



**LAKSH**  
Estd. 1996

RNI NO. UPBIL/2018/72949

ISSN NO.2581-5881 (PRINT)

# IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION

VOLUME 4 JULY 2019

The Annual Refereed Journal of the Centre for Teacher Education  
of the Institute of Professional Excellence and Management

RS. 300 (ANNUAL SUBSCRIPTION)

## C O N T E N T S

**Digitalized Application of Micro Teaching in Teacher Education Programs: A Meta Analysis**

*Dr. Jasmeet Kaur Tandon & Sarita Sharma*

**Effectiveness of Self- Assessment of Selected Topics in Science in Terms of Achievement at Class IX Level**

*Dr. Kamakshi Agnihotri & Shashikala Choudhary*

**A Comparative Study of Gender Difference in the Leve of Self-Esteem of Single Child Adolescents of District Sirsa**

*Dr. Rajni Bala*

**Integration of Mathematics in Teaching of Physics**

*Sadhana Shrinivas Hulyalkar*

**To Study the Relationship Between Emotional Intelligence and Academic Stress among University Students**

*Dr. Sonia Sharma & Sukhwinder Kaur*

**Common Errors in English and How to Avoid Them**

*Dr. Anupama Garg & Dr. Peeyush Kumar Garg*

**Spiritual and Mystic Elements in The Works of Aurobindo**

*Sunil Dutt Awasthi*

**Digitalization of Education Through Understanding of ICT**

*Dr. Mumtaz Sheikh*

**PGL: A Magic and Mystery to Self-Discovery**

*Prof. (Dr.) Dipti J Oza*

**Impact of Life Skill Education on the Adjustment of Secondary School Students**

*Prof. Purnima Gupta*

भारत में अध्यापक शिक्षा का निजीकरण

डॉ. जयमाला सिंह

हिन्दी साहित्य और सिनेमा का अन्तः सम्बन्ध

डॉ. बबीता सिंह

**Report of National Workshop on Basics of E- Content and E- Learning**

*Dr. Sangeeta Solanki*

Published by :

**The Centre for Teacher Education,  
Institute of Professional  
Excellence and Management**

(ISO 9001:2015 Certified & NAAC Accredited)

A-13/1, South Side G.T. Road Industrial Area  
NH-24 By Pass, Ghaziabad, U.P. - 201 010  
Ph.: 0120-4174500, Fax : 0120-4174500  
E-mail : cte.journal@ipemgzb.ac.in  
Website : www.ipemgzb.ac.in



# IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION

The Annual Refereed Journal of Centre for Teacher Education of the Institute of Professional Excellence and Management

• Volume 4 • July 2019 | ISSN NO.2581-5881 (Print)



Founder, IPEM Group of Institutions

**Dr. B.S. Goel**

(04.08.1937-10.01.2017)

A Visionary, Educationist & Philanthropist

## EDITORIAL BOARD

Editor-in-Chief	-	Dr. Sugandha Goel, Dean Academics, Institute of Professional Excellence and Management (IPEM), Affiliated to CCS University Meerut, Email sugandha.goel@ipemgzb.ac.in
Editor	-	Dr. Nishi Sharma, Principal, Centre for Teacher Education, Institute of Professional Excellence and Management (IPEM), Affiliated to CCS University Meerut, Email- nishi.sharma@ipemgzb.ac.in
Associate Editor	-	Dr. Sangeeta Solanki, Assistant Professor, Centre for Teacher Education, Institute of Professional Excellence and Management (IPEM), Affiliated to CCS University Meerut, Email- dr.sangeeta.solanki@ipemgzb.ac.in
Associate Editor	-	Dr. Manoj Chauhan, Assistant Professor, Centre for Teacher Education, Institute of Professional Excellence and Management (IPEM), Affiliated to CCS University Meerut, Email- manoj.chauhan@ipemgzb.ac.in
Assistant Editor	-	Dr. Anjali Raj, Assistant Professor, Centre for Teacher Education, Institute of Professional Excellence and Management (IPEM), Affiliated to CCS University Meerut, Email- anjali.raj@ipemgzb.ac.in
Assistant Editor	-	Ms. Viditi Rastogi, Assistant Professor, Centre for Teacher Education, Institute of Professional Excellence and Management (IPEM), Affiliated to CCS University Meerut, Email- viditi.rastogi@ipemgzb.ac.in

## EDITORIAL REVIEW BOARD

Prof. (Dr.) P.K. Mishra	-	Dean of Education, Chaudhary Charan Singh University, Meerut, Email id pradeepmsr@yahoo.co.in Contact: 09457756036
Prof.(Dr.) Jitendra Kumar	-	Prof and Head, Department of Education, Maharishi Dayanand University, Rohtak, Email id - hod.edu@mdurohtak.ac.in, Contact: 01262-39221
Prof. (Dr.) Rajendra Pal	-	Prof and Head, Division of Educational Research, NCERT, New Delhi, Email id - Pal_r_2000@yahoo.co.in, Contact 09868221861
Dr. Indrani	-	Principal, VMLG College, Ghaziabad, Email id – indrani2000@gmail.com, Contact - 09891116921
Prof. (Dr.) A.B. Bhatnagar	-	Ex-Head, Department of Education, NREC, Khurja, Email id – education.abhatnagar@gmail.com Contact - 09837204166
Dr. Yudhister	-	Associate Professor, Rao Lal Singh College of Education, Sidhrawali, Gurugram, Haryana Contact 09416575869

Printed and Published by Mr. Anupam Goel on behalf of the Institute of Professional Excellence and Management, A-13/1 South Side G.T Road Industrial Area, NH-24 Bypass, Ghaziabad - 201010 (U.P.) India. Printed at Ghaziabad Offset Press, 133, Model Town Tehasil Road, Ghaziabad (U.P)

All rights reserved. No part of this publication may be reproduced in any form or by any means, electronic, photocopying or otherwise, without written permission of Managing Editor, IPEM JOURNAL FOR INNOVATION IN TEACHER EDUCATION.

# 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 the current Edition of the Centre for Teacher Education Journal "IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION" Volume 4 July 2019 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 Effectiveness of Self Assessment of selected topics in science in terms of Achievement of Class IXth Level, PGL: A magic and mystery to self-discovery, Integration of Mathematics in Teaching of Physics, Digitalization of Education through Understanding of ICT, A Comparative Study of Gender Difference in the Level of Self- Esteem of Single Child Adolescents of District Sirsa, A Study of Adjustment in Relation to Emotional Intelligence, Location and Nature of Job among Working Women of Punjab, Digitalized Application of Micro teaching in Teacher Education Programs: A Meta Analysis, Impact of Life Skill Education on the Adjustment of Secondary School Students, Common Errors in English and How to Avoid them, Spiritual and Mystic Elements in the Works of Aurbindo, To Study the Relationship between Emotional Intelligence and Academic Stress among University Students, कार्यरत एवं अकार्यरत महिलाओं के परिवारों में माता-बालक के मध्य अन्तः क्रिया का अध्ययन |, हिन्दी साहित्य और सिनेमा का अन्तः सम्बन्ध ए भारत में अध्यापक शिक्षा का निजीकरण and Report of National Workshop on Basics of E-Content and E- Learning.

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. Anupam Goel who provided all the moral and financial support to publish the IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION.

# IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION

The Annual Refereed Journal of Centre for Teacher Education of the Institute of Professional Excellence and Management

• Volume 4 • July 2019

## Contents

1. **Digitalized Application of Micro Teaching in Teacher Education Programs: A Meta Analysis** 02  
*Dr. Jasmeet Kaur Tandon & Sarita Sharma*
2. **Effectiveness of Self- Assessment of Selected Topics in Science in Terms of Achievement at Class IX Level** 07  
*Dr. Kamakshi Agnihotri & Shashikala Choudhary*
3. **A Comparative Study of Gender Difference in the Level of Self- Esteem of Single Child Adolescents of District Sirsa** 13  
*Dr. Rajni Bala*
4. **Integration of Mathematics in Teaching of Physics** 19  
*Sadhana Shrinivas Hulyalkar*
5. **To Study the Relationship Between Emotional Intelligence and Academic Stress among University Students** 24  
*Dr. Sonia Sharma & Sukhwinder Kaur*
6. **Common Errors in English and How to Avoid Them** 32  
*Dr. Anupama Garg & Dr. Peeyush Kumar Garg*
7. **Spiritual and Mystic Elements in The Works of Aurobindo** 36  
*Sunil Dutt Awasthi*
8. **Digitalization of Education Through Understanding of ICT** 41  
*Dr. Mumtaz Sheikh*
9. **PGL: A Magic and Mystery to Self-Discovery** 44  
*Prof. (Dr.) Dipti J Oza*
10. **Impact of Life Skill Education on the Adjustment of Secondary School Students** 50  
*Prof. Purnima Gupta*
11. **भारत में अध्यापक शिक्षा का निजीकरण** 60  
**डॉ. जयमाला सिंह**
12. **हिन्दी साहित्य और सिनेमा का अन्तः सम्बन्ध** 63  
**डॉ. बबीता सिंह**
13. **Report of National Workshop on Basics of E- Content and E- Learning** 67  
*Dr. Sangeeta Solanki*

# Digitalized Application of Micro Teaching in Teacher Education Programs: A Meta Analysis

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

## Abstract

*Today we are living in an electric era. ICT is bringing new opportunities to classroom. It plays an important role in transforming teaching learning process. The inclusion of ICT helps to concretize that experience and also it fills gap between knowledge and experience to expression. This study deals with integrating Power Point Presentation as Computer Based Learning Strategy as a potential tool for improving quality of Micro Teaching competency. Today power point presentation specially in teaching and learning micro teaching skills play an important role in helping teacher student in achieving desired learning outcomes as it helps students to understand skill along with its component in an effective manner by using Potential benefits of using presentation graphics include: by inserting pictures related to content Power Point Presentation helps in increasing visual impact on students, it also helps in increasing concentration of students along with spontaneity and interactivity, it helps to highlight annotations and main points of the content which is far better way of teaching and learning as compared to lecture method. Researcher prepared this research paper entitled "Digitalized Application of Micro teaching in Teacher Education Programs: A Meta Analysis" with the objective of analysing Reaction of students towards the use of ICT in teaching Stimulus Variation Skill in Micro Teaching. As a reaction towards use of ICT students showed high acceptability, positive and receptive attitude of students towards ICT adoption for learning process and general usage and show that ICT has been of great value to their educational advancement in teaching Micro teaching skills.*

**Keywords:** Power Point Presentation, ICT, Teaching Competency.

## Introduction

Today we are living in an electric era. ICT is bringing new opportunities to classroom. It plays an important role in transforming teaching learning process. Usually teachers can build knowledge only in an abstraction mode. The inclusion of ICT helps to concretize that experience and also it fills gap between knowledge and experience to expression. This study deals with integrating Power Point Presentation as Computer Based Learning

Strategy as a potential tool for improving quality of Micro Teaching competency.

Microteaching is a technique that prepare a student teacher to the real classroom setting as they are taught and asked to prepare the lesson according to plan and demonstrate them in their own class as real teachers do in their class and in this way normal complexities are reduced in terms of the Length of lesson; scope of lesson; time required to complete the content etc.

\*Principal, Gyanodaya Mahavidhalaya, Indore (M.P.), tandon.jasmeet30@gmail.com

\*\*Assistant Professor, ILVA Commerce and Science College, Indore (M.P.), drdheeraj25@gmail.com

## PHASES OF MICROTEACHING



### Rationale

Today we see that according to the changes in curriculum and time the way of teaching is becoming a great challenge for teachers and as a result today power point presentation as a slide presentation software is playing a vital role in this field particularly where the classes are large and the topic to be covered is complex and boring and power point presentation helps to make content interesting that can be learned effectively and efficiently within a limited period of time.

Today power point presentation specially in teaching and learning micro teaching skills play an important role in helping teacher student in achieving desired learning outcomes as it helps students to understand skill along with its component in an effective manner by using Potential benefits of using presentation graphics include: by inserting pictures related to content Power Point Presentation helps in increasing visual impact on students, it also helps in increasing concentration of students along with spontaneity and interactivity, it helps to highlight annotations and main points of the content which is far better way of teaching and learning as compared to lecture method.

### Objectives

- Reaction of students towards the use of ICT in teaching Stimulus Variation Skill in Micro Teaching.

### Limitations

- No IQ tests were conducted to select samples.
- Samples selected by random sampling procedure.
- Computer use was limited to the presentation of Curriculum.
- Study was restricted to Indore district only.

### Teaching Competency

In the current scenario, students are more exposed to ICT than teachers. There are many teachers using ICT as a special session than taking regular classroom session. So, introducing CAI in coaching teachers should be given priority in improving their teaching competency.

### Need and Significance of the Study

- Teachers are the “Transformational Leaders” in the knowledge of society, only if they are competent enough, according to the need of the learners.
- Especially B.Ed teacher should enhance their teaching competency to cope up with the technically advanced Global era.

### Approaches in Power Point Presentation

There are three different approaches used in power point presentation:

- Text heavy: This approach is used when the text is heavy in the form of notes to be delivered by teacher and its copy that can be downloaded by student for future reference.
- Some Image approach: This approach is used when the text is written along with some images i.e. this is a mixed approach in which lecture notes are visible but in abbreviated format
- Image Heavy Approach: In this version images are more than text and this signals students that are required to make their own notes but at the same time these images makes content more clear and practical and help in attracting students attention and in sustaining interest in studying in class.
- Sample: 50 Students were selected at Random basis.
- Tool: Likert five point reaction scales used to administer and analyse reaction of student trainees towards the use of ICT (Power Point Presentation) in teaching and learning process...

## PROCEDURE

- Micro teaching skills were taught in non - traditional teaching.
- Students were asked to take notes and give advice that could be used as reference material during the test.
- Likert 5 point scale was given to analyse and administer the reaction of sample towards the use of ICT.

## Methodology

- Population: B.Ed students of ILVA Commerce and Science College of Indore city.

### Administration and Analysis of use of ICT in Teaching and Learning Process

S.NO.	QUESTIONS	SD	D	U	A	SA
1	CBL in the form of power point presentation used in class help students to gain knowledge related to the components if the skill.	00	05	0	10	30
2	CBL help students in completing academic work faster and in better manner	0	00	0	10	35
3	ICT help students to gain practical knowledge of the subject with the help of images and video clips used during slide presentation.	05	05	00	10	30
4	ICT allows students to exchange ideas and make discussion on related skill or topic with Their teachers.	02	08	00	02	38
5	ICT allows students to exchange ideas related to skill and their components with colleagues in class	03	03	02	02	40
6	ICT facilitate the good and attractive presentation of content	01	00	03	06	40
7	CBL in the form of slides help students to gain facilitate the integration of knowledge from different sources	04	03	03	02	38
8	ICT improve and facilitate teacher-student communication.	05	04	01	06	35
9	ICT save the teacher s and students from repeating work	04	04	03	04	35



10	Teachers are not equally trained with its proper implementation.	09	03	03	15	20
11	Makes students inattentive in classrooms or making the mote skip schools frequently.	04	03	02	16	25
12	There are lots of problems like server error and connectivity problems which take oodles of time to troubleshoot it,	04	03	03	19	35
13	Engage students in commenting on social sites and results in distraction.	03	04	01	12	30
14	Makes learne rs disconnected from the real world and make them totally depended on internet.	02	01	03	19	25

## Analysis

From the table it can be analysed that 30 to 35 students out of the total sample of 50 students agree to the fact that use of CBL in the form of power point presentation used in class help students to gain knowledge related to the components of the skill, in completing academic work faster and in better manner and to gain practical knowledge of the subject with the help of images and video clips used during slide presentation. CBL also help students in integration of extra knowledge from different sources along with knowledge related to their respective subjects ICT tools like Power Point Presentation under CBL being assistive to academic success; makes studies enjoyable as presentation of content using power point presentation and various other tools becomes more attractive and along with the use of some pictures and clips we are able to understand the importance of the subject and encourage us for more discussion and in exchanging ideas with colleagues in class and with teachers and helps to reduce communication gap with teachers.

At the same time it can be analysed that 30- 35 students strongly agree to the fact that use of ICT makes learning process quite stressful and difficult and makes communication gap between teachers and students as we prefer direct communication with lecturers than virtual interactions which greatly makes instructions more difficult to understand and it is not an easy task as even today there are few teachers and

students who are not familiar with its implementation/ use and at the same time from students point of view it is hazardous due to the fact that students become totally dependent on internet, skip schools frequently, becomes inattentive in class, start commenting on social sites and try to disconnect them from real world. At the same time various teachers and students agree to the fact ICT results in wastage of lot of time when there is problem in connectivity; servers are down, electrical failure etc.

## Findings

As a reaction towards use of ICT students showed high acceptability, positive and receptive attitude of students towards ICT adoption for learning process and general usage and show that ICT has been of great value to their educational advancement in teaching Micro teaching skills.

## Conclusion

From the above analysis it can be deduced that over 75% of the sample's positive response are within the range of agree and strongly agreed. This appears to show high acceptability of and positive and receptive attitude of students towards ICT adoption for learning process and general usage and tried to show that ICT has been of great value to their educational advancement, without which, studies would have been so boring and uninteresting. 10% of the respondents are totally clueless as to the impact of ICT tool

towards their entire learning process and therefore, gave a neutral view on ICT impact towards their learning processes.

## References

1. Adams, W.K., Reid, S., LeMaster, R., McKagan, S.B., Perkins, K.K., Dubson, M., and Wieman, C.E. (2008a). A study of educational simulations part I—Engagement and learning. *Journal of Interactive Learning Research*, 19(3), 397-419.
2. Adams, W.K., Reid, S., LeMaster, R., McKagan, S.B., Perkins, K.K., Dubson, M., and Wieman, C.E. (2008b). A study of educational simulations part II—Interface design. *Journal of Interactive Learning Research*, 19(4), 551-577.
3. Anderson, J., and Barnett, G.M. (in press). Using video games to support pre-service elementary teachers learning of basic physics principles. *Journal of Science Education and Technology*.
4. Annetta, L., Minogue, J., Holmes, S.Y., and Cheng, M.-T. (2009). Investigating the impact of videogames on high school students' engagement and learning about genetics. *Computers and Education*, 53(1), 74-85.
5. Buckley, B.C., Gobert, J., Horwitz, P., and O'Dwyer, L. (2009). Looking inside the black box: Assessing model-based learning and inquiry in BioLogica. *International Journal of Learning Technology*, 5(2), 166-190.
6. Cavallo, A.M., and Laubach, T.A. (2001). Students' science perceptions and enrolment decisions in differing learning cycle classrooms. *Journal of Research in Science Teaching*, 38(9), 1,029-1,062.
7. Chang, H.-Y. (2009). Use of critique to enhance learning with an interactive molecular visualization of thermal conductivity. In M.D. Linn (Chair), *Critique to learning science. Symposium conducted at the annual meeting of the National Association for Research in Science Teaching*, Garden Grove, CA.
8. Dede, C., Ketelhut, D.J., and Ruess, K. (2002). Motivation, usability, and learning outcomes in a prototype museum-based multi-user virtual environment. In *Proceedings of the Fifth International Conference on the Learning Sciences* (pp. 406-408). Mahwah, NJ: Lawrence Erlbaum.

# Effectiveness of Self- Assessment of Selected Topics in Science in Terms of Achievement at Class IX Level

Dr. Kamakshi Agnihotri\*  
Shashikala Choudhary\*\*

## Abstract

*The researcher conducted the present study on innovative assessment from active involvement point of view. The objective was “to compare mean pre and post achievement scores in the group treated through self-assessment exercises for class IX students”. Hypothesis of the study was “there will be no significant difference between mean pre and post achievement scores in the group treated through self- assessment exercises for class IX students”. The researcher followed random sampling technique for the selection of school from the list of M. P. Board affiliated schools. There were thirty eight students in the class for self- assessment exercises at Son India School, Indore (M.P.). An achievement test developed by the researcher was administered for data collection. The topics included were; Organization in the living world: Cell and cell structure, Tissues, Classification of living organisms, Chemical bonding and Chemical reactions. The research was conducted by following pre test- post test single group design. Statistical calculations done by calculating the mean, SD, r and ‘t’ value of the collected data. The results indicate that the mean post achievement (50.26) scores are significantly higher than pre achievement (48.05) scores of students treated through self- assessment practices. This paper is an attempt to explore the idea for best possible achievement level in the learners for transferring it into daily routine life practices.*

**Key words:** Effectiveness, Self- assessment, Achievement.

## Introduction

A society can never exist in the absence of education. Education is a means through which people in society get progress. It enriches knowledge and skills to transmit scientific knowledge as well as cultural heritage for the continuous advancement of the society. Teaching and learning process has been considered as an inseparable part of life. Each and every society expects to build up expertise based educational system for innovative teaching and learning. Innovative assessments are essentially linked to effective instructional processes because instructions and assessment are the two sides of

the same coin. Self- assessment process requires well defined objectives, learning activities, exercises and feedback. It is beneficial due to flexibility in implementation but there exist variations in needs and ability of an individual. Therefore sometimes may not find it convenient to point out own faults. On the other hand, sometimes they not feel good to present own weak points to show high level. Self- assessment is the process of looking at oneself in order to assess aspects that are important to one's identity. During the self- assessment process, students apply known criteria and expectations to their work reflect on results to determine their progress.

\*Professor and Head, School of Education, Devi Ahilya Vishwavidyalaya, Indore (M.P.) 452001, kamakshhi\_anoj@rediffmail.com

\*\*Research Scholar, School of Education, Devi Ahilya Vishwavidyalaya, Indore (M.P.) 452001, shashikc7777@gmail.com

Examination system in India, especially in school education, has largely been a paper pencil test. Set of questions of theoretical nature are textbook- centric therefore, promote testing of rote memorization and, to some extent, theoretical understanding of a learner. Examination reform consists of giving teachers the autonomy to teach and to equip them, through sensible training, with the capacity to cultivate in children the freedom and the desire to learn. The prevailing system obstructs both these freedoms by assigning a fixed number of periods and marks to each topic in the syllabus. Today, assessment is a systematic process of gathering information about student's knowledge and it is an integral part of classroom instructions. Therefore, teachers need to plan it along with their instructional planning in and outside classroom. They select assessment purposes, approaches and tools in conjunction with their choice of instructional strategies. Varied modes of assessment including; oral testing, group work, power point presentations, project works, performance in assignments, participation in co- curricular activities, homework and life skills imbibed by the learners.

## Rationale

Exams do not serve the needs of social justice. Exam systems ought to be more flexible. We must ensure that education and assessment systems are fair to all social groups, without discrimination against particular kinds of learners. There is a lot of psychological data to suggest that different learners learn differently, and, hence, to test all learners through a written test of the same type in subject after subject is unfair to those whose verbal proficiency is superior to their writing skills, or those who work slowly but with deeper insight, or those who work better in groups than individually. Researches in this area have been reviewed. Behrihum et al. (2006) conducted a study designed to assess the role of teacher-

assessment, peer- assessment and self- assessment in enhancing active learning. Kee Shum (2006) investigated effect of new methods of evaluation of Chinese composition in secondary schools. Byrd and Matthews (2007) conducted a study on efficacy of student's self- assessment. Adina Ignat and Petruta Rusu (2011) found that significant positive correlations between performance and motivation components, performance and the meta cognitive abilities ( $r = 0,30$ ,  $p \leq 0.05$ ) performance and self- assessment accuracy ( $r = 0,57$ ,  $p \leq 0.01$ ). Otilia Clipa, Aurora- Thomas, Martin & Pleasants (2011) studied on using self- and peer- assessment to enhance student's future- learning in higher education. Tyagi (2012) did comparison of peer feedback with the teacher feedback. Previous researches do not show uniformity in the findings; some of them did not favor it while others found self- assessment exercises effective and beneficial. Training of learners for the future of nation and proper exposure for developing the self- assessment skills is required. The researcher attempted to explore the idea for best possible achievement level in the learners for transferring it into daily routine life practices.

There must be emphasis on knowing student's unique abilities and aspirations to plan for quality education. Individual help to learners and inspire them to pursue own interest and curiosities. During the last few years there has been a surge of interest in self- assessment processes in foreign education and in many parts of the world. Therefore practical implications of using self- assessment techniques have been emerged. This research is an attempt to outline the rationale for using self- assessment techniques and presents some practical ideas that illustrate different developments taking place. Thus the researcher found a series of studies on self- assessment in different situations at different levels should be carried out.

## Statement of the Problem

The study has been entitled as;

Effectiveness of self- assessment of selected topics in science in terms of achievement at class IX level

## Objective

Objective of the present study was entitled as;  
To compare mean pre and post achievement scores in the group treated through self- assessment exercises for class IX students

## Hypothesis

Hypothesis of the present study was as follows;  
There will be no significant difference between mean pre and post achievement scores in the group treated through self- assessment exercises for class IX students

## Methodology

The methodology of the present study was as follows:

- **Sample:** The sample for the present research was comprised of students studying in class IX at private unaided school, co- education, English medium, M. P. Board affiliated school. The researcher applied random sampling technique (through chit system) to select school to be treated as sample. Twenty chits containing names of high schools were used for sample selection. Twenty schools were listed in sequence as indicated in the picked chit one by one. The researcher contacted for permission in the four schools in the sequence of list, but could not be

allowed due to some reasons. Intact group of the fifth selected school was considered as a sample. Thirty eight students were exposed to self- assessment exercises after seeking permission from Son India Indore (M.P.).

- **Tool:** An achievement test containing questions of maximum 60 marks (developed by the researcher) was administered for collecting data. The test comprised of different test items on the content of selected chapters of class IX biology; Organization in the living world: Cell and cell structure, Tissues, Classification of living organisms, Chemical Bonding and chemical reactions. Maximum marks decided for each class test were twenty marks. The tests were composed of multiple choice questions, sentence completion, matching type and very short answer type pertaining to the combination of different domains.
- **Experimental design:** In order to test the relative effectiveness of independent variable, i.e. achievement, the choice of most suitable design for this experiment was the basic step. The researcher found pre test- post test single group design suitable for the present research. Layout of the experimental design is as follows:
 

O X O

O = "O" represents pre test and post test

X = "X" represents treatment
- **Procedure of data collection:** One intact group belonging to class IX at selected school was provided opportunities to assess self. They were introduced for involvement in the process of self- assessment after attempting an examination. An achievement test of maximum marks 60 was designed by the researcher for administering before the treatment. It is presents in the table 1.1.

**Table 1.1 Day wise schedule for treatment**

S. No.	Days for treatment	Schedule for treatment
1	Day 1	Orientation of the self assessment
2	Day 2	Pre achievement test
3	Day 3 to 14	Self- assessment along with discussion with on alternate day the assessment process
4	Day 15	Post achievement test

The treatment lasted for fifteen days; orientation on the first day, then one day for pre test, twelve days for self assessment and discussion (alternate day) on the assessment process and last day for the post test. Researcher prepared six class tests on the topics which were already taught in regular classroom by the subject experts appointed by the school. These test items were based on the content of selected chapters of class IX Science; Organization in the living world: Cell and cell structure, Tissues, Classification of living organisms, Chemical Bonding and chemical reactions. There were six sessions; two periods @ 40 minutes for each test paper. One period to attempt the test items along with discussion on marks and comments during self- assessment on the next day.

### Statistical Analysis

Raw scores obtained from pre and post achievement tests were presented in tabular form for the purpose of interpretation. For the analysis of collected data; the mean, SD, r and 't' value were calculated.

### Results and Interpretation

The objective of present study was "to compare mean pre and post achievement scores in the group treated through self- assessment exercises for class IX students". The data was statistically calculated to find the mean, SD, r and 't' value.

**Table 1.2 Testing- wise M, SD, r and t- value of achievement**

Testing	M	SD	r	't' value	p value	Remark
Pre- test	48.05	3.41				
Post- test	50.26	2.91	0.98	7.495	0.00	$p < 0.01$

From the above table 1.1, it is evident that the t - value for achievement is 7.495, whose p value is 0.00. It is less than 0.01 level of significance, therefore it is significant at 0.01 level with  $df = 38$ . It indicates that the mean achievement scores at pre and post test stage of students treated through self- assessment exercises differ significantly. In this context the null hypothesis that "there will be no significant difference

between mean pre and post achievement scores in the group treated through self- assessment exercises for class IX students" is rejected. Further the t - value for mean achievement scores after the treatment was found to be 50.26 which is significantly higher than t - value before the treatment which is 48.05. Therefore it can be said that self- assessment exercises were found to enhance the student's achievement level. Thus, it

can be concluded that self- assessment exercises were found to be effective in terms of achievement.

## Discussion on Findings

The researcher found that - the exposure of students for self- assessment exercises was favorable for the students. The experimental group was found to perform significantly better in post test. It is found to be an effective assessment strategy for providing real learning experiences. It can be used in any setting convenient to the learner and may be completed at learner's own pace. The findings are supported by previous researchers. Behrihum et al. (2006) and Kee Shum (2006) reported innovative assessments are enhancing active learning. Byrd and Matthews (2007) found efficacy of student's self- assessment. Adina Ignat and Petruta Rusu (2011) reported significant positive correlations between performance and the meta cognitive abilities. According to Otilia Clipa, Aurora-Thomas, Martin & Pleasants (2011) self- and peer-assessment favors student's future- learning in higher education. These innovations might reduce stress and also supportive for better long-term learning. Self- assessment depends upon observation as per decided criteria which help students to know about own strengths and weakness. Awareness about performance criteria enables learners to control over learning processes. There is increased motivation linked with setting of short- term objectives. This approach may also promote positive changes in teaching and learning style.

## Conclusion

In the light of the statistical analysis and the finding of the study, the following conclusions were drawn;

Our education system needs examination reforms. Elimination of the term pass / fail

concept on mark sheets must be replaced by terms such as; unsatisfactory or more work to attain desired standards by permitting repeated retake. Teachers need to look at the holistic assessment of a learner which includes; Life Skills, Attitudes and Values, Sports and Games. The CCE scheme aims at addressing these in a holistic manner. Marks should be given on the observable attributes of student, for performance of overall academic year on his / her performance in class test, on attendance and co-curricular activities. Rigid written exams insulate students from the realities of the world, rendering them unfit to face competitions. The solution lies in bringing about a more responsive work culture in educational institutions. Empowered teachers are vital to attempt for transforming education through examination reforms. During innovative assessment the students get an opportunity of understanding at own pace. It is a self- learning style to motivate the students in which immediate reinforcement is provided in the form of feedback to performance.

## Recommendations

Innovations in the process of assessment provide an insight into student's comprehension which may be helpful in identifying gaps in learner's knowledge. Encouraging them for examination of own levels of understanding can be called as a 'wake- up call for improvements'. It is necessary for the students to get new experiences at each and every step to reach on a good position and to achieve success. This study was deficient in respect of science content covered in tests and time spent with students. The quality could be improved if more resources were available. Anyhow the results of the study can be said to be sufficient for generalization of teaching methods. Similar self assessment activities can be designed for improved performance at each and every step to be followed by individuals.

## References

1. Byrd, T. and Matthews, R. (2007). *Efficacy of student's self- assessment*. Bowie State University. Retrieved from <http://www.thefreelibrary.com/Efficacy+of+student's+self-assessment.-a0165912662> on 02.Apr.2015
2. Behrihum et al. (2006). *Enhancing active learning through teacher's, peer and self reflections in selected primary schools in Ethiopia*. Retrieved from <http://dwb.unl.edu/Edit/MB/MasonBruning.html> on 20.Oct.2010
3. Keeshum (2006). Retrieved from [www.informaworld.com](http://www.informaworld.com) on 12.Dec.2009
4. Otilia Clipa, Aurora- Adina Ignat and Petruta Rusu. (2011). *Relations of self- assessment accuracy with motivation level and meta cognition abilities in pre- service teacher training*. *Procedia - Social and Behavioral Sciences*, Published by Elsevier Ltd. Vol. 30, pp. 883 – 888. ISSN: 1877 – 0428. doi:10.1016/j.sbspro.2011.10.171. Retrieved from [https://ac.els-cdn.com/S1877042811019963/1-s2.0-S1877042811019963-main.pdf?\\_tid=293b03cf-eb22-4f01-b81d-97e173002ba7&acdnat=1523597052\\_40318d33b7359066f766668bbf5630b8](https://ac.els-cdn.com/S1877042811019963/1-s2.0-S1877042811019963-main.pdf?_tid=293b03cf-eb22-4f01-b81d-97e173002ba7&acdnat=1523597052_40318d33b7359066f766668bbf5630b8) on 13.Apr.2017
5. Stephanie J. and Geoff I. (2001). *Assessing Self- and Peer- assessment: the students' views*. The University of Queensland. In *Higher Education Research & Development*, Vol. 20, No. 1, pp. 53-70 (2001). Retrieved from [https://pes.concordia.ca/docs/assessing\\_self.pdf](https://pes.concordia.ca/docs/assessing_self.pdf) on 03.Apr.2015
6. Tyagi, P. (2012). *Effect of feedback strategies on Accuracy of Self Assessment of achievement in Chemistry of Eleventh graders*, *Learning Community*, Vol. 3, No. (2 & 3), 2012, pp. 217-224.



# A Comparative Study of Gender Difference in the Level of Self- Esteem of Single Child Adolescents of District Sirsa

Dr. Rajni Bala\*

## Abstract

*This research paper presents the results of an investigation which has explored the gender difference in the level of self-esteem in single child adolescents of district Sirsa. The sample comprised of 200 adolescent students in which 78 were girl students and 122 were boy students. The data was collected by using a self-constructed and standardized self-esteem scale consisting of 60 items for peer group and 50 items for teachers. The overall results revealed that there is no significant gender difference in the level of self-esteem of single child adolescents. It is also revealed that single child status does not affect the personality of an individual.*

**Keywords:** Single Child, Adolescents, Self-Esteem, Sirsa.

## Introduction

Self- esteem defined as the general self-evaluation of a person toward herself/ himself, is one of the main human need, it is actually a characteristic of a normal person. Many psychologists know its deficiency as the root of many psychological diseases. These characteristics are more important as one of the main and dominate process of social and psychological growth of personality. Family structure is the important social aspect for the development of self-esteem. At present India sees rise in single child families. Woman's employment has important influence on the decision to have children and on the number of children to have (Davis Netzley, 1998). Data from the Indian Human Development Survey of 2004-05 show that about 16% of woman with a college degree seem to have stopped after one child and that 13% of those living in the four metro cities have done the same. However many other factors contribute to influence an adolescent's personal

development and self-esteem. Many studies have shown that adolescent girls tend to have lower self-esteem and more negative assessment of their physical characteristics and intellectual abilities than boys have. Boys seem to score higher than girls on self-esteem during adolescents. Girls are more concerned about their social lives and their general acceptance by others as compared to boys who are more concerned about being disliked. Many people think that children with no sibling have higher self-esteem than children with one or more siblings. In the sight of the literature and some narratives collected from the parents and peers of the singletons the aim of the current research study is to explore the gender difference on the variable of self-esteem in single child adolescents of Sirsa city of Haryana. The hypothesis set forward for the study was: There is no significant gender difference in the level of self-esteem of single child adolescents of Sirsa district.

\*Assistant Professor, Shah Satnam Ji College of Education, Sirsa, Haryana.

## Statement of Problem

A Comparative Study of Gender Difference in the Level of Self- esteem of Single Child Adolescents of District Sirsa.

## Operational Definitions of the Terms

**Single child:** Single child is a person with no sibling either biological or adopted. This term single child is generally applied to those individuals who never have siblings.

**Adolescent:** A young person who has undergone puberty but who has not reached full maturity.

**Self-esteem:** Self- esteem reflects a person's overall subjective emotional evaluation of or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self- esteem his also known by the names of self-worth, self-integrity, self-regard and self-respect.

## Research Questions

### Objectives of the study

- To study the level of self- esteem of the single child adolescents as perceived by peer group of Sirsa district.
- To study the level of self- esteem of the single child adolescents as perceived by teachers of Sirsa district.
- To study the gender difference between the level of self- esteem in single child adolescents as perceived by peer group of Sirsa district.
- To study the gender difference between the level of self- esteem in single child adolescents as perceived by teachers of Sirsa district.

### Hypotheses of the study

- There is an average level of self- esteem in single child adolescents as perceived by peer group of Sirsa district.

- There is an average level of self- esteem in single child adolescents as perceived by teachers of Sirsa district.
- There is no significance gender difference in the level of self- esteem of single child adolescents as perceived by peer group of Sirsa district.
- There is no significance gender difference in the level of self- esteem of single child adolescents as perceived by teachers of Sirsa district.

## Methodology

Ex-post facto method of research has been followed for conducting the study. It is known "after the facto research," an ex-post facto design is considered quasi-experiment because the subjects are not randomly assigned. They are grouped based on a particular characteristics or trait.

## Sample

A sample of 200 single child adolescents, comprising 78 girls and 122 boys of Sirsa District has been selected through purposive sampling technique.

## Tool Used

A self- esteem scale consisting of 60 items for peer group and 50 items for teachers has been used to collect the data. The tool was self-constructed and was also standardized.

## Statistical Technique

T- test was used by the investigate to find the level of difference in terms of gender in single child adolescents with reference to self-esteem.

## Analysis and Interpretation

H-1 There is an average level of self-esteem in single child adolescents as perceived by peer group of Sirsa district.

**Table-1 Level of Self-Esteem in Single Child Adolescents as Perceived by Peer Group of Sirsa District**

Class Intervals	Frequency	Level of Self-Esteem
0-100	0% <sub>0</sub>	Low
100-200	66% <sub>66</sub>	Average
200-300	34% <sub>34</sub>	High

Table-1 depicts the level of self-esteem in single child adolescent students as perceived by their peer group. 0% single child adolescents have demonstrated the low level of self-esteem where as 66% single child adolescents have shown an average level of self-esteem and 34% single child adolescents have demonstrated a high level of self-esteem from the stand point of their peers. Hence, the hypothesis that there is an average level of self-esteem in single child adolescents as perceived by peer group is accepted. In other words two-third single child adolescents have shown average level of self-esteem and one-third single child adolescents have shown a high level

of self-esteem. There is a need to develop the level of high self-esteem among single child adolescents because it serves as a protective function and reduces anxiety. Psychologists usually regard self-esteem as an enduring personality characteristic. The feeling of worthiness or significance can be instilled in a child by influencing him or her with words and deeds, by nurturing and protecting with caring and meeting needs.

H-2 There is an average level of self-esteem in single child adolescents as perceived by teachers of Sirsa district.

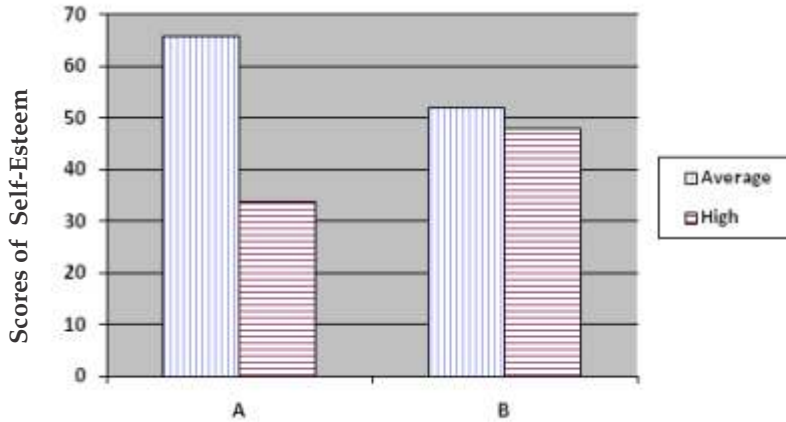
**Table-2 Level of Self-Esteem in Single Child Adolescents as Perceived by Teachers of Sirsa District**

Class Intervals	Frequency	Level of Self-Esteem
1-84	0% <sub>0</sub>	Low
85-168	52% <sub>52</sub>	Average
169-250	48% <sub>48</sub>	High

Table-2 represents the level of self-esteem in single child adolescents as perceived by teachers. 0% single child adolescents have demonstrated the low level of self-esteem whereas 52% single child adolescent students have shown average level of self-esteem while remaining 48% single child adolescent students have shown a high

level of self-esteem in the view of their teachers. Hence, the hypothesis that there is an average level of self-esteem in single child adolescents as perceived by teachers is accepted. Approximately 50% single child adolescent students need to develop their level of self-esteem.

Figure 1: Level of Self Esteem in Single Child Adolescents of Sirsa District.



A= Peer Group's Perception About Single Child Adolescents.  
 B= Teacher's Perception About Single Child Adolescents

H-3 There is no significance gender difference in the level of self- esteem of single child adolescents as perceived by peer group of Sirsa district.

Table-3 Gender Difference in the Level of Self-Esteem of Single Child Adolescents of Sirsa District as Perceived by Peer Group

Group	No.	Mean	S.D.	t-Value
Single Child Adolescents (Girls)	37	195.45	19.30	Not Significant
Single Child Adolescents (Boys)	63	197.19	19.11	

Table 3 depicts the gender difference in the level of self-esteem among single child adolescent students as perceived by peer group of Sirsa district. The mean score of self-esteem of single child adolescent girl students and single child adolescent boys is 195.45 and 197.19 respectively. The standard deviation for single child girl students is 19.30 and for boys is 19.11. The calculated t-value 0.43 is less than the table value 1.98 at 0.05 level of significant at 98 degree of freedom. Hence, the null hypothesis that there is

no significant difference in the level of self-esteem among single child adolescents as perceived by peer group is accepted. It can be stated that single child girl students do not differ from single child boy students with regard to self-esteem.

H-4 There is no significance gender difference in the level of self- esteem of single child adolescents as perceived by teachers of Sirsa district.

**Table-4 Gender Difference in the Level of Self-Esteem of Single Child Adolescents of Sirsa District as Perceived by Teachers**

Group	No.	Mean	S.D.	t-Value
Single Child Adolescents (Girls)	41	168.68	21.14	0.97
Single Child Adolescents (Boys)	59	164.39	19.21	Not Significant

Table 4 illustrates the gender difference in the level of self-esteem of single child adolescents as perceived by teachers of Sirsa district. The mean value of self-esteem for single child adolescent girls and for single child adolescent boys is 166.68 and 164.39 respectively. The standard deviation for single child adolescent girls is 21.14 and for single child adolescents boys is 19.21. The calculated t-value 0.97 is less than the table value 1.98 at 0.05 level of significance at 98 degree of freedom. Hence, the null hypothesis that there is no significant gender difference in the level of self-esteem of single child adolescents as perceived by teachers is accepted. In other words it can be said that single child adolescent girls do not differ from single child adolescents boys with regard to self-esteem as perceived by teachers.

The noteworthy thing is that both the perception given by teachers and peer group about the single child adolescents with regard to self-esteem are similar. It can be argued that there is no gender difference in the level of self-esteem of single child adolescents. Mullis & Chapman (2000), substantiates the finding of the present study. They studied on association among gender, age and self-esteem and found that adolescents having high self-esteem focused on problem solving strategy while emotion focused strategy was used by those adolescents who have low esteem. Gender is not only the single basis for the determination or identification of the level of self-esteem of adolescents.

### Findings:

- Single Child Adolescents have Average level of Self-Esteem.

In the view of peer group 66% single child adolescents have demonstrated average level of self-esteem while 34% single child adolescents have demonstrated high level of self-esteem. Besides this in the view of teachers 52% single child adolescents have demonstrated average level and 48% single child have demonstrated high level of self-esteem.

- No significant gender difference in the level of self-esteem of single child adolescents as perceived by peer group since the calculated t-value 0.43 is less than table-value 1.98 at 0.05 level of significance at 98 degree of freedom.
- No significant gender difference in the level of self-esteem of single child adolescents as perceived by teachers since the calculated t-value 0.97 is less than table-value 1.98 at 0.05 level of significance at 98 degree of freedom.

### Conclusion

From the above observation, it can be concluded that single child status does not affect the personality of the adolescents. There are many other factors which affect the personality of adolescents i.e. child rearing, parenting style, living standard, economic condition and education level of the parents and basic nature of the individual also determine the personality of the adolescents. The present study shows that majority of the adolescents either boys or girls have shown average level to high level of self-esteem. Parents and teachers must teach the adolescents, how to work in the real world to achieve desired goals or results. They must be a role model and show responsible behavior.

Parents need to see their children unique, participate in their joys and pains. Ability of judging the child by looking at their peers, not only hurt the child's pride but also lower their self-esteem. Therefore parents must allow their child to blossom with his/her personality.

## References

1. *Ex Post Facto Research Design*. Retrieved from <https://www.alleydog.com>
2. Gonzalez-Mena, J. (2009). *Dimensions of Self-esteem*. Excerpt from *Child, Family and Community: Family Centered Early Care and Education*. Pearson Allyn Bacon. Prentice Hall P 206-208.
3. Harter, S. (1990). *Identity and Self development*. In S. Feldman and G. Elliott (Eds.), *At the threshold: The developing adolescent*. Cambridge, MA: Harvard University Press. 352-87
4. Manning MA, Bear CG, Minke KM. (2006). *Self Concept and Self-Esteem*. Washington: National association of school psychologist.
5. Mullis, RL and Chapman, P. (2000). *Age, gender and self-esteem differences in adolescent coping styles*. *The Journal of Social Psychology*, 140 (4): 539-541.
6. T. Falbo And D.F. Polit Jr., (1986). *Quantitative Review of the Only Child literature: Research Evidence and Theory Development*, *Psychological Bulletin* 100(2): 176-189
7. *Therapy for Self-Esteem*. Retrieved from <https://www.goodtherapy.org>.

# Integration of Mathematics in Teaching of Physics

Sadhana Shrinivas Hulyalkar\*

## Abstract

*Mathematics is the mother of all sciences. So students need to have strong foundation of basic mathematics even to learn science. It is found that most of the students find Physics as a difficult subject. There is a phobia about Physics. This leads to disliking of the subjects. This paper focuses on the reasons why students find the subject difficult. The researcher has done survey. A questionnaire was given to the students to know the reasons of disliking of the subjects. Even 10 physics teachers from different schools were interviewed. The analysis of feedback from the student and teachers was done. It was found that some where there was a connection with mathematics. So an experiment was done. Two classes of STD IX were selected. One class was taught the basic concept of Physics using mathematical way and other class by using the guidelines given in the textbook. After that the test of both classes were taken and performance of both the classes were compared. It was found that the group to which mathematical approach was used showed better performance. So the researcher has tried to conclude that while teaching physics as a separate subject for the first time, teacher must use interdisciplinary approach. The research is supported by the data of number candidate who appear for the interview as Physics teacher. So through the paper the researcher has suggested that every physics teacher must focus on understanding of basic mathematics concept of the students.*

**Key Words:** Integration, Mathematics, Physics.

## Introduction

History showed that physics can be a fertile ground for new mathematical ideas and creative mathematical reasoning. [8]. So Physics and mathematics are interlinked. That is the reason we need to apply interdisciplinary approach [6]. As suggested by NCF 2005, the main objective of teaching of science at secondary level is to develop the scientific attitude among the students [7]. It is expected that students must verify the facts based on the scientific knowledge. It also suggests that learning of science develop curiosity among the children. In the same way according to NCF the broader objective of teaching mathematics is to develop the problem

solving attitude. [7]. If we combine these two objects it is conclude that students must solve the problem in their day to day life using the scientific knowledge they had and indirectly contribute to solve the problems of country.[1] But if the students have phobia of any of these two subjects, then how are they going to develop the scientific attitude and how they will solve day to day life problems. It was found that when students learn physics at the first time as a separate subject, [9] they do not understand the basic concepts in Physics. This leads to create the disliking of subject. When these concepts are not clear, it's difficult for the student o understand the higher level concepts of physics. So it develops phobia

\*HOD of Mathematics @Vidya Pratishtans English Medium CBSE School, Vidyanagari, Baramati(Pune, Maharashtra)  
hulyalkars74@gmail.com

of physics amongst the students. So to avoid this the researcher has conducted an experiment with the help of physics teachers in the school where basic physical concepts of physics using mathematical approach that is synthesis and analysis method of teaching mathematics was used to teach physics.[10][6].

### Objectives

1. To know about the interests of students.
2. To find the reasons of physics phobia.
3. To make the strong foundation of basic

Subject	Mathematics	Physics	Chemistry	Biology
No. of students	9	6	10	15

To know the reasons of disliking of the subjects from the students point of view. The reasons mentioned by students are given below-

1. It is not interesting.
2. It's similar as mathematics.
3. We need to learn many formulas.
4. Lot of calculation is involved in the problems of Physics.
5. The concepts are very difficult to understand.
6. Ignorance of the Physics class.
7. Derivations of formulae are difficult to understand.
8. Almost all concepts there are graphs which is difficult to plot as such plotting is not taught in mathematics classes.
9. The expected answers and the experimental results show much difference so the tendency of students is to learn the reading and the observation during practical exam.

### Interview of Physics teachers.

10 physics teachers from different schools were interviewed to know their opinion about the topic. We receive following reasons why the children do not take interest in learning of physics-

- concepts of physics.
4. To make the students understand importance of mathematics to learn science.
5. To apply interdisciplinary approach.

### Methodology

The research carried out in three steps.

Survey of students to know which subjects they like the most. 40 students of class 9 were selected and their responses were recorded as

1. Mathematical concepts are not strong.
2. Not able to read the figures. Instead of focusing on the derivation of formulas they just learn it without understanding.
3. Lack of algebraic and geometrical knowledge.
4. They do not study with interest.
5. At higher classes the students who do not take mathematics as a subject at std.11 find Physics much difficult.
6. Physics is very abstract.
7. Those who wish to choose their carrier in medical field, do not want to study mathematics, thus learning of physics is done for the seek of scoring marks in entrance exams for such courses. Sometimes Physics teachers also have fear of mathematics.
8. Teacher agree that physics requires good knowledge mathematics and cannot be learned without mathematics background but from students point of view not having good mathematics background does not make physics difficult. So they do not want to revise mathematical concepts.
9. Experiment to teach Physics in two different ways.



10. Topics taught- reflection, refraction. Displacement, velocity, acceleration, Inertia, energy, volume and density. It took 15 days to carry out this experiment.[2]

\*.Method of teaching physics using mathematics- For example Velocity was taught in the following way-

Explanation given by the teacher-

Definition- Velocity is the Rate of change of displacement.

Mathematical form of the same is-

Velocity= Displacement/(time)

Here mathematically  $V = D$  when  $t=1$ .

So velocity is nothing but displacement when time is 1 unit. That is velocity is displacement in unit time.

So this way it is easy to understand the concept of velocity. Further we can get the unit of velocity as,

Unit of displacement/ Unit of time = m/s or by using laws of indices we can get as  $ms^{-1}$  Students would easily understand the concept of velocity.

There is similarity in the formulas of speed and velocity as

Speed= (Distance)/(time)

Students have already learned this formula in std VIII. The teacher just needs to introduce the concept of scalars and vectors and explain the term.

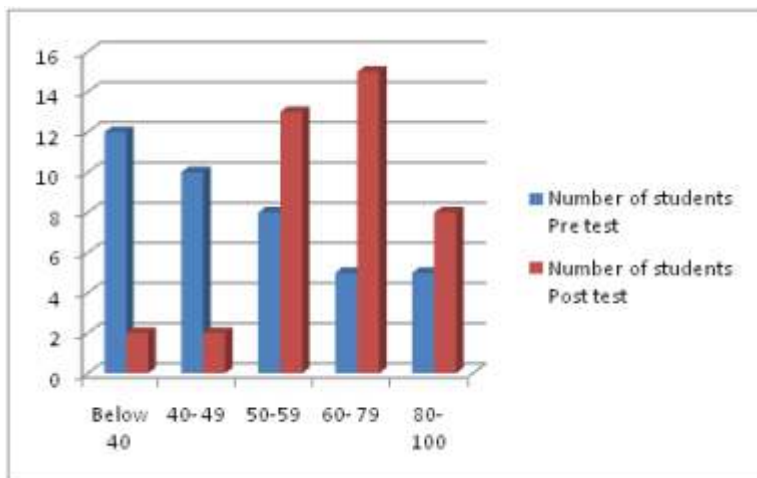
Similar way other concepts of Physics were taught mathematically.

The feedback received from the students was satisfactory.

The performance of both groups in pre test and post test is shown by the table and the graph.

**Pre-Test and Post Test..**

Sr. No.	Range of marks in %	Number of students	
		Pre test	Post test
1	Below 40	12	2
2	40-49	10	2
4	50-59	8	13
5	60-79	5	15
6	80-100	5	8
	Total students	40	40



#### IV. Result

Sr. No.	Range of marks in %	Number of students		Difference
		Pre test	Post test	
1	Below 40	12	2	10
2	40- 49	10	2	8
4	50-59	8	13	5
5	60- 79	5	15	10
6	80- 100	5	8	3
	Total students	40	40	

1. The performance of the student in physics was improved.
2. The number of students who scored below 40% in pre test was reduced by 10.
3. Similar way the number of students who scored above 80% was increased by
4. Students from the experimental group gave the feedback that they understand the concept in a better way.
5. It helped for the teachers also to teach new concepts.
6. It was also found that students in the control group struggle with problems in physics containing algebraic expressions

#### Discussion and Conclusion

Teaching of Physics cannot be separated from teaching of mathematics. There are many similarities in these subjects so these two subjects can be taught by integrating. Every Physics teacher must teach mathematics at least for one class till STD 10. Teaching methods of both the subjects can be used for teaching both the subjects as per the concept. Negligence of mathematics should be reduced right from primary classes. Our main findings show that a large number of the physics concepts require mathematics, especially the competency in handling symbols. Why our students' struggle with physics concepts which require mathematics? Difficulties with mathematics in physics could be

related to 1) the prerequisite mathematical competencies required in physics and/or 2) struggles with transfer between mathematics and physics. It is found that the symbolic language of algebra is needs cognitive development of students to transfer from mathematics to physics. It is possible that this transfer is even more challenging for students. While interacting with the teachers it was found that students get stuck in mathematical part of physics and that is why it is necessary to investigate the role of mathematics in teaching of physics. [11]. In addition, the teachers need to learn to reach their students and how to make them understand the physics concepts. Even though the teacher is highly qualified she needs to be flexible to adopt the new ways which can be very easy. Students also should feel that my Physics teacher is equally good at mathematics.

## Acknowledgement

### Author is thankful to

1. Dr. Anil Hiwarekar( Head of Dept @VPKBCOE for his valuable guidance.
2. Mrs.Radha Kore Principal of VPMS for her encouragement and positive concern towards implementation of this research work. .
3. All the physics teachers who took initiative and took part in this research.
4. Mr. Sunil Malgaonkar Senior Physics teacher Shivaji University, Kolhapur.

## References

1. *A Practical Guide to Delhi School Education Act and Rules Paperback* – 1 Nov 2017 H. L. Kumar
2. *A text book of Physics std XI*, S.Y.Gambhir,Narendra Prakashan June 2002
3. Buick, J. (2007). *Investigating the correlation between mathematical pre-knowledge and learning gains in service physics*. *European Journal of Physics*, 28, 1073.
4. Carlone, H. B. (2003). *Innovative science within and against a culture of "Achievement"*. *Science Education*, 87(3), 307-328.
5. Croft, A. C., Harrison, M. C., & Robinson, C. L. (2009). *Recruitment and retention of students—an integrated and holistic vision of mathematics support*. *International Journal of Mathematical Education in Science and Technology*, 40(1), 109-125. Vol. 7 Nr. 1 Art. 6 Nilsen,
6. *Interdisciplinary Curriculum: Design and Implementation*, 1989 Heidi Hayes Jacobs
7. NCF 2005
8. NCERT Text book of mathematics for class 8
9. NCERT Text book of Physics for STD IX.
10. *Teaching of Science* Monica Davar Prentice-Hall of India Pvt.Ltd
11. *The ROLE Of Mathematics in the teaching and learning of Physics* Andreas Redfors, Lena Hansson, Örjan Hansson and Kristina Juter Kristianstad University, Kristianstad, Sweden
12. *What makes physics difficult?* Funda Ornek, 2William R. Robinson, and 2Mark P. Haugan *International Journal of Environmental & Science Education*, 2008, 3 (1), 30 – 34 ISSN 1306-3065 © 2008 by IJESE

# To Study the Relationship Between Emotional Intelligence and Academic Stress among University Students

Dr. Sonia Sharma\*  
Sukhwinder Kaur\*\*

## Abstract

*The present study was carried on “to study the relationship between emotional intelligence and academic stress among university students”. This study was descriptive in nature. A sample of 200 students was selected from University in Punjab. Aims: The objective of the study (1) to study the relationship between emotional intelligence and academic stress of university students (2) to study the relationship between emotional intelligence and academic stress among university students. Tools and Techniques: Scale of Emotional intelligence by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) and scale of Academic stress by Kim (1970) have been used to collect the data. For the purpose of the drawing out the result statistical technique used which includes mean standard deviation t-test and co-efficient correlation. Results: the findings of this study analysed that there is positive as well as negative significant relationship among university students, students from pharmacy stream face highly academic stress as compared to management stream. It shows that highly emotionally intelligent students face lower academic stress as compared to less emotionally intelligent students.*

**Keywords:** - Emotional Intelligence, Academic Stress, Pharmacy and Management University students.

## Introduction

Stress has been growing to be a very essential area in educational circles. In the area of behavioural science, many researchers have carried out deep research on the issue of stress and its impacts and revealed that the stress topic needed more concentration (Agolla, 2009). If stress not well managed then it has either negative or positive effects in the educational institutions (Stevenson & Harper, 2006). Academic institutions have diverse work settings compare to non-academic and therefore one would expect the difference in symptoms, causes, and consequences of stress (Chang & Lu, 2007). It is important for the society that pupils should begin required knowledge and skills so that they can positively contribute to the progression of the general economy of any

nation. It is important for the educational institutions to maintain well balanced educational environment which are helpful for better learning of the students which is based on their personal needs. All students have different values, goals and expectations that they want to be fulfilled but it is only possible if their goals, expectations and values are integrated with that of the organization (Goodman, 1993).

## Emotional Intelligence

Over the last two decades the concept of emotional intelligence as a part of individual talents has grown up. The growth of emotional intelligence concept can respond to numerous problems not only in theoretical and psychological aspects, but also in health, education, and management problems.

\*Assistant Professor, Lovely Professional University.

\*\*Research Scholar (Integrated B.Ed.M.Ed), Lovely Professional University

Emotional intelligence, as a stress manager, is the ability to manage distressing moods well and controlling impulses; to become motivated; to remain hopeful and optimistic when setbacks towards goals arise. Mayer, Salovey and Caruso (2000) defined Emotional intelligence as a set of capabilities that account for how people more accurately solve their emotional lives problems by understanding of their emotions.

Goleman (1998) writes that emotional intelligence include such skills as being able to stimulate oneself, being persistent in facing obstacles and achieving goals, controlling impulses and delaying gratification, controlling one's moods, thinking logically, empathizing with others and hoping.

As Goleman Suggested, emotional intelligence includes capability to resolve the emotional problems, capability to accept realism, flexibility and skill to regulate and alter their reactions regarding stress and crisis. He thought that emotional intelligence forms a better way to use intelligent Quotient (IQ) through self-control, perseverance, and self-motivation. Goleman supposed that individual should wisely face his emotions instead of ignoring their emotions. Bar-On presented a model for intelligence and supposed that Emotional Intelligence is an mixture of a variety of skills that contribute to successful performance and effective environmental adjustment in life.

Peter Salovey and John Mayer (1990) Emotional Intelligence is the capacity to examine one's own and emotions of other people's, to distinguish among diverse emotions and label them properly and to use emotional information to guide thinking and behaviour."

According to Goleman (1995) emotional intelligence having 5 components like these are following:

1. To know our/self emotions (self-awareness).
2. To manage these emotions

3. To motivate ourselves
4. To identify and understanding other's people's emotions.
5. And to handle these relationship.

Emotional Intelligence is the skill for explaining the emotions and of emotions to increase thinking. It is the ability to perceive emotions accurately and to access and produce emotions so as to guide thought to understand the emotions and emotional knowledge and to reflectively control emotions so as to encourage emotional and intellectual growth.

Daniel Goleman says if your emotional abilities are nit in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you could not have empathy and effective relationships, then no matter how smart you are

## Academic Stress

Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it (Carveth et al., 1996). Studentsreport experiencing/facing academic stress at predictable times each semester with the greatest sources of academic stress resulting from taking and studying for exams, comparison with other students' marks, grade competition and the large amount of content to master in a small amount of time (Abouserie, 1996). When stress is perceived negatively or becomes excessive, students experience physical and psychological impairment. Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it (Carveth et al., 1996). Students report experiencing academic stress at predictable times each semester with the greatest sources of academic stress resulting from taking and studying for exams, grade competition, and vast content to master in less time (Abouserie, 1996). Students experience

physical and psychological impairment by perceiving negative stress.

Academic stress can be defined as a chronic stress due to the nature of educational demands; was related with negative health outcomes of depression and bodily illness (Mac George, Samter and Gillhan, 2005).

Bisht (1989) was defined academic stress is a academic demand that tax or exceed the accessible resources both internal or external as cognitively appeared by the student involved. According to Bisht academic stress reflects perception of student's educational frustration, conflict related with education, pressure related with educational work and academic anxiety.

Nada Abisamra (2000) explored "to study of relationship between emotional intelligence and academic achievement on a 500 students 11th graders (boys and girls) from public and private schools in Montgomery, Alabama. The BarOn EQ-i is an interval scale test that consists of 133 items was used for the data collection. The study concluded that there was significant positive relationship between emotional intelligence and academic achievement."

Kumar (2005) conducted "to study the relationship between emotional intelligence and personal effectiveness. The study was carried on 50 post graduates (25 male and 25 female) from different departments of Delhi University. The result revealed that there was a positive relationship between emotional intelligence and personal effectiveness."

Miri and Moodis (2013) examined "to study the relationship between emotional intelligence and academic stress in the medical sciences students. 260 students were selected for this study. The tools were used for data collection were standardized EI Shering's (33 questions, five domains) and the Student-Life Stress Inventory (57 questions, nine domains). The purpose of this research was to assess the relationship between

Emotional Intelligence and educational stress in the students of Birjand University of Medical Sciences (BUMS). Findings of the research indicated that the students of Birjand University of Medical Sciences were having a moderate to high level of Emotional Intelligence. There was a relationship between some subscales of academic stress and emotional intelligence."

Sharma (2017) find out the study "to adjustment of working women in relation to emotional intelligence, spiritual intelligence and life satisfaction. The result revealed that there was significant negative relationship between adjustment and emotional intelligence, spiritual intelligence and life satisfaction among a sample of 530 working women. The result revealed that as the scores of emotional intelligence, spiritual intelligence and life satisfaction were increasing the score of adjustment were decreasing as the lower scores of adjustment showed better adjustment."

Nadaf (2018) carried "to study on emotional intelligence, personality characteristics' and gender: an empirical study of college principles. The objectives of this study were to analyze the emotional intelligence and personality characteristics' of principles in relation to gender and to find out the relationship between emotional intelligence and personality characteristics' of the college principles. The result of this study was there was no significant difference in the personality characteristics of male and female principals, there was a significant difference in emotional intelligence and gender and also there was a significant positive relationship in personality and emotional intelligence of college principles."

Jadav (2018) carried "to study on emotional intelligence and anxiety among M.B.B.S and B.Sc. nursing students. The purpose of this study was to find out and measure the correlation between emotional intelligence and anxiety among M.B.B.S and B.Sc. nursing students. The output of this research was emotional intelligence and

anxiety was significant. And correlation was - 0.89 between emotional intelligence and anxiety, it was negative correlation."

Empan (2015) conducted "to study on the relationship between academic stress and its relationship with Anxiety and time management. The purpose of this study was to find out the relationship between academic stress and its relation to anxiety and time management. The result showed that there was a strong positive relationship between academic stress and anxiety, a weak positive relationship between anxiety and management and there was no significant relationship between academic stress and time management."

Bhatti et al. (2018) find out "to study the relationship between personality traits and academic stress among postgraduate students in Pakistan. The purpose of this study was to investigate the relationship between personality traits, academic stress and academic performance. . This study also explored that Impacts of academic stress vary from person to person, depending on the personality traits and personal resilience. For the students, the personality traits are important in terms of their academic stress level. Students with positive personality traits like openness to experience, conscientiousness, extroversion and hand and students with negative personality traits like neuroticism tend to perceive higher level of academic stress. The findings of this study concluded that students with positive personality traits were lower stress as compared to students who have negative personality traits."

Rehana (2018) worked on "to study the relationship between emotional intelligence and academic stress among university students. The result of this study showed that the male student of university experience high level of emotional intelligence than academic stress while female students of university have higher level of academic stress than emotional intelligence."

Alam and Halder (2018) conducted the study "to compare the academic stress and academic performance and to analyse the relationship in both variables among higher secondary students in relation to their gender. The result depicted that there was a significant difference in the academic stress and academic performance in the higher secondary students and also showed the negative correlation between these two variables."

## Objectives of the Study

- To study the relationship between emotional intelligence and academic stress of management students.
- To study the relationship between emotional intelligence and academic stress of pharmacy students.

## Hypothesis of the Study

- There is no significant relationship between emotional intelligence and academic stress of management students.
- There is no significant relationship between emotional intelligence and academic stress of pharmacy students.

## Variables

The present researcher will take two variables in this study, emotional intelligence and academic stress. In this study gender wise classification should be done like male and female and also two streams should be taken management and pharmacy.

## Methodology

The methodology is the most essential part of any research. Methodologies in fact determine the density of any research. Every steps of research have to be planned and designed carefully. This was a descriptive study designed to compare the emotional intelligence and academic stress

among management and pharmacy students in relation to gender.

## Population

The students of Lovely Professional University, Phagwara belonging to management and pharmacy streams constituted the population of the present research works.

## Sample and Sampling Technique

The students of Lovely Professional University, Phagwara belonging to management and pharmacy streams constituted the population of the present research work. A representative sample of 200 university students belonging to management and pharmacy streams were selected through stratified random sampling technique by giving due to weight age to both streams, out of 200 university students that is 100 students from pharmacy and 100 from management streams were selected, gender wise that is male 50 and female 50, in relation to location that is 50 rural and 50 urban, from both the respective streams were selected.

## Tools

For each and every type of research the researcher needs certain instruments to gather new facts and to explore new area. Tools are the main bases to collect relevant data. The selection of suitable tools is of vital important for success of full research so for the present study following tools are used to collect data:

1. Emotional intelligence scale by Anukool Hyde , SanjyotPethe and UpinderDhar (2002)
2. Academic stress scale made by Kim(1970) and revised by Rajendran and Kaliappan(1990)

## Delimitation of the Study

- The present study is delimited to only one university.
- The present study is delimited only with two psychological variables emotional intelligence and academic stress.
- The present study is delimited to Management and Pharmacy with two streams only.

## Procedure

The researcher collected the data by personally visiting in Lovely Professional University, Phagwara. After taking permission from this concerned authority with the respective blocks management and pharmacy blocks one by one. The researcher met to the pharmacy and management students in their respective blocks. Before administering the scale, they were made clear about the purpose of collecting the data and confidentiality level was set up with learners.

## Results and Findings

After collecting data of Emotional intelligence and Academic stress among university students of management and pharmacy streams, the data were subjected to statistical treatment and interpretation like analysis, conclusion and results pertaining according to the objectives of the study. When researcher drawing out the conclusion and also formulates the generalization then it is very important for him to the nature of the research and sample type must be kept in viewing. For the present study data have been analyzed under following headings.

- Results pertaining to study relationship between emotional intelligence and academic stress score of management students



The objective of the present study to find out the relationship between emotional intelligence and academic stress score of management students.

**TABLE 1**

MANAGEMENT		
Variables	Coefficient of correlation	Level of significant
Emotional Intelligence	-0.026	Not Significant
Academic Stress		

\* $p < 0.05$ , \*\* $p < 0.01$

It is clear from table 1 that the coefficient of correlation emotional intelligence and academic stress of management students is -0.026 which is not significant at 0.05 levels. Thus the first hypothesis stated that “there is no significant relationship between the emotional intelligence and academic stress score of university students belonging to management stream” is accepted.

- Result pertaining to study relationship between emotional intelligence and academic stress score of university students belonging to pharmacy stream.

The objective of the present study to find out the relationship between emotional intelligence and academic stress score of pharmacy student.

**TABLE 2**

PHARMACY		
Variables	Coefficient of correlation	Level of significant
Emotional Intelligence	-0.294**	0.01
Academic Stress		

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

It is clear from table 2 the coefficient of correlation between emotional intelligence and academic stress of management students is -0.294\*\* which is significant at 0.01 level. Emotional intelligence is negatively correlated with academic stress. As the score of the emotional intelligence increase

the scores of academic stress decrease. This means emotional intelligence directly influences the academic stress among students. Thus the second hypothesis stated as “there is no significant relationship between emotional intelligence and academic stress of university

students belonging to pharmacy streams" is rejected.

## Results

- 1 The hypothesis that there is no significant relationship between emotional intelligence and academic stress of university students belonging to management stream is accepted. This indicates emotional intelligence and academic stress do not show significant in management stream.
- 2 The hypothesis that there is no significant relationship between emotional intelligence and academic stress of university students belonging to pharmacy stream is rejected. This indicates that there is significant relationship between emotional intelligence and academic stress in pharmacy students. Emotional intelligence is negatively correlated with academic stress. As the score of emotional intelligence increase the score of academic stress decrease. Sharma 2018 investigated significant relationship emotional intelligence and adjustment on the score of emotional intelligence increase it improve adjustment among working women. This indicate that students who have highly emotional intelligent they have lower academic stress and students who have low emotional intelligence level they have high academic stress. This means emotional intelligence lower academic stress among students.

## Reference

1. Alam K. & Halder U. K. (2018). *Academic stress and academic performance among higher secondary students: a gender analysis. International Journal of Creative Research Thoughts*, 6(1), 687-692
2. Agolla, J. E., & Ongori, H. (2009). *An assessment of academic stress among undergraduate students: The case of University of Botswana*
3. AbiSamra, N. (2000). *The relationship between emotional intelligence and academic achievement in eleventh graders. Research in education*, 200.
4. Abouserie, R. (1996). *Stress, coping strategies and job satisfaction in university academic staff. Educational psychology*, 16(1), 49-56.
5. Bhatti M., Qureshi I., Haider M. & Rasli A. (2018). *Relationship between personality traits and academic stress among post graduate students in Pakistan. Journal of Educational and Social Research*, 3 (2), 584-591.
6. Bisht, A. R. (1980). *A study of stress in relation to school climate and academic achievement (age group 13-17). Unpublished Doctoral Thesis, Education, Kumaon University. Psychology and Developing Societies*, 17(5), 271-299.
7. Chang, K., & Lu, L. (2007). *Characteristics of organizational culture, stressors and wellbeing: The case of Taiwanese organizations. Journal of Managerial Psychology*, 22(6), 549-568.
8. Carveth, J.A., Gesse, T., & Moss, N. (1996). *Survival strategies for nurse-midwifery students. Journal of Nurse-Midwifery*, 41(1), 50-54.
9. Empan, R., S. (2015). *Academic stress and its relation to anxiety and time management. Journal of Instructional Psychology*, 30(4), 302-311.
10. Goleman, D. (1998). *Working with emotional intelligence. Bantam.*
11. Goleman, D. (1995). *Emotional Intelligence, New York: Bantam Books.*
12. Goodman, A. H. (1993). *On the interpretation of health from skeletal remains.*
13. Jadav (2018) *Emotional intelligence and anxiety among M.B.B.S and B.Sc. nursing students. International Journal of Research and Analytical Reviews*, 5(2), 28-31.
14. Kumar R. (2005). *Emotional intelligence and personal effectiveness. Journal of Community Guidance and Research*, 22(3), 250-266.
15. Miri M. R., Kermani T., Khoshbakht H. & Moodi M. (2013). *The relationship between emotional intelligence and academic stress in students of medical sciences. Journal Education Health Promote*. 2(4). [PMC free article][Pub Med]. Principles. American International Journal

- of Research in Humanities, arts and social sciences, 22(1), 99-104.
16. MacGeorge, E. L., Samter, W., & Gillihan, S. J. (2005). Academic stress, supportive communication, and health. *Communication Education*, 54(4), 365-372.
  17. Mayer, J. D., Caruso, D. R., & Salovey, P. (2000). Selecting a measure of emotional intelligence: The case for ability scales.
  18. Nadaf A. K. (2018). Emotional intelligence, personality characteristics' and gender- an empirical study of college principles. *American International Journal of Research in Humanities, arts and social sciences*, 22(1), 99-104.
  19. Rehana R. (2018). Relationship between emotional intelligence and academic stress of university students. *Journal of Research in Social Sciences*, (ISSN: 112X (P) 2305-6533), 207-218.
  20. Sharma, S. (2017) adjustment among working women in relation to emotional intelligence, spiritual intelligence and life satisfaction. *International Journal of Education* 8(1), 8-11.
  21. Siwach, N., & Devi, N. (2014). To study relationship in academic stress emotional intelligence, mindfulness, and peer pressure among students. *International Journal of Education and Management Studies*, 4(2), 142.
  22. Stevenson, A., & Harper, S. (2006). Workplace stress and the student learning experience. *Quality Assurance in Education*, 14(2), 167-178.
  23. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185-211.

# Common Errors in English and How to Avoid Them

Dr. Anupama Garg\*  
Dr. Peeyush Kumar Garg\*\*

## Abstract

*In the world of globalisation English is an international language and it is also a matter of fact that our students, doctors, would be teachers, engineers commit many grammatical mistakes in speaking and writing English. Many of them are ignorant of the basic rules of grammar. They do not know the proper use of articles, prepositions and modifiers. If they somehow gain proficiency in detecting errors in English, they can indeed avoid those mistakes in their writing. In this article, the attention of the students and readers has been drawn to the mistakes often made by them. Correct forms of expressions have been given along with the incorrect ones, and short notes and hints have been added whenever necessary to explain and justify particular usages.*

*It is hoped that the present article will be of some use to engineers, doctors, would be teachers, especially in polytechnic, medical, engineering colleges or senior secondary schools, educational colleges and other professional and technical institutions in explaining to their students some of common errors made by them in their day to day class work, class teaching and mutual interaction with students, friends and colleagues.*

## Introduction

“The noblest literary gift of a well-educated man is the power of wielding language well.” – Thirig.  
How to write good and effective English is a problem, faced by every person who starts learning English.

The following three points should be strictly adhered to, if one wants to improve English.

- (A) Study the important rules of grammar and composition.
- (B) Read good literature.
- (C) Write something every day.

The errors which a student generally commits fall into the following three classes:-

### A. Errors of Grammar

- (a) Misuse of Article.

- (b) Wrong tense-sequence, other difficulties with the verb.

- (c) Misuse of Preposition, Adverbs, Adjectives, Nouns, Pronouns and Conjunctions.

### B. Errors of Language

- (a) Use of Indication or Indian English.
- (b) Incorrect construction of sentences
- (c) Using wrong words instead of right ones.
- (d) Bad style.
- (e) Use of wrong idioms or phrases.
- (f) Use of slang.
- (g) Bad punctuation while speaking English.

### C. Errors of Thought

- (a) Repetition of ideas.
- (b) Use of irrelevant ideas.
- (c) Omission of important facts.
- (d) Introduction of wrong facts.
- (e) Failure to grasp ideas.

\*Associate Professor & Head, Department of English, S.S.D.P.C Girls (PG) College, Roorkee (Haridwar)

\*\*Director, Justice Dr. Nagendra Singh Library, Roorkee. Member, Permanent Lok Adalat, Haridwar

**(f) Misunderstanding and confusion.**

Broadly speaking, the errors of the above type fall into two groups (i) errors relating manner i.e. how to write (ii) and relating matter i.e. what to write & what not to write. A good command over English can be obtained if one gains proficiency in presenting good matter in a good manner. In this respect, it is suggested that those who are weak in writing good matter, should develop a habit of wide and constantly reading good literature. Reading never goes waste. The more one reads a particular topic, the better one can reproduce on it. Reading helps the mind in writing good English. Therefore, those who are interested to improve their English, are advised to have extensive practice of writing. They should study the basic rules of grammar and write something every day. This will enable them to develop writing good English.

It is difficult to give all the rules of acquiring proficiency in the art of writing effective English in this short article but some of the important rules of usage that will help the students to avoid common errors have been lucidly explained in this article. It will also acquaint the students (and others as well) with the mistakes they often made in the course of their writing and speaking, helping to correct them.

**Common Errors in the Use of Nouns**

- a. Incorrect – The sceneries of Nainitalare very charming.  
Correct – The scenery of Nainitalis very charming.
- b. Incorrect – He is fond of taking fruits every day.  
Correct – He is fond of taking fruit every day.
- c. Incorrect – They have installed new machineries in this factory.  
Correct – They have installed new machinery in this factory.

The following Nouns are used only in the singular form: scenery, fruit, and machinery.

Notwithstanding, some of the above mentioned Nouns are sometimes used in a special sense in the Plural form – fruits when attention is drawn to different kinds of fruits.

**Common Errors in the Use of Pronouns**

- a. Incorrect – Kalidas is one of the greatest poets that has ever lived.  
Correct – Kalidas is one of the greatest poets that have ever lived.
- b. Incorrect – I have read Bernard Shaw's works, who is the greatest English dramatist.  
Correct – I have read the work of Bernard Shaw, who is the greatest English dramatist.
- c. Incorrect – It is I who is responsible for this.  
Correct – It is I who am responsible for this. (confusing)

Note. A Relative Pronoun is placed as close as possible to its Antecedent and agrees with it in Number and Person. In case, it has two Antecedents, it agrees in Person with the Antecedent nearest to it.

**Common Errors in the Use of Adjectives**

- a. Incorrect – Have you some toys with you?  
Correct – Have you any toys with you?
- b. Incorrect – I haven't some pencils with me.  
Correct – I haven't any pencils with me.

Note.1. Any and not some is used in Interrogative and Negative sentences. Some is usually used in affirmative sentences, and occasionally in Interrogative sentences expecting an Affirmative answer: as, Will you give me some pencils?

- a. Incorrect – Ram took little interest in my work.  
Correct – Ram took a little interest in my work.

Note. 2. (a) Little means not much and denotes the smallness of the amount. A little means at least some.

## Common Errors in the Use of Verbs

- a. Incorrect – Mohan and Sohan comes to this place daily.  
Correct – Mohan and Sohan come to this place daily.
- b. Incorrect – Milk and cheese are my favourite food.  
Correct – Milk and cheese is my favourite food.
- c. Incorrect – The great poet and playwright are dead.  
Correct – The great poet and the playwright is dead.

Note. Two Singular Nouns joined by and need a Plural Verb. But if those two Nouns refer to the same person or thing, or a single object or nation, a singular verb needs to be used.

## Common Errors in the Use of Articles

Let us observe the use of Indefinite Article in the following sentences:-

- a. Incorrect – He gave me an useful advice.  
Correct – He gave me a useful advice.
- b. Incorrect – George Herbert was an European.  
Correct – George Herbert was a European.
- c. Incorrect – Mahanand is an one – eyed man.  
Correct – Mahanand is a one – eyed man.

Note. An is used before a vowel or a silent h or a consonant having the sound of a vowel. A is used before a consonant, before u or an if the consonant gives the sound of woe, and before o when the consonant contains the sound of wu.

Common Errors in the Use of Adverbs.

- a. Incorrect – It is too hot today.  
Correct – It is very hot today.
- b. Incorrect – I am much glad to see you.  
Correct – I am very glad to see you.
- c. Incorrect – My friend is very weak to stand.  
Correct – My friend is too weak to stand.

Very is used with Adjectives and Adverbs in the Positive Degree, and with Present Participles.

## Errors in the Use of Prepositions

The following sentences may be studied:-

1. Incorrect – You should obey to your parents.  
Correct – You should obey your parents.
2. Incorrect – Aayush resembles with his father.  
Correct – Aayush resembles his father.
3. Incorrect – The Principal has resigned from his office.  
Correct – The Principal has resigned his office.

## Errors in the Use of Conjunctions

1. Incorrect – It is only a saint who can do it.  
Correct – It is only a saint that can do it.
2. Incorrect – She is the best girl who works regularly. (not a good example)  
Correct – She is the best girl that works regularly.
3. Incorrect – All which glitters is not gold. (not a very appropriate example)  
Correct – All that glitters is not gold.

(Who and Which should not be used, when the antecedent contains 'It is only', 'all' or a Superlative Degree. In these cases that should be used.)

## Some Common Miscellaneous Errors

1. Incorrect – He walks fast always to college.  
Correct – He always walks fast to college.
2. Incorrect – He never has and never will disobey his parents.  
Correct – He never has disobeyed and never will disobey his parents.
3. Incorrect - I neither abused him nor his friend.  
Correct – I abused neither him nor his friend.

## Conclusion

Although none can be a complete master of vocabulary for grammar is not a child's play yet a

good communicator should be very correct in expression. Doing such mistakes will create an awkward situation for the user and he will become a laughing stock for the audience. e.g. Correct- The speaker asked the audience to bear with her while she searched for the correct graph.

Incorrect- Sorry, until I find the graph you will have to bare with me.

In the correct sentence 'Bear with me', the standard expression is a request for forbearance or patience whereas in the incorrect sentence 'Bare with me' would be a request to uncover or reveal. The phrasal verb is 'bear with' not 'bare with' and such usage put the audience in confusion.

Grammatical errors come in many forms and can easily confuse and obscure meaning of expression. It is a matter of fact that India has the second highest number of English speakers, but it

is still a foreign language for them. In a country where many regional languages are used, a lot of errors creep into the grammar and vocabulary of an average English speaker and writer in India, yet a little awareness or practice will help in avoiding them.

## References

1. Allen, W. Stannard *Living English Structure* (Longmans).
2. Hornby, A. S. *The Advanced Learner's Dictionary of Correct English* (O.U.P.) London, 1973.
3. Lee, W.R. *English at Home* (O.U.P.).
4. Palmer, H. E. *A Grammar of English Grammar* (Longmans).
5. Zandvoort, R. W. *A Handbook of English Grammar* (Longmans).
6. Hornby, A. S. *A Guide to Patterns and Usage in English*, (O.U.P.).
7. Hornby, A. S. *The Teaching of Structural Words and Sentences Patterns-Stages I, II, and III* (O.U.P.).

# Spiritual and Mystic Elements in The Works of Aurobindo

Sunil Dutt Awasthi\*

## Abstract

*Aurobindo Ghose is essentially a Spiritual and Mystic poet. Spiritualism and Mysticism are the inseparable parts of his poetry which have full expression in his poetry. His poetry has his deep mystic vision and spiritual awakening which has come out from his deep spiritual experience of self realization. A craving for the attainment of spiritual harmony with the universe has clearly been observed in his poetry. What he has written has the touch of spiritualism and mysticism. Spiritualism is not a momentary part of his poetry but it is deeply infused in his personality which finds its glimpse in almost every line of his poetry. Whether it is 'Savitri', 'Revelation', 'Transformation', 'Life Divine', 'Who', 'A Child's Imagination', 'In the Moonlight', 'God', 'Jivanmukta', 'Ahna', 'Thought the Paraclete', 'Trance', 'In the Silence of Midnight', 'Shiva – The Inconscient Creator', 'The Life Heavens', 'In Horis Aeternum', 'Nirvana', 'The Other Earth' almost in every work one can observe his inner reverence towards God which in his poetry is reflected in the form of Spiritualism and Mysticism. His works have the deep rotten impact of the knowledge of great religious Epics like 'Vedas', 'Upnishads' and 'Gita'. The gist of these great Epics can be learnt from Sri Aurobindo's works which have lessons of these epics. His knowledge of 'Vedas', 'Upnishads' and 'Gita' and Yoga as well keeps him spiritual and religious throughout his life and his works also could not be remained deviated from this spiritualism and became mystic. This spiritualism and mysticism got full description in his works. His spiritualism reflects the transformation of human beings from ignorance to knowledge, from sensuous to spiritual and from flesh to infinity. His works also reveal the internal mystery of the universe. He gives stress at the use of Yoga as it is only through Yoga to transform the inner conscience of human being to Super Human conscience as it can be achieved by total surrender of our conscious or soul to Life Divine, God. In his poetry he not only wishes to make human being learn from his deep spiritual and mystic vision but also he gives solution too to attain it.*

**Key Words:** *Spiritual, Mystic, Transformation*

## Introduction

Sri Aurobindo is basically a spiritual and mystic poet whose poetry is the outcome of religious meditations, his deep mystic visions, his spiritual experiences of self realization, his great thoughts, his yogic vision and his reverence for Divine. All these things getting together form

spiritual and mystic treatment of his great poetry which aspires at the attainment of Super Mind, which is a transformation of human conscious into Superhuman conscious. His poetry represents a craving to attain the spiritual harmony with the universe. His spiritual enlightenment has its expression in almost everything which he writes. His poetry is like a

\*Principal, G. C. Genius Public School, Etawah, Uttar Pradesh



light system which takes human being from the darkness of ignorance to the sun light of knowledge, which seeks peace of mind for human being.

Sri Aurobindo has been well versed in ancient mystic and spiritual thoughts of India. He has felt practical experience of Divine, God's presence. It was during the time when he was confined in Alipore jail that he felt mystic experience of God. This incident affected his entire outlook. In his Uttarpara Speech he describes this experience: "This was the first use of deeper vision. He gave me. I looked at the prisoners in jail, the thieves, the murderers, the swindlers, and as I looked at them, I saw Vasudeva, It was Narayana whom I found in these darkened souls and misused bodies." Being inspired by the Divine experience he just like great nature poet William Wordsworth eventually begins to see a Divine presence everywhere:

"One is there, Self or self, Soul of space, Fount of time,  
Heart of hearts, Mind of minds, he alone sits sublime.  
Oh, no void Absolute self- absorbed, splendid, mute,  
Hands that clasp hold and red lips that kiss blow the flute.

All He loves, all he moves, all are His, all are He !

Many limbs sate His whims, hear His sweet ecstasy.  
Two in One, Two who know difference rich in sense,  
Two to clasp, One to be, this His strange mystery."

Now Sri Aurobindo began to connect himself with Krishna and his poetry also begins to reflect his reverence in Divine. Sri Aurobindo's spiritual and mystic poetry is the presentation of spiritual and yogic vision to attain integral view of Human Being, Nature and Super Mind, God. 'Savitri', 'Revelation', 'Transformation', 'Life Divine',

'Who', 'A Child's Imagination', 'In the Moonlight', 'God', 'Jivanmukta', 'Ahna', 'Thought the Paraclete', 'Trance', 'In the Silence of Midnight', 'Shiva – The Inconscient Creator', 'The Life Heavens', 'In Horis Aeternum', 'Nirvana', 'The Other Earth', all of these works shows his masterly use of spiritualism and mysticism in his works.

## Savitri

'Savitri', one of the most celebrated works of Aurobindo, is the best example of Spiritualism and mysticism. It reveals poet's over mind influence. It is a spiritual and mystic Epic on Man's fate. Sri Aurobindo himself says, "There is a general over mind influence,.....sometimes coming fully through, sometimes colouring the poetry of the higher planes to its highest or the psychic, poetic intelligence or vital towards them." The poet simply depicts Divine in 'Savitri' from the very beginning to the end. In 'Savitri' Death regains its Vedic and Upanishadic connotation. 'Savitri' discloses before us the vision of supernal world wherein the life of man undergoes a radical change. It creates a new world of knowledge and consciousness for mankind. It is closely associated with the revelation of Life Divine. In it Sri Aurobindo tries his hands to find the origin of the universe, of the birth of God, of the birth of man. The poem includes consciousness which has not yet been revealed pressing upon the world consciousness for revelation.

'Savitri' is the outcome of poet's deep meditation and Yoga. It observes Aurobindo's profound vision, his elevated scholarship and his complete command of the Vedas, Upanishads and Gita. 'Savitri' is a spiritual Epic on the destiny and fate of man. It is the presentation of poet's vision of golden tomorrow. In the poem the poet shows that the Divine beauty of mystic vision would be born into human life and in this way he will win ignorance, unconscious, imprudence and death. In a way 'Savitri' is the transformed symbol of humanity that has attained the very heights of

cosmic consciousness which shows in the following lines:

“A mighty transformation came on her.....  
In a flaming moment of apocalypse  
The information thrust aside its veil.....

Eternity looked into the eyes of Death  
Love conquers Death and Satyavan comes to life again.

The eyes of love gaze star like through death’s night,  
The feet of love tread necked hardest worlds.  
.....  
Amid the work of darker Powers She is here  
To heal the evils and mistakes of Space.

And change the tragedy of the ignorant world  
Into a Divine Comedy of joy.

And the laughter and rapture of God’s bliss.”

### Revelation

‘Revelation’ is a beautiful spiritual and mystic lyric of higher transparency referring to the highest intensity of soul’s vision. The poem shows poet’s experience of spiritual enlightenment. A craving for the attainment of the spiritual harmony with the universe is clearly observed in the beautiful mystic lines of the poems. The poem shows poet’s aspiration after Divinity and eternal mystery of the universe.

His one of the most celebrated poem ‘Revelation’ depicts the internal mystery of the universe and the spiritual longing of the poet as well. The poem is highly mystic. In the poem the poet is caught in a Divine vision. He feels someone with Divine presence leaping from the rocks and passes the poet. The Divine vision appears to him as a startled bright surmise which is easily visible to the mortal eyes. It assumes just like a cheek of frightened rose that glows with sudden beauty. He further adds that the vision seems as a

footstep like the wind and like a hurried glance behind and all of the sudden there is nothing just like a thought which escapes from the mind before we catch it. He says someone heavenly having Divine presence appears and ran from behind. The poem simply presents poet’s Divine vision which he clearly feels. He disturbs with a Divine vision which suddenly comes to him and then disappeared just like a thought. The presentation of poem expresses poet’s deep spiritual and mystic vision and shows poet’s firm belief in the existence of God.

“Some one leaping from the rocks,  
Past me ran with wind –blown locks,  
Like a startled bright surmise visible to mortal eyes,  
Just a check of frightened rose,  
That with sudden beauty glows,  
Just a foot step like the wind,  
And a hurried glance behind,  
And then nothing, as a thought  
Escapes the mind, ere it is caught,  
Some one of the heavenly rout,  
From behind the veil ran out.”

lines mentioned above clearly depict the presence of someone supernatural whose presence disturbs the poet with mystical and spiritual thoughts.

### Transformation

The sense of spirituality and mysticism find full expression in his one of the most mystic poems ‘Transformation’. The poem reveals poet’s spiritual transformation from a human flesh to unlimited sea of Infinity i.e. transformation from sensuous to spiritual. It is a beautiful sonnet of Divine illumination.

“My breath runs in a subtle rhythmic stream;  
It fills my members with a might divine:  
I have drunk the Infinite like a giant’s wine.  
Time is my drama or my pageant dream.  
Now are my illumined cells joy’s flaming scheme

And changed my thrilled and branching nerves  
to fine  
Channels of rapture opal and hyaline  
For the influx of the Unknown and the Supreme.  
I am no more a vassal of the flesh,  
A slave to Nature and her leaden rule;  
I am caught no more in the senses' narrow mesh.  
My soul unhorizoned widens to measureless  
sight,  
My body is God's happy living tool,  
My spirit a vast sun of deathless light."

In the poem during spiritual transformation the poet feels pious rhythmic current in his breath which fills each and every part or limb of his body with a Divine power making his body spiritually powerful. He then gives a beautiful comparison saying that he has taken Infinite just as a giant devours bottles of wine. After absorbing Infinite time is now his drama as he has totally above the limitations of time. His soul has now illuminated with a Divine presence which makes him feel Divine raptures. Due to influx of Unknown or Supreme the poet no more feels himself a body of flesh, a slave of nature and Her rules. He feels himself free from the bandage of senses. He feels completely identification with Infinite and breaks the chains of narrow physical pleasure. He now enjoys the raptures and bliss of Divine presence. He now finds his body as a adobe of God.

### Other Works

In his early lyrics like 'Who', 'A Child's Imagination', 'The Vedantin is Prayer', 'Rebirth', 'In the Moonlight', 'God' and 'Parabrahman' God is a vision or presence which is felt in all physical and material, living and non-living things. Sometimes one can compare Sri Aurobindo with one like William Wordsworth, the greatest nature poet, who has also spiritualized nature and feels a Divine presence in every aspect of nature and in each and every living or non- living thing. In his one of the earliest poems 'Who' he writes:

"All music is only the sound of His laughter,  
All beauty the smile of His passionate Bliss,  
Our lives are His heart beats, our rapture the  
bridal  
Of Radha and Krishna, our love is their Kiss."

The poem beautifully describes poet's religious reverence in God when he feels a Divine presence in Music, Smile, in human lives i.e. he feels a Divine presence in living and non – livings things in the poem. In this way he spiritualized whole world in One, the Infinite, Almighty God.

In his famous poem 'God' the same presence of God is again observed which makes the poem spiritually and mystically very sound. It is a belief in the doctrine of Pantheism. Sri Aurobindo's spiritualization is soothing that it directly touches our soul and in return connects our soul to Divine Soul just as the water of rivers meets to the sea. He says:

"Thou Who pervades all the worlds blow  
Yet sits above,  
Master of all who work and rule and know  
Servant of Love!  
Thou Who disdainest not the worm to be  
Nor even the clod  
Therefore we know by the humility  
That thou art God."

### Conclusion

In the preceding lines an attempt has been made to show spiritual and mystic elements in the works of Sri Aurobindo. The above mentioned description describes that most part of Sri Aurobindo's poetry is replete with spiritualism and mysticism. His poems reflect the beautiful description of spiritualism and mysticism which are central mark of his poetry. In most of the part of his poetry a craving for the attainment of spiritual harmony with the universe is observed. His spiritual enlightenment reveals eternal mystery in his works. Best part of his poetry is of spiritual awakening and mystic vision which are

subject to his deep spiritual experience of self realization. What he has written has the touch of spiritualism and mysticism.

His spiritual Epic 'Savitri' has spiritual and mystic sublimity of Vedas and Upanishads. In it Divine or Infinity has been described from the very beginning to the end. Sri Aurobindo believes that one day man self will be transformed into Infinity. Human life is the dawn of Supreme on earth, and the transformation of his self into Divinity will cure all the sufferings of human life and he then will enjoy the raptures of Divinity. 'Savitri' is a spiritual Epic on the destiny and fate of man.

His rich mystic poem 'Revelation' represents the deep spiritual aspirations of the poet. In the deep spiritual mood, the poet feels presence of Supreme Power, God. He looks Someone leaping from the rocks and replete poet's mind with a Divine vision.

His well known poem 'Transformation' reveals spiritual transformation from a human flesh to unlimited sea of Infinity i.e. transformation from sensuous to spiritual. During spiritual transformation the poet feels pious rhythmic current in his breath which fills each and every

part or limb of his body with a Divine power making his body spiritually powerful.

Sri Aurobindo's poetry has such the great touch of spiritualism and mysticism that it will not be exaggeration to say that his poetry is the synonym of spiritualism and mysticism. Almost every of his poem has been spiritualized and become mystic in treatment. One can easily feel the touch of spiritualism and mysticism in his poetry or whatever he has written as his poetry is replete with his deep mystic vision and with the presence of Divine power. In this sense his whole vision is spiritualized in a way that it is reflected whatever he has written.

## References

1. *Aurobindo, Sri. Savitri: A Legend and a Symbol.* Pondicherry: Sri Aurobindo Ashram Press, 2006
2. *The Synthesis of Yoga.* Pondicherry: Sri Aurobindo Ashram Press, 2006
3. *The Future Poetry.* Pondicherry: Sri Aurobindo Ashram Press, 2010
4. *Collected Poems.* Pondicherry: Sri Aurobindo Ashram Press, 1986
5. *Sonnets.* Pondicherry: Sri Aurobindo Ashram Press, 1980

# Digitalization of Education Through Understanding of ICT

Dr. Mumtaz Sheikh\*

## Abstract

*ICT is playing diverse role in the field of teaching and learning. It can impart knowledge at a reduced cost, at the very doorstep. It is facilitating distant mode of education through virtual learning. Students in remote areas can also gain access to the knowledge through ICT. ICT serves to improve the retention of subject matter. Sharing of learning resources can be made possible through ICT. Social situation required for learning and intellectual development can artificially be provided through ICT. It is providing great power to students to learn by allowing them to access, manipulate, modify, store, and retrieve information. It can effectively act as teaching aids by providing audio, visual or audio-visual experiences. Microscopic details can be magnified, large-sized structure can be reduced to normal size and shown to students. The students can get opportunity to see and listen to great scientists, educationists, artists etc. and enrich their learning experience. In an ICT environment, the gained knowledge can be easily tested by an on-line test and instantly provide teacher with wide range of information associated with learner's score. Hypertext software enables teacher to provide with non-linear human thinking process. The use of ICT will facilitate teaching and enhance learning experience for the students, help them to think and communicate creatively. ICT will prove to be boon for the future generation by preparing them for successful lives and careers in an increasing technological world.*

## Introduction

According to Blurton, ICT is defined as, "diverse set of technological tools and resources used to communicate, create, disseminate, store and manage information."

Technologies included in ICT are- radio, television, mobiles, computers and internet-based communication which are now increasingly using multimedia as its means.

In the present digital era, technology is influencing almost all spheres of human life including the teaching-learning process.

## Discussion

If we consider the newly created fundamental right-right to education, we would see that we have enormous shortage of resources, including the teachers. ICT can facilitate the RTE by providing knowledge at a reduced cost at the very doorsteps.

In present era, education through distance mode is achieving tremendous success because of the ICT. It is known as virtual learning, where students are attending the virtual classes in ICT-enabled campuses, interacting with their teachers, submitting their assignments, accessing learning resources etc.

\*Assistant Professor, Education Department, Subharti University, Meerut., Email-y2kmumtazs@gmail.com

Remote places, usually situated in the mountainous areas have distantly-located schools or colleges. Education in these locations become a distant dream. The students of these areas can gain access to wide range of knowledge through ICT and educate themselves.

A striking example of ICT in action can be seen in American schools, where video systems are used to transmit television programme and information throughout an entire school and even between schools in the same locality. This regional sharing of learning resources is enabling schools to minimize expenditure by concentrating time and effort into creating centralized services.

According to Donaldson, reasoning and intellectual development is embedded in familiar social situation of everyday life. Collaborative learning is therefore taking an increasingly profile in the curricula of many schools, with ICT playing a central role.

The traditional methods of teaching practiced in most of the schools usually prove quite uninteresting for the students. If the same facts, concepts, processes etc. are explained with help of multimedia-based animation programmes, then the interest of the students multiply many folds. This results in fast learning and longer retention of the subject matter.

The incidents and developments related to any field can be heard and seen in any part of the world by the students. This would keep the students up-to-date with all the current events.

The students can get valuable opportunity to experience the thoughts and ideas of great scholars, educationists, artists etc. This will motivate them and enrich their knowledge. This facility is available not only at the regional level but also at the global level.

Students who work part-time can get boost as ICT has the ability to spread literacy on a large

scale. The attractive and interactive mode of learning has the capacity to give positive results. According to Lewin, analytical skill, writing skill improves due to ICT.

ICT can effectively act as a teaching aids by providing audio, visual or audio-visual experiences to the students. Microscopic details can be magnified or large-sized structure can be reduced to normal size and shown to students. The processes or events taking place in the nature or society can be brought to the classroom with the help of ICT. Such lively presentations can leave a permanent mark on the mind of the mind of the students and deepen their understanding.

Software and information industry association states that ICT helps in boosting the self-confidence and self-esteem of the students.

A student has to use a number of equipments and gadgets in order to cover the practical part of his curriculum. The handling of these equipments and gadgets require specific skills. Teaching these skills to a large number of students is ineffective and time consuming. The skill can easily be demonstrated to the students on large-sized screens to yield better results.

In order to bring about all around development of the students, a number of extracurricular activities should be taught to the students. Skills required in these activities can also be taught effectively with help of huge-sized screens. Here, the minute details can easily be shown. The speed of the performance can be increased, decreased or freed as per requirement of the viewer.

The traditional method of imparting knowledge, are characterized by linear progression of information. However, human minds are more adaptable and often uses non-linear strategies for the storage and retrieval of informations. Hypertext software enables teachers to provide their students with the non-linear means to match non-linear human thinking process.

The position of the teacher is likely to be reduced as the students gain power through the use of computers to access, manipulate, modify, store and retrieve information. This will result in promoting greater autonomy in learning.

The population of India is multiplying at an amazing speed. Whatever resources the country has to offer will fall short in no time. The resources related to education can easily be furnished by ICT.

The knowledge gained through learning should be tested from time to time. Manual checking of these tests is time consuming and may also be error ridden. These shortcomings can effectively be dealt by on-line tests and evaluations by the computers.

## Conclusion

In a nutshell, the use of ICT will facilitate teaching and enhance learning experience for the students, help them to think and communicate effectively and creatively. ICT will prove to be a boon for the future generations by preparing them for successful lives and careers in an increasing technological world.

## References

1. *Bhatnagar, A.B.;and Bhatnagar Anurag(2016), Educational Technology and Management, R. Lall Book Depot, Meerut.*
2. *Mangal, S.K.; Mangal, Uma(2013); Shiksha Takniki, PHI Learning Private Limited, New Delhi.*
3. *ICT in education. Available online at [www.unescobkk.org](http://www.unescobkk.org)*
4. *ICT in education. Available online at [www.academia.edu](http://www.academia.edu)*

# PGL: A Magic and Mystery to Self-Discovery

Prof. (Dr.) Dipti J Oza\*

## Abstract

*Personal Growth Laboratory (PGL) is a blending of psychometric instruments, concrete activities, and games which provide students deeper insights for building and sharpening their competencies. PGL enables students to observe, understand and interact with 'the self' and to set the path for their career selection. The outcomes of the PGL helps in nurturing potentials and gets insight for future development i.e. identification of the areas of development and an action plan for the same.*

*Albert Einstein said "The significant problems we face can't be solved at the same level of thinking we were at, when we created them". In the Personal Growth Lab it is aim to foster a new level of thinking and inner growth through an experiential and interactive approach. We create a space and opportunity for the self to explore inner growth. The exercises and processes are derived from ancient as well as modern sources. This unique combination of ancient wisdom with modern techniques is very effective in getting past the conditioning and programming that permeates into habitual and automatic ways of doing and being. The laboratory approach brings forth a new awareness of the real SELF with access to new ways of being, new openings for doing and new approaches to having. The course is non-religious and does not require you to be a 'believer'.*

*This pedagogy helps more on 'Doing' rather than 'Knowing' that is facilitated through concrete activities. It will lead to understanding the students' strengths as well as weaknesses (if any), in order to work in a more systematic way."*

*This paper advocates PGL for the EPC course, Understanding the Self. And also discuss the issues and challenges related to it.*

*Key words: Personal Growth laboratory (PGL), Experiential learning/ concrete activities, self awareness*

## Introduction

Personal Growth Laboratory (PGL) is a blending of psychometric instruments, concrete activities, and games which provide students deeper insights for building and sharpening their

competencies. PGL enables students to observe, understand and interact with 'the self' and to set a path for their career selection. The outcomes of the PGL helps in nurturing potentials and gets insight for future development i.e. identification of the areas of development and an action plan for the same.

\*Professor, Department of Education (CASE & IASE), Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda Vadodara, Gujarat. 390 002



The major objectives of PGL are as follows:

1. Profiling to help students know their strengths and weaknesses,
2. Providing feedback to enhance self-awareness without lowering self-esteem,
3. Self-disclosure and peer/group sharing to help fine tune or correct one's self image,
4. Individual and group goal setting through a combination of feeling, self-observing and reflecting,
5. Creating a roadmap for self, including career choices.
6. Focus on self with no role related obligations.
7. Amplification of emotional landscape & processes in the here & now.

This pedagogy is more on the side of 'Doing' rather than 'Knowing' that is facilitated through concrete activities. It will lead to understanding the students' strengths as well as weaknesses (if any), in order to work in a more structured way.

The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable student-teachers to develop receptivity, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for student-teachers to develop social relational sensitivity and effective communication skills, including the ability to listen and observe. The course will enable student-teachers to develop a holistic and integrated understanding of the human self and personality; to build flexibility within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

As an individual in society one has different identities – gender, relational, cultural – and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities. It is important for the student-teachers to be aware of their identities and the surrounding forces that shape them. The course will make use of personal narratives, life stories, group interactions, film reviews – to help explore

one's dreams, aspirations, concerns, through different ways of self-expression, including poetry and humour, creative movement, aesthetic representations, etc. Yoga is as an important practice to enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the contribution of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts.

The course shall also focus on revisiting one's childhood experiences – influences, limitations and potentials – while empathising with other childhoods, and also the childhood experiences of one's peers. The following methodologies for the transaction of the course could be used in interactive sessions.

The Personal Growth Lab aims to foster a new level of thinking and inner growth through an experiential and interactive approach. A space and opportunity is created for the self to explore inner growth. The exercises and processes are derived from ancient as well as modern sources. This unique fusion of ancient wisdom with modern techniques is very effective in getting past the conditioning and programming that permeates into habitual and automatic ways of doing and being. The laboratory approach brings forth a new awareness of the real SELF with access to new ways of being, new openings for doing and new approaches to having. The course is non-religious and does not require you to be a 'believer'. The topics include.

- Practices to enjoy a new level of Well Being, higher levels of energy and enthusiasm
- Stress management
- Tools and techniques to reduce and overcome the baggage of the past and toxic emotions
- New approaches to communication to be effective even in challenging situations
- Meditation techniques that enable you to be more aware and centred

- Reinventing yourself – the vision and mission of your life

Intended Outcome will be that Students will create their own integral program for Well Being and Mission Statement of their life. They would be equipped with tools and techniques to pursue them.

### **Significance of experience of a personal growth lab**

This learning methodology has existed over several decades. It is a solid investment to get initiated into working with patterns of behaviour, perceptions and growth because

1. The perceptions you and others hold is reverberated loudly.
2. The interpersonal dynamics & trust issues are manifested in significant and repetitive ways.
3. Unarticulated emotions in life space especially with authority are projected on the group & process.
4. Your body start to mirror repressed emotions (headache, fever, sleeplessness, stomach pain etc).

### **The mission**

- To develop a healthy personality with adequate self-understanding, ability to manage oneself and effectively relate with others
- To develop teachers who are well-functioning persons themselves and who are equipped with the state of art practices and processes in teaching.

The methodology of training is predominantly experiential and follows a developmental approach, Modeling Peer group teaching and feedback, role plays and case discussions are some the methods employed for the skills training.

### **The basic assumptions to Start Learning through PGL**

1. Human beings have a natural potentiality to learn
2. Significant learning occurs when the learner perceives the relevance of the subject matter
3. Learning is facilitated when the learner participates responsibly in the learning process
4. Self-initiated learning is acquired by doing

### **The pre requisite of to employ PGL**

To gain genuine knowledge from an experience, certain abilities are required/ essential:

1. The learner need to be willing to be actively involved in the experience;
2. The learner need to be able to reflect on the experience;
3. The learner need to possess and use analytical skills to conceptualize the experience; and
4. The learner need to possess decision making and problem solving skills in order to use the new ideas gained from the experience.

### **Induction into the personal growth lab**

To make the most of a lab experience, the learner is helped to activate his/her emotional side (thereby resting your logical side), to create confidence that the willingness to self-disclose (talking about your dilemma, inner conflicts and difficulties) become functional, helped to . Focus on what you are experiencing in the here & now be willing to work with it, learn to take personal risks and test self to shift the patterns of engagement, learn to seek the support of the group members in self endeavour to grow and learn to cheers to self & own spirit to self-discovery

## PGL follows the principles of Experiential Learning as

1. Independence, creativity and self-reliance are all facilitated
  2. Self-criticism and self-evaluation are basic
  3. Retaining and openness to experience
  4. "Learning during the process of learning"
- Implementation of PGL can be a highly effective educational method in which learner need to be involved in the whole learning wheel. A fun learning environment helps the learner to retain the lessons for a longer period. It may apply on teaching, experimenting and even gaming.

PGL will help to develop the new skills like Team management, Communication skill and Leadership. They also get opportunity to think in new way. Also get experiences to develop new attitudes towards self and others too.

## Methodology to PGL

- Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- Issues of adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.
- Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions or not.
- The exercise of developing reflective journals and providing regular feedback on those journals can also be used here.

Broad areas	Introduction	Values and self-image	Individual and collective selves	Connecting - self-society	Social interface
Main objectives	Trust building, for future exercises, laying ground rules, energizing	Opening self, reflection, culture for listening and accepting	Team building, respecting, tasks, sharing responsibility, addressing conflicts	Understanding social structures (stereotypes/ diversity / gender) and role of the individual	Becoming the --- --- --- ---
Broad Methodologies of Experiential Learning	Games, theatre activities, discussions, Understanding of Johari's window, Introspection	Reflections, Diary maintaining, story making, self-disclosure through art, dance and theatre	Natures walk / field visit, adventure. Simulation exercises, collective art , Enneagram, Role play	Films, meeting people, small group tasks, theatre exercises, Case study, Discussion and Linkage/plugging points from theory to practice	Participate or lead in real life intervention (within families/ college or community)

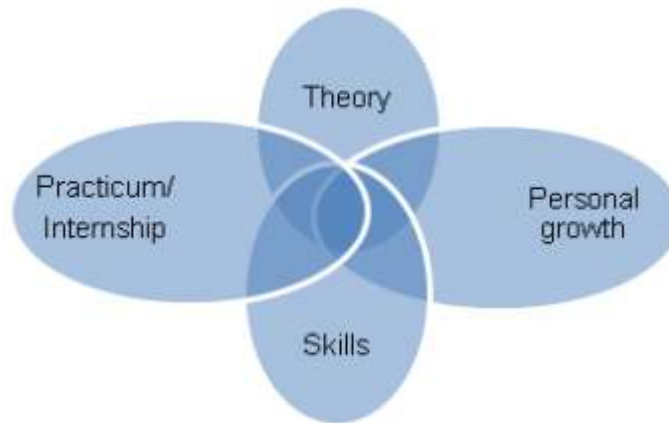
## Challenges: The willingness on the part of learner is essential.

### Issues:

1. Class size
2. Regular diary and record maintenance
3. Maintenance of motivation throughout the course / self-motivation

The course need to combine teacher's training with personal growth of the teacher trainees and guides them on to develop their own unique theory practice integration based on their experiences.

### Integration of components



### Benefits of Experiential learning

1. Learning to introspect
2. Identifying and learning to focus on one's strength and weakness
3. Accepting one's self completely and positively
4. Accepting other's positively with their strength and weakness
5. Developing skills to overcome the problems
6. Developing optimism and positive outlook for self and others i.e. every individual have problem, each problem have solution and one can always over come. So if one has any problem than s/he can only overcome by empowering her/his self with Becoming less complaining and can readily accept the GIVENS.
7. Learning from one's own mistake and success
8. Learning to reflect on life experiences in their given context

9. Learning to become responsible for one's deeds and Skills

### Out come

1. Feel calm, relaxed, composed towards life and life issues
2. Listen to others attentively, empathetically and assist them to reflect in their life
3. Learn to realize the true problem in their given situation
4. Ultimately empower them to help one's own self to comfortable living.
5. Trainee receives confidence in handling the cases and is also able to maintain his/her behaviour in a healthy way
6. Successfully completes the journey and help others to complete the journey through rich, positive and healthy experiences

The PGL ensure the total Psychological Journey from Awareness to Change in behavior



At every stage of the journey adequate experiences need to be provided to reach to the last stage of behavior change.

## References

1. Chickering, A (1977). *Experience and Learning*. New York: Change Magazine Press. pp. 63.
2. Hutton, M. (1980). *Learning from action: a conceptual framework*, in S. Warner Weil and M. McGill (eds) *Making Sense of Experiential Learning..* Milton Keynes: SRHE/Open University Press. pp.50–9, p.51.
3. Jarvis, P. (2006). *Towards A Comprehensive Theory of Human Learning*. New York, New York: Routledge.
4. Kolb, D. (1984). *Experiential Learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall. p. 21
5. Loo, R. (2002). "A Meta-Analytic Examination of Kolb's Learning Style Preferences Among Business Majors". *Journal of Education for Business*, 77:5, 252-256
6. Moon, J. (2004). *A Handbook of Reflective and Experiential Learning: Theory and Practice*. London: Routledge Falmer. pp. 126.
7. Neil, J. (2004). *Experiential Learning cycle - Overview of 9 Experiential Learning Cycle models*. From [http:// www.wilderdom.com/experiential/elc/ExperientialLearningCycle.htm](http://www.wilderdom.com/experiential/elc/ExperientialLearningCycle.htm)
8. Rodrigues, C. A. (2004). *The importance level of ten teaching/learning techniques as rated by university business students and instructors*. *Journal Of Management Development*, 23(2), 169-182.
9. [www.ncte-india.org/ncte\\_new/regulation2014/english/appendix4.pdf](http://www.ncte-india.org/ncte_new/regulation2014/english/appendix4.pdf)
10. [www.mbauniverse.com/article/id/9607/IMT-Ghaziabad](http://www.mbauniverse.com/article/id/9607/IMT-Ghaziabad)

# Impact of Life Skill Education on the Adjustment of Secondary School Students

Prof. Purnima Gupta\*

## Abstract

*The degeneration of ancient values and the increase of crime, depression, frustration and low self-esteem in the modern society have increased the need for Life Skill education. Development of life skills work as a tool or technique that can improve and enhance one's self-concept, self-esteem, self-confidence, productivity, efficacy and interpersonal relations. The present study is aimed at finding the impact of life skill education on the adjustment of adolescent students. A one-group pretest–posttest experimental research design was used. Ten life skills were taught to students, one skill per week through various activities. Pre-Adolescent Adjustment Scale (PAAS) developed by Pareek and Rao (1975) was used to measure the level of adjustment of students of class IX prior to and after imparting life skill education to them. Findings revealed that Life skill education has a significant positive impact on all aspects of student adjustment- adjustment towards home, towards school, towards peers, towards teachers and with self.*

**Key Words:** Life skill Education, Adjustment

## Introduction

Education is a significant instrument of empowerment of the individual, society and nation. It has been given a place of great importance and provided by all civilized societies through centuries. U.N. has made education a universal human right.

Today, the basic standards in education are deteriorating. Values are being rooted out. We can see several incidents involving teenagers in a variety of delinquent acts. Thousands of youth are being misled and spoiling their lives in anti-social behaviour. Students are no longer equipped and disciplined to face hard realities of life. They are not being prepared for practical life. Students are misusing democracy. The problem-solving attitude has not been developed.

Children are the health and wealth of a nation; they are human resources with their physical and intellectual capacity. But due to lack of guidance and motivation they are not able to utilize their potential. Children fail in a class once or repeatedly leave the school, they develop negative attitude towards school. They find school environment unfriendly and unattractive. Psychologically, they have high frustration, low tolerance, get easily agitated, have low self esteem (locus of control is external), unable to enjoy day to day activities which could be done in leisure, unable to deal with stress and difficult circumstances and illusion. A lot of social problems like alcoholism, drug abuse, and sexual abuse etc. habits deteriorate their physical and intellectual capabilities; this turns such a wonderful resource to a burden for the society. Youngsters are engaged in many antisocial activities and high risk behaviors which affect

\*Principal, DDR College of Education, Gurugram, Haryana

other members of the society badly too. According to Delhi Police approximately 90% crime is committed by those who have never been to school or left the school before completing education even up to 10th standard. This challenge requires immediate and effective contributions from a socially responsible system of education i.e. school to generate the awareness among the children to alleviate social evils from the society and to deal with life's challenges. This can help them to become a productive, healthy and responsible member of the society. Life skills education helps the individual to be positive, make right choices, do their best, value themselves and others and also improve their contribution to the society.

## Life Skills

Life skills are abilities, individuals can learn, that help them to live a fruitful life, that promote mental well being and competence in young people as they face the realities of life. These are the abilities which each one of us possesses but still need to enhance them, to meet the challenges of life. Development of life skills work as tool and technique that can improve and enhance one's self-concept, self-esteem, self-confidence, productivity, efficacy and interpersonal relations.

## Types of Life Skills

The ten core life skills advocated by WHO are as follows:

**Self-Awareness:** It includes recognition of oneself, one's character, strengths and weaknesses, desires, likes and dislikes. It is necessary for communicating effectively and developing good interpersonal relationships and empathy for others.

**Empathy:** It is an ability to step into the other person's shoes and see things from his point of view even when the situation is not a familiar one. It helps develop an understanding and

acceptance of others and their behavior that may be different from ours.

**Critical Thinking:** Critical Thinking involves the ability to analyze objectively any information and experience.

**Creative Thinking:** Creative thinking ability helps us look beyond our direct experiences and address any issues in a perspective which is different from the obvious. It adds flexibility and novelty to the situation. It contributes to decision making and problem solving by enabling us to explore all available alternatives and the possible consequences of our actions and non-actions.

**Decision-Making:** Decision making is the process of assessing any problem by taking into consideration all possible/available options and the effects different decisions might have on them.

**Problem Solving:** It is about choosing the best option from the available ones and trying it out, following it through the process until the problem is solved.

**Effective Communication:** This involves the ability to express oneself in an appropriate manner both verbally and non-verbally.

**Interpersonal Relationship:** This skill helps us to understand our relations with others. It helps us to maintain cordial relationship with friends and family members.

**Coping with Stress:** Coping with stress involves being able to recognize the source of stress in our lives and how it is affecting us and to be able to act in ways that help to control the levels of stress.

**Coping with emotions:** This involves the ability to recognize emotions in self and others by being aware of the way they influence behaviour; and to be able to respond to emotions appropriately.

Hence life skills are abilities that help individuals to live a fruitful life. They can be learnt, they can be taught and also anyone can acquire them through conscious efforts. It further encompasses thinking skills, social skills and negotiation skills. It also helps the young people to develop their self-concept, self-esteem, self-confidence, productivity, efficacy and interpersonal relations and help them grow into well behaved adults.

## Adjustment

In this rapidly changing world adjustment is a sustained feature of human personality.

Unless a person is able to adjust himself to the environment he/she cannot develop his/her personality. Adjustment is a necessary characteristic to be able to live harmoniously in this world (Agliata, A., & Renk, K. 2008).

The Dictionary meaning of word 'adjustment' is to fit, to make suitable, to adopt, to arrange, to modify, to harmonize or to make correspondence between two things.

According to Psychology, adjustment refers to an individual's characteristics, understanding of reaction to and manner of solving problematic situation, which he experiences. Degree of adjustment may range from exceptionally adequate behaviour to maladjustment.

'Adjustment' can be defined as a process of altering one's behavior to reach a harmonious relationship with their environment. This is typically a response brought about by some type of change that has taken place. The stress of this change causes one to try to reach a new type of balance or homeostasis between the individual (both inwardly and outwardly), and with their environment.

## Significance of the Study

Adolescence, an important stage of growth and development, marks the period of transition

from childhood to adulthood. It is characterized by rapid physiological and psychological changes. Adolescence is also the stage of life when youngsters extend their relationships beyond their parents and family; they are largely influenced by their peers and the outside world.

As adolescents become cognitively mature, their mental processes become more analytical. They are capable of abstract thinking, and of developing an independent thought process. Adolescence is a stage of creativity, idealism, buoyancy and a spirit of adventure. But this is also a stage of experimentation and risk taking, of giving in to peer pressure, of taking uninformed decisions. Adolescence is a turning point in one's life, when one has great potential and at the same time is very vulnerable.

Some main issues and concerns among adolescents include those related to self image, managing of emotions, building of relationships, strengthening of social skills, and dealing with or resisting peer pressure. How well an adolescent deals with these issues is decided by a host of factors that include their personality, psychosocial support from the environment (that includes parents, teachers and peers), and the life skills that they possess.

Secondary level students are more receptive and close to the teacher, they have fewer burdens of subjects, homework, projects and assignments. Psychologically, learning at this stage has long lasting impact on students mind. If life skill education is introduced at secondary stage it will be helpful on effectiveness and improvement in teaching of secondary school students. As life skills education has been advocated to help students lead a better life, it is worth probing into questions like: Does life skill education help students in making better adjustment at home, in school and in the society? To find answers to this question, the researcher chose the following topic of research:



STATEMENT OF THE PROBLEM  
IMPACT OF LIFE SKILL EDUCATION ON THE  
ADJUSTMENT OF SECONDARY SCHOOL  
STUDENTS

OPERATIONAL DEFINITION OF KEY TERMS

**Life Skills Education:** Life Skills refer to abilities that individuals can learn which help them to live a fruitful life, promote mental well being and competence in young people as they face the realities of life. In the present study the ten core life skills advocated by WHO, as mentioned earlier, have been considered.

**Life skill education** refers to a systematic pre-planned training programme for the development of these ten core life skills among school students

**Adjustment:** The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that exists among the organisms, the environment and the personality. A well adjusted personality is well prepared to play the roles which are expected of the status assigned to him within given environment. His needs will be satisfied in accordance with the social needs.

For the present study, the definition of adjustment as used by Pareek and Rao in their Pre-Adolescent Adjustment Scale has been taken into consideration. According to them, adjustment is defined as the individual's orientation towards his parents, peers, school, teachers and himself, in terms of the satisfaction he derives from his interactional relationship with these significant others, and himself. Thus, five kinds of adjustments, the adjustment of the student towards home, school, peers, teachers and general matters have been taken into consideration.

**Secondary School Students:** In the present study, Secondary School Students are the children of age of 13–15 years studying in class IX.

## Objectives Of The Study

The objectives of the present study were as follows:

- i. To study the difference in the level of adjustment towards home among Secondary school students before and after imparting life skill education.
- ii. To study the difference in the level of adjustment towards school among Secondary school students before and after imparting life skill education.
- iii. To study the difference in the level of adjustment towards peers of Secondary school students before and after imparting life skill education.
- iv. To study the difference in the level of adjustment towards teachers among Secondary school students before and after imparting life skill education.
- v. To study the difference in the level of general adjustment of Secondary school students before and after imparting life skill education.

## Hypotheses

The following hypotheses were framed for the above stated objectives:

- i. There is no significant difference in the level of adjustment towards home among Secondary school students before and after imparting life skill education.
- ii. There is no significant difference in the level of adjustment towards school among Secondary school students before and after imparting life skill education.
- iii. There is no significant difference in the level of adjustment towards peers of Secondary school students before and after imparting life skill education.
- iv. There is no significant difference in the level of adjustment towards teachers among Secondary school students before and after imparting life skill education.
- v. There is no significant difference in the level of general adjustment of Secondary school

students before and after imparting life skill education.

## Methodology Used

A one-group pretest–posttest experimental research design was used for the present study. A one-group pretest–posttest design is a type of research design that is most often utilized by behavioral researchers to determine the effect of a treatment or intervention on a given sample.

The present study aimed to find out the impact of life skill education on adjustment and academic achievement of secondary school students. It would not have been appropriate to have control and experimental group design for the study as life skills can be developed through different ways and it would have been inappropriate to compare two different groups on the dependent variables to determine the impact of life skill education imparted by the researcher to only one group.

## The Sample

The population for the study consisted of school students. As the researcher had to carry out the intervention in the class for 3 weeks, she opted for a school in which the management was known to her. After consultation with the Principal, two sections of Class IX was chosen for the study- IX A had 35 students and class IX B had 33 students. So, the sample of this study consisted of 68 students from two sections of class IX of Govt. Boys Senior Secondary School, Delhi. The students' age ranged between 13 and 15 years.

## Tools Used

The most significant and crucial aspect of the research is collection of data, which help to arrive at answers to the questions under study. Data collection depends on instruments or tools. The selection of the tool is of paramount importance in conducting a research. Tools not only enable

collection of data but also help in interpreting the data in order to carry out the research systematically and meticulously.

In the present study following tools have been used –

Pre-Adolescent Adjustment Scale (PAAS) developed by Pareek and Rao (1975).

## Conducting the Study

The following steps were followed for the study:

1. Collection of data from the selected sample prior to the intervention:

After the necessary permissions were obtained, the students were oriented about the intervention. The Pre-Adolescent Adjustment scale was administered on the sample. All the instructions mentioned earlier for the administration of the tool were strictly followed.

2. The intervention:

Prior to the visit to the sample school, the researcher chose the activities to be conducted for the various life skills from the CBSE Life Skill Manual for Teachers for classes IX and X. The activities were chosen in consultation with the supervisor, keeping in mind the constraints of time and the level of the students. It was decided to spend a total of 80 minutes on each life skill, spread over two periods of 40 minutes each. It was also decided that one skill be taught in one week. The intervention began in August and continued till mid October, spread over 10 weeks. The time fixed for the activities was a 40 minute 'Zero' period on every Tuesday and Friday. However, in a few cases there was a Holiday on that day, the intervention was carried out on some other day in the same week. The activities were carried out strictly as outlined in the Teachers Manual. The description of activities conducted for each skill is given in the Table below:

S.No.	Life Skill	Activity	Duration	Mode
1	Self awareness	Discover Yourself	40 min	Individual
2		Understanding the Inner Self	40 min	Individual and Group
3	Critical Thinking	Case Study on "I Care for Senior Citizens"	40 min	Group
4		Gender Stereotypes	40 min	Individual
5	Creative Thinking	Squiggly Squiggles	30 min	Individual, Small group
6		Let's make things better	40 min	Whole class or Group
7	Effective Communication	Actions speak louder than Words!	20 min	Small group
8		I understand what you say!	20 min	Individual
9		Beautiful Communication	20 min	Individual, Small Group
10		Fire, Aim, Ready!	20 min	Individual, Small Group
11	Interpersonal Relationship	Appreciating Family and Friends	40 min	Group
12		My Relationship Chart – My Magic Wall	40 min	Group
13	Managing Emotions	Dealing with Emotions	40 min	Whole class
14		Role Play	40 min	Group
15	Coping with Stress	Coping with Emotions	40 min	Group
16		Just Chill Out!	40 min	Pair work
17	Empathy	I'll Manage!	40 min	Group
18		Working Together	40 min	Group
19	Decision Making	Why do we decide on what we decide!	1 hour	Group
20		Decision Making Steps	40 min	Small Group
21	Problem Solving	Conflict Management	40 min	Small Group
22		The Problem Solving Approach	40 min	Group

3. Collection of data from the selected sample after the intervention:

After the intervention, the Pre-Adolescent Adjustment scale was again administered on the sample in the end of October. All the instructions mentioned earlier for the administration of the tool were again strictly followed.

### Data Analysis and Interpretation

#### Objective 1 (i)

Data related to the level of adjustment towards home among Secondary school students before and after imparting life skill education have been presented in Table 1

**Table 1: Comparison of level of adjustment towards home among students before and after life skill education**

	Mean score	SD	df	t-score	Result
Before Life Skill Education	5.75	2.84	134	5.999	Significant at 0.05 and 0.01 levels of significance
After Life Skill Education	8.83	3.14			

Critical value of t for  $df=134$  at 0.05 level of significance is 1.976 and at 0.01 level of significance is 2.609

Table 1 clearly shows that there is an increase in the mean score of adjustment towards home of secondary school students after they have been exposed to life skills. The t-score, which shows the significance of difference between two means, comes out to be 5.999. This score is greater than the critical t-values at both 0.05 and 0.01 levels of significance. This shows that there is a significant difference in the level of adjustment towards home among Secondary school students before and after imparting life skill education.

Hence, the hypothesis “There is no significant difference in the level of adjustment towards home among Secondary school students before and after imparting life skill education” is rejected.

**Objective 1(ii)**

Data related to the level of adjustment towards school among Secondary school students before and after imparting life skill education have been presented in Table 2

**Table 2: Comparison of level of adjustment towards school among students before and after life skill education**

	Mean score	SD	df	t-score	Result
Before Life Skill Education	3.17	2.05	134	4.483	Significant at 0.05 and 0.01 levels of significance
After Life Skill Education	4.75	2.06			

*Critical value of t for df =134 at 0.05 level of significance is 1.976 and at 0.01 level of significance is 2.609*

Table 2 clearly shows that there is an increase in the mean score of adjustment towards school of secondary school students after they have been exposed to life skills. The t-score, which shows the significance of difference between two means, comes out to be 4.483. This score is greater than the critical t-values at both 0.05 and 0.01 levels of significance. This shows that there is a significant difference in the level of adjustment towards school among Secondary school students before and after imparting life skill

education. Hence, the hypothesis “There is no significant difference in the level of adjustment towards school among Secondary school students before and after imparting life skill education” is rejected.

**Objective 1(iii)**

Data related to the level of adjustment towards peers among Secondary school students before and after imparting life skill education have been presented in Table 3

**Table 3: Comparison of level of adjustment towards peers among students before and after life skill education**

	Mean score	SD	df	t-score	Result
Before Life Skill Education	3.11	2.09	134	4.664	Significant at 0.05 and 0.01 levels of significance
After Life Skill Education	5.15	2.94			

Table 3 clearly shows that there is an increase in the mean score of adjustment towards peers of secondary school students after they have been exposed to life skills. The t-score, which shows the significance of difference between two means, comes out to be 4.664. This score is greater than the critical t-values at both 0.05 and 0.01 levels of significance. This shows that there is a significant difference in the level of adjustment towards peers among Secondary school students before and after imparting life skill education.

Hence, the hypothesis “There is no significant difference in the level of adjustment towards peers among Secondary school students before and after imparting life skill education” is rejected.

**Objective 1(iv)**

Data related to the level of adjustment towards teachers among Secondary school students before and after imparting life skill education have been presented in Table 4

**Table 4: Comparison of level of adjustment towards teachers among students before and after life skill education**

	Mean score	SD	Df	t-score	Result
Before Life Skill Education	2.93	2.24	134	3.172	Significant at 0.05 and 0.01 levels of significance
After Life Skill Education	4.42	3.16			

*Critical value of t for df =134 at 0.05 level of significance is 1.976 and at 0.01 level of significance is 2.609*

Table 4 clearly shows that there is an increase in the mean score of adjustment towards peers of secondary school students after they have been exposed to life skills. The t-score, which shows the significance of difference between two means, comes out to be 3.172. This score is greater than the critical t-values at both 0.05 and 0.01 levels of significance. This shows that there is a significant difference in the level of adjustment towards teachers among Secondary school students before and after imparting life skill

education. Hence, the hypothesis “There is no significant difference in the level of adjustment towards teachers among Secondary school students before and after imparting life skill education” is rejected.

**Objective 1(v)**

Data related to the level of general adjustment among Secondary school students before and after imparting life skill education have been presented in Table 5

**Table 5: Comparison of level of general adjustment among students before and after life skill education**

	Mean score	SD	Df	t-score	Result
Before Life Skill Education	3.55	2.69	134	2.895	Significant at 0.05 and 0.01 levels of significance
After Life Skill Education	5.05	3.32			

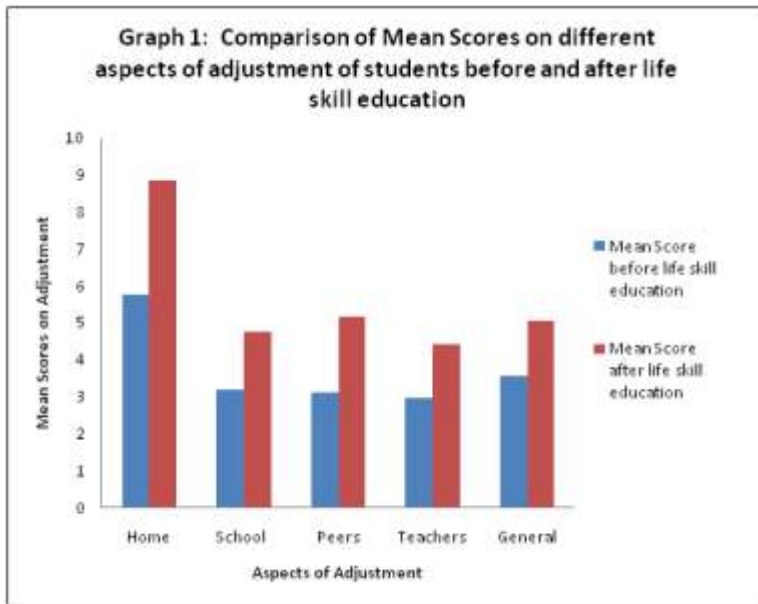
*Critical value of t for df =134 at 0.05 level of significance is 1.976 and at 0.01 level of significance is 2.609*

Table 5 clearly shows that there is an increase in the mean score of general adjustment of secondary school students after they have been exposed to life skills. The t-score, which shows the significance of difference between two means, comes out to be 2.895. This score is greater than the critical t-values at both 0.05 and 0.01 levels of significance. This shows that there is a significant difference in the level of general adjustment among Secondary school students before and after imparting life skill education. Hence, the hypothesis “There is no significant difference in the level of general adjustment

among Secondary school students before and after imparting life skill education” is rejected.

**Consolidation:**

From the above five tables it is clear that the adjustment of Secondary school students on all aspects shows a positive increase after life skill education was given to them. For better clarity, the difference in mean values of scores on all aspects of adjustment before and after life skill education same has been graphically depicted in Graph 1



When all the items in the scale are considered together, the total score obtained on adjustment before and after the intervention were also compared. These data have been presented in Table 6.

**Table 6: Comparison of total score on adjustment of students before and after life skill education**

	Mean score	SD	Df	t-score	Result
Before Life Skill Education	18.51	8.36	134	2.815	Significant at 0.05 and 0.01 levels of significance
After Life Skill Education	24.20	14.42			

Critical value of t for df=134 at 0.05 level of significance is 1.976 and at 0.01 level of significance is 2.609

Table 6 clearly shows that there is an increase in the mean total score of adjustment of secondary school students after they have been exposed to life skills. The t-score, which shows the significance of difference between two means, comes out to be 2.815. This score is greater than the critical t-values at both 0.05 and 0.01 levels of significance. This shows that there is a significant difference in the level of adjustment among Secondary school students before and after imparting life skill education. Hence, the hypothesis "There is no significant effect of life skill education on adjustment of Secondary school students." is rejected. There is a significant positive effect of life skill education on adjustment of Secondary school students.

## Conclusion

Life skill education has a significant positive impact on all aspects of student adjustment-adjustment towards home, towards school, towards peers, towards teachers and with self.

## Educational Implications of the Study:

Life Skill Education is a major initiative by WHO and UNICEF. The present study is a humble effort to evaluate the impact of life skills education on effectiveness and improvement in teaching of secondary school students at micro level. The findings of the study will be useful for educational planners and administrators to assess the benefits and implementation of Life Skill Education

While most teachers do apply life skill education informally in their classrooms, they become afraid in the name of formally introducing life

skill education in their schools. We have to understand that society is going through rapid changes in society and culture, demands of modern life, both working parents, emergence of nuclear families, decline of religious values etc. we have to understand that life skill education is the tool that can deal with all such problems.

## References

1. Burt, M. (1998). *Why should we invest in adolescents? Washington, DC: Pan American Health Organization (Paho).*
2. UEE Mission & SCERT. (2009). *Handbook for teachers and parents, School Life Skills Programme, Volumes 1-6, New Delhi: Department of Education, Government of NCT of Delhi*
3. Padmini Nagesh Pai (2006). *Life skills education for school effectiveness and improvement' Fort Lauderdale-Florida – U.S.A: Round table presentation at International Congress for School Effectiveness and Improvement.*
4. Mangrulkar, L., Vince Whitman, C., & Posner, M. (2001). *Life Skills approach to Child and Adolescent Healthy Human Development, Washington, Dc: Pan American Health Organization.*
5. Morgan & King (1988). *Introduction to Psychology. New Delhi: Tata Mcgraw Hill Publishing Company Ltd.*
6. Central Board of Secondary Education (2010). *Teacher's Manual on Life Skills, Class IX-X, New Delhi: CBSE.*
7. <https://www.learningliftoff.com/the-importance-of-life-skills-based-education/>
8. <https://www.whiteswanfoundation.org/article/the-importance-of-teaching-your-adolescent-life-skill/>

# भारत में अध्यापक शिक्षा का निजीकरण

डॉ. जयमाला सिंह\*

## सारांश-

भारत में प्राथमिक शिक्षा से लेकर उच्चतम शिक्षा की एक वृहद् प्रणाली है। भारत जैसे बहुलवादी और विकसित समाज में समानता और शिक्षा की गुणवत्ता एक भूमण्डलीकृत दुनिया के दो महत्वपूर्ण विषय हैं। स्कूल स्तर पर एक अच्छे शिक्षक के बिना शिक्षा की गुणवत्ता को बनाये रखना असंगत है और यही कारण है कि भारत के पारम्परिक इतिहास में शिक्षक का महत्वपूर्ण स्थान है। शिक्षा को सार्थक बनाने में तथा शिक्षा की गुणवत्ता को बढ़ाने तथा इसे सर्वसुलभ बनाने के लिए शिक्षक का महत्वपूर्ण स्थान है, क्योंकि शिक्षक विद्यालय प्रणाली का हृदय है। यह स्पष्ट है कि भारत में उच्च शिक्षा के निजीकरण की एक निश्चित प्रवृत्ति है। भारत सरकार प्राथमिक शिक्षा के विकास के लिए निःशुल्क एवं अनिवार्य प्राथमिक शिक्षा प्रदान करने हेतु विनियोग करने के लिए बाध्य है। इसका प्रत्यक्ष परिणाम उच्च शिक्षा में कम विनियोग है। निजी संस्थाओं को व्यावसायिक संस्था प्रारम्भ करने के लिए प्रोत्साहित किया जाना चाहिए परन्तु यह निश्चित किया जाना चाहिए कि निजी संस्थाओं का व्यावसायिकरण न हो। निजी संस्थाओं का प्रवेश उच्च शिक्षा प्रदान करने में राज्य के बोझ को कम कर देती है। निजी क्षेत्र को शिक्षा में प्रवेश करने से पहले सरकार को चाहिए कि वह एक नियन्त्रणात्मक संस्था की स्थापना करे जिससे कि शिक्षा का व्यावसायिकरण न हो।

## परिचय

काफी अवधि तक शिक्षा विशेषकर उच्च शिक्षा जिसमें कि अध्यापक शिक्षा भी शामिल है, भारत के लिए व्यापार की वस्तु रही है। समाज की सभी पीढ़ियों में शिक्षा का ऐसा जुनून है कि इसने शिक्षा के सही अर्थ के मूल्य को कम कर दिया है। शिक्षा का उद्देश्य मनुष्य के मस्तिष्क में ज्ञान प्रदान करना है जिससे कि अधिगमकर्ता समाज का एक मूल्यवान नागरिक बन सके। व्यावसायिक जगत ने कई वर्ष पहले एक साझेदारी अभियान की शुरुआत की। व्यावसायिक समुदाय के अनुसार साझेदारी व्यावसायिक जगत को शैक्षिक संस्थानों के लिए संसाधन उपलब्ध कराने की व्यवस्था करता है। भारतीय शिक्षा प्रणाली में विद्यालयी शिक्षा, उच्च शिक्षा और व्यावसायिक शिक्षा तीन वृहद् खण्ड समाहित हैं। 1983 में सरकार का सम्पूर्ण शिक्षा पर व्यय 80: था जो कि 1999 में घटकर 67: रह गया। इसके विपरीत पिछले 15 सालों में शिक्षा पर किया गया निजी व्यय 11 गुना बढ़ गया है। इंजीनियरिंग कॉलेजों में निजी क्षेत्र का व्यय जो कि 1960 में 15: था अब बढ़कर 87: हो गया है। चिकित्सकीय महाविद्यालयों में 1960 में निजी क्षेत्र का व्यय केवल 7: था जो कि अब बढ़कर 41: हो गया है।

## अध्यापक शिक्षा-

शिक्षा के क्षेत्र में शिक्षक की भूमिका महत्वपूर्ण है। शिक्षा को प्रोत्साहित एवं सशक्त बनाने के लिए शिक्षकों का प्रशिक्षण एक महत्वपूर्ण आवश्यकता है। अध्यापक शिक्षा महत्वपूर्ण है क्योंकि एक कुशल अध्यापक ही भविष्य में एक कुशल समाज का निर्माण करता है। शिक्षा के मानदण्ड के विकास का अध्यापक शिक्षा से घनिष्ठ सम्बन्ध है। एक अध्यापक को शिक्षण के उत्तरदायित्व को निभाने से पहले स्वयं को तैयार कर लेना चाहिए। इस दिशा में अध्यापक प्रशिक्षण संस्थाओं की भूमिका महत्वपूर्ण है। शिक्षा की नीतियों में अध्यापक शिक्षा के महत्व को बहुत लम्बे समय से स्वीकार किया गया है। चाहे जितनी भी संस्थाएँ बना ली जाएँ परन्तु अध्यापक शिक्षा अन्तिम विश्लेषण शिक्षक के व्यक्तित्वगत अनुभव एवं शिक्षण अधिगम प्रक्रिया पर निर्भर करता है। हम नवीन तकनीकियों के विकास की उस दहलीज पर खड़े हैं जहाँ कक्षा में क्रान्तिकारी बदलाव आवश्यकता है, परन्तु दुर्भाग्यवश अध्यापक शिक्षा के क्षेत्र में पाठ्यक्रम को नवीनतम करने की प्रक्रिया अत्यन्त धीमी है। आज शिक्षण एक ऐसा व्यवसाय है जिसमें ज्ञान और कौशल के क्षेत्र में विशेषज्ञता की आवश्यकता है। अध्यापक शिक्षा के क्षेत्र में सिद्धान्त और ज्ञान के मध्य एक वृहद् दूरी है और आवश्यकता इस बात की है कि शिक्षण कौशल का प्रयोग व्यावसायिक कक्षा के पाठ्यक्रम आदान-प्रदान के लिए किया

\* (एम.एड., पी.एच.डी., लखनऊ विश्वविद्यालय), नेट (शिक्षा शास्त्र) असिस्टेंट प्रोफेसर, (इंस्टीट्यूट ऑफ प्रोफेशनल एक्सीलेंस एण्ड मेनेजमेंट)



जाए। इसके लिए एक सामान्य शिक्षक उभरती जरूरतों के अनुरूप शिक्षण नहीं कर सकता जब तक कि उसे प्रशिक्षित न किया जाए। शिक्षा को उन्नत और सशक्त बनाने के लिए शिक्षकों के प्रशिक्षण की आवश्यकता है जो कि शिक्षा के सुधार, पुनः निर्देशन तथा नवीनीकरण के लिए मुख्य साधन है।

### शिक्षा के निजीकरण का शिक्षा पर प्रभाव

सरकार का मुख्य कर्तव्य है कि वह सभी को शिक्षा प्रदान करने का प्रयास करे, परन्तु भारत जैसे विश्व के अधिक आबादी वाले देश में केवल सरकार के कन्धे पर इतनी महत्वपूर्ण जिम्मेदारी को निभाना वास्तव में अव्यावहारिक है। भारत विश्व का उच्च शिक्षा के क्षेत्र में एक वृहद् प्रणाली है तथा माध्यमिक एवं उच्च शिक्षा विभाग के अनुसार 31.03.2005 तक भारत में लगभग 338 विश्वविद्यालय हैं। विकसित देशों में इसके माध्यम से एक विशाल जनसंख्या तक उच्च शिक्षा को पहुँचाया जा सकता है। परन्तु भारत का दूसरे विकसित देशों से विश्वविद्यालय में अध्ययन का प्रतिशत निराशाजनक है। संवैधानिक अधिनियम के अनुसार सरकार का कर्तव्य है कि वह सभी छः से चौदह वर्ष के आयु समूह को निशुल्क एवं अनिवार्य शिक्षा प्रदान करे और इसके लिए सरकार प्राथमिक शिक्षा पर व्यय में निरन्तर वृद्धि भी कर रही है। सरकार का ध्यान उच्च शिक्षा की अपेक्षा प्राथमिक शिक्षा की ओर अधिक है। विश्वविद्यालय हमेशा सरकार को अधिक धनराशि जारी करने के लिए राजी करने का प्रयास करती है परन्तु सरकार हमेशा यह स्पष्ट कर देती है कि उच्च शिक्षा के लिए धनराशि दूसरे स्रोतों से वे प्राप्त करें।

विविध प्रकार की बाधाओं के कारण सरकार उच्च शिक्षा जिसमें कि अध्यापक शिक्षा भी शामिल है, इसकी जिम्मेदारी नहीं लेती है जिसके कारण उच्च शिक्षा निजी क्षेत्र को सौंप दी जाती है जो कि कुछ स्थितियों में व्यावसायीकरण के रूप में दिखायी देती है। भारत में शिक्षा के क्षेत्र में निजी क्षेत्र का प्रवेश नवीन नहीं है। भारत में एक विशाल पैमाने पर शैक्षिक संस्थाओं का निर्माण सरकार की वित्तीय सहायता के बिना किया गया है। उच्च शिक्षा के निजीकरण ने सरकार के वित्तीय बोझ को कम किया है। 1990 से

उच्च शिक्षा के धीरे-धीरे निजीकरण के कारण सरकार की उच्च शिक्षा के क्षेत्र में निर्धारित धनराशि कम हो गयी है।

### भारत में निजी शैक्षिक संस्थाओं का वर्गीकरण

भारत में निजी शैक्षिक संस्थाओं का वर्गीकरण निम्न प्रकार से किया जा सकता है:-

#### (अ) राजकीय सहायता प्राप्त शिक्षण संस्था

राजकीय सहायता प्राप्त शिक्षण संस्थान वे संस्थान होते हैं जिनका संचालन निजी लोगों द्वारा किया जाता है परन्तु उन्हें सरकार वित्तीय सहायता प्रदान करती है। निजी व्यावसायिक शैक्षिक संस्थाओं के अन्तर्गत धारा 3(ब) (प्रवेश और शुल्क निर्धारण अधिनियम) 2005, निजी व्यावसायिक शैक्षिक संस्थाओं को "राजकीय सहायता प्राप्त शिक्षण संस्था" के रूप में परिभाषित करता है। जिसके अन्तर्गत राजकीय सहायता प्राप्त शिक्षण संस्थान केन्द्रीय सरकार से पूर्ण या अंश के रूप में वित्तीय सहायता प्राप्त कर सकते हैं। राज्य सरकार या केन्द्र सरकार द्वारा संचालित किसी संस्था से सहायता प्राप्त कर सकते हैं। भारत में एक बहुत बड़ी संख्या में राजकीय सहायता प्राप्त शिक्षण संस्था हैं जो कि अपने संचालन के लिए पर्याप्त रकम की सहायता सरकार द्वारा प्राप्त करती हैं।

#### (ब) गैर सहायता प्राप्त शिक्षण संस्था

गैर सहायता प्राप्त शिक्षण संस्था वे संस्था होती हैं जो कि निजी लोगों द्वारा संचालित होती हैं तथा अपने स्वयं के वित्त के द्वारा संचालित होती हैं। माननीय उच्चतम न्यायालय के अनुसार संविधान की धारा 30 में कहा गया है कि शैक्षिक संस्थाओं को विद्यार्थियों के प्रवेश के लिए अपनी इच्छा के अनुसार प्रशासन का अधिकार होगा तथा इस सम्बन्ध में राज्य तथा विश्वविद्यालय किसी प्रकार का कोई हस्तक्षेप नहीं करेगा, जब तक कि गैर सहायता प्राप्त शैक्षिक संस्थाओं में प्रवेश पारदर्शिता आधारित हो तथा योग्यता का पर्याप्त ध्यान रखा जाए। प्रवेश का अधिकार तब तक उपयुक्त नहीं है जब तक कि शैक्षिक स्तरों तथा श्रेष्ठता को बनाए रखने के लिए नियामक या नियन्त्रणात्मक उपाय न बनाए जाएं।

### निजी संस्थाओं की वृद्धि दर

भारत में निजी शैक्षिक संस्थाओं के दर में निरन्तर वृद्धि हुई है।

क्रम संख्या	वर्ष	कुल संस्थाओं में स्वपित्त पोषित संस्थाओं का अंश	कुल नामांकन में स्वपित्त पोषित विद्यार्थियों का अंश
1	2001	42.6%	32.9%
2	2007	61.8%	58.9%
3	2012	63.9%	67.1%
4	2015	65.2%	68.3%

### स्रोत:- एफ सी सी आई उच्च शिक्षा समिति 2015

निजी विश्वविद्यालयों में कोई राजनैतिक हस्तक्षेप नहीं होता जिसके कारण वह स्वतन्त्र होता है। उच्चतम न्यायालय के अनुसार निजी विश्वविद्यालयों को अपने प्रशासन में पूर्ण रूप से स्वायत्तता प्रदान की गयी है परन्तु योग्यता के सिद्धान्त का बलिदान राष्ट्र हित में नहीं किया जायेगा। निजी विश्वविद्यालय नई तकनीकियों के प्रयोग के लिए पूर्ण रूप से स्वतन्त्र हैं इसके लिए उसे किसी की आज्ञा की आवश्यकता नहीं है। निजी महाविद्यालय जो कि किसी विश्वविद्यालय से सम्बद्ध है, उन्हें हमेशा यह खतरा बना रहता है कि यदि वे किसी अनैतिक कार्य में संलग्न होते हैं तो उनकी सम्बद्धता उनसे छीन ली जायेगी। इस प्रकार उनके ऊपर एक सत्ता का नियन्त्रण बना रहता है

### अध्यापक शिक्षा के निजीकरण की कमियाँ:-

यदि निजी संस्थाओं को बहुत अधिक स्वतन्त्रता प्रदान की जायेगी तो अध्यापक शिक्षा के क्षेत्र में इनका एकाधिकार हो जायेगा, जिसके परिणाम स्वरूप अध्यापक शिक्षा के क्षेत्र में समस्याएँ बहुतायत रूप में उत्पन्न हो जायेंगी।

जैसे:- उच्च शुल्क संरचना आदि।

निजीकरण के परिणाम स्वरूप निजी व्यावसायिक महाविद्यालयों की संख्या में निरन्तर वृद्धि हो रही है। इस तरह तेजी से बढ़ती हुई शैक्षिक संस्थाएँ निःसंदेह उच्च शिक्षा के लिए महाविद्यालय सुलभ कराते हैं, परन्तु अधिकतर शैक्षिक संस्थाएँ अपनी गुणवत्ता को बनाये नहीं रख पाते तथा सरकार का भी गैर सहायता प्राप्त शिक्षण संस्थानों पर पर्याप्त नियन्त्रण नहीं होता है।

निजीकरण के कारण शिक्षा के व्यावसायीकरण का खतरा मंडरा रहा है। यद्यपि कुछ निजी शैक्षिक संस्थाएँ प्रतियोगी वातावरण को

बनाये हुए हैं, परन्तु फिर भी कुछ महाविद्यालय केवल अपने लाभ को ध्यान में रखते हैं तथा शिक्षा के स्तर की ओर ध्यान नहीं देते हैं।

### निष्कर्ष

यह स्पष्ट है कि भारत में उच्च शिक्षा या अध्यापक शिक्षा के निजीकरण की एक निश्चित प्रवृत्ति है। सरकार की बाध्यता प्राथमिक शिक्षा को सभी के लिए अनिवार्य एवं निःशुल्क रूप से प्रदान करना है। जिसका प्रत्यक्ष परिणाम अध्यापक शिक्षा में विनियोग में गिरावट के रूप में प्रदर्शित हो रहा है। निजी संस्थाओं को व्यावसायिक पाठ्यक्रम प्रारम्भ करने का अवसर प्रदान किया जाना चाहिए, परन्तु यह ध्यान रखना चाहिए कि निजी शिक्षा का व्यावसायीकरण न हो। निजी क्षेत्र को शिक्षा में प्रवेश देने से पहले राज्य का कर्तव्य है कि वह नियन्त्रणात्मक व्यवस्था करे जिससे कि निजी शैक्षिक संस्थाएँ अपनी गुणवत्ता को बनाये रख सकें।

### संदर्भ

1. एन.सी.टी.ई. (2009), अध्यापक शिक्षा के लिए राष्ट्रीय पाठ्यक्रम की रूपरेखा: व्यावसायिक और मानवीय शिक्षकों की तैयारी, एन.सी.टी.ई., नई दिल्ली
2. तिलक, जे.बी.जी. (2001), शिक्षा के परिपेक्ष्य में भारतीय शिक्षा में आर्थिक चुनौतियाँ
3. माधवीय आर.एल, (2009), एम.एड. कार्यक्रमों में प्रवेश के लिए कुछ चुने हुए चरों का सापेक्षिक अध्ययन
4. सिद्दकी एम.ए., शर्मा ए.के. तथा अरोड़ा जी.एल.इड्स (2009), अध्यापक शिक्षा: नीतियों के निर्माण के प्रतिबिम्ब
5. एफ.आई.सी.सी.आई. उच्च शिक्षा समिति 2015

# हिन्दी साहित्य और सिनेमा का अन्तः सम्बन्ध

डॉ. बबीता सिंह\*

## सार

साहित्य और सिनेमा दोनों ही समाज का दर्पण हैं। ये दोनों ही अपने जन्म से लेकर वर्तमान समय तक भारतीय जन-जीवन और सामाजिक परिस्थितियों का वर्णन करते आये हैं। भले ही दोनों का तरीका अलग-2 रहा हो। ये दोनों एक दूसरे पर पूरी तरह से आश्रित नहीं हैं क्योंकि दोनों ही अलग विधायें हैं परन्तु फिर भी सिनेमा का साहित्य से गहरा सम्बन्ध है क्योंकि सिनेमा की शुरुआत ही साहित्य की नींव पर हुई है। भले ही वर्तमान परिस्थितियों पहले से अलग हों परन्तु फिर भी सिनेमा को रोचक कहानियों के लिए साहित्य की तरफ देखना ही पड़ता है। सिनेमा के शुरुआती दिनों में साहित्यिक रचनाओं पर बनी फिल्मों की दुर्गति सिनेमा के शुरुआती अनाडीपन को दर्शाता है तथा इससे यह अंदाजा भी लगाया जा सकता है कि साहित्यिक रचनायें हमेशा व्यवसाय परक नहीं होती। यह कहा जा सकता है कि किसी अद्वितीय उपन्यास या साहित्यिक रचना पर बनी फिल्म प्रचलित होने की, बड़ा व्यापार करने की गारंटी नहीं होती। लेकिन यदि साहित्यिक समझ रखने वाले किसी फिल्मकार को अपने हिसाब से फिल्म बनाने के लिए साहित्यिक रचना में कुछ फेर-बदल करने की अनुमति हो तो स्थिति पहले से उलट हो सकती है। वर्तमान समय में फिल्मों के विषय चयन में आयी विविधता, फिल्मों को साहित्यिक रचनाओं पर आश्रित होने से मुक्त कराती है, अब फिल्मों के लिए और भी बहुत सारे रोचक विषय और सच्ची घटनायें उपलब्ध हैं जो फिल्मों को साहित्य पर अधिक आश्रित नहीं रहने देते। परन्तु फिर भी वर्तमान फिल्मकारों की साहित्यिक समझ और वर्तमान समय में साहित्यिक रचनाओं पर बनी कुछ फिल्में इस बात को सिद्ध करती हैं कि सिनेमा कितनी भी ऊँचाईयों पर क्यों न चला जाये उसमें कितनी ही विषय विविधता क्यों न आ जाये परन्तु वह अपनी नींव से अलग नहीं हो सकता।

हिन्दी साहित्य और सिनेमा का सम्बन्ध जग जाहिर है। सिनेमा और हिन्दी साहित्य दोनों ही पृथक-2 कलाएं हैं। इन्हें एक - दूसरे का पूरक तो नहीं कहा जा सकता है परन्तु सिनेमा और हिन्दी साहित्य दोनों एक - दूसरे से प्रेरणा लेते हैं, प्रेरित होते हैं तथा ये दोनों कलाएं एक दूसरे से प्रभावित होती रही हैं, यह अवश्य कहा जा सकता है। सिनेमा और हिन्दी साहित्य दोनों की

ही जिस भी समय में रचना होती है। उस समय में सिनेमा और साहित्य दोनों ही समाज का दर्पण होते हैं। सिनेमा और साहित्य दोनों ही रचनाकार के लिए अपनी बात, अपने विचार समाज तक पहुंचाने का माध्यम होते हैं और दोनों ही माध्यमों से रचनाकार अपने समय में समाज में घटित होने वाले यथार्थ को दिखाने का प्रयास करता है, वो भी अपने-2 तरीके से तथा अपने-2 माध्यम का प्रयोग करके। साहित्य और सिनेमा दोनों ही किसी न किसी कथा का वर्णन करते हैं फिर भी ये दोनों विधाएं अलग-2 हैं क्योंकि इनकी रचना का तरीका किसी बात को, विचार को समाज तक पहुंचाने का तरीका, निर्माण में लगने वाला समय, धन, निर्माण में प्रयोग होने वाले संसाधन आदि अन्य लगभग सबकुछ भिन्न-2 है। या यह कहना अधिक उचित होगा कि इनके आधार स्तम्भ ही अलग-2 हैं। हिन्दी साहित्य शब्दों पर, उनके उचित-अनुचित अर्थों पर, कथा कहने के तरीके पर, लेखन के तरीके पर निर्भर करता है। यही साहित्य के आधार स्तम्भ हो सकते हैं। जबकि सिनेमा के आधार स्तम्भ इसके दृश्य, कहानी का चित्रण करने की कला, कलाकारों का अभिनय तथा दर्शकों को निश्चित समय तक बाँधे रखने की कला है। हिन्दी साहित्य की कोई भी रचना मूलतः एक ही रचनाकार और उसके विचारों पर निर्भर करती है। हिन्दी साहित्य की कोई रचना या उपन्यास अधिकांशतः किसी एक रस का होता है उनमें अलग-2 रसों का समावेश कम ही देखने को मिलता है इसके लिए कोई उपन्यास पूर्णतया उसके लेखक पर निर्भर करता है और हिन्दी साहित्य की किसी रचना के पूरे होने के बाद उसके प्रचलित होने में, लोगों तक, समाज तक पहुंचने में अधिक समय लगता है जबकि सिनेमा एक ऐसी कला है जो अलग-2 खण्डों या कहें कि अलग-2 विभागों में बटी है इसलिए इसके निर्माण में समय भी अधिक लगता है परन्तु वर्तमान समय में फिल्म बनाने में अधिक समय लगने वाली बात पुरानी हो चुकी है। अब तो हर दूसरे हफ्ते कोई न कोई नयी फिल्म सिनेमाघरों में आ जाती है। सिनेमाई कला के अलग विभागों में बंटे होने के कारण इसमें भिन्न-2 कलाओं का समावेश मिलता है। सिनेमा की क्षमता इस मामले साहित्य से अधिक है। सिनेमा बहुत सारी कलाओं और विचारों को एक साथ प्रस्तुत करने में सक्षम है। कोई भी फिल्म बनाने में निर्देशक, निर्माता, कथालेखक, संवाद लेखक, गीतकार, संगीतकार, अभिनय करने वाले कलाकार, कैमरा मैन, स्पाॅट बॉय, फिल्मांकन के लिए मंच बनाने वाले कारीगर आदि अन्य सबका

\*एसोसिएट प्रोफेसर (शिक्षा विभाग), मेवाड़ इन्स्टीट्यूट ऑफ मैनेजमेंट, बसुन्धरा, गाजियाबाद

अपना अलग-2 महत्व है जो फिल्म में एक साथ दिखाई देता है। सिनेमा और भारतीय समाज का गहरा सम्बन्ध है। सिनेमा भारतीय लोगों के हृदय के करीब है और लोगों के मन-मस्तिष्क पर प्रभाव डालने की क्षमता रखता है क्योंकि भारत में लोग फिल्म में दिखाए जाने वाले पात्रों के स्थान पर स्वयं को देखा करते हैं। फिल्म की कहानी को अपने स्वयं के जीवन से जोड़कर देखते हैं, अपनी खुशी, अपने दुःख, अपने जीवन की परेशानियों को पर्दे पर घटते हुए देखते हैं, महसूस करते हैं। इसलिए भारतीय दर्शकों को फिल्म की कहानी, उसके पात्रों से लगाव हो जाता है। जैसे सिनेमा अपने दर्शकों के मन-मस्तिष्क से जुड़ जाता है ऐसी ही क्षमता भारत में सिनेमा के जन्म से पहले तथा भारत में सिनेमा की शैशवावस्था के समय लिखे गये प्रसिद्ध लेखक मुंशी प्रेमचन्द की रचनाओं में भी दिखाई देती है जैसे कि मुंशी प्रेमचन्द के उपन्यास 'रंगभूमि' को पढ़ते हुए उस समय की नई पीढ़ी राजकुमार विनय और भारतीय क्रिश्चियन लड़की सोफी के स्थान पर स्वयं को रख कर देखती थी, उनके प्रेम, उनके वियोग, उनकी पीड़ा तथा समाज और लोगों के प्रति उनकी जिम्मेदारियों को स्वयं महसूस करती थी और उपन्यास के पात्रों से स्वयं को जुड़ा हुआ देखती थी। उपन्यास में उस समय के समाज की रीतियों, कुशितियों, मान्यताओं, लोगों की समझ, उनके सोचने का तरीका तथा कहानी के साथ चलने वाले अन्य घटनाक्रमों का वर्णन बिल्कुल सत्य प्रतीत होता है। प्रेमचन्द के अन्य उपन्यास जैसे गोदान, गबन, निर्मला आदि भी इन्हीं विशेषताओं से सुसज्जित हैं। उपन्यास में समाज का सार्थक वर्णन लोगों को पात्रों से जुड़ने पर विवश कर देता है। परन्तु वर्तमान समय में यही कार्य सिनेमा अधिक प्रभावी ढंग से करता है क्योंकि सिनेमा में लोगों के सम्मुख कहानी के साथ दृश्य, संवाद, संगीत सबकुछ एक साथ चल रहा होता है जो कि कम समय में दर्शकों के मन-मस्तिष्क पर अधिक प्रभाव डालता है। सिनेमा में जब से भारत में जन्म लिया है तभी से वह भारतीय जीवन, भारतीय संस्कृति उसकी आत्मा में समाहित हो चुकी है। सिनेमा ने स्वतंत्रता संग्राम से लेकर कारगिल युद्धों तक की कुछ कड़वी-कुछ मीठी यादों को आजतक संजोकर रखा है और आगे भी संजोता रहेगा। चाहे शहरों की हृदय-हीनता हो, दौड़ती-भागती जिन्दगी हो, अमीर लोगों की ख्वाहिशें हो, साधारण आदमी के जीवन की जद्दोजहद हो या फिर गाँवों में बसने वाले असल भारत का चित्रण हो किसी गरीब ग्रामीण की मर्म वेदना हो, लगभग सबकुछ सिनेमा ने अपने कैमरो में कैद किया है। सिनेमा हमारे समाज का एलबम है जिसमें सबकुछ सचित्र सुरक्षित रहता है। जो कुछ भी एक बार कैमरे में कैद हो गया उसने फिर समझिए अमरत्व पा लिया, भले ही लोग उसे भूल जाएँ पर सिनेमा में वो हमेशा रहेगा। भारतीय सिनेमा और समाज के सम्बन्ध में सुभाष सेतिया ने कहा था कि "भारतीय सिनेमा देश के सामान्य जनजीवन से इतना गहरा गुंथा हुआ है कि इसके बिना समाज गतिशील और जीवित हो ही नहीं सकता। इस समय फिल्म में जिस तरह के रचनात्मक मोड़ दिखाई दे रहे हैं उनसे आशा बँधती है कि भारतीय सिनेमा न केवल देश के जनमानस में अपनी जड़ों को और गहरा बनाएगा बल्कि विश्वमंच पर भारत की छवि को देदीप्यमान करने में भी अपना योगदान बढ़ायेगा।"

प्रत्येक देश की अपनी सामाजिक संरचना और सांस्कृतिक परम्पराएँ होती है, कुछ सामाजिक मूल्य होते हैं। किसी देश में

सिनेमा की प्रगति में उस देश की सामाजिक संरचना, वहाँ की संस्कृति और सामाजिक मूल्यों की बड़ी भूमिका होती है। सिनेमा इन सभी चीजों के प्रचार-प्रसार के साथ-2 उन्हें जोड़ने-तोड़ने में भी लगा रहता है। उनमें लगातार वर्तमान सामाजिक परिदृश्यों के हिसाब से परिवर्तन भी करता रहता है। भारत सरीखे विविधताओं से परिपूर्ण देश में सिनेमा की यह भूमिका और बढ़ जाती है। समाजवादी विचारक डॉ. राम मोहन लोहिया ने कहा था कि "भारत को एक करने वाली दो ही शक्तियाँ हैं एक गाँधी और दूसरी फिल्में"। जहाँ तक बात सिनेमा और हिन्दी साहित्य के सम्बन्ध की है तो हिन्दी साहित्य सिनेमा के लिए मातृभूमि के समान है वो कहीं भी चला जाये, कितनी भी ऊँचाई पर क्यों न चला जाये अपनी जमीन से पूरी तरह से अलग नहीं हो सकता उसे घूम-फिर कर कभी न कभी वहाँ लौट कर वापस आना ही पड़ता है। सिनेमा में किसी फिल्म के बनने की शुरुआत ही लेखन से होती है। कोई भी कहानी हो, विषय हो, पहले कथाकार को उसे कलमबद्ध करना ही पड़ता है, संवादों को बोलने से पहले लिखना पड़ता है, और जैसे ही किसी कहानी को कथाकार कलमबद्ध करता है तो वह साहित्य का ही एक रूप बन जाता है। इसके बाद ही सिनेमा उसका चित्रण कर पाता है। सिनेमा सदा ही साहित्य के इर्द-गिर्द घूमता रहा है। अतः मुझे लगता है कि हम यह कह सकते हैं कि सिनेमा साहित्य पर निर्भर करता है भले ही वो पूरी तरह से निर्भर न करे परन्तु निर्भरता है तो सही। जबकि यदि हम साहित्य की बात करें तो निर्भरता की बात बिल्कुल उलट है, साहित्य आत्मनिर्भर है यह किसी दूसरी कला पर आश्रित नहीं है। यह एक ऐसी विद्या है जो अपने आप में पूर्ण है। साहित्य को भाषा तथा शब्दों की जरूरत होती है कैमरे की नहीं, साहित्य को पाठक चाहिए दर्शक नहीं। हाँ यह जरूर कहा जा सकता है कि सिनेमा हिन्दी साहित्य के आर्थिक पक्ष को मजबूत करता है परन्तु हिन्दी साहित्य को सिनेमा पर निर्भर कहना सर्वथा गलत होगा।

भारत में जब सिनेमा की शुरुआत हुई थी तब वह उस समय किसी चमत्कार से कम नहीं था। पर्दे पर हिलती-डुलती, दौड़ती-भागती, उछलती-कूदती तरवरीय लोगों को अपनी ओर बड़ी आसानी से आकृष्ट कर लेती थी। लोग उन्हें देखने के लिए लालायित रहते थे। लोगों के लिए यह नयी-2 तकनीक बड़ी ही विस्मयकारी थी और इस तकनीक चमत्कार को 14 मार्च 1931 को ध्वनि के पंख लग गये। अब पर्दे पर चलने वाले चित्र बोलने भी लगे थे। हिन्दी में पहली बोलती फिल्म 'आलम आरा' बनी, उसके बाद से अब तक विश्व में सर्वाधिक हिन्दी फिल्मों का ही निर्माण हुआ है। पूरे विश्व में भारतीय सिनेमा हिन्दी सिनेमा के रूप में ही जाना जाता है जबकि भारत में और भी अनेकों भाषाओं की फिल्में बनती हैं। हिन्दी साहित्य और सिनेमा का गहरा सम्बन्ध होने के बाद भी, यह सत्य है कि हिन्दी में साहित्यिक कृतियों पर फिल्में कम ही बनी हैं क्योंकि हिन्दी साहित्य पर फिल्में बनाने का निर्माताओं का अनुभव बेहद कड़वा रहा है। जब कहानी पर आधारित फिल्में बनने की शुरुआत हुई तब ये कहानियाँ साहित्यों से ही ली गईं। भारत में पहली फीचर फिल्म दादा साहब फाल्के ने बनाई जो भारतेन्दु हरिश्चन्द्र के नाटक 'हरिश्चन्द्र' पर आधारित थी। साहित्यिक रचनाओं पर बनी एक-आधा फिल्मों के अलावा बाकी सबकी बाजार में दुर्गति हुई, कोई भी फिल्म अच्छा व्यवसाय नहीं कर सकी। इस कारण से फिल्मकार हिन्दी साहित्य की

रचनाओं पर आधारित फिल्में बनाने से कतराते लगे। 2-4 वर्ष में कोई एक फिल्म ही ऐसी होती थी जो किसी साहित्यिक रचना पर आधारित हो। परन्तु जैसे-2 फिल्म के लिए विषय चुनने के क्षेत्र का विस्तार हुआ वैसे-2 ही निर्माताओं ने प्रतिष्ठित लेखकों और उनकी रचनाओं को महत्व देना शुरू कर दिया। हिन्दी सिनेमा में साहित्य पर आधारित अनेकों फिल्में, उपन्यास सम्राट मुंशी प्रेमचन्द की रचनाओं पर बनीं। प्रेमचन्द जी को अजंता मूवीटोन कम्पनी ने वर्ष 1933 में मुम्बई आमन्त्रित किया था और आठ हजार रुपये सालाना के अनुबन्ध पर वे मुम्बई पहुँच गये थे। वर्ष 1934 ने मोहन भावनानी ने प्रेमचन्द की कहानी पर पहली फिल्म 'मिल मजदूर' बनायी। भावनानी ने कहानी में अपने स्तर पर कुछ परिवर्तन किये फिर क्रांतिकारी तेवर होने के कारण अंग्रेजी सेंसर बोर्ड ने इसमें काफी काट-छाँट की। इसके बाद जो फिल्म प्रदर्शित की गई उसे प्रेमचन्द जी ने 'प्रेमचन्द की हत्या' करार दिया। इस फिल्म पर प्रतिबंध भी लगे परन्तु कुछ जगहों पर परिवर्तित नाम के साथ प्रदर्शित हुई। मुंशी प्रेमचन्द की कहानियों पर नवजीवन तथा सेवासदन बनीं परन्तु ये फिल्में व्यापार करने में नाकाम रही। 1941 में प्रेमचन्द के उपन्यास 'त्रिया चरित्र' पर आधारित 'स्वामी' नाम की फिल्म ए.आर. कारदार ने बनाई परन्तु बाजार में इसका हाल भी पहले वाली फिल्मों के जैसा ही हुआ। यह फिल्म प्रेमचन्द के निधन के बाद बनी थी। 1946 में प्रेमचन्द के प्रसिद्ध उपन्यास 'रंगभूमि' पर आधारित इसी नाम से एक फिल्म बनी परन्तु इसका हाल भी वैसा ही हुआ जैसा उनकी रचनाओं पर आधारित अन्य फिल्मों का हुआ था। बहुत आगे चलकर फिल्मकार सत्यजित राय ने 'शतरंज' के खिलाड़ी और 'सद्गति' बनाई। प्रेमचन्द के उपन्यासों की जैसी समझ सत्यजित राय रखते थे, शायद ही किसी और फिल्मकार ने उनकी रचनाओं को ऐसा समझा हो। इस दौर में उपेन्द्रनाथ अशक, अमृतलाल नागर, सुदर्शन, सेठ गोविन्ददास, भगवती चरण वर्मा, चन्द्रधर शर्मा, गुलेरी, आचार्य चतुरसेन पाण्डेय, बेचन शर्मा, होमवती देवी भी फिल्मों में हाथ आजमाने मुम्बई पहुँच चुके थे। इनकी रचनाओं पर भी फिल्में बनीं पर कोई भी वहाँ लम्बे समय तक नहीं टिक सका। भगवतीचरण वर्मा के उपन्यास चित्रलेखा पर दो-2 बार फिल्में बनीं। परन्तु वे भी साल भर से ज्यादा न टिक सके और वापस लौट जाये। 1966 में 'वासु भट्टाचार्य ने फणीश्वरनाथ रेणु की कहानी 'मारे गये गुलफाम' पर आधारित फिल्म 'तीसरी कसम' बनाई। वहीदा रहमान और राजकपूर सरीखे कलाकारों ने इसमें अभिनय किया। अभिनय, नृत्य, गीत-संगीत, फिल्मांकन हर श्रेणी में उत्कृष्ट यह एक क्लासिक फिल्म थी फिर भी यह फिल्म चल नहीं सकी। इस सदमें में फिल्म में भारी कर्ज लेकर पैसा लगाने वाले शैलेन्द्र की जान चली गयी थी। इसी दौर में चंद्रधर शर्मा गुलेरी की कहानी 'उसने कहा था' पर इसी नाम से फिल्म बनी। 'आचार्य चातुरसेन शास्त्री' के उपन्यास पर 'धर्मपुत्र' नाम से बी.आर. चोपड़ा ने फिल्म बनायी मगर यह फिल्म भी बुरी तरह पिट गयी। फिल्मों के लिए कई कहानियाँ लिख चुके राजेन्द्र सिंह बेदी की रचना 'एक चादर मैली सी' पर बनी फिल्म भी फ्लॉप साबित हुई। हिन्दी साहित्य पर अधिक फिल्में न बनने की बात जब सरकार तक पहुँची तो फिल्म वित्त निगम ने सरकारी खर्च पर हिन्दी साहित्य पर आधारित अनेकों फिल्मों का निर्माण कराया। इनमें से अधिकांश फिल्में रिलीज ही नहीं हो सकी। कुछ एक आध फिल्में एक आध स्थानों पर रिलीज हुयी। हिन्दी साहित्य पर बनी अधिक फिल्में सफल नहीं

हो सकी क्योंकि साहित्य शिक्षितों के लिए बनी विद्या है। साहित्यलेखन एक व्यक्तिगत कर्म है जो फिल्म को ध्यान में रखकर नहीं किया जाता जबकि फिल्म एक लोकविद्या है यह समाज के प्रत्येक वर्ग को ध्यान में रखकर बनायी जाती है। यही कारण है कि अधिकांश रचनाओं पर बनी फिल्में एक विशिष्ट वर्ग के व्यक्तियों से आगे नहीं जा सकती। इन फिल्मों के फिल्मकारों ने कथा तथा फिल्मांकन तकनीक का ध्यान तो रखा पर दर्शकों को भूल गये। फिल्म का मुख्य उद्देश्य मनोरंजन होता है फिर चाहे उनका दर्शक शहरी हो या ग्रामीण, पढ़ा-लिखा हो या अनपढ़, साधारण व्यक्ति हो या बुद्धिजीवी, इसके अभाव के कारण ही लोगों ने इन फिल्मों को नकार दिया। इसका एक कारण निर्देशक, निर्माताओं को हिन्दी साहित्य की अच्छी समझ न होना भी हो सकता है क्योंकि फिल्मों में पैसा लगाने वाले अधिकांश लोग गैर हिन्दी भाषी थे जिन्हें हिन्दी साहित्य की समझ न के बराबर थी परन्तु उनका दखल निर्माण के हर क्षेत्र में था। इसके साथ ही रचनाकार को भी अधिक महत्व नहीं दिया गया, जो फिल्मों के लिए घातक सिद्ध हुआ।

सिनेमा में हिन्दी साहित्य के लिए सातवाँ दशक अच्छा साबित हुआ जब गुलजार ने कलेश्वर की कहानी पर 'आँधी' और 'मौसम' बनायी। ये दोनों फिल्में मील का पत्थर सिद्ध हुयी। इसी समय में मन्नू भंडारी की रचना 'यही सच' पर आधारित फिल्म 'रजनीगंधा' वासु चटर्जी ने बनाई जो अत्यन्त लोकप्रिय हुई। इसके बाद हिन्दी फिल्मों में हिंसा, मारधाड़, फूहड़ हास्य का दौर शुरू हुआ, विदेशी फिल्मों की नकल करने के प्रयास किये जाने लगे। हिन्दी सिनेमा में वर्तमान परिदृश्य बदल चुके हैं। अब अनेकों नये विषयों पर फिल्में बन रही हैं। सिनेमा में जितनी विविधता आज के समय में देखने को मिलती है उतनी कभी नहीं मिली। वर्तमान समय में समाज के हाशिये पर मौजूद लोगों से लेकर व्यक्ति विशेष तक पर फिल्में बन रही हैं। शिक्षाव्यवस्था पर, खेलों पर, सामाजिक कुरीतियों पर, सरकारी तंत्र पर आदि अनेकों विषयों पर भी फिल्में बन रही हैं। आजकल बायोपिक (जीवनी चलचित्र) बनाने का भी खूब प्रचलन है। पान सिंह तोमर, मदारी, शी इडियट, एम.एस. धोनी द अनटोल्ड स्टोरी, दंगल आदि फिल्में वर्तमान सिनेमा में विषय विविधता का अच्छा उदाहरण हो सकती हैं परन्तु अभी ऐसा भी नहीं है कि साहित्य पर फिल्में नहीं बन रही हैं। चेतन भगत के उपन्यास 'टू स्टेट्स' तथा हाफ गर्लफ्रेंड' पर इसी नाम से बनी प्रसिद्ध प्रचलित फिल्में इसका अच्छा उदाहरण हो सकती हैं तथा इन फिल्मों ने बाजार में व्यापार भी अच्छा किया है। चेतनभगत के उपन्यास पर बनी फिल्में साहित्य के सिनेमा में सुरक्षित भविष्य की तरफ इशारा करती हैं। मुझे लगता है कि आज के समय में भी ऐसी अनेकों साहित्यिक रचनायें हैं जिनपर यदि फिल्में बनायी जायें तो वे मनोरंजन के साथ-2 समाज को सही रास्ता दिखा सकती हैं। वर्तमान समय में साहित्य और सिनेमा दोनों की आधारभूत स्तम्भों की सुदृढ़ता के लिए दोनों का एक साथ मिलकर काम करना आवश्यक है। कला के तौर पर साहित्य और सिनेमा दोनों अलग-2 हैं। परन्तु यदि दोनों ही समाज को आगे बढ़ाने के लिए एक साथ काम करेंगे तो एक दूसरे के सहायक ही बनेंगे।

मुझे लगता है कि सिनेमा की कला जबतक साहित्य को आधार की तरह प्रयोग करती है तब तक उसे साहित्य को अपने तरीके से

वर्णित करने की स्वतंत्रता होनी चाहिए। हिन्दी साहित्य में श्रेष्ठ रचनाओं और सिनेमा में उन रचनाओं पर फिल्म बनाने की अभी भी अनेकों सम्भावनाएं हैं। बस केवल आवश्यकता है तो इस ओर युवापीढ़ी का ध्यान आकृष्ट करने की।

### निष्कर्ष

सिनेमा एक अलग विद्या होते हुए भी साहित्यिक विद्या से सम्बन्धित है आलेख इस सम्बन्ध को पूर्ण रूप से प्रकाशित करता है। पुराने समय में साहित्यिक रचनाओं पर बनी फिल्में भले ही बाजार में अधिक सफल न रही हों परन्तु सामाजिक मूल्यों और आदर्शों के पैमाने पर वे पूरी तरह से खरी उतरती हैं। वर्तमान समय में बन रही फिल्में अधिक लोकप्रियता पाने के लिए सामाजिक मूल्यों और आदर्शों को ताक पर रखती दिखाई देती हैं। सिनेमा लोगों के मन पर बहुत गहरा प्रभाव डालता है खास तौर पर नयी पीढ़ी के मन पर। नौजवान लड़के-लड़कियाँ, फिल्मों के नायक-नायिकाओं को अपना आदर्श मानते हैं और जब इन्हीं नायक-नायिकाओं को फिल्मों में सामाजिक मूल्यों और आदर्शों के साथ खिलवाड़ करते दिखाया जाता है तो नयी पीढ़ी के मन-मस्तिष्क पर उसका गलत प्रभाव पड़ता है और जिससे उनकी सोचने समझने की क्षमता पर भी गलत असर पड़ता है जिससे वे पूर्ण रूप से सही और गलत में अंतर नहीं कर पाते, जिससे वे कभी-कभी जान-बूझ कर तो कभी अपनी नासमझी में गलत कामों को अंजाम दे बैठते हैं जो कि उनके भविष्य के लिए

घातक सिद्ध होता है। इसलिए यदि हमें अपने सामाजिक मूल्यों और आदर्शों को पतन से बचाना है तो हमें फिल्मों में दिखायी जाने वाली फूहड़ता को समय रहते हटाना होगा। इसके लिए वर्तमान फिल्मकारों को जागरूक करने की आवश्यकता है इसके लिए उन्हें धन से अधिक आदर्शों को महत्व देना होगा और आदर्शों को महत्व दिलाने का काम साहित्य ही कर सकता है।

### संदर्भ

- 1 हिन्दी साहित्य और सिनेमा का अंतः सम्बन्ध  
(sahityasanskritiblog.wordpress.com)
- 2 साहित्य और सिनेमा  
(rammgah.blogspot.com)
- 3 सिनेमा : साहित्य, सिनेमा और बाजार  
(www.jansatta.com)
- 4 देखत – सुनत  
(dekht-sunat.blogspot.com)
- 5 सिनेमा, भाषा, रेडियो : एक त्रिकोणीय इतिहास  
(gadyakosh.org)
- 6 सिनेमा, साहित्य और संस्कृति  
(By - Naval Kishore Sharma)

# Report of National Workshop on Basics of E- Content and E- Learning

Dr. Sangeeta Solanki\*

## Abstract

*Aiming to provide an intense training on E-content, a two days National Workshop on 'Basics Of E- Content And E-Learning Through Massive Open Online Courses (MOOCs)' was recently organized by the Centre for Teacher Education of Institute of Professional Excellence and Management(IPEM) Group of Institutions, Ghaziabad on 3rd & 4th December 2018. The objective of the workshop was to enable the professionals to get basic information on E-learning, electronic content creation, to gain the practical insights into the E-Content and MOOC development and delivery. The workshop was inaugurated by Dr.Nisha Singh, Deputy Director, Inter University Consortium, IGNOU, New Delhi and Dr.Yashpal Sharma, Assistant Professor, Central Institute of Education Technology, NCERT, New Delhi, Dr.A.B.Bhatnagar, Former Head, Department of Education, NREC College Khurja, Dr. Anupam Goel (Secretary, IPEM), Col. (Dr.) A.S.Malhotra, (Director General, IPEM), Ms. Sugandha Goel (Dean Academic, IPEM) and Dr. Nishi Sharma (Principal, Centre for Teacher Education) and Workshop coordinator Dr.Sangeeta Solanki. There were approximately 40 participants representing various reputed Teacher training institutes, renowned Public schools, Research Scholars from Delhi and NCR region. There were three technical working sessions on each day. The workshop provided an extensive hands-on training to the participants on creating E-Content, E-Learning and Learning Management system including online real time evaluation strategies. It was really a successful workshop catering to the needs of the professionals in the field of education.*

## Objectives of the Workshop

1. To enable the professionals to get basic Information on E-learning, Electronic Content Creation and MOOCs
2. To enable the professionals to gain Practical Insights into the E-Content and MOOCs Development and Delivery.
3. To enable the professionals to Practice Online Software for E- Content/E-Learning
4. To impart Hands-on Experience in MOOCs courses.
5. To fulfill the dream of Equity and Inclusion in Education, through Digital India.

## Session Wise Content

### Day 1

#### ➤ Inaugural Session

The inaugural session started with Col. (Dr.) A.S.Malhotra (Director General, IPEM) welcoming the Chairpersons, school teachers, doctoral students and teacher Educators from various organizations. In his welcome address, he emphasized that with the advent of information and communication technology the content is being generated and delivered in electronic form and it is easily accessible to all the stakeholders using different electronic gadgets as

\*Assistant Professor, Institute of Professional Excellence and Management (IPEM) and Workshop Coordinator, [drsangeetasolanki4@gmail.com](mailto:drsangeetasolanki4@gmail.com)

well as desktop based application in the form of e-content. He said that the MOOCs which are one of the sub set of e-Learning have innovated at a dazzling speed in content creation, delivery, feedback, testing and other aspects of the knowledge delivery process. The excitement of MOOCs has been the promise of learning at scale.

### **Introductory Session (Theoretical) - 10:00am to 11:30am**

Dr. Nisha Singh, Deputy Director, Inter University Consortium, IGNOU, New Delhi was the resource person on the first day of the workshop. In her introductory session, she discussed about the learning in digital world and the significant challenges impeding higher education technology adoption. She also highlighted the growth rate of online education in India and development of technology in higher education. An interactive session on the concept of e-learning, attributes of e-learning and collaborative learning resulted in the form of healthy and fruitful discussion. Speaking on the occasion; Dr Nisha Singh said that E-learning can be possible in variety of ways such as; Online learning, Blended learning, asynchronous and synchronous learning , web-based learning and collaborative learning. Discussing on Instructional design, she said that instructional design is a tool in the hands of the teachers with the help of which they can plan learning instructions more intensively and systematically. Many models of Instructional Design (ID) were presented with the help of some illustrations.

### **1st Working Session (11:30am -1:30pm)**

In the technical session, the participants had gone through with extensive training on using eXe Software with the help of which E- content can be developed and uploaded on internet. The participants had gone through rigorous practice on using the software for developing e-content by inserting audios, videos, hypertext and interactivity etc. While developing the e-content many queries of the participants were intellectually handled by the resource person. Dr Nisha also explained the use of Concept mapping

(C-Mapping) software. The software is used to design our own concept images in the form of charts, pictures and diagrams using variety of tools available in the software. The participants prepared concept images and charts using the software. It was also discussed that using the images and videos without attributing the author is unethical and considered as offence. So teachers should develop and create something original.

### **2nd Working Session (2:00pm -4:00pm)**

In the second working session, Dr Nisha gave an introduction to LMS (E-Learning Management System) Moodle. She also discussed a brief history of Online open Educational Resources (OERs) and various platforms of searching open online educational resources including Google Advanced Search, Creative Commons Search, JORUM, Xpert, Connecting Repositories, BASE, Free Full PDF, Directory of OER etc. She highlighted various initiatives taken by MHRD, Govt of India like swayam and swayam prabha channel etc. for the digitalization of education on India. The performance of the participants was pallelly evaluated by the resource person. At the end of the session every one was delighted with th such a fruitful and knowledgeable session.

### **Day-2nd**

#### **3rd Working Session (9:30am -11:30am)**

Dr.Yash Paul Sharma, Assistant Professor, Central Institute of Education Technology, NCERT, New Delhi was the resource person on the second day of the workshop. The third technical session commenced with the discussion on licensing of E-Content and open online educational resources. Speaking on Licensing of the E-content, Dr Yash Paul used a presentation on various creative common (CC) licenses. He clarified the concept of copyright and various licenses protecting copyright. He illustrated various examples of creative common licenses such as; Creative common non derive, creative common non commercial share alike, creative common share alike, creative common non



commercial, and creative common non commercial non derive.etc. He was assessing the learning of the participants through online quiz on Kahoot software on mobile and on desktop. The participants enjoyed the interactive quiz activity a lot. Dr YashPaul provided hands on training on using licensed free content online.

#### **4th Working Session (11:30am -1:30pm)**

In this technical session, Dr Sharma shared the information on different file types on E Content development, instructional designs for MOOCs (Massive Open Online Courses) and SCOPs(Single Point of Contact) highlighting the phases of ADDIE Model in detail. He also discussed the hierarchy of SCOPs for SWAYAM and the role and responsibilities of SWAYAM Board. He elaborated in detail the process of preparing MOOC Courses step by step using four quadrant approaches, mentioning the total time duration of each tutorial, lecture, assignment and online live contacts. After a detailed lecture, a tutorial video on SWAYAM course was shown to the participants. At the end of this session the learning of the participants was once again assessed through pre-designed online quiz which helped the participants to establish the gained knowledge.

#### **Concluding Session (2:00pm to 4:00pm)**

In the concluding session, Dr Sharma briefed about the Script writing and Story writing

techniques. He gave many illustrations for preparing Scripts for 30 minutes module on different concept. Speaking on Script writing guidelines he explained that storyboard should be organized sequentially, screen by screen and each screen should be stretched out with design notes and specifications. In the last session queries of the participants were resolved by the resource person. The session was highly interactive and provided activity based learning.

#### **Conclusion**

It can be concluded that the workshop provided both theoretical and practical exposure to the participants included presentation, lectures as well as extensive hands-on training, the participants got to know the exhaustive information on E -learning, Licensing of E-Content, electronic content creation, SWAYAM and MOOCs. The participants also came to know about the electronic content generation, content management on MOOCs platforms, etc which may help them to enhance their classroom teaching learning process. At the end of the workshop, certificate of participation was awarded to all the participants by the resource person.



---

## GUIDELINES FOR AUTHORS

1. Contributions should not exceed 5000 words including Charts, Tables and other Graphics.
2. The Research Paper should be preceded by an Abstract, not exceeding 150 words.
3. British spellings should be followed throughout (eg. programme, not program)
4. Tables and Charts should be in black & white only. These should be serially numbered sequentially, following references to them in the text and presented on separate sheets.
5. Two good Prints of the Article, in A-4 size stationary are required to be submitted. Matter should be formatted in Times New Roman, font size 12. The Title should be in upper case with font size 14. The main headings should be in upper case with font size 14 and sub headings should be formatted in lower case with font size 13. The manuscript should be clearly typed in double space with 1 and ½" wide margin on the left and ½" on the right side. The authors may note that the hard copy will be considered final and authentic.

Additionally, the matter should be sent either as an e-mail attachment or on a CD formatted in Word for Windows.

6. Introduction and Conclusion must be added. This should be brief and state the relation with the present status of knowledge in the field.
7. All the Articles should be duly signed at the end.
8. Citation in the text should simply give the name of the author and the year of publication quoted. For example:  
A.S.Agarwal (1970)
9. References should be given separately at the end of the paper and arranged alphabetically. **The list should include only the work that the author/s has cited.**
10. References should include full details of the name(s) of the author(s), title of the article or book, name of the journal, details of the publishers, year & month of publication including page numbers, as appropriate. The following style should be strictly followed:

**(a) For Periodicals:**

The author(s) name, year of publication, title of the article, journal name, volume and issue number and the page numbers of the article should be provided. For example:  
Mishra, K.M. (2002) Knowledge Management, New Delhi: Pearson Education MA: Allyn & Bacon.

**(b) For books:**

Rowling, J.K. (2001) Harry Potter and the Socerer's Stone. London: Bloomsburg Children's.

**(c) For Magazine Article:**

Kuttner, R. (2003, September 8) The great American pension-fund robbery. Business Week, 24-26.

---

## FEEDBACK FORM

Your valuable comments will help us to shape the future issues better.

	Highly Appreciable	Somewhat Appreciable	Not Appreciable	Did Not Read
Digitalized Application of Micro Teaching in Teacher Education Programs: A Meta Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness of Self- Assessment of Selected Topics in Science in Terms of Achievement at Class IX Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Comparative Study of Gender Difference in the Leve of Self- Esteem of Single Child Adolescents of District Sirsa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration of Mathematics in Teaching of Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To Study the Relationship Between Emotional Intelligence and Academic Stress among University Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Errors in English and How to Avoid Them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spiritual and Mystic Elements in The Works of Aurobindo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digitalization of Education Through Understanding of ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PGL: A Magic and Mystery to Self-Discovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact of Life Skill Education on the Adjustment of Secondary School Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
भारत में अध्यापक शिक्षा का निजीकरण	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
हिन्दी साहित्य और सिनेमा का अन्तः सम्बन्ध	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report of National Workshop on Basics of E- Content and E- Learning through	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments / Suggestions (*if any*): \_\_\_\_\_

Name: Mr. / Ms. \_\_\_\_\_

Designation: \_\_\_\_\_ Organization / Institution: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

## SUBSCRIPTION FORM

I wish to subscribe to / renew my subscription to IPEM Journal for Innovations in Teacher Education for 1 / 2 / 3 year(s). A bank draft / cheque\* bearing no.....dated.....for Rs. ....drawn in favour of **INSTITUTE OF PROFESSIONAL EXCELLENCE & MANAGEMENT**, payable at **GHAZIABAD/DELHI** towards subscription for ..... years, is enclosed.

Name :.....

Org./ Inst:.....

Address:.....

City:..... Pin:.....

Phone:.....

Fax:.....

Mobile:.....

E-mail:.....

Category (1/2/3):.....

Year:.....

Subscription Rates			
Category	1 yr.	2 yr.	3 yr.
Indian (in Rs.)			
1. Institutions	300	550	800
2. Individual	200	350	550
3. IPEM Student / Alumni	150	250	350

\_\_\_\_\_  
Signature with Date

---

**The Editor**  
**IPEM JOURNAL FOR INNOVATIONS**  
**IN TEACHER EDUCATION**  
**Institute of Professional Excellence & Management**  
**A-13/1, S.S. G.T. Road,**  
**Industrial Area, NH-24 By Pass**  
**Ghaziabad-201010.**  
**Tel.: 0120-4174500**

Affix  
Postal  
Stamp

---

**The Editor**  
**IPEM JOURNAL FOR INNOVATIONS**  
**IN TEACHER EDUCATION**  
**Institute of Professional Excellence & Management**  
**A-13/1, S.S. G.T. Road,**  
**Industrial Area, NH-24 By Pass**  
**Ghaziabad-201010.**  
**Tel.: 0120-4174500**

Affix  
Postal  
Stamp

**(d) If an article has no author, the periodical or newspaper is referenced as follows:**

The Hindustan Times. (2008) RIL finds new gas basin, November 27: 2010

**(e) For unpublished works such as working papers, dissertations and papers presented at meetings, seminars, conferences etc:**

Tyagi, R.M, and Malik, S.P. (2007) Job Satisfaction Working Paper No 46, Indian Institute of Travel Management, Gwalior

Thakur, Reema, (2001) Effectiveness of different leadership styles on job satisfaction of factory workers. Unpublished doctoral dissertation. Jawahar Lal Nehru University, New Delhi

**(f) For Article in Online Journal:**

Jacoby, W. G. (1994). Public attitudes toward government spending. American Journal of Political Science, 38(2), 336-361. Retrieved from <http://www.jstor.org>.

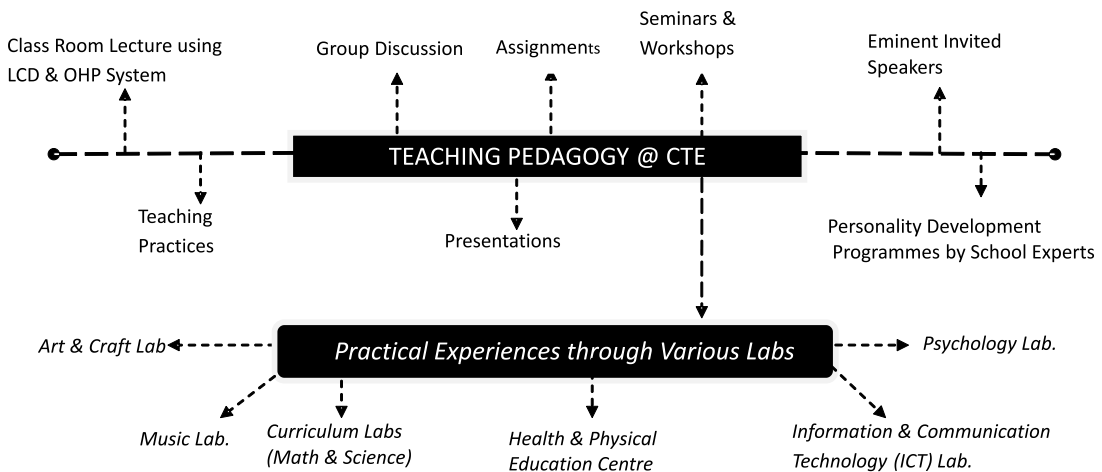
The Manuscript should be accompanied by :

1. A cover page containing the title, author's name & affiliation, mailing address, phone, fax number and e-mail address.
2. A second page containing the title, abstract/ summary (in about 150 words). In case of multiple authors, the cover page should indicate the author to whom correspondence should be addressed to.
3. A declaration that the paper is original and has not been submitted / published elsewhere or presented.
4. Two passport size photographs should be sent with brief resume.

**Note:**

- Manuscripts not considered for publication will not be sent back. Acceptance of papers for publication shall be informed through e-mail or through normal mail.
- Manuscripts that fail to conform to the guidelines will not be considered for publication.
- The ultimate decision to accept or reject a paper rests with the editorial board. The final draft of an accepted paper may be subjected to editorial amendments to suit the journal requirements.
- The author whose paper is published will receive one free copy of journal that carries the paper.
- IPEM does not accept any responsibility for the views expressed in the articles by the authors or for any inadvertent omissions. No part of the articles published in this JOURNAL should be reproduced without written permission from the Editor.

## Centre for Teacher Education (CTE)



### Star Performer of Centre for Teacher Education (CTE)



**RUBY SIROHI**  
81%  
B.Ed Session 2017-19

**SANGAM DHAMA**  
79.74%  
B.Ed Session 2017-19

**SHALLY SINGH**  
79.68%  
B.Ed Session 2017-19

**Shakti Singh**  
91.25%  
BTC Session 2014-16

**Km. Ranjana Verma**  
91.63%  
BTC Session 2014-16

**Sonal Misra**  
90.13%  
BTC Session 2014-16

### Top 10 Recruiters of Centre for Teacher Education(CTE)

- Delhi Public School , Ghaziabad
- Gurukul The School, Ghaziabad
- Ryan International School, Ghaziabad
- Indirapuram Public School, Indirapuram Ghaziabad
- Dehradun Public School, Ghaziabad

- Delhi Public School, Dubai
- DAV Public School, Sahibabad
- Kendriya Vidyalaya, Jhansi
- Daffodil International School Pune
- NREC College, Khurja











LAKSH

Estd. 1996

*ipem*  
G H A Z I A B A D  
(ISO 9001:2015 Certified & NAAC Accredited)



22 Years of  
Academic Excellence

## COURSES OFFERED

**PGDM**

**B.Ed**

College Code : 910

**BBA**

College Code : 910

**MBA**

College Code : 114

**BTC**

SCERT, Lucknow

**BCA**

College Code : 910

**MCA**

(Lateral Entry)  
College Code : 114

**B.COM**

College Code : 910

**LL.B.**

College Code : 910

**M.Ed.**

College Code : 910

**B.COM.LL.B**

College Code : 910

**B.A., LL.B.**

College Code : 910

### IPEM Salient Features ↗

- Founded by an academician with 55+ years of teaching & research experience.
- Excellent & outstanding results in all course.
- 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), Bachelor of Commerce (B.Com) affiliated to the Chaudhary Charan Singh University, Meerut. Bachelor of Law (LLB-3 years) BALLB (5 Years) B.COM.LLB (5 Years) approved by Bar Council of India and affiliated to the Chaudhary Charan Singh University, Meerut.

IPEM is Located at NH-24 bypass (Near Vijay Nagar, Ghaziabad) adjoining East Delhi, Noida & Greater Noida (West) and well Connected by all modes of public transport.

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