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# **Editorial**

### What urges a researcher to publish?

Some simple forthright reasons can be: to share the research findings with the rest of the world, to advance the frontiers of existing knowledge, to make meaningful and worthwhile contributions to the welfare of mankind.

During the recent past, probably these goals faded from the minds of academicians and adages such as "publish or perish" were in vogue. As a consequence tremendous emphasis on more and more publications, reiterated time and again by the funding agencies, resulted. So much so, that eminence and merit of publications took a back seat and only numbers mattered. Publications did not add new knowledge, they added to the pile for numbers sake.

To some this is a 'never before' business opportunity. The escalating number of new journals and publication houses bear testimony to this. Almost anything can now be published in these journals on the payment of a certain fee. Journals of repute and rigor find few buyers owing to the time it takes in the review and to accommodate suggestions and amendments.

In addition, the rise in plagiarism, fed by the constant increase in online and open access journals (rightly termed as predatory journals) that make tall claims of impact factor has added to this escalating problem. We can come across articles on evils of plagiarism that are themselves plagiarized from other sources.

The 'cut or copy and paste' culture is probably the most prevalent in the discipline of Social science. Reading is an exercise that is undertaken with the aim to find material worth copying and not for enhancing knowledge. The most common practice is to cite secondary sources as primary and to avoid reference to the actual source lest everyone should find the original idea and its source.

In such a scenario how can we expect research journals of this discipline to have high impact factors?

As students of the discipline it is our duty to make a concerted effort to enhance the standard of the publications and contribute new and original ideas in the form of high quality publications. Numerous websites provide the facility of free plagiarism checking (such as: smallseotools.com/plagiarism-checker, www.plagscan.com) which can be used by authors to scan their documents. Further, we must ensure that each and every one of the references is cited correctly, and all sources are acknowledged.

The journal invites high standard articles and papers from contributors to encourage healthy and ethical practices in the discipline.

**Editor SPIJE** 

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# The Application of Meta-analysis in Educational Research: How has it been used?

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# Abstract

Glass and others discovered this important statistical method to integrate research findings of all empirical research studies on the same title. Meta-analysis is the reanalysis of the data or research findings for the purpose of answering original research question with better statistical technique. In this paper, some examples have been given to clear the purpose and procedure of meta-analysis. It is a method of re-establishing public faith in the efficacy of empirical research by making clearer what has been achieved and what is to be achieved in future? Effect size is an objective and standardized measure of magnitude of an observed effect. Meta-analysis shows that magnitude is more important than the significant level at which null hypotheses have been rejected or accepted. It is an important strategy as it enables the researcher to combine the results of many research studies on a topic to determine whether findings hold generally.

**Keywords:** Meta-analysis, Narrative Integration, Effect-size, Level of significance, Homogeneity.

The literature on dozens of topics in education and psychology is growing at an astounding rate. In five years time, researchers have conducted literally hundreds of studies on achievement and intelligence, personality and creativity or any other topic. Extracting knowledge from accumulated studies is a complex and important methodological issue of the 21st century. Research on a particular topic may have been repeated in various ways using, for example, differently sized sample, and conducted in different countries or in different states under different environmental, social and economic conditions. How to stop repetition is a very important question? For one research question there is large number of empirical research findings from which the answer might be sought. Research literature on the same topic has been abstracted systematically for over hundred years, but integration of the findings of this huge literature and researches are rare. Integration of findings can provide a definite answer. But it is difficult to say whether the integration supports the findings of all studies. Integration of findings of all empirical research studies is also an empirical research study rather than intuitive work. In social science researches, more scholarly efforts are needed to concentrate on the problems of finding the knowledge that lie untapped in completed research studies. The best minds are needed to integrate the staggering number of studies. This endeavor deserves high priority now compared to adding a new experiment or survey to the pile. Past evidences are important to decide present and the future. Every researcher writes review of related literature and research in his/her doctoral thesis. But most of the scholars never write the extract of the findings of the empirical research studies. In the name of review the researches only remind the works that have been completed by the past investigators. Meta-analysis is an objective and quantitative methodology for synthesizing previous studies on a particular topic into an overall finding. Meta-analysis is fundamentally different from ordinary reviews. It is a supplement to traditional explanatory reviews rather than as a replacement for them.

Systematic review methodology is at the heart of meta-analysis. This stresses the need to be careful in finding all the relevant studies; and to assess the methodology, quality of the design and execution of each study (Mulrow, 1994). The approach to provide a quantitative estimate of net benefit

aggregated over all the included studies is termed as meta-analysis. The function of systematic reviews present a balanced and impartial summary of the empirical research studies, enabling decisions on effectiveness based on all relevant studies (published and unpublished) of adequate quality. The systematic aggregation of data from many individual studies gives a clear picture, particularly through use of the technique of meta-regression. In meta-analysis the effects of variables are examined in terms of the effect size i.e., in terms of how much difference they make, rather than statistically significant effect such as .05 or .01 levels. The emphasis should be on effect size or magnitude of an effect, so there is a significant shift of emphasis from science discipline to social science also.

Reanalysis of the data sometimes is very important for answering the original research questions with better statistical techniques, or answering new questions with old data. Secondary analysis of data has been designated by the uniquely named – meta-analysis of research. The term is a bit grand but it is precise, and apt, and in the spirit of 'meta-physics', 'meta-mathematics', 'meta evaluation'. More clearly, meta-analysis is a large collection of analysis results from individual studies for the purpose of integrating, generalizing or synthesizing the findings. The term meta-analysis is uniquely important in education. Glass (1976) writes "... meta-analysis - in a profession where cute neologism abounds – is not to pretend any great insight or discovery, but rather to draw attention to the need to think differently than we do, about reviewing and integrating research. It can be productively thought of as a problem in data analysis". The field of meta-analysis is in a periodically rapid development, with theoretical and methodological advances as well as the findings from empirical research.

The germination of seeds of meta-analysis was started in the eighth decade of 20th century. Glass, the main proponent of meta-analysis, is no thoughtless, naive or dogmatic positivist. The valid definition according to Glass (1976) is "statistical analysis of a set of analytical results from individual studies, with the purpose of synthesis of scientific research findings". According to this definition meta-analysis is a statistical method to determine the relationship between the characteristics of the studies and their results. One widely quoted definition of meta-analysis is 'a statistical analysis which combines or integrates the results of several independent clinical trials considered by the analyst to be combinable' (Huque, 1986).

In the beginning meta-analysis was used successfully in the field of medical sciences. Medical specialists attempted several trials to study the clinical effectiveness of a medicine or therapy. A good doctor always tries to find out the answer of his research question. Does the new treatment confer significant benefit compared to the conventional treatment? Meta-analysis helps to combine the results of individual studies and to synthesize research findings to reach general conclusion. Significant benefits of treatments may be shown. If the meta-analysis study had not been conducted, the consultant of a medical science would have remained unaware of its benefits and patients would not have been given an effective therapy. Meta-analysis is now a hallmark of evidence based medicine after successful use in medical science. Meta-analysis has also been used in other disciplines like; education, psychology, and sociology. In education, the effect of use of different teaching-learning strategies on creative thinking abilities can be studied through meta-analysis.

Meta analysis is an integration of findings of all empirical studies conducted on the same topic. It is a statistical method to draw conclusions after quantification of findings. Findings of the empirical studies are considered as the data of meta-analysis. Meta-analysis units are not subjects, but studies. The main purpose of meta-analysis is to find out and obtain all the results concerning a given field. It allows researcher to combine results across a set of similar studies. In an individual study, the units of analysis are the individual's observations whereas in meta-analysis the units of

analysis are the results of individual studies. Therefore, the sample size in a meta-analysis is the number of studies that it has been possible to recover regarding the research question. Meta-analysis is an effect size based review of research that combines results from different studies on the same topic in order to draw general conclusions by estimating the central tendency and variability in effect size and across the studies. It is a method to expose more clearly the questions for which further research is most needed.

Meta analysis is a method or procedure or design or paradigm or synthesis or generalization or integration of findings of all empirical studies conducted on the same title. It is a statistical method to draw conclusions after quantification of the findings. Meta analysis is:

- 1. a method to expose more clearly the questions for which further research is most needed.
- 2. a procedure to stop replication of studies on the same title.
- **3.** a method to draw conclusion from the findings of large number of empirical studies conducted in the same field.
- 4. an analysis of analyses.
- 5. a process of cumulation of findings.
- 6. a method to re-establish public faith in the efficacy of empirical research in education by making clearer what has already been achieved.
- 7. a method of determining effect size in terms of how much difference they make, rather than only in terms of whether or not the effects are statistically significant at some level such as .01 or .05.
- 8. generalization of findings from the large body of research.
- **9.** a method of integration of all the findings from large number of findings on the same title of research.
- 10. a method of synthesizing research findings to reach on general conclusion.
- 11. offers some hope that we might eventually have clear idea of the conditions under which research findings can be generalised.
- **12.** an important strategy as it enables the researchers to combine the results of many research studies on a topic to determine whether findings hold generally.
- 13. a heart of statistical combination of results across studies.
- 14. a more efficient and effective way to summarise the results of large number of studies than subjective judgement or eyeballing.
- 15. an essential and established tool for review of literature and research synthesis.
- 16. naturally thinks outside the limitations of null hypothesis testing.

# **Approaches of Meta-analysis**

# **Narrative Integration:**

It is the oldest method of meta-analysis to integrate findings of all the studies. It is also important to know that different reviewers used different methods and no single method is specified. Some researches reanalyzed the original data of all the studies and tried to draw conclusion. Few considered

findings of the empirical studies and quantify findings and analyzed the data by using ANCOVA or regression. The most important problem is the availability of all studies at one place. Some investigators select the studies they know the most. While other select those whose values are most significant. In this way the sample of studies included in the meta-analysis is not random and the integration of findings may or may not belong to the findings of empirical studies. The design of narrative integration, with only portion of relevant studies, is that the investigator is biased. The researcher may be more likely to include the studies which show no significant differences; and informal synthesis may be maintained by the prior benefits of the researcher. Meta-analysis carried out on a rigorous systematic integration can overcome these dangers offering an unbiased synthesis of the empirical data or research studies.

# **Frequency Count of Significant Findings**

It is the easiest method of integration. Findings of all the studies generally falls in three categories; (1) significant in one direction; (2) significant in other direction; and (3) not significant. For example, male is significantly higher than female on creativity, female is significantly higher than male on creativity, and no significant difference between male and female with respect to creativity.

Using meta-analysis to summarise the significant findings of relevant research problems has important advantages in comparison with narrative integration. Firstly, the researcher can omit the findings of weak studies. Secondly, the use of appropriate statistical methods can be checked. Thirdly, the researcher may be more aware with the sampling, design, findings of relevant research studies. Nevertheless, this method has problems. For example: (1) All the studies are not available at one place; (2) Different methods of analysis have been used by the different investigators to conclude findings; (3) Different tools have been used by the different researchers; (4) Sampling methods are also different; (5) Different levels of significance have been considered by the various investigators; and (6) no indicator of magnitude.

#### **Effect size**

Effect size is simply an objective and standardized measure of the magnitude of observed effect. It is the degree to which the phenomenon is present in the population. It is useful because it provides an objective measure of the importance of an effect. If r = 0 than there is no effect and if r = 1, it means perfect effect. In meta-analysis, the finding of a study is converted into an effect size estimate. Meta analysist usually finds effect size instructive to compare the results to discover the degree of their actual similarity. If the effect sizes of both the studies are significantly different then combined effect size is dissimilar and if not significant then combined effect size is similar. The method of effect size of meta-analysis is improvement over the earlier two methods. In this method the standardized mean difference between two groups in descriptive studies are calculated as under:

$$d_n = (M_{1n} - M_{2n})/\sigma$$

Where  $M_{1n}$  and  $M_{2n}$  are the sample mean of two groups and  $\sigma$  is the within group standard deviation. The pooled within group standard deviation is an alternative to and better than single group standard deviation as it has less sampling error and homogeneity of sample can also be tested. In large sample homogeneity is almost maintained.

In experimental research the effect size of all experiments can be identified by the formula given below:

$$\delta_i = (E_m - C_m) / \sigma_i$$

Where:  $\delta_i$  = Standardized mean difference

 $E_m$  = Mean of Experimental group

 $C_m$  = Mean of Control group

 $\sigma_i$  = Within group standard deviation

The calculated values of standardized mean difference are obtained in the form given below.

$$d_1 = x_1$$
$$d_2 = x_2$$
$$\vdots \qquad \vdots$$
$$d_n = x_n$$

The average effect size of a variable across studies provides a better estimate of the degree of impact of a variable than does the p values.

# **Quantification of Study Findings**

Quantification is a very important step to analyze the findings of empirical research studies. After arranging findings of each study the frequency of each finding will be counted. If the variables, tools, population, level of significance, and statistical tests used by the investigators are same, the effect size of each study will be calculated. If there is a difference in the variables or population or any analysis procedure or the researcher wants to control, sex, culture, religion, age or any variable effect size will be calculated after controlling the variables.

In experimental studies standardized mean difference can be calculated by using the formula given below:

$$\delta_i = (E_{im} - C_{im}) / \sigma_i$$
 Where

 $E_{im}$  is the mean of experimental group for study i'

 $C_{im}$  is the mean of control group for study i'

 $\delta_i$  is the within group standard deviation

In many studies generally the data is not reported, the pooled within-group standard deviation is the alternative.

#### **Correlation Studies**

A large number of correlation studies is available in the literature which indicates the relationship between two or more variables. In many studies, if the scores are in point bi-serial correlation between categorized group memberships, in such condition criterion measure will be calculated. The relationship between point bi-serial correlation coefficient and the standardized mean difference (d) is:

$$r_{pbis} = d/[d^2+4(N-2)/N]$$

In the studies reporting correlations, the estimate of sampling error variance is

$$S_r^2 = K (1 - \overline{r}^2)^2 / N$$

Where **K** is the number of studies assuming one correlation per study and **N** is sum of sampling size in all the studies.  $\overline{\mathbf{r}}$  is the mean of all the correlations of the individual studies included in the meta analysis. The standardized mean difference of all the correlational studies is;

$$S_{r}^{2} = 4K (1 + \overline{d}^{2}/8)/N$$

Where  $\overline{\mathbf{d}}$  is the mean of standardized difference.

#### **Coding Study Characteristics**

Coding of findings is an intuitive task. Before coding findings of empirical studies, the distribution of effect size should be examined to determine whether 75 percent of the observed variance can be accounted for by sampling error and the influences of other artifacts. If it is true then there is no need for coding. Findings according to characteristics should be done very carefully. The degree of freedom between coding characteristics and the findings in case of ANCOVA is very less. Analysis of coding of characteristics of findings is also a very important step. The average effect size should be identified between two or more groups. Before coding, methodological characteristics are also important coefficients that should also be considered before integration of findings.

#### **Cumulation of Findings**

Mean effect size has been used by many investigators in meta-analysis. A weighted mean of the estimates derived from n studies should be obtained as

$$\overline{d} = \sum_{i=1}^{n} w_i d_i^{\ u} \left/ \sum_{i=1}^{n} w_i \right.$$

In many studies effect size estimates are not available; in such conditions over all mean effect size as a standardized mean difference can be estimated using only information about the relative frequency of significant findings in the studies.

Comparing and combining the results of two different studies by effect sizes and significant levels:

Effect size and significant levels have been used by the researchers to generalize the results of two or more studies. By examination of the results of two research studies three different types of findings are found: (1) the results of both the studies are significant at same level of confidence; (2) the results of both the studies are significant at different levels of confidence; And (3) the result of one study is significant but the result of the other study is not significant. Various ways of estimating effect size such as standardized mean difference (d), the correlation coefficient (r), and eta are used. The best way to estimate effect size for both the studies following significance testing:

Convert the quoted statistical values i.e., t, f,  $\chi^2$  into r's.

(1) The sign of r should be same if both the studies show effect in same direction, but different sign if the results are shown in different directions.

- (2) Convert r's into Fisher z
- (3) Calculate z scores by substituting  $z_1 \& z_2$  in the given formula

$$z = \frac{z_1 - z_2}{\sqrt{\frac{1}{N_1 - 3} + \frac{1}{N_2 - 3}}}$$

# An Illustrative Example

Two studies on mathematical creativity show the following results:

First study  $t_1 = 1.0869, p > .05, N_1 = 50, N_2 = 40$ 

Second study  $t_2 = 3.33, p < .01, N_1 = 100, N_2 = 120$ 

From the data  $r_1 = 0.11, r_2 = 0.22$ 

z score = 0.7315

Which is not significant beyond 0.05 level. Therefore, both the groups do not differ significantly. They are therefore good studies for combining.

Combining studies by effect sizes:

From the preceding example: 
$$r_1 = .11, z_1 = .110$$
  
 $r_2 = .22, z_2 = .224$   
The combined mean  $z_m = \frac{z_1 + z_2}{2} = \frac{.110 + .224}{2} = 0.167$ 

The average effect size across these two studies is 0.167. The average Fischer z reconverted back to a combined effect of r is 0.161. It shows that the average effect size across these two studies is 0.161.

#### Comparing studies by significant levels

As another example, imagine p values (one tailed) for study A and B are: p = 0.04 (significant) and p = 0.07 (not significant) but in same tail compute new z as:

$$z_{m} = \frac{z_{1} - z_{2}}{\sqrt{2}}$$
$$z_{m} = \frac{1.75 - 1.48}{\sqrt{2}} = 0.191$$

Its p value is .0281 one tailed or .0562 two tailed (rounded to .05). Hence difference between two studies (one significant, and other not significant) is significant. The two p values may thus be seen to differ significantly (or nearly so, if) we used the two-tailed p of  $.0281 \times 2 = .0562$  suggesting that the results in terms of the p values of the two studies are heterogeneous even when we allow for normal sampling fluctuations. Thus, the p levels should not be combined.

#### Combining studies by significant levels

Meta analysist needs accurate p levels of both studies in one tailed form. This method is applicable only when if the null hypothesis of no relationship between two X and Y variables is true and corresponding Z values have the same sign if both the studies show effects in the same direction and have different sign of the results are in opposite direction the new Z value will be as follows:

$$z_1 = \frac{z_1 + z_2}{\sqrt{2}}$$

From the preceding example we have:

$$Z = \frac{1.75 + 1.48}{\sqrt{2}} = 2.29$$

Its p value is .011 (one tailed) or .022 two tailed. This combined p value is significant and it supports the significant study A.

#### An Illustrative Example

Suppose that studies A and B yield homogeneous results in the same direction but neither is significant. One p is 0.137 and other p is 0.095; both p's are one tailed but in the opposite tail. Their associated Z's are 1.09 and 1.37 respectively. Compute new Z as:

$$Z_1 = \frac{z_1 + z_2}{\sqrt{2}}$$
$$Z = \frac{1.09 - (-1.37)}{1.41} = 1.74$$

This p associated with Z = 1.74 is .0418 one tailed or .0836 two tailed. This is significant one tailed even though the original p's are not significant.

#### Meta analysis in Qualitative Research

High precision and high validity are the most important characteristics of a research. Metaanalysis is a hallmark to maintain quality of generalization of findings. Meta-analysis is equally important for synthesizing the research findings of qualitative research, such as, ethnography. Experiences gained by the person of a society are more reliable and valid to draw meaningful conclusions. Observations, anecdotal evidences, diaries, perceptions, experiences are more helpful to draw conclusion, and more important than applying t or F tests to analyze quantitative data.

#### Magnitude of Effect Size v/s Statistical significant level

The traditional way of testing null hypothesis either at .01 or .05 level of statistical significance (Two tailed test) has been followed almost by all the social scientists. Although it has many unappreciated problems. For example, these processes do not provide two important informations; (1) the magnitude of an effect; and (2) the precision of the estimate of the magnitude of that effect (i.e. confidence interval for effect size). All the researchers, especially, in humanities and social sciences are concerned with the statistical significance i.e. p value, whereas doctors and other scientists are interested in the magnitude of effect size and their confidence interval. Statistical p value only provides us dichotomous decision to reject or accept the null hypothesis. Carver (1978) in an article writes "The case against statistical significance testing emphasized on the importance of magnitude of effect size in testing of hypothesis". Carver's idea came just after Glass's (1976) idea of meta-analysis. The researchers must appreciate and use Carver's idea in educational research. Actually this change of testing hypotheses is long overdue as felt by the pioneers who are working not only in social sciences but in medical and other sciences also. Statistical value 1.95 may not be significant at .05 levels (two tailed) but meta-analysis considers the magnitude of effect size in generalizing the findings. For example, the difference in mean mathematical creativity scores of two groups ( $M_1 = 12.0$ ,  $M_2 = 12.00001$ ) is negligible and this difference may be due to a lack of measurement precision, but if N is sufficiently large and data satisfy the parametric conditions, this small difference may be significant and one can generalize that one group is significantly better than

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the other. The difference is too small to be mathematical creativity information, but it is a matter of mathematical creativity inference, not statistics. Meta-analysis is a better way to examine the magnitude of effect size of two or more studies to draw general conclusions. The idea of Carver should be accepted by all the research councils to stop replication of studies and to draw meaningful conclusions.

#### **Testing Homogeneity of Effect Size**

One of the most important problems of conducting meta-analysis is the mixing of studies that are different in many respects. Heterogeneity comes from the sample drawn for the populations that are not same. Most of the studies differ in sampling (method and size both), grade, social setup, caste, religion etc. One important question lies here is that how the studies would be selected to conduct meta-analysis? The precise answer of this question is that only studies that exactly match the objectives of meta-analysis should be included for the integration of findings. Cochrane's Q test or  $\chi^2$  tests are commonly statistical tests used to test the heterogeneity of the effect size. But the power efficiency of these statistical tests is low and sometimes these statistical tests may fail to detect heterogeneity.  $I^2$  Statistical test seems attractive because it scores heterogeneity between 0 to 100% and within 25% corresponding to low heterogeneity accepted. An index of heterogeneity can be calculated by  $I^2$  statistics given below:

$$I^2 = 100 \times \frac{\chi^2 - df}{x^2}$$

Whereas  $\chi^2$  is the Chi-Squared heterogeneity statistics with df. If  $I^2$  is negative, heterogeneity is zero.  $I^2$  never reach 100% and value about 90% are very rare. These values are arbitrary, except for 0%. When the heterogeneity is large, it may be inappropriate to calculate overall summary of size effect. At this stage meta-regression may be used to calculate size effect. Meta regression is a technique to determine factors which contribute to heterogeneity.

#### **Concluding Remarks**

Meta-analysis is a recent advanced technique to stop replication of studies on the same topic. This method of research is also empirical and re-establishes public faith in the research. It will help to identify the problems that have not been solved. Meta-analysis is a good step to go more deeply almost in all the fields of human endeavor to find out what has been done and what has not been done? Before conducting meta-analysis every investigator must study and analyse the findings of research studies of the similar kind. Meta-analytic thinking is related to deductive thinking of a scientist. It is an accurate understanding of proceeding research results in terms of effect size. The report of effect size (along with its CIs) becomes routine, so that results can easily be incorporated into a future meta-analysis. Comparisons of new effect sizes with effect sizes from previous studies are made for interpretation of new results. In the process of meta-analysis investigators see their pieces of research as a modest contribution to the much larger picture in a research field (for the benefits of Bayesian approach) which somewhat parallels those of meta-analysis thinking. Metaanalytic thinking increases the area of thinking. It is a vertical method of knowing facts and findings. Some investigators only relate one variable with the other and identify correlations or differences and stop the work. Meta-analysis informs us if the relationship or difference between/among means have been identified and then visualize what remains in the field and close the doors of simple correlations or differences between the variables forever. The development of research in future depends upon the findings of meta-analysis. But it is difficult to evaluate a meta-analysis with

understanding studies, why an investigator wish to do the hundred-and-first study of a given topic. Yet one well done study is often still needed in a voluminous literature.

Meta-analysis is an important research strategy to summarize the evidence about a given research problem. It can be used to explore certain hypotheses or resolve important discrepancies brought in full fledged explanatory reviews. It has number of advantages. For example, meta-analysis can be replicated, as well as decisions and steps carried out in their process are made explicit. The second advantage is that by applying statistical methods their conclusions are more precise and reliable. The third advantage is that emphasis on the effect size will contribute to ensuring that investigator pay more attention to the effect magnitude rather than statistical significant levels. Effect sizes are more important and helpful than simple procedure of frequency count. Meta-analysis contributes towards evidence based practice in research.

In spite of several characteristics meta-analysis has problems. Validity and accuracy of the results in a meta-analysis study depends upon the quality of studies included in it. If investigator is biased to include any published or unpublished studies which differ in methodology/ sampling/ significance level, then meta-analysis will be biased. If the researcher has included only published studies, the result of meta-analysis also suffers from selection biases or theoretical or substantive preference of the meta-analyst. To check selection biases, several techniques have been published that ensure investigators to assess the methodological quality. PRISMA (Preferred Reported Items for Systematic Reviews and Meta-Analyses) has been developed by Moher et al. (2009) AMSTAR protocol for critical appraisal of meta-analysis has been developed by Shea et al. (2007). Before meta-analysis, the researcher must check quality of the studies by using any one of the above mentioned checklists.

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# Screening and Identification of Dysgraphic Children in Patiala District

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# Abstract

The word "dysgraphic" means "difficulty in handwriting" and refers to a severe difficulty in executing motor movements to write or copy written letters or forms. Dysgraphic children may be unable to transfer the visual information into output of finer motor movement. They may be weak in visual motor functions and in activities requiring visual and spatial judgments. Dysgraphia involves poor motor skills, faulty visual perception of letters and words, poor memory. The current study investigates the difficulties experienced by dysgraphic children in six dimensions namely visual efficiency, the writing position, left handedness, motor coordination, environmental factors and behavioural factors. The objectives of the study were to identify the dysgraphic children and to study the effect of dysgraphia. Qualitative analysis was done. 15 primary schools in Patiala district were selected by simple random sampling method. In these schools, all children of class V were screened for dysgraphic signs. 30 students formed the sample of study. Tools used were screening test, achievement test, observation and interview. It was found that the children had faulty visual perception of letters and words, poor visual memory, motor problems, poor instruction, emotional problems and lack of motivation.

Keywords: Dysgraphia, Visual perception, Motor problems, Fine motor movement

### Introduction

Handwriting is one of the indispensable medium of communication. It requires both visual and motor skills. Difficulty in writing or writing learning disability is referred to as dysgraphia, in which the child may be unable to execute the motor movements to write or copy written letters or forms.

It is mainly classified into three types: the first is dyslexic, where the child cannot make the connection between the symbolic system and the spelling that represent those sounds, words, and phrases; and the second is motor (dysorthography), where the child can speak and read, but that child has problems with the fine motor skills which are required for writing letters, words, sentences and numbers that is, the child sees the graphic picture, but cannot make the movements necessary for writing. The third one is spatial dysgraphia in which people display defects in understanding of space and drawing.

**1. Dyslexic dysgraphia** - Spontaneously written text is illegible, especially when the text is complete. Oral spelling is poor, but drilling and copying of written text are relatively normal. Finger tapping speed is normal.

- 1) Copied work is fairly good. But spellings are usually poor.
- 2) Their finger tapping speed (a method for identifying fine motor problems) is normal.
- 3) It means that this disability does not likely stem from cerebellar damage.

**2.** Motor dysgraphia- Both spontaneously written and copied text may be illegible, oral spelling is normal, and drawing is usually problematic. Finger-tapping speed is abnormal.

- 1) Deficient fine motor skills
- 2) Poor dexterity

- 3) Poor muscle tone
- 4) Students feel arthritis like tensing of hand while writing for long time.
- 5) Written work is poor to illegible even if copied from other documents.
- 6) There are problems with the fine motor skills of these individuals
- 7) People with developmental coordination disorder.
- 8) Writing is often slanting. (Incorrect holding pencil)

**3. In spatial dysgraphia** People display illegible writing, whether spontaneously produced or copied. Oral spelling is normal. Finger-tapping speed is normal, but drawing is very problematic.

- 1) Defect in understanding of space.
- 2) Illegible written work.
- 3) Drawing problems.
- 4) Normal finger tapping speed.
- 5) Normal spelling.

# **Cause of Writing Disorders**

# **Brain damage**

This simply states that learning disabled children with writing problems might have a defect in their left hemisphere of the brain which is the visual memory centre for words.

# **Brain injury**

Some visual abnormalities may also be caused by brain injury. These can also lead to writing problems.

# **Information processing**

Students with learning disabilities usually have problems with attention, memory and encoding which are important for writing .Deficits in any one of these areas may cause a writing disability.

# Maturational delay

In the case of learning disability students, development of appropriate writing skills might also be affected because of delay in the development of central nervous system components.

# **Visual Deficiencies**

It seems axiomatic that visual efficiency is a prerequisite for easy writing. It may be that a Child's eyesight is so poor, that it is practically impossible for the child to write. Hence when these students attempt to write, they become so uncomfortable and fatigued that they can continue with the writing activity only for a short time. These children might even just refuse to write. As visual deficiency may be a factor, so in such cases a student with writing deficits should get his/her eyes examined.

# The Writing position

The position has a lot to do with a child's writing performance. If the child is in a habit of sitting in an uncomfortable position, which goes unnoticed for a long time, then a child's writing can be badly affected. Similarly, the position of the paper (tilted, slanted or vertical) also contributes in creating writing problems.

# Left-handedness

In some cases, this might become a factor in writing disorders. For example, if working in a group, if a child is not placed in the right place (extreme left), then while writing he/she can bump into the elbows of the children sitting next. As a result, writing might appear to be crowded.

# **Motor Disturbances**

A learning disabled child with a writing disorder might also exhibit poor motor coordination. Sometimes these children have difficulty in using their hands for activities that require fine motor adjustments. As a result of this, they might experience difficulty in learning to write

# **Environmental Factors**

Environmental conditions such as social class, family size, georgraphical location, first generation learners, child rearing practices, family, economic disadvantage, level of parent's education, overcrowding, broken home, home environment and motivation factors are clearly associated with academic attainment which depends on writing proficiency.

# **Behavioural Factors**

Children with learning disabilities also exhibit behavioural problems such as hyperactivity, distractibility and inattention. These may not be the direct causes, but they do play a role in sustaining a writing problem.

Over the last decade, a large amount of research on reading and writing difficulties has focused on case studies and suggests the possibility of visual memory deficits in children with dysgraphia.

Goulandris and Snowling (1991) presented the case of J.A.S., a child with developmental dyslexia whose reading, spelling and writing difficulties were accompanied by significant visual memory deficits, but whose phonological processing was relatively good. The above authors argued that visual memory impairments have prevented J.A.S.from establishing detailed orthographic representations in a lexical system.

Vlachos & Karapetsas (2003) evaluated the performance of children with diagnosed dysgraphia and a control group on the Rey-Osterrieth Complex Figure test. A group of 48 Greek elementary school children aged 6.6 to 12.5 years who were in regular school placement participated. All had been diagnosed with dysgraphia, using the writing scale of the Luria-Nebraska Neuropsychological Battery and were matched with a control group of 48 for sex, age, grade, and handedness. Both groups were administered the test, and the children were examined during copying and mnemonic reproduction of the complex figure. Analysis indicated that there were no significant differences between dysgraphic and nondysgraphic groups during the copying task but the dysgraphic group performed significantly lower during mnemonic reproduction of the Rey-Osterrieth Complex Figure. These results suggest that children with dysgraphia possibly suffer from cognitive difficulties that influence visual memory more than visuomotor skills.

Deuel (2005) found that for dysgraphic children, one effective method is to teach the use of a word processor, bypassing the complex motor demands of handwriting. Many students may find learning the keyboard by the alphabet method easier than beginning with the home keys. For many, touch typing offers a whole new opportunity to learn to spell through a different kinesthetic mode. Students should also experiment with different writing tools; some people with dysgraphia may find pencil grips helpful. Other bypass methods include allowing a student to answer questions orally or into a tape recorder instead of writing, modifying written assignments so that less writing is required, and allowing extended

time to complete tests and assignments. Copying from the board is an especially difficult task. Teachers need to provide notes. Photocopying the notes of another student is one possibility. Providing an outline, with spaces left for the student to fill in information, is another. Writing on a slightly inclined plane may be helpful.

Crouch and Jakubecy (2007) applied two techniques, drill activities and fine motor activities, to find whether they help improve the handwriting of a student with dysgraphia. This action research used an ABAB single subject design to find which technique worked better over an eight-week period. The results were inconclusive on which technique worked better. However, the combination of both improved the subject's handwriting and increased his score by 50%. Therefore, this study suggests that using both techniques can help improve the problems associated with dysgraphia, especially in the area of handwriting.

The current study investigates the difficulties experienced by dysgraphic children in six dimensions namely visual efficiency, the writing position, left handedness, motor coordination, environmental factors and behavioural factors.

# Statement of Problem

Screening and Identification of dysgraphic fifth standard children in Patiala district.

# **Objectives of the study**

The objectives of the study are stated as given below:

- 1. To identify the dysgraphic children.
- 2. To study the effect of dysgraphia.

# Methodology

The survey method was adopted. Purposive sampling was done. Qualitative analysis was done.

**Sample-** 15 primary schools in Patiala were selected by simple random sampling method. In these schools, all children of Class V were screened for dysgraphic signs. 30 students showed the symptoms of dysgraphia in these schools. They formed the sample of the study.

# **Tools-**

# 1) Screening test of dysgraphia.

a. The screening test comprised of 2 parts namely a part or the personal data and the other was a screening test with 25 items.

# In the screening test

- i) Visual perception of letters or words was identified as Part A
- ii) Visual memory was identified as Part B
- iii) Speed of writing was included in Part C
- iv) Word order was included in Part D
- v) Matching the column was included in Part E

# 2) Achievement test

a. The achievement test had 25 questions on the content of different subjects (for writing skills) prescribed for V standard students.

### In the achievement test

Part A deals with visual perception of letters or words.

Part B deals with visual memory

Part C deals with Speed of writing

Part D deals with word order

Part E deals with matching column

#### 3) Observation

#### 4) Interview

Both the tools (i) & (ii) included five dimensions

- 1) Visual perception of letters & words. (Show a word on a card)
- 2) Visual memory. (See a picture and write a story)
- 3) Speed of writing (Teacher will say few statement & will ask the students to write one by one)
- 4) Word order (words are given then write them in order)
- 5) Match the columns.

# **Preparation of tools**

The tools were prepared by investigator adapting the available standardized tools and standardization by pilot study.

### **Reliability of the tools**

The reliability of the tools was established by test-retest method while validity was assured by getting opinion from subject & field expert.

### **Test-retest Method**

The test-retest reliability was calculated for the present scale by calculating the coefficient of correlation between two sets of scores of same individual on Screening test of dysgraphia and Achievement test at different time intervals on a sample of 100 students. The test-retest reliability after 3 weeks interval was calculated.

The correlation between the two administrations of the Screening test of dysgraphia and Achievement test was found to be 0.75 and 0.70 respectively. This reliability coefficient was found to be significant at 0.01 level of significance. So, it can be inferred on the basis of reliability coefficient that tools were reliable.

### **Data Collection**

The investigator went in person to collect the data. The screening of children was done. The identified dysgraphic children were observed and interviewed to study at the micro level.

An achievement test was conducted on the children. The children were closely observed when they worked out the problems. The teachers and the students were interviewed in an unstructured way on the problems they face while writing.

# Data Analysis

**Screening Test** 

# Table 1: Results of Screening Test

S.No	Dimensions	Number of Students in %
1.	Visual perception	40
2.	Visual memory	50
3.	Speed of writing	70
4.	Writing word order	80
5.	Matching the columns	30

From Table 1 it is evident that 40% students had visual perception difficulty. 50% students has visual memory difficulty. 70% students had difficulty in speed of writing. Difficulty in writing word order was felt by 80% of the students. 30% students found difficulty in matching the columns.

### Table 2: Results of Achievement Test

S.No	Dimensions	Number of Students in %
1.	Visual perception	40
2.	Visual memory	50
3.	Speed of writing	60
4.	Writing word order	90
5.	Matching the columns	25

# Achievement test

From Table 2 it is evident that 40% students had visual perception difficulty. 50% students had visual memory difficulty. 60% students had difficulty in speed of writing. Difficulty in writing word order was felt by 90% of the students. 25% students found difficulty in matching the columns.

Table 3: Details of students with different types of Dysgraphia

S.No	Dimensions	Number of Students in %
1.	Dyslexic dysgraphia	20
2.	Motor dysgraphia	40
3.	Spatial dysgraphia	40

From Table 3 it is evident that 40% students had Motor dysgraphia, 40% students had Spatial dysgraphia while 20% students suffered from Dyslexic dysgraphia.

# **Discussion based on the results**

From the above results, observation and personal interview conducted it was found that numerous factors contribute to handwriting difficulties like

- Faulty visual perception of letters & words:- Child might know how to spell a word, but be unable to write the spelling. The same situation might exist in copying material from chalkboard and working on seatwork.
- Weak visual memory:- Children have poor visual memory. They are not able to write a story from given a picture. They may be able to think about it. They are not able to present story in a written form.
- Low speed of writing:- Slowness in writing is another problem of dysgraphic children.
   Sometimes these children have difficulty in using their hands for activities that require fine motor adjustment.
- Word order problem:-

Students have word order problem. They are not able to recall the correct word order.

- *Picture matching & word matching cards:*- Children are not able to match the picture with the word that describes it. The children cannot spell the words from memory and write them.

#### Discussion

Children with dysgraphia have difficulty in writing and poor visual perception of letters & words. This results confirms to the studies of Goulandris and Snowling (1991). Many students with learning disabilities are deficient in writing skills. These children perform significantly lower than their peers on most written expression tasks, especially in spelling, punctuation and word usage.

Numerous factors contribute to handwriting difficulties: motor problems, faulty visual perception of letters and words, poor visual memory, poor instruction, emotional problems, and lack of motivation. Fine motor problems can also interfere with handwriting and thus with school work. For example, a Child might know how to spell a word, but be unable to write the spelling. This same situation might exist in copying material from the chalkboard and working on seatwork. Unfortunately, many parents and teachers view the student as academically slow when, in fact, the real problem is handwriting.

Children have showed a variety of handwriting problems: slowness, incorrect directions of letters and numbers, too much or too little slant, shaping problems (letters too oval or narrow in shape), messiness, inability to stay on a horizontal line, illegible letters, too much or too little pencil pressure, and mirror writing. These children do not have the correct idea of the size of letters while writing. The size of the letters might be too large or too small.

Most commonly, children (i) failed to close letters, (11) closed top loops in letters like (such as writing e like e (such as writing e like 1) (iii) looped strokes that should be non-looped (such as writing I like 1), (iv) used straight up strokes (such as writing n for u), and (v) exhibited problems with end storkes. Thus, the majority of handwriting errors involve the incorrect way of writing of a few letters.

### **Remedial strategies for Writing Problems**

Several remedial methods are designed for students with writing problems. But before teaching writing to them, it is important to see that these children are equipped with readiness skills. In other words, the child should be able to connect dots on the paper, perform hand movements such as up-downs, left-right; draw a vertical and a horizontal line and draw different geometric shapes such as a circle, a line. The remedial strategies for writing problems include–

# Multisensory approach

This method is effective when the child is able to coordinate information received from various senses and develop a holistic concept.

"This approach is usually used in teaching letter forms. It includes the following stages:

- 1. The teacher/parent shows the student the letter or word to be written.
- 2. The teacher/parent says aloud the letter name and its stroke directions such as 'First we go up and the we go down'.
- 3. The child traces the letter with his/ her finger and also reads it aloud.
- 4. The child then traces the letter with his/her pencil.
- 5. The child then copies the letter on the paper

# **Model Method**

The stages in this method are:

- 1. The letter model is first presented in dark, heavy lines.
- 2. The child traces the model with his finger.
- 3. Gradually, portions of the model are removed.
- 4. The student then traces the model with his/her pencil.
- 5. The model is then finally removed and the student writes the letter independent of the model.

# Material to Aid Children with Writing Problems

- Project picture on the board
- Label objects in the Picture
- Ask the child to read the words
- The child may also be asked to say a story regarding the picture and then write it or the child may be asked to use the projects labeled in the picture in sentences.

**Prevention-** Many problems can be prevented by early training. Young children in Kindergarten and grade one should be given enough practice to form letters correctly. Kinesthetic memory is powerful and incorrect habits are very difficult to eradicate later on.

Remediation-Muscle training and over learning

- Specifically designed exercises are needed to increase strength dexterity.
- Kinesthetic writing writing with closed eyes.
- Formation of individual letter written in isolation.
- Alphabets need to be practiced daily, often for months.
- Pencil grip practice.
- Copying from board is difficult task. So teacher need to provide notes.
- Photocopying notes.

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- Providing an outline with spaces left for the student to fill in information.

# Recommendations

Before teaching to them, it is important to see that these children are equipped with readiness skills. In other words, the child should be able to connect dots on the paper; perform hand movements such as up-down, left-right, draw a vertical and a horizontal lines and draw different geometric shapes such as a circle, a line.

Teachers can use various aids & appliances for enhancing writing skills like Picture Books, Easy Books, A Box of letters, Reference charts & many other visual aids.

Many activities like Action cards, Say what you see cards. Sequential cards & Classification of objects can enhance the writing skills.

#### Conclusion

Dysgraphic children shows variety of errors in writing, a dysgraphic child may know how to skill a word, but may be unable to write with enough legibility and unable to keep up with speed of teachers in class. But it never means that these children are academically slow, in fact, the problem lies with handwriting that writing skills can be improved through practice.No. of remedial strategies by teacher, attention from parents and positive reinforcement can help children a long way in dealing with this problem.

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# A Review of Teacher Dispositions: Definition and Their Need in Teacher Education

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# Abstract

Dispositions and their place in the educational system have been a burning topic of debate for many years. The increasing demand to hold teacher education programs accountable for outcomes has sparked the discussion on dispositions. They are often misconstrued as teacher attitudes, patterns of behaviour or teaching aptitude. This paper tends to clear the mist surrounding these definitions of dispositions. An exhaustive review of literature on dispositions in teacher education yields a plethora of meaning of this term. Pre-service teacher candidates enter educational institutions with already established values, beliefs and moral character from their family and school social environment. The assessment of dispositions prior to the admission process may help the teacher educators to select the right sort of persons. Also the candidate may be able to develop an insight into the qualities that he or she need to cultivate during and after the completion of the teacher training courses.

Key words: Teacher Dispositions, Teacher Education.

### Introduction

The concept of teacher disposition: what it is and what it is not Dispositions and their place in the educational system have been a burning topic of debate for many years. Central to this debate are five primary questions: What is a disposition? Should they be evaluated? If so, which dispositions should be evaluated? How can dispositions be effectively measured? And who should evaluate these dispositions? The increasing demand to hold teacher education programs accountable for outcomes has sparked the discussion on dispositions. An exhaustive review of literature on dispositions in teacher education yields a plethora of meaning of this term. It is often called as attitudes (Jackson & Getzel, 1963), manner (Fenstermacher, 1992), beliefs (Richardson, 1996), prevailing inclinations and desires (Schussler, Stooksberry, & Bercaw, 2005), and moral dimensions (Breyer, 1997; Goodlad, Soder, & Sirotnik, 1990; Sockett, 2005).

Dispositions have been particularly defined in teacher education as

- 1. A desirable characteristic, quality, or demeanor (Weiner & Cohen, 2003),
- 2. Personality, attitudes and beliefs, perceptions and expectations (Knopp & Smith, 2005),
- 3. Social and emotional behaviours. (Stronge, 1992).

A careful review of literature on teacher dispositions shows that Donald Arnstine, was the first to discuss the concept of dispositions in education and suggested its importance in education (Arnstine, 1967). According to Combs (1969), effective teaching should be viewed as a helping profession wherein understanding student ideas and feelings, reassuring and encouraging students, having a rapport with students, and viewing students as fellow workers should be on the priority list of a teacher. Joyce (1972) enumerated four attributes of effective teaching namely exploring and experimenting, using various methods of teaching, adjusting plans to students needs and being cognizant of theories of child development.

Joyce, Brown and Peck (1981), in relation to teacher education, stated that, "The effort of the teacher educator has to focus on the development of a rich, many-sided, actualizing self". The actual term "dispositions" gained prominence in the early 80s. Buss and Craik (1983) distinguished dispositions from behavior by defining them as "summaries of act frequencies" whereas behavior can be attributed to a single act. The need to include teacher cognition was evident in the work of Clark and Peterson (1986), who identified two major domains of the teaching process: (a) teacher cognition, which includes planning, thoughts and decisions, and beliefs and theories; and (b) teacher actions, which include student behaviour and achievement as well as teacher behaviours. It was Shulman (1986) who pointed out the "missing paradigm" in teaching research as the area of how teachers decide what to teach. In an article published in 1998, Shulman related teaching to other professions. He found six main characteristics that are shared amongst professions: obligation of service to others; understanding of theoretical kind; skilled practice or performance; use of judgement in times of uncertainty; interaction of theory and practice that leads to learning; and the engagement of a professional community. For Shulman (1986), professional judgement was prerequisite to provide a link between the research and theory of a profession to action that often emerges.

Katz and Raths (1985) define teacher dispositions as "An attributed characteristic of a teacher, one that summarizes the trend of a teacher's action in particular contexts". In this context, disposition lies in the ability and likelihood of a person to use an acquired skill. The addition of a contextual element to the definition of disposition further clarifies its position in the professional area of effective teaching. Katz and Raths (1985), in their study further clarify and distinguish dispositions from synonymously used psychological terms such as attitudes, habits, skills and traits. Skills tend to denote mastery which either a person has or not and may be used at the discretion of the person unlike disposition. Attitudes can be seen as predisposition to act based on an organization of beliefs. In their article, "Disposition as Goals for Teacher Education", Katz and Raths (1985) prefer the term disposition to habit "because teaching is a profession, that is, an occupation that brings rationality to bear on performance." The term habit is referred to as "acts that neither intentional nor consequent to reflection" and the term disposition refers to "a pattern of acts that are intentional on the part of the teacher in a particular context and at particular times." However they allow that dispositions can be attributed as 'habits of mind'- not as mindless habits'. Finally, traits are differentiated from dispositions using two ways, emotional state and intensity. Traits, more often describe a person's character not his or her trend in action. Another term that can be misused is temperament and the doubt surrounding it needs to be cleared. Freeman (2007) describes temperament as aspects of human behavior over which they have least control and therefore it is least likely to be changed or influenced by education. Substituting temperament for disposition would mean that good teachers are born not made.

Richardson (1996) further elucidates her concerns about the terminology and the confusion associated with it. In her extensive study of the research based on teacher attitudes and beliefs, Richardson found that the terms attitudes, beliefs, knowledge, actions, conceptions, theories, understandings, practiced knowledge, and values were often misconstrued. Fang (1996) reviewed teacher beliefs and practices and found that the growth of research into the causes of teachers' behaviours has been influenced by an increased interest in the relationship of teacher cognition and pedagogical classroom practices. Fang (1996), mentions that this growth of interest "signals that research on teaching and learning has shifted from unidirectional emphasis on the correlates of observable teacher behavior with student achievement to the focus of teachers' thinking, beliefs, planning, and decision-making processes". Clark and Peterson (1986), identified two major domains

of the teaching process: (a) teacher cognition, which includes planning, thoughts and decisions, and beliefs and theories; and (b) teacher actions, which include student behaviour and achievement as well as teacher behaviours.

Over the years the term disposition has gained so much importance in Teacher Education that bodies governing teacher accreditation programs in foreign countries have tried to set aside a definition for the term and also have ascribed principles based on it. The admission procedure to courses is stringent, where the candidate is required to answer questionnaires that are designed to assess his or her disposition to teach. Whereas in India, many colleges or departments conducting teacher training courses just check teaching aptitude during the admission process.

The National Council for Accreditation of Teacher Education (NCATE) is officially recognised by the U.S. Department of Education as an accrediting body for institutions that prepares teachers and other professionals for work in preschool, elementary and secondary schools. It has set standards for many colleges and universities by which their teacher educator programs are evaluated for accreditation. The NCATE makes it a point to mention that graduates of teacher education programs should complete their courses competent in the "knowledge, skills, and dispositions necessary to help all students learn" (NCATE, 2008)

A study by Reiman and Johnson (2004) enumerates three vital components of the definition of disposition. The first one is reasoning or professional judgement followed by action or behaviour resulting from this judgement. Finally, both the judgement and the action based on it are contextual, occurring in uncertain times or situations that are ill-structured. Thus, teacher dispositions emerged as attributed characteristics of a trend of teacher's judgements and actions in ill- structured situations. Further, it is also noteworthy that these dispositions can be developed over time in professional teacher training programs.

The following list is not conclusive but certainly a representative of the continuum of thinking (Schussler, 2006):

- 1. Characteristic manners of thinking and acting
- 2. Habitual frames of mind
- 3. Trends in actions that are intentional on the part of the actor
- 4. Values, beliefs and intentions that are discovered in consistent patterns of behaviour
- 5. Attitudes, inclinations and personal qualities that candidates hold toward teaching, learning, students and colleagues
- 6. Habits of thinking and action regarding teaching and children

#### The need to assess teacher's disposition

Admission processes in teacher education courses in India tend to assess just a candidate's subject matter knowledge, language skills and teaching aptitude. One may argue that teaching aptitude can be considered as a mirror to the candidates' natural ability towards teaching but the method of assessment may lead the candidate to be 'faking good'. The assessment of dispositions prior to the admission process may help the teacher educators to select the right sort of persons. Also the candidate may be able to develop an insight into the qualities that he or she need to cultivate during and after the completion of the teacher training courses.

Unlike academic education, professional education prepares the individual to engage in effective practice in a manner that promotes not only informed judgment to act, but also cognizance

and responsibility of consequence (Shulman, 2005). Pre-service teacher candidates enter educational institutions with already established values, beliefs and moral character from their family and school social environment. These experiences highly influence what they learn in their teacher education programs and the teachers that they ultimately become after the culmination of the course (Bennings et al., 2008). Research has shown, that field experiences exert a powerful influence on candidates' developing dispositions (Wilson, Floden, & Ferrini-Mundy, 2002) and that candidates often report more value in field experiences than in university courses (Campbell, Gilmore, & Cuskelly, 2003). Positive experiences if incorporated in the teacher education course may lead to the development of desirable dispositions in the candidate and for this the basic need arises to assess the candidate's prior dispositions towards teaching. For example, Lambe and Bonesb (2007) in their study found evidence that positive attitudes toward inclusive practices were reinforced by preservice teacher participation in an inclusive classroom.

The importance of assessment of dispositions was outlined by Borko and Whitcomb (2007). They maintain that dispositions can be seen as predictors of patterns of an individual's actions and are to some degree reflective of the tendency of pre-service teachers to apply the knowledge and skills they learn in teacher preparation courses, in their own classrooms when they are not being supervised. Often the candidates join teacher training courses to secure their future by getting a professional degree. But it is difficult to find out whether they are really fit for this helping and noble profession. One of the most difficult situations faced by teacher educators is coming across a candidate who meets all the requirements of content knowledge and pedagogical skills yet lacks the dispositions that are necessary for an effective teacher. The knowledge and skills of a teacher do not guarantee successful implementation of instructions and management of the classroom. The bigger picture of a candidates teaching effectiveness can only be drawn if one assesses his or her dispositions to teach. The teaching act not only comprises of the knowledge and the pedagogical skills but also of the efficacy with which the candidate delivers them and ensures equity in the classroom. Research has shown that a strong correlation exists between the dispositions of teachers and the quality of their students' learning (Notar, Riley & Taylor 2009). There are teachers who go a step ahead of others to ensure productive classroom learning and a conducive environment for the all-round development of the students. These teachers are certainly those who are disposed to teach. Taylor and Wasicsko (2000) identified numerous examples of research on teacher dispositions over the past 30 years and report that "Research findings on dispositions related to effective teaching were compelling to call for inclusion in new national standards".

Rike and Sharp (2008) describe the following purposes for disposition assessment in teacher education programs:

- Faculty needs a way to communicate to the teacher candidates, the expectations for their dispositions and the means of its assessment,
- Identifying and measuring dispositions is a professional obligation in pre-service teacher education,
- Creating and using a research-based document to measure dispositions ensures consistency and limits subjectivity on the part of the evaluator;
- Its imperative for the pre-service teachers to be aware that who they are and what they believe will have a long-term effect on their careers and the students they teach.

Apart from the above there are still many reasons for the inculcation of disposition assessment routine during the teacher training courses.

- Research by Wayda and Lund,(2005) indicate that pre-service teachers should know what is expected of them regarding dispositions while enrolled in teacher education programs and how those dispositions will be assessed,
- An assessment of dispositions to teach will make the pre-service teachers aware that dispositions are as important as knowledge and skills in becoming an effective teacher (Taylor & Wasicsko, 2000),
- Teacher candidates should begin to think of themselves as "Teachers" while in training and must be aware that their dispositions will be monitored and assessed throughout the program. This will keep them on their feet and will be helpful in cultivating desirable dispositions and getting rid of the undesirable ones.

# Conclusion

Darling-Hammond (2000) argues that the attitudes necessary for good teaching are not necessarily inherent and that teacher preparation programs need to provide experiences that help develop these attitudes. In fact, a close dialogue on disposition will help the teacher candidates to be acquainted with the value, beliefs and habits expected of them. Research shows that the pre-service teachers' attitudes can be highly influenced by the type of training they receive (Avramidis, Bayliss & Burden, 2000). Though, a dramatic transformation in beliefs already imbibed by teacher candidates, may not be recorded yet teacher training programs do make them more effective and reflective (Darling-Hammond, 2000). It should not come as a surprise that many teacher preparation programs define teaching competency only in terms of mastery of subject matter and acquisition of demonstrable teaching skills. Collinson (1999) calls this a "how to" approach to quality teaching and calls for a new definition of teaching excellence that is based on tripartite concept of teaching. It includes the teachers professional knowledge i.e., knowledge of subject matter, its relevance in the curriculum and pedagogical skills, interpersonal knowledge which represent the teacher's relationship with students, parents, colleagues and the educational community, and intrapersonal knowledge, which reflects the teachers knowledge of self and disposition towards teaching for the welfare of the students. Collinson concludes "while the rhetoric on teachers as decision makers and teachers as reflective practitioners increases, ethics and disposition remain such a neglected part of teacher education that they are almost non-existent" (Collinson, 1999). There is an imperative need to explore this area of teacher education.

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# Philosophy of Swami Vivekananda as Framework for Peace Education

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### Abstract

The global society is experiencing serious threats like terrorism, conflicts, injustice and impatience. Education for peace is the most demanding approach to resolve these crises. Consequently, peace education is being adopted as a discipline of the study throughout the world. In this context, Indian education system has to develop its own philosophical base, curriculum framework of peace education for school education. This paper presents logical arguments in favour of this issue. For this very purpose, a philosophy is required as a guiding star which is deeply rooted in Indian culture and is comprehensive to match global standards. The present paper is an attempt to conceptualise peace education through the philosophy of Swami Vivekananda. This paper proposes the philosophy of Swami Vivekananda as a frame of reference for peace education and describes the different aspects of curriculum for peace education at school level.

Key Words: Peace Education, Curriculum Framework, Pedagogy, Experiential learning

#### **Concept of Peace Education**

The global society is experiencing serious threats like terrorism, conflicts, injustice and intolerance. The reasons of these problems may be different and multiple in nature. They have at least two components, which are the political-economical and the Psychosocial (Salomon & Nevo, 2012). Education has the best solution of these threats and education for peace is the most demanding approach to resolve these crises. Consequently, peace education is being adopted as a separate subject of study throughout the world. The relevance of peace education was clearly stressed by Fredrick Mayor- Secretary General of UNESCO, when he asserts;

"If education is the only defence against human catastrophe, peace education is the soul of education that can create the shield for human survival on the planet earth. It is only through peace education that peace can be installed in human mind as an antidote to war in the minds of men" (UNESCO, 2005).

Peace education has many divergent meanings for different individuals in different places. A variety of terms are used by different countries and organisations in context of peace education, such as 'Peace-Building in Schools', 'Education for Peace', 'Global Education', 'Education for Conflict Resolution' and 'Values for Life' (Fountain, 1999).

The UNICEF has defined peace education as the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level (Fountain, 1999). R. D. Laing (1978) expressed functional aspect of peace education as an attempt responding to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures (As cited in Bhatnagar, 2012).

#### Why we need own curriculum of Peace Education?

The world agrees on educating the next generation for peace education. As a discipline the effectiveness of peace education largely depends on its curriculum framework. A wide range of programs of study of peace education have been developed and used with a bit of variance by different nations. Similarly, India needs its own curriculum framework of peace education for two basic reasons.

First, the concept of peace in India is little different from the rest of the world. The 'peace' in Indian philosophy is eternal and divine, rather external and worldly. However, the eternal peace should be reflected in views and behaviours of individual. The peace education in Indian context should be focused on mental peace, social responsibilities, and harmony.

Second, as peace education is intended to reject any kind of violence and to promote the resolution of conflict through dialogue and discussion. Many conflicts and issues are located in nature. The diverse nature of Indian demography and sociology has its own issues and beliefs, which must be addressed in the peace education curriculum. The curricula developed for school education in foreign countries focused their issues and problems. Therefore, we can't fully import any of them in our school education. The existing school curriculum in India has the component of peace education, but in dormant stage and unconsciously transmitted to students.

# Swami Vivekanada's Philosophy as frame of reference

Swami Vivekanada is one of the brand ambassadors of humanity and harmony. Swami Nikhilananda (n.d.) addressed him as "A lover of mankind, he strove to promote peace and human brotherhood on the spiritual foundation of the Vedantic Oneness of existence". Swamiji gave a new understanding of religion and formed a bridge of understanding between the East and the West based on humanity and love. According to Swami Vivekanada one must see God in human beings (CW, vol. 1, p. 276).

Indian education system has to develop its own philosophical base, curriculum and pedagogy for peace education. For this very purpose, a philosophy is required as a guiding star which is deeply rooted in Indian culture and comprehensive to match global standards and with no confusion, philosophy of swami Vivekananda would be the best option. Swamiji believed in humanity, harmony and universal brotherhood. Swamiji's mission was both national and international. The school education system of India can adopt the philosophy of Swamiji as a frame of reference for developing curriculum of peace education.

A framework connotes an instrument for defining something operationally and with a mechanism considering related issues (Bjornavold & Le Mouillour, 2009). Therefore, a curriculum framework is a frame of reference for educational activities with philosophical, sociological, as well as psychological bases of education. It provides guidelines to generate details for all the curricular components and ways of developing learning experiences, content and pedagogy with grounds for their justifications.

The curriculum is the soul of the educational process, the heart of the educational institution and the mind of the academic programme (Ediger & Rao, 2003). The aim of a curriculum is 'to arrange existing [teaching-learning] material into a working system' (Nisbet, 1968). The framework of curriculum for peace education based on philosophy of Swami Vivekanada can be discussed under following headings:

Philosophy of Peace Education
- Aims of Peace Education
- Approaches to Peace Education
- Content of Peace Education
- Pedagogy of Peace Education
- Assessment and evaluation

### **Philosophy of Peace Education**

Since, education has philosophical bases, peace education should have its own philosophical background. Page (2008) has advocated the need of a philosophy of peace education. He expected that it comes through either established philosopher and/or established schools of philosophical debate. The concept of peace according to Vivekananda is eternal and spritual. The absolute peace is the meeting of Atma to Parmatma. He asserts, "You may enjoy the greatest peace in your mind" (CW, vol. 8, 422). There are clear evidences in the speeches of Swamiji about education for peace. He said, "I am very much peaceful and find that the only way to keep my peace is to teach others." (CW, vol. 8, 446). His philosophy guides to establish peace using human values, religious and cultural values.

### Aim of Peace Education

On the basis of teachings of Swamiji, peace education is the training of mind and body to become the true follower and promoter of peace and humanity. The training of mind refers to transform dormant mind to conscious mind. It means he emphasized on the practical approach in assimilation and promotion of peace. The peace education aims at building a peaceful mind and character inculcating the goodness of Indian culture as well as establishing universal brotherhood and mutual cooperation. Education, he said, must provide 'life-building, man-making, character-making assimilation of ideas' (CW, vol. 3, p. 302).

Peace education aims at a frame of mind rather than a body of knowledge (Bar-Tal, 2012). According to NCF (2005), education for peace aimed to nurture ethical development, inculcating the values, attitudes and skills required for living in harmony with oneself and with others, including nature. It embodies the joy of living and personality development with the qualities of love, hope and courage.

### **Approach to Peace Education**

The approach to peace education according to philosophy of Swamiji should be for peace and by peace. It means the essence of peace can be established by peace of mind and goodness of diversity. The conscious transaction of curriculum of peace education would be in harmony with Swamiji's vision.

A review of the various peace education programmes reflects the varying approaches designed in relation to the social contexts of the particular societies. In India peace education programmes have traditionally been concerned with promoting certain core values to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism, India's common cultural heritage, egalitarianism, democracy, secularism, equality of sexes, observance of family norms and inculcation of scientific frame of mind (Pandey, 2007).

The different approaches to peace education are not mutually exclusive they are either promoting education 'for' peace or education 'about' peace. It is from these different approaches that

a culture of peace can be promoted. Hence the framework for peace education includes, but is not limited to disarmament education, international education, human rights education, development education, environmental education, conflict resolution education, life skills education and learning to live together.

### **Content of Peace Education**

Swami Vivekananda promoted the values of humanity, religion, culture and purity of character. The content of peace education may include the teachings of all religions, essence of cultures and civilisations, as well as values of great scholars. The content should provide the concept of oneness and welfare of mankind. The ideas should reflect the global community in the contents of peace education.

According to NCF (2005), content of peace education encompasses respect for human rights, justice, equality, tolerance, Co-operation, social responsibility, and respect for cultural diversity, in addition to a firm commitment to democracy and non-violent conflict resolution. Bar-Tal (2012) accept the wider scope and less defined nature of the content of peace education, in this respect peace education differs considerably from that of traditional subjects.

### **Pedagogy of Peace Education**

The pedagogy deals with the instructional approaches and techniques in transaction of curriculum. An efficient peace education needs a pedagogical shift in teaching methods and teacher attitudes in order to create peace-related outcomes for learners, school systems and society too. In this context Swamiji suggested *concentration* as a method to attain knowledge. He said, "The power of concentration is the only key to the treasure house of knowledge." Power of concentration comes through observing Brahmacharya. Vivekananda defined it as, "Chastity in thought, word and always and in all conditions is what is called Brahmacharya." (Sharma, 2012). Vivekananda also favours Gurukul Method, Yoga, Discussion and contemplation for educating the students (Behera, 2012). Swamiji believed in activity based education and for peace education it is most suitable.

The concepts and contents of peace education programmes vary with time and space. In spite of this, there is a broad consensus among peace educators about pedagogy of peace education. As Najjuma (2011) discussed that peace education should: stimulate reflective and critical dialogue (Balasooriya et al., 2004; Bush and Saltarelli, 2000); methods of teaching should mirror the idea of peace and structural non-violence; and the teaching and learning process should be participatory and interactive (Galtung, 2008) (Haavelsrud, 2008). Moreover, Najjuma (2011) reviewed that peace education needs learner-centred and participatory pedagogy in order to be effective (Bretherton et al., 2003) (Green, 1997). Najjuma (2011) also recognized that teaching about peace is not enough but teaching by peaceful means is the way to peace.

Additionally, Bar-Tal (2012) expresses that peace education aims to form a state of mind, its principal modes of instruction target experience. Hence, *experiential learning* is the key method for the acquisition of peace-related knowledge, attitudes, skills and behavioural tendencies. Learners need to live under the prescribed conditions and practice in life by peace education for the achievement of its goals.

The learning climate should include conditions that reflect the objectives of peace education such as; tolerance, cooperation, peaceful conflict resolution, empathy, non-violence and respect for human rights. However, setting up experiential learning in schools is a difficult task for educators. It requires pedagogical expertise of teachers. It also demands that teachers have the skills and ability to

manage the learning environment while serving as role models for learners.

### **Assessment and Evaluation**

Assessment and evaluation of learners' progress is the key issue in peace education programme. The assessment of learner should be continuous and comprehensive in nature. The prime aim of education, according to Vivekananda, is to purify the soul and maintain the behaviour. Therefore, the assessment of learners should not only at cognitive and affective level but also reflective level. The assessment task should be practical and societal in concern. The anecdotal record of learners is a good source for their assessment in context of peace education.

### **Concluding Remarks**

Education for peace is the need of the hour and is best to start with school education in order to save future generations from evils. The curriculum of peace education at school level is the thrust area for educational research. This paper is just a step in this direction. It tries to taste some drops from the ocean of teachings of Swami Vivekananda. The concept presented through this paper is rather in cloud form and need to nourish into a complete framework for peace education. In this context, educational experts and true followers of Swami Vivekananda should come forward to own this responsibility.

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# Science Comprehension Among Visually Impaired Students in Relation to their Demographic Variables

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### Abstract

The aim of the present study is to compare science comprehension of visually impaired students studying in class VIII in relation to their demographic variables. The sample consisted of 91 visually impaired students studying in special schools of Kolkata. The data was collected using self-developed science comprehension test. The data was analysed with the help of statistical techniques like Mean, SD, and t value. The findings show that there is significant difference in science comprehension of visually impaired boys and girls. The Performance of visually impaired boys is better than their counterparts in SCT. Another finding of the study shows that there is no significant difference in science comprehension of students. Likewise, there is no significant difference in science comprehension of congenitally and adventitiously visually impaired students in science comprehension.

*Key words:* Visual impairment, Visually Impaired Students, Science Comprehension, Demographic variables

#### Introduction

Science in school education has attained a significant and compulsory place because of its wide application in daily life as well as for providing vast scope at vocational field. So science has become a substantial and integral part of our organized society. The main aim of teaching science in the Primary schools should be to develop proper understanding of facts, concepts, principles and processes in the physical and biological environment (Kothari Commission, 1964-66). Whereas the basic purpose of science education at the secondary level is to understand the nature of science, its processes, methods and scope, so that the students can use scientific method to solve their problems and develop scientific attitude (NCERT, 1988).Even in the NPE (1986), it is clearly mentioned that science and mathematics should be integral part of general education till the end of school stage.

Special education being an integral part of general education, visually impaired children too can be benefitted in the learning of science when modified approaches are followed. Science offers a lot of possibilities for experimentation which can help the child to learn about and interpret the environment. It is a powerful tool for the fulfillment of the human potential of all children. Here, vision modality of the child appear to play a paramount important role, because, vision modality facilitates the observation on the part of the child of the properties of objects, events, and various types of the phenomena which ultimately result into the formation of the mental images.

Vision is the most important modality for acquisition of knowledge as it is a general acceptance that 80% of information is gained through it in just a glimpse and it serves the purpose of integrating the information received by other modalities. It is important in the formation and refinement of concepts, absence of vision deprives of such privilege. It means a sighted child can easily learn many things by seeing what is happening around him so their way of learning is Natural whereas learning of the visually impaired child is Mediated learning. A child having defective vision is destined to struggle in the comprehension of the all subjects in general and particular in science due to its empirical nature. Science courses comprises more than definitions, formulas and

classifications and must be demonstrably lived and learned in the real life environment (laboratory) and not in the artificial realm of classroom or textbook alone. Success for visually impaired students rests on modification and enrichment of science curriculum to include meaningful experiences and activities in keeping with involvement (Lowenfeld, 1973)

## Need of the Study

Naseema and Usha (2007) conducted a study to compare the achievement of sighted and visually impaired children in mathematics and found that sighted children performed better than their counterparts. However, Dawn (2005) observed that academic performance of visually impaired students were similar to that of sighted children. Similar kinds of findings were supported by Klinkosz.et.al (2006). Nisar (1991) found that congenitally blind students performed better than adventitiously blind students on the other hand Sharma (2001) reported that there is no significant difference between academic achievement of congenitally blind and adventitiously blind students. Review of the literature in this aspect shows that very few researches have tried to explore science comprehension among VIC in relation to their demographic variables, especially on the basis of gender, categorized on the basis of vii and age of onset of visual impairment. Here an attempt has been made to undertake the present study.

## Objective

The major objective of the study was to compare the science comprehension of visually impaired students vis-à-vis demographic variables (Gender, Category of Visual Impairment and Age of Onset of Visual Impairment) studying in class VIII.

### **Hypothesis**

Following null hypotheses were formulated as per the objectives of the study

- There is no significant difference in science comprehension of Visually Impaired students with respect to their gender.
- There is no significant difference in science comprehension of Visually Impaired students on the basis of category of Visual impairment
- There is no significant difference in science comprehension of Visually Impaired students with respect to age of onset of blindness

## Method

The descriptive survey method was used in the present study to obtain the objectives of the study.

## Tools

In accordance with objectives of the study a tool to determine comprehension of visually impaired students in science was developed by the investigator. There were 30 items in the science comprehension test, which broadly covered 13 broad topics/units (Force, Nutrition, Friction, Heat, Motion, Electric Current, Physical and Chemical Change, Habitat and Adaptation, Separation of Mixture, Forest, Metal and Non-Metal, Photosynthesis and Respiration). These items were prepared according to the syllabus prescribed by CBSE and WBBSE for class VIII. The items were multiple-choice type having one correct answer carrying one score. The draft test was given to the special teachers who are teaching science in class VIII. As the tool was to be administered among visually impaired students so it was transcribed into Braille script. The valuable suggestions were incorporated, so in this

way content and face validity was established. The reliability of tool was established by test-retest method. The coefficient of reliability of science comprehension test was 0.812.

# Sample and Sampling technique

Multi-stage random sampling design was used. In stage one, from 8 blind schools running in Kolkata, 4 blind schools namely Ram Kishan Mission Blind Boys academy (Narendrapur), Light House for the Blind (Kalighat), Calcutta Blind School (Behala) and Voice of World (Behala) were selected randomly.

In second Stage, from each sampled blind school mentioned above, all the visually impaired students studying in class VIII i.e. intact class was selected in order to get an appropriate number of samples for the study. A total of 91 visually impaired students (66 visually impaired boys and 25 visually impaired girls) were selected as sample of the study.

# Analysis of Data

The collected data were systematically analysed with the help of statistical technique like Mean, SD and t value. The analysis is presented and discussed below:

Table 1: t value of visually impaired boys and girls in S
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Variable	Group	N		df	Mean	Std Error	t-value	Level of
			Mean		Difference	Difference		Significance
Gender	Boys	66	17.74	89	2.90	0.954	3.04	0.05
	Girls	25	14.84				(significant)	



# Fig.1 Comparison of VIC on the basis of gender on SCT in terms of mean scores

Table 1 and Fig 1 manifest the value of mean performance of students categorized on the basis of their

gender in SCT. The value of "t" is 3.04 which is significant at 0.05 level of significance for df 40. The mean scores of male visually impaired students (17.74) on SCT are greater than the mean scores of their counterparts (14.84). So, assertion made by null-hypothesis that there is no significant difference in science comprehension of Visually Impaired students with respect to their gender is rejected. Hence, it can be inferred that male visually impaired students are comparatively better than their counterparts on SCT and science comprehension is likely to be affected by gender.

Variable	Group	Ν	Mean	df	Mean	Std Error	t-value	Level of
					Difference	Difference		Sign ificance
Category of Blindness	Low Vision	31	17.06	89	0.1811	0.944	0.192 Not significant	0.05
	Blind	60	16.88					

Table .2: The t- value of VIC on the basis of category of Visual impairment in SCT



# Fig.2 Comparison of VIC categorized on the basis of Visual Impairment on SCT in terms of mean scores

Table 2 and Figure 2 manifest the value of mean performance of students categorized on the basis of Visual impairment in Science Comprehension Test (SCT). The value of "t" is 0.192 which is not significant at 0.05 level of significance for df 89. There is no significant difference in the mean scores of students categorized on the basis of visual impairment. Thus the stated null hypothesesis that there is no significant difference in science comprehension of Visually Impaired students on the basis of category of Visual impairment is accepted. Hence, it can be inferred that both low vision and

blind students performed similarly on SCT and science comprehension is not likely to be affected by low vision and blindness.

Variable	Group	N	Mean	df	Mean Difference	Std Error Difference	t-value	Level of Signi- ficance
Age of onset of Visual impairment	Congenital	61	17.24	89	0.9125	0.9472	0.963 (Not significant)	0.05
	Adventitious	30	16.33					

Table 3: The t value of VIC in terms of age onset of Blindness in SCT



# Fig.3 Comparison of VIC on the basis of Age on set of Visual Impairment in SCT in terms of mean scores

Table.3 and Figure.3 manifest the value of mean performance of students categorized on the basis of age of onset of visual impairment in Science Comprehension Test (SCT). The value of "t" is 0.963 which is not significant at 0.05 level of significance for df 89. The result is statistically non-significant. Thus the stated null hypothesis that is there is no significant difference in science comprehension of Visually Impaired students with respect to age of onset of blindness got accepted. It has been observed that the mean scores of students obtained by congenitally and adventitiously blind students are 17.24 and 16.33 respectively. Although the difference is insignificant but it

indicates that congenitally blind students' performance seems to be relatively better than adventitiously blind students in SCT. Present study supports the findings by Nisar (1991) that congenitally blind students performed better than adventitiously blind students.

### **Major Findings**

The findings of the study are:

- There is a significant difference in science comprehension of Visually Impaired students with respect to their gender.
- There is no significant difference in science comprehension of Visually Impaired students on the basis of category of Visual impairment
- There is no significant difference in science comprehension of Visually Impaired students with respect to age of onset of blindness. Although the difference is insignificant but it indicates that congenitally blind students' performance seems to be relatively better than adventitiously blind students in SCT.

### **Conclusions and Suggestions**

The study concludes that there is significant difference in science comprehension among visually impaired students in relation to gender whereas no significant difference is found in science comprehension among VI children on the basis of category of visual impairment and age of onset of visual impairment. The outcomes clearly reveal that visually impaired boys' performance is better than girls in SCT. The disparity in the performance may be due to discriminatory attitude towards education of girls particularly in case of girls with special need is still persisting in our society as they are restricted towards attending residential schools away from home either during early years or during adolescence periods. Gender -biased classroom practices may be another reason which negatively affects the performance of girls with special needs in science particularly (Sandler, Silverberg & Hall, 1996). Another finding of study shows that these special schools have evolved strategies to meet individual needs of low vision and blind students which might be probable reason for similar type of performance in SCT. Further, it is found that performance of congenitally blind students is relatively better than adventitiously blind students in SCT. This perhaps could be accounted by the fact that a congenitally blind child who lost his sight before the age of five or six or born blind accepts the reality of his handicap from the very beginning learns to live it with. It means an individual blinded in early infancy finds it easier to cope with his visual limitations as he remains unaware of his own differences from others. They do not retain a useful visual imagery nor most likely any color ideas and rely completely upon their non-visual senses (Lowenfeld, 1971). On the other hand, adventitiously blind children who lost their sight later in life, which may be gradual or abrupt, retain visual imagery and color ideas of which they make use in their learning process. To improve the achievement of the visually impaired students in science, teachers should try to use innovative methods and practices for students to enhance their achievement.

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# The Relationship of Attendance with School Connectedness Among Higher Secondary School Students

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### Abstract

Every student's absence jeopardizes the ability of students to succeed at school and schools to achieve their mission. Studies show that poor attendance not only hinders academic achievement but also promotes a poorly educated society and thus leads to many negative social issues. In India, the problems of irregular attendance, extended absenteeism and repetition affects many across the country. Reports show that the attendance rates in Secondary Schools of India are not vet close to universal. Major factors contributing to this gap are large number of dropouts, absenteeism and poor retention which can be attributed to many economic, social and psychological factors. Apart from economic factors, lack of personal motivation or interest to continue education and lack of academic success, low grades, etc. emerge as some major factors responsible for secondary school absenteeism & dropout, which are the signs of lack of sense of connectedness to school. After carefully considering the previous studies, the researchers concluded that School connectedness is an important factor which influences attendance and has not been investigated much in Indian conditions. This study made an attempt to study the relationship of attendance with school connectedness among higher secondary school students of Varanasi. This relationship was examined from an urban perspective and while studying this relationship, the impact of gender, subject stream and class size was also taken into account. The study population included all the students who were enrolled in class 11th&12th for the academic session 2013-14 in those higher secondary schools which were located in the urban areas of Varanasi city. Using stratified random sampling technique, a sample of 150 students was drawn. Applying the descriptive survey research method, school connectedness was measured using the Students' Sense of Connectedness Scale (SSCS). A positive correlation was found between students' perception of their connectedness to school and their attendance. Also, there was a significant impact of subject stream on this relation, whereas, gender and class size had no such impact.

Key Words: School Connectedness, School Attendance, Higher Secondary School Students.

India is the largest democracy in the world with great accomplishments throughout history. We are constantly stepping up the ladder of success, breaking old records, setting new ones and making our presence felt in the world. Today world is also looking at us with great expectations. But still in 2016, sixty eight years after independence, an academic achievement gap is prevailing among Indian children, who are the future of the nation. The attendance rates in Secondary schools of India are not yet close to universal. Major factors contributing to this gap are large number of dropouts, absenteeism and poor retention which can be attributed to many economic, social and psychological factors. Apart from economic factors, lack of personal motivation or interest to continue education and lack of academic success, low grades, etc. emerge as some major factors responsible for secondary school absenteeism & dropout, which are the signs of a lack of sense of connectedness to school.

School connectedness is the extent to which students feel personally accepted, respected, included, and supported by others in the school's social environment (Goodenow, 1993). Researchers

have linked and demonstrated a strong relationship between school connectedness and educational outcomes. School connectedness, according to Blum (2004), refers to the students' belief that adults in the school care about their learning and about them as individuals. It was first investigated as an important factor in student retention & dropout prevention (Wehlage, G. G., & Rutter, R. A., 1986).

School connectedness leads to reduction in absenteeism, fighting, bullying, vandalism, exhibition of disruptive & violent behaviour, diminishes stereotypes, prejudice, fear, anxiety and depression. It promotes educational motivation, classroom engagement, academic performance, school attendance and completion rate (Petrosinelli, 2004; Bouffard-Bouchard, 1990). School connectedness is of importance for adolescents as it reduces the likelihood that adolescents will engage in health compromising behaviour, carry or use a weapon, smoke cigarettes, experiment with illegal substances, drinking, appearing emotionally distressed, consider or attempt suicide, and engagement in early sexual intercourse.

Studies show that higher attendance is related to higher achievement for students of all backgrounds (Epstein and Sheldon.2002). Makkonen (2004), in his study, also found that students who are disconnected from school have higher dropout rates and lower attendance rates. Result of the studies done by Klem & Connell (2004) indicated that middle school students who were more engaged in school were 75% more likely to have high rates of attendance. Thus, the researches indicate that the level or degree of school connectedness is an important factor to improve students will come to school. After carefully considering the previous studies, the researcher concluded that School connectedness is an important factor which influences attendance and has not been investigated much in Indian conditions. Present study is an attempt to analyze the relationship of attendance with school connectedness among higher secondary school students of Varanasi. This relationship was examined from an urban perspective and while studying this relationship, the impact of gender, subject stream and class size was also taken into account. The study is formally titled as "A Study of the Relationship of Attendance with School Connectedness among Higher Secondary School Students"

## **Objectives of the study**

- 1. To study the relationship between school connectedness and attendance among the higher secondary school students.
- 2. To find out whether there is a significant difference in the attendance of students with high school connectedness and the attendance of students with low school connectedness.
- 3. To find out whether gender has any significant influence on the relationship between school connectedness and attendance.
- 4. To find out whether stream has any significant influence on the relationship between school connectedness and attendance.
- 5. To find out whether class size has any significant influence on school connectedness and attendance.

## Methodology

The study population included all the students who were enrolled in class 11<sup>th</sup>&12<sup>th</sup> for the academic session 2013-14 in those higher secondary schools which are located in the urban areas of Varanasi city. Using *stratified random sampling technique*, a sample of 150 students was drawn. Following table shows the distribution of sample according to different variables of this study:

Basis of Stratification	Strata	Number of Students	Total	Total sample size
Candan	Male	75	150	
Gender	Female	75	150	
	Arts	50		
Stream	Science	50	150	150
	Commerce	50		150
Class size	46	50		
	55	50	150	
	60	50		

Table-1: Table showing the distribution of sample among various strata:

Applying the *descriptive survey research method*, school connectedness was measured using the Students' Sense of Connectedness Scale (SSCS), constructed by Brew, Beatty and Watt (2004). It is a Likert type 4-point scale – strongly agree, agree, disagree, strongly disagree. There are total 31 items measuring the six dimensions of school connectedness: Relatedness of self with school, belonging with peers, engagement with community, academic engagement, teacher support, fairness and safety at school. Data for attendance of students was collected from attendance registers provided by the school. SSCS Score % & Attendance % for each student was calculated and the master chart was prepared on a computer spread sheet using 'MS-Excel 2007'. For the analysis and interpretation of data both descriptive and inferential statistics were used.

# Analysis and Interpretation Comparing the Relationship between School Connectedness and Attendance :

In order to find the relationship between school connectedness and attendance of the students, the researcher computed a 'Pearson coefficient of correlation' between SSCS Score % and attendance %. The obtained value of r (r=.230 for N=150 and df=148) was found significant at 0.05 level of significance, which implied a significant relationship between school connectedness and attendance.

# Difference in the Attendance of Students with High School Connectedness and those with Low School Connectedness

For this, the sample was first divided into two groups on the basis of their SSCS score % applying the **Median Split method**, the students with SSCS score % greater than 80.74 (median being 80.74) were placed in high group and those scoring below 80.74 were placed in low group. Using t-Test (Two-Sample assuming unequal variances) the difference in the attendance of the two groups was compared. It is summarized in the table 2. It is evident from table-2 that the calculated t value is greater than critical t value (3.119 > 1.977) at 0.05 level of significance, hence, the null hypothesis is rejected. It implies that the difference in the attendance of students with low school connectedness and those with high school connectedness is significant.

	Mean Attendance %	Variance	t-stat (calculated t value)	t critical (two- tail)	
Students with high school connectedness	71.85	175.51	3 110	1 077	0.05
Students with low school connectedness	63.81	320.62	- 3.119	1.977	0.05

### Table 2: Tabular representation of the Difference in Attendance of Students with High School Connectedness and those with Low School Connectedness

It can be inferred that students who feel themselves more connected to their schools are likely to have greater attendance than those students who feel themselves to be less connected to their school. The graphical representation also makes it evident as greater fluctuations could be seen in the attendance in the low group (ranging within 40-90%) in comparison to the high group (ranging within 60-80%).





### Influence of Gender on the Relationship between School connectedness and Attendance

Firstly, the researcher separated the SSCS score % and attendance % into two groups of male and female students, then computed 'Pearson coefficient of correlation' between SSCS score % and attendance % for both the groups separately. It was found to be  $\mathbf{r}_{male} = 0.18$  and  $\mathbf{r}_{female} = 0.26$  for male and female students respectively. To test whether the two correlation coefficients differed significantly, **critical ratio (CR)** was computed (CR=0.56) which was found not significant at  $\alpha=0.05$ , hence the null hypothesis was accepted. It implied that there was no influence of gender on the relationship between school connectedness and attendance. However, further analysis showed that among female students with low school connectedness, this relation was significant at .05 level of significance. It means that those female students who felt them to be less connected to their school also tend to have less attendance.

Table 3: Tabular representation of Calculated and Table r between Connectedness & Attendancefor both Genders as per their SSCS score %

SSCS Score % Status	Gender	Calculated r	Table r	df	Status of significance of r		
High	Male	034	.349	32	Not significant		
	Female	.057	.304	39	Not significant	0.05	
Low	Male	214	.304	39	Not significant	0.03	
	Female	.412	.349	32	Significant		

Influence of Stream on the relationship between School Connectedness and Attendance:

For this, the SSCS score % and attendance % were categorized into three groups as per students' streams, i.e. commerce, science and arts. Then the correlation between SSCS score % and attendance % was computed separately for each group to make following comparisons:

# Table 4: Summary table for comparingCommerce and Science streams

r <sub>commerce</sub>	.07
r <sub>science</sub>	.46
CR	2.15
α	0.05
Status of null hypothesis	Rejected

Comparison between commerce & science stream showed a significant difference between the two groups and it was more strong among students of science stream than those of commerce stream, it is clear from given table.

r <sub>commerce</sub>	.07
r <sub>arts</sub>	01
CR	2.15
α	0.05
Status of null hypothesis	Accepted

Table 5: Summary table for comparing Commerce and Arts streams:

Comparison between commerce & arts stream showed no such difference between the two groups, also the computed r for the two streams were not significant for df=48 at  $\alpha$ =0.05 which implies that among the students of commerce and arts streams, there is no relation between school connectedness and attendance.

r <sub>science</sub>	.46
r <sub>arts</sub>	01
CR	2.15
α	0.05
Status of null hypothesis	Rejected

Table 6: Summary table for comparing Science and Arts streams:

Comparison between science and arts streams however showed a significant difference between the two groups and it was more strong among students of science stream.

On the basis of above comparisons it was found that stream has a significant influence on the relationship between school connectedness and attendance. Between the three streams compared in this study, it was found to be strongest among the students belonging to science stream, whereas, it was negligible for the other two streams.

## Influence of Class Size on School connectedness and Attendance

For this, the students were divided into two groups depending upon their class size and the mean SSCS score % of students belonging to the two groups was calculated. To test the significance of this difference in their mean score, the researcher applied t-Test (Two-Sample assuming unequal variances). It is summarized in the following table:

## Table 7: Tabular representation of the Difference in Mean SSCS Score % of Students in Small and Large Class Size Groups

	Mean SSCS Score %	Variance	t-stat (calculated t value)	t critical (two- tail)	α
Small Class Size Group (<46 students)	81.25	76.04	1.80	1.02	0.05
Large Class Size Group ( >46 students)	78.32	104.57	1.80	1.98	0.03

It is evident from the above table that the calculated t value is less than the critical t value (1.80<1.98) at .05 level of significance, hence the *two groups do not differ in terms of school connectedness*.

The influence of class size on students' attendance was also tested in the similar manner. It is summarized in the following table:

Table 8: Tabular representation of the Difference in Mean Attendance % of Students in Small andLarge Class Size Groups

	Mean Attendance %	Variance	t-stat (calculated t value)	t critical (two- tail)	α
Small Class Size Group (<46 students)	71.08	259.20	1 74	1.98	0.05
Large Class Size Group ( >46 students)	66.14	265.01	1./4	1.70	0.05

Above table makes it clear that the calculated t value is less than critical t value (1.74 < 1.98), hence it can be said that the two groups do not differ in terms of their mean attendance. On the basis of above analysis, it can be said that class size has no significant influence on students' sense of school connectedness and their attendance. Therefore, the null hypothesis is rejected.

## **Findings of the Study**

The major findings of the present study can be summarized as following:

- 1. A positive correlation was found between students' perception of their connectedness to school and their attendance.
- 2. A significant difference was found in the attendance of students with low school connectedness and those with high school connectedness, i.e. the mean attendance of students with high school connectedness was found to be more than that of students with low school connectedness.
- 3. It was found that gender had no significant influence on the relationship between school connectedness and attendance in this study. However, among female students with low school connectedness, this relation was found to be significant.
- 4. It was found that the relationship of school connectedness and attendance was influenced by stream. Between the three streams compared in this study, this relationship was found to be the strongest among the students belonging to science streams, whereas, it was negligible for the other two streams.
- 5. It was found that class size had no significant influence on students' sense of school connectedness and their attendance.

## **Discussion and Implications**

The main objective of this study was to study the relation of students' sense of connectedness to school and their attendance. In doing so, attempt was also made to study the influence of gender, class size and subject stream on this relationship. A significant relationship was found between school connectedness and attendance in this study. This finding is consistent with the studies of

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Makkonen (2004), and Hawkins & Catalano (1992), who also found the correlation between these variables to be positive. It implies that school connectedness can be an important factor in influencing attendance of higher secondary school students. Moreover, findings also suggested a

variables to be positive. It implies that school connectedness can be an important factor in influencing attendance of higher secondary school students. Moreover, findings also suggested a significant difference in the attendance of students with low connectedness and those with high connectedness which is also consistent with the findings of Klem & Connell (2004). Among other factors, gender and class size were not found to have any significant impact, however, it was found that the relationship of school connectedness and attendance was influenced by stream.

In the light of the findings of this study, it can be suggested that schools should make efforts to provide support to promote attendance among students. Greater attention should be paid to prevent and intervene as early as feasible after attendance problems are noted.

Since, the findings indicate a positive correlation among school connectedness and attendance and also suggest that students who feel themselves more connected to their schools are likely to have greater attendance than those students who are not connected to their school, the key is helping youth to overcome their sense of disconnectedness. School support staff and teachers can then collaborate in developing a major initiative for re-engaging those who have become disengaged and for reversing conditions that led to the problem. This they can do by providing students with enriching experiences in school, through teacher support, promoting positive relation among peers, providing them avenue for gaining academic achievement, etc.

A second major arena in need of attention is that of designing classroom and school-wide programs to re-engage students who have become actively disengaged from schooling. This is generally one of the most neglected aspects in school improvement planning. Care should be taken to include this aspect as well.

### Conclusion

There are some students who experience school as not a good fit and the problem then becomes motivational. But most schools and the society in general address the problem in a manner, which victimises the student. It negatively affects those efforts which can more accurately identify the various underlying causes of attendance problems and the range of prevention, early intervention, and ongoing support that might more effectively address the problems. So, addressing the problem requires strategies that are more psychologically sophisticated than those used. Since there are a large number of factors that have a key role to play in school attendance problems, it becomes necessary to avoid clustering all youngsters together. The complexity of such problems demands comprehensive, multifaceted, and integrated approaches. Promoting school connectedness among students offers a promising solution to this problem, which has been established through various studies and which was also found as a key factor in this study. However, all factors related to attendance problems are not under the control of schools alone, so they cannot provide solutions in isolation. It requires resources that go beyond the school. So, a team approach, involving the combined efforts of students, parents, teachers, administrators, community-based organizations, and business, as well as the federal, state, and local governments should be adopted for treating the attendance problems of students prevailing in schools.

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### **Inclusive Education and Visual Impairment**

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#### Abstract

Special need students are educationally special in the sense that they need specific educational intervention. Visual Impairment is a specific case of special need children. The education of visually impaired children has over a century old history in India. Inclusive education is seen as an educational innovation in the area of special education and is considered as relevant for the social and emotional development of visually impaired students and their adjustment. However there are many problems reported and many areas still unexplored that causes problem for visually impaired students in an inclusive set-up. These problems need to be identified and addressed. At the same time there is need of continuous feedback on the effectiveness and relevance of the innovation using specified criteria for evaluation.

Key words: Visual Impairment, Inclusive Education, Visually Impaired Students, Problems.

### Introduction

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. The rigor of the secondary and higher secondary level, enables Indian students to compete successfully for education and for jobs globally. In addition to general education up to secondary level opportunities for improvement of vocational knowledge and skills should be provided at the higher secondary level to enable students to be employable. Secondary education is equally important for special need children as well.

However education of the special need children has been included in the national agenda comparatively more seriously since 1981. Implement of Rehabilitation Council of India Act 1992, is another milestone in the field of special education in India. The National Curriculum Framework for school education NCERT-2000 has recommended inclusive schools for learners with special educational needs by making appropriate modification in the content, presentation and transaction strategies, preparing teachers and developing learner friendly evaluation procedures. Since the emphasis on education of special need children has been substantiated in different educational policies and documents, several innovations have been initiated in the area of special need education including the concept of Inclusive Education. Inclusive education is a broader concept and finds applicability in diverse areas of impairment and disability.

### Visual Impairment: A Case of Special Need Children

Special Need Children (SNC) is defined as "Children with identified disability, health, or mental health conditions requiring early intervention, special education services, or other specialized services and supports: or Children without identified conditions, but requiring specialized services, supports, or monitoring". On the other hand Visual Impairment (VI) refers to a condition where a person suffers from any of the following three conditions, namely total absence of sight or visual acquity not exceeding 6/60 or 20/200 (snellen) in the better eye with correcting lenses or limitation of the field of vision, subtending an angle of 20 degree or worse (PWD Act, 1995). Low vision is also included in the definition where low vision is defined as an impairment situation where in the visual function remain impaired even after treatment or refractive correction. The low

vision individual are however capable or potentially capable in planning and executing tasks with suitable assistive devices.

Visual impairment imposes three basic limitations on the individual. Firstly, it restricts range and variety of experiences. Secondly, it restricts the ability to move about and finally, it limits the control of the environment and the self in relation to it." (Status of Disability, 2003). The researches show that the blind tends to live in the world of temporal sequence rather than in the spatial sequence of the seeing persons. The lack of vision affects the behaviour of blind person and subsequently leading to adjustment problems. Lack of visual feedback, restricts the range of behaviour and leads to over development of verbalism. Thus, there is a significant difference between the visually impaired and sighted learners. The sighted children are involved in natural learning and the visually impaired children are involved in mediated learning (Mani M.N.G., 1987). Moreover, vision is the most actively used sense by individual and his/her knowledge grows out through visual experiences. The resulting effects of visually impaired or the loss of vision are therefore severe.

The concept of VI and its characteristics clearly establishes that visually impaired students are special case of SNC since their educational needs are special in that there is need of different resources for them to help them in learning.

### Inclusive Education: An educational initiative

Inclusive school or set-up may be defined as a place where everyone belongs, is accepted, supports and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met (Stainback and Stainback, 1992).

Inclusive education is the outcome of movement which ensures equalization of educational opportunities irrespective of individuals' social, mental, emotional and physical differences. It rests on the principles of formulation of a society where individuals of all types live in harmony. Researches have shown that inclusive education results in improved social development and academic outcomes for all learners. It leads to the development of social skills and later social interactions because learners are exposed to real environment in which they have to interact with other learners having unique characteristics, interests and abilities. The non-disabled peers adopt positive attitudes and actions towards learners with disabilities as a result of studying together in an inclusive classroom. Thus, inclusive set-up lays the foundation to an inclusive society accepting, respecting and celebrating diversity.

Inclusive education is the most effective means for building solidarity between children with special needs (CWSN) and their mates. Inclusion refers to "All children learning together in environment that provide special services, support and supplements for all children as needed and are guided by well trained professionals (teachers)." (Avllaro et al. 2002). Disability and its conceptualization are cultural and social constructs. It covers vast area. It not only incorporates physical inefficiency of person whether it girts all the area regarding the psychological aspects of life also. We cannot limit it with only the sensory impairments of persons viz visionary, auditory or any orthopaedic but also social delinquents, emotionally disturbed and learning disabled come to the category of disabled person. Landmark legislation, Person with Disability Act, 1995 (Equal opportunity, Protection of rights, Full participation) classifies this vast area into seven categories and every category has its own peculiar characteristics and difficulties.

### **Inclusive Education and Visual Impairment**

The history of education of children with visual impairment at the global level is just two

only in the 20th century.

centuries old. Valentine Havy started the first formal institution for Blind Youth in Paris in 1884. Prior to this, children with visual impairment mostly remained at home. The institution in Paris became an eye opener for other countries to explore the possibilities of educational services, In 1871, in England the first school for the blind was opened in Liverpool. More school for children with visual impairment around the world emerged after the invention of Braille system by Louis

Work for children with visual impairment in India is more than a century old. Miss Anne Sharp founded the first school for the blind in Amritsar in India in I887. One of the largest schools for the blind in India, which is located in Palayam Kottai, was started in the year 1890. Though foreign missionaries started the first two institutions, Sri Lal Behari Shah was the first Indian to start Blind School in Calcutta in 1897.

Braille in 1832. However, the education for the children with visual impairment gained momentum

Besides efforts from the voluntary sectors, the Union Government too initiated constructive activities towards the development of services for children with visual impairment. In 1942 the Government of India invited Sir Clutha Mackenzie, a world war I veteran from Newzealand to conduct a survey on blindness in India. The recommendation of his famous report on blindness in 1944 greatly influenced the programmes for persons with visual impairment in the post independent period. In 1947, a unit on blindness was setup in the ministry of education, which was headed by Lal Advani, himself a blind person. Finally the development of Bhartiya Braille code in India also provided a fillip to the augmentation of services for children with visual impairment that further led to the initiation of government effort to develop Hindi Braille in 1973 that was further strengthened with the establishment of the National Institute for the Visually Handicapped, Dehradun in 1997.

Till a long time, the services for the blind, remained a 'welfare and charitable' activity. Legal provisions for education of disabled and hence for persons with VI was substantiated through the PWD Act of 1995. The Persons with Disabilities Act, 1995 goes a step further than the constitutional provision for education through article 45 and desired provision of free education to children with disabilities till the age of 18 years.

Since the official endorsement of the significance and importance attached to education of SNC, several government efforts were initiated with a view to provide a more effective and humane and effective means for educating the SNC including visually impaired children and helping them develop into well-adjusted and capable individuals. Inclusive education is one such step in this direction. Still the children with special needs have to face a lot of problems to cope with the normal children. According to Bunch and Finnegan (2000), inclusion of students with special needs in regular classrooms continues to be controversial practice for much education. Though individual teachers and a number of entire school systems have moved to inclusive practice and policies, the greater numbers of educationists favour special classes and schools for many students and integration.

Inclusive education aims to restructure schools in order to respond to the learning needs of all children. The fundamental principle of the inclusive school is that all children learn together regardless of any difficulty or difference they may have. Inclusive education is the most effective means for building solidarity between children with special needs and their peers. Inclusive education is the outcome of inclusive movement which ensures equalization of educational opportunity irrespective of individuals, social, mental, emotional and physical differences. Yet there are many problems associated with education of SNC in inclusive set-up. Provisions for equal opportunities, special aids, equipments and assistive devices, incentives and financial assistance, special learning capacities, proper guidance and counselling, speech & language and communication skills etc. are some of the relevant areas for investigating the problems of Visually Impaired students in an inclusive set-up.

### **Concluding Remarks**

Although inclusive education with reference to VI is perceived as an innovation, it is not unequivocally accepted as a success story. Many people highlighted the problems faced by visually impaired students in an integrated setting. This establishes the topic of inclusive education as a relevant research topic. Morgan and Elizabeth (1981) have delineated following functions that a good program should provide: a teacher knowledgeable in child development who accepts children at their level of development who understands that children need consistency, a dependable schedule and gentle but firm limits, a curriculum which has a multisensory approach, a curriculum providing various hands on experience, a curriculum which enhances growth in all areas of development, many opportunities for play, a natural appropriate setting in which learning may be directly applied with no need for delayed generalization from a highly structured and solvated lesson. These criteria can be used to evaluate the problems related to inclusive education and the problems associated with the same in context of visually impaired children.

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## Shaikshik Parisamvad (An International Journal of Education) SPIJE, ISSN 2231 – 2323 (Print), 2231 – 2404 (Online) Vol. 5, No. 2, July 2015, pp - 53-61. उत्तर प्रदेश में विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित लोकतांत्रिक मुल्यों का अध्ययन

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### Abstract

In the changing scenario of Indian politics, our country needs responsible citizen with democratic values .Civics as school subject plays an important role in developing democratic values in the students as future citizens of the country .The focus of the present study is to find out the role of popular books of civics in developing democratic values in students through content analysis. For the purpose of content analysis, chapters, pictures and stories have been taken into consideration. As a result, it was found that the civics book of class 8<sup>th</sup> of the three school boards in Uttar Pradesh were not very much successful in developing democratic values in students.

Key Words: civics textbook, democratic values, various school board

वैश्विक मंच पर भारतवर्ष ने स्वयं को लोकतान्त्रिक देश के रूप में प्रतिष्ठित किया है। 1947 में मिली स्वतंत्रता प्राप्ति के पश्चात् वसुधैव कुटुम्बकम् का सर्मथन करने वाले भारतवर्ष ने सम्प्रभुत्व, समाजवाद, धर्मनिरपेक्ष, लोकतान्त्रिक गणराज्य को आधार बनाकर अपने संविधान को निरूपित किया। भारतीय संविधान अपने देश के नागरिकों से यह अपेक्षा करता है कि वे उन सभी लोकतान्त्रिक मूल्यों जैसे–(1) व्यक्तिगत विभिन्न्ता का सम्मान, (2) स्वतंत्रता (3) समानता, (4) न्याय, (5) सहयोग,(6) सहनशीलता का पालन करें जिससे कि भारत को एक सफल लोकतान्त्रिक देश के रूप में स्थापित किया जा सके। परन्तु इसके विपरीत वर्तमान भारत के नागरिकों के लोकतान्त्रिक मूल्यों में निरन्तर गिरावट हो रही है। लोकतान्त्रिक मूल्यों में हो रही गिरावट से न केवल समाज प्रभावित हो रहा है बल्कि देश का विकास भी बाधित हो रहा है (द टाइम्स आफ इण्डिया, 2014)। इस रिपोर्ट के अनुसार आज भारतीय समाज को उच्च लोकतान्त्रिक मूल्य एवं उच्च नागरिक भाव से युक्त नागरिकों की अत्यन्त आवश्यकता है। अतः विद्यार्थी जो कि देश का भावी नागरिक है, उसमें लोकतान्त्रिक मूल्य को विकसित करने की जिम्मेदारी विद्यालय में पढ़ाये जाने वाले विभिन्न विषयों में से नागरिक शास्त्र की प्रत्यक्ष रूप से है। नागरिक शास्त्र के शिक्षण के माध्यम से ही लोकतान्त्रिक मूल्यों से युक्त नागरिकों का निर्माण किया जाता है। लोकतान्त्रिक मूल्यों से युक्त नागरिकों की आवश्यकता पर बल देते हुये माध्यमिक शिक्षा आयोग (1952–1953) ने अपनी रिपोर्ट में लिखा है–

''शिक्षा व्यस्था को आदतों, दृष्टिकोण और चरित्र के गुणों के विकास में अपना योगदान देना चाहिए जिससे कि विद्यार्थी लोकतन्त्रीय नागरिकता के दायित्वों का योग्यता से निर्वाह कर सके और उन ध्वंसात्मक प्रवृत्तियों का विरोध कर सके जो व्यापक राष्ट्रीय और धर्म–निरपेक्ष दृष्टिकोण केविकास में बाधक हो।'' (पृ0संख्या 23)

अतः उक्त सभी आवश्यकताओं की पूर्ति के लिए आयोग ने विद्यालय स्तर पर नागरिकशास्त्र के अध्ययन को महत्वपूर्ण माना है। राष्ट्रीय शिक्षा आयोग (1964–1966) ने नागरिक शास्त्र की व्यापक अवधारणा को स्वीकार करते हुए उसे पाठ्यचर्या का अनिर्वाय तत्व माना है। शिक्षा आयोग ने नागरिक शास्त्र को सामाजिक अध्ययन के अन्तर्गत महत्वपूर्ण स्थान दिया है। आयोग के शब्दों में 'सामाजिक अध्ययन का प्रभावी कार्यक्रम भारत में उत्तम नागरिकता एवं भावात्मक एकीकरण के विकास के लिए अनिवार्य है। परन्तु नागरिक शास्त्र की पाठ्यपुस्तकों की समीक्षा के दौरान उसमें अनुस्थित लोकतांत्रिक मुद्दों की ओर ध्यान देते हुये राष्ट्रीय पाठ्यचर्या की रूपरेखा –2000 ने नागरिकशास्त्र की पाठ्यपुस्तकों में बदलते समय के साथ त्वरित परिवर्तन की आवश्यकता पर बल दिया। राष्ट्रीय पाठ्यचर्या की रूपरेखा (2005) में नागरिक शास्त्र की पाठ्यवस्तु के निर्धारक तत्वों में नागरिक भाव एवं लोकतांत्रिक मूल्य से युक्त विषयवस्तु को अधिक से अधिक शामिल करने का सुझाव दिया। इसी परिप्रेक्ष्य में सामाजिक विज्ञान की पाठ्यपुस्तकों में लोकतान्त्रिक मुद्दों से सम्बन्धित विषयों की उपस्थिति के सन्दर्भ में किये गये शोध अध्ययनों का संक्षिप्त विवरण यथोचित है। वार्ष्णेय (1979) ने अपने शोध के परिणाम में पाया कि कक्षा 9 से कक्षा 12 तक की पाठ्यपुस्तकों में नागरिकता की शिक्षा, सरकार, सरकार की कार्य प्रणाली, समानता एवं स्वतंत्रता को पर्याप्त स्थान दिया गया है जबकि स्थानीय तथा राजनीतिक विषयों जैसे स्वशासन, न्याय, सम्प्रभुता, राजनीतिक दल, राजनीतिक दलों की कार्य प्रणाली जैसे विषयों को गौण स्थान दिया गया है। हक (1981) ने अपने शोध के निष्कर्ष में पाया कि नागरिक शास्त्र की पाठ्य पुस्तकें एक समान एवं निरन्तर रूप से राष्ट्रीय मुल्यों का विकास नहीं कर रही हैं। गाँधी (1991) ने अपने शोध के निष्कर्ष में बताया कि प्रचलित सामाजिक पाठ्य पुस्तकों में से लैंगिक विभिन्नता को दर्शाते हये चित्र तथा समाजिक असमानता को दर्शाते हुये चित्रों को हटा देना चाहिये। मदन (2003) ने अध्ययन के परिणाम स्वरूप बताया कि वर्तमान भारत में प्रचलित नागरिकशास्त्र की पाठ्यपुस्तकें विद्यार्थियों में स्वतंत्रता, समानता,न्याय जैसे तत्वों को विकसित करने में सहायक नहीं है। कुछ इसी प्रकार यादव (2007) ने भी अपने शोध लेख के परिणाम में नागरिकशास्त्र की पाठ्यपुस्तकों को विद्यार्थियों में लाोकतान्त्रिक मूल्यों को विकसित करने में असमर्थ बताया। भोज (2010) ने शोध लेख के निष्कर्ष में बताया कि पाठ्यपुस्तकें विरोध की आवाज, जो कि अभिव्यक्ति की स्वतन्त्रता का आधार है, तथा हिंसा व आतंकवाद में अन्तर करने व जागरूक नागरिकों के कर्तव्यों एवं हिंसा को न करने वालों व सहने वालों के मध्य अन्तर करना नहीं सिखाती है। गुप्ता, (2011) ने शोध अध्ययन में उच्च प्राथमिक स्तर की कक्षाओं में प्रचलित NCERT की नागरिक शास्त्र की पाठ्यपुस्तकों सामाजिक एवं राजनीतिक विज्ञान की पाठ्य पुस्तकों में लैंगिक विभिन्न्ता, स्त्रियों के हक के लिए किये जा रहे प्रयास, लोकतांत्रिक समाज में समानता व हाशिये के बाहर रह रहे लोगों जैसे दलित व मुस्लिम आदि इन बिन्दुओं को आधार बनाकर उनका विश्लेषणात्मक अध्ययन किया। परिणाम में उन्होंने बताया कि NCERT की नागरिकशास्त्र की पाठ्यपुस्तकों में उपरोक्त सभी विषयों को पर्याप्त स्थान दिया गया है।

अतः प्रस्तुत शोध अध्ययनों के आलोक में विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित लोकतान्त्रिक मूल्यों की पहचान से सम्बन्धित शोध कार्य किया जाना प्रासंगिक है।

1976 में 42 वें भारतीय संविधान संशोधन के पश्चात 'शिक्षा' को समवर्ती सूची में रखा गया। समवर्ती सूची से आशय है राज्य सरकार के साथ—साथ केन्द्र सरकार भी शिक्षा विषय से सम्बन्धित मुद्दों पर एक समान निर्णय ले सकती है। वर्तमान भारत में स्कूली शिक्षा का विकेन्द्रीकृत स्वरूप प्रचलित है। विकेन्द्रीकरण से तात्पर्य है कि स्कूली शिक्षा के संबंध में शिक्षण संस्थायें, राज्य सरकार तथा केन्द सरकार उसकी गुणवत्ता के सन्दर्भ में निर्णय ले सकती हैं (यशपाल कमेटी,1993) । वर्तमान समय में उत्तर प्रदेश में तीन शिक्षा परिषदों से संबन्धित विद्यालय विद्यार्थियों को स्कूली शिक्षा दे रहे हैं। 1. उत्तर प्रदेश माध्यमिक शिक्षा परिषद् (यू0 पी0 बोर्ड) 2. केन्द्रीय माध्यमिक शिक्षा परिषद् (सी0 बी0 एस0 ई0 बोर्ड) तथा 3. भारतीय प्रमाणित माध्यमिक शिक्षा परिषद् (आई0 सी0 एस0 ई0 बोर्ड)। अतः स्पष्ट है कि उत्तर प्रदेश में उच्च प्राथमिक स्तर पर नागरिक शास्त्र के पाठ्यक्रम का निर्धारण भी तीनों ही परिषद् करते हैं। अतः यहाँ यह प्रश्न उठता है कि 'क्या तीनों शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिकशास्त्र की पाठ्यपुस्तकों में लोकतान्त्रिक मूल्यों से सम्बन्धित विषयवस्तु को समान रूप से स्थान दिया गया है? इस प्रश्न का उत्तर प्रस्तूत शोध प्रपत्र में प्राप्त किया गया है।

अध्ययन का उद्देश्य – विभिन्न शिक्षा परिषदों से सम्बद्ध विद्यालयों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित लोकतांत्रिक मूल्यों से सम्बन्धित विषयवस्तु का उसके पूर्व निर्धारित आयामों (1) व्यक्तिगत विभिन्नता का सम्मान, (2) स्वतंत्रता (3) समानता, (4) न्याय, (5) सहयोग तथा (6) सहनशीलता के आधार पर तुलनात्मक अध्ययन करना।

## प्राविधिक शब्दों के अर्थ एवं परिभाषा

विभिन्न शिक्षा परिषदों द्वारा संचालित विद्यालय – विभिन्न शिक्षा परिषदों से तात्पर्य उत्तर प्रदेश में विद्यालयी शिक्षा

प्रदान करने वाले निम्नलिखित शिक्षा परिषदों से है:–

1. उत्तर प्रदेश माध्यमिक शिक्षा परिषद् (यू० पी० बोर्ड)

2. केन्द्रीय माध्यमिक शिक्षा परिषद् (सी0 बी0 एस0 ई0 बोर्ड)

3. भारतीय प्रमाणित माध्यमिक शिक्षा परिषद् (आई0 सी0 एस0 ई0 बोर्ड)

लोकतान्त्रिक मूल्य – प्रस्तुत शोध प्रपत्र में लोकतान्त्रिक मूल्यों से तात्पर्य भारतीय संविधान में उल्लिखित छः लोकतान्त्रिक मूल्यों (1) व्यक्तिगत विभिन्नता का सम्मान, (2) स्वतंत्रता (3) समानता, (4) न्याय, (5) सहयोग, (6) सहनशीलता से है ।

1. व्यक्तिगत विभिन्नता का सम्मान – व्यक्तिगत विभिन्नता का सम्मान से तात्पर्य समाज में रहने वाले सभी वर्ग के व्यक्तियों में उच्च एवं निम्न,मालिक या दास होने की भावना के अभाव से है, साथ ही बिना किसी भेदभाव के सभी व्यक्तियों की भावनाओं के आदर एवं सम्मान से है।

2. स्वतन्त्रता — स्वतन्त्रता से तात्पर्य सभी व्यक्तियों को स्वयं के विचारों के निर्धारण एवं अभिव्यक्ति की स्वतन्त्रता, मित्रों के चुनाव एवं संगठन के निर्माण की स्वतन्त्रता, सम्मान एवं विधिपूर्वक व्यवसाय या नौकरी की स्वतन्त्रता से है।

3. समानता — समानता से तात्पर्य धर्म, जाति, सांस्कृतिक विभिन्नता या पैतृक स्थान के बिना, सभी को विधि के सम्मुख दी जाने वाली राजनैतिक, सामाजिक, आर्थिक, समानता से है।

4. न्याय – सम्पूर्ण भारत में निवास करने वाले व्यक्तियों को दिये जाने वाले एक समान न्याय से हैं जिसमें किसी व्यक्ति विशेष, संगठन या समूह के प्रति पक्षपात न किया जाये।

5. सहयोग — सहयोग से तात्पर्य सभी व्यक्तियों में मौजूद आन्तरिक अच्छाई के आधार पर प्रेम, एकता, एक दूसरे के सुख-दुख, विपत्ति एवं समृद्धि में सहयोग की भावना से है।

6. सहनशीलता – सहनशीलता शब्द से तात्पर्य कि व्यक्ति को किसी अन्य की धार्मिक विचार धारा या अभिव्यक्ति करने के ढंग से मत विभक्त होने पर भी उसकी भावनाओं को ठेस न पहुँचाने से है, साथ ही धर्म जाति एवं वर्ग से सम्बन्धित पूर्वाग्रह से दूर रहने से है ।

# अध्ययन की शून्य परिकल्पनाएं

 ${
m H}_{_{0\,1,0}}$  विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में लोकतांत्रिक मूल्यों से सम्बन्धित विषय वस्तु एक समान मात्रा में उपस्थित है।

H<sub>0 1.1</sub> विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में 'व्यक्तिगत विभिन्न्ता का सम्मान' से सम्बन्धित विषयवस्तु एक समान मात्रा में उपस्थित है।

H<sub>0 1.2</sub> विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में ' स्वतंत्रता ' से सम्बन्धित विषयवस्तु एक समान मात्रा में उपस्थित है।

H<sub>0 1.3</sub> विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में ' समानता ' से सम्बन्धित विषयवस्तु एक समान मात्रा में उपस्थित है।

 ${
m H}_{_{0\,1.4}}$  विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में ' न्याय ' से सम्बन्धित विषयवस्तु एक समान मात्रा में उपस्थित है।

 ${
m H}_{_{01.5}}$  विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में 'सहयोग' से सम्बन्धित विषयवस्तु एक समान मात्रा में उपस्थित है।

H<sub>01.6</sub> विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में ' सहनशीलता ' से सम्बन्धित विषयवस्तु एक समान मात्रा में उपस्थित है।

# शोध अध्ययन विधि

प्रस्तुत शोध में पाठ्य पुस्तकों के विश्लेषण हेतु गुणात्मक शोध की 'विषयवस्तु विश्लेषण विधि का प्रयोग

किया गया है। विषयवस्तु विश्लेषण विधि "चरों को मापने के लिए सम्प्रेषण का क्रमबद्ध, वस्तुनिष्ठ व परिणात्मक ढंग से विश्लेषण करने की विधि है।" अतः इस विधि का प्रयोग करते हुये तीनों शिक्षा परिषदों की पाठ्यपुस्तकों में उपस्थित लोकतान्त्रिक मूल्यों की पहचान की गई।

अध्ययन की जनसंख्या – प्रस्तुत शोध में विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की सामाजिक विज्ञान की पाठ्यपुस्तकों को अध्ययन की जनसंख्या के रूप में परिभषित किया गया ।

अध्ययन की न्यादर्श— प्रस्तुत शोध में विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की सामाजिक विज्ञान की पाठ्यपुस्तकों में से केवल नागरिक शास्त्र की विषयवस्तु को न्यादर्श के रूप में परिभषित किया गया।

प्रस्तुत अध्ययन में प्रयुक्त शोध उपकरण – प्रस्तुत शोध में शोधकर्ता द्वारा स्वनिर्मित मानकीकृत लोकतांत्रिक मूल्य पहचान तालिका का प्रयोग किया गया। लोकतांत्रिक मूल्य पहचान तालिका की विश्वसनीयता ज्ञात करने के लिए फ्लेस्स कप्पा इण्टर कोडर रेटर्स रिलाइबिलटी मैथड का प्रयोग किया गया। इस प्रकार स्वनिर्मित मानकीकृत लोकतांत्रिक मूल्य पहचान तालिका के आधार पर तीनों शिक्षा परिषदों की पाठ्यपुस्तकों में उपस्थित लोकतान्त्रिक मूल्यों की पहचान की गई।

विश्लेषण एवं व्याख्या :-- प्रस्तुत शोध में प्राप्त आंकड़ों की प्रकृति के अनुरूपχ<sup>2</sup> परीक्षण का प्रयोग किया गया जिसके आधार पर आंकड़ों का विश्लेषण एवं व्याख्या परिकल्पनाओं के अनुरूप किया गया।

 ${
m H}_{0\ 1.0}$  :— विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्य— पुस्तकों में उपस्थित लोकतान्त्रिक मूल्यों से सम्बन्धित विषय वस्तु एक समान मात्रा में उपस्थित है।

उक्त परिकल्पना की जाँच के लिए समान वितरण की χ<sup>2</sup> परिकल्पना को निर्मित किया गया। χ<sup>2</sup> परीक्षण के उपरान्त जो परिणाम आये उन्हें प्रस्तूत तालिका में प्रस्तूत किया गया है ।

तालिका 1.0 : पाठ्यपुस्तकों में उपस्थित लोकतान्त्रिक मूल्यों की आवृत्ति का  $\chi^2$  परीक्षण परिणाम

चर	यू0पी0 बोर्ड की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित लोकतांत्रिक मूल्यों की आवृत्ति	सी0बी0एस0ई0 बोर्ड की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित लोकतांत्रिक मूल्यों की आवृत्ति	आई0सी0एस0ई0 बोर्ड की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित लोकतांत्रिक मूल्यों की आवृत्ति	<b>χ</b> <sup>2</sup> मान
लोकतांत्रिक मूल्य	84	141	76	25.03*

\*0.05 स्तर पर सार्थक

उक्त तालिका में प्रस्तुत परिणामों से स्पष्ट है कि χ<sup>2</sup> का मूल्य 25.03 सार्थकता स्तर 0.05 पर सार्थक है। अतः यह निष्कर्ष निकाला जाता है कि विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यवस्तु में उपस्थित लोकतांत्रिक मूल्यों से सम्बन्धित समस्त मूल्यों का वितरण एक समान नहीं है । परिणाम के आधार पर यह निष्कर्ष निकलता है कि विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित लोकतांत्रिक मूल्यों से सम्बन्धित आयामों की विषयवस्तु को सी0बी0एस0ई0 बोर्ड द्वारा निर्धारित नागरिक शास्त्र की पाठ्यपुस्तकों में अधिकतम् महत्व दिया गया है। जबकि तुलनात्मक रूप से यू0पी0 बोर्ड व आई0सी0एस0ई0 बोर्ड द्वारा निर्धारित नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित लोकतांत्रिक मूल्यों को कम महत्व दिया गया है। H<sub>01.1</sub> :- विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित '' व्यक्तिगत विभिन्नता का सम्मान ''के मूल्य का वितरण एक समान है ।

उक्त शून्य परिकल्पना की जाँच के लिए χ² परीक्षण का प्रयोग किया गया। χ² परीक्षण के उपरान्त जो परिणाम आये उन्हें प्रस्तुत तालिका में प्रदर्शित किया गया है ।

तालिका 1.1	पाठ्यपुस्तकों	में	उपस्थित'	'व्यक्तिगत	विभिन्नता	का	सम्मान	''के	मूल्य	की	आवृत्ति	का	$\chi^2$
परीक्षण परिण	णाम								C,		Ľ		

	यू0पी0बोर्ड की नागरिक शास्त्र	सी0बी0एस0ई0बोर्ड की नागरिक शास्त्र की	आई0सी0एस0ई0 बोर्ड की नागरिक	$\chi^2$ मान
सम्बन्धित चर	की पाठ्यपुस्तकों	पाठ्यपुस्तकों में	शास्त्र की	
	में उपस्थित मूल्य	उपस्थित मूल्य	पाठ्यपुस्तको में उपस्थित मूल्य	
व्यक्तिगत विभिन्नता	09	17	04	8.6*
का सम्मान				

\*0.05 स्तर पर सार्थक

उक्त तालिका में प्रस्तुत परिणामों से स्पष्ट है कि χ<sup>2</sup> का मूल्य 8.6 सार्थकता स्तर 0.05 पर सार्थक है। अतः यह निष्कर्ष निकाला जाता है कि विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित '' व्यक्तिगत विभिन्नता का सम्मान ''के मूल्य से सम्बन्धित विषयवस्तु का वितरण एक समान नहीं है। परिणाम के आधार पर यह कहा जा सकता है कि तीनों परिषदों द्वारा निर्धारित कक्षा आठ के नागरिक शास्त्र की पाठ्यपुस्तकों में '' व्यक्तिगत विभिन्नता का सम्मान ''के मूल्य से सम्बन्धित विषयवस्तु का वितरण एक समान नहीं है। परिणाम के आधार पर यह कहा जा सकता है कि तीनों परिषदों द्वारा निर्धारित कक्षा आठ के नागरिक शास्त्र की पाठ्यपुस्तकों में '' व्यक्तिगत विभिन्नता का सम्मान ''के मूल्य की विषयवस्तु को सी0बी0एस0ई0 बोर्ड द्वारा निर्धारित नागरिक शास्त्र की पाठ्यपुस्तकों में अधिकतम स्थान दिया गया है। तुलनात्मक रूप से यू0पी0 बोर्ड द्वारा निर्धारित की नागरिक शास्त्र की पाठ्यपुस्तकों में ''व्यक्तिगत विभिन्नता का सम्मान ''के मूल्य की विषयवस्तु को कम महत्व दिया गया है जबकि आई0सी0एस0ई0 बोर्ड की पाठ्यपुस्तकों में '' व्यक्तिगत विभिन्नता का सम्मान ''को नगण्य स्थान दिया गया है।

# H<sub>01.2</sub> :– विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ के नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित ''स्वतन्त्रता'' के मूल्य का वितरण एक समान हैं ।

उक्त परिकल्पना की जाँच के लिए  $\chi^2$  परीक्षण का प्रयोग किया गया।  $\chi^2$  परीक्षण के उपरान्त जो परिणाम आये उन्हें तालिका में प्रस्तुत किया गया है ।

तालिका	12.	पातरापस्तकों	में	उपस्थित'	'स्वतन्त्रता''	के	मल्य	கி	आतत्ति	का	$v^2 \mathbf{u}$	रीक्षण	परिणाग
UIICIAN	1.2 ·	410,49,((14))		041(4(1		47	104	471	MIYICI	4/1	יד ג	(141~1	411,011,

सम्बन्धित चर	यू०पी० बोर्ड की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित मूल्य	सी0बी0एस0ई0बोर्ड की नागरिक शास्त्र की पाट्यपुस्तकों में उपस्थित मूल्य	आई०सी०एस०ई० बोर्ड की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित मूल्य	$\chi^2$ मान
स्वतन्त्रता	25	25	10	7.50*

\* 0.05 स्तर पर सार्थक

उक्त तालिका में प्रस्तुत परिणामों से स्पष्ट है कि  $\chi^2$  का मूल्य 7.50 सार्थकता स्तर 0.05 पर सार्थक है। अतः पाया गया कि विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यवस्तु में उपस्थित ''स्वतंत्रता ''के मूल्य से सम्बन्धित विषयवस्तु का वितरण एक समान नहीं है। परिणाम के आधार पर यह कहा जा सकता है कि तीनों शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों के तुलनात्मक अध्ययन में ''स्वतन्त्रता'' के मूल्य से सम्बन्धित विषयवस्तुओं को सी0बी0एस0ई0बोर्ड व यू0पी0 बोर्ड द्वारा निर्धारित पाठ्यपुस्तकों में समान महत्व दिया गया है। जबकि आई0सी0एस0ई0 बोर्ड द्वारा निर्धारित नागरिक शास्त्र की पाठ्यपुस्तकों में तुलनात्मक रूप से कम महत्व दिया गया है।

# Ho 1.3 :- विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ के नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित ''समानता '' के मूल्य का वितरण एक समान है ।

उक्त परिकल्पना की जाँच के लिए χ<sup>2</sup>परीक्षण का प्रयोग किया गया। χ<sup>2</sup> परीक्षण के उपरान्त जो परिणाम आये उन्हें प्रस्तुत तालिका में प्रस्तुत किया गया है ।

तालिका 1.3 ः पाठ्यपुस्तकों में उपस्थित ''समानता'' के मूल्य की आवृत्ति का  $\chi^2$  परीक्षण परिणाम

	यू0पी0 बोर्ड की	सी0बी0एस0ई0बोर्ड	आई०सी०एस०ई० बोर्ड	$\chi^2$ मान
सम्बन्धित चर	नागरिक शास्त्र	की नागरिक शास्त्र	की नागरिक शास्त्र की	<i>,</i> ,
	की पाठ्यपुस्तकों	की पाठ्यपुस्तकों में	पाठ्यपुस्तकों में	
	में उपस्थित मूल्य	उपस्थित मूल्य	उपस्थित मूल्य	
समानता	12	28	12	9.84*

\*0.05 स्तर पर सार्थक

उक्त तालिका में प्रस्तुत परिणामों से स्पष्ट है कि  $\chi^2$  का मूल्य 9.84 सार्थकता स्तर 0.05 पर सार्थक है। अतः यह निष्कर्ष निकाला जाता है कि विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित ''समानता'' के मूल्य से सम्बन्धित विषयवस्तु का वितरण एक समान नहीं है। परिणाम के आधार पर यह कहा जा सकता है कि तीनों बोर्ड की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित ''समानता'' के मूल्य से सम्बन्धित विषयवस्तु को सी0बी0एस0ई0बोर्ड द्वारा निर्धारित नागरिक शास्त्र की पाठ्यपुस्तकों में अधिक महत्व दिया गया है। जबकि तुलनात्मक रूप से आई0सी0एस0ई0 बोर्ड व यू0पी0 द्वारा निर्धारित नागरिक शास्त्र की पाठ्यपुस्तकों में समान स्थान दिया गया है।

# Ho 1.4 :- विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ के नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित ''न्याय'' के मूल्य का वितरण एक समान है ।

उक्त परिकल्पना की जाँच के लिए χ² परीक्षण का प्रयोग किया गया। χ² परीक्षण के उपरान्त जो परिणाम आये उन्हें तालिका में प्रस्तुत किया गया है।

सम्बन्धित चर	यू0पी0 बोर्ड की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित मूल्य	सी0बी0एस0ई0बोर्ड की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित मूल्य	आई0सी0एस0ई0 बोर्ड की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित मूल्य	χ <sup>2</sup> - मान
न्याय	8	39	7	36.7*

तालिका 1.4 : पाठ्यपुस्तकों में उपस्थित "न्याय" के मूल्य की आवृत्ति का χ² परीक्षण परिणाम

\*0.05 स्तर पर सार्थक

उक्त तालिका में प्रस्तुत परिणामों से स्पष्ट है कि  $\chi^2$  का मूल्य 36.7 सार्थकता स्तर 0.05 पर सार्थक है। अतः यह पाया गया कि विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित 'न्याय'' के मूल्य से सम्बन्धित विषयवस्तु का वितरण एक समान नहीं है। परिणाम के आधार पर यह कहा जा सकता है कि तीनों शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ के नागरिक शास्त्र की पाठ्यवस्तु में उपस्थित 'न्याय'' की विषयवस्तु को सी0बी0एस0ई0बोर्ड द्वारा निर्धारित नागरिक शास्त्र की पाठ्ययुस्तकों में अधिकतम् महत्व दिया गया है व आई0सी0एस0ई0 बोर्ड तथा यू0पी0 बोर्ड द्वारा निर्धारित पाठ्यपुस्तकों में कम महत्व दिया गया है।

# Ho 1.5 :— विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ के नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित ''सहयोग '' के मूल्य का वितरण एक समान है।

उक्त परिकल्पना की जाँच के लिए χ² परीक्षण का प्रयोग किया गया। χ² परीक्षण के उपरान्त जो परिणाम आये उन्हें तालिका में प्रस्तुत किया गया है।

तालिका 1.5 : पाठ्यपुस्तकों में उपस्थित "सहयोग" के मूल्य की आवृत्ति की χ² परीक्षण परिणाम

	यू0पी0 बोर्ड की	सी0बी0एस0ई0बोर्ड की	आई0सी0एस0ई0 बोर्ड की	$\chi^2$ मान
सम्बन्धित	नागरिक शास्त्र	नागरिक शास्त्र की	नागरिक शास्त्र की	
चर	की पाठ्यपुस्तकों	पाठ्यपुस्तकों में	पाठ्यपुस्तकों में उपस्थित	
	में उपस्थित मूल्य	उपस्थित मूल्य	मूल्य	
सहयोग	24	15	42	13.96*

\*0.05 स्तर पर सार्थक

उक्त तालिका में प्रस्तुत परिणामों से स्पष्ट है कि χ<sup>2</sup> का मूल्य 13.96 सार्थकता स्तर पर सार्थक है। अतः यह निष्कर्ष निकाला जाता है कि विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित ''सहयोग'' के मूल्य से सम्बन्धित विषयवस्तु का वितरण एक समान नहीं है।परिणाम के आधार पर यह कहा जा सकता है कि तीनों शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ के नागरिक शास्त्र की पाठ्यवस्तु में ''सहयोग'' मूल्य की विषयवस्तु को आई0सी0एस0ई0बोर्ड द्वारा निर्धारित नागरिक शास्त्र की पाठ्यपुस्तकों में अधिकतम् महत्व दिया गया है व सी0बी0एस0ई0 बोर्ड में कम स्थान दिया गया है। जबकि यू0पी0 बोर्ड द्वारा निर्धारित पाठ्यपुस्तकों में पर्याप्त महत्व दिया गया है। Ho 1.6 :- विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ के नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित ''सहनशीलता'' का मूल्य के वितरण एक समान है ।

उक्त परिकल्पना की जाँच के लिए χ² परीक्षण का प्रयोग किया गया। χ² परीक्षण के उपरान्त जो परिणाम आये उन्हें तालिका में प्रस्तुत किया गया है

तालिका 1.6 : पाठ्यपुस्तकों में उपस्थित ''सहनशीलता ''के मूल्य की आवृत्ति का χ² परीक्षण परिणाम

सम्बन्धित चर	यू0पी0 बोर्ड की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित मुल्य	सी0बी0एस0ई0बोर्ड की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित मुल्य	आई0सी0एस0ई0 बोर्ड की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित मल्य	χ <sup>2</sup> मान
सहनशीलता	06	17	01	16.74*

\*0.05 स्तर पर सार्थक

उक्त तालिका में प्रस्तुत परिणामों से स्पष्ट है कि  $\chi^2$  का मूल्य 16.74 सार्थकता स्तर 0.05 पर सार्थक है। अतः यह पाया गया कि विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में उपस्थित ''सहनशीलता'' के मूल्य से सम्बन्धित विषयवस्तु का वितरण एक समान नहीं है । परिणाम के आधार पर यह कहा जा सकता है कि तीनों शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ की नागरिक शास्त्र की पाठ्यपुस्तकों में ''सहनशीलता'' मूल्य की विषयवस्तु को सी0बी0एस0ई0 बोर्ड द्वारा निर्धारित नागरिक शास्त्र की पाठ्यपुस्तकों में ''सहनशीलता'' मूल्य की विषयवस्तु को सी0बी0एस0ई0 बोर्ड द्वारा निर्धारित नागरिक शास्त्र की पाठ्यपुस्तकों में सार्थक स्थान दिया गया है। जबकि तुलनात्मक रूप से आई0सी0एस0ई0बोर्ड में नगण्य तथा यू0पी0 बोर्ड द्वारा निर्धारित पाठ्यपुस्तकों में यथोचित स्थान दिया गया है।

निष्कर्ष एवं विवेचना– विभिन्न शिक्षा परिषदों द्वारा निर्धारित नागरिकशास्त्र की पाठ्यपुस्तकों में उपस्थित नागरिक भाव से सम्बन्धित विषयवस्तु तथा लोकतान्त्रिक मूल्यों से सम्बन्धित विषयवस्तु में पर्याप्त विभिन्नता है। अतः उपरोक्त निष्कर्षों को समझने के लिए गहराई से उस विषयवस्तू का अध्ययन किया गया जो कि तीनों शिक्षा परिषदों द्वारा निर्धारित की गई है। विषयवस्तू विश्लेषण के दौरान यू0पीँ0बोर्ड की पाठ्यपुस्तकों में स्वतंत्रता, समानता, आदि मुददों की बहुतायत पाई गई जबकि न्याय, सहयोग, व्यक्तिगत विभिन्नता का सम्मान, सहनशीलता आदि विषयों का अभाव मिला। कुछ इसी प्रकार के पारिणम की प्राप्ति वार्ष्णेय (1979), हक (1981), गांधी (1991) तथा मदन (2003) द्वारा किये गये शोध अध्ययनों में भी हुई । इसका कारण यह हो सकता है कि यह एक क्षेत्रीय बोर्ड है अतः ऐसा प्रतीत होता है कि इसके पाठ्यक्रम का निर्धारण उस क्षेत्र विशेष की आवश्यकताओं को ध्यान में रखकर किया जाता है । इसी प्रकार विषयवस्तु विश्लेषण के दौरान सी0बी0एस0ई0बोर्ड की पाठ्यपुस्तकों में पाया गया कि व्यक्तिगत विभिन्नता का सम्मान, स्वतंत्रता,समानता, न्याय जैसे राष्ट्रीय मुददों को अधिक बल दिया गया है। कुछ इसी प्रकार के परिणाम की प्राप्ति बत्रा (2010 ) तथा गुप्ता (2011) द्वारा किये गये अध्ययन में भी हुई । इसका यह कारण हो सकता है कि सी0बी0एस0ई0बोर्ड एक राष्ट्रीय बोर्ड है जिसकी पाट्यपुस्तकों को एकसमान रूप से सम्पूर्ण भारत में पढ़ाया जा रहा है, अतः इसके पाठ्यक्रम का निर्धारण सम्भवतः राष्ट्रीय मुद्दों को ध्यान में रखकर किया जाता है। इसी क्रम में आई0सी0एस0ई0 बोर्ड की पाठ्यपुस्तकों के विषयवस्तू विश्लेषण के दौरान वैश्विक मुद्दों जैसे सहयोग की प्राप्ति तो हुई लेकिन अन्य विषयों का अभाव मिला जिसका कारण यह हो सकता है कि यह भी एक ऐसा राष्ट्रीय बोर्ड है जो अर्न्तराष्ट्रीय समस्याओं से सम्बन्ध रखता है, अतः इसकी पाठ्यपुस्तकों में वैश्विक मुद्दों को रखा जाना स्वाभविक है।

सुझाव— उपरोक्त परिणामों एवं उन पर आधारित निष्कर्षों की विवेचना के आधार पर निम्नलिखित सुझावों की संस्तुति की जाती है—

 प्राप्त परिणामों के आधार पर यह सुझाव दिया जाता है कि विभिन्न शिक्षा परिषदों द्वारा निर्धारित कक्षा आठ स्तर पर प्रचलित नागरिक शास्त्र के पाठ्यक्रम की विषयवस्तु को एक समान बनाया जाये जिससे सभी विद्यार्थियों में एक समान लोकतान्त्रिक मूल्य विकसित हो सकें।

2. प्राप्त परिणामों के आधार पर पाठ्यक्रम निर्माताओं को यह सुझाव दिया जा सकता है कि पाठ्यपुस्तकों में अधिक से अधिक लोकतान्त्रिक मूल्यों से सम्बन्धित आयामों से युक्त विषयवस्तु को रखें जिससे कि भारतीय समाज को अच्छे नागरिकों से परिपूर्ण किया जा सके।

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# काशी हिन्दू विश्वविद्यालय के एम०एड० स्तर के छात्राओं की शिक्षा में बाधक पारिवारिक समस्याओं का अध्ययन

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सारांश

वर्तमान युग में निरक्षरता मानव जीवन के लिए अभिषाप है। षिक्षित महिला के बिना षिक्षित पुरूष हो ही नहीं सकता है। चूंकि बच्चे की प्रथम षिक्षिका माँ ही है, अतः स्त्री षिक्षा का महत्व द्विगुणित हो जाता है। देश की प्रगति में पुरुषों के साथ—साथ महिलाओं की भागीदारी अत्यावश्यक हैं। संसार के सृजन एवं संचालन में नारी का स्थान पुरुष से बढ़कर है, लेकिन शताब्दियों से बालिकाएं, किशोरियां, युवतियां, प्रौढ़ाएं, वृद्धाएं केवल इस आधार पर भेदभाव का शिकार होती आई हैं कि वे स्त्री हैं। आधुनिक नवजागरण से प्रजातांत्रिक जीवन मूल्यों और स्वतंत्रता संघर्ष के फलस्वरूप एक नया परिदृश्य उपस्थित हुआ। अधिकार और सहभागिता का प्रश्न 21वीं षताब्दी के इतिहास में औरतों के जीवन का केंद्रीय प्रष्न बन गया है, वह महिला समाज जो कभी परिस्थितियों का मूक दर्षक हुआ करता था, बाल—विवाह, विधवा—विवाह, तलाक, यौन उत्पीड़न, दहेज—प्रथा, भ्रूण—हत्या, बलात्कार और न जाने कितनी विसंगतियों का षिकार महिलाएँ होती थीं, शिक्षा में जागरूकता होने के कारण महिलाएँ अपने मौन को तोड़ रही हैं और निष्क्रियता को समाप्त कर रही है, फिर भी उनकी शिक्षा में बाधक होने वाली सामाजिक, आर्थिक, वैवाहिक, एवं सुरक्षा सम्बन्धी पारिवारिक समस्याओं के कारण शोधकर्ता को अध्ययन की आवष्यकता हुई। शिक्षा में बाधक पारिवारिक समस्याओं के अध्ययन हेतु विवरणात्मक सर्वेक्षण विधि का उपयोग किया गया है।

भूमिका— वर्तमान शिक्षा प्रौद्योगिकी के युग में स्त्रियों की शिक्षा एवं उनकी क्षमताओं का संवर्धन न केवल अपने आप में महत्वपूर्ण है बल्कि देश के आर्थिक व समग्र विकास का एकमात्र व सर्वोत्तम तरीका है। देश के प्रथम राष्ट्रपति व शिक्षाशास्त्री डॉ0 सर्वपल्ली राधाकृष्णन ने कहा था कि शिक्षित महिला के बिना शिक्षित पुरूष हो ही नहीं सकता (भटनागर,2009.पृ.610)।

देश के प्रथम प्रधानमंत्री पंo जवाहर लाल नेहरू ने लड़कियों की शिक्षा के महत्व को रेखांकित करते हुए कहा था कि ''एक लड़के की शिक्षा एक व्यक्ति की शिक्षा है, परन्तु एक लड़की की शिक्षा संपूर्ण परिवार की शिक्षा है" (नेहरू,1963, अग्निहोत्री (2010) द्वारा उद्धत, पृ.223)।

निःसंदेह लड़कियों को साक्षर व शिक्षित करके ही उनकी दबी हुई योग्यता, दक्षता व क्षमताओं का विकास संभव है। एक लड़की को शिक्षा से वंचित रखने की कीमत न केवल उसके परिवार को अपितु संपूर्ण समाज व देश को चुकानी पड़ती है। देश की प्रगति में पुरुषों के साथ—साथ महिलाओं की भागीदारी अत्यावश्यक हैं। संसार के सृजन एवं संचालन में नारी का स्थान पुरुष से बढ़कर है, लेकिन शताब्दियों से बालिकाएं, किशोरियां, युवतियां, प्रौढ़ाएं, वृद्धाएं केवल इस आधार पर भेदभाव का शिकार होती आई हैं कि वे स्त्री हैं। महिलाओं से भेदभाव बलात्कार, दहेज, हत्या, अपहरण, घरेलू हिंसा, छेड़—छाड़ आदि अनेक रूपों में होता है जिसके कारण महिलाएं अपने आप को पारिवारिक व सामाजिक स्तर पर असुरक्षित महसूस कर रही हैं।

स्त्री शिक्षा से संबंधित निम्नलिखित समकालीन मुद्दे हैं :--

- पुत्री जन्म पर किसी प्रकार का समारोह आदि सामान्यतः आयोजित न किया जाना जबकि पुत्र जन्म पर मिष्ठान्न का वितरण किया जाना।
- स्कूल में पढ़ने वाली लड़कियों के ऊपर घर का काम थोप दिया जाता है, जबकि लड़कों को ऐसे कार्यों से दूर रखा जाता है।
- लड़कों की तुलना में लड़कियों को अधिक त्याग करने के लिए प्रेरित किया जाता है।
- लड़कियों को अपनी मन पसंद शिक्षा प्राप्त करने और खेल खेलने से रोका जाता है।

- लड़कों और पुरुशों द्वारा गालियाँ अक्सर लड़कियों और महिलाओं के नाम पर दी जाती हैं।
- जनगणना रिपोर्ट 2011 के अनुसार भारत में कुल साक्षरता दर 74.04 प्रतिशत है जिसमें महिलाओं की साक्षरता 65.46 प्रतिशत है, जबकि पुरुषों की साक्षरता 82.14 प्रतिशत है, लिंगानुपात में 1000 पुरुषों पर 940 महिलाएँ हैं
- पति की संपत्ति पर पत्नियों का पूर्ण अधिकार न होना।

आधुनिक नवजागरण में प्रजातांत्रिक जीवन मूल्यों और स्वतंत्रता संघर्ष के फलस्वरूप एक नया परिदृश्य उपस्थित हुआ। अधिकार और सहभागिता का प्रश्न 21वीं शताब्दी के इतिहास में औरतों के जीवन का केंद्रीय प्रश्न बन गया है, वह महिला समाज जो कभी परिस्थितियों का मूक दर्शक हुआ करता था, बाल—विवाह, विधवा—विवाह, तलाक, यौन उत्पीड़न, दहेज—प्रथा, भ्रूण—हत्या, बलात्कार और न जाने कितनी विसंगतियों का शिकार महिलाएँ होती थीं, शिक्षा में जागरूकता होने के कारण महिलाएँ अपने मौन को तोड़ रही हैं और निष्क्रियता को समाप्त कर रही है, फिर भी उनकी शिक्षा में बाधक होने वाली पारिवारिक समस्याओं के कारण शोधकर्ता को अध्ययन की आवयकता हुई कि— क्या सामाजिक, आर्थिक, वैवाहिक एवं सुरक्षा सम्बन्धी पारिवारिक समस्याएँ काशी हिन्दू विश्वविद्यालय की एम0 एड0 स्तर की छात्राओं की शिक्षा में बाधक हैं ?

समस्या कथन— काशी हिन्दू विश्वविद्यालय की एम० एड० स्तर की छात्राओं की शिक्षा में बाधक पारिवारिक समस्याओं का अध्ययन।

# अध्ययन के उद्देश्य

- काशी हिन्दू विश्वविद्यालय की एम0 एड0 स्तर की छात्राओं की शिक्षा में दूर रहकर या प्रतिदिन विश्वविद्यालय आने–जाने की पारिवारिक समस्याओं का अध्ययन।
- काशी हिन्दू विश्वविद्यालय की एम0 एड0 स्तर की छात्राओं की शिक्षा में सुरक्षा संबंधी पारिवारिक समस्याओं का अध्ययन।
- 3. काशी हिन्दू विश्वविद्यालय की एम0 एड0 स्तर की छात्राओं की शिक्षा में शिक्षा पर खर्च से संबंधित आर्थिक बाधक पारिवारिक समस्याओं का अध्ययन।
- 4. काशी हिन्दू विश्वविद्यालय की एम0 एड0 स्तर की छात्राओं की शिक्षा में बाधक या सहायक वैवाहिक समस्याओं का अध्ययन।

# परिकल्पनाएं

- काशी हिन्दू विश्वविद्यालय की एम0 एड0 स्तर की छात्राओं की शिक्षा में घर से दूर रहकर या प्रतिदिन विश्वविद्यालय आने—जाने में कोई समस्या बाधक नहीं है।
- काशी हिन्दू विश्वविद्यालय की एम0 एड0 स्तर की छात्राओं की शिक्षा में सुरक्षा सम्बंधी पारिवारिक समस्याएं बाधक नहीं है।
- काशी हिन्दू विश्वविद्यालय की एम0 एड0 स्तर की छात्राओं की शिक्षा में शिक्षा पर खर्च से संबंधित आर्थिक, पारिवारिक समस्याएं बाधक नहीं है।
- 4. काशी हिन्दू विश्वविद्यालय की एम0 एड0 स्तर की छात्राओं की शिक्षा में वैवाहिक समस्याएं बाधक नहीं है।

# अध्ययन का परिसीमन

- 1. यह अध्ययन काशी हिन्दू विश्वविद्यालय की एम० एड० स्तर की 10 छात्राओं पर ही किया गया है।
- यह अध्ययन काशी हिन्दू विश्वविद्यालय की एम0 एड0 की छात्राओं की शिक्षा में बाधक पारिवारिक समस्याओं पर किया गया है।
- 3. इस अध्ययन में ओपेन प्रश्नावली का प्रयोग किया गया है जिसमें मात्र आठ प्रश्नों को रखा गया है।

सम्बन्धित साहित्य का अध्ययन— स्वतंत्र भारत में शिक्षा के क्षेत्र में सुधार हेतु सुझाव देने के लिए सर्वप्रथम 1948 में राधाकृष्णन कमीशन की नियुक्ति की गयी थी। इसमें स्त्री शिक्षा के संबंध में भी कुछ सुझाव दिए गए थे, जिसमें मुख्य थे— स्त्रियों के लिए शिक्षा के अधिक अवसर सुलभ कराये जाएँ, बालिकाओं के लिए उनकी रूचि और आवश्यकतानुसार पाठ्यक्रम तैयार किए जाएँ और उनके लिए शैक्षिक एवं व्यावसायिक निर्देशन की उचित व्यवस्था की जाए। प्रथम पंचवर्षीय योजना (1951—1956) में स्त्री शिक्षा के लिए विशेष प्रावधान किया गया है। इस योजना के दौरान 1952 में माध्यमिक शिक्षा के पुनर्गठन हेतु सुझाव देने के लिए मुदालियर आयोग का गठन किया गया। स्त्री शिक्षा के संबंध में इस आयोग ने बालिकाओं के पाठ्यक्रम में गृहविज्ञान, गृह शिल्पों और गृह उद्योगों को स्थान देने का सुझाव दिया। द्वितीय पंचवर्षीय योजना (1956—61) में स्त्री शिक्षा के प्रसार के साथ—साथ शिक्षिकाओं के प्रशिक्षण के लिए विशेष प्रावधान किया गया है। इस योजना के दौरान 1958 में भारत सरकार ने श्रीमती दुर्गाबाई देशमुख की अध्यक्षता में <u>''राष्ट्रीय महिला शिक्षा समिति"</u> का गठन किया, इस समिति को देशमुख समिति भी कहते हैं। इस समिति ने फरवरी 1959 में अपनी रिपोर्ट में स्त्री शिक्षा के संबंध में निम्नलिखित सुझाव दिए —

- स्त्री शिक्षा को राष्ट्र की प्रमुख समस्या माना जाए और कुछ समय के लिए इसके प्रचार-प्रसार का उत्तरदायित्व केन्द्र सरकार स्वयं ले।
- केन्द्र स्तर पर राष्ट्रीय महिला शिक्षा परिषद और राज्य स्तर पर राज्य महिला शिक्षा परिषद् का गठन किया जाए, और यह दोनों परिषद् स्त्री शिक्षा के प्रसार के लिए उत्तरदायी हों ।
- स्त्री शिक्षा संबंधी योजनाओं के लिए भारत सरकार अतिरिक्त धनराशि की व्यवस्था करे।
- स्त्री—पुरुषों की शिक्षा में विद्यमान वर्तमान विषमताओं को दूर किया जाए और दोनों की शिक्षा के लिए समान व्यवस्था की जाए।

देशमुख समिति के सुझाव पर सन् 1959 में केन्द्र में राष्ट्रीय महिला शिक्षा परिषद् का गठन किया गया और इस देश में महिला शिक्षा के संबंध में नीति एवं योजना बनाने का कार्य सौंपा गया। साथ ही इस योजना के दौरान 1962 में राष्ट्रीय महिला शिक्षा परिषद् ने श्रीमती हंसा मेहता की अध्यक्षता में स्त्री शिक्षा के पुनर्गठन हेतु सुझाव देने के लिए एक समिति का गठन किया जिसे 'हंसा मेहता समिति' के नाम से जाना जाता है। इस समिति द्वारा स्त्री शिक्षा के संबंध में निम्नलिखित सुझाव दिए गए हैं—

- प्राथमिक स्तर पर लड़के–लड़कियों के लिए समान पाठ्यक्रम होना चाहिए।
- माध्यमिक स्तर पर लड़कियों के लिए गृह विज्ञान की सुविधा होनी चाहिए।
- बालिकाओं के लिए अलग से व्यावसायिक शिक्षा की व्यवस्था की जाए।
- बालक–बालिकाओं की शिक्षा में समानता होनी चाहिए।

यदि पुरुषों की तुलना में महिलाओं की शिक्षा की बात की जाए तो महिला शिक्षा आज भी पिछड़ी हुयी है जिसका कारण समाज में व्याप्त पुरुषवादी मानसिकता का वर्चस्व है। आज भी भारतीय समाज में, विशेषकर ग्रामीण क्षेत्रों में पुत्रों को पुत्रियों की अपेक्षा ज्यादा महत्व दिया जाता है। तेलगू की एक कहावत इसी मानसिकता को प्रदर्शित करती है कि— ''लड़की का पालन करना दूसरे के आंगन में पौधे को पानी देने के बराबर है'' (एन.सी.ई.आर.टी.2006.पृ.50)।

यदि साक्षरता दर को देखा जाए तो 1951 में 27.2 प्रतिशत पुरुष एवं 8.9 प्रतिशत महिलाएँ साक्षर थीं। इस प्रकार दोंनों की साक्षरता दर में 18.3 प्रतिशत का अन्तर था। 2011 की जनगणना के आँकड़े बताते हैं कि 82.1 प्रतिशत पुरुष एवं 65.5 प्रतिशत महिलाएँ साक्षर हैं तथा दोंनों की साक्षरता दर में 16.7 प्रतिशत का अन्तर है (एम.एच.ए. सेन्सस, 2011)।

इस प्रकार वर्तमान परिदृश्य को देखते हुए अभिभावक उनको घर से दूर शिक्षा ग्रहण करने हेतु भेजने के लिए मानसिक रूप तैयार नहीं हैं क्योंकि यदि उनकी लड़की के साथ दुर्भाग्यपूर्ण कुछ घटित हो जाता है तो उसका सामाजिक कलंक उसे जीवन भर ढोना पड़ता है जबकि पुरुषों के संदर्भ में ऐसी कोई बात नहीं है। '<u>आल इंडिया सर्वे</u> <u>आन हायर एजूकेशन</u>' की पायलट रिपोर्ट बताती है कि,''दिल्ली विश्वविद्यालय में सन् 2011 में दूरस्थ शिक्षा में
परास्नातक स्तर पर मात्र 291 पुरुष, जबकि 747 महिलाएँ नामांकित थीं''(एम.एच.आर.डी, 2011.पृ.17)।

उपर्युक्त विवरण से स्पष्ट है कि भयमुक्त वातावरण एवं निकट विद्यालयों की अनुपलब्धता भी महिलाओं की समान शैक्षिक अवसरों तक पहुँच को सीमित करती है।

वर्ष	साक्षरता दर(%)	पुरूष साक्षरता दर(%)	महिला साक्षरता दर(%)	
1951	18.30 27.16		8.86	
1961	28.30	40.40	15.34	
1971	34.40	45.95	21.97	
1981	43.60	56.37	29.75	
1991	52.20	64.13	39.29	
2001	64.83	75.26	53.67	
2011	74.04	82.14	65.46	

भारत की साक्षरता दर – 1951 से 2011 तक

(जनगणना रिपोर्ट, 2011.पृ.120)

लड़कियों की निरक्षरता को दूर करने के कार्य को सर्वोच्च प्राथमिकता दी जाए। इस प्रकार महिलाओं की प्रारंभिक शिक्षा में आने वाली बाधाओं को दूर कर साक्षर बनाया जा सकता है तथा स्त्री शिक्षा संबंधी समस्याओं के समाधान के लिए अग्रलिखित बिंदुओं पर ध्यान दिया जाना चाहिए—

- लड़कों की भाँति लड़कियों की शिक्षा को भी महत्व देना होगा।
- 5–18 आयु वर्ग की बालिकाओं को निःशुल्क एवं अनिवार्य शिक्षा की व्यवस्था की जाए।
- बलिकाओं के लिए अतिरिक्त स्कूलों का निर्माण एवं कक्षा—कक्षों का निर्माण, पुस्तकालय, खेल का मैदान, पीने का पानी, विद्युत एवं शौचालय आदि की उचित व्यवस्था प्रदान करना।
- बालिकाओं के लिए सतत् एवं व्यापक शिक्षा का विकास करना।
- सामाजिक रूढ़िवादिता, संकीर्ण भावना से ऊपर उठकर लिंग असमानता को दूर करना।

अध्ययन का प्रारूप, विधि एवं आँकड़ों का संकलन— प्रस्तुत अध्ययन में प्रयुक्त होने वाली प्रारूप जनसंख्या, उपकरण, कार्य विधि तथा आँकडों के निष्कर्ष एवं विश्लेषण पर विस्तार से चर्चा की गयी है।

विधि— शिक्षा में बाधक पारिवारिक समस्याओं के अध्ययन हेतु विवरणात्मक सर्वेक्षण विधि का उपयोग किया गया है।

प्रतिदर्श एवं प्रतिदर्श चयन विधि— प्रस्तुत अध्ययन में काशी हिन्दू विश्वविद्यालय की एम०एड० स्तर की छात्राओं के समग्र से यादृच्छिक चयन विधि द्वारा प्रतिदर्श के रूप में 10 छात्राओं को लिया गया है।

उपकरण— इस अध्ययन के उद्देश्यों को प्राप्त करने हेतु उपकरण के रूप में अध्ययनकर्ता द्वारा स्वनिर्मित प्रश्नावली का प्रयोग किया गया है। इस प्रश्नावली में कुल 8 प्रश्न हैं जिनका उत्तर विवरणात्मक रूप में लिया गया है। इस प्रकार से यहाँ पर मुक्त प्रश्नावली (Open ended Questionnaire) का प्रयोग किया गया है। प्रदत्तों का संकलन— काशी हिन्दू विश्वविद्यालय की एम0 एड0 स्तर की छात्राओं की शिक्षा में बाधक पारिवारिक समस्याओं का अध्ययन मापनी की पूर्ति हेतु स्वयं अध्ययनकर्ता द्वारा बी0एच0यू0, एम0एड0 स्तर की छात्राओं को प्रश्नावली दिया गया; जिसे छात्राओं ने दूसरे दिन भरकर दे दिया। अतः इस प्रश्नावली मापनी द्वारा प्रदत्तों का संकलन किया गया।

आँकड़ों का वर्गीकरण, विश्लेषण एवं व्याख्या— प्रदत्तों का संकलन छात्राओं की शिक्षा में बाधक पारिवारिक समस्याओं का अध्ययन प्रश्नावली के आधार पर किया गया है, इस प्रश्नावली में कुल आठ प्रश्न है। इन्हीं प्रश्नों के आधार पर संकलित प्रदत्तों को क्रमबद्ध रूप से विश्लेषित किया गया है। प्रदत्तों का संकलन काशी हिन्दू विश्वविद्यालय की एम0एड0 स्तर की 10 छात्राओं से लिया गया है। प्रश्नावली के आँकड़ों का विश्लेषण एवं विवेचन अध्ययन उद्देश्यों को केन्द्र में रखकर विषय वस्तु विश्लेषण विधि द्वारा किया गया है, जो निम्नलिखित बिन्दुओं में प्रस्तुत है–

- 1. लैंगिक भेदभाव की दृष्टि से देखा जाय तो पता चलता है कि 30 प्रतिशत छात्राओं के साथ परिवार में लैंगिक भेद—भाव किया जाता है, तो 10 प्रतिशत छात्राओं के साथ सुरक्षा की दृष्टि से भेद—भाव रखा जाता है, तो 20 प्रतिशत छात्राओं के साथ सामाजिक गतिशीलता की दृष्टि से लैंगिक भेद—भाव रखा जाता है तो 10 प्रतिशत छात्राओं के साथ समाज में व्याप्त संकीर्ण भावनाओं की दृष्टि से भेदभाव किया जाता है तो 20 प्रतिशत छात्राओं के साथ स्वस्थ्य विकास की दृष्टि से भेद—भाव किया जाता है, लेकिन 70 प्रतिशत छात्राओं के साथ किसी भी प्रकार से भेद भाव नहीं किया जाता है।
- 2. 40 प्रतिशत छात्राओं को घर से दूर रहकर या प्रतिदिन विद्यालय / विश्वविद्यालय आने—जाने से परिवार के सदस्यों को उनकी सुरक्षा को लेकर समस्या होती है, तो 20 प्रतिशत छात्राओं की सुरक्षा को लेकर घर वालों को कभी—कभी समाज में घटित घटनाओं के कारण समस्या होती है, तो 10 प्रतिशत छात्राओं की सुरक्षा से परिवार वाले तब परेशान होते हैं जब वे कभी समय से घर नहीं पहुँच पाती है । 10 प्रतिशत छात्राओं की सुरक्षा को लेकर घर वालों के घर वहीं पहुँच पाती है । 10 प्रतिशत छात्राओं की सुरक्षा को लेकर घर वालों के सरया वाले तब परेशान होते हैं जब वे कभी समय से घर नहीं पहुँच पाती है । 10 प्रतिशत छात्राओं की सुरक्षा को लेकर घर वाले के सरया होती है जब वे कभी समय से घर नहीं पहुँच पाती है । 10 प्रतिशत छात्राओं की सुरक्षा को लेकर घर वाले हकर घर वाले इसलिए परेशान नहीं होते हैं कि उनकी लड़की छात्रावास में रहती है, लेकिन 60 प्रतिशत छात्राओं की सुरक्षा को लेकर घर वाले सुरक्षा को लेकर घर वाले इसलिए परेशान वाले एकदम परेशान नहीं होते हैं ।
- 3. 30 प्रतिशत छात्राओं की शिक्षा पर खर्च होने वाले धन से परिवार को आर्थिक समस्या होती है; तो 10 प्रतिशत छात्राओं की शिक्षा पर परिवार वाले धन खर्च नहीं करना चाहते है बल्कि परिवार के अन्य कामों पर ज्यादा धन खर्च कर देते है, तो 70 प्रतिशत छात्राओं की शिक्षा पर खर्च होने वाले धन से परिवार को किसी भी प्रकार की समस्या नहीं उत्पन्न होती है।
- 4. 20 प्रतिशत छात्राओं की शिक्षा में वैवाहिक स्थिति सार्थक हैः जो विवाहित है। तो वहीं पर अविवाहित छात्राओं में, 20 प्रतिशत छात्राओं का शिक्षा में वैवाहिक स्थिति सार्थक है या बाधक है इस पर कोई विचार नहीं है। 30 प्रतिशत छात्राओं का कहना है कि वैवाहिक स्थिति शिक्षा में बाधक है क्योंकि विवाह के बाद पारिवारिक दायित्व बढ़ जाता है तो 10 प्रतिशत छात्राओं का कहना है कि विवाह के बाद समय और ऊर्जा (शक्ति) ज्यादा खर्च होने लगती है जो शिक्षा में बाधक है तो 10 प्रतिशत छात्राओं का कहना है कि विवाह के बाद समय और ऊर्जा (शक्ति) ज्यादा खर्च होने लगती है जो शिक्षा में बाधक है तो 10 प्रतिशत छात्राओं का कहना है कि विवाह के बाद समय और ऊर्जा (शक्ति) ज्यादा खर्च होने लगती है जो शिक्षा में बाधक है तो 10 प्रतिशत छात्राओं का कहना है कि विवाह के बाद समय और ऊर्जा (शक्ति) ज्यादा खर्च होने लगती है जो शिक्षा में बाधक है तो 60 प्रतिशत छात्राओं का कहना है कि वैवाहिक स्थिति शिक्षा में बाधक है, तो 60 प्रतिशत छात्राओं का कहना है कि वैवाहिक स्थिति शिक्षा में बाधक है, तो 60 प्रतिशत छात्राओं का कहना है कि वैवाहिक स्थिति शिक्षा में बाधक है तो 8 क्षा का कहना है कि वैवाहिक स्थिति शिक्षा में बाधक है और अविवाहित स्थिति शिक्षा में सार्थक है।
- 5. 50 प्रतिशत छात्राओं को उच्च शिक्षा पूर्ण करने में पारिवारिक समस्याओं का सामना करना पड़ता है लेकिन वहीं पर 10 प्रतिशत छात्राओं का अविवाहित होने के कारण विवाह को लेकर परिवार में बढ़ती समस्याओं का सामना करना पड़ता है। 10 प्रतिशत छात्राओं द्वारा उच्च शिक्षा ग्रहण करने के दौरान आयु बढ़ने तथा घर का दायित्व बढ़ने के साथ परिवार में बढ़ती समस्याओं का सामना करना पड़ता है तथा घर का दायित्व बढ़ने के साथ परिवार में बढ़ती समस्याओं का सामना करना पड़ता है तो 10 प्रतिशत छात्राओं को कभी–कभी पारिवारिक समस्याओं का सामना करना पड़ता है, जो शिक्षा में बाधाएँ उत्पन्न करती हैं, तो वहीं 50 प्रतिशत छात्राओं को उच्च शिक्षा ग्रहण करने से उनके परिवार में बिक्सी भी प्रकार की समस्या नहीं उत्पन्न होने के कारण उनको किसी भी प्रकार की पारिवारिक समस्याओं का सामना करना पड़ता है किसी भी प्रकार की समस्या नहीं उत्पन्न होने के कारण उनको किसी भी प्रकार की पारिवारिक समस्याओं का सामना करना नहीं करना पड़ता है।
- 6. 20 प्रतिशत छात्राओं को परिवार में आर्थिक समस्या होने के कारण उच्च शिक्षा ग्रहण करने से रोका जाता है तो

वहीं पर 70 प्रतिशत छात्राओं को परिवार के सदस्यों द्वारा उच्च शिक्षा ग्रहण करने के लिए प्रोत्साहित किया जाता है, और 80 प्रतिशत छात्राओं को उच्च शिक्षा ग्रहण करने से परिवार द्वारा नहीं रोका जाता है जो कि आर्थिक स्थिति से परिपूर्ण हैं।

- 7. 100 प्रतिशत छात्राओं का कहना है कि उच्च शिक्षा के स्तर पर पहुँचने वाली छात्राओं के स्वास्थ्य एवं पोषण पर परिवार के सदस्यों द्वारा पूरा ध्यान दिया जाता है अन्यथा छात्राएँ उच्च शिक्षा के स्तर तक नहीं पहुँच पाती।
- 8. 40 प्रतिशत छात्राओं का कहना है कि हाँ, हम लोगों को कहीं भी अकेले आने—जाने से परिवार के सदस्यों द्वारा रोका जाता है, तो 20 प्रतिशत छात्राओं का मानना है कि वर्तमान में घटित—घटनाओं के कारण दूर—दराज स्थानों पर अकेले जाने से परिवार के सदस्यों द्वारा रोका जाता है, तो 20 प्रतिशत छात्राओं का मानना है कि वर्तमान में घटित—घटनाओं के कारण दूर—दराज स्थानों पर अकेले जाने से परिवार के सदस्यों द्वारा रोका जाता है, तो 20 प्रतिशत छात्राओं का मानना है कि वर्तमान में घटित—घटनाओं के कारण दूर—दराज स्थानों पर अकेले जाने से परिवार के सदस्यों द्वारा रोका जाता है, तो 20 प्रतिशत छात्राओं का मानना है कि सामाजिक बुराई और संकीर्ण मानसिकता के कारण अकेले आने—जाने से परिवार के सदस्यों द्वारा रोका जाता है लेकिन वहीं पर 50 प्रतिशत छात्राओं का मानना है कि मुझे कहीं भी अकेले आने—जाने से परिवार से सदस्यों द्वारा नहीं रोका जाता है।

परिणाम— इस अध्ययन के लिए छात्राओं की शिक्षा में बाधक पारिवारिक समस्याओं से सम्बन्धित प्रश्नावली बनायी गई थी जिसमें कुल 8 प्रश्नों को रखा गया। इस प्रश्नावली को एम०एड० स्तर की 10 छात्राओं में प्रसारित करके अध्ययन किया गया जिसका प्राप्त परिणाम इस प्रकार है—

- इस प्रकार अध्ययन से पता चला हैं कि 30 प्रतिशत छात्राओं के साथ परिवार द्वारा लैंगिक भेद–भाव किया जाता है।
- 2. 70 प्रतिशत छात्राओं के साथ परिवार द्वारा किसी भी प्रकार से भेद—भाव नहीं किया जाता है जिसका कारण ये हो सकता है कि इनका परिवार आर्थिक रूप से सम्पन्न व शहरी होने के साथ—साथ शिक्षित और जागरूक हो।
- 3. 40 प्रतिशत छात्राओं को घर से दूर रहकर या प्रतिदिन विश्वविद्यालय आने जाने की सुरक्षा को लेकर परिवार को समस्या होती है जो वर्तमान समय में समाज में घटित–घटनाओं और समाज में व्याप्त संकीर्ण मानसिकता के कारण है।
- 4. 60 प्रतिशत छात्राओं की सुरक्षा को लेकर परिवार को किसी भी प्रकार की समस्या नहीं होती है। शायद शहर में रहने के कारण इनको किसी प्रकार की समस्या नहीं होती है और इनको अपनी बेटी की जागरूकता पर विश्वास भी होगा।
- 30 प्रतिशत छात्राओं की शिक्षा पर धन खर्च करने में परिवार को समस्या होती है जो कि आर्थिक रुप से सम्पन्न नहीं है।
- 10 प्रतिशत छात्राओं की शिक्षा ऐसे पर परिवार वाले धन खर्च करना नहीं चाहते है जो शिक्षित और जागरूक नहीं है।
- 7. 70 प्रतिशत छात्राओं की शिक्षा पर खर्च होने वाले धन से परिवार को किसी भी प्रकार की आर्थिक समस्या नहीं होती है जिनके परिवार वाले सरकारी नौकरी और व्यवसायिक वर्ग के है।
- 20 प्रतिशत छात्राओं की शिक्षा में वैवाहिक स्थिति सार्थक है जो विवाहित हैं, जिनके परिवार वाले शिक्षित, जागरूक और आर्थिक रूप से सम्पन्न है।
- 40 प्रतिशत छात्राओं का कहना है कि वैवाहिक स्थिति शिक्षा में बाधक है क्योंकि पारिवारिक जिम्मेदारियां बढ़ जाने के कारण समय और शक्ति का अभाव पड़ जाता है।
- 10. 60 प्रतिशत छात्राओं का कहना है कि शिक्षा में अवैवाहिक स्थिति सार्थक है, और वैवाहिक स्थिति बाधक हैं जो अविवाहित भी हैं।
- 11. 50 प्रतिशत छात्राओं को उच्च शिक्षा ग्रहण करने में पारिवारिक समस्याओं का सामना करना पड़ता है।
- 12. 50 प्रतिशत छात्राओं को उच्च शिक्षा ग्रहण करने में किसी भी प्रकार की पारिवारिक समस्याओं का सामना नहीं करना पड़ता है।

- 13. 20 प्रतिशत छात्राओं को उच्च शिक्षा ग्रहण करने से परिवार द्वारा रोका जाता है, जो आर्थिक रूप से कमजोर है।
- 14. 80 प्रतिशत छात्राओं को उच्च शिक्षा ग्रहण करने के लिए परिवार द्वारा रोका नहीं जाता है, जो आर्थिक रूप से सम्पन्न हैं।
- 15. 40 प्रतिशत छात्राओं को कहीं भी अकेले आने—जाने से परिवार द्वारा रोका जाता है, जिसका कारण सामाजिक भय हैं।
- 16. 50 प्रतिशत छात्राओं को समाज में घटित—घटनाओं और सामाजिक बुराईयों के कारण कहीं भी अकेले आने—जाने पर परिवार द्वारा रोका जाता है।
- 17. 50 प्रतिशत छात्राओं को कहीं भी आने—जाने से परिवार के सदस्यों द्वारा नहीं रोका जाता है। शायद इन परिवार वालों को अपनी बेटी के शिक्षित होने और उनकी जागरूकता पर विश्वास हो, जिस कारण कहीं भी जाने से नहीं रोकते हैं।

निष्कर्ष— प्रस्तुत अध्ययन एम०एड० स्तर की छात्राओं की शिक्षा में बाधक पारिवारिक समस्याओं पर किया गया है जिससे प्राप्त निष्कर्ष इस प्रकार है–

- जिन छात्राओं के परिवार में लैंगिक भेद–भाव किया जाता है उनकी शिक्षा में बाधा उत्पन्न होती है, जिससे उनकी शिक्षा पर बुरा प्रभाव पड़ता है। जिन छात्राओं के परिवार में लैंगिक भेद–भाव नहीं किया जाता है उनकी शिक्षा पर सकारात्मक प्रभाव पड़ता है।
- 2. जिन छात्राओं की सुरक्षा को लेकर उनके परिवार वाले परेशान होते है उसका मुख्य कारण वर्तमान समय में समाज, विद्यालय, विश्वविद्यालय में जो घटित घटनाएँ हैं, और जिन छात्राओं की सुरक्षा को लेकर परिवार वाले परेशान नहीं होते है उसका कारण यह विश्वास होगा कि हमारी लड़की जिस संस्थान में पढ़ती है वहाँ सुरक्षित है।
- 3. जिन छात्राओं का परिवार आर्थिक रूप से कमजोर है उन छात्राओं को शिक्षा में आर्थिक समस्याओं का सामना करना पड़ता है जिससे उनको हमेशा यह भय बना रहता है कि कहीं हमारी शिक्षा अधूरी न रह जाये, और जिन छात्राओं के परिवार आर्थिक रूप से सम्पन्न है उन छात्राओं को शिक्षा में किसी भी प्रकार की आर्थिक समस्याओं का सामना नहीं करना पड़ता है।
- 4. जिस छात्राओं को विवाह के बाद भी उच्च शिक्षा ग्रहण करने में उनके परिवार द्वारा पूरा सहयोग मिलता है, ऐसे छात्राओं की शिक्षा में वैवाहिक स्थिति सार्थक सिद्ध होती है। लेकिन जिन छात्राओं के विवाह के बाद पारिवारिक सहायता पूर्ण रूप से नहीं मिलती है उनकी शिक्षा में वैवाहिक स्थिति बाधक है, और कुछ छात्राओं का अविवाहित होना शिक्षा में सबसे ज्यादा सहायक सिद्ध होता है।

शैक्षिक निहितार्थ— इस अध्ययन से प्राप्त शैक्षिक निहितार्थ इस प्रकार है—

- जिन छात्राओं के परिवार में लैंगिक भेदभाव किया जाता है, उनके परिवार को प्रौढ़ शिक्षा, पत्राचार के माध्यम से जागरूक किया जाय कि लड़की–लड़का एक समान होते हैं जिनमें भेद–भाव नहीं किया जाना चाहिए।
- जिन छात्राओं को शिक्षा ग्रहण करने के लिए परिवार द्वारा आर्थिक सहायता पूर्ण रूप से नहीं मिल पाती है उनकी शिक्षा के लिए सरकार द्वारा स्कॉलरशिप और विद्या धन योजना की व्यवस्था की जानी चाहिए।
- 3. जिन छात्राओं को शिक्षा ग्रहण करने के लिए परिवार वाले सुरक्षा की दृष्टि से दूर नहीं भेजना चाहते हैं या घर से नहीं जाने देना चाहते हैं, उनके परिवार को पत्राचार शिक्षा; ओपेन विद्यालय– विश्वविद्यालय जैसे राजर्षि टण्डन, एवं इग्नू द्वारा शिक्षा की व्यवस्था की जाये जिससे उनकी शिक्षा में बाधा नहीं उत्पन्न होगी।
- 4. जिन छात्राओं की शिक्षा में वैवाहिक स्थिति बाधक होती है उनके परिवार को शिक्षा के माध्यम से जागरूक किया जाये और यह भी बताया जाय कि यदि विवाह के बाद भी कोई लड़की पढ़ने के लिए इच्छुक है तो उसको विद्यालय या विद्यालय के अतिरिक्त पत्राचार जैसे कोर्सों की सुविधा प्रदान करें।

# भावी शोध के लिए सुझाव

1. इस अध्ययन को छात्राओं के एक बड़े न्यादर्श पर पुनः सम्पन्न किया जा सकता है, जिससे उनकी समस्या स्पष्ट

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रूप से विस्तारित ढंग से उभर कर सामने आ सके।

- यह अध्ययन काशी हिन्दू विश्वविद्यालय की सिर्फ एम0एड0 स्तर की छात्राओं पर किया गया है। इसके अतिरिक्त इसी विश्वविद्यालय में शिक्षा के सभी स्तरों पर अध्ययन किया जा सकता है।
- इस अध्ययन को काशी हिन्दू विश्वविद्यालय के अतिरिक्त अन्य विद्यालयों एवं विश्वविद्यालयों में भी किया जा सकता है।
- 4. इस अध्ययन को देश के सभी पिछड़े इलाकों एवं राज्यों में शिक्षा के विभिन्न स्तरों पर किया जा सकता है।

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# Shaikshik Parisamvad (An International Journal of Education) SPIJE, ISSN 2231–2323 (Print), 2231–2404 (Online) Vol. 5, No. 2, July 2015, pp - 70-75 . काशी हिन्दू विश्वविद्यालय के बी0एड0 प्रशिक्षणार्थियों में शान्ति शिक्षा के प्रति

जागरूकता का अध्ययन

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#### Abstract

हाल ही में हुए मुजफ्फरनगर (उ0प्र0) में साम्प्रदायिक दंगे तथा देश के अन्य स्थानों पर समय—समय पर हुए आतंकवादी हमले, हत्याएँ, बलात्कार जैसी घटनाएँ, इस ओर संकेत करती है कि आज की युवा पीढ़ी में शान्ति की संस्कृति को पल्लवित एवं पुष्पित करने की आवश्यकता है। एक प्रशिक्षित शिक्षक बालकों के मन में प्रारम्भ से ही शान्ति की अवधारणा विकसित कर उनमें प्रेम, दया, सहिष्णुता, भाईचारा जैसे दैवीय मूल्यों का सृजन कर सकता है। यह तभी सम्भव है, जब हम सेवारत शिक्षकों एवं भावी शिक्षकों में 'शान्ति शिक्षा' का प्रसार करेंगे। अतः प्रस्तुत समस्या काशी हिन्दू विश्वविद्यालय के बी0एड0 प्रशिक्षणार्थियों में शान्ति शिक्षा के प्रति जागरूकता को जानने का एक विनम्र प्रयास है।

Keywords: Peace Value, Peace Education, Importance of Peace Education

### प्रस्तावना

आधुनिक युग में विज्ञान ने मानव—जीवन को अति सुखमय तो बना दिया है, पर आतंकवाद, परमाणु—बम एवं विश्वयुद्ध जैसे उपहार भी इसके साथ प्रदान किए हैं। विश्व ने राजनीतिक, वैज्ञानिक, तकनीकी, सामाजिक और आर्थिक दृष्टि से महत्वपूर्ण विकास किया है, परन्तु यह परिवर्तन समरसता, शान्ति और सद्भावना का विकास करने में असफल सिद्ध हुए हैं। आधुनिक युग में सामाजिक असन्तुलन बढ़ा है और मूल्यों का क्षरण हुआ है। मनुष्य ने अपने लिए भौतिक सुख के अनगिनत सामान एकत्रित कर लिए हैं, किन्तु समाज, जाति, धर्म, सम्प्रदाय एवं वर्गों में बँट गया है। आज का मानव अत्यधिक बुद्धिमान है, किन्तु वह अत्यधिक आत्मकेन्द्रित, असहनशील तथा स्वविनाशक बनता जा रहा है। शान्ति, सद्भावना, धैर्य, क्षमा जैसे मानवीय मूल्यों ने मनुष्य का साथ छोड़ दिया है, छोटे—छोटे उद्देश्यों की प्राप्ति हेतु भी लोग हिंसा का सहारा लेने लगे हैं और अपने इन कृत्यों को धर्म—सम्मत बताने की तो प्रथा सी चल पड़ी है।

### डॉ0 सर्वपल्ली राधाकृष्णन ने कहा है-

''विश्व एक साझेदारी है, यह एक मैत्रीपूर्ण ब्रह्माण्ड है, हमने प्रेम करने के लिए जन्म लिया है, न कि दूसरों को समाप्त करने के लिए।''

अतः उदीयमान विश्व को संकीर्ण राष्ट्रीयतावाद से ऊपर उठकर, एकीकृत विश्व व्यवस्था की ओर कदम बढ़ाने चाहिए। आज अहिंसक और सहनशील समाज के निर्माण की तत्काल आवश्यकता है, जिससे हम आगे आने वाली पीढ़ी के लिए आदर्श स्थापित कर सकें। शक्ति और भौतिक सम्पत्ति की अन्धी दौड़ में मनुष्य सम्भवतः 'जियो और जीने दो' की मूल भावना को भूल चुका है। प्रत्यक्षतः हम पृथ्वी और आकाश को अपने अधिकार में किये हुए हैं और परमाणु तथा तारों के रहस्यों को समझने लगे हैं। फिर भी हम युद्ध की आशंका, भय, हिंसा तथा मानसिक अशान्ति से घिरे हुए हैं। इन्हीं कारणों ने विश्व को 'शान्ति शिक्षा' की माँग करने को बाध्य कर दिया है।

#### शान्ति का प्रत्यय

'शान्ति' का प्रत्यय बहुत व्यापक एवं विस्तृत है। 'शान्ति' की अवधारणा के विभिन्न अर्थ हैं – युद्ध की अनुपस्थिति, मन की शान्ति, शोषण एवं अन्याय से मुक्ति। अतः शान्ति का तात्पर्य केवल युद्धों की अनुपस्थिति ही नहीं, अपितु मन की शान्ति से भी सम्बन्धित है।

यूनेस्को के संविधान ने अपनी उद्देशिका में कहा है कि "चूँकि युद्धों की योजना मानव–मस्तिष्क में बनती

है, अतः शान्ति–योजना का निर्माण भी मानव–मस्तिष्क में होना चाहिए''।

'शान्ति' का अभिप्राय बहुत बड़ा है, जो लोगों में मानवता की भावना को सृजित करता है। एक सफल एवं शान्तिपूर्ण जीवन के लिए वैयक्तिक स्तर, सामाजिक स्तर, राष्ट्रीय स्तर, अन्तर्राष्ट्रीय स्तर तथा वैश्विक स्तर पर शान्ति एवं सामन्जस्य का होना अत्यन्त आवश्यक है।

शान्ति एक ऐसी अवस्था है, जब व्यक्ति का मस्तिष्क सभी प्रकार के द्वन्दों से मुक्त होता है। तनाव एवं द्वन्द बढ़ने के कारण, सभी जगह हिंसा, युद्ध, अशान्ति एवं हत्याएँ बढ़ी हैं, अतः वर्तमान पीढ़ी में शान्ति—मूल्य को विकसित करना नितान्त आवश्यक है।

## 'शान्ति–शिक्षा' का प्रत्यय

'शान्ति शिक्षा वह शिक्षा है जो अशोषित, अहिंसक तथा न्यायप्रिय समाज का निर्माण करता है। शान्ति शिक्षा, व्यक्ति को अपने मनोवैज्ञानिक प्रक्रिया को समझने के योग्य बनाता है तथा मानसिक सन्तुलन प्रदान करता है।

'शान्ति शिक्षा' एक विस्तृत सिद्धान्त है, जो मानवसंघर्ष के विभिन्न आयामों के बारे में जानकारी ही नहीं प्रदान करता, अपितु इन संघर्षों के समाधान के विभिन्न कौशलों के बारे में प्रशिक्षण प्रदान करता है।

# अध्ययन की आवश्यकता

आज का मानव 'सर्वजन हिताय, सर्वजन सुखाय' तथा 'वसुधैव कुटुम्बकम' की भावना को भूलकर जाति, वर्ग, धर्म, सम्प्रदाय के आधार पर बँट गया है। जहाँ पहले आध्यात्मिकता और शान्ति की भावना को ज्यादा महत्व दिया जाता था, वही स्थान अब भौतिकवाद ने लिया है। अब मनुष्य स्वार्थी हो गया है, वह केवल अपने सुख की चिन्ता करता है। इससे संघर्ष, द्वन्द एवं अशान्ति को बढ़ावा मिला है, परिणामवश समस्त विश्व में अनेक प्रकार की समस्याएँ पैदा होती जा रही हैं। आतंकवाद, नस्लीय—भेदभाव, हत्याएँ, विश्व युद्ध जैसे कई समस्याओं ने सभी देशों में अपने पैर जमा लिए हैं।

आज के अशान्तिपूर्ण वातावरण में शिक्षा ही एक ऐसा सशक्त माध्यम है, जिसके द्वारा विश्व—शान्ति स्थापित किया जा सकता है। इस दृष्टि से 'शान्ति शिक्षा' का प्रत्यय बहुत ही महत्वपूर्ण एवं प्रासंगिक है। युवाओं एवं विद्यार्थियों में व्यापक एवं उदार दृष्टिकोण को विकसित करने में शिक्षक की भूमिका अति—महत्वपूर्ण होती है। अतः शोधकर्ता के मस्तिष्क में यह जानने की जिज्ञासा हुई कि —

- क्या बी०एड० प्रशिक्षणार्थी शान्ति शिक्षा के प्रति जागरूक हैं?
- लिंग, विषय संवर्ग एवं शैक्षिक योग्यता के आधार पर, बी०एड० प्रशिक्षणार्थियों में शान्ति शिक्षा के प्रति जागरूकता का स्तर क्या है?
- क्या बी०एड0 प्रशिक्षणार्थी शान्ति शिक्षा के प्रति सकारात्मक दृष्टिकोण रखते हैं?

इन सभी प्रश्नों का उत्तर प्राप्त करने हेतु शोधकर्ता ने प्रस्तुत समस्या का चयन किया है एवं इसके समाधान हेतु प्रयास किया है।

# महत्वपूर्ण शब्दों का परिभाषीकरण

बी०एड० प्रशिक्षणार्थी — बी०एड० प्रशिक्षणार्थियों से तात्पर्य उन छात्र एवं छात्राओं से है जो काशी हिन्दू विश्वविद्यालय द्वारा संचालित बी०एड० के एक–वर्षीय व्यवसायिक पाठ्यक्रम में अध्यापन–प्रशिक्षण ले रहें हैं।

शान्ति शिक्षा — शान्ति शिक्षा, वह शिक्षा—व्यवस्था है जो अशोषित, अहिंसक तथा न्यायप्रिय समाज का निर्माण करता है। शान्ति शिक्षा, व्यक्ति में शान्तिपूर्ण संचेतना पैदा करके विभिन्न समस्याओं का शान्तिपूर्ण ढंग से समाधान निकालने का प्रशिक्षण प्रदान करता है।

जागरूकता – किसी परिस्थिति, घटना या वस्तु के अनुपस्थिति में भी, मस्तिष्क में उस वस्तु या घटना के लिए उत्पन्न चेतना या जागृति ही 'जागरूकता' है। प्रस्तुत अध्ययन में शान्ति शिक्षा के प्रति 'जागरूकता' से तात्पर्य स्वनिर्मित 'शान्ति शिक्षा जागरूकता प्रश्नावली' पर प्राप्त कुल अंक से है।

अध्ययन के उद्देश्य- प्रस्तुत अध्ययन के उद्देश्य निम्नलिखित हैं :--

- बी०एड० के महिला एवं पुरुष प्रशिक्षणार्थियों के बीच शान्ति–शिक्षा के प्रति जागरूकता का तुलनात्मक अध्ययन करना।
- बी०एड० के कला संवर्ग एवं विज्ञान संवर्ग के प्रशिक्षणार्थियों के बीच शान्ति–शिक्षा के प्रति जागरूकता का तुलनात्मक अध्ययन करना।
- बी०एड० के स्नातक एवं परास्नातक प्रशिक्षणार्थियों के बीच शान्ति–शिक्षा के प्रति जागरूकता का तुलनात्मक अध्ययन करना।

शून्य परिकल्पनाएँ – अध्ययन के इन उद्देश्यों की प्राप्ति के लिए निम्न शून्य–परिकल्पनाएँ निर्मित की गयी हैं :--

- 1. बी0एड0 के महिला एवं पुरूष प्रशिक्षणार्थियों के बीच शान्ति शिक्षा के प्रति जागरूकता में सार्थक अन्तर नहीं है।
- बी0एड0 के कला संवर्ग एवं विज्ञान संवर्ग के प्रशिक्षणार्थियों के बीच शान्ति शिक्षा के प्रति जागरूकता में सार्थक अन्तर नहीं है।
- बी०एड० के स्नातक एवं परास्नातक प्रशिक्षणार्थियों के बीच शान्ति शिक्षा के प्रति जागरूकता में सार्थक अन्तर नहीं है।

अध्ययन विधि— वर्तमान समस्या के अध्ययन हेतु वर्णनात्मक अनुसन्धान की 'सर्वेक्षण विधि' का प्रयोग किया गया।

जनसंख्या— प्रस्तुत अध्ययन में जनसंख्या के रूप में काशी हिन्दू विश्वविद्यालय के बी०एड० के समस्त प्रशिक्षणार्थियों को लिया गया है।

न्यादर्श— काशी हिन्दू विश्वविद्यालय के बी०एड० में अध्ययनरत समस्त प्रशिक्षणार्थियों में न्यादर्श के रूप में 100 प्रशिक्षणार्थियों का चयन किया गया है। पुरुष एवं महिला प्रशिक्षणार्थियों का परस्पर तुलनात्मक अध्ययन करने के लिए 50 पुरूष एवं 50 महिला प्रशिक्षणार्थियों का चयन किया गया है। इन्हें पुनः संवर्ग एवं शैक्षिक योग्यता के आधार पर भी विभाजित किया गया। इस प्रकार शोधार्थी द्वारा कुल 100 प्रशिक्षणार्थियों को न्यादर्श में शामिल किया गया। ये सभी न्यादर्श 'यादृच्छिक चयन विधि' द्वारा संकलित किये गए हैं। न्यादर्श का विवरण तालिकाओं के माध्यम से प्रस्तुत किया गया है—

लिंग	न्यादर्श संख्या		
महिला	50		
पुरूष	50		
योग	100		

लिंग के आधार पर चयनित न्यादर्श की संख्या

संवर्ग के आधार पर चयनित न्यादर्श की संख्या

संवर्ग	न्यादर्श संख्या
विज्ञान	50
कला	50
योग	100

72 |

शैक्षिक योग्यता	न्यादर्श संख्या		
रनातक	47		
परारनातक	53		
योग	100		

शैक्षिक योग्यता के आधार पर चयनित न्यादर्श की संख्या

अध्ययन का उपकरण— काशी हिन्दू विश्वविद्यालय के बी०एड० प्रशिक्षणार्थियों में शान्ति शिक्षा के प्रति जागरूकता के मापन हेतु स्वनिर्मित 'शान्ति शिक्षा जागरूकता प्रश्नावली' का प्रयोग किया गया है। इस जागरूकता—मापन प्रश्नावली की विश्वसनीयता ''स्पिलिट हॉफ मेथड'' द्वारा स्थापित की गयी है, जिसका विश्वसनीयता गुणांक .79 है। प्रस्तुत अध्ययन में उपकरण की वैधता हेतु 'रूप वैधता' का प्रयोग किया गया है, अर्थात् जागरूकता—प्रश्नावली के कथनों को देखने से यह पता चलता है कि कथन शान्ति शिक्षा के प्रति जागरूकता का मापन करने वाले हैं। शान्ति शिक्षा की जागरूकता—मापन प्रश्नावली वस्तुनिष्ठ प्रकार की है, इसमें कुल 30 प्रश्न हैं। प्रत्येक प्रश्न के चार विकल्प दिये गए हैं, जिसमें से कोई एक विकल्प उसका सही उत्तर है। इस उपकरण की विश्वसनीयता एवं वैधता संतोषजनक पायी गयी है।

प्रदत्त संकलन— काशी हिन्दू विश्वविद्यालय के बी०एड० के प्रशिक्षणार्थियों में ''यादृच्छिक चयन प्रणाली'' के आधार पर प्रश्नावली को वितरित किया गया। बी०एड० के प्रशिक्षणार्थियों को प्रश्नावली वितरित करने से पूर्व आवश्यक दिशा—निर्देश शोधार्थी द्वारा दिये गए। इसके पश्चात् प्रश्नावली प्रशिक्षणार्थियों में वितरित कर दी गई। प्रश्नावली को भरने के बाद उसे प्रशिक्षणार्थियों से वापस लेकर संकलित कर लिया गया।

प्रदत्त विश्लेषण— आँकड़ों की प्राप्ति के बाद उसे लिंग, शैक्षिक संवर्ग तथा शैक्षिक योग्यता के आधार पर वर्गीकृत किया गया। तत्पश्चात् प्रदत्तों का विश्लेषण एवं व्याख्या किया गया जो इस प्रकार है :--

Sl.No.	Sample	Ν	Df	М	S	t*
1	Male	50	49	19.14	4.28	
2	Female	50	49	19.26	3.52	0.15

प्रथम उद्देश्य से सम्बन्धित प्रदत्त

\* = 0.05 स्तर पर सार्थक नहीं है।

निष्कर्षतः यह कहा जा सकता है कि ''बी०एड० के महिला एवं पुरूष प्रशिक्षणार्थियों के बीच शांति शिक्षा के प्रति जागरूकता में सार्थक अन्तर नहीं है।''

द्वितीय उद्देश्य से सम्बन्धित प्रदत्त

Sl.No.	Sample	Ν	Df	М	S	t*
1	Science	50	49	18.74	4.28	
2	Arts	50	49	19.66	3.44	1.18

\* = 0.05 स्तर पर सार्थक नहीं है।

निष्कर्षतः यह कहा जा सकता है कि ''बी0एड0 के कला संवर्ग एवं विज्ञान संवर्ग के प्रशिक्षणार्थियों के बीच शान्ति शिक्षा के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।''

Sl.No.	Sample	Ν	Df	М	S	t*
1	Graduate	47	46	19.23	4.09	
2	Post Graduate	53	52	19.17	3.75	0.08

तृतीय उद्देश्य से सम्बन्धित प्रदत्त

\* = 0.05 स्तर पर सार्थक नहीं है।

निष्कर्षतः यह कहा जा सकता है कि ''बी०एड० के स्नातक एवं परास्नातक प्रशिक्षणार्थियों के बीच शान्ति शिक्षा के प्रति जागरूकता में सार्थक अन्तर नहीं है।''

परिणाम– प्रस्तुत अध्ययन में यह परिणाम सामने आया है कि लिंग, विषय संवर्ग एवं शैक्षिक योग्यता के आधार पर काशी हिन्दू विश्वविद्यालय के बी०एड0 प्रशिक्षणार्थियों में शान्ति शिक्षा के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।

परिणाम विवेचना— आज यह विश्व एक ऐसे बारूद के गोले पर बैठा है जिसमें लगी एक चिंगारी सम्पूर्ण मानव अस्तित्व को नष्ट कर देगी। ऐसी विकट समस्या से निपटने के लिए शान्ति शिक्षा एक समाधान के रूप में हमारे सामने आई है जो मानव मस्तिष्क में ऐसा उपजाऊ भूमि तैयार कर सकने में सक्षम है, जहाँ शान्ति के बीज बोए जा सकें एवं एक स्वस्थ, शान्त समाज को पोषित व पल्लवित किया जा सके। सूचना एवं संचार क्रान्ति के इस अति आधुनिक युग में सम्पूर्ण विश्व में जनसंख्या में होती वृद्धि, संसाधनों की कमी, जवीन के हर क्षेत्र में बढ़ती हताशा, निराशा, कुंठा, तनाव आदि ने मानव जीवन को अस्त व्यस्त कर दिया है। शान्ति आज के इस युग की एक ऐसी आवश्यक माँग बन गई हैं कि इसकी आवश्यकता लिंग, विषय संवर्ग एवं शैक्षिक योग्यता जैसे बँटवारे से ऊपर उठ चुकी है। शिक्षारत् मानव शान्ति शिक्षा की भूमिका को समझ चुका है कि यही वह अस्त्र है, जिससे हम मानव मस्तिष्क में घर कर चुकी तमाम तनाव उत्पन्न करने वाले विकारों को नष्ट कर शान्ति के बीज बो सकते हैं। काशी हिन्दू विश्वविद्यालय के बी0एड0 प्रशिक्षणार्थियों में शान्ति शिक्षा के प्रति समान रूप से जागरूक होने का यह एक महत्वपूर्ण कारण हो सकता है।

शैक्षिक निहितार्थ— शान्ति शिक्षा के अध्ययन के सकारात्मक परिणामों को प्राप्त करने के लिए प्रशिक्षणार्थियों को ऐसी शिक्षण विधियों द्वारा प्रशिक्षित करना चाहिए कि वे आधुनिक युग की संकट उत्पन्न करने वाली समस्याओं की पहचान कर सके। उन्हें आपसी संवाद, सेमिनार, वाद—विवाद आदि विधियों के माध्यम से ऐसे अवसर प्रदान करने चाहिए कि वे शान्ति, शान्ति के उपाय, शान्ति की विभिन्नता अवधारणाओं पर तार्किक रूप से चिन्तन, मनन करते हुए समस्या की गहराई में पहुँच सके एवं उनके समाधान के सुझाव प्रस्तुत कर सकें। बी0एड0 प्रशिक्षणार्थियों को ऐसी शिक्षण पद्धति का प्रयोग करने के लिए प्रेरित करना चाहिए जिसमें वे विद्यार्थियों के साथ शान्ति, सहिष्णुता, दया, एवं लोकतान्त्रिक मूल्यों के आधार पर व्यवहार करें क्योंकि शिक्षक, विद्यार्थियों के साथ शान्ति, सहिष्णुता, दया, एवं लोकतान्त्रिक मूल्यों के आधार पर व्यवहार करें क्योंकि शिक्षक, विद्यार्थियों के सामने एक ऐसे आदर्श के रूप में होता है जिसका अनुसरण विद्यार्थी बालपन से ही करता है। ऐसी शिक्षण विधियों एवं संवाद प्रक्रियाओं का प्रयोग कर बी0एड0 प्रशिक्षणार्थी प्रत्यक्ष रूप से शान्ति मार्ग का अनुसरण करने की सीख विद्यार्थियों को प्रदान कर सकते हैं।

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