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For GOD AND COUNTRY

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EDITORIAL BOARD

Editorial,

Dear Readers,

Have you noticed the "new renaissance" which is already underway around the world?

Yes, a wise adage says, 'history repeats itself'. 'Black Death', one of the worst pandemics during the 14th century in Europe, compelled people to rebuild everything, to create a different and better world through creativity and innovation, thus making an end to the stagnation of the medieval age and giving rise to Renaissance. Similarly, the devastations done by the pandemic Covid-19 during this 21st century have compelled people to explore the realm of social responsibilities amidst the ramparts of differences, inequalities and challenges flanked worldwide. So, here we see the "new renaissance" popping up in every aspect of life, be it the social, spiritual, political, economic, or the hallowed walls of education. This is indeed a decisive time for humanity. We have a window of opportunity to do something phenomenal or else we might relapse into the pre-Covid phase which the 'new normal' would not be able to sustain. Through the emerging paradigms of the 21st century or the 'Renaissance factors', we can have a positive outcome for the future. One place to pour and use our energy, creativity, and innovative practices are in the care and education of our children.

SXCE's Journal of Research in Education (JRE) is a timeless and potential guide aimed at offering an innovative and systematic space to amplify the reservoir of knowledge for sculpting the academic rock. This edition is an inspiration and a learning journey equipped to contribute towards a sustainable educational reform, revealing the essential epistemological shifts needed for excellence in education. As Tagore has rightly said, "Don't limit a child to your own learning, for he was born in another time." This is so appurtenant today. Earlier issues of our journal JRE have been addressing this issue from many different angles. Here, once again we are ready with a series of inspiring contributors with practical resources and professional development strategies, sharing various perspectives, reckoning to embrace innovative practices, charting and integrating differences, and encouraging to discover best practices, rather than being vanquished by the overabundance of information.

In one of the papers by A. Pratima, the perception of secondary school teachers in implementing multiple intelligence theory in the curriculum transaction was studied. The findings of the study revealed that the majority of the teachers agreed upon the application of multiple intelligence theory in the classroom. Multiple intelligence theory could be very effectively used in the classroom if the teachers are given proper training to deal with the obstacles in its implementation.

A paper on mental map of students regarding Indian culture by N. Misra has tried to explore the various dimensions of Indian culture and its association with students. For this purpose, the author made use of the concept of 'Mental Map'. According to the findings of this study high academic achiever students and students belonging to high socio-economic status groups have a better mental map of Indian culture.

J. Gorai, A. Bhargav, and G.R. Angadi in their paper on, "A Quantum Leap Towards Reflective Teaching with National Education Policy 2020" aimed to study the outlook of school education structure and features of National Education Policy 2020. It is the first education policy of the 21st century that aims to address many growing developmental imperatives of our country and is aligned to the 2030 agenda for sustainable development. The paper lays emphasis on reflective teaching through a transdisciplinary approach in school education through NEP 2020.

T.Donsel presents his investigation on a very important ever-evolving phenomenon which is concerned with the well-being and happiness of society, i.e., 'Creativity'. The author analyses creativity through Jiddu Krishnamurti's ideas on education. The researcher affirms a bitter truth about the modern education system in our country which is far from seeing education as a mechanism for learning to acquire knowledge through self-discovery and conceptualisation. The findings of this research prove the progressive vision, of NCF 2005, 'learning without burden'.The present education system is actually strangling the spirit of creativity, emphasizing rote-memorization and ultimately preparing students for a rat race. Krishnamurti's ideas of liberal education reveal a holistic view of creativity which leads to self-knowledge, self-transformation, inward revolution, intelligence, and freedom.

The investigators, S. N. Patra and K. Mondal have made a comparative study of the physical fitness of the students of rural tribal and rural non-tribal colleges. Rural tribal college students were better in physical fitness.

Md. F.Ahmad in his paper talks about the development of research in education in India. In this paper, the researcher calls attention to the primary events in the field of educational research, in India. This paper also summarizes the historical development of research in India. Through this paper, we get to know about the various government agencies and policies that support and provide acceleration to major and minor educational research leading to the explosion of knowledge worldwide.

D. Dheeraj and R. Kumar, in their study on job satisfaction of secondary school teachers, talk about the value of teachers' satisfaction in their teaching profession. It is no doubt that the well-being of a nation largely depends upon competent teachers. For doing justice and maintaining the dignity of this profession, teachers require a high degree of professional aptitude and motivation. One way in developing high-quality teaching is understanding the elements connected with teaching quality and retention. One of these elements is 'job satisfaction'. When the teachers' minds and hearts are steady and satisfied with their teaching profession, they will be guided from within to choose the right way forward with a strong sense of responsibility towards the children and to the nation at large. Here the researchers reveal the factors leading to job satisfaction.

S. Pandey and R. Gupta studied the teaching effectiveness of B.Ed. teachers in Lucknow. This study revealed that the teachers belonging to aided B.Ed. colleges are more effective than the teachers of self-financed B.Ed. colleges.

Sapna Tirkey and Sanjana Tirkey, through their paper on issues related to the selling of handicrafts at the bustling Janpath Bazaar in Delhi, talks about the Indian society which by law has given women equal rights as men but it often doesn't seem so. Amidst these odds, they have tried to raise awareness about the hardships and challenges of uneducated Gujrati women, struggling to make their both ends meet.

D. K. Gupta, through his paper, presents the social implications of

education with special reference to John Dewey. Education ultimately should be real-life lessons that involve a focus on community, society, and cultural interactions and behaviours to ultimately encourage forbearance. He talks about J. Dewey's views on curriculum and its implication to the basic requirement of the individual and the society.

This issue of JRE brings in a number of interesting and thought-provoking topics. We hope our contributors inspire our readers.

With warm and kind regards.

Editorial Board

CONTENTS & AUTHORS

Application of Multiple Intelligence Theory in Curriculum Transaction : Teachers' Perception

Aribam Pratima Devi*

Abstract

The theory of Multiple intelligence offers the idea of individual differences and unique learning styles. Study reveals the effectiveness of this theory in making learning joyful and interesting. Moreover, knowledge of different intelligence can help the teachers in identifying the intelligence profile of each learner and help the instructors to create a conducive learning environment. The researcher in this study have attempted to explore the perception of secondary school teachers about the application of multiple intelligence theory in the teaching learning process. Descriptive survey method was used in the study. A questionnaire was developed by using the Google form to collect the data. Purposive sampling technique was used. The finding of the study reveals that almost all of the participants under the study were familiar with the theory except 6.8% respondents. All teachers emphasized and supported on the application of the MI theory based pedagogy in the classroom. Recommend actions are given to support the teachers to empower them to apply MI theory based pedagogy in the classroom.

Keywords : curriculum, multiple intelligence theory, innovation, individual difference, pedagogy.

INTRODUCTION

Harvard university professor Howard Gardner propounded the multiple intelligence theory in the early 1970 and 1980's. This theory

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is in contrast to the traditional understanding of intelligence as unitary in nature. Multiple intelligence theory describes the pluralistic nature of intelligence that each individual possess, showcasing their strength and weakness out of the eight intelligences. Gardner defined Intelligence as a bio mental potential to deal with data that can be enacted in a social setting to tackle issues or make items that are of incentive in a culture (Gardner, 1999, p.33). This theory challenges the traditional concept of all the learners learning in the same way. Armstrong (2017) stated that this theory was developed after years of research on human cognition and contrasted with views of intelligence as single entity. Every individual is unique and has different learning styles which can be caterd by the application of this theory. Moreover, Gardner agreed that the aptitudes of every individual are not comparable and the possibility of their mix is exceptional (Gardner, 2006). The theory has the potential to help the instructors in designing the teaching learning strategies according to the needs of each learner. The theory has been widely used in education and researches have shown the effectiveness of multiple intelligence theory in academic achievement and retention power. Kentab (2016) reported that "The theory of multiple intelligences has a significant part in the field of educating and learning. This is because there is a relationship between each part of multiple intelligences and the learning process. This relationship can help teachers to illustrate their opinion in curriculum, instruction, and assessment." There is a need for application of multiple intelligence theory in the classroom to make learning more enjoyable and engage the learners according to their way of learning. Baş (2016) stated that teachers can reach a large number of students by implementing MI theory in their teaching approach. Furthermore, knowledge of different intelligences can help the teachers in identifying the intelligence profile of each learner in the classroom. This knowledge will help the instructors to create a learning environment conducive for an inclusive setup. Yalmanki and Gozum (2013) also expressed the importance of

teachers' knowledge and understanding about the MI theory in helping the students to overcome difficulty in understanding the lesson and designing strategies for learner centric activities. In order to make learning most effective, teachers should develop teaching methodologies according to the intelligence type of students (Gardner, 2006). Ayesha and Khurshid (2013) stated that by identifying the intelligence of the learner and their learning styles, the teachers can effectively educate diverse learners according to their preferred way of learning. Intelligence of an individual has a pivotal role in the academic success of every learner.

Multiple intelligence theory offers a world of opportunity to the teachers to reshape and redesign their classrooms. With sensible integration of this theory in developing instructional strategies, an educator can boost the strength of a learner and help arouse interest as well as motivate in learning the subject. Tarannum (2016) stated that teaching strategy based on multiple intelligence theory could empower teachers to identify the underperforming students and design measures for improvement. However, application of this theory in education requires deep understanding and knowledge of the theory. It also requires detailed course work in planning and organizing various activities. Baş (2010) stated that not all the teachers are willing to integrate this theory as they are used to years of practice of traditional methods of instruction. The traditional methods of instruction are easy to use as it requires no planning of activities and the information is transited mostly through lectures. Furthermore, teacher improves their skill of teaching and designing instructional strategies when lessons are planned according to the intelligence profile of the learners (Yalmanci and Gözüm, 2013). Teachers with knowledge of multiple intelligence theory can better understand the pupils' intelligence type and help in overcoming the learning difficulty of the learners.

The diversity of our country is reflected in the schools. Students

from different culture and background are seen in the inclusive classroom. Also, with the advancement in technology, information is available everywhere. It is a great challenge for the teachers to make a classroom interesting and enjoyable. In this situation instructional strategies based on multiple intelligence theory can enhance the teaching learning process and make learning fun. The researcher in this study attempted to find out the perception of secondary school teachers in implementing the multiple intelligence theory in the teaching learning process.

OBJECTIVES OF THE STUDY :

The study was undertaken to find out the perception of secondary school teachers in implementing multiple intelligence theory in the teaching process. The objectives of the study are -

- To study the familiarity of science and mathematics secondary schools teachers on multiple intelligence theory.

- To find out the perceptions of science and mathematics secondary school teachers about the application of the multiple intelligence theory in the teaching learning process.

- To study the concerns of science and mathematics secondary school teachers about the constraints of implementing the multiple intelligence theory in the educational process.

METHODOLOGY AND PROCEDURE :

The research conducted was both qualitative and quantitative in nature. Descriptive survey method was used in the study. The researcher prepared a questionnaire to collect data by using the Google form. The purposive sampling technique was used to collect the data. The sample consisted of 88 in-service science and maths

secondary school teachers out of which 56 were male and 32 were female. The questionnaire was shared with the teachers by the researcher through Google form to collect data.

RESULTS AND FINDINGS:

The result presented is based on the response of the respondents. Table 1 illustrates the subject wise distribution of the sample.

Table 1 : Subject wise distribution of the sample

Subjects	Frequency of participants			Percentage
	Male	Female	Total	
Science	36	22	58	65.9%
Mathematics	20	10	30	34.1%

The teaching experiences of the teachers range from less than five years to as long as 20 years. Table 2 illustrates the teaching experiences of the teachers.

Table 2 : Teaching experiences of the teachers.

Subjects	0-5 years	6-10 years	11-15 years	16-20 years	Total
Science	36	12	4	6	58
Mathematics	24	6	0	0	30

The data collected through the Google form were transcribed, categorized and coded according to the objectives of the study.

Objective1: To study the familiarity of science and mathematics secondary schools teachers on multiple intelligence theory.

The questionnaire had 4 items to study the level of awareness of

multiple intelligence theory of the science and mathematics secondary school teachers.

●   The first item was a direct question about the familiarity of the theory with four options ranging from completely, moderately, slightly and not at all. Based on the data collected, 31.8% of the respondents admitted that they were completely familiar, 52.3% were moderately familiar, 9.1% were slightly familiar while 6.8% were not at all familiar with the multiple intelligence theory.

Table 3 : Subject wise distribution of response of familiarity level of the theory.

Level of familiarity	Completely	Moderately	Slightly	Not At All	Total
Response by Science teachers	14	30	8	6	58
Response by Mathematics teachers	14	16	0	0	30
Percentage	31.8%	52.3%	9.1%	6.8%	100%

●   Most of the pre-service teacher education programme has the multiple intelligence theory in the syllabus. However, 11.4% respondent recorded of not studying the theory, 9.1% of the participants were not sure and 79.5% admitted of having studied the theory in their pre-service training period.

●   Maximum of the teachers (97.7%) opined that multiple intelligence theory helps in identifying the uniqueness of each individual in the school.

- 86 out of 88 teachers agreed that students possess different types of intelligence and need attention in the class.

- 93.2% of the teachers disagree that IQ is the only way to determine intelligence of a person. The percentage of the teachers agreeing to this was 2.3% while 4.5% expressed that IQ might be the only way which could determine intelligence of a person.

Objective 2 : To find out the perceptions of science and mathematics secondary school teachers about the application of the multiple intelligence theory in the teaching learning process.

To study the perceptions of the samples about the applicability of the theory in the classrooms 4 items were used in the questionnaire. The data after analysis is presented below.

29.5% of the teachers agreed to the possibility of application of multiple intelligence theory propounded by Howard Gardner in the teaching learning process in the classrooms, whereas 68.2% opined that its moderately possible while 2.3 % expressed it is slightly possible.

More than half of the teachers that is 65.9% of the respondents felt that multiple intelligence theory could be utilized completely in designing instructional strategies for target students in an inclusive setup and 34.1% of them thinks the utilization of the MI theory is moderately possible.

65.9% of the teachers stated that the teaching strategy could be changed completely, 31.8 % felt moderate change could be possible and 2.3% felt slight change could be done according to the learning styles and intelligence posses by the learners.

More than half of the participants (75%) agreed completely, 22.7% agreed moderately and 2.3% agreed slightly that the teaching instruction would have a larger impact on the learners by adopting different activities and strategies targeting the different Intelligence in the class.

Table 4 : Views about the applicability of the multiple intelligence theory in the classrooms.

Items	Completely	Moderately	Slightly	Not At All	Total
Applicability of the multiple intelligence theory in the classrooms	29.5%	68.2%	2.3%	0	100
Utilization of MI theory in designing instructional strategies for target students.	65.9%	34.1%	0	0	100
Possibility of change in teaching strategy.	65.9%	31.8 %	2.3%	0	100
Huge impact on the learners by use of the MI theory-based teaching instructions.	75%	22.7%	2.3%	0	100

Objective 3 : To study the concerns of science and mathematics secondary school teachers about the constraints of implementing the multiple intelligence theory in the educational process.

The barriers to the use of MI theory were many as stated by the teachers of the study. Except four science teachers all other teachers expressed the hindrance in application of MI theory in their classrooms. The concerns as collected from the data are given below-

- **Lack of resources**- 11.9 % of the teachers reported that sufficient human resources are not available in most of the schools and sufficient time to plan and implement the theory is not given to them because of the engagement in other nonacademic works.

- **Lack of MI assessment tools in the classrooms**- Teachers reported that the classrooms do not have readymade tools available for the educators to identify the different kinds of intelligence for the learners. In such, it is a hindrance for the teacher to integrate the MI theory in the instructional planning as they do not have tools to identify the different intelligence of the learners.

- **Time consuming**- The percentage of teachers who expressed that use of MI theory curriculum could be time consuming is 49.2%. They communicated that in schools, teachers have to take multiple subjects and they also have to complete it within a time period. So it is somehow difficult to apply this theory in large classroom. The time constraints and resources to facilitate student's intelligence are likely major hindrance in the way.

- **Difficulty in planning**- More than half of the respondents (66.1%) feel that a major hindrance in implementing the MI

theory in the educational process is in planning**.** Multi- level lesson plans are required in applying multiple intelligence theory in curriculum but it is time consuming and requires highly dedicated professional resource persons and expertise to deal with.

- **Huge class size and diverse nature of students intelligence** - According to one of the respondent "The classroom class size is typically 30-35, and the time period is around 35 minutes so it is practically not possible to apply multiple intelligence theory in the classroom". 62.1% of the teachers under the study reported that due to large classroom size it will be a big challenge for them to apply the MI theory.

- **Time bound prescribed curriculum** – The teachers conveyed that school curriculum is loaded and there is a constant pressure from the authorities to complete the syllabus on time. This pressure somehow extracts the autonomy of the teacher. Because of which it is difficult for them to take out extra time to plan and design for implementing the MI theory.

- **Problem of Assessment**- One of the teachers expressed that "Assessing the result and tracking the progress is difficult as not all types of intelligence results are quantifiable." Evaluation of intelligence of diverse learners as well as the keeping a track record could be a challenging task for the teachers.

- **Inhibition to accept change**- An experienced teacher stated "All institutions are not too keen on trying out new methods" which indicates the inhibition to accept new methodology. Another teacher conveyed that the old mindset of teachers could be a hindrance for the teacher to implement the MI theory as an instructional strategy.

SUGGESTION :

The teacher advocated some suggestions for implementation of MI theory in the classrooms-

- **Reforms in policy**- One of the teachers conveyed that "since schools have become money making machines, the teaching-learning experience has been compromised. The only way to implement is through positive attitude and government willingness".

- **Sensitization to the teachers** – Another teacher expressed that sensitizing teachers towards the individual needs of the child will be a key factor in understanding the learners' intelligence and planning the lesson accordingly.

- **Grassroots level planning**- One of the respondents described that appointment of adequate faculties should be employed in the school to identify intelligence of students. The planning should begin from the grassroots level.

- **Support from parents and the administrator**- Teachers should be given enough freedom to design their classroom strategies to implement MI theory.

- **Proper training to the teachers** – One of the teachers expressed that through rigorous and fruitful training to teachers, proper planning and meticulous execution it is possible to implement MI theory in schools.

DISCUSSION :

The findings of the study reveal that almost all the respondents under study were familiar with the theory. Almost all the teachers

opined that MI theory can be applied in the classroom teaching learning process although there were concerns associated in doing so. Hogans (2017) also found that participants of his study accepted the use of the theory. However, only 50% of the participants agreed to the applicability of the theory in a study conducted by Dolati and Tahriri (2017) which contrasted the findings of this research. The study could identify many constrains in using the MI theory. The huge curriculum in the schools could be a hindrance for the teachers to implement the MI theory as it requires proper planning and designing. Kentab (2016) also found the curriculum is inappropriate for the implementation of the theory which supported this finding. Assessment is another problem as indicated by the study which is in tune with the findings of Hogans (2017). The study found teachers revealing about the lack of resources and huge time consumption in planning and designing the instructional strategies using the MI theory which is in line with the research findings of Dolati and Tahriri (2017). Suggestions like proper training and support from the parents and administration found in the study were supported with the findings of the Hogans (2017). Other recommendations were also given by the teachers including reforms in policy, sensitization of the teachers and grassroots level planning which could be helpful for the teacher community at large for integration of MI theory in the teaching learning process.

CONCLUSION:

Based on the research findings, it could be concluded that multiple intelligence theory could be very effective in the classroom although there are obstacles in its implementation. Support and proper training be given to the teachers to empower them and to help them to overcome these barriers. Teachers should be sensitized about the importance of individual difference and different learning styles. Furthermore, prospective as well as in service teachers must be provided with proper knowledge and understanding of the MI

theory for effective planning and most importantly efficient implementation of that plan for the betterment of the learners.

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A Study of Mental Map of Students
Regarding Indian Culture

Dr. Neetu Misra*

Abstract

Indian Culture is an embodiment of material and non-material culture. This includes religious tolerance, coordinating capacity, and adjusting power, the broad outlook of looking at this world as a large family, freedom of thought, unity in diversity, etc. Mental Map refers to the spatial environment about the country perceived by the students covering areas of Indian Culture. In this study, the researcher wants to find out the relation between Indian culture and their Mental Map. The purpose of the present study is to study the Mental Map of the students regarding Indian Culture.

Keywords : Mental map, Indian culture, national integration

Nowadays Mental maps are being studied in various fields such as psychology, education, geography, architecture, etc. Interest in this phenomenon has been increased tremendously since the evolution of the mental map concept. Psychologists have attempted to understand the causes and nature of the functioning of mental maps. Geographers, on the other hand, have attempted to understand the various decisions taken by individuals in terms of their preferential or non-preferential schematization regarding different places around the world. It has provided them the space to understand the inner complications of the existing man-environment relationship. Tolman (1948) was the man who first created the term 'Mental Map'. Mental Map covers various types of

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mental processing composed of a series of psychological transformations by which an individual can acquire code, store, recall, and decode information about the relative locations and attributes of different phenomena in their everyday or metaphorical spatial environment.

Mental Maps and Culture:

Sawyer (1976) in his article titled, 'Using Physical Maps to Transfer Mental Maps' attempted to explore the importance of understanding mental maps as the hardwiring aspect of culture. According to him, "One's theories, built from experiences, serve as the mental maps that guide one's everyday actions. Mental maps determine how we see, the world, our work, each other, and ourselves. They guide our daily behaviour." Edgar Schein (1976) defines the organizational culture, as "The ways in which a group of people has done things for so long that they simply come to be seen as the only appropriate ways of doing things. Culture is, in part, our collection of the mental maps that support our success."

Indian Culture:

The culture of India refers to the patterns of human activity and symbolism associated with India and its people. India's languages, religions, dance; music, architecture, food, and customs differ from place to place within the country but nevertheless possess a commonality. Indian culture is often labeled as an amalgamation of these diverse sub-cultures spread all over the Indian subcontinent and traditions that are several millennia old.

The culture of India has been shaped by the long history of India, its unique geography, and the absorption of customs, traditions, and ideas from some of its neighbors as well as by preserving its ancient heritages, which were formed during the Indus Valley Civilization

and evolved further during the Vedic age, rise and decline of Buddhism, Golden age, Muslim conquests and European colonization. India's great diversity of cultural practices, languages, customs, and traditions are examples of this unique co-mingling over the past five millennia.

India is also the birthplace of several religious systems such as Hinduism, Jainism, Buddhism, and Sikhism. The various religions and traditions of India that were created by these amalgamations have influenced other parts of the world. Religious beliefs especially Hinduism have influenced Indian culture for a long time in the Indian subcontinent.

According to Dr. Radhakrisnan, "India's cultural heritage is not only one of the most ancient, but it is also one of the most extensive and varied. To it have contributed, throughout the ages, many races and people, who have either temporarily come into contact with India or have permanently settled within her borders, joining the ranks of her children and helping to evolve a distinctive Indian Culture, the keynote of which is a synthesis on the basis of eternal values."

Indian Culture is perhaps one of the oldest and richest cultures in the world. There are various features of Indian Culture that are linked with National Integration like the concept of unity in diversity, tolerance, cooperation, broad outlook etc. Therefore, it is need of the hour to motivate the students of schools and colleges not only to learn about the salient features of Indian Culture but know about those parts of the culture that are helpful in fostering a feeling of National Integration. For this purpose, it is important to know how much Indian youth know about the salient features of Indian Culture. It can be assessed by studying the student's mental map of Indian Culture. This mental map of Indian Culture may be utilized in making an educational programme for fostering the feeling of National Integration among students.

Objectives of the study

1.   To study the Mental Map of the students regarding Indian Culture.

2.   To compare the Mental Map of the students regarding Indian Culture in relation to –

   (a)   Academic achievement of the students (Percentage of class X Board marks).

   (b)   Socio-Economic Status (SES)

   (c)   Types of Schools according to their examination board affiliation(ICSE, CBSE, and UP Board).

   (d)   Gender of Students.

Hypothesis : "There will be no significant difference in the mental map of students regarding Indian Culture, in relation to their academic achievement, Socio-Economic Status, types of schools and gender differences".

This major hypothesis is further divided into sub-hypotheses for the purpose of testing.

Methodology

For the present study, which is about XI grade students, all the students studying in class XI in the institutions situated within the urban limit of Lucknow, formed the population.

The selection of samples has been done using a random sampling procedure. Two-stage sampling was done. In the first stage,

institutions were divided into three groups on the basis of their recognition by the three boards, namely those of ICSE board, CBSE board, UP board. Six institutions were randomly selected, taking two institutions from each category.

In the second stage of sampling, one section of XI grade was taken randomly which was selected from each institution. The students of this class section have been included in the study. The distribution of the sample has been given in Table 1.

Table 1
Distribution of Sample

Board	Name of school	Boys	Girls	Total	Grand Total
UP Board	Motilal Nehru Balika Vidyalaya	–	54	54	99
	Shanti Convent Inter College	45	–	45	
ICSE Board	Lucknow Public School	45	15	60	95
	Career Convent Girls College	–	35	35	
CBSE Board	Central Academy	30	17	47	98
	Bright way College	25	26	51	
Total		145	147	292	292

TOOL

In the present study, a mental map refers to the spatial environment of the country's cultural scenario as perceived by the students. To

study the students' mental map of Indian Culture, a tool was constructed.

For the construction of the tool, a thorough study of the literature on Indian Culture was done. After discussion with experts of this field, twenty-five (25) concepts of Indian Culture, which have some relevance for National Integration, were identified.

This list included the following concepts:

Unity in Diversity, Religious Tolerance, Universal Brotherhood, Theory of Karma, Coordination Power, Simple Living & High Thinking, Importance of family, Multireligious Society, Broad Outlook, Multilingual Society, Power of Adoption, Humanity, Tolerance, Dhyan& Yoga, Spiritualism, Theory of Truth, Non-Violence, Salvation or Moksha, Lok- Parlok, Geographical Broadness, Niskam Karma, Democratic Society, Sacrifice, Parmarth, Pilgrimage.

This list of 25 concepts was given to experts (Out of these five were from the Department of Education, University of Lucknow and fifteen from different B. Ed. Colleges of Lucknow) and they were asked to mark all those concepts of Indian culture which are important for National Integration. They were further asked to write any other concepts of Indian culture which they deemed fit from their point of view.

On the basis of experts' opinion, eighteen concepts of Indian culture which in their opinion had relevance for National Integration were selected to form the tool. Out of eighteen concepts, fourteen were from the original list of 25, and 4 were added on the advice of experts. These included Antiquity, Indian Ideal,Atithisatkar, and Karmkand. These 18 concepts were included in the tool for the study of students' Mental Map of Indian Culture.

Procedure for collection of Data:

The data was collected in natural classroom settings by the researcher. The sample for this study was selected from six secondary schools of Lucknow city.

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RESULTS AND DISCUSSION

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Hypothesis

'There will be no significant difference in the mental map of students regarding Indian Culture, in relation to their academic achievement, Socio-Economic Status, types of schools and gender differences.'

Sub-hypothesis 1.1

'There will be no significant difference between the mental map of high academic achievers and low academic achievers.'

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Table 2
Difference between Mental Map Scores of high achievers and low achievers

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S.N.	Sub-group	Scores of Mental Map			df	't' value	significance
		M	σ	N			
1	High achievers	11.2	6.3	114	290	5.8	p < 0.01 highly significant
2	Low achievers	7.6	4.0	148			

Result:

Table 2 shows the Mean and SD values for the high achievers and low achievers sub-groups on the mental map of Indian Culture. The obtained value of 't' is 5.8 which is highly significant (p<0.01). Thus,

sub-hypothesis 1.1 is rejected and on the basis of mean values given in Table 2 and Fig. 1, it may be inferred that high achievers have a better mental map of Indian Culture.

Fig. 1
Mean Mental Map scores of high achievers
and Low achievers
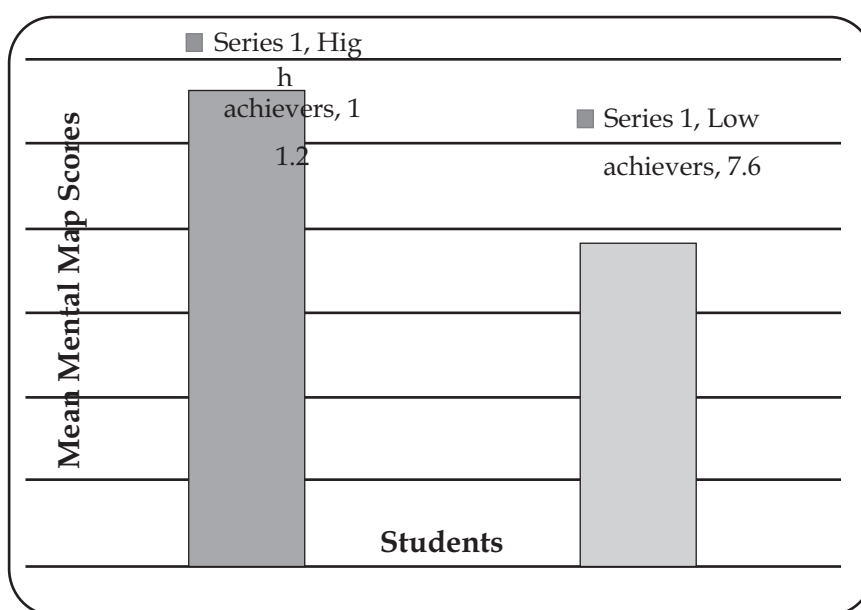
Discussion :

The result shows that academic achievement has a relationship with the mental map of students regarding Indian Culture. The students with a high level of achievement have a better mental map of Indian Culture. Perhaps this is due to the fact that students whose academic achievement is high are more studious and have better observation, understanding, and grasping power besides good memory. They study extra reading materials, some of which may be connected with

Indian Culture. They may also be attending workshops, seminars, etc. All these have made them aware of salient features of Indian Culture.

Sub-hypothesis 1.2

'There will be no significant difference between the Mental map of students belonging to low Socio-Economic Status (SES) and high SES groups.'

Table 3
Difference between Mental Map scores of high SES & low SES groups

S.N.	Sub-group	Scores of Mental Map			df	't' value	significance
		M	σ	N			
1	Low SES	7.00	3.6	147	290	7.69	p < 0.01 highly significant
2	High SES	11.52	6.08	145			

Results :

Table 3 shows the Mean and SD values of low SES and high SES subgroups on the mental map of Indian Culture. The obtained value of 't' is 7.69 which is highly significant (p < 0.01). Thus, sub hypothesis 1.2 is rejected and on the basis of mean values given in Table 3 and Fig. 2, it may be inferred that students belonging to the high SES group have a better mental map of Indian Culture.

Fig. 2
**Mean Mental Map scores of students belonging
to low SES and High SES**
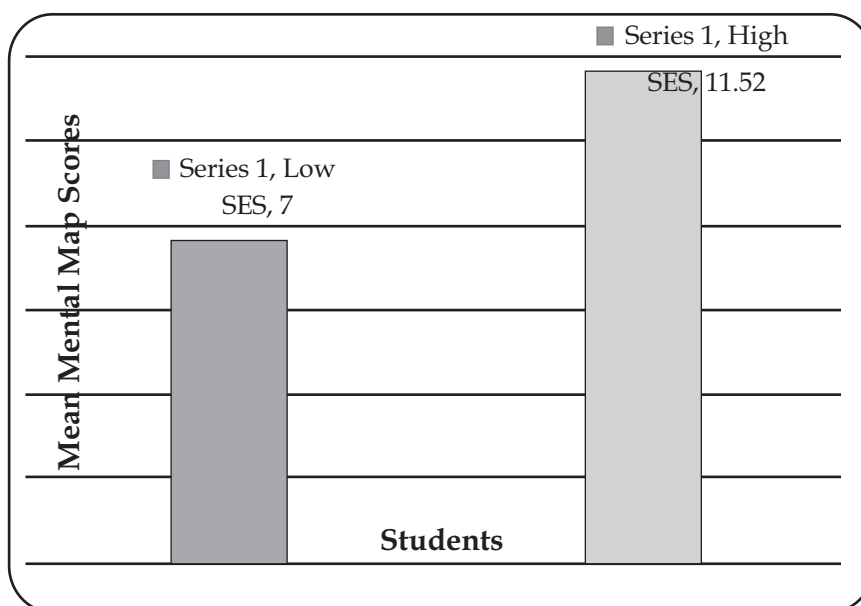
Discussion :

The result shows that socio-economic status has a relationship with the mental map of students regarding Indian Culture. The students with high SES have a better mental map of Indian Culture.

Perhaps this is due to the fact that the students who belong to high SES have better exposure to the country and Indian Culture. They have abetter facility of exposure to additional reading material and have a better chance of visiting different places of India which gives them a better understanding of India and its culture and has made them aware of the characteristics of Indian Culture. They also have better chances of socialization.

This result is supported by Hazen (1982), who found individual differences in the development of cognitive mapping ability, and by Jahoda (1963) who found that there are socioeconomic differences in the mental map of children. Dueck (1976) found that the socialization process is directly related to children's mental map.

Sub-hypothesis 1.3

'There will be no significant difference in the Mental Map of students attending different types of schools (affiliated to different boards). '

Sub-hypothesis 1.3 (a)

'There will be no significant difference in the mental map of students studying in ICSE board and CBSE board.'

Table 3
Difference between Mental Map scores of ICSE board
and CBSE board

S.N.	group	Scores of Mental Map			df	't' value	significance
		M	σ	N			
1	ICSE Board	7.63	5.8	95	191	4.6	p < 0.01 highly significant
2	CBSE Board	11.34	5.3	98			

Result:

Table 3 shows the Mean and SD values of students studying in ICSE board and CBSE board on Mental Map of Indian Culture. The obtained value of 't' is 4.6 which is highlysignificant (p < 0.01). Thus the sub-hypothesis 1.3.1 is rejected and on the basis of mean values,

it may be inferred that students studying in CBSE board schools have a better mental map of Indian Culture. This result is also shown in Fig.3

Sub-hypothesis 1.3(b)

'There will be no significant difference between the Mental Map of students studying in CBSE board and UP board.'

<div align="center">

Table 4

Difference between Mental Map Scores of CBSE and UP Board

</div>

S.N.	Group	Scores of Mental Map			df	't' value	significance
		M	σ	N			
1	CBSE Board	11.34	5.30	98	195	4.00	p < 0.01 highly significant
2	U.P. Board	8.57	4.36	99			

Result :

Table 4 shows the mean and SD values of students studying in the CBSE board and U.P. board on Mental Map of Indian Culture. The obtained value of 't' is 4.00 which is highly significant (p< 0.01). Thus the sub-hypothesis 1.3(b) is rejected. On the basis of mean values, it may be inferred that students studying in the CBSE board have a better mental map of Indian Culture.

Sub-hypothesis 1.3(c)

'There will be no significant difference between the Mental Map of students studying in UP board and ICSE board.'

Table 5
Difference between Mental Map Scores of UP board
and ICSE board

S.N.	Group	Scores of Mental Map			df	't' value	significance
		M	σ	N			
1	UP Board	8.57	4.36	99	192	1.27	p > 0.05 not significant
2	ICSE Board	7.63	5.8	95			

Result :

Table 5 shows the mean and SD values of students studying in U.P. board and ICSE board on Mental Map of Indian Culture. The obtained value of 't' is 1.27 which is not significant (p > 0.05). Thus the sub-hypothesis 1.3(c) is sustained. Based on mean values, it may be inferred that there is no significant difference between the mental map of students studying in U.P. board and ICSE board.

Fig. 3
Mean Mental Map Scores of students studying in
ICSE, CBSE and UP boards
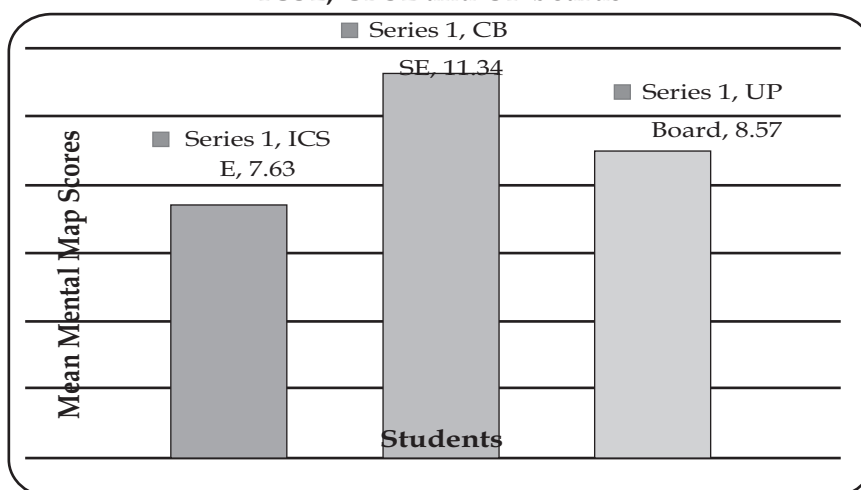
Discussion :

The results shown in Fig.3 and the analysis of scores on the mental map of students studying in schools affiliated to different boards show that CBSE board's students have the superior type of mental map based on Indian Culture. Perhaps this is due to thefact that CBSE board schools have students who have visited relatively more parts of the country and acquainted themselves with the regional differences and unity in diversity etc., while in the case of the ICSE board and UP board most of the students are from the local area having relatively little or no exposure to the multiplicity of different regions and their regional differences.

Sub-hypothesis 1.4

'There will be no significant difference between the mental map of boys and girls.'

<div align="center">

Table 6
Difference between Mental Map scores of boys and girls

</div>

S.N.	Groups	Scores of Mental Map			df	't' value	significance
		M	σ	N			
1	Boys	9.00	5.03	145	290	0.48	p > 0.05 not significant
2	Girls	9.31	6.00	147			

Result

Table 6 shows the mean and SD values of boys and girls on the mental map of Indian Culture. The obtained value of 't' is 0.48 which is not significant (p>0.05). Thus, sub-hypothesis 1.4 issustained. On the basis of mean values, it may be inferred that there is no

significant difference in the Mental Map of boys and girls students regarding Indian Culture. This result is also shown in Fig. 4.

Fig. 4
Mean Mental Map Scores of boys and girls
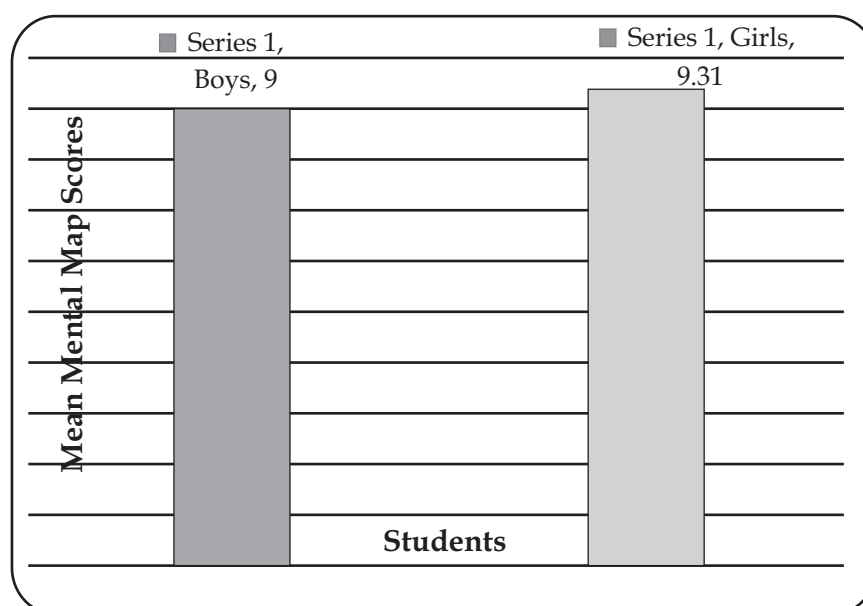
Discussion :

The results show that mental maps of boys and girls regarding Indian Culture have no significant difference. It may be attributed to the fact that the exposure to Indian Culture is more or less thesame for both genders and their knowledge about Indian Culture is nearto equal level.

This result is contrary to the finding of Anooshion et. al. (1981) whose finding showed gender differences in developing cognitive maps. This result is also contrary to the finding of Mathew (1984),

Chiodo (1993), and Montello, et. al. (1999) who have reported that male students scored higher than their female counterparts and boys showed a broader understanding of space. But the result is supported by Kashima, et. al. (1995), who found that gender has no relationship with culture.

Findings

On the basis of the analysis of data, the following results may be drawn:

1. There is a significant differenced between the mental map of high academic achievers and low academic achievers (t = 5.8, p < 0.01).

2. There is a significant difference between the mental map of students belonging to low socio-economic status and high socio-economic status (t = 7.69, p < 0.01).

3. There is a significant difference in the mental map of students studying in ICSE board and CBSE board (t = 4.6, p < 0.01).

4. There is a significant difference between the mental map of students studying in the CBSE board and UP board (t = 4.0, p < 0.01).

5. There is no significant difference between the mental map of students studying in the UP board and ICSE board (t = 1.27, p > 0.05).

6. There is no significant difference between the mental map of boys and girls (t = 0.48, p > 0.05).

Conclusion

In the light of the objectives of the study and on the basis of results, certain conclusions may be drawn. These conclusions are as follows:

❑ High Academic achiever students and students belonging to high Socio-Economic Status group have better Mental Map of Indian Culture.

❑ Students studying in the CBSE board have the best Mental Map of Indian Culture in comparison to students of ICSE and UP board.

❑ The Mental Map of Boys and girls regarding Indian Culture shows no difference.

Implications of Study:

Some of the implications of the present study in the area of school education may be as follows:

1. Awareness about Indian Culture in the students is not very good. Some common programs regarding Indian Culture need to be introduced in the schools. Some of the areas specified in the present work can provide the basis in this direction.

2. Knowledge of Indian Culture has a clear-cut relationship with factors like academic achievement, socio-economic status, and gender. This fact may be kept under consideration while providing training to students.

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A Quantum Leap towards Reflective Teaching with National Education Policy 2020

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Ashi Bhargav **
Dr. G.R. Angadi ***

Abstract

The Ministry of Education recently announced the National Education Policy (NEP) 2020.The new policy aims to improve literacy and numeracy outcomes in primary schools, decrease dropout rates in middle and secondary schools, and introduce a multidisciplinary approach in the higher education system. Apart from that, the policy focuses on early childhood care by restructuring curriculum and pedagogy, reforming assessments and exams, investing in teacher training, and broadening the scope of teacher evaluation.The present paper aims to study the outlook of school education structure and features of National Education Policy 2020. The focus is to study the concept of ReflectiveTeaching through a transdisciplinary approach in school education. The nature of the study is descriptive. Analysis and review of the articles for the understanding structure of School education, pedagogical goals of NEP-2020, and reflective level of teaching school level have been done. The core of the paper revolves around Reflective LevelTeaching and its implementation through National Education Policy 2020.

Keywords: National Education Policy 2020, Reflective Teaching, Educational Policy,Sustainable Development

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1.   Introduction

"Science and Policymaking thrive on challenge and questioning; they are vital to the health of inquiry and Democracy"

Nicholas Stern

Education is a triangular process that includes teachers, learners, and parents. These three form the base of any social structure that humans live within. School teachers play a crucial role in building the foundation years of learners. Teachers lead the community and nation towards development. The subject matter of the education system is one of the core areas of national priorities. Hence, the Government of India introduced National Education Policy in the year 2020 with promising changes in the educational system. National Education Policy aims at harnessing Indian society towards an efficient education system and sustainable development. The country aims towards pre-school and secondary level enrollment of students to be 100 % by 2030, secondary education enrollment should be 50 % by2030.It is essential to bring changes in educational policy according to the needs of our society. This radical change in the school education system through the recommendations of the National Education Policy will have a major impact on our new generation learners. The New Education Policy-2020 aims to create skill-based human resources capable of reflective thinking. Citizens can promote the economic and social development of the country by contributing their skills. We all naturally reflect on events that occur in our lives from time to time.

2.   Review of Related Literature

Fat'hi&Behzadpour(2011)studied that reflective teaching was introduced to the ELT community as a result of the paradigm shift from a positivist to a constructivist perspective, and it grew in popularity following the demise of the method and the "beyond

method" era. Apart from a few potential drawbacks and pitfalls, reflective teaching offers several advantages. Education practitioners and language teachers are provided with a variety of techniques to help them become more self-aware. actions and emotions both inside and outside of the classroom.

Del Carlo et.al (2010) researched that the focus of reflection shifts away from the teacher's actions and toward the teacher's personal growth. This necessitates teachers to connect their identity to their professional careers and examines how teaching helps them achieve their personal life goals. Teachers examine their own identities through this process and are compelled to reflect on the private lives of the students in their classes and how they, as teachers, interact with them have an impact on those lives.

Ali (2017)studied thata reflective approach to teaching entails altering our conventional perceptions of teaching and our role in the process of instruction. As the examples above demonstrate, teachers who critically reflect on their teaching develop changes in attitudes and awareness that they believe can benefit their students and professional development as educators and enhance the level of support they provide their students. As with other forms of self-inquiry, reflective teaching carries some risks, like journaling, It can be time-consuming to write, self-report, or record lessons. However, educators' Reflective analysis of one's teaching is a valuable tool for self-evaluation, according to those who have done so. and professional development. Reflective instruction implies that experience alone is insufficient. professional development, but that experience, when combined with reflection, can be a powerful motivator for educators' development.

3.   Significance of the Study

The major function of the policy is to build the overall development

of learners which involves social, emotional, physical, intellectual, moral, and spiritual aspects in the learners. The teacher education system in India promotes the professional development of teachers through various faculty development programs. NCFTE-2009 also mentions about holistic education of learners and is concerned about quality education and pedagogical concerns in the field of teacher education.

4. Objectives

i. To study the school education structureand recommendations of National Education Policy 2020 for the school education system.

ii. To study the importance of Reflective Level Teaching in the school curriculum.

5. Methodology

The nature of the study is descriptive. A secondary database is usedfor data collection and document analysis. Data is collected from different sources like websites, journal articles, e-books reports, NEP 2020 final document, articles published in local papers, national and international, etc.

6. Objective Wise Findings

Objective 1: To study the recommendations of the National Education Policy 2020 for the school education system in India.

National Education Policy 2020lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities which include the 'foundational capacities' of literacy and

numeracy and 'higher-order cognitive capacities, such as critical thinking and problem solving - but also social, ethical, and emotional capacities and dispositions - **Ministry of Education (2020)**"

Table 1

The restructured system of school education by National Policy 2020

Foundation Stage	● For 5 Years
Preparatory Stage	● For 3 Years
Middle School Stage	● For 3 Years
Secondary Education Stage	For 4 Years

Key Principles of School Education

- School policy should maintain diversity & local context.

- School environment based on Community participation.

- More focused on learner's conceptual understanding subject-wise.

- It should promote equitable distribution of resources and inclusive education.

- Proper use of Technology and ICT.

- Imparting critical thinking, Problem Solving, reasoning, and creativity.

School Education Structure according to NEP-2020 (Different Stages)	Features
Five-year of Foundation Stage	In the first stage, the foundation stage, children belong to 3 years to 8 years group. In this stage, the child can learn based on activity-based through this activity process development of cognitive, mental, and emotional dimension parameters.
Three-year duration of Preparatory Stage	In this preparatory stage, children belong from 9 years to 11 years. Children can learn with discovery-based and different activity-based methods. Vital for introducing different subjects through inclusive classroom, with the help of textbooks for deeper understanding.
Three-year duration of Middle school education Stage	This Middle school education stage focuses more on constructing knowledge of particular concept form and various disciplines. Asemester-based system will be followed. In the Six standards learners can start coding, teachers can facilitate and impart problem-solving skills.
Four-year duration of Secondary education Stage	This stage of secondary school education, follow is a multidisciplinary subject concept with flexible open and exit. Due to a student can any time with his or her choice. Learners can select his or her subject according to choose. Subject pedagogy of courses can learn easily and developed competency. This stage will follow the semester system, in the 10th and 12th standards learners can be followed semester on 5 to 6 subjects.

Table 2

Different stages of school education as per National Education policy 2020

The Salient Features of NEP-2020 on School Education:

- The early childhood education or Foundation stages will focus on the holistic development of the students. Learning should be facilitated with the use of collaborative teaching, logical method, Play-based method, Teamwork, a problem-solving method, and discovery-based learning. More focus is given to subjects like Arts, crafts, games, and music.

- According to NEP-2020, school education should focus on competency-based learning, digitalization, inclusion, integration on school subjects, use of ICT devices, and creation of scientific temperament.

- STEAM method should be applied for preparing textbooks, syllabus according to learners' needs.STEAM means (Science, Technology, Engineering, Arts & Design, and Mathematics) model.

- The examination system should be flexible and student-friendly. It should not be only focused on evaluative purposes but also on the overall assessment of the learners. Concept understanding, highorder thinking skills, practical experience are the core areas that the learning and teaching process should focus on.

- Use of Artificial Intelligence (AI) should be included in the assessment processof the students. There should be a System of Continuous tracking of the learners. National Testing

Agency (NTA) should conduct common aptitude tests for all learners.

● Assessment should include different methods like project-based assignmentquizzes, role plays, assignments, group work, portfolios, etc. to assess the psychomotor, cognitive, affective progress for learners.

● More importance should be given toregional language and a mother tongue for teaching classes 5 to 8.

● Establishment of "Bal Bhavan" and "Samajik Chetna Kendras" for the development of the social and intellectual dimension of a child.

● School Quality Assessment and Accreditation Framework (SQAAF) to be created for the accreditation andmaintenance of quality and standard in the schools.

● Reduce gap for socially and economically weaker section children, disabled children's sections,and children with special needs in the manner of Inclusive classroom.

● Quality maintenance for the school education section by SQAAF, SSSA, and self-disclosure on the school website.

NEP 2020 and Educational Goals

● Build the concept of understanding of abstract.

● Articulation of different subjects.

● Experiential learning with the project-based method for every subject.

- Way of learning, how to learn, why to learn, what you learn etc.

- Day to day culture activity, social activity learning.

- Development of critical thinking, problem-solving, reasoning, etc.

- Focus on key concepts will be upon the content.

- Discussion and group-based learning.

- Collaboration method for deeper understanding of teaching-learning.

Objective2: To study the importance of Reflective Level Teaching in the school curriculum.

Reflective Level of Teaching at School

The reflective level of teaching is called the highest level of teaching. Morris L. Biggedefines reflection as, a "careful, critical examination of the idea or supposed article of knowledge in the light of testing evidence which supports it and the further conclusions towards which it points". It deals with ULT (Upper level of teaching) according to the mental ability of the learners.

Fig. 1: Gibb's Reflective Cycle
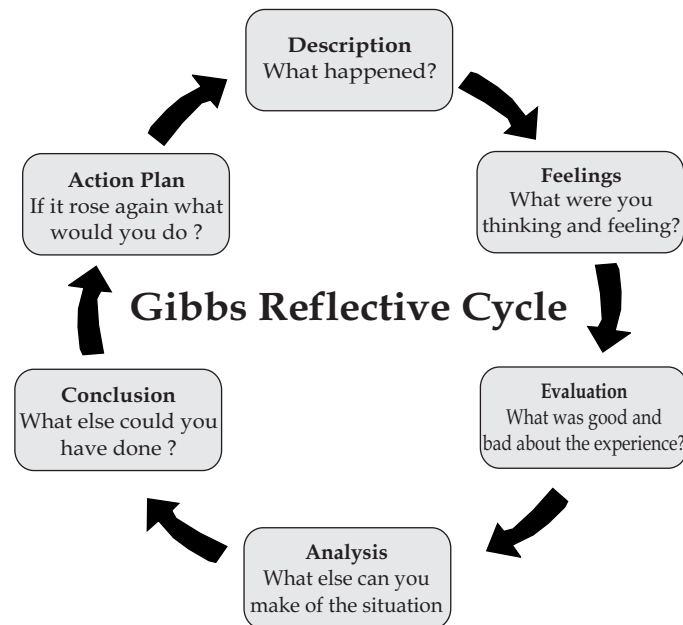
Source:The University of Kent depicting Gibbs Reflective Cycle.

Key Behavior of Reflective Teachers

- Regard child's perception as most important

- Have direct contact with children

- Create an Effective learning classroom

- Nurture the children with love

- Reflect on subjective knowledge

- Use child-centric assessment strategies

Scope of Reflective Level Teaching in School Education

● It develops creative, original, and independent thinking among students. It is a free-floating situation.

● It grows more with a unique relationship where the minds of teaching and students are engaged in any different nature of formal course material.

● It makes learning enjoyable and a hands-on experience.

Suggestions on Reflective Level of Teaching at School Education

Reflective teaching can be used in different dimensions of school education:

● Reflective Teaching should be followed systematically, only then it will have a positive effect in achieving the goals of the National Education Policy, 2020.

● The teacher should create a problematic situation that may develop the original and creative thinking of the learner.

● The students should feel about the problem so they may formulate the schema to explore the possible solutions of the students.

● The learner should be objective in collecting the evidence for the problem and drawing the conclusion.

An initiativeby Government of India to Promote Reflective Teaching-Learning through NEP 2020:

Ek Bharat Shrestha Bharat

Every student in the country will participate in a fun project or activity on 'The Languages of India' during Grades 6-8 as part of the 'Ek Bharat Shrestha Bharat' initiative. They will learn about the languages' origins, scripts, and so on. Additionally, students will learn which geographical areas speak which languages and will learn to say "commonly spoken phrases and sentences in each major Indian language, as well as a bit about each language's rich and uplifting literature. -**Ministry of Education**"

7.   Conclusion

Reflective teaching can formalize the process. Students are frequently required to write their reflections as a blog or reflective report. This inculcates a habit in students that are deemed beneficial for developing into more reflective learner. Encouraging reflective practice in schools benefits not only individual teachers but also the entire school. By establishing a culture of reflective practice, schools can improve by establishing a solid foundation for continuous improvement in teaching and learning. It communicates the importance of learning to both students and teachers, and that everyone is committed to promoting it. It fosters collaboration by encouraging teachers to reflect on and adapt their own and their colleagues' practices. Teachers can collaborate, pool their resources, and offer support to one another. This contributes to the development of best practices throughout the school, which results in a more productive working environment.

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Understanding Creativity Through Krishnamurti's Ideas on Education

Tenzin Donsel*

Abstract

Creativity is a construct that evolves with time and cannot be restricted to any single definition. It is valued by all the cultures in the world who want their societies to experience it. There are plethora of research on creativity that give western perspective. Although creativity is not discussed exclusively or as a separate entity, the Indian perspective on creativity reveals that creativity is embedded in concepts such as knowledge, education and self, influenced by Indian philosophical thoughts. This paper analyses and highlights the embeddedness of creativity in Krishnamurti's ideas on education. Krishnamurti's ideas on education reveals a holistic view of creativity where self-knowledge, self-transformation, inward revolution, novelty and meaningfulness of experience, unconventionality or nonconformity, the integration of human being, intelligence, and freedom are key to experience the state of creativeness. The investigator stresses the significance of right education in the journey of a person to become a creative self that can nurture the creative potential of the individual. For him, education should take one through an inward journey where happiness is the essence of life and the ultimate goal of a creative being.

Keywords : Education, Creativity, Happiness, Goal

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INTRODUCTION

Creativity is an area of enquiry that has been extensively investigated and explored in the Western world by researchers from various fields reflecting various perspectives and defining aspects of creativity, namely psychoanalysis, cognitive, behaviourist, and humanistic.These perspectives conceptualised creativity with characteristics such as divergent thinking, novelty or originality and utility of an idea or product. In other words, creativity was conceptualised as a production of functionally valued, novel ideas or product (Mihaly& Wolfe, 2000).The two dominant perspectives on creativity are ' small c' and ' big C ' creativity. Small c or personal creativity is the everyday experience of life that gives self-fulfilment and satisfaction. It takes into account the meaning and context of creativity which is embedded within the experiential context of life, where the extent to which the experience is enriching or meaningful is important, whether novel or not novel. This approach to creativity is process oriented where creativity is seen as consciousness expansion. It assumes the presence of potentialities in everybody that can be further nurtured (Craft, 2002; Sen & Sharma, 2009). On the other hand big C, which is eminent or historical creativity is the production of new ideas which are revolutionary to the domain and field. This eminent perspective of creativity believes in the genius few where creative individuals are those who live exemplary lives, and are the pioneers of culture and models of humans (Mihaly & Wolfe, 2000; Craft, 2002). For instance, people like Gandhi whose ideas of nonviolence and peace have revolutionized the field of political science, and Einstein whose theory of relativity had revolutionised the field of physics. These eminent personalities are respected globally as their ideas were universal. This approach to creativity is product oriented and is criticized for being elitist which recognises only genius few as creative beings. In the context of education, it is the little c perspective of creativity that is applicable.

It believes in the potentialities and all that can be nurtured if given space and time. Small ' c ' creativity focuses on 'the resourcefulness and agency of ordinary people' (Craft, 2002; p.56). Manifestation of creativity is observed in ordinary people dealing with everyday challenges where the focus is given to the process of experiencing something new, unconventional, and meaningful (Craft, 2002).

The cutting edge researchers on creativity in the Indian context highlighted the fact that what we have conceptualised creativity is somehow more inclined towards the western perspective (Misra & Srivastava, 2006; Sen & Sharma, 2009). However, it was asserted that creativity is not something new to Indian context, it is rather talked about widely by many great Indian thinkers. Even though it is not discussed exclusively, creativity in the Indian context is interwoven with concepts such as knowledge, education and self, influenced by Indian philosophical thoughts. It doesn't enquire into who is creative and where creativity lies; instead it recognizes the creative potential in every individual which can be nurtured. The conceptualization and understanding of creativity is ever evolving and thus it is rather a construct that allows for reinterpretation in Indian context.Creativity is a 'universal human experience and universally valued' (Sen & Sharma, 2009; p.159). Creativity is considered as an essential experience that all cultures in the world want their society to experience. However, what is considered to be creative experience differs from culture to culture. Consequently, it is crucial to consider the cultural aspect in gauging what is ' creative.' Despite the multiplicity of perspectives on creativity, novelty and originality are the two aspects that cut across all.

This paper analyses how creativity is conceptualised through the greatest Indian thinker, Jiddu Krishnamurti. He has been celebrated globally because of his revolutionary and timeless ideas which are still relevant in today's rapidly changing world.

KRISHNAMURTI ON EDUCATION AND CREATIVITY

Education, for Krishnamurti, is the awakening of intelligence and the fostering of an integrated life. The function of education is to create new values rather than filling already existing values in the mind of a child without awakening his/her intelligence. Krishnamurti vehemently criticized conventional education for inhibiting independent thinking. He argued that, 'conventional education encourages conformity and mere accumulation of knowledge, rather than awakening the intelligence of the individual as conformity leads to mediocrity'(Krishnamurti, 1968; p.9). Self-knowledge, in his term, is the total awareness of one's own thought and feeling that permeates his ideas on education. With self-knowledge, education could bring an inner revolution within the individual. He reiterated that, 'a mind that has been trained can never discover the new'(Krishnamurti, 1968; p.11). The freshness of mind in order to see things freshly is the novelty for Krishnamurti. However, the conventional education merely focuses on training the mind and accumulation of knowledge. This mechanical approach to education dulls the mind of the child which is conditioned and who then fails to look at things afresh. So, Krishnamurti believed that until we are able to completely do away with our conditioned mind, the vigour of the new will not come out. A free mind becomes prerequisite for discovering or experiencing something new.'This imitation of what we should be, breeds fear; and fear kills creative thinking' (Krishnamurti, 1968; p.58). The tendency to conform to the norms breeds fear that dulls the minds and prevents one from looking at things creatively.

In the context of education, conventional curriculum divorce the child from the curriculum by not taking into account the true nature of learner, and it rather tries to fit child into the curriculum based on some ideals. Conventional education functions with imposition of ideals on students and reinforcement of conformity. The ideals

become more important than the child where the primacy is given to what the child should be and not on what the child actually is. This undermines the agency of child in the whole education system where it tends to suppress the real nature of child. When one is more concerned with what ought to be than what actually is, it will only result in fragmentation rather than integration. In a nutshell, conformity blocks creative thinking. It encourages mere imitation of the predefined ideals at the expense of creative thinking. This breeds fear in a child as s/he struggles to keep up with the predefined ideals. And the repercussion we face is that it dulls our mind and heart that we become oblivion to our own feelings and that of others.

'Sensitivity can never be awakened through compulsion. Compulsion breeds antagonism and fear. Reward and punishment in any form only makes the mind subservient and dull' (Krishnamuti,1968; p.32). Krishnamurti criticizes the whole evaluative system in education where the child's success is measured in terms of her/his performance on tests, and by comparison with the projected ideals and with others. This comparison approach creates a conflict in the child where s/he has to adjust to the school's notion of success which inhibits her/his comprehension of her/himself. It gives importance to the conditioning of the child rather than nurturing the creative potentialities in the child. Moreover, it encourages rote memorisation and makes learning dull. This product oriented education approach curbs natural creative inclination in the child. The freedom is denied in the conflict between what the child is and what is imposed on him, which inhibits the integration of intelligence. Extrinsic motivation provided through reward and punishment mechanism restricts the flowering of individual's creativity. Thus, this approach is rendered detrimental to the nurturance of the child's intelligent capabilities. According to Krishnamurti (1968), 'intelligence is the capacity to perceive the essential, the what is; and to awaken the capacity, in oneself and in

others, is education. The function of education is to create human beings who are integrated and therefore intelligent' (p.14).

What is crucial to note here is that Krishnamurti did not advocate formal education as the only means to awaken the intelligence of the individual. He was rather cynical and critical of the whole education system. For him, just because someone has received formal education and are learned, it does not make him/her intelligent or those who haven't received formal education are less intelligent. He pointed out that people can be mechanically efficient without being intelligent. He contested this idea of conventional education which fails to awaken intelligence of the individual and was rather dependent on bookish knowledge. According to him, intelligence is not mere information derived from books nor can it be trained by the teacher or learned by the students. It is rather the capacity to understand the life as it is that is innate in everyone and needs to be awakened. Only with the right kind of education, there will be the awakening of intelligence and the fostering of an integrated life. It demands a new radical approach to education, which is possible only by making a fresh start, focusing on inward revolution in all. Only when there is inner revolution within us, we can bring change in the existing educational system which focuses only on the cultivation of outer fragmented part. For him, the very purpose of education is to bring about integrated human beings who are free of fear, not some mechanical scholars.

Krishnamurti also criticizes the measurement of child's educational success in terms of his performance, compared with others and the projected ideal. This creates a conflict in the child where s/he has to adjust to the school's notion of success which inhibits her/his comprehension of her/himself. It gives importance to the conditioning of the child rather than nurturing the creative potentialities in the child. This product oriented educational approach curbs natural creative inclination in the child. The

freedom is denied in the conflict between what the child is and what is imposed on him, which inhibits the integration of intelligence. The very purpose of education is to transform the child into a wholesome and harmonious human being free from fear, conflict, confusion, and insecurity. This is possible only when there is freedom. Freedom, in his words, is the complete freedom from any 'psychological barrier of self' which is always seeking security and conformity. In other words, only through self-knowledge, which is the awareness of one's total psychological process and the complete understanding of oneself, this all pervasive fear will come to cease. Therefore, educating the child to be integrated and free from one's own self-centered activity which causes fear and conflict should be the key function of education. He further said, 'education in the true sense is helping the individual to be mature and free, to flower greatly in love and goodness' (Krishnamurti, 1968; p.23). Mere cultivation of intellectual without inner transformation in the child will lead to dehumanization and insensitivity in children.It is only through love that could bring about the understanding of another where there will be a communion with each other instantly.

'The integrated human being will come to technique through experiencing, for the creative impulse makes its own technique - and that is the greatest art.'(p.47) Krishnamurti emphasized the significance of experiencing new things because life is dynamic and never static. It is through the creative potential that is innate in every child, s/he experiences new things. Creativity is not something that can be taught as a technique by the teachers or something that can be learned by the students. It is a potential that can be nurtured only in a conducive environment of freedom and affection which encourages the individual to approach life holistically. The process or the experience is more important than the product or mastery of a technique. To elucidate his ideas, he distinguishes between knowledge and wisdom. Knowledge, for him, is just an accumulation of information whereas wisdom comes with the

observation and understanding of everyday incidents in human relationship. Thus, he considered wisdom superior to knowledge. He reiterated that, 'technique can never bring about creative understanding'(Krishnamurti,1968; p.18).So, when we are learning techniques, we are only perpetuating the past and the existing knowledge. This undermines our curiosity to experience and understand things afresh. Therefore, both creative teachers and students are not bothered about teaching and learning of techniques because they believe that creative potential will lead to creating their own techniques.

The cultivation of right relationship between teachers and students, and the teachers' role in nurturing creative potentials of the children reverberated in Krishnamurti's ideas on education. In order to nurture the creative potential and awaken the intelligence in the student, the educator needs to create the right environment with full care and affection. For that, the educator must first understand her/himself without conforming to any ideologies, systems and beliefs and then observe the child to understand what s/he is, without imposing upon her/him what adults think s/he should be. This understanding will help cultivate the right relationship where there is no compulsion, only mutual affection and respect between teachers and students. It is the intelligence that enables one to understand oneself and to go beyond oneself. Only in the right kind of relationship with mutual understanding, intelligence can be awakened and there will be self-transformation. 'The state of creativeness cannot exist where there is conflict' (Krishnamurti, 1968, p.123). It is a state of being free where one is not bounded by any rules and restrictions or expectations, that can only come into being when one is completely free. To enter this state of creativeness, one should eliminate the root cause of all conflicts which is possible only with the right education. It is the intelligence, which is much greater than intellect, that enables self-knowledge; the deep understanding of one's own consciousness through which conflicts

disappear. In this state, the individual is not bothered about the outcome of ones endeavour. Therefore, the right education will nurture the intelligence which prioritise the process of experiencing and the meaningfulness of that experience over the result. It helps the individual to enter in the state of creativeness where the individual is self-aware and free of conflicts.

Creativity is embedded in the Krishnamurti's ideas on education where understanding of creativity revolves around unconventionality, novelty, experiential, and meaningfulness. The novelty and originality aspects of creativity advocate nonconformity to conventions and experiencing things in a new way. Nonconformity to any kind of predefined ideals and rules has been reiterated throughout his writing on education. It is the joy of experiencing something in a new way that is being highlighted. Moreover, it is the love of doing things that are intrinsically rewarding rather than the outcome or success of what they do. If the experience is meaningful to the individual, it can be considered creative. Therefore, the meaning context of creativity is determined by whether the process of experience is meaningful or not to the individual. Krishnamurti's approach to creativity is process-oriented rather than product-oriented. This perspective of creativity is known as 'small c' or everyday personal creativity which emanates from everyday experience of life that gives self-fulfilment and satisfaction (Craft, 2002; Sen & Sharma, 2009). In Krishnamurti's word, intelligence is the creative potential that is innate in every child. To nurture this potential in the child is to awaken his/her intelligence. It recognises the potentiality in everyone which can be nurtured given time and space. It is the job of the teachers to nurture this potential which can happen only in a conducive environment.

The role teachers play in the nurturance of creative potentials of the child is pivotal. A creative teacher who is aware of him/herself can helps the child to realise his/her potential. Freedom is the

prerequisite condition for creative potential to be nurtured where both the teachers and students feel free. Krishnamurti's views on creativity has an aesthetic aspect where he believes that the love of beauty should be the driving force for any creative endeavour not the gratification of desires. The emphasis is given to the cultivation of our inner self not the outer image which comes with mere learning or mastery of technique. It is not the outcome, rather the experience of joy of doing things that make us creative and which is intrinsically rewarding. Self-knowledge or self-discovery is the process in which we experience creativity which will ultimately lead us to happiness. For Krishnamurti, happiness is the essence of life and the ultimate goal of a creative being. In a nutshell, one can say that like any great Indian thinker, Krishnamurti's approach to creativity is holistic in nature where inner-transformation, meaningfulness of experience and the integration of human being are the key to creative self.

CONCLUSION

The multiplicity of the perspectives on creativity shows that creativity is not a concept, it is rather a construct which is ever evolving. Creativity is valued by everyone in every part of the world but what is considered to be creative could differ from culture to culture and from context to context. Creativity is approached holistically and contextually in the Indian context. From the two major perspectives of creativity; 'small c' creativity and 'big c' creativity, the 'small c' perspective of creativity is recognized and is nurtured in the context of education. Krishnamurti emphasized the importance of right education in the journey of a person to become a creative self. His ideas reveal a holistic view of creativity which revolves around self-knowledge, self-transformation, inward revolution, intelligence, and freedom. The role of education is to awaken the intelligence of the pupils which can only come with self-knowledge. Only the right kind of education will be able to nurture

the creative potential of the children. This includes the provision of safe environment where teachers and students share a cooperate relationship, a partnership sort of, where there is no imposition of any kind of authority and where students are actually free. However, when it comes to the practicality and implementation of such ideas, particularly in the context of Indian education system, it is debatable. It may occur to some that Krishnamurti's ideas on education are too elitist and idealist in nature, the profoundness and relevance they have in today's world is indisputable.

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Comparative Study of Selected Components of Physical Fitness between Rural Tribal and Rural Non-Tribal Students at College level

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Abstract

Fifty tribal and fifty non tribal college male students were selected as the subjects for this study .Average age of the students was 22 years. Criteria measures were selected as 50mt. run, standing board jump, 4x30ft., Shuttle run pull-ups, one minute sit up and 600mt.run.

Student `t` test was used to find out the existence of significant differences in aforesaid components of physical fitness between rural tribal and non tribal college male students.

Significant difference in 600 mt. run and walk (cardio respiratory endurance) and pull-ups (arm and shoulder girdle strength) were found between rural tribal and non-tribal college male students.

Keywords : Physical fitness components, rural tribal male players, rural non-tribal male players.

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INTRODUCTION

Technology permeates every aspects of life and sports are no exception to it. Sports science has enabled modern youth to develop physical capacities beyond any time imagined. Sports have become highly competitive and records are being broken with greater rapidity.

As sports has developed into a distinct scientific discipline in itself and each nation is vying with the other to produce top class players to win laurels in international competition, considerable research is devoted to identify factors that will be predictive of achieving high level of skill in a given sport with proper coaching.

Vigorous activity is basically meant for increasing the efficiency of body and human beings need to be fit and efficient throughout their lives .The cell is considered to be the basic unit of organism, it is the seat of life ,it is the basis of life as well as it, like other organism ,breathes, eats and eliminates waste products. When cell gain strength and power ,we say ,they have become efficient.

Physical fitness is admired as very important pre-requisite factor for good health and top sports performance .Many research works are in progress to investigate the effectiveness of such factor, Hereditary predisposition is estimated to be two –third of the basic of top performance.

In modern days in search of potential candidates in the field of sports, the sports authority of India (SAI) has given special attention to the racial traits. The tribal people are visually selected for scientific training in order to manifest their potentiality at the top level of performance.

It is further assumed that India can produce champion athletes in

near future ,if due importance is given to be tribal communities of Assam, Madhya Pradesh, Manipur, Nagaland, Orissa and West Bengal in selection of potential candidates and at early age and in imparting right type of training in unfolding their potentialities at the highest possible range.

REVIEW OF RELATED LITERATURE

- Drake studied the effect of physical conditioning on speed and strain in the performance of selected ICC Hockey skill. The subject was divided into two equal groups on the basis of the initial shot velocity test. The experimental group underwent a five weeks isometric exercise programme. The experimental groups showed significant gains on the post test both for the shots and six of the eight strength measures.

- Flaherty studied the effects of weight training on selected Basket Ball skills. Thirty Six varsity and junior varsity players were selected as subjects and were divided into control and experimental groups. The experimental groups showed significant improvement in home to first and accuracy throw measure.

- Jha administered the effect of warm up on the college level soccer players at Lakshmibai National College of Physical Education, Gwalior. The result showed that there was significant improvement in the mean timing of group dribbling performance at .05 level of confidence.

- Malhotra and Subramaniam study indicated that compared to pre competitive trainimng, the off season training had a significant effect on the general physical fitness and skill in basketball player. The study also indicated that the combined training (Training for the general fitness, the

specific fitness and techniques and tactics) did not result in any improvement in strength, agility, flexibility or explosive power. On the contrary it resulted in drop in values of most of the test, specially flexibility and speed endurance to a significant level. Only the endurance running, there was an observe improvement. On the other hand there was significant improvement in speed, endurance, strength, flexibility, explosive power and dynamic strength of arm and shoulders as a result of the off-season training.

- Pritipal and others conducted a study to know the effect and strength improvement on technical skill at basketball players. They found that improvement in strength in case of poorly and moderately conditioned sportsmen was a significant positive effect on other components at physical fitness and also on simple technical skill like passing in basketball.

- Singh and other conducted a study to know the effect of strength improvement on technical skill of Basketball player. They found that improvement in strength in the case of poorly and moderately conditioned sports. There was a significant positive effect on other component of physical fitness and also on simple technical skill like passing in basketball.

- Uppal carried out a study on fifty five girl students studying in Ninth, Tenth, Eleventh classes aged between fourteenth to seventeenth years to see the effect at varied frequency of six weeks experimental period, the following conclusions were drawn:

  I.   To bring about significant improvements in sprinting at least three training units per week planned on alternate days are required.

II. For the development of sprinting speed training thrice a week was found to be as effective as training five days a week.

III. Speed performance can be improved by training three or five days in a week on systematic programme of acceleration runs.

• Srivastava conducted a study to determine the comperative effects of intensive and extensive interval running methods on Aerobic and anaerobic capacities in high school boys. Students were divided into three groups i.e. Two experimental groups and one control group. Aerobic capacity was measured by the distance covered by a subject in cooper's 12 minute run and walk test as per procedure laid out in manual of the test. An Aerobic capacity was measured by the explosive work done by subject in leaping through eight stairs in two steps covering an vertical distance of 1.60 meters as pronounced by Margaria power test. The analysis of data revealed that both intensive and extensive running method proved to be effective in improving both aerobic and anaerobic capacities within an experimental period of six weeks.

SIGNIFICANCE OF THE STUDY

• It is in common view that the tribal people differ from non-tribal people in respect to physical, psychological, physiological, and sociological performance aspects. Many environmental and hereditary factors may be responsible for such reason.

• Especially in the field of sports performance when various type of aerobatic and coordinative movements are

considered as the prerequisite and essential factors for top performance, in such cases, the tribal people show theirs superiority in various forms of activities, which differ from the people of general categories.

● In order to investigate the subject matter of this thought and in order to study the degree of its logical genuineness in accepting the same as the established fact, such study has been undertaken.

● The result of the study may be helpful to learn the existence of physical fitness of tribal and non tribal college male students.

● The relative knowledge may be helpful to physical education teachers and coaches in selection of potential candidates in sports field.

OBJECTIVES OF THE STUDY

● To find out the differences in physical fitness component between rural tribal male and rural non tribal male students.

METHODOLOGY

● Fifty tribal and fifty non tribal college male students were selected as the subjects for this study. Average age of the students was 22 years.

● 50 mt. Run (speed),standing board jump(leg power),4x30 ft. shuttle run(agility),pull-ups(arm and shoulder girdle strength), one minutes sit up(abdominal muscle strength)and 600 mt. run(cardio-respiratory endurance) were selected as criterion measure.

●   Students `t` test was used to find out the existence of significant differences in physical fitness components between tribal and non tribal college male students.

RESULT

The result of the study is presented in Table-I & Figure-I

TABLE-I

Significant of difference between the means of physical fitness components of rural tribal and rural non tribal college male students.

Sl no.	Event	Rural tribal mean± SD	Rural non Tribal± SD	Mean Difference	S.E	't' Ratio
1	50mt. dash (speed)	7.634±0.41	7.67±0.489	0.036	0.90222	0.399
2	4x30 Ft. shuttle run (agility)	9.857±0.518	10.02±1.06	0.163	0.16687	0.9768
3	Pull-ups (arm&shoulder girdlestrength)	7.92±4.69	6±4.34	1.92	0.9038143	2.124*
4	Sit ups(abdominal muscle strength)	25±3.32	24±3.03	1	0.6357577	0.57293
5	600mt. run(Cardio respiratory endurance)	119.60±12.935	130.54±17.78	10.94	3.1099473	3.5177*
6	Standing board jump(leg power)	2.047±0.197	2.03±0.176	0.017	0.0373644	0.45488

Significant at 0.05/0.01 level.

At 0.05 level of confidence `t` value required to be significant with 98 degree of freedom is 1.98.
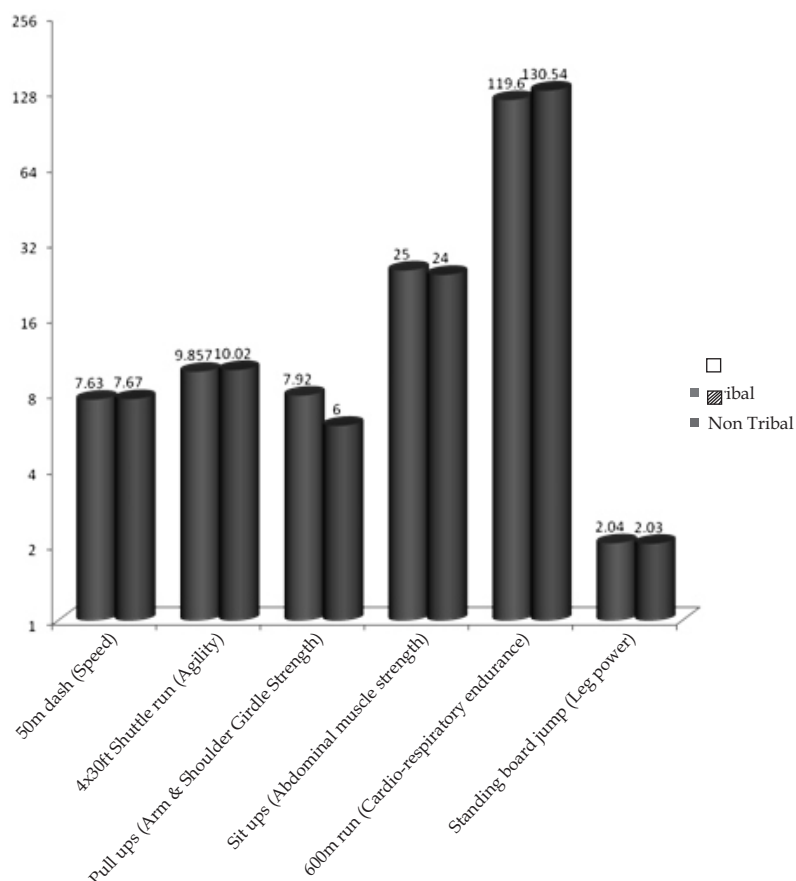
Fig.1: Physical fitness components differentiating the rural tribal and non-tribal college male students

Table I and Figure I reveals significant differences in 600 mt run and walk (Cardio-respiratory endurance) and pull ups (arm & shoulder girdle strength)between rural tribal & rural non tribal college male students. The mean values of rural tribal college male students are found to the better than that of rural non tribal college male students in pull-ups whereas in 600 mt. non tribal mean value is better.

On the other hand no significant differences in 50 mt. dash speed,

standing board jump (leg power), 4x30 ft. shuttle run (agility),one minute sit up (abdominal muscle strength) are noticed in which cases also the mean values of rural tribal college male students are found the better than that of rural non tribal college male students.

DISCUSSION

In this study the mean values in physical fitness components of rural tribal college male students are found be better then rural non tribal college male student in majority of the areas..

Usually the rural tribal are very much sound in their body structure and functional abilities, perhaps due to their sound heredity factors and the nature of their regular and hard daily life activities then that of non tribal.

Probably because of such aforesaid factors the rural tribal college male students are found to the better in physical fitness component than that of rural non tribal college male students.

CONCLUSION

It may be concluded that the rural tribal college male student are better in physical fitness components than that of rural non tribal college male students.

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A Critical Analysis of the Development of Research in Education in India

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Abstract

This paper deals with the development of research especially research in Education, its progress, trends, quality concerns and Government measures to improve quality. It also highlights the role of various stake holders, UGC, NCTE and Universities. Reports and recommendations of various commissions especially NPE 2020 towards research and development has also been discussed in this paper.

Keywords : Education, Research, Trends, Quality

INTRODUCTION

Education is a process which develops the personality of the individual so that he can fulfill all his possibilities, control his environment and can contribute something to the best of his ability for the progress and welfare of human being. Education is necessary to transform each of us into responsible citizens. In ancient India, it was understood as a process of self realization and raises the Individual consciousness to its highest potential. The Quran started with the verses which shows the importance of Education. In Islam, it says, read in the name of Allah who created you, Islam signify education so much as it made education compulsory for each and every men and women. In the words of Swami Vivekananda, "We want that education by which character is formed, strength of mind

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is increased, the intellect is expanded, and by which one can stand on one's own feet". It is necessary for the development of the nation. The progress and development of a nation and civilization depend upon its education system especially its research. Teachers play most important role in this process. Teacher Education plays a crucial role. Research is the base of higher education and the development of a nation is based on its quality research.

Research is a systematic enquiry for enhancing knowledge by collecting, organizing and analyzing information. In the words of Wernher von Braun (a German philosopher), "Research is what I'm doing when I don't know what I'm doing". It is basically the search for truth/facts. The significant contribution of Research deals with the progress of the nation as well as an individual with commercial, social, and educational advantages. Albert Szent Gyorgyi (Hungarian Biochemist, Nobel Prize – 1937) writes "Research is to see what everybody else has seen and think what nobody has thought". J. W. Best said that, "Research is carefully recorded and reported. Every term is carefully defined, all procedures are described in detail, all limiting factors are recognized, all references are carefully documented and all results are objectively recorded".

HISTORICAL PERSPECTIVE OF RESEARCH

The Ph.D. degree started in Europe where it was granted in the twelfth century, however in the modern form Ph.D. with a research thesis took firm roots in Europe in 1800s century then it was expanded in US and by mid 1900s it became a major producer of the world Ph.D. In India, Ph.D. program started in the end of the nineteenth century – Calcutta University in 1877 granted the first Ph.D. The Universities of Calcutta, Madras, and Bombay gave the early Ph.D.s – these are the earliest universities in the modern format and were established in 1857 by the British. A few other universities were established in the nineteenth century. Now there are about

1000 degree granting universities and most of them award doctoral degree. In almost all universities the pattern of granting degree is same where thesis is submitted and evaluated by two external members followed by viva voce. Original research work and enhancement in the field of knowledge is expected from research work. In India it is largely research based. Ph.D. production work has been increased in all countries and in India it has also increased. OECD data says that in terms of total number of Ph.D. production India stands fifth as per the figure shown in 2013-2014. The Ph.D. number in India compared to US is only 5 percent.

Table : Production of Ph.D.s in India in different fields in recent years as per AISHE Reports

Year → Discipline↓	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
Humanities	2,994	3,463	3,570	2,759	3,191	3,015	3,727
Social sciences	4,271	4,770	5,403	4,785	4,950	6,462	6,700
Biological sciences	5,659	6,406	5,063	4,253	5,063	5,542	8,212
Engineering and technology	2,081	2,186	2,583	2,597	2,785	3,366	4,907
Other physical sciences	2,678	2,571	2,551	2,533	2,923	3,495	3,924
Others	3,874	4,257	4,695	4,914	5,263	6,921	6,938
Total	21,557	23,653	23,865	21,841	24,175	28,801	34,408

RESEARCH TRENDS

Education is crucial for new trends and ideas. From the thriving

educational research centers producing high-level academic work all the way through to the techniques classroom teachers will employ in their day-to-day work, this profession develops thinking, creativity, problem solving skills. Those who have been trained years ago will fall behind on the latest developments. To make them update and to aware all about the new ideas, it is necessary to know the latest development in the field of education and its trends.

- One such development in the field of education is Social-Emotional Learning SEL which develops the idea of holistic process through which young people acquire 'the knowledge, skills and attitudes' to live emotionally well-developed lives. According to the Collaborative for Academic, Social and Emotional Learning (CASEL), SEL seeks to equip children and young people with five core 'competencies'. These are: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making.

- Due to the knowledge explosion and technological development many more ideas are being developed for researcher that is like, Adaptive learning : it seeks to use technology to create personalized, data-driven and responsive 'pathways' for each pupil, with automated educational systems in place to monitor student progress.

- Learning theory for the digital age with connectivism as advocated by Siemens to the three major philosophies of learning i.e., behaviourism, cognitivism and constructivism.

- Over the course of a school day, there will always be points at which pupils feel disengaged, unfocused or just too tired to take in information effectively. This is why contemporary educational researchers are thinking hard about how to

create 'moments' of deep focus and psychological absorption, during which pupils are totally immersed in their learning. Integrated learning solutions are now an accepted reality in most schools. They are aiming to provide optimum digital infrastructure requirements while keeping traditional textbooks as the base. Knowledge retention improves drastically when learning involves audio, video, and visuals which is lacking in traditional lectures.

- Short-term attention span has always been an issue in the education sector. Students have struggled a lot to cope with the long, intense text. The learning content has not been very interactive, which reduced learning abilities in students. This is, in fact, a much-discussed area in the digital transformation trends in the field of education. Teachers can also use it as a domain to alert students about some potential issues or use it to easily evaluate if their teaching strategies are working through polls.

- The importance of learning outcomes will be focused more and that is why formative assessment solutions are adopted. Through formative assessments, learning makes an impact as it tests the student's progress together with curriculum delivery and analyzes personal and social competencies. In fact, research has suggested that it can have a remarkable impact on the way students perceive education. Understanding its significance, schools have started giving them choices to opt for the way they like to be seated in a class. The way exams are conducted and evaluated is going to be changed which avoids the hectic traditional styles including exam invigilation, exam centers, and answer sheet evaluation. This innovative technology will make a remarkable difference in the way schools handle student credentials and certificate verification.

- The integral education aspects were science, technology, engineering, and mathematics. But this has become a bit outdated nowadays. However, various industries ask for professionals who disciplined in the areas of creativity and art. The "A" stands for Arts, which includes the creative aspect of learning. Students and teachers get a chance to use the traditional classroom set up where they can utilize the most modern technologies.

- In present era, there are more sites that use AI technology to assess a student's progress. The main advantage of AI is that it provides real-time feedback and continual targeted practice for students. Teachers can analyze where the students stand up to and also they can tailor up better lesson plans.

There are many more emerging ideas are like Ability grouping, Bilingual education, Blended learning, Career counseling, Collaborative learning, Community immersion, Computer literacy, Early childhood education, Flipped classroom, Home schooling, Information literacy, Learning styles, Merit pay for teachers, Multiculturalism, Multiple intelligences, Online education, Outcomes-based education, Parental involvement, Peer counseling, Plagiarism, Sex education, Standardized testing, Technology integration, Virtual classrooms, Whole brain teaching are some issues, ideas or field of research which is required. In the modern time along with the creativity, intelligence, personality, learning theories & styles, achievement motivation, academic performanc, study habits, socio economic status, adjustment, emotional, spiritual and other type of intelligence & quotients, Team Teaching, Individualized Instruction, Mixed-Age Teaching, Brain-Based Teaching, teacher effectiveness, teaching effectiveness, aspirations, expectation, teacher satisfaction, dissatisfaction, teachers burnout, problem solving, management, administration, finance are some more areas of research in education.

NATIONAL EDUCATION POLICY 2020

The National Education Policy (NEP) 2020 report released by the government recently provides some points. The first noteworthy point is that the NEP provides for a research ecosystem under the stewardship of the National Research Fund (NRF). It aims at providing the required impetus to grow the R&D agenda by way of building a research ecosystem comprising the government, universities, research institutes and industry. According to the NEP, "the NRF will work towards seeding, funding, coordinating, and monitoring research and innovation initiatives." It will also encourage research through merit-based peer evaluation of research projects along with incentives like awards for outstanding work. The proposed National Research Foundation (NRF) will be a research sponsoring agency in addition to existing bodies like DST, MEITY, DBT etc. The collaboration between academia and industry envisioned by the NEP calls for a patent policy structure at the university level to facilitate more patent applications. Such a policy will safeguard interests of all the entities involved, provide for a research environment, and ensure compliance with the national laws and regulations. A larger number of patents with commercial benefits will serve as incentives for continuous and sustained efforts in research. A final aspect to consider is that the NEP emphasizes a multidisciplinary approach in education and the need to nurture a curious and creative mind with a view to develop analytical and critical thinking abilities at an early age. These are the skills essential for framing the right research questions and for bringing about the required and relevant outcomes/solutions. This will prove the long term benefit in the field of research in education in India.

QUALITY OF RESEARCH

In India less number of Ph.D.s produced and Quality of research is a matter of grave concern as fund is not as per requirement,

infrastructure is also not up to the level and many faculty members does it and university grant it as it is required in their appointment, academic promotion. So mindset is also not research oriented in general in our education system. It seems that use of unethical practices is also rising. Part time Ph.D. just for the sake of getting Ph.D. in easy way is also a reason for lowering the standard of PhD.

GOVERNMENT MEASURES

Coordination and determination of standards in higher education is a subject in the union list. The responsibility of higher education is of Central government. It has been discharged by the Department of Education mainly through UGC. Strengthening of Research is also one of the objectives of the Government. So Government of India via Ministry of Education via UGC has taken steps to develop the quality of research in which some are as follow:-

SHODHGANGA

The UGC Notification (Minimum Standards & Procedure for Award of M.Phil. / Ph.D Degree, Regulation, 2009 Amendment made on 2016) dated 5th May 2016 mandates submission of electronic version of theses and dissertations by the researchers in universities with an aim to facilitate open access to Indian theses and dissertations to the academic community world-wide. Online availability of electronic theses through centrally-maintained digital repositories, not only ensure easy access and archiving of Indian doctoral theses but will also help in raising the standard and quality of research. This would overcome serious problem of duplication of research and poor quality resulting from the "poor visibility" and the "unseen" factor in research output. As per the Regulation, the responsibility of hosting, maintaining and making the digital repository of Indian Electronic Theses and Dissertation accessible to all institutions and universities, is assigned to the INFLIBNET Centre. The total number of theses uploaded on Sodhganga till 31.12.2021 is 3,33,333.

SHODH GANGOTRI

Under the initiative called "Shodh Gangotri", research scholars/ research supervisors in universities are requested to deposit electronic version of approved synopsis submitted by research scholars to the universities for registering themselves for the Ph.D. programme. Now it is expanded to MRPs/PDFs/ Emeritus Fellowship etc. The repository on one hand, would reveal the trends and directions of research being conducted in Indian universities, on the other hand it would avoid duplication of research. Synopsis in "Shodh Gangotri" would later be mapped to full-text theses.

SHODH SHUDDHI

Based on the recommendation of Sub-Committee, National Steering Committee (NSC) of e-ShodhSindhu, The Ministry of Education, Govt. of India has initiated a programme "ShodhShuddhi" which provides access to Plagiarism Detection Software (PDS) to all universities/Institutions in India since Sept 1, 2019. Central Universities

Under this initiative, Original (formerly Urkund) a Web Based Plagiarism Detection Software system is being provided to all users of universities/Intuitions in the country. This initiative was formally launched by Ministery of Education (formerly MHRD) on September 21, 2019.

RESEARCH AND PUBLICATION ETHICS

UGC also decided in 543 th meeting held on 09th August, 2019 to start a two credits compulsory nature course for awareness about publication ethics and publication misconduct entitled,' Research and Publication Ethics" for all Ph.D. course work.

CARE

To maintain the standard of the institution of higher education and to improve the quality of research and safeguard publication ethics UGC has established "Consortium for Academic and Research Ethics (CARE) for creation and maintenance of "Reference List of Quality Journals". CARE members include Statutory Councils/Academies/Government bodies.

FUNDING

Funding is still a difficult issue for Indian Education System in general as we could not allocate 6% of GDP recommended by Kothari Commission. Allocated fund generally meant for salary. The income for university comes from mainly government, tuition and other fees. Other income like endowment, commercial etc are almost rare. In higher education this issue become complex and for research it received very little attention from our think tank. University also gets sponsored research project but it number is very small.

CONCLUSIONS AND SUGGESTIONS

India always strives for research, progress and development, however the formal way of research in India need acceleration, compare to other developed countries we are lacking behind, our investment and allocation of fund to the research work is not sufficient. Quality of research is also not up to the mark. Mindset towards research is also not upt o requirement in general. Part time PhD and PhD for the sake of PhD is rising. Industry could not success to attract and contribute in the field of research as desired.

There is an urgent need to take the steps to develop educational research and relate it effectively to the formulation of educational

policies and improvement of education, sufficient allocation for research must be made in budget, Infrastructure should be developed as per requirement of the research, scholarship should be provided to all meritorious and needed researcher, genuine and new work with original and scientific temperament must be encouraged. Quality must not be compromised, low standard university must be discouraged for PhD work and Industries must be encouraged to be the part of research projects. Mindset of the researcher should be oriented towards research and number of PhD should also be increased.

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Job Satisfaction of Secondary School Teachers in relation to Gender and Academic Qualification in Gaya District

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Abstract

Teachers are the main pillars of any educational system. Teacher's job satisfaction create effective climate in the school. The present study was to find out the job satisfaction of secondary school teachers. The investigator compared the job satisfaction of secondary school teachers with respect to gender, educational qualification and professional qualification. Descriptive survey method was adopted to conduct the study. 120 sample were collected from 15 government school teachers of Gaya District. Finding revealed that graduate male and female teachers are more satisfied with their job rather than professionally qualified teachers. Result also indicates that female teachers who have M.Sc. / M.A., B.Ed. degree are more satisfied than professionally qualified teachers.

Keywords : Job Satisfaction, Secondary School teachers, Education Qualification.

INTRODUCTION

India has a long tradition of learning and education has always been valued. Accordingly, education has been assigned high priority in the national development strategy and conscious efforts have been

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made towards the massive expansion of educational facilities in the country. In absolute terms, the educational system created in the country is vast when viewed in respect of the number of institutions, students and teachers and the variety of educational activity. However, effective utilization and success of educational set-up to produce quality output has been a subject matter of concern. Several commissions and committees who examined the functioning of educational set-up in the country have expressed concern about the quality, job satisfaction and work motivation of teachers towards an overall improvement of the education system.

The Education Commission (1964-66) observed, "The destiny of a nation is being shaped in her classrooms" and that 'as is the teacher, so is the nation' to emphasize about the importance of the teachers. The commission further observed that all the different factors which influence the quality of education and its contribution towards national development, the quality, competence and character of teachers are undoubtedly the most significant. The National Policy of Education (1986) recognized the crucial role of teachers and stated that the status of teacher reflects the socio-cultural ethos of a society. It further expressed that no people can rise above the level of its teachers and the government and the community should endeavour to create conditions which will help, motivate and inspire teachers on constructive and creative lines.

Weasmer and Woods (2004) also argue that teacher satisfaction reduces attrition, enhances collegiality between and among superiors, teachers, students and parents, improves job performance, and has an impact on student outcomes. Satisfied teachers are committed and motivated to do what is expected of them.

According to Johnson (2007), motivated and satisfied teachers are the primary contributors to a positive academic environment, and therefore, this has a high premium, among others, for maintaining quality in the education system. Motivated teachers are more likely to motivate students to learn in the classroom, to warrant the implementation of educational reforms and progressive legislation, and will result in feelings of satisfaction and fulfilment.

A number of studies have been done on the job satisfaction of secondary school teachers in relation to factors that is age, teaching, experience, marital status and school factors like working condition, nature of nature of administration etc. But in the present study, the researcher has decided to take some other factors. The main purpose of the study is to know problem of secondary school teacher in relation to gender and academic qualification.

Need and Importance of the Study

Teachers are the tools and provider of tools and the world for the children to develop into responsible citizen. For the success of an educational system, teacher plays an important role, which determines the quality of education and its contribution to national development. The progress and advancement of a country depends upon the quality of its teachers. Teachers is one the foundation stone in any system of education. The study of job satisfaction is a major research activity throughout world in all walks of organizational life including education. Every individual needs job to fulfil basic needs. It shares in strengthening the financial basis for individuals' lifestyle. Therefore, the job satisfaction is a most interesting field for many researchers.

Job satisfaction of the teachers should be the top priority of all organizations to achieve the desired goals of the institution. Research focusing specially on job satisfaction for secondary school teachers

identified several indicators of satisfaction and dissatisfaction. It is assumed that job satisfaction has dual role as a contributing aspect to commitment and as a prevailing variable that mediates the demographic and organizational determinants with commitment.

Statement of the Problem

Today, job satisfaction is the major concern for making teaching learning process effective. At present in our country most of the teacher works in a condition that creates frustration, anxiety and stress among them. Job Satisfaction is the key sources to improve the quality of education.

Job Satisfaction of Secondary School Teachers in relation to their Gender and Academic Qualification in Gaya District.

Objective of the Study

1.   To study the Job Satisfaction of Secondary School Teachers.

2.   To compare the job satisfaction of Secondary School Teachers with respect to gender, educational qualifications and professional qualifications.

Hypothesis of Study

1.   There is no significant difference in the job satisfaction of male and female secondary school teachers.

2.   There is no significant impact of academic qualifications and professional qualifications on the job satisfaction level of male and female secondary school teachers.

Delimitation of the Study

The study was limited to only 15 government secondary schools, situated in Gaya District.

Method

Descriptive survey method was adopted to conduct the study. In the present study, job satisfaction has been taken as the dependent variable, whereas variables such as gender, and academic qualifications constituted the independent variables.

Population and Sample

Population of the study consisted of all the government secondary schools of Gaya district of Bihar. From the district fifteen schools were randomly selected and all the teachers of these secondary schools were participant of the study. Sixty male and sixty female teachers were participant of the study. Care was taken to take equal number of male and female teachers for the study.

Tools used

Job Satisfaction Scale by Dr. Pramod Kumar and Prof. D.N.Mutha (year) was used to assess the Job Satisfaction of teachers.

Statistical technique

In order to analyse the raw data as per the objectives, suitable statistical techniques like mean, S.D. and t-test has been applied.

Analysis and interpretation

1. To find the significant difference in the job satisfaction secondary of school male and female teachers.

Table No. 1

Gender	N	Mean	SD	df	t-ratio	Remark
Male	60	18.7	4.52	118	0.0193	Not Significant
Female	60	17.1	5.36			

The Table No. 1 reveals that the t- value (0.0193) is less than the table value (1.98) at 0.05 level of significant. Therefore, value is not significant. Hence the null hypothesis is accepted. So it can be concluded that there is no significant difference in the job satisfaction between male and female secondary school teachers.

2. **To find the significant difference between graduate and post-graduate secondary school teachers on the job satisfaction level.**

Table No. 2

Qualification	N	Mean	SD	df	t-ratio	Remark
B.Sc. /B.A.-B.Ed.	10	20.5	2.36	38	0.649	Not Significant
M.Sc. /M.A.-B.Ed.	30	19.5	4.64			

The Table No. 2 reveals that the t- value (0.649) is less than the table value (2.02) at 0.05 level of significant. Therefore, t-value is not significant. Hence the null hypothesis is accepted. So it can be concluded that there is no significant difference in the job satisfaction between graduate and Post-graduate secondary school teachers.

3. **To find the significant difference in male secondary school teachers between post-graduation and professional qualified.**

Table No. 3

Qualification	N	Mean	SD	df	t-ratio	Remark
M.Sc. /M.A.-B.Ed.	30	19.5	4.64	48	0.75	Not significant
Professional Qualification	20	16.6	4.55			

The Table No. 3 reveals that the t- value(0.75) is less than the table value (2.01) at 0.05 level of significant. Therefore, t-test value is not significant. Hence the null hypothesis is accepted. So it can be concluded that there is no significant difference in the job satisfaction between Post- graduate and Professional qualified secondary school male.

4. **To find the significant difference in male secondary school teachers between graduate qualification and professional qualified.**

Table No. 4

Qualification	N	Mean	SD	df	t-ratio	Remark
M.Sc. /M.A.-B.Ed.	10	20.5	2.36	28	2.43	Significant
Professional Qualification	20	16.6	4.55			

The Table No. 4 reveals that the t- value(2.43) is greater than table value (2.05) at 0.05 level of significant. Therefore t-value is significant. Hence the null hypothesis is rejected. So it can be concluded that there is significant difference in the job satisfaction between graduate and Professional qualified secondary school male teachers. The result indicates that those teachers who are graduate, have more job satisfaction than their counter parts.

5.   To find out significant difference between female secondary school teachers with regards to their graduation qualification and professional qualification.

Table No-5

Qualification	N	Mean	SD	df	t-ratio	Remark
B.Sc. /M.A.-B.Ed.	9	20	1.57	43	0.857	Not Significant
M.Sc. /M.A.-B.Ed.	36	18.56	4.61			

The table no. 5 reveals that the t-value (0.857) is less than table value (2.02) at 0.05 level of significant. Therefore, t-value is not significant. Hence the null hypothesis is accepted. So it can be concluded that there is significant difference in the job satisfaction between graduate and Post-graduate secondary school female teachers.

6.   To find out significant difference between female secondary school teachers with regards to their post-graduation qualification and professional qualification.

Table No. 6

Qualification	N	Mean	SD	df	t-ratio	Remark
M.Sc. /M.A.-B.Ed.	36	18.56	4.61	49	7.66	Significant
Professional Qualification	15	11.2	4.29			

The table no. 6 reveals that the t-values (7.66) is greater than table value (2.68) at 0.01 level. So t-value is significant. Hence the null hypothesis is rejected. So it can be concluded that there is significant difference in the job satisfaction between Post- graduate and Professional qualified secondary school female teachers.

7.   To find out significant difference between female secondary school teachers with regards to their graduation qualification and professional qualification.

Table No. 7

Qualification	N	Mean	SD	df	t-ratio	Remark
B.Sc. /B.A.-B.Ed.	9	20	1.57	22	5.94	Significant
Professional Qualification	15	11.2	4.29			

The table no.7 reveals that the t-value(5.94) is greater than table value (2.82) at 0.01 level. So t-value is significant. Hence the null hypothesis is rejected. So it can be concluded that there is significant difference in the job satisfaction between graduate and Professional qualified secondary school female teachers.

Result : Secondary school male teachers having graduate degree are more satisfied with their job rather than those who are professionally qualified. In the same way, female secondary school teachers who are having post graduate degree are more satisfied rather than those who are professionally qualified. Results also indicates that female graduate teachers having more job satisfaction in comparison to professionally qualified teachers.

Education Implication :

The present study will have implication for educational administrators, teachers, teacher educators and school personals. Teacher is the changing agent, leader, philosopher friend, But unless the teacher has mental health, unless s/he is free from worries, tensions and unless he is not satisfied in his job, he cannot discharge his/her duty effectively. Therefore, mental health, working condition, job satisfaction are pre-requisite for better functioning in the school.

Conclusion:

Job satisfaction among school teachers has been considered as a vital factor for the improvement of the education system.

Satisfaction is a psychological phenomenon and its concept is highly intricate and subjective. Job satisfaction describes how content an individual with his or her job. It expresses the extent of match between the employees' expectations from the job and the rewards that the job provides. Teacher's job satisfaction is one of the key factors in school dynamics and is generally considered as a primary dependent variable in terms of which effectiveness of the school is evaluated. his/ her pupils. The present study highlights the job satisfaction of secondary school teachers irrespective of gender and academic qualification. Study reveals that female graduate and post graduate teachers are more satisfied rather than professionally qualified teachers.

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महाविद्यालयों के बी०एड० संकाय में अध्यापनरत शिक्षकों की शिक्षण प्रभावशीलता का एक अध्ययन

सविता पाण्डेय*
डॉ० रत्ना गुप्ता**

सार

प्रस्तुत अध्ययन में बी०एड० संकाय में अध्यापनरत शिक्षकों की शिक्षण प्रभावशीलता का अध्ययन किया गया है। इस अध्ययन में न्यादर्श के रूप में 60 शिक्षकों का चयन किया गया है। जिसमें से 30 शिक्षक स्ववित्तपोषित बी०एड० महाविद्यालयों के तथा 30 शिक्षक वित्तपोषित (अनुदानित) बी०एड० महाविद्यालयों के है, को सम्मिलित किया गया है। शिक्षकों की शिक्षण प्रभावशीलता के मापन हेतु General Teaching Competency Scale (डा० बी० के० पासी तथा एम० एस० ललिता द्वारा निर्मित) का प्रयोग किया गया है। अध्ययन के परिणामस्वरूप यह पाया गया है कि वित्तपोषित बी०एड० महाविद्यालयों की शिक्षण प्रभावशीलता का स्तर स्ववित्तपोषित बी०एड० महाविद्यालयों के शिक्षको से अधिक प्रभावी है।

मूल शब्दः वित्तपोषित बी०एड० महाविद्यालय, स्ववित्तपोषित बी०एड० महाविद्यालय, शिक्षण प्रभावशीलता

प्रस्तावनाः शिक्षा मानव जीवन का एक प्रमुख आधार है, शिक्षा के माध्यम

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से ही व्यक्ति अपनी सभी छिपी हुई शक्तियों का विकास करता है। शिक्षा के द्वारा ही व्यक्ति की जन्मजात शक्तियों, उसके ज्ञान तथा कला–कौशल में वृद्धि एवं व्यवहार में परिवर्तन होता है। शिक्षा मनुष्य के निर्माण की प्रक्रिया है आज शिक्षा को वर्तमान पर केन्द्रित किया जाता हैं। आधुनिक शिक्षा बालक के सर्वांगीण विकास पर बल देती है।

"Education is the most powerful weapon which you can use to change the world" – Nelson Mondela

जॉन डी0वी0 के अनुसार, ''शिक्षा जीवन की तैयारी नही है, शिक्षा ही जीवन है।''

शिक्षक छात्रों के भविष्य की शैक्षणिक सफलता और जीवन भर के शैक्षणिक परिणाम को निर्धारित करने वाला महत्वपूर्ण व्यक्ति होता है। शिक्षक की प्रभावशीलता अच्छे शिक्षण कार्य पर निर्भर करती है। छात्रों के बेहतर परिणाम के लिए शिक्षण प्रभावी होना आवश्यक होता है। प्रभावी शिक्षण के लिए शिक्षक को पाठ्यक्रम की पर्याप्त जानकारी, शिक्षण के लिए योजना, छात्रों के साथ उचित रूप से संवाद करना, सीखने के लिए उपयुक्त शिक्षण तकनीकों का ज्ञान होना आवश्यक होता है।

बर्टन के अनुसार, "Teaching is the stimulation, guidance, direction and encouragement of Learning."

शिक्षण प्रभावशीलता अच्छे शिक्षण पर निर्भर होती है। एक प्रभावशाली शिक्षक किसी भी शिक्षण संस्थान की महत्वपूर्ण कुंजी माना जाता है। किसी भी देश के भाग्य का स्वरूप उसके विद्यालयों की कक्षाओं में देखा जा सकता है। कक्षा का वातावरण शिक्षक के गुण एवं व्यवहार पर निर्भर करता है। शिक्षकों को प्राप्त सामग्री और प्रयोग करने का ढंग शिक्षक के व्यवहार को प्रभावित करता है। वास्तव में शिक्षण प्रक्रिया को शिक्षकों की प्रभावशीलता द्वारा समझा जा सकता है कि शिक्षक जितना प्रभावशाली

होगा, शिक्षण प्रक्रिया भी उतनी ही प्रभावशाली होगी।

शिक्षण प्रभावोत्पादकता के द्वारा प्रभावपूर्ण आदर्श शिक्षकों व अप्रभावी शिक्षकों का मूल्यांकन किया जाता है।

लाउरा और बेल (2008) के अनुसार शिक्षकों की प्रभावशीलता में कर्तव्यबोध, कार्य के प्रति लगन, ईमानदारी, योजना, व्यवहार, रूचि, आकर्षणत्व गुण, कक्षा शिक्षण प्रदर्शन व छात्रों की शैक्षिक उपलब्धि आदि शामिल रहती है जो शिक्षक योग्यतानुसार व परिश्रम द्वारा अपने कर्तव्यों का पालन करते है व योग्यता के साथ कक्षा शिक्षण करते हुये कक्षा प्रबंधन रखते है उनमें विषय योग्यता के साथ–साथ आदर्श व प्रभावी शिक्षक की सभी विशेषताएं विद्यमान होती है।

ओथमान (2009) के अनुसार शिक्षण प्रभावशीलता बहिर्मुखी, सहमतता और कर्तव्यनिष्ठा के बीच महत्वपूर्ण संबंध है जबकि निराशा और खुलेपन का कोई महत्वपूर्ण सम्बन्ध नहीं है।

प्रणब बर्मन (2015) के द्वारा पश्चिम बंगाल के सरकारी और गैर सरकारी बी0एड0 शिक्षकों की शिक्षण प्रभावशीलता का अध्ययन करने पर यह पाया गया कि जिन शिक्षकों की विषय में महारत, विषय को प्रस्तुत करने की शैली प्रभावी, प्रेरक रणनीति, प्रभावी संचार, छात्रों से अच्छे संबंध आदि गुण है उनकी शिक्षण प्रभावशीलता काफी अच्छी पायी गयी हैं।

अध्ययन की आवश्यकताः आजकल विश्वविद्यालय स्तर पर शिक्षण और सीखने की गुणवत्ता पर अधिक ध्यान दिया जा रहा है। **डेवलिन (2007)** के अनुसार विश्वविद्यालयों में प्रभावी शिक्षण सुनिश्चित करने और उस प्रभावशीलता को प्रदर्शित करने में सक्षम होने के लिए दोनो पर दबाव बढ़ रहा है। विश्वविद्यालयों तथा महाविद्यालय स्तर पर शिक्षण एक विद्वतापूर्ण गतिविधि है जो व्यापक पेशेवर कौशल, प्रथाओं तथा उच्च स्तर की

अनुशासनात्मक और अन्य प्रासंगिक विशेषज्ञता पर आधारित है। प्रभावी शिक्षण की सामूहिक समझ की समय–समय पर समीक्षा की जानी चाहिये और महाविद्यालयों के भीतर और उनके बाहर होने वाले परिवर्तनों को स्वीकार कर नवीनीकृत किया जाना चाहिये। **स्केल्टन (2004)** के अनुसार प्रभावी उच्च शिक्षा शिक्षण एक 'प्रतियोगी अवधारणा' है। **पेनी (2003)** प्रभावी शिक्षण को मोटे तौर पर ऐसे शिक्षण के रूप में समझा जाता है जो छात्रों और उनके सीखनें पर केन्द्रित होता है। उस मौलिक धारणा से परे प्रभावी विश्वविद्यालय शिक्षण के दो व्यापक रूप से स्वीकृत घटक है: प्रथम इसके लिए अनुसंधान द्वारा पहचाने गये विशेष कौशल और द्वितीय विशेष अभ्यास की आवश्यकता होती है। **क्रेबर (2002)** का सुझाव है कि शिक्षण उत्कृष्टता के लिए अनुशासन के अच्छे ज्ञान की आवश्यकता होती है, और कहते है कि उत्कृष्ट शिक्षक वे है जो अपने छात्रों को प्रेरित करना जानते है तथा अवधारणाओं को व्यक्त करना जानते है और छात्रों को उनके सीखने में कठिनाइयों को दूर करने में मदद करते हैं।

प्रभावी शिक्षण के लिए इन सभी प्रासंगिक कारकों और संबंधित अपेक्षाओं को सफलतापूर्वक प्रबंधित करना आवश्यक है। महाविद्यालयी स्तर पर प्रभावी शिक्षण की लगातार समीक्षा और नवीनीकरण किया जाना चाहिये। अतः प्रस्तुत शोध अध्ययन में शोधार्थी द्वारा बी०एड० में अध्यापनरत शिक्षकों की शिक्षण प्रभावशीलता का अध्ययन इसी उद्देश्य को ध्यान में रखकर किया गया है।

अध्ययन के उद्देश्यः वर्तमान शोध के परिप्रेक्ष्य में जिन उद्देश्यों को प्राप्त करने का प्रयास किया गया है, वे निम्नलिखित है—

1. स्ववित्तपोषित महाविद्यालयों के बी०एड० संकाय में अध्यापनरत शिक्षकों की शिक्षण प्रभावशीलता का अध्ययन करना।

2. वित्तपोषित (अनुदानित) महाविद्यालयों के बी०एड० संकाय में अध्यापनरत शिक्षकों की शिक्षण प्रभावशीलता का अध्ययन करना।

3.   वित्तपोषित एवं स्ववित्तपोषित महाविद्यालयों के बी०एड० संकाय में अध्यापनरत शिक्षकों की शिक्षण प्रभावशीलता का तुलनात्मक अध्ययन करना।

अध्ययन की परिकल्पना :

प्रस्तुत शोध अध्ययन के निमित्त निर्धारित उद्देश्य को प्राप्त करने के सन्दर्भ में निम्नलिखित परिकल्पना का निर्माण किया गया :

Ho_1: वित्तपोषित (अनुदानित) एवं स्ववित्तपोषित महाविद्यालयों के बी०एड० संकाय में अध्यापनरत शिक्षकों की शिक्षण प्रभावशीलता में कोई सार्थक अन्तर नहीं है।

शोध विधि : प्रस्तुत शोध में सर्वेक्षण विधि का प्रयोग किया गया है।

समष्टि : शोध अध्ययन में लखनऊ विश्वविद्यालय से सम्बद्ध स्ववित्तपोषित एवं वित्तपोषित महाविद्यालयों के बी०एड० संकाय में अध्यापनरत शिक्षकों को समष्टि के रूप में लिया गया है।

प्रतिदर्श एवं प्रतिदर्श चयन विधिः

प्रस्तुत शोध कार्य में न्यादर्श का चयन दो स्तरों पर किया गया है। प्रथम स्तर पर शिक्षक प्रशिक्षण महाविद्यालयों का चयन किया गया है तथा द्वितीय स्तर पर चयनित महाविद्यालयों से शिक्षकों का चयन किया गया है जिसमें वित्तपोषित एव स्ववित्तपोषित बी०एड० महाविद्यालय सम्मिलित है। प्रस्तुत शोध कार्य के लिए शोधकर्त्री द्वारा उत्तर प्रदेश के लखनऊ शहर में स्थित कुल 62 बी०एड० महाविद्यालयों से प्रतिदर्श की उद्देश्यपूर्ण विधि का प्रयोग करते हुए 6 वित्तपोषित (अनुदानित) और 6 स्ववित्तपोषित महाविद्यालयों का चयन किया गया है तत्पश्चात् चयनित 12 महाविद्यालयों

से आकस्मिक प्रतिदर्श विधि का प्रयोग कर 30 शिक्षको का वित्तपोषित तथा 30 शिक्षको का स्ववित्तपोषित महाविद्यालयों से चयन किया गया है।

उपकरण : शोध अध्ययन के सन्दर्भ में प्रदत्त संकलन हेतु शिक्षण प्रभावशीलता के मापन के लिए **डॉ बी0 के0 पासी** तथा **एम0 एस0 ललिता** द्वारा निर्मित General Teaching Competency Scale का प्रयोग किया गया है।

सांख्यिकीय प्रविधियां: एकत्रित प्रदत्तों के विश्लेषण हेतु प्रतिशत (%), मध्यमान, मानक विचलन, टी—टेस्ट विधि का प्रयोग किया गया है।

परिसीमांकनः प्रस्तुत शोध अध्ययन की समष्टि केवल लखनऊ शहर के बी. एड. संकाय में अध्यापनरत शिक्षकों तक सीमित है।

प्रदत्तों का विश्लेषण एवं परिणामों की व्याख्या :

अध्ययन की उद्देश्य संख्या—(1) स्ववित्तपोषित महाविद्यालयों के बी0एड0 संकाय में अध्यापनरत शिक्षकों की शिक्षण प्रभावशीलता का अध्ययन करना'' का सत्यापन General Teaching Competency Scale की सहायता से प्रतिशत के माध्यम से किया गया है, जिसके विश्लेषण से प्राप्त परिणाम को तालिका संख्या—1 मे दर्शाया गया है—

तालिका संख्या—1

जनरल टीचिंग कम्पीटेन्सी स्केल पर प्राप्त स्ववित्तपोषित महाविद्यालय के शिक्षकों की शिक्षण प्रभावशीलता का मान प्रतिशत के रूप में—

शिक्षण प्रभावशीलता	उच्च	औसत	निम्न
शिक्षकों की संख्या (N)	18	9	3
प्रतिशत (%)	60%	30%	10%

परिणाम की व्याख्या : उपरोक्त तालिका संख्या 1 में टीचिंग कम्पीटेन्सी स्केल पर प्राप्त 30 शिक्षकों जो स्ववित्तपोषित बी० एड० महाविद्यालय से सम्बन्धित है, का शिक्षण प्रभावशीलता प्रतिशत के रूप में प्राप्त किया गया है। यह परिणाम प्रदर्शित करता है कि स्ववित्तपोषित बी० एड० महाविद्यालयों में कार्यरत 60% शिक्षकों की शिक्षण प्रभावशीलता उच्च स्तर की है तथा 30% शिक्षकों की शिक्षण प्रभावशीलता औसत स्तर का है एवं सिर्फ 10% ऐसे शिक्षक है जिनकी शिक्षण प्रभावशीलता निम्न स्तर की है।

अध्ययन की उद्देश्य संख्या (2) : वित्तपोषित (अनुदानित) महाविद्यालयों के बी०एड० संकाय में अध्यापनरत शिक्षकों की शिक्षण प्रभावशीलता का अध्ययन करना'' की जाँच General Teaching Competency Scale की सहायता से प्रतिशत के माध्यम से किया गया है। जिसके विश्लेषण के पश्चात् प्राप्त परिणाम को तालिका संख्या–2 में प्रदर्शित गया है–

<div align="center">

तालिका संख्या–2

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जनरल टीचिंग कम्पीटेन्सी स्केल पर प्राप्त वित्तपोषित (अनुदानित) महाविद्यालय के शिक्षकों की शिक्षण प्रभावशीलता का मान प्रतिशत के रूप में–

</div>

शिक्षण प्रभावशीलता	उच्च	औसत	निम्न
शिक्षकों की संख्या (N)	24	6	0
प्रतिशत (%)	80%	20%	0%

परिणाम की व्याख्या : उपरोक्त तालिका संख्या–2 में **टीचिंग कम्पीटेन्सी स्केल** पर प्राप्त 30 शिक्षकों जो वित्तपोषित (अनुदानित) बी० एड० महाविद्यालय से सम्बन्धित है, का शिक्षण प्रभावशीलता प्रतिशत के

रूप में प्राप्त किया गया है। यह परिणाम प्रदर्शित करता है कि वित्तपोषित (अनुदानित) बी० एड० महाविद्यालयों में कार्यरत 80% शिक्षकों की शिक्षण प्रभावशीलता उच्च स्तर की है तथा 20% शिक्षकों की शिक्षण प्रभावशीलता औसत स्तर की है एवं निम्न शिक्षण प्रभावशीलता वाला शिक्षक शून्य है अर्थात् कोई भी शिक्षक निम्न शिक्षण प्रभावशीलता वाला नही है।

अध्ययन की उद्देश्य संख्या (3) : ''वित्तपोषित एवं स्ववित्तपोषित महाविद्यालयों के बी०एड० संकाय में अध्यापनरत शिक्षकों की शिक्षण प्रभावशीलता का तुलनात्मक अध्ययन करना'' के अन्तर्गत परिकल्पित परिकल्पना H_{0_1} ''वित्तपोषित (अनुदानित) एवं स्ववित्तपोषित महाविद्यालयों के बी०एड० संकाय में अध्यापनरत शिक्षकों की शिक्षण प्रभावशीलता में कोई सार्थक अन्तर नही है।'' का सत्यापन टी–अनुपात के माध्यम से किया गया है जिसके विश्लेषण से प्राप्त परिणाम को तालिका संख्या–3 में प्रदर्शित किया गया है–

<center>तालिका संख्या–3</center>

जनरल टीचिंग कम्पीटेन्सी स्केल पर प्राप्त मध्यमान, मानक विचलन, तथा टी–अनुपात का मान

महाविद्यालय प्रकार	शिक्षकों की संख्या (N)	मध्यमान (Mean)	मानक विचलन (S.D.)	टी प्राप्तांक	.05 सार्थकता स्तर df = 58 पर निष्कर्ष
स्ववित्तपोषित	30	87.83	15.78	2.98	सार्थक (अस्वीकृत)
वित्तपोषित	30	99.19	13.62		

परिणाम की व्याख्या : उपरोक्त तालिका संख्या–3 में General Teaching Competency Scale पर प्राप्त 30 स्ववित्तपोषित बी०एड० पाठ्यक्रम तथा 30 वित्तपोषित (अनुदानित) बी०एड० संकाय में अध्यापनरत शिक्षकों के प्रदत्तों का मध्यमान क्रमशः 87.83 तथा 99.19, मानक विचलन क्रमशः 15.78 तथा 13.62 तथा प्राप्त टी–अनुपात का मान 2.98 है। प्राप्त टी–अनुपात का मान स्वतन्त्रता के स्तर **df = 58** पर सार्थकता के स्तर 0.01 पर सारणी मान 2.66 से अधिक है, अतः यह प्राप्त मान 0.01 सार्थकता स्तर पर सार्थक है। प्रतिपादित परिकल्पना प्रणाली Ho_1 को अस्वीकार किया जाता है। यह परिणाम दर्शाता है कि वित्तपोषित (अनुदानित) एवं स्ववित्तपोषित महाविद्यालयों के बी०एड० संकाय में अध्यापनरत शिक्षकों की शिक्षण प्रभावशीलता में सार्थक अन्तर है।

निष्कर्ष : वित्तपोषित (अनुदानित) एवं स्ववित्तपोषित महाविद्यालयों के बी०एड० संकाय में अध्यापनरत शिक्षकों की शिक्षण प्रभावशीलता का अध्ययन करने पर यह पाया गया कि वित्तपोषित (अनुदानित) बी०एड० महाविद्यालयों के शिक्षकों की शिक्षण प्रभावशीलता स्ववित्तपोषित बी०एड० महाविद्यालयों के शिक्षकों की शिक्षण प्रभावशीलता की तुलना में उत्तम हैं।

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शिक्षा के आयाम : दिल्ली के जनपथ बाजार में हस्तशिल्प वस्तुओं की बिक्री से सम्बंधित गुजराती महिलाओं के अनुभव एवं चुनौतियाँ

सपना तिरकी*
संजना तिरकी**

सार

शिक्षा जीवन को एक आधार प्रदान करता है जिसके द्वारा मनुष्य अपने जीवन को एक नयी दिशा देता है शिक्षा के द्वारा ही हम अपने जीवन को आधार प्रदान करते हैं। इस संसार में शिक्षा सभी जीवित प्राणियों के लिए समान रूप से महत्वपूर्ण है परन्तु महिलाओं के लिए शिक्षित होना अत्यंत आवश्यक है, क्योंकि वे समाज में दोहरी भूमिका का निर्वाहन करती हैं, जिसमें वे अपने साथ अपने परिवार की देखभाल भी करती हैं, परन्तु प्रश्न यह उठता हैं कि अगर महिलाएं शिक्षित भी न हों और उनके घर की आर्थिक स्थिति की जिम्मेदारी भी इन्ही के हाथ में हो, तो ये किस प्रकार इन जिम्मेदारियों का वहन कर पाती हैं। यह प्रश्न इसलिए भी महत्वपूर्ण है, कि क्या केवल विद्यालय की डिग्री किसी व्यक्ति के शिक्षित होने का प्रमाण है अथवा अपने आस–पास के वातावरणीय अनुभवों के अनुसार स्वयं को रूपांतरित करना भी शिक्षित होने का एक प्रमाण हैं। राजधानी दिल्ली एक ऐसा शहर है, जो देश–विदेश के लोगों को विभिन्न कारणों से अपनी ओर आकर्षित करता रहा है। दिल्ली स्थित बाजार हमेशा से विदेशी लोगों के लिए कौतुहल और आकर्षण का केंद्र रहे हैं। इसी तरह दिल्ली स्थित जनपथ

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बाज़ार में भी कई विदेशी लोगों को यहाँ पर सामानों की खरीदारी करते हुए देखे जा सकते हैं। इस बाजार में मुख्य रूप से महिलाएं हस्तशिल्प कला से सम्बंधित सामानों के विक्रय से जुड़ी हुई हैं, यह महिलाएं हिंदी, गुजराती भाषा के साथ अंग्रेजी भाषा में भी काफी निपुण हैं, जो उन्होंने समय के साथ अपने आसपास के लोगों से सीखा है। यही वह बिंदु था जिसकी खोज में यह लघु शोध कार्य आरम्भ हुआ। अतः यह शोध कार्य दिल्ली में जनपथ में अस्थायी रूप से दुकान चलाने वाली गुजराती महिलाओं तथा उनके अनुभवों तथा चुनौतियों पर किया गया है, जिससे उनके जीवन के विभिन्न पहलुओं को जानने तथा समझने का प्रयास किया गया। यह महिलाएं गुजरात की संस्कृति से सम्बंधित विभिन्न हस्तशिल्प कला से सम्बंधित वस्तुओं को बनाने तथा बेचने के कार्य से जुड़ीं हैं। व्यक्ति तथा उसके परिवार के मध्य, निम्न आर्थिक स्थिति एक ऐसा उत्तरदायी कारण है जो व्यक्ति को अपने परिवार को छोड़ने के लिए विवश करता है। अपनी स्थिति को बेहतर करने के प्रयास में एक व्यक्ति को एक नये शहर में कई चुनौतियों का सामना करना पड़ता है तथा यहीं चुनौतियाँ ही अपने साथ अनेक समाधान तथा अनुभवों को लेकर आती हैं जिससे जीवन को नयी दिशा प्राप्त होती है। इन महिलाओं ने भी यहाँ आकर यहाँ की परिस्थितियों के अनुरूप ही स्वयं को अनुकूलित किया हैं। यह शोध इन्ही के अनुभवों पर आधारित हैं।

मूल शब्द : महिलाएं, शिक्षा, चुनौतियाँ

परिचय

शिक्षा हमारे लोकतंत्र का आधार है। शिक्षा के द्वारा ही हम अपने जीवन को आधार प्रदान करते हैं। शिक्षा सभी के लिए समान रूप से महत्वपूर्ण हैं, चाहे वह पुरुष हो या महिला। शिक्षा महिला सशक्तिकरण का भी एक महत्वपूर्ण साधन हैं, (भट्ट, 2015) तथा भारत के सम्पूर्ण विकास में स्त्री शिक्षा एक

महत्वपूर्ण भूमिका निभाती है, (कुमार जे. 2013)। वर्तमान समय की मांग के अनुसार महिलाओं के लिए शिक्षित होना अत्यंत आवश्यक हैं, क्योंकि वे समाज में दोहरी भूमिका का निर्वाहन करती हैं जिसमें वे अपने साथ–साथ अपने परिवार के सभी सदस्यों की भी देखभाल करती हैं। महिलायें मुख्य रूप से घर में अथवा घरेलू कार्यों में अपना महत्वपूर्ण योगदान देती हैं, (ब्रेनडन, एम.ए. तथा हूम्न,एन. 1979)। शिक्षित होना महिलाओं के लिए इसलिए भी आवश्यक है, जिससे वह समय–समय पर अपने महत्वपूर्ण फैसलों में अपना योगदान दे सके। शिक्षा न केवल हमारी सोच को वृहद् बनाती है, बल्कि हमें आर्थिक रूप से आत्मनिर्भर भी बनाती हैं। नायक तथा महानता (2012), ने भी अपने लेख में शिक्षा को एक महत्वपूर्ण कारक माना है, जिसके द्वारा महिलायें अपनी आय पर नियंत्रण कर सकती हैं। शिक्षा न केवल असमानता को कम करती है, बल्कि देश तथा परिवार में महिलाओं कि स्थिति को बढ़ाती है, (रागी, 2020)। लेकिन प्रश्न यह उठता हैं कि अगर महिलाएं शिक्षित भी न हो और उनके घर की आर्थिक स्थिति की जिम्मेदारी भी इन्हीं के हाथ में हो तो ये किस प्रकार इन जिम्मेदारियों का वहन कर पाती हैं। अपने परिवार को देखने के साथ ही बाहर जाकर काम करना दोहरी जिम्मेदारी को जन्म देता हैं।

गुजरात राज्य, कला तथा शिल्प की भूमि हैं। यहाँ के समुदायों ने अभी भी हस्तशिल्प के कार्यों को अपनी संस्कृति में बनाये रखा हैं, (शाह एवं पटेल, 2017)। भट्ट (2006), ने भी अपने शोध पत्र के माध्यम से गुजराती महिलाओं के संघर्ष की स्थिति का बारीकी से विवरण दिया है। दिल्ली के जनपथ में अधिकांश महिलाएँ हस्तशिल्प की दुकान लगाती है, इसी दुकान से उनकी परिवार का भरण पोषण होता है तथा वे अपने उत्तरदायित्व का निर्वाह प्रतिदिन करती हैं। इनमे से अधिकांश महिलाएँ गुजरात राज्य की हैं। हस्तशिल्प से सम्बंधित सामान गुजरात राज्य से मंगाया जाता हैं, तथा कुछ सामान ये महिलाएं अपने परिवार के साथ यहाँ भी बनाती हैं। ये सभी सामान अलग–अलग तरह का होता हैं, जिनमें घर के सजावट के सामान से लेकर महिलाओं के पर्स तथा दुपट्टे भी शामिल हैं।

आगे प्रस्तुत शोध कार्य से संबंधित शोध उद्देश्य तथा शोध प्रश्नों का विवरण दिया जा रहा है।

शोध उद्देश्य –

● गुजराती महिलाओं के दिल्ली में बसने सम्बन्धी कारणों को जानने तथा समझने का प्रयास करना।

● गुजराती महिलाओं के दिल्ली में आने के पूर्व की चुनौतियों के सन्दर्भ को भी समझने का प्रयास करना।

शोध प्रश्न –

1. वह कौन से कारण थे जिन्होंने गुजराती महिलाओं को दिल्ली बसने हेतु विवश किया ?

2. गुजराती महिलाओं को दिल्ली व्यवसाय हेतु बसने सम्बन्धी किन–किन चुनौतियों का सामना करना पड़ता हैं ?

3. यह महिलाएँ दिल्ली में रहने के अपने अनुभवों को किस प्रकार देखती हैं ?

4. महिलाएँ शिक्षा के प्रति क्या अभिवृत्ति रखती हैं ?

शोध प्रविधि –

प्रस्तुत शोध में शोधार्थी ने अन्वेश्नात्मक रिसर्च डिजाईन का प्रयोग किया है। अन्वेश्नात्मक शोध में आँकड़ों का पुनः विश्लेषण किया जाता है, जो किसी उद्देश्य के लिए ही किया जाता है, (बरटन,एन.डब्लयू. 1979)। यह

मौजूदा समस्या की बेहतर समझ के लिए आयोजित किया जाता है। अन्वेषण का अर्थ मुख्यतः विचारों की खोज होता है,(स्टेबिन्स, आर. ए. 2001)। शोधार्थी ने प्रस्तुत शोध के प्रतिदर्श के लिए 10 प्रतिभागियों का चयन किया, जो सभी इस समय दिल्ली में निवास कर रहे हैं। अवलोकन तथा असंचरित साक्षात्कार के माध्यम से शोध उद्देश्यों को शोधार्थी द्वारा समझने का प्रयास किया गया है। सभी प्रतिभागी दिल्ली में ही रहती हैं, जिनकी आयु क्रमशः 30 वर्ष से लेकर 55 वर्ष तक की हैं। सभी प्रतिभागी घर की सजावट की वस्तुयें जैसे, कुशन कवर, वाल पेंटिंग्स तथा महिलाओं के प्रयोग के बैग इत्यादि सामान बेचती हैं।

मुख्य बिंदुओं के आधार पर विश्लेषण

प्रस्तुत शोध में साक्षात्कार प्रविधि का प्रयोग करके प्रतिभागियों से आँकड़े एकत्रित किये गए हैं। आँकड़ों के संग्रहण के आधार पर कुछ महत्वपूर्ण बिन्दु प्राप्त किये गए तथा इन्हीं बिन्दुओं के आधार पर आंकड़ों का विश्लेषण करने का प्रयास किया किया है। जिनका संक्षिप्त में विवरण इस प्रकार से है –

1.   प्रतिभागियों का दिल्ली आने का मुख्य कारण

2.   दिल्ली के जनपथ में ही दुकान लगाने का कारण

3.   दिल्ली आने के बाद की चुनौतियाँ (व्यवसायिक, आर्थिक एवं महिला होने की चुनौतियाँ)

4.   दिल्ली में रहने को लेकर प्रतिभागियों के अनुभव

5.   शिक्षा को लेकर प्रतिभागियों का परिप्रेक्ष्य

1. गुजराती महिलाओं के दिल्ली आने का मुख्य कारण

सभी प्रतिभागियों के दिल्ली आने के मुख्य कारण अलग–अलग थे। प्राप्त आँकड़ों से शोधार्थी को यह जानकारी प्राप्त हुई कि सभी प्रतिभागियों के दिल्ली आने की परिस्थितियाँ अलग–अलग थी, जिनके कारण सभी प्रतिभागीयों को दिल्ली आना पड़ा। ये कारण कुछ हद तक व्यक्तिगत और आर्थिक थे। प्रतिभागियों के अनुसार, उनके पास अन्य कोई विकल्प नही था कि वे कहीं दूसरी जगह जाए और कुछ नया काम शुरू करे। शारदा जी (प्रतिभागी, 50 वर्षीय) ने जानकारी दी कि उनकी शादी गुजरात राज्य में हुई थी। शादी के कुछ वर्षों के बाद उनके पति ने उन्हें छोड़ दिया। कारण पूछने पर उन्हें बताया गया कि उनके पति अपने माताजी एवं पिताजी के साथ रहना चाहते थे। शारदा जी के पास अन्य कोई विकल्प नहीं था। उन्हें अपने दोनों बच्चों के भविष्य को देखते हुए दिल्ली आना पड़ा क्योंकि शारदा जी की माताजी दिल्ली में ही रहती थी। इसी तरह एक अन्य प्रतिभागी, उर्मिला जी (45 वर्षीय) शादी के बाद गुजरात राज्य में ही रहती थी। जब उनके पति का स्वर्गवास हो गया तो उर्मिला जी भी अपने दोनों बच्चो के साथ दिल्ली आ गयी। दिल्ली में उर्मिला जी का परिवार पहले से ही रहता था। इसी प्रकार प्रतिभागियों के के दिल्ली आने का मुख्य कारण उनकी निम्न आर्थिक तथा पारिवारिक स्थिति थी। दोनों प्रतिभागी इसी उद्देश्य से आयी थी कि दिल्ली आकर अपने बच्चो के भविष्य के लिए कुछ पूँजी इकट्ठी कर सके।

2. दिल्ली में बसने सम्बन्धी चुनौतियाँ

सभी प्रतिभागीयों से साक्षात्कार के दौरान शोधार्थी को यह जानकारी प्राप्त हुयी कि दिल्ली में जनपथ बाजार में गुजराती महिलाएँ ही अपनी दुकान लगा सकती हैं। यह स्थान गुजराती समुदाय की महिलाओं के लिए ही आवंटित किया गया हैं, इसलिए यह स्थान 'गुजराती लेडीज मार्किट' के नाम से भी जाना जाता हैं। इस सन्दर्भ पर बात करते हुए लता जी (30 वर्षीय) ने बताया –

ये गुजराती मार्किट हैं, इसलिए हमें यहाँ जगह मिली है, लेडीज मार्किट हैं, ना इसी वजह से , वरना इस शहर में दुकान लगाना कहाँ संभव है,

सभी प्रतिभागी गुजराती हैं इसलिए जब सभी को पता चला की यह स्थान गुजराती समुदाय के लिए निर्धारित की गई हैं तो इसलिए सभी ने यहाँ अपनी दुकान लगाने की सोची। अतः यह एक बड़ा कारण रहा जिसने गुजरात की गुजराती महिलाओं को अपनी जीविका के भरण–पोषण हेतु अपनी ओर आकर्षित किया तथा दिल्ली जैसे बड़े शहर में वहाँ बसने की चुनौतियों को कम किया या कहा जा सकता है कि उस समस्या का समाधान किया।

3. गुजरात से दिल्ली आने के बाद की चुनौतियाँ

3.1 व्यवसायिक चुनौती –

आंकड़ो के संग्रहण द्वारा इस बात की भी पुष्टि हो पाई कि जब सभी महिलायें गुजरात राज्य से दिल्ली आयी तो सभी को अलग–अलग व्यवसायिक चुनौतियों का भी सामना करना पड़ा। जिनमें से एक गंभीर समस्या थी, दुकान लगाने की समस्या। साक्षात्कार के दौरान यह जानकारी प्राप्त हुई कि जनपथ में सभी को अपने सामानों को बेचने के लिए स्थाई दुकान नहीं मिल पाती हैं। जनपथ में अंदर की तरफ जाने पर कुछ दुकानें एक पंक्ति से बनी हुई हैं, ये सभी दुकानें स्थायी दुकानें हैं, जो मूल रूप से कुछ ही लोगों को आवंटित कर दी जाती हैं। जिन प्रतिभागियों से शोधार्थी ने बात की उनमें से केवल एक ही प्रतिभागी शारदा जी के पास अपनी स्थायी दुकान थी, जो उन्हें 25 वर्षों पहले आवंटित की गई थी। बाकी अन्य प्रतिभागी जनपथ में बाहर की तरफ दुकान लगाती हैं। यह भी जानकारी दी गयी कि जो महिलाएं अस्थायी तरीके से दुकान लगाती हैं, उन्हें स्टे–आर्डर लेना होता हैं, तभी वे अस्थायी रूप से अपनी दुकान लगा

सकती हैं। इसी क्रम में शोधार्थी को पता चला की स्टे–आर्डर लेने के बाद भी एन.डी.एम.सी (न्यू डेल्ही म्युनिसिपल कारपोरेशन) के लोग इनका सामान उठा कर ले जाते हैं। जब शोधार्थी पहली बार साक्षात्कार हेतु जनपथ गयी थी तो लता जी के द्वारा पता चला कि एन.डी.एम.सी के लोग अस्थायी दुकान होने के कारण इनका सामान उठा कर ले जाते हैं। इसलिए लता जी अपना सामान उठाकर अंदर की तरफ छिपाकर बैठी हुई थी। यह लगभग उसी समय हुआ जिस समय शोधार्थी ने अपने शोध कार्य हेतु जनपथ में प्रवेश किया, और वहाँ पर कुछ महिलाएं अपना सामान लेकर भाग रही थी और अपने सामान को लेकर छुप गयी थी, महिला होने के नाते शोधार्थी ने भी उनकी मदद की तथा उनसे बातचीत का प्रयास किया। उन्होंने अनुभव साझा करते हुए बताया–

ये लोग सामान उठा कर ले जाते हैं फिर पैसा देने पर वापस करते हैं।

इसी बात को पुख्ता करते हुए सुमन जी ने बताया की जब वे 30 वर्ष पूर्व दिल्ली आयी थी तभी से ये लोग परेशान करते आ रहे हैं।

शोधार्थी ने यह भी अवलोकित किया की सभी प्रतिभागीयों ने अपना सामान बहुत ही कम स्थान पर लगा रखा था, जिससे कि वे आसानी से अपने सामान को एकत्रित कर सके।

3.2 आर्थिक चुनौती –

हालाँकि शारदा जी पास अपनी स्थायी दुकान है, फिर भी वह इससे संतुष्ट नही है। शोधार्थी द्वारा इसका कारण पूछे जाने पर शारदा जी ने अतिरिक्त जानकारी देते हुए बताया कि जनपथ में जो लोग अंदर की तरफ दुकान लगाते हैं उनकी इतनी बिक्री नही होती, जितना की बाहर की तरफ दुकान लगाने वालों की होती हैं। शोधार्थी द्वारा जब इसका कारण पूछा गया तो

शारदा जी ने बताया कि, जो लोग जनपथ में घूमने आते हैं, उन्हें अक्सर पता ही नही होता की अंदर की तरफ भी दुकाने हैं, इसी कारणवश कई लोग उनके हस्तशिल्प के सामान को नहीं देख पाते हैं, और बिक्री कम रह जाती है। शारदा जी के अनुसार –

यहाँ कम लोग आते हैं, कइयों को तो पता ही नहीं होता कि इधर भी दुकानें लगी हुई है, लोग बाहर–बाहर से ही चले जाते हैं।

अतः इन सब बातों से यह कहा जा सकता है कि वह महिलाएं जिनके पास अपनी स्थायी दुकान है तथा वे महिलाएं जिनके पास अस्थायी दुकाने है दोनों ही दिल्ली में अपने व्यवसाय को लेकर अलग–अलग प्रकार की चुनौतिओं का सामना कर रही है। सभी प्रतिभागियों से साक्षात्कार के दौरान जानकारी प्राप्त हुयी कि उन सभी की आर्थिक स्थिति इतनी अच्छी नही है कि वे कुछ बचत कर सके। सभी महिलाएं यहाँ लगभग पूरे दिन रहती हैं तब जाकर कुछ कमा पाती हैं। उर्मिला जी अपनी आर्थिक स्थिति का विवरण देते हुए बताया कि –

इतनी कमाई नहीं होती कि हम कुछ बचा सके, गुजारा हो जाये बस इतना ही बहुत है, रोज कुआँ खोदते हैं और रोज सुखाते हैं।

इसी क्रम में आगे उन्होंने यह भी बताया कि उनका आने–जाने का किराया प्रत्येक दिन का लगभग 80 रुपये है, इसलिए उर्मिला जी इतनी ही बचत कर पाती है कि घर का खर्चा निकाला जा सके।

शोधार्थी द्वारा सभी प्रतिभागियों से बात करके शोधार्थी की यह समझ बन रही थी कि सभी की आर्थिक स्थिति इतनी अच्छी नही थी कि वे कुछ बचा सके। इन प्रतिभागियों से बात करके यह भी जानकारी प्राप्त हुयी कि सभी महिलाएं यहाँ किराये के मकान में रहती हैं तथा इनका यहाँ अपना

घर नही हैं, जिसका इन्हें काफी दुःख हैं। इसी बात का जिक्र करते हुए पूनम जी ने यह बात स्पष्ट शब्दों में स्वीकार किया की –

खर्चा पानी निकल जाता है, लेकिन पैसा इकड्ठा नही कर पाए और घर नही बना पाए, यही अफसोस रहा है।

शोधार्थी ने जब दिल्ली में रहने के स्थान के विषय में बात की, तो पता चला कि उनमे से कुछ आजादपुर स्टेशन के पास से आती हैं तथा अन्य प्रतिभागी जहाँगीरपुरी में रहती हैं। इनमें से किसी भी महिला के पास अपना मकान नही हैं, सभी किराये के मकान में रहती हैं।

3.3 महिला होने की चुनौती

शोधार्थी यह भी समझना चाहती थी कि क्या महिला होने के कारण उन्होंने किसी प्रकार की चुनौतियो का सामना किया तथा करना पड़ रहा है ? यह प्रश्न पूछने पर सभी के अलग–अलग अनुभव थे। उन सभी के अनुभवों के आधार पर यह समझ बनी कि महिला होने के कारण सभी की चुनौतियाँ एक दूसरे से अलग थी। उर्मिला जी काफी समय से जनपथ पर सामान बेच रही है, उन्होंने बताया –

मैं शाम को आती हूँ, क्योंकि दिन में कमेटी वालों का डर भी रहता हैं, यहाँ पब्लिक भी शाम को आती हैं।

इसी तरह शारदा जी ने अपने अनुभव को साझा करते देते हुए बताया की उन्हें जनपथ में दुकान में बैठना व्यक्तिगत रूप से पसंद नही है क्योंकि वह यह मानती है कि जो लोग जनपथ में घूमने आते हैं, वे यही सोचते हैं की जो महिलाये दुकानों में बैठती हैं वो अच्छे घर की नहीं होती हैं इसलिए दुकानों में बैठती हैं। इसके साथ ही उन्होंने यह अनुभव भी शोधार्थी से साझा किया कि गुजरात राज्य में महिलाओं से ज्यादा काम कराया जाता हैं। ज्यादातर काम महिलाओं को करने होते हैं। यही बात लता जी ने भी

स्वीकार की कि गुजरात में महिलाओं से अधिक काम कराया जाता हैं जबकि पुरुष कम काम करते हैं।

इन सभी अनुभवों के साथ ही सभी प्रतिभागियों ने यह भी स्वीकार किया कि महिला होना उनके व्यावसाय के लिए अच्छा भी हैं– जो महिलायें जनपथ में घूमने आती हैं वे सभी इन महिलाओं के पास आकर सामान खरीदना पसंद करती हैं। अपना अनुभव बताते हुए उर्मिला जी ने बताया की ''जब लेडीज बैठती हैं बाहर, तो किसी भी लेडी को आने में दिक्कत नहीं होती हैं, खुलकर बात कर सकती है, सामान भी ले सकती हैं।''

4. दिल्ली में समायोजन सम्बन्धी चुनौती

सभी प्रतिभागियों से उनकी शिक्षा के सन्दर्भ में भी बातचीत की गयी। इस दौरान जानकारी मिली कि कुछ प्रतिभागी ने कक्षा पांचवी तक पढ़ाई की हैं, जैसे – उर्मिला जी तथा पूनम जी दोनों थोड़ा बहुत लिखना – पढ़ना जानती हैं। कुछ प्रतिभागी ने बिल्कुल भी पढ़ाई नहीं की हैं , जैसे – लता जी तथा शारदा जी। यहाँ शोधार्थी द्वारा यह जानकारी देना इसलिए आवश्यक है क्योंकि जनपथ में हर तरह के लोग आते हैं, जिनमें अक्सर विदेशी लोग होते हैं जो दूसरे देशों से यहाँ घूमने आते हैं। इसके अलावा अन्य लोगो में वे लोग भी शामिल हैं, जो भारतीय हैं। साक्षात्कार के दौरान शोधार्थी को यह जानकारी भी मिली कि सभी महिलायें थोड़ा बहुत अंग्रेजी का ज्ञान रखती हैं, क्योंकि इन सभी को भारत के बाहर से आने वाले लोगों से भी बात करनी होती हैं। सभी महिलाएं इतनी अंग्रेजी जानती हैं, कि इनका काम चल सके। इससे शोधार्थी यह समझ पाई कि ये सभी महिलाएं दिल्ली में किस तरह अपने काम को लेकर समायोजन करती आ रही हैं।

5. दिल्ली में रहने को लेकर प्रतिभागियों के अनुभव

शोधार्थी ने जब इस सन्दर्भ में सभी के अनुभव पूछे तो सभी ने

साझा किया कि यहाँ उन्हें रहना पसंद हैं तथा उन्हें दिल्ली से खासा लगाव हैं। शारदा जी को भी दिल्ली में रहना पसंद है, क्योंकि उनके बच्चे यहाँ रहकर खुश हैं। शारदा जी भी मानती है कि उन्हें भी यही अच्छा लगता है क्योंकि दिल्ली में रहकर ही वह अपने बच्चों की परवरिश कर पा रही है। एक अन्य प्रतिभागी तो अब गुजरात में रहना ही नही चाहती, क्योंकि गुजरात में जाने पर उनके बच्चों की तबीयत खराब हो जाती है तथा उन्हें वहाँ का पानी भी पसंद नही है।

शिक्षा को लेकर प्रतिभागियों का नजरिया

शिक्षा के सन्दर्भ में सभी प्रतिभागियों के विचार लगभग एकसमान है। सभी प्रतिभागी शिक्षा को आवश्यक मानते है तथा यह भी समझते हैं कि शिक्षा के द्वारा ही आर्थिक स्थिति को सुधारा जा सकता हैं। सभी अपने बच्चों के लिए बहुत कुछ करना चाहती थी लेकिन आर्थिक स्थिति अच्छी न होने के कारण इनमें से कुछ प्रतिभागी अपने बच्चों को उतना नही पढ़ा पाए, जितना वे पढाना चाहती थी। उर्मिला जी अपने बच्चो को इसलिए पढ़ाना चाहती है, क्योंकि वह मानती है की जो सामान वह आज बेच रही है, वह सामान आज तो बिक रहा है, लेकिन वह यह भी मानती है की आज से 20 वर्षो बाद इन सामानों को कोई नही खरीदेगा। उनका यह मानना हैं की उनका सामान तो भविष्य में पुराना हो सकता है लेकिन शिक्षा कभी पुरानी नही होती है। शिक्षा हमेशा भविष्य में काम ही आती है। इसके साथ ही वह यह भी नही चाहती कि उनके बच्चे यही काम करे। शांति जी यह भी मानती है कि लड़के और लड़कियाँ दोनों के लिए ही शिक्षा प्राप्त करना आवश्यक हैं। इसी तरह लता जी भी विचार है की सभी को पढ़ना चाहिए लेकिन वह यह भी मानती है कि अच्छी नौकरी तभी मिलती है, जब ज्यादा पढ़ाई की जाये।

अपनी विरासत को हस्तांतरित करने की आकांशा

कुछ प्रतिभागी चाहती थी कि इनके बच्चें इनकी सांस्कृतिक विरासत को सीखे ताकि आगे आने वाले समय में अगर इनके बच्चों को नौकरी न मिल पाए तो, कम से कम इस काम को एक विकल्प के रूप में रखा जा सके। इसलिए इन प्रतिभागियों ने अपने बच्चों को चाहे वे लड़की हो या लड़के, सभी को एक समान रूप से यह काम सिखाया हैं। एक प्रतिभागी ने बताया कि –

''हमने लड़के और लड़कियों को सारा काम सीखा रखा हैं, बाकी ये काम धंधा भी जरूरी हैं, इसलिए थोड़ा–थोड़ा काम सिखा दिया तो ये कर लेंगे।''

इसी के साथ ही कुछ प्रतिभागियों के विचार बिल्कुल ही अलग हैं। शांति जी चाहती है की उनके बच्चे यह काम नहीं करे, क्योंकि यह काम उन्हें पसंद नही है। उनके अनुसार यह काम बहुत मेहनत वाला होता है। उन्होंने कहा कि –

हमने तो हालात के साथ समझौता कर लिया, मैं नहीं चाहती की मेरे बच्चे भी करें।

निष्कर्ष

सभी प्रतिभागियों ने आर्थिक कारणों से लेकर बात करते हुए प्रत्येक पहलू, चाहे वह उनकी चुनौतियां हो या दिल्ली में रहने के सवाल से लेकर शिक्षा तक, सभी विषयों पर अपने विचारों से शोधार्थी को परिचित करवाया। साक्षात्कार के दौरान यह भी ज्ञात हो सका कि सभी महिलाएं यह जानती हैं कि शिक्षा सभी के लिए उपयोगी एवं महत्वपूर्ण हैं। सभी प्रतिभागी यह बात भी स्पष्ट रूप से समझती हैं कि महिलाओं को आत्मनिर्भर होना

चाहिए, ताकि उन्हें किसी अन्य पर आर्थिक रूप से पायी न रहना पड़े। ये सभी प्रतिभागी आर्थिक स्थिति अच्छी न होने के कारण ज्यादा पढ़ाई नहीं कर पाए, परन्तु शिक्षा का महत्व सभी जानती तथा मानती है इसलिए ये सभी चाहते हैं कि इनके बच्चे अच्छे से पढ़े। ये सभी भली—भांति जानती हैं कि हस्तशिल्प के काम में मेहनत ज्यादा लगती हैं तथा काम के अनुसार पैसे नहीं मिल पाते हैं। प्रस्तुत शोध से यह समझ भी बनी कि सभी प्रतिभागी मेहनती हैं और यह संभावना हैं की ये सभी अपनी पहचान बनाने की क्षमता रखती है, जो की अपने आप में प्रशंसा के योग्य हैं। शोधार्थी द्वारा (सभी कारको के आपसी जुड़ाव को समझने का प्रयास भी किया गया हैं) यह भी समझने की कोशिश की गई है कि सभी कारक एक दूसरे से परस्पर जुड़े हुए हैं। शिक्षा और रोजगार परस्परएक दूसरे से जुड़े हुए हैं। अगर शिक्षा सही तरीके से प्राप्त की जाये तो रोजगार की समस्या पर कुछ हद तक नियंत्रण किया जा सकता है तथा आर्थिक स्तर को बेहतर बनाया जा सकता है। शिक्षा केवल रोजगार से ही जुड़ी हुई नहीं है या यह केवल एक आय का साधन मात्र ही नहीं हैं, बल्कि यह हमें हमारे अधिकारों के बारे में हमें जागरूक भी करती है। इस प्रकार निष्कर्ष तौर पर कहा जा सकता शिक्षा व्यक्ति को आर्थिक रूप से सबल भी बनाती हैं तथा अपने अधिकारों का उपयोग करने के साथ —साथ जीवन के प्रत्येक स्तर को सकारात्मक रूप से प्रभावित करती है।

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शिक्षा के सामाजिक संदर्भ का विश्लेषणात्मक अध्ययन : जॉन डीवी के विशेष संदर्भ में

डॉ० दिनेश कुमार गुप्ता*

सार

प्रस्तुत अध्ययन में शिक्षा के सामाजिक संदर्भ का जॉन डीवी के विचारों के आधार पर विश्लेषण किया गया है। डीवी का दर्शन सामाजिक आधार को प्रमुखता देता है। यह बालक को ऐसी परिस्थितियाँ प्रदान करता है जिसमें वह अपने जीवन मूल्यों का निर्माण करता है। अतः सामाजिक वातावरण वास्तविक शिक्षा प्रदान करने की प्रथम आवश्यकता है। सामाजिक वातावरण में आने वाली चुनौतियाँ व्यक्ति को क्रिया करने के लिए प्रेरित करती है। प्रस्तुत अध्ययन वर्तमान शिक्षा व्यवस्था का अवलोकन कर ऐसे व्यक्तित्व के निर्माण की बात करता है जो व्यक्ति को बदलते परिवेश के साथ सामंजस्यपूर्ण समायोजन करने में मदद करता है। प्रस्तुत शोध की प्रवृत्ति गुणात्मक है तथा लेख हेतु द्वितीयक प्रलेखों का गहन अध्ययन किया गया है।

मूल बिंदु : सामाजिक संदर्भ, जॉन डीवी, सामंजस्यपूर्ण समायोजन, गुणात्मक प्रवृत्ति

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प्रस्तावना

प्रसिद्ध दार्षनिक अरस्तू ने इस सत्य को बहुत पहले ही उद्घाटित कर दिया था कि मनुष्य एक सामाजिक प्राणी है। उनके इस कथन का आशय यही है कि अपने अस्तित्व एवं विकास के लिए मनुष्य को समाज पर जितना अधिक निर्भर रहना पड़ता है, उतना किसी अन्य प्राणी को नहीं। ऐसा कहा जा सकता है कि समाज के बिना व्यक्ति अपूर्ण एवं अधूरा है। ठीक इसी प्रकार व्यक्ति के बिना समाज की भी कल्पना नहीं की जा सकती है। तब हम कह सकते हैं कि व्यक्ति और समाज के बीच परस्पर अन्योनाश्रय संबंध है। एक के बिना दूसरे का कोई अस्तित्व नहीं है। शिक्षा भी सामाजिक जीवन का एक महत्वपूर्ण आयाम है। अतः 19वीं शताब्दी में समाज से संबंधों की प्रगाढ़ता को शिक्षा के साथ आबद्घ करते हुए प्रयोजनवादी दार्षनिक जॉन डीवी कहते हैं कि षिक्षा एक सामाजिक प्रक्रिया है। जो समाज के संदर्भों में जन्म लेती और आगे बढ़ती है। इनकी मान्यता है कि मनुष्य कुछ जन्मजात शक्तियां लेकर पैदा होता है, मनुष्य की इन जन्मजात शक्तियों का विकास सामाजिक चेतना में भाग लेने से ही संभव हो पाता है। इस आधार पर डीवी ने शिक्षा के मनोवैज्ञानिक और सामाजिक पक्षों की चर्चा करते हुए कहा है कि मनोवैज्ञानिक पक्ष में बालक की जन्मजात शक्तियां, रुचियां एवं व्यक्तिगत विशेषताएं समाहित हैं, जबकि सामाजिक पक्ष में समाज की दशाएं, परिवार, पास पड़ोस, मित्र मंडली, सभ्यता एवं संस्कृति को सम्मिलित किया जाता है। मनुष्य समाज में रहकर नए–नए अनुभव करता है, इन अनुभवों का परिमार्जन करते हुए वह सतत सीखता रहता है। इसीलिए डीवी कहते हैं कि शिक्षा अनुभवों के पुनर्निर्माण की प्रक्रिया है। इस प्रकार हम कह सकते हैं कि शिक्षा और समाज का यह संबंध उतना ही अभिन्न और अटूट है, जितना कि मनुष्य और समाज का। आइए डीवी के संदर्भ में मनुष्य, समाज और शिक्षा के इन्हीं पारस्परिक संबंधों का एक विश्लेषणात्मक अध्ययन करें।

जॉन डीवी के दार्शनिक मान्यताओं का परिचयात्मक विवरण:

ह्वाइटहेड एवं गुप्त ने लिखा है कि जॉन डीवी को उन व्यक्तियों की श्रेणी में रखा जाना चाहिए, जिन्होंने दार्शनिक विचारों को अपने समय की आवश्यकताओं के अनुरूप बनाया है। वैचारिक जगत में जॉन डीवी का अवतरण इसी रूप में माना जा सकता है, क्योंकि जब आदर्शवाद और भौतिकवाद की दो परस्पर विरोधी धाराएं समस्त मानवता को दिग्भ्रमित की हुई थी, तब अपने प्रारंभिक अनुभवो के आधार पर डीवी की यह प्रबल धारणा बन चुकी थी कि स्थानीय समाज की विविध क्रियाओं में सामूहिक चेतना निहित होती है, साथ ही उनका यह भी मानना था कि प्रतिदिन के मानवीय संपर्क सीखने के लिए असीमित और स्वाभाविक अवसर प्रदान करते हैं। अतः समाज जीवन के साथ जुड़कर ही वास्तविकताओं को समझा जा सकता है, अन्यथा सारी मान्यताएं अतिवादी, अव्यावहारिक और अनुपयोगी ही सिद्ध होती रहेगी। वस्तुतः जॉन डीवी ने जिन शैक्षिक विचारों का प्रतिपादन किया, उस पर अनेक विद्वानों का प्रभाव था, लचीले व्यक्तित्व के कारण डीवी अपने जीवनकाल में अनेक विचारों से प्रभावित हुए। प्रारंभ में डीवी पर मोरिस का प्रभाव पड़ा। बाद में वे हीगल के आदर्शवादी विचारों से इतना प्रभावित हुए कि अपने दर्शन को प्रयोगात्मक आदर्शवाद तक की संज्ञा दे डाली। कालांतर में डीवी, डार्विन के विचारों से प्रभावित होकर विकासवादी सिद्धांतों को इतना सत्य मानने लगे कि उनका स्वयं का दर्शन प्रकृतिवादी लक्षणों से युक्त हो गया। किंतु अंततः डीवी प्रकृतिवाद और आदर्शवाद में समन्वय स्थापित करने में सफल हुए और इस आधार पर डीवी ने आदर्षवाद और प्रकृतिवाद के अर्धसत्य को पूर्णसत्य के रूप में स्थापित करते हुए जिस दर्शन का सूत्रपात किया, उसे ही आज प्रयोजनवादी दर्शन के रूप में स्वीकार किया जाता है। जीवन के उत्तरार्ध में डीवी विलियम जेम्स के दार्शनिक विचारों से इतना अधिक प्रभावित हुए कि वह पूर्ण रुप से प्रयोगवादी हो गए। जीवन के इन अनुभवों के आधार पर डीवी ने जिन मूलभूत अवधारणाओ को जन्म दिया वह अपने आपमें मौलिक एवं विशिष्ट हैं।

जॉन डीवी के दर्शन की मूलभूत अवधारणाः

1. परमशक्ति ब्रह्मांड की प्रक्रियाशील शक्तियों में निहित न होकर मानव जाति में अंतर्निहित है।

2. मानव मन ब्रह्म (ईश्वर) के व्यापक मन का अंश नहीं है। अपितु वह विकास की क्रिया का परिणाम है, जो प्राणियों की विशिष्ट आवश्यकताओं के निमित्त स्वयं विकसित होता है।

3. किसी पूर्व निश्चित मूल्य अथवा सत्य की बात मिथ्या है। हम गतिशील संसार में रहते हैं, जो सदैव परिवर्तित होता रहता है और नवीन रूप ग्रहण करता रहता है। किसी भी प्रकार का परिवर्तन, समय स्थान और परिस्थिति के प्रत्यय के संबंध में हमारे विचारों में सदैव परिवर्तन लाता है।

4. मानव अपने अस्तित्व के लिए कार्य करता रहा है और उसके विकास में उसका मस्तिष्क एक महत्वपूर्ण साधन रहा है। मस्तिष्क की क्रियाशीलता में ही ज्ञान का जन्म और विस्तार हुआ है। ज्ञान का अस्तित्व मनुष्य से अलग नहीं है।

5. विचार मस्तिष्क की क्रियाशीलता से उत्पन्न होते हैं। मनुष्य अपने रक्षार्थ आजीवन कर्मरत रहता है। इस प्रक्रिया में उसका मस्तिष्क भी क्रियाशील रहता है। फलस्वरूप नूतन विचार जन्म लेते रहते हैं।

6. ज्ञान का आधार क्रियाएं हैं। इनका अस्तित्व क्रियाओं से पूर्व नहीं है। क्रियाएं अनुभव की जन्मदायिनी है और अनुभव ज्ञान के स्रोत है।

जॉन डीवी के शिक्षा का सामाजिक संदर्भः

श्री रामखेलावन चौधरी ने डीवी को संदर्भित करते हुए लिखा है कि अपने अस्तित्व की रक्षा के लिए ही समाज ने शिक्षा को एक संस्था के रूप में जन्म दिया है। शिक्षा के द्वारा ही नई पीढ़ी को सामाजिक मान्यताएं, विश्वास और प्रतिमान सिखाए जाते हैं, जिनके द्वारा समाज जीवित रह सकता है। इसलिए समाज को शिक्षा पर अगाध विश्वास है। जिसके कारण ही समाज, शिक्षा को संरक्षण प्रदान करता है और उस पर बहुत सारा धन व्यय करता है। दूसरे शब्दों में शिक्षा व्यक्ति का समाजीकरण करते हुए उसे प्राणिशास्त्रीय मानव से समाजशास्त्रीय मानव बनाता है। शिक्षा ही है जो समाज की सभ्यता और संस्कृति को बालक के मन मस्तिष्क में पिरोकर उसे समाज के अनुरूप बना देती है। इसीलिए डीवी ने शिक्षा को सामाजिक प्रक्रिया कहा है और विद्यालय को समाज का प्रतिरूप बताया है। भारतीय शिक्षा की समस्याएं नामक पुस्तक में श्री चौधरी ने डीवी को संदर्भित करते हुए लिखा है कि वस्तुतः शिक्षा का उचित लाभ प्राप्त करने के लिए यह आवश्यक है कि विद्यालयों का उसके बाहर के समाज के जीवन से साम्य हो, क्योंकि समाज से स्कूल का संबंध छूटते ही शिक्षा का सारा आयोजन कोरा आडंबर प्रतीत होने लगता है। यद्यपि डीवी ने बालक को शिक्षा का केंद्र माना है। किंतु बालक की स्वाभाविक रूचि और कार्यवृत्ति देखकर शिक्षा के द्वारा उनकी पूर्ति करने का, यह तात्पर्य कभी नहीं समझना चाहिए कि डीवी प्रत्येक बालक को व्यक्तिवादी बना देना चाहता है और समाज से उसका संबंध तोड़ देना चाहता है। वास्तव में डीवी मनोवैज्ञानिक आधार की अपेक्षा सामाजिक आधार को अत्यंत महत्वपूर्ण मानते हैं। बालक का सामाजिक वातावरण ही उन परिस्थितियों को प्रदान करता है, जिसमें वह अपने जीवन मूल्यों का निर्माण करता है।

अतः सामाजिक वातावरण के अभाव में वास्तविक शिक्षा नहीं दी जा सकती है, क्योंकि सामाजिक वातावरण ही उन परिस्थितियों, अवरोधों और समस्याओं को उत्पन्न करते हैं, जिसका समाधान करने हेतु व्यक्ति विभिन्न

प्रकार की क्रियाओं को करता है, यह क्रियाएं ही व्यक्ति को अनुभव प्रदान करती हैं। इन्हीं अनुभवों को ही डीवी ने ज्ञान का स्रोत बताया है। सामाजिक आधार के अंतर्गत सामाजिक परिस्थितियां, संस्कृति सभ्यता, रीति–रिवाजों, पड़ोस का वातावरण, सामाजिक प्रथाओं एवं संस्थाओं तथा सामाजिक समुदाय और उसकी क्रियाओं को सम्मिलित किया जाता है। इसलिए डीवी का मानना है कि शिक्षा का उद्देश्य सामाजिक होना चाहिए, न कि व्यक्तिगत।

शिक्षा और समाज के संबंधों के संदर्भ में डीवी को उद्धृत करते हुए डॉ० एस० के० पाल ने अपनी पुस्तक 'शिक्षा दर्शन' में लिखा है कि ''शिक्षा के द्वारा समाज अपने प्रयोजनों को स्पष्ट रूप से व्यक्त कर सकता है। अपने साधनों और स्रोतों का संगठन कर सकता है और इस प्रकार जिस दिशा में वह आगे बढ़ना चाहता है, उसमें और अनिश्चितता और मितव्ययता के साथ शिक्षा के स्वरूप का निर्माण कर सकता है। अतः शिक्षा के उद्देश्यों को, समाज और उसके व्यापक उद्देश्य से अलग नहीं मानना चाहिए और न ही हमें शिक्षा को ऐसा रूप देना चाहिए कि वह समाज द्वारा अपेक्षित मान्यताओं की पूर्ति न कर सके।

जॉन डीवी की मान्यता 'विद्यालय समाज का लघु रूप'

अपनी महत्त्वपूर्ण पुस्तक शिक्षा और समाज में डीवी लिखते हैं कि हमें तत्कालीन समाज के संपूर्ण अच्छे गुणों को विद्यालय में प्रतिष्ठापित करना चाहिए जिससे विद्यालय में प्रवेश के समय छात्र को यह अनुभव करने का अवसर मिल सके कि वह समाज में प्रविष्ट हो गया है। डीवी मानते हैं कि विद्यालय, शिक्षा के सुव्यवस्थित प्रबंध का माध्यम है। जीवन के साथ अविच्छिन्न रूप से जुड़े जिन सद्गुणों योग्यताओं एवं कौशलों की आवश्यकता होती है, उनका अभ्यास विद्यालयों में ही होता है। गुण कर्म और स्वभाव तीनों आयाम विद्यालय ही उत्कृष्टता के सांचे में ढालता है। इसलिए विद्यालय को ऐसा स्थान होना चाहिए जहां बालक स्वतंत्र रूप से

अनुभव एवं प्रयोग कर सके साथ ही उसे स्वतंत्रतापूर्वक अभिव्यक्ति का अवसर भी मिल सके। ऐसा आदर्शात्मक वातावरण डीवी ने शिकागो विश्वविद्यालय के लैबोरेट्री स्कूल में स्थापित किया था, जहां बालकों को उनकी विभिन्न प्रवृत्तियों के आधार पर व्यावहारिक तथा रचनात्मक शिक्षा दी जाती थी। अपने समय के विद्यालयों में डीवी ने यह दोष देखा कि समाज के औद्योगिक एवं जनतांत्रिक परिवर्तनों के साथ उनमें कोई परिवर्तन नहीं हुआ है। इसीलिए डीवी कहते हैं कि विद्यालय को समय के साथ–साथ प्रगतिशील एवं परिवर्तनशील भी होना चाहिए। डीवी की मान्यता है कि विद्यालय, घर और समाज का संयोजक है। इसलिए डीवी अपनी पुस्तक 'मॉरल प्रिंसिपल इन एजुकेशन' मे लिखते हैं कि मौलिक रूप से विद्यालय एक ऐसी संस्था है, जो एक निश्चत एवं विशेष उद्देश्यों को पूरा करने के लिए समाज द्वारा स्थापित की जाती है। इस संस्था के कार्य का निश्चित उद्देश्य समाज के कल्याण को आगे बढ़ाना है। वास्तव में विद्यालय बालकों को सहयोगी एवं पारस्परिक रूप से उपयोगी जीवन व्यतीत करने एवं सामाजिक कुशलता विकसित करने के स्थल होने चाहिए। साथ ही विद्यालय को प्रजातंत्र का ऐसा प्रशिक्षण केंद्र बनना चाहिए जहां बालक नागरिकता की आदर्श शिक्षा प्राप्त कर सके, जिससे उसमें नेतृत्व की भावना विकसित हो सके। डीवी विद्यालय को एक ऐसे प्रयोगशाला के रूप में विकसित करना चाहते थे, जहां बालक अपने पूर्व अनुभवों के आधार पर सत्यता की परख स्वयं कर सके। साथ ही नवीन अनुभव प्राप्त करके नवीन सत्य एवं अन्वेषण की स्थापना करने में सक्षम हो सके। इस कार्य के लिए विद्यालयों को अपने बालकों को कार्य एवं विचार की स्वतंत्रता देनी चाहिए जहां उसे परीक्षण का व्यवहारिक अवसर प्राप्त हो सके, तभी बालक सच्चा और यथार्थ चिंतन कर सकता है। डीवी का विचार है कि मनोवैज्ञानिक दृष्टि से विद्यालय घर के समान होना चाहिए, जहां शिक्षक घर जैसा वातावरण उत्पन्न करके बालकों के आवश्यकता की पूर्ति करें। सामाजिक दृष्टि से डीवी ने विद्यालय को समाज का एक लघु रूप बताया है, जहां बालक एक दूसरे के अधिकारों, कर्तव्यों, विचारों एवं व्यक्तित्व का आदर करना सीखते हैं। डीवी ने इस बात पर बल दिया है कि विद्यालय को

चाहिए कि वह बालकों को सामाजिक क्रियाओं में प्रशिक्षित करें जो वर्तमान में प्रचलित हैं। इसी बात की पुष्टि करते हुए गैड एवं शर्मा ने अपनी पुस्तक माध्यमिक शिक्षालय व्यवस्था में माध्यमिक शिक्षा आयोग के प्रतिवेदन का उल्लेख करते हुए लिखते हैं कि शैक्षिक सुधार में सबसे पहला कदम स्कूल और सामाजिक जीवन के पारस्परिक संबंधों को जोड़ना है, जो संबंध परंपरागत शिक्षा व्यवस्था में टूट चुके हैं। आज के शिक्षा का सबसे बड़ा दोष यही है की विद्यालय और समाज के बीच कोई सामंजस्य नहीं है, जिसके कारण शिक्षा बालक को समाज की चुनौतियों के अनुरूप तैयार नहीं कर पा रही है। इसीलिए डीवी को संदर्भित करते हुए श्री चौधरी ने लिखा है कि शिक्षा का यह तात्पर्य नहीं है कि विद्यार्थी एवं अध्यापक चाहरदीवारी के अंदर बंद रहकर पुस्तकों के साथ ही जुटे रहें, उन्हें खुलकर समाज की ओर भी देखना चाहिए। डीवी ने भी विद्यालय को सामाजिक प्रयोगों की प्रयोगशाला कहा है, जिसमें बालक एक दूसरे के साथ रहकर जीवन यापन के लिए सर्वोत्तम ढंग सीखते हैं। माई स्टैफोर्ड को उद्धृत करते हुए गैड एवं शर्मा लिखते हैं कि एक अच्छे स्कूल का कार्यक्रम लोगों के जीवन से संबद्ध होता है, जो सामूहिक जीवन से ही उत्पन्न हो सकता है। इसीलिए इस बात की आवश्यकता है कि वह उन्हीं लोगों की और उसी समाज की सेवा करें। डीवी ने शिक्षा को एक सामाजिक संस्था माना है। वे लिखते हैं कि एक सामाजिक प्रक्रिया होने के नाते साधारणतया शिक्षालय वह स्थान है, जो सामुदायिक जीवन का प्रतिनिधित्व करता है। जिसमें कि वह समस्त साधन केंद्रित होते हैं, जो बालक को जातीय एवं परंपरागत संपत्ति में अपना भाग प्राप्त करने की योग्यता प्रदान करते हैं। इसीलिए श्री चौधरी ने लिखा है कि यदि शिक्षा का उद्देश्य विद्यार्थियों को जीवन के लिए तैयार करना है, तो हमें विद्यालयों की शिक्षा और अन्य शैक्षिक संस्थाओं के कार्यों के बीच समायोजन उत्पन्न करना ही होगा।

उपरोक्त तथ्यों के संदर्भ में डॉ० दीप नारायण गुप्त का यह अभिमत बहुत ही सटीक माना जा सकता है, जिसमें उन्होंने कहा है कि छोटा ही सही पर विद्यालय को एक ऐसा आदर्श समाज बनना चाहिए जिसमें

सक्रियता सद्भाव एवं सहकारिता आदि का साम्राज्य हो, जिसमें अन्याय अत्याचार, जातीयता, प्रांतीयता, धर्मांधता, हिंसा, असत्य एवं शोषण आदि दुर्गुणों की छाया तक ना हो। इसीलिए अपनी पुस्तक रिकंस्ट्रक्शन इन फिलोसॉफी में डीवी लिखते हैं शैक्षिक प्रक्रिया उन संपूर्ण नैतिक प्रक्रियाओं में से एक है, जिसमें निकृष्टता से श्रेष्ठता का अनुभव प्राप्त करने की सतत प्रक्रिया चलती रहती है।

जॉन डीवी की शैक्षिक अवधारणा का समीक्षात्मक अध्ययन

बालक के मनोवैज्ञानिक पक्ष का विकास, सामाजिक वातावरण में ही होता है। इसलिए डीवी ने लिखा है कि व्यापक अर्थों में शिक्षा जीवन के सामाजिक रूप की अविरलता है। शिक्षा और समाज के इस अन्योन्याश्रित संबंधों के कारण कहा जा सकता है कि सामाजिक संदर्भों के बिना शिक्षा अपने आप में अपूर्ण है। व्यक्ति और समाज दोनों के लिए ही वही शिक्षा कल्याणकारी हो सकती है, जो सामाजिक संदर्भों के अनुरूप विकसित होती है, और आगे बढ़ती है। शिक्षा और समाज का यह संबंध जितना प्रगाढ़ होगा, शिक्षा द्वारा उतने ही सशक्त, सक्षम, समर्थ एवं सुयोग्य नागरिक तैयार हो सकेंगे। उनकी मान्यता है कि षिक्षा का उद्देश्य ऐसा वातावरण तैयार करना है, जिसमें प्रत्येक व्यक्ति को समस्त मानव जाति की सामाजिक प्रक्रिया में सक्रिय रहकर योगदान करने का अवसर मिलता रहे, तभी सामाजिक कुशलता की प्राप्ति की जा सकती है और मनुष्य को समाज की चुनौती के अनुरूप तैयार किया जा सकता है।

वर्तमान संदर्भ में जॉन डीवी के शैक्षिक विचारों की प्रासंगिकता

आज जब हम वर्तमान शिक्षा व्यवस्था का अवलोकन करते हैं तो हमें यह दृष्टिगोचर होता है कि आज विद्यालयों में शिक्षा को डिग्रियों से आबद्ध कर दिया गया है। जिसका आधार स्वतंत्र चिंतन न होकर एक निश्चित पाठ्यक्रम को पढ़कर उसकी परीक्षा उत्तीर्ण कर लेना मात्र रह गया है।

क्योंकि आज विद्यालयों में जो कुछ पढ़ाया सिखाया जा रहा है, उसका आधार मात्र इतना है कि जैसे जीवन से जुड़े हुए कुछ निश्चित प्रश्न है और उनका विशिष्ट उत्तर इस पाठ्यक्रम में निहित है। जबकि वास्तविकता यह है कि जीवन स्थिर नहीं, अपितु गतिशील धारणा है। जीवन यात्रा के पड़ाव पर कब कौन सी समस्या बाधा बनकर खड़ी हो जाएगी, इसका अनुमान लगाना कठिन ही नहीं, असंभव भी है। तब निश्चित उत्तरों वाले पाठ्यक्रम का औचित्य समझ से परे है। डीवी अपनी पुस्तक शिक्षा और समाज में लिखते हैं कि शिक्षा अनुभवों के पुनर्निर्माण और पुनर्रचना का एक क्रम है, जो कि मनुष्य की क्षमता में वृद्धि करने के साथ अनुभवों को और भी अधिक सामाजिक मूल्य प्रदान करता है। समय–समय पर नए नए अनुभवों एवं समस्याओं का सामना करने से मनुष्य के आंतरिक एवं बाह्य अनुभव सदैव बदलते रहते हैं। इस प्रकार उसके अनुभवों का संषोधन, पुनर्गठन अथवा पुनर्निर्माण होता रहता है। डीवी इसी परिवर्तन अथवा संशोधन को ही वास्तविक शिक्षा मानते हैं। इस शिक्षा के द्वारा ही मनुष्य बदलते हुए परिस्थितियों के साथ सदैव सामंजस्यपूर्ण समायोजन बना सकता है, और उत्तरोत्तर प्रगति पथ पर अग्रसर रह सकता है। उल्लेखनीय है कि जॉन डीवी के इसी दर्शन के आधार पर अमेरिका ने अपनी विभिन्न सामाजिक समस्याओं का समाधान करने का सफल प्रयास किया जिसके बल पर ही आज वह दुनिया की महाशक्ति बन चुका है। उनका दर्शन तत्कालीन शिक्षा पर कितना प्रभावशाली था, उसका प्रतिबिम्बन इन पंक्तियों में किया जा सकता है, शिक्षा संबंधी महान नेतृत्व जिसका संपादन डीवी ने 40 वर्षों से अधिक समय तक किया, यह अत्यन्त सम्मान एवं गरिमापूर्ण है। शिक्षा क्षेत्र में उनके नेतृत्व ने स्वराष्ट्र की संकुचित सीमाओ को तोड़कर विश्वव्यापी प्रभाव स्थापित किया। वह सच्चे अर्थों में विश्व के शिक्षा नायक थे। अतः स्वतः सिद्ध मीमांसा यह है कि डीवी के प्रयोजनवादी दार्शनिक विचारधाराओं पर स्थापित शैक्षिक आंदोलनों ने आधुनिक शिक्षा व्यवस्था को समग्र रूप से प्रभावित किया है, जिसके कारण उनका प्रयोजनवादी शैक्षिक दर्शन आधुनिक युग की प्रभावशाली विचारधारा ही नहीं, अपितु व्यवहारिक उपयोगिता बन गई। जिससे मानव जीवन की समसामयिक समस्याओं का वास्तविक और व्यावहारिक समाधान किया जा सकता है।

संदर्भ ग्रंथ सूची

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