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Dedicated to our founder Bharat Ratna Pandit Madan Mohan Malviya



Editorial

The educational scenario in present time is undergoing a transition phase. Several policy initiatives are being undertaken by the government which are bringing structural and functional change in Indian Higher Education system. Since the time India got freedom in 1947 there have been serious formal and informal discourses to deliver best quality higher education to its aspirants. Such changes are apparently outcome of local and global currents which are setting paramount significance in policy reformation.



A major policy initiative is being taken by Indian government i.e. abolishing UGC act of 1956. This initiative will lead to emergence of new institution that is HECI (Higher Education commission of India). Definitively it should be the primary concern of educationists across country to analyze, discuss and further ponder over relevance and possible meaningfulness of HECI. On front of Economy too India has taken a leap and became 6th biggest economy of the world. Economic prosperity is the basic ingredient for success of all subsystems existing in our society including Education. Serious efforts should be taken to bring such progress in educational setup too where it is a dismal fact that some of Indian universities stand in top 100 global universities. Definitely a dedicated vision and sound action plan is needed to realize the dream.

In such backdrop, the present issue of Shaishik Parisamwad is put forward with great optimism that it will provide a common platform for serious thinking of researchers and educationists across India and the Globe.

Several important issues have been discussed in present issue like-continuous and Comprehensive evaluation, increasing deviance among adolescents, prominence of women universities in India, second language learning, perceptual learning styles of children with hearing impairment, science comprehension among visually impaired students, Hindi language teachers and applied behaviors analysis. The scenario of democratic values among students and prevalence of techno -pedagogical competence are also addressed here to bring quality addition to the educational relevance of the present issue.

All the authors are acknowledged here for their quality academic inputs to present edition, and I also appreciate the efforts of entire editorial board for bringing the present issue with such precision. The team of reviewers is also gratefully acknowledged as they are the pivot of bringing quality in academic writings of our authors.

I extend my good wishes to entire academic fraternity and convey my best wishes for the ensuing Independence Day of our mother land. Let us serve the nation with high sense of patriotism and deep reverence.

Jai Hind

Prof. Seema Singh (Managing Editor)

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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 was 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 analyzed 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 on SCT. Another finding of the study shows that there is no significant difference in science comprehension of congenitally and adventitiously visually impaired students 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 among all children. Here, vision modality of the child appear to play a paramount important role, because, vision modality facilitate the observation on the part of the child of the properties of objects, events, and various type 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 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 science in particular 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 in learning 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 visually impaired students in relation to their demographic variables, especially on the basis of gender, on the basis of category of visual impairment and age of onset of visual impairment. The presented work was an attempt to fulfill the knowledge gap.

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 visual impairment.

Method

The Descriptive survey method was used to attain 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

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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 (SCT) was 0.812.

Sample and Sampling technique

Two-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: Comparison of male and female visually impaired students on SCT

Variable	Group	Ν		df	Mean	Std Error	t-value	Level of
			Mean		Difference	Difference		Significance
Gender	Boys			89	2.90	0.954	3.04	0.05
		66	17.74					
	Girls		14.84				(significant)	
		25						



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 3.04which 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 was rejected. Hence, it was inferred that male visually impaired students were comparatively better than their counterparts on SCT and science comprehension is likely to be affected by gender.

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

Table 2: The t- value of VIC on the basis of category of Visual impairment On 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 was inferred that both low vision and blind students were performed similarly on SCT and science comprehension is not likely to be affected by low vision and blindness.

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

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



Fig.3 Comparison of VIC on the basis of Age on set of Visual Impairment on 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 on set 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 indicated 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 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 on set 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 visually impaired 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 on 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 on SCT. Further, it is found that performance of congenitally blind students is relatively better than adventitiously blind students on 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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Perceptual Learning Styles of Children with Hearing Impairment in Relation to Academic Achievement

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Abstract

The ability of learners to perceive and process information in learning situations is referred as learning style. One of the most important implications of learning styles is that it makes it easy for teachers to incorporate them into their teaching. The present study is an investigation of the relationship between learning styles and overall academic achievement of Children with Hearing Impairment (CWHI). The Preferred Learning Style Inventory for Children with Hearing Impairment (PLSI-CWHI) was constructed by researcher which is based on the dimensions of Joy Reid's Perceptual Learning-Style Preference Questionnaire. This study was conducted on perceptual aspects of learning styles characterized as auditory, visual, kinesthetic and tactile learning styles. A sample of 152 students with 92 males and 60 females of class 6th, 7th and 8th standard of Varanasi district was selected for the study. Chi-square analysis between variables of the study revealed that highly significant association was found between preferred auditory learning style and preferred visual learning styles with the academic achievement of CWHI, while, no significant association was found with reference to preferred kinesthetic learning style and preferred tactile learning style.

Key-words: Perceptual Learning style, Academic achievement, Children with Hearing Impairment

Introduction

The way of processing knowledge during course of learning in any individual is referred as their learning style. Sternberg (2001) characterized learning style as a habitual pattern or preferred way of doing something that is consistent over long periods of time and across a variety of activities. Most of the definitions of learning styles commonly emphasized that it is the individual preferences in learning situations. Learner's style of learning is one of the most important attribute on which effectiveness of learning depends in the classroom. Students have different learning styles and preferences to process information coming to them. The awareness of different learning styles and preferences in the way of learning in different individuals is vital for both learners and teachers. Payton, et. al. (1979) suggested that knowledge of personal learning styles enable students to identify their weaknesses so that they could participate more effectively in activities that contribute to most to their learning as well as participate in learning tasks, which may prove more efficient. It also allows an individual to capitalize on their strengths and improve self-advocacy skills. Once an individual's learning style has been identified, there is a greater appreciation, deeper insight, and a better understanding by professionals of the numerous ways individuals learn. On the other hand, knowing students' learning styles can be helpful in various ways to enhance learning and teaching (Garf, Kinshuk, Liu, 2009). Teachers can use most effective methodologies and pedagogical strategies available for them to optimize the success of learning in their students. Thus knowledge of learning styles of students on the part of teachers is helpful in enhancing effectiveness of teaching learning process.

Zeeb's (2004) advocated that aligning learning styles of students with teaching styles of instructors could lead to an improvement in academic performance. Matching had a positive impact on the students' outcome and satisfaction, whereas, mismatching had a negative impact on the

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students' outcome and this result too many problems in learning (Ford and Chen, 2001). Dasari (2006) and Moallem (2007) suggested that learners whose learning styles match with the given teaching style tend to retain information longer, retain more positive attitudes toward the subject, and become greater academic achievers than those who experience mismatches. A mismatch condition leads to a grossly inferior performance here learners learn less and express less satisfaction with the effectiveness of the teacher (Jones, 1998). Reid (1987) stated that mismatches between learning and teaching styles often occurred and this mismatch resulted in bad effects on students' learning and attitudes. Besides differences in ability which are not easy to control, students have preferred learning styles that may influence their academic achievement. Thus, being aware of their preferred methods for learning and their roles in academic achievement has been subjected to a great deal of attention.

Objectives of the study

- 1. To find out the preferred learning styles of CWHI studying at upper primary level in terms of their perceptual aspect of learning styles.
- 2. To compare the perceptual aspect of preferred learning styles of CWHI studying at upper primary level in relation to their academic achievement.
- 2.1 To compare the preferred auditory learning styles of CWHI studying at upper primary level in relation to their academic achievement.
- 2.2 To compare the preferred visual learning styles of CWHI studying at upper primary level in relation to their academic achievement.
- 2.3 To compare the preferred kinesthetic learning styles of CWHI studying at upper primary level in relation to their academic achievement.
- 2.4 To compare the preferred tactile learning styles of CWHI studying at upper primary level in relation to their academic achievement.

Hypotheses of the Study

The researcher have formulated following null hypotheses-

- **H1:** The preferred learning styles of CWHI studying at upper primary level in social aspect are same.
- H_0 **2.1:** There is no significant association between preferred auditory learning styles of CWHI studying at upper primary level in relation to their academic achievement.
- H_0 2.2: There is no significant association between preferred visual learning styles of CWHI studying at upper primary level in relation to their academic achievement.
- $H_02.3$: There is no significant association between preferred kinesthetic learning styles of CWHI studying at upper primary level in relation to their academic achievement.
- H_0 2.4: There is no significant association between preferred tactile learning styles of CWHI studying at upper primary level in relation to their academic achievement.

Methodology

The research design of the present study was of 'descriptive survey' type with purposive sampling technique. A sample of 152 students with 92 males and 60 females of class 6th, 7th and 8th standard of Varanasi district was selected for the study. Out of these 152 samples 83 children with

hearing impairment were studying in special schools and 69 children with hearing impairment in inclusive school setup at upper primary level in standard VIth, VIIth and VIIIth in Varanasi district.

Tools used in the study:

The researcher has developed Preferred Learning Style Inventory for Children with Hearing Impairment (PLSI-CWHI) for collecting the data and standardized it. The tool includes 48 questions related to perceptual and social aspect of learning styles i.e. auditory, visual, kinesthetic, tactile learning styles in perceptual aspect and individual and group learning style in social aspect of learning styles. For computing the reliability of the preferred learning style inventory, test-retest method was used. The coefficient of the reliability of the tool was found to be 0.78. The content validity of the inventory was established by the content experts. A personal data sheet was also prepared for taking demographic information of each child with hearing impairment under the study.

Statistical Analysis: The chi-square test was applied to analyze the data.

Results and Discussion

The results and their respective discussions are given below in tabular form -

Table 1: Results	s showing the status	of preferred	learning styles of	CWHI for perceptu	al aspect
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Auc pref	Auditory preference		Visual preference		sthetic erence	Tactile preference		Tot	tal
Ν	%	N	%	Ν	%	Ν	%	Ν	%
32	25.0	57	44.53	22	17.19	17	13.28	128	100.0

Table 1 indicates that 25% (32) of CWHI studying at upper primary level preferred auditory learning style, 44.53% (57) preferred visual learning style, 17.19% (22) preferred kinesthetic learning style and 13.28 % (17) of CWHI preferred tactile styles of learning. Thus, it may be concluded that at upper primary level, visual learning style was most preferred (44.53%) learning style and tactile learning style was least preferred (13.28 %) learning style of children with hearing impairment.

Out of 152 children with hearing impairment only 128 children showed preference for the dimension of perceptual aspect of learning style as per norms prepared for the tool PLSI-CWHI.

Table 2.1: Chi-Square value between Academic Achievement and Auditory Learning Style

Academic						
Achievement	Preferred		Not Pr	eferred	Total	Chi-value
	Ν	%	Ν	%	Ν	
Low	1	3.2	30	96.8	31	
Average	16	21.9	57	78.1	73	
High	15	62.5	9	37.5	24	26.21*
Total	32	25.0	96	75.0	128	

* Significant at 0.05 level.

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Table 2.2 explores that only 12.5% (3) of CWHI with high achievement, 39.7% (29) with average achievement and 80.6% (25) CWHI with low achievement preferred visual learning style. Further, 87.5% (21) with high achievement, 60.3% (44) children with average achievement and 19.4% (6) children with low achievement did not preferred to learn visual style of learning. It was also evident from the above table that, with the increase in proportion of academic achievement of children, their preference of visual learning style decreases and vice-versa. The Chi-square value ($\chi^2 = 27.01$) also reveals that there was highly significant association between academic achievement and visual learning styles of CWHI.

Academic	Preferred		Not Pr	Not Preferred		Chi-value
Achievement	N	%	Ν	%	Ν	
Low	4	12.9	27	87.1	31	
Average	17	23.3	56	76.7	73	5.16**
High	1	4.2	23	95.8	24	
Total	22	17.2	106	82.8	128	

Table 2.3: Chi-	square value between	Academic Achieven	nent and Kinestheti	c Learning S	Style
					•/

** Not significant at 0.05 level.

Table 4.10 shows that among the group of high achiever, only 4.2% (1) CWHI were found to prefer kinesthetic learning style, while, 95.8% (23) of CWHI were not found to prefer this style. Among the average achievement group of children, 23.3% (17) were found to prefer and rest 76.7% (56) were not found to prefer kinesthetic learning style. For the group of low achievement, nearly 12.9% (4) of CWHI preferred and 87.1% (27) not preferred kinesthetic learning style. The value of chi-square analysis ($\Box 2 = 5.16$) reveals statistically no significant association between kinesthetic learning style and academic achievement of CWHI.

Table 2.4.	Chi-Square	value hetween	Academic	A chievement	and T	Sactile I	earning	Styl	e
Table 2.4.	CIII-Square	value between	Academic	Acmevement	anu 1	actile	Jearning	Styl	C

Academic	Preferred		Not Preferred		Total	Chi-value
Achievement	Ν	%	Ν	%	Ν	
Low	1	3.2	30	96.8	31	
Average	11	15.1	62	84.9	73	
High	5	20.8	19	79.2	24	4.11**
Total	17	13.3	111	86.7	128	

** Not significant at 0.05 level.

Table 4.11 indicates that, among the group of high academic achievement, 20.8% (5) CWHI found to prefer tactile learning style, while, 79.2% (19) of them did not prefer to this style. From the group of average achievement, 15.1% (11) were found to prefer and 84.9% (62) were not found to prefer this style of learning. With reference to low achievers, only 3.2% (1) CWHI were found to prefer, and rest, 96.8% (30) of them did not prefer to this style. The value of Chi-square analysis ($\chi^2 = 4.11$) shows that there is no significant association between academic achievement and tactile learning style of CWHI.

Findings of the study

- With reference to perceptual aspect of learning styles, 25% (32) CWHI preferred auditory, 44.53% (57) preferred visual, 17.19% (22) preferred kinesthetic, and 13.28% (17) preferred tactile learning styles.
- → Highly significant association (χ^2 value= 26.21) was found between preferred auditory learning style and academic achievement of CWHI.
- Significant association (χ^2 value= 27.01) was found between preferred visual learning styles and academic achievement of CWHI.
- > No significant association (χ^2 value= 5.16) was found between preferred kinaesthetic learning style and academic achievement of CWHI.
- > No significant association (χ^2 value= 4.11) was found between preferred tactile learning style and academic achievement of CWHI.

Conclusion and Discussion

It is concluded from the above study that children with low academic achievement did not preferred to learn with auditory modality. This result was partially supported by the finding of the study conducted by Dunn and Dunn (1986), who argued that low achievers tend to have poor auditory memory. It was found that the children having less degree of hearing impairment were higher achiever because they face fewer problems in hearing through their auditory senses that's why they preferred to learn more in auditory way. Whereas on the other hand it was found that those children who have severe and profound hearing loss, their academic achievement were low and they prefer visual instruction during the learning process. As this study indicates that all the children with high and low academic achievement preferred the tactile and kinesthetic learning style equally. It indicates that all the children with mild to moderate and severe to profound hearing impairment learn using the models, projects and activities. With reference to the relationship between academic achievement and kinesthetic as well as tactile style of learning, Reyneri, et al., (2003) had reported that many of the low achiever students showed a strong need for tactile and kinesthetic modalities.

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Correlation between Emotional Intelligence and Teacher Effectiveness of Special Educators

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Abstract

Emotional intelligence refers to the ability for recognizing our own feelings and those of others, for motivating ourselves and managing emotions in ourselves and in our relationship. The present study aimed to study the correlation between emotional intelligence and teacher effectiveness of special educators of children with hearing loss teaching at secondary level of Marathi medium special schools in and around Mumbai. Data was collected using Teacher Emotional Intelligence Scale (Patil, 2010) & Teacher Effectiveness Scale (Kumar & Mutha, 1974). One-Sample Kolmogorov-Smirnov Test indicated that the data for both the variables was normally distributed. Hence, parametric Pearson's product moment correlation coefficient was used to analyze the data. The results indicated that there exists a positive correlation between emotional intelligence & teacher effectiveness. However, the magnitude of correlation was weak.

Key words: Emotional intelligence, teacher effectiveness, special educators.

"The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart"

-Helen Keller

Introduction

Through the above quote, Heller Keller has well brought out the significant role of 'emotions' in human life. Emotional intelligence is an old concept in psychology. Many different psychologists have tried to define the term in their own way. Work on emotional intelligence started in 1990. The term was first used by Mayer and Salovey (1990). They defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's feelings and actions" (p. 189). In 1997, they reconstructed their model and described four hierarchical types of abilities: (a) the ability to access or generate feeling so as to facilitate thought, (b) the ability to understand emotion and emotional knowledge, (c) the ability to regulate emotions, and (d) the ability to promote emotional and intellectual growth. In 1995, Goleman defined that emotional intelligence includes four factors (a) self-awareness, (b) self-regulation, (c) motivation, (d) empathy, and (e) social skills. Later, Bar-On (1997), stressed that emotional intelligence consists of (a) intrapersonal ability, (b) interpersonal ability, (c) adaptability, (d) stress management, and (e) general mood.

Special educators play a very important role in the life of children with hearing loss. Apart from teaching, they have to assume variety of roles as counselors for parents, facilitators of services, agents for resource mobilization, networkers, etc. Maintaining their effectiveness is the need of the hour. They shape the future of children with hearing loss. Several factors like work load, burnout,

job satisfaction, motivation, teacher's personality, income, travelling time, number of students, etc influence teacher effectiveness of special educators. In simple words teacher effectiveness refers to perfection and productivity of the teacher. It refers to height of maturity and learning in a special educator.

Need and rationale of the study

Special educators play a very important role in the life of their students. Students have full faith in their teachers. They are willing to accomplish all the tasks as desired by their teachers. In case of children with hearing loss, special educators have to play a dual role. They have to empower the students as well as their parents in restoring the communication link among the family-members. Their primary objective is to develop age-appropriate language and communication skills among their deaf students. Their long term goal is successful inclusion of their students in mainstream society. During this process, they are expected to guide and counsel parents of young children about important issues like understanding audiogram, selection of appropriate amplification device, communication options, etc. For majority of the deaf students, communication is a real challenge. Special educators have to observe their students' behaviour, gestures, facial expressions and other efforts towards communication and provide language to these expressive skills. Special education teachers are expected to possess skills of empathy, good interpersonal skills and emotional management. This will enable them to take care of emotional needs of their students.

Apart from academic responsibilities, they are often over-burdened with non-academic administrative tasks. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. Teachers generally experience a higher level of job related stress compared with professionals in other fields (Hastings and Brown 2002; Nagel and Brown 2003; Brown and Nagel, 2004; Aremum et.al, 2010). Special educators have higher levels of anxiety, feel less supported and have lower job satisfaction than their contemporaries (Hastings and Brown, 2002; Aremum, 2010). This is due to huge workload, emotional/ psychological pressures, especially in dealing with pupils with various degrees of disabilities, and a high level of frustration experienced by teachers (Aremum, 2010). In fact, when special educators are severely stressed by the unmanageability of their workload, they are more likely to leave the special education classroom (Miller, Brownell, & Smith, 1995; Ghani, Ahmad, & Ibrahim,2014). In order to retain the talent in the field, it is very important to understand the association between emotional intelligence and teacher effectiveness of special educators. With this rationale, the present study was undertaken.

Aim:

The aim of this research is to study whether correlation exists between emotional intelligence and teacher effectiveness of special educators of children with hearing loss.

Objectives:

- a. To identify the **direction of correlation** between emotional intelligence score and teacher effectiveness score of special educators of children with hearing loss working at secondary level of Marathi medium special schools in and around Mumbai.
- b. To identify **the degree of correlation** between emotional intelligence score and teacher effectiveness score of special educators of children with hearing loss working at secondary

level of Marathi medium special schools in and around Mumbai.

Hypotheses:

- 1. There exists a positive correlation between emotional intelligence score & teacher effectiveness score of special educators of children with hearing loss working at secondary level of Marathi medium special schools in and around Mumbai.
- 2. There exists a strong correlation between emotional intelligence score & teacher effectiveness score of special educators of children with hearing loss working at secondary level of Marathi medium special schools in and around Mumbai.

Operational definitions of key terms

Emotional intelligence

In the present study, emotional intelligence refers to score obtained by special educators of children with hearing loss working at secondary level on the parameters of self awareness, social awareness, self management, and relationship management as defined by the Teacher emotional intelligence scale developed by Patil (2010).

Teacher effectiveness

In the present study teacher effectiveness refers to the score obtained by special educators of children with hearing loss working at secondary level on the Teacher Effectiveness Scale developed by Kumar & Mutha (1974).

Special educators

In the present study special educators refers to special teachers teaching children with hearing loss at secondary level in special schools in and around Mumbai.

Method

Quantitative research approach was employed in the present study using quantitative corelational research design.

Sample

In the present study, a sample of 40 special educators was selected using random sampling procedure from the population of special educators teaching students with hearing loss at secondary level. The sample was obtained from Marathi medium secondary schools in and around Mumbai.

Research tools

Tool 1: Emotional intelligence

In the present study, emotional intelligence is the independent variable. The data about emotional intelligence of special educators was collected using Teacher emotional intelligence scale developed by Patil (2010). The tool is a rating scale consisting of 92 items. It has 4 sections: self awareness, social awareness, self management, and relationship management. It is a 5 point rating scale and the participants have to record their response at any one point starting from 'fully agree' to 'fully disagree'. It is a self administering scale which can be administered individually or in a group. It is available in Marathi. Scoring is very simple. 5 marks should be given to 'fully agree', 4 marks for 'agree', 3 marks for 'neutral', 2 marks for 'disagree' and 1 mark for 'fully disagree' response. For

34 negative statements, the scoring is vice-versa. A total raw score of the scale is obtained by adding scores of individual items. The psychometric properties of the scale have been established. The reliability coefficient by Split Half method (N=298) is 0.86 and the scale also has a very high validity. Percentile norms for individual scores for all four sub-scales and for whole scale (N=962) are available. Thus, the special educators were classified into 5 categories as per the raw scores obtained by them on the scale: Very high , High , Average, Low, Very low emotional intelligence.

Tool 2: Teacher effectiveness Scale

Teacher effectiveness of special educators is the dependent variable in the study. Data about this variable was collected using Teacher Effectiveness Scale for secondary teachers developed by Kumar & Mutha (1974). It is a standerdized scale available in Hindi. The tool was translated in Marathi language. It consists of 69 items. These items represent following teaching categories: 1. Information source 2. Motivater 3.Disciplinarian 4.Advisor and guide 5. Relationship with pupils, fellow-teachers, principals and parents 6.Teaching skill 7. Co-curricular activities 8.Professional knowledge 9.General appearance and habits in relation to class 10.Class room management 11.Personality characteristics. It is a self-administering scale. The reliability of the scale using Spearman Brown formula is 0.67 (N=100) with an index of reliability of 0.82. It has a high validity. All 69 items in the scale are positively worded. Items are given a score of '5', '4', '3', '2' and '1' for 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree' respectively. The sum of these values gives the teacher-effectiveness score for the subject. Percentile norms (N=300) are available. Thus, the special educators were classified into 5 categories as per the raw scores obtained by them on the scale: Very effective , Effective , Average, Ineffective, Very ineffective.

Data Collection

The sample was obtained from 8 different special schools in and around Mumbai. Data was collected after obtaining written permission from the school authorities. The participants were informed about the main objectives of the study. Data was collected in the school itself. The participants were made to sit in separate places to avoid discussion over the test-items. They were instructed to think independently about how they respond emotionally to the items described in the tools in real life context, rather than marking ideal responses. The participants were requested to read the instructions carefully and ask the tester if there is any difficulty in understanding of the instruction. It was emphasized that no item should be omitted. There was no time-limit for both the scales.

Data analysis

The results of One-Sample Kolmogorov-Smirnov Test indicated that the data for both the variables was normally distributed. Hence, it was decided to statistically analyze the data using parametric Pearson's Test. The Pearson product-moment correlation coefficient is a measure of the strength and direction of association that exists between two variables measured on at least an interval scale.

Results

The first step was to check the normalcy of data. One-Sample Kolmogorov-Smirnov Test was used to determine whether the sample came from a population which was normally distributed.

Table 1:Results of test of Normality

Variables		Emotional intelligence	Teacher effectiveness	
Ν		40	40	
Normal parameters	Mean	394.1	306.95	-
	SD	27.042	24.142	-
Most extreme	Absolute	0.119	0.065	-
differences	Positive	0.059	0.065	-
	Negative	0.119	- 0.051	-
Kolmogorov -		0.753	0.413	Not statistically significant
Smirnov Z				
Asymp. Sig. (2-		0.622	0.996	-
tailed)				
Skewness		0.99	0.496	-
Std. Error of		0.374	0.374	-
Skewness				
Coeff of skewness		2.64706	1.326203	

The above table indicates that both the variables (Emotional intelligence and teacher effectiveness) have normal distribution. The normalcy of data is indicated through following histograms.

Fig. 1.Histogram for Emotional intelligence.



Slight depression at the left end of the curve, indicates negative skewness. However, the skewness is not serious as revealed by the K-S test of normality.

Fig. 2. Histogram for Teacher effectiveness



Slight depression at the right end of the curve, indicates positive skewness. However, it is within the limits for normality as revealed by the K-S test.

Hypothesis 1:

The results support hypothesis 1 which states that there is a positive correlation between emotional intelligence & teacher effectiveness of special education teachers of children with hearing loss. The following fig 3 & 4 represent this positive correlationship between two variables.





Fig 3 above, enables us to compare the two distributions. It indicates the difference between the means of emotional intelligence (X = 394.1) and teacher effectiveness (X = 306.95). It also indicates few out lairs.



Fig. 4: Scatterplot for emotional intelligence by teacher effectiveness

The scatterplot (Fig 4.) does not show any curvilinear spread of data points. In general, it could be treated to have a linear relationship between the two variables. Moreover the line of fit goes upward from right to left of the graph, supporting positive relationship. It means, the lower/higher scores on one variable are associated with respectively the lower/higher scores on the other variable. As the scores on emotional intelligence increase, the scores on teacher effectiveness also increase in same direction. Thus, the data supports the hypothesis that there exists a positive correlationship between emotional intelligence and teacher effectiveness of secondary special educators.

Hypothesis 2:

In order to test hypothesis 2, parametric Pearson product-moment correlation coefficient was used to measure the strength of association that exists between two variables measured on at least an interval scale. The results are presented in Table 2 below:

		Emotional intelligence	Teacher effectiveness
Emotional	Pearson correlation	1	0.381*
intelligence	Sig. (2-tailed)		0.015
	N	40	40
Teacher	Pearson Correlation	0.381*	1
effectiveness	Sig. (2-tailed)	0.015	
	N	40	40

 Table 2: Results of Pearson's product moment correlation

*. Correlation is significant at the 0.05 level (2-tailed).

Conclusion: The relationship is significant and positive in nature. The relationship between two variables is weak in nature. Hence, we can report the analysis for complete data. The Pearson's r for Emotional intelligence and Teacher effectiveness was statistically significant and positive (N = 40, r = .381, p = 0.015). The magnitude of the relationship indicated a weak relationship. Interpreting Pearson r:

Interpretation	r
Very Strong	r>=.91
Strong	.71<= r <= .90
Moderate	.51 <= r <= .70
Weak	.31 <= r <= .50
Very weak	r <= .30

Discussion

1. Direction of correlation between emotional intelligence & teacher effectiveness:

The results indicate that there is a positive correlation between emotional intelligence (when measured on Emotional Intelligence Scale by Patil, 2010) & Teacher effectiveness of special educators (when measured on Teacher Effectiveness Scale by Kumar & Mutha, 1974) of children with hearing loss at secondary level in special schools in and around Mumbai. This result is supported by several earlier research findings. Hwang (2006) found that the teachers who had superior competencies, comfort, empathy, leadership and self esteem tended to perform better in overall teaching effectiveness. Mayer and Cobb (2000) has indicated that emotional intelligence had positive effect on job performance and interpersonal interactions, there by influencing the work related outcomes of the individuals.

Day and Carroll (2004) explored the relationship between various aspects of emotional intelligence and individual performance in terms of decision making. The results indicated that better performance can be achieved through emotional performance. Mayer, Salovey & Caruso (2001) are of the view that highly emotionally intelligent individuals are capable of recognizing and understanding the emotions of the coworkers, superiors and customers. As a result, they can respond to their emotions appropriately.

Thus, majority of the organizations are imparting training on emotional intelligence to their employees because emotional intelligence is positively correlated with performance. (Cote & Miners,2006).

2. Degree of correlation between emotional intelligence & teacher effectiveness:

The second important finding of the present study is that there exists a weak correlation between emotional intelligence and teacher effectiveness of special educators at secondary level of special schools in and around Mumbai. This result helps us to conclude that teacher effectiveness of special educators is not getting influenced by their emotional intelligence. One reason for this might be that they have learnt the quality of emotional labor. Emotional labor can be described as the quality of managing and modifying one's emotions to meet the regulations of job and organization (Diefendorff, Croyle & Gosserand, 2005; Pugh, 2001; Bono and Vey,2007). They highlighted the significance of emotional labor in performing the jobs in the service sector.

The second possible reason might be good self-awareness developed by special educators. Megerian and Sosik (1997) defined self awareness as the capacity of individuals to recognize the impact of one's emotions on his thoughts, behaviors and goals. It is an important component of emotional intelligence. The special educators in the present study were senior teachers teaching at secondary level. They had almost 10 years of teaching experience. During this period they must have developed good self-awareness and could keep their negative emotions, pressures of personal life away while teaching children with hearing loss.

The third reason might be the presence of other factors influencing teacher effectiveness. Rice (2003) examined the impact of teacher characteristics on teacher effectiveness. The personal characteristics of teachers like teacher experience, teacher preparation programmes and degrees, teacher certifications (refresher courses), teacher course-work, teacher's own test scores, etc have an impact on teacher's effectiveness. From this study, we can conclude that emotional intelligence is not the single most determinant of teacher effectiveness. Hence, it may have a weak correlation with teacher effectiveness.

Conclusion

Special educators play a very important role in the life of children with hearing loss. Apart from teaching, they have to assume variety of roles as counselors for parents, facilitators of services, agents for resource mobilization, networkers, etc. Maintaining their effectiveness is the need of the hour. They shape the future of children with hearing loss. Previous research studies have discovered strong correlation between emotional intelligence and work related outcomes.

The present quantitative descriptive correlational research was undertaken to examine whether a correlation exists between emotional intelligence and teacher effectiveness of special educators of children with hearing loss teaching at secondary level. The findings of the present survey are in line with earlier research results. The results indicate that there is a positive correlation between emotional intelligence & teacher effectiveness of special educators. However, it is a weak correlation.

Educational Implications

'Emotions' are an abstract concept. We can only experience them. Individuals vary not only in perceiving and understanding the emotions, but also in using their emotions. Emotional intelligence refers to the ability for recognizing our own feelings and those of others, for motivating ourselves and managing emotions in ourselves and in our relationship.

A special educator is a ray of hope for children with hearing loss and their parents. His personality, behaviour, interests, attitudes and emotions affect students' behavioural pattern. Thus, teachers should be emotionally intelligent. In simple words, they should be able to manage their own emotions and take good care of their students' emotional needs in teaching-learning process.

The present research findings highlight that there is a dire need to impart training in emotional intelligence to special educators of children with hearing loss. This initiative will help in increasing teacher effectiveness, which in turn will enhance student-learning and academic achievement. Seminars, workshops and short term training programmes can be arranged for enhancing soft skills, emotional intelligence of special educators. There is a need to empower special educators to enable them to take care of their emotional health. The inspirational quote by Malala Yousafzai well brings out

the signifant role of special educators. "Let us remember, one book, one pen, one child and one teacher can change the world."

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A Study of Hyposensitivity and Hypersensitivity in PDD Children

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Abstract

Sensory features have been noted in persons with autism spectrum disorders dating back to the earliest case studies on record (Kanner, 1943), and these intriguing behaviors continue to perplex parents, clinicians, and researchers today. Pervasive Developmental Disorder(PDD) that is marked by profound deficits in social, language, and cognitive abilities. The manifestations of PDD vary considerably among children and within an individual child over time. Sensory processing refers to the ability to take in the information we receive from our senses, both external and internal, and then use that information to function effectively. Specifically, our bodies send information from the senses to our brains through neural pathways, which are much like roads. Once the information reaches the brain, it is interpreted, and we can then act on the information. People with an PDD can be over- or under-sensitive in any or all of these areas. This refers to as being 'hypersensitive' or 'hyposensitive'. Some people are so mildly afflicted, the disorder is barely noticeable, while others are so impaired they have trouble with daily functioning. Children can be born hypersensitive or hyposensitive to varying degrees and may have trouble in one sensory modality, a few, or all of them. Our senses work the seven senses in detail sensory difficulties that people with PDD may experience ways of dealing with sensory difficulties. This paper aims to focus on a life-long sensory developmental disability that profoundly impacts the sensory function capacities of children with PDD. Specifically, it aims to undertake various issues regarding hypersensitive and hyposensitive problems in everyday life of PDD children and their treatment through therapy to overcome its effects.

Key words: sensory integration, sensory processing, sensory integration therapy

Introduction

Children with PDD have difficulty making sense of the world. This is mainly due to them having difficulty processing the sensory stimuli from their environment which can cause them a great amount of anxiety. Kanner's case studies described both sensory fascinations (e.g., watching light reflecting from mirrors) that provided seemingly endless joy, as well as heightened sensitivities (e.g., covering ears to shield against noise) that caused distress in some children with PDD.

Nader et al. (2004) found that during venipuncture, children with ASD displayed overall facial pain responses comparable to typically developing children and greater facial reactivity during the needle phase. The objectives of this commentary are to examine: (a) pain expression and experience in ASD, (b) challenges in pain assessment, (c) and the role of socio-communicative deficits and pain context.

Inglese, (2008) reported both hypo- and hypersensitivity children with ASD may differ from typically developing children in general sensory sensitivity while having similar pain experiences . How do we understand these inconsistencies \Box Pain assessment method, socio-communicative deficits, and context may all play a role.

The world is a confusing place for them and they are often over loaded with sounds, smells, sights, tastes and sensations that may appear vivid and extreme, disjointed, or even lacking in some way. These children will try to create some sort of order for themselves so that they can gain a feeling of security in the total chaos they experience daily. The difficulty they have in processing daily sensory information is referred to as Sensory Processing Disorder. It can cause a great amount of stress and anxiety as well as inappropriate or difficult behavior. They may feel physical pain at times and find that they are unable to express this in words. They often either shut down, or react to the over load of stimuli Sensory Processing Disorder can result in the person being hypersensitive or hyposensitive to stimuli whereby they can over react or under react to e.g. sound, touch or light. The main areas of processing difficulties are seen when a child is hypersensitive or hyposensitive to the seven senses which are sight, sound, touch, taste, smell as well as balance (vestibular) and body awareness posting on Sensory Integration . The results of these sensitivities are seen in the person's behavior. For example, a child with hypersensitive vision may see fragmented images, or their vision may be distorted where objects and bright lights appear to jump about. They may find it easier to focus on one spot of detail rather than take in the whole scene as this could be too overwhelming especially if it is distorted, too bright and fragmented. the child may not want to look directly and people and may often find it difficult to have eye contact. They may avoid certain rooms due to the lighting, wall colour, or objects in the room as it may heighten their sensitivity to a very uncomfortable level. The resulting behavior often appears unrelated to anything obvious within the environment and this can result in parents and careers remaining confused and unsure how to help their child. This is an example of one of the senses, but there is often a combination of processing difficulties involving two or more senses.

These senses are following:

- Hearing (auditory) The hearing receptors are located in the structures of the ear, and are activated by vibrations produced by sound. They process sound so that speech, music, or noise can be distinguished and interpreted by the brain. Hearing provides the basis for developing oral language skills. Being able to hear the sounds allows us to imitate and play with sounds to develop our own language skills
- Seeing (visual), The receptors for vision are located in the eye, specifically the retina, and they are activated by light. The function of the eye is to give us information about objects and people around us, such as multidimensional awareness, patterns, and colors. Vision also provides us with an awareness of our surroundings beyond arm's reach, such as distance, proximity, and depth perception.
- Touch (tactile), skin is one of the largest sensory receptors in the human body. The skin is filled with touch receptors that are activated when contact is made with the skin. There are many different types of touch receptors, including those for pressure, temperature, and pain, as well as different types of touch sensations. A large concentration of receptors for the sense of touch are located in our mouth, hands, and the soles of our feet. Behaviors such as mouthing objects and chewing hands are probably related to the large number of receptors in these areas..
- > Taste (gustatory) The receptors for the sense of taste are located on the tongue. The human

tongue detects only four or five basic taste components, sweet, sour, salty and bitter, with the taste of savory recently added to the list by some scientists.

- Smell (olfactory). The smell receptors are located in the nasal cavity, and are activated by chemicals called odors. The function of the sense of smell is to assist us in discriminating people and things. They also help to alert us to volatile and dangerous substances, such as poisons, leaking gas, or smoke. In addition, our sense of smell has a strong connection to long-term memory.
- Vestibular The vestibular receptors are located in the inner ear, and are activated by movement of our head. We have probably all had the sensation of lifting our head too quickly and finding the room briefly spinning. That is the work of the vestibular receptors. The vestibular system gives us information about where we are in space, as well as how fast and in what direction we are moving. It also contributes to our posture and overall muscle tone. When we are infants, an effective vestibular system allows us to find gentle rocking soothing. Later, it helps us to maintain our balance when we walk, jump, run, and climb so we can feel confident and safe to engage in these activities. It also allows most of us to ride in cars, planes, trains, and boats without feeling uncomfortable.
- Proprioception provides information about our position in space and general body awareness. The receptors for this system are located in the joints, tendons, and muscles. They are activated by bending, straightening, compressing, pulling, contracting, and stretching the receptors. This sense contributes to an infants' knowledge about their body position so they can mold to a caregiver's body to cuddle. As children get older, proprioception contributes to the development of coordinated crawling, walking, and running as well as our ability to imitate body movements. As adults, we rely on the sense of proprioception to help us participate in sports, dance, and other life activities requiring coordinated movement. Propriception is critical for the development of motor skills and motor planning, or in other words, our ability to move our bodies in a coordinated fashion in all of our life tasks and activities.

Characteristic of Hypersensitive and Hyposensitive PDD Children

Situated in the retina of the eye and activated by light, our sight helps us to define objects, people, colours, contrast and spatial boundaries. Children with PDD may experience the following differences

Sight

- Hypo (under-sensitive) Objects appear quite dark, or lose some of their features. Central vision is blurred but peripheral vision quite sharp. A central object is magnified but things on the periphery are blurred. Poor depth perception; problems with throwing and catching; clumsiness.
- Hyper (over-sensitive) Distorted vision: objects and bright lights can appear to jump around. Images may fragment. Easier and more pleasurable to focus on a detail rather than the whole object.

This is the most commonly recognized form of sensory impairment. Hearing impairments can affect someone's ability to communicate and possibly also their balance. Children with PDD may experience the following differences.

Sound

- Hypo May only hear sounds in one ear, the other ear having only partial hearing or none at all. May not acknowledge particular sounds. Might enjoy crowded, noisy places or bang doors and objects.
- <u>Hyper</u> Noise can be magnified and sounds become distorted and muddled. Particularly sensitive to sound and can, for example hear conversations in the distance. Inability to cut out sounds notably background noise, which often leads to difficulties concentrating.
- Touch is important for social development. It helps us to assess the environment we are in (is an object hot or cold □) and react accordingly. It also allows us to feel pain. Children with PDD may experience the following differences.

Touch

- Hypo Holds others tightly needs to do so before there is a sensation of having applied any pressure. Has a high pain threshold. May self-harm. Enjoys heavy objects (e g, weighted blankets) on top of them.
- Hyper Touch can be painful and uncomfortable; people may not like to be touched and this can affect their relationships with others. Dislikes having anything on hands or feet. Difficulties brushing and washing hair because head is sensitive. Only likes certain types of clothing or textures.

Taste

Chemical receptors in the tongue tell us about different tastes - sweet, sour, spicy and so on. PDD children experience the following differences.

- > Hypo Likes very spicy foods. Eats everything soil, grass, Play-dough. This is known as pica.
- Hyper Finds some flavors and foods too strong and overpowering because of very sensitive taste buds. Has a restricted diet. Certain textures cause discomfort; some children will only eat smooth foods like mashed potatoes or ice-cream.

Smell

Chemical receptors in the nose tell us about smells in our immediate environment. Smell is the first sense we rely upon. PDD children experience the following differences.

- Hypo Some people have no sense of smell and fail to notice extreme odours (this can include their own body odour). Some people may lick things to get a better sense of what they are.
- Hyper Smells can be intense and overpowering. This can cause toileting problems. Dislikes people with distinctive perfumes, shampoos, etc.

Balance (vestibular)

Situated in the inner ear, our vestibular system helps us maintain our balance and posture, and understand where and how fast our bodies are moving Children with PDD may experience the following differences.

- > Hypo A need to rock, swing or spin to get some sensory input.
- > Hyper Difficulties with activities like sport, where we need to control our movements.

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Difficulties stopping quickly or during an activity. Car sickness. Difficulties with activities where the head is not upright or feet are off the ground.

Body awareness (proprioception)

Situated in the muscles and joints, our body awareness system tells us where our bodies are in space, and how different body parts are moving. Children with PDD may experience the following differences.

- Hypo Stands too close to others, because they cannot measure their proximity to other people and judge personal space. Hard to navigate rooms and avoid obstructions. May bump into people.
- Hyper difficulties with fine motor skills: manipulating small objects like buttons or shoe laces. Moves whole body to look at something.

Synaesthesia

Synaesthesia is a rare condition which some people with an ASD experience. A sensory experience goes in through one system and out through another. So a person might hear a sound but experience it as a colour. In other words, they will 'hear' the colour blue.

Sensory sensitivity affects behavior of the children with PDD they may behave in a way that wouldn't immediately link to sensory sensitivities but they may be the underlying cause. Following are some examples of how PDD children behavior may result from sensory sensitivities, and the ways to manage.

Problem: picky eater

Possible reasons: sensitive to taste or texture, or unable to feel food around the mouth. Possible solutions: change the texture of food, for example purée it. Slowly introduce different textures around the person's mouth, such as a flannel, a toothbrush and some different foods. Encourage activities that involve the mouth, such as whistles or bubble wands.

Problem: chews on everything, including clothing and objects

Possible reasons: may find this relaxing, or enjoy the sensation of chewing on the item.

Possible solutions: offer latex-free tubes, straws or hard sweets (chill in the fridge).

Problem: smearing

Possible reasons: may like the texture of feces or not be very sensitive to smells. Possible solutions: try and introduce things like jelly, or corn flour and water to handle instead; introduce alternative strong-smelling items.

Problem: refuses to wear certain clothes

Possible reasons: may dislike the texture or pressure of clothes on their skin. Possible solutions: turn clothes inside out so there is no seam, remove any tags or labels, allow the person to wear clothes they're comfortable in.

Problem: difficulties getting to sleep

Possible reasons: may have difficulty shutting down their senses, in particular sight and hearing. Possible solutions: use blackout curtains or weighted blankets; listen to music to cut out external sounds.

Problem: finds it difficult to concentrate in the classroom

Possible reasons: too many distractions like noise (talking, bells, chairs scraping the floor)

or visual stimuli (people, pictures on the wall). May also find holding a pencil uncomfortable (it may feel hard or cold). Possible solutions: position child away from doors and windows so there are fewer distractions. If possible use an individual workstation with some screens around it; or use classroom furniture to create a distraction-free area for the child. Try different textures to make the pencil more comfortable.

Sensory-based therapies are increasingly used by occupational therapists and sometimes by other types of therapists in treatment of children with developmental and behavioral disorders. Sensory-based therapies involve activities that are believed to organize the sensory system by providing vestibular, proprioceptive, auditory, and tactile inputs. Brushes, swings, balls, and other specially designed therapeutic or recreational equipment are used to provide these inputs

- Sensory integration therapy It can be fun for kids because it resembles playtime. It usually takes place in a specially designed setting where kids are encouraged to play with balls of different sizes, textures and weights. Therapy sessions often involve playing with clay and other materials. Children may also be asked to bounce, swing or spin on special equipment.
- Speech and language therapy There are so many parts of language and communication: receptive language, meaning understanding what others say and mean; spoken language, putting your own words together; pragmatic language, the social conventions like volume of speech and the to and fro nature of conversation.
- Social Skills Learning Social Stories, the telling of short simple stories to illustrate good social skills can be written by parents, teachers and therapists to help children learn.

> Communication Augmentative and Alternative Communication

Speech pathologists may introduce systems of communication that assist or replace spoken language. Typically these start with pictures of photographs, the best known being PECS, Picture Exchange Communication System.

- Occupational Therapy An occupational therapist who is experienced in working with children on the autism spectrum starts with a full assessment of the particular issues of that child. Then a program is worked out, this can assist with all sorts of things like:
 - Gross motor skills, like running, riding a bike and catching balls
 - Fine motor skills like drawing and cutting, using a fork and knife
 - Low muscle tone
 - Motor planning, the ability to do one movement after the other
- Video Modeling For visual learners, video modeling can be a highly effective way to teach almost anything. If your child loves watching videos and has ever copied what he or she has watched then it is well worth trying video modeling.
- Cognitive Behavior Therapy For older children and especially for teenagers and adults, CBT can be a useful tool. CBT is part of most psychologists' toolbox. How we think about something changes the way we feel and behave, so to start working on changing the thinking is the first aim of CBT.
Psychologists As children enter the school years, having a psychologist to work with can be very beneficial. Ideally a family builds a relationship with a clinician before any difficulties occur and indeed use the psychologist to prevent problems arising.

Conclusions

Sensory features are early developing, pervasive, and pan modal, and they affect people with PDD individually and differentially throughout their lifetimes. Yet, there is still a need for more rigorous and systematic research, particularly with respect to issues of pathogenesis, heterogeneity, developmental trajectories, and functional impact of sensory processing problems. More studies are required to determine neural mechanisms underlying specific sensory response patterns, and how sensory processes transact with other domains over time to enhance or inhibit development. We need to further differentiate the extent to which sensory processing abilities in persons with PDD are similar or different from other clinical disorders or to typically developing individuals at different stages of development. Intriguing questions also remain with regard to the overlap of seemingly paradoxical sensory response patterns; thus more research on subtypes and their neurobiological and genetic linkages is required. Very few studies include physiological and behavioral/clinical methods concurrently, and those that do have had difficulty fully reconciling discrepant findings. Finally, there has been limited progress on developing valid assessment tools and translating scientific findings into more effective interventions to address sensory processing issues in ways that are most beneficial in people's lives.

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Analysis of Teaching Attitude of Hindi Language Teachers

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Abstract

It is the attitude that indicates as to how effectively and successfully an individual can perform a task. Teachers are very responsible resource persons for development of society. If a teacher has positive attitude, he will enjoy his work and this will surely develop students and bring about achievement. It is essential to create a condition in which teachers inculcate positive and healthy attitude for their profession. In the present study, researchers have undertaken survey of Hindi and English medium teachers of higher secondary schools. Teacher Attitude Inventory of Ahluwalia [2002] is used and modified according to specific condition and given to selected teachers teaching Hindi subject. Findings indicate that teachers of both medium have almost similar and positive attitude for their profession.

Keywords: Attitude, Hindi Teacher, Teaching Profession.

Introduction

Attitude [1] is a complex mental state involving beliefs, feelings, values and dispositions to act in certain ways. An attitude is a hypothetical construct that represents an individual's degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, thing, or event— this is often referred to as the attitude object. People can also be have conflicting or ambivalent disposition toward an object, that is simultaneously possessing both positive and negative attitudes toward the item in question. An attitude is often described as tendency to react favourably towards a designated class of stimuli, such as a national or a racial group, custom or an institution."

According to Gara (2010) "An attitude is a dispositional readiness to respond to certain institutions, persons or objects in a consistent manner which has been learned and has become one's typical mode of response. An attitude has a well-defined object of reference [2]. For example, one's views regarding class of food or drink (such as fish, carbonated drink, liquors), sports, mathematics, or democracy are attitudes."

Kogce et al (2010) state that "Attitude denotes the sum-total of a man's inclinations and feelings, prejudice or bias, pre-conceived notions, ideas, fears, threats about any specific topic [3]. Thus, a man's attitude about pacificism means here all that he feels and thinks about peace and war. It is admittedly a subjective and personal affair."

Attitude includes] our ideas with emotional content, our important beliefs, prejudices, biases, appreciations, predispositions, and our state of readiness to act and react [4]. A individual has an array of attitudes towards diverse objects such as music and art, games and sports, religions, caste, ethnic groups, political parties, governments etc. These attitudes are influenced by the individual's experiences both planned and random. Shaping healthy attitudes in students is one of the most important functions of the educational process in the school.

An attitude is a variable [5] which directly observed, but it is inferred from overt behaviour both verbal and nonverbal responses. In more objective term, the concept of attitude may be said to connote response tendency with regard to certain categories of stimuli. In actual practice, the term

'attitude' has been most frequently associated with emotionally toned responses. The deep rooted feelings are the attitudes which cannot be changed easily.

Attitude as a concept [6] is concerned with an individual way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates and the entire school system. Attitudes are formed as a result of some kind of learning experiences. These may also be learned simply by following the example or opinion of parent, teacher or friend. This is mimicry or imitation, which also has a part to play in the teaching and learning situation. In this respect, the learner draws from his teachers' disposition to form his own attitude, which may likely affect his learning outcomes.

Literature Review

The attitudes of pre-service teachers studying in Teacher Training Department, Faculty of Education, toward teaching profession in terms of several variables [7]. It is determined that although a statistically significant difference was found favouring those who had preferred teaching profession in the top ten, but no statistically significant difference in terms of gender and year of study. Panda B.B. (2001) conducted the study which revealed that the college teachers of Assam and Orissa do not differ significantly in their attitude towards teaching profession, irrespective of their sex, experience, location and status. Dodeen et al. (2003) found that female teachers have more positive attitude than male teachers. Celikoz and Cetin (2004) carried out a study to determine the factors affecting the attitudes of Anatolian Teacher Training High School students toward teaching profession. They investigated the effects of several variables such as grade, gender, and teaching program. As a result, it was determined that all variables led to a significant change in the attitudes of these students toward teaching profession. It was observed that regarding teaching profession in terms of several variables females were found to have more positive attitudes toward the profession in terms of several variables females were found to have more positive attitudes toward the profession in terms of several variables females were found to have more positive attitudes toward the profession than males, and they viewed it as an ideal profession and turned out to be more ambitious as a teacher.

Capri and Celikkaleli (2008) investigated the attitudes of 250 pre-service teachers studying at Faculty of Education, Mersin University toward teaching profession in terms of the variables of gender, program and faculty of study. It was determined as a result of the study that, the attitudes of pre -service teachers were significantly affected from gender, in other words, females were found to possess more positive attitudes.

It is determined that gender factor [8] affects the pre-service teachers' attitude towards teaching profession. In her study, the female pre-service teachers who were in Turkish Education Department were more successful than male pre-service teachers with respect to their attitudes and academic success. In addition, according to type of program they graduated from, she found statistically significant differences between them.

Kounsar Jan (2016) explained the attitude towards teaching of Arts and Science Teachers and Shahla (2015) conducted a Comparative Study among Secondary School Working Teachers belonging to Early Adulthood and Late Adulthood Stage covering Attitude towards Teaching Profession.

Research evidences as above prove that the attitude of teacher towards their profession and their professional satisfaction improves their effectiveness and competencies as teacher. A favorable attitude makes the work not only easier but also more satisfying.

Attitude Towards Teaching

A teacher who has a favourable attitude towards teaching will enjoy teaching. The following

are some of the studies which were in line with the above theme. The findings of the previous research on Attitude towards Teaching in relation to the selected variables are presented here under:

It is found that the attitude of those prospective teachers [9] who had completed the two years of teacher training programme was significantly improved as a result of their training. It is observed that the attitude of student teachers can be improved by student teaching experience provided that they are not pretested concerning their attitudes. It is observed that the pre-service elementary teachers possessed significantly more negative attitude towards teaching.

In studies it is found that the female teachers have high attitude [10] towards teaching than the male teachers. and that many families see teaching as a good profession for women but not well for men. Female teachers had a more favourable attitude towards teaching than the male teacher trainees. Male and female student teachers had a favourable attitude towards the teaching, and a significant difference in the attitude towards teaching of male and female teacher trainees.

Viswanathappa (2009) in its study found that teachers with lower educational qualifications had more positive attitude than those with higher qualifications. The attitude towards teaching profession is not significantly related to the qualification of the teachers. It is found that there is no significant difference in the attitude of the student teachers with undergraduate and post-graduate qualifications towards teaching.

The attitude towards teaching and the attitude towards training influence achievement [10] and revealed evidence that curricula in which student teaches, knowledge and skills grow is significantly connected to their learning, and therefore achievement.

It has been suggested that the urban secondary school teachers had higher attitude towards teaching profession as compared to the rural secondary school teachers.

The inexperienced education majors had higher mean scores in attitude towards teaching when compared to the mean score of experienced teachers. It is found that age is not significantly associated with attitude towards teaching. It is observed that the teachers below 35 years of age have a more favourable attitude towards teaching than the middle age group and the high age group. However, there was no significant difference between different age groups of teachers with regard to their attitude towards teaching.

The differences between married and unmarried teachers with regard to various class room behaviours and attitudes has been studied and the results indicate that the elementary level married teachers obtained more favourable scores in class room behaviour and child-centred educational view points, while at the secondary school level unmarried teachers obtained more favourable scores on the same variable. conducted a study on college teachers and found that the unmarried teachers had a significantly more favourable attitude towards teaching than the married teachers.

The review of literature suggests that there is no work carried out on current topic and there exists a need to analyze the attitude aspect of Hindi language teachers in english and medium secondary and senior secondary schools.

Problem: To Study the Teaching Attitude of Higher Secondary School teachers of Hindi Subject.

The problem can be split up in different parts to achieve the analysis of attitude of teaching Hindi language in different medium of instruction schools.

Objectives

- 1. To study teaching attitude towards teaching profession of higher secondary Hindi Medium school teachers teaching Hindi language subject.
- 2. To study teaching attitude towards teaching profession of higher secondary English Medium school teachers teaching Hindi language subject.
- 3. To compare teaching attitude towards teaching profession of higher secondary Hindi & English medium school teachers teaching Hindi language subject.

Hypothesis

There is no significance difference between teaching attitudes towards teaching profession of higher secondary Hindi & English medium school teachers teaching Hindi language subject.

Research Design

Sample and Population:

Sample consists of twenty five (25) Hindi & twenty five (25) English medium teachers of higher secondary schools situated in Noida, Ghaziabad, NCR. On an average a school has four to five teachers to cater the need of teaching Hindi subject in 9-12 standard. Six Hindi medium and six English medium schools are approached to get the data. These teachers are teaching Hindi language subject to students in standard 9 to 12 for the session 2017-18, and the data is collected during the month of August September 2017. Teacher Attitude Inventory (TAI) of Dr. S.P. Ahluwalia is provided to teachers teaching Hindi language subject in higher secondary schools.

'Teacher Attitude Inventory' (TAI) used to collect data from sample teachers of higher secondary schools. Teacher Attitude Inventory is a Likert instrument consisting of 60 statements. Each statement that pertain to a particular aspect of prospective and practicing teacher's professional attitudes towards teaching Hindi as a language subject. These aspects are –

- 1. Attitude towards teaching profession.
- 2. Attitude towards classroom teaching.
- 3. Attitude towards child centered practices.
- 4. Attitude towards pupils.
- 5. Attitude towards educational process.
- 6. Attitude towards teachers.

Tools Used

Responses are made on a 3-point scale and the response categories assigned weights from 0 to 2 (total three weights: 0,1,2). The statistical method used in testing of the hypothesis is t-Test for estimating the significant difference between mean attitude scores of two groups (Mangal, 2002). The two tailed test is used for this purpose. The Mean (M), Standard Deviation (SD), Standard Error of Difference between Means (SEM), Degree of Freedom (DF), and T-Values (Significance of Difference between two means) of attitude scores of two groups are calculated and represented in tabular form. This TAI appears to have reasonably high reliability and validity. The contents of its item seem appropriate for the purpose of research with teachers.

Scoring of completely fill response sheet was done and scores were used for statistical analysis. Mean is used to evaluate average performance of Hindi & English medium school teachers about their teaching attitude towards teaching profession. The standard deviation (t-Test) is used for comparing attitude towards teaching profession of Hindi & English medium teachers on different aspects of Hindi language subject teaching. t-Test is also used as the test of significance of the difference between means of Hindi & English medium teachers teaching Hindi subject.

Result Analysis and Interpretation

Scores obtained on different scales of TAI sheet, of Hindi & English medium sample Hindi language teachers of higher secondary schools were tabulated in form of frequencies. In order to test the significant difference between attitude towards teaching profession of Hindi and English medium teachers mean, standard deviations, and t-ratios are calculated. For analyzing and comparing attitudes of Hindi & English medium teachers of higher secondary schools, results of statistical analysis are shown in Table 1 and Table 2.

SAMPLE	N	Agree	Undecided	Disagree Questions	Total
Hindi Medium Teachers	25	25	20	15	60
English Medium Teachers	25	20	15	25	60
Total	50	45	35	40	

 Table 1: Primary Data of 60 questions answered by 25 teachers each of English and Hindi medium Schools

SAMPLE	N	MEAN ATTITUDE SCORE	SD	SEM Standard Error of Difference between Means	DF	t-TEST VALUE	LEVEL OF SIGNIFI- CANCE	HYPOTHESIS
Hindi Medium	2	6.2 5	2.5 6	1.81		4 8 5.64	Significant at 0.01	Accepted
English Medium	2	6.0 5	2.5 6	1.81			level	

Result indicates that mean of Hindi medium teachers is slightly higher than English medium teachers. It shows that comparatively Hindi medium teachers have more positive teaching attitude. There is less deviation of scores from mean in case of Hindi medium teachers then that of English medium teachers.

The calculated t-value is found to be 5.64 which is not significant at 0.01 level with 48 degree of freedom (DF). This indicates that the null hypothesis is accepted at this level. This also indicates that there is no significant difference between Hindi and English medium teachers teaching Hindi language subject.

Suggestions

- (i) Staff development program in Hindi language teaching must be compulsory for each teacher after every 2-4 years interval.
- (ii) Nature of work sheets must be renewed, changed and added to keep pace with changing times.
- (iii) Professional skills including digital techniques of teaching language must be adopted.
- (iv) Promotional opportunities must be provided for language teachers as well to keep up potential and efficiency.

Conclusion

Both Hindi & English medium teachers have positive attitude towards teaching Hindi language as their profession. But Hindi medium teachers have higher attitude towards teaching profession than English medium teachers. Hindi language teachers in both medium of instruction accept that student's personal, moral and cultural development can be done by educating them properly. They accept that teaching is the best profession for them and they feel proud to be a teacher. After joining teaching profession, both Hindi & English medium teachers felt that their level of self-confidence has highly increased. Both Hindi and English medium teachers appreciated and promoted innovative and interactive Hindi language teaching. They also promoted child-centered education in teaching Hindi language. All activities (curricular, co-curricular or extracurricular) done by students should be evaluated for proper assessment of any student. It is teaching through which good and progressive social environment can be created and improved.

It may be concluded that all teachers have positive and healthy attitude for their profession. There are indications that teacher's attitudes have a positive relation with success in teaching. The attitude of teachers towards teaching is significantly correlated with teaching success.

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Second Language Vocabulary Learning through Innovative Ways

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Abstract

Vocabulary is very essential in conveying messages, and only grammar is not sufficient in learning any language. Knowing a language requires knowing its vocabulary. Nowadays, there is a clear shift of the importance from grammar to vocabulary since vocabulary is the starting step to acquire any language. In country like India where English is positioned as second or foreign language, it is important to teach vocabulary effectively and innovatively. Teaching vocabulary through drill and practice will not be efficacious, for that news ways needs to be espouse were the centre role is played by the students. This paper accentuates the concept and meaning of vocabulary, its importance in second language. It also underlines on the types of vocabulary and ways to teach vocabulary.

Keywords: Vocabulary, second language (English), innovative ways

Introduction

Vocabulary learning is an important and indispensable part of any language learning process. Vocabulary of a language is just like bricks of a high building. Despite quite small pieces, they are vital to the great structure. Wilkins rightly says, "*Without grammar very little can be conveyed....but without vocabulary nothing can be conveyed*". Taylor (1990) defines Vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. According to Procter (1996), the word vocabulary means "all the words used by a particular person or all the words which exist in a particular language or subject". Vocabulary (the knowledge of words and word meanings) is one of the key building blocks in learning a new language. The more words a learner knows the more they will be able to understand what they hear and read and the better they will become at expressing what they want to when speaking or writing. The larger a student's vocabulary becomes, the easier it will be to connect a new word with words they already know.

Vocabulary learning is a complex and gradual process. Because of this reason, it will be appropriate to use different approaches in the activities. The important point of the vocabulary learning is the necessity of learning the words with different aspects. If a person's vocabulary knowledge is richer, then s/he can better understand the structure of the second language. Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning.

Importance of Vocabulary in Second Language

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes "lexical knowledge is central to communicative competence and to the acquisition of a second language". Researchers such as Laufer & Nation (1999); Maximo (2000); Read (2000); Gu (2003); Marion (2008) and Nation

(2001) have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts.

Vocabulary of a language is just like bricks for constructing a building. Like bricks, they are vital for the building of a language. Language is made up of words. If we want to use language effectively, we must have good stock of vocabulary. In English as a second language (ESL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing). Thornbury opines (2002) "*If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words"*. Rivers & Nunan (1991), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Channell (1998) stated that vocabulary teaching should be viewed as a separate area in teaching a foreign language because vocabulary is vital for improving language proficiency. Carter (1992) also found that the need for much more vocabulary to be taught and learned as a separate activity rather than, say, part of a grammar or reading lesson.

Types of Vocabulary

Some experts divide two types of vocabulary: active and passive vocabulary. Harmer (1991) distinguishes between these two kinds of vocabulary. The first kind of vocabulary refers to the one that the students have been taught or learnt and which they are expected to be able to use. Meanwhile, the second term refers to the words, which the students will recognize when they meet them, but which they will probably not be able to pronounce. Hatch & Brown (1995) divided two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

Receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. The learners recognize vocabulary when they see or meet in reading text but do not use it in speaking and writing.

Productive Vocabulary is the words, which the learners understand, can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

- 1. Fully contextualizing: reading, listening, speaking, and writing;
- 2. Adaptable: structured reviewing.

Ways of Teaching Vocabulary

The classroom is enriched with students of different intellectual abilities and diverse back grounds likewise their need differ too, so the teacher is required to perform and adopt multiple ways while teaching vocabulary to the students. The ways should be adopt such, that it brings fun, interest and curiosity among the children to learn vocabulary actively. There are many ways to teach vocabulary. These are:

• Using concrete object: Teacher in the classroom play a vital role of friend, philosopher, guide, facilitator, organizer and enthusiasm generator and the role can be effectively played by a teacher who is also a psychologist and able to understand the development level of child using

concrete object for teaching vocabulary is the one of the best way to child of early age. Through concrete, we mean object which a child can see and touch and relate to the real life. Showing a 'pen' in a classroom for teaching its alphabets through concrete object will be more effective than just speaking it.

- Drawing/ Pictures/ Flashcards: Blackboard/white board can be used effectively to teach second language. Teacher can draw images, pictures on it if it is not possible to bring real object in the classroom.
- *Synonyms and antonyms:* Some words can be taught well by giving its opposite meaning or similar meaning too. Like the word good can be contrast with bad.
- *Umbrella terms/words:* Teaching new words can be parallel with similar words so that they can enrich their vocabulary.
- *Expression, mime and gesture:* Many words can be introduced through mime, expressions, and gestures. For example, adjectives: sad, happy; mime: taking a hat off your head to teach hat and so on.
- **Language games:** As we, all know children love to play games. Therefore, a smart teacher should adapt this approach too in vocabulary teaching in second language classroom. Here teacher make student comfortable and lower his anxiety and making acquisition of vocabulary more likely. Some language games for vocabulary development are Bingo, Act it out, Spelling puzzle, Jumbled words, Match with correct, Odd on out etc.
- *Guess what from context:* This technique encourages students to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. Teachers can assist them in giving clues to pupils to establish meanings such as through illustrations, similarity of spelling or sound in the mother tongue, and general knowledge.
- **Translating words:** Teaching second language to students is not easy. Students come to different socio-cultural background, so to overcome this barrier the teacher can even make use of mother tongue to translate the meaning of words so that students can relate to the words.

Role Played by Teacher in Classroom for Teaching Vocabulary

According Rivers (1989) in order to decide which technique to use, the teacher should see whether the chosen techniques:

- Achieves the objectives,
- Maintain the interest and enthusiasm of the learner and
- Suits to all types of students.

McCarthy (1990) argues "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way". Richards (1976) listed the different things teaching need to know about a word before we can say that they have taught it. These include:

- 1. The meaning(s) of the word
- 2. Its spoken and written forms

- 3. What "word parts" it has (e.g., any prefix, suffix, and "root" form)
- 4. Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in)
- 5. Its collocations
- 6. Its register
- 7. What associations it has (e.g., words that are similar or opposite in meaning)
- 8. What connotations it has
- 9. Its frequency

The NRP's (NICHD, 2000) synthesis of vocabulary research identified eight findings that provide a scientifically based foundation for the design of rich, multifaceted vocabulary instruction. The findings are:

- Provide direct instruction of vocabulary words for a specific text. Anderson and Nagy (1991) pointed out "there are precise words children may need to know in order to comprehend particular lessons or subject matter".
- Repetition and multiple exposures to vocabulary items are important. Stahl (2005) cautioned against "mere repetition or drill of the word", emphasizing that vocabulary instruction should provide students with opportunities to encounter words repeatedly and in a variety of contexts.
- > Vocabulary words should be those that the learner will find useful in many contexts.
- Instruction of high-frequency words known and used by mature language users can add productively to an individual's language ability (Beck, McKeown & Kucan, 2002). Research suggests that vocabulary learning follows a developmental trajectory (Biemiller, 2001).
- Vocabulary tasks should be restructured as necessary, "Once students know what is expected of them in a vocabulary task, they often learn rapidly" (Kamil, 2004).
- Vocabulary learning is effective when it entails active engagement that goes beyond definitional knowledge. Stahl and Kapinus (2001) stated, "When children 'know' a word, they not only know the word's definition and its logical relationship with other words, they also know how the word functions in different contexts."
- Computer technology can be used effectively to help teach vocabulary. Encouragement exists but relatively few specific instructional applications can be gleaned from the research (NICHD, 2000).
- Vocabulary can be acquired through incidental learning. Reading volume is very important in terms of long-term vocabulary development (Cunningham & Stanovich, 1998). In later work, Cunningham (2005) further recommended structured read-alouds, discussion sessions and independent reading experiences at school and home to encourage vocabulary growth in students.

Conclusion

Learning vocabulary is a part of learning any language, one should think of the way to achieve that goal. The traditional methods for learning unknown vocabularies have not been so successful and students as well as teachers are tired of the routine ways of teaching words. The teacher must

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keep in mind that a student is an individual and that every student is unique one and it needs to be taken into account while developing material as well as developing any session. It is important for teacher to implement appropriate method in teaching vocabulary for children. Use of visual like poster, flashcards, realia etc. or use of physical activities, competitions, role play etc. also contribute in the development of vocabulary of second language. Language games uses both visual and aural channel and activate language production. They learn better when they are active. So teaching of vocabulary must meet the needs of diverse learners though they belong to a collectivist culture, and not expect learners to use the same approaches to learning just because the teacher uses an approach to teaching that views all learners as homogenous. Moreover, in view of diverse learning style and preferences the students display more interest and benefit in which they themselves are actively involved. Likewise teacher should understand the need and cater them through different and innovative ways for best output.

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Mental Haze in Adolescent with Hearing Impairment

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Abstract

Mental Haze.....Is this learning disability, mental retardation, or other mental health illness? The answer to this question is "No". It appears that it is a mental illness but actually it is NOT. However there is no clear definition of the term mental haze. It is an impaired mental state. It is commonly known as 'Mental Fog' or 'Brain Fog'. In medical terms we can define it as mental impairment, confusion, poor memory or an inability to concentrate. Mental haze impairs the ability of a child to complete school work, productive work, participation in social activities and thus hampers the overall development of a child. Children with hearing impairment are already deprived in receiving audio signals. They show more emotional and behavioural problems than hearing children. Due to lack of auditory sense hearing impaired students have problems in perception, attention, language and comprehension. They have more chances of going through mental haze. Although mental haze is a temporary phase but if not handled properly it may last longer and create severe mental illness. In the present study an effort is made to assess the prevalence of mental haze among adolescent with hearing impairment.

Key words: Mental haze, Adolescent with hearing Impairment

Introduction

Mental Haze is commonly known as "Mental Fog" or "brain fog". However there is no clear definition of the term mental haze. It is an impaired mental state. Medically it is often labeled as mental impairment, confusion, poor memory or an inability to concentrate. The activity of brain is largely due to the propagation of electrical impulses in the nerve cells that constitute the brain matter. It is therefore possible that brain fog is due to some impairment in brain activity, coupled with the effect of imbalance in neurotransmitters (brain hormones), and impaired energy production within the brain and/or low oxygen and glucose supply to brain cells. There can be several reason for mental haze. Mental Haze is a transient symptom or collection of symptoms. It comes up occasionally, lasts for a short period of time.

Mental haze is avoidable and treatable. It is a clouding of consciousness. It is mild or less severe than a delirium. The sufferer experiences a subjective sensation of mental clouding. The sufferer couldn't think of the words that he wanted to say and the writing process is taking significantly longer than it probably should. Mental haze impaired the ability to complete school work, productive work, participation in social activities. But in adolescents unresolved conflicts are a big reason for mental haze. Mental Haze starts from unresolved conflicts of human being which create stress, anxiety, depression, multitude of self defending behaviors and low self esteem. These all symptoms create mental haze.



Causes

Mental Haze is a transient symptom or collection of symptoms. It comes up occasionally, lasts for a short period of time and usually we can clearly identify the cause. Some physical causes are:

- Insufficient sleep
- Alcohol overindulgence •
- Illicit drug use •
- Prescription drug use •
- Low blood glucose or oxygen •
- Due to some brain diseases •

Mental causes are:

- Suppressed emotions
- Mental stress
- Mental exertion
- **Emotional conflict**
- Highly addictive behavior
- Long term porn addiction
- **Bad beliefs** •
- **Emotional stress**

It is avoidable and treatable. It is a clouding of consciousness. It is mild or less severe than a delirium. The sufferer experiences a subjective sensation of mental clouding. The sufferer couldn't think of the words that he wanted to say and the writing process is taking significantly longer than it probably should. Mental haze impaired the ability to complete school work, productive work, participation in social activities. In the present study main concern is with unresolved conflicts and emotional stress, which occurs frequently in adolescent.

Adolescent stage of life is a transition stage from childhood to adulthood. So in this stage mental haze can be done by suppressed emotions, mental stress, emotional conflict, highly addictive behavior with something or someone, long term porn-addiction and bad beliefs etc.

Emotional and social behavioral problems in adolescent with hearing Impairment

Children with hearing Impairment (CWHI) have problems in perception, comprehension and language. They also shows more emotional and behavioral problem than normal hearing children, also reported in a study "Mental health of Deaf and hard of hearing Adolescents: Watt e students Say" conducted by P. Margaret Brown and Andrew cornes (2015). So they have more chances to have mental haze. And further which enhance the difficulties of CWHI. Students with hearing impairment in adolescent period of life normally show following emotional and social behavior:

- ➢ Crisis of self identity
- Conflicts due to language problem
- Social phobias
- ➢ Greater degree of impulsivity
- Delayed development of social maturity
- > Problem in incidental learning within school and family context
- > Difficulties in abstract thinking and problem solving
- > Problem in forming peer relationship and development of self esteem

The most significant affected domains by long term mental haze

Long term mental haze can affect the following process of a person. There is a lack of auditory sense in adolescent with hearing impairment. Due to lack of auditory sense hearing impaired students have problems in perception, attention, language and comprehension. So they have more chances to produce the symptoms of mental haze. It will also be more distressing, because they have more conflicts due to their hearing loss.

Perception

Mental hazing creates confusion among students that what is right and what is wrong. If they choose wrong direction and attracted towards bad things, it influence them for short period of time. They get meteoric pleasure for some time. So they think that it is a valuable thing. They get started to perceive things negatively.

> Attention

Due to mental haze hearing impaired adolescent feel difficulty in paying attention.

- Thought process
- > Comprehension
- ➢ Language

Objective: The objective of the present study is to assess prevalence of Mental Haze in Adolescent with hearing impairment.

Working Definition of the Key terms

Mental haze

In the present study mental haze is defined as a state of mind in which one cannot perceive things clearly and mind becomes hazy. When the polluted environment creates a layer in the mind of human beings and so perception of a person becomes hazy. Student's performance in inventory has determined his / her level of mental haze.

Adolescents with hearing impairment

In the present study, adolescents with hearing impairment referred as those 12 to 18 year old children having the hearing loss of 60dB or more in better ear for the conversational range of frequencies as per PWD Act and enrolled in special schools.

Delimitation of the Study

- 1. The study has been conducted in Varanasi district of Uttar Pradesh only.
- 2. The study has been conducted on the enrolled children with hearing impairment only.
- 3. The study has been conducted on adolescent only.
- 4. As the sample was children with hearing impairment, it is very difficult to communicate one to one in group so small sample has been taken for study.

Review of Literature

Reviews on Mental health Problems of Children with hearing Impairment

- A study "Hearing Impairment and Psychopathological disorders in children and adolescents: review of the recent literature" conducted by Bailly D., Decoulvdelenclave M.B., Lauwerier L. (2003) in France with the aim to examine the relationships between hearing impairment and mental health and the effect of impaired communication on family development. This study shows that
- A study "Hearing Impairment and Psychopathological disorders in children and adolescents: review of the recent literature" conducted by Bailly D., Decoulvdelenclave M.B., Lauwerier L. (2003) in France with the aim to examine the relationships between hearing impairment and mental health and the effect of impaired communication on family development. This study shows that
 - Auditory impairment may be a marker for brain damage in autism.
 - And shows that high rates of depression and anxiety disorders, particularly social phobias in deaf and hard of hearing children and adolescents.
 - It also reported that CWHI shows greater degree of impulsivity than hearing children.
- Keating et al. (2005) state "striving to belong to a particular group, especially during ritualized initiations, may result in the justification of that effort, thereby inoculating individuals against any dissonant cognition they may harbor concerning the consequences of group membership" (p. 104). Especially when one is moving away from home for the first time, the idea of belonging and feeling accepted amongst one's peers may triumph over any fears new pledges may initially face. While some may see the initiation process as harmful and overall negative, others may push aside this fear in order to actually raise their self-esteem and confidence amongst their peers.
- Many cognitive processes could be negatively impacted due to hazing, such as selfesteem, moral and identity development. Though many students who decide to go through with the recruitment process perceive Greek organizations as beneficial, rarely do they consider the negative implications of hazing Through their study, however, Keating et al. (2005) found that both men and women who experienced "severe" induction activities were more likely to have an increased dependency on their fellow peers, feeling uncomfortable when left alone (p. 107).
- ➢ In a study of United States survey 11,482 college students ages 18-25, 55% of those involved in clubs, teams, and organizations experience hazing (Allan and Madden, 2008).

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- P. Margaret Brown and Andrew Cornes (2015) conducted a study "Mental Health of Deaf and Hard of Hearing Adolescents: What the students Say" in Australia. This study investigated mental health problems of 89 deaf and hard of hearing adolescents in New South wales, Tasmania and Western Australia. Result shows that overall Deaf and hard of hearingstudents reported increased levels of mental health problems compared with hearing peers. A binary logistic regression analysis showed that the language used at home was a significant predictor of mental health problems. Further this study shows that:
 - ★ 39 % students were in the clinical range compared with 14% for hearing counterparts.
 - ✤ 40 % of students reported internalizing problems.
 - ✤ 37 % reported externalizing problems.
 - Internalizing problems were mainly comprised of somatic complaints and withdrawn behavior.
 - Externalizing problems consisted of rule- breaking behavior and aggression.
 - \diamond 28 % of the students reported social problems.
 - 21 % thought problems.
 - Anxiety, depression and attention problems were the least common.
- A study "Emotional and Behavioral difficulties in Children and Adolescents with Hearing Impairment: a systematic review and meta-analysis" by Jim Stevenson and all conducted to estimate the extent to which children and adolescents with hearing impairment show higher rates of emotional and behavioral difficulties compared to normally hearing children. Meta-analysis was conducted on the weighted effect sizes obtained for studies adopting the Strength and Difficulties Questionnaire (SDQ) and on the unweighted effect size for non SDQ studies. Result shows that children and adolescent with hearing impairment have scores on emotional and behavioral difficulties measures about a quarter to a third of a standard deviation higher than hearing children.
- A cross-sectional study on behavior and social aspects of deaf and dumb children in Ahmedabad, India by Dr. Krunal G. Varia1, Dr. Niti J. Talsania2 (2015). This study reported that out of Total 687 deaf and dumb children there were 415 (60.41%) boys and 272 (39.59%) girls. Most of the children 412 (59.97%) suffers from deafness due to genetic causes. 153 (22.27%) children were depressed while 306 (44.54%) children had aggressive nature. 68 (9.89%) children had geographical restriction imposed by their parents. Conclusion: Most of deaf and dumb children have aggressive nature. They need more social support and warmth at home and at institute by parents, faculties as well as from community.

Research Methodology

Research Approach

In this study a Mixed Approach (combination of qualitative and quantitative research) has been used.

Research method: Research method for this study is Survey type.

Population, Sample and Sampling Method

Population- The population for this study was Adolescent Students with hearing Impairment studying in the Special Schools of Varanasi.

Sample - 28 Adolescent Students with hearing Impairment of special school have been taken for the study.

Sampling technique- Purposive sampling technique

Tools

1. Mental Haze Inventory – A self made Inventory for Mental Haze in Hindi has been constructed to assess the probability of mental haze of adolescent with hearing impairment. This tool has been constructed for all adolescents, but sentences of questions are framed specifically to consider the language of hearing impaired children. So that they can also understand the inventory. This tool is based on those symptoms of mental haze which can occur at adolescent stage and if these symptoms sustain for long time then it can be convert into mental illness. There are nine dimensions and 35 questions in the inventory. There are three levels i.e.

Table: Level of Mental Haze

S.N.	Level of Mental Haze	Scores
1.	High level of Mental Haze	33 and above
2.	Average level of Mental Haze	21-32
3.	Low level of Mental Haze	9-20

- 1. **Interview:** A list of twelve questions has been prepared for structured interview of parent of Hearing impaired students.
- 2. **Observation:** The behavior of adolescent with hearing impairment is observed by the researcher.

Data Collection: Data has been collected by using the above mentioned tools. First of all, good rapport has been established with the subjects by the researcher. Researcher has spent sufficient time with the subjects.

- Data has been collected by the researcher in Bimal Chandra Ghosh special school for deaf in Varanasi through Mental Haze Inventory. Sign language is used to explain questions to hearing impaired students. Filled in inventory has taken by the researcher.
- Interview of parent has been taken in special school and their home.

Result and Discussion:

On the basis of scoring, adolescents with hearing impairment are found in following three levels of mental haze.

Table: Adolescents with hearing Impairment at different levels of mental haze

S.N.	Mental Haze	Scores	Number of Students
1.	Low level	9-20	5
2.	Average level	21-32	10
3.	High level	33 and above	13

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Table shows that out of 28 adolescents with hearing impairment, 5 adolescents with hearing impairment have low level of mental haze, 10 adolescents with hearing impairment are in average level of mental haze and 13 adolescents with hearing impairment are in the high level of mental haze. It indicates higher range of adolescents with hearing impairment having high level of mental haze.



Graph shows that very less number of adolescents with hearing impairment is in the low level of mental haze; however more adolescents with hearing impairment are at high level. If we see the total number of adolescents with hearing impairment at average level, it is also higher than low level of mental haze. Symptoms of average level of mental haze can be increase in adverse condition of adolescent with hearing impairment.

The study reveals that many adolescents with hearing impairment have high level of mental haze. Most of Parent of those adolescents with hearing impairment also told about hazing in the mind of their child during interview. Most of the parent told that their son/ daughter show:

- blank state of mind
- Intrapersonal conflicts in their mind related to their hearing loss or inability to listen
- Interpersonal conflicts between hearing people and their son/daughter
- Conflicts due to language problems in education
- less consciousness
- feeling of being disconnected
- Confusion
- Lack of clarity
- Lack of concentration and focus
- Lack of Memory
- Fail to do simple calculations
- Low self esteem

Which are collectively the symptoms of mental haze.

These are also seen in previous studies that children with hearing impairment have more mental health problems. It is supported by the study of P. Margaret Brown and Andrew Cornes (2015) "Mental Health of Deaf and Hard of Hearing Adolescents: What the students Say" in Australia. This study investigated mental health problems of 89 deaf and hard of hearing adolescents in New South wales, Tasmania and Western Australia. Result shows that overall Deaf and hard of hearing students reported increased levels of mental health problems compared with hearing peers. 39 % students were in the clinical range compared with 14% for hearing counterparts, 40 % of students reported withdrawn behavior, 37 % reported rule- breaking behavior and aggression, 21 % thought problems and Anxiety, depression and attention problems.

Hearing impaired students have the main problem in speech, language and communication. So they face more problems in understanding the language of others. Especially those hearing impaired students have more problems, who were the children of hearing parents. They can't understand their parents and find difficulty to make them understand, so they remain lost sometimes. Among them one of the parents told that sometimes their daughter talks to birds. The reason behind this can be that her parents are not paying attention towards their hearing impaired daughter. Her father also beats her. So she feels disconnected and like to talk to animals instead of persons surrounds her.

Parents feel difficulty to understand the instructions due to this communication problem, so hearing impaired students are always confused. They cannot remember things easily. In the present study it is found that maximum students have weak memory. Sometimes it appears that they are being in the state of inanity. Sometimes we could find emptiness in them. Their parents also shared this with the investigator. Among them a father told that his daughter has weak memory and feels lost sometimes. One of the mother told that her son always keeps telling in sign language, "why can't I hear \Box ", "why can't I speak \Box ", "why am I studying \Box At adolescents stage every adolescent has same feeling that why am I studying \Box

When we talk about the dimension addiction to internet in the present study, it is found that hearing impaired students selected for the study were not addicted to internet as they didn't have this facility at their home. But among them some students like to play games in mobile and watching movies. Especially boys told that they like to play games and wandering around with friends. However girls were interested in watching movies and using Facebook. A mother said that her son always plays games and don't pay attention in studies, when his friends come to home then he goes out to play with them. She also informed this problem to his teachers. It is a common problem of girls and boys at adolescent stage. Now a day's several people from childhood to adult are being addicted to internet, which creates hazing in mind.

Thus we can see that hearing impaired students at adolescent stage also face this type of problems, which enhance their disability and probability of mental haze also increases. If we help the students to make them understand that they are not disabled but learn, speak and write differently then it will be helpful for their personality development.

Inferences from the Studies

These are some inferences which we can conclude from present study and several other studies related to mental health problems in adolescent with hearing impairment, which are mention in review of literature.

- Language development involved in the social skills that are critical in adolescents.
- > Hearing impaired children have more psychosocial problems than hearing children.
- > HI children have more mental health problems than hearing children.
- Language used at home is a significant predictor of mental health problems.
- > The unique patterns of social and emotional development seen in deaf and hard of hearing

children may predispose them to increased psychological distress.

- Deaf children of deaf parent have less psycho-social problems than deaf children of hearing parent.
- In a national survey of Australia, it is mentioned that 14 % children and adolescents were categorized in the clinical range in which 2500 to 3000were deaf and hard of hearing with mental health problems.
- Present study reveals high probability of mental haze in adolescent with hearing impairment.

Conclusion:

Mental haze can be converted into serious mental illness. Adolescents with hearing impairment have lots of mental health problems. Mental haze starts from unresolved conflicts. If we give any training to resolve their conflicts at early stage then they can resolve their conflicts and life problems easily. Every person faces problems in their life. Person with hearing impairment face some more problems in their life due to hearing loss and language problems. At adolescent stage they feel physical and mental change. At that time we can mould them in positive direction by developing the habit of positive thinking. So we can give any training to solve their intrapersonal and interpersonal conflicts. By this way we can reduce the prevalence of mental haze in adolescent with hearing impairment.

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An Analysis of Pre-School Teacher's and Student Teacher's Attitude towards Inclusion and Their Self- Efficacy

Seema Singh

Abstract

The study investigates Pre-School Teacher's and Student Teacher's Attitude towards Inclusion and their Self- Efficacy. The study was confined to the sample of 100 teachers consisting of 50 student-teachers and 50 pre-school teachers of Agra city. Teachers' Attitude measured by Teacher's Attitude Towards Inclusion Scale developed by Fathi Rezk El- Ashary (2009), and Teacher's self-Efficacy measured by Teacher Efficacy for Inclusive Practice (TEIP) scale is designed by Umesh Sharma, Tim Lorman, Chris Forlin (2003). There exists significant difference between pre-school teacher's and student teacher's attitude towards inclusive education. There exists significant difference between pre-school teacher's and student teacher's self-efficacy towards inclusive education. There exists significant relationship between selfefficacy and attitudes towards inclusion. It is clear that Pre-school teachers group have more positive attitude towards inclusive education in comparison to Student teachers group and Preschool teachers group have higher self-efficacy are highly correlated in pre-school teachers group in comparison than student teachers group.

Key words: Analysis, Pre-School Teachers, Student Teachers, Attitude, Attitude towards Inclusion, Inclusion, Self-Efficacy

Introduction

Modern traditional education practices respect the fact that individual students, all come to school with different abilities and backgrounds (Burrello, Lashley, &, Van Dyke, 1996). If a student starts to fail in school, it is the school's responsibility to provide interventions and remediation to assist the student. These intervention services often referred to as special education, often take place in resource rooms outside of the general education class room (Burrello, et al.). Students then are able to return to the general education class room once they have caught up and can perform to the level of the students in the general education class room. Many teachers who learned and have taught using traditional approaches assume that all students learn in the same way, at the same time, and the same content with no modifications or adaptations; to these teachers this is considered the "fair" way to practice education, teaching all students in the same way (McLeskey &Waldron, 2000).

Inclusive practices allow all students to attend the school they would attend if they did not have a disability, and no student can be denied placement because of a disability unless they are a danger to themselves or other students (Burrello, Lashley, & Van Dyke, 1996)

Need and Importance of the study

The National Policy on Person With Disabilities (2006) asserts that inclusive educational concerns special educational applications based on the principle that individuals requiring special education continue their education together with their peers without handicaps in institutions of preschool, primary, secondary and non-formal education and where support services are offered.

It has been conceived that early intervention is an important factor in ensuring the children's socialization and adaptation to the society, (Cole, Dale & Mills, 1991). According to Bandura (1997),

teachers' perceived efficacy influences both the kind of environment that teachers create for their students as well as their judgments about different teaching tasks they will perform to enhance students learning. Teacher efficacy is also associated with improvement in attitudes towards teaching in inclusive classrooms.

The National Policy recognizes that persons with disabilities are valuable human resource for the country & seeks to create an environment that provides them equal opportunity protection of their rights & full participation in society. So the researcher of the present study has decided to take, this problem for the purpose of research. The area of topic is considered to be novel in all aspects.

Objectives of the Study

- 1. To study Pre-school teacher's and Student-teacher's Attitude towards inclusive education.
- 2. To study Pre-school teacher's and Student-teacher's Self-efficacy towards inclusive education.
- 3. To study the relationship between self-efficacy and attitude towards inclusion.

Hypotheses

- 1. There exists no significant difference between pre-school teacher's and student teacher's attitude towards inclusive education.
- 2. There exists no significant difference between pre-school teacher's and student teacher's self-efficacy towards inclusive education.
- 3. There exists no significant relationship between self-efficacy and attitudes towards inclusion.

Methodology

Method of the study: Researcher has employed descriptive survey method.

Population of the study: Population of the present study involves the Pre-school Teachers and Student Teachers of Agra city only.

Sample of the study: In present study, the selection of sample was carried out in two phases which are as follows:

Phase I: Selection of Pre-school Teachers

The first sample has comprised of 50 Pre-school teachers of who were working in nursery schools of Agra. The research instruments were administered on 50 pre-school education teachers. Researcher was employed the purposive sampling technique.

Phase II: Selection of Student Teachers

The second sample has comprised of 50 PSTE/NTT student teachers who were studying in Faculty of Education of Dayalbagh Educational Institute .Then the research sample consists of 50 student teachers who were in the class when research instruments were administered to the student teachers. Researcher was employed the purposive sampling technique.

Tools and Techniques Employed in the Study

Researcher has used two types of data collection instruments in this study. These are:

- 1. Teacher's Attitude Towards Inclusion Scale developed by Fathi Rezk El-Ashary (2009), and
- 2. Teacher Efficacy for Inclusive Practice (TEIP) scale is designed by Umesh Sharma, Tim Lorman, Chris Forlin (2003).

Statistical Techniques

The statistical techniques were used by the researcher for analyzing and interpreting data are:-

- I) Descriptive Statistics
 - 1. Measures of Central Tendency: Mean
 - 2. Measures of Variability: Standard Deviation
- II) Inferential Statistics
 - 1. Measures of Significant Difference: C.R.
 - 2. Co-efficient of correlation

Analysis and Interpretation

Keeping in view the objective for the present study the data has been analyzed under the following heads:

Objective 1: To study the attitude of Pre-school teacher's and student-teacher's towards inclusive education.

Table 1 given below shows that mean of Attitude of Pre-School Teacher's is found higher than Student Teacher's which are 86.4 and 77.8 respectively. The standard deviation of pre-school teacher's and student Teacher's which are calculated 19.899 and 18.075 respectively which indicates heterogeneity among the scores of pre-school teachers and student teachers. Further it can be interpreted from table 1 that attitude of pre-school teachers is found negatively skewed and distribution is leptokurtic in nature whereas the student teacher's found negatively skewed and distribution is leptokurtic in nature.

Table 1	: Exhibiting	the Descri	ptive Statistics	for the	Distribution	of Score o	f Attitudes

Group	Ν	М	S.D.	SK	Ku
	50	86.4	19.899	4766	0.201
Student Teacher's	50	77.8	18.075	- 0.1568	0.211

After studying the nature of scores, significance difference in scores of pre-teachers and student teachers studied by calculating its CR. The value of various statistical measure used for analyzing data are computed in table 2 given below.

Table: 2	Exhibiting the Descriptive Statistics of Attitude of Pre-School Teacher's and Student
	Teacher's

Variable	Group	М	S.D.	CR
Attitude	Pre-School Teacher's	86.4	19.899	
	Student Teacher's	77.8	18.075	2.24

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From the table 2 it can be seen that CR value of attitude of pre-school teachers and student teachers is 2.24 which is significant at 0.05 level of significance. Hence it can be said that there is significant difference between attitude of pre-school teachers and student teachers.

Objective 2: To study the self-efficacy of Pre-school teachers and student-teachers towards inclusive education.

Table 3 given below shows that mean of self-efficacy of pre-school teachers is found to be higher than student teachers which are 67.6 and 60.2 respectively. The standard deviation of pre-school teachers and student teachers are calculated 14.542 and 14.32 respectively which indicates slight heterogeneity among the scores of pre-school teachers and student teachers. Further it can be interpreted from table 3 that self-efficacy of pre-teachers is found negatively skewed and distribution was leptokurtic in nature whereas student teacher's it is found negatively skewed and distribution is leptokurtic in nature.

 Table 3 : Exhibiting the Descriptive Statistics for the Distribution of Score of Self-Efficacy of Pre-School Teachers and Student Teachers

Group	N	М	S.D.	Sk	Ku
Pre-School Teacher's	50	67.6	14.542	-0.4335	0.125
Student Teacher's	50	60.2	14.32	-0.1285	0.125

After studying the nature of scores, significance difference in scores of pre-school teachers and student teachers studied by calculating its CR. The value of various statistical measure used for analyzing data are computed, shown in table 4 given below.

 Table 4: Exhibiting the Descriptive Statistics of Self-efficacy of pre-school teachers and student teachers.

Variable	Group	Mean	S.D.	CR.
Self efficacy		67.6	14.54	
	Student Teacher's	60.2	14.32	2.54

The perusal of table 4 it can be easily inferred that CR value of the self-efficacy of pre-school teachers and student teachers is more than table value i.e. 1.68 and 2.01, at hence it can be said that there is significant difference between self-efficacy of pre-school teachers and student teachers.

Objective 3: To study the relationship between self-efficacy and the attitudes towards inclusion.

After studying the nature and distribution of obtained score of Attitude and Self-efficacy of pre-school teachers and student teachers, the correlation between attitude and Self-efficacy towards inclusion of pre-school teachers and student teachers have been studied. Product moment correlation

between following variables have been studied by the researcher. In the table 5 the variables are as attitude (A), Self-efficacy (B).

Group	Variable	Co-efficient of correlation (r)
Pre-School Teacher's	(A,B)	0.374
Student Teacher's	(A,B)	0.324

Table 5: Exhibiting the Correlation between Attitude and Self-Efficacy towards Inclusion of Pre-School Teachers and Student Teachers (Product Moment Correlation)

In the above table 5 the value of 'r' of pre-school teachers' is 0.374 for attitude and Self-efficacy (A, B) indicating positive low correlation. Similarly value of 'r' of Student Teachers' for attitude and self-efficacy (A, B) is 0.324 shows positive low correlation. The correlation reveals the fact that inclusion depends on attitude and self-efficacy. Co-efficient of correlation between attitude & self-efficacy for pre-school teachers was found 0.37 which was significant at 0.01 level of significance and also the co- efficient of correlation between attitude and self efficacy for student teachers was found 0.32 which was significant at 0.01 level of significance. Two groups' i.e. pre-school teachers and student teachers were found 0.37 and 0.32 respectively. Hence related null hypothesis has rejected.

Findings and Discussion

The above analysis reveals the findings as are stated below:

- 1. Pre-school teachers group have more positive attitude towards inclusive education in comparison to Student teachers group. It is also supported by El-Ashry F.R. (2009) student teachers held more negative than positive attitudes toward the inclusion of students with disabilities in general education classrooms.
- 2. Pre-school teachers group have higher self-efficacy towards inclusive education in comparison to student teachers group. It is also conceived by Lancaster J., Bain A. (2007) Student teachers' self-efficacy beliefs were not so much higher towards inclusion.
- 3. Attitude and self-efficacy are highly correlated in pre-school teachers group in comparison than student teachers group. It is asserted by Robin Heanson R.K. (2007) Findings Teachers; self-efficacy beliefs have been repeatedly associated with positive teaching attitude and behaviours and student outcomes

Conclusions

On the basis of above discussion following conclusions has been drawn:

- 1. Inclusion depends on attitude and self-efficacy in both the groups' i.e. pre-school teachers and student teachers.
- 2. Findings related to the attitude and self-efficacy of pre-school teachers and student teachers lead the conclusion that attitude and self-efficacy both play important role in the success and implementation of inclusion in both the groups' pre-school teachers and student teachers.

Educational Implications of the Study

- 1. Preschool periods lead to acceleration in child's growth; prevention of their disabilities from turning early intervention is an important factor in ensuring the children's socialization and adaptation to the society.
- 2. The basic benefits of special education services in early childhood & into handicaps & a reduction in the family's emotional and in the current practice requires that teachers be primarily responsible for educating all the children in the classroom.
- 3. In creating the inclusive learning environment, teachers should establish a partnership with special educators in making the necessary adaptations to the curriculum and teaching strategies in a manner that will allow for learning in such a diverse group of learners.
- 4. Students with disabilities benefit from inclusion because it will give them access to interaction with other students in general education which could help them to develop academically and emotionally.

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Study of Techno-pedagogical Competency of Higher Secondary School Science Teachers of Kendriya Vidyalayas (Delhi Region) Situated in NCR

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Abstract

The present study aims to find out the level of perceived techno-pedagogical competency of higher secondary school science teachers. It also tried to study the significance of difference if any between the groups of science teachers divided on the basis of gender, age and teaching experience in respect of their perceived techno-pedagogical competency. Descriptive Survey method was used which involved a Teacher's Techno-pedagogical Competency Scale to study the level of perceived techno-pedagogical competency of higher secondary school science teachers. Purposive sampling was done to select the schools. Fifty one (51) higher secondary school science teachers. The results showed that higher secondary school science teachers of Kendriya Vidyalayas (Delhi region) situated in NCR served as respondents. The results showed that higher secondary school science teachers of Kendriya bave high level of perceived techno-pedagogical competency. It was also found that there was no significant difference between the (i) male and female science teachers (ii) above average experience and below average experience group of science teachers and (iii) above average age and below average age group of science teachers of Kendriya Vidyalayas in respect of their perceived techno-pedagogical competency.

Key-words: Techno-pedagogical Competency, Higher Secondary School Science Teachers

Introduction

Techno-pedagogical competency of science teacher determines how far he / she makes the use of technology effectively in teaching. The techno-pedagogical competency is the ability and the expertise of the teachers to make use of necessary technology effectively in teaching. If a teacher has this competency, it is possible for him/her to bring the entire world into the classroom. As the twenty first century approaches, the literate citizen is increasingly expected to use computer technology to access and manipulate information. Knowing how to manage electronic information from an ever-widening array of resources and in proliferating formats is essential. To be fully prepared to function productively in a technology -oriented society students must develop not only fundamental computer skills but also proficiency in using variety of technological tools to solve problems, make informed decisions, and generate new knowledge. The development of these skills, as in other basic areas of knowledge, is the responsibility of the schools and their instructional staffs specially teachers.

Sa'ari, Luan and Roslan (2005) conducted a survey to measure in-service teachers' view towards technology and teaching and their perceived competence towards Information Technology (IT). They found that majority of teachers have moderate level of IT competency. These competencies include basic computer operation skills (43.1%), word processing (48.1%), spreadsheet (51.9%) and telecommunication (48.1%) while in media communication, participants had low level of IT competence (57.5%). Findings also indicated that there was a small, positive correlation between in-service teachers' views toward technology and teaching and their perceived competence toward using computers. **Panda (2012) reported that** very low percentage of science teachers (19.5%) have high level of pedagogical competency in science. It is also reported that there lies significant difference in pedagogical competency of science teachers in

relation to their sex, age, qualification and teaching experience. Sathiyaraj and Rajasekar (2013) in their study reported that majority of higher secondary school teachers were having an average level of perceived techno-pedagogical competency and anxiety towards the use of instructional aids in teaching. It was also found that there is significant difference between (i) the male and female teachers in respect of their perceived techno-pedagogical competency, male teachers were found better than the female teachers (ii) the male and female teachers in respect of their anxiety towards the use of instructional aids in teaching, female teachers were found to be better than the male teachers (iii) the teachers working in rural and urban schools in respect of their perceived technopedagogical competency, teachers working in rural schools were found to be better than the teachers working in urban schools (iv) the teachers working in rural and urban schools in respect of their anxiety towards the use of instructional aids in teaching, teachers working in urban schools were found to be better than the teachers working in rural schools. The results of this study also revealed that there is a significant negative relationship between techno-pedagogical competency and anxiety towards the use of instructional aids in teaching. Cuhadar, Bulbul and Ilgaz (2013) conduted a study to find out the relationship between the individual innovativeness of pre-service teachers and their technopedagogical education competencies. The "Technopedagogical Education Competency Scale" developed by Kabakci Yurdakul, Odabasi, Kilicer, Çoklar, Birinci and Kurt (2012), and the "Individual Innovativeness" scale developed by Hurt, Joseph and Cook (1977) and adopted into Turkish culture by Kilicer and Odabasi (2010), were used as data gathering tool in this research. The results revealed that the level of technopedagogical education competencies of the pre-service teachers was found to be advanced and individual innovativeness of the pre-service teachers fell under the "early-majority" category. The findings of the research also showed a positive and moderate relationship between the individual innovativeness of pre-service teachers and their competency in techno-pedagogical education. Sathiyaraj and Rajasekar (2015) investigated the level of teachers' anxiety towards the use of instructional aids in teaching, level of teachers' attitude towards using new technology and the level of perceived techno-pedagogical competency of teachers. The findings showed that majority of the higher secondary school teachers were having (i) low level of anxiety towards the use of instructional aids in teaching (ii) favorable attitude towards using new technology and (iii) high level of perceived techno-pedagogical competency. It was also found that anxiety towards the use of instructional aids has made significant contribution towards the perceived techno-pedagogical competency of teachers. Sezer (2015) examined technopedagogical knowledge competencies of teachers in terms of branch and to attend in service training programs. Results of this study showed that the teachers have a high level of awareness regarding their technopedagogical knowledge competencies. It was also found that there is significant difference among teachers' technopedagogical knowledge competencies in relation to branch and to attend in service training programs. Argon, Ismetoglu and Yilmaz (2015) conducted a study to find out the branch teachers' competencies about technology integration and individual innovativeness. 460 branch teachers who work in Duzce served as the respondents. Technopedagogical Knowledge Competency Scale, developed by Kabakci Yurdakul (2012) and Individual Innovativeness Scale, adapted to Turkish by Kilicer and Odabasi (2010) were used as the main tools for data collection. The results revealed that teachers' techno-pedagogical education competencies and individual innovativeness levels are at medium-level. It was also found that gender makes significant difference on teachers' techno-pedagogical education competencies and there is a medium positive correlation between teachers' techno-pedagogical education competencies and individual innovativeness. Incik, and Akay (2017) measured the technopedagogical education competency and perception towards technology of pre-service teachers. Technopedagogical Education Competency Scale and Technology Perception Scale were used to collect the quantitative data and an open ended-question

form was used to collect the qualitative data. The important conclusion of this study were that (i) the pre-service teachers have moderate level of technopedagogical education competency and also have positive perception towards technology and (ii) there is a positive correlation between pre-service teachers' technopedagogical educational competency and perception towards technology.

As we know now days, 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. Science is an active, energetic, broad field of knowledge and experience that made people to acquire suitable skills and competencies to adopt the changing world and to change the world in a favorable direction. Not only the individual, but also the whole nation and human civilization have been taking advantages of science for personal and collective growth and development. With this respect the role of a science teachers in this society is crucial as they have the great responsibility to teach science in an effective way so that nation can get competent human power in the field of science and technology. To accomplish this challenging task, techno-pedagogical competency among school science teachers need to be improved in order to equip them to face the students who belong to the digital era and also to face the challenges in the modern classrooms. Technology can support teachers in numerous professional activities first and foremost in stimulating learning beyond the classroom.

The review of related literature helped the researcher to get an insight into the work already done on Techno-pedagogical Competency and also the gaps that remain. Today the technopedagogical competency is very much needed for teachers in teaching learning process, as it facilitates effective teaching and learning. Meaningful use of ICT in the classroom requires the teachers to integrate technological affordance with pedagogical approaches for the specific subject matter to be taught (Lee and Tsai ,2010). Results of various researches showed that majority of science teachers have low level (Panda ,2012) or average level (Sa'ari, Luan and Roslan ,2005) and (Sathiyaraj and Rajasekar ,2013) of techno-pedagogical competency. Review of related literature also showed that there lies significant difference in pedagogical competency of science teachers in relation to their gender, age, qualification and teaching experience (Panda, 2012). It was observed that there were very few studies in the area of Techno-pedagogical Competency. As far as studies based on perceived Techno-pedagogical competency with different demographic variables is concerned there is a dearth of studies worldwide.

Hence, the researcher found relevance in such a study focused on the level of perceived techno-pedagogical competency of higher secondary school science teachers of Kendriya Vidyalayas. An attempt has also been made to see whether there exists any effect of age, teaching experience and gender on perceived level of techno-pedagogical competency of higher secondary school science teachers of Kendriya Vidyalayas.

Objectives of the Study

This study was designed to realize the following objectives:

- (1) To study the level of perceived techno-pedagogical competency of higher secondary school science teachers of Kendriya Vidyalayas.
- (2) To study the effect of (i) gender (ii) teaching experience and (iii) age on perceived technopedagogical competency of higher secondary school science teachers of Kendriya Vidyalayas.

Hypotheses of the Study

 H_01 : There is no significant difference between perceived techno-pedagogical competency of male and female science teachers of Kendriya Vidyalayas at the 0.05 level of significance.

 H_02 : There is no significant difference between perceived techno-pedagogical competency of above average experience group and below average experience group of science teachers of Kendriya Vidyalayas at the 0.05 level of significance.

 H_03 : There is no significant difference between perceived techno-pedagogical competency of above average age group and below average age group of science teachers of Kendriya Vidyalayas at the 0.05 level of significance.

Design and Sample of the Study

The study was descriptive survey in nature. Purposive sampling was done to select the schools. The sample of the present study comprised of 51 higher secondary school science teachers i.e. 32 male science teachers and 19 female science teachers of 12 Kendriya Vidyalayas (Delhi region) situated in NCR. There were total 13 Kendriya Vidyalayas (Delhi region) situated in NCR. There were total 13 Kendriya Vidyalayas (Delhi region) situated in NCR but out of 13 Kendriya Vidyalayas, 01 Kendriya Vidyalaya (Kendriya Vidyalaya AFS Chandinagar) did not have science stream so it was excluded in the present study. There were total 59 science teachers in these 12 Kendriya Vidyalayas of NCR, but during data collection 08 science teachers were absent in the schools due to leave, transfer process or some other official work , so only 51 higher secondary school science teachers served as respondents. Detailed list of these 13 Kendriya Vidyalayas (Delhi region) situated in NCR have been presented below in Table 1.

S No.	Name of the School	Number of Science Teachers in School	Actual Number of Respondents
1.	Kendriya Vidyalaya Sec-24, Noida	08	06
2.	Kendriya Vidyalaya Bulandshahr	05	04
3.	Kendriya Vidyalaya Babugarh	03	01
4.	Kendriya Vidyalaya AFS, Chandinagar	00	00
5.	Kendriya Vidyalaya Dogra Lines, Meerut	05	05
6.	Kendriya Vidyalaya Sikh Lines, Meerut	05	04
7.	Kendriya Vidyalaya Punjab Lines, Meerut	05	05
8.	Kendriya Vidyalaya NTPC, Dadri	03	02
9.	Kendriya Vidyalaya Greater Noida	03	03
10.	Kendriya Vidyalaya No.1 AFS, Hindan, Ghaziabad	05	05
11.	Kendriya Vidyalaya No.2 AFS, Hindan, Ghaziabad	05	05
12.	Kendriya Vidyalaya Ordance Factory, Muradnagar, Ghaziabad	04	04
13.	Kendriya Vidyalaya Kamla Nehru Nagar, Ghaziabad	08	07
	Total	59	51

Table 1: List of Kendriya Vidyalayas (Delhi region) situated in NCR

The average age of the science teachers was 45 years and teaching experience was 17 years. In the present study the teachers were divided into two groups by median split (On the basis of their teaching experience) that are above average experience group (above 18 years) and below average experience group (18 and below 18 years) and similarly it was done in the case of their age that are above average age group (above 45 years) and below average age group (45 and below 45 years). Table 2 shows the division of the teachers into two groups by median split on the basis of their Teaching Experience and Age.

Base	Groups	Teachers	Total
Teaching Experience	Above Average Experience	26	
	Group		51
	Below Average Experience	25	
	Group		
Age	Above Average Age Group	23	
	Below Average Age Group	28	51

 Table 2: Division of the teachers into two Groups by Median Split

Tools Used in the Study

Teacher's Techno-pedagogical Competency Scale constructed by Dr. S. Rajasekar and K. Sathiyaraj (2013) was used as main data gathering tool in the present study.

Mode of data collection The researcher herself visited all the 12 Kendriya Vidyalayas (Delhi region) situated in NCR and administered Teacher's Techno-pedagogical competency scale to the higher secondary school science teachers.

Data Analysis and Interpretation

 Table 3: Level of Perceived Techno-pedagogical Competency of Higher Secondary School Science Teachers

Level	Range of Z-Score	Frequency	Percentage (%)
Extremely High	+2.01 and above	04	7.84
High	+1.26 to +2.00	18	35.29
Above Average	+0.51 to +1.25	13	25.49
Average	-0.50 to +0.50	13	25.49
Below Average	-0.51 to -1.25	03	5.89
Low	-126 to -2.00	00	00.00
Extremely Low	-2.01 and below	00	00.00
Total		51	100

Interpretation: The above table 3 clearly reveals that the majority of higher secondary school science teachers have high level of perceived techno-pedagogical competency. Out of entire sample (51) of the science teachers of Kendriya Vidyalayas 35.29% science teachers have high level perceived techno-pedagogical competency, 25.49% science teachers have above average level of perceived techno-pedagogical competency, 25.49% teachers have average level of perceived techno-pedagogical competency, 25.49% science teachers have average level of perceived techno-pedagogical competency, 25.49% science teachers have average level of perceived techno-pedagogical competency and remaining 5.89% science teachers have below average level of perceived techno-pedagogical competency (Figure 1). The result of this study is also supported by findings of other studies conducted by Sathiyaraj and Rajasekar (2015), Sezer (2015) but inconsistent with the previous researches conducted by Sa'ari, Luan and Roslan (2005), Panda (2012) and Sathiyaraj and Rajasekar (2013).



Figure1: Level of Perceived Techno-pedagogical Competency of Higher Secondary School Science Teachers

 Table 4: Mean ' S.D. and "t" values obtained on Techno-pedagogical Competency Scale (as Techno-pedagogical Competency Score) by Male and Female Science teachers

Group	Ν	SD	df	Mean	"t"	Significance Level
Male						
Science	32	25.85		128.25		
Teachers			49		0.02	0.05
Female		20.03		128.36		
Science	19					
Teachers						

Interpretation: It is apparent from the result in Table 4 that the mean scores of technopedagogical competency of male teachers is 128.25 and that of female science teachers is 128.36 with SD 25.85 and 20.03 respectively. The obtained't' value (0.02) is not significant at .05 level of significance. On the basis of this result we can say that there is no significant difference between the mean scores of techno-pedagogical competency of male and female science teachers. Thus the hypothesis H01 there is no significant difference between perceived techno-pedagogical competency of male and female science teachers of Kendriya Vidyalayas at the 0.05 level of significance is accepted. This result is inconsistent with the previous researches conducted by Panda (2012), Sathiyaraj and Rajasekar (2013) and Argon, Ismetoglu and Yilmaz (2015).

Table 5 : Mean , S.D. and "t" values obtained on Techno-pedagogical Competency Scale (asTechno-pedagogical Competency Score) by Above Average Experience group and Below AverageExperience Group of Science teachers

Ν	df	Mean	S.D. (combined)	"'t"	Significance Level
22		128 20			
23	49	128.30			
			133.12	0.0004	0.05
28		128.28			
	N 23 28	N df 23 49 28 49	N df Mean 23 49 128.30 28 128.28	NdfMeanS.D. (combined)23 49 128.30133.1228128.28128.28133.12	NdfMeanS.D. (combined)"t"23 49 128.30 49 0.000428128.28133.120.0004

Interpretation: It is clear from the Table 6 that the mean scores of techno-pedagogical competency of science teachers belonging to above average age group is 128.30 and that of the below average age group is 128.28 with SD 133.12. The obtained't' value (0.0004) is not significant at .05 level of significance. On the basis of this result we can say that there is no significant difference between the mean scores of techno-pedagogical competency of science teachers belonging to above average age group and below average age group. Thus the hypothesis H03 there is no significant difference between perceived techno-pedagogical competency of above average age group and below average age group of science teachers of Kendriya Vidyalayas at the 0.05 level of significance is accepted. This result is inconsistent with the previous research conducted by in Panda (2012).

Findings

(All hypotheses have been tested at the 0.05 level of significance)

Objective wise findings of the study are as follows:

Findings related to Objective 1

Out of entire sample (51) of the science teachers of Kendriya Vidyalayas 35.29% science
| 67

teachers were having high level perceived techno-pedagogical competency, 25.49% science teachers were having above average level of perceived techno-pedagogical competency, 25.49% teachers were having average level of perceived techno-pedagogical competency, 7.84% science teachers were having extremely high level of perceived techno-pedagogical competency and remaining 5.89% science teachers were having below average level of perceived techno-pedagogical competency and remaining 5.89% science teachers were having below average level of perceived techno-pedagogical competency.

Findings related to Objective 2

No Significant effect of (i) gender (ii) teaching experience and (iii) age was found on perceived techno-pedagogical competency of higher secondary school science teachers of Kendriya Vidyalayas leading to the inference that (i) male and female science teachers of Kendriya Vidyalayas do not differ significantly with respect to their perceived techno-pedagogical competency (ii) science teachers of Kendriya Vidyalayas having above average experience and below average experience do not differ significantly with respect to their perceived techno-pedagogical competency (iii) science teachers of Kendriya Vidyalayas having above average age and below average age do not differ significantly with respect to their perceived techno-pedagogical competency (iii) science teachers of Kendriya Vidyalayas having above average age and below average age do not differ significantly with respect to their perceived techno-pedagogical competency.

Discussion and Conclusion

On the basis of the above findings of this study the following conclusions have been drawn -

- 1. Higher secondary school science teachers differ in their level of perceived techno- pedagogical competency and majority of higher secondary school science teachers of Kendriya Vidyalayas were having high level of perceived techno-pedagogical competency
- 2. (i) Age (ii) Teaching Experience and (iii) Gender do not affect the perceived technopedagogical competency of higher secondary school science teachers of Kendriya Vidyalayas.

The results of the present study indicate that the majority of higher secondary school science teachers' perceived level of techno-pedagogical competency was found to be high. Panda (2012), Sa'ari, Luan and Roslan (2005) and Sathiyaraj and Rajasekar (2013) have reported results inconsistent with the results of this study. Panda (2012) reported that majority of science teachers have low level of techno-pedagogical competency, while Sa'ari, Luan and Roslan (2005) and Sathiyaraj and Rajasekar (2013) reported that teachers have average level of techno-pedagogical competency. The results of the present study also indicate that gender, age and teaching experience did not show any significant difference in the science teachers' perceived techno-pedagogical competency. Panda (2012), Sathiyaraj and Rajasekar (2013) and Argon, Ismetoglu and Yilmaz (2015) have reported results inconsistent with the results of this study.

Results of various researches showed that majority of science teachers have low level (Panda ,2012) or average level (Sa'ari, Luan and Roslan ,2005) and (Sathiyaraj and Rajasekar ,2013) of techno-pedagogical competency. In such situations Pre-service teacher education programme, which is foundation stone for any teaching profession (primary level, upper primary level or senior secondary level) can give better support to our future science education system. Pre-service teacher education can help us for developing technology skilled science teachers who can teach science effectively in classrooms. Panda (2014) conducted an action research to solve the problem of low pedagogical competency of science teachers. In this concern simulation classes were implemented. Results showed that there was a significant difference between the scores of pedagogical competencies of science teachers before simulation and after simulation.

Delimitations of the Study

According to the nature of the problem and the research design along with the constraints of time and resources, the present study has been delimited in the following ways:

- 1. The study was delimited to Kendriya Vidyalayas (Delhi region) situated in NCR only.
- 2. The study was confined to higher secondary school science teachers of Kendriya Vidyalayas only.
- 3. The present study was delimited to the study of only one dependent variables i.e. perceived technopedagogical competency.

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Applied Behavioral Analysis: Overview of scientific support towards impact on individuals with special needs

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Abstract

This is a review based on meta-analysis to create a readable synthesis of the best resources available in the literature about research studies of Applied Behavior Analysis (ABA) directed towards persons with special needs. References from the last 10 years were obtained from the sources including general bibliographic databases of Medline Plus, ERIC, Cochrane Library, Web of Research Gate, online Library of British Council, Wiley Online Library and Lilacs databases; aiming at ABA research studies for development of adaptive behaviors and management of undesirable behaviors. Papers published in peer-reviewed journals were selected. Exclusion criteria were language, theme and repeated papers. This selection resulted in articles for detailed analysis. Information regarding author, journal and date; title; theme and approach; inclusion and exclusion criteria and conclusion was considered. The paper refers to intervention processes, literature reviews to the intervention programs, outcomes and results of impact and efficacy of ABA methodology.

Keywords: Applied Behavior Analysis (ABA), Adaptive behavior, Maladaptive behavior, Individuals with special needs

Introduction

Behavior analysis is the systematic study of variables that influence the behavior of an organism (Sulzer-Azaroff & Mayer, 1991). When an analysis of behavior is conducted in real-world settings rather than a laboratory and is applied to socially important questions (typically with humans), it is called an Applied Behavior Analysis (ABA; Baer, Wolf, & Risley, 1968).

ABA-based interventions can be defined as 'those in which the principles of learning theory are applied in a systematic and measurable manner to increase, reduce, maintain and/or generalise target behaviours'. Procedures derived from the discipline of ABA have been implemented to assess and manage a broad range of behaviors with individuals diagnosed with special needs.

In 1957, B.F. Skinner extended the concept of operant conditioning and rewarding positive behaviors to verbal behaviors; that meant that behavior is under the control of consequences mediated by other people (Ryan, Hughes, Antonis, Katsiyannis, McDaniel, Sprinkle, 2014). His research is what initiated ABA to be used in an educational way (Ryan et al 2014).

ABA based interventions range from highly structured programs that are conducted in a 1:1 setting to more naturalistic inclusion programs that include neurotypical children as models. ABA brings improvements and change in socially relevant behaviors within the context of the individual's social environment (Dillenburger, Keenan, 2009). Because ABA is very data driven, it is able to achieve measurable changes in relevant target behaviors that last across time and environments (Dillenburger et al. 2009).

Although ABA-based teaching methods have been shown to be highly effective in teaching children with autism, ABA is not a procedure restricted to the training and management of autism but rather a discipline that is based in operant psychology and rooted in the use of scientific principles to study behavior. The aim of this systematic literature review is to understand the

scientific support towards ABA's impact on individuals with special needs.

With inclusion movement, rising numbers of children with special needs are being enrolled in mainstream schools; and since ABA is considered as one of the best practice, the review of its available research is very critical for the concern for inclusion.

Thus, the prime objective of this study is to critically appraise the available research evidence relating to the effectiveness of interventions grounded in the principles of ABA for development of adaptive behaviours and management of maladaptive behaviours in individuals with special needs.

Material and Methods

The studies selected to this review were amalgamated on a spread-sheet to record the information regarding author, journal and date; title; theme and approach; inclusion and exclusion criteria when possible, findings and conclusions of the study.

It is noted that the science of behavior analysis has been applied successfully in a large variety of fields like health behaviors, behavioral safety, classroom management, organizational management etc; across all age-ranges; however, the study relevant to the existing evidence-based interventions for children with special needs, were only considered for this review.

Results

ABA-based procedures have been implemented across a variety of settings including hospitals, schools, and homes. 61% studies (14 of 23) were conducted in field settings and the remaining were conducted in laboratory settings. It must be noted, that in the studies that were conducted in laboratory setting; it was located within the field-setting where the participant resided or attended the day program; however, the experimental session was conducted in a separate room/ space.

Additionally, ABA-based procedures have been studied to establish and increase adaptive behaviors as alternatives to problem behaviors like communication, daily living skills, and academic skills. 87% of the empirical studies (20 of 23 articles) reported behavior improvement or increase as the targeted or reported outcome measure. The remaining articles reported behavior reduction as the outcome measure.

Adaptive Behavior interventions through ABA-based procedures reported it to be effective for improving language, cognitive abilities, adaptive behavior, play skills and social skills.

ABA-based interventions for addressing maladaptive behaviors in studies reported reducing anxiety and aggression, self-injurious behaviors, ritualistic behaviors, temper tantrums, eating disorders and behaviors harmful to others.

ABA-based procedures have also been used with individuals with a variety of diagnoses including, Schizophrenia, Intellectual Disability/Mental Retardation, Autism, Attention Deficit Hyperactivity Disorder, and Down Syndrome. In 85% of the articles verbal participants were part of the study; out of which only 25% were classified as developmental disabilities research studies. Non-verbal participants in remaining 15% of the articles published; were all classified as developmental disabilities research studies.

Only 26% studies (06 of 23) included follow-up data and information about program continuation. Which means only few authors reported any actions taken to ensure that the intervention was implemented and continued as described; thus, interpretation of their results may be questionable and the replication of intervention and results may be difficult, if not impossible.

Discussion

Over the past 20 years ABA has gained momentum and an extensive body of literature has been documented for its successful use for management of maladaptive behavior and training of adaptive skills for individuals with intellectual disabilities (ID), autism, and other conditions. The literature consists of numerous controlled studies employing single-case experimental designs, consecutive controlled case-series studies, controlled group studies, and some randomized controlled trials.

Over past many years different ABA based interventions have been promoted for bringing about signi cant improvements for training and management of children with specific disabilities. Some of these prevailing methods of management include: Pivotal Response Training, TEACHH method, Floor Time, Movement Therapies, Music Therapy, Pet Therapy, Son-Rise programme etc. However, few of such interventions are backed-up by results of controlled studies of any kind; because of which their effectiveness results are generally doubtful.

In India, there is yet no formal ABA training curriculum or course offered by the Rehabilitation Council of India (RCI), Government of India. There are only limited segments of curriculum in preservice teacher education programmes of RCI for training on ASD; that have a few hours of study of ABA in the curriculum.

In planning and implementing professional development activities, for the quality and content of continuous professional development; the RCI runs CRE (Continuing Rehabilitation Education) programs and refresher courses. ABA has been recommended as a training area under the same, however, due to the lack of master trainers not many refresher courses or CRE are being held on the topic.

Also, only few private clinics exclusively practice ABA for individuals with ASD; and some selected special schools and rehabilitation clinics in the sector of civil society organization use ABA along with other teaching strategies. Moreover, ABA is seen to be primarily restricted to urban and metro cities and with few specialized private and civil society organizations alone.

Unfortunately, ABA is yet to be an integral part of the mainstream intervention service delivery system in a formal manner, be it inclusive, special or clinical settings. Although in certain models, though it is claimed to be using ABA for intervention in practice; it is not in structured and documented manner. Thereby making it difficult to compartmentalize ABA services in India.

Challenges

Particularly in Indian context, the lack of formal training on ABA, dearth of master trainers, certification programs, variety of service delivery models, very high teacher-student ratio, available infrastructure, level of awareness about the strategy, parental support and acceptance etc; all pose a significant challenge in not just using the methodology optimally but also studying its impact or effectiveness on training of adaptive skills or management of maladaptive behaviors.

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A Study of the Effect of Emotional Intelligence on Academic Achievement of Secondary Students

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Abstract

In the present study, the effect of emotional Intelligence on the academic achievement of secondary students has been examined. Emotional Intelligence was used as a independent variable .The dependent variable comprised of gender and academic achievement.For the purpose of the study descriptive survey method was used. The sample consisted of 40 boys & 40 girls(80) adolescents students studying in schools of Uddham singh nagar .Emotional Intelligence scale by Dr. Arun kumar singh and Dr. Shruti Naraian was used for the collection of data. The obtained data was tabulated by using Mean, S.D and T test .After statistical analysis it was found that Emotional intelligence in adolescents boys is higher than girls and academic achievement in adolescent girls is higher than boys.

Key Words: Emotional Intelligence, Academic Achievement, Secondary school students.

Introduction

It is believed that educating the heart is as important as educating the mind. We are living in the age of Globalization where our traditional ways of living are in transitional phase. Due to privatization, urbanization and liberalization, the youth is in a dilemma where they find themselves unfit and unequipped. A rapid change in family life, pressures of peers and society, today's life style and academic challenges etc are the factors where there is an increase in competition and stress. The youth is not able to cope up with the negative emotions which have become a stigma of their life.

The current system of education in India as well in globe is putting the future of children in a race where everyone would be searching for a short cut for success in their lives. But then we would be in the struggle of dissemination of sweetness and light to develop his personality with an apt balance of emotional intelligence and competence. The student plays no active role in the attainment of knowledge. His entire education is passive and mechanical. Things are loaded on his mind which he cannot digest; he only crams and therefore they never become his own, which at the end puts him in the struggle for his academic achievement.

In the present competitive environment where students are expected to perform multi roles with efficiency and effectiveness, it is highly needed to develop their right attitude and emotional intelligence towards the unseen complexities of life and quality education. As emotional intelligence is a subset of social intelligence with the ability to understand and monitor one's own feelings and others too which allows a student to mine the required data for his academic achievement which is an outcome of education and the extent at which the educational goal has been achieved.

To bring the pupils in certainty of successful academic achievement it is highly important to develop their personality with emotional intelligence including stress handling instinct. It would not only make them competent but also able to analyze the reasons of failure. Being intelligent is usually

associated with being high on academic and intellectual abilities and being emotionally intelligent is not only an issue of upbringing. Crow & Crow (1969) defined academic achievement as "the extent to which a learner is profiting from instructions in a given area of learning i.e achievement is reflected by the extent to which skill or knowlwdge has been imparted to him ."

Present education world is making all efforts to provide quality education for the students in today's school. For that we can teach and improve some crucial emotional competencies among children such as emotional intelligence, intelligence quotient which describes the ability of one to use emotions effectively and productively.

In the words of Daniel Goleman, "Most of the problem in our life, whether childhood problems, adolescent problems, home and family problems, work situation problems or political, regional or international problems are the result of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, group of individuals, society and the nations."

Payne (1986) wrote in his abstract that the mass suppression of emotions throughout the civilized world has stifled our growth emotionally.

Emotional intelligence has four branches:

- (a) Perceiving emotions
- (b) Reasoning with emotions
- (c) Understanding emotions
- (d) Managing emotions

"The success of a person depends upon the art of managing emotions which includes practical skills and ability to handle people."



Need And Significance of The Study

Emotional intelligence, like general intelligence, is a product of one's heredity and interaction with environmental forces. A person's general intelligence measured as IQ, is the greatest predictor of success in any walk of life either academic, social, vocational or professional. Consequently, IQ scores are often used for selection, classification and promotion of individuals in various

programmes, courses and job placements etc. Parker (2003) found emotional intelligence to be significant predictors of academic success.

The importance of EI is that it helps a person to cope with the environment. A person needs emotional intelligence because of the simple fact that he must be able to understand and relate with every part of his being in order to utilize it properly.

However, researchers and experiments conducted in the 90's onwards have tried to challenge the over dominance of intelligence and its measure IQ, by adding the concept of emotional intelligence and its measure EQ. This has revealed that a person's emotional intelligence measured through his EQ may be the greater predictor of success than his or her IQ. Knowing about one's emotional intelligence in terms of an emotional quotient has wide educational and social implications for the welfare of an individual and the society. This fact has now been recognized and given practical shape and implication all around the globe. The importance and significance of emotional intelligence was achieved by famous American psychologist Dr. Daniel Goleman, through his best selling books like Emotional Intelligence- why it can matter more than IQ (1995) and working with emotional intelligence (1998).

In this research paper the researcher is studying the effects of Emotional Intelligence on the Academic Achievement of Secondary school students. School is important for forming a child's early years. Now, though, scientists have found that when it comes to schooling, personality is more important than intelligence in school success. In order to understand what plays a role in school success, the researchers conducted the largest ever reviews of personality and academic performance. They based these reviews on the fundamental personality factors, which include conscientiousness, openness, agreeableness and emotional stability (emotional intelligence) and extra version.

In essence, the importance of emotional intelligence on academic achievement has been found to be very significant. Nevertheless, and in spite of the studies reviewed, there is still a need to further investigate the relationship of emotional intelligence to academic achievement most especially in country like India, where most researchers are yet to show interest in the construct. In this present study, the researcher is trying to find that factors of Emotional Intelligence have the largest influence on academic success.

It is therefore, imperative in the present study to investigate the relationship among Emotional Intelligence and Academic Achievement of students in Secondary schools. This becomes pertinent in view of the fact that more needs to be really achieved in this area in India. This can help parents, teachers, administrators and counselors to raise the level of emotional intelligence and academic achievement among children. This study will be beneficial to psychologists, educationists and researchers too.

Review of Related literature

Daniel Goleman (1995) suggested tat up to 80 percent of a person's success in life is determined by his /her emotional quotient. Salovey, Bedell, @ Mayer (1999) found that individuals were scored higher in the ability to perceive accurately, and respond flexibly to changes in their social environments and build supportive social networks. Katyal S. & Awasthi E. found in their study that girls had higher emotional intelligence than boys. Preeti Bhadouria (2013) found that academic achievement without emotional intelligence, does not indicate future success and absence of emotional intelligence to build relations at working place as well as in schools. Maqbool &Ahmad

(2014) found that there was no significant difference between in terms of self awareness, empathy , emotional stability in comparison boys and girls differed significantly on self motivation ,integrity, self development value of emotional intelligence. Male and female secondary school students differed significantly on academic achievement. Pandey & Tripathi (2004) suggested that it becomes necessary to impart training in the area of Emtional intelligence and rational emotive therapy because Emotional Intelligence and the tought process were linked closely . Tought Processes in turn were fundamentally connected with academic and non academic performance. Tiwari & Srivastav (2004) concluded that the type and quality of home as well as school environment was found related to the development of Emotional Intelligence . Parents & teachers should not only encourage the childs cognitive ability but also arrange the environment to make them emotionally competent.

Objectives of the Study

- (i) To study the effect of Emotional Intelligence on student's Academic Achievement.
- (ii) To find out the Emotional Intelligence among Secondary students.
- (iii) To find out the Academic Achievement of Secondary students.
- (iv) To study the effect of Emotional Intelligence on the Secondary boys' Academic Achievement.
- (v) To study the effect of Emotional Intelligence on the Secondary girls' Academic Achievement.

Hypotheses of the Study

- (i) There is no significant difference between the Emotional Intelligence of boys and girls of Secondary level.
- (ii) There is no significant difference between the Academic Achievement of boys and girls of Secondary level.
- (iii) There is no significant difference between the Academic Achievement of higher Emotionally Intelligent boys and girls.
- (iv) There is no significant difference between the Academic Achievement of lower Emotionally Intelligent boys and girls.

Methodology:

Research Method:

In the present study Descriptive Survey Method was used.

Population:

In this study, the adolescent boys and girls students studying in different private schools of Bazpur were the population on whom the study was conducted.

Sample

This study is conducted in urban area of Bazpur, U.S.Nagar, District of Uttarakhand.

The sample for the study has been defined as the adolescent boys and girls studying in class eleventh of the private schools of Bazpur. A total of 80 students were selected by applying random sampling technique.

Tool used:

Emotional Intelligence scale by Dr. Arun Kumar Singh and Dr. Shruti Narain has been used.

Statistical Technique used :

Mean, standard deviation ,and t test were applied.

Analysis and Interpretation of Data

Table 1.1 : Comparison between level of emotional Intelligence of adolescents boys and girls.

Category	Number of Students	Mean (EI)	Standard Deviation	T-value	Level Significance
Boys	40	23.13	3.90	0.017	Insignificant
Girls	40	22.88	3.62		

According to table 1.1, there is difference in the mean values of levels of Emotional Intelligence in adolescent boys and girls. The mean value of Emotional Intelligence in adolescent boys is 23.13 and the mean value of Emotional Intelligence in adolescent girls is 22.88. Hence, there is significant difference of the effect of Emotional Intelligence on the academic achievement of adolescent boys and girls. This analysis indicates that the Emotional Intelligence in adolescent boys is higher than girls.

Our hypothesis that there is no significant difference between the Emotional Intelligence of boys and girls of Secondary level is rejected because both boys and girls are not treated equally in the family. Boys are given preference as compared to girls in most of the cases. Besides, it is also true that biologically girls try to hide their emotions and feelings. As time passes, they feel frustrated due to this and show low emotional intelligence.

Ta	ble - 1.2	Comj	parison	between	aca	demic ach	ievement of	f ad	olescents	s boys a	and girls	
- F												

Category	Number of Students	Mean (AA)	Standard Deviation	T-value	Level of Significance	
Boys	40	6.15	1.14	0.23	Insignificant	
Girls	40	6.54	1.21	0.23	insignificant	

According to table 1.2, it is evident that there is difference in the mean values of Academic Achievement in adolescent boys and girls. The mean value of Academic acievement in adolescent boys and girls is 6.15 and 6.54 respectively. Hence, there is significant difference in the academic achievement of adolescent boys and girls. This indicates that the academic achievement in adolescent girls is higher than boys. Our hypothesis that there is no significant difference between the academic achievement of boys and girls of Secondary level is rejected.

Category (Higher EI)	No. of Students	Mean (AA in CGPA)	Standard Deviation	T-value	Level of Significance
Boys	8	6.08	1.05	1 9	Insignificant
Girls	8	6.67	1.68	1.9	Insignment

 Table
 1.3 Comparison between academic achievement of higher emotionally intelligent adolescent boys and girls.

According to table 1.3 it is evident that there is difference in the mean values of Academic Achievement of higher emotionally intelligent adolescent boys and girls. The mean value of AA in this category of adolescent boys and girls is 6.08 and 6.67 respectively. Hence, there is significant difference in the academic achievement of adolescent boys and girls. This indicates that the academic achievement in adolescent girls is higher than boys. The hypothesis that there is no significant difference between the Academic Achievement of higher Emotionally Intelligent boys and girls is rejected.

 Table 1.4 Comparison between academic achievement of lower emotionally intelligent adolescent boys and girls

Category (Lower EI)	No. of Students	Mean (AA in CGPA)	Standard Deviation	T-value	Level of Significance
Boys	9	5.93	0.95	0.28	Insignificant
Girls	10	6.4	1.24	0.20	morginneant

According to table 1.4, it is evident that there is difference in the mean values of Academic Achievement of lower emotionally intelligent adolescent boys and girls. The mean value of AA in adolescent boys and girls is 5.93 and 6.4 respectively. Hence, in this category there is significant difference in the academic achievement of adolescent boys and girls. This indicates that the academic achievement in lower EI adolescent girls is higher than boys. Our hypothesis that there is no significant difference between the Academic Achievement of lower Emotionally Intelligent boys and girls is rejected.

Major findings of the study

The present study explored the effect of Emotional Intelligence on the Academic Achievement of adolescent boys and girls. It was found that the level of Emotional Intelligence is higher among girls as compared to boys. The development of adolescent Emotional Intelligence is often considered to be the result of a set of family and personal factors. It has been seen that children with difficult temperaments and early behavioral problems are at greater risk. Later emotional insecurity, fear of failure or rejection, poor parenting and adjustment problems are mainly responsible for that. Therefore, parents have to play an important role in their social and emotional development. If it is not done the success of the child would be at stake.

In the present study, the researcher found that there is no significant difference in the Emotional Intelligence and low /high Academic Achievement of boys and girls. This is because in the present scenario, modernization is taking place leading to gender equality. Hence, the difference

in the relation of Emotional Intelligence to Academic Achievement in both boys and girls is insignificant.

- 1. The above mentioned findings of the study will be helpful to the educationists, educational planners, policy makers, teachers and parents to make strategy to overcome the emotional problems of boys and girls. In addition to this, the other fact revealed that if Emotional Intelligence is enhanced among adolescent boys and girls, their Academic Achievement will improve. There is significant difference between the Emotional Intelligence of boys and girls of Secondary level. Boys' Emotional Intelligence is higher than that of girls'.
- 2. There is significant difference between the Academic Achievement of boys and girls of Secondary level. It shows that the Academic Achievement of girls is higher than that of boys.
- 3. There is significant difference between the Academic Achievement of higher Emotionally Intelligent boys and girls. Higher Emotionally Intelligent boys have indicated lower Academic Achievement as compared to girls' in the same category.
- 4. There is significant difference between the Academic Achievement of lower Emotionally Intelligent boys and girls. Lower Emotionally Intelligent girls have shown higher Academic Achievement as compared to boys' in the same category.

Conclusion

In the modern world ,education is getting widened and there is a cut throat completion among students to excel. In the age of rapid expansion of education and unhealthy competitions among the learners, the systematic studying of emotional; intelligence becomes relevant and necessary as well students find it difficult to organize their emotions in order to face various situations in school life. Emotional intelligence has now become the point of general interest for public , practitioners and researchers in the school, colleges and universities. It is believed that emotional and social competences are as important as traditional dimensions of intellectual ability and personality. A person's emotional intelligence helps much in all spheres of life through various components. Emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings.

In view of the above, studies have been conducted to determine the extent of relationship between emotional intelligence and other factors of secondary scool students, so that efforts can be made to develop a strategic plan for recommending to the school to improve the emotional intelligence of children and hence, helping the adolescents to make this period a more adjusting and enjoyable time leading to success in adolescents life.

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GROWTH AND EXPANSION OF SECONDARY EDUCATION IN DARJEELING

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ABSTRACT

Education has often been referred to as a preparation for life. It is a process which undoubtedly builds up the character and personality of a person. Since it has a dualistic aim of developing the potentialities of a person and also helping in the progress of the society, it can rightly be said that education is an inevitable element for nation building. Education seeks to make the life of an individual productive. In this context, secondary education has a crucial role to play in the realisation of the dualistic aim of education. Secondary education is an important link in the hierarchy of the education system. This is because without the proper development of secondary education the success and growth of universalising elementary education would be of no use. Also for the students to make proper use of the facilities available in the higher education level, successful completion of secondary education is essential. Therefore, this paper is an attempt to discuss the process of growth and expansion of the system of secondary education in the district of Darjeeling.

Keywords: Darjeeling, Education, Growth and Expansion of Secondary Education, Secondary Education.

Introduction

The system of education in a country determines its future as well as the pace of its growth and development. The various stages of education are interrelated and interdependent. The combined developments of all the stages of education contribute towards nation building activities. Therefore, it is crucial to give importance to each stage of education and analyse its problems independently because problems in one stage will definitely show its effects in the other stages of education and curb the prospects of development of the education system of the nation. Secondary education is an important stage of education of an individual's life as it has a great role to play in the development of the personality of the individual. Likewise, it also prepares the children for the employment sector, thereby, determining the future of the nation. However, as compared to other stages of education. In spite of its prominent role in the development of the individual and the nation, secondary education has not received much attention from the various stakeholders of education has not received much emphasis of researchers also as compared to the primary and higher levels of education.

Darjeeling apart from its picturesque beauty has also gained popularity due to the educational institutions situated in the region. The district of Darjeeling is the northern most district of the State of West Bengal. It is a small hill station lying on the foot hills of the Himalayas. Darjeeling is a major tourist destination and over the years it has come to be known as the "Queen of the Hills". The town is situated at an altitude of 2134m above the sea level. The district comprises of both hills and plains subdivisions. The Literacy Rate of the district as per the 2011 census is - 79.56%. Male Literacy rate is 85.61%. Female Literacy rate is 73.33%. Rural Literacy rate is 74.27% and Urban Literacy rate is 87.48%.

Objectives of the study

- 1. To trace the beginning of educational activities in the Darjeeling hills.
- 2. To study the change in the structural pattern and growth of secondary schools in the Darjeeling hills after independence.
- 3. qTo find out the present scenario of secondary education in Darjeeling with respect to the growth in the number of institutions.

Methodology

The descriptive survey method has been used to conduct the present study.

Sources of Data

This study has been conducted using the secondary sources of data which include the Reports of various Commissions and Committees, District Census Handbooks of the Government of West Bengal, District Statistical Handbooks of Darjeeling, West Bengal Human Development Report, District Gazetteers, Books and Journals.

Major Findings and Discussion

The findings of this study have been stated and discussed below.

> Beginning of Educational activities in Darjeeling

Educational initiatives in the hills of Darjeeling were at the very beginning started by the European and the Christian Missionaries. The schools established during those times were exclusively meant for the European children. Also, the type of education provided was meant to benefit the children of the Europeans. However, after a couple of years, these schools started admitting the local people as well and with the efforts of some missionaries there were schools meant for the local people of Darjeeling as well.

The secondary schools during that period were known as Middle English Schools. At the very beginning in order to provide secondary education to the people there were just two secondary schools – one in Darjeeling and the other in Kalimpong. In the pre-independence period, during 1943 - 44 there were 9 Middle English schools for the boys and 4 Middle English Schools for the girls in the hills. However, during the later years i.e., from 1946 - 52 the number of Middle Schools were on the rise. The following table shows the gradual rise in the number of institutions from 1943 – 52.

YEAR	NUMBER OF SCHOOLS
1943 - 44	13
1946 - 47	19
1951 - 52	32

Change in the structural pattern and growth of secondary schools in the Darjeeling hills after independence

After India became free from the British rule there was felt a vital necessity to reorganise and also to change the whole structure of the secondary education. In order to cater to this need various

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Commissions and Committees were set up in order to look into the various issues and aspects relating to the development of secondary education. Hence, the Central Advisory Board of Education (CABE) in 1948 appointed a Committee on Secondary Education, under the Chairmanship of Dr. Tara Chand. Some of the important recommendations of the Committee were regarding the admission to degree courses, the number of years specified for the Junior Basic stage, Senior Basic and Secondary stage, medium of instruction and multilateral secondary schools.

In this regard the Secondary Education Commission (1952 - 53), under the Chairmanship of Dr. A. Lakshmanswami Mudaliar was also formed. This Commission recommended a new organisational pattern for secondary education after the 4 or 5 years of Primary or Junior Basic education. Some of the important recommendations were as follows:

- The duration of secondary education should be 7 years. It should cover the age of group of11-17.
- Under the new organizational structure secondary education should commence after 4 or 5 years of primary or junior basic education.
- The middle or senior basic or lower secondary stage should cover a period of 3 years.
- The commission recommended that technical schools should be started in large number and central technical institutes should be established in large cities.
- Multi-purpose schools should be established, which would provide terminal courses in technology, commerce, agriculture, fine arts and home sciences. The object of these institutions was to direct students into different walks of life at the end of the secondary course and this will reduce the pressure upon university entrance.

As per the various recommendations of the Commissions and Committees, after the primary level of education the Government of West Bengal incorporated the Junior High or the Senior Basic stage of three years. Therefore the proposed new structure would be based upon either of the following types:

- A fully integrated secondary school with eleven classes from I to IX.
- A High School of six classes from VI to XI.
- An integrated junior high or senior basic from I to VIII.
- A high school of three classes (IX XI) with diversified courses.

The formation of the Board of Secondary Education in 1951 was a significant step taken by the government for the development of education. The Board had basically two major functions: to regulate, conduct and develop secondary education of the state and to conduct the School Final Examination.

In the years that followed a gradual increase in the number of institutions providing secondary education in the hills was noticed. During 1955 - 56, there were 33 Junior High Schools in the region. In the following years, 1957 - 58 these schools were 32 in number and during 1963 - 65 there were 31 schools. However, during 1960 - 61 and 1965 - 66 there was a decrease in the number of Junior High Schools, due to the up gradation of the Junior High Schools to High or Higher Secondary schools. During 1977, the total number of Junior High Schools in Darjeeling was 24.

On analysing the growth of secondary schools in Darjeeling the development from 1951 to 1961 was laudable. In 1951 -52 there were 19 High Schools. However after a decade in 1961 the number of schools became 31.In spite of such growth in the number of institutions, the overall growth of secondary education even after three decades of independence did not seem to be satisfactory.

From 1974 the structural pattern of education in West Bengal also underwent changes, in keeping the structural reforms recommended by the Kothari Commission. Post independence with major reforms recommended by the Commissions and Committees, education in West Bengal was taking many developmental turns, as a lot of schemes and programmes for the development of secondary education had been implemented by the Government.

The Government of West Bengal brought forward and implemented well formulated programmes for the growth and development of secondary education, for the period 1977 - 82. This new programme sought to establish and even give recognition to 100 High and 100 Junior High schools in the districts of West Bengal. These programmes were implemented in the hills as well and as a result, 7 old schools were upgraded to 4 - class Junior High and 9 new schools were recognised. In this process, many old schools were upgraded to $X - \text{class high schools and many were also recognised by the Government. Thus, there was a visible difference in the growth of secondary education institutions in the hills.$

During the period 1980 - 85 the Government sought to attain universalisation of elementary education. This scheme would provide recognition and up gradation of the Junior High Schools. Therefore, under this programme, during 1980 - 85, in the Darjeeling Hills 16 Junior High Schools and 6 schools were established. By the end of 1985, the number of 4 - class Junior High School became 39 in number. Junior High classes were also being provided in the High and Higher Secondary Schools as well.In 1985 there were 92 secondary schools in the hills of Darjeeling. Therefore, in just a few years there was a remarkable growth of secondary schools in the district of Darjeeling.

Present scenario of secondary education in Darjeeling

Secondary education institutions in the Darjeeling hills have shown a marked rise regarding the number of institutions during the recent years. As per the District Statistical Handbook (2004), there has been a rising trend in the growth of secondary education, in terms of the number of institutions, enrolment and the number of teachers available.

The following table shows the number of schools providing secondary education according to the Census Report of 2011 and the District Statistical Handbook of BAES & Economic Review 2011 -12:

Type of Schools	Number of Schools
Middle Schools	126
Secondary and Senior Secondary Schools	85
under Anglo Indian and CBSE Schools management	82

Table No. 2: Showing the number of institutions providing secondary education in Darjeeling

Conclusion

Therefore, it can be seen that secondary education in the district of Darjeeling was started mainly by the Missionaries and later on new initiatives were taken up by the Government as well. Since then the development and growth of secondary education has been gradual. On analysing the growth and expansion of secondary education, a sharp growth in the number of institutions providing secondary education has been noticed. Although, the condition of secondary education in the Hills did not improve consistently during the 1980s, however, the period following that showed much progress in this level of education. With the various reforms and several schemes initiated and incorporated by the Government, secondary education in the hills has established itself as a unit in itself.

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भारत में उच्च शिक्षा के सन्दर्भ में महिला विश्वविद्यालयों की प्रासंगिकता एवं आवश्यकता

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Abstract

Education is the base for progress of a society and a nation on which golden future of a country depends. To increase the growth rate of a country it is very important to provide the education to all the classes of society. In the past, in our country low attention was given to the women education but in the present time the condition of women education is transformed and is forwarded on the path of progress but still in the context of higher education participations of girls is not satisfied. Education, especially higher education is like a insurance of economic empowerment which directly or indirectly strengthen the independence and social level of women. In present time, in many countries the relevance of women's college and universities decreases due to fashion of co education but in India due to some reasons women don't get chance to study in co-ed universities for higher education. In these situations, existence of institutes of women education is necessary. Participation and enrollment of women in higher education increases because of women universities. To keep it mind, this study focuses on need and relevance of women universities in higher education in India.

Keywords: Higher Education, Women Education, Women University.

प्रस्तावना–

प्रसिद्ध दार्शनिक व शिक्षाशास्त्री सुकरात ने शिक्षा को इस प्रकार परिभाशित किया है – ''शिक्षा का अर्थ है प्रत्येक मनुष्य के मस्तिष्क में अदृश्य रूप से विद्यमान संसार के सर्वमान्य विचारों को प्रकाश में लाना''। परन्तु शिक्षा का यह अर्थ तभी सार्थक कहा जा सकता है जब समाज में पुरूष व महिलायें दोनों ही पक्ष इसमें समान रूप से भाग लें। शिक्षा महिलाओं को ज्ञान ग्रहण करने योग्य बनाने के साथ–2 उन्हें आर्थिक सक्षमता, समाज में मान–सम्मान व आन्तरिक रूप से मजबूत बनाने का कार्य भी करती है। भारत में उच्च शिक्षा में छात्राओं की भूमिका संकुचित रही है। सामाजिक व कई अन्य कारणों से छात्रायें सहशैक्षिक कॉलेजों व विश्वविद्यालयों में प्रवेश नहीं ले पाती हैं। ऐसी स्थिति में महिला विश्वविद्यालय उनकी शिक्षा में एक अहम भूमिका निभाते हैं।

भारत में उच्च शिक्षा :--

प्रायः माना जाता है कि महाविद्यालयों या विश्वविद्यालयों द्वारा दी गयी शिक्षा उच्च शिक्षा है, लेकिन वास्तव में उच्च शैक्षिक संस्थानों में कला, संगीत, चिकित्सा व विधि के क्षेत्र में व्यावसायिक विद्यालय भी सम्मिलित हैं। इसमें अन्य संस्थान जैसे– शिक्षक प्रशिक्षण विद्यालय और तकनीकी संस्थान भी सम्मिलित हैं।

प्रोफेसर अर्नेस्ट बारकर (Ernest Barker) ने एक विश्वविद्यालय को इस प्रकार परिभाषित किया है, –''एक संगठित और डिग्री देने वाली संस्था जो अधिगम की उच्च शाखाओं के अध्ययन और उन्नति के लिए अभिप्रेत, अपनी प्रकृति में स्वशासित और अपने क्षेत्र में कम या ज्यादा सीमा तक राष्ट्रीय है।''

भारत में उच्च शिक्षा की जड़ें भारत के शुरूआती समय से हैं। वैदिक काल में उच्च शिक्षा की व्यवस्था गुरूकुलों तथा आश्रमों में होती थी। बौद्धकाल में संभावित रूप से पाँचवीं या छठी शताब्दी से तक्षशिला, उच्च शिक्षा का सबसे पहला केन्द्र था। विश्वविद्यालय में कई मठ शामिल थे यहाँ धार्मिक निर्देश व्यक्तिगत आधार पर प्रदान किये जाते थे। नालन्दा विश्वविद्यालय की स्थापना पाँचवीं शताब्दी में वर्तमान बिहार राज्य में हुई थी और 1197 तक विद्यमान रहा। यह शिक्षा केन्द्र यद्यपि बौद्ध शिक्षा के लिए समर्पित था लेकिन यहाँ विद्यार्थियों को

ललित कला, चिकित्सा, गणित, खगोल विज्ञान और युद्ध की कला में भी प्रशिक्षित किया जाता था। इसके अतिरिक्त इस काल में पुष्पगिरि, विक्रमशिला, बल्लभी आदि प्रसिद्ध विश्वविद्यालयों की स्थापना हुई। मुगलकाल में शासकों द्वारा इन विख्यात विश्वविद्यालयों को नष्ट करने का कार्य किया गया परिणामस्वरूप बौद्ध शिक्षा केन्द्र भयवश बन्द हो गये। इसके बाद इस्लामिक उच्च शिक्षा केन्द्र, मदरसों का निर्माण हुआ। इनमें हिन्दू छात्र बहुत कम प्रवेश लेते थे। अतः उच्च शिक्षा का विकास क्षीण हो गया।

मुगल साम्राज्य के पतन के बाद भारत में ब्रिटिश राज्य की स्थापना के साथ पश्चिमी शिक्षा का प्रसार हुआ। ईस्ट इण्डिया कम्पनी के शासन में सर्वप्रथम वॉरेन हैस्टिंग्स ने 1781 में 'कलकत्ता मदरसा' की स्थापना की। इसमें 7 वर्षीय उच्च शिक्षा की व्यवस्था की गयी। 1791 में बनारस राज्य में तत्कालीन रेजीडेन्ट जानेथन डंकन ने बनारस में 'बनारस संस्कृत कालेज' की स्थापना की। 1800 में भारत के तत्कालीन गवर्नर जनरल लॉर्ड वैलेजली ने कलकत्ता में यूरोपीय शिक्षा पद्धति पर आधारित फोर्ट विलियम कालेज की स्थापना की। 1813 के आज्ञा पत्र के बाद मिशनरियों द्वारा 1817 में बंगाल के सीरामपुर में 'सीरामपुर कालेज' की स्थापना की गयी। 1817 में ही राजा राममोहनराय ने कलकत्ता में 'हिन्दू कालेज' की स्थापना की। 1821 में बम्बई के गवर्नर एलफिन्सटन ने पूना में 'पूना संस्कृत कालेज' की स्थापना की।

वर्श 1818 में सीरामपुर कालेज की स्थापना हुई जिसे 1829 में भारत के पहले विश्वविद्यालय होने का दर्जा प्राप्त हुआ। 1847 में दूसरे विश्वविद्यालय, रूड़की विश्वविद्यालय जिसे अब आई0आई0टी0 रूड़की के नाम से जाना जाता है कि स्थापना हुई। वर्ष 1857 स्वतत्रंता पूर्व के युग में भारत में उच्च शिक्षा के क्षेत्र में सबसे प्रचलित वर्ष है, इसी वर्ष वुड घोषणा पत्र की सिफारिशों के बाद देश में लन्दन विश्वविद्यालय के आदर्श पर कलकत्ता, बम्बई व मद्रास में विश्वविद्यालयों की स्थापना हुई।

इसी समय भारतवासियों द्वारा भी अनेक राष्ट्रीय कालेजों का शिलान्यास हुआ जिनमें 1880 में बाल गंगाधर तिलक ने पूना में 'फॉरग्यूसन कालेज', 1886 में आर्य समाज ने लाहौर में 'दयानन्द एंग्लो वैदिल कालेज' व 1898 में श्रीमती एनी बेसेन्ट ने बनारस में 'सेन्ट्रल हिन्दू कालेज' की स्थापना की।

उच्च शिक्षा के प्रसार के क्रम में 1882 व 1887 में क्रमशः पंजाब विश्वविद्यालय एवं इलाहाबाद विश्वविद्यालय की स्थापना हुई। 1913 में ब्रिटिश सरकार ने शिक्षा सम्बन्धी नया प्रस्ताव पारित किया जिसमें प्रत्येक प्रान्त में कम से कम एक विश्वविद्यालय स्थापित करने का निर्णय लिया गया। इसके परिणामस्वरूप 1916 में बनारस हिन्दू विश्वविद्यालय, 1916 में ही मैसूर विश्वविद्यालय का 1917 में पटना विश्वविद्यालय की स्थापना हुई। 1916 में पूना में महर्षि कर्वे के प्रयासों के फलस्वरूप एस0एन0डी0टी0 महिला विश्वविद्यालय का शिलान्यास हुआ।

1917 में कलकत्ता विश्वविद्यालय आयोग की स्थापना हुई। इस आयोग ने नये विश्वविद्यालयों की स्थापना और उन्हें स्वायत्तता प्रदान करने पर बल दिया। इसी बीच 1918 में हैदराबाद में उस्मानिया विश्वविद्यालय, 1920 में अलीगढ़ मुस्लिम विश्वविद्यालय व 1920 में ही लखनऊ विश्वविद्यालय तथा 1921 में ढाका विश्वविद्यालय की स्थापना हुई। 1921 में भारत में द्वैध शासन लागू हुआ और 1937 तक लागू रहा। इस काल में 5 नये विश्वविद्यालय खोले गये। 1922 में दिल्ली विश्वविद्यालय, 1923 में नागपुर विश्वविद्यालय, 1926 में आन्ध्र विश्वविद्यालय, 1927 में आगरा विश्वविद्यालय व 1929 में अन्नामलाई विश्वविद्यालय। 1929 से 1937 के मध्य लगातार सात वर्शों तक विश्वविद्यालयों की स्थापना का कम क्षीण रहा । वर्श 1937 मे त्रावणकोर विश्वविद्यालय अस्तित्व में आया। इसके बाद स्वतन्त्रता से पूर्व 1946 मे सागर विश्वविद्यालय तथा 1947 में सिन्ध व राजपूताना विश्वविद्यालय का उदय हुआ ।

1947 में स्वतन्त्रता प्राप्ति के समय भारत में केवल 19 विश्वविद्यालय और 636 कॅालेज थे। 1994 में लगभग 220 विश्वविद्यालय और विश्वविद्यालय स्तर के संस्थान थे तथा 300000 शिक्षकों और लगभग 5000000 विद्यार्थियों के साथ 7500 कॅालेज थे। तत्पश्चात् भारत में विश्वविद्यालयों और कॅालेजों की संख्या में निरन्तर वृद्धि हो रही है। ऑल इण्डिया सर्वे ऑन हायर एजुकेशन (एन0आई0एस0एच0ई0) की रिपोर्ट के अनुसार वर्ष 2015–16 में देश में कुल 799 विश्वविद्यालय व 39071 कॅालेज हैं। सर्वे के वेब पोर्टल पर 799 विश्वविद्यालय व 39071 कॉलेज सूचीबद्ध हैं और इनमें से 754 विश्वविद्यालय व 33903 कॅालेजों ने सर्वेक्षण के दौरान प्रतिक्रिया दी ।

स्वतन्त्रता के बाद से अब तक के विश्वविद्यालयों व कॅालेजों की संख्या निम्न तालिका में दर्शायी गयी है– तालिका 1. भारत में विश्वविद्यालयों और कॅालेजों की संख्या

वर्ष	विश्वविद्यालय	कॅालेज
1950—51	27	578
1960—61	45	1819
1970—71	82	3277
1980—81	110	6963
1990—91	184	5748
2000—01	254	10152
2005—06	350	16982
2010—11	621	32974
2011—12	642	34852
2012—13	667	35525
2013—14	723	36634
2014—15	760	38498
2015—16	799	39071

स्रोत : एजुकेशनल स्टेटिस्टिक्स ऐट ए ग्लान्स 2015–16

आल इण्डिया सर्वे ऑन हायर एजुकेशन2016–17 महिलाओं की उच्च शिक्षा :--

हिला शिक्षा की जडें ब्रिटिश शासन में है। 1859 में ईस्ट इण्डिया कम्पनी ने महिला शिक्षा और रोजगार को स्वीकृत दी लेकिन स्वतन्त्रता से पूर्व महिलाओं की शिक्षा मुख्य रूप से विद्यालयी अवस्था तक सीमित थी और उच्च शिक्षा तक उनकी पहुँच सांमित थी। 1883 में कलकत्ता विश्वविद्यालय से देश में प्रथम बार दो महिलाओं ने एक भारतीय विश्वविद्यालय से स्नातक की डिग्री प्राप्त की थी। महिलाओं की उच्च शिक्षा के इतिहास में 1916 में बम्बई में एस.एन. डी.टी. महिला विश्वविद्यालय की स्थापना एक ऐतिहासिक घटना है। उसके बाद 1921 से महिलाओं की सामाजिक स्थिति में अधोगामी प्रवृत्ति दिखने लगी थी। 1937 के दौरान लडकियों की उच्च शिक्षा अधिक विकसित हुई। विभिन्न राज्यों में कई शिक्षा आयोग और समितियों की नियुक्ति हुई। स्वतन्त्रता के बाद भारत सरकार द्वारा डा० राधाकृष्णन की अध्यक्षता में विश्वविद्यालय शिक्षा आयोग (1948–49) की नियुक्ति हुई और उसने महिलाओं की उच्च शिक्षा के सामान्य उद्देश्य विकसित किए

- व्यक्तिगत और सामाजिक जीवन के प्रति सही अभिवृत्ति सृजित करना। 1.
- जीवन के विविध पहलुओं के लिए उपयोगी ज्ञान प्रदान करना। 2.

- 3. जीवन के लिए व्यावहारिक प्रशिक्षण देना।
- 4. अच्छी व्यक्तिगत आदतों का विकास करना।
- 5. सामाजिक जागरूकता और समानता के लिए सेवा की भावना पैदा करना।
- 6. भविष्य के लिए कैरियर बनाना।

लड़कियों की उच्च शिक्षा में तीव्रता के लिए कोठारी कमीशन ने टिप्पणी की" जैसा कि वर्तमान में कला, मानविकी, विज्ञान और प्रौद्योगिकी के पाठ्यक्रम में मुफ्त पहुँच प्राप्त होनी चाहिए अपनी पंसद को प्रतिबन्धित करने या उन्हे विशेष पाठ्यक्रम लेने के लिए मजबूर करना गलत होगा। चिकित्सा या तकनीकी जैसे व्यवसायों में या कालेजों या विश्वविद्यालय स्तर पर शिक्षण या शोध के कैरियर को आगे बढाने की महत्वाकांक्षा वाली लड़कियों को ऐसा करने के लिए सभी अवसरों और प्रोत्साहनों को देना चाहिए।" आयोग ने महसूस किया कि लड़कियों के लिए रोजगार के विशिष्ट अवसरों के साथ उच्च शिक्षा को जोड़ने की विशेष आवश्यकता है। आयोग ने यह भी सिफारिश की कि लड़कियों की शिक्षा के लिए विश्वविद्यालयों को अनुसन्धान इकाइयों को स्थापित करना चाहिए। इन्हें लड़कियों को शिक्षित करने के लिए अनुवर्ती अध्ययन करने चाहिए, लड़कियों के लिए उपलब्ध रोजगार के अवसरों के विचार से लड़कियों की उच्च शिक्षा पर विचार करना चाहिए।

विश्वविद्यालय अनुदान आयोग, 1986 से महिला अध्ययन कार्यक्रम को बढ़ावा देने और अनुसंधान परियोजनायें शुरू करने, पाठ्यक्रम के विकास, प्रशिक्षण और विस्तार के लिए महिलाओं के अध्ययन के लिए केन्द्रों/सेलों की स्थापना के लिए विश्वविद्यालयों की सहायता कर रहा है। विश्वविद्यालय प्रणाली के भीतर महिला अध्ययन को शामिल करने के उद्देश्य शैक्षिक और सामाजिक दोनों ही हैं।

राष्ट्रीय शिक्षा नीति ने महिलाओं की उच्च शिक्षा के लिए निम्न सिफरिशें दी –

- 1. उच्च शिक्षा के लिए अधिक कॉलेज और विश्वविद्यालय खोले जाने चाहिए।
- कमजोर वर्गों की लड़कियों की उच्च शिक्षा के लिए ग्रामीण क्षेत्रों से लड़कियों को सक्षम बनाने के लिए छात्रवृत्ति, निःशुल्कता जैसे प्रोत्साहन दिये जाने चाहिए।
- 3. लड़कियों को व्यावसायिक पाठ्यक्रमों में प्रवेश के लिए प्रोत्साहन दिया जाना चाहिए।
- 4. विभिन्न प्रकार के शैक्षणिक व व्यावसासिक सुविधाओं के लाभ लेने के लिए आस—पास के क्षेत्रों में लड़कियों और महिलाओं को सक्रिय करने के लिए विश्वविद्यालयों के गर्ल्स विग्स में बड़े पैमाने पर विस्तारण कार्यक्रम चलाए जा सकते हैं।
- 5. उच्च शिक्षा में ग्रामीण लड़कियों के प्रतिनिधित्व को बढ़ाने के लिए

वर्ष

नामांकन दर (% में)

10.00
16.00
20.00
26.7
33.3
39.4
38.3

2011-12	44.58
2012-13	44.89
2013—14	45.90
2014—15	45.95
2015—16	46.2
2016—17	46.8

स्रोत : आल इण्डिया सर्वे ऑन हायर एजुकेशन 2015–16, 2016–17, सेलेक्टेड एजुकेशनल स्टेटिस्टिक्स 2005–06

भारत में महिला विश्वविद्यालय :--

ए०आई०एस०एच०ई०, २०१६–१७ की रिपोर्ट के अनुसार भारत में कुल १५ विशिष्ट महिला विश्वविद्यालय हैं। राजस्थान में ४, तमिलनाडु में २ तथा आंध्र प्रदेश, असम, दिल्ली, हरियाणा, कर्नाटक, महाराष्ट्र,,उड़ीसा, उत्तराखण्ड व पश्चिम बंगाल प्रत्येक राज्य में एक–एक विश्वविद्यालय (ए०आई०एस०एच०ई०, २०१५–१६)।

उपरोक्त विश्वविद्यालयों का विवरण निम्न प्रकार से है-

श्रीमती नाथीबाई दामोदर ठाकर से महिला विश्वविद्यालय :—एस०एन०डी०टी० महिला विश्वविद्यालय भारत में साथ ही साथ दक्षिण—पूर्व एशिया में पहला महिला विश्वविद्यालय है। इसकी स्थापना 1916 में महर्षि डॉ० डी०के० कर्वे ने पूना महाराष्ट्र में महिलाओं की शिक्षा के एक महान उद्देश्य से की थी। 1921 में इस विश्वविद्यालय से पहली पाँच महिलाओं ने स्नातक किया।

वनस्थली विद्यापीठ :—1935 में पंडित हीरालाल शास्त्री जी द्वारा राजस्थान राज्य के टोंक जिले में स्थित गाँव वनस्थली (बनथली) में वनस्थली विद्यापीठ की स्थापना की। 1983 में इस संस्थान को एक विश्वविद्यालय का दर्जा प्राप्त हुआ। यह एक आवासीय विश्वविद्यालय है जो लड़कियों को पूर्व प्राथमिक स्तर से लेकर डॉक्टोरल स्तर तक की शिक्षा उपलब्ध कर रहा है।

श्री पद्मावती महिला विश्वविद्यालय :—श्री पद्मावती महिला विश्वविद्यालय की स्थापना 1983 में आंध्रप्रदेश के तत्कालीन मुख्यमंत्री श्री एन0टी0 रामाराव ने महिला छात्रों को देश के बेहतर निर्माता के रूप में प्रशिक्षित करने और जीवन के सभी पहलुओं में नेतृत्व के कौशल को प्रोत्साहित करने की तीव्र इच्छा के साथ की।

मदर टेरेसा महिला विश्वविद्यालय :---यह विश्वविद्यालय तमिलनाडु के कोडेकनाल में स्थित है। 1984 में इसकी स्थापना हुई इस विश्वविद्यालय का उद्देश्य सभी समुदायों की महिला छात्रों के लिए अपनी सेवा का विस्तार करना है।

अविनाशलिंगम विश्वविद्यालय :--अविनाशलिंगम विश्वविद्यालय भारत के तमिलनाडु राज्य के कोयम्बट्टू में स्थित एक मानद महिला विश्वविद्यालय है। यह 1957 में टी0एस0 अविनाशलिंगम चेटियार द्वारा स्थापित अविनाशलिंगम शिक्षा ट्रस्ट द्वारा महिलाओं के लिए 'अविनाशलिंगम गृहविज्ञान' के रूप में शुरू किया गया जो 1988 में विश्वविद्यालय में विकसित हुआ। वर्तमान में यह गृहविज्ञान की शिक्षा देने के लिए देश की सबसे बड़ी संस्था है।

मोदी विश्वविद्यालय :—मोदी विश्वविद्यालय भारत के राजस्थान राज्य के लक्ष्मणगढ़ में स्थित एक निजी महिला विश्वविद्यालय है। इसकी स्थापना 1998 में श्री आर0पी0 मोदी, एक उद्योगपति व लोकोपकारी, द्वारा की गयी थी।

कर्नाटक राज्य महिला विश्वविद्यालय :—2003 में विजयपुर शहर में स्थापित कर्नाटक राज्य महिला विश्वविद्यालय, कर्नाटक में एकमात्र महिला विश्वविद्यालय है जो विशेष रूप से महिलाओं की शिक्षा के लिए समर्पित है।

डायमंड हर्बर महिला विश्वविद्यालय :– यह विश्वविद्यालय 2003 में अस्तित्व में आया। यह पश्चिम बंगाल में स्थित है और इस क्षेत्र की महिला छात्रों की दीर्घकालिक आवश्यकताओं और आत्मनिर्भरता की खोज में अधिक से अधिक अवसर के लिए इसकी परिकल्पना की गयी है।

भगतफूल सिंह महिला विश्वविद्यालय :-- भगतफूल सिंह जी द्वारा 1936 में हरियाणा के खानपुर कला में लड़कियों के लिए एक गुरूकुल की स्थापना की गयी। हरियाणा के माननीय मुख्यमंत्री श्री भूपेन्द्र सिंह हुड्डा के नेतृत्व में राज्य सरकार ने अगस्त 2006 में संज्ञान लेकर पूर्ववर्ती गुरूकुल को विशेष रूप से महिलाओं के लिए एक विश्वविद्यालय के रूप में विकसित किया।

ज्योति विद्यापीठ महिला विश्वविद्यालय :--

इसकी स्थापना 2008 में राजस्थान राज्य में हुई। यह राज्य विश्वविद्यालय है जिसमें रहने और अध्ययन करने के लिए उत्तम और सुरक्षित वातावरण है उत्तम शैक्षिक वातावरण के साथ यह विश्वविद्यालय व्यक्तिगत और व्यावसायिक विकास के लिए एक आदर्श आधार प्रदान करता है।

महात्मा ज्योतिराव फूले विश्वविद्यालय :—1993 में महिला शिक्षा प्रदान करने के मिशन के साथ महात्मा ज्योतिराव फूले ने जयपुर, राजस्थान में एक शैक्षिक संस्थान खोला। 2009 में यह विश्वविद्यालय बना। यह एक निजी विश्वविद्यालय है जो महिला शिक्षा और सशक्तिकरण के सिद्धान्त पर काम कर रहा है।

इंदिरा गाँधी दिल्ली टेकनोलॉजिकल विश्वविद्यालय :– दिल्ली में पूर्व में स्थापित इंदिरा गाँधी तकनीकी संस्थान को मई 2013 में महिलाओं के लिए इंदिरा गाँधी दिल्ली टेक्नोलॉजिकल विश्वविद्यालय में पदोन्नत कर दिया गया। यह एक गैर सम्बद्ध शिक्षण और अनुसंधान विश्वविद्यालय है जो महिलाओं के मध्य व्यावसायिक शिक्षा के उभरते क्षेत्रों में गहन कार्य, नवप्रवर्तन, तकनीकी, शोध व अध्ययन को बढ़ावा देता है।

असम महिला विश्वविद्यालय :-- इस विश्वविद्यालय की स्थापना 2013 में एक राज्य विश्वविद्यालय के रूप में हुई। इस विश्वविद्यालय का लक्ष्य असम की महिलाओं के ज्ञान को बढावा देने के लिए उच्च शिक्षा तक पहुँच प्रदान करने के लिए एक स्तर का मंच प्रदान करना है।

रमादेवी महिला विश्वविद्यालय :- 1964 में उड़ीसा राज्य के भुवनेश्वर में सरकारी महिला महाविद्यालय की स्थापना हुई। उड़ीसा के मुख्यमंत्री ने 3 दिसम्बर 2015 को एक समारोह में माँ रमादेवी के जन्मदिवस के साथ विश्वविद्यालय का औपचारिक रूप से उद्घाटन किया जिसके बाद विश्वविद्यालय को यह नाम दिया गया।

भारत में महिला कॉलेजो व विश्वविद्यालयों की प्रासंगिकता – महिला कॉलेज और विश्वविद्यालय, उच्च शिक्षा की एक महत्वपूर्ण विशेषता है। पश्चिम देशों में यद्यपि विशिष्ट महिला कॉलेजों व विश्वविद्यालयों की अवधारणा प्रचलन में नहीं है फिर भी कुछ देशों में महिला शिक्षा से सम्बन्धित कई विशिष्ट संस्थायें हैं।

सहशिक्षात्मक विश्वविद्यालयों के प्रचलन में होने के बावजूद भारत जैसे देश में वर्तमान में महिला कॉलेजों / विश्वविद्यालयों की क्या प्रांसगिकता है, इसके कुछ निम्नलिखित कारण हो सकते हैं –

 महिला शिक्षा व सशक्तिकरण को बढ़ावा – अतीत में, हमारे देश में महिलाओं की शिक्षा उपेक्षित रही है, विशेष रूप से उच्च शिक्षा के क्षेत्र में महिलाओं के लिए विशेश शिक्षा संस्थायें होने से महिला शिक्षा को बढ़ावा मिलता है । उच्च शिक्षा में महिलाओं की सहभागिता बढ़ाने व उन्हें सशक्त करने में इन संस्थाओं की विशेष भूमिका है।

- 2. सामाजिक कारण भारत में अभी भी अधिकांश माता–पिता पारम्परिक विचारों के हैं और अपनी बेटियों को सहशिक्षात्मक संस्थाओं में अध्ययन की अनुमति नहीं देते हैं। वे सहशैक्षिक संस्थाओं में उनकी सुरक्षा के बारे में चिन्तित रहते हैं परन्तु महिला कालेज / विश्वविद्यालय में उच्च शिक्षा प्राप्त कराने हेतु सहजता से तैयार हो जाते हैं। यदि विशिष्ट शैक्षिक महिला संस्थायें नहीं होगीं तो ऐसे अभिभावक अपनी बेटियों को उच्च शिक्षा के जिए नहीं भेजेंगें, ऐसी स्थिति में वे शिक्षा से वंचित रहेंगी और उच्च शिक्षा में महिलाओं का नामांकन व प्रगति कम हो जाऐगी।
- 3. अनुकूल वैचारिक वातावरण महिला कॉलेज / विश्वविद्यालय का वैचारिक वातावरण महिलाओं के लिए, सहशैक्षिक संस्थाओं की तुलना में अधिक अनुकूल होता है। इस वातावरण में अन्तर्मुखी छात्रायें भी आत्मविश्वास के साथ हर गतिविधि में भाग ले सकती हैं। यौन शिक्षा, परिवारिक जीवन, गृहप्रबन्धन आदि विषयों के बारे में छात्रायें सहशैक्षिक संस्थाओं की अपेक्षा महिला शैक्षिक संस्थाओं में अधिक अनुकूलता के साथ जानकारी प्राप्त कर सकती हैं।
- 4. समायोजन सम्बन्धी पक्ष ग्रामीण व रूढ़िवादी पारम्परिक पृष्ठभूमि की छात्रायें जो उच्च शिक्षा प्राप्त करना चाहती हैं उनके लिए सहशैक्षिक कॉलेज / विश्वविद्यालय की अपेक्षा महिला कॉलेज / विश्वविद्यालय में समायोजन सरल हो जाता है। वे विशिष्ट महिला शिक्षा संस्था के सुरक्षित वातावरण में अध्ययन करने के लिए सहज अनुभव करती हैं और आसानी से संस्था में समायोजित हो जाती हैं।
- 5. अन्य कारण :--
 - कुछ पाठ्यक्रम महिलाओं की रूचि से विशेष रूप से सम्बन्धित होते हैं जिनकी एक सहशैक्षिक कॉलेज / विश्वविद्यालय में प्रायः उपेक्षा की जाती है। महिला कॉलेजों / विश्वविद्यालयों में यदि यह पाठ्यक्रम पूर्णरूपेण नहीं प्रारम्भ होते हैं तो अंशकालीन पाठ्यक्रम के रूप में भी यह महिला छात्रों को लाभान्वित करते हैं।
 - महिला शिक्षा संस्थाओं में छात्रायें यौन शोषण और छेड़–छाड़ से सुरक्षित रहती हैं।
 - महिला शिक्षा संस्थाओं से उच्च शिक्षा में शिक्षा के समान अवसरों में वृद्धि होगी और महिलाओं की उच्च शिक्षा तक पहुँच बढ़ेगी।
 - 4. कभी–कभी धार्मिक कारणों से भी छात्राओं को उच्च शिक्षा प्राप्त करने के लिए महिला शिक्षा संस्थानों में प्रवेश लेने के लिए बाध्य होना पड़ता है। ऐसी स्थिति में यदि महिला कॉलेज / विश्वविद्यालय नहीं होंगे तो शिक्षा प्राप्त करने की इच्छा रखने वाली छात्रायें शिक्षा के अधिकार से वंचित रह जायेंगी।

निष्कर्षः

वर्तमान समय में आधुनिकता के वातावरण में निःसन्देह महिला छात्रायें सहशैक्षिक कॉलेजों / विश्वविद्यालयों में प्रवेश ले रही हैं परन्तु कतिपय कारणों से कुछ महिलाओं के लिए महिला कॉलेज / विश्वविद्यालय उच्च शिक्षा प्रदान करने के लिए अधिक उपयुक्त हैं। महिला कॉलेज उच्च शिक्षा में महिलाओं की सहभागिता बढ़ाने में महत्वपूर्ण भूमिका निभा रहें हैं और महिला सशक्तिकरण व महिला शिक्षा को बढ़ावा देने में सहयोग कर रहे हैं। अतः भारत जैसे विकास की ओर अग्रसरित देश में महिला विश्वविद्यालय की आवश्यकता व प्रासंगिकता से इनकार नहीं किया जा सकता है।

सन्दर्भ ग्रन्थ सूची :--

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किशोरों में बढ़ते हुए आपराधिक प्रवृत्ति का विश्लेषणात्मक अध्ययन (सम्बन्धित साहित्य सर्वेक्षण पर आधारित)

शिव प्रसाद, शोध छात्र, शिक्षा संकाय, (क0) बी०एच०यू०, वाराणसी प्रोफेसर संजय सोनकर, शिक्षा संकाय, (क0) बी०एच०यू०, वाराणसी

Abstract

The study has focused on increasing Juvenile delinquents tendency on the basis of several revieus of related literatures to Juvenile delinquency. Researcher found that there are many reson of Juvemile delinquency, such as : Family factors, Step Parents, Partiality, Faulty Discipline, Poverty, Misbehaviours with children, Residencial circumstances, bad neighbourhood, Physical and Mental factors, unhealthy entertainment, the effect of schooling sibling and peers etc. In order to eredicate the juvenile delinquency, the gat and social thinkess have adopted various means, but even after that the rate of juvenile is increasing day by day, the reason behind it is that the people working in this field have adopted a narrow-minded ideology towards their duty and they just do it as a formality. If the family, the people of society and the Govt. fulfill their response bilities and duties honestly, then the rate of jevenile delinquency can be minimized.

Key word : Juvenile delinquency, criminal tendency.

प्रत्येक समाज में हर समय कुछ ऐसे किशोर मौजूद रहते हैं जो समाज द्वारा स्वीकृत नियमों और आदर्शों के विपरीत व्यवहार करते हैं। ऐसे विचलित व्यवहारों का पूर्णतया उन्मूलन करना एक कल्पना मात्र है। इतना अवश्य है कि इसकी मात्रा किसी समाज में कम और किसी समाज में ज्यादा हो सकती है, क्योंकि प्रत्येक बालक में नटखटपन होता है, किन्तू जब यह नटखटपन समाज की मान्यताओं को भंग करने लगता है तो वह बाल अपराध के नाम से जाना जाता है। यहाँ यह भी ध्यान देने योग्य तथ्य है कि समाज के विकास और उसकी जटिलता में वद्धि होने के साथ-साथ अपराध की दर भी बढी है। यह बात अमेरिका और अन्य देशों के उदाहरणों से प्रमाणित हो जाता है। जहाँ एक ओर अमेरिका की गणना विश्व के सर्वाधिक विकसित देशों में की जाती है, वही दूसरी ओर दुनियाँ में सबसे अधिक अपराध भी उसी देश में होते हैं। जहाँ तक बाल अपराध का प्रश्न है तो कहा जा सकता है कि किसी निश्चित आयू–सीमा के नीचे के बालकों द्वारा किया गया समाज–विरोधी व्यवहार बाल अपराध कहलाता है। बालकों द्वारा किये गये ऐसे व्यवहार या तो कानून द्वारा निषिद्ध होते हैं या कानूनी रूप से ऐसे व्यवहारों को अपचारी व्यवहारों के रूप में परिभाषित किया गया होता है। सन 1986 के बाल न्याय अधिनियम के अनुसार बाल अपराधियों के लिए अधिकतम आयू लड़कों के लिए 16 वर्ष और लडकियों के लिए 18 वर्श निर्धारित किया गया है, लेकिन इस अधिनियम के पहले विभिन्न राज्यों में यह आयु सीमा भिन्न–भिन्न थी। उत्तर प्रदेश, गुजरात, राजस्थान, केरल, असम, कर्नाटक, महाराष्ट्र, मध्य प्रदेश, पंजाब राज्यों में आयू सीमा 16 वर्ष थी, जबकि बिहार और बंगाल में 18 वर्ष मानी गयी थी। साधारणतः यह माना गया है कि 7 वर्ष से 16 वर्ष तक के लडके एवं 7 वर्ष से 18 वर्ष की लडकियों द्वारा किया गया समाज व कानून विरोधी कार्य बाल अपराध के अन्तर्गत आता है। इस बाल अपराधी प्रवृत्ति के अन्तर्गत भगोड़ापन, आवारागर्दी, अनैतिकता, चोरी, तोड–फोड, अनाधिकार प्रवेश और अनियन्त्रण आदि अपचारी व्यवहार आते हैं।

सिरिलबर्ट, (1925) के अनुसार जब किसी बच्चे द्वारा किया जाने वाला सामाजिक व्यवहार इतना गम्भीर हो जाता है कि राज्य द्वारा उसे दण्डित करना आवश्यक हो जाय, तब ऐसे व्यवहार को बाल अपराध और ऐसे बच्चों को बाल अपराधी कहेंगे।

हाँ यह बात ध्यान देने योग्य है कि बाल अपराध में व्यवहार तत्व महत्त्वपूर्ण स्थान रखता है, क्योंकि न्यायपालिका और प्रशासक अपराधी व्यवहार के आधार पर ही दण्ड का निर्धारण करते हैं। भारत की राजधानी दिल्ली में दिसम्बर 2012 में हुए निर्भया काण्ड के बाद देश में आपराधिक मामलों में नाबालिकों की आयु को लेकर खासा विवाद उत्पन्न हुआ क्योंकि उसमें एक किशोर भी शामिल था। पूरे भारत में इस सन्दर्भ में नाबालिक आयु 18 से घटाकर 14 वर्श करने की पुरजोर मांग हुयी थी, जिससे जघन्य अपराधों में संलिप्त नाबालिकों पर भी वयस्क कानून के अन्तर्गत सजा हो सके। लम्बे धरने और प्रदर्शन के बाद 'किशोर न्याय बिल' अन्ततः संशोधित करके 15 जनवरी 2016 से नया किशोर न्याय बिल 2015 लागू कर दिया गया, जिसमें नाबालिक आयु (बाल–अपराध के मामले में) 16 वर्ष मानी गयी है। इस बिल के संसद में पारित हो जाने से अब 16 वर्ष से अधिक उम्र वर्ग के बाल अपराधियों को भी कठोर सजा हो सकेगी और ऐसे मामले बाल न्यायालय में न चलाकार सामान्य अदालत में भारतीय दण्ड संहिता की धाराओं के तहत मकदमा चलेगा।

बाल अपराध की समस्या कोई पृथक् समस्या नहीं है, वरन् यह सामाजिक परिवर्तन और समाज में असामन्जस्य का ही परिणाम है। पश्चिमी देशों में औद्योगीकरण के प्रभाव से सामाजिक संरचना एवं सामाजिक मुल्यों में परिवर्तन आ रहे हैं। परिणामस्वरूप इन देशों में बाल–अपराध की गम्भीर समस्या उत्पन्न हुई है। अंर्थात् औद्योगिक समाज बाल अपराध में वृद्धि का एक कारक रहा है। जहाँ तक भारतीय समाज का प्रश्न है, इस समाज में अधिकांशतः ग्रामीण विशेषताएं व्याप्त हैं, और इसे अपनी परम्पराओं से घनिष्ठ लगाव है, अतः यहाँ बाल अपराध की समस्या उतनी गम्भीर नहीं थी जितनी की पश्चिमी देशों में। किन्तू हाल के कुछ वर्षों में भारतीय समाज में शहरों के विकास, औद्योगीकरण एवं ग्रामीण जनता का शहरों की ओर पलायन तथा संयुक्त परिवार के विघटन आदि कारकों की वजह से बाल अपराध की दर तीव्र गति से बढी है। कुछ समय पूर्व तक परिवार द्वारा सामाजिक और आर्थिक सहायता के अतिरिक्त जो मानवीय सुरक्षा मिलती थी अब वह कम होती जा रही है, आर्थिक अभाव के कारण बच्चों की उचित देख–रेख नहीं हो पाती, परिणामस्वरूप उचित समाजीकरण के अभाव में बच्चा समाज विरोधी अथवा मनमाना व्यवहार करने लगता है। बच्चे कोमल पौधे की तरह होते हैं जिनका सफलता–पूर्वक फलना–फुलना परिवार के पालन–पोषण पर निर्भर करता है। एक परिवार में बालक के यथार्थ गुणों, विचारों, मुल्यों, और अभिवृत्तियों का ही निर्माण नहीं होता बल्कि उसके अन्दर असुरक्षा, तनाव और संवेगात्मक विद्रोह का भी निर्माण हो जाता है, ये दोनों कारक परिवार के पालन–पोषण पर निर्भेर करते हैं। सामान्यतः जिस परिवार में बालक की बुनियादी आवश्यकताओं की पूर्ति होती है, और उसे कार्य करने के लिए सन्तोषजनक सुविधा तथा सम्मान भी मिलता है, निःसन्देह ऐसे परिवारों के बालकों का व्यक्तित्व सुसंगठित एवं सुसमायोजित ढंग से विकसित होता है। इसके विपरीत जहाँ बालक के माता–पिता में स्नेह का अभाव और कलह अधिक है, बालक की बुनियादी आवश्यकताओं की पूर्ति नहीं हो पाती, वहाँ किशोरों में संवेगात्मक व्याधियां, असन्तोष, तनाव, आदि अनेक विकृतियां उत्पन्न होने लगती हैं, परिणामस्वरूप बालक अतिक्रमण कार्यों के माध्यम से सन्तुष्टि प्राप्त करने की चेष्टा करने लगता है। इस सन्दर्भ में ट्राफ्ट का कहना उचित प्रतीत होता है कि, ''बाल अपराध बालक की अमूर्त इच्छाओं का परिणाम है।'' परन्तू यह एक बात तो स्पष्ट है कि बालक के व्यवहार प्रणाली पर पारिवारिक ढाँचा, माता–पिता की शिक्षा, जन्मक्रम, सदस्यों के पारस्परिक सम्बन्ध तथा उनके व्यक्तित्व आदि का भी समावेश होता हैं।

बाल अपराध से जुड़े साहित्य का अध्ययन :--

विभिन्न विद्वानों और शोधकर्ताओं ने बाल अपराध से सम्बन्धित अपने लेख और शोध प्रबन्धों में निम्नलिखित निष्कर्ष दिये है–

शुक्ला, (2016) ने अपने लेख मोहल्ले के बलात्कारियों को कैसे पहचाने में स्पष्ट किया कि बाल अपराध के मामले में समस्या बाहर से अधिक घर से है, घर में एक–दूसरे से बाते छुपाने की आदत समाप्त होनी चाहिए। माता–पिता खासकर घर की महिलाओं को बच्चों की मनोदशा समझनी चाहिए। बच्चों को भी अपने किसी न किसी बहुत करीबी से अपनी हर बाते शेयर करनी चाहिए। इन्होने स्पष्ट किया कि, यह सही है कि अपराधियों की सींगे नहीं होती, लेकिन वो होते सोसाइटी के बीच के ही हैं, इस पर ध्यान रखना चाहिए। किसी भी व्यक्ति से मिलते वक्त उसकी शारीरिक भाशा और उसके हाव–भाव को समझने की कोशिश करें।

यादव, (2009) ने अपने लेख बिगड़ता बचपन, भटकता राष्ट्र में स्पष्ट किया कि कोई भी शिशु जन्मतः

या स्वभावतः अपराधी नहीं होता है। परिवार का वातावरण, उनके साथ व्यवहार, तथा पालन पोषण की पद्धति उन्हें अपराध की ओर उन्मुख कर देती हैं। बच्चों को इस बाल अपराध की समस्याओं से निकालने और उनके विकास के लिए सर्वोपरि आवश्यक है कि परिवार में बच्चों को समुचित ढंग से भावात्मक पोषण तथा साहस प्रदान किया जाये अर्थात अभिभावकों की जागरूकता बच्चों की तमाम समस्याओं का समाधान कर सकती है।

मोनिका, (2012) ने अपने अध्ययन में पाया कि आमतौर पर बच्चा वैसी ही क्रियाएं करता है जो वह परिवार में सीखता है, इसलिए यदि उसका परिवार आपराधिक वारदातों में संलिप्त है तो बालक का भी ऐसा करना स्वाभाविक हो जाता है अतः परिवार का वातावरण बालक के जीवन का आधार होता है।

हंसा, (1951) ने अपने अध्ययन में पाया कि बहुत से माता—पिता बच्चों की सांवेगिक और मानसिक आवश्यकताओं से अनजान रहते हैं, बच्चों की मानसिक समस्याओं को समझ नहीं पाते। सम्भवतः अशिक्षित या कम पढ़ा—लिखा होने के कारण उनके द्वारा अपनाये गये तरीके भी दोषपूर्ण थे। जिन परिवारों में अनुशासन ढीला था अथवा बच्चों को बहुत लाड़—प्यार मिलता था, उन बच्चों में आज्ञा न मानना, शरारत करना और अन्त में अपराध कर बैठना आम बात हो गयी थी।

मिश्रा, (1991) ने उड़ीसा में बाल अपराधियों का अध्ययन कर स्पष्ट किया कि सन् 1983 में घटित 753 मामलों में से 628 मामलों में बाल अपराधियों को दण्डित किया गया। ये बच्चें हत्या, बलात्कार, डकैती, चोरी आदि में पकड़े गये थे। अधिकांशतः अपराध 16 से 21 वर्ष आयु के बीच के लोगों द्वारा किये गये थे।

उपरोक्त साहित्य सर्वेक्षण के आधार पर शोधकर्ता ने पाया कि किशोरों में बढ़ते हुए आपराधिक प्रवृत्ति के निम्नलिखित कारण हैं–

- बालकों की प्रथम पाठशाला परिवार है, परिवार में ही बच्चे गुण–अवगुण, अच्छा–बुरा, उचित–अनुचित और नैतिक–अनैतिक आदि बातें सीखते हैं, साथ ही प्रथम अपचारी क्रिया भी परिवार से ही प्रारम्भ करता है यदि समय रहते इस अपचारी क्रिया पर नियन्त्रण नहीं लगाया गया तो वही आगे चलकर आपराधिक क्रिया करने लगता है।
- 2. जेन्किन्स ने कहा है कि माता—पिता के तिरस्कार का बच्चे के विकास एवं अन्तःकरण पर सीधा प्रभाव पड़ता है, यदि तिरस्कृत और उपेक्षित बालकों को माता—पिता का समर्थन, स्नेह और संरक्षण न मिले तो वह परिवार से बाहर के विचलित व्यवहार वाले गिरोहों में सम्मिलित होने लगता है, कभी—कभी सौतेले माता या पिता होने पर उनसे जो प्यार व स्नेह मिलना चाहिए वह न मिलने पर भी उनमें आपराधिक प्रवृत्ति की ओर झुकाव बढ़ता है।
- 3. ऐसे एकाकी परिवार जिनमें माता–पिता दोनों घर से बाहर काम करते हों ऐसी स्थिति में बच्चे घर में अकेले रहते हैं और मनमानी ईधर–उधर घूमते हैं जिससे बुरी संगत में पड़कर अपराधी व्यवहार सीखने लगते हैं। साथ ही साथ अन्य भाई–बहनों का आपराधिक व्यवहार भी छोटे भाई–बहनों की मनोवृत्ति पर प्रभाव डालता है।
- 4. ग्रामीण क्षेत्रों में कम लेकिन शहरी क्षेत्रों में अपेक्षाकृत अधिक पड़ोस भी एक प्रभावी कारक है। पड़ोस का रहन–सहन उनकी संस्कृति आदि बच्चों को प्रभावित करती है। वेष्याओं के अड्डे, जुआरियों, चोरों, शराबियों और गुण्डों के पास निवास स्थान होने पर बच्चों में अपराधी होने के अधिक अवसर रहते हैं।
- 5. जिन घरों में बच्चों की बुनियादी आवश्यकताएं पूर्ण नहीं हो पाती, माता–पिता बच्चों को मानसिक सन्तुष्टि नहीं दे पाते, ऐसे घरो के बच्चों में असुरक्षा की भावना पैदा हो जाती है वे हीन भावना के शिकार हो जाते हैं और वे छोटी–मोटी चोरी के द्वारा अपनी आवश्यकताओं की पूर्ति करने लगते हैं और ऐसे ही धीरे–धीरे आपराधिक कार्यों में संलिप्त हो जाते हैं।
- 6. नृशंसता से भरे चलचित्र, उसमें दिखाये जाने वाले धुम्रपान, मद्यपान, अनैतिकता आदि का प्रभाव बच्चों पर

पड़ता है। वर्तमान में मोबाइल के फेसबुक व ह्वाट्सएप में आने वाले अश्लील विडियों आदि से भी बच्चे प्रभावित हो रहे हैं। कई बार बच्चे चोरी व अपराध करने के तरीके फिल्मों व चलचित्रों से भी सीख लेते हैं।

- 7. विद्यालय का वातावरण, घर से विद्यालय की दूरी और विद्यालय में अध्यापकों का व्यवहार भी बच्चों में अपराधी प्रवृत्ति के विकास में योगदान देता है। माता–पिता के बाद अध्यापक ही बच्चों के भविष्य के निर्माता होते हैं यदि उनका व्यवहार नृशंस है या वह बच्चों को समझकर अध्यापन कार्य नहीं करते हैं तो बच्चे में पलायनवादी व्यवहार उत्पन्न होने लगता है जिससे बच्चे स्कूल छोड़कर भागने लगते हैं।
- 8. बच्चों की मित्रमण्डली भी आपराधिक क्रिया में एक कारक का कार्य करती है। अक्सर माता–पिता इस पर ध्यान नहीं देते कि बच्चे किन लोगों के साथ उठते–बैठते हैं या उनकी मित्रमण्डली में किस तरह के बच्चे हैं। क्योंकि उन बच्चों के आदत व्यवहार को ये सहज ही सीख लेते हैं।
- 9. इटली के अपराधशास्त्री लोम्ब्रोसो ने तो अपराधी प्रवृत्ति को व्यक्ति की शारीरिक विशेषताओं से जनित माना है। उनके अनुसार अपराध वंशानुक्रम में मिलता है। व्यक्ति अपराधी पैदा ही होता है, उसे किसी भी तरह की शिक्षा दी जाय वह अपराधी प्रवृत्ति का व्यवहार करेगा ही। लेकिन सम्पूर्णतः ऐसा नहीं है, हाँ इतना अवश्य है कि संस्कारों, शिक्षाओं और उचित मार्गदर्शन का भी प्रभाव पड़ता है जिससे अपराधी प्रवृत्ति को कम किया जा सकता है।
- 10. परिवार में पक्षपात पूर्ण व्यवहार होने पर भी बच्चों में निराशा और घृणा की भावना जन्म लेती है। यदि परिवार में किसी बच्चें को विशेष सुविधा प्रदान की जाती है और दूसरे के प्रति भेदभाव पूर्ण व्यवहार किया जाता है तो इससे बच्चे में द्वेष और ईर्ष्या का भाव उत्पन्न होने लगता है। अधिक मार और डाट खाने वाला बच्चा भी परिवार में बयोवृद्ध लोगों का सम्मान करना बन्द कर देता है और लोगों की इच्छाओं के विपरीत कार्य करने लगता है।
- 11. स्वस्थ शरीर में ही स्वस्थ मस्तिष्क का विकास होता है। कमजोर, बीमार, और अस्वस्थ बच्चे अपराध की ओर अधिक झुकते हैं। मस्तिष्क का शरीर से घनिष्ठ सम्बन्ध होता है। सिरिल बर्ट ने अपने अध्ययन में पाया कि 70% बाल—अपराधी किसी न किसी शारीरिक कमी से ग्रसित थे। कमजोर दृष्टि, बहरापन, अशुद्ध उच्चारण बच्चों की असफलता को बताते हैं। जिससे उनमें निराशा व घृणा की भावना पैदा हो जाती है, जो अपराध के लिए उत्तरदायी हैं।
- 12. विभिन्न देशों के बीच युद्ध सामाजिक विघटन और विनाश उत्पन्न करते हैं, ये पारिवारिक जीवन को नष्ट कर देते हैं। एल्सा कास्टेण्डिक ने अपने अध्ययन में पाया कि यूरोप में युद्ध के कारण बच्चों की शिक्षा बन्द हो गयी थी, बच्चों की माँ कारखानों में और पिता युद्ध स्थल पर व्यस्त हो गये, बम गिरने पर शहर में लूट–पाट मच जाती थी, लड़कियों का यौन शोषण बढ़ गया था। अर्थात् युद्ध पूरी सामाजिक संरचना को बिगाड़ देता है जो अपराध, लूटमार शोषण और बेरोजगारी के रूप में सामने आता है। अमेरिका में भी युद्ध के समय बाल–अपराध की दर 50% तक बढ़ गयी थी।

बाल अपराध के निवारण हेतु सुझाव :--

साहित्य सर्वेक्षण द्वारा प्राप्त किशोरों में बढ़ते हुए आपराधिक प्रवृत्ति के कारणों के आधार पर इसके निवारण हेतु निम्नलिखित सुझाव दिये जा सकते हैं।

बाल अपराध की समस्या को कम करने के लिए परिवार द्वारा किये जाने वाले उपाय—

- सर्वप्रथम माता—पिता को अपने बच्चों के लिए अधिक से अधिक समय निकालना होगा, क्योंकि बच्चे कोमल पौधे की तरह होते हैं, जिस तरह से उनकी देखभाल होगी उनका विकास भी उसी तरह से होगा।
- बच्चों को अधिक लाड़—प्यार करना घातक सिद्ध हो सकता है। उनकी प्रत्येक मांग सहजता से पूरी कर देना, दिये गये पॉकेट खर्च का हिसाब न लेना, तथा उनके द्वारा किये गये अनुचित व गलत कार्यों की

जानकारी होने पर भी सही दिशा–निर्देश न देना आदि बच्चों को मनमानी कार्य करने के लिए प्रेरित करते हैं। अतः इन पर विशेष ध्यान दे करके बाल अपराध को कम किया जा सकता है।

- बच्चों की मित्र—मण्डली पर विशेष ध्यान दें, कही उनके मित्र ऐसे बच्चे तो नहीं हैं जो झगड़ालू हों, चोरी करते हो, अथवा जिनकी स्कूल से भागने की आदत हो, ऐसे लोगों से अपने बच्चों को दूर रहने का निर्देश दें।
- 4. अक्सर कम पढ़े—लिखे अथवा अर्द्ध—शिक्षित माता—पिता बच्चों की पढ़ाई के प्रति विशेष ध्यान नहीं दे पाते हैं। वे सिर्फ यह देखते हैं कि बच्चा स्कूल जा रहा है और समय से घर आ रहा है। यह ध्यान नहीं दे पाते हैं कि वह स्कूल में क्या करता है। इसके लिए यह आवश्यक है कि निश्चित समयान्तराल पर बच्चों के स्कूल में जाकर उनके अध्यापक से सम्पर्क करें और अपने बच्चों की प्रगति के बारे में जानकारी करते रहें।
- 5. कभी–कभी यह भी देखने में आता है कि बच्चा मानसिक रूप से कमजोर है। ऐसी अवस्था में बच्चे पर अधिक दबाव न दें। उनकी तुलना तेज–तर्रार बच्चों से करके उसे निराश न करें। बल्कि ऐसे बालक की प्रशंसा कर यह बताएं की वह पहले से अच्छा कर रहा है, उसे और मेहनत करने की जरूरत है।

समाज द्वारा किये जाने वाले उपाय–

चूंकि बाल अपराध की समस्या कोई पारिवारिक या व्यक्तिगत समस्या नहीं है बल्कि यह एक सामाजिक समस्या है इसलिए यह आवश्यक है कि सभी नागरिक मिलकर इस समस्या को मिटाने का प्रयत्न करें। इसके लिए यह आवश्यक है कि समाज के सभी नागरिक नैतिक क्रिया और स्वस्थ मनोरंज को अपनायें। भद्दे, अश्लील और अनैतिक टी0 वी0 प्रोग्राम व चलचित्रों को समाज में न परोसे, बल्कि नयी—नयी जानकारियों से भरे हुए और सीख देने वाले प्रोग्राम हों, जो बालक की मस्तिष्क के विकास में सहायक हो। विद्यालय में विभिन्न प्रकार के खेलकूद का प्रोग्राम हों, जिसमें बच्चों को अधिक से अधिक भाग लेने के लिए प्रोत्साहित किया जाय क्योंकि स्वस्थ शरीर में ही स्वस्थ मस्तिष्क का विकास होता है।

सरकार द्वारा किये जाने वाले उपाय –

बाल अपराधियों को सुधारने के लिए और बाल अपराध की रोकथाम हेतु सरकार द्वारा विभिन्न प्रकार के कानून का निर्माण किया गया है साथ ही सुधार संस्थाओं और स्कूलों का निर्माण भी किया गया है। जिसमें अपराधी बच्चों का उचित मार्गदर्शन करके उनका सही दिशा में विकास किया जा सके। बाल अपराध की सुनवाई के लिए सरकार ने अलग से बाल—न्यायालय की स्थापना की है। अपराध सिद्ध हो जाने पर बाल—अपराधियों को साधारण जेल में न भेजकर सुधार गृहों में भेजा जाता है, जहॉ इनके आपराधिक व्यवहारों का उपचार किया जाता है, और इन्हें विभिन्न प्रकार के प्रशिक्षण देकर एक योग्य नागरिक बनाने का प्रयास किया जाता है। इन संस्थाओं में मनोचिकित्सक व मनोवैज्ञानिक की नियुक्ति की जाती है। जो इन अपराधी बालकों के अपचारी व्यवहार का वैज्ञानिक ढंग से उपचार करते हैं।

बाल अपराध के निवारण के लिए सरकार व समाज सुधारकों द्वारा विभिन्न प्रकार के तरीके अपनाये गये हैं फिर भी बाल अपराध की दर निरन्तर बढ़ती जा रही है। इसका कारण यह है कि बाल सुधार का कार्य कर रहे लोगों में अपने कार्य (Duty) के प्रति संकुचित विचार धारा और कोरमपूर्ति (Formality) मात्र है। यदि परिवार, समाज के लोग और सरकार अपने दायित्वों को पूर्ण रूप से तथा इमानदारी के साथ निर्वहन करे तो बाल अपराध की दर को कम किया जा सकता है।

निष्कर्ष :--

उपरोक्त शोध अध्ययन से यह निष्कर्ष निकलता है कि बाल अपराधी पैदा नहीं होते, बल्कि बाल अपराध इसी समाज की देन है। हमारे समाज में कुछ ऐसे लोग होते हैं जो जाने–अनजाने में तरूण बालकों को अपराध करने के लिए एक माहौल तैयार कर देते हैं। इन बालकों की छोटी–छोटी शरारतों पर जब ध्यान नहीं दिया जाता है तो यहीं आगे चलकर बाल अपराधी बन जाते हैं। बाल–अपराध को बढ़ावा देने के लिए हमारे शासक व प्रशासक भी जिम्मेदार हैं। बाल अपराधियों के उपचार के मामले में केवल कोरमपूर्ति किया गया। इन लोगों के द्वारा अपने दायित्वों के प्रति संकुचित दृष्टिकोण रखने के कारण बाल–अपराध का ग्राफ निरन्तर बढ़ता जा रहा है।

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सतत एवं व्यापक मूल्यांकन में शिक्षकों के समक्ष अभिलेखीकरण की समस्या एवं उनके समाधान का अघ्ययन

डॉ० श्रवण कुमार गुप्त, सहायक अध्यापक, पूर्व मा० वि० देहलीविनायक, सेवापुरी, वाराणसी, पूर्व सहसमन्वयक (विज्ञान शिक्षा), बी० आर० सी० सेवापुरी, वाराणसी

ABSTRACT

The present study is based on the action research. The moto of action research is "Our Problems and Our Solution." Right to Education-2009 (RTE-2009) regard to Continuous and Comprehensive Evaluation (CCE) of every children assessment of ability to understand and apply knowledge in the provision of 29 (2J). For this study selected 12 Basic Government School in NPRC Barema, Sewapuri Block, Varanasi. Researcher gives the CCE training in this Block and doing the monitoring of every school. During monitoring, problems faces to every teacher doing the documentation of Teacher Diary and Student Profile in the case of CCE. In this paper, some problems are analyzed which affect the achievement of documentation in CCE pattern. In one month giving an again orientation program of CCE in NPRC Barema, 12 School. Some suggestions, related to the documentation of teacher diary and student profile in CCE are also presented in this paper.

Key Words: Continuous Comprehensive Evaluation (CCE), Documentation - Teacher Diary, Student Profile.

भूमिका–

शिक्षा का उद्देश्य प्रत्येक बच्चे का सर्वांगीण विकास करना है, जिससे उनका व्यक्तित्व पूर्णरूपेण गरिमामयी बने। शैक्षिक सत्र 2011–2012 में उत्तर प्रदेश के पाँच जनपदों गाजियाबाद, ललितपुर, रायबरेली, वाराणसी एवं बलरामपुर के 25 प्राथमिक एवं उच्च प्राथमिक विद्यालयों में सी0सी0ई0 को पायलट प्रोजेक्ट के रूप में लागू किया गया है। वर्तमान सत्र 2012–2013 में इन्हीं पाँच जनपदों के समस्त विद्यालयों में लागू किया गया । वर्तमान समय में आर0टी0ई0 2009 की धारा 29(2ज) के अंतर्गत बच्चे की प्रगति का आकलन करना है। इसी के अनुपालन में वाराणसी जनपद के 8 विकास क्षेत्र एवं नगर निगम में भी प्रत्येक शिक्षकों को सी0सी0ई0 का पाँच दिवसीय प्रशिक्षण भी प्राप्त करा दिया गया है।

शोधकर्ता द्वारा अपने कार्यरत विकास क्षेत्र सेवापुरी में सी0सी0ई0 का अनुश्रवण कार्य भी किया गया है। अनुश्रवण के दौरान शिक्षकों के समक्ष सी0सी0ई0 के विभिन्न प्रपत्रों यथा शिक्षक डायरी, छात्र संचयी प्रपत्र के संज्ञानात्मक एवं सह संज्ञानात्मक पक्षों का अभिलेखीकरण करने में कठिनाइयों का पता चला। उपरोक्त कारणों के फलस्वरूप क्रियात्मक शोध के रूप में शीर्षक का चयन किया गया है– **"सतत एवं व्यापक मूल्यांकन में** शिक्षकों के समक्ष अभिलेखीकरण की समस्या एवं उनके समाधान का अध्ययन।"

आवश्यकता एवं महत्व

सतत एवं व्यापक मूल्यांकन में अभिलेखीकरण की प्रक्रिया के द्वारा ही शिक्षक अपनी कक्षा के सभी बच्चों के 'विशयवार संज्ञानात्मक पक्ष' एवं उनके भावात्मक व क्रियात्मक पक्ष की उपलब्धियों को जानने के लिए 'सह—संज्ञान सहगामी पक्षों' के माध्यम से अवलोकन कर सकते हैं।

विद्यालय एवं कक्षा कक्ष में शिक्षक बच्चों के साथ जो कार्य करते हैं, उसी कार्य को ही सी0सी0ई0 के अंतर्गत शिक्षक दो प्रकार के प्रपत्रों शिक्षक डायरी एवं छात्र संचयी प्रपत्र में निर्धारित फार्मेट पर अभिलेखीकरण करते है। अभिलेखीकरण की इस प्रक्रिया के द्वारा बच्चों की उपलब्धियों (विषयवार एवं सह—संज्ञानात्मक पक्ष) के बारे में पता चलता है। बच्चों द्वारा अर्जित ज्ञान व उनकी दक्षताओं की सम्प्राप्ति के आधार पर शिक्षक भी अपनी

शिक्षण शैली में सुधार कर सकते हैं।

उद्देश्य

- (1) शिक्षकों को सी0सी0ई0 प्रपत्रों के अभिलेखीकरण हेतु सम्यक एवं सही जानकारी प्रदान करना।
- (2) विद्यालय में शिक्षकों के अन्दर सी0सी0ई0 में अभिलेखीकरण हेतु रूचि एवं प्रेरणा उत्पन्न करना।

परिकल्पना

- (1) शिक्षकों को अनुश्रवण के माध्यम से शिक्षक डायरी एवं छात्र प्रोफाइल के प्रारूप के अभिलेखीकरण का अवलोकन किया जा सकता है।
- (2) शिक्षकों को संकुल स्तर पर प्रति सप्ताह एक दिन के प्रशिक्षण के माध्यम से शिक्षक डायरी एवं छात्र संचयी प्रपत्र (संज्ञानात्मक एवं सह संज्ञानात्मक पक्ष) को भरने हेतु प्रेरित किया जा सकता है।

प्रासंगिकता

सतत एवं व्यापक मूल्यांकन में अभिलेखीकरण के माध्यम से ही प्रत्येक शिक्षक स्वयं की शिक्षण कमियों की जानकारी प्राप्त कर सकता है। साथ—ही—साथ बच्चे की विशयवार एवं सहसंज्ञानात्मक पक्ष की उपलब्धियों के बारे में भी जानकारी प्राप्त होती है। प्राप्त उपलब्धियों एवं उनकी कमियों के आधार पर शिक्षक बच्चे की प्रगति का आकलन एवं फीडबैक देते हुए उनका अभिलेखीकरण कर सकते है।

सीमाएँ

- (1) संकुल विद्यालय (NPRC) बरेमा, वि०क्षे० सेवापुरी के 10 प्राथमिक एवं 2 पूर्वमाध्यमिक विद्यालयों को क्रियात्मक शोध के लिए चयनित किया गया।
- (2) प्रशिक्षण स्थल हेतु संकुल विद्यालय बरेमा का चयन किया गया।
- (3) सभी शिक्षकों को शिक्षक डायरी एवं छात्र संचयी प्रपत्र (संज्ञानात्मक एवं सह—संज्ञानात्मक पक्ष) के निर्धारित प्रारूप का अभिलेखीकरण हेतु सभी बिन्दुओं की सही जानकारी दिया जायेगा।
- (4) प्रस्तुत क्रियात्मक शोध अवधि 30 दिन का होगा।

शोध कार्यविधिः–

🛠 उपकरणः–

प्रस्तुत क्रियात्मक शोध हेतु निम्नांकित शोध उपकरणें का चयन किया गया है-

- 1. सतत व्यापक मूल्यांकन अनुश्रवण प्रपत्र
- 2. अवलोकन
- 3. सी0सी0ई0 प्रपत्र— (a) शिक्षक डायरी
 - (b) छात्र प्रोफाइल
 - i. छात्र संचयी प्रपत्र (विशयवार उपलब्धि)
 - ii. छात्र संचयी प्रपत्र (सह संज्ञानात्मक पक्ष)
 - iii. छात्र प्रगति पत्र
- 4. सी0सी0ई अनुश्रवण प्रपत्र
 - न्यादर्श चयन (SAMPLING):- एन०पी०आर०सी० बरेमा के 10 प्राथमिक विद्यालयों एवं 2 पूर्वमाध्यमिक विद्यालयों में कार्यरत सभी अध्यापकों एवं छात्र संख्याओं का विवरण तालिका सं०(1) में प्रस्तुत किया गया है।

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क्र0	विद्यालय का नाम	छात्र संख्या	शिक्षक संख्या	ਸ਼0अ0	इ0अ0	स0अ0	शि0मि0
1.	प्रा0वि0रामेश्वर—I	220	6	1	-	5	2
2.	प्रा0वि0रामेश्वर—II	164	3	1	-	2	2
3.	प्रा0वि0 परसीपुर	60	3	-	1	2	1
4.	प्रा0वि0 जगापट्टी	120	1	-	1	-	2
5.	प्रा0वि0पतेरचक	73	1	-	1	-	2
6.	प्रा0वि0सातो	85	2	1		1	2
7.	प्रा0वि0देहलीविनायक	315	7	1		6	2
8.	प्रा0वि0भटौली	46	3	-	1	2	2
9.	प्रा0वि0हरिहरपुर	55	2	-	1	1	2
10.	प्रा0वि0बरेमा	65	3	1	-	2	1
11.	पू०मा०वि० देहलीविनायक	268	5	-	1	4	-
12.	पू0मा0वि0 वरेमा	22	2	1	-	1	-
	योग	1493	56=38+18	6	6	26	18

तालिका सं० (1)ः विद्यालय छात्र संख्या एवं शिक्षक संख्या

प्रा0 वि० – प्राथमिक विद्यालय, पू० मा० वि०– पूर्व माध्यमिक विद्यालय

यह समस्त विद्यालय विकास क्षेत्र – सेवापुरी, जनपद वाराणसी के संकुल विद्यालय बरेमा में स्थित है। न्यादर्श / प्रतिदर्श संग्रह (Sample Collection):– प्रस्तुत क्रियात्मक शोध में शोधकर्ता द्वारा "सतत व्यापक मूल्यांकन पूर्व परीक्षण प्रपत्र" पर शिक्षको द्वारा सी0सी0ई0 के विभिन्न प्रपत्रों से संबंधित अभिलेखीकरण की सूचना तालिका सं0(2) में संकलित किया गया है।

तालिका सं०(2) सतत व्यापक मूल्यांकन पूर्व परीक्षण प्रपत्र

		सी०सी०ई० में अभिलेखीकरण प्रपत्रों की स्थिति											
क0	विद्यालय का नाम	शिक्षक	शिक्षक र	डायरी की	समझ	छात्र प्रोफाइल की समझ							
		संख्या				छাत्र स	नंचयी प्र	पत्र				प्रगतिपत्र	
					संज्ञानात्मक			सह—संज्ञानात्मक			1		
			हाँ	नहीं	योग	हाँ	नहीं	योग	हाँ	नहीं	योग	हाँ	नहीं
1.	प्रा0वि0रामेश्वर—I	8	5	3	8	2	6	8	3	5	8	3	5
2.	प्राoविoरामेश्वर—II	5	2	3	5	1	4	5	2	3	5	2	3
3.	प्रा0वि0परसीपुर	4	1	3	4	1	3	4	1	3	4	1	3
4.	प्रा0वि0जगापट्टी	3	1	2	3	1	2	3	1	2	3	1	2
5.	प्रा0वि0पत्तेरचक	3	1	2	3	1	2	3	1	2	3	1	2

6.	प्रा0वि०सातो	4	1	3	4	1	3	4	1	3	4	1	3
7.	प्रा0वि0देहली विनायक	9	2	7	9	3	6	9	4	5	9	4	5
8.	प्रा0वि0भटौली	5	2	3	5	2	3	5	2	3	5	2	3
9.	प्रा0वि0हरिहरपुर	4	1	3	4	1	3	4	1	3	4	1	3
10.	प्रा0वि0वरेमा	4	1	3	4	1	3	4	1	3	4	1	3
11.	पू०मा०वि०देहली विनायक	5	2	3	5	2	3	5	2	3	5	2	3
12.	पू0मा0वि0वरेमा	2	1	1	2	1	1	2	1	1	2	1	1
	योग =	56	20	36	56	17	39	56	20	36	56	20	36
प्रतिश	त		35.7	64.3	100	30.4	69.6	100	35.7	64.3	100	35.7	64.3

शोध क्रिया विधिः–

प्रस्तुत क्रियात्मक शोध में सी0सी0ई0 प्रपत्रों (शिक्षक डायरी एवं छात्र प्रोफाइल), सी0सी0ई0 अनुश्रवण प्रपत्र एवं कक्षा अवलोकन नामक उपकरणों का प्रयोग किया गया है। उपरोक्त उपकरणों के माध्यम से शिक्षकों के समक्ष सी0सी0ई0 में अभिलेखीकरण के समय निम्नलिखित समस्याएँ दृष्टिगत हुई थी, उनका विवरण निम्नवत् है–

- (A) शिक्षक डायरी की समझ के संबंध में– (64.3 प्रतिशत शिक्षकों को)
 - (1) पाठ्यक्रमीय उद्देश्यों को लिखने में।
 - (a) भाषा के क्षेत्र में (हिन्दी, अंग्रेजी, संस्कृत)।
 - (b) गणित व विज्ञान के क्षेत्र में।
 - (2) निश्चित संकेतको के निर्धारण में।
 - (3) प्रत्येक बच्चे की प्रगति हेतु 'आकलन के तरीकों' का निर्धारण करने में।

- (1) 69.6% शिक्षकों को प्रत्येक समयावधि में सीखने के बिन्दु को लिखने के संदर्भ में कठिनाई आ रही है।
- (2) 64.3 प्रतिशत शिक्षकों को सह—संज्ञानात्मक पक्ष को भरने में कठिनाई आ रही है।
- (3) 64.3 प्रतिशत शिक्षकों को प्रगतिपत्र भरने में कठिनाई का अनुभव कर रहे है।

पूर्व परीक्षण में प्राप्त आँकड़ो के आधार पर सी0सी0ई0 के प्रपत्रों शिक्षक डायरी एवं छात्र संचयी प्रपत्र एवं प्रगति पत्र को भरने में निम्नवत कठिनाई का प्रतिशत दृष्टिटगत हो रहा है—

- (1) 64.3 प्रतिशत शिक्षकों को शिक्षक डायरी को भरने में कठिनाई का अनुभव हो रहा है।
- (2) 69.6 प्रतिशत शिक्षकों को विशयवार छात्रसंचयीप्रपत्र भरने में कठिनाई का अनुभव हो रहा है।
- (3) 64.3 प्रतिशत शिक्षक सह संज्ञानात्मक एवं प्रगति पत्रों को भरने में कठिनाई का अनुभव कर रहे है।

शोधकर्ता द्वारा व्यक्तिगत रूप से विद्यालयों पर तथा एक दिवसीय कार्यशाला के माध्यम से सभी शिक्षकों को शिक्षक डायरी, छात्र संचयी प्रपत्र (संज्ञानात्मक एवं सह—संज्ञानात्मक पक्ष) एवं प्रगति पत्र को भरने के लिए विभिन्न बिन्दुओं पर चर्चा—परिचर्चा के माध्यम से एक साझा समझ बनाया गया। सभी शिक्षकों द्वारा प्राप्त प्रशिक्षण / कार्यशाला के बाद विद्यालय पर सतत एवं मूल्यांकन से संबंधित प्रपत्रों का अभिलेखीकरण किया गया। पुनः शोधकर्ता द्वारा सभी विद्यालयों का अनुश्रवण किया गया, जिसमें पश्च परीक्षण का विवरण तालिका सं0 (3) में निम्नवत् है—

<u> </u>			
तालिका सं0	(3) सतत व्याप	क मूल्यांकन प	गश्चपरीक्षण प्रपत्र

क	विद्यालय का नाम				सी0सी0	र्इ प्रपत्रों	में पश्च	परीक्षण	की स्थिति	Ē.			
7/0		शिक्ष	क डायरी	की	छात्र प्रोफाइल की समझ								
			समीक्षा		विषय	ग्वार उप	लब्धि	सह–	संज्ञानात	ا م	प्रगति	ं पत्र	
		हाँ	नहीं	योग	हाँ	नहीं	योग	हाँ	नहीं	योग	हाँ	नहीं	
1.	प्रा0वि0रामेश्वर—I	7	1	8	6	2	8	6	2	8	6	2	
2.	प्रा0वि0रामेश्वर—II	4	1	5	3	2	5	4	1	5	4	1	
3.	प्रा0वि0परसीपुर	3	1	4	3	1	4	3	1	4	3	1	
4.	प्रा0वि0जगापट्टी	2	1	3	2	1	3	2	1	3	2	1	
5.	प्रा0वि0पतेर तक	2	1	3	2	1	3	2	1	3	2	1	
6.	प्रा0वि0सातो	3	1	4	3	1	4	3	1	4	3	1	
7.	प्रा0वि0देहली विनायक	8	1	9	8	1	9	8	1	9	8	1	
8.	प्रा0वि0भटौली	4	1	5	4	1	5	4	1	5	4	1	
9.	प्रा0वी0हरिहरपुर	3	1	4	3	1	4	3	1	4	3	1	
10.	प्रा0वि0वरेमा	3	1	4	3	1	4	3	1	4	3	1	
11.	पू० मा०वि० देहली विनायक	4	1	5	4	1	5	4	1	5	4	1	
12.	पू० मा० वि० वरेमा	1	1	2	1	1	2	1	1	2	1	1	
	योग =	44	12	56	42	14	56	43	13	56	43	13	
	प्रतिशत	78.6	21.4	100	75	25	100	76.8	23.2	100	76.8	23.2	

प्रदत्त विश्लेषण एवं व्याख्या–

शोधकर्ता द्वारा पूर्व एवं पश्च परीक्षण का तुलनात्मक विवरण तालिका संख्या (4) में निम्नवत प्रस्तुत किया गया है–

			सी0सी0ई प्रपत्रों में परीक्षण की स्थिति							
परीक्षण	शिक्षक	शिक्षक	डायरी की	ন্থার ম	तंचयी प्रप	झ (%)	प्रगति पत्र			
	संख्या	समझ व	समझ का प्रतिशत		संज्ञानात्मक सह संज्ञानात्मक			%		
		हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	
पूर्व परीक्षण	56	20	36	17	39	20	36	20	36	
		(35.7)	(64.3)	(30.4)	(69.6)	(35.7)	(64.3)	(35.7)	(64.3)	
पश्च परीक्षण	56	44	12	42	14	43	13	43	13	
		(78.6)	(21.4)	(75)	(25)	(76.8)	(23.2)	(76.8)	(23.2)	

तालिका सं० (4) पूर्व एवं पश्च परीक्षण की तुलनात्मक स्थिति का विवरण।

पूर्व परीक्षण से प्राप्त प्रदत्तों की व्याख्या – न्याय पंचायत संसाधन केन्द्र बरेमा के चयनित 10 प्राथमिक एवं 2 पूर्व माध्यमिक विद्यालयों में पूर्व परीक्षण की स्थिति निम्नवत पायी गयी–

- शिक्षक डायरी के विभिन्न बिन्दुओं जैसे शिक्षण उद्देश्य, सीखने–सिखाने की प्रक्रिया, संकेतकों की समझ तथा शिक्षक की टिप्पणी जो बच्चों की प्रगति के सम्बन्ध में थी। उपरोक्त बिन्दुओं को 35.7 प्रतिशत शिक्षकों को अंकन करने आ रहा था जबकि 64.3 प्रतिशत शिक्षकों को कठिनाई का अनुभव हो रहा था।
- 2. छात्र संचयी प्रपत्र के संज्ञानात्मक एवं सह—संज्ञानात्मक पक्षों के सम्बन्ध में स्थिति निम्नवत थी—30.4 प्रतिशत शिक्षक बच्चों की विषयवार उपलब्धियों को अंकन कर पा रहे थे जबकि 69.6 प्रतिशत शिक्षकों को कठिनाई हो रही थी। उसी प्रकार सह—संज्ञानात्मक पक्षों को भी 35.7 प्रतिशत ही शिक्षक अंकित कर पा रहे थे जबकि 64.3 प्रतिशत शिक्षकों को अंकित करने में कठिनाई का अनुभव हो रहा था।
- 3. 35.7 प्रतिशत शिक्षक ही बच्चों की प्रगति पत्र अंकित कर पा रहे थे जबकि 64.3 प्रतिशत शिक्षकों को कठिनाई का अनुभव हो रहा था।

पश्च परीक्षण से प्राप्त प्रदत्तों की व्याख्या—

- 78.6 प्रतिशत शिक्षकों को डायरी अंकित करने आ रहा था जबकि अभी भी 21.4 प्रतिशत शिक्षकों को शिक्षक डायरी अंकित करने में कठिनाई हो रही थी।
- 2. 75 प्रतिशत शिक्षकों द्वारा विषयवार छात्र संचयी प्रपत्रो को अंकित किया जा रहा था जबकि 25 प्रतिशत शिक्षकों को कठिनाई का अनुभव हो रहा था। इसी प्रकार से सह–संज्ञानात्मक पक्षो को 76.8 प्रतिशत शिक्षक समझते हुए अंकित कर ले रहे थे जबकि 23.2 प्रतिशत शिक्षकों को अभी भी कठिनाई का अनुभव हो रहा था।
- 76.8 प्रतिशत बच्चों की प्रगति पत्र को अंकित कर ले रहे थे जबकि 23.2 प्रतिशत शिक्षकों को अभी भी अंकन करने में कठिनाई का अनुभव हो रहा था।

उपरोक्त तालिका संo (4) के आधार पर शिक्षकों द्वारा शिक्षक डायरी, छात्र संचयीप्रपत्र संज्ञानात्मक एवं सह संज्ञानात्मक पक्ष तथा प्रगति पत्र की स्थिति निम्नवत है–

- (1) पूर्व परीक्षण में शिक्षक डायरी की समझ 35.7 प्रतिशत थी जो पश्चपरीक्षण के बाद 78.6 प्रतिशत हो गयी।
- (2) विषयवार छात्र संचयीप्रपत्र को भरने की स्थिति 30.4 प्रतिशत थी जो कि पश्चपरीक्षण के बाद 75 प्रतिशत हो गयी। इसी समय सह संज्ञानात्मक पक्ष का प्रतिशत 35.7 (पूर्व परीक्षण) थी जो पश्च परीक्षण में 76.8 प्रतिशत हो गया।
- (3) प्रगति पत्र के पूर्व परीक्षण में 35.7 प्रतिशत समझ थी जो कि पश्च परीक्षण परीक्षण कें बाद 76.8 प्रतिशत की सम्प्राप्ति हुई।

निष्कर्ष एवं सुझाव

पूर्व एवं पश्च परीक्षण में प्राप्त ऑकड़ों के आधार पर निम्नवत् निश्कर्श प्राप्त हुए हैं-

- (1) शिक्षक डायरी के सभी बिन्दुओं पाठ्यक्रमीय उद्देश्य, अधिगमप्रक्रिया, शिक्षण अधिगम सामग्री, बच्चों की प्रगति का आकलन संकेतकों पर आधारित एवं शिक्षक टिप्पणी पर 78.6 प्रतिशत शिक्षक समझते हुए इसका अभिलेखीकरण कर रहे हैं।
- (2) छात्र संचयी प्रपत्र विषयवार उपलब्धियों के संबंध में, 75 प्रतिशत शिक्षक छात्रों द्वारा सीखने के बिन्दु, उपलब्धि एवं सुधार के क्षेत्र से संबंधित विवरण को अंकित कर ले रहे हैं।
- (3) सह–संज्ञानात्मक पक्ष के सभी बिन्दुओं को 76.8 प्रतिशत शिक्षक समयावधि के अंतर्गत अंकित कर ले रहे हैं।
- (4) 76.8 प्रतिशत शिक्षक प्रगति पत्र में वर्णित विषयवार एवं सह—संज्ञानात्मक पक्ष का समयावधि के अनुसार अंकन कर ले रहे हैं।

सुझाव

सी0सी0ई0 के अन्तर्गत शिक्षक डायरी, छात्र संचयी प्रपत्र विषयवार एवं सह–संज्ञानात्मक पक्ष तथा प्रगति पत्र के अंतर्गत सभी बिन्दुओं को शिक्षकों द्वारा शतप्रतिशत अभिलेखीकरण करने हेतु निम्नवत् सुझाव प्रस्तुत किया गया है–

- (1) विषयवार प्राथमिक एवं पूर्व माध्यमिक विद्यालयों का समयावधि के अंतर्गत पाठों का निर्धारण एवं उससे संबंधित पाठ्यक्रमीय उद्देश्यों की एक हस्त पुस्तिका का निर्माण कराया जाय जिससे सी0सी0ई0 को बेहतर बनाया जा सके।
- (2) छात्र संचयी प्रपत्र विषयवार सीखने के बिन्दु, प्राप्त संकेतकों की उपलब्धि एवं सुधार के क्षेत्र का अंकन शिक्षक द्वारा प्रत्येक समयावधि में किया जाय।
- (3) प्रशिक्षकों द्वारा प्रत्येक विद्यालयों का अनुश्रवण एवं सभी शिक्षकों को फीडबैक अवश्य दिया जाय।
- (4) विद्यालय के साथी शिक्षकों को जिन्हें अभिलेखीकरण की समझ विकसित हो गयी है, को भी अन्य दूसरे शिक्षकों को भी प्रेरित करने का प्रयास करना होगा।
- (5) डायट मेण्टर, जिला प्रशिक्षक, जिला समन्वयक (प्रशिक्षण), खण्ड शिक्षा अधिकारी (समन्वयक), सहसमन्वयक, न्याय पंचायत प्रभारी, प्रधानाध्यापक, विद्यालय प्रबंध समिति के सदस्य, अभिभावक, शिक्षक एवं सभी छात्रों को नियमित रूप से अपने उत्तरदायित्वों एवं कर्तव्यों का पालन करना चाहिए।
- (6) ब्लाक संसाधन केन्द्रों (बी. आर. सी.) एवं न्याय पंचायत संसाधन केन्द्रों (एन. पी. आर. सी.) एवं जिला शिक्षा व प्रशिक्षण संस्थान (डायट) पर सी. सी. ई. से संबंधित सभी प्रपत्रों यथा शिक्षक डायरी, छात्र संचयी प्रपत्रों, प्रगति पत्र के अभिलेखीकरण के संबंध में अनुश्रवण, अनुसमर्थन एवं आने वाली समस्याओं के समाधान हेतु प्रशिक्षकों के प्रशिक्षण का आयोजन किया जाना चाहिए।

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भावी शिक्षकों के प्रजातांत्रिक मूल्यों का अध्ययन

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Abstract

India is the largest at the same time most f lourishing democracy of the world. There has not been a single incidence in indian history where democracy has been toppled and non democratic means were employed. Such status is achieved by following democracy not merely as a form of government but also as a way of life. A way of life that proclaims practice of democratic values by its present and prospective citizens. The inculcation of a democratic order in the country is definitely task of education and its primary requirement that the teachers of the country must posses democratic values. Under such premise, a descriptive survey was conducted on the sample of 100 prosepctive teachers to identify if they possess sufficient level of democratic values. Democrativ value Test of Gardia and Singh (2008) was adopted and effect of selected independent variables was also studied. It was found that teachers possess average level of democratic values which is a healthy sign for the country at the same time it highlights needs of addressing democrtic values in pre service teacher education so that the status of democratic values may be improved. The independent variables of the study have not been found to be significantly exerting influence on democratic values. The scenario is satisfactory though it needs more intervention to create an effective and ideal citizenry for the country in holistic manner.

Key words: Democratic values, civic education, teacher education, teacher effectiveness अध्ययन की पृष्ठभूमि —

विद्यालय में दी जाने वाली शिक्षण अधिगम प्रक्रिया को तीन प्रमुख स्तम्भों में विभाजित किया जाता है (1) पाठ्यक्रम (2) शिक्षक (3) शिक्षार्थी, जहाँ पाठ्यक्रम के माध्यम से भारतीय संविधान में वर्णित लोकतांत्रिक मूल्यों जैसे—व्यक्ति कि गरिमा, स्वतंत्रता, समानता, न्याय, सहयोग, सहनशीलता की शिक्षा दी जाती है। शिक्षक का स्थान शिक्षण अधिगम प्रक्रिया में सर्वाधिक महत्त्वपूर्ण हैं, श्रेष्ठ अध्यापक के अभाव में सुयोग्य छात्रगण भी वाछित ज्ञानार्जन में सफल नहीं हो सकते है। अच्छी से अच्छी पाठ्यवस्तु भी निपुण अध्यापकों की अनुपस्थिति में प्राणहीन हो जाती है। अध्यापकगण शिक्षा प्रक्रिया को उचित दिशा प्रदान करते है तथा उनके सर्वागिण विकास के पथ पर सफलता पूर्वक आगे बढ़ाने में सहायक सिद्ध होते है, शिक्षा व्यवस्था किसी भी प्रकार की क्यों न हो उसमें अध्यापक की भूमिका सर्वापरी होती है, अध्यापक शिक्षा प्रणाली का केन्द्र होता है तथा समस्त शिक्षा व्यवस्था को जीवन्त बनाता है। हमारा वर्तमान समाज राष्ट्र परिवर्तन व विकास के एक नाजुक एवं अत्यन्त महत्वपूर्ण दौर से गुजर रहा है, ऐसी परिस्थिति में शिक्षक कि भूमिका का महत्व और बढ़ जाता है, क्योंकि अध्यापक ही देश के भावी नागरिकों अर्थात युवा—वर्ग के छात्र—छात्राओं के वास्तविक सम्पर्क में रहता है, तथा उन्हें अपने आचार—विचार तथा ज्ञान के अवबोध से प्रभावित करता है, प्रजातंत्र की सफलता इस बात पर निर्भर करती है कि लोग प्रजातांत्रिक मूल्यों को कितना बेहतर ढंग से समझकर आत्मसात कर रहे है तथा राष्ट्रीय मामलों के प्रति कितने सजग व संवेदनशील हैं, शिक्षा संस्थाओं का महत्त्वपूर्ण अंग होने के नाते शिक्षकों का यह दायित्व बन जाता है कि देश के भावी नागरिकों में लोकतांत्रिक सिद्धांतों का समावेश कर उन्हें राजनैतिक व

सामाजिक जिम्मेदारियों के प्रति जागरूक बनाएँ। इसके लिए आवश्यक है कि शिक्षकों को भी लोकतांत्रिक सिद्धांतों की बेहतर समझ हो।

अध्ययन की आवश्यकता –

सम्पूर्ण भारत में आज राजनैतिक ध्रुवीकरण हो रहा है जिसमें लोगों को उनकी जाति एवं धर्म के आधार पर विभाजित किया जा रहा है यह विभाजन कही न कहीं वर्तमान राजनैतिक एवं सामाजिक अस्थिरता का कारण बन रहा है। भारतवर्ष की स्वतंत्रता के समय एक ऐसे लोकतांत्रिक समाजवादी राज्य की संकल्पना की गई थी जिसमें जाति, धर्म व ऊँच–नीच का कोई स्थान न हो।

भारतीय संविधान का मानना है कि लोकतंत्र को सुचारू रूप से क्रियान्वित करने के लिए नागरिको को अधिकारों के प्रति सजगता के साथ—साथ कर्त्तव्यों के पालन की योग्यता भी होनी चाहिए। द टाइम्स ऑफ इण्डिया (2011) ने अपने लेख में भारत के नागरिकों में गिर रहे लोकतांत्रिक मूल्यों की गिरावट को देश के विकास के लिए घातक माना है। मूल्यों की गिरावट से न केवल समाज प्रत्यक्ष रूप से प्रभावित होता है बल्कि देश का विकास भी बाधित होता है। विश्व के समस्त देशों से सम्बन्धित विभिन्न सूचकांकों में भारत की स्थिति विचारणीय है?''विश्व लोकतांत्रिक सूचकांक (2016) में शामिल 167 देशों में भारत का स्थान निम्नतम में से एक है। इस रिपोर्ट में भारत को 7.81 अंक के साथ दोषपूर्ण लोकतन्त्र वाली श्रेणी मे शामिल किया गया है इस रिपोर्ट के पाँच प्रमुख कारक निम्न है—

(1) सरकार का काम—काज (2) चुनावी प्रक्रिया और विविधता (3) नागरिक स्वतन्त्रता (4) राजनैतिक भागीदारी (5) राजनैतिक संस्कृति। इस रिपोर्ट में भारत की स्थिति को सरकार की कार्यप्रणाली, राजनैतिक भागीदारी, राजनैतिक संस्कृति की दशा जैसे बिन्दुओं पर बेहद खराब बताया है। लैंगिक समानता सूचकांक की रिपोर्ट में शामिल 189 देशों में भारत का स्थान 131 वाँ है (The indian Express.march-2017) तथा विश्व प्रेस सूचकांक 2017 की रिपोर्ट में शामिल 180 देशों में भारत का स्थान 136 वाँ है। (2017 world press fredom Index). इस रिपोर्ट के आधार पर आज भारतीय समाज को लोकतांत्रिक मूल्यों एवं उच्च नागरिक भावों से युक्त नागरिकों की अत्यन्त आवश्यकता है। विद्यार्थियों जो कि भावी नागरिक है उनमें लोकतांत्रिक मूल्यों को विकसित करने की जिम्मेदारी विद्यालय में पढ़ाने जाने वाले विभिन्न विषयों एवं शिक्षकों से प्रत्यक्ष रूप से संबंधित है।

अध्ययन के शीर्षक में प्रयुक्त शब्दों की परिभाषा—प्रस्तुत अध्ययन में प्रयुक्त पदों की व्याख्या निम्नलिखित परिभाषाओं के अन्तर्गत की गई है—

भावी शिक्षक : प्रस्तुत शोधपत्र में भावी शिक्षक से तात्पर्य शिक्षा संकाय काशी हिन्दू विश्वविद्यालय में सत्र 2016–18 बी0एड0, में प्रशिक्षण प्राप्त कर रहे प्रशिक्षणार्थियों से है।

लोकतांत्रिक मूल्य : लोकतांत्रिक मूल्य से तात्पर्य भारतीय संविधान में उल्लिलिखित छः लोकतांत्रिक मूल्यों से है–

व्यक्ति की गरिमा 2. स्वतंत्रता 3. न्याय 4. समानता 5. सहयोग 6. सहनशीलता प्रस्तुत अध्ययन के प्रमुख उद्देश्य निम्नलिखित हैं–

- 1. भावी शिक्षकों के प्रजातांत्रिक मूल्यों का अध्ययन करना।
- 2. पुरूष एवं महिला भावी शिक्षकों के प्रजातांत्रिक मूल्यों का तुलनात्मक अध्ययन करना।

- मानविकी तथा विज्ञान विषय समूह से सम्बन्धित भावी शिक्षकों के प्रजातांत्रिक मूल्यों का तुलानात्मक अध्ययन करना।
- 4. स्नातक तथा परास्नातक भावी शिक्षकों के प्रजातांत्रिक मूल्यों का तुलनात्मक अध्ययन करना।

अध्ययन की परिकल्पनाएँ

Ho1 पुरूष तथा महिला भावी शिक्षकों के प्रजातांत्रिक मूल्य में कोई सार्थक अन्तर नहीं है।

Ho2 मानविकी तथा विज्ञान विषय समूह से सम्बन्धित भावी शिक्षकों के प्रजातांत्रिक मूल्य में कोई सार्थक अन्तर नहीं है।

Ho3 स्नातक तथा परास्नातक भावी शिक्षकों के प्रजातांत्रिक मूल्य में कोई सार्थक अन्तर नहीं है।

अध्ययन की विधि —

शोध विधि– इस अध्ययन में विवरणात्मक सर्वेक्षण विधि का प्रयोग किया गया है।

समग्र – जनसंख्या काशी हिन्दू विश्वविद्यालय में सत्र 2016–18 में अध्ययनरत बी.एड. प्रशिक्षणार्थियों को अध्ययन की जनसंख्या के अन्तर्गत रखा गया है।

प्रतिदर्श— इस लघुशोध हेतु वाराणसी शहर के काशी हिन्दू विश्वविद्यालय से 100 बी.एड. प्रशिक्षणार्थियों कों चयनित किया गया है। प्रतिदर्श चयन हेतु यादृच्छिक प्रतिदर्शन तकनीक का प्रयोग किया गया है। प्रदत्त संकलन के उपरान्त कुल 140 डाटाशीट्स में से 100 डाटा शीट्स पूर्णतया सही भरी हुयी पायी गई। अतः अन्तिम रूप से प्रतिदर्श में 100 प्रशिक्षणार्थियों को शामिल किया गया।

• प्रतिदर्श का लिंगभेद के आधार पर वर्गीकरण

लिंग	संख्या
पुरूष	70
स्त्री	30

• प्रतिदर्श का विषयसमूह के आधार पर वर्गीकरण

विषय समूह	संख्या
मानविकी	51
विज्ञान	49

• प्रतिदर्श का शैक्षिक योग्यता के आधार पर वर्गीकरण

शैक्षिक योग्यता	संख्या
रनातक	47
परास्नातक	53

प्रयुक्त उपकरण— प्रदत्त संकलन के लिए डॉ० गार्डिया और डॉ० सिंह (2008) द्वारा निर्मित प्रजातांत्रिक मूल्य मापनी का प्रयोग किया गया है। इस मापनी में कुल 40 पद है। प्रयुक्त प्रजातांत्रिक मूल्य मापनी में निम्न क्षेत्र अन्तर्निहित है :

1. व्यक्ति की गरिमा 2. स्वतन्त्रता 3. समानता 4. न्याय 5. सहयोग 6. सहनशीलता

विश्वसनीयता :— गार्डिया और सिंह (2008) द्वारा निर्मित प्रजातांत्रिक मूल्य मापनी की परीक्षण—पुर्नपरीक्षण विश्वसनीयता टेस्ट—री—टेस्ट तथा स्पिलट हाफ विधि से निकाली गयी हैं। प्रत्येक क्षेत्र के स्थिरता गुणांक तथा सभी प्रजातांत्रिक मूल्य निम्नलिखित है :

क्र.स.	मूल्य (Values)	टेस्ट–री–टेस्ट विश्वसनीयता गुणांक
1	समग्र प्रजातांत्रिक मूल्य	82
2	व्यक्ति की गरिमा	84
3	स्वतन्त्रता	90
4	समानता	81
5	न्याय	79
6	सहयोग	81
7	सहनशीलता	92

स्प्लिट हाफ विधि द्वारा प्रत्येक आयाम के विश्वसनीयता गुणांक तथा सभी प्रजातांत्रिक मूल्य निम्नलिखित है।

	मूल्य (Values)	स्प्लिट हाफ विश्वसनीयता गुणांक
1	समग्र प्रजातांत्रिक मूल्यों	7
2	व्यक्ति की गरिमा	7.1
3	स्वतन्त्रता	79
4	समानता	7.0
5	न्याय	7
6	सहयोग	78
7	सहनशीलता	7.0

वैधता (Validity)गार्डिया और सिंह (2008) द्वारा निर्मित प्रजातांत्रिक मूल्य मापनी की विषय वस्तु वैधता विशेषज्ञों की राय एवं सुझाव द्वारा स्थापित की गई है तथा इसकी निर्माण वैधता अन्तःक्षेत्र सहसंबंध द्वारा स्थापित की गई है।

प्रयुक्त सांख्यिकीय विधियाँ – इस अध्ययन मे उद्देश्य व आँकड़ों की प्रकृति के अनुरूप आँकड़ों के विश्लेशण हेतु मुख्य रूप से विवरणात्मक सांख्यिकी परिमापों यथा मध्यमान, मानक विचलन टी– मान आदि का प्रयोग किया गया है। सांख्यिकी विश्लेषण हेतू एक्सेल (2007) का प्रयोग किया गया है।

शोध के प्रमुख परिणाम

भावी शिक्षकों के प्रजातांत्रिक मूल्य–

उद्देश्य–1 भावी शिक्षकों के प्रजातांत्रिक मूल्यों का अध्ययन करना।

भावी शिक्षकों के प्रजातांत्रिक मूल्य जानने के लिए निम्नलिखित सांख्यिकीय गणना की गयी :

क्र.स.	आयाम	माध्य	मानक विचलन
1	व्यक्ति की गरिमा	18.23	5.663
2	स्वतन्त्रता	19.33	6.326
3	समानता	22.46	5.505.81
4	न्याय	18.93	5.589
5	सहयोग	20.53	5.265
6	सहनशीलता	20.43	5.101

प्रत्येक आयाम का अधिकतम प्राप्तांक 40 है तथा न्यूनतम प्राप्तांक शून्य है अतः प्रस्तुत सारणी से स्पष्ट है कि भावी शिक्षकों के समूहों का प्रजातांत्रिक मूल्यों में समानता आयाम पर माध्य अंक (22.46) सबसे अधिक है तथा व्यक्ति की गरिमा आयाम पर माध्य अंक (18.23) सबसे कम है अतः यह कहा जा सकता है कि सभी भावी शिक्षकों में समानता का मूल्य उच्च है तथा सभी भावी शिक्षकों में व्यक्ति की गरिमा का मूल्य निम्न है और समानता सहयोग एवं सहनशीलता आयाम पर प्रजातांत्रिक मूल्य अधिकतम प्राप्तांक 40 से आधा (50 प्रतिशत) है। जो औसत स्तर के प्रजातांत्रिक मूल्य को दर्शाता है और व्यक्तिगत विभिन्नता, स्वतन्त्रता, न्याय आयाम पर अधिकतम प्राप्तांक 40 से आधा (50 प्रतिशत से भी कम है।)

इस प्रकार कहा जा सकता है कि भावी शिक्षकों का समूह प्रजातांत्रिक मूल्य के समानता (22.46) सहयोग (20.53) सहनशीलता (20.43) आयाम के प्रति ज्यादा संवेदनशील है तथा व्यक्ति की गरिमा (18.23) न्याय (18. 93) स्वतन्त्रता आयामों के प्रति कम संवेदनशील है।

प्रजातांत्रिक मूल्य और लिंग भेद-

उद्देश्य–2 पुरुष एवं महिला भावी शिक्षकों के प्रजातांत्रिक मूल्यों का तुलनात्मक अध्ययन करना है। परिकल्पना– पुरुष तथा महिला भावी शिक्षकों के प्रजातांत्रिक मूल्य में कोई सार्थक अन्तर नहीं है।

पुरुष तथा महिला भावी शिक्षकों के प्रजातांत्रिक मूल्य में सार्थक अन्तर का अध्ययन करने के लिए टी—परीक्षण का प्रयोग किया गया है। इस विश्लेषण का परिणाम सारणी (2) में प्रस्तुत किया गया है।

क्र.	चर	पुरुष		महिला		टी–मान
. सं		माध्य	मानक विचलन	माध्य	मानक विचलन	
1.	व्यक्ति की गरिमा	18.28	5.413	17.3	6.204	1.01′*
2.	स्वतन्त्रता	19.157	6.497	19.73	5.933	0.432*
3.	समानता	22.55	5.507	22.25	5.587	0.266*
4.	न्याय	18.371	5.506	20.235	5.654	1.520*
5.	सहयोग	21.113	5.404	19.166	4.449	1.863*
6.	सहनशीलता	20.385	5.262	20.533	4.790	0.137*

* .05 सार्थकता स्तर पर सार्थक नहीं।

उल्लेखित तालिका में प्रदर्शित सभी आयामों के टी—मान 1.98 से कम है इससे यह परिलक्षित होता है कि .05 सार्थकता स्तर पर पुरुष तथा महिला भावी शिक्षकों के प्रजातांत्रिक मूल्य में कोई सार्थक अन्तर नहीं है। अतः संबंधित शून्य परिकल्पना को अस्वीकार नहीं किया जा सकता है। इस प्रकार यह कहा जा सकता है कि सांख्यिकीय रूप से पुरुष तथा महिला भावी शिक्षकों के प्रजातांत्रिक मूल्य समान है।

प्रजातांत्रिक मूल्य और विषय समूह –

उद्देश्य–3 मानविकी तथा विज्ञान विषय समूह से सम्बन्धित भावी शिक्षकों के प्रजातांत्रिक मूल्यों का तुलनात्मक अध्ययन करना।

परिकल्पना— मानविकी तथा विज्ञान विषय समूह से सम्बन्धित भावी शिक्षकों के प्रजातांत्रिक मूल्य में कोई सार्थक अन्तर नहीं है।

इस उद्देश्य के तुलनात्मक अध्ययन हेतु टी—परीक्षण का प्रयोग किया गया है। इस विश्लेषण का परिणाम सारणी क्रमांक 3 में प्रदर्शित किया गया हैं।

क्र स	चर	मानविकी		विज्ञान		टी–मान
		माध्य	मानक विचलन	माध्य	मानक विचलन	
1.	व्यक्ति की गरिमा	18.588	5.797	17.448	5.940	0.953*
2.	स्वतन्त्रता	19.235	6.386	19.346	6.186	0.088*
3.	समानता	21.588	5.797	23.265	5.325	1.017*
4.	न्याय	19.019	5.714	19.	5.608	0.017*
5.	सहयोग	21.627	5.373	19.775	5.009	1.783*
6.	सहनशीलता	20.176	5.225	20.612	4.961	0.427*

* .05 सार्थकता स्तर पर सार्थक नहीं।

उल्लेखित तालिका में प्रदर्शित सभी आयामों के टी—मान 1.98 से कम है। इससे यह निष्कर्ष निकलता है कि .05 सार्थकता स्तर पर मानविकी तथा विज्ञान समूह से सम्बन्धी भावी शिक्षकों की प्रजातांत्रिक मूल्यों में कोई सार्थक अन्तर नहीं है। अतः दूसरा शून्य परिकल्पना को अस्वीकार नहीं किया जा सकता है।

इस प्रकार यह कहा जा सकता है कि सांख्यिकीय रूप से मानविकी तथा विज्ञान विषय समूह से सम्बन्धित भावी शिक्षकों की प्रजातांत्रिक मूल्यों का स्तर समान है।

प्रजातांत्रिक मूल्य और शैक्षिक योग्यता –

उद्देश्य–4 स्नातक तथा परास्नातक भावी शिक्षकों के प्रजातांत्रिक मूल्यों का तुलनात्मक अध्ययन करना। परिकल्पना– स्नातक तथा परास्नातक भावी शिक्षक के प्रजातांत्रिक मूल्य में कोई सार्थक अन्तर नहीं है।

स्नातक तथा परास्नातक भावी शिक्षकों की प्रजातांत्रिक मूल्यों के तुलनात्मक अध्ययन हेतु टी–परीक्षण का प्रयोग किया गया। इस विश्लेषण का परिणाम सारणी क्रमांक 4 में प्रदर्शित किया गया है।

क्र स	चर	परास्तनाक		स्नातक		टी–मान
		माध्य	मानक विचलन	माध्य	मानक विचलन	
1.	व्यक्ति की गरिमा	19.320	5.983	17	5.064	2.10 ^{**}
2.	स्वतन्त्रता	18.226	6.320	20.857	5.838	2.16 ^{**}
3.	समानता	22.186	5.349	23.297	5.081	1.06*
4.	न्याय	19.584	6.172	18.361	4 <u>.</u> 993	1.091*
5.	सहयोग	20.622	5.920	20.595	4.609	0.025*
6.	सहनशीलता	20.301	4.928	20.702	5.437	0.381*

* .05 सार्थकता स्तर पर सार्थक नहीं।

** .05 सार्थकता स्तर पर सार्थक है।

उपर्युक्त तालिका से यह प्रदर्शित होता है कि छः प्रजातांत्रिक मूल्य में से दो प्रजातांत्रिक मूल्य व्यक्ति की गरिमा तथा स्वन्त्रता का टी—मान 1.98 से अधिक है यह निष्कर्ष निकलता है कि .05 सार्थकता स्तर पर व्यक्तिगत विभिन्नता तथा स्वतन्त्रता के आधार पर स्नातक तथा परास्नातक भावी शिक्षकों में प्राजातांत्रिक मूल्य में सार्थक अन्तर है।

उपर्युक्त तालिका से यह भी प्रदर्शित होता है कि समानता, न्याय, सहयोग एवं सहनशीलता का टी–मान 1.98 से कम है। इससे यह निष्कर्ष निकलता है कि .05 सार्थकता स्तर पर स्नातक तथा परास्नातक भावी शिक्षकों के प्रजातांत्रिक मूल्यों में कोई सार्थक अन्तर नहीं है। अतः तृतीय शून्य परिकल्पना को अस्वीकार नहीं किया जा सकता है।

इस प्रकार यह कहा जा सकता है कि सांख्यिकीय रूप से प्रथम दो प्रजातांत्रिक मूल्यों पर स्नातक तथा परास्नातक भावी शिक्षकों के प्रजातांत्रिक मूल्य में अन्तर है और समानता, न्याय, सहयोग सहनशीलता के आधार पर स्नातक तथा परास्नातक भावी शिक्षकों के प्रजातांत्रिक मूल्य का स्तर समान है।

निष्कर्ष– प्रस्तुत अध्ययन के निष्कर्ष निम्नलिखित है –

- सभी भावी शिक्षकों में प्रजातांत्रिक मूल्यों का औसत स्तर विद्यमान है।
- लिंग भेद का प्रजातांत्रिक मूल्यों पर कोई प्रभाव नहीं पड़ता है। क्योंकि परिणामों से स्पष्ट है कि पुरुष एवं महिला भावी शिक्षकों के प्रजातांत्रिक मूल्य समान है।
- मानविकी व विज्ञान विषय समूह के भावी शिक्षकों के प्रजातांत्रिक मूल्यों का समान होना यह प्रदर्शित करता है कि विषय समूह का प्रजातांत्रिक मूल्यों पर कोई प्रभाव नहीं पड़ता है।
- रनातक तथा परारनातक भावी शिक्षकों के प्रजातांत्रिक मूल्य समान है इससे यह निष्कर्ष निकलता है कि विशेषज्ञता तथा अनुभव का प्रजातांत्रिक मूल्यों पर कोई प्रभाव नहीं पड़ता है।

शैक्षिक निहितार्थ— शिक्षा में शोध का एक उद्देश्य यह भी है कि उसके द्वारा कुछ शैक्षिक समस्याओं के हल हेतु सुझाव प्रदान किए जाए। प्रस्तुत अध्ययन के भी अग्रलिखित शैक्षिक निहितार्थ है—

- प्रस्तुत लघुशोध के परिणामों के आधार पर वर्तमान पाठ्यक्रम में शैक्षिक कार्यक्रमों तथा शैक्षिक प्रशासन में कुछ परिमार्जन किया जा सकता है ताकि भावी शिक्षकों को प्रजातांत्रिक मूल्यों के प्रति अत्यधिक संवेदनशील व जागरूक बनाया जा सके।
- लोकतांत्रिक मूल्यों के विकास के लिए लोकतांत्रिक वातावरण का निर्माण करना महत्वपूर्ण है जिससे हमारी समान सांस्कृतिक धरोहर, लोकतंत्र, धर्मनिरपेक्षता, स्त्री–पुरुष के बीच समानता, सामाजिक समता, जिससे राष्ट्रीय अस्तित्व की भावना का विकास हो।
- देश के लिए योग्य नागरिकों के निर्माण में शिक्षकों की भूमिका अधिक महत्वपूर्ण है। यदि शिक्षकों के प्रजातांत्रिक मूल्य अधिक होते है तब वह वर्तमान लोकतांत्रिक युग में अपनी भूमिका का बखूबी निर्वहन कर सकते है। तकनीकी ज्ञान कितना भी विकसित होकर शैक्षिक प्रक्रियाओं में मदद करें लेकिन एक शिक्षक का स्थान वह कभी नहीं ले सकता। शिक्षक व्यक्तित्व, उसका ज्ञान, उसकी योग्यता विद्यार्थियों को प्रत्यक्ष व अप्रत्यक्ष रूप से प्रभावित करती है। समाज द्वारा उससे यह उपेक्षा की जाती है कि वह नई पीढ़ी को उसके सामाजिक, राजनैतिक व्यवस्था के प्रति न केवल जागरूक बनाए बल्कि उसको समस्त जिम्मेदारियों का निर्वहन करने योग्य बनाए।
- शैक्षिक प्रशासकों व नीति निर्माताओं को इस ओर ध्यान देना चाहिए कि शिक्षकों के प्रशिक्षण का कार्यक्रम इस प्रकार व्यवस्थित तथा संगठित हो जिसमें शिक्षक स्वयं को इस व्यवसाय में दक्ष बना सकें तथा अपने व्यक्तित्व का बहुमुखी विकास कर सकें। शिक्षक प्रशिक्षण कार्यक्रम में पाठ्यक्रम को कुछ इस तरह पुर्नसंगठित किया जा सकता है जिससे भावी शिक्षकों में प्रजातांत्रिक मूल्य व संविधान की पर्याप्त समझ विकसित हो, और वह भी अपने विद्यार्थियों में इन लोकतांत्रिक मूल्यों का समावेश कर सके।

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मीडिया सुशासन की तंत्रिका

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Abstract

The Concept of good governance as Ramrajya has been prevalent in India since ancient period which is a universal, idealistic and public welfare centered concept. There is great possibility for a democracy to be rich and prosperous thought it. Along with impartial elections, independent judiciary and democratic organizations, reliable media also play a vital rate in establishing good governance by enhancing capacities of government and administration. Media is a bridge between public and governance. Independent, Unbiased and multidimensional media conveys public sentiments to the government and make people aware of government schemes and functions. At present, good governance and media are getting closer and playing an important role in the development of good governance. In the present paper the role of media in good governance has been discussed.

Key words-Good Governance, Media

राम राज्य के रूप में सुशासन की अवधारणा भारत में आदिकाल से जन–जन में प्रचलित है। यह सार्वभौमिक, आदर्शात्मक एवं जनहित केन्द्रित अवधारणा है। 'महाभारत' के 'शांति पर्व' में सुशासन के विषय में 'भीष्म' 'युधिष्ठिर' से कहते हैं– 'धर्मानुवर्ती राजा का यह कर्तव्य है कि वह अपना प्रिय परित्याग कर वहीं करे जिससे लोकहित हो' अर्थात जिसके जिम्मे शासन की, जनता के निर्णय करने की जिम्मेदारी है उसके एक–एक कदम, एक–एक निर्णय का लक्ष्य केवल लोकहित में ही होना चाहिए। उसमें हमारा कोई प्रिय है, अपना है अथवा उसका हित या अहित नहीं। 'ऋग्वेद' में भी सुशासन का सविस्तार वर्णन है, इसमें लिखा है– जो शासन जनता के प्रत्येक मनुष्य को सुख देने का प्रयत्न करता है, जो संकूचित नहीं है यानी अपना, अपने परिवार, रिश्तेदार, जाति, समर्थक और यहाँ तक कि अपने समान विचार वाले के लिए भी पक्षपात नहीं करता है, सभी मनुष्य में एक ही तत्व की भावना से जो व्यवहार करता है, वही असंकृचित, व्यापक भाव है। इस प्रकार वैदिक स्वराज में सुशासन का तात्पर्य संकुचित भाव से रहित एवं बह्सम्मत से राज्य व्यवस्था संचालित करने वाली शासन व्यवस्था से है (कुमार, अवधेंश, 2013)। सुशासन के विषय में 'कौटिल्य' का विचार भी प्रसंशनीय है। अपनी पुस्तक 'अर्थशास्त्र' में वह लिखते हैं कि-'राजा राज्य का सेवक है जिसकी अपनी कोई व्यक्तिगत इच्छा नहीं होती।' आगे कहते हैं 'राजा का दिल ही प्रजा का शील है। राजा या राज्य के अधिकारी जैसे होंगे प्रजा भी वैसी होगी।' इसलिए वे राजा की योग्यता से लेकर अधिकारियों की नियुक्ति तक का एक व्यापक मापदण्ड पेश करते हैं। इन सबका उददेश्य राजा को न्यायापालक एवं सर्वकल्याणकारी बनाना है। आधनिक भारतीय विचारकों में 'गांधी जी' ने भी सुशासन पर निम्न विचार प्रस्तुत किया है- 'ऐसा शासन जो लोकसम्मति से चले, जो सबके कल्याण के लिए काम करे, जिसमें सत्ता पर कुछ मुट्ठी भर लोगों का कब्जा न हो, जहाँ लोग हर चीज के लिए राज्य मुखापेक्षी न हों, जिसमें समाज के निचले तबके को भी कुछ जीवन की आवश्यक सुविधाएँ उपलब्ध हों, या जो उपलब्ध कराने के लिए प्रयत्नशील हों (कुमार, अवधेश. 2013)।' भारतीय संविधान ने विरासत से मिले इन मार्गदर्शक गूणों को अपनाकर न्याय, स्वतन्त्रता, समानता, बन्धूत्व, समाजवाद एवं धर्मनिरपेक्षता पर आधारित शासन की नींव रखी है (सिंह, बाल्मिकी, 2013)।

सुशासन के इन सार्वभौमिक गुणों को अपनाने से किसी भी लोकतंत्र के अधिक अर्थवान व समृद्ध होने की प्रबल संभावना होती है। इसके लिए बस हर वह कदम उठाया जाए, जो सरकार व प्रशासन की क्षमताएँ बढ़ाकर सुशासन की स्थापना करने में सहायक हों। किसी सफल लोकतंत्र के लिए निष्पक्ष चुनावों, स्वतंत्र न्यायपालिकाओं, सशक्त लोकतांत्रिक संस्थाओं के साथ—साथ आजाद, गतिशील एवं बहुआयामी मीडिया (संचार माध्यम) भी नितांत आवश्यक है। मीडिया में सुशासन के निहितार्थों को वास्तविकता में बदलने की पर्याप्त क्षमता

है। दुनिया के ज्यादातर लोग किसी न किसी रूप में मीडिया से जुड़े हुए हैं और अपनी लगभग सभी सूचनाएँ इससे ही प्राप्त करते हैं। इसलिए लोकतंत्र के विभिन्न मुद्दों व संस्थाओं के बारे में लोगों के विचारों को प्रभावित करके एक आम राय बनाने में मीडिया अगुवा की भूमिका निभाने में सक्षम होती है (कुमारी, पूनम. 2013)।

मीडिया को हिन्दी भाषा में 'संचार माध्यम' कहते हैं। इसका अभिप्राय होता है दो बिन्दुओं को जोड़ने वाला। संचार माध्यम से संप्रेषक और श्रोता को परस्पर जोड़ते हैं। यह जनसमूह तक सूचना, शिक्षा और मनोरंजन पहुँचाने का एक माध्यम है। यह संचार का सरल व सक्षम साधन है।

मीडिया (संचार माध्यम) के प्रकार

प्रिन्ट मीडिया : प्रिन्ट मीडिया से तात्पर्य संचार के ऐसे माध्यम से है जिसमें जनसमूह को सूचनाएँ लिखित रूप में प्राप्त होती है। जैसे– समाचार पत्र, पत्रिका, पुस्तक आदि।

इलेक्ट्रानिक मीडिया : इलेक्ट्रानिक मीडिया से तात्पर्य संचार के ऐसे माध्यम से है जिसमें जनसामान्य को सूचनाएँ इलेक्ट्रॉनिक उपकरणों के द्वारा श्रव्य और दृश्य रूप में प्राप्त होती है। जैसे– रेडियों, टेलीविजन, सिनेमा, कम्प्यूटर, इंटरनेट आदि।

सोशल मीडिया : सोशल मीडिया एक अपरम्परागत मीडिया है। इसमें इंटरनेट के माध्यम से विभिन्न उपकरणों को जोड़ा जाता है। सोशल मीडिया एक विशाल नेटवर्क है, जो सारे संसार को जोड़े रखता है। यह संचार का एक बहुत अच्छा माध्यम है। यह द्रुत गति से सूचनाओं को आदान—प्रदान कर सकता है। इसमें हर क्षेत्र की खबर समाहित होती है। जैसे– शिक्षा, राजनीति, धर्म, विज्ञान, कला इत्यादि। वर्तमान में सोशल नेटवर्किंग से सम्बन्धित कई साइट हैं जैसे– फेसबुक, ट्वीटर, इंस्ट्राग्राम, वाट्सअप आदि (पाण्डेय, उमेशचन्द्र, 2017)।

सुशासन में मीडिया की भूमिका

वर्तमान समय में जनसंचार का सबसे बड़ा और सस्ता माध्यम मीडिया है। स्वतंत्र, निष्पक्ष, तटस्थ एवं बहुआयामी मीडिया लोकहित में कार्य करते हुए पारदर्शिता एवं उत्तरदायित्व को सुनिश्चित करता है। यह सहभागिता एवं कानून के शासन को बढ़ावा देकर सामाजिक असमानता एवं बुराईयों के खिलाफ समर्थन जुटाकर सुशासन की स्थापना करने में महत्वपूर्ण भूमिका निभाती है। मीडिया शासन व जनता के बीच एक कड़ी का काम करती है। यह राजनीतिज्ञों व प्रशासकों द्वारा शक्ति के दुरूप्रयोग की संभावना को नियन्त्रण में रखती है। यह सरकारी नितियों को जनहित के दृष्टिकोण से विश्लेषित व मूल्यांकन करके उनकी सार्थकता को उजागर करने में अहम भूमिका निभाती है। यह सरकारी कर्मचारियों के कार्य करने के तरीके एवं उनकी शक्तियों के मनमाने ढ़ग से प्रयोग का लेखा—जोखा जनता के सामने प्रस्तुत करती है। जिससे सरकारी कर्मचारियों पर सही से कार्य करने का दबाव पड़ता है (सिंह, रेनू. 2017)।

मीडिया अपने विविध रूपों के माध्यम से शासन के कार्यों, योजनाओं व कार्यक्रमों को सरल, स्पष्ट एवं आमजन की समझ में आने वाली भाषा में प्रस्तुत करता है। किसी भी योजना एवं कार्यक्रम की सार्थकता इस बात पर निर्भर करती है कि वह जनता की समझ में आए। मीडिया द्वारा जनता को जागरूक करने से प्रशासनिक मशीनरी भी अपने कार्यों को ध्यानपूर्वक करती है। इस प्रकार मीडिया के सहयोग से सरकार किसी भी योजना की स्वीकार्यता, लोगो तक पहुँच, सफलता एवं असफलता का पता लगाकर उस योजना विशेष में आवश्यक सुधार कर सकती है। मीडिया की पहल से जनता एवं सरकार के बीच की दूरी कम होती है, उनके बीच मीडिया के माध्यम से संवाद स्थापित होता है। इस प्रकार जनता व सरकार दोनों अपने दृष्टिकोण को एक—दूसरे के समक्ष रख पाते हैं (कुमारी, पूनम. 2013)।

लोकतन्त्र में जनता को यह अधिकार होता है कि वह सरकार द्वारा किये जा रहे कार्यों को जाने एवं

आवश्यकता पड़ने पर उसमें आवश्यक सुधार हेतु अपने विचार रखे। जनता के इस अधिकार के लिए आवश्यक है कि सरकार पारदर्शिता की नीति को अपनाये। भारत में वर्ष 2005 में 'सूचना का अधिकार अधिनियम' पारित होने के बाद जनता को शासन के बारे में जानने का एक सशक्त माध्यम मिल गया। भारत में यह सुशासन की दिशा में उठाया गया एक अहम कदम है, इससे मीडिया की जिम्मेदारी और बढ़ गई है (चौबे. 2013)।

सूचना के अधिकार के बढ़ते उपयोग ने सरकारी विभागों को सचेत कर दिया है और वहाँ फल—फूल रहे भ्रष्टाचार की प्रवृत्ति को हतोत्साहित किया है। इस क्षेत्र में सक्रिय जन संगठनों और मीडिया की भूमिका ने सूचना के अधिकार को धारदार बनाया है। न्यायपालिका ने भी इस कानून के तहत सूचना देने के लिए अनेक कदम उठाए हैं। इतना ही नहीं न्यायाधीशों द्वारा अपनी परिसंपत्तियों के बारे में सार्वजनिक रूप से ब्यौरे भी दिए गए हैं। इससे पारदर्शिता और सुशासन के बारे में नए मानदंड स्थापित करने में मदद मिली है (पपनै. 2013)।

सुशासन की राह में भ्रष्टाचार एक दीमक की तरह है जो किसी भी शासन व्यवस्था को बर्बादी की कगार पर ला सकता है। इससे राज्य के प्राकृतिक व मानवीय संसाधनों का उचित प्रयोग नहीं हो पाता और राज्य धीरे–धीरे पतन की ओर बढ़ने लगता है। सजग पत्रकारिता द्वारा इस भष्ट्राचार को उजागर किया जा सकता है। मीडिया ने विभिन्न राजनीतिक, प्रशासनिक एवं व्यावसायिक घटनाओं से जुड़े भष्ट्राचार संबंधी मामलों को उजागर करने में महत्वपूर्ण भूमिका निभाई है। यह आम आदमी में सरकारी व गैर सरकारी योजनाओं एवं कार्यक्रमों से सम्बन्धित समझ को बढ़ती है। साथ ही भष्ट्राचार करने वाले लोगों के विरुद्ध जन जागरूकता लाकर विभिन्न तरह के सामाजिक दबावों द्वारा समाज को भष्ट्राचार मुक्त बनाने में अपना सहयोग देती है (कुमारी, पूनम. 2013, सिंह, बाल्मिकी. 2013)।

सुशासन का अर्थ जनता का शासन होता है जिसमें जनता स्वयं अपने विकास की रणनीति निर्धारित करती है। इस दिशा में भारत में 73वां एवं 74वां संविधान संशोधन अधिनियम पारित किया गया है। शासन एवं विकास की प्रक्रिया में समाज, गैर–सरकारी संगठनों, निजी क्षेत्र, आम आदमी एवं बुद्धिजीवियों की सहभागिता अति आवश्यक है। वह मीडिया ही है जो सुशासन के लिए सकारात्मक वातावरण का निर्माण करके सभी भागीदारों को शासन की निर्णय–प्रक्रिया में शामिल करवाती है (कुमारी, पूनम. 2013)।

सुशासन के सभी पक्ष मीडिया द्वारा प्रभावित होते हैं। निष्पक्ष, तटस्थ पत्रकारिता एवं सटीक सूचना द्वारा जनसंवाद की स्थापना, विभिन्न लोकहितकारी मुद्दों से संबंधित कार्यक्रम, विभिन्न भागीदारों की बैठकें व सेमिनार, नीति पर सलाहकारी एवं विश्लेषणात्मक वार्तालाप, नागरिक पत्रकारिता, सुनवाई क्लब, सामुदायिक रेडियो, कॉल इन प्रोग्राम एवं वीडियों कॉन्फ्रेसिंग जैसे प्लेटफॉर्म उपलब्ध कराकर मीडिया सुशासन की स्थापना में अपना महत्वपूर्ण योगदान देता है। शिक्षा, स्वास्थ्य, आवास जैसी आधारभूत आवश्यकताओं से संबंधित मुद्दों को अपनी सुर्खियां बनाने वाला मीडिया आपदाओं के समय लाइव कार्यक्रमों का संचालन करके देश की बहुत सेवा करती है। यह बहुत से बिछड़े लोगों को उनके परिवारों से मिलाता है। सरकार से जनता की मदद क लिए अपील करती है। साथ ही सरकार द्वारा की जा रही आपदा मदद को जनता तक पहुँचाती है (सिंह, रेनू. 2017)।

बच्चों की शिक्षा हेतु शिक्षा का अधिकार अधिनियम, घरेलू हिंसा को रोकने हेतु घरेलू हिंसा अधिनियम इत्यादि के निर्माण में तथा फास्ट ट्रैक अदालतों, लोक आदालतों एवं ग्राम न्यायालयों की स्थापना में मीडिया ने नींव के पत्थर का काम किया है। मीडिया की विस्तृत भूमिका देखते हुए इसे 'राजनीति की तंत्रिका' भी कहा जाता है। यह चुनावों के समय विभिन्न पार्टियों से सम्बन्धित मुददों का सकारात्मक एवं नकारात्मक विश्लेषण करने, आमजन को जागरूक करने, लोकवार्ता व लोकसंवाद को बढ़ावा देकर लोगों की राय का निर्माण करने के साथ–साथ चुनावों के अनुश्रवण (मॉनीटरिंग) द्वारा लोकतांत्रिक संस्कृति का पोषण करने का कार्य भी करती है।

सफल लोकतन्त्र के लिए स्वतंन्त्र, निष्पक्ष एवं तटस्थ मीडिया अर्थात सकारात्मक मीडिया के साथ–साथ उसके नकारात्मक पक्ष में शामिल सनसनीखेज व अश्लील पत्रकारिता जैसे तत्वों को दूर करना अत्यन्त

आवश्यक है। राष्ट्र निर्माण में निर्णायक भूमिका अदा करने के लिए मीडिया को स्वयं की आचार—संहिता का निर्माण एवं पालन करके संगठित व सामूहिक प्रयास द्वारा सतत एवं समावेशी विकास हेतु प्रयासरत रहना होगा। वर्तमान समय में सुशासन व मीडिया आपस में घनिष्ठ रूप से जुड़कर परस्पर समीप आ रहे हैं तथा शासन को सुशासन बनाने में अहम भूमिका निभा रहे हैं। जिससे देश को जवाबदेह राजनीतिक नेतृत्व, प्रखर नीति निर्माता और कार्यकुशल लोक सेवक मिल सकें (सिंह, बाल्मिकी, 2013, कुमारी, पूनम. 2013)।

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