
Registration No. V-36244/2008-09

ISSN :- 2395-0390

The journal has been listed in 'UGC Approved List of Journals' with Journal No. – 48402 in previous list of UGC

JIFE Impact Factor – 3.21

Varanasi Management Review

A Multidisciplinary Quarterly, International Peer Reviewed Refereed Research Journal

Editor in Chief

Dr. Alok Kumar

Associate Professor & Dean (R&D)
School of Management Sciences
Varanasi

Volume - VI

No. - 1

(Jan.-Mar.) 2020

Published by
Future Fact Society
Varanasi (U.P.) India

CONTENTS

"Varanasi Management Review"

☞	समाजवादी आन्दोलन में आचार्य नरेन्द्र देव की भूमिका : एक अवलोकन <i>प्रियंका कुमारी</i>	01-04
☞	प्राचीन भारतीय समाज में नारी की शिक्षा एवं सार्थकता <i>डॉ० कमलेश कुमार तिवारी</i>	05-07
☞	भारत-बांग्लादेश के मध्य व्यापारिक गतिविधियों का ऐतिहासिक अध्ययन <i>अंकित कुमार सोनी</i>	08-13
☞	आर्थिक संवृद्धि बनाम संपोषणीय विकास <i>अजीत कुमार शर्मा</i>	14-18
☞	भारतीय वर्ण व्यवस्था एवं जातीय संरचना में हुये परिवर्तनों में बौद्ध धर्म की भूमिका <i>भूपेन्द्र सिंह</i>	19-22
☞	पूर्व मध्यकाल में भूमि-दान के उपलक्ष्य : अभिलेखों के संदर्भ में <i>डॉ० राहुल कुमार</i>	23-26
☞	झारखण्ड राज्य की संथाल जनजाति : एक अवलोकन <i>अर्पणा</i>	27-33
☞	भारतीय राष्ट्रीय आन्दोलन पर महात्मा गाँधी के दक्षिण अफ्रीकी आन्दोलनों का प्रभाव <i>विद्यानंद विधाता</i>	34-36
☞	विभिन्न प्रकार के शर्करा का स्रोत <i>डॉ० कुमारी बबीता</i>	37-41
☞	मौर्योत्तर काल में सामाजिक स्थिति <i>डॉ० रणधीर कुमार</i>	42-45
☞	पिता कहानी की प्रासंगिकता <i>डॉ० ज्योति गौतम</i>	46-50
☞	कफन कहानी में नारी-जीवन की बिडम्बना <i>डॉ० प्रतिभा कुमारी</i>	51-54
☞	सामाजिक परिप्रेक्ष्य में नारी का महत्व <i>डॉ० शैलेश कुमार शर्मा</i>	55-57
☞	वैश्वीकृत परिस्थितियों के सन्दर्भ में संघीय शासन व्यवस्था के समक्ष चुनौतियाँ एवं सम्भावनाएँ <i>डॉ. मिथिलेश कुमार गौतम</i>	58-61
☞	बाल अपराध : एक समाजशास्त्रीय विश्लेषण <i>गौरव कुमार</i>	62-67
☞	प्राचीन काल एवं मध्य काल में घराने की परंपरा का विकास <i>डॉ० ओम शंकर प्रसाद</i>	68-71

☞	सुल्तान शासकों के शासन नीतियों पर एक दृष्टि अमित कुमार यशपाल	72-75
☞	ग्रामीण पुनर्निर्माण में ग्राम पंचायतों का महत्व डॉ० शैलेन्द्र सिंह	76-82
☞	देवदासी प्रथा : स्त्री शोषण की धार्मिक प्रथा सुरेन्द्र कुमार यादव	83-87
☞	भौतिकवादी दर्शन-पद्धति एवं तत्कालीन सामाजिक विमर्श डॉ० राजेश कुमार श्रीवास्तव	88-89
☞	ब्रिटिश उपनिवेश एवं भारत का उद्योग अमिताभ रंजन	90-92
☞	गणिनी-प्रमुख आर्यिका ज्ञानमती माताजी कृत "सिद्धान्तचिन्तामणिः" संस्कृत टीका का साहित्य वैशिष्ट्य डॉ० आशीष जैन	93-98
☞	भारत के मुक्ति आंदोलन में क्रान्तिकारी - एक संक्षिप्त नोट डॉ० कुमारी स्मृति चन्द्र	99-104
☞	प्राचीन भारत में लौह युगीन संस्कृति रोहित नारायण सिंह	105-107
☞	वॉरेन हेस्टिंग्स द्वारा किए गए विभिन्न सुधार : एक अध्ययन अरविन्द कुमार पंकज	108-110
☞	सामाजिक अपवर्जन : सिद्धांत व अभ्यास मनीष कुमार	111-112
☞	पर्यावरण प्रदूषण का दुष्प्रभाव : एक भौगोलिक अध्ययन दीपक कुमार	113-115
☞	संविधान सभा, अल्पसंख्यक उपसमिति और आरक्षण का मुद्दा अंगद कुमार	116-120
☞	शिवाजी का शासन प्रबन्ध बेबी कुमारी	121-124
☞	वैशाली में समेकित संस्कृति का विकास : एक अवलोकन डॉ० कृष्ण मोहन सिंह	125-127
☞	बाबा साहेब अंबेडकर और महिला आंदोलन : एक अवलोकन डॉ० साकेत कुमार	128-129
☞	भारतीय संस्कृति के विकास में आर्यों का योगदान नाज प्रवीन	130-131
☞	अलाउद्दीन खिल्जी के विरुद्ध राजपूतों की सामरिक पराजय : एक सर्वेक्षण अशोक कुमार यादव	132-134
☞	पूर्व प्राथमिक शिक्षा केंद्र के बालकों के बौद्धिक विकास के संदर्भ में अभिभावकों से गृहभेंट रजनी शर्मा	135-138
☞	आर्थिक विकास के संबंध में एडम स्मिथ रिकार्डो व माल्थस के विचार मुकुन्द प्रसाद सिंह	139-143
☞	21वीं सदी में भारत-अफगानिस्तान सम्बन्ध : एक विश्लेषणात्मक अध्ययन डॉ० देवेन्द्र कुमार सिंह	144-148
☞	नक्सली क्षेत्र के माध्यमिक विद्यालयों में अध्ययनरत छात्रों एवं छात्राओं के समायोजन और चिन्ता का स्तर अध्ययन गया शहर के सन्दर्भ में अजय कुमार	149-151

नक्सली क्षेत्र के माध्यमिक विद्यालयों में अध्ययनरत छात्रों एवं छात्राओं के समायोजन और चिन्ता का स्तर अध्ययन गया शहर के सन्दर्भ में

अजय कुमार*

Abstract –

शिक्षा व्यक्ति को अन्धकार से प्रकाश की प्राप्ति का एक अभिकरण है। शिक्षा के प्रभाव से व्यक्ति एक सामाजिक प्राणी बनकर समाज और राष्ट्र के प्रगति में सहयोग प्रदान करता है। यदि इसी शिक्षा से किसी व्यक्ति या समाज के लोगों का दूर कर दिया जाए तो वह समाज, राष्ट्र और मानव सभ्यता के लिये समस्या का कारण बन जायेगा। आधुनिक भारत में बिहार प्रदेश/राज्य के कुछ इलाके इसी समस्या से आगे निकलने का प्रयास कर रहे हैं। औरंगाबाद और गया बिहार राज्य का ऐसा ही नक्सल प्रभावित इलाका है जो शिक्षा और अन्य क्षेत्रों में अभी भी काफी पिछड़ा हुआ है। चूंकि शिक्षा के अभाव में वे अभी तक प्रगति से कोसों दूर हैं। अतः इस क्षेत्र के विद्यार्थियों के व्यक्तिगत विकास संबंधी समस्याओं के कारण अनेकों चुनौतियाँ खड़ी हो गयीं हैं। आज आमूलचूल परिवर्तन इस क्षेत्र की माँग हैं। ऐसे अनेक कारणों से यह अध्ययन विशेष महत्व रखता है।

Introduction:- वर्तमान समय में हमें इस सत्य को स्वीकार करना होगा कि नक्सलवाद अपने मूल में कानून व्यवस्था की ही समस्या नहीं अपितु राजनैतिक, और आर्थिक समस्याओं के साथ ही साथ शैक्षिक, सामाजिक, सांस्कृतिक समस्या भी बन चुका है। आज कल नक्सली अपने प्रभाव वाले क्षेत्रों में शासकीय संस्थानों को भी चुनौती देने लगे हैं। जिससे राष्ट्र को भारी क्षति हो रही है। किसी भी राष्ट्र के लिये उसके भौतिक एवं मानवीय संसाधन ही किसी राष्ट्र को अग्रणी राष्ट्र की श्रेणी में खड़ा करने में सक्षम होते हैं। भौतिक संसाधनों की उपलब्धता सीमित एवं प्रकृतिजन्य होने के कारण आज के युग में मानवीय संसाधनों के विकास पर अधिक जोर दिया जाने लगा है। निःसन्देह किसी भी राष्ट्र अथवा समाज का महत्वपूर्ण साधन मानव है कोई भी राष्ट्र तभी उन्नति करता है जब उस राष्ट्र के सभी नागरिकों को विकास के सर्वोत्तम अवसर प्राप्त होते हैं तभी हो उनका लाभ उठाने में समर्थवान हो पाते हैं। माध्यमिक शिक्षा राष्ट्र निर्माण के रीढ़ की हड्डी है जहाँ शिक्षा प्राप्त कर छात्र अपने भविष्य की चुनौतियों के लिये तैयार होते हैं। लेकिन जिन क्षेत्रों में नक्सली समस्या अधिक होती है। उन क्षेत्रों के माध्यमिक स्तर के छात्र अपने आप को असुरक्षित महसूस करने लगते हैं। नक्सली क्षेत्र के माध्यमिक स्तर के छात्रों का जीवन दर्शन ही बदल गया है। इस क्षेत्र के छात्रों एवं छात्राओं के आत्मविश्वास में कमी आ जाती है तथा उनको अच्छे अंक प्राप्त करने के लिये चिन्ता एक कारण बन जाती है। इस स्तर पर विद्यार्थी अपने भविष्य को असुरक्षित महसूस करने लगते हैं। वह अपने भविष्य के आने वाले समय की तरफ ध्यानकर विचलित हो उठते हैं। जो असुरक्षा एवं चिन्ता को जन्म देता है इससे विद्यार्थी चिन्ता से ग्रसित होकर कई प्रकार की बीमारियों जैसे— चिड़चिड़ापन, अनिद्रा, बेचैनी, हिंसक तथा अवसाद ग्रस्त हो जाना आदि हो जाती है। ऐसे विद्यार्थी किसी भी परिस्थिति में लोगों और समाज से समायोजन नहीं कर पाते हैं।

शोध क्षेत्र:- बिहार राज्य के गया शहर का शहरी क्षेत्र शान्त और सुन्दर है यह औरंगाबाद, अरवल जहानाबाद नालंदा और नवादा जैसे जिलों से घिरा हुआ है। यह शहर प्रसिद्ध फलगू नदी के तट पर स्थिति है। इस शहर के माध्यमिक विद्यालयों के छात्रों एवं छात्राओं को शोध के जनसंख्या के रूप में लिया गया है।

* Institute of Education, Bundelkhand University, Jhansi

Registration No. V-36244/2008-09

ISSN :- 2350-0611

The journal has been listed in 'UGC Approved List of Journals' with Journal No. – 48441 in previous list of UGC

JIFE Impact Factor – 3.23

Research Highlights

A Multidisciplinary Quarterly, International Peer Reviewed Refereed Research Journal

Editor

Dr. Kamlesh Kumar Singh

Assistant Professor

Gaya Prasad Smarak Govt. P.G. College
Azamgarh

Volume - VII

No. - 1

(Jan. – Mar. 2020)

Published by
Future Fact Society
Varanasi (U.P.) India

CONTENTS

"Research Highlights"

☞	Spatial Transformation of India: Issues, Challenges and Strategies <i>Utkarsh Mishra</i>	01-12
☞	Problems of Secondary School Education: A Study of Possible Solutions <i>Dr. Shalinee Singh</i>	13-17
☞	Mobile Governance in Banking Sector : A Study of State Bank of India, Lucknow <i>Mr. Avinash Kumar</i>	18-30
☞	Impact of Resilience on Achievement Motivation among College Students in Patna <i>Mantasha</i>	31-36
☞	Stress and Achievement Motivation among University Students <i>Mrs. Swarnika</i>	37-42
☞	The Relationship between Emotional Intelligence and Problem Solving Skills <i>Aradhana Kumari</i>	43-50
☞	Impact of Women Empowerment on Primary School Education <i>Dr. Sudhira Kumari</i>	51-54
☞	Gender Sensitisation : Violence and Culture of Impurity <i>Abha</i>	55-57
☞	Study on U.P. Investment submit and Budget of 2018: Failure or success for a State Economy <i>Vikas Sonker</i>	58-62
☞	Tuberculosis Disease among Women of Varanasi City: A Gender Perspective in Medical Geography <i>Mohd. Shahalam Ali</i>	63-72
☞	Judicial System and Reforms: A Study of East India Company <i>Dr. Aijaz Ahmad</i>	73-79
☞	Development and Growth of Leather Industry in India <i>Dr. Abu Hena Siddiqui</i>	80-84
☞	Effect of Depression after Marriage in Male & Female <i>Akanksha Rani</i>	85-87
☞	Gulabi Gang?: Women's Movement or Vigilantism? <i>Surendar Jha</i>	88-91
☞	Migration of Population Influencing the Economic Status of the Society in Muzaffarpur District (Bihar) <i>Dr. Anil Kumar Singh</i>	92-98
☞	Relevance of Thiruvalluvar Economic Thought <i>Sandeep Tiwari</i>	99-101

➤	The Consequences of Natural Disaster and Its Prevention <i>Suvash Swami</i>	102-104
➤	W.B.Yeats and the Oriental Perspective <i>Dr. Md. Aftab Alam Ansari</i>	105-110
➤	Impact of Environment on the Growth of Religious Centres : A Case Study of Deoghar Town <i>Dr. Deependra Nath</i>	111-114
➤	The Excruciated Daughter: A Study of Tendulkar's <i>Ghashiram Kotwal</i> <i>Dr. Gyaneshwar Pratap Singh</i>	115-118
➤	A Relationship of Stress and Internet Addiction among Adolescent in Patna <i>Nupur Shree</i>	119-123
➤	Study on the Educational Problems and Challenges at Secondary Level in Naxal Affected Areas of Bihar: An Analysis <i>Ajay Kumar</i>	124-130
➤	Philosophy of Life in Thomas Hardy's <i>The Return of the Native</i> <i>Anil Kumar</i>	131-133

Study on the Educational Problems and Challenges at Secondary Level in Naxal Affected Areas of Bihar: An Analysis

Ajay Kumar*

Rationale of the Study

Education is a tool for discovery. It has been recognized as a powerful instrument of social, economic, and political change of society. Educational attainment is a powerful indicator of social and economic development among the backward and marginalized groups in India. Investing in education plays a key role in meeting the World Bank's social development objectives, which support inclusive growth, social cohesion, and accountability in development. Professor Amartya Sen recently emphasized education as an important parameter for any inclusive growth in an economy. India is heading towards inclusive growth but lack of education, skills development and transparent governance became great hindrance in the pathway of inclusive growth.

The red- corridor region of India, devoid of government control is trapped in a destructive conflict between the State armed government forces on one hand and the Naxal- Maoist brute forces on the other. In consequence of such a power struggle, the indigenous populace suffer abundant human right abuses, tortures and forced displacements, affecting them socially, politically, economically and mainly, educationally.

Education is inextricably connected to nutrition, health, nourishment, sanitation and therefore acts as a powerful protection mechanism from dreadful effects of unchanging generations of endemic poverty. Similarly, as education promotes for an overall rationalized development, the educated masses as compared to the illiterate ones, are less inclined to come in conflict with laws as well as are less exposed to exploitation like prostitution, child labour and military recruitment. The Sustainable Development Goals (SDG 4) reiterate the same by emphasizing quality education as an endeavour to eliminate grave social issues thus declaring early childhood education and care to be essential in disturbing crisis surroundings.

In the last few years, the government has increased its focus on the education initiatives especially in Naxal-affected districts. Following the example of Dantewada, the government has established Education city in almost all such districts through which about one lakh students are benefitting. The two-way strategy to combat Naxalism seems to be successful (evident from the on ground scenario as well as the government data). The carrot and stick policy adopted by the government to control the menace of Naxalism has started showing the results. Education has played a very significant role in this process. Some researchers have reflected in their study how Naxlite affected areas faced many problems in educational environment as well as development of secondary education.

Kumar and Yadav (2019) revealed that students of Nuxlite affected areas have less achievement at secondary level than non-nuxlite areas' students due to social problem in nuxlite areas. Further, it is revealed that students of nuxlite areas need healthy environment for their education to all-round development of the students.

Kumar and Singh (2018) conducted a study about students of elementary and secondary level and their learning attitude and its problems and challenges. The study revealed that students of secondary level were more interest and aware about their carrier than elementary level students and attitude were similar difference between elementary and secondary level.

Verma (2017) studied about emotional wisdom and adjustment of secondary level students and affect of learning availability. The study revealed that the emotion and adjustment of secondary level students were difference in terms of gender. Further, it revealed that private school students and government school students were difference in terms of emotional and adjustment.

* Institute of Education, Bundelkhand University Jhansi

Peer Reviewed Journal for M.Phil., Ph.D. & Appointment of Teacher in Universities & College

ISSN : 2454-4655

VOLUME - 6 No. : 4 May - 2020

International Journal of Social Science & Management Studies

Referred & Review Journal

Indexing & Impact Factor 5.2



International Journal of
Social Science & Management Studies

CONTENTS

5. No.	Paper Title	Author Name	Page No.
1	पर्यावरण संरक्षण में वर्तमान शिक्षा की भूमिका	डॉ. लक्ष्मणदेव कौर जसवाल	1-4
2	कोपीराइट अधिनियम के प्रभाव का शहरी एवं ग्रामीण क्षेत्रों में अध्ययन	नीतिनिपूणा रावसेना डॉ. प्रतिभा चौधरी	5-6
3	राष्ट्रीय स्तर पर नारार्डों के द्वारा चलाए जा रहे कृषि एवं ग्रामीण विकास योजनाओं का अध्ययन	राजय कुमार डॉ. अशोक कुमार मराठे	7-13
4	परामर्श का महत्व	Mohan Singh	14-17
5	ग्लोबल वार्मिंग और जलवायु परिवर्तन	डॉ. श्रीमति अजिता अग्रवाल	18-20
6	नक्सल प्रभावित क्षेत्रों में शिक्षा का बाधित होना एक गंभीर समस्या	अजय कुमार डॉ. धीरेन्द्र सिंह पाठक	21-24
7	स्थानीय शासन की आवश्यकता महत्व	डॉ. जयश्री दीक्षित गीरजा गर्ग	25-27
8	दलित महिलाओं की स्वास्थ्य समस्याएँ - एक समाजशास्त्रीय अध्ययन	Baby Kumari	28-34
9	भारत में प्रवासी श्रमिकों पर कोविड-19 का प्रभाव	Hayat Ahamad Anand Kumar	35-37
10	भारतीय समाज में संस्कृतिकरण पर सदर्न समूह का प्रभाव	रातोष कुमार शौर्वा	38-40

Peer Reviewed Journal for M.Phil., Ph.D. & Appointment of Teacher in Universities & College

ISSN : 2454-4655

VOLUME - 6 No. : 6 July - 2020

International Journal of Social Science & Management Studies

Referred & Review Journal

Indexing & Impact Factor 5.2



International Journal of
Social Science & Management Studies



CONTENTS

S. No.	Paper Title	Author Name	Page No.
1	कोरोना काल में वैश्वीकरण की प्रक्रिया में परिवर्तन का एक समाजशास्त्रीय अध्ययन	सतोष कुमार शर्मा	1-4
2	ग्रामीण जातीय संरचना में प्रवासियों का प्रभाव (एक समाजशास्त्रीय अध्ययन)	प्रियंका कुमारी	5-8
3	वैश्विक महामारी कोविड-19 का वर्तमान में बलित बस्तियों पर प्रभाव	अतुल कुमार यादव	9-12
4	कृषक सशक्तीकरण में सूचना प्रौद्योगिकी का महत्व-एक विश्लेषण	राजेश कुमार पूर्ण	13-15
5	मानव संसाधन और आर्थिक विकास में शिक्षा का योगदान	डॉ. विशेष कुमार	16-19
6	उत्तर आधुनिकता और वैश्वीकरण में सम्बन्ध	साधना शर्मा	20-23
7	लोकतान्त्रिक विकेन्द्रीकरण में ग्राम सभा की भूमिका	Seema Rani	24-29
8	जन सरोकारों का कवि कुमार विकल	डॉ. श्रीनिवास सिंह यादव	30-34
9	डॉ. बी.आर. अम्बेडकर के सामाजिक-आर्थिक विचार	दयाराग मुजाल्ला कान्ता अलावा	35-38
10	पुस्तकालय का वर्गीकरण एवं विशेषताएँ	ममता यादव	39-44
11	नगरीय प्राधिकरणों का वित्तीय प्रबंधन	श्रीमती ज्योति सेन	45-46
12	समकक्षा परक उपन्यासकार - डॉ. नरेन्द्र कोहली व्यक्तित्व एवं कृतित्व	विक्रम पाटीदार	47-49
13	नरेन्द्र कोहली कृत अभ्युदय में मानवीय जीवन मूल्यों की अवधारणा	मनोज तिवारी	50-52
14	वर्तमान परिदृश्य में बदलते शिक्षा परिवेश में शिक्षकों की भूमिका एवं समस्या	अजय कुमार डॉ. धीरेन्द्र सिंह यादव	53-56
15	प्राथमिक शिक्षकों की शिक्षण प्रभावशीलता का तुलनात्मक अध्ययन	अजय कुमार अग्नी अमय शीर सिंह	57-66
16	शिक्षा में शोध का महत्व	दिलीपभाई जयसिंग बसावा	67-70
17	भारतीय संस्कृति में निहित मानव मूल्य	डॉ. अनिलधरसिंह योगेन्द्रसिंह राउलजी	71-72
18	प्राचीन भारत में दण्ड के स्वरूप का ऐतिहासिक अध्ययन	डॉ. जीतेन्द्र कुमार पाण्डेय	73-75
19	वनोपज सहकारी समितियों की भूमिका का अध्ययन बालाघाट जिले के सदर्न में	सुधीत कौर डॉ. पी.एस. कातूनकर	76-78
20	भारत में बाल अपराध की स्थिति	पवन सोनी	79-82
21	कलचुरि कालीन कला में धार्मिक सम्बन्ध (त्रिपुरी के विशेष सदर्न में)	पवीण कुमार	83-85

Issue-07/Vol-24/June 2019

ISSN No. 2319 - 5908

An International Multidisciplinary Peer Reviewed Quarterly Journal



शोध संदर्श

शोध संदर्श

SHODH SANDARSH

शिक्षा, साहित्य, इतिहास, कला, संस्कृति, विज्ञान, वाणिज्य आदि

मानविकी विशेषांक

Chief Editor :

Dr. V.K. Pandey

Editor :

Dr. V.K. Mishra

Dr. V.P. Tiwari



विविध ज्ञान - विज्ञान - विषय का मन्थन एवं विमर्श ।
नव - उन्मेषी दशा - दिशा से भरा 'शोध - सन्दर्श' ॥

- Gugga in Himachal Pradesh : A Study of Folk Deity In Historical and Cultural Perspective-Rajender Kumar 147-152
- अखण्ड भारत एवं पंडित दीनदयाल उपाध्याय : एक विश्लेषण-डॉ. प्रदीप कुमार 153-155
- शतरुद्र मंत्रालय की सेवा में : डॉ. गुरुश्याम क. 156-168

Sociology

- नगरीय झुग्गी बाहुल्य क्षेत्रों में व्यवस्थित परिवारों की स्वास्थ्य सम्बन्धी समस्याओं का अध्ययन-डॉ. रीचा यादव एवं आरती तिकी 169-171
- महिला ग्राम प्रधान : चुनौतियाँ एवं समाधान-डॉ० प्रियंका सिंह 172-175
- प्राचीन हिन्दू जीवन दर्शन और संस्कार-डॉ० मीना कुमारी 176-180
- जल, स्वास्थ्य और समाज-अमित कुमार 181-185
- छठ पर्व के विस्तारीकरण में जनसंचार साधनों की भूमिका : एक विश्लेषण-अखिलेश कुमार सिंह 186-188
- भारत की ग्रामीण सामाजिक व्यवस्था में पंचायतीराज व्यवस्था का प्रभाव-रोहित सिंह 189-192
- दलित उत्पीड़न : वर्तमान परिप्रेक्ष्य में दलित जाति की दशा और दिशा-रितेश सिंह 193-197
- भारतीय समाज में महिलाओं की स्थिति एवं शिक्षा-अर्चना 198-200
- नामकरणवादी अपराध सिद्धान्त-विजयेन्द्र नाथ मिश्र 201-204
- धर्म का समाजशास्त्र : एक समाजशास्त्रीय विश्लेषण-डॉ. आनन्द प्रकाश दुबे 205-207
- संरचना एवं उत्तर संरचनावाद-डॉ. रवीन्द्र नथ मिश्र 208-215
- ग्रामीण समाज में स्वच्छता की वर्तमान स्थिति : एक समाजशास्त्रीय अध्ययन-मनीष कुमार सिंह 216-220
- वैश्वीकरण एवं भारतीय महिला : एक समाजशास्त्रीय अध्ययन-अशोक कुमार 221-223
- भारतीय राजनीति में महिलाओं की जागरूकता एवं सहभागिता का समाजशास्त्रीय अध्ययन-डॉ. मंजू अग्निहोत्री 224-227

Education

- महिला शिक्षिकाओं के भावनात्मक हिंसा का उनके समानता अभिवृत्ति पर प्रभाव का अध्ययन-डॉ. स्मृति किरण भायमन्स एवं दीपिका चटर्जी 228-231
- Development of Scale for Teacher's Attitude Towards Child Protection (TATCP)-Mrs. Ritesh Mishra 232-236
- शिक्षा के अधिकार अधिनियम के अन्तर्गत निजी विद्यालयों में अध्ययनरत विद्यार्थियों के व्यवहार परिवर्तन का अध्ययन-डॉ. जगजीत 237-241
- शिक्षा में योग शिक्षा की प्रासंगिकता का अध्ययन-अर्चना सिंह एवं डॉ. सुनीता गुप्त 242-243
- आदत निर्माण एवं शिक्षक का उत्तरदायित्व-शैलेश कुमार यादव एवं डॉ. जे. पी. सिंह 244-246
- विद्यार्थियों के गृह वातावरण का उनकी आक्रामक प्रवृत्ति पर पड़ने वाला प्रभाव -सन्तोष कुमार यादव 247-248
- भारतीय दर्शन में आत्मतत्व का निरूपण-डॉ. गार्गी ओझा 249-252
- ब्रह्मपुराण के अनुसार शिक्षा का उद्देश्य-डॉ. ज्ञान चन्द्र शुक्ल 253-255
- सामाजिक समस्या के रूप में नक्सलवाद-अजय कुमार एवं डॉ. धीरेन्द्र सिंह यादव 256-260
- Higher Education Governance and Regulation-Dr. Girja Prasad Mishra 261-264
- आधुनिक संदर्भ में प्राथमिक शिक्षा की समस्याएँ-डॉ. कृष्णदेव उपाध्याय 265-268
- Relationship Between Teaching Aptitude and Mental Health among Prospective Teachers-Swangi 269-273
- 'फ्लिप्ट क्लासरूम' की प्रभावशीलता का एक अध्ययन-सीमान्त राय एवं डॉ० सुधान्तु सिन्हा 274-278
- विद्यार्थियों की शिक्षा में रुचि का प्रभाव-प्रज्वलित कुमार यादव 279-281

Current Issues In Education In India

Current Issues In Education In India

Edited By

Dr. Reshma Khatun

Assistant Professor
Department of Education
Aliah University
Park Circus Campus
Kolkata



ABS BOOKS
Delhi-110086



Published by

ABS BOOKS

Publisher, Exporter and Online Book Store,

B-21, Ved and Shiv Colony, Budh Vihar,

Phase-2, Delhi - 110086

Mob : +91-9999868875, +91-9999862475

Email : absbooksindia@gmail.com

Website : www.absbooksindia.com

Current Issues In Education In India

© Editor

Edition- 2019

ISBN : 978-93-86088-32-1

PRINTED IN INDIA

Published by ABS Books, Printed at Trident Enterprise, Delhi.

PREFACE

“Education for all” declares that everyone has a right to education. Its aim is to give everyone a Chance to learn and benefit from basic education – not as an accident of circumstance, or as a Privilege, but as a RIGHT. The economic growth of the country not only depends on natural resources, technology and capital but mainly on the quantity and quality of manpower. By quality of manpower, we mean the efficiency and productivity of work force. The efficiency of the manpower depends on many important factors like health and nutrition, education and training, housing facilities, safe drinking water and sanitation. These are considered as important determinants of quality of life. Adequate investment in these fields will increase the productivity and efficiency of the manpower. Economists call it ‘human capital formation’. By human capital we mean “the body of knowledge attained by the population and capacity of the population to use the knowledge effectively”. Education is the most important component out of various components of social infrastructure. The well-educated and properly trained manpower can accelerate the pace of economic development.

Given that we need to compete globally in the 21st century, our education system should adopt certain benchmarking techniques for improving instruction models and administrative procedures in universities/colleges to move forward. It is suggested that we need a thorough study and evaluation of models implemented elsewhere and work out strategies to adopt such models in our system. Benchmarking would provide benefits to our education system in terms of re-engineering, setting right objectives, etc. Therefore, it is imperative that our educational institutions are equipped with the desired quality and standards which are essentials for transforming the younger workforce into productive ones. Needless to reiterate that in the higher education system focus on use of technology for effective learning by students also need to be encouraged to have cutting edge over our competitors in the globalized world.

Thus, there is an urgent need to discuss the issues prevalent in society so that we know about the problems taking place and what could be the probable solutions.

The humble attempt to publish this book is to introduce readers to the concept of current issues in education and its various facets through research based articles. This book is hoped, to help the readers to understand and appreciate the issue and

trigger debate and discussion in the society towards the currents issues in education.

The editor wishes to acknowledge the contributions made by the authors for their in-depth study, publisher for readily accepting to publish the book, and a number of individuals whose name have not been mentioned for paucity of space. The book would not have seen the light of the day without their effort and hard work.

Dr. Reshma Khatun

Contributors List

1.	Sabita Mishra	Associate Professor, Deptt. of Education, Ravenshaw College, Cuttack.
2.	Milan Kumar Saha, Tripti Dutta	Research Scholar Deptt. of Education, University of Gour Banga, Malda (W.B). Associate Professor Deptt. of Education, University of Gour Banga, Malda (W.B).
3.	Subhankar Ghosh	Asst. Professor Deptt. of Education, M.M.M College (KNU) City Centre, Durgapur, West Bengal.
4.	Paromita Das	Asst. Professor, Deptt. of Education, University of North Bengal Siliguri.
5.	Saswati Majumder Bhaduri	Asst. Professor, Deptt. of Education, Joypur Panchanan Roy College, University of Calcutta.
6.	Sufia Mahmood	Research Scholar Arabic, Persian, Urdu & Islamic Studies Visva-Bharati University Santiniketan.
7.	Harim Qudsi	Research Scholar, (UGC-NET-JRF) RIE-BBSR (NCERT), Utkal University.
8.	Syedda Amaan	Deptt of Education, Park Circus Campus Aliah University, Kolkata.
9.	Deepika Adhikari, Nita Mitra	Asst. Professor, Vidyasagar College of Education. Associate Professor, Siliguri B.Ed. College.
10.	Mukesh Kumar	Asst. Professor Vidyasagar College of Education Phansidewa Darjeeling (W.B).
11.	Uday Modak	Asst. Professor, Bhavan's Tripura College of Education Narasingarh, Agartala Tripura.
12.	Afrin Akter	Guest lecturer Joypur Panchannan Roy College Po-Joy-pur-fakir das, Amta II Howrah.
13.	Ravi Ranjan Kumar	Assistant Professor Deptt. of Education, Sachchidanand Sinha College Aurangabad, Bihar.
14.	Ranu Mondal	Ph.D Research Scholar, Deptt. of Education Visva-Bharati, Santiniketan Bolpur, W.B.

15.	Ajay Kumar	Research Scholar, Institute of Education, Bundelkhand University, Jhansi, U.P.
16.	Sahanaz Khatun	M.A. Education I.G.N.O.U.
17.	Jayashree Prasad	Ph.D Research Scholar, Deptt. of Education, Sikkim University, Gangtok.
18.	Purushotam Kumar	Assistant Professor Deptt. of Education, SachchidanandSinha College Aurangabad, Bihar.
19.	Parnasree Adhikary	Assistant Professor, Dhupguri B.Ed College, Dhupguri, West Bengal.

Contents

- 1. ENHANCING VOCATIONAL SKILLS AT SECONDARY SCHOOL EDUCATION-A REFLECTION** 1
Sabita Mishra
- 2. A COMPARATIVE STUDY ON LEVEL OF AWARENESS AMONG THE ELEMENTARY MALE TEACHERS TOWARDS RTE ACT 2009 IN WEST BENGAL** 10
Milan Kumar Saha
Tripti Dutta
- 3. ACCELERATING THE QUALITY IN HIGHER EDUCATION TOWARDS SUSTAINABLE DEVELOPMENT IN INDIA: AN OUTLOOK** 15
Subhankar Ghosh
- 4. LIFE SKILLS FOR STRESS REDUCTION FOR TO TODAY'S GENERATION: KEY TO ADOLESCENT AND YOUTH DEVELOPMENT** 26
Paromita Das
- 5. WOMEN EMPOWERMENT** 33
Saswati Majumder Bhaduri
- 6. EDUCATION AMONG MINORITY MUSLIM GIRLS AT SECONDARY LEVEL: A STUDY IN KOLKATA DISTRICT** 43
Sufia Mahmood
- 7. EDUCATION OF MUSLIM GIRLS: A COMPARATIVE ANALYSIS** 50
Harim Qudsi
- 8. IMPORTANCE OF EDUCATION IN CURRENT ISSUES** 55
Syeeda Amaan
- 9. ATTITUDE OF TEACHERS TOWARDS TEACHING ENGLISH AS A FOREIGN LANGUAGE IN INDIA** 60
Deepika Adhikari
Nita Mitra

10. OPPORTUNITIES AND CHALLENGES FOR ATTAINING SUSTAINABLE DEVELOPMENT IN INDIA	66
<i>Mukesh Kumar</i>	
11. SUSTAINABLE DEVELOPMENT	79
<i>Uday Modak</i>	
12. THE WEEPING OF DALIT WOMEN CONTINUES IN THE PRESENT MILLENNIUM	85
<i>Afrin Akter</i>	
13. QUALITY CONCERNS IN TEACHER EDUCATION	96
<i>Ravi Ranjan Kumar</i>	
14. BLENDED LEARNING: AN INNOVATIVE APPROACH	102
<i>Ranu Mondal</i>	
15. EMPOWERMENT OF WOMEN IN INDIAN POLITICS THROUGH RESERVATION	109
<i>Ajay Kumar</i>	
16. WOMEN EMPOWERMENT IN THE DIFFERENT ERA'S OF EVOLUTION	117
<i>Sahanaz Khatun</i>	
17. PROSPECTS AND CHALLENGES OF E-GOVERNANCE IN INDIAN EDUCATION	125
<i>Jayashree Prasad</i>	
18. WOMEN EMPOWERMENT AND EDUCATION: A RELATION	134
<i>Purushotam Kumar</i>	
19 ICT FOR THE EMPOWERING WOMEN IN SOCIETY	143
<i>Parnasree Adhikary</i>	
INDEX	149

Enhancing Vocational Skills at Secondary School Education-A Reflection

Sabita Mishra*

Introduction

Modern society aims at rapid economic growth and establishment of an egalitarian society by utilising man usefully and profitably. In order to attain this goal, education should inculcate certain skills and attitudes among the people favourable for taking up industrial competence, small scale trades, small independent vocations, skilled and semi- skilled jobs. In India, secondary education is considered as the most significant stage of an individual's life because during these years, a youth decides on whether to pursue higher education or to earn his daily bread. As youth constitute more than 60 percent of the total population and they are considered as the dynamic force for the nation's development, it is essential that they should be more skilful, economically self sufficient and socially well developed. Taking this into considerations, teaching of vocational skills seems indispensable at secondary stage of education, which will enable the youth to join the world of employment immediately.

Vocational skill: the Concept

Skills and knowledge are the driving forces of economic growth and social development for any country. Vocational skill refers to the skill acquired in any vocation through training. It allows a person to master a particular subject or procedure that is applicable to a career. It is also known as content skills that the person acquires for job descriptions. Student should learn vocational skill from their school level to be more effective and efficient in vocation and to become skilled worker. Theory and practice should be integral component

*Associate Professor, Deptt. of Education, Ravenshaw College, Cuttack.

of the effective vocational education. The main goal of the programme is to produce competent young youth who are able to stand on their own feet after completion of their secondary education.

Vocational education includes three main elements; the individual, the vocation, and the training. In this process, individual constitutes the primary element. Secondly, individual's decision and then training in a specific field is required.

Views of Commissions on Vocational Education in Post Independence Period

After independence, various commissions and committees have given their views on vocational education. Secondary Education Commission (1952-53), felt the need to promote technical skill and efficiency at all stages. In 1964-66, Kothari Commission Report suggested to relate education to work and recommended vocational education for both lower and higher secondary stage, In its words, "we visualize the future trend of school education to be towards a fruitful mingling of general and vocational education containing some elements of pre-vocational, technical and vocational education, in its turn, having all elements of general education. In the kind of society in which we will be living increasingly in the coming years a complete separation between the two will not only undesirable but impossible."

Vocational education has been accorded high priority in the National Policy on Education, 1986. It states, "The introduction of systematic, well-planned and rigorously implemented programme of vocational education is crucial in the proposed educational re-organization. Vocational education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity".

Steps taken in Different Five-Year Plans on Vocational Education

During different plan periods emphasis was given on vocational education at school levels. First Five Year Plan proposed to establish social school cum community centre with the unit of basic education. Second Five Year Plan proposed to set up workshop and farms in schools. In Third Five Year Plan, emphasis was given on integrating and improving the status of vocational education. Sixth Five Year Plan proposed to include experienced craftsman and practitioner of arts to impart skills to the students without undue emphasis on pedagogic issues. Seventh Five Year Plan suggested for "Radical reconstruction of education and envisaged a transformation of the system to relate it more closely to the life of the people. Eighth Five Year Plan suggested that the role of vocational education has been looked at in one side to provide the manpower in the emerging field of economy and on the other side providing

some professional and need based skills to the people of various capacities. Similarly, Tenth Five Year Plan said to link education with the world of work. The Eleventh Plan proposed to start new vocational schools and strengthen existing vocational schools in government sector. Private schools will be assisted under Public Private Partnership (PPP) mode and Twelfth Five Year Plan recommends devising a law that suits Indian conditions and encourages greater industry participation in all aspects of VET – curriculum design, teacher training, practical training and certification etc.

Status of Vocational Education in India

According to the National Sample Survey Data 66th Round, number of youth per 1000 for age group 15-19 who received vocational training was 44 and even in this only 14 received formal vocational training and the rest fell in the category of non-formal vocational training. Further, it was noticed that 36% in rural areas and 24% in urban areas reported that the training was not helpful in finding a job. The success of the scheme has not been uniform all over the country. Some States/UTs are much ahead in implementing the scheme effectively, while others are still struggling to implement the same. Compared to many developed countries, India is far behind in introducing new and innovative trades in VET to attract the young children. According to the eleventh planning commission report, even on an international level, India shows significantly low enrolment rates compared to other countries like China, USA, Russia and Germany and the proportion of youth receiving formal vocational training is only about 2 percent as compared to 60 to 96 percent in other industrialized countries (Planning Commission, 2008).

Every year, 28 million youth are being added to youth population, India is aptly referred to as a ‘young nation’. The number of youth added may be huge in number; however it is pathetic to note that only about 2.5 million vocational training seats are available in the country and to add to the woes, a meagre 12.8 million person step up the ramps of labour market every year. Of this huge statistics, about 90 percent of employment opportunities are in need of vocational skills, which are not provided by our schools and colleges.

Today the real problem is finding workers having requisite skills that will help them to fit into the work environment. Employers are always on lookout of reliable, responsible, well trained employees with adequate skills, knowledge, good work attitude and confidence who would contribute individually and also work in groups with fellow workers to achieve the goal of the organization. In short, the work place at present requires only those who possess the new and emerging skills.

Niti Ayoga (2015) suggests introducing vocational education from middle

school and giving flexibility to the states to introduce traditional and local skills suitable to local needs. There is a greater emphasis on integrating skills in education and a renewed focus on vocational education in secondary education. The National Vocational Education Qualification Framework (NVEQF) has been aligned with the National Skills Qualification Framework (NSQF). The objective of this group is to examine the issues of enhancing acceptance of vocational qualifications, difficulties in implementing VE, ensuring horizontal and vertical mobility, availability of teachers. Some States have been effectively integrating vocational education in mainstream education.

Importance of Vocational Skills at Secondary School Stage

Unemployment rate is progressively increasing in India. India's Unemployment rate is 3.8% in the year 2014. 285 million youth within the age group (15-29) are unemployed. Unemployment is so acute that one out of three young graduates is unemployed. Unemployment among rural and urban educated youth is respectively 36% and 26.5%. (Times of India, Jan 26, 2014).

Most of the countries of the world are economically and socially well developed because of their priority on vocational skills from primary level of education. But in India, in spite of the recommendations of different commissions and committees, vocational education has not yet been successfully implemented at school level. As a result, unemployment problem is increasing rapidly. To tackle this problem, there is urgent need to impart training in vocational skill particularly at secondary level;

Need of imparting vocational skills are as follows;

- Vocational skill tries to utilise manpower to the fullest extent as it is related to life and requirements.
- To equip the individual having knowledge in vocational skills is quite adjustable to technologically advanced modern society.
- Vocational skill increases productivity which leads to economic prosperity of the people and the community at large.
- It supports students to move towards equitable sharing of benefits of the economic development and social justice.
- It helps to prepare not only high skilled technicians, but also skilled men to work in farms, factories, trade centres and commercial establishments.
- It utilises the material resources and human resources of the nation to an optimum extent.
- It reduces frustration among the youth resulting from non-productive and aimless education offered at present.

Vocational Curriculum at Secondary Stage

The curriculum of vocation should be able to provide for the learner, all the necessary educational services regardless of their geographical location, gender, learning abilities and socio-economic status. Taking into account the interest and strength, vocational subjects should separate for boys and girls.

Some important vocational skill subjects that will make our students efficient and employable are as follows;

- **Leather Work-** Students get training in preparing different things from leather such as bag, purse, shoe etc. These products have more demand in present society.
- **Basketry** -This skill involves in making basket from bamboo and cane.
- **Watch Repairing** - Training in watch repairing skill may help a student to develop his independent business by opening a watch shop after completion of training.
- **Food and Nutrition-** It involves the knowledge of different types of food and the nutritious value they contain. Now people are very much conscious about their food habits. Training in food & nutrition skill may help the students to act as health counsellor / instructor. Adopting this skill they can earn better for their livelihood.
- **Small Farm Management** - Students will learn the management skill of handling a small farm.
- **Textile Design** – It is concerned with application of various new and modern designs on cotton.
- **Dress Designing and Tailoring-** Dress designing and tailoring have more demand in present society. Students should learn the new designs for making dress. They should follow the catalogue developed by expert designer.
- **Marketing and Salesmanship** – This is a touring job and very popular at present. Especially the youth exhibit their interest towards this. The students get training regarding the skill of motivating the customer and selling of different products of companies.
- **Air Conditioning and Refrigerator Repairing** – Now-a-days these skills have more demand in the modern society. Students who will learn this skill should have mechanical aptitude. Effective training in these skills will enable the youths to earn for their livelihood.
- **Food Preservation and Processing-** Training in food preservation and processing will prepare the young generation to get job in food preservation and processing industries.

- **Gardening-** Presently, it is considered as a very good vocational skill for managing life. Training of gardening skills enables them to make their own kitchen garden, flower garden etc.
- **Carpentry-** Carpentry skill is important in the construction industry. Carpenters mark, measure and cut wood for building houses, bridges, roads and even factories. A student can also use his carpentry skills to build cabinet, install windows, doors and perform remodelling work etc.
- **Computer Application** - In the age of science and technology, computer has greater use. Knowledge of computer skill has been considered as a better livelihood skill. People who have computer programming skills usually excel at logic. With the ever growing use of laptops, cell phones, and other higher technical products there will always be a need for people with computer programming skill.
- **Hair Style & Beauty** – Beauty services have high demand today. Now people are very much beauty conscious and taking the help of hair dressers, cosmetologists etc. for maintaining their beauty. Minimal training in cutting of hair in different styles, messaging, spa etc. can help them to become beautician and enable them to earn by opening beauty parlour.
- **Art and Craft** - Education through art will help students to get opportunity to acquire vocational skills that will serve as a foundation for advanced training in technical/vocational institutes. Through the study of art, ancient history and cultural heritage of the society can be transmitted. The artistic skills of the students also help them to improve the society in which they live. Presently art education has more demand in society. Skill of learning good art will help them to be self employed by becoming good artist in future.
- **Applied Electricity-** Training of this skill includes wiring of houses, office, multi- stored buildings, business centres etc. and repairing of electrical gadgets. Training of this will help them to be electricians.

Besides, other vocational skill subjects such as tourism and hospitality, health care, medical lab technology, wood work, basketry, shoe making, printing, baking, metal work, sculpture, graphic design, and many other vocations can be taught to students in school which have demand in the present society.

For training of above vocational subjects there should be well equipped workshop/ laboratory in each school. The duration of the course should last for 3 years and thereafter they will appear test of the trade. After successful completion, students will be awarded certificates. Using that certificate some may get job in government or private sector or may do their own business.

Vocational Training seeks to help students to develop the following skills;

- Development of entrepreneurial skills that will be useful for establishing small scale industries.
- Develop the capacity for handling and using tools and materials for production.
- Develop creative way for producing and judging the quality of products.
- Developing the knowledge of marketing of the products.
- Comprehensive vocational assessment and the development of core vocational skills.
- Career exploration and exposure to career opportunities.

Problems

Our state is facing a lot of problems in introducing vocational education. These are described as follows;

- Deficiency of technical personnel to train pupils in suitable vocations and lack of well equipped laboratories and workshops.
- Due to paucity of funds neither the government nor the private managements are able to bear the cost of vocational programme.
- Lack of tools and materials contribute to ineffective teaching and learning of vocational skills which may result in low skill acquisition.
- Lack of working space for both teacher and students.
- Too much emphasis on theory and certification rather than acquisition of skills and proficiency testing.
- Absence of long-term commitment from the Central Government and inadequate monitoring.
- Lack or absence of regular teachers and their training/retraining & insufficient financial allocation.

Suggestions for Improvement of Vocational Skills

Following suggestions can be taken into account for improving vocational skills among students;

- Vocational subjects to be chosen taking into account the needs of present society and students.
- Ample facilities should be made available to drag the cart of the vocational programme ahead. Physical facilities, trained personnel, requisite laboratories and essential materials, text books, reference books, audio-visual equipments to be sufficiently provided to the institutions.
- Curricula should be revised periodically to facilitate skill development.

8 Current Issues in Education in India

- Organization of training programme for teachers in upcoming trades and technologies and encouragement of faculty training through various fellowship programmes.
- Provision of industry exposure to faculty to match the emerging needs of the economy.
- The existing scheme should be strengthened by involving industries through memorandums of understanding.
- The syllabi of vocational subjects should be updated on a regular basis to keep pace with changes in technology. This is especially relevant in trades like food processing, dairy technology, leather and tanning technology, etc.
- Teacher has to create interest and motivate the students towards different vocations and will inform them about the utility of these in their life.
- Experts of different vocational subjects should be invited to deliver lessons in theory and practical classes to improve students' outlook and experience in vocation.
- Study tours for students should be organised to different factories, industries, workshops and some important cities of handicrafts to enhance students' practical knowledge in subject.
- There should be regular exchange of ideas and skills among vocational education teachers, master craftsmen and trainees.
- Vocational skills acquired by students should be properly evaluated so that quality of vocational education can be maintained.
- To encourage the development of vocational skills, awards should be provided for good performance & substantial contributions of individuals & institutions in vocation. Provision should be made for (i) best student award (from prescribed vocational streams) (ii) best teacher award and (iii) best vocational institution award.
- Promotion of industry and academia interaction to narrow the existing gap between the demand and supply of the skilled manpower.
- Provision of Bank Loan for self employment of students after completion of their training in vocation.
- In rural area, emphasis should be given on the training of cottage industries for the youth to create skilled human resources.

Conclusion

At present, the biggest worry and centre of all debates is the unemployment problems in India. There is a need to seriously invest and build skills amongst the youth. Training of vocational skill at secondary level can help students

in reducing redundancy, frustration and negative attitudes that are normally associated with unemployment problem. Students should learn both theory and practical skills and economic relevance of the skills for employment purposes. Vocational skill empowers students and will act as an agent of social transformation. Effective implementation of the above suggestions can help to enhance the quality of school education. Moreover, strong commitment and sufficient financial help by the government to run the programme and co-operation of all concerned will certainly bring success to the programme.

References

- Eleventh Five Year Plan. (2007-12) Planning Commission Government of India (2008) Retrieved from planningcommission.nic.in/plans/planrel/fiveyr/11th/11.../11th_vol2.pdf on 7-10-2015.
- Employment and Skill Development - of Planning Commission, Retrieved from planningcommission.nic.in/hackathon/Skill%20Development.pdf on 5-10-2015.
- Employment and Skill Development in the 12th Plan (2012) Retrieved from www.slideshare.net/PlanComIndia/employment-and-skill-development-i on 8-10-2015.
- Employment and Unemployment Survey: NSSO 66th. round. Retrieved from mail.mospi.gov.in/index.php/catalog/18/download/1611 on 12-10-2015.
- GOI. (1952-53). Secondary Education Commission-1952-53. New Delhi : Ministry of Education.
- GOI. (1966). Education and National Development: Report of the Education Commission, 1964-66, New Delhi, NCERT.
- GOI. (1968). National Policy on Education, 1968, Available at http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE.1968.pdf on 15-10-2015.
- GOI (1986). National Policy on Education, 1986, New Delhi: Ministry of Human Resource Development.
- GOI. (1992). National Policy on Education 1986 as modified in 1992. New Delhi: Ministry of Human Resource Development, Available at http://mhrd.gov.in/sites/upload_files/NPE-mod92.pdf.
- Kumar, A. (1991). Current Trends in Indian Education. Ashish Publishing House: New Delhi.
- Niti Aayog (2015). Niti Aayog group to submit report on jobs generation, Retrieved from [Theindianexpress.com / business / business-others](http://Theindianexpress.com/business/business-others) on 7-10-2015.
- Report of the Working Group on Vocationalisation. (1978). Ministry of Education & Social Welfare, New Delhi.
- Unemployment levels rising in India, experts say - Retrieved from [Times of india. indiatimes.com / Business](http://Timesofindia.indiatimes.com/Business) on 15-10-2015.

A COMPARATIVE STUDY ON LEVEL OF AWARENESS AMONG THE ELEMENTARY MALE TEACHERS TOWARDS RTE ACT 2009 IN WEST BENGAL

Milan Kumar Saha*

Tripti Dutta**

Introduction

A large portion of India's population lives in conditions of poverty and illiteracy. Education, in any form needs to be provided to them for improving their quality of life. The Kothari Commission made demand as: "We want education for life, We want education for all".

India is a signatory to the Universal Declaration of Human Rights, 1948, which recognizes the right of children to free and compulsory education. The Convention on the Right of Child, 1986 also stresses upon the importance of education for a brighter future of children. Free and compulsory education for the children has been a part of the Directive Principles of State Policy enshrined in the Indian Constitution since the beginning in the form of Article 45.

In consonance with its international commitments and national objectives the Parliament enacted the 86th Constitutional Amendment Act 2002, adding Article 21-A to the Indian Constitution which provides that every child between the age of 6 and 14 years has the right to free and compulsory education.

Review of Related Literature

A detailed overview of researchers, pertaining to the variables of the study, has been presented in order to strengthen the present study:

- **Jaseena, Fathima (2011)** has conducted a study on "Right to Education-A Study on the Awareness of M.Ed Trainees" to find out the awareness of M.Ed students about right to education and to study the effect of gender and type

* Research Scholar Deptt. of Education, University of Gour Banga, Malda (W.B).

** Associate Professor Deptt. of Education, University of Gour Banga, Malda (W.B).

of management of the institution on the awareness of Right to Education Act, 2009. The findings of the study revealed that male M.Ed students possess significantly higher awareness about the Right to Education Act, 2009 than the female M.Ed students. And the management of the M.Ed Colleges does not effect on the awareness of the Right to Education Act, 2009.

- **Vyas Saroj (2012)** conducted a study on the awareness on RTE (Right to Education) Act, 2009 among elementary school teachers in the National Capital region. The sample of 160 elementary school teachers was drawn from Delhi and NCR. A self-made questionnaire comprising 20 multiple choice items was used by the investigator. Major finding of the study reveals that Government teachers are comparatively more aware as compared to Non- Government teachers.
- **Rajput Gunjan and Aziz Talat (2012)** studied the level of awareness regarding Right to Education Act among urban and slum dwellers. This study is based on data collected from a slum survey in Delhi carried out by the author. The paper was a case study of JJ colony of Madanpur Khadar of New Delhi. Data was collected through a Questionnaire developed by the researchers . The findings of the study was that there is a significant difference between the level of awareness of deprived in urban areas and those of in the slum areas.
- **Mathew, Thote Prashant, and Rathoure (2013)** have conducted a research on “Awareness on Right to Education Act-2009 among Primary School Teachers” of Morena District, Central India. The findings of the study revealed that the primary school teachers have significant awareness on Right to education act-2009.

Rationale of the Study

On the basis of the knowledge gained from the above findings it has been found that there are so many gaps about awareness of RTE Act-2009 among the teachers of the elementary level in West Bengal. Hence the investigator has made a sincere effort to study the level of awareness among the male teachers of elementary level towards RTE Act-2009.

Statement of the Problem

The investigator has taken up the present study to find the level of awareness towards RTE Act-2009 entitled as “A Comparative study on level of awareness among the Elementary male teachers towards RTE Act-2009 in West Bengal ”.

Objective of the Study

On the basis of systematic study the following objectives are formulated on the topics stated above:

- To compare the level of awareness of urban and rural male teachers of elementary level towards RTE Act-2009.
- To compare the levels of awareness of Govt. and Private male teachers of elementary level towards RTE Act-2009.

Hypotheses of the Study

- **H₀₁**: There is no significant difference between the level of awareness of urban and rural male teachers of elementary level towards RTE Act-2009.
- **H₀₂**: There is no significant difference between the level of awareness of Govt and Private schools male teachers of elementary level towards RTE Act-2009.

Methodology

To achieve the objectives of the present study the descriptive survey method was adopted.

Population

The male teachers of elementary level of the district Dakshin Dinajpur.

Sample

60 numbers of elementary male teachers were selected randomly selected from eight elementary schools.

Tools Used

A self made Questionnaire was used for data collection.

Statistical Techniques Used

Data was analyzed by using Statistical techniques like Mean, S.D and t-test.

Result and Discussion

There were two hypotheses regarding awareness about RTE 2009 among the male elementary teachers. All the hypotheses were analyzed individually.

- **H₀₁**: There exists no significant difference between the levels of awareness of urban and rural male teachers of elementary level towards RTE, Act. 2009.

Table-1:
Showing 't' Ratio Between Mean Scores of Urban Male and Rural Male Elementary Teachers.

Variable	Groups	N	Mean	S.D	Mean-Difference	df	t-value	Levels of Significant
Types of School	Urban male	44	71.36	11.16	2.29	58	0.75	Not Significant

Table 1 reveals that Mean and S.D values of urban and rural elementary male teachers are 71.36, 69.07 and 11.16, 10.21 respectively. Calculated t-value is 0.75 which is not significant at 0.05 level as it is less than 2.00 (table value of t). Hence Null Hypothesis is accepted. Therefore it is concluded that there is no significant difference in awareness on RTE Act, 2009 between the urban and rural male elementary teachers.

- **H₀₂:** There exists no significant difference between the levels of awareness of Government school male teachers and Private school male teachers towards RTE, Act. 2009.

Table 2:
Showing 't' Ratio Between Mean Scores Of Govt. Male And Private Male Elementary Teachers.

Variable	Groups	N	Mean	S.D	Mean-Difference	df	t-value	Levels of Significant
Locality	Govt. male	30	73.53	12.02	4.51	58	1.62	Not Significant

Observation of Table 2 reveals that Mean and S.D values of Government male and Private male teachers is 73.53, 69.02 and 12.02, 9.35 respectively. Calculated t-value is 1.62 which is not significant at 0.05 level as it is less than 1.98(table value of t). Hence Null Hypothesis is accepted. It is therefore concluded that there is no significant difference in awareness about RTE, Act, 2009 between the government school male teachers and private school male teachers at elementary level.

Major Findings:

The Following are the Major Findings of The Study:

It is found from the Table-1 that there is no significant difference between the urban male and rural male elementary teachers towards RTE Act, 2009 and it is found from the Table-2 that there is no significant difference between the government male and private male elementary teachers towards RTE Act, 2009.

Conclusion

Awareness plays a vital role in determining the performance. To increase or shape proper awareness of primary school teachers, particularly in the case of awareness towards Right to Education Act 2009 in relation on Teacher's Awareness programmers can be introduced. More time period could be allowed for participating in such programmers. Though there is awareness of the Act among the teachers, it is just about average which has a scope for improvement. Therefore some more actions have to be taken by the concerned authorities, to improve the level of awareness among the teachers.

Once awareness is created in the teachers of both government and private schools, rural and urban, male and female teachers, the implementation of RTE Act will become easier and goals of education will only be achieved.

References :

- Aggarwal, J.C. (2007) Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
- Anderson, J. (2005) The relationship between student perceptions of team dynamics and simulation game outcomes: an individual-level analysis. *Journal of Education for Business*, Nov/Dec, 85-90.
- Adams, V. (eds.) Affect and Mathematical Problem Solving, 149-161.
- Aggarwal, Y.P. (1988) Research in Emerging Fields of Education: Concepts, Trends and Prospects. Sterling Publishers Pvt. Limited, New Delhi.
- Acharya, S. (2007) Problems of Enrolment, Retention, and Achievement among the Students of Primitive Tribes of Orissa, Post Graduate Department of Anthropology, Utkal University, Vani Vihar, Bhubaneswar, Orissa.
- Aiken, L.R. (1979) Attitudes toward Mathematics. *Review of Educational Research*, 40(4), 551-596.
- Best, J. W. & Kahn, J. V. (2009) Research in Education, PHI Learning Pvt. Ltd., New Delhi.
- B. Moore (1993), Predictors of high school students attitudes towards involvement with mathematics, *Mathematics teacher*, pp.46-90.
- Behera (1996) Quoted in Unpublished Ph.D thesis Constraint of Primary Education in Koraput District of Orissa by Mallik, S (2001) submitted to Berhampur University, Orissa.
- Buragohain, T. (2009) Poverty and Student Dropout in Orissa, *Journal of Educational Planning and Administration*, Volume, XXIII No. 2 April, pp. 169-183.
- Chauhan, S.S. (2007) Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd, New Delhi.
- Dha,r A. (2010) - Education is a Fundamental Right now: The Hindu, Cambridge Learner's Dictionary.

Accelerating The Quality in Higher Education Towards Sustainable Development in India: An Outlook

Subhankar Ghosh*

Introduction

Education is the most vital input for the growth and prosperity of a nation. It has the power to transform human beings into human resource. We cannot build a sustainable and prosperous nation without human resource development which mainly depends on the health and vitality of higher education. Higher Education in India has acquired special significance since independence. This is to be gauged in terms of what the society expects from it and the fulfillment of these expectations in terms of its requirements. Referring to the 21st century, which has been acknowledged worldwide as the Knowledge Society, every nation now finds itself operating in an increasingly competitive and globalized international environment where the information infrastructure, research and innovation systems, education and lifelong learning and regulatory framework are crucial variables. Higher education is regarded as a facilitator for growth for any society. According to UNESCO Report in the 21st century “higher education is the mandate to bridge the knowledge gap between countries and communities enriching dialogues between people, culture, international living and networking of ideas, research and technologies.” The institutions where post 10+2 education is provided are generally regarded as higher educational institutions. University Grant Commission and statutory bodies for professional disciplines work as the collective control mechanisms for higher education in India. These are regarded as policy formulators as well as the regulatory bodies in regard to higher education.

*Asst. Professor Deptt. of Education, M.M.M College (KNU) City Centre, Durgapur, West Bengal.

Higher Education : Present Scenario

In last one decade the higher education of India has expanded with a high speed. Today the higher education in India is a demanding, highly diverse, complex & competitive reality, operating at different levels. The system has undertaken a series of reformatory measures after globalization. Higher education sector has witnessed a tremendous increase in its institutional capacity in the year's science independence. As we all know that, India's higher education system is the third largest in the world, after China & United States. The private education market in India is merely 5%, despite of growing the investment of education, 25% of its population is still illiterate; only 15% of Indian students reach high school, & 7% are graduates. The 12th Five year Plan includes setting up of 30 medical & engineering colleges as well. On the other side of technical education 8 new IITs, 20 NITs, 20 IITs, 3 IISERs, 7 IIMs, & 2 SPAs are being organized.

Table-1:
Higher Education Institutions in India

Types and Number of Institution	Central	State	Private	Total
University and University Level-Institution	152	316	191	659
Colleges	669	13,024	19,930	33,623
Diploma-Awarding institution	0	3,207	9,541	12,748
Percentage	2.6%	38.6%	58.9%	100%

Source: 12th Five Year Plan, Govt. of India

While Government has made this impressive expansion in the field of higher education, people somehow seem to lag behind in 'Quality' & in international standards with the expectation of a high quality institution with future sustainability.

Quality Concern in Higher Education

Indian higher education system is in a state of change and flux due to the increasing needs of expanding access to higher education, impact of technology on the delivery of education, increasing private participation and the impact of globalization (Mangnale&Potluri, 2011). Indian higher education system is the world's third largest in terms of students, Next to China, and United States. Over the past decade numerous books, reports, and commentaries have been expressed an increasing dissatisfaction with the performance of our higher education system. A focus on quality, on the other hand, complements and enhances the rich heritage.

- It recognizes the need for continuous development of the people who are part of the higher education system, whether students, faculty, or

administrators.

- It involves principles applicable to institutional administration and class-room teaching, thus providing a bridge between traditionally separated parts of the system.
- It helps us meet the challenges of the 1990s and build effective universities and colleges of the twenty-first century.
- It builds on the tradition of concern for quality that has characterized higher education throughout the world.
- If ranking and grading are any indications of institutions of quality, Indian institutions of higher learning have a long way to go both locally and globally. The performances have been less than satisfactory in terms of access, equity and quality.

Higher Education: Where we stand now

Education is essentially meant to ensure improvement in quality of life. The quality of life in third world developing countries is in a race to reach the level set for the developed countries. Thus the excellence in higher education has a direct dependency on the quality of education available at the institution.

Table-2 (a):

Scenario of Higher Education in India(Graduate)

Level: Graduate

Sl. No.	Faculty	Total (Men+ Women)	Total (Women)	Pass%	Appeared	Passed	Pass%
		Appeared	Passed	Pass%	Appeared	Passed	Pass%
1.	Arts	24,91,892	16,52,898	66.33	12,63,364	8,81,836	69.80
2.	Science	8,61,456	5,26,578	61.13	3,92,810	2,68,415	68.33
3.	Commerce/ Management	10,64,796	6,79,184	63.79	4,41,126	3,04,374	69.00
4.	Education	5,40,787	4,40,807	81.51	3,35,751	2,73,454	81.45
5.	Engineering/ Technology	8,56,801	6,39,992	74.70	2,51,929	2,09,031	82.97
6.	Medicine	1,60,577	1,26,333	78.67	82,483	69,975	84.84
7.	Agriculture	15,125	11,496	76.01	4,095	3,251	79.39
8.	Veterinary Sciences	2,853	2,649	92.85	791	691	87.36
9.	Law	87,965	49,621	56.41	26,751	15,871	59.33
10.	Others	50,322	36,910	73.35	20,280	14,810	73.03
Total	61,32,574	41,66,468	67.94	28,19,380	20,41,708	72.42	

Source: UGC, New Delhi (2015), University Department of India: Basics Facts and Figures; Examination Results-2012, p-3

**Table-2 (b):
Scenario of Higher Education in India(Post-Graduate)**

Level: Post- Graduate

Sl. No.	Faculty	Total (Men+ Women)	Total (Women)				
		Appeared	Passed	Pass%	Appeared	Passed	Pass%
1.	Arts	6,30,071	4,37,712	69.47	3,32,958	2,39,814	72.03
2.	Science	2,60,110	1,86,902	71.85	1,27,857	95,709	74.86
3.	Commerce/ Management	3,58,949	255,188	71.09	1,28, 824	99,321	77.10
4.	Education	25,265	19,864	78.62	15,234	12,510	82.12
5.	Engineering/ Technology	58,149	48,274	83.02	19,099	16,888	88.42
6.	Medicine	33,772	30,503	90.32	13,971	12,831	91.84
7.	Agriculture	6,242	5,268	84.40	1,774	1,447	81.57
8.	Veterinary Sciences	1,510	1,369	90.66	441	401	90.93
9.	Law	8,814	4,858	55.12	3,593	2,209	61.48
10.	Others	36,304	27,662	76.20	16,897	12,959	76.69
Total	14,19,186	10,17,600	71.70	6,60,648	4,94,089	74.79	

Source: UGC, New Delhi (2015), University Department of India: Basics Facts and Figures; Examination Results-2012, P-4

Higher Education and Sustainable Development

Human development programmes, including Education for Sustainable Development (ESD) must consider three things for sustainability – Economy, Environment, & Society. ESD is based on few ideas & principles i.e. gender equity, poverty alleviation, social tolerance, environmental preservation & restoration, peaceable societies. Sustainable Development (SD) is popularly described as “development that meets the needs of the present without compromising the ability of the future generations to meet their own needs” (Brundtland, 1987:19). Therefore, achieving SD will require educational balancing among these three for consideration in the pursuit of development & an improved quality of life. Both the government & privately funded institution are engaged in knowledge creation & its transfer from their research programmes & production of quality graduates to participate in socio-economic development of the country. In this process, some institution are pro-active in solving societal problems, enterprising & creating a dynamic learning & research environment, that benefits youths, region & contributes in sustainable national growth. Excellence in higher education through teaching learning &

research needs funding, academic flexibility, academic accountability & proactive governance. It is right that development in this new century be even more conscious of its long-term impact. This implies a great challenge but also has considerable potential to enhance innovative developments in higher education. Hence higher education refers to the ability to contribute in a reflective & responsible manner to the developing of society for a sustainable future.

Educational Policies : Pre and Post-Independence

In India education has always been governed by the tenets of accessibility, quality and social inclusion. In other words to low tuition fee, accreditation by governmental authorities and reservation quotas on caste basis. In India where the number of higher education institutions is so scarce, the common student finds himself at a loss due to the quota system, as qualifying for these exams becomes more a matter of elimination than selection (MHRD, Government of India, 2000). However the supporters of the draconian regulations to allow direct foreign investment in India insist that no developed country allows FDI in education freely.

**Table- 3:
Government Initiatives Pre and Post-Independence**

Sr.	Years	Initiatives
1.	Secular Buddhist Institutions (200 BCE to 400 CE)	These institutions systematically imparted knowledge and attracted a number of foreign students to study topics such as logic, grammar, medicine, metaphysics, arts and crafts.
2.	Islamic Scholar Alberuni (973-1048 CE),	India already had a sophisticated system of mathematics and science in place, and had made a number of inventions and discoveries.
3.	Indian Universities (1857)	Inception of universities in the three Presidency towns like Madras, Bombay & Calcutta.
4.	British Period (1867 - 1941)	A class of Westernized elite was versed in the Western system of education which the British had introduced.
5.	Maulana Azad, India's First Education Minister (1947)	Throughout the country a uniform educational system. However, given the cultural and linguistic diversity of India, it was only the higher education dealing with science and technology that came under the jurisdiction of the Central Government.
6.	University Grants Commission (UGC) 1953	The Government initiated a planned development of higher education in the country.
7.	The University Grants Commission (UGC) existence in 1953 to 1956	Promotion and coordination of university education and for determination and maintenance of standards of teaching, examination and research in universities.

8.	The University Education Commission (1948-49)	The foundations of the future of Indian Higher Education.
9.	Education Commission (1964-66)	Symbolized the symbiotic relationship between education and national development.
10.	The Central Advisory Board of Education (CABE) 1921	The Central Government to play an effective role in education, based on consensus among the representatives of the then Provincial Governments.
11.	The National Policy on Education (NPE) 1986	The five main goals for higher education, which include Greater Access, Equal Access (or Equity), Quality and Excellence, Relevance and Value Based Education.
12.	The National Policy on Education (NPE) 1992	To improve the quality through strengthening academic and physical infrastructure, To promote excellence in those institutions which have exhibited potential for excellence, and to develop curriculum to inculcate right values among the youth.

Source: World Bank, 2003 and MHRD, Government of India

Five Year Plans(8th-12th): Thrust Areas

In the knowledge economy, the objectives of a society changes from fulfilling the basic needs of all round development to empowerment. The education system instead of going by text-book teaching will be promoted by reactive, interactive self-learning, both formal and informal, with focus on values, merit and quality. The world is now like a global village, and continuous international interaction has become an essential component of human survival.

Eighth Five Year Plan

- Strengthening of existing postgraduate departments in terms of laboratories, workshops and library services;
- Opening of new specialized courses and departments, In case of developed, with an inter-disciplinary approach provided they could be sustained by existing facilities;
- In case of developing universities, new departments and courses only if the need is justified;
- Viability of courses, departments etc. so that those courses that have lost their relevance or are outdated could be dispensed with and teachers in such subjects could be retrained.

Ninth Five Year Plan

- Encouragement to universities for develops basic theoretical understanding of discipline to ensure that the theory and practice are blended and integrated.
- Focus on hands on experience.
- Addressing the public concerns about downslide in the quality of education

by focusing on the quality of education rather than on quantitative expansion.

- Paying special attention to institutions of higher education in backward areas, hill areas and border areas in order to remove regional imbalances.
- Encouragement to universities to develop a greater emphasis on non-degree programs in order to meet the expectations arising out of changes that are taking place in the society.
- These activities to be made the responsibility of every department; while the departments of adult and continuing education would be the focal point for social change function and
- Major thrust to be given to program development for women studies and center for women studies shall be essentially interdisciplinary.

Tenth Five Year Plan

- To raise the enrollment in higher education of the 18-23 year age group from the present 6 % to 10 % by the end of the Plan period.
- Increasing access, quality, adoption of state-specific strategies and the liberalization of the higher education system.
- Emphasis has also laid on the relevance of the curriculum, vocationalization, and networking on the use of information technology.
- Focuses on distance education, convergence of formal, non-formal, distance and IT education institutions, increased private participation in the management of colleges and deemed to be universities;
- To promote quality and relevance in higher education in the Tenth Plan by initiating complementary skill-oriented courses.
- The Administrative Staff Colleges (ASCs) proved to be good instruments for teacher training and orientation.

Eleventh Five Year Plan

- Quantitative Expansion through establishment of new government and private funded institutions and increased intake in existing institutions.
- Reduce disparities based on gender, caste, region etc. through differential support.
- Establish 30 new Central Universities, 16 in States where they do not exist and 14 as World Class Universities.
- Establish 8 new IITs, 7 new IIMs, 10 new NITs, 3 IISERs, 20 IIITs and 2 new SPAs.
- Establish a National Science & Engineering Research Board for rejuvenation

of research in Universities.

- Launch a national Mission in education through ICT coverage in all the Universities and colleges; broadband connectivity through National Knowledge Network and requisite nodes within institutions.
- Strengthen Open Universities and reform statutory bodies, scale up SAKSHAT as the education portal for people.

Twelfth Five Year Plan

- National Commission on Higher Education and Research (NCHER) to ensure autonomy of institutions and enhancement of standards and provision for entry of foreign education providers.
- New institutions may be set up to bridge regional imbalances and disparities across disciplines.
- Traditional education should be supplemented with skill-based studies and institutional differentiation should be encouraged.
- The concept of Meta University aimed at collaborative and multi-disciplinary learning that redefines knowledge-creation.
- There is an urgent need to step up both public and private investment in higher education (including technical), and increase in the efficiency of its utilization.
- There is a need for a clear focus on improving the employability of graduates. Indian higher education is organized into 'General' and 'Professional' streams.
- Skills such as critical thinking, communication, collaboration and creativity (the '4Cs') are now important in more and more jobs.
- Collaborative research, setting up industry incubation parks in Universities and institutions providing more research fellowships.
- Initiatives to improve the quality and availability of teachers in higher education need to be launched in a mission mode. .
- ICTs should be harnessed to enrich teaching learning experience, to extend and diversify delivery, improve research quality and collaboration by making knowledge and information widely available.

Challenges Ahead

In this 21st century the quality of higher education is beginly neglected because of unbridled commercialization of higher education. Educational reform should not mean only the privatization parse, but genuine quality improvement. The educational dualism is becoming more pronounced in India. The success of Higher Education System (HES) thrives on social opposition.

It does not give to due weightage to the quality of education. There are many basic problems facing higher education in India today. These include:

- Large vacancies in faculty positions and poor faculty
- Outmoded teaching methods
- Declining research standards
- Low student enrolment rate
- Inadequate infrastructure and facilities.
- Widespread geographic, income, gender, and ethnic imbalances
- Inadequate and diminishing financial support for higher education

The higher education is not sustainable because its present success is not based upon the quality but upon a powerful educational dualism which manifests in difference employability, gender inequality & economic marginalization & inequality. The educated professionals are more insensitive & isolated from the society.

Measures for Improving QHE

Presently the Indian higher education is expected to be informative & knowledge-based in the globalized world to stay competitive. The increasing number of higher education institution in recent times has brought positive changes in our social phenomenon but has also put a premium on their Quality of Education for Sustainable Development (QESD). Looking into various reports, policies & literature reviews of higher education these has been pointed out to strengthen the QHE:

- Implement the Plan into Action
- Towards a learning society with New Vision
- Need based job-oriented course
- Innovative Practices
- Privatization, Globalization of higher education
- Quality in Research
- Mobilization of resources
- Dynamic Methods of teaching
- ICT facilities in libraries& resources.

Conclusion

However, during the 20th century, education started acquiring an open character. With a 'knowledge force' becoming an essential requirement for national development, there was an increased demand for professional education. In the 21st century, with the impact of globalization, due to increased

trade investments and mobility of people across borders, there has been a need to adopt higher education to the changed global reality. In general, more & more universities are involved in learning & change for sustainability in higher education & the improvement of quality has become the focus of current work. Compared with education at higher education can play a more decisive role in the promotion of ESD, in addressing the complex problems of sustainability through academic research & university education. It also educates students in all professions, trains future government leaders & thus influences future policy development. Despite these achievements emerging within India, collaboration with the rest of the world & other developed countries has played a very important role in the creation of Indian SD policies & their implementation. It can be concluded that clear & substantial policies, well-planned priority programmes, & systematic distribution through regional centers, can provide substantial support to assist progress in large countries undergoing rapid growth. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. We need an educational system that is in modern India, liberal, and can adapt to the changing needs of a changing society, a changing economy and the changing world. To reach and achieve the future requirements there is an urgent need to relook at the financial resources, access and equality, quality standards, relevance and the end the representativeness.

Notes and References

- GCSP. (2002). Sustainable Pathways Toolkit for Universities and Colleges: Indicators for Campuses. Augene: Good Company.
- Mangnale & Potluri. (2011). Quality Management in Indian Higher Education System: Role of Internal Quality Assurance Cell. Asian Journal of Business Management 3(4): 251-256. Retrieved on 4th November, 2014, from <http://maxwellsci.com/print/ajbm/v3-251-256.pdf>
- MHRD. (2012). Report to the People in Higher Education, 201-12, MHRD, GOI, New Delhi.
- Power, K.B. (2005). Quality in Higher Education. New Delhi: EDUPRO Publishers.
- UN Full report of the Open Working Group of the General Assembly on 'Sustainable Development Goal', Retrieved on 05. 10. 2015, available at <http://undocs.org/A/68/970>
- UNESCO. (2008). Education for sustainable development/education/objectives. Retrieved from <http://portal.unesco.org/education/en/ev.php>
- United Nations. (2011). The Millennium Development Goals Report-2011. New York: UNO.
- World Commission on Environment and Development. (1987). Our Common Future. New York: Oxford University Press.

Webliography

- Agenda 21, United Nations conference on environment and development, Conches, Ch.36. Retrieved October 18, 2014 from: <http://sedac.ciesin.org/entri/texts/a21/a21-36-education.html>.
- Chandra Rakesh, Women empowerment in India – Milestones & challenges, available at www.empowerpoor.org/downloads/women_empowerment.pdf retrieved on 06.04.2014
- UNESCO.(1999). Statistical Yearbook. Paris and Lanham, MD: UNESCO and Bernam Press. Retrieved October 25, 2013, from: <http://www.virtualref.com/abs/82.htm>.
- United Nations Division for Sustainable Development (UNSD) (2009). Agenda/21. Retrieved on Nov 22, 2014, from http://www.un.org/esa/dsd/agenda21/res_agenda21_36.shtml.
- World Development Report 2003: Sustainable Development in a Dynamic World-Transforming Institutions, Growth, and Quality of Life. World Bank. Retrieved on January 20, 2014, from <https://openknowledge.worldbank.org/handle/10986/5985>

Life Skills for Stress Reduction for Today's Generation: Key to Adolescent and Youth Development

Paromita Das*

Introduction

Stress is a routine part of our lives. Certain amounts of stress are beneficial; however, sometimes the level of stress can become burdensome. Students in university experience many changes. There is research; Irish as well as international, to indicate college can be a stressful experience for students (Aherne, 2001; Fisher, 1994; Tyrrell, 1993). Being able to manage and control stress is a useful skill, for life as a student but also for life beyond university. Stress management can be taught on a personal as well as a professional basis.

Rationale of my Study:

Stress – the mere word can cause anyone to cringe and feel on-edge. Stress is how the body reacts to any kind of demand, threat or change being experienced. It is usually associated with a feeling of being overwhelmed. It is important to note that stress is not a “one size fits all” concept. What stresses one person out may not faze the next person based on the way in which they perceive the stressor. This is why it is important to understand the causes and effects of stress, as well as how to identify our own stressors and ways to properly manage our stress especially in relation to the youth and adolescents.

Definitions of Stress:

“Stress is the inability to cope with a perceived or real threat to one’s mental, physical, emotional, and spiritual wellbeing which results in a number of physiological responses and adaptations.” Seaward, Brian L. (1994). *Managing*

* Asst. Professor, Deptt. of Education, University of North Bengal Siliguri.

Stress, Jones and Bartlett, London. "Stress results from an imbalance between demands and resources." Lazarus, R.S. and Folkman, S. (1984). *Stress, Appraisal and Coping*, New York: Springer. "Stress occurs when pressure exceeds your perceived ability to cope." Palmer, S. 1999.

Objectives:

- To focus on the possible causes of stress among the youth and adolescents.
- To find out the problems of stress among the youth and adolescents.
- To suggest the various life skills to cope with stress.
- To evaluate the importance of life skills.
- To find out the future prospects of these life skills for better survival of youth and adolescents.

Research Methodology:

It is a qualitative literature-based study by the author with respect to the above-mentioned objectives and analyzes them accordingly to arrive at solutions to cope up with stress-related problems.

Stress Problems in Life:

When situations seem threatening to us, our bodies react quickly to supply protection by preparing to take action. This physiological reaction is known as the "fight or flight" response.

The physiological response to a stressor is known as reactivity. Physiological responses can accumulate and result in long-term wear on the body. We all want to feel safe and secure, but as we get older, we realize that we cannot always count on things being the same. We experience different incidents in our lives that turn our world upside down and cause us to feel stress. Most of these incidents we cannot control, others we can control to a certain degree. Some of us are fortunate enough not to experience these stressors until adulthood. Others experience stress as young children.

Stress Problems in Education:

Stress is any situation that evokes negative thoughts and feelings in a person. The same situation is not evocative or stressful for all people, and all people do not experience the same negative thoughts and feelings when stressed.

One model that is useful in understanding stress among students is the person-environmental model. According to one variation of this model, stressful events can be appraised by an individual as "challenging" or "threatening" (Lazarus 1966). When students appraise their education as a challenge, stress can bring them a sense of competence and an increased capacity to learn. When

education is seen as a threat, however, stress can elicit feelings of helplessness and a foreboding sense of loss.

A critical issue concerning stress among students is its effect on learning. The Yerkes-Dodson law (1908) postulates that, individuals under low and high stress learn the least and that those under moderate stress learn the most. A field study and laboratory tests support the notion that excessive stress is harmful to students' performance.

Mechanisms that explain why students perform badly under stress include "hypervigilance" (excessive alertness to a stressful situation resulting in panic--for example, over studying for an exam) and "premature closure" (quickly choosing a solution to end a stressful situation--for example, rushing through an exam).

In an increasingly pressurised, competitive and market-driven education system, this phenomenon can only become more acute: depression is virtually a built-in hazard. There are several solutions, none of which are mutually exclusive. There is a case for building some or all of these solutions subject-wise into education syllabuses themselves – since almost by definition, the more ambitious a course, the more prone to negative outcomes for a proportion of students who lack the means to deal with the inherent stresses. The aspect of assignments and judgements make students fearful, truants, irregular, depressed and anxious.

Possible Causes:

For Two Major Reasons:

- We perceive a situation as dangerous, difficult, or painful.
- We don't believe we have the resources to cope.

Education – at least, education according to the Indian or Western model – is one area that relies on constant stress. There are always targets and deadlines. We spend at least a decade of our lives and sometimes almost two in formal education: a constant round of homework, essays, regular tests, end-of-term and end-of-year exams – which, it is impressed upon us, will shape our careers and the rest of our lives. Stress is built into the education system. But stress is, by its very nature, intended to be a short-term response to physical danger. Education, by its own very nature, has to be a long term undertaking. The result is inherently a recipe for disaster.

Various Life Skills:

1. Cognitive Coping Strategies:

These refer to ways of dealing with stress using our minds. Cognitive coping strategies are a good way to combat stress-producing though as Shakespeare's

Hamlet said, “. . . for there is nothing either good or bad but thinking makes it so. . .” Often people already use these cognitive ways of coping to combat stress-producing thoughts and making them more conscious will increase their efficiency and effectiveness.

Examples of These Strategies are:

Reframing – focus on the good not the bad; think in terms of wants instead of shoulds. It's best if our thinking is related to our goals. For example, “I want to read and understand this chapter in Chemistry so I do well in my lab practical” instead of “I have to read this difficult chapter in Chemistry”.

- **Challenging Negative Thinking** – stopping the negative thoughts we may have about a situation or ourselves. Examples of negative thoughts include expecting failure, putting yourself down, feelings of inadequacy - a thought such as “Everyone else seems to understand this except me.”
- **In order to Gain-** control of negative thoughts or worries, you must first become aware of them. Next, yell “Stop!” to yourself when they occur. Try replacing with positive affirmations or at least challenge or question any irrationality of the thoughts.
- **Positive Self-Talk** – using positive language and statements to ourselves. These are sometimes referred to as positive affirmations; they are useful for building confidence and challenging negative thoughts. For example, “I can do this or understand this” or “I'll try my best”. These work best when they are realistic and tailored to your needs and goals.
- **Count to Ten** – this allows you time to gain control and perhaps rethink the situation or come up with a better coping strategy.
- **Cost-Benefit Analysis** – asking yourself questions about the worth of thinking, feeling or acting a particular way. “Is it helping me to get things done when I think this way?” “Is it worth getting upset over?” “Am I making the best use of my time?”
- **Smell the Roses** – “Experiencing life as fully as possible requires conscious effort, since we become habituated to things which are repeated. Varying our experiences (such as taking different routes to school or work) can help in this process” (Greenberg, 1987, p. 129).
- **Keeping Perspective** – when under stress it is easy to lose perspective; things can seem insurmountable. Some questions to ask yourself: Is this really a problem? Is this a problem anyone else has had? Can I prioritise the problems? Does it really matter?
- **“Look on the Bright Side of Life!”** - Cultivate optimism.
- **Reducing Uncertainty** – seek any information or clarification you may

require to reduce the uncertainty. It helps to ask in a positive way. Situations that are difficult to classify, are obscure or have multiple meanings can create stress.

- **Using Imagery/Visualization** –imagining yourself in a pleasant or a successful situation to help reduce stress. One way to use imagery is as a relaxation tool; try to remember the pleasure of an experience you've had or a place you've been. The more senses you involve in the image the more realistic, therefore the more powerful. This strategy is often combined with deep breathing or relaxation exercises.

Visualization can also be used as a rehearsal strategy for an anticipated stressful event. For example, if you have a presentation to give, practice it in the mind a few times, picturing the audience's reaction and even visualizing yourself overcoming any potential pitfalls.

2. Behavioral Coping Strategies:

These refer to ways of dealing with stress by doing something or taking action to reduce the stress experienced. Examples of these strategies are:

- **Physical Exercise** – aerobic exercise is the most beneficial strategy for reducing stress. It releases neuro chemicals in the brain that aid concentration. For some people, even a short walk is sufficient to relieve stress.
- **Relaxation** – from simple relaxation such as dropping the head forward and rolling it gently from side to side or simply stretching, to more complex progressive relaxation exercises. Progressive relaxation involves tensing and releasing isolated muscle groups until muscles are relaxed.
- **Breathing** – from simple deep breaths to more complex breathing exercises related to relaxation and meditation.
- **Smile and Laugh** - gives us energy and helps to lighten the load; relaxes muscles in the face.
- **Time Management** – specific strategies such as clarifying priorities, setting goals, evaluating how time is spent, developing an action plan, overcoming procrastination and organizing time. These help us to cope with the numerous demands placed upon us, often a source of stress.
- **Social Support/Friends** – encourage the development and nurturing of relationships. There is an association between good social support and a reduced risk of drop out (Tinto, 1998).
- **Seek Help** – to help us cope with unmanageable stress. This is a sign of taking control, not of weakness. There are many supports available in College for students including Student Health Service, Student Counseling

Service, College Tutors and the Chaplaincy.

Importance :

Distress is a continuous experience of feeling overwhelmed, oppressed, and behind in our responsibilities. It is the all encompassing sense of being imposed upon by difficulties with no light at the end of the tunnel.

Examples of distress include financial difficulties of the adolescent at home, conflicts in family and peer relationships, excessive obligations being the eldest child or family responsibilities and discipline , managing a chronic illness or hormonal changes during childhood and adolescence, or experiencing a trauma.

Eustress is the other form of stress that is positive and beneficial. We may feel challenged, but the sources of the stress are opportunities that are meaningful to us. Eustress helps provide us with energy and motivation to meet our responsibilities and achieve our goals.

Examples of eustress include passing out from school, getting leadership tasks at school, receiving a promotion to a new class, or subject combination transformations from primary to secondary to higher secondary level of schooling.

Reducing stress in everyday life is vital for maintaining adolescent overall health, as it can improve their mood, boost immune function, promote longevity and allow the youth to be more productive. When they let their stress get the best of them, they put themselves at risk of developing a range of illnesses – from the common cold to severe heart disease at a very young age. Stress has such a powerful impact on the well being of students because adolescence and youth is the career-building time and it being a natural response that is activated in the brain may bring hindrance to the brain's smooth functioning and academic achievement and successful life.

Future Prospects:

We need a revolution in education. We've needed reform for decades, and it's more important now than ever because the pressure on kids has become so much worse. Reforms should be as follows:

- It looks like valuing the whole child. It looks like broadening our ideas of success and broadening what we teach.
- It might mean measuring non-cognitive skills, like character, ethics, or social responsibility.
- It might mean teaching wellbeing, and actively fostering strength in our kids at school.
- It probably means upsetting power balances in schools, giving kids more control over their learning.

- It certainly starts with shaking up all the accepted wisdoms that we hold about education.

Conclusion:

To conclude it is to be reminded that there is no exact solution or an elimination to stress but only ways to reduce, control or minimize it which can be summed up as follows as a message to the youth of today.

- Focusing on the process not the outcome.
- Being aware of the stress/performance curve and their own optimal level of stress.
- Learning and practicing coping skills – practice is important.
- Reframing evaluative situations – a learning experience.
- Keeping and using a sense of humour.
- Maintaining one's perspective.
- Remembering that mistakes are part of learning.
- Separating self-worth from performance

References: Online Resources:

- <https://www.slideshare.net/rajnikotnala/life-skills-education>
- <https://www.slideshare.net/sati.menon67/life-skills-presentation-14137674>
- <https://www.slideshare.net/sunilcbpur/life-skills-facilitator-handbook-260613>
- <https://www.slideshare.net/doctorrao/stress-management-in-students>
- <https://student-learning.tcd.ie/assets/docs/old/Stress%20Mgmt.%20Module.doc>
- www.jau.in/attachments%5Cdownloads%5CStress.ppt
- <https://verve-health.com/the-importance-of-stress-management/>
- https://www.healthstatus.com/health_blog/depression-stress-anxiety/top-5-stressful-situations/
- <https://healthed.uconn.edu/stress/>
- <https://www.ericdigests.org/pre-926/stress.htm>
- www.abc.net.au/news/2016-07-17/beautiful-failures-education-making.../7589084
- <http://www.psychblog.co.uk/stress-and-education-967.html>
- <https://www.mindbodygreen.com/0-2557/Why-Stress-Management-Is-So-Important-for-Your-Health.html>

Women Empowerment

Saswati Majumder Bhaduri*

Introduction

The very word 'woman' brings to our mind the image of a household. This is because we cannot think of any day without woman in our life. They are in fact the most important personality of our nation. Without woman a nation is incomplete. It can only make progress when women are not harassed, they are happy and are given adequate opportunity for progress.

In India the position of woman has been varying from time to time. At the beginning of history we get to see that women are adequately empowered. The women of Harappan Civilization had always been very stylish and an icon for the present day woman. The Rig Vedic age is considered to be a golden age for the women. Women at that time were treated equally with men. They were allowed to take part in rituals, sacrifice and every other day to day activities with their husband. There were even many women priests which prove that women were imparted knowledge. Even female deities were worshiped which shows that enough privileges were given to women.

However it is from the Later Vedic age that the status of woman started declining. Their position was subordinated to that of men. With time caste system also developed and several restrictions began to be imposed on women. They were not at all considered equal to that of men and from time to time they were more and more subdued. It is because of these reasons that the need for women empowerment aroused.

Women's empowerment is the process in which women elaborate and

* Asst. Professor, Deptt. of Education, Joypur Panchanan Roy College, University of Calcutta.

recreate what it is that they can be, do, and accomplish in a circumstance that they previously were denied. Empowerment can be defined in many ways, however, when talking about women's empowerment, empowerment means accepting and allowing people (women) who are on the outside of the decision-making process into it. "This puts a strong emphasis on participation in political structures and formal decision-making and, in the economic sphere, on the ability to obtain an income that enables participation in economic decision-making." Empowerment is the process that creates power in individuals over their own lives, society, and in their communities. People are empowered when they are able to access the opportunities available to them without limitations and restrictions. Feeling entitled to make your own decisions creates a sense of empowerment. Empowerment includes the action of raising the status of women through education, raising awareness, literacy, and training. Women's empowerment is all about equipping and allowing women to make life-determining decisions through the different problems in society.

Women empowerment has become a significant topic of discussion in development and economics . It can also point to the approaches regarding other trivialized genders in a particular political or social context. Women's economic empowerment refers to the ability for women to enjoy their right to control and benefit from the resources, assets, income and their own time, as well as the ability to manage risk and improve their economic status and well being. Economic empowerment increases women's agency, access to formal government programs, mobility outside the home, economic independence, and purchasing power. Policy makers are suggested to support job training to aid in entrance in the formal markets. Formal education opportunities for women would allow for higher bargaining power in the home. They would have more access to higher wages outside the home; and as a result, make it easier for women to get a job in the market.

Strengthening women's access to property inheritance and land rights is another method used to economically empower women. This would allow them better means of asset accumulation, capital, and bargaining power needed to address gender inequalities. Often, women in developing and underdeveloped nations are legally restricted from their land on the sole basis of gender. Having a right to their land gives women a sort of bargaining power that they wouldn't normally have; in turn, they gain more opportunities for economic independence and formal financial institutions. Race has a huge impact on women's empowerment in areas such as employment.

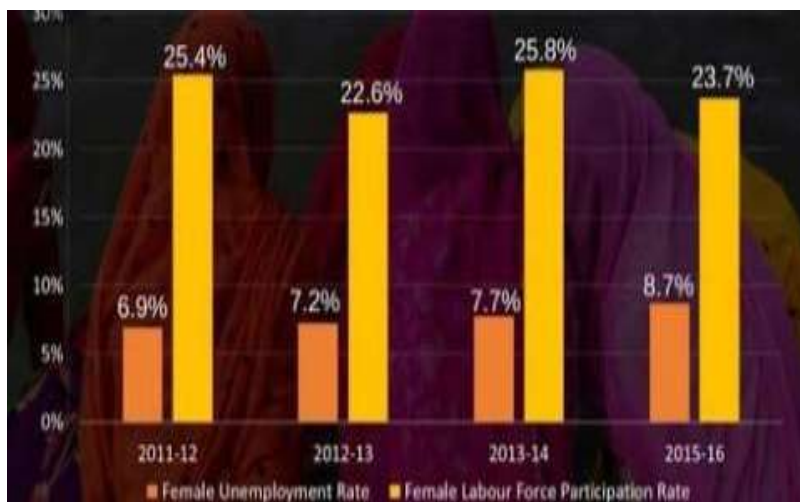
Another popular methodology for women's economic empowerment also includes micro credit. Micro finance institutions aim to empower women in their community by giving them access to loans that have low interest rates

without the requirement of collateral. More specifically, they aim to give micro credit to women who want to be entrepreneurs.

Political empowerment supports creating policies that would best support gender equality and agency for women in both the public and private spheres. Recommendations have been to increase women’s rights to vote, voice opinions, and the ability to run for office with a fair chance of being elected. Because women are typically associated with child care and domestic responsibilities in the home, they have less time dedicated to entering the labour market and running their business. Policies that increase their bargaining power in the household would include policies that account for cases of divorce, policies for better welfare for women, and policies that give women control over resources (such as property rights). However, participation is not limited to the realm of politics. It can include participation in the household, in schools, and the ability to make choices for oneself.

Women empowerment can be measured through the Gender Empowerment Measure (GEM), which shows women’s participation in a given nation, both politically and economically. GEM is calculated by tracking the share of seats in parliament held by women; of female legislators, senior officials and managers; and of female profession and technical workers; and the gender disparity in earned income, reflecting economic independence. Other measures that take into account the importance of female participation and equality include: the Gender Parity Index and the Gender-related Development Index (GDI).

INDIA’S MISSING WOMEN WORKERS



The table given above gives us an idea about the lack of opportunities to

which women are subject to. The above data gives us an accurate knowledge about it.

Education increases people's self-confidence and also enables them to find better jobs and they can work shoulder to shoulder with men. They engage in public debate and make demands on government for health care, social security and other entitlements. In particular, education empowers women to make choices that improve their children's health, their well-being, and chances of survival. Education informs others of preventing and containing the disease, and it is an essential element of efforts to reduce malnutrition. Furthermore, it empowers women to make choices that can improve their welfare, including marrying beyond childhood and having fewer children. Crucially, education can increase women's awareness of their rights, boost their self-esteem, and provide them the opportunity to assert their rights.

Despite significant improvements in recent decades, education is not universally available and gender inequalities persist. A major concern in many countries is not only the limited numbers of girls going to school but also the limited educational pathways for those that step into the classroom. More specifically, there should be more efforts to address the lower participation and learning achievement of girls in science, technology, engineering and mathematics (STEM) education.

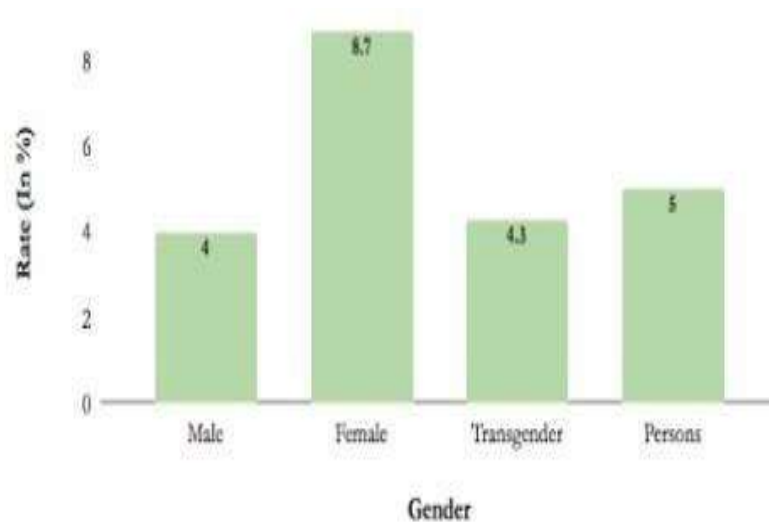
The growing access of the web in the late 20th century has allowed women to empower themselves by using various tools on the Internet. With the introduction of the World Wide Web, women have begun to use social networking sites like Facebook and Twitter for online activism. Through online activism, women are able to empower themselves by organizing campaigns and voicing their opinions for equality rights without feeling oppressed by members of society.

In recent years, blogging has also become a powerful tool for the educational empowerment of women.

With the easy accessibility and affordability of e-learning (electronic learning), women can now study from the comfort of their homes. By empowering themselves educationally through new technologies like e-learning, women are also learning new skills that will come in handy in today's advancing globalized world.

Often times, the internet is very useful as source of empowerment for women through its creation, dispersion, and utilization of hash tags on social media.

UNEMPLOYMENT RATE IN INDIA GENDER WISE



The most famous saying said by the Pandit Jawaharlal Nehru is “To awaken the people, it is the women who must be awakened. Once she is on the move, the family moves, the village moves, the nation moves”. In India, to empower the women, first it needs to kill all the demons killing women’s rights and values in the society such as dowry system, illiteracy, sexual harassment, inequality, female infanticide, and domestic violence against women, rape, prostitution, illegal trafficking and other issues. Gender discrimination in the nation brings cultural, social, economic and educational differences which push country back. The most effective remedy to kill such devils is making women empowered by ensuring the Right to Equality mentioned in the

Constitution. Giving priority to the gender equality facilitates women empowerment all over the country. To get the high level goal of women empowerment, it should be promoted from the childhood in each and every family. It needs women to be strong physically, mentally and socially. Since the better education can be started at home from childhood, the upliftment of women needs healthy family to bring a holistic development of the nation. Still in many backward areas, there is a trend of early marriage and childbirth because of the poverty, insecurity and illiteracy of the parents. In order to empower women, various steps have been taken by the government to prevent violence, social separation, gender discrimination and abuse against women. 108th Constitutional Amendment Bill (also called Women’s Reservation Bill) was passed to reserve one-third of the seats for women only in the Lok Sabha

to make them actively involved in every area. In other fields also the seats for women have been reserved for their active participation without any limitation and competition. Various mass campaigns need to be organized in the backward rural areas to make them aware about the real values of women and all the facilities available by the government for their bright future. They need to be promoted for the survival and proper education of female child to really bring the dream of women empowerment come true.

Gender inequality is the main social issue in India in which women are getting back in the male dominated country. Women empowerment needs to take a high speed in this country to equalize the value of both genders. Uplifting of women in all means should be the utmost priority of the nation. Inequalities between men and women in the society generate lots of problems which become a big obstruction in the way to success of nation. It is the birth rights of the women to get equal value to the men in the society. To really bring empowerment, every woman needs to be aware about their rights from their own end. They need to take positive steps and involve in every activities instead of only involving in the household chores and family responsibilities. They should know about all the happenings in their surroundings and country.

Women empowerment has the power to change many things in the society and country. They are much better than men to deal with certain problems in the society. They can better understand the disadvantages of the over population for their family and country. They are fully able to handle the economic conditions of the family and country through proper family planning. Women are capable enough to handle any impulsive violence in comparison to the men whether in the family or society.

Through women empowerment, it can be possible to change the male dominated country into the equally dominated country of rich economy. Empowering women may easily help to grow each and every member of the family without any extra effort. A woman is considered to be responsible for everything in the family so she can better solve all the problems from her own end. Empowerment of the women would automatically bring empowerment of everyone.

Women empowerment is the better treatment of any big or small problems related to human being, economy or environment. In few last years, the advantages of the women empowerment are coming out in front of us. Women are being more conscious about their health, education, career, job and responsibilities towards family, society and country. They are taking part in the every area and showing their great interest in each field. Finally, after long years of hard struggle they are getting their rights to go ahead on the right track.

Women empowerment can be defined in very simple words that it is making women powerful so that they can take their own decisions regarding their lives and well being in the family and society. It is empowering women to make them able to get their real rights in the society. As we all know that India is a male dominated country where males are dominated in every area and females are forced to be responsible for only family care and live in the home including other many restrictions. Almost 50% of the population in India is covered by the female only so the full development of the country depends on the half population means women, who are not empowered and still restricted by many social taboos. In such condition, we cannot say that our country would be a developed in the future without empowering its half population means women. If we want to make our country a developed country, first of all it is very necessary to empower women by the efforts of men, government, laws and women too.

State	Labor Force Participation Rate (%)	Unemployment rate (%)
Andhra Pradesh	60.6	7.9
Karnataka	58.2	2.5
Maharashtra	49.0	4.4
Rajasthan	56.2	20.4
India	51.4	9.9

Source: GOI, 2010

STATE WISE WOMEN UNEMPLOYMENT IN INDIA

The need of women empowerment arose because of the gender discrimination and male domination in the Indian society since ancient time. Women are being suppressed by their family members and society for many reasons. They have been targeted for many types of violence and discriminatory practices by the male members in the family and society in India and other countries as well. Wrong and old practices for the women in the society from ancient time have taken the form of well developed customs and traditions. There is a tradition of worshipping many female goddesses in India including giving honour to the women forms in the society like mother, sister, daughter, wife and other female relatives or friends. But, it does not mean that only respecting or honouring women can fulfil the need of development in the

country. It needs the empowerment of the rest half population of the country in every walk of life.

India is a famous country proving the common proverb like 'unity is diversity', where people of many religious beliefs are in the Indian society. Women have been given a special place in every religion which is working as a big curtain covering the eyes of people and help in the continuation of many ill practices (including physical and mental) against women as a norm since ages. In the ancient Indian society, there was a custom of sati pratha, nagar vadhu system, dowry system, sexual violence, domestic violence, female infanticide, parda pratha, wife burning, sexual harassment at work place, child marriage, child labour, devadashi pratha, etc including other discriminatory practices. All such type of ill practices is because of male superiority complex and patriarchal system of the society.

Socio-political rights (right to work, right to education, right to decide for themselves, etc) for the women were completely restricted by the male members of family. Some of the ill practices against women have been eliminated by the open minded and great Indian people who raise their voices for the discriminatory practices against women. Through the continuous efforts of the Raja Ram Mohan Roy, Britishers were forced to eliminate the ill practice of Sati Pratha. Later, other famous social reformers of the India (Ishwar Chandra Vidyasagar, Acharya Vinoba Bhave, Swami Vivekananda, etc) also had raised their voices and worked hard for the upliftment of women in Indian society. In India, the Widow Remarriage Act, 1856 was initiated by the continuous efforts of Ishwar Chandra Vidyasagar in order to improve the conditions of widows in the country.

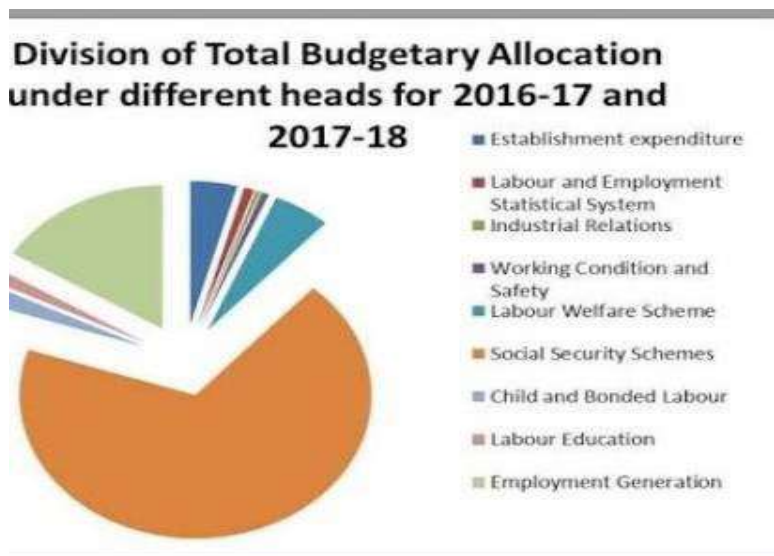
In the recent years, various constitutional and legal rights have been implemented by the government of India in order to eliminate ill practices and gender discrimination against women. However, in order to solve such a big issue, the continuous effort of everyone including women is required. Modern society is being more aware about the women rights which results in the increasing number of several self-help groups, NGOs, etc working in this direction. Women are being more open minded and breaking the societal barriers in order to achieve their rights in all dimensions even after crimes are going side by side.

Some of the acts passed by the Parliament are Equal Remuneration Act-1976, Dowry Prohibition Act-1961, Immoral Traffic (Prevention) Act-1956, Medical termination of Pregnancy Act-1971, Maternity Benefit Act-1961, Commission of Sati (Prevention) Act-1987, Prohibition of Child Marriage Act-2006, Pre-Conception & Pre-Natal Diagnostic Techniques (Regulation and

Prevention of Misuse) Act-1994, Sexual Harassment of Women at Work Place (Prevention, Protection and) Act-2013, and so on in order to empower women with legal rights.

In order to provide safety to women and reduce crime against women in India, government has passed another act Juvenile Justice (Care and Protection of Children) Bill, 2015 (especially after Nirbhaya case when an accused juvenile was released). This act is the replacement earlier Indian juvenile delinquency law of 2000 (Juvenile Justice (Care and Protection of Children) Act, 2000) in order to reduce the juvenile age from 18 to 16 years in cases of heinous offenses. In order to really bring women empowerment in the Indian society, it needs to understand and eliminate the main cause of the ill practices against women which are patriarchal and male dominated system of the society. It needs to be open-minded and change the old mind set against women together with the constitutional and other legal provisions.

REMEDIES FOR WOMEN HARASSMENT IN INDIA



Bibliography

All the details given are collected from the following sources:

- A collection of Essays
- Google. Com
- Hindustan Times
- One Fifty One Essays
- The Times of India
- Upinder Singh : A work on women
- WWW. WIKIPEDIA. COM
- Yahoo. Com

Education Among Minority Muslim Girls At Secondary Level: A Study In Kolkata District

Sufia Mahmood*

Introduction

India being a multi-cultural, multi-ethnic and multi-linguistic country, people belonging to various religious faiths live side by side Muslim are one of them who comprise of the largest Minority group in the country. With a population of 12Cr in absolute number in India the population in W.B is 10Lakh the Muslim population is 2.5Lakh which constitutes 26.86% of the state population and thus put signature of the second largest state religious group and the largest minority groups in west Bengal according to census report 2011.¹

West Bengal is the fourth most popular state in the eastern region of India. Accounting for 2.7% of India total area 78% of the country population and rank first in terms of density of population which is 904 per square km. Muslims are the dominant minority and account for 27% of the total population of the state with 72% of people living in rural areas, the state of west Bengal is primarily an agrarian state with the main produce being rice and jute about 31.8% total population lives below the poverty line.

The union governments setup the national commission for minorities under the national commission for minorities' act 1992. Six religious communities Muslims, Sikhs, Christians, Buddhists, Jains & Zoroastrians (Paris) have been notified as minorities' communities by the union governments.

Education is the most powerful weapon for fighting ignorance and illiteracy and to bring about a lasting social change, for a country progress is measured by its level of education. The universal right to education which is basic to

* Research Scholar Arabic, Persian, Urdu & Islamic Studies Visva-Bharati University Santiniketan.

the quality of life is denied to these under privileged classless and minority community specially education.

Minorities Literacy Rate

The literacy rate in West Bengal is not so bad and it is higher than the national average the literacy rate is W.B. is 68.64% against the national average of 64.85% Rural literacy rate in W.B is 63.42% and urban part of the W.B. literacy rate is 81.25% there is also interreligious. Inequality in literacy level (Waheed 2006, International Journal of Humanities & Social Science Invention).

Population	Muslims	Christian	Sikhs	Buddhists	Janis	Total
Male	66.61	77.20	91.37	83.09	96.96	72.02
Female	49.75	62.30	81.98	66.22	88.87	59.61
Total	57.47	69.72	87.19	74.73	92.81	68.64

The comparison of literacy rates with major religious groups found that Muslims have the lowest literacy rates among all. The literacy rates of different religions are as follows: Muslims 54.47 per cent, Christians 69.72 per cent, Sikhs 87.19 per cent, Buddhists 74.73 per cent, and Janis 92.81 per cent. (Minorities' literacy Rate (2012), Islam and Societies Report West Bengal.)

Education of women / girls is the most effective channel for reducing the inequalities between men and women thus ensuring the maximum participation of women in the development process. Girls are less likely to access school to remain in school or to achieve in education.

Review of Related Literature

Ahmed, M.A (1985) found that:-The assumption that more facilities for minority education would provide better education was not support, the rights to culture and educational self-determination created hurdles, the making of a strong neutron and a national education programmer was not possible without the assimilation of minorities in the national mainstream.²

- **Pathan, N.M. (1986) Major Findings:** - The illiterate Muslim women mainly belonged to the age group of 30 to 40, The number of children in a family was seven or more and the women were quite aloof from the concept of a small family, Giving less education to the girls was the common attitude in the patents both rural and urban areas and The practice of early marriage was seen especially among the rural literate Muslims.³
- **Bhattacharya Smritikana (1992) Major Findings:-**Intelligence and academic achievement were positively related, the poorer the mental ability, the poorer was the scholastic achievement and Poor mental ability was not the only cause of scholastic backwardness, personality characteristic

such as extroversion, introversion, home and school factors like attitude towards the school, towards teachers, towards different subjects of study economic and educational condition of the parents affected the educational achievement of the students.⁴

- **Mondal, Rahim Sikh (1992) Objectives Of The Study:-**To investigate the state of education among the Muslims of rural West Bengal on the basis of their attitude towards education and to identify various factors responsible for their educational backwardness by analyzing the socio-economic cultural environment of Muslim community. To formulate a way through which emancipation of the Muslims from illiteracy and ignorance can be achieved.⁵

Statement of the Problem

There are few studies available in this matter. Show the researcher took initiative to study on this regard the problem of the study was as follows “Education among Minority Muslim girls at secondary level in Kolkata”

Objective of the Study

The Objective Of The Study Was Following

- To study the educational opportunities of students at secondary level (9\$10) in West Bengal board of secondary education.
- To study the educational opportunities of students at secondary level at
- To compare the educational opportunities of students at higher Secondary level in WBBSC and students at higher secondary level in Madarsha board.

Research Question

Research question on the basis of objective following research question were formed.

- Whether there are enough educational opportunities available for the students at higher secondary level in WBBSC?
- Whether there are enough educational opportunities available for the students at higher secondary level in Madarsha board?
- Whether have there any differences on educational opportunities available to the students at higher secondary level in WBBSC and students at higher secondary level in Madarsha board?

Delimitation of the Study

The present study was delimited to study the effect of minority girl’s education at secondary level in West Bengal in Kolkata district.

- 1.**Area:** Study was conducted in the secondary school of Kolkata district.

2.Class: Study was conducted for class 9 and 10 secondary level.

3.Sex: Study was conducted for only girl’s minority students.

4.Religious: Study was conducted for only Muslim’s minority girl’s students.

5.School: Study was conducted on Urdu medium girl’s school and Urdu medium girl’s Madarsa.

Methodology

It Was A Qualitative Research Work.

Variable

The independent variables were WBBSE & Madrasahs Board.

The Dependent Variables were Student Educational opportunities.

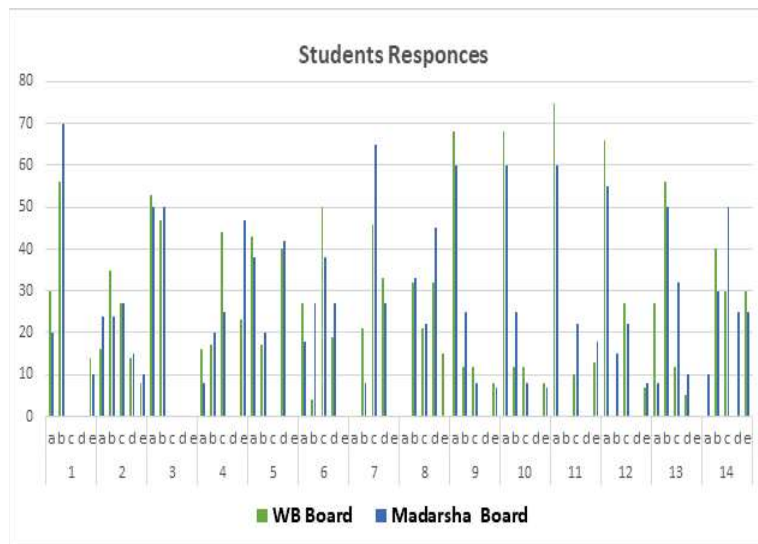
Tools

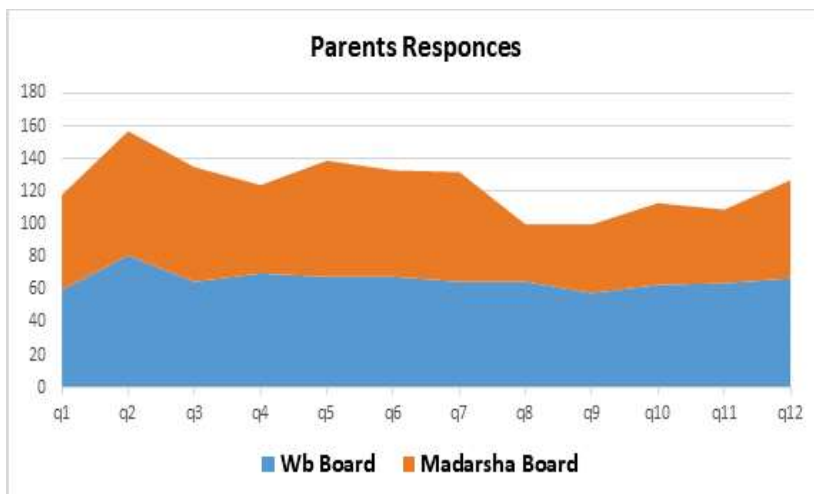
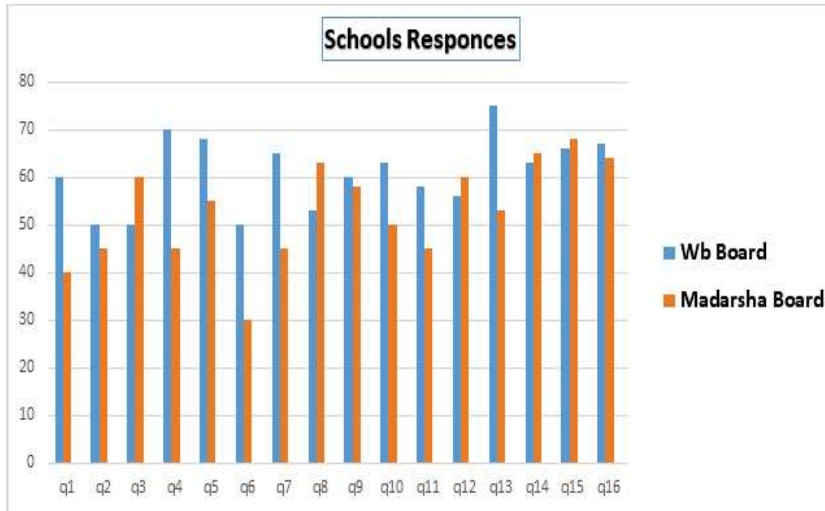
The Following Tools Will Be Used For The Study.

Interview techniques was use to collect the data. Admission: and Attendance Register were are used to collect data

- **Admission:** - To collect Primary data of selected Students (Drop-out, Enrolment, and retention).
- **Attendance Register:** - To find out the regular Students.

Graphical Presentation of Data





MAJOR FINDINGS

The Researcher Has Found

The Findings Of The Study About School Are As Follows.

- As compare to infrastructure W.B School has more facilities than M.B School.
- Both Schools have lack of purified water.
- The majority of Student in W.B School increase then M.B School.

- After checking admission register and daily attendance register we found that the ratio of drop-out students is more than in W.B. Schools than in M.B. school.
- Playground of both school need to be repair and to be broad.
- In W.B. & M.B. schools there are greater no of students but lack of permanent teacher. Casual and part time teacher fill their place.
- When we talk about schools classroom they are well and good broad but some classes need more than one fan.

The Findings Of The Study About Students Are As Follows.

- Some students say that they were afraid to ask question as their teacher's strict behavior.
- According to students both schools teachers use blackboard during science & math classes only.
- Student get punishment if they didn't brought book or if did misbehave with any students
- School didn't provide modern methods of teaching.

The Findings Of The Study About Parents Of The Students Are As Follows.

- According to some parents of Madrasah boards they are not interested about their child better education, at the certain age if they suffer any kind of problem, they will quite their child's education on the other hand west Bengal board parents are serious about their children better education.
- Parents of M.B Schools say that school help parent's teacher meeting.
- Teachers of both schools say that they held competition with other schools but parents didn't totally agree with them.

Conclusion

The Literacy status as well as the educational standard of the Muslims than other minority groups was found to be very poor. The major problems the Muslims minority faces in education include a mixed system of administration, out dated text books, poorly-educated teaching staff and the absence of an efficient school curriculum. Poor Educational opportunities was not the only cause of scholastic backwardness, home and school factors like attitude towards the school, towards teachers, towards different. Subjects of the study economic and educational condition of the parents affected the educational achievement of the students.

References

- Ahmed, M.A. (1985) Placement of Education of Minorities in Secular India and its Role
- Bhattacharya, S. (1992) "The problems of Scholastic backwardness of adolescence girl students in all around Calcutta in the University of Calcutta."
- Mondal, R.S. (1992) State of Education among the Muslim of West Bengal A Study in aspects of their Educational status, prospects.
- Pathan, N.M. (1986) A Critical Study the Causes Responsible the Educational Backwardness of the Muslim Women and Means for Improvement.
- West Bengal Census Report (2011)

Education of Muslim Girls: A Comparative Analysis

Harim Qudsi*

Introduction

Education is the beacon light for the awakening of the society. Education is a very important means for upward mobility and integration into the economy and society and if a large chunk of women are left behind overall development will take a back seat. (Pande, 2006). According to Islam, education is a birth right of every woman. The Quran calls to both men and women to get knowledge. Islam puts significant emphasis to acquire knowledge to women. The famous saying, "Educate a man and you educate an individual, educate a woman and you educate a family". Islam not only gives due respect to the women but it also draws great attention to their education (Khatun, 2016).

India is a land of vast diversity, where people of different beliefs, values, culture and faith live together. In a country that upholds the second largest population in the world i.e. 1.21 billion, the minority group constitutes 20.2% of the overall population. The term "minority" is derived from the Latin word "minor" which refers to people who are small in number. As defined by the constitution of India there are two groups of minorities i.e. linguistic and religious minorities. The National Commission for minorities in India has identified six religious minority groups, these are Muslims, Sikhs, Parsees, Buddhists, Jains and Christians, while the Hindus constitute the majority group. According to the 2011 census Muslims make up the largest minority group 172.2 million (14.2% of the total population), Christians make up the second largest minority 27.8 million (2.3% of the total population) followed by Sikhs 20.8

* Research Scholar, (UGC-NET-JRF) RIE-BBSR(NCERT), Utkal University.

million (1.7% of the total population) , Buddhist 8.4 million (0.7% of the total population) and the Jains 4.5 million (0.4%) of the total population.

Education is the most important tool for socio-economic development of the country. Education acts as an important parameter for social mobility. The constitution of India provides various safeguards for education of minority groups in India:

Article 29 Protection of Interests of Minorities

- Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same
- No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them
- Article 30 Right of minorities to establish and administer educational institutions.
- All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
- The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.
- Article 21A Right to Education: talks about free and compulsory education to each and every child from 6 to 14 years of age.

Educational Status Of Females Among Different Minority Groups

According to the Census 2011, the literacy rate of India is 74.04%, where the literacy rate among male is 82.14% and female literacy rate is 65.46%. There is large gap of 16.68% between male and female literacy rate in India. Gender disparities in education and all other social and demographic indicators reflect the unequal position of girl and women in highly sexist gender discriminatory social order (Bano, 2017). Besides this gender differences in level of Education there is also disparity in level of education among females belonging to different minority groups.

The educational status of the different minority groups could be compared on following points:

1) Literacy Rate

Table 1:
Literacy Rate Among Different Minority Groups

	2011		
Community/ Caste	Person	Male	Female
India	74.04	69.76	55.98
Hindu	73.3	70.78	55.98
Muslim	59.1	62.41	51.9
Christian	80.3	84.4	76.78
Sikh	75.4	71.32	63.29
Buddhist	77.27	81.3	65.6
Jain	94.9	97.4	90.6
Others	50.38	59.38	41.38

According to the above table it could be concluded that the highest female literacy rate is found among the Jain minority group and the lowest female literacy rate is found among the Muslims(51.9%). The female literacy rate among Christians and Jains is above national average literacy rate of 74.04%.

Education is one of the important social indicators having bearing on the achievement and the growth of an individual as well as community (Bano,2017). The minority groups whose female literacy rates lies below the national average are Budhhist, Muslims and Sikhs. The Female literacy rate is the lowest amongst all the groups.

2) Gender Gap In Literacy

Both male and female among the Jain minority group have a high female literacy rate of 97.4% and 90.6% respectively and not much difference could be found among the literacy rates of the two groups. Followed by Jains there is Christian community whose male and female literacy rate is 84.4% and 76.78% respectively. Thus the two communities have much gender gap of less than 10 in the male and female literacy rates. There is a large Gender gap among male and female literacy rate among Buddhists followed by Muslims.

Educational Attainment in Different Socio-religious Groups:

According to Post Evaluation Sanchar Committee report (2011-12) of the educational attainment of different Socio-religious groups has found that the gender disparity among Muslims is educational attainment is highest among the total Hindus than that of other socio-religious groups. In the urban population the gender disparity is 4 percent point among the Muslim male and female.

Table 2:
Graduate and Above, Persons Aged 20 and Above (2011-12)(Urban)

SRCs	Male	Female	Gender Disparity
All Hindus	27	19	8
Hindu SC/ST	14	9	5
All Muslims	10	7	4
Other minority groups	28	23	6

Table 3:
Women Graduates in different Communities

Religious Community	Female Graduates
Hindu	37.5
Sikh	49.9
Muslim	36.65
Buddhist	38.15
Jain	44.8
Christian	49.8

According to the India Today reports, women are leading in higher education. An unprecedented figure of 36.65 per cent Muslim women graduates have been recorded and similarly, in other communities, 44.8 per cent Jain women, 49.8 Christian women, 49.9 percent Sikh women, 38.15 per cent Buddhist women and 37.5 percent Hindu women are recorded as graduates.

Dropout Rate Among Different Socio-Religious Groups

According to post Sachar evaluation report a sharp drop out rate was seen among all socio-religious groups. At the age of 7 about 100% attendance is observed among Muslims, Hindus and other minority groups. But attendance was only 90 percent among Muslims and nearly 94 percent among SC/ST communities. This improved to a highest of 94 percent among Muslims and 97 percent among SC/ST at the age of 9 years. The drop out is very high from the age of 10 years for these two groups, Muslims and SC/ST. The drop out from school starts for Hindu OBC and upper castes at 11 years slowly and sharply only after 14 years. For Muslims and SC/ST, however, the drop rate is sharp after the age of 13 years. (Post Sachar Evaluation report, 2014). Overall, while drop out occurs in all social groups, it begins early for Muslim and SC/ST children. Among the Muslim community girls are first to be pulled out of school.

Conclusion

Despite the various policies and Committees established by the Government for Minority Girls, Muslim girls lag much behind the other religious groups. The need of the hour is to assess the policy framework where they fail to bring the desired change. Minority policies should be developed for girls, besides, taking into account the religion, the background of people, their socio-economic status and the context of the society should also be considered. Therefore, the development of the society will bring about overall momentum in growth and development of the nation.

References

- Bano, F.(2017) Educational Status of Muslim Women in India: An Overview, IOSR Journal Of Humanities and Social Science, Volume 22, Issue 6, Ver. 3, PP 10-13 e-ISSN: 2279-0837, p- ISSN: 2279-0845. Retrieved from www.iosrjournals.org on 25th November, 2018.
- Census of India (2011): Population by Religious Community retrieved from <http://www.censusindia.gov.in/2011census/C-01.html> on 25th November, 2018.
- Census of India (2001): Education level by religious community and sex for population age 7 and above Retrieved from http://censusindia.gov.in/Tables_Published/C-Series/C-Series_link/C9_India.pdf on 25th November, 2018.
- Census of India (2011): Distribution of Population by Religion. Retrieved from http://www.censusindia.gov.in/Ad_Campaign/drop_in_articles/04Distribution_by_Religion.pdf on 25th November, 2018.
- Census releases report on education level: 42 per cent Muslims are least educated (2016, September1). Retrieved from <https://www.indiatoday.in/education-today/news/story/muslims-census-2011-education-338581-2016-09-01> on 25th November 2018.
- Khatun, J. (2016) Islamic Education in India with Especial Reference to the Women Sector of India, International Research Journal of Interdisciplinary & Multidisciplinary Studies, Volume- II, Issue-VIII, Scholar Publications, Karimganj, Assam. Retrieved from <http://www.irjims.com> 25th November,2018.
- Pande, R. (2006) Muslim Women and Girl's Education: A Case Study of Hyderabad, Journal Of Education in India, Vol. 32, No.1. <https://www.researchgate.net/publication/236115614> retrieved on 25th November, 2018.

IMPORTANCE OF EDUCATION IN CURRENT ISSUES

Syeeda Amaan*

Introduction

Education is very important. No one would argue about the validity of this statement. Most of the time, the scarce resources of a good school education is only available to a few elite members of the society. Education is the most important component of various components of our social infrastructure. The well educated and the properly trained manpower can accelerate the pace of economic development.

India has reached remarkable achievements in the economic sector and this brought a lot of changes in the educational sector. By quality of manpower, we mean the efficiency and productivity, of work force. The efficiency of the manpower depends on many important factors like health and nutrition, education and training, housing facilities safe drinking water and sanitation etc.,

Since the country's independence in 1947, the Indian government sponsored a variety of programs to address the problems of illiteracy in both rural and urban India. Maulana Abul Kalam Azad India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. If the country wants and improve the educational system they should provide more programs and workshops that can help built a well balanced individual.

* Deptt of Education, Park Circus Campus Aliah University, Kolkata.

Current Issues

The problems of the education system in India are of grown concern and this concerned has not been ignored. The budget for education has been increasing over years. Today the education policy favors those who are rich and affluent. The majority of the Indian population is poverty stricken. Government schools for these people have poor management and poor quality education. Most of the quality education is provided by private school affiliated to CBSE and CISE whose curriculum advanced and in conformity with the world wide education system. Not all are able to afford these schools and are deprived of quality education. Education policies are also misused by politicians and try to mold these to achieve their political motives. Education is Business for the politicians and manipulation tool for bureaucrats. Seats are reserved for the like of there, leaving deserving ones biting the dust selfish motives make them blind to achieve the more important nation's motive. Power and control are great weapons and if those controlling it are selfish and corrupt.

Population of India

India is the second most populous country in the world. The population of India is still increasing in one minute there are about 51 births in India. India represents almost 17.31% of the world's population. In a country, where the sex ratio favors females, automatically, translates into a greater number of illiterates. The individual population of some of its states is equal to the total population of many countries. Illiteracy of large population therefore supports further illiteracy.

Lack of Funds

The lack of sufficient funds is the main problem in the education system. Due to insufficient funds most educational institutions lack the needed infrastructure, science equipment and libraries etc., due to this reason, desired results cannot achieved. If funds are available, they are not being used effectively. The lack of funds hampers education and many times, the funds are just inadequate to solve the needs of the issue. The situation is worse in rural areas where funding is a major problem as it fuels other problems like shortage of staff, lack of interest and motivation amongst teachers, an insensitive attitude of the education department, lack of proper infrastructure and others. While discussing the importance of education, Educators must inspire their students and want to do more in their lives. They should be able to help their students realize the importance of education. A large number of teachers refuse to teach in rural areas and those that do are usually under qualified. Many teachers lack enthusiasm due to the meager salary. Lack of books and learning material seem to be a wide spread problem.

Lack of Space

A large number of primary schools have no building. Not to talk of the basic facilities like furniture, drinking water, urinals, electricity and study materials etc., so the dropout rate is very high and in the primary and secondary levels, there is much cause for concern. Education is business for the politicians and manipulation tools for bureaucrats. Seats are reserved for the like of those, leaving deserving ones biting the dust self fish motives make them blind to achieve that more important national motive. Power and control are great weapons and if those controlling it are selfish and corrupt then we are on a down word slope.

Shortage of Jobs

Development of technical and vocational education is quite unsatisfactory. So our education is unproductive. The number of educated unemployed persons is increasing day by day.

Earning money and taking care of family becomes a primary issue in one's live. Education stands a little or no change of pursuances. Education for such is a luxury and it becomes useless when they see that even the educated are having a tough time finding a job. Poverty struck peoples pass on a negative attitude rewards education which continues with every new generation. Those who start earning money see it as the only motive of life and ever after they are educated. They are still looking out for work.

Rural Education

Children living in rural areas receive a level of education which is very poor, the outcomes is then obvious. A large percent of dropouts are female children. They are forced by their parents to perform chores and tend the families at home. The life style of villages is largely dominated by culture and tradition whose outlook towards education is not favorable even for the boys. The medium of instruction particularly, difficult in rural students who are not well versed in English, cannot study science, mathematics etc., properly English. They suffer a lot as Indian languages are still under developed.

Involvement of Citizen

Indian citizens rarely raise their voice, issues. They cannot raise their voices on things which they themselves are not confident. Mass protests are more politically motivated their people -motivated. Education, the authorities, themselves, does not encourage participation of parents or common people whilst making an issue when there are so many disparities amongst the Indian populace. These too are the effects of illiteracy what emerges are curriculums as mentioned in faulty education policies. What also emerges are other

malpractice like inadequate supervision, absolute education methods, misuse of funds, misuses of food items meant for children, old methods of evaluation and so on.

Lack of Teachers

The causes for the problems of the education system in India are multifaceted and they themselves manifest more problems. It is a vicious cycle where some factors encourage another factor or one inter dependent. This makes them ever more lethal than thing already are.

The reason behind the shortage of teachers is that a job. Under the Indian Education system is a road filled with bumps and depressions. The teaching field is itself challenging and if more challenges are thrown in front of the struggling teachers, they will not only fret and fume, they will advise others to abstain from this field. The objective of providing quality, education takes a back seat. Financial factor, lack or absence of incentives and opportunities keeps even the efficient Indian educator away from this field. The problem of that education system in India is grave concern and that concern has not been ignored.

Desire for Further Developments

Education provides children with life skills that will enable them to prosper later in life. It equips children with the skills to maintain a healthy and productive existence, to grown into resourceful and socially active citizen. Education also transmits more abstract qualities such as critical thinking skills, health skills, healthy living and self confidence. An educated adult population is vital for strong economic development.

The current education system in India does not reward original thinking. Deviance is greatly discouraged in this country. Memorization is skill the most common way of learning, in the system of education in India. Memorization is not exactly learning.

The government should make sure the systems of education in India provide a way to encourage critical thinking. They should provide programs that would create opportunities to analyze and solve problems with innovations.

Solutions to Educational Problems

- Teachers need to be professionally trained
- Frequent curricular revisions, to remove and edit obsolete chapters and bring quality Education.
- Awareness campaigns in rural areas to negate the negative attitude of the rural population.
- Education portfolio should be given to education experts

- Private sectors, contributions from philanthropists and industry should be encouraged.
- An attenuate examination process in the form of internal assessment can be set up where students are evaluated by their teachers.
- The failure of education in our country today is a much about the failure of the discourse on education as it is about the failure of the school curriculum. Education is indeed a source of power.

Conclusion

- **However The Situation Is Improving Swiftly:** The focus should be on developing students into socially, politically, morally sound individuals and introducing them to vast areas of education rather than making them just degree holders, limiting their capabilities to select career options. I believe education is the key towards being a developed country and India should intently focus on improving it highly.
- **We Need And First Confront The Discursive Challenge However;** we need to recognize that India is now grappling with dual or double discourse in education with the same stake holders articulating contradictory views. We need not yield to claim that hierarchy in the culture or philosophical frame work within which people function, as argued by some scholars. The conventional parameters need to be thrown out and a Sense of curiosity should arise in oneself, only then will “Education achieve” its real meaning and purpose in life.

References

Armour, K. & Duncombe, R. (2004). Teachers’ continuing professional development in primary physical education: Lessons from present and past to inform the future. *Physical Education and Sport Pedagogy*, 9(1), 3-22.

Epstein, J., & Sheldon, S. (2006). Moving forward: Ideas for research on school, family, and community partnerships In C. Conrad & R. Serlin (Ed.) *SAGE handbook for research in education: Engaging ideas and enriching inquiry*, California: Sage Publications

National Education Policy 1986

The aims of Education

Democracy and Education

website of National Informatics Centre Retrieved on 12-07-2018

website of HRD Ministry” Rashtriya Madhyamik Shiksha Abhiyan” Retrieved on 02-08-2018

NCERT -2009

ATTITUDE OF TEACHERS TOWARDS TEACHING ENGLISH AS A FOREIGN LANGUAGE IN INDIA

Deepika Adhikari*
Nita Mitra**

Background:

With the advent of British colonialism, English found its place in the Indian education system. During its rule, the Christian missionaries came with the idea of propagating their religion through education. Prior to that, there had been education only to British people; however the English East India Company decided to educate the natives so as to create a feeling of awe and respect for Europeans. Meanwhile, among the Indians there was a certain demand for western knowledge. English was the language of education and the means for dissemination of western morals and values. Taking an advantage of this, in 1835 Lord Macaulay wanted to educate “a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect.” During Macaulay’s regency a rapid growth of English schools and colleges were seen in India. Around the end of the 19th century numerous English medium schools sprang up because by that time English had become the passport to jobs and administration. Nevertheless, English language as a subject has witnessed a global popularity and most of the non-English speaking countries are keen in learning it, for it determines a higher status, value and acceptance. However, even in 1902, the Indian universities commission stated that “many students pass through the entire university without...command of the language.” (Krishnaswamy and Krishnaswamy, 2006). The problem of attaining English language, may it be at the primary level, elementary level, secondary level or higher level is still persistent. It may be pointed out that, people who are

* Asst. Professor, Vidyasagar College of Education.

**Associate Professor, Siliguri B.Ed. College.

interested in learning English have different motivation and attitude toward that language. Moreover, in the context of foreign language the teaching and learning process is affected by factors such as attention, motivation, learning achievement, teaching methods, anxiety, interest, intelligence, personality etc. Thus, it becomes vital for the teachers to take these factors into regard while teaching the subject as a second language to those for whom English is not the mother tongue.

Conceptual Framework:

Concept of Foreign Language:

Foreign languages, while being available, are not the integral part of the socio – cultural and linguistic contexts in which one lives. In such cases language is learnt and used for restricted, individual purposes, it is called a foreign language. These languages don't form a part of the communities' verbal repertoire and there is no social or educational pressure to learn these languages, in the sense that the daily routine does not require one to learn those languages either for education or for personal interaction with other people within the country.

English as a Foreign Language:

English as a second or foreign language is the use of English by speakers with different native languages. Instruction for English-language learners may be known as English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of other languages (ESOL). English as a foreign language (EFL) is used for non-native English speakers learning English in a country where English is not commonly spoken. The term ESL has been misinterpreted by some to indicate that English would be of secondary importance. However, it simply refers to the order in which the language was learned, consistent with the linguistic terminology of second-language acquisition. The term ESL can be a misnomer for some students who have learned several languages before learning English.

Concept of Attitude:

The term attitude first used to denote “the sub-total of man's inclination and feelings , prejudice or bias , preconceived notions , ideas, fears, threats and convictions about any specific topics” (Thurstone and Chave,1929). Good (1959) defines attitude as “a readiness to reaction towards or against some situation, person or thing in a particular manner for example Love or Hate”. Attitude is a tendency to react favourably or unfavourably towards a designated class of stimuli such a national or racial group a custom or an intuition (Anastasi, 1982). Young (1951) says that an attitude is a learned and more or less generalized and effective tendency or predisposition to respond in

a rather resistant and characteristic manner usually positively or negatively in reference to some situation, idea, value, material object or class of such objects or person or group of persons.

Thrust Area of This Study:

In this study we have collected opinions of the English teachers of the hilly and hill-adjacent areas of Darjeeling district so as to get a pattern of attitude of Indian teachers of English towards English teaching.

Review of Literature

Darwish (2017) found that teachers' attitude reflected on their passion to learn more about this language and its culture. Moreover, some teachers associate English language teaching with the language of the British colonialism. Others see English simply as a means of doing business and making money while the study conducted by Murat (2017) suggested age to be the factor which created a considerable difference on language teachers' attitudes towards grammar teaching. Reeves (2006) found a neutral to positive attitude of secondary teachers towards including English language learning in the mainstream classrooms however, in a study conducted by Ghazo and Smadi (2013) it was revealed that the teachers' attitude and their teaching competencies towards English language teaching was moderate to negative. Elyildirim & Ashton-Hay (2006) suggested that English as a Foreign Language (EFL) teachers should recognize that all students possess positive and negative attitudes in varying degrees, and that the negative ones can be changed by thoughtful instructional methods, such as using materials and activities that help students achieve an "understanding and appreciation of the foreign culture" (Brown 2000, 181). A research studied in Mazandaran by Sabokrouh (2018) indicated that teachers' current level of English proficiency and EIL (English as an International Language) attitude toward the English language were the significant predictors for teachers' English teaching-specific efficacy beliefs or confidence. Ahmed (2015) stated that the attitude towards English language learning and using the language in various domains of usage of a Malaysian university is extremely positive.

1. Based on the above reviews it can be asserted that the following attitudes are essential for an English teacher to become competent in teaching the subject as a foreign language discipline:
2. A teacher must have a positive tendency towards teaching English as a foreign language in a country like India. It is so because teacher's attitude towards teaching plays a major role in shaping the attitudes of students towards learning.
3. The intrinsic rewards, such as responsibilities, a sense of self-worth and

accomplishments, play an important role in enhancing the positive attitude and motivation.

4. A great majority of the teachers should have positive attitude towards the significance of active learning method as it enables English language students to participate actively in English language classes.
5. The research results have shown that teaching English is sometimes difficult because every student has his own learning styles in the classroom thus their classroom activities should be linked with learning experiences.
6. The content of English textbooks should be appropriate, stimulating, and full of variety so that it becomes interesting for both the teacher and the learners.
7. Al-Ghazo and Smadi suggest that English teachers must try to renew their teaching methodology to cope with global and local developments in this field.
8. EFL teachers should embrace the latest technological advancements, such as, use of ICT in order to develop their linguistic skills.
9. Grammar-translation method should be replaced with constructivist, collaborative methods of teaching. Teacher should act as a facilitator and guide. The students should be given scope to create their own answers.
10. In a country like India, wherever and whenever possible, it is ideal to have a Learning Resource Centre with the teacher as its guide, since it has been proven that students do improve after they have used this kind of resource: “a Learning Resource Centre gives a tremendous ignition to the desire of a learner to speak English and provides the ambience of English. The learner’s accent, pronunciation, stress, tone, etc. Are controlled and modified according to the standard pattern” (Bhushan, 2011).

All these observations are interesting. However, they do not reflect upon the nature of attitude towards teaching of English as a foreign language or a second language of equal importance compared with the mother tongue. Therefore, we have decided to carry on the study reported here.

Objective of the Study:

To determine the attitude of Indian English Teachers towards English Teaching.

Methodology:

- **Tools Used:** Self-made questionnaire
- **Sample:** Purposive; from the English teachers of the hilly and hill-adjacent areas of Darjeeling district.

Results:

The attitude of teachers towards teaching of English is quite positive. Teaching of English is of equal importance compared with the mother tongue. This should be read with the observations from the review of literature : it is unavoidable that the teaching of English need special skills and challenge that is quite different from teaching a foreign language

Conclusion

English in India is learnt and used as a Second language. It is a second language and not a foreign language because it has become a part of Indian national and socio – cultural reality. English is as much part of the Indian linguistic scene as any other Indian language. English is everywhere, i.e. in the administrative and bureaucratic contexts of India, its trade and commerce, its judicial set-up, and even personal communicative need. From the study it appears that the teachers teaching in India must realize the importance of English as being a part and parcel of the Indian culture, and when it is imparted to the students it must be dealt in the same way as the first language teaching. From the review of literature it becomes unavoidable that the teaching of English need special skills and challenge that is quite different from teaching a foreign language. The anxieties related to teaching of English to Indian students are also different in nature. For Indian students English is foreign and at the same time unavoidable in Indian socio-cultural and economic scenario. The authors are now involved with that work results of which will be reported elsewhere.

References

- Ahmed, S. (2015). Attitudes towards English language learning among EFL learners at UMSKAL, *Journal of Education and Practice*, Vol. 6 (28), 6-16.
- Al-Ghazo and Smadi (2013). Jordanian Teachers' attitudes towards foreign language teaching and their relationship to these teacher's classroom practices. *Journal of Education and Practice*, Vol.4 (17), 62-86.
- Conceptual framework of the study. Retrieved from shodhganga. infibnet.ac.in.
- Darwish, S. (2017). Teachers' attitude toward a foreign language: Factors effecting the target language teaching process, *International Journal of English language teaching*, Vol. 5 (6), 1-10.
- Elyildirim, S. and Ashton-Hay, S. (2006). Creating positive attitudes towards English as a foreign language, *English Teaching Forum*, Vol. 44 (4), 2-21.
- English as a second language. Retrieved from <https://www.jstor.org>. Murat, P. (2017). Teachers' attitudes towards teaching English grammar: A scale development study, *International Journal of Instruction*, Vol. 10 (4), 379-398.
- Reddy, V. and Sudhakar, K. (2017). A study on attitude of teachers towards teaching profession. *The International Journal of Indian Psychology*, Vol. 4 (3), 130-136.

Reeves, J.R. (2006). Secondary Teachers' attitudes towards including English-language learners in Mainstream classrooms, *Journal of Educational Research*, Vol. 99 (3), 131-142.

Sabokrouh, F. (2018). The effect of EFL teacher's attitude toward English language and English language proficiency on their sense of efficacy, *English language teaching*, Vol. 11 (7). Retrieved from www.ccsenet.org.

The attitude and motivation of English language teachers towards the use of computers.

Retrieved from www.researchgate.net.

OPPORTUNITIES AND CHALLENGES FOR ATTAINING SUSTAINABLE DEVELOPMENT IN INDIA

Mukesh Kumar*

Introduction

Sustainable development (SD) refers to a mode of human development in which resource use aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come. The term 'sustainable development' was used by the Brundtland Commission which coined what has become the most often-quoted definition of sustainable development: "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Political action followed with the UN (international countries to promote peace) Conference on Environment and Development in Rio de Janeiro" (state of Brazil) in 1992 formed a summit known as the "Earth Summit", (kind of conference) the Conference approved Agenda 21, an action programme for sustainable development in the 21st century. World leaders also approved the Rio Declaration, a set of principles to guide future multilateral environmental agreements. These include the "polluter pays" principle (manufacturers pay for the pollution as eco tax), the precautionary principle (policy maker makes policy if the action is harmful for the society), the right to development, and the principle of common but differentiated responsibilities between rich and poor countries.

The Problem Statement

The sustainable development concept was formulated at a time when humankind had the technical means at its disposal to engage in pretty much

* Asst. Professor Vidyasagar College of Education Phansidewa Darjeeling (W.B).

any transformation of the world it wanted. No surprise then that it tends to become lost in the objectives those transformations of the kinds referred to are meant to serve. For many years now, our technical capabilities have been quite up to the task of achieving the biosphere's total destruction, and even if that does not actually happen, there remains a real and immediate prospect of the world's fossil-fuel and other resources being severely depleted or exhausted. Moreover, the state of the natural environment globally is worsening steadily. While global production of food has remained great enough to give everyone enough, millions continue to go hungry. There is also an intensification of social conflicts whose causes must often be sought in poverty. At the same time, increasing automation (use of automatic equipment in manufacture) is encouraging unemployment, and leading to a feeling among whole groups in society that they are somehow surplus to requirements, living on the margins of contemporary civilization and experiencing progressing exclusion from it.

Securing economic development, social equity and justice, and environmental protection is the goal of sustainable development. Although these three factors can work in harmony, they are often found to conflict with one another. During the latter half of the 20th century economic development for a better standard of living has been instrumental in damaging the environment. We are now in a position where by we are consuming more resources than ever, and polluting the Earth with waste products. More recently, society has grown to realise that we cannot live in a healthy society or economy with so much poverty and environmental degradation. Economic growth will remain the basis for human development, but it must change and become less environmentally destructive. The challenge of sustainable development is to put this understanding into practice, changing our unsustainable ways into more sustainable ones.

Aim of Sustainable Development

- The aim of sustainable development is to balance our economic, environmental and social needs, allowing prosperity for now and future generations.
- Sustainable development consists of a long-term, integrated approach to developing and achieving a healthy community by jointly addressing economic, environmental, and social issues, whilst avoiding the over consumption of key natural resources.
- Sustainable development encourages us to conserve and enhance our resource base, by gradually changing the ways in which we develop and use technologies. Countries must be allowed to meet their basic needs of employment, food, energy, water and sanitation. If this is to be done in a

sustainable manner, then there is a definite need for a sustainable level of population. Economic growth should be supported and developing nations should be allowed a growth of equal quality to the developed nations.

The Brundtland Report, sustainable development can be associated with three categories of objectives:

- **Objectives of the Economic System** - maximizing the amount of goods and services produced in the techno sphere, maximizing the efficient use of mineral resource flows, biological, energy and information flows; adaptation technologies mineral resources and reprocessing products.
- **Objectives of the Social System** - equitable allocation of goods and services between the social contract partners at local, national or global; adequate training of all members of society in socio-economic process; creating, using and adapting permanent structures and mechanisms of political, institutional or related to information management systems that provide flexibility and self-regulation of social and economic; correlation systems evolution economic, social and environmental; maintaining cultural diversity to support faster adaptation of change.
- **Objectives of the Ecological System** - maintaining biodiversity in support of the possibility of adapting the schimbarea conditiilor geo biosphere; compliance mechanisms of self-regulation and the natural cycle times in the biosphere. Specifically, sustainable development ensures fuller knowledge of the function of the natural environment or arranged in relation to man and society (inglunta positive direct and indirect effects on quality of life). Doing exercise is beneficial compared directly as comforting landscape, a place of leisure and recreational activities, be substituted by radio, service television and film.

Principles of Sustainable Development

The basic principles of sustainable development make it possible to harmonise the various sectoral and development strategies with the horizontal strategy on sustainable development and also provide a general type of guidance for determining the Strategy's priorities, more specifically defined goals and tasks, the frameworks and means of implementation, in a coordinated and harmonised way. On account of their national relevance the following should be highlighted from the complete set of principles:

- **The Principle of Holistic Approach:** Things must be viewed as a system of inter-related elements, the elements themselves also being systems interacting with one another. Any intervention may trigger ripple effects even in remote systems. So local challenges can be adequately addressed relying on the knowledge of the wider environment and global trends alike.

- **Principle of Intra-Generational and Inter-Generational Solidarity:** The interests of sustainable development are focused on people. The development and environmental needs of present generations must be addressed without compromising the ability of future generations to meet their own needs.
- **The Principle of Social Justice :** The right to adequate conditions for living must be recognised and fundamental human rights must be guaranteed for all. All people should have equal opportunities for acquiring knowledge and skills required to become worthy members of society.
- **The Principle of Sustainable Management of Resources :** Sustainable management of resources with a view to the limitations of the carrying capacity of the environment; by using natural resources in a prudent and thrifty way it preserves resources required for future development. Biodiversity is also a natural resource and we attach high priority to its conservation.
- **The Principle of Integration :** In the course of elaborating, evaluating, and implementing sectoral policies, plans, and programmes, economic, social, and environmental considerations and their relationships must also be taken into account to ensure that they can mutually reinforce each other. Local, regional, and national activities must be coordinated.
- **The Principle of Utilising Local Resources :** Efforts should be made to supply the needs of communities on a local level, from local resources. Local features and diversity should be preserved. Preservation and sustainable utilisation of the man-made environment and cultural heritage are also very important tasks.
- **The Principle of Public Participation :** Adequate access to information affecting social/economic life and the environment, to information on decision making processes must be provided for all. People's knowledge about sustainable development, its social/economic and environmental implications, and about sustainable solutions and approaches must be clarified and enhanced. Public participation in decision making should be strengthened.
- **The Principle of Social Responsibility :** To enable sustainable development and to make a higher quality of life possible, unsustainable pattern of production and consumption must be changed. Businesses' social responsibility must be strengthened, along with cooperation between the private and the public sector.
- **The Principle of Precaution and Prevention :** The precautionary approach means that wherever the possibility of severe or irreversible damage is

perceived, a lack of complete scientific certainty may not be used as an excuse for delaying effective action to prevent damage to the environment or endangering human health; i.e. action must be taken in view of the gravity of the perceived threat. Human activities must be planned and carried out in line with this precautionary principle and activities damaging or polluting the environment endangering natural systems and human health must be prevented and - where it is not possible – reduced, and finally, damages must be restored to their original state as far as possible.

- **The Polluter Pays Principle** : Prices must reflect the real costs paid by society for activities involved in consumption and production as well as for their impacts, including the costs of using natural resources. Those engaged in activities damaging/polluting the environment must pay for damage caused to human health or the environment.

Sustainable Development Goals in India

From India's point of view, Sustainable Development Goals need to bring together development and environment into a single set of targets. The fault line, as ever in global conferences, is the inappropriate balance between environment and development...we could also view the SDGs and the post 2015 agenda as an opportunity for revisiting and fine-tuning the MDG framework and sustainably regaining focus on developmental issues."

Need of Sustainable Development in India

This admission is of course an understatement. All available indicators point to the ecological situation being nothing short of disastrous. Natural ecosystems are under stress and decline across most of the country; some 10 per cent of the country's wildlife is threatened with extinction; agricultural biodiversity has declined by over 90 per cent in many regions; well over half the available water bodies are polluted beyond drinking and often beyond even agricultural use; two-thirds of the land is degraded to various levels of sub-optimal productivity; air pollution in several cities is amongst the world's worst; 'modern' wastes including electronic and chemical are being produced at rates far exceeding our capacity to recycle or manage. A 2008 report by the Global Footprint Network and Confederation of Indian Industries suggests that India has the world's third biggest ecological footprint, that its resource use is already twice of its bio-capacity, and that this bio-capacity itself has declined by half in the last few decades.

Step Taken by Indian Government

1. Ratifying Paris Agreement

The 21st Conference of Parties (COP21) under the United Nations

Framework Convention on Climate Change (UNFCCC) successfully concluded in Paris after intense negotiations by the Parties followed by the adoption of the Paris Agreement on post-2020 actions on climate change. This universal agreement will succeed the Kyoto Protocol. Unlike the Kyoto Protocol, it provides a framework for all countries to take action against climate change. Placing emphasis on concepts like climate justice and sustainable lifestyles, the Paris Agreement for the first time brings together all nations for a common cause under the UNFCCC. One of the main focus of the agreement is to hold the increase in the global average temperature to well below 2°C above pre-industrial level and on driving efforts to limit it even further to 1.5°.

2. The Clean Development Mechanism Projects in India

As on 4 January 2016, 1593 out of a total of 7685 projects registered by the CDM executive board are from India, which so far is the second highest in the world with China taking the lead with 3764 projects registered. Indian projects have been issued 191 million CERs, 13.27 per cent of the total number of CERs issued. These projects are in the energy efficiency, fuel switching, industrial processes, municipal solid waste, renewable energy and forestry sectors and are spread across the country. About 90-95 per cent of the CDM projects are being developed by the private sector, facilitating investments of about R583,751 crore (US\$ 87.77 billion) in the country, which is more than the total of multilateral grants available for climate change related activities.

3. State Action Plans on Climate Change:

The State Action Plans on Climate Change (SAPCC) aim to create institutional capacities and implement sectoral activities to address climate change. These plans are focused on adaptation with mitigation as co-benefit in sectors such as water, agriculture, tourism, forestry, transport, habitat and energy. So far, 28 states and 5 union territories (UTs) have submitted their SAPCCs to the MoEF&CC. Out of these, the SAPCCs of 32 states and UTs have been endorsed by the National Steering Committee on Climate Change (NSCCC) at the MoEF&CC.

4. Coal Cess and the National Clean Energy Fund

India is one of the few countries around the world to have a carbon tax in the form of a cess on coal. Not only has India imposed such a cess but it has also been progressively increasing it. The coal cess which was fixed at R50.00 per tonne of coal since 22 June 2010 and increased to R100.00 per tonne of coal in Budget 2014-15, was further doubled to R 200.00 per tonne in the 2015-16 Budget. 8.46 The National Clean Energy Fund (NCEF) which is supported by the cess on coal was created for the purposes of financing and promoting clean energy initiatives, funding research in the area of clean energy and for any other

related activities. Till date 56 projects have been recommended by the inter ministerial group (IMG) with total viability gap funding (VGF) of R34,784.09 crore spread over several years. For 2015-16, R4700 crore has been allocated in the Budget for NCEF projects. VGF is also being provided for Namami Gange.

5. National Adaptation Fund for Climate Change

A National Adaptation Fund for Climate Change (NAFCC) has been established with a budget provision of 1350 crore for the year 2015-2016 and 2016-2017. It is meant to assist in meeting the cost of national- and state-level adaptation measures in areas that are particularly vulnerable to the adverse effects of climate change. The overall aim of the fund is to support concrete adaptation activities that reduce the adverse effects of climate change facing communities, sectors and states but are not covered under the ongoing schemes of state and central governments. The adaptation projects contribute towards reducing the risk of vulnerability at community and sector level. Till date, the NSCCC has approved six detailed project reports (DPR), amounting to a total cost of 1117.98 crore, submitted by Punjab, Odisha, Himachal Pradesh, Manipur, Tamil Nadu and Kerala.

WAY TO ACHIEVE SUSTAINABLE DEVELOPMENT

Economic welfare - ways of achieving to achieve its objectives, sustainable development must determine, improve well-being of the present generation without diminishing the welfare of future generations. Best ways to create wealth can be neither sustainable nor survival and sustainable ways may not be optimal, as fairness to future generations is that welfare while never drops. In this context, it highlights three possible ways of achieving wealth over time:

- Optimal, without being a sustainable way or one of survival.
- Optimal, which is not a sustainable way though it is one of survival.
- Necessarily optimal, but a sustainable and survival Ensure that you return to the. Briefly, creating wealth should target economic growth, stabilization of demographic evolution, classical resources of energy dependence and increasing concerns over widespread introduction of renewable resources and clean.

In this context, the ways underlying the creation of wealth are based correlations between the components of its organic and consider how human intervention resources circuit. Their definition must consider systemic approach to sustainable development based on utility functions specific to each subsystem and Laprecizarea general systems theory according to which large aggregate whole system is more than the mere sum of its parts. Based on the above considerations were made four ways to create wealth:

- Rational and fair management of mineral resources so as to avoid systematic accumulation. To be effective reduction potential and existing accumulations, real time bomb as waste products must be well below the absorption capacity of nature. An important role in this direction lies in the sense of research to design and achieve viable methods, both to reduce waste volume by turning them into useful raw materials and for their integration fastest circuit nature. If such solutions are not available, nor are foreseen in an acceptable horizon, means that it is necessary to intervene upstream on the causal chain, decreasing or stopping extraction. One solution is represented and finding substitutes.
- Registered flow circuit biological resources shall not register systematic variations. It is contemplated that the consumption and waste products do not exceed the limits of disturbance of balance and self-regeneration mechanisms that ensure lithosphere and biosphere. Despite the indisputable results obtained in genetic engineering and bio-stimulators, according to the specific application is zonal, tradition and not least side effects on human health, plants and animals. Should not overlook the reality that sometimes no measures aimed at increasing the amount of product needed food triggered harmful effects of biodiversity and the environment in general.
- The need for efficient use of energy flows circulating in the techno sphere. Given limited resources, their rational use and management lighthouse cannot talk about wealth creation.

The requirement objective optimization criterion structure and functioning of humanity and the equitable distribution of goods and services. In essence involves identifying and preserving those structures and social mechanisms that guarantee while equity. The ways of achieving the welfare above is a minimal system of coordinates of evolution, far from covering the broad issue of what should be the sustainable development of humanity. This system can be complemented with explicit principles aiming at economic development, the pace of ridges and economic sustainability.

Role of four r^s for Sustainable Development

At one point or another we've all heard about the "Four R's" of sustainability: reduce, reuse, recover and recycle. The goal of four R's is to prevent waste and conserve natural resources. Implementing such "green" practices as the four R's at a facility or corporate-wide level is an excellent start at responsibility. So the 4R's of sustainability are:

- **Reduce:** to use fewer resources in the first place. It takes resources to manufacture, transport, and dispose of products, so reduction minimizes the use of new resources.

- **Reuse:** Use materials more than once in their original form instead of throwing them away after each use. Reuse keeps new resources from being used for a while longer, and old resources from entering the waste stream.
- **Recycle:** Converting waste materials into new products, changing them from their original form by physical and chemical processes. Although recycling uses energy, it helps to prevent new resources from being used and old materials from entering the waste stream.
- **Recover :** is to convert waste into resources (such as electricity, heat, compost and fuel) through thermal and biological means. Resource Recovery occurs after reduce, reuse and recycle have been attempted.

Although these “Four R’s” of sustainability are traditionally discussed in relation to consumer products (e.g., reducing the amount of packaging, reusable water bottles, recycling aluminum cans), they can also be applied to the context of habitat enhancement and environmental education.

The concept of the 4Rs also recognizes the very large economic potential of resource and heat recovery activities. These would involve highly skilled labour and high salaries and hence could drive a next wave of innovation in the global economy. In essence, the 4Rs are concerned with the management of materials and waste through their whole life cycle from extraction, transformation, and consumption to disposal, i.e. the industrial metabolism. Information about waste and materials (including emissions) is acquired through material flow accounts. Primary materials enter the economic process through extractive sectors of the economy – agriculture, forestry, fisheries, mining and quarrying – and are also imported. Materials processing goes through many stages and involves energetic and structural (material) use. Biomass and fossil fuels are mainly used for energetic purposes to provide endo and exosomatic energy, i.e. they enter either the food production system or the energy generation system. Only small amounts of biomass and fossil fuels are used for structural purposes such as timber in construction or for furniture, or fossil fuels as a feedstock for plastics. That limits the potential for recycling to composting of biomass, and the reuse of timber and recycling of plastics. A very important issue for biomass and food systems is the large amount of waste that occurs during the life cycle from farm to plate of about close to 40%, which, if reduced, would have important implications for reducing land requirements for agriculture, inputs of fossil fuels and fertiliser, transport requirements and waste flows. Metals and non-metallic minerals have structural and material uses in the economy for a large variety of products including cars and appliances and also for construction of buildings, transport and communication infrastructure. All metals are well suited for recycling in principle and so is glass. For some bulk

metals such as steel, recycling rates are high and above 80%. For specialty metals, however, recycling rates may lie below 5% signalling substantial space for improvements through better collection, separation and investment in recycling technologies. Non-metallic minerals such as sand and gravel for concrete production are suitable for reuse but most often at a diminished usability, i.e. down-cycling. 4Rs in practice contribute to greater circularity of the economy in terms of material use and depending less on a throughput of materials. Recent research, however, shows that currently only about 6% of all materials processed in the global economy are recycled and contribute to closing the loop and a circular economy.

4r^s Status in India

4R's Status in India Waste remains one of the greatest hurdles in achieving a decent, healthy and sustainable environment. One of the old, but high potential solutions to this waste menace is the incorporation of the 4Rs, i.e. Reduce, Reuse, Recycle and Recover. It's been quite some time since several countries around the globe have included the 4Rs into their national policies. The 4Rs adopt an integrated network of waste generation, collection, processing and manufacture. The ultimate outcome of the 4R^s will be reduction in the amount of wastes being generated and maximal use of the waste from various sources, so as to mineralize the burden on Earth's environment.

The Ministry of Urban Development's prescience of the National Urban Sanitation Policy (NUSP) states that 'All Indian cities and towns would be totally sanitized, healthy and inhabitable and ensure and sustain good public health and environmental outcomes for all citizens with a special focus on hygiene and inexpensive sanitation facilities for the urban poor and women .

With the support of the Municipal Solid Waste (Management & Handling) Rules, 2016 of the Ministry of Environment & Forest, the Ministry of Urban Development aims to guide all the urban areas in the country towards Sustainable Municipal Solid Waste Management, adopting the features of waste minimization at source with an emphasis on the 4R principles of reduce, reuse and recycle; with proper systems of segregation, collection, transportation, processing, treatment and disposal in complete harmony with the environment, thereby leading to the achievement of the aim of NUSP. The policies under NUSP, the National Environmental Policy, Swachh Bharat Mission along with the Waste Management and handling rules for different types of wastes, all favor the 4R concept. Apart from the Government policies and projects, there are several non-governmental organizations like, the Indian Pollution Control Board (Garbage Recycling Program) that are working towards achieving the goals of the 4R^s. In order to give a push to MSW Management in cities, Government

of India has sanctioned the 12th and 13th Finance Commission Grants and funds were also allocated for improvement of MSWM under flagship projects like JnNURM, UIDSSMT from 2005 onwards. Funds for MSWM projects are also available from State Government funds. Many Urban Local Bodies (ULBs) have put in place systems of door to door collection, transportation, treatment and a safe disposal of waste. However, despite encouraging pilots and achievements, most ULBs continue to face challenges not only in the areas of appropriate and/ advanced collection & transportation systems, technology selection and disposal methods but also in sustainable financial management of MSWM. As there has been a revision of the waste management rules after 16years (Management and Handling Rules, 2016), there is a wide scope for India to achieve the desired sustainability within coming 15- 20 years. The major challenges which are holding India back from a greener future are given in Figure.3. In spite of such high value objectives on document, India has a long way to go when it comes to efficient waste management.

Challenges in India in Attaining Sustainable Development

The following are broadly 4 main areas of concern which can be obstruction for attainment sustainable development

- **Defining Indicators:** Past record indicates that we have been not very successful in setting relevant indicators to measure outcomes. Quality education has not successfully been defined. India's myopic definition of "safe" drinking water (with hand pumps and tube wells considered as safe as piped water supply) means that official data suggests 86% of Indians have access to safe drinking water and, as a result, we are "on track" for the MDG goal on drinking water.

However, the number of waterborne diseases and deaths due to diarrhoea clearly indicate, this is not the case.

- **Financing SDGs:** A new study estimates that implementing SDGs in India by 2030 will cost around US\$14.4 billion. Given the recent cut in social sector schemes by the Union government, unless states devote a significant portion of their resources on the social sector, there is likely to be a significant funding gap. High growth and redistribution itself are also not enough. According to the United Nations MDG 2014 report, despite high economic growth, in 2010, one-third of the world's 1.2 billion extreme poor lived in India alone. Given these constraints, it is likely that domestic revenues aside, private finance could be a crucial source for financing the SDGs.
- **Monitoring and Ownership:** Relatedly, a third significant challenge is going to be with respect to ownership. Reports suggest that NITI Aayog

will play a significant role in tracking progress. However, members at the Aayog have expressed reservations on being able to take on this mammoth task. Moreover, if states are expected to play a pivotal role (giving the devolution post 14th Finance Commission), it will require ownership not just nationally, but also at the state and local level.

- **Measuring Progress:** Lastly but most importantly is the question of measuring progress or achievement. By the government's own admission, non-availability of data (particularly in respect to sub-national levels), periodicity issues and incomplete coverage of administrative data, made accurate measuring progress of even MDGs virtually impossible.

These 4 challenges aside, it is important to remember, that while SDGs provide broad goals and targets, it will be up to the national, and state governments to identify priorities, decide appropriate locally relevant policies, harness innovation and ensure that an implementation and monitoring plan is in place. Only then we will have any chance in ensuring that the 'S' in SDGs, also stand for successful.

Conclusion

Sustainable development and issues related to global environmental concerns has not been well addressed in action. Although some planning initiatives have been taken at national, regional and local levels but when it comes to implementation, not much progress has been made. There seems to be lack of commitment and awareness among local agencies and communities regarding to implementation of sustainable development initiatives. Mechanism for implementation of sustainable development initiative need to be seriously examined including capacity building, leadership training, coordination of efforts, information transmitting, support and commitment from authorities. To transform the lifestyle of the people is something not easily done. It has to begin with awareness, and continuous campaign from the government and active participation from stakeholders such as NGOs, local communities and private sectors.

The task of sustainable use of exhaustible resources is difficult in comparisons to that of the inexhaustible resources, yet it is not difficult. To same them for the future use we must conserve, save and use them efficiently. It should also be our utmost duty to try to find ways and means to substitute them by abundant resources especially the inexhaustible resources. Finally, it is also very essential for us to try limiting our wants which are the chief cause to natural resource depletion.

References

Agrawala, S., A. Moehner, M. El Raey, D. Conway, M. van Aalst, M. Hagenstad and J.

Smith, 2004b: Development and Climate Change in Egypt: Focus on Coastal resources and the Nile. OECD, Paris.

Bolin, B. and Sukumar, R., Global perspective. In Land use, Landuse Change and Forestry (eds Watson, R. T., Noble, I. R. and Bolin, B.), Intergovernmental Panel on Climate Change, Cambridge University Press, Cambridge, 2000.

Climate Change 2001: The Scientific Basis, Summary for Policy Makers and Technical Summary of the Working Group I Report, Intergovernmental Panel on Climate Change, Geneva, Switzerland, 2001.

Loske, R., Scope of the Report: Setting the Stage: Climate Change and Sustainable Development, Third Assessment Report of Working Group III to Intergovernmental Panel on Climate Change, 1996.

World Resources 2000–2001, People and Ecosystems: The Fraying Web of Life, World Resources Institute, Oxford University Press, New York, 2001.

Jepma, C. J. and Munasinghe, M., Climate Change Policy; Facts, Issues and Analyses, Cambridge University Press, Cambridge, UK, 1998.

Chattopadhyay, Basudha (2012), “Sustainable Urban Development in India: Some Issues”, Sustainable Development and Climate Change, Economic Survey 2011-12, <http://indiabudget.nic.in>.

Current status of Indicator Work (www.earthwatch.unep.net) Dahl, L.A. (1995) “Towards Indicators of Sustainability” United Nations Environment Program, <http://www.earthwatch.unep.net>. Dempsey and Jenks (2005), “Conclusion: Future forms for city lining? In Future Forms and Design for Sustainable Cities”.

SUSTAINABLE DEVELOPMENT

Uday Modak*

Introduction:

“Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs.”

The concept of sustainable development can be interpreted in many different ways, but at its core is an approach to development that looks to balance different, and often competing, needs against an awareness of the environmental, social and economic limitations we face as a society.

All too often, development is driven by one particular need, without fully considering the wider or future impacts. We are already seeing the damage this kind of approach can cause, from large-scale financial crises caused by irresponsible banking, to changes in global climate resulting from our dependence on fossil fuel-based energy sources. The longer we pursue unsustainable development, the more frequent and severe its consequences are likely to become, which is why we need to take action now.

The Problem when trying to identify the essential features of sustainable development, which would allow understanding and providing the models of the management of sustainable development, their comparison and clarification of their processes, one faces a theoretical issue with the conceptual description and evaluation of sustainable development. Thus, when analyzing sustainable development and its management, the following questions arise: what does the concept sustainability actually mean? What is the content of this concept? In

* Asst. Professor, Bhavan's Tripura College of Education Narasingarh, Agartala Tripura.

scientific literature, sustainable development has been analyzed in different qualitative aspects, such as economic, social, ecologic, institutional, ethical, political, etc. The variety of the applied research techniques further confirms the problematic nature of the concept of sustainable development and its evaluation (Dzemydiene, 2008).

The Research Object is The Concept of Sustainable Development.

The aim of this research is to systematize descriptions of sustainable development and its dimensions.

The Tasks in order to fulfill these objectives, the following research tasks had to be accomplished:

- To analyze and classify the definition of sustainable development.
- To analyze the concept of sustainable development.
- To provide a systematic view of the dimensions of sustainable development.

What Do We Mean by Sustainable Development?

It is safe to state that there is not a single, commonly accepted concept of sustainable development, how to measure it, or even less on how it should be promoted. There are, in my opinion, two major views on the subject. On one hand, we have the ecologists' view that associates sustainability with the preservation of the status and function of ecological systems. On the other hand, we have economists that consider that sustainability is about the maintenance and improvement of human living standards. In the words of Robert Solow "if sustainability is anything more than a slogan or expression of emotion, it must amount to an injunction to preserve productive capacity for the indefinite future" (Solow, 1999). Hence, while in the ecologists' view natural resources have a value that goes beyond their productive use and cannot be substituted by other forms of capital, within the economics view natural resources can be consumed and substituted by other forms of capital, as long as productive capacity is maintained (see the discussion in Chapter 1, Section 2).

The World Commission on Environment and Development (Bruntland Commission) defined sustainable development as "development that meets the needs of the present without compromising the need of future generations to meet their own needs" (Bruntland Commission – see World Commission on Environment and Development, 1987). Toman (1999) better describes the reaction of both economists and ecologists to this definition:

If one accepts that there is some collective responsibility of stewardship owed to future generations, what kind of social capital needs to be intergenerationally transferred to meet that obligation? One view, to which many economists would be inclined, is that all resources - the natural

endowment, physical capital, human knowledge and abilities – are relatively fungible sources of well being. Thus, large scale damages to ecosystems such as degradation of environmental quality, loss of species diversity, widespread deforestation or global warming are not intrinsically unacceptable from this point of view; the question is whether compensatory investments for future generations are possible and are undertaken. This suggest that if one is able to identify what are determinants of these “needs” and what types of resources are required to satisfy these needs, one should in principle determine[which] resources to transfer. An alternative view embraced by many ecologists and some economists, is that such compensatory investments often are unfeasible as well as ethically indefensible. Physical laws are seen as limiting the extent to which other resources can be substituted for ecological degradation. Health ecosystems, including those that provide genetic diversity in relatively unmanaged environments, are seen as offering resilience against unexpected changes and preserving options for future generations.” One approach to bring the views of economists and ecologists together is to assume that individuals derive welfare from, and have preference for, consumption, environmental quality, and social health, thus ruling out perfect substitution. This being the case, it is plausible to postulate the existence of a social welfare function that incorporates indicators of consumption, environmental quality and social stability. Then a sustainable development path can be defined as the one that maximizes the present value of the intertemporal social function (see Gillis et al., 1992). In other words, a given set of economic, environmental, and social indicators would be aggregated into a single indicator that becomes a universal measure of sustainability.

Policies could then be evaluated with respect to the impacts that they have on the indicator. An example of this type of indicator is the Human Development Index (HDI, see United Nations Development Program, 1991). This indicator essentially represents the average of life expectancy, literacy, and income per capita, and is published annually in the Human Development Report (see United Nations Development Program, 1995). The HDI is often used by national governments and international organizations to set policy goals and allocate public resources (see Murray, 1993). This implies that indicators like the HDI, in principle a positive or descriptive indicator, become normative or prescriptive indicators. Then, implicitly, the indicator is reflecting some set of “preferences”. But given the way that indicators are usually constructed, these preferences are not likely to be “social preferences”. Hence, maximizing the HDI may not be as desirable as maximizing some other weighted measure of life expectancy, literacy, and income per capita. Even worse, there may be other dimensions, currently omitted, that individuals consider important and

that should therefore be included in any indicator of sustainable development. One of these dimensions is certainly the environmental dimension.

There fore, coming up with a social function that aggregates social preferences may be an impossible task. The existence of such a social function depends on strong assumptions regarding agents' preferences and functional forms (see Harsanyi, 1953; Arrow, 1963; Bailey et al., 1980; Atkinson, 1980; and Lambert, 1993), and as suggested by Goodin (1986) in most cases may not exist. But even if it does, how do we go about measuring its components? In an attempt to approximate what could be interpreted as a set of universal social values about an indicator of sustainable development, I conducted a simple e-mail survey. The survey asked questions about individuals' preferences for three dimensions of sustainable development: economic growth, environmental quality, and income redistribution. The summary of weights that individuals place on each of these three dimensions is summarized in Appendix 8.1. Although the sample of individuals is not representative of the population, the results illustrate the high variance in individual preferences and give an idea of how difficult it would be to come up with a consensus regarding what is the appropriate social function to assess sustainable development. These results convinced me to abandon the use of a social welfare function and opt instead for a measure that could be more transparent, and enjoy almost universal acceptance. In his work on common values, Bok argues that a minimalist set of social values is needed for societies "to have some common ground for cross-cultural dialogue and for debate about how best to cope with military, environmental, and other hazards, that, themselves, do not stop at such boundaries" (see Bok, 1995). Common values are not simply the values of the majority. Rather, they are a set of minimal values that nearly everyone in a society recognizes as legitimate for their own, but that have never been universally applied in society. Minimal values constitute a set of values that can be agreed upon as a starting point for negotiation or action. They represent the "chief or more stable component" of what individuals can hold in common. As stated by Murray (1993) "if many individuals after deliberation hold a preference or value then this value should be considered seriously". Serageldin and Steer (1994), and Toman (1999) suggested a set of common views about sustainable development. The idea is that sustainability is about preserving and enhancing the opportunities available to people in countries around the world, and that these opportunities depend on a nation's accumulation of wealth. This wealth has three components: the stock of produced capital, the stock of natural capital, and the stock of human capital. The main difference with this approach and Solow's is that a sustainable path needs not only to preserve productive capacity, but also access to a minimum level of environmental services and

ecological diversity.

So is it All Just About the Environment?

Living within our environmental limits is one of the central principles of sustainable development. One implication of not doing so is climate change.

But the focus of sustainable development is far broader than just the environment. It's also about ensuring a strong, healthy and just society. This means meeting the diverse needs of all people in existing and future communities, promoting personal wellbeing, social cohesion and inclusion, and creating equal opportunity.

If sustainable development focuses on the future, does that mean we lose out now?

Not necessarily. Sustainable development is about finding better ways of doing things, both for the future and the present. We might need to change the way we work and live now, but this doesn't mean our quality of life will be reduced.

A sustainable development approach can bring many benefits in the short to medium term, for example:

- **Savings** - As a result of SDC scrutiny, government has saved over £60m by improving efficiency across its estate.
- **Health & Transport** - Instead of driving, switching to walking or cycling for short journeys will save you money, improve your health and is often just as quick and convenient.

Conclusion:

Sustainable development denotes material growth of human and improvement in life style with growing demands of ecological quality and ecological balance. The sustainable development take care the economic and ecological aspects of the resources and something more. It provides a framework for sustainable according to take account of uses and abuses of natural resources such as to arrive more environment conscious and economic aggregate towards development.

This chapter focused on the definition and measurement of sustainable growth, as well as an empirical analysis of the determinants of the dynamics of depletion rates. In the first part of the chapter, we suggested that key indicators (i.e., flags) of sustainability are the stock of natural, produced, and human capital and their respective net investment rates. Thus, a sustainable growth path can be assessed in terms of extended genuine savings, defined as the traditional savings minus the depreciation of produced capital and the stock of natural resources, plus investments in education and health. Sustainability in the long

run will depend on developing countries' ability to increase investments in human and produced capital, and stabilize their stock of natural resources.

The data provide evidence that in the first stages of economic development, countries tend to increase depletion rates but that as economic growth takes place, these depletion rates tend to diminish. The transition point appears to be close to USD (1987) 1,000 per capita. The data also suggests that institutions and social network structures are important determinants of the dynamics of depletion rates. In particular, depletion rates tend to be higher in countries with low political and civil rights, and in countries with low or very high levels of social capital. I also provided

Some evidence that the external financial constraint imposes, pressures on developing countries to increase their depletion rates. Finally, the data supports the idea of a multi-polar world where some countries remain highly dependent on their natural resources base. (Wing food locally puts the UK at risk of food shortages.)

References:

- Brodhag, C., & Taliere, S. (2006). Sustainable development strategies: Tools for policy coherence. *Natural Resources Forum*, 136-145.
- Cerin, P. (2006). Bringing economic opportunity into line with environmental influence: A Discussion on the Coase theorem and the Porter and van der Linde hypothesis. *Ecological Economics*, 209-225
- Cooper, P. J., & Vargas, M. (2004). *Implementing sustainable development: From global policy to local action*. Lanham, MD: Rowman and Littlefield Publishers, Inc.
- Dernbach, J. C. (1998). Sustainable development as a framework for national governance. *Case Western Reserve Law Review*, 1-103.
- Dernbach, J. C. (2003). Achieving sustainable development: The Centrality and multiple facets of integrated decisionmaking. *Indiana Journal of Global Legal Studies*, 247-285.
- Pigou, A. (1920). *The Economics of welfare*. London, England: Macmillan and Company.
- Porter, M. E., & van der Linde, C. (1995). Toward a new conception of the environment-competitiveness relationship. *Journal of Economic Perspectives*, 97-118.
- Porter, M. E., & van der Linde, C. (1999). Green and competitive: Ending the stalemate. *Journal of Business Administration and Politics*, 215-230.
- Stoddart, H. (2011). *A Pocket guide to sustainable development governance*. Stakeholder Forum.
- United Nations Conference on the Human Environment. (1992). *Rio Declaration on Environment and Development*. Rio de Janeiro, Brazil: United Nations.
- United Nations General Assembly. (1987). *Report of the world commission on environment and development: Our common future*. Oslo, Norway: United Nations General Assembly, Development and International Co-operation: Environment

The Weeping Of Dalit Women Continues In The Present Millennium

Afrin Akter*

Introduction

The term 'Dalit' has a Sanskrit origin (from the word 'Dalita'). Etymologically, the term means 'the oppressed' or 'the suppressed' or 'the crushed'. The famous 19th century social reformer of Maharashtra, Shri Jyotirao Phule first used this term in the context of the exploitation of the people who were conventionally called the out caste and untouchable Hindus excluded from the four-fold caste system (Brahmin, Vaishya, Kshayatriya and Sudhra) (Dadawala, 2016). The government of the British-ruled India used a term 'depressed classes' to identify the backward classes of people of the country (ibid). The Father of the Nation, Mahatma Gandhi adopted another term 'Harijan' to denote the untouchable Hindus. The famous economist, politician and social reformer, Dr. Bhimrao Ramji Ambedkar who was subsequently appointed the first Law Minister as well as the Chairman of the Constitution Drafting Committee of independent India, disliked the term 'Harijan', as it did not include the down-trodden people of all religions and he preferred to use the more inclusive term 'Dalit' to include the people of all religious beliefs who have remained down-trodden or at the margins of human society all over India (Omvedt, 2008). Thenceforth, the term 'Dalit' was occasionally being used by various people. The term came into widespread use since the 1970s when different political parties raised voice to uphold the interests of the scheduled castes, scheduled tribes and all other such ethnic groups that were discriminated and exploited on the basis of birth-based identity or economic reasons (Dadawala,

* Guest lecturer Joypur Panchannan Roy College Po-Joypur-fakir das, Amta II Howrah.

2016). It is, therefore, not logical to consider the term 'Dalit' to be exclusively a caste-indicative term. The term refers to all such groups of people who may vary in their religious beliefs, castes and native languages but who are being chronically suppressed or tortured by the upper-caste (and affluent) people and excluded from the mainstream of the society. It may be appended here that National Commission of Scheduled Castes appointed by the Supreme Court directed the state governments in 2008 to end the use of the term 'Dalit' and instead, use the terms 'scheduled castes' and 'scheduled tribes' to describe the down-trodden groups of people in our society (Express India, 2008: January 18). Nevertheless, the popular term 'Dalit' has not yet lost its existence. As per the 2011 census, Dalits make up 16.6% of India's total population (Indian Express, 2013: May 1). Unfortunately, however, Dalits have frequently become victims to indiscriminate, deprivation, exploitation, harassment, assault etc in our society. And, undoubtedly, the females are worse sufferers than the males, because they are also vulnerable to different grades of sexual abuse as well as gender-based denial of their basic rights like the social, cultural, economic and political rights. Offences against Dalits are nowadays reported mainly from the rural areas where illiteracy, ignorance, poverty, various superstitions, caste discrimination and touchable - untouchable differentiation in daily life, lack of transport, lack of electricity, and inadequacy of police stations are still widespread or common and promote caste-based offences. It however does not mean that similar offences are not made in the metropolises (Banerjee and Sabharwal, 2013). The present review will focus on various kinds of sufferings of the Dalit women in our society after the beginning of the present millennium (since 2001 onwards):

- **Lack Of Access To Education:** The data compiled by National Sample Survey Organisation during 2009-2010 have been mentioned in a recent publication (Sabharwal and Sonalkar, 2015). The data indicate that Dalit women are remarkably deprived of education, as compared to not only the upper-caste women but also the Dalit men. The literacy rate among Dalit women was only 55.9% while that among Dalit men was 75.3% and that among upper-caste women was 76.5%. Moreover, the gross enrollment at post-secondary level was only 2.8% for Dalit women while that among Dalit men was 5.4% and that in case of upper-caste women was 12.5%. The poor enrollment in higher education is indicative of a high drop-out rate from schools. In this connection, the present author would like to add her personal experience as a school teacher in Paschim Medinipur district of West Bengal. She has observed that one out of three Dalit girls in 2016 and three out of six Dalit girls in 2015 left school after being promoted to Class IX, as they were victim to child marriage.

A very sad incidence was published in English daily (Mail Online India, 2015: March 5). A 17-year old Dalit girl of Patthardewa village in Kushinagar district of Uttar Pradesh was set on fire by a young boy along with his brothers and father. According to the police, the four accused were angry because the victim was appearing for the ongoing intermediate examinations while they were failing in the school every year. They dragged the girl out of her hut, poured kerosene on her and set her on fire. The victim was admitted in a hospital with 70% burn injuries.

- **Discrimination And Deprivation In Economic Sphere:** In a survey on Dalit women engaged in petty domestic employments in a metropolitan region of Delhi, Banerjee and Sabharwal (2013) found that Dalit women were often denied the jobs of cooks or maid servants (cleaners of utensils) at houses of the upper-caste people, because the latter were hesitant to engage the Dalits as cooks or maid servants. On the other hand, Dalits were preferred for being engaged as sweepers or cleaners of rooms. Among the cooks, 62.6% were upper-caste women whereas among the sweepers, 62.5% were Dalits. Moreover, Dalit women were being paid a much lower wage, as compared to the upper-caste women engaged in similar domestic employment: a Dalit cook was paid Rs. 2000/- but an upper-caste cook was given Rs. 3500/- per month; a Dalit sweeper got Rs. 500/- but an upper-caste sweeper got Rs. 1000/- per month.

Moreover, as per the data collected by National Sample Survey Organisation in 2009-2010, the rate of unemployment for the upper-castewomen working as day labourers in rural areas was 8.0% whereas that for the Dalit women engaged in similar jobs was 9.8% (Sabharwal and Sonalkar, 2015). Thorat and Dubey (2012) analysed the rate of decline of poverty in rural areas during 1993-2010. They reported that poverty declined at a rate of 2.8% per annum in upper-caste sweeper got Rs. 1000/- per month.

Moreover, as per the data collected by National Sample Survey organization in 2009-2010, the rate of unemployment for the upper-caste women working as day labourers in rural areas was 8.0% whereas that for the Dalit women engaged in similar jobs was 9.8% (Sabharwal and Sonalkar, 2015). Thorat and Dubey (2012) analysed the rate of decline of poverty in rural areas during 1993-2010. They reported that poverty declined at a rate of 2.8% per annum in upper-caste family but at a rate of 2.4% in Dalit families.

Discrimination In Social And Cultural Life:

- **Discrimination In Access To Drinking Water:** Shah et al. (2006) made a survey on untouchability in 69 villages of Gujarat. In 46 villages, Dalit women had to fetch water from water sources ear-marked for the monly. In

the remaining 23 villages, water sources were used by both the Dalits and the upper-caste women. However, Dalit women were allowed to take water only after the upper-caste women had finished their turn. The latter were also used to continuously shout at the Dalit women for not getting them polluted by contact with the Dalits. Similar situations prevailed in rural areas of other states as well (ibid).

- **Discrimination In Access To Religious Places:** A newspaper published a report on a massive survey conducted by National Council of Applied Economic Research in 42,000 households across India in 2014 (The Indian express, 2014: November 29). The survey revealed that 27% of the common people supported untouchability. Untouchability was most commonly practiced in Madhya Pradesh (53%), followed by Himachal Pradesh (50%), Chhattisgarh (48%) and so on. Dalit women were prohibited from entering temples in about 80% villages of Madhya Pradesh.
- **Report Of ‘National Tribunal : Violence Against Dalit Women in India’ (2013)** recorded a sad incidence that took place in Bihar. A newly married Dalit woman went to a temple with her family, to pray to God but the pundits demanded money which she did not have. The victim decided to pray from outside the temple but the pundits kicked her worship thali and started beating her until she fainted.
- **Discrimination In Midday Meal Scheme :** Authors like Thorat and Lee (2010) and Sabharwal et al. (2014a) have reported on discriminatory practices found in the midday meal scheme for schools, in many schools, food was being served or served from a distance or not served in sufficient quantity to Dalit girls and boy. Separate seat arrangements for Dalit Girls and boys were also but steady rise of malnutrition rate among the Dalit girls and boys attending schools (Sabharwal and Sonalkar, 2015). Additionally, cooks were not recruited from the lowest caste in various schools on the apprehension that the upper-caste children might not like to take food cooked by the Dalits.
- **Discrimination In Access To Public Health Service:** There exist reports on discrimination faced by Dalit mothers in their access to the government ‘Janani Suraksha Yojana’ (Safe Motherhood Scheme) (Acharya, 2010; Sabharwal et al., 2014b). Health link workers often avoided visits to the Dalit localities and often, different meetings on health and nutrition were organized in the upper-caste localities without sending any intimation or invitation to the Dalit women. More unfortunately, the health link workers often refused to hold and weigh the newborn Dalit babies or hold the 15 Dalit babies for feeding polio vaccine; they used to ask the Dalit mothers to hold their own babies during all such occasions. Dalit mothers received

fewer ante-natal as well as post-natal check-ups and less advice and even, fewer pathological tests. Another report stated that only 32.9% of Dalit mothers had the opportunity to give birth to their babies under a health facility while 51% of upper-caste mothers received such scope (Sabharwal and Sonalkar, 2015).

- **Discrimination Followed By Atrocity In Social Life:** Report of ‘National Tribunal — Violence Against Dalit Women in India’ (2013) has recorded an example of atrocity shown to a Dalit woman when her husband started to build a house on a plot of land which was surrounded by Rajput and Yadav houses. Some of the upper-caste people fired on the woman and her daughter and mercilessly shot her husband dead. The police allegedly pressurized the woman to compromise with the accused and also, offered a marriage proposal for her daughter with the culprits. The woman and her daughter had to flee from their village for some days out of fear.
- **Discrimination In Access To Political Participation:** The representation of women and in particular, the Dalit women in the national level of governance is dismally low in our country. Data on Lok Sabha will make the point clear (Sabharwal and Sonalkar, 2015).

The 14th Lok Sabha (Year 2004) had a total of 75 Members of Parliament from the Scheduled Castes and among those 75, only 10 were women while 65 were men. The 15th Lok Sabha (Year 2009) had 57 women Members of Parliament of which only 17 were from the lower castes while the rest 40 belonged to the upper castes. A similar situation prevails in the 16th Lok Sabha (Year 2014). There are 66 women Members of Parliament and among these 66, only 16 belong to the lower castes (11 to Scheduled Castes and 5 to Scheduled Tribes).

- **Sexual Abuse of Dalit Women:** Among the women of our society, probably the Dalit women are most vulnerable to various kinds of sexual abuse on account of their neglected status in the society. Sexual abuse has often been reported to cross all limits of humanity. As per the data published by National Crime Records Bureau, the number of reported cases of rape of Dalit women was 1,316 in 2001, 1,349 in 2010, 1,557 in 2011 and 1,576 in 2012 (Sabharwal and Sonalkar, 2015). Different examples of sexual abuse (viz. rape, gang-rape, rape followed by murder) of Dalit women, as mentioned in the Report of ‘The National Tribunal — Violence against Dalit Women in India’ (2013) and sexual abuse of Dalit women in the name of religious customs, as described by different authors are cited below.:
- **Sexual Assault, Rape And Gang-Rape Of Dalit Women:** On 23rd February, 2010, a Dalit minor girl in Rajasthan went to a bore well to get water and

was forcefully raped inside a neighboring mustard field by a young man who was cutting trees near the well. On 24th October, 2012, a Dalit school girl (minor) in Orissa went to see a drama organized in a local temple with her aunt. While returning to home, the girl was forcefully picked up by six young men and gang raped inside a neighbouring forest. On 30th October, 2012, a Dalit school girl (minor) in Hariyana went to visit her ill mother who was admitted in a hospital for treatment. When the girl's father went out for having tea, the girl was called and forcefully taken outside the hospital by two young men who covered the face of the girl with a piece of cloth. The girl fainted and when she came to her senses, she found herself raped and thrown away among trees and shrubs on the roadside. On 31st November, a Dalit minor girl in Hariyana was having her food at her home after coming back from school; her parents went out to fields. Four local young men entered into the but and violently gang raped the girl. In all such incidents, the police did not cooperate with the victims and their families and instead, insisted on withdrawal of complaints against the accused. All such 'reported' incidents indicate only the Iceberg, because many similar incidents have remained 'unreported' and uncared for

- **Sexual Abuse Followed By Atrocity (Murder Of Victim And Others):** In June, 2012, a 22-year old Dalit girl in Orissa went to collect cement from the house of a 55-year old construction contractor. The contractor's wife was away from the house and he forcibly raped the girl as well as threatened her of a dire consequence if she had opened her mouth to anyone else. The girl stopped working with the contractor. After a few days, when the girl went to a remote place to answer nature's call in the morning, a few men whose faces were painted black came to the spot, cut her throat and left. Later, she was hospitalized by local people; she survived but became permanently handicapped. On 26th October, 2012, a 13-year old girl of Dadadamaha village went out of her home in night along with her cousin sister to attend a cultural programme. On the next morning, her dead body was found by the local people at the roadside. Medical report confirmed that she was gang raped and then murdered by repeated attacks with a sharp knife on her throat, chest and private parts. Fortunately, the police took action against the culprits. There are several more reports on such inhuman atrocity.
- **Sexual Abuse In The Name Of Religious Customs:** Dalit women of the Hindu community are also known to become victims of sexual abuse in the name of religious customs in different states of our country (Tarachand, 1991; Parker, 1998; Orr, 2001). Such women are popularly called as 'Devadasi' which is a Sanskrit word meaning 'Maid servant of God'. They are married to the deity of a temple by their parents when their age

is 8 to 16 years. They are required to stay inside the temple, take care of the temple and perform different rituals. They are also required to learn classical dance and music which are essential parts of temple worship. They are not allowed to marry anyone else but it is mandatory on their part to regularly meet up the sexual needs of the priests of the temple and a few affluent patrons of the temple. In this way, they are compelled to accept a profession which may be designated as 'temple prostitution'. It is very unfortunate that this 'Devadasi system' has not been fully abolished from the country despite the promulgation of different Acts in different states to eradicate the system. It still persists in various magnitudes in Andhra Pradesh, Telengana, Karnataka, Tamil Nadu and Maharashtra (Pal and Lal, 2010; Youth Ki Awaaz, 2012: February 24; The Times of India, 2015: February 23). A newspaper report indicated the number of such temple girls to be as high as 29,000 in Andhra Pradesh alone, as estimated by National Human Rights Commission in 2012; the girls were called as 'Jogini' instead of Devadasi' (The Hindu, November 23, 2012).

Discussion:

Examples cited so far make it clear that the pains and problems of Dalit women have persisted in our society even in this twenty-first century when otherwise, our country has achieved significant advancement in science and technology. Problems 'are, not so acute in the metropolises but remarkably high in the rural areas of the country.

As early as in 1950, the Indian Constitution banned the practice of untouchability under its 'Article 17' and the 'Scheduled Caste/ Schedule Tribes (Prevention of Atrocities Act), 1989' was introduced to combat persecution and discrimination against Dalits, irrespective of males or females (Mishra and Pandit, 2014: August 25). In spite of the existence of these strong legal provisions, Dalit women of the rural India have frequently found it impossible to access their rights through the legal system on account of their illiteracy, ignorance, poverty and lack of cooperation from the society; sometimes, inclusive of the reluctant and non-cooperative attitude of the local police and administrative body. Moreover, Government of India has formulated different women-specific legislations at various times, viz. (i) The Immoral Traffic (Prevention) Act, 1956, (ii) The Dowry Prohibition Act, 1961 (28 of 1961) (Amended in 1986), (iii) The Indecent Representation of Women (Prohibition) Act, 1986, (iv) Protection of Women from Domestic Violence Act, 2005 and (v) The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013 (National Commission for Women, 2017: March 28). Unfortunately, most of the Dalit women are hardly familiar with the names of these Acts, on account of their illiteracy or poor educational background and

ignorance about the world beyond village life. Besides, different states have promulgated legislations to prohibit the 'Devadasi system' in their respective states, viz. (i) Madras Devadasi (Prevention of Dedication) Act of 1947, (ii) Karnataka Devadasi (Prohibition of Dedication) Act, 1982, (iii) Andhra Pradesh Devadasi (Prohibition of Dedication) Act, 1988 and (iv) Maharashtra Devadasi (Abolition of Dedication) Act, 2006. Apart from these legislations, the section 372 of the Indian Penal Code prohibits selling minor girls for the purpose of prostitution. In addition, The Immoral Traffic (Prevention) Act, 1956, also considers prostitution within or close to public places as an offence. Unfortunately, these Acts could not eradicate the menace of 'Devadasi system' in different states even in the recent time, because (i) the rural people in many places of the country believe that when they dedicate young girls to a deity, the latter will be pleased and save them from natural calamities and other problems, (ii) in many villages, the Dalit families believe that offering their daughter to a temple will improve their social status within the rigid caste system of the society and (iii) poor enforcement of laws by different state governments (IAS Point, 2016: December 12). However, quite recently and also, fortunately, in February 2016, the Supreme Court of India has taken a very firm stance in condemning the unethical practice of dedicating minor girls as 'Devadasi' in the name of religious customs (ibid). The issue was brought to the Court's attention by S.L. Foundation, a non-government organization of Kerala, which blamed the negligent attitude of the administrative authorities and police forces of Karnataka, Andhra Pradesh, Maharashtra and Tamil Nadu in fighting the age-old practice. Consequently, the Court distinctly described this practice as an evil done to women by forcing them to sexual exploitation and prostitution. Further, the Court directed all States and Union Territories, especially Karnataka, Maharashtra and Andhra Pradesh to strictly enforce its directives to check such an unethical and offensive practice.

On consideration of the overall dismal situation of Dalit women of our country, some remedial measures may be suggested: (a) both the central and different state governments should be very rigid, in implementing the existing Acts to protect the economic, educational and social rights of the lower castes of the society, (ii) both the central and the state governments should very firmly implement various women-specific legislations to ensure the social security and prevent sexual exploitation or abuse of all women in the country inclusive of the Dalit women, (iii) government agencies, non-government organizations and different audio-visual media should organize various awareness programmes like seminars, slide-shows, postering and film shows for Dalit women so that they can be conscious about their rights in the society and also, about the steps they should take when they face any caste-based discrimination or sexual

harassment, (iv) both the central and state governments should take step steps to spread literacy among Dalit women —lump-sum stipend may be provided to school-going Dalit girls and adult-education centres may be established in villages to educate exclusively the Dalit women, (v) all state governments should ensure that the police forces always stand by any Dalit woman who becomes a victim to any kind of sexual abuse or exploitation instead of showing any mercy to the accused, (vi) all state governments should implement fast-track case disposal system for all cases related to violence or sexual offence with any Dalit woman, (vii) all state governments should ensure the protection of witnesses of violence or sexual crime against any Dalit woman so that the accused cannot cause any harm to the witnesses in order mitigate the barbarity of a crime and (viii) all state governments should take adequate steps for proper rehabilitation and psychological counseling of any Dalit woman who becomes a victim to violence or sexual crime against her.

Conclusion:

The National Federation of Dalit Women (NFDW) was launched by Dalit women themselves and committed itself to undertake several tasks to bring about positive changes in the lives of Dalit women, such as legal action against caste based atrocities, political empowerment of Dalit women, economic empowerment against growing pauperization, building self-confidence and

Moreover, the National Commission for Scheduled Castes has asked the state governments not to use the word ‘Darn’ in official documents, saying the term was ‘unconstitutional’. Rather ‘scheduled Caste’ was the appropriate and notified word as per the Article 341 of the Constitution, the National Commission for Scheduled Castes stated in its letter sent to all states. (Express India, 2008). In fact, the diverse forms of social challenges that the Dalit women face require multiple solutions. First, policies should be in place against gender discrimination and poverty for all women, which will also help the Dalit women. Secondly, there should be legal safeguards against social exclusion and discrimination for women who belong to the socially neglected groups. Further, the women’s movement in India needs to be well organized by the civil society so as to enable the Dalit women to raise their voice against all kinds of social injustice against them.

It is important to note that the Dalit women are nowadays forming their own organizations in different parts of the country. For instance, the ‘Dalit MahilaSamiti’ is an organisation of over 1500 women in Uttar Pradesh. At present, Dalit women’s movements across the world are growing stronger and are connecting to each other and reaching out to the entire global public. They are asking the international community and people of the world to come

together and stand beside them. As such, we can expect that the weeping of the Dalit women will come to an end in the coming years.

Reference:

- Acharya, S. (2010). Castes and patterns of discrimination in rural public health care services. Thorat, S. and Newman, K. S. (eds.), *Blocked by Caste: Economic Discrimination in Modern India*, Oxford University Press, New Delhi.
- Banerjee, A. and Sabharwal, N. S. (2013). Nature and forms of discrimination faced by Dalit women in the urban labour market in Delhi. IIDS-IDRC Report Series, 60: 1-36.
- Dadawala, D. (2016). Dalit literature — concept, origin and features. *International Journal of English Language, Literature and Humanities*, IV (II): 11-14.
- Dreze, J. and Goyal, A. (2003). Future of mid-day meals. *Economic and Political Weekly*, November issue: 4763-4782.
- Express India. (2008: January 18). Dalit word unconstitutional, says SC Commission. <https://web.archive.org/web/20090922060507/http://www.expressindia.com/latest-news/Dalit-word-unconstitutional-says-SC-Commission/262903/> IAS Point. (2016: December 12). Devadasi System: Historical Background and Supreme Court Stance. <http://www.gktoday.in/iaspoint/current/devadasi-system-historical-background-and-supreme-court-stance/> Mail Online India. (2015: March 5). Dalit girl, 17, fighting for life after she was set on fire by four men for getting an education. <http://www.dailymail.co.uk/indiahome/indianews/article-2981699/Dalit-girl-17-fighting-for-life-after-she-was-set-on-fire-by-four-men-for-getting-an-education.html>
- National Commission for Women. (2017: March 28). Laws Related to Women in INDIA. <http://ncw.nic.n/firm/lawsrelatedtowomen.aspx>
- National Tribunal — Violence against Dalit Women in India. (2013). Report published on October 1. <http://www.DAtviveb.org?p=2277> Oinvedt, G. (2008) *Towards an Enlightened India*. Penguin Books India, New Delhi.
- Orr, L. C. (2001). Donors, Devotees, and Daughters of God: Temple Women in Medieval Tamilnadu. *Journal of Asian Studies*, 60(3): 906-908.
- Parker, M. K. (1998). 'A Corporation of Superior Prostitutes': Anglo-Indian Legal Conceptions of Temple Dancing Girls, 1800- 1914. *Modern Asian Studies*, 32(3): 559-566.
- Sabharwal, N. S., Diwakar, D., Naik, A. K. and Sharma, S. (2014). Swallowing the humiliation: The mid-day meal and excluded groups. *Journal of Inclusion Studies*, 1: 169-182.
- Sabharwal, N. S., Sharma, S., Diwakar, D., Naik, A. K. and (2014). Caste discrimination as a factor in poor access to public health service system: A case study of Janani Suraksha Yojana scheme. *Journal of Inclusion Studies*, 1: 148-168.
- Sabharwal, N. S. and Sonalkar, W. (2015). Dalit women in India: At the crossroads of gender, class and caste. *Global Justice: Theory Practice Rhetoric*, 8(1): 44-73.
- Shah, G., Mander, H., Thorat, S., Deshpande, S. and Baviskar, A. (2006). *Untouchability in Rural India*, Sage Publications, New delhi.

Tarachand, K. C. (1991). *Devadasi Custom: Rural Social Structure and Flesh Markets*, Reliance Publishing House, New Delhi.

The Hindu. (2012). State: Commission. <http://www.thehindu.com/todays-paper/tp-national/tp-andhraprathleA/29000-joginis-in-state-commission/article4125208.ece>

The Indian Express. (2013: May 1). SCs, STs form 25% of population, says Census 2011 data. <http://archive.indianexpress.com/news/scs-sts-form-25--of-population-says-census-2011-data/1109988/>

Thorat, S. and Lee, J. (2010). Food security schemes and caste discrimination. In: Thorat, S. and Newman, K. S. (eds.), *Blocked by Caste: Economic Discrimination in Modern India*, Oxford University Press, New Delhi.

Youth Ki Awaaz. (2012: February 24). Lust In The Name Of God: Temple Prostitution in India. <https://www.youthkiawaaz.com/2012/02/in-the-name-of-god/>

QUALITY CONCERNS IN TEACHER EDUCATION

Ravi Ranjan Kumar*

Introduction

Education is a deliberate and conscious activity on the part of civilized societies to help their members to lead a socially meaningful and happy life. If the 18th century is characterized as the age of reason, the 19th as one of industry and, the 20th century as an era of profound scientific and technology revolution then the 21st century is well known as an age of learning. The transition from 20th to 21st century education is still underway. The education cannot afford to remain static. It determines the prosperity, welfare and security of the people. Education which shapes and moulds the quality of life of the people of a country and whose goals are extremely sacred and whose influences are permanent and developmental should be placed in the hands of appropriate and dedicated facilitators, i.e. the teachers who can be trusted to perform a noble, laudable and a challenging role in the educational process. The progress of a nation depends on education. Education is widely recognized. Education is a human process, which involves the teacher and the taught. If a nation possesses innovative people of sterling character, it is bound to make rapid progress on all fronts. Such people are moulded in the factory of teachers. In any country, the quality of education system rests on the quality of its teachers. Enlightened and empowered teachers can lead a nation towards progress and prosperity. Therefore, no nation can be negligent in giving necessary professional inputs to its teachers. As teachers play pivotal role in creating social cohesion, national integration and knowledge society, their own education and training becomes

* Assistant Professor Deptt. of Education, Sachchidanand Sinha College Aurangabad, Bihar.

a matter of vital concern. Therefore, quality assurance in teacher education programmes is the key to meet the challenges of a dynamic society - both at national and global level.

Need of Quality Teacher Education

Studies suggest (Sanders and Horn, 1998; Bailleul et al., 2008) that quality of teachers contributes more to learners' achievement than any other factor. UNESCO-ILO (2010) rightly stated: "Quality teachers are products of quality teacher education programmes, policies and practices." According to Seymour (1992), the American Commission on Teacher Education observed that "the quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure, upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teachers." The quality of pupils' achievement is determined primarily by teachers' competence, sensitivity towards learners and motivating power. The quality of professional preparation of teachers goes a long way to meet the needs of diverse learning needs of the students. Teacher education promotes commitment to the profession and sensitivity to contemporary issues that directly influence the quality of life. In order to upgrade the professional status of teachers, developing among them greater commitment to society, increasing their professional competencies and performance skills and empowering them to face new challenges, continuous quest for quality teacher education is a primary requisite.

Quality concern in teacher education as reflected in commissions' reports in India. India is the second richest nation in human power which needs to be flourished into fertile human resources. Quality teachers will take the leading role towards this end. From time to time, various commissions and committees appointed by the Government at Central and State levels consistently emphasized the need for quality teacher education. The Secondary Education Commission (1953) [8] observed that "a major factor responsible for the educational reconstruction at the secondary stage is teachers' professional training." Later on, the Education Commission (1964-66) [7] stressed that: "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant". In 1986, National Policy on Education also echoed the same tune. The Yashpal Committee Report (1993) [12] voiced that "... inadequate programmes of teacher preparation lead to unsatisfactory quality of learning in schools..." National Curriculum Framework (2005) [6] opined that we now need to define the path that can be taken to empower individual teachers who can then empower learners. Besides, the constitutional commitment towards universal elementary education (UEE) – further strengthened by 86th

constitutional amendment in 2002 that makes education a fundamental right – provides the context for the need to focus on preparing teachers adequately to address the growing demands of quality education. Further, the development of national curriculum framework for teacher education (NCFTE) in 2009 took cognizance of quality teacher education in the light of right to education (RTE) Act, 2009 and universalization of secondary education.

Challenges Towards Achieving Quality

Some of the challenges faced by the teachers in achieving quality are as follows:

- Isolation of Teacher Education from community In the present times the Teacher education has acquired only a narrow framework, leading to loss of linkage with the real life situations and experiences.
- Less duration of the course The duration of the course is so less that a freshman fails to acquaint himself with it, what to talk of perfecting it!
- Lack of orientation of Teacher Education There is great dearth of the add up courses for the continuous growth of the teacher.
- Lack of flexible approach to plans and programmes of Teacher Education The plans and programmes of Teacher Education are not modified keeping pace with changing requirements from the field.
- Lack of passion and enthusiasm for the occupation Most of the aspirants of teaching field opt for this field considering it to be the most comfortable and easy job. This attitude automatically results in the loss of passion and enthusiasm for improvement and efficiency.
- Orthodox and outdated methods of imparting training There is a total adherence to the orthodox methods of imparting training and practice.

Suggestions to Assure Quality

Teacher quality is a point of concern throughout the world. There is a need to redesign and reengineer the complete process of teacher training. Gaps, weaknesses and adhoc approach in training cause wastage of time, money and efforts. To assure quality long term thinking, planning is required. Following strategies may be useful to assure the quality in teachers training:

- **Teacher Education to be Made Dynamic and Responsive** – the teacher education can no longer afford to remain conventional and static but should transform itself to a progressive dynamic and responsive system.
- **Professional Competence:** Teacher Education cannot be improved unless we improve the professional competence of teacher educators. The remarks of Kothari Commission also highlights that ‘a sound programme of professional education of teachers is essential for the qualitative improvement of education.’ To be regarded as professionals, teacher

educators have to be highly competent, committed to the delivery of quality service, and seek autonomy for decision – making in the discharge of their professional duties. They have to set their own goals and agenda within the context of the employing institutions, determine their plans of action, and assess their performance. Professional commitment and feeling of responsibility – due to lack of interest and forceful adoption of the profession, the teacher educators fail to develop professional commitment and to shoulder the responsibility. They are required to pass through such a process that enables them to nurture the right attitude, passion and love for perfection and efficiency for the field. As far as the role of training college is concerned, the right type of teacher educators in our institutions is must. They should be committed to their profession, to learner, to society, to basic values and t professional actions for attaining excellence. As soon as a teacher educator teaches with conviction (and not from merit only) the results come out to be immediate and miraculous.

- **Teacher’s Associations:** Teachers’ associations play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct. National level associations of teacher educators could prepare a Code of professional Ethics for teachers and see to its observance.
- **Implementation of the Latest Research in the Field of Education** – not only research but also the implementation of the findings is required for the desirable modification of the system.
- **In-Service Orientation About the Latest Developments and Innovations** due to various innovations, discoveries and developments there is a great need for regular modifications in the behaviour of teachers. For this purpose it becomes necessary to organize orientation programmes for in-service teachers.
- **Addiction of Another ‘H’ in the National Basic Education Scheme** – the basic tenets identified in the national basic education scheme- Head, Heart and Hand now need to be linked to another ‘H’ highways as the Information Highways, Websites and Internet are becoming common usage device in teacher education.
- **Responsibilities to be Shouldered by Various Agencies viz DIET’s, CTE’s, IASE’s etc** – it is said that putting all the eggs in the same basket can spoil the whole lot. So it is necessary that the responsibility of improving the standard of teacher education is shouldered by various educational bodies e.g. DIET’s, CTE’s etc.
- **Subject Experts:** Subjects experts should be appointed at the district

level to provide guidance to teacher in the techniques of teaching various subjects. When they visit their schools they should provide on the spot guidance to the teachers.

- The individual teacher must be given a high degree of professional autonomy allowing her/him to determine which programme, teaching methods etc are best suited to obtain education objectives in his/her class.
- Serious steps must be taken to review class size and the distribution of working hours. Special measures might also be necessary for older teachers so that they are not forced to leave the teaching profession through ill health or enforced early retirement.
- Every teacher educator should attempt a piece of research every year and findings published/ disseminated in college magazines/ journals/ newspapers/ AIR, TV etc.
- Inter-country visits may be arranged for exchange of ideas and sharing of experiences Awards or recognitions should be offered to best teacher educators at different level, every year, at state and national level.
- Telephone counseling, Radio Bridge, tele-linking etc. Which have started yielding results may be augmented to cover the entire beneficiary group
- Teaching machines (even Robots) should be introduced gradually for supporting/supplementing ongoing teaching programmes.
- Performance Appraisal and development system should substitute the C. R. system. Rewards and punishments if necessary should be decided on performance appraisal and development system should become the major source for preparing yearly staff development plan.
- A directory of eminent institutions and experts who are willing to impart training to teachers should be prepared at national state level.
- Training programme should be designed and conducted on the basis of training needs of the trainee teachers.
- Teacher training policy should be formulated at national, state and institutional level.
- Thus we can say that the teacher education programme should be designed and reconstructed taking into consideration the changes in the technology, tool and the medium through which the process of learning is to be launched.

Conclusion

As teacher is the pivot of the entire education system and is the main catalytic agent for causing desirable changes in the persona of the future citizens of the land, all attempts need to be made to ensure quality in teacher education

programmes so that these can gift us competent teachers capable of meeting the diverse needs of the learners and the society. These programmes should be structured based on the findings of the researches in the field of education. At the time of planning for such programmes, policies, legislations, needs of the society and of learners, futuristic perspectives, employability, technological innovations and infrastructural issues should be given due consideration. Improvement in working of teacher education institutions, knowledge of science and technology, emphasis on value education, healthy discussion on social issues and development of life skills etc. may help ensure quality in the field of teacher education.

References

- Choudhary, R.N. (2003) Innovations in Teacher Education for Meeting the challenges of third millennium.
- Choudhary, R. (2003) Promoting Professional Development.
- Choudhary, N.R. (2006) Innovations in Teacher Education for Meeting the challenges of third Millennium.
- Gosavi, M.S. (2006) Professional Development of Teachers for 21st Century.
- Kishan, R.N. (2008) Global Trends In Teacher Education, APH Publishing Corporation, New Delhi
- Rao, B. D. (2003) Teachers in Changing World, Discovery Publishing House, New Delhi
- Saxena N.R., Mishra B.K., Mohanty R.K. (2006) Teacher Education R. Lall Book Depot, Meerut
- Taj H. (2005) Current Challenge in Education, Neelkamal Publications Pvt. Ltd. New Delhi.
- National Curriculum Framework. NCERT: GOI, 2005.
- Reports of the Education Commission. New Delhi: GOI, 1964-66.
- UNESCO-ILO. Report 2009. Joint ILO/UNESCO Committee of experts on the application of the recommendations concerning teaching personnel. UNESCO: Paris, 2010.
- Yashpal Committee Report: Teacher Education. New Delhi: GOI, 1993.

BLENDED LEARNING: AN INNOVATIVE APPROACH

Ranu Mondal*

INTRODUCTION

Today we are living in 21st century or we can say that we are in the era of digitalization or technology. If we look back and compare it with today than we will find a vast change, a time piece which we called a watch has now taken a shape of smart watch which not only show us time but also helps us in tracking our calories, steps, direction, temperature and can also use to monitor phone call and messages etc. The basic mobile handset is now been used as android by which we can access almost everything with the help of internet. In nutshell today, we are depending upon technology and digitalization for our life. Technology has made our life easier and hassle-free as compare to earlier, if we have access to internet and android hand set with few touches and click we can make our work done in few seconds.

When we are at living with technologies then why should education would imparted from it. Traditional physical classrooms have been the dominant form of knowledge transfer for at least 3,000 years, the universal technology in learning, the printed book is over 500 years old.(Singh & Reed, 2001). If we look at traditional class room in which teacher is the authority and teaching learning process has been taken place in brick and mortar classroom. Where students have direct contact with their teacher can solve their queries on the spot. On the other hand, the traditional approach of teaching is not flexible in nature, it is time and place bounded if a student fails to attend a class he/she will be deprived from receiving knowledge in spite of that it is expensive as

* Ph.D Research Scholar, Deptt. of Education Visva-Bharati, Santiniketann Bolpur,W.B.

well. To overcome the demerit of traditional class room E- learning has been introduced. In e- learning student have access to the study material 24/7, provide effective and efficient training means for learner in geographically dispersed areas and across time zone(Wong & Sixl-Daniell, 2017).But there is lack of face to face interaction, immediate feedback from instructor or other learner is not receivable, since test for assessment in e-learning are possibly done with proxy, it will be difficult to regulate bad activities like malpractices (think, 2016).

In both the mode of learning traditional and e -learning some demerit persists e- learning cater the demerits of face to face or traditional learning but not able to transit the benefit of traditional learning. For preserving the best of traditional and e- learning blended learning comes to reconcile those two extreme in order to take the best advantage of both e- learning and direct learning and come up with a recipe that would improve the output of the teaching learning process.(Al-Derbashi & Abed, 2017).

What is Blended Learning

The concept of blended learning is rooted in the idea that learning is not just a one-time event but rather, is a continuous process(garrison.d.r & kanuka, 2004). Various scholar has defined the term blended learning in various way. (Throne.K, 2003) defined blended learning as a way to meeting the challenges of tailoring the learning and development to the needs of individuals by integrating innovative technologies advances. Blended learning has also been conceptualized in terms of combining traditional in class learning with online activities and recourses(Downes.S, 2008).another interesting and precise definition of blended learning is given by (Singh & Reed, 2001) blended learning focuses on optimizing achievement of learning objectives by applying the “right” learning technology to match “right”personal learning style to transfer the “right” skill to the “right” person at “right” time.

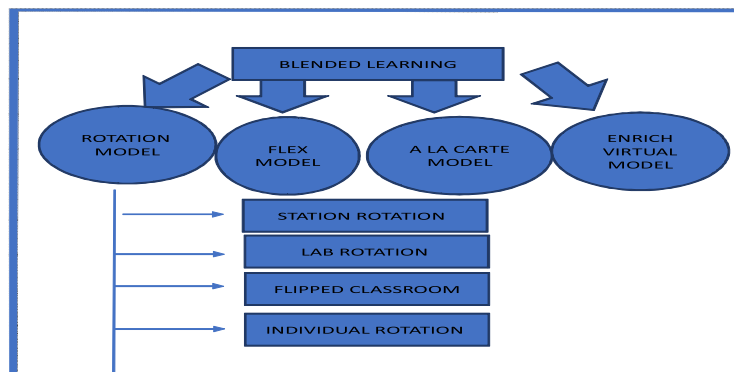
The definition given by (Singh & Reed, 2001) based on the following principles:-

- Blended learning focuses on learning objectives rather than the method of delivery.
- Many different learning styles need to be supported to reach broad audiences.
- Blended learning should cater the need of individual as per learner’s demand at right time.

Models of Blended Learning

A model of teaching is a plan or pattern that can be used to shape

curriculum(long- term course of studies),to design instructional materials, and to guide instruction in the classroom and other similarly for adopting blended learning in classroom few models have been designed and mostly resembled with all blended instruction.



- **Rotation Model:** in this model learners were break up in small groups and task were assigned to them and later collaborate their gained experience and knowledge. The main objective of this model is to enrich student as much as possible in short span of time and teacher student ensure more time with each other.

Rotation model were further divided in to four types as follow:

- **Station Rotation:** A course or subject in which students rotate on a fixed schedule or at the teacher’s discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. Students experience the rotation within a contained classroom or group of classrooms(Horn.B.M. and Staker.h, 2014).
- **Lab Rotation:** In lab rotation model, with in a fixed given course or subject, students rotate at fixed schedule or at the teacher’s direction between classroom and a computer lab. the only difference between station rotation and lab rotation is that in lab rotation student rotate to lab which is outside the classroom whereas in station rotation student rotate with in the class in small groups.

- **Flipped Classroom:** It is the easiest way to into the blended learning. Within a given course or subject students rotate on a fixed schedule between face to face teacher guided practice or projects in class during the standard school day and online delivery of content and instruction from a remote location, often at home after school. The primary delivery of the content and instruction is online. What ever done traditionally in classroom is now done at home and what traditionally done at home is done at school.
- **Individual Rotation:** In this rotation model students rotate through stations on individual schedules set by teacher or software algorithm. Unlike other rotation models, student do not necessarily rotate to every station they only rotate to the activities scheduled on their play list. The Main agenda of individual rotation is to increase independent learning experiences, tailoring each day to different needs in your classroom and school and optimizing the balance of online and offline for each student.
- **Flex Model:** In flex model, online learning forms the backbone of students learning even it is directs students to offline activities at time, and students are able to move flexibly through different learning modalities with the goal of optimizing their learning experiences based on their special needs. Each student has a customized, fluid schedule among learning modalities. The teacher off record is on site, and the teacher on record or other adult provide face to face support on a flexible and adaptive as needed basis through activities such as a small group instruction, group projects and individuals tutoring. Some implementations have substantial face to face support, and other have minimal. The interesting thing about this model is that the agency is in the hand of student and students are not constraint to learn to a particular content.
- **A La Carte Model:** it is totally an online program. Student pursue courses through online mode and support of teacher is also provided over online, in this model of blended learning teachers are also virtual. This model is beneficial for self-paced learning and can be adopted when students are large in number and have limited faculty.
- **Enrich Virtual Model:** enrich virtual model enable students to learn on a online platform, students may not meet with their instructor on a daily basis, but there are formal, regular schedule instruction session. This model is very helpful when students are located remotely. It provides occasional opportunities to get collaborated with other students learning on online platform and expanding extended learning opportunities in the community.

Benefits of Blended learning

- **Flexibility:** A blended learning approach is flexible in nature. It provides opportunity to students to get involve in study as per the needs and demands which allow the learner to move from brick and mortar environment for learning. In other words, blended learning enables the students to access materials anywhere and anytime.
- **Efficiency :** (Kellerer et al., n.d. 2014)Alzahrani& O'Toole, 2017..). Eryilmaz, 2015) conducted studies to examine the effectiveness of blended learning on students attitude and outcome and found that it is effective.
- **Cover all learning Style:** though blended learning has step out from the traditional mode of teaching and incorporate technology to deliver the content. All the students with various learning style like visual, auditory, kinetic etc get benefited.
- **Relaxing:** self-pacing for slow or quick learners reduces stress, increase, satisfaction and information.

Principles to be followed by Teacher Before Adopting Blended learning

- Analyzing the student is the important step before applying any new approach of teaching as the objective of the new approach is to make benefited the audience. Identifying the learning style of students in order to adopt new teaching approach is an essential component, a teacher should know to which range of learning style he/she going to cater, then the motivation level of student in adopting a new way of teaching is needed to be understand, if student does not show positive and friendly attitude towards the new method then it will not bring out and significant result. Beside this a centralized and distributed pattern of students should also be consider by teacher to adopt an appropriate blended learning approach.
- Content to be taught is also another important element in selecting optimal delivery format. The teacher should understand the demand of the subject content then decide how to blend online and face to face mode of learning or there is no requirement of blending.
- Before adopting blended learning, the infrastructure available with the institute and students is needed to be investigate. Blending online with face to face learning mode require technology and tools to operate it like computer, tablet, android mobile, internet etc. Teacher should prepare a teaching instruction by optimizing the use of available recourses with the students and institute as well.

Conclusion:

Blended learning is an innovative approach in teaching and learning with a agenda to maximize the learning outcome and to benefit the student in construction of knowledge and make the teaching learning process lively and interesting. Teacher can put their innovative ideas in delivering the content by blending various content and method together. Teacher should not forget that blended learning is not only about the use of technology in the classroom but to use technology in a benefited way. The need and demand of the student should be understood by the teacher before material thing to get blended. Blended teaching and Learning is not a method but a way by which the objective of learning outcomes can be achieved at the fullest.

Reference

- Al-Derbashi, K. Y., & Abed, O. H. (2017). The level of utilizing blended learning in teaching science from the point of view of science teachers in private schools of Ajman Educational Zone. *Journal of Education and Practice*, 13.
- Alzahrani, M. G., & O'Toole, J. M. (2017). The Impact of Internet Experience and Attitude on Student Preference for Blended Learning. *Journal of Curriculum and Teaching*, 6(1), 65. <https://doi.org/10.5430/jct.v6n1p65>
- Downes, S. (2008). Places to go : Connectivism and connective knowledge.
- Innovative journal of Online education, 5(11), 6. Eryilmaz, M. (2015). The Effectiveness Of Blended Learning Environments.
- Contemporary Issues in Education Research (CIER), 8(4), 251. <https://doi.org/10.19030/cier.v8i4.9433> garrison, d. r., & kanuka. (2004). blended learning: uncovering its transformative potential in higher education. *the internet and higher education*, 7, 95-105.
- Horn, B. M.; & Staker, H. (2014). *Blended: Using Disruptive Innovation to Improve Schools*. Joyce, B., & Weil, M. (1980). In *Models of Teaching* (p. 1). New Jersey, U.S.A: Prentice Hall International.
- Kellerer, P., Kellerer, E., Werth, E., Werth, L., Montgomery, D., Clyde, R., Kennedy, K. (n.d.). *Transforming K–12 Rural Education through Blended Learning*; 22.
- Singh, H., & Reed, C. (2001). A White Paper: Achieving Success with Blended Learning, 11. think, d. v. (2016). the role of e- learning. *Management, enterprise and benchmarking in 21st century*, 239-250.
- Throne, K. (2003). blended learning: how to intergrate online and traditional learning.
- Wong, A. O., & Sixl-Daniell, K. (2017). The Importance of e-Learning as a Teaching and Learning Approach in Emerging Markets.
- International Journal of Advanced Corporate Learning (IJAC), 10(1), 45–54. Retrieved from <http://online-journals.org/index.php/i-jac/article/view/6471> <https://www.knowledgewave.com/blog/benefits-of-blended-learning> <https://www.teachthought.com/technology/the-benefits-of-blended-learning/> https://blogs.edweek.org/edweek/education_futures/2018/05/5_major_benefits_of_blended_learning.html <https://www.knowledgewave.com/blog/benefits-of-blended-learning>

108 **Current Issues in Education in India**

khanacademy.org/partner-content/ssf-cci/sscc-intro-blended-learning/sscc-overview-blended-learning/v/sscc-blended-definitionhttps://www.youtube.com/watch?v=P-QNdW7DKP0 https://www.youtube.com/watch?v=Bn-4_VaO9b4

EMPOWERMENT OF WOMEN IN INDIAN POLITICS THROUGH RESERVATION

Ajay Kumar*

Introduction

Women represent more than half of the World's population but women constitute a marginal proportion of representatives in the World's legislative bodies. Although India was one of the first democratic nations to grant women the vote, women are neither represented in the legislative spaces nor contributing towards the formation of national laws. We observed that women occupy just 66 seats out of 543 members in Lok Sabha (i.e. 12%) and 9% is in Member of Legislative Assemblies. The Global average for women in parliament stood 22.4%. India's position is 103th among the 141 ranks listed for 190 countries. Among the Asian countries India's position is 13th out of 18 countries and among the SAARC countries India's position is 5th. Those countries whose position is higher than India, it is observed that they were mandated reservation for women. The constitution of India attempts to remove gender inequalities reserving elected position for women. Though it was delayed but India Government understood it and has instituted reservation for seats in local government. The 73rd constitutional amendment has created space for women in political participation and decision making at the grass root level by providing 33% reservation. The India Govt. has also proposed to raise the level of reservation in Panchayat Raj institution to 50%. Most of the states implemented 50% reservation of seats for women in local self Govt. Bodies In local bodies over the past two decades elected women representatives have been taking active interest in using budgetary allocations to promote women's

* Research Scholar, Institute of Education, Bundelkhand University, Jhansi, U.P.

education, health, safe drinking water and sanitation. Thus we observed that In India, women's representation in elected bodies is very much disappointing. Women represent half of the population of India (approximately) therefore they have the right to half of the seats in all levels of politics. To provide a level playing field to women and overcome historical neglect and adverse socio-political and cultural forces, reservation of seats for women in legislatures and parliament is a must needed step in political system, right from the developed to the developing countries, presence of women is very low compared to men. Today the percentage of women as voters has been increased considerably, but their political participation is not equal to men and therefore women are unable to get an equal share in organization that require decision making. Women have not been regarded as significant part of the political arena. Politics at every level of participation is dominated by men. The leave out women from positions of power seriously affects the ability to challenge the subordination of women in all its manifestation. Women have to be in politics and power to participate as women and to change the very nature of that power which excludes them. Women who consist of almost half of the population need to be represented significantly in decision making bodies. Else the goal of development cannot be achieved.

Lawful Representation of Women

The Constitution of India is a progressive document that guarantees equal rights for both sexes, and entitles women to enjoy economic, social, cultural and political rights on an equal footing with men (Article 325). Under Article 15(3), the State is there by empowered to make "special provisions", legislative or otherwise, to secure women's socio-political advancement. In addition, India is a signatory to a number of international agreements that support proactive state measures for women's political development.

1. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) was approved by India in 1993. Article 3 discusses appropriate measures, including legislation, to ensure the full advancement of women. Besides this, Article 7 affirms that signatories should take all appropriate measures to eliminate discrimination against women in the political and public life of the country.
2. The Inter Parliamentary Union's (IPU) Universal Declaration on Democracy (1997) asserted that "the achievement of genuine democracy presupposes a genuine partnership between men and women in the conduct of the affairs of society in which they work in equality and complementarity, drawing mutual enrichment from their differences".
3. The Beijing Platform for Action, 1995 asserted that women's persistent

exclusion from decision making was substantially hampering the achievement of democratic transformation, women's empowerment and achieving the goals of sustainable development.

The issue of women's political empowerment came to the forefront of the global debate for women's rights at the time of the Fourth World Conference on Women held at Beijing in 1995. It declared "women's equal participation in political life plays a pivotal role in the general process of the advancement of women. Women's equal participation in decision making is a demand for simple justice and necessary condition for women's interest to be taken into account". (Beijing Platform for Action, pp 99) In this conference global community stressed the importance of women assuming position of power and influence, not only because of their points of view and talents are needed, but also as a matter of their human rights. Moreover, increased involvement of women in decision making process with respect to social values, development directions and allocation of resources enables women as well as men to influence societal agendas and to help to set priorities. Women's political participation has been the agenda of various international conferences and symposiums. Various recommendations were made to improve the participation of women in political decision making. Women's political empowerment was at the center stage of all discourses on women's issues at the international level. India is in no way any exception from the rest of the countries with respect to the women representation. Corresponding to this, various initiatives were taken in India.

Political Empowerment of Women

Women's security, decision-making power, and mobility are three indicators for women's empowerment. In India, and more so for rural and less educated women, these three indicators are significantly low. Data from the NFHS-3 survey on women's decision making power shows that only about one third of the women interviewed took decisions on their own regarding household issues and their health. Decision-making power among employed urban women was higher than among rural and less educated women. The survey also found that older married woman had more decision making power than the younger married women. Young women and girls experience an additional layer of discrimination as a result of their age. In India data on women's mobility indicates the lack of choices women have, and that urban and educated women have more mobility choices than rural women. The data shows that about half of the women interviewed had the freedom to go to the market or a health facility alone. 79% of urban women from the highest education and only about 40% of rural women without education were allowed to go to the market alone. Mobility restrictions for women are dependent upon how the family and community view women's rights. A study in West Bengal and Rajasthan by the

Institute of Management studies (Calcutta) and the Massachusetts Institute of Technology (MIT) found that where women panchayat members were active, there were more robust programs on water, irrigation, and infrastructure. The study conclusively states that in Panchayats where women were present policies were more beneficial to the community than in Panchayats where women were absent.

Women Reservation Bill

In order to enable better women participation in active politics, authorities had been trying to put in reservation for women but have not been successful in true due to non-support from some of the regional parties. In 1993 through 73rd and 74th constitution amendments reservation of 1/3rd women came in local level. Women's Reservation bill or the constitution (108th Amendment) bill, is a pending bill in India which proposes to reserve 33% of all seats in the lower house of parliament of India, and in all state legislative assemblies for women for 15 years. The Bill was introduced in the parliament in 1996, and subsequently in 1999, 2003, 2005, 2008 and 2010. Women's Reservation Bill, was passed in Rajya Sabha on March 9, 2010. But Lok sabha could not clear the Bill due to resistance of some regional parties on certain provisions of the Bill. The continuing failure to pass the Women's Reservation Bill has led to grave injustice to women and to the democratic process in the country.

The Argument in Favor of Reservation

1. Women represent half of the population of our country and therefore have the right to half of the seats, since decision made in parliament have a direct impact on their lives.
2. Women have different social and biological observations which should be represented in institutions of governance.
3. Women and men have partly conflicting interests.
4. Women in positions of power can inspire more women to place themselves in influential and decision-making roles.
5. Women are deprived of their natural rights in India. Increased political participation of women will help them fight the abuse, discrimination, and inequality they suffer from. Women in India have made major inroads in various male dominated professions. In the field of business, art, medicine, engineering, law and culture, women are given opportunity to prove their skills. But they have failed to gain ground in the field of politics. All these trends indicate that women's representation in politics requires special consideration. Today, even best women parliamentarians feel sidelined and powerless within their parties except a few. Male party leaders have shown little willingness to include women in party decision making

bodies or help to create a conducive atmosphere for women's participation in their own organizations. Therefore special measures are required. Otherwise our democracy will remain seriously flawed if it fails to give adequate space for women.(Narayan Jayprakash, Sheth Dhirubai, Yadav Yogendra, Keshwar Madhu-2000). Political parties and other organizations should encourage women's participation in politics and in the exercise of political responsibilities. The strategy should be to encourage a still greater number of women in decision – making power. In this background the demand for 33% reservation for women in legislature becomes important. Representation of women in legislatures, thereby entering into power position is inevitable for political empowerment and equality of women. Given our political situation, it has become clear that it is difficult for women to enter into legislature without reservation. Therefore demand for 33% reservation in national and state legislature has become a major demand of various women's organizations.

Steps Taken By India Govt. For Women Empowerment

Women empowerment may mean equal status to women, opportunity and freedom to develop herself. Empowerment of women in all spheres, in particular the political sphere is critical for their advancement and the foundation of a gender-equal society. There are three fundamental and non-negotiable principles. (a) The equality between women and men. (b) Women's right to the full development of their potentials (c) Women's right to self-representation and self-determination. In empowerment, the key indeed is 'power': it is power to 'access', 'control', and make 'informed choices'. In Indian language, it is shakti, which shows clearly through the use of a mix of power, effectiveness, capability, force and influence to challenge and transform the structures and institutions of patriarchal ideology and existing power relations. In India many steps have been undertaken to provide constitutional safeguards and institutional framework for activities for women welfare and development. Now the emphasis is on the inclusion of women in decision-making and their participation in the policy formation level.(V.S.Gupta-2001). Despite these efforts women continue to remain invisible and marginalized in decision-making bodies, leading to lack of a feminist perspective in political decision-making. For this the process of reservation was initiated during Rajiv Gandhi's prime Ministership. The 73rd and 74th Amendments of Indian constitution in 1992 and 1993 provided 33% reservation for women in panchayats and urban local bodies. These amendments, served as a major breakthrough towards ensuring women's equal access and increased participation in political power structures (national commission review-2001). In the last 20 years of panchayati raj, India has seen women go from strength to strength in terms of their political

participation. About 28 lakh elected panchayat representatives, around 10 lakh are estimated to be women. The constitution's 110th Amendment Bill 2009 provides reservation for women increases from 33% to 50% in PRIs (panchayati Raj Institutions). For instance Bihar, MP, Uttarakhand, Rajasthan, West-Bengal have reserved 50% seats for women in panchayats and Sikkim has reserved 40% seats for women. In Bihar roughly 55% of elected representatives are women (Annual Report Ministry of Panchayati Raj-2011-2012). But in India women Representatives in Lok – Sabha and Rajya – Sabha are very disappointing.

Reservations on Inclusion of an OBC/Muslim Sub Quota

The Women's Bill in April 2010, which gives 33.3% reservation for women in all levels of Indian politics, took 14 years after its introduction to finally pass by Rajya Sabha. It is yet to be passed by the Lok Sabha. The Women's Bill will also significantly change the demographics of class and caste among women politicians in leadership positions in the Indian political structure. It will create a path for women from lower classes and castes (who are currently confined to local-level governance) to enter state and national level Governments. In addition to the existing reservations for scheduled castes and scheduled tribes, one third of the SC and ST candidates must be women. Other Backward Class (OBC) members are not included in the reservation due to the wide disagreement about who constitutes OBC and a lack of existing data on the OBC population. The greatest impediment to the passing of the Bill is the insistence from certain political lobbies on a "quota within a quota" for women of other backward classes (OBC). The two main arguments against the bill are that it will only benefit elite women (particularly in national level politics) and that there should be reservations for Dalit, minorities (particularly Muslim women), and OBCs. However, supporters of the bill do not agree with creating quotas within the existing 33% women quota in parliament, as SC and ST quotas already exist.

OBCs and Muslim women are not currently represented within the Women's Reservation Bill simply because there is no general reservation for OBCs and Muslims, and as such a sub-quota within the Women's Reservation Bill may be unconstitutional. Whilst it might be possible to add a sub-clause, the push should first be for a Constitutional Amendment that enables a general OBC quota and/or a non-secular quota for Muslims. This was the recommendation of the Joint Select Committee formed in 1996, which responded to a common delegation of backward caste MPs with the assertion that sub-reservations for OBC women were not legally permissible until a separate constitutional amendment established a general quota. In addition to a number of minor technical adjustments, the Committee then recommended that the bill be passed into law as soon as possible. Interestingly, neither Mulayam Singh Yadav of

the Samajwadi Party nor any other leader has of yet brought a proposal for reservation for OBCs or other minorities to be debated and discussed in the parliament. Once the Women's Reservation Bill is passed, quotas for general reservation for other social groups can be raised in the parliament as a separate issue, with one third of the seats within these distinct quotas subsequently reserved for women.

Conclusion

There is a long way to go for the enactment of the bill. Political parties are using this issue to woo women voters. No political party is seriously committed to the issue of reservation for women. No party opposes reservation provided for women in local governments and they want it to be restricted at that level. It can be conclusively stated that there has been a radical change in the movement for empowerment of women. But for increasing women's political participation and representation in Indian politics also requires electoral and parliamentary reforms. The number of women standing for elections needs to increase. So reservation seems to be the fastest way of increasing the numbers of women contestants elected. The Women's Reservation Bill, therefore, is a crucial first step towards both electoral and parliamentary reforms. Many consider it is an important step in reducing the dismal representation of women in the parliament. Paradoxically however, its passing is dependent on the Lok Sabha which is 90% male dominated and where the Bill has remained pending since 1996. Political parties cannot remain indifferent towards women who constitute 586.5 million population and nearly 48.46 percent of the electorate (2011 census). In addition, the role played by political parties is also very important to ensure that women are adequately represented and policies favouring women are passed. The organisation and structure of political parties also becomes important to consider. Although almost all parties have attempted to build women organisations to secure their support and make their organisations more broad-based, but in practice they have fielded much less proportion of women candidates in the elections giving them proportionately much less representation in the legislative bodies than their actual population strength. In this context it would be noteworthy to recall the observations of Noble Laureate Amartya Sen in his book, 'India: Economic Development and Social Opportunity', "Women's empowerment can positively influence the lives not only of women themselves but also of men, and of course, those of children". Political analysts, sociologists, social scientists, feminists and others have observed that if the bill becomes an act then it will be a revolutionary change since independence.

References

A consultation paper on, "Pace of Socio-Economic change under the constitution"

National Commission to Review the working of the constitution. Pp(33-35) May 2001. Dr. Reddy.K.Vidyasagar, "Women Empowrment in India: A case of Political Reservation" countercurrents.org-29 July 2011.

Gupta V.S, "Nation Building and Empowerment of women," Empowerment news, 11-17 Augut p-8 2001.

FadiaKuldeep, "Women's Empowerment through Political Participation in India"- Indian Journal of Public Administration.Vol. LX.No. 3. September 2014. Page537-548.

Laura Keenan, Sameena Mir, CLRA (Centre for Legislative Research and Advocacy), "Women's Reservation-A Long Delayed and a Much Needed Step" policy brief series: No. 3; 2008 July.

Narayana Jayaprakash, Sheth Dhirubai, YadavYogendra, KeshwarMadhu, "Enhancing Women's Representation in Legislatures. An Alternative to the Government Bill for Women's Reservation", Manushi, No. 116, 2000, pp 7

Prof. Israt, S& Dr.Kumari, R. "Gender and local Governace-A new discourse in Development"- Nov 2018.

RathodApoorva, "Women's Political participation and Representation in India" DPG-ISSUEBRIEF – Sep 2018.

Report of the Intra-Parliamentary Union to the United Nations Committee on the Elimination of Discrimination August women, Nov 2018.

Singh.J.P. "Indian Democracy and Empowerment of Women".The Indian Journal of Public Administration, Oct.-Dec. Vol XLVI, No.4, 2000 pp 619.

SrivastavaRashmi, "Empowerment of Women Through Political Participation, with special reference to Madya Pradesh", in NirojSinha (ed), Women in Indian politics, Anmol publications, New Delhi, 2000, pp.206.

TuladharIndu: "SAARC: A Step forward, Women's Inclusive Political Participation"-chapter 4.

Women Empowerment in the Different Era's of Evolution

Sahanaz Khatun*

Introduction

Male and Female, the two basic components of our human society, depend upon each other and each one of them constitutes about half of the population. Over years sociologists and other scholars have tried to assess the problems faced by women and to study changes in their status around the globe in general and in Indian society in particular. We find that man and woman have been established as the two wheels of a bicycle.

The status represents the position of individual in the group. The word status denotes the position of an individual in a system with attendant rights and duties. It is the position which the individual occupies in the group by virtue of his or her sex, age, family, occupation, marriage and achievement.

The status of women refers to her position in the network of social role structure, privileges, rights and duties. It refers to her rights and duties in family and social life. The status of a woman is generally measured in the comparative amount of prestige and respect accorded to her with that of man.

Empowerment is a strong term, which means the freedom to do something, or the power to control one's own life or its outcome. Eve was created from one of the ribs of Adam to be his companion, as said in the Book of Genesis of the Hebrew Bible. God had created them to be each other's companion and soul mate; he never created Eve with a purpose to serve Adam.

No relationship is ideal, yet a relationship bonded and created by love,

*M.A. Education I.G.N.O.U.

friendship and equality thrives better. A happy couple always helps each other, encourages each other, and supports each other. That is what I would call a true meaning of Empowerment. The women in general have been deprived and neglected by the society from the time immemorial; they have always been forced to take the backstage while men have always been in the forefront driving their lives.

Vedic Period:

The Rig-Vedic society was a free society. The Aryans evidently preferred male child to female child. However, females were as free as their male counterparts. Education was equally open for boys and girls. Girls studied the Veda and fine arts. Women never observed purdha in the Vedic period. They enjoyed freedom in selecting their mates. But divorce was not permissible to them. In the family, they enjoyed complete freedom and were treated as Ardhanginis.

In domestic life women were considered to be supreme and enjoyed freedom. Home was the place of production. Spinning and weaving of clothes was done at home. Women helped their husbands in agricultural pursuits also. Husband used to consult his wife on financial matters.

Unmarried daughters had share in their fathers' property. Daughter had full legal rights in the property of her father in the absence of any son. Mother's property, after her death, was equally divided among sons and unmarried daughters. However, married women had no share in father's property. As a wife, a woman had no direct share in her husband's property. A widowed mother had some rights.

The woman was regarded as having an equally important share in the social and religious life because a man without woman was considered as an inadequate person. She regularly participated in religious ceremonies with her husband. There were many scholars who composed hymns of Rig Veda. Lopamudra, Gargi and Maitreye were the pioneers among them. Lopamudra, the wife of Agasti rishi, composed two verses of Rig Veda.

It may be concluded that during vedic period the status of women was not unequal to that of men. Women got the same education as men and participated in the philosophical debates.

Prabhu has remarked, "This shows that men and women were regarded as having equally important status in the social life of the early period".

Women had equal rights in social and religious fields but had limited rights in economic field. In the Vedic era women were held in high esteem. They were educated and lived at par with the men. They were standing shoulder to shoulder in every field be it Agriculture or Administration. Weaving and Cooking still

remained the staple job for women. Below the garb of Freedom lay a marked difference in the Quality of life for women, they were not permitted to divorce or leave their in laws house after marriage. It was believed that once they enter in-laws house after marriage they only leave after their death.

Epic Period:

Epic age, in the history of female freedom, may be regarded as a golden age. Women had been accorded an honorable status in the society. Most of the female characters of Ramayana and Mahabharata were well educated. The Ramayana illustrates the Hindu ideal women of India. In Mahabharata we find instances where women gave counsel and advice to men on social and religious issues. Women had an effective role in social and political life of the then society. A general survey of the Puranas reveals that the position of women declined in the corresponding age.

Both the Epics Mahabharata and Ramayana have various instances showing women during that period were given respectable position. The Epics show how women were considered in high Esteem. They showed Valour, Courage, and Substance. The Burning Examples being Sita, Kaikeye, Draupadi etc.

Smritis:

While speaking about woman and her relation to man, Manu says “Women must always be honoured and respected by the father, brother, husband and brother-in-law who desire their own welfare, and where women are honoured, there the very Gods are pleased, but where they are not honoured, no sacred rite even could yield rewards”.

Manu observes that the family, in which women suffer, is bound to be ruined, while the family in which women are happy is bound to prosper. He further enjoins that every person is to maintain peace with the female members of the household. He also advises every householder to treat his daughter as the highest object of tenderness and honour mother as the most venerable person in the world.

On the other hand we find a number of provisions in the Manu Smriti, which certainly go against her interests.

Women are deprived of the Upanayana ceremony and thereby of education. Manu relegates her to an entirely subservient position. He preaches self-negation as the highest ideal of a wife. She is asked to serve and worship her husband even if he is not a person of all virtue and character. Since service and worship of the husband are the primary duties of a wife, by so performing she can hope to attain heaven.

Manu deprives women of her economic rights also. He says, “A wife, a son

and a Slave, these three are declared to have no property, the wealth which they earn is for him to whom they belong”.

It appears that Manu had a very poor opinion about women. According to him women should be guarded against her evil inclinations. Otherwise she will bring sorrow to both the families. He also observes that if a woman is chaste, it is because she has not found a proper man, place and opportunity. He, therefore, calls her a ‘Pramada a temptress. So, he wants woman to be under the surveillance of father in her childhood, her husband in her youth and her sons after the death of her husband. He declares in unequivocal terms that no woman deserves independence.

There are two schools of thought regarding the status of women in ancient India. One school has described women as the ‘equals of men’, while the other school holds that women were held not only in disrespect but even in positive hatred.

Buddhist Period:

Many evil social practices, like the practice of pre puberty marriages, denial of right of women to education and also to mate selection etc were imposed on women during the periods of Brahmins and Puranas.

In the Buddhist period, the position of women improved to some extent. In the religious field, women came to occupy a distinctly superior place. They had their own Sangha called Bhikshuni ‘Sangha’, which provided avenues of cultural activities and social services. They got ample opportunities in public life. However, their economic status remained unchanged. The status of Women in the Buddhist period, even though did not have a drastic change. Yet, one can see a gradual change in the women’s status in the Buddhist period.

The Teachings of Buddha gave Equal status to men and women alike. Women had the freedom to choose education based work besides the regular household work. They were given freedom to choose a life of Celibacy, they could become monks or Sanyasinis. They were called “ Bhikshuni”. The Emperors during the Buddhist period namely Chandragupta maurya, Ashoka etc. All of them followed the Teachings of Buddha owing to which women enjoyed some freedom during the Buddhist period.

Medieval Period:

The Status of women further deteriorated during the Advent of the Mughals. Purdah system, and Social Deprivation further send the women to the Deep dungeons of the Ancient period. They were denied Basic Education and their freedom was curtailed. They had no right in the Parental property. Certain marked Saints like Kabir, Chanakya, and Chaitanya tried to improve the Quality of Life for women through their poetic influence. Yet, it had no

marked change in the lives of the general women. The Rajputs of Rajasthan had started the practice of Jauhar which was like a wrath on the women. They were burned along with their Dead husbands as a ritual. It was believed that a women lives ends after the death of their Husband. According to ancient Hindu texts and tradition, until about 500 B.C. Women in India enjoyed considerable freedom. But during the next thousand years, women's position gradually deteriorated. Educational and religious parity was denied to them and widow remarriage was forbidden.

In fact, the status of women started degenerating in the post-Vedic age because of the conception of purity and pollution and restrictions of inter-caste marriages. Child marriage had started in the Smriti age. During this period, a woman's husband was regarded as God. During the middle ages, the position of women in Hindu society further degenerated. A number of problems arose for Hindu women in the Mughal period.

The first Muslim invasion took place in India in the eighth century. During this period the Hindu society was engaged in evolving, under the leadership of Sankaracharya, a technique to face the expanding Buddhism. Sankaracharya re-emphasised the supremacy of Vedas to counter the spread of Buddhism, and the Vedas had given a status of equality to women.

India experienced a second Muslim invasion in the eleventh century when Mohammad Ghazni conquered India. From this period till the middle of the eighteenth century, when the British rule was established in the country the breakdown of social institutions, the vast migration of people and the economic depression in the country contributed to a general decline of social life, particularly among women.

The 'Purdah' system was followed which resulted in seclusion of women. Education of women in whatever form came to be stopped. Child marriage was started. During this period the inhuman practice of 'Sati Pratha' was in vogue. Purdah Pratha, Sati Pratha, child marriage, girl killing, polygamy etc. were the main social evils of this period.

However, during the fifteenth century, the situation underwent some change. The Bhakti movement organised by Ramanuja charya during this period introduced new trends in the social and religious life of Indian women. The saints like Chaitanya, Nanak, Kabir, Meera, Ramdas and Tulsi stood for the right of women to religious worship. Hence, this movement, atleast, provided religious freedom to women.

As a result of this freedom, they secured certain social freedom also. The saints encouraged women to read religious books and to educate themselves. Although the Bhakti movement gave a new life to women, this movement did

not bring any substantial change in economic status of women. Hence, women continued to hold low status in the society.

Modern Period:

The British Era, made the people to stand up and notice the women of that time. Even though the Britishers had done irreparable damage to India. Yet, the men and women fought shoulder to shoulder in the freedom struggle. Raja Ram Mohan Roy, Iswar Chandra Vidyasagar, Annie Besant were the stalwarts during the British era who tried to uplift the status of women. The first school for girls was setup and functional in Calcutta in the year 1847.

Women Remarriage was thought as basic right to young widows. In 1856 widow remarriage act was passed which helped the women to have a better life. Rani laxmi Bai, Raziya Sultana, Begum Hazrat Mahal, were some of the notable rulers during this period, who had carved a separate niche for the status of women in India.

Independent India:

“It is impossible to think about the welfare of the world unless the condition of women is improved. It is impossible for a bird to fly on only one wing.” — Swami Vivekananda, Women are not born, but made. What better than India to exemplify this statement by Simone de Beauvoir. With the whole world celebrating International Women’s Day with great pomp and show, it would be only apt to analyze the position and space Indian women occupy today, and comparing it to the time 60 years ago when the country had just gained independence. With women participating in nationalist movements, to being pushed into the domestic household space, to their resurgence as super-women today, women in our country have seen it all.

While on one hand, India has seen an increased percentage of literacy among women, and women are now entering professional fields, the practices of female infanticide, poor health conditions and lack of education still persists. Even the patriarchal ideology of the home being a woman’s ‘real domain’ and marriage being her ultimate destiny hasn’t changed much. The matrimonial advertisements, demanding girls of the same caste, with fair skin and slim figure, or the much criticized fair and lovely ads, are indicators of the slow changing social mores. If one looks at the status of women then and now, one has to look at two sides of the coin; one side which is promising, and one side which is bleak.

Independence had not only brought freedom to the country but also to the women and their status in the society. Lots of Blind rituals and Custom had been abolished. The Constitution had layed certain Articles for Equality and Safety of women. Women had taken initiative to come up and make a genuine

effort to improve their way of life.

Today, women are working at par with men at every sphere in life. Infact women are excelling over men. No work, no place is men's zone now. Women have proven that if given a chance they can excel in any field. Kalpana chawla and sunita willams have been to the moon and back to prove this. The government of India has taken various initiatives to help women from all caste and clan of society to stand on their feet, be independent, earn on their own, run household, Mahila- e-haat, Beti Bachao Beti Padhao, working women's hostel being some of them, etc.

Conclusion

India is a developing country, Agriculture being the prime occupation, and majority of the population belonging to poor or below poverty line. The Deprivation of Basic needs and the lack of proper lifestyle has led to the major population being illiterate and ignorant. There are still feudal thinking men, local khap panchayats, honour killing and backward thinking men.

Modernization and globalization has changed the outlook of the society, yet, a lot needs to be done. The days when women can break open from the archaic thinking of the society, when men actually acknowledge the contribution and presence of the women, and there is sense of equality in the minds of men. Only then will women be empowered in the true sense of the Term.

While there are several programmes that have been set into motion by the Government and several NGOs in the country, there is still a wide gap that exists between those under protection and those not. The empowerment of women begins with a guarantee of their health and safety. There are several challenges for issues of women's rights in India. Lot of the challenges are quite basic issues faced across the country, these are the contributory causes to the overarching status of women in India. These issues can be targeted to attain empowerment of women in India.

References

- Altekar, A. S. (2014) *The Position of Women in Hindu Civilization*. Motilal Banarsidas Publishers.
- Arvind Sharma (2005) 'Women in Indian Religions' (Ed.) Oxford University Press
- Bader, C. (2013). *Women in Ancient India*. Trubner's Oriental Series, Routledge
- Mishra.S.K. (2012) *Women status and empowerment in India*, New Delhi. p.p 14
- Mishra, R. C. (2006). *Towards Gender Equality*. Authors Press
- Nandal, V. & Rajnish (2014). *Status of Women through Ages in India*. International Research Journal of Social Sciences
- Tejani, S. (2002): *Report on CEDAW Training Programme for Three Western States in India*. (Maharashtra, Rajasthan and Goa) Pune: MASUM; Kuala Lumpur:

IWRAW-Asia Specific.

Society, P. M. (2014) Status of Women in Vedic and Post-Vedic Period. <http://www.yourarticlelibrary.com/society/status-of-women-in-vedic-and-post-vedic-period/4397/> retrieved on 12th November 2018

<https://www.youthkiawaaz.com/2012/03/heres-how-the-status-of-women-has-changed-in-india-since-1950-till-date/> retrieved on 20th November 2018

<http://www.yourarticlelibrary.com/society/status-of-women-in-vedic-and-post-vedic-period/4397> retrieved on 21st November 2018

<https://www.thoughtco.com/esteem-of-women-in-vedic-india-1770409> retrieved on 20th November 2018

PROSPECTS AND CHALLENGES OF E-GOVERNANCE IN INDIAN EDUCATION

Jayashree Prasad*

INTRODUCTION

E-governance, signifying 'electronic governance' is utilizing information and communication technologies (ICTs) at different levels of the government and the general population sector and beyond, for the purpose of enhancing governance. E-Governance solutions in the educational area consolidates the recent innovation to bring a framework that combines administrative and university administration works that are necessary for fruitful treatment of all issues relating to the academic affairs and the challenges for smooth working of an instructive organization. Through usage of e-Governance arrangement in each unit of an academic institution, the real time information processing and learning administration of the institution is made conceivable.

E-Governance solution is a coordinated arrangement that encourages the processing and maintenance of huge volumes of information - including student, personnel, inventory, asset management, facility management, transport, library, staff subtle elements, and finance and student expenses among different departments in an academic institution. E-Governance solution in the field of educational sector consolidates entire information and procedures of an educational Institution into a unified framework, making the procedure uncomplicated, well - organized and blunder evidence. The arrangement is intended to make the framework client - cordial, efficient and cost sparing too. A large number of them are sufficiently adaptable to adjust to the changing instructive condition product and rapidly.

* Ph.D Research Scholar, Deptt. of Education, Sikkim University, Gangtok.

Educational institutions in India may have different necessities that incorporate computerization and management of processes such as registration, affirmation, student data, classes, timetable, transport, participation, library, compensation and expenses, examinations, execution, grades, hostels, security and reports. Many of the software product suppliers enable their clients to choose from the accessible modules to grab their requirements.

GOOD GOVERNANCE

The idea of powerful governance is not new; it needs to be altogether developed to be able to effectively manage with the new difficulties confronting us. In this context, e-governance can facilitate in enhancing transparency, participation, providing fast data, dissemination, enhancing administrative efficiency and public services in all the aspects of education. Governance is not only participatory but also addition responsible and transparent to the smooth working of the framework.

CONCEPT OF E-GOVERNANCE

E-governance arrangement in the field of educational area has changed the way organization, which is intended to make the framework easy to understand, time saving and cost saving also. A significant number of them are flexible enough to adjust to the changing educational condition proficiently and rapidly and effectively. It is an incorporated arrangement in the education sector that encourages the preparing and maintenance of huge volumes of information, for example, registration, confirmation, student information, classes, timetable, transport, attendance, library, salary, expenses, examinations, performance, grades, hostels, security, reports, management, transport, staff details and fees among different departments in an institution.

E-governance empowers the Government and Citizens to access effortlessly, to enhance new class of quality of services and to give multi-channel benefit conveyance framework. The vision of e-governance is to transform service delivery through the using IT and Multimedia.

E-governance can be characterized as a conveyance of government services and information to people in general utilizing electronic means. Such methods for conveying data are frequently referred to as ICT. The utilization of ICTs in government facilitates an efficient, rapid and straightforward process for scattering information to the general society and other agencies, for providing administrations, and for performing regulatory exercises.

E-governance requires several components of good governance, for example, straightforwardness, transparency, accountability, investment, social integration, public financial management reform and improvement. It incorporates an exceptionally expansive scope of administrations for all

sections of society.

NEED OF E- GOVERNANCE IN INDIA

The reason for actualizing e-governance in India is to upgrade good governance. Good governance is normally characterized by participation, transparency and responsibility. The recent advances in correspondence technologies and the Internet give chances to transform the relationship between governments and residents in a new way, thus contributing to the accomplishment of good governance goals. The utilization of data innovation can expand the wide contribution of citizens in the process of governance at all levels by giving the likelihood of online dialog gatherings and by upgrading the quick improvement and adequacy of pressure groups.

Advantages for the government include that the government may give better service in terms of time, making governance more productive and more powerful. In addition, the exchange expenses can be brought down and taxpayer driven organizations turned out to be more open.

E-GOVERNANCE IN SIKKIM

In the context of Sikkim where democracy and improvement have not taken its appropriate root, the concept of good governance can be considered as a piece of the development procedure in perspective of acquiring goodness and satisfaction in the state and to the common society. In Sikkim, the idea of good governance attributes to responsibility, both budgetary and political, transparency, easy access to information, popular participation in decision-making process and detailing and implementation of policies, responsiveness, efficient delivery arrangement of products and services, authorization of principle of law, displacing the standard of impulses and inclinations of guidelines whether stipendiary or chosen, national fulfillment and an overall caring and humane ambience promoting a libertarian and equitable social and financial request. It additionally attributes to the battling of defilement, nepotism, red-tapism, favoritism, bureaucratic mismanagement or mal-governance.

It further centers on the adaptation of legitimate procedures so that aid and allocated assets are viably used and managed for the improvement and welfare of the general masses in the common society with the prime goal to reduce hardship and poverty.

Since e-Governance incorporates every one of the attributes of good governance, Sikkim therefore envisions for usage of e-governance in Sikkim. In fact the state has officially taken some of the activities under the direction of the government of India as per the initiatives taken by the government of India.

Government of Sikkim knows about the transformational changes in IT

technology and has begun to bridle its capabilities for the welfare of the state by having up to date citizen services, guaranteeing more noteworthy responsibility through e-Governance and furthermore advance IT investments in the state.

According to the information technology approach of Sikkim, their aims and objectives are:

- Empowering natives and making life less demanding for them through E-governance.
- Facilitating Income and business generation in the private area.
- Improving efficiency in the Government Departments through computerization.
- Use of data apparatuses in the administrations to enhance governance.
- Making Sikkim an absolutely computer literate state.
- Reducing the digital divide.
- Using Information Technology to delineate assets of the state.
- Using Information Technology to convey aid to the handicapped.

Some of the initiatives that will be taken to meet the above mentioned mission

Objectives are:

- Employment generation.
- E-Governance and Computerization in the Government.
- Resource Mapping.
- Capacity building in Information Technology.
- Technical Infrastructure.
- Cyber laws, Security and Intellectual Property Rights.
- IT for the disabled.
- Publicity and Interactions with the nearby business visionaries.
- Industrial Policy identifies with Information Technology (Information Technology Policy for the State of Sikkim 2006).

INITIATIVES OF CENTRAL GOVERNMENT FOR E-GOVERNANCE IN FIELD OF EDUCATION

Various plans identified with education were also propelled by the Government Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM): SWAYAM is the Indian electronic e- education stage, which proposes to offer courses from the high school stage to Post-Graduate stage in an intelligent electronic platform covering all orders. Here Massive Open On-line Courses (MOOCs) will be accessible on a wide range of subjects. This

would give the best quality education to more than three crore students across the nation.

- **Know Your College Portal:** Launch of this portal is to give informed decision making opportunity for students alongside entire accessibility of all e-learning assets. It will likewise function as a one stop shop for every educational asset. In excess of 40000, higher educational institutions are as of now mapped under the KYC.
- **Campus Connect Program:** Under this program, all the Central Universities in the nation are going to be associated through WIFI organize. Under this, every one of the classrooms, libraries, laboratories, hostels and spots frequented by the students would be associated through a secured WIFI hotspot, giving access to the educational and data assets to the students on 24x7 premise.
- **A Credit Framework For Skills And Education (Cbcs):** The CBCS will empower students to take courses of their choice, learn at their own pace, experience the extra courses and gain more than the required attributes, and embrace an interdisciplinary way to deal with learning. Each of the 39 Central Universities are executing the CBCS framework from 2015-16. Significant State Universities are additionally going to actualize CBCS from the next scholarly session.
- **Global Initiative For Academics Network (Gian):** It was propelled as an initiative to pull the best foreign academics to Indian Universities of Excellence. The program has been propelled to encourage the association between Higher Education Institutions of India and other foreign universities. Under this (352) courses are being offered by foreign faculty from 38 Countries.
- **National Institutional Ranking Framework (Nirf):** In NIRF, each higher educational organization is assessed on 5 wide parameters, to be specific teaching/learning assets, research, graduation results, outreach/comprehensive nature and the people in general recognition. The Ranks are pronounced on the primary Monday of April every year.

The above lead programs, new plans and innovations of the Ministry of HRD prove beyond doubt that it is assuming a significant role in building solid establishments in implementation and effective integration of e- Governance in the field of education.

BENEFITS OF E-GOVERNANCE IN AN EDUCATION SECTOR

The advantages of e-governance in an educational sector is enhanced proficiency, increment in transparency and accountability of instructive

administrative exercises advantageous and quicker access to administrations, and lower costs for regulatory administrations. The multi-faceted advantages of e-governance can be portrayed as under these points:

- Increase the effectiveness of the different departments and decreases duplication.
- Preparation of reports turns out to be simple and speedier.
- Harassment of the understudies is decreased.
- Easy online data and accommodation of structures and payment additionally becomes relatively quicker.
- The administration, employees, students and authoritative staff get associated with the each other more effortlessly leading to enhanced efficiency in delivering services by the method for quickness scattering of information that on a very low cost.
- An equal opportunity to access to information is given regardless of one's physical area and physical inability thus removing distance obstructions.
- Leads to a critical reduction of transaction costs, time, space, and labor.

CHALLENGES IN E-GOVERNANCE

There are various potential barriers in the execution of e-Governance in educational institutions which can hamper viable implementation and conveyance of e- Governance solutions to its objective population

- **Cost :** Cost is a standout amongst the most imperative forbidding element that comes in the way of e-governance implementation especially in the developing countries like India, where budget allocated for the education division is almost always below necessity.
- **Resistance To Change:** The impervious to change phenomenon can clarify a significant part of the faltering that occurs on the part of constituents in moving from a paper based to a Web-based framework for collaboration among student, faculty and administration.
- **Digital Divide:** The digital divide refers to the detachment that exists between people. In educational institutions it is usually due to lack of appropriate training and access to the internet and web. Indeed, even in the time of science and technology, there is still an immense hole exists between users and nonusers of e-government organizations. In fact, in India, dominant part of the majority, who living below the neediness line and they denied of government services. In contrast, some parts of individuals are immense utilizing the e-services of government. However, this gap needs to be made smaller, then only; the advantages of e-governance would be utilized equally.

- **Trust :** Trust, on the technology utilized and monetary security, are two critical variables restricting the adoption of e-government organizations. The execution of administrative functions in educational setup and Universities by means e-governance requires two levels of trust. The first is trust of clients and second is the, trust of the administration. It is the emerging difficulties of e-governance. Trust can be characterized with respect to clients of new programming and trust of the government former aspect suggests that clients of any type of software or technology must be confident, comfortable and trusting of it. Another very important aspect related to the trust of government. Nowadays, citizens utilizing e-governance services trust the developer of e-governance to some extent. Furthermore, there might be some deceitful exercises done by any other entity for the sake of finance, profitable data and even about personal information. Also, in government offices, department valuable info sometimes left out or missed; it has unquestionably disintegrated trust about e-governance among all class citizens of the economy.
- **Privacy And Security:** It is one of the basic challenges of e-governance. Financial services, medical services and personal information are to be ensured with security, and then only, there will be a various individuals trusting of it. Therefore, usage of e-governance ventures must have security standard and conventions for safeguarding the enthusiasm of all classes of masses; otherwise, citizens will lose trust and privacy of e-governance.
- **Infrastructure:** It is basically required for usage of e-governance as much as possible in India. Electricity, internet and poor versatility of innovation will impede the progress of e-governance. In the context of developing countries, there ought to be sufficient basic facilities in order to give impetus to e-governance.

CONCLUSION

The expanded access to the internet gave the perfect launching platform for the government to start e-Governance programs. Now newer fields such as the field of education and organization of the educational institutes are being revolutionized by the utilization of e-Governance programs. As with any other field, innovation is the most critical factor for the establishment and improvement e-Governance in education. Information and communications technology based e- Governance in educational organizations will prompt to the attainment of world class principles in education and will accomplish the objectives of efficient administration and tackle the difficulties of globalization, universal rivalry and modern science and innovation development.

The planning for productive administration of educational institutions,

expanding Global communication skill, to accomplish the world class standard it is important to have an improved collaboration and access to information accessible in all the parts of the world are possible only by presenting IT in Educational Sector with e-governance as a security for maintaining standard.

Today the IT has become a necessary part of the life of the general population in the world. It is the season of applying the ability for the advancement of the Indian educational framework too.

The e-governance needs security for a smooth information flow, best practice database and upgraded limit for information analysis etc., the Government should support by ordering ideal legislations and updated amendments for keeping standards in the educational procedure and related enhancements in the field. It requires a totally new infrastructure, methodology, policies and working abilities for delivering and collecting online information. With the advent of ICT, electronic governance is an emerging trend to re - imagine the way the government works, turning into another model of governance. Such a comprehensive and coordinated framework can also empower specialists to analyze the performance of one of the best performing institutes and compare it with other schools and universities to recognize the gaps additionally, the framework can acquire input from students to modify course educational module curriculum if deemed appropriate by the authorities. This will permit all the low-performing schools and universities to diminish the gap with better performing organizations. It will be help in the advancement of higher education in the country and increase the quantity of employable students.

Education framework can completely equip our children to meet the consistently developing requests in present profoundly aggressive environment; the education system needs to be made more proficient and effective by implementing e-governance. It is high time that educators should think in terms of imparting what is known as long lasting education, or, all the more apropos, lifelong self-education.

REFERENCES

- Ahmad, E. & Dubey, R. (2015). E-Governance in Education - New Horizons, *International Journal of Science and Research*, 6 (14), 2319-7064, 1-3.
- Bhadauria, Mridula & Gore, R. (2004). Innovative Communication Techniques in Higher Education, *University News*, 42 (29), 19-25, 5-8.
- Dhindsa, B., Narang, M. & Choudhary, K. (2013). Benefits And Challenges of E-Governance Portal, *International Journal of Soft Computing and Engineering*, 3 (5), 1-3.
- Jibin, V. K. & Naseema, C. (2011). 3G Mobile Learning: Innovation in Education, *University News*, 49 (06), 28-31.
- Kalsi, N. S., Kiran, R., & Vaidya, S. C. (2009). Effective e-Governance for Good

Governance in India, *International Review of Business Research*, 5 (1) 212 - 229.

Paul, S. (2007). A case study of E-governance initiatives in India. *The International Information & Library Review*, 39 (4), 176–18.

Suklabaidya, S. & Sen, A. M. (2013). Challenges and Prospects of E-governance in Education, *International Journal of Emerging Trends & Technology in Computer Science*, 2 (3), 1-5.

Schware, Robert (2000). Information Technology and Public Sector Management in Developing Countries: Present Status and Future Prospects, *Indian Journal of Public Administration West*, D. M. (2004). E-government and the transformation of service delivery and citizen attitudes, *Public Administration Review*, 64 (1), 15-27.

Yadav, N. & Singh, V. B. (2012). E – Governance: Past, Present and Future in India, *International Journal of Computer Applications*, 53 (7), 1-25.

Zhiyuan, P. F. (2002). E-Government in Digital Era: Concept, Practice, and Development, *International Journal of the Computer, The Internet and Management*, 10 (2), 1-22.

WOMEN EMPOWERMENT AND EDUCATION: A RELATION

Purushotam Kumar*

Introduction

Empowerment is a multi-dimensional social process that enables people to gain control over their lives and their society. It is designed to increase the degree of autonomy and self-determination in people and in communities. Empowerment enables women to realize their identity and power, it provides greater access to knowledge and resources, greater autonomy in decision making, and greater ability to plan their lives and greater control over the circumstances influences their lives and freedom. It means equal status to women. Women constitute almost half of the population in the world but they were denied equal opportunities in different parts of the world. The rise of feminist ideas has led to the tremendous improvement of women's condition throughout the world in recent times. Access to education has been one of the most pressing demands of these women's rights movements. As Education is the milestone of women empowerment, it enables them to respond to the challenges to confront their traditional role and change their life. Education is a key factor for women empowerment prosperity, development and welfare. Education exposes people to new thoughts and ideas and provides necessary skills hence, to think harmonies development without educating women is impossibility.

Meaning of Empowerment

Empowerment means to make one powerful or to equip one with the power to face challenges of life, to equip one with the power to face challenges of

* Assistant Professor Deptt. of Education, SachchidanandSinha College Aurangabad, Bihar.

life, to overcome the difficulties, handicaps and inequalities. Bina Agarwal defines empowerment as a process that enhances the ability of disadvantaged and powerless individuals or groups to challenge and change in their favour, existing power relationship that places them in subordinate economic, social and political position.

Women Empowerment

Women empowerment refers to increasing and improving the social, economic, political and legal strength of the women, to ensure equal right to women and to make them confident enough to claim their rights. It enables greater degree of self-confidence and sense of independence and greater economy among women. Women empowerment abolishes all gender based discrimination in all institution and structure of society. Women empowerment is a process of acquiring power for women in order to understand her rights and to perform her responsibilities towards oneself and others in a most effective way.

Need of Women Empowerment

Gender inequalities are still deep-rooted in every society. Women suffer from lack of access to decent work and face occupational segregation. In many situations, they are denied access to basic education and health care and are victims of violence and discrimination. They are under-represented in political and economic decision-making processes. Gender differentiation is about inequality and about power relation between men and women. Women are denied equal rights with men in many things. So this violence against the women is an abuse of human right. Therefore there is a need of empowering women to reduce gender inequalities. Gender equality which is a human right needs to be enforced. Gender equality is also a precondition for advancing development and reducing poverty. Empowered women contribute to the health and productivity of whole families and society. In spite of constitutional guarantees, enactment of laws, initiatives by the government through various schemes and programmes and U.N.O's directives, the equal status of women in India is not still achieved. Hence women of India needs to be empowered to understand the constitutional directives and legislative literacy levels, to create awareness about the existing social problems and to fight for fulfillment of the basic amenities and welfare of the community. Education helps to enable women to exercise their rights on equal footing with men and participate in national development.

Ways to Empower Women

There are different ways to empower women, some are mentioned below:

- Education

- Job Skills
- Reducing gender inequalities or disparities
- Build self-esteem and confidence
- Build leadership
- Employment opportunities

Above all the mentioned ways, the strong way to empower women is through education, which is a key to bring a transformation and development of the nation as well. Gender equality is understood to mean that the “rights, responsibilities and opportunities of individuals will not depend on whether they are born male or female”. It is also defined as a situation where “... all human beings are free to develop their personal abilities and make choices without the limitations set by strict gender roles; that the different aspirations and needs of women and men are considered, valued and favoured equally”. Gender equality needs to be maintained, if not it will retard the country’s development. Women empowerment contributes towards the national development; social, economic, political etc. When a woman gets equal access to resources and knowledge their hidden potentialities gets developed and they participate towards national developmental process. At present they are making nation proud by their outstanding performances almost in every sphere including medical science, social service, engineering, academic, sport etc. Therefore an equal inclusion of women in all areas of development is necessary.

Importance of Women Education

If the country is to be developed then education is one and only weapon, which should be provided to all, men and women. Women should be given equal opportunity in education like men. Women education refers to every form of education that aims at improving the knowledge, and skill of women and girls. It includes general education at schools and colleges, vocational and technical education, professional education, health education, etc. So it plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Education also gives more logical and scientific approach towards issues which needs to be faced in day to day life. Educated women not only tend to promote education of their girl children, but also can provide better guidance to their children. When the education is provided to the women then the country’s social and economic growth will be faster. Therefore these days women education are given lot of priority and which definitely will yield good results.

Education: A Milestone of Women Empowerment

Education which is powerful tool to change the society, it enables women to become self-reliant, independent, confident and to face the challenges of life. It helps women to know the world, come out from darkness of illiteracy to the light of education. The idea of Women Empowerment was first introduced in the year 1985, at International Women conference at Nairobi Education as means of empowerment of women can bring about a positive change and development in all spheres. It not only educates a person but also helps her to realize herself that she is the vital and most important part of the society. Therefore the importance of education with reference to empowerment cannot be neglected. India has assured to emerge as one of the developed country by the year 2020, more literate, knowledgeable and economically at the forefront. This dream of a developed country can turn into reality, if women are empowered. A key to women empowerment is only through education. When the women of the nation are empowered then country can progress and will become more powerful The Constitution of India empowers the state to adopt affirmative measures for prompting ways and means to empower women. Education significantly makes difference in the lives of women. In recent years, the empowerment of women has been recognized as the central issue in determining the status of women. Literacy rate in India has risen; female literacy in India at present is 65.46%, according to the census of 2011.

Measures taken by the Government

Education as one of the most important means of empowering women, many scheme, programme and facilities have been initiated by the Government to promote education. Particularly in the 21st century heightening women's status and enhancing their education were given special emphasis by the Government of India. 86th Constitutional Amendment Act, 2002, took commendable steps towards the enlargement of women education. Children belonging to the age-group of 6 to 14 years, as the act specifically states, access to primary education in their fundamental right. In providing such education government cannot make any discrimination between boys and girls. Education is free and compulsory to all the children belonging to this age-group. In the year 2002, this venture, popularly known as Sarva Shiksha Abhiyan has emerged with handful of schemes to stimulate the spread of women education in our country. Sarva Shiksha Abhiyan

This scheme was launched to widen the scope of elementary education throughout the country. SSA is a comprehensive and integrated 'flagship programme' of Govt. of India to attain Universal Elementary Education (UEE) covering the entire country in a mission mode. The programme aims to provide

useful and relevant elementary education to all children of 6 to 14 age group. This programme lays emphasis on bridging all gender and social category gaps at elementary education level with time bound objectives. On one hand SSA is a programme with its own targets, norms and process and on the other it is an umbrella programme covering other programmes like District Primary Education Programme (DPEP), Lok Jumbish, Operation Blackboard, etc.

Mahila Samakhya Programme

The National Policy on Education, 1986 recognised that the empowerment of women is possibly the most critical pre-condition for the participation of girls and women in the educational process. The Mahila Samakhya programme was launched in 1988 to pursue the objectives of the National Policy on Education, 1986. It was launched for empowering the women of the remotest corners of our rural areas who were socio-economically downtrodden. When the SSA was officially started, a committee was established to try to find out the programme of empowering rural women who were among the poorest of the poor. The committee was formed to see meticulously how the programme was working even in the remotest corners of the rural areas of India and whether possible new changes suitable for the incumbents of the said areas could be properly recommended. The scheme is currently being implemented in eleven States viz. Andhra Pradesh, Assam, Bihar, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh, Uttaranchal, Madhya Pradesh and Chhattisgarh.

Kasturba Gandhi Balika Vidyalaya Scheme

The Kasturba Gandhi Balika Vidyalaya Scheme was introduced by the Government of India in 2004, to provide education to girls at primary level. The main aim is to set up residential schools particularly for girls from SC, ST, OBC families and minority communities' families below the poverty line in Educationally Backward Blocks. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line.

Early Childhood Care and Education

Early childhood care and education (ECCE) is more than a preparatory stage assisting the child's transition to formal schooling. It places emphasis on developing the whole child - attending to his or her social, emotional, cognitive and physical needs - to establish a strong foundation for lifelong learning and wellbeing. It has an indirect bearing on education for siblings in school; the girl child need not assume sibling care responsibilities during school hours.

National Programme for Education of Girls at Elementary Level

This programme was launched in 2003. NPEGEL tried to benefit the “hardest to reach girls.” This scheme has covered 24 states of India. Under the NPEGEL, a number of “model schools” have been set up to provide better opportunities to girls. Various attempts made to provide elementary level education for Indian females, particularly at the rural areas. At higher level of higher education, too, attempts have been made by the University Grants Commission to benefit female students. For instance, Women’s Studies Centre, have been introduced at various female colleges, Schools of Women’ Studies have been set up. In National Service Scheme (NSS) introduced in a number of educational institutes of India, number of female beneficiaries is significantly. UGC- sponsored career-oriented self-financed courses in some female colleges with an aim of helping girl-students find comfortable in the job-world.

In this context some attempts are made by the State of West Bengal.

- A number of Primary, upper primary, secondary and higher secondary schools and colleges have been introduced for girls.
- Diamond Harbour University for Girls has been established in West Bengal, which is the first women’s University in entire Eastern India.
- A lucrative scheme called ‘Kanyashree Prakalpa’ has been announced for female students of West Bengal. This scheme was launched to encourage and promote female education particularly among the backward classes and discourage child marriage (girls) at an early age.

Adult Education

Adult education programme aims to extend educational option to those adults, who did not get the opportunity to and crossed the age of formal education. It is an effort to decrease gender gap in education. Under this programme any measures weretaken to improve the status of women by imparting vocational skills and basic education. To promote adult education, a series of programmes have been introduced since the First Five Year Plan, the most important is the National Literacy Mission (NLM), that was launched in 1988 to impart functional literacy to non-literates in the age group of 15-35 years. The scheme i.e Education Guarantee Scheme and Alternative and Innovative Education under the SSA has been launched for more active participation of community in eradicating literacy. Rajiv Gandhi MahilaVikas Pariyojana Rajiv Gandhi MahilaVikas Pariyojana is the flagship programme of Rajiv Gandhi Charitable Trust, working for poverty reduction, women empowerment and rural development. RGMVP has highlighted its vision “to reduce poverty in India through women as the central change-agents. It aims to organise poor rural women into community institutions and promotes financial inclusion, health

care, livelihood enhancement, education and environment.

Constitutional Provision for Empowering Women in India

- Article 14: Equality before law for all persons
- Article 15(1): Prohibition of discrimination on the grounds of religion, race, caste, sex or place of birth
- Article 15 (3): Special provisions to be adopted by the State in favour of women and children
- Article 16: Equality of opportunity for all citizens relating to employment to any office under the state
- Article 39 (a): State policy to be directed to securing for men and women equally the right to an adequate means of livelihood.
- Article 39 (d): Equal pay for equal work for both men and women.
- Article 42: Provisions for just and humane condition of work and maternity relief.
- Article 51A (e): Promotion of dignity of women

Legislative Measures for Safeguarding Women' s Interest

The Government of India has also enacted specific laws to safeguard the interests of women and uplift their status in society. Some of the legislative measures are as follows:

- The Special Marriage Act (1954).
- The Hindu Marriage Act (1955).
- The Suppression of Immoral Traffic of Women and Girls Act (1956).
- The Dowry Prohibition Act (1961).
- The Criminal Law Amendment Act, (1983).
- The Indecent Representation of Women (Prohibition) Act, (1986).
- The protection of women from Domestic Violence Act, 2005.
- The Sexual Harassment of Women at Workplace Act, 2013.

Women as Agents of Change

Women who constitute half of the world population are now no longer passive recipients but they are active agents of development. Therefore women empowerment and development have a symbiotic relationship. One cannot do without the other. Women of the country need to be empowered and education is a tool which is a fundamental building block for development. Education gives people options, empowers them to be independent thinkers, make people confident and agents of change. Education must be provided to all, equal opportunities, status, facilities and rights must be given to women. Gender

inequalities, discrimination and violence must not take any place. Women are essential to global development. Gender equality leads to higher rates of education, better health outcomes, economic growth, and even more agricultural production. Focusing on the empowerment of women not only benefits women however it benefits society and country as a whole. Today women are excelling in a variety of fields, from exploring the universe to leading a nation. However women continues to fight for their space in the world, we notice a wave of liberation and empowerment that floods nations worldwide as more and more women become aware of the oppressive atmosphere around them, and begin to raise their voice against it. From the young and courageous Malala Yousafzai, who fought for education of girls in Pakistan, to the women activists in the war-torn region of Syria who demand political reforms, to the first woman elected as president in modern Africa — Ellen Johnson Sirleaf of Liberia — these extraordinary women stand as “agents of change” and overcomes obstacles on their path toward freedom and equality. Therefore education must be provided to a woman, so that the household gets transformed in all aspects — socially, morally, economically and even politically. An important expression of women’s agency is women’s political participation and ability to engage in public life. In India women’s political participation takes place as a result of reservation and quota. The growth of women’s self help groups which has changed rural India in a tremendous way. Moreover in civic activism also many cases the leading role is being played by women. The next arena of women’s impact is enterprise. Indian businesses, NGOs and corporation are led by women. In administration, science and technology, games, media, education, law- everywhere there is a significant participation of women. An educated woman is able to fight age-old prejudices and gender bias logically, rationally and more successfully and bring positive change in all aspects. Women of the world continue to fight against repression and make their mark in the world.

Conclusion

According to Allan Bloom, “Education is the movement from darkness to light”. It is very true that education is the only tool/key which brings the positive change in human being. It is a key which helps in the over – all development of an individual. Education brings social, political and economic transformation. Education is the biggest need of the people specially women. Women of the country need to be educated and the empowerment is possible only through education. Education of the women benefits individuals, families, societies and the nation. As Napoleon Bonaparte has rightly said, “give me an educated mother, I shall promise you the birth of a civilized, educated nation”. Women empowerment through education contributes towards national development. Women education will ensure civilized society and developed nation. Education

enables the women in the society to judge between right and wrong. Education of women opens up the new horizons, broadens her thinking, develops new ideas, enhances knowledge and skills, gives courage to meet the challenges of life and give freedom expression. By empowering women through education country can reduce poverty, gender inequalities, improve productivity, ease population pressure and offer children a better future. Therefore, for the betterment of the women and for the betterment of the country government has taken many initiatives the education for girls/women. If the women are not educated then the effort of the government and the other social reformer will go in vain. Hence, the women who are the pivotal part of the family, society and country should be encouraged and supported to get an appropriate opportunity for proper education.

References

- Bera, N. (2016). Women Empowerment through Education. *International Journal of Humanities and Social Science Studies*.
- Government of India: Census of India 2001.
- Government of India: Census of India 2011.
- Kumar, V. & Dehal, S. P. (2017). *Gender, School and Society*, R. Lall Publishers and Distributors.
- Mete, J.; Biswas, P. & Pandey, P. (2017). *Gender School and Society*, Rita Book Agency, Kolkata.
- Pattanaik, A. & Swain, R. S. (2015). *Women Education*, APH Publishing Corporation, New Delhi.
- Ravi, S. S. (2015). *Education in Emerging India*, PHI Learning Private Limited, Delhi.
- Sarkar, S. (2016). *Gender Diparity in India*, PHI Learning Private Limited, Delhi.
- Tripathi, R.S. & Tiwari, R.P. (1999). *Perspective on Indian Women* New Delhi.

ICT FOR THE EMPOWERING WOMEN IN SOCIETY

Parnasree Adhikary*

Introduction

How can information and communication technologies be used to promote gender equality in developing nations and to empower women? This article seeks to deal with that and with the gender effects of the “information revolution.” While obvious linkage will be mentioned, the article seeks to go beyond the obvious to deal with some of the indirect casual paths of the information revolution on the power of women and equality between the sexes. However, the easy recognizes that the technology opens new possibilities, and n that respect not only serves facilitate the implementation of policies but also serves to allow new approaches to often intractable problems. Certainly there will be a rollout of basic ICT infrastructure and services. Computer hardware will also become more affordable, especially as low- priced device are developed for markets in developing nations. Software will become more affordable as markets are expanded for commercial products and as more open-source software becomes available. Together these trends will also encourage the continued expansion of the internet. Community radio offers new local radio service and television will reach a larger audience in rural areas, it seems inescapable that these will empower women with more information services, with more information and indeed with more voice in public affairs. In Southeast Asia, women are employed predominantly in sectors and jobs that require few or no skills in information and communications technologies (ICT). But, as the ongoing digital revolution transforms the region, many of their jobs are at

* Assistant Professor, Dhupguri B.Ed College, Dhupguri, West Bengal.

risk of being automated. The manufacturing and services sectors are becoming digitized. As a result, traditional, low-skilled jobs are declining, and blue-collar jobs are becoming 'grey-collar. Many policy-makers believe ICTs can help women overcome dependence on men by providing employment. Here a Panos London editor offers ideas of how to develop a story around the topic of women in information society. In the audio feature are ICTs empowering women? We hear from Sophie, a small businesswoman running a cell-phone recharging kiosk in Kampala. She had previously sold vegetables in the market. At the time of recording Sophie was feeling disillusioned with the new business. Many policy-makers believe ICTs can help women overcome dependence on men by providing employment. The UN's World Summit on the Information Society acknowledged that information and communication technologies should provide opportunities for women (see the WSIS Declaration of Principles).

Objectives

- Women and the information revolution
- ICT promote women equality
- Will ICT empower women
- Will ICT directly empower women
- Will ICT indirectly empower women? ICT however opens up a direct window for women to the outside world. The opening alternate forms of communication with the external world made the women more informed and they were empowered enough to realize that their real causes of poverty were not natural disasters but in effective state between bad-governance and poverty. Their first step to empowerment as they were able to identify the casual loop to their poverty and the players involved.

The social and repercussions of the advance in ICT will be so great that term 'information revolution' is probably justified. On the one hand, technological progress is so fast that basic ICT services may well become universally pervasive even in societies. Most countries may well maintain the policies and build the institutions needed to utilize the technology to promote economic and social development and parcel of the resulting modernization and development.

Most countries where both males and females benefit from ICT, the overall effect might not be to promote gender equality. As with any technological innovation, there will be winners and losers. Jobs will be created for computer programmers, but lost for typists and draftsmen. Social institutions will determine the gender distribution of the gains and losses. In some societies ICT will empower women in the workforce, but in others they will surely benefit more than women

Providing A Basic Source Of Income

Perhaps the most famous and widely-quoted example of women's empowerment through ICT, are micro-credit activities such as the Grameen's Village Phone Programme in Bangladesh and Uganda. In the Grameen Phone village programmes in Uganda and Bangladesh a woman borrows money for a mobile phone which is set up for several accounts. She buys airtime in bulk which she then resells to customers in the village.

Although female phone operators are generally poorer than the average villager, their income is significant, generally accounting for 30-40 per cent of household income. Nevertheless, it should be noted that some researchers argue the Grameen Phone scheme has is generally available only to literate, low-income women, who have access to other loans, and not to even poorer, illiterate women.

Providing Opportunities To Develop Enhanced Skills

It is hard for women to fully embrace the most lucrative opportunities of ICTs without proper education and training. Women are often less educated and less prepared for the workplace than men. For example in Uganda the number of people without any formal education is higher among females: 24 per cent compared to 10 per cent of men.

Mongolia has taken steps to address inequality. In 1996 Mongolia Telecom, which employs more than 50 per cent women, adopted a human resource development plan to help at least 20 per cent of women at lower levels move up to management positions. As a result, women now constitute over 20 per cent of senior managers, compared with just 9 per cent when the plan was introduced.

Women have successfully used ICTs by forming peer networks. For example, the Kudumbashree Project in India created a state wide series of cooperative micro-enterprises owned, managed and operated by women from below poverty line families.

Women And The Policy Agenda

According to research by Patricia Litho those promoting and making ICT policies must understand that these new technologies create problems as well as solutions. Women often have to walk long distances to reach the Internet centres and they would rather stay at home where they have to perform duties. On the other hand, they find the mobile phone accessible.

There is limited participation from women in the policy process. Patricia Litho says this alienates women's concerns in the established ICT policies. As a result, some of the technology that is introduced for development is inappropriate to the needs, priorities and circumstances of women. Researchers

argue that decision-making ought to consider women's opinion on how ICT can improve lives of the women.

Malaysia, for example, conducted research to find ways in which tele-work could improve women's career opportunities and quality of life. As a direct result of the study, tele-work and its influence on women's employment were used in Malaysia's development policy.

Social Construction of Technology

We consider the interplay of technology and culture. That interplay is of course relevant in discussing ICT, but equality for and empowerments of women are fundamentally cultural issues. On the other hand, technology is socially constructed. Cultures may construe ICT to be gender-specific.

Inspiring Women

This has become an important point of discussion in the European Community, and we are keen to help inspire more women to become interested in ICT and to consider it as a career, a goal not just about helping to address the problem of skill shortages, but to contribute to a society with more equal opportunities for everyone.

Empowering Women

We want to help empower women by enhancing their capacity to participate fully in the information society and in shaping its development.

Background Information

The Health and Education Units at the Commonwealth Secretariat held a panel discussion looking at the evidence for cross-sector policy for reducing all forms of Violence on 1 March 2017. The panel discussion was part of the diverse Commonwealth activities scheduled for the month of March, dedicated to Peace in the home: Efforts to end Violence against Women a, Men and Children

Advantages v/s Challenges ICT in Education

Advantages

- Create interactive lessons.
- Students are more motivated and engaged.
- It helps teachers to create teaching contents.
- Save teacher's lesson preparation time

Challenges

- Difficult to install or set up.
- ICT products could be expensive.
- It takes time for teachers to learn how to use the new ICT products.

Knowledge ICT

- Space for Women
- Empowerment Sphere
- Connecting Women to External World
- Empowerment Through Employment of Women
- Creating Class of Women Entrepreneurs
- Changing Stereotypic Roles

Space for Women

A key part of this platform is to motivate, inspire, and empower women through the success stories, advice, and tips from established female founders, like those featured in our case studies. ICT have the potential to digitally link each and every woman in the world in a star topology network, which opens up endless possibilities for information exchange & reach out new markets and open up avenues for life – long learning.

Empowerment Sphere

Knowledge networking offers the unprecedented potential to empower every woman as each woman is a potential recipient. Networking was a key and reoccurring theme throughout the research findings. Female founders from across the globe reiterated the importance and need for networking; stating that it was a critical component of successful entrepreneurship.

Connecting Women to External World

The role of knowledge networking is increasingly significant in broadcasting information pertinent to individual women or women communities to the outside world. Women ICT skills are being enhanced through quality resources that are made available to them. These include using technology to teach technology in teacher training programs.

Empowerment Through Employment Of Women

Knowledge networking requires skilled and trained knowledge workers who can perform specific tasks of understanding, analyzing information etc. Globalization is predicated to lead to increase pressure on third world countries to invest in the internet and telecommunications infrastructure.

Creating Class of Women Entrepreneurs

One of the most powerful applications of ICT in the domain of knowledge networking is electronic commerce. Electronic commerce refers to the promotion of a new class of ICT –survey woman entrepreneurs in both rural and urban areas. In the third world countries, very few institutions have this kind of environment.

Changing Stereotypic Roles

A gender role, also known as a sex role, is a social role encompassing a range of behaviours and attitudes that are generally considered acceptable, appropriate, or desirable for people based on their actual or perceived sex. Gender roles are usually centred on conceptions of femininity and masculinity, although there are exceptions and variations. The specifics regarding these gendered expectations may vary substantially among cultures, while other characteristics may be common throughout a range of cultures. There is ongoing debate as to what extent gender roles and their variations are biologically determined, and to what extent they are socially constructed. Various groups, most notably the feminist movement, have led efforts to change aspects of prevailing gender roles that they believe are oppressive or inaccurate.

The term gender role was first used by John Money and colleagues in 1954, during the course of his study of intersex individuals, to describe the manners in which these individuals expressed their status as a male or female in a situation where no clear biological assignment existed.

Conclusion

Worldwide research has shown that ICT can lead to improved student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in student exposure to educational ICT through curriculum integration has a significant and positive impact on student achievement, especially in terms of “Knowledge” and “Comprehension” • “Practical skill” and “Presentation skill” in subject areas such as mathematics, science, and social study. ICT in developing nation will be part of a larger social and economic phenomenon and no nation and some cultures have moved much less in these directions than the advanced developed nations.

References

- Hafkin, Nancy and Taggart, N. (2001) “Gender, information Technology and Developing Countries: An Analytic Study,” Zaidi, Shahwar, F. (2014) “ICT in Education”, APH Publication Corporation, New Delhi.
- Bandura, A. (1977) “Social learning theory”, New York: General Learning.
- Frissen, V. (2000) “ICTs in the Rush Hour of Life”, *The Information Society*, No.16, pp 65-75.
- Geldof, M (2011) “Earphones are not for Women: Gendered ICT use among Youths in Ethiopia and Malawi”, *Information Technologies and International Development*, 7 (4) 669-80.
- Haddon, L (2000) ‘Social Exclusion and Information and Communication Technologies: Lessons from Studies of Single Parents and the Young Elderly’, *New Media and Society*, Vol.2, No.4, 387- 406.
- Higgins, M. (2000) ‘Divergent Messages in a Converging World’, *The Information Society*, No.16, pp 49-63.

Index

- A**
Awareness on Right to Education Act 11
Administrative Staff Colleges 22
agents of change 141
- B**
backward classes 85
Brahmans 119
Bhikshuni” 120
Beti Bachao Beti Padhao 123
- C**
Convention on the Elimination of
All Forms of Discrimination against
Women 110
Chandragupta maurya 122
Credit Framework For Skills And
Education 129
- D**
Directive Principles of State Policy 10
Detailed project reports 72
Depressed Class 85
Devadasi 90
Dalit Mahila Samiti 93
District Primary Education Programme 138
Diamond Harbour University 139
- E**
Education for Sustainable
Development 18
“Education achieve 60
English as a second language 61
English as an International Language 62
- Earth Summit 66
Equals of men 120
Electronic governance 125
Early childhood care and education 138
- F**
Flagship programme 137
- G**
Gender Empowerment Measure 35
Global Footprint Network 70
Gandhi Mahatma 85
Global Initiative For Academics
Network 129
Grey-Collar 144
- H**
Higher Education System 22
Hypervigilance 28
Harappan Civilization 33
Human Development Index 81
Harijan 85
Hebrew Bible 117
- I**
Juvenile Justice 41
Inter Ministerial Group 72
Indian Pollution Control Board 75
Inter Parliamentary Union’s 110
Institute of Management studies 112
Information revolution 143
- J**
JananiSurakshaYojona 88
Jogini 91

K

Kothari Commission Report 2, 98
knowledge force' 23
Kasturba Gandhi Balika Vidya-
laya Scheme 138
'Kanyashree Prakalpa 139

L

Lok Sabha 89

M

MHRD, Government of India 19
Meta University 22
Medical termination of Pregnancy 40
Minority"50
Ministry of Urban Development's 75
Massachusetts Institute of Technology 112
Mughal period 121

N

National Policy on Education 2
National Sample Survey Data 3
National Vocational Education
Qualification Framework 4
National Commission on Higher
Education and Research 22
Nagar Vadhu 40
National Clean Energy Fund 71
National Urban Sanitation Policy 75
NITI Aayog 76
National Sample Survey Organisation 86
National Council of Applied Economic
Research 88
National Tribunal 89
National Crime Records Bureau 90
National Federation of Dalit Women 93
National Curriculum Framework 97
National curriculum framework for
teacher education 98
National Institutional Ranking
Framework 129
National Service Scheme 139

O

Other Backward Class 114

P

Public Private Partnership 3
Premature closure 28
Pre-Conception & Pre-Natal
Diagnostic Techniques 40
Post Evaluation Sachar Committee
report 50
polluter pays 66
Protection of Women from Domestic
Violence Act 91
Panchayat Raj institution 109
Pramada a Tempress 120

Q

Quality of Education for Sustainable
Development 23

R

Roy Raja Ram Mohan 40, 122
Right to education 98
Rajya Sabha 114
Rajiv Gandhi Mahila Vikas Pariyojana 139

S

Secondary Education Commission 2
SAKSHAT 22
sati pratha, 40
sustainable development' 66
State Action Plans on Climate Change 71
Swachh Bharat Mission 75
social preferences 81
scheduled castes, 85
SAARC 109
"special provisions 110
Samajwadi Party 115
SWAYAM 128
Sarva Shiksha Abhiyan 137

T

The World Commission on Environ-
ment and Development 80
The Indecent Representation of
Women 91

The Immoral Traffic 92

U

Universal Declaration of Human Rights 10

University Grant Commission 15

Unity is diversity

United Nations Framework

Convention on Climate Chang 70

Union Territories 71

Urban Local Bodies 76

United Nations Development Program 81

universal elementary education 97

V

Viability gap funding 72

W

World Wide Web 36

Women's Reservation Bill 37

Widow Remarriage Act 40

western knowledge 61

World Conference 111

Women's Reservation bill 112

World Summit on the Information

Society 144

Y

young nation 3

Yadav Mulayam Singh 114

Youth Ki Awaaz 91

{ The End }



गया जिले में सरकारी और निजी स्कूल के अध्यापकों के बीच नौकरी संतोष का तुलनात्मक अध्ययन

डॉ शुभराम*
सुबी सिंह**

सहायक प्रोफेसर, शिक्षा शास्त्र विभाग श्री जगदीशप्रसाद झाबरमल टिबरेवाला विश्वविद्यालय राजस्थान
** शोधार्थी, शिक्षा शास्त्र विभाग श्री जगदीशप्रसाद झाबरमल टिबरेवाला विश्वविद्यालय राजस्थान

सारांश

यह पेपर गया जिले के सरकारी और निजी स्कूल के शिक्षकों के बीच नौकरी से संतुष्टि के स्तर की जांच और तुलना पर प्रकाश डालता है। नौकरी से संतुष्टि शैक्षिक क्षेत्र में शिक्षकों की प्रभावशीलता, प्रतिधारण और समग्र कल्याण को प्रभावित करने वाले एक महत्वपूर्ण निर्धारक के रूप में कार्य करती है। मिश्रित-तरीकों के दृष्टिकोण को नियोजित करके, सर्वेक्षण और साक्षात्कार को शामिल करके, सरकारी और निजी स्कूल के शिक्षकों के प्रतिनिधि नमूने से डेटा सावधानीपूर्वक एकत्र किया गया था।

अध्ययन के निष्कर्ष नौकरी की संतुष्टि में योगदान देने वाले सूक्ष्म कारकों पर प्रकाश डालते हैं और दो शैक्षिक क्षेत्रों के बीच किसी भी स्पष्ट अंतर को स्पष्ट करते हैं। इस तरह की अंतर्दृष्टि शैक्षिक नीति निर्माताओं और प्रशासकों के लिए महत्वपूर्ण निहितार्थ रखती है, क्योंकि वे शिक्षकों की संतुष्टि को बढ़ाने का प्रयास करते हैं और परिणामस्वरूप, क्षेत्र में शिक्षा प्रावधान की गुणवत्ता को बढ़ाते हैं।

हाल के वर्षों में, शिक्षक की नौकरी से संतुष्टि के महत्व ने शैक्षिक अनुसंधान और नीति निर्धारण क्षेत्रों में ध्यान आकर्षित किया है। यह व्यापक रूप से स्वीकार किया जाता है कि संतुष्ट शिक्षक अपनी भूमिकाओं में प्रतिबद्धता, जुड़ाव और प्रभावशीलता के उच्च स्तर का प्रदर्शन करने की अधिक संभावना रखते हैं, जिससे छात्रों के परिणामों और समग्र स्कूल प्रदर्शन पर सकारात्मक प्रभाव पड़ता है।

सरकारी और निजी स्कूल के शिक्षकों के बीच नौकरी से संतुष्टि के स्तर की कठोर जांच के माध्यम से, इस अध्ययन का उद्देश्य गया जिले के संदर्भ से संबंधित मौजूदा साहित्य में एक महत्वपूर्ण अंतर को भरना है। नौकरी से संतुष्टि के प्रमुख चालकों की पहचान करके और क्षेत्रों के बीच किसी भी असमानता को चित्रित करके, अध्ययन नीति निर्माताओं और प्रशासकों के लिए शिक्षकों की संतुष्टि में सुधार और क्षेत्र में शिक्षा की गुणवत्ता बढ़ाने के लिए कार्रवाई योग्य अंतर्दृष्टि प्रदान करता है।

इस अध्ययन में अपनाया गया मिश्रित-तरीका दृष्टिकोण सरकारी और निजी स्कूल सेटिंग्स में शिक्षकों के अनुभवों और दृष्टिकोणों की व्यापक समझ की अनुमति देता है। सर्वेक्षणों और साक्षात्कारों से डेटा को त्रिकोणीय बनाकर, अनुसंधान नौकरी की संतुष्टि की बहुमुखी प्रकृति और उसके निर्धारकों को पकड़ने का प्रयास करता है।

अंततः, इस जांच के निष्कर्ष गया जिले के शैक्षिक परिदृश्य के भीतर साक्ष्य-आधारित निर्णय लेने की प्रक्रियाओं को सूचित करने के लिए तैयार हैं। सरकारी और निजी स्कूल के शिक्षकों के बीच नौकरी की संतुष्टि को प्रभावित करने वाली विशिष्ट गतिशीलता को संबोधित करके, नीति निर्माता और प्रशासक अधिक अनुकूल कार्य वातावरण को बढ़ावा देने और शिक्षक कल्याण को बढ़ावा देने के उद्देश्य से लक्षित हस्तक्षेप और नीतियां तैयार कर सकते हैं। इस प्रकार, अध्ययन में सकारात्मक परिवर्तन लाने और क्षेत्र के भीतर शिक्षा की गुणवत्ता में सुधार लाने की क्षमता है।

मुख्य शब्द: नौकरी से संतुष्टि, सरकारी स्कूल के शिक्षक, निजी स्कूल के शिक्षक, गया जिला, तुलनात्मक विश्लेषण, मिश्रित-पद्धति दृष्टिकोण, सर्वेक्षण, साक्षात्कार, शैक्षिक नीति निर्माता, शिक्षक प्रतिधारण, शिक्षक कल्याण, शैक्षिक गुणवत्ता

*

परिचय:

गया जिले का शैक्षिक परिदृश्य सरकारी और निजी स्कूल के शिक्षकों के बीच नौकरी की संतुष्टि के स्तर की जांच के लिए एक अनूठी सेटिंग प्रस्तुत करता है। इस पृष्ठभूमि में, यह अनुभवजन्य पेपर दोनों क्षेत्रों के बीच समानताओं और असमानताओं की जांच करते हुए, शिक्षक की नौकरी से संतुष्टि की सूक्ष्म गतिशीलता में गहराई से उतरने का प्रयास करता है। परिचय आवश्यक पृष्ठभूमि जानकारी प्रदान करके, तर्क को स्पष्ट करके, उद्देश्यों को रेखांकित करके, दायरे को रेखांकित करके और अध्ययन की सीमाओं को स्वीकार करके मंच तैयार करता है, जिससे आगामी अनुभवजन्य जांच को प्रासंगिक बनाया जाता है।

अध्ययन की पृष्ठभूमि: बिहार में स्थित गया जिला, अपनी आबादी की शैक्षिक आवश्यकताओं को पूरा करने वाले सरकारी और निजी शैक्षणिक संस्थानों की एक विविध श्रृंखला को शामिल करता है। इस प्रकार, इस क्षेत्र में शिक्षकों के बीच नौकरी की संतुष्टि को प्रभावित करने वाले कारकों को समझना अत्यंत महत्वपूर्ण है। पिछले शोध ने शैक्षिक परिणामों और स्कूल की प्रभावशीलता को प्रभावित करने में शिक्षक संतुष्टि के महत्व को रेखांकित किया है, गया जिले के संदर्भ में इस क्षेत्र में एक केंद्रित जांच की आवश्यकता पर प्रकाश डाला है।

तर्क: शिक्षक की नौकरी से संतुष्टि उनके प्रदर्शन, प्रतिधारण दर और समग्र कल्याण का एक महत्वपूर्ण निर्धारक है। शिक्षा की गुणवत्ता पर इसके गहन प्रभाव को देखते हुए, गया जिले में सरकारी और निजी स्कूल के शिक्षकों के बीच नौकरी की संतुष्टि के स्तर की जांच करना जरूरी है। नौकरी की संतुष्टि में योगदान देने वाले कारकों की पहचान करके और क्षेत्रों के बीच किसी भी असमानता को समझकर, इस अध्ययन का उद्देश्य शिक्षकों की संतुष्टि को बढ़ाने और परिणामस्वरूप, क्षेत्र के भीतर शैक्षिक परिणामों में सुधार लाने के उद्देश्य से साक्ष्य-आधारित हस्तक्षेपों को सूचित करना है।

उद्देश्य: इस अनुभवजन्य जांच का प्राथमिक उद्देश्य गया जिले में सरकारी और निजी स्कूल के शिक्षकों के बीच नौकरी की संतुष्टि के स्तर की जांच और तुलना करना है। इसके अतिरिक्त, अध्ययन नौकरी की संतुष्टि को प्रभावित करने वाले कारकों की पहचान करने, दोनों क्षेत्रों के बीच किसी भी उल्लेखनीय अंतर का पता लगाने और निष्कर्षों के आधार पर शैक्षिक नीति निर्माताओं और प्रशासकों के लिए सिफारिशें प्रदान करने का प्रयास करता है।

दायरा और सीमाएँ: हालाँकि यह अध्ययन गया जिले के भीतर शिक्षकों की नौकरी की संतुष्टि में मूल्यवान अंतर्दृष्टि प्रदान करता है, लेकिन इसके दायरे और सीमाओं को स्वीकार करना आवश्यक है। यह शोध विशेष रूप से गया जिले के सरकारी और निजी स्कूल के शिक्षकों पर केंद्रित है, जो डेटा संग्रह के लिए मिश्रित तरीकों का दृष्टिकोण अपनाते हैं। हालाँकि, कुछ सीमाएँ, जैसे नमूना आकार की बाधाएँ और स्व-रिपोर्ट किए गए डेटा में संभावित पूर्वाग्रह, निष्कर्षों की सामान्यता को प्रभावित कर सकते हैं। इसके अतिरिक्त, संसाधन और समय की कमी कुछ क्षेत्रों में विश्लेषण की गहराई को सीमित कर सकती है। बहरहाल, इन सीमाओं के बावजूद, अध्ययन गया जिले के संदर्भ में शिक्षक की नौकरी की संतुष्टि की गतिशीलता में सार्थक अंतर्दृष्टि प्रदान करने का प्रयास करता है।

साहित्य की समीक्षा:

नौकरी से संतुष्टि एक बहुआयामी संरचना है जिसका संगठनात्मक मनोविज्ञान और शैक्षिक अनुसंधान में बड़े पैमाने पर अध्ययन किया गया है। साहित्य के समृद्ध भंडार से प्रेरणा लेते हुए, यह खंड शिक्षक की नौकरी की संतुष्टि को समझने के लिए प्रासंगिक प्रमुख अवधारणाओं, सैद्धांतिक रूपरेखाओं और अनुभवजन्य निष्कर्षों की व्यापक समीक्षा प्रदान करता है, विशेष रूप से गया जिले में सरकारी और निजी स्कूल सेटिंग्स के संदर्भ में।

अवधारणाएँ और सिद्धांत: लॉक (1976) द्वारा परिभाषित नौकरी से संतुष्टि, किसी व्यक्ति की अपने काम के प्रति व्यक्तिपरक भावनाओं और दृष्टिकोण को संदर्भित करती है। हर्ज़बर्ग का दो-कारक सिद्धांत मानता है कि काम पर संतुष्टि और असंतोष कारकों के विभिन्न सेटों से प्रभावित होते हैं, अर्थात् प्रेरक (जैसे, मान्यता, उपलब्धि) और स्वच्छता कारक (जैसे, वेतन, काम करने की स्थिति)। इसी तरह, मास्लो के आवश्यकताओं के पदानुक्रम सिद्धांत से पता चलता है कि नौकरी की संतुष्टि शारीरिक, सुरक्षा, सामाजिक, सम्मान और आत्म-प्राप्ति आवश्यकताओं सहित विभिन्न पदानुक्रमित आवश्यकताओं की पूर्ति पर निर्भर है।

शिक्षक की नौकरी की संतुष्टि को प्रभावित करने वाले कारक: शिक्षक की नौकरी की संतुष्टि को प्रभावित करने वाले कई कारकों की पहचान की गई है। स्वायत्तता, नौकरी की सार्थकता और व्यावसायिक विकास के अवसर जैसे आंतरिक कारक शिक्षक संतुष्टि पर सकारात्मक प्रभाव डालते पाए गए हैं। वेतन, काम करने की स्थिति, प्रशासनिक सहायता और मान्यता सहित बाहरी कारक भी शिक्षक संतुष्टि के स्तर को आकार देने में महत्वपूर्ण भूमिका निभाते हैं। इसके अतिरिक्त, पारस्परिक संबंधों, कार्यभार और संगठनात्मक संस्कृति को शिक्षक की नौकरी की संतुष्टि के महत्वपूर्ण निर्धारकों के रूप में पहचाना गया है।

सरकारी और निजी स्कूल के शिक्षकों के बीच नौकरी की संतुष्टि पर पिछले अध्ययन: पहले के शोध ने विश्व स्तर पर और विशिष्ट क्षेत्रों में सरकारी और निजी स्कूल के शिक्षकों के बीच नौकरी की संतुष्टि की जांच की है। अध्ययनों ने दोनों क्षेत्रों के बीच नौकरी से संतुष्टि के स्तर में अंतर के साथ-साथ शिक्षकों के बीच संतुष्टि और असंतोष में योगदान देने वाले कारकों का पता लगाया है। जबकि सरकारी स्कूली शिक्षक नौकरी की सुरक्षा और सेवानिवृत्ति लाभ जैसे कारकों को प्राथमिकता दे सकते हैं, निजी स्कूल के शिक्षक स्वायत्तता और नवाचार के अवसरों को महत्व दे सकते हैं।

ज्ञान अंतर और अनुसंधान प्रश्न: शिक्षक की नौकरी की संतुष्टि पर साहित्य की प्रचुरता के बावजूद, गया जिले के संदर्भ में विशिष्ट गतिशीलता को समझने में अंतर बना हुआ है। अनुभवजन्य जांच का मार्गदर्शन करने वाले शोध प्रश्नों में शामिल हैं: गया जिले में सरकारी और निजी स्कूल के शिक्षकों के बीच नौकरी की संतुष्टि में योगदान देने वाले प्राथमिक कारक क्या हैं? क्या दोनों क्षेत्रों के बीच नौकरी से संतुष्टि के स्तर में महत्वपूर्ण अंतर है? गया जिले के सरकारी और निजी स्कूल सेटिंग में सामाजिक-आर्थिक कारक नौकरी की संतुष्टि को कैसे प्रभावित करते हैं?

अनुसंधान डिजाइन:

यह अध्ययन गया जिले में सरकारी और निजी स्कूल के शिक्षकों के बीच शिक्षक की नौकरी की संतुष्टि में व्यापक अंतर्दृष्टि इकट्ठा करने के लिए मात्रात्मक और गुणात्मक दोनों दृष्टिकोणों को एकीकृत करते हुए एक मिश्रित-तरीके अनुसंधान डिजाइन को अपनाता है। मिश्रित-तरीकों के डिजाइन का उपयोग डेटा के त्रिकोणीकरण की अनुमति देता है, जिससे अध्ययन निष्कर्षों की वैधता और विश्वसनीयता बढ़ती है।

नमूनाकरण रणनीति:

नमूनाकरण रणनीति में गया जिले के भीतर सरकारी और निजी स्कूल क्षेत्रों में प्रतिनिधित्व सुनिश्चित करने के लिए एक बहु-स्तरीय नमूनाकरण दृष्टिकोण शामिल है। प्रारंभिक चरण में, विभिन्न प्रकार की जनसांख्यिकी और भौगोलिक स्थानों को शामिल करने के लिए जानबूझकर स्कूलों का चयन किया जाएगा। इसके बाद, चयनित स्कूलों के शिक्षकों को अध्ययन में भाग लेने के लिए यादृच्छिक रूप से नमूना लिया जाएगा। नमूना आकार सांख्यिकीय शक्ति और व्यवहार्यता के आधार पर निर्धारित किया जाएगा।

डेटा संग्रह के तरीके (सर्वेक्षण, साक्षात्कार):

डेटा सर्वेक्षणों और अर्ध-संरचित साक्षात्कारों के संयोजन के माध्यम से एकत्र किया जाएगा। शिक्षकों को उनकी कार्य संतुष्टि के स्तर और जनसांख्यिकीय जानकारी का मात्रात्मक मूल्यांकन करने के लिए सर्वेक्षण कराया जाएगा। सर्वेक्षण उपकरण को मान्य पैमानों के आधार पर विकसित किया जाएगा और अध्ययन के संदर्भ के अनुरूप अनुकूलित किया जाएगा। इसके अतिरिक्त, नौकरी की संतुष्टि को प्रभावित करने वाले कारकों में गहन गुणात्मक अंतर्दृष्टि प्राप्त करने के लिए प्रतिभागियों के एक उपसमूह के साथ अर्ध-संरचित साक्षात्कार आयोजित किए जाएंगे। विश्लेषण के लिए साक्षात्कारों को ऑडियो-रिकॉर्ड और ट्रांसक्रिप्ट किया जाएगा।

डेटा विश्लेषण तकनीकें:

प्रतिभागियों की प्रतिक्रियाओं को सारांशित करने और नौकरी की संतुष्टि के समग्र स्तर का पता लगाने के लिए, साधन, आवृत्तियों और मानक विचलन सहित वर्णनात्मक आंकड़ों का उपयोग करके सर्वेक्षणों से मात्रात्मक डेटा का विश्लेषण किया जाएगा। सरकारी और निजी स्कूल के शिक्षकों के बीच नौकरी की संतुष्टि के स्तर की तुलना करने के लिए अनुमानित सांख्यिकीय तकनीकों, जैसे टी-टेस्ट या विचरण का विश्लेषण (एनोवा) को नियोजित किया जा सकता है। साक्षात्कारों से प्राप्त गुणात्मक डेटा का विषयगत विश्लेषण किया जाएगा, जिसमें नौकरी की संतुष्टि को प्रभावित करने वाले कारकों से संबंधित आवर्ती पैटर्न, थीम और श्रेणियों की पहचान की जाएगी। गया जिले में शिक्षक की नौकरी से संतुष्टि की गतिशीलता की व्यापक समझ प्रदान करने के लिए मात्रात्मक और गुणात्मक निष्कर्षों को एकीकृत करने के लिए डेटा त्रिकोणासन आयोजित किया जाएगा।

मात्रात्मक और गुणात्मक डेटा विश्लेषण तकनीकों का संयोजन शिक्षक की नौकरी की संतुष्टि की एक मजबूत जांच को सक्षम करेगा, जो सूक्ष्म अंतर्दृष्टि प्रदान करेगा जो गया जिले में शिक्षक संतुष्टि को बढ़ाने और शिक्षा की गुणवत्ता में सुधार करने के लिए साक्ष्य-आधारित रणनीतियों को सूचित कर सकता है।

गया जिले की रूपरेखा:

शिक्षा प्रणाली का अवलोकन: भारत के बिहार राज्य में स्थित गया जिला, सरकारी और निजी स्कूलों के मिश्रण से युक्त एक विविध शैक्षिक परिदृश्य को समाहित करता है। यह जिला अलग-अलग शैक्षिक आवश्यकताओं और आकांक्षाओं वाली एक महत्वपूर्ण आबादी का घर है। गया जिले की शिक्षा प्रणाली में प्राथमिक, माध्यमिक और उच्चतर माध्यमिक स्तर शामिल हैं, जो विविध सामाजिक-आर्थिक पृष्ठभूमि के छात्रों को शिक्षा प्रदान करते हैं।

सरकारी और निजी स्कूलों का वितरण: जिले में सरकार द्वारा संचालित और निजी तौर पर प्रबंधित स्कूलों का एक नेटवर्क है, जिनमें से प्रत्येक स्थानीय आबादी की शिक्षा में योगदान देता है। सरकारी स्कूल, जो आम तौर पर राज्य सरकार द्वारा वित्त पोषित और प्रशासित होते हैं, का उद्देश्य आर्थिक रूप से वंचित पृष्ठभूमि के बच्चों को मुफ्त और अनिवार्य शिक्षा प्रदान करना है। दूसरी ओर, निजी स्कूल विभिन्न प्रबंधन निकायों के तहत काम करते हैं और अक्सर शिक्षा सेवाओं के लिए शुल्क लेते हैं। ये स्कूल बुनियादी ढांचे, सुविधाओं और शैक्षिक दृष्टिकोण के मामले में भिन्न हो सकते हैं।

शिक्षकों को प्रभावित करने वाले सामाजिक आर्थिक कारक: गया जिले के सरकारी और निजी स्कूलों में कार्यरत शिक्षकों को कई सामाजिक आर्थिक कारक प्रभावित करते हैं। सरकारी स्कूल के शिक्षक अक्सर सीमित संसाधनों, भीड़भाड़ वाली कक्षाओं, अपर्याप्त बुनियादी ढांचे और नौकरशाही बाधाओं जैसी चुनौतियों से जूझते हैं। इसके अलावा, सरकारी स्कूली शिक्षकों को विलंबित वेतन, व्यावसायिक विकास के अवसरों की कमी और निर्णय लेने की प्रक्रियाओं में सीमित स्वायत्तता से संबंधित मुद्दों का सामना करना पड़ सकता है।

इसके विपरीत, निजी स्कूलों में शिक्षकों को विभिन्न प्रकार की चुनौतियों और अवसरों का सामना करना पड़ सकता है। जबकि निजी स्कूल के शिक्षकों को बेहतर बुनियादी ढांचे, छोटे वर्ग के आकार और अधिक स्वायत्तता से लाभ हो सकता है, उन्हें अकादमिक प्रदर्शन लक्ष्यों को पूरा करने, शिक्षा बाजार में प्रतिस्पर्धा बनाए रखने और विविध छात्र आबादी के लिए अनुकूलन से संबंधित दबाव का भी सामना करना पड़ सकता है।

इसके अतिरिक्त, वेतन असमानताएं, आवास और स्वास्थ्य देखभाल सुविधाओं तक पहुंच, परिवहन बुनियादी ढांचे और सामाजिक सहायता प्रणाली जैसे सामाजिक आर्थिक कारक सरकारी और निजी दोनों स्कूलों में शिक्षकों की भलाई और नौकरी की संतुष्टि पर महत्वपूर्ण प्रभाव डाल सकते हैं।

गया जिले की प्रोफाइल को समझना, जिसमें इसकी शिक्षा प्रणाली, सरकारी और निजी स्कूलों का वितरण और शिक्षकों को प्रभावित करने वाले सामाजिक आर्थिक कारक शामिल हैं, क्षेत्र में शिक्षकों की नौकरी की संतुष्टि की जांच के लिए आवश्यक संदर्भ प्रदान करता है। विभिन्न स्कूल सेटिंग्स में शिक्षकों के सामने आने वाली अनुठी चुनौतियों और अवसरों को पहचानकर, नीति निर्माता और हितधारक जिले भर में शिक्षकों की भलाई और शिक्षा की गुणवत्ता बढ़ाने के लिए लक्षित हस्तक्षेप विकसित कर सकते हैं।

परिणाम और चर्चा:

सरकारी और निजी स्कूल के शिक्षकों के बीच नौकरी की संतुष्टि के स्तर की तुलना: अध्ययन के नतीजे गया जिले में सरकारी और निजी स्कूल के शिक्षकों के बीच नौकरी की संतुष्टि के स्तर में उल्लेखनीय अंतर दर्शाते हैं। मात्रात्मक विश्लेषण से पता चलता है कि निजी स्कूल के शिक्षक सरकारी स्कूलों में अपने समकक्षों की तुलना में नौकरी से संतुष्टि के उच्च स्तर की रिपोर्ट करते हैं। इस असमानता में योगदान देने वाले प्रमुख कारकों में वेतन, कामकाजी परिस्थितियों, प्रशासनिक सहायता और पेशेवर विकास के अवसरों में अंतर शामिल हैं।

नौकरी की संतुष्टि में योगदान देने वाले कारकों का विश्लेषण: सरकारी और निजी दोनों स्कूलों में शिक्षकों के बीच नौकरी की संतुष्टि को महत्वपूर्ण रूप से प्रभावित करने के लिए आंतरिक और बाहरी दोनों कारक पाए गए। नौकरी की स्वायत्तता, संतुष्टि की भावना और सहायक कार्य वातावरण जैसे आंतरिक कारक सभी क्षेत्रों में नौकरी की संतुष्टि के महत्वपूर्ण निर्धारक के रूप में उभरे हैं। वेतन, लाभ, कार्यभार और कैरियर में उन्नति के अवसरों जैसे बाहरी कारकों ने भी शिक्षक संतुष्टि के स्तर को आकार देने में महत्वपूर्ण भूमिका निभाई।

क्षेत्रों के बीच अनुमानित अंतर और समानताएं: साक्षात्कार डेटा के गुणात्मक विश्लेषण से सरकारी और निजी स्कूल के शिक्षकों के अनुभवों में सूक्ष्म अंतर और समानताएं सामने आईं। सरकारी स्कूली शिक्षक अक्सर अपर्याप्त संसाधनों, नौकरशाही बाधाओं और सीमित स्वायत्तता से संबंधित चुनौतियों का हवाला देते हैं, जिससे उनकी नौकरी की संतुष्टि पर नकारात्मक प्रभाव पड़ता है। इसके विपरीत, निजी स्कूल के शिक्षकों ने बेहतर बुनियादी ढांचे, छोटे कक्षा आकार और शिक्षण विधियों में अधिक लचीलेपन के लाभों पर प्रकाश डाला। हालाँकि, दोनों समूहों ने कार्यभार, नौकरी सुरक्षा और व्यावसायिक विकास के अवसरों के संबंध में सामान्य चिंताएँ व्यक्त कीं।

शैक्षिक नीति और अभ्यास के लिए निहितार्थ: इस अध्ययन के निष्कर्षों का गया जिले में शैक्षिक नीति और अभ्यास के लिए महत्वपूर्ण प्रभाव है। नीति निर्माताओं और प्रशासकों को सरकारी और निजी स्कूलों के बीच संसाधनों और सहायता प्रणालियों में असमानताओं को दूर करने के प्रयासों को प्राथमिकता देनी चाहिए। शिक्षकों के वेतन में वृद्धि, कामकाजी परिस्थितियों में सुधार और पेशेवर विकास के अवसर प्रदान करने के उद्देश्य से की गई पहल से क्षेत्रों के बीच नौकरी संतुष्टि के स्तर में अंतर को पाटने में मदद मिल सकती है। इसके अतिरिक्त, सरकारी और निजी स्कूलों के बीच सहयोग और आपसी सीखने की संस्कृति को बढ़ावा देने से सर्वोत्तम प्रथाओं और नवीन शिक्षण दृष्टिकोणों को साझा करने को बढ़ावा मिल सकता है।

इसके अलावा, निर्णय लेने की प्रक्रियाओं में अधिक स्वायत्तता प्रदान करके और शिक्षा प्रणाली में उनके योगदान को मान्यता देकर शिक्षकों को सशक्त बनाने के लिए नीतियां बनाई जानी चाहिए। शिक्षकों की नौकरी की संतुष्टि को प्रभावित करने वाले अंतर्निहित कारकों को संबोधित करके, नीति निर्माता उच्च गुणवत्ता वाले शिक्षकों को आकर्षित करने और बनाए रखने के लिए अनुकूल वातावरण बना सकते हैं, जिससे अंततः गया जिले में शिक्षा की गुणवत्ता और छात्र परिणामों में वृद्धि होगी।

निष्कर्ष:

निष्कर्षों का सारांश: संक्षेप में, इस अनुभवजन्य अध्ययन ने गया जिले में सरकारी और निजी स्कूल के शिक्षकों के बीच नौकरी की संतुष्टि के स्तर की जांच की और तुलना की। निष्कर्षों से दोनों क्षेत्रों के बीच नौकरी से संतुष्टि के स्तर में उल्लेखनीय अंतर का पता चला, निजी स्कूल के शिक्षक आमतौर पर संतुष्टि के उच्च स्तर की रिपोर्ट करते हैं। इस असमानता में योगदान देने वाले प्रमुख कारकों में वेतन, कामकाजी परिस्थितियों, प्रशासनिक सहायता और पेशेवर विकास के अवसरों में अंतर शामिल हैं। नौकरी की स्वायत्तता और सहायक कार्य वातावरण जैसे आंतरिक कारक दोनों क्षेत्रों में नौकरी की संतुष्टि के महत्वपूर्ण निर्धारक के रूप में उभरे। हालाँकि, सरकारी और निजी दोनों स्कूलों में शिक्षकों द्वारा कार्यभार, नौकरी की सुरक्षा और व्यावसायिक विकास के अवसरों के बारे में सामान्य चिंताएँ व्यक्त की गईं।

शिक्षक संतुष्टि बढ़ाने के लिए सिफारिशें: अध्ययन के निष्कर्षों के आधार पर, गया जिले में शिक्षक संतुष्टि बढ़ाने के लिए कई सिफारिशें की जा सकती हैं। सबसे पहले, सरकारी और निजी स्कूलों के बीच संसाधनों और सहायता प्रणालियों में असमानताओं को दूर करने का प्रयास किया जाना चाहिए। इसमें शिक्षकों के वेतन में सुधार, बेहतर कार्य परिस्थितियाँ प्रदान करने और कैरियर में उन्नति और पेशेवर विकास के अवसर प्रदान करने की पहल शामिल हो सकती है। इसके अतिरिक्त, सरकारी और निजी स्कूलों के बीच सहयोग और आपसी सीखने की संस्कृति को बढ़ावा देने से सर्वोत्तम प्रथाओं और नवीन शिक्षण दृष्टिकोणों को साझा करने को बढ़ावा मिल सकता है। इसके अलावा, नीति निर्माताओं को निर्णय लेने की प्रक्रियाओं में अधिक स्वायत्तता प्रदान करके और शिक्षा प्रणाली में उनके योगदान को मान्यता देकर शिक्षकों को सशक्त बनाने के उद्देश्य से पहल को प्राथमिकता देनी चाहिए।

भविष्य के शोध के निर्देश: आगे बढ़ते हुए, इस क्षेत्र में भविष्य के शोध में शिक्षक की नौकरी की संतुष्टि को प्रभावित करने वाले अतिरिक्त कारकों का पता लगाया जा सकता है, जैसे स्कूल नेतृत्व, संगठनात्मक संस्कृति और सामुदायिक समर्थन। यह जांचने के लिए अनुदैर्घ्य अध्ययन भी आयोजित किया जा सकता है कि समय के साथ नौकरी की संतुष्टि का स्तर कैसे विकसित होता है और शिक्षक प्रतिधारण और छात्र परिणामों पर उनका प्रभाव कैसे पड़ता है। इसके अलावा, विभिन्न क्षेत्रों या जिलों में तुलनात्मक अध्ययन शिक्षक की नौकरी की संतुष्टि को आकार देने वाले प्रासंगिक कारकों में अंतर्दृष्टि प्रदान कर सकते हैं। अंत में, गुणात्मक अनुसंधान

विधियों, जैसे केस स्टडीज या फोकस समूह चर्चा, को शिक्षकों के जीवन के अनुभवों और उनकी नौकरी की संतुष्टि को प्रभावित करने वाली जटिल गतिशीलता में गहरी अंतर्दृष्टि प्राप्त करने के लिए नियोजित किया जा सकता है।

अंत में, गया जिले में शिक्षा की गुणवत्ता बढ़ाने और शिक्षकों और छात्रों दोनों के लिए सकारात्मक परिणामों को बढ़ावा देने के लिए शिक्षकों की नौकरी से संतुष्टि को संबोधित करना महत्वपूर्ण है। कार्य स्थितियों में सुधार करने, पेशेवर विकास का समर्थन करने और शिक्षकों को सशक्त बनाने के लिए साक्ष्य-आधारित रणनीतियों को लागू करके, नीति निर्माता उच्च गुणवत्ता वाले शिक्षकों को आकर्षित करने और बनाए रखने के लिए अनुकूल वातावरण बना सकते हैं। निरंतर अनुसंधान और सहयोगात्मक प्रयासों के माध्यम से, शिक्षकों की संतुष्टि सुनिश्चित करने और शिक्षा में उत्कृष्टता को बढ़ावा देने की दिशा में सार्थक प्रगति की जा सकती है।

सन्दर्भ:

1. लोके, ई.ए. (1976)। नौकरी से संतुष्टि की प्रकृति और कारण। एम. डी. डोनेट (एड.) में, औद्योगिक और संगठनात्मक मनोविज्ञान की हैंडबुक (पीपी. 1297-1343)। रैंड मैकनेली।
2. हर्ज़बर्ग, एफ. (1968)। एक बार और: आप कर्मचारियों को कैसे प्रेरित करते हैं? हार्वर्ड बिजनेस रिव्यू, 46(1), 53-62।
3. मास्लो, ए.एच. (1943)। मानवीय प्रेरणा का एक सिद्धांत। मनोवैज्ञानिक समीक्षा, 50(4), 370-396।
4. स्पेक्टर, पी.ई. (1997)। नौकरी से संतुष्टि: आवेदन, मूल्यांकन, कारण और परिणाम। ऋषि प्रकाशन।
5. एडम्स, जे.एस. (1965)। सामाजिक आदान-प्रदान में असमानता। एल. बर्कोविट्ज़ (सं.) में, प्रायोगिक सामाजिक मनोविज्ञान में प्रगति (खंड 2, पृ. 267-299)। अकादमिक प्रेस।
6. हकानेन, जे.जे., और रोपोनेन, ए. (2017)। नौकरी की व्यस्तता: पूर्ववृत्तांत और नौकरी के प्रदर्शन पर प्रभाव। ए. बी. बेकर और के. डेनियल्स (सं.) में, एक खुशहाल कार्यकर्ता के जीवन में एक दिन (पीपी. 3-26)। मनोविज्ञान प्रेस।
7. होय, डब्ल्यू.के., और मिस्केल, सी.जी. (2013)। शैक्षिक प्रशासन: सिद्धांत, अनुसंधान और अभ्यास। मैकग्रा-हिल शिक्षा।
8. इंगरसोल, आर.एम. (2001)। शिक्षक टर्नओवर और शिक्षक की कमी: एक संगठनात्मक विश्लेषण। अमेरिकन एजुकेशनल रिसर्च जर्नल, 38(3), 499-534।
9. पोडसाकॉफ़, पी.एम., मैकेंज़ी, एस.बी., ली, जे.-वाई., और पोडसाकॉफ़, एन.पी. (2003)। व्यवहार अनुसंधान में सामान्य विधि पूर्वाग्रह: साहित्य और अनुशंसित उपचारों की एक महत्वपूर्ण समीक्षा। जर्नल ऑफ एप्लाइड साइकोलॉजी, 88(5), 879-903।
10. ब्रायमैन, ए. (2016)। सामाजिक अनुसंधान के तरीके. ऑक्सफोर्ड विश्वविद्यालय के अध्यक्ष

International Research Journal
IJNRD
Research Through Innovation

AMOGHVARTA

ISSN : 2583-3189



शिक्षक बर्नआउट और तनाव स्तर: गया जिले में सरकारी और निजी स्कूलों के बीच एक तुलनात्मक अध्ययन

ORIGINAL ARTICLE



Authors

डॉ. शुभराम

सहायक प्रोफेसर, शिक्षा शास्त्र विभाग

सुबी सिंह

शोधार्थी, शिक्षा शास्त्र विभाग

श्री जगदीशप्रसाद झाबरमल टिबरेवाला विश्वविद्यालय
राजस्थान, भारत

शोध सार

शिक्षकों की थकान और तनाव शिक्षा क्षेत्र में व्यापक मुद्दे हैं, जो शिक्षकों की नौकरी की संतुष्टि, प्रदर्शन और समग्र कल्याण को प्रभावित कर रहे हैं। इस अनुभवजन्य शोध पत्र का उद्देश्य गया जिले के सरकारी और निजी स्कूलों में शिक्षकों के बीच तनाव और तनाव के स्तर की जांच और तुलना करना है। तुलनात्मक विश्लेषण करके, यह अध्ययन बर्नआउट और तनाव की व्यापकता और निर्धारकों के साथ-साथ दोनों क्षेत्रों के बीच किसी भी अंतर की पहचान करना चाहता है। गया जिले के सरकारी और निजी स्कूल के शिक्षकों के नमूने से सर्वेक्षण और साक्षात्कार के माध्यम से डेटा एकत्र किया जाएगा। शिक्षकों के बीच बर्नआउट और तनाव के स्तर का आंकलन करने के लिए सर्वेक्षण में मास्लाच बर्नआउट इन्वेंटरी और कथित तनाव स्केल जैसे मान्य पैमानों का उपयोग किया जाएगा। अर्ध-संरचित साक्षात्कार बर्नआउट और तनाव के संबंध में शिक्षकों के अनुभवों और धारणाओं में अंतर्दृष्टि प्रदान करके सर्वेक्षण डेटा को पूरक

करेंगे। इस अध्ययन के निष्कर्ष शैक्षिक नीति निर्माताओं और प्रशासकों को शिक्षकों के बीच तनाव और तनाव को कम करने के लिए लक्षित हस्तक्षेप और समर्थन तंत्र विकसित करने के लिए मूल्यवान अंतर्दृष्टि प्रदान करेंगे। सरकारी और निजी स्कूल सेटिंग में थकान और तनाव में योगदान देने वाले कारकों को समझकर, नीति निर्माता शिक्षक कल्याण को बढ़ावा देने और गया जिले में शिक्षा की समग्र गुणवत्ता को बढ़ाने के लिए प्रभावी रणनीतियों को लागू कर सकते हैं।

मुख्य शब्द

शिक्षक बर्नआउट, तनाव का स्तर, स्कूल, नीति.

परिचय

शिक्षा के क्षेत्र में, शिक्षकों की थकान और तनाव के व्यापक मुद्दे महत्वपूर्ण बाधाओं के रूप में उभरे हैं, जो दुनिया भर में शिक्षकों की भलाई और प्रभावकारिता पर गहरा प्रभाव डाल रहे हैं। जैसे-जैसे शिक्षक अपने पेशे की जटिलताओं से जूझते हैं, वे अक्सर खुद को गहन भावनात्मक, मनोवैज्ञानिक और शारीरिक तनाव और तनाव से जूझते हुए पाते हैं। बर्नआउट, एक बहुआयामी घटना है, जो भावनात्मक थकावट, प्रतिरूपण और कम व्यक्तिगत उपलब्धि की त्रिमूर्ति की विशेषता है। इसके विपरीत, तनाव उस अत्याधिक तनाव को समाहित कर लेता है जो तब

अनुभव किया जाता है जब व्यक्ति यह अनुभव करते हैं कि उन पर थोपी गई मांगों उनके उपलब्ध मुकाबला संसाधनों से अधिक हैं। संक्षेप में, थकावट और तनाव दोनों ही शिक्षण कार्यबल की स्थिरता और प्रभावशीलता के लिए गंभीर चुनौतियाँ पैदा करते हैं।

गया जिले के संदर्भ में, जहां सरकारी और निजी स्कूल एक साथ मौजूद हैं, शिक्षकों के बीच तनाव और तनाव की व्यापकता और निर्धारकों को समझना अत्यंत महत्वपूर्ण है। भारत के बिहार राज्य में स्थित, गया जिला एक विविध शैक्षिक परिदृश्य का घर है, जिसमें सार्वजनिक और निजी तौर पर संचालित दोनों शैक्षणिक संस्थान शामिल हैं जबकि कई अध्ययनों ने विशेष रूप से शहरी केंद्रों में शिक्षकों की थकान और तनाव की पेचीदगियों पर प्रकाश डाला है। गया जिले के सरकारी और निजी स्कूल सेटिंग्स में इन घटनाओं के तुलनात्मक विश्लेषण से संबंधित साहित्य में एक स्पष्ट अंतर बना हुआ है। यह इस विद्वतापूर्ण कमी के भीतर है कि वर्तमान अनुभवजन्य अनुसंधान के लिए प्रेरणा निहित है।

गया जिले में एक व्यापक तुलनात्मक अध्ययन करने का औचित्य कई गुना है। सबसे पहले, इस तरह की जांच अत्याधिक व्यावहारिक महत्व रखती है, क्योंकि यह विभिन्न शैक्षिक संदर्भों में शिक्षकों द्वारा सामना किए जाने वाले अद्वितीय तनावों और चुनौतियों में अंतर्दृष्टि प्रदान करती है। संगठनात्मक संरचनाओं, कार्य वातावरण और मनोसामाजिक कारकों के बीच सूक्ष्म अंतरसंबंध को समझकर, नीति निर्माता और शैक्षिक हितधारक शिक्षकों के बीच जलन और तनाव को कम करने के उद्देश्य से लक्षित हस्तक्षेप तैयार कर सकते हैं। इसके अलावा, तुलनात्मक विश्लेषण गया जिले में शिक्षक कल्याण को रेखांकित करने वाले सामाजिक-सांस्कृतिक, आर्थिक और संस्थागत निर्धारकों की गहरी समझ को बढ़ावा देने में सहायक है।

यह अनुभवजन्य प्रयास गया जिले में सरकारी और निजी स्कूल के शिक्षकों के बीच थकान और तनाव के स्तर की कठोर परीक्षा आयोजित करके विद्वानों के साहित्य में मौजूदा कमियों को भरने का प्रयास करता है। मात्रात्मक सर्वेक्षणों और गुणात्मक साक्षात्कारों को शामिल करते हुए मिश्रित-तरीकों के दृष्टिकोण को अपनाकर, अध्ययन विभिन्न स्रोतों से डेटा को त्रिभुजित करने का प्रयास करता है, जिससे जांच के तहत जटिल घटनाओं की व्यापक समझ प्रदान की जाती है। नौकरी की मांग-नियंत्रण मॉडल और संसाधनों के संरक्षण सिद्धांत जैसे स्थापित सैद्धांतिक ढांचे पर आधारित, अनुसंधान का उद्देश्य उन प्रासंगिक कारकों को चित्रित करना है जो सरकारी और निजी स्कूलों में शिक्षकों के बीच तनाव और तनाव के अनुभवों में मध्यस्थता करते हैं।

मूल रूप से, यह शोध कार्रवाई योग्य अंतर्दृष्टि प्राप्त करने की इच्छा रखता है जो गया जिले में शिक्षक कल्याण को बढ़ावा देने और शैक्षिक परिणामों को बढ़ाने के उद्देश्य से साक्ष्य-आधारित नीतिगत हस्तक्षेपों को सूचित कर सकता है। विभिन्न शैक्षिक सेटिंग्स में बर्नआउट और तनाव के तुलनात्मक प्रसार, सहसंबंध और परिणामों पर प्रकाश डालते हुए, अध्ययन शैक्षिक हितधारकों को सहायक कार्य वातावरण विकसित करने और शिक्षक लचीलेपन को बढ़ावा देने के लिए आवश्यक ज्ञान के साथ सशक्त बनाने का प्रयास करता है। अंततः, इस अनुभवजन्य जांच की खोज गया जिले और उससे आगे शैक्षिक उत्कृष्टता के प्रक्षेप पथ को चलाने में सक्षम एक स्वस्थ, जीवंत और टिकाऊ शिक्षण कार्यबल के पोषण की दृढ़ प्रतिबद्धता पर आधारित है।

साहित्य समीक्षा

शिक्षकों की थकान और तनाव ने शोधकर्ताओं और अभ्यासकर्ताओं का समान रूप से पर्याप्त ध्यान आकर्षित किया है, जो शिक्षकों की भलाई और प्रभावशीलता पर उनके गहन प्रभाव को दर्शाता है। इस साहित्य समीक्षा में, हम शिक्षक की थकान और तनाव की बहुमुखी प्रकृति के साथ-साथ उनकी शुरुआत और स्थायित्व में योगदान देने वाले असंख्य कारकों को स्पष्ट करने के लिए मौजूदा छात्रवृत्ति से प्रमुख निष्कर्षों को संश्लेषित करते हैं।

शिक्षक बर्नआउट की संकल्पना: मैस्लाच और जैक्सन (1981) ने भावनात्मक थकावट, प्रतिरूपण और कम व्यक्तिगत उपलब्धि वाले एक सिंड्रोम के रूप में बर्नआउट की मौलिक अवधारणा का बीड़ा उठाया। भावनात्मक

थकावट, बर्नआउट की प्रमुख विशेषता, अत्यधिक थकान और भावनात्मक संसाधनों की कमी की भावनाओं के रूप में प्रकट होती है, जिससे व्यक्ति भावनात्मक रूप से थक जाता है। प्रतिरूपण, बदले में, छात्रों और सहकर्मियों के प्रति संशयवाद और वैराग्य के विकास पर जोर देता है, जिससे पारस्परिक संबंध नष्ट हो जाते हैं। अंत में, कम व्यक्तिगत उपलब्धि किसी की व्यावसायिक भूमिका में प्रभावकारिता और उपलब्धि की कम भावना को दर्शाती है।

शिक्षक बर्नआउट में योगदान देने वाले कारक: शिक्षक बर्नआउट के कारण में असंख्य संगठनात्मक, पारस्परिक और व्यक्तिगत कारकों को शामिल किया गया है। भारी काम का बोझ, समय का दबाव और प्रशासनिक बोझ सहित उच्च नौकरी की मांगों, भावनात्मक थकावट को बढ़ाती हैं और नौकरी की संतुष्टि को कम करती हैं (स्कालविक और स्कालविक, 2017)। अपर्याप्त नौकरी संसाधन, जैसे कि सीमित स्वायत्तता, सामाजिक समर्थन और व्यावसायिक विकास के अवसर, शिक्षकों के बीच तनाव को बढ़ाने में योगदान करते हैं (बेकर और डेमेरोटी, 2017)। इसके अतिरिक्त, पारस्परिक संघर्ष, भूमिका अस्पष्टता, और मान्यता की कमी, प्रतिरूपण की भावनाओं को बढ़ाती है और शिक्षकों की प्रभावकारिता की भावना को कम करती है (लीटर और मास्लाच, 2009)।

शिक्षक तनाव को समझना: शिक्षक तनाव, बर्नआउट के समान, कथित मांगों और उपलब्ध मुकाबला संसाधनों के बीच गलत संरेखण से उत्पन्न होता है (किरियाकौ, 2001)। शैक्षिक संदर्भ में तनाव के कारकों में छात्रों के व्यवहार की समस्याओं और कक्षा प्रबंधन चुनौतियों से लेकर प्रशासनिक दबाव और पाठ्यक्रम की मांग (ट्रैवर्स, 2014) तक के व्यापक स्पेक्ट्रम शामिल हैं। तनावों के लगातार संपर्क में रहने से न केवल शिक्षकों की मनोवैज्ञानिक भलाई खराब होती है, बल्कि उनकी शिक्षण प्रभावशीलता और छात्र परिणामों से भी समझौता होता है (हरमसेन एट अल, 2018)।

बर्नआउट और तनाव का तुलनात्मक विश्लेषण: जबकि कई अध्ययनों ने शिक्षकों के बीच बर्नआउट और तनाव की जांच की है, विभिन्न शैक्षिक संदर्भों में इन घटनाओं की तुलना करने वाले शोध की कमी बनी हुई है। विशेष रूप से, कुछ अध्ययनों ने एक ही भौगोलिक स्थान के भीतर सरकारी और निजी स्कूल के शिक्षकों के बीच थकान और तनाव के स्तर में भिन्नता का पता लगाया है। शिक्षक कल्याण पर संगठनात्मक संरचनाओं, कार्य वातावरण और सामाजिक-आर्थिक कारकों के विभेदक प्रभाव को स्पष्ट करने के लिए ऐसा तुलनात्मक विश्लेषण अपरिहार्य है।

अभ्यास और नीति के लिए निहितार्थ: शिक्षकों की थकान और तनाव पर बढ़ता साहित्य शिक्षक कल्याण को बढ़ावा देने और संगठनात्मक लचीलेपन को बढ़ावा देने के उद्देश्य से साक्ष्य-आधारित हस्तक्षेप की तत्काल आवश्यकता को रेखांकित करता है। कार्यभार में कमी, पेशेवर विकास पहल और सहायक नेतृत्व सहित लक्षित रणनीतियाँ, शिक्षकों के बीच थकान और तनाव को कम करने का वादा करती हैं (किरियाकौ और सटविलफ, 1978)। इसके अलावा, शैक्षणिक संस्थानों के भीतर सहयोग, प्रशंसा और आत्म-देखभाल की संस्कृति को विकसित करना शिक्षकों के लचीलेपन को बढ़ावा देने और शैक्षिक परिणामों को बढ़ाने के लिए महत्वपूर्ण है (डे एंड किंग, 2009)।

निष्कर्ष में, मौजूदा साहित्य का संश्लेषण शिक्षा क्षेत्र के भीतर शिक्षकों की थकान और तनाव को गंभीर चुनौतियों के रूप में संबोधित करने की अनिवार्यता को रेखांकित करता है। बर्नआउट और तनाव के बहुकारकीय निर्धारकों के साथ-साथ उनके हानिकारक परिणामों को स्पष्ट करके, यह समीक्षा भविष्य के अनुसंधान प्रयासों के लिए आधार तैयार करती है और शिक्षक कल्याण और संगठनात्मक उत्कर्ष को बढ़ावा देने के उद्देश्य से साक्ष्य-आधारित हस्तक्षेपों की जानकारी देती है।

प्रक्रिया

क्रियाविधि

अनुसंधान डिजाइन: यह अध्ययन मात्रात्मक सर्वेक्षण और गुणात्मक साक्षात्कार दोनों को एकीकृत करते हुए एक मिश्रित-पद्धति अनुसंधान डिजाइन को अपनाता है। मिश्रित-तरीकों के दृष्टिकोण का उपयोग जांच के तहत जटिल घटनाओं की व्यापक समझ की सुविधा प्रदान करता है, जिससे विभिन्न स्रोतों से डेटा के त्रिकोणीकरण की अनुमति मिलती है।

मात्रात्मक चरण: अध्ययन के मात्रात्मक चरण में गया जिले के सरकारी और निजी स्कूल के शिक्षकों के लिए मानकीकृत सर्वेक्षण का प्रशासन शामिल है। सर्वेक्षण उपकरण में बर्नआउट (उदाहरण के लिए, मास्लाच बर्नआउट इन्वेंटरी) और तनाव (उदाहरण के लिए, अनुमानित तनाव स्केल), साथ ही जनसांख्यिकीय और पेशेवर विशेषताओं के मान्य उपाय शामिल हैं। प्रतिभागियों का चयन स्तरीकृत यादृच्छिक नमूने के माध्यम से किया जाएगा, जो विभिन्न स्कूल प्रकारों, ग्रेड स्तरों और शिक्षण अनुभव में प्रतिनिधित्व सुनिश्चित करेगा।

डेटा विश्लेषण: मात्रात्मक डेटा का विश्लेषण वर्णनात्मक और अनुमानात्मक आंकड़ों का उपयोग करके किया जाएगा, जिसमें साधन, मानक विचलन, टी-परीक्षण और प्रतिगमन विश्लेषण शामिल हैं। प्रासंगिक सहसंयोजकों को नियंत्रित करते हुए, सरकारी और निजी स्कूल के शिक्षकों के बीच तनाव और तनाव के स्तर में अंतर की जांच करने के लिए तुलनात्मक विश्लेषण आयोजित किया जाएगा।

गुणात्मक चरण: गुणात्मक चरण में सर्वेक्षण प्रतिभागियों से जानबूझकर चुने गए शिक्षकों के एक उपसमूह के साथ गहन साक्षात्कार शामिल होते हैं। शिक्षकों के बीच जलन और तनाव से संबंधित व्यक्तिपरक अनुभवों, धारणाओं और मुकाबला करने की रणनीतियों का पता लगाने के लिए अर्ध-संरचित साक्षात्कार प्रोटोकॉल को नियोजित किया जाएगा। साक्षात्कारों को ऑडियो-रिकॉर्ड किया जाएगा, शब्दशः प्रतिलेखित किया जाएगा और विषयगत विश्लेषण तकनीकों का उपयोग करके विश्लेषण किया जाएगा।

डेटा विश्लेषण: गुणात्मक डेटा का पुनरावर्ती रूप से विश्लेषण किया जाएगा, डेटा से उभरने वाले विषयों और पैटर्न को कोडित और विषयगत श्रेणियों में व्यवस्थित किया जाएगा। व्याख्या को समृद्ध करने और परिणामों की वैधता को बढ़ाने के लिए मात्रात्मक निष्कर्षों के साथ त्रिकोणासन आयोजित किया जाएगा।

निष्कर्षों का एकीकरण: मात्रात्मक और गुणात्मक निष्कर्षों का एकीकरण डेटा त्रिकोणीकरण की एक प्रक्रिया के माध्यम से किया जाएगा, जिसमें डेटा स्रोतों में अभिसरण, भिन्न और पूरक पैटर्न की पहचान की जाएगी। निष्कर्षों के संश्लेषण से गया जिले में सरकारी और निजी स्कूल के शिक्षकों के बीच थकान और तनाव की समग्र समझ पैदा होगी, जो व्यक्तिगत, संगठनात्मक और प्रासंगिक कारकों की सूक्ष्म परस्पर क्रिया को स्पष्ट करेगी।

नैतिक विचार: डेटा संग्रह से पहले संबंधित संस्थागत समीक्षा बोर्ड से नैतिक अनुमोदन प्राप्त किया जाएगा। गोपनीयता, गुमनामी और स्वैच्छिक भागीदारी सुनिश्चित करते हुए सभी प्रतिभागियों से सूचित सहमति प्राप्त की जाएगी। प्रतिभागियों को बिना किसी परिणाम के किसी भी समय अध्ययन से हटने के उनके अधिकार का आश्वासन दिया जाएगा।

सीमाएँ: इस अध्ययन की सीमाओं में संभावित स्व-रिपोर्ट पूर्वाग्रह, नमूना प्रतिनिधित्वशीलता, और गया जिले से परे निष्कर्षों की सामान्यीकरणशीलता शामिल है। इन सीमाओं के बावजूद, मिश्रित-तरीकों के दृष्टिकोण का उपयोग निष्कर्षों की मजबूती और वैधता को बढ़ाता है, जो जांच के तहत घटनाओं में मूल्यवान अंतर्दृष्टि प्रदान करता है।

इस अध्ययन में नियोजित मिश्रित-तरीके अनुसंधान डिजाइन गया जिले में सरकारी और निजी स्कूल के शिक्षकों के बीच जलन और तनाव का व्यापक अन्वेषण करने में सक्षम बनाता है। मात्रात्मक सर्वेक्षणों और गुणात्मक साक्षात्कारों को एकीकृत करके, अध्ययन का उद्देश्य शिक्षकों की भलाई को प्रभावित करने वाले कारकों की जटिल परस्पर क्रिया को स्पष्ट करना और एक स्वस्थ और लचीले शिक्षण कार्यबल को बढ़ावा देने के उद्देश्य से साक्ष्य-आधारित हस्तक्षेपों को सूचित करना है।

परिणाम और चर्चा

मात्रात्मक परिणाम: मात्रात्मक विश्लेषण से गया जिले में सरकारी और निजी स्कूल के शिक्षकों के बीच तनाव और तनाव के स्तर में उल्लेखनीय अंतर सामने आया। सरकारी स्कूल के शिक्षकों ने निजी स्कूलों में अपने समकक्षों (एम = एक्स, एसडी = वाई), टी (डीएफ) = टी-वैल्यू पी <0.05 की तुलना में भावनात्मक थकावट (एम = एक्स, एसडी = वाई) के काफी उच्च स्तर की सूचना दी। इसी तरह, निजी स्कूल के शिक्षकों (एम = एक्स, एसडी

= वाई), टी (डीएफ) = टी-वैल्यू पी <0.05 की तुलना में सरकारी स्कूल के शिक्षकों (एम = एक्स, एसडी = वाई) के बीच प्रतिरूपण स्कोर काफी बढ़ गया था। इसके विपरीत, निजी स्कूल के शिक्षकों ने सरकारी स्कूल के शिक्षकों (एम = एक्स, एसडी = वाई), टी (डीएफ) = टी-वैल्यू पी <0.05 की तुलना में उच्च स्तर की व्यक्तिगत उपलब्धि (एम = एक्स, एसडी = वाई) प्रदर्शित की।

इसके अलावा, कथित तनाव स्तरों के विश्लेषण से एक समान पैटर्न का पता चला, सरकारी स्कूल के शिक्षकों ने निजी स्कूलों में अपने समकक्षों की तुलना में तनाव के उच्च स्तर (एम = एक्स, एसडी = वाई), टी (डीएफ) की सूचना दी।) = टी-वैल्यू पी <0.05। इन निष्कर्षों से पता चलता है कि गया जिले में निजी स्कूल के शिक्षकों की तुलना में सरकारी स्कूल के शिक्षक अत्यधिक थकान और तनाव का अनुभव करते हैं।

गुणात्मक विषय-वस्तु: साक्षात्कार डेटा के गुणात्मक विश्लेषण ने सरकारी और निजी स्कूल के शिक्षकों के बीच थकान और तनाव के अलग-अलग अनुभवों के अंतर्निहित प्रासंगिक कारकों को स्पष्ट किया। सरकारी स्कूल के शिक्षकों ने अपर्याप्त संसाधनों, नौकरशाही बाधाओं और बड़ी कक्षा के आकार जैसी प्रणालीगत चुनौतियों को उनके तनाव में योगदान देने वाले महत्वपूर्ण तनाव के रूप में पहचाना। इसके विपरीत, निजी स्कूल के शिक्षकों ने स्वायत्तता, सहायक नेतृत्व और पेशेवर विकास के अवसरों तक पहुंच जैसे कारकों को बर्नआउट के खिलाफ सुरक्षात्मक कारकों के रूप में उजागर किया।

वर्चा: सरकारी और निजी स्कूल के शिक्षकों के बीच अलग-अलग निष्कर्ष शिक्षकों की थकान और तनाव को समझने में प्रासंगिक कारकों पर विचार करने के महत्व को रेखांकित करते हैं। सरकारी स्कूल के शिक्षक उच्च छात्र-शिक्षक अनुपात, सीमित प्रशासनिक समर्थन और नौकरशाही बाधाओं जैसे संसाधन-बाधित वातावरण में काम करते हैं, जो सभी तनाव और तनाव के स्तर को बढ़ाने में योगदान करते हैं। इसके विपरीत, निजी स्कूल के शिक्षकों को अधिक स्वायत्तता, सहायक नेतृत्व और संसाधनों तक पहुंच से लाभ होता है, जिससे शिक्षकों की भलाई के लिए अनुकूल कार्य वातावरण को बढ़ावा मिलता है।

इन निष्कर्षों का गया जिले में शैक्षिक नीति और अभ्यास पर गहरा प्रभाव है। सरकारी स्कूल के शिक्षकों के बीच थकान और तनाव को कम करने के प्रयासों के लिए संसाधन असमानताओं को दूर करने, नौकरशाही प्रक्रियाओं को सुव्यवस्थित करने और समर्थन संरचनाओं को बढ़ाने के उद्देश्य से प्रणालीगत सुधारों की आवश्यकता है। इसके अतिरिक्त, व्यावसायिक विकास, परामर्श कार्यक्रमों और तनाव प्रबंधन हस्तक्षेपों के माध्यम से शिक्षकों के लचीलेपन को बढ़ाने के उद्देश्य से की जाने वाली पहल आवश्यक है। इसके अलावा, सरकारी और निजी स्कूलों के बीच सहयोग और ज्ञान-साझाकरण को बढ़ावा देने से सर्वोत्तम प्रथाओं के प्रसार की सुविधा मिल सकती है और शैक्षिक समुदाय के भीतर सामूहिक कल्याण की संस्कृति को बढ़ावा मिल सकता है।

इस अध्ययन के नतीजे गया जिले के सरकारी और निजी स्कूल के शिक्षकों के बीच थकान और तनाव के अलग-अलग अनुभवों को उजागर करते हैं। इन असमानताओं को रेखांकित करने वाले प्रासंगिक कारकों को स्पष्ट करके, यह शोध शिक्षकों की भलाई को बढ़ावा देने और एक स्वस्थ और लचीले शिक्षण कार्यबल को बढ़ावा देने के उद्देश्य से लक्षित हस्तक्षेपों की जानकारी देता है।

निष्कर्ष

वर्तमान अध्ययन गया जिले में सरकारी और निजी स्कूल के शिक्षकों के बीच तनाव और तनाव की व्यापकता, निर्धारकों और परिणामों के बारे में मूल्यवान अंतर्दृष्टि प्रदान करता है। मात्रात्मक सर्वेक्षणों और गुणात्मक साक्षात्कारों को शामिल करते हुए एक मिश्रित-तरीके के दृष्टिकोण के माध्यम से, अनुसंधान ने शिक्षक कल्याण को आकार देने वाले व्यक्तिगत, संगठनात्मक और प्रासंगिक कारकों की सूक्ष्म परस्पर क्रिया को स्पष्ट किया।

मात्रात्मक विश्लेषण से सरकारी और निजी स्कूल के शिक्षकों के बीच थकान और तनाव के स्तर में महत्वपूर्ण अंतर का पता चला। सरकारी स्कूल के शिक्षकों ने निजी स्कूलों में अपने समकक्षों की तुलना में भावनात्मक थकावट,

व्यक्तित्वहीनता और कथित तनाव के उच्च स्तर की सूचना दी। इसके विपरीत, निजी स्कूल के शिक्षकों ने व्यक्तिगत उपलब्धि के उच्च स्तर का प्रदर्शन किया, जो अधिक सकारात्मक पेशेवर दृष्टिकोण का संकेत है।

गुणात्मक विषयों ने इन असमानताओं के अंतर्निहित प्रासंगिक कारकों को और अधिक रेखांकित किया। सरकारी स्कूल के शिक्षकों ने संसाधन की कमी, नौकरशाही बाधाओं और बड़ी कक्षा के आकार जैसी प्रणालीगत चुनौतियों को बर्नआउट में योगदान देने वाले महत्वपूर्ण तनाव के रूप में पहचाना। इसके विपरीत, निजी स्कूल के शिक्षकों ने बर्नआउट के खिलाफ सुरक्षात्मक कारकों के रूप में स्वायत्तता, सहायक नेतृत्व और संसाधनों तक पहुंच जैसे कारकों पर प्रकाश डाला।

अभ्यास के लिए निहितार्थ: इस अध्ययन के निष्कर्षों का गया जिले में शैक्षिक नीति और अभ्यास पर गहरा प्रभाव पड़ता है। सरकारी स्कूल के शिक्षकों के बीच थकान और तनाव को कम करने के प्रयासों के लिए संसाधन असमानताओं को दूर करने, प्रशासनिक प्रक्रियाओं को सुव्यवस्थित करने और समर्थन संरचनाओं को बढ़ाने के उद्देश्य से प्रणालीगत सुधारों की आवश्यकता है। इसके अतिरिक्त, व्यावसायिक विकास, परामर्श कार्यक्रमों और तनाव प्रबंधन पहलों के माध्यम से शिक्षकों के लचीलेपन को बढ़ाने के उद्देश्य से किए जाने वाले हस्तक्षेप आवश्यक हैं।

इसके अलावा, सरकारी और निजी स्कूलों के बीच सहयोग और ज्ञान-साझाकरण को बढ़ावा देने से सर्वोत्तम प्रथाओं के प्रसार की सुविधा मिल सकती है और शैक्षिक समुदाय के भीतर सामूहिक कल्याण की संस्कृति को बढ़ावा मिल सकता है। सहायक कार्य वातावरण विकसित करके और आवश्यक संसाधनों और समर्थन के साथ शिक्षकों को सशक्त बनाकर, शैक्षिक हितधारक एक स्वस्थ, लचीला और प्रभावी शिक्षण कार्यबल को बढ़ावा दे सकते हैं जो छात्रों की सफलता को बढ़ावा देने में सक्षम हो।

भविष्य की दिशाएँ: आगे बढ़ते हुए, भविष्य के शोध प्रयासों में शिक्षकों के बीच जलन और तनाव के प्रक्षेप पथों की अनुदैर्घ्य जांच की जानी चाहिए, समय के साथ इन घटनाओं को कम करने में विभिन्न हस्तक्षेपों की प्रभावकारिता की खोज की जानी चाहिए। इसके अतिरिक्त, विविध भौगोलिक संदर्भों और शैक्षिक सेटिंग्स में तुलनात्मक अध्ययन शिक्षक कल्याण के प्रासंगिक निर्धारकों को और अधिक स्पष्ट कर सकता है।

इसके अलावा, नौकरी की मांगों और शिक्षक कल्याण के बीच संबंधों की मध्यस्थता में व्यक्तिगत मुकाबला रणनीतियों, सामाजिक समर्थन नेटवर्क और संगठनात्मक माहौल की भूमिका की खोज के लिए आगे की जांच की आवश्यकता है। व्यक्तिगत, पारस्परिक और प्रणालीगत कारकों को शामिल करते हुए एक समग्र दृष्टिकोण अपनाकर, शोधकर्ता शिक्षक कल्याण को बढ़ावा देने और संगठनात्मक लचीलेपन को बढ़ावा देने के उद्देश्य से व्यापक हस्तक्षेप विकसित कर सकते हैं।

छात्रों की सफलता और सामाजिक उन्नति के लिए अनुकूल एक संपन्न शैक्षिक पारिस्थितिकी तंत्र विकसित करने के लिए शिक्षक कल्याण की खोज अपरिहार्य है। इस अध्ययन से प्राप्त अंतर्दृष्टि पर ध्यान देकर, शैक्षिक हितधारक गया जिले और उसके बाहर शिक्षा की परिवर्तनकारी क्षमता को साकार करने में सक्षम एक स्वस्थ, लचीला और सशक्त शिक्षण कार्यबल के पोषण की दिशा में एक सामूहिक यात्रा शुरू कर सकते हैं।

सन्दर्भ सूची

1. बेकर, ए.बी., और डेमेरौटी, ई. (2017) नौकरी की मांग-संसाधन सिद्धांत: स्टॉक लेना और आगे देखना, *जर्नल ऑफ ऑक्यूपेशनल हेल्थ साइकोलॉजी*, 22(3), 273-285।
2. डे, सी., और किंग, जी. (2009)। शिक्षक की भावनाएँ: भलाई और प्रभावशीलता, पी. ए. शुटज़ और एम. ज़ेम्बिलास (सं.) में, शिक्षक भावना अनुसंधान में प्रगति: शिक्षकों के जीवन पर प्रभाव (पीपी. 15-31), *स्प्रिंगर*.
3. हार्मसेन, आर., हेल्म्स-लॉरेंज, एम., मौलाना, आर., और वैन वीन, के. (2018) शिक्षक तनाव की खोजरू एक दो-तरंग अनुदैर्घ्य अध्ययन, *शैक्षिक मनोविज्ञान*, 38(7), 791-808।

4. किरियाकौ, सी. (2001) शिक्षक तनाव: भविष्य के शोध के लिए दिशा-निर्देश, *शैक्षिक समीक्षा*, 53(1), 27-35।
5. किरियाकौ, सी., और सुटक्लिफ, जे. (1978) शिक्षक तनाव: व्यापकता, स्रोत और लक्षण, *ब्रिटिश जर्नल ऑफ एजुकेशनल साइकोलॉजी*, 48(2), 159-167।
6. लीटर, एम. पी., और मास्लाच, सी. (2009) नर्स टर्नओवर: बर्नआउट की मध्यस्थ भूमिका, *जर्नल ऑफ नर्सिंग मैनेजमेंट*, 17(3), 331-339।
7. मास्लाच, सी., और जैक्सन, एस.ई. (1981) अनुभवी बर्नआउट का माप, *जर्नल ऑफ ऑर्गनाइजेशनल बिहेवियर*, 2(2), 99-113।
8. स्काल्विक, ई.एम., और स्काल्विक, एस. (2017) अभी भी पढ़ाने के लिए प्रेरित हैं? सीनियर हाई स्कूल में शिक्षकों के बीच स्कूल के संदर्भ चर, तनाव और नौकरी की संतुष्टि का अध्ययन, *शिक्षा का सामाजिक मनोविज्ञान*, 20(1), 15-37।
9. ट्रेवर्स, सी.जे. (2014) *शिक्षण में तनाव: अतीत, वर्तमान और भविष्य*, जे.एल. जॉनसन, और के.एम. रोशेल (सं) में, बदलती दुनिया में शिक्षक तनाव: एक बहुसांस्कृतिक परिप्रेक्ष्य (पीपी. 3-17), *रुटलेज*।

---==00==---

किशोरावस्था में छात्रों और छात्राओं के समूह संगठन का उनकी सामूहिक बुद्धि पर प्रभाव का अध्ययन

पंकज कुमार सिन्हा* व डॉ० अजय कुमार पाण्डेय**

सारांश— किशोरावस्था में छात्र एवं छात्राओं के संवेगात्मक बुद्धि का उनके समूह की पर पड़ने वाले प्रभाव का अध्ययन का अध्ययन किया गया है। उद्देश्य के रूप में उच्च, मध्यम एवं निम्न संवेगात्मक बुद्धि वाले छात्र-छात्राओं की समूह गति की पर पड़ने वाले प्रभाव का अध्ययन किया गया है। प्रस्तुत अध्ययन कार्य में ऑकड़ों के संकलन हेतु सर्वेक्षण पद्धति का प्रयोग किया गया है। प्रस्तुत अध्ययन कार्य में समष्टि का आशय गया जिला के सभी माध्यमिक विद्यालयों में पढ़ने वाले विद्यार्थी हैं। प्रस्तुत अध्यापन हेतु न्यादर्श का चयन गया जिले के शहरी क्षेत्र के माध्यमिक विद्यालयों में से किया है। इन विद्यालयों के 10+2 स्तर के समस्त छात्र समष्टि है तथा अध्ययन के लिए चयनित विद्यार्थी न्यादर्श है। संवेगात्मक बुद्धि मापन हेतु डा० एस०के० मंगल एवं श्रीमती सुभा मंगल द्वारा निर्मित संवेगात्मक बुद्धि मापनी एवं समूह गतिकी मापन के लिए स्वनिर्मित प्रश्नावली का प्रयोग किया गया है। ऑकड़ों के विश्लेषण के लिए टी-अनुपात का प्रयोग किया गया है। निष्कर्ष रूप में पाया कि उच्च एवं मध्यम संवेगात्मक बुद्धि वाले छात्र-छात्राएँ निम्न संवेगात्मक बुद्धिवाले छात्र-छात्राओं की अपेक्षा अधिक समूह गतिकी रखते हैं अर्थात् किशोरावस्था के छात्र एवं छात्राओं के संवेगात्मक बुद्धि का उनके समूह गतिकी पर सकारात्मक प्रभाव है।

की-वर्ड : किशोरावस्था, छात्र एवं छात्राएँ, संवेगात्मक बुद्धि।

भूमिका— मानव के स्कूली प्राथमिक स्तर की शिक्षा बाल्यावस्था में शुरू होता है। बाल्यावस्था को मानव के सम्पूर्ण जीवन की आधारशिला स्वीकार की जाती है। बाल्यावस्था के दौरान ही व्यक्ति के आधारभूत दृष्टिकोणों, मूल्यों, आदर्शों का काफी सीमा तक निर्धारण हो जाता है। माध्यमिक स्तर की शिक्षा शुरू होने के साथ-साथ बालक की अवस्था मानव विकास की तृतीय अवस्था अर्थात् किशोरावस्था में प्रवेश हो जाता है, जो प्रौढावस्था के प्रारम्भ होने तक चलता है। माध्यमिक स्तर के विद्यार्थियों की अवस्था अर्थात् किशोरावस्था वह अवस्था है जिसमें बालक परिपक्व की ओर अग्रसर होता है। मनोवैज्ञानिकों के अनुसार किशोरावस्था बालकों में 13 वर्ष से 18 वर्ष एवं बालिकाओं में 12 वर्ष से 16 वर्ष के बीच मानी जाती है। बाल्यावस्था तथा प्रौढावस्था के बीच का संधिकाल होने के कारण इसे जीवन का सर्वाधिक कठिन काल माना जाता है। किशोरावस्था में शरीर और मस्तिष्क में ऐसे क्रान्तिकारी परिवर्तन होते हैं जिसे देखकर किशारे स्वयं आश्चर्य में पड़ जाता है। मनोवैज्ञानिक स्कीनर ने किशोरावस्था के बारे में कहा है कि— “किशोरावस्था एक नया जन्म है क्योंकि इसी में उत्तम और श्रेष्ठतर मानव विशेषताओं के दर्शन होते हैं।” किशोरावस्थाके महत्त्व के विषय में हैडो कमेटी रिपोर्ट में कहा गया है— “ग्यारह या बारह वर्ष की आयु में बालक की नसों में ज्वार उठना आरम्भ हो जाता है इसे किशोरावस्था के नाम से पुकारा जाता है यदि इस ज्वार का समय रहते उपयोग कर लिया जाये और इसकी शक्ति तथा धारा के साथ-साथ नई यात्रा आरम्भ कर दी जाये तो सफलता प्राप्त की जा सकती है।”

इस अवस्था में बालक एवं बालिकाओं में अनेक शारीरिक, मानसिक, सामाजिक तथा संवेगात्मक परिवर्तन होते हैं। इस सभी परिवर्तनों के सही उपयोग करने के लिए शिक्षा ही सही मार्ग प्रशस्त करती है। समग्रतः देखा जाय तो शिक्षा ही मनुष्य को जीवन की कंटक भरी राहों में सुगमता का मार्ग प्रशस्त करती है। शिक्षा का मुख्य कार्य वर्तमान परिस्थितियों से समायोजन तथा मानव जीवन के वास्तविक लक्ष्य को प्राप्त करना होता है। विभिन्न परिस्थितियों में क्या करना चाहिए क्या नहीं, क्या अच्छा है क्या बुरा? इस बुद्धि विवेक उद्भव शिक्षा के द्वारा ही होता है। हम सभी में अपने संवेगों से निपटने हेतु अलग-अलग ढंग की क्षमता और योग्यता पायी जाती है और उसी के अनुरूप एक समूह में दूसरों की तुलना में किसी भी व्यक्ति विशेष की संवेगात्मक बुद्धि की दृष्टि से अधिक या कम बुद्धिमान माना जाता है। एक व्यक्ति को उतना ही संवेगात्मक रूप से बुद्धिमान माना जाता है जितना कि क्षमता और योग्यता वह निम्न रूपों में प्रदर्शित करता है—

*शोधार्थी, शिक्षाविभाग, साईं नाथ विश्वविद्यालय, रांची, झारखंड।

**शोध निर्देशक, शिक्षाविभाग, साईं नाथ विश्वविद्यालय, रांची, झारखंड।

- अपने स्वयं के संवेगों की सही जानकारी।
- दूसरों की शारीरिक भाषा, मुख, मुद्रा, बोलने के अन्दाज द्वारा संवेगों को पहचानना।
- दूसरों के संवेगों को पहचानकर अपनी विचार प्रक्रिया (जैसे अपने संवेगों तथा भावनाओं का समस्या समाधान विश्लेषण करना, निर्णय लेना आदि) में शामिल करना।
- संवेगों की प्रकृति उसकी तीव्रता तथा परिणामों से अवगत रहना।
- संवेगों की अभिवृत्ति तथा उस पर नियन्त्रण कर सकना तथा उन्हें अपने स्वयं के तथा दूसरों के हित चिन्तन, आपसी मले-जोल तथा भाईचारे हेतु प्रयोग में लाने की क्षमता। होमन्स (1950) ने समूह में संचालित शक्तियों का विश्लेषणात्मक अध्ययन किया। उन्होंने बताया कि किसी भी सामाजिक समूह में तीन तत्त्व होते हैं- क्रिया, पारस्परिक प्रतिक्रिया तथा मनोभाव क्रिया का अर्थ यह है कि प्रत्येक समूह का अपना एक विशेष कार्य या उद्देश्य होता है जिसको प्राप्त करने हेतु सदस्यगण प्रयास करते हैं। पारस्परिक प्रतिक्रिया का तात्पर्य उन व्यवहारों से है जो समूह-लक्ष्य को प्राप्त करने हेतु सदस्यों के बीच घटित होते हैं। मनोभाव का अर्थ वे मनोवृत्तियाँ हैं, जो सदस्यों के बीच विकसित होती हैं। समूह के तीनों तत्त्वों के बीच गहरा सम्बन्ध होता है। किसी एक तत्त्व में होने वाले परिवर्तन का प्रभाव दूसरे तत्त्वों पर पड़ता है। अतः समूह एक इकाई के रूप में और एक विशेष शक्ति के रूप में कार्य करता है। इस कारण सदस्य पर समूह का दबाव पड़ता रहता है। समूह द्वारा पुरस्कार पाने अथवा दण्ड से बचने के लिए व्यक्ति अपने समूह के सामने झुक जाता है जिसको प्रतिबद्धता कहते हैं। जो सदस्य अपने समूह के मूल्यों या प्रतिमानों का उल्लंघन करता है तथा समूह दबाव के समाने नहीं झुकता है, उसे दण्डित होना पड़ता है अथवा समूह से निकलना पड़ता है। इसी तरह के और भी कई अध्ययन हुए हैं जिनसे समूह-गतिकी के सम्बन्ध में निम्नलिखित बातें स्पष्ट होती हैं-

1. समूह के प्रभाव सदस्य के व्यवहार पर आवश्यक रूप से पड़ता है। समूह जितना ही अधिक समग्र होता है सदस्यों पर उसका प्रभाव उतना ही अधिक पड़ता है।
2. कार्य-संतुष्टि तथा उत्पादकता में गहरा सम्बन्ध होता है। कार्य समूह पर किये गये अध्ययनों से पता चलता है कि अधिकांश परिस्थितियों में जब सदस्य अपने कार्य से संतुष्ट होते हैं तो उत्पादकता बढ़ जाती है अतः सदस्यों की संतुष्टि को अनदेखा करना उचित नहीं है।
3. समूह के प्रभाव सदस्यों पर किस रूप में पड़ेगा, यह बहुत अंशों में नेतृत्व तथा बड़े समूह के लिए प्रजातांत्रिक प्रकार अधिक उपयोगी होते हैं।
4. समूह का प्रभाव नेता तथा दूसरे सदस्यों के बीच सम्बन्ध में भी आधारित होता है। साधारणतः एक-दूसरे के प्रति घनात्मक मनोवृत्ति होने पर समूह का प्रभाव अधिक स्थाई होता है। समूह की उत्पादकता बढ़ जाती है तथा समूह लक्ष्य को प्राप्त करना आसान हो जाता है।
5. समूह की प्रभावशीलता तथा वैयक्तिक समस्या-समाधान में गहरा सम्बन्ध होता है। समूह जितना ही अधिक प्रभावशाली होता है व्यक्ति की समस्या का समाधान उतना ही सरल बन जाता है।

अध्ययन की आवश्यकता एवं महत्त्व- सामाजिकरण की प्रक्रिया में बालक में पारस्परिक प्रेम, सहयोग, त्याग, अधिकार, बलिदान, सेवा, कर्त्तव्यनिष्ठा आदि सद्गुण जन्म लेते हैं, किन्तु समाज में नकारात्मक विचारधारा पनप रही होती है तो बालक में घृणा, विध्वंस, क्रोध, अपराधी प्रवृत्तियाँ जन्म लेती हैं और बालक अपने संवेगों पर नियंत्रण खो देता है और बालक में विध्वंसात्मक प्रवृत्तियाँ जन्म लेती हैं। वह समाज में रहकर समाज को नुकसान पहुँचाने का यत्न करने लगता है। बालक कुछ मूल प्रवृत्तियों के साथ जन्म लेता है और प्रत्येक मूल प्रवृत्ति किसी न किसी संवेग से सम्बद्ध होती है जैसे पलायन एक मूल प्रवृत्ति है उससे भय का संवेग जुड़ा हुआ है, संवेगों का समन्वयीकरण करना मानव जीवन के लिए अति आवश्यक है क्योंकि यदि संवेग हमारे ऊपर हावी हो जाते हैं तो हम अर्थ का अनर्थ कर बैठते हैं। संवेगों को सम्यक् स्थित में रखना महत्त्वपूर्ण है हालांकि हम संवेगों के माध्यम से ही विभिन्न क्रियाकलापों का सम्पादन करते हैं, परन्तु अपने संवेगों को नियन्त्रित करना जरूरी है। एक अन्य तथ्य पर विचार करना आवश्यक है। अपने संवेगों के साथ-साथ हम अपने सम्पर्क में आने वाले व्यक्तियों के संवेगों को समझना भी आवश्यक है, चूँकि हम शिक्षक की भूमिका में समाज में स्थापित होने जा रहे हैं तो हमें छात्रों के साथ अन्तःक्रिया करनी होगी उनके संवेगों को समझना होगा, यदि वे विध्वंसात्मक कार्यों में रुचि लेते हैं तो उन परिस्थितियों को समझना होगा जिस कारण वह ऐसा कर रहे हैं, न कि डॉक्टर उन्हें दबाना होगा।

अध्ययन के उद्देश्य-

1. किशोरावस्था के उच्च एवं मध्यम संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं की उनकी समूह गति की पर पड़ने वाले प्रभाव का अध्ययन करना।
2. किशोरावस्था के उच्च एवं निम्न संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं की उनकी समूह गतिकी पर पड़ने वाले प्रभाव का अध्ययन करना।
3. किशोरावस्था के मध्यम एवं निम्न संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं की उनकी समूह गतिकी पर पड़ने वाले प्रभाव का अध्ययन करना।

अध्ययन की परिकल्पनाएँ-

1. किशोरावस्था के उच्च एवं मध्यम संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं की उनकी समूह गतिकी पर कोई प्रभाव नहीं पड़ता है।
2. किशोरावस्था के उच्च एवं निम्न संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं की उनकी समूह गतिकी पर कोई प्रभाव नहीं पड़ता है।
3. किशोरावस्था के मध्यम एवं निम्न संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं की उनकी समूह गतिकी पर कोई प्रभाव नहीं पड़ता है।

अध्ययन विधि एवं प्रक्रिया- प्रस्तुत अध्ययन कार्य में आँकड़ों के संकलन हेतु सर्वेक्षण पद्धति का प्रयोग किया गया है। प्रस्तुत अध्ययन कार्य में समष्टि का आशय गयाजिला के सभी माध्यमिक विद्यालयों में पढ़ने वाले विद्यार्थी है। प्रस्तुत अध्यापन हेतु न्यादर्श का चयन गया जिले के शहरी क्षेत्र के माध्यमिक विद्यालयों में से किया है। इन विद्यालयों के 10+2 स्तर के समस्त छात्र समष्टि है तथा अध्ययन अध्ययन के लिए चयनित विद्यार्थी न्यादर्श है। संवेगात्मक बुद्धि मापन हेतु डा0 एस0के0 मंगल एवं श्रीमती सुभा मंगल द्वारा निर्मित संवेगात्मक बुद्धि मापनी एवं समूह गतिकी मापन के लिए स्वनिर्मित प्रश्नावली का प्रयोग किया गया है। आँकड़ों के विश्लेषण के लिए टी-अनुपात का प्रयोग किया गया है।

प्रदत्तों का विश्लेषण एवं विवेचन-

1. किशोरावस्था के उच्च एवं मध्यम संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं की उनकी समूह गतिकी पर पड़ने वाले प्रभाव से सम्बन्धित प्रदत्तों का विश्लेषण एवं निर्वचन-

सारणी सं0 1

किशोरावस्था के उच्च एवं मध्यम संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं की उनके समूह गतिकी पर पड़ने वाले प्रभाव का मध्यमान, मानक विचलन एवं टी-अनुपात

क्र0 सं0	समूह	न्यादर्श (N)	मध्यमान (M)	प्रमाणिक विचलन (S.D.)	D= (M1~M2)	SD	टी-अनुपात	सारणी मान
1	उच्च संवेगात्मक बुद्धि वाले छात्र-छात्राएँ	51	45.33	2.29	2.98	0.455	6.55*	1.98 df=145
2	मध्यमसंवेगात्मक बुद्धि वाले छात्र-छात्राएँ	96	42.35	3.16				
निष्कर्ष- H0 : $\mu_1 - \mu_2 = 0$ 0.05सार्थकता स्तर पर निरस्त H1 : $\mu_1 - \mu_2 \neq 0$ 0.05सार्थकता स्तर पर स्वीकृत								

व्याख्या- परिगणित टी-अनुपात का मान 6.55 है। मुक्तांश 145 तथा 0.05 सार्थकता स्तर के लिए द्विपुच्छीय परीक्षण पर टी-अनुपात का सारणी मान 1.98 है। अर्थात् परिगणित टी-अनुपात सारणीमान से अधिक है, अतः कहा जा सकता है कि 0.05 सार्थकता स्तर पर शून्य परिकल्पना अस्वीकृत की जाती है। परिणामतः कहा जा सकता है कि किशोरावस्था के उच्च संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं एवं निम्न संवेगात्मक बुद्धि वाली छात्र एवं छात्राओं का उनके समूह गतिकी पर पड़ने वाले प्रभाव में अन्तर है। अर्थात् उच्च संवेगात्मक बुद्धि वाले

किशोर छात्र एवं छात्राएँ मध्यम संवेगात्मक बुद्धि वाले किशोर छात्र एवं छात्राओं की तुलना में समूह पर अधिक प्रभाव डालते हैं।

2. किशोरावस्था के उच्च एवं निम्न संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं की उनकी समूह गतिकी पर पड़ने वाले प्रभाव से सम्बन्धित प्रदत्तों का विश्लेषण एवं निर्वचन—

सारणी सं० 2

किशोरावस्था के उच्च एवं निम्न संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं की उनके समूह गतिकी पर पड़ने वाले प्रभाव का मध्यमान, मानक विचलन एवं टी-अनुपात

क्र० सं०	समूह	न्यादर्श (N)	मध्यमान (M)	प्रमाणिक विचलन (S.D.)	D= (M1~M2)	SD	टी-अनुपात	सारणी मान
1	उच्च संवेगात्मक बुद्धि वाले छात्र-छात्राएँ	51	45.33	2.29	5.59	0.554	10.09*	1.98 df=102
2	निम्न संवेगात्मक बुद्धि वाले छात्र-छात्राएँ	53	39.74	3.29				
निष्कर्ष— H ₀ : $\mu_1 - \mu_2 = 0$ 0.05सार्थकता स्तर पर निरस्त H ₁ : $\mu_1 - \mu_2 \neq 0$ 0.05सार्थकता स्तर पर स्वीकृत								

व्याख्या— परिगणित टी-अनुपात का मान 10.09 है। मुक्तांश 102 तथा 0.05 सार्थकता स्तर के लिए द्विपुच्छीय परीक्षण पर टी-अनुपात का सारणी मान 1.98 है। अर्थात् परिगणित टी-अनुपात सारणीमान से अधिक है, अतः कहा जा सकता है कि 0.05 सार्थकता स्तर पर शून्य परिकल्पना अस्वीकृत की जाती है। परिणामतः कहा जा सकता है कि किशोरावस्थाके उच्च संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं एवं निम्न संवेगात्मक बुद्धि वाली छात्र एवं छात्राओं का उनके समूह गतिकी पर पड़ने वाले प्रभाव में अन्तर है। अर्थात् उच्च संवेगात्मक बुद्धि वाले किशोर छात्र एवं छात्राएँ निम्न संवेगात्मक बुद्धि वाले किशोर छात्र एवं छात्राओं की तुलना में समूह पर अधिक प्रभाव डालते हैं।

3. किशोरावस्था के मध्यम एवं निम्न संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं की उनकी समूह गतिकी पर पड़ने वाले प्रभाव से सम्बन्धित प्रदत्तों का विश्लेषण एवं निर्वचन—

सारणी सं० 3

किशोरावस्था के मध्यम एवं निम्न संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं की उनके समूह गतिकी पर पड़ने वाले प्रभाव का मध्यमान, मानक विचलन एवं टी-अनुपात

क्र० सं०	समूह	न्यादर्श (N)	मध्यमान (M)	प्रमाणिक विचलन (S.D.)	D= (M1~M2)	SD	टी-अनुपात	सारणी मान
1	मध्यमसंवेगात्मक बुद्धि वाले छात्र-छात्राएँ	96	45.33	3.16	2.61	0.555	4.70*	1.98 df=147
2	निम्न संवेगात्मक बुद्धि वाले छात्र-छात्राएँ	53	39.74	3.29				
निष्कर्ष— H ₀ : $\mu_1 - \mu_2 = 0$ 0.05सार्थकता स्तर पर निरस्त H ₁ : $\mu_1 - \mu_2 \neq 0$ 0.05सार्थकता स्तर पर स्वीकृत								

व्याख्या— परिगणित टी-अनुपात का मान 4.70 है। मुक्तांश 102 तथा 0.05 सार्थकता स्तर के लिए द्विपुच्छीय परीक्षण पर टी-अनुपात का सारणी मान 1.98 है। अर्थात् परिगणित टी-अनुपात सारणीमान से अधिक है, अतः

कहा जा सकता है कि 0.05 सार्थकता स्तर पर शून्य परिकल्पना अस्वीकृत की जाती है। परिणामतः कहा जा सकता है कि किशोरावस्था के मध्यम संवेगात्मक बुद्धि वाले छात्र एवं छात्राओं एवं निम्न संवेगात्मक बुद्धि वाली छात्र एवं छात्राओं का उनके समूह गतिकी पर पड़ने वाले प्रभाव में अन्तर है। अर्थात् मध्यम संवेगात्मक बुद्धि वाले किशोर छात्र एवं छात्राएँ निम्न संवेगात्मक बुद्धि वाले किशोर छात्र एवं छात्राओं की तुलना में समूह पर अधिक प्रभाव डालते हैं।

निष्कर्ष— अध्ययन के उद्देश्यों के आधार पर निम्न निष्कर्ष प्राप्त हुए—

- उच्च संवेगात्मक बुद्धि वाले किशोरछात्र एवं छात्राएँ मध्यम संवेगात्मक बुद्धि वाले किशोर छात्र एवं छात्राओं की तुलना में समूह पर अधिक प्रभाव डालते हैं।
- उच्च संवेगात्मक बुद्धि वाले किशोरछात्र एवं छात्राएँ निम्न संवेगात्मक बुद्धि वाले किशोरछात्र एवं छात्राओं की तुलना में समूह पर अधिक प्रभाव डालते हैं।
- मध्यम संवेगात्मक बुद्धि वाले किशोरछात्र एवं छात्राएँ निम्न संवेगात्मक बुद्धि वाले किशोर छात्र एवं छात्राओं की तुलना में समूह पर अधिक प्रभाव डालते हैं।

सन्दर्भ :

1. अरूण मोड़ी एवं के.डा. राजेन्द्ररन, जनरल ऑफ कम्प्युनिटी गाइडेन्स एण्ड रिसर्च, मार्च-2008, वैल्यूम-25, नं० 1
2. पाण्डा, सुमन्त कुमार, जनरल ऑफ कम्प्युनिटी गाइडेन्स एण्ड रिसर्च, वैल्यूम-26, नं० 2, पृ० 122-136, जुलाई-2009
3. एम.आर. डा. उमा देवी, एड्यूट्रेक्स, अगस्त 2009, वैल्यूम-8, नं० 12
4. आर. सहाय मेरी एण्ड सैम्युवेल मनोरमा, एड्यूट्रेक्स, अगस्त 2010, वैल्यूम-9, नं० 12
5. जाधव, वन्दना वी. तथा पाटिल, अजय कुमार, एज्यूट्रेक्स, मार्च 2011, वैल्यूम-10, नं० 7
6. लाल, चमन शर्मा, डा० ए० के० तथा शर्मा, डा० एस०के०, एज्यूट्रेक्स, नवम्बर 2010, वैल्यूम 10, नं० 3
7. रेड्डी, डा० जी लोकनाढा तथा आर० पूर्णिमा, एज्यूट्रेक्स, अगस्त 2011, वैल्यूम-10, नं० 12
8. सिंह, डा० वीरमति तथा वर्मा, शैलें- द्र, भारतीय शोध पत्रिका, वैल्यूम-30, नं० 2, जुलाई-दिसम्बर-2011
9. चावला, हिमानी, पन्नू, रनदीप, मुल्लर, गुरुसेवक सिंह, जनरल ऑफ कम्प्युनिटी, गाइडेन्स एण्ड रिसर्च, 2011, वैल्यूम 28, नं० 3
10. बानो रेशमा एवं सिंह, वीरमति, वर्ष 18, अंक -2 अगस्त 2011, नई दिल्ली.

विद्यालयों के छात्र एवं छात्राओं के व्यक्तित्व का तुलनात्मक अध्ययन

पंकज कुमार सिन्हा* व डॉ० अजय कुमार पाण्डेय**

सारांश : शिक्षा का आधार ही व्यक्तित्व का विकास है। शिक्षा का अर्थ ही मानव के में छिपे हुए प्राकृतिक गुणों का विकास करना है। बालक व बालिकाएँ ईश्वर की सर्वोत्तम कृति हैं। उनके विकास के लिए घर में माता-पिता, विद्यालय में शिक्षक और समाज की हर इकाई, बाल सेवी संस्थाएँ एवं प्रेरक साहित्य की संयुक्त भूमिका है। इनमें से एक ही भूमिका विघटित होती है, तो बालक का सामाजिक दृष्टि से विकास अवरूद्ध हो जाता है और व्यक्तित्व कुंठित। परिवार यानि माता-पिता बच्चों के व्यक्तित्व निर्माण की पहली पाठशाला है। बच्चों के व्यक्तित्व निर्माण में माता-पिता के त्याग, धैर्य, साहस, परिश्रम आदि वे सूत्र हैं, जिनके द्वारा उनमें आत्मविश्वास भरा जा सकता है। अध्यापक अपने शिक्षण के साथ साथ विद्यार्थियों को वे बातें भी सिखाएँ या बताएँ, जो उनके जीवन का विकास करने में उनके व्यक्तित्व को परिष्कृत करने में समर्थ हैं।

प्रस्तुत शोध पत्र में उच्च माध्यमिक स्तर पर सह-शिक्षा, बालक तथा बालिका विद्यालयों के विद्यार्थियों का तुलनात्मक अध्ययन करने का प्रयास किया गया है। जिसमें शोध के न्यादर्श का चुनाव यादृच्छिक विधि द्वारा किया गया। न्यादर्श के रूप में 300 विद्यार्थियों को चुना गया। जिनमें से 100 सह-शिक्षा 100 बालक तथा 100 बालिका विद्यालयों के विद्यार्थियों को चुना गया। आंकड़ों के विप्लेपण के लिए एनोवा (F) परीक्षण का प्रयोग किया गया। अतः सहशिक्षा, बालक तथा बालिका विद्यालयों के विद्यार्थियों के व्यक्तित्व का तुलनात्मक अध्ययन किया गया।

पृष्ठभूमि- व्यक्तित्व आधुनिक मनोविज्ञान का बहुत ही महत्वपूर्ण एवं प्रमुख विषय है। व्यक्तित्व के अध्ययन के आधार पर व्यक्ति के व्यवहार का पूर्व कथन भी किया जा सकता है। प्रत्येक व्यक्ति में कुछ विशेष गुण या विशेषताएँ होती हैं जो दूसरे व्यक्ति में नहीं होती हैं। इन्हीं गुणों एवं विशेषताओं के कारण ही प्रत्येक व्यक्ति एक-दूसरे से भिन्न होता है। व्यक्तित्व एक स्थिर अवस्था न होकर एक गत्यात्मक समष्टि है। जिस पर परिवेश का प्रभाव पड़ता है और इसी कारण से उसमें बदलाव आ सकता है। व्यक्ति का समस्त व्यवहार उसके वातावरण या परिवेश में समायोजन करने के लिए होता है। आज समाज में जो वातावरण बच्चों को मिल रहा है वहाँ नैतिक मूल्यों के स्थान पर भौतिक मूल्यों को महत्व दिया जाता है। भौतिक सुख-सुविधाओं का अधिक से अधिक अर्जन ही व्यक्तित्व का मानदण्ड बन गया है।

विद्यार्थियों में व्यक्तित्व का विकास जिन-जिन दशाओं में होता है, उसे व्यक्तित्व का आयाम कहते हैं। शारीरिक, मानसिक, सामाजिक, संवेगात्मक आयामों के आधार पर व्यक्तित्व का विकास है। शारीरिक विकास हर व्यक्ति में अलग-अलग मात्रा में होता है, जो शारीरिक ग्रन्थियों पर निर्भर करता है। मानसिक आयाम वंशानुक्रम से जो योग्यताएँ प्राप्त होती हैं, उनका मानसिक विकास पर अलग ही प्रभाव दिखाई देता है। सामाजिक आयाम सामाजिकता के आधार पर ही व्यक्ति में दयालुता, सहिष्णुता, निर्दयता, कौशलता, कठोरता आदि गुणों का विकास होता है। संवेगात्मक आयाम सभी व्यक्तियों में अनेकों प्रकार के संवेग होते हैं, लेकिन उन सबकी तीव्रता अलग होती है। यदि व्यक्तित्व को सही ढंग से परिष्कृत एवं प्रकाशित करना है तो निश्चित ही इसके आगामी स्वरूप को नये सिरे से गढ़ना और ढालना होगा।

अध्ययन के उद्देश्य :

1. उच्च माध्यमिक स्तर पर सह शिक्षा, बालक व बालिका विद्यालयों में अध्ययनरत विद्यार्थियों की मानसिकता का अध्ययन करना।
2. उच्च माध्यमिक स्तर पर सह शिक्षा, बालक व बालिका विद्यालयों में अध्ययनरत विद्यार्थियों की सामाजिकता का अध्ययन करना।

*शोधार्थी, शिक्षाविभाग, साई नाथ विश्वविद्यालय, रांची, झारखंड।

**शोध निर्देशक, शिक्षाविभाग, साई नाथ विश्वविद्यालय, रांची, झारखंड।

3. उच्च माध्यमिक स्तर पर सह शिक्षा, बालक व बालिका विद्यालयों में अध्ययनरत विद्यार्थियों की संवेगात्मकता का अध्ययन करना।

शोध की परिकल्पनाएँ—

1. सह शिक्षा बालक तथा बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के मध्य मानसिकता में सार्थक अन्तर नहीं पाया जाता है।
2. सह शिक्षा बालक तथा बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के मध्य सामाजिकता में सार्थक अन्तर नहीं पाया जाता है।
3. सह शिक्षा बालक तथा बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के मध्य संवेगात्मकता में सार्थक अन्तर नहीं पाया जाता है।

शोध प्रविधियाँ :-

1. **विधि :-** प्रयुक्त शोध में शोधकर्त्री द्वारा व्यक्तित्व आयामों का तुलनात्मक अध्ययन करने के लिए सर्वेक्षण विधि का प्रयोग किया गया है।
2. **जनसंख्या :-** गया शहर के सहशिक्षा, बालक तथा बालिका विद्यालय के विद्यार्थियों का चयन जनसंख्या के रूप में किया गया।
3. **न्यादर्श :-** न्यादर्श के अन्तर्गत यादृच्छिक विधि का प्रयोग करते हुए गया जिले के सहशिक्षा, बालक तथा बालिका विद्यालय के 300 विद्यार्थियों का चयन किया गया है।

उच्च माध्यमिक स्तर के विद्यार्थी 300	सह शिक्षा विद्यालय के विद्यार्थी	100
	बालक विद्यालय के विद्यार्थी	100
	बालिका विद्यालय के विद्यार्थी	100

4. **उपकरण :-** इसके अन्तर्गत शोधकर्त्री द्वारा तीन आयाम क्रमशः मानसिक, सामाजिक व संवेगात्मक के आधार पर स्वनिर्मित व्यक्तित्व मापनी का निर्माण किया गया। विश्वसनीयता का मापन परीक्षण व पुनः परीक्षण द्वारा निकाला गया व प्रश्नावली को पाँच विशेषज्ञों द्वारा जाँच करवाकर वैधता निकाली गई। इसमें प्रश्नों की संख्या 40 रखी गई है।

प्रदत्त संचयन :-

- शोध में प्रयुक्त व्यक्तित्व मापनी से संबंधित मानसिक, सामाजिक, संवेगात्मक आयामों के आधार पर स्वनिर्मित प्रश्नावली बनाई गई।
- इसके पश्चात् स्वनिर्मित व्यक्तित्व प्रश्नावली का परीक्षण प्रपत्र को तैयार किया गया।
- इस परीक्षण प्रपत्र की वैधता ज्ञात करने के लिए मनोविज्ञान के पाँच विशेषज्ञों के पास भेजा गया व विश्वसनीयता की जाँच के लिए उच्च माध्यमिक स्तर पर सह-शिक्षा बालक तथा बालिका विद्यालय के विद्यार्थियों पर परीक्षण तथा पुनः परीक्षण किया गया तथा प्राप्तांक पुनः प्राप्त किये जो कि घनात्मक पाये गये।
- तत्पश्चात् इस परीक्षण प्रपत्र पर न्यादर्श पर प्रयोग किया गया व प्रपत्र को एकत्रित कर लिया गया।
- इसके पश्चात् 5 रेटिंग स्केल के आधार पर अंक दिये गये।
- अंको के आधार पर प्राप्त परिणामों का विश्लेषण किया गया।

परिकल्पना 1

सहशिक्षा बालक तथा बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के मध्य मानसिकता में सार्थक अंतर नहीं पाया जाता है।

Source of Variance	df	S	M S	F-R atio	Result
Among Group	(k-1) 3-1 = 2	697.14	348.57	3.83	अस्वीकृत
Within Group	N-K 300-3 = 297	27020.63	90.98		
Total	N-K 300-3 = 297				

व्याख्या : – तालिका संख्या 1 उच्च माध्यमिक स्तर पर अध्ययनरत सह शिक्षा बालक तथा बालिका विद्यालय में विद्यार्थियों की मानसिकता से सम्बन्धित आंकड़ों को प्रदर्शित करती है। डीएफ –299 का एफ मान 3.83 प्राप्त हुआ है। डीएफ –299 का सार्थकता स्तर 0.05 पर सारणी से प्राप्त एफ तालिका शून्य 3.77 है। गणना से प्राप्त मान 3.83 सारणी से प्राप्त मान 3.77 से अधिक है। इस प्रकार बनायी गई शून्य परिकल्पना अस्वीकृत की जाती है।

विश्लेषण :- संभवत सह शिक्षा विद्यालय से बालक तथा बालिका विद्यालय के विद्यार्थियों में मानसिकता के अन्तर पाया गया है। सहशिक्षा विद्यालय के विद्यार्थियों की तुलना में बालक तथा बालिका विद्यालय के विद्यार्थियों में बुद्धिलब्धि का अभाव पाया गया है।

परिकल्पना 2

सहशिक्षा बालक तथा बालिका विद्यालय में अध्ययनरत विद्यार्थियों के मध्य सामाजिकता में सार्थक अंतर नहीं पाया जाता है।

Source of Variance	df	S	M S	F-R atio	Result
Among Group	(k-1) 3-1 = 2	1301.45	650.52	3.86	अस्वीकृत
Within Group	N-K 300-3 = 297	19741.62	168.73		
Total	299				

व्याख्या : – तालिका संख्या 2 उच्च माध्यमिक स्तर अध्ययनरत सहशिक्षा बालक तथा बालिका विद्यालय के विद्यार्थियों के मध्य सामाजिकता से सम्बन्धित आंकड़ों को प्रदर्शित करती है। डीएफ –299 का डीएफ का मान 3.86 प्राप्त हुआ है। डीएफ –299 व सार्थकता स्तर 0.05 पर सारणी से प्राप्त तालिका मूल्य 3.77 से अधिक है। इस प्रकार बनायी गयी शून्य परिकल्पना अस्वीकृत की जाती है।

विश्लेषण :- संभवत सहशिक्षा के विद्यार्थियों की तुलना में बालक व बालिका के विद्यार्थियों सामाजिक भागीदारी कम पायी जाती है। सामाजिक कार्यक्रम समाज से सम्बन्धित कार्य सहायता की भावना बालक व बालिका विद्यालय के विद्यार्थियों में सहशिक्षा विद्यालय की तुलना में कम पायी जाती है। अतः बालक से बालिका विद्यालय में सामाजिकता का अभाव पाया गया।

परिकल्पना 3 – सहशिक्षा बालक तथा बालिका विद्यालय में अध्ययनरत विद्यार्थियों के मध्य संवेगात्मक में सार्थक अंतर नहीं पाया जाता है।

Source of Variance	df	S	M S	F-R atio	Result
Among Group	(k-1) 3-1 = 2	1481.31	740.65	5.16	अस्वीकृत
Within Group	N-K 300-3 = 297	16803.29	143.62		
Total	297				

व्याख्या : – तालिका संख्या 3 में उच्च माध्यमिक स्तर पर अध्ययनरत सह शिक्षा बालक तथा बालिका विद्यालय के विद्यार्थियों के मध्य संवेगात्मक से सम्बन्धित आंकड़ों को प्रदर्शित करती है। डीएफ –299 का एफ का मान 5.16 प्राप्त हुआ। डीएफ-299 व सार्थकता स्तर 0.05 पर सारणी से प्राप्त एफ तालिका मूल्य 3.77 है। गणना से प्राप्त मान 5.16 सारणी से प्राप्त मान 3.77 से अधिक है। इस प्रकार बनायी गई शून्य परिकल्पना अस्वीकृत की जाती है।

विश्लेषण :- संभवतः सहशिक्षा विद्यालय के विद्यार्थियों की तुलना में बालक तथा बालिका विद्यालय के विद्यार्थियों के संवेगों में तुलनात्मक अंतर पाया गया है। बालक व बालिका विद्यालय में विद्यार्थियों में संवेगों पर नियंत्रण रखने की आवश्यकता है। बालक व बालिका विद्यार्थियों में संवेगों का अभाव पाया गया है।

परिणाम :- सहशिक्षा विद्यालय के विद्यार्थियों बालक विद्यालय तथा बालिका विद्यालय के विद्यार्थियों में मानसिकता, सामाजिकता तथा संवेगात्मकता में अन्तर पाया गया है। सहशिक्षा विद्यालय के विद्यार्थियों ने बालक तथा बालिका विद्यालय के विद्यार्थियों से अधिक अंक प्राप्त किये।

परिणामों की विवेचना :-

परिकल्पना- 1 उच्च माध्यमिक स्तर पर सहशिक्षा, बालक तथा बालिका विद्यालय के विद्यार्थियों के मध्य मानसिकता में सार्थक अन्तर नहीं पाया जाता है।

निष्कर्ष :- उच्च माध्यमिक स्तर पर अध्ययनरत सहशिक्षा, बालक तथा बालिका विद्यालय के विद्यार्थियों के मध्य मानसिकता का तुलनात्मक अध्ययन किया गया है जिसमें सहशिक्षा, बालक तथा बालिका विद्यालय के विद्यार्थियों के मध्य मानसिकता में अन्तर पाया गया है।

परिकल्पना-2 उच्च माध्यमिक स्तर पर सहशिक्षा, बालक तथा बालिका विद्यालय के विद्यार्थियों के मध्य सामाजिकता में सार्थक अन्तर नहीं पाया जाता है।

निष्कर्ष :- उच्च माध्यमिक स्तर पर अध्ययनरत सहशिक्षा, बालक तथा बालिका विद्यालय के विद्यार्थियों के मध्य सामाजिकता का तुलनात्मक अध्ययन किया गया जिसमें सहशिक्षा, बालक तथा बालिका विद्यालय के विद्यार्थियों के मध्य सामाजिकता में अन्तर पाया गया है।

परिकल्पना-3 उच्च माध्यमिक स्तर पर सहशिक्षा, बालक तथा बालिका विद्यालय में अध्ययनरत विद्यार्थियों के मध्य संवेगात्मकता में सार्थक अन्तर नहीं पाया जाता है।

निष्कर्ष :- उच्च माध्यमिक स्तर पर अध्ययनरत सहशिक्षा, बालक तथा बालिका विद्यालय के विद्यार्थियों के मध्य संवेगात्मकता का तुलनात्मक अध्ययन किया गया है जिसमें तीनों विद्यालय के विद्यार्थियों में संवेगात्मक अन्तर पाया गया है।

शैक्षिक निहितार्थ :-

1. विद्यालय का पाठ्यक्रम ऐसा होना चाहिए कि बालक व बालिका विद्यालय के विद्यार्थियों का सामाजिक, मानसिक, संवेगात्मक व शैक्षिक रूप से समायोजित बनाने व पूर्ण व्यक्तित्व का विकास कर सके।
2. बालक व बालिकाओं के सम्मुख दृढ़ता एवं जिज्ञासा उत्पन्न करने वाले उदाहरण व कहानी आदि को प्रस्तुत करना चाहिए।
3. प्रत्येक बालक व बालिका को मानसिक क्षमता के अनुसार कार्य देना चाहिए।
4. शिक्षकों को बालक व बालिकाओं के साथ इस प्रकार का व्यवहार करना चाहिए कि बालक व बालिकाएँ अपनी समस्या बताने में हिचकिचाएँ नहीं।
5. शिक्षकों को बालक व बालिकाओं के साथ सहानुभूतिपूर्ण व्यवहार करना चाहिए।

सन्दर्भ :

1. अग्रवाल, नीतू (2007) : "शैक्षिक साख्यिकी", राधा प्रकाशन मन्दिर, आगरा।
2. अग्निहोत्री, रविन्द्र (2008) : "आधुनिक भारतीय शिक्षा समस्याएँ एवं समाधान", राजस्थान हिन्दी ग्रन्थ अकादमी।
3. आहूजा, राम (2008) : "सामाजिक समस्याएँ", रावत पब्लिकेशन, जयपुर।
4. बैस, डॉ० नरेन्द्र सिंह (2006) : "शैक्षिक एवं उदीयमान भारतीय समाज", जैन प्रकाशन मन्दिर, जयपुर।
5. बेस्ट, जॉन डब्ल्यू (1959) : "रिसर्च इन एजुकेशन", हायर ब्रदर्स, न्यूयॉर्क।
6. चौबे, डॉ० सरयू प्रसाद (2008) : "तुलनात्मक शिक्षा", विनोद पुस्तक मन्दिर, आगरा।

पत्र-पत्रिकाएँ :

1. राजस्थान पत्रिका समाचार पत्र 7 जनवरी, 2018।
2. भारतीय वैज्ञानिक औद्योगिक अनुसन्धान पत्रिका अभिगमन तिथि जून, 2017।
3. इण्डियन जर्नल्स ऑफ मेडिकल रिसर्च, सितम्बर, 2014।
4. जर्नल्स ऑफ पब्लिक ट्रांसपोर्टेशन, दिसम्बर, 2012।
5. मेरठ ग्लोब न्यूज पत्रिका सितम्बर, 2015।
6. दैनिक समाचार पत्र 11 जनवरी, 2018।
7. नव समाचार पत्र हरियाणा, दिसम्बर, 2016।



Reshma Khatun
Savita Mishra



Teacher Education in The 21st Century

Teacher Education in The 21st Century

Edited By

Reshma Khatun

*Assistant Professor, Department of Education
Aliah University Park Circus Campus
Kolkata*

&

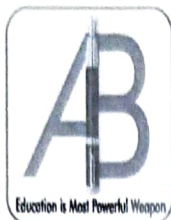
Dr. Savita Mishra

*Principal, Vidyasagar College of Education, Phansidewa
Siliguri, West Bengal*



ABS BOOKS

New Delhi-110086



Published by

ABS BOOKS

Publisher, Exporter and Online Book Store,

B-21, Ved and Shiv Colony, Budh Vihar,

Phase-2, Delhi - 110086

Mobile : +919999868875, +919711085349

Email : absbooks@yahoo.com

Web : absbooksindia.com

Teacher Education in The 21st Century

© Editors

Edition 2018

ISBN : 978-93-86088-65-9

PRINTED IN INDIA

Published by ABS Books, Printed at Trident Enterprise, Delhi.

LIST OF CONTRIBUTORS

1. **Ms. Reshma Khatun**
Assistant Professor, Department of Education, Aliah University, Park Circus Campus, 17, Gora Chand Road, Beniapurkur, Kolkata, West Bengal- 700014 E-mail – reshmakhatun87@rediffmail.com
2. **Dr. Savita Mishra**
Principal, Vidyasagar College of Education, Rupandighi, Phansidewa, West Bengal E-mail – mishrasavita.hcc@gmail.com
3. **Ms. Gopa Ghosh**
Assistant Professor, Department of Economics, Netaji Subhas Mahavidyalaya. Haldibari, Coochbehar, West Bengal E-mail - gopagdas@gmail.com
4. **Dr. Sabita Mishra**
Assistant Professor, Ravenshaw College, Cuttack, Odisha E-mail – sabita.mishra9@gmail.com
5. **Mr. Mukesh Kumar**
Assistant Professor, Vidyasagar College of Education, Rupandighi, Phansidewa, West Bengal, E-mail – mu_kumar28@yahoo.com
6. **Dr. Meera Dahal**
Assistant Professor, Cluny Women’s College, Kalimpong, West Bengal E-mail – meeradahal22@gmail.com
7. **Mr. Mayukh Sarker**
Officer Incharge, APC Roy Government College, Himanchal Vihar, Matigara, Siliguri, West Bengal, E-mail- mswbes08@gmail.com
8. **Ms. Tamalika Bose**
Assistant Professor, Kabiguru Rabindranath College of Education, Goshairhat Bandar, Coochbehar, West Bengal, E-mail – tamalika.bose@gmail.com
9. **Ms. Aabriti Sharma**
Assistant Professor, Department of Education, Sikkim University (Central), Gangtok, Sikkim, E-mail - aabriti.sharma@gmail.com
10. **Ms. Parnashree Adhikary**
Assistant Professor, Dhupguri B.Ed College, Dhupguri, West Bengal - 735210 E-mail – parnasreeadhikary@gmail.com
11. **Mrs. Sumana Banerjee**
Assistant Teacher, Shitgram Vidyabhaban (H.S), Panishalahat, Raiganj, U.D. West Bengal, E-mail – bsumanapaul@gmail.com

12. **Mr. Prodyut Kumar Paul**
Ph.d Scholar, Department of Education, University of Gour Banga, Malda, West Bengal, E-mail- p.prodyut@gmail.com
13. **Mr. Bishnu Kumar**
Assistant Professor, Department of Fine Arts, Tetri Chandravanshi College of Education, Pindra, Garhwa, Jharkhand, E-mail- bishnukumar@gmail.com
14. **Ms. Deepika Adhikary**
Assistant Professor, Vidyasagar College of Education, Rupandighi, Phansidewa, West Bengal, E-mail- adhikarideepika374@gmail.com
15. **Ms. Paramita Dasgupta**
Assistant Professor, Vidyasagar College of Education, Rupandighi, Phansidewa, West Bengal, E-mail- dasgupta.paramita26@gmail.com
16. **Ms. Rokina Khatun**
Ph.d Scholar, Department of Education, Sikkim University (Central), Gangtok, Sikkim, E-mail- rokinaedu91@gmail.com
17. **Dr. Subhankar Ghosh**
Assistant Professor, Department of Education, M.M.M. College (KNU) City Centre, Durgapur, West Bengal, E-mail- sghosh.edu.vb@gmail.com
18. **Mr. Zaffar Ahmad Nadaf**
Ph.d, Scholar, Department of Education, Aligarh Muslim University, Aligarh, E-mail- ali.zafar000324@gmail.com
19. **Ms. Sumedha Banerjee**
Assistant Professor, Vidyasagar College of Education, Rupandighi, Phansidewa, West Bengal, E-mail- sumedha_b@rediffmail.com
20. **Ms. Usma Nazir**
Ph.d Scholar, Department of Education, Aligarh Muslim University, Aligarh, E-mail- usma.amu@gmail.com
21. **Mr. Ravi Ranjan Kumar**
Research Scholar, RIE (NCERT), Bhubaneswar, Odisha – 751022 E-mail – kumar.raviranjan39@gmail.com
22. **Mr. Ajay Kumar**
Ph.d Scholar, Department of Education, Bundelkhand University, Jhansi, E-mail - maurya.ajaykumar9@gmail.com
23. **Ms. Papaya Dey**
Guest Lecturer, Naxalbari College, Naxalbari, Darjeeling, West Bengal, E-mail- papiyadey1989@gmail.com
24. **Ms. Pooja Basumatary**
Ph.d Scholar, Department of Education, Sikkim University (Central), Gangtok, Sikkim, E-mail- poojabsty@gmail.com
25. **Ms. Sahanaz Khatun**
B.Ed Student, Pragati College of Education, Dagapur, Siliguri, West Bengal, E-mail- sahanazkhatunaug6@gmail.com

CONTENTS

S.No.	Title Name	Page No.
Chapter 1	Impact of Emotional Proficiency on Education <i>Zaffar Ahmad Nadaf</i>	1
Chapter 2	Teacher Education and Development in India : A Theoretical Analysis <i>Mrs. Gopa Ghosh</i>	21
Chapter 3	Professional Ethics : Teachers in India <i>Mrs. Tamalika Bose</i>	30
Chapter 4	Problems and Prospects of Inclusive Education in India <i>Mr. Mukesh Kumar</i>	36
Chapter 5	Quality Enhancement through Innovative Practice in Teacher Education Programmes : Theoretical Perspective <i>Dr. Meera Dahal</i>	50
Chapter 6	Teacher Education and The Challenges of The Constitutional Goals <i>Sumana Banerjee</i> <i>Prodyut Kumar paul</i>	59
Chapter 7	Position of Women and Teacher Education in India <i>Reshma Khatun</i>	69
Chapter 8	Quest for Excellence in Teacher Education for Sustainable Development in India : Policy Perspectives <i>Subhankar Ghosh</i>	77
Chapter 9	Classroom Management in Teacher Education <i>Ravi Ranjan Kumar</i>	88
Chapter 10	Innovative Pedagogies For Effective Teacher Education <i>Dr. Sabita Mishra</i>	94
Chapter 11	Mental Health of Secondary School Teachers <i>Ajay Kumar</i>	103
Chapter 12	Institutional Planning and Management in Teacher Education <i>Bishnu kumar</i>	117
Chapter 13	A Comparative Study of the Attitude of the college Teachers and the Staffs towards Inclusive Education <i>Sumedha Banerjee</i>	125
Chapter 14	Quality and Excellence in Teacher Education <i>Usma Nazir</i>	135
Chapter 15	Professional Development of Teachers <i>Dr. Savita Mishra</i>	142

Chapter 16 Reflective Teaching <i>Aabriti Sharma</i>	154
Chapter 17 ICT in Teacher Education <i>Pooja Basumatary</i>	162
Chapter 18 Importance of Motivation in Teaching Learning Process <i>Papiya Dev</i>	169
Chapter 19 Teacher Education and Inclusive Education <i>Parnasree Adhikary</i>	184
Chapter 20 Concerns, Issues and Challenges of Teacher Education Programme <i>Ms. Deepika Adhkari</i>	191
Chapter 21 Teacher Education and Quality Concern <i>Rokina Khatun</i>	199
Chapter 22 Marketing in Teacher Education <i>Paramita Dasgupta</i>	207
Chapter 23 Philosophy of Radhakrishnan and Teacher Education <i>Ms. Sahanaz Khatun</i>	215
Chapter 24 Outcome Based Learning and Pedagogical Issues in Science Education <i>Mayukh Sarker</i>	224
Index	231

11.

Mental Health of Secondary School Teachers

Ajay Kumar

The teachers are the backbone of our society. Since time immemorial, they occupy great respect in the society not only in our country but across the globe as they shape the future citizens. As one of the important builders of the society, they can make the pillars of a nation deep and lift them high to the sky. This is more so as school is the second important institution after home which founds and develops sense of morality and sociability to children.

Working in education is both exciting and demanding due to social respect it commands and the responsibility the profession demands. Teachers and school staff take all of the demands placed upon them with an exceptional sense of personal commitment and responsibility that can exacerbate any problems they may be having. Teachers work under different management systems and working conditions which affect their psychological state. There is a widespread belief that work-related stress among teachers has serious implication for the teacher's mental health and performance. The working conditions account for stress and burnout feeling in the life of teachers (Mishra & Panda, 1996).

Teachers' mental health plays an important role in the teaching-learning process. If the teachers are of unsound mind, they can harm nation in terms of poor teaching and guidance to the students.

They cannot do justice to their job. Their maladjustment will not adversely affect their personality but will produce maladjustment

tendency in children.

This research work is an attempt to discuss the meaning and concept of the mental health of teachers, factors responsible for poor mental health and would attempt to assess the mental health problem of secondary school teachers of Sikkim in particular and the teachers in general.



Mental Health: Concept and Definitions

Mental health is a term used to describe either a level of cognitive or emotional well-being or an absence of a mental disorder. From perspectives of the discipline of positive psychology or holism mental health may include an individual's ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience. Mental health is the capacity to express our emotions and adapt to a range of demands.

The World Health Organization defines mental health as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community". The term 'mental' usually implies something which is purely related to the cerebral functioning of a person, and it also stands for one's emotional affective states, the relationships one establishes with others, and a general quality that might be called one's equilibrium in the socio-culture context. The term 'health' refers to more than physical health; it also connotes the individual's intra-psychic balance, the fit of his psychic structure with the external environment, and the individual's social functioning.

Health is not merely absence of illness; rather it is a physical, social, mental and spiritual well-being, a state which has been identified as an attribute of positive mental health (Berg, 1975; Jahoda, 1958). The Vedantic approach to mental health has been a subject of serious study with many eminent scholars (Akhilananda, 1952; Dalai, 1991). They have especially taken into account the writings of Sri Aurobindo for developing the study of mental health into a system of psychotherapy in the past few decades.

Two standard approaches to mental health research reflect the operation of content validity norms (Dohrenwend, 1994), which are: (a) the dimensional, which seeks to develop scales measuring concepts relevant to mental health, such as dissociation or anxiety, and (b) the diagnostic, which seeks to develop instruments for identifying symptoms and combining them to infer disorders such as schizophrenia or major depression.

Verma, Nehra and Puri (1998) proposed a dual theory of mental health. This theory regards mental health as an absence of mental illness

and a presence of certain factors of positive mental health. The positive mental health factors include a sense of wellbeing, satisfaction, hope, adjustment, ego-strength, super ego, creativity, ability to enjoy, happiness, honor, quality of life, self-realization, social support and such. Mental health is a very ambiguous term because it is difficult to agree on its general application in a single context. Mental health is not a very precise term and the field of mental health is striving for scientific status while also serving as an ideological label. Before discussing programs to improve the mental health of teachers, this article will briefly touch upon the factors affecting a teacher's mental health. Being a member of a larger society, a teacher also may face problems of maladjustment as part of a developing society in modern times. There are many factors and conditions which can affect mental health in teachers.

The concept of mental health has been explained in different perspectives, one of which is psychoanalytic. The psychoanalytic viewpoint that mental health is a property of individuals and a function of intra-psychic development and dynamics is still dominant. It maintains that an individual acquires good mental health as a consequence of fortunate early socialization. Psychoanalysis or some other form of psychotherapy is a corrective method for unfortunate early development. Thus, the individual remains the unit of analysis and psychological health is seen as a function of the individual's unique, private intrapsychic development and life history. Subsequently, the unit of analysis was extended to include the patterning of an individual's interpersonal relations.

Mental Health is thus the balance between all aspects of life - social, physical, spiritual and emotional. It is far more than the absence of mental illness and has to do with many aspects of our lives including how we feel about ourselves; how we feel about others; and how we are able to meet the demands of life.

Factors Responsible for Mental Health of Teachers

The importance of teacher in the educational process is unquestionable. The quality, competence, character, and effectiveness of teachers are undoubtedly the most significant factors influencing the quality of education. The performance of teachers is however affected if they are not mentally fit as it causes the feeling of shame, guilt, rejection, isolation and tension etc. and makes them perceive that the world and life is dangerous. At times, they are forced to adopt maladaptive behaviour.

Common mental health problems arise from life events as well as the pressure of work and this is as true for teachers as it is for anyone else. Bereavements, divorces, financial difficulties, family history and personal characteristics can trigger mental health problems. Factors responsible for Teacher's mental health can be categorised under two broad headings viz; professional and social as detailed below:

(i) Professional Factors

The professional factors include absence of professional aptitude, occupational hazards, poor Salaries, excessive work load, insecurity of service, inadequate facilities at work place, strenuous relationship between the administrator and teachers, etc.

Individuals usually choose teaching as their career only when he or she is not able to secure any other suitable job and thus do not possess the professional aptitude and spirit. It is more so as they take up teaching profession only on compulsion to find some means of livelihood and not because they wanted to take up teaching profession. Teaching profession at times has frustrating conditions, such as dealing with students' indiscipline, posting to remote and inaccessible places, frequent transfers especially to teachers belonging to Government institute, which result in maladjustment and stress. In spite of high cost of living and increased responsibilities of teachers towards the total personality development of children, the salaries of teachers have not increased in the same proportion. This is more acute in private run institutes where teachers are exploited by the management as they are given miniscule salary as compared to the services rendered by them. Even the regulatory authorities such as University Grants Commission, National Council of Teacher Education and also the concerned the State Government have not been able to make much headway in containing this menace. The teaching workload is very heavy in most of the schools as they are required to take 6 out of 8 periods in a day. This overload most often cause emotional tensions and mental fatigue especially if it is continued for a long period and can lead to stress. Conflicts among peer for promotions, unequal treatment by the Head of the institution, uneven work load to teachers- some may get many periods whereas others may get less period due to their inability, proximity to the head of the institutions, etc also disturbs harmony, cooperation and good will among teachers and can cause stress and affect mental health of teachers. This is coupled by the autocratic behaviour of some of the principals, directors, administrators etc who behave only in an official manner and impose their orders on teachers without demonstrating appreciation of services rendered. This is more so in private schools. Insecurity of service is another cause of concern affecting teachers' mental health as some of the teachers are appointed on a temporary basis and not made regular even after rendering a considerable length of services. This leads to anxiety, depression or stress among the teachers. Many institutions do not have adequate facilities such as a well equipped library, audiovisual aids and science laboratories. Lack of facilities can cause frustration and stress among teachers.

ii) Social Factors

The social factors encompasses lack of social prestige, high moral

expectations, inter-personal relationship among teachers, etc. as detailed below:

- (i) **Lack of Social Prestige:** Many leaders and educationists give lip service to the importance of teachers. All agree that teachers are the builders of a nation's future. The slogan sounds very sweet to the ears, but what is of importance is the teacher in the eyes of society.
- (ii) **High Moral Expectations:** Society expects that a teacher should be a saint. No doubt, the teacher must present a model of ideal behavior before the students. But in actual practice how many students imitate or identify with the model or ideals of the teacher? A teacher is a member of society and it is possible that the evils of the social environment may affect a teacher's personality.
- (iii) **Lack of Professional Aptitude and Spirit:** Individuals usually choose teaching as their career only when an individual is not able to secure any other suitable job. Thus, the teachers usually lack professional aptitude and spirit especially because they enter into teaching profession not because they wanted to take up teaching profession but they were forced to take up teaching profession in absence of any other job opportunities.
- (iv) **Occupational hazards:** The teaching profession at times has frustrating conditions, such as dealing with students' indiscipline, to remote and inaccessible places, frequent transfers especially to teachers belonging to Government institute, required to serve that could result in maladjustment and stress, .
- (v) **Lack of Social Prestige:** Many leaders and educationists give lip service to the importance of teachers. All agree that teachers are the builders of a nation's future. The slogan sounds very sweet to the ears, but what is of importance is the teacher in the eyes of society.
- (vi) **Poor Salaries:** In spite of a high cost of living and increasing responsibilities of teachers towards the total personality development of children, the salaries of teachers have not increased in the same proportion.
- (vii) **High Moral Expectations:** Society expects that a teacher should be a saint. No doubt, the teacher must present a model of ideal behavior before the students. But in actual practice how many students imitate or identify with the model or ideals of the teacher? A teacher is a member of society and it is possible that the evils of the social environment may affect a teacher's personality.
- (viii) **Workload:** In schools, the teaching workload can be heavy. The teacher may have to teach 6 out of 8 periods in a day. This overload can cause emotional tensions and mental fatigue if continued for a long period, and can lead to stress.

expectations, inter-personal relationship among teachers, etc. as detailed below:

- (i) **Lack of Social Prestige:** Many leaders and educationists give lip service to the importance of teachers. All agree that teachers are the builders of a nation's future. The slogan sounds very sweet to the ears, but what is of importance is the teacher in the eyes of society.
- (ii) **High Moral Expectations:** Society expects that a teacher should be a saint. No doubt, the teacher must present a model of ideal behavior before the students. But in actual practice how many students imitate or identify with the model or ideals of the teacher? A teacher is a member of society and it is possible that the evils of the social environment may affect a teacher's personality.
- (iii) **Lack of Professional Aptitude and Spirit:** Individuals usually choose teaching as their career only when an individual is not able to secure any other suitable job. Thus, the teachers usually lack professional aptitude and spirit especially because they enter into teaching profession not because they wanted to take up teaching profession but they were forced to take up teaching profession in absence of any other job opportunities.
- (iv) **Occupational hazards:** The teaching profession at times has frustrating conditions, such as dealing with students' indiscipline, to remote and inaccessible places, frequent transfers especially to teachers belonging to Government institute, required to serve that could result in maladjustment and stress, .
- (v) **Lack of Social Prestige:** Many leaders and educationists give lip service to the importance of teachers. All agree that teachers are the builders of a nation's future. The slogan sounds very sweet to the ears, but what is of importance is the teacher in the eyes of society.
- (vi) **Poor Salaries:** In spite of a high cost of living and increasing responsibilities of teachers towards the total personality development of children, the salaries of teachers have not increased in the same proportion.
- (vii) **High Moral Expectations:** Society expects that a teacher should be a saint. No doubt, the teacher must present a model of ideal behavior before the students. But in actual practice how many students imitate or identify with the model or ideals of the teacher? A teacher is a member of society and it is possible that the evils of the social environment may affect a teacher's personality.
- (viii) **Workload:** In schools, the teaching workload can be heavy. The teacher may have to teach 6 out of 8 periods in a day. This overload can cause emotional tensions and mental fatigue if continued for a long period, and can lead to stress.

- (ix) **Relationship among Teachers:** Conflicts among peers, such as job promotions, may disturb harmony, cooperation and good will among teachers.
- (x) **Relationship between the Administrator and Teachers:** Some administrators (managers or principals) are autocrats especially in private schools. They behave only in an official manner and impose their orders on teachers without demonstrating appreciation of services rendered.
- (xi) **Insecurity of Service:** This factor refers to the job tenure. Some teachers may be appointed on a temporary basis. This may develop a number of problems such as anxiety, depression or stress.
- (xii) **Lack of Facilities:** Many institutions do not have adequate facilities such as a well equipped library, audiovisual aids and science laboratories. Lack of facilities can cause frustration and stress among teachers.

Review of Literature

Mental health can be defined as the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness. It is the ability to maintain an even temper, an alert intelligence, socially considerate behavior and a happy disposition (Menninger (1945). Maslow and Mittelmann (1951) have suggested (i) adequate feeling of security, (ii) adequate self-evaluation, (iii) adequate spontaneity and emotionality, (iv) efficient contact with reality, (v) adequate bodily desires and the ability to gratify them, (vi) adequate self-knowledge, integration and consistency of personality, (vii) adequate life goals, ability to learn from experience, (viii) ability to satisfy the requirements of the group and (ix) adequate emancipation from the group or culture as the criteria for normal psychological health. Jahoda (1958) on the other hand has identified the following aspects of positive mental health, viz; attitude of an individual toward his own self, growth, development, or self-actualization, integration, autonomy, perception of reality, and environmental mastery.

According to Clausen, Merton, and Nirbert (1966), a mentally healthy individual maintains good adjustment with the social situation, and is engaged in some or other project intended to benefit society. Mental health for teachers is a state in which they are effective in their work, take satisfaction and pride in the activities they pursue, manifest cheer in the performance of their duties and are humanly considerate of their co-workers (Bernard (1961). It follows that to achieve the aims and objectives of school education, organization climate in schools by nature are needed that facilitates teachers to maintain their sound mental health and help the students in its development effectively.

In the words of Hilgard, Atkinson, and Atkinson (1971), a mentally healthy person is a productive person. He has a philosophy which gives direction to his life while keeping in view the demands of the changed situations and circumstances. Sawrey and Telford (1971) state that a

person with a mature mind is constantly engaged in increasing knowledge, behaves responsibly, expresses thoughts, feelings and viewpoints. Schultz (1977) has noted the following seven criteria of the healthy personality: extension of the sense of self, warm relation of self to others, emotional security, realistic perception, skills and assignments, self-objectification, and unifying philosophy of life. Bhatia (1982) views a person as a healthy individual when he is sound in body and mind. He considers mental health as the ability to balance feelings, desires, ambitions, and ideals in one's daily living. It means the ability to face and accept the realities of life. The studies have revealed that the male teachers possessed better mental health than their female counterparts (Srivastava, 1987; Prasad, 1990; and Sahu and Mishra, 1995). A sound mental health which may be sought after by all of us carries a homogenous structure of desirable attitudes, health values, righteous self concept, and a scientific perception of the world as a whole. Since the criterion for judging a teacher is the improvement of education of millions of learners and the teachers factors affect teacher behaviour / teaching strategies (Kamau, 1992) it is desirable to study the teacher's mental health in the context of ensuring quality in education. Kamau (1992) has examined burnout and mental health among the teachers. Male teachers were found to be emotionally over extended, exhausted, internally controlled, anxiety ridden, callous toward students, more personally accomplished and less capable of establishing constructive of coping with ordinary demands and stress of life as compared to females. According to Gaziel (1993) individuals affected by stress may experience feelings of fatigue, loss of sleep, anxiousness and even burnout (exhaustion). In serious cases hypertension and ulcers may also occur. Stress has an effect on a person's physical, emotional and psychological well being, "Stress is typically defined in terms of (i) external environmental characteristics; (ii) individuals emotional states; or (iii) an interaction with variable emphasizing the relationship between individual and their environment. Hence, the highest degree of mental health might therefore be described as that which permits an individual to realize the greatest success which his capabilities will permit with maximum satisfaction of himself and to social order and a minimum of fiction and tension (Bernard, 1961, reported in Anand, 1992).

Sharma (1995) attempted to study changes brought about by the influence of recent life experiences on mental health of school teachers and found that male teachers have greater tendency for mental illness. According to Boyle, Borg, Falon and Baglioni (1995), a teacher is seen as a counselor to students and parents, a social worker, and even to some degree, a parent for the students that are under his or her guidance. With the increasing number of roles that students and parents ask from teachers, as well as the requirements from the local Boards of Education and State Departments of Education, it is no wonder that teacher

stress and burnout are on a steady increase. Nayak (2005) conducted a study on Mental Health and Adjustment of Secondary School Teachers influencing development of self concept in teachers. The findings of the study revealed sex, qualification, academic stream differences in self concept and a sound mental health was an important predictor of self concept. Studies conducted by Ravichandan & Rajendran (2007) and Nagi and others (2007) also reported significant relationship between gender and the mental health of teachers. Batool (2008) examined the relationship between Mental Health and Job satisfaction among High School principals and Teachers in Iran. Results indicated that global job satisfaction and its five components viz; satisfaction with work, Co-workers, Pay, Promotion and supervision have negative correlation with the nine mental disorders viz; somatization, obsessive compulsive, interpersonal sensitivity, depression, anxiety, hostility, Phobic anxiety, Paranoid ideation and psychoticism.

Major Findings of the Review

A synoptic review of the earlier researches conducted in this area revealed that Mental health is difficult to define since the concept is both multidimensional and value-laden. It differs in different cultures; however, it includes self-esteem, tolerance of frustration, growth and learning from new experiences, reality orientation and some degree of success in various pursuits. It also revealed that there existed significant difference in mental health of teachers in relation to sex variation, qualification variation, marital status, teacher's self concept. The teachers were subjected to occupational stress and burnout owing to school climate, salary and negligence of the society.

Objectives of study

The study was undertaken with the primary objective of assessing the mental health problem of secondary school teachers of Sikkim in particular and the teachers in general. Besides, the study also attempted to address the following objectives:

- To prepare a profile on the competent and total mental health of teachers of secondary school in relation to both sex and management type of variation.
- To study the significant difference in mental health both component wise and totally in relation to sex variation.
- To find out differences if any in the components and total mental health of teachers in relation to management type variation.
- To find out significant difference if any in the components and total mental health of the teachers in relation to teaching experience variation.

- To study and assess the difference in the component and total mental health of the teachers in relation to educational qualification variation.

Hypothesis

The study was conducted with the following premise:

- There exists no significant difference in the mental health of teachers in relation to sex variation.
- There exists no significant difference in mental health of Government Secondary school in relation to management variation.
- There exists no significant difference in mental health of teachers due to teaching experience variation.
- There exists no significant difference in mental health of teachers in relation to educational qualification variation

Scope and Delimitation

The study was carried out based on mental health assessment scale developed by Anand (1992) to assess the mental health component wise in relation to sex, management type, teaching experience, material status, educational qualification variation, etc. The study was delimited to the eastern part of Sikkim owing to the fact that almost all advanced and sophisticated schools are situated in and around Gangtok having urbanized atmosphere which affect the mental health of teachers.

Methodology

The focus of the present study was to study the position of mental health of secondary school teachers of Sikkim in relation to some demographic and institutional variables. Therefore the conceptual framework of the study simply consisted of one variable in relation to the intra variable of sex, marital status, teaching experience and school type. It is a normative survey method of investigation which was employed to study the mental health of secondary school teachers and was an ex-post facto type as the current status of phenomena what existed at that moment was considered.

Tools used

Mental Health Scale (Anand, 1992), a 60 item five point likert instrument which measures six dimension of mental health viz; (i) self concept; (ii) concept of life; (iii) perception of self amongst others; (iv) perception of others; (v) personal adjustment; and (vi) record of achievement were used to categorize teachers as mentally healthy and mentally unhealthy.

Data collection

Techniques of data collection and analysis included techniques for collection of data, scoring, interpretation of scores in relation to the objectives stated and hypothesis formulated. Questionnaire technique

was adopted for collection of data. Scoring was done manually. For interpretation of scores both descriptive and inferential statistic have been used. Descriptive statistics have been used to determine the respondent's mental health status where as inferential statistics have been used to find out intra variables effects.

Analysis and Interpretation of Data

The study showed significant differences in mental health of teachers in relation to sex factors; no significant difference in mental health of teachers in relation to marital status; no significant difference in mental health of teachers in relation to marital status; significant difference in mental health of teachers in relation to educational qualification; no significant difference in mental health of teachers in relation to general and professional qualification; significant difference in mental health in relation to school management as can be seen from the table below:

Sub-sample Analysis

Particulars		Number	Mean	SD	SED	t-value	Significance
Gender	Female	51	82.3	20.6	3.97	4.1	P<0.1
	Male	49	67.8	22.9			
Marital Status	Married	55	73.36	14.41	2.83	0.08	NS
	Unmarried	45	73.61	13.67			
Experience	Experienced	65	70.75	11.77	2.41	0.34	NS
	Inexperienced	35	69.92	11.26			
Qualification	Post graduates	46	77.16	9.71	2.42	2.40	P<.05
	Graduates	54	71.35	14.34			
	General qualification	55	72.72	13.19	2.66	0.53	NS
	Professional qualification	45	74.13	12.40			
School type	Government schools teachers	50	79.7	13.63	2.88	4.09	P<.01
	Private Schools teachers	50	67.9	15.15			

The analysis of the data to the responses of the questionnaire revealed the following:

- **Significant difference in the mental health of teachers owing to gender factor:**
One of the objectives of the study was to find out if there were any

significant differences in the mental health of teachers due to gender factors. The analysis revealed that there were significant differences owing to sex variation as the female teachers having higher mean value has been considered to be having better mental health compared to their male counterparts. Accordingly, the null hypothesis that 'There exists no significant difference in the mental health of teachers in relation to sex variation' is rejected.

No significant difference in mental health of teachers in relation to marital status: In the case of marital status, the null hypothesis that there exists no significant difference in mental health of teachers in relation to marital status is accepted. As the difference in the mean score is very less it shows that the married and unmarried teachers are similar in their mental health status.

Significant difference in mental health of teachers in relation to educational qualification: In the case of qualification wise, the null hypothesis that there exists no significant difference in mental health of teachers in relation to educational qualification variation is not accepted. The result shows that the post graduates teachers have better mental health than the graduate teachers.

No significant difference in mental health of teachers in relation to general and professional qualification: In the case of general and professional qualification wise, the null hypothesis that 'there exists no significant difference in mental health of teachers in relation to general and professional qualification' is accepted. The result shows that the teachers with professional qualification have better mental health than the teachers with general qualification in respect of their mean scores but it was no significant.

Significant difference in mental health in relation to school management: In case of school type, the null hypothesis that 'there exists no significant difference in mental health in relation to school management type is rejected. The result shows that government school teachers have better mental health as compared to private school teachers.

No significant role of teaching experience in mental health: The hypothesis 'teaching experience does not play any role in shaping the mental health of teachers' as the factor was not significant considering the 't' value of 0.34 which is less than the table value of 2.63 as per the results of the study. Therefore the hypothesis is accepted.

Results and Discussion of Study

With a view to ascertain the mental health of secondary school teachers in the context of teachers of Sikkim, the present study was attempted and carried out in schools of Gangtok covering both private and government run schools. The study showed significant differences

in mental health of teachers in relation to sex factors; no significant difference in mental health of teachers in relation to marital status; no significant difference in mental health of teachers in relation to marital status; significant difference in mental health of teachers in relation to educational qualification; no significant difference in mental health of teachers in relation to general and professional qualification; significant difference in mental health in relation to school management as can be seen from the table below:

Conclusion and Findings

In consideration of the results of the study as highlighted in the preceding paragraph, following findings have emerged:

- There is significant difference in mental health of teachers dimension wise and as a whole in relation to sex variation;
- There is significant difference in mental health of teachers dimension wise and as a whole due to management variation;
- The teaching experience does not play any role in shaping the mental health of teachers as per the results of the study;
- There is significant difference in mental health of teachers in relation to educational qualification.
- No significant difference in mental health of teachers in relation to general and professional qualification

Recommendation

An attempt has been made to come out with some meaningful suggestions that can contribute towards improving the mental health of teachers:

- (i) **Improving teacher-teacher relations:** A school's success depends upon the willingness and ability of its members to work together. The school should provide better environment for creating goodwill among the teaching staff. Frequent meetings should be held to discuss the problems and to remove misunderstanding among staff members. Educational tours and excursions should be arranged to develop necessary skills.
- (ii) **Improving teacher-principal relations:** There is a tendency to blame each other in most school systems. The administrator blames the teachers for any failure in school functioning and teachers blame the administrator for his or her authoritarian attitude and partial treatment. There is a need to improve this relations by dispelling any such misgivings, decide and implement major changes only after due deliberation with the staff members, work as a true leader of the team and encourage team spirit. The teachers also at the same time render their best of services for winning the confidence of both Principal and

the students.

- (iii) **Professional growth:** The schools/ education board should arrange for in-service programs for teachers to refresh their knowledge of content and teaching method, provide good library facilities and teaching materials, encourage teachers to experiment with innovative teaching methods and should work as a friend and guide to them.
- (iv) **Seminars, workshops and conferences:** Teachers from different schools / board / universities should be invited to discuss problems of education and evaluate alternative viewpoints in seminars and workshops to keep up with trends and technology improvements in education.
- (v) **Teacher-community relations:** A close relationship should be established between teachers and the community. The school can adopt a local community and help improve sanitary conditions, roads, and drinking water for the people. If the students, under teacher guidance, volunteer for village improvement projects, a close rapport could be established between the school and the local community. This will enhance teachers' prestige.
- (vi) **Spiritual Exercise:** According to Husain, there are certain inward meditation exercises such as: (i) clearing the air, taking deep breaths and relaxing, (ii) focusing on the goodness in oneself, (iii) breathing in with palms facing each other, then moving hands slowly apart slightly and bringing palms together without touching when breathing out, (iv) feel that one is not alone in one's goodness, and (v) expanding one's goodness within and then outwards to loved ones, to other places, and finally upwards. These few meditation exercises are believed to promote spiritual (mental) health. Programs such as those discussed above can be organized to help uplift the mental wellbeing of teachers and make positive changes in their lives.

References

- Anand, S.P (1992) RCE Mental Health Scale. In the Quest of Quality in Education. Shovam Bhubaneshwar
- Ahadi Batool (2008) Relationship Between Mental Health and Job Satisfaction Among High School Principals and Teachers in Iran. *Research Journal of Biological Sciences* 4 (3): 363 – 368, 2009
- Bong, M.G., & Falzon, J.M (1993) Determinants of occupational stress in teachers. *British Journal of Educational Psychology*, 2, 119 – 130. <http://www.myais.fsktm.um.edu.my>.
- Bernard, H.W (1961). *Mental Hygiene for classroom Teachers* U.K; Mc Grow Hill Book Co. Claro S, Bedregal P. (2003) Mental Health Status of Teachers in 12 schools of Puente Alto. Santiago, Chile. <http://www.ncbi.nlm.gov>
- Gaziel, H.H.(1993). coping with occupational stress among teachers: A cross-cultural study. *comparative Education*, 29, 63-79. [http:// www.aquiteplace.co.uk](http://www.aquiteplace.co.uk).

- Kamau, C.W (1992): Burnout, Locus of control and mental health of Teachers in Eastern Province of Kenya. In M.B. Buch (Ed), fifth survey of Education Research New Delhi: NCERT
- Miller DF, Wiltse J.(1979): Mental Health and the Teachers. <http://www.ncbi.nlm.gov>.
- Schultz, D. (1997). Growth ,Psychology: models of the healthy personality. New York; van Nostrand. <http://www.myais.fskton.um.edu.ny>