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Editorial,

Dear Readers,

Education is a source of light as it enshrines values, cultures and traditions of a country. This is the main cause of prosperity of a nation. Today, educators admit that a transition period has come because of Covid19. Old pedagogical approaches exist along with new dimensions of education. Mostly, online teachings are executed with a new way of learning. This scenario also opens a new door for research in education. Research creates a knowledgeable society where creativity, new ideas, innovation must be explored. Our journal always tries to weave new and constructive ideas through research papers. To fulfill this aim, peer review team works rigorously. Journal keeps a wide range of research paper from different states of India. One of the articles in this issue has discussed human trafficking in India and its causes and effects. This paper highlights that poverty, unemployment, displacement and broken families are the chief causes of human trafficking. Relational aspect of pedagogy in education is well presented in this journal. The concept of relations in education is relevantly depicted through the ideology of Mahatma Gandhi. Gandhiji connects education to head, hand and heart of a human being. This article also deals that pedagogy, content and evaluation should work with the relational aspect of knowledge. One of our papers discussed the myths, beliefs and superstitions of our society. It suggests developing a positive attitude towards mental disorders so that misconceptions can be removed from the society. Many of the research articles are from different parts of India. One of the papers is related to Blended Learning which emphasizes the innovative practices in New Normal. Covid 19 circumstances have opened a new door to teaching and learning. These features have been included in this issue.

In short, the editorial board has reviewed the paper thoroughly. We are hopeful that this issue will help and give some insights to the research scholars as well as our readers.

With warm and kind regards.

Editorial Board

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RELATIONS AS ORGANIC ACADEMIC ACT FOR 21st CENTURY SOCIAL DEVELOPMENT

Dr. Benny Jose

Abstract

Numerous agitations and social unrest, divisive politics, communal aggression, majoritarian rule, minority attacks etc. show the ground social fabric of our nation. What is the educational takeaway – how should these social realities be dealt with – what is political in it – what are the policy implications...

Constitution of India promotes 'fraternity assuring the rights of the individual'. Educational practices need to bring ways and methods to carry this aspect of constitution into the building of the nation. Educational interventions should focus on socialisation, inclusiveness, collaboration and building of social skills. Gandhian Basic Education and its social vision encompass wonderful social pedagogy that is very much an interpretation of this part of the Preamble of the Indian Constitution; gives a practical clarity and action plan. The educational plan and practices in Basic Education uphold and respect the necessities of life by relations with self, nature and society.

Effective and fruitful association with context, society and nature are rarely seen in educational practices. There is disconnection; getting away from socio-cultural context and real life issues. As exclusiveness and division are spreading in the society, it is the duty of the educational institutions to respond to it, to build a shared common history and society, with shared values and cooperation.

Gandhi found things in its integrity. He stood for simple, spiritual and communal life where there is a circle of relations that are happening among people, also with Nature. 'Ultimately, it is the individual who is the unit. This does not exclude dependence on and willing help from neighbours or from the world... In this structure composed of innumerable villages, there will be ever-widening, never-ascending circles'. Gandhi promoted practices leading towards relations and mutual respect. So, he directed the school activities to be, 'as far as possible every activity will be conducted on the co-operative bases'. 'Unfortunately the system of education has no connection

with our surroundings' (Harijan, 23-5-'36).

This research paper looks into the relational aspect of pedagogy that can be well knit in to the educational understanding and practices. The educational scenario, content and teaching-learning engagements, should promote students' relations with him/herself and with the outside world. Relations help in the formation of ideas and practice of thinking. This paves way for social understanding which should lead towards social development. Teacher's facilitation and assessment should follow students' ideas and thinking in their relation with the nature, other, society and self to mark the growth trajectory of each individual student.

Key words: relations in education, Gandhi on education, higher order thinking skills, social development skills, sociology of education, Indian education, and social education.

Introduction

The Preamble of the Indian Constitution says, "To promote among them all, Fraternity assuring the dignity of the individual and the unity and integrity of the Nation" (Legislative Department, 2019). Fraternity is the soul of the Constitution. Fraternity is a value; it is promoted by assuring the dignity of the individual. Fraternity is a right; each individual is to be respected and protected. We constitute India by assuring the dignity of the individual which is fraternity. This is very much Indian in the evolution of our constitution.

As we evaluate the social behaviours and skills trained in the schooling process, it is found, respect for the dignity of the human person and the collaborative behaviour development are at risk. Systems and patterns used to evaluate the socialisation and inclusive behaviours of students within learning centres are not promising. Political and sectarian interventions divide society. It also affects the educational landscape and relations. Many of the educational institutions become exclusive centres of certain communities and groups. Progressive and critical interactions and socialisation don't happen at these places of meaning making engagements. Hatred and gaps between members of communities are widening.

Gandhi has introduced Nai Talim (Basic/New Education) which respects the person's developmental needs and needs of the society/fraternity. This educational proposal was an alternative to the Colonial systems of education. It was radical in responding to the needs of the Indian society. Gandhi considered interactive engagements in education for holistic growth. Gandhian concept of education is not just self-learning and self-oriented academic practices; it is learning engagements in mutual respect and collaboration. Individual person learns in relations with peer and others, individuals interact with the needs and necessities of the society, students build relations with elders, learner lives in the natural environment and builds communion with the environment to converse and respond to the needs and necessities etc. All these are part of the curriculum. Both individual and fraternal identities get respected and promoted in Basic Education.

This research paper looks into the relational aspect of learning. It is part of the sociology of education. Relations in education are meant in this paper, as communications and interactions that happen between the learner and the outside world. Also the interactions that happen within classroom participants in their social and cultural identities. The outside world can be elders, peers, environment, society and culture.

Objectives of the Study

This Research enquiry is motivated to understand the relevance of relations in education and social development. It is necessary to identify the ways in which the higher order thinking skills manifest itself relevant in the educational scenario. Higher order thinking skills should be skills that are cognitively understood, and that can be practiced in the context and social setting. It helps to focus on areas significant to the current social, political and educational picture of India. The objectives of the study are formulated based on the daily life necessities and interactions that are part of the educational context and pedagogy.

- Understanding the cognitive nature and relevance of relations in education.

- Identifying the ways by which relations help in thinking and building knowledge.
- Looking for the relational aspect of pedagogy.
- Analysing the characteristics of relations in the context of knowledge communication.

Need of the Study

Current educational practises, teaching engagements and students' learning involvements show education as something technical. It displays certain perverseness in its relations. Education is practiced as a relation with books and considered an unaccompanied solo exercise. Teachers and organic resources are not utilised in its dynamism to dialogue within educational space and practices. A teacher is not approached by students as a person and an individual, the environment is not considered for relations and dialogue, and peer members seldom support and travel in search of meaning within the educational processes. Children need pencils and electronic gadgets and they don't relate and explore nature. "The text books deal, not with things the boys and the girls have always to deal within their home... He is never taught to have any pride in his surroundings.... At the end of his education he becomes estranged from his surroundings" (Gandhi, 1953, p.31).

Here, the individual becomes selfish and self-oriented in the practice of learning; fail to follow and respect the uniqueness of the organic resources of the surroundings. These insensitive relations and technical learning practices make knowledge, ideas distinct from the life of people and the environment.

Non-stop agitations that are happening (anti-CAA, Farmers' protest, Riots, attacks on minorities) and the communal disharmony that are growing at dangerous proportions, majoritarian ideologies etc. show the ground realities of social behaviours and relations among different communities and faiths. This social fabric and its development are part of education. New Education policy is very much distancing from discussion of the true and real social condition of the nation.

The society also faces many troubles; the educated become foreigners to the needs of the poor, attention towards the development of the rural is not seen, there are communal tensions mounting, and the gap between people and nature is widening. There is social unrest. The gaps among different communities are widening. All these lead to dangerous conflicts and persecutions ... The social and communal gaps created among various communities and faiths, also through the educational institutions, will further accelerate into grave dangers. It is an urgent necessity to enhance the quality of relations and socialisation to build unity and togetherness. It is the duty and responsibility of the educational institutions to act in this regard.

These practices and aberrations lead the researcher to look into the organic dynamism of relations in learning that Gandhiji has highlighted. Gandhi brought about a system where every learner is in active interaction and relation with others, nature and society. The means and methods of interactive and relational teaching-learning are relevant to the current practices to improve the quality of human beings and to maintain and attain the objectives of education.

Gandhi, in *Young India* (1929) said, when admitted to schools, it is not pens and pencils they need. But let them relate and explore nature... Let them be silent revolutionaries.

Gandhi's Experience

Gandhi's ideas about education have a story of his experiment with truth. It did not suddenly occur. These ideas have been gradually perfected through his interactions with South African experiences and Indian socio-political scenarios. He developed it to fit into the real challenges, complexities and needs of India. He had travelled a lot, he met leaders, he interacted with people, and he visited villages and had a strong connection with nature. All these relations helped Gandhi to see the reality and to reject what others saw as progress. "Modernization in the form of industrialization, machinery, parliamentary government, the growth of the British Empire and all the things that most people regarded as progress, Gandhi rejected" (Burke, 2000).

Gandhi's values and vision of education was not separate from the socio-political necessities. People in their journey towards independence require having relations with others, this relations and reactions should enhance people to think and grow. "What better book can there be than the book of humanity? What better education can there be than to go, day in and day out, to Harijan quarters..." (Gandhi, 1953, p.35). So, his views on education were useful for the struggle of independence; he encouraged people to think and use education for realisation and struggle.

Gandhi wanted to change the society using education as the real tool of change. He was sure, 'knowledge of letters' was not sufficient for proper education. He asked to relate to the nature and fellow beings; to cooperate and to have community living. He wanted education to deal with 3 Hs: head, hand and heart. This would connect the learner with the outside in different ways, which is an active integrated approach (Shanti Foundation for Peaceful Co-existence, 2000).

Relations Not Just An Act With The Other And Outside, But Also A Reflection And Confrontation Of The Self

Gandhian understanding of the world, nature, society and people should be very well incorporated into this basic idea of the other. Gandhi sees nothing isolated and separated. Everything is connected and part of everything. Here, relations cannot be seen as a varied and distinct process of social life. In the process of relations, engaging people confront ideas and think. And it promotes one's own reflections and communications. This idea of communion and reflection is helpful to deal with the issues of the society.

The process of reflection and confrontation is a meaning making process that helps the individual to become a conscious person who considers the circumstances and context of life. This is an educational interaction. It develops into mutual respect and inclusiveness; peaceful co-existence happens. Education meant, to Gandhi, the improvement of the character of the educated. The productive works that are necessary for school life would benefit the learners to carry out education as significant to the whole person –

mind, body and spirit. In the process of education, the other, relations, and reflections are knitted as means for cognitive and behavioural progress.

Relevance Of Relations In Learning

Learning is not just reading, understanding and by-hearting. It is meaning making in the context. Relational aspects help to connect with the other. Knowledge has to be understood in the context and in relation to the necessities of the individual, Nature and society. Education is not to become foreigners to the local culture and to migrate; it is to connect with one's own society and its needs. Education is to deal with the current scenario.

Environmental studies deducted from nature and filled into the text books as information will not make learners experiencing the issues of nature. Relations and communications in learning help to experience the reality and originality of knowledge. Dealing with information and analytical engagements should be enhanced through relations in education. It should help to advance in higher order thinking skills. In the educational engagement and relations, the real experience of society, the relations among communities, the financial exchanges, agriculture etc. will challenge the teaching-learning community with the relevant issues of the ground. Hidden curriculum should also be analysed (Apple, 2004).

Relations in education is not just a collection of information about events, materials, findings, communities and persons. Educational relationships should help to connect to the identity and individuality of what is studied. It should lead to protection and collaboration. This relation also helps in reflection, respecting each other and processing of information in the context of relations and connectedness, rather than exclusiveness.

Gandhi stood for introducing handicrafts in the school curriculum. It was a radical restructuring of the sociology of school knowledge by which the monopoly of specific castes, their knowledge of the production processes are shared, discussed, challenged within a classroom. These learning relations help in building well informed,

socially networked people with beneficial knowledge. Here the social hierarchy is broken to make communion. Negotiations happen among communities and within structures. The relations within the classroom and educational setting were for social transformation through the communication among communities, castes and groups.

The Basic Education proposal was inclusive to the extent of including the least of social strata as important and participating in the process of education and attainment of systematic knowledge. This ideally favours the integration of the society. Education that is leading towards integration through mutual relations and communication would empower the local communities politically strong to fight the injustice and evil practices.

How To Observe Relations In Learning?

Relations are not just one to one or interactions among pupils. The nature of relations in the educational context should look into the meanings, dialogues, arguments, interpretations, understanding, respect and meaning making process that happens in understanding and communications.

Pedagogy has to be focused to integrate relations and its varied aspects into the teaching practices. Teaching should be made effective by practices of relations. Many a time, teaching is solitary activity; learners are listeners. Teaching should happen in relations by sharing the ideas each one has.

Colonial mandate interfered with the activities of the teacher and there were prescribed text books. But Gandhi valued the living context and word of the teacher. Gandhi believed, a teacher who teaches from textbooks does not impart originality to his pupils. Gandhi envisaged having societies with people self-respecting, generous individuals, living in a cooperative community. Peers, village, family, nature and work are all significant in the 'classroom of learning'.

True education must correspond to the surrounding circumstances, otherwise it is not a healthy growth. Basic education links the

children, whether of cities or the villages, to all that is best and lasting in India. This link is to be built through educational involvement and thinking into the context of education. This is a relationship. Considering and understanding the ways of this connection is the ways of reading the relations of education.

Policy Implications

Collaboration and mutual respect are part of skills that are required for success in future life. In order to help students to gain the skills it is necessary to build critically approaching the socialisations and relations within schools. It is an academic journey of understanding the uniqueness of beliefs, cultures and history of each community. It is recognising and respecting diversity. It is a practice of collaboration. The meaning making process of knowledge institutes should happen by allowing every participant to share the characteristics of their culture and community within the academic deliberation platform. It should lead towards respecting the diversity and collaboration with the other. Classroom behaviours have to identify and foster this kind of pedagogical interventions.

- It is necessary to plan pedagogical practices that involve relations and communications in real and original context with the learner. Integrating interactions into pedagogy should be fastened.
- The curriculum should consider integrating the living and natural settings of society and life. The institutions and social practices, nature and resources should be made approachable in the process of education.
- Academic facilitation should provide occasions to interact with others, nature and larger society. It should follow each child. Current system is more relying on books and non-organic sources for information. It has to be challenged to incorporate the presence of organic sources of knowledge and interaction. Gandhi has promoted local craftsmen to be part of the classroom where knowledge is not just ideas, but it is socially and anthropologically connected.

- Assessment system should consider students' ideas, thinking and behaviour. Cognitive engagement of learners while having relations with others, nature and society should be mapped to analyse and evaluate the nature and characteristics of the cognitive engagements of the learner.
- In Indian multicultural scenario, social development through education should happen in the practical and real interactions. It should be the interactions between ideas, communications, human one-to-one relations and community exchanges. Occasions and deliberations on this should be incorporated in the educational content and syllabus.

Conclusion

Practices and academic engagements that endanger the spirit of unity and collaboration need to be confronted with inclusive and respectful behaviours. Different social participants try to malign the social fabric by exploiting it for selfish goals. Social exclusiveness and hatred are imposed into the educational practices. As migration and multicultural settings are fast growing, living only within the specificities of a certain community should not be forced for all. It is mandatory to develop higher order skills of collaboration and mutual respect through educational interventions.

The relevance of 'Fraternity, ensuring the dignity of individual' in the educational context should be interpreted into teaching-learning practices, curriculum and educational involvement of the individual. This is essential for the proper existence and advancement of the Nation. Schools should work to enhance the qualities for unity; socialisation, relations, critical thinking, collaboration etc. are to be taught to the students. Content, pedagogy and school culture should inculcate and motivate the qualities of every community and develop improved practices of mutual respect and association.

Educational involvement should not be made exclusive lonely activity; it should have the relational approach. Pedagogy, content and evaluation should work with the relational aspect of knowledge. Building educational relations is not just about peer and friendship circles, or love and motivation; it is about reflection, building a connection with what is learned and collaborative progress for future professional growth with the learned knowledge. It is a relation that is built between the learner and knowledge within the mind and heart of the learner.

Gandhian vision on education helps in diligently interpreting the soul value of the Preamble of the Indian Constitution, which is Fraternity, in the Indian educational context. This understanding helps the educationalists, teachers and parents to envisage practical and future course of action in education for individual and national development and integration.

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BLENDING LEARNING: EMERGING AS AN INNOVATIVE PRACTICE IN NEW NORMAL

Dr. Anuradha Sekhri

Abstract

After the outbreak of the coronavirus, the digital divide is adversely affecting the educational system. High-quality learning with the help of digital infrastructure can only be achieved by addressing digital gaps, which will change the landscape of school education forever. To address these challenges in online education, higher education institutions need to provide professional development for instructors, training for learners, and technical support for content development. Blended learning is a new technique of teaching that offers students a multitude of real-world skills which involve combining online with face to face teaching methods. In order to ensure continuous learning, online education is building collaboration between students, parents, and educators by strengthening connections. But due to the lack of access to a digital device and internet connection has made it harder for most of the students. There is a need to work toward this by building a solid education system to address the gaps in learning, especially for students who belong to low-income families who have suffered. In the face of the covid 19 circumstances, educational discrepancies become even more apparent. To bridge the digital divide and overcome the effects of crises in a sustained manner, In order to be inclusive, educational ecosystems must respond from a place of empathy. Blended learning brings the best of both online study and face-to-face learning - helping students stay motivated and engaged. However, to truly boost student engagement and learning outcomes, faculty must move away from computerised solutions and towards more flexible and active learning methods.

Keywords: Blended learning, Online teaching, digital divide, challenges, crises, Covid-19, Government initiatives

Introduction

Learning is not static; it is dynamic. It is being influenced by the change of time, and one of the greatest influencers are teachers.

Inaccessibility to the digital infrastructure and unpreparedness among teachers to transition to online teaching shows the gaps that need to be fixed before we decide to move towards enhanced online learning. UNICEF is scaling up blended learning approaches that combine in-person and remote instruction, critical to supporting children to recover and accelerate their understanding following the disruption caused by the COVID-19 pandemic. The way a teacher learned the lesson before is not the same way that lessons are learned now. Students nowadays think and process information fundamentally different from their predecessors. Some students might require the most intensive approach to adapting instruction – modifying instruction delivery (Iris Center, 2019).

The pandemic had underlined that when their bricks and mortar premises closed, Educational institutions were forced to rethink how to give instruction in a completely distant and mostly digital environment. As a result, we've seen a lot of technology investment. Restructuring of processes and systems to support students and parents with the challenges of home learning. To tackle this digital divide, assets will be needed on a national and regional level. In contrast, individual schools will need to reassess how their already-stretched budgets may increase support in the areas highlighted above.

Need for blended learning

The pandemic has also brought attention to educational inequity. The fact that covid-19's cloud of disruption has shattered the notion of higher education being sluggish to adjust to change and tradition-bound is a key silver lining. Blended learning not only fits into today's linked world, but it may also help students, instructors, and administrators in special ways.

- **Increased Access And Convenience**

When done well, blended courses provide enhanced accessibility and convenience without sacrificing—and in some cases, even enhancing—the qualities that many students identify with a

rewarding educational experience practical learning experience (for instance, building relationships with teachers and classmates).

- Blended courses are more effective than both face-to-face and online courses, according to educational studies. Fifty-one empirical studies comparing online education to traditional face-to-face techniques were analysed in a 2009. US Department of Education report. "Students who finished all or part of their courses online did better," says the researcher. on average, than those who took the same course... face-to-face," the study concluded (Yates et al. 2009, p. xiv).
- **They improve** the design of teaching materials. Because institutional initiatives for blended courses sometimes incorporate instructional designers or educational technologists who help the faculty in a scheduled redesign process, blended courses (like online courses) may be more consciously designed than face-to-face equivalents.
- **Guidance and triggers** have been increased. When working alone, students in a face-to-face class receive instruction from the teacher during class time and a syllabus. The course environment in a blended course provides a clear path through materials, activities, and evaluations, with specific direction at each stage.
- **It is now easier to participate in learning activities.** More students will be able to engage with resources and activities on their own time if they are made available online, resulting in more thorough learning.
- **Individualized learning opportunities** are available. The availability of digital materials helps students to self-direct certain learning activities to cover knowledge gaps because they can be accessed according to their individual needs and reviewed on demand.
- **Increased social** connection leads to increased engagement. In a face-to-face session, students may have limited

opportunity to interact with each other. and the face-to-face environment may inhibit some students from participating. Online environments that facilitate class discussions, collaboration, etc., may increase student-to-student interaction. This may, in turn, enhance their engagement with the subject matter and provide motivational benefits from the increased social interaction.

- **Decreased Costs** Blended courses can reduce costs to teachers, students, and institutions. The teacher and students can benefit from less travel time, transportation savings, and fewer parking costs. From an institutional perspective, the use of physical campus resources can be reduced.

Shulman, in 1986, believed that the usual idea of knowledge in teaching is that teachers have a set of content knowledge-specific knowledge about the subject they are teaching-and a collection of pedagogical knowledge-knowledge about how to conduct, including specific teaching methods. He calls this pedagogical content knowledge or PCK (McGraw-Hill, 2019).

Students value the use of technology in the classrooms. Moreover, teachers seemed to appreciate that technology is available to them to enhance education and make it more authentic for the students (Ruggiero & Mong, 2015).

Technology in the 21st century plays a significant role in helping the teachers in the delivery of lessons and students in learning which completes the model of PCK, and this is Technology, Pedagogical Content Knowledge (TPACK). Context is also an essential aspect of educational research and the technological pedagogical content knowledge (TPACK) framework. Still, it is often missing from TPACKresearch, or its specific meaning is unclear (Rosenberg & Koehler,2015).

The interactions between teachers, students, the learning environment, and the learning tasks are referred to as pedagogy. Teachers' pedagogical practises in the classroom have an impact on

student learning (UNESCO,2018).

The body of knowledge and information that teachers teach and that students are expected to learn in a certain subject or content area is referred to as content knowledge (The Glossary of Education Reform, 2016). Experience has a weak correlation to teaching effectiveness and, in particular, content knowledge (Irvine, 2018), which means years of preparation in college plays an important role in the building of content knowledge of the graduates. Technological Pedagogic Content Knowledge (TPACK) is a theory that was created to explain the collection of knowledge that teachers require in order to effectively teach their students and use technology (McGraw-Hill, 2019).

Supporting mixed learning with digital tools some strategies that can be utilised to help learning and teaching in a blended setting are listed below:

- 1) **Theory-practice**
- 2) **Critical thinking**
- 3) **Brainstorming**
- 4) **Cooperative Debate**
- 5) **Collaborative Writing**
- 6) **Mind mapping Learning and teaching strategies**
- 7) **Cause-effect diagrams**
- 8) **Dialogue & Discussion**
- 9) **Problem-solving**
- 10) **Reflection**
- 11) **Open education resources Learning and teaching strategies**

12) Flipped Classroom

A recent study of UNESCO (2020) highlighted that 'estimated 71 million children in India have access to the internet on devices of their family members, constituting about 14 % of the country's active internet and two-thirds of internet users in India are in the age group of 12-29 years.

A study by the Ministry of Human Resource Development (MHRD) (2020) revealed that 240 million children got severely affected amid COVID-19 across India. Similarly, a study by NCERT (2020) reflects that approximately 27% of the students do not have access to smartphones/laptops to attend classes in a virtual world. A more recent UNICEF (2020) study reflects that The COVID-19 pandemic has uncovered the deep inequalities among rich and poor, rural and urban, girls and boys, across and within countries.

During the pandemic, the Indian educational system likewise encountered an irreversible learning catastrophe. Everyone's learning experience has been influenced by school closures around the country. The pandemic has driven the industry to adopt a virtual and hybrid learning model. Information and communication technology (ICT) has helped the sector adapt to new online learning methods and survive. Various educational ideas have blossomed as a result of the crisis. Stakeholders from all throughout the country have been working hard to collaborate and innovate in a variety of ways to support kids and teachers. In light of the country's many digital education difficulties, efforts have been undertaken to maximise the potential of existing and future educational platforms so that they can be made available to everyone.

Hasan (2020), who performed a qualitative survey of 408 students during the pandemic-induced lockdown to learn about their thoughts on online teaching-learning, stated that online teaching emerged as a possible instrument to enhance students' learning remotely. To ensure that education could continue at all levels, educational institutions across India and the world shifted to an online style of instruction.

Present Scenario: Digital Divide

According to NSO data on access and use of the internet at home, the survey informs that:

- 24% in India of households had access to the internet, and 11% had a computer (including tablet) only).
- Only 46.4% had access to the internet, while 16.2% had a laptop in Punjab.
- The spatial disparities are quite pronounced in these aspects of ICT. Only 40% of Rural Households have access to a computer with the internet whereas 20% for Urban households, which is about five times that of Rural India.
- The most shocking aspect is that only 15% of Rural Households have access to internet devices, while over 42% of urban households have it. (There is a need to look at students 91% of students specifically are the access behind from urban to digital infrastructure.)

Access to the internet among currently enrolled students In Urban India, 44% had higher internet access than that of Rural India, which is only 17%. Apart from the Urban-Rural Divide in India, there exists a gap in digital literacy also. NSSO's 75% Round Station/Survey Data (2017-18) reported a significant gap in the ability to operate a computer and internet male and female population in Rural and Urban areas

Access to computer and internet

According to the latest issue of SARVEKSHANA 109 issue 2020,

- Nearly 4% of rural households and 23% of urban households possessed computer.
- Nearly 24% of the households in the country had internet

access in the survey year, 2017-18. The proportions were 15% among rural households and 42% among urban households.

- Among persons of age 15-29 years, nearly 24% in rural areas and 56% in urban areas could operate a computer.
- Nearly 35% of persons of age 15-29 years reported internet use during the 30 days before the survey date. The proportions were nearly 25% in rural areas and 58% in urban areas.
- Does the question arise how we can make online education inclusive where 91% of students do not have access to the internet and computer?
- **Availability of Smartphones:**
 - i) only 61.8% families have at least one smartphone. Among enrolled children, which was merely 36.5% in 2018.
 - ii) 75% of students receiving learning materials via WhatsApp.
- **Learning Material and Learning Activities:** As far as the availability of learning material is concerned, about 80% of children said they had textbooks for their current grade. 70.2% of children did some learning activity with the help of family members, tutors or themselves. Only 11% had access to live online classes, while 21% of students of private schools had videos or recorded classes. 60% of students studied from their textbooks, and 20% watched classes broadcast on TV.

Given that these figures haven't altered much in the last few years, the statistics makes the digital revolution in the country a difficult path ahead. It is necessary to build a more blended educational paradigm that incorporates texts and technology. While the stay-at-home requirements of the pandemic necessitated this shift, the lessons learned can be applied over the long term.

Digital Initiatives

Sharma, A. (2021) discussed initiatives to address the issues of remote learning, the MHRD has launched a slew of programmes geared toward supporting pupils, educators, and lifelong learners in their quest for knowledge. These initiatives cover broad educational requirements, ranging from learners in schools to postgraduates. The Ministry of Human Resource Development (MHRD) has launched a number of programmes to help students and educators deal with the challenges of remote learning. Some of the efforts effectively exploited already existing digital platforms to address the learning gaps caused by pandemics. Digital Infrastructure for Knowledge Sharing (DIKSHA), e-Pathshala, and the National Repository of Open Educational Resources (NROER) were all used extensively to provide educational resources and relevant training to students and instructors across the country. ICT tools such as television and radio enabled the government reach a larger number of target people. The following are some of the country's more extensively used initiatives on a larger scale:

- 1) DIKSHA (Digital Infrastructure for Knowledge Sharing)
- 2) Manodarpan, MANODARPAN was launched by the Ministry of Education to provide psychosocial support to students for their mental health and well-being throughout the pandemic's hard periods.
- 3) TV Channels of Swayam Prabha-Swayam Prabha21 is an MHRD initiative that provides DTH channels to support and reach folks who do not have continuous internet connectivity. Study Webs of Active Learning for Young-Aspiring Minds (SWAYAM) is an acronym for complete it. Thirty-two channels are devoted on a 24x7 basis to telecast high-quality educational programs by the MHRD.
- 4) Radio Stations Across India Radio channels have been used by the federal and state governments to extend the reach and depth of educational resources to the most remote parts of the country.

5) PRAGYATA Guidelines on Digital Education

The Guidelines also stress the importance of coordinating all activities related to digital, online, and on-air education, which will benefit school-aged children across the country. DIKSHA, SWAYAM Prabha, SWAYAM MOOCS, Radio Vahini, and Shiksha Vaani are all part of the effort. Switching to digital modes of education in a country like India, which is marked by varied diversity, necessitates collaboration between multiple State/UT level organisations and National level organisations for a transition that would last beyond COVID-19.

Conclusion

Increased emphasis on blended learning could be one positive outcome from the COVID-19 crisis. Obstacles prevent blended learning models from achieving their full potential, particularly in primary and secondary education. Nevertheless, this is still a viable approach for addressing the long-standing problem of socioeconomic inequality and its consequences for educational achievement. After all, a larger emphasis on home learning necessitates educators' involvement. This should provide people from all socio-economic backgrounds with improved foundations for learning inside and outside of school. Education is a social endeavour at its core, and teachers must be empowered to use technologies to engage students in learning. Support and training for teachers in the use of remote learning technology, as well as pedagogical adjustments, are critical. With a focus on pedagogy rather than merely technology, a combination of many delivery modes is more likely to be effective. As parents and caregivers grow more involved in their children's lives, merely having content available is no longer sufficient. In a blended learning setting, parents must be involved as participants in the learning process and responsible actors.

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**माध्यमिक विद्यालयों में पदस्थ शिक्षकों के कक्षा-शिक्षण
में सूचना एवं संचार तकनीकी के
अनुप्रयोगों का अध्ययन**

डॉ० पंकज नाथ मिश्रा
चन्द्रशेखर नाथ झा

सार

वर्तमान समय में सीखने-सिखाने की प्रक्रिया में सूचना एवं संचार तकनीकी के सभी सुविधाओं के प्रयोग पर बल दिया जा रहा है क्योंकि यह शिक्षण अधिगम प्रक्रिया को न केवल रुचिकर बनाता है अपितु छात्रों को स्वयं सीखने का भी अवसर प्रदान करता है। शोधार्थी ने प्रस्तुत शोध कार्य में अध्ययन किया है कि शिक्षक माध्यमिक कक्षाओं में आई.सी.टी. के महत्वपूर्ण अनुप्रयोगों को किस प्रकार क्रियान्वित करता है तथा इस संदर्भ में उनके पास कितनी जानकारी और कौशल प्राप्त है। निःसंदेह यह शोध अध्ययन माध्यमिक शिक्षकों के द्वारा कक्षा में आई.सी.टी. के अनुप्रयोग की समर्थता का न केवल आकलन किया है अपितु यह भी विश्लेषण किया है कि कोविड-19 के कारण वर्तमान में आई वैश्विक महामारी में आई.सी.टी. का अनुप्रयोग करके शिक्षक ने किस प्रकार शिक्षार्थियों के अधिगम उन्नयन में सहायता पहुँचाने का कार्य किया है।

मूल शब्द: सूचना एवं संचार तकनीकी, माध्यमिक कक्षा, माध्यमिक शिक्षक, शिक्षण तथा शिक्षण अधिगम प्रक्रिया।

1. प्रस्तावना :

शिक्षा ही हमारे विकास की जननी है क्योंकि इसके द्वारा ही व्यक्ति अर्जित ज्ञान प्राप्त कर प्रकृति प्रदत्त ऐसे उपहारों से परिचय प्राप्त करता है जो कुछ समय पहले तक उसे ज्ञात ही नहीं थे। आज हम विज्ञान और तकनीकी युग में जीवनयापन कर रहे हैं। जहाँ इसके प्रयोग से सभी कार्य प्रभावी ढंग से पूर्ण किये जा रहे हैं। इसलिए शिक्षणअधिगम प्रक्रिया भी इससे अछूता नहीं है अपितु इसका प्रभाव शिक्षा के सभी क्षेत्रों में निरंतर दिखाई दे रहा है।

इस डिजिटल युग में भारत के माध्यमिक कक्षाओं में शिक्षक द्वारा सूचना एवं संचार तकनीकी का अनुप्रयोग 21वीं सदी के लिए आवश्यक सभी प्रकार के कौशल को सीखने और लागू करने के लिए तथा शिक्षार्थियों को अनेक प्रकार के अवसर प्रदान करने के लिए महत्वपूर्ण है।

शोधार्थी द्वारा इस शोध अध्ययन के माध्यम से शिक्षकों द्वारा शिक्षण एवं अधिगम प्रक्रिया में आई.सी.टी. के अनुप्रयोग से संबंधित विभिन्न प्रकार के मुद्दों और चुनौतियों का अध्ययन करके और इस रास्ते में आने वाले प्रमुख रुकावटों पर काबू पाने में शिक्षकों की सहायता करना है। जिसके परिणामस्वरूप शिक्षक एक सफल तकनीकी उपयोगकर्ता बन सकते हैं।

इसमें कोई संदेह नहीं है कि आज सूचना एवं संचार तकनीकी का युग सभी शिक्षकों को शिक्षण कार्य में अधिक से अधिक सहायता पहुँचा रहा है, जिसके कारण सीखने और सिखाने की प्रक्रिया काफी सरल हो गई है। इसकी प्रभाविता और इसके अनुप्रयोग के सन्दर्भ में कोठारी आयोग (1996) ने यह सुझाव दिया था कि "शिक्षा द्वारा राष्ट्र का आधुनिकीकरण तभी संभव हो सकता है जब सूचना एवं संचार तकनीकी की उचित व्यवस्था की जाएगी।"

राष्ट्रीय शिक्षा नीति (1986) ने भी कहा कि “सूचना एवं संचार तकनीकी का शिक्षा के क्षेत्र में विशेष तौर पर प्रयोग किया जाना चाहिए क्योंकि यह मानव संसाधन विकास में एक महत्वपूर्ण स्थान रखता है।” राष्ट्रीय पाठ्यचर्या की रूपरेखा, 2005 ने भी बलपूर्वक यह बताया है कि शिक्षण अधिगम प्रक्रिया में सूचना एवं संचार तकनीकी काफी उपयोगी साबित हो सकती है, इसलिए पाठ्यक्रम के लक्ष्यों को पाने के लिए इसकी संभावनाओं का पूरा इस्तेमाल किया जाए और इसके अनुप्रयोग को लेकर उम्र आधारित योजनाएँ बनायी जाए।”

इस प्रकार आवश्यकता इस बात की है कि सूचना एवं संचार तकनीकी से शिक्षक स्वयं को जोड़ें ताकि शिक्षण कार्य में गुणात्मक उन्नति संभव हो सके। आज की कक्षा और शिक्षा की चुनौतियाँ पहले से ज्यादा गंभीर हैं, इसलिए शिक्षा में और कक्षा-कक्ष में परिवर्तन लाना तभी संभव होगा जब शिक्षक सूक्ष्म या वृहत मात्रा में सूचना एवं संचार तकनीकी का सहारा लेंगे क्योंकि यह शिक्षक का स्थान नहीं लेती और न ही उन्हें अपदस्थ करती है।

2. सम्बन्धित साहित्य की समीक्षा :

शोधार्थी द्वारा प्रस्तुत शोध प्रस्ताव हेतु पूर्व में किए गए शोध कार्यों की समीक्षा की गई जो इस प्रकार है :

अन्तर्राष्ट्रीय संबंधित साहित्य की समीक्षा :

इसक्यूटा एवं अन्य (2017) ने अपने अध्ययन में यह पाया कि सूचना एवं संचार तकनीकी का शिक्षण अधिगम प्रक्रिया में अनुप्रयोग के परिणाम

यद्यपि सीमित हैं परंतु शिक्षार्थी कम्प्यूटर एवं उसके प्रयोग के बारे में जान जाते हैं, जिससे उनके बौद्धिक विकास में वृद्धि होती है।

स्टॉसिक (2015) ने अपने अध्ययन में यह पाया कि कक्षा शिक्षण में सूचना एवं संचार तकनीकी का प्रयोग शिक्षकों के शिक्षण कौशल में वृद्धि प्रदान करता है। इसकी सहायता से शिक्षक कक्षा शिक्षण में क्रांति ला सकता है।

पेगु (2014) ने अपने अध्ययन में यह देखा कि सूचना में संचार तकनीकी शिक्षार्थी के अधिगम कार्य को प्रभावित करता है तथा ये शिक्षार्थी के सहयोगात्मक कौशल और ज्ञान सृजन कौशल को भी विकसित करता है।

राष्ट्रीय संबंधित साहित्य की समीक्षा :

श्रीवास्तव और डे (2018) ने अपने अध्ययन में यह पाया कि सूचना एवं संचार तकनीकी उपकरण का प्रयोग शिक्षक शिक्षिकाओं की अपेक्षा अधिक करते हैं।

सिन्हा और लांबा (2017) ने अपने अध्ययन में यह पाया कि कक्षा शिक्षण में सूचना एवं संचार तकनीकी के अनुप्रयोगों से शिक्षण कार्य अधिक रोचक और आसान हो रहा है और इसके माध्यम से शिक्षक अपने विद्यार्थियों तक आसानी से उनको घर बैठे पढ़ा सकते हैं।

3. अध्ययन की आवश्यकता एवं महत्व :

शोधार्थी द्वारा प्रस्तावित शोध अध्ययन न केवल शोध क्षेत्र में कार्य कर रहे

शिक्षकों द्वारा कक्षा में अध्यापन के दौरान सूचना एवं संचार तकनीकी के अनुप्रयोगों का अध्ययन किया है अपितु माध्यमिक विद्यालयों में सूचना एवं संचार तकनीकी के उपयोग से शिक्षण अधिगम प्रक्रिया को संपन्न कराये जाने वाले संसाधनों के साथ-साथ शिक्षण अधिगम प्रक्रिया में पड़ने वाले प्रभावों का भी अध्ययन किया है।

4. शोध उद्देश्य:

किसी भी शोध कार्य का मुख्य उद्देश्य सत्य की खोज करना तथा छिपे हुये सत्यों का पता लगाना होता है, अर्थात् नवीन तथ्यों की खोज करना या नवीन ज्ञान को प्राप्त करना ही शोध कार्य का मुख्य उद्देश्य होता है। इस शोध अध्ययन का प्रमुख और महत्वपूर्ण उद्देश्य माध्यमिक कक्षाओं में आई.सी.टी. उपकरणों का अनुप्रयोग करने में आने वाली प्रमुख चुनौतियों के बारे में शिक्षकों की धारणाओं का एक वृहद् विश्लेषण करना है। प्रस्तुत शोध अध्ययन में शोधकर्ता का प्रमुख उद्देश्य निम्नलिखित हैं:

- माध्यमिक विद्यालयों में पदस्थ शिक्षकों द्वारा कक्षा-शिक्षण में सूचना एवं संचार तकनीकी के अनुप्रयोगों की वास्तविक स्थिति का अध्ययन करना।

5. शोध परिसीमन :

प्रस्तुत शोध अध्ययन हेतु झारखण्ड राज्य के कोडरमा जिले के अन्तर्गत तीन प्रखंडों क्रमशः कोडरमा, जयनगर और चंदवारा में स्थापित केन्द्रीय माध्यमिक शिक्षा परिषद, नई दिल्ली द्वारा संचालित सभी माध्यमिक

विद्यालयों का चयन किया गया है।

6. शोध न्यादर्श

राज्य	जिला	प्रखण्डों के नाम	माध्यमिक विद्यालयों की संख्या	शिक्षकों की संख्या		
				महिला	पुरुष	कुल
झारखण्ड	कोडरमा	कोडरमा	08	100	100	200
		जयनगर	02	25	25	50
		चंदवारा	02	35	35	70
कुल		03	12	160	160	320

7. शोध कार्य निष्पादन की विधि :

शोधार्थी द्वारा प्रस्तुत शोध अध्ययन के विधिवत् संपादन हेतु निम्नलिखित शोध-विधियों का चयन किया गया है। जिसका संक्षिप्त विवरण इस प्रकार है :-

7.1 सर्वेक्षण विधि: सामान्यतः सर्वेक्षण वर्तमान में क्या रूप है, इससे संबंधित होता है। वर्तमान में क्या स्वरूप है ? इसकी व्याख्या एवं विवेचन करता है तथा इसका वास्तविक संबंध परिस्थितियों या संबंध में जो वास्तव में वर्तमान है, कार्य जो हो रहा है, प्रक्रिया जो चल रही है, से होता है। शोधार्थी द्वारा अपने शोध अध्ययन में सर्वेक्षण विधि से प्राप्त आकड़ों का वर्गीकरण किया गया है।

7.2 साक्षात्कार विधि: मूल रूप से साक्षात्कार शोधकर्ता और सूचनादाता के बीच अध्ययन की एक पद्धति है जिसका उद्देश्य उत्तर दाता से निश्चित सूचना प्राप्त करना है, ताकि शोधार्थी को अपनी समस्याओं और

घटनाओं के स्पष्टीकरण में मदद मिल सकें। इस शोध अध्ययन में शोधार्थी ने साक्षात्कार विधि का प्रयोग किया है।

7.3 सांख्यिकीय विधि : शोध अध्ययन में शोधार्थी ने सर्वेक्षण और साक्षात्कार विधि से प्राप्त आकड़ों का वर्गीकरण एवं सारणीयन किया है तथा जिनकी व्याख्या और प्राप्त परिणामों के विश्लेषण हेतु सांख्यिकीय विधि के अंतर्गत माध्य, प्रतिशतांक, तथा मानक विचलन का प्रयोग किया है।

8. शोध उपकरण

शोध उपकरण के द्वारा अध्ययन विषय से संबंधित प्राथमिक तथ्यों को एकत्रित किया जाता है। एक प्रविधि के रूप में प्रश्नावली उत्तर प्राप्त करने की एक युक्ति है जिसमें एक प्रपत्र का उपयोग किया जाता है, जिसे उत्तरदाता स्वयं भरता है। प्रस्तुत शोध अध्ययन में शोधार्थी ने स्वनिर्मित प्रश्नावली के माध्यम से आकड़े एकत्रित किए हैं।

9. शोध परिणामों का विश्लेषण एवं व्याख्या :

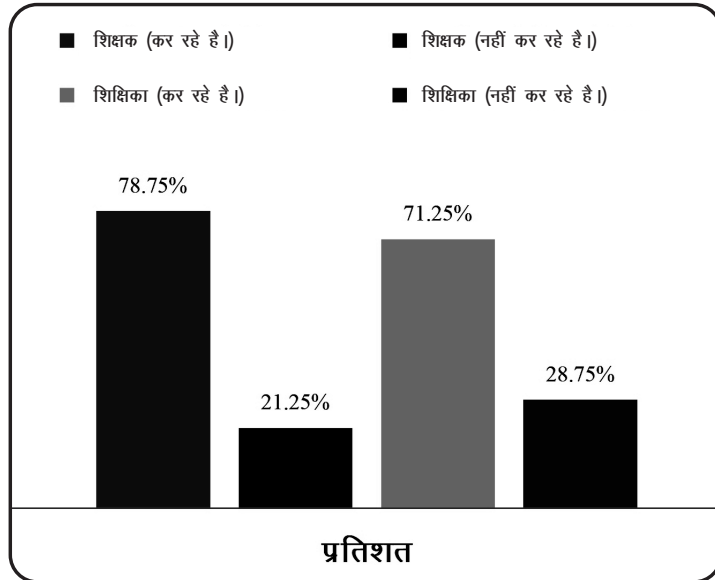
शोधार्थी द्वारा किया गया कोई भी शोधकार्य सही अर्थों में तभी प्रतिबिंबित होता है जब तक शोधार्थी द्वारा उस समस्या की वास्तविक स्थिति का मूल्यांकन न कर लिया जाए। अतः आवश्यक है कि शोधार्थी द्वारा शोध अध्ययन में उपयोग किये गये समस्त शोध उपकरणों द्वारा प्राप्त जानकारियों को व्यवस्थित क्रम में सारणीबद्ध किया जाय। प्रस्तुत शोध अध्ययन में शोधार्थी ने निम्नलिखित सारणियों का प्रयोग किया है :

उद्देश्य : माध्यमिक विद्यालयों में पदस्थ शिक्षकों द्वारा कक्षा-शिक्षण में सूचना एवं संचार तकनीकी के अनुप्रयोगों की वास्तविक स्थिति का अध्ययन करना।

सारणी संख्या -1

कक्षा-शिक्षण में आई.सी.टी. का अनुप्रयोग

क्र.सं.	न्यादर्श	जनसंख्या	माध्यमिक शिक्षक द्वारा कक्षा-शिक्षण में आई.सी.टी. का अनुप्रयोग			
			कर रहे हैं।		नहीं कर रहे हैं।	
			संख्या	प्रतिशत	संख्या	प्रतिशत
01	शिक्षक	160	126	78.75	34	21.25
02	शिक्षिका	160	114	71.25	36	28.75



सारणी संख्या-1 से स्पष्ट होता है कि शोध क्षेत्र के 78.75 प्रतिशत शिक्षक और 71.25 प्रतिशत शिक्षिका द्वारा कक्षा शिक्षण में सूचना एवं संचार तकनीकी का अनुप्रयोग किया जा रहा है जबकि 21.25 प्रतिशत शिक्षक तथा 28.25 प्रतिशत शिक्षिका द्वारा कक्षा में सूचना एवं संचार तकनीकी का अनुप्रयोग नहीं किया जा रहा है।

अतः स्पष्ट है कि शिक्षक द्वारा शिक्षण कार्य के सम्पादन में शिक्षिकाओं की अपेक्षा अधिक सूचना एवं तकनीकी का प्रयोग किया जाता है।

10. निष्कर्ष :

निष्कर्षतः यही कहा जा सकता है कि अध्यापकों द्वारा सूचना एवं संचार तकनीकी का अनुप्रयोग अनिवार्य तौर पर पारम्परिक शिक्षण विधियों में आवश्यकतानुसार संवर्धन से लेकर उनके शिक्षण के समस्त दृष्टिकोणों में सार्थक परिवर्तन करने के लिए किया जा सकता है।

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INFLUENCE OF DEMOGRAPHIC VARIABLES ON SELF - EFFICACY OF TEACHER - TRAINEES

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Abstract

Education is an instrument for bringing out the potentialities of human beings and effectiveness of a system of education and is mainly dependent upon its teachers. In all education system, the teacher is the enabler, the inspiration and also the constraint. Teaching is an art and the quality of teaching depends on love, dedication and devotion of the teacher towards the subject of the knowledge. Self-efficacy plays a major part in determining our chances for success; in fact some psychologists rate self-efficacy above talent in the recipe for success. We need to pay special attention to self-efficacy when setting goals to make sure that our efficacy beliefs are in line with our aims and not working against them.

The purpose of the study is to study self efficacy among the teacher trainees with respect to their gender, educational qualification, medium of instruction and locale. The method adopted for the study was survey method. The population of the study comprised of all the teacher trainees who were pursuing B.Ed. in different Colleges of Education in Patna. One hundred samples were selected randomly from four different Colleges of Education of Patna. Teachers Efficacy Scale (TES) developed by Dr. T. Pradeep Kumar (2011) was used for data collection. Data was analysed with the help of suitable statistical techniques. It was found that there is a significant difference in mean scores of male and female, under graduate and post graduate, rural and urban teacher trainees in self-efficacy while there is no significant difference in mean scores of English medium and Hindi medium teacher trainees in their self-efficacy.

Key words: Teacher trainees, B.Ed. and Self-efficacy

Education is an instrument for bringing out the potentialities of human beings and effectiveness of a system of education and is mainly dependent upon its teachers. In all education system, the teacher is the enabler, the inspiration and also the constraint. Teaching is an art and the quality of teaching depends on the love,

dedication and devotion of the teacher towards the subject of the knowledge. Self-efficacy, or confidence as it is commonly known, is one of the most enabling psychology models to have been adopted into positive psychology. It is the optimistic self-belief in our competence or chances of successfully accomplishing a task and producing a favourable outcome.

Self-efficacy is certainly worth having because as Henry Ford has put it, 'whether you believe you can or you can't, you are right'. And Gandhi perfectly understood the pivotal role that self-belief plays in our lives. Self-efficacy plays a major part in determining our chances for success; in fact some psychologists rate self-efficacy above talent in the recipe for success. We need to pay special attention to self-efficacy when setting goals to make sure that our efficacy beliefs are in line with our aims and not working against them. So where does self-efficacy come from and how can you get more of it? The originator of the theory, Albert Bandura names four sources of efficacy beliefs.

Bandura has identified four factors affecting self-efficacy:

- i) **Experience, or "enactive attainment"**: The experience of mastery is the most important factor determining a person's self-efficacy. Success raises self-efficacy, while failure lowers it.
- ii) **Modeling, or "vicarious experience"**: Modeling is experienced as, "If they can do it, I can do it as well". When we see someone succeeding, our own self-efficacy increases; where we see people failing, our self-efficacy decreases.
- iii) **Social persuasion**: Social persuasion generally manifests as direct encouragement or discouragement from another person. Discouragement is generally more effective at decreasing a person's self-efficacy than encouragement is at increasing it.

- iv) **Physiological factors:** In stressful situations, people commonly exhibit signs of distress: shakes, aches and pains, fatigue, fear, nausea, etc. Perceptions of these responses in one can markedly alter self-efficacy.

There are three dimensions in self-efficacy, namely:

- 1) Level or magnitude: belief in his/her own ability that is able to do task/ work at various different levels of difficulty.
- 2) Strength: belief that someone has that he has the ability and endurance in doing a task.
- 3) Generality: Person's belief in his/her own ability to be able to do task/work in various conditions (Noyelles, Hornik & Johnson, 2014).

High self-efficacy can affect motivation in both positive and negative ways. In general, people with high self-efficacy are more likely to make efforts to complete a task, and to persist longer in those efforts, than those with low self-efficacy.

A negative effect of low self-efficacy is that it can lead to a state of learned helplessness.

Significance of the study

In the present scenario teachers aspire to be seen as true professionals with competency, knowledge concerning the content, skill of teaching and methods of instruction. Teachers' ideas, understandings, self-efficacy and attitudes influence their quality of instruction. Therefore, these features must be considered in the teacher education programs. Teacher training of prospective teachers has very important role to develop the qualified teachers. Quality of teacher training enhance teacher's self-efficacy. Teachers' self-efficacy has been found to be predictive of attitudes towards teaching profession. In the same way, attitudes towards teaching profession also influence the way students learn. For this reason, it is

extremely useful for pre-service teachers who are the creator of the next generations of learners, to have high self-efficacy beliefs so that they become competence and to give them the opportunity to show their competence and perform the profession in the best way possible. That's why researcher wants to study the influence of certain demographic variables on Self - Efficacy of prospective teachers.

Operational Definitions:

Self-efficacy - Teacher trainees beliefs in his/her own ability to organize and succeed in teaching.

Teacher-trainees - A teacher trainee is a student- teacher enrolled for the professional degree of Bachelor of Education (B.Ed.) in session 2018-2020.

Objectives

- i. To find out the significant difference in self-efficacy of teacher trainees on the basis of gender, educational qualification, medium of instruction and locality.

Null Hypotheses

- i. There is no significant difference between mean scores of male and female teacher trainees in their self-efficacy.
- ii. There is no significant difference between mean scores of under graduate and post graduate teacher trainees in self-efficacy.
- iii. There is no significant difference in mean scores of self-efficacy among teacher trainees on the basis of their medium of instruction.
- iv. There is no significant difference between mean scores of urban and rural teacher trainees in their self-efficacy.

Method adopted for the study

Considering the nature of the problem, the method used for the present study is survey method.

Population

The population of the study comprised of all the teacher-trainees who were pursuing B.Ed. course in different Colleges of Education in Patna.

Sample

100 samples were selected randomly from 4 different B.Ed. Colleges of Patna.

Tool

The following tool was used for data collection:

Teachers Efficacy Scale (TES) developed by Dr. T. Pradeep Kumar (2011)

Statistical techniques used

Mean, S.D. and t-test were used for data analysis.

Results and Discussion

Hypothesis 1: There is no significant difference between mean scores of male and female teacher trainees in self-efficacy.

TABLE 1
Mean, SD and t-ratio based on gender

Gender	N	Mean	S.D.	t-ratio	Remarks
Male	63	67.48	4.80	5.84	S*
Female	37	73.53	5.12		

(S* means significant)

It is inferred from table 1 that the t-value is 5.84 which is more than the table value 2.626 at 0.01 level of significance. Hence the null hypothesis is rejected. It means there is significant difference in mean scores of male and female teacher trainees in self-efficacy. From table 1, it can be inferred that the self efficacy of female teacher trainees is better than the self efficacy of male teacher trainees.

Hypothesis 2- There is no significant difference between mean scores of under graduate and post graduate teacher trainees in self-efficacy.

TABLE 2
Mean, SD and t-ratio based on educational qualification

Educational Qualification	N	Mean	S.D.	t-ratio	Remarks
Under Graduate	71	75.48	7.43	3.57	S*
Post Graduate	29	68.94	8.62		

(S* means significant)

It is inferred from the table 2 that the t-value is 3.57 which is more than the table value 2.626 at 0.01 level of significance. Hence the null hypothesis is rejected. It means there is significant difference in mean scores of under graduate and post graduate teacher trainees in

self-efficacy. So, from table 2 it can be inferred that the self efficacy of under graduate teacher trainees is better than the self efficacy of post graduate teacher trainees.

Hypothesis 3- There is no significant difference in mean scores of self-efficacy among teacher trainees on the basis of their medium of instruction.

TABLE 3
Mean, SD and t-ratio based on medium of instruction

Medium of instruction	N	Mean	S.D.	t-ratio	Remarks
Hindi	61	70.56	6.43	0.69	NS*
English	39	71.48	6.52		

(NS* means not significant)

It is inferred from the table 3 that the t-value is 0.69 which is less than the table value 1.98 at 0.05 level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in mean scores of Hindi medium and English medium teacher trainees in self-efficacy.

Hypothesis 4- There is no significant difference between mean scores of urban and rural teacher trainees in self-efficacy.

TABLE 4
Mean, SD and t-ratio based on habitation

Habitation	N	Mean	S.D.	t-ratio	Remarks
Rural	42	66.35	5.43	2.81	S*
Urban	58	69.63	6.21		

(S* means significant)

It is inferred from the table 4 that the t-value is 2.81 which is more than the table value 2.626 at 0.01 level of significance. Hence the null hypothesis is rejected. It means there is significant difference in mean scores of rural and urban teacher trainees in self-efficacy. From table 4, it can be inferred that the self efficacy of urban teacher trainees is better than the self efficacy of rural teacher trainees.

Conclusion

On the basis of present study it may be concluded that there is a significant difference in mean scores of male and female, under graduate and post graduate, rural and urban teacher trainees in self-efficacy while there is a no significant difference in mean scores of English medium and Hindi medium teacher trainees in self-efficacy. These findings will help the School management, educational planners and Government in different ways for upliftment of society.

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MENTAL DISORDER, SUPERSTITION & SOCIETY

Ranjana Singh

Abstract

The aim of this paper is to assess the myths, beliefs, and perceptions about mental disorder and health seeking behaviour in general population and superstitions in the society. Also, this article attempts to show the importance of the concept of superstition in understanding a range of psychological problems. With this aim, this paper critically analyze several constructs that, without actually using the term "superstition," concern this phenomenon and its role in the development of mental disorders. This study focuses on social and psychological factors associated with superstitions. It sheds light upon the pros and cons for adherence with superstitious beliefs. The findings reveal that superstitious beliefs are widely spread and there are socio-learning pre dispositions which lie at backdrop of superstition. Superstition castes negative influences on psychological health of individuals. Over the entire article is worthy effort for articulated understanding of phenomenon of superstition and its associated factors which open horizons for the related and in depth enquiries. Most aspects of mental illness and psychological well-being are influenced by social factors (such as gender, social class, race and ethnicity, and household patterns) and social institutions (such as disability and social security systems, labor markets, and health care organizations). The capacity to cope effectively with growing number of persons with mental illness and/or dementia depend substantially on the social arrangements affecting family, work, income support and medical care.

Keywords: Mental illness, misconceptions, stigma, faith healer, health seeking behaviour, superstition, witch hunting

Introduction

Mental health is the ability to adjust oneself with the various stressful situations of the environment. A mentally healthy person lives a fuller, happier, harmonious & effective life. The essential dimension of mental health is clear from the definition from the definition of HEALTH in the WHO (World Health Organisation)

constitution: "Health is a state of complete physical, mental & social well being and not merely the absence of disease or infirmity".

Mental Health is the foundation for well being & effective functioning for an individual and for a community. This core concept of mental health is consistent with its wide & varied interpretation across cultures.

Traces of superstitions can be detected in the fibers of every society. The prevalence of superstitious beliefs can be stretched from old primitive cultures in the form of paranormal, magical and superstitious activities to present modern days (Newport & Strausberg, 2001). Superstitions are present in different forms in our society, subject to unique set of cultural beliefs and ideals (Ouédraogo & Mullet, 2001). It is an extensively explored topic in psychological research. The significance of superstition beliefs and its impact on behaviors are wide spread, researches indicated that consumers exhibited superstitious beliefs as mental short cuts which impact upon their purchase behaviors (Carlson, Mowen, & Fang, 2009).

The effects of superstitious beliefs can be witnessed in debit in business in United States which shows loss of \$800 and \$900 million on 13th Friday every year 13th (Ng, Chong, & Du, 2010). Also numerous studies have found that road accidents raised extensively on Friday the 13th (Hughes, 2002; Lewis & Gallagher, 2001; Nayha, 2002). In Taiwan people pay 15 percent more than actual rate for product when it shows number 8 which perceived as lucky digit (Kramer & Block, 2008). Surprisingly in China the association of good luck with number eight can be witnessed; Beijing Olympic Games were held on 8/8/08 (Carlson et al., 2009).

Superstition: A Conceptual Framework

Superstitious beliefs is noticed in behaviors exhibited by individuals in different life situations hence an articulated concept of superstition is a necessary aspect. Superstition conceptualized as "Any thought or irrational act and illogical fear or dread of something mysterious and fantasy and a doubt or habit that its basis

is ignorance or fear, is called superstition." (Jahuda, 1371, p. 5). Other explanations included superstition as behaviors which are perceived to have controlling power for luck and other external forces but they lack operational clarity to perform certain acts (Foster, Weigand, & Baines (2006). Superstition referred as groundless beliefs with lack of justified rationale. In American Heritage Dictionary, concept of superstition cited by Kramer and Block (2008) as incongruence beliefs with are against natural phenomenon but overall considered as logical by the members of particular society. Giner- Sorolla in 1999, defined superstitious acts as superstitions are appraisals for behaviors which involve lack of careful cognitive functions.

Superstition as an attitude can be understood from affective, cognitive and behavioral aspects. The emotional aspects includes arrays of feelings that ranged from fear, apprehension, to joy and delight towards superstitious laden objects. The cognitive aspect encompasses conceptualization, assimilation and strategic planning of behavior and predicting future outcomes where as the behavioral component comprised of different rituals people engaged to avoid accidents or facilitate their desired outcomes for their own selves or their loved ones.

Mental Disorder

Mental and behavioural disorders are present at any point in time in about 10% of the adult population worldwide.

The burden of mental disorders is maximal in young adults, the most productive section of the population. Neuro Psychiatry conditions together account for 10.96% of the global burden of diseases as measured by disability - adjusted life years (DALYs). Projections were estimated that by the year 2020 neuro psychiatric conditions will account for 15% of the disabilities worldwide with unipolar depression alone accounting of 5.7% of DALYs, and will stand 2nd in top 10 leading causes of disabilities.

The total economic costs of mental disorders are substantial in terms of gross national product (GNP) loss. In most countries, families

beer a significant proportion of these economic costs because of the absence of public funded comprehensive mental health service networks.

In the context of India situation is very different, there's no concept of mental disorder in our country's rural area. Lack of awareness regarding mental illness, it is connected to superstition, like, witchcraft (commonly known as 'Dayan Bisahi' in India). Especially referenced to the state of Jharkhand. In the state of Jharkhand, killings frequently happen due to assumed witchcraft. The role of society is also highly apprehensive.

The objective is to assess the myths, beliefs, and perceptions about mental disorders, and health seeking behaviours in general population and medical professionals of India.

In India, the prevalence of mental disorders ranges from 10 to 370 per thousand population in different parts of the country, the median conservation estimates of 65 per thousand population has been given by Gururaj etc. The rates are higher in females by approximately 20 -25% as for as causation of mental morbidity is concerned, there are many factors similar to any other world community, but delayed health seeking behaviour illiteracy, cultural and geographic distribution of people are special in India.

Access to adequate mental health care always falls short of both implicit and explicit in part by the fact that mental illness is still not well understood, often ignored.

In Gumla district of Jharkhand, frequently it is heard by the newspapers that all the members of a family were shot by the people of the same village in order to panchayat.

Large population of this district are tribal and there is too much illiteracy, unawareness and superstition among the people. If a person starts suffering from any kind of mental illness, the villagers call a person who is commonly known as 'Ojha' or 'Guni', whom people think that they'll treat the illness, but in reality, the person is

actually a 'Quack'. Villagers think that 'Dayan Bisahi' is responsible for any sort of illness or death. In some scenarios when the illness starts getting worsen, the villagers murder the person who is suffering along with his/her family members. These activities are a big challenge for humanity and a big threat for the society.

Mental Health Acts:

The **Mental Health** Act was drafted by parliament in 1987, and came into effect in all states & union territories of India in April 1993. It is an "Act to consolidate & amend the law relating to the treatment & care of mentally ill people, to make better provisions with respect to their property & affairs and for matters connected there with or incidental thereto."

The **World Federation for Mental Health** has declared 10th October as the International Mental Health Day. It is a day for global mental health education, awareness & advocacy.

Superstition

Superstitions are long-held beliefs that appear to be rooted in coincidence or cultural tradition rather than logic or facts.

Superstitions are often connected to pagan beliefs or religious practices that were widespread in the past.

Our ancestors didn't come up with superstitions because they were more ignorant naive than we are, but because they lacked many concrete ways to influence the survival outcomes of their lives, superstitions offered a way to feel more in control, the same way they do now. That's why highly educated, sophisticated people still believe in certain superstitions.

Most superstitions are fun and harmless, whether you sincerely believe in them or not. But some superstitions can play into mental health conditions, such as obsessive compulsive disorder (OCD).

Real Life Example of Superstition of Gumla district of Jharkhand, India:

In 2019, a boy died in Gumla by drowning in a well, the family members of the boy were unaware that the boy was in well, and was drowning. Once the dead body of the boy was discovered by the boy's family, the family members called a Quack to get the boy back to life. The quack asked the family members for some grains & food, after getting all the stuff he needed, the quack told the family to completely cover the boy's dead body with salt, and keep it for 48 hours. The family did everything the quack told. After 48 hours the boy was still dead, and the family had to bury the dead body.

Some Other Common Superstitions found in Indian society:

- **Crows:** Crows are scavenger birds and many believe they can sense death before it happens. For this reason, some people believe seeing a lone crow means calamity is eminent.
- **Black Cats:** Poor black cats. They are blamed just for being black (no racist joke here). It's a popular belief in the west too that, if a black cat crosses your path, it's a bad omen.
- **13:** Number 13 is just considered unlucky.

SOCIETY: Superstitions are common phenomenon in human society especially in Asian cultures. Superstitions & beliefs can have a negative impact on the social well being of people in society because they are highly associated with financial risk-taking and gambling behaviours.

There is very worst situation of mentally ill woman in society. When they are healthy, they serve the whole family from day to night, but when they get mentally disturbed by the exploitation and torture by the family members gradually, the situation of the woman becomes very worst then their so called 'own' family does not support properly, and sometimes they even say that "it's her drama", and then they send the woman to her parent's house for treatment. If any

survey on this topic is done, then we'll find that no husband's family member will see for treatment of his wife or their daughter-in-law, only her own parents, brother or sister will be there for her treatment. These situations are still in our society because of unawareness of Psychology.

Witch Hunting In India

India is a land where the women are treated as symbol or are consider as a token of their community, family, caste and all other diverse divisions.

Witch Hunting In Past Few Years:

As per the report of National Crime Record Bureau (NCRB) 2008, in the state of Jharkhand of India there were 52 witchcraft related murder, in Haryana around 26 of witch hunting were reported, whereas in Andhra Pradesh and Orissa 23 cases were reported, in Madhya Pradesh 17, in Chhattisgarh 15, in Maharashtra 11 and in west Bengal and Meghalaya 4 and 3 respectively. According to NCRB, instances of witch hunting has increased when compared to previous year data.

Also, as per Human Right committee report in last 15 years approximately 2,500 women were killed in name of witch hunting. Previously it was seen that witch hunting is only associated to women, but in 2013 in Orissa police reported a case where a boy was killed as he was accused of practicing witchcraft. And in Assam where a girl was raped in name of witch hunting in 2011.

In 2015 and 2016 the crime against women and witchcraft is 32% and 27% which violates the right of women.

LEGISLATIVE APPROACH TO WITCH HUNTING

- There is no specific and particular national level legislation that penalizes witch hunting hence the provision under the Indian penal code 1860 can be used as an alternative for the victim.

- The different section invoked in such cases are sec. 302 which charge for murder, sec 307 attempt for murder, sec 376 which penalizes for rape and sec 354 which deals with outraging a women's modesty.

Apart from the provision under Indian penal code different states have come up with different legislation to tackle the problem of witch hunting

- Jharkhand followed it and established "Anti witchcraft Act" in 2001 to protect women from inhuman treatment as well to provide victim legal recourse to abuse. Basically section 3, 4, 5 and 6 of concerned Act talk about the punishment which will be granted if any one identifies someone as witch, tries to cure the witch any damages caused to them.
- Bihar though being most backward was the first state in India to pass a law against witch hunting in the year 1999, which was named "prevention of witch practices act".

Poor Implementation of Prevalent Laws:

- State which have enacted laws and not effective as it lacks of national legislation.
- Also due to the quantum of punishment which is granted to the accused is lesser than a gravity of the crime they have committed, up to 1 year with a fine of Rs. 1000.

Social Issues in Areas Affected With Superstitious Practices

- Well planned activity.
- Means to grab property and control.
- Whole community is engaged.
- Poor and inaccessible area affected with extremists.
- No comprehensive awareness and education program.

Findings and Discussion

Social isolation has long been known as a key trigger of mental illness, while supportive relationships with friends, family & neighbours are beneficial to the mental health of individuals and the population. Other forms of social interactions such as, volunteering is also known to boost well being.

Mental health is fundamental to the health and productivity of every culture and serves as the foundation of productive families, communities, and society as a whole. Major mental illnesses like schizophrenia, depression, bipolar disorder, and panic disorders occur worldwide and to all racial and cultural groups.

There's a strong association between culture and mental health stigmas, several surveys and studies show that differences in stigma exist between various groups all though research offers few explanations to why these differences exist.

- The cultural perception of people with mental illness as being more dangerous, as compared to the perceptions held by another race.
- Reluctance to marry or employ someone with a mental illness.
- A call for separation from those with mental illnesses, even though research shows interaction usually reduces stigmatization.
- Reluctance to engage in treatment out of fears that their race would elicit unfair conduct on the part of healthcare workers.
- Suppressed communication between the health care professionals and patients regarding the state of an individual's mental health status.
- Reluctance to share information or concerns about one's

mental health status with friends, co-workers, or family members.

- The perspective that mental illness reflects poorly on the entire family.

Many mental health experts consider mental illness to be the product of complex interactions between biological, psychological, cultural, and social factors. The contribution of each of these factors varies by disorder.

Ethnic, racial, and cultural minorities experience a special social and economic environment of inequality that increases their risk for exposure to racism and discrimination, violence, and poverty. There is a strong association between poverty and mental illness, according to the World Health Organization (WHO), with common mental disorders occurring about twice as often among poor people as in the rich. The highest rates of mental illness often occur in those with the lowest levels of education and in the unemployed. In particular, individuals with the lowest socioeconomic status have eight times the relative risk for schizophrenia than those in the top socioeconomic class.

Part of the reason for this cyclic relationship is that people living in poverty have fewer opportunities for education or employment, suffer exposure to harsh living conditions, have little access to good health care, and lack the financial resources necessary to maintain basic standards of living. These stressful conditions can contribute to the development of a mental disorder that can prevent these individuals from working or increase their risk for suffering discrimination in the workplace. Without a job, people are unable to pay for the effective treatment they need.

Conclusion

It can be concluded from this study, that the myths and misconceptions are significantly more prevalent in rural areas than urban areas and among medical professionals, and the people need to be communicated to change their behaviour, and develop a

positive attitude towards mental disorders, so that health seeking behaviour can improve.

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उच्चतर माध्यमिक स्तर के विद्यार्थियों की संवेगात्मक बुद्धि का अध्ययन

अमृता कुमारी

सार

प्रस्तुत अध्ययन उच्चतर माध्यमिक स्तर के विद्यार्थियों की संवेगात्मक बुद्धि पर आधारित है। यह विषय वर्तमान में एक अत्यंत ज्वलंत समस्या के रूप में सामने आ रहा है। संवेगात्मक बुद्धि अनेक घटकों के परस्पर अंतर्संबंधों का प्रतिफल है, जिनमें लिंग, विद्यालय का प्रकार, माध्यम, माता की शैक्षणिक योग्यता, पिता की शैक्षणिक योग्यता तथा क्षेत्र का प्रभाव पड़ता है। उच्चतर माध्यमिक स्तर के विद्यार्थी किशोरावस्था में प्रवेश कर चुके होते हैं, इस स्तर पर विद्यार्थी अनेकों प्रकार के संवेगों का अनुभव करता है, उनके संवेगों को पहचानना, उसे सही दिशा देना अत्यंत आवश्यक होता है क्योंकि संवेगात्मक अस्थिरता उसके व्यावसायिक महत्वाकांक्षा को भी प्रभावित करती है, फल स्वरूप इस अस्थिरता की स्थिति में वह अपने भविष्य हेतु उपर्युक्त योजना बनाने में सक्षम नहीं हो पाता है। वर्तमान समय में ऐसे विषयों पर अध्ययन की आवश्यकता है जिससे इन विषयों पर किया गया अध्ययन विद्यार्थियों तथा शिक्षकों को उनकी कार्य योजना को बनाने में मदद करेगा। प्रस्तुत अध्ययन में शोधकर्त्री ने विभिन्न जनसांख्यिकीय चरों को सम्मिलित करते हुए उच्चतर माध्यमिक स्तर पर विद्यार्थियों में संवेगात्मक बुद्धि विषय का चयन किया है। सर्वेक्षण विधि के माध्यम से शोधार्थी ने २३० विद्यार्थियों का चयन किया और सांख्यिकीय तकनीकी का प्रयोग आकड़ों के विश्लेषण हेतु किया गया है।

प्रस्तुत अध्ययन से यह निष्कर्ष प्राप्त हुआ है कि लिंग, माध्यम एवं क्षेत्र के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर नहीं है और विद्यालय के प्रकार, पिता और माता के शैक्षणिक स्तर के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर पाया गया।

मुख्य बिंदु : उच्चतर माध्यमिक स्तर, संवेगात्मक बुद्धि ,जनसांख्यिकीय, चर।

1.1 परिचय

विद्यार्थी और शिक्षा का एक दूसरे से बड़ा ही गहरा संबंध है। शिक्षा मनुष्य के लिए खान-पान से भी अधिक आवश्यक है। शिक्षा प्रत्येक समाज और राष्ट्र के लिए उन्नति की कुंजी है। अज्ञानता मनुष्य के लिए अभिशाप है, शिक्षा के द्वारा ही हम सत्य और असत्य को जान पाते हैं। विद्यार्थी राष्ट्र की सबसे बड़ी ताकत और सम्पत्ति होते हैं। विद्यार्थी शब्द दो शब्दों से मिलकर बना है विद्या, अर्थी जिसका अर्थ है, विद्या प्राप्ति का इच्छुक। मनुष्य के जीवन का वह समय, जो शिक्षा प्राप्त करने में व्यतीत होता है, 'विद्यार्थी जीवन' कहलाता है। मनुष्य जीवन के अंतिम क्षणों तक कुछ न कुछ शिक्षा ग्रहण करता ही रहता है। प्राचीन काल में पूरे जीवन को कार्य की दृष्टि से चार भागों में बांटा गया था, ब्रह्मचर्य, गृहस्थ, वानप्रस्थ और सन्यास। यह पहला ब्रह्मचर्य-काल ही विद्यार्थी जीवन माना जाता है। विद्यार्थी जीवन साधना और तपस्या का जीवन है। यह काल एकाग्रचित्त होकर अध्ययन और ज्ञान-चिंतन का है। यह काल सांसारिक भटकाव से स्वयं को दूर रखने का काल है। विद्यार्थियों के लिए यह जीवन अपने भावी जीवन को ठोस नींव प्रदान करने का सुनहरा अवसर है, यह चरित्र-निर्माण, ज्ञान को

सुदृढ़ करने का एक महत्वपूर्ण समय है। नए शिक्षक, नए सहपाठी और नया वातावरण मिलता है। वह समझने लगता है कि समाज क्या है और उसे समाज में किस तरह रहना चाहिए? उसके ज्ञान का फलक विस्तृत होने लगता है। पाठ्य-पुस्तकों से उसे लगाव हो जाता है। वह ज्ञान रस का स्वाद लेने लगता है जो आजीवन उसका पोषण करता रहता है। ज्ञान अर्जन की चाह रखने वाला विद्यार्थी जब विनम्रता को धारण करता है तब उसकी राहें आसान हो जाती हैं। विनम्र होकर श्रद्धा भाव से वह गुरु के पास जाता है तो गुरु उसे सहर्ष विद्यादान देते हैं। वे उसे नीति ज्ञान एवं सामाजिक ज्ञान देते हैं, गणित की उलझनें सुलझाते हैं, और उसके अंदर विज्ञान की समझ विकसित करते हैं। उसे भाषा का ज्ञान दिया जाता है, ताकि वह अपने विचारों को अभिव्यक्त कर सके। इस तरह विद्यार्थी जीवन सफलता और पूर्णता को प्राप्त करता हुआ प्रतिभाशाली बनता है।

उच्चतर माध्यमिक स्तर, विद्यार्थी जीवन का अत्यंत महत्वपूर्ण चरण होता है। इस अवस्था में विद्यार्थी विभिन्न प्रकार के संवेगों का अनुभव स्वयं में करता है। यदि इन संवेगों के उचित विकास हेतु विद्यालय उन्हें उपयुक्त वातावरण प्रदान करता है, तो उनकी संवेगात्मक बुद्धि को सकारात्मक दिशा दी जा सकती है। प्रस्तुत शोध-पत्र विद्यार्थियों की संवेगात्मक बुद्धि को ज्ञात करने अथवा वस्तुस्थिति को जानने हेतु किया गया एक प्रयास है।

1.2 अध्ययन की सार्थकता

उच्चतर माध्यमिक स्तर के विद्यार्थी किशोरावस्था में प्रवेश कर चुके होते हैं, इस स्तर पर विद्यार्थी अनेकों प्रकार के संवेगों का अनुभव करता है, उनके संवेगों को पहचानना, उसे सही दिशा देना अत्यंत आवश्यक होता है

क्योंकि संवेगात्मक अस्थिरता उसके शैक्षणिक उपलब्धि को भी प्रभावित करती है, फलस्वरूप इस अस्थिरता की स्थिति में वह अपने भविष्य हेतु उपर्युक्त योजना बनाने में सक्षम नहीं हो पाता है। वर्तमान समय में ऐसे विषयों पर अध्ययन की आवश्यकता है क्योंकि इन विषयों पर किया गया अध्ययन विद्यार्थियों तथा शिक्षकों को उनकी कार्ययोजना को बनाने में मदद करेगा। प्रस्तुत लेख में शोधकर्त्री ने अनेकों पत्र पत्रिकाओं और शोधों का अध्ययन किया और पाया कि वर्तमान समय में यह अत्यंत प्रासंगिक विषय है और इस कार्य हेतु विभिन्न जनसांख्यिकीय चरों को सम्मिलित करते हुए उच्चतर माध्यमिक स्तर पर विद्यार्थियों की संवेगात्मक बुद्धि का अध्ययन विषय चयन किया गया है।

1.3 संबंधित साहित्य की समीक्षा

यादव (2014) द्वारा संवेगात्मक बुद्धि एवं सरकारी और निजी स्कूलों के छात्रों की आत्म अवधारणा का अध्ययन किया और पाया कि सरकारी और निजी स्कूल के छात्रों की संवेगात्मक बुद्धि में काफी भिन्नता है वे अपने स्वयं की अवधारणा में काफी भिन्न होते हैं।

तपस (2015) द्वारा उच्चतर माध्यमिक विद्यालय के विद्यार्थियों में संवेगात्मक बुद्धि एवं शैक्षणिक उपलब्धि पर अध्ययन किया। अध्ययन में पाया गया कि लिंग के आधार पर छात्राओं में संवेगात्मक बुद्धि छात्रों की तुलना में अधिक थी।

मारिया (2017) द्वारा छात्रों की संवेगात्मक बुद्धि और सामाजिक कौशल के बीच संबंध पर अध्ययन किया। अध्ययन में पाया गया कि सामाजिक

कौशल की अवधारणाओं के लिए उच्च स्कोर तथा छात्रों की संवेगात्मक बुद्धि के लिए कम स्कोर पाया गया।

चम्बरिन (2018) द्वारा किशोरावस्था में शैक्षणिक उपलब्धि और संवेगात्मक बुद्धि पर अध्ययन किया। अध्ययन से ज्ञात हुआ कि किशोरावस्था में संवेगात्मक बुद्धि का शैक्षणिक कारकों पर प्रभाव पड़ता है।

1.4 समस्या कथन

उच्चतर माध्यमिक स्तर के विद्यार्थियों की संवेगात्मक बुद्धि का अध्ययन

संक्रियात्मक परिभाषा

उच्चतर माध्यमिक स्तर

उच्चतर माध्यमिक स्तर : उच्चतर माध्यमिक स्तर का अभिप्राय 11वीं तथा 12वीं के विद्यार्थियों से है। प्रस्तुत लेख में 11वीं के विद्यार्थियों को सम्मिलित किया गया है।

संवेगात्मक बुद्धि

संवेगात्मक बुद्धि अपनी भावनाओं, संवेगों को समझना, उनका उचित तरह से प्रबंधन करना ही भावनात्मक समझ है। व्यक्ति अपनी भावनात्मक समझ

का उपयोग कर सामने वाले व्यक्ति से ज्यादा अच्छी तरह से संवाद कर सकता है और ज्यादा बेहतर परिणाम पा सकता है ।

1.5 अध्ययन के उद्देश्य

- i) लिंग के आधार पर उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर का पता करना ।
- ii) गैर सरकारी एवं सरकारी उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर का पता करना ।
- iii) माध्यम के आधार पर उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर का पता लगाना ।
- iv) शहरी एवं ग्रामीण उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर का पता करना ।
- v) माता के शैक्षणिक स्तर के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर का पता लगाना ।
- vi) पिता के शैक्षणिक स्तर के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर का पता लगाना ।

1.6 परिकल्पनाएं

- i) लिंग के आधार पर उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।
- ii) गैर सरकारी एवं सरकारी उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।
- iii) माध्यम के आधार पर उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।
- iv) शहरी एवं ग्रामीण उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।
- v) माता के शैक्षणिक स्तर के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।
- vi) पिता के शैक्षणिक स्तर के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।

1.7 अध्ययन में प्रयुक्त उपकरण

- (1) अरुण कुमार सिंह एवं श्रुति नरेन (2006) द्वारा निर्मित एवं मानकीकृत संवेगात्मक बुद्धि परीक्षण .

1.8 शोध विधि

अध्ययन हेतु सर्वेक्षण विधि का प्रयोग किया गया है।

समष्टि

अध्ययन हेतु कैमूर जिले के समस्त उच्चतर माध्यमिक विद्यालय के विद्यार्थी समष्टि के रूप में है।

प्रतिदर्श

230 उच्चतर माध्यमिक विद्यालय के विद्यार्थियों को प्रतिदर्श के रूप में लिया गया है जिनमें सरकारी विद्यालयों से कुल 100 और गैर सरकारी विद्यालयों से 130 विद्यार्थियों का चयन किया गया है जिसमें 125 छात्र तथा 105 छात्राओं को प्रतिदर्श के रूप में लिया गया। विद्यार्थियों का चयन सांयोगिक विधि द्वारा किया गया है।

सांख्यिकीय प्रविधियां

1. माध्य
2. प्रमाणित विचलन
3. टी-अनुपात
4. सह-संबंध
5. अनोवा

1.9 अध्ययन की परिसीमाएँ

प्रस्तुत अध्ययन की निम्नलिखित परिसीमाएँ हैं :

1. प्रस्तुत अध्ययन कैमूर जिले तक सीमित है।
2. यह अध्ययन 11वीं कक्षा के विद्यार्थियों तक सीमित है।
3. प्रतिदर्श के रूप में केवल 230 विद्यार्थियों का चयन किया गया है।

1.10 नल परिकल्पनाओं का विश्लेषण

परिकल्पना – 1

लिंग के आधार पर उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।

तालिका संख्या – 4.1

लिंग के आधार पर उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि

लिंग	संख्या	माध्य	मानक विचलन	टी-परीक्षण	सार्थकता स्तर
छात्रा	125	20.78	3.219	.288	सार्थक नहीं
छात्र	105	21.26	3.895		

(0.05% सार्थकता के स्तर पर टी का मान 1.96)

तालिका संख्या 4.1 से स्पष्ट होता है कि लिंग के आधार पर उच्चतर माध्यमिक विद्यालय की छात्राओं का संवेगात्मक बुद्धि का माध्य 20.78 तथा मानक विचलन 3.21 है, वहीं छात्रों का माध्य 21.26 तथा मानक विचलन 3.89 है। टी-अनुपात का मान .288 है जो 0.05 सार्थकता स्तर पर दिए गए टी-अनुपात तालिका मूल्य (1.96) से कम है। अतः नल परिकल्पना को स्वीकृत किया जाता है। इस प्रकार कहा जा सकता है कि लिंग के आधार पर उच्चतर माध्यमिक विद्यालय के विद्यार्थियों में संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।

परिकल्पना – 2

गैर-सरकारी एवं सरकारी उच्चतर माध्यमिक विद्यालय के विद्यार्थियों में संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।

तालिका संख्या – 4.2

गैर-सरकारी एवं सरकारी उच्चतर माध्यमिक विद्यालय के विद्यार्थियों में संवेगात्मक बुद्धि

विद्यालय के प्रकार	संख्या	माध्य	मानक विचलन	टी-अनुपात	सार्थकता स्तर
सरकारी	140	20.63	3.2	1.995	सार्थक
गैर सरकारी	90	21.58	3.8		

(0.05% सार्थकता के स्तर पर टी का मान 1.96)

तालिका संख्या 4.2 से स्पष्ट होता है कि सरकारी विद्यालय के विद्यार्थियों

में संवेगात्मक बुद्धि स्तर का माध्य 20.63 तथा मानक विचलन 3.2 है, गैर सरकारी का माध्य 21.58 तथा मानक विचलन 3.8 है। टी-अनुपात का मान 1.99 है जो 0.05 सार्थकता स्तर पर दिए गए टी-अनुपात तालिका मूल्य (1.96) से अधिक है। इसलिए नल परिकल्पना को अस्वीकृत किया जाता है और कहा जा सकता है कि गैर सरकारी एवं सरकारी उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर है।

परिकल्पना – 3

माध्यम के आधार पर उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।

तालिका संख्या – 4.3

माध्यम के आधार पर उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि

माध्यम	संख्या	माध्य	मानक विचलन	टी-अनुपात	सार्थकता स्तर
अंग्रेजी	86	21.19	2.9	.614	सार्थक नहीं
हिंदी	144	20.89	3.8		

(0.05% सार्थकता के स्तर पर टी-अनुपात का मान 1.96)

तालिका संख्या 4.3 से स्पष्ट होता है कि अंग्रेजी माध्यम के विद्यार्थियों का संवेगात्मक बुद्धि का माध्य 21.19 तथा मानक विचलन 2.9 है। हिंदी माध्यम के विद्यार्थियों का माध्य 20.89 तथा मानक विचलन 3.8 है। टी-अनुपात

का मान .614 है जो 0.05 सार्थकता के स्तर पर टी-अनुपात तालिका मूल्य (1.96) से कम है। इसलिए नल परिकल्पना को स्वीकृत किया गया है। इस प्रकार कहा जा सकता है कि माध्यम के आधार पर उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।

परिकल्पना – 4

शहरी एवं ग्रामीण उच्चतर माध्यमिक विद्यालय के विद्यार्थियों में संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।

तालिका संख्या – 4.4

शहरी एवं ग्रामीण उच्चतर माध्यमिक विद्यालय के विद्यार्थियों में संवेगात्मक बुद्धि

निवास स्थान	संख्या	माध्य	मानक विचलन	टी-अनुपात	सार्थकता स्तर
ग्रामीण	146	20.78	3.8	0.452	सार्थक नहीं
शहरी	84	21.26	3.04		

(0.05% सार्थकता के स्तर पर टी का मान 1.96)

तालिका संख्या 4.4 से स्पष्ट होता है कि ग्रामीण क्षेत्र के विद्यार्थियों में संवेगात्मक बुद्धि का माध्य 20.78 तथा मानक विचलन 3.8 है तथा शहरी क्षेत्र के विद्यार्थियों का माध्य 21.26 तथा मानक विचलन 3.04 है। टी-अनुपात का मान 0.452 है जो 0.05 सार्थकता के स्तर पर दिए गए टी-अनुपात तालिका मूल्य (1.96) से कम है। अतः नल परिकल्पना को

स्वीकृत किया गया है। इस प्रकार कहा जा सकता है कि शहरी एवं ग्रामीण उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।

परिकल्पना – 5

माता के शैक्षणिक स्तर के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।

तालिका संख्या – 4.5

माता के शैक्षणिक स्तर के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि

शैक्षणिक स्तर	संख्या	माध्य	मानक विचलन	टी-अनुपात	सार्थकता स्तर
इंटर मी.एवं.इंटर मी. से कम	168	20.67	3.6	2.3	सार्थक
स्नातक एवं स्नातक से अधिक	62	21.90	3.2		

(0.05% सार्थकता के स्तर पर टी का मान 1.96)

तालिका संख्या 4.5 से स्पष्ट होता है कि ऐसे विद्यार्थी, जिनकी माताओं का शैक्षणिक स्तर इंटर मीडिएट एवं इंटर मीडिएट से कम है, का माध्य 20.67 तथा मानक विचलन 3.6 है, ऐसे विद्यार्थी जिनकी माताओं का शैक्षणिक स्तर स्नातक एवं स्नातक से अधिक है, का माध्य 21.90 तथा मानक विचलन 3.2 है। टी-अनुपात का मान 2.3 है, जो 0.05 सार्थकता स्तर पर टी-अनुपात तालिका मूल्य (1.96) से ज्यादा है। इसलिए नल परिकल्पना को अस्वीकृत किया गया है। इस प्रकार कहा जा सकता है कि

माता के शैक्षणिक स्तर के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर है।

परिकल्पना – 6

पिता के शैक्षणिक स्तर के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर नहीं है।

तालिका संख्या 4.6

पिता के शैक्षणिक स्तर के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि

शिक्षा स्तर	संख्या	माध्य	मानक विचलन	टी-अनुपात	सार्थकता स्तर
इंटरमी. एवं इंटरमी. से कम	119	20.50	3.6	2.216	सार्थक
स्नातक एवं स्नातक से अधिक	111	21.53	3.3		

(0.05 सार्थकता के स्तर पर टी का मान 1.96)

तालिका संख्या 4.6 से स्पष्ट होता है कि ऐसे विद्यार्थी, जिनके पिता का शैक्षणिक स्तर इंटरमीडिएट एवं इंटरमीडिएट से कम है, का माध्य 20.50 तथा मानक विचलन 3.6 है वही ऐसे विद्यार्थी जिसके पिता का शैक्षणिक स्तर स्नातक एवं स्नातक से अधिक है, का माध्य 21.53 तथा मानक विचलन 3.3 है। टी-अनुपात का मान 2.216 है जो 0.05 सार्थक स्तर पर दिए गए टी-अनुपात तालिका मूल्य (1.96) से अधिक है। इसलिए नल परिकल्पना को अस्वीकृत किया गया है। इस प्रकार कहा जा सकता है कि पिता के शैक्षणिक स्तर के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि में

सार्थक अंतर है।

1.11 शोध का निष्कर्ष

प्रस्तुत अध्ययन से ज्ञात होता है कि लिंग के आधार पर विद्यार्थियों के संवेगात्मक बुद्धि में सार्थक अंतर नहीं है जबकि गैर-सरकारी एवं सरकारी विद्यालय के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर पाया गया है। माध्यम तथा शहरी एवं ग्रामीण विद्यालय के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर नहीं पाया गया है पिता एवं माता के शैक्षणिक स्तर के आधार पर विद्यार्थियों की संवेगात्मक बुद्धि में सार्थक अंतर पाया गया है। अतः निष्कर्ष रूप में कहा जा सकता है कि विद्यार्थियों की संवेगात्मक बुद्धि विद्यालय के प्रकार तथा अभिभावकों की शिक्षा से प्रभावित होती है।

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HUMAN TRAFFICKING IN INDIA - CAUSES & EFFECTS

Dr. Sharath A M

Abstract

Illegal exploitation is "the exchange of people, most regularly with the end goal of sexual subjugation, constrained work, or for the extraction of organs and tissues, including surrogacy and ova expulsion. Dealing is a rewarding industry, speaking to an expected \$32 billion every year in global exchange, contrasted with the assessed yearly \$650 billion for all unlawful worldwide exchange." Poverty and ignorance make India one of the essential focuses of human dealers. Illegal exploitation is a worldwide, complex, and sad issue. For roughly 40 million individuals, it's not some dark, separated idea that is difficult to grasp; it's the truth they're compelled to live in day by day. On the off chance that we need to adequately add to the destruction of current servitude, we should initially comprehend what causes it and how it influences those included. At exactly that point would we be able to begin making vital moves to stop illegal exploitation and genuinely help those out of luck. So, there is a need to consider Human Trafficking in India and to inspect the circumstances and end results of illegal exploitation.

Keywords: Human Trafficking, Causes and Effects.

Introduction:

Illegal exploitation is the third biggest sorted out wrongdoing after medications and the arms exchange over the globe. As per the meaning of the United Nations - "dealing is any action prompting enrollment, transportation, holding or receipt of people, by methods for danger or utilization of power or a place of weakness". Nearly 80% of the illegal exploitation over the world is accomplished for sexual misuse and the rest is for fortified work and India is considered as the center point of this wrongdoing in Asia. In 2011 around 35,000 kids were accounted for absent and more than 11,000 out of these were from West Bengal. Further, it is accepted that alone 30% of the absolute cases are accounted for, so the genuine number is pretty high.

Illegal exploitation is one of the serious issues in India. Till date no solid examination has been led so far to know the specific number dealing with kids in India. The New York Times has provided details regarding the far-reaching issues of illegal exploitation in India particularly in the province of Jharkhand. Additionally in the report it is expressed that little youngsters are brought from neighboring Nepal to India. An article written in The Times of India revealed Karnataka as the third state in India for illegal exploitation. Other South Indian states are likewise the most searched, after objections for illegal exploitation. Consistently, more than 300 such cases are accounted for in one of the four South Indian states. Though West Bengal and Bihar, on a normal have 100 such cases every year, yet the greater part of the illegal exploitation cases is from these states. As per the most recent report on illegal exploitation by the United Nations Office on Drugs and Crime, reveals that Tamil Nadu has 528 such instances of illegal exploitation in 2012. The number is extremely high and more than some other states besides West Bengal. According to the information from Home Ministry, 1379 instances of illegal exploitation were from Karnataka. In the period of four years, in Tamil Nadu the number was 2,244, though Andhra Pradesh has 2,157 instances of illegal exploitation. As of late 300 fortified workers in Bangalore have been safeguarded. As per an article in Firstpost, Delhi is the center point of illegal exploitation exchange in India and half of the world's slaves live in India. Delhi is the hotspot for illicit exchange of little youngsters for homebased work, constrained marriage, and prostitution. Delhi is likewise the travel point for illegal exploitation.

Children and young ladies, generally from Northeast are taken from their homes and sold in faraway conditions of India for sexual misuse and to fill in as reinforced work by the operators who bait their folks with allurements of better life and cash for these children. Operators don't send these children to class yet offer them to work in blast furnaces, carpentry units, as homebased workers, hobos and so forth. Though young ladies are dealt with the end goal of sexual misuse. Indeed, even these young ladies are compelled to wed in

specific locales where female to male sex proportion is exceptionally upset. Kids from ancestral zones are at more serious danger of illegal exploitation. As of late, there were instances of illegal exploitation in which the vast majority of the kids were from the Kuki clan in Manipur's Tamenglong area. Explanation behind this was the ancestral conflicts that let the illegal exploitation to flourish. Struggle between the Kukis and Nagas clan in Northeast area somewhere in the range of 1992 and 1997 leaving numerous children destitute. These children were taken by operators to different places.

Objectives:

- To study Human Trafficking in India.
- To examine the causes and effects of human trafficking.

Methodology:

The scholar has exhaustively used secondary data like various periodicals, articles, reports, books, journals, and literatures, on the subject.

CAUSES OF HUMAN TRAFFICKING:

i. Poverty

At the point when somebody living in destitution, for example, a widow or single parent who battles to accommodate her kids, is frantic to meet a fundamental need, she is in a weak position. A dealer, acquainted with this situation, may extend to her an employment opportunity that empowers her to take care of her youngsters. In the event that this has all the earmarks of being her lone alternative, she may acknowledge and be eager to do whatever the dealer asks of her.

ii. Unemployment

Dealers target jobless people and regularly use duplicity to convince them to venture out from home and accept a position in another city or nation. The position may at first sound promising, however once the individual shows up at the objective, it is indeed different than what was portrayed. To shield them from leaving, dealers seize their travel papers or IDs. They may likewise pay for transportation, asylum, attire, or food so their casualties are obliged to them and feel committed to work.

iii. Displacement

War, political shakiness, and catastrophic events can dislodge people or whole families. At the point when individuals are compelled to escape their homes and networks, they can encounter budgetary difficulty, vagrancy, and culture stun. Youngsters who have lost their folks, for instance, are obvious targets for dealers. Without a sheltered spot to call home or a watchman to accommodate and ensure them, these kids become helpless against misuse, unreasonable treatment, and dealing.

iv. Lack of Knowledge or Experience

Freshness may lead people down a way that ends in abuse. A youngster who is drawn nearer by a dealer may acknowledge an appealing proposition for employment, considering it to be an extraordinary open door at such a young age. A settler who shows up in an outside nation may not get their privileges, might be new to the country's laws, or may not have a clue about the public language. A dealer will rapidly exploit these sorts of circumstances.

v. Broken Families

People who are projected out of their homes, deserted, or put into the kid government assistance framework are profoundly helpless against illegal exploitation. Wanderers, youth encountering

vagrancy, and the individuals who live in segregation are frequently focused on. At the point when somebody feels alone or disliked or has been manhandled before, they might be eager to face incredible challenges. They may feel like they have little to lose or may even discover comfort living with their dealer. A few dealers offer love and acknowledgment to bait people to work for them.

vi. Cultural Practices

In certain social orders, it's a common practice to denigrate and mishandle women and youngsters. This standpoint is imbued into the brains of people in specific societies, which makes a colossal open door for dealers. A parent might be eager to sell a little girl and send her into a universe of abuse. In conventional societies where masterminded relationships are normal, young women are now and then constrained into early marriages, which can likewise be recognized as a type of illegal exploitation.

EFFECTS OF HUMAN TRAFFICKING

Illegal exploitation can have physical, passionate, and mental consequences for anybody. It has the ability to affect somebody's life for eternity. Numerous dealers likewise experience injury as a result of what they see and do to other people, and numerous dealers have deceived themselves sooner or later in their lives.

i. Physical Trauma

Numerous casualties likewise experience physical wounds. The individuals who have been explicitly misused are frequently mishandled by their dealers and clients. They might be assaulted, beaten, and exposed to maltreatment over an extensive stretch of time. There is likewise a higher danger of contracting blatant maladies, contaminations, diabetes, malignancy, and different sicknesses. An absence of legitimate clinical consideration permits these conditions to spread and exacerbate – frequently influencing a person's wellbeing for all time.

Casualties of constrained work may work in perilous conditions for extended periods doing redundant assignments. They may likewise be presented to perilous toxins or work with substantial hardware. Subsequently, many are exposed to genital diseases, respiratory issues, wounds, disabilities, and depletion.

ii. Ostracism

People who are being dealt can immediately get segregated from companions, family, and other group of friends. This might be because of their own sentiments of blame and disgrace or on the ground that they've migrated and now live far away from their locale. In any case, casualties can get separated, pulled back, and lose contact from the society.

A few people who get back or get away from a dealing circumstance may even be barred from social gatherings because of shame; they might be ostracized by their loved ones and feel disliked and undesirable. Tragically, this segregation can make them helpless against being dealt again or lead them to re-visitation of a damaging way of life.

iii. Lack of Independent Living Skills

Numerous casualties who get away from a dealing circumstance need progressed instruction and the assets expected to live autonomously. They may not comprehend laws in the nation where they currently live or may not communicate in the language. They may have been dealt at a youthful age and couldn't go to class or set off for college. In the wake of being limited to a similar activity for an extensive stretch of time and not being permitted to learn new abilities, casualties can get reliant. At the point when the opportunity arrives, they may struggle living all alone.

FOR THE TRAFFICKERS

i. Money

Illegal exploitation is the quickest developing criminal industry on the planet, second in size just to sedate dealing. Dealers create \$150 billion every year, as indicated by the International Labor Organization. \$99 billion of that is produced through sex dealing alone, while the other \$51 billion is created through work dealing. The more dealers partake in the misuse of others, the more cash they make for themselves.

ii. Cheap Labor

Dealers use false and misleading wiles to draw in casualties to work for them. They may guarantee a sheltered workplace and reasonable compensation. As a general rule, representatives are regularly compelled to buckle down long, hard hours for almost no compensation. By utilizing savage means, traffickers persuade the casualties to work for them and to stay silent.

iii. Escape from Victimization

When casualties age out of their present positions, they might be extended to an employment opportunity as a dealer. Some acknowledge the new situation to get away from their own exploitation. They at that point start misusing others.

Thus, Illegal exploitation is spreading all over the world. The impacts of this shamefulness are broad, affecting all people included, their networks, and ages that follow. While the circumstances and end results are shifted and multifaceted, practical change can occur if survivors are protected and their culprits are captured.

Measures to prevent Human Trafficking

- Bring attention to your group of friends so that your loved ones find out about dealing.
- Consider chipping in with a nearby counter-dealing association.
- Donate cash to an association that chips away at the cutting edges.
- Call the National Human Trafficking Hotline in the event that you notice dubious action.
- Be a companion to somebody who's distant from everyone else and helpless.
- No activity is excessively little. Keep in mind the distinction you can make in somebody's life through one little thoughtful gesture.

Conclusion

The Government must guarantee that the important and powerful foundation is set up to recognize, capture, indict all associated with the dealing chain. Except if the whole chain feels the warmth of the indicting offices with dynamic help from NGOs and Civil Society, our kids and youngster will keep on being undermined by this social fiendishness.

Illegal exploitation endangers the respect and security of dealt people, and seriously abuses their common liberties. To battle dealing and to secure the common liberties of the weak individuals, solid political will of the administration is essential. In this manner

we can say that any wrongdoing which can be utilized as business one day turns into a major social malevolent on account of illegal exploitation. The issue is still in our grasp to be understood if solid measures are taken purposely and arrangements are made and executed carefully.

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