesh population is literate, up from 27.2% in 1971.

Although female literacy shows four times increase between 1971 and 2011, while male rates doubled, female literacy is not much lower than the male literacy. Male, female and total literacy rate of Madhya Pradesh are shown in the table below:

<b>Table: 1. Total, Male and Female literacy rates of Madhya Pradesh</b>			
<b>Year</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>
<b>1971</b>	<b>27.2</b>	<b>39.4</b>	<b>13.9</b>
<b>1981</b>	<b>38.6</b>	<b>49.3</b>	<b>26.9</b>
<b>1991</b>	<b>44.6</b>	<b>58.5</b>	<b>29.4</b>
<b>2001</b>	<b>64.1</b>	<b>76.5</b>	<b>50.6</b>
<b>2011</b>	<b>70.6</b>	<b>80.5</b>	<b>66</b>

Source: Census Report 1991, 2001 and 2011

Female education influences female fertility, First, education raises the opportunity cost of women's time and, generally, opens up greater opportunities for women that often conflict with repeated child-bearing. This may lead educated women to want fewer children.

Second, in a state like Madhya Pradesh where there is marked son preference, the education of women may reduce their dependence on sons for social recognition or support in old age. This too may lead to some reduction in desired family size, to the extent that large families are the consequence of a desire for an adequate number of surviving sons.

Third, educated women may have higher aspirations for their children, combined with lower expectations of them in terms of labor services. This may also reduce desired family size, especially if there is a trade-off between the number of children and the time available for each child. Fourth, educated women may be more receptive to modern social norms and family planning campaigns. In addition to reducing desired family size, female education is likely to affect the relationship between desired family size and planned number of births. In particular, female education reduces infant and child mortality. Educated mothers thus need to plan fewer births in order to achieve a given desired family size.

Finally, female education may assist in achieving the planned number of births, especially by facilitating knowledge of and access to contraception and by enhancing women's bargaining power within the family. Illiterate women in India have no knowledge of any contraceptive method, compared with women who are educated. Female education was also found to be positively related to the use of contraception, with the biggest difference observed between illiterate women and those with basic education. These indicators suggest that educated women not only have different fertility goals, but are also better able to Note that 'female autonomy' (a much-discussed issue in this context) is one of the variables that potentially mediate the link between female education and fertility, for instance by giving women greater control over their fertility.

The relationship between female education and autonomy is itself somewhat controversial. Some studies suggest that the two are, in fact, poorly correlated. Much also depends on how one defines female autonomy. These outstanding issues, however, have a limited bearing on the overall relation between female education and fertility, since female autonomy (however

defined) is only one of the possible intervening variables. Thus, the doubts that have been raised about the empowerment value of female education should not be casually extended to the relation between the latter and fertility.

### **Definition of Variables:**

**Literacy Rate:** The percentage of a population aged 15 years and older (or between another specified age ranges) who are able to read and write with understanding a short message about their everyday life in any language.

**Total Fertility Rate:** The average number of children that a woman will have in her fertile years (usually assumed to be between ages 15 and 45, but can be measured by entire lifetime), assuming that the birth rate of her region does not change over that period.

### **Objectives:**

To study the relationship between female literacy rate and total fertility rate in Madhya Pradesh.

### **Hypothesis Question:**

Is there a relationship between female literacy rates and total fertility rates in Madhya Pradesh?

### **Methodology:**

In this paper the methodology used is entirely based on secondary data. All the data is collected from journal, articles, websites and books published.

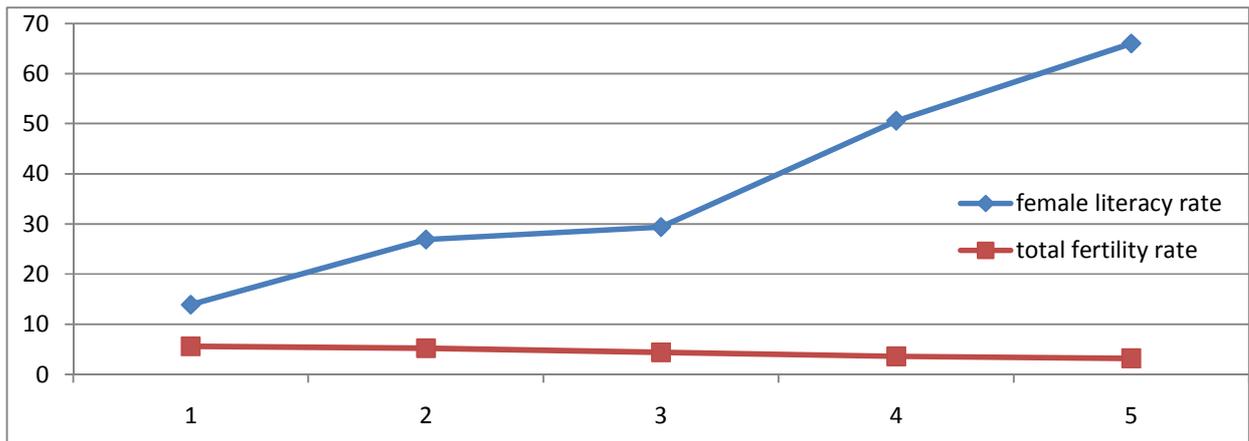
**Tools used:**

Karl Pearson's Coefficient of Correlation is used in order to prove the hypothesis i.e., is there a relationship between female literacy rates and total fertility rates in Madhya Pradesh?

**Result and Analysis:** The graph and table below shows the relation between female literacy rates and total fertility rates in Madhya Pradesh.

<b>Table: 2. Madhya Pradesh Female Literacy Rate and Total Fertility Rate for the Year (1971, 1981, 1991, 2001 and 2011)</b>		
<b>Year</b>	<b>Female Literacy Rate</b>	<b>Total Fertility Rate</b>
<b>1971</b>	<b>13.9</b>	<b>5.6</b>
<b>1981</b>	<b>26.9</b>	<b>5.2</b>
<b>1991</b>	<b>29.4</b>	<b>4.4</b>
<b>2001</b>	<b>50.6</b>	<b>3.6</b>
<b>2011</b>	<b>66</b>	<b>3.2</b>

Source: Census Report 1991, 2001 and 2011

**Graph: 1. Madhya Pradesh Female Literacy Rate and Total Fertility Rate for the Year****(1971, 1981, 1991, 2001 and 2011)**

The graph and table depicts the relation of different census year (1971, 1981, 1991, 2001 and 2011). Karl Pearson's Coefficient of Correlation is used to analyze the result. The correlation coefficient range is from (-0.92 to -0.99) and the correlation coefficient ( $r$ ) is -0.967, these values shows that there is very high negative degree correlation between female literacy rate and total fertility rates in Madhya Pradesh, proving the original hypothesis that an inverse relationship exists between these two variables. If Madhya Pradesh has more number of educated female, then it will have a lower fertility rates.

**Hypothesis Answer:**

This study intends to show that there exists an inverse relationship between female literacy rates and total fertility rates in Madhya Pradesh. The higher the female literacy rate, the lower the fertility rate.

## Conclusions

After completing this study, it can be concluded that literacy rates have a direct effect on total fertility rates. The inverse relationship between these two variables is a strong negative correlation. The more educated people are, the fewer children they will choose to have. This is especially true for women since they are the ones who are actually giving birth to the children. Average age at first marriage, rate of contraceptive use and rate of secondary school enrollment of a region also correlate well with total fertility rates. If women attend school for a longer amount of time, they are more likely to pursue interests outside of having a family, including marrying at a later age, getting a well-paying job and taking advantage of the health and social services available to them. More educated women also play a more significant role in the decision making of a household, so they may actively decide to have fewer children because they are aware of the benefits of smaller families.

The status of women in Madhya Pradesh needs to be improved. Girls need more opportunities to become educated and women need easier access to family planning services and methods of contraception. More schools should be built in the poorest districts with the help of the governments and more female teachers should be employed to act as role models.

## Possibilities for Extension of the Analysis

The main way in which this study could be extended is by adding more states of the countries to the list. However, the study was limited by time and availability of raw data that is why it is also needed to keep this research small enough that it could be clear and concise. The paper could also be extended by studying more variables such as life expectancies, percentage of GDP spent on education expenditures, birth rate, average age of women at first marriage, secondary school enrollment and contraceptive use. These factors could have been graphed and correlated to further this hypothesis that more educated people have fewer children. Using even more outside variables besides female literacy rates and total fertility rates in this research could give more confirmation to the paper and the arguments stemming from it.

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## **Demographic Dividend and its Impact on Indian Economy**

**Dr. Rita Jaiswal**

Professor Economics  
S.N.G.G.P.G. College, Bhopal

### **Introduction**

Traditionally, the population of the country has been considered as a liability on the natural resources, but looked at from another point of view, population becomes an asset. For this purpose, it would be desirable to consider the changes in the structure of population.

While studying the population, it is customary to classify the population into three age groups. Population in the age- group below 15 years is considered as child population. The working age pertains to 15-65 years- productive age group. Age group 65 & above comprises of old persons. Both the child population and old population is dependent on the productive age group for their maintenance and sustenance.

When birth rates are high, the share of children in total population is also quite high. As a result of family welfare measures, the educational level of the society and control of infant mortality, birth rates begin to fall. In the early stage of demographic transition, death rates fall at a faster rate than birth rates. But since death rates cannot fall beyond the level of 6-7 per thousand, the fall in birth rate has a decisive influence on the structure of population. The proportion of child population begins to decline. But as a consequence of development, extension of medical facilities, control of epidemics and better nourishment, the share of old population (65 and above age group) starts increasing. Consequently, there is a decline in the dependency load of the population and increase in the share of the productive age group. This structural change is likely to occur in India during the next 25 year (2001-2006).

Demographic charge in a region, to a great extent, reflects the extent of socio- economic development. In recent years the developed western countries have drawn our attention to the programmes attained in their demographic goals. The age structure is governed by the degree of

variations of the immediate proceeding and long past event that occurred in the population. One can also assess the three components of population change – fertility, Mortality and migration through the age structure. India's population continues to remain young, with about 65 percent in the age group of 15-59 years according to the 2011 census. In this paper an effort has been made to understand the demographic dividend and different aspects of population India related to age composition and its effect on the economy of India.

### **Objective of the study**

The prime objectives of the study are as follows:

- To analyze the age composition of India's population.
- To know the impact of literacy in reducing the fertility rate of India.
- To highlight the scenario of the working population in India.
- To know the impact of family planning programmes on the age-specific fertility rate of India.

### **Discussion**

#### **Age composition of India's population.**

The study of age composition is helpful in determining the proportion of the labour force in the total population. An estimate of the labour force in India is made in the 2001 census report. The working age of the population is considered as 15-60. On this basis, the percentage distribution of India's population is shown in table I

**Percentage Distribution of India's Population by age groups (1911-2001)****Table I**

Year	Age Group		
	0-14	15-60	and above
1911	38.8	60.2	1.0
1921	39.2	59.6	1.2
1931	38.3	60.2	1.5
1961	41.0	53.3	5.7
1971	41.4	53.4	5.2
1981	39.7	54.1	6.2
1991	36.5	57.1	6.4
2001	35.6	58.2	6.3
2011	29.1	65.4	5.5

**Source** :IAMR, Fact book of manpower, p.12, and Census of India, 1981, Series-I, India, Paper 2 of 1983

These figures indicate that the proportion of child population in the 0-14 age group was 35.6 per cent in 2001. This figure is lower than the figures of earlier four decades. The principal reason for a higher child population in India is the high birth rate. The recent decline in infant mortality has also added to our child population. A high proportion of children only reflect a large proportion of unproductive consumers. To reduce the percentage of non-productive consumers, it is essential to bring down the birth rate. The decline in child population in 2001 is a reflection of the decline in overall birth rate in India.

### Correlation between Fertility and Literacy:

Fertility seems to have a strong correlation with the educational level of the mother. census of India (2001) reveals that the total fertility of illiterate women for India is 4.2. It declines to 3.7 for women with educational level literate but less than middle school, it further declines to 3.3 for middle but not matric and is the lowest (2.1) for women with educational level graduate and above and above. Fertility in every category was higher in rural areas than in urban areas. Data published by Government claims further decline in overall fertility. Decline is sharp among educated women. This underlines the need to educate girls to achieve our objectives of population control.

**Table – II**

#### Total Fertility by women's Educational level in India (1998-99)

Educational Level	Total No. of Children Born (15-49)		
	2005-06	2001	1991
Illiterate	3.55	4.2	4.4
Literate	-	3.3	3.8
Literate below middle	2.51	3.7	4.3
Middle but below Matric	2.23	3.3	3.8
Matriculate but below graduate	2.08	2.7	3.0
Graduate and Above	-	2.1	2.3
<b>All Educational Levels</b>	<b>2.68</b>	<b>3.8</b>	<b>4.3</b>

**Source** – Census of India (2001) Fertility Tables; Government of India, Selected Socio-Economic Statistics India 2008

According to Census Commissioner (2001), there is a positive correlation between population growth rate and the child population in the age group 0-6. In India, the proportion of children in the age group 0-6 declined from 17.94 per cent in 1991 to 15.93 per cent in 2001 and to 13.12 in 2011. A fall in the proportion of children in the age group 0-6 is indicative of a fall in fertility. In Kerala, Tamil Nadu, Andhra Pradesh, Karnataka, Gujarat, and Haryana the percentage of population in the age group 0-6 is below the national average while in states like Meghalaya, Rajasthan, Uttar Pradesh, Bihar, Jharkhand and Madhya Pradesh, it is much higher than the national average.

### **Scenario of Working Population in India**

There is a Structural change expected in the population. About 60 percent of the population was in the working age group in 2001, this is expected to increase gradually and will be 68.4 percent in 2026. Demographic dividend is likely to manifest in the gradual increase in the working age group of 15-64 years. consequently, the capacity of the economy to harness the growing working age population in productive activities will determine the actual realization of the demographic dividend. Since the production structure of the Indian economy is also undergoing a transformation from agriculture to industry and services, there would be a strong need to develop new skills so that the economy can absorb the growing working age group population in newly emerging areas of development.

The actual size of the working population however, may be different from the projected population. This may be affected by child labour below 15 years of age who are engaged in some economic activity, similarly, quite a good number of student in the age group 15-24 may be studying in schools, colleges, universities, management training, ITI's. The extent of population in the age- group 15-24 group engaged in education and training will have to be deduction from the total youth population in 15-24 age. With the gradual reduction of child labour, the actual number of dependents among children will increase. Taking account of these factors, it can be stated that the working age group population broadly indicates the number of persons who need to be employed in productive economic activities.

In India 35.5 percent of the child population and 4.4 percent of old persons, accounting for about 40 working population. By 2026, child population is expected to decline to 23.3 percent, but old persons are likely to increase to 8.3 percent. This implies that the non-working population will decline to 31.6 percents.

### Impact of family planning programme on fertility

With increase in the mean age at marriage and Impact of family planning programmes, there is an thousand married women in 1988 to about 154 in 1993. It may also be noted that the decline is in all age groups, through the decline was sharper in the age groups 30-34 and above, as compared with age group 15-19. There was a strong need to reduce fertility rates in the lower age groups, more especially 15-29, 20-24 and 25-29 so that general fertility rate registers a sharp decline. We witness a sharp declined in fertility rates across all age groups. Sharpest decline is registered in age group 15-19, 40-44, 35-39 and 30-34.

**Table - III**

Age Group (Years)	1988	1993	2007	Percentage 1993-2007
15-19	259.0	236.1	41.1	82.6
20-24	319.8	307.9	213.9	30.5
25-29	227.9	207.6	158.3	23.7
30-34	138.5	121.3	75.2	38.0
35-39	81.2	65.7	31.7	51.8
40-44	38.9	31.8	12.3	61.3
TFR	5.4	4.9	2.68	45.3
GFR	170.7	153.7		

**Source** - Census of India (2001) Fertility Tables; Government of India, Selected Socio-Economic Statistics India 2008

### **Conclusion:**

To attain the goal of population stabilization, health care is important not only to reaping the benefits of demographic dividend in terms of a healthy workforce, but also reducing birth rate and promoting general welfare. Population stabilization can be achieved by taking care of infant mortality, safe motherhood and increasing contraception. The reduction of malnutrition, in the over-all population, especially among children and women can also contribute to the growth of a healthy and stable population. In this regard, wide disparities between rich and poor states, between urban- rural population, male-female population will require remedial action.

India's record on health parameters is not only way behind china, it does not compare favorably, even with respect to Sri Lanka. Not only that even Nepal and Bangladesh have a better record in some health parameters. There is a need to strengthen health care services in India so as to rapidly move to the goal of a healthy and stable population. This will also in the realization of demographic dividend.

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## **Poverty Alleviation and Employment Generation Programmes-**

### **A way to Inclusive Growth**

**Dr. Rita Jaiswal**

**&**

**Dr. Kamla Gupta**

Prof. Economic  
Sarojini Naidu Govt.  
Girls P.G. College,  
Bhopal

### **Introduction**

The Eleventh Plan emphasizes “faster and more inclusive growth”. According to plan, a major weakness in the economy is that the growth is not perceived as being sufficiently inclusive for many groups, especially SCs, STs and minorities. Gender inequality also remains a pervasive problem and some of the structural changes taking place have an adverse effect on women.

The progress towards inclusiveness is more difficult to assess, because inclusiveness is a multidimensional concept. Inclusive growth should result in lower incidence of poverty, broad-based and significant improvement in health outcomes, universal access for children to school, increased access to higher education and improved standards of education, including skill development. It should also be reflected in better opportunities for both wage, employment and livelihood and in improvement in provision of basic amenities like water, electricity, roads, sanitation and housing. particular attention needs to be paid to the needs of the SC/ST and OBC population. Women and children constitute a group which accounts for 70% of the population and deserves special attention in terms of the reach off relevant schemes in many sectors, minorities and other excluded groups also need special programmes to bring them into the main stream.

In this paper we want to know the objectives of inclusiveness and sustainability. What are specific policies and programmes.

In the eleventh plan, several programmes aimed at building rural and urban, infrastructure and providing basic services with the objective of increasing inclusiveness and reducing poverty, such as MANREGA, IAY, PMGSY, MDM, SSA etc.

On the basis of these program we want to assess that whether the objective of these programmes are attained or not. The overall growth of rural region, the weaker and minority section like ST, SC, OBC, Woman, children etc. is attained or not. The vision behind the plan is to restructure policies for achieving a faster, broad-based and inclusive growth. The thrust is to reduce poverty and unemployment of SC/ST, OBC, minority, women and other excluded groups.

## Objectives

1. To know the achievements of the target of more inclusiveness and faster growth in eleventh five year plan.
2. To assess the employment scenario after completion of the plan.
3. To assess the poverty impact after the plan period.
4. To analyse whether government programmes could help to raise the condition of SC, ST, OBC and weaker section of the society.

For study we have used secondary data and related information for the assessment of inclusiveness.

## Discussion

### Assessment of Growth Rate

After the new reforms we realized that the reform process has widened disparities between the rich and the poor, rise of unemployment the rural-urban divide as the regional divided between the fast growing forward states and slow growing backward states. So there was a need for correction in growth policies.

Eleventh Plan had fixed a target of GDP growth to an average rate of 9.0 percent for faster growth. The success of the 11<sup>th</sup> plan was dependent on the success in achieving growth

target in agriculture, Eleventh Plan had fixed 4 percent growth in agriculture, but rate of growth low at 3.3 % over the plan period.

The rate of growth of GDP never touched 9 percent. The 11<sup>th</sup> plan over all rate of growth of GDP was 7.9 percent. The target rate of growth was less in case of services and industries.

Eleventh Plan has fixed targets of GDP growth in consultation with the state Government. All India growth rate is targeted at 9% for the Eleventh Plan. Bihar, Rajasthan, Madhya Pradesh, U. P. and Punjab are likely to remain below the 7.5% GDP growth level. The planning process has to concentrate attention to stimulate growth among the laggards.

Many states like Arunachal Pradesh, Meghalaya, Mizoram, Assam and Sikkim have indicated low growth rates.

### **Assessment of Employment Scenario**

The 66<sup>th</sup> round National Sample Survey Organization (NSSO) survey on Employment (2009-10) is that the number of young people in education and therefore, out of the workforce, has increased dramatically causing a drop in the labour participation rate. The total number of young working age (15-24) people who continued in educational institutions doubled from about 30 millions in 2004-05 to over 60 millions in 2009-10.

The survey also shows that between 2004-05 and 2009-10, the overall labour force expanded by only 11.7 million. This was considerably lower than comparable periods earlier, and can be attributed to the much larger retention of youth in education, and also because of lower labour force participation among working-age women. Over the same period, 18 millions job opportunities were created on current daily status basis. Thus, in absolute terms, unemployment rate which had increased from 6.06 percent in 1993-94 to 7.31 percent in 1999-2000 and further to 8.28 percent in 2004-05, came down to 6.60 in 2009-10.

The 66<sup>th</sup> round National Sample Survey Organization (NSSO) survey on Employment shows that the vast majority of new jobs created between 2004-05 and 2009-10 was in casual employment, mainly in construction. While such jobs are often more attractive for rural labour than casual work in agriculture, there is a potential for an accelerated pace of creation of more

durable rural non-farm jobs/livelihood opportunities. Such job opportunities could come from faster expansion in agro-processing, supply chains and the increased demand for technical personal for inputs into various aspects of farming that is maintenance of equipment and other elements of rural infrastructure. The service sector too has to continue to be a place for creation of decent jobs/livelihood opportunities, in both rural and urban areas.

### **Assessment of poverty Reduction**

Poverty is a multi dimensional problem. In 2004-05 the proportion of the poor was 27.5% - 28.3% for rural areas and 25.7% for Urban areas. Sixty five years after independence, more than a quarter of population continues to be poor.

Eleventh plan recommended a three legged strategy – economic growth-income poverty reduction through programmes like MGNREGS and Swaran Jayanti Rozgar Yojana and human capital formation with the help of education and skill development.

In India 80% of farmers are small sculled, marginal including females. The eleventh plan advocated a number of steps to improve their effective access to inputs, credit, extension services and output markets. The Plan argued that the best way to empower the poor is to encourage group approach (to encourage poor to function as a group rather than individual.

In this context, it advocated redesigning the subsidies in the current schemes, giving greater benefits to farmer groups rather than individuals. More over to promote gender equality, the plan advocated steps to ensure women’s rights to land infrastructure support.

Inclusive growth is possible only when there is a rapid decline in poverty. The eleventh plan intends to reduce it by 10% points by 2017. This would imply a rate of reduction of poverty by about 1% during 2004-2005 and 2016-17.

India should adopt the international poverty line of \$ 2 per day as the basis of determining the percentage of people in poverty. If we use the norm of \$ 2 per day, then 80% of the Indian population would be below the poverty line. The poverty line used by the Eleventh plan, based on calories does not even meet the rock bottom of basic need approach. There was a need to

upgrade the poverty line to intends to do in other sectors of manufacturing, services and yield of output in agriculture.

According to the eleventh plan “This is necessary if a significant Portion of the labour force is to shift out of agriculture where it is currently engaged in low productivity employment, into non agricultural activity that can provide higher real incomes per head. It will be necessary to improve the income earning opportunities of those people who remain in agriculture by raising land productivity.

The Eleventh Plan also emphasizes the need to supplements the above programmes by targeted livelihood support programmes “ Special programmes aimed at target groups such as small and micro enterprises.

The plan notes that considerable experience has been gained over the years in the management of these programmes and this experience must be brought to bear in redesigning the programmes to make them move effective in achieving their stated objectives.

### **Assessment of Plan Programmes for Inclusiveness**

The Eleventh Plan gave a special impetus to several programme aimed at building rural and urban infrastructure and providing basic services with the objective of increasing inclusiveness and reducing poverty. Some of these programmes were new, while others augmented existing initiatives. Thirteen such flag ship programmes are MGNREGA, Indira Awas Yojana (IAY), national Social Assistance Programme (NSAP), Pradhan Mantri Gram Sadak Yojana (PMGSY), NRHM Health Family Welfare, ICDS Women & Child Development, Mid-Day meal (MDM), Sarva Siksha Abhiyan (SSA) School Education & Literacy, JNNURM Urban Development, Accelerated Irrigation Benefit Programme (AIBP) and Other water resources programme. Water resources, Rajiv Gandhi Gramin Viduyati Karan Yojana (RGGVY), Rajiv Gandhi Drinking Water Mision (Rural Drinking Water) NRDWP, Sanitation Campaign (TSC) Drinking Water Supply and Rashtriya Krishi Yojana.

With a people-centered, demand-driven architecture completely different from the earlier rural employment programmes, MGNREGA has directly led to the creation of 987 crore person-days of work since its inception in 2006-07. In financial year 2010-11, MGNREA provided

employment to 5.45 core house-holds generating 253.68 crore person-days. It has also successfully raised the negotiating power of agricultural wages, improved economic outcomes leading to reduction in distress migration. This is not to deny that with better project design, implementation leakages could be greatly reduced and the assets so created could make a larger contribution towards increase in land productivity.

### **Social Inclusion under MGNREGS**

Mahatma Gandhi National Rural Employment Guarantee Scheme was introduced in February 2006, The scheme aims to provide at least 100 days of guaranteed wage employment in a financial year to at least one member of every rural household whose adult members volunteer to do unskilled manual work. At least 33% of the beneficiaries are to be women.

MGNREGS act now covers all rural areas of the country. Under MGNREGS wage disbursement through bank and post office accounts is mandatory. This is likely to help in the financial inclusion of the poor.

MGNREGS promised a wage rate of 100 Rs. per day to a worker. However with the wages in many states fell below the minimum wages moreover rising food prices from January 2011 the government revised the wages by linking them to the Consumer Price Index for agricultural labour (CPI-AL) for each individual states. Accordingly wage paid under MGNREGS have increased between 17 to 30% in different states depending upon the trend in CPI-AL.

As noted by C.P. Chandrasekher and Jayati Ghosh "The NREGS is necessarily 'inclusive' at the most basic level in economic terms, because itself targets those who are willing to engage in arduous physical work for a daily wage in other words the poorest section of society. But it is also emerging that the MGNREGS tends to be more socially inclusive as well that is it disproportionately involves women, SCs and STs as workers in the scheme.

It is also likely to lead to decline in distress migration and improvement in food consumption among certain families.

MGNREGS has been criticized like failure to provide statutory minimum wages, half hearted implementation. The rationale of the scheme itself is not in doubt. Many observers agree that MGNREGS has the potential to transform rural economic and social relations at many levels.

## Conclusion

The progress towards inclusiveness is more difficult to assess, because inclusiveness is a multidimensional concept. Inclusive growth should result in lower incidence of poverty, broad-based and significant improvement in health outcomes, universal access for children to school, increased access to higher education and improved standards of education, including skill development. It should also be reflected in better opportunities for both wage employment and livelihood, and in improvement in provision of basic amenities like water, electricity, roads, sanitation and housing. Particular attention needs to be paid to the needs of the SC/ST and OBC population. Women and children constitute a group which accounts for 70% of the population and deserves special attention in terms of the reach of relevant schemes in many sectors. Minorities and other excluded groups also need special programmes to bring them into the mainstream. To achieve inclusiveness in all these dimensions requires multiple interventions, and success depends not only on introducing new policies and government programmes, but on institutional and attitudinal changes brought about, which take time.

One important feature of the growth experienced in the Eleventh Plan, which is relevant for inclusiveness, is that high rates of economic growth have been more broadly shared than ever before across the States. While most States have shown sustained high rates of growth, several of the economically weaker States have demonstrated an improvement in their growth rates. Amongst them are Bihar, Orissa, Assam, Rajasthan, Chhattisgarh, Madhya Pradesh, Uttarakhand and to some extent Uttar Pradesh. According to the available data, no State has average GSDP growth of less than 6.0 percent during the Eleventh Plan Period.

At last we can say that there is a burning need to implement all the objectives. Plans and policies of 11<sup>th</sup> Five Year Plan in Twelfth Five Year Plan and then we will assess as how much these objectives, plans and policies we could achieve.

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## Malaviya as a Great Visionary

Dr. Parthsarathi Pandey

### Introduction

Malaviya, a name almost synonymous with higher education in the country, has been a visionary par excellence. His views regarding values are perhaps more relevant today, when corruption threatens to shake up the 65-year-old democracy. Mahamana dreamt of creating an ideal scheme of education which would serve the cause of nation building, rise above narrow sectarian interests, combine the best in western scientific methods with all that is good and great in our culture and promote a “broad liberation of mind and religious spirit. The hallmark of the Indian vision of education has been openness and acceptance of noble thoughts from all directions while at the same time sending out its own message to the world. As Swami Vivekananda said “Like the gentle dew that falls unseen and unheard and yet brings into blossom the fairest of roses, has been the contribution of India to the thought of the world. Silent, unperceived, yet omnipotent in its effect, it has revolutionized the thought of the world yet nobody knows when it did so.” Malaviya ji who epitomized Indian values gifted the world with a unique model of integrated, harmonious and balanced education in the shape of Banaras Hindu University. The motto of Banaras Hindu University, “fo | ; k èrè' uqš” (The end of all knowledge is the attainment of immortality) eloquently reflects the premium placed on education in our ancient culture.

The scheme of education proposed by Mahamana assumes renewed significance today when higher education is facing challenges as never before. It is widely accepted that higher education is the basic building block in the creation of an inclusive, equitable and diverse knowledge society. The new realities of 21st century have given birth to a host of complex issues and challenges in higher education like internationalization, privatization, quality assurance, governance, fostering of research and innovation, competition for human and financial resources etc.

The Indian higher education system cannot afford to insulate itself from these changes. At the same time it should be able to meet the expectations and challenges of an increasingly globalizing world without endangering local culture and values. Every care should be taken to ensure that the objectives of higher education do not become subservient to the forces of the market. The unmet needs of higher education demand a paradigm shift in approach, while keeping in mind the parameters of access, equity, quality, relevance and right values. Thus, it is obvious that higher education policy will have to reconcile diverse objectives- the short term aims with long term goals, the traditional wisdom with modern innovative thinking and scientific rationality with religiosity and faith. Banaras Hindu University is striving in the direction of proposing a model of higher education which would address the challenges of globalization without compromising on national priorities or Indian values. This model of education would conform to the four pillars of education identified by the Delors Commission i.e. learning to know, learning to do, learning to live together and learning to be.

### **How malviya ji ideology come in action, an overview**

Malaviya ji was born just after the, so called Indian mutiny of 1857. In next two or three decades following the first world war of freedom the entire country was passing through a national Renaissance in every sphere of life -social, economic, political, religious, and educational. The spirit of many great sons of this land rose in revolt against the British domination. . Malaviya was one of them. He joined the Indian national congress immediately and made his maiden speech before the great national gathering at its second national session of congress held at Calcutta in 1886 and became an ardent champion of Indian nationalism. During his tours of country in subsequent years while attending the congress session, Malaviya had the opportunity to observe the conditions existing in the country in various spheres. Malaviya therefore came to the conclusion that in order to revitalise India as a nation, it was necessary to feed her youth with the old spiritual and moral food and religion must be the part of education founded on Indian ideals and enriched with the result achieved by science and learning of the west .Modern Indian higher education has its roots in the British rule that began as a speck in 1757. The establishment of three university of Bombay, Calcutta , Madaras done on the basis of Landon university. Lord Curzon, appointed on Indian Universities commission in 1904 to probe into the working of Indian Universities. All the Universities were brought directly under government control-Lord Curzon, by this act, again left a reason for infame and discontents. This errant move of

British rule, couldn't restrain the long cherished dream of a great institution from the mind and action of Malaviya jee in 1904, he hold a resolution for establishing a Hindu University {at Kashi} under the president ship of the Maharaja of Banaras; he received first token donation of fifty-one rupees for the University from his father. Debate over the University grew more during Indian National Congress Session {31st December 1905, Banaras} at the Town Hall, under the president ship of Shri B.N. Mahajani-scheme of the Hindu University was placed before the representatives of all religious and renowned educationists. With these exuberant developments, public announcement of Banaras Hindu University was finally enunciated on January 1st, 1906-two contemporary moves further exuded confidence in Mahamana, Central Hindu College, after witnessing a great success under the visionary leadership of Mrs. Annie Besant, applied for statutory Royal Charter for the establishment of a "University of India" under the signature of influential personalities-second, The Bharat Dharma Mahamandal of Kashi under the president ship of the Maharaja of Darbhanga, had simultaneously launched a scheme for the establishment of a Sanatan Dharma {universal}University. In the year 1911, the Maharaja of Darbhanga along with Annie Besant incorporated his scheme with that of the Hindu University-he personally too took great interest and met Lord Harding {then Governor-General} with plan of University and received his consent easily as this top notch British official was comparatively flexible in his demeanour. Albeit his Education Secretary, Sir Harcourt Buttler became alarmed to see, the prominence of Hindi in proposed University-he gave mandate for English, as medium of education in Banaras Hindu University which in equanimity was accepted by Mahamana. He had stout vision for changes and it's tantameunt on entire education system-so, at least for temporary compulsions dropped his plan to use mother tongue. Finally the dream came true on the Vasant Panchami day, February 4, 1916 and foundation stone of Banaras Hindu University was laid by The Lord Harding in the presence of august gathering and thousands of high dwellers. Before the discussion of Mahamana vision about higher education in detail and how he is a great visionary for higher education in present liberalization and globlisation age, firstly researcher discuss what the status of higher education in India.

## Malaviya vision for higher education

The vision of Malaviya ji was so perfect and dynamic that every solution regarding the problems of higher education is there .The motive of Malaviyaji was to make higher education answerable in any condition, period or time. The concept of globalisation from the vision of Madan Mohan Malaviya could be seen in the following version “And the creator and benefactor of the world ,the universal soul moving in all , brought together his all children of the east and the west , and induced their mind to that unanimity which meanest good and right understanding directed them to raise this home of universal learning in the capital town of the lord of universe .” The absence of any religious education in our state university has not prevented the growth of sectarian feeling in the country.” I believe instruction in the truths of religion whether it would be Hindus or Muslim, wheather it would be imparted to the student of BHU or Aligarh Muslim University will tend to produce Man, who if they are true to the religion, will be true for their God, their King and their Country. And I look forward to the time when the student of this University, who will pass out such University, will meet each other in a closer embrace as sons of the same motherland then they do at present.” Malaviya ji thus visualized that the student trained in the new system of education would be able to spread knowledge throughout the country and world and there by develop the spirit of nationalism and inter nationalism .so he propose the establishment of an all Indian University which is residential university, unlike the other five University that existed in India at that time viz Calcutta, Madaras, Bombay, Lahore, Allahabad. In relation to Global University Malaviyaji said “If the expenses incurred on University education in the west is compared, with what we are expanding on it here, it will be seen that we are far below the standard of other civilized countries and have much be way to make up. Our Universities are like so many powerhouses needed to scatter the darkness of ignorance, poverty and cold misery which is hanging like a pall upon the country. Every lower of India must therefore rejoice at the growth of universities in India.” Malaviya believe in globalization, his views on education is above then any creed, caste, race, .He believe in ideals of Veda vyasa-

“May all enjoy happiness, May all the source of happiness to others may all see the auspicious days, may none suffer any injury.”He believes in brotherhood that is vasudehev kutumbkam.

## Parameters decided by mahatma for higher education

### A. Integration of religious education

Malaviya vision was so clear and dynamic , which he said at his time for higher education , are the matter of research now a days. He said “There are some people, I am fully aware, who doubt whether the teaching of faith, side by side science, can be productive of good result. This assumes that, if religion and science are not antagonistic, they are at least incompatible. But happily signs do not want that the attitude of science towards religion is undergoing a great change.” (Malaviya speech, 1916) Again he said that “for all true religion is based on the belief in the supreme being, the Almighty God. And the essence of all morality founded upon such a faith of charity and goodwill towards all. This show the spirit of high co, operation in society, so if religion integrated in higher education then musty the problem of corruption , stress, throat cut competition become solved and moral values , ethics, obtained and truely value based society originate. Which is the broad objective of higher education?

### B. Amalgemaization of ancient and scientific knowledge in higher education

Malaviya was a firm believer of ancient Indian culture and tradition and also most modern then ultra modern in his future vision for higher education. He does not believe in Macaulay theory and totally opposing his concept, look the address of Lord Macaulay to the British parliament on 2nd Feb 1835, we get surprised at the objectives of Macaulay. He stated in his address - “I have travelled across the length and breadth of India and I have not seen a person who is beggar, who is thief, such wealth I have seen in this country; such high moral values. People of such caliber, that I do not think we would conquered this country, unless we break the very backbone of this nation which is spiritual and cultural heritage and therefore I propose that we replace her old and ancient education system, her culture, for the Indians think that all that is foreign and English is good and greater than their own, they loss their self esteem, their native culture and they will become what we want them, a truly dominated nation.” Malaviya yet born after the Macaulay period but he knows about his views, So he again and again said reshape the education system in all spheres bringing back our ancient education practices and moral as well as spiritual values. His vision is seen in BHU. Malaviya initially formulated the objective of this University is to promote the study of Hindu Shastra’s and of Sanskrit literature generally as a means of preserving and popularizing for the benefit of Hindus in particular and of the world at large in general,

the best thought and culture of the Hindus, and all that was good and great in the ancient civilization of India. To promote learning and research generally in arts and science in all branches: , To advance and diffuse such scientific, technical & professional knowledge, combined with the necessary practical training as is best calculated to help in promoting indigenous industries & in developing the material resources of the country & to promote the building of the character in youth by religion & ethics as an integral part of education .So these objective shows Malaviya Vision on higher education i.e. on one side reflect Veda, Upanishad, all ancient scriptures & text & on other side reflect science technology & integration of medical engineering agriculture & technical education .

### **Malaviya economic vision for higher education**

Today in 12<sup>th</sup> plan govt. of India think about innovative University with the help of ppp model that is public private partnership. Govt. decided to establish world Class University with the help of foreign finance provider because, for Govt. it is not possible to provide huge finance for infrastructure and other related to higher education. But you realize when Malaviya ji establish this university, is the economic condition is better than at present days? British govt. gives the challenge of 1 crore rupees collection at that time for the permission of establishment of such university in 1915. But Malaviya accept this challenge and start collection from Indian king, Nawab, and poor people also but not from any single foreign providers .He took land of India, money of India but time to time when, he need burrowed knowledge from world in the form lecturer and appointment of professor this vision of Malaviya ji not show his narrow nationalism but how he link national thinking to world level with respect of nation. Many time he shake his hand with British Govt policies but not at the cost of nation he is much indigenous and modern both for economic development of nation .Malaviya ji felt keenly the pain of India poverty and pauperization under British rule. He described the position of the country in the following words in his speech as president, Indian national congress at the Lahore session of 1909:

“The national income is low and therefore the national prosperity is low. People are dying with plague and malaria. Famines are claiming a large toll and people are unprosperous and unhappy. That is the condition of the Country. On the other hand you find that this is the Country most richly endowed with natural resources. It’s the country whose people are not lacking in intelligence and industry, and living most simple life. They are not addicted to crime as some of the most advanced country are. Can there be anything more sad and disappointing than to find the people as still in such unfortunate condition that this country should be lie so low in the scale of nation ?and if this is so what is our duty for the motherland ?”(Zaidi, 1978, p475) Malaviya ji advocated the promotion of technical education and indigenous industries as a remedy for India poverty. As a result of his efforts the congress urged the establishment of at least one central fully equipped polytechnic institute on par with best engineering institution in the world for the first time in 1904. Under Malaviya ji leadership the Indian industrial conference started meeting regularly as an adjunct of the national congress since 1915 when it first met in Varanasi. Malaviya ji pointed out that India has three economic advantages- an abundance of agriculture and mineral raw materials, great natural facilities for power and transport and vast home market which can absorb the indigenous industries. He suggested “let us organize technical university .college. In large Metropolis and towns respectably .” (Malaviya, 1918, p.65)his vision reflect in BHU as hub of industrial resurrection .Malaviyajis economic philosophy was centered around national interest and the good of the common man was the central theme of his economic vision .his vision has greater importance into days knowledge based, world economy where the nation are pursuing policies that encourage innovation and access to advanced knowledge. It was his vision to adapt modern technologies along with indigenous methods to our specific needs in order to bring progress and prosperity of the nation so today it is important that Govt make policies for higher education not on the cost of nation.

### **Practical approach for higher education, syllabus (mahamana vision)**

The vision of Mahamana so farsighted that he knew the basic problems of higher education as well as of the student .He knew the problem of his time for what we are crying today. The problem of the unemployment and qualitative higher education is of greater concern today. Yet we are search for the solution. But at that time of Mahamana the sources of the study were to be so fixed that a student of average intelligence: taught on the modern methods may become skilled in some art of producing

wealth: and versed in the principle upon which it is based. (History of BHU) Malaviya dreamt of a new kind of curriculum taught by a new kind of school for self reliant society. This made him to provide tentative patterns of vocational studies in which cultivation of initiative and self help are dominant objectives. His realistic attention was very keen to grasp the idea of an appropriate education system which can meet the urgent social and economic needs of a poor country.

### **High moral value and building character first need of higher education mahamana vision**

Today India, face new movement that is anti corruption movement why? Think about it? Very simple not due to increased literacy rate, but it is due to decline, decorated values. Today student of higher education having many ambitions, aspirations of the prosperity but to get these, they do not believe in Right means but believe in throat cut competition. Malaviya read widely the Indian religious texts, and agreed with ancient law- giver Manu, on his five important qualifications which earn for a man the respect of others. Among these five; the first four are wealth, relations, age, good deeds , and the last is succession i.e. education is the highest qualification and the most time honored value as against the wealth which is first in succession yet the lowest the values. He himself has said“ foÙkaU|qZ deZfo+k Hofr iPpeh , ykuh ekL LFkukfu xjlr ks ; |nÙje AA\*\*Mahamana wanted his University prepare such literate man, engineers, professor, religious teacher ,conductors of researchers in literacy fields and investigators into the phenomenon of laws of nature, Being be able to earn wealth by hour able means , they will be above temptations to unworthy conduct , and being inspired by high principles imbibed from Sanskrit learning :they will be man of unswerving rectitude and incorruptible integrity. Mahamana laid much emphasis on character building of student always provide Gita lecture on Sunday in BHU malaviya bhavan and told to them a lot of benefit of bramcharya. When he give his sign. On student card write “l R, si cZop; Zk Q k leuFk fo |; kA ns kHR, kR, ksu r l l Fekufgl nkHoS, So if Mahamana vision is followed in higher education institute then mostly the problem of corruption, rape of girls, High suicide tendency of youth, mental stress , psychological disorder in youth ,problem of maladjustment etc. can be handled easily. If high moral values adopted by student of higher education .It is possible when university acquired such culture as given by Mahamana vision.

## Conclusion with suggestion

To conclude, it can be said that there is no difference between Mahayana's vision and globalization regarding the higher education. Malaviya ji never against any positive change as he use today that for good or evil , we are all her to play the game" so here is the time we should admire the vision of Mahamana Malaviyaji whose main cards to win the life game was "character-industry-integrity "let us accept the challenge of present era. Let prepare ourselves to face the situation through learning information technology for the qualitative higher education. Let us make our institution different from others with value addition of Mahamana Madan Mohan Malaviya vision. So if we want corruption free society, we do not advocated for a lot of act as janlokpal etc, but we try to reform our higher education ,on the basis of our great visionaries ,and not believe in making noise but make voice . Making University not the copy of Landon or USA, but like Nalanda and Takshshila which attract knowledge seekers from all over world, believe in globalization but also believe in indigenous culture of nation. Malaviya ji was a great visionary he could realize the dangers and ill effects of infected education system A few lines of his saying can be quoted here "Formation of character is even more important for the well -being of the individual and of the community than the cultivation of intellect" "A teaching University would but only half perform its function if it does not seek to develop the heart power of its scholars with the same solicitude with which it develops their brain power. Hence it is that the proposed University BHU has placed the formation of character in youth as one of its principal objective. For Malaviya ji, to keep alive the sense of duty towards God and towards our motherland, to serve our fellowmen, to promote public welfare and to be prepared to sacrifice everything for the sake of motherland, was the real purpose of higher education. Through his life he endeavored to serve this cause. So carrying forward Malaviya's mission in higher education would be a tribute to Malaviya while celebrating his 150th birth anniversary.

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## असुरक्षित यौन संबंधों के कारण प्रसारित होती है और असुरक्षित यौन संबंध मुख्यतः चारित्रिक स्वलन के परिणामस्वरूप कायम होते हैं। मानव सभ्यता के अभ्युदय काल से ही भारत धर्म एवं नैतिकता के मामले में सिरमौर रहा है और यदि आज गाँवों का देश भारत तथाकथित अनैतिकता (जैसा कि सामान्य धारणा है) से प्रसूत एड्स जैसी बीमारी से जूझ रहा है, इस बीमारी के कारण उसकी नैतिकता की मूल धारणा को संशय से देखा जा रहा है, उस पर प्रश्न चिह्न लगाया जा रहा है तो यह एक शोचनीय बात है जो ग्रामीण भारत में एड्स के मनोसामाजिक विमर्श को जन्म दे रही है।

असिस्टेन्ट प्रोफेसर

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शिक्षा संकाय, दयालबाग एजुकेशनल इंस्टीट्यूट

(डीम्ड विश्वविद्यालय), दयालबाग, आगरा (उ०प्र०)

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(डीम्ड विश्वविद्यालय), दयालबाग, आगरा (उ०प्र०)

भारत, गाँवों का देश, जिसकी अधिसंख्य आबादी अभी भी गाँवों में निवास करती है, आज एड्स जैसी गंभीर बीमारी की चपेट में आकर विश्व फलक पर इस बीमारी से ग्रस्त जनसंख्या के मामले में सर्वोच्च स्थान पर काबिज हो गया है। एड्स एक ऐसी बीमारी है जो मुख्यतः असुरक्षित यौन संबंधों के कारण प्रसारित होती है और असुरक्षित यौन संबंध मुख्यतः चारित्रिक स्वलन के परिणामस्वरूप कायम होते हैं। मानव सभ्यता के अभ्युदय काल से ही भारत धर्म एवं नैतिकता के मामले में सिरमौर रहा है और यदि आज गाँवों का देश भारत तथाकथित अनैतिकता (जैसा कि सामान्य धारणा है) से प्रसूत एड्स जैसी बीमारी से जूझ रहा है, इस बीमारी के कारण उसकी नैतिकता की मूल धारणा को संशय से देखा जा रहा है, उस पर प्रश्न चिह्न लगाया जा रहा है तो यह एक शोचनीय बात है जो ग्रामीण भारत में एड्स के मनोसामाजिक विमर्श को जन्म दे रही है।

मनुष्य एक सामाजिक प्राणी है (सामाजिक संदर्भ में); इसके अतिरिक्त वह एक प्राणी है (व्यक्तिगत संदर्भ में) अर्थात् वह शरीर और मन का संयोग है। अब चूँकि मनुष्य एक सामाजिक प्राणी और वह अपने तन और मन के साथ समाज में रहता है और उसे एड्स हो जा रहा है, तो जरूरत महसूस हो रही है कि समाज में घुसकर, सामाजिक कारकों का विश्लेषण करके, मनुष्य में घुसकर, मानवीय कारकों का विश्लेषण करके एड्स उत्पत्ति के मूल उद्भव कारक को ढूँढा जाये और इस बीमारी को समूल नष्ट करने के लिए इन कारकों को नष्ट कर दिया जाये, जिससे तथाकथित अनैतिकता के लांछन से लांछित ग्रामीण भारत को बचाया जा सके और वह फिर से विश्व में धर्म और नैतिकता का परचम लहराते हुए मानव को जीवन जीने की एक नयी दिशा दे सके।

समाज और मनुष्य एक-दूसरे से परस्पर जुड़े हुए हैं इसलिए मनोसामाजिक विमर्श में सामाजिक एवं मानसिक (साथ-साथ शारीरिक) विमर्श परस्पर गुँथे हुए भी हो सकते हैं। सामाजिक विमर्श की शुरुआत करते हुए प्राचीन भारतीय सामाजिक संरचना पर मन को केन्द्रित करें तो पता चलता है कि प्राचीन भारतीय समाज वस्तुतः मूल्यकेन्द्रित समाज था। प्राचीन समय में ज्यादातर प्रयास मानव-जीवन की उच्चता से संबंधित थे, जिसमें मूल्यों की उच्चता सर्वश्रेष्ठ थी। आश्रम पद्धति में मानव-जीवन को चार भागों में बांटकर प्रथम पायदान पर ब्रह्मचर्य आश्रम की प्रतिस्थापना की गयी थी, जो सभी के लिए अनिवार्य था। आगे का गृहस्थ आश्रम जीवन ऐच्छिक था, फिर वानप्रस्थ और सन्यास आश्रम अनिवार्य था। इस प्रकार मनुष्य की औसत आयु को 100 वर्ष मानकर उसके जीवन के 75 वर्ष पूर्णतः संयम, तपस्या, त्याग एवं सदाचरण पर आधारित कर दिये गये थे। मानव-जीवन के गृहस्थ के 25 वर्ष भी संयमित ही थे। संभोग केवल और केवल संतानोत्पत्ति के लिए धर्मसम्मत था, यद्यपि कानून सम्मत नहीं, सनद रहे तब धर्म, कानून से बड़ा था, ऋषि राजा से श्रेष्ठ था, लोगों के मन-मस्तिष्क में धर्म की श्रेष्ठता का भाव था फलतः लोग स्वभाव-वश धार्मिक आचरण करते थे, डर वश नहीं (कम)। चूँकि सामाजिक संरचना नैतिकता पर आधारित थी अतः समाज में श्रेष्ठ वह था जो नैतिक था। समाज में नैतिकता का मूल्य एवं सम्मान था और सम्मान पाना मनुष्य का जन्मजात लक्षण है फलतः तत्सामयिक मनुष्य सम्मान प्राप्ति हेतु नैतिक मूल्यों का वरण करता था और संयमी, तपस्वी तथा सदाचारी बन जाता था।

प्राचीन भारतीय समाज का विश्लेषण करने पर ज्ञात होता है कि उस समय बच्चे को होश संभालते ही संयम, तपस्या, त्याग एवं सदाचरण की शिक्षा दी जाती थी और उसे इस तरह से प्रशिक्षित किया जाता था कि वह संयमित जीवन जीने के योग्य हो सके। सामाजिक-संरचना के निर्माण में शिक्षा का महत्वपूर्ण स्थान होता है। प्राचीन समाज की संरचना मूल्य आधारित थी और उसे मूल्य आधारित बनाये रखना था फलतः शिक्षा में मूल्य आधारित पाठ्यक्रमों का समावेश किया गया था, फलतः उस मूल्य आधारित पाठ्यक्रम का अध्ययन करने वाला छात्र प्रायः सदाचारी बन जाता था और इस प्रकार वह नैतिक समाज की रचना करने का भागीदार बनता था। समाज में अनौपचारिक शिक्षा भी मूल्य आधारित थी फलतः समाज मूल्य आधारित था। समाज में धर्म, दर्शन एवं साहित्य का बोलबाला था। समाज में रोजगार के ये प्रमुख साधन भी थे, फलतः लोग मन लगाकर इनका अध्ययन भी करते थे, जो उनके चरित्र में रच-बस जाता था। इस प्रकार कुल मिलाकर लोगों के मन-मस्तिष्क में सदैव सदाचार (या सदाचरण) की बातें भरी रहती थीं। तो वहाँ मन-मस्तिष्क में यौन-भावनाओं (भोगवादी विचारधारा) की हलचल नहीं थी फलतः मनुष्य संभोग के लिए व्याकुल नहीं था और फलतः दुश्चरित्रता नहीं आती थी, जिससे एड्स नामक बीमारी का अता-पता नहीं था। प्राचीन भारतीय समाज में विवाह भी एक नियत समय पर हो जाया करते थे, इस कारण से भी प्रायः लोग चारित्रिक गिरावट से बच जाया करते थे। इस प्रकार, संक्षेप में कहा जा सकता है कि प्राचीन भारतीय समाज एवं प्राचीन भारतीय मनुष्य की संरचना इस प्रकार की थी कि प्राचीन भारतीय समाज एड्स की भयावहता से बचा हुआ था।

किन्तु वर्तमान ग्रामीण भारत आज एड्स की भयावहता से जूझ रहा है। निश्चित रूप से आज हमारी मनोसामाजिक संरचना में परिवर्तन आ चुका है, जिस कारण से एड्स के प्रसरण में वृद्धि हुई है। उदारीकरण एवं वैश्वीकरण के परिणामस्वरूप वर्तमान भारतीय समाज मुख्यतः अर्थकेन्द्रित हो गया है। प्राचीन भारतीय समाज की भाँति आज भी ज्यादातर प्रयास मानवीय जीवन की उच्चता हेतु किये जा रहे हैं किन्तु आज इस उच्चता के मायने बदल गये हैं। आज यह उच्चता विकास की उच्चता है जिसका संदर्भ आर्थिक है और इस आर्थिक उच्चता की संप्राप्ति हेतु जरूरत पड़ने पर नैतिक उच्चता की बलि दी जा रही है। प्राचीन आश्रम पद्धति का विध्वंस हो चुका है और उसके अवशेषों पर भव्य गगनचुंबी शैक्षिक अट्टालिकायें नैतिक मानव की जगह मशीनी मानव का निर्माण कर रही हैं और ये मशीनें अर्थ पैदा करने का महत्वपूर्ण साधन हैं जो समाज में आर्थिक विकास का मूल्य स्थापित कर रही हैं। नैतिक उच्चता का स्थान आज आर्थिक उच्चता ने ले लिया है। आज बच्चे के होश संभालते ही उसके बाल मन में मूल्य (नैतिक) प्रधानता की जगह अर्थ प्रधानता भरी जाती है और उसे बात-बात में प्रत्यक्ष-अप्रत्यक्ष रूप से यह सीख दी जाती है कि आर्थिक श्रेष्ठता सर्वश्रेष्ठ श्रेष्ठता है और यह बात बच्चा समाज में घट रहे उपक्रमों से प्रत्यक्ष-अप्रत्यक्ष रूप से सीखता भी रहता है। कुल मिलाकर प्राचीन नैतिक वातावरण के स्थान पर वर्तमान आर्थिक वातावरण में बच्चे के मन में भोगवादी प्रवृत्ति का जन्म होता है फलतः इस प्रवृत्ति के फलस्वरूप समाज में एड्स के प्रसरण को बल मिलता है।

वर्तमान में बच्चा जब पाठशाला में प्रवेश लेता है तो उसे साहित्य, धर्म, दर्शन की जगह मुख्यतः विज्ञान और विदेशी भाषा को सिखाने पर ज्यादा जोर दिया जाता है, जिसमें नैतिक मूल्यों का समावेश प्रायः नहीं होता है। बच्चों को रोजगारपरक शिक्षा दी जाती है और समाज में ज्यादातर रोजगार इन्हीं क्षेत्रों में सृजित किया जाता है। आज ज्यादातर रोजगार प्रदान करते वक्त व्यक्ति की कार्यकुशलता को महत्व दिया जाता है, उसकी नैतिकता एवं मूल्यों को नजरअंदाज किया जाता है, फलतः आज बच्चे को कार्यकुशल बनाने पर ज्यादा जोर दिया जाता है, नैतिक बनाने पर नहीं, फलतः बच्चा अनैतिक कर्म करने से नहीं हिचकता और इस प्रकार एड्स के प्रसरण को संरक्षण मिलता है।

वर्तमान भौतिकतावादी युग में भौतिकता की संप्राप्ति हेतु मनुष्य का तेजी से स्थान परिवर्तन होता रहता है फलतः पति-पत्नी या शारीरिक संबंधों की डोरी में बंधे व्यक्तियों का अलगाव होता रहता है और चूँकि वे जीवन में संयम का पालन करते हुए जीवन-यापन नहीं कर रहे होते हैं इसलिए वे स्थान परिवर्तन से उत्पन्न विछोह के बाद अपनी शारीरिक संतुष्टि हेतु दूसरे साथी का चयन कर लेते हैं (नैतिक सोच पर हावी भौतिक या भोगवादी सोच के परिणामस्वरूप; नैतिकता पर हावी भौतिकता) फलतः एड्स की उत्पत्ति का मार्ग प्रशस्त होता है।

वर्तमान में मानव असंतोषी हो गया है। यह असंतोष जीवन के हर क्षेत्र में दिखायी देता है। यौनिक क्षेत्र भी इससे अछूता नहीं है। लोग आज अपने एक साथी से संतुष्ट नहीं हो रहे हैं, ऐसा मुख्यतः मनुष्य की दृष्टि में आये भौतिकतावादी सोच के परिणामस्वरूप हो रहा है। जीवन के अन्य क्षेत्रों में जो जितना महत्वाकांक्षी हैं प्रायः वह अपने जीवन के यौनिक क्षेत्र में भी उतना ही महत्वाकांक्षी हो गया है और प्रायः तो यह भी देखने में आता है कि इसी यौनिक तुष्टि हेतु वह अन्य महत्वाकांक्षायें पालता है जो इस हेतु साधन का कार्य करती है। आज पुरुष और स्त्री दोनों ने अधिकांशतः एक-दूसरे को मुनष्य कम, योग का साधन ज्यादा मान लिया है और वे दोनों एक-दूसरे से भौतिक परितुष्टि ज्यादा चाहते हैं। मानव की सोच में आये इस विनाशकारी परिवर्तन ने एड्स उत्पत्ति को प्रश्रय दिया है।

वर्तमान में मनोसामाजिक संरचना के निर्माण में मीडिया की अत्यन्त महत्वपूर्ण भूमिका हो गयी है। आज प्रायः सभी लोगों की पहुँच किसी न किसी प्रकार से मीडिया के किसी न किसी रूप तक हो गयी है। मीडिया की हलचलों के फलस्वरूप मनुष्य की मानसिक हलचल बढ़ी है और उसमें मानसिक परिवर्तन आये हैं। मीडिया की बदौलत आज मनुष्य की सोच में बदलाव आया है। आज मीडिया लोगों के समक्ष भौतिकता को खूब जमकर परोस रहा है। वह पुरुष एवं महिला दोनों को भोग की वस्तु के रूप में प्रदर्शित कर रहा है और जनमानस में यह संदेश फैला रहा है कि यदि पुरुष के पास आर्थिक सम्पन्नता के सभी साधन हों तो उसके पास भोग के लिए बालाओं की कोई कमी नहीं रहेगी। इसलिए भोगवादी प्रवृत्ति के पुरुषों में यह सोच घर करती है कि चाहे जैसे भी आर्थिक सम्पन्नता लायी जाये और बालाओं का भोग किया जाये। मीडिया यह तर्क दे सकता है कि वह समाज का दर्पण है और समाज में चल रही वर्तमान सोच को ही प्रतिबिम्बित कर रहा है तो उसे यह भी स्मरण रखना चाहिए कि वह लोगों की सोच में परिवर्तन का प्रमुख कारक भी है। आज समाचार पत्रों के ज्यादातर पेज भोगवादी प्रतिबिम्ब ज्यादा परोसते हैं, और नैतिकतावादी या आध्यात्मिक तत्वों का इनमें कहीं शायद ही अता-पता हो।

वर्तमान में महिलाओं की सोच में भी भोगवादी परिवर्तन आये हैं। पूरा का पूरा महिला सशक्तीकरण प्रायः आर्थिक संसाधनों के कब्जे पर आधृत हो गया है। आज एक तबके की महिला की सोच बन गयी है कि आर्थिक रूप से समर्थ बनो, आर्थिक समर्थता की चिंता करो, नैतिकता की चिंता न करो और आर्थिक समर्थता की संप्राप्ति में यदि नैतिकता आड़े आये तो उसे त्याग दो क्योंकि वर्तमान में आर्थिक समर्थता ही सर्वश्रेष्ठ है और यदि आर्थिक समर्थता रहेगी तो जीवन में 'इन्ज्वाय' करने के लिए कई साथी मिल जायेंगे। महिलाओं का एक तबका आज पति को 'एज ए फ्रेंड' मानता है और जिस तरह मित्र बदले जाते हैं उसी तरह वे पति को बदलने से भी गुरेज नहीं करती हैं। यह प्रवृत्ति भी एड्स की भयावह खाई की ओर ले जाती है।

आज मीडिया में आर्थिक प्रकरण को बढ़-चढ़कर दिखाया जाता है और फलतः लोगों के मन-मस्तिष्क में सदैव आर्थिक प्रकरण (भोगवादी प्रवृत्ति) घूमता रहता है और वे सदैव आर्थिक श्रेष्ठता हासिल करने की कोशिश करते रहते हैं। उनके प्रेरणास्रोत मीडिया द्वारा पूज्य 'धन कुबेर' (वर्तमान समाज के ऋषि) होते हैं जो समाज में 'आर्थिक सर्वोच्चता' के मूल्य की प्रतिस्थापना करते हैं जिसे पूरा समाज प्राप्त करने की कोशिश करता है, चाहे नैतिकता का वध ही क्यों न करना पड़े।

ग्रामीण भारत के मनोसामाजिक विमर्श से एड्स के मूल कारणों को समझा जा सकता है और आज एड्स के बचाव हेतु किये जा रहे उपायों पर सोचा जा सकता है। आज एड्स के बचाव हेतु सबसे ज्यादा जोर इस बात पर दिया जाता है कि असुरक्षित संभोग से बचे और संभोग के समय कण्डोम का इस्तेमाल करें। मनोसामाजिक संरचना में आये परिवर्तन के फलस्वरूप भोगवादी बन चुके मनुष्य को भोग से रोके जाने की शिक्षा देकर क्या उसे रोका जा सकता है? शायद नहीं और शायद यही मानकर वह आगे साधन मुहैया करा देता है— 'कण्डोम' का कि अब एड्स से निश्चिन्त होकर जी भरकर 'इन्ज्वाय' करो। यह एड्स को रोकने के लिए उसके मूल कारण पर प्रहार करना नहीं हुआ और यकीन मानिये बिना मूल कारण को खत्म किये इस महामारी से निजात संभव नहीं है।

आज वर्तमान भारत में उसके प्राचीन मूल्यों की प्रतिस्थापना की जरूरत है। इसे अपनाकर हम विकास की अंधी दौड़ में पिछड़ नहीं जायेंगे बल्कि और भी श्रेष्ठ हो जायेंगे। समाज में नैतिक श्रेष्ठता को महत्व देने की जरूरत है। प्रत्येक व्यक्ति को अपने में नैतिक सोच को जन्म देने की आवश्यकता है किन्तु यह तभी संभव है जब उसकी नैतिकता को पर्याप्त एवं यथोचित सम्मान दिया जाये। लोगों को अपनी जीवन-चर्या में यथोचित बदलाव लाये जाने की जरूरत है, किन्तु इसके लिए यह आवश्यक है कि सामाजिक वातावरण इस अनुकूल बनाया जाय। बच्चे के जन्म के बाद उसे धर्म, दर्शन, साहित्य एवं नैतिकता की शिक्षा के माध्यम से उसमें यथोचित जीवन मूल्यों की प्रतिस्थापना का प्रयास किया जाये। उसके मन-मस्तिष्क में यह बात बिठा दी जाय कि नैतिकता की कीमत पर विकास (आर्थिक) का कोई मूल्य या औचित्य नहीं है। परन्तु इसके लिए जरूरी है कि समाज के प्रेरणास्रोत— "मुझे इससे मतलब नहीं कि कौन किसके साथ सोता है, बस वे कण्डोम का प्रयोग करें" (एक पूर्व केन्द्रीय स्वास्थ्य मंत्री का बयान), खुद अपनी मानसिक सोच में बदलाव लायें।

एड्स को रोकने के लिए आज हमारी शिक्षा पद्धति में बदलाव की जरूरत है। रोजगार के साधनों की प्राप्ति में नैतिकता को हथियार बनाया जा सकता है। मीडिया अपनी पद्धति में सुधार करके एड्स प्रसरण के रोक की दिशा में अत्यन्त महत्वपूर्ण भूमिका का निर्वाह कर सकता है। लोगों में जागरूकता लाना एक बात है और लोगों को नैतिक बनाना दूसरी बात। मीडिया को भोगवादी प्रचार की जगह नैतिकतावादी प्रचार का जरिया बनना चाहिए। संक्षेप में, एड्स के प्रसरण को रोकने के उपाय के रूप में ग्रामीण भारत में एड्स के मनोसामाजिक विमर्श से उपजे कारकों पर प्रहार करके एड्स का खात्मा हमेशा-हमेशा के लिए किया जा सकता है।

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“पूर्व माध्यमिक विद्यालयों के अध्यापकों की सामाजिक– आर्थिक स्थितियों का उनकी शिक्षण क्षमता पर पड़ने वाले प्रभाव का अध्ययन।”

डॉ० आर०पी०सिंह

प्राध्यापक

सुदर्शन महाविद्यालय लाल गॉव रीवा (म०प्र०)

एवं

देवेन्द्र कुमार यादव

रिसर्च स्कालर,

### प्रस्तावना

प्रत्येक व्यक्ति की सामाजिक–आर्थिक स्थिति एवं कार्य क्षमता अलग–अलग होती है। परिस्थितियों के अनुसार वह उनका प्रयोग करता है। ये परिस्थितियाँ बहुत अधिक सीमा तक व्यक्ति की कार्यक्षमता को प्रभावित करती हैं। इसलिए प्रस्तुत अध्ययन में पूर्व माध्यमिक विद्यालयों के अध्यापकों की सामाजिक–आर्थिक स्थितियों का उनकी शिक्षण क्षमता पर पड़ने वाले सकारात्मक या नकारात्मक प्रभाव के अध्ययन का प्रयास किया जा रहा है।

अध्यापकों में अपने पेशे या व्यवसाय अथवा शिक्षण कार्य के प्रति संतुष्टि है या नहीं। यदि है तो उसकी सीमा क्या है? इसके साथ यह भी देखना है कि ऐसे कौन–कौन से प्रमुख चर हैं जो अध्यापकों के शिक्षण क्षमता को प्रभावित करते हैं। इस परिप्रेक्ष्य में आयु, जाति, लिंग, सामाजिक– आर्थिक स्थिति, शैक्षिक योग्यता, आय, अनुभव, प्रशिक्षण तथा उनकी भौगोलिक स्थिति आदि का अध्यापकों के शिक्षण क्षमता पर प्रभाव डालता है या नहीं। यदि पड़ता है तो उसकी प्रकृति कैसी है— धनात्मक या ऋणात्मक, साथ ही साथ इन चरों के आधार पर यह भी देखना है कि अध्यापकों की सामाजिक–आर्थिक स्थितियों तथा उनकी शिक्षण क्षमता में किस प्रकार का सह–सहम्बन्ध है। यदि है तो कैसा— धनात्मक या ऋणात्मक इन्हीं विचारों के आधार पर

## समस्या

“ पूर्व माध्यमिक विद्यालयों के अध्यापकों की सामाजिक-आर्थिक स्थितियों का उनकी शिक्षण क्षमता पर पड़ने वाले प्रभाव का अध्ययन ” निर्धारित की गई है।

समाज की जटिलताओं के साथ-साथ श्रम-विभाजन की आवश्यकता हुई विद्यालय एवं अध्यापक भी इसी के परिणाम है। अध्यापक किसी भी शिक्षण प्रक्रिया का मुख्य आधार है इसलिए अध्यापक को प्राचीनकाल में गुरु एवं आचार्य की उपाधि दी गई है। वेदों में तो अध्यापक को ईश्वर के समकक्ष कहा गया है।

“द विद्युतत्या रूचा परिष्टो भन्त्याकृपा।”

आधुनिक शिक्षा प्रणाली में अध्यापक का महत्वपूर्ण स्थान है क्योंकि वह राष्ट्र का निर्माण अपने गुणों द्वारा करता है। अतः अध्यापकों के गिरते हुए स्तर को सुधारने, उनकी सामाजिक-आर्थिक स्थिति एवं शिक्षण क्षमता के ह्रास को रोकने के उद्देश्य को ध्यान में रखकर यह शोध कार्य किया जा रहा है। भारत में प्राथमिक शिक्षा की तस्वीर अत्यन्त धूमिल एवं अनाकर्षक है क्योंकि अध्यापक शिक्षण कार्य के प्रति उदासीन हैं। तथा शिक्षकों द्वारा व्यावसायिक शिक्षण अपनाने के कारण ही शिक्षा के स्तर में गिरावट आयी है।

इन समस्याओं का निराकरण शिक्षा के प्रत्येक स्तर में अत्यन्त आवश्यक है। अध्यापकों की योग्यता, प्रशिक्षण एवं कार्य करने की स्थिति संतोषजनक हो इसके लिए अध्यापकों की सामाजिक-आर्थिक स्थिति तथा शिक्षण क्षमता में वृद्धि करना अति आवश्यक है। यदि अध्यापकों की सामाजिक-आर्थिक स्थिति को सुदृढ़ कर दिया जाय तो उनकी शिक्षण क्षमता में वृद्धि अपने आप हो जायेगी। इसलिए इस शोध में यह आवश्यक हो गया कि अध्यापकों की सामाजिक-आर्थिक स्थितियों का उनकी शिक्षण क्षमता पर पड़ने वाले प्रभाव का अध्ययन किया जाय।

शिक्षक शिक्षण कार्य के प्रति पूर्ण रूप से संतुष्ट हो इसके लिए उनके सामाजिक-आर्थिक स्तर को ऊँचा करना होगा। शिक्षक ही विद्यालय तथा शिक्षा पद्धति की वास्तविक गत्यात्मक शक्ति है। अतः उनके स्तर को ऊँचा उठाकर ही उनकी कार्य क्षमता को बढ़ाया जा सकता है। जिससे वे अपने कार्य के प्रति संतुष्ट हो सकें। इसलिए शोध का महत्त्व और भी बढ़ जाता है।

## परिभाषिक शब्द :-

प्रस्तुत शोध के लिए निर्धारित समस्या में कुछ परिभाषिक शब्द प्रयुक्त हैं। यहाँ पर उन्हें स्पष्ट कर लेना आवश्यक प्रतीत होता है।

पूर्व माध्यमिक विद्यालय –

पूर्व माध्यमिक विद्यालयों से तात्पर्य उन विद्यालयों से है जहाँ कक्षा एक से लेकर कक्षा आठ तक की शिक्षा व्यवस्था है। इन विद्यालयों में 6 से 14 आयु वर्ग के बालक/बालिका शिक्षण ग्रहण करते हैं। ये विद्यालय उत्तर प्रदेश में बेसिक शिक्षा परिषद द्वारा संचालित किये जाते हैं।

नवीन शिक्षा नीति के लागू होने पर पूर्व माध्यमिक विद्यालयों को दो भागों में बाँट दिया गया –

प्राथमिक विद्यालय

उच्च प्राथमिक विद्यालय

अध्यापक

इस शोध में अध्यापक से तात्पर्य उन शिक्षकों से है जिनका नियमानुसार एवं वैधानिक रूप से चयन बेसिक शिक्षा परिषद द्वारा संचालित पूर्व माध्यमिक तथा प्राथमिक विद्यालयों में पढ़ाने के लिए किया गया है और वे पूर्ण कालिक वेतनभागी के रूप में नियुक्त रहकर कक्षा 1 से 8 तक की कक्षाओं को पढ़ाते हैं।

## सामाजिक-आर्थिक स्थिति

प्रायः लोगों से चर्चा करते हुए सुना जाता है कि अमुक व्यक्ति की सामाजिक-आर्थिक स्थिति अच्छी है। सामाजिक-आर्थिक स्तर का व्यक्ति के लिए बड़ा ही महत्व है। लगभग सभी समाज में शादी सम्बन्ध दो परिवारों के सामाजिक-आर्थिक स्तर पर निर्भर होता है। अतः सामाजिक- आर्थिक स्थिति का वास्तविक अर्थ समझना आवश्यक है।

## शिक्षण क्षमता

शिक्षण क्षमता का शाब्दिक अर्थ है शिक्षण की क्षमता से लिया जाता है जो अंग्रेजी के बंबपजल का हिन्दी रूपान्तर है।

शिक्षण क्षमता शब्द दो शब्दों से मिलकर बना है।

शिक्षण + क्षमता = शिक्षण क्षमता

## शोध अध्ययन के उद्देश्य

अध्यापकों की सामाजिक-आर्थिक स्थिति का उनकी कार्य क्षमता पर प्रभाव का अध्ययन करने के लिए जिन उद्देश्यों को दृष्टिगत रखा गया है, वे उद्देश्य निम्नलिखित हैं-

- अध्यापकों की सामाजिक-आर्थिक स्थिति का अध्ययन करना।
- जाति के आधार पर अध्यापकों की सामाजिक-आर्थिक स्थिति का अध्ययन करना।
- क्षेत्रीय आधार पर अध्यापकों की सामाजिक-आर्थिक स्थिति का अध्ययन करना।
- आय के आधार पर अध्यापकों की सामाजिक-आर्थिक स्थिति का अध्ययन करना।
- अध्यापकों की शिक्षण क्षमता का अध्ययन करना।
- आय के आधार पर अध्यापकों की शिक्षण क्षमता का अध्ययन करना।

## शोध परिकल्पना

शोध के उद्देश्यों की प्राप्ति के लिए निम्नलिखित शून्य परिकल्पनाओं का निर्माण किया गया है।

- प्राथमिक विद्यालयों के अध्यापकों की सामाजिक-आर्थिक स्थिति में कोई सार्थक अन्तर नहीं है।
- अध्यापकों तथा अध्यापिकाओं की सामाजिक-आर्थिक स्थिति में कोई सार्थक अन्तर नहीं है।
- जातिगत आधार पर अध्यापकों की सामाजिक-आर्थिक स्थिति में कोई सार्थक अन्तर नहीं है।
- अध्यापकों की आयु का उनकी सामाजिक-आर्थिक स्थिति में कोई सार्थक अन्तर नहीं है।

- अध्यापकों की आय का उनकी सामाजिक-आर्थिक स्थिति में कोई सार्थक अन्तर नहीं है।
- अध्यापकों के शैक्षिक स्तर का उनकी सामाजिक-आर्थिक स्थिति में कोई सार्थक अन्तर नहीं है।
- अध्यापकों के प्रशिक्षण का उनकी सामाजिक-आर्थिक स्थिति में कोई सार्थक अन्तर नहीं है।
- ग्रामीण एवं शहरी अध्यापकों की सामाजिक-आर्थिक स्थिति में कोई सार्थक अन्तर नहीं है।
- अध्यापकों के अनुभव का उनकी सामाजिक-आर्थिक स्थिति में कोई सार्थक अन्तर नहीं है।
- प्राथमिक विद्यालयों के अध्यापकों की शिक्षण क्षमता में कोई सार्थक अन्तर नहीं है।
- जातिगत आधार पर अध्यापकों की शिक्षण क्षमता में कोई सार्थक अन्तर नहीं है।
- अध्यापकों की आय का उनकी शिक्षण क्षमता में कोई सार्थक अन्तर नहीं है।
- अध्यापकों की आय का उनकी शिक्षण क्षमता में कोई सार्थक अन्तर नहीं है।
- अध्यापकों की शैक्षिक योग्यता का उनकी शिक्षण क्षमता में कोई सार्थक अन्तर नहीं है।
- अध्यापकों के प्रशिक्षण का उनकी शिक्षण क्षमता में कोई सार्थक अन्तर नहीं है।
- अध्यापकों की शिक्षण क्षमता पर उनके अनुभव का कोई सार्थक प्रभाव नहीं है।
- ग्रामीण तथा शहरी अध्यापकों की शिक्षण क्षमता में कोई सार्थक अन्तर नहीं है।
- प्राथमिक विद्यालयों के अध्यापकों की सामाजिक-आर्थिक स्थिति तथा उनकी शिक्षण क्षमता में कोई सह-सम्बन्ध नहीं है।

### शोध क्षेत्र का परिसीमन

इस शोध में अध्ययन के लिए रीवा जिले के पूर्व माध्यमिक विद्यालयों के अध्यापकों को प्रतिदर्श के रूप में चुना गया है। जिसमें निम्नलिखित संख्या में अध्यापकों तथा अध्यापिकाओं का चयन किया गया है।

कक्षा 1 से 8 तक के पूर्णकालिक अध्यापकों को ही जनसंख्या के रूप में लिया गया है।

पूर्व माध्यमिक विद्यालयों के 200 अध्यापकों को तथा 100 अध्यापिकाओं को प्रतिदर्श के रूप में लिया गया है।

इस प्रकार चयनीत अध्यापकों, उत्तरदाताओं की संख्या व प्रतिशत का विवरण निम्न तालिका में प्रस्तुत किया गया है।

जातिगत आधार पर अध्यापकों की संख्या

क्र.सं.	जाति का विवरण	उत्तरदाताओं की संख्या	प्रतिशत
1.	सामान्य जाति	145	48.3
2.	पिछड़ी जाति	130	43.4
3.	अनुसूचित जाति	25	8.3
	योग	300	100

## न्यादर्श चयन

शोध के उपकरणों पर उत्तरदाताओं से सूचनायें एकत्रित करने के लिए सर्वप्रथम समग्र उत्तरदाताओं की पूरी जनसंख्या में से इस शोध के प्रयोजन को ध्यान में रखते हुए केवल 200 अध्यापकों तथा 100 अध्यापिकाओं को प्रतिदर्श के रूप में चुना गया है। प्रतिदर्श चयन के लिए मुख्य रूप से यादृच्छिक चयन विधि का सहारा लिया है।

## शोध विधियाँ

अनुसंधान की प्रकृति, स्वरूप एवं प्रकरण के आधार पर अनुसंधानकर्ता ने प्रस्तुत अध्ययन में नार्मेटिव तथा घटनोत्तर विधि का प्रयोग किया है।

## जनसंख्या

वर्तमान अनुसंधान में शोधकर्ता ने पूर्वी उत्तर प्रदेश रीवा जिले के समस्त पूर्व माध्यमिक विद्यालयों एवं प्राथमिक विद्यालयों के सभी अध्यापक एवं अध्यापिकाएँ जनसंख्या का निर्माण करती है।

## शोध के उपकरण

प्रस्तुत शोध में निम्नलिखित उपकरणों का प्रयोग किया गया है—

1. सामाजिक-आर्थिक स्तर मापनी-द्वारा- डॉ०वी०के० सिंह,

एस० शर्मा तथा एस० सुमन

2. टीचिंग एप्टीच्यूड टेस्ट द्वारा-डॉ०एस०पी० अहलुवालिया

अध्ययन के उपर्युक्त शोध उपकरणों का संक्षिप्त परिचयात्मक विवरण नीचे प्रस्तुत किया गया है—

## सांख्यिकीय विधियाँ

प्रस्तुत अनुसंधान में शोधकर्ता द्वारा उपयुक्त सांख्यिकीय पद्धतियों का प्रयोग किया गया है। अनुसंधान के उद्देश्यों की पूर्ति हेतु मुख्य रूप से निम्नलिखित सांख्यिकीय तकनीकों का प्रयोग हुआ है—

प्राप्तांकों का मध्यमान

मानक विचलन

“टी” मूल्य

सहसम्बन्ध गुणांक

## शोध निष्कर्ष

प्रस्तुत शोध की समस्या के लिए रीवा जिले के कुछ प्राथमिक विद्यालयों एवं पूर्व माध्यमिक विद्यालयों के 200 अध्यापकों तथा 100 अध्यापिकाओं को चुन कर परीक्षण कार्य किया गया है।

## समस्याएँ एवं अवरोध

सामाजिक-आर्थिक स्तर एक महत्वपूर्ण चर है जो कि शिक्षकों के शैक्षिक क्षमता पर प्रभाव डालता है। अतएव शिक्षकों के लिए सरकारी प्रयास और अधिक करना चाहिए उनके सामाजिक-आर्थिक समस्या को कम किया जा सकता है। जिससे शिक्षकों की शिक्षण क्षमता की स्थिति को अच्छा बनाया जा सकता है।

प्रस्तुत अध्ययन का परिणाम शिक्षकों के लिए इस दृष्टि से उपयोगी है कि किसी भी शिक्षक की सामाजिक-आर्थिक स्थिति का प्रभाव उसके शिक्षण क्षमता को प्रभावित करता है। पूर्व माध्यमिक स्तर पर शिक्षकों के साथ समाज के अन्य व्यक्ति मित्रवत व स्नेहपूर्ण व्यवहार करें और उनकी हर समस्या का समाधान तार्किक ढंग से करें।

किसी भी व्यक्ति की रुचियाँ, अभिरुचियाँ, कार्य कुशलता व सफलता उसके सामाजिक-आर्थिक स्तर पर ही निर्भर करता है। फिर विधाध्ययन जैसे मानसिक कार्य पर तो इसका और भी प्रभाव पड़ता है। विधाध्ययन एक नीरस कार्य है। सामाजिक-आर्थिक स्थिति अच्छी न होने पर शिक्षक के समक्ष अनेक समस्याएँ खड़ी हो जाती हैं। इस दशा में उनका ध्यान उधर ही बंटा रहता है जिससे पढ़ाई में वे विशेष ध्यान नहीं दे पाते। एक तो आरम्भ होना ही दुष्कर हो जाता है और यदि किसी प्रकार एक बार आरम्भ हो जाता है तो उसमें उतनी श्रेष्ठता नहीं आ पाती इसका कारण है कि आधुनिक शिक्षा पूंजी प्रधान हो गई है।

## सुझाव

शिक्षक प्रशिक्षण केन्द्रों पर अधिक से अधिक सुविधायें प्रदान करवाने का प्रयास करें। इसके लिए सुविधा सम्पन्न पुस्तकालयों, प्रयोगशाला व कुशल प्रशिक्षण की व्यवस्था करें ताकि शिक्षकों में शैक्षणिक क्षमता का विकास हो सके। सरकार को चाहिए कि पूर्व माध्यमिक विद्यालय के शिक्षकों को अलग से अपने निजी खर्चों पर शिक्षण-प्रशिक्षण की व्यवस्था करनी चाहिए जिससे विद्यालयों के अध्यापक अपने बच्चों को अच्छी शिक्षा दे सके।

उत्तर प्रदेश माध्यमिक शिक्षा बोर्ड द्वारा समय समय पर सेमिनार का आयोजन करवा कर शिक्षकों (महिला एवं पुरुष) में शिक्षण के प्रति अभिरुचि जागृत करने का प्रयास करें।

किसी भी कार्य का महत्व उसकी उपयोगिता में निहित होता है। किसी कार्य या परिणाम की जितनी अधिक से अधिक उपादेयता होगी वह उतना ही महत्वपूर्ण होगा। प्रस्तुत लघु शोध में ऐसा ही है। किसी भी विद्यालय का शैक्षिक वातावरण शिक्षण प्रक्रिया का महत्वपूर्ण कारक है। जिस विद्यालय का शैक्षिक वातावरण जितना अच्छा होगा, उस विद्यालय की शिक्षण प्रक्रिया उतनी ही श्रेष्ठ होगी।

शिक्षा के क्षेत्र में मनोविज्ञान के प्रवेश से पाठ्यक्रम और शिक्षण के अतिरिक्त अन्य कारकों को भी महत्व मिला। शिक्षा का स्वरूप बाल केन्द्रित हो गया। शैक्षिक वातावरण सुधारने के लिए नये-नये विचारों और विधियों का प्रयोग किया गया। वहीं शिक्षकों के शैक्षणिक क्षमता को बढ़ाने के लिए शिक्षकों को सरकारी केन्द्र में अलग से शिक्षण-प्रशिक्षण की व्यवस्था की गयी है।

शिक्षकों के शैक्षणिक क्षमता में सुधार लाया जा सकता है यदि पूर्व माध्यमिक विद्यालयों के शिक्षकों को सरकारी खर्च पर शिक्षण-प्रशिक्षण की व्यवस्था की जाए उपर्युक्त बातों के अध्ययन में यह लघु शोध महत्वपूर्ण हो सकता है।

### भावी अध्ययन हेतु सुझाव :-

प्रस्तुत शोध-कार्य के सम्पादन के समय शोधकर्ता के मस्तिष्क में प्रस्तुत शोध से सम्बन्धित कुछ अन्य विचार जागृत हुए जिन पर शोध कार्य किया जा सकता है। यहाँ उन्हीं विचारित शोध की समस्याओं को सुझाव के रूप में प्रस्तुत किया जा रहा है।

प्राथमिक विद्यालयों के अध्यापकों की शिक्षण के प्रति अभिवृत्ति का विश्लेषणात्मक अध्ययन।

माध्यमिक स्तर के अध्यापकों की सामाजिक-आर्थिक स्थिति का उनकी शिक्षण क्षमता पर प्रभाव का अध्ययन।

स्नातक स्तर के अध्यापकों की सामाजिक-आर्थिक स्थिति का उनकी शिक्षण क्षमता पर प्रभाव का अध्ययन।

स्नातकोत्तर स्तर के अध्यापकों की सामाजिक-आर्थिक स्थिति का उनकी शिक्षण क्षमता पर प्रभाव का अध्ययन।

विश्वविद्यालयों के अध्यापकों की सामाजिक-आर्थिक स्थिति का उनकी शिक्षण क्षमता पर प्रभाव का अध्ययन।

पूर्व माध्यमिक तथा माध्यमिक विद्यालयों में कार्यरत अध्यापकों की शिक्षण क्षमता का तुलनात्मक अध्ययन।

माध्यमिक तथा उच्चतर माध्यमिक विद्यालयों में कार्यरत अध्यापकों की शिक्षण क्षमता का तुलनात्मक अध्ययन।

उच्चतर माध्यमिक विद्यालयों तथा महाविद्यालयों में कार्यरत अध्यापकों की शिक्षण क्षमता का तुलनात्मक अध्ययन।

महाविद्यालयों तथा विश्वविद्यालयों में कार्यरत अध्यापकों की शिक्षण क्षमता का तुलनात्मक अध्ययन।

प्राथमिक विद्यालयों तथा माध्यमिक विद्यालयों में कार्यरत अध्यापकों की सामाजिक-आर्थिक स्थिति का तुलनात्मक अध्ययन।

माध्यमिक विद्यालयों तथा उच्चतर माध्यमिक विद्यालयों में कार्यरत अध्यापकों की सामाजिक-आर्थिक स्थिति का तुलनात्मक अध्ययन।

उच्चतर माध्यमिक विद्यालयों एवं महाविद्यालयों में कार्यरत अध्यापकों की सामाजिक-आर्थिक स्थिति का तुलनात्मक अध्ययन।

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## विदिशा जिले के शिक्षकों की शैक्षिक, शिक्षकीय स्थिति विश्लेषण : एक अध्ययन

डॉ० महेश शुक्ला

प्राध्यापक

ठाकुर रणमत सिंह स्वशासी महाविद्यालय

रीवा (म०प्र०)

एवं

शशिकांत यादव

रिसर्च स्कालर,

### सारांश

संसार के अनेक विकसित देशों की तुलना में भारत शिक्षा की दृष्टि से काफी पिछड़ा देश है हमारे देश में स्वतंत्रता के बाद शिक्षा के ऊपर विशेष ध्यान दिया गया इसके पहले शिक्षा अंग्रेजों के हाथों में होने के कारण शिक्षा का स्तर काफी नीचा था । भारत में माध्यमिक अध्यापकों की आर्थिक दशा अच्छी नहीं है । जिसके कारण अध्यापकों को हर प्रकार की परेशानी झेलनी पड़ती है अन्य वर्गों की तुलना में अध्यापकों की स्थिति खराब मानी जाती है । आज बहुत से अध्यापक ऐसी दशा में कार्य कर रहे हैं । जिन्हें दूसरे व्यावसायिक समूह एक दिन भी सहन नहीं कर सकते हैं । जिन्हें दूसरे व्यावसायिक समूह एक दिन भी सहन नहीं कर सकते हैं । जितना कम वेतन और भत्ता माध्यमिक समूह एक दिन भी सहन नहीं कर सकते हैं । जितना कम वेतन और भत्ता माध्यमिक अध्यापकों को मिलता है उतना अन्य किसी कर्मचारियों को नहीं जिनके कारण वह समाजमें आगे नहीं बढ़ सकते क्योंकि जब आर्थिक स्थिति अच्छी नहीं होगी तो परिवार और समाज को किस प्रकार आगे बढ़ा सकते हैं । इस तथ्य को ध्यान में रखकर हमने वर्तमान में अध्यापकों की आर्थिक एवं सामाजिक स्थिति का अध्ययन किया है ।

## प्रस्तावना

मानव जीवन में शिक्षा का स्थान अत्यंत महत्वपूर्ण है । बिना शिक्षा के मनुष्य का जीवन अधूरा माना जाता है कि शिक्षा के द्वारा व्यक्ति शिक्षाकृत होकर अपने व्यक्तित्व का विकास करता है । संस्कृति जो जीवन की संपूर्ण गतिविधियों को व्यक्त करती हैं कि निरंतरता भी शिक्षा द्वारा संभव हो पाता है दुखिम का विचार था कि एक नैतिक दबाव है जिसे पुरानी पीढ़ी नई पीढ़ी पर डालती है जैसे शिक्षा का व्यापक अर्थ उन सभी वस्तुओं के सीखने से है जिसे व्यक्ति समाज में रहकर ग्रहण करता है ।

## शिक्षा की परिभाषा

माननीय प्रसिद्ध शिक्षा शास्त्री लॉक महोदय के अनुसार – “जीवन ही शिक्षा है, शिक्षा ही जीवन है ।”

दुखिम के अनुसार: शिक्षा पुरानी पीढ़ी के द्वारा किया जाने वाले यह कार्य है जो उसके लिये किया जाता है जो सामाजिक जीवन के लिये अभी तैयार नहीं है । इसका प्रमुख उद्देश्य बालक में शारीरिक , बौद्धिक, नैतिक गुणों को विकसित करना है ।

ब्राउन के अनुसार – शिक्षा चैतन्य रूप में एक नियंत्रण प्रक्रिया है जिसके द्वारा व्यक्ति के व्यवहार में परिवर्तन पाये जाते हैं ।

बड़े ही सरल शब्दों में कि शिक्षा वह साधन है जो व्यक्ति की संपूर्ण पर्यावरण से अनुकूल कराने में सहायक है ।

जिस प्रकार से मानव जीवन में शिक्षा का अत्यंत महत्वपूर्ण स्थान रहा है और शिक्षा ही वह माध्यम है जिसके द्वारा व्यक्ति को सामाजिक प्राणी कहा जाता है इसके अभाव में मनुष्य का जीवन अधूरा माना जाता है। उसी प्रकार मानव के अभ्यर्थी जीवन में शिक्षक का अत्यंत महत्वपूर्ण स्थान है शिक्षक ही वह साधन है जो बालक को उचित मार्गदर्शन देता है ।

शिक्षक अपने आदर्श से बालकों की प्रभावित करता है । व बालक के जीवन लक्ष्यों शाश्वत् सत्य तथा आधारित मूल्यों को प्रभावित करने के लिये स्फूर्ति तथा प्रेरणा प्रदान करता है ।

शिक्षक बालक के लिये एक अध्यात्मिक वातावरण की रचना करता है जिसमें उसका अध्यात्मिक विकास हो सके तथा वह अपने आदर्शों को प्राप्त कर सके । शिक्षक का महत्व बताते हुये 'राश' ने लिखा है कि – प्रकृतिवादी जो जंगली गुलाब से संतुष्ट हो जाता है किन्तु आदर्शवादी सुन्दर और सुविकसित गुलाब की कामना करता है । बिना शिक्षक की सहायता से बालक का उच्चतम विकास कठिन है । अतः आदर्शवादियों के अनुसार शिक्षा में शिक्षक का स्थान महत्वपूर्ण है । प्राचीन समय में शिक्षक की शिक्षा का सर्वे – सर्वाः माना जाता था और उसी के अनुसार शिक्षा का रूप होता था , मध्यकाल में धर्म शिक्षकों का बोल बाला था ।

आधुनिक समय में यह स्थिति उलट गई । शिक्षा की सामाजिक एवं आर्थिक स्थिति में इतना परिवर्तन हो गया । जिससे की वह शिक्षा के कार्य में रुचि नहीं रखता है । इसके अलावा शिक्षा की क्रिया में शिक्षक नहीं शिक्षार्थी को सक्रिय होना आज जरूरी है । शिक्षक तो अब केवल पथ प्रदर्शक मात्र है । फिर शिक्षक को शिक्षा के उद्देश्य की प्राप्ति के निमित्त नियुक्त किया जाता है । शिक्षा विधि का ज्ञाता शिक्षार्थी की विशेषताओं रुचियों और अभिक्षमताओं के अनुकूल उपयुक्त शिक्षा विधियों का प्रयोग करता है । तथा सफलता प्राप्त करने में सहायता देता है । मूल्यांकन भी शिक्षक के द्वारा बनाये गये साधनों से होता है । मूल्यांकन के परिणामों पर प्रगति पत्र तथा अभिलेखन पत्रों का संग्रह शिक्षक के तथ्यों में होता है । इस प्रकार आज भी शिक्षा का उपयुक्त स्थान यद्यपि स्थिति में परिवर्तन हो गया है आज के युग में शिक्षा का उद्देश्य पाठ्यक्रम आदि का निर्धारण यद्यपि विशेषज्ञों द्वारा या समिति द्वारा होता है, शिक्षक का इसमें सीधा हाथ नहीं होता फिर भी परोक्ष रूप में शिक्षकों का शिक्षा में योगदान होता है ।

## शोध की समस्या

हमारे देश में माध्यमिक शिक्षा की स्थिति अत्यंत दयनीय रही है किन्तु समय समय पर उसमें गतिशीलता एवं परिवर्तनशीलता का समावेश होता रहा है माध्यमिक शिक्षा को आधुनिक युग की देन स्वीकार किया गया । माध्यमिक विद्यालयों में कार्यरत अध्यापकों की महत्ता को ध्यान में रखते हुए आवश्यक प्रतीत होता है कि उनके जीवन से संबंधित दशाओं के बारे में जानकारी प्राप्त किया जाए जिसमें माध्यमिक विद्यालयों में कार्यरत अध्यापकों की स्थिति की सही जानकारी मिल सकें इस तथ्य को ध्यान में रखकर हमने विदिशा जिले में माध्यमिक विद्यालयों में कार्यरत शिक्षकों की शैक्षिक स्थिति का शिक्षकीय विश्लेषण का अध्ययन किया है ।

## शोध के उद्देश्य

- माध्यमिक स्तर के शिक्षकों की शैक्षिक स्थिति का पता लगाना
- माध्यमिक शिक्षकों की आर्थिक स्तर का पता लगाना ।

## शोध की अध्ययन पद्धति

प्रस्तुत पत्र के आंकड़ों के लिये विदिशा जिले को चुना है । माध्यमिक विद्यालय शासकीय तथा गैर शासकीय पाये गये अनुसंधानकर्ता ने शोध के दौरान गैर सरकारी स्कूलों को चुना है वह विद्यालय जो निजी सेवा योजकों द्वारा चलाया जाता है जिसमें सरकार का आंशिक अनुदान होता है उसको हम गैर सरकारी स्कूलों की श्रेणी में रखते हैं विदिशा नगर में कार्यरत अध्यापक इस अध्ययन का समग्रता से निर्माण करते हैं । चूंकि विदिशा नगर में माध्यमिक शिक्षकों की संख्या बहुत अधिक थी। इसलिये अनुसंधानकर्त्री के लिये यह सम्मत नहीं था कि वह सभी अध्यापकों की सामाजिक आर्थिक दशाओं का अध्ययन करें । अतः समग्र में से 50 अध्यापकों को चुना गया है । गणवेशात्मक और विवरणात्मक शोध अभिकल्पों का प्रयोग किया है । शोध अभिकल्पों का प्रयोग किया है सामाजिक दशा को जानने के लिये हमने प्राथमिक तथा द्वितीयक तथ्यों साक्षात्कार अनुसूची के माध्यम से किया गया है और क्षितीयक तथ्य समाचार पत्र, लघुशोध, पुस्तक आदि से लिया गया है ।

## तालिका संख्या – 1.1

### अध्यापकों की शैक्षणिक स्थिति

क्र० सं०	विवरण	उत्तरदाता की संख्या	प्रतिशत
1	बी०ए०	6	12
2	बी०एस०सी०	10	20
3	एम०ए०	18	36
4	एम०एस०सी०	6	12
5	बी०एड०	8	16
6	एम०एड०	2	4
योग		50	100.00

उपरोक्त विवरण से स्पष्ट होता है कि निदर्शन में 12 प्रतिशत अध्यापक बी0एड0 के हैं 20 प्रतिशत बी0एस0सी0 36 प्रतिशत, एम0ए0 12 प्रतिशत, एम0एस0सी0 16 प्रतिशत, बी0एड0 4 प्रतिशत एड0 के हैं इससे स्पष्ट है कि एम0ए0 उपाधि प्राप्त उत्तरदाता सबसे अधिक है तथा एम0एड0 उपाधि प्राप्त उत्तरदाता सबसे कम है । निष्कर्ष रूप में यह कहा जा सकता है कि स्कूलों में एम0ए0 शिक्षा अनिवार्य है इसलिये एम0ए0 उपाधि प्राप्त करने वाले उत्तरदाताओं की संख्या आंकी है । महाविद्यालयों में एम0एड0 शिक्षा अनिवार्य है इसलिये एम0एड0 उपाधि प्राप्त करने वाले उत्तरदाताओं की संख्या है ।

### तालिका संख्या – 1.2

#### परिवार के सदस्यों की शिक्षा

क्र0 सं0	विवरण	उत्तरदाता की संख्या	प्रतिशत
1	अशिक्षित	12	12
2	प्राइमरी	15	15
3	हाईस्कूल	30	30
4	इन्टर	20	20
5	बी0ए0	12	12
6	एम0ए0	11	11
योग			50
			100.00

उपरोक्त सारणी से स्पष्ट होता है कि अध्यापकों के परिवार में 12 प्रतिशत अशिक्षित सदस्य और 15 प्रतिशत प्राइमरी 30 प्रतिशत हाईस्कूल 20 प्रतिशत, इन्टर 12 प्रतिशत बी0एड0 और 11 प्रतिशत एम0ए0 शिक्षित पाये गये हैं । निष्कर्ष रूप में यह कहा जा सकता है कि ग्रामीण परिवेश में रहने के कारण आर्थिक रूप से कमजोर होते हैं । तथा इनके आय के सीमित साधन होने के परिणाम स्वरूप यह उच्च शिक्षा ग्रहण नहीं कर पाते परिवार के भरण पोषण तथा बच्चों के शिक्षा पर ही सारा पैसा खर्च हो जाता है ।

## तालिका संख्या – 1.3

## आय के अन्य स्रोत

क्र० सं०	विवरण	उत्तरदाता की संख्या	प्रतिशत
1	ट्यूशन	22	44
2	खेती	18	36
3	मकान का किराया	07	14
4	अन्य	03	09
योग 50			100.00

उपरोक्त तालिका से स्पष्ट है कि माध्यमिक विद्यालयों में कार्यरत अध्यापकों के आय के अन्य स्रोत इस प्रकार के 44 प्रतिशत अध्यापक ट्यूशन के द्वारा आय प्राप्त करते हैं 36 प्रतिशत अध्यापक खेती के द्वारा 14 प्रतिशत अध्यापक मकान के किराये से तथा 9 प्रतिशत अध्यापक अन्य स्रोतों से आमदनी करते हैं । निष्कर्ष रूप में यह कहा जा सकता है कि माध्यमिक विद्यालय में अध्यापकों को अधिक अवकाश नहीं मिलता इसलिये वह इन अवसरों का फायदा उठाकर अपनी आर्थिक स्थिति को सुधार नहीं सकते । ट्यूशन ऐसा माध्यम है जिससे विद्यालय में कार्य करके भी आय से अपनी आवश्यकता की पूर्ति कर सकते हैं ।

## तालिका संख्या – 1.4

## अध्यापकों के वेतन संबंधी जानकारी

क्र० सं०	विवरण	उत्तरदाता की संख्या	प्रतिशत
1	असंतुष्ट	30	60
2	संतुष्ट	20	40
योग 50			100.00

उपरोक्त तालिका से स्पष्ट है कि अध्यापकों की वेतन संबंधी जानकारी में 60 प्रतिशत उत्तरदाताओं असंतुष्ट तथा 40 प्रतिशत संतुष्ट उत्तरदाता थे अर्थात् सबसे अधिक उत्तरदाता असंतुष्ट थे । निष्कर्ष रूप में यह कहा जा सकता है अध्यापकों का वेतन और महंगाई भत्ते सरकारी विद्यालयों में नियमित रूप से मिलते हैं परन्तु गैर सरकारी स्कूलों में नियमित रूप से नहीं मिल पाता है गैर सरकारी स्कूलों में वेतन भत्ता न मिलने के कारण कार्य करने वाले अध्यापकों की आर्थिक स्थिति बहुत दयनीय हो जाती है । जिसके कारण अध्यापक हमेशा असंतुष्ट रहता है ।

## निष्कर्ष

उपरोक्त प्राथमिक तथ्यों के आधार पर हम इस निष्कर्ष पर पहुंचते हैं कि विदिशा में माध्यमिक विद्यालयों की आर्थिक दशा अच्छी नहीं है जिसके कारण अध्यापकों को हर प्रकार की परेशानी झेलनी पड़ती है अन्य वर्गों की तुलना में अध्यापकों की स्थिति खराब है आज बहुत से अध्यापक ऐसी दशा में कार्य कर रहे हैं । जिन्हें दूसरे व्यावसायिक समूह यह एक दिन भी सहन नहीं कर सकते हैं, जितना कम वेतन एवं भत्ता माध्यमिक अध्यापकों को मिलता है उतना अन्य किसी कर्मचारियों को नहीं जिनके कारण वह समाज में आगे नहीं बढ़ पाते क्योंकि जब आर्थिक तथा सामाजिक स्थिति अच्छी होगी तो परिवार और समाज को किस प्रकार आगे बढ़ा सकते हैं अन्य व्यवसायों की तुलना में माध्यमिक विद्यालयों के अध्यापकों का सामाजिक स्तर उँचा नहीं है, फलस्वरूप राष्ट्र को इन कर्णाहारों की उन्नति के लिये विशेष रूप से सचेत रहना चाहिये ।

## सुझाव

वर्तमान समय की माध्यमिक शिक्षा व्यवस्था के समाज के अनुकूल नहीं है इस संदर्भ में सरकार द्वारा कई कार्य करने वाले कमेटी को बनाया जाए तथा उसकी संस्तुतियों को व्यावहारिक रूप दिया जाए ।

जिस प्रकार सरकार द्वारा अन्य सरकारी कर्मचारियों को अवकाश प्रदान किया जाता है उसी प्रकार माध्यमिक विद्यालयों के अध्यापकों को अवकाश प्रदान की जानी चाहिये ।

अध्यापकों की नियुक्ति का कार्य प्रबंधक एवं प्रबंध समिति के सदस्यों द्वारा होता है । जिसमें सिफारिश का महत्वपूर्ण योगदान होता है जब कोई सामान्य व्यक्ति संतुष्टि करता है तो सब निर्धारित योग्यता की भी उपेक्षा की जाती है ऐसा नहीं होना चाहिये ।

सरकारी स्कूलों की तरह गैर सरकारी स्कूलों में भी नियमित रूप से वेतन एवं महंगाई भत्ता दिया जाना चाहिये । अध्यापकों की आर्थिक स्थिति अच्छी हो सकें ।

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## विद्यालय प्रबंधन की प्रकृति के संदर्भ में शिक्षण अभिक्षमता का अध्ययन

डॉ० डी०एस० तिवारी

प्राध्यापक एवं विभागाध्यक्ष

संजय गांधी स्मृति स्वशासी महाविद्यालय सीधी म०प्र०

श्रद्धा मिश्रा

रिसर्च स्कालर

### सारांश

प्रस्तुत शोध में विद्यालय प्रबंधन की प्रकृति के संदर्भ में शिक्षण अभिक्षमता के अध्ययन के लिये शासकीय विद्यालयों के 60 शिक्षक एवं शिक्षिकाओं एवं अशासकीय विद्यालय के 60 शिक्षक एवं शिक्षिकाओं को शोध अध्ययन हेतु चयन किया गया । इन विद्यार्थियों पर डॉ० अशोक वर्मा द्वारा निर्मित अध्ययन अभिक्षमता परीक्षण का प्रशासन कर आंकड़ों का सांख्यिकीय विश्लेषण किया गया तत्पश्चात् परिणामों से प्राप्त हुआ कि शासकीय एवं अशासकीय विद्यालयों के शिक्षक एवं शिक्षिकाओं में विद्यालय प्रबंधन की प्रकृति के संदर्भ में शिक्षण अभिक्षमता में कोई सार्थक अंतर नहीं है अर्थात् इनमें लिंग भिन्नता नहीं है ।

शिक्षा समाज की आधारशिला हैं । समाज में जिस प्रकार की शिक्षा व्यवस्था होगी उसी प्रकार समाज का निर्माण होगा । शिक्षा प्रक्रिया का उद्देश्य बालक के व्यवहार में वांछनीय परिवर्तन करके उसका सर्वांगीण अर्थात् शारीरिक, मानसिक व अध्यात्मिक विकास करना है ताकि वह अपने परिवार व समाज का कल्याणकारी सदस्य बन जीवन के उत्तरदायित्व को कुशलतापूर्वक निभा सकें ।

भारत में शिक्षा का प्राचीनकाल से लेकर आज तक निरंतर विकास होता चला आ रहा है । शिक्षा आज अधिक सुनियोजित होती जा रही है । शिक्षा में निहित उद्देश्यों की प्राप्ति के लिये शिक्षा का उचित प्रबंधन भी अति आवश्यक हो गया है । क्योंकि बिना प्रबंधन के किसी भी इकाई की सफलता की आधारशिला है । शिक्षा के इस आधुनिक युग में शिक्षा को बिना उचित योजना के प्रभावशाली नहीं बनाया जा सकता है और इन सब में शिक्षक का स्थान अत्यंत महत्वपूर्ण है । शिक्षक वह धुरी है जिसके माध्यम से पीढ़ी दर पीढ़ी बौद्धिक परंपराओं के दीपक को पीढ़ी दर पीढ़ी प्रकाशित करता रहता है ।

शिक्षक राष्ट्र की शिक्षा व्यवस्था का सूत्रधार है । राष्ट्र की शैक्षिक, राजनैतिक, धार्मिक एवं सामाजिक प्रगति शिक्षक पर आधारित है । शिक्षक एक दीपक के समान है जो स्वयं जलकर राष्ट्र को प्रकाशित करता है । राष्ट्र का निर्माण शिक्षक के कंधों पर है इसलिये शिक्षक को राष्ट्र का निर्माता कहा जाता है । आधुनिक शिक्षा का उद्देश्य बालक के व्यक्तित्व का संतुलित विकास करना है । जहाँ पर बालक के व्यक्तित्व का विकास पूर्ण रूप से हो सकें । बालक समाज में रहकर बहुत कुछ सीखता है लेकिन उसके बाद भी बालक में बहुत सी कमियाँ पायी जाती हैं । जिनको हम विद्यालय में ही दूर कर सकते हैं । शिक्षक अपनी कार्यकुशलता और अपनी अभिषमता से विद्यार्थियों का सर्वांगीण विकास कर महत्वपूर्ण भूमिका निभाता है ।

शिक्षण शिक्षा का ही एक भाग है । शिक्षा देने का कार्य समाज में अत्यंत पुनीत, श्रद्धा एवं गरिमायुक्त माना जाता है । आदिकाल से आज तक शिक्षक का स्थान सर्वोपरि रहा है । शिक्षक अपनी कार्यकुशलता एवं अपनी अभिषमता से मनुष्य की जन्मजात शक्तियों के स्वाभाविक विकास और सामंजस्यपूर्ण विकास में योग देती है । व्यक्ति की वैयक्तिक का पूर्ण विकास करती है और उसे वातावरण से सामंजस्य स्थापित करने में सहायता देती है । बालक के सर्वांगीण विकास के लिये व्यवस्थित शिक्षण की परम आवश्यकता है । जिसके लिये हमें ऐसे शिक्षकों की आवश्यकता होती है जो अपने व्यवसाय के प्रति सकारात्मक दृष्टिकोण व आवश्यक अभिषमता रखते हैं ।

अतः शिक्षण वह प्रकाश है जिसके द्वारा बालक की सामाजिक, शारीरिक, मानसिक तथा आध्यात्मिक शक्तियों का विकास होता है ।

## उद्देश्य—

शासकीय एवं अशासकीय विद्यालय के हाईस्कूल स्तर के शिक्षक/शिक्षिका/शिक्षक एवं शिक्षिकाओं की शिक्षण अभिक्षमता में अंतर का अध्ययन ।

शासकीय/अशासकीय विद्यालय के हाईस्कूल स्तर के शिक्षक एवं शिक्षिकाओं की शिक्षण अभिक्षमता में अंतर का अध्ययन ।

चर— प्रस्तुत शोध हेतु निम्न चर लिये गये हैं –

स्वतंत्र चर— (1) प्रबंधन के आधार पर

(अ) शासकीय विद्यालय

(ब) अशासकीय विद्यालय

(2) शिक्षिका एवं शिक्षिकाएँ

परतंत्र चर— शिक्षण अभिक्षमता

## परिकल्पना—

- शासकीय एवं अशासकीय विद्यालय के हाईस्कूल स्तर के शिक्षक/शिक्षिका/शिक्षिकाओं की शिक्षण अभिक्षमता में कोई सार्थक अंतर नहीं होता है ।
- शासकीय/अशासकीय विद्यालय के हाईस्कूल स्तर के शिक्षक एवं शिक्षिकाओं की शिक्षण अभिक्षमता में कोई सार्थक अंतर नहीं होता है ।

## उपकरण –

डॉ० अशोक वर्मा द्वारा निर्मित शिक्षण अभिक्षमता परीक्षण का उपकरण के रूप में प्रयोग किया गया है ।

## न्यादर्श–

शासकीय विद्यालयों के 60 शिक्षक एवं शिक्षिकाओं एवं अशासकीय विद्यालयों के 60 शिक्षक एवं शिक्षिकाओं का शोध अध्ययन हेतु चुनाव किया गया ।

## अनुसंधान विधि–

शोध कार्य हेतु सर्वेक्षण विधि का प्रयोग किया गया । शासकीय एवं अशासकीय विद्यालयों का चयन यादृच्छिक न्यादर्श विधि द्वारा किया गया । शासकीय शाला से 30 शिक्षक एवं 30 शिक्षिकाओं का चयन किया गया । इसी प्रकार अशासकीय शाला से 30 शिक्षक एवं 30 शिक्षिकाओं का चयन किया । इन चुने हुये हुए शिक्षक शिक्षिकाओं पर अध्यापन अभिक्षमता परीक्षण को प्रशासित किया गया । इसके पश्चात् अध्यापन अभिक्षमता परीक्षण संबंधी प्राप्तांकों का फलांकन कर मास्टर शीट बनायी गई । प्राप्त आंकड़ों का उचित सांख्यिकीय विधियों, मध्यमान, मानक विचलन, क्रांति अनुपात द्वारा विश्लेषण एवं व्याख्या कर निष्कर्ष एवं व्याख्या कर निष्कर्ष प्राप्त किये गये ।

## परिणामों का विश्लेषण एवं व्याख्या—

तालिका क्रमांक 01

शासकीय एवं अशासकीय विद्यालयों के शिक्षकों/शिक्षिकाओं/शिक्षक एवं शिक्षिकाओं के शिक्षण अभिक्षमता संबंधी तुलनात्मक परिणाम

विद्यालय प्रबंधन की प्रकृति	संख्या	मध्यमान	मानक विचलन	क्रांतिक अनुपात	सार्थकता
शासकीय विद्यालय	30	101.47	13.50	1.98	सार्थक नहीं
अशासकीय विद्यालय	30	95.33	10.32		
शासकीय विद्यालय	30	98.97	16.03	1.25	सार्थक नहीं
अशासकीय विद्यालय	30	94.1	14.10		
शासकीय विद्यालय	60	100.22	14.87	2.20	0.05 स्तर पर सार्थक
अशासकीय विद्यालय	60	94.75	12.37		

स्वतंत्रता के अंश – 58, 118

0.05 स्तर पर सार्थकता हेतु मान –2.

00, 1.98

स्तर पर सार्थक हेतु मान – 2.16, 2.62

उपरोक्त तालिका में प्रदर्शित परिणामों से स्पष्ट है शासकीय एवं अशासकीय विद्यालय के शिक्षकों/शिक्षिकाओं के शिक्षण अभिक्षमता के क्रांतिक अनुपात के क्रमशः 1.98 एवं 1.25 प्राप्त हुये हैं जो कि सांख्यिकीय दृष्टिकोण से सार्थक नहीं है क्योंकि ये मान 0.05 विश्वास के स्तर पर सार्थकता हेतु आवश्यक मान 2.00 से कम हैं जबकि शासकीय एवं अशासकीय विद्यालयों के शिक्षक एवं शिक्षिकाओं की शिक्षण अभिक्षमता हेतु क्रांतिक अनुपात 2.20 प्राप्त है जो कि सार्थक है क्योंकि यह के मानों से स्पष्ट है कि दोनों समूहों के शिक्षकों की शिक्षण अभिक्षमता विचलनशीलता में अंतर है ।

अतः उपरोक्त परिणामों से निष्कर्षतः कहा जा सकता है कि शासकीय विद्यालय और अशासकीय विद्यालय के शिक्षकों/शिक्षिकाओं की शिक्षण अभिक्षमता में सार्थक अंतर नहीं है किन्तु शासकीय विद्यालय एवं अशासकीय विद्यालयों के शिक्षक एवं शिक्षिकाओं की विचलनशीलता में अंतर है शासकीय विद्यालय के शिक्षक एवं शिक्षिकाओं की शिक्षण अभिक्षमता, अशासकीय विद्यालयों के शिक्षक एवं शिक्षिकाओं की शिक्षण अभिक्षमता से अधिक है ।

#### तालिका क्रमांक 02

शासकीय एवं अशासकीय विद्यालयों के शिक्षकों/शिक्षिकाओं/शिक्षक एवं शिक्षिकाओं

के शिक्षण अभिक्षमता संबंधी तुलनात्मक परिणाम

समूह	विद्यालय प्रबंधन की प्रकृति	संख्या	मध्यमान	मानक विचलन	क्रांतिक अनुपात	सार्थकता
शासकीय	शिक्षक	30	101.47	13.50	0.65	सार्थक नहीं
विद्यालय	शिक्षिकाएँ	30	98.97	16.03		
अशासकीय	शिक्षक	30	95.33	10.32	0.39	सार्थक नहीं
विद्यालय	शिक्षिकाएँ	30	94.1	14.10		

स्वतंत्रता के अंश – 58

0.05 स्तर पर सार्थकता हेतु मान – 2.00

स्तर पर सार्थकता हेतु मान – 2.16

उपरोक्त तालिका में प्रदर्शित परिणामों से स्पष्ट है कि शासकीय/अशासकीय विद्यालय के शिक्षक एवं शिक्षिकाओं की शिक्षण अभिक्षमता के क्रांतिक अनुपात का मान क्रमशः 0.65 एवं 0.39 प्राप्त हुये हैं जो कि सांख्यिकीय दृष्टिकोण से सार्थक नहीं है क्योंकि प्राप्त क्रांतिक अनुपात के मान 0.05 विश्वास के स्तर पर सार्थकता हेतु आवश्यक मान 2.00 से कम है । तालिका में प्रदर्शित मानक विचलनों के मानों से स्पष्ट है कि शासकीय/अशासकीय विद्यालय के शिक्षक एवं शिक्षिकाओं की शिक्षण अभिक्षमता में विचलनशीलता में अंतर है ।

उपरोक्त परिणामों से निष्कर्षतः कहा जा सकता है कि शासकीय/अशासकीय विद्यालय के शिक्षक एवं शिक्षिकाओं की शिक्षण अभिक्षमता में सार्थक अंतर नहीं है अर्थात् लिंग भिन्नता का शिक्षक अभिक्षमता पर कोई प्रभाव नहीं पड़ता है । इसका कारण यह हो सकता है कि शिक्षक एवं शिक्षिकाओं की नियुक्ति के लिये निर्धारित योग्यता एक ही होती है । उपरोक्त परिणाम तिवारी जी (1983) शर्मा आर.सी. (1984) के परिणामों से भी मेल खाते हैं ।

## निष्कर्ष

शासकीय विद्यालय और अशासकीय विद्यालय के शिक्षकों/शिक्षिकाओं की शिक्षण अभिक्षमता में सार्थक अंतर नहीं है किन्तु शासकीय एवं अशासकीय विद्यालयों के शिक्षक एवं शिक्षिकाओं की विचलनशीलता में अंतर है शासकीय विद्यालय के शिक्षक एवं शिक्षिकाओं की शिक्षण अभिक्षमता, अशासकीय विद्यालयों के शिक्षक एवं शिक्षिकाओं की शिक्षण अभिक्षमता से अधिक है ।

शासकीय/अशासकीय विद्यालयों के शिक्षक एवं शिक्षिकाओं की शिक्षण अभिक्षमता में सार्थक अंतर नहीं है अर्थात् लिंग भिन्नता का शिक्षण अभिक्षमता पर कोई प्रभाव नहीं पड़ता है ।

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## भदोही जनपद के मुसहर जातियों की शिक्षा की स्थिति , कारण और निवारण : एक अध्ययन

(ज्ञानपुर तहसील के संदर्भ में)

डॉ राम बली यादव

प्राचार्य, प्रो० एच०एन०मिश्रा कालेज आफ एजुकेशन कानपुर नगर

आनन्द यादव

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### संक्षिप्तिका

आज, भारत सरकार सबको शिक्षित करने के उद्देश्य से अनेक कार्यक्रमों का क्रियान्वयन कर रही है जिसके फलस्वरूप शिक्षा में प्रशान्सीय सुधार भी हो रहा है। लेकिन यह सुधार राज्य, क्षेत्र, जाति, धर्म, में अलग-अलग अनुपात में हो रहा है जिसको ध्यान में रखकर काशी और प्रयाग जनपद के मध्य स्थिति कालीन नगरी के नाम से विख्यात भदोही जनपद को मुसहर जाति जो कि अनुसूचित जाति की श्रेणी में आते है के ज्ञानपुर तहसील के 40 परिवारो कि साक्षरता की स्थिति का अध्ययन के परिणाम स्वरूप यह निस्कर्ष निकला कि इन परिवारो के अधिकांश बालक एवं बालिकायें जिनकी उम्र 6 से 14 वर्ष के मध्य है वे शिक्षा से वंचित है और विद्यालयों में अपना प्रवेश भी सुनिश्चित नही करा पाये है जो हमारे कार्यक्रमों के जमीनी हकीकत बया करती है जिसका प्रमुख कारण इनके परिवारो की अज्ञानता, निरक्षरता, रूढ़िवादिता, बेरोजगारी, और घूमन्तू एवं कष्टकारी जीवन है । जिसे दूर करने के लिए इस बात की महती आवश्यकता है कि इन जातियों के निवास स्थान पर जागरूकता कैम्प और प्रोत्साहन कैम्प चलाये जाये क्योकि जब तक इन परिवारो कि अभिभावको की सोच नही बदलेगी तब तक सबके लिए शिक्षा, शिक्षा एक अधिकार के रूप में, शिक्षा भारत का भविश्य, सब पढ़े सब बढ़े, आदि ध्येय वाक्य केवल कागजो मे ही सिमट कर रह जायेंगे।



आज भारत सरकार सबको शिक्षित करने के उद्ये य से अनेक कार्यक्रमों का संचालन एवं क्रियान्वयन कर रही है जिसके परिणाम स्वरूप शिक्षा के स्तर और पहुच में प्रशंसनीय सुधार और प्रगति हो रही है, लेकिन इस सुधार और प्रगति में राज्य क्षेत्र और जातिगत असमानता और अन्तर स्पष्टतः परिलक्षित है इसी को दृष्टिगत रखते हुए भौक्षिक और आर्थिक रूप से पिछड़े भारत के राज्य उत्तर प्रदेश के काशी (वर्तमान वाराणसी) और प्रयाग (वर्तमान इलाहाबाद) के मध्य स्थिति कालीन नगरी के नाम से विख्यात भदोही जनपद

के ज्ञानपुर तहसील के अनुसूचित जातियों की सबसे निम्नतम श्रेणी में आने वाली मुसहर जातियों में शिक्षा की स्थिति का अध्ययन किया। ए0डी0एम0सी0एफ 1 बिहार के पटना जिले में मुसहर समुदाय के लोगो के जीवन, कार्य और शिक्षा का अध्ययन किया और पाया कि दलित या अछूत जातियों के सबसे निचले पायदान पर (Ranks of The Bottom of Dalit) जीवन जीने वाला यह समुदाय अपने विकास के लिए प्रदान की जाने वाली सरकारी सूचनाओं से पूर्णतया अपरिचित होते है। बिहार में लगभग दो करोड़ आबादी वाला यह समुदाय निरक्षरता और मूस भक्षक (Rat Eaters) के पर्याय के रूप में जाने जाते है इससे स्पष्ट है कि अनुसूचित जातियों में सामाजिक , आर्थिक , राजनैतिक और भौक्षिक दृष्टिकोण से सबसे निचले पायदान पर स्थित यह समुदाय राज्य एवं केन्द्र सरकार द्वारा अपने विकास कार्यक्रमो के बारे में सूचनाये ही नहीं प्राप्त कर पाते और जंगली जीवन ब्यतीत करते है। जिसका प्रमुख कारण उन जातियों में रूढ़िवादिता और अज्ञानता है। और इस रूढ़ि और अज्ञानता को दूर करने के लिए इनका शिक्षित होना परम आव यक है । आज शिक्षा के अधिकार को कानूनी अधिकार मूल अधिकार और नैतिक कर्तव्य के रूप में देखा जाता है । भारत सरकार 6 से 14 वर्ष के बालकों को निःशुल्क और अनिवार्य शिक्षा प्रदान करने के लिए सर्वशिक्षा अभियान, मध्यान्ह भोजन योजना, आदि कार्यक्रमों का क्रियान्वयन कर रही है , किन्तु सामाजिक, आर्थिक और भौक्षिक क्षेत्रों में पिछड़ी यह जाति शिक्षा के अस्तित्व अधिकार और कार्य को ही नहीं समझ पा रही है। जिसके कारण वे अपने बालको को विद्यालय नहीं भेज रहे है । भदोही जनपद के ज्ञानपुर तहसील के मुसहर जाति के अभिभावक अपने बालको को विद्यालय किस लिए नहीं भेज रहे है इसक अध्ययन हेतु 40 मुसहर परिवारो का उद्ये यात्मक प्रतिचयन विधि द्वारा चयन किया और साक्षात्कार अनुसूची के माध्यम से सूचनाये प्राप्त की ।

इन 40 परिवारों के 6 से 14 वर्ष के बालकों की साक्षरता/ शिक्षा की स्थिति का अध्ययन निम्न तालिका से परिलक्षित है

तालिका – 1

कुल परिवार	6 से 14 वर्ष के कुल बालक/बालिकायें			स्कूल में नामांकन			नामांकन से वंचित		
	बालक	बालिका	योग	बालक	बालिका	योग	बालक	बालिका	योग
40									
संख्या	58	52	110	18	13	31	40	39	79
प्रतिशत	52.7	47.3	-	31	25	28	69	75	72

उपरोक्त आकड़े मुसहर जातियों के बालकों के स्कूल में नामांकन की वास्तविक स्थिति बताते हैं इन परिवारों (40) के 110 पाल्यों में केवल 31 पाल्यों का ही स्कूल में नामांकन सम्भव हो पाया बाकी 79 बच्चों (72%) का स्कूल में नामांकन सम्भव ही नहीं हो पाया है। जो हमारे राष्ट्रीय/ राज्य के भौक्षिक कार्यक्रमों के प्रयास और परिणाम की जमीनी हकीकत को दर्शाता है ।

## कारण

तालिका 1 से स्पष्ट है कि ज्ञानपुर तहसील के मुसहर जातियों के 6-14 वर्ष के बालक बालिकाओं का नामांकन निम्न है अर्थात् मुसहर जाति के अभिभावक अपने बालकों को विद्यालय भेजने व शिक्षा प्रदान कराने में विशेष रूचि नहीं रखते हैं जो इन समुदायों की परम्परागत और जातिगत विशेषता बन गयी है । तारा पटेल और विमल भाह 2 ने अपने अध्ययन **Who Goes to School** में बताया कि जातीय असमानता भारत में भौक्षिक असमानता का प्रमुख कारण है । भौक्षिक अवसरो का लाभ अधिकांशतः उच्च जातियों ने उठाया और निम्न जातिया आज भी शिक्षा के क्षेत्र में पिछड़ी हुयी है । इन्ही असमानताओं को दूर करने के लिए केन्द्र एवं राज्य सरकार अनुसूचित जाति एवं जन जाति के लोगो को जागरूक एवं शिक्षित करने का विशेष प्रयास कर रही है फिर भी मुसहर जातियो में शिक्षा के प्रति जागरूकता की कमी जिसके निम्न कारण है –

1. **अशिक्षा %** अज्ञानता, अशिक्षा, और रूढ़िवादिता की बेड़ियों में जकड़ी इन जातियों के अभिभावक शिक्षा के महत्व और उपयोगिता को ही नहीं समझ पाते जिसके कारण वे अपने बालकों का स्कूल में नामांकन नहीं कराते 40 मुसहर परिवार के अभिभावको में साक्षरता की स्थिति के अध्ययन में निम्न आँकड़े प्राप्त हुये।

तालिका – 2

परिवार	पुरुश	पुरुश	योग	महिला	महिला	योग	शिक्षा का उच्चतम स्तर
40	साक्षरता	निरक्षरता		साक्षरता	निरक्षरता		
संख्या	9	31	40	00	40	40	कक्षा 7 पास
प्रतिशत	22.5	77.5	—	—	100	—	

तालिका 2 से स्पष्ट है कि मुसहर जाति के 6 से 14 वर्ष के बालको के 40 अभिभावकों में केवल 9 पुरुष (22.5%) अभिभावक ही साक्षर है बाकी सारे पुरुष और महिला अभिभावक निरक्षर हैं। पुरुष अभिभावक की उच्च शिक्षा कक्षा 7 उत्तीर्ण है। शिक्षा व साक्षरता से वंचित ये अभिभावक अपने बालको को विद्यालय में नामांकन न दिला पाने के लिए स्वयं उत्तरदायी है क्योंकि ये अभिभावक शिक्षा का अभिप्राय और उपयोगिता की समझ से परे है

**2 निर्धनता %** अनुसूचित जातियों के सबसे निचले पायदान पर स्थित "रैट इटर्स " नाम से विख्यात इन जातियों में गरीबी मुख्य समस्या है। मुसहर जाति के पास सामान्यतः अपना जमीन और मकान नहीं होता और इनका परिवार दुर्गम और जंगली क्षेत्रों में कच्चे मकानों या घास फूस के मकानों में रहते हैं जहाँ बिजली, पानी, और सड़क भी मुख्य समस्याये है।

मुसहर जाति के बालकों को माता एवं पिता दोनों काम की तलाश में इधर उधर भटकते रहते हैं और इनका ब्यवसाय कार्य और कार्य समय अज्ञात होता है । इन परिवारो का सामान्यतः ब्यवसाय लकड़ी काटना , कच्ची ईट की ढुलाई करना, पत्तल बनाना, आदि है । अब्यवस्थित जीवन और निर्धनता का जीवन ब्यतीत करने वाले अभिभावक अपने बालकों के लिए दो वक्त की रोटी के जुगाड़ में लगे रहते हैं जिसके कारण वे अपने बालकों का स्कूल में नामांकन नहीं करा पाते ।

**3 उपेक्षा %** दुर्गम निवास, जंगली जीवन, अब्यवस्थित रहन-सहन, की विशेषताओं से वर्णित सामाजिक संरचना को सबसे नीचे आने वाली ये जाति सामान्य जातियों से भिन्न होती है ऐसी स्थिति में अगर कुछ अभिभावक अपने बालको का स्कूल में नामांकन कराना भी चाहते हैं तो विद्यालय के प्रधानाध्यापक द्वारा इनकी उपेक्षा की जाती है । और क्योंकि इस उपेक्षा के खिलाफ आवाज उठाने के लिए सरकार द्वारा प्रदत्त कानूनी अधिकारो का इन्हे ज्ञान ही नहीं होता है इसलिए वे यह मान लेते हैं कि शिक्षा और स्कूल हमारी जातियों के लिए नहीं है ।

इस प्रकार अशिक्षा, निर्धनता, और उपेक्षा के कारण मुसहर जाति के अभिभावक अपने बालकों को विद्यालय में प्रवेश नहीं कराते जो शिक्षा एक अधिकार के रूप में, सब पढ़े सब बढ़े , शिक्षा मूल अधिकार के रूप में , निःशुल्क तथा अनिवार्य शिक्षा आदि ध्येय वाक्यों की जमीनी हकीकत बया करती है साथ ही भारत में शिक्षा कि स्थिति की राज्य , क्षेत्र और जातिगत असमानता को भी प्रकट करती है।

## निवारण

सामान्यता यह कह दिया जाता है कि ये जातियां बहुत गवारू हैं, इनका जीवन व रहन सहन बहुत ही निम्न कोटि का है इन्हें कौन जागरूक एवं शिक्षित करें अर्थात् इनकी दुर्बलवस्था को देखकर सब मुह मोड़ लेते हैं और राज्य तथा सरकार की योजनाओं को केवल कागजों में अंकित करके अपने उत्तर दायित्वों से हट जाते हैं। ऐसी स्थिति में शायद ये जाति कभी भी शिक्षित नहीं हो पायेगी इन जातियों को शिक्षित करने के लिए निम्न उपाय किये जाने चाहिए

1. इन जातियों के पाल्यों का विद्यालय में नामांकन हेतु इनके आवास के आसपास जागरूकता कैम्प लगाकर इन्हें प्रोत्साहित किया जाना चाहिए।
2. इन जातियों के ऐसे अभिभावक जो अपने पाल्यों का विद्यालय में नामांकन कराते हैं उन्हें आर्थिक व सामाजिक रूप से पुरस्कृत किया जाना चाहिए।
3. प्रत्येक ग्राम के प्रधान और स्कूल के प्रधानाध्यापक की इसके प्रति जबाबदेही तय की जानी चाहिए।
4. अगर संख्या के अनुपात में ये जातियां ज्यादा हैं तो इनके लिए अलग से विद्यालय खोले जायें और सम्भव हो तो कुशल और प्रशिक्षित अध्यापक रखा जाय।
5. सामाजिक एवं स्वयं सेवी समूहों को इन जातियों के अध्ययन और सुधार हेतु प्रेरित एवं प्रोत्साहित किया जाय।
6. राज्य और जनपद के विशेष अधिकारियों द्वारा समय समय पर इनके आवासीय क्षेत्रों का औचक निरीक्षण किया जाय।
7. इन जातियों के लिए अलग से लघु एवं कुटीर के माध्यम से व्यवसाय उपलब्ध कराया जाय।

## सन्दर्भ सूची

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मानव सभ्यता के क्रमिक विकास में शिक्षा का महत्वपूर्ण योगदान है । शिक्षा वह सम्बल है जिसके आधार पर व्यक्ति, समाज और राष्ट्र का सर्वांगीण विकास निर्भर करता है । शिक्षक का दायित्व बालकों में व्यावसायिक कुशलताओं का विकास करने से ही पूरा नहीं हो जाता है । अपितु उनका दायित्व है कि वे बालकों में सामाजिक जीवन को बिताने की कुशलताओं का विकास भी करें । इन कुशलताओं के विकास के लिए बालकों को पूर्णरूप से समझना आवश्यक है । इसलिए व्यक्ति को स्वयं की शैक्षिक उपलब्धि को जानना आवश्यक है ।

विद्यालय में विभिन्न आयु, शैक्षिक योग्यता, सामाजिक आर्थिक स्थिति के विद्यार्थी प्रवेश पाते हैं। अतः उनकी आकांक्षाओं एवं शैक्षिक उपलब्धि का ज्ञान आवश्यक हो जाता है ।

l eL; k dFku

“माध्यमिक स्तर के ग्रामीण विद्यार्थियों की शैक्षिक उपलब्धि ।

míś;

माध्यमिक स्तर के ग्रामीण क्षेत्र के विद्यार्थियों की शैक्षिक उपलब्धि ज्ञात करना ।

v/; ; u {k= dk ifj l heu

प्रस्तुत शोधकार्य राजस्थान के उदयपुर जिले की गिर्वा पंचायत समिति तक सीमित रखा गया ।

प्रस्तुत शोधकार्य में उदयपुर जिले की गिर्वा पंचायत समिति के ग्रामीण क्षेत्र के चार माध्यमिक विद्यालयों को सम्मिलित किया गया है ।

प्रस्तुत शोधकार्य को प्रत्येक विद्यालय के कक्षा 10 के छात्रों तक सीमित रखा गया है ।

U; kn 'kZp; u

विद्यालयों क चयन सोद्देश्य प्रतिचयन विधि से किया गया जिसमें ग्रामीण क्षेत्र के चार माध्यमिक विद्यालयों से कुल 100 विद्यार्थियों का चयन किया गया ।

fof/k

सर्वेक्षण विधि

mi dj . k

शैक्षिक उपलब्धि हेतु कक्षा 10 के विद्यार्थियों का कक्षा 9 का परीक्षा परिणाम ।

i fof/k

i fr'kr] e/; eku A

- 1- jkt dh; ek/; fed fo | ky; euok[ kMk A
- 2- jkt dh; mPp ek/; fed fo | ky; ] i kusj; k dh eknMh A
- 3- jkt dh; ek/; fed fo | ky; ] cyhpk A
- 4- jkt dh; ek/; fed fo | ky; ] dkuij A

fo | kFkZ k dh l d; k

Øal a	fo   ky; dk ule	fo   kFkZ k dh l d; k
1-	jkt dh; fo   ky; euok[ kMk	25
2-	jkt dh; mPp ek/; fed fo   ky; i kusj; k dh eknMh	25
3-	jkt dh; ek/; fed fo   ky; cyhpk	25
4-	jkt dh; ek/; fed fo   ky; dkuij	25

nÙk l dyu& 8 fnol dh vof/k

nÜk fo' yšk k

ek/; fed Lrj ds xzh k fo | kfhz k dh 'k{k d mi yfC/k i Hrk d k dk fo' yšk k A

प्रस्तुत अध्ययन के अन्तर्गत अनुसंधानकर्ता द्वारा निर्धारित उद्देश्य "माध्यमिक स्तर के ग्रामीण विद्यार्थियों की शैक्षिक उपलब्धि ज्ञात करना ।"

वांछित पूर्ति हेतु विद्यालय अभिलेखों का अध्ययन कर नवीं कक्षा में प्राप्त अंक व श्रेणी को ज्ञात किया गया, तत्पश्चात् अंकों को श्रेणीनुसार विभाजित किया गया । 60 प्रतिशत से अधिक अंक प्राप्त छात्रों को प्रथम श्रेणी, 48 प्रतिशत से 59.99 प्रतिशत तक अंक प्राप्त करने वाले छात्रों को द्वितीय श्रेणी व 48 प्रतिशत से कम अंक प्राप्त करने वाले छात्रों को तृतीय श्रेणी के अन्तर्गत शामिल किया गया । तत्पश्चात् कितने छात्र शैक्षिक उपलब्धि की किस श्रेणी में आते हैं, इसका उल्लेख आवृत्ति के अन्तर्गत किया गया है ।

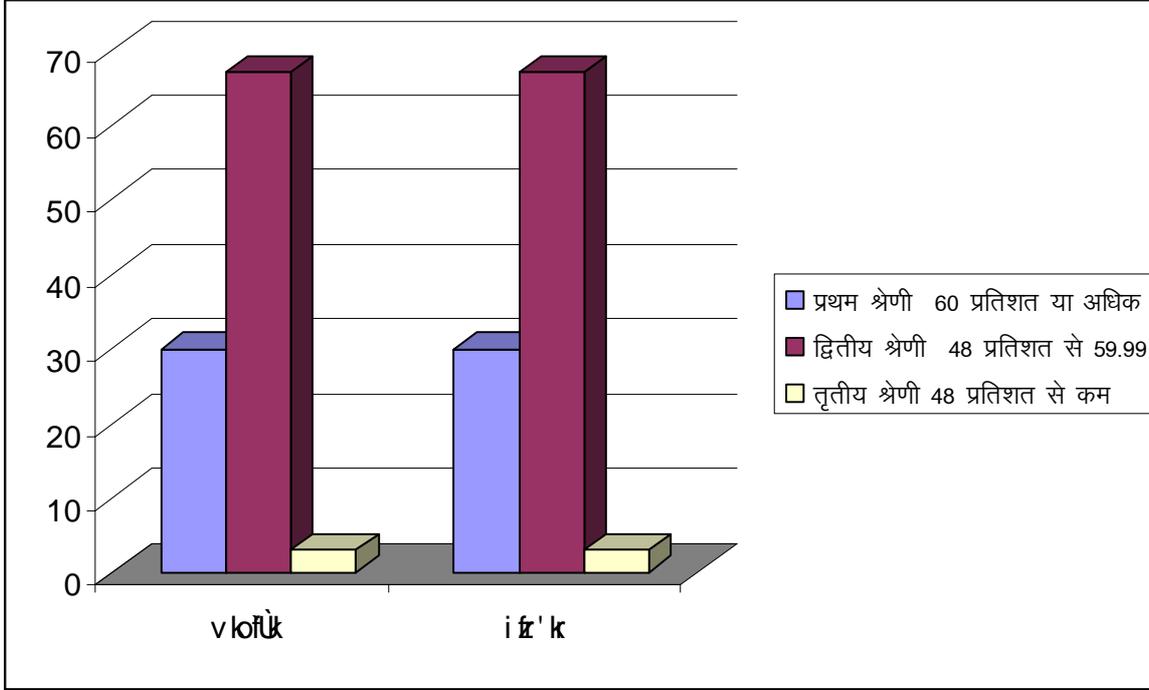
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ek/; fed Lrj ds xzh k fo | kfhz k dh 'k{k d mi yfC/k i Hrk d k dk e/; eku] ekud fopyu o vkhfÜk forj . k A

Øal a	'k{k d mi yfC/k dh Jsh	Ldkj dk oxkLrj	vkofÜk	i fr'kr
1-	i Eke Jsh	60 i fr'kr ; k vf/kd	30	30
2-	f}rh Jsh	48 i fr'kr l s 59-99	67	67
3-	r}rh Jsh	48 i fr'kr l s de	3	3
	; kx		100	100

e/; eku & 57-98

ekud fopyu & 5-55



माध्यमिक स्तर के ग्रामीण विद्यार्थियों की शैक्षिक उपलब्धि प्राप्तांको का मध्यमान, मानक विचलन व आवृत्ति विवरण—

सारणी व आरेख संख्या 4.1 से निम्नलिखित तथ्य ज्ञात होते हैं।

- माध्यमिक स्तर के 30 प्रतिशत ग्रामीण विद्यार्थियों ने नवीं कक्षा द्वितीय श्रेणी से पास की है।
- माध्यमिक स्तर के 67 प्रतिशत ग्रामीण विद्यार्थियों ने नवीं कक्षा द्वितीय श्रेणी से पास की है।
- माध्यमिक स्तर के 30 प्रतिशत ग्रामीण विद्यार्थियों ने नवीं कक्षा तृतीय श्रेणी से पास की है।
- माध्यमिक स्तर के ग्रामीण विद्यार्थियों की शैक्षिक उपलब्धि प्राप्तांकों का मध्यमान 57.98 व मानक विचलन 5.55 प्राप्त हुआ है।

सारणी व आरेख के विश्लेषणोंपरान्त यह निष्कर्ष निकलता है कि माध्यमिक स्तर के अधिकांश ग्रामीण छात्रों की शैक्षिक उपलब्धि मध्यम स्तर की पाई गई है, क्योंकि अधिकांश छात्रों ने नवीं कक्षा द्वितीय श्रेणी से पास की है।

## 'k{k d fufgrkfk&

प्रस्तुत शोध से प्राप्त निष्कर्षों के शैक्षिक निहितार्थ निम्न हैं—

- माध्यमिक स्तर के ग्रामीण विद्यार्थियों की शैक्षिक उपलब्धि का ज्ञान हुआ जिससे उनकी शैक्षिक उपलब्धि में आने वाली बाधाओं को हल कर उनकी शैक्षिक उपलब्धि में सुधार किया जा सकता है।
- शैक्षिक उपलब्धि पता होने से शिक्षक छात्रों पर व्यक्तिगत रूप से ध्यान देंगे जिससे उनकी शैक्षिक उपलब्धि से सुधार हो सके ।
- शिक्षक कमजोर छात्रों के लिए विशेष कक्षाएं चलायेंगे एवं उनकी उपस्थिति का भी ध्यान रखेंगे।
- अभिभावक समय-समय पर विद्यालय के शिक्षकों से मिलकर बालक की शैक्षिक उन्नति के बारे में परिचित होंगे एवं उनकी उपलब्धि में आने वाली बाधाओं को दूर करने का प्रयास करेंगे ।

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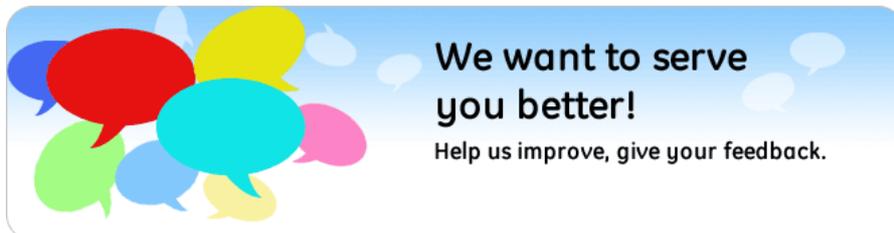


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