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# IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION

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of the Institute of Professional Excellence and Management

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**Innovative Teaching Learning Practices**

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**Communication in Education through Technology**

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प्राचीन एवं वर्तमान भारतीय शिक्षा का समसामयिक अध्ययन गुरुदेव रविन्द्रनाथ टैगोर के शैक्षिक विचारों के परिप्रेक्ष्य में।

डा. मीनाक्षी भटनगर एवं उर्मिला बिरट

सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के विद्यार्थियों के समायोजन स्तर का तुलनात्मक अध्ययन

डा. प्रीति त्यागी

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Founder, IPEM Group of Institutions

**Dr. B.S. Goel**

(04.08.1937-10.01.2017)

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# EDITOR'S MESSAGE

An investment in knowledge pays the best interest.

**-Benjamin Franklin**

**I**t is with great pride, enthusiasm and anticipation that I invite you to read current issue of IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION (IJITE) – 'A new series of IPEM Journal'. In this issue of IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION (IJITE) of CTE, you will find an array of works, representing some of the variety and excellence that IPEM promises. The future of India lies in the present classrooms and teachers who provides the knowledge to the students that brings an opportunity to the students to make a clear difference in the society. There are a lot of challenges a teacher is facing in the classroom of today. Thus to meet those challenges, the teacher needs to be smarter than earlier and innovative in her practices. IJITE intends to be a leader in facilitating a new kind of platform to the teachers, academicians, administrators and educational planners to transforms the ideas in academia. It not only will help in promoting research in the field of teacher education but also strengthen the relationship between communities and institution of higher learning.



Success in the knowledge economy comes to those who know themselves-their strength, their values, and how they best perform'. **-Peter Drucker**

Keeping the quote, an enormous amount of work has gone into the development of this journal and I believe you will see that effort reflected in this edition and in the impact it will have in the field of teacher education.

As the Editor of IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION (IJITE), I take this opportunity to express my sincere gratitude to the authors who have chosen our journal to disseminate their research work.

Further, I would like to thank the publisher Mr. Anupam Goel Associate Editor, Assistant Editors, Review Committee members, Ex Executive Director and Director General of IPEM for the success of this Journal.

We look forward to receive the contributions for our next issues from academicians, scholars and professionals to ensure consistency and the success of the Journal. We welcome comments and suggestions that would advance the objectives of the Journal.

**Dr.Sugandha Goel**  
(Editor)

## From the Editorial Board

**W**e are glad to present first Edition of the Centre for Teacher Education Journal "IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION" July 2018 ISSN No.2581-5881. Publishing a research Journal is a tough task. However, we braved all the odds and published this issue as always, on time.

We followed a rigorous method to select the papers. All the papers we have included in this issue of IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION are peer reviewed and only those papers which went through this rigor have been given space in this Journal.

The issue has research papers related to innovation in the field of Education. The research papers focus on the Role of language in imbibing the culture through mathematics curriculum, प्राचीन एवं वर्तमान भारतीय शिक्षा का समसामयिक अध्ययन गुरुदेव रविन्द्रनाथ टैगौर के शैक्षिक विचारों के परिप्रेक्ष्य में, Innovative Teaching Learning Practices, Communication in Education through Technology, Positive Parenting: The Need for Redesigning India for 21st Century, A Study of Adjustment in Relation to Emotional Intelligence, Location and Nature of Job among Working Women of Punjab, Foundation of Indian Education: Philosophical, Sociological and Technical Perspective, Role of education in empowerment among Dalit women in Greater Noida, Constructivist approach as transforming pedagogy: An Experiment with Elementary classes, Dr. B.R. Ambedkar's Vision on Education of the Masses, सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के विद्यार्थियों के समायोजन स्तर का तुलनात्मक अध्ययन।

We sincerely hope that these in-depth research papers, focusing on different issues, will further stimulate the academic research, and will help in developing an insight in the concerned areas. We are eagerly waiting for your critical response which we shall incorporate in the forthcoming issues.

We are greatly indebted to the paper writers who took keen interest and submitted their research papers on time. It is because of the sincere efforts of these people that the IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION is in your hand today.

We are grateful to our Patron Dr. B.S. Goel who provided all the moral and financial support to publish the IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION.

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# Positive Parenting: The Need for Redesigning India for 21st Century

Dr. Anurag Bhatnagar\*

## Abstract

*Redesigning India for 21st Century implies a community of changed men and women. Here comes the role that Psychology can play. Value of Psychology as more as its being an applied Science. Change in man is related to human development, a field of study in Psychology. Psychologists have found that the Environment, particularly the home Environment structured by parenting determines the basic core of man's make-up and lays the foundation for significant development, Recent researches in Psychology have related that positive parenting may go a long way to achieve the objective of shaping child's personality in such a way that he becomes well-integrated, value-oriented, morally strong, disciplined, sincere faithful and committed to the entire nation. If so, efforts can be made on making India a Great nation in 21st Century.*

*Psychology as a Science of national reconstruction must, therefore, train the parents in behavior modification techniques for positive parenting on the lines of programmes run at Juniper Gardens of Kansas City (U.S.A.) and the Achievement Place, a farm house in Lawrence, at Maryland and Alabama by Psychologists like Lindsey, Bijou, Florence, Vance Hall, Montrose Wolf, Donald M. Beer, Riskey, Kahen and others. Cohen in Maryland (U.S.A.) had claimed in 1974 to have a plan to manage the behavior of a whole community of Prince Georges country. These Psychologists claim to have succeeded in human engineering and declare to move, in future, to social engineering. Something like that in the form of extension programmes for training the parents in positive parenting must be done in India by Indian Psychologists at their universities and colleges.*

*This paper discusses psychological strategy for bringing about human change needed for redesigning Indian for 21st century. It may be considered a strategy of national reconstruction through change in man of Indian society.*

## Positive Parenting In India

Presently, India is said to be "like a donkey carrying a sack of gold" not knowing what is carrying to go along with the load on its back. (1) The sack of gold in the words of Adi Shankaracharya is "The accumulated treasure of spiritual truths discovered by the Rishis". Redesigning India for 21st century is seen in this paper as a well-knit society of the spiritual, moral,

well-integrated, perfect man and woman, India of 21st century is perceived, herein, as a State characterized by justice and righteousness which will mark the public administration and the private lives of the citizens, a country which will place before mankind the ideal of Vasundhaiva Kutumbakam (The World is one family), a nation which considers sacrifice more important than successes and whose citizens are ranked in society not by wealth or power but by virtue and

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character, a society which is free from corruption, casteism, indiscipline, divisiveness, non-cooperation and dishonest dealings.

All this implies a community of changed men and women. Changing the man is, no doubt, difficult but not impossible; here comes the role that psychology can play. Value of psychology is more as its being an applied science. From time to time it has generated ideas, theories and approaches about changing the man. Most of the theories of human development have considered man as a completed product, Few, of course, are devoted to study of human development from birth to maturity. But, all of them in some ways have focused on studying the role of the environment in the development of human personality. Levin, Sullivan, Frand and his disciples, Erikson, Mowrer, Piaget, Sears, etc. have at one stage or the other, considered the role of the home and the home environment extremely important in the human development. Erikson emphasizes the importance of "interpersonal relationship" which he thinks "determines the basic core of man's make-up" (2). These relationships in the home are established by the parents. Erikson further says that the continued dependable child-mother relationship lays the foundation for significant development (3). In this context Sears' contribution is extremely valuable. He places on the influence of parents as part of the child's total environment in the development of his personality. To him it is the home environment that initially shapes behaviour of people. He says 'it is the parents' child-rearing practices that determine the nature of child's development (4). Family, according to him is the cause of all subsequent learning of all kinds of child development.

### Research on Positive Parenting

During 1930-1950 a kind of scientific revolution began with the emergence of research on parenting and its effect on child behavior and child development. The initiator and protagonist of this was David Levy. He studied the effect of

parenting along with continuum from "rejection" to "over-protection" (5). Symond (6) in 1936 and Baldwin (7) 1948 published more sophisticated researches on this aspect of child-development. After 1950 a large number of researches were conducted in this field which demonstrated the various ways in which parenting influenced the development of the child. There is no controversy about whether parenting influences human development or not. Almost all psychologists agree that it does. But, the crux of the problem is how to bring about in the child a planned change enabling him to grow gracefully as a well-integrated. Self-Propelled, socially and nationally useful man. Recent research has collected enough evidence that positive parenting may go a long way to achieve this objective. Positive parenting emphasizes exercising constructive influence on the development of child's personality. It aims at shaping child's personality in such a way that he becomes well-integrated. Value-oriented, morally strong, disciplined sincere faithful and committed to whatever is perceived to be in the interest of entire nation. If this kind of parenting is made possible at a larger national level India in 21st century will emerge to be the teacher of all lands a great Nation.

In order to achieve this objective parents have to be told what positive parenting means and how this can be exercised. The psychological knowledge about this should be disseminated to them. Psychology as a science of national reconstruction must move away from tests, experiments, rats and pigeons in the laboratory to the field to train the parents in behavior modification techniques. The parents have to be told that children, in the early years of their life, regard more them important, more powerful and dominating, more significant and worthy of their care and respect, if they care for them well. As a consequence of this the children may develop greater identification with parents and be motivated to shape their life and learn behaviours as desired. The parents need to be told that the permissive, rewarding and supporting parents happen to develop in their



children more desirable characteristics of personality. Research has revealed that child's own satisfying, pleasant and happy experiences in the home with parents motivate them to develop more desirable characteristics of personality more desirable values and sentiments. Flugel (8) pointed out that too severe or to careful parents make the child rebellious not only toward the parents but toward all adult authority. The democratic style of the home seems to produce an active, aggressive, fearless and playful child who has leadership characteristics, who tends to be curious and non-conforming. The controlled home environment, on the other hand, produces a quiet, non-restricted, well-behaved and an unaggressive child with curiosity, originality and fancifulness. The parents serve for children as models to be identified with. Sears has nicely put it. He says "Ordinarily the child wants to be like his parents in order to receive and maintain their gratifying acceptance" (9). All social learning theories advocate that the child learns the kind of behavior which is rewarded; and as "he behaves, so he develops". The child who is rejected, punished, rigidly controlled by parents experiences, unhappiness and bitterness with the psychological consequence that his identification with the parents is weakened or broken as his identification continues only with models he likes. In that case child stops seeking positive attention of parents and develops a system of negative attention-seeking behavior. These, in course of time develop into stable patterns of undesirable behaviours. Thus, negative parenting always does harm to the child and, ultimately to the society. Psychology must evolve intervention programmes to correct this situation and strengthen the way of positive parenting.

### **Suggestions for Developing and Running Positive Parenting Programs**

The psychology departments of Universities and colleges may think of developing and running extension programs for parents so that knowledge of positive parenting, guidance and counseling in child-rearing practices may be

given to them. Just knowledge-based programs may not be very effective. They must be given practical and skill-based training on the lines of ABA- techniques for changing men and women being used in a big way in Kansas (U.S.A.) since 1965. Quite a number of behavior scientists including Lindsley, Bijou, Florence Harris, Vane Hall, Montrose Wolf, Donald M. Beer, Todd, R. Risley moved to the main campus at Lawrence, Kansas in the 1960s and started various programs of changing human behavior (10). They have been running various programs of training parents in using various modification techniques so that they may be able to handle their children efficiently in ways that are psychologically sound. At Juniper Gardens of Kansas city and the Achievement Place, a farm house in Lawrence psychologists have been running various programs of training parents and community members in using behavior modification techniques. All kinds of methods and techniques such as shaping, modeling, tokens, desensitization or any other found effective in practice are used and demonstrated by them. Thousands of parents have been trained in direction. They have declared that having succeeded in human engineering they will move, in future, to social engineering. Harold Cohen in Maryland (U.S.A.) had claimed in 1974 to have a plan to manage the behavior of a whole community of Prince George's country as reported by Goodall (10). Besides the programs operating in Kansas, Maryland and Alabama there were many in operation at other places across the U.S.A. in the 1970s. Control the behavior by manipulating environment, the "Fencing in" approach to use comb terminology (11) through the use of ABA-techniques (Applied Behaviour Analysis Technique) opens up a new era in the field of Applied psychology for achieving success in the direction of training parents in positive parenting.

It is strongly recommended that something like that of the U.S.A. must be done in India also so that the Indian youth may emerge strong to provide the Nation a high citadel in 21st century.



Applied psychologists must come forward to face this challenge.

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# Innovative Teaching Learning Practices

Dr. Jasmeet Kaur Tandon\*  
Sarita Sharma\*\*

## Abstract

*Innovation in teaching is necessary for the present and future education of students so that they can reach their full development. Education must help in the fulfilment of long term intellectual needs of the students. Due to innovative teaching it is seen that students usually engage themselves in variety of innovative, high-reasoning educational experiences, from high thinking games to real-world impacts. Various innovative techniques are like Introductory videos, Audio podcasts and conversation, Animation, Chat rooms, Self assessments, Synchronous and asynchronous forums. It is seen that in the field of teaching and learning Models of Teaching like Memory Model, Jurisprudential Model etc. introduced in Educational Technology has made a drastic changes compared to the old method which lead to blunt memorization of information. Innovative teaching involves: Models of teaching, Learning activities based on solving real life problems, Student centred learning strategies, Animation, Technology etc. Memorization model as an innovative technique in the field of teaching and learning is very important. As traditional teaching and learning process is based on rote memorization which is not at all effective in improving the learning ability or understanding the importance of learning among students, so it is very essential to use the new methods and strategies of teaching and learning so that students can understand the subject matter easily by active participation.*

## Introduction

Innovation in teaching is necessary for the present and future education of students so that they can reach their full development. Education must help in the fulfilment of long term intellectual needs of the students. This would help students to gain new vision and opens new channels of intellectual stimulation or enhanced student's essential and creative thinking power. Innovative teaching performance depends on the key factor of teacher's competency for innovative teaching. Due to innovative teaching it is seen that students usually engage themselves in variety of innovative, high-reasoning educational experiences, from high thinking games to real-world impacts.

## Various Innovative Techniques are Like:

- Introductory videos
- Audio podcasts and conversation
- Animation
- Chat rooms
- Self assessments
- Synchronous and asynchronous forums

In the field of Information and Communication Technology it is seen that various innovations in the field of education along with drastic change from the old paradigm in teaching and learning has taken place and the role of students has become primary and that of teacher has become secondary.

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\*\*Assistant Professor, IIVA Commerce And Science College, Indore (M.P.)

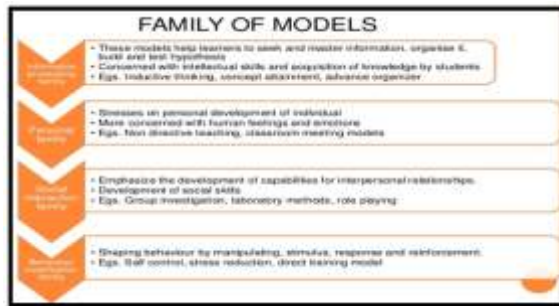
It is seen that in the field of teaching and learning Models of Teaching like Memory Model, Jurisprudential Model etc. introduced in Educational Technology has made a drastic changes compared to the old method which lead to blunt memorization of information.

“A Model of teaching is a set of inter-related components arranged in a sequence which provides guidelines to realize specific goal. It helps teacher to design instructional activities and provide such environment to the students that help them in realising their objectives.”

### Innovative Teaching Involves

- Models of Teaching
- Learning activities based on solving real life problems.
- Student Centred Learning Strategies
- Animation
- Technology etc.

Thus teaching models are innovative teaching and learning technique in the form of instructional designs and describe such process and provide such environment that help students to interact with others in such a way that develops the specific change in their behaviour.

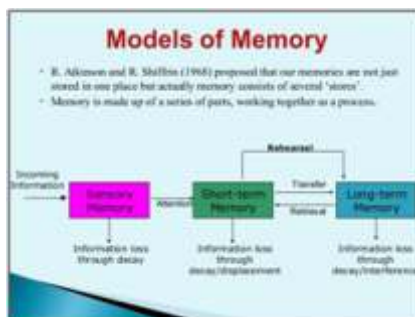


### Innovation in the Field of Education Helps in:

- Achievement of specific objectives
- Effective teaching
- Teaching and learning relationship
- Research work and
- Formulation of theories of teaching

In Models of Teaching now a days it is seen that much emphasis is made on the use of Memory Model by: Jerry Lucas which falls under information processing family. Memory model of teaching developed from the work of Pressley, Lenin and their associate.

In psychology, Memory is the process in which information is encoded, stored and retrieved.



As today we have seen that what teachers teach and students learn by rote method may be good to score marks, but fails to retain the knowledge once students have completed their examinations. This leads to young minds being stifled at an age when actually they should be asking questions, learning and gaining knowledge, taking interest in subject, finding new ways of memorizing the content in an enjoyable manner and developing a thirst for more knowledge

Attending to the Material - Use techniques of underlining, listing, reflecting.

Developing connections - Make material familiar and develop connections using key word, substitute -word, and link-word system techniques, Expanding Sensory Images - Use techniques of ridiculous association and exaggeration. Revise images.

Practising Recall - Practice recalling the material until it is completely learned. Students will be able to develop attitude of Creativity and Intellectual competency.

Through stories, poems or some event/phenomena or by using Mnemonics the chapter will become interesting and can be learnt easily by students.

## Conclusion

So we can see that innovation in the field of education is undertaken in order to develop the Self-Esteem (confidence in one's ability) Self-Awareness and Achievement of students . Effective and efficient learning on the part of the students highly depends on teachers and teaching methods they take in their classes. The way teachers behave and the methodologies they exploit in their teaching, to a large extent, depend on their perceptions of effective teaching and their beliefs about teacher efficacy.

Memorization model as an innovative technique in the field of teaching and learning is very

important. As traditional teaching and learning process is based on rote memorization which is not at all effective in improving the learning ability or understanding the importance of learning among students, so it is very essential to use the new methods and strategies of teaching and learning so that students can understand the subject matter easily by active participation.

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# Dr. B.R. Ambedkar's Vision on Education of the Masses

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*Dr. B.R. Ambedkar believed that the potent source of material and human development is education more specifically basic education which is an indispensable passport to quality life. It is fundamental for the construction of democratic societies and dynamic, globally competitive economies. For individuals and for nations, education is the key to creating, applying and spreading knowledge. Education is one of the most powerful instruments known for reducing poverty and inequality and for laying sustained economic growth. Today, Universalisation of elementary education (UEE) has emerged as a major national priority programme in the Indian context. It is perceived as the basic entitlement of each child, the minimum that the state owed to its people and something which had a critical role in the nation's social, cultural and economic development and in the well being of Indian democracy. Dr. Ambedkar struggled against the neglect of educational development of common masses. He opposed the prevailing social prejudices and Government's apathy towards provision of educational opportunity for weaker sections. During the campaign of awakening and struggle for upliftment of downtrodden the radical educational thoughts that Dr. Ambedkar propagated are scrutinized and listed for ascertaining their direct or indirect bearing with the existing interventions of the state for attainment of education of the masses.*

## Introduction

Ambedkar made untiring efforts for education of the masses particularly for those belonging to the depressed classes. It was due to Ambedkar that the education became accessible to those people who remain deprived of education for centuries. Dr. B.R. Ambedkar opined that the vision of future India was to take shape in the days of rapid industrialization and consequent growth of high tech industries without which no nation can survive, no nation can stand on its own, remain or can compete independently with others and assert its resistance on equal footing. In such a challenging time it is essential to give primacy to literacy which broke open the minds of millions bound by outdated traditions, see things around, think their own conditions comparatively,

compete with them and ultimately establish themselves as more than a match. He further asserts that in this modern age, there are inventions and innovations because of education. The family, society and nation need citizens well equipped with knowledge to achieve all-round development. Dr. Ambedkar emphasized that education is a must in this complex world, where an individual lives at his peril and where he finds his way in it without losing his freedom. Unless the mind is trained with acquisition of knowledge, there can be no freedom. The right to education becomes fundamental to ones freedom. If the man is deprived of knowledge he will be made slave of those who are educated. To Dr. Ambedkar mass education was essential for democratic and political order in peace and justice. In the self government system knowing

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the fact that three-fourth of the population is drenched in ignorance, our representative system will be a shame and there would be a rule of wealth against poverty, of power against weakness. Dr. Ambedkar considered education as best companion of an individual and indispensable

In the philosophy of Dr. B.R. Ambedkar the place of self respect and human pride is the greatest and most important. In other words the social philosophy of Dr. Ambedkar is animated by the spirit of humanism. It emphasises not merely material progress and spiritual enlightenment but also the all-round development of human personality. His programme of humanism is mainly concern with the emancipation of the poor, the fallen and the weak. He believed that the surest way for salvation of the oppressed and untouchables lies in education, employment and better ways of earning a living. He stands for radical and fundamental changes in the traditional way of the Indian people so that the benefits will not be usurped by the few but will accrue to all<sup>15</sup>. Regarding himself Dr. Ambedkar said "Positively my social philosophy may be said to be enshrined in three words – Liberty, Equality and Fraternity<sup>16</sup>. He was destined to spread mass education to build a society of India having the qualities of justice, equality, brotherhood, freedom and fearlessness. He intended to lay down the foundation of a society which is without the distinctions of caste, colour or creed, A society of future democratic India. It took him a long time to consolidate and propagate an ideological perspective for a new social order. He was a great supporter of a democratic social system. His emphasis was to develop good relations between man and man in a social system. Dr. Ambedkar's insistence was for mass education.

### **Dr. Ambedkar's Vision of Education**

Dr. Ambedkar's educational vision can be attributed from the views he expressed at various occasions on high importance of education for

human development and modernisation of the country. He considered education essential for all men and women irrespective of their social and economic status. Dr. Ambedkar accepted that education gives birth to reason and the feeling of unity, brotherhood and love for the country. The building of culture and civilization is made on the pillars of education. He believed that education gives manhood to man. He was greatly in favour of human values in education. His vision of education was "The education which does not create ability, equality and morality is not education". Education must be comprehensive, powerful, equality and love orienting. He opined that education is good only if it promotes and preserves the interest of mankind as a whole.

Dr. Ambedkar struggled for education of the masses particularly the backward classes. He believed that betterment of people largely depends upon their empowerment. Education essentially is a process of aiding the all round development of an individual – physical, intellectual, social, moral and spiritual. Ambedkar propagated that more wide spread the education; the more would be the chances for progress and greater would be the opportunities for the betterment of the masses. During Ambedkar period traditionally education, right to education, educational opportunities and educational achievements were linked to caste system and ultimately with the religion. He openly opposed this tradition and fought for having equal opportunities to all persons of the society.

### **Identified Educational Thoughts of Dr B.R. Ambedkar**

Dr. Ambedkar was most highly educated person of his time. He was a Barrister (Bar-at-Law) from Gray's Inn London, reinforced by a London University Doctorate in Science (MSc Economics, DSc.), an America's Columbia University Doctorate in Philosophy (M.A. PhD.) and Higher



Economic studies at Bonn University, Germany. He was thus well equipped as a lawyer and an authority in academic field, a renowned scholar of Economics and Sociology to storm the Indian Citadel. He proved to be a living legend of his time, a multifaceted icon.

Dr. Ambedkar's identified educational thoughts are extracts culled out from his numerous publications, writings and speeches. The selected thoughts of Dr. Ambedkar are documented systematically under classified thematic headings signifying their wider applications.

### **Aim of Primary Education**

The object of primary education is to see that every child that enters the portal of a primary school does leave it only at a stage when he becomes literate and continues to be literate throughout rest of his life. In reality only eighteen percent children reach this stage. The money we are spending on primary education is to a large extent really wasted. For the purpose of seeing that what we spend bears some fruit ultimately, we need to spend more money on primary education.

### **Importance of Education**

- Education is everybody's right and should be available to the poorest of the poor.
- In this modern age, there are inventions and innovations because of education. The family, society and nation need citizens well equipped with knowledge to achieve all around development of the same.
- Without the knowledge of reading, writing and arithmetic (3Rs) a child is not only imperfect but he cannot even aspire for a successful life.
- Education is a must in this complex world where an individual lives at his peril and where he finds his way in it without losing his freedom. There can be no freedom unless the mind is trained. The right to education becomes fundamental to his freedom. If the

man is deprived he will be made the slave of those who are educated.

- The social, economical and political development of the country is possible then and only then when there is propagation of education among the masses to the fullest extent.
- Education of the masses is essential for maintenance of democracy and political order in peace and justice. A democratic society must assure a life of leisure and culture to each of its citizens. In the present structure of society, there is on the one hand tyranny, vanity, pride, arrogance, greed, selfishness, and on the other, insecurity, poverty, degradation, loss of liberty, self reliance, independence, dignity and self respect.
- The building of culture and civilization is made on the pillars of education. It gives manhood to man.
- Man, sans education, is no better than a beast.
- The fortunes of the nation will ascend when the national unity blooms with health through supply of life giving water of knowledge.
- The intellect of a man is like a marble stone. Just as a stone is impressed by the artisan and rated as noble, middle or low, education shapes a man noble, middle or low.
- The human intellect can be equated with uncultivated land. If the intellect is nurtured in a judicious way, it cannot but yield fruits.
- Education is essential for every individual for his survival and dignified life. Without education and training, nobody can earn name and fame in this world.
- Every human seeking to pursue whatsoever occupation must receive formal education. When such education is imparted to a person right from the very beginning he can later expand his knowledge by well directed studies, but at the root of all is the education and education alone.
- Starvation makes man short-lived. Educational deprivation makes man slave.

- Without education there cannot be spread of knowledge. Education helps to transmit all the resources and achievements of a complex society. Education helps to make accessible the accumulated thoughts and experiences related to any subject to young seekers. New perceptions can be endowed by the formal education. Horizons can be widened by means of formal education.

### **Education for Human Welfare and Development**

- More wide spread the education; the more would be the chances for progress and greater would be the opportunities for the betterment of the masses.
- Education acts as the lever of all progress and a pre-requisite for creation and enjoyment of human rights.
- Education is a means to develop the physique, power of thinking, feeling and volition which are the basic characteristics of a human being.
- The country needs such education of the masses which would advance them in life and induce them to seek emancipation from their servile condition. The poor millions must first be assured adequate standard of living a human life. Unless the standards of living is not raised in case of teaming poverty stricken millions, to talk in terms of raising their moral and spiritual level is to indulge in reverie and witch hunting.
- The vision of future India was to take shape in the days of rapid industrialization and consequent growth of high-tech industries without which no nation can survive, no nation can stand on its own, remain or can compete independently with others and assert its resistance on equal footing. For such a challenging period it is essential to give primacy to literacy which broke open the minds of millions bound by out dated traditions, see things around, think their own conditions comparatively, compete with them and ultimately establish themselves as more than a match.
- Literate society is the ornament of the nation. It is the power; it is the basis of national progress.
- Education is the pathway of deliverance from exploitation.
- Education safeguards the interests of the humanity and provides bread, knowledge and feeling of equality in the society.
- The path found through education, the knowledge attained through studies, one would be able to re-orient himself in whatever circumstances he is placed. So, knowledge is our best companion.
- The first objective of human life is to help the humanity with the attainment of true knowledge of useful and mysterious things and to be happy with the skills and abilities to lead a successful life.
- Every man is endowed with the power of excelling other men in one way or the other. If he receives formal education, he will certainly surpass them in some way or the other.
- The present system of education is incapable of enhancing the nation's wealth which is the basis of all human pleasure. In our country education has spread in a very limited way and that too in bookish knowledge form' which has little practical value in our various trades. As a consequence of this, it has not at all benefited those who toil for the well being of the whole country.
- Educated individuals could organize to make an egalitarian society worth living for the humanity and could agitate if any of the egalitarian characteristics of their society is threatened.
- Education serves two purposes, first is to acquire it for betterment of others and second is to use it for one's own betterment which is pursued by majority of people than the former.
- Education in practical sense does not correspond to the requirements of pauper India. They are being neglected by their

beneficiaries during the age of self-determination as they are less aware of education as the only means of their upward progress.

- Talent is devoid from poverty and prosperity rather it is born in scarcity. Incomplete education does not benefit any one, so one should study with interest and enthusiasm and complete at least the school education.
- Education is not only a layer for social mobility but also opens the doors for modernization, reducing dependence on the elite class and offers chance for occupational change.
- The place of an individual in a society should not be determined by birth or wealth or any other conventional status, but by his own nature as descended in the process or education.

### **Education of Disadvantaged Groups**

- The poor backward classes in the country were no longer able to receive education because of their poverty. The facilities provided for their progress were taken off leaving them in darkness. A continuous support is needed till they become at par with others.
- Great inequality is witnessed in the society caused by imposing educational disabilities upon backward class people for last thousands of years resulting to their economic, social and cultural backwardness.
- Education is the preventive measure against the wretchedness of depressed people.
- It is unfair to neglect the educationally deprived backward classes which have been of great help and assistance to the system in pulling the state chariot by their sincere services right from the village of thatched houses to urban dwellers.
- It is of utmost importance for all the disadvantaged groups to pay attention to the developments taking place around them by overcoming their slumber, not to miss the opportunity of keenly acquiring the proper education, a true means of emancipation and ensuring their place in the upper echelons with others in competing for a place in the sun.
- Adopting the principle of equal treatment in a society that treat its people unequally, on the part of the Government is to be indifferent and negligent of the interests of the backward classes. The principle of equality should be applied with conscience viz. the weaker sections should be given enough facilities.
- For endorsement of the law of primary education, shifting responsibility of education in the hands of such persons who are not sufficiently intelligent and aware of its importance. In the changed system the Government has put the barrier on propagation and dissemination of education for an indefinite period. In the hands of native institutions, the education of the backward classes is going to suffer to the maximum extent. The education should be entrusted to Legislative Council and not to Local Boards and Municipalities. The need of the time is to form independent bodies for inspection and investigation of not letting negligence happen in regard to their education.
- The word "backward" used by the Government is not comprehensible. A separate and definite assistance need to be earmarked for the castes and tribes which are included under the class of 'backward.' This would facilitate to know how the various social groups are achieving their educational progress.
- The inducement for backward class people to take education required to be linked with the provision for secured entry in the public service.
- The funds earmarked for scholarships and some additional money may be used for establishing the hostels/ boarding schools for backward class children. Such privilege will derive double benefit. On one hand

children will be free from polluted and unhygienic environment of their home; on the other hand their education can be kept under effective control.

- There were codes to protect individual liberty, the downtrodden/ illiterates could no longer escape from deceitful plots of educated classes.
- Unsocial, inhuman and deceitful behaviour with the children of backward classes must be checked effectively. To ward off the problems of these children, schools need to have committees. The social and political environment for education of the lower classes needs to be congenial.
- The educational progress of poor backward class people can be controlled by appointing supervisors and assigning them the responsibility to curb any excesses and inhuman treatment with low caste children.
- The ill effects of remaining away from the educational opportunity, resulting hurdle in the socio-economic development of the common masses. The backwardness of these people is essentially a consequence of educational disabilities imposed upon them for centuries.
- The financial assistance provided in the form of scholarships to the students of backward classes is not properly utilized on the stipulated noble cause. The backward class parents are too poor and ignorant to be aware for the purpose of education for which the money is provided. Failing to realize the real purpose of the money provided to the students, the parents utilize the money to meet other pressing demands of the family and depriving their own children from the benefits of education. It needs to be seriously checked.
- Poor backward people can no longer bear the expenditure on education and also they want their children to earn. This state keeps them in the abysmal of ignorance. This fact is worth to excuse, but it is harmful. It is of great need to create such power that can guard

one's liberty. Government to undertake the responsibility as to spread of education.

### 3.1 Education of Character Building

- Education can be a means to form a society where there is no exploitation, where humanity may find equality, justice, love, progress and merit, where work is more respected than class, where caste, creed, and religion might not be dividing the humanity.
- Where there is love among people, justice in the society, spread of knowledge among the masses, the progress is imminent.
- Education gives birth to reason, feeling of unity, brotherhood and love for the country.
- Education is a process of aiding the all round development of an individual—physical, intellectual, social, moral and spiritual.
- Education breeds and nourishes the noble sentiments of unity, fraternity and patriotism.
- Education should be able to do away with the blind faith in religion, hypocrisy, fear, selfishness and ill feelings. It should create self reliance in man.
- The present education does not-build character but giving birth to irrationality and insolence.
- Education should create social and moral qualities. For a brave man nothing is more disgraceful than to live a life devoid of self respect and without love for the country. The chief aim of life is to create the best.
- The education of "hand, heart and head (spirit)" has no meaning to the common masses where millions of them are denied an access to school, where millions live below poverty line, where millions live without a shelter over their head, where millions do not have sufficient clothes to put on and protect themselves. Such ideal education is unpractical to entertain one by day dreaming and to cheat masses by the promise of "Kingdom of Heaven."
- Education should provide children not only teaching and learning skills but it should also

give education of character, behaviour, organization, experience, self realisation and self expression.

### 3.2 Equality through Education

- Education, which does not create ability, equality and morality, is not education. Education must be comprehensive, powerful and love orienting.
- Education provides strength and opportunity to the common masses to fight against poverty, disease and backwardness.
- Each individual to have equal opportunity for development according to his ability.

### 3.3 Education for Empowerment

- Education is the key to empowerment of people aiming at the betterment of human being through evolving an egalitarian society worth living.
- Education makes man fearless, teach unity, make understand his birth rights and educate him to struggle, to fight for freedom.
- Education is not simply a means for the development of the child's personality or a source of earning his livelihood. It is the most powerful agent for bringing out desired changes in the society and a prerequisite for organized effort for launching any social movement in the modern time.
- Deprivation of knowledge is a denial of the power to use liberty.
- Without education man remains as an ignorant slave of his routine work.
- Education makes people aware of their humiliation and enslavement and act as an instrument of liberation and improvement.

### 3.4 Education for Social Change and Justice

- The efficacious and transformatory character of education determines that with education, intelligence, knowledge and

experience a person can oppose or fight against any evil in the society.

- Education and politically aware people can work out their own political destiny in a pragmatic way, pruning the useless and preserving the useful in their societies.
- Strengthening of primary education is the key for the establishment of social justice. Under the social frame of reference, equality, democracy, liberty, social justice forms the hard core.
- The education system that was not keeping pace with the changing time ought to be changed and updated.
- Books and plays that instil unscientific concepts should be banned in schools. Such reading and recreation cripples the logical, scientific and rational thinking.
- In the process of advancement one should never cling himself to the old pattern of education. It is wise to leave the past system into dungeon and put his best foot forward. This is the measure to uplift both nation and the society.
- Education is the means to change the world and not merely to understand it.
- Increments in education enhance abjuration of traditional values and inculcate value preparation for change.
- Education is the best and surest warranty of the social change primarily germinates in the minds of men before they could fruition to its inexorable end.
- The change we all seek is a change from constraint to freedom, from credulity to faith, from status to contract, from authority to reason, from unorganised to organized life, from bigotry to toleration, from blind fatalism to a sense of human dignity.

### 3.5 Vocational Education

- In schools occupations are not carried on for preliminary gain but for their own content. It may be true that craft or occupation oriented programme may help in achieving a measure of self-sufficiency, may provide



employment to millions with mediocre technical skill and thereby help in reducing the question of unemployment but it fails to generate new fields of employment, which advancement in technology may generate.

- Education should create a feeling of self dependence among the students. In education more importance should be attached for earning livelihood. It should be vocation oriented. It should adopt a national language to establish unity and equality in the society. There must be a use of progressive scientific methods in education

### 3.6 Education for Teacher Pupil Relationship

- Beside knowledge, a teacher has to make himself wise; it does mean wisdom is superior to knowledge because sometime a knowledgeable person can behave like foolish. So, knowledge should go with character.
- The teacher enlightens the students, so he is said to be a preceptor who give re-birth to his disciples. Hence, a teacher is worthy to be worshipped.
- A teacher is charioteer who deals with education. The teaching profession should not be entrusted to such a person who had been undervaluing and despising the other members of the society. Teaching the alphabets and cultivation of the minds of students are two different things. The students are to be trained well for the social good. Schools are to shape good citizens.
- No teacher to impose his own ideology. The society won't accept education from a teacher who is possessed by caste based ideology. Education and social change can not be separated.
- To have modernized education, traditional pattern as well as traditional teachers must be kept aside. Women play prominent role in the personality development of children. They also provide motherly treatment to younger children. Therefore, maximum lady

teachers should be appointed in primary education. This is the surest way for society's development.

### 3.7 Women Education

- Education is essential for all men and women irrespective of their social, economic and cultural status.
- The development made in a society is judged by the extent of women education.

### 4 Dr. B.R. Ambedkar's Educational Thoughts specific interventions of the State

The Educational thoughts which Dr. Ambedkar expressed during British rule were taken well into consideration for education of the masses. The text below includes educational thoughts in italics followed by corresponding interventions of the states.

The present system of education is incapable of enhancing the nation's wealth which is the basis of all human pleasures. Education has spread in the country in a very limited way

For universal education, Sarva Shiksha Abhiyan (SSA) has made provision of basic minimum conditions including physical infrastructures and teachers through the community based approach with habitation as a unit of planning and monitoring to make the system accessible by all.

Education in practical sense does not correspond to the requirements of pauper India. They are being neglected by their beneficiaries during the age of self determination as they are less aware of education the only means of their upward progress.

SSA is providing an opportunity for improving human capabilities to all children (6-14) years age through community owned quality education in a mission mode. The focus is on education of



satisfactory quality with emphasis on education for life. The needs and scope are accessed by household surveys, micro planning, school mapping, and training of community leaders and review of curriculum accordingly so as to impart meaningful education.

Great Inequality is witnessed in the society caused by imposition of educational disabilities upon backward class people resulting to their economic, social and cultural backwardness

Education is one of the most effective instruments of social empowerment. Sarva Shiksha Abhiyan lays special focus on the children from disadvantaged social groups (SC, ST, OBC and minority communities). It is providing context specific interventions / strategies for education of these groups. In view of UEE goal, a zero rejection policy has been adopted under SSA which ensures that every child is provided meaningful and quality education.

- The objective of primary education is to see that every child that enters the portal of a primary school does leave it at a stage when it becomes literate and continues to be literate throughout rest of his life. For the purpose of seeing that what we spent bears some fruit ultimately, we need to spend more money on primary education.

In adherence to Dr. B.R. Ambedkar's view, the duration of compulsory schooling was specifically mentioned in the Basic Education Policy proposed by Mahatma Gandhi in 1937 and implemented in large number of the states of the country. It directed that every child should receive compulsory education of seven years through manual and productive work. Seven years of schooling was considered as essential for a child to remain literate in rest of his life. The Sargent Committee (Post War Education Policy - 1944) recommended eight years of schooling to all children of the country in the age group of six to fourteen years which is considerably

documentary evidence towards attainment of UEE goal. The Committee also called for a substantial increase in the expenditure on elementary education to enable India to bring all children in the ambit of education. Presently the government expenditure on education has substantially increased over the proposed limit of 6% GNP during the Tenth Five Year Plan onwards. Though the Government is making all out efforts to achieve the UEE goal but the success in this noble task is yet to be achieved.

Poor backward people can no longer bear the expenditure on education and also they want their children to earn. This state keeps them in the abysmal of ignorance. This fact is worth to excuse, but it is harmful. It is of great need to create such power that can guard one's liberty. Government to undertake the responsibility as to spread of education.

- The recovery of the amount spent on education by charging fees for its cost from its recipients is commercialization of education, which must be freely and easily available to all school age children. Education is something which ought to be brought within easy reach of every child.
- Education not to be treated on the basis of quid - pro - quo. It should be cheapened in all possible ways and to the greatest possible extent.
- Education should be free and compulsory at least for those who are unable to bear any expenditure on education.
- For facilitating the lower order of the society for getting into schooling, the policy ought to be as cheap as it can possibly be made.

The Kher Committee (1951) particularly recommended free and compulsory education to all school age children. It underlined that "The first and foremost task of the national government is the provision of universal, free and compulsory basic education for all". This recommendation became a directive principle to the government as it was imbibed in the

Constitution of India under Article 45. A provision for free and compulsory primary education is already made in every five year plan but the goal of UEE is still elusive.

- Education be treated as one of the basic needs along with food, clothes, shelter and healthcare.

The Constitution incorporates certain provisions which directly relate to education. Education assumes special place in the Fundamental Right no. 4 which summarizes – whoever denies to any person the full enjoyment of privileges of educational institutions shall be guilty of an offence. The Directive Principles of State Policy envisage that the State shall endeavour to secure the right to work, the right to education, and the right to assistance in case of want – just, a uniform civil code directing that the state shall take steps to organize village panchayats, promote educational and economic interests of the people, improve public health etc. In view of high importance of education, its Constitutional significance and the state’s commitment towards education of the masses invariably lead to consider it as one of the basic needs.

- The castes and tribes which are unequal with regard to social and economic status need to be brought at the equal footing by acknowledging the principle of unequal treatment – enduring special facilities to the backward classes.
- Adopting the principle of equal treatment in a society that treat its people unequal, on the part of the state is to be indifferent and negligent of the interests of backward classes. The principle of equality should be applied with conscience viz the weaker sections should be given enough facilities.

Under SSA, there is special focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children, children of the disadvantaged groups and the

children with special needs in the educational process.

- The inducement for backward class people to take education required to be linked with the provision for secured entry in the public service.
- The word ‘backward’ used by the government is not comprehensible. A separate and definite assistance need to be earmarked for the castes and tribes which are included under the class of ‘backward’ .This would facilitate to know how the various social groups are achieving their educational progress.

Government of India had taken radical measures to raise their social and economic status by providing greater concessions in education and making provision for reservations in vacancies for recruitment in services and a certain percentage for promotion in the government services. For providing a separate and definite assistance, the government has categorized castes and tribes into scheduled castes (SC) and scheduled tribes (ST) and a provision of reservation of 16 percent vacancies for SC candidates and 12 percent for the ST candidates is made mandatory and legal binding in all official matters.

- The financial assistance provided in the form of scholarships to children of backward classes is not properly utilized on the stipulated noble cause due to poverty and ignorance of the parents who utilize the money to meet other pressing demands of the family and depriving their own children from the benefits of education. Strict vigil needed at this front.
- The funds earmarked for scholarships and pooling out some additional funds may be used for establishing the hostels and boarding schools for backward class children. Such privilege will derive double benefit. On the one hand children will be free

from polluted and unhygienic environment of their home; on the other hand their education can be kept under effective control.

The financial assistance in the form of scholarships is properly supervised and monitored by the institutions itself. SSA, state agencies and NGOs are extensively cooperative on this aspect of assistance. Residential schools, boarding houses and hostels are functioning in the educationally backward areas of the country specifically for SC/ST and other backward classes. Two most significant programmes of Government of India are in operation giving full support in education of the girls from under privileged and disadvantaged classes in educationally backward areas. The National Programme for Education of Girls at Elementary Level (NPEGEL) is a focused intervention of government to reach the "Hardest to reach" girls, specially those not in school. It is a separate gender distinct but integral programme which is providing additional support for enhancing girls' education. Under this programme model schools are opened within intense community mobilization.

The Kasturba Gandhi Balika Vidyalayas are the residential schools at upper primary level for girls belonging predominantly to SC, ST, OBC and minority communities. These schools are located in areas with concentration of backward classes with low female literacy and where a large number of girls are out-of-school.

Model Cluster schools for girls are girl-child friendly schools at cluster level are functioning in selected districts/blocks in the country.

- Because of poverty, ignorance and indifferent attitude towards education, the parents from backward classes do not send their children to school. Those who send, their children precluded. Children of addicting parents also miss schooling. In such circumstances compulsion is one of the

measures to force parents to send their children to school.

- Preclusion of backward class children and their educational progress can be controlled by appointing supervisors to check excess, unsocial and inhuman behaviour.

In unison with Dr. B.R. Ambedkar concern about ignorance and irresponsibility of parents about education of their children, a grass-root level awakening programme of universalisation of elementary education is already in operation which is basically a community owned programme. Under the programme Village Education Committees and School Management Committees are constituted for ensuring co-operation in effective functioning of schools. All such problems are tackled at the village and school level in their weekly/monthly meetings. To establish social democracy, there is observance of liberty, equality and fraternity in all these elected bodies like VEC, SMC etc.

- The state should provide food, clothes, books and stationery to children from poor backward classes for their education.
- Every boy and girl of the country should be given primary education necessitating that primary education should be made compulsory and public funds should be used on primary education as well as on the welfare of the weaker sections.
- Education of the poor backward class children to be regarded as a legitimate charge on local, municipal and provincial funds.

Under the UEE interventions for children belonging to SC, ST and other backward communities the needs of every child is addressed through intensive micro-planning. It includes free text-books, uniform, mid-day-meal, scholarships all expenditure on education of children is made by the state. It is regarded as a legitimate charge of the state.

- For education of poor masses, village Juries to be constituted to force defaulting parents to send their children to school. A guiding principle to be adopted rightly that when wisdom fails, force is a must. Of course force does not mean dictatorship but doctor's kind cruelty.

Dr. Ambedkar suggested that village Juries must take the responsibility for education of all school age children. Since education is essential for the child, family and the society, then for this noble act, if force or compulsion is needed, it should be used. It is in the interest of humanity. He argued that for treatment of any illness doctor administer an injection which is painful but we bear it. Same spirit must be adopted to deal with defaulting parents in education of their children. Under SSA there are various kinds of bodies established school wise and village wise across the country which are supervising education of each and every child in the village or in the locality.

- The responsibility of primary education should not be entrusted to the desire of parents. It will take hundred years to spread nationwide.
- Unless compulsion in the matter of primary education is made obligatory and unless the admission to primary schools is strictly enforced, the conditions essential for educational progress of the poor backward classes will not come into existence.

It is to record that these views were expressed by Dr. Ambedkar during British period but these are still relevant for universal education. As far as the responsibility of providing universal, free and

compulsory education is concerned the central and state governments are continuously making strenuous efforts right from the adoption of the Constitution but success in this endeavour is still not achieved. Though education is right of the child, but it is still at the mercy of the parents whether to send the child to school or not.

- Education is the critical component of stability and change in the evolutionary process of societies. In spread of education, Constitutional, Parliamentary and legalistic measures may be used.

Dr. Ambedkar was in favour of enacting a law to force parents to send their children to school no matter how poor they are. He was of the view that the government has to act stiffly for this noble act. Compulsory education would involve the adoption of radical social measures such as compelling girls to attend schools, requiring despised classes to attend the schools along with upper class children. These limitations helped Britishers to escape from the responsibility of mass education. After independence, it was people's government which can enforce any law for the noble act education of its children. But still there is no judicial measure for educational detriment in spite of its Constitutional significance. It is the time now to adopt some strict strategy for spread of education using Constitutional, Parliamentary and legalistic measures. It is significant to state that Free and Compulsory Education Act – 2009 has already been enacted since April, 1, 2010. The status of education of the masses is improving but at a slow pace. It requires renewed time bound and target specific efforts.

# To Study of Adjustment in Relation to Emotional Intelligence, Location and Nature of Job among Working Women of Punjab

Dr. Sonia Sharma\*

## Abstract

*The purpose of the present study was to study adjustment among working women in relation to emotional Intelligence, location and nature of job. In the present study, the sample consisted of 530 working women (280 professional and 250 non-professional working women) randomly selected from four districts of Punjab state. The data was collected by using the scales of Bell Adjustment Inventory by H. M. Bell (1961) and Emotional intelligence Scale by Hyde et.al (2002) were used to collect the data. The result revealed significant differences in the mean scores of adjustment in relation to low and high levels of emotional intelligence, location and nature of job. The results of the present study will bring the importance of emotional intelligence in life of working women. The result showed that an emotionally, intelligent working women exhibited better adjusted in relation to their location and nature of job. The study will be helpful for counselor, administrators, and educationists to keep in mind the importance of emotional intelligence of their employee/clients during recruitment. The present study will be also helpful for parents and psychologists to properly guide and channelize the hidden emotions of women in construct way and make them physically, mentally and emotionally healthy, so that they can adapt or cope up themselves according to the environment or circumstances for the betterment of their own as well as for the society.*

**Keywords:** Emotional Intelligence, Adjustment, Location and Nature of Job.

## Introduction

‘Women’- The word sounds so influential. No doubt from the ancient period, the role women is noteworthy. They played directly or indirectly prominent role for the society. India is one of the countries who have the world’s largest number of professionally qualified women. Indian women are well known for their traditional role towards families. Indian women have to pay more attention at their households responsibilities as compared to any other women of countries.

So sometimes by playing dual role they mentally get exhausted and disturbed in their personal and professional life.

The progress of any country depends upon the mental health and adjustment of women. As, they are better half of the society and they are the backbone of the society. They play a very vital role in building the family, society and nation. Women’s psychological good health brings economic improvement in the family, society and in nation. There is no doubt that status of Indian women has been considerably enhanced in the country during the post Independence era. Right now they are coming out of womb of traditional and custom-ridden society. Adjustment of working women is the need of the hour because if a woman faces adjustment problems then, it does not directly influence on her physical and mental

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health but also disturb the family and workplace environment and sometimes it becomes difficult for them to maintain a balance between work and personal life due to their adjustment problems.

The mental health of woman depends upon her balance of emotions. How does in the society she/he uses emotions and show positive adjustment with the surroundings. There are number of factors, which directly influence the adjustment of working women. The results of review of related literature have shown that the influence of positive and balanced emotions on the human's body and mind improves their adjustment.

### **Emotional Intelligence**

There is another kind of intelligence, which is above the intellectual ability of a person, as through a number of studies it has been observed that sometimes a person having good logical reasoning is not able to pull their life together. Such people cannot seemed to go ahead in their personal life and in professional life and do not appear to be enough to ensure success. Therefore, it can be realized that there is need of certain traits or behavior instead of having high level of intellectual traits to lead an adjusted, successful and happy life. And the required intelligence which is came out under the name of "Emotional intelligence"

Emotional intelligence is the set of abilities that guide individuals how to use their emotion in a balanced form especially in discomfited conditions or circumstances. Emotional intelligence brings values and qualities in different ways that enhance their daily functioning and adjustment. Emotional intelligence refers to the skills, abilities and actions which never allow to let down to any person in their life. Emotional intelligence helps to find out moral and ethical paths to strengthen our emotions, thoughts and actions which help us to adapt through life in any situations with strong spirit, and ensures assurance, connectedness and synchronization with our

inner-self, inter-personal relationships and with the unifers

### **Adjustment**

Due to playing dual roles, sometimes working women face work pressure, extra household responsibilities, insecurity of job, lack of family active participation and lack of cooperation become some main reasons for the maladjustment of working women. And such adjustment problems sometimes, take the shape of serious physical and biological hazardous. Ignoring of these problems is the result of deteriorating the behavior of a person within and towards society. It is known to all of us that a living organism takes efforts to bring a necessary coordination and balance with its environment. This is important in its own interest as well as for the well being of the members of its species for achieving a natural and smooth relationship and addressing the environment linked challenges squarely. As compared to other species in this cosmos man is matchless in so far as his power of adjustment is concerned. Some psychologists have preferred to call this unique power of man's adjustment is his 'intelligence'. Adjustment is a satisfactory relation of an organism to its environment (Symonds, 1949).

### **Review of Related Literature**

Large number of researches and studies has been conducted in the field of emotional intelligence and adjustment in order to highlight various important aspects some are mentioned here.

Pandey (2010) defined adjustment as continuously process which helps a person to learn the art of living, attain harmony, coordination and mental satisfaction rather than bitterness, tension, stress and render life into a worthwhile challenge rather than a burden to one's own self and others.

Farah and Sultan (2013) reported that students with high emotional intelligence showed better



academic performance than the students with low emotional intelligence.

Adeyemo et al., (2008) found a significantly high emotional intelligence in female workers; however, no significant relationship was found between age, marital status, educational qualification and emotional intelligence.

Kushwaha (2015) investigated the adjustment level among female hostlers and day scholars. Results revealed that there is significant difference found between the adjustment scores of hostlers and day scholars.

Sharivastava et al., (1979) studied that the adjustment problems of rural and urban adolescent. Results revealed that rural boy have superior adjustment than their urban counterparts. Urban girl's scores significantly higher than their rural counterparts on overall adjustment. Finding suggests that child rearing factor must be considered in studying the adjustment problem of rural and urban adolescents.

Singh and Koteswari (2006) concluded that highly emotional intelligent people use more of cognitive and physical types of coping resources. With increase in age, emotional intelligence increases, with increase in age of project managers the effectiveness of using the coping resource of stress also increases.

Sharma (2017) showed that students with high emotional intelligence exhibited better adjustment than their counterparts.

Mishra and Vashist (2014) stated that emotional intelligence helps the human beings to manage the any given situation and to establish a feeling of well adjusted and brings psychological balanced among individuals which guide them to lead a complete and fully satisfied life.

Balakrishnan and Raju (2015) found that an employee with high emotional competency was

able to respond suitably to workplace pressure and his emotional behavior with his co-workers and his emotional abilities greatly increases his job satisfaction and job performance. And further he added that emotional competency helps in better adaptation.

## Statement of the problem

To Study Adjustment In Relation To Emotional Intelligence And Demographic Variables Among Working Women Of Punjab

## Objectives of the study

1. To study adjustment scores of working women residing in rural and urban areas in relation to their low and high levels of emotional intelligence.
2. To study adjustment scores of working women on regular and contract jobs in relation to their low and high levels of emotional intelligence.

## Hypotheses of the study

1. There will be no significant difference in adjustment scores of working women residing in rural and urban areas in relation to their low and high levels of emotional intelligence.
2. There will be no significant difference in adjustment scores of women working on regular and contract jobs in relation to their low and high levels of emotional intelligence.

Sample: In the present study, the sample consisted of 530 working women (280 professional and 250 non-professional working women) randomly selected from four districts of Punjab state.

## Methodology

Method: In the present study descriptive survey method of investigation was used.

**Tools:**

1. Bell Adjustment Inventory by H.M. Bell (1961) adapted by Investigator

Bell’s Adjustment Inventory is a self-report of the individual’s life adjustment as he has experienced them. . The Bell adjustment inventory measures five areas of a person: Home adjustment, health adjustment, social adjustment, emotional adjustment and occupational adjustment. It consists of 160 Yes-No questions. A high score indicates unsatisfactory adjustment and low scores indicates satisfactory adjustment.

**Reliability**

The co-efficient of reliability as mentioned in manual for each of the five sections and for its total scores are reported by correlating the odd-even items and applying the Spearman- Brown

prophecy formula. The co-efficient of reliability was 0.91 for Home adjustment, 0.81 for Health Adjustment, 0.88 for Social adjustment, 0.91 for Emotional adjustment, 0.85 for Occupational adjustment and 0.94 for the total adjustment.

**Reliability as calculated by the Investigator**

The reliability of Bell adjustment inventory was computed by investigator to see items trustworthiness in the present time. For this purpose test administrated on 100 subjects (not included in above sample). The included subjects were as women working on professional and clerical jobs. The reliability was computed by split-half method. After obtaining two scores on odd and even numbers of test items, co-efficient of correlation was calculated by using the formula of Spearman- Brown Prophecy. The values of coefficient of correlation which came out are given in table 1.

**Table 1: Reliability Coefficients of Adjustment Inventory as calculated by the Investigator**

S. No.	Dimensions	Reliability
1.	Home adjustment	0.89
2.	Health adjustment	0.84
3.	Social adjustment	0.87
4.	Emotional adjustment	0.90
5.	Occupational adjustment	0.87
	Total score	0.92

**Validity**

The coefficient of validity was found to be 0.72 as mentioned in the manual.

**Revised Validity**

The validity of adjustment inventory was computed by taking the judgment of 10 experts. The views of experts indicated that items given in the inventory are still valid in the present time and can be used for present study.

2. Emotional Intelligence Scale (EIS)-(2002) by Anukool Hyde, Sanjyot Pethe and Upinder Dhar

This test was originally developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar. This test consists of 34 items.

**Reliability:** The reliability of the scale was determined by split half method and reliability coefficient on a sample of 200 subjects. And the split-half coefficient was obtained as 0.88.

**Validity:** Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of Judges/experts that items of the scale are directly related to the concept of emotional intelligence. In order to find out the validity from the coefficient of reliability (Garrette, 1981) the reliability index was calculated, which indicated high validity on account of being 0.93.

**Statistical tools used:**

- Quartile Deviation: Identification of low and high levels of emotional intelligence was done on the basis of Q1 and Q3 criterion and study the adjustment of working women in relation to low and high levels of emotional intelligence across demographic variables.
- Mean, S.D. and t- test were used for the analysis of the data

**Delimitations**

1. The present study was confined to four districts of Punjab.
2. The present study was confined to working women of government sector only.
3. The present study was confined on two variables: Adjustment and Emotional Intelligence.
4. The sample for the present study comprised of 530 working women (280 professional and 250 non-professional working women) in relation to demographic variables namely type of location and nature of job.

**Analysis and interpretation of data**

**Results and Discussions**

**H1:** There will be no significant mean difference in adjustment scores of working women residing in rural and urban areas in relation to their low and high levels of emotional intelligence is partially rejected.

**Table 2: Mean Difference in Adjustment Scores of Working Women working women residing in rural and urban areas in relation to their low and high levels of emotional intelligence**

Social Variables	Low Emotional Intelligence			High Emotional Intelligence			M <sub>p</sub>	t-test
	N	Mean	SD	N	Mean	SD		
<b>Location</b>								
Rural	22	50.54	16.70	19	50.63	15.13	0.09	0.02
Urban	113	49.50	17.44	104	43.79	14.18	5.71	2.69**

\* $p < 0.05$ ; \*\* $p < 0.01$

**Location:** The table 2 demonstrates that the mean difference in adjustment scores of working women with low and high levels of emotional intelligence residing in rural area came out to be 50.54 (Standard Deviation =16.70) and 50.63 (Standard Deviation =15.13). The calculated t-value is 0.02 which is not significant at 0.05 level. As compared to mean adjustment scores of working women with low and high levels of emotional intelligence residing in urban area came out to be 49.50 (Standard Deviation = 17.44) and 43.79 (Standard Deviation =14.18). The

calculated t-value is 2.69 which is significant at 0.01 level.

Thus, it may be inferred that working women with high emotionally intelligent are significantly better adjusted as compared to their low emotionally intelligent only in case of those who are residing in urban area.

**H2:** There will be no significant mean difference in adjustment scores of women working on regular and contract jobs in relation to their low

and high levels of emotional intelligence is partially rejected.

**Table 3: Mean Difference in adjustment scores of women working on regular and contract jobs in relation to their low and high levels of emotional intelligence**

Social Variables	Low Spiritual Intelligence			High Spiritual Intelligence			M <sub>D</sub>	t-test
	N	Mean	SD	N	Mean	SD		
<b>Nature of Job</b>								
Regular	79	47.57	19.02	93	39.54	14.92	8.03	3.04**
Contract	56	46.57	15.03	34	49.35	12.78	2.78	0.94

\* $p < 0.05$ ; \*\* $p < 0.01$

Nature of Job: The table 3 demonstrates that the mean adjustment scores of working women with low and high levels of emotional intelligence with regular job came out to be 47.57 (Standard Deviation=19.02) and 39.54 (Standard Deviation=14.92) and calculated t-value is 3.04 which is significant at 0.01 level. As compared to mean adjustment scores of working women with low and high levels emotional intelligence with contractual jobs came out to be 46.57 (Standard Deviation=15.03) and 49.35 (Standard Deviation=12.78) and calculated t-value is 0.94 which is not significant at 0.05 level.

Thus, it may be concluded that high emotionally intelligent working women are significantly better adjusted as compared to their low emotionally intelligent counterparts only in case of those having regular jobs.

### Conclusion

- A significant difference exists on mean scores of adjustment with respect to low and high levels of emotional intelligence and demographic variables i.e. location and nature of job.
- High emotionally intelligent working women are significantly better adjusted as compared to their low emotionally intelligent counterparts only in case of those residing in urban area.
- High emotionally intelligent working women are significantly better adjusted as compared to their low emotionally

intelligent counterparts only in case of those working on regular job.

### Suggestions for further study

Emotional intelligence plays an important connection for the adjustment of employee in relation to their location and nature . So the family members, authorities and policy makers should take together the responsibility in developing emotional intelligence at personal, group and organizational level and this can be done by organizing training program at workplace and special counseling by family members at home to enhance emotional intelligence of employees or family members.

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# Role of language in imbibing the culture through mathematics curriculum

Mrs. Sadhana Shrinivas Hulyalkar\*

## Abstract

*India has large variety of culture. This culture should be imbibed through education. We all should agree with diminishing values in the society. Are we responsible for this? Do we teach the children this? This paper focuses on the study of language used in mathematics textbooks with respect to culture. The researcher has done comparative study of 4 to 5 mathematics textbooks for class 5 of different publications. Through the study, certain modifications are suggested. As a mathematics teacher, the researcher has tried to modify the language of questions so that children can get knowledge of their culture. The researcher has come up with the conclusion that though the language in the text book used by the teachers is not focusing much on the culture, it is possible for every mathematics teacher to imbibe values, culture in the children.*

**Key words-** language, culture, mathematics curriculum

## Introduction

India has large variety of culture. This culture should be imbibed through education. We all should agree with diminishing values in the society. Are we responsible for this? Do we teach the children this? Education is not able to change the present system. The syllabus expected in the curriculum is taught in school by us but we are least bothered to create awareness among the students about the strength of their cultural background. We ask the children to say the pledge. India is my country. I am proud of its rich and varied heritage. I shall always strive to be worthy of it.... and so on [24]. How do our children know about their culture? Is it only the responsibility of social science or history teachers? Till the children complete their primary education, they do not understand the meaning of the pledge. Just they go on saying as a part of their daily school routine. Education is meant to develop every child's character, personality and

culture. [16]. this is the main objective of education. Also the objective of mathematics education is to develop the thinking of the child [20]. Thus if we combine the objective of education and objective of mathematics, its responsibility of every teacher to teach mathematics which will help the child to develop his culture. [16, 20]. The broader objective of education is neglected in the teaching process. So I had a question in my mind, as a maths teacher can I imbibe culture among my students? Can I modify the text in the books as per this? Can I use appropriate language in my mathematics class so that I can teach mathematics as well as help my students to imbibe the culture? My students made me to think over this! I was teaching money topic in my STD V class. One of my students asked me, who invented money? What was the system of business in ancient time? I had to explain the barter system to the children. Next day they performed drama on the same. It was too exciting for me. Every class we don't have

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such students who made the teacher to do so. As it is rarely mentioned in the textbooks, teachers are least interested to take the same. Mathematics textbooks should have this part as a highlighter. The word problems in the text book should be able to help the children to imbibe the culture. Through this paper the researcher has done comparative of 6 textbooks of class V mathematics.

## Objective

1. To compare the language used in mathematics textbooks of class V
2. To give cultural information through mathematics
3. To inculcate values through mathematics
4. To create interest in mathematics
5. To modify the language in the textbook as per need.

## Methodology

Language plays an important role in teaching and learning of mathematics. [13, 14, 17]. NCF 2005 suggests that students should not be afraid of mathematics, rather than they should talk about mathematics. [17]. So every mathematics teacher should focus on improving the language of students so that they can imbibe culture in their mathematics class. Teacher must teach mathematical concept, but at the same time she should give the information about the varied culture through the word problems, reading of

such word problems help the students to improve their performance in mathematics, [13]. Research shows that mathematical concepts based on cultural perspectives allow students to not only reflect and appreciate their own culture but also the culture and traditions of others, [12, 18].

Every mathematics teacher should be, a mathematics teacher first, [14]. Language policy must be used to create awareness and understandings of cultural differences and written to incorporate the cultural values of those being taught.

Teachers must instruct their students on the cultural background of language usage. If one teaches language without teaching about the culture in which it operates, the students are learning empty or meaningless symbols or they may attach the incorrect meaning to what is being taught, [1, 16, 21, 22].

The working of this research took place in four steps.

**3.1 Comparative study of textbooks of class V-** to check if the usage of language in the content is helping for giving any cultural information. The researcher has taken 10 mathematics text books [2 to 11] of different publications and study was done with respects to given concepts in mathematics. The following table shows the analysis of study and common points found in the language of textbooks to explain the concept.

Sr. No.	Topic	Analysis of language in text books
1	Large number	1.90 % of text books have mentioned large numbers for population.
		2. 20% explained the concept by the distance between planets
		3. Language used in 90 % textbooks focuses on only learning mathematical concepts.
2	Basic operations	90% the text books have word problems based on population, elections, shopping.
		20 % have title as story sums where the same concepts are used in the word problem.
		10 % text books have heritage corner where some historical information is given.
3	Factors and multiples, LCM and HCF	Only 10 % books give the concept in story form, through game. 30 % text books have day to day life word problems based on capacity, school bell timings etc.
4	Fraction	Almost 90 % have word problems on pizza, cake, shopping, Distribution of property etc.
5	Metric Measurements, Decimals	Most 70 % of the word problems are based on consumption of water, milk, cloth used for stitching etc.
		40 % of books focus on inculcating values that also with the example of water consumption.
6	Perimeter, Area and volume	80 % text books have direct questions on these concepts.
		40 % focus on activity based learning, derivation of formula.
		80% textbooks give the word problems on day to day activities like gardening, walking around the garden.
7	Geometry	20 % are able to link angle concepts with Yogasanas.
		10 % have explained the concepts by linking with nature.
		30 % books explained the concept of symmetry through rangoli designs.
8	Time	90 % text books introduced the concept with day to day life activities without any cultural touch.
		All the text books have word problems based on railway time tables.
		30 % are able to link the concept by values like reading habits, exercise etc.
		No text book has given any example about working habits, helping parents etc.
9	Graph	90 % focus on collection of data of animals, number of trees, score of children.
10	Time	All books focus on day to day life activities.

3.2 Interactions with the mathematics teachers topic.  
to know their efforts with respect to the given

Q.1) which word problems do you teach in the class?

Question	Only from the text books prescribed for the class	Other text books	Both	Total
Response	6	2	4	10

Q. 2) How many times do you modify the questions to imbibe culture?

Question	Very rarely	Do not modify	Often	Total
Response	2	5	3	10

Q.3) Do you think we can imbibe culture through mathematics?

Question	Yes	No	Cannot say	Total
Response	8	0	2	10

Q.4) Which topics in mathematics curriculum can be related to culture?

Question	Measurement	Basic operations	Time	Geometry	Other than this specify
Response	7	10	4	6	Pattern, Area

Q.5) Do you teach mathematics by storytelling?

Question	Yes	No	Sometimes	Which Stories
Response	5	3	2	Based on day to day life concepts

### 3.3 Modification suggested

According to [22], it is necessary to take some problems based on value education, life skills, and then also it is possible to modify certain

problems given in the text books to imbibe culture. Researcher has tried to the same in her class. Some of the examples taken in the class are given here.

Sr.No.	Topic	Modification
1	Large number	Teacher can tell the history of numbers. The periods beyond crore, Aarab can be explained. Ancient time the kings used to have large number of soldiers with them. Those numbers can be taken. Ex. King Dashradha had 3, 67,345 soldiers in his army. Rewrite this number in words. Same way the examples of number of cows Gokul, Go ld coins gifted to the people by the kings etc can be taken.

2	Basic operations	The population problem can be modified as people speaking different languages, dresses etc. The different crops grown by the farmers in his field can be framed in the form of problem. The name of farmer can be taken from ancient time. Number of shlokas in the epics can be formed in form of word problem. The text book word problems can be modified by taking the names of students in the class or a very weak student helps a clever student in the class etc.
3	Factors and multiples, LCM and HCF	Soldiers forming lines, possible lines formed, animals go for grazing groups of same etc.
4	Fraction	One or other problem from the book Lilavati can be taken. Also in short who was Lilavati can be explained.
5	Metric Measurements, Decimals	Problems based on Shivaji Maharaj covered distances at different places, Festivals and Special food prepared on account of that festival etc.
6	Perimeter, Area and volume	Dance forms- Area covered by a dancer during the programme, area of different flags used in ancient time or flags of different countries, the story of King Harishchandra can be told, Information about Harappa Mohenjodaro civilization can be given.
7	Geometry	Students can be informed about Jantar Mantar, Symmetry in nature, Golden ratio can be explained.
8	Time	----- ----- -----
9	Graph	Animals with farmers, Kings in India, Writers and their work etc.
10	Money	History of money, barter system, equality based problems.

### 3.4 Change in question paper format

Such types of questions were given in the school question paper for every class. The project work, home work for every class was designed with respect to culture. Students were also asked to frame their own word problems based on culture.

### 3.5 Celebration of National mathematics Day

After listening the story of Ramanujan, students were too excited to know about the stories of other Indian mathematicians. Some of them performed the role play of few Indian Mathematicians on account of National Mathematics Day.

### Discussion and Conclusion

It was found that almost all the textbooks follow the same language, the same types of word problems. It was found same for class 4 and 5. Some of my students say that the word problems in the text books are too boring. Some problems for 2 to 3 classes. Very few text books focus on cultural aspects, [2 to 11].

While interacting with the teachers it was found that almost all teachers take the problems directly given in the text book. Teachers agree that it is possible to imbibe culture in mathematics class. Most of them feel that it is time consuming

process as teacher has to complete the syllabus. Some of the teachers think that, there is no impact of language on mathematics learning. Few subject experts suggest that, teachers should be given training for the same.

As a mathematics teacher I had good experience in my class. Children started showing interest in mathematics. After discussing some word problems, children started preparing their own word problems which help to develop the imagination of children. I had taken a word problem based on a south Indian recipe in the class. The next day, 2-3 children told me that, they asked their mother to prepare the same recipe. According to them it was too tasty. Some children could imagine the time of Shivaji and Afzal Khan Fight; they converted the time in both 12 hours and 24 hours clock system. The most precious thing I could see the twinkling eyes of my children and respect towards me on their faces.

Though all mathematics textbook do not have examples based on culture, it's possible for every teacher to modify the same in her class according to the culture of her children and is possible to imbibe culture in mathematics class, [18].

This research work will definitely help all mathematics teachers while teaching mathematics. Book writers and publishers should focus on the points discussed in this paper while writing the books. NCERT and CBSE should have uniform mathematics textbooks throughout the country which would reflect the Indian culture through mathematics.

### Further Scope

This work can be extended further by doing similar study for other standard. It can also be possible for other aspects.

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# Foundation of Indian Education: Philosophical, Sociological and Technical Perspective

Ms. Sheetal Rastogi\*

## Abstract

*It is a known fact that with the beginning of new millennium many changes have taken place and this change is very much evident in Education as it is an intellectual activity that modernizes man in tangible ways. More over due to the explosion of knowledge, multiplicity of specialization of occupations, scientific and technological advancement, the role of Education has tremendously increased. It has to provide complete and total Education. "Education to be complete, must be humane, it must include not only the training of the intellect but the refinement of the heart and the discipline of the spirit. No Education can be regarded as complete if it neglects the heart and the spirit. No Nation in the world can hold its place of primacy in perpetuity. What count is the moral contribution we make to human welfare. Let us, therefore, try and develop the Qualities of charity in judgment and compassion for people who are suffering. If we adopt such an approach, the tensions of the world will diminish rapidly." [Radhakrishnan]*

## Basic Foundation of Education

Our Indian concept begins with the individual, but goes on expanding into different entities and ultimately into the universe ("Shristi") without ever de-linking itself with the center that is the individual. In the "Bhartiya" model, each entity originates from the inner one and expands into the outer, thus forming an infinite spirial. With no inner conflicts and tensions. One compliments the other. It is a long journey in the realm of self cum social consciousness of man. In fact, all entities are realities of life. As our consciousness grows, our vision wided. This is the like seeds sprouting into a plant. the growing into a tree and the tree blossoming and bearing fruit, all this is a process evolution, growth and development but west has looked at various points, Institutions and concepts in a compartmentalized manner.

It is true that the basic foundations of Education i.e. philosophy, psychology and sociology helps

Education to fulfill its goal. Therefore Education integrates only those factors/aspects from philosophy, psychology and sociology which are conductive for education as a discipline to attain its mission for the holistic development which is its unique characteristics.

Education integrates philosophy in its study because philosophic probing is directed towards analysis and clarification which help in the understanding of current issues of Educational policies, programs and practices they effect children schools and society. The most fundamental question in the field of Education is concerning its aim. This question raises queries about the nature of man and the possibility of its modifications and transformation. Man's nature is very much concerned with his place in the cosmos. Therefore, the question of the aim of education is very much concerned with the question of nature of universe. This makes for the close relation between Education and philosophy.

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## Quality of Education

Furthermore, the improvement in quality of Education has become the paramount need of the hour. With the focus now shifting on the improvement of human resources, increasing attention is being paid to the process of teaching and learning. Here in comes the role of psychology field. Education integrates philosophy in its study because it leads to the qualitative improvement of Education. Education determines the ideal of human development. Psychology helps in the attainment of the aim and objects set up by Education. In this manner Education sets the aim and Psychology describes the manner of attaining it. It is evident that psychology has provided useful to Education to a large extent. Psychology proves helpful both in the theoretical aspect of education as well as in its practical application in the field of teaching. In the words of Skinner, "Educational Psychology utilizes those finding that deal specifically with the experiences and behavior of human being in Education situations". Briefly Educational Psychology makes a Psychological study of human development, maturity learning and applies the scientific conclusions of this study to actual teaching conditions and in order to attain the ends of education that leads to the holistic development of the individual.

Further education also integrates sociology in its study for the achievement of its aim. Man is a social being and he cannot live alone but he has to adjust and adapt himself to the society in which he is living. According to the Sociologists, education as a discipline is only the best means of social control, social change and thus finally of social progress can be easily brought about through education. Social control becomes a measure of self control through education socializes the individual. Munro in his brief Course lays down the following four functions of Education: (a) spread of knowledge (b) Social control (c) protection of social heritage (d) social development. Educational sociology is to study

of education from the sociological standpoint. It centers upon the study of the social Institutions and their role in Education. It includes the inter-relationships of education with kinship, social stratification, and attitude of knowledge, International relationships besides the organizational pattern of Education Institutions, the teacher –pupil relationships, the teacher - teacher relationships and finally student relationships. So it is clear that education in order to achieve its holistic aim integrates also the sociology in its field.

## Education: Science and Technology

During the present age, there is hardly any aspect of man's life where there is no impact of science and technology. Science has enabled man to acquire immense control over the external world. But "Our scientific power has overturned our spiritual power. We have guided missiles and misguided men". Although education is an instrument as a catalyst of social transformation and expected to bring about qualitative change in man's perception, attitudes, habits, priority and goals. Indian philosophy emphasizes the spiritual development of the individual for the quality of life. Sri Aurobindo's vision of integral education is largely based on this philosophy of life. According to him the technological and scientific knowledge answers only the part needs of man. "Whole" here means the universal and eternal principles which guide the entire universe. The West has put its faith in science and machinery and is being destroyed by its science and crushed under its mechanical burden. It has not understood that a spiritual change is necessary for the accomplishment of its ideals. The East has the secret of that spiritual change.

## Education and Philosophy

The aim of higher education is to bring about a harmonious development of the 3 H's- Head and Heart in a student. But it is common-knowledge that higher education Institutions, in general, make a systematic effort at development of the

heart of the hand. A brain developed without the simultaneous development of the heart will naturally tend to produce dangerous consequences. The education system of a country should be rooted in the native soil and draw inspiration from the culture and tradition of the land while farming its objectives and curriculum. Instead of a blind imitation of a foreign educational system, every educational Institution-should derive ideas from the repository of the national heritage with regard to its ideals. In the educational system today there is hardly any place for spiritual aspects. This cannot be true education. When Gandhiji wanted education 'to draw out the best out of the body, mind and spirit,' he possibly understood the lack of emphasis on skill and spiritual aspect of education. In the similar way, Swami Vivekananda while stressing the aim of education as man making. He developed a curriculum which could lead to the multisided and all-round development of the education as a result he tried to synthesize science and Vedanta, Modern and Ancient knowledge. Like Gandhiji and Swami Vivekananda, Sri Aurobindo and Tagore also stressed the need to synthesize the western science and Eastern spiritualism through the medium of education according to them it is through this synthesis well being and development of the individual, the society and the Nation is possible. Education, as Indian philosophies would mean, beings in the mother's womb. Preparation has to be made to make the womb a fit receptacle for a worthy Promising soul. The mind of the pregnant mother and the environment she is in, have a shaping influence on the child who is yet to be born. The essence of Indian philosophy is: From untruth lead me to truth. From darkness, lead me into light, From death, lead me to life eternal. These hold the key, to our cultural, religious and social problems. These have brought a new vista of knowledge and wisdom in the educational reconstruction and social reform. Indian education gives us that

education by which one creates environment conducive to attain accomplishment of mind, intellect of thought, of purpose, of intelligence, of sense and vision. Therefore the foundation of Indian education should be rooted through of highlighted on the above mentioned dimensions.

For long we have laid great stress on materialistic side of Education at the expense of spiritual education but it is the spiritual education which bring all round development of the individual and enable him to experience true love, peace, bliss, happiness, purity inside and these qualities teach the individual to live with his fellow beings in harmony and compassion for better living.

Hence, true education aims at the holistic development of the individual which includes physical, mental, moral, emotional, social and spiritual development. Therefore to achieve this goal, education should incorporate the study of philosophy, psychology, sociology as well as spirituality without which the goal of education cannot be fulfilled. Education is only the sole discipline which does not aim to attain only the individualistic and social development but aims at the multisided development of the individual.

To sum up, Education should incorporate philosophy, psychology, sociology and spirituality to fulfill its holistic goal and develop as a distinct discipline. In this context an important note can be made from the passage of Rig-Veda which pithily summarizes the point: "Ekam Sat Vipra Buhudha Vadanti" which means – truth is one, the learned call it differently. The close harmony between philosophy, psychology, sociology and spirituality blended with Education thus becomes obvious. They have to relate each other for a holistic human development that it is improve the quality of life and for a better world peace and harmony. This should be the basis of foundation of Indian Education.

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# Role of Education in Empowerment among Dalit Women in Greater Noida.

Ms. Veena Singh\*

## Abstract

*Indian society is a complex society, where tradition and modernity have co-existed. Dalit women are a class that has been suppressed and handicapped by inhibitions. Inequalities between the sexes have been built in the minds of men and women right from birth through the socialization process in our family and society.*

*No doubt Dalit female literacy rate has improved over the years. But despite various schemes, even now poor Dalit female literacy rate still exists. In Gautam Budhh Nagar girls are given facility of free education up to graduation but we have not been able to attain the aim of universalisation of elementary education. All the above reasons and factors encouraged the investigator to go for the present research.*

## Introduction

India is a country where women have been worshipped and crucified at the same time. In Puranic age it was believed "Yatra Naryastu Pujate, Ramante Jat ke Devta" it means the god reside in those places where women are worshipped. If mantras have been chanted to placate the goddesses, expletives have also been hurled at a domestic wife questioning her development and chastity.

In our society a woman enjoys several positions. She is a mother, a daughter, a sister and a savior of a family. She is a symbol of a sacrifice. Great philosophers and social reformers have advocated equal status for women. Womanhood is not restricted to kitchen. Only when the woman is liberated from the slavery of the kitchen then the true spirit may be discovered.

Gandhi Ji advocate that woman should have special knowledge of the management of home, care of the children and their education (True Education)

There should be genuine efforts to grant equal opportunities and freedom to women, who are not incompetent or inferior to any of us in any way. Education is the only way to improve the status of women in the society. There should be change in the attitude of masses towards women and women Education is most fundamental medium of social change. It can bring changes in customs, habits and attitudes.

According to Stroad "Education is or certainly may be, more than a mechanism of maintenance of societies; it is or may be means of their growth." Education is considered as an agent of social and economic development of the country. It is education that helps in developing the capacities of individuals and preparing for participation in a whole range and professional activities. Kothari Commission has given importance to woman education and has remarked.

"For full development of human resources, the improvement of human beings and for molding the character of children during the most

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impressionable years of importance than that of men."

### **Statement of the Problem**

"Role of Education in Empowerment among Dalit Women in Greater Noida."

### **Objectives**

1. To study the role of education among Dalit women in Greater Noida.
2. To study the role of empowerment among Dalit women in Greater Noida.
3. To find out the relationships of education and empowerment among Dalit Women in Greater Noida.
4. To find out the difference between the role of education in empowerment of educated and uneducated Dalit women.

### **Operational Definitions**

1. Dalit: Since Independence the schedule cast includes all those castes, tribes or races that have been included in the (VIII) schedule under article 341 of the Constitution of India.
2. Empowerment: Capability of people to gain the skills and knowledge that will allow them to overcome obstacles in life or work environment and ultimately help them to develop within themselves or in the society.

### **Delimitations of the Study**

1. The study will be limited to Greater Noida City only.
2. Only two educated Dalit women have been taken in the sample.
3. Only two uneducated Dalit women have been taken in the sample.
4. Women of 25 to 45 years of age will be taken in the sample.
5. Only married Dalit women will be included in the sample.
6. The study will be limited to only Dalit women.

### **Research Methodology**

To conduct the research, I follow the Case Study method in natural settings.

In Case Study method sampling is purposive. It is done with some purpose in mind. It is based on informational, not statistical consideration.

### **Sample of the Study**

In present study total sample of four respondents were taken which includes:

- a) Two Educated Dalit Women
- b) Two Uneducated Dalit women

### **Tools used in the study**

Following are the tools that are used in the study:

- 1) Information Performance of the respondents
- 2) Unstructured interview schedule

### **Datacollection**

Open ended interview technique was adopted for getting the information from the respondents. Here researcher has adapted interview guide approach in which topics and issues to be covered were specified in advance in outline form.

Researcher decided sequence and wordings of question in the course of interview. In the present study an interview schedule is used but questions were added & altered according to the response given by subject. The sample participants under study were observed while performing their day to day activities also they were observed at their home and workplace. Their gestures and expressions during observation were minutely noted form.

In case study method inductive or open data analysis is done to identify the multiple realities in data. It relates well the investigator respondent interaction. In this type of analysis two sub



processes are involved unitizing & categorizing. In unitizing raw data is systematically transformed and aggregated into units categorizing can be described as constant comparative method. In this type of analysis many conclusions can be drawn through the realities. Inductive analysis is prevalent in case study method because it allows the observer to become immersed in a group. The researcher starts with the answer and four questions through the research process. Hypothesis and theories can continuously change depending on what the observer want to know.

### Analysis & Interpretation of Data

From the analysis and Interpretation of the Data, the following findings were drawn:-

1. It was found that socio-economic status uneducated Dalit women was pity while in educated sample was the not so good but better then the uneducated Dalit women.
2. The experience of Dalit women is sour in comparison to non Dalit women.
3. The feeling of inferiority complex is more in uneducated Dalit women in comparison to Educated Dalit women.
4. The reason behind the Education of uneducated Dalit women is their socio-economic status.
5. Educated and uneducated Dalit women have some common experiences such as "untouchability".
6. The experiences regarding untouchability among uneducated Dalit women were found to be more prominent but in educated samplle found to be hidden from.
7. Educated Dalit women were more aware regarding their rights and responsibilities as well as they were more aware about the Government policies and programmes which were launched for their welfare.
8. Uneducated Dalit women and Educated Dalit women has deferent attitude towardstheir life.
9. Poverty was found to a big hurdle in the progress of the Dalit women.

### Conclusions and Suggestions

There are some general suggestions for Dalit women:-

1. Networking with movements, organizations and campaigns with similar Mission.
2. Creating awareness among the excluded communities and creating global awareness about inclusive politics.
3. Organizing the excluded communities especially dalit women.
4. Advocating for their socio-economic, educational, health, gender, political, cultural and environmental rights.

Present study has been taken as "Role of Education in Empowerment among Dalit Women in Greater Noida" which explores mainly three areas that must be improved: Education of Dalits, Socio-economic status of Dalits, Empowerment of Dalit women.

The study shows the difference in the socio economic status of educated Dalit women and uneducated Dalit women. There is a need on part of the government to intervene in the matters regarding policies and aids which are given to schedule caste. It is the duty of the government that financial aids should be reached to the marginalized sections of the society. There is a large gap between formulations and mediations of policies for schedule caste, hence government should take some steps to nullify this gap. At present gender budgeting is done by the government for general men and women, but there is no criteria for Dalit women budgeting. So government should bring out some positive modifications in gender budgeting for Dalits.

More Dalit based researches should be done and there should be a provision of scholarships for these researchers, so that a large body of knowledge about Dalits can be gathered and some suggestions based on this knowledge should be given to government for the upliftment of Dalits. The issue is open for further researches.

# Constructivist Approach As Transforming Pedagogy: An Experiment With Elementary Classes

Neha Gupta\*

## Abstract

*This study used an experimental method to examine the impact of Constructivist training on teacher's pedagogy. The purpose of this study is to determine to what extent the Constructivist training has transformed the attitude of the teachers towards their teaching pedagogy. It should be noted out here that the teachers selected for training were already trained In-service teachers using Behaviourist approach/ traditional approach in their classroom. This article will discuss how the training of Constructivism to teachers has helped them to change their pedagogy from Teacher centred approach to Student centred approach of teaching-learning.*

*Data was collected using Ahulwalia Attitude Inventory and Achievement test of Social science developed by researcher. This article will focus on teachers related themes, the most important being the change in teachers pedagogy. In Learner centred classroom, the classroom environment changed as teachers allowed students to take more ownership in the learning process. As teachers took on the role of facilitators, improvement in rapport with students became apparent, which results in improved academic achievement of the students.*

*Changing from a teacher centred environment to one that is student centred can be challenging. As teachers who are in service, have long tradition of using traditional approach of teaching, changing their teaching pedagogy is a challenging task for them. But it has been found in this research that after giving training and seeing the positive impact of it on the achievement of the students, teachers were convinced to transform their teaching pedagogy for the benefit of the learners.*

**Key words:** Constructivism, Achievement, Training, Teachers, Students.

## Introduction

Teaching is the process of attending to people needs, experiences and feelings, and make specific interventions to help them learn particular things. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating

learning activities such as discussion, simulations and practice.

According to Hough and Duncan (1970), teaching has been seen as a creative and imaginative activity instead of a sheer mechanistic way of influencing human behaviour. Flanders (1970) says, "The act of teaching is an activity which involves the teacher and the pupils and the interchange between them is not one way but two

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ways or reciprocal. McKay (2000) the teacher's role is to be a collaborator, who participates with the children in constructing reality by engaging in open-ended inquiry that elicits and addresses student's misperceptions. The teacher interacts with the students to come to new understandings. Group work and class discussions are the critical activities in a classroom.

### **The Lecture Method**

This 'Tongue and the Ear Method' is by and large the most widely used method of teaching and learning and consists of dispensing of information by the teacher to the students. The teacher is active and the student is passive. The method conceives that the completion of the prescribed course content by the teacher in this fashion is the main purpose of education. The teacher's proficiency is judged by the quantum of information transmitted and not by its assimilation by the students. Teaching thus become both the means and the end learning not the core concern. Socrates distrusted the lecture method on the ground that the lecture puts ready-made ideas into the minds of pupils without giving them a chance to explore and experiment for drawing their own conclusions and thereby discover their own potentials.

### **The Constructivist Approach and Learner as Constructor of knowledge**

The constructivist philosophy views knowledge as contextual and subjective. It cannot be transmitted to passive learners. Knowledge is always the result of a constructivist activity and students construct knowledge in the particular context in which the cognizing individual is operating. Constructivism provides a new theory of learning and also a new theory of teaching where learner is the main actor.

Constructivist like Driver and Easley believed that children construct knowledge by reconciliation of new information with their prior

knowledge. Piaget's view of constructivism is based on the developmental stages of the learner. He believed that individuals construct knowledge individually based on the past experiences and through adaptive process. Vygotsky on the other hand believed that construction of knowledge occurs through interaction in the social world.

In traditional methods focus is on teaching strategies and teacher. Learners are passive receptors of knowledge. In such classrooms, lecture method predominates and teachers stress on completing the voluminous syllabus. In constructivist paradigm teacher facilitates the process of knowledge construction by students. Constructivism allows academic freedom to students and encourages cooperative learning and sharing of thinking among peers. Students use problem solving method; investigate projects, experimental learning, concept mapping and field surveys for constructing new ideas. In the process they question the existing ideas, formulate and test hypotheses, draw conclusions, compare their findings and results with those of others, verify and validate their own beliefs. Students develop the habit of self-directed learning.

Learner centred approaches used in a classroom In the traditional classroom where teacher is the main actor and students are passive receptors of knowledge, teacher predominately uses the lecture method or at the best demonstrates and provides the explanations to the students. In the learner centred approaches, the focus is on the learner and therefore in a learner centred classroom, students use their own learning strategies. They may use problem solving, experiential learning, investigatory approach, social inquiry and concept mapping for constructing and validating new ideas.

### **Experiential learning**

Experiential learning asserts the importance of critical reflection in learning. Kolb, one of the

proponents of experiential learning, developed a cyclic model of experiential learning involving four steps, namely concrete experience, observation and reflection, formation of new concepts/ideas and validating new ideas.

### **Problem solving**

The second important approach within the learner centred framework is problem solving. The problem solving approach has several advantages over expository methods. It helps in developing higher cognitive abilities of thinking rationally as well as transfer and application of knowledge to new situations. Learning through problem solving is more meaningful, permanent and transferable compared to learning through traditional expository methods.

In the problem solving approach, students are active participants in the construction of new knowledge whereas in traditional methods, students are passive receptors of knowledge. In problem solving, students formulate hypothesis, suggests alternate solutions, conduct experiments, draw generalizations, compare their findings and result with those of others, verify and validate their own ideas whereas through traditional methods of lecture, reading or recitation, students receive existing knowledge. Through problem solving approach students develop the thinking, observational and enquiry skills.

### **Investigatory approach**

Investigatory approach develops the abilities to formulate hypotheses, measuring, planning, enquiry and communication. The steps involved in investigatory approach are posing useful questions, planning out investigation, hypothesizing, predicting and evaluation. This approach is particularly helpful in learning natural science and social science subjects.

### **Concept mapping**

Concept mapping for meaningful learning is another emerging method in learner centred framework. Concept mapping is particularly useful in learning about the structure of knowledge and understanding the process of knowledge construction. It involves meta-learning, that is, learning about learning. Concept mapping uses three types of knowledge facts, concepts and generalizations. The steps involved in concept mapping are selecting the keys concepts and sub concepts, linking the concepts and sub concepts through prepositions and making meaning out of horizontal and vertical linkages. Concepts may help in understanding the existing concepts of the learners. These can also be used to diagnose the misconceptions of students.

### **Social inquiry approach**

Social inquiry is a useful learner centred approach. This approach requires students to collect data, analyse and interpret data, draw generalizations and develop theories and concepts on the basis of empirical research-based data. Field survey and research involves community participation.

### **Creative writing**

The learner centred methods that can be used to develop cognitive and affective abilities of a higher order among students is creative writing. This method can be used to teach all subjects like language, science, social science and mathematics. Creative writing helps in developing abilities of reporting, arguing, explaining, persuading, reflecting, coping and evaluating. Creative writing allows free expression of thoughts, feelings and emotions.

Learner centred approaches include all those methods where learner's own initiative and efforts are involved in learning.

## Hypothesis of the study

1. There is no significant difference in the mean scores of Attitude towards Child-centered Practices of control and experimental group teachers.
2. There is no significant difference in the achievement test scores of students taught by Constructivist trained and Conventional approach teachers.

## Methodology

Random sampling technique was used in the present study. Two group of teachers were selected, control group of teachers who were teaching through traditional approach of teaching ie. Teacher centred. Other group was experimental group of teachers who were teaching through constructivist approach ie. Student centred. Students were selected from the class of both the control group and experimental group teachers.

Data was collected both from the elementary in-service teachers using Ahulwalia Inventory of Teaching Attitude and from their class students using Achievement test of Social science developed by the researcher.

## Sample

Two government schools of Delhi were selected randomly. From these two schools, a sample of 20 teachers from each school was selected ie. total of 40 teachers. 20 teachers were conventional trained teacher and 20 were constructivist trained teacher. 20 students taught by conventional group and 20 students taught by constructivist group of teachers were selected respectively.

## Results and discussion

1. There is no significant difference in the mean scores of Attitude towards Child-centered Practices of control and experimental group teachers.

**Table 1: Mean scores of Attitude towards Child-centered Practices of control and experimental group teachers**

Variable	Compared group	N	Mean	S.D	Df	t value	Result
Attitude towards Child centered practices	Control	20	37.4	4.53	38	5.4*	Significant
	Experimental	20	44.9	4.24			

Note: \*  $p < .01$

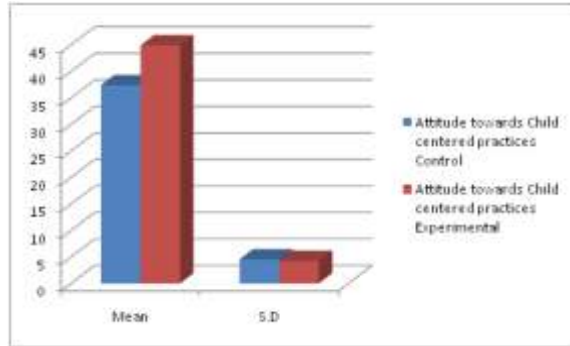


Table 1 shows that the mean scores of Attitude towards Child centred practices of control and experimental group teachers are 37.4 and 44.9 respectively. Calculated t value is 5.4, which is more than the table value 2.71 at 0.01 level of significance. Therefore, the null hypothesis that there is no significant difference in the mean scores of Attitude towards Child centred practices of control and experimental group teachers is rejected. Henceforth, it can be

concluded that attitude of teachers did differ significantly in relation to their attitude towards child centred practices among the conventional and constructivist trained teachers.

2. There is no significant difference in the achievement test scores of students taught by Constructivist trained and Conventional approach teachers.

**Table 2: Achievement Mean scores of Students of Conventional and Constructivist group**

Variable	Compared group	N	Mean	S.D	Df	t value	Result
Achievement post test scores	Conventional	20	23.00	6.521	38	5.139*	Significant
	Constructivist	20	32.75	5.428			

Note: \*  $p < 0.01$

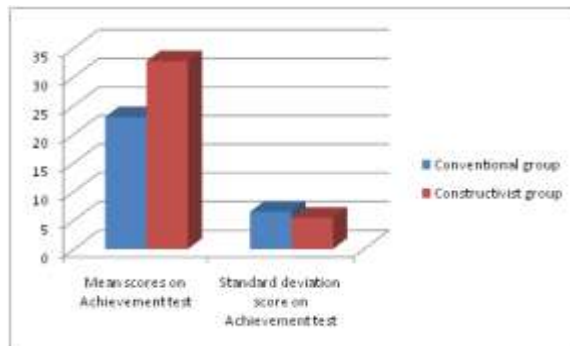




Table 2 represents that the mean score on achievement of students taught through Conventional teaching and Constructivist teaching is 23.00 and 32.75 respectively. Calculated t value is 5.139, which is more than the table value 2.71. Therefore, the null hypothesis that there is no significant difference in the achievement test scores of students taught by Constructivist trained and Conventional approach teachers is rejected. Henceforth, it can be concluded that the student's taught by teacher centred approach and learner centred approach saw significant difference in their achievement.

## Conclusion

From the above findings, it can be said that the Constructivist trained teachers significantly improved their attitude towards child-centred practices, when compared to the Conventional group teachers. It means that the Constructivist trained teachers were in favour of using the child centred approach of teaching-learning in their classroom. The teachers of both the groups on seeing the achievement scores of the students were convinced that the students learnt effectively from the Constructivist approach rather than from traditional approach.

Changing from a teacher centred environment to one that is student centred can be challenging. As teachers who are in service, have long tradition of using traditional approach of teaching, changing their teaching pedagogy is a challenging task for them. But the significant increase in the academic scores of the experimental group students, teachers were convinced that changing their teaching

pedagogy from teacher centred approach to learner centred approach will bring an effective growth in the overall development of the learners.

Hence, it is the requirement of the time that Changes in pedagogy of school subject for reconstruction of concept should be initiated. The teachers at the grass root level should take an initiative to train themselves with the learner centred approaches so that the ultimate goal of teaching-learning can be fulfilled with effectiveness.

## Delimitation of the study

1. The study was limited to Elementary school level only.
2. The sample of the study was only from Delhi area.
3. The study was limited to Social science teachers.

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# Communication in Education through Technology

Rakhi Tyagi\*

## Abstract

*Our mean to communication is the way in which we exchange our views , ideas and thoughts to each other. In ancient time there was very few ways of communications, as soon as the time passes away people are required to explore new ideas with the help of technology. They explored internet Emails, social media groups such as Face book, WhatsApp, WeChat, Internet calling, SMS services, Mobile phones, Telephones etc.*

*Now a days the Technology is playing important role in education in with the help of smart board, OHP, Telescope and other Audio-Visual aids can be connected through internet and can collect the information from throughout the world.*

*Technology is upgrading day by day but still there are so many places in rural areas where there is no connectivity of the internet/mobile services, because of that they are not able to use communication technology in their education. Only few people are able to manage reached to Metropolitan cities those are using communication technology in their education.*

*Communication should be effective and efficient for those people who are listening; positive communication has a great impact over the students because it includes attention and respectful response. On the other side negative communication can never be use to explain your opinion and ideas.*

*Communication is an effective tool which plays an important role to bind the people with each other. Communication plays a crucial role inbreaking the ice among different persons and making them close to each other and their managing organizational diversity.*

**Key words:-** Technology, Communication, Higher Education

## Introduction

We can see that communication is playing an important role in Higher Education, some diversity issues arise in communication when people come together to take higher education for further studies. The communication problem is common because students from different

cultures, caste, age, nationality, color and educational skill start up a conversation they face difficulty in understanding the language of other people, but the technology brings the solution of all problems of communication by using the technology, the world become more of a global village, we become more closer to our neighbors from other countries. in education, some studies

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have highlighted the potential benefits of communication technologies for improving the quality of education, students use technology depending on their perception and their trust. In this way technology can contribute to the education with the help of smart board, OHP, Telescope and ICT can be connected through internet and can collect the information from throughout the world. The communication in education through technology could provide a way to rethink and redesign the educational system and process, thus leading to quality education for all. Appropriate use of technology in education is considered a key factor in improving quality at educational level.

All aims of Government to provide the most comprehensive education possible for their citizen within the constraints of available finance. Technology in Education and Technology of Education. :-

The uses of audio – visual idea, equipment's, machines, ICT, OHP, TV, Computers in education makes the "Technology in Education", on the other hand, approach to educational technology is "Technology of Education". This approach characterizes the methodology appropriate to learner's needs, learning objectives, the process of learning and teaching as well as availability of resources. Technology of education includes technology in education.

Teleconferencing is also playing a vital role in the use of technology in higher education, with the help of teleconferencing we can bring together the several participants which are from different-different locations at the same time at the same place and can discuss their problems with their teacher's/ tutors.

### **Technology in Education (Media and ICT)**

From the beginning, research has been centered on audiovisual media, but given the development of other technologies and

particularly the inclusion of computers in education. Studies on the media itself leading to design analysis and media evaluation, involving software, hardware and even courseware. The interaction of media-subject and the possible modulator effects between them are considered to promote learning. We should highlight in particular those studies in which the impact of intelligent technologies on human reasoning and learning. Several models have been developed from which the relations between media attributes, teaching method, learning tasks and student's cognitive outcome were explored.

In recent studies, researches in to educational media has aimed to solve those problems that media faces in teaching and learning situations, Teacher's initial and continuous training in order to better help them integrate technology in teaching and learning.

Now, how is ICT contributing to the development of teaching and learning processes....? As previously pointed out, one of the main concerns of studies on educational technology has been to identify what uses of ICT are being applied in education and how teaching and learning process can be better developed through them. Keeping in mind this perspective, we considered it of interest to inquire into teacher's opinions about the teaching and learning processes. we could be encouraged to use when incorporating ICT in teaching and learning technologies in higher education.

### **Conclusions**

We can conclude here the use of technology in communication for higher education is playing an important role – in particular those involving attention, perception, application of learning and understanding. Moreover, those related to information transmission and knowledge facilitation are well thought of Technology. Here we can exchange our views, ideas and thoughts to each other through the help of technology in higher education with unity in diversity.

# प्राचीन एवं वर्तमान भारतीय शिक्षा का समसामयिक अध्ययन गुरुदेव रविन्द्रनाथ टैगौर के शैक्षिक विचारों के परिप्रेक्ष्य में।

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## शोध - सार

प्रायः संसार में मानव जीवन के कल्याणार्थ उसी मनुष्य का जन्म सार्थक है जिसके द्वारा राष्ट्रीय, वियव एवं जनमानस की उन्नति हुई और साथ ही विश्व बन्धुत्व भावना की प्रेरणा से विश्व को अप्लावित किया हो। वास्तव में महापुरुष वही कहलाते हैं जिनका राष्ट्रीय एवं अंतरराष्ट्रीय जागृति जीवन निर्माण एवं संस्कृति की रक्षा में सहयोग होता है। ऐसे महापुरुष जन्म मृत्यु के बन्धन से ऊपर उठकर अमर हो जाते हैं तथा समाज के पथ प्रदर्शक, मानवता के प्रचारक, सद्गुणों के प्रेरक, राष्ट्रीयता के पोषण आदर्श के प्रेरक होते हैं। हमारी पवित्र भारत भूमि सदियों से विचारकों एवं दार्शनिकों की जन्म भूमि रही है। ऐसी महान विभूतियों ने देश के सामाजिक एवं सांस्कृतिक मूल्यों को जीवित ही नहीं रखा वरन् विकसित भी किया है। उनके विचारों तथा दर्शन ने समाज तथा शिक्षा जगत को प्रभावित किया तथा समय समय पर नयी दिशा प्रदान की है। गुरुदेव रविन्द्रनाथ टैगौर उन्हीं विभूतियों में से एक हैं जिनके शैक्षिक चिन्तन की प्रासंगिकता वर्तमान राष्ट्रीय शिक्षा नीति के परिप्रेक्ष्य में देखी गयी है।

गुरुदेव शिक्षा को मनुष्य जीवन की अनिवार्य आवश्यकता मानते थे। इनकी दृष्टि से शिक्षा वह सामाजिक प्रक्रिया है जिसके द्वारा मनुष्य भौतिक प्रगति करता है और आध्यात्मिक पूर्णता की प्राप्ति करता है। भौतिक दृष्टि से गुरुदेव ने शिक्षा को इस प्रकार परिभाषित किया है। "वास्तविक शिक्षा वह है जो उपयोगी वस्तुओं की वास्तविक प्रकृति को जानने और उनके उपयोग करने और उनसे वास्तविक जीवन की रक्षा करने में सहायता करती है।" पर साथ ही गुरुदेव सृष्टि को कण-कण में व्याप्त मानते थे और यह मानते थे कि मनुष्य जीवन का अन्तिम उद्देश्य इस आध्यात्मिक एकात्म भाव की अनुभूति करना है। इनकी दृष्टि से यह शिक्षा का सर्वोच्च उद्देश्य अथवा कार्य है इनके अपने शब्दों में "सर्वोच्च शिक्षा वह है जो हमारे जीवन और समस्त सृष्टि के बीच समरसता स्थापित करती है।"

गुरुदेव रविन्द्रनाथ टैगौर की शैक्षिक सम्पदा न केवल भारत की वरन् समस्त विश्व की शिक्षा संस्थाओं की अमूल्य धरोहर एवं स्थाई निधि बन गई है। भारतहय धरा के इस महान शिक्षाविद् ने न केवल समस्त विश्व को अपने काव्य से अभिभूत कर दिया था वरन् अपने शैक्षिक चिन्तन से आधुनिक राष्ट्रीय शिक्षा व्यवस्था को एक नवीन दिशा की ओर अग्रसर किया है। इस अमर व्यक्तित्व ने देशकाल की सीमाओं को लांघकर विश्व भारतीय संस्कृति की व्यापकता, उदारता, तार्किकता, सहनशीलता एवं आदर्श समाज हेतु वांछनीय शिक्षा व्यवस्था को जन्म देने की प्रेरणा दी है।

## प्रस्तावना

आधुनिक युग "आधुनिक भूमण्डलीय युग" कहलाता है। जहाँ किसी भी राष्ट्र के लिए उसके भौतिक व मानवीय संसाधन अत्यन्त महत्वपूर्ण हैं। उसमें भी मानवीय संसाधन नहीं ऐसा है जोकि विश्व के सभी भौतिक संसाधनों का उचित प्रयोग करने में समर्थ है।

आज के विकासशील युग में प्रत्येक राष्ट्र अपने मानव संसाधनों के संपक्षण एवं विकास पर प्रमुखता से जोर देता है। राष्ट्र की इस बौद्धिक सम्पदा का संरक्षण करने का एक मात्र उपाय "अच्छी

शिक्षा" है। शिक्षा प्रणाली मानव की योग्यताओं के अधिकतम विकास की सबसे सरल व्यवस्थित व प्रभावी विधि है।

शिक्षा जीवन की एक स्वाभाविक प्रक्रिया है जो नवजात असहाय शिशु में सर्वांगीण विकास करके समाज में अपने विभिन्न उत्तरदायित्वों को सही ढंग से निर्वाह करने योग्य बनाती है।

प्राचीन काल से ही भारत शिक्षा के क्षेत्र में अग्रणी रहा है। जिससे उसे "जगत गुरु" की उपाधि दी जाती है।

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भारत में शिक्षा का इतिहास अति प्राचीन है। जहाँ गुरु परम्परा का साधक गुरुकुल प्रणाली "वैदिक शिक्षा" व्यवस्था में देख सकते हैं जोकि वेद, धर्म, प्राचीन भारतीय संस्कृति तथा गुरु प्रधान समाज के दर्पण हैं।

उत्तर वैदिक काल में धार्मिक व भौक्षिक परिस्थितियाँ जब कठोर व असहनीय हो गयीं तब एक नये युग मानवतावादी युग का आरम्भ हुआ। यह समय भारत में एकता, समानता व भ्रान्ति का काल माना गया।

इसके पीछे कारण तत्कालीन शिक्षा व्यवस्था को माना गया जो कि बौद्ध व जैन की शिक्षा व्यवस्था से प्रभावित था। जहाँ शिक्षा के लिए धर्म, कुल, सम्प्रदाय व वर्ण नियमों से स्वतन्त्र था।

उसके बाद मुगलों का आगमन हुआ। विदेशी संस्कृति और शिक्षा ने प्राचीन भारतीय शिक्षा व्यवस्था को नष्ट-भ्रष्ट कर मुस्लिम शिक्षा व्यवस्था व संस्कृति को भारत में स्थापित किया व वर्षों तक मुगल शिक्षा व्यवस्था भारतीय समाज का अहम हिस्सा रही।

अँग्रेजी व्यापारियों के आगमन के साथ ही ईसाई मिशनरी का आगमन हुआ जिससे भारत में पाश्चात्य शिक्षा की नींव डाली तथा शिक्षा को पूर्णतः परिवर्तित करके रख दिया। आज का भारत जो राजनीतिक रूप से स्वतन्त्र है, परन्तु शैक्षिक रूप से पूर्णतः पाश्चात्य शिक्षा की बेड़ियों में जकड़ा है। हमारी शिक्षा नीतियाँ, शैक्षिक विचार तथा क्रिया-कलाप आज भी अँग्रेजी की देन हैं।

तत्कालीन शिक्षा व्यवस्था को देखते हुए कई महान भारतीय दार्शनिकों, शिक्षाविदों एवं महान विभूतियों ने शिक्षा के लिए अपने विचार दिये। ये महापुरुष स्वामी दयानन्द सरस्वती, राजा राममोहन राय, आचार्य विनोबा भावे, गुरुदेव रविन्द्रनाथ टैगोर, स्वामी विवेकानन्द, महात्मा गाँधी आदि थे जो भारतीय परिस्थितियों आव यकताओं के आधार पर शिक्षा के सिद्धान्तों का निर्माण करना चाहते थे।

गुरुदेव रविन्द्रनाथ टैगोर ऐसे ही एक महापुरुष थे जिन्होंने न केवल पाश्चात्य शिक्षा व भारतीय शिक्षा पद्धति को नजदीक से महसूस किया बल्कि उसको नया रूप देने के लिए एक प्रयोगशाला भी खोल डाली। यह प्रयोगशाला "विश्वभारती" के नाम से आज अन्तर्राष्ट्रीय स्तर की शिक्षा के लिए कार्य कर रही है।

भारतीय संस्कृति का परिचय पश्चिमी देशों से और परिचय पश्चिमी देशों की संस्कृति का परिचय भारत से कराने में गुरुदेव रविन्द्रनाथ टैगोर का महत्वपूर्ण योगदान है। वे आधुनिक भारत के असाधारण सृजनशील मानव माने जाते हैं जिन्होंने जीवन के प्रत्येक पहलू पर बारीकी से काम किया।

गुरुदेव का योगदान सम्पूर्ण शिक्षा व्यवस्था के लिए वरदान है। उन्होंने शिक्षा को प्रत्येक स्तर पर (प्राथमिक, माध्यमिक व उच्च) को अपने विचारों में स्थान दिया जिसका जीवन्त उदाहरण आज शान्ति निकेतन ट्रस्ट द्वारा चलाये जा रहे विद्यालयों व विश्वभारतीय विश्वविद्यालय हैं।

## समस्या कथन

प्राचीन एवं वर्तमान भारतीय शिक्षा का समसामयिक अध्ययन गुरुदेव रविन्द्रनाथ टैगोर के शैक्षिक विचारों के परिप्रेक्ष्य में।

## उद्देश्य

- 1 प्राचीन शिक्षा एवं आधुनिक शिक्षा के विचारों का अध्ययन करना।
- 2 गुरुदेव रविन्द्रनाथ टैगोर के शैक्षिक विचारों का अध्ययन करना।
- 3 समसामयिक भारतीय समाज के परिप्रेक्ष्य में गुरुदेव रविन्द्रनाथ टैगोर के शैक्षिक विचारों का अध्ययन करना।
- 4 समसामयिक राष्ट्रीय ध्येय के परिप्रेक्ष्य में गुरुदेव रविन्द्रनाथ टैगोर के शैक्षिक विचारों का अध्ययन करना।

## व्यक्तित्व

गुरुदेव रविन्द्रनाथ टैगोर का जन्म कलकत्ता के एक सुप्रतिष्ठित परिवार में 6 मई 1861 को हुआ था। इनके पिता श्री देवेन्द्रनाथ टैगोर उस समय के प्रसिद्ध विद्वान, कलाप्रेमी, धर्मप्रिय, समाज सेवक, राष्ट्रभक्त व साधु प्रवृत्ति के व्यक्ति थे। सादा जीवन उच्च विचार का प्रवर्तक इस परिवार की विचारधारा ने रवीन्द्र के जीवन पर गहरी छाप छोड़ी। ये अपने पिता की चौदह सन्तानों में नवीं सन्तान थे। जन्म के समय से ही स्वस्थ व सुन्दर थे। जन्म के समय इस बालक को विशेष महत्व नहीं मिल पाया चूँकि इनकी माता शारदा देवी का स्वास्थ्य ठीक नहीं रहता था अतः उनकी बड़ी बहन "सौदामिनी" ने इनकी देखभाल की। सौदामिनी बुद्धिमती, व्यवहार कुशल व धैर्यशील महिला थी। वे घर में रवीन्द्र को रवी कहकर पुकारती थी।

बालक रवी का बाल्यकाल अपने भाई बहनों व भतीजे भतीजियों के साथ नौकरों के बीच बीता। वह बचपन से चंचल प्रवृत्ति का बालक था व उसे एक स्थान पर बैठना पसंद नहीं था परन्तु नौकरों के निसन्त्रण में उनका बालजहवन अति अन्धकारमय रहा। बालक रवी परियों की कहानियाँ बड़े शौक से सुनता व नौकरों से भूतों की कहानियाँ सुनने में उसे बड़ा मजा आता था। वह अपने चारों ओर की चीजों का गहराई से अध्ययन करने की कोशिश करता रहता था।

रविन्द्रनाथ की शिक्षा का आरम्भ इनके घर पर ही हुआ। पिता देवेन्द्रनाथ ने घर पर ही संस्कृत, बांग्ला, अँग्रेजी, चित्रकला, संगीत आदि के शिक्षक नियुक्त किये थे।

सबसे पहले उन्हें घर के पास स्थित "ओरियेंटल सेमेनरी स्कूल" में भर्ती कराया गया परन्तु अध्यापकों के कठोर व अनन्यवैज्ञानिक व्यवहार के कारण ये अधिक समय तक विद्यालय में नहीं रह सके। 7 वर्ष की आयु में रवीन्द्र को "नॉर्मल स्कूल" में भर्ती कराया गया परन्तु पुनः उस कृत्रिम वातावरण में वे समायोजित नहीं हो सके। दो वर्ष बाद इन्हें ईसाई विद्यालय "बंगाल एकादमी" में भर्ती कराया

गया परन्तु यहाँ भी रवीन्द्र का मन नहीं लगा।

अन्त में इन्होंने ये विद्यालय भी छोड़ दिया। अच्छे परिणाम न मिलने पर उन्होंने व्यक्तिगत रूप से घर पर ही संस्कृत, बांग्ला, अँग्रेजी, चित्रकला, संगीत, दर्शन, भूगोल आदि विषयों का अध्ययन किया।

इसी बीच जब ये 12 वर्ष की आयु के थे उनका यज्ञोपवीत संस्कार हुआ तथा उनको अपने पिता के साथ देश भ्रमण का मौका मिला। प्राकृतिक सौन्दर्य से भरपूर वातावरण में इन्होंने वेद व उपनिषदों का अध्ययन करना आरम्भ किया इसके अलावा पिता के मार्ग दर्शन में सामाजिक, धार्मिक व राजनैतिक कार्यों में भी बढ़ चढ़कर प्रतिभाग किया।

1878 में टैगोर उच्च शिक्षा के लिए विलायत गये। उनके भाई भी साथ में गये जहाँ इन्हें "वाइटन स्कूल" भर्ती कराया गया परन्तु ये वहीं भी नहीं रह पाये।

### रविन्द्रनाथ टैगोर का व्यावहारिक जीवन व गतिविधियाँ :

1881 में स्वदेश वापस आने के बाद इन्होंने ट्रस्ट व समाज सेवा आरम्भ की। विभिन्न पत्र-पत्रिकाओं में राष्ट्र प्रेम, समाज सेवा, मानवता से सम्बन्धित लेख छपने लगे। "गीतांजली" उनकी प्रसिद्ध रचना थी जिसके लिए इन्हें 1913 में नोबल पुरस्कार भी प्राप्त हुआ।

1901 में उन्होंने बोलपुर में स्थित शान्तिनिकेतन में "शान्तिनिकेतन आश्रम" की स्थापना की। जहाँ अध्यापक के रूप में स्वयं कार्य करने लगे। उनके पाँ छात्रों से आरम्भ होने वाली शान्तिनिकेतन वर्षों बाद ही 6 मई 1922 में विश्व भारतीय विश्वविद्यालय के रूप में विख्यात हुई। इस अन्तर्राष्ट्रीय विश्वविद्यालय ने आज भी पूर्व पश्चिम के मध्य समन्वय स्थापित करने का कार्य किया है।

इस महापुरुष का महाप्रयाण 07 अगस्त 1941 को हुआ। उनकी मृत्यु पर महात्मा गाँधी ने कहा — हमने विश्व कवि को ही नहीं एक राष्ट्रवादी मानवता के पुजारी को खे दिया है। शान्तिनिकेतन के रूप में उन्होंने राष्ट्र के लिए ही नहीं समस्त संसार के लिय अपनी विरासत छोड़ी है।

### रविन्द्रनाथ टैगोर का शिक्षा दर्शन तथा आधुनिक शिक्षा में उसकी उपयोगिता

आधुनिक अन्तर्राष्ट्रीय समाज मानवतावाद का परिचायक है जो शान्ति सद्भावना एकता व सर्वजन हिताय का पोषक है। भारतीय समाज प्राचीनकाल से ही इस प्रकार की सोच का परिचायक रहा है। रविन्द्रनाथ भी मानवतावादी विचारधारा के प्रेरक थे। उनके शैक्षिक विचारों में मानवतावाद की झलक स्पष्ट रूप से दिखाई

देती है। मानव का लक्ष्य आत्मसाक्षात्कार है और शिक्षा के बिना आत्मसाक्षात्कार सम्भव नहीं है। वे पूरव तथा पश्चिमी दोनों शिक्षा व्यवस्थाओं से स्वयं अवगत थे अतः उन्होंने नव वेदान्त व पाश्चात्य वैज्ञानिक दृष्टिकोण का समन्वय किया।

शिक्षा का अर्थ— "शिक्षा सिर्फ ज्ञान की पूर्णता द्वारा अपने को समृद्ध करना मात्र नहीं है बल्कि मनुष्य और मनुष्य में प्रेम व मित्रता की स्थापना करना है"।

पाठ्यक्रम — टैगोर शिक्षा को दो भागों में बाँटते थे।

### ज्ञान

#### व्यवहार

औपचारिक शिक्षा ज्ञान से सम्बन्धित है जबकि व्यवहारिक शिक्षा प्राप्त ज्ञान की जीवन से सम्बद्धता है। अतः टैगोर ने सैद्धान्तिक ज्ञान के साथ साथ व्यवहारिक ज्ञान को पाठ्यक्रम में शामिल किया।

बालक व शिक्षक सम्बन्ध— बालक शिक्षा को केन्द्र है तो शिक्षक मार्गप्रदर्शक शिक्षक आदर्शवाद का प्रवर्तक है जो बालक को आलसाक्षात्कार की ओर ले जाता है। शिक्षा में पुस्तकीय ज्ञान की उपेक्षा करना तोते की पढाई को रूप में माना गया। येश्वर सोर आखम्बर व खर्च के बावजूद शिक्षा के उददेश्य को पूर्ण करने में असमर्थ है।

शिक्षण विधि— भ्रमण, करके सीखना, प्रकृति की गोद में रहकर सीखना प्रत्यक्ष श्रोतो के माध्यम से वास्तविक वस्तुओं के सम्पर्क में आकर उनके अवलोकन से ज्ञान प्राप्त करना।

विद्यालय— रवीन्द्रनाथ टैगोर प्राकृतिक शिक्षा के पक्षधर थे उनका कथन था ईश्वर ने मानव को नगरों में ईंट व गारे के मध्य जन्म लेने के उददेश्य से नहीं बनाया है। वृक्ष, पौधे, शुद्ध वायु, नदियाँ झरने तालाब आदि किसी विद्यालय की बेंच भवन, श्यामपट्ट व परीक्षा से कम नहीं है।

यदि एक आदर्श विद्यालय की स्थापना करनी हो तो इसे मानव के निवास स्थान से दूर एकान्त में विस्तृत आकाश के तले, विस्तृत क्षेत्र पर वृक्षों व पौधों के बीच स्थापित करना चाहिए।

किताबों की गुलामी से छुटकारा तथा प्राकृतिक समझ पैदा करने वाली शिक्षा है।

शिक्षा का माध्यम— शिक्षा का माध्यम मातृ भाशा होना चाहिए चूँकि व्यक्ति अपने विचारों की सर्वोत्तम व्याख्या मातृ भाशा के माध्यम से ही कर सकता है।



## रवीन्द्रनाथ टैगोर के विचारों का आधुनिक शिक्षा में योगदान—

वर्तमान भारतीय शिक्षा तथा शैक्षिक विचारधारा पाश्चात्य विचारधारा पर आधारित है जो भले ही पाश्चात्य परिप्रेक्ष्य में सफल हो परन्तु हमारी ऐतिहासिक, सामाजिक व सांस्कृतिक परिस्थितियों से पूर्णतः भिन्न होने के कारण भारतीय विद्यार्थियों के लिए अनुपयुक्त है।

रविन्द्रनाथ व्यक्ति की सकारात्मक स्वतन्त्रता की बात करते थे जो आत्मसाक्षात्कार में सार्थक होती है जो व्यक्ति को उसके जीवन उद्देश्य की ओर ले जाती है परन्तु आज की शिक्षा व्यावसायिक व केवल आर्थिक उद्देश्यों की पूर्ति करने वाली है। रवीन्द्रनाथ के अनुसार भी स्कूल शिक्षा की फ़ैक्ट्री बनावटी, रंगहीन व दुनिया के सन्दर्भ से सफेद दिवारों से झांकती मृत्यु के आँखों की पुतली है।

अधिकतर वयस्क बच्चों को इशारों पर नाचने वाली कठपुतलियों यमझते हैं। जिससे वे बचपन से दूर हो जाते हैं। विद्यालय केवल सूचना देने का माध्यम बन गया है। ऐसे में टैगोर के प्रकृतिवादी विचार शिक्षा को मजबूती देते हैं जिससे बालक विशाल विश्व की वास्तविकता, निरंतरता और प्रसन्नता के महसूस कर जीवन में आगे बढ़ सकें।

सर्वांगीण विकास किसी भी राष्ट्र की शिक्षा का मूल उद्देश्य होता है परन्तु इस उद्देश्य की प्राप्ति के लिए राष्ट्र समाज, विद्यालय शिक्षक परिवार सभी को आगे आना होगा तब बालक सर्वांगीण विकास कर पाएगा।

आज शिक्षा में मातृभाषा का प्रीाव कम होते जा रहा है। यहाँ तक कि आज अंग्रेजी शिक्षा के बिना हमारा समाज शिक्षा को शिक्षा मानने से इनकार कर रहा है। परन्तु मातृ भाषा व राष्ट्रभाषा अभिव्यक्ति का महत्वपूर्ण पक्ष है। यदि यह शिक्षा से हटा दी जाए तो बालक की अभिव्यक्ति की आजादी खत्म हो जाती है उसकी कल्पना शक्ति क्षीण हो जाती है ऐसे में हम कैसे नवभारत की कल्पना कर सकते हैं। रविन्द्रनाथ टैगोर वर्तमान शिक्षा प्रणाली के तौर तरीकों में अहम बदलाव की जरूरत समझते थे। इसी कारण उन्होंने शान्तिनिकेतन की स्थापना की व आजीवन उसके लिए कार्य करते रहे।

आधुनिक भारत विश्वपटल पर अपनी महत्वपूर्ण छाप छोड़ रहा है जीवन के प्रत्येक क्षेत्र में आगे बढ़ रहा है परन्तु फिर भी शिक्षा के

क्षेत्र में महत्वपूर्ण कार्य करना अभी बाकी है। चूंकि वक्ष की जड़ उसे मजबूती देती है और एक बालक के जीवन में उसकी जड़ प्राथमिक शिक्षा है। यदि प्राथमिक शिक्षा मजबूती से अपना काम करे तो बालक आजीवन समाज में दृढ़ खड़ा रहेगा। ऐसे में रवीन्द्रनाथ टैगोर के शैक्षिक विचार बालक के सर्वांगीण विकास में सहायक हो सकते हैं। आज यदि शिक्षा के क्षेत्र में गुणवत्ता लाना चाहते हैं तो हमें गुरुदेव के शिक्षा दर्शन का मंथन करना होगा जिससे शिक्षक बालक व समाज के हितार्थ शिक्षा देने में सफल हो सकें। और एक बार फिर जगतगुरु भारत का नाम विश्व पटल पर सुनहरे अक्षरों में लिखा जाए।

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# सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के विद्यार्थियों के समायोजन स्तर का तुलनात्मक अध्ययन

डा. प्रीति त्यागी

## शोध-सार

प्रस्तुत भाष में यह जानने का प्रयास किया गया है कि उच्च माध्यमिक स्तर के सरकारी तथा स्ववित्तपोषित विद्यालयों में पढ़ने वाले विद्यार्थियों का समायोजन स्तर किस प्रकार का है। सर्वेक्षण विधि पर आधारित प्रस्तुत भाष में न्यायद हेतु मोदीनगर के उच्च माध्यमिक स्तर के सरकारी और स्ववित्तपोषित विद्यालयों में कक्षा 11 में अध्ययनरत 100 विद्यार्थियों को लिया गया है। आकड़ों के संग्रहण हेतु विद्यार्थियों की समायोजन क्षमता के मापन के लिये ए.के.पी. सिन्हा तथा आर.पी. सिंह द्वारा निर्मित स्कूल विद्यार्थियों के लिये समायोजन अनुसूची परीक्षण का प्रयोग किया गया है। आकड़ों के विश्लेषण हेतु टीश परीक्षण का प्रयोग किया गया है। निष्कर्ष में पाया गया कि उच्च माध्यमिक स्तर के सरकारी विद्यालय के विद्यार्थियों व स्ववित्तपोषित विद्यालय के विद्यार्थियों के समायोजन में कोई सार्थक अन्तर नहीं है।

## प्रस्तावना

व्यक्ति ने जब से इस धरती पर प्रादुर्भाव या पदार्पण किया है तभी से उसे प्रकृति या अपने वातावरण के साथ द्वन्द्व या संघर्ष करना पड़ा है। व्यक्ति अपने इस द्वन्द्व को कम करने के लिए अपने वातावरण के साथ समझौता करता है। या तो वह अपने आप में परिवर्तन कर लेता है या फिर अपने वातावरण में कोई परिवर्तन करने का प्रयास करता है। अगर वह इन दोनों में से किसी एक में भी परिवर्तन कर लेता है, तभी वह अपना जीवन सुखपूर्वक जी सकता है। अगर वह इन दोनों में से किसी में भी परिवर्तन नहीं कर पाता है तो उसका जीवन तनावपूर्ण हो जाता है।

मनुष्य एक सामाजिक प्राणी है। समाज में रहकर ही वह अपना व्यक्तित्व एवं जीविका प्राप्त करता है। विद्यालय समाज का एक लघु रूप है। जिस प्रकार समाज में रहने के लिए समाज के नियमों एवं उत्तरदायित्वों का पालन करना होता है उसी प्रकार विद्यालय में भी छात्रों को विद्यालय के नियमों एवं विद्यालय तथा अपने मित्रों व अध्यापकों के प्रति अपने कर्तव्यों का निर्वाह करना होता है। विद्यालय को भावी समाज का निर्माता कहा जाता है। छात्रों में अपने वातावरण के साथ जितना अच्छा सामंजस्य करने की क्षमता होगी उतना ही छात्र एवं समाज दोनों लाभान्वित होंगे। आज छात्रों की सबसे बड़ी समस्या अपने मित्रों एवं विद्यालय में सामंजस्य स्थापित करने की है। छात्र विद्यालय में अपने मित्रों एवं अध्यापकों के साथ पूर्ण समायोजन नहीं कर पाते हैं। समायोजन क्षमता पर छात्रों की व्यक्तिगत भिन्नता का भी प्रभाव पड़ता है। कुछ छात्र

अच्छा समायोजन कर लेते हैं, जबकि कुछ छात्र विद्यालय एवं समाज में अच्छा समायोजन करने में असमर्थ रहते हैं। छात्रों की समायोजन क्षमता पर उनके पारिवारिक, सामाजिक वातावरण, उनकी शिक्षा एवं सांवेगिक स्थिति का भी व्यापक प्रभाव पड़ता है।

छात्रों के व्यवहार में अपेक्षित परिवर्तन करने के लिए यह आवश्यक है कि छात्रों की समायोजन क्षमता का अध्ययन किया जाये, इससे इस बात का पता चल जायेगा कि छात्रों को समायोजन करने में कहाँ समस्या आ रही है या उन्हें अच्छा समायोजन करने में किस प्रकार सहायता की जा सकती है।

## अध्ययन की सार्थकता

माध्यमिक स्तर में विद्यार्थी किशोरावस्था से गुजर रहे होते हैं। अतः उनके सामने समायोजन की सबसे बड़ी समस्या आती है। वे समाज, परिवार, मित्र तथा विद्यालय में समायोजन करने में परेशानी महसूस करते हैं। इस उम्र में छात्र आजादी चाहते हैं जबकि, समाज में रहने के लिए उन्हें सामाजिक नियमों का पालन करना होता है। अतः माध्यमिक स्तर पर विद्यार्थियों की सबसे बड़ी समस्या समायोजन से सम्बन्धित होती है। समायोजन पर किये गये विभिन्न भाष दर्शाते हैं कि आज छात्र विद्यालय में अध्यापक और अपने मित्रों के साथ अच्छा समायोजन नहीं कर पा रहा है जिस कारण से छात्रों में मानसिक तनाव बढ़ रहा है एवं शिक्षा के प्रति उनमें नीरसता उत्पन्न हो रही है अगर छात्रों में समायोजन

करने की क्षमता को बढ़ाया न गया तो समाज के सामने एक गम्भीर समस्या उत्पन्न हो सकती है। अतः यह जानने के उद्दे य से कि उच्च माध्यमिक स्तर पर सरकारी तथा स्ववित्तपोषित विद्यालयों में पढ़ने वाले छात्रों का सांवेगिक, भौक्षिक एवं सामाजिक समायोजन किस प्रकार का है तथा उसमें क्या अन्तर है, गोधकत्री द्वारा अध्ययन हेतु उपर्युक्त समस्या का चयन किया गया है ताकि यह पता लगाया जा सके कि छात्रों को समायोजन करने में कहीं समस्या आ रही है या उन्हें अच्छा समायोजन करने में किस प्रकार सहायता की जा सकती है।

## शोध में प्रयुक्त पदों की क्रियान्वित परिभाषा

### उच्च माध्यमिक स्तर

“उच्च माध्यमिक स्तर से तात्पर्य “उत्तर प्रदेश उच्च माध्यमिक शिक्षा परिषद द्वारा संचालित 10+2 शिक्षा पद्धति से है।”

### सरकारी विद्यालय

“सरकारी विद्यालय से हमारा तात्पर्य उन विद्यालयों से होता है जिनका संचालन तथा प्रशासन स्वयं सरकार करती है तथा सरकार इन्हें आर्थिक सहायता प्रदान करती है। सरकारी विद्यालयों में अध्यापकों का चयन एवं वेतन सरकार द्वारा दिया जाता है।”

### स्ववित्तपोषित विद्यालय

“स्ववित्तपोषित विद्यालय वे विद्यालय होते हैं जिनका संचालन तथा प्रशासन एवं प्रबन्धन निजी हाथों में होता है, ये इसका संचालन सरकार द्वारा निर्धारित नियमों के अनुसार करते हैं। अध्यापकों का चयन एवं वेतन निजी प्रबन्धकों द्वारा दिया जाता है।

### समायोजन

समायोजन वह प्रक्रिया है जिसके द्वारा प्राणी अपनी आवश्यकताओं और इन आवश्यकताओं की पूर्ति को प्रभावित करने वाली परिस्थितियों में सन्तुलन बनाए रखता है।

### अध्ययन के उद्देश्य

1. सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के विद्यार्थियों के समायोजन का तुलनात्मक अध्ययन करना।
2. सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के विद्यार्थियों के संवेगात्मक समायोजन का तुलनात्मक अध्ययन करना।
3. सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के विद्यार्थियों के शैक्षिक समायोजन का तुलनात्मक अध्ययन करना।
4. सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के विद्यार्थियों के सामाजिक समायोजन का तुलनात्मक अध्ययन करना।

### परिकल्पना

सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के विद्यार्थियों के समायोजन में कोई सार्थक अन्तर नहीं है।

1. सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के विद्यार्थियों के संवेगात्मक समायोजन में कोई सार्थक अन्तर नहीं है।
2. सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के विद्यार्थियों के शैक्षिक समायोजन में कोई सार्थक अन्तर नहीं है।
3. सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के विद्यार्थियों के सामाजिक समायोजन में कोई सार्थक अन्तर नहीं है।

### अध्ययन की परिसीमाएँ—

1. प्रस्तुत अध्ययन सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों तक सीमित है।
2. प्रस्तुत अध्ययन केवल मोदीनगर के उच्च माध्यमिक स्तर के विद्यार्थियों तक सीमित है।
3. इस अध्ययन हेतु उच्च माध्यमिक स्तर के कक्षा—11 के विद्यार्थियों को सम्मिलित किया गया है।

### शोध विधि

भोध उद्दे य की प्राप्ति हेतु भोधकत्री द्वारा प्रस्तुत भोध में सामान्य सर्वेक्षण विधि का प्रयोग किया गया है।

### जनसंख्या

प्रस्तुत शोध अध्ययन में जनसंख्या के रूप में उच्च माध्यमिक स्तर के सरकारी और स्ववित्तपोषित विद्यालयों में कक्षा 11 में अध्ययनरत विद्यार्थियों को सम्मिलित किया गया है।

### न्यायदर्श

प्रस्तुत शोध अध्ययन के लिये न्यायदर्श के रूप में मोदीनगर के उच्च माध्यमिक स्तर के सरकारी और स्ववित्तपोषित विद्यालयों में कक्षा 11 में अध्ययनरत 100 छात्रों का चयन यादृच्छिक विधि से किया गया है।

### चर

प्रस्तुत शोध में समायोजन को स्वतन्त्र चर के रूप में प्रयोग किया गया है।

### उपकरण

ऑकड़ों के संग्रहण हेतु समायोजन के मापन के लिये ए.के.पी. सिन्हा तथा आर.पी. सिंह द्वारा निर्मित स्कूल विद्यार्थियों के लिये समायोजन अनुसूची परीक्षण का प्रयोग किया गया।

### सांख्यिकी विधि

प्रस्तुत शोध में परिकल्पनाओं के परीक्षण हेतु प्राचलिक सांख्यिकीय विधि का प्रयोग किया गया है। समूहों के मध्य अन्तर को ज्ञात करने के लिये 'टी' परीक्षण का प्रयोग किया गया है।

### विश्लेषण एवं व्याख्या

परिकल्पना 1—सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के छात्रों के समायोजन में कोई सार्थक अन्तर नहीं है।

#### तालिका संख्या—1

सरकारी तथा स्ववित्तपोषित विद्यालयों के विद्यार्थियों के समायोजन के मध्य 'टी' परीक्षण का विवरण दर्शाती तालिका

समूह	छात्रों की संख्याN	मध्यमानM	मानक विचलन S.D.	मानक त्रुटी दर S.Ed.	टी का मान	स्वतंत्रता स्तर Df
सरकारी विद्यालय	50	16.52	8.42	1.67	0.104	98
स्ववित्तपोषित विद्यालय	50	16.50	8.38			.01 स्तर पर— 2.62 .05 स्तर पर— 1.98

उपर्युक्त तालिका के अध्ययन से स्पष्ट होता है कि प्राप्त टीए का मान 0.104 सार्थकता के दोनों स्तरों .01 स्तर तथा .05 स्तर के मानों से कम है अतः हमारी परिकल्पना स्वीकृत होती है। परिणाम दर्शाता है कि सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के छात्रों के समायोजन में कोई सार्थक अन्तर नहीं है।

परिकल्पना 2— सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के छात्रों के संवेगात्मक समायोजन में कोई सार्थक अन्तर नहीं है।

#### तालिका नं०—2

सरकारी तथा स्ववित्तपोषित विद्यालयों के विद्यार्थियों के संवेगात्मक समायोजन के मध्य 'टी' परीक्षण का विवरण दर्शाती तालिका

समूह	छात्रों की संख्या N	मध्यमानM	मानक विचलन S.D.	मानक त्रुटी दर S.Ed.	टी का मान 't'	स्वतंत्रता स्तर df
सरकारी विद्यालय	50	3.84	4.196	0.792	-1.035	98
स्ववित्तपोषित विद्यालय	50	4.66	3.717			.01 स्तर पर— 2.62 .05 स्तर पर— 1.98

उपर्युक्त तालिका के अध्ययन से स्पष्ट होता है कि प्राप्त टीए का मान -1.035 सार्थकता के दोनों स्तरों .01 स्तर तथा .05 स्तर के मानों से कम है अतः हमारी परिकल्पना स्वीकृत होती है। परिणाम दर्शाता है कि सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के छात्रों के संवेगात्मक समायोजन में कोई सार्थक

अन्तर नहीं है। जकनौट (1991) द्वारा भी अपने अध्ययन में संवेगात्मक रूप से तुलना करने पर विद्यार्थियों के संवेगात्मक समायोजन में कोई सार्थक अन्तर नहीं पाया गया। यद्यपि मध्यमान यह प्रदर्शित करता है कि सरकारी विद्यालयों के विद्यार्थियों की

अपेक्षा स्ववित्तपोषित विद्यालय के विद्यार्थियों का संवेगात्मक समायोजन बेहतर है।

विद्यालयों के छात्रों के शैक्षिक समायोजन में कोई सार्थक अन्तर नहीं है।

परिकल्पना 3— सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक

तालिका नं०-3

सरकारी तथा स्ववित्तपोषित विद्यालय के विद्यार्थियों के शैक्षिक समायोजन के मध्य 'टी' परीक्षण का विवरण दर्शाती तालिका

समूह	छात्रों की संख्या N	मध्यमान M	मानक विचलन S.D.	मनक त्रुटी दर S.Ed.	टी का मान 't'	स्वतंत्रता स्तर Df
सरकारी विद्यालय	50	4.92	4.448	0.853	-1.40	98
स्ववित्तपोषित विद्यालय	50	6.12	4.082			.01 स्तर पर— 2.62 .05 स्तर पर— 1.98

उपर्युक्त तालिका के अध्ययन से स्पष्ट होता है कि प्राप्त टीए का मान -1.40 सार्थकता के दोनों स्तरों .01 स्तर तथा .05 स्तर के मानों से कम है अतः हमारी परिकल्पना स्वीकृत होती है। परिणाम दर्शाता है कि सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के छात्रों के शैक्षिक समायोजन में कोई सार्थक अन्तर नहीं है। यद्यपि मध्यमान यह प्रदर्शित करता है कि सरकारी विद्यालयों के विद्यार्थियों की अपेक्षा स्ववित्तपोषित

विद्यालय के विद्यार्थियों का शैक्षिक समायोजन बेहतर है।

परिकल्पना 4— सरकारी तथा स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के छात्रों के सामाजिक समायोजन में कोई सार्थक अन्तर नहीं है।

तालिका नं०-4

सरकारी तथा स्ववित्तपोषित विद्यालय के विद्यार्थियों के सामाजिक समायोजन के मध्य 'टी' परीक्षण का विवरण दर्शाती तालिका

समूह	छात्रों की संख्या N	मध्यमान M	मानक विचलन S.D.	मनक त्रुटी दर S. Ed.	टी का मान 't'	स्वतंत्रता स्तर Df
सरकारी विद्यालय	50	7.78	2.196	0.53	4.26	98
स्ववित्तपोषित विद्यालय	50	5.52	3.105		**	.01 स्तर पर— 2.62 .05 स्तर पर— 1.98

उपर्युक्त तालिका के अध्ययन से स्पष्ट होता है कि प्राप्त टीए का मान 4.26 सार्थकता के दोनों स्तरों .01 स्तर तथा .05 स्तर के मानों से अधिक है अतः हमारी परिकल्पना अस्वीकृत होती है। परिणाम दर्शाता है कि सरकारी उच्च माध्यमिक विद्यालयों के विद्यार्थियों का सामाजिक समायोजन स्ववित्तपोषित विद्यालयों के विद्यार्थियों की तुलना में बेहतर है। माथुर आभा (2010) द्वारा भी

अपने अध्ययन में विद्यार्थियों के सामाजिक व सम्पूर्ण समायोजन में सार्थक अन्तर पाया गया।

### शोध के परिणाम

1. सरकारी व स्ववित्तपोषित उच्च माध्यमिक स्तर के विद्यालयों के विद्यार्थियों के समायोजन में कोई अन्तर नहीं पाया गया।

2. सरकारी व स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के विद्यार्थियों के संवेगात्मक समायोजन में कोई अन्तर नहीं पाया गया।
3. सरकारी व स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के विद्यार्थियों के शैक्षिक समायोजन में कोई अन्तर नहीं पाया गया।
4. सरकारी उच्च माध्यमिक विद्यालयों के विद्यार्थियों का सामाजिक समायोजन स्ववित्तपोषित विद्यालयों के विद्यार्थियों की तुलना में बेहतर पाया गया।

### निष्कर्ष

भोध परिणाम इस तथ्य पर प्रकाश डालते हैं कि सरकारी व स्ववित्तपोषित उच्च माध्यमिक स्तर के विद्यालयों के विद्यार्थियों की समायोजन क्षमता में कोई अन्तर नहीं पाया गया किन्तु संवेगात्मक एवं शैक्षिक समायोजन में स्ववित्तपोषित उच्च माध्यमिक विद्यालयों के विद्यार्थी तथा सामाजिक समायोजन में सरकारी उच्च माध्यमिक विद्यालयों के विद्यार्थी तुलनात्मक रूप से बेहतर पाये गये। अतः छात्रों के व्यवहार में अपेक्षित परिवर्तन करने के लिए यह आवश्यक है कि विद्यार्थियों को समायोजन के लिए प्रोत्साहित किया जाना चाहिए। विद्यार्थियों को संवेगात्मक, शैक्षिक तथा सामाजिक समायोजन के लिए निर्देशन प्रदान किया जाये साथ ही उन्हे विद्यालय तथा परिवार में उचित वातावरण उपलब्ध कराया जाये ताकि छात्रों में समायोजन करने की क्षमता को बढ़ाया जा सके।

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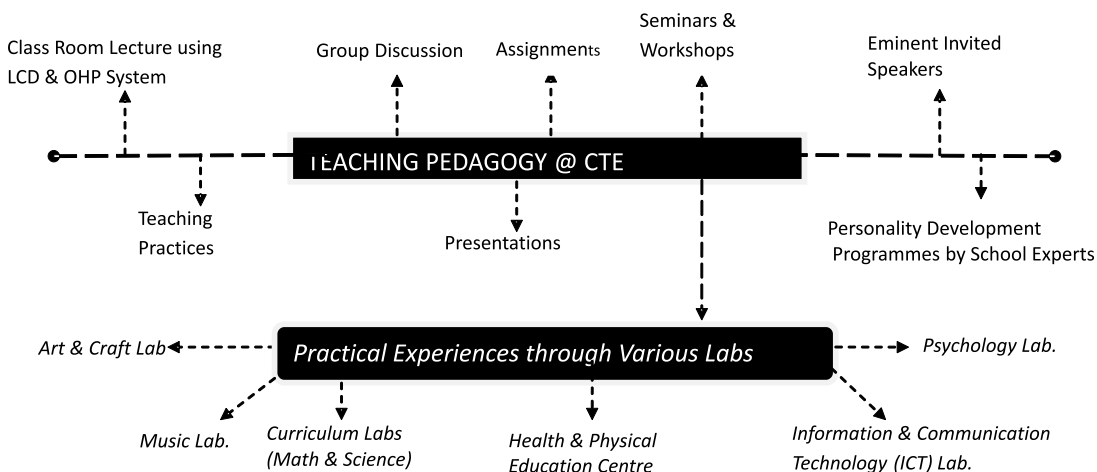
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- Scholarships/ concessions for Meritorious & Deserving Students.
- Teaching/ Learning in class/ Tutorial Rooms through case studies, Panel Discussions/ Analysis, Simulation & Presentations.
- Value Added Course on Communication Skills through Language Lab., Personality/Self Development.
- Regular Social, Cultural & Sports/ Adventure/ Yoga activities and Scout & Guide Camps.
- Excellent Infrastructure with LCD equipped Class/ Tutorial Rooms; Air-Conditioned Auditorium & Conference Rooms; Computer Lab, Math Lab., Psychological Lab.
- Separate Boys & Girls Hostels, Medical Facility, Cafeteria & Stationary Shop within the Campus.
- Located at NH-24 Bypass (Near Vajay Nagar, Ghaziabad) adjoining East Delhi, Noida & Greater Noida (West) and well Connected by all modes of public transport also.





## About the Institute

IPEM made a modest beginning in the year 1996, with few Management and Computer Application Programmes. Today the IPEM Group of Institutions is in the forefront of imparting knowledge in the fields of Education, Law, Management and Information Technology. Centre for Teacher Education (CTE) was started in 2002 with 100 seats. This journey of CTE is going on successfully with excellence in both academics and administration. From 2006 the Dept. was upgraded with 200 seats. At CTE we blend modern technique with the traditional values and morals for our students. This is reflected in the performance of the students as we have 100% result with maximum 1st division. We provide best placement to the candidates.

The CTE has enriched with well equipped labs i.e. The Curriculum Lab (Science and Maths), Psychological Lab, ICT Lab (Information and communication Technology Lab), Health and Physical Education centre, Art and Craft Lab, Music Lab.

The motto of the CTE is to inculcate innovative and constructive teaching learning in the budding teachers. The CTE of IPEM group of Institutions has covered out for itself a commanding position to cast its students into value added professionals, equipped with meaningful, vibrant and responsive education and skill to meet the challenges that the 21st century is going to present.

The Centre for Teacher Education (CTE) is running two Courses successfully: Bachelor of Education (B.Ed.) and Basic Teacher Certificate (BTC) approved by The National Council for Teacher Education (NCTE). Bachelor of Education (B.Ed.) is affiliated to the Chaudhary Charan Singh University, Meerut and Basic Teacher Certificate (BTC) is affiliated to the State Council of Educational Research and Training (SCERT), Lucknow.

The CTE added a feather in its cap as started Master of Education (M.Ed.) course, approved by National Council for Teacher Education (NCTE) and affiliated to the Chaudhary Charan Singh University, Meerut.

The other courses running under IPEM group of institution are Master of Business Administration (MBA) and Master of Computer Application (MCA) courses approved by All India Council for Technical Education (AICTE) and affiliated to Dr. A.P.J. Abdul Kalam Technical University (APJAKTU), Lucknow. The Post Graduate Diploma in Management (PGDM) is approved by All India Council of Technical Education (AICTE) Govt. of India, Ministry of HRD.

The Bachelor of Business Administration (BBA), Bachelor of Computer (BCA), affiliated to the Chaudhary Charan Singh University, Meerut. Bachelor of Law (LLB3 years) BALLB(5Years) approved by Bar Council of India and affiliated to the Chaudhary Charan Singh University, Meerut,

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The views expressed in the articles inside are the individual opinions of the Authors. Editorial Board of IPEM Journal for Innovation in Teacher Education will not be responsible for them. All disputes are subject to the jurisdiction of Ghaziabad Court only.