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# Phonetic Features: Segmentals and Suprasegmentals

Sirisha Domathoti\*

The teaching and learning of pronunciation concern the following in sound system there are (1) Segments - consonants and vowels (2) Suprasegmentals - word Accent, Rhythm and Intonation

## SEGMENTALS

A speech utterance can be described, in part, as a sequence of individual speech sounds also called segments or phones, used in languages. Speech sounds are generally divided into two types, consonants and vowels. Consonants are sounds in which a significant constriction is made somewhere in the vocal tract- a narrowing that interferes with the flow of air out of the mouth. so that there is at least some reduction in the energy of the sound. There are twenty four consonant phonemes. Consonants can be described depending on the following factors in relation to the articulatory measures.

1. Voiced or voiceless, which is based on the state of the vocal cords.
2. Place of articulation, which refers to the place of oral obstruction.
3. Manner of articulation which refers to the closure between the two articulators when the oral obstruction takes place.

For example, /p/ is a voiceless, bilabial, plosive sound.

Using these segmental features, language can be described more comprehensively and analysed scientifically vowels are sounds in which no such constriction is made; the air flows out of the mouth relatively freely and the sound is relatively loud and strong. There are twenty Vowel phonemes in English. Depending on the adjustments of the tongue and the shape of the lips, the vowels can be described. The following adjustments of the tongue and the lip-shapes will be taken into consideration.

1. The place of the tongue (which part of the tongue is raised)
2. Height of the tongue (how high is it raised?)
3. Rounded or unrounded (lips)

All the languages have consonants and vowels. When we speak we produce a continuous stream of sounds. In studying speech we divide this stream into small pieces that we call segments. The word 'man' is pronounced with a first segment /m/, and second segment /æ/ and a third segment /n/.

Segment is a minimal sound unit, inventory of consonant and vowel sounds. There are voiceless and voiced sounds, place of articulation and manner of articulation.

## SUPRASEGMENTALS

In addition to the individual consonants and vowels, there are properties of utterances that have more than one segment, usually referred to as supra-segments, or prosody. Supra-segmental means above the segment'. These properties include variations in loudness, duration and pitch, as well as variation in the degree of energy or effort put into the articulation of each sound. These generally functions to make some elements more prominent than others. In the words of David crystal, (1969) —prosodic features may be defined as vocal effects constituted by variations along

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the parameters of pitch, loudness, duration and silence. (pg.128.) Syllable is a phonological unit made up of a group of segments which generally has a vowel nucleus releasing and arresting consonant. Segment is a minimal sound unit (phoneme), Super imposed on these segments is known as suprasegmentals. These are unique and the operational domain of suprasegmentals is a unit larger than a segment. These include variation in stress and pitch. Variations in length are also usually considered to be suprasegmental features though they can affect single segment as well as whole syllables. Suprasegmental features are stress, rhythm and intonation. An important suprasegmental feature is stress which can bring about a variation between a noun and a verb in English depending upon which syllable is stressed. Stress can have a grammatical function. It can be used for contrastive emphasis in a sentence. Stress is caused by an increase in the activity of the respiratory muscles, resulting in greater breath force.

All the suprasegmental features are characterized by the fact that they must be described in relation to other. It is the relative values of pitch or of the stress of an item that are significant.

Suprasegmentals are unique, larger than segments such as syllable, word, foot or tone group. Features like accent, intonation and rhythm are suprasegmentals. It is also called as prosodic features and Abercrombie used the term 'features of voiced dynamics. All the suprasegmental features are characterized by the fact that they must be described concerning others. It is the relative values of pitch or of the stress of an item that is significant.

## ACCENT

In day-to-day speech 'accent' means emphases. Allen, (1973) says, Accent is used in a non-technical sense to refer to a particular (more often dialectal or foreign) mode of pronunciation. (p.86.) if we can trace the origin of a person by his pronunciation, that person is said to be speaking that language with a corresponding 'accent'. (Abercrombie, D., (1965), p.11-12). The term 'accent' is also used in a different sense: The syllable which is relatively more prominent than its neighbours in a word may be said to be accented. A.C. Gimson (1976) says: The syllable or syllables of a word which stand out from the remainder are said to be accented, to receive the accent. (p.222.) While uttering English words which consist of more than one syllable, all the syllables are not given the same prominence. For example, the word 'captain' has two syllables: a weak one, and a strong one in that order. The word 'delight' has two syllables. The first syllable is a weak syllable and the second is a strong one.

The word "accent" is often used in this sense, but it may be used for other kinds of prominence; stress specifically may be called stress accent or dynamic accent. According to Pike (1947), stress is the "degree of intensity upon some syllables which makes it more prominent or louder than an unstressed syllable". (p. 250).

## RHYTHM

The flavour of language may be lost if the rhythm of the language is superimposed on another language which has a different rhythm.

"The initiatory activity seems to be parcel out into relatively equal chunks that are often longer than the syllable is rhythm." -J.C. Cat ford.

"Speech wholly is partially repeating the same figure of sound is rhythm." -Manely.

The rhythm of spoken English is based on a unit known as 'Foot'. A spoken sentence has a succession of feet. Each foot consists of several syllables. Every foot consists of the elements of, (a) ictus or salient or stressed or strong syllable.

(b) remiss or non-salient or unstressed or weak syllable.

The first syllable of a foot is usually salient or stressed. The salient syllable (ictus) carries the beat. Sometimes, the foot can begin with a non-salient syllable, if the foot follows a pause or has an initial position in the tone group. It does not disrupt the rhythm. The salient beat is marked by ( ` ). The time taken by each foot is more or less the same time but the whole tempo (speed) may change. The unstressed or weak syllables are squashed or crushed in the foot in speech.

Rhythm can be said to be a recurring pattern of relatively strong and relatively weak syllables. Languages fall under two types of rhythm.

## Types of rhythm

1. Stress- timed rhythm
2. Syllable-timed rhythm

Stress-timed rhythm:

Isochronous –stress occurs at regular intervals of time.

Isodynamic-initiatory power is distributed at regular intervals of time.

Stressed syllables occur in regular intervals of time, in stress-timed rhythm stress syllables are isochronous.

“The number of unstressed syllables caught between two stressed syllables may vary.”

M.J.Ball.

Russian, Arabic and English languages are examples for stress-timed rhythm.

In an utterance /sentence, the time taken from one stressed syllable to the next is roughly equal but not exactly equal. The rhythm is maintained by compressing the syllables or by expanding the syllables.

Syllable-timed rhythm:

Isochronous-syllables occur at regular intervals of time

Isodynamic- syllables occur at regular initiatory power.

There are stressed and unstressed syllables, syllables occurred at regular intervals of time, syllables take an equal amount of time and syllables are isochronous.

“The number of unstressed syllables caught between stressed syllables is more or less the same.”

- M.J. Ball.

Telugu, Yoruba, French and many other Indian languages are examples for syllable-timed rhythm. That's why when you hear those languages, it is different from the English Language. In Russian, the stressed syllable occurs at the end of a foot. In Russian, each foot has unstressed syllable followed by a stressed syllable. 'M.J. Ball' introduced the first IPA chart for the "speech disordered people". A foot with five syllables will usually take longer than a foot with one syllable but no five times of long. The content (lexical) words have dictionary meaning. Noun, verb, adjective and adverb are stressed. The function (structure) words are auxiliary verbs, prepositions, conjunctions and unstressed. The use of function words is essential for maintaining rhythm in English. In English function, words have two or more qualitative and quantitative patterns depending on whether they are accented or unaccented. The accented realizations of the functional words are strong forms; the unaccented realizations of those words are weak forms. Accentuation in English as contrastive function although the accentual patterns are freer and largely determined by the meaning conveyed. Some words are free disposed of by their function in the language to receive the accent; these are content/lexical words. Many monosyllabic form words are subjected to qualitative variation according to whether they receive accent or not. On the other hand mono, syllabic words retain their full vowel value (quality of the vowel). Weak forms are manifested by a reduction of the length of sounds and elision of vowels and consonants. In normal conversation, the number of weak forms syllables tends to exceed the number of stressed syllables. The rhythm may faster if there are a large number of unstressed syllables.

## Intonation

The vocal cords are capable of vibrating at varying rates. Now, the number of cycles per second (cps) at which they vibrate is called the frequency of vibration, which determine the pitch of the voice. The higher the frequency, the higher is the pitch and vice versa. The variation of pitch in speech is called 'intonation'. No language in the world is spoken in a monotone (i.e. On the same musical note) all the time. It is very rarely that we speak with an unvarying pitch. In normal speech, the pitch of our voice goes on changing constantly: going up, going down, and sometimes remaining level or steady. Different pitches of the voice combine to form patterns of pitch variation, or tones, which together constitute the intonation of a language. The intonation of a language, thus, refers to the patterns of a pitch variation, or the tones, it uses in its utterances. According to Daniel Jones (1960), intonation may be defined as the variations which take place in the pitch of the musical note produced by the vibration of the vocal cords.

J.D.O Connor (1967, 1980) reported, we can say a word group definitely or we can say it hesitantly, we can say it angrily or kindly, we can say it with interest or without interest, and these differences are largely made by the tunes we use: the words do not change their meaning, but the tune we use adds something to the words, and what it adds is the speaker's feelings at that moment: this way of using tunes is called 'intonation'.

Examples: // sit down // (Falling tone).

// sit 'down // (Rising tone).

In the above examples, the first one is said with a falling tone. It has a neutral meaning. In the second with a rising tone, indicates that the person is being polite. That is why the pitch variation is very important in communication.

A change in tone brings a difference in the pattern of a sentence but it does not bring about a lexical difference. The choice of tone does not by any means; alter the dictionary meaning of the word, languages where tone does not change the meaning of a word are called "intonation languages".

e.g.: English and Russian.

Languages where a change in the tone, brings about a change in the meaning of the word are called "tone languages". In those languages, a change in pitch pattern brings about a lexical change.

e.g.: Thai, Chinese, and Mizo.

The ups and downs in speech are called "pitch fluctuations". The pitch fluctuation in a language is known as "intonation". Intonation tones usually operate over complete clauses or sentences are called "tone groups". The basic unit of speech melody is a tone group. Tone group boundaries are indicated by single slashes or bars. A double bar can be used to indicate the beginning and the end of the sentence. In spoken mode pauses are used whenever tone group boundary occurs. In written mode, it is indicated by punctuation.

Every speaker of English is faced with three types of decisions when he speaks English. They are,

- (a) How to break up the materials into chunks or where to pause (tonality),
- (b) What syllable has to be accented (tonicity),
- (c) What tones are to be used (tone).

Intonation is a network of tonality, tonicity, and tone, M.A.K. Halliday (1970). M.A.K. Halliday (1970) defines intonation as the melody of speech or intonation is the musical speech pattern. He talks about three aspects of intonation,

1. Tone
2. Tonicity
3. Tonality

## CONCLUSION

Pronunciation encompasses the prosody of English: segmental and suprasegmental features. Suprasegmentals operate on longer stretches of utterances than sounds or phonemes. Prosody deals with how words and sentences are accented and how pitch, loudness, and length work to produce rhythm and intonation. These phonetic features take a vital role in speech otherwise it will not be intelligible to the other speaker.

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# A Study of Self-Concept of Intermediate Students in Relation to their Feeling of Security

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## ABSTRACT

The present research work was undertaken to study the Self - Concept of Intermediate students. The study was conducted on a sample of Intermediate students of Guntur and Krishna Districts including urban and rural areas in Andhra Pradesh. Mohsin Self - Concept inventory developed by Dr. S.M. Mohsin (1979) and Security – Insecurity inventory by Dr. Govind Tiwaari was used. The major finding was, there is a significant relationship between self-concept and security of intermediate college students.

**Keywords:** Self - Concept, Security Intermediate Students

## INTRODUCTION

In shaping or moulding the student, both the teacher and the parent have a special role to play. At home, the parents should appear as a model. At school, the teacher must set an example and inspire the student, through personal and impersonal methods to move in the right education. Compulsion and anti-social characters must be avoided. Directions must be towards certain social and personal standards and ideals and these should be known to the teacher. Intermediate students must have stable self-concepts. The self-concept usually becomes increasingly more stable as students progress. This gives students a sense of inner continuity and enables them to see themselves in a consistent manner, rather than one way now and a different way later. This also increases their self-concept and results in fewer feelings of inadequacy.

Parents play an important role in the development of self-concepts. When their aspirations are unrealistically high, students are doomed to failure. Regardless of how students react, failure leaves an indelible mark on their self-concept and lays the foundations for feelings of inferiority and inadequacy. Once the self-concept develops the individual comes to perceive himself as an active agent in determining his own behaviour. An individual is said to have a good self-concept if he is popular and influential. As the self-concept of an individual becomes congruent with his experience, he achieves integration and wholeness and the blocks to growth are removed. Bandura (1973) states that one's self-concept is one of the best predictions of successful achievement. He also states that one's mastery experiences related to success is the major influence of one's self-concept. According to Maslow (1964) security has been defined as the conditions of being in safety or freedom from threat of danger of life. This is closely related to the feeling of safety, friendliness, easy emotional stability and self-acceptance. Insecurity can be defined as emotional instability, feeling of rejection, inferiority, anxiety, isolation, jealousy, hostility, irritability and tendency to accept the worst general pessimism or unhappiness. An insecure man feels isolation and suffers from acute tension. Fundamental to healthy personal development is a feeling of security. It is essential, therefore, that the school program promote feelings of security rather than of anxiety or worry in

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the learner, nor should the learners worries be transferred to their teachers. Teachers, parents, and school age learners all need a sense of security as they work together. To the degree that anxiety can be reduced, any person is less likely to resort to the misleading mechanisms. We seek conditions in which the facing of reality is supported by a sense of personal security. The need for security in all areas of life leads to anticipate regulations of danger and disorder. In industrial societies men have social security and insurance for economic security and industrial security. The need to belong to friends is an expression of striving for security relationships.

## NEED AND IMPORTANCE OF THE STUDY

Intermediate course is a time when an individual becomes increasingly aware of self, endeavors to test his/her ramifying conceptions of self against reality, and gradually works towards the self-stabilization that will characterize his/her adult years. During this time the individual is learning the personal and social roles most likely to fit his/her self-concept as well as his/her concept of others. The formation of self-concept is fundamental to the development of the individual's personality. Self - concept, as the name implies, is ones concept about oneself. As an individual grows, he not only forms concepts about his surroundings and other individuals, he also gradually forms an image or concept of himself. The interaction between the individual and his/her total environment forms an image of his own self. He/she begins to realize his health, structure of the body, and his/her potentialities. Then he/she rates himself as high or low. This concept may be positive or negative. If the individual gradually becomes conscious of his/her superiority, his self-concept may be positive. But if he feels neglected and insecure he develops a negative self image. The interrelationships between the person's traits interact to give him a clear picture of the world. If a person has proper self-concept he finds his place in the society and feels secure. Lack of love and understanding may also cause to lack of security. Hence, at the centre of socialization process the individual is faced with the problem of developing a satisfactory identity or self-concept out of interaction with others. There is now a wealth of data, which demonstrates the fact that social background plays a large part in determining educational attainment. Hence the need for the study. This study also intends to find the relationship between self-concept and security of intermediate students.

## REVIEW OF RELATED STUDIES

**Goodvin, Rebecca** (2007) carried out a study on attachment security, self-concept, and self evaluation in response to feed back : Extending the internal working model in early children. The sample consisted of 76 four and five year old children. Attachment security was measured using maternal report attachment Q-sorts by waters & Deane 1985. The findings were (i) There is a link between security and a more positive self concept for girls. (ii) Security was positively linked to children's theory of mind.

**Preena Sharma, MS Anamika** (2010) made a study on the self-concept, autonomy and security insecurity in adolescents - A comparative study. The sample consisted of 101 students between the age group of 16-18. The tools used were mental Health battery constructed by Arun Kumar Singh and Alpana Sen Gupta in 1983. The findings were (i) Boys and girls have no significant difference in their self-concept (ii) There was a little bit difference in their autonomy and security-insecurity.

## OBJECTIVES OF THE PRESENT STUDY

1. To find the relationship between self-concept and security of intermediate students.
2. To find the relationship between self-concept and security. On the influence of following variables. (a) gender, (b)medium of instruction, (c) locality



## TOOLS USED

For the purpose of the present study the researcher has adopted the following two tools.

1. Mohsin Self-Concept Inventory (M S C I) by Dr. S.M. Mohsin (1979), Professor Emeritus, Department of psychology, Patna University, Patna.
2. Security – Insecurity inventory by Dr. Govind Tiwaari, Department of Psychology, Agra College, Agra. and Dr. H.M. Singh (1975), Department of Psychology, R.B.S. College, Agra.

## HYPOTHESES

1. There is no significant relationship between self-concept and security of intermediate students.
2. To find the influence of the following variables on the relationship between self-concept and security (a) gender, (b)medium of instruction, (c) locality

## SAMPLE

Random stratified sampling technique was adopted for the collection of data. 21 intermediate colleges in Guntur and Krishna Districts were selected and the total sample constituted 1250 of which 61 questionnaires could not be used as they were not completely filled. So the total sample was 1189.

## STATISTICAL TECHNIQUES USED

Mean, Standard deviation, Percentages, Critical ratio, One-way-Anova, Fisher's Z function, Chi-square test of association and Co-efficient of correlation were employed in the analysis of the data gathered.

## ANALYSIS AND INTERPRETATION OF DATA

**Hypothesis : 1** There is no significant relationship between self-concept and security of intermediate students.

**Hypothesis : 2** Gender of intermediate students does not make significant relationship in the levels of self-concept and security.

**Hypothesis : 3** Medium of instruction of intermediate students does not make significant relationship in the levels of self-concept and security.

**Hypothesis : 4** Locality of intermediate students does not make significant relationship in the levels of self-concept and security.

To test the hypothesis, the coefficient of correlation between the scores of self – concept and security is computed. The obtained value is 0.50. It is represented in the table.

### Correlation between intermediate student's self-concept and security.

Variable	Number	'r'- value
Self-concept	1189	0.50*
Security	1189	

\*Significant 0.01 level

The significance of the obtained coefficient of correlation is verified basing on the procedure suggested by Garrett H.E. The obtained 'r'- value is 0.50 which is significant at 0.01 level. This shows that there is a high significant relationship between self - concept of intermediate students with their feeling of security. Hence, the null hypothesis that "There is no significant relationship between self - concept and security of intermediate students" is rejected. Hence it can be inferred that there is significant positive relationship between self-concept and security of intermediate students.

**Hypothesis : 2** Gender of intermediate students does not make significant relationship in the levels of self-concept and security.

To test the sub hypothesis the following procedure is adopted. The coefficients of correlation between the scores on self-concept and security have been computed separately for the two sub groups (male and female) of the whole group. These 'r's are converted into Fisher Z coefficient (Tables in page No.460 of statistics in psychology and education by Garrett H.E.). The standard error between 'Z's is obtained as per the procedure suggested by Garrett H.E. The data is presented in table.

#### Self-concept and Security – gender - N, r, Z, Dz, $\sigma$ and C.R.

Variable	N	r	Z	Dz	$\sigma$	C.R.
Male	626	0.497	.54	.01	0.058	0.1724 <sup>NS</sup>
Female	563	0.500	.55			

NS: not significant at 0.05 level.

From the table 30, the obtained C.R. value 0.1724 is less than 1.96. Hence it is not significant at 0.05 level. Therefore null hypothesis was accepted. The variable gender has no impact on the relationship between self-concept and security of intermediate students.

**Hypothesis: 3 Medium** of instruction of intermediate students does not make significant relationship in the levels of self-concept and security.

To test the sub hypothesis the following procedure is adopted. The coefficients of correlation between the scores on self-concept and security have been computed separately for the two sub groups (Telugu and English medium) of the whole group. These 'r's are converted into Fisher Z coefficient (Tables in page No.460 of statistics in psychology and education by Garrett H.E.). The standard error between 'Z's is obtained as per the procedure suggested by Garrett H.E. The data is presented in table.

#### Self-concept and Security – medium of instruction - N, r, Z, Dz, $\sigma$ and C.R.

Variable	N	r	Z	Dz	$\Sigma$	C.R.
Telugu	924	0.492	.54	0.00	0.06	0.00 <sup>NS</sup>
English	265	0.494	.54			

NS: not significant at 0.05 level.

From the above table, the obtained C.R. value 0 is less than 1.96. Hence it is not significant at 0.05 level. Therefore null hypothesis was accepted. The variable medium of instruction has no impact on the relationship between self-concept and security of intermediate students.

**Hypothesis: 4 Locality** of intermediate students does not make significant relationship in the levels of self-concept and security.

To test the sub hypothesis the following procedure is adopted. The coefficients of correlation between the scores on self-concept and security have been computed separately for the two sub groups (Rural and Urban) of the whole group. These 'r's are converted into Fisher Z coefficient (Tables in page No.460 of statistics in psychology and education by Garrett H.E.). The standard error between 'Z's is obtained as per the procedure suggested by Garrett H.E. The data is presented in table.

**Self concept and security – locality - N, r, Z, Dz,  $\sigma$  and C.R.**

Variable	N	r	Z	Dz	$\sigma$	C.R.
Urban	484	0.523	.58			
Rural	705	0.483	.52	.06	0.05	1.2 <sup>NS</sup>

NS : not significant at 0.05 level.

From the above table, the obtained C.R. value 1.2 is less than 1.96. Hence it is not significant at 0.05 level. Therefore null hypothesis was accepted. The variable area has no impact on the relationship between self-concept and security of intermediate students.

## FINDINGS OF THE STUDY

1. There is a significant relationship between self-concept and security of intermediate college students.
2. Gender, medium of instruction, locality do not make any significant influence on the relationship between self-concept and security of the sample of intermediate college students.

## SUGGESTIONS FOR FURTHER RESEARCH

1. Future studies may focus on identifying the personality variables that help in the development of self-concept of intermediate students.
2. The awareness of the level of self concept of students in different streams like medical education, engineering education, legal education humanities, fine arts etc may be taken up.

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# Effect of Interactive Components of Multiple Intelligences

Aswathy D. V.\*

## ABSTRACT

The aim of the study was to know the Effect of selected interactive components of Multiple Intelligence (MI) on academic achievement among higher secondary school students. To gather necessary data various tools such as Interactive Intelligence Inventory prepared by the investigator and academic achievement of Plus Two students. The study were conducted on a representative sample of 300 higher secondary students of Ernakulam district. The normative survey method was selected for the study. Selected interactive components of Multiple Intelligence were taken as independent variable and academic achievement among Plus Two students were taken as dependent variable. The result of the study showed that the interactive components of multiple intelligences and academic achievement of higher secondary school students were correlated significantly and also showed gender differences. The statistical techniques used in this study are Karl Pearson's Coefficient of Correlation and t-test for significance of Correlation.

## INTRODUCTION

“An optimal learning environment is a classroom where the teacher’s job is to assess each individual child, to see “how he or she is smart, and to use students’ strengths as a catalyst to understanding new, more complex, learning tasks.”(Eric Johnson).When we recall a favourite teacher, surprisingly it may well be the one who tapped into our Multiple Intelligences. This was the teacher who knew each of us as an individual, and made us feel smart, perhaps in variety of ways. Understanding what individual children do know, rather than what they do not know, has been a challenge for many generations of educators. This challenge is an integral part of any serious attempt to teach a child. Yet, daily life in classrooms rarely focuses on discovering the full capabilities of each individual. Rarely are children assessed as individuals with a unique profile of intelligences.

## NEED AND SIGNIFICANCE OF THE STUDY

In order to meet the needs of diverse student’s population, teachers need to integrate a repertoire of instructional strategies to help all students learn. All too often, teachers teach in their preferred learning method without taking into consideration how a student learns. Based on the statistics then, if a teachers preferred learning style is auditory and lecturing is the only instructional method used, he/she has missed 75 percentage of students population.

MI consists of three domains: the analytical, introspective and interactive domains. The present study is to examine the extent of relationship between selected interactive components of multiple intelligence and academic achievement among higher secondary school students. Interactive domain

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includes the components such as linguistic/verbal, interpersonal, bodily kinaesthetic intelligence. Here investigator selected interactive components: verbal and interpersonal intelligence for the study.

## **STATEMENT OF THE PROBLEM**

The present study is entitled as,

## **EFFECT OF INTERACTIVE COMPONENTS OF MULTIPLE INTELLIGENCES**

### **Objectives of the Study**

1. To find out effect of selected interactive components of Multiple Intelligences with academic achievements among higher secondary school students based on sub sample gender

## **HYPOTHESES OF THE STUDY**

1. There is a significant relationship between the selected interactive components of Multiple Intelligence viz. linguistic, and interpersonal intelligence and academic achievement among higher secondary school students based on sub sample gender

## **METHODOLOGY**

Keeping in view the objective of the study normative survey method was appropriate for the study. Selected interactive components of Multiple Intelligence were taken as independent variable and academic achievement among Plus Two students from their school records were taken as dependent variable.

## **SAMPLE**

The study were conducted among a sample of 300 Higher Secondary School Students and due weightage is given to gender.

## **TOOLS**

To gather necessary data various tools such as Interactive Intelligence Inventory prepared by the investigator and academic achievement of Plus Two students taken from their school records.

## **STATISTICAL TECHNIQUES**

For the present study investigator use the statistical techniques such as Karl Pearson's Coefficient of Correlation, and t-test for significance of Karl Pearson's Coefficient of Correlation.

## **DATA ANALYSIS AND INTERPRETATION**

**Effect of selected interactive components of Multiple Intelligence on academic achievement for total sample.**

Investigator analysed the correlation between each selected interactive components of Multiple Intelligence and academic achievement among higher secondary school students. Correlation between each selected interactive components of Multiple Intelligences and academic achievement among higher secondary students are shown in the table 1.

**Table 1:** *Correlation between each selected interactive components of Multiple Intelligences and academic achievement among higher secondary students for total sample.*

Variables Correlated	Coefficient of Correlation r	Calculated t-value	Comment
Interpersonal Intelligence vs academic achievement	0.10	1.78	Significant at 0.01 and 0.05 level
Verbal Intelligence vs academic achievement	0.11	2.07	Significant at 0.01 and 0.05 level

Table 1 shows that there is a positive correlation between each selected interactive components of Multiple Intelligence (interpersonal and verbal intelligences) and academic achievement, with coefficient of correlation values 0.10 and 0.11 respectively. Corresponding t-values are 1.78 and 2.07 respectively which are greater than the table value (0.113 and 0.148) at 0.05 and 0.01 level of significance. It indicates that there is a significant correlation between selected interactive components of Multiple Intelligence and academic achievement among higher secondary students. From the coefficient of correlation values, it is clear that among the two components, verbal intelligence has higher correlation with academic achievement.

**Effect of selected interactive components of Multiple Intelligence and academic achievement based on gender.**

Investigator analysed the correlation between selected interactive components of Multiple Intelligences and academic achievement among the higher secondary students based on gender are represented in the table 2 and table 3.

**Table 2:** *Correlation between each selected interactive components of Multiple Intelligences and academic achievement among male students.*

Gender: Male			
Variables Correlated	Coefficient of correlation r	Calculated t-value	Comment
Interpersonal Intelligence vs academic achievement	0.16	2.87	Significant at 0.01 and 0.05 level
Verbal Intelligence vs academic achievement	0.01	0.13	Significant at 0.01 and 0.05 level

The table 2 shows that male higher secondary school students have positive correlation between each interactive component of Multiple Intelligence (interpersonal and verbal intelligences) and academic achievement with coefficient of correlation 0.16 and 0.01 respectively. Corresponding t-values are 2.87 and 0.13 respectively which are greater than the table value (0.113 and 0.148) at 0.05 and 0.01 level of significance. It indicates that there is a significant relationship between components of Multiple Intelligences and academic achievement among male higher secondary school students.

Correlation between selected interactive components of Multiple Intelligences and academic achievement among female higher secondary school students are shown in table 3.

**Table 3:** Correlation between each selected interactive components of Multiple Intelligences and academic achievement among female students.

Gender: Female			
Variables Correlated	Coefficient of correlation r	Calculated t-value	Comment
Interpersonal Intelligence vs academic achievement	0.09	1.5	Significant at 0.01 and 0.05 level
Verbal Intelligence vs academic achievement	0.17	2.98	Significant at 0.01 and 0.05 level

The table 3 shows that female higher secondary school students have positive correlation between each selected interactive components of Multiple Intelligence (interpersonal and verbal intelligences) and academic achievement with coefficient of correlation values 0.09 and 0.17 respectively. Corresponding t-values are 1.5 and 2.98 respectively which are greater than the table value (0.113 and 0.148) at 0.05 and 0.01 level of significance. It indicates that there is a significant relationship between selected interactive components of Multiple Intelligences and academic achievement among female higher secondary school students.

The tables 2 and 3 shows that, male higher secondary school students have highest correlation between interpersonal intelligence and academic achievement than that of female higher secondary school students and female students have highest correlation between verbal intelligence and academic achievement than that of male students.

## Findings

The above study proved that the selected interactive components of multiple intelligence( viz. linguistic and verbal) and academic achievement are correlated significantly. The study also revealed that there are gender differences in relationship between selected interactive components of multiple intelligences and academic achievement. The scores shows that male students have higher correlation between interpersonal intelligence and academic achievement than female students and female students have higher correlation between verbal intelligence and academic achievement than male students. So that we teachers must help the students to become more intelligent by exposing them to a variety of ways of interactive learning according to their interests and needs, and make learning more efficient, successful and enjoyable by choosing suitable teaching strategies.

## EDUCATIONAL IMPLICATIONS

Teacher should provide the opportunity to promote the skills like listening, speaking, writing, storytelling, explaining etc. Teacher should adopt cooperative and collaborative learning strategies to enhance interactive intelligence among students. Teacher should help to improve students creative thinking. Getting students feedback will help the teachers to tap into the minds and interests of the students. Provide group projects and assignments to improve student interaction. And finally



club activities should be organised in every school and they should cover a wide range of activities improving different types of intelligence.

## CONCLUSION

By providing different learning activities we can foster meaningful learning experiences in students and also can encourage students to use their different kinds of intelligences. Including interactive learning strategies will help the students to enhance their interactive skills.

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# Effect of Interdisciplinary Approach on Academic Achievement of Secondary School Students

Dr. Rajinder Kaur Gill\* and Mandeep Kaur\*\*

## ABSTRACT

In the present study, the investigator strived to examine the effect of Interdisciplinary Approach on academic achievement in social studies of secondary school students. A pre-test AND post-test design was employed in order to analyze the data on the mean gain academic achievement scores in social studies of experimental and control groups. The total sample of 60 students of senior secondary school situated in district Mohali (Punjab) was drawn. In order to obtain two matched group of students, Dr. Jalota's general Intelligence Test was administered. Thereafter, two group were made consisting of 30 students each. The findings of the study revealed that the interdisciplinary teaching approach was more effective than the traditional teaching approach. Furthermore, it also exhibits that mean gain score of high student's intelligence of experimental group was significantly higher than the control group.

## INTRODUCTION

Interdisciplinarity is a deep-rooted educational approach that is concerned with understanding of concept of knowledge. Interdisciplinary teaching is not a new concept rather the term was first established by Dewey and Parker in the 1890's Progressive movement as a very important part of effective pedagogy (Hinde, 2005). Over the years, courses of instruction on all levels have become narrowed in focus and specialization. Unfortunately, the pace that information is added on a daily basis provoked educators to return to the ideas of Dewey and re-learn the value of shared disciplines as they seek to find ways to help students connect with the fundamentals and make application to their world. Within the post-secondary arena, there are two major schools of thought on the subject. The first thought considered interdisciplinary teaching as a part of an educational framework to instruct students to see through more than one disciplinary point of view. The second point of view indicates that interdisciplinary thought is a prerequisite in a post-modern world to address and solve social problems that cannot be addressed by only one point of view.

In system of education, the notion of "real-world significance" (Repko, et al., 2013) is vital to our educational endeavor from first grade onwards tuned to the different stages of ability. Students must have access to education that prepares them well for real life by attaining the technical particulars of their chosen discipline as they complete their undergraduate education. The need for experiencing a sense of wholeness seems to be a fundamental human condition that consequently ought to be cultivated in education as a response to inevitable existential questioning along with attainment of a specialized trade. Perhaps we are now finding ourselves in a situation where the spectrum of academic fields and their specialized knowledge has become so dominant that we must look to interdisciplinary studies with renewed interest to reinstate something lost. Interdisciplinary approaches do not merely

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satisfy an abstract longing; in post-educational life. young people must confront complex issues that transcend any one discipline.

According to the Center for Educational Research and Innovation, interdisciplinary is defined as “an adjective describing the interaction among two or more different disciplines. This interaction may range from simple communication of ideas to the mutual integration of organizing concepts, methodology, procedures, epistemology, terminology, data and organization of research and education in a fairly large field (OECD, 1972, pp 25-26).”

As the term “Inter” signifies between, among, mutuality, reciprocity. A similar term, multidisciplinary, signifies combination and is taken to mean studying in more than one discipline at a time. Thus, both the terms signify crossing between boundaries (Dillon, 2008). A most common example of multidisciplinary applications in primary and secondary education is Curriculum mapping. The benefit for this type of approach is the incorporation of differentiated learning and opportunities for hands on engagement to build upon what is already known (Bintz and Moore, 2007).

According to Choi & Pak 2006, “An interdisciplinary approach refers to analyzing, synthesizing, and harmonizing connections between various disciplines.”

Academic Achievement is one’s scholarly capacity to gain knowledge in instructional conditions, for example, school, college and universities and later on their performance is assessed through examinations or continuous assessments. Avinashilingan et al. (2005) revealed that “classroom factors followed by environmental and developmental factor play a striking role in influencing the learners’ academic performance. Singh et al. (2007) stated that “Academic achievement is identified with the procurement of principles and generalizations and the capacity to perform objectives productively, certain manipulations, symbols and ideas.”. Thus the term incorporates performance outcomes that demonstrate the degree to which an individual has accomplished particular goals.

**Random House dictionary (2011) accomplishment denotes concluding achievement of something worth mentioning, after many efforts and often inspire of obstacles and discouragements.**

Many studies have been taken up on interdisciplinary approach in teaching learning process. Vyas et al. (2008) studied effectiveness of an integrated learning programme in the first year of the medical course. Result revealed that most of students received satisfactory and more than satisfactory grades for their performance in the problem-based learning sessions. Kariuki & Hopkins (2010) researched the effects of interdisciplinary program on the secondary arts students participating in an interdisciplinary chemistry- art program and art only program. The outcomes demonstrated that the experimental group outperformed control group on their overall scores with a significance difference  $t(10.482) = 4.922, p < 0.05$  and on the measures of concepts taught and craftsmanship. Martin (2011) explore the impact of the learner-centered and integrated curriculum compared to the traditional, curriculum-centered approach on students’ achievement and self-efficacy, by using quasi-experimental design. Results showed that the interaction between the learner-centered curriculum and curriculum integration significantly improved students’ achievement however not their self-efficacy in mathematics. Brezovnik (2015) examined the impact of the integration of fine art content into mathematics on students at the primary school level. At the end of the teaching periods, four mathematics tests were carry out in order to ascertain the distinction in knowledge between the control group and the experimental group. The afteraffects of the study affirmed the hypotheses, that there had been constructive effects of fine art integration into mathematics, with the experimental group attaining higher marks in the mathematics tests than the control group. Acar, Tertemiz & Tasdemir (2018) studied the effects of STEM training on the scholastic achievement of 4th graders in science and mathematics. The results showed that there was a noteworthy

significant difference between science achievement score between two experimental groups and one control group. Whereas, in case of maths achievement score, the experimental group shows increase in scores and control group shows decrease in scores on posttest.

## NEED AND SIGNIFICANCE

Social studies is naturally interdisciplinary within the field, the disciplines that consists social sciences are interface and interlace. It's hard to envision studying historical content without inspecting the underlying foundations of persons (Sociology), their inspirations (Psychology), where they lived (Geography), the impact of spiritual beliefs (Religion), rules that administer behavior (Political Sciences) or how people negotiate for their needs and wants (Economics). Beyond the field of social sciences, crucial associations can likewise be made to language arts, mathematics, sciences and the arts that yield a more profound comprehension of concepts and ideas. The pressing need of the hour is to acquaint the interdisciplinary approach to teaching as real- world of knowledge is associated and new ties are framed each day, present fragmented system is truly obstructing the learning and one field can be enriched by thoughts or techniques from different fields. Literature also shows that the application of different teaching strategies gave quite better results than the traditional teaching approach. The present study has been attempted with the goal to study the effect of interdisciplinary approach on academic achievement of secondary school students.

## OBJECTIVES

1. To compare the mean gain scores of academic achievement of 8<sup>th</sup> class students of experimental and control group.
2. To compare the mean gain scores of academic achievement of 8<sup>th</sup> class students with respect to their high and average intelligence.

## HYPOTHESES

1. There is no significant difference in the mean gain scores of academic achievement of 8<sup>th</sup> class students of experimental and control group.
2. There is no significant difference in the mean gain scores of academic achievement of 8<sup>th</sup> class students with respect to their high and average intelligence.

## SAMPLE

The sample of the study was comprised of 60 students of 8<sup>th</sup> class of Gems Public School, Mohali, affiliated to Central Board of Secondary Education, New Delhi. In order to obtain two matched group of students, Dr. Jalota's general Intelligence Test was administered on 100 students of class 8<sup>th</sup>. Afterwards, the students with high intelligence and average intelligence scores were selected. Lastly, out of these selected students, 60 students were randomly selected to form two groups i.e. experimental and control group.

## DESIGN

The study was experimental in nature. A pre-test post-test design was employed. The experimental group was taught through interdisciplinary approach and control group was taught through traditional approach. In the present study, interdisciplinary approach was an independent variable and academic achievement was a dependent variable.

## TOOLS USED

The tools used in the study were:

1. Group Test of General Mental Ability by Dr. S.S. Jalota was used for matching the groups on the basis of intelligence.
2. Academic Achievement Test in Social Studies was developed by the investigator.
3. Twenty lesson plans based on Interdisciplinary approach prepared by the investigator.

## PROCEDURE

After the sample was selected and the students were allocated in the groups for different instructional approaches, the experiment was conducted in three phase as following:

**Phase I: Pre- Experimental Stage:** A pre-test of Academic achievement test was administered to the students of both the experimental and control group. The answer sheets were scored to acquire the information regarding the previous knowledge of the students.

**Phase II: Experimental Stage:** The treatment was given to the experimental groups in this stage. The experimental groups were taught through interdisciplinary teaching approach. 20 lessons based on interdisciplinary teaching approach in social studies were taught to students. On the other hand, the control group was exposed to conventional teaching approach. The content was selected from prescribed C.B.S.E. social studies text book for class 8<sup>th</sup>. Same topics were taught to all groups by same person.

**Phase III: Post-Experimental Stage:** After the completion of the course, post-test (same academic achievement test) was administered to the students of both groups. The answer sheets were scored with the help of scoring key. The scores of experimental and control group were correlated in accordance with their pre-test and post-test scores. The difference between pre-test and post-test scores was the gain achievement scores.

## ANALYSIS AND INTERPRETATION OF THE RESULTS

The analysis of the data was subjected to statistics such as, mean, standard deviation and t-ratio techniques.

## RESULTS

The results are presented in Table1 and 2.

**Table-1: Showing t-ratio of mean gain academic achievement scores between experimental and control group.**

Group	N	Mean	S.D.	t-ratio	Significance Level
Experimental Group	30	5.24	3.72	3.28**	0.01
Control Group	30	2.78	1.85		

\*\*Significant at the 0.01 level of significance  
(Critical Value 2.00 at 0.05 and 2.66 at 0.01 levels, df 58)

Table 1 exhibits that the experimental group has mean gain score 5.24, which is higher than the mean gain score of 2.78 of control group. The t-ratio for analyzing the significance of difference in mean gain achievement scores of experimental group and control group is

3.28, which is significant at the 0.01 level of significance, as compared to table value (t, 58). Consequently, the hypothesis H1: There will be no significant difference in the mean gain scores of academic achievement of 8<sup>th</sup> class students of experimental and control group, is rejected. Hence, the results point out that experimental group taught through interdisciplinary teaching approach outperformed control group taught through traditional methodology as indicated by the higher mean gain achievement scores in social studies of experimental group. The results were supported by Snidow and Flanagan (1995) found that the students in interdisciplinary class had higher achievement grades and their attitude turn out to be increasingly positive as the year went on, as compared to students in conventional classes. Cordogan (2001) found that the academic achievement performance of interdisciplinary students was higher than the discipline based students. McLaren & Webber (2009) found that the students of treated group taught through interdisciplinary teaching scored higher achievement grades in exam as compared to their counterparts in non-treated group. Kariuki and Hopkins (2010) found that the experimental group outperformed control group on their overall scores with a significance difference  $t(10.482) = 4.922, p < 0.05$ . Kiray and Kaptan (2012) found that “science centered mathematics-assisted integration” can be beneficial to increment achievement level of the students especially with reference to answering integrated queries beyond classroom scope.

**Table-1: Showing t-ratio of mean gain academic achievement scores between high and average intelligence students.**

Group	N	Mean	S.D.	t-ratio	Significance Level
High Intelligence	30	5.61	1.73	2.96	0.01
Average Intelligence	30	3.86	2.79		

\*\*Significant at the 0.01 level of significance  
(Critical Value 2.00 at 0.05 and 2.66 at 0.01 levels, df 58)

Table 1 exhibits that the high intelligence students has mean gain score 5.61, which is higher than the mean gain score of 3.86 of average intelligence students. The t-ratio for analyzing the significance of difference in mean gain achievement scores of high intelligence students and average intelligence students is 2.96, which is significant at the 0.01 level of significance, as compared to table value (t, 58). Consequently, the hypothesis H2: There will be no significant difference in the mean gain scores of academic achievement of 8<sup>th</sup> class students with respect to their high and average intelligence, is rejected. In that event, the results point out high intelligence students outperformed average intelligence students on mean gain achievement scores in social studies. The results are supported by Bolak et al. (2005) that through integration approach, achievement test scores of students improved drastically, especially of those who were lower test achievers. To be precise, there was a 15% increment in reading scores and 18% in mathematics scores. Yaki et al. (2019) found that that the students of experimental group outperformed the students of control group as there was enhancement their science learning and improved understanding of genetic concepts. It also showed that high, average and low academic abilities students gained on post test scores, but they exhibit different achievement rates which lead to conclusion that the program had influenced their achievement differently based on their academic abilities.

## FINDINGS

1. The mean gain academic achievement scores of experimental group taught through interdisciplinary approach was significantly higher than the mean gain score of control group taught through traditional approach in social studies.
2. The mean gain academic achievement score of high intelligence, when taught through interdisciplinary approach was significantly higher than the mean gain score of average intelligence students.

## EDUCATION IMPLICATIONS

- Interdisciplinary Approach was found to be effective in enhancement of learner's cognitive outcomes such as academic achievement in social studies as compared to traditional teaching approach. So, educators must integrate these instructions in their teaching learning process.
- In-service educators could be given knowledge of interdisciplinary approach through faculty development programs, refresher and orientation courses so that they could take benefit of this.
- Government should take step forward to provide interdisciplinary curriculum facilities to government as well as to private schools at low cost.

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# Morals and Ethics Among 9<sup>th</sup> Standard Pupils

K.V. Prasad\*

## INTRODUCTION

“To succeed in your mission you must have single minded devotion to your goal”  
-Dr. A.P.J. Abdul Kalam

Carl Rogers says that “values are the tendency of any living beings to show preference, in their beings to show preference, in their actions for one kind of object or object rather than another ..... (the infant) prefers something and experiences, and rejects others we can infer from studying his behaviour that he prefers those experiences which maintain, enhance or actualize his organism and rejects those which do not serve this end” ... (Freedom to learn, Carl Rogers).

Moral or ethical values include values related to code of conduct honesty, integrity, discipline, duty, non-injury attention to means, self control, self-reliance, inquiry into the good, bad and ugly aspects of human behaviour.

## NCERT SCHEME FOR STRENGTHENING EDUCATION IN MORAL VALUES:

Values provide direction to human behaviour in all walks of life. Values are inherent in the goals of education. Education policy documents all along emphasized the role of education in promoting values.

**Education Commission (1966)** stressed upon making provision for education in social, moral and spiritual values in the school curricula.

**National Policy of Education (1986)** and its programmed of action (1992) emphasized the role of education in values in removing fanaticism, violence superstition and promoting social, cultural scientific values to make India secular, democratic and scientific nation grounded in its cultural heritage.

**The Chavan Committee Report (1999)** submitted to the Indian parliament emphasized the needed to nurture core universal values like truth, peace, love, righteous conduct, and nonviolence in students.

## THE NATIONAL CURRICULUM FRAMEWORK FOR SCHOOL EDUCATION (2000)

Echoed the sentiments expressed in the earlier regarding erosion of social, moral and spiritual values and suggested the integration of values in the curriculum.

**The National Curriculum Frame Work (2005)** stress that goals of education encompasses respect for human rights, justice, tolerance co-operation social responsibility and the respect for the cultural diversity in addition to a firm commitment to democracy and non violent conflict resolution.

## SIGNIFICANCE OF THE STUDY

The education, which has the development of values, values are moralities as the main aim is called value education. The present existing society needs the value education because the value crisis had arisen. Man became mechanical lost good relations with the fellow man. He became

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selfish and corrupted. He lost his moral value and learned to deceive. He deceiving Devine qualities like love, kind, sympathy, morality, tenderness, truthfulness, cooperation and developed devilish qualities like cheating, deceiving, robbing, murdering and corrupting. So the need existed for the Moral Value Education.

Students develop many skills as a result of studying ethics in high school. This study gives students the opportunity to explore and evaluate different opinions and compare them to their own. It promotes critical thought, which is beneficial to practice before making any decision. Critically thinking about situations also can prevent students from blindly following others without considering alternative options.

Teaching ethics provides a way for students to engage in intellectual discussions, improve moral reasoning, and explore the answers to meaningful questions about life. Sharing personal thoughts or opinions about ethical issues can build confidence in students and teaches them that their beliefs about problems in society are important.

Education is knowledge based but not value implemented now a days. So education should fulfill aims and at the same time inculcate values. Even highly educated person is not recognizing the requirements of the society (values) at the lowest level. Because he is not exposed deliberately and systematically. Students are influenced by peer groups, parents, teachers and they learn certain values in an informal way. But the single largest influence on the student is the educational curriculum. Therefore the curricular requirements of the school should aim at not only imparting knowledge and language information but also a judicious combination of values that have a bearing on the future life of the students.

Ethics and morals are often associated with religion, but schools can also provide important lessons in ethical thinking and action. There's a big fear out there that somehow teaching ethics in school will seep into students a particular religious viewpoint. "But ethics must be taught and are being taught in school. It's impossible not to teach ethics in a school."

Now the present responsibility lies mostly with the school, society, parents, teachers and students regarding the implementation of moral value of education.

Hence, the investigator would like to take up a systematic study on the above mentioned aspects of the research. The present study is intended to give inside into the morals and ethics among 9<sup>th</sup> standard pupils..

**Dr. Memoona Saeed Lodhi (2014)** studied that the **Attitude of Students towards Ethical and Moral Values in Karachi, Pakistan** they main findings Majority of the respondents are positive on greater part of the items of Ethical Identity Scale.

## OBJECTIVES OF THE STUDY

1. To find out morals and ethics among 9<sup>th</sup> standard pupils.
2. To find out the morals and ethics among 9<sup>th</sup> standard pupils with respect to the following areas.
  - a). Honesty
  - b). Truth
  - c). Non violence
  - d). Brother hood
2. To find out the influence of the following variables on the morals and ethics among 9<sup>th</sup> standard pupils.
  - a) Gender : boy/ girl
  - b) Locality : Rural/ Urban
  - c) Type of Institute : Govt / Private .

## HYPOTHESES OF THE STUDY

1. There will be no significant difference between boy and girls morals and ethics of education.
2. There will be no significant difference between rural and urban school students on their morals and ethics of education..
3. There will be no significant difference between private and government school students on their morals and ethics of education.

## METHOD OF THE STUDY

The present study is used normative survey method.

## SCOPE OF THE STUDY

The scope of the study is 9<sup>th</sup> standard pupils in Guntur district. The scope of the present study is the influence of Gender, Residence, Type of institute, medium of instructions. Also the scope of the study covers the Honesty, truth, Non violence and brotherhood.

## DE-LIMITATION OF THE STUDY

This study is limited to 200 9<sup>th</sup> standard pupils in Guntur District only.

## SAMPLE AND SAMPLING

A random sample of 200 9<sup>th</sup> standard pupils were selected from different schools in Guntur district.

## TOOL OF THE STUDY

A 30 statements are prepared by the investigator with the help of books, journals and articles.

## Scoring Criteria

The researcher has chosen three point scale consisting of 3 alternatives mainly agree /undecided/ Disagree. The scoring of the chosen alternative response of the questions was done in the following manners.

For Agree	- 2 marks
Undecided	- 1 marks
Disagree	- 0 mark

## Reliability

Reliability was calculated by using Cronbach's formula Psychometrica, Vol 65, No.3, (P no. 271-280) which has internal consistency.

The reliability was found to be 0.64 which indicates the questionnaire was reliable.

## STATISTICAL TECHNIQUES TO BE USED

S.D., Mean and % of mean and 't' value are calculated.

## DATA ANALYSIS AND INTERPRETATION:

**Objective:** To find out morals and ethics among 9<sup>th</sup> standard pupils.

Table -1 showing the Mean, S.D., Percentage of Mean, 1/5<sup>th</sup> of mean of whole sample

Total	Mean	S.D	% of mean	1/5 <sup>th</sup> of mean
200	36.64	4.73	61.06	7.328

## Interpretation

It is interpreted that the SD is focused to be 4.73 which is less than 1/5 of mean value is 7.328. It shows that the sample of 9<sup>th</sup> standard pupils is homogeneous in their morals and ethics. 9<sup>th</sup> standard pupil opinion on morals and ethics is above average i.e. nearly 61.06%.

**Objective2:** To find out the morals and ethics among 9<sup>th</sup> standard pupils with respect to the following areas.

(a) Honesty b). Truth, c) Non violence, d). Brother hood

Table 2. Table shows mean, SD, % of mean of each area

Area	Mean	SD	% of mean	Order of merit
Honesty	10.76	1.47	59.77	I
Truth	6.28	0.34	59.25	IV
Non Violence	8.35	1.35	52.18	III
Brotherhood	5.32	0.36	53.12	II

## Finding

The area of honesty of 9<sup>th</sup> standard pupils t's morals and ethics is above average. The next area brotherhood is average i.e. 53%, and the area non violence is also average i.e. 52.18% and lastly truth is low i.e. 59.25% respectively.

**Hypothesis-1:.** There will be no significant difference between boy and girls morals and ethics of education.

Table -3, Mean, SD, 't' value of boys and girls

Variable	N	Mean	% of mean	SD	't' value
Boys	100	34.40	76.33	4.02	1.13NS
Girls	60	35.13	75.62	5.16	

NS = Not significant at 0.05 level

## Interpretation

The calculated t-value 1.13 is less than the table value 1.97 at 0.05 level of significance. There is no significant difference between the boys and girls morals and ethics. Hence the hypothesis is accepted.

**Hypothesis -2.** There will be no significant difference between rural and urban school students on their morals and ethics of education

**Table-4, Mean, SD, 't' value of Rural and urban students**

Variable	N	Mean	% of mean	SD	't' value
Rural	100	35.64	75.91	4.56	2.42*
Urban	64	33.64	75.91	5.02	

\*= Significant at 0.05 level

## Interpretation

The calculated t-value 2.42 is more than the table value 1.97 at 0.05 level of significance. There is significant difference between the rural and urban 9<sup>th</sup> standard pupils on their morals and ethics. Hence the hypothesis is rejected.

**Hypothesis -3** There will be no significant difference between private and government school students on their morals and ethics of education.

**Table -5, Mean, SD, 't' value of Govt and private school students**

Variable	N	Mean	% of mean	SD	't' value
Govt	100	35.64	75.91	4.87	1.01NS
Private	100	34.67	75.92	5.14	

NS= not significant at 0.05 level

## Interpretation

The calculated t-value 1.01 is less than the table value 1.97 at 0.05 level of significance. There is no significant difference between the government and private school students on their moral values. Hence the hypothesis is accepted

## MAJOR FINDINGS

- 9<sup>th</sup> standard pupils opinion on morals and ethics is above average i.e. nearly 61.06%.
- The area of honesty of 9<sup>th</sup> standard pupils morals and ethics is above average. The next area brotherhood is average i.e. 53%, and the area non violence is also average i.e. 52.18% and lastly truth is average i.e. 59.25% respectively.
- The variable gender has no significant influence on the morals and ethics of 9<sup>th</sup> standard pupils.
- The variable locality has significant influence on the morals and ethics of 9<sup>th</sup> standard pupils.
- The variable Type of institute has no influence on the morals and ethics of 9<sup>th</sup> standard pupils.

## EDUCATIONAL IMPLICATIONS OF THE STUDY

- This study helps to know the role of teacher in developing moral values among the pupils.

- This study helps to the pupils to develop moral values from their teacher.
- This study, helps to discriminate good and bad in the society by the pupil.
- This study helps to reduce violent things in the society.
- This study helps the authority to build up a good educational system.

## CONCLUSION

This is a unique study which aimed at finding out the extent of development of morals and ethics among 9<sup>th</sup> standard pupils. The investigator felt that the prevailing violence, terrorism, extremism and increasing rate of crime is all due to lack of moral training at school stage. Many educationalists suggested that the aims of education is developing body mind and spirit but in practice the investigation felt very little attention is paid to moral education to developing moral values and ethics.

The investigator found that there is no significant difference between boys and girls and private and Govt. Schools students on their morals and ethics. The researcher also found that there is significant difference between rural and urban secondary school students on their morals and ethics.

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# Professional Ethics and Professional Obligations in Teachers

Mahamood Pasha Mohammad\*

## ABSTRACT

Teaching creates all other professions. A Teacher is said to be a candle that burns itself to light up the life of others; they should develop appropriate ethics among themselves so that the same values can be developed among students. Ethics are trends in a way which has been established and maintained over the years. Obligation is a responsibility which an individual imposes on himself. It is ethical and in the line of duty. While a great majority of teachers carry with their heads high this noble tradition and even innovate and teach beyond the classroom setting, other teachers have lost the passion to impart knowledge and are simply going through the motions of teaching, for the sake of fulfilling an obligation. Though every nation is worried about the continuous corrosion of ethics yet no serious action has been taken by any of the nations for the restoration of values. Values can be imbibed by teachers through their ethics and obligations. The present paper throws the light on the needs of Professional Ethics and obligations in teachers.

## INTRODUCTION

Professional ethics refers to the principles, guidelines or norms of morality which a teacher has to follow in teaching profession while dealing with students, parents, community and higher authorities. The code of professional ethic may be defined as a set of self imposed professional ideals and principles necessary for the attainment of self satisfaction and professional excellence. Every profession has different work culture and work climate and accordingly the professional ethics are decided. Professional ethics are decided by the society and it is also the contribution of great exponents of the same profession. It is mainly to provide a guideline and also to judge any professional individual. The definition and parameter of professional ethics varies from society to society and from time to time, it is dynamic in nature. With change in social set up, pattern and dimension of the society the ethics also change.

Why ethics for a noble profession- Teaching

1. Great impact in the molding of the next generation
2. Teacher works as a Friend, Philosopher and Guide
3. Imbalance between past, present and future
4. To enjoy respect and status in the society
5. To commensurate ethical and cultural values in India
6. Paradigm shift in the perception of teachers
7. Erosion in the values, responsibilities, commitment in this profession
8. Rewarding opportunities in other sectors

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Always teaching has been a noble profession in our society. It has the potential to have a great impact in the molding of the next generation and a teacher works as a Friend, Philosopher and Guide in this process. That is why Professional Ethics should be valued for teachers.

## NEED OF PROFESSIONAL ETHICS

**For self correction:** Man and his thinking keep changing. It is human to tend towards comfort, selfishness, laziness and money. It is difficult to follow and abide by truth, hard work, simple living, honesty etc. As a result individual turns towards the easier ways of life without thinking what effect will it have on him, his family, profession and society. Man slowly turns selfish and unethical without realizing. In present time we all are affected by such factors and feelings to some extent. Professional ethics correct us if we are doing any wrong or intending.

**For self satisfaction:** Self satisfaction is more related to our inner self, our feelings and thought process. When we follow the ethical code of society and profession we are regarded as hard working, honest, dutiful, righteous etc. All this makes us more respectable and more prominent than others. Whenever anyone is acknowledged for a right job, he starts governing respect and liking, all this gives self satisfaction. Professional ethics enable a person to judge himself and decide and not accept what others decide for him.

**To guide the conduct and behaviour :** The behaviour of students is moulded by the teacher and the teacher's behaviour by professional ethics. Professional ethics in education is supported by philosophy and psychology of teaching. By following professional ethics, the teacher's conduct and behaviour becomes respectable and socially acceptable.

**To shape the personality:** Teacher keeps developing his personality by adding to his knowledge and by refining his actions. The professional ethics in teaching profession emphasize the teacher to follow pre-established norms in his thought and in actions, even in one's dressing up, speaking, etiquettes etc. By following similar ethics, the personality of an individual is reshaped and he becomes a teacher in real sense.

**To set up Ideals for Students:** Students come to school not just to study the subjects and books but also to learn to behave and polish their personality. Everyday students come in contact with different teachers and are influenced by them. If a teacher is behaving in a very positive and appropriate manner, the students follow him and want to become like him. Hence by behaving in ethical manner teacher becomes ideal for students.

**Improvement of Human Relation:** Professional ethics guide to keep in mind the social betterment, respect for others, sense of brotherhood, tolerance, co-operation etc. Individual guided by professional ethics helps others to the maximum, by doing so there develops positive feeling. Positive feelings improve human relations. When human relations improve the school becomes the best place for teacher, students and parents to work and co-ordinate. All this ultimately gives better result and improves over all standards.

**Development of Society:** School is the outcome of social necessity, the society makes the school then the school makes the society. It is a cycle which grows bigger and bigger with time. If the professional ethics are forgotten the individual as well as the society starts moving in wrong direction. By following Professional ethics teacher takes the society in right direction and make it a better place to live in.

**The Professional Excellence:** Every profession has a unique work culture and work climate. The work culture is strengthened when the professionals of the profession act and interact in professionally ethical manner i.e. so they do not cross each other's way or contradict bluntly instead cooperate and motivate. All this develops a smooth co-ordination and effective functioning thereby bringing professional excellence.



**To improve the Professional Environment:** Professional environment includes the people, infrastructure, working conditions and working hours. Professional ethics ensure that due place and respect is given to the seniors, to the higher authorities, responsibility and working hours. When we follow such ethical codes of a profession the environment remains calm, congenial and relaxed for effective working.

**To follow norms and principles of the profession:** Norms and principles of a profession are nothing but rules and regulation already framed in advance for effective functioning. These rules change with time and situation. Professional ethics binds us to our job and helps us to differentiate between professional development and self interest. It also prepares us for extra responsibility which we have to shoulder from time to time. Professional ethics are self-binding for better professional output.

## PROFESSIONAL OBLIGATIONS

Obligation is a responsibility which an individual imposes on himself. It is ethical and in the line of duty. A professional when follows rules and regulation and correctly interprets it for the progress of humanity. It creates a sense of brotherhood which makes others respect that individual and his profession. All this is done selflessly without any pressure. Teacher has obligation towards :

### OBLIGATION TOWARDS STUDENTS

Students and teachers are integral part of educational process. Teacher teaches whereas student learns. Unless there is dedication on the part of teacher and sincerity on the part of students the whole educational process cannot be effective. It is expected that teacher of today will go beyond limit for the betterment of child.

1. **Sincerity in Teaching:** It is obligatory on the part of the teacher to teach effectively and to the fullest in the best possible way in required time with the help of available resources. Teacher also ensures that the students are gaining as desired.
2. **Motivating the Students:** Teacher should motivate the student not only to study subject but also for life. Without motivation, achievement decreases drastically. Motivation succeeds in difficult times and hence, the teacher should encourage students in all the possible ways.
3. **Providing Emotional Stability:** Students are highly emotional by nature and very often situation comes where a normal student may also get emotionally unstable. In such situations teacher has to comfort the students in the best possible manner.
4. **Psychological Handling of Students Impulses:** In day-today activities students may display very strange habits or actions. The teacher should make an attempt to understand the motives and feelings behind particular action and deal with it psychologically so that the action of the student gets positive direction.
5. **Conscious Workers:** There are various works which a teacher has to perform besides teaching. These works appear suddenly in day to day affairs which is important for the school as well as the student whereas, no such work is mentioned in the duty book of profession. When the teacher does all the required work for the improvement and development of school and students he fulfills his obligation towards the students and school.
6. **Help the Students in taking decisions:** Teachers educate and inspire students for better life, development and progress. All this is very much related to what students think and decide in day today routine. The decisions which students take should have logical base and aim in view. Teacher guides the student in taking such decisions.
7. **Development of Leadership Qualities:** Every student when prepared for life has to act as a leader in different situation. Teachers provide such opportunity to the students by making

them participate in stage activities, morning assembly etc. Teacher also demonstrates leadership qualities by exhibiting it himself.

## OBLIGATION TOWARDS PARENTS

Parents send their children to school with a hope that their children will do better, learn every required language and ability along with the subjects. It is the teacher who helps the child in achieving the desired goals of society as well as of parents. Hence, it becomes obligatory on the part of the teacher to remain in touch with the parents for the well being and educational growth of the child. Some of the obligations towards parents are as follows:

### 1. Providing Regular Information about Child's Performance

Parents usually do not come to know how their ward behaves and performs in the class in routine manner. Teacher should inform the parents about the general behavior and performance in relation to, attention towards studies, paying respect to senior's teacher's etc. The teacher should discuss all this during parent-teacher's meet so that if any problem is corrected it is corrected in the very beginning.

### 2. Guiding Parents in Deciding the Child's Future : Patents usually have knowledge of only a few fields / profession which they have acquired personally or from friends of relatives. Parents tend to decide the option for their children on the basis of their limited personal experience and knowledge. The reality is that professional arena is expanding every day. Hence, a teacher should guide parents about the professional / educational options available for better future of child keeping in mind the caliber of student and current trend prevailing among the students of present generation.

### 3. Informing about the Attitude and Aptitude of Child : In present time parent are not able to judge the attitude and aptitude of their child owing to busy schedule of lack of awareness. Whereas, the teacher observes the children every day, individually, as well as in group where child reveals all his aptitude and attitude, which is of great importance in understanding the personality of child. Teacher should share all his findings with parents so that parents are able to understand their children in a better manner.

### 4. Help Parents in Providing Conducive Home Environment: At some point of time students face some of the other problem which has its origin at home or which can be solved at home only. Students find it difficult to share their problems with parents due to various reasons. In such situations when a teacher learns of such problems he / she should call the parents and share the situations and suggest them various ways to improve the home environment.

### 5. Counselling of Parents : Parents generally treat their children as they were treated during their childhood or as per their own assumptions. They impose their mind set on their wards without considering the change of time and situation because of which children start turning away from parents. When a teacher does counselling of parents he discusses all such matters keeping in mind the changing situation and mind bent of present generation, so that parents, teachers and students are able to make education more meaningful.

### 6. Giving Proper Direction to Hobbies and Interest : Parents find hobbies and interests as wastage of time. Teacher gathers such information of hobbies and interests of individual student and shares it with parents. Teacher convinces the parents on the pursual of different hobbies and interest as it is of great importance and benefit for all round development of Childs personality. Teacher suggests parents to give better dimension to such outlet of feelings so that students become more creative and talented.

- 7. Establishment of good relationship between School and Parents :** It is obligatory on the part of the teacher to keep informing parents about the ways of working of school and also about the achievements of school, new activities introduced in the school etc. All this makes the parents feel closer to the school and a better relationship is built.

## OBLIGATION TOWARDS SOCIETY

School is the outcome of the need of the society. It aims at helping the younger generation in improving. The school is also said to be the society in miniature. It is the teacher who as a craftsman craves the future of society and nation.

## FOLLOWING ARE THE OBLIGATIONS OF TEACHER TOWARDS THE COMMUNITY

- 1. Providing good citizens:** When a child is sent to school he becomes a student who is taught various subjects and also the ways of life. During his stay in school he learns how to become a useful member of society by attending to his duties in an honest manner. The teacher has to install all the desired qualities by means of education which makes the students a good citizen.
- 2. Making a student responsible towards rights and duties :**  
While living in a society one has to interact regularly with the members of the community. All the interactions should be based on ethical norms which are guided by the legal rights and duties. All such rights and duties ensure that no one interferes in the personal sphere or liberty of other individual and performs ones own duty in the best possible manner. The correct training of practicing rights and duties have to be conducted by the teacher for smooth functioning of the society.
- 3. To follow social norms:** Every society is governed by social norms which have been developing since the society originated. These social norms are established for the smooth and effective functioning of the society. Young children initially do not agree to established norms of society and want to change the setting or establish new norms. Whenever the young generation is confused or influenced by such feeling the teacher guides them by making the existing norms very clear in all the ways. It develops respect for the social norms and students become socially adjusted individuals.
- 4. Setting up of Ethical Standards:** Ethical standard are the standard which guides an individual and the society towards betterment. Children of today are the citizens of tomorrow unless they are ethically erect; we cannot assume the society of tomorrow to be upright. Teacher can install ethical qualities in the students by means of moral lecture, personal demonstration and other related activities.
- 5. Development of Religious tolerance:** India is multi religious country with more than seven religions binding and dividing the people. Unless the students understand and familiarize themselves with the basics of all the religions they will not understand it. This delicate task of unifying the community has to be done by the teacher because people of all the religion trust teachers. Teacher makes the students understand the similarity of different religions by taking the students to worship places of different religions and also by celebrating holly festivals of all the religions in an appropriate manner.
- 6. Integration of National Feeling:** A nation cannot progress unless its people are integrated. In a country like India where language and culture dominate the society along with other differences. All these differences needs to be carefully understood and tolerated or else

the nation would disintegrate. School is a society in miniature where teacher can develop the feeling of National Integration by giving importance to all the region, languages and religion by celebrating various national festivals and National Integration Day in particular.

7. **Balancing the community relationship:** No individual or a group of people can live in isolation. Despite being in majority or at a socially, economically advantaged position. When a teacher makes the students realize the importance and contribution of every independent individual or a community and its relationship with others a balance is created between all the members of the society and students understand its importance and try to balance the existing relationship.
8. **Living in Harmony with nature:** Every individual belongs to a community and every community depends on natural environment as a biological being. Hence, protecting the nature and safe guarding it is the duty of every individual. Students are taught about the advantages and the role of nature in leading a healthy life by the teachers by means of education (Environmental education) and activities like growing trees, reducing pollution, spreading awareness etc.

## OBLIGATION TOWARDS THE PROFESSION

Teacher profession is considered as one of the noblest professions. It is expected from a teacher to act, behave and display excellent behaviour in the society so that the society gets new dimensions and meaning in life. Since society considers teaching a very noble profession therefore obligation on the part of the teacher also increases to a great extent.

### 1. Safe-guarding and Enhancing the Professional Mechanism

Teacher being the professional of the noblest profession has to display a very noble behaviour in and outside the school. His manners and appearance should always reflect simplicity and wisdom. While interacting with students and individuals he should display his concern for improvement of education and overall progress of humanity.

2. **Respecting the Profession:** It is obligatory on the part of a teacher to respect the profession even if he is in it by chance and not by choice. By showing his respect for the profession he makes others respect the teaching profession which ultimately makes all the teachers respectable. The teacher should always share the positive and bright side of the profession because discussing negatives will only result in rejection and at the same time one should not forget that every profession has negative as well as positive.
3. **To be open to professional growth :** The teacher should always make an effort towards the professional growth by attending in service training, seminars, workshops etc. organized by concerned educational board for educational enhancement. Teacher can strengthen his growth by reading new books, magazines, journals etc.
4. **Contributing towards the growth of Profession:** With growing experience and knowledge the teacher realizes certain facts concerning the students, education and educational process. He should contribute his thoughts in the form of article and research paper in various journals which will benefit all the teachers, educators and policy maker's throughout the country. There by resulting in growth of the profession.
5. **Maintaining congenial atmosphere at work place:** It is the duty of every professional to maintain congenial atmosphere at work place so that the profession is liked by each and everyone involved in it. It can be done by being friend, guide and philosopher to students, respectable and co-operative to colleagues, obedient and courteous to seniors and also by performing all the duties expected and delegated from time to time.
6. **Inspiring people to join the profession:** Whenever a teacher comes across an individual who is capable and interested in joining the teaching profession. He should be guided to

the fullest and inspired, so that good people with required attitude and aptitude join the profession. It is an indirect service rendered to an individual and the profession.

7. **Active Participation:** Every teacher should become active member of professional organization, consisting it as professional obligation. At the same time he / she should participate actively and contribute to the maximum in every professional meeting and activity organized for the formulation of policies and programmes. The teacher should also be keen to strengthen the unity and solidarity of the professional organization.
8. **Maintaining Secrecy:** Every profession deals with various kinds of restricted information, it may be concerning policy matters, student's records, examination performance, setting up of question paper, checking of answer sheets etc. All such information should be guarded with maximum care. It should be guarded with maximum care. It should not be discussed with any unauthorized person except concerned authorities and neither be disclosed before appropriate time. While maintaining one's own secrecy teacher should not interfere in others affairs.

## OBLIGATION TOWARDS THE HIGHER AUTHORITIES

Higher Authorities is the section or the group of people who have been entrusted with the task of formulating and managing the rules, regulations and policies for the development of the institution. In a way if they are legislature than the teachers are the executives who enforce or execute the programmes formulated by the higher Authorities. For effective functioning and development of any institutions, it is important that a teacher coordinates his actions with the Higher Authorities as per the changing need and situation.

1. **Abiding by the rules and regulation :** The teacher should abide by the rules and regulations of an institution framed by the higher authorities from time to time so that there is uniformity, even growth and development throughout and discipline among the staff, then only teachers will be able to enforce discipline among the students. Without discipline progress is not possible.
2. **Acting as a link between higher authorities and students :** From time to time higher authorities formulate educational as well as non-educational policies for all round development of students as well as institutions. These policies cannot bear fruits until effectively communicated and administered. The professional obligation of a teacher is to understand these policies in true spirit and effectively propagate it for achieving the desired result, for this the teacher has to act as an effective link between higher authorities and students.
3. **Providing strategic information:** Higher authorities are not in the direct contact with the students and the actual happenings. Hence they depend greatly on the teachers to know about the exact situation and information so that they are able to effectively plan policies. Teacher should suggest and present a true picture, whenever asked.
4. **To effectively implement the policies and programmes :** Drawing or framing a programme or policy is a theoretical aspect. The success of any policy depends completely on the co-ordination of the policy makers, managers, evaluators and teacher as executor. The teacher has a great role in it and has to act as a helping hand in effective implementation of various programmes and policies to the above mentioned authorities.
5. **Being respectful (courteous) to higher authorities :** It is often observed that the teachers and the other staff members do not show due respect to higher authorities when alone because they implement changes which disturbs the existing equilibrium. Staff members often discuss newly implemented policies or programmes and criticize the higher authorities and sometime even share it with students. The teacher should remember that higher authorities

bring in changes for betterment because it is their duty. In any cases due respect should be maintained in and out of the institution.

Apart from the above mentioned obligations there are innumerable obligations which a teacher has to take care of. These obligations change their face with time, situation and people.

## CONCLUSION

Teaching creates all other professions. A Teacher is said to be a candle that burns itself to light up the life of others; they should develop appropriate ethics among themselves so that the same values can be developed among students. Teachers are not only guides and guardians in schools but also second parents. Values can be imbibed by teachers through their ethics and obligations. We also want to revitalize the image of and respect for teaching as a vocation by increasing public awareness on the value of teachers in society and in national development and to use the occasion to call on everyone to contribute in making teaching as an attractive profession and in giving teachers the needed support and assistance. A teacher can become a professional in real sense if he fulfills all the obligations and remembers that a Profession is above the professional and in no case he should allow his human instincts and feelings to come in the way of his profession. So all over we can say that a teacher has greater duties and responsibilities to perform for the betterment of the society. Professional ethics and mannerism should go hand in hand so that the teacher is able to move ahead as a real professional in changing time.

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# Opinion of Secondary School Students Towards Developing Values through Science Teaching—A Study

Akram Mohammad\*

Biology forms an important part of the syllabus of life sciences. It is a compulsory subject for the Higher Secondary School Examination. While the basic principles of teaching science apply equally well to the teaching of biology, there are certain special points which the teacher of biology must keep in view (Yadav, 2000).

The subject should not be taught merely by object lessons instead living materials should be used in the classroom to the maximum possible extent. Natural relationship and interdependence of life must be maintained.

Pupils should handle each specimen so as to observe things for themselves. They should be encouraged to think, to reason and draw inferences from what they observe. For proper teaching of this subject schools should possess a small aquarium a vivarium and a garden plot pot-plant caged birds, insects and botanical specimens are quite helpful for school situated in big cities where it may not be possible to acquire a plot for the school garden. The teacher should illustrate lessons with experiments and encourage pupils to perform simple experiments themselves. They condition's favorable for germination etc.

Excursions to the countryside, local garden, parks, nursery, natural history museums and the Zoo must be encouraged to provide students an opportunity for getting first-hand information.

While on an excursion, students are asked to collect flowers, leaves and later be placed in the school science museum.

Outdoor work must be supplemented by class demonstration to stress important point students be asked to write out accounts of what their observations and be encouraged to draw diagrams.

Biology may be considered as a science in action in day to day life. It is therefore, essential that lesson in this subject should be closely connected with the daily life of pupils and with their environments and surroundings.

Life sciences should be not be treated as collection of topics from different sciences but should be taken as a whole, biology should not, therefore, be taught in isolation from other branches of sciences but in correlation and co- ordination with them.

## VALUES OF SCIENCE TEACHING

1. Intellectual values: it make people to sharpen their intellect and makes them more careful.
2. Utilitarian values: it is very essential to have elementary knowledge for becoming useful, productive, responsible member of community invention, standard of living. Without science our existence would become impossible.
3. Vocational values: science forms the basis of many of the individuals of a purely vocational in nature and thus prepares for various professions like Medicine, Engineering etc.
4. Aesthetic values: science is primarily unfolding of mysteries of nature. There is no difference between art and science. Nature is store house off all beautiful things.

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5. Cultural values: our invention must not spoil our culture and future generation. We must preserve and spread our culture. Development of technology has provide changes in the society by promoting new cultural models way of life.
6. Disciplinary values: it helps in solving problems in life and lead happy life the science education will develop the positive attitude like open mildness, logical reasoning, systematic reasoning.

## OBJECTIVES

- To study the opinion of secondary school students towards developing intellectual values through science teaching.
- To study the opinion of secondary school students towards developing utilitarian values through science teaching.
- To study the opinion of secondary school students towards developing vocational values through science teaching.

## HYPOTHESIS

- There is no significance difference between boys and girl student's opinion towards developing intellectual value through science teaching.
- There is no significance difference between boys and girl student's opinion towards developing utilitarian value through science teaching.
- There is no significance difference between boys and girl student's opinion towards developing vocational value through science teaching.
- There is no significance difference between Telugu medium and English medium students towards developing intellectual value through science teaching.
- There is no significance difference between Telugu medium and English medium students opinion towards developing utilitarian value through science teaching.
- There is no significance difference between Telugu medium and English medium students opinion of secondary school students towards developing vocational value through science teaching.
- There is no significance difference between government and private school students opinion towards developing intellectual value through science teaching.
- There is no significance difference between government and private school students opinion towards developing utilitarian value through science teaching.
- There is no significance difference between government and private school students opinion towards developing vocational value through science teaching.

## METHODOLOGY

### Sample

A random sample of 100 secondary school students are selected from Warangal district. In this 50 were Government schools and 50 were Private school. The sample consisted of different sub-samples based on gender, type of school, medium etc.

### Tool

The research tool was developed by the scholar known as opinion of secondary school students towards developing values through science teaching. In this Questionnaire against each item is provided with two alternatives i.e. 'Yes' or 'No' initially, tool was prepared with 31 items.



## Analysis and interpretation of data

The subjects of the study consisted of randomly selected 100 secondary schools of Warangal district. They were categorized based on their gender (boys/ girls), medium of instruction (Telugu/ English), type of management (Government schools/ Private school).

With the permission of the head of the institutions, the tools were provided to the secondary school students and were requested to go through the instructions, read each statements carefully in the opinionnaire and given their opinions without any hesitation as their responses would be used only for the purpose of research and will not be revealed to others. The completed opinionnaires were scored properly by using the key.

In the present study the data collected were analyzed in three different ways. First by using the Mean value, second by using 't'-test, third by using chi-square test.

The Mean values of the entire sample and its sub-samples were used to find developing intellectual values through science teaching in boys and girls, Telugu medium and

**Table-1: t-test value and its significance among the developing aesthetic values through science teaching.**

category	Mean	Standard deviation	Calculated value 't'	Results
Boys	4.2	0.8	6.4	Significant at 0.01 level
Girls	5.8	1.6		
Telugu medium	4.5	0.7	1.4	Not Significant at 0.05 level
English medium	4.3	1.0		
Government	4.2	0.8	2.1	Significant at 0.05 level
Private school	4.5	0.8		

English medium, Government and Private school students were 4.2, 5.8, 4.5, 4.3 and 4.2, 4.5 their S.D. values 0.8, 1.6, 0.7, 1.0 and 0.8, 0.8 respectively.

**Table-2: t-test value and its significance among the developing utilitarian values through science teaching.**

category	Mean	Standard deviation	Calculated value 't'	Results
Boys	4.0	0.1	3.1	Significant at 0.01 level
Girls	4.3	0.7		
Telugu medium	4.2	0.8	0.6	Not Significant at 0.05 level
English medium	4.1	0.7		
Government	3.8	1.0	1.8	Not significant at 0.05 level
Private school	4.1	0.7		

The Mean values of the entire sample and its sub-samples were used to find developing utilitarian values through science teaching in boys and girls, Telugu medium and English medium, Government and Private school students were 4.0, 4.3, 4.2, 4.1 and 3.8, 4.1 their S.D. values 0.1, 0.7, 0.8, 0.7 and 1.0, 0.7 respectively.

**Table-3: t-test value and its significance among the developing vocational values through science teaching.**

category	Mean	Standard deviation	Calculated value 't'	Results
Boys	2.9	0.8	0.1	Not significant at 0.05 level
Girls	3.0	0.8		
Telugu medium	2.8	0.8	2.1	Significant at 0.05 level
English medium	3.1	0.8		
Government	3.0	0.7	1.1	Not significant at 0.05 level
Private school	2.9	0.9		

The Mean values of the entire sample and its sub-samples were used to find developing vocational values through science teaching in boys and girls, Telugu medium and English medium, Government and Private school students were 2.9, 3.0, 2.8, 3.1 and 3.0, 2.9 their S.D. values 0.8, 0.8, 0.8, 0.8 and 0.7, 0.9 respectively

## FINDINGS FROM HYPOTHESES

- Majority (90%) of boys and girls students expressed same opinion on the intellectual values, and utilitarian values, 50% of boys and girls students are expressed same opinion vocational values
- Most (60%) of the private school students are having more intellectual value than the government school students and same opinion in utilitarian values also. The private school students and government school students (90%) are expressed same opinion vocational values
- The English medium school students and Telugu medium school students expressed same opinion on their intellectual values and vocation values (50%). Majority (90%) of English medium school students and Telugu medium school students expressed same opinion vocational values.

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# Marital Adjustment among Androgynous and Non-Androgynous Working Females

Dr. Pratibha Singh\* and Anshu Kumari\*\*

## ABSTRACT

**Behaviour** of working females in work setting, domestic arrangements and their attitudes regarding their role depends on a number of variables among which marital adjustment, mental health and subjective well being are very common factors. In such factors marital adjustment plays a very vital role in their working environment. Studies on marital adjustment among working and non working females indicates that the scholars of this field have tried to ascertain the effect of such variables on some aspects of their work setting. The objective of the study is aimed to measure the marital adjustment among androgynous and non androgynous working females by using sex role inventory among the working women. Marital adjustment is a type of adjustment which deals the family conditions, adjustment in a family with the other members, adjustment with the situation, with surroundings, with children as well as their work setting. A comparative picture of marital adjustment among the respondents were calculated and it may be observed from tables which shows that androgynous females feel much more maritally adjusted.

**Keywords:** marital adjustment, sex role, androgynous, non androgynous

## INTRODUCTION

Behaviour of working females in work setting, domestic arrangements and their attitudes regarding their role depends on a number of variables among which marital adjustment, mental health and subjective well being are very common factors. In such factors marital adjustment plays a very vital role in their working environment. Studies on marital adjustment among working and non working females indicates that the scholars of this field have tried to ascertain the effect of such variables on some aspects of their work setting. Hence our present state of knowledge is consequently vague and ambiguous. In other words it can be said that there may be number of mute questions which need clarification regarding the present study. Masculinity and femininity are the concept of healthy people in society. They are physically, psychologically as well as sociologically healthy. They play all role which ever may be given by them. Home environment as well as their workplace both have their own values and they play their role according to their situational demands. Recently however the women's Liberation movement have been arguing that our current system of sex role differentiation has long history. Since outlived its usefulness and that is now serve only the prevent both men and women from developing as full and complete human being. The new dimension of sex role has been replaced by their old traditional bipolar concept of masculinity and femininity. As per dual conception they are the biological qualities of masculinity and femininity, both are available as orthogonal dimension. (Bern 1974, Spence 1975). The Masculinity and femininity as independent dimensions, indicates that the propound gender are found with both qualities of masculinity and

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femininity. It may be rather low or high. Thus Indian people who has high on masculinity and on femininity is masculine, high on femininity and low on masculinity is feminine. High both masculinity and femininity is androgynous( Bem1974). The term psychological androgyny defines that there is no linkage between anatomical sex and one's own behaviour. The effectiveness of their work, role and other behaviour aspects will be maximized of androgynous peoples. Bem( 1975). advocates that the people who have androgen qualities are much more flexible in their behaviour and performance on their counterparts.

These group of variables are androgynous and non androgynous working females including masculinity and femininity. Thus it is clear that the present study aimed to examine the effect of marital adjustment among androgynous and non androgynous working females on same aspects of their sex role, behaviour and mental health.

Androgynous is the term used to describe persons who are androgynous. androgynous first and foremost is a state of mind, not just an attitude or fashion statement. The notion that only androgynous looking people can be or are androgynous is a misconception. Androgynes can be said to have the gender identity of both a man and a woman or neither. That is to say, some androgynes consider themselves to be bi gendered in that they identify with both traditional genders, while others see their identity as more of synthesis and consider themselves to be a gendered, as in other or none of the above. Some go as far as to call themselves gender outlaws. It is better to be androgynous in today's society as men and women need to be adoptable and willing to share all types of jobs without saying that one job is women's work for another job is just for men. With the development of science and technology, socio-economic aspects of life are changing. Erikson(1950) Stated that gender role development is a central task for any developing person. It is the most important and centralised part of our identity. The peoples are masculine and feminine, (Pearson and Cooks1995), but in some cases people are masculine and feminine both. On the dimension of marital adjustment social construction gender identity as per their role asserts that our society, describe major amounts of observable behaviour of people (Eagly & Wood 1999; Mead 1935). The sex gender and gender role identity both are different concepts. psychologist you sex and gender interchangeably, and despite their enormous popularity, the basic construct is unclear and confusing in the non professional world. In a study of Pryzgodna and Chrisler(2000), the majority of participants used the word sex to describe their biological and gender description on the ground of sociological and psychological identity. Gender shows that socialize to pattern of behaviour and assets refers to the biological aspects and differentiation between men and women. Because of these factors discuss gender in a gendered world (Kimmel, 2000). Androgynous people are sensitive to both masculine and feminine qualities and as such may respond to a wider range of positive and negative stimuli than traditional people. A negative androgynous person would have a bigger repertoire of any unusual or unwanted behaviour of respondents. A non androgynous person may react in an undesirable feminine way in any submission situation, and undesirable or unwanted online hue in another situation of any kind of aggressiveness. Matlin(2000). In a study of Kusa(2002), The gender scale was found independent and it is useful subjects on their quantitative criteria of assessment of androgyny. It is also noted that the desirability correlation of this scale is higher with opposite sex than with masculine or feminine attributes. Kusa reported that prominent attributes are greater differentiating power between gender scales with masculine attributes. it shows that emotionality in both sexes are normative standards. The study of Woodhill(2003), indicates that there are significant difference indigenous and non androgynous people on marital adjustment angle between positive and negative 29 and positive and negative masculine people on the ground of psychological health and well being. So study indicates the validity and utility of positive and negative androgynous and their gender role identity. Bem's (1974) Describe the sets Rose as in two dimension instead of bipolar with masculinity and

femininity. In the Inventory of Ben sex roll describes on the basis of their theoretical assumption on the criteria of masculinity, femininity and undifferentiated perspectives.

## **PROBLEM**

The Problem of the present study is,” marital adjustment among the androgynous and non indigenous working women”

## **Objectives of the Study**

The present study was conducted with following objectives in mind:

1. To identify the androgynous personality among working women.
2. To evaluate the effect of androgynity on marital adjustment.
3. To compare marital adjustment of androgynous females and feminine working women.
4. To compare marital adjustment of androgynous females and masculine working women.
5. To compare marital adjustment of androgynous females and undifferentiated working women.

## **Hypotheses**

1. There would be a significant number of androgynous females working women.
2. There would be significant difference among androgynous and feminine working women on marital adjustment.
3. Androgynity would not influence marital adjustment.
4. There would not be significant difference among androgynous and masculine working females on marital adjustment.
5. There would be significant difference among androgenesis and undifferentiated working women on the dimension of marital adjustment.

## **RESEARCH METHODOLOGY**

### **Sample**

The present study was designed to study the marital adjustment among androgynous and non androgynous working females. For this purpose the study consisted of 300 married working women was taken from Bhojpur and Buxar districts. The married working women employed with different departments like education, bank employees, operating small scale industries, NGOs and government officers also. The selection of their work setups based on purposive sampling and incidental purposive sampling was employed in administering the psychological tools on female working women. The age of the respondents ranged from 25 - 60, with mean age being 45.

### **MEASURING INSTRUMENTS**

The following tools were administered on the employees in an attempt to collect the data.

### **PERSONAL INFORMATION BLANKS**

Personal information blank was prepared to seek information relating to age, experience, working sectors, marital status etc.

## MEASURES OF DEPENDENT VARIABLES

The present study tapped marital adjustment of androgynous, feminine, masculine and undifferentiated working females as the dependent variables. The following tools were used to measure these variables.

### SEX ROLE INVENTORY( SRI)

The sex role inventory was developed by Asthana and Chaudhary (2006). This Inventory contains 60 items, consisting 25 masculine, 25 feminine and 10 are neutral response items. This inventory measures the 4 components of personality : androgynity, feminine, masculine and undifferentiated. In all four components masculine and feminine components are positive and some of them are neutral traits where as positive and negative both traits are present. These moments includes the seven alternative response categories by putting a right mark under the appropriate column which ever applies to the respondents. The 7 alternatives are ' Never, Very less, Less, Moderate, Much, Very Much and Always. The Validity of the inventory was ascertained by correlating the scores of sex role inventory. High positive correlations on masculinity  $r = .76$ , femininity  $r = .69$ , social desirability  $r = 0.80$ .

### COMPREHENSIVE MARITAL ADJUSTMENT INVENTORY(CMAI)

The Marital adjustment inventory was developed by Mishra and Srivastava(1997) to measure the adjustment of marital life of males and females. The inventory consists 55 items having 5 alternative responses ( to always, mostly, seldom, mostly no, never). related to marital adjustment of married couples which are to be rated on 5 point scale on the dimension of marital adjustment i.e. feeling for spouse, harmonious relations, communication, mutual understanding, sexual relations, other factors are related to marital life. In inventory the total number of items are 55 in which 24 items are positive and 33 items are negatively worded. The negative items were scored as 1,2,3,4& 5, and positive items were scored in reverse order 5,4,3,2 & 1. The Minimum score in this inventory are 55 and maximum scores are 275, minimum scores shows poor marital adjustment and maximum scores of this inventory shows better marital adjustment. The reliability of marital adjustment inventory are also calculated to show the reliability of the inventory. Test retest method was done twice after the interval of one month and obtained reliability are significant at 0.01 level. Coefficient ( r- values 0.69, 0.76). The validity of the inventory was done from the marital adjustment questionnaire of Kumar and Rohtagi(1987).

## RESULT AND DISCUSSION

Among the selected sample of working women firstly we identify the androgynous personality. For This purpose sex role Inventory of Asthana and Chaudhari 2006 was admin instead among the total respondents. The women who scored 110 or above on masculinity scale and 119 or above on femininity scale were sorted as androgynous. The number of androgenesis women were 105 out of 300 working women.

### MARITAL ADJUSTMENT AMONG ANDROGYNOUS AND NON ANDROGYNOUS WORKING FEMALES.

The objective of the present study is aimed to measure the marital adjustment among androgynous and non androgynous working women. For this purpose marital adjustment inventory by Mishra and Srivastava (1997), was administered to 105 androgynous, 70 feminine and 90 undifferentiated working women. The finding revealed that there is no any specific difference on the dimension of marital adjustment among androgynous and non androgynous working women. The sub contents of masculine, feminine,

undifferentiated and androgynous working women. The marital adjustment has become very vital problem of the modern technically advanced society where male and female both are working for betterment of the family. It is the era of women empowerment, where women are approaching in all the professional and non professional jobs. The various social economic and some modern self-respect ideology have brought about a newly emerging Society of working women in India. With the passes of time attitude and social barriers of society towards them has also changed. Female employment has become an integral part of the modern Indian society but this trend has made the lives of working females and more difficult because she has to perform duties of wife and mother in addition to the primary responsibilities. Their double role has made their life more difficult in home and outside of the home.

Mean and SD of the indigenous and non androgynous working females were calculated on the dimension of marital adjustment on behalf of this The Other subcomponents were also recorded in table 1.

**Table-1: Significance of difference among androgynous and feminine working females on the dimensions of marital adjustment.**

Dimensions of marital adjustment	Categories	N	Mean	SD	t	p
Feeling of Spouse	Androgynous	105	52.76	3.39	1.01	NS
	feminine	70	55.40	2.61		
Harmonious relations	Androgynous	105	54.92	9.26	0.51	NS
	feminine	70	52.84	6.93		
Communication	Androgynous	105	39.72	3.94	1.2	NS
	feminine	70	38.16	5.16		
Mutual Understanding	Androgynous	105	31.55	14.61	1.48	NS
	feminine	70	29.23	12.25		
Sexual Relations	Androgynous	105	7.08	2.86	1.73	NS
	feminine	70	6.56	2.49		
Other Factors Related to Sexual Life	Androgynous	105	8.36	4.61	3.41	<0.01
	feminine	70	6.73	3.87		
Over All	Androgynous	105	31.55	14.61	1.48	NS
	feminine	70	29.23	12.25		

In order to examine the validity of the above assumption the descriptive and inferential Statistical Techniques were employed to analyse the data belonging to androgynous and feminine working women on all the dimensions of marital adjustment. Thus the obtained results are recorded in table 1. A perusal of table 1, takes it obvious that the androgynous females have scored a mean value of 52.76 and SD value of 3.39, while the mean and SD values of the working females belonging to feminine category are 55.40 and 2.61 respectively on the dimension of feeling of spouse of marital adjustment. Thus it is obvious that androgen is working females have scored the lowest mean value while feminine working females have scored the highest mean value. On the dimension of harmonious relation androgynous working females have scored slightly higher mean value than the feminine working females. This indicates that the androgynous working females may be more harmonious than feminine working females. It may be observed from table 1. The mean and SD values of androgen is working women are 54.92 and 9.26. On the other hand in working females have scored their mean and SD values of 52.84 and 6.93 respectively. A comparison of the component of between these groups on the dimension of communication between androgynous and not androgynous working females



make it obvious that androgynous females have scored the mean and SD value of 39.72 and 3.94, while feminine working females the mean values of 38.16 and 5.16 respectively. The lowest score of 79 working women indicates that working females who have feminine qualities possess relative less communicative on their counterparts of androgen is working females. Mutual Understanding is an important factor from marital adjustment point of view. The results obtained in this study indicates that androgen is working females have been found more experiencing on mutual understanding. A comparison of above components the another component of marital adjustment is sexual relation shows that androgen is working females experiencing more effective with sexual relationship followed by the feminine working females. This factors refers to the ability to get along with their partners, other relations and so on. This suggests that androgen is bulking females involved for interpersonal interactions with their marital relations with colleagues as compared to the feminine working women. On the factors related to sexual life the androgynous group has secured the mean value of 8136 and there SD is 4.61. On the other hand the feminine working females have score the mean and SD value of 6.73 and 3.87 respectively. On the dimension of androgen is working females have emerged as the most efficient group in the situation all requirement, marital adjustment, family relations handling in home and office work situations and undertaking the responsibilities and marital adjustment. A overall comparison on marital adjustment suggest that androgynous working females evaluate themselves more adjusted workplace settings than their counterparts. This inference is based on the facts that this group has secure the highest mean value while the working females of feminine qualities scored the lowest mean value. Since highest score on the scale used in this study suggests that they have balanced marital and workplace environment. But the difference between these two means all the dimensions of marital adjustment have been not so much differentiable. So it could not be said that there are lots of difference between androgynous and feminine working females.

## MARITAL ADJUSTMENT AMONG ANDROGYNOUS AND MASCULINE WORKING FEMALES

The objective of the study is aimed to measure the marital adjustment among androgynous and masculine working females. By using the sex role inventory among the working women, we found four categories of females and richness masculine feminine and undifferentiated. Marital adjustment is a type of adjustment which deals the family conditions, adjustment in family with the other members, adjustment with situation, with surroundings, with children as well as their counterparts. When we assess the marital adjustment androgynous and masculine working females as per the formed objective. For that purpose we tried to calculate the mean SD and t value among all the dimensions of marital adjustment and overall marital adjustment was calculated. Findings of the study are recorded in table 2.

**Table 2: Mean,SD and t- value of androgynous and masculine working women on the dimension of marital adjustment.**

Dimensions of marital adjustment	Categories	N	Mean	SD	t	P
Feeling of Spouse	Androgynous	105	70.44	7.87	6.34	<0.01
	Masculine	35	64.06	6.67		
Harmonious relations	Androgynous	105	78.68	9.02	2.32	<0.05
	Masculine	35	62.07	6.36		
Communication	Androgynous	105	36.44	6.02	1.19	NS
	Masculine	35	35.53	4.98		



Mutual Understanding	Androgynous	105	71.97	6.48	3.45	<0.01
	Masculine	35	62.07	6.36		
Sexual Relations	Androgynous	105	35.19	4.76	0.8	NS
	Masculine	35	34.64	4.80		
Other Factors Related to Sexual Life	Androgynous	105	24.63	4.43	2.63	<0.05
	Masculine	35	23.04	4.05		
Over All	Androgynous	105	64.1	12.65	7.09	<0.01
	Masculine	35	50.2	9.65		

Table 2 shows the significance of difference between androgynous and masculine working females on the 6 dimensions of marital adjustment. Overall marital adjustment were also calculated. The invention of marital adjustment is feeling of spouse. On mention the mean and SD value of androgynous working women are high (70.44 & 7.87) and masculine working females Mean are 64.06 and their SD is 6.67. Their highest means suggests that they are more satisfied with their counter parts and in their feelings. Their t-ratio is 6.34 which is significant at 0.01 level. This suggest that there are considerable difference between androgynous and masculine working females on feeling of spouse dimension of marital adjustment. Masculine category has scored the lowest mean value while androgynous working females have score the high mean value. It mentioned in the present context that highest score on this scale used in this study indicates higher marital adjustment and vice versa. This suggest that androgynous working women are much more adjusted with their marital relations and liabilities. The mean and SD of androgynous working females are 78.68 and 9.02. On the other hand masculine working women have scored the mean and SD are 62.07 and 6.36. Their T ratio on the criteria of harmonious relations are 2.32 which is significant at 0.05 level. This suggest that there is significant difference between androgynous and masculine working females on the criteria of harmonious relations. Androgynous better harmonious relations. Table 2 depicts the relative communication of these two groups androgynous and masculine on the marital adjustment. Although the means of retained by the two groups are apparently different in spite of its comments regarding Communication on marital adjustment. Their t- ratio is 1.19 which is not significant. Generally it is obtained that there is no significant relationship between androgen IS and masculine working women. Both are well communicative on their marital relation as well as their job conditions. On the dimension of mutual understanding among androgynous and masculine working women, androgynous women are much more jewellery understanding in situation as their mean and SD shown in table 2. The masculine working women followed by them and the t ratio shown in table also indicates that there are also significant difference among these two variables.

A table shows the result of androgynous and masculine females on the dimension of sexual relations suggests that on sexual relation the androgynous working women have high value and the masculine females are followed by them. The the ratio indicate that there is no significant difference among these two on the dimension of sexual relations.

**Table 3: Mean, SD and t value of androgynous and undifferentiated working women on the dimension of marital adjustment.**

Dimensions of marital adjustment	Categories	N	Mean	SD	t	P
Feeling of Spouse	Androgynous	105	37.25	7.55	1.45	NS
	Undifferentiated	90	34.65	8.33		
Harmonious relations	Androgynous	105	43.57	6.90	0.21	NS
	Undifferentiated	90	43.30	7.96		

Communication	Androgynous	105	44.05	8.00	1.85	NS
	Undifferentiated	90	41.40	6.53		
Mutual Understanding	Androgynous	105	35.19	4.76	0.8	NS
	Undifferentiated	90	34.64	4.80		
Sexual Relations	Androgynous	105	31.05	5.07	2.36	<0.05
	Undifferentiated	90	34.50	8.94		
Other Factors Related to Sexual Life	Androgynous	105	43.65	8.33	2.33	<0.05
	Undifferentiated	90	31.05	5.07		
Over All	Androgynous	105	43.30	7.96	1.16	NS
	Undifferentiated	90	41.40	6.53		

The result of table 3 reveals that mean values of marital adjustment on the dimension of feeling of the spouse shows that the androgynous working females have scored the mean and SD values of 37.25 and 7.55 respectively. The undifferentiated group have been scored the mean and SD values of 34.65 and 8.33. The obtained t-value was 1.45 which is not found significant. On the dimension of harmonious relation the mean and SD value shows that androgynous working females and undifferentiated working females are not found significant. On the dimension of communication the working females of androgen is group have scored slightly higher mean value then the working females of undifferentiated group. This indicates that the working females of androgynous group communicative then the working females of undifferentiated group. It may be observed from table 3. That the mean and SD values of androgynous working females are 44.05 and 8.00 respectively, while the mean and SD values of undifferentiated group can the dimension of communication are 41.40 and 6.53 respectively. It shows that the dimension of communication the androgynous group females appeared to be more communicative as regards to marital adjustment. The t ratio of these two group are also calculated and found not significant. It that there is no significant difference between these two. A comparison of these two groups on the dimension of mutual understanding make it obvious that androgynous working females have scored more or less similar mean values 35.19 and 34.64 respectively. The lowest score of undifferentiated females on mutual understanding indicates that this group possess relatively less mutually understood in comparison to their counterparts. The t-ratio between androgynous and undifferentiated working females are found statistical e not significant. It means that the the differences between mutual understanding are not significant (0.80). Sexual relation is an important factor from marital adjustment point of view. The result obtained in this study indicate that undifferentiated working females feel sexual relations while androgynous working females have been found experiencing relative will be less sexual relations and obtained t ratio are also found significant at 0.05 level. This suggest that the differences between two means are real.

## CONCLUSION

The marital adjustment of androgen is working females where compared with feminine, masculine and undifferentiated categories of working females which shows that both are well adjusted in their marital life. There are no significant differences are found on all the dimensions of marital adjustment. But some studies shows that androgen is working women are well adjusted on marital adjustment. Bem (1975, 1976), were found in his study that androgynous people were flexible in their nature and performed with better responsibility than any other kind of sexes like masculine and feminine. Isaac and Shah(2004), found a link between the differences of sex role and close relationships among male and females. Marital adjustment is basically related between husband and wife's relations, their role regarding their family and working conditions. The results suggest that androgynous females and

feminine females are not differ significantly show the proposed hypothesis i.e. “ difference among androgynous and feminine working females are rejected. A comparison Of working females of androgynous and masculine category on marital adjustment indicates that masculine working females are less adjusted with their marital adjustment. Finally the working women of androgynous category have scored the highest mean value, which suggest the general demonstration that marital adjustment would be for significantly to a considerable extent. In This condition this study also given the such kind of findings so the study is not exceptional study because review shows that undifferentiated people have poor marital adjustment rather than androgynous working females.

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# विश्वविद्यालय स्तर के खिलाड़ियों एवं गैर खिलाड़ियों में तनाव एवं प्रतिस्पर्धा का अध्ययन

डॉ. प्रतिभा सिंह\* और सीमा कुमारी\*\*

## सारांश

प्रस्तुत अध्ययन विश्वविद्यालय स्तर के खिलाड़ियों एवं गैर खिलाड़ियों में स्पर्धा का अध्ययन किया गया है। खेल एक संज्ञानात्मक एवं संक्रियात्मक प्रक्रिया है, जो खिलाड़ियों की सोच, कल्पना, ध्यान एवं एकाग्रता को विकसित करने में सहायक होती है। खेल खिलाड़ियों में एकाग्रता विकसित करने के लिए मानसिक अभ्यास, खेल के उद्देश्य एवं प्रयुक्त शारीरिक गतिविधियां किस तरह से खिलाड़ियों की भावना का विकास करती हैं और उनके महत्व, क्षमता और प्रतिस्पर्धा को विकसित करने के साथ-साथ, खेल के उद्देश्य एवं प्रयुक्त शारीरिक गतिविधियों से खिलाड़ियों के मध्य समायोजन स्थापित करने में सहायक होती हैं। खेल मनोविज्ञान पूर्ण रूप से मानसिक प्रक्रिया है, इस पर शोध प्रक्रियाएँ, व्यवहारिक अनुप्रयोग के साथ साथ पूर्ण स्थापित प्रक्रिया का भी प्रयोग किया जा रहा है। खेल मनोविज्ञान में प्रयुक्त शब्द मानसिक का तात्पर्य मनोवैज्ञानिक वैज्ञानिक या अनुशासनात्मक आधारों को इंगित करता है। खेल प्रस्तुत अध्ययन का उद्देश्य विश्वविद्यालय स्तर के खिलाड़ियों में तनाव एवं प्रतिस्पर्धा का मापन करना है। खेल प्रस्तुत अध्ययन हेतु 200 खिलाड़ी छात्र-छात्राएँ और 200 गैर खिलाड़ी छात्र-छात्राओं का चयन किया गया जो मुख्य रूप से क्रिकेट, फुटबॉल, एवं खो-खो जैसे समूह में खेले जाने वाले खेल खेलते थे और गैर खिलाड़ी छात्र-छात्राएँ ऐसे छात्र-छात्राएँ थे जो किसी भी प्रकार का खेल नहीं खेलते थे। इस अध्ययन का उद्देश्य यह देखना था कि खिलाड़ियों एवं गैर खिलाड़ियों में प्रतिस्पर्धा एवं तनाव की स्थिति में अंतर पाया जाता है या नहीं। खेल प्रतिदर्श का चयन स्नातक और स्नातकोत्तर के छात्र और छात्राओं के रूप में किया गया। खेल प्राप्त प्राप्त अंकों का सांख्यिकी विश्लेषण कर परिणाम निकाले गए जिससे स्पष्ट है कि सहभागिता एवं प्रतिस्पर्धा जैसे आयामों पर खिलाड़ियों और गैर खिलाड़ियों के मध्य अंतर सार्थक पाया गया। **Keywords:** खेल भावना, खिलाड़ी, प्रतिस्पर्धा, तनाव

## भूमिका

खेल मनोविज्ञान अन्तर्राष्ट्रीय स्तर के महत्व का मनोविज्ञान है, जिसके द्वारा व्यक्ति के शारीरिक, मानसिक एवं सर्वांगीण विकास आवश्यक है। मनोविज्ञान का खेल में बहुत महत्व है, क्योंकि खिलाड़ी की खेल भावना, मनोदशा, आन्तरिक एवं वाह्य सामान्यस्थ स्थापित करने में खेल मनोविज्ञान की महत्वपूर्ण भूमिका है। खेल

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मनोविज्ञान का प्रारम्भ 19वीं शताब्दी के उत्तरार्ध एवं 20वीं शताब्दी के पूर्वार्ध से काफी बढ़ गया है। 1965 में खेल मनोविज्ञान का विषय के रूप में अन्तर्राष्ट्रीय स्तर पर गठन, विश्वविद्यालयों में खेल मनोविज्ञान को एक विषय के रूप में प्रारम्भ किया जाने लगा। एक दशक से पूर्व मर्फी और टेनेन्ट (1993) ने खेल मनोविज्ञान में शोध की थी, उपयोगिता एवं महत्व को देखते हुये अपनी पहली पुस्तक प्रकाशित की। सिंगर, होसेन व्लास एण्ड जेनेल (2001) ने खेल मनोविज्ञान को परिभाषित करते हुए कहा कि “खेल मनोविज्ञान पूर्ण रूप से मानसिक प्रक्रिया से संबंधित है, इस पर शोध प्रक्रियायें, व्यवहारिक अनुप्रयोग के साथ-साथ पूर्ण स्थापित प्रक्रिया का भी प्रयोग किया जा रहा है। खेल मनोविज्ञान में प्रयुक्त शब्द मानसिक का तात्पर्य मनोवैज्ञानिक/एक वैज्ञानिक या अनुशासनात्मक आधारों को इंगित करता है। खेल मनोविज्ञान एक संज्ञानात्मक एवं संक्रियात्मक प्रक्रिया है जिससे खिलाड़ियों की सोच, कल्पना, ध्यान एकाग्रता को विकसित करने के लिए प्रयुक्त होने वाले मानसिक अभ्यास खेल के उद्देश्य एवं प्रयुक्त शारीरिक गतिविधियां किस तरह से खिलाड़ियों की भावना का विकास करती है और उनके मध्य समायोजन कैसे स्थापित किया जायेगा उसके लिए कुछ स्पष्ट खेल मॉडल का उपयोग किया जाता है। ऐलोन गिडलाइन एवं लिपमैन (1998) ने खेलमनोचिकित्सा जैसे पद का उपयोग किया है उन्होंने मानसिक अभ्यास के लिए एक ट्रेनर जो मानसिक शारीरिक मजबूती के साथ-साथ उनमें विपरीत परिस्थितियों में समायोजित व्यवहार एवं उनका कुशलता पूर्वक सामना करने हेतु तैयार करना खेल मनोवैज्ञानिक/ट्रेनर का कार्य होता है। खेल प्रतियोगिता की अवधि में दैहिक चेतना के साथ-साथ वाक्य विन्यास में मानसिक चिंता और भय शामिल है जिसमें भावनात्मक पुरुषत्व खेल में भाग लेने वाले एथलीट/प्रतिस्पर्धात्मक स्पर्धा में भाग लेने वाले व्यक्तियों का एक गुण है जिससे खिलाड़ी बंधे हुए होते हैं। इसमें जब व्यक्ति भय में होता है, सूक्ष्मता से उपस्थिति को नष्ट करने हेतु नकारात्मक भावनायें एवं शारीरिक प्रदर्शन जो कि दूसरे समूह के/प्रतिस्पर्धी द्वारा व्यक्त किया जाता है जिससे उसमें मानसिक द्वन्द्व उत्पन्न हो और वह खिलाड़ी के मस्तिष्क में द्वन्द्व उत्पन्न कर सके। खेल मनोवैज्ञानिक खिलाड़ियों की इसी प्रवृत्ति को रोकने हेतु प्रतिद्वन्द्वी के बाह्य एवं आन्तरिक द्वन्द्व से निपटने के लिए प्रयासरत रहता है और खिलाड़ियों के मनोबल को बढ़ाने हेतु वह निरन्तर उनकी कार्यशालायें आयोजित करता रहता है। खेल प्रतियोगिता के आयोजन से पूर्व अनिद्रा दुर्बलता के भाव, मनोदैहिक दक्षण, अनैतिक कार्य के साथ-साथ रचनात्मक आत्म अभिव्यक्ति जैसे लक्षण शारीरिक गतिविधि को स्पष्ट करते हैं। प्रशिक्षण सत्र को नियंत्रित करने के कौशल को विकसित करने के लिए शोध प्रक्रिया, अभ्यास प्रक्रिया आदि को संयोजित करने की आवश्यकता है जिसका उपयोग खेल प्रतियोगिताओं में कौशल को विकसित करने, अभिवृत्ति एवं अभिव्यक्ति को संयोजित करने की आवश्यकता है जिससे उसका उपयोग खेल प्रतिस्पर्धाओं में खिलाड़ियों की खेल भावनाओं को विकसित कर तनावपूर्ण परिस्थितियों को दूर करने के लिए मानसिक कार्यप्रणाली को प्रशिक्षित किया जाना चाहिए। शारीरिक रूप से तनावपूर्ण परिस्थितियों को दूर करने के लिए मानसिक प्रक्रियाओं को सुधारने हेतु प्रशिक्षित किया जाना चाहिए। एक खिलाड़ी को मानसिक रूप से शान्त रहना चाहिए। रूशेल (1995) में खिलाड़ियों में खेल भावना के विकास के लिए एक केन्द्रित प्रयास को आवश्यक माना है। खेल भावना के विकास एवं खेल प्रदर्शन के व्यापक प्रयोग हेतु खिलाड़ियों में व्यवस्थापित खेल प्रतिस्पर्धा एवं खेल भावना का प्रदर्शन खेल मनोविज्ञान में अनुसंधान का एक महत्वपूर्ण विषय है। साइमेन एण्ड मार्टस (1977) ने खिलाड़ियों में खेल भावना, टीम भावना विकसित

करने हेतु शोध प्रक्रिया को बढ़ावा देना, चिंता का स्तर जब सामान्य होता है तो सामान्य चिंता खिलाड़ियों के प्रदर्शन को बढ़ाती है। ये खेल भावना, खेल के अन्तर्गत खिलाड़ियों की मनोवृत्ति उनके अनुभव एवं प्रतिस्पर्धा के आधार पर व्यक्तिगत भिन्नता को प्रदर्शित करता है। खेल मनोवैज्ञानिकों ने खिलाड़ियों में चिंता के तीन अलग-अलग स्तरों पर विचार करना चाहिए इनमें संज्ञानात्मक चिंता, दैहिक चिंता एवं संवेगात्मक चिंता/खिलाड़ियों में पायी जाने वाली सामान्य चिंता के रूप में संज्ञानात्मक चिंता और दैहिक चिंता का स्तर एक परिस्थिति तक उचित है किंतु संवेगात्मक चिंता यदि खिलाड़ियों में सामान्य से अधिक है तो उनमें परिस्थिति के साथ समायोजन स्थापित करने और व्यक्तिगत स्तर पर प्रतिस्पर्धा से निपटने और संवेगों को नियंत्रित कर संतुलन स्थापित कर खिलाड़ी अपने प्रदर्शन को बेहतर कर सकते हैं। एक सफल खिलाड़ी स्वयं ही अपनी चिंता के स्तर को निर्धारित करता है और वह यह भी देखता है कि उसमें खेल प्रतिस्पर्धाओं से पूर्व कौन सी चिंता किस स्तर तक विद्यमान है। जब चिंता संज्ञानात्मक और दैहिक स्तर तक होती है तो वह उसका व्यवस्थापन स्वयं ही कर सकता है किन्तु यदि खिलाड़ी में संवेगात्मक चिंता का स्तर खेल प्रतिस्पर्धाओं के आयोजन के पूर्व यदि अधिक होता है तो ऐसी चिंता से मुक्ति हेतु या चिंता को दूर करने के लिए खेल मनोवैज्ञानिकों के परामर्श की आवश्यकता होती है। खेल भावना खिलाड़ियों की एक ऐसी प्रवृत्ति होती है जिसको व्यवस्थित करना एक कला है। क्योंकि खिलाड़ियों को अपने टीम के साथ-साथ अन्य दूसरी प्रतिस्पर्धी टीम की भावना का भी ध्यान रखना होता है उदाहरण के लिए हॉकी दुनिया का सबसे लोकप्रिय खेल है और यह एक टीम गेम है जिसमें स्वयं की टीम के साथ-साथ विपक्ष की टीम के भी खेल आचरण को ध्यान में रखते हुए प्रत्येक खिलाड़ी को आचरण करना पड़ता है। चिंता को न केवल चिंता विकारों को कम करने के लिए माना जाता है। जैसे एगोरापे पैनिक डिसऑर्डर और पोस्ट ट्रॉमैटिक स्ट्रेस डिसऑर्डर ऐसे विकार हैं जो खिलाड़ियों को यदि खेल प्रतिस्पर्धाओं के समय यदि उत्पन्न हो जाते हैं तो उन्हें दूर करने हेतु प्रशिक्षण/कार्यशालाओं एवं उचित परामर्शन द्वारा व्यवस्थापित किया जा सकता है। उपरोक्त वर्णित चिंताये एक व्यक्तित्व के दोष। कार्य करने में उत्पन्न होने वाली घबाराहट को प्रदर्शित करती है जिससे प्रतिक्रियाओं के तनाव सिंड्रोम के साथ कुछ परिस्थितियों को व्यवस्थापित करता है चिंता की स्थिति उस समय प्रदर्शित होती है जब खिलाड़ियों के व्यक्तित्व को खेल के मैदान में उत्पन्न होने वाली प्रतिस्पर्धाये तनाव से ग्रस्त करती है (सिम्पसन 1980) चिंता में एक नकारात्मक प्रक्रिया है जिसकी अनुभूति समय-समय पर व्यक्ति को अनुभव करता है यह व्यक्ति की एक ऐसी भावनात्मक स्थिति है जिसमें व्यक्ति को अपने अन्दर उत्पन्न होने वाले नकारात्मक भावों को दूर करके समायोजित व्यवहार का प्रदर्शन खेल के मैदान में करना होता है। खेल एक मात्र शारीरिक प्रक्रिया ही नहीं है अपितु खिलाड़ियों के शारीरिक मानसिक एवं समायोजित आचरण की एक प्रक्रिया है। खेल के माध्यम से ही खिलाड़ियों में संवेग का नियंत्रण एवं उचित भावनात्मक संवेगों का प्रदर्शन होता है। खेल खिलाड़ियों के जीवन में शारीरिक विकास के साथ-2 अनुशासन जीवन व्यतीत करने हेतु ऐसे आधार प्रस्तुत करता है जिससे खिलाड़ियों में मानवीय मूल्य, भावनात्मक विकास अनुशासन, सहयोग, ईमानदारी, स्वस्थ प्रतिस्पर्धा एवं नेतृत्व जैसे गुण खेल के माध्यम से ही विकसित होते हैं यही कारण है कि मारिया माण्टेसरी, गिजू भाई जैसे शिक्षाविद्व खेल के माध्यम से शिक्षा देने के प्रबल समर्थक रहे हैं। क्योंकि खेल से जहां एक और खिलाड़ियों में पेशीय कौशल का विकास होता है वही उन्हें एक लक्ष्य निर्देशित व्यक्त करने की प्रक्रिया भी सिखाता है।



खेल प्रक्रिया विकसित करने हेतु मैक डयूमल रॉस, जर्सी विचारको का मानना है कि खेल व्यक्ति के जीवन में आत्म विकास, अभिवृत्ति, आनन्द, कार्य कौशल, सृजनात्मकता और एक लक्ष्य आधारित जीवन मूल्य को व्यवस्थापित करता है। रॉस में सृजनात्मकता एवं जीवन मूल्यों के विकास में खेल को महत्वपूर्ण माना है। उनका मानना है कि खेल के माध्यम से सीखने में शिक्षा की वे सभी विधियां सम्मिलित होती है सिनसे खिलाड़ियों में स्फूर्ति और सृजनात्मक कार्यों की भावना विकसित होती हैं साथ ही व्यक्ति क्रियात्मक व्यवहारों को प्रतिपादित करता है। अतः खेल भावना खिलाड़ियों के जीवन भी एक रचनात्मक प्रवृत्ति होती है। जिससे उनमें नवीन तथ्यों को सीखने एवं विपरीत परिस्थितियों में व्यवहार करने की कला के साथ-साथ परिपक्वता भी स्वतः ही विकसित होती है। आधुनिक शिक्षण पद्यति में शिक्षाविद् इस बात पर ज्यादा बल देते हैं कि शिक्षण को खेलों के माध्यम से सुगम बनाया जाये जिससे बच्चों में शिक्षण के प्रति अभिरुचि उत्पन्न हो और वह खेल के माध्यम से आनन्दित भी हो। शिक्षण पद्यति के खेल के महत्व को बढ़ाने हेतु ही वर्तमान में शिक्षण संस्थाओं में खेल के घंटे निर्धारित है, भ्रमण-शिक्षण प्रोजेक्ट एन0एस0एस0, एन0सी0सी0 एवं स्काऊट जैसी कार्यकुशलता बढ़ाने वाली प्रविधियों का उपयोग करके जहाँ एक ओर विद्यार्थियों की कार्यशैली को सिद्धान्तपरक न बनाकर व्यवहारिक बनाया जाता है वहीं शिक्षण विधियों के साथ-साथ ऐसी प्रविधियां पेशीय कौशल एवं स्वस्थ प्रतिस्पर्धा के नियमन की भी व्यवस्था करते है। गुरुदेव रविन्द्रनाथ टैगोर भी बालकों के सर्वांगीण विकास के लिए सिद्धान्तपरक शिक्षा के साथ-साथ व्यवहारिक और नैसर्गिक शिक्षा के उपयोग पर विशेष बल देते थे। उनका मानना था कि बालकों को दी जाने वाली नैसर्गिक शिक्षा से उनका शारीरिक विकास होता है, मन प्रफुल्लित रहता है, पेशियों को तन्यता रहती है और मस्तिष्क भी स्वस्थ रहता है। जब व्यक्ति खेलकूद जैसे शारीरिक कार्य करता है तो उसका व्यक्तित्व भी अच्छा रहता है उसमें तनाव, कुण्ठा एवं द्वेषपूर्ण भावनायें नहीं रहती है, उसके विचारों में नकारात्मक भावनायें नहीं रहते है। बच्चों के सर्वांगीण विकास में खेल की भूमिका महत्वपूर्ण होती है क्योंकि खेल एक ऐसे माध्यम है जो सृजनशीलता, समायोजन, स्वस्थ प्रतिस्पर्धा के साथ-साथ संपूर्ण मानसिक स्वास्थ्य भी विकसित करने में सहायक है।

हरलॉक (1988, 1984) ने खेल को परिभाषित करते हुए कहा है कि खेल एक ऐसा कार्य है जिससे खिलाड़ियों को सुखानुभूति की प्राप्ति होती है। खेल का महत्व आज काफी बढ़ गया है क्योंकि जहाँ एक ओर इससे मांसपेशीय कुशलता मिलती है वहीं जीवन में सामंजस्य के साथ-साथ जीवन जीने की कला एवं अनुशासन में रहना भी हमें खेलों के माध्यम से सीखने को मिलता है। यही कारण है कि आज स्कूल एवं विद्यालयों, विश्वविद्यालयों, राज्य स्तरीय, राष्ट्रीय एवं अन्तर्राष्ट्रीय स्तरों तक खेलकूद को महत्व दिया जा रहा है। राष्ट्रीय खेल, ऐशियन खेल, कॉमन वेल्थ गेम्स एवं ओलंपिक इसके महत्वपूर्ण उदाहरण है। खेल व्यवहार एक प्रतिस्पर्धात्मक व्यवहार होता है जहां दो प्रतिद्वन्दी आमने-सामने की स्थिति में स्वस्थ वातावरण में एक दूसरे से प्रतिस्पर्धा करते है जिसके फलस्वरूप उनमें तनाव भी काफी बढ़ जाता है। दोनों टीमों टीम भावना का प्रदर्शन करते हुये अपनी पूरी क्षमता का उपयोग जीतने के लिए करती है साथ ही वे इस बात का भी ध्यान रखते है कि खिलाड़ियों की खेल भावना आहत न हो। खिलाड़ियों में आत्म संयम, दृढ़ता, सम्मान, एकरूपता, संतुलन जैसे गुण खेल नियमों से विकसित होते है। खिलाड़ियों में गैर खिलाड़ियों की तुलना में आत्मविश्वास, संयम, स्वनियंत्रण, संतुलित आचरण जैसे गुण अधिक पाये जाते हैं। रोन्डेल (1970) ने अपने अध्ययनों से इस बात की

पुष्टि की कि खिलाड़ियों में व्यक्तिगत उपयोगिता के प्रति उच्च भाव एवं आत्म प्रत्यय अधिक होता है। ब्रूनर (1969) ने अपने अध्ययन में पाया कि खिलाड़ियों में गैर खिलाड़ियों की अपेक्षा उच्च आत्मविश्वास पाया जाता है। सालमैन (1989) ने भी खेलों में अच्छे परिणाम के लिए स्वस्थ प्रतिस्पर्धा को उपयोगी माना है। उपरोक्त अध्ययनों के अवलोकन से स्पष्ट होता है कि खिलाड़ियों में गैर खिलाड़ियों की अपेक्षा स्वस्थ प्रतिस्पर्धा की भावना अधिक होती है। खेल एवं व्यक्तित्व के विकास में घनिष्ठ संबंध है। दोनों एक दूसरे को प्रभावित करते हैं।

### उद्देश्य -

विश्वविद्यालय स्तर के खिलाड़ियों और गैर खिलाड़ियों में प्रतिस्पर्धात्मक तनाव का अध्ययन करना।

### परिकल्पनायें -

- खिलाड़ियों एवं गैर खिलाड़ियों की प्रतिस्पर्धात्मक तनाव की भावना में अन्तर पाया जायेगा।
- विभिन्न खेलों में भाग लेने वाले खिलाड़ियों के प्रतिस्पर्धात्मक तनाव में अन्तर पाया जायेगा।
- विभिन्न संकायों के खिलाड़ियों में उनकी व्यक्तिगत विशेषताओं के आधार पर प्रतिस्पर्धात्मक तनाव में अन्तर पाया जायेगा।

### परीक्षण विधि -

विश्वविद्यालय स्तर के खिलाड़ियों एवं गैर खिलाड़ियों में प्रतिस्पर्धात्मक तनाव का मापन करने के लिए खेल प्रतिस्पर्धा चिन्ता मापनी का प्रयोग किया गया। यह प्रश्नावली रविकान्त एवं मिश्रा (2003) द्वारा निर्मित है जिसमें कुल 21 प्रश्न हैं जो खेल से संबंधित इच्छा और अनुभूतियों को प्रकट करते हैं। कुल 21 प्रश्नों में से 11 धनात्मक एवं 10 ऋणात्मक कथन हैं। प्रत्येक कथन के साथ-साथ अनुक्रिया विकल्प दिये हुए हैं। मापनी की विश्वसनीयता 0.90 एवं वैधता भी उच्च पायी गयी है।

### प्रतिदर्श-

प्रस्तुत अध्ययन में वीर कुंवर सिंह विश्वविद्यालय के अन्तर्गत आने वाले शेरशाह कॉलेज, सासाराम, एम0वी0 कॉलेज बक्सर एवं डुमराव कॉलेज, डुमराव से 200 खिलाड़ी छात्र-छात्रायें एवं 200 गैर खिलाड़ी छात्र-छात्रायें लिये गये। जिनमें 100 खिलाड़ी छात्र एवं 100 खिलाड़ी छात्रायें ली गयी जो मुख्य रूप से क्रिकेट, हॉकी, फुटबॉल एवं खो-खो खेलते थे। चयनित छात्र-छात्रायें इन्टरमीडिएट एवं स्नातक स्तर के थे जो विज्ञान, वाणिज्य एवं कला वर्ग से संबंधित थे। इनकी आयु 15 वर्ष से 25 वर्ष तक रही है। मध्यमान आयु 20 वर्ष रही।

### परिणाम एवं विवेचन

प्रस्तुत अध्ययन में खिलाड़ियों एवं गैर खिलाड़ियों में प्रतिस्पर्धात्मक तनाव का अध्ययन करने के लिए आंकड़ों का संग्रह किया गया। तालिका सं0-01 में खिलाड़ियों एवं गैर खिलाड़ियों का मध्यमान, मानक विचलन, t-अनुपात अंकित किया गया जिसके अवलोकन से स्पष्ट है कि खिलाड़ियों में स्वास्थ्य प्रतिस्पर्धात्मक तनाव और गैर खिलाड़ी छात्रों की अपेक्षा अधिक पाया गया।



**तालिका - 1**

खिलाड़ियों एवं गैर खिलाड़ियों के प्रतिस्पर्धात्मक तनाव मापनी पर मध्यमान, मानक विचलन एवं t-परीक्षण का विश्लेषण

क्र०सं	समूह	मध्यमान	मानक विचलन	t-अनुपात	सार्थकता स्तर
1.	खिलाड़ी 200	72.93	9.40	7.81	<0.01
2.	गैर खिलाड़ी 200	52.40	10.99		

खिलाड़ी छात्र-छात्राओं का प्रतिस्पर्धात्मक तनाव मापनी पर मध्यमान 72.93 एवं मानक विचलन 9.40 है। इस मापनी पर उच्च प्राप्तांक इस बात को प्रदर्शित करता है कि उनमें प्रतिस्पर्धा को लेने की प्रवृत्ति गैर खिलाड़ियों से अधिक होती है। खिलाड़ियों एवं गैर खिलाड़ियों के बीच प्राप्त t-अनुपात 7.81 है जिसका तात्पर्य है कि खिलाड़ियों एवं गैर खिलाड़ियों के बीच प्रतिस्पर्धात्मक अन्तर सार्थक है।

**तालिका - 2**

खिलाड़ी छात्र-छात्राओं में प्रतिस्पर्धात्मक तनाव मापनी पर मध्यमान, मानक विचलन एवं t-अनुपात का मापन

क्र०सं०	समूह	मध्यमान	मानक विचलन	t-अनुपात	सार्थकता स्तर
1.	खिलाड़ी (छात्र) 136	7.72	5.05	.277	NS
2.	खिलाड़ी (छात्रा) 64	9.12	2.33		

तालिका-2 में खिलाड़ियों में दो वर्ग किये गये हैं। खिलाड़ी छात्र एवं छात्रायें जिनकी संख्या क्रमशः 136 एवं 64 है। प्राप्त मध्यमान के अवलोकन से स्पष्ट है कि छात्राओं में छात्रों की अपेक्षा अधिक प्रतिस्पर्धात्मक भावना पायी जाती है जबकि छात्रों में पायी जाने वाली प्रतिस्पर्धा कम है प्राप्त t-अनुपात यह दर्शाता है कि दोनों समूहों में प्रतिस्पर्धात्मक भावना पर कोई सार्थक अन्तर नहीं है।

**तालिका - 3**

विज्ञान वाणिज्य एवं कला वर्ग के खिलाड़ियों के मध्य प्रतिस्पर्धात्मक तनाव मापनी पर मध्यमान, मानक विचलन एवं t-अनुपात की गणना।

संकाय	सं०	खिलाड़ी 200		t	p.
		मध्यमान	मानक विचलन		
विज्ञान	50	48.30	9.60	2.11	.05
वाणिज्य	80	46.10	9.30	3.00	.01
कला	70	44.60	9.40	1.15	NS

इसी तरह तालिका - 3 में अलग-अलग संकायों के खिलाड़ियों का प्रतिस्पर्धात्मक में भावना का अवलोकन किया गया जिनमें तीनों संकायों विज्ञान, वाणिज्य एवं कला के खिलाड़ी शामिल थे जिनमें विज्ञान वर्ग के खिलाड़ियों में प्रतिस्पर्धात्मक भावना अधिक पायी गयी।

**तालिका - 4**

विभिन्न खिलाड़ी वर्गों का प्रतिस्पर्धात्मक तनाव मापनी पर मध्यमान मानक विचलन एवं t-अनुपात की गणना।

प्रसरण का स्रोत	स्वतंत्रता अंश	वर्गों का योग	t-अनुपात	P
समूहों के मध्य	03	2790.34	16.10	<.01
समूहों के अन्तर्गत	197	3439.45		
योग	200	37181.79		

तालिका - 5 से स्पष्ट होता है कि खिलाड़ी समूह मुख्य रूप से क्रिकेट, फुटबॉल, हॉकी एवं खो-खो जैसे समूह में खेले जाने वाले खेल सम्मिलित थे। सभी खिलाड़ियों में प्रतिस्पर्धा की भावना समान रूप से प्रदर्शित नहीं थी। क्रिकेट के खिलाड़ियों में प्रतिस्पर्धा की भावना सर्वाधिक देखी गयी है जबकि खो-खो में टीम प्रतिस्पर्धात्मक भावना सबसे कम पायी गयी है। सभी समूहों के मध्य लगभग प्रतिस्पर्धात्मक भावना समान रूप से पायी गयी है किन्तु उनके मध्य प्राप्त t-अनुपात सार्थक नहीं आया है। अतः परिकल्पना अस्वीकृत हो गयी है।

**तालिका - 5**

खेल	संख्या	तालिका - 5	मानक विचलन	t-अनुपात	P
क्रिकेट	60	12.56	4.63	2.37	<0.05
फुटबॉल	40	8.15	6.83		
हॉकी	50	9.25	13.20	.3	NS
खो-खो	50	8.86	3.64		

**निष्कर्ष-**

खिलाड़ियों एवं गैर खिलाड़ियों में प्रतिस्पर्धात्मक तनाव का तुलनात्मक अध्ययन करने के लिए किये गये अध्ययनों से स्पष्ट है कि दोनों समूहों में प्रतिस्पर्धा की भावना में सार्थक अन्तर पाया गया। किन्तु खेलों के अलग-अलग समूहों में पाया जाने वाला प्रतिस्पर्धात्मक अन्तर सार्थक नहीं रहा। विज्ञान वर्ग के छात्रों में प्रतिस्पर्धा की भावना ज्यादा दिखायी दी है और कला एवं वाणिज्य की तुलना में उनमें सार्थक अन्तर पाया गया।

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# Violence against Women in India

Dr. Mukesh Kumar\*

## ABSTRACT

The status of women in India has been subject to many great alterations over the past few millenniums. From a largely unknown status in ancient times through the low points of the medieval period, to the promotion of equal rights by many reformers, the history of women in India has been lively. The status of women has varied in different time periods. Violence against women is partly a result of gender relations that assumes men to be superior to women. Given the subordinate status of women, much of gender violence is considered normal and enjoys social sanction. Manifestations of violence include physical aggression, such as blows of varying intensity, burns, attempted hanging, sexual abuse and rape, psychological violence through insults, humiliation, coercion, blackmail, economic or emotional threats, and control over speech and actions. In extreme, but not unknown cases, death is the result. These expressions of violence take place in a man-woman relationship within the family, state and society. Usually, domestic aggression towards women and girls, due to various reasons remain hidden. Cultural and social factors are interlinked with the development and propagation of violent behaviour.

## INTRODUCTION

Women in India have always been issues of concern. The folks and society at large consider women as second class citizens. Though we admire and preach them in the name of Durga, Saraswati, Parvati and Kali, we also abuse her in the form of Child-marriage, Female infanticide, Sati, Sexual harassment, Dowry and so on. The status of women in India has been subject to many great alterations over the past few millenniums. From a largely unknown status in ancient times through the low points of the medieval period, to the promotion of equal rights by many reformers, the history of women in India has been lively. The status of women has varied in different time periods. Violence against women is partly a result of gender relations that assumes men to be superior to women. Given the subordinate status of women, much of gender violence is considered normal and enjoys social sanction. Manifestations of violence include physical aggression, such as blows of varying intensity, burns, attempted hanging, sexual abuse and rape, psychological violence through insults, humiliation, coercion, blackmail, economic or emotional threats, and control over speech and actions

## WOMEN IN INDIA

The status of women in India has been subject to many great changes over the past few millennia. From a largely unknown status in ancient times through the low points of the medieval period, to the promotion of equal rights by many reforms, the history of women in India has been eventful. The current status of women cannot be properly understood without reference to the predecessor form of womanhood from which it evolved and the process by which it grew. So the status of women has been traced by dividing into historical phase's Ancient society, Medieval society, and Modern society.

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## **WOMEN IN ANCIENT SOCIETY**

In ancient India, the women enjoyed equal status with men in all fields of life. Later 500 B.C, the status of women began to decline with the Smritis and with the Islamic invasion of Babur and the Mugal empire and later Christianity curtailing women's freedom and rights. The women enjoyed freedom, Status and prestige in the society but did not last long and women finally settled down to an indoor life.

## **WOMEN IN MEDIEVAL SOCIETY**

The Indian woman's position in the society further deteriorated during the medieval period when sati among some communities, child marriages and a ban on widow remarriages became part of social life among some communities in India. In some parts of India, the Devadasi or the temple women were sexually exploited. Polygamy was widely practiced especially among Hindu Kshatriya rulers. The women lost their entity in the 18<sup>th</sup> century and till the beginning of the 19<sup>th</sup> century women were totally and forcefully sublimated male superiority, physically and intellectually.

## **WOMEN IN MODERN SOCIETY**

Women's participation in the workforce as well as in other activities increased during the 19<sup>th</sup> and from the early period of 20<sup>th</sup> century due to the upliftment of women started by the influence of social reforms. As far as India is concerned, the social structure, cultural norms and value systems are important determinants of women's role and their position in society India has one of the most impressive sets of laws for women. The state to practice protective discrimination in favour of women.

Gender violence is a common problem prevailing in almost all the developing countries. Even in India the issue continues unabated creating many hassle and challenges for the social growth. The age old cultural beliefs and tradition have identified various issues of gender – based violence that over the period of time has become a major cause of harassment faced by the women. In India where almost half of the populations are women, they have always been ill-treated and deprived of their right to life and personal liberty as provided under the constitution of India. Women are always considered as a physically and emotionally weaker than the males, whereas at present women have proved themselves in almost every field of life affirming that they are no less than men due to their hard work whether at home or working places.

Behind closed doors of homes all across our country, people are being tortured, beaten and killed. It is happening in rural areas, towns, cities and in metropolitans as well. It is crossing all social classes, genders, racial lines and age groups. It is becoming a legacy being passed on from one generation to another. But offences against women which reflects the pathetic reality that women are just not safe and secure anywhere. According to a latest report prepared by India's National Crime Records Bureau, a crime has been recorded against women in every three minutes in India. Every 60 minutes, two women are raped in this country. Every six hours, a young married woman is found beaten to death, burnt or driven to suicide.

Violence against women is not a new phenomenon. Women have to bear the burns of domestic, public, physical as well as emotional and mental violence against them, which affects her status in the society at the larger extent. The statistics of increasing crimes against women is shocking, where women are subjected to violence attacks i.e. foeticide, infanticide, medical neglect, child marriages, bride burning, sexual abuse of girl child, forced marriages, rapes, prostitution, sexual harassment at home as well as work places etc. In all the above cases women is considered as aggrieved person.

As women gain influence and consciousness, they will make stronger claims to their entitlements - gaining further training, better access to credit and higher incomes - and command attention of police and courts when attacked. As women's economic power grows, it will be easier to overcome the tradition of son preference and thus put an end to the evil of dowry. Violence against women can fit into several broad categories. These include violence carried out by individuals as well as states. Some of the forms of violence perpetrated by individuals are coercive use of contraceptives, female infanticide, prenatal sex selection, obstetric violence and mob violence, as well as harmful customary or traditional practices such as honor killings, dowry violence, female genital mutilation, marriage by abduction and forced marriage.

## TYPES AND FORMS OF VIOLENCE AGAINST WOMEN IN INDIA

- **Sexual Harassment**  
Half of the total number of crime against women reported in 1990 related to molestation and harassment at the workplace. Eve teasing is a euphemism used for sexual harassment or molestation of women by men many activists blame the rising incidents of sexual harassment against women on the influence of "Western culture".
- **Dowry**  
In 1961, the government of India passed the Dowry prohibition Act, making the dowry demands in wedding arrangements illegal. However, many cases of dowry related domestic violence, suicides and murders have been reported. The term for this is bride burning and its criticized within India itself.
- **Child Marriage**  
Child marriage has been traditionally prevalent in India and continues to this day. Historically, young girls would live with their parents till they reached puberty. In the past, the child widows were condemned to a life of great agony, shaving heads, living in isolation, and shunned by the society. Although child marriage was outlawed in 1860, it is still a common practice.
- **Female Infanticides And Sex Selective Abortions**  
India has a highly masculine sex ratio, the chief reason being that many women die before reaching adulthood. It is therefore suggested by many experts, that the highly masculine sex ratio in India can be attributed to female infanticides and sex-selective abortions. The abuse of the dowry tradition has been one of the main reasons for sex-selective abortions and female infanticides in India.
- **Domestic Violence**  
The incidents of domestic violence are higher among the lower socio- economic classes. There are various instances of an inebriated husband beating up the wife often leading to severe injuries. Domestic violence is also seen in the form of physical abuse. Domestic violence includes, harassment, maltreatment, brutality or cruelty and even the threat of assault-intimidation. It includes physical injury, as well as willfully or knowingly placing or attempting to place a spouse in fear of injury and compelling the spouse by force or threat to engage in any conduct or act, sexual or otherwise, from which the spouse has a right to abstain. Confining or detaining the spouse against one's will or damaging property are also considered as acts of violence.
- **Trafficking**  
The Immoral Traffic Act was passed in 1956. However many cases of trafficking of young girls and women have been reported. These women are either forced into Prostitution, domestic work, or child labour.

- **Eve Teasing**

Eve teasing is an act of terror that violates a woman's body, space and self-respect. It is one of the many ways through which a woman is systematically made to feel inferior, weak and afraid. Whether it is an obscene word whispered into a woman's ear; offensive remarks on her appearance, an intrusive way of touching any part of a woman's body, a gesture which is perceived and intended to be vulgar; all these acts represent a violation of a woman's person, her bodily integrity.

- **Rape**

One-quarter of the reported rapes involve girls under the age of 16 but the vast majority are never reported. Although the penalty is severe, convictions are rare. Crimes such as rape as a form of sexual violence are reported to be on the increase. Around the world, one in five women have been found to be victims of rape in their lifetime. Many rapes go unreported because of the stigma and trauma associated with them and the lack of sympathetic treatment from legal systems. The insecurity outside the household is today the greatest obstacle in the path of women. Conscious that, compared to the atrocities outside the house, atrocities within the house are endurable, women not only continued to accept their inferiority in the house and society, but even called it sweet. In recent years, there has been an alarming rise in atrocities against women in India. Every 26 minutes a woman is molested. Every 34 minutes a rape takes place. Every 42 minutes a sexual harassment incident occurs. Every 43 minutes a woman is kidnapped. And every 93 minutes a woman is burnt to death over dowry.

- **Acid attacks**

At times, acids such as sulphuric acid has been used to disfigure or kill women and girls for reasons such as family feuds, inability to meet dowry demands and for rejection of marriage proposals. The Government of India should come out with some more stringent laws to protect the rights of women who are victims of violence of any kind occurring within the family, so that it will work as the preventive measure to eradicate the crime. A strict law to be passed to punish those women who are filing a false complaint against husband or relatives by misusing of Domestic Violence Act so that there will be fair justice to all.

In our society, violence is bursting. It is present almost everywhere and nowhere is this eruption more intense than right behind the doors of our homes. Behind closed doors of homes all across our country, people are being tortured, beaten and killed. It is happening in rural areas, towns, cities and in metropolitans as well. It is crossing all social classes, genders, racial lines and age groups. It is becoming a legacy being passed on from one generation to another.

That, sadly, is the theme around which women in a free country, in the 21<sup>st</sup> century, live. It also defines the current, past and future government's abiding social challenge Providing a secure environment for women without and this is important shackling them. To give the devil its due, the Indian government has been trying to show its support towards women. The Union Budget provides for financial assistance, dedicated banks and more. These are necessary and laudable steps. But no matter how economically independent the educated, urban woman becomes or how hard rural outreach programs work at improving feminine hygiene and maternal care, the narrative always meanders back to safety or the lack of it. If these factors can be controlled then more than one form of violence can be prevented from harming an individual or our society and India would be a much better place to live in.

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# Study of Education and Science

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## ABSTRACT

The criteria for the analysis were, number of authors, time between the submission and publication of the papers, keywords, the field and rationale of the study, sample size, descriptions of participants, data collection tools and analysis, and software. The current study was designed as a descriptive content analysis study and utilized a purposive sampling technique. Content analysis was employed to analyze the collected data. The results of the analyses showed that the most commonly studied fields were educational psychology, linguistic properties and mathematics in the four journals. In terms of the content, the rationales for writing the papers were generally related to gaps in the literature and theoretical discussion. It was found that generally, studies involving research were conducted with elementary or high school students and data was collected from large samples using achievement tests and questionnaires. It was revealed that concerning the trends in data analysis methods, there was a similar pattern from 1970's to date, and generally, multilevel modelling was used when appropriate to the data sets. This situation indicates standard data analyses are essential for researchers. From the findings of the current study, it is recommended for researchers to work with heterogenous sample and various types of participants together.

## INTRODUCTION

Referring to scientific research is essential to solve problems in education, develop required services, foster innovations and provide regulations based on valid and reliable policies, strategies and methods. In addition, research studies should be conducted to explain the components of education and the relationships between them, evaluate practices according to the current conditions and scientific facts, improve services and create productive administrations. Several reasons can be listed for the necessity of research studies. First, they provide further educational improvement. Secondly, the review of these studies creates an opportunity to determine the trends in current research and evaluate the results as well as contributions to the field and benefits for researchers. In order to get advantaged from these contributions efficiently, it is important gathering the studies up according to their features. To do that, the journals being linked to special departments or topics become significant.

Moreover, scientific journals allow for a more systematic and planned way of examining research studies in a specific field. Thus, they have a significant role in developing scientific knowledge. In particular, scientific studies published in journals are the principal indicators of production and accumulation of high-quality knowledge in a specific area. While all journals offer these advantages to researchers, they differ according to certain criteria. This difference is mostly observed in the indexation of scientific journals. Today, one of the commonly accepted indexes in the scientific community are those used by the Institute for Scientific Information.

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ISI indexes a scientific journal after comprehensive evaluations based on several criteria concerning the quality and quantity of studies published in that specific journal. In addition, the evaluation of scientific journals mostly depends on their impact factors. A journal's impact factor is based on two elements, **“The numerator, which is the number of citations in the current year to items published in the previous two years, and the denominator, which is the number of substantive articles and reviews published in the same two years”**.

When it comes to making decisions or judgements about a journal or certain papers, the reliability of the impact factor may be questionable. However, there is currently no better technique to be used in research evaluation. For this reason, the impact factor has continued to attract the interest of researchers since it was first developed. As a result, indexes, particularly those offered by ISI for specific scientific fields have gained an important position in the scientific community. Researchers in the educational field, who seek promotion or are interested in following the latest research and hot topics, tend to review the journals indexed in the Social Science Citation Index used by ISI. Moreover, of these journals, those with high impact factors increase the probability of researchers getting a promotion, receiving a funding, and obtaining a position or job appointments. In this context, the main objective of all researchers including those from the educational field is to publish their papers in journals indexed in SSCI and to achieve the quality required by high-impact journals. For that purpose, this study focused on educational journals having the highest impact factor.

## DISCUSSION

When the papers published in journals with high five-year impact factors were examined in terms of the field of study, the trends of the most frequently field of study of the journals ER and AERJ were found to be changed across the years. While education and academic achievement were the most commonly studied field of the journal ER, educational psychology is the most commonly studied one in AERJ. It was concluded that in the journal ER, the trends in the field of study is similar throughout the years. Specifically, educational psychology is the most frequently field of study in all years. In JEP, while language skills were the most commonly studied field in the first three years, educational psychology is the most frequently studied one in the last three years. When all research papers were examined, it was concluded that the most frequently studied field were educational psychology, language skills, mathematics education and measurement, assessment and evaluation in the papers. Considering the the most frequently field of the studies in all years, education or academic success is not the most frequently field of study although it is the most frequently one in ER. This results from the fact that number of papers published in ER is limited and education or academic success did not take first places in the most frequently stuied field in the other journals in which a high number of articles were published. Similarly, Hsu examined papers published in AERJ, Journal of Experimental Education and Journal of Educational Research from 1971 to 1998 and reported similar findings obtained from examination of all journals and indicated that the mostly studied fields were educational psychology, teaching, teachers, and measurement and assessment in these three journals. It is noticed that the journal AERJ is uncommon for both the current study and the one conducted by Hsu and the mostly studied areas are educational psychology and measurement and evaluation in both studies. Similarly, in a research study conducted by Selcuk et al. Who examined papers published in the journal Education and Science in 2007-2013, it was pointed out that some of the most frequently researched field of study were educational psychology, mathematics education and measurement and assessment. The reason for being frequently studied fields is due to the significant role of educational psychology and measurement and assessment in the educational system as supplementary components. Also, educational psychology encompasses

all sub-areas of educational sciences since it focuses on students' behavior in learning process, class and school environment. Similarly, measurement and assessment is also vital for all these subareas. That's why, these are some of the most frequently researched areas. The reason for the high number of research studies on mathematics education is related to its practical, discipliner and cultural value and its important place in both daily life and school life.

## SUGGESTIONS

When the distribution of the rationale for the studies were examined based on the journals, it was determined that papers in EP were often conducted with the rationale of discussion of literature, theories and practices in all years. To be more precise, reviews and paper which are suitable to the theoretical nature of the problem were published in this journal. However, it was determined that the rationale for the studies was most frequently related to the gap in the literature in JEP and AERJ. It was revealed that the rationale for the studies in ER was often discussion of literature, theories and practices in 2009 and 2010, whereas the gap in the literature is mostly stated in 2011 to 2014. In all years, papers whose rationales was related to proposing new model/method were often published in ER. Related examinations showed that most researches which were published in the journals having the highest impact factor of five years were aimed to compensate for the gap in the literature. It is also conferred that researchers try to contribute to their field by having theoretic discussions and proposing new models.

Number of studies proposing new models or methods in education sciences are far more limited than those in physical sciences because the nature of the education sciences depend on the indirect observation methods in order to produce scientific knowledge. Therefore, researchers from education science field tend to compensate this gap in the literature. On the other hand, the literature reveals that researchers sometimes fail to emphasize enough the reasons why they stand to do the research. For example, Tavsancil et al., who examined theses and dissertations in educational sciences in Turkey reported that the rationale for most was not explicitly given. Therefore, it is recommended for future researchers to clearly explain their reasons for conducting their study so that they provide precise information.

The content analysis showed that almost half of the studies were conducted with elementary and secondary students, followed by teachers and undergraduate students. Investigated upon the journals, JEP is the journal which focuses on the researches sampled from elementary education student in all years whereas AERJ is noted as the journal which has the most heterogeneous group used for sampling. Willson also indicated that the samples of papers published in AERJ mostly consisted of undergraduate students, followed by the 5<sup>th</sup> and 8<sup>th</sup> grade students. Similarly, this finding was supported with that of the study of Arik and Turkmen, who examined papers published in four journals indexed in SSCI in 2008, found that most of the studies were conducted with undergraduate students.

## CONCLUSION

It was concluded that schieveement tests, questionnaires and scales were commonly used in half of the research papers. This situation reveals that written data collection techniques are used commonly while qualitative data collection techniques are not preferred as much as the written ones. When investigated based on the journals, in all years, JEP has the widest range of data collection tools used whereas AERJ is the journal in which observation and interview techniques are mostly used. In their study, Tavsancil et al., who examined theses and dissertations found the similar results. Similarly, Erdem, who analyzed papers on educational sciences published in 2005

and 2006, reported the similar results with the current study and further indicated that the use of scales and questionnaires was common. The reasons why questionnaire and scales are commonly used in studies may be because the low cost, easy application and usefulness regarding effort and time spent. Why observation and interview have a lower range of usage may be that it takes plenty of time. Besides, the necessity to train the observer and the interviewer, the requirement to obtain the legal permissions in order to store the observation or interview and the possibility to contain subjective judgements of researcher are considered as the reasons of less usage as well. On the other hand, achievement tests are one of the mostly used data collection tool. In addition, the reasons why achievement tests are used widely can be summarized as the focus of education journals on students' achievement and the importance of achievement tests to determine the students' success levels. It can be suggested to the researchers who want to publish their studies to the journals examined in the context of this study that it is wise to investigate the tendency of journals regarding the field of studies, features and size of population-sample, data collection tool etc. For example, journal EP focuses on the theoretical discussion of educational psychology. It will be beneficial to all stakeholders in education to work with the appropriate sample regarding the necessity of the field rather than the sample which is easy to access. To be more precise, it is suggested that using observation and interviews to obtain deeper information regarding the problems of teachers and students is more useful in order to solve the issues rather than using the written data collection tools and university students just because of the easy application.

This situation ensures both a solution to the problems of students and teachers and diminishment of the boredom of students who are crushed with filling the scales and questionnaires. As a result, it can be a positive effect to the quality of the researchers' publications from education science if the reviewers of the journals prefer the studies which are constructed with different samples, large groups, various analysis and different data collection tools. In the process of the examination of the papers, the accuracy of the methods used or the appropriateness of their methodology were not addressed since papers published in these selected journals were considered to be good examples and to have higher standards in terms of publications in their corresponding fields. Therefore, it is assumed that there is no methodological problem. In this regard, a further study is recommended to focus on these aspects. In addition, the investigation of a possible relationship between the criteria used in the current study can be undertaken. In addition to this, there happened no effort in this study regarding the discussions, conclusions and suggestions parts of the articles. Thereby, a further study can be conducted focusing on these sections. Also, this study is limited to the articles from 2009 to 2014 in order to identify the current tendency. It can be suggested to other researchers to conduct studies by extending the time period.

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# Nutrition and Food System

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## ABSTRACT

Integrating nutrition into climate change actions and climate change considerations into nutrition interventions opens opportunities to achieve several development goals and produces multiple co-benefits. Enabling wide access to healthy and nutritious food that is regionally produced, benefits rural producers and urban consumers, reduces greenhouse gas emissions along the value chains and makes the entire food system more resilient to climate change. Set in the right frame-work, it is a development intervention that has both adaptation and mitigation benefits. Global trends such as rapid urbanization, dietary changes and related health issues coupled with climate change are affecting nutrition outcomes that are manifested in various forms of malnutrition. Nutrition outcomes play a crucial role in mitigating climate change and increasing resilience of vulnerable people by decreasing consumption of GHG-intensive food, reducing food loss and waste, and ensuring access to food. Evidence from practice shows that nutrition-sensitive outcomes can be achieved through Climate-Smart Agriculture that encompasses addressing climate change and achieving food security.

In light of global challenges such as climate change and manifestation of various forms of malnutrition, there is an urgent need to integrate nutrition-sensitive and climate-smart objectives into policy and practice. At local, national and international level this can happen through linking agendas such as the 2030 Agenda for Sustainable Development and the Paris Agreement. In practice, the synergy of the global agendas can be summarized as climate-smart nutrition, which encompasses improved nutrition outcomes and climate action. This brief presents the development challenges posed by climate change and malnutrition, links them together and delivers key messages regarding climate change and nutrition outcomes. Recommendations are made on how to promote these interlinkages for development cooperation across various sectors.

## THE CLIMATE CHALLENGE

The global concentration of carbon dioxide in the atmosphere hit the record high for the first time in 2013 and is still on the rise. Two years later, under the Paris Agreement, the Parties have agreed to keep global temperature rise below 2°C above pre-industrial levels and to pursue efforts to limit the increase even further, to 1.5°C. Achieving this target requires both reducing the emissions and adapting to a changing climate. At the center of the Paris Agreement are Nationally Determined Contributions that lay out national commitments to reduce GHG emissions and increase countries' resilience to climate change. In most of the NDCs, the agricultural sectors (crops, livestock, forestry, fisheries and aquaculture) are identified as foremost adaptation priorities. For 54 out of 162 countries, food insecurity and malnutrition are identified as the major risks they face under climate change. In most NDCs, the adaptation-mitigation synergies of the agricultural sectors are acknowledged, as well as socio-economic and environmental co-benefits such as rural development and health,

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poverty reduction and job creation, conservation of ecosystems and biodiversity, and promotion of gender equality. Climate change impacts nutrition outcomes by affecting quantity and quality of food produced, as well as access to food. It is estimated that the growth rates of major crops will decrease by eight to twelve percent and prices will increase by up to 90% until 2030. Climate change is affecting the nutritional content of food as well: studies have shown that under elevated CO<sub>2</sub> concentrations many food crops such as wheat, rice, barley, and soybean have much lower iron, zinc and protein concentrations. In addition, the higher temperatures and more extreme weather events associated with climate change create favorable conditions for food- and water-borne pathogens.

Food systems are one of the large GHG emitters on the planet, which means there is great potential to cut these emissions in various ways. Currently, both food production and consumption are responsible for 19-29% of all anthropogenic GHG emissions, up to 70% of water usage and more than 60% of terrestrial biodiversity loss. Most emissions are caused by livestock in the form of methane and nitrous oxide and have been increasing 8% per year in the past decade due to increased production.

Rapid urbanization, coupled with other factors such as rising incomes, is driving changes in what people consume. These changes in diets can have significant impacts on GHG emissions in agriculture. Consumption of animal-based foods, mostly meat, is a major contributor to agricultural GHG emissions. Shifts to more animal-based diets could raise agriculture and food GHG footprints by as much as 80%. In order not to further exacerbate the above-described two-way negative effects between climate change and the agri-food system, climate change adaptation and mitigation will have to go hand in hand in the land use sector.

## **THE NUTRITION CHALLENGE**

Continued population growth, urbanization, and increasing wealth have led to rapid growth in demand for food, both in quantity and quality. While industrialized countries have experienced these changes in their development path, most of these changes are also taking place in developing countries that are transitioning to middle-income status. These trends have serious implications for the use of natural resources within the safe operating space of the biosphere. Increasing demand for these resources can affect the social resilience of vulnerable groups by contributing to different forms of malnutrition. The world population is projected to reach 9 billion by 2050, creating additional 1.8 billion food consumers. By various estimates, in a scenario of modest economic growth until 2050, agricultural demand is expected to grow by 50 percent. The food consumption is projected to increase from the current levels both for industrialized and developing countries.

Rapid urbanization and rising incomes are coupled with what is known as 'nutrition transition' to denote the shift in diets: from coarse grains, staple foods and cereals towards more animal based products, sugar, and processed foods. These changes in diets are causing serious diet-related health conditions such as obesity, diabetes, and heart conditions when consumed in excess. Food environments in urban areas enable access to unhealthy diets through the availability of supermarkets, food vendors, and restaurants and unhealthy diets are mostly affordable for urban poor. While the nutrition transition is driven mainly by urbanization, it is taking place in rural areas as well. These challenges call for main-streaming climate action into health sectors. Currently, the global nutrition situation is not improving and the 'triple burden' of malnutrition persists. With climate change, nutrition outcomes are going to be negatively affected and result in less availability of nutritious food.

## **LINKING NUTRITION AND CLIMATE CHANGE**

The Paris Agreement was the first climate agreement to put high priority on food security. The preamble of the agreement refers to safeguarding food security and ending hunger, and the particular



vulnerabilities of food production systems to the adverse impacts of climate change. Article of the Agreement stresses the importance of increasing the ability to adapt to the adverse impacts of climate change and foster climate resilience and low greenhouse gas emissions development, in a manner that does not threaten food production. Shifting to healthy, low-emissions diets is associated with emission savings of up to 30% compared to business as usual continuation of current dietary trends. In aggregate, this consumption shift could dramatically reduce agricultural emissions on a global scale. Moreover, a number of studies confirm that diet shifts can potentially have higher mitigation impacts than technological changes on the supply side. Studies also show that future pathways of human diets, including their content are stronger determinants of whether world food demand by 2050 can be met without causing deforestation than e.g. assumptions on future cropland availability, yield, and livestock feeding practices.

Food loss and waste is another large area with mitigation potential. A FAO study on global food supply chain found that one third of the food, produced for human consumption does not reach consumers and gets lost and wasted along the supply chain representing also loss of inputs used to produce this FLW. Nutrition and adaptation outcomes are also strongly interlinked. The nutrition status and overall health of producers is a main determining factor of climate vulnerability. Poor nutrition can result in diminished productivity, which in turn lowers the adaptive capacity of entire communities. Diversified local production of a variety of crops and livestock, coupled with storage and value-addition, on the other hand incentivizes a healthy, diverse and nutritious diet, which increases the adaptive capacity.

## **LINKING NUTRITION OUTCOMES TO CLIMATE CHANGE OUTCOMES**

Changes in the nutrition status of producers can cause health problems, diminished productivity, and even mortality. This, in turn, has implications on the ability of communities and individuals to adapt to the changing climate, often forcing them to make short-term coping decisions instead of investing in longer-term adaptation strategies. A typical example is a short-term decision of a smallholder farmer, usually a female responsible for household and children, to cook less nutritious and healthy foods which has long term health and development implications. In a feedback loop, this further undermines the enabling environment for malnutrition reduction. The conceptual framework developed in the Global Nutrition Report 2015 brings together two lines of narratives- the impact of climate change on nutrition and the impact of nutrition on adaptive capacity, and the impacts of food production and diet choices on GHG emissions.

The conceptual model is a human-centred model that includes the impacts of climate change on the drivers of nutrition. Feedback loops left and right illustrate how adaptation and mitigation actions can strengthen nutrition outcomes and how the lack of climate action leads to a disabling environment for nutrition. The model illustrates how people's dietary choices, determined by various environments, contribute to GHG emissions and how their adaptive capacity is weakened by the impacts of malnutrition.

## **MAINSTREAMING NUTRITION OUTCOMES ACROSS SECTORS**

Nutrition outcomes have so far been addressed mainly from the perspectives of agricultural production and the health sector. However, in the face of climate change and the global mal-nutrition crisis, climate-smart nutrition outcomes should be integrated in other sectors as well, first and foremost by addressing consumption patterns. Consumption - consumption patterns and changing lifestyles determine dietary choices. Promoting nutrition-focused healthy diets, especially in the contexts where nutrition transition is taking place can create demand for healthy foods and result in improved

nutrition outcomes. Sustainable and healthy diets can bring benefits both to the environment and to people's wellbeing and nutrition status. Interventions addressing changes towards healthy diets through demand-side measures in the food system should be promoted across sectors. Education it is generally accepted that nutritional education is an important element within a diverse policy package. Innovative education campaigns that target young consumers bring positive change in the variety and quality of diets. Despite its ability to influence behavior change on its own is thought to be limited, it can be applied in conjunction with other measures to promote nutrition-informed outcomes.

Environment or Natural resource use- agricultural systems are associated with large environmental footprints in terms of GHG emissions, land and water use. The natural resource base determines the supply of the required calories within a food system. Integrating nutrition-outcomes into land use and other resource use planning processes can provide synergies between improved nutrition outcomes and sustainable natural resource use.

Climate change policy entry points dietary and nutrition focused outcomes should be integrated into climate change agenda where these issues currently receive limited attention. The IPCC has highlighted the co-benefits of measures that reduce climate-related emissions and improve health at the same time, for example shifting away from overconsumption of meat in high-meat-consuming countries. In this context, it is of critical importance to promote demand-side climate mitigation options for the agriculture and food sector such as changes in dietary patterns towards less emission-intensive diets and reducing food loss and waste.

## **CONSIDERATIONS FOR POLICY MAKERS**

The Paris Agreement is the first international climate agreement that prioritizes food security and nutrition on a global agenda. The Second International Conference on Nutrition Rome Declaration has also underlined the need to address the impact of climate change and other environmental factors on food security and nutrition. As the result, the UN General Assembly has adopted a Resolution proclaiming the UN Decade of Action on Nutrition from 2016 to 2025. One of the six action areas of the UN Decade of Action on Nutrition's Work Programme is sustainable, resilient food systems for healthy diets. The global climate commitment under the Paris Agreement and the Nutrition Decade provide a time-specific window of opportunity to enhance cooperation and coordination among all actors and drive integrated action on human and planetary health across sectors. To accelerate the achievement of the SDGs, the nutrition focus of climate change commitments and agricultural targets expressed in NDCs should be further emphasized and implemented.

## **CONCLUSION**

Nutrition projects have specific and short-term considerations whereas climate action projects by design take into account the longer term future. Projects can add value to both nutrition and land use projects, by integrating long-term climate projections and considerations into shorter-term nutrition initiatives and vice versa better integrating shorter term nutrition outcomes when designing land use projects with adaptation and mitigation benefits. More systematically undertaken climate risk and vulnerability assessments could help better align nutrition projects with a long term planning framework based on climate risk management. Projects could additionally propose to estimate positive or negative adaptation and mitigation effects of nutrition interventions, comparing traditional nutrition projects with ones that include climate risk and vulnerability assessments as well as mitigation considerations. Training materials on food and nutrition security for national partners do exist and could be used in future projects targeted at the land use sector. Over-nutrition is becoming a concern in international projects but is not taken up yet in project planning, design, implementation, and

monitoring and evaluation of results. All forms of malnutrition, including their implications for climate change adaptation and mitigation outcomes, should be taken into account in future project design.

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# Importance of Families and the Home Environment

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## ABSTRACT

Learning is complex; it begins at birth and continues throughout life. Parents are the first teachers and role models for their children, and therefore have a strong influence on their learning. Yet, studies continue to show that many parents are not aware of the importance they play in their child's education and have a limited understanding of their role in their children's learning. In the last three decades, several strands of research have produced compelling evidence justifying a focus on the family with a particular emphasis on early years in order to raise literacy standards. The key research findings are Families and parents are critical to children's attainment. Parental involvement in their child's literacy practices positively affects children's academic performance and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education. The home is crucial. Parents have the greatest influence on the achievement of young people through supporting their learning in the home rather than supporting activities in school. Early intervention is vital. The earlier parents become involved in their children's literacy practices, the more profound the results and the longer-lasting the effects. Children learn long before they enter formal education. Parents are a child's first educator.

A child's family and home environment has a strong impact on his or her language and literacy development and educational achievement. This impact is stronger during the child's early years but continues throughout their school years. Many background variables affect the impact of the family and home environment but parental attitudes and behavior, especially parents' involvement in home learning activities, can be crucial to children's achievement and can overcome the influences of other factors. Therefore, any policy aiming to improve literacy standards cannot be limited to formal educational settings, where children spend only a small proportion of their time. On the contrary, it needs to embrace the family as a whole and include parents as partners in their children's education from the very beginning of their children's lives. It should aim to raise parents' awareness of the difference they can make and set up systems that offer constant encouragement and support according to individual requirements and needs.

## INTRODUCTION

Parents attitudes and support for their children's learning influence performance on literacy tests irrespective of socioeconomic status. Parental involvement in their child's literacy practices positively affects children's academic performance and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education. Specifically parental involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills, but also on pupils interest in reading, attitudes towards reading and attentiveness in the classroom.

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Parents make the greatest difference to achievement through supporting their learning in the home rather than supporting activities in the school. Longitudinal studies, provide research evidence confirming that parental involvement in learning activities in the home is strongly associated with children's better cognitive achievement, particularly in the early years.

## **FAMILY INVOLVEMENT AT SCHOOL**

Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of achievement at age 16. In a recent study for the Harvard Family Research Project, it was found that family involvement in school matters most for children whose mothers have less education. More specifically, the authors found that increases in family involvement in the school predicted increases in literacy achievement for low income families and that family involvement in school matters most for children at greatest risk. More specifically, Dearing and colleagues found that if families who were initially uninvolved in the school became more involved, their children's literacy improved. Importantly, their results indicated that even one or two additional involvement activities per year were associated with meaningful improvements for children.

## **THE SIGNIFICANCE OF PARENTAL INVOLVEMENT IN THEIR CHILD'S EARLIEST YEARS**

Research shows that the earlier parents become involved in their children's literacy practices, the more profound the results and the longer-lasting the effects. It is now accepted that the link between disadvantage and achievement is cumulative: when poorer children enter primary school, despite early indications of potential, they tend to fall behind. Consequently, the chances of breaking cycles of poverty and deprivation are considerably reduced as children get older.

## **WHAT IS EFFECTIVE PARENTAL INVOLVEMENT?**

The Effective Provision of Pre-School Education study found that what parents and carers do with their young children makes a real difference to the children's development and is more important than who parents are. There are a range of activities that parents undertake with pre-school children which have a positive effect on their development in that they engage and stretch the child's mind. For example, reading with the child, teaching songs and nursery rhymes, painting and drawing, playing with letters and numbers, visiting the library, teaching the alphabet and numbers, taking children on visits and creating regular opportunities for them to play with their friends at home, were all associated with higher intellectual and social or behavioural scores. These activities could also be viewed as **"Protective"** factors in reducing the incidence of special educational needs because children whose parents engaged regularly in home learning activities were less likely to be at risk for special educational needs.

## **TYPES OF PARENTAL INVOLVEMENT**

It should come as no surprise that parent and community involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement. In a meta-analysis of over 50 studies, Jeynes found that types of involvement that required a large investment of time, such as communicating or reading with the child, as well parenting style and parental expectations, had a greater impact on educational achievement than some other forms of involvement, such as parental attendance and participation at school. Indeed, reading and communication with the child emerge as importance facets of parental involvement in numerous studies. However, involving parents in their children's literacy activities not only benefits their children.

There are also numerous benefits that have been reported for the parents themselves, including greater skill acquisition, greater confidence and self-esteem, a better parent-child relationship, and increased engagement with learning. The lack of exposure to letters of the alphabet by school entry among low socioeconomic status children delays their ability to acquire foundation-level literacy.

## THE IMPACT OF READING TO YOUNG CHILDREN

Parents reading to babies and young children has a strong impact on children's language and literacy development. Parent's reading to their children in the pre-school years is regarded as an important predictor of literacy achievement. This parental activity is associated with strong evidence of benefits for children such as language growth, reading achievement and writing, the enhancement of children's language comprehension and expressive language skills, listening and speaking skills, later enjoyment of books and reading, understanding narrative and story.

## THE BIG PICTURE TRENDS IN FAMILY LIFE

The time parents in Britain spend with their children has increased steadily since the 1960s, and has shown a particularly high rate in recent decades. Analysing UK time-use studies, Fisher reported that the average time spent in child-related activities had risen from less than 30 minutes in the 1970s to more than one hour per day in the 1990s. In addition to indicating that spending time with their children has increasingly become important to parents, other reasons for this marked increase in parental involvement may include a reduction in the pressures of domestic work and changes in domestic technology.

Robinson and Godbey also speculated that the rise in parental involvement may be related to parent's increasing fear of the external environment, which may restrict the time children spend playing unsupervised. While mothers in the UK still assume overriding responsibility for their children's education, the amount of time that fathers spend with their young children has also increased dramatically over the past 20 years. Women continue to devote twice as much time as men to caring for children under four, but men's involvement in child-related activities has increased from less than 15 minutes in the 1970s to almost 2 hours in the 1990s. Indeed, fathers find some time for childcare irrespective of the hours they work.

On average, fathers of under fives spend 1 hour and 20 minutes a day on childcare activities during the week and 2 hours and 30 minutes a day at weekends. More specifically, fathers of under fives spend about the same amount of time than mothers on reading, playing and talking with their children at weekends. Similar findings were also made by a BMRB report, which found that 24% of full-time working fathers felt very involved in child's school life compared to 26% of full-time working mothers. In addition, 24% of resident fathers compared to 37% of mothers reported helping with the child's homework "**Every Time**", and only 14% of full-time working fathers and 16% of full-time working mothers helped out in classrooms.

## FAMILY

Collins Student's Dictionary defines family as "**A social group consisting of parents and their children**". This is pleasantly straightforward but the shape and structure of families today is rapidly evolving. Some important factors contributing to the diversity of family forms in the UK are mentioned in the government document Every Parent Matters. For instance, cohabitation rates, marriage and divorce patterns, parental employment patterns, conception rates and age, and ethnic diversity in society need



to be taken into account when considering contemporary family structures. The interaction of all the above mentioned factors results in increasingly complex and varied family structures. Our understanding of the concept of family in the UK stems from a series of trends, which include the following :-

A higher percentage of children living in married couple families will experience divorce in their family before reaching.

- A high proportion of dependent children live in stepfamilies.
- The proportion of births to cohabiting couples is increasing.
- There is a high number of one-parent families, 50% of which live on low incomes.

Where the boundaries of the traditional family structure need to be expanded to include :-

- Two-parent families
- One-parent families
- Blended families

Extended families (these could include a wide variety of members, such as siblings, grandparents, grandchildren, aunts and uncles, nephews and nieces, neighbours, friends, other members of the community, legal guardians, and foster children) Individuals living in the same household and calling themselves a family Families where individual family members live separately from one another but maintain a constant relationship :-

- Single ethnicity families
- Multiple ethnicity families

This expanded and inclusive definition of the family concept is summarised below in figure

As Wasik and Herrmann point out, **“This broader idea of family has direct bearing on the study of literacy within families and the provision of family literacy services”**.

In the context of family literacy, it is essential to define family in the most inclusive sense to encompass significant others and extended family and community members whenever relevant. Moreover, it is important to take into account two fundamental and complementary issues.

## **FAMILY IS DEFINED DIFFERENTLY BY DIFFERENT CULTURES**

In most cultures, adult family members are the primary models for their children. For the National Literacy Trust, the term parents reflects a broad and inclusive definition of family and is used to describe all kinds of carers, including biological parents, step-parents, grandparents, foster parents, siblings and other caregivers.

### **Literacy**

Traditionally, literacy has been defined as the ability to read and write. However, in the past twenty years or so, this conventional definition of literacy has been challenged and broadened, to include a wide range of complex and multi dimensional processes and skills. Although researchers do not readily agree on the definition of literacy, there seems to be a general consensus on the fact that the very nature of the concept requires a definition that is dynamic, that reflects the continual changes of modern society and that takes into account the developmental and functional dimensions of literacy.

### **Family Literacy**

The term family literacy was coined by Taylor in her study of the ways in which parents impact and assist the literacy learning of their children. This concept of family literacy should be distinguished from family literacy programmes. As a field of study, family literacy includes both the theoretical and the practical and spans across many and diverse research areas.



## The Concept

The International Reading Association defines family literacy as **“The ways parents, children, and extended family members use literacy at home and in their community”**. In this sense, family literacy can be considered **“A phenomenon of family life”**, which **“Has long been acknowledged and appreciated”**. This definition of family literacy stems from a belief in the importance of children’s home life in their literacy development and is the one advocated by Wasik and Herrmann. We reserve the phrase family literacy for literacy beliefs and practices among family members and the intergenerational transfer of literacy to children.

We also use this phrase to describe studies of how young children become literate, including the relations between family literacy practices and children’s literacy and language development. Recent developments in the theoretical construct of family literacy recommend using the plural form, to acknowledge that families have different **“Ways with Words”** and very diverse linguistic practices, which vary across cultural, linguistic and social contexts. This definition brings a **“Sociocultural Perspective”** to the study of family literacy, acknowledging that practices in the home can differ culturally or linguistically from the mainstream.

The sociocultural perspective honours parents as their children’s first educators, acknowledges that parents have the potential to impact the literacy learning of their children, and values the role of parents, siblings and the extended family. Crawford and Zygouris Coe alert us to the dangers of adopting a prescriptive and rigid definition of family literacy. They argue that, when underpinning family literacy programmes, this type of definition risks trying to apply a **“One-size-fits-all”** response to a host of complex social and learning situations, devaluing the varied social systems in the very families and communities family literacy programmes are designed to help. Reilly makes similar observations on how the theoretical construct of family literacy can affect the attitudes of families and practitioners involved in family literacy programmes. She draws on the work of Fairclough to apply critical discourse analysis techniques to examine the concept of family literacy. She argues that the concept has undergone a process of nominalisation. Through such process the original clause underpinning family literacy has been transformed into a noun and what was a concrete practice has become an abstract concept.

In the former, parents and children are treated as **“Agents who are making choices and decisions about the activities, skills and texts that will enable them to fulfil a range of purposes”**. In the nominalised form, parents and children are excluded and replaced by other, external agents, who deliver curricula that meet funding requirements. The term thus becomes associated almost entirely with educational service provision. The contributions of the multitude of practices relating to literacy that occur in the family tend to be less valued. Family literacy programmes, as described, can be categorised according to several criteria. First, according to whose literacy development is to be foregrounded, programmes can be divided into those focusing on :-

- Parents’ literacy development.
- Children’s literacy development.
- Both parents’ and children’s literacy development.

Some programmes, focus on raising parents’ awareness of the importance of their involvement in their children’s literacy development rather than on the literacy development of parents or children. Additional factors that distinguish different types of family literacy programmes are :-

- The practitioners delivering the programmes and their relevant professional status and qualification.
- The chosen target population for the programme.
- The underlying concept of literacy and the kind of activities encompassed in such concept.

- The duration and intensity of programmes, which can be classified as introductory, taster, short, or intensive courses.

## CONCLUSION

The National Literacy Trust advises a broad definition of family literacy programmes, which combines the two meanings of the phrase family literacy and values and acknowledges family literacy practices that occur independently of any programme. This is the type of definition that Hannon and Bird advocate. They define family literacy programmes as **“Programs to teach literacy that acknowledge and make use of learners’ family relationships and engagement in family literacy practices”**. The Dunphys are in no way different from a regular American family, and should the viewers only see them, there would be nothing **“Modern”** about **“Modern Family”**. Claire’s younger brother Mitch, however, has his own family, which is less traditional, yet, in this day and age, becoming more and more common. Mitch and his partner Cameron adopt a Vietnamese girl Lily and represent a sweet, quirky, gay couple. Cameron plays to the stereotype and, in a way does justice to those who think of gay men as people who are, above all fun loving, but he is also an extremely caring and loving father, while Mitch is the breadwinner of the family and the responsible partner in the marriage.

They also embody the popular belief that same-sex couples always comprise of a **“Male”** and a **“Female”**. Here, Cameron is the oversensitive, dramatic, flamboyant and artistic type while Mitch is his rational, realistic other half. Nevertheless, the show plays with the above image by making Cameron a former high school football player and a son of a Missouri farmer, whereas Mitch was a teenage iceskater and has a slender physique. Claire and Mitch’s father, Jay Pritchett, divorced their mother earlier and married a gorgeous Latina, Gloria, who came with her son, Manny, from her first relationship. Jay embodies the popular concept of the American dream a self-made man who, despite a lack of formal education, did extremely well and achieved success in his professional life.

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# Creating 21<sup>st</sup> Century Learning Spaces

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## INTRODUCTION

The movement from 20<sup>th</sup> Century to 21<sup>st</sup> Century that is everything from smart boards to Tech boards by taking over the traditional classrooms stepping away from teachers centered classroom and moving towards student directed learning. This requires to have perspective plan to make learning space that is suitable to future students interaction and for effective learning. Balanced with high content knowledge, the learning environment is one of the most important determinants of high quality teaching – learning exchanges. Learning space focus independent joyful learning and connecting knowledge to life outside.

1. Smart use of space
2. Integration of technology
3. Library (Digital)
4. Collaborative work stations
5. Mobile desks and chairs
6. Storage cabinets
7. Project based activity (Problem based learning co-operative learning and reciprocal teaching with Peer)

21<sup>st</sup> Century learning and classrooms is new vista with Edu - Tech, new methods, to be designed with variety of learning activities cum teacher activities. It gives scope for flexible classroom guidance to inspire learners to work with real experience and learning goes designated for different activities. Class room learning environment suggests place and space – School, Classroom, Laboratory, Individual and Group, Library (Digital), Edu-Tech zone, Collaborative Projects and a **'Quiet Space'** for Reading and Independent Activity. Furthermore today's internet connected and technology driven world with a learning environment can be virtual, online, and remote. In other words it does not have to be a place at all, 21<sup>st</sup> century learning space is as the support system that organize the conditions in which learner learn the best in which the system accommodates the unique learning needs of every learner. Learning environment are the physical structure supported with Techno Tools. It is Students Centric that inspire to attain knowledge and skills that 21<sup>st</sup> century demands of Student and Teacher Community – Collaboration in between Teacher – Learning Environment / Climate – Edu Tech - Student flexible with overall Educational Systems.

## 2. LEARNING STUDENTS

21<sup>st</sup> Century Learning must take place in the contest of learning zones arrangement of furniture with seating learning purpose - goal to promote interaction with a sense of knowledge – understanding skill enable through formal and informal learning. The goal of 21<sup>st</sup> Century Learning is to become more students oriented, empowering students to decide how their personalities like dreamers, quick reflectors and etc. An **'Agile'** Learning environment supports a variety of students learning styles while enabling teachers to accommodate different student needs. Thus learning environment

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will address the relationship of physical spaces and technological systems of Teaching / Learning Place, Technology Space, Time, Culture / Students Style are the vital influencing factors of learning effectiveness helping students grow academically strong. Thus 21<sup>st</sup> Century Learning spaces need to accommodate multiple and inter related learning needs of the whole students. The space created to student feel more home like and sense of belonging to students. Learning space is going to give a shift from role learning to skill based knowledge constructions.

### 3. LEARNING SPACE – OBJECTIVES

- 21<sup>st</sup> century learning space observers students centric learning
- 1. Co- learning process
- 2. Individual – independent learning
- 3. Peer Group Study
- 4. Team learning.

Spaces mean it is the support of physical environment of the class which could influence teaching learning process and students achievement.

- Ensure student learning professionally which enable teacher to collaborate, share best practices and integrate 21<sup>st</sup> century skills into class rooms practice.
- Enables students self learning is relevant in real world in 21<sup>st</sup> century contests.
- Allows equitable access to quality learning tools, technologies and educational resources.
- Creates social environmental psychological technological based learning both face to face and online.

Learning space tailored to the needs and wants of the individual. This part of learning occurs any time and any place when and where the learners desires. Space in learning takes place by individual interest – context opportunity. Students are encouraged for own learning style and performance to acquire knowledge and technical skill.

### 4. STRUCTURE FOR LEARNING

**Nair and Fielding in Rigolon and Alloway (2011)** pointed out the school buildings and grounds are considered to be three dimensional text book.

A school building structure design is a critical issue in developing countries. Structured design, its infra structures of most of our schools are aging not modernized and in need of repair. The school structures are mostly industrial look labor work place. The need to transform our school structure into modern learner technological to make the students most suitable for best friendly learning environment. Students may no longer sit in rows of benches / chairs bolted to the floor. Students are exposed to standardized curricular and text books and expected to process at the same rate of peers.

In 20<sup>th</sup> Century of curriculum and text books have advanced well. Most classrooms are more flexible, colorful and students centric also support of technology also present in the form of whiteboards, computers and in some schools with laptop and smart board. Much more focus is needed to be in the place for 21<sup>st</sup> Century Learning space school physical environment alone does not 21<sup>st</sup> Century school. Qualities of learning of students learning guarantee.

Experts considered “**School**” accommodate both known and identifiable needs of day and the uncertain demands of the future. School should provide an environment that will support and enhance learning process, encourage innovation and positive social relationship “A tool for learning”. For one thing 21<sup>st</sup> Century learning space should be designed to give attention for creative problems solvers and intellectual risk takers, students who have unique needs.

## 5. DESIGN FOR FLEXIBILITY

The most fundamental guide line for learning space “**Design for Flexibility**”. Since no one can predict how environmental technologies and teaching modalities will evolve, learning spaces must adopt to whatever changes the future may hold to achieve **SMART FLEXIBILITY**.

1. **SCHOOL BUILDING:** Inspire and should motivate intellectual curiosity to promote knowledge and skill development.
2. **CLASSROOM:** Edu – Techno (Internet) Support with movable furniture – a room walls easily reconfigured to different class sizes and subjects.
3. **CURRICULAM:** Students access to the digital tools and media resources help to explore, understand and expression (Communication – Software Skills).

Teachers / Educators / Counselors in the 21<sup>st</sup> Century as Co-learner to access the learning tools and resource to share knowledge and practice with other professionals, interact with experts in their field. Educational Administrator needs access to same tools and resources to manage the complexities of professional education. Researchers reflect that space – flexible more student movement, more interactions, more learning experience, and more productive energy. Learning platform is at wide range providing real learning experience for overall development of Child.

## 6. LEARNING SPACES CHALLENGES

21<sup>st</sup> Century Learning environment is to be the blent of scientific – digital, innovation, physical school structure, a modern new infra structure and digitalization support - face to face learning and online learning. Digitalization / Educational Technology is not to obtain Hardware or Software but in finding the ways and means to adequately support teachers – students – society in applying the tools. Any tool its effectiveness depends on conditions in which it is employed. Research shows that students learning gains when technology is fully integrated with “content, methods of teaching, students learning style and classroom climate with sound assessment and accountability of student achievement.

Technology involvement in planning process policy making, educational administration and school official should consider that, it is not the end goal but one component in educational system.

Technology Enhance

1. Promoting students curiosity and motivation
2. Increasing students engagement
3. Scope for e Assessment of student performance
4. Facilitating communications and collaboration
5. Maximizing students over all achievement
6. Enhance innovation skills for education quality
7. Support for effective school administration

There is strong interest in classrooms techno physical design and which improve, learning spaces can affect in a positive way students attitudes and collaborations in learning engagement.

## 7. LEARNERS OF 21<sup>ST</sup> CENTURY

21<sup>st</sup> Century would be students are expected to be curious sensitive, secure, self motive and independent.

- Technology literate
- Media expert
- Curious and Dynamic

- Multifaceted Personality /
- Multi tasking
- Communicators and collaborators
- Interactive and net worked \
- Instant
- Reflective and critical
- Ready learners (anytime, anywhere)

## 21<sup>ST</sup> CENTURY CLASSROOM

- Flexible – spacious ‘L’ Shape
- Fluid environment(easy to move furniture & display systems)
- Networked – online - Hub
- Media supported
- Skype and video conferencing
- Collaborative (Teaching / Learning)
- Theatre (Audio/Video) Production
- Display boards
- With work stations, Portable labs
- Reading Library
- Libratory – Eco - Based
- Reading rooms
- Learning zone Fun / Play rooms
- Pillows and rugs
- Techno – device connectivity
- Natural light and bright colors
- Relax / Recreation rooms
- Counsellor – 24 X 7
- Temperature controlled class rooms
- Quality air – mechanical ventilators, large window
- Audibility (Sound Proof)
- Access to food, water, snacks
- Fixtures for posters / display tables and boards

21<sup>st</sup> Century School / Classrooms is students home away from their home. Educational system and Administrator and Teachers are caretakers of every student’s learning space scoping learning joyfully.

**Fraser in Jones (2012)** highlights the importance of improving the learning spaces **“The classroom environment is such a potent determinant of student outcomes”** through self and peer group assessment.

## CONCLUSION

Future 21<sup>st</sup> Century Student generation is going to be active socially intellectually emotionally with more performance, cautions with energy and vigor. If we want our children to have sound and agile bodies, we have to setup our minds with the following determination hoping for future, best generation’s lifelong learning.

1. Students are unique with very different feels and needs
2. Fixed furniture uni shaped are not suitable for different student growing physique

3. Classroom area and space - taking into consideration of students needs and learning comforts
4. Temperature control, large ventilations flooded with natural light relaxing nooks and reading corners.
5. Students furniture support students movement, redefining classroom size natural environment
6. Solar energy eco-based environment with HUB internet facility
7. Educators / Counselor 24 X 7 availability
8. Smart board – white board for students independent learning
9. Digital library with website

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# A Study of Some Psycho-Social Factors Influencing Preference for Traditional and Non-Traditional Vocations

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## ABSTRACT

Vocations is a type of work that we feel, we are suited to doing and to which we should give all our time and energy, or the feeling that a type of work suits us in this way: an occupation for which a person is suited, trained or qualified to provide skills and education that prepare for a job:

College Students' Conceptions of Vocation and the Role of the Higher Education Mentoring Community One way in which spirituality can be expressed is through its influence on and integration with career choice. Recently, the relationship between spirituality and occupation has been promoted through the Lilly Endowment's Theological Exploration of Vocation Programs. As Parks (2000) and Fowler (2000) describe, the mentoring community can play a large role in the developmental process of students' faith and the identification of their vocation. Acknowledging the importance of mentoring, St. John's University has chosen to focus its Vocation Project initiative on programming aimed at educating faculty and administrative and support staff on the concept of vocation and how they may be able to facilitate the spiritual development and vocational discernment of their students. It seems that higher education is experiencing a re-awakening of the concept of "vocation." While the concept is not new, over the past decades the term has often taken on a meaning synonymous with occupation and, thus, has lost its associations with identity, faith, and community. While I do not intend to argue for one definitive notion of vocation, the following are examples of the concept discussed in the fuller sense of the term: Vocation is the response a person makes with his or her total self to the address of God and to the calling to partnership. The shaping of vocation as a total response of the self to the address of God involves the orchestration of our leisure, our relationships, our work, our private life, our public life, and the resources we steward, so as to put it all at the disposal of God's purposes in the services of God and the neighbor. The place where your deep gladness meets the world's deep need. -Frederick Buechner (1993) It is helpful to think of three aspects or levels of vocation: identity, lifestyle, and mission. –

## INTRODUCTION

"A vocation is like a calling to a career. I think of priesthood as a vocation—they have been called to service and are fulfilled in that role...A vocation is like a job in the sense that it takes up a lot of time, but a person likes doing it." "Vocation is the career you choose, or the job you do. For example, a vocation could be a plumber or a teacher or mechanic...Hopefully it is something someone is very knowledgeable about and has a passion for." "To me, a vocation is something you choose to do

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with your life (your career). It should be something you are good at, but also something you enjoy... Some people go to college or specialty schools to receive education for their specific vocation."

"Vocation is what you do with your time...some people may wish to volunteer—that's their vocation. A person might want to live alone in the forest writing books—that is his vocation. Another may want to raise a family and have a house...vocation is that activity (ies) you exchange your time for."

"A vocation is a calling. The Catholic Church has many vocations: call to ordained service, a call to be married, or the often forgotten call to be a single person...Someone's vocation (their true vocation) ought to encompass their talents, interests, and aspirations in life." "Although I don't know a dictionary definition, I think "vocation" can be described as a mix between a career and a way of life...It is something you decide to do—but is much more whole hearted than a job. You give yourself to the profession and it is your job 24 hours a day, seven days a week. There is a lot more behind it—it is something you believe in and work to represent." "It means being dedicated to belief/value that is very strong and important to you. You give your all trying to live your life through your beliefs/values; specifically concerning the teachings of the Catholic church."

The focus of the current paper is on the conceptions of vocation expressed by students (N = 110) as well as stratified-random samples of faculty (N = 45), administrative staff (N = 44), and support staff (N = 30) who comprise their mentoring community. Concerning the student assessment, we collected both qualitative and quantitative data to capture their understandings of the concept of "vocation" as well as various dimensions of their religiosity, identity, self-concept clarity, self-reflective tendencies, and a more direct measure of their sense of vocation. However, the current paper focuses specifically on students' responses on an open-ended free-write exercise where they were given five minutes to "think about and explain what is meant by the term 'vocation.'" The sample contained students of both genders, all years in college, and a wide variety of majors to represent the general student population. Furthermore, the sample contained both students who had (n = 37) and had not (n = 73) been exposed to Vocation Project programming. After obtaining the student data, pairs of research assistants coded the responses by identifying themes that emerged from the narratives. After an iterative process of reading, discussing, and operationally defining the themes of the narratives, the coders identified three primary themes, each with an inter-rater reliability of around 90%. One theme was the "breadth" of students' conceptions of vocation. For this variable, most students were classified into one of three categories: traditional, multiple roles, or life encompassing. Responses classified as "traditional" were those that discussed vocation as synonymous with occupation. Furthermore, given St. Stephens school, references to vocation being a religious vocation of becoming a priest, monk, or nun were also categorized as traditional. In essence, this category reflected a narrow definition of vocation, be it secular or religious. In this traditional manner, 47% of students wrote about vocation. Responses in the multiple roles category not only mentioned vocation in the traditional sense, but also included some other dimension of life (e.g., family, service to others, etc.). In this category were 26% of the students. Finally, the label life encompassing described 12% of students who discussed vocation as enveloping one's entire self or entire life. The second emergent theme was called "depth" and indicated whether one's conception of vocation included being passionate or deeply intrinsically motivated. Integrating faith and work also qualified as having depth 35% of students included this element of depth. Table 1 shows examples of responses coded according to both the breadth and depth dimensions as well as the percent of student responses that were categorized within each cell of the matrix. Clearly there is a trend toward students thinking of vocation in traditional ways that do not include an element of depth (i.e., to the bottom and left of the matrix). As we collect data nearing the end of the four-year longitudinal study, we are hoping that the percentages shift more toward the upper-right portion of the table indicating a deeper notion of a life-encompassing conception of vocation.

The final theme to emerge from the student responses was an indication of how one comes to know one's vocation, or "process of discernment." First, I find it interesting that over 75% of the students spontaneously incorporated this element into their responses without specifically being asked to do so. This indicates that vocation is viewed as much as a process as it is an end-state. Concerning the different characterizations of the process, there were three: active, passive, and cooperative. Active is when the process is self-determined. For example, one chooses one's vocation. To the contrary, passive is when one's vocation is determined by other forces (e.g., fate, being called by God). Finally, cooperative is a collaborative process between oneself and other forces. For example, people may be called by God to a particular vocation, but they still must choose to answer the call. See Table 2 for examples of the 25% of responses that were considered active, the 20% that were passive, and the 33% that were cooperative. Views of the Higher Education Mentoring Community To gain knowledge of the characteristics of the mentoring community in which these students are developing, faculty, administrative staff (e.g., registrar, library, student development employees), and support staff (e.g., clerical, custodial, food service employees) were interviewed using three questions: 1) What is our understanding of the concept of "vocation"? 2) What we do to facilitate a sense of vocation within students?, and 3) How does our faith relate to our occupation? In order to assist in getting a representative sample, individuals were contacted based on a stratified-random procedure according to their division. For example, faculty were selected in proportion to the overall number of faculty in each of our four faculty divisions (e.g., social sciences, natural sciences, humanities, and fine arts). Such sampling is only effective, however, if a high proportion of contacted individuals agree to participate. Our rates were outstanding with, for example, 89% of contacted faculty agreeing to the interview. One limitation of our faculty sample, however, is that members of the monastic community on campus were over-represented. They comprised 20% of our faculty sample, despite being only roughly 12% of the actual faculty population on our campus. The good news regarding faculty is that almost all (94%) of them expressed that facilitating a sense of vocation was in fact part of their job and 90% explicitly did things to help foster it. They did so in their classes by, for example, including values clarification exercises. They did so in their advising by pointing out various career options. Furthermore, faculty felt they facilitated vocation in their students by serving as a role model in how they lived their lives. Remember, however, that faculty tended to have a traditional concept of vocation. The theme of vocation-as-occupation definitely came through in their response to this question. While almost all did things to foster vocation in their students, the kinds of activities they described (e.g., suggesting information interviews, internships, etc.) were almost exclusively focused on helping students choose an occupation; very few mentioned activities aimed at broader conceptions of vocation. I think the last mechanism, that of fostering vocation by serving as a role model, is particularly interesting given the above finding that very few faculty viewed their familial roles as part of their vocation. If faculty are attempting to be role models of vocation to their students, one wonders about the model that students are seeing and if that view portrays an adequate balance of many facets of vocation rather than simply being totally and passionately invested in one's career. Among administrative staff, 90% say they do attempt to foster a sense of vocation through conversations with students, typically those who are their student employees. Some explicitly bring up vocational issues, while others, like faculty, mentioned serving as a role model. Overall, faculties do not view faith as highly related to their occupation. The percentage of faculty who stated that their faith does not at all relate to their jobs was 30%, with most of this group indicating that they actually go to great lengths to keep those aspects of their lives separate. Saying that their faith may come through unconsciously in their work, though not explicitly, 37% recounted a low degree of relationship. For example, many in this group discussed how their faith influenced their sense of ethics. While 25% said their faith was integrally inter-related to their occupation, that

number is tempered by the fact that 20% of the faculty sample was comprised of members of the monastic community who are more likely to experience such integration.

Finally, a number of faculty commented on the influence of the campus environment or culture on their faith. While one may argue whether this is an impressive or disappointing percentage, 37% said they felt comfortable sharing their faith with others in this environment. More clearly, however, the job of a faculty member does not seem to foster faith as only 10% mentioned that it did. Faith did seem to be more integrated into the work lives of administrative and support staff. For administrative staff, 20-30% indicated such integration in various ways. For example, some indicated that their faith influenced everything in their occupation. Others said that they constantly demonstrated their faith on the job by displaying their personal values. Finally, several claimed that it was their faith that made their job more than just a job. As compared to faculty, administrative staff also indicated a stronger relationship to the religious nature of this institution as reflected by 13% saying that their faith was the reason they chose to work at this particular university. Taken together, then, it seems that administrative staff have a stronger interrelationship between their faith and occupation than do faculty. While one certainly cannot rule out that faculty also have strong connections in this regard, it is telling that their explicit responses to this question did not display the quality of integration as was reflected in the nature of the administrative responses. Of the employee groups, support staff emphasized their faith-occupation integration the most. 80% made comments reflecting that they had thought about ways in which the two aspects of their lives were connected. Consistent with the administrative responses, many in the support staff group expressed that this integration played out in how they treated people on the job. Finally, 25% reported that the campus environment and culture was conducive to their faith. For example, one support staff member said, "The setting out here at St. John's is so quiet... I think everyday I say a prayer at my desk. I don't know if I'd do that anywhere else."

"Vocation is what you do with your time...some people may wish to volunteer—that's their vocation. A person might want to live alone in the forest writing books—that is his vocation. Another may want to raise a family and have a house...vocation is that activity (ies) you exchange your time for."

A fast-growing field with high demand, a variety of nursing vocational opportunities can be learned in a vocational education setting. Examples of vocational training and vocational jobs in this genre include:

#### Important Vocational Traditions:

Nursing aides.	Certified nursing assistants.
Licensed practical nurses.	Vocational nurses.
Registered nurses.	Medical technicians.
Surgical prep technicians.	Dental hygienists.
Dental assistants.	Phlebotomy.
Sonography.	Radiology.
Pharmacy technician.	Mammography.
Laboratory technician.	Veterinary assisting.
Veterinary technician.	

#### Non Traditional Vocations:

The term Non-traditional Careers refers to jobs that have been traditionally filled by one gender. Non-traditional Occupations as occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation. When deciding on career path it's a good idea to consider all of your options. So don't limit your career options just because you think the job you want is meant for a person of a specific gender.

Men and women often have preconceived notions of what is women's work and what is men's work. Few jobs have requirements that effectively limit employment to only men or women. One option many people overlook in their job search is non-traditional employment. Traditionally, career choice is significantly influenced by tradition and the way we have been socialized; therefore, men and women are often unaware of the variety of alternatives that are available to them. The purpose of identifying non-traditional options is to foster interest in and access to these careers with the goal of opening up these professions to the under-represented gender.

Important Non Traditional Vocation:

For Women

Office Administration

Medical Laboratory Assistant

Nuclear Medicine Technology

Personal Support Worker

Practical Nurse

Respiratory Therapy

Digital Photography

Early Childhood Education

Event Management

Tourism

For Men

Automotive Service Technician

Carpentry

Plumbing

Welding

Civil Engineering Technology

Electrical

Electronic Game - 3D Graphics

Information Technology

Landscape

Police Foundations

Psycho-Sociology Factors Influencing Professional Development:

Education has become globally competitive. Parents, institutions and other organizations expect noticeable learning outcome. The nation needs devoted services of millions of teachers who have been suitably and efficiently trained for the sake of intellectual transmission, as also building the nation and its future citizens. This leads to an eventual utilization of human resources. The training programs require the following aspects to be met: teachers attitude, philosophical change, technology oriented attitude, skill oriented teaching and learning, and man-power / human resource development. Professional training is important in order to eliminate the chance of waste. There is a paradigm shift in education in order to fulfil the demand of socio-economic needs of the nation, and so on. Obviously, teachers must change for the better and be instrumental to bring it to fruition. The need and their willingness entail well-organized and sophisticated training to orient themselves to the changes in society and culture in general and educational trends in particular. Therefore, one is always recommended learning and training in the form of simulation or learning theories/ styles/ pyramids, and other dimensions of education for evolving effective strategies for a particular classroom setting. The efforts put in the training and orientation may yield the desired result if both poles: trainers and the trainees are adequately motivated. Therefore, it is imperative for the institutions to ensure that the activities take place in right manner. They are put into action well and completed successfully. In other words, prime targets are hit.

The term "professional development," usually refers to a formal process such as a conference, seminar, or a workshop; collaborative learning among members of a workforce; or a course at a college or university. However, professional development can also occur in informal contexts such as discussions among colleagues and co-workers, independent reading and research, observations of a colleague's work, or other ways of learning from a peer.

### **Factors Affecting Professional Development:**

There can be many factors that hinder the process of teacher development. Let us cite a few of them:

- 1-Lack of communication between the management and the teachers
- 2-Lack of vision
- 3-Lack of professional training
- 4-Indifferent attitude towards education
- 5-Lack of human motivation

Occupational choice is affected by four factors: psychological, social, economic and cultural. An individual's job choice is moulded by their family, morals, values, intelligence, abilities, finances and many other things.

## Psychological Factors

The first factors that can impact an individual's occupational choice are psychological factors. These factors consist of interest, aptitude, or intelligence. Sam always had an interest in law enforcement and protecting people. He was very smart, had excellent analytical skills, and could read people easily. This helped him to excel as a detective. He was able to quickly analyse a crime scene or find out if a suspect was lying.

This talent caused to Sam to lead in arrests for homicides and drug cases. Certain occupations need individuals to have specific skill sets. For example, an accountant would need to be detail-oriented and like to analyse numbers. An engineer needs to excel in math and science.

## Social Factors

Social factors also affected Sam's job choice. Social factors can have a huge impact on the occupation an individual chooses to attain. Personality, attitudes, and lifestyle all fall within the definition of social factors. Sam's personality was intense and outgoing. Suspects wanted to confide in him. He had an incredible work ethic and regarded liars, cheaters, and unethical people with disdain. His lifestyle consisted of martial arts, boxing, and weightlifting. Sam's social factors supported his career choice, which can be physically demanding and stressful.

In addition, finding role models in an individual's formative years can help with choosing an occupation as well. Sam met a policeman early on due to a fight he was involved with in the neighbourhood. He soon developed a friendship/mentor relationship with the policeman, which later led to his first job.

## SUMMARY AND CONCLUSIONS

Vocation training focuses on handy work rather than the theoretical refining found with a college education. If one is good with manual work and has the skills, joining the vocation schools regardless of the grades, will always be a viable option. The vocational school also supports the financially challenged through specialized programs. This way, every other person can access education and then employment, meaning better livelihood and fewer crime rates and drug abuses by the youth.

A vocationally trained person may not earn well as much as the college-educated counterparts. The trick here is for them to advance their education as much as possible to be at par with their colleagues for a better livelihood. All in all, vocational education can play a vital role in the stability and security of lifestyle while you figure out other options for ourselves. Our how to become section has wonderful vocational career options and an extensive guide for each of these careers. Despite these positive findings, however, career and technical education in secondary schools is on the decline in the twenty-first century. One reason is that traditional vocational training prepared

students for manufacturing jobs, such as mechanics and repair and precision production, but the manufacturing industry in the United States is in decline. Instead, the economy is becoming more service and information based. The National Centre for Education Statistics notes that this change is partly responsible for a trend toward a greater emphasis on academics in vocational training, as workers in a service- and information-based economy have a greater need for critical thinking and social skills.

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# Role of Family Environment in Relation to Emotional Maturity and Adjustment

Rjendra Prasad Yadav\*

## ABSTRACT

The home environment provides the foundation for learning and is an element of the student's life that can affect grades. Providing opportunities to learn outside of school helps facilitate student success in the school environment. Education success was positively impacted by home learning opportunities such as parents reading to their children, trips to the library, and resources encouraging play with letters and numbers. Research on the generational transmission of abstract dimensions of consumer behaviour such as materialism, perceptions of economic control, and optimism about the future has received limited research attention. This paper focuses on the character and tenor of the home environment as a mediator of intergenerational consensus. Results of a preliminary study are presented in which young adult-parent dyads were asked to report on their own attitudes as well as estimate those of their partner. Examination of the patterns of intergenerational agreement offer tentative insights into the depth of consumer socialization. Implications for future research directions are outlined.

The degree to which parents and their young adult offspring share similar attitudes and values has emerged as a topic of considerable debate among contemporary behavioural scientists. Historically, it has been assumed that children mirror their parents on a variety of social and political values, and that the family is the primary source of cultural transmission in society. Underpinning this perspective is the basic premise that the lessons learned within the family context have an enduring impact on an individual's adult behaviour. However, at the same time, debates persist concerning the existence of a generation gap between parents and post-adolescent youth in terms of their social, political, and achievement orientations.

## INTRODUCTION

Home environment as a mediator of intergenerational consensus. Results of a preliminary study are presented in which young adult-parent dyads were asked to report on their own attitudes as well as estimate those of their partner. Examination of the patterns of intergenerational agreement offer tentative insights into the depth of consumer socialization. Implications for future research directions are outlined. The current study assessed and compared the emotional maturity of 320 senior secondary school students across different family type from both Hazaribag districts of Jharkhand. Adolescents between the age ranges of 16 to 20 years were selected using Simple Random Sampling without Replacement. Self-designed socio-demographic questionnaire and Emotional Maturity Scale was used to study the socio-demographic characteristics and emotional maturity of respondents, respectively. Z-test was employed to find out the significance across different family type and emotional maturity of respondents. Results revealed that adolescents from joint families were more emotionally progressive, socially well adjusted, had adequate personality and were independent than those from nuclear

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families. The prominent reason for a significant difference in emotional maturity across family setup was observed to be family composition, climate and traditions, and confounding factors.

Although the term generation gap seems reminiscent of an earlier age, the question of intergenerational continuity and change remains at issue in the 1990's. Unlike generations before them, Generation-X has grown up amidst enormous change both within and outside the home: greater incidence of divorce, more working mothers, an anaemic economy, and the threat of disease, including AIDS (Strauss and Howe 1992). They are often characterized as pragmatic, cynical, and uncertain about what the future holds for them. Much of their alleged dissatisfaction is rooted, either directly or indirectly, in personal economic and consumption issues. Concerns about employment opportunities, wealth acquisition, and flexibility in lifestyle choices are perceived to be common. Their expectations about their own economic future and aspirations are purported to be diminished relative to the level of prosperity attained by earlier generations and their parents, in particular (Newman 1993). The picture that is painted is often bleak, even for those who have benefited from good educations and stable family environments.

It was this portrait of a generation, disaffected and cynical that provided the initial impetus for this study. In the broadest sense, we were led to question: (1) the extent to which this portrayal reflects reality, (2) the degree to which parents and children share similar consumption-related values and attitudes, and (3) under what conditions parents influence their children's values. More specifically, this research focuses on how the family context in which children learn mediates intergenerational consensus and change in the realm of deeply-held values like optimism about the future, materialism, and perceptions of control over one's economic destiny. Although these outcomes are far removed from more traditional variables such as product and brand level choice, they affect consumer behaviour at a fundamental level. Perceptions of one's ability to consume, and the value placed on material acquisition influence consumer budget allocation and strategic, potentially life-altering decisions, such as the pursuit of higher education, the purchase of a new home, or even the decision to have children. In his recent review of the status of consumer research, Wells (1993) advocated that researchers attend to the broader, more central dimensions of consumer behaviour. It is in that spirit that we focus our attention on the question of what parents teach their children about the pursuit and importance of material goods.

The degree to which parents and their young adult offspring share similar attitudes and values has emerged as a topic of considerable debate among contemporary behavioural scientists. Historically, it has been assumed that children mirror their parents on a variety of social and political values, and that the family is the primary source of cultural transmission in society. Underpinning this perspective is the basic premise that the lessons learned within the family context have an enduring impact on an individual's adult behaviour. However, at the same time, debates persist concerning the existence of a generation gap between parents and post-adolescent youth in terms of their social, political, and achievement orientations

Drawing on the concept of socially-constructed reality, this research focuses on the child's perception of the home environment as a predictor of his(her) personal attitudes as well as the extent to which these attitudes are shared across generations. Of particular interest is the impact of the parent's perceived life-satisfaction, financial management style, and intra-family conflict on the child's ultimate acceptance or rejection of parental values. This investigation of diagnostic signals within the household extends prior consumer socialization research which has tended to emphasize a parent's general communication orientation or parenting style rather than the specific content of parent-child communications (e.g., Moshi's 1985). The research approach is derived from a dyadic model of communication of potential value for understanding intergenerational issues.

Adjustment is a process through which a person tries to strike a balance between his requirement and situations. A person does not always get success according to his desire or efforts. The reason for this lies either in unfavourable situations or in the limited capacities of the individual when he fails in this in his behaviour some abnormality may appear in this behaviour. There are so many factors which can influence the process of adjustment level of aspiration, socio- economic status, family environment, anxiety, frustration and above all his environment maturity. The concept of "Mature" emotional behaviour at any level reflects the fruit of normal emotional development. He has belief in long term reflects the fruit of normal emotional development. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally nature child has the capacity to make effective adjustment with himself, members of the family, his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability of enjoys them fully. Therefore, the emotionally mature is not one who necessarily and hostility but it is continuously in process of seeing himself in clear perspective, continually involved in a struggle to gain health integration of feeling, thinking and action. So, emotional maturity can be called as the process of impulse control through the agency of self or ego.

## **EMOTIONAL MATURITY**

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. Kaplan and Baron (1986) elaborated the characteristic of an emotionally nature person that he has the capacity to with stand delay in satisfaction of needs. Actually, emotional maturity is not only the effective determine of personality pattern but it also helps to control the growth of adolescent's development. The concept "Mature" emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, which is able to break delay and to suffer without self-pity, might still be emotionally stunned and childish. The most outstanding mark of emotional maturity, according to Cole (1980) is ability to bear tension. Other mark is indifference toward certain kinds of stimuli that affect the child or adolescent and he develops moodiness and sentimentality. Besides, emotionally mature person persists the capacity for fun and recreation. Therefore, the emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling thinking action.

## **INTERGENERATIONAL RESEARCH**

Consumer researchers have only begun to investigate the skills, attitudes, and behaviours that are transferred inter-generationally. Intergenerational patterns may take a variety of forms ranging from the sharing of specific brand preferences to more abstract consumption-related attitudes and values. One of the first researchers to address intergenerational issues found that a family's ability or inability to attain its financial goals is transmitted from one generation to the next (Hill 1970). In a longitudinal study of three generations, Hill reported intergenerational consistencies in the degree to which family members pre-plan their financial behaviours and then fulfil those plans. In more recent years, consumer researchers have tended to focus attention on those aspects of consumption which may have the most direct implications for the design of marketing strategy such as store

preference, brand loyalty, product category, and brand preferences. Although there is clear evidence that consumer preferences, skills, and behaviours are transmitted generationally, researchers have not systematically addressed why this occurs.

To begin to address the question of causality, Olsen (1993) utilized ethnographic methods to investigate brand loyalty among several generations within families. Acting as research collaborators, students conducted ethnographies of product use within their own families. The findings were intriguing, indicating that similar loyalties may emerge as an expression of affection and respect, functioning at a very basic level as a reinforce of familial bonds. Conversely, rejection of a parent's brand and product choices may, in some cases, signify rebellion of a more fundamental nature. Although preliminary, these findings clearly highlight the need for additional investigation of the family context and how it affects the transmission of consumption-related skills, attitudes, and behaviours. Not only is this study suggestive of how goods may convey interpersonal meaning across generational lines, it also demonstrates how little is known about the realities of communication, both explicit and implicit, within the confines of the family. Given the private, intimate nature of this social group, research in this area represents a particular challenge to consumer researchers.

Within the consumer socialization literature, researchers have attempted to address this challenge through the utilization of general communication patterns as predictors of individual family members' consumption-related attitudes and values. Family communication patterns have been linked empirically to a variety of socialization outcomes including media use, materialism, and marketplace orientations. In a recent investigation of intergenerational influence processes, Carlson et-al. (1994) found that the relationships between these broad parenting orientations and the similarity of mother-child marketplace attitudes and behaviour are neither simple nor symmetric. Although prior research has consistently demonstrated the relationship between adolescents' perceptions of the family communication environment and their personal consumption-related beliefs, maternal attitudes bear little relation to particular communication environments. This suggests that any links between the general communication orientation within a family and intergenerational consensus are either tenuous or domain specific.

Collectively, the research findings on intergenerational influence indicate that parents and their adult children share specific preferences, buying styles, and economic management skills. Further research is needed, however, to more completely specify both how and why this occurs. In particular, it is important to consider how the family environment and the child's perception of it influence the degree to which parental views are both understood and ultimately accepted or rejected. Although emanating from divergent conceptual and methodological perspectives, both the Carlson et-al. (1994) and Olsen (1993) studies highlight the complexity of the communications that take place within a family context. These communications are both explicit and implicit, with the parents' actions often acting as a signal to the child and vice versa.

Given the complexity of these communications issues, we chose to focus in this exploratory study on a narrowly defined, domain specific set of communication indicators. Rather than concentrating on general patterns of communication (e.g., Carlson et-al. 1994), or the frequency of parent-child communication (Moschis and Churchill 1978), a constellation of contextual variables relating to the child's perception of the home environment and the nature of the communications that took place within that environment were investigated. This is based on the assumption that the family is an important mediator of the external environment and the messages an individual confronts. Although the historical context in which this cohort has come of age has been characterized by some potentially disturbing social conditions, how these events are ultimately internalized and reflected in an individual's attitudes and values rests in part upon the family's power to mediate them. In this particular study, we were interested in how children's awareness of and reaction to money-related conflict within the home

might affect their likelihood of adopting consumption attitudes, values, and financial management practices that are similar to their parents. If a child grows up in an environment fraught with conflict and in which financial struggle and dissatisfaction exist, rejection of parental values seems likely. Conversely, when children grow up with a perception of financial security, effective management, and parental satisfaction, we might expect to observe significant intergenerational consensus in adulthood. It is noteworthy that there is a substantial body of literature that reports the influence of money-related conflict on the incidence of divorce (e.g., Janus and Janus 1993). However, relatively little is known about how children are affected, either as witnesses or participants, when conflict about financial matters emerges within a family.

Political socialization researchers have shown that the degree of specificity or concreteness of the belief or attitude may influence the extent of agreement across generations. Since consumer researchers have tended to focus on concrete outcomes such as brand and product class preferences in intergenerational research, it is not yet clear whether the more abstract outcomes of interest in the present study such as materialism, perceptions of control over one's economic destiny and general optimism are transmitted generationally. The presumed conceptual basis for the limited transfer of abstract attitudes is that children can't accurately read the environment, and as a consequence, have limited insight into the views of their parents. However, even presumably abstract attitudes and values may be successfully communicated from one generation to the next if parental behaviour provides appropriate cues to the child. For example, materialism may be communicated through shopping frequency, intensity and related discussion. Similarly, observable conflict within the household about money-related issues may reveal a parent's feeling of economic powerlessness. In the present study, the focus is limited to understanding actual levels of consensus between parent and child, based on the presumption that there are sufficient cues within the household to infer parents' concerns and attitudes about money.

Through the investigation of more abstract dimensions of consumer behaviour such as materialism, perceptions of control, and optimism about the future, it becomes possible to enrich our understanding of the levels at which intergenerational influences operate. In conjunction with research efforts that have focused at the level of brand and product preference, investigation of these attitudes and values potentially broadens our understanding of the consumer content that is transferred between generations within the family.

## **METHOD**

A survey was used to investigate intergenerational influences among young adult-parent dyads. This is a particularly interesting population in the study of intergenerational issues because of the eminent transition from dependent to independent financial status. Both parent and child completed questionnaires that asked them to report their own beliefs and attitudes as well as estimates of their partner's. Parent questionnaires were mailed by the researchers and returned within three weeks.

## **SAMPLE**

Sixty-three college students and their parents completed the survey. The students were juniors and seniors enrolled in a marketing communications course at a large Midwestern university. The parent-child dyads consisted of the following types: 13 father-son, 15 father-daughter, 27 mother-daughter, and 8 mother-son. The students were predominately from intact families, with 84% reporting that they grew up in households with both original father and mother in residence. The parents were well educated, with 62% of the fathers and 52% the mothers reporting completion of a college degree.

## **SUMMARY OF INDEPENDENT AND DEPENDENT MEASURES**

### **Independent Variables Measures-**

Four sets of independent variables were examined in this study: demographics (gender and perceived socioeconomic position); parent-child communication (frequency of communication about consumption and communication of conflict); perceptions of parents (parent's financial management skills and parent's life satisfaction); and, parent-child relationship variables (frequency of contact and emotional closeness). An extensive search was conducted for appropriate measures of the constructs of interest. It provides a summary of the measures used, the sources from which they were obtained, and the reliabilities attained. Two measures were specifically constructed for this study. Conflict about consumption was measured on a 5-point scale ( $\alpha=.74$ ) based on four items that assess the frequency and tension associated with money-related discussion. For example, "Money was a source of tension between my mother and me." Perceptions of parent financial management skill were measured by asking the children to characterize their parent's behaviour on a series of 7-point semantic differential items such as discriminating/naive, wise/foolish, deliberate/impulsive.

### **DEPENDENT VARIABLES**

It shows a summary of the dependent measures and their sources. A single 5-point measure was developed to assess optimism. Respondents were asked to specify how they would "characterize their general outlook on life" from 5=very optimistic to 1=very pessimistic. To construct the dyadic measures, euclidean distance measures were constructed based on an item-by-item comparison of parent and child responses for each of the dependent variables.

## **RESULTS AND DISCUSSION**

Two sets of OLS regression analyses were conducted as a means of addressing: (1) the extent to which children's perceptions of their home environment influence their personal economic and consumption-related attitudes (an intra-individual level of analysis), and (2) whether these descriptors of the home environment influence the degree of intergenerational consensus (a dyadic level of analysis). Both are useful in furthering understanding of the consumer socialization process.

### **DEPENDENT VARIABLE MEANS**

It presents the means for the individual level scores among the younger generation for each of the dependent variables. Although the popular press suggests that Gen-xers are pessimistic, that they feel they lack control, and that they are materialistic, this is not true of the respondents in this study. Their overall outlook on life is highly optimistic, they are not particularly materialistic, nor do they report a perceived inability to control their future either economically or in general terms. As a group, they appear to be relatively satisfied with themselves and their prospects for the future.

### **FACTORS INFLUENCING YOUNG ADULTS' ATTITUDES AND VALUES-**

Multiple regression was used to assess the extent to which children's perceptions of their home environment affects their optimism about the future, sense of general control over their lives and financial circumstances, expectations of how much their parents owe them financially, materialism, and personal satisfaction. The results of these analyses are reported.

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# Needs of Training of In-Service Primary School Teacher: Special Reference to Barpeta District, Assam

Dr. Purabi Talukdar\*

## ABSTRACT

In-service teacher's education programme, aim of providing support system to teacher in the areas of their deficiency or the development of new skills in the areas of emerging field. In the Indian Context, these in-service programmes have been used for the purpose of training the back log of untrained teachers. More specifically the in-service programme is being used for up gradation of academic and professional qualification of teachers. They also aim at preparing teachers, to implement the innovative experiments and projects in school education. It is expected that programmed could overcome the phenomenon of burn out in the teachers by developing an urge to innovate, conduct educational research and participate in the major field of education.

## INTRODUCTION

The world continues to experience constant change, there being unprecedented upheavals in the political, social and economics domains. Internationalization, globalization, the revolution in information and communication system and rapid astonishing technological advances are influencing all nations and religions of the world.

This is likely to continue unabated well into the 21st century. In the light of such change, countries in the regions throughout the world are undertaking a critical reassessment of their education systems. Education is seen a pivotal in dealing successfully with these changes, facilitating economic development, social cohesion, pace and tolerance. The teacher is a great force in building future citizens and improving the young generation. The teacher is just like a gardener. He alone has the privilege to train up a child in the way; he will not depart from it. Children are hopes of tomorrow. They are the citizens and leaders. Yet the progress and future of education, its system, its quality and ideals will depend upon how and by whom they are educated.

Today, India is celebrating its 67<sup>th</sup> years of independence with full joy and vigor. It is surprising that illiteracy and democracy have co-existed for so many years and the main cause of prevailing illiteracy is the non-availability of adequate trained teachers of grass-root level that is primary level. Because child is the father of a nation. So also primary education is the stepping stone in the making of a good citizen.

## TITLE OF THE STUDY

needs of Training of In-service Primary School teacher: Special reference to BARPETA DISTRICT, Assam.

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## **NEED OF THE STUDY**

In-service education provides opportunity to the teacher to learn new skill in practical workshop. In-service education training programme provide a platform to the teachers for sharing their ideas. They can exchange ideas and views among themselves and find the common problem they are facing at the time of delivering lesson. Hence, keeping in view the importance and significance of In-service training programmes, the present study was an attempt to identify the training needs of teachers working in government primary schools of Barpeta district of Assam. This study is justified on that it aimed to explore the area the teacher require training in becoming more confident and efficient on the job.

## **OBJECTIVES OF THE STUDY**

Objective of the study is to find out the answer to the following questions-

1. To identify the training needs of primary school teachers in different areas of languages.
2. To explore the training needs of primary school teachers in the subject of environmental studies to learn more about social studies.
3. To identify the training needs of primary school teachers for effectiveness teaching of Mathematics, Arithmetic, Geometry and Mathematics.

## **RESEARCH QUESTION AND HYPOTHESES OF THE STUDY:**

1. What will be the training needs of primary school teachers in different areas of languages?
2. What will be the training needs of primary school teachers in the subject of environmental studies to learn more about social studies?
3. What will be the training needs of primary school teachers for effectiveness teaching of Mathematics, Arithmetic?

## **METHODOLOGY**

The purposed of the present study was to investigate training of teachers of primary school of Barpeta district of Assam and therefore, in order to achieve the objectives of the study, survey method was used.

## **POPULATION AND SAMPLE**

For 50 Primary School Teachers working in government primary schools of Barpeta district of Assam constituted the sample of the present study. These teachers were selected on purposive basis.

## **TOOLS USED**

In the present study, a self-developed questionnaire has been used for assessing the training needs of primary school teachers. This questionnaire consists of 27 items.

## **COLLECTION OF DATA**

For the present study, in the data was collected by administrating the self - developed questionnaire on 50 teachers worked in government primary school Barpeta district of Assam.

## **ANALYSIS AND INTERPRETATION OF DATA:**

The data collected were analyzed with the help of different statistical techniques. Tabulation of data was made on the master sheet and percentages were calculated for its analysis and interpretation.

## FINDINGS AND DISCUSSION

### What will be the training needs of primary school teachers in different areas of languages?

The 69% teachers indicated that they wanted training in Assamese, 31% felt the need of training on environmental studies, 35% teachers indicated the need of training in the subject of Mathematics where 89% of the teachers wanted training in the subject of English. The analysis and interpretation of the data collected is given in the Table No. 1

**Table: 1: Training Needs of Teachers in Different Subjects**

SI No	Subjects	Yes	No
01	Assamese	69%	31%
02	Environmental Studies	35%	65%
03	Mathematics	89%	11%
04	English	71%	29%

### What will be the training needs of primary school teachers in the subject of environmental studies to learn more about social studies?

The 45% teachers responded that they wanted training Assamese, word composition, 55% wanted training in Assamese sentence making and 34% teachers felt the need of training in knowledge word meaning of Assamese language.

**Table: 2: Training Needs in Different Areas of Reading In Assamese**

SI No	Areas	Yes	No
01	Word Composition	45%	55%
02	Sentence Making	56%	44%
03	Word meaning	34%	66%

### What will be the training needs of primary school teachers for effectiveness teaching of Mathematics, Arithmetic?

The 72% teachers indicated that they required training in Assamese spelling, 45% teachers, needed training in Assamese Grammar and 24% teachers wanted training in Calligraphy.

**Table:3: Training Needs in Different Areas of writing in Assamese**

SI No	Areas	Yes	No
01	Spelling	72%	28%
02	Grammar	45%	55%
03	Calligraphy	24%	76%

## SUGGESTION FOR THE FURTHER STUDY

1. A Similar study can be conducted on large sample to get better results.

2. The present study was confined to the primary school teachers only. Similar studies can also be conducted on secondary school teachers, colleges/university teachers, teachers in medical/technical institutions.

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# Exploration of the Themes of Existential Predicament of Indian Women in Anita Desai's Cry, the Peacock

Om Prakash Pokhrel\*

## ABSTRACT

The essence of existentialism lies in the human consciousness, the sense of meaninglessness of human existence, and the anxiety and depression which pervades each human life. Anita Desai, the unacknowledged authority of exposing existential predicament of modern women in India, is more concerned with inner plight of her alienated protagonist in the existing male dominated society. In the patriarchal culture, the personal conflict of the identity of Indian women gains a huge dimension in the hands of Anita Desai. Desai's debut novel, Cry, The Peacock, published in 1963, is considered as the first step in Indian writing in English. In this novel the central character, Maya suffers from neurotic fears and marital disharmony. She never establishes effective rapport with her husband Gautama and even in a fit of insanity goes to the extent of killing him. This paper tries to make an attempt to illustrate how the novelist has made an effort to draw our attention towards the disturbed psyche of the modern Indian women.

**Keywords:** Psychic, neurotic, marital disharmony...etc.

Among the post-independent Indo-English writers, Anita Desai occupies a prominent place because of the immense popularity she enjoys as a novelist of human predicament of anxiety, frustration and loneliness in the insensitive contemporary world. Her novels are the manifesto of female predicament and their mental imbalances. Her preoccupation with the women's internal world, frustration and storm raging inside her mind intensify her predicament. Desai's central theme is the existential predicament of an individual which she projects through incompatible couple, very sensitive wife and ill-matched husband. The existential absurdity in Desai combines lack of communication and brings it to mental crisis and further makes it a drama of pressures and pulls, while the central character is seen in the quest of her individual identity.

Desai's first novel Cry, the Peacock, published in 1963 can be regarded as a trendsetting novel as it deals with the mental rather than the physical aspects of its character. She explores the disturbed psyche of the modern Indian women in the character of Maya. The novel exhibits the theme of incompatibility and lack of understanding in conjugal life. The protagonist Maya is a spoiled and pampered daughter of a wealthy Brahmin, married to Gautama, a rather insensitive and rational advocate who fails to understand her sensitive nature. The novel highlights the estrangement<sup>1</sup> in the relationship between Maya and Gautama that leads to the longing for a soul mate of the female protagonist. Maya is obsessed with prophecy<sup>2</sup> of disaster and in the very beginning longs for the company of her husband soon after the death of Toto.

She sat there sobbing and waiting for her husband to come home. Now and then she went out into the veranda and looked to see if he were coming up..... P.5

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Maya is the most sensitive woman suffering from neurotic fears and marital disharmony. Her neurosis growth, development and crisis are painted in all three parts of the novel. She has developed a father fixation and after her marriage finds Gautama a poor substitute. She was dependent on her father for the fulfilment of her emotional needs-for love, understanding and compassion. Her father showered his love and care to the fullest. To give her refreshment in the scorching heat of the summer, her father would take her to Darjeeling or any other hill station of her interest. She remembers her beautiful days in her father's house.

As a child, I enjoyed, princess-like, a sumptuous fare of fantasies of the Arabian Nights, the glories and bravado of Indian mythology. P.41

On the contrary, in her husband's house the situation completely reverses. She faces a contrasting and odd code of conduct. She feels like neglected, rejected and isolated in her own Sweet home. Her new family treats her with disdain as if she is untouchable without the basic feelings of attachment, love and compassion. Maya comments:

'In Gautama's family one did not speak of love, far less of affection. One spoke - they spoke of discussion in parliament, of cases of bribery and corruption revealed in government, of news paper editors accused in libel, and the trials that followed.. P.46-47'

1-The couple no longer on friendly terms.

2-the prophecy that one of them would die.

To Maya freedom is not possible unless she removes her impression of Gautama in her inner consciousness. Maya strikes at Gautama's reflection in the mirror and tries to kill him. Maya's continuous longing for something fails to establish complete communication with reality in life. She continues to suffer from the feeling of suffocation even after the sugar-coated pills of relief given to her by Gautama. Maya wants to revert back to her childhood memories to escape her bitter present. In this Crisis she usually resorts to crying and bursting into a lot of pillow beating. In her efforts her consciousness seizes sensations of colours, smell or sound. She wants to enjoy life in its all forms. As symbolized by her name she stands for the world of love and sensation. Gautama's name, on the other hand, symbolizes asceticism, detachment and sacrifices in life. He is a total realistic, rational in his life and his outlook. He quotes Gita.

'He who, controlling the sense of the mind, follows without attachment the path of action with his organs of action, he is esteemed. P.116'

Whenever she discloses her mind to Gautama he does not appreciate her, he does not understand her. He calls her neurotic, a spoiled baby and her life a fairy-tale. She remarks:

'Poor Gautama, not to be alive to notice the odor of lives, not to hear the melancholy voice singing somewhere..... My poor, husband. P.237'

Maya's preoccupation with death had been actually planted ago in her childhood by the albino astrologer's prophecy foretelling of the death of either of the couple after marriage. She being intensely in love with her life turns hysteric over the creeping fear of death. "am I gone insane. Father, Brother, Husband. Who is my saviour? I am in need one. I am dying, God let me sleep, forget rest. But no I'll never sleep again..... Only death waiting." P.98

Maya remains a lonely creature aspiring for what she wanted in her life. This wanting makes her indifferent to this world and this also deteriorates her psyche. She suffers from headaches and experiences rages of rebellion and terror. As she moves towards insanity, she sees the visions of rats, snakes, lizards creeping over her, slipping their club-like tongues in and out. Her dark house appears to her like a tomb built on her. She is very much possessed by the vision of albino astrologer. She repeats it now and then: and now I recalled that old-slick, sibilant tongue whispering poetry to me in bat – tortured dark. "Do you not hear the peacocks call in the wild? Are they not blood-chilling.....?"

Pia, pia, they cry, Lover, lover, Mio, mio – I die, I die. 'Maya finds the world an uninhabitable place. With everyday her sense of rootlessness' and meaninglessness keep on increasing and culminates to the zenith of her hysteria. Her unfulfilled longing for a congenial atmosphere and relationship leads her to her utter desolation. At last, out of insanity, she kills her husband Gautama and even commits suicide. Maya's tragedy is fully articulated in the character of peacock because she echoes the trembling passion of the peacocks, their cry for the love and death. The mental incompatibility and disharmony is the root cause of Maya's alienation which is made clear by her attitude towards death. Thus, Anita Desai's *Cry, the Peacock*, vividly highlights the existential predicament of Indian women in a very skilful manner. The novelist has given an opportunity to the readers to look into the inner recess of a particular woman through the character of Maya during her short critical period.

## CONCLUSION

Anita Desai has acquired a prestigious position as a novelist of Indian English fiction. What differentiates her from other novelists is her individuality and sensibility. Her central theme is the existential predicament of an individual. She has added to it an existential dimension, a lyrical splendour, and a technical richness. Desai prefers inner reality and plunges into the innermost depths of the human psyche, the inner turmoil and the chaos inside the mind. She herself admits: "Only the individual, the solitary beings, is of true interest. One must be alone, silent in order to think or contemplate to write"<sup>3</sup>

Thus, Desai tries to make *Cry, the Peacock* a work of art. Her craft of fiction produces a calculated effect and this has elevated Indian English fiction to a new zenith of seriousness and now it is compared with the world of fiction.

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# Transgender People in Urban Area of Odisha: An Appraisal

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## ABSTRACT

The rights of transgender people in Odisha are not protected inspite of enactment of numerous punitive national laws, policies and practices targeting transgender people. The transgender people in Odisha face multiple challenges including complex procedures for changing identification documents, strip transgender people of their rights and limit access to justice. They are exposed to gross violations of human rights. Transgender people are marginalized by extreme social exclusion apart from exposure to increased vulnerability to HIV, other diseases, including mental health conditions, limited access to education and employment, and loss of opportunities for economic and social advancement. The landmark judgment of the Supreme Court in NALSA v. Union of India paved way for the recognition of various civil and political rights of the transgender community. The paper attempts to explore and assess various challenges faced by transgender community in urban area of Odisha.

**Keywords:** vulnerability, transgender people, NALSA, violation, human rights

## INTRODUCTION

The term Transgender refers to Transsexuals, Transvestites and intersexual persons popularly known as 'Hijras' or 'Eunuch'. Normally 'eunuch' are the persons who desire to be treated as neither male nor female and possess a typical lifestyle which makes them alien with their sexual divergence. These people live in a shadowy and secretive world which they have created themselves to safeguard their lives and prevent them from social exclusion, abuse and persecution by the community. They form a group of sexual minorities which include oppressed group of persons with gender expression and gender identity differing from their aligned sex. A group of Transgender persons opt for medical assistance for sex change operation from one sex to another sex. These persons are known as Transsexuals. These people can be subdivided into Transmen and Transwomen which include the persons who are not exclusively female or male. The Transgender persons are known as people from third gender who not only level their sexual orientation but also identify themselves as heterosexual, bisexual, asexual, homosexual. In short, the gender identity of Transgender people never matches with their assigned sex. These people very often experience gender dysphoria and are affected by gender identity disorder. The transgender persons are always haunted by an inferiority complex of sex disorder and seek sex transformation surgery, hormone replacement therapy and psychotherapy. Sexual identity is a personal expression of an individual as to how one express sexually and how one wishes to have sexual experiences with other persons. There are various ways how individual describes their sexuality which is not a choice but in natural part of an individual that confers the right to feel comfortable and sexually recognize for who they are. The sexuality cannot be same all over

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one's life. One define oneself differently as one learn more about one's physique in terms of sexual thought, experiencing with someone from different sex or gender towards whom one is attracted.

The Transgender persons in India fail to match their gender status with their biological or assigned sex that expose a series of social, biological and psychological challenges in life. Normally a person's sex is leveled as male or female basing on their assigned or biological sex comprising of biological characteristics such as sex chromosome, sex hormones, external genital and internal reproductive system. These characteristics determine the sexuality of a person in terms of male or female or third gender.

Transgender is an umbrella term for different types of gender variant people living in our community, mostly hidden. These gender variant people may be classified into heterosexual, bisexual, transsexual, homosexual and cisgender persons. The heterosexual persons are found with romantic and sexual attraction with opposite sex where as cisgender persons having sexual identity absolutely matching with their assigned sex at birth. Homosexual are different kind of sexual variant persons who always develop romantic and sexual attractions towards persons of any sex. Transgender persons are typical category of gender variant persons who always feel that their sex organs do not reflect their gender. Their gender expression is different and they suffer from gender identity disorder. A section of Transsexual persons prefer to undergo medical intervention for changing some biological deformity of their body so that their gender identity shall align with their assigned sex at birth. These people suffer from gender dysphoria in terms of distress, anxiety, unhappiness caused by their feeling about mismatching of their physical characteristics and their gender identity.

Transgender persons are broadly categorized into Transman and Trans-woman. The trans-man are the persons who are identified as male but possess assigned characteristics of female at birth. Most of them experience gender identity which is grossly mismatched with their assigned sex at birth. They possess all physical characteristics of male but psychological characteristics of female. These persons undergo a wide range of psychological trauma, depression and identity crisis and very often reject to be leveled as Transgender. A section of them always prefer to align their body with identified sex through medical assistance, hormone replacement therapy and sex reassignment therapy. These people express their gender identity in different ways such as dressing like women, feminine behavior and feminine mannerism. So that they will showcase the community that they are not less than beautiful women in the society. Some of them discard the concept and traditional understanding of gender dividing into male and female.

Trans-woman is another category of Transgender living in most disadvantaged section of society. They are also known as "Queer" and Transsexual woman. They possess physical characteristics of male and female along with assigned male sex at birth. They represent incarnation of divine energy combining Shiva and Parvati, religiously known as Ardhanariswara. They are also known as lady boy and she male. These trans-woman do not have biological ability to get pregnant and give birth. The reproductive organs like uterus and ovaries are absent from their bodies. These persons are exposed to gender dysphoria in terms of depression, unhappiness, and identity crisis and most of them prefer to go for hormone replacement and sex change surgery to regain female genital. Gender expression and feeling of mismatch between gender identity and aligned sex at birth not only expressed in terms of gender identity disorder but also social exclusion in the society. These persons are exposed to transmission syndrome which inflict on them heartedness, discrimination, negative attitude by their family members and people around them.

Transgender persons suffer from gender identity and gender expression crisis. They are treated as sexless and Third gender people of the society. In nutshell, they possess physical characteristics of one sex and psychological characteristics of other.

They are persons who are identified as a gender other than male or female. And these people are tagged under LGBT (Lesbian, Gay, Bisexual, Transgender). Their behavior and sexual identity mismatch with stereotypical gender norms. Their gender identity, outward appearance and gender expression conform their gender variation and gender non conformity. These persons also represent a spectrum of gender identity which does not match exclusively with masculine and exclusively with feminine gender characteristics. Their identities are excluded from gender binary and they are treated as non binary gender. They always transcend beyond culturally defined category of gender in every society. Every culture has a gender system which not only defines gender roles but also recognize different socially recognized category of gender. Unfortunately our society and community do not understand biological, socio-cultural dynamics of Transgender people that lead to Transgender inequality and unequal protection of Transgender people in different spheres of society along with denial of their participation in social, political, cultural and economic spheres of the society. Lack of ambiguity in legal recognition of gender status of Transgender peoples in India has created wide range barriers in exercising their civic and Fundamental Rights. The gender variation among these people is stimulated by ill expression and ill exploration of gender identification and gender roles during adolescent life cycle period from eight years to nineteen years. Different research studies have validated that a small section of gender variant children fail to recognise Transgender identification by themselves prior to identified by their parents and community.

Self gender expression and self gender identification by gender variant adolescent is a problem for most of the gender variant teenagers to express their personal gender identity in the society. Early life gender variation and Transgender identification has been critically restricted as the community has stigmatized their parents and forced these gender variant teenagers to move outside the community. They are ostracized. The great drawback is that in absence of country/statewise information to collect these statistics has created barrier for government authorities for providing constant safeguards to these disadvantaged people. The problems and challenges encountered by these Transgendered persons are numerous and complex which range from discrimination in employment, physical and sexual violence, hate crimes, stigmatization, negative attitude and action towards Transgender people, harassment by police, denial of access to social and political rights, humiliation by use of verbal, physical and sexual abuse. Although constitution of India vide Article 14 and 15 has safeguarded their social status by prohibition of discrimination on the ground of religion, caste, sex, place of birth. Similarly, Article 21 of constitution of India safeguards their Right to privacy and personal dignity which have been violated due to prejudices, ignorance and understanding of Transgender population. Unfortunately the Transgender persons of our country do not enjoy their Fundamental Rights and are exposed to violence, multiple harassment, unfair treatment and denial of services. The different research studies have validated that they are still struggling for equality and dignity and getting access to social and political Rights. Most of them are reported living on fringes of society. They earn their bread and butter by singing and dancing at celebration of child birth, begging on road and train and carrying on prostitution activities.

The census of India 2011 has estimated that there are 4.9 lacks Transgender population in the country. They constitute most disadvantage and minor community with gender variation. They have played a very significant role in ancient Hindu scriptures like great epics of Mahabharat and Ramayan. In great epic Mahabharat, Srikhandi, the legendary Transgender had played a great role for killing the legendary warrior like Bheeshma.. Similarly, lord Krishna has played the role of Mohini, a Transgender to satisfy the last wish of son of Arjuna before he offered himself for sacrifice on the alter of goddess 'Kaali' to gain blessing for winning the war of Mahabharata. During medieval India, the Transgender people had contributed their inputs in the royal courts of Mogul and Hindu rulers. Most of them have occupied powerful position in the royal courts. During 18<sup>th</sup> century, in colonial

era of Britishers, Criminal Tribal Act of 1871 had categorised Transgender community as Criminals and initiated stringent police action for their dressing in women cloths, dancing, playing, music in public place and indulging in gay sex. Since then, the Transgender people are leading a very stigmatized life after independence. The activists and members of Transgender community across different states of India have become cross holders of charge and revolutionized social system for their empowerment and safeguarding their Fundamental Rights.

There were a good number of Transgender women who have achieved a important positions in government offices and corporate world by their efforts and educational attainment. Miss K. Prithika Yashmin Jovita Mandal is the first Transgender IPS officer who became Lok Adalat civil court judge. Similarly, Miss Anjali Amir became popular for her acting skill in playing Trans-actress in movies. Miss Nitasha Biswas had been crowned as Trans-queen and created historical landmark. Miss Sabi giri, a Trans-woman excelled in competition to get the post of sailor in IndianNavy. Miss Manavi Bandhopadhaya created new path way as Trans-woman principal in prominent educational institution. Miss Shanavi Ponnusami, a Transwoman proved to be most efficient person to join Air India. Social exclusion and discrimination by authorities and colleagues had forced some of them to resign and abandon the job. This is most unfortunate situation in our country in spite of adequate constitutional safeguards provided to enjoy their basic rights such as Right to their personal Liberty, dignity, freedom of expression, Right to education and employment, Right against violence, discrimination and exploitation and Right to work. The historical NALSA judgment of Supreme Court in April 2014 has provided constitutional safeguards to these Transgender people not only to enjoy their Fundamental Rights but also to express their gender identity. This judgment has created enough legal space for Transsexual and Transgender and third gender of our country for free expression of their gender identity and expressing their fundamental rights.

There are couples of eminent Transgender activists who have laid milestones both at national and international level for safeguarding Fundamental Rights of Transgender persons. In India, 'Sabnam Mausi Bano' is the first Tran woman to be elected to Madhya Pradesh to the state legislative assembly from 1998 to 2003 representing Sholapur constituency. She is Brahmin by birth and her father was superintendent of police. She was travelled all over the country for creating awareness for Fundamental Rights of Transgender people. She has established her own political party popularly known as Jeiti Jitayi Politics(JJP). Under the umbrella of this political party, she fought for Transgender people to exercise their voting Rights. She has mastered 12 languages while travelling all over the country. She has contributed a lot for eliminating discrimination against Transgender people, eliminating corruption, poverty, hunger, and for creating employment opportunity for Transgender people. In 2005, a fiction film titled "Sabnam Mausi" based on his life history has been released and sensitized people of India about her work and challenges faced by Transgender community. She has been associated with a good number of NGOs and contributed towards mainstreaming Transgender rights and awareness against HIV Aids.

## **HISTORICAL PERSPECTIVE OF TRANSGENDER PEOPLE**

In India, Transgender people have upheld 4000 years of glorious history showcasing their legendary roles not only in great Hindu epic like Ramayana and Mahabharata but also in Mogul and British empire. In many cultures and many societies in India, the Transgender people have contributed significantly towards social transformation. It is recognized that these people express their desire to change culturally dominant sex/gender category and exhibit nonconformity behavior deemed appropriate for opposite sex and gender. They outwardly behave in conformity with culturally normative roles but exhibit absolute mismatch with their roles and sex in many fundamental ways.

It is evident from Indian history that in many cultures and societies transgender community have significantly participated in different rituals, preserved folklores and legends that supported their self validation of identity and created space in the traditional social structure. History has shown that transgender community has enjoyed special power due to their third sex dimension and participated in various semi religious ceremonies. Since time immemorial, Indian communities have allowed and tolerated to lead their life under the tag of third sex, cross dress, display other forms of transgender behavior and peruse their occupation that are not socially acceptable. In India, the Transgender people are known by different names such as Sivshakti, Hijra, Kinnars, Jogappas, Shakti and Aradhis.

The identity formation of Transgender is an important component of their cultural history which is associated with their different ancient text and epics. The origin of Transgender is deep rooted to their identity documented in their text. There are hundreds of myths and folk lores prevalent in different religion and cultures of India which glorify the role and identity of Transgender in shaping the history. These myths and folk lores have mainstreamed the central role in construction of Transgender identity in Indian history. In Tamilnadu a legendary festival is annually celebrated at Koovagam in the memory of Aravan, son of Arjun, great warrior of Mahabharat who married lord Vishnu in incarnation of Mairavan Mohini, a Trans-woman. The people of Terunanka community honouring this myth offer themselves in marriage to Aravan and mourn his death. A section of Transgender people in Tamilnadu reconstruct their Transgender identity tracing back their ancestry to one Satapatha Brahman who was a Transgender. There are hundreds of myths in Madhya Pradesh and Gujarat prevalent since time immemorial which provided ample opportunity to Transgender people for reconstruction of their identity. Correlating with Mahabharata hero Arjun, one of the Pandav's heroes disguised as a Transgender Woman 'Bruhannala' in country of king Birat during his exile. This myth strongly supported Transgenders of Gujarat and Madhya Pradesh to reconstruct and authenticate their identity that existed throughout the history. In Mogul era, the Transgender people were given high position in Royal Courts. They were appointed as political advisers and administrators. During British regime, the Transgender people were provided enough opportunities in terms of provision of land and rights of food. The history has shown that the Transgender persons have played significant role since time immemorial in Indian history and culture. Over last few years remarkable development have been made in the life of Transgender people of India for eliminating historic discrimination and social exclusion. As the transgender people do not disclose their inner personality and sex, their problems are multiplied by community's misunderstanding and prejudices. The challenges and issues encountered by Transgender people differ from culture to culture, country to country and environment to environment. The concept of Transgender is not from Indian origin. It is western origin. Most of the communities do not have perfect understanding about male to female and female to male binary.

The western sex and gender binary did not accepted by Indian communities. The Transgender persons of India have strong link with religious and cultural background which elevated their position to demigods. Their references in epic like Ramayana and Mahabharata and famous text like Kama sutra has provided them historical reconstruction of gender identity. Their linkage with religious and cultural background has not only strengthened reconstruction of their gender identity but also provided them a special image in myths and religion. In Gujarat, there is a temple known as "Bahuchara Mata" located at Baluchara ji in Mehsan district. This temple is specifically meant for Transgender people of all over India who celebrate special festive occasions and worship Mohini avatar of Lord Krishna and Ardhanariswara incarnation of Lord Shiva.

In great epic Ramayana, Lord Rama along with Sita and brother Laxman had been exiled for fourteen years in forest. At the time of their departure, people of Ajodhya followed them in forest. Before proceeding to other forests of exile, Lord Rama addressed them as men and women and advised them to return back to kingdom till he returns. There was a group of transgender people who



felt that Lord Rama had addressed men and women and not mentioned their category, they should not return back without order of their king. They stayed back and settled in the forest awaiting return of Lord Rama. After the exile of fourteen years, Lord Rama returned back with wife Goddess Sita and brother Laxman and found a group of people in his kingdom are still waiting for him in forest. These peoples are persons of third gender. As Lord Rama used the word "men and women" he excluded these third gender people from his advice to return back. Lord Rama was highly impressed by their devotion of waiting for fourteen years and blessed them that they are blessing to new born babies and newlywed couples will work like a magic wand. All these myths in great epic like Ramayana and Mahabharata have made existence of authentic identity of Transgender from ancient times. Indian history has documented different phases of social movement of third sex as well as their social organizations. During Mogul period these transgender people have experienced dignified status and occupied prestigious position in a royal court and in government official.. The Nizam of Hyderabad had always employed transgender in honorable position at his royal court. The sixth Nizam of Hyderabad state, Mehboob Ali Pasha had not only employed the Transgender persons as domestic supervisors and advisors but also appointed as inspector to provide social security for Transgender persons against harassment. During British rule, different laws against Transgender persons were enacted and their status was deteriorated. The British rulers had taken back the land given to Transgender persons by Moghul kings. During this period, the Criminal Tribes Act, Section 377 of Indian penal code was enforced and same sex relationship was banned. The transgender people were forced to lead an isolated life during this period.

The situation became different during independent era. The Transgender communities were migrated to different states of India in search of jobs and earning bread and butter. A large section of Transgender people are concentrated in western and north Indian states. Their life has become precarious and they migrated from villages to small towns and from small towns to metropolitan cities not only for their livelihood but also safeguarding their identity and escaping from their families. Different studies have validated that lack of family support have forced many Transgender persons to join Transgender community and lead a group life under transgender guru culture. In Indian community, Transgender persons are invited at the rituals of childbirth and marriages to bless the new born and newlywed couples. People of India became transgender phobic. They believe that displeasure of Transgender shall bring misfortune to their life. They offer them precious gifts, valuable cloths and money so that they will bless their children and family. The Transgender people were exposed to a wide range of discrimination, social exclusion and inequality. In our society, cultural stereotype and expectations coupled with deprivation of familial and social love have systematically marginalized and isolated them. The bureaucratic rules have trapped them in vicious cycle of joblessness, homelessness and deprivation of healthcare facilities. They are neglected and discriminated of their civil rights due to their genetic disorders.

## **GENESIS OF TRANSGENDER MOVEMENT IN INDIA**

Tamilnadu is a pioneering state of India to introduce many pro Transgender schemes following liberalist ideologies of E. V. Ramaswami Naicker popularly known as Periyar. Periyar was founder of Dravida Kazhagam, a social movement for women's empowerment and welfare of marginalized population during British colonial rule in 1930. He correlated women's subordination to Brahmin's dominance in religion, economic and political affairs along with colonial operation. He advocated that promotion of women's education, paid work and widow remarriage would trigger up women's equality and empowerment. His ideologies stimulated emergence of 'self respect movement of women towards addressing all issues of women's oppression.. This movement laid down many

milestones in the history of women's and marginalized people empowerment. This movement organized large number of self respect movements performing the rituals that symbolize rejection of women's enslavement to men. This movement advocated for equal rights, abortion, widow remarriage, divorce and women's control for reproductive process. The ideologies of Periyar have shaped not only Transgender movement in Tamilnadu but also enactment of good number of pro Transgender policy and programmes. Different political parties like DMK have followed Periyar's ideology and enacted a good number of Transgender reforms during their political rule.

## **SOCIAL ORGANISATIONS OF TRANSGENDER COMMUNITY IN INDIA :**

The Transgenders have historically linked with different social organizations enforcing strict customary rules for holistic welfare of this community. These groups are popularly known as "Hijra Jamaat" and "Hijra Gharana". The term Jamaat is an Islamic term which is equated with traditional village Gram panchayat constituted by elected elders of the village. "Hijra Jamaat" has been constituted with top down power control order to enforce rigid Jamaat customary rules and norms framed by council of Hizara Gurus. All Transgender people are bound to follow these norms and rules meant for welfare of entire Transgender community. The violation of these rules and norms lead to eviction from Jamaat / Transgender council. "Hijra Gharana" is equated with clan structure.

### **KINARA GURU SISYA PARAMPARA:**

It is based on the network of Guru and Sisya in vertical network relationship. It can be equated with social network of lineage and clan. A Transgender can trace back their Nayak Gurus upto five to seven generations which can be equated with social network of lineage and Clan..it is linked with Hijra Gharana. Guru is the head of Transgender community who socializes and initiates acculturation process in Transgender community about rules, norms, ethics and social life of Transgender people. Nayak of chief Guru is followed by many gurus controlling different Transgender community across different region of state and country. The vertical structure is represented by Nayak followed by guru and gurus are followed by chelas in descending order. Nayak is chief decision making authority who is responsible for formulating rules for the Transgender community. It is like clan and lineage tree in descending order which is backed by inheritance rules. The network of chelas and nati-chelas or grand daughters contribute the entire earning to Nayak or chief guru. The Nayak keeps major portion of earning for her and distributes rest equally among chelas and nati-chelas or grand daughters. The guru is responsible for socialization and providing food, shelter and cloth to newly recruited chelas. This web of relation is equated with matrilineal relationship of lineage where Transgenders classify others as sisters, aunt, niece, granddaughter, and grandmother along with rules of inheritance. The young transgender persons draw emotional and moral support from the web of relationship strengthening bond of their community in absence of their family support, love and care.

Every MTF(male to female) Transgender has a married male partner with whom she maintains regular sexual intercourse like a co-wife. Some Transgender persons have openly admitted that without such partners, their sexual gratification can not be fulfilled and them may be forced to opt for commercial sex. The case studies have revealed that most of the FTM (female to male) Transgender persons have married girls and maintain their separate families. FTM Transgender persons do not have own community and most of them have highly educated and work in different corporate offices.

The members of Transgender community feel that due to clash among their leaders for acquiring power and position, their network gets disorganised and empowerment process is weakened. The member of fake Hijra/Kinara is a challenging issue for Transgender Community. A group of young boys dressed themselves as Hijra/Kinara beg on road and train. They misbehave with general public which create bad reputation to Hijra/Kinara community. A section of Transgender people have caught



their fake Kinnara red handed and booked them in police station. Transgender community have embraced all region such as Hindu, Muslim, Sik, Christians and others. They had hailed from Christians, Hindu, Muslims, and Sikhism. They visit temple, church, Mosque and Gurudwar. They are secular.

## **PROBLEMS OF TRANSGENDERS IN ODISHA**

The problems of Transgenders are mostly MTF category popularly known as 'Kinas' are numerous and complex. These Transgender people are very often booked under section 268 IPC for causing public nuisance and under section 269 and 270 act in different police stations for popularising sex in public place and spreading infection.

The Transgender persons are concentrated in major cities of Odisha such as Berhampur, Bhubaneswar, Cuttack, Balesore, Rourkela, Baripada where they avail a wide range of livelihood opportunities. They are found living in groups and under the control their Gurus. The common problems of these transgender persons are discrimination, lack of medical facilities, homelessness, alcoholism, depression, hormone pill abuse, penectomy and issues related to marriage and adoption. The Kinars/ Hijras are very often harassed by police for whom they join hands together to express their protest against such inhumane police action. Most of them are sexually abused. Forced sex and rape of these Transgender persons are under reported and unreported. A large section of these Transgender people adopt sex work as a source of living. They are not practicing safe sex by use of condom for which they are affected by various forms of sexually transmitted diseases and HIV/AIDS. The Non Governmental Organisations (NGOs) like Lutheran World Service, SHAKHA and Utkal Sevaka Sangha have undertaken different projects on sensitization of these community on STIs, HIV/AIDS, safe sex and advocacy on their human right issues. The implementation of these projects by different NGOs and CBOs have created special space for them and brought them into mainstream of development.

Unemployment is a challenging issue for these people. The educated and skilled Transgender persons are denied employment opportunities by many employers for the fear of being stigmatized. There are no dearth of cases where many educated and skilled Transgender executives, teachers and politicians are compelled to abandon their position due to negative attitude of their colleagues and employers. The cultural stereotypes coupled with unfriendly bureaucratic rules have forced them into vicious circle of poverty, social exclusion, homelessness and joblessness. In 1994, government of India has guaranteed voting rights to these Transgender persons. But a significant section of them have not received their voter identity card because of governmental officials are confused their gender status. The sex assigned at birth has been maintained in their birth certificate and school certificate which does not match with their present gender identity for which they are denied Adhar card, ration card, voter card even passport. Legal recognition of their gender identity is a great problem for inheritance, will, immigration status and opening bank account even registration of their own organization under society registration Act, 1860. Most of them are deprived of their inheritance right over ancestral property and pushed to the periphery of society to live as beggar, sex worker and professional dancer. Even the Transgender persons of well to do families of cities are found adopting beggar profession and live like destitute. Parents are socially stigmatized for supporting their Transgender children. They do not accept if their son starts behaving like a girl which is not appropriate to the expected gender role. The parents misbehave, assault and drive out their own son behaving and dressing like a girl. The denial of parental love, support and care coupled with social exclusion has forced the Transgender persons to join the Transgender community and live under guidance of their Guru. The parents feel ashamed for their Transgender children and outright disown and evict them for violating prescribed gender norms of the society. The parents feel that such Transgender children will not only bring disgrace to the family but also fail to marry a woman

and upkeep their generation. A large section of teenager Transgender persons have reported running away from home for protecting their family image and get rid of discrimination and misbehavior of parents and siblings. They became dropouts of schools and deprived of continuing their education. The social security net has been broken for them. The structural violence has exposed them to human trafficking, forced sex, physical and verbal abuse, arrest by police on false allegation, extortion from money and materials. The Transgender community of Odisha has been deprived of their access to political and social rights and struggling for equality and dignity. Their self esteem has been undermined due to disrespectful names and pronounces. Transgender persons in different cities of Odisha do not have separate homes. They are stigmatized when live with people of other sex. They do not have access to toilet, bathrooms in public spaces which multiply discrimination in availing these amenities and facilities. In prisons, the Transgender persons are discriminated in availing medical services, entertainment and exposed to forced sex by other male prisoners.

In spite of enactment of different laws by government of India, the Transgender communities in Odisha have been deprived of legal protection. So far no legal measure has been taken to mainstream their gender identity. The absence of legal protection has stimulated expansion of poverty and unemployment trap for Transgender people. A large segment of Transgender people experience poverty and unemployment and fail to afford public living necessities of life which have rendered them homeless and unemployed. They are compelled to adopt begging, drug peddling and survival by sex work. They are exposed to risk of STI, HIV/AIDs, violence and imprisonment.

The Transgender persons in cities of Odisha are stigmatized being characterized as sexually predatory, socially deviant and mentally ill. The episodes of stigma has affected their life on various fronts. They are made vulnerable to law makers who are responsible for leveraging anti transgender stigma for scoring chief political points. The social stigma associated with Transgender identity has led their harassment multiplied by coworkers, friends and family.

The Transgender patients are discriminated in healthcare settings in terms addressing and registering them as male and forcing them to admit in male wards. They are not allowed to stand in female queue. The hospital nurses, co patients, health personnel abuse them verbally using derogatory names. The Transgender status coupled with sex work status and HIV status has led them to be discriminated at hospital and even denial of medical services.

Transgender persons in cities of Odisha have been excluded from effectively participating in cultural, social, economic, political and decision making spheres. They have victimized by structural violence. The public knowledge on Transgender biology and social life is limited. The Transgender people are included in sexual minorities. The male dominance in patriarchal society impose taboo and restriction on life of Transgender persons,, their identity, sense of security, belongings and confidence with other groups.

The government of Odisha has implemented multifaceted schemes for welfare of Transgender people. This scheme covers the provision of BPL card and free housing scheme, provision of 5 kg of food grain under National Food Security Act.,pensions and loans to start up own business. A small section of Transgender people have been issued BPL card and 5 kg of food grain. In absence of benchmark data on Transgender population coupled with bureaucratic bottlenecks, other benefits of the scheme are not available to this community.

The Skill India Programme has created wide employment opportunities for unemployed youth through training on housekeeping, DTP,,hospitality, secretarial practices, security training, fire and safety and counseling etc.. In Kerala, a good number of Transgender persons have been immensely benefited by such multi skill training programme. In cities of Odisha such Training have not created space for unemployed Transgender persons.

In school and birth certificate Transgender persons have been registered as "Male". This identity issue is main challenge for their enrollment in government sponsored training programme. They need official recognition of "Transgender status" which is denied to them.

In a nutshell, the Transgender persons have been discriminated and denied social justice from their families, workplace, schools, market and shops, doctors, public places, and different service providers. They are exposed to stigmatization, bias, motivated discrimination, violence and harassment in different spheres of life.

The Kinars/Transgender persons are affected by poor health seeking behavior. The discrimination, verbal abuse and social exclusion demotivate them to seek to healthcare service at governmental hospitals. They cannot afford the expensive healthcare services from private hospitals and clinics. They prefer self medication and services of hakims for treatment of sexual transmitted diseases.

Castration is an important surgical event in the life of Kinaras. The process of Castration involves removal of male genital by unqualified quack without use of anesthesia in most traditional manner. The Kinaras, (MTF) Transgender persons prefer this castration to develop feminine anatomy like girls. They are affected by post operative urological complications due to unsafe and unhygienic non surgical procedure conducted by untrained quacks. Some of them suffer from blockage of urinary path and reproductive tract infection and are forced undergo surgical treatment to rectify problems associated with mutilated genitals. There are two types of Kinaras, ie, castrated Kinaras, and non castrated Kinaras,. The castrated Kinaras, are socially highly honored than no castrated Kinaras,. The act of castration is a legal offence. That can be punished under 325 of the IPC. Therefore doctors are not interested to conduct Castration of Transgender persons. As an alternative to castration, many Transgender prefer to go to sex change operation. In western countries, the sex change operation expenses of Transgender persons are covered by health insurance policy. But in India, no health insurance policy provide coverage of sex change operation of Transgender persons.

Constitution of India vide Article 14, Article 15, Article 21 and Article 23 have not only provided exercising Fundamental Rights but also restricted human trafficking. The Fundamental rights are: Right to personal liberty, dignity, Freedom of expression, Right to education and employment, Right against violence, discrimination and explanation, Right to work. The Transgender persons are denied exercising the constitutional Rights and explained to different spheres. The historical judgment of Supreme Court of India passed in April 2014 granted all legal right to these people as citizen of India. They are legally allowed to express their gender identity and transform one identity to another. The apex court has directed state and central government to provide Transgender people proper medical care at hospital and include them in various social welfare schemes. Both governments are responsible to create mass awareness and bring them to the centre of development process. The implementation process is very slow due to political and bureaucratic bottlenecks.

A significant of Transgender have revealed that adolescent period between 8-14 years is turning point of their life. During this period along with hormonal change, they face physical and psychological transformation. During this period, the child identifies the gender which is neither male nor female. The episodes of stress combined with abnormal physical and sexual development force them to run away from home and own community in order to suppress their own sexual abnormality. They feel highly uncomfortable to accommodate their socially prescribed gender roles that exposes them to wide range of discriminatory and vulnerability. They become school dropouts in order to escape from humiliation and mocking by their classmates. They are exposed to different types of harassment including sexual and verbal abuse and excluded from continuing their education. They fail to obtain legal recognition to self affirmed gender. The Kinaras,. in cities of Odisha have been harassed by police due to their involvement in sex work, public nuisance, begging, cross dressing.

Now a days, a group of Transgender leader like Meera Parida, Meethi kinar, Titili jena, Beby saho, Rina kinar, Mani gauda, Ranjeeta kinar, Akshara rao, Kali Kinar, Soni sil, Tanushree Behera, Bishakha Kinar, Alina Das, Makili Routray have started social movement and media campaign protesting violence and sexual harassment of Kinas in Odisha. This campaign have created space for ideological debates linking Transgender movement with political parties and exclusion of issues like strengthening support groups, promoting organization involved in income generation activities for “Kinas, .”, promotion of self help groups and appropriate intervention for employment of the groups. The non cooperation among leaders of “Kinas, .” organization is main bottleneck for destabilizing their campaign and social movement. This movement failed to capture challenges related to gender fluidity and inclusion of Transgender (MTF) within its agenda. The Kinas, . campaign and social movement is a part of national and international Transgender movement which are linked with transgender agenda of United States of America during 1960s and 1970s. Through this movement, the Transgender communities of Odisha have emerged as self conscious social and political groups. This movement has targeted to achieve a wide range of issues such as access to healthcare, gender identity issue, right to legal aid, change of sex in legal document, access to hormones and sex reassignment surgeries, implementation of NALSA judgement and issues associated with medicalisation and pathologization of Transgender and Trans-sexualisation. Transgender right and demand for access to healthcare services constituted the core set of values for political mobilization and social movement of “Kinas, .” in Odisha.

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# Instituting Functional Governance in Diet, Uthamacholapuram for Maximizing Productivity

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## INTRODUCTION

Governance is concerned with the direction and control. It can be defined as the process as strategic decision making, policy formulation and its implementation. The world bank has defined governance as “the exercise of political authority and the use of institutional resources to manage society problems and affairs”. In other words, governance can be defined as “the collection of mechanisms that allow the system or organization to make the best decisions”. So governance describes the mechanism through which top officials in a system ensure themselves that appropriate rules and policies are in place as prescribed by them.

Management is concerned with the running of the corporations and the governance aims to ensure that the corporation is running in a fair and transparent manner to the best interests of all the stakeholders who are directly or indirectly attached to it.

In this research, the practitioner focussed on “Institutional functional governance”. The concept of institutional governance was formed based on corporate governance.

Basically, the concept of corporate governance has been introduced to keep a check on all the activities of the corporations through various board committees which include audit committee remuneration committee, investor’s grievance committee and other functional committees, etc. However, the growing importance of this subject has also made it more difficult to define due to its multidisciplinary nature having its linkages with philosophy, economics, law, accounting and politics, etc. So, diversity of disciplines makes it difficult for us to arrive at a single definition. There are innumerable definitions based on the narrow as well as the broader concept of corporate governance. Some of the important definitions are listed as follow:

According to Milton Friedman, “Corporate governance is to conduct the business in accordance with the owners or shareholders desires, which generally will be to make as much money as possible, while conforming to the basic rules of the society embodied in law and customs”.

This definition, based on the economic concept of profit maximization, is much narrower in scope.

In the worlds of Mathiesen, “Corporate governance is a field in economics that investigates how corporations can be made more efficient by the use of institutional structure such as contracts, organizational designs and legislation. This is often limited to the question of shareholder’s value i.e. how the corporate owners can motivate and/or secure that the corporate manager will deliver a competitive rate of return”.

According to Maw, “Some commentators take too narrow view and say that it (corporate governance) is the fancy term for the way in which the directors and the auditors handle their responsibilities towards shareholders. Others use the expression if it were synonymous with shareholder’s democracy. Corporate governance is a topic recently conceived, as yet ill defined and consequently blurred at the edges... corporate governance as a subject, as an objective, or as a regime to be followed for the good of shareholders, employees, customers, bankers and indeed for the reputation and standing of our nation and its economy”.

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In the words of Shleifer and Vishny (1997) "Corporate governance deals with the ways in which the supplier of finance to corporations assure themselves of getting a return on their investments".

According to Wolfensohn (1999), "Corporate governance is about promoting corporate fairness, transparency and accountability".

Organization for Economic Cooperation and Development (OECD) defines corporate governance as. "the system by which the business corporations are directed and controlled. The corporate governance structure specifies the distribution of rights and responsibilities among different participants of the corporation such as the board, managers, shareholders and other stakeholders and spells out the rules and procedures for making decisions on corporate affairs. By doing this, it also provides the structure through which the company's objectives are set and the means of attaining those objectives and monitoring performance".

In the words of L. V. V. Iyer, "Corporate governance is a set of systems and processes which ensure that the company is managed to best interests' of all the stakeholders. The set of systems that help the task of corporate governance to include certain structural and organizational aspects: the process that helps corporate governance will embrace how things are done within such structure and organizational systems".

Dr Vijay B Marisitty defines corporate governance as, "a mechanism that involves effective allocation of resources in order to maximize social welfare"

According to Cadbury Committee Report (1992), "Corporate governance is the system by which the companies are directed and controlled. The board of directors is responsible for the governance of their companies. The shareholders role in governance is to appoint the directors and the auditors and to satisfy themselves that appropriate governance is in place".

Some of the definitions given above are narrower in scope and hence focus on the needs of shareholders only. While on the other hand, definition given by OECU is much broader in scope and covers all the stakeholders of the company. All the definitions given above throw a light on law, customs, organizational factors, profit maximization, wealth maximization, rights of shareholders and other stakeholders, transparency and accountability, etc. Despite these factors, ethical behavior of corporate players, their integrity and loyalty matter more in bringing efficiency in our present system. So, corporate governance should not be an issue of mere compliance of all the statutory requirements as prescribed by regulatory authorities from time to time. It should be based on the set of values, beliefs, morale and ethics of corporate leaders.

The definitions listed above clearly state the objectives of the corporate governance. The objectives of good governance are as follows:

- The fundamental objective of corporate governance is to improve the relationship between the company and the shareholders so that it can have an impact on the long term performance of the company:
- To have an efficient- fair and transparent administration as well as full financial disclosure so that free flow of information can be possible from private domain to public domain;
- To ensure the accountability of all the members of the board and management people towards all the persons who are directly or indirectly attached to the company,
- To make the company aware of the environmental and societal issues of the community in which it operates because such concerns will definitely enhance the reputation of the company and
- To ensure the balance of authority so that no single individual can have excessive powers.

The twin objectives of conducting public affairs and managing public resources can be achieved through just and moral means or through unjust and immoral means. Hence governance by itself

may not be adequate. Good governance is the keystone. In the United Nations Millennium Report it is emphasized that “better governance means greater participation, coupled with accountability.” There are various other definitions emanating from the academic community as well as from the development sector. Though the concept of good governance evades a precise definition, it is commonly agreed that good governance has all or some of the major characteristics listed belows:

- Accountability - Decision-makers in government, the private sector and civil society organizations are accountable to the public, as well as to institutional stakeholders.
- Participation - All men and women should have a voice in decision-making, either directly or through legitimate intermediate institutions that represent their interests. Such broad participation is built on freedom of association and speech, as well as capacities to participate constructively.
- Transparency - Transparency is built on the free flow of information. Processes, institutions and information are directly accessible to those concerned with them, and enough information is provided to understand and monitor them.
- Responsiveness - Institutions and processes try to serve all stakeholders
- Rule of Law - Legal frameworks should be fair and enforced impartially, particularly the laws on human rights.
- Consensus - Good governance mediates differing interests to reach a broad consensus on what is in the best interests of the group and, where possible, on policies and procedures.
- Equity and inclusiveness - All men and women and different social groups have opportunities to improve or maintain their well-being.
- Effectiveness and Efficiency - Processes and institutions produce results that meet needs while making the best use of resources.

Governance aims to ensure that the corporation is running in a fair and transparent manner to the best interest as all the stakeholders who are directly or indirectly attached to it and the management is concurred with the running of the corporations.

Based on the above discussions, this action research aimed to utilise the functional governance in District Institute of Educational and Training Uthamachozhapuram for increasing the productivity.

## CONCEPTUAL FRAMEWORK

It is clear that the concept of governance has over the years gained momentum and a wider meaning. Apart from being an instrument of public affairs management or a gauge of organizational effectiveness, governance has become a useful mechanism to enhance the legitimacy of the public realm.

The actual meaning of the concept depends on the level of governance. we are talking about, the goals to be achieved and the approach being followed.

The concept has been around in both political and academic discourse for a long time referring in a generic sense to the task of running a government, or any other appropriate entity for that matter. In this regard the general definition provided by Webster third new international dictionary (1986 : 982 ) is of some assistance, indicating only that governance is a synonym for government, or “The act or process of governing, specifically authoritative direction and control”. This interpretation specifically focused on the effectiveness of the executive branch of government.

The working definition used by the British Council, however, emphasises that “governance” is a broader notion than government (and for that matter also related concepts like the state good government and regime), and goes on to state: “Governance involves interaction between the formal institutions and those in civil society.



Governance refers to a process whereby elements in society wield power authority and influence and enact policies and decisions concerning public life and social upliftment.

“Governance” therefore, not only encompasses but transcends the collective meaning of related concepts like the state, government, regime and good government. Many the elements and principles underlying “good government” have become an integral part of the meaning of “governance”. John Healey and Mark Robinson I define. “Good Governance” as follows: It implies a high level of organisational effectiveness in relation to policy- formulation and the policies actually pursued, especially in the conduct of economic policy and its contribution to growth, stability and popular welfare.

Goran Hyden defines governance approach as follows - the creative potential of organization especially with the ability to managers to rise above the existing structure of the ordinary, to change, the rules of the game and to inspire others to partake in efforts to move organization forward in new and productive directions.

The functions of the governing body (in order of development) has to Implement :

- Understand the **concepts** of good governance – concepts are abstract ideas framed in general terms,
- Determine the **objectives** of both the organisation and its governance;
- Determine the respective **functions** of both the governance and management systems,
- Establish the **principles** of governance to be used, these are the fundamental propositions that define the way system of governance to be used, these are the fundamental propositions that define the way system of governance will operate, and acceptable behaviours for the organisation,
- Document the **policies** that are to be used to implement the principles,
- Work with management to establish appropriate **procedures, processes** and **practice** to be used by the organisation;
- Oversight the specific **methods** and **tools** (methodologies) used by management and other people within the organisation to achieve its objectives.

In a well governed organisation, the key driver for its objectives will be a clearly enunciated ‘customer value proposition’. By focusing on the needs of the stakeholders the organisation exists to serve, its strategic objectives can be refined and from this base management effort focused on activities that directly contribute to fulfilling the organisation’s purpose, and feedback provided to the governing body on how this is being achieved.

## MAPPING THE FUNCTIONS OF GOVERNANCE AND MANAGEMENT

The governing body appoints, provides direction to and oversees the functioning of the organisation’s management and makes the ‘rules’ the organisation’s management and staff are expected to conform to. Management’s job is to achieve the objectives of the organisation; working within its ethical and cultural framework, whilst complying with the ‘rules’ and providing assurance back to the governing body that this is being accomplished.

The mapping of the relationship between Fayol’s functions of management and the functions of governance are set out below:

### Mapping of Functions

Governance Functions	Management Functions
To determine the objectives of the organisation	To forecast and plan
To determine the ethics of the organisation	To organise

<b>Governance Functions</b>	<b>Management Functions</b>
to create the culture of the organisation	To command or direct (lead)
To design & implement the governance framework	To coordinate
To ensure accountability by management	To Control
To ensure compliance by the oragnisation	

DIETS are bringing up and running by the guidelines of Ministry of Human Resource and Development (1989). It focuses on pre - service Teacher Education, In- service Teacher Education, Action Rehearch and Extension Activities. The faculty members of this institution contribute their energy towards the fulfilling the vision and mission of DIET.

The principal, Heads of branches and lecturers are the main players in governance in DIETs. They are responsible to play what mentioned in MHRD's Guidelines (1989) for DIETs. They have to perform the functions of strategic decision making, establishing objectives, policies formulation and monitoring or evaluating the performance of principal of the DIETs.

The objectives of good governance in DIETs are the between:

- To extend service to the teachers,
- To have an efficient fair and transparent administration,
- To ensure the accountability of all the members of DIET towards the teachers and
- To make the DIET aware of the teaching issues and try to solve the same.

An institution is a creation of guidelines therefore, a policy framework is involved in its bringing up and running. The principal, faculty members are the main players in institutional governance. The head and the faculty members of branches are considered to be powerful instrument in institutional governance matters because of separation of ownership control and management. In DIET, each and every branch is considered as governance council. The head senior lecture and the faulty members of the branches are formulating policies, taking decision making monitoring the activities and executing the programmes. They act as trustees for them and behave like middlemen between the beneficiaries and the management. They are responsible for the growth the DIET. In DIET, the head of the branches are considered as directors of institutional governance council.

The governance council is accountable for all the activities of DIET. Basically, it has to perform the functions of strategic decision making, establishing objectives, policies formulation and monitoring or evaluating the performance of the branches of DIET.

### **The role of directors are following**

- Service role : Directors formulate the strategies or policies and further advice the principal for its implementation.
- Controlling : Directors monitor the performance of their branches.

Actually pointing the role of board is just confined to give the direction. The real management lies in the hands of principal of DIET, Uthamachozhapuram.

Board of directors can frame the policies or strategies but ultimately the management has to shoulder the responsibility for its implementation.

### Continuum of director's involvement Strategic Management

*Low (Passive)*

*High (Active)*

<b>Phantom</b>	<b>Rubber Stamp</b>	<b>Minimal Review</b>	<b>Nominal Participation</b>	<b>Active Participation</b>	<b>Catalyst</b>
No degree of Involvement	Permits Managers to	Formally Reviews	Limited Involvement	Active board Committees	active strategy
	Take all the	Selected	Selected key	Make	committee
	Decisions and	Issues with	Decisions	Decisions on	Lead role in
	Signs as the	The officer	Indicators or	Mission	establishing
	Officer	Bring to their	Programs of	Strategies	and
	Recommends	Attention	Management	Policies and objectives, and performs management audits also	Modifying the mission objectives, strategies and policies

The following table shows the DIET's Governance and its components. It was derived by the understanding of the concept of corporate governance.

### Functional governance of DIET

<b>Governance Body of the company</b>	<b>Governance Body of the DIET</b>
CEO is the manager of the company. He manages the company.	Principal is acted as CEO.
Board of directors are formulating policies, strategies and monitoring the programmes.	Head and Senior Lecturer of the branches of DIET are acted as Board of Directors of governance council.
Employees are the members of board.	Lecturers are acted as members of the governance council of DIET.

The seven governance councils of DIET, Uthamachozhapuram determine the organization's objectives. They answers key questions about the organization such as what do we stand for?; What do we not want to lose? and what do we want to be ? They constructs organizational culture.

The governance frame work defines the principle structures, enabling factors and interfaces through which the organization's governance arrangements will operate by delegating appropriate levels of authority and responsibility to managers and other entities.

### The Problem

The productivity of the DIET depends on the quality of pre- service teacher education. in-service teacher education and quality education in the schools. The quality is based on the process or methods. Demonstrations and experimentations for new pedagogy is not continuously done by the DIET. The school visits, onsite - support, lab school, school adoptions, and field interaction with schools are very much helpful to DIET for enhancing the quality is school education. Unfortunately,

there are not able to do regularly by the faculty members. Hence the existing problems in the teaching – learning is not frequently updated by the DIET.

DIET is set-up for promoting quality in pre-service teacher education and in – service teacher education also it targets to solve the problems in the classroom transactions in the school system by doing action researches and sharing the remedial thoughts to school related teaching and learning process. For improving the quality education the following processes are important. The field level experiments for improving quality of school education is essential one. The school visit is very important for knowing the existing problems in very teaching – learning process. The on-site support is given by the DIET wherever and whenever necessary. The new experiments should be executed in the lab schools. The suggestions, recommendations, ideas and advices should be given to required school in the area of teaching and learning. But above mentioned need based moves are not undertaken regularly by the branches of DIET.

The above programmes may be strengthened by decision making on policy formulation, managing resources to solve the problems, utilizing the institutional structure, designs and legislation.

The practitioner felt dissatisfaction in the present situation. He wanted to improve the situation with the help of this action research. Hence this action research was undertaken by him. This action research is addressed the following problems:

- The institutional structure does not support to guide, direct, and monitor the activities of the Branches in DIET.
- The institutional structure does not rightly point out the distribution of right and responsibilities among different branches heads and members,
- It does not educate to spell out the rules and procedure for making decisions on institutional affairs,
- It does not manage the best interest of all the stakeholders and
- It does not motivate it's staff for greater participation coupled with accountability.

## **CAUSES FOR THE PROBLEM**

Mainly the DIETs are established for imparting training to pre – service and in-service teacher education, resource support to schools doing researches and extension activities. These are required guidance, management, decision making and continuous monitoring. The new initiatives for reaching the goals of DIET are not established. The followings are the causes for the problems.

- The work force comes from various cultural backgrounds, different behaviours different knowledges. Hence it not synchronised with the goals of DIET, Uthamachozhapuram,
- The work schedule for utmost yield is not exist. Hence the moves are not targeted to the returns of DIET, Uthamachozhapuram and
- There is no process which guide, implement and monitor the activities for promoting highest production of DIET, Uthamachozhapuram.

## **BELIEVABLE SOLUTIONS**

Based on the causes for the problems, the believable solutions were as follows:

- Decision making mechanism should initiate in the institution,
- Encourage staff to have a voice in decision-making process either directly or through the some structures that represent their interest,
- Authoritative direction and control structures may be established in DIET, and
- Establishing appropriate procedures, processes and practice to be used by the staff of DIET.

## IDEA

Based on the believable solutions for this action research, the practitioner got idea to use the Governing councils or Governing Board for solving the issues in the situation.

The practitioner asked himself the following questions before considering the idea for intervention for this action research.

- Is any governance council existing in DIET?
- Is the need based decision making supported to make productivity in the institution?
- Is the people of DIET Uthamachozhapuram understanding the concept of functional governance?
- Is the people of DIET, Uthamachozhapuram applying the functional governance for their work area?

The objectives of this action research were to answer the above research questions.

The Governing Board (GB) or Governing Council (GC) gives the direction to the manager.

The active GB does the following actions:

- Involving decision making on solving the issues,
- Establishing mission strategies, and
- Making policies and objectives, and performs management audits.

## THE PLAN

The vision and mission of the DIET focuses on enriching the quality in school education. The quality of school education depend on field interaction between school and DIET. It is figured out by starting the school visit programme, lab school plan, on-site support project and school adoption scheme.

Every organization is established for a particular purpose. DIET is also set-up for promoting quality school education. Men, money, methods and materials should be utilized properly for maximising the returns. If these 4 Ms may be used rightly, the productivity will be raised in DIET Uthamachozhapuram. So for these 4Ms are not efficiently put to use for maximum returns of DIET, Uthamachozhapuram. In spite of maximizing the yield of DIET, Uthamachozhapuram, the practitioner planned to exercise a new mechanism for enhancing the productivity of all compartment of the DIET, Uthamachozhapuram.

The new mechanism entitled “**functional governance**” was developed. It focused the followings:

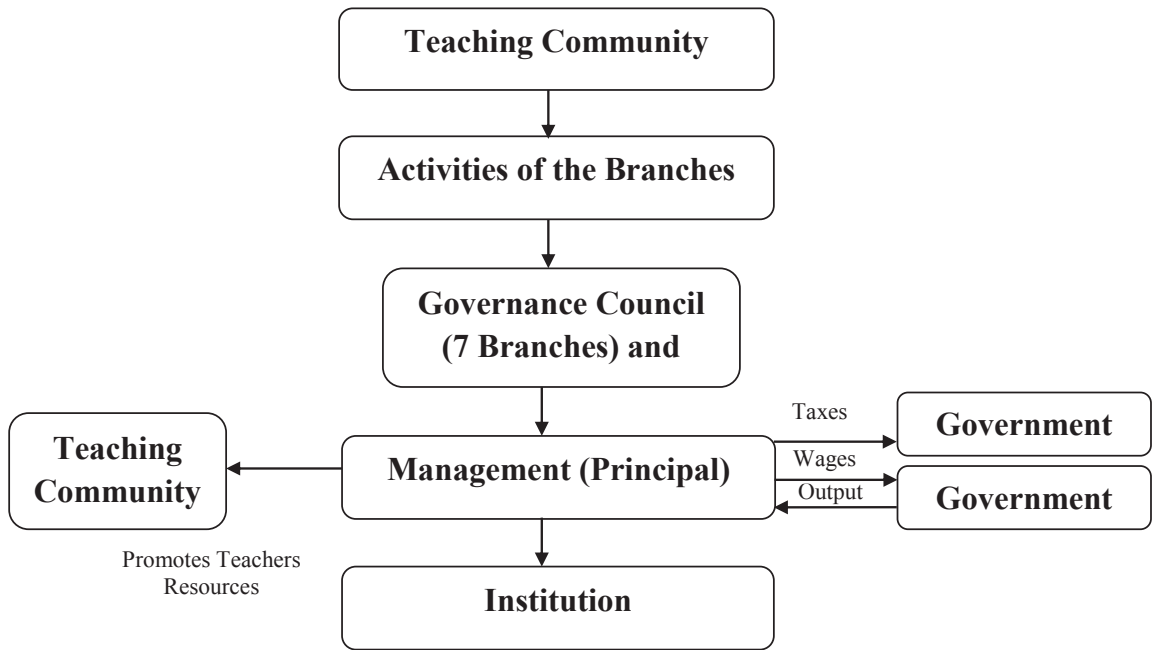
1. The guidelines and directions may be given to the DIET faculty members for maximizing productions in their respective branches.
2. The work schedule may be prepared for reaching the goals of DIET, Uthamachozhapuram and
3. The practical governance by promoting governance council instituted for guiding, executing and monitoring to the drives for maximizing the yield of DIET, Uthamachozhapuram.

Based on the above discussion, the following action hypothesis was framed.

“There would be a high returns of DIET, Uthamachozhapuram by applying functional governance mechanism”.

## INTERVENTION

The practitioner & this action research was designed “DIET model of governance”. This model was utilized for this action research. Actually, this model is based on Anglo American model of Corporate Governance. The governance council of DIET, Uthamachozhapuram has to perform three roles (i) Strategy Formulation (ii) Controlling (iii) Accountability.



**Structure of DIET Model of Functional Governance**

The practitioner was prepared a book on “Functional Governance” in Tamil for understanding the concept of functional governance. It is attached in this action research report.

This model was implemented is DIET, Uthamachozhapuram for promoting the productivity.

## **METHODOLOGY**

The practitioner of this action research was adopted the following methodology.

### **Research Model**

Mc kernen’s Time Process Model was adopted for this action research.

### **Research Design**

Pre test – post test design was used for this research.

### **Population of the Action Research**

The population of the present action research comprised of the staff of DIET, Uthamachozhapuram.

### **Sample of the Study**

In the present study, the whole population of DIET, Uthamachozhapuram was taken.

### **Sampling Technique**

The sampling technique used by the practitioner was purposive sampling.

## Tools for data collection

The observation schedule enable practitioner to observe and interact with the problem and rectification of the problem stated in this study and get responses from the situation. In this action research the practitioner was established the above data collection tool for analyzing the functional governance in DIET, Uthamachozhapuram.

## Data analysis techniques

The qualitative data analysis was done for the present action research.

## CHAPTER X

### Action of Functional Governance

The model of functional governance produced the yield DIET, Uthamachozhapuram as follows:

S.No	Components & Governance	Mechanisms & Governance	
		Decision making	Monitoring
1	Promoting coordination	The head of PSTE branch developed new a strategy for coordinating 6 lecturers to complete the schedule for PSTE branch, which was given by SCERT Chennai .	Monitoring was done by the schedule of SCERT Chennai, whether it was completed or not.
2	Formulating new policy	It was decided by the head of IFIC Branch that the prospective action researches would be done based on the MHRD's guidelines what it allotted the activities to the branches of DIET. 20 faculty members submitted proposals of action research according to their branch activities.	The branch related action research proposals were approved by the Zonal Action Research Committee ( ZARC ).
3	Execution of proposed plan	Analysing of the operations and functions of 23 Smart Virtual Classrooms was done by daily basis. Hence the Head of ET branch was planned to make a plan entitled on "Daily Analysis of SVCs function". It helped to give direction to SVC and monitoring the same.	According to the daily analysis of SVC, the lecturers of ET branch contacted the nodal teachers of 23 SVCs for getting information for not functioning of the SVC. They made arrangements and further steps for functioning of SVCs in the Salem district.
4	Make a move in branch related activities	DRU branch involved in D.EI.ED., ( NIOS ) Programme in 6 NIOS centres in Salem district. 12 Faculty members engaged in Contact seminar, Work Based Assessment and Bridge course in the same Programme.	Monitoring was done according to the programme schedule of NIOS, Chennai whether it completed or not.



S.No	Components & Governance	Mechanisms & Governance	
5	Propelling 4 Ps (purpose, process, persons, place)	The Branch Head of Planning and Management planned to get data regarding the district educational resources with the help of block educational officers, district educational officers, officials of SSA and RMSA. The head gathers data from the various sources also according to the need.	The branch uses the various ICT components for data monitoring and data gathering process.
6	Regulating the proposed activity	Establish the teaching strategies for promoting learning outcomes. It was designed as an one month program which is directed by SCERT Chennai. This program is allotted into CMDE Branch for carrying out the activities of the whole program. The head of the CMDE branch was divided the whole program and allotted into every faculty members. The faculty members designed the learning outcomes strategies what they have allotted by the head of CMDE branch.	Every day the strategies for learning outcome programme was monitored by evening debate.
7	Designing the Strategies for auditing	The head of Work Experience branch planned to make a project of Migrant Science Wagon. The Head of the branch made a link with Parikshan Trust and Rotary club of Salem galaxy for shaping this project. This project is going on in all middle school of Salem district	Monitoring and assessment was done with the help of Google forms on daily basis.

## ANALYSIS OF DATA

The practitioner analysed the effect of intervention by the following observational schedule. He gathered data from the situation. The following analysis shows that the intervention whether brought yield or not.

S.No	Description	Evaluation		Result
		Pre – test	post - test	
1	Dose the Management ( principal ) permit the Directors of Governing council brings to take all the decisions?	GC did not form	yes	improvement
2	Is formally reviewing the selected issues the members of ( lecturers ) governing council bringing notice to their directors ( head and senior lecturer of seven branches of DIET ?	No	yes	improvement
3	Do the governance council formulate policies to the identified issues?	No	Yes	improvement
4	Do the governance council make decisions on mission, strategies for the identified issues?	No	Yes	improvement

5	Do the governance council monitor the programmes of their respective areas of work ?	No	Yes	Improvement
6	Do the governance council lead to is establish and modify the mission, objectives, strategies, and policies?	No	Yes	Improvement

The above analysis clearly says that the mechanism of Functional Governance produced maximum outcomes in DIET, Uthamachozhapuram and changed the situation into satisfactory level.

## RESULT

The governance council is existing in the seven branches such as Pre – Service Teacher Education, In-service, Field Interaction, Innovation and Coordination ( IFIC ), District Resource Unit ( DRU ), Educational Technology ( ET ), Curriculum Material Development and Evaluation (CMDE ), Work Experience ( WE ) and Planning and Management (P&M).

The Governing Councils of DIET took need based decision making and monitoring process. They produced more productivity. The functional governance is understood by the faculty members of DIET, Uthamachozhapuram and the same is applied in their work area. By scanning of the data of the tool, there was a high returns of DIET, Uthamachozhapuram in it's process and work area by instituting functional governance.

The action research promoted the following value among the faculty members.

- Integrity
- Honesty
- Competence
- Benevolence
- leadership
- Accountability and responsibility

Based on the result of this action research the practitioner suggested the following recommendations.

- The concept functional governance may be introduced in all DIETS and
- It may be imparted as training to all DIETS of Tamilnadu.

Based on the evaluation of the action research, the practitioner reflected the following ways:

- The problem was correctly pointed out by the practitioner.
- The intervention of this action research was given satisfaction to the practitioner and
- There is a scope for further improvement.

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# Digital India

## भारत में डिजिटलीकरण-‘डिजिटल भारत’

Dr. Sapna Yadav\*

### सारांश

- भारतीय संदर्भ में डिजिटलीकरण के महत्व को समझना।
- डिजिटल भारत अभियान के विभिन्न पहलुओं को जानना।
- डिजिटल भारत द्वारा तय लक्ष्यों से अवगत होना।
- डिजिटल भारत अभियान के मार्ग में आने वाली बाधाओं को समझना।
- किस प्रकार इस अभियान को पूरा किया जाएगा उसके उपागमों को जानना।
- सरकार और निजी क्षेत्र द्वारा मिल कर किए जा रहे इस कार्य के बारे में जानना।
- किस प्रकार गाँव कस्बों तक यह अभियान चल रहा है उसको समझना।
- डिजिटल भारत द्वारा जनता को होने वाले लाभ से अवगत होना।

### परिचय

अगस्त 2014 में मोदी मंत्रिमंडल ने डिजिटल भारत का फैसला कर लिया था, करीब एक साल की गहन तैयारी के बाद 1 जुलाई 2015 को डिजिटल भारत अभियान बड़ी धूमधाम से लॉन्च किया गया। इस देश को डिजिटल रूप से सशक्त देश बनाने के लिये भारतीय सरकार द्वारा डिजिटल इंडिया अभियान चलाया जा रहा है। डिजिटल इंडिया में डेटा का डिजिटलाइजेशन आसानी से होगा जो भविष्य में चीजों को तेज और ज्यादा दक्ष बनाने में मदद करेगा। ये कागजी कार्य, समय और मानव श्रम की भी बचत करेगा। सरकार और निजी क्षेत्र के बीच गठबंधन के द्वारा ये प्रोजेक्ट गति पकड़ेगा। तेज गति नेटवर्क के साथ आपस में जुड़े हुए बड़ी संख्या में गाँव वास्तव में पिछड़े क्षेत्रों से पूर्ण रूप से डिजिटली लैस इलाकों के रूप में एक बदलाव से गुजरेगा। भारत में सभी शहर, गाँव और नगर ज्यादा तकनीकी होंगे। मुख्य कंपनियों (राष्ट्रीय और अंतर्राष्ट्रीय) के निवेश के साथ 2019 तक इस प्रोजेक्ट को पूरा करने की योजना है। डिजिटल इंडिया प्रोजेक्ट में लगभग 2.5 लाख करोड़ के निवेश के लिए अंबानी के द्वारा घोषणा की गई है।

### डिजिटल इंडिया क्या है

डिजिटल इंडिया एक भारत सरकार द्वारा शुरू किया गया एक अभियान है ताकि यह सुनिश्चित हो सके कि नागरिकों को इलेक्ट्रॉनिक रूप से बेहतर ऑनलाइन बुनियादी ढांचे के माध्यम से इलेक्ट्रॉनिक सेवाएँ उपलब्ध कराई जा सकें। इंटरनेट कनेक्टिविटी बढ़ाकर प्रौद्योगिकी के क्षेत्र में देश को डिजिटल रूप से सशक्त बनाया जा सके।

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यह एक ऐसा कार्यक्रम है जिसके लिए सरकार ने 1 लाख 13 हजार करोड़ का बजट रखा है। इस कार्यक्रम के तहत 2.5 लाख पंचायतों समेत 6 लाख गाँवों को ब्रॉडबैंड से जोड़ने का लक्ष्य तय किया गया है।

### डिजिटल इंडिया के 3 कोर घटक हैं:

1. डिजिटल आधारभूत ढांचे का निर्माण करना।
2. इलेक्ट्रॉनिक रूप से सेवाओं को जनता तक पहुँचना।
3. डिजिटल साक्षरता।

### डिजिटल इंडिया के लक्ष्य:

- ब्रॉडबैंड हाइवे:— इसके तहत देश के आखिरी घर तक ब्रॉडबैंड के जरिए इंटरनेट पहुँचने का प्रयास किया जाएगा।
- फोन की उपलब्धता: सभी के पास फोन हो जिसके लिए जरूरी है कि लोगों के पास फोन खरीदने की क्षमता हो।
- पब्लिक इंटरनेट एक्सेस प्रोग्राम: हर किसी के लिए इंटरनेट हो। इसके लिए पीसीओ के तर्ज पर पब्लिक इंटरनेट एक्सेस प्वाइंट बनाए जा सकते हैं। ये पीसीओ आसानी से समस्या हल कर सकते हैं।
- ई— गवर्नेंस: इसमें सरकारी दफ्तरों को डिजिटल बनाया जाएगा और सेवाओं को इंटरनेट से जोड़ा जाएगा।
- ई— क्रांति: ये ई—गवर्नेंस से जुड़ा मसला है और सरकार कि मंशा है कि इंटरनेट के जरिए विकास गाँव—गाँव तक पहुंचे। ई—क्रांति के लिए हमारा दिमाग, सोच, प्रशिक्षण और उपकरण सबकुछ डिजिटल होना जरूरी हैं।
- इन्फॉर्मेशन फॉर ऑल: सभी को जानकारियाँ मुहैया कराई जाएंगी। इसके लिए जरूरी है अच्छा एक्सेस इन्फ्रास्ट्रक्चर होना ताकि लोग आसानी से जानकारियाँ पा सके।
- इलेक्ट्रॉनिक उत्पादन: इसके तहत उद्देश्य इलेक्ट्रॉनिक उत्पादों के लिए कलपुर्जा के आयात को शून्य करना है।
- आई०टी० फॉर जॉब: सरकार अगर आई०टी० क्षेत्र के जरिए नौकरियाँ पैदा करना चाहती है तो हर ब्लॉक स्तर पर हमें रुरल बीपीओ खोल देना चाहिए। रुरल बीपीओ प्रोग्राम से रोजगार के अवसर भी बनेंगे, डिजिटलाइजेशन और ई—गवर्नेंस भी होगा।
- अर्ली हार्वेस्ट प्रोग्राम: इसका संबंध दफ्तरों और स्कूल—कॉलेज में विद्यार्थियों और शिक्षकों की हाजिरी से हैं।

### डिजिटल इंडिया अभियान के लाभ

- डिजिटल लॉकर व्यवस्था: इसके परिणामस्वरूप रजिस्टर्ड संग्रह के माध्यम से ई—शेयरिंग सक्षम बनाने के साथ ही भौतिक दस्तावेज को कम करने के द्वारा कागजी कार्यवाही को घटाएगा।

- ऑनलाइन मंच: ये एक प्रभावशाली ऑनलाइन मंच प्रदान करता है जो “चर्चा, कार्य करना और वितरण” जैसे विभिन्न दृष्टिकोण के द्वारा शासन प्रणाली में लोगों को शामिल कर सकता है।
- ऑनलाइन कार्यरू— कहीं से भी अपने दस्तावेज और प्रमाणपत्र को ऑनलाइन जमा करना लोगों के लिये ये संभव बनाएगा जो शारीरिक कार्य को घटाएगा।
- ऑनलाइन लक्ष्यों की प्राप्ति: सरकार द्वारा तय विभिन्न ऑनलाइन लक्ष्यों की प्राप्ति को ये सुनिश्चित करेगा।
- ई — हस्ताक्षर: इस संरचना के द्वारा नागरिक अपने दस्तावेजों को ऑनलाइन हस्ताक्षरित करा सकते हैं।
- ई — अस्पताल: इसके माध्यम से महत्वपूर्ण स्वास्थ्य परक सेवाओं को आसान बना सकता है जैसे ऑनलाइन रजिस्ट्रेशन, डॉक्टर से मिलने का समय लेना, फीस जमा करना, ऑनलाइन लक्षणिक जाँच करना, खून जाँच आदि।
- राष्ट्रीय छात्रवृत्ति पोर्टल: अर्जियों के जमा करने, प्रमाणीकरण प्रक्रिया, अनुमोदन और संवितरण की स्वीकृति को राष्ट्रीय छात्रवृत्ति पोर्टल के माध्यम से लाभार्थी के लिए ये लाभ उपलब्ध कराता है।
- सेवाओं का प्रभावशाली वितरण: ये एक बड़ा मंच है जो अपने नागरिकों के लिये पूरे देश भर में सरकारी और निजी सेवाओं के प्रभावशाली वितरण को आसान बनाता है।
- भारत नेट कार्यक्रम: यह एक तेज गति का डिजिटल हाइवे है जो देश के लगभग 2 लाख 50 हजार ग्राम पंचायतों को जोड़ेगा।
- बाहरी स्रोत नीति: डिजिटल इंडिया पहल में मदद के लिये ये भी एक योजना है। मोबाइल पर ऑनलाइन सेवाओं के बेहतर प्रबंधन के लिये जैसे वॉइस, डाटा, मल्टीमीडिया आदि बी एस एन एल के अगली पीढ़ी का नेटवर्क 30 साल पुराने टेलीफोन एक्सचेंज को बदल देगा।
- फ्लेक्सिबल इलेक्ट्रॉनिक के लिये राष्ट्रीय केंद्र फ्लेक्सिबल इलेक्ट्रॉनिक को बढ़ावा देने में मदद करेगा।
- पूरे देश में बी एस एन एल के द्वारा बड़े पैमाने पर वाई—फाई हॉटस्पॉट को फैलाने की योजना बनाई गई है।
- कनेक्टिविटी से जुड़े सभी संबन्धित मुद्दों को संभालने के लिये ब्रॉडबैंड हाइवे है।
- सभी शहरों, नगरों और गांवों में ब्रॉडबैंड हाइवे की खुली पहुँच माउस के एक क्लिक पर विश्व स्तरीय सेवा की उपलब्धता को मुमकिन बनाएगा।
- डाक— घरों को बहु सेवा केंद्र बनाएगा।

### डिजिटल इंडिया के मार्ग की बाधाएँ

- ब्रॉडबैंड हाइवे के तहत देश के आखिरी घर तक इंटरनेट पहुँचने के मार्ग की सबसे बड़ी बाधा है नेशनल ऑप्टिक फाइबर नेटवर्क प्रोग्राम है जो 3—4 साल पीछे चल रहा है। सरकार को ये समझना होगा कि जब तक आप गाँव दृ गाँव तार बिछाने के लिए सरकार को ऐसे प्रशिक्षित व्यक्तियों की आवश्यकता होगी जो इस कार्य को अच्छे से कर सके।

- फोन की उपलब्धता के लिए जरूरी है कि सभी लोगों के पास फोन खरीदने की क्षमता हो लेकिन क्या सब लोग इतने सक्षम हैं कि वह फोन खरीद सकें। या फिर सरकार अगर ये सोच रही है कि वो खुद सस्ते फोन बनाएगी तो इसके लिए तकनीक और तैयारी कहाँ है।
- पब्लिक इंटरनेट एक्सेस प्रोग्राम के लिए पीसीओ के तर्ज पर पब्लिक इंटरनेट एक्सेस प्वाइंट बनाए जा सकते हैं। लेकिन हर पंचायत के स्तर पर पीसीओ को लगाना और चलाना कोई आसान काम नहीं है।
- ई-गवर्नेंस में सरकारी दफ्तर डिजिटल होने के बाद भी उनमें काम करने वाले लोग डिजिटल नहीं हो पा रहे हैं। इसका तोड़ निकालने का कोई नया तरीका ढूँढना होगा सरकार को।
- इन्फॉर्मेशन फॉर ऑल के तहत सभी नगरिकों तक जानकारियाँ पहुंचाना है लेकिन क्या सिर्फ सूचनाएँ पहुंचाना सरकार का लक्ष्य होना चाहिए या जमीनी सूचनाएँ इकट्टी करना भी है। अगर सिर्फ सूचनाएँ पहुंचाना मकसद है तो यह गैर-लोकतान्त्रिक हैं।
- इलेक्ट्रॉनिक उत्पादों के लिए कलपुर्जों के आयात को शून्य करना संभव नहीं है क्योंकि पूरी दुनिया चाहती है व्यापार करना। जहाँ तक इलेक्ट्रॉनिक उत्पादों के उत्पादन का सवाल है तो अभी तक हम इस मामले में शहरों तक ही सीमित हैं और गाँवों तक जा ही नहीं रहे हैं।

## निष्कर्ष

अंत में हम यह कह सकते हैं कि प्रधानमंत्री द्वारा शुरू की गई यह योजना बहुत ही अच्छी है अगर सब लोग मिलकर इसे पूरा करे क्योंकि इस योजना के द्वारा भारत को एक डिजिटल भारत में बदला जा सकता है। लेकिन यह केवल किसी एक के चाहने से संभव नहीं होगा। इसके लिए सभी को मिलकर कार्य करना होगा। इससे सरकारी दफ्तरों की गति को तेज किया जा सकता है ताकि कोई भी कार्य कल पर ना टाला जा सके। डिजिटल इंडिया कार्यक्रम से विकास की गति भी बढ़ जाएगी।

## संदर्भ

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# Indian Parliament Passed Companies (Amendments) Act 2019 to Tighten Corporate Social Responsibility

Rohit Kumar Pareta\*

Lok Sabha and Rajya Sabha passed the Companies (Amendment) Bill 2019 to Both the house and legislation would replace the ordinance issued by corporate affairs ministry. As per Section 135 of Company act, 2013 Sub section (1) CSR is applicable to all those companies (Private, Public, Listed, Unlisted) which have Rs 5 crore profit or Rs 1000 crore turnover or 500 crore net worth. CSR, does not apply to everyone but you have to fall this category. Therefore, those companies will now have to be state as to where they have to spend the money, said by Indian Financial Minister Nirmala Sitharaman.

Amendment Clause(A) in sub section (5)(a) After the word “ three immediately preceding financial year, ” the words “or where the company has not complete the period of three financial year since its incorporation, during such immediately preceding financial year,” shall be inserted; pursuant to amendment, the calculation of 2% of average net profit under section 198 for the entities wherein 3 immediately preceding financial year have not elapsed, such companies shall take immediately preceding financial year since incorporation.

Clause (B) in the second proviso, after the words “reason for not spending the amount “occurring at the end, the words, brackets, figure and letter “and, unless the unspent amount relates to any ongoing project referred to in sub section (6), transfer such unspent amount to a fund specified in schedule 7 of the act (such as the Prime Minister Relief Fund), within a period of 6 months of the expiry of the financial years.

Sub section (6) Any amount unspent under sub section (5), pursuant to any ongoing project, fulfilling such condition as may be prescribe, undertaken by company in pursuance of its corporate social responsibility, shall be transferred by the company within 30 days from the end of the financial year to a special account to be opened by the company in that behalf for that financial year in any scheduled bank to be called Unspent Corporate Social Responsibility / Escrow account.

Sub section (7) Penalties and Punishment for contravention of sub section (5) and (6) of section 135 under Companies (Amendment) Act 2019:

(a) For Company : The company shall be punishable with fine which shall not be less than 50000 Rupees but which may extend to 25 lakh Rupees.

(b) For officer in default : Every officer of such company who is in default shall be punishable with imprisonment for a term which may extend 3 year or fine which may not less than 50000 rupees but which may extend to 5 lakh rupees with both.

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# Plastic Waste Management

Subreena Ansari\*

The National Green Tribunal (NGT) is a statutory body that was established in 2010 by the National Green Tribunal Act. It was set up to handle cases and speed up the cases related to environmental issues. The Tribunal has a mandate to dispose of applications and petitions within a period of six months. India is the third country in the world – after Australia and New Zealand – to set up such a body to deal with environmental cases.

The principal bench of the NGT is Located in Delhi, with other benches sitting in Bhopal, Pune, Kolkata and Chennai. Justice Swatanter Kumar has served as the chairman of the Tribunal since December 2012

The NGT has delivered a number of high-profile judgments. Most recently, it made it illegal for diesel vehicles over 15 years old from plying on the roads of Delhi, in a bid to tackle heavy air pollution. The body has also issued the cancellation of clearance to coal blocks in the Hasdeo-Arand forests of Chhattisgarh. In November 2016, the Kolkata bench of NGT banned all solid waste and noise pollution in Sunderbans in order to protect the wildlife. It had earlier banned all construction activity in the eco-sensitive region.

The Tribunal vide its order considered the issue of implementation of plastic waste management rules 2016 and directions issued by CPCB to implement the thickness norms for carry bags, constitution of squads for vigilance, preventing littering of plastic waste in public places, submission of annual reports and action plan for management and quantification and characterization and every city and town of all states.

The tribunal ordered that National framework for Extended Procedures Liability be finalized and enforced within 3 months and report be furnished by the MoEF&CC to the Tribunal. CPCB was also directed to gives report for compensation regime. The Tribunal additionally directed for preparation of an institutional mechanism to ensure that no unregistered plastic manufacturing recycling unit is in operation and no plastic bag of less than 50 microns thickness be manufactured, stocked and sold and used in the cities, special environment squads be set up to oversee that no littering of plastic waste takes place at historical religious and public places and no burning of plastic waste takes place in the open. The States have been directed to submit their compliance report filling which compensation of Rupees 10Lakh per Quarter shall be levied by the CPCB.

(Case: Central Pollution Control Board v. State Of Andaman & Nicobar & Ors, execution Application No.13/2019, Order Dated 06.12.2019)

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# Reading and Reflecting – Professional Competencies for a Teacher

Dr. Devang N. Mehta\*

## ABSTRACT

Reading is an important language skill and a highly complicated act that everyone must learn. Reading is not solely a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects. The merits of reflective exercises in teacher training are well known. Reflection through journals, surveys/questionnaires, action research, or supervised teaching and classroom discussion creates opportunities for teachers in training to think critically of what they do in their classes, why they do it, and how they could improve. Sometimes, however, teacher training programs may not be ideally positioned to offer novice student teachers the most extensive and coordinated opportunities for teaching, observation, and reflection. The current study examines the usefulness of an intensive reading and reflective course exercise in B.Ed. programme.

**Key Words** : EPC : Enhancing Professional Competency, NCTE : National Council for Teacher Education, RRT : Reading and Reflecting on Text

## INTRODUCTION

Reading is an important language skill and a highly complicated act that everyone must learn. Reading is not solely a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects. The basic goals of reading are to enable students to gain an understanding of the world and themselves, to develop appreciation and interests, and to find solutions to their personal and group problems.

Since the 1990s, teacher reflectivity has gained greater focus in the field of teacher training. Researchers and practitioners acknowledge that it is important to understand the benefits of reflection and establish reflective practices during teacher training, given the important ramifications for the subsequent improvement of teaching and learning. Overall, the literature commends teacher reflection for many pedagogical benefits, for both novice (pre-service, student) and experienced professionals.

NCTE has introduced four courses specialized courses to enhance the professional capacities of a student-teacher in its New Curriculum Framework. One of this courses is Reading and Reflecting on Text with the assumption that reading and reflecting skills are essential skills for every teacher to make him a life-long learner. NCTE curriculum framework gave a detailed description regarding the rationale for need of inclusion of this course :

“There have been studies to show that under-graduate students in our universities are reluctant readers and struggle to write for different purposes. This course will serve as a foundation to enable B.Ed. students to read and respond to a variety of texts in different ways and also learn to think together,

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depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together. Students will also develop metacognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts. In other words, this course will enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of reading. A related course to this, 'Language across the Curriculum', looks at the role of language and the pedagogy of reading and writing across other subjects. The aim is to engage with the readings interactively- individually and in small groups. This involves framing questions to think about, while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences. We are also resources for one another, both as a function of our differences and one another's responses to what we read. The work in this course should focus on making and appraising arguments and interpretations, creating thoughtful arguments by making conjectures and offering justification for them (Anderson, 1984).

This course offers opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these. The course will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies. This will also initiate them and prepare them for the course requirements of working on the field, as well as for selected readings and writing for the other courses.

For expository texts, they will learn to make predictions, check their predictions, answer questions and then summarize or retell what they've read (Grellet, 1981). Students will analyse various text structures to see how these contribute to the comprehension of a text. These readings will also provide the context for writing. Combining reading and writing 2-Year B.Ed. Curriculum 20 leads to the development of critical skills. Student-teachers will get opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of others' ideas."

\* Source : Curriculum Framework: Two-year B.Ed. Programme. National Council for Teacher Education 2014.

Classrooms are busy environments with many inputs and activities occurring throughout the day. As a result, teachers can be unaware of everything happening in their classroom. Reflection, therefore, is a process that helps teachers determine what they are doing, why they are doing it, and what they can do better for the benefit of their students by engaging in some form of process in which they describe, compare, and critically evaluate teaching.

Generally, there seems to be an assumption in the research that extensive or elaborate reflective exercises can and should be implemented no matter the context. In addition to complicated or lengthy designs (mentioned above), most of the implementations also heavily involve the teacher trainer and even peers in scaffolding the reflective process.

## **TITLE OF THE STUDY**

Enhancing Teacher's Professional Competency through Reading and Reflecting on Text

## **OBJECTIVES OF THE STUDY**

- To study the teacher trainees' responses towards an optional course – Reading and Reflecting on Text of B.Ed. Programme

## **Research Method**

Survey Method

## Sample

42 teacher trainees who have selected this optional course

The present study was conducted at Faculty of Education, Kadi Sarva Vishwavidyalaya, Gandhinagar. This EPC course is an optional course in first Semester of B.Ed. programme.

The objectives of this course are that the Teacher Trainees will be able to :

1. Write about the concept, types, methods and the importance of reading.
2. Read and respond to variety of texts in different way.
3. Develop and enhance the capacities like solve, identify, construct and compare as readers, writers and good thinkers.
4. Apply critical reading and thinking skills to evaluate and revise arguments and pinions.
5. Work effectively in collaborative and group discussion.
6. Build metacognitive strategies in critical reading and thinking.

The course is a blend of theory cum practical and course content included the points like :

### Unit – 1: Engaging with various types of writing

- Engaging with various narrative and descriptive accounts
- Engaging with subject based writing
- Engaging with journalistic writing

### Unit – 2: Reflective reading and writing

- Conduct interactive group reading sessions
- Reading strategies and reflective writing

### Unit – 3: Forms of literature for enhancing reading :

- Fiction: short stories, play, novel, poetry
- Non- Fiction: biography, autobiography, essay, information books, articles, reference sources (encyclopedia, dictionaries, thesaurus, critiques (critical analysis/literary analysis)

### Unit – 4: Activities for strengthening reflective reading

- Reading comprehension
- Book review
- Review of prose/poetry
- Summarizing
- Translation

## DATA COLLECTION AND ANALYSIS

The instrument chosen to elicit the teacher trainees' reflections on the course outcomes was a five-item questionnaire. Questionnaire was used in conjunction with interviews by the investigator as this form of inquiry seemed more promising. The brevity of the questionnaire was intentional, not for the purposes of this action research, but primarily because of the inexperienced group of trainees. One of the merits of the instrument used is that it was naturally integrated in the teaching process rather than manipulated for research purposes. The questions were:

1. What have you learned from this course? Elaborate...
2. How this course has helped in improving your reading skills? Elaborate...
3. How this course has been in improving your thinking ability on reading texts? Elaborate...
4. What kind of changes do you find in your personality after this course? Elaborate...
5. Which are your most favorite tasks during this course? Elaborate...

The course met twice a week for one hour each time for sixteen weeks. The questionnaire was given to the students at the end of the whole. The students wrote for about 15 to 20 minutes to answer these questions although there was no time limit given to them. Some of the reflections were assigned as homework also earlier. Forty-two responses were collected in all.

The responses were typed up in a single document and read by the researchers, who identified categories and tallied the comments from each category. The researcher then enlisted frequency on each category for the purpose of analysis. The below listed are the responses that the students gave. These responses have been categorized into different categories as listed below :

### Analysis of the Students' Positive Responses

Sr. No.	Categorization of Responses	Percentage
	Developed writing skill on deferent type of texts	55
	Developed active reading writing skill	75
	Can do critical thinking	90
	Can prepare notes	95
	Participate in discussion	55
	Developed the study habits/reading skill	65
	It Encourages brainstorming	42
	Developed leadership qualities	48
	It Encourages group discussion	35
	I can now use story telling techniques in classroom in better way	84
	Developed communication skill	95
	Better understanding of own strengths and identities as confident readers	10
	I can now prepare case studies	27
	I can now summarize texts	55
	I can now use critical reviews for making decisions	10
	I can now do better translation	60
	I improved my speaking ability through loud reading	45

### Analysis of the Students' Negative Responses

Sr. No.	Categorization of Responses	Percentage
	This course was not interesting	30
	This course needs more practical and less theory	60
	Handouts should be provided for reading activity	65
	Reflective group discussion were very much noisy	40
	Reading passages were sometimes boring	55

In this way, if have a look at the both the broad categories of responses, we can understand that the teacher trainees gave more positive responses to this course in terms of developing their many competencies like : developing writing skill on deferent type of texts, developing active reading writing skill, ability of critical thinking, preparing notes, participating in a discussion, developing the study habits/reading skill, encouraging brainstorming, developing leadership qualities, encouraging group discussion, using story telling techniques, developing communication skill, better understanding of own strengths and identities as confident readers, preparing case studies, summarizing texts, doing translation and so on. All these competencies are going to be very much useful to them in their professional life. Thus, one could realize that this particular course has a positive effect on the teacher trainees' own perception regarding their professional competency.

While looking at the negative remarks on the course, one could find that most of the negative remarks were a result of the functional dissatisfaction like : the course needs more practical and less theory, handouts should be provided for reading activity, reflective group discussion were very much noisy and reading passages were sometimes boring. All these negative remarks could be solved by better planning and execution on the part of the teaching staff and college administration. Besides, one could also observe that the negative responses were less in percentage in comparison with the positive responses.

## CONCLUSION

Thus, reading, reflecting and learning from texts is an essential skill/competency for the future teachers, and in an increasingly complex and interconnected world it is ever more important that future teachers develop this very crucial intellectual and practical skills for lifelong learning.

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# QR Code Enabled Curriculum at Secondary Level - A Teachers Perspectives

Dr. P.S. Sreedevi\* and P. Nandini\*\*

*“ Education is what remains after one who has forgotten everything learned in the school”  
- Einstein*

## ABSTRACT

School education plays a vital role in the process of learning. Every school education needs a standardized curriculum. The curriculum makes the students to be more efficient in every aspect. The NCERT has initiated the process of introducing Quick Response (QR) code in the text books. The new curriculum is very much helpful for the teachers in classroom teaching. Teachers can use QR code technology to teach for the students better understanding. The new curriculum provides the opportunity for the teachers to take the classes efficiently and effectively. Recently our TamilNadu Government has revised the school curriculum. The present study has tested, “ Teachers attitude towards the new curriculum of TamilNadu Government in Dindigul District”. The investigators has used the Descriptive survey method. Sample for the study consists of 38 teachers working from various Government schools in Dindigul District. The data was collected using a five point Likert type attitude scale developed by the investigators. The collected data was analysed with statistical techniques and the results revealed that the teachers in general are having positive attitude towards the new curriculum.

**Key words:** Education, curriculum, attitude, QR code

## INTRODUCTION

Education equips the individual with social, moral, cultural and spiritual aspects and thus makes life progressive, cultured and civilized. Education is important tool to shape human beings is the process of civilization humanness evolves through education. This means that education is not a process of teaching and learning best also a social emancipation. Values are imbibed from culture and society. Humanity education is the constant process of development of the innate powers of man, which are natural, harmonious and progressive.

A school is an institution designed to provide learning spaces and learning environments for the teaching of students under the direction of Teachers. Most countries have systems of formal education which is commonly compulsory in these systems, students” progress through a series of schools. The names for these schools vary by country. But generally include Primary school for young children and secondary school for teenagers who have completed primary education, An school where higher education is taught, is commonly called a higher secondary school.

A teacher plays a vital role in school education system. The success of the curriculum depends on the effort taken by the teacher. Teacher develops the students in all aspects physically, mentally, emotionally, socially, spiritually. Teachers can use QR code technology to teach for the students

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better understanding. The new curriculum provides the opportunity for the teachers to take the classes efficiently and effectively.

## REVIEW OF RELATED STUDIES

**Costello et.al, (2018)** studied on *“From books to MOOCs and back again: an irish case study of open digital textbooks”*. This study aimed to address one specific aspect of MOOC assessments. This study was designed to examine MCQ quality in MOOCs, 204 MCQs were analysed from selection of 18 MOOCs, sampling the domains of computing, social science and health science. Researcher conclude that if MOOCs are to fulfill the promises, they hold for the future of higher education there is more work to be done, the future may still be bright for pupils.

**Ali Nagla et.al (2017)** studied *“Pre service teacher’s perception of quick response code integration in classroom activities”*. QR codes have been discussed in the literature as adding value to teaching and learning. The researcher investigate the integration of the QR code in the classroom activities and the perceptions of the integration by pre-service teachers 44 per-service teachers enrolled on an undergraduate degree at higher education institution in the united Arab emirates took part in the study. Data were 37 collected by using the tool questionnaire, student journals and group interviews to enable triangulation. The result reveals to suggest that the pre-service teachers perceived the use of QR codes to be easy and useful in learning activities. The study provided practical examples of how QR codes can be integrated in teaching. It also revealed certain challenges that could hinder effective integration of QR code applications in the classrooms.

## NEED FOR THE STUDY

- The good citizens are prepared by the developing democratic way of life. Curriculum develops the abilities and capacities of the teachers. The Teachers determines the success of the curriculum
- The Teachers develops the mental aspects of the students. Mental facilities of students are trained by the various school subject teachers.
- The teachers contribution helps the students to develop in all the ways. The teachers plays the vital role to provide scientific invention and technical development

## SIGNIFICANCE OF THE STUDY

The State Council of Educational Research and Training(SCERT) have been instrumental in bringing in qualitative changes in the teaching learning process in school education in the state. It is responsible to develop curriculum, syllabus and textbooks for standards 1 to12 by involving the best academic experts. SCERT has been largely involved in capacity building of teachers in innovative ways of teaching. It designs teacher professional development programmes. It facilitates need based quality in-service training. SCERT aims at developing a digitally vibrant school education system with e-learning platform encompassing virtual classrooms, interactive teacher training, enabling the classroom with digital content and accessories to improve learning with insightful comprehensions by students relating to real life situation.

## STATEMENT OF THE PROBLEM

This study helps to understand the teachers attitude towards the new curriculum. It also reveals the teachers attitude upon technological learning. Curriculum is very much essential for the betterment of education. The students success mostly depends on the various aspects of curriculum. Recently

the Government of TamilNadu has revised the curriculum. The new curriculum textbooks of IX and XI standard contains the modern technology of QR code. The new curriculum makes the teachers to teach easily and effectively. So the investigator wants to make research on the specified topic. Present study to analyse the “Teachers attitude towards the new curriculum of TamilNadu Government in Dindigul District”.

## OBJECTIVES OF THE STUDY

- To assess the teachers attitude towards the new curriculum of TamilNadu Government in Dindigul District
- To measure the teachers attitude towards the new curriculum with respect to their gender and educational qualification.

## HYPOTHESES OF THE STUDY

- There is no significant between the Male and Female teachers attitude towards the new curriculum of TamilNadu Government. (Male & Female)
- There is no significant between the UG and PG teachers attitude towards the new curriculum of TamilNadu Government.(UG Teachers & PG Teachers)

## METHODOLOGY

### Sample and sampling technique of the study

The sample of the study were taken from various Government school teachers(38). The area of the study is Dindigul District. In the present study, the samples were selected by using Simple random sampling technique. The investigators has adopted the ‘Descriptive survey method’ for this study.



## Tools and Data collection

A five point likert type rating scale is used to measure the teachers attitude towards the new curriculum of TamilNadu Government in Dindigul District. It was developed by the investigators. The Attitude Inventory scale consists of 20 items. The tool was standardised with juries expert opinion. The five points of the rating scale (strongly agree, agree, neutral, disagree, strongly disagree).The developed tool was administered in the schools of Dindigul District. The collected data was scored, tabulated, and analysed.

## Data Analysis and interpretation

Statistical analysis is the process of collection, analysis and interpretation of the data and is one of the basic steps of research process.

According to Giles, G.B. (1984) "In the process of analysis, relationship or differences supporting of conflicting with original or new hypotheses should be subjected to determined with what validity data can be said to indicate any conclusion"

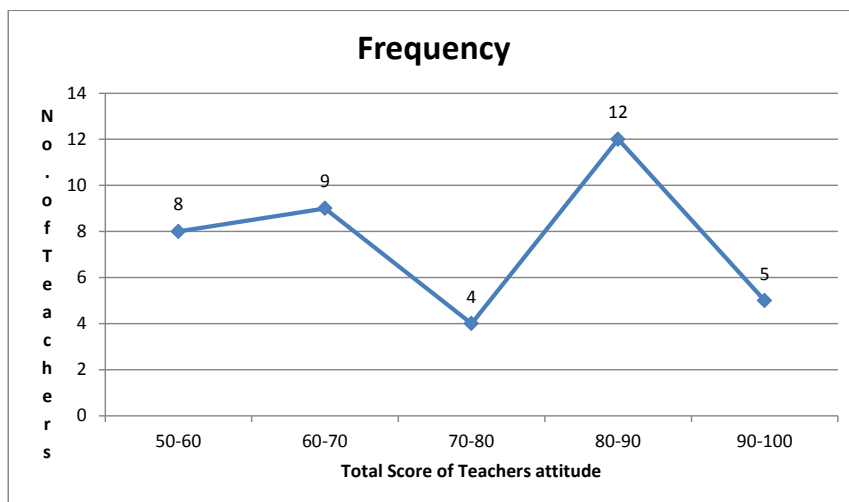
### Statistical techniques used in the study

Descriptive statistics and inferential statistics (mean difference, standard deviation, t-test) techniques have been used to analyse the collected data.

**Table 1: Analysis of attitude total scores of teachers**

Class interval	Frequency
50-60	8
60-70	9
70-80	4
80-90	12
90-100	5
<b>Total</b>	<b>38</b>

Total score of 38 teachers were collected and the descriptive analysis was done and the values have been tabulated.



**Figure 1: Frequency Analysis of the total attitude scores of teachers towards the new curriculum of TamilNadu Government**

This frequency polygon shows that the higher attitude of teachers from various schools towards the new curriculum of TamilNadu Government.

## Inferential Analysis

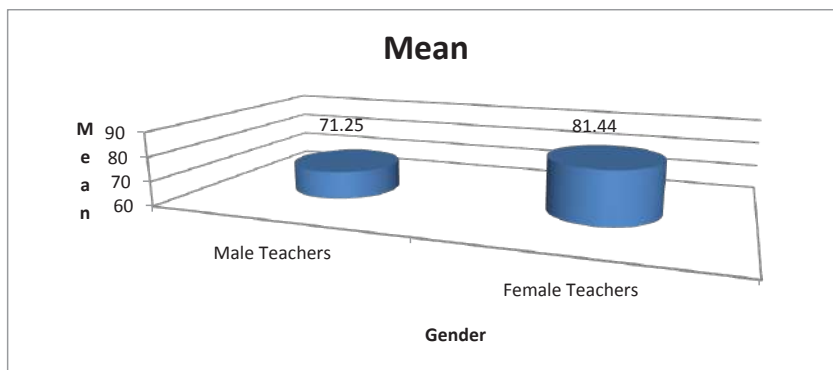
**Table 2: t-Test for teachers attitude towards the new curriculum of TamilNadu Government with respect to gender(M/F)**

Gender	N	S.D	Mean	Mean Difference	t-value
Male	20	9.70	71.25	10.19	2.723*
Female	18	13.26	81.44		

\*Significant at 0.01 level

The above table shows that mean values and standard deviation values of male and female teachers attitude towards the new curriculum of TamilNadu Government are 71.25, 81.44 and 9.70, 13.26 respectively. The mean difference between the scores is found to be (10.19) which show that the female teachers are having higher attitude towards the new curriculum of TamilNadu Government than the male teachers.

The calculated t-value is 2.732 which is significant at 0.01 level and hence the formulated hypothesis, "There is no significant difference between the male and female teachers attitude scores towards the New curriculum of TamilNadu Government" is rejected. The Mean values of the attitude scores of male and female teachers towards the new curriculum of TamilNadu Government is represented graphically in the figure 2.



**Figure 2: Distribution of mean scores between male and female teachers attitude towards the new curriculum of TamilNadu Government**

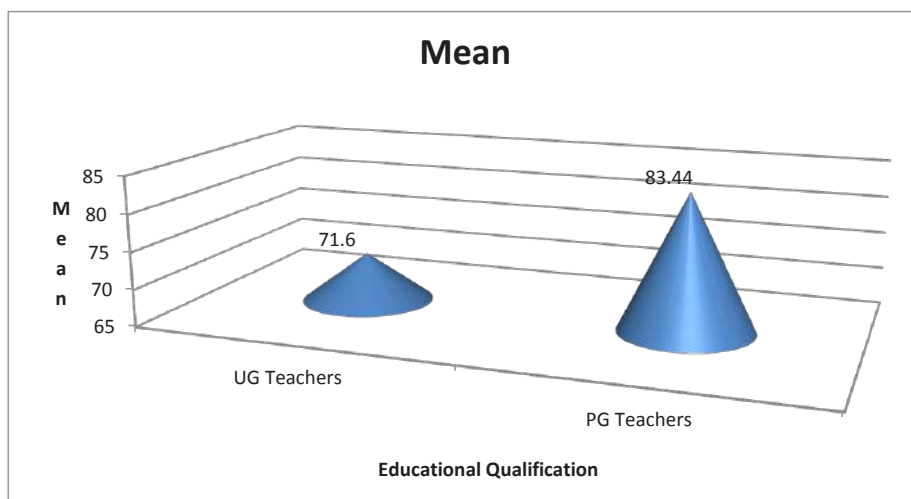
**Table 3: t-Test for teachers attitude towards new curriculum of TamilNadu Government with respect to educational qualification**

Educational qualification	N	S.D	Mean	Mean difference	t-value
UG Teachers	21	11.60	71.60	11.84	3.396*
PG Teachers	17	9.68	83.44		

\*Significant at 0.01 level

The above table shows that mean values and standard deviation values of UG and PG teachers attitude towards the new curriculum of TamilNadu Government are 71.60,83.44 and 11.60,9.68 respectively. The mean difference between the score is found to be (11.84) which shows that PG teachers are having higher attitude towards the new curriculum of TamilNadu Government than the UG teachers.

The calculated t-value is 3.396, which is significant at 0.01 level and hence the formulated hypothesis. "There is no significant difference between the UG and PG teachers attitude scores towards the new curriculum of TamilNadu Government" is rejected. The Mean values of the attitude scores of UG and PG teachers towards the new curriculum of TamilNadu Government is represented graphically in the figure 3.



**Figure 3: Distribution of mean scores between UG and PG teachers attitude towards the new curriculum of TamilNadu Government**

## Findings of the Study

From the analysis, the findings of the study were,

- There is significant difference between the male and female teachers attitude towards the new curriculum of TamilNadu Government. The mean difference between male and female are found to be (10.19) which shows that female teachers are having higher attitude towards the new curriculum of TamilNadu Government.
- There is significant difference between UG and PG teachers attitude towards the new curriculum of TamilNadu Government. The mean difference between UG and PG are found to be (11.84) which shows that PG teachers are having higher attitude towards the new curriculum of TamilNadu Government.

## Educational Implications

Education is a process of human enlightenment and empowerment for the achievement of a better quality of life. The quality of education can be measured through achievement. The study has wider implications in the educational sector. The findings of the study can be used by Teachers

take the classes more efficient. The experiment given in the new curriculum was very easy to demonstrate by teachers. This curriculum brings scientific knowledge for students. If the mobile learning is implementing in school the students get more knowledge about technology. Teachers can also use QR Code technology to teach, such that student can easily understand the content. Teachers benefit from the attitude to assess about their knowledge and they can become a part of school education development by realising their inner potential.

## Suggestions

- The teachers can motivate the students to complete MOOC courses like swayam,Udemy etc
- The teachers can make the students to use e-library and they can provide e-contents for students.
- The teachers can conduct online test and evaluation. This kind of evaluation encourages the students in an effective way.

## CONCLUSION

“Teachers Attitude towards the new curriculum of TamilNadu Government in Dindigul District” reveals that the Government school female teachers and PG teachers have the positive attitude towards the new curriculum of TamilNadu Government. The curriculum is helpful for the benefits of teachers, through this study the teacher can handle the class effectively. New curriculum textbooks enables the reader to read the text, comprehended and perform the learning experiences with the help of teacher. The students can explore the concepts through activities and by the teacher’s demonstration. The effectiveness of new curriculum creates the interest among the teachers. With the help of the technology, the teachers can makes the students in a great way.

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# Assessment of Female Principals Leadership Style and Proposed to Strengthen It in Government Primary Schools of Horo Buluk Woreda, Oromia Regional State, Ethiopia

Prof. (Dr.) P. George Raja Kumar\*

## ABSTRACT

The aim of the study was to investigate the assessment of female principal's leadership styles and proposed to strengthen it in government primary schools in Horo Buluk Woreda. The design of the study was a descriptive quantitative survey study that employs questionnaire as data collection tool. In this regard, a total of 5 government primary schools were drawn from the woreda schools using simple random sampling technique. To this end, the sample consists of 125 teachers from government primary schools. The instrument of data collection for the study was a Multifactor Leadership Questionnaire (MLQ) by Avolio and Bass (1995). Equally, the obtained quantitative data were analyzed using percentage, mean and t-test. Descriptive statistics such as mean, standard deviations and percentage were used to describe personal characteristics.. The findings of the study revealed that female principals in government primary schools dominantly used transformational leadership style. Moreover, the government female principal in terms of applying different leadership styles was also found statistically significant. Lastly, the laissez-faire leadership style was viewed as inappropriate.

**Key Words:** School principal, Teacher, Leadership style, Governmental school

## INTRODUCTION

### Background Of The Study

Education is a process through which human personality develops. It is not a process which begins at a definite time and comes to an end at a particular point in the life of man.

The teacher forms an inevitable element in the process of education. Without a teacher this process is rather difficult to operate. Therefore, a teacher is one pole of education. The second pole is the educand. This process is impossible without educand also. Adams has advocated that only these two poles are important and therefore education should be regarded as a bi-polar process. To quote him "It is a bi-polar process in which one personality acts upon another in order to modify the development of the other. The process is not only deliberate but conscious one. The educator has the clearly realized intention of modifying educand".

Ross also supports this view and says "Like a magnet, education must have two poles, it is a bi-polar process". But John Dewey goes a step further and says that education is not a bi-polar process. He introduces the third element in this idea and says that this third element is an important

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as the other two ones. The third pole of education is the subject-matter or the curriculum, the source of which is the society. All the three are important. In the recent past the educand was abhorred. Sometimes, one pole is given more significance than the other. Sometimes, taking teacher to be the supreme being, sometimes we take the curriculum as most important and think it to be our duty to impart the knowledge of the same. Even today most of us take it to be our purpose to teach the curriculum to enable the child to pass the examination. It is a one-sided education. In fact, education is a tri-polar process and all the three poles of this process must be taken into consideration.

Puvvada George Rajakumar identified the fourth pole as principal's leadership, which also plays a vital role in the process of education.

## Importance of Leadership

Leadership is the process of persuasion or example by which an individual (or team) induces a group to pursue objectives held by the leader and shared by the leader and his or her followers (Gardner, 1990:1). In this regard, Fiedler (1967) carefully and clearly distinguishes between the terms "leadership behavior" and "leadership style". On the one hand, leadership behavior denotes the specific acts of a leader in directing and coordinating the work of group members. That is, the leader can direct, command, make helpful suggestions, and show consideration for the wellbeing of group members. On the other hand, leadership style is a personality characteristic; it does not describe a consistent type of leader behavior. In addition, he stated that leadership style is determined by the motivational system of the leader.

The notion of females' focus on consideration has been supported by Josefowitz's (1980) finding in the manner that female managers were twice as accessible as male managers. The study further noted that unlike male managers, female managers tended to maintain an open-door rather than a closed-door policy. In addition, a study (Getskow, 1996) has shown that women leaders share many commonalities. In this manner, women are more interested in transforming people's self-interest into organizational goals by encouraging feelings of self-worth, active participation, and sharing of power and information. Bass (1998) identified three major types of leadership such as laissez-faire, transactional, and transformational. To this end, laissez-faire leaders avoid expressing their views or taking action on important issues, fail to make or at least delay decisions, ignore responsibilities, provide no feedback, and allow authority to remain dormant.

On the contrary, transactional leaders motivate followers by exchanging rewards for services rendered. When subordinates are doing their work in organizations such as schools, transactional leaders recognize what followers want from work and try to provide them with what they want. They exchange rewards and promises of rewards for effort and respond to followers and immediate self-interests. Transactional leaders pursue a cost-benefit, economic exchange to meet followers' current material and psychological needs in return for contracted services rendered by the subordinate (Bass, 1985).

Transformational leaders, on the other hand, are proactive, raise the awareness levels of followers about inspirational collective interests, and help followers achieve unusually high performance outcomes. Moreover, there are four factors that characterize the behavior of transformational leaders such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass and Riggio, 2006). Particularly, idealized influence builds trust and respect in followers and provides the basis for accepting radical and fundamental changes in the ways individuals and organizations do their work (Bass and Riggio, 2006). Conversely, inspirational motivation changes the expectations of group members to believe that the organization's problems can be solved. Correspondingly, intellectual stimulation addresses the problem of creativity. Individualized

consideration means that transformational leaders pay particular attention to each individual's needs for achievement and growth (Atwater and Bass, 1994).

A number of other educational studies (e.g. Silins, 1992; Kyung Son and Miskel, 2006) that have been done with regard to transformational leadership revealed that transformational leaders have greater positive effects on their educational organizations than transactional leaders.

Several studies have also shown the female principals' leadership style in Ethiopia. Thus, the female principals' leadership style in Ethiopia cannot be overemphasized. However, this study was undertaken in Horo Buluk Woreda of Horo Guduru Wollega Zone, Oromia Regional State of Ethiopia. As researcher knowledge no female principals' leadership style in government of secondary schools the case of Horo Buluk schools. Therefore, this study aims to identify those the types of female principals in secondary schools and the female principals' leadership style in government of secondary schools varying from area to area including those were not included in previous studies and indicate their relative importance for the female principals' leadership style in government of secondary schools in the study area.

## STATEMENT OF THE PROBLEM

As compared to the historical reality of Ethiopian education system, the emergence of female educators to leadership positions can apparently be considered as an achievement in the current educational structure. Nevertheless, the status of female educators has not yet improved in a desired manner despite the massive national development endeavors and the prevailing promotional educational system. This reveals that efforts should be made to upgrade the position of women educators.

According to Tesfaye (2008), though there is a growing interest in both government and non-government actors to increase the number of women in decision-making in the Ethiopian context, a lot remains to be done. The same is true in gender and leadership studies in Ethiopia. Some studies have investigated the differences between the leadership style of male and female leaders *using* instruments that included both sexes. Such studies have obviously shed light into leadership practice of women. Yet, there are no studies that assessed the leadership effectiveness through self-reflection in Ethiopia.

Nowadays, the education system of Ethiopia provides an opportunity for women to hold the position of principals in many primary schools. According to Ethiopian Constitution of 1995, there are important legal and social measures taken to promote gender equality. Equally, the existing five-year growth and transformational plan also aims to elevate 30% of women to higher leadership echelon and 50% to middle level decision making stage. In addition, Brannon (2002) stated that there are many research in the past related to gender and the role of leadership which shows male and female leadership having similar concept and style of leadership. In doing so, female leader is more human oriented and more sensitive in interpersonal issues (Zemke et al., 2000).

According to Whitehead (2006), female leadership was praised for effectiveness to manage school finance, handle disciplinary problems smoothly and anticipate potential problem situations.

However, as the knowledge of the researcher, there was no study has been done in the area of studying the female principals' leadership styles in government of secondary schools the case of Horo Buluk schools. Due to this, the researcher was motivated to study female principals' leadership style in government of primary schools the case of Horo Buluk schools and to investigate to what the female principals' leadership style and investigating the dominant leadership style of female principals of schools and others related points will be the focus of this study and to answer the research question in the study. Also it is against this background that this study intends to fill

the gap by addressing the problem in which the female principals' leadership style in government of primary schools. Some of those not included in previous studies and these have not been well identified, it also included in present study. So the present study aimed to fill this gap. Therefore, this study aims to identify those the female principals' leadership style in government of primary schools varying from area to area including those were not included in previous studies and indicate their relative importance for the female principals' leadership style in government of primary schools in the study area.

### Conceptual frame work of the study

According to Wegayehu Gashaw (2006) female principal leadership style in government schools of the study area can be influenced by a number of factors such as personal characteristics, social conditions (factors), principal empowers of females institutional and years of experience factors and also summarized by figure 1.

### Personal Characteristics

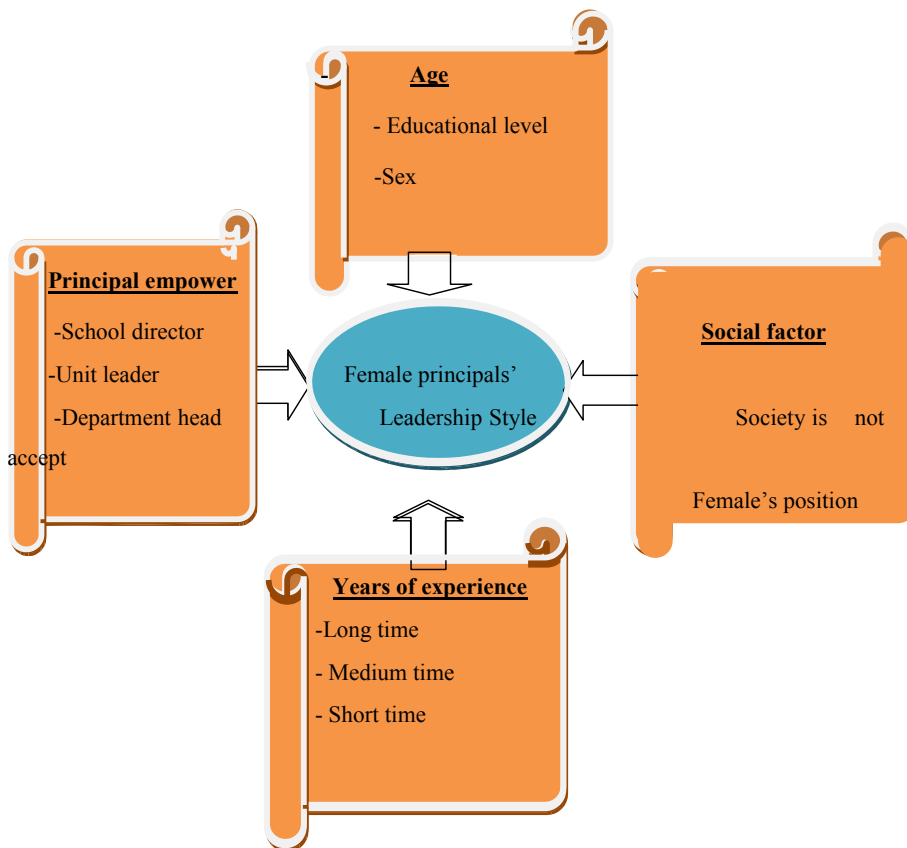


Figure: 1 Conceptual female principal leadership style in government schools of the study area.

## RESEARCH QUESTIONS

The following research questions are prepared to achieve the objectives of this research

1. What are the female principals' leadership styles?
2. What is the dominant leadership style of female principals of schools in the study area?
3. Is there a difference between the leadership styles of female principals' in the study area?

## OBJECTIVES OF THE STUDY

### General Objective

To examine the female principals leadership style in government of primary schools in the case of Horo Buluk Woreda, Oromia regional state, Ethiopia

### Specific Objectives

- To describe female principals leadership style.
- To identify the dominant leadership types of female principals in primary schools.
- To describe the principals leadership style difference according to school type.

## SIGNIFICANCE OF THE STUDY

The significance of the study is to find out problems and to come up some possible solution it may provide information to solve or identify the female principals leadership style in government of primary schools in the case of Horo Buluk woreda. In general this study may be important for government, society, students and other researchers. In addition to this the result of this study were also serve as the base line for governmental and non-governmental organization in tacking necessary information on female principal's leadership style in government of primary schools in the case of Horo Buluk woreda schools. It may be serves as a foundation to point out possible mechanisms to improve female principals' leadership style in government of primary schools. Also offices may use the study with other related studies as resource for further commitments and improvements of their action.

## DELIMITATION OF THE STUDY

This study is focuses on the female principals' leadership style in government of schools and primary indicating some strategies how to strengthen female's participation in leadership style. Thus, this study is mainly focuses female principals' leadership style in government of primary schools. Geographically, this study is limited to Horo Buluk Woreda primary schools, due to time and financial rationales.

## LIMITATIONS OF THE STUDY

The limitation of the study may be to faces different obstacles. These is may be the time constraints in order to conducting the study in proper manner and budget constraints are happen when the research conduct the study. The other is may be the problem of the lack of awareness about female principals' leadership style in government of primary schools by the respondents and miss-understanding of research question.

## DEFINITIONS OF KEY WORDS

In order to apply the concepts and terms in the whole body of this research, the researcher has included the following concepts or terms with following definitions:

**School principal:** is an administrative head and a professional leader for school system and manages the school's total program.

**Teacher:** is a professional person guiding and directing the learning experience of pupils in an educational institution, whether public or private.

**Leadership style:** is the relatively consistent pattern of behavior that characterizes a leader.

**Governmental school:** is a school administered fully by the government state

## LITERATURE REVIEW

### Early Trait Research

In which the Pure trait approaches that is the view that only traits determine leadership capacity were all but put to rest with the publication of literature reviews during the 1940s and 1950s. In particular, Stogdill (1948) reviewed 124 trait studies of leadership that were completed between 1904 and 1947. He classified the personal factors associated with leadership into the following five general categories:

- Capacity-intelligence, alertness, verbal facility, originality, judgment.
- Achievement- scholarship, knowledge, athletic accomplishments.
- Responsibility-dependability, initiative, persistence, aggressiveness, self-confidence, desire to excel.
- Participation-activity, sociability, cooperation, adaptability, humor.
- Status-socioeconomic position, popularity.

Although Stogdill found a number of traits that consistently differentiated leaders from non-leaders, he concluded that the trait approach by itself had yielded negligible and confusing results. He asserted that a person does not become a leader by virtue of the possession of some combination of traits because the impact of traits varies widely from situation to situation.

### RECENT PERSPECTIVE ON LEADERSHIP TRAITS

More recent trait studies, however, use a wider variety of improved measurement procedures, including projective tests and assessment centers, and they focus on managers and administrators rather than other kinds of leaders. Yukl (1981, 2002) explains that although Stogdill's 1948 literature review greatly discouraged many researchers from studying leader traits, industrial psychologists interested in improving managerial selection continued to conduct trait research. Their emphasis on selection focused trait research on the relationship between leader traits and leader effectiveness, rather than on the comparison of leaders and non-leaders. This distinction is a significant one. Predicting who will become leaders and predicting who will be more effective are quite different tasks.

Stogdill (1981) concluded that a leader is characterized by the following traits: a strong drive for responsibility and task completion, vigor and persistence in pursuit of goals, venturousness and originality in problem solving, drive to exercise initiative in social situations, self-confidence and sense of personal identity, willingness to accept consequences of decision and action, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, ability to influence other persons' behavior, and capacity to structure interaction systems to the purpose at hand. Similarly, Immegart

(1988) concluded that the traits of intelligence, dominance, self-confidence, and high energy or activity level are commonly associated with leaders. Thus, effective leaders must have the ability to read and adjust to the particular context or set of circumstances they face. In this respect, their leadership behavior is contingent on context and situation. The choices that they make relate directly to their own beliefs, values and leadership style. The study of leadership has tended to do well up on issues of style and levels of decision-making, assessing the consequences of their variations for organizational improvement and effectiveness (Sergiovanni, 1992).

## **CONTINGENCY APPROACHES TO LEADERSHIP**

The contingency approach is also referred to as a contemporary theory of leadership. Contingency theories maintain that leadership effectiveness depends on the fit between the personality characteristics and behavior of the leader and the situation. During the late 1960s research recognized the limitations of behavioral theories and began to develop situational theories of leadership, because it was discovered that the most effective way to lead depends on the situation. Stoner and Freeman (1992:480) argue that there are factors in each situation that affect the effectiveness of a particular leadership style. These factors include the leader's personality together with past experiences and expectations. For example, a manager who has been successful in exercising little supervision may be more prone to adopt an employee-oriented style of leadership. The next step will focus on the two models of contingency leadership theories, namely the Fiedler Model and the Path-goal Approach.

### **Implications Of Contingency Theory For Women In Management Positions**

According to Beach (1980:478) argues that contingency theories are based on two assumptions about leader's adaptability. One approach assumes that leaders must change their behavior to fit the situation (House's path-goal theory). The other approach assumes that the leader must change the situation to fit the leader's behavior, which is assumed to be immutable. The nurturing character of female principals enables them to adapt their leadership style to the environment they are exposed to. For the leader to be adaptable she or he should be motivated. As Nzimande and Sikhosana (1996) point out that the manager needs to be adaptive directive supportive so as to motivate the performance of both people and production. Blackmore (1999) maintains that there is no fixed, correct way of leadership, thus female leaders should be free and flexible to take on new challengers to make them effective and successful leaders.

## **FEMININE STYLE OF LEADERSHIP**

Women in management are adopting styles and habits that have proved successful for men but some are moving into top management through skills and attitudes they have developed from their shared experiences as women. They draw on their interactive, supportive and transformational leadership styles. Booyen (2000:24) maintains that principals with feminine leadership style tend to be transformational and relationship orientated, with an emphasis on collaboration, participation, support, empowerment and subtle forms of control. While to talk of female management style may itself be stereotypical, the label does distinguish between incentive and competitive styles of leading Reddy (1996:154) stresses that these female in management are seeking and finding opportunities in fast changing and growing organizations and are succeeding because of certain characteristics considered to be feminine.

According to Grogan (1996:158), women leaders are equipped with a leadership style that is more consensus building and more open and inclusive. Women tend to be more comfortable



with giving positive feedback. Because of their socialization, they find it important to please others and to gain their approval. As a result, they often overplay the positive and underplay the negative feedback. Other characteristic associated with women leaders is good conflict management skill. Most women leaders tend to adopt win-win approach to solve conflicts. The approach enables both conflicting parties to win and it is considered as most effective method of resolving conflicts (Hart, 1980; Hearn, 1999). This means that each conflicting person or group is satisfied with the outcomes and relationship with in the staff remains good.

## Female Leadership in the Education Sector

According to Ethiopian Education Sector Development Programme III (2006 G.C), the joint review mission found that women are under-represented in leadership positions at all levels including in Regions where the gender gap in relation to female enrolment is steadily narrowing, and with no discernible pattern e.g. for Regions as a whole (there are no female Heads of Woreda Education Office in Amhara and Tigray while there is one in Benishangul-Gumuz; the representation of women as experts in Regional Education Bureau structures is 2% in Benishangul-Gumuz, against 13% in Amhara).

Female education expert positions are often provided for in Regional Education Bureau and Woreda Education Office structures, but not always filled. At school level, there are still significantly fewer female school principals than male in all Regions (2 women school principals in the 168 schools of Gambella; 9.5% at primary level in Amhara; 20% in Addis Ababa's schools, which is the highest representation). The team also found that the potential synergy between strategies for girls' education on the one hand, and for female leadership on the other, is not well understood everywhere and is not fully exploited. The data on gender parity in schools shows that across the Regions girls' education strategies are less effective higher up in the education system and may not be sufficient. The importance of women in leadership positions as role models and this being a pull factor for girls' schooling is not sufficiently recognized (ibid).

Regional cross sectoral strategies are in place in some cases (e.g. in Tigray) but the link with education sector strategies is not strong. In the education sector, all regions implement affirmative action policies (e.g. for selection of female trainee teachers, training for female teachers), but this is rarely followed up higher up in the system as there are few practical measures to ensure female representation and no strategy to support women who do/would take up leadership positions. Women face a variety of constraints.

There are practical constraints: not enough educated girls who could pursue their education and work in the education sector (and other sectors); lower mobility of women due to their role in the family. Structural constraints are also noted: high entry requirements in the degree courses currently available combine with women's lower mobility to further restrict further education opportunities for women. The teams report is persistence of cultural constraints (female lack of self-esteem aggravated by male attitudes). These constraints are recognized but they are not well understood, nor is their relative importance is different across regions/areas and at different levels in the system (ibid).

The team noted that there is a commitment to gender equity, and strategies to achieve it are being tried out. The team's recommendations aim at building on these strengths to conduct regional/area specific analyses of actual and perceived barriers to female leadership in education, leading to the development of high profile regional/area specific strategies(enlist support of Women's Affairs Regional Bureaus and Woreda Offices and of Regional/Woreda Cabinets and Councils).

As a result, applying affirmative action for women is found vital. This includes develop modalities for women's access to formal qualifications (e.g. open learning platform for a new B.Ed. in primary



education), combine affirmative action and targeted on-the-job support for women in leadership positions and for women identified for their leadership potential, continue broad-based awareness-raising and training at all levels, Integrate female leadership strategies (and costed targets) within education sector development plans at all levels and immediate priority on filling female education expert positions in Regional Education Bureau and Woreda

Education Office where those are provided with expanded mandate for development and monitoring of mutually supportive girls' education and female leadership strategies.

**According to Tesfay S. Tsegay (2008)** in the Ethiopian context, though there is a growing interest in both government and non-government actors to increase the number of women in decision making, a lot remains to be done. The same is true in research into gender and leadership in Ethiopia. Some studies have investigated the leadership style differences of male and female leaders using instruments that included both sexes. Such studies have obviously shed light into leadership practice of women. But there are no studies that assess leadership effectiveness through self-reflection in Ethiopia. Recognizing women's styles of leadership represents an important approach to equity as long as they are not stereotyped as "the" ways women lead but as "other" ways of leading. The feminine leadership styles are not better or worse than the traditional male-oriented ones, they are just different. Feminine leadership styles are described in general terms as interpersonal-oriented, charismatic and democratic (Eagly and Johnson, 1990; Freeman and Varey, 1997) and related to gender because of stereotypes of women as being sensitive, warm, tactful and expressive (Olsson and Walker, 2003; Van Engen et al., 2001). Like any new trend in traditional settings, it takes years to develop styles until these styles are understood and accepted. Meanwhile, women face several barriers that prevent them from been considered leaders or leadership candidates (Still, 1994). Obstacles with this origin have been described as "the glass ceiling" as a metaphor of an invisible top that halts women in moving up the career ladder at a certain point (Oakley, 2000).

## RESEARCH METHODOLOGY

The research method is the heart of a research because it helps researchers to decide how they are going to achieve their stated objectives, what new data they were needed in order to shed light on the problem they were addressed and how they were collected data and process the data. Therefore, it were needed much attention on choosing the appropriate methods which will provide the desired outputs.

On the other hand, in the quantitative research the main objective is to investigate quantitative properties and phenomena and their relationships. The quantitative researcher can function independently of the participants of the research to a major degree, although some interaction is probably inevitable (Kothari, 2004; Bazeley et al, 2002). Furthermore, there is a method which is a combination of qualitative and quantitative methods. Researchers call this mixed method and it is a side-by-side or sequential use of different methods or it may be that different methods are being fully integrated in a single analysis (Bazeley et al, 2002).

## Research Design

The research design used in this study is descriptive type whereas the researcher wants to assess the female principals' leadership style in government of primary schools: the case of Horo Buluk woreda. The appropriate descriptive research for this study is cross-sectional sample survey method. A survey is normally conducted to determine the present status of a given phenomenon (Soper, et al 1990). As (Soper et al., 1990) states the advantage of survey method is that, it is a wide in scope and it allows a great deal of information to be obtained from a large population as data

collection may be spread over a large number of people and over a large geographic area and also noted for its cost effectiveness. Accordingly, in this study both quantitative and qualitative (mixed) research design approach will be used. For quantitative method self-administered questionnaire will be used whereas for qualitative method in-depth interviews and personal observation were applied.

## Study Population

The population of the study was the entire Horo Buluk woreda in order to get detail and relevant information about the female principals' leadership style in government of primary schools the case of Horo Buluk woreda.

## Sampling Techniques And Sample Size Determinations

Random sampling methods are used to select the sample of respondents. The schools in the Horo Buluk woreda were included in the study using proportional random sampling technique. In this regard, teachers in the sample schools having equal chance of selection.

**TABLE 1: Distribution of the Sample District, Schools and Teachers**

District	Schools	Total number of Teachers			Sample	Percentage
		Male	Female	Total		
HoroBuluk Woreda	Sekela Primary School				28	50%
		41	15	56		
	Haro Aga primary School	23	10	33	18	54%
	Dado Sire Budo primary School	11	12	23	5	22%
	Cabir primary School	11	15	26	5	19%
	Abuna primary School	8	8	16	4	25%
	Total	94	60	154	60	39%

## Data Collection Instruments

To collect the data Questionnaires, Interview techniques used. Based on the basic research questions and in light of the review of related literature, the questionnaire is prepared in English language. But, for getting exact answer I was prepare both English and Afan Oromo language. The peoples of Horo Buluk woreda are the speakers of Afan Oromo. The interviews mostly take from open ended question nature, in which a researcher was ask the selected respondents for the facts of matters as well as for the respondents' opinion about events. Also interviews help to obtain relevant data that cannot be handled by questionnaire. Accordingly based on the basic research questions and in light of the review of related literature, a semi-structured interview will employ face to face.

## Data Collection Procedure

In this study, the data were collected by using a self-administered questionnaire and in-depth interview. The questionnaire has been distributed to all respondents. The respondents were given to answer and return the questionnaire.

## ANALYSIS AND INTERPRETATION

Once raw data were collected, the quantitative and qualitative methods of data analysis and organization tool will be employed. In the survey method of research after data will be collected from the sample of the population, the respondent's responses will be organized using table frequencies and percentage will be used to describe the data. To test the difference among the subsystems on a certain variable, mean, Variance, standard deviation and factor analysis statistical analysis tools applied. Then based on the information obtained from data analysis, generalizations about the population will be made. To analysis the data, statistical package for the social sciences (SPSS) (version 20) software will be used. To the data gained through unstructured interviews qualitative analysis will be applied.

The survey result shows that 48% of the respondents had college diploma, followed by 36% of the respondents had bachelor degree. The remaining 12 % and 4% of the respondents had TTI certificates and master's degree respectively as far as educational qualification of the teachers is concerned. Most of the teachers were similar in their status of education. As many researchers explained in their findings the education level of teachers were dominated by local i.e. the study area focus on rural teachers of the woreda there is no colleges and university found.

Concerning the service years of the respondents in government primary schools, 12% of them had five and below years of work experience and 8% of the respondents had served 21 years and above. On the contrary, 80% of the respondents served for 6-20 years.

In order to identify the dominant leadership styles of female principals, MLQ consisting of thirty-six items was employed in the current line of inquiry.

In doing so, these items were divided into three major categories: transformational (20 items), transactional (8 items), and passive/laissez-faire leadership (8 items) (Avolio & Bass, 1995). The average scale was calculated by adding scores for all responses of a scale's items and dividing them by the total number of responses for that item. In the same manner, data were analyzed using mean and standard deviation. Female principal's leadership style is a cooperative empowering style that includes team members depend on facilitative leadership, enabling others to make their contribution through delegation and encouragement.

As it can be depicted, the mean for sub-styles under transformational leadership such as idealized influence, inspirational motivation, intellectual stimulation, and individual Consideration account for 2.45, 2.25, 2.67 and 2.432 respectively. On the other hand, the mean for sub-styles under transactional leadership like contingent reward and active management-by-exception consists of 2.44 and 2.22 respectively. Equally, the mean for laissez-faire and passive management-by-exception in passive or avoidant constitute 2.45 and 2.17 scores respectively.

In terms of grand mean for three leadership styles, the highest rating was assigned to transformational leadership style ( $X=2.816$ ) followed by transactional ( $X=2.795$ ) and lastly laissez-faire leadership style (2.31). Thus, the findings of the study under this particular topic reveal that the three leadership styles (i.e. transactional, transformational and laissez-faire) were applied in government primary schools by female principals despite variation in extent. Hence, it is possible to conclude that transformational leadership style (i.e. grand mean= $2.816$ ) is the dominant leadership style used by female principals in government primary schools in the study areas and there is non private primary school for competing this schools.

## SUMMARY, CONCLUSION, AND RECOMMENDATIONS

### Summary

At present time Ethiopia is facing greater encouragement of female's leadership in general and in particular areas of the country. At the earliest time the back ward traditional culture of the

developing countries' including Ethiopia is highly influenced by loss of female's leadership style in different government office and schools, at current time this problem is more/less minimized. Most female principals are mission centered, developing a widely shared vision for the school, and building consensus about school goals and priorities. The majority of the female principals have good communicative style, comfortable with giving positive ideas to resolve conflicts and magnify positive criticism than negative criticism in their leadership style.

To address the objectives of the study, both quantitative and qualitative methodologies were used in this study. Data were collected from primary and secondary sources. The primary data necessary for the quantitative study was collected from 125 samples from school teachers of the study area or woreda. A two stage sampling technique was used to select sample of school teachers for the study areas. Descriptive statistics were used to analyses data collected for the study.

## CONCLUSION

The main objective of this study was to examine the leadership style of female principals in primary schools of selected woreda. To this end, the study has formulated three basic questions. These include:

-What is the dominant leadership style of female principals in primary schools of Horo Woreda as perceived by the teachers?

-What are the female principals' leadership styles?

-Is there a difference between the leadership styles of female principals' in the study area?

In doing so, the researcher has come up with the following conclusions based on the findings of the study

The findings of the study imply that the dominant leadership style of female principals in government primary schools is more of transformational leadership style. As a result, female leaders tended to display a democratic and participatory style; they exhibit a cooperative, empowering style and mostly depend on a facilitative leadership enabling others to make their contributions through delegation and encouragement. Moreover, female principals are more concerned in influencing people to transform their interest in to organizational goals.

The findings of the study revealed that transformational leaders develop a widely shared vision and attractive future for the school. Most female principals are mission centered, developing a widely shared vision for the school, and building consensus about school goals and priorities. The majority of the female principals have good communicative style, comfortable with giving positive ideas to resolve conflicts and magnify positive criticism than negative criticism in their leadership style. They pay attention to interpersonal relationships. They share power and information in their administration; they provide an opportunity for decision making. From the findings of the study, it was indicated that there is a slight difference between the government and private female principals regarding their leadership styles. The government primary school principals dominantly used transformational leadership style. Transactional leaders use praise and encouragement to motivate subordinates; they share power and information in their administration; they appreciate subordinates even for routine tasks and provide an opportunity for decision making. The study also demonstrated that majority of the female principals were not wasteful in the utilization of school resources, and keep accurate records of their financial transactions. Few female principals fail to interfere until problems become serious. Some of them treat teachers as individuals rather than members of a group, and sometimes they delay in responding to urgent questions. The impression given by the respondents is that the different leadership styles used by female principals make them effective as managers, except the laissez-faire leadership style which was viewed as inappropriate.

## RECOMMENDATIONS

On the basis of the study findings, the researcher has forwarded the following suggestions;

- Nowadays, Horo Buluq Woreda Education Bureau provides an opportunity for women in the position of principal and vice principal in many primary schools. But it needs to focus more on increasing the number of female principals in leading primary schools. Likewise, female principals have to work hard and bear the overall burdens; they look for the best path for the school in general. So, they have to be supported to improve their educational levels. The Bureau should arrange in-service training, short and long term trainings while giving more priority to female principals and vice principals in primary schools to up-grade their educational levels and promote the application of transformational leadership style in their schools.
- Female principals in primary school should be provided with opportunity that enables them to hold various positions such as department headships, unit leadership, and focal persons in different co-curricular activities and committees. When the Bureau arranges different trainings, seminars and workshops regarding the important issues like educational strategies, government school principals must be incorporated. Furthermore, female principals in primary schools need training on financial management to capacitate them to control and follow the school's financial transactions. Transformational female leaders should prepare training in their schools in order to make the work environment transparent and conducive. Supporting bodies should be given encouragement by providing materials and financial support. Government school female principals should cooperate more with external individuals who might need information about the school.

## SUGGESTIONS FOR FURTHER RESEARCH

1. This study was conducted in Horo Zone in Oromia Regional State, It will be better if any one conduct in other zones of different regions in the country Ethiopia, to make this finding applicable in all the primary schools relating with women's' leadership comprehensively.

2. Future research should not be limited on women related factors that affect empowerment of women.
3. It will be better if any one include women woreda educational officers and women school supervisors in the further research.

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# Assessment of Women's Empowerment in Integrated Functional Adult Education Program (IFAEP) in Bahir Dar City, Ethiopia

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## ABSTRACT

Notwithstanding to their contribution for the development of any society, women are one of the outcast groups of this world. Illiteracy is the cause for the low participation of women in social, economical and political spheres. To rule out insignificant involvement of women in different spheres, providing adult education is incontestable. This article examines the Ethiopian women's empowerment in Integrated Functional Adult Education in relation to social, economical and political dimensions. The paper confirms providing adult education program focusing on illiterate women geared the betterment in their day-to-day lives. Similar to other parts of the developing world, women in Africa, particularly in Ethiopia experiences dismal situations. The deep-rooted taboo that is patriarchal ideology is, the prominent detrimental factor that refrain women from equal participation with men. This article concluded that Integrated Functional Adult Education helps the women to empower in social and economical situations. However, it explains the women's participation in political issues is not inasmuch extraordinary. Persistent economy, lack of awareness, insufficient accessibility of the program and the program's inability to take in to account women learners with special needs are some of the challenges, which hurdle their full participation in adult education program.

**Keywords:** women, adult education, empowerment, literacy, Ethiopia.

## INTRODUCTION

Two thirds of the world's illiterate populations are women (Anonuevo & Bernhardt, 2011). In near 2015, all over the world, 775 million people unable to read and write, overwhelmingly, 66% are women (UNESCO Institute for Statistics [UIS], 2013). In addition, United Nation Education, Social and Cultural Organization [UNESCO] estimates, in South Asia, Sub-Saharan Africa, and the Arab States two out of every three women do not have basic literacy skill (UNESCO, 2014). Therefore, the women's low participation in educational arena contributes for their low lives.

Many studies have been shown that, women's education empowers socially, politically and economically participation. Usually women involvement in schools is seen as a means to bring equality and empowerment in different settings. However, such belief puts women under the patriarchal ideology. Longwe (1998) asserted there is little or no evidence that women's lack of formal schooling results in lower socio-economic status and subordinate position in the social, economic and political arenas. Moreover, Holland and Skinner (2008) schooling for the social mobilization is important for libratory worlds with their empowered identities for women but it often creates the sense of disempowerment. Women's participation in the formal education expected to yield the dividends

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to the economic development. Nevertheless, its significance to transform the social structure of the society in which the women lives is extremely poor. In addition, in the schooling the pedagogy practiced in the learning process also used to perpetuate the existing artificial deep-rooted social norms. Furthermore, women's participation in the economic, social and political aspects because of newly gained literacy skill has not been realized. Women employment also may not be culturally acceptable, or it may not be approved in certain contexts. Providing literacy skill alone is not sufficient to empower women in different aspects, so reconstruction of the social structure is essential (Kagitcibas, Goksen & Gulgoz, 2005).

The term empowerment is widely used but seldom-defined (Soetan, 1999). Although often used, many of scholars and practitioners are not sure about the meaning of empowerment. Perhaps empowerment is defined as the process of having power in the social structure. Similarly, women's empowerment is the fore of development sectors including education. Women empowerment is also the means not an end to improve their participation in economic, social and political endeavors. However, often in literatures, women's involvement in individual, group, household and societal roles acknowledged as remain low. To increase women participation in different aspects of their life and eventually to empower through provision of formal education is insufficient. Therefore, non-formal education program are important in successfully addressing the issue of women empowerment by building upon their family and community experiences and through transforming the taboo of the society.

The purpose of this critical study will be to assess the contribution of Integrated Functional Adult Education Program for women's empowerment at Bahir Dar City in the case of Kebele-17 ( Kebele is the last level of the city administration with no more than 5000 households). At this stage in this paper, the empowerment of women generally defined as the process of fair distribution of resource and power between men and women in different spheres; economic, social and political. As a result, adult education is an indispensable program for the improvement of individuals, groups and the whole community. It is also invaluable to women's who are beyond formal education, dropout from the formal system and economically poor background to attend formal or further education.

In developing countries like Ethiopia, the provision of this program is absolutely necessary because adults who account for the lion's share of the total population and who have vital role in the economic development of the nation are mostly illiterate. Disturbingly, in our country, in spite of their contribution to national development, women's low partakes in social, political and economic structure still persists. To overturn this terrifying situation, the development and implementation of adult education program is obligatory. However, the provision of Integrated Functional Adult Education in Ethiopia is an infant phenomenon, which was started in the last eight years. Since 2010, the Ethiopian government is providing Integrated Functional Adult Education program to increase the adult populations' contribution to national development.

Indeed, Ministry of Education (MoE, 2008) states that the design and implementation of National Adult Education Strategy aimed at establishing literacy program for women, especially for those with low/no income, which are appropriate for additional income generation. Integrated functional adult education is the form of adult education which is provided for adult segments of the population and it includes contents from education, health, agriculture, basic life skill training, economic, entrepreneurship, civics, etc. that can be applied in the day to day activities of the adult learners.

Even if the provision of the program is at its infant stage, it may contribute to the improvement of the life standard of adult learners. Form the participants (learners) of Integrated Adult Education program; women are the major target groups as they are neglected parts of the population from participating in the formal education in most parts of Ethiopia. To fill this gap, the government of Ethiopia is providing integrated functional adult education by giving an equal chance for women to



participate in the program provision to empower them to participate in economic, political and social issues of the country. Therefore, the rationale behind conducting this research was to investigate the contributions of Integrated Functional Adult Education in women's live and to assess the challenges women face in participation. Since the leaning's in this paper is critical this research has an intention to be a voice for women's who are challenged to take part in the program.

This qualitative research will be conducted at Bahir Dar city particularly in kebele 17 because this study area is easily accessible to the researcher and there is integrated functional adult education program provision in the fair level. Women participants (learners) in integrated adult education program are the sole participant of the study.

## **RESEARCH QUESTIONS**

This research topic was conducted by answering the following questions:

1. How did integrated functional adult education contribute to the improvement of the lives of women participants at Bahir Dar city particularly in kebele 17?
2. What are the major challenges women faces to participate in integrated functional adult education programs at Bahir Dar City particularly in kebele 17?

## **PURPOSE OF THE STUDY**

This research has the following purposes:

1. To investigate Integrated Functional Adult Education contributions for improvement of women's live at Bahir Dar city in kebele 17.
2. To assess the major challenges women learners face in participating in adult education program in Bahir Dar city in kebele 17.

## **SIGNIFICANCE OF THE STUDY**

This research has myriad of contributions for different stakeholders. It can be use as a stepping stone for potential researchers in the study area. Further study also used to identify and take measures on obstacles which encountered by women adult learners in Bahir Dar City particularly in kebele 17. Moreover, it used as a voice /agent/ for women who are not heard before in different social structures in the study area. It will also provide tips to improve integrated functional adult education contributions for women's live improvement and empowerment based on critical perspective. Hence, this research will be significant in terms of being an input in an intervention for problems women face in the form of projects.

## **TYPES OF DATA**

To investigate an in-depth data and to ensure reliability and validity (triangulation) in this study, the researcher had employed semi-structured interview for women participants to collect an in-depth data. From the data collection methods, one can easily understand that the data that will be collected is an empirical. Therefore, in this research primary data will be used to draw conclusions and forward recommendations on the respondent meaning about the central phenomenon of the study.

## **SAMPLE AND SAMPLING TECHNIQUE**

Among all women participants in integrated functional adult education class room in Bahir Dar City in Kebele-17, 4 respondents were be selected by using extreme case sampling technique.

Because extreme case is the most important sampling technique in this study to select women, who have extraordinary practices in the social structure of the study site.

### **The relationship between participant and researcher**

In this study the researcher will be key informant of the research process and will interact with the participant by putting himself on their shoes. I was the designer of the interview guides as well as conduct interview from the participants in their daily lives. Indeed, the participant and the researcher will have intimate relationship rather than far away from the participant daily setting.

### **Ethical considerations**

First, the participant willingness to participate in the study was confirmed. More, the participant also treated as human being as role player of the research, not as tool for conducting the study. Indeed, the data collected from the participants were kept as confidential by using pseudo name in the research report. Second, in this research process I was tried to make the research free from any kind of plagiarism and deception through using my time wisely.

### **LITERATURE REVIEW**

In this part of the study, different scholarly sources related to adult education and women empowerment would be reviewed. Thus critical issues dealt with its own sub-topics to increase the confidence of the researcher on the problems under investigated. This part of the study also gave clue to readers on the problem under investigated.

### **INTEGRATED FUNCTIONAL ADULT EDUCATION**

The term literacy does not have a universal understanding and application across literatures and practitioners. In ordinary understanding literacy is often related to reading, writing, and basic mathematical skills. If an ordinary person is asked about what literacy is, probably his answer may be related to: the ability to read and write some texts. According to Kagitcibas *et al* (2005), literacy, to the lay person, is the ability to read and write. However, literacy is more than this and explained in different forms of skill and its application in daily life. They also point out that functional literacy is not only just a skill or knowledge, and it is acquisition encompasses more than learning a number of technical skills. Being functionally literate is more than simply decoding script, or producing essays; it is also taking on the identities associated with these practices. Functional literacy is the process of learning those basic skills and more, which can be applied in learner's daily life activities. Robinson (2004), point out functional literacy is an ability to engage effectively in all activities which is assumed literacy is required in his culture or society. Therefore, functional literacy not only confined with formal ways of learning, rather it is more than it and interpreted differently based on milieu.

As to Robinson (2004), mostly, two divergent definitions were forwarded by literatures in the use of the term functional literacy. The first definition of literacy is very flexible and ever changed one which is directly related with dynamics in a society. Based on this definition literacy is not common across and even within the society. Indeed, such connotation of functional literacy is the most important in an ethnographic study and in different literatures explain as a hidden literacy in which every society is practiced. Moreover, this type of literacy usually investigated through an ethnographic research. In this extreme understanding of functional literacy its definition is amorphous. The second definition of functional literacy is often related with the common understanding that is the ability to read and write a short simple statement in his daily life. Unlike the first definition of functional literacy, the

second definition is the most commonly used understanding in literacy programs often in developing countries. A person is functionally literate who can engage in all activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development (Robinson, 2004). She also asserts functional literacy today, mostly in Africa, tends to mean a training program, not lifelong functioning program.

## **BENEFITS OF FUNCTIONAL ADULT EDUCATION**

In Africa, particularly in Ethiopia, a functional adult literacy program has invaluable importance for the development with high rate of illiteracy. According to Kagitcibas *et al* (2005) functional adult literacy is particularly important in developing countries where formal education has not reached a significant proportion of the adult population, particularly in the rural areas. Developing a national development plan without giving due emphasis for functional adult education development and implementation is a mere wastage of resources. Furthermore, sidelining adult segments of the population and more, women's without formal education in national progress issues is also impoverishment. Therefore, the development and implementation of functional adult literacy program is compulsory to attain wide intended goals.

Consequently, the Ethiopian government develops national adult education strategy in 2008, to improve participation of adult segments of the population in development affairs. Since 2010, the strategy have been executed to decrease illiteracy at a nation over in the short term and to combat poverty in the long term. Integrated functional adult literacy, in Ethiopia, provided for adults beyond 15 age, women and men dropout from formal education, those beyond formal education, those who are economically poor to attend formal or any further education, and for one's who are marginalized in the social structure. Moreover, integrated functional adult education in our country provided for 18 months and it has three levels and each level accounts six months. Based on national adult education strategy adult learners completed 18 months of attendance and competent enough would be graduated. Moreover, the one who is interested and competent enough would join technical, educational, vocational and training program.

Among the target groups of integrated functional adult literacy women are the most sensitive target groups of the population. In our country, almost in all cultures women's are neglected parts of the society despite their contribution for the national development. In addition, they are treated inhuman by the influence of patriarchal ideology of the society. To give hear to unheard, that is for women, the Ethiopian government devised the national strategy for adult education. Moreover, as I have explained in the problem justification part of the previous memo, the national adult education strategy has an intention to improve women, especially for those with low or no income, which is appropriate for income generation. As to Kagitcibas *et al* (2005) literacy is seen as an empowering process, particularly for women who constitute most of the world's illiterates. Therefore, this program has an intention to empower women in different aspects of their life.

## **WOMEN'S EMPOWERMENT THROUGH INTEGRATED FUNCTIONAL ADULT LITERACY**

Empowerment is the process of fair distribution of power between men and women in the social structure. Longwe (1998) asserts empowerment involves the process of taking or, more precisely, women's empowerment means generating enough political mobilisation and organisation so that women's are in a position to take. As to Stevenson and Allen (2016), empowerment is an aggregate

elling of competence, strength, and ability to succeed. Indeed, women empowerment is the process of improvement in participation, which enables women to take part in the economic, political, and social roles of the society. The term women empowerment often used in two broad senses, that is broad and narrow (Gul, 2015). In general sense, the term empowering women is to be self dependant by providing them access to all the freedoms and opportunities, which they were denied in the past only because of their being women. The narrow understandings of the term women empowerment refers to enhancing their position in the power structure of the society. He also argues that women empowerment essentially means that the women have the power to capacity to regulate their day to day lives in the social, political and economic dimensions. Furthermore, women empowerment is the process by which women collectively come to recognize and address the gender issues which stand in the way of their advancement (Longwe, 1998). She also states if they wait to be given, definitely they shall wait forever. Moreover, empowerment is a power which enables women to move from the periphery to center of stage in the all activities.

To make women at the center and sage on the stage to influence all activities in their day to day life, providing education in general and adult education in particular is essential. Adult education as a program provided for women to narrow gender gaps in the certain culture. According to Longwe (1998) adult education for empowerment is concerned with the process of enlightenment, conscientisation and collective organization. Adult education seen as one of the most effective channels for reducing inequalities between men and women that ensures maximum participation of women in the development process (Chattier, 2013). It is a tool for neglected one's to find themselves as where they are working and how they are live. Through being conscious using adult education program, women's would be able to enlighten themselves from harsh social structure by focusing on fight with patriarchal beliefs.

In this review, women empowerment can be explained in the form of social, political and economic participation. When we think about empowerment we have to make sure that women's are active involvers' of the above three aspects in certain society.

## **Economic Empowerment**

Economic empowerment of women is the most determinant and assumed as strengthen women in their involvement in the productive activities of the country. It is the ability of women to control and advantageous from its own and societal resources and cope up with challenges to foster economic well being. Women constitute half of the population, and any investment in the development of human capital which ignores the female population can be detrimental to the progress of a country (Chattier, 2013). As they are the half population of the country and have multidimensional interaction nature with other segments of the people, their economic dominance is crucial in fostering entrepreneurial habits and economic development.

However, women's self and public employment trend is hindered by many factors. As to Kagitcibas *et al* (2005), cultural values, no permission from their husbands and lack of specialized skill and education are some of challenges women face from self- job, employment and economic involvement at large. According to Chattier (2013) most studies assert that women empowerment is entirely hindered by the cultural practices surround in their lives. In the development of the country, ignoring the contribution of women puts an economy at the back. Chattier (2013) also states no society has ever liberated itself economically without taking part women segments of the population in developmental issues. Women's participation in adult education is the best alternative to increase the gross domestic product of the country. She also argues the higher ratio of educated women, increases the per capita income of a country, which may be a core factor in overall economic development of a nation.

## **Social Empowerment**

Like economic empowerment, it is very crucial issue improving life situations of women, yet often not clearly stated in academic literatures dealt about women empowerment. Even so, in this review it can be understood as the process of improving self-directedness, self esteem and the ability to work and live individually and collectively to reconstruct the existing partial relationships and social structures that ignore unprivileged segments of the population that is women (Kagitcibas *et al*, 2005). They also explained that social empowerment is women's ability integrate and live with individuals, groups, and societies with miscellaneous culture. As a result without women's social empowerment, aiming to achieve social development at large is terrible.

Women's social empowerment has important contribution to increase the life expectancy of citizens and it balances birth weight and often it opens children's chance to attend primary school. It improves women's health ramifications and demographic situations. Indeed, adult education lays profound contributions for the improvement of women social empowerment. As to Kagitcibas *et al* (2005), women who participate in literacy program are found to achieve a higher status in the family, group and society level than those who are deprived for literacy. Gul (2015) also states, women without education are exposed to suffer for intense humiliation and harassment and traumatic experiences with prolong depression. Despite their underpinning contributions in individual, family, group and society affairs, women social empowerment is intentionally neglected by patriarchal ideology. Therefore, to improve such worse phenomenon education particularly adult education has immense role to escape women from such social structure.

## **Political Empowerment**

It is the process of having position in the political structure of the country. Political empowerment is also the practice which helps women to control resources and to make decision. According to Longwe (1998), political empowerment increase women level of control over the allocation of resources by identifying and ending the discriminatory practices which stand in their way. Typically political empowerment is a means to women's to break out myth and proverbs which hinders their political involvement. So, this kind of empowerment helps women to lead social change within the circumstances they live. Indeed, it is related to women's active participation in voting, development projects, community mobilization, demonstration, and any other political agendas (Kagitcibas *et al*, 2005). Women's participation within the development process provides the opportunity to increase political empowerment. However, women participation in political issues in the world particularly in developing countries remains insignificant. Even those countries which are high performance in literacy, yet women's participation in political issues acknowledged as stumpy (Longwe, 1998).

## **DESIGN OF THE STUDY**

The research method is the heart of a research because it helps researchers to decide how they are going to achieve their stated objectives, what new data they were needed in order to shed light on the problem they were addressed and how they were collected data and process the data. Therefore, it were needed much attention on choosing the appropriate methods which will provide the desired outputs. Furthermore, in this study qualitative analysis methods used. The descriptive survey method was employed in the study. Face to face structured interview tool used to collect the data from the participants.

## ANALYSIS AND INTERPRETATION

In this part of the study, data collected from the participants were analyzed and discussed. To understand the contributions of functional adult literacy, examining the current provision of integrated functional literacy program is crucial. The purpose of conducting this study was to investigate the contributions of integrated functional adult education to women's empowerment and assess challenges women face to participate in the program. To remained, the findings of this study was guided and tried to answer the following research questions: How did integrated functional adult education contribute to the improvement of the lives of women participants at Bahir Dar city particularly in Kebele 17? What are the major challenges women faces to participate in integrated functional adult education programs at Bahir Dar City particularly in Kebele 17?

The woman who participated in this study were 30-45 years old Askalu, Tigist, Workit and Selam who have been attending adult education program in Belay Zeleke Sub City, Kebele 17, since 2008 E.C. In the sub city, adult education program provided at Meskerem 16 General Primary School in Kebele 17. Adult learners attend the program twice a week that is Friday and Sunday. Adult learners group, the participants of this study was selected, learns Friday 11:00-12: 30 PM and Sunday 5:00-7:00 AM. Askalu has three daughters and divorced seven years ago. She was born in 1968 E.C in Hamusit, South Gonder Zone. She said when I was early childhood I come to Bahir Dar City with my mother and I grew here. Currently, Askalu lives in Belay Zeleke Sub City in Kebele 17, Bahir Dar, with her three daughters. The main cause of the divorce is her husband's alcohol addiction and mismanagement of income. Tigist, another participant of this study, is married with two boys and two daughters. She is the main breadwinner of the family through baking and selling Injera (staple food of Ethiopians) in retail selling for individual as well as wholesaling for cafeterias'. The third participant of this research was Workit, married women with two boys and four daughters. She grew up in Adet, in West Gojjam Zone, no more than 40 kilometers from Bahir Dar, the general context of the study. Similar with Tigist, Workit runs her business to generate income through engaging in selling woods which used to construct houses. The fourth participant of this study is Selam, divorced two years ago with three boys. She works different activities including cash-crop retail selling, but her constant source of income is Sheep cultivating. Through engaging in these activities, she covers different house and school expenses for her boys.

Thus, divorced participants of this study explained participation from integrated functional adult education helped them to being the breadwinners and decision makers to better the future of the family. Most of the participants forwarded the as the program is indispensable to lead healthy family without any social problems. Program beneficiary and divorced women, Askalu said:

My daughters have good behaviors that most of other daughters no more have. They are disciplined and most individuals admire my family. However, one of my daughters was so sick and her father was not on her side. After two months illness, God had mercy on her and currently she is in good condition. Therefore, Askalu is very happy with her families' current situation in comparison to children of other families in her village often show deviant behaviors. Though taking part in educational program the women could show the well family management, in which traditionally disciplined daughters and boys are expected from the patriarchal family. Women's involvement in adult education program transforms the traditional taboo deep-rooted from the contexts daughters from the matrilineal family is undisciplined. Similarly, Selam also said, "Although I am divorced, my boys are disciplined too, they did not show any kind of behavior... insulting, when I said anything from them".

### Economic Benefits of functional adult education

Integrated functional adult education improves adult learners' economic situations through providing basic skill, knowledge and attitudes. Economically, Askalu said:



Before I attend this program, life was very difficult and I could not feed my daughters. There was nothing in my home. Now I can feed my family and afford my first daughter's college fee. I can also buy home materials including bed. My first daughter completed grade 12 in 2008 E.C. and unfortunately, she cannot join university. Now she studies accounting in private college. Before I began attending this program, I didn't have a bank account. But today I can deposit money from my regular income that is trade (fruit selling).

She thought adult education program as important for the economic empowerment of the learner. One of the aimed of adult education program has been providing skills relevant for improving adult learners' economic situation. Workit, the participant, pointed out that, knowledge acquired from the classroom reveals change on my family's life. However, providing the program only at literacy level is not sufficient to improve women learner's life. There should be a program that can change the economic situation of all illiterate women. Askalu said, "Before I entered to this class, I cannot read, write and calculate. But, now I can calculate, read and write and these helped me to increase my income. The facilitator helped me develop these skills; I would like to thanks him".

In Askalu's opinion, a woman who has literacy knowledge would have better job and income. In this regard, Askalu also believes, adult education program is a means to have better opportunities. However, she thought, adult education provided by the government is just as gift, to help her life. But, it is an educational program, must be provided for all adults as human right and functional purpose in appropriate time and place, with need based content.

Tigist said *from the program* "I can learn how, when and where money can be spent". Most of the participants believed that adult education program empowers the learners, through teaching the wise management of income. For example, Askalu said "now I have diary to register daily income and expenses". She also forwards based on this mechanism, "I can use money appropriately". Workit forwarded the mismanagement of money is the main cause of the challenging life. Askalu pointed out before divorce with her husband, there was high mismanagement of money because of her being illiterate and her husband's alcohol addiction. She said "my daughters are wise ones; they do not spend money inappropriately". Almost all of the participants thought that as adult education program helps them to overturn from the previous dismal situation. Selam said, "*All what I have now happened by because of the facilitators help, he is here to help us*". But she thinks that this program is provided by the well of the facilitator, not as she has a right to attend adult education program. Moreover, all the participants of this study were not conscious as the government is responsible to provide adult education program for all illiterate women.

## **Social Benefits of functional adult education**

Another relevance of integrated functional adult education is social empowerment of participants. This importance of functional adult education explained in terms adult learners and their family's participation in the social system. The participants of this study asserted the high relevance of the program to increase their social empowerment. Askalu said,

*Now I have a good relationship within my family and I can manage in the way other good families do, Neighbors' and others from the work place appreciate my family relationships and they said "you have disciplined daughters and you are lucky. I have good social relationships with my clients, I know how to communicate and form intimate relationships with anybody.*

Tigist also mentions as she can manage families in different ways from that of other families. She said, "*Today in the home I developed social skills of how to solve problems with my families and neighbors*". Another participant Selam said, "*Before my participation from the program I don't know how to share ideas with individual I haven't knew before, but today I am not shay with anyone, even*



*I know where about the formal organizations and ways of communications with them*". Integrated functional adult literacy builds the social empowerment of the participants through developing the skills and ways to communicate with formal organization staffs. Workit, pointed out, before her participation from this program, as she was only in home and unable to communicate with any individuals within and out of the village. She thinks here past social abilities by said this, *"I don't believe in myself as I can communicate, when anybody comes to home from anywhere including governmental offices my word was only one, that is I can receive message but I can't respond, you can ask him[her husband] for your concern"*. All of the participants of this study have pointed out as integrated functional adult education builds their social empowerment.

Specifically, the participants forwarded as adult education program increases my interaction, with individuals from the neighborhood and the work place. Selam said, *'now unlike before I know how I could keep in touch with my customers with smooth communication and smile face, but before my participation from this chance I am not conscious about well customer service is means to my business [cash-crop retailing]'*. They said illiterate women are the ones that cannot communicate and make relationships with other individuals, even with her family. Indeed, participants look out towards social empowerment has importance in finding one's own personal potential. The participants positioned, unless one can make interact with friends, it is impossible to learn from the classmates or anybody. For example, Askalu, divorced women said,

Before I join this program, I feel afraid to talk with other individuals. When I was with my husband, he was not voluntary to allow me to converse with my women friends. If he saw me, when I am having conversations outside the house, with my neighbors, he would beat me. Occasionally, I had talked with them secretly, when he goes to some where far from the home. But through the help this program, today all things become a history. All situations already passed, now I can do whatever I want, because education builds my confidence.

Adult education program yields an opportunity to women learners through opening the door to form relationship with other individuals. The participants thought when a woman has interaction with others she can find available resources in her environment. However, most women live under poverty because of the lack of social interaction. Workit said, *'some years before because of my lack of social ability to communicate and interact with individuals I lost a chance to get place [container] for business, consequently I was in poverty, till I attend this program'*. From participants the belief, one can easily understand as they could not understand providing the work place for women is the government's responsibilities. Most their saying shows the presence of unequal distribution of resources among the groups. Particularly, women are the one who did not take the opportunities available in their milieu. Moreover, Askalu also shared the above idea by forwarding the following;

I was live at a periphery of Bahir Dar City. I have no any interaction with anyone. Because of that I lost many opportunities. When most women get to market place, I cannot get to the market place. This resulted from my own illiterateness and lack of communication and interaction with others. If I were conscious on available opportunities, now I would be a rich woman.

Participation in adult education program used to improve health condition of the learner's family. Women involvement in functional adult education decreases the expansions of transmitted diseases. A participant point out this program contributes for the awareness of women about HIV/ADIS. There is high rate of women exposed by different sexually transmitted diseases because of their lack of awareness and social interaction. The participant, Askalu said, *"even if I lost chances from the environment, I really want to thanks my God to keep me free from disease, Most of my friends died ...tearing...because of disease, as they were not conscious and illiterate, After I attend here I am conscious bout disease, I don't want to marry again"*. In the same vein other participants also geared to explain the social benefit of the adult education. To quote their sayings Workit unequivocally

explained the following; *“In my home before my attendance to this program there were medicine at least painkiller, but today my families are healthy, I know how to throw out garbage”*. From the participants saying, adult education has immense contribution to empower women through providing basic life skill training to protect transmitted disease. I think HIV/AIDS causes a severe problem in the Sub City she lives. From this I can understand there is no accessible prevention and protection method for women’s, from HIV/AIDS and other transmitted disease.

Based on their opinion in this study, adult education program is indispensable for women’s social empowerment. They highlighted the literate women can take social responsibilities in social associations. Women participation in social associations helps to build confidence, to gain help in challenging situation, and to save money regularly. This can be understood from all the participants saying, as they are today a member of Idir, Iqub and Women’s association [yesetoch mahiber] in their villages. For example, Tigist said, *“of course I don’t have responsibilities, but, I can take and discharge responsibilities from Iqub, Idir, and Women’s Association, because now I can read, write and calculate”*. She thought, adult education program reveals basic skill, knowledge, and attitudes, to execute responsibilities they take from the social system. In similar way Workit forwarded the following, *“a few months ago I was the chief of our women’s association with 10 Birr in a week from each member, but today I resigned from this responsibility but not from the association because of our internal problems, that is, one member deceive 78 birr and I was annoyed”*. From here saying, the researcher could conceive adult education program could help the participants to protect from any kind of oppressions and abuses.

Indeed, another advantage of adult education for women is to empower them to be able to make decision on household issues. They feel adult education program helps the women, to understand their extent of decision making at family level. The program builds women’s capability to decide on issues equally with men. This can be observed from Askalu’s response:

When we live together, my husband often undermined my ideas in making decisions. Only he was the decision maker in anything in the house. He believes that I cannot take any responsibilities to lead family. But I can make decisions in my family issues. And today the program builds my capability to make decisions independently.

Men’s superficial perception about women’s ability to make decision is one of the problems women face in their routine activities to hinder their empowerment process. Husband’s attitude toward the involvements of women in decision making is detrimental. The inculcated patriarchal ideology in the social structure is the crux problem which directly and indirectly contributes to women’s oppression. The participant of this study thought that there is unfair distribution between men and women in the social spheres. They also depicted in any social structures women are oppressed by their husbands. However, women did not understand unequal distribution of power from social dimensions in different level emanated from this ideology. In social activities women are oppressed, not because they are incapable to make decisions. Therefore, through providing adult education program opportunities, the potential of women could play decisive role in transforming the social structure of the society following their empowerment.

## **Political Benefits of functional adult education**

Education in general, adult education in particular used to develop the individuals consciousness and political participation. Being able to write, read texts and environments as well as to predict the future of their milieu is often believed as highly depend upon the accessibility of educational opportunities. Aside to formal education or often more than, adult education is expected to raise the learners’ awareness about their identities. The learners’ look out about their identities directly or

indirectly opens for participation in political arena. In this study, the contribution of adult education for women's political empowerment is not as much extraordinary. Regarding political empowerment, most of my participants think through attending adult education it is possible to participate in different polity issues. They thought adult education gives a chance to forward ideas, take notes, group discussions, dialogues with individuals or groups, etc., in political meetings. This can also be observed from Askalu's saying:

I participated in different political meetings in my village, I can raise questions and suggestions, I can take notes from what the chair person of the meeting said, When I take per diem I can sign and write my full name, When they saw my signature and written name they admire me, They said if so, we would provide political responsibilities to you.

However, currently she does not have political position. Askalu is affiliated with the current ruling party of Ethiopia. She works as a member in the political structure. In this situation inequality exists that women did not have position in political system. I think she assumes polity position is something provided by those who have power. But she should be conscious about unfair distribution of position between men and women. And, that she can play political role based on her personal convictions regardless of her membership in political parties. Besides to Askalu's idea, Selam and Workit forwarded, as they are participating in political issues in the cell level. They consolidated through this political structure different social problems are solved. More, they are the active member of the cell and as it used to secure their villages. Their participation in the cell helps them to clean their homes and villages through regular discussions. However, from the above findings it is easy to understand women's participation in political positions at least within their village is still persisted insignificant. In spite of their contributions for the peace and security, family betterment and community progress women are segregated from political positions, even in local decision-making positions.

## CHALLENGES OF WOMEN'S PARTICIPATION IN FUNCTIONAL ADULT EDUCATION

Women's participation in adult education can be challenged by different aspects. Lack of awareness is the major detrimental, resulted less participation of women. The participants forwarded, women's are not well informed about the relevance of integrated functional adult education. It can be corroborated by participants' voice. *"We women are not willing to participate when something comes for us, most participant dropout from this class because they don't know this program is for them"* [Askalu, divorced]. *"At the beginning of my participation and before I come to here [program center] I was cynical about its relevance to my life, but then after I get it being essential to everything for me"* [Workit, married]. To provide adult education sufficient awareness creation program is essential to empower women in Belay Zeleke Sub-City, Kebele 17. This also shows the extent of awareness creation program is insufficient. In the Sub-City there is also high rate of women who dropout from the program.

Often women's participation in adult education can be hindered by their own physical retardation. When women become older, they begin to encounter different health and fitness issues. A participant of this study Askalu said; *"now I can write, read, and calculate and I am also trying all tasks provided in the classroom, but now my eye can't see well, there is some problem in my eye when I read texts"*. The absence of priority and attention from the government for adult education results the exclusion of those women's who need special treatment. In adult education center nothing is done to provide learning for women with special needs. Adult education provision centers should take into account the presence diversified learners.

Women learners' participation is limited by different factors in addition to the above awareness problems. Persistent poverty is highly dominant problem in hindering the women's participation from educational opportunities. The presence of economic problem consequently requires women to engage in income generating activities for survival. In this study from the verbatim of the participant, Workit, *"the main problem I have face is lack of time to get chance to go adult education classroom, unless I can't work in daily manner I can't feed my families, for example, often I miss the Friday's class because I have to work but always I attend Sunday's class."*

In addition, women's participation in literacy program is also challenged by their economic situation. Their low level of economic status takes a lion share in hindering their participation. Similar with Workit, Askalu also consolidated the economic challenges to participation by saying these, *"I prioritize our work than this education, because most of the learners live a subsistent life, usually I miss the class sometimes because I have to work at that time"*. Unfair economic resources distribution can also be observed from her saying and this result women's less participation in adult education program. Relative to men, high rate of women are exposed to poverty. This unequal distribution of economic resources should be overturned to increase women's participation in adult education program and ultimately to empower them.

Distance from program center to women's home is another challenge to participate in adult education program. Like other variables, the remoteness of women learner's village contributes for the dropout of learners form adult learning center. Askalu said, *"There is a woman who comes from remote area, the place they come from would have to pay 10 Birr for transport. They come to program center occasionally. However, for me maximum transport cost is only 2 Birr"*. Relative to formal education integrated functional adult education mostly provided by local resources. But, the provision is not accessible in all areas in the Sub-City. Adult education should be provided in convenient place and time to women learners.

Finally, the result of this study shows participating in adult education program results women's empowerment. As a result, it is essential to provide integrated functional adult education for all women to improve their participation in different social structures. In a nutshell, Askalu said; *"today's life is totally different from that of the past. Today I feel myself as a full."*

## **SUMMARY, DISCUSSION AND CONCLUSION**

### **Summary and Discussion**

Providing adult education opportunities for women who are beyond formal schooling, economically poor, dropout from formal school, etc. is undutiful. It is invaluable to empower those women. Moreover, academic literatures and different organizational reports described the importance of functional adult literacy to empower women in a myriad of ways. The participants of this study also believes that adult education program plays crucial role to improve women's capability to participate in social services/issues, economic resources, and political structures.

Certainly, integrated functional adult education envisions women's about the major economic areas to increase their income. Economic empowerment is the main concerns of women's adult education program. It includes the women's ability to being self-reliant in economic aspects and the extent of involvements in entrepreneurship. After women participated in adult education program, she leads her life in better way than that of the past. Chatter (2013) resulted the same finding, women's participation in adult educational program increases their economic dominance. The participants of this study improve their income through participation in adult education and they can afford educational expenses and college fees. Kagitcibas, Goksen and Gulgoz (2005), studies reveal, the participation of women in functional literacy improves the life standard of the family through improving income

via accessing job opportunities. Similar to their finding, this study also show women's participation from functional adult education broadens women's chance to participate in different breadwinning activities and business.

Social empowerment is the main issue in adult education program provisions to improve women's life. In this study, adult learning opens the door for women's to make relationship with others, to take part in social associations, increase decision making ability, improve the family planning, health and relationships, etc. The same result also found by Gul (2015), women's participation in adult education improves their interaction with individuals, groups and society as a whole. This finding also corroborated by findings of Kagitcibas *et al* (2005), which states women participated in functional literacy found them in higher status in family, group, and society level and in decision making processes.

Political empowerment is the crux issue in the empowerment process of women. In this study, relative to other empowerment issues the political empowerment is not achieved inasmuch as an expected. The participants of this study, after their participation in adult education, they affiliated to the political parity. But currently they did not have power in political system. Often political empowerment is seldom achieved through adult education. The same finding also resulted from Longwe's (1998) study; political empowerment yields women's control over the resources and ends segregation. Longwe also concluded even if the provision of adult education is significant women's political empowerment remains low. Kagitcibas *et al* (2005), also asserts women's political empowerment is insignificant, even with their participation in adult education program. Therefore, I do not think that women who participated in adult education in Belay Zeleke Sub City, Kebele 17 are politically empowered.

However, women's participation in adult education is challenged by different factors. The finding of this study reveals, women involvement in a program hindered by awareness problem, economic situation, distance and women learners' retardation (age). The same result also concluded by Kagitcibas *et al* (2005), women's participation in functional adult literacy challenged by their low level of economic status. But Kagitcibas and his colleagues study did not conclude distance between women's home and literacy center as a challenge in adult education provision. Their study also windup awareness problem of learner's and husbands of women learners cause women's participation in adult education still remain at the back. Therefore, despite of its contribution women's involvement in adult education challenged by different factors.

## CONCLUSION

The role of integrated functional adult education to improve women's empowerment is unquestionable. In the study setting the provision of functional adult education is absolutely necessary for individual, group, community and nations development. Since women are the half of any population sidelining them in any development paths make the track uncomfortable to reach on goals. Women's are the crux group of any society and beyond school age. Silence from any concerned bodies on those women, eventually left any development issues at the back. Therefore, in Ethiopia, the provision of adult education for women should be fundamental issue rather than alternative for others. The participants of this study indicated the program's relevance to their day to day lives. But the provision of the program is not in exhaustive ways, relatively all women's with illiteracy are not mobilized towards adult education. Women, participated in this study, except in political empowerment, in social and economic spheres they demonstrated better improvements through functional adult education. In this study, at Belay Zeleke Sub-City in Kebele 17, it is very important to have in depth understanding about the major contributions of adult education in empowering women. Moreover, having knowhow about the potential challenges women experience to participate in adult education



is also indispensable to take corrective measures, in order to increase the effectiveness of the program. The participant of this study admitted and acknowledged the significance of the program to empower women. So, the providers of the program should address all women in the study area. Indeed, this study also shows the provision of adult education should be accessible to all areas to increase women's participation and empowerment.

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# Developing Life Skills Through Physical Education Programmes in Schools

Dr. Alok Kumar Pandey\*

## INTRODUCTION

Effective acquisition of life skills can influence the way one feels about oneself and others and can enhance one's productivity, efficacy, self-esteem and self-confidence. In the context of preparing the adolescents for livelihood, a composite approach to life skills embedded in sport and recreation is getting acceptance in the present-day society. Practice of sport is vital to the holistic development of young people, fostering their physical and emotional health and building valuable social connections. In schools, physical education is an essential component of quality education. Physical education programmes not only promote physical activity, there are evidences that such programmes promote life skill development in adolescents with special reference to self-awareness, effective communication, interpersonal relationships and decision making.

The question of whether life skills can be taught has received considerable attention in the academic arena. Prominent management educators on this topic, conclude that several aspects of life skills may be enhanced through various learning experiences. Ewing et al. (2002) argue that sport contributes to learning the skills and values necessary to succeed in education, in the workforce and throughout life. Danish (1986) defines some of these skills as the ability to perform under pressure, solve problems, meet deadlines and challenges, set goals, communicate, handle both success and failure, work in a group and within a system, and receive feedback and benefit from it. DeMoulin's (2002) research involving high-school seniors also found that students who were organized in organized sports showed greater social integration skills, but significantly lower personal maturity scores on validated measures of leadership development of youth.

A basic skill learned from sports is socialization. Interaction with other people is an important skill to have later in life. It is also important to learn how to behave in a group situation with different kinds of people and convince them the ideas and thoughts in the mind. The power of convincing is the strength of an individual and it often leads to success in life. This usually takes place in school settings where each participant gets the opportunity to know themselves in relation to their abilities. Students' ability to establish positive relationships can be of great importance in their mental and social wellbeing. Taking appropriate decisions based on experience and knowledge has become an indicator of success in human life. Decision making is a skill which can be developed through involvement and practice and a greater level of attention is imperative at the school level. Any group activity which ensures total involvement leads to the nurturing of certain life skills like leadership development, effective communication, interpersonal relationships, self-awareness and decision making.

## SCHOOL ACTIVITIES AND LIFE SKILL DEVELOPMENT

"Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life" –WHO. Enhancing enables the individual to adapt

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to situations and people and helps us to lead healthy and positive life. A skilled person uses less time energy and resources to do a job and produces quality results. Here the investigator makes an attempt to redefine physical education as a medium for developing certain life skills-self awareness, effective communication, interpersonal relationship and decision making.

## **Self awareness**

Being aware of good points about oneself helps young people build a sense of self esteem and self confidence and the same time realizing the weakness will make them to learn more to equip themselves to face the challenges in life. This also help them to utilize the opportunities available to them in relation to their abilities. Self awareness is necessary for developing a positive attitude towards life. Analysing likes and dislikes, strength and weakness, positive and negative qualities will help himself or herself to assess level of acquisition of core like skill on par with others.

## **Effective Communication**

It is the ability to express verbally through spoken or written language and nonverbally through gestures and body movements that are culturally acceptable. Adolescence being a period of immense change, communication during this transitional phase of life assumes even more importance. Young people should be equipped to effectively communicate with others regarding their feelings and emotions. And at this stage they harbor some fear which demand timely advice and assistances.

## **Interpersonal Relationship**

The relationship between and among parents, friends, classmates and future partners determines the quality of life. It is the ability to establish positive relationships to help us to relate positive ways with the people we interact with. An adolescent's life is further complicated when he or she starts getting attracted to opposite sex. The first experience of strong emotion or attraction to the other person is exhilarating, making one happy and alive. A healthy way of handling a relationship is not just about falling in love neither is it all about living happily with the support or family, peers and the society around. Positive relationship help in the growth of individuals involved.

## **Decision Making**

Choosing from the varied options based on the existing knowledge of the topic under consideration keeping in mind the positive or negative consequences of each of the option. Indeed, it is a complex process where some are made after careful deliberation, some are made more hastily and some are made through our own will or under pressure of others. Good decision making depends on understanding the situation well, being aware of choices and above all visualizing the consequences or our choices. In our boys and girls, skill of decision making have to be developed for better functioning as an individual, family and a member of the society.

## **Physical activity and life skill development – a model approach**

Kho-Kho is a popular game in rural and urban areas in India. In a kho-kho game situation, there are opportunities for a player to observe himself and others in terms of performance and winning spirit. In the game and play, the process and steps adopted by the teams, their behaviour, interaction,

verbal and nonverbal communication between the team and among members, body language and the decision making process are of vital importance in shaping the team for a admirable performance. In the progress of the game, who takes the leadership, how they organize themselves, how they interact with each other, whether they function as a team, what decisions are being made, body language used and how they carry on the game are the dominant factors deciding the course of the game and ultimately leading to success.

On completion or in between the game, it is usual to have an analysis regarding the whole process and their feelings during the game. The following questions may be asked. Who took the lead? Who gave instruction? How was the communication between the opponents and among the team members? Was there any new technique used in the game? Who resolved the problem in the team? Was there a chance for the team to perform better than what they did? If these questions are addressed properly, we can understand the level of life skills adopted in each situation by a player in or a team. On completion of the game an attempt should be made to explain the proceedings of the game in terms of life skills. It is imperative to analyse strength and weakness each one has during the game, whether the team is accepting other team members as friends and being with them as a team, effectiveness of verbal and nonverbal communication within and between teams, when some one did not play well appropriate decision has taken to change the strategy of the game. These post game analysis gives opportunity to verify whether the life skills are adopted during the game situation. Besides, it gives impetus to incorporate these skills in further match situations.

Often education and sports organizations do not expand methods for learning and skill development. As well, too often individuals are not aware of alternate ways to acquire knowledge, skills and abilities.

## CONCLUSION

The educational philosophy in ancient India was one of *guru-shisya parampara* and stressed on the teacher being responsible both for knowledge and personality development in the ward. However, education, which is currently prevalent in our country is achievement oriented than oriented than child oriented. It does not address the needs of all the children who in spite of various levels of scholastic competence are capable of learning and need to develop those skills, and become empowered to live effectively in this world. This empowerment is very essential in today's context in India as there is rapid globalization and urbanization with a breaking up of joint families and the traditional support systems.

It is high time to devote more time and resources for specially designed physical education programmes suitable for developing life skills at school level. Physical education programmes mainly intend to develop fitness and health in children, nevertheless life skill development through physical education programmes is gaining momentum in recent days.

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# Effects of Plyometric Exercise on Explosive Power of Legs

Dr. Priti Pandey\*

## INTRODUCTION

Fitness has been a concern of man from pre-historic times. Primitive man was either fit for fighting or was subdued by others. Long back Darwin had notice that it was survival of the fittest, may it be the question of man, plant, insect or animal. Nature selected the fittest for survival and ejected the weakling who were made to perish the word "Fit" assumed importance and its significance increased day by day. Every person has different level of fitness which may change with time, Place, work or situation. One major field of fitness is sports and games. Fitness can be described as a condition that helps us look, feel and do our best. More specifically it is "The ability to perform daily tasks vigorously and alertly, with energy left over for enjoying leisure time's activities and meeting emergency demands." Physical fitness involves the performance of the heart, lungs and the muscles of the body. Since what we do with our bodies also affects what we can do with our minds. Fitness influences to some degree qualities such as mental alertness and emotional stability.

The performance in most of the sports is determined by three factors namely physical fitness, technique and tactics (Blinkie, 1975). Lack of knowledge about physical fitness is an important cause of relatively poor performance of our sports men in the international competition. Strength is one such component which influence the performance and special attention has to be paid to it. There are three main forms of strength viz. maximum strength, explosive strength and strength endurance. Strength can be developed in many ways such as weight lifting bounding with or without resistance, various jumping drills, and of course depth jumping or plyometrics, (Bill & Rogers 1995).

The term plyometrics first made its appearance in the literature of sports methodology in 1966, in V.M. Zaciorskij's work, Zaciorskij (1960) used this term to indicate the greater tension in a group of muscles when the exercise program involved a quick stretching phase followed by an equally quick contraction. With the procedure, the tension expressed by the working muscles are measured externally is found to be higher than the tension expressed using any other procedure (Isometric, isotonic and auxotonic).

Plyometric training is specific exercise for the enhancement if explosive power. It improves the relationship between maximum strength and explosive power. In most athletic events, there is seldom enough time to develop either maximum strength or maximum speed. It takes 5 to 7 second to develop maximum strength. There are few explosive ballistic movements in athletics, which take that long. Therefore the premium in performance is on generating the highest possible forced in short period of time. The Plyometric training has a primary role in the training programs for both the beginners and the elite athletics. In India however plyometric even today is virgin field. Ploymetric exercise improve both the efficiency and the rate of muscular activation. The present study has been designed to obtain the effect of plyometric on explosive strength of legs.

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## Procedure

Forty two male students in the age group of eighteen to twenty two years studying in Certificate Course of Physical Education (C.P.Ed) and Bachelor of Physical Education Part One (BPE Ist) classes at Shaheed Kanshi Ram College of Physical Education Bhagoo Majra, Kharar, Mohali, Punjab, were selected at random for the experiment of this study. Two groups were formed for the experiment namely Experimental Group (N=21) and Control Group (N=21). Experimental group (Group 'A') was given regular training of designed plyometric exercises. They were give practice for forty five minutes every morning on alternate days of the week for nine week. Contral group (Group 'B') was treated as control group and was not subjected to any experimental treatment. However, the control group was allowed to engage themselves in daily routine physical activities. To obtain the effect of training standing broad jump was conduct on both experimental and control group before and after the nine week plyometric training. 't' test was employed to find out the differences between pre-test and post-test scores of the Experimental and Control group.

## Result

The collected data was tabulated and computerized to draw meaningful conclusion. Mean standard deviation and mean difference between pre and post test of experimental and control groups have been presented in table :-1

**Table-1:**

Group	Mean	Mean Difference	Standard Deviation	"t"
	Pre Post		Pre Post	
Experimental	1.841 2.111	.270	0.146 0.220	9.077*
Control	1.874 1.868	0.006	0.161 0:163	1.813

Significant at 0.05 level  $t_{.05(20)} = 2.09$

The above table shows the results of Means, Standard Deviation and Means differences between pre and post-test values of standing broad jump of Experimental group were 1.841:2.111, 0.146:0.220 and 0.270 respectively. When the 't' ratio was applied to find out the statistical difference between pre and post tests, the computed 't' value 9.077 was greater than the table value of 2.09 and thus scores of post test was highly significant at 0.05 level of confidence. The result of Means, standard Deviation and Mean differences between pre and post –test values of standing broad jump of control group were 1.874:1.868, 0.1610:0.163 and 0.006 respectively. When 't' ratio was applied to find out the statistical difference between pre and post tests, the computed 't' value 1.813 was less than the table value of 2.06, thus the results showed no significant difference between pre and post –test scores of standing broad jump of Control group.

## DISCUSSION

The results of study show that there was a significant improvement in the performance of standing broad jump of athlete as the result of nine week plyometric training. Thus it could be concluded that the plyometric training is effective training module to improve explosive power of legs. The present result have support the findings of several researchers who have found that the horizontal jump in general can be improved through plyometric jumps like Adam, T.M. (1984). Blanter, S.E. Noble (1979).

Bosco, C-J-Tihany; P.v. Komi : Apor (1982). Ludin, P (1985). Polhemus, R. and E. Buckhardt (1980). There are numerous other studies that have established the same effectiveness of the plyometric drills in improving leg explosive power.

## CONCLUSION

On the basis of present study following conclusion have been drawn.

- There was non-significant difference in pre-test and post-test of Control group.
- There existed significant difference in pre-test and post-test of Experimental group.

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# The Use of Technology in Inclusive Education: An Overview

Smt. Anita Nanda\* and Sri. A.P.K. Mahapatra\*\*

## ABSTRACT

Children with Special needs students often have one or a combination of learning styles and abilities. Thus, there can't be a single technological solution that would suit the needs of all students with special needs. The educational standards claim that students with disabilities should be provided with opportunities to realize their potential. They should participate in education and training on the same basis as students without disabilities and that they are not subject to discrimination. There are two types of technology used to help people with intellectual disability i.e. Assistive Technology (AT) and Electronic and Information Technology (E&IT). The modern and advanced technology helps the people with intellectual disability in many ways. Out of these some of the way of using technology in day to day life is communication, mobility environmental control, activities of daily living education and employment. Modern software allows minimizing the effort required for taking a step towards the student with a disability. Web based solutions help to participate in an education process to the same degree with other students. Some of the example of web based special education solution includes web based service for distance learning, light weight and intuitive video chat for online learning, online app for assessing individual academic performance and web based solution for workflow automation and compliance with standards. Technology helps provide students with individual learning events, enables reaching higher flexibility and differentiation in educational methodologies. With modern technology, teachers can adapt to the possibilities of a particular student with minimum effort and choose one of the dozens of available learning tactics designed to meet the needs of individual learners.

**Key Words:** Technology, Inclusive education, Intellectual disability, Assistive technology, Web based technology, distance learning.

## INTRODUCTION

Nowadays, almost any person despite their citizenship of physical state can get medical or educational services all around the world. To regulate such relationships between a person and international organizations, there are dozens of specialized commissions creating laws and standards.

According to the National Center for Education Statistics, in 2015–2016, the number of students served under the Individuals with Disabilities Education Act (IDEA) in the US was 6.7 million. This number is equal to 13% of all public school students. These numbers tell us that there can't be a single technological solution that would suit the needs of all students with special needs. Due to the high diversity of types of disabilities, the best possible outcome can be guaranteed by the use of custom-made solutions designed according to the requirements of a particular group of students.

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The educational standards claim that students with disabilities should be provided with opportunities to realize their potential. They should participate in education and training on the same basis as students without disabilities and that they are not subject to discrimination. Due to the progress in the IT industry, digital technologies are easily accessible and widespread which allows using them for providing students with new opportunities.

## Types of technology help people with intellectual disabilities

There are two types of technology used to help people with intellectual disability

1. Assistive Technology (AT)
2. Electronic and Information Technology (E&IT)

**Assistive Technology (AT)** can be a device or a service. An assistive technology device is any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. An assistive technology service means any service that helps an individual with a disability select, acquire, or use an assistive technology device (Assistive Technology Act of 2004).

**Electronic and Information Technology (E&IT)** includes computers and related resources and communication products such as telephones, transaction machines such as ATMs for banking, World Wide Web sites, and office copiers and faxes (Wehmeyer et al, 2004).

How can technology benefit people with intellectual disabilities?

The following list indicating that assistive technology may be considered appropriate when it does any or all of the following things:

- Enables an individual to perform functions that can be achieved by no other means.
- Enables an individual to approximate normal fluency, rate, or standards a level of accomplishment that could not be achieved by any other means.
- Provides access for participation in programs or activities which otherwise would be closed to the individual.
- Increases endurance or ability to persevere and complete tasks that otherwise are too laborious to be attempted on a routine basis.
- Enables an individual to concentrate on learning or employment tasks, rather than mechanical tasks.
- Provides greater access to information.
- Supports normal social interactions with peers and adults.

## Advantages of using technologies in Inclusive Education

1. Technology makes it possible for a classroom to be enhanced with individual learning events, allowing instructors to provide greater flexibility and differentiation in instruction.
2. Teachers can use technology to offer a variety of learning opportunities and approaches that engage, instruct, and support children with special needs students.
3. Technology can help school staff improve IEP compliance necessary for state guidelines as well as ensure adequate and timely funding is procured.
4. With the right technology, educators can develop and manage high-quality documents using intuitive guided actions.

Way of using technology by people with intellectual disabilities:

**Communication:** For individuals who cannot communicate with their voices technology can help them communicate. Augmentative and alternative communication (ACC) may involve technology

ranging from low-tech message boards to computerized voice output communication aids and synthesized speech.

**Mobility:** Simple to sophisticated computer controlled wheelchairs and mobility aids are available. Technology may be used to aid direction-finding, guiding users to destinations. Computer cueing systems and robots have also been used to guide users with intellectual disabilities.

**Environmental control:** Assistive technology can help people with severe or multiple disabilities to control electrical appliances, audio/video equipment such as home entertainment systems or to do something as basic as lock and unlock doors.

**Activities of daily living:** Technology is assisting people with disabilities to successfully complete everyday tasks of self-care. Examples include:

- Automated and computerized dining devices allow an individual who needs assistance at mealtime to eat more independently.
- Audio prompting devices may be used to assist a person with memory difficulties to complete a task or to follow a certain sequence of steps from start to finish in such activities as making a bed or taking medication.
- Video-based instructional materials can help people learn functional life skills such as grocery shopping, writing a check, paying the bills or using the ATM machine.

**Education:** Technology is used in education to aid communication, support activities of daily living and to enhance learning. Computer-assisted instruction can help in many areas, including word recognition, math, spelling and even social skills. Computers have also been found to promote interaction with non-disabled peers.

**Employment:** Technology, such as video-assisted training, is being used for job training and job skill development and to teach complex skills for appropriate job behavior and social interaction. Prompting systems using audio cassette recorders and computer-based prompting devices have been used to help workers stay on task. Computerized prompting systems can help people manage their time in scheduling job activities.

**Sports and recreation:** Toys can be adapted with switches and other technologies to facilitate play for children. Computer or video games provide age-appropriate social opportunities and help children learn cognitive and eye-hand coordination skills. Specially designed Internet-access software can help people with intellectual disabilities access the World Wide Web. Exercise and physical fitness can be supported by video-based technology.

Barriers to technology for use by people with intellectual disabilities:

There are also some barriers that prevent the use of technology by people with intellectual disability. A survey by The Arc (Wehmeyer, 1998) found that

1. Lack of information about the availability of the device and the cost of devices are the main barriers.
2. Other barriers included the unavailability of assessment information, limited training on device use and device complexity.
3. Even though it is the goal of most technology development efforts to incorporate the principles of universal design, cognitive access is not carefully considered.

An example of cognitive access would be if someone with disabilities is using a computer program, onscreen messages should last long enough or provide wait time to consider whether to press a computer key. Because individuals with intellectual disabilities have a range of learning and processing abilities, it is difficult to develop assistive technology solutions that are appropriate for all.

## Applying technology in Inclusive Education: Breaking The Barriers

There are many ways in which technology can help students with special needs. For example, some kinds of disabilities don't allow students to use handwritten text that is an integral part of "traditional" education. Using technical tools intended for human speech recognition and synthesizing, teacher can avoid the necessity to use paper and pen during the lessons. Such technology would be also helpful for students with disorders that don't allow to process visual information correctly.

The adaptive computing technology allows using digital devices to bypass challenging tasks. Screen reader applications such as JAWS along with specially designed Braille keyboards allow visually challenged students to use the computer.

Augmentative communication systems help students with speech problems to overcome the communication barrier. Such systems use picture charts, books, and specialized computers providing functions of word-prediction for more effective communication.

## Some modern tools of Web-Based Special Education Solutions

Modern software allows minimizing the effort required for taking a step towards the student with a disability. Web-based solutions help to participate in an education process to the same degree with other students.

### 1. Web-based service for distance learning:

Due to some forms of disabilities, students with special needs can face issues associated with moving over long distances. Web-based learning solutions allow providing educational services taking into account the interests of students and educational organizations. The task is to offer students easy-to-use and intuitive tools for purchasing online courses, scheduling, and tracking the academically progress.

### 2. Lightweight and intuitive video chat for Online Learning:

Neat and intuitive web-based chatting applications allow creating online classes that help students with disabilities to communicate with each other and the teacher. Such **virtual classrooms** allow both learners and teachers from different parts of the world to participate in live classes.

### 3. Online app for assessing individual Academic Performance:

Special education software helps students with disabilities to reach their potential. Individualized Education Program (IEP) Software simplifies the work with children that have learning issues caused by brain injuries, developmental delays, or intellectual disabilities. Response to Intervention software provide tools required for assessment of students' knowledge. Such solution helps to monitor the learning progress and visualize it as a set of charts. Also, it allows simplifying the reporting.

## CONCLUSION

The use of technology in Inclusive education helps break the barriers for people with disabilities and provide them with access to the most relevant educational programs. Properly designed software and hardware allow students with special needs to get modern education and achieve any required information online.

Technology helps provide students with individual learning events, enables reaching higher flexibility and differentiation in educational methodologies. With modern technology, teachers can adapt to the possibilities of a particular student with minimum effort.

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# A Study of Soil Classification, Problems and Management in Haryana

Sandeep Kumar\*

## ABSTRACT

Natural resources such as water, soil, forest and minerals are the basic requirement for the sustenance of one's life. They play equally vital role in agricultural development too. The present paper analysis the present situation of soil in Haryana. Secondary data has been used to identify the problem based fact about the soil of a place in Haryana. The major problem of Haryana includes: wind erosion, water erosion, flood deposits, salinity, alkalinity and water logging. This study reveals the efforts taken by state government regarding several soil problems in Haryana state.

**Key words:** Soil, classification, problem, soil erosion, water logging, salinity, alkalinity, water erosion, management

## STUDY AREA

The present paper is an attempt to study about the soil structure of the northern states of India, i.e Haryana. Haryana is a landlocked state in northern India. It is between 27°39' to 30°35' N latitude and between 74°28' and 77°36' E longitude. The total geographical area of the state is 4.42 m ha, which is 1.4% of the geographical area of the country. The altitude of Haryana varies between 700 and 3600 ft (200 metres to 1200 metres) above sea level. As per India State of Forest Report, FSI, 2013, the Forest Cover in the state is 1586 km<sup>2</sup> which is 3.59% of the state's geographical area and the Tree Cover in the state is 1282 km<sup>2</sup> which is 2.90% of the geographical area. Thus the Forest and Tree Cover of the Haryana state is 6.49% of its geographical area. The population was 2,53,53,081 according to census (2011) and 573 person per square kilometers. Haryana has very low sex-ratio i.e 877. The state has 76.64 % literacy rate (Census on India 2011) out of which 85.06% male and 66.94 % female. There are two agroclimatic zones in Haryana. The northwestern part is suitable for rice, wheat, vegetables and temperate fruits, and the southwestern part is suitable for high-quality agricultural produce, tropical fruits, exotic vegetables and herbal and medicinal plants.

## Objective

To analysis the soil classification in Haryana.

To analyses the problems regarding soil and management of soil erosion in Haryana.

## Data base

The present study is based on secondary sources of data

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## INTRODUCTION

The naturally, occurring, unconsolidated, upper layer of the ground consisting of weathered rock which supplies minerals particles, together with humus: the most common one medium for plant growth is called soil. The five major factor affecting the formation of a soil are : climate, relief, parent material, vegetation and time. Soil is the thin surface layer in the earth, comparing mineral particles formed by the breakdown of rocks, decayed organic material, living organisms, soil water and atmosphere :- f.j. monkhouse. Soil is formed almost entirely of alluvium the state in situated towards the depression of the river Ganga and Indus. It is a broad level plain starting nearly on the watershed between the basin of two rives. It is vast ground of moist land. In the whole of the region except the flood plains of the Yamuna and the Ghaggar, the alluvium is of the old type containing sand, clay silt and hard calcareous soil concentration about the size of nuts known as "Kankars" of the total geographical area of 4.42 million hac in the state, 80% is under cultivation, and the irrigated area constitutes 84% of the cultivated area. The dominant cropping system is rice-wheat, cotton-wheat, and pearl millet-wheat. ([www.webindia/23.com/haryana/land/soil.htm](http://www.webindia/23.com/haryana/land/soil.htm))

The twin problem of soil salinity and water logging is reaching an alarming proportion in Haryana, as around 10% of the state's land has water table less then 3 meter deep. As per Central Soil Salinity Research Institute (CSSRI), as organization working under Indian Council of Agricultural Research(ICAR) nine districts are hit by the problem. As per working Group (Natural Research Management Report) of the Haryana Kisan Ayog (2013) out of 44.21 lack hectare of area in Haryana, more than 50,000 hectare is having shallow with table of less than 1.5 meter deep turning it into a waste land. The extent of salinity of water logged area is 35 to 40 deci Siemens per hectare (ds/m) against the normal limit of 2 ds/m. To put this into perspective, consider the salinity of sea water is 25 ds/m. Most of the existing an potential waterlogged saline soil occur is arid and semi-arid region in central inland depr3ession basin of the state, encompassing Rohtak, Jhajjar, Bhiwani, Hisar, Sonapat and some part of Fatehabad, Jind, Sirsa and Palwal district, said sushil Kamra, a principal scientist (CSSRI) in Karnal. ([www.tribuneindia.com/mobi/news/haryana/nine-districts-hit-by-soil-salinity-water-logging/9835.html](http://www.tribuneindia.com/mobi/news/haryana/nine-districts-hit-by-soil-salinity-water-logging/9835.html))

About 62% area of the state is underlain with poor quality of water. The state is facing problem of decling as well as rising water tables, soil salinity/ alkalinity(0.23 million hac), declining soil health and stagnating crop productivity. Indian Council for Agricultural research established All India land use and soil survey organization in 1953. ICAR classified Indian soil into 8 major and 27 miner type of soil. Soil is the main factor, which decided the agricultural productivity of any place. It play and equally important role in agricultural economy of every state. The soil of Haryana are generally sandy loamy. The state of Haryana has larger area of problem of soil and water sources compare to other state.

## CLASSIFICATION OF SOILS IN HARYANA

Broadly, the soils of Haryana have been classified into five major groups, which are given below:

### REDDISH CHESTNUT SOILS

These are found in the areas having annual rainfall of 1000 to 1500 mm, in the Shiwalik region of Haryana. The soils are mildly acidic to neutral in reaction. Soil erosion by water is a serious problem in these soils.

### TYPICAL ARID BROWN SOILS:

These soils found in areas having annual rainfall of 750-1000mm. These soils do not have calcium carbonate layer within 1m depth. There are some pockets of depressions which are poorly drained.

## Arid Brown Soils

These soils are found in areas where rainfall varies from 500-750 mm. Salinity and alkalinity are serious problems in irrigated areas. They are calcareous in nature and kankar layer, occurs at a depth of 1-1.5 m.)

## Serozem Soils

These soils are found in areas where rainfall varies from 300-500 mm. Salinity and alkalinity problems appear in irrigated areas. They are calcareous and usually have a Kankar layer at a depth of 75-125 cm.

## Desert Soils

The soils are found in the area having rainfall about 300mm. Wind erosion is a serious problem.

## Problems in soils

The major soil problems of Haryana includes: Wind erosion, water erosion, flood deposits salinity, alkalinity and water logging. Out of the total geographical area of 44.23 lack hec. about 50% area is severely affected with this problem of soil erosion, alkalinity, salinity. The Soil erosion through water occurs mostly in the area falling in Shivalik foothill and in Aravali range. It is estimated that about 5.5 lacks hec. area is affected with it, where as about 12 lacks hec area is affected with wind erosion which occur mainly in South western part of state. An area of 2.32 lacks hectare area is affected with alkalinity of varying degree and 2055 lacks hectare area is affected by salinity. Wind erosion and water logging are more serious than others. These are followed by alkalinity, salinity and flood deposits.

Saline soils occur in parts of Gurgaon, Mehendragarh, Sonipat, Rohatak, Hisar and Jind Districts of Haryana, Whereas, alkali soils occur in parts of Karnal, Kurkshetra and Rohtak Districts. Soil Erosion is a serious problem in the Northern part of Ambala and in remaining part of Ambala waterlogging is an acute problem. Southern part of Mahendragarhm Gurgaon and Hisar are affected by wind erosion.

The very early investigation in the nature of saline constituents in the Kallar, Kalraji and Bari soils (local names) of the Punjab, were undertaken by Leather (1897) in the district of Karnal, Ferozpur, Muzaffar nagar and the command areas of Chenab canals, some of them forming part of West Punjab (now in Pakistan) The salts were made up of sodium carbonate and Sulphate and to a lesser extent chlorides. The contents decreased with depth. The majority of the soils examined had a layer of "Kankar" at some depth in the profile. Obviously, the investigations of leather were mostly confined to saline, alkali soils somewhere to those found in Uttar Pradesh.

## Management of Soils Problem

**Wind Erosion:-** The sand dunes could be stabilized by plantation of wind breaks and grasses. The areas having sandy sheet cover are managed by proper leveling bunding, sprinkler irrigation soil mulching and application of organic manures.

**Water erosion:-** Adopting proper soil conservation measures can solve the problem. This include plantation of trees and grasses to reduce surface runoff, check dams, storage of excess runoff.

**Water logging:** - Provision of adequate drainage system will maintain the water table below the critical limit proper and low frequency of irrigation will protect the lands from high water and secondary Salinization.



**Salinity and alkalinity:-** Surface and sub-surface drainage leaching of excess salts from the root zone using good quality water and growing of salt-tolerant crops are recommended. Application of recommended dose of gypsum i.e. 1.7 tones/hectare for replacing 1m/100g of exchangeable sodium will be useful in alkali soils. Pyrites could also serve the same purpose. The excessive sodium is leached with the irrigation water and physical property of the soil is improved. Green manuring with "Seasbania Aculeata" has been found to be beneficial for reclaiming these soils. Cultivation of salt-tolerant crops like rice, barley etc. adequate drainage should also be adopted to lower down the water table.

## OUTCOMES/CONCLUSION

Proportion in Haryana, as around 10% of the state's land has water table less than 3 meter deep. As per Central Soil Salinity Research Institute (CSSRI), an organization working under Indian Council of Agricultural Research (ICAR) nine districts are hit by the problem. As per working Group (Natural Resource Management Report) of the Haryana Kisan Ayog (2013) out of 44.21 lakh hectare of area in Haryana, more than 50,000 hectare is having shallow water table of less than 1.5 meter deep turning it into a waste land. The extent of salinity of water logged area is 35 to 40 deci Siemens per hectare (ds/m) against the normal limit of 2 ds/m. To put this into perspective, consider the salinity of sea water is 25 ds/m. Most of the existing potential waterlogged saline soil occurs in arid and semi-arid region in central inland depression basin of the state, encompassing Rohtak, Jhajjar, Bhiwani, Hisar, Sonapat and some part of Fatehabad, Jind, Sirsa and Palwal district, said Sushil Kamra, a principal scientist (CSSRI) in Karnal. ([www.tribuneindia.com/mobi/news/haryana/nine-districts-hit-by-soil-salinity-water-logging/9835.html](http://www.tribuneindia.com/mobi/news/haryana/nine-districts-hit-by-soil-salinity-water-logging/9835.html))

In Yamuna Nagar various types of soil are found. One type does not have nitrogen and phosphorus in abundance. Further red chestnut soil is found in this area. In the sub-hilly region of the Shiwalik, domut, grey and sandy soils are found. In Rohtak district the soil is fertile in most of the areas of Jhajjar tehsil one can find sand dunes. The soil here is of light grey colour, it lacks nitrogen. The soil of Sonapat is sandy and domut. In Sirsa district, red soil is found. In Hisar, Bhiwani and Fatehabad, sandy domut soil is in abundance. In this soil crops can be grown, if water is supplied to the same.

The soil of Gurgaon district is of two types. In the uneven tract of the district, sandy and domut soil is found. In the plain-cum-sandy tract, the soil found is sandy. It is found in Ferozepur-Jhirka, Tavadu and Pataudi. But at the same time the plain-cum-sandy tract also has chikni soil, which is found in Nuh. In Jind, soil has been brought by rivers Ghaggar and Yamuna. The soil of Ambala and Kaithal district is yellowish-gray in colour. But in some part, rocky terrain is also found. The soil of Faridabad is fertile: its colour is yellowish gray.

The soil of district Kurukshetra, Panipat and Karnal is yellowish-gray and fertile. The soil of district Mahendragarh and Rewari is predominantly sandy, it is not very much fertile. The color of this soil is light grey.

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# Remote Sensing as a Satellite Technology in Agricultural Development in India

Sandeep Kumar\*

## ABSTRACT

Remote Sensing is the science and art of acquiring information about material objects, area, or phenomenon, without coming into physical contact with the objects, or area, or phenomenon under investigation. In remote sensing, information transfer is accomplished by use of electromagnetic radiation (EMR). Agriculture plays a dominant role in economies of both developed and undeveloped countries. Remote sensing has a number of attributes that lend themselves to monitoring the health of crops. Remote sensing can aid in identifying crops affected by conditions that are too dry or wet, affected by insect, weed or fungal infestations or weather related damage.

**Keywords:** Agriculture development, Remote Sensing, Satellite technology.  
**Remote sensing As satellite technology in Agricultural development in India**

## INTRODUCTION

Agriculture plays a dominant role in economies of both developed and undeveloped countries. Whether agriculture represents a substantial trading industry for an economically strong Country or simply sustenance for a hungry, overpopulated one, it plays a significant role in almost every nation. The production of food is important to everyone and producing food in a Cost-effective manner is the goal of every farmer, large-scale farm manager and regional agricultural agency. A farmer needs to be informed to be efficient, and that includes having the knowledge and information products to forge a viable strategy for farming operations. These tools will help him understand the health of his crop, extent of infestation or stress damage, or potential yield and soil conditions. Commodity brokers are also very interested in how well farms are producing, as yield (both quantity and quality) estimates for all products control price and worldwide trading.

## REMOTE SENSING IN AGRICULTURE

One of the fondest dreams of Dr. Vikram A. Sarabhai, the architect of Indian space programme, was to harness the fruits of space technology to speed up the pace of development agriculture of India. Indeed, Dr. Sarabhai was never tired of saying, "in any developing country, one of the prime ingredients of development is the dissemination of information about new fertilizers, seed s, insecticides, cropping patterns, new technology, new finding and new processes as well as new living patterns.

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The launching of Indian Remote sensing satellite IRS-ID, by the indigenous polar satellite launch vehicle (PSLV-C1) from the SHAR centre at Sriharikota was significant in many ways.

Firstly, it is justified the great strides made by the country in space research and application.

Secondly, it showed how a developing country could use its high space technology for down-to-earth application.

Thirdly, the launch helped the country to earn billion dollars as revenue by further consolidating its position in the world's raising markets of satellite and launch vehicle technology.

It may be recalled that the Indian initiative for remote sensing satellites was made in the 1970s with the launching of Aryabhata in 1975. Thereafter, two other remote sensing satellites, Bhaskar-1 and Bhaskar-2 were launched in 1979 and 1981, respectively. Designed and built in India, these satellite were launched by the Soviet Union from Baikanor. The experience from these satellites was used further to launch the first operational Indian remote sensing satellite, IRS-1A on march 17, 1988 followed by the successful launch of the IRS-1B on August 21, 1991.

India has extensively used remote sensing for the developmental projects such as followings,

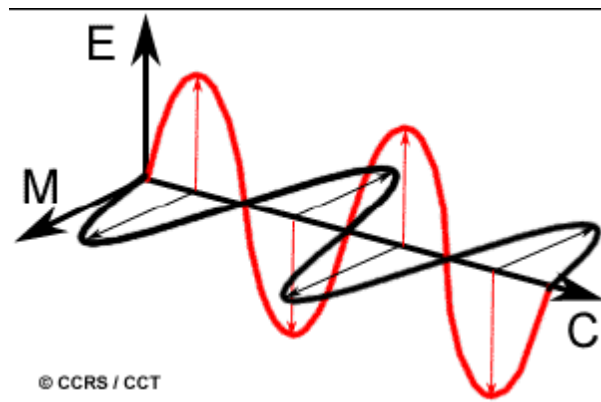
- Irrigation.
- Water and resource management.
- Agriculture.
- Extraction of minerals recourses.
- Environmental monitoring.
- Disaster management etc.

And continues to do so through the Regional Remote sensing service centers (RRSSCs) at Bangalore, Nagpur, Jodhpur, Dehradun and Kharagpur. There are remote sensing application centers of 22 states. All these states have carried out either detailed or mapping of land, wasteland, grassland, wetland, soil and vegetation covers.

**What is Remote Sensing?** Remote Sensing is the science and art of acquiring information (spectral, spatial, and temporal) about material objects, area, or phenomenon, without coming into physical contact with the objects, or area, or phenomenon under investigation. Without direct contact, some means of transferring information through space must be utilized. In remote sensing, information transfer is accomplished by use of electromagnetic radiation (EMR).

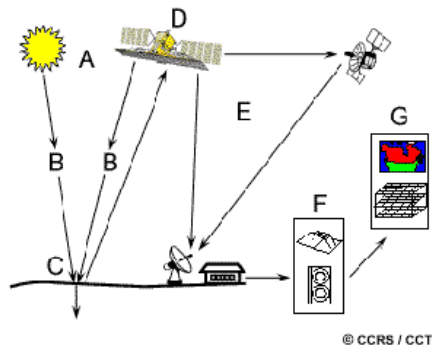
**EMR** electromagnetic radiation is a form of energy that reveals its presence by the observable effects it produces when it strikes the matter. The Electromagnetic Spectrum is defined by wavelength. It ranges from very short wavelength cosmic rays to the long wavelength of standard radio waves. Typical aerial photography and infrared aerial photography are taken in the visible and photographic infrared bands, which range from 0.4 to 0.9 micrometers. (millionths of a meter)

As electromagnetic radiation moves from one medium to another it can be reflected, absorbed, transmitted, or refracted. Different types of land cover absorb and reflect different portions of the electromagnetic spectrum.



### Process involves in remote sensing

The process involves an interaction between incident radiation and the targets of interest. This is exemplified by the use of imaging systems where the Following seven elements are involved. Note, however that remote sensing also involves the sensing of emitted energy and the use of non-imaging sensors.



1. **Energy Source or Illumination (A)** – The first requirement for remote sensing is to have an energy source which illuminates or provides electromagnetic energy to the target of interest.
2. **Radiation and the Atmosphere (B)** - as the energy travels from its source to the target, it will come in contact with and interact with the atmosphere it passes through. This interaction may take place a second time as the energy travels from the target to the sensor.
3. **Interaction with the Target (C)** - once the energy makes its way to the target through the atmosphere, it interacts with the target depending on the properties of both the target and the radiation.
4. **Recording of Energy by the Sensor (D)** - after the energy has been scattered by, or emitted from the target, we require a sensor (remote - not in contact with the target) to collect and record the electromagnetic radiation.

5. **Transmission, Reception, and Processing (E)** - the energy recorded by the sensor has to be transmitted, often in electronic form, to a receiving and processing station where the data are processed into an image (hardcopy and/or digital).
6. **Interpretation and Analysis (F)** - the processed image is interpreted, visually and/or Digitally or electronically, to extract information about the target which was illuminated?
7. **Application (G)** - The final element of the remote sensing process is achieved when we Apply the information we have been able to extract from the imagery about the target in order to better understand it, reveal some new information, or assist in solving a particular problem. These seven elements comprise the remote sensing process from beginning to end.

## Types the type of Energy Resources

1. In respect to the type of Energy Resources: **Passive Remote Sensing:** Makes use of sensors that detect the reflected or emitted electro-magnetic radiation from natural sources.  
**Active remote Sensing:** Makes use of sensors that detect reflected responses from objects that are irradiated from artificially-generated energy sources, such as radar.
2. In respect to Wavelength Regions: Remote Sensing is classified into three types in respect to the wavelength regions  
Visible and Reflective Infrared Remote Sensing.  
Thermal Infrared Remote Sensing.  
Microwave Remote Sensing.

This technique may be the most effective way to collect the information. Aerial Photographs and Imagery carry huge amounts of analogue data. When interpreted, they can provide valuable information. This technique is helpful for Agriculture, Environmental data, plan more detailed field investigations, discover certain classes of properties, map sites, locate and confirm the presence of predicted sites.

## Why remote sensing?

Remote sensing has a number of attributes that lend themselves to monitoring the health of crops. One advantage of optical (VIR) sensing is that it can see beyond the visible wavelengths into the infrared, where wavelengths are highly sensitive to crop vigor as well as crop stress and crop damage. Remote sensing imagery also gives the required spatial overview of the land. Recent advances in communication and technology allow a farmer to observe images of his fields and make timely decisions about managing the crops. Remote sensing can aid in identifying crops affected by conditions that are too dry or wet, affected by insect, weed or fungal infestations or **weather related damage**. Images can be obtained throughout the growing season to not only detect problems, but also to monitor the success of the treatment. In the example image given here, a storm has destroyed/damaged crops.



## Thematic maps

Various types of thematic maps can be created. These themes can be assigned meaningful colors and the legend control can be used to see the legend of the themes created. Thematic mapping refers to the creation of maps, which emphasize specific characteristics of a given geographic area. Thematic maps are particularly well suited for presenting complex information in an understandable format. Making complex information understandable is a primary purpose of any map geared toward the general public.

With the help of Remote Sensing we can create different types of Maps related to agriculture these are bellows.

- Mapping of soil characteristics.
- Crop condition assessment maps.
- Landuse maps.
- Watershed area maps.
- Flood prone area maps.
- Rainfall maps.
- Crop intensity map.
- Desert area maps.
- Hill agriculture land maps.
- Waste land maps.
- Required nutrition or fertilizer maps.
- Crop yield estimation maps.
- Mapping of soil management practices.



## Different types of Themes that can be created are as follows:

1. **Ranges** the ranges theme divides the data on the basis of number of ranges defined. The user can specify the colors to be used with each particular range unit.

This ranging is based on one of the following techniques:

**Equal Ranges:** The entire range is divided into equal spaced sections and the theme is created on the basis of it

**Equal Count:** The total numbers of units, which are being considered for creating the theme, are divided into equal sized groups and the theme is generated on the basis of that.

**Quantile:** The entire data set is divided into quantile groups and the ranging is done on the basis of it.

**Graphs:** Thematic maps in the form of bar graph and pie charts can be created.

- Bar Graph
- On specifying the Graph theme type to bar chart the theme generator creates bars corresponding to each specified field of theme creation.

2. **Pie Charts** on specifying the chart theme type to pie chart the theme generator creates a pie with each specified field forming a part of the pie. This kind of theme is generally used when comparing values and observing the amount of share each field has in the entire group.

3. **Individual** The individual theme is used to create themes where each individual value is given a unique color. This kind of thematic maps are used when mapping a large dataset and trying to find out similar values.

**Graduated** Themes are created on the basis of a single symbol as selected by the user and representing it in various sizes to represent the corresponding value.

**Dot Density** Themes are created in the form of collection of dots where each dot represents a certain value the numbers of dots gives an idea of the population of the value being represented.

## CONCLUSION

Remote sensing technology's importance in agriculture can be best understood from the fact that the national wheat production forecast in 1996-97 was possible through multi- date WIFS data. Many states have taken advantage of the crop acreage and production estimation (CAPE) project for a variety of crops. Orissa has made use of marine remote sensing information system (MARSIS) for determining potential fishing zone delineation lines off bay of Bengal. Many other states of India have use of Remote sensing technology in mapping of watershed area, desert development area, hill development area, and flood prone area to extend agriculture land to produce more. Remote sensing technology is proved very useful for Indian Agriculture. Now farmers are enable to get information regarding suitable showing season, crop harvesting, land leveling, watering and prediction of rainfall and drought which is helpful to produce more from their land.

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# गत वर्षों में प्राकृतिक आपदाओं की स्थिति की समीक्षा

संदीप कुमार\*

## सारांश

मानव व प्रकृति का सम्बन्ध प्राचीन काल से रहा है। मानव अपने विकास के लिए प्रकृति के साथ पारस्परिक क्रिया करता है और उसमें अपनी आवश्यकता के अनुसार परिवर्तन भी करता है प्रारम्भिक मानव ने स्वयं को प्रकृति के अनुरूप बना लिया था उसका जीवन सरल था एवं आस-पास की प्रकृति से उनकी आवश्यकताएं पूरी हो जाती थी। समय के साथ कई प्रकार की आवश्यकताएं बढ़ी। मानव ने प्रकृति के उपयोग ओर उसमें परिवर्तन करने के कई तरीके सीख लिए। वर्तमान में मानव अपने विकास के स्वार्थ की अंधी दौड़ में दौड़ता हुआ प्रकृति के नियम को भूल गया है जिसके कारण वर्तमानमें मानव प्रजाति को प्रकृति ने अपना भयावय रूप दिखाना प्रारम्भ कर दिया है हम प्रतिदिन समाचार-पत्रों, टीवी, रेडियो, व इंटरनेट पर चक्रवात, सुनामी, अकाल भूकम्प, भूस्खलन, बाढ़, तुफान जैसी भयावय खबरें पढ़ते हैं। यह सब प्रकृति का ही भयानक रूप है जो हमें मानवीय स्वार्थ के कारण देखने को मिल रहे है। इस लेख में पिछले वर्द्धों में विश्व पर आये प्राकृतिक आपदाओं के बारे में अध्ययन करने पर पाया कि विश्व में अधिकतर तबाही सुनामी, चक्रवात, भूकम्प, व बाढ़, अकाल इत्यादि से हुई है। इस लेख में इन प्राकृतिक आपदाओं के गत वर्षों की स्थिति पर प्रकाश डाला गया है।

**मुख्य बिन्दू:- प्रकृति, चक्रवात, सुनामी, भूकम्प, आपदा, प्रबन्धन**

## भूमिका

परिवर्तन प्रकृति का नियम है। परिवर्तन प्राकृतिक, सामाजिक और सांस्कृतिक सभी प्रकार के पर्यावरण में होते हैं। यह एक लगातार चलने वाली प्रक्रिया है। परिवर्तन हर जगह होता है। लेकिन इसके परिमाण, सघनता और पैमाने में अन्तर होता है। प्रकृति में ये घटनायें धीरे-धीरे और चुपचाप पनप रही हैं। मनुष्य इनकी आहट को भी भाप नहीं पाता। इन घटनाओं से होने वाले परिवर्तन धीमे व शांत भी होते हैं। जैसे जीवधारियों और स्थलाकृतियों में होने वाले परिवर्तन। इसके विपरित कुछ घटनाएँ अचानक और विध्वंसक होती हैं। जैसे ज्वालामुखी का फटना, सुनामी का आना, भूकम्प का आना व चक्रवात का आना। इन घटनाओं की भनक न लगने के कारण मनुष्य सभल नहीं पाता। सभी प्राकृतिक घटनाओं का असर भी एक सा नहीं होता। कुछ परिवर्तनों का प्रभाव सीमित क्षेत्रों में होता है जैसे आंधी, तड़ितझंझा और टोरनैडो इत्यादि। कुछ अन्य परिवर्तनों के असर को सारी दूनियां को झेलना पड़ता है जैसे- भूमण्डलीय तापमान, ओजोनपरत का क्षरण तथा प्रदूषण इत्यादि। 1770 में तत्कालीन बंगाल में आए अकाल के कारण एक करोड़ लोग काल-कवलित

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हो गए थे। सन 1836 में आए अकाल के कारण अकेले उत्तर प्रदेश में 8 लाख लोग भूख से मर गए। सन 1876-78 में महाराष्ट्र, गुजरात के अकाल में 55 लाख लोगों की मृत्यु हो गई। सन 1943 में बंगाल में पड़े अकाल से 15 लाख लोग भूख से मर गए। अक्टूबर 1999 में उडीसा में सुपर साईक्लोन आया था। इसमें 10 हजार लोगों की जान गई थी। 26 जनवरी 2001 में भारत में गुजरात के भुज क्षेत्र में आया भूकम्प रिक्टर स्केल पर 7.9 मापा गया था। इसमें एक लाख से ऊपर लोग मारे गए थे। इस भूकम्प का परिमाण 60 मैगाटन हाइड्रोजन बमों के बराबर था। इससे हुई मुक्त ऊर्जा 1980 में अमेरिका के सैंट हैलेना ज्वालामुखी से निकली ऊर्जा के सामान थी। 26 दिसम्बर 2014 को हिन्दमहासागर में सुनामी तरंगों के कारण अत्याधिक विनाश हुआ था। इसका अधिकेन्द्र सुमात्रा की पश्चिम सीमा पर था। इस भूकम्प की तीव्रता रिक्टर पैमाने पर 9.0 मापी गई थी। इस सुनामी में दक्षिण पूर्वी एशिया के तटो विशेषकर तमिलनाडू तट पर तबाही मचाई थी। सुनामी एक जापानी शब्द होता है। जिसका अर्थ है “पोताश्रय तरंगे” क्योंकि सुनामी आने पर पोताश्रय नश्ट हो जाती है। किसी चक्रवात अथवा अवदाब से सम्बन्ध ऐसी वर्द्धा से है जो प्राय एक कोशण और आद्र वायु-सहंति के किसी दूसरी ठंडी व बहारी वायु सहंति के उपर से गुजरने के तलोच्छेदन या परस्पर मिलने के कारण होती है। उसे चक्रवाती वर्द्धा कहते हैं। ये निम्न वायुदाब के केन्द्र है। जिनके चारो ओर क्रमशः बढ़ते वायुदाब की सबदाब रेखाएं होती हैं। चक्रवात में पवन दिशा परिधि से केन्द्र की ओर होती है। इनकी दिशा उत्तरी गोलार्ध में घड़ी की सुई की दिशा के विपरित व दक्षिण गोलार्ध में अनुकूल होती है। इसका आकार गोलाकार, अण्डाकार, V अक्षर के सामान होता है। कर्क व मकर रेखा के मध्य उत्पन्न होने वाले चक्रवातों को उश्ण कटिबंधिया चक्रवात कहते हैं। इनके विश्व में अगल-अलग नाम होते हैं। आस्ट्रेलिया में इनका नाम “विली-विली”, सयुक्त राज्य अमेरिका में “हरिकेन”, चीन व फिलिपिन्स में टाईफून व जापान में टाईफू कहते हैं। बंगाल की खाड़ी में आने वाले सुपर साईक्लोन को चक्रवात कहते हैं। भारत में अरब सागर और बंगाल की खाड़ी में उत्पन्न होने वाले अवदाबों का प्रभाव समान्य बात है। पिछले 10 वर्द्धों में विश्व के विभिन्न भागों में आए प्रकृति के भयावय रूप निम्नलिखित तालिका-1 में है।

तालिका-1

वर्ष	प्राकृतिक आपदा (चक्रवात)
2005	केटरिना हरिकेन (सयुक्त राज्य अमेरिका)
2008	नरगिस (म्यमार), गुस्ताव, जोसफीन, (मेक्सिकों की खाड़ी)
2009	मोराकोट (ताइवान,चीन) आईला व फयान (बंगाल की खाड़ी)
2010	आगाथा (ग्वाटेमाला) लैला (पूर्वी तटीय भारत) यासी (आस्ट्रेलिया)
2011	आईरिन (सयुक्त राज्य अमेरिका)
2012	वसी (फिलीपिन्स)
2013	उसागी (जापान) फैलीन (उडीसा)
2014	रम्मासुन (फिलीपिन्स) ईयान (प्रशात महासागर में टोंगा द्वीप), हुदहुद (आन्ध्रप्रदेश, उडीसा)

आपदा प्रबन्धन अधिनियम 2005 में आपदा को किसी क्षेत्र में घटित एक दुर्घटना या गंभीर घटना के रूप में

परिभाषित किया गया है। यून्स्को के एक ताजा अध्ययन के अनुसार 1970–85 के दौरान विश्व में 825 प्राकृतिक आपदाओं आई थी। इनमें से केवल 8 प्रतिशत विकसित देशों में व शेष 92 प्रतिशत विकासशील देशों में आई। इन आपदाओं में होने वाली मृत्युओं का 99 प्रतिशत विकासशील देशों में आया। जबकि विकसित देशों में मृत्युओं का हिंसा 1 प्रतिशत रहा। इस तथ्य की आंशिक व्याख्या विकासशील देशों में विकास की निम्नतर, अति जनसंख्या तथा इन आपदाओं को नियंत्रित करने की कारगर सामरिकी की अनुपस्थिति से की जा सकती है।

### आपदाओं के रोकथाम के प्रयास

आपदाओं के असर को कम करने के लिए और इनका प्रबन्धन करने के लिए कुछ ठोस कदम उठाए गए हैं।

- 1- 1954 में भारत में बाढ़ पूर्वानुमान संगठन की स्थापना की गई।
- 2- सन् 1993 में रियो-डियो-जिनरियो (ब्राजील) में आपदा प्रबन्धन पर विश्व संगोष्ठी का आयोजन।
- 3- 2004 में सुनामी के बाद भारत का अन्तर्राष्ट्रीय सुनामी चेतावनी तंत्र में शामिल होने का फैसला।
- 4- भारतीय राष्ट्रीय आपदा प्रबन्धन संस्थान की स्थापना (2005)।
- 5- सयुक्त राष्ट्र की विश्व सम्मेलन 23–27 मई 1994 को योकोहोमा (जापान) में 1990–2000 ई0 को आपदा न्यूनीकरण को अन्तर्राष्ट्रीय दशक घोषित किया गया।
- 6- 1994 में योकोहोमा (जापान) में आपदा प्रबन्धन पर विश्व संगोष्ठी।
- 7- 9 जून 2009 को कॅनाडा ने राष्ट्रीय आपदा नियन्त्रण निति बनाई।
- 8- बांग्ला देश में 2010–15 आपदा प्रबन्धन पर राष्ट्रीय कार्यक्रम अप्रैल 2010 में घोषित किया।
- 9- 6 अप्रैल 2011 को भारत सरकार के योजना आयोग ने आपदा प्रबन्धन पर 12वीं पंच वर्षीय योजना (2012–17)

### निष्कर्ष

आधुनिक तकनीकों का इस्तेमाल करके आपदाओं के समय व स्थान की भविष्यवाणी की जा सकती है। चक्रवातों के कहर को कम करने के लिए चक्रवात शैल्टर, टटबन्ध, डाईक, जलाशय निर्माण तथा पवनों के वेग को कम करने के लिए वृक्ष लगाने जैसे कदम उठाए जा सकते हैं। भारत जैसे देश में जहां दो तिहाई क्षेत्र ओर जनसंख्या आपदा सुभेध है। आपदा प्रबन्धन अधिनियम(2005) और राष्ट्रीय आपदा प्रबन्धन संस्थान की स्थापना इस दिशा में भारत सरकार द्वारा उठाए गए सकारात्मक कदम हैं।

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# Quality Education between Multi-Lingual and Non-Multi-Lingual School in Odisha

Sambhu Khamari\*

## ABSTRACT

From 2006-07 Odisha State Government has taken initiatives to explore the existing gaps and problems faces by linguistic minority children through programmes like introducing Multi-Lingual Education. This programme aims to minimize the high dropout rates among the tribal children and language should not be a barrier to fulfil the Right to Education Act. In this paper the author has tried to outline the improvement of quality education among the children of Multi-Lingual School as compared to children of Non-Multi-Lingual School in Odisha.

**Key words:** MLE, Non-MLE, Quality Education etc.

## INTRODUCTION

In the state of Odisha the enrollment of tribal children in primary school has significantly increased but retaining these children to complete elementary schooling is a challenge to the Government. One of the major reasons identified by the experts for low retention and poor educational outcomes among tribal children is the language barriers in the classroom. So there was an urgent need of Mother-Tongue based Multi-Lingual Education Programme. Literacy of tribal people in Odisha has been a major challenge because of problem of the gap between home and school languages. Tribal Literacy in Odisha was 9.46% in 1971, it was 13.96% in 1981, it was 27.10% in 1991 and during 2001 it was 37.37%. This indicates the slow progress in literacy among tribal people in Odisha over the last three decades. So, to improve in the tribal literacy rate by achieving 100% literacy, State Government of Odisha introduced Multi-Lingual Education Programme in the tribal districts.

## MULTI-LINGUAL EDUCATION

In Multi-Lingual Education Programme, schooling starts in Mother Tongue and transit to additional language gradually. Use of Mother Tongue enables the children to develop a strong educational foundation from the beginning as the learner knows the language best. The State Government of Odisha decided to adopt Multi-Lingual Education in

2006 and prepared a roadmap through a national seminar involving the stakeholders. It was decided that Multi-Lingual Education would be taken up in ten languages (tribal languages) of Odisha from the year 2007 onwards. The approach would be additive language maintenance in which the Mother Tongue would play an important role even after the introduction of the second language (Odia) or the third language (English).

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## Objectives of Multi-Lingual Education

- To enhance equity and quality education among tribal children.
- To develop respect among tribal children for their language and culture.
- To improve reading, writing skills through use of Mother Tongue in primary School.
- To minimise the gap between State and National Education System through Mother- Tongue of tribal children.

## Objectives of the Study

- To compare the improvement in quality education through achievement test between children of Multi-Lingual and Non- Multi-Lingual Primary Schools.

## Design of the Study

The author has employed descriptive survey method of the research for collection of data. Further, he has taken the children of 05 Multi-Lingual Schools and Non- Multi-Lingual Schools separately of Sundargarh district of the State of Odisha as the sample for the study. Result of Summative Assessment- II of the sessions 2018-19 has been taken as tools for the study.

## Collection of Data

The author personally visited the Multi-Lingual Schools and Non- Multi-Lingual Schools in Sundargarh district of Odisha and interrogates both pupil and teachers about the overall performances of Students in the academic year 2018-19. Records are maintained at the school level in CCE (Cumulative and Comprehensive Evaluation) pattern. Here is only the achievement test of Summative- II of Mathematics subject marks obtained is compared to identify the success rate of Multi-Lingual Education Programme.

## Analysis and Interpretation of the Data

This column presents the findings, analysis and interpretation of data gathered whose main objective is to found out the comparison between achievement scores of Multi-Lingual Schools and Non- Multi-Lingual Schools. Here is data of only one subject (Math) has been taken for analysis.

**Table**

District Name	Multi-Lingual School			Non-Multi-Lingual School		
	Sl. No. of School	Mark obtained	Full Marks	Sl. No. of School	Mark obtained	Full Marks
Sundargarh	1	70	100	1	55	100
	2	60	100	2	40	100
	3	65	100	3	50	100
	4	50	100	4	48	100
	5	78	100	5	58	100

Due to massive collection of data only average score of School in Mathematics subject is being taken here.

From the result analysis of Class- V students among 05 Multi-Lingual Schools and 05 Non-Multi-Lingual Schools. The author can find that the achievement level of Multi-Lingual Schools children is significantly higher as compared to Non-Multi-Lingual Schools children. From this interpretation it is clear that Mother Tongue based Multi-Lingual Programme, which is taken by Government of Odisha as an experimental basis is achieving its success influentially. Students of Multi-Lingual Schools are more fundamentally strong in basic Mathematics as compared to students of Non- Multi-Lingual Schools. We can expect the students of Multi-Lingual Schools are also improving in all other subject efficiently better than Non- Multi-Lingual School students. The overall improvement in every aspect of life is leading the children towards fetching quality education through Multi-Lingual Education Programmes.

## CONCLUSION

From the data collected and interpreted the author can conclude that children in Multi-Lingual School received spectacular higher achievement scores than children in Non-Multi-Lingual School. There has been significantly increased in enrollment, attendance and retention of tribal children since Multi-Lingual Education Programme was introduced in the school. NCERT also found that Multi-Lingual Education Programme has an influencing positive impact on students achievement by children of Multi-Lingual School is better than that of Non-Multi-lingual School.

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# Education in Buddhist Period in India

Dr. Binay Kumar Raman\*

## ABSTRACT

In India during the time of Buddha, there was a racial discrimination in the society. This discrimination was according to profession of man, and according to birth. In the society there were four division of man of whom Brahman was superior. Brahmanism dominated the society and established their supremacy in the country. They enjoyed rights for religious training and education. But other category of people deprived of their religious and educational rights. At that time there were 62 heretical doctrines in existence and priesthood got upper hand. In this background a religious revolution started in ancient India in 600 B.C. and a new doctrine or system developed which is called Buddhist doctrine or Buddhist philosophy. It is to be said that on the foundation of Buddhism a new and special Education System originated in ancient India. Buddhism made a tremendous movement which played a valuable role in the development of Education System in ancient India or ancient Buddhist world. It is well-known that with the rise of Buddhism in India there dawned the golden age of India's culture and civilisation. There was progress in all aspects of Indian civilisation under the impact of Buddhism there arose many centres of learning which did not exist before.

## INTRODUCTION

*Siddhārtha Gautama* was the historical founder of *Buddhism*. The early sources state he was born in the small *Shakya* (Pali: Sakka) Republic, which was part of the *Kosala* realm of *ancient India*, now in modern-day *Nepal*. He is thus also known as the *Shakyamuni* (literally: "The sage of the Shakya clan"). The republic was ruled by a council of household heads, and Gautama was born to one of these elites so that he described himself as a *Kshatriya* when talking to Brahmins. The *Early Buddhist Texts* contain no continuous life of the Buddha, only later after 200 BCE were various "biographies" with much mythological embellishment written. All texts agree however that Gautama renounced the householder life and lived as a *sramana ascetic* for some time studying under various teachers, before attaining *nirvana* (extinguishment) and *bodhi* (awakening) through meditation.

For the remaining 45 years of his life, he travelled the *Gangetic Plain* of Central *India* (the region of the *Ganges/Ganga river* and its tributaries), teaching his doctrine to a diverse range of people from different *castes* and initiating monks into his order. The Buddha sent his disciples to spread the teaching across India. He also initiated an order of nuns. He urged his disciples to teach in the local language or dialects. He spent a lot of his time near the cities of *Sāvasthī*, *Rājagaha* and *Vesālī* (Skt. *Śrāvastī*, *Rājagṛha*, *Vāīśalī*). By the time of his death at 80, he had thousands of followers.

The years following the death of the Buddha saw the emergence of many movements during the next 400 years: first the schools of *Nikaya Buddhism*, of which only *Theravada* remains today, and then the formation of *Mahayana* and *Vajrayana*, pan-Buddhist sects based on the acceptance of new scriptures and the revision of older techniques.

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Followers of Buddhism, called **Buddhists** in English, referred to themselves as *Sakyan-s* or *Sakyabhiksu* in ancient India. Buddhist scholar Donald S. Lopez asserts they also used the term *Bauddha*, although scholar Richard Cohen asserts that that term was used only by outsiders to describe Buddhists.

## AIMS OF EDUCATION

The goal of Buddha's teaching—the goal of Buddhist education is to attain wisdom. In Sanskrit, the language of ancient India, the Buddhist wisdom was called — Anuttara-Samyak-Sambhodi meaning the perfect ultimate wisdom. The Buddha taught us that the main objective of our practice or cultivation was to achieve this ultimate wisdom. The Buddha further taught us that everyone has the potential to realize this state of ultimate wisdom, as it is an intrinsic part of our nature, not something one obtains externally.

The chief aim of Buddhist education was all round development of child's personality. This included his physical, mental, moral and intellectual development. The aim of Buddhist Education is to make a free man, a wise, intelligent, moral, non-violent & secular man. Students became judicious, humanist, logical and free from superstitious. Students became free from greed, lust and ignorance. Buddhist Education was wide open and available to the people of all walks of life. The principal goal of the Buddhist Education is to change an unwise to wise, beast to priest.

The Buddhist education system aimed at regaining our intrinsic nature. it also teaches absolute equality which stemmed from Buddha's recognition that all sentient beings possess this innate wisdom and nature. Buddha's teaching helps us to realize that innate, perfect, ultimate wisdom. With wisdom, we can then solve all our problems and turn suffering into happiness.

In the Buddhist era, religion was given top priority and education was imparted through it. The chief aim of education was propagation of religion and inculcation of religious feelings and education served as a mean to achieve salvation or nirvana.

Preparation for life, there was a provision for imparting worldly and practical knowledge along with religious education so that when the students entered normal life they may be able to earn their livelihood.

## TEACHER'S RESPONSIBILITIES

The teacher himself must spend at least ten years as a monk and necessarily must have the purity of character, purity of thoughts and generosity. Both the teacher and student were responsible to the monastery. But regarding education, clothes, food and residence of the student monk, the teacher was fully responsible. The teacher was also responsible for any treatment of the student whenever he fell ill.

The duties of the teachers were imparting education to the students, writing Book, propagation of religion, discussion, and arrangement of debate for the clarification of serious subjects. The teachers were responsible for physical, mental, spiritual and moral development of the students. Teachers loved the students and helped them in every affair. They also took care of them during their diseases and agony. The teachers were responsible for their food, accommodation and other necessities of livelihood. They kept eyes on the all round development of the students. Specially they were serious about the abeyance of the Sangha rules, meditation and concentration to their learning.

Both the teacher and the student were responsible to the monastery or the Buddhist order. But regarding education, clothes, food and residence of the student monk, the teacher was wholly responsible. The teacher was also responsible for any treatment of the student whenever he fell ill. The teacher used to bestow all the affection to his student and used to educate his through lecture and question answer method.

Buddhist philosophy admits the possible of attaining peace here and now, though, it starts with a pessimistic note. Teacher, therefore, need not have any cry of despair. Bhikshus were the teacher. Buddhist vihar as or monasteries have their methods of Imitation and training for the apprentices. The preceptor must give his disciple, all possible intellectual and spiritual help and guidance. There was mutual esteem between the teacher and the pupil. There relations were like father and son. The teacher was regarded as spiritual father or intellectual father of the student.

During Buddhist period the place of teacher in the scheme of education was very important. There were the categories of teachers – Acharyas and Upadhayas. According to Sutras Literature Acharya may admit according to his unfettered discretion, a number of pupils, who would have to live with him at this house, for a minimum period of twelve years. He would not accept any fees from the pupils under this instruction. The progress shown by pupil was the only factor that determined the continence of his apprenticeship.

## **DISCIPLINE**

The Core of Buddha's teaching-the Buddha teaching contains three major points discipline, meditation and wisdom. Wisdom is the goal and deep meditation or concentration in the crucial process toward achieving wisdom. Discipline through observing the precepts, is the method that helps one to achieve deep meditation; wisdom will then be realized naturally. Buddha's entire teaching as conveyed in the sutras never really depart from these three points.

After getting education in the Buddhist schools, colleges and universities one can not do any injustice, tell a lie, commit theft, can not kill, can not be addicted in wine and make himself free from moral turpitude. In this way students become free from greed, lust, enmity and ignorance.

Buddhism encompasses the entire collection of works by Buddha Shakyamuni and is called the Tripitaka. This can be classified into three categories sutra, Vinaya (precepts or rules) Sastra (Commentaries) which emphasize meditation, discipline and wisdom respectively.

## **TEACHING METHOD**

At first there were private and group teachings. Later it developed into class room. In due course Sangharamas developed into residential college and universities. In the history of Education those universities played major role in the propagation of Buddhism, Buddhist history, Art & Culture. In those universities world famous scholars like Atisa Dipankar, Silabrada, Santarakshit were the teachers. Many valuable books were written. We still remember the glory of the universities like Nalanda, Vikramsila, Sompuri, Salban, Jagaddal, Pandit Vihar, Taxila. The supremacy of those universities was unparallel. Students from China, Myanmar, Thailand, Gandhara and all parts of ancient India came to have their education in those universities. Buddhist Education is a combination between individual and classroom education

The main of the Buddhist monks was to propagate Buddhism. Hence some Acharyas like Sariputta, Mahayaggalva, Aniruddha, Rahula, etc gave the importance to tours for educating people. After completion of the education the student were encouraged to undertake long tours to gain the real and practical knowledge.

Conferences were arranged on every full moon and 1st day of month in the Buddhist sanghas. The monks of different sanghas assembled and put forward their doubts freely. The attendance of every monk was compulsory in such conference. On the beginning and close of every month learned people used to assemble together. This type of assembly together was a very important part of Buddhist education. The purpose of this assembly was to maintain the moral standards of all the monks, because the total education was based on morality. It was compulsory for all the monks to

be present in this assemble so much so that even ill monks used to try to attend it anyhow. If due to illness it was not possible for monk to come, then assembly was held near his residence. This assembly was quite democratic and it has immense moral impact on all concerned. In order to win discussion or Shastrartha and impress the general public, it was necessary to improve the power of discussion. This was also needed to satisfy the critics and opposing groups and establish ones own cult. Thus, rules were framed for discussion. : The importance of discussion encouraged the logic in the Buddhist period. The controversial matters could not be decided without logical argument. Logic was also useful in the development of the mental power and knowledge to established the disputes point the following evidences of eight kinds were required theory, cause, example, parallelism, contradiction, evidence, argument and induction. The important of discussion encouraged the logic in the Buddhist period. The controversial matters could not be decided without logical arguments.

The curriculum was spiritual in nature. The aim of education was to attain salvation. So the study of religious books was most important. Sutta, Vinaya and Dhamma Pitak were the main subjects prescribed for study. Buddhist education aimed at purity of character. Like Vedic education it was training for moral character rather than psychological development of the students. One has to attain the stage of Bodhisattva. Mental and moral development was emphasized:

The method of teaching was mostly oral in nature. Though the art of writing had been well developed up to Buddhist period yet, due to shortage and no availability of writing materials, verbal education was prevalent as it was in Vedic age. The teacher used to give lessons to the novices who learnt them by heart. The teacher used to put questions on the learning the lesson by heart. Teacher gives lecture on good behaviour and required topics and students were listening with attention in early days teaching was a hearing system. The teachers gave lectures; students heard it and kept it in their memory. In due course it developed into dialogue and comparison method. The teachers used to teach the students on the basis of telling stories, arranging dialogue. Sometimes debate and discussions were arranged to give idea of the subject matter as well as determination of truth, subsequently writing system introduced. After words students were expected to memories the same. The teacher educates the students through lectures and question answer method. Attendance of every monk was compulsory. The medium of Buddhist education was the common language of the people, some Buddhist monks are more interested in isolated spiritual meditation in lonely forests and caves. Only those monks were considered fit for lonely meditation who had fully renounced the worldly attraction and had spent enough time in the Sanghas has gained the efficiency for solitary meditation.

## CONCLUSION

1. Well organized centres- Buddhist education was imparted in well organized centres, monasteries and *Vihara* which were fit places for the purpose.
2. Cosmopolitan-Buddhist education was free from communal narrowness.
3. Simple and austere-*Bhikshus* led a life of austerity and simplicity.<sup>36</sup>
4. Total development- Buddhist education laid much emphasis on the physical mental and spiritual development of the students.
5. Disciplined Life- both the teachers and students led disciplined life.
6. Ideal student teacher relationship.
7. International importance- Buddhist education helped to gain international importance it also developed cultural exchange between India and other countries of the world.

In the ancient period Buddhist Monasteries and in the later period Buddhist Universities played major role in developing Buddhist Education. In the institutions teachers were highly qualified and

sincere to their duties. The main aim of Buddhist Education is to make a free man, an intelligent man, a wise, moral, talented, non-violent and secular man. Buddhist Education makes man judicious, humanist, logical and free from superstitions

It is a matter of great pride that Buddhist Education crossed Indian Sub-continent and expanded up to China, Korea, Japan, Tibet, Mongolia, Srilanka, Myanmar, Thailand, Cambodian, Laos, Vietnam, Malaysia, Singapore, with the rise and development of Buddhism in those countries. In those countries Buddhist Education has made tremendous progress with the inclusion of modern subjects in the syllabus. Today in order to make more popular more useful and modern subjects have to be included such as English, Science, Medicine, Engineering, Commerce, Computer and Information Technology. We are happy that the name of the countries which I mentioned has made tremendous development of Buddhist Education with the inclusion of modern subjects. They have made more facilities for the lay students. Buddhist Education syllabus shall have to be incorporated with modern subject.

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# Tourism Development in Uttar Kannada District of Karnataka- SWOT Analysis

Dr. Sucheta Y. Naik\*

## ABSTRACT

Tourism industry has emerged as a significant economic activity in the world today. It has assumed a multi dimensional and multi- disciplinary scope. Many countries have made tremendous development in almost all sectors because of tourism. The state of Karnataka being rich in tourism resources has not profited as compared to Kerala and Goa. Coastal part of Uttar Kannada district is facing many challenges like unemployment, low income, and lack of Infrastructural development etc. To overcome these issues, tourism is the most important pillar on which the future of the district rests upon. Hence, efforts are needed to utilize the available natural resources and develop tourism sector so as to bring required progress of the district.

Uttar Kannada district of Karnataka State has immense natural resources and beauty, still underdeveloped and underutilized due to various reasons. In order to bring the required developments and to remove the regional disparity there is an urgent need for developing the tourism sector in the district.

## OBJECTIVES OF THE STUDY

1. To identify the need of sustainable tourism in Uttar Kannada district.
2. To make SWOT analysis of Uttar Kannada district with reference to tourism.
3. To suggest suitable means of sustainable tourism of Uttar Kannada district

A sustainable strategy is necessary to formulate a sustainable coastal tourism management plan by considering the physical environment, local economy and culture. There should be a holistic policy for sustainable development involving policy and decision makers.

**Keywords:** Sustainable Tourism Development, SWOT analysis, Coastal development

## INTRODUCTION

Tourism is turning as a most important economic activity in many countries around the world. Directly and indirectly it helps the economy in various ways. Directly it helps accommodation, transportation, entertainment business, retail trade, cultural sports and recreational services.etc. Indirectly government collects taxes, provides employment and employees working in tourism industry satisfy their basic requirements like food, beverages, housing, clothing and household goods etc. Tourism is responsible for bringing money as well as life style, dress code, food habits, degradation of local culture and some newness in the region of their travel.

Tourism has brought enormous changes in countries like Indonesia, Malaysia, Mauritius, and Caribbean Islands. In their faster economic growth, tourism has played a major part. The state of Karnataka being rich in tourism resources has not profited much from the tourism because of no

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proper tourism policy of the Government. Fortunately, the state of Karnataka, geographically lies between two important tourist giants i.e. Kerala in the South and Goa in the North. Government of Karnataka not made serious attempt to develop tourism in large scale.. Hence, this paper makes a modest effort to analyze tourism in Uttara Kannada District with emphasis on SWOT.

## AREA OF EXPLORATION

Karnataka has 27 districts to its credit. Uttar Kannada (UK) is one among them (Figure 1 & 2). The district of Uttar Kannada is also called North Canara and is identified as “The Switzerland of India”. Uttar Kannada district shares its common border in the northwest with the state of Goa, on the north by Belgaum district, on the northeast by Dharwad district, on the east by Haveri District, on the southeast by Shimoga District on the south by Udupi District and on the west by the Arabian Sea.

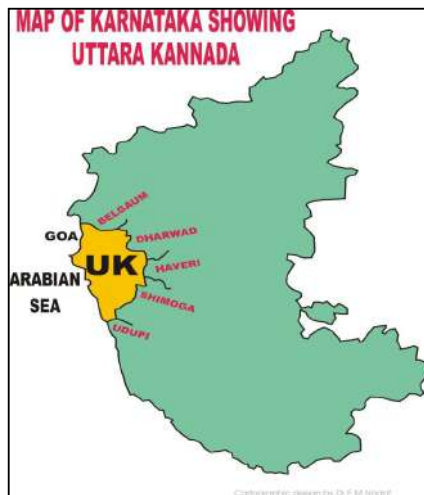


Figure 1



Figure 2



The Uttar Kannada district covers an area of 10,291 sq km that accounts to about 5.37 percent of the total geographical area of the state. According to 2001 Census, its population is 1353644, which is equal to 2.56 percent of the total population of the state. Karwar is the administrative headquarter of the district. Geo-ecologically, Uttar Kannada district is highly diversified. It has four important rivers namely: River Kali, River Gungawali, River Tadri and River Sharavati. Uttar Kannada district is a confluence three important regions- the Westernghats, the Coastal Plains, and the Arabian Sea. This is one of the biggest coastal districts of Karnataka State. It is the Konkan part of the Karnataka state.

## OBJECTIVES OF THE STUDY

The present study is carried-out with the following key objectives:

1. To identify the need of sustainable tourism in Uttar Kannada district.
2. To make SWOT analysis of Uttar Kannada district with reference to tourism.
3. To suggest suitable means of sustainable tourism of Uttar Kannada district

## DATA BASE AND METHODOLOGY

The study is based on both the primary and secondary data collected from various sources. By using the available data, a SWOT analysis of tourism is undertaken. Primary data is collected from the district officials of tourism department and secondary data is collected from various reports, journals, books, news paper and online articles.

## TOURISM AND UTTAR KANNADA DISTRICT

Uttar Kannada district is physical diversified and has a long cultural heritage (Figure 3). It has a distinct of being ruled by some of the oldest kingdom of India like Kadambas, Chalukyias, Rashtrakutas, Hoysalas, Vijayanagar, and Marathas.

Uttar Kannada district is immensely gifted by the nature with scenic beauty, pristine beaches, islands, hills, waterfalls, wild life sanctuaries, temples, forts, and other historical monuments. This made Nobel Laureate Rabindranath Tagore to pass following remarks on the beaches of Karwar. "The sea of Karwar is certainly a fit beauty of nature is not a mirage of imagination but reflects the joy of the infinite and thus draws us to lose ourselves in it".



Figure 3



Though, Uttar Kannada district has rich tourism resources but the development of tourism is not taken seriously by the either state government or local administration. The tourism in Uttar Kannada district revolves around the religious places of mostly Gokarn, Murdeshwar, Sirsi and Ankola talukas. The rich geography and ecology of Uttar Kannada is not exploited for the benefit of the district. There is no sound mechanism of maintaining tourist data in the district.

Karwar - the headquarters of Uttar Kannada district is located at a distance of just 37 km from one of the most popular beaches of Goa i.e., Pallolem. Goa is visited by more than 25 lakh domestic and foreign tourists. Pallolem attract around 6000 tourists yearly. Though, Karwar is very close to Goa but no serious efforts are made by the local authorities to attract tourists to Karwar from Goa. Uttar Kannada district has no encouraging tourism policy, its infrastructure is not well developed, and that has become the main hindrance in the development of tourism.

## NEED OF TOURISM IN UTTAR KANNADA

For the overall development of Uttar Kannada district, development of tourism is very important.

Sustainable costal tourism will help to provide economic benefits such as employment generation, business opportunities, foreign exchange earnings, contribution to the government revenues etc. In general, tourism can give following benefits to the district:

**Employment generation:** The rapid expansion of tourism helps to create significant employment. According to the World Travel and Tourism Council, in 2011 travel and tourism contributed 9% of the global GDP and supported 260 million jobs worldwide. Tourism can generate jobs directly through hotels, restaurants, taxis, souvenir sales and indirectly through the supply of goods and services needed by tourism-related businesses. The problem of unemployment is very severe in Uttar Kannada and it is increasing very rapidly day by day. To arrest the further growth of unemployment there is a need to develop tourism.

**To generate the income:** The impact of tourism is manifold. It nourishes the economy, stimulates development process, gives the employment and raises the money circulation in the hands of the people who are directly and indirectly involved in it. The Per Capita Income (PCI) of the people living in the coastal areas of Goa is higher than, the people living in Uttar Kannada. Tourism in Goa contributes to about 18 percent of GDP.

**Foreign exchange earnings:** Tourism services generate income to the host economy. It is a main source of foreign exchange earnings.

**Contribution to government revenues:** Government gets direct and indirect revenues from the tourism sector. Direct contributions are generated by taxes on incomes from tourism employment, tourism businesses and by direct charges on tourists such as eco tax or departure taxes. Indirect contributions derive from taxes and duties on goods and services supplied to tourists, for example, taxes on transport, alcohol, restaurants, etc.

**Direct financial contributions to nature protection:** Tourism can contribute directly to the conservation of sensitive areas and habitats. Revenue from park-entrance fees and similar sources can be allocated specifically to pay for the protection and management of environmentally sensitive areas.

**Competitive advantage:** More and more tour operators take an active approach towards sustainability, because they are aware that intact destinations are essential for the long term survival of the tourism industry. Tour operators prefer to work with suppliers who act in a sustainable manner, e.g. saving water and energy, respecting the local culture and supporting the well being of local communities.

**Infrastructure development:** Though, Karwar is a district headquarter, the infrastructure development has not taken place in a required manner. Transportation, telecommunication, sewage,

electricity, and drinking water, hotels, medical facilities are not developed to the required extent. If tourism is developed, infrastructure development will automatically develop

**Best utilization of the resources:** Uttar Kannada is a destination of eco-tourism, cultural tourism, adventure tourism, heritage tourism, and medical tourism, which is related to the physical environment and cultural history. Though, the nature has gifted many resources to the district, unfortunately these resources are not utilized for the development of Uttar Kannada. Hence, this is the right time to utilize natural resources to the fullest extent.

**To change the mind-set of the people:** It is observed, that the people are exposed to the negative impacts of tourism like degradation of culture, environmental pollution, increase in crime graph, drug-abuse, alcoholism, prostitution etc. Now there is an urgent need to educate people regarding the positive impacts of tourism.

Tourism is a bonding force that helps in better understanding and friendship. Tourism imparts directions and opportunities to the youth of the state. It gives information about geography, cultural diversity of nature and religion that helps in strengthening further national integrity.

Other benefits of tourism:

- It helps to remove the regional disparity.
- It increases the tax revenue as well as foreign exchange earnings.
- It is a positive force for the preservation and enrichment of our cultural diversities, heritage arts, crafts, and industries.
- It helps, youth to take different nation building activities like sports, adventure, hike etc.
- It helps in maintaining peace and understanding.

## THE SWOT ANALYSIS OF TOURISM IN UTTAR KANNADA DISTRICT

SWOT analysis is an analysis of Strength, Weakness, Opportunities, and Threats of Uttar Kannada district with reference to tourism. SWOT analysis will provide a direction for understanding many hidden treasures of the district. This analysis will help in formulating a tourism plan for Uttar Kannada District.

### STRENGTHS

It is already pointed, out that Uttar Kannada district is highly diversified in-terms of geography, ecology, history, and cultural heritage. The rich tourism resources of this district are the main strengths. Following mentioned are some of the strengths of Uttar Kannada:

**Beaches:** Uttar Kannada has a 250 km long coastline that is characterized by various coastal features like estuaries, spits, bars, islands, beaches etc. Beaches are the integral components of Coastal Geography of Uttar Kannada district. This district has as many as 25 pristine and eye-catching beaches. They are, Tilmati Beach, Majali Beach, Devabagh Beach, Tagore Beach, Harwada Beach, Belekeri Beach, Honnebile Beach, Manjuguni Beach, Gokarna Beach, Kudle Beach, Om Beach, Baad Beach, Vannalli Beach, Dharehswara Beach, Ramanagindi Beach, Mavinakurve Beach, Kasarkod Beach, Apsarakonda Beach, Manki Beach, Bailur Beach, Murdeshwara Beach, Shirali Beach, Hadina Beach, and Gorete Beach are some of the important beaches of Uttara Kannada.

**Wildlife Sanctuaries:** Our fundamental necessities like food, clothing, and shelter are supplied by the forest. It is amazing to know that nearly 70 percent of the total geographical area of UK is under natural vegetation. The forest of UK houses some of the best wildlife sanctuaries in India. Anshi Game Sanctuary, Anshi Nature Camp, Dandeli Wildlife Sanctuary, Kulagi Nature Camp, Attiveri Bird Sanctuary, are some of the important areas wilderness.

**Waterfall and Man Made Dams:** Satholi fall, Magod falls, Shivganga falls, Unchalli falls, Burude falls, and Jog falls are the important natural waterfalls of Uttara Kannada. Similarly, Supa, Ganeshgudi and Kodsalli are three vital dams of Uttar Kannada district.

**Temples:** Temples of Uttar Kannada district are masterpieces of artwork, depicting the Kadamba and Hoysala style of architecture. Choleswar Temple, Ramalinga Temple, Sri Arya Durga Temple, Durga Datta Mandir, Shirali Mahaganapati Mahamaya Temple, Sri Idagunji Vinayaka Devaru Gokarna Ganapati Temple, Shri Ganapati Mahamai Mahishasura Mardhini Temple Tulja Bhavani, Vadiraj Math, Swamavalli Math, Marikamba, Manjuguni, Murdeshwar, Gokarna, and Sri Katyayini Baneshwara Temple are some of the important temples of Uttara Kannada district. Madhukeshwara Temple is one of the ancient temples and the only remnant of the ancient Kingdom of the Kadambas is the famous Madhukeshwara Temple of Banavasi.

**Caves:** Uttar Kannada has a large number of Caves. Some of the important caves are Kavala Caves, Ulavi Caves, Yana caves Mahamane Caves, and Panchalngeshwara Cave.

**Forts:** Haliyal Fort, Sadashivgad forte and Mirjan Fort are the important forts of this district.

**Climate:** UK district enjoys a pleasant climate throughout the year. It receives annual rainfall ranging from 3000 mm to 5000 mm from June to September. During summer, the mercury level rises to around 36° C and during winter temperature never goes below 18° C. The climate of UK is a strong point in itself in developing tourism.

**Other attractions:** Syntheri Rocks, Yanna, Karwar Port, Kaiga Plant, (NPC) Kavadlkere Lakes, Jenukalla Gudda, Banavasi, Tibetan colony, and Jumma Masjid are the other important attractive destinations of Uttar Kannada.

**Transport:** For the development of any region transport plays an important role. The Uttara Kannada district is lucky in having three National Highways namely NH – 66, NH – 67, and NH – 206. NH – 66 connects Karwar with Goa and Cochin. This highway runs parallel to the coast of Arabian Sea hence a great experience to travel by this route. NH – 67 connects Ankola with Hubli the commercial hub of Karnataka. NH – 206 connects Honnavar with Shimoga.

Karwar is well connected to prominent cities in India through rail (Konkan Railway) and road (National Highway). Ample number of buses ply from the district to various cities including Mumbai, Pune, Bangalore, Manipal, etc. Joida taluka had a small stretch of railway line of South Central Railway, and costal Uttar Kannada is connected by Konkan Railway.

**Knowledge of the people:** In India people of Uttara Kannada are known for their knowledge of medicinal plants and their uses. People travel to places like Halga, Mundgod Tibetan Colony, Bellekeri, Anashi and Todur for treatment of various diseases that allopathic cannot cure. This can be a key resource in developing health and medical tourism.

## WEAKNESSES

Following are some of the important weaknesses of Uttara Kannada District.

- The Infrastructure of Uttara Kannada is not that developed as compared with neighboring districts.
- Karwar the headquarters of UK still does not have a modern Bus Stand.
- Number of Hotels, Restaurants, Lodges, and Resorts are very few in number.
- There are very few starred hotels
- Connectivity to the remote area is very low
- The density of roads is the lowest
- The interior roads are not maintained properly

- Drinking water facilities are not adequate.
- Medical facilities are not at all developed.
- Tour operators and Travel agents are in negligible number.
- There are no trained guides in the vicinity of tourist centers
- No major entertainment facilities are available.
- There is no definite tourism policy for the district.
- Financial support and base is very weak.
- Numbers of tourist vehicles available in the district are very few.
- Local population is ignorant about the potentials of the region.
- No funds are provided by the local authorities for the development of tourism in UK

## OPPORTUNITIES

UK has many advantages as compared to its neighbors in developing tourism that can be treated as opportunities for the development of the region. They are as follows:

- The geographical **size** of UK is its big advantage. UK is nearly three times bigger than Goa in size. If tourism can be developed in Goa, why not in UK. Goa and UK share more or less physical and cultural landscape.
- UK is considered to be a better place for **adventure tourism** due to its diversified physical landscape in the form of Westernghats and the coast.
- Karavali Utsav, Fair and festivals, Shigmostav, and Yakshagana, are the ideal platforms for developing **cultural tourism**.
- There are many places in UK like Todur, Halaga, and Tibetan Colony, that can be developed as health resorts and **medical centers** similar to Kerala.
- Our culture, and monuments can be best developed in the form of **heritage tourism**.
- Karwar town has all the potentials of developing in to a **business tourism** destination in India.

## THREATS

UK has following threat:

- Opposition to the tourism activities by some people with secret motives.
- Degradation of local culture and invasion of foreign culture.
- Visible side effects of tourism like drug abuse, alcoholism, commercial sex, and AIDS on the youth.
- There will be a stiff competition from the states like Maharashtra, Goa and Kerala
- Increase in tourism activities may result into deforestation of virgin forest and coastal vegetation
- Steep increase in cost of living.
- Pressure on resources like food, water, electricity etc.
- Problems of waste disposal.
- Water, food and energy resources will be heavily exploited by the tourists creating problem for locals.
- Land degradation and land-use change may results habitat and biodiversity loss, directly from the construction of tourist facilities and infrastructure.
- Noise pollution is another important result of increased air, ground, and water traffic.

## SUGGESTIONS FOR TOURISM DEVELOPMENT OF UTTAR KANNADA DISTRICT:

Taking into account the above SWOT analysis, we have to prepare a comprehensive tourism policy for sustainable development of the district in future. Proper management is essential to make it sustainable.

Development in tourism depends on attractions and activities related to the natural environment, historic heritage, and cultural patterns of the area. A tourist likes to seek a destination that has a high level of environmental quality.

Another important aspect of sustainable development is it relates to the emphasis on community-based tourism - the involvement of the local community in the planning and development process thereby developing the type of tourism that generates benefits to the local community. Following are some of the important suggestions that are offered for the development of tourism in UK:

**Tourism Policy:** Every tourist paradise has its own tourism policy. Local authorities can frame a tourism policy for UK keeping local conditions and aspirations in mind. Some inspiration can also be taken from the tourism of policies of Goa and Kerala.

**Protection of coast from degradation:** This is going to be very important for the sustainable development of tourism in UK. Beaches, sand dunes, coastal vegetations and other coastal features need to be protected at all cost. This can be done with the strict implementation of Coastal Regulation Zone Act.

**Marketing Strategy:** The hidden treasure of UK must be brought before the people. Thus is possible only with the aggressive marketing policy. It would be beneficial to have tie-ups with different tour operator at national and international levels. A wide publicity of UK can also be carried out with website.

Tourist has become an economic bonanza that may contribute a lot to the development process if the managerial decisions are creative, innovative, sensitive, sensible, and effective. To convert a potential tourist to an actual, we have to formulate a marketing mix on the basis of users behavior profile.

Customers are to be focused in the tourism business, because they are the purpose of it. Therefore, welcome every tourist, treat him/her the best and send back a tourist with a smile, because he/she will be carrying out mouth publicity.

**Tourism to the hinterland:** Tourism can play an important role reducing the gap between rural -urban. This is possible only when tourism is taken to rural areas in the form of adventure tourism, eco-tourism, village tourism, heritage tourism, health tourism etc.

**Development of business and recreational facilities:** Building up educational hubs with top line business management institutes, IT centers, Institutes in Hotel Management and international affiliations. Medical Tourism can also develop when many good hospitals, massage centre are made available.

**Development of Agro Tourism:** Now a day's urban people prefer to spend their holidays with nature. Under this, urban tourists go to the farmers home, stay like a farmer, engage in agricultural activity, experience the bullock cart, tractor drive, eat authentic food, wear traditional clothes, understand the local culture, enjoy the folk songs and dance, buy fresh farm produce and in turn farmer get additional income for their livelihood.

**Development of Rural tourism:** Though, tourism is developed in urban area, it has so much to offer under rural tourism. Tourism can be shifted from beaches, sand and sea towards tradition and rural culture. Uttar Kannada has very rich culture and heritage. Coastal people can grab this opportunity given by Govt. of India to promote tourism in the region. According to the policy its focus

is to develop the culture, heritage, traditions, craft and sustainable dimensions of rural life, as a means to viable livelihood opportunities for low-income rural communities.

**Techno recreational centers:** Establishment of Amusement Parks, Water Parks, Science Cities, Food Courts, Rock Garden etc if developed tourism can develop to large extent.

**Development of Transport and Communication:** The present transport and communication system is insufficient to support the growing number of tourists. Hence, on priority, service sector should be developed.

**Educating masses:** For the success of any development policy, public participation is vital. This can be achieved by educating masses by giving them powers to decide what they want. Large scale Awareness should be done among youth and convert them to be an entrepreneur rather than becoming employee.

## CONCLUSION

A sustainable strategy is necessary to formulate a sustainable coastal tourism management plan by considering the physical environment, local economy and culture. There should be a holistic policy for sustainable development involving policy and decision makers, and developers and the local and native communities. There must be a balance between conservation and people, addressing the demand of the local community and ability to manage their own natural resources, ensuring their livelihood and fair distribution of profit and resources.

In brief tourism agenda should promote ecologically sustainable tourism, which will focus on the local culture and adventures considering the personal growth of the local population. Efforts should be made to minimize the adverse effects on the natural environment and enhance the cultural integrity of local people.

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## राष्ट्रीय आन्दोलन में डॉ. श्री कृष्ण सिंह की भूमिका

पवन कुमार\*

डॉ० श्री कृष्ण सिंह का भारतीय राष्ट्रीय आन्दोलन में महत्वपूर्ण भूमिका रही है। जब ये एम०एल की परीक्षा देना चाहते थे तो इसी समय असहयोग आन्दोलन की पुकार ने उनका इस इच्छा को फलवती नहीं होने दिया। वकालत करते समय इनका अधिकांश समय सार्वजनिक कार्यों में ही व्यतीत होता था। 1917 ई० में जब श्रीमती एनीबेसेंट और लोकमान्य बालगंगाधर तिलक के कुशल नेतृत्व में होमरूल आन्दोलन का सूजपात हुआ तब अपने को लोकमान्य तिलक का अनुयायी मानने वाले डॉ० श्री कृष्ण सिंह उससे अलग नहीं रह सके और मूंगेर में इस आन्दोलन के नेता बन गए। एक बार तो सभा में जिसमें जिलाधीश एवं अन्य सरकारी अधिकारी भी उपस्थित थे, डॉ० श्री कृष्ण सिंह ने अपना परिचय अखिल भारतीय होमरूल आन्दोलन के सक्रिय सदस्य के रूप में दिया। उनके इस अदभूत साहस पर उपस्थित सभी लोग तो आश्चर्यचकित हुए ही अधिकारीगण के चहेरे भी पीले पड़ गये। डॉ० श्री कृष्ण सिंह की देशभक्ति और कर्तव्यनिष्ठा इस बात से भी जाहिर होता है कि वह अखिल भारतीय होमरूल आन्दोलन के मंत्री भी थे।

बिहार में भी आन्दोलन शुरू हो गया और प्रत्येक जिले में सभाएं होने लगी इस आन्दोलन का प्रभाव ब्रिटेन की सरकार पर भी पड़ा। और 20 अगस्त 1917 ई० को भारत मंत्री माँटेग्यू ने एक घोषणा प्रकाशित की जिसमें कहा गया कि भारत में धीरे-धीरे उत्तरदायी शासन का विकास किया जाएगा जिसके फलस्वरूप भारतीयों का प्रत्येक विभाग से सम्पर्क बढ़ेगा। इस घोषणा के शीघ्र बाद ही 16 सितम्बर 1917 ई० को एनीबेसेंट तथा उनके सहयोगियों को रिहा कर दिया गया।

जब 10 नवम्बर 1917ई० को माँटेग्यू भारत आये तब देश के सभी प्रान्तों में होमरूल आन्दोलन के संबंध में उन्हें ज्ञापन दिए गए। बिहार तथा उड़ीसा की प्रादेशिक कांग्रेस समितियों ने भी भारत मंत्री माँटेग्यू तथा वायसराय चेम्सफोर्ड को एक ज्ञापन दिया, जिसमें स्वशासन की एक रूपरेखा तैयार की गयी थी। मुंगेर तथा दरभंगा जिला कांग्रेस कमिटियों ने भी माँटेग्यू को एक संयुक्त ज्ञापन दिया था, जिसपर मुंगेर के 1526 और दरभंगा के 3870 लोगों ने हस्ताक्षर किये थे। इसी होमरूल आन्दोलन के परिणामस्वरूप माँटेग्यू तथा चेम्सफोर्ड ने भारत के संवैधानिक सुधार के संबंध में एक संयुक्त रिपोर्ट दी जिसके फलस्वरूप 1919 ई० में गवर्नमेंट ऑफ इण्डिया ऐक्ट पारित हुआ जिसमें संवैधानिक सुधार के कुछ तत्वों का समावेश किया गया।

डॉ० श्री कृष्ण सिंह के जीवन में एक महत्वपूर्ण क्रांति तो उसी दिन घटित हो गयी जिस दिन उन्होंने गाँधीजी को पहली बार बनारस के भव्य सेन्ट्रल कॉलेज में मकान के भीतर देखा था तभी उन्हें ऐसा पहलूस हुआ कि वह नेता उपर से अवतीर्ण नहीं हुआ है। आधा पेट खाने की वजह से दुबला-पतला दिखने वाला वह अर्द्धनग्न महात्मा सचमूच चालीस करोड़ हिन्दुस्तानियों के समाज के भीतर से निकलकर आया है। इस

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व्यक्ति पर इंग्लैण्ड के विद्वान वर्डबर्थ और शेक्सपियर की छाप नहीं हो सकती। ऐसी ही कोई भारतीय आत्मा भारत को आजाद कर सकती है।

अंग्रेज करीब सौ सालों से चम्पारण में मुख्यतः नील की खेती किया करते थे और उन्होंने नील बनाने के अनेक कारखाने भी खोल रखे थे। बहुत से गांवों पर उनके कब्जे भी थे। सरकार द्वारा बनाए गए कानून के अनुसार वे किसी भी रैयत को मजबूर कर सकते थे कि वह अपने खेत के प्रति बीघे पर पांच या तीन कट्टे में नील की खेती किया करें। इस तीन कट्टिया या पांच कट्टिया प्रथा के विरोध में उठने की हिम्मत किसी भी रैयत में न थी। अगर कोई हिम्मत करता भी तो उसपर हजार तरह के जुल्म ढाकर उसे मजबूर कर दिया जाता था। उसके घर और खेत को लूट लिया जाता था। खेतों को मवेशियों से चरा दिए जाते थे। और जुर्माना वसूल किया जाता था। तंग आकर वहां के किसानों ने कई बार विद्रोह किए किन्तु हर बार विद्रोह को दबा दिया गया। 1857 ई० में उनका सर्वप्रथम ऐतिहासिक आन्दोलन हुआ। तत्पश्चात् 1907-1908 ई० में निलहों के अत्याचारों के विरुद्ध किसानों का एक गुप्त संगठन निर्मित हुआ। शासकों का अत्याचार इस प्रकार बढ़ गया था कि 1908 ई० में उन्हें बगावत करनी पड़ी जिसके फलस्वरूप चम्पारण जिले में सरकार ने आतंक को राज्य कायम कर दिया और लगभग 350 व्यक्ति जेल में डाल दिए गए। यह सही है कि सरकार ने जांच के लिए डब्लू०आर०गुर्ले को नियुक्त किया परन्तु जांच पड़ताल में उन्हें पाँच साल लग गए। अंततः उनकी रिपोर्ट भी प्रकाशित न हो सकी क्योंकि वह तो निलहों के विरोध में ही जा रही थी।

इतिहास साक्षी है कि 1917 ई० में जब महात्मा गाँधी ने चम्पारण जाकर सत्याग्रह का प्रयोग किया तब उसका प्रभाव सम्पूर्ण देश पर पड़ा। मुंगेर जिला भी इससे प्रभावित हुआ क्योंकि इस जिले में भी नील का उत्पादन होता था तथा नील के कारखाने भी चलते थे। खगड़िया गोगरी, तारापूर, सदर मुफस्सिल, सूर्यगढ़ा थाना में नील की व्यापक खेती होती थी और यहां भी किसान निलहों के अत्याचार से आतंकित थे।

अपने देश की स्वतंत्रता संबंधी आन्दोलन को लेकर डॉ० श्री कृष्ण सिंह युवकों एवं किसानों के बीच काम करते हुए मुंगेर जिले की जनता में ये धीरे-धीरे अत्यन्त ही लोकप्रिय होते गये इसी समय उनकी मित्रता मुंगेर के ख्याति लब्ध राष्ट्रवादी नेता बैरिस्टर शाह मुहम्मद जुबैर से हुई जो आगे चलकर राष्ट्रीय आन्दोलन में कदम से कदम मिलाकर सहयोग किया। जिससे होमरूल आन्दोलन के साथ ही असहयोग आन्दोलन में भी उनका महत्वपूर्ण योगदान रहा। ये इनकी राजनीतिक जागरूकता का ही परिणाम था।

9 सितम्बर 1946 ई० को डॉ० सच्चिदानन्द सिन्हा की अध्यक्षता में संविधान सभा का अधिवेशन दिल्ली में प्रारंभ हुआ। डॉ० राजेन्द्र प्रसाद इसके अध्यक्ष बनाये गए। परन्तु मुस्लिम लीग ने संविधान सभा का सहयोग नहीं किया। लीग के अन्तरिम सरकार में शामिल होने के बाद भी साम्प्रदायिक दंगे रुके नहीं। 13 सितम्बर को पंडित जवाहर लाल नेहरू ने संविधान सभा का ऐतिहासिक उद्देश्य प्रस्ताव को प्रस्तुत किया जिसमें स्वतंत्र भारत की कल्पना की गयी। डॉ० श्री कृष्ण सिंह ने गर्मजोशी से नेहरूजी के प्रस्ताव का समर्थन करते हुए कहा कि यह प्रस्ताव भावी भारत की कल्पना का चित्र प्रस्तुत करता है।

मुस्लिम लीग क हठपूर्ण रवैया से उत्पन्न गतिरोध को देखकर ब्रिटेन के प्रधानमंत्री क्लिमेंट एटली ने यह घोषणा कर दी कि जून 1948 ई० तक भारत की सत्ता जिम्मेवार भारतीयों के हाथ में सौंप दी जायेगी और अंग्रेज भारत छोड़ देंगे। फलतः इस हस्तान्तरण की कार्यवाही को पूरा करने के लिए मार्च 1947 ई०

में लार्ड माउण्ट बेंटन वायसराय बनकर भारत आए उन्होंने सांप्रदायिक दंगों के भयंकर रक्तपात से देश को बचाने के लिए भारत के विभाजन का प्रस्ताव रखा। 3 जून 1947 ई० को नहीं चाहते हुए भी भारतीय नेताओं को इस प्रस्ताव को स्वीकार लेना पड़ा। भारत और पाकिस्तान को दो स्वतंत्र राष्ट्र बनाने की घोषणा हुई। 4 जुलाई 1947 ई० को ब्रिटिश संसद में इण्डिया इंडीपेंडेंट बिल पेश हुआ जो 18 जुलाई को पारित हुआ। इसके बाद 15 अगस्त 1947 को भारत का विभाजन कर तथा पाकिस्तान राष्ट्र बनाया गया। पाकिस्तान का पहला गवर्नर मोहम्मद जिन्ना तथा भारत का माउन्ट बेंटन बने। पूरे देश के साथ बिहार ने स्वतंत्रता दिवस बड़े हर्ष उल्लास तथा उमंग के साथ मनाया। बिहार राज्य भी इन्हीं के नेतृत्व में सर्वांगीण विकास की ओर अग्रसर हुआ। इनका राष्ट्रीय आन्दोलन का उद्देश्य पूरा हुआ।

### संदर्भ सूची

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# Impact of Sand Mining on Environment: An Analysis

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## ABSTRACT

The discovery of minerals in the history of human development is reflected in many stages in terms of copper age, Bronze Age, and Iron Age. The use of minerals in ancient times was largely confined to the making of tools, utensils, and weapons. The actual development of mining began with the industrial revolution and its importance is continuously increasing. With rapid urbanization and growing needs resources are overexploited causing severe hazards to the environment. Sand is one of the most important resources on which the human civilization is dependent hence its conservation is essential for accommodating the future needs of the society. Although, sand is a replenishable natural resource its capacity to renew has declined and at many places has raised alarming bells. We have shared our land with the past generation sand we will have to do so with the future generations too. At present, there are about 130 million hectares of degraded land in India. Approximately, 28 percent of it belongs to the category of forest degraded area, 56 per cent of it is water eroded area and the rest is affected by saline and alkaline deposits. Human activities such as mining and quarrying too have contributed significantly in land degradation. Mining sites are abandoned after excavation work is complete leaving deep scars and traces of over-burdening. In states like Jharkhand, Chhattisgarh, Madhya Pradesh and Orissa deforestation due to mining have caused severe land degradation. Sand mining without adequate safeguards cause air, water and soil pollution. Harmful methane gas released in the atmosphere cause respiratory disorders in the people residing in the vicinity. Contaminated or polluted soil directly affects human health through direct contact with soil or by inhaling contaminants which have vaporized; potentially greater threats are posed by the infiltration of soil contamination into groundwater aquifers used for human consumption. This tends to result in the development of pollution-related diseases.

**Keywords:** Environment, Sand Mining, Water Pollution, Air Pollution, Soil Pollution, Land Degradation.

## INTRODUCTION

Sand mining is a direct and obvious cause of erosion, and also impacts the local wildlife. Disturbance of underwater and coastal sand causes turbidity in the water, which is harmful for such organisms as corals that need sunlight. It also destroys fisheries, causing problems for people who rely on fishing for their livelihoods<sup>1</sup>.

Removal of physical coastal barriers such as dunes leads to flooding of beachside communities, and the destruction of pictures beaches causes tourism to dissipate. Sand mining is regulated by law in many places, but is still often done illegally.

Unsustainable sand mining can cause disturbance of coastal marine ecosystems and upset the ability of natural marine processes to replenish the sand. Erosion problems may worsen especially

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during severe storms and may also result in the alteration of our shorelines. Mining from streams or rivers upstream can reduce water quality for downstream users and poison aquatic life.

Seawater quality can be contaminated due to subsoil of the waterbed being surfaced and this may also reduce light penetration necessary for marine organisms to feed.

Geologists know that uncontrolled sand mining from the riverbed leads to the destruction of the entire river system. If sand and gravel is extracted in quantities higher than the capacity of the river to replenish them, it leads to changes in its channel form, physical habitats and food webs – the river's ecosystem. The removal of sand from the river bed increases the velocity of the flowing water; the distorted flow-regime eventually erodes the river banks. Beside these, on-site effects the off-site effects are also quite lethal. Sand acts like a sponge, which helps in recharging the water table; its progressive depletion in the river is accompanied by sinking water tables in the nearby areas, adversely impacting people's daily lives, even their livelihood.

## **EFFECT OF MINING ON LAND**

Effect of mining on land and water resources are considered together because water occurs in and on land and hence any damage to land is bound to result damage to water resources also<sup>2</sup>. Land is one of the most important resources for the human beings as this is needed for all the activities. Mining activities both by underground as well as by opencast methods affect the land in various ways. These impacts are briefly outlined hereunder<sup>3</sup>.

### **Impacts of opencast mining**

- Topography and land scenario changes due to digging of open pits and dumping of overburden rock mass in the form of the heaps.
- The land-use pattern undergoes a change due to the use of the land for mining, dumping, and other mining and associated activities.
- The land-use in the surrounding areas may get affected due to the impacts of mining on water regime.
- Leachets from overburden dumps and other rock masses and polluted water from the pits affect the characteristics of the top-soil affecting the land-use.
- In the mines having mineral concentration/preparation it is required to make tailing dams to store the tailings from the concentration/preparation plants. These dams need land and may cause pollution of nearby underground and surface water sources.
- The drainage pattern on the surface undergoes a change due to the alterations in the surface topography due to mining and associated activities.

### **Impacts of underground mining**

Like opencast mining underground mining of minerals also affects the water regime. However, if necessary, the surface water bodies can be protected by controlling the subsidence movements. The impacts depend on the magnitude of the subsidence movements. The impacts are invariably more severe when underground extraction is done with caving. The impacts are briefly outlined hereunder<sup>4</sup>.

- If the subsidence movements on the surface are more than the safe limits for the surface water bodies it becomes necessary to remove/drain them.
- Due to underground mining the overlying underground water bodies are disturbed and water from them finds way to the underground workings from where it is pumped out. The

disturbances to the underground water bodies reduce the availability of water not only in the mining area but also in the neighboring areas.

- With the development of the cracks up to the surface water from the surface especially during rains finds way to the underground workings through the cracks. This water may carry with it various pollutants from the surface.
- The underground mine workings not in use may become waterlogged. The caved and stowed goaves also store a sizable quantity of water. These water bodies are sometimes very useful.
- The polluted underground water when pumped out and discharged on the surface may pollute the surface water bodies<sup>5</sup>.

## IMPACTS OF OTHER ACTIVITIES

- Urbanization, development of infrastructure and expansion of colonies and villages cause changes in the land use.
- Impacts on the top soil due to solid and liquid wastes discharged from the colonies, etc.
- Changes in the overall land scenario.

It is evident from the above stated impacts of the mining and associated activities on the land that in the mining complexes the land use and surface drainage pattern undergoes a major change. These changes can be minimized by carefully planning the surface layout of the mining areas and optimizing the land requirement for the various uses. Therefore, before planning the mining activities it is necessary to make a comprehensive study of the land use and drainage pattern of the area<sup>6</sup>.

Another important aspect of land management is the design of land reclamation and development of the post mining land use, which is a requirement for the efficient management of the land as well as the overall environmental scenario<sup>7</sup>.

The development of post mining land use plan along with the land reclamation takes care of the dumps outside the mine area as the overburden rocks are invariably required for filling the pits. The land developed after reclamation can be brought into various uses as per the requirement of the area in the post mining times. With these in view the practice of planning decommissioning the mines has been recently introduced in the country<sup>8</sup>.

Opencast mining excavates large land areas to extract the mineral ore and at the same time requires huge areas to dump the mine spoils. During this course of action often lands under the cover of forest or agriculture are diverted for mining. Some important impacts on the lands due to opencast mining may be: (a) Change in topography resulting in drastic change in drainage pattern and reduction in aesthetic value, (b) Slope stability problems triggering lands slides and rapid soil erosion, (c) Rapid siltation and degradation of surface water bodies and (d) Blanketing mine spoils in the nearby agricultural and grazing lands.

## IMPACT OF MINING ON AIR QUALITY

Methane, a greenhouse gas released from many coal mines. Smeltor operations with inadequate safeguard have the potential to pollute the air with heavy metals sulphur dioxide and other pollutants, besides that Dust produced from blasting operation in surface mines and from movements of heavy vehicle on haul roads also contribute to air pollution<sup>9</sup>.

The main air quality issue with mining is dust particles. Large amounts in concentrations of dust can be a health hazard, exacerbating respiratory disorders such as asthma and irritating the lungs and bronchial passages. However, people invariably feel a loss of environmental amenity, due to dust deposits or dust concentration, before their health is affected. Dust deposition is measured with

deposition gauges and reported in units of g/m<sup>2</sup> per month of dust fallout. Pre-mining background levels and total amounts of deposited dust are the usual measures against which limits are set. Dust concentrations are monitored with mechanical high volume air samples and limits are placed on average and peak hourly values<sup>10</sup>.

Opencast mining operation creates enormous quantity of dust of various sizes which passes into transportation and disperse significant amount of suspended particulate matters (SPM) and gaseous pollutants in to the atmosphere. These pollutants not only affect the mine workers but also affect the nearby populations, agricultural crops and livestock. In 2009 a field study has been done by Gayatri Singh, Amit Pal, Rajeev K Niranjana and Manjesh Kumarin which they observe that RSPM and SPM is the major source of emission from opencast granite mining in Jhansi<sup>11</sup>. The minimum and maximum value of RSPM and SPM is 155µg m<sup>-3</sup> to 234µg m<sup>-3</sup>; and 393µg m<sup>-3</sup> to 541µg m<sup>-3</sup> respectively. The extent of harmful affects depends largely on meteorological conditions prevailing in the region. Depending on the size suspended particulate matter may cause (a) Respiratory disorder in animals and human due to inhalation of fine particles, (b) Ophthalmic disease, as particulates act as carrier of pathogens, (c) Lower agricultural yields due to obstruction of light needed for photosynthesis by the dust cover on surface layer of plants, and (d) Poor visibility near crusher<sup>12</sup>.

## IMPACT OF MINING ON WATER QUALITY

Mines can affect surface runoff and groundwater quality through contamination with dissolved and suspended materials. Perhaps the commonest surface water contaminant is sediment or suspended solids. Sediment can smother the beds of receiving streams, affecting fish and benthic organisms. Apart from runoff from overburden emplacements and stockpiles, storm water can be contaminated from process plants, workshops and vehicle wash-down pads.<sup>13</sup> Drainage from oxidization of sulphur or sulphidic ores is highly acidic and can contain dissolved heavy metals. These are toxic to aquatic life and impact on the surrounding environment. Mine planners must consider how their facilities will cope with floods. Mines can de-water groundwater aquifers some distance from shafts or open pits, which can make nearby wells or groundwater bores run dry. Mine designers must also guard against the release of chemically or radio logically contaminated water<sup>14</sup>.

The major impacts are water pollution due to erosion, oil and grease, contamination of water bodies due to discharge of mine water, pollution from domestic and sewage effluents, sedimentation of river and other stored water bodies, leachates from wash-off from dumps, solid waste disposal sites, broken rocks, toxic wastes, salinity from mine fires, acid mine drainage etc<sup>15</sup>.

Mining and associated activities have quantitative as well as qualitative impacts on the water regime in and around the complexes. These are briefly outlined hereunder.

### Impacts of other activities

- Domestic, agricultural and industrial effluents when discharged into the surface water bodies cause water pollution.
- The effluents when discharged on the surface pollute the soils and the water table water.
- Decaying of domestic and industrial solid wastes and use of open spaces for natural calls by the human beings also cause pollution of water in the surface water bodies and water table<sup>16</sup>.

It is evident from the above that the mining and associated activities not only pollute the water in the surface and sub-surface water bodies but also tend to reduce the availability of water from the various sources in the complexes. Therefore it is necessary to plan the mining and associated activities in such a manner that their impacts on the water regime are minimum possible. In order to do such a planning comprehensive knowledge of the water regime is essential<sup>17</sup>.

In case of the opencast mining damage to the sub-surface and underground water bodies is unavoidable as there are cut across during mining. However, removal of surface water bodies can be minimized by suitably planning the layout of the mining activities. It is also necessary to plan the layout for the minimum possible alterations in the surface drainage pattern. Such a planning is possible with the help of three dimensional modeling.

Damage to the underground and sub-surface water bodies is also unavoidable in underground mining specially with caving. However, with proper planning of the underground workings the impacts on the surface water bodies and also on the surface drainage pattern can be minimized.

In both the underground and opencast mining the water management needs development of suitable water bodies so that in the post mining times the availability of water can be ensured for various purposes. In the opencast mining surface as well as underground water bodies can be planned with reclamation, while in the underground mining areas underground water bodies can be developed at the time of decommissioning and closure of the mines.

## **IMPACT OF MINING ON NOISE AND VIBRATION**

A cumulative effect of the mining activities like, drilling, blasting, crushing and material transportation, produces huge noise and vibrations in the mining area leading which results in hearing loss, other health related problems and loss of performance<sup>18</sup>. Noise can be an issue because mines normally operate 24 h a day and sound levels can fluctuate widely. Surface mines mainly generate noise from overburden excavation and transport, while the major noise sources from underground mines are ventilation fans, the surface facilities and product transport. Noise levels generally must be controlled so that they reflect the most stringent requirements during evening hours when nearby landholders wish to relax or sleep. Blast planning must also limit ground vibration to avoid damage to building structures and annoyance to people living in the area. Vibration limits set for environmental amenity are significantly lower than for structural damage. Industrial structures can often withstand up to 50- mm/s ground vibrations without structural damage. For transport noise, average noise exposure is adopted. In many parts of world it is also necessary to allow for noise enhancement caused by atmospheric thermal inversions at night<sup>19</sup>.

In open cast mining blasting is a common practice which produces high intensity of noise. Deafness is brought about by slow but progressive degeneration of neuro-sensorial cells of the inner ear. Besides, noisy working environment in the mining sites are known to result into communication impairments, task interference, sleep interference, change in personal behavior, etc. of the mine workers. In addition, noise produces other health effects, influences work performance and makes communications more difficult. Besides, the fauna in the forests and other areas surrounding the mines/industrial complexes is also effected by noise and it has generally been believed that wildlife is more sensitive to noise and vibrations than the human beings. The noise level is comparatively high in the active zones in the granite quarries due to drilling, blasting and the mine service stations. In the granite quarries the exposure for long periods to these high levels of noise is likely to affect the ear diaphragms of the workers. Instantaneous loudness from blasting can reach 100 dB and vibrations can be felt up to 2 km distant. At 10 metres, the noise from excavators, spreaders, conveyor belts and their driving stations all may attain 85-95 dB. Even at 1,000 metres noise sources of 75 dB create loudness levels as great as 49 dB<sup>20</sup>.

### **Impact of mining on Soil quality**

By far the greatest impact of mining on the nations soil resources is due to opencast mining, which is having a very much potential for the deterioration of soil quality than underground operations.



Topsoil is an essential component for land reclamation in coal mining areas (Kundu and Ghose, 1994). The topsoil is very seriously damaged if it is not mined out separately in the beginning, with a view to replacement for due reclamation of the area. This is particularly necessary due to the scarcity of topsoil in coalfield. Therefore, it is necessary to save topsoil for a latter use in a manner to protect primary root medium from contamination and erosion, and hence in productivity. However, that systematic handling and storage practice can protect physical and chemical characteristics of top soil while in storage and also after it has been redistributed into the regarded area.

## **Impact of Mining on Ecology**

As a result of mining, significant areas of land are degraded and existing ecosystems are replaced by undesirable wastes. The mineral extraction process drastically alters the physical and biological nature of a mined area. Strip-mining, commonly practiced to recover coal reserves, destroys vegetation, causes extensive soil damage and destruction and alters microbial communities. In the process of removing desired mineral material, the original vegetation is inevitably destroyed and soil is lost or buried by waste.<sup>21</sup>

## **Impact of Mining on Flora and fauna**

An accepted part of pre-mining investigations is a survey of existing flora and fauna. Cataloguing individual species and grouping these into floral habitats are the first tasks. However, apart from identifying rare and endangered plants and animals, planners must consider the ecological integrity of an area and what role it plays as a part of a regional environment. Relevant questions include how well species and habitats are protected in parks and conservation areas, and the role of the site as a part of a habitat corridor. The species selected for establishment will depend on the future land use of the area, soil conditions and climate. If the objective is to restore the native vegetation and fauna then the species are pre-determined.. Some indigenous species may not thrive in, areas where soil conditions are substantially different after mining: Climate, soils and the rehabilitation strategy are important considerations in minimizing impacts on native flora and fauna.

## **IMPACT OF ILLEGAL MINING ON GHARYALS**

Illegal sand mining is posing the biggest threat to the last of the wild and breeding ghariyals left. Found in maximum strength in National Chambal Sanctuary running across three states- UP, MP and Rajasthan, ghariyals are losing out to humaninterference. Mr.Raju has filed a complaint with the National Green Tribunal, seeking its intervention in the matter. Ghariyals lay their eggs under sand beds, but illegal sand mining destroys their nests, he says. The complaint submitted to NGT reads, "Sand is extracted for construction works. Local inhabitants are cultivating river banks immediately adjacent to the river and this is causing considerable disturbance to the natural habitat of ghariyals. Villagers residing along the river are flattening ravines present in the sanctuary for farming<sup>22</sup>."

The 425 km stretch of the Chambal river was declared a protected area in 1979. The river originates from Kota in Rajasthan, runs through sandy ravines and ends at Bhare in Etawah, where it merges with the Yamuna. UP has 150 km of the river sanctuary running along Bah (Agra) and Etawah. Ghariyals are the major wildlife attractions of the sanctuary. Illegal fishing is another threat to ghariyals as they get entangled in fishing nets and drown. Many a time, ghariyals injured by fishing hooks starve to death as they can neither hunt nor eat. While the complaint was filed in September last year, sources in UP forest department said NGT is yet to pass any directive, though it has sought responses from the three state governments.

According to the 2012-13 census, UP stretch of the sanctuary had 785 ghariyals which is a remarkable increase. There were 307 ghariyals in 2008-09 and the number rose to 674 in 2011-12. Mining of sand banks is destructive for ghariyal population as sand banks are essential for nesting and basking.<sup>23</sup>

## CONCLUSION AND SUGGESTIONS

Another serious problem is that of illegal mining. Weak governance and rampant corruption are facilitating illegal mining leading to depletion of natural resources and harm to the environment. The socio-economic factor of mining operations is often overlooked. There is a need to streamline the mining operations in order to bring it in consonance with the socio economic exigencies of the area. Due to poor handling of resources, soil and sand mining cause negative impacts to the environment. The system of preparing an EMP Report for clearance from the Government of India prior to implementation of mining project is one such step in the right direction in regulating mining operations and mitigating the adverse impacts of the mining operations.

The government should exercise prudence when it comes to leasing out the riverbed for mining activities and also demarcate areas clearly and monitor mining through a suitable institutional mechanism. A high level lobbying committee must be formed and Laws need to be enforced in an efficient and unbiased way and decisive steps should be taken for right environmental solution.

The laws regulating mining activities i.e. Mines and Minerals (D&R) Act 1957 which is amended and replaced by MMRD Amendment 2015. The act provides method of grant of reconnaissance operation, reconnaissance permit, prospecting license, mining lease etc. The act also deals with the mining plan, forest clearance and closure of mines plan which are necessary for granting the mining lease. The MMRD Amendment 2015 and the Rules framed under this law are the basic legislation for the mining sector. The environmental and forest conservation laws also infringe on the sector. A multiplicity of central and state bureaucracies play somewhat ineffective role in administering and managing the sector. This has resulted in illegal mining across a number of states.

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# Women Empowerment - Issues & Challenges

Dr. Manita Joshi\*

## ABSTRACT

Women have a unique position in every society whether developed, developing or under developed. In spite of her contribution in the life of every individual human being she still belongs to a class or group of society which is in a disadvantage on account of several social barriers and impediments. The present paper is an attempt to analyze the status of women empowerment in India its challenges and various issues, secondary data has been used to prove the facts. The study reveals that women of India are relatively disempowered. They were subjected to a variety of exploitation, violence and aggression at the hands of parents, sibling, relatives and society at large. The government should take steps to spread the effectiveness of the policies and schemes in all parts of the country and monitor them properly. Present paper focus on women in literature and society in social development in political, economic field. The study concludes by an observation to empowerment, achievement towards the goal however depends largely on the attitude towards gender equality.

## INTRODUCTION

*Women are not granary to be filled but a garden to be tilled.*

*Women are not a vase to be filled but a fire to be lit.*

**[Dr. KVSG Murali Krishna]**

Women empowerment is, contrary to what modern day media may advertise for sake of the pecuniary, the cultivation and fortification of women's sense of identity, power, recognition and conviction through fostering in women the capacity to acquire self-actualization critically with concrete forces-education and knowledge.

Our empowerment must then be derived from something concrete-knowledge or education. With knowledge we can critically discern the means of acquiring a healthy sense of identity and power and we can empower ourselves based on whatever concrete knowledge tells us is provident and judicious rather than simply hot. With education, we can understand and recognize happiness as something that is not transitory, but lifelong. Empowerment, at its most ideal, should imply lifelong and healthy power for women. The only way we can acquire this is through possessing, retaining and maintaining something that can endure such a lengthy period of time and unlike anything related to the hotness and physical beauty that are inevitably doomed by gravity, knowledge can offer us this sense of empowerment, identity, recognition and approbation that is enduring.

This has been analyzed extensively in the report of committee on the status of women in India, "Towards equality", 1974 and highlighted in the national perspective plan for women, 1988 – 2000, the Shramshakti report, 1988 and the "Platform for Action, 5 years after – An assessment" which in turn helps to achieve equal basis with men in various spheres – political, economical, social, cultural and civil.

Globalization has presented new challenges for the realization of the goal of women's equality, the gender impact of which has not been systematically evaluated fully. From the studies that were commissioned but the department of women and child development, it is evident that there is need

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for reframing of policies for access to employment and quality of employment. benefits of growing global economy have been unevenly distributed leading to widening of economic disparities leading to feminization of poverty, increased gender inequality, often deteriorating working conditions and unsafe working environment especially in the informal economy and rural areas.

## WOMEN IN INDIA

Now the women in India enjoy a unique status of equality with the men as per constitutional and legal provision. But the Indian women have come a long way to achieve the present positions. *First*, gender inequality in India can be traced back to the historic days of Mahabharata when Draupadi was put on dice by her husband 200 Dhruba Hazarika as a commodity. History is a witness that women were made to dance both in private and public places to please the man. *Secondly*, in Indian society, a female was always dependent on male members of the family even last few years ago. *Thirdly*, a female was not allow to speak with loud voice in the presence of elder members of her in laws. In the family, every faults had gone to her and responsible. *Forth*, as a widow her dependence on male members of the family still more increase. In many social activities she is not permitted to mix with other members of the family. Other hand, she has very little share in political, social, and economic life of the society. The early 20 century, it was rise of the national movement under the leadership of Mahatma Gandhi who was in favor of removing all the disabilities of women. At the same time, Raja Ram Mohan Rai, Iswar Chandra Vidyasagar and various other social reformers laid stress on women's education, prevention of child marriage, withdrawals of evil practice of sati, removal of polygamy etc. The National Movement and various reform movements paved the way for their liberations from the social evils and religious taboos. In this context, we may right about the act of sati (abolish) 1829, Hindu Widow Remarriage Act, 1856, the Child Restriction Act, 1929, Women Property Right Act, 1937 etc. After independence of India, the constitution makers and the national leaders recognized the equal social position of women with men. The Hindu Marriage Act, 1955 has determined the age for marriage, provided for monogamy and guardianship of the mother and permitted the dissolution of marriage under specific circumstances. Under the Hindu Adoptions and Maintenance Act, 1956, an unmarried women, widow or divorce of sound mind can also take child in adoption. Similarly, the Dowry Prohibition Act of 1961 says that any person who gives takes or abets the giving or taking of dowry shall be punished with imprisonment, which may extend to 6 months or fine upto Rs. 5000 or with both. The Constitution of India guarantees equality of sexes and in fact grants special favors to women. These can be found in 3 articles of the Constitution. Article 14 says that the government shall not deny to any person equality before law or equal protection of the law. Article 15 declares that government shall not discriminate against any citizen on the ground of sex. Article 15(3) makes a special provision enabling the state to make affirmative discrimination in favor of women. Article 42 directs the states to make the provision for ensuring just and human condition of work and maternity relief. Above all, the constitution regards a fundamental duty on every citizen through articles 15(A),(E) to renounce the practices derogatory to dignity of women.

## WHAT IS THE MEANING OF WOMEN EMPOWERMENT ?

Women Empowerment refers to the creation of an environment for women where they can make decisions of their own for their personals benefits as well as for the society.

Women Empowerment refers to increasing and improving the social, economic, political and legal strength of the women, to ensure equal-right to women and to make them confident enough to claim their rights, such as:

- freely live their life with a sense of self – worth, respect and dignity,
- have complete control of their life, both within and outside of their home and work place,
- to make their own choices and decisions,
- have equal rights to participate in social, religious and public activities,
- have equal social status in the society,
- have equal rights for social and economic justice,
- determine financial and economic choices,
- get equal opportunity for education,
- get equal employment opportunity without any gender bias,
- get safe and comfortable working environment.

## PREAMBLE

The preamble contains the essence of the constitution and reflects the ideals and aims of the people. The preamble starts by saying that we, the people of India, give to ourselves the Constitution. The source of the constitution is thus traced to the people, i.e., men and women of India, irrespective of caste, community, religion, sex. The makers of the constitution were not satisfied with mere territorial unity and integrity. If the unity is to be lasting, it should be based on social, economic and political justice. Such justice should be equal for all. The preamble contains the goal of equality of status and opportunity to all citizens. This particular goal has been incorporated to give equal rights to women and men in terms of status as well as opportunity.

## WOMEN EMPOWERMENT IN DIFFERENT FIELDS

- **Education**

Equal access to education for women and girls will be ensured. Special measures will be taken to eliminate discrimination, universalize education, eradicate illiteracy, and improve the quality of education to facilitate the life long learning as well as development of occupation/vocation, technical skills by women. Reducing the gender gap in secondary and higher education would be a focus area.

- **Health**

A holistic approach to women's health which includes both nutrition and health services will be adopted and special attention will be given to the needs of women and the girl at all stages of the life cycle. The reduction of infant mortality and maternal mortality, which are sensitive indicators of human development is a priority concern.

- **Nutrition**

In view of the high risk of malnutrition and disease that women face at all three critical stages viz., infancy and childhood, adolescent and reproductive phase, focused attention would be paid to meeting the nutritional needs of women at all stages of the life cycle.

- **Drinking Water and Sanitation**

Special attention will be given to the needs of women in the provision of safe drinking water, sewage disposal, toilet facilities and sanitation within accessible reach of households, especially in rural areas and urban slums.

- **Housing and Shelter**

Women's perspectives will be included in housing policies, planning of housing colonies, and provision of shelter both in rural and urban areas. Special attention will be given for providing adequate and safe housing and accommodation for women including single women, heads of households, working women, students apprentices and trainees.

- **Science and Technology**

Programmes will be strengthened to bring about a greater involvement of women in science and technology, these will include measures to motivate girls to take up science and technology for higher education and ensure that development projects with scientific and technical inputs involve women fully.

## **GENDER ISSUES AND POVERTY REDUCTION IN SOCIAL SECTOR IN INDIA.**

Since independence the government has accordingly followed a three- pronged strategy for poverty eradication which comprises ;

- Economic growth and overall development

- Human development with emphasis on health, education and minimum needs,

- Directed-targeted programmes for poverty alleviation.

In 1991 there were only 933 women for every 1000 men. Nobel laureate amartya sen noted that India with its population of 1 billion has to account for some 32 million” missing women”. The female-to-male ratio was become smaller in the past 100 years. In India, 18% more girls than boys die before their fifth birthday.

More than 60% of women chronically poor and the figure would probably be higher if intra household discrepancies in poverty levels were measured. For most women their low status and lack of education limits them to life of household and agriculture labour. Although women in India “work,” sometime twice as hard and long as their male counterparts, their economic contribution often remain invisible and recognized. 96% of women work in the informal and unorganized sector. In spite of legal provisions, women continue to receive lower wages than men.

Maternal and infant mortality rates in India are high; 407 out of every 10000 women and 70 out of every 1000 infants die during child birth. These high numbers of deaths are due in part of the small share of births attended by a medical professional (only 42%). The great majority of births occur at home with the assistance of traditional birth attendant. The high rate of maternal mortality is the result of inadequate parental care, delivery in unsafe conditions with inadequate facilities. 88% of pregnant women between the ages of 15 and 48 suffer from anemia. 60% of girls are not enrolled in school.

The overriding objective of county’s policy and planning is to raise the standard of living and enhance the productive capabilities of its people. With over a billion people this challenge is particularly daunting for a developing country such as India.



# A Study on Initiatives of Government for Women Empowerment in India

Dr. Mitanjali Sahoo\*

## ABSTRACT

Empowerment of women has become an important concern of the 21st century. The women empowerment plays an important role in the social, economic and political development of a country. But the women in India face a number of problems in the society like gender discrimination, financial dependence, violence against women, sexual harassment etc. Education is considered as an important tool for helping the women in solving their problems and getting equal status in the society as that of the men. Government of India has taken many initiatives in providing welfare measure and provides financial, moral, psychological and social support to the girls and women in India. An attempt has been made in this paper to highlight the different initiatives taken by the government for empowering women in different fields. The information regarding different schemes, programmes and initiatives of the government was collected from journals and the official websites of the Government of India, Ministry of Women and Child Development, Ministry of Human Resource Development, Ministry of School Education and Literacy, Central Board of Secondary Education etc. The study will be useful for the girls and women of different ages and the society members for developing their knowledge and awareness regarding different schemes of women empowerment and getting benefits of the same.

**Key words:** Women Empowerment, 21st century, strategies, Government of India

## INTRODUCTION

The women empowerment has become one of the most important concerns of the 21<sup>st</sup> century both at the national and international level. In India the status of women in the ancient times was very miserable. From the early 20<sup>th</sup> century, the status of women in the society has been changed slowly and gradually. After independence of India, the constitutional provisions and the policies at the national level has emphasized on the equal status of women in their societies with the men. In the 21<sup>st</sup> century the situation of women has changed to much better and the women are found to be in respectable positions in different fields. But still their number is very less. They are still discriminated in all sectors like social, education, economic, political, health, nutrition, legal aspects etc and are found to be oppressed in all spheres of life. Hence they need to be empowered for maintaining a quality life and achieving all success in their life. Women empowerment as a concept was introduced at the international women conference in 1985 at Nairobi and empowerment was considered in terms of redistribution of social power and control of resources in favour of women (Panucha and Khatik, 2005). Women empowerment is a process of providing skill, ability, resources, authority, opportunities and motivation among the women for making them competent enough to manage their own life. It means increasing the strength of the women socially, economically, politically and emotionally and allowing them to live their life in their own way without the influence of the society.

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It develops a sense of self-worth, ability to secure desired changes and the right to control one's life (Ganesmurthy,2008).

The development of the country is not possible without women empowerment. Women need to get equal status and power than the men. But in India still women face a number of problems in the male dominated society. In India the proportion of women as compared to men in population is quite low and is declining since 1901. The preference of male child over female has increased the female feticide, infanticide, sex selective abortion. This inequality in sex ratio causes imbalances in the economic development of the country. Gender discrimination is found in providing quality education, selection of occupation, involvement in social, political and economic activities. Health issues, malnutrition and high death rate is more prominent in case of Indian women. The number of crimes like dowry deaths, rape, molestation, sexual harassment, wife battering, selling females to brothel homes, human trafficking is increasing day by day in India(Madankar,2014). Before independence the female literacy rate was very low. But after Independence, the intervention of government and the constitutional laws and provisions, the female literacy has increased. But the rate is very low and is far behind the target. The percentage in female literacy has increased from 53.7% in 2001 to 65.5 % in 2011. Again in India the women are supposed to take the responsibilities of their children and family members and stay at home. This attitude of society acts as a hurdle in the education and employment of women and lowers the ambition for achievement in future life (Choudhary, 2016). The situation is being changed in the present day with more education and employment opportunities for women. The safety and security concern of the women holds them back for more exposure to the society. Even the law enforcement is not able to control the situation in India. This reduces the mobility of women in the society for getting better exposure in their life. The problems of women are more prevalent in rural areas and in case of the women from the poor, illiterate and marginalized sections of the society. The most effective solution to solve these problems is to empower the women by providing the right to equality as mentioned in the constitution of India and quality education at all levels. Various strategies have been adopted by the government for empowering women in social, education, economic and political spheres of their life.

## **INITIATIVES OF GOVERNMENT OF INDIA FOR WOMEN EMPOWERMENT IN INDIA**

The urgency of women empowerment was felt in India after independence. The Government of India took many initiatives for the development of women. National commission for women was set up in India in 1990 to safeguard the rights and legal privileges of the women. The Govt. of India declared the year 2001 as the Women Empowerment year. The Women Empowerment Policy 2001 has laid certain clear cut goals and objectives. The policy aims at development and empowerment of women in social, economic, political, cultural aspects by developing awareness on various issues of human rights, access to health care, freedom, quality education at all levels, career building, vocational guidance, employment, safety, social security and public life etc. The Ministry of Women and Child Development, Government of India has implemented a number of programmes, social welfare schemes for the empowerment of women. Some of the important schemes and programmes are highlighted as follows:

### **National Mission for Empowerment of Women (NMEW)**

National Mission for Empowerment of Women (NMEW) was launched on International Women's Day in 2010 by the Government of India with an aim to facilitate and promote the all-round development of women and to provide a single window service for all programmes implemented by the government

for women under different ministries of government. Hence this mission is also known as Mission Poorna Shakti. The National Resource Centre for Women has been set up for all schemes and programmes for women which acts as the central repository of knowledge and information on different issues of women.

The focus areas of the scheme are to provide health, drinking water, sanitation and hygiene facilities to women, to provide school, higher and professional education for girls/ women, to provide support services for skill development, vocational training, self-help group development, micro credit, entrepreneurship etc., to prevent crimes against women and provide safe environment for women. NMEW also focuses on sensitizing women through training and capacity building programs and to prepare trainers at the national and state level to empower the women in different dimensions.

### **Beti Bachao, Beti Padhao Scheme**

Beti Bachao, Beti Padhao Scheme, a central government sponsored scheme of Government of India was launched in 22 January 2015 by the Prime minister Narendra Modi. The scheme was launched by the initiation of Ministry of Women and Child Development, Ministry of Human Resource Development and Ministry of Health and Family Welfare. The scheme was launched to address the issue of the declining child sex ratio.

The major Objectives of the scheme are to create awareness of the welfare services available for women, to prevent female feticide, to safeguard survival and protection of girl child and to ensure education of the girl child. The scheme is fruitful in improving the nutrition status of girls, increasing girls enrollment in schools, providing girls' toilet in every school, promoting conducive environment for girl children, protecting them from sexual offences and improving sex ratio at birth.

### **Sukanya Samridhhi yojana**

Sukanya Samridhhi yojana scheme was launched by Prime Minister Narendra Modi in 22 January 2015 as a part of Beti Bachao, Beti Padhao scheme. The major objective of the scheme is to encourage the parents of a girl child to invest in savings scheme to fulfill their long term goals in life like higher education, marriage etc and to safeguard financial stability in future.

### **PRADHAN MANTRI MATRU VANDANA YOJNA(2017) FOR THE PREGNANT AND LACTATING MOTHER**

Pradhan Mantri Matru Vandana Yojna is a maternity benefit program initiated by Ministry of Women and Child Development in 2017. Previously it was named as Indira Gandhi Matritva Sahyog Yojana in 2010 and was again renamed as Matritva Sahyog Yojana in 2014. The scheme is applicable for the pregnant and lactating mothers of 19 years of age and above for first two live births. The women have to register their pregnancy at the Anganwadi centre within four months of their conception. The conditional cash transfer benefits of Rs 6000 is paid in 2 installments of Rs 3000 each. The first transfer of Rs 3000 will be made after registering pregnancy at the Anganwadi center within 4 months of conception, attending at least one prenatal care session, taking tetanus toxoid injection and Iron Folic acid tablets. The second transfer of Rs 3000 is made after registering birth, immunizing the child with OPV or BCG and attending growth monitoring sessions within 3 months of delivery.

The major objectives of the scheme are to provide appropriate care and service during pregnancy, delivery and lactation period of women, to encourage women to practise nutrition and child feeding practices including early breast feeding minimally up to 6 months, to provide cash benefits for the

pregnant and lactating mothers for improving their health and nutrition status, to provide partial wage compensation for women for losing their job during child birth and child care. For getting the benefits of the scheme the Deputy Director or District Programme Officer in charge of ICDS cell or the Anganwadi workers are to be contacted.

## One Stop Centre Scheme

One Stop Centre Scheme for Women has been implemented by Ministry of Women and Child Development, Government of India in April 2015. The scheme is intended to support and address the problems of the women affected by violence in public and private places, at family, community and work place and facing physical, psychological, emotional, social, sexual and economic abuse irrespective of caste, class, creed, culture, race, education etc. Women facing any kind of violence like sexual harassment, domestic violence, trafficking, acid attacks etc. are provided with special services by the One Stop Centre. The scheme is funded by Nirbhaya Fund. The central government will provide 100% assistance to state/Union territories for implementing this scheme. Under this scheme it was decided to establish one OSC in each state/ UT to provide medical, legal and psychological support to the affected women. In the second phase 150 One Stop Centers were established during 2016-17 apart from 36 One Stop Centres in the first phase. Again 50 additional centres each were established during 2017-18. 2018-19 and 2019-20.

The major objectives of the scheme are to provide support and assistance to the women affected by violence in public and private places, to facilitate wide range of medical, legal and psychological services with immediate, emergency and non-emergency basis to the affected women. The following services are provided by the One Stop Centre-

- (i) **The emergency Response and Rescue Services** to the affected women by violence by linking the services with the National Health Mission, 108 service and police so that the affected women can be rescued from the location and sent to the nearest medical centres or shelter home.
- (ii) **Medical Assistance** to be provided to the affected women as per the guidelines of the Ministry of Health and Family Welfare.
- (iii) Assistance to be provided to the affected women for lodging FIR, NCR and DIR
- (iv) **Psycho-social support/ counseling** to be provided by the skilled counselor for providing confidence and support to address violence or to seek justice for the violence.
- (v) **Legal Aid/ Counseling services** to be provided to give justice to the affected women through empanelled lawyers or National/ State/ District Legal Service Authority.
- (vi) **Temporary shelter facility** to the affected women will be provided by the One Stop Centre where they can stay with their children (girls of all ages and boys till 8 years of age) for a period of maximum 5 days. Long term arrangements can be made with Swadhar Greh, Short Stay Homes etc.
- (vii) **Video Conferencing facilities** through Skype, Google conferencing, are provided by the OSC to provide hassle-free police and court proceedings after the consultation of the superintendent of police, District and Sessions Judge of the concerned district.

## Universalization Women Helpline Scheme

Universalization Women Helpline Scheme was launched in 2015 by Ministry of Women and Child Development, Government of India to provide 24 hours immediate and emergency response to women affected by violence by linking with police, hospital and one stop centers across the country through a single uniform number. Under this scheme the short code 181 is used as

women helpline in all the states/UTs. This number is well-matched with all the telecommunication channels through public or private network. All the state/district/city level helplines are integrated with this helpline.

The major objectives of the scheme are to provide 24 hours toll free telecom service to the women who are affected by violence and seek support and information, to provide crisis and non-crisis intervention facilities, services of the police/ hospital/ ambulance/ legal officers and protection officers.

### **Scheme for Working Women Hostel**

The scheme is launched by the Ministry of Women and Child Development, Government of India in April 2017 to provide safe and convenient accommodation for working women who are away from their families. Day care facilities are also available for their children where ever possible in the working place of the women. The working women who are single/ widowed/divorced/married and whose husband or immediate family does not reside in the same area can get benefits of the scheme. The women from the disadvantaged sections of the society and the physically challenged women may be given preference for the same. Girls up to 18 years of age and boys up to 5 years of age can stay with their working mother. Working women whose gross income does not exceed to Rs 50000 per month in metropolitan cities and Rs 35000 per month in other places can get benefit through this scheme. Hostel, daycare and medical facilities are provided to the beneficiaries. The inmates of the working hostel are charged a reasonable rent of not exceeding 15% of their total salary in case of single bed rooms, 10% in case of double bedrooms and 7.5% in case of dormitories. Fees charged for the day care centers should not exceed more than 5% of the salary of the mother or the actual expenditure whichever is less. The hostel facility will be provided for maximum 3 years. In exceptional cases District Administration may allow to extend the stay in the hostel for maximum 6 months at a time and the total stay with extension cannot exceed 5 years.

### **Support to Training and Employment Programme for Women (STEP)**

Support to Training and Employment Programme for Women (STEP) was launched as a central sponsored scheme of India by the Ministry of Women and Child Development in 1986 and is being revised from time to time. Under this scheme training is provided to the poor and marginalized sections of women of 16 years of age and above across the country for upgrading their skills and knowledge for self and wage employment which directly helps in the economic growth and social development of a country. The scheme aims at enabling the women to be economically strong, independent and raising their socio economic status.

The major objectives of the scheme are to mobilize the women in small groups and provide training, credit and other essential inputs, to provide training for developing competencies and skills to become self-employed, to enable the women to initiate employment cum income generation programmes of their own, to provide support services like health facilities, education, legal information, mobile crèches etc. The assistance under STEP scheme will be provided for imparting skills for employability and entrepreneurship in different sectors like agriculture, horticulture, sericulture, dairy, animal husbandry, food processing, khadi and village industries, handloom, embroidery, handicrafts, computer, IT sector, travel and tourism, hospitality, spoken English, soft skills etc. The scheme is being implemented through public sector organizations, district rural development agencies, cooperatives, voluntary organizations, non-governmental organizations in rural areas. The beneficiaries are supposed to be registered for at least 3 years in the concerned sectors at

the time of claiming for assistance. The family members of the beneficiaries will not be counted in the direct beneficiary list.

### **SWADHAR Greh Scheme**

SWADHAR Greh Scheme was launched in 2001 by Ministry of Women and Child Development and is being revised from time to time. The scheme aims at providing temporary accommodation, up keeping and rehabilitative services to girls and women who are homeless due to family conflicts and litigations, crime, mental stress, social exclusion, natural disasters, after imprisonment, victims of violence and trafficking etc. The women of 18 years of age or above and are homeless due to the above mentioned reasons and are without any economic and social support can get benefits of the scheme. They can stay up to a maximum period of 5 years. The older women above 55 years of age may be accommodated till 60 years or shifted to old age homes. The girls up to age of 18 years and boys up to 12 years of age may be allowed to stay with their mother. In 2016 the scheme has been merged with Short Stay Home.

The major objectives of the scheme are to fulfill the primary need of food, clothing, shelter and medical treatment and care to the women in distress and without economic and social support, to provide and facilities to the women victims to regain their emotional strength and lead their life with dignity and conviction.

### **Rajiv Gandhi National Crèche Scheme**

Rajiv Gandhi National Crèche Scheme was launched in 2012 for taking care of the children of the working mothers. The scheme provides day care services for children of 6 months to 6 years of age of working mothers including sleeping facilities, early stimulation for the children below 3 years of age and provides preschool education supplementing nutrition, growth monitoring, health checkup and immunization, drinking water and sanitization facility, food and cooking facilities, play facilities, medicine and first aid kit. The scheme also aims at promoting the holistic development of children and educating and empowering the parents and caretakers for better child care.

### **UJJAWALA scheme**

UJJAWALA, a comprehensive scheme for prevention of Trafficking and Rescue, Rehabilitation and Reintegration of victims of trafficking for commercial sexual exploitation has been launched by Ministry of Women and Child Development, Government of India in April 2016. The major objectives of the scheme are to prevent trafficking of child and women for commercial sexual exploitation by organizing awareness programmes, organizing seminars and workshops, social mobilization, involvement of local communities; to provide rescue facilities for the victims in the safe custody; to provide rehabilitation facilities for short term and long term to the victims with basic facilities like food, clothing and other items of personal use, medical care, legal aid provisions, education, vocational training and income generating activities; to facilitate reintegration of the victims in their families and to facilitate the deportation of the cross border victims to their original countries. The scheme is being implemented with the help of the women and child welfare department of the state government, women development centers, urban local bodies or voluntary organizations. The scheme runs with 5 components i.e. prevention, rescue, rehabilitation, reintegration and repatriation. Assistance is provided to the implementing agencies in one or more components. The implementing agencies have to bear 10% of the project cost.



## **Rastriya Mahila Kosh(RMK)**

The scheme was launched in March 1993 by the Ministry of Women and Child Development, Government of India. The major objectives of the scheme are to provide micro credit facilities for the socio economic empowerment for women; to facilitate and promote the credit to the women for sustaining their existing employment, generating further employment, creating their own asset; to developing participatory approaches for organizing different groups for women for effective utilization of their credit and to sensitize regarding existing government delivery mechanisms and increase the participation of poor women in different economic activities.

## **eSamvad Portal**

eSamvad Portal was launched in 2018 by the Ministry of Women and Child Development for providing platform for non-government organizations and civil societies to interact with the ministry on the relevant topics and sharing their feedbacks, suggestions and grievances on different issues of women. This helps in formulation effective policies and strategies for welfare of children and women.

## **Nari Web Portal**

Nari Web Portal was launched in 2018 by the Ministry of Women and Child Development to wide spread information about different schemes, programmes and benefits for the women. The scheme provides information in seven different categories like education, health, employment, housing and shelter, addressing violence, social support and decision making. It also provides tips on good nutrition, suggestions for health checkups, investment and savings, jobs, interviews, information on crime against women, procedures of reporting and contacts of legal aid cells etc.

## **She- Box Portal**

The Ministry of Women and Child Development launched a comprehensive Sexual Harassment e-box(SHe-box) online portal in 2018 for quick lodging of complaints of sexual harassment at work place. Initially the portal was launched in July 2017 for women employees of central government institutions. The new She-box portal facilitates in lodging online complaints of sexual harassment at work place to all women employees of both government and private organizations. The complaint once lodged is directly sent to the internal complaint committee (ICC) or local complaint committee (LCC) or concerned employer constituted under Sexual Harassment Act.

## **INITIATIVES TAKEN BY GOVERNMENT OF INDIA FOR PROMOTING EDUCATION OF GIRLS/WOMEN**

Education is an important factor in the development, welfare, prosperity and empowerment of women. Education enables the women to be aware about their rights and responsibilities, to break down the social, religious, cultural, political, geographical, linguistic barriers in the society, to make their own choices in choosing their career and getting financial independence, encourage to fight against the social evils like dowry, bride burning, sexual harassment, rape, molestation, gender discrimination etc. The National Policies of Education of 1968, 1986, 1992 and the draft document of 2019 has also emphasized on the importance of women education for the national development. The intervention of the government for the universalization of elementary education through SSA(Sarva Shiksha Abhiyan), universalization of secondary education through RMSA( Rastriya Kadhmic Shiksha Abhiyan) and promotion of higher education through RUSA(



Rashtriya Uchchattar Shiksha Shiksha Abhiyan) has increased the enrollment, retention and achievement of girls at different levels of education. A number of policies, programs and schemes have been implemented by the Government of India for promoting elementary, secondary and higher education of the girls/women at different level. some of the important programmes are discussed as follows.

### **Mahila Samakhya Programme**

Mahila Samakhya Programme was launched by Ministry of Human Resource Development, Government of India in 1988 with an objective to fulfill objectives of National Policy on Education for empowering women through more participation of girls/women in educational process. The major objectives of the programme are to develop self-esteem and self-confidence of women, to recognize the contributions of women in social, education and political sectors, to develop the critical thinking ability of women, to develop a supportive environment for them for acquiring knowledge, information and skill for generating awareness in the society and making them economically independent, to strengthen the women sanghas to stop incidents of violence and discrimination against women. This program functions through mahila sanghas( village level women collectives). The sanghas take initiatives for empowering the women from poor and marginalized sections to overcome the barriers for the participation and access to education and development. The sanghas work for developing awareness among women regarding the various schemes and facilities for developing their education, health, economic and social conditions.

### **Balika Samridhi Yojana**

Balika Samridhi Yojana was launched by government of India in 1997 under women and child development policies to support the birth and education of the girl children. The major objectives of the scheme is to change the negative attitude of the family members and society towards the mother and the girl children, to improve the enrollment and retention of girls in school, to motivate the girl students to initiate income generating activities for their own welfare. The girl children who are born after 15<sup>th</sup> August 1997 and belong to families of below poverty line and are registered under Balika Samridhi Yojana receive a grant of Rs 500 after birth and annual scholarships of Rs 300 for each class for 1 to III, Rs 500 for class IV, Rs 600 for class V, Rs 700 for each class of VI and VII, Rs 800 for class VIII and Rs 1000 for class IX and X.

### **Kasturba Gandhi Balika Vidyalaya**

Kasturba Gandhi Balika Vidyalaya scheme was launched in July 2004 by government of India for establishing residential schools at upper primary level i.e from VI to VIII for the SC, ST, minority girls and the girls below poverty line. The scheme is implemented in educationally backward blocks of the country where female rural literacy is below the national average and the gender gap is above the national average. 75% of the total seats are reserved for SC,ST and minority girls and the rest 25% for the girls below poverty line. The scheme has been merged with SSA in XI<sup>th</sup> plan from 1<sup>st</sup> April 2007. Under the integrated scheme of school education, Samagra Shiksha, the Kasturba Gandhi Balika Vidyalayas have been extended to class XII. The scheme aims at providing quality education to girls from disadvantaged sections of the society from class VI to XII by providing free lodging and boarding, sports facility, books, uniform, school bag, necessary learning materials like pen, pencil, sharpener, eraser, compass box etc. They are also provided with stipend of Rs 50 per child.

## **National Programme for Education of Girls at Elementary Education (NPEGEL)**

National Programme for Education of Girls at Elementary Education (NPEGEL) was launched in July 2003 by Government of India as an important component of Sarva Shiksha Abhiyan (SSA) to provide additional support for girls education from class I to VIII over and above the normal intervention of SSA. The scheme is implemented in the educationally backward blocks having less rural female literacy rate than the national average and more gender gap than the national average, in the blocks of districts having at least 5% of SC/ST population and SC/ST female literacy rate below 10% and in some selected urban slums. The programme is targeted for the development of drop outs and out of school girls, working girls, girls from marginalized groups and the girls with low attendance and low achievement. The programme also aims at developing teaching learning materials, CDs, films, development of textbooks, and supplementary reading materials for girls and also preparing guidelines for creating gender sensitization and awareness.

## **National Scheme of Incentive to Girls for Secondary Education**

National Scheme of Incentive to Girls for Secondary Education was launched in May 2008 by the Government of India for promoting the enrollment of the girl students in the age group of 14-18 at secondary school stage. All the SC, ST class VIII pass students and the class VIII pass students of Kasturba Gandhi Balika Vidyalaya who will take admission in government, government aided or local body schools can get the benefit of the scheme. The married girls and the girls studying in private un-aided and central government schools are excluded from the scheme. A sum of Rs 3000 is deposited in a public sector bank or post office as fixed deposit. The amount can be withdrawn after the girl child reaches the 18 years of age after producing 10<sup>th</sup> class pass certificate or a continuing certificate for minimum 2 years after class IX from the principal.

## **UDAAN**

The UDAAN project has been launched by central Board of Secondary Education (CBSE) under the guidance of MHRD, Government of India in November 2014. The major objectives of the project are to address the low enrollment of girl students to fulfill their aspirations of technical education, to minimize the gap between school education and engineering entrance examination, to enrich the teaching and learning of science and Mathematics at higher secondary school stage. Under this scheme the girl students of class XI and XII are provided free online/offline resources and study materials, tutorials and videos, virtual contact classes etc. for preparing engineering entrance examinations.

## **Samagra Shiksha**

Samagra Shiksha as an integrated scheme for school education has been launched in April 2018 by Ministry of Human Resource Development, Government of India throughout the country. It includes the SSA, RMSA and Teacher Education schemes for the all round development of the students from nursery to class XII. The states and union territories are assisted by the central government to implement samagra shiksha programme for promoting universal access to education and retention, bridging social and gender gap in education, providing quality learning to students of all levels, digital initiatives, vocational education, sports and physical education and quality teacher education. Self defence training is provided to the girls of class VI-XII

studying in government schools and in Kasturba Gandhi Balika Vidyalayas. Rs 3000 per month per school for 3 months is provided. The scheme extends the benefit of Kasturba Gandhi Balika Vidyalayas in which the girls under disadvantaged groups are provided education with hostel facility from class VI to class XII.

## **Girls Hostel Scheme**

Girls Hostel Scheme was launched by government of India in 2008-09 with an objective to provide hostel facilities to girl students of secondary and higher secondary schools in the educationally backward blocks and to make secondary and higher secondary education accessible to girl students. The SC, ST, OBC and girls from minority communities and BPL families of 14-18 years of age can get benefit of the scheme. Students passing from Kasturba Gandhi Balika Vidyalayas will be given preferences for taking admissions in hostels. The 90% of the recurring and nonrecurring costs is borne by the central government and the rest 10% by the state government.

## **PRAGATI (Providing Assistance for Girls Advancement in Technical Education)**

PRAGATI (Providing Assistance for Girls Advancement in Technical Education) scheme was launched by AICTE during 2014-15 to provide financial assistance to the girls for pursuing technical education. In this scheme one girl child per family with family income less than 6 lakhs per annum is selected on merit in the qualifying examination. The scheme is to be implemented by the approved admission center of the respective states. 4000 girl students are expected to get the benefit of the scheme per annum. The scholarship amount of Rs 30000 or tuition fee or actual whichever is less and Rs 2000 per month as contingency allowance for 10 months is provided to the girl students.

## **Swami Vivekananda Scholarship for single Girl Child (SVSGC)**

Swami Vivekananda Scholarship for single Girl Child (SVSGC) was implemented by University Grants Commission during 2015 for single girl child of the family for promoting research in social sciences. The single girl child of the family with no siblings gets scholarships for pursuing their Ph.D degree in social sciences in different educational institutions. The scholarship is made available till submission of Ph.D for a maximum period of five years. The fellowship of Rs 25000 per month for initial two years and 28000 per month for rest of the period is provided to the students. Contingency of Rs 10000 per year for 2 years and Rs 20500 per year for rest of the period is provided to the eligible students.

The initiatives taken by the government of India at central/ state/local level has increased the participation of women in education, economic, political and social level. The gross enrollment ratio of females in primary, upper primary, elementary, secondary, senior secondary and higher education during 2015-16 was 100.7, 97.6, 99.6, 81.0, 56.4 and 23.5 as against 97.9, 88.7, 94.5, 79.2, 56.0 and 25.4 respectively. The participation of women in senior secondary and higher education is yet to be increased at large scale. The workforce participation of women in rural and urban sector has increased in both formal and informal sector. The participation of women in lok sabha has increased from 11.4% in 16<sup>th</sup> loksabha to 14.39% in 17<sup>th</sup> loksabha which is the highest in Indian history. The participation of women at local panchayatiraj level, bureaucracy, judiciary, army, police etc is also increasing. But yet their number is very less. For achieving the target development of the country the skill and expertise of the female population is to be fully utilized. Government initiatives alone

will not be sufficient to achieve the goal. Society should provide a nurturing, enabling and supportive atmosphere for the women for their development. Society should consider women as active participants and promoter of social transformation rather than passive receivers of help from others( Sen, 1999). The mobility and interaction of women in the society should be easily accessible with more freedom and autonomy. More number of self-help groups, NGOs and voluntary organizations should be formed in the society for facilitating the works of the Government in achieving the goal of women empowerment in India.

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# A Study on Self-Efficacy of Higher Secondary Students with Respect to Gender, Medium of Instruction and Region

A. Jasmine Christy\*

## ABSTRACT

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects belief in the capacity to apply power over one's very own motivation, behaviour and social circumstance. This study aims to analyze the self-efficacy of higher secondary school students. For this purpose, 1011 (male and female) were selected randomly from higher secondary schools situated in three districts of Tamil Nadu. **Self-Efficacy Scale**– modified **Owen Froman(1988)** and validated by the investigator (2016) with the help and guidance of the supervisor was used to measure the self-efficacy of the higher secondary school students. Finding of the study indicates significant difference in urban and rural school students, and significant differences in gender and medium of instruction. Developing a strong sense of self-efficacy in students can play an important role in almost every aspect of their life. Life is loaded with difficulties and high levels of self-efficacy can assist them better deal with these difficulties more effectively.

**Key words:** Self-efficacy, rural, urban

## INTRODUCTION

Self-efficacy refers to the depth of our confidence about our own performance. If people see themselves unable in different situations, they may imagine the problems more difficult than the real one. Inappropriate or non-adaptive behaviour, in these situations, may verify the person's perception from themselves as unworthy, powerless and passive person. It makes the person to avoid problematic situations or decrease their effort to solve them, thus creating a vicious circle which will always be continued.

Bandura [1977] divided people, in terms of their personal efficiency, into two categories: those who have high personalized self efficacy and people with low self-efficacy. He believes that people with high self efficacy have more perseverance experience and less fear, because they have more control on the affairs and rarely experience low confidence. People, with high self efficacy, show more persistence and resistance in their tasks and have motivational orientation, while a person, with low self efficacy, have probably punitive orientation and a do their tasks imperfectly. Another issue related to self-efficacy is its impact on the success or lack of success. Successful people believe that they can successfully act and actually do the same. Self-efficacy influences on the difficulty of goals chosen by people so that people with high self-efficacy try to choose more challenging and difficult targets. In addition, self-efficacy affects the amount of effort or activity that a person shows

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and Strength and endurance of person in the face of difficult tasks and assignments. A strong sense of self-efficacy will facilitate not only doing the works, but it helps person to stand against failures. Moreover, the judgment of individuals about their own abilities influences on how they think and feel about a task or how it will end.

## REVIEW OF LITERATURE

**Arslan (2013)** conducted a research on relationship between Sources of Self-efficacy beliefs of Secondary School Students and Some Variables. The purpose of this study was to investigate the relationship between students' opinions about the sources of self-efficacy belief and their gender, academic achievement, the grade level, Socioeconomic Status (SES), and learning style. The results of the study indicated that there were significant relationships between students' opinions about sources of self-efficacy related learning and performance and their gender, academic achievement, SES, the grade level, and learning style.

**Houghton (2008)** investigated the structural relations among self-efficacy, academic aspirations and delinquencing, on the academic achievement of 935 students aged 11-18 years from ten schools in two Australian Cities. Finding of the study indicated that academic and social self-efficacy had a positive and negative relationship respectively, with academic aspiration and academic achievement; however the relationship between academic performance and academic achievement was not significant.

**Pajares et. al. (2002)** believed that the people who have weak Self-efficacy see the duties and jobs difficultly, so they are more stressful while powerful Self-efficacy beliefs cause calmness and success. Thus, self-efficacy can be a powerful predictor for people's achievements. Self-efficacy also is effective on learning and development. Students who have high Self-efficacy are more successful than those who have low Self-efficacy.

## RESEARCH OBJECTIVE

The objective of the present study is to analyze the difference in self- efficacy of higher secondary school students with respect to gender, medium of instruction and region.

## RESEARCH HYPOTHESES

**H1:** There exists no significant difference in self-efficacy of higher secondary school students with respect to gender, medium of instruction and region.

## RESEARCH METHODOLOGY

Descriptive Survey Method was adopted for the present study. For the collection of the data the researcher surveyed the different schools located in Tamil Nadu from urban/rural. In the present study the researcher used simple random sampling technique to select a sample of 1011 students from three different districts of Tamil Nadu. **Self-Efficacy Scale**– modified **Owen Froman(1988)** and validated by the investigator (2016) with the help and guidance of the Supervisor was used for data collection. Responses of the students were collected on a 5-point Liket scale that is **Not at all confident=1, Less confident=2, Unsure=3, Confident=4. Very Confident=5.**

## DATA ANALYSIS

**H1:** There exists no significant difference in self-efficacy of higher secondary school students with respect to gender, medium of instruction and region.

**Table 1: Table showing the t test for significant difference in the Self-Efficacy of higher secondary students with respect to Gender**

Gender	Sample Size	Mean	SD	t Value	P Value
Male	496	104.94	23.162	-1.429	.153
Female	515	106.98	22.166		NS

From **Table1** the P-value obtained for self-efficacy of the students with respect to gender is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore there is no significant difference in self-efficacy of the students with respect to gender.

**Table 2: Table showing the t test for significant difference in the Self-Efficacy of higher secondary students with respect to Medium of Instruction**

Medium of Instruction	Sample Size	Mean	SD	t Value	P Value
Tamil	481	104.94	24.081	1.748	.081
English	530	106.98	21.266		NS

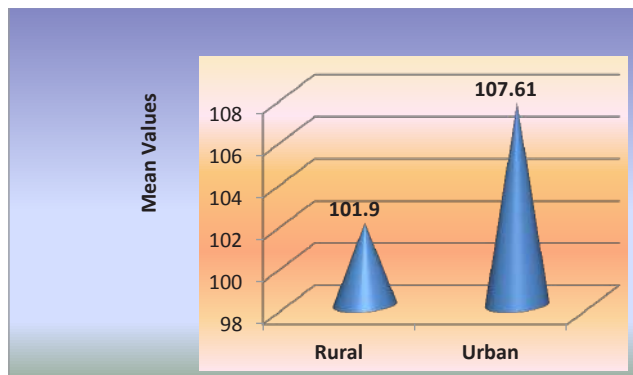
From **Table2** the P-value obtained for self-efficacy of higher secondary students with respect to medium of instruction (Tamil &English) is greater than 0.05 which is not significant at 5%. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in self-efficacy of higher secondary students with respect to medium of instruction (Tamil &English).

**Table 3: Table showing the t test for significant difference in the Self-Efficacy of higher secondary students with respect to Region**

Region	Sample Size	Mean	SD	t Value	P Value
Rural	289	101.90	24.452	-3.641	.000**
Urban	722	107.61	21.723		

**Note :-** \*\*denotes significant at 1% level.

From **Table3**:the P-value obtained for self-efficacy of higher secondary students with respect to region(Rural & Urban) is less than 0.01 which is significant at 1% level. Thus the null hypothesis is rejected. Therefore; there is significant difference in self-efficacy of higher secondary students with respect to region (Rural & Urban). Mean of self-efficacy in the case of those students studying in schools in urban (M=107.61) is higher than students studying in schools in rural.



**Bar Diagram Showing Mean values of Self-Efficacy of higher secondary students with respect to region.**



## CONCLUSION & SUGGESTION

There is no significant difference between gender and self-efficacy. This may be due to the social transformations, socialization development, shifting cultural perspective and providing equal opportunities for both genders, the male dominance has been reduced in several areas. The analyses also showed that there was no significant difference between students studying in Tamil medium and English medium with respect to self-efficacy. Medium of Instruction does not have role to play in the development of self-efficacy of higher secondary students. In nutshell, it was found that mean scores on self-efficacy of higher secondary school students of schools located in urban area (107.61) were higher in comparison to schools located in rural area(101.9). This may be due to the fact students in the rural area have many conflicts and not serious about their studies. Thus, it is suggested that essential aid should be presented to the students in the rural area so they can make use of their abilities in appropriate way. Student's self-efficacy should be developed regularly through activities to become a proficient decision-maker in the future.

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# शिक्षाशास्त्रीछात्राणां मौलिकाधिकारविषये अभिज्ञताया अध्ययनम्

## A Study of Awareness of Fundamental Rights in Shiksha Shastri Students

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The present study aims to assess the level of awareness of fundamental rights in Shiksha Shastri Students- Sample includes 100 (simple random method) randomly selected Shiksha Shastri Students i.e. 60 male and 40 female pupil teachers from Shree Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha (Deemed University), New Delhi. For obtaining the data on awareness of fundamental rights of Shiksha Shastri students, Self constructed "Fundamental Awareness Test" were used. The findings of the study suggest that there lies no significant difference between the awareness of fundamental rights of Shiksha Shastri male and female students.

नास्ति विद्यासमं चक्षुः नास्ति सत्यसमं तपः ।

नास्ति रागसमं दुःखं नास्ति त्यागसमं सुखम् ।।

शिक्षा मानवस्य सर्वाधिकावश्यकता वर्तते। शिक्षायाः विना मानवजीवनं भारसदृशं भवति।संसारेऽस्मिन् कोऽपि तादृशः जनः नास्ति यः विना शिक्षया जीवनं सरलतया यापयति। यदा किमपि काठिन्यं समायाति तदेव मानवस्वानुभवजन्यज्ञानोन्मुखो भूत्वा तन्निवारयितुं यतते। समाजः एवं शिक्षाप्रदानावसरे स्वकार्यस्य मूल्याङ्कनं करोति। कस्यापि राष्ट्रस्यादर्शो विशेषो विकासश्च तद्राष्ट्रियशैक्षणिकविचारौ शिक्षाव्यवस्था वा ज्ञातुं शक्यते। समाजे आत्मानं समन्वयितुं व्यग्रो मानवः यत् किमपि वा कर्तुं प्रभवति तदर्थं शिक्षाऽपि साधनरूपेण स्वीकृता। अस्याः शिक्षायाः अधिकारी न तु कोऽपि अन्यजीवविशेषः अपि तु केवलं मानवः एव।यतोहि प्राणिषु मानवः श्रेष्ठः इत्युक्तिमाश्रित्य, मानवः परमात्मनः सर्वश्रेष्ठकृतिः मन्यते।

मौलिकः अधिकारः सः अधिकारः भवति येन विना मनुष्यस्य विकासः भवितुं नार्हति। यथा जीवनस्य अधिकारः मानवस्य मूलभूताधिकारः भवति। प्रसिद्ध विचारकाः लास्की महोदयाः मौलिकाधिरस्य उल्लेखमेवं प्रकारेण कृतवन्तः— अधिकारः सामाजिक जीवनस्य ताः परिस्थितयः भवन्ति यस्याः विना कोऽपि मनुष्यः स्वस्य पूर्णविकासं कर्तुं न शक्नोति। अपि च एतदधिकारं प्रत्येकव्यक्तये नस्लं—जातेः—धर्मस्य—भाषायाः—लिङ्गस्य—रङ्गस्य चाधारेण भेद—भावं विना लभेरन्।

### समस्याचयनम्

**एफ. जे. मैकगुएन** महोदयःकथयति यत् समस्या एका एतादृशः प्रश्नः अस्ति यस्योत्तरं मानवस्य सामान्यक्षमतायाः उपयोगस्य माध्यमेन प्रदातुं शक्यते।

समस्या एतादृशी भवेत् यत्र सम्बन्धित तथ्यानां समुपलब्धिः सरलतया भवेत्। तथ्यानां संग्रहाय विश्वसनीयानि वैधोपकरणानि च भवितव्यानि। समस्यायाः चयनं शोधकर्तुः रुच्यनुरूपं भवेत्। समाजे प्रतिदिनं मानविकतायाः ह्रासः

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दरीदृश्यते। अस्मिन् क्षेत्रे छात्रछात्राणां योगदानमावश्यकमिति मत्वा शोधकर्ता “शिक्षाशास्त्रीछात्राणां मौलिकाधिकारविषये अभिज्ञताया अध्ययनम्” कर्तुमस्याः समस्यायाः चयनं कृतम्।

### अनुसन्धानस्योद्देश्यम्

अस्मात् ज्ञायते यत् शोधकार्यस्योद्देश्यमतीव महत्वपूर्णमस्ति। अस्मिन् शोधपत्रे यान्युद्देश्यानि परिकल्पितानि सन्ति तानि एव भवन्ति।

- छात्राध्यापकानां मौलिकाधिकारविषये अभिज्ञताया अध्ययनम्।
- छात्राध्यापकाध्यापिकानाञ्च मौलिकाधिकारविषये अभिज्ञताया तुलनात्मकमध्ययनम्।

### परिकल्पना

‘श्रीलालबहादुरशास्त्रीराष्ट्रियसंस्कृतविद्यापीठस्य शिक्षाशास्त्रीछात्राणां मौलिकाधिकारविषये अभिज्ञताया अध्ययनम्’ प्रस्तुतेऽस्मिन् शोधपत्रे निम्नलिखितपरिकल्पना विद्यते।

### अनुसन्धानपरिकल्पना

- छात्राध्यापकानां मौलिकाधिकारविषये अभिज्ञता भिन्ना वर्तते।  
अनुसन्धानपरिकल्पनायाः विश्लेषणार्थमेका शून्यपरिकल्पनायाः निरूपणं कृतम्। तदथा—

### शून्यपरिकल्पना

- छात्राध्यापकाध्यापिकानाञ्च मौलिकाधिकाराभिज्ञतामध्ये सार्थकः अन्तरः नास्ति।

### उपकरणम्

प्रस्तुताऽध्ययने शोधकर्ता स्व-निर्मित “मौलिक अधिकार अभिज्ञता परीक्षण” इत्यस्य प्रयोगः कृतः।

### सांख्यिकीयविधयः

प्रस्तुतशोधपत्रे निम्नलिखितानां सांख्यिकीयविधीनां प्रयोगः कृतवान् शोधकर्ता।

- मध्यमानम्
- मानकविचलनम्
- टी-परीक्षणम्

### प्रदत्तानां विश्लेषणं व्याख्या च

प्रस्तुतशोधे शोधकर्ता द्वारा विविधसमूहानां प्राप्तप्रदत्तानां वर्गान्तरालीय व्यवस्थापनमधः प्रदत्तमस्ति।

### प्रदत्तानां व्यवस्थितवर्गान्तरालप्रस्तुति

वर्गान्तरालः	0-2	3-5	6-8	9-11	12-14	15-17	18-20	21-23	24-26
आवृत्तिः	0	0	14	44	33	8	1	0	0

अनया सारण्या एतत् स्पष्टं भवति यत् शून्यतः द्वितीयपर्यन्तं (0-2) यावत् वर्गे कोऽपि छात्राध्यापकाः न सन्ति तथा तृतीयतः पञ्चपर्यन्तं (3-5) वर्गे कोऽपि छात्राध्यापकाः न सन्ति । षष्ठतः अष्टपर्यन्तं (6-8) वर्गस्यावृत्तिः चतुर्दश (14) भवति । अर्थात् वर्गेऽस्मिन् चतुर्दशछात्राध्यापकेषु जागरूकता विद्यते इति । पुनः नवतः एकादशपर्यन्तं (9-11) वर्गे आवृत्तिः चतुःचत्वारिंशत् (44) भवति । अर्थात् अस्मिन् वर्गे चतुःचत्वारिंशत् (44) छात्राध्यापकाः मौलिकाधिकारविषये जागरूकाः सन्तीति, तथैव प्रकारेण द्वादशतः चतुर्दश पर्यन्तं (12-14) वर्गे त्रयस्त्रिंशत् (33) भवति आवृत्तेः संख्या । अर्थात् वर्गेऽस्मिन् त्रयस्त्रिंशत् छात्राध्यापकाः जागरूकाः भवन्ति । अपि च पञ्चदशतः सप्तदशपर्यन्तं (15-17) वर्गे आवृत्तेः संख्या अष्ट छात्रा जागरूकाः सन्तीति । पुनः अष्टादशतः द्वाविंशतिपर्यन्तं (18-20) वर्गस्यावृत्तिः एकैव भवति । अर्थात् वर्गेऽस्मिन् एकः छात्राध्यापकः जागरूकं दृष्टः ।

### शिक्षाशास्त्रीछात्राध्यापकानां छात्राध्यापिकानाञ्च तुलनार्थं 'टी' मानम्

समूहनामा	संख्या (N)	मध्यमानम् (M)	मानक विचलनम् (SD)	मध्यमानस्य अन्तरम् (D)	df	'टी' मानम्
शिक्षाशास्त्री छात्राध्यापक	59	11.24	3.006	.09	98	0.091
शिक्षाशास्त्री छात्राध्यापिका	41	11.15	2.560			

### व्याख्या

सारण्याः माध्यमेन एतद् स्पष्टमस्ति यत् शिक्षाशास्त्रीछात्राध्यापकानां छात्राध्यापिकानाञ्च समूहस्य कृते टी- मानं 0.091 अस्ति, यत् 0.05 सार्थकतास्तरे व क११८ इत्यस्य क्रान्तिकमानं 1.96तः न्यूनः अस्ति । अतः द्वयोः समूहयोः मध्ये सार्थकतान्तरं नास्ति । अतः शून्यपरिकल्पना स्वीकृता तथा मुख्यशोधपरिकल्पना अस्वीकृता ।

### निष्कर्ष

उपरोक्तविवरणेन स्पष्टमस्ति यत् श्रीलालबहादुरराष्ट्रियसंस्कृतविद्यापीठस्य शिक्षाशास्त्रीछात्राध्यापकानां छात्राध्यापिकानाञ्च मौलिकाधिकारस्य अभिज्ञतास्तरस्य मध्ये सार्थकः अन्तरः नास्ति । येन स्पष्टं भवति यत् छात्राध्यापकानां छात्राध्यापिकानाञ्च अभिज्ञतायां लिङ्गभेदस्य प्रभावः नास्ति । एतादृशः एवं प्रकारेण अस्ति यतोहि वर्तमानसमये छात्र-छात्राश्च समानावसरं लभ्यन्ते । शिक्षाशास्त्रीकक्षामपि छात्रछात्राश्च समानरूपेण प्रशिक्षिताः भवन्ति ।

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# इक्कीसवीं शताब्दी की शैक्षिक व्यवस्थाओं में मूल्य परक शिक्षा

डॉ. (श्रीमती) अनुपमा ब्यौहार\*

## शोध सार

शिक्षा का मूल आधार मूल्यों का सृजन एवं विकास है। मूल्यों की हमारे शैक्षिक एवं सामाजिक परिवेश में महत्वपूर्ण भूमिका होती है। यह परिवेश जहाँ सहज रूप से सांस्कृतिक संदर्भ में निर्मित होता है, वहाँ उनके प्रभावों के आंकलन के आधार पर परिष्करण की जिम्मेदारी शिक्षक पर होती है। इस दृष्टि से शिक्षा, शिक्षण एवं अधिगम मूलतः मानव निर्माण की प्रक्रिया है, जिसमें मूल्यों की संरचना पर विशेष ध्यान देने की आवश्यकता होती है।

## इक्कीसवीं शताब्दी का सन्दर्भ

इक्कीसवीं शताब्दी में तीन महत्वपूर्ण घटनाओं के प्रभाव ने पूरे मानव समाज को आक्रांत कर रखा है। ये हैं— वैश्वीकरण, सूचना प्रौद्योगिकी तथा विकेन्द्रीकरण एवं लोकतांत्रिकरण का सामाजिक दर्शन। वैश्वीकरण के कारण इक्कीसवीं शताब्दी का दायरा भौगोलिक एवं भौतिक दृष्टि से सिमट गया है, जिससे विश्व के एक कोने से दूसरे कोने में तकनीकी धारणाओं, विधियों, सम्प्राप्तियों एवं आर्थिक निवेशों का संक्रमण अत्यन्त द्रुत बन गया है। इस प्रवाह में जो अपने को ढाल नहीं सकता वह ऐसा महसूस करने पर बाध्य हो जाता है कि वह दूसरों की अपेक्षा पिछड़ा हुआ है।

सूचना प्रौद्योगिकी ने समय, दूरी एवं सम्प्रेषण के जाल को एक नया आयाम प्रदान किया है, जिससे इक्कीसवीं शताब्दी का मनुष्य बहुत तेजी से अपने को अनेकानेक संदर्भों से जोड़ लेता है। अब उसे दूरी का अहसास नहीं होता और वह अपनी भावनाओं को दूसरों तक पहुँचाने में सहजता महसूस करता है। यह पक्ष शिक्षा की दृष्टि से अत्यन्त महत्वपूर्ण है और इसके समुचित उपयोग के तरीकों को और अधिक परिनिष्ठत रूप देने की आवश्यकता है।

वर्तमान में दुनिया के अधिकांश देशों ने अपने आपको लोकतांत्रिक दर्शन के अनुरूप ढाल लिया है। लोकतांत्रिकरण की यह प्रक्रिया अनेक प्रकार की संस्थाओं, व्यवस्थाओं एवं नीति निर्माण की प्रक्रियाओं में प्रत्यक्ष या अप्रत्यक्ष रूप से व्यक्त होती है, जिससे प्रभावी युक्तियों द्वारा पोषित एवं संवर्धित करने की संभावनायें एवं उनसे संबंधित अभिनव चुनौतियाँ भी समय-समय पर उभरती रहती हैं। यह कहने की आवश्यकता नहीं कि इन्हीं चुनौतियों को दृष्टिगत रखकर वर्तमान संगठनों एवं व्यवस्थाओं के विकेन्द्रीकरण की बात सोची जा रही है। भारतीय संदर्भ में संवैधानिक मान्यता के तहत ग्राम पंचायतों को जो शक्ति दी गई है, वह इसी प्रवृत्ति का अप्रतिम उदाहरण है। धीरे-धीरे अब ग्रामीण व्यक्ति एवं व्यवस्थायें शक्तिशाली हो रही हैं, जिसे उनके

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सशक्तिकरण में कोई तत्व बाधा न डाल सके। शिक्षा इस सशक्तिकरण की महत्वपूर्ण कुंजी है तथा मूल्यपरक शिक्षा इसका महत्वपूर्ण आधार है।

### मूल्य परक शिक्षा

मूल्य शिक्षा चरित्र एवं व्यक्तित्व से जुड़ी हुई रूपान्तरण की वह प्रक्रिया है, जिसके माध्यम से शिक्षा प्राप्त करने वाले के अंदर अपने लक्ष्य तक पहुँचने की प्रतिबद्धता एवं निश्चयात्मकता को बल प्रदान किया जा सकता है। सूचना, ज्ञान और कौशल आधारित शिक्षा के साथ ही मूल्य शिक्षा इक्कीसवीं सदी की प्रमुख आवश्यकता है। क्योंकि जहाँ सूचना एवं ज्ञान के संचार हेतु बुद्धि एवं विवेक को महत्व दिया जाता है, वहीं मूल्य शिक्षा के अंतर्गत व्यक्ति के संकल्प एवं उससे जुड़े लक्ष्यों की प्राप्ति हेतु प्रतिबद्धता को विशेष आधार बनाया जाता है। इस प्रकार मूल्य शिक्षा के लिये चरित्र निर्माण का आयाम बड़ा ही महत्वपूर्ण घटक है, जिससे विद्यार्थी को अपने कर्तव्य के बारे में निर्णय लेने हेतु सक्षम बनाया जा सके। इस परिप्रेक्ष्य में यह स्पष्ट होता है कि मूल्य एक आंतरिक रूपान्तरण की प्रक्रिया है, जिसमें व्यक्ति के कार्य करने के संकल्पों में दृढ़ता एवं प्रतिबद्धता स्पष्ट रूप से परिलक्षित हो सके। यह व्यक्ति के अंदर एक आंतरिक नियामक युक्ति के रूप में क्रियाशील होती है, जिससे व्यक्ति सत्य-असत्य, नैतिक-अनैतिक, भलाई-बुराई का भेद कर पाता है। इस प्रकार के शैक्षिक उपक्रम में चरित्र एक ऐसी शक्ति है, जिसके अर्जन से व्यक्ति के ओज और तेज दोनों की अभिवृद्ध होते हैं। यह व्यक्ति की वह सम्पत्ति है, जिसके नाश होने से व्यक्ति का सब कुछ नाश हो जाता है, और वह पथ भ्रष्ट होकर इधर-उधर के प्रयासों में अपनी जिंदगी के अमूल्य क्षणों को गँवा देता है।

### मूल्यपरक शिक्षा की युक्तियाँ

मूल्यपरक शिक्षा की सभी युक्तियाँ तभी प्रभावी हो सकती हैं जब उन्हें प्रत्यक्ष के बजाय परोक्ष प्रसंगों में क्रियान्वित किया जाये। इन युक्तियों का वर्णन निम्नानुसार किया जा सकता है –

#### वैयक्तिकरण

यह व्यक्ति के निजी संदर्भों एवं परिस्थितियों से जुड़ी हुई युक्ति है। इससे व्यक्ति की रुचि एवं अंतर्भाव सुनिश्चित होते हैं। वैयक्तिकरण की प्रक्रिया में व्यक्ति की पारिवारिक परिस्थितियों उसके सामुदायिक एवं सामाजिक संदर्भों, आध्यात्मिक, मनोवैज्ञानिक एवं नैतिक संदर्भों के प्रसंग, उसके आदर्श पुरुष (रोल मॉडल), दृष्टिकोण एवं दर्शन आदि बिन्दुओं पर विशेष रूप से बल दिया जाता है।

#### संदर्भीकरण

इसके अंतर्गत व्यक्ति के व्यापक जीवन संदर्भों को सामाजिक, सांस्कृतिक एवं धार्मिक संकल्पों एवं विकल्पों से जोड़ते हुए उन्हें राष्ट्रीय एवं अंतरराष्ट्रीय घटनाक्रमों के परिप्रेक्ष्य में मूल्यपरक प्रसंगों एवं नीतियों के अवबोध के प्रति सजग बनाया जाता है।

### सांस्कृतीकरण

संस्कृति संस्कार से बनती है, जिसका आधार व्यवहार या आचरण होता है। यह संस्कार व्यक्ति अपने पारिवारिक और सामाजिक परिवेश से ग्रहण करता है, जो मूलतः उसके राष्ट्रीय एवं सांस्कृतिक धरोहर को दर्शाता है। अतः संस्कार व्यक्ति के आचरण को ढालते हैं और उसके मूल्यों को सृजित करने में सहायक होते हैं। व्यक्ति के बोलचाल का ढंग, जीवनयापन की शैली, खानपान के तरीके आदि व्यवहार संस्कृति द्वारा निर्धारित होते हैं।

### दृष्टान्तीकरण

दृष्टांत सिद्धांत के सापेक्ष अधिक महत्वपूर्ण होता है। यह व्यवहार का वह स्वरूप है, जो व्यक्ति यथार्थ रूप में अमल में लाता है। इसे कथनी और करनी के भेद से और अधिक स्पष्ट किया जा सकता है। व्यक्ति जो करता है उसका महत्व, जो वह कहता है उससे कहीं अधिक होता है। गांधीजी ने कहा था कि आचरण या व्यवहार का एक औन्स, टनों सिद्धांत के सापेक्ष बेहतर एवं उपयोगी होता है। भारतीय श्रुतियों में भी आचरण एवं व्यवहार को ही मूल्य का निर्धारक माना गया है। दूसरे शब्दों में किसी व्यक्ति में मूल्य के प्रति कितना लगाव है और कितना जुड़ाव है यह उसके आचरण की कसौटी पर परखा जा सकता है। मूल्य शिक्षा की नीतियों एवं रीतियों से परिचित कराने हेतु भारतीय संदर्भों में बहुत सारे ऐसे ग्रन्थ मौजूद हैं जो विकास की विभिन्न अवस्थाओं पर प्रासंगिक कहे जाते हैं। पंचतंत्र की कहानियाँ, जातक कथाएँ, उपनिषदों के आख्यान इसके ज्वलंत उदाहरण हैं।

इस परिपेक्ष्य में हमें अध्यापक शिक्षा के पाठ्यक्रमों में तकनीकी निपुणता विकसित करने के साथ मूल्यों पर आधारित दृष्टियों के सृजन को वरीयता देनी होगी जिससे अध्यापक शिक्षा के लिए चयनित प्रशिक्षुओं में चरित्रबल, आत्मबल, ज्ञानबल, सहृदयता, संवेदनशीलता एवं भावनात्मक एकता के संस्कार सुदृढ़ हो सकें।

प्रस्तुत शोध पत्र में इक्कीसवीं शताब्दी की शिक्षा व्यवस्थाओं में मूल्यों का सृजन, विकास एवं व्यवस्थापन के महत्व को रेखांकित करने का प्रयास किया गया है, जिससे उभरती अभिनव चुनौतियों का विशेष रूप से आंकलन किया जा सके तथा शिक्षा की व्यवस्थाओं द्वारा उनके विकास के मार्ग को प्रशस्त किया जा सके।

### संदर्भ:

- विकीपीडिया एवं अन्य स्रोतों से प्राप्त



# जबलपुर नगर में विद्यार्थियों द्वारा विषय चयन पर शिक्षक प्रोत्साहन के प्रभाव का अध्ययन

डॉ. अनुपमा ब्यौहार\*

## शोध सारांश

विद्यालय स्तर पर विद्यार्थी का चुनाव अभिभावकों, मित्रों तथा शिक्षकों द्वारा प्रभावित रहता है। विद्यार्थी के जीवन की अपेक्षित प्रगति में शिक्षकों की सक्रिय एवं निष्ठापूर्ण भूमिका का प्रभाव पड़ता है। शिक्षा व्यवस्था की रीढ़ शिक्षक ही होते हैं, जो विद्यालय में बच्चों को पढ़ाने के साथ ही प्रोत्साहित करते हैं और बच्चों की नींव मजबूत बनाते हैं। समय व समाज की आवश्यकताओं में परिवर्तन के साथ ही शिक्षकों की भूमिका बदली है।

पिछले कुछ दशक से विद्यार्थियों के विषय चयन पर शिक्षकों का प्रोत्साहन और मार्गदर्शन स्पष्टतः दृष्टिगोचर हो रहा है। परिवार भले ही बालक की प्रथम पाठशाला है परंतु जब विषय चयन की बात आती है, तो शिक्षक का मार्गदर्शन आवश्यक होता है। शिक्षक ही अपने छात्र के अंदर छुपी हुई क्षमताओं को पहचानकर उसका उचित मार्गदर्शन कर सकता है।

प्रस्तुत शोध कार्य का उद्देश्य विद्यार्थियों द्वारा विषय चयन पर शिक्षक प्रोत्साहन के प्रभाव का अध्ययन करना है। प्रस्तुत शोध कार्य के लिये सर्वेक्षण विधि का प्रयोग किया गया है। न्यादर्श के रूप में 5 विद्यालयों में अध्ययनरत 75 विद्यार्थियों का चयन किया गया है। निष्कर्ष से ज्ञात होता है कि विषय चयन में विद्यार्थियों ने शिक्षक प्रोत्साहन को ही महत्व दिया।

वर्तमान युग विज्ञान और प्राविधिक क्रांति का युग है, जिसमें उपभोक्तावादी संस्कृति का विकास हुआ है। उपभोक्तावादी संस्कृति की देन है – प्रतियोगिता। व्यक्ति अपने जीवन के सभी क्षेत्रों में सर्वश्रेष्ठ विकास के लिये निर्देशन प्राप्त करने की इच्छा रखता है। निर्देशन उस स्तर पर अधिक आवश्यक होता है, जब बालक शिक्षा ग्रहण कर रहा होता है। शिक्षा का मुख्य उद्देश्य व्यक्ति को समाजोपयोगी ज्ञान प्रदान कर स्वावलंबी बनाना है। स्वावलंबन – मानसिक, सामाजिक और आर्थिक क्षेत्र में। आर्थिक स्वावलंबन अर्थात् व्यक्ति आर्थिक क्षेत्र में अपना भार वहन करने के योग्य हो। उपभोक्तावादी समाज ने आर्थिक स्वावलंबन को सर्वोपरि रखा है। आज विद्यार्थी वर्ग भी इस संस्कृति से प्रभावित है।

माध्यमिक शिक्षा समाप्त कर विद्यार्थी जब कक्षा 11वीं में प्रवेश करता है तब उसके समक्ष यही समस्या आती है कि वह किस संकाय का चुनाव करे जिससे कि समाज में एक प्रतिष्ठित स्थान प्राप्त किया जा सके। उपभोक्तावाद ने विद्यार्थी के इस चुनाव को प्रभावित किया है। विद्यार्थी कम से कम समय में कम से कम परिश्रम

\*अतिथि व्याख्याता, शिक्षा संकाय, रानी दुर्गावती त्रिविद्यालय, जबलपुर।

द्वारा अधिक से अधिक प्राप्ति की आशा करता है। इस प्रवृत्ति का प्रभाव उसके विषयों के चुनाव पर स्पष्ट दिखाई देता है। अधिकांश विद्यार्थी समाज में प्रतिष्ठित व्यक्तियों के व्यवसाय को देखकर यह धारणा बनाता है कि वह बड़ा होकर यहीं व्यवसाय अपनायेगा और इसीलिये वह उस व्यवसाय से संबंधित विषय का चुनाव कर लेता है।

विद्यालय स्तर पर विद्यार्थी का चुनाव अभिभावकों, मित्रों तथा शिक्षकों द्वारा प्रभावित रहता है। विद्यार्थी के जीवन की अपेक्षित प्रगति में शिक्षकों की सक्रिय एवं निष्ठापूर्ण भूमिका का प्रभाव पड़ता है। शिक्षा व्यवस्था की रीढ़ शिक्षक ही होते हैं, जो विद्यालय में बच्चों को पढ़ाने के साथ ही प्रोत्साहित करते हैं और बच्चों की नींव मजबूत बनाते हैं। समय व समाज की आवश्यकताओं में परिवर्तन के साथ ही शिक्षकों की भूमिका बदली है। बच्चों व उनके माता-पिता को शिक्षा के प्रति चैतन्य बनाने में हम आज भी असफल हैं।

पिछले कुछ दशक से विद्यार्थियों के विषय चयन पर शिक्षकों का प्रोत्साहन और मार्गदर्शन स्पष्टतः दृष्टिगोचर हो रहा है। परिवार भले ही बालक की प्रथम पाठशाला है परंतु जब विषय चयन की बात आती है, तो शिक्षक का मार्गदर्शन आवश्यक होता है। शिक्षक ही अपने छात्र के अंदर छुपी हुई क्षमताओं को पहचानकर उसका उचित मार्गदर्शन कर सकता है।

किरण सिंह (1987) द्वारा उच्चतर माध्यमिक शाला में विद्यार्थियों के कला, विज्ञान और वाणिज्य के पाठ्यक्रम के चुनाव के कारणों का अध्ययन किया। निष्कर्ष दर्शाते हैं कि 58 प्रतिशत विद्यार्थियों ने अपने अध्यापकों के मार्गदर्शन से, 34 प्रतिशत अपनी रुचि से और 8 प्रतिशत विद्यार्थियों ने मित्रों ने लिया, इसलिये विषय लिया।

कुण्डू, अहमद व दास (1999) द्वारा किए गए अध्ययन यह दर्शाते हैं कि शिक्षकों का अभिप्रेरणा स्तर नवाचार युक्त शिक्षक प्रशिक्षण और शिक्षक दक्षता विद्यार्थियों की उपस्थिति व विद्यालय समुदाय संबंधों को प्रभावित करते हैं।

खान फौजिया, पाटनम, विशालाए व रमना (2006) ने बालकों की शैक्षिक उपलब्धि को प्रभावित करने वाले कारकों का अध्ययन किया। निष्कर्ष से पता चलता है कि बालकों की शैक्षिक उपलब्धि को अनेक कारक जैसे – बालकों को अभिभावकों का सहयोग, शिक्षक द्वारा बालकों को सही ज्ञान एवं जानकारी प्रदान करना, बालकों की सीखने की तत्परता आदि सकारात्मक रूप से प्रभावित करते हैं।

प्रस्तुत शोध कार्य के माध्यम से विद्यार्थियों द्वारा विषय चयन पर शिक्षक प्रोत्साहन के प्रभाव का अध्ययन किया जा रहा है, जिससे यह ज्ञात किया जा सके कि विद्यार्थी पर अपने शिक्षकों के प्रोत्साहन और मार्गदर्शन का कितना प्रभाव पड़ता है ताकि निष्कर्ष के अनुसार उन्हें उचित मार्गदर्शन और सुझाव दिये जा सकें।

## उद्देश्य

1. विद्यालयों में विद्यार्थियों के विषय चयन पर शिक्षकों के प्रोत्साहन के प्रभाव का अध्ययन करना।
2. शिक्षक प्रोत्साहन का विद्यार्थियों की शैक्षिक उपलब्धि पर प्रभाव का अध्ययन करना।

## परिकल्पना

1. विद्यार्थियों के विषय चयन पर शिक्षकों के प्रोत्साहन का कोई सार्थक प्रभाव नहीं पड़ता है।
2. शिक्षक प्रोत्साहन का विद्यार्थियों की शैक्षिक उपलब्धि पर कोई सार्थक प्रभाव नहीं पड़ता है।

## परिसीमन

1. प्रस्तुत शोध मात्र जबलपुर नगर के उच्चतर माध्यमिक विद्यालयों तक ही सीमित है।
2. प्रस्तुत शोध में कक्षा 12वीं में अध्ययनरत छात्र-छात्राओं को ही सम्मिलित किया गया है।

## शोध विधि

संबंधित शोधकार्य के लिए आवश्यक सूचनाएं व जानकारी प्राप्त करने हेतु सर्वेक्षण विधि अपनाई गई है। प्रस्तुत शोध में यादृच्छिकी विधि से 75 विद्यार्थियों का चयन किया गया, जो 5 विद्यालयों में अध्ययनरत है।

प्रदत्तों के संकलन में शोधकर्ता ने प्रश्नावलीएं व साक्षात्कार उपकरण को अपनाया। प्रश्नावली का चयनित विद्यार्थियों पर प्रशासन किया गया व शिक्षकों व अभिभावकों से साक्षात्कार लिया गया। शैक्षिक उपलब्धि ज्ञात करने के लिये चयनित विद्यार्थियों की कक्षा 11वीं के प्राप्तांकों को लिया गया है। फलांकन करके परिणामों को सारणीबद्ध किया गया। प्राप्त परिणामों का विश्लेषण कर सुझाव दिये गये।

## विश्लेषण

न्यादर्श से प्राप्त प्रदत्त का सांख्यिकीय विश्लेषण निम्न तालिकाओं में प्रस्तुत किया गया है –

तालिका -

### विषय चयन पर शिक्षक प्रोत्साहन का प्रभाव संबंधी परिणाम

विषय चयन करने पर	हाँ	नहीं	अंशतः
शिक्षक प्रोत्साहन का प्रभाव पड़ा है	54.86:	37.03:	8.11:

उपरोक्त तालिका में विषय चयन पर शिक्षक प्रोत्साहन के प्रभाव संबंधी परिणामों से स्पष्ट होता है कि 54.84 प्रतिशत विद्यार्थियों द्वारा विषय का चयन करते समय अध्यापक द्वारा प्रोत्साहित किये गये और उनके मार्गदर्शन में विद्यार्थियों ने विषय का चयन किया। 37.03 प्रतिशत विद्यार्थियों पर अध्यापक प्रोत्साहन का कोई प्रभाव नहीं पड़ा जबकि 8.11 प्रतिशत विद्यार्थी अध्यापक के प्रोत्साहन और मार्गदर्शन से अंशतः प्रभावित हुए।

तालिका - 2

### शिक्षक प्रोत्साहन का विद्यार्थियों की शैक्षिक उपलब्धि पर प्रभाव संबंधी परिणाम

शिक्षक प्रोत्साहन का विद्यार्थियों की	हाँ	नहीं	अंशतः
शैक्षिक उपलब्धि पर प्रभाव पड़ता है	50.27:	26.34:	23.37:

उपरोक्त तालिका में शिक्षक प्रोत्साहन का विद्यार्थियों की शैक्षिक उपलब्धि पर प्रभाव संबंधी परिणाम से स्पष्ट होता है कि 50.27 प्रतिशत विद्यार्थी की शैक्षिक उपलब्धि पर शिक्षक प्रोत्साहन का प्रभाव पड़ा है, 26.35 प्रतिशत विद्यार्थियों पर नहीं पड़ा जबकि 23.38 प्रतिशत विद्यार्थियों पर अंशतः प्रभाव पड़ा।

## निकर्ष

प्रदत्तों के विश्लेषण के पश्चात् निम्न निष्कर्ष प्राप्त हुए –

1. विषय चयन में विद्यार्थियों ने शिक्षक प्रोत्साहन को ही महत्व दिया।
2. विद्यार्थियों की शैक्षिक उपलब्धि पर शिक्षक प्रोत्साहन का अधिक प्रभाव पड़ा।
3. विद्यार्थियों पर शिक्षकों के व्यक्तित्व और संप्रेषण कौशल का अधिक प्रभाव पड़ा।
4. शिक्षक प्रोत्साहन के बाद विद्यार्थी विषय के चयन में अभिभावकों और मित्रों द्वारा चयनित विषय से भी प्रभावित हुए।

## सुझाव

1. प्रत्येक विद्यालय में परामर्श एवं संदर्शन विभाग की स्थापना की जानी चाहिये जिससे विद्यार्थियों को उचित प्रोत्साहन और मार्गदर्शन मिल सके।
2. अभिभावकों को बालकों के अध्ययन के साथ-साथ विषय चयन में भी उचित मार्गदर्शन देना चाहिये।
3. अभिभावकों को विद्यालय जाकर विद्यार्थियों की भावी शैक्षिक योजनाओं का पता लगाकर उन्हें उचित शिक्षा प्रदान करना चाहिये।
4. विद्यार्थियों को शिक्षक एवं अभिभावकों द्वारा उचित मार्गदर्शन देकर शैक्षिक उपलब्धि बढ़ाने का प्रयास करना चाहिये।

## संदर्भ

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# वर्तमान भारतीय समाज में अध्यात्मिक क्रान्ति की आवश्यकता

किरण\*

आध्यात्मिकता का मूलाधार मानव धर्म है। मानव धर्म उभयमुखी है। इसका आन्तरिक पक्ष कर्तव्य से तथा बाह्य पक्ष उत्तर दायित्व से निर्मित है। इसमें उत्कृष्टता की प्राप्ति हेतु चिन्तन तथा चरित्र की विशेषताएं निर्दिष्ट हैं जो व्यवहार के रूप में परिलक्षित होती हैं।

आध्यात्मिक मनोवृत्ति के कारण मनुष्य अपनी मूलसत्ता एवं उसकी सामर्थ्य में विश्वास कर समग्र की ओर अग्रसर होता है। आत्मनिष्ठा उसे आत्म विश्वासी बनाकर, आत्म विस्तार की प्रेरणा देती है। फलस्वरूप उसके गुणों में शिष्टता, शालीनता, सहृदयता, चरित्रनिष्ठा, उदारता आदि सद्प्रवृत्तियों का समावेश होने लगता है। इस प्रकार आत्म सुधार, आत्म विश्वास एवं आत्म निर्माण के त्रिविध प्रयत्न आरंभ हो जाते हैं। जिससे मनुष्य लोभ मोह वासना व तृष्णा से ऊँचा उठकर लोकमंगल के लिए अपनी क्षमताओं को सुनिश्चयित करने लगता है। यह उत्कृष्ट भावना ही मनुष्य को क्षेष्ट और समाज को समुन्नत बनाती है इस संबंध में कुछ आध्यात्मवेत्ताओं के मत इस प्रकार हैं :-

वेद मूर्ति तपोनिष्ठ पं० राम शर्मा आचार्य के अनुसार – “उत्कृष्ट चिन्तन की पृष्ठभूमि बनाने वाले तत्व ज्ञान को आध्यात्म कहते हैं।”

जब मन इन्द्रियों के वशीभूत एवं बुद्धि निम्न स्तर की हो जाती है, तब मनुष्य अविकसित माना जाता है और जब मानवीय चेतना श्रद्धा व सुसंस्कारिता के रूप में विकसित होती है, तब मनुष्य आदर्शवाद की ओर उर्ध्वमुखी व प्रगतिशील है। वस्तुतः इन्हीं आदर्श सिद्धान्तों का समन्वित दृष्टिकोण आध्यात्म है।

“चिन्तन तथा 858 तक कंपनी का शासन और उन्हे प्रगति पथ पर अग्रसर करने वाली विधा का नाम आध्यात्म है।”

स्वामी विवेकानन्द के अनुसार – “व्यक्तित्व को सुनियोजित, सुसंस्कृत बनाने की विधा को आध्यात्म कहते हैं।”

महर्षि रमण के अनुसार – “आध्यात्म वह है जो चिन्तन आकांक्षाओं व क्रियाओं को उन मर्यादाओं की परिधि में बांधकर रखता है जिसमें व्यक्ति का चरित्र व समाज का व्यवस्था क्रम बना रहे।”

महर्षि अरविन्द के अनुसार – “मन का उच्च स्तरीय प्रतिनिधित्व करने वाली क्षमता मनुष्य के अन्तराल में छिपी है उन्हे समझने उभारने और प्रयोग में लाने वाली विधा का नाम आध्यात्म है।”

दलाई लामा के अनुसार – “निःसन्देह एक क्रान्ति की आवश्यकता है किन्तु राजनैतिक, आर्थिक अथवा तकनीकी क्रान्ति नहीं। पिछली शताब्दी में हमें इनका पर्याप्त अनुभव हो चुका है और हम यह जान चुके हैं। कि केवल बाह्य प्रगति पर्याप्त नहीं है मेरा तात्पर्य आध्यात्मिक क्रान्ति की आवश्यकता से है।”

उपर्युक्त महापुरुषों के मतों का सार यह है कि आध्यात्मिक वैयक्तिक व सामाजिक क्रिया कलापों का प्रेरणा बिन्दु व ऊर्जा स्रोत है। इससे समर्थता पाकर परिष्कृत और प्रतिभावान हुआ वैयक्तिक जीवन समाज में अनोखी जीवनकला को शिल्प कर सकेगा।

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आध्यात्मिक का समावेश होने से एक ऐसी रचना संभव हो सकेगी, जिसमें व्यक्ति की मौलिकता नष्ट न हो, वह अपने उत्कर्ष और उन्नति के चरम तक पहुंच सके। साथ ही उसमें ऐसी कोमल भावनाएं एवं सर्वेदनाएँ विकसित हो सकें कि वह अपनी उपलब्धियों को सर्वजन हिताय—सर्वजन सुखाय प्रस्तुत कर सके।

आध्यात्मिता बुद्धि को चिन्तन का एक नया आयाम प्रदान करती है जिससे व्यक्ति का व्यक्तित्व खरे सोने की तरह इतना प्रखर व सुन्दर हो जाता है कि उसकी उपमा अनुपम से दी जा सके। उसका चिन्तन चरित्रा तथा व्यवहार उत्कृष्ट हो जाता है। अतः इतना कोमल हो जाता है कि दूसरों की पीड़ा से द्रवित हो उठता है अंकार का उसमें नामोनिशान नहीं रहता। स्वार्थ परकता से हमेशा वह दूर रहता है। दूसरों के हित में ही अपना हित समझता है। उसका एक ही लक्ष्य होता है, सुख बांटों, दुख हटाओं। इससे उसके अन्तराल में शान्ति एवं शीतलता का ऐसा अनुभव होता है मानो साक्षात् गंगा का अवतरण हो गया हो। लेकिन कई लोग आध्यात्म को धार्मिक मान्यताओं, पूजा—परम्पराओं, मन्दिर—मस्जिद या गिरिजाघर—गुरुद्वारे से जोड़ने की कोशिश करते हैं, जो सही नहीं है। आध्यात्म तो सार्थक व सम्पूर्ण जीवन दृष्टि का विकास है जो जीवन की प्रकृति को, उसकी बारीकियों को सही प्रकार से समझता है।

आज मानव में आध्यात्म की गहरी आवश्यकता है अपने साहस, शौर्य, दृढ़ता, लगन एवं श्रमशीलता के बावजूद यदि आज व्यक्ति भटकाव से गुजर रहा है तो उसका केवल एक ही कारण है, उसमें आध्यात्मिक चेतना का अभाव है। आध्यात्मिक जीवन दृष्टि न होने के कारण लोगो की जिन्दगी के बारे में सोच काफी बौनी और उथली हो गई है। उन्हें नजदीकी सुख और स्वार्थ तो नजर आते हैं परन्तु त्याग, तप एवं सेवा में सुख व स्वार्थ गवाँने के दूरगामी परिणाम वे निहार नहीं पाते। 21 वीं सदी में अपने चरण रख चुके मानवों को आज और अभी सब कुछ चाहिए। कल का धीरज उनमें नहीं है। आज लोगो के सोचने का नजरिया यह है कि कल किसने देखा है हमें तो केवल आज पर भरोसा है। हम सारे सुखों को आज ही भोग लेना चाहते हैं। हालांकि इस सुख भोग एवं अनियमित दिनचर्या के कारण वह असंयम ही कई बीमारियों को गले लगा बैठते हैं ब्लड प्रेशर, डायबिटीज आदि कई तनावजन्य बीमारियों उन्हें घेर लेती है सारे सुख के साधन भी उन्हें गहरी नींद नहीं दे पाते।

आध्यात्म एक ऐसी विधा है जो व्यक्ति को जीवन प्रबन्ध अर्थात् जीवन जीने की कला सिखाती है। जो इसके यथार्थ को जानता है उन्हें ज्ञान है कि आध्यात्म माननीय जीवन को सम्पूर्ण, सर्वोत्तम बनाने का सम्पूर्ण विज्ञान है। साथ ही यह अपने देश की धरोहर है। आध्यात्मिकता के गुणों को धारण करके व्यक्ति की सोच अपने तथा परिवार स्तर तक ही नहीं रहती वरन् वह समाज राष्ट्र व विश्व के प्रति कर्तव्यपूर्ण रहता है।

(**विला अन्य, 2000:460-61**) ने अपने अध्ययन में आध्यात्मिकता पर व्यक्तियों के विचारों को जानने का प्रयास किया। शोध परिणामों में पाया कि जिन सदस्यों के विचार आध्यात्मिक थे, उनका अपने कार्यस्थल के साथियों के प्रति व्यवहार दूसरों की अपेक्षा अधिक सकारात्मक था और इस बात का परिणाम कार्य के वातावरण तथा उत्पादन पर अच्छा पड़ रहा था।

(**नेल्सन व अन्य 2002**) ने अपने अध्ययन में कैंसर तथा एड्स से पीड़ित व्यक्तियों के अवसाद स्तर पर काम किया और यह परिणाम प्राप्त किया कि धार्मिकता एवं आध्यात्मिकता का इन रोगियों की प्रसन्नता अनुभूति पर कोई प्रभाव नहीं होता है। लेकिन जिन रोगियों का आध्यात्मिकता का स्तर उच्च था उन रोगियों की प्रसन्नता अनुभूति अन्य रोगियों की अपेक्षा सार्थक रूप से बढ़ी हुई पायी गई।

(किर्वी कोलमैन व अन्य 2004) ने 233 वृद्ध ब्रिटिश नागरिकों पर अध्ययन किया तथा यह जानने का प्रयास किया कि आध्यात्मिक विश्वास, मनोवैज्ञानिक प्रसन्नता अनुभूति को किस सीमा तक प्रभावित करते हैं? इसमें आयु, शिक्षा, वैवाहिक स्तर को नियंत्रित कर शारीरिक दुर्बलता पर आध्यात्मिक विश्वास के पड़ने वाले प्रभाव को मापा गया है। परिणाम दर्शाते हैं कि शारीरिक दौर्बल्यता होते हुए भी आध्यात्मिक स्तर मनोवैज्ञानिक प्रसन्नता अनुभूति के बढ़ाने में सहायक होता है, ये शोध कार्य विशेष रूप से उन लोगों पर किया गया जो शारीरिक रूप से अशक्त थे।

**पाण्डूय (2005)** ने बताया कि अभी कुछ दिनों पूर्व "साइकोन्यूरो इम्यूनोलॉजी" के क्षेत्र में एक प्रयोग किया गया। यह प्रयोग दो विशिष्ट वैज्ञानिकों आर डेविडसन और पी0 एरिक्सन ने सम्पन्न किया। इस प्रयोग में उन्होंने 400 व्यक्तियों को लिया। इनमें से 200 व्यक्ति ऐसे थे जिनकी आध्यात्म के प्रति आस्था थी जो संयमित एवं सदाचार परायण जीवन जीते थे। इसके विपरीत 200 व्यक्ति इनमें से वह थे जिनका विश्वास भोग विलास में था, जो शराबखानों व जुआघरों में अपना समय बिताते थे। जिनकी जीवन शैली अस्त व्यस्त थी। इन दोनों तरह के व्यक्तियों का उन्होंने लगातार दस वर्षों तक अध्ययन किया। शोध के निष्कर्षों से पता चला के संयम-सदाचार से व्यक्ति की प्रतिरोधक क्षमता में असाधारण वृद्धि होती है। इसी कारण उनमें शारीरिक व मानसिक रोगों की संभावना कम रहती है। यदि किसी तरह से कोई रोग हुआ भी तो इनसे छुटकारा जल्दी मिलता है।

**पाण्डूया (2005)** ने बताया कि अभी कुछ दिनों पूर्व "साइकोन्यूरो इम्यूनोलॉजी" के क्षेत्र में एक प्रयोग किया गया। यह प्रयोग दो विशिष्ट वैज्ञानिकों आर डेविडसन और पी0 एरिक्सन ने सम्पन्न किया। इस प्रयोग में उन्होंने 400 व्यक्तियों को लिया। इनमें से 200 व्यक्ति ऐसे थे जिनकी आध्यात्म के प्रति आस्था थी जो संयमित एवं सदाचार परायण जीवन जीते थे। इसके विपरीत 200 व्यक्ति इनमें से वह थे जिनका विश्वास भोग विलास में था, जो शराबखानों व जुआघरों में अपना समय बिताते थे। जिनके जीवन शैली अस्त व्यस्त थी। इन दोनों तरह के व्यक्तियों का उन्होंने लगातार दस वर्षों तक अध्ययन किया। शोध के निष्कर्ष से पता चला के संयम-सदाचार से व्यक्ति की प्रतिरोधक क्षमता में असाधारण वृद्धि होती है। इसी कारण उनमें शारीरिक व मानसिक रोगों की संभावना कम रहती है। यदि किसी तरह से कोई रोग हुआ भी तो इनसे छुटकारा जल्दी मिलता है।

(पाण्डूया 2001) ने बताया कि दुनिया के एक विख्यात मनोवैज्ञानिक रूडोल्फ विल्किंसन ने नैतिकता के संबंध में एक शोध प्रयोग किया है। उन्होंने अपने निष्कर्षों को "साइकोलॉजिकल डिसऑर्डर्स :- कॉज एण्ड इफेक्ट" नाम से प्रकाशित किया है।

इस निष्कर्ष में उन्होंने इस सच्चाई को स्वीकारा है कि नैतिकता की नीति पर आस्था रखने वाले प्रायः मनोरोगों के शिकार नहीं होते हैं। इसके विपरीत अनैतिक जीवन यापन करने वालों को प्रायः अनेक तरह के मनोरोगों का शिकार होते देखा गया है।

**मौफिदी व अन्य (2007)** ने अपने अध्ययन में बताया है कि आध्यात्मिकता स्तर का अवसाद लक्षणों से महत्वपूर्ण संबंध है। यह शोधकार्य उत्तरी कैरोलिना में 630 ग्रामीण वयस्कों पर किया गया और यह जानने का प्रयास किया गया कि आध्यात्मिकता स्तर, अवसाद लक्षणों को किस सीमा तक प्रभावित करता है। उन्होंने पाया कि आध्यात्मिकता का आशावादिता से महत्वपूर्ण संबंध है जो अवसाद को कम करने में सहायक है।



अतः आध्यात्मिकता की आवश्यकता मनुष्य के अंतर्द्वंद को समझने व उससे निकलने के लिए जरूरी है। यह द्वंद्वात्मक रवैया आजकल बच्चों एवं युवाओं में भी खूब देखने को मिलता है हर ओर एक विमूढ़, व्याकुल सी पीढ़ी पनपती जा रही है। हम अभिभावकों का, शिक्षकों का कर्तव्य बनता है कि उनके व्याकुल मन में निर्णय क्षमता को सुनिश्चित करने का निरंतर प्रयास करते रहें। अच्छा हो हम आध्यात्मिकता की आवश्यकता तथा उसके लाभ को पहचाने। ऐसा करके ही हम अपना जीवन सुगम बना सकते हैं।

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# नागपुर शहर के अहिन्दी भाषी विद्यार्थियों द्वारा प्रयोग की जानेवाली हिन्दी भाषा का विश्लेषणात्मक अध्ययन

डॉ. एन्. ए. काजी\*

## प्रस्तावना

मन के विचारों को मूर्त रूप देने का सबसे सरल और सुलभ साधन भाषा है। भाषा ही एकमात्र वह साधन है, जो अन्य पशुओं से मनुष्य को पृथक करती है। प्रत्येक राष्ट्र की अपनी एक भाषा होती है। भाषा ही राष्ट्र का मानबिंदु होता है। हिन्दी भारत की सम्मानजनक भाषा है। मैथिलीशरण गुप्त के अनुसार "हिन्दी उन सभी गुणों से अलंकृत है जिनके बल पर वह विश्व की साहित्यिक भाषाओं की अगली श्रेणी में समासीन हो सकती हैं।"

किंतु आज विद्यार्थियों को अन्य विषयों की तुलना में हिन्दी में रुचि कम दिखाई देती है। इसलिए हिन्दी भाषा का प्रयोग वे अचूक रूप से नहीं करते हैं, वे कहीं न कहीं, कुछ न कुछ गलतियाँ अवश्य रूप से करते हैं। अतः गलतियों की खोज कर उपाय करना आवश्यक है।

वास्तविकता यह है कि भारतीय बच्चे मातृभाषा का माध्यम छोड़कर अंग्रेजी माध्यम को अपना रहे हैं। वे संगणक, गणित व विज्ञान विषय लेकर इंजिनियर या डॉक्टर बनना चाहते हैं, लेकिन साहित्यकार या लेखक नहीं। यही कारण है कि आज हिन्दी विषय का स्तर गिरता जा रहा है। साथ ही हिन्दी अध्यापन के लिए ऐसे शिक्षकों का अवसर दिया जाता है जो अहिन्दी भाषी हैं। इन शिक्षकों के मातृभाषा का प्रभाव हिन्दी अध्यापन पर नजर आता है। परिणामस्वरूप छात्रों के श्रवण, भाषण, वाचन व लेखन पर उसका प्रभाव अच्छा नहीं रहता। बालकों का मूल आधार गलत होने पर वे शुद्ध रूप से हिन्दी भाषा को आत्मसात नहीं कर पाते। और इस प्रकार त्रुटीपूर्ण आधार पर खड़ी की गई इमारत भी पूर्ण परिपक्व नहीं हो पाती।

हिन्दी भारत की राष्ट्रभाषा है। यह हमारी राष्ट्रीय अस्मिता तथा एकता को प्रकट करने का प्रभावशाली माध्यम है। यह अत्यंत ही समृद्ध और सम्पन्न भाषा है। किंतु कुछ लोग हिन्दी भाषा का विरोध कर रहे हैं। जिसके कारण हिन्दी भाषा को आज वह स्थान प्राप्त नहीं है, जो राष्ट्रभाषा के रूप में मिलना चाहिए। हिन्दी विषय के प्रति विद्यार्थियों की आस्था कम दिखाई दे रही है। वे गणित और विज्ञान विषय की ओर अधिक अग्रसर हैं। इस कारण हिन्दी का स्तर गिरता जा रहा है। वर्तमान परिस्थितियों को ध्यान में रखते हुए हिन्दी भाषा के प्रति जागरूक होना अत्यंत आवश्यक है। क्योंकि हिन्दी को राजभाषा एवं संपर्क भाषा का दर्जा प्राप्त हो चुका है। अतः विद्यार्थियों से यह अपेक्षा की जाती है कि वे अधिक से अधिक हिन्दी भाषा का उपयोग करें, सही रूप में हिन्दी को आत्मसात करें ताकि हिन्दी का स्तर ऊँचा उठ सके।

उपर्युक्त बातों को ध्यान में रखते हुए अहिन्दी भाषी छात्रों (अंग्रेजी माध्यम के विद्यार्थी) द्वारा हिन्दी भाषा के प्रयोग में होने वाली त्रुटियों की खोज कर उन पर अनुसंधान की आवश्यकता महसूस हुई।

\*सहयोगी प्राध्यापक, राष्ट्रसंत तुकडोजी महाराज नागपुर विश्वविद्यालय के बॅरि. एस. के. वानखेडे शिक्षण महाविद्यालय, नागपुर।

## अनुसंधान के उद्देश्य

- 1) नागपुर शहर के अहिन्दी भाषी (अंग्रेजी माध्यम के विद्यार्थी) छात्रों द्वारा हिन्दी भाषा में श्रवण करते समय होनेवाली त्रुटियों का अध्ययन करना।
- 2) बोलते समय किए जाने वाली त्रुटियों का अध्ययन करना।
- 3) पठन करते समय किए जाने वाली त्रुटियों का अध्ययन करना।
- 4) हिन्दी भाषा के प्रयोग में होने वाली त्रुटियों को दूर करने के उपाय बताना।

## संशोधन की परिकल्पना

- 1) विद्यार्थी हिन्दी भाषा के प्रयोग में गलतियाँ करते हैं।
- 2) विशेष प्रयोग द्वारा हिन्दी भाषा के प्रयोग में सुधार संभव हो सकता है।

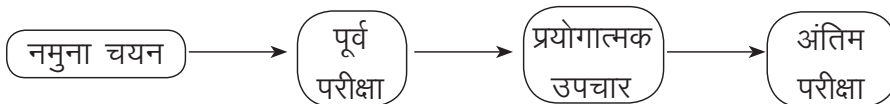
## संशोधन की व्याप्ती व सीमाएँ

- 1) प्रस्तुत अनुसंधान नागपुर शहर तक सीमित है।
- 2) प्रस्तुत अनुसंधान अंग्रेजी माध्यम के विद्यार्थियों तक सीमित है।
- 3) प्रस्तुत अनुसंधान में केवल अंग्रेजी माध्यम के आठवी एवं नववी कक्षा के विद्यार्थियों को ही सम्मिलित किया गया है।
- 4) अनुसंधान कार्य हिन्दी भाषा के श्रवण, भाषण, पठन व लेखन क्षमता तक सीमित है।

## प्रस्तुत संशोधन पद्धति

प्रस्तुत अनुसंधान में विद्यार्थियों की हिन्दी भाषा के प्रयोग में होने वाली गलतियों के परिक्षण के लिए एवं जानकारी का संकलन करने के लिए प्रायोगिक पद्धति का चयन किया गया है। जिसमें एकलगत अभिकल्प का प्रयोग किया गया है।

एकलगत की पूर्व जाँच परीक्षा व अंतिम जाँच परीक्षा दो अलग-अलग प्रसंगों पर ली गई। पूर्व जाँच परीक्षा के परिणाम को देखकर उपाययोजना व विविध उपक्रम लागू किए गए एवं अंतिम जाँच परीक्षा द्वारा मूल्यमापन किया गया।



## जनसंख्या व न्यादर्श

सम्पूर्ण जनसंख्या को शोधकार्य के परिवेश में लाना असंभव होता है। तथा कई अन्य घटक शोधकार्य की वैधता को संदेहास्पद बना सकते हैं। इसलिए एक नमूने की आवश्यकता हुई। जो जनसंख्या का प्रतिनिधि त्व कर सके। प्रस्तुत संशोधन समस्या के लिए संशोधिका ने नागपुर शहर के ऐसे अहिन्दी भाषी छात्रों को लिया है जिनके विद्यालय में प्रथम भाषा अंग्रेजी पढ़ाई जाती है।

संशोधिका ने नागपुर शहर के अंग्रेजी माध्यम के विद्यालय का ही चयन किया। इन विद्यालयों के 8 वी व 9 वी कक्षा के कुल विद्यार्थियों की संख्या 180 है। जिनमें से न्यादर्श के लिए 80 विद्यार्थियों का चयन किया गया।

आलम्पियाड हाईस्कूल, नागपुर के 40 व ब्ल्यू डायमंड हाईस्कूल, नागपुर के 40 विद्यार्थियों का चयन यादृच्छिक पद्धति से किया गया।

### अनुसंधान के साधन

प्रस्तुत संशोधन के लिए निम्नलिखित साधनों का प्रयोग किया गया।

- 1) निरिक्षण
- 2) पूर्व जाँच परीक्षा
- 3) अंतिम जाँच परीक्षा

### जानकारी संकलन की पद्धति

प्रस्तुत संशोधन के लिए प्रायोगिक संशोधन पद्धति में एकल गट अभिकल्प का प्रयोग किया गया। कक्षा 8 वी एवं 9 वी कक्षा के विद्यार्थियों की श्रवण, भाषण, पठन व लेखन पर आधारित पूर्व जाँच परीक्षा ली गई। उनके पश्चात उपाययोजना व विविध उपक्रम लागू किए गए। अंत में अंतिम जाँच परीक्षा ली गई। जाँच परीक्षाओं से जानकारी हासिल कर उद्येश्यों के अनुसार उसका वर्गीकरण करके विश्लेषण एवं स्पष्टीकरण किया गया।

### सांख्यिकी विश्लेषण के लिए चयनित साधन

संशोधन के लिए न्यादर्श के रूप में 80 विद्यार्थियों का चयन किया गया। इन विद्यार्थियों की श्रवण, भाषण, पठन व लेखन पर आधारित 25-25 अंकों की पूर्व जाँच परीक्षा व अंतिम जाँच परीक्षा ली गई। इस प्रकार कुल मिलाकर 100 अंकों की परीक्षा ली गई।

दोनों परीक्षाओं के मध्यमान, प्रमाण विचलन, प्रमाण त्रुटि निकालकर, अंतरों की खोज करने के लिए क्रांतिक अनुपात, (C.R.) निकाला गया।

### परिकल्पना का परीक्षण

प्रस्तुत संशोधन की मुख्य परिकल्पनाएँ इस प्रकार है।

- 1) विद्यार्थी हिन्दी भाषा के प्रयोग में गलतियाँ करते हैं।
- 2) विशेष प्रयोग द्वारा हिन्दी भाषा के प्रयोग में सुधार संभव हो सकता है।

उपर्युक्त परिकल्पनाओं के परीक्षण के लिए जो पूर्व जाँच परीक्षा व अंतिम जाँच परीक्षा ली गई। उससे यह सिद्ध हुआ कि अंतिम जाँच परीक्षाओं के प्राप्तांकों का मध्यमान व प्रमाण विचलन, पूर्व जाँच परीक्षाओं के प्राप्तांको के मध्यमान व प्रमाण विचलन से ज्यादा है। अर्थात् अंतिम जाँच परीक्षा के प्राप्तांक पूर्व जाँच परीक्षा

के प्राप्तांकों से अधिक है। प्राप्तांकों के अंतर की विश्वसनीयता सिद्ध करने के लिए क्रांतिक अनुपात (11.63) 1.16 व 2.5.8 से बहुत अधिक है और 0.05 व 0.01 इन दोनों सार्थकता स्तर पर विशेष सार्थक है।

इस प्रकार यह साबित हुआ कि पूर्व जाँच परीक्षा व अंतिम जाँच परीक्षा के प्राप्तांकों का अंतर सार्थक वास्तविक व लक्षणीय है। इसलिए यहाँ शून्य परिकल्पनाएँ अस्वीकृत करके संशोधन की दोनों परिकल्पनाएँ स्वीकार की गईं।

### संशोधन के प्रमुख निष्कर्ष

संशोधन के उद्देश्यानुसार विद्यार्थियों के लिए पूर्व जाँच परीक्षा व अंतिम जाँच परीक्षा का आयोजन किया गया। दोनों परीक्षाओं के प्राप्तांकों का सांख्यिकीय विश्लेषण अन्वयार्थ करने के बाद जो निष्कर्ष प्राप्त हुए वो आगे दिए गए हैं।

#### उद्देश्य क्रमांक 1

नागपुर शहर के अहिन्दी भाषी छात्रों द्वारा हिन्दी भाषा में श्रवण करते समय होने वाली त्रुटियों का अध्ययन करना।

#### निष्कर्ष

- 1) श्रवण क्षमता में कुल 80 विद्यार्थियों में से 30% विद्यार्थी योग्य हैं। एवं 70% विद्यार्थी अयोग्य हैं।
- 2) माध्यमिक स्तर के छात्रों में हिन्दी भाषा में श्रवण क्षमता का स्तर कम मात्रा में है।

#### उद्देश्य क्रमांक 2

बोलते समय किए जाने वाली त्रुटियों का अध्ययन करना।

#### निष्कर्ष

- 1) भाषण क्षमता में कुल 80 विद्यार्थियों में से 25% विद्यार्थी योग्य हैं। एवं 75% विद्यार्थी अयोग्य हैं।
- 2) हिन्दी भाषा बोलते समय गलतियाँ करने वाले विद्यार्थियों की संख्या ज्यादा है।
- 3) विद्यार्थी ह्रस्व के स्थान पर दीर्घ और दीर्घ के स्थान पर ह्रस्व का उच्चारण करते हैं।
- 4) विचारों के प्रकटीकरण में संगति दिखाई नहीं देती है।
- 5) शब्दकोष का अभाव होने के कारण बोलने की शैली प्रभावशाली नहीं होती है।
- 6) 'न' के स्थान पर 'ण' और 'ण' के स्थान पर 'न' का प्रयोग करते हैं।
- 7) 'रि' के स्थान पर 'रू' उच्चारित करते हैं।
- 8) बोलते समय मराठी भाषा का प्रभाव दिखाई देता है।

#### उद्देश्य क्रमांक 3

पठन करते समय किए जाने वाली त्रुटियों का अध्ययन करना।

### निष्कर्ष

- 1) पठन क्षमता में कुल 80% विद्यार्थियों में से 40% विद्यार्थी योग्य हैं एवं 60% विद्यार्थी अयोग्य हैं।
- 2) पठन करते समय गलतियाँ करने वाले विद्यार्थियों की संख्या ज्यादा है।
- 3) शब्दों का उच्चारण शुद्ध रूप से नहीं करते हैं।
- 4) शब्दों की पुनरावृत्ति करते हैं।
- 5) विरामचिन्हों की उपेक्षा करते हैं।
- 6) पठन करते समय योग्य गति का अभाव होता है।
- 7) पठन करते समय मराठी भाषा का प्रभाव दिखाई देता है।

### उद्देश्य क्रमांक 4

लेखन करते समय किए जाने वाली त्रुटियों का अध्ययन करना।

### निष्कर्ष

- 1) लेखन क्षमता में कुल 80 विद्यार्थियों में से 35% विद्यार्थी योग्य हैं। और 65% विद्यार्थी अयोग्य हैं।
- 2) हिन्दी भाषा में लिखते समय गलतियाँ करने वाले विद्यार्थियों की संख्या ज्यादा है।
- 3) विद्यार्थी दोषपूर्ण वाक्य रचना करते हैं।
- 4) मराठी शब्दों का प्रयोग करते हैं।
- 5) शब्दों के ऊपर शिरोरेखाएँ नहीं खिंचते हैं।
- 6) विरामचिन्हों का गलत प्रयोग करते हैं।
- 7) ह्रस्व-दीर्घ की मात्रा में गलतियाँ करते हैं।
- 8) शब्दकोष का अभाव होने के कारण लेखन शैली अच्छी नहीं होती है।
- 9) अनुनासिक शब्दों का उपयोग ठीक तरह से नहीं करते हैं।
- 10) विचारों में सुसंगतता दिखाई नहीं देती है।
- 11) लिखते समय मराठी भाषा का प्रभाव दिखाई देता है।

### उद्देश्य क्रमांक

हिन्दी भाषा के प्रयोग में होने वाली त्रुटियों को दूर करने के उपाय ढूँढना।

### निष्कर्ष

हिन्दी भाषा में उचित मार्गदर्शन व उपक्रमों का आयोजन करके छात्रों की हिन्दी भाषा के प्रयोग में होने वाली गलतियों को सुधारा जा सकता है।

## हिन्दी भाषा के प्रयोग में होनेवाली गलतियाँ व उनके उपाय

अ. क्र.	भाषिक क्षमता	पूर्व जाँच परीक्षा के प्रश्न	गलतियों का विवरण	मार्गदर्शन एवं उपक्रमों का आयोजन
1	श्रवण	1) शब्द सुनकर लिखो। 2) वाक्य सुनकर लिखो।	ह्रस्व, दीर्घ, अनुसार, संयुक्ताक्षर विरामचिन्हों में गलतियाँ	वर्तनी के नियम समझाना, ध्यान से सुनने की सलाह, व्याकरण का ज्ञान दिया गया।
2	भाषण	परिचित विषय पर अपने विचार व्यक्त करो।	अस्पष्ट जैसे व, भ, श, ष, न, ण इनमें फर्क न करके प्रयोग करना। ऋ के बदले रू, र के बदले ल आदि। विचारों में असंगतता, उचित लय का अभाव, शब्द कोष का अभाव।	सही उच्चारण की बार-बार पुनरावृत्ति। आदर्श वाचन के नमूने प्रस्तुत करना। वक्तृत्व स्पर्धा का आयोजन, शब्द कोष वृद्धि के लिए अतिरिक्त वाचन की सलाह। कविता, गायन स्पर्धा, अंताक्षरी स्पर्धा
3	पठन	1) वाक्य पढ़कर सुनाइए। 2) परिच्छेद का वाचन करके दिखाइए।	रुकरुक कर पढ़ना, शब्दों को छोड़ना, शब्दों का पुनरुच्चार, योग्य गति का अभाव, विराम चिन्हों की उपेक्षा, बलाघात का अभाव, अस्पष्ट उच्चारण	आदर्श वाचन के नमूने प्रस्तुत करना, कक्षा में पठन पर जोर, गलती करने वालों की ओर व्यक्तिगत ध्यान, कठिन शब्दों के उच्चारण की पुनरावृत्ति, सहानुभूतिपूर्वक मार्गदर्शन।
4	लेखन	1) शब्दों को शुद्ध करके लिखो। 2) सही वर्तनी वाले शब्द लिखो। 3) परिचित विषय पर 10 पंक्तियों में निबंध लिखो।	ह्रस्व, दीर्घ अनुस्वार, संयुक्ताक्षर, मात्राएँ, विरामचिन्ह का गलत प्रयोग, वाक्य रचना में गड़बड़ी। मराठी शब्दों का प्रयोग। नुक्ता आवश्यक होते हुए भी न देना और अनावश्यक होते हुए भी देना। शिरोरेखाएँ न देना।	व्याकरण का ज्ञान, अनुलेखन, कठिन शब्दों का लेखन, शब्दों को सही रूप में बार-बार लिखवाना, मराठी तथा हिन्दी के शुद्धलेखन के नियमों का परिचय, भाषा तथा व्याकरण के खेल, स्वाध्याय लेखन करवाना, देवनागरी लिपी की विशेषताओं की जानकारी।



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# निःशुल्क और अनिवार्य शिक्षा का अधिकार (आर0टी0ई0) अधिनियम, 2009 के क्रियान्वयन में मीडिया का प्रयोग

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मीडिया ने जनसंचार को एक नया आयाम दिया है। लेखक द्वारा माता-पिता और शिक्षकों से बातचीत पर यह पाया गया कि आर0टी0ई0 अधिनियम के विषय में माता-पिता, अर्थात् सामान्य रूप से जनता को बहुत कम या कोई जानकारी नहीं है। मीडिया का प्रयोग करके लोगों को आर0टी0ई0 के बारे में जानकारी दी जा सकती है। इसलिए इस दिशा में सभी उपलब्ध मीडिया का उपयोग करने की आवश्यकता है।

## प्रस्तावना

दो या दो से अधिक व्यक्तियों के बीच सूचनाओं, विचारों और भावनाओं का आदान-प्रादान संचार कहलाता है लेकिन जब हम किसी दृष्य या श्रव्य माध्यम के जरिए समाज के बड़े हिस्से तक पहुँचने की कोशिश करते हैं तो उसे जनसंचार कहते हैं। वैश्विक होती दुनिया में जनसंचार हमारे रोजमर्रा के जीवन का अभिन्न हिस्सा हो गया है।

वर्तमान में मीडिया ने जनसंचार को एक नया आयाम दिया है। इसके कारण तेजी के साथ सूचनाओं और विचारों का प्रसार सम्भव हो गया है। किसी भी विचार, वीडियो या तस्वीर को लाखों लोगों तक पहुँचाने की क्षमता मीडिया में है। लोगों तक पहुँच ही इसकी सबसे बड़ी ताकत है। इसी ताकत ने वर्चुअल दुनिया में लोगों के लिए मीडिया के इस्तेमाल को अनिवार्य-सा बना दिया है। हम कह सकते हैं कि मीडिया ने सूचना के क्षेत्र में लोकतंत्र को स्थापित करने का काम किया है। इससे एक सामान्य व्यक्ति को भी अपनी बात रखने का मंच मिला। उसे बिना किसी दबाव और किसी के प्रभाव में आए अपनी बात रखने का मौका मिला है।

जनसंचार माध्यमों का प्रमुख काम सूचना देना, लोगों को शिक्षित करना, मनोरंजन करना, सरकार और संस्थाओं के कामकाज की निगरानी रखना और विचार का मंच प्रदान करना है लेकिन डिजिटल क्रान्ति के युग में जनसंचार के स्थापित कामों का दायरा टूट रहा है। ट्विटर, फेसबुक, ब्लॉग, वाट्स ऐप के दौर में सूचना, जागरूकता और मनोरंजन के वैकल्पिक माध्यम लोगों के सामने खुले हैं। ट्विटर के ट्रेंड की चर्चा हो या फेसबुक के ट्रेंड की, हैषटैग पर सभी लोगों की नजरें होती हैं कि आज दुनिया में किस मुद्दे पर चर्चा हो रही है।

वक्त के साथ न सिर्फ जनसंचार माध्यमों का विकास हुआ, बल्कि तमाम नए माध्यम भी इसमें जुड़ते गए हैं। प्रिंट मीडिया के क्षेत्र में अब तेजी से विकास हो रहा है। विभिन्न पत्रिकाओं का प्रकाशन हो रहता है। पुराने और स्थापित समाचार पत्रों के साथ स्थानीय स्तर पर भी कई समाचार पत्र-पत्रिकाओं का प्रकाशन हो रहा है। टी0वी0, अब केवल समाचार और मनोरंजन तक ही सीमित नहीं है। तमाम देशी और विदेशी चैनल आ गए हैं

जो अनेक प्रकार के कार्यक्रम प्रस्तुत करते हैं। इसी प्रकार रेडियों भी अब सरकारी नहीं रह गया है। तमाम बड़ी कंपनियों एफ0एम0 चैनल लोगों तक हर पल की जानकारी चाह रहे हैं।

यह तो केवल पारंपरिक माध्यमों की बात हुई। इसके अलावा अब साइबर संसार भी इस क्षेत्र में अहम भूमिका निभा रहा है। तमाम स्थापित मीडिया डिजिटल मीडिया की ओर बढ़ रहे हैं। युवा पर इन सभी जनसंचार माध्यमों ने अपना पक प्रभाव छोड़ा है। टी0वी0 श्रव्य के साथ ही का माध्यम भी है, जिसके कारण कोई किसी भी व्यक्ति को भली-भाँति समझ सकता है। मोबाइल इंटरनेट अत्याधुनिक तकनीकों के उदाहरण हैं। 'मोबाइल' यह एक ऐसा माध्यम है जिससे दूर बैठे व्यक्ति के साथ बात की जा सकती है तथा अपने अच्छे अनुभवों को चलचित्रों के रूप में कैद किया जा सकता है। इसी प्रकार इंटरनेट जनसंचार माध्यमों में सबसे प्रभावशाली है जिसने दूरियों को कम कर दिया है। इसका अधिकतर उपभोग युवा वर्ग द्वारा किया जाता है। ये ज्ञानवर्धन में सहायक है साथ ही इससे मनोरंजन भी होता है।

भाषा के बिना जनसंचार का लक्ष्य पूरा नहीं हो सकता, चाहे माध्यम कुछ भी हो। इसीलिए जनसंचार के सभी संसाधनों के लिए हर युग में किसी न किसी भाषा का उपयोग अनिवार्य रूप से होता आया है। भाषा ने जनसंचार के कार्य को सुगम बनाया है, आकर्षण प्रदान किया है और विस्तार भी दिया है।

मीडिया की लोकप्रियता को देखते हुए आज नए सिरे से विचार करने की आवश्यकता है। आज का मीडिया जीवन के प्रत्येक क्षेत्र को प्रत्यक्ष या परोक्ष रूप से प्रभावित कर रहा है।

## शिक्षा के क्षेत्र में जनसंचार (मीडिया) की भूमिका

पिछले कुछ दशकों से प्रौद्योगिकी ने हमारे जीवन को पूरी तरह बदल दिया है। भारत एक सफल सूचना और संचार प्रौद्योगिकी से सज्जित राष्ट्र होने के नाते सदैव सूचना और संचार प्रौद्योगिकी के उपयोग पर अत्यधिक बल देता रहा है, न केवल अच्छे शासन के लिए बल्कि अर्थव्यवस्था के विविध क्षेत्रों; जैसे—स्वास्थ्य, कृषि और शिक्षा आदि के लिए भी।

शिक्षा निःसंदेह एक देश की मानव पूँजी के निर्माण में किए जाने वाले सर्वाधिक महत्वपूर्ण निवेष्टों में से एक है। यह एक ऐसा माध्यम है जो न केवल अच्छे साक्षर नागरिकों को गढ़ता है, बल्कि एक राष्ट्र को तकनीकी रूप से नवाचारी भी बनाता है और इस प्रकार आर्थिक वृद्धि की दिशा में मार्ग प्रशस्त होता है। भारत में ऐसे अनेक कार्यक्रम और योजनाएँ हैं, जैसे— निःशुल्क और अनिवार्य प्रारम्भिक शिक्षा, सर्वशिक्षा अभियान आदि जो शिक्षा प्रणाली में सुधार लाने के लिए सरकार द्वारा आरम्भ किए गए हैं।

हाल के वर्षों में इस बात में काफी रुचि रही है कि सूचना और संचार प्रौद्योगिकी को शिक्षा के क्षेत्र में कैसे उपयोग किया जा सकता है। शिक्षा के क्षेत्र में सूचना और संचार प्रौद्योगिकी सर्वाधिक महत्वपूर्ण योगदानों में से एक है। सूचना और संचार प्रौद्योगिकी की सहायता से विद्यार्थी अब ई-पुस्तकें, परीक्षा के नमूने वाले प्रश्न पत्र, पिछले वर्षों के प्रश्न पत्र आदि देखने के साथ-साथ मेंटर्स, विशेषज्ञों, शोधकर्ताओं और साथियों से दुनिया के किसी भी कोने पर आसानी से संपर्क कर सकते हैं।

किसी भी समय, कहीं भी, यह सूचना और संचार प्रौद्योगिकी की सर्वाधिक अनोखी विशेषता है। सूचना और संचार प्रौद्योगिकी ने अधिगम्यता को आसान बनाया है। अब विद्यार्थी सुविधानुसार ऑनलाइन अध्ययन पाठ्यसामग्री पढ़ सकते हैं। इसके लिए उन्हें किसी एक निश्चित स्थान पर ही उपस्थित रहने की आवश्यकता नहीं है।

जब से सूचना और संचार प्रौद्योगिकी को एक शिक्षण माध्यम के रूप में उपयोग किया गया है, इसने एक त्रुटिहीन प्रेरक साधन के रूप में कार्य किया है। इसमें विडियो, टेलीविजन, मल्टीमीडिया, कम्प्यूटर सॉफ्टवेयर आदि का उपयोग शामिल है। इससे विद्यार्थी सीखने की प्रक्रिया में गहराई से जुड़ते हैं।

विद्यार्थी और शिक्षक अब सभी विषयों की राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद की कक्षा 1 से 12 तक की पाठ्यपुस्तकें डाउनलोड कर सकते हैं और उन्हें बाजार में नवीनतम अंक की उपलब्धता के लिए प्रतीक्षा नहीं करनी पड़ती या पुस्तक खो जाने पर नई पुस्तक खरीदने की चिंता नहीं करनी पड़ती है। एन0सी0ई0आर0टी0 की वेबसाइट या ई-पाठशाला मोबाइल ऐप पर जाकर देखें तो पाएँगे कि अब **e-content** की बात हो रही है, यानी ऑडियो, वीडियो, पावरप्वाइंट इत्यादि से पाठ्यवस्तु को सरल भाषा में प्रस्तुत करना। यह बच्चों, अभिभावकों एवं शिक्षकों के लिए बहुत उपयोगी माना जा रहा है। **nroer.gov.in.website** में लॉगइन करके आप ई-रिसोर्स को देख व सुन सकते हैं।

### निःशुल्क और अनिवार्य शिक्षा का अधिकार (आर0टी0आई0) अधिनियम, 2009

शिक्षा को मौलिक अधिकार बनाने सम्बन्धी कानून के लागू होने से स्वतंत्रता के छह दशक बाद बच्चों के लिए निःशुल्क और अनिवार्य शिक्षा का सपना साकार हुआ है। यह कानून 1 अप्रैल, 2010 से लागू हो गया। इसे निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार (आर0टी0आई0) अधिनियम, 2009 नाम दिया गया है।

इस अधिनियम के लागू होने से 6 से 14 वर्ष तक के प्रत्येक बच्चे को अपने नजदीकी विद्यालय में निःशुल्क तथा अनिवार्य प्राथमिक शिक्षा पाने का कानूनी अधिकार मिल गया है। यह माना जाता है कि नौजवानों का देश है, बच्चों और नौजवानों को उनकी शिक्षा और

उनके विशिष्ट गुणों का परिमार्जन करके देश को खुशहाल और शक्तिशाली बनाया जा सकता है।

शिक्षा के अधिकार के साथ बच्चों एवं युवाओं का विकास होता है तथा राष्ट्र शक्तिशाली एवं समृद्ध बनता है। यह उत्तरदायी एवं सक्रिय नागरिक बनाने में भी सहायक है। इसमें देश के सभी लोगों, अभिभावकों एवं शिक्षकों का भी सहयोग आवश्यक है।

शिक्षा का अधिकार कानून लागू होने से 6 से 14 वर्ष तक के बच्चों को न तो स्कूल फीस देनी होती है और न ही यूनिफॉर्म और किताबें या मिड-डे मील जैसी चीजों पर खर्च करना होता है। बच्चों को न तो अगली क्लास में पहुँचने से रोका जाता है और न ही स्कूल से निकाला जाता है।

इस कानून के तहत कोई स्कूल 6 से 14 वर्ष के बच्चों को प्रवेश देने से इनकार नहीं कर सकता। विद्यालय में प्रत्येक 60 बच्चों को पढ़ाने के लिए कम से कम दो प्रतिशत अध्यापक होने चाहिए। जिन स्कूलों में संसाधन नहीं हैं, उन्हें तीन साल के अन्दर सुधार लाने के लिए कहा गया था। साथ ही तीन किलोमीटर के क्षेत्र में एक विद्यालय की व्यवस्था हो यह प्रावधान भी है।

शिक्षा के अधिकार को मूल अधिकार का दर्जा देने के साथ ही इसे मूल कर्तव्यों में शामिल कर इसे अभिभावकों का कर्तव्य बनाया गया है। इस अधिनियम द्वारा राज्य सरकार, बच्चों के माता-पिता तथा संरक्षक सभी का दायित्व तय किया गया है तथा उल्लंघन करने पर दंड का भी प्रावधान है।

तात्कालिक तौर पर सरकार का यह अधिनियम भारतीय राष्ट्र एवं समाज को एक विकसित एवं शिक्षित राष्ट्र के रूप में परिवर्तित करने का प्रयास जान पड़ता है।

सरकार द्वारा जनहित में जारी आर0टी0ई0 के लागू किए जाने के उपरान्त भी लोगों तक इसकी पहुँच नहीं बन पा रही है।

यह पता लगाने के लिए कि क्या जनता को निःशुल्क और अनिवार्य अधिनियम 2009 में प्राप्त सुविधाओं और प्रावधानों के बारे में जानकारी है अथवा नहीं ? लेखक ने कैमरे का उपयोग करके एक छोटा-सा साक्षात्कार दक्षिण दिल्ली (मुनिरका) में पुल के नीचे रह रहे परिवारों के साथ किया। साथ ही लेखक ने मुनिरका के पास के तीन सरकारी स्कूलों का दौरा किया और विद्यालयों में पढ़ा रहे कुछ शिक्षकों से आर0टी0ई0 के बारे में बातचीत की। बाद में वीडियो रिकॉर्डिंग का विश्लेषण किया गया।

### विश्लेषण पश्चात् परिणाम

परिवार से बातचीत करने पर यह पाया गया कि ज्यादातर माता-पिता को यह मालूम था कि सरकारी स्कूलों में बच्चों के लिए शिक्षा की व्यवस्था है। कुछ को पता था कि यह

व्यवस्था बिल्कुल निःशुल्क है, पर यह पता था नहीं था कि बच्चों को किताबें, यूनिफॉर्म, जूते, बैग, इत्यादि स्कूल की तरफ से निःशुल्क मिलेंगे। जब बताया गया तो माता-पिता कहने लगे कि यह कहा जाता है कि ये निःशुल्क मिलेंगी पर मिलती तो हैं नहीं। बातचीत के दौरान यह पाया गया कि माता-पिता को यह मालूम नहीं था कि बच्चे को स्कूल में दाखिला न दिलाने की वजह से उन्हें सजा भी हो सकती है।

अभिभावकों को पूरी जानकारी नहीं थी कि विद्यालय में प्रवेश के लिए क्या करना होगा, कौन-कौन से प्रपत्र चाहिए। माता-पिता में विद्यालय जाकर पता लगाने और प्राचार्य से बात करने की झिझक पायी गई। साथ ही उन्हें हैरानी हुई यह जानकर कि अगर अभी तक स्कूल में प्रवेश नहीं हुआ है तो अब भी हो सकता है। उन्हें यह जानकारी भी नहीं थी कि बच्चे का दाखिला कभी भी और आयु के अनुकूल उपयुक्त कक्षा में हो सकता है। किसी को यह भी नहीं पता था कि वे विद्यार्थी जो पहले कभी विद्यालय न गए हों या जिन्होंने बीच में पढ़ाई छोड़ दी थी, उन्हें विशेष प्रशिक्षण देकर उनकी आयु के अनुसार कक्षा में दाखिला दिलाने के लिए यानी उनकी आयु वाली कक्षा के लिए तैयार करने के लिए तैयार करने के लिए विशेष प्रशिक्षण केन्द्रों का प्रावधान भी है।

यह पूछने पर कि आप क्या चाहते हैं ? आप के बच्चों को क्या पढ़ाया जाए ? अधिकांशतः माता-पिता और बच्चों द्वारा कहा गया कि शिक्षण गतिविधि उन्मुख होनी चाहिए और विद्यार्थियों को अंग्रेजी और कम्प्यूटर का बुनियादी ज्ञान दिया जाना चाहिए।

विद्यालयों में मुख्य अध्यापक और शिक्षकों से बातचीत करने पर पता चला कि मुख्य अध्यापकों और कुछ शिक्षकों को आर0टी0ई0 के प्रावधानों की जानकारी तो थी पर बहुत ज्यादा स्पष्टता नहीं पायी गई। यह पूछने पर कि विद्यालय में बच्चों की संख्या कम क्यों होती जा रही है ? और इतनी सुविधाएँ होते हुए भी बच्चे नियमित रूप से विद्यालय क्यों नहीं आते ? अध्यापकों का कहना था कि सरकारी स्कूलों अधिकांश विद्यार्थी निम्न आर्थिक समूह से आते हैं, कई बार उनके लिए स्कूल में समायोजन करना भी मुश्किल होता है। कई

बार वे पढ़ाई बीच में छोड़ देते हैं। इसलिए सरकार द्वारा प्रत्येक विद्यालय में इन बच्चों के लिए पहली कक्षा से पहले, स्कूल की तैयारी हेतु पूर्व प्राथमिक शिक्षा की व्यवस्था की जानी चाहिए जिससे उन्हें अक्षर बोध हो सके, उनके शब्द भंडार में वृद्धि हो सके, जो उन्हें पढ़ने और लिखने में मदद कर सकती है और साथ ही उनमें आत्मविश्वास भी बढ़ता है और पढ़ाई बीच में छोड़ने की संभावना कम हो जाती है।

जैसा कि माना गया है कि विद्यालय प्रबंधन समिति स्कूलों के क्रियान्वयन में आवश्यक भूमिका निभाती है। प्रमुख शिक्षक और अन्य शिक्षकों ने कहा कि उनके विद्यालय में आर0टी0ई0 के अनुसार विद्यालय प्रबंधन समिति तो है पर माता-पिता, अपेक्षाओं के अनुकूल विद्यालय संचालन में मदद नहीं कर पाते। उन्हें अपनी दिनचर्या कमाने के लिए रोज काम पर जाना पड़ता है और फिर वे ज्यादा पढ़े-लिखे भी नहीं हैं।

अध्यापकों को भी आर0टी0ई0 के प्रावधानों की ज्यादा जानकारी नहीं थी। बस से पता था कि अब बच्चों को मार नहीं सकते और बच्चों को फेल भी नहीं का सकते। उन्हें सतत एवं व्यापक मूल्यांकन की कुछ जानकारी थी पर बहुत ज्यादा पता नहीं था।

### आर0टी0ई0 अधिनियम के कार्यान्वयन में चुनौतियाँ

इस अधिनियम के कार्यान्वयन में गंभीर वित्तीय और प्रशासनिक चुनौतियाँ शामिल हैं। गुणवत्ता और समावेश की चुनौतियों का सामना करने के लिए विद्यालय व्यवस्था में कुछ सुधारों की भी आवश्यकता है। ये चुनौतियाँ विद्यालय और बच्चों दोनों से सम्बन्धित हैं।

हर विद्यालय में बच्चों के लिए अलग-अलग शौचालय, चालू पानी की व्यवस्था, हाथ धोने की सुविधा हो तथा कक्षा में बैठने की सुविधा हो, प्रकाश, पंखे, ब्लैकबोर्ड, चाक, डस्टर, शिक्षण-सामग्री, भण्डारण सुविधा, प्रयोगशालाएँ, पुस्तकालय, स्वच्छ और सुरक्षित पेयजल की व्यवस्था आदि होना बहुत महत्वपूर्ण है।

शिक्षक और बच्चों में उचित अनुपात बनाए रखा जाना चाहिए।

उच्च प्राथमिक कक्षाओं के लिए अलग विषय शिक्षक होने चाहिए। शिक्षकों को नियमित रूप से पढ़ाना चाहिए और उपयुक्त शिक्षण विधियों का इस्तेमाल करना चाहिए।

सतत और व्यापक मूल्यांकन को ठीक से लागू करने की जरूरत है और पाठ्यक्रम समय पर पूरा किया जाना चाहिए। यदि बच्चा नियमित रूप से स्कूल आता है और सभी कक्षाओं में भाग लेता है तो उसे सीखना चाहिए। ऐसा क्यों है कि कई बार बच्चे वांछित परिणाम हासिल करने में सक्षम नहीं हो पाते हैं?

'आउट ऑफ स्कूल' बच्चों का मुद्दा जटिल है, क्योंकि इसकी परिभाषा स्पष्ट नहीं है। इसमें कभी नामांकित न होने वाले और ड्रॉप-आउट दोनों ही बच्चे शामिल हैं, यह भी स्पष्ट नहीं है कि ड्रॉप-आउट (पढ़ाई बीच में छोड़ने वाले विद्यार्थी) को कौन और कैसे गिनता है, पहचान की प्रक्रिया क्या है क्योंकि इसमें ऐसे बच्चों को भी शामिल किया जाता है जो मौसम के अनुसार अभिभावकों के साथ पलायन कर रहे होते हैं और अन्य स्कूलों में दाखिला ले लेते हैं।

कक्षा में दाखिले के लिए अधिक उम्र वाले बच्चों का मुद्दा भी महत्वपूर्ण है। आर0टी0ई0 के अनुसार बच्चों को उनकी उम्र के अनुसार कक्षा में दाखिला दिया जाना चाहिए। परन्तु बच्चे कभी स्कूल न जाने की वजह से या पढ़ाई बीच में छोड़ने की वजह से स्कूल जाने में हिचकते हैं या ठीक से पढ़ नहीं पाते। आर0टी0ई0

में 'उपयुक्त उम्र' में आयु के अनुसार कक्षा में दाखिले के लिए बच्चों के लिए विशेष प्रशिक्षण का प्रावधान है। उन्हें उनकी उम्र के उपयुक्त कक्षाओं के लिए तैयार किया जा सकता है। चुनौती यह है कि इसके बारे में शिक्षकों एवं अभिभावकों को स्पष्ट जानकारी नहीं है।

राज्य कुछ काम जैसे मुफ्त पाठ्यपुस्तकें का वितरण, गर्म मिड-डे मील बाँटना इत्यादि सफलतापूर्वक कर पा रहे हैं पर बच्चों की अधिगम्यता बढ़ाना मुश्किल हो रहा है।

आर0टी0ई0 कानून के उचित कार्यान्वयन में वित्तीय संसाधन, शिक्षक नियुक्त, सेवापूर्व एवं सेवारत शिक्षक-प्रशिक्षण, सामुदायिक भागीदारी आदि चुनौतियाँ भी शामिल हैं।

## सुझाव

सरकार ने (6 से 14 वर्ष के) सभी बालकों को गुणवत्ता प्रारम्भिक शिक्षा प्रदान करने के लिए सही भावना में अधिनियम लागू किया और कार्यान्वित किया है। माता-पिता एवं शिक्षकों से बातचीत के परिणाम बताते हैं कि अभी तक नामांकन एवं कुछ बुनियादी ढाँचे के सन्दर्भ में तो कुछ प्रगति हुई है, लेकिन बच्चों के सीखने के मामले में गुणवत्ता की गारंटी के क्षेत्र में एक लम्बा रास्ता तय करना है। इसके अलावा, अध्ययन के निष्कर्षों से यह निष्कर्ष निकाला जा सकता है कि बहुत से माता-पिता आर0टी0ई0 में प्राप्त लाभों एवं प्रावधानों से अवगत नहीं हैं। इसी तरह विद्यार्थियों को भी उनके अधिकारों के बारे में जानकारी नहीं है।

अतः मीडिया का प्रयोग करके लोगों को आर0टी0ई0 के बारे में जानकारी दी जा सकती है। उन्हें आर0टी0ई0 में दिए गए लाभों और प्रावधानों के बारे में अवगत कराया जा सकता है जैसे— बड़ी संख्या में बच्चों एवं अभिभावकों तक पहुँचने में मीडिया को कम समय लगता है और यह सस्ता भी है। निरक्षर लोग टी0वी0, रेडियो द्वारा आसानी से जानकारी प्राप्त कर सकते हैं। मीडिया विशेष लोगों की जरूरत भी है। जो लोग सुन नहीं सकते हैं वे जानकारी पढ़ और देख कर प्राप्त कर सकते हैं। मीडिया लोगों को नई जानकारी के बारे में अवगत कराता है। लोगों की जानकारी बढ़ाने के लिए, गलत मिथकों को दूर करने के लिए, जनता को सही जानकारी या संदेश देने के लिए, बच्चे के हितों की जानकारी के लिए, निःशुल्क और अनिवार्य शिक्षा के सभी पहलुओं (मुख्यतः सुविधाओं और प्रावधानों) इत्यादि के बारे में जानकारी भेजी जा सकती है। इसके साथ ही प्रौद्योगिकी और मीडिया लोगों को प्रभावित करने, शामिल करने, शिक्षित करने, शोधकर्ताओं, चिकित्सकों, पेशवरों के साथ सहयोग स्थापित करने के लिए भी उपयोगी हो सकता है।

आर0टी0ई0 अधिनियम के उद्देश्य और प्रावधान के बारे में व्यापक जागरूकता पैदा करनी चाहिए। सभी उपलब्ध मीडिया का उपयोग करने की आवश्यकता है। जैसे— प्रिंट मीडिया (न्यूजलेटर्स, पम्पलेट्स, पुस्तकें आदि), मास इलेक्ट्रॉनिक मीडिया (रेडियो, टी0वी0 आदि), लोक मीडिया (नाटक संगीत, मौखिक प्रशंसापत्र आदि), दृष्य इलेक्ट्रॉनिक मीडिया (इंटरनेट, मोबाइल, एस0एम0एस0 आदि) इत्यादि। लेख, अनुसंधानों के निष्कर्ष, विज्ञापन, पोस्टर, नारे आदि द्वारा भी लोगों को जागरूक किया जा सकता है। रेडियो और फ़िक्वेंसी मॉड्युलेटर (एफएम) द्वारा आर0टी0ई0 के बारे में छोटे-छोटे संदेश प्रसारित किए जा सकते हैं। जागरूकता फैलाने के लिए ड्राइंग और पेंटिंग, नारा लेखन जैसी गतिविधियाँ आयोजित की जा सकती हैं। सामान्य जनता को जागरूक करने के लिए बैनर, पोस्टर, टोपियाँ, पेन, बैज, होर्डिंग्स इत्यादि बनाए जा सकते हैं। लोगों को संवेदनशील बनाने के लिए ऑडियो-वीडियो कार्यक्रम विकसित किए जा सकते हैं।



स्कूली शिक्षा में गुणवत्ता की निगरानी और बढ़ावा देने में माता-पिता, समुदाय और स्थानीय अधिकारियों को शामिल करना चाहिए। इस दिशा में छोटे ऑडियो-वीडियो कार्यक्रम उपयोगी हो सकते हैं। इनका उपयोग करके समाज को सशक्त बनाया जा सकता है। शिक्षकों को और जो प्रवेश के प्रभारी हैं या आमतौर पर एक प्रमुख अध्यापक की अनुपस्थिति में जिन्हें प्रभार दिया जाता है, उनके लिए प्रशिक्षण आयोजित किया जाना चाहिए।

पत्रकारिता और जनसंचार के विद्यार्थियों को सामाजिक विकास के कार्यक्रमों में स्वयंसेवकों के रूप में शामिल किया जा सकता है।

# गिज्जूभाई का शैक्षिक चिंतन

Dr. Babu Lal Tiwari\*

गिज्जूभाई भारतीय इतिहास के एकमात्र ऐसे शिक्षा शास्त्री व दार्शनिक थे जिन्होंने पूर्व-प्राथमिक शिक्षा पर अत्यधिक बल दिया। वे इस क्षेत्र (पूर्व-प्राथमिक शिक्षा) के सफल प्रयोगकर्ता / व्यवसायी रहे। निस्संदेह वो एक ऐसे व्यक्ति थे जिन्होंने एक ऐसे विद्यालय का स्वप्न देखा जहां बच्चे खुशी, उत्साह और इच्छा से जा सकें। उनकी ये कल्पनाएँ उनके बाल मन्दिर में साकार हुईं जो कि बच्चों के लिए स्वर्ग के समान था। गिज्जूभाई उन लोगों के लिए एक सशक्त प्रेरणा स्रोत हैं जो पूर्व-प्राथमिक शिक्षा के क्षेत्र में कार्यरत हैं।

‘जो पुस्तकें पढ़कर ज्ञान प्राप्त करेंगे, वे शिक्षक बनेंगे। जो बालकों को पढ़कर ज्ञान प्राप्त करेंगे, वे शिक्षाशास्त्री बनेंगे। शिक्षाशास्त्री के लिए हर एक बालक एक समर्थ, अद्वितीय और जीवित ग्रन्थ है।’ – गिज्जूभाई

## परिचय

गिज्जूभाई का पूरा नाम गिरिजाशंकर भगवान जी बघेका था। उनका जन्म 15 नवम्बर 1885 को सौराष्ट्र के चितलगांव में हुआ। उनके पिता का नाम श्री भगवानली व माता का नाम श्रीमती कसीबा था। उन्होंने अपनी प्रारम्भिक शिक्षा वाला में और मैट्रिकुलेशन की परीक्षा भावनगर से 1905 में पूरी की। इसके पश्चात् उन्होंने श्यामलाल कॉलेज में दाखिला लिया, परन्तु 1907 में अपनी पढ़ाई अधूरी छोड़ आजीविका के लिए पूर्वी अफ्रीका चले गए। 1910 में अफ्रीका से आकर उन्होंने बम्बई से कानून की शिक्षा ग्रहण की। 1911 में उन्होंने जिला न्यायालय व 1912 में उच्च न्यायालय में वकालत का कार्य शुरू किया। उन्होंने दो बार शादी की, उनकी पहली शादी 1902 में हीराबेन से व उनकी मृत्यु के पश्चात् 1906 में जेदीबेन के साथ।

उनके व्यक्तित्व पर सबसे अधिक प्रभाव उनके चाचा हरगोविन्द पांड्या का पड़ा। इन्होंने गिज्जूभाई के विचारों और चरित्र को दिशा दी। दूसरे व्यक्ति जिन्होंने गिज्जूभाई को प्रभावित किया वो थे एस0पी0 एटीवेन्स, जिनके साथ गिज्जूभाई ने अफ्रीका में काम किया था। स्टीवेन्स ने उन्हें आत्म सहायता व आत्म निर्भरता सिखाई।

अपने पहले पुत्र नरेन्द्र भाई (जन्म 1913) की पढ़ाई की चिन्ता ने गिज्जूभाई का प्राथमिक शिक्षा से सम्पर्क करवाया। इस समय उन्होंने माती भाई अमीन के सहयोग से गुजराती भाषा में मॉण्टेसरी शिक्षण विधि पर आधारित पुस्तक प्रस्तुत की। इस कार्य ने उन्हें बाल शिक्षा की तरफ आकर्षित किया। 1915 में उन्होंने दक्षिणामूर्ति के निर्माण में सहयोग किया व भावनगर में एक छात्रावास प्रारम्भ किया। 1916 में उन्होंने वकालत छोड़ दी और दक्षिणामूर्ति में सहप्रबंधक के रूप में कार्य प्रारम्भ किया।

उन्होंने वहां के प्रबंधक श्री नानाभाई भट्ट का ध्यान वहां की शिक्षा व्यवस्थाओं की अनियमितताओं की ओर दिलाया। इन अनियमितताओं को दूर करने के लिए उन्हें दक्षिणामूर्ति के आचार्य का पद सौंपा गया।

इस पद पर कार्य करते हुए उन्हें आभास हुआ कि इस कार्य (प्राथमिक शिक्षा) का प्रारम्भ बहुत पहले से होना चाहिए और इसी विचार से 1920 में दक्षिणामूर्ति बालमन्दिर पहला पूर्व-प्राथमिक विद्यालय उद्भव में आया।

सन् 1925 में गिज्जूभाई ने दक्षिणामूर्ति में पहला अध्यापन मन्दिर (पूर्व-प्राथमिक शिक्षक प्रशिक्षण महाविद्यालय) प्रारम्भ किया ताकि प्रशिक्षित अध्यापक तैयार किए जा सकें। इसके साथ-साथ गिज्जूभाई ने बाल साहित्य जैसी छोटी कहानियां, बाल कविताएं, यात्रा वृत्तांत, शैक्षिक कहानियां आदि लिखे, जिनका बाद में कई भारतीय भाषाओं में अनुवाद भी किया गया।

1925 में गिज्जूभाई ने श्रीमती ताराबेन के सहयोग से एक गुजराती मासिक शिक्षण पत्रिका का संपादन प्रारम्भ किया इस पत्रिका ने अपने स्पष्टवादी व निर्भीक विचारों के कारण सम्पूर्ण गुजरात के तत्कालीन शिक्षा जगत में सनसनी फैला दी। गिज्जूभाई ने 1925 में भावनगर और 1928 में अहमदाबाद में शिक्षा जागरूकता से सम्बन्धित जन-सम्मेलनों का आयोजन किया।

गिज्जूभाई ने दक्षिणामूर्ति में हरिजनों को प्रवेश की अनुमति प्रदान करवाई उन्होंने बारदोली सत्याग्रह के समय घर त्याग देने वाले किसान परिवारों के पुनर्वास के लिए भी कार्य किया। उन्होंने बाल सत्याग्रहियों की 'वानरसेना' नाम की टुकड़ियां तैयार कीं जिन्होंने 1930 के आंदोलन में सरकार की नाक में दम कर दिया था। 1930 में गिज्जूभाई ने प्रौढ़ शिक्षा का भी संचालन किया। 1936 में वैचारिक मतभेदों के चलते उन्होंने दक्षिणामूर्ति को छोड़ दिया और राजकोट में अध्यापन मन्दिर (अध्यापक प्रशिक्षण केन्द्र) की स्थापना की। लगातार कठोर मेहनत और अत्यधिक कार्य ने उनके स्वास्थ्य को खराब कर दिया। 23 जून 1939 को उनका देहान्त हो गया। बच्चों के प्रति अगाध प्रेम के कारण, बच्चे उन्हें 'मूछों वाली माँ' के नाम से संबोधित करते थे।

## गिज्जूभाई के शैक्षिक विचार

गिज्जूभाई की रचनाओं और शैक्षिक प्रयोगों पर दृष्टि डालने पर हम देखते हैं कि उन्हें पूर्व-प्राथमिक/प्राथमिक व बाल मनोविज्ञान का गहन ज्ञान था। 'दिवास्वप्न' नामक अपनी रचना में उन्होंने इसे सिद्ध किया है। गिज्जूभाई के मुख्य शैक्षिक विचार इस प्रकार हैं—

### 1. बच्चों का संसार/बाल संसार

गिज्जूभाई ने अपनी गुजराती मासिक पत्रिका 'शिक्षण पत्रिका' में एक बाल संसार की कल्पना की है जो इस प्रकार है—

2. बच्चों की खुषी में ही स्वर्ग है।
3. बच्चों के स्वास्थ्य में ही स्वर्ग है।
4. बच्चों के आनन्द में ही स्वर्ग है।
5. बच्चों की खेलपूर्ण पवित्रता में ही स्वर्ग है।
6. बच्चों के गीतों व हास्य-विनोद में ही स्वर्ग है।

अपने इन्हीं विचारों के कारण उन्होंने विद्यालय को बालमन्दिर की संज्ञा दी, जहाँ पर बच्चों का पूर्ण ध्यान रखा जाता था। वे बाल केन्द्रित शिक्षा के पक्षधर थे।

### 1. शिक्षा के मुख्य सिद्धान्त

गिज्जूभाई की बाल केन्द्रित शिक्षा निम्न मुख्य सिद्धान्तों पर आधारित थी—

1. शिक्षा बाल केन्द्रित होनी चाहिए।

2. बालक की पवित्रता को अक्षुण्ण बनाए रखा जाना चाहिए।
3. अध्ययन—अध्यापन में बालक की अधिक से अधिक सहभागिता होनी चाहिए।
4. बालक को स्वस्थ वातावरण प्रदान किया जाए।
5. विद्यालय का वातावरण प्रेम व बाल समझ पर आधारित होना चाहिए।
6. बालक जीवंतता से सीखें।
7. बालक करके सीखें।

गिज्जूभाई ने अपने शैक्षिक विचारों का वर्णन सन् 1931 में लिखित अपनी पुस्तक 'दिवास्वप्न' में किया है, जो कि गुजराती भाषा में लिखी गई। यह पुस्तक एक कहानी के रूप में है। अपनी इस पुस्तक में उन्होंने प्राथमिक शिक्षा के मुख्य पहलुओं पर प्रकाश डाला है जिसका वर्णन इस प्रकार है—

### शिक्षण विधियाँ

गिज्जूभाई ने अपनी पुस्तकों 'प्राथमिक शाला में भाषा शिक्षा' व 'दिवास्वप्न' में शिक्षण विधियों का वर्णन किया है। भाषा शिक्षण में सबसे पहले वाचन, इसके पश्चात् रेखा चित्रण से लेखन। श्रुतलेखन से गति व सुनकर सही लिखने की आदत विकसित की जा सकती है। कविता शिक्षण लोकगीतों या ग्राम गीतों के माध्यम से गेयता, ताल, डोलन आदि की सहायता से होनी चाहिए। कविता पाठ में बालकों को न तो शब्दों के अर्थ लिखवाने चाहिए और न उन्हें यों ही अपनी ओर से अर्थ बताने चाहिए। कविता शिक्षण की सफलता का रहस्य तो यह जानने में है कि बालक काव्य में कितना रस लेने लगा है।

व्याकरण शिक्षण अकेले या पृथक रूप से किया जाने वाला कार्य नहीं है जो आमतौर पर शिक्षक कक्षाओं में करता है। अपनी पुस्तक 'दिवास्वप्न' में वे कहते हैं कि 'मेरा विचार है कि व्याकरण की शिक्षा बड़ी उम्र में उन्हीं विद्यार्थियों के लिए उपयुक्त हो सकती है, जो भाषा की शिक्षा में दिलचस्पी लेने लग गए हैं। प्राथमिक पाठशाला से तो यह विषय निकल ही जाना चाहिए।'

दिवास्वप्न के व्याकरण शिक्षण के बारे में वे कहते हैं कि 'मेरे विचार में परिभाषा वगैरह के पचड़े में न पड़कर पहले खेल विधि से परिचय कराया जा सकता है और धीरे-धीरे उन्हें इनकी शास्त्रीय परिभाषा भी बताई जा सकती है'।

इतिहास शिक्षण कहानी के रूप में ही दिलचस्प बनता है। उसमें कहानीपन तो होना ही चाहिए, साथ ही मूल घटना के आस-पास एक-सी कल्पित घटनाओं से सजाकर इतिहास पढ़ाना चाहिए। भूगोल शिक्षण में ग्लोब, नक्शों की सहायता से तथ्यों को प्रस्तुत करना चाहिए। गणित शिक्षण के लिए गिज्जूभाई मॉण्टेशरी पद्धति को ही ठीक समझते हैं।

चित्रकला शिक्षण में बच्चों को वस्तुओं के नाम या उनकी आकृति बनाने को कहना चाहिए। प्रारम्भ में भले ही छात्र सुन्दर चित्र न बना सकें परन्तु अभ्यास से वे ठीक चित्र बनाने लगेंगे।

खेल विधि द्वारा अधिकतर कार्य करवाया जाना चाहिए ताकि बच्चे आनन्द के साथ सीखें। 'दिवास्वप्न' में गिज्जू भाई कहते हैं कि 'खेल खेलने में ही तो आनन्द आता है, यदि थोड़ा समय बरबाद भी हो जाए, पर परिणाम अच्छा और स्थायी आये, तो हानि ही क्या है'।

गिज्जूभाई नाटक विधि को भी अध्ययन—अध्यापन में अपनाने की हिमायत करते हैं। अपनी पुस्तक 'दिवास्वप्न' में वे कहते हैं कि 'छात्रों की आँखें खुली रहती हैं न ? वे दर्जी बढई, कुम्हार, चूहों आदि को देखते हैं, उनकी बातें सुनते हैं। कहानी में उनका जो वर्णन आता है, उसे भी वे सुनते हैं। ईश्वर ने उन्हें कल्पना शक्ति दी है, इसलिए वे अनुभव और कल्पना का मेल मिला कर अभिनय करते हैं।'

### विद्यार्थी/बालक

गिज्जूभाई बालक को सामाजिक जगत व शिक्षा जगत का केन्द्र बिन्दु मानते हैं। अपनी रचना 'दिवास्वप्न' में वे कहते हैं कि 'बालक एक पूर्ण व्यक्ति है उसकी अपनी बुद्धि, भावनाएं, समझ और विचार हैं, उसकी अपनी कमजोरियां, पसन्द, नापसन्द है, हमें बच्चों की भावनाओं को समझना चाहिए' गिज्जूभाई एक जगह कहते हैं कि — 'बालक, बालक है, प्रौढ़ नहीं'।

गिज्जूभाई बालक को अपनी गति से विकास करते हुए देखना चाहते थे, वे बालक को प्रकृति की गोद में रखते हुए पल्लवित—पुष्पित होते हुए देखना पसंद करते थे। वे इसमें बड़ों का कम से कम हस्तक्षेप चाहते थे। अपनी रचना बालदर्शन में वे कहते हैं— 'बालक को खुद काम करने का शौक होता है, उसे रूमाल धोने दीजिए, उसे प्याला भरने दीजिए, उसे फूल सजाने दीजिए, उसे कटोरी मांजने दीजिए, उसे मटर की फली के दाने निकालने दीजिए, उसे परोसने दीजिए, बालक को सब काम खुद ही करने दीजिए। उसकी अपनी मर्जी से करने दीजिए, उसकी अपनी रीति से करने दीजिए।'

वे बालक को गतिमान मानते हैं जो कि कभी भी नहीं रुकता, वह अनवरत सीखता रहता है। अपनी रचना बालदर्शन में वे कहते हैं कि 'बालक पल—पल में बढ़ने वाला प्राणी है, बालक की दृष्टि प्रश्नात्मक है, बालक का हृदय उद्गारात्मक है, बालक के व्याकरण में प्रश्न और उद्गार हैं, लेकिन पूर्णविराम गति—अल्पविराम भी नहीं।'

### वातावरण

गिज्जूभाई मानते थे कि घर और विद्यालय का वातावरण बच्चे के लिए स्वर्ग के समान होना चाहिए। अपनी एक रचना में उन्होंने लिखा है कि 'मैं आपसे (माता—पिता, अध्यापक से) पूछता हूँ कि कैसा हो अगर आप एक सुबह उठें और अपने आपको दैत्यों के संसार में पाएं। जहाँ बहुत ही विषाल दरवाजे और खिड़कियां हों, सीढ़ियों के पायदान इतने ऊँचे हों कि जिन पर चढ़ना मुश्किल हो, बरतन बहुत विशाल हों और तख्ते मनुष्य से दस गुना बड़े हों। बच्चे हमारे (बड़ों के) संसार में ऐसा ही महसूस करते हैं। जहाँ वस्तु बड़ों की आवश्यकताओं के अनुरूप तैयार की जाती है। जहाँ बच्चे की केवल अनदेखी ही नहीं की जाती बल्कि उसे असहाय बनाया जाता है, जहाँ बच्चों को हर वस्तु के लिए बड़ों की तरफ देखना पड़ता है, जो कि उन्हें बहुत चिढ़ाता है, हम हमेशा हर वस्तु को बच्चों की पहुँच से दूर क्यों रखना चाहते हैं।'

गिज्जूभाई 'बाला देवो भवः' के मूल मन्त्र पर विष्वास करते थे, और विद्यालय को बाल मन्दिर के रूप में देखते थे, जहाँ बालक को भगवान की तरह पूजा जाता था अर्थात् उसका सम्पूर्ण ध्यान रखा जाता था।

## पुस्तकालय

गिज्जूभाई विद्यालय में पुस्तकालय का होना अति अनिवार्य मानते हैं। उनके अनुसार पुस्तकालय ज्ञानार्जन का अहम हिस्सा है। वे पाठ्यक्रम की पुस्तकों को कम महत्व देते थे परन्तु उससे कहीं ज्यादा व पुस्तकालय की दूसरी पुस्तकों को महत्व देते थे वे मानते थे कि विद्यालय में पुस्तकालय अवष्य होना चाहिए। दिवास्वप्न में गिज्जूभाई कहते हैं कि 'मैं तो यह कहना चाहता हूँ कि छात्रों से पाठ्य पुस्तकें खरीदवाई ही न जाएं और उन पुस्तकों की कीमत में अच्छी-अच्छी पढ़ने योग्य पुस्तकें खरीद ली जाएं और उनका एक पुस्तकालय बना दिया जाए।

'दिवास्वप्न' में वे कहते हैं कि 'वर्ष के अन्त में पुस्तकें अगर बच्चे व उनके अभिभावक चाहें तो पुस्तकालय में छोड़ सकते हैं, इस तरह हर वर्ष पुस्तकालय समृद्ध होता जाएगा'।

उनके अनुसार पुस्तकालय का प्रयोग करने के लिए प्रत्येक बच्चे को मौका मिलना चाहिए और हो सकें तो अध्यापक की देखरेख में पुस्तकालय का प्रबन्ध बच्चे ही संभालें।

## परीक्षा प्रणाली

परीक्षा प्रणाली के बारे में गिज्जूभाई अलग तरह के विचार रखते थे, दिवास्वप्न में उन्होंने परीक्षाओं के बारे में कहा है कि 'आज आप केवल छःमाही और सालाना परीक्षा लेते हैं, इसके बदले मासिक परीक्षा लेना शुरू कीजिए। इससे बदले मासिक परीक्षा लेना शुरू कीजिए। इससे परीक्षा का त्रास (भय) घटेगा। दूसरे परीक्षा होशियार विद्यार्थियों की प्रगति मापने के लिए नहीं, बल्कि कच्चे और कमजोर विद्यार्थियों को जगाने के लिए, उनकी कमजोरी का ठीक पता लगाने के लिए ली जाये', तीसरे जिन विद्यार्थियों को विश्वास हो कि वे अपने विषय को जानते हैं उन्हें परीक्षा से मुक्त रखा जाये और परीक्षा के समय विद्यार्थियों को पाठ्यपुस्तकें देखकर उत्तर देने की स्वतंत्रता भी दे दी जाये।'

गिज्जूभाई परीक्षकों को भी प्रशिक्षण प्रदान करने की बात करते हैं वे 'दिवास्वप्न' में कहते हैं कि 'विद्यार्थियों की परीक्षा के लिए, परीक्षक की परीक्षा लेनी चाहिए देखने के लिए कि परीक्षक परीक्षा लेना चाहिए या नहीं।'

## धार्मिक शिक्षा

गिज्जूभाई ने अपनी पुस्तक 'दिवास्वप्न' में धार्मिक शिक्षा के बारे में भी विचार रखे हैं। वे कहते हैं कि 'मेरी समझ में तो छोटे बच्चों को धर्मोपदेश न करना अच्छा है। उन्हें तो इस समय स्वस्थ शरीर, तन्दुरुस्त मन, निर्मल बुद्धि और कभी न थकने वाली क्रियाशक्ति की आवश्यकता है और आवश्यकता है उन्हें हर तरह बलवान बनाने की।'

धार्मिक शिक्षा पर वे आगे कहते हैं कि 'धर्म केवल जीभ पर ही नहीं रहता। धर्म तो एक जागृति है, जिसका अंतःस्थल में जागना ही उचित है। यह भावना तभी जागती है, जब मनुष्य को इसकी भूख लगती है। इसका भी अपना समय होता है, छात्रों पर यह असमय नहीं लादनी चाहिए।'

धार्मिक शिक्षा का सही रूप क्या होना चाहिए इस पर गिज्जूभाई दिवास्वप्न में कहते हैं कि 'मैं तो यह कहता हूँ कि हम धर्म को जीवन में उतारने का प्रयत्न करें। माता-पिता भी प्रयत्न करें और शिक्षक भी प्रयत्न

करें। पाठ्यपुस्तक में दूसरी कथाओं के साथ धार्मिक पुस्तकों और प्रसंगों की कथाएं भी दी जा सकती हैं। बालकों के लिए शुरू के वर्षों में इतनी तैयारी पर्याप्त है। कर्मकाण्ड और श्लोकपाठ, धर्म—शिक्षण और धार्मिक पुस्तकों के अध्ययन को हम भविष्य के लिए छोड़ सकते हैं।’

### निष्कर्ष

गिज्जूभाई देश के जाने—माने शिक्षक थे। पेशे से वकील होने के उपरान्त भी उन्होंने स्वयं शिक्षण किया। पाठशाला खोली। स्वानुभूत शिक्षण—अनुभव अर्जित किए और अपने अनुभवों को आने वाली पीढ़ियों के लिए लिपिबद्ध किया। वस्तुतः गिज्जूभाई बालकों के हृदय की गहराइयों को माप सकने वाले पहले भारतीय शिक्षाविद् थे। वे बालकों के मित्र, हितैशी और उनकी स्वतन्त्रता के प्रबल पक्षधर थे। बीसवीं सदी के तीसरे दशक में परम्परा और रूढ़िग्रस्त भारतीय समाज में बालक की महिमा को प्रतिष्ठित करने वाले वे पहले व्यक्ति थे। उनके विचार वर्तमान समय में उतने ही तर्क संगत हैं जितने उस समय।



# Magnitude of Visceral Leishmaniasis (Kala-azar) in Bihar with Insights from Madhepura District

Dr. Brajesh Kumar Singh\*

This paper aims to study the magnitude of Kala-azar (Visceral Leishmaniasis VL) in Bihar with a case study of Madhepura District. A community based cross-sectional study was carried out in Madhepura District in November 2014. Suspected cases were tested with rK39 kit for VL. The incidence rate, case fatality rate and seasonality analysis was carried out. The new cases of VL were added to calculate the incidence. In the year 1997, Bihar recorded 2 VL cases per 10,000 population, which declined to 1 case in the year 2013. In 2016, there were 0.6 case per 10,000 population. Case fatality rate in Bihar was 1.6 in 1997 which reduced to 0.16 in 2013. Though the disease occurred across the year, the peak of VL was observed during the month of March, April and May. In Madhepura District, the incidence rate in last two years was calculated as 45 cases per 10,000 population which was higher than the official record. The study suggests strengthening the surveillance system and active case detection to cover all the cases of the disease.

## INTRODUCTION

Visceral Leishmaniasis (VL), a major public health problem, is endemic in 88 countries primarily in the tropical and sub-tropical regions. Approximately 0.2 to 0.4 million VL cases occur each year globally with an estimated 20,000 to 40,000 deaths (Alvar, et. al, 2012). World's 90% cases of VL occur in India, Bangladesh, Nepal, Sudan, Brazil, Ethiopia (Alvar, et. al. 2012). India, Nepal and Bangladesh alone harbour an estimated 67% of the global VL disease burden (Hotez, et, al. 2004). In India, the endemic has epicentre in Bihar and Jharkhand, with a mild spread in Uttar Pradesh and West Bengal. In all, 54 districts are affected. An estimated 165.4 million population is at risk in these four states.

There exists only one sandfly vector of VL 'Phlebotomus argentipes' in India. The vector breeds in peri-domestic environment having micro-climatic conditions with high organic matter that serves as food for larvae (MoHFW 2016a). These are ecologically sensitive insects and fragile and cannot withstand desiccation (MoHFW 2016a).

Popularly known as Kala-azar (black fever) or Dumdum fever in India, VL is considered a disease of the poorest of the poor. Mostly poor socio-economic groups of population primarily living in remote rural areas with severe malnutrition, low education and poor quality of housing are affected (Boelaert, et. al. 2000, Ahluwalia, et. al. 2003). Humans and domestic animals are the reservoir of the parasite.

The control of VL is of great importance for improving the health and wellbeing of the people. In 2005, with great political commitment, India, Bangladesh and Nepal signed a Tripartite Memorandum of Understanding (MoU) for VL elimination programme to reduce the annual incidence of VL to 1 case per 10,000 population by 2015 by using a local approach. The centrally sponsored programme is dependent on early case detection and complete case management and vector control (blanket spraying of DDT) (MoHFW 2016b, Ostyn et. al. 2008). In addition, cash assistance is provided to endemic states since December 2003 to facilitate effective strategy implementation.

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The state governments keep accounts of the incidence of disease exclusively through active case detection (Desjeux 1996) recorded through disease surveillance system. Many studies have pointed out the level and extent of under reporting in these official figures of VL through their population based estimates (Das, et. al. 2010, Mondal, et. al, 2009, Singh, et, al, 2006, Singh, et. al. 2010). Undoubtedly, the number of cases occurring in India are greater than the officially reported. However, symptomatic leishmaniasis shows an iceberg phenomenon (Mischel, et. al, 2011, Seaman, et. al. 1992, WHO 1994). These statistics are of importance because for implementation and evaluation of the programme and strategies, governments take into them consideration. With this background, the current paper aims to study the magnitude (incidence, seasonality and case fatality) of VL in Bihar and its districts between 1997 and 2013. The study also intends to provide population based estimates of VL, in the selected blocks of Madhepura District.

## METHODOLOGY

Both secondary and primary data were collected to achieve the objectives. To study the magnitude of the disease in Bihar and its districts, data on district wise number of VL cases and deaths for the years 1997-2013 was collected from State Health Society, Bihar. In addition, a community based cross-sectional study was carried out in Madhepura District in November 2014. It is one of the endemic districts and significantly contributes to the total number of VL cases in Bihar, yet studies focusing on it are limited. The paper is a part of the study carried out to cover the causes and consequence of VL, in the district. The district has 13 blocks. Block wise record of VL cases was obtained from Assistant Chief Medical Officer's office for 2011, 2012 and 2013. As there was high fluctuation in the reported number of cases from one year to the other, four blocks were selected randomly from the list. From each block, six villages were randomly selected. Mapping and listing operation was carried out in 24 sampled villages. Total population of the selected villages was 18432. The information which was collected during house-listing include the listing of all usual residents of a household, any VL cases in last 12 years and last two years and fever cases in the past one month. The respondent was head of the household. In case the head was absent, information was gathered from another know ledgeable adult member of the household.

The households, which reported to have fever cases in the last one month, were visited again with screening questionnaire to identify the suspected cases of VL. Those who showed the symptoms suggestive of VL were tested with rK39 kit to confirm whether the person was having VL or not. Children and infants below the age of two years were excluded from this test. If a person was diagnosed with VL, then a brochure containing information on VL infection and test results signed by paramedical staff of survey team and referral slip was provided to the patient. We recorded 873 cases of fever in the last 30 days of the survey. Out of the total fever cases, 23.8 per cent were found to be eligible for testing. A majority of eligible respondents (98.6 per cent) gave consent for rK39 test. Five per cent cases were positive in rK39 test out of 208 cases. The number of newly diagnosed cases was added in the total number of cases reported during the last two years.

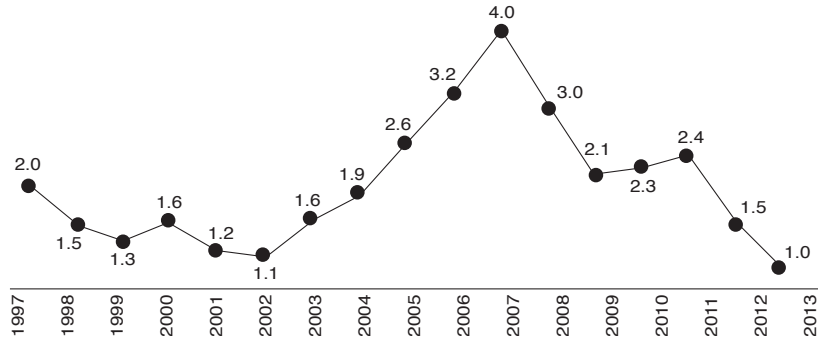
The data was analysed using Excel and SPSS 20. The incidence rate, case fatality rate and seasonality analysis was carried out. To calculate incidence rate at state and district levels, the population was interpolated for the non-census years using growth rate.

Ethical clearance for conducting the study was obtained from Research Ethics Committee of International Institute of Population Sciences, Mumbai. Written consent was obtained from the respondents for pricking rK 39) Test with the assurance that confidentiality of the responses will be maintained and the information obtained will not be used for any other purpose except research.

## RESULTS

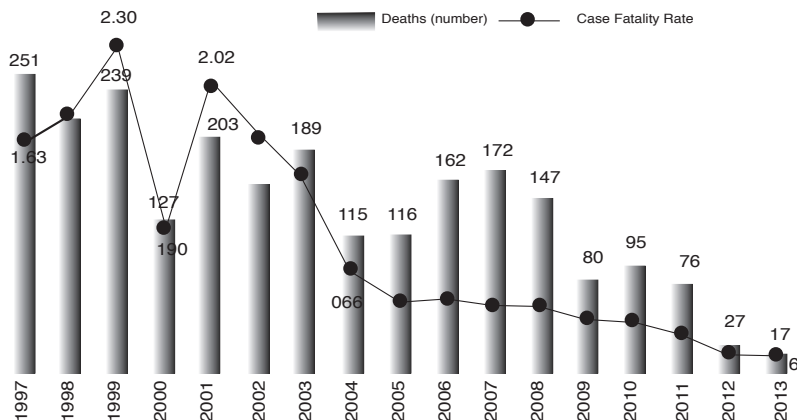
### *VL Cases and Deaths in Bihar and its Districts*

The number of reported VL cases in Bihar during 1997 were 15,415 which reduced to 9,505 in 2002. They started increasing from 2003 onwards and reached a peak of 37,822 in 2007, the highest ever. Again, with a steady decline, in 2013 there were 10,611 VL cases in Bihar. There were 2 VL cases per 10,000 population in 1997 which rose to 4 in 2007 and later declined to 1 case per 10,000 population in 2013 (Figure 1).

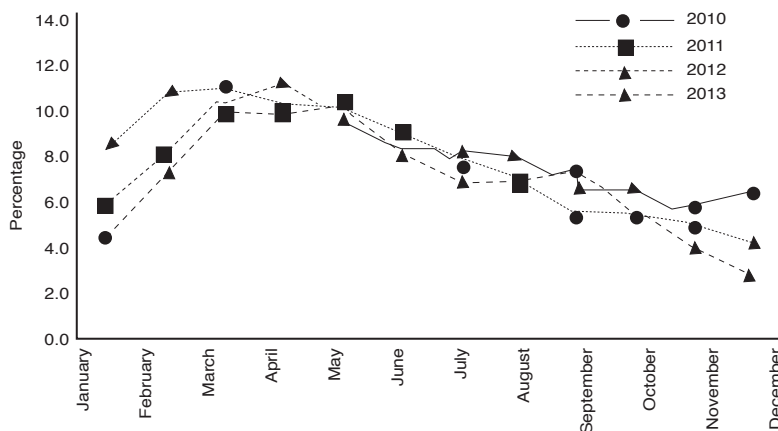


**Figure 1 : Number of Visceral Leishmaniasis Cases per 10,000 Population in Bihar, 1997-2013**

Figure 2 provides the number of to 17 deaths in 2013. Bihar recorded VL deaths and case fatality rate in 1.6 case fatality rate in 1997, which Bihar. Over the years, number of increased to 2.3 in 1999 and later deaths started declining; there were started declining; in 2013, it was 251 deaths in 1997, which dropped 0.16.



**Figure 2 : Number of Visceral Leishmaniasis Related Deaths and Case Fatality Rate, Bihar, 1997-2013.** Seasonality analysis was carried out for four periods of time to understand the distribution of VL cases across months. Though VL Occurred across the year, its peak was observed during March, April and May (Figure 3.)



**Figure 3 :** Seasonality of Visceral Leishmaniasis Disease in Bihar, 1997-2013

Table 1 provides district wise number of VL cases per 10,000 population and case fatality rate. Of the 38 districts in Bihar, five districts remained non-endemic since 1997. Saharsa (9.1), Muzaffarpur (7.0), Darbhanga (6.0), Madhepura (5.6) and Mdhubani (5.4) recorded the highest number of cases per 10,000 population in 1997. In 2007, Saharsa had 22 cases per 10,000 population. Araria, Madhepura and Muzaffarpur with 15.5, 14.9 and 10.7 cases respectively also showed a rise in the reported number of cases in 2007. In 2013 Saharsa retained its position with 4.4 cases per 10,000 population. The incidence of cases was more than 2 in Araria, Madhepura, Vaishali, Purnea, Muzaffarpur, Rohtas, Nawada, Kaimur, Gaya and Banka remained non-endemic since 1997. Muzaffarpur consistently and significantly contributed to the total number of VL cases in Bihar since 1997. The of the affected districts contributed approximately 70 per cent cases of the state. They included Muzaffarpur, Vaishali, Saharsa, Purnia, Araria, East Champaran, Saran, Sitamarhi, Samastipur and Madhepura in order of contribution. The number of deaths during the last five years (2009-2013) were added together to calculate the case fatality rate. The highest number of

**Table 1 : Visceral Leishmaniasis Cases and Deaths in the Districts of Bihar, 1997-2013**

Districts	VL Cases per 10,000 population						VL cases 2009-2013	Death during 2009-2013	Case fatality rate 2009-2013
	1997	2000	2005	2007	2010	2013			
Araria	1.0	3.4	9.0	15.5	7.4	2.7	7057	3	0.04
Arwal	0.2	0.0	0.1	0.1	0.0	0.0	10	0	0.00
Aurangabad	0.0	0.0	0.0	0.0	0.0	0.0	0	0	-
Banka	0.0	0.0	0.0	0.0	0.0	0.0	12	1	8.33
Begusarai	0.5	1.1	2.6	2.8	1.0	0.8	1472	11	0.75
Bhagalpur	0.3	0.1	0.7	0.4	0.4	0.2	517	11	2.13
Bhojpur	0.1	0.2	0.4	0.1	0.1	0.0	59	1	1.69
Buxar	0.4	0.1	0.0	0.0	0.1	0.0	93	2	2.15
Darbhanga	6.0	2.8	1.2	3.4	2.6	1.2	4234	1	0.02

**Table 1 : Visceral Leishmaniasis Cases and Deaths in the Districts of Bihar, 1997-2013**

Districts	VL Cases per 10,000 population						VL cases 2009-2013	Death during 2009-2013	Case fatality rate 2009-2013
	1997	2000	2005	2007	2010	2013			
E. Champaran	1.8	2.5	4.1	6.9	2.6	1.4	5772	31	0.54
Gaya	0.0	0.0	0.0	0.0	0.0	0.0	0	0	-
Gopalganj	0.7	0.0	3.9	6.6	3.5	1.9	3572	0	0.00
Jamui	0.0	0.0	0.0	0.0	0.0	0.0	0	0	-
Jehanabad	0.0	0.0	0.1	0.2	0.1	0.0	81	0	0.00
Kaimur	0.0	0.0	0.0	0.0	0.0	0.0	0	0	-
Katihar	1.7	3.5	3.4	3.9	2.4	1.5	3272	24	0.73
Khagaria	2.0	2.6	4.0	1.6	2.0	1.2	1466	0	0.00
Kishanganj	1.8	1.6	1.0	1.4	1.0	1.0	825	1	0.12
Lakhisarai	0.1	0.0	0.1	0.3	0.2	0.2	119	0	0.00
Madhepura	5.6	7.6	13.8	14.9	8.8	2.4	5964	10	0.17
Madhubani	5.4	3.1	1.4	2.7	1.4	0.7	2648	11	0.42
Munger	0.1	0.0	0.1	0.2	0.4	0.7	349	4	1.15
Muzaffarpur	7.0	3.7	7.8	10.7	5.5	2.2	10363	61	0.59
Nalanda	0.1	0.1	0.4	0.2	0.0	0.1	81	3	3.70
Nawada	0.0	0.0	0.0	0.0	0.1	0.0	117	4	3.42
Patna	0.3	0.4	0.7	0.6	0.2	0.2	708	11	1.55
Purnea	2.2	3.1	4.8	6.3	7.0	2.3	8759	11	0.13
Rohtas	0.0	0.0	0.0	0.0	0.0	0.0	0	0	-
Saharsa	9.1	5.5	10.9	22.0	12.0	4.4	8554	15	0.18
Samastipur	4.8	1.7	1.4	4.6	3.0	1.1	4958	6	0.12
Saran	2.1	1.5	4.0	5.8	2.8	1.6	5606	8	0.14
Sheikhpura	0.0	0.0	0.0	0.0	0.0	0.2	89	0	2.25
Sheohar	2.1	0.4	1.8	3.5	1.5	1.7	718	0	0.00
Sitamarhi	2.0	1.6	1.2	3.7	2.8	1.6	4332	41	0.95
Siwan	0.1	0.9	1.9	3.2	2.2	1.4	3243	2	0.06
Supaul	1.4	1.7	3.1	4.0	1.8	0.7	1525	2	0.13
Vaishali	5.0	3.3	5.1	10.3	5.8	2.5	9227	16	0.17
W. Champaran	1.8	0.8	1.5	1.1	0.3	0.2	469	2	0.43

deaths was in Muzaffarpur district (61), followed by Sitamarhi (41), E. Champaran (31) and Katihar (24) during the last five years. The case fatality rate was the highest in Banks (8.3), followed by Nalanda (3.7) and Nawada (3.4).

### Number of Visceral Leishmaniasis in Madhepura District

The total number of reported VL cases in the past twelve years in sampled villages of Madhepura District were 646 which includes 391 males and 255 females. Block Ghailarh had the highest number of VL cases (240), followed by Gamhariya (143), Singheswar (128) and Kumarkhand (135). In all, 165 cases of VL were reported during the last two years. The incidence of VL during the last two years in Madhepura was calculated at 45 cases per 10,000 population. Among male and female population, the incidence was 46 and 43 respectively. Singheswar block recorded the highest number of cases, i.e. 48 per 10,000 population. Ghailarh, Gamhariya and Kumarkhand blocks had 44, 43 and 44 cases per 10,000 population respectively. With the increase in age, the incidence of VL also increased. The incidence was 18 in 0-9 age group which rose to 104 in population aged 50-59 years, Sex-wise distribution suggests higher exposure for VL among male population than female population.

**Table 2 : Incidence rate of Visceral Leishmaniasis (per 10,000 population) during Last Two Years, Madhepura District, 2014**

Age group	Male	Female	Total
0-9	19.3	16.6	18.0
10-19	30.1	57.1	42.2
20-29	28.6	54.0	42.0
30-39	55.9	49.8	52.9
40-49	51.8	42.9	47.8
50-59	131.3	76.3	104.1
60+	123.4	40.8	88.9
Madhepura	46.1	43.3	44.8

### DISCUSSION

The paper provides an overview of Visceral Leishmaniasis in Bihar and its districts for the last 17 years (1997-2013) with focus on Madhepura District. Significant decline could be observed in the number of VL cases in the state and districts, especially during 2007-2013. In 2016, the incidence of VL was calculated as 0.6 per 10,000 population for Bihar. Out of the 38 districts Bihar, 33 are still affected with the disease. These 33 districts cover a population of 34.65 million spread over 12,000 villages located in 426 blocks (MoHFW 2014). According to the official record, 62 per cent of the blocks in Bihar have already achieved the desired level of elimination (MoHFW 2014). It reflects the focus and action on the vector borne disease control under NRHM. Most of the reported cases of VL are from the districts located in north Bihar and constitute the floodplains of the river. Muzaffarpur remained the major contributor in the total number of VL cases in Bihar since 1997. It is also reflected by the fact that there have been several community based studies in Muzaffarpur district (Meheus, *et. al.* 2006,

Singh, *et. al.* 2006). The trend of the seasonal prevalence of the disease reveals that with the onset of warm weather coupled with humidity, the prevalence of the disease increased and was at its peak during March-May. The result corroborates the findings of other studies (Malaviya, *et. al.* 2011). The decline in case fatality rate of the disease may be attributed to case management efforts and different activities carried out by the National Vector Borne Disease Control Programme (NVBDCP), Bihar State Health Society and other partners including Drugs for Neglected Diseases Initiatives (DNIDI).

Though there are many studies on VL in different districts of Bihar, a few studies (Singh 2014, Srivastava, *et. al.* 2014) were conducted on VL in Madhepura district. The latter is in the plains of Kosi River. Facing the onslaught of the river, it has seen several floods, famines and droughts. It is one of the least urbanized districts of the state where only 4.6 per cent of the population reside in urban areas. Therefore, the study primarily covers the rural population of the district. The random selection of blocks and villages may allow for generalisation of the findings to the rural population. The results from Madhepura district show the incidence rate of 45 VL cases per 10,000 in the last two years of the survey. The incidence rate can be partially attributed to the active case findings. This figure is thrice higher than the official figures for these blocks of Madhepura District (data not provided). The result supports the previous studies on underreporting of VL cases (Alvar, *et. al.* 2012, Singh, *et. al.*, 2006, Singh, *et. al.* 2010).

Age-sex specific number of cases of the disease revealed that at younger ages the incidence was high among females, Moreover, in the middle and older ages it was higher among males compared with females. Earlier studies have also found higher incidence (number of cases) among males than female (Das, *et. al.* 2010, Barnet, *et. al.* 2005, Ranjan, *et. al.* 2005). The clothing style which exposes body parts and inactivity during old age may be the reason for high incidence among older males. Another possible reason may be the better treatment seeking behaviour among males than females. Further research is required to establish this relationship.

On of the limitations of the study is that it could not provide annual incidence rate of the disease in the selected blocks of Madhepura District.

We recorded the occurrence of VL for a period of two years prior to the date of the interview. We did not confirm the month and year of diagnosis of the disease. The collected information was based on the knowledge of the head of the household and so the data may suffer from recall bias. There was no assessment made to understand whether reporting was based on the onset of symptoms or diagnosis and whether the reported cases were new or relapse (Das, *et. al.* 2010).

The Government of India is committed to eliminate the disease and have set and missed several targets. Recently, the Finance Minister announced that it has prepared an action plan to eliminate

VA by 2017 along with several other diseases (PIB 2017). Once the goal is achieved, the support on VL will be called off. The findings from the primary data suggest that we are still far from achieving the goal of one case of VL per 10,000 population. Moreover, the official records suggest that we are nearing the elimination. The study suggests the need to strengthen the surveillance system and active case detection to cover all cases of the disease. Kala-azar Technical Supervisor along with Auxiliary Nurse Midwife (ANM) can be given responsibilities to identify the cases from their catchment area while providing door to door services. Private practitioners can also be involved and trained on diagnosis and reporting of the disease.

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# Visceral Leishmaniasis in Supaul District, Bihar, from 2000 to 2017

Dr. Rani\*

## ABSTRACT

### BACKGROUND ABSTRACT

Visceral Leishmaniasis (*VL*) is a vector-borne disease transmitted by *Phlebotomus argentipes*. To understand the VL seasonality, annual and monthly variations of VL incidence and its relationship to meteorological variables, the numbers of VL cases reported in Supaul district, Bihar, India from 2000 to 2017 were studied.

### Methods

Annual VL incidence per 10,000 and the total number of annual VL cases reported at block Community Health Centres (*CHC*), Public Hospitals or Non-Governmental Organisations (*NGO*) and the number of VL cases per month from **2000 to 2017** as well as the monthly average of cases for 2000-05, 2006-12 and 2012-17 periods along with the monthly averages of temperature, rainfall and relative humidity were plotted. VL Standardised Incidence Ratios per block were computed for the periods of 2000-2004, 2005-2009, 2010-13 and 2014-2017 and month wise from 2011 to 2017. A negative binomial regression model was used to evaluate the association between meteorological variables and the number of VL cases per month from 2000 to 2018.

### Results

A total of 68,358 VL cases were reported in Supaul district from 2010 to 2018, ranging from 1,2481 in 2002 to 1,161 in 2004. The blocks with the highest number of cases shifted from East (**2000-17**) to West (**2000-2017**). Monthly averages of cases ranged from 149 to 309, highest peak in March-April and another one in July. Monthly VL incidence was associated positively to rainfall and negatively to relative humidity and the numbers of VL cases in the previous month.

### Interpretation Introduction

The number of cases reported to the public health sector allowed the describing of the spatial distribution and temporal variations in the Supaul from 2000 to 2017. However, to assess the actual VL burden, as well as the efficacy of the control measures applied in the district, reporting from private practices and NGOs should be encouraged.

## INTRODUCTION

Leishmaniasis is a group of vector-borne diseases caused by *Leishmania* genus parasites and transmitted by Phlebotomine sand flies. *Leishmania* organisms are endemic in more than 80

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countries and 350 million people are considered to be at risk. Leishmaniasis has three clinical forms: visceral, cutaneous and mucocutaneous of which visceral leishmaniasis (**VL**) is the most severe form and is fatal if untreated. In the Indian subcontinent VL, also known as kala-azar, is caused by *L. donovani* transmitted by *P. argentipes* in an anthroponotic cycle. Bihar state contributes 50% of the VL caseload in the subcontinent and 90% in India. Since 2005, VL endemic countries in the Indian subcontinent have reinforced their commitment to eliminate VL from the region by 2015. The target is to reduce the annual VL incidence to less than one new case per 10,000 populations. In India, the National Kala-azar elimination program is based on vector control - Indoor Residual Spraying (**IRS**) of houses and cattle sheds - and early detection and treatment of cases in VL endemic districts. The latter relies on the public primary health care system at district and block (**district subdivision**) levels and it is monitored using passive surveillance. Under the national program, all the public health facilities and optionally the Non-governmental Organisations treating VL patients report the number of patients treated per month to the state health authorities through district hospital. Even if the reported figures are an underestimation of the real burden of VL, those statistics have been used to describe the disease dynamics and to monitor the impact of control measures. The fluctuation of the number of VL reported cases in the last 30 years in VL endemic regions in India can be linked to variations in "**herd immunity**" or in (**stibogluconate**). However VL, as any vector borne disease, is also influenced by meteorological and environmental conditions. In the Indian subcontinent, temperature and humidity regulate the development of *P. argentipes*. **soil temperature and mo (isture)** have been associated to *P. argentipes* monthly abundance in Bihar and West Bengal respectively. Similarly, an environmental study using remote sensing found an association between VL incidence and air temperature (**25.0-27.5°C**), relative humidity (**66%-75%**) and annual rainfall (**100-160 cm**) in the Gangetic plain. In this paper we described the number of VL cases reported in Supaul district at block and district levels from 2000 to 2017. Standardised incidence ratios (**SIR**) were used to study annual variations, at block level from 2000 to 2017 and monthly variations from 2002 to 2017. Monthly reported cases from 2000 to 2017 were used to study VL seasonality and its relationship to basic meteorological variables (**i.e. temperature, rain and relative humidity**).

## Study Area

The study was conducted in Supaul district in Bihar. Average temperatures vary from 32°C in April-May to 14°C in December-January. Rainfall is also variable with a rainy season from June to September. Supaul is endemic for VL; cases have been reported since 1972 and accounts for over 70,000 reported cases in the past two decades.

## Data sources

The total number of VL cases reported per year in Supaul district and information on their origin (**i.e. CHC, hospital or NGOs clinic**) between 2000 and 2017 were obtained from the Ministry of Health district headquarters in Supaul. Month-wise distribution of VL cases in the district was available only from 2000 to 2008. The numbers of VL cases per month reported to each CHC were available from 2002 to 2008. CHCs and public hospitals record the number of VL patients treated in paper forms. A monthly report is forwarded to the ministry of health district headquarter where a joint accumulative report is prepared. There were no obvious missing values in the reporting by the public sector (**i.e. VL cases reported from public hospital and CHCs every year**) but reporting by NGOs was irregular (**i.e. no cases reported from 2000 to 2017**). From 2000 to 2017 there were no changes in the number of public health facilities treating VL patients in Supaul district. However, changes in the private sector are difficult to assess.

VL diagnosis was similar over the study period. According to the guidelines, patients presenting chronic fever, loss of appetite, weight loss, skin pigmentation and abdominal distension were considered VL suspects. After clinical exploration to determine splenomegaly and discard other pathologies VL cases were confirmed by serological tests i.e. aldehyde test or rK39 dipstick. rK39 dipstick was available from 2002 in private sector and from 2006 in public sector (**CHCs and public hospitals**). Relapse, recurrent or complicated cases in CHCs were referred to public hospitals for microscopic parasitological examination of splenic aspirates.

The yearly population in Supaul district and blocks was extrapolated from the 2001 census data assuming a yearly population growth rate of 2.674% . Meteorological variables: monthly rainfall (**mm**), average temperature (°C) and relative humidity (%) from January 2000 to December 2008 were obtained from the Indian Meteorological Department's station in PUSA institute with its unit in Purnea district which is 35 km away from Supaul city.

## Analyses Descriptive

The total number of VL cases reported per year and their origin (*i.e. proportion of reported cases from CHCs, district hospitals, medical college and NGOs*) as well as the annual VL incidence per 10,000 people were plotted. The number of VL cases per month from January 2000 to December 2008 were plotted to describe the VL monthly dynamics. The seasonality was assessed by plotting the average number of cases per month for 2000-08, 2009-14 and 2015-07 periods. The monthly averages of mean temperature, mean rainfall and mean relative humidity were also plotted.

## Standardised Incidence Ratios

To study the spatial distribution of reported cases in the district from 1990 to 2008, VL Standardised Incidence Ratios (**SIR**) were computed per block and for the following periods

(**based on VL incidences, 2000-2003, 2004-2007, 2008-2011, 2012-2015 and 2016-2017**) using the VL incidence per period in all blocks as reference . SIR is a relative measure that allows examining the spatial distribution of reported cases across time periods. It is calculated as the quotient of the observed and the expected number of cases multiplied by 100. A SIR greater than 100 indicate that more VL cases were reported than expected in that block i.e. a SIR of 180 corresponds to 80% more cases than the expected. Similarly, to assess the yearly distribution of reported cases from 2002 to 2008, SIRs were calculated per month using the VL incidence per month in all blocks as reference. The results were represented as choropleth maps. Additional VL SIR Maps (*i.e. results per year and per month from 2009-012 and 2013-17*) are available as additional material.

## Meteorological Modelling

A negative binomial regression was applied to study the VL dynamics in Muzaffarpur. First, univariate analyses were used to determine the time lags that maximised the association between meteorological variables (*i.e. monthly average temperature (°C), relative humidity (%) and total rain fall (metres)*) and monthly cases. Variables with a P-values < 0.10 were incorporated in a multivariate model. The initial model also included (1) "year" as a fixed effect to adjust for yearly variation and (2) the number of cases in the previous month to adjust for autocorrelation. The final negative binomial model was obtained by backward selection using a P-value < 0.05 as the criterion. A variable with the total precipitation in the previous year (*i.e. total metres of rainfall over 12 months*) was added to the final model and kept if the model fit was improved. The yearly estimated population was used as exposure and the results were presented as Incidence Rate Ratio (**IRR**).

Robust standard errors were considered and used. The average number of cases per month estimated by the model was calculated. Fitted values were plotted and the residuals were evaluated using the average percent error (**positive and negative errors (equally)**) as indicator. All statistical analyses were conducted using Stata 11 (**Stata Corporation, College Station, TX**).

## Results

The number of VL cases reported per year in Supaul district ranged from 12,481 (**VL incidence rate 42.5/10,000**) in 1992 to 1161 (**VL incidence rate 3.1/10,000**) in 2001. Four phases could be discriminated: 1990-93 (**average annual VL incidence rate 23.2/10,000, 95% CI 22.6-23.8**), 1994-98 (**average annual VL incidence rate 5.2/10,000, 95% CI 4.9-5.4**), 1999-2004 (**average annual VL incidence rate 2.2/10,000, 95% CI 2.1-2.4**) and 2005-2008 (**average annual VL incidence 5.8/10,000, 95% CI 5.5-6.0**). The proportion of cases reported to by the block CHCs, public hospitals and NGOs varied over the study period. Block CHCs were consistently the health facilities reporting the larger number of VL cases except for 2001, the year with the lowest VL incidence, when 59% of the cases were reported from public hospitals. The number of cases reported by NGOs increased from 2005.

Two distinct periods were evident when monthly reported cases from 2000 to 2008 were plotted: 2000-04 with 6535 VL cases (**annual average 1307**) and 2005-08 with 15973 registered cases (**annual average 3993**). Monthly averages of reported VL cases ranged from 149 to 309, but there was a clear seasonality with a peak of cases in March-April and possibly a second minor increase in July. The seasonality was similar in the two phases identified during the study period (**i.e. 2000-04 and 2005-08**). The April peak corresponded to the hottest period of the year with the lowest relative humidity in contrast to July which was the rainiest month.

The results of the negative binomial model show that monthly VL incidence was associated to meteorological variables: positively to rainfall lagged by 2 months and negatively to relative humidity of the same month and at lag 3 months and total rainfall in the previous year (**Table 1**). The number of VL cases in the previous month and the linear effect of year were also statistically significant and kept in the final model. The model was able to identify April as the annual peak for VL cases and had an average percent error of 25.2%.

Exploratory variable	IRR	z	P-value	95% ci
Relative humidity same month	0.98	-4.96	<0.001	0.97-0.98
monthly relative humidity lagged by 3 month	0.98	-5.48	<0.001	0.97-0.98
Monthly rainfall lagged by 2 months	1.69	3.26	0.001	1.23-2.32
Total rainfall in the previous year	0.87	-2.49	0.0013	0.78-2.32
Linear effect of year	1.14	7.99	<0.001	1,12-1,18
VL cases reported in the previous month	1.0012	3.33	0.001	1,0004-1,0019
Results presented as Incidence Rate Ratio (IRR).				
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The trend of VL cases in Supaul district from 1990 to 2008 is similar to the trend observed in the whole Bihar state [7]. In Bihar, 58000 VL cases were reported per year from 1990 to 1993. This figure was reduced in the following periods: 1994-98 (**less than 20000 cases/year**) and 1999-2004 (**around 12000 cases/year**). In 2005 and 2006 the annual average increased over 25000 cases [7]. Supaul district seems to be a good model to evaluate the situation in the whole state. This is the first time that historical data of 19 years on VL incidence from Supaul have been analysed in detail. The reduction of cases after 1992 has been attributed by other authors to the implementation of two annual IRS rounds in the region [14], [15]. VL incidence rate increased again from 2005 onwards. This sudden increase may be due to an actual rise of VL cases in the district related to a rise in *L. donovani* transmission caused by the augment of *P. argentipes* (*i.e. DDT resistance*) or rise of populations' susceptibility (*i.e. antimony resistance, higher HIV prevalence*). However this phenomenon may simply reflect an increase of the proportion of reported cases linked to the launch of the VL elimination initiative and an intensification of control efforts in 2005. The access to public health facilities for VL treatment was promoted since 2006 when monetary incentives were provided to patients attending CHCs and public hospitals in Bihar. Noteworthy, the underreporting of VL decreased from 2003 to 2006 in Bihar and the number of cases reported by NGOs increased during this period. The conclusion that the increase in VL after 2005 is due to reporting bias would also be supported by the fact that spatial distribution of reported cases in 2000-2011 and 2012-17 periods was similar.

The number of VL cases reported at block level seems to accurately reflect the temporal trend of VL in the district. The fact that block CHCs consistently report a higher proportion of VL cases compared to public hospitals indicates that these facilities are key in the VL case management in Muzaffarpur and their capacities to diagnose and treat VL should be strengthened. Similarly, the increase in the number of VL cases reported by NGOs from 2005 denotes the importance and capacity of these entities and the need to involve them in the VL elimination efforts. The shift in the spatial distribution of cases from West to East between 2000-2008 and 2009-2017 may correspond to a rise in herd immunity in western blocks. Nonetheless,

except some rare occasions annual VL incidences in each block (**results not shown here**) were consistently above the elimination target set by the regional governments *i.e.* to reduce the number of VL cases below 1/10,000 by 2015 .

The results of the regression model showed that monthly counts of VL cases were associated to meteorological variables. Those results should however be interpreted with caution. The meteorological variables in the model do not directly explain the number of VL cases reported per month as rainfall and relative humidity are not directly associated with the development of VL clinical signs but to *P. argentipes* density and seasonality as already shown in previous studies [20]. Nevertheless, a rather simple model was able to accurately represent the disease dynamics and yearly seasonality of VL from 2011 to 2017 with a low average percent error (**25%**) compared to similar studies in malaria (**50 to 68%**) .

The VL seasonality is certainly linked to *P. argentipes* annual variations. However other factors may explain why VL reporting and *P. argentipes* peaks -April-July and May-November [91] respectively - are not symmetric. First, the highest *L. donovani* transmission periods have not been properly identified and may not correspond to *P. argentipes* peaks. The incubation period of *L. donovani* is not well established but it is supposed to range between 2 and 6 months [201]. Finally, treatment seeking behaviour may vary among individuals, social classes and period of the year. The temporal variations seem to be equally distributed across the district as there were not major changes in the distribution of reported VL cases per month from 2010 to 2017. Nevertheless, as VL cases are reporting regularly to public health facilities, local health authorities should ensure for a adequate supply of diagnostic tests and VL drugs throughout the year .



The VL data analysed in this paper correspond to cases treated in public health facilities and some NGOs in Muzaffarpur. These figures have been proven to underestimate of the real number of VL cases. Including data from private clinics would have increased the number of cases but may have a limited impact on the seasonality and annual variations described here. Unfortunately the number of cases treated by private practitioners was not available. The underreporting decreased from 8 to 4 times between 2003 and 2006 but the real number of cases is difficult to estimate as the level of underreporting may have varied over the study period. Similarly, the data reported to the health authorities was not detailed enough to assess their quality (*i.e. duplicate cases*), conduct subgroup analyses (*i.e. new cases or relapse or defaulter*) or evaluate other important aspects related to VL (*i.e. HIV co-infection, PKDL*). No quality control systems were in place to evaluate the completeness of the data collected or the quality of the case assessment, treatment outcome or data management. These are some of the limitations of the data used in this study, which are also used to evaluate its impact of the efforts to control VL in Supaul.

The recent decline in the number of VL cases reported in Muzaffarpur district from 2007 (*n = 4920*) to 2008 (*n = 3679*) and 2009 (*n = 2355 - not analysed in this study*) is encouraging. This drop may be related to the local and regional efforts to eliminate VL in general and to the use of improved diagnostic tools (*i.e. rK39 Dr Brajesh kr Singh, pg*) department of zoology bnuu madhepura and antimalarial drugs (*i.e.*) in particular.

Despite this improvement, efforts should continue to ensure the accurate reporting of VL cases from public and private health facilities as well to get a clear picture of the situation. Active surveillance for early case detection, diagnosis and treatment and post treatment follow-up is the need of the time as VL case load is still way above the target to eliminate VL from the region by 2015. The reporting system should be improved so VL incidence per age, gender or population at risk groups (*i.e. HIV, tuberculosis*) as well as PKDL cases can be monitored.

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# महात्मा गाँधी और खिलाफत आन्दोलन : एक ऐतिहासिक सर्वेक्षण प्रयोग की जानेवाली हिन्दी भाषा का विश्लेषणात्मक अध्ययन

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*“ऐतिहासिक भूल के सौ साल: जब गांधीजी खिलाफत आंदोलन चला रहे थे तब तुर्क उसे खत्म करना चाह रहे थे।”*

भारत में महात्मा गांधी का पहला बड़ा राजनीतिक अभियान खिलाफत आंदोलन में भाग लेना था। यह मुहिम कुछ भारतीय मुसलमानों द्वारा शुरू की गई थी। उद्देश्य था तुर्की में इस्लाम के खलीफा सुल्तान की गद्दी और उसका साम्राज्य बचाना। मई 1919 से खिलाफत सभाओं में गांधी जी के भाषण शुरू हुए। खिलाफत वादियों ने 17 अक्टूबर, 1919 को ‘खिलाफत दिवस’ मनाया। उसका गांधी जी ने खूब प्रचार किया था। दिल्ली 23 नवंबर, 1919 को ‘अखिल भारतीय खिलाफत कांफ्रेंस’ हुई जिसकी अध्यक्षता गांधी जी ने की थी। इन सम्मेलनों में आन्दोलन विस्तार की योजना बनी जिसमें सरकार द्वारा दी गई उपाधियां लौटाने, सरकारी नौकरियों का बहिष्कार करने और टैक्स न देने का आह्वान किया गया। ये आह्वान अपने यहां इतिहास के पाठों में पढ़े-पढ़ाए जाते हैं, मगर वह सब खिलाफत के लिए हुआ था।

## खिलाफत आंदोलन के एक सौ वर्ष

डॉ. आंबेडकर ने अपनी पुस्तक ‘थॉट्स ऑन पाकिस्तान’ (1940) में लिखा, सच्चाई यह है कि असहयोग आंदोलन का उद्गम खिलाफत आंदोलन से हुआ, न कि स्वराज्य के लिए कांग्रेसी आंदोलन से। खिलाफत वादियों ने तुर्की की सहायता के लिए इसे शुरू किया और कांग्रेस ने उसे खिलाफत वादियों की सहायता के लिए अपनाया। उसका मूल उद्देश्य स्वराज्य नहीं, बल्कि खिलाफत था और स्वराज्य का गौण उद्देश्य बनाकर उससे (बाद में) जोड़ दिया गया था, ताकि हिंदू भी उसमें भाग लें। इसी प्रकार एनी बेसेंट के शब्दों में, ‘खिलाफत-गांधी एक्सप्रेस’ का तूफान चला। यह आंधी ऐसी चली कि कांग्रेस की पिछली परंपरा झटके में उड़ गई।

## गांधी ने खिलाफत को ‘मुसलमानों की गाय’ कहकर हिंदुओं को प्रेरित किया

गांधी जी ने खिलाफत को ‘मुसलमानों की गाय’ कहकर हिंदुओं को प्रेरित किया। यानी जैसे हिंदू गाय पूजते हैं, उसी तरह मुसलमान अपने खलीफा को, जबकि मुस्लिम जगत में कहीं खिलाफत की परवाह न थी। उलटे अरब के मुसलमान तुर्की के खलीफा से मुक्ति चाहते थे। खुद तुर्क लोग ‘खिलाफत’ के भार से आजिज थे। यह स्वयं महान तुर्क नेता कमाल पाशा ने कहा था। उन्होंने ही पहले ऑटोमन-तुर्क सल्तनत और फिर खिलाफत को 1924 में खत्म कर दिया।

\*ललित नारायण मिथिला विश्वविद्यालय कामेश्वरनगर, दरभंगा (बिहार)।

## गांधी जी ने लिखा था कि तुर्की का दावा न्यायपूर्ण है

जब गांधी जी खिलाफत आंदोलन चला रहे थे, उसी समय तुर्क उसे समय तुर्क उसे खत्म कर रहे थे। सामान्य बुद्धि से भी खिलाफत के उद्देश्य समर्थन योग्य नहीं थे। तुर्की साम्राज्य बनाए रखने का मतलब था कई देशों को तुर्की का उपनिवेश बनाए रखना, पर गांधी जी ने यंग इंडिया (02 जून, 1920) में लिखा, 'मेरे विचार से तुर्की का दावा न केवल नैतिक एवं न्यायपूर्ण है, बल्कि पूर्णतः न्यायोचित है, क्योंकि तुर्की वही चाहता है जो उसका अपना है। गैर-मुस्लिम और गैर-तुर्की जातियां अपने संरक्षण के लिए जो गारंटी आवश्यक समझें, ले सकती हैं, ताकि तुर्की के आधिपत्य के अंतर्गत ईसाई अपना और अरब अपना स्वायत्त शासन चला सकें।' गांधी जी ने आगे लिखा, 'मैं यह विश्वास नहीं करता कि तुर्क निर्बल, अक्षम या क्रूर हैं। यह भी गलत था, क्योंकि तुर्की ने आर्मेनियाई जनसंहार (1915) किया था। उसमें दस-पंद्रह लाख आर्मेनियाई लोगों का तुर्की न सफाया किया। उन्ही को गांधी जी दयालु कह रहे थे।

## जिन्ना ने भी कहा था कि खिलाफत 'पुराने जमाने' की चीज है

जिन्ना ने भी कहा कि खिलाफत 'पुराने जमाने' की चीज है और उसका साम्राज्य अब नहीं रह सकता। वैसी साम्राज्यवादी सत्ता बचाने में कुछ कठममुल्लों के साथ जुड़ जाना बहुत बड़ी भूल थी। चौरी-चौरा कांड के बहाने गांधी जी ने जब आंदोलन वापस लिया तो इसीलिए कि उन्हें वास्तविकता समझ आ गई थी। बहरहाल इस्लाम के लिए मुस्लिमानों में आवेश पैदा कर, उसमें हिंदुओं को झोंककर 'एक साल में स्वराज' लेने का प्रलोभन देकर गांधी जी ने जो आंधी पैदा की, उससे समाज में गहरी दरार पड़ी। 'इस्लाम खतरे में' के नारे से मुसलमानों में 'काफिरों' के विरुद्ध जिहादी जोश भरा। फलतः मालाबार में अगस्त 1920 में हिंदुओं पर ऐसे हृदयविदारक अत्याचार किए गए कि डॉ. आबेडकर के शब्दों में— 'समग्र दक्षिण भारत के हिंदुओं में भय की एक भयानक लहर दौड़ गई। किंतु गांधी जी ने उन अत्याचारों की निंदा तो दूर, बल्कि प्रच्छन्न प्रशंसा की। उन्होंने कांग्रेस को भी मोपला अत्याचारों पर कोई ऐसा प्रस्ताव लेने से रोका, ताकि 'मुसलमानों की भावनाओं का आघात न पहुंचे'।

## गांधी जी गलत उद्देश्य के लिए अनैतिक काम कर रहे हैं

कांग्रेस नेता और विद्वान केएम मुंशी के अनुसार अधिकांश नेता मानते थे कि गांधी जी एक गलत उद्देश्य के लिए अनैतिक काम कर रहे हैं जिससे बड़े पैमाने पर हिंसा होगी और सुशिक्षित हिंदू-मुस्लिमों की राजनीतिक भागीदारी घटेगी। जिन्ना ने भी गांधी जी को चेतावनी दी थी कि मुल्ले-मौलवियों को राजनीतिक मंच देकर वह बड़ी भूल कर रहे हैं। इस मसले पर लाला लाजपत राय, एनी बेसेंट, रवींद्रनाथ टैगोर, श्रीअरविंद आदि मनीषियों ने भी सार्वजनिक चिंता प्रकट की थी। मौलाना आजाद सुभानी जैसे मुस्लिम नेता अंग्रेजों से भी बड़ा दुश्मन '22 करोड़ हिंदुओं' को मनाते थे।

## हिंदुओं को इस्लामी रोष का शिकार बनाया गया

स्वामी श्रद्धानंद ने एक खिलाफत सभा का विवरण दिया है जिसमें वह गांधी जी के साथ सम्मिलित हुए थे। उसमें मौलाना लोग बार-बार हिंसा का आह्वान कर रहे थे। स्वामी श्रद्धानंद के शब्दों में, 'जब

मैंने खिलाफत आंदोलन के इस पहलू की ओर ध्यान दिलाया तो महात्मा जी मुस्कराए और कहने लगे कि वह ब्रिटिश नौकरशाही की ओर इंगित कर रहे हैं। उत्तर में मैंने कहा कि यह सब तो अहिंसा के विचार का विनाश करने जैसा है और जब मुस्लिम मौलानाओं के मन में उलटी भावनाएं आ गई हैं तो उन्हें इस हिंसा का इस्तेमाल हिंदुओं के विरुद्ध करने से कोई रोक नहीं सकेगा।' आखिर वही हुआ। खिलाफत आंदोलन के दौरान और खिलाफत के खात्मे के बाद हिंदुओं को इस्लामी रोष का शिकार बनाया गया।

### खिलाफत आंदोलन के दुष्परिणामों से देश आज तक नहीं उबर सका

स्टैनले वोलपार्ट ने अपनी पुस्तक 'जिन्ना ऑफ पाकिस्तान' (1984) में लिखा है कि खिलाफत के खात्मे पर पूरे भारत में जहां-तहां मुसलमानों ने हिंदुओं पर गुस्सा उतारा। हत्या, दुष्कर्म, जबरन धर्मांतरण, अंग-भंग और क्रूर अत्याचार किए। पूरे खिलाफत आंदोलन के दौर की परख करने पर आश्चर्य होता है कि गांधी जी के अहिंसा संबंधी दोहरेपन तथा खिलाफत आंदोलन की किस बड़े पैमाने पर लीपा-पोती हुई है। उस आंदोलन के दुष्परिणामों से देश आज तक पूरी तरह नहीं उबर सका है। इसीलिए अपने-अपने कारणों से यहां सभी राजनीतिक धाराएं उसकी चर्चा से बचती हैं। जबकि यह उस ऐतिहासिक आंदोलन का शताब्दी वर्ष है।

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# भारतीय राष्ट्रीय आन्दोलन में बाल गंगाधर तिलक की भूमिका का विश्लेषणात्मक अध्ययन

डॉ. ममता\*

बाल गंगाधर तिलक (**Bal Gangadhar Tilak**) का जन्म 23 जुलाई, 1856 को महाराष्ट्र (**Maharashtra**) के रत्नगिरी में एक चितपावन ब्राह्मण परिवार में हुआ था। उनके पिता का नाम गंगाधर रामचंद्र शुक्ल (**Gangadhar Ramchandra Shukla**) था, जो संस्कृत के विद्वान थे। बाल गंगाधर तिलक जब 17 वर्ष के थे उनके पिता का देहांत हो गया। उन्होंने जनहित के कार्य में लगे रहने तथा सरकारी नौकरी न करने का निश्चय किया और अपने मित्र गोपाल गणेश आगरकर के साथ मिलकर एक अँग्रेजी स्कूल स्थापित किया।

1881 ई. में “केसरी” (**Kesaree**) का संपादन आगरकर तथा मराठा (**Maratha**) का संपादन स्वयं तिलक ने किया था। केसरी ने लोगों को राजनीतिक शिक्षा देने तथा मराठा ने लोगों के विचारों को सरकार तक पहुँचाने का महत्वपूर्ण कार्य किया।

तिलक और उनके समकालीन राजनीतिज्ञों में मौलिक मतभेद थे। भारतीय नेता पश्चिमी सभ्यता और संस्कृति (**Western Civilization and Culture**) को श्रेष्ठ मानते थे और अपनी सभ्यता और संस्कृति में उनका विश्वास समाप्त होता जा रहा था।

तिलक पश्चिमी सभ्यता और संस्कृति की प्रधानता को समाप्त कर लोगों को भारत के प्राचीन गौरव का अनुभव कराना चाहते थे। उस समय लोगों पर अँग्रेजी नैतिक उच्चता की भी छाप थी इसलिए वे अँग्रेजी साम्राज्य के प्रति सहयोग की नीति अपना रहे थे। लेकिन तिलक इस अँग्रेजी नैतिक उच्चता के मोहजाल को काटना चाहते थे। अतः वे भारतीय नायकों के जीवन से लोगों को प्रेरणा देना चाहते थे, जो अँग्रेजी चिंतन प्रणाली से मुक्ति प्रदान करने में सहायक हो।

उन्होंने शिवाजी (**Shivaji**) के औरंगजेब (**Aurangzeb**) के साथ संघर्ष को एक विदेशी सत्ता के विरुद्ध संघर्ष बताया और महाराष्ट्र में उन्होंने शिवाजी उत्सव मनाने की प्रथा आरंभ की। इसी कारण अंग्रेज लेखकों ने उन पर मुस्लिम विरोधी होने का आरोप लगाया है किन्तु वास्तव में उनका उद्देश्य साम्प्रदायिक नहीं था। शिवाजी के जीवन से प्रेरणा लेकर महाराष्ट्र के लोगों को जागृत करना था।

इसी प्रकार उन्होंने गणपति उत्सव को भी राष्ट्रीय जागृति में सहायक बनाया। गणपति उत्सव के अवसर पर उन्हें राजनीतिक भाषणों द्वारा लोगों को राजनीतिक शिक्षा का कार्य किया। बाल गंगाधर तिलक और महाराष्ट्र के समाज सुधारकों में भी मौलिक मतभेद थे। वे राजनीतिक स्वाधीनता के समक्ष सामाजिक सुधारों को गौण समझते थे। वे इस बात से सहमत नहीं थे कि हमारी सामाजिक रूढ़िवादिता के कारण राजनीतिक पराधीनता हुई है। उन्होंने श्रीलंका, बर्मा और आयरलैण्ड का उदाहरण देते हुए कहा कि वहाँ सामाजिक स्वतंत्रता होते हुए भी राजनीतिक पराधीनता थी। तिलक ने किसी बाहरी संस्था या सरकार द्वारा समाज सुधार किये जाने का विरोध किया।

\*ललित नारायण मिथिला विश्वविद्यालय कामेश्वरनगर, दरभंगा (बिहार)।

सरकारी अधिनियमों द्वारा समाज सुधार को वे अनुचित मानते थे। इन विचारों के कारण ही अँग्रेज लेखकों ने तिलक को रूढ़िवादी और प्रतिक्रियावादी कहा है। किन्तु ये आरोप निराधार हैं। क्योंकि उन्होंने **इंडिया स्पेशल काँग्रेस** के वार्षिक अधिवेशनों में बाल विवाह के विरुद्ध प्रस्ताव रखे। तिलक ने विधवा विवाह के पक्ष में अपना प्रस्ताव रखा। तिलक का कहना था कि समाज में जो भी सुधार हो रहे हैं उनको पहले अपने जीवन में अपनाना चाहिये। बाद में समाज पर लागू करना चाहिये।

बाल गंगाधर तिलक ने स्पष्ट घोषणा की कि समाज सुधार में विदेशी सत्ता का हस्तक्षेप नहीं होना चाहिये। क्योंकि विदेशी सत्ता द्वारा अधिनियम बना देने मात्र से समाज सुधार संभव नहीं है। इसलिए ब्रिटिश सरकार ने वर्ष 1890-91 में जब **सहवास-वय विधेयक** प्रस्तुत किया तो तिलक ने इस विधेयक का विरोध किया था।

### तिलक पर मुकदमा और सजा

बाल गंगाधर तिलक की राजनीतिक विचारधारा अन्य समकालीन विचारकों से भिन्न थी। वे भारतीयों के लिए प्रशासन से संबंध होने का अधिकार माँगते थे, बल्कि भारत में स्वराज्य एक अधिकार के रूप में प्राप्त करना चाहते थे। वर्ष 1897 में महाराष्ट्र में भीषण अकाल पड़ा और फिर प्लेग फैल गया। सरकार ने इसकी रोकथाम के लिए बहुत ही धीमी कार्यवाही रखी। सरकार के रवैये से आतंकित होकर पूना के प्लेग कमीशनर **रैण्ड (Rand)** तथा एक अन्य अँग्रेज अधिकारी **आयर्स्ट (Aayarst)** की हत्या कर दी गई। अँग्रेज सरकार ने तिलक पर हिंसा भड़काने का आरोप लगाकर उन्हें 18 महीने की कड़ी सजा दे दी। तिलक को दी गई सजा की सर्वत्र निंदा की गई। तिलक को सजा देने से उनकी कीर्ति शिखर पर पहुँच गई। तिलक की सजा भारतीय संघर्ष के इतिहास में अत्यधिक महत्त्व रखती है, क्योंकि इससे पहले किसी पर राजद्रोह के आरोप में मुकदमा नहीं चला था। अँग्रेजी सरकार की चुनौती से आत्म-विश्वास, त्याग, बलिदान और कष्ट सहन करने के नये अध्याय का श्रीगणेश हुआ।

### तिलक और काँग्रेस का विभाजन

काँग्रेस में प्रविष्ट होकर तिलक ने काँग्रेस के स्वरूप को ही बदलने का निश्चय किया। वर्ष 1896 से ही वे काँग्रेस का इस बात के लिए प्रेरित करते रहे कि वह मजबूती दिखाये। किन्तु काँग्रेस के कुछ नेता वैधानिक आंदोलनों तथा सविनय प्रार्थना की नीति का अवलंबन कर सरकार के प्रति नरमी दिखा रहे थे।

किन्तु तिलक ने कहा, **मैं जानता हूँ कि हमें अपने अधिकारों के लिए माँग करनी चाहिये, पर हमें यह अनुभव करते हुए माँग करनी चाहिये कि वह माँग अस्वीकार नहीं करी जा सकती क्योंकि माँग प्रस्तुत करने तथा याचना करने में बहुत बड़ा अंतर है।**

तिलक गरम-दल के नेता तथा उग्रवादी थे। उन्होंने कहा **स्वराज्य मेरा जन्मसिद्ध अधिकार है और मैं इसे लेकर रहूँगा।** वे उदारवादियों की भिक्षावृत्ति के कट्टर विरोधी थे। उनकी दृढ़ मान्यता थी कि स्वराज्य अपने आप नहीं आयेगा वरन् अँग्रेजों को छीनना पड़ेगा। अतः नरम दल और गरम दल में मतभेद बढ़ता गया और 1907 में **सूरत के काँग्रेस अधिवेशन** में यह मतभेद चरम बिन्दु तक पहुँच गया। अतः विवश होकर उन्हें नरम-दलीय काँग्रेस को छोड़ना पड़ा।



अंग्रेज सरकार ने काँग्रेस की इस फूट का लाभ उठाया तथा 1908 में तिलक पर पुनः राजद्रोह का आरोप लगाकर कैद कर लिया और छः वर्ष के कारावास की सजा दी गई। 1908 से 1914 तक वे बर्मा के मांडले की जेल में रहे।

वर्ष 1914 में वे जेल से मुक्त होकर आये। उस समय प्रथम विश्व युद्ध आरंभ हो चुका था। इस अवसर पर उन्होंने अंग्रेज सरकार से सहयोग करने को कहा। 1914-15 में श्रीमती एनी बेसेंट ने काँग्रेस के दोनों दलों में मेल करवाया।

अप्रैल 1916 में तिलक ने एनी बेसेन्ट के सहयोग से होमरूल लीग आंदोलन चलाया। होमरूल का अर्थ अंग्रेजी साम्राज्य को समाप्त करना नहीं था, बल्कि अंग्रेजी साम्राज्य के अधीन स्वायत्तता को समाप्त करना नहीं था, वर्ष 1919 में उन्होंने **विल्सन** के आत्म निर्णय के सिद्धांत के आधार पर भारत के लिए भी इसी अधिकार की माँग की।

तिलक का विचार था कि काँग्रेस, सत्ता को चुनौती देना सीखे और स्वराज्य हासिल करने के लिए हमें कुर्बानी के लिये तैयार रहना चाहिए। किन्तु वे यह भी चाहते थे कि स्वराज्य हासिल करने के लिए लोग हिंसक बने, लेकिन शांतिपूर्ण तरीके प्रभावशाली सिद्ध न होने पर हिंसात्मक तरीके अपनाने में कोई भी हानि नहीं है।

वर्ष 1914 में जब तिलक कारावास से मुक्त होकर आये, तब गरम-दल वाले तिलक वे उनके गरम दल का मुकाबला न कर सके। गरम दल वालों ने विवश होकर लिबरल फेडरेशन नामक संगठन की स्थापना की। इसी के साथ गरम काँग्रेस पर गरम-दल का प्रभाव स्थापित हो गया। तिलक ने काँग्रेस को ब्रिटिश साम्राज्य का विद्रोही बना दिया।

### बाल गंगाधर तिलक एक महान विद्वान के रूप में

तिलक न केवल कुशल राजनेता एवं राष्ट्र धर्म के उपासक ही थे, बल्कि महान् विद्वान भी थे। मांडले जेल में उन्होंने “**गीता रहस्य**” तथा “**आर्कटिक होम इन दू वेदाज**” नामक पुस्तकें लिखीं। वे पहले काँग्रेसी नेता थे, जिन्होंने सुझाव रखा कि **देवनागरी लिपि** में लिखी हुई हिन्दी भारत की राष्ट्रभाषा हो।

तिलक ने कहा था, सामान्य लिपि राष्ट्रीय आंदोलन का एक अविभाज्य अंग है। सारे भारत में एक ही राष्ट्रभाषा होनी चाहिए। यदि आप किसी राष्ट्र को एक रखना चाहते हैं, तो सबके लिए एक सामान्य भाषा से बढ़कर कोई बड़ा बल नहीं है।

तिलक के भाषणों में आग होती थी, क्योंकि वे सरकार की बेधड़क होकर आलोचना करते थे। इसलिए अंग्रेजों ने उन्हें भारतीय अशांति का पिता कहा। उन्हें अंग्रेज सरकार और अपने राजनीतिक विरोधियों दोनों से लड़ना पड़ा था। काँग्रेस के सूरत अधिवेशन के बाद कुछ लोगों ने उन्हें काँग्रेस को तोड़ने वाला कहा, किन्तु इस घटना से जितना दुःख तिलक को हुआ, उतना किसी और को नहीं।

देश में जब ब्रिटिश सरकार से असहयोग करने की चर्चा चल रही थी, उस समय 1 अगस्त 1920 को इस महान् विभूति का देहांत हो गया। तिलक का नाम राष्ट्र-निर्माता के रूप में सदा अमर रहेगा और भारतवासी उन्हें तब तक कृतज्ञतापूर्वक याद करते रहेंगे, जब तक देश में अपने भूतकाल पर अभिमान और भविष्य के लिए आशा बनी रहेगी।

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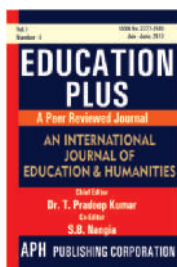
# Guidelines for Contributors

1. Two copies of manuscripts typed in English on one side of the A4 size paper should be submitted along with an abstract not more than 200 words. The length of a paper including tables, diagrams, illustration etc., should be between 3000 to 5000 words. Papers/articles should be original and unpublished contribution. Papers should be accompanied by a declaration that the material is original, has not been published elsewhere in part or full and the same has not been submitted for publication in any other book or journal of elsewhere. Leave the margin of at least one inch on all sides of paper and one and half inches on left side of the paper. Electronic version of the paper must accompany CD-ROM in MS-Word document format and it should be identical in all respect of the hard copy. Paper without CD will be rejected. Electronic copy must sent to the given E-mail addresses. Article must be in MS-Word in Times New Roman in font size 12. Refused articles/papers will not returned if the self-addressed and Rs. 50/- stamped envelope not attached with paper.
2. Short communication to review articles, reports of conference, summary or views on Government reports, debatable issues, etc., are also published.
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6. Footnotes in the text should be numbered consecutively in plain Arabic superscripts. All the footnotes, if any, should be typed under the heading 'Footnotes' at the end of the paper immediately after 'Conclusion'.
7. (a) For citation of books the author's name should be followed by the (b) title of the book (c) year of publication or edition or both (d) page number (e) name of publishers and place of Publication.
8. All references should be alphabetically arranged at the end of the text. Style should follow: Author's name, forename/initials, date of publication (italicized in case of a book and in double quotations in case of an article and the source, Journal or book underlined or italicized), place of publication, publisher, page numbers and any other additional information. Journal articles should contain complete information regarding volume number, issue number, date, etc. A few examples are as follows:
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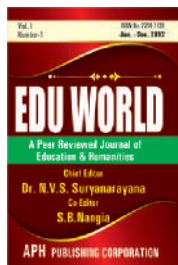
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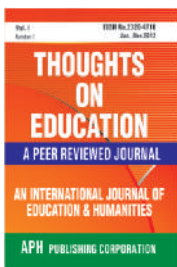
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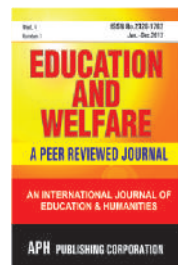
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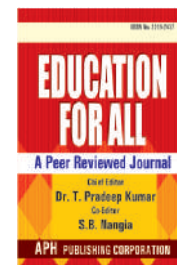
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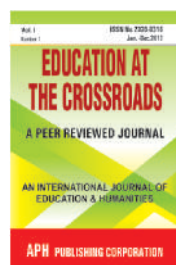
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