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माध्यमिक स्तर के विद्यालयों में राष्ट्रप्रेम एवं सामाजिक समरसता को सुदृढ़ करने वाले क्रियाकलापों के प्रति विद्यार्थियों की जागरूकता का तुलनात्मक अध्ययन

*प्रियंका जोशी

शोध सार

राष्ट्र प्रेम व सामाजिक समरसता किसी भी राष्ट्र का मुख्य तत्त्व होता है। बिना इसके किसी भी राष्ट्र की कल्पना नहीं की जा सकती। देश–प्रेम उन्नति का द्योतक है। मनुष्य एक भावप्रधान प्राणी है। भावना के कारण ही वे एक–दूसरे से जुड़े रहते हैं, राष्ट्रीय प्रेम का अर्थ है– किसी राष्ट्र के सभी व्यक्तियों में 'हम की भावना का होना। जब किसी राष्ट्र के सभी व्यक्ति क्षेत्र, जाति, संस्कृति और धर्म आदि की भिन्नता होते हुए भी राष्ट्र के नाम पर 'हम' की भावना से जुड़े होते हैं, एक होते हैं और राष्ट्र हित के आगे अपने वैयक्तिक एवं सामूहिक हितों का त्याग करते हैं तो हम कहते हैं कि उस राष्ट्र में 'राष्ट्रीय एकता' है। वैसे तो सभी मनुष्य देशभक्त होते हैं, परन्तु सांसारिक कार्यों के कारण यह भावना कहीं दब सी जाती है। इसलिए विद्यालयों में संबंधित क्रियाकलाप कराये जाते हैं और इन्हीं क्रियाकलापों का प्रभाव विद्यार्थियों के व्यवहार में परिलक्षित होता है। विभिन्न प्रकार के विद्यालयों में भिन्न–भिन्न क्रियाकलापों को महत्त्व दिया जाता है। इन्हीं के प्रभाव के फलस्वरूप छात्रों में तुलनात्मक रूप से अन्तर देखने को मिलता है। यह शोध विद्यार्थियों के राष्ट्र प्रेम व सामाजिक समरसता संबंधित जागरूकता का परिणाम प्रस्तुत करता है, जो कि हमें जागरूकता प्रश्नावली के माध्यम से प्राप्त होते हैं। एकत्रित किए गए आँकड़ों के सांख्यिकीय विश्लेषण के पश्चात् यह पाया गया कि विद्या भारती के माध्यमिक स्तर के विद्यार्थियों में सी0बी0एस0ई0 और यू0पी0 बोर्ड के माध्यमिक विद्यार्थियों की अपेक्षा राष्ट्रप्रेम और सामाजिक समरसता सम्बन्धी क्रियाकलापों के प्रति जागरूकता अधिक है, जब कि यू0पी0 बोर्ड तथा सी0बी0एस0ई0 के माध्यमिक स्तर के विद्यार्थियों की राष्ट्रप्रेम और सामाजिक समरसता सम्बन्धी क्रियाकलापों के प्रति जागरूकता में समानता है।

मुख्य शब्द– राष्ट्र प्रेम, सामाजिक समरसता, विद्या भारती, यू0पी0 बोर्ड (माध्यमिक शिक्षा परिषद्), सी0बी0एस0ई0 (केन्द्रीय माध्यमिक शिक्षा बोर्ड)

अध्ययन की पृष्ठभूमि–आज का युग वैज्ञानिक युग है। नित नये–नये आविष्कारों के द्वारा नयी–नयी तकनीकों का विकास हो रहा है। इस तकनीकी विकास से शिक्षा भी अछूती नहीं रही है। वर्तमान में शिक्षा विद्यार्थियों के केवल ज्ञानात्मक एवं मानसिक विकास तक ही सीमित न रहकर उसके सर्वांगीण विकास की ओर अग्रसर हुई है। आज के समय को देखते हुए एक अन्य पक्ष **सामाजिक समरसता** एवं **राष्ट्रीय एकता** की ओर भी ध्यान दिया जाना चाहिए।

राष्ट्रीय आंदोलन और राष्ट्रीय एकता– (**https://testbook.com**)

- प्राचीन काल में भारत बड़ी संख्या में रियासतों में विभाजित था।
- ब्रिटिश शासन और भारतीय स्वतंत्रता आंदोलन के दौरान ही लोगों में राष्ट्रीय भावना का उदय हुआ।
- राष्ट्रीय आंदोलनों के दौरान विभिन्न धर्मों, संस्कृतियों और समुदायों के लोग भारत से अंग्रेजों को बाहर निकालने के लिए शामिल हुए।
- राष्ट्रीय आंदोलनों ने समानता, स्वतंत्रता, धर्मनिरपेक्षता और सामाजिक–आर्थिक विकास पर ध्यान केंद्रित किया जो एक नए राष्ट्र के गठन के उद्देश्य बन गए।

भारत में राष्ट्रीय एकता में शिक्षा की भूमिका (**https://testbook.com,** सिंह, 2012) :

- शिक्षा महत्वपूर्ण है क्योंकि यह हमारे विचारों और दृष्टिकोण को बदल देती है।
- यह भारत का सौभाग्य है की स्वतंत्रता से पहले और बाद में भारत में उत्कृष्ट शिक्षाविद् थे।

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- स्कूली शिक्षकों का देश के छोटे बच्चों के दिमाग पर महत्त्वपूर्ण प्रभाव पड़ता है।

- वर्षों से रानी लक्ष्मी बाई और लाल बहादुर शास्त्री जैसी ऐतिहासिक हस्तियों के साथ–साथ 'इंकलाब जिंदाबाद' जैसे प्रतिष्ठित नारों ने हमारे सामूहिक मानस के मन में अपना स्थान बनाया है।

- प्रसिद्ध विद्वानों के सहयोग से निर्मित एनसीईआरटी पाठ्यक्रम ने भी भारत की पहचान बनाने में महत्त्वपूर्ण भूमिका निभाई है।

- इसके अलावा छात्र अक्सर विभिन्न विश्वविद्यालयों में आगे की शिक्षा प्राप्त करने के लिए देश के विभिन्न हिस्सों में जाते रहते हैं।

- इसने युवा दिमागों को उनके भौगोलिक स्थानों, जातियों और धार्मिक जुड़ावों से ऊपर उठकर सोचने में सहायता की है।

भारत में सम्प्रति जितने दार्शनिक सम्प्रदाय हैं, वे सभी वेदान्त दर्शन के अन्तर्गत आते हैं। वेदान्त दर्शन की बहुविध प्रकार से व्याख्याएँ की गयी हैं और वे प्रगतिशील भी रहीं हैं। वेदान्त का शाब्दिक अर्थ है वेद का अन्त। विवेकानन्द स्वामी जी ने भारतवासियों से कहा कि वेदान्त के सब महान तत्त्व केवल अरण्यों या पर्वतों की गुफाओं में ही सीमित न रहेंगे वरन् न्यायालयों में, उपासना गृहों में, गरीबों की कुटियों में, साधारण व्यक्तियों के घरों में, छात्रों की पाठशाला में, सर्वत्र वे तत्त्व आलोकित तथा कार्यरूप में परिणत होंगे। (पाण्डेय, 2008)

विवेकानन्द स्वामी जी ने अंततः अपने व्याख्यानों के माध्यम से वेदान्त दर्शन को सर्वश्रेष्ठ धर्म दर्शन सिद्ध कर दिया। भारत की धार्मिक चेतना ने उनके द्वारा पश्चिम में स्वयं को अभिव्यक्त किया। स्वामी जी ने सम्पूर्ण भारत वर्ष को अपनी भावधारा से एक सूत्र में बाँध दिया। स्वामी विवेकानंद जी के द्वारा भारतीय संस्कृति, वेदान्त–दर्शन और हिन्दू–धर्म की व्याख्या सुनकर एक ओर पाश्चात्य जगत में भारत के सम्बन्ध में फैली निर्मूल भ्रान्तधारणाओं का अन्त हुआ तो दूसरी ओर सम्पूर्ण हिन्दू जगत में नवीन धार्मिक चेतना, आत्मगौरव और आत्मविश्वास का संचार हुआ और यही कारण था कि जब स्वामी जी अमेरिका से भारत लौटे तो देशवासियों ने उन्हें सिरमौर बना लिया। (यादव, 2020)

मनुष्य एक भावप्रधान प्राणी है। भावना के कारण ही वे एक–दूसरे से जुड़े रहते हैं, राष्ट्रीय प्रेम का अर्थ है किसी राष्ट्र के सभी व्यक्तियों में 'हम की भावना का होना। जब किसी राष्ट्र के सभी व्यक्ति क्षेत्र, जाति, संस्कृति और धर्म आदि की भिन्नता होते हुए भी राष्ट्र के नाम पर 'हम' की भावना से जुडे होते हैं, एक होते हैं और राष्ट्र हित के आगे अपने व्यक्तिगत एवं सामूहिक हितों को त्याग करते हैं तो हम कहते हैं कि उस राष्ट्र में 'राष्ट्रीय एकता है और इसी राष्ट्रीय प्रेम को बरकरार रखने का कार्य करते हुए विद्यालय एवं विद्यालय में होने वाले क्रियाकलाप विद्यार्थियों में देश–हित एवं सामाजिक समरसता की भावना का विकास करते हैं।

राष्ट्रप्रेम बढ़ाने हेतु सरकार की पहल :–

1. **राष्ट्रीय एकता गोष्ठी (1958)**–इस गोष्ठी का आयोजन यू0जी0सी0 द्वारा किया गया था। इसमें अनेक शिक्षाविदों ने भाग लिया। इन लोगों की सम्मति में राष्ट्रीय एकता में कमी का मुख्य कारण देश में जाति और धर्म के आधार पर भेदभाव बरतना है।

2. **कुलपति सम्मेलन (1961)**–इस सम्मेलन में कुलपतियों ने देश में क्षेत्र, जाति, धर्म और भाषा के आधार पर भेदभाव बरतने को राष्ट्रीय एकता के मार्ग में बाधक बताया।

3. **डॉ0 सम्पूर्णानन्द भावात्मक एकता समिति (1961–62)**–इस समिति का गठन केन्द्रीय सरकार ने 1961 में किया था। इसका उद्देश्य एकता में कमी आने के कारण का पता लगाना तथा इन्हें दूर करना था। इसका कार्य राष्ट्रीय एकता के विकास हेतु शिक्षा की भूमिका सुनिश्चित करना था।

4. **राष्ट्रीय एकता समिति (1967)**–जातिवाद, क्षेत्रवाद, भाषावाद पर चिन्ता व्यक्त की गई। इस बैठक में मुख्य रूप से प्रान्तीयता और साम्प्रदायिकता पर चर्चा हुई।

सामाजिक समरसता से तात्पर्य इस सामाजिक समस्या को खत्म करना और समाज के सभी वर्गों के लोगों में प्रेम भाव उत्पन्न करके सामाजिक समरसता अपनाना है, यानी समाज के सभी लोग मिल–जुलकर प्रेम पूर्वक रहें और उनमें एकता हो, यही सामाजिक समरसता कहलाती है। जब देश के लोग एक होंगे तब देश में

एकता होगी और अगर देश में कोई समस्या होगी तो सभी लोग मिलजुलकर समस्याओं को दूर करने का प्रयत्न करेंगे। संक्षेप में सामाजिक समरसता का अर्थ 'सामाजिक समानता' से है। इसी सामाजिक समरसता के निर्माण में विद्यालयों एवं वहाँ होने वाली क्रियाओं का विशेष महत्त्व है।

अध्ययन की सार्थकता–आज जिस प्रकार हम अपने आस–पास के देशों में माहौल देखते हैं उससे हम सीख मिलती है कि शिक्षा ही ऐसा हथियार है जिसे हम लोगों के अन्दर राष्ट्रप्रेम एंव अपनत्त्व तथा सामाजिक रूप से समरसता तथा समानता की भावना को जागृत करने के लिए प्रयोग कर सकते हैं और यह शोध इसी बिन्दु पर कार्य करता है कि विद्यालयों में जिस प्रकार के क्रियाकलाप कराये जा रहे हैं तथा शिक्षकों द्वारा जिस प्रकार का व्यवहार विद्यालयों में अपनाया जाता है, इन सभी बातों का विद्यार्थियों पर उनके अन्दर राष्ट्रप्रेम एवं सामाजिक समरसता के प्रति क्या प्रभाव पड़ता है तथा विद्यार्थी अपने देश के प्रति, अपने समाज के प्रति कितने जागरूक बनते है। यह शोध अपने आप में महत्त्वपूर्ण इसलिए हो जाता है क्योंकि हम सभी जानते है कि विद्यार्थी ही हमारे समाज की नींव तथा देश का भविष्य हैं और राष्ट्र को बनाने में उनका योगदान सबसे अहम है।

कोठारी आयोग (1964–66) की रिपोर्ट में कहा भी गया है कि–

<div align="center">''भारत के भविष्य का निर्माण वहाँ की कक्षाओं में हो रहा है।''</div>

शोध में प्रयुक्त शब्दों का परिचालन अर्थ–

राष्ट्र प्रेम–राष्ट्र प्रेम से तात्पर्य यहाँ विद्यार्थियों के हृदय में अपने देश के प्रति प्रेम व सम्मान से है जो वे अपने देश भारत के लिए महसूस करते हैं।

सामाजिक समरसता–सामाजिक समरसता का अर्थ जातिगत भेदभाव एवं अस्पृश्यता का जड़मूल से उन्मूलन कर लोगों में परस्पर प्रेम एवं सौहार्द बढ़ाना तथा समाज के सभी वर्गों एवं वर्णों के मध्य एकता स्थापित करना व सभी को अपना समझना।

क्रियाकलाप–शोध से संबंधित क्रियाकलाप से तात्पर्य है कि विद्यालय में ऐसी क्रियाओं का विभिन्न रूप में शामिल किया जाना जो विद्यार्थियों में राष्ट्रीय प्रेम व सामाजिक समरसता की भावना का निर्माण कर सके।

विद्या भारती–विद्या भारती, भारत में शिक्षा के क्षेत्र में सबसे बड़ी अशासकीय संस्था है। इसका पूरा नाम 'विद्या भारती अखिल भारतीय शिक्षा संस्थान है। इसकी स्थापना सन् 1977 में हुई थी।

माध्यमिक शिक्षा परिषद्, उत्तर प्रदेश– माध्यमिक शिक्षा परिषद, उ0प्र0 की स्थापना सन् 1921 में प्रयागराज में संयुक्त प्रान्त वैधानिक परिषद् के एक अधिनियम द्वारा की गई थी। यह एक सार्वजनिक संस्था है, जिसका मुख्य कार्य राज्य में हाईस्कूल एवं इण्टरमीडिएट की परीक्षा आयोजित कराना, राज्य में स्थित विद्यालयों को मान्यता देना, पाठ्यक्रम एवं पुस्तकें निर्धारित करना है।

केन्द्रीय माध्यमिक शिक्षा बोर्ड–भारत की स्कूली शिक्षा का एक प्रमुख बोर्ड है। भारत के अन्दर और बाहर के बहुत से निजी एवं सरकारी विद्यालय इससे सम्बद्ध है।

शोध अध्ययन के उद्देश्य– प्रस्तुत शोध अध्ययन हेतु निम्न उद्देश्य निर्मित किए गए हैं–

- माध्यमिक स्तर पर विद्या भारती तथा सी0बी0एस0ई0 द्वारा संचालित विद्यालय के विद्यार्थियों के मध्य राष्ट्रप्रेम को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता का तुलनात्मक अध्ययन करना।

- माध्यमिक स्तर पर विद्या भारती तथा यू0पी0 बोर्ड द्वारा संचालित विद्यालय के विद्यार्थियों के मध्य राष्ट्रप्रेम को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता का तुलनात्मक अध्ययन करना।

- माध्यमिक स्तर पर यू0पी0 बोर्ड तथा सी0बी0एस0ई0 द्वारा संचालित विद्यालय के विद्यार्थियों के मध्य राष्ट्रप्रेम को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता का तुलनात्मक अध्ययन करना।

- माध्यमिक स्तर पर विद्या भारती तथा सी0बी0एस0ई0 द्वारा संचालित विद्यालय के विद्यार्थियों के मध्य सामाजिक समरसता को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता का तुलनात्मक अध्ययन करना।

- माध्यमिक स्तर पर विद्या भारती तथा यू0पी0 बोर्ड द्वारा संचालित विद्यालय के विद्यार्थियों के मध्य सामाजिक समरसता को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता का तुलनात्मक अध्ययन करना।

- माध्यमिक स्तर पर यू0पी0 बोर्ड तथा सी0बी0एस0ई0 द्वारा संचालित विद्यालय के विद्यार्थियों के मध्य सामाजिक समरसता को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता का तुलनात्मक अध्ययन करना।

अध्ययन की परिकल्पनाएँ– प्रस्तुत शोध अध्ययन हेतु निम्न परिकल्पनाएं बनाई गई है–

- माध्यमिक स्तर पर विद्या भारती तथा सी0बी0एस0ई0 द्वारा संचालित विद्यालय के विद्यार्थियों के मध्य राष्ट्रप्रेम को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।

- माध्यमिक स्तर पर विद्या भारती तथा यू0पी0 बोर्ड द्वारा संचालित विद्यालय के विद्यार्थियों के मध्य राष्ट्रप्रेम को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।

- माध्यमिक स्तर पर यू0पी0 बोर्ड तथा सी0बी0एस0ई0 द्वारा संचालित विद्यालय के विद्यार्थियों के मध्य राष्ट्रप्रेम को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।

- माध्यमिक स्तर पर विद्या भारती तथा सी0बी0एस0ई0 द्वारा संचालित विद्यालय के विद्यार्थियों के मध्य सामाजिक समरसता को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।

- माध्यमिक स्तर पर विद्या भारती तथा यू0पी0 बोर्ड द्वारा संचालित विद्यालय के विद्यार्थियों के मध्य सामाजिक समरसता को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।

- माध्यमिक स्तर पर यू0पी0 बोर्ड तथा सी0बी0एस0ई0 द्वारा संचालित विद्यालय के विद्यार्थियों के मध्य सामाजिक समरसता को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।

शोध विधि– वर्णात्मक शोध विधि

जनसंख्या – प्रस्तुत शोध का क्षेत्र अत्यधिक विस्तारित है जिसे राज्य या मंडल स्तर पर अध्ययन करना निर्धारित समय सीमा के भीतर संभव नहीं था अतः शोध हेतु समय–सीमा के कारण इसे विद्या भारती, यू0पी0 बोर्ड तथा सी0बी0एस0ई0 द्वारा मेरठ जनपद में संचालित विद्यालयों में अध्ययनरत् माध्यमिक स्तर के विद्यार्थियों तक सीमित रखा गया है।

न्यादर्श एवं न्यादर्श विधि– चूंकि प्रस्तुत अध्ययन सर्वेक्षण प्रकार का है इसलिए उद्देश्यपरक विधि का प्रयोग कर जनपद मेरठ के यू0पी0 बोर्ड, सी0बी0एस0ई0 तथा विद्या भारती द्वारा संचालित प्रत्येक प्रकार के 2–2 विद्यालयों के 50–50 विद्यार्थियों को लिया गया है। कुल मिलाकर 100×3 = 300 विद्यार्थियों पर यह शोध किया गया है।

प्रस्तुत शोध के लिए चयनित न्यादर्श का संक्षिप्त विवरण निम्न **तालिका–1 में** प्रदर्शित है–

तालिका–1
न्यादर्श का विवरण

क्र0 सं0	बोर्ड/ संचालनकर्ता	विद्यालयों का नाम	विद्यार्थियों की संख्या
1	विद्या भारती द्वारा संचालित	सरस्वती शिशु विद्या मन्दिर उच्चतर माध्यमिक विद्यालय, मेरठ	50
		सुरेशदेवी हेमचन्द्र त्यागी सरस्वती विद्या मन्दिर, गंगा नगर, मेरठ	50
2	यू0पी0 बोर्ड	बी0ए0वी0 इण्टर कॉलेज, बुढ़ाना गेट, मेरठ	50
		कनोहर लाल कृष्ण सहाय ब्योयज इण्टर कॉलेज, घण्टाघर, मेरठ	50
3	सी0बी0एस0ई0	The Avenue Public School, Ganga Nagar Meerut	50
		Deewan Public School, Meerut	50
		Total	**300**

शोध उपकरण– प्रस्तुत शोध मुख्य रूप से दो भागों में विभक्त है। पहले चरण में राष्ट्रप्रेम एवं सामाजिक समरसता क्रियाकलापों के प्रति विद्यार्थियों की जागरूकता को स्वनिर्मित प्रश्नावली द्वारा जानने का प्रयास किया गया है तथा दूसरे भाग में प्राप्त अभिमतों का तुलनात्मक अध्ययन किया गया है कि विभिन्न परिषदों द्वारा संचालित

विद्यालयों में होने वाले क्रियाकलापों का विद्यार्थियों में राष्ट्रप्रेम एवं सामाजिक समरसता के प्रति जागरूकता कितनी है।

प्रथम भाग में सर्वेक्षण विधि जबकि दूसरे भाग में अभिमतों के आधार पर सांख्यिकीय तकनीक काई स्क्वायर का प्रयोग किया गया है।

आँकड़ों का विश्लेषण एवं अर्थापन–

1. प्रथम परिकल्पना –

''माध्यमिक स्तर पर विद्या–भारती तथा सी0बी0एस0ई0 विद्यार्थियों के मध्य राष्ट्रप्रेम को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।''

परिकल्पना का परीक्षण काई स्क्वायर (χ^2) परीक्षण द्वारा किया गया जिसका विवरण नीचे दी गई **तालिका–2** में प्रस्तुत है।

तालिका–2
माध्यमिक स्तर पर विद्या–भारती तथा सी0बी0एस0ई0 विद्यार्थियों के मध्य राष्ट्रप्रेम को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता की गणना का विवरण

आयाम विद्यालय का प्रकार	देश के प्रति सम्मान	देशभक्ति कार्यक्रम	राष्ट्रीय एकता	देश के प्रति दायित्व	शहीदों के प्रति सम्मान	भारत का गौरवशाली इतिहास के प्रति जिज्ञासा
विद्या भारती	100	97	100	98	100	92
सी0बी0एस0ई0	50	55	55	50	87	85

कुल विद्यार्थी (N) = 200

काई स्क्वायर (χ^2) का परिकलित मान = 15.404

स्वतन्त्रतांश (df) = 5

P = 0.0087

उपर्युक्त **तालिका–2** के अध्ययन से यह ज्ञात होता है कि विद्या भारती तथा सी0बी0एस0ई0 के विद्यार्थियों में राष्ट्रप्रेम को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता की तुलना काई स्क्वायर (χ^2) द्वारा की गई। χ^2 का परिकलित मान 15.404 प्राप्त हुआ है। तालिका मान स्वतन्त्रतांश (df) = 5 एवं सार्थकता स्तर 0.01 पर 15.09 है। काई स्क्वायर (χ^2) का परिकलित मान तालिका मान से अधिक है। अतः शून्य परिकल्पना अस्वीकृत हो जाती है और कहा जा सकता है कि विद्या भारती तथा सी0बी0एस0ई0 के विद्यार्थियों में राष्ट्रप्रेम को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता में सार्थक अन्तर है। प्राप्त परिणामों के आधार पर यह निष्कर्ष निकाला सकता है कि विद्या भारती के माध्यमिक स्तर के विद्यार्थियों में सी0बी0एस0ई0 के माध्यमिक विद्यार्थियों की अपेक्षा राष्ट्रप्रेम सम्बन्धी क्रियाकलापों के प्रति जागरूकता अधिक है।

2. द्वितीय परिकल्पना –

''माध्यमिक स्तर पर विद्या भारती तथा यू0पी0 बोर्ड विद्यार्थियों के मध्य राष्ट्रप्रेम संबंधी क्रियाकलापों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।''

उपर्युक्त परिकल्पना का परीक्षण काई स्क्वायर (χ^2) परीक्षण द्वारा किया गया जिसका विवरण नीचे दी गई तालिका–3 में प्रस्तुत है।

तालिका–3

माध्यमिक स्तर पर विद्या भारती तथा यू0पी0 बोर्ड विद्यार्थियों के मध्य राष्ट्रप्रेम संबंधी क्रियाकलापों के प्रति जागरूकता की गणना का विवरण

आयाम विद्यालय का प्रकार	देश के प्रति सम्मान	देशभक्ति कार्यक्रम	राष्ट्रीय एकता	देश के प्रति दायित्व	शहीदों के प्रति सम्मान	भारत का गौरवशाली इतिहास के प्रति जिज्ञासा
विद्या भारती	100	97	100	98	100	92
यू0पी0 बोर्ड	45	55	45	50	87	80

कुल विद्यार्थी (N) = 200

काई स्क्वायर (χ^2) का परिकलित मान = 18.32

स्वतन्त्रतांश (df) = 5

P = 0.0025

उपर्युक्त **तालिका–3** के अध्ययन से यह ज्ञात होता है कि विद्या भारती तथा यू0पी0 बोर्ड के विद्यार्थियों में राष्ट्रप्रेम को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता की तुलना काई स्क्वायर (χ^2) द्वारा की गई। χ^2 का परिकलित मान 18.32 प्राप्त हुआ है। तालिका मान स्वतन्त्रतांश (df) = 5 एवं सार्थकता स्तर 0.01 पर 15.09 है। काई स्क्वायर (χ^2) का परिकलित मान तालिका मान से अधिक है। अतः शून्य परिकल्पना अस्वीकृत हो जाती है और कहा जा सकता है कि विद्या भारती तथा यू0पी0 बोर्ड के विद्यार्थियों में राष्ट्रप्रेम को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता में सार्थक अन्तर है। प्राप्त परिणामों के आधार पर यह निष्कर्ष निकाला जा सकता है कि विद्या भारती के माध्यमिक स्तर के विद्यार्थियों में यू0पी0 बोर्ड के माध्यमिक विद्यार्थियों की अपेक्षा राष्ट्रप्रेम सम्बन्धी क्रियाकलापों के प्रति जागरूकता अधिक है।

3.   तृतीय परिकल्पना –

'माध्यमिक स्तर पर यू0पी0 बोर्ड तथा सी0बी0एस0ई0 विद्यार्थियों के मध्य राष्ट्रप्रेम को सुदृढ़ वाले क्रियाकलापों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।''

उपरोक्त परिकल्पना का परीक्षण काई स्क्वायर (χ^2) विधि द्वारा किया गया जिसका विवरण नीचे दी गई **तालिका–4** में प्रस्तुत है।

तालिका–4

माध्यमिक स्तर पर यू0पी0 बोर्ड तथा सी0बी0एस0ई0 विद्यार्थियों के मध्य राष्ट्रप्रेम को सुदृढ़ वाले क्रियाकलापों के प्रति जागरूकता की गणना का विवरण

आयाम विद्यालय का प्रकार	देश के प्रति सम्मान	देशभक्ति कार्यक्रम	राष्ट्रीय एकता	देश के प्रति दायित्व	शहीदों के प्रति सम्मान	भारत का गौरवशाली इतिहास के प्रति जिज्ञासा
यू0पी0 बोर्ड	45	55	45	50	87	80
सी0बी0एस0ई0	50	55	55	50	87	85

कुल विद्यार्थी (N) = 200

काई स्क्वायर (χ^2) का परिकलित मान = 0.87

स्वतन्त्रतांश (df) = 5

P = 0.971

उपर्युक्त **तालिका–4** के अध्ययन से यह ज्ञात होता है कि विद्या भारती तथा यू0पी0 बोर्ड के विद्यार्थियों में राष्ट्रप्रेम को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता की तुलना काई स्क्वायर (χ^2) द्वारा की गई। χ^2 का परिकलित मान 0.87 प्राप्त हुआ है। तालिका मान स्वतन्त्रतांश (df) = 5 एवं सार्थकता स्तर 0.05 सार्थक स्तर पर 11.07 है। काई स्क्वायर (χ^2) का परिकलित मान तालिका मान से कम है। अतः शून्य परिकल्पना स्वीकृत हो जाती है और कहा जा सकता है कि यू0पी0 बोर्ड तथा सी0बी0एस0ई0 के विद्यार्थियों में राष्ट्रप्रेम के प्रति जागरूकता में अन्तर सार्थक अन्तर नहीं पाया गया। प्राप्त परिणामों के आधार पर यह निष्कर्ष निकाला जा सकता है कि यू0पी0 बोर्ड तथा सी0बी0एस0ई0 के माध्यमिक स्तर के विद्यार्थियों की राष्ट्रप्रेम सम्बन्धी क्रियाकलापों के प्रति जागरूकता में समानता है।

4.   चतुर्थ परिकल्पना –

''माध्यमिक स्तर पर विद्या भारती तथा सी0बी0एस0ई0 विद्यार्थियों के मध्य सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।''

उपरोक्त परिकल्पना का परीक्षण काई स्क्वायर (χ^2) विधि द्वारा किया गया जिसका विवरण नीचे दी गई **तालिका–5** में प्रस्तुत है।

तालिका–5

माध्यमिक स्तर पर विद्या भारती तथा सी0बी0एस0ई0 विद्यार्थियों के मध्य सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता की गणना का विवरण

आयाम विद्यालय का प्रकार	जातिगत भेदभाव	लिंगीय भेदभाव	आर्थिक भेदभाव	क्षेत्रीय भेदभाव	सामाजिक समानता	बंधुत्व/ भाईचारा	सहयोग	कृतज्ञता
विद्या भारती	100	96	100	99	92	94	87	85
सी0बी0एस0ई0	50	40	50	48	40	50	75	75

कुल विद्यार्थी (N) = 200

काई स्क्वायर (χ^2) का परिकलित मान = 21.7

स्वतन्त्रतांश (df) = 7

P = 0.86

उपर्युक्त **तालिका–5** के अध्ययन से यह ज्ञात होता है कि विद्या भारती तथा सी0बी0एस0ई0 के विद्यालयों के विद्यार्थियों के मध्य सामाजिक समरसता के प्रति जागरूकता की तुलना काई स्क्वायर (χ^2) द्वारा की गई। χ^2 का परिकलित मान 21.7 प्राप्त हुआ। जिसका तालिका मान स्वतन्त्रतांश (df) 7 के 0.01 स्तर पर 18.48 है। काई स्क्वायर (χ^2) का परिकलित मान तालिका मान से अधिक है। अतः शून्य परिकल्पना अस्वीकृत हो जाती है और कहा जा सकता है कि विद्या भारती तथा सी0बी0एस0ई0 विद्यार्थियों के मध्य सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता में सार्थक अन्तर है। प्राप्त परिणामों के आधार पर यह निष्कर्ष निकाला जा सकता है कि विद्या भारती के माध्यमिक स्तर के विद्यार्थियों में सी0बी0एस0ई0 के माध्यमिक विद्यार्थियों की अपेक्षा सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता अधिक है।

5.   पंचम परिकल्पना –

''माध्यमिक स्तर पर विद्या भारती तथा यू0पी0 बोर्ड विद्यार्थियों के मध्य सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।''

उपर्युक्त परिकल्पना का परीक्षण काई स्क्वायर (χ^2) विधि द्वारा किया गया जिसका विवरण नीचे दी गई **तालिका–6** में प्रस्तुत है।

तालिका—6

माध्यमिक स्तर पर विद्या भारती तथा यू0पी0 बोर्ड विद्यार्थियों के मध्य सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता की गणना का विवरण

आयाम विद्यालय का प्रकार	जातिगत भेदभाव	लिंगीय भेदभाव	आर्थिक भेदभाव	क्षेत्रीय भेदभाव	सामाजिक समानता	बंधुत्व／भाईचारा	सहयोग	कृतज्ञता
विद्या भारती	94	96	100	99	92	94	98	95
यू0पी0 बोर्ड	70	50	60	72	78	80	45	84

कुल विद्यार्थी (N) = 200

काई स्क्वायर (χ^2) का परिकलित मान = 19.53

स्वतन्त्रतांश (df) = 7

P = 0.006

उपर्युक्त **तालिका—6** के अध्ययन से यह ज्ञात होता है कि विद्या भारती तथा सी0बी0एस0ई0 के विद्यालयों के विद्यार्थियों के मध्य सामाजिक समरसता के प्रति जागरूकता की तुलना (χ^2) काई स्क्वायर द्वारा की गई। (χ^2) का परिकलित मान 19.53 प्राप्त हुआ। जिसका तालिका मान स्वतन्त्रतांश (df) 7 के 0.01 स्तर पर 18.48 है। काई स्क्वायर (χ^2) का परिकलित मान तालिका मान से अधिक है। अतः शून्य परिकल्पना अस्वीकृत हो जाती है और कहा जा सकता है कि विद्या भारती तथा यू0पी0 बोर्ड के विद्यार्थियों के मध्य सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता में सार्थक अन्तर है। प्राप्त परिणामों के आधार पर यह निष्कर्ष निकाला जासकता है कि विद्या भारती के माध्यमिक स्तर के विद्यार्थियों में यू0पी0 बोर्ड के माध्यमिक विद्यार्थियों की अपेक्षा सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता अधिक है।

6.   षष्ट्म परिकल्पना —
      ''माध्यमिक स्तर पर यू0पी0 बोर्ड तथा सी0बी0एस0ई0 के विद्यार्थियों के मध्य सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है।''

उपर्युक्त परिकल्पना का परीक्षण काई स्क्वायर (χ^2) विधि द्वारा किया गया जिसका विवरण नीचे दी गई तालिका में प्रस्तुत है।

तालिका—7

माध्यमिक स्तर पर यू0पी0 बोर्ड तथा सी0बी0एस0ई0 के विद्यार्थियों के मध्य सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता की गणना का विवरण

आयाम विद्यालय का प्रकार	जातिगत भेदभाव	लिंगीय भेदभाव	आर्थिक भेदभाव	क्षेत्रीय भेदभाव	सामाजिक समानता	बंधुत्व／भाईचारा	सहयोग	कृतज्ञता
विद्या भारती	70	50	45	60	72	78	80	84
सी0बी0एस0ई0	50	40	50	48	40	50	75	75

कुल विद्यार्थी (N) = 200

काई स्क्वायर (χ^2) का परिकलित मान = 9.36

स्वतन्त्रतांश (df) = 7

P = 0.27

उपर्युक्त **तालिका—7** के अध्ययन से यह ज्ञात होता है कि यू0पी0 बोर्ड तथा सी0बी0एस0ई0 के विद्यार्थियों के मध्य सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता की तुलना काई स्क्वायर (χ^2) द्वारा की गई। χ^2 का परिकलित मान 9.36 प्राप्त हुआ है। तालिका मान स्वतन्त्रतांश (df) = 5 एवं सार्थकता स्तर

0.05 सार्थक स्तर पर 11.07 है। काई स्क्वायर (χ^2) का परिकलित मान तालिका मान से कम है। अतः शून्य परिकल्पना स्वीकृत हो जाती है और कहा जा सकता है कि यू0पी0 बोर्ड तथा सी0बी0एस0ई0 के विद्यार्थियों में सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता में सार्थक अन्तर नहीं पाया गया। प्राप्त परिणामों के आधार पर यह निष्कर्ष निकाला जा सकता है कि यू0पी0 बोर्ड तथा सी0बी0एस0ई0 के माध्यमिक स्तर के विद्यार्थियों के सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता में समानता है।

निष्कर्ष– आंकड़ों का सांख्यिकीय विश्लेषण एवं अर्थापन करने के पश्चात् निम्न निष्कर्ष प्राप्त किए गए हैं–

- माध्यमिक स्तर पर विद्या भारती तथा सी0बी0एस0ई0 विद्यालयों के विद्यार्थियों के मध्य राष्ट्रप्रेम संबंधी क्रियाकलापों के प्रति जागरूकता में सार्थक अन्तर है। प्राप्त परिणामों के आधार पर यह निष्कर्ष निकाला जा सकता है कि विद्या भारती के माध्यमिक स्तर के विद्यार्थियों में सी0बी0एस0ई0 के माध्यमिक विद्यार्थियों की अपेक्षा राष्ट्रप्रेम सम्बन्धी क्रियाकलापों के प्रति जागरूकता अधिक है।

- माध्यमिक स्तर पर विद्या भारती तथा सी0बी0एस0ई0 विद्यालयों के विद्यार्थियों के मध्य राष्ट्रप्रेम संबंधी क्रियाकलापों के प्रति जागरूकता में सार्थक अन्तर है। प्राप्त परिणामों के आधार पर यह निष्कर्ष निकाला जा सकता है कि विद्या भारती के माध्यमिक स्तर के विद्यार्थियों में यू0पी0 बोर्ड के माध्यमिक विद्यार्थियों की अपेक्षा राष्ट्रप्रेम सम्बन्धी क्रियाकलापों के प्रति जागरूकता अधिक है।

- माध्यमिक स्तर पर यू0पी0बोर्ड तथा सी0बी0एस0ई0 विद्यार्थियों में राष्ट्रप्रेम संबंधी क्रियाकलापों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है। प्राप्त परिणामों के आधार पर यह निष्कर्ष निकाला जासकता है कि यू0पी0 बोर्ड तथा सी0बी0एस0ई0 के माध्यमिक स्तर के विद्यार्थियों की राष्ट्रप्रेम सम्बन्धी क्रियाकलापों के प्रति जागरूकता में समानता है।

- माध्यमिक स्तर के विद्या भारतीय तथा सी0बी0एस0ई0 विद्यालयों के विद्यार्थियों में सामाजिक समरसता को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता में सार्थक अन्तर है। प्राप्त परिणामों के आधार पर यह निष्कर्ष निकाला जा सकता है कि विद्या भारती के माध्यमिक स्तर के विद्यार्थियों में सी0बी0एस0ई0 के माध्यमिक विद्यार्थियों की अपेक्षा सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता अधिक है।

- माध्यमिक स्तर के विद्या भारतीय तथा यू0पी0 बोर्ड विद्यालयों के विद्यार्थियों के मध्य सामाजिक समरसता को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता में सार्थक अन्तर है। प्राप्त परिणामों के आधार पर यह निष्कर्ष निकाला जा सकता है कि विद्या भारती के माध्यमिक स्तर के विद्यार्थियों में यू0पी0 बोर्ड के माध्यमिक विद्यार्थियों की अपेक्षा सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता अधिक है।

- माध्यमिक स्तर के यू0पी0 बोर्ड तथा सी0बी0एस0ई0 बोर्ड विद्यालयों के विद्यार्थियों के मध्य सामाजिक समरसता को सुदृढ़ करने वाले क्रियाकलापों के प्रति जागरूकता में कोई सार्थक अन्तर नहीं है। अर्थात् यू0पी0 बोर्ड तथा सी0बी0एस0ई0 के माध्यमिक स्तर के विद्यार्थियों के सामाजिक समरसता संबंधी क्रियाकलापों के प्रति जागरूकता में समानता है।

संदर्भ सूचीः

➢ यादव, वी0एस0, 2020ः स्वामी विवेकानन्द के सामाजिक समरसता और राष्ट्रप्रेम सम्बन्धी विचार, International Journal of Scientific & Innovative Research Studies ISSN: 2347-7660 (Print) | ISSN : 2454-1818 (Online), pp. 22-25.

➢ सिंह, के0, 2012ः विकासोन्मुख भारतीय समाज में शिक्षा, गोविन्द प्रकाशन, लखीमपुर–खीरी।

➢ पाण्डेय, आर0, 2008ः प्राचीन भारत के शिक्षा मनीषी, शारदा पुस्तक भवन, इलाहाबाद।

➢ "Indian Education Commission (1964-66)". PB Works. 2015. Retrieved 20 June 2015.

वेब संदर्भ सूचीः

➢ https://testbook.com

प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों का समायोजन के संदर्भ में अध्ययन

*कंचन शिशौदिया

शोध सार– भारत में ग्रामीण समुदाय से शिक्षा प्राप्त करने वाले कई विद्यार्थी पहली पीढ़ी के विद्यार्थी हैं। इन विद्यार्थियों को ऐसे विद्यार्थियों के रूप में परिभाषित किया गया है, जो एक ऐसी पारिवारिक पृष्ठभूमि से आते हैं जिनकी औपचारिक शिक्षा तक कोई पूर्व पहुँच नहीं है। ज्यादातर प्रथम पीढ़ी के विद्यार्थी घर के कामकाज में शामिल होते हैं। इससे उनकी पढ़ाई और खेलने का समय समाप्त हो जाता है। जब वे कक्षाओं में प्रवेश करते हैं तो उनका दिमाग काम में व्यस्त रहता है। विद्यालय में प्रथम पीढ़ी के विद्यार्थियों को अन्य की तुलना में अधिक समस्याओं का सामना करना पड़ता है। इन समस्याओं में से प्रमुख हैं– पाठ्यक्रम को पूरा करना, गृहकार्य करना, शिक्षकों के साथ समायोजन करना, सहपाठियों के साथ समायोजन करना। प्रस्तुत शोध पत्र प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के समायोजन के संदर्भ में किया गया है, जिसका मुख्य उद्देश्य प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के संवेगात्मक, सामाजिक एवं शैक्षिक समायोजन का तुलनात्मक अध्ययन करना है। अध्ययन हेतु 100 विद्यार्थियों को न्यादर्श के रूप में चयनित किया गया एवं निष्कर्ष के रूप में पाया गया कि प्रथम पीढ़ी के विद्यार्थियों का संवेगात्मक, सामाजिक एवं शैक्षिक समायोजन गैर प्रथम पीढ़ी के विद्यार्थियों की तुलना में निम्न होता है।

मुख्य शब्दः पीढ़ी के विद्यार्थी, गैर प्रथम पीढ़ी के विद्यार्थी, समायोजन।

प्रस्तावना–प्रथम पीढ़ी के विद्यार्थी से आशय उस विद्यार्थी से है जिसके माता–पिता या अभिभावक या तो निरक्षर हैं या प्राथमिक स्तर की स्कूली शिक्षा पूरी नहीं कर पाये हैं। जब कोई बालक शिक्षा ग्रहण करता है तो वह ऐसा करने वाला अपने परिवार का पहला सदस्य होता है। इसमें कोई आश्चर्य की बात नहीं है कि इनमें से अधिकतर 'वंचित शिक्षार्थी' गरीब–सामाजिक पृष्ठभूमि से आते हैं।

गैर प्रथम पीढ़ी का विद्यार्थी वह विद्यार्थी होता है जिसके माता–पिता या अभिभावक ने कम से कम प्राथमिक स्तर की शिक्षा ग्रहण की हो, यदि किसी विद्यार्थी के भाई–बहन ने किसी महाविद्यालय या विश्वविद्यालय में पढ़ाई की है लेकिन माता–पिता या अभिभावक ने ऐसा नहीं किया है तो भी वह विद्यार्थी प्रथम पीढ़ी का विद्यार्थी ही माना जाता है।

आज तक की कोई भी सरकारी रिपोर्ट प्रथम पीढ़ी के विद्यार्थियों के बारे में बात नहीं करती। एम0एच0आर0डी0 की रिपोर्ट ने इस प्रथा को तोड़ते हुए एक रिपोर्ट प्रकाशित की जिसमें बताया गया है कि भारत में 24.3 प्रतिशत पुरुष तथा 33 प्रतिशत महिलाएँ निरक्षर हैं। 2011 की जनगणना के अनुसार भारत में परिवारों की संख्या 249,501,663 है। भारत की कुल प्रजनन दर 2.33 प्रतिशत है। इन आँकड़ों के आधार पर एक रूढ़िवादी अनुमान, भारत में 121 मिलियन प्रथम पीढ़ी के विद्यार्थी हैं।[1] यह दोहराता है कि प्रथम पीढ़ी के विद्यार्थियों के लिए सीखने के परिणामों को समझना और सुधारना पूरे देश के विकास के लिए महत्त्वपूर्ण है।

भारत में ग्रामीण समुदाय से शिक्षा प्राप्त करने वाले कई विद्यार्थी पहली पीढ़ी के विद्यार्थी हैं। इन विद्यार्थियों को ऐसे विद्यार्थियों के रूप में परिभाषित किया गया है जो एक ऐसी पारिवारिक पृष्ठभूमि से आते हैं जिनकी औपचारिक शिक्षा तक कोई पूर्व पहुँच नहीं है। इस मुद्दे को शिक्षा मंत्रालय की रिपोर्ट द चैलेंज ऑफ एजुकेशन 2006 द्वारा मान्यता प्राप्त है जिसमें कहा गया है, एक समाज की आंतरिक गतिशीलता के खिलाफ शिक्षा प्रणाली के परिदृश्य को जोड़ना आवश्यक लगता है जिसमें 64 प्रतिशत आबादी निरक्षर है और छात्रों का एक बड़ा प्रतिशत पहली पीढ़ी के शिक्षार्थी।[2]

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इस क्षेत्र में अनुसंधान के लिए सिफारिशों के बावजूद कुछ ही अध्ययन किये गये हैं। पिछले अध्ययनों से पता चलता है कि शिक्षा प्राथमिक क्षेत्र है, जिसमें पहली पीढ़ी और क्रमिक पीढ़ी के विद्यार्थियों के बीच असमानता देखी जा सकती है।

इन बच्चों के माता–पिता के पास किसी भी स्तर पर कोई औपचारिक शिक्षा नहीं होती है, जो घर पर ही उनकी शैक्षिक प्रक्रिया के एक हिस्से के रूप में अपने बच्चों का समर्थन करते समय उन्हें नुकसान में छोड़ देता है। संभवतः बच्चों का यह ऐसा समूह है जो शिक्षा के सभी स्तरों पर स्कूल छोड़ने वालों की सबसे बड़ी संख्या है।

ज्यादातर प्रथम पीढ़ी के विद्यार्थी घर के कामकाज में शामिल होते हैं। इससे उनकी पढ़ाई और खेलने का समय समाप्त हो जाता है। जब वे कक्षाओं में प्रवेश करते हैं तो उनका दिमाग काम में व्यस्त रहता है। विद्यालय में प्रथम पीढ़ी के विद्यार्थियों को अन्य की तुलना में अधिक समस्याओं का सामना करना पड़ता है। इन समस्याओं में से प्रमुख हैं– पाठ्यक्रम को पूरा करना, गृहकार्य करना, शिक्षकों के साथ समायोजन करना, सहपाठियों के साथ समायोजन करना।

शोध में प्रयुक्त शब्दों का अर्थ– अध्ययन में प्रयुक्त विभिन्न तकनीकी शब्दों को निम्न प्रकार परिभाषित किया गया है:

- **प्रथम पीढ़ी के विद्यार्थी**– प्रथम पीढ़ी के विद्यार्थी ऐसे विद्यार्थी होते हैं, जो अपने परिवार में से पहली बार शिक्षा प्राप्त करने के उद्देश्य से विद्यालय जाते हैं।
- **गैर प्रथम पीढ़ी के विद्यार्थी**– गैर प्रथम पीढ़ी के विद्यार्थियों से आशय ऐसे विद्यार्थियों से है जिनके माता–पिता या अभिभावक शिक्षित थे या जो शैक्षिक पृष्ठभूमि से आते हैं।
- **समायोजन**– समायोजन वह प्रक्रिया है जिससे बालक स्वयं को परिस्थितियों के अनुरूप ढालता है।

उद्देश्य– वर्तमान अध्ययन के उद्देश्य निम्न प्रकार निर्मित किए गए हैं:

- प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के संवेगात्मक समायोजन का तुलनात्मक अध्ययन करना।
- प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के सामाजिक समायोजन का तुलनात्मक अध्ययन करना।
- प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के शैक्षिक समायोजन का तुलनात्मक अध्ययन करना।
- प्रथम पीढ़ी के विद्यार्थियों की समस्या तथा चुनौतियों का अध्ययन करना।

परिकल्पना– वर्तमान अध्ययन के लिए परिकल्पनाओं का निर्माण निम्न प्रकार किया गया है:

- प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के संवेगात्मक समायोजन में कोई अन्तर नहीं है।
- प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के सामाजिक समायोजन में कोई अन्तर नहीं है।
- प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के शैक्षिक समायोजन में कोई अन्तर नहीं है।

जनसंख्या–प्रस्तुत शोध में मेरठ शहर के प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के माध्यमिक स्तर के विद्यार्थियों को

शोध की जनसंख्या के रूप में रखा गया है।

न्यादर्श एवं न्यादर्श विधि–प्रस्तुत शोध में न्यादर्श का चयन उद्देश्यपूर्ण विधि द्वारा किया गया। न्यादर्श का चयन मेरठ जनपद के माध्यमिक स्तर के विद्यार्थियों पर किया गया जिनका आयु वर्ग 14–18 वर्ष था। शोध के न्यादर्श के रूप में 50 प्रथम पीढ़ी के विद्यार्थी (25 बालक एवं 25 बालिकाएँ) तथा 50 गैर प्रथम पीढ़ी के विद्यार्थी (25 बालक एवं 25 बालिकाएँ) चुने गये।

शोध विधि–प्रस्तुत शोध मुख्य रूप से दो भागों में विभक्त है। पहले भाग में समायोजन (शैक्षिक, संवेगात्मक, सामाजिक) के अन्तर को समायोजन इन्वेन्टरी के माध्यम से जानने का प्रयास किया गया है तथा दूसरे भाग में

प्राप्त अभिमतों का तुलनात्मक अध्ययन किया गया है जिसके आधार पर प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के समायोजन के अन्तर को जानना है।

शोध विधि के रूप में वर्णनात्मक सर्वेक्षण विधि को प्रयुक्त किया गया तथा आँकड़ों के विश्लेषण में सांख्यिकीय तकनीक टी–टेस्ट (ज.जमेज) का प्रयोग किया गया है। आँकड़ों के संकलन के लिए शोध उपकरण के रूप में समायोजन इन्वेन्ट्री का उपयोग किया गया है।

आँकड़ों का विश्लेषण एवं अर्थापन (निर्वचन)–एकत्रित आंकड़ों के आधार पर उचित सांख्यिकीय तकनीकों का उपयोग करके विश्लेषण किया गया है और इसे निम्नानुसार प्रस्तुत किया गया है:

प्रथम परिकल्पना– प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के संवेगात्मक समायोजन में कोई अन्तर नहीं है।

तालिका नं0–1

प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के संवेगात्मक बुद्धि के मध्यमानों के मध्य अन्तर की सार्थकता का विवरण

क्रम सं0	समूह	न्यादर्श (N)	मध्यमान (M)	मानक विचलन (S.D.)	माध्यमान की सार्थक त्रुटि (SEM)	मध्यमान की सार्थक त्रुटि का अन्तर (SED)	't'	सार्थकता का स्तर
1.	प्रथम पीढ़ी के विद्यार्थी	50	57.7	18.05	2.55	3.52	3.45	0.01
2.	गैर प्रथम पीढ़ी के विद्यार्थी	50	69.9	17.23	2.43			

'टी' का गणनीय मान – 3.45
मध्यमान की सार्थक त्रुटि का अन्तर – 3.52
स्वतंत्रता का अंश (df) – 98
('t') तालिका का मान– 0.05 सार्थकर स्तर– 1.98 एवं 0.01 सार्थकता स्तर– 2.63

अर्थापन– उपर्युक्त तालिका 1 के अध्ययन से ज्ञात होता है कि प्रथम पीढ़ी के विद्यार्थियों के संवेगात्मक क्षेत्र के प्राप्तांकों का मध्यमान 57.7 तथा मानक विचलन 18.05 है और गैर प्रथम पीढ़ी के विद्यार्थियों के संवेगात्मक क्षेत्र के प्राप्तांकों का मध्यमान 69.9 तथा मानक विचलन 17.23 है। दोनों समूहों के मध्य गणनात्मक 'टी' का मान 3.45 है। df=98 पर तालिका मान सार्थकता स्तर 0.05 पर 1.98 तथा 0.01 स्तर पर तालिका मान 2.63 है। अतः 'टी' का गणनात्मक का मान सार्थकता के दोनों स्तरों पर अधिक हैं अतः शून्य परिकल्पना दोनों स्तरों पर अस्वीकृत की जाती है। प्रथम पीढ़ी के विद्यार्थी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के संवेगात्मक समायोजन में सार्थक अन्तर है। अतः कहा जा सकता है कि प्रथम पीढ़ी के विद्यार्थियों का संवेगात्मक समायोजन गैर प्रथम पीढ़ी के विद्यार्थियों की तुलना में निम्न है।

द्वितीय परिकल्पना– प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के सामाजिक समायोजन में कोई अन्तर नहीं है।

तालिका नं0–2

प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के सामाजिक क्षेत्र के मध्यमानों के मध्य अन्तर की सार्थकता का विवरण

क्रम सं0	समूह	न्यादर्श (N)	मध्यमान (M)	मानक विचलन (S.D.)	माध्यमान की सार्थक त्रुटि (SEM)	मध्यमान की सार्थक त्रुटि का अन्तर (SED)	't'	सार्थकता का स्तर
1.	प्रथम पीढ़ी के विद्यार्थी	50	61.7	18.11	3.62	4.775	3.09	0.01
2.	गैर प्रथम पीढ़ी के विद्यार्थी	50	76.5	16.56	3.11			

'टी' का गणनीय मान – 3.09

मध्यमान की सार्थक त्रुटि का अन्तर – 4.775

स्वतंत्रता का अंश (df) – 98

('t') तालिका का मान– 0.05 सार्थकर स्तर– 2.1 एवं 0.01 सार्थकता स्तर– 2.68

अर्थापन– उपर्युक्त तालिका 2 के अध्ययन से ज्ञात होता है कि प्रथम पीढ़ी के विद्यार्थियों के सामाजिक समायोजन के प्राप्तांकों का मध्यमान 61.7 तथा मानक विचलन 18.11 है और गैर प्रथम पीढ़ी के विद्यार्थियों के सामाजिक समायोजन के प्राप्तांकों का मध्यमान 76.5 तथा मानक विचलन 16.56 है। दोनों समूहों के मध्य गणनात्मक 'टी' का मान 3.09 है। df=98 पर तालिका मान सार्थकता स्तर 0.05 पर 2.1 तथा 0.01 स्तर पर तालिका मान 2.68 है। अतः 'टी' का गणनात्मक का मान सार्थकता के दोनों स्तरों पर अधिक हैं अतः शून्य परिकल्पना दोनों स्तरों पर अस्वीकृत की जाती है। प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के सामाजिक समायोजन में सार्थक अन्तर है। अतः कहा जा सकता है कि गैर प्रथम पीढ़ी के विद्यार्थियों का सामाजिक समायोजन प्रथम पीढ़ी के विद्यार्थियों की तुलना में अधिक है।

तृतीय परिकल्पना– प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के शैक्षिक समायोजन में कोई अन्तर नहीं है।

तालिका नं0–3

प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के शैक्षिक क्षेत्र के मध्यमानों के मध्य अन्तर की सार्थकता का विवरण

क्रम सं0	समूह	न्यादर्श (N)	मध्यमान (M)	मानक विचलन (S.D.)	माध्यमान की सार्थक त्रुटि (SEM)	मध्यमान की सार्थक त्रुटि का अन्तर (SED)	't'	सार्थकता का स्तर
1.	प्रथम पीढ़ी के विद्यार्थी	50	72.8	21.40	3.68	5.84	2.98	0.01
2.	गैर प्रथम पीढ़ी के विद्यार्थी	50	68.3	18.68	3.15			

'टी' का गणनीय मान – 2.98

मध्यमान की सार्थक त्रुटि का अन्तर – 5.84

स्वतंत्रता का अंश (df) – 98

('t') तालिका का मान– 0.05 सार्थकर स्तर– 2.1 एवं 0.01 सार्थकता स्तर– 2.68

अर्थापन– उपर्युक्त तालिका 3 के अध्ययन से ज्ञात होता है कि प्रथम पीढ़ी के विद्यार्थियों के शैक्षिक समायोजन के प्राप्तांकों का मध्यमान 72.8 तथा मानक विचलन 21.40 है और गैर प्रथम पीढ़ी के विद्यार्थियों के शैक्षिक समायोजन के प्राप्तांकों का मध्यमान 68.3 तथा मानक विचलन 18.68 है। दोनों समूहों के मध्य गणनात्मक 'टी' का मान 2.98 है। df=98 पर तालिका मान सार्थकता स्तर 0.05 पर 2.1 तथा 0.01 स्तर पर तालिका मान 2.68 है। अतः 'टी' का गणनात्मक का मान सार्थकता के दोनों स्तरों पर अधिक है। अतः शून्य परिकल्पना दोनों स्तरों पर अस्वीकृत की जाती है।

शोध निष्कर्ष–उपरोक्त विश्लेषण और पदार्थ की व्याख्या के आधार पर निम्नलिखित निष्कर्ष प्राप्त किए गए हैं:

- शोध की प्रथम परिकल्पना के परीक्षण से ज्ञात होता है कि प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के संवेगात्मक समायोजन में सार्थक अन्तर है।

- शोध की द्वितीय परिकल्पना के परीक्षण से ज्ञात होता है कि प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के सामाजिक समायोजन में सार्थक अन्तर है।

- शोध की तृतीय परिकल्पना के परीक्षण से ज्ञात होता है कि प्रथम पीढ़ी तथा गैर प्रथम पीढ़ी के विद्यार्थियों के शैक्षिक समायोजन में सार्थक अन्तर है।

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सन्दर्भ ग्रन्थ सूची

</div>

1. भारत की जनगणना 2011
2. द चैलेंज ऑफ एजुकेशन 2006, शिक्षा मंत्रालय, भारत सरकार

NEP 2020 ANDINCLUSION: AWARENESS LEVELS OF SPECIAL EDUCATORS TOWARDS BUILDING A CONSTRUCTIVE EDUCATIONAL ENVIRONMENT FOR CHILDREN WITH SPECIAL NEEDS

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ABSTRACT

National Education Policy 2020 (NEP 2020) aims at building an educational system that will bring about an an equitable, inclusive, and plural society. The Policyendorses the recommendations of the provisions of the RPwD Act 2016 and calls for inclusion with full participation of children with special needs. The key role for the implementation of thesepolicy provisions is played by Special Educators and hence the aim of the present study is to find the awareness level of Special Educators towards this vision of NEP-2020.

The research adopted a descriptive survey methodology. The sample for the study included217 special educators who were working at schools/institutions in Delhi/NCR. A purposive sample method was employed. The researchers developed a five-point Likert scale to collect data for this study.

The results of the study revealed that thereis a need of greater awareness amongst the special educators about the provisions of NEP 2020and the schemes available for children with special needs. The results of the study suggest that there is awareness for the need for morecapacity building and training programmes for all stakeholders, including parents,about NEP 2020 and its provisions for CWSN. There is also recognition of the challenges such as lack of appropriate technology, assistive devices for children with disabilities. The need for special teachers to be trained in dealing with more than one disability and the need for a better teacher-student ratio is also recommended. The awareness for including sports and recreational activities for building a constructive educational environment is also recognized.

Key words: -capacity building, children with disability, children with special needs, National Education Policy 2020, RPwD Act 2016, special educators, training

INTRODUCTION :

The National Education Policy 2020aims at providing equitable and inclusive educationfrom early childhood to higher education for all including Children with Special Needs(CWSN). The Policy states that children withspecial needs should get the same opportunities of obtaining quality education like any other child (NEP, Clause 6.2.5). The NEP 2020 emphasises on equal participation of children with disabilities in all aspects of educational level (Kumar & Singh, 2022). This requires a dedicated push towards providing equal and universal access for all children with special needs andwell-designed curriculum and teaching learning methodology. The Rights of Persons with Disabilities Act, 2016 (RPwD)focuses on non-discrimination, equal participation and inclusivity of children with disabilities in the society (Narayan & John, 2017). The NEP 2020 resonates the provisions of the RPwDAct 2016 (NEP, Clause 6.10). In order to bring about a change in the institutional environment and enable CWSN to avail benefits of the policy, it is necessary that special education teachers should be aware about the relevant provisions of NEP 2020 so that the policy can be implemented effectively.

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REVIEW OF LITERATURE :

Khan and Sahoo (2020) suggested thatinstitutions should aim to appoint special educators in all schools in order to cater to the specific needs of the children and to ensure teaching is inclusive.There are many reasons that are related to medical conditions and associated disability due to which children with disabilities are unable to participate in school on a regular basis. Cortiella et.al (2018) found in their research study that chronic health issues, side effect of medications, inadequate special education services were some factors that could create higher rate of absenteeism in schools amongst children with special needs.According to Demirci (2019), there is a need to develop a scope of participation of children with special needs in physical and sports activities throughout their lives. The involvement of children with special needs in sports and physical activity programmes promotes not only physical development but encourages emotional and social well-being.In a study conducted on awareness level of academic counsellors towards opportunities available for learners with disabilities in open and distance learning, Kumar & Priyadarshini (2020) showed that professionals who are engaged in teaching children with disabilities need regular orientation and training programmes to empower them to teach in a more effective way. Further school campus should restructure their infrastructure to suit the needs of learners with disabilities. The role of special educators is very central to the teaching-learning as well as to ensure that the polis provisions are implemented on the ground.

RESEARCH OBJECTIVES :

The present study was carried out with the objective of finding out the awareness levels of special educators with respect to thepolicy directions and the provisions as given of the NEP 2020 for children with special needs.Since special educators are professionalswhonot only teach children with special needs in the schoolsbutalso guide their parents, therefore a survey about their awareness levelsaboutNational Education Policy 2020 and its implementation was considered an important area for study.

RESEARCH METHODOLOGY :

This study was descriptive in nature and adopted survey method. The sample for this study comprised special educators who were teaching children with special needs in schools and institutions across Delhi and the National Capital Region (NCR). Purposive sampling method was employed. Based on the completed responses received from special educators, the sample size for this study was 217.

The data was collected by using an online semi-structured questionnaire developed using Google Forms. There were two sections in the questionnaire (i) informants demographic details (ii) questions related to implementation of the provisions given in the National Education Policy (NEP) 2020 forchildren with special needs. This survey consists of 21 response statements based on a five point Likert scale where the scale points were Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree(SA).

The reliability of the tool was computed using Cronbach Alpha value, which was found to be 0.76. The consent was taken from the participants and all ethical consideration was followed during the conduct of the study.

DATA ANALYSIS :

Data analysis was carried out with the help of statistical techniques. Table 1 show the mean score and standard deviation of response statements related to different provisions of the policy.

TABLE- 1

Mean and Standard Deviation of Response Statements

S.No.	Items	N	Mean	Std. Deviation
1	There is lack of awareness among parents about provisions for the benefit of their children with disabilities under Rights of Persons with Disability Act (RPwD) -2016 and National Education Policy(NEP) - 2020	217	4.15	.701
2	There is a need to improve infrastructure for sports and recreational activities in schools	217	4.38	.788
3	There is frequent absenteeism of children due to their limitation which is an obstacle to achieve the goal of NEP and RPWD Act.	217	3.82	.857
4	There is a major concern of lack of assistive devices in schools to deal with children with deaf blindness	217	4.15	.767
5	There is no appropriate training to special educators to deal withchildren having other disabilities in which these educators do not have expertise	217	3.43	1.133
6	Providing transportation facility for children with severe disability is necessary for getting education	217	3.89	.905
7	Process of getting medical certificate from competent authority is very easy	217	2.52	1.159
8	There should not be fixed criteria for admission in neighborhood school because every school does not have appropriate facilities for children with disabilities	217	3.77	.952
9	There is similarity in existing physical environment in private school and government school for children with disability	217	2.87	1.165
10	There is a significant difference in quality education in home-based education and education provided in schools	217	3.98	.693
11	There is lack of specialized team of doctors for assessment of all various disabilities under RPWD Act	217	3.83	.934
12	Parents have availability of appropriate technology or devices at home to deal with activities of daily living for their children with disabilities	217	2.84	1.216
13	There is shortage of trained special educators to deal with children with disabilities in school	217	3.99	.957
14	There should be orientation programmes for general teachers to provide awareness about schemes and polices of RPwD and NEP-2020 for children with disabilities	217	4.30	.794
15	There should be orientation programmes for special educators to provide about awareness of schemes and polices of RPwD and NEP-2020 for children with disabilities	217	4.33	.773
16	Duties and responsibilities which are not foreducational purposescreate hurdles for imparting education to children with disability	217	3.89	.833

17	Teacher-pupil ratio is appropriate in schools to interact and meet the needs of an individual child with disability	217	3.29	1.144
18	Coordination and support from general teachers and other staff members is not up to level	217	3.54	.955
19	Similar salary and other allowances of special educators of government employees and working in private sectors can enhance motivation to work to achieve the targets of RPwD-2016 and NEP- 2020	217	3.95	.943
20	NCTE teaching courses should include special education courses as conducted by Rehabilitation Council of India	217	4.21	.741
21	There should be orientation programmes for parents of children with disabilities to provide awareness of schemes and polices of RPwD and NEP-2020 for children with disabilities	217	4.43	.700

RESULTS AND DISCUSSIONS :

The aim of the study was to find out the awareness level of special educators towards NEP-2020 directions and provisions for children with special needs.The results revealed the following:

(i) Demographic information of special educators (informants)

The data analysis results showed thegender profile of the informants iespecial educators wherein out of 217 participants, there were 143 females and 74 male. There were no participants in transgender category in this sample. The percentage value is given below:
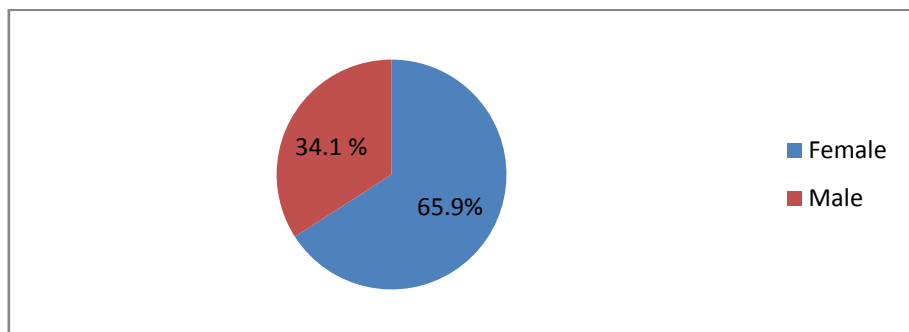
:.**Fig1: Gender Profile of Special Educators (in %)**

Fig 1 shows the percentage of the participation with regard to gender include female and male.

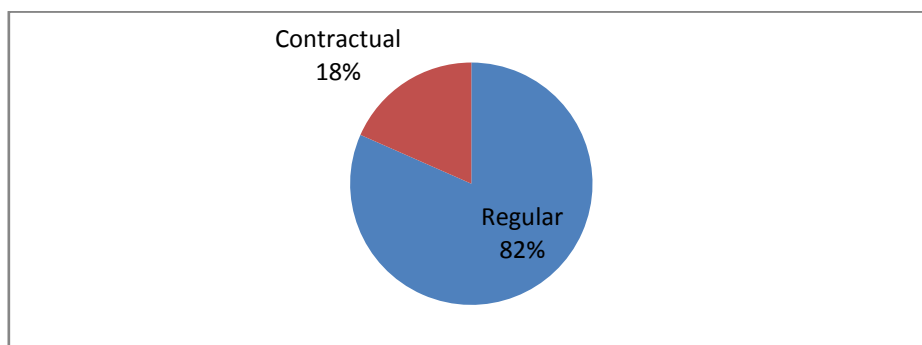*Fig 2:* **Employment profile of informants (in %)**

Fig 2shows the percentage of the participation with regard to nature of employment includingregular and contractual work. The data showed that out of 217 participants, 178 were holding a regular appointment whereas 39 participants had a contractual job.

(ii) Statements related to Implementation of National Education Policy (NEP) 2020 Provisions for Children with Special Needs

In this study, an attempt was made to find out the awareness levels of special teachers towards NEP-2020 provisions for children with special needs/children with disabilities.The questionnaire had 21 items which were related to issues, challenges, provisions and implementation of NEP 2020for children with special needs. It also included statement pertaining to awareness levels on school infrastructure, assistive devices, need of training of special educators and parents, absenteeism of children with disabilities that were related to implementation of NEP 2020.

TABLE- 2

Special educators' responses with respect to their awareness levels towards NEP-2020 implementation for Children with Special Needs

F=Frequency, P=Percentage

S.No	Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		F	P	F	P	F	P	F	P	F	P
1.	There is lack of awareness among parents about provisions for the benefit of their children with disabilities under Rights of Persons with Disability Act (RPwD) -2016 and National Education Policy(NEP) -2020	61	28.0	135	62	15	7	4	2	2	1
2.	There is a need to improve infrastructure for sports and recreational activities in schools	108	49.5	95	44	5	2.3	6	2.8	3	1.4
3.	There is frequent absenteeism of children due to their limitation is an obstacle to achieve the goal of NEP and RPwD Act.	36	17	130	59.3	32	14.7	15	7	4	2
4.	There is a major concern of lack of assistive devices in school to deal with children with deaf blindness	72	33.0	117	53.8	19	8.7	8	4	1	.5
5.	There is no appropriate training to special educators to deal children having other disabilities in which they donot have expertise	34	15.8	89	41	40	18.3	41	18.9	13	6.0
6.	Providing transportation facility for children with severe disability is a cause to get education	50	22.9	116	53.2	29	13.8	19	8.7	3	1.4
7.	Process of getting medical certificate from competent authority is very easy	13	6.0	40	18.3	32	14.7	94	43.1	38	17.9

8.	There should not be fixed criteria for admission in neighborhood school because every school does not have appropriate facilities for Children with Disabilities	43	19.9	113	51.9	34	15.6	23	10.6	4	2
9.	There is similarity in existing physical environment in private school and government school for children with disability	16	7.4	64	29.4	33	15.1	83	38.1	21	10
10.	There is a significance difference in quality education in home-based education and education provided in schools	38	17.9	144	66.4	27	12.4	6	2.8	1	.5
11.	There is lack of specialized team of doctors for assessment of all various disabilities under RPWD Act	49	22.3	107	49.1	36	17	23	10.6	2	1
12.	Parents have availability of appropriate technology or devices at home to deal with activities of daily living for their children with disabilities	22	10.1	56	25.7	29	13.8	87	39.8	23	10.6
13.	There is shortage of trained special educators to deal with children with disabilities in school	67	30.8	108	49.5	18	8.3	21	10	3	1.4
14.	There should be orientation programs for general teachers provide awareness schemes and polices of RPwD and NEP-2020 for children with disabilities	95	44	100	46.1	12	5.5	5	2.3	3	1.4
15.	There should be orientation programs for special educators to provide awareness of schemes and polices of RPwD and NEP-2020 for children with disabilities	98	45.0	104	48.1	7	3.2	5	2.3	3	1.4
16.	Duties and responsibilities which are not educational purposes time to time are creating hurdles to impart education to children with disability	41	18.9	132	60.8	24	11.0	18	8.3	2	1
17.	Teacher-pupil ratio is appropriate in schools to interact and work to satisfy the need of an individual child with disability	27	12.4	88	40.7	37	17.0	52	23.9	13	6.0
18.	Coordination and support from general teachers and other staff members is not up to level	31	14.6	93	42.7	58	26.6	32	14.7	3	1.4
19.	Similar salary and other allowances of special educators of Government employees and working in private sectors can enhance motivation to work to achieve the target of RPwD-2016 and NEP- 2020	60	27.5	110	50.5	29	13.8	11	5.0	7	3.2
20.	NCTE teaching courses should include special education courses as running by	75	34.4	120	55.0	14	6.4	5	2.3	3	1.4

	Rehabilitation Council of India									
21.	There should be orientation programmes for parents of children with disability to provide awareness of schemes and polices of RPwD and NEP-2020 for children with disabilities	111	51	93	42.7	9	4.3	2	1	2	1

FINDINGS AND DISCUSSIONS :

The findings based upon the responses of special educators highlighted various important issues. The data revealed that 90% of the participants felt that there is lack of awareness among parents about provisions for the benefit of their children with disabilities under Rights of Persons with Disability Act (RPwD)2016 and National Education Policy(NEP)2020 while 7% of the participants were neutral in their responses.

In this study, it was reported that 89% of the respondents agreed that there was a need to improve infrastructure for sports and recreational activities in schools for the children with special needs. This is in keeping with the views expressed by the Task Force on Global Partnership on Children with Disabilities which saw sports and recreational activities as being important for the physical and mental development of the children with special needs(GPcwd, 2015). These results are also supported by the findings of Jing Qi et al(2017) who studied the perceptions of physical education (PE) teachers on the issue of inclusion of students with disabilities and found that the teachers recognized the benefits of inclusion in PE programmes.

Another challenging issue for achieving the goals of NEP and RPwD Act was that of absenteeism of children due to their disabilities. It is reported that 76% of the special educators agreed that regular absenteeism of children with special needs was an obstacle in achieving the goals of NEP and RPwD Act. 14% of the participants were neutral in their responses. The study by Taheri et al (2016) reported that children and adolescents with ID and ASD participated in significantly lesser activities than their developing peers and had poorer quality of friendships.

It is seen that children with different disability require adaptive assistive devices in order to get proper information and for pursuing daily living skills. 86 % of the participants were aware that there is a major concern of lack of assistive devices in school to deal with children with deaf blindness. In a study by Kumar &Priyadarshini, (2021), it was seen that technology can be extensively used as assistive and adaptive support for persons with disability.

Another issue was that of dealing with the different disabilities by onespecial teacher. In the present system, a special educator acquires expertise in his/her area of disability but hence may not be able to deal with children having another disability. For example, a special educator who has specialization in intellectual disability may not have expertise in Braille which isan essentiallearning technology for children with visual impairment as the teacher may not have received training of cross disability. 56% of the participants agreed that there is no appropriate training given to special educators to deal withchildren having disabilities other than the one in which the special educator had expertise. 18 % of the participants were neutral in their responses.

The awareness related to the challenge of movement from home to school was also examined. Children with severe and profound disability are not able move independently so they need transportation facility with assistance to go to school and every parent of children with special needs cannot afford time and the transportation facility their own for their children. It was agreed that transportation facility for children with severe disability was a major concern and more that 75% of participants found this to be acause and a barrier for such children in accessing education.

It was reported that 61% participants disagreed that process of getting medical certificate from competent authority was very easy whereas only 24% were agreed that process of getting medical certificate from competent authority was easy and 15% were neutral in their responses.

As regards easy accessibility of education for CWSN, it is observed that every school in neighborhood area did not have all facilities to meetthe special needs of the child. This study found that 71% of the participants agreed that there should not be fixed criteria for admission in neighborhood school because every school does not have appropriate facilities for children with disabilities.

The comparison between different types of schools was also studied. 48% participants disagreed that there is similarity in existing physical environment in private school and government school for children with disability whereas 37% agreed that existing physical environment in both systems are similar and 15% of the participants were neutral in their responses.

Children with severe and profound disability require their training at home-based environment due to mobility or cognitive limitation. It was reported that 84% of the participants agreed that there is a significance difference in quality education in home-based education and education provided in schools.

There are 21 disabilities under RPwD Act for which a single doctor specialist or rehabilitation professional may not have expertise to assess all the 21 disabilities. It is reported that 71% participants agreed that there was lack ofaspecialized team of doctors for assessment of various disabilities under RPwD Act.

It was also revealed that in order to deal with special needs of the children, parents did not have the appropriate training of use of technology or device. Engagement in other daily routine work and affordability of costly devices were other issues. 50% of the participants disagreed that parents had availability of appropriate technology or devices at home to deal with activities of daily living for their children with disabilities whereas 35% participants agreed that parents of children with special needs had appropriate technology or device at their home.

It was felt that in order to teach children with special needs there was a requirement of trained rehabilitation professionals who were registered with Rehabilitation Council of India. It was reported that 80% of the participants agreed that there was shortage of trained special educators to deal with children with disabilities in school.

The awareness about capacity building of special teaches as well as generalteachers was examined. In formal schools, children with special needs receive educationboth from special educators and general teachers who teach different subjects. There was a need to organize orientation programs for general teachers so as to create greater awareness about schemes and polices of RPwD and NEP-2020 in respect of education of children with disabilities. It was reported that 90% participants agreed for this need to provide orientation programs for general teachers.It wasalso seen that 93% of participants agreed that there should be capacity building programmes for special educators to provide awareness of schemes and polices of RPwD and NEP-2020 for children with disabilities. It was reported that 89% participants agreed that the teaching courses of National Council for Teacher Education (NCTE) courses should include special education courses run by Rehabilitation Council of India (RCI). This would be in keeping with the need for appropriate planning to fulfill the gaps in training of rehab professionals (UNESCO, 2019).

In order to inculcate values and education, the participants felt that parents play important role for their children with special needs. It was reported by 93% participants that there should be orientation programs for parents of children with disability to provide awareness of schemes and polices of RPwD and NEP-2020 for children with disabilities. The need for training of all stakeholders is reflected in the study by Crispel&Kasperki (2021) which recommended that it was not only special-education teachers who should receive training but in fact all teacher-education programmes should have courses that helped them to facilitate inclusive education.

As regards that teacher-pupil ratio, it was reported that 53% agreed that the ratio was appropriate in schools and allowed the teacher to interact and work satisfactorily towards the needs of an individual child with disability whereas 30% participants disagreed that the ratio of teacher-pupil is appropriate in school and 17% participants were neutral in their responses. The study by Koc& Celik(2015) showed that number of there was a moderate negative correlation between the student teacher ratio and achievement of students ie higher number of students per teacher led to low achievement. Hence in the case of learners with disability this teacher-student ratio has to be such that the CWSN are given more time and attention by the teacher.

It was noted that 57% participants agreed that special educators did not get appropriate support and coordination from general teachers and other staff members whereas 16% participants opined that they had good coordination and support from general teachers and other staff members.79% participants agreed that duties and responsibilities which were not of educational purpose were given to the teachers and this took up time and created hurdles in imparting education to children with disability.

It was reported by 78% of the participants that similar salary and other allowances of special educators who were working in government schools and those working in private sectors could enhance motivation to work to achieve the target of RPwD-2016 and NEP- 2020. However 8% participants disagreed that similar salary and other allowances of special educators of government employees and working in private sectors could enhance motivation to work.

Educational implications of the study: recommendations and conclusions

This study gave an insight into many aspects related to the awareness levels of special educators that have a bearing upon the implementation of NEP 2020 and RPwD Act 2016. A major finding was that special educators in educational institutions felt that there was a lack of awareness amongst parents about provisions that gavebenefits totheir children with disabilities under Rights of Persons with Disability Act (RPwD) 2016 and National Education Policy(NEP)2020. Parents play a vital role in terms of providing education to their children with special needs and advocacy for them to avail all the rights, therefore it is vital that parents be oriented and made aware of the provisions under RPwD Act and NEP 2020.

Anaby et al (2013) conducted a scoping review on the effect of the environment on participation of children and youth with disabilities, which showedthat children's participation was influenced by environment.. Based on the findings of the present study, it is recommended that infrastructure for sports and recreational activities in schools for the children with special needs should be improved so that a constructive educational environment can be built to take forward the provisions of NEP 2020.

It was reported there is lack of assistive devices in schools to deal with children with deaf blindness. It is therefore recommended that training of parents for use of assistive technology for their children with special needs at home should be on priority basis.

In the study many of the respondents revealed that regular absenteeism of children with special needs from the school is an obstacle to achieve the goal of NEP 2020 and RPwDAct 2016. On the issue of specialization of special educators who get specialization in one disability area, it was felt that there is need of cross disability training for the special educators so that they can teachchildren with different disabilities. There is also a greater need of orientation programs for general teachers and special educators so as to provide greater awareness scheme and polices of RPwD Act and NEP-2020 for larger benefit of children with disabilities.

It wasseen byKumar &Priyadarshini (2021) that lack of transportation facility for children with severe disability create hurdles in the achievement of the Sustainable Development Goals (SDGs) which mandate to 'leave no one behind' .The NEP 2020 also aims to take forward the SDGs.

It was seen that apart from teaching children with special needs, it is seen that aspecial educator has to perform manyother duties that create obstacles in providing quality education to special needs students. The study by

Koc& Celik(2015) has shown that higher number of students per teacher led to low achievement. Hence in the case of learners with disability, this teacher-student ratio has to be such that the CWSNs are given more time and attention by the teacher. Hence it is recommended that teachers should not be burdened with non-teaching activities and should instead ensure that children with disabilities are given their full attention and an equal environment as other children.

The need for ensuring proper certification also needs to be addressed. For instance, in order to avail the facility of benefits undern RPwD Act 2016 and NEP 2020, it is mandatory to obtain a disability medical certificate for the child. It was suggested that this processbe made simpler and convenientso that children can be benefitted as fast as possible. Another challenge is that of assessing all the 21 disabilities by a doctor anda rehabilitationprofessional who has specialization in a specified area. Since this has been found to be a difficult task, it was suggested that there should be a team of specialized team of doctors for assessment of various disabilities under RPwD Act.

The results of this study showed thatthere is a need for relooking at the present arrangement for laying down a fixed criteria for admission in neighborhood school as every school may not have appropriate facilities for children with disabilities. Itis recommended that physical environment in private schools and government schools for children with disability should be such that all children with any type of disabilitycan avail education in barrier free environment.Schoolplays a paramount role in holistic development of the child. This study showed that there is a significance difference in quality education in home based education and education provided in schools. It is recommended that home-based education especially for children with severe or profound disabilities should be relooked especially through the mode of open and distance schooling.

In order to teach children with special needs, there is a requirement of trained rehabilitation profession who are registered with Rehabilitation Council of India. It is recommended that efforts be made through Rehabilitation Council of India and NCTE for filling the gap of trained special educators to deal with children with disabilities in school. It is also recommended that National Council for Teacher Education (NCTE) courses should include special education courses as running by Rehabilitation Council of India (RCI).

This study found that the pay and allowances of special education teachers working government schools and those in private sectors were different and efforts should be paid to ensure that such professionals are paid well so that they remain motivated and committed to serving   for achieving the policy goals.

This study concludes that there is a need of greater awareness amongst the special educators about the NEP 2020 polices and schemes available for children with special needs. The results of the study suggest the there is a need for institutions to organize more capacity building and orientation training programmes for all stakeholders including parents for better awareness so that the implementation of the vision and benefits under the NEP 2020 are readily available for children with special needs.

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माध्यमिक विद्यालय के शिक्षकों के मानसिक स्वास्थ्य एवं उनकी शिक्षण प्रभावशीलता के सम्बन्ध का अध्ययन

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**प्रो0 राकेश कुमार शर्मा

शोध सार

प्रस्तुत अध्ययन माध्यमिक विद्यालय के शिक्षकों के मानसिक स्वास्थ्य एवं उसकी शिक्षण प्रभावशीलता के मध्य सम्बन्ध का अध्ययन है। अध्ययन का उद्देश्य माध्यमिक स्तर के शिक्षकों के मानसिक स्वास्थ्य का उनकी शिक्षण प्रभावशीलता के प्रभाव का अध्ययन करना है। इसके लिए शोधार्थी ने वर्णनात्मक सर्वेक्षण विधि का प्रयोग किया है। शोध हेतु जनसंख्या के रूप में मेरठ जनपद में संचालित माध्यमिक विद्यालयों के शिक्षकों को लिया है तथा न्यादर्श के रूप में मेरठ जनपद के माध्यमिक विद्यालयों में कार्यरत 490 माध्यमिक शिक्षकों का चयन यादृच्छिक न्यादर्श विधि द्वारा किया गया है। शिक्षण प्रभावशीलता मापन के लिए डॉ0 प्रमोद कुमार और डॉ0 डीएन मूथा द्वारा निर्मित "शिक्षण प्रभावशीलता मापनी" एवं मानसिक स्वास्थ्य के मापन हेतु प्रमोद कुमार द्वारा निर्मित मेंटल हेल्थ चेकलिस्ट का प्रयोग किया गया। प्रदत्तों के संकलन एवं विश्लेषण हेतु प्रतिगमन विश्लेषण सांख्यिकी का प्रयोग करते हुए यह निष्कर्ष पाया गया कि शिक्षकों को शिक्षण प्रभावशीलता तथा उनके मानसिक स्वास्थ्य के मध्य उच्च नकारात्मक सहसम्बन्ध है। अर्थात् मानसिक स्वास्थ्य स्कोर के घटने पर शिक्षक मानसिक रूप से स्वस्थ होते जा रहे हैं और उनकी शिक्षण प्रभावशीलता बढ़ती जा रही है।

मुख्य शब्द— शिक्षण प्रभावशीलता, मानसिक स्वास्थ्य, माध्यमिक शिक्षक।

प्रस्तावना

शिक्षा जड़ नहीं अपितु एक गतिशील प्रक्रिया है जो बालक को सदैव देश, काल तथा परिस्थिति के अनुसार प्रगति की ओर अग्रसर करती रहती है, वहीं कुछ विद्वान शिक्षा को एक सविचार तथा सौद्देश्य प्रक्रिया के रूप में परिभाषित करते हैं। इसका एक प्रमुख कारण यह है कि शिक्षा का कोई न कोई उद्देश्य अवश्य होता है, जिसको प्राप्त करने के लिए व्यक्ति/विद्यार्थी सोच विचार कर क्रियाशील होता है।

एडम द्वारा शिक्षा की प्रक्रिया विवेचन से स्पष्ट हो जाता है कि शिक्षा रूपी द्विमुखी प्रक्रिया की दो धुरियाँ हैं। एक धुरी शिक्षक है तो दूसरी धुरी विद्यार्थी है। शिक्षा में शिक्षक तथा विद्यार्थी दोनों का महत्त्व समान होता है। यदि शिक्षक सिखाता है तो विद्यार्थी सीखता है। यदि शिक्षक निर्देश देता है तो विद्यार्थी उसको ग्रहण करता है और जब शिक्षक मार्गदर्शन करता है तो विद्यार्थी उसका अनुभव करता है। इसी प्रकार शिक्षा शिक्षक और विद्यार्थी दोनों के बीच परस्पर आदान—प्रदान होती है और शिक्षक अपने व्यक्तित्त्व तथा ज्ञान के विभिन्न अंगों के प्रभाव से विद्यार्थी के व्यवहार में परिवर्तन तथा सुधार करता है, जिससे विद्यार्थी का सम्यक विकास सुचारू रूप से अग्रसारित होता है।

डगलस एवं हालैण्ड के अनुसार— शिक्षा शब्द का प्रयोग उस सब परिवर्तनों को व्यक्त करने के लिए किया जाता है, जो एक व्यक्ति में उसके जीवनकाल में होते हैं। (सं0सू01)

फ्रेंडसन— आधुनिक शिक्षा का सम्बन्ध व्यक्ति और समाज दोनों के कल्याण से है। (सं0सू01)

प्लेटो के अनुसार— शिक्षा श्रेष्ठ नागरिकों के निर्माण का साधन है। (सं0सू04)

इस प्रकार शिक्षक के मानसिक स्वास्थ्य को एक प्रमुख कारक कहना समीचीन होगा। अर्थात् शिक्षण की प्रक्रिया को समृद्धशाली बनाने में शिक्षक का मानसिक स्वास्थ्य सर्वाधिक महत्त्वपूर्ण होता है क्योंकि शिक्षक की शिक्षण

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प्रभावशीलता उसके शिक्षण की अवस्थाओं पर निर्भर करती है। शिक्षक की पूर्ण तत्परता अवस्था, शिक्षण की अन्तःप्रक्रिया अवस्था, शिक्षण तत्परता के पश्चात की अवस्था, यह सभी शिक्षक के मानसिक स्वास्थ्य पर निर्भर करता है। क्योंकि शिक्षण विधि से तात्पर्य उस तकनीकी व रीति से है जिसका प्रयोग करके एक शिक्षक का अनुदेशक अपने शिक्षण कार्य को प्रभावशाली बनाने का प्रयत्न करता है।

शोध की आवश्यकता एवं महत्त्व–

किसी भी शिक्षण कार्य को प्रभावी और मूल्यवान बनाने के लिए यदि कोई सर्वाधिक महत्त्वपूर्ण कारक है तो वह है शिक्षक की बुद्धि। शिक्षक विद्यालयी रूपी प्रयोगशाला में अपनी बौद्धिक योग्यता के अनुसार ही श्रेष्ठ नागरिकों का निर्माण करते हैं, इस प्रकार बुद्धि के विभिन्न प्रकारों में से जनतंत्रीय शिक्षा व्यवस्था हेतु मानसिक स्वास्थ्य से युक्त शिक्षक का शिक्षण में विशेष योगदान होता है। बिना उत्तम मानसिक स्वास्थ्य के एक शिक्षक द्वारा प्रभावी शिक्षण सम्भव नहीं है। इस दृष्टि से शोधकर्ता ने मानसिक स्वास्थ्य एवं शिक्षण प्रभावशीलता के सम्बन्ध को जानने हेतु यह शोध कार्य प्रारम्भ किया।

समस्या कथन–

माध्यमिक विद्यालय के शिक्षकों के मानसिक स्वास्थ्य का उसके शिक्षण प्रभावशीलता पर प्रत्यक्ष प्रभाव पड़ता है इसीलिए शिक्षकों की नियुक्ति के समय तथा उनके सेवाकाल में निश्चित अंतराल पर शिक्षकों के मानसिक स्वास्थ्य का ईमानदारी से आकलन कर उसमें आवश्यकतानुसार सुधार के उपाय करने चाहिए ताकि शिक्षक की प्रभावशीलता कायम रहे (माध्यमिक विद्यालय के शिक्षकों के मानसिक स्वास्थ्य एवं उनकी शिक्षण प्रभावशीलता के सम्बन्ध का अध्ययन)।

तकनीकी शब्द–

मानसिक स्वास्थ्य– अध्यापक को राष्ट्र निर्माता कहा जाता है। यदि अध्यापक का मानसिक स्वास्थ्य ठीक नहीं होगा तो वह अपने विद्यार्थियों के साथ न्याय नहीं कर सकता है। अध्यापक के मानसिक स्वास्थ्य का प्रभाव भावी पीढ़ी पर अवश्य पड़ता है।

हैडफील्ड के अनुसार– ''साधारण शब्दों में हम कह सकते हैं कि मानसिक स्वास्थ्य सम्पूर्ण व्यक्तित्व का पूर्ण समरूपता के साथ कार्य करना है।'' (सं0सू03)

लाडेल के अनुसार– मानसिक स्वास्थ्य का अर्थ है वास्तविकता के धरातल पर वातावरण से उचित समायोजन करने की योग्यता।(सं0सू03)

शिक्षण प्रभावशीलता– आधुनिक समय में शिक्षण का अर्थ अत्यधिक विस्तृत और व्यापक हो गया है। शिक्षण द्वारा विद्यार्थी को ज्ञान प्रदान किया जाता है, सीखने में सहायता दी जाती है, कार्य करने के लिए प्रेरित किया जाता है तथा अपनी शक्तियों को प्रयोग करने के लिए प्रोत्साहित किया जाता है, तथा अपने वातावरण को अपने अनुकूल करना, भावी जीवन के लिए तैयार करना, आदि बातें सम्मिलित होती हैं। इस प्रकार शिक्षण के अन्तर्गत शिक्षक और विद्यार्थी दोनों सम्मिलित होते हैं। (सं0सू02)

इस प्रकार प्रभावी शिक्षण वह शिक्षण है जिसके द्वारा प्रगतिशीलता, कठिनाईयों का निदान, आत्मविश्वास का सृजन, ज्ञान का मूल्यांकन, रुचियों और मूल प्रवृत्तियों का विकास, सुनियोजन, प्रेरणादायकता, जनतन्त्रात्मक व्यवस्था, सहयोग की भावना, सहानुभूति, पथप्रदर्शन की योग्यता आदि गुणों का होना आवश्यक होता है।

अध्ययन के उद्देश्य–

1. माध्यमिक विद्यालय के शिक्षकों की शिक्षण प्रभावशीलता पर उनके मानसिक स्वास्थ्य के प्रभाव का अध्ययन करना।

परिकल्पना–

1. माध्यमिक विद्यालय के शिक्षकों की शिक्षण प्रभावशीलता पर उनके मानसिक स्वास्थ्य का कोई सार्थक प्रभाव नहीं होता।

परिसीमांकन–

शोधकर्ता ने समय, साधन और सुविधाओं को दृष्टिगत रखते हुए निम्नांकित सीमाओं का निर्धारण किया है–

1. प्रस्तुत शोध को मेरठ जनपद के माध्यमिक विद्यालयों तक ही सीमित किया गया है।
2. प्रस्तुत शोध में मेरठ जनपद के केवल 490 माध्यमिक शिक्षकों तक सीमित किया गया है।

साहित्यिक सर्वेक्षण

कुमारी एवं गुप्ता (2021) ने अपने शोध पत्र सरकारी एवं निजी शिक्षक प्रशिक्षण महाविद्यालयों के शैक्षिक वातावरण का तुलनात्मक अध्ययन में पाया कि शिक्षक की प्रभावशीलता इस बात पर भी निर्भर करती है कि वह (शिक्षक) अपने शिक्षण व्यवसाय में किस सीमा तक सन्तुष्ट है क्योंकि एक सन्तुष्ट शिक्षक ही अपने विद्यार्थियों व समाज के प्रति न्याय कर सकता है। कोई भी शिक्षा संस्था अपने उद्देश्यों को तभी प्राप्त कर सकती है जब वहाँ पर चरित्रवान, निष्ठावान, समर्पित और सन्तुष्ट शिक्षक कार्यरत हों।

सिंह (2021) के द्वारा अध्ययन में प्राथमिक स्तर पर सहशिक्षा एवं बालिका शिक्षा संस्थानों की महिला अध्यापिकाओं के मानसिक स्वास्थ्य एवं कार्य सन्तुष्टि की तुलना की गयी है। शोध का मुख्य उद्देश्य प्राथमिक स्तर पर सहशिक्षा एवं बालिका शिक्षा संस्थानों की महिला अध्यापिकाओं के मानसिक स्वास्थ्य की तुलना करना एवं कार्य सन्तुष्टि की तुलना करना तथा शोध कार्य के लिए 75 अध्यापिकाएँ सहशिक्षा संस्थानों की और 75 अध्यापिकाएँ बालिका प्राथमिक विद्यालयों की अर्थात प्राथमिक स्तर की कुल 150 शिक्षिकाओं को न्यादर्श के रूप में चयनित किया गया है। शोध में मानकीकृत उपकरणों का प्रयोग करते हुए निष्कर्ष निकाला गया कि सहशिक्षा तथा बालिका प्राथमिक विद्यालयों की शिक्षिकाओं का मानसिक स्वास्थ्य समान पाया गया तथा दोनों प्रकार के विद्यालयों की शिक्षिकाओं की कार्य संतुष्टि भी समान है।

शर्मा एवं दर्जी (2022) ने कच्ची बस्ती के किशोर एवं किशोरियों के मानसिक स्वास्थ्य एवं समायोजन का तुलनात्मक अध्ययन किया उन्होंने अपने अध्ययन में पाया कि (1) सरकारी एवं निजी विद्यालयों में अध्ययनरत कच्ची बस्ती के किशोर विद्यार्थियों के मानसिक स्वास्थ्य में कोई अन्तर नहीं है। (2) सरकारी एवं निजी विद्यालयों में अध्ययनरत किशोर विद्यार्थियों के समायोजन क्षमता में अन्तर है, निजी विद्यालय के किशोर विद्यार्थियों की समायोजन क्षमता सरकारी विद्यालयों के किशोरों की अपेक्षा अधिक पायी गयी। प्राप्त निष्कर्षों से पता चलता है कि सरकारी एवं निजी विद्यालयों में अध्ययनरत कच्ची बस्ती के किशोर विद्यार्थियों के मानसिक स्वास्थ्य में कोई अन्तर नहीं है, जिसका एक कारण सरकारी एवं निजी विद्यालयों में अध्ययनरत किशोर विद्यार्थियों का मानसिक स्वास्थ्य एक समान होता है तथा सरकारी एवं निजी विद्यालयों में अध्ययनरत कच्ची बस्ती के किशोर विद्यार्थियों की समायोजन क्षमता में अन्तर पाया गया जिसका एक कारण कच्ची बस्ती के निजी विद्यालयों के किशोर विद्यार्थियों का समायोजन सरकारी विद्यालयों के किशोर विद्यार्थियों से उच्च होना है।

शोध विधि–

जनसंख्या– प्रस्तुत शोध में जनसंख्या के रूप में मेरठ जनपद के माध्यमिक विद्यालयों में कार्यरत समस्त माध्यमिक शिक्षकों को लिया गया है।

न्यादर्श– प्रस्तुत शोध में उत्तर प्रदेश राज्य के मेरठ जनपद के माध्यमिक विद्यालयों में कार्यरत 490 माध्यमिक शिक्षकों का चयन यादृच्छिक न्यादर्श विधि द्वारा किया गया है। मेरठ जनपद के समस्त विद्यालयों में से आवश्यकतानुसार विद्यालय का चयन यादृच्दिक विधि द्वारा न्यादर्श के रूप में सम्मिलित किया गया है। तदोपरान्त चयनित विद्यालयों में से 490 शिक्षक एवं शिक्षिकाओं पर परीक्षण को प्रशासित किया गया और आंकड़ों का संकलन किया गया। जिससे उनकी व्यक्तित्व आधारित योग्यता का वर्गीकरण किया गया।

शोध में प्रयुक्त उपकरण

शिक्षण प्रभावशीलता मापनी– डॉ0 प्रमोद कुमार और डॉ0 डी0एन0 मूथा द्वारा निर्मित ''शिक्षण प्रभावशीलता मापनी'' का परीक्षण हेतु प्रयोग किया गया है।

मानसिक स्वास्थ्य जाँच सूची–प्रमोद कुमार द्वारा निर्मित मेन्टल हैल्थ चैकलिस्टका परीक्षण हेतु प्रयोग किया गया।

आंकड़ों का विश्लेषण एवं व्याख्या–

(H_0) 1– माध्यमिक विद्यालय के शिक्षकों की शिक्षण प्रभावशीलता पर उनके मानसिक स्वास्थ्य पर कोई सार्थक प्रभाव नहीं होता।

माध्यमिक विद्यालय के शिक्षकों की शिक्षण प्रभावशीलता पर उनके मानसिक के मध्य संबंध, प्रतिगमन विश्लेषण तालिका–1 में प्रदर्शित किया गया है।

तालिका–1

माध्यमिक विद्यालय के शिक्षकों की शिक्षण प्रभावशीलता पर उनके मानसिक स्वास्थ्य के प्रभाव का प्रतिगमन विश्लेषण

Regression Statistics	
Multiple R	0.67526682
R Square	0.455985279
Adjusted R Square	0.454870494
Standard Error	59.74644371
Observations	490

ANOVA

	df	SS	MS	F	Significance F
Regression	1	1460105.078	1460105.078	409.034549	1.6443E-66
Residual	488	1741983.118	3569.637536		
Total	489	3202088.196			

|	Coefficients	Standard Error	t Stat	P-value
Intercept	402.9332867	6.823785657	59.04835043	2.137E-224
मानसिक स्वास्थ्य	-6.245908136	0.308827237	-20.22460256	1.6443E-66

तालिका–1 से यह ज्ञात होता है कि माध्यमिक विद्यालय के शिक्षकों के मानसिक स्वास्थ्य और उनकी शिक्षण प्रभावशीलता के मध्य पियर्सन सहसंबंध गुणांक 0.67 है जो उच्च नकारात्मक सहसंबंध है, इसका अर्थ है कि जैसे–जैसे मानसिक स्वास्थ्य स्कोर घटता जा रहा है, शिक्षण प्रभावशीलता बढ़ती जा रही है। यह इस तथ्य के कारण है कि उपकरण के मानदंडों के अनुसार मूल रूप से कम मानसिक स्वास्थ्य स्कोर, अच्छे मानसिक स्वास्थ्य का संकेतक है। इसलिए यह कहा जा सकता है कि जैसे–जैसे अच्छे मानसिक स्वास्थ्य का संकेत देने वाला स्कोर घटता जाता है, वैसे–वैसे माध्यमिक विद्यालय के शिक्षकों की शिक्षण प्रभावशीलता बढ़ती जाती है।

तालिका–1 से यह भी ज्ञात होता है कि R-Square का मान 0.45 है जो इंगित करता है कि 45 प्रतिशत स्कोर ग्राफ की सबसे उपयुक्त रेखा पर स्थित है।

तालिका–1 से यह भी ज्ञात होता है कि F का मान 409.03 है और F का सार्थक मान 0.00 है अर्थात सार्थकता $p<0.05$ है। यह मान इंगित करता है कि प्रतिगमन मॉडल माध्यमिक विद्यालय के शिक्षकों की शिक्षण प्रभावशीलता और उनके मानसिक स्वास्थ्य के बीच एक सार्थक सहसंबंध है।

तालिका–1 से अंततः यह ज्ञात होता है कि सार्थकता $p < 0.05$ है। इसलिए हम शून्य परिकल्पना को स्वीकार करने में विफल रहते हैं। अतः हम कह सकते हैं कि माध्यमिक विद्यालय के शिक्षकों के मानसिक स्वास्थ्य और उनकी शिक्षण प्रभावशीलता के बीच एक सार्थक नकारात्मक सहसंबंध है। इसका तात्पर्य यह है कि जैसे–जैसे मानसिक स्वास्थ्य स्कोर घटता जा रहा है, माध्यमिक विद्यालय के शिक्षक मानसिक रूप से अधिक स्वस्थ होते जा रहे हैं और साथ ही उनकी शिक्षण प्रभावशीलता भी बढ़ती जा रही है।

चित्र–1 माध्यमिक विद्यालय के शिक्षकों के मानसिक स्वास्थ्य और शिक्षण प्रभावशीलता के मध्य नकारात्मक सहसंबंध को दर्शाता है।
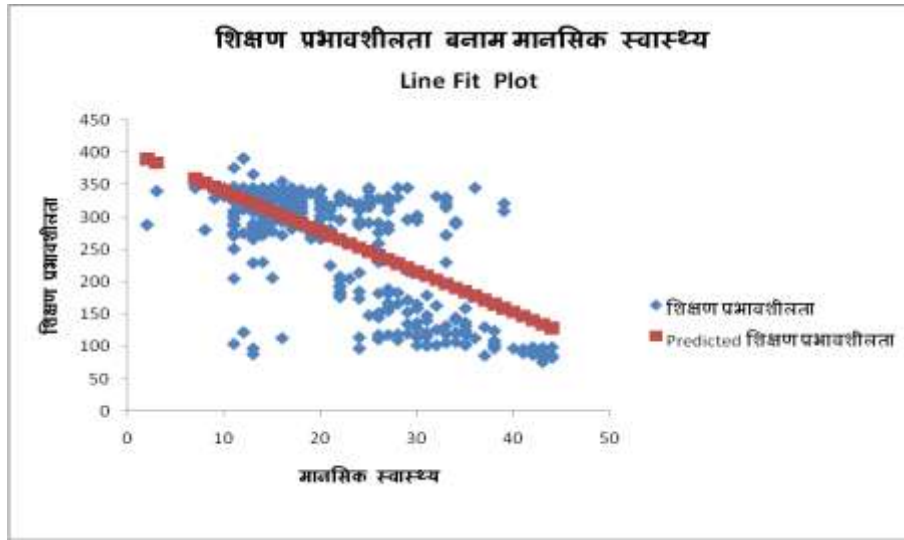
चित्र 1–माध्यमिक विद्यालय के शिक्षकों के मानसिक स्वास्थ्य और शिक्षण प्रभावशीलता के मध्य सहसंबंध का चित्रमय प्रदर्शन

अध्ययन की सार्थकता–

किसी भी सौद्देश्यपूर्ण शैक्षिक अनुसंधान के निहितार्थ आवश्यक होते हैं क्योंकि किसी अनुसंधान की सार्थकता उसके निहितार्थ से ही होती है। प्रत्येक अनुसंधान अध्ययन अपनी शैक्षिक उपयोगिता प्रदान करते हैं। यह सर्व स्वीकार है कि राष्ट्र निर्माण में शिक्षकों की अग्रणी भूमिका होती है। प्रस्तुत शोध समस्या ''माध्यमिक विद्यालय के शिक्षकों के मानसिक स्वास्थ्य एवं उनकी शिक्षण प्रभावशीलता के सम्बन्ध का अध्ययन'' के अन्तर्गत किया गया है। यह शोध शिक्षा एवं शिक्षण जगत में अहम् भूमिका निभायेगा। प्रस्तुत शोध शिक्षा के क्षेत्र में निम्न प्रकार से उपयोगी सिद्ध होगा।

प्रशासकों एवं नीति नियामकों के लिए, शोधार्थियों के लिए, अभिभावकों के लिए, अध्यापक, अध्यापिकाओं के लिए, निर्देशन के लिए, भावी शोध हेतु इस अध्ययन की सार्थकता होगी।

निष्कर्ष–

माध्यमिक विद्यालय के शिक्षकों की शिक्षण प्रभावशीलता तथा उनके मानसिक स्वास्थ्य के मध्य उच्च नकारात्मक सह–सम्बन्ध है। इसका अर्थ है कि माध्यमिक विद्यालयों के शिक्षकों का मानसिक स्वास्थ्य स्कोर जैसे–जैसे घटता जा रहा है, वैसे–वैसे शिक्षक मानसिक रूप से स्वस्थ होते जा रहे हैं और उनकी शिक्षण प्रभावशीलता बढ़ती जा रही है।

संदर्भ सूची

1.   लाल प्रो0 रमन बिहारी एवं जोशी डॉ0 सुरेश चन्द, शिक्षा मनोविज्ञान एवं प्रारम्भिक सांख्यिकी, विनय रखेजा C/o आर0 लाल बुक डिपो।

2.   मंगल डॉ0 एम0के0 एवं मंगल, डॉ0 श्रीमती शुभ्रा, शिक्षक शिक्षण एवं तकनीकी, इण्टरनेशनल पब्लिशिंग हाउस, मेरठ।

3.   रीता चौहान, शिक्षा मनोविज्ञान सांख्यिकी, अग्रवाल पब्लिकेशन।

4.   लाल प्रो0 रमन बिहारी एवं जोशी डॉ0 सुरेश चन्द, अधिगमकर्ता का विकास, विनय रखेजा ब्व आर0 लाल बुक डिपो।

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Impact of MCA and M.Sc. (Mathematics) Courses on Self-efficacy of Higher Education Students

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ABSTRACT

The present study aimed to analyse the Self-efficacy in students of MCA and M.Sc.(Mathematics)courses. The study is also focused to compare the self-efficacy in male students of MCA and M.Sc.(Mathematics) courses as well as in female students of MCA and M.Sc.(Mathematics)courses. The study is descriptive in nature. Random sampling method has been used to draw the sample. The sample consists of 44 students of MCAcourse and 52 students of M.Sc.(Mathematics)course offinal year students of two different universities of Lucknow city. To find the solution to the problem data collected from students of two different universities was consolidated and analysed in terms of mean, standard deviation and t-test. Conclusions are drawn from the analysis of the collected data and discussed in context of National Education Policy-2020 recommendations regardingattainment of holistic development at higher education level.

Key words: MCA course, M.Sc.(Mathematics)course, Self-efficacy

INTRODUCTION :

Self-efficacy is humans' trust in their abilities to achieve the target in given circumstances, particularly the challenging ones. It comprises a productive functionality in which an individual wants to assemble empirical and social behaviourcapabilities into encompassed publications of actions.Self-efficacy is the individual's trust in their competencies to execute anaccurate degree of standard performance that ongoing events affect situations that have a positive or negative outcome on their lives.Self-efficacious people never impede themselves from performing any eccentrictask; they are assertive to perform any difficult activity with full enthusiasm.Students havinga higher degree of self-efficacy probably try harder to meet their commitments and give their best effort to achieve them.

Self-efficacy is a stepping stone that impacts the student's academic achievement and makes them enthusiastic to learn any new facts with creative approaches. Students with high levels ofSelf-efficacy sows interest in performing new tasksconstructively and performing scientific experiments with confidence (Hayat et al.,2020).Teacher self-efficacy and their pedagogy have an optimistic impact on the students' motivation and achievement (Mojavezi&Tamiz, 2012)

Self-efficacy provides an assertive perception toward the target to generate positive results according to one's abilities. Thus, there is a need to analyse the status of self-efficacy in the higher education system to bring positive changes in the curriculum of higher education.

Objectives:

The objectives of the study were

1. To compare the Self-efficacy in students of M.C.A and M.Sc.(Mathematics)courses.

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HYPOTHESES:

1. There is no significant difference between the self-efficacy mean score of students of MCA and M.Sc.(Mathematics)courses.
2. There is no significant difference between the self-efficacy mean score of male students of MCA and M.Sc.(Mathematics)courses.
3. There is no significant difference between the self-efficacy mean score of female students of MCA and M.Sc.(Mathematics)courses.

RESEARCH METHODOLOGY:

The quantitative approach is used for the present study. Survey technique under descriptive method of research is used.

POPULATION:

Students of MCA and M.Sc.(Mathematics)courses ofall the universities of Lucknow city.

SAMPLE:

Two universities were randomly selected from the list of all universities in Lucknow city. From the selected universities students of MCA and M.Sc.(Mathematics)courses were randomly selected. The sample consists of 44 students of MCA and 52students of M.Sc.(Mathematics)course.

TABLE:- 1

List of Universities from which MCA and M.Sc. (Mathematics) courses were selected withNumber of Students

Sl. No.	University	MCA Students	M.Sc. (Mathematics)Students
1.	University of Lucknow (State University)	21	35
2.	BabasahebBhimraoAmbedkar University, Lucknow(Central University)	23	17

TOOL:

The Self-efficacy tool developed by Dr.SantoshDhar and Dr.UpinderDhar is used in the research to measure self-efficacy. This tool is based on six dimensions Credible, Assertion, Enduring, Progression, Self-confidence and Commitment. There were total thirty five items in the tool and the measurement is based on Likert Type of scale.

STATISTICAL TECHNIQUE:

The obtained datahas been analysed statistically by using mean, standard deviation and t-test.

DATA ANALYSIS:

To compare and interpret Self-efficacy between MCA and M.Sc.(Mathematics) students, the obtained data was analysed and the result was presented, as shown in the following Tables:

TABLE NO:- 2

Mean, SD and t-value of Self-efficacy of Students ofMCA and M.Sc. (Mathematics) coursesstudents

Courses	N	Mean	SD	t value
MCA	44	135.09	18.18	3.16*
M.Sc. (Mathematics)	52	123.35	17.98	

*significant at 0.05 level

Table 2 demonstrates that the Self-efficacy mean score and standard deviation of MCA students is 135.09 and 18.18 respectively.The Self-efficacy mean score and standard deviation of M.Sc. (Mathematics) students is 123.35 and 17.98 respectively. It could also be observed that the t-value between self-efficacy mean score of students of MCA and M.Sc. (Mathematics)courses is 3.16 which is significant at 0.05 level of significance. The Self-efficacy mean scores of MCA and M.Sc. (Mathematics)students differ significantly in favour of MCA course students. Thus, the hypothesis that there is **no significant difference between the Self-efficacymean score of students of MCA and M.Sc. (Mathematics)courses is not retained.**   The Figure 1 shows that the self-efficacy mean score of MCAcourse students is significantly higher than the self-efficacy mean score of M.Sc. (Mathematics)course students.
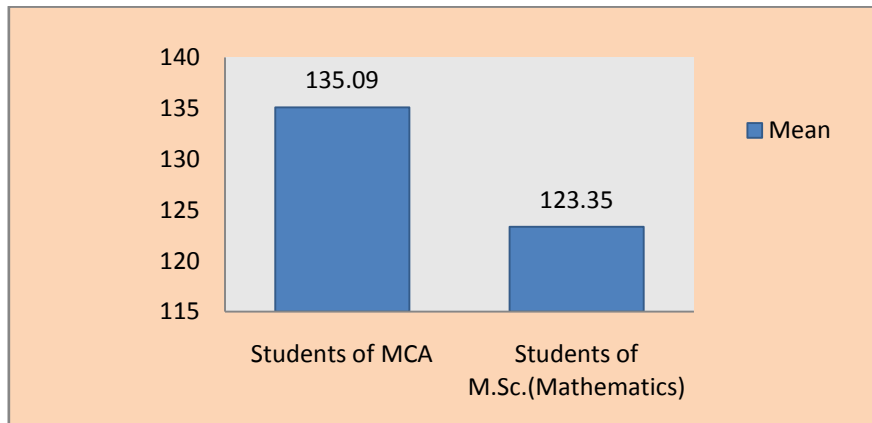

Figure 1- Showing bar graph of Self-efficacy mean score of Students of MCA and M.Sc.(Mathematics)courses

TABLE NO:- 3

Mean, SD and t-value of Self-efficacy of Male Students of MCA and M.Sc.(Mathematics) courses

Gender	Courses	N	Mean	SD	t value
Male	MCA	28	132.46	16.42	2.76*
	M.Sc.(Mathematics)	18	113.33	25.47	

*significant at 0.05 level

It is evident from Table no. 3 that the Self-efficacy mean score and standard deviation of male students of MCA is 132.46 and 16.42 respectively. The self-efficacy mean score and standard deviation of

male students of M.Sc.(Mathematics)is 113.33 and 25.47 respectively. It could be observed that the t-value between the self-efficacy mean score of male students of MCA and M.Sc.(Mathematics)is 2.76 which issignificant at 0.05 Level of significance. The Self-efficacy mean scores of male students of MCA and M.Sc.(Mathematics)course differ significantly. Thus, the hypothesis that there is **no significant difference between the Self-efficacy mean score of male students of MCA and M.Sc.(Mathematics)courses is not retained**. The Figure 2 shows that the self-efficacy mean score of male students of MCA courses is significantly higher than the self-efficacy mean score of male students M.Sc.(Mathematics)of courses.
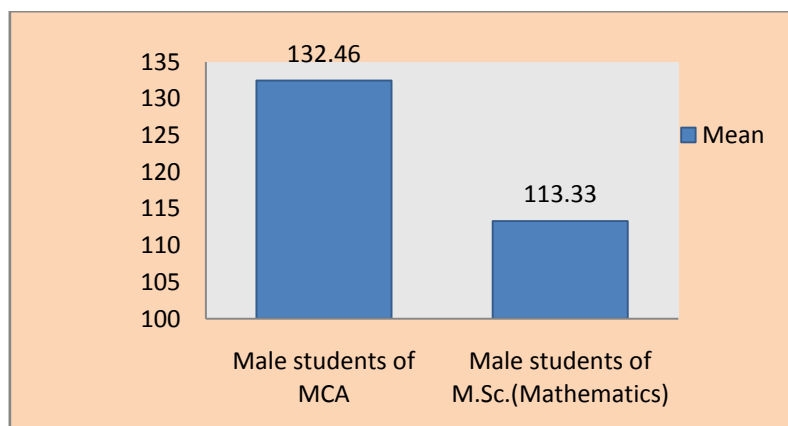

Figure 2- Showing bar graph of Self-efficacy mean score of Male Students of MCA and M.Sc.(Mathematics)courses

TABLE NO:- 4

Mean, SD and t-value of Self-efficacy of Female Students of MCA and M.Sc.(Mathematics) courses

Gender	Courses	N	Mean	SD	t value
Female	MCA	16	139.69	20.16	1.19*
	M.Sc.(Mathematics)	34	132.97	15.11	

*insignificant at 0.05 level

It is evident from Table no 4 that the Self-efficacy mean score and standard deviation of female students of MCA courses is 139.69 and 20.16 respectively.The Self-efficacy mean score and standard deviation of female students of M.Sc.(Mathematics)courses is 132.97 and 15.11 respectively. It could be observed that the t-value between the self-efficacy mean score female students ofMCA and M.Sc.(Mathematics)is 1.19 which is insignificant at 0.05 Level of significance. The Self-efficacy mean scores of female students of MCA and M.Sc.(Mathematics)course do not differ significantly. Thus, the hypothesis that there is **no significant difference between the Self efficacy mean score of female students of MCA and M.Sc.(Mathematics)courses is retained**. TheFigure 3 shows that the self-efficacy mean score of female students of MCA courses is higher than the self-efficacy mean score of female students of M.Sc.(Mathematics)course, but there is no significant difference between these two mean scores.
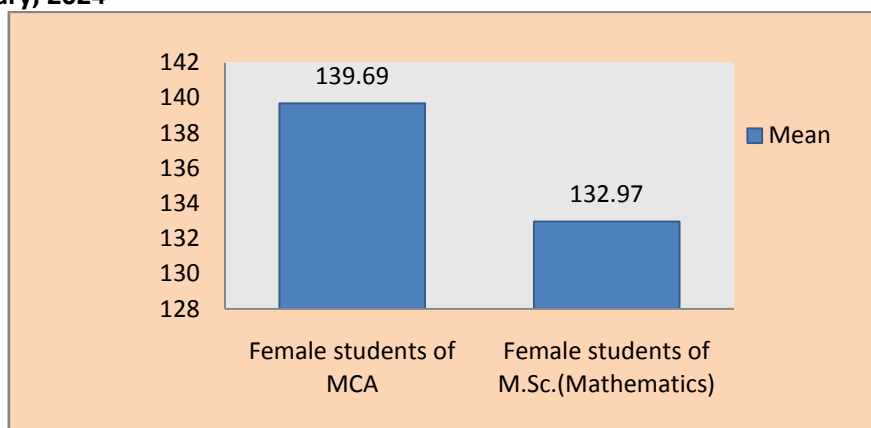
Figure 3- Showing bar graph of Self-efficacy mean score of Female Students of MCA and M.Sc.(Mathematics)courses

CONCLUSION:

1) The students of MCA have significantly better Self-efficacy as compared to the students of M.Sc.(Mathematics).
2) The male students of MCA have significantly better Self-efficacy as compared to the male students of M.Sc.(Mathematics).

DISCUSSION:

The present study aimed to analyse the impact of MCA and M.Sc.(Mathematics) courses the on self-efficacy of post-graduate students. It was found that students of MCA course have significantly better Self-efficacy as compared to the students of M.Sc.(Mathematics) course. Male students of MCA course have significantly better Self-efficacy as compared to the male students of M.Sc.(Mathematics) course.

The results of this study support the findings of the previous researches suggesting that there is a great impact ofteachers' determination, zeal, commitment and method of teaching on students' performance such as assertiveness, motivation, and self-efficacy beliefs (Tschannen-Moran & Hoy, 2001).Goal structures reflected in the curriculum and instructional policies can only be achieved if teachers have a great sense of efficacy to attain that instructional task. The teaching learning experience affectsstudents' self-efficacy and success in life (Wolters & Daugherty,2007).

Since MCA students have a strong background in practicum, they get opportunity to learn by doing.This exposure enhances students' self-efficacy and trust in them. Whereas in M.Sc. (Mathematics) there are no practical classes only theoretical classes are there, which could lead to poorly motivated students with low sense of enthusiasm.A high level of Self-efficacy can be developed in students by providing them with appropriate techniques like practical knowledge of concepts. Practicals keep students motivated and supports their intellectual development. Apart from practicals, teachers'way of pedagogy, their commitment towards teaching in an innovative manner and instructional behavior also enhances students' Self-efficacy. Curriculum designer, as well as teachers,should provide clear opportunitiesto enhance students' self-efficacy, consequently enhancing students motivation and success in life. According to NEP 2020, "……students may actively engage with the practical side of their learning and, as a by-product, further improve their employability"

(p.37).Thus it can be said that practical training form the basis for development of high level of self-efficacy in MCAcourse students.

SIGNIFICANCE OF THE RESEARCH:

- This study suggests that greater the exposure and practical knowledge provided to students greater will be the enhancement in Self-efficacy of students.
- This study also suggests that higher education teachers of Non-professional courses can enhance Self-efficacy ofNon-professional course students by changing their method of teaching and adapting to new strategies and techniques for effective teaching learning.

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Epistemological Thoughts of Swami DayanandaSaraswatiand their Contemporary Relevance

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**Akash Patel

ABSTRACT

A prominent figure among contemporary Indian philosophers, Swami Dayananda was a supporter of social and educational reform as well as cultural nationalism. He was a great combatant in God's world, a builder of institutions and of people, and an agent of light. DayanandaSaraswati's biggest achievement was founding the AryaSamaj, which resulted in a revolution in the areas of religion and education. The three well-known works by DayanandaSaraswati, SatyarthaPrakash, Veda BhashyaBhumika, and Veda Bhashya, provide insight into his worldview. Additionally, the journal "AryaPatrika," which he edited, expresses his thoughts.The renowned AryaSamaj founder Swami Dayanand holds a special place in the development of educational, social and political thought in contemporary India. He opposed the caste system, rituals, fatalism, infanticide, and the sale of brides, among other things. He advocated for the independence of women as well as the improvement of the lower classes. The purpose of this research study is to emphasise Swami DayanandaSaraswati's epistemological ideas and their contemporary applicability.He places a strong emphasis on the idea that education (Shiksha) is what enables people to acquire knowledge, culture, righteousness, self-control, and other qualities, as well as to get rid of ignorance and bad habits. He advocated for a multifaceted education, excellence, and the significance of rationalism and humanism. Swami Dayananda's educational philosophy was naturalistic in its context, idealistic in its goal, and pragmatic in it have a great relevancy in contemporary Indian education system.

Key Words: Educational Philosophy, Contemporary Relevance

INTRODUCTION :

Periodically, India has given birth to great warriors, saints, and philosophers whose names stand out in history and whose insights continue to influence educational theory and practice. The future direction of educational practise both domestically and internationally has been greatly influenced by many educationists and philosophers.

Any great philosopher's philosophical convictions, as well as the sociopolitical conditions of the country to which they belong, have a direct influence on their educational ideals. In our nation, it is believed that the 19th century saw a political and cultural rebirth. Dayanand was a well-known person and a crucial social and religious reformer in contemporary India (Arora, 2013). He promoted the AryaSamaj Movement. He established the AryaSamaj to serve as a social experiment from which his vision of India would emerge. He advocated for robust and successful government involvement in local affairs. His message was therefore quite sociopolitical (Arya&Yadav, 1988).

Dayanand acknowledged the Vedas as his unshakeable rock. In actuality, the Vedas are a compendium of life's practical realities (Arya, 1987).He serves as not only a guide to Indian culture and ideas but also as the foundation from which European and Semitic cultures and all of their offshoots have grown. He was humanity's most priceless records. Finally, through his tireless efforts, he was able to reconnect the populace with their own native culture (Yadav, 2010).

To purge Hinduism of its corrupt practises, he founded the "Shuddhi" movement (David, 2007). He led an effort to get rid of the caste system, make widow remarriage legal, and declare Hindi the official language of India. He was a leader in the struggle against caste discrimination, supporting the advancement of women, and pushing the use of Hindi as a universal interprovincial language. He is a significant national figure because of this element of his life. Thus, the AryaSamaj was established

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as a uniting and solidifying force in society. The AryaSamaj's wide ideas claim as their heritage anything right and noble, no matter where it has appeared. Dayanand's view of God is founded in reality and science. He criticised the caste system's rigidity and aimed to free his people from the oppression and tyranny that came with feudal rule (Singh, 1983).

Swami Dayanand advocated for the state to require all children to attend school. Dayanand held the view that everyone has the right to knowledge and that no one should be denied access to it because of their race or gender (Gupta, 2008). He also understood the risks associated with giving one group, class, or community the power to control education. Swami ji created numerous D.A.V. institutes because he was very interested in the education of women (Kapoor,2011and Jhabbu,2012).These privately run D.A.V. institutions, which included colleges and schools, were the best run in the Punjab. Swami Dayanand's significant contribution to the field of education and for acting as a set of guiding principles for others was the writing of SatyarthPrakash (Saraswati, 2011).

OBJECTIVES OF THE STUDY :

1. To study the epistemological thoughts of Swami DayanandSaraswati.
2. To find out the relevance of the epistemological thoughts of Swami DayanandSaraswati in modern times.

METHOD AND PROCEDURE :

This research was based on Qualitative Approach so in this research work researcher used Philosophical and content analysis methods to study the objectives. The philosophical approach has been primarily used in this study since it is a theoretical one that examines, analyses, and synthesises Swami DayanandSaraswati's educational philosophy. The philosophical approach emphasizes on-

*   The rational examination of educational ideas.
*   The suitability of educational research's methodology.
*   Concept of integration into a system.

MEANING OF EDUCATION :

According to SwamiDayanandSaraswati, Education provides the genuine and actual knowledge of matter, personal growth, and the wellbeing of all living creatures. Broadly put, it ought to foster a sense of charity and assistance to others. Hence, education is the process of gaining genuine knowledge about all human rights, both material and heavenly, through the gradual and consistent growth of virtues, bringing happiness and joy into one's own life as well as the lives of others (Mangat, &Kaur, 2016). A man without education is merely a man in name, according to Swami Dayanand.Swami ji came to the realisation that education was a very powerful tool for changing and reshaping society.

AIMS OF EDUCATION:

In line with Swami ji, "The highest aspirations in life were to obtain education, noble character, refined manners, andknowledge. The ultimate responsibility of parents, teachers, and family members is to provide children a good education."According to Swami Dayanand, education should be pursued for the love of learning rather than to prepare pupils for a wealthy career or public position. According to him, education served to build the ideal personality and the full individual.

CHARACTER DEVELOPMENT:

In "SatyarthPrakash," Swami ji claims that a person's intellectual achievements are worthless if they lack moral conviction and moral character. In the Vedic and Brahman periods, education's main goal was to develop moral character. Teachers should be moral guys, in Swami ji's opinion, so that pupils will respect them. The primary goal of humanity should be character development.

CULTURAL AIMS OF EDUCATION:

Education is simply meant to introduce a student to his community's culture and give him the tools to live up to its values and standards, according to the cultural aim. Man is no better than an animal without culture. India's population was made aware of the Vedic era of Indian culture by Swami Dayanand. He contributed most significantly to the transformation of Hindu thought and attitude.

PREPARATION FOR LIFE :

Only those, in Dayanand's opinion, who had learnt the value of orderly living and discipline during their school years were suitable for membership in a noble and structured community. Secular education is intended to foster a person's overall growth.

CURRICULUM :

Swami Dayanand was not only a brilliant idealist but also a social and religious reformer who stood for ancient Vedic civilization. His sincere goal was to help his people understand their rich cultural and spiritual inheritance from the past. In order to do this, he set out to create a curriculum that would transform Indian youth colleges and schools into hubs of spirituality and cultural heritage. Dayanand advises a curriculum with a wide scope.

In chapter 3 of SatyarthaPrakash, he recommended the following course of study:

- Panini's phonetics should be taught to all students. The first is Panini's phonetics; parents, teachers, and children should be taught how to pronounce the different letters at the appropriate times, with the appropriate amount of effort, and with the appropriate agent. Throughout the period of three years, children should be taught the five grammar anthologies by Panini and Patanjali.
- Dayanand asserts that the most important subject matter is addressed with the proper focus and connotation for Brahmans. He supported Sanskrit as the primary language of instruction for all higher education by example and precept, and opposed the use of the foreign language English as a teaching aid.

THE TEACHER'S ROLE :

The student's intellectual and spiritual community has always been recognised as the teacher. No schooling is possible without his support and direction. Because "Guru" in one of the Vedas signifies darkness and "ru" means destroyer, he was known as the destroyer of darkness. In chapter 2 of SatyarthaPrakash, Swami Dayanand states that "Man alone may become a bright scholar who gets the opportunity of three wonderful tutors—father, mother, and instructor." The student is the new pole, while the teacher is the old pole. The student should be welcomed into the teacher's family. Both the teacher and the student should live honourable, austere, and moral lives.

TEACHING METHODS :

Swami Dayanand embraced the teaching strategies that were popular in Gurukul throughout the Vedic era. Dayanand offers some measures;

- The finest teaching approach is advice and lecture since a teacher can clearly explain everything in a lecture.
- Greatest way of Learning should be independent and from one's own experiences is something that one cannot forget in life.
- Reflective approach of thinking.
- The outcomes of the concentration procedure are likewise beneficial.
- A practical approach that involves learning in actual circumstances.

DISCIPLINE :

According to Swami ji, students should prepare themselves for tough punishment according to the moment. Students could learn effectively and in a structured way. It alters the way they live. He supported the use of sanctions to uphold discipline. Punishment should be used by both parents and teachers to raise disciplined kids.

WOMEN EDUCATION :

Swami Dayanandinsisted that men and women should be granted equal rights in all areas of education (Kishwar, 1986). Women and men alike should learn about language, the Dharma, medicine, physics, and mathematics. He advocated strongly for women's education, stating that a wife cannot read the Vedic songs if she is uneducated.

Relevancy of Epistemological Thoughts of Swami DayanandaSaraswati in Modern Times

Swami Dayanand held a significant position among the galaxy of great men who built the new country after the Indian Renaissance and regarded as a global teacher. The entire educational concept of Swami Dayanand is applicable to contemporary education. Below are a few of them:

1. Universal, Free, and Compulsory Education

Twenty-first century era has backed the concept of universal, free basic education. Swami Dayanand also favoured giving all students, regardless of caste, colour, ethnicity, or sex, free and mandatory education. Article 3.1 of the National Education Policy 2020 ensures universal access to education at all levels, with the country's top priority being to reintegrate dropout children into the education system.

2. National Education System

Swami Dayanand supported a national education system. The elimination of ignorance and the spread of knowledge is the eighth principle of Dayanand'sAryaSamaj. In order to create strong national men, national education must focus on encouraging the attitude of independence. Point 12.7 of National Education Policy 2020 has presented clear suggestions regarding achieving global standards of educational quality and internationalisation of education, which will help us restore our role as VishwaGuru.

3. Spiritual Awareness and Material Prosperity

In Indian education, there are two trends that frequently conflict with one another. These are material success and enlightenment. The new educational system, which made education available to everyone, shed light on the overall development of the human personality despite tensions between the forces of materialism and spiritualism.

4. Advocate for Women's Education

Swami Dayanand is renowned as a powerful advocate for women. Education fostered widow remarriage, freed women, and promoted equal rights for them. According to Swami Dayanand, women's education is crucial for creating happy, healthy homes, enhancing society, fostering economic prosperity, and fostering a sense of national unity. In order to assure the advancement of women's studies, several educational institutions have switched to various programmes and career-oriented courses.

5. Development of Human Personality

The role and importance of education in the development of the human personality were stressed by Swami Dayanand. They placed a strong emphasis on vocational education because they believed that leadership education was necessary for one to devote their time to serving humanity. In point 1.1 of the National Education Policy 2020, identifying the above objectives of education, it has been talked about restructuring a new education system based on 5 + 3 + 3 + 4, in which the foundation of learning Early Childhood Care and Education (ECCE) is laid. Early Childhood Care and Education primarily focus on flexible, multidimensional play-based, activity-based learning along with social work, human empathy, ethics, manners, cooperation, and personal and public hygiene.

6. Developing Values

To develop values, Swami Dayanand advocated for education to promote emotional and national integration in order to modernise India by merging traditional values with contemporary ones. The new educational policies advocate for moral and spiritual values. Giving our educational system a correct value orientation is equally crucial for everyone in the quickly changing environment.

7. Yoga and Physical Education

Swami Dayanand supported yoga and physical education. Sports and physical education are now seen as essential components of the educational process. A national curriculum framework for school education was occasionally presented at the national level by the NCERT in 2005.

8. Religious Education

Swami Jiemphasized the need for religious instruction to be delivered in a variety of ways through educational institutions. According to the University Education Commission, religion has a significant impact on a person's life and should be studied and discussed in lectures. Silent prayer and meditation should be practised, suitable books on religion should be prepared, and basic religious discussions about various religions' propagation of politeness should be done.

9. Teaching Methods and the Teacher

According to Swami Dayanand, a teacher should be people's friend, guide and yogi, have spiritual awareness, and use the most appropriate teaching strategy for the situation. The new education strategy placed a strong emphasis on the need for all teachers to take mandatory new refresher courses in order to advance their instructional methods. Through its "countrywide class room" method, U.G.C. has made teaching easier.

Child-centered education refers to contemporary education. In India, play-based learning and experiential education are common practises. Other progressive methods, such as project methods and heuristic methods, have been adopted in many kindergarten and pre-primary institutions. Additionally, he supported innovative approaches that gave the teacher and the student an equal voice.

10. Freedom, Punishment, and Discipline

Swami Dayanand advocated for rigorous discipline and punishment wherever it was necessary. However,In the new educational system, corporal punishment is completely forbidden.

11. Education for Adults

Swami Dayanand backed the notion of universal education. Currently, The National Adult Education Program was established to begin adult education (NAEP).

12. Mother Tongue as the Instructional Medium

Although Swami Dayanand was born in Gujrat, prefers to receive instructions in his mother tongue (hindi) and composed his most famous work, "SatyarthPrakash," in that language.

Section 29(*f*) of Chapter V under Right to Education Act, 2009 clearly states that, "*medium of instructions shall, as far as practicable, be in child's mother tongue.*"

As envisaged in paragraph 4.11 of National Education Policy (NEP) 2020, wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, is to be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible

CONCLUSION:

One might draw the conclusion that Swami Dayanand's educational philosophy remains current in every way, as whatever he advocated was done so for the good of humanity and the advancement of the country. The machine, mobility, and energy are the three primary elements driving 21st century civilization forward in our world that is undergoing rapid change.

Our current government is giving Swami DayanandSaraswati's theories on technical and vocational education concrete form by implementing programmed learning and computerised instructions, which must be incorporated into school practices.

In a word, Dayanand's educational philosophy is completely applicable to the way that at present, education is organised. Thanks to great philosopher Swami ji, By adopting his philosophical conceptions of educational theory, our contemporary educational institutions are actively working to turn their aspirations into reality.

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Building a Better Tomorrow: Crafting a Sustainable Future through Education

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ABSTRACT

Education is a catalyst for change and sustainable development around the world as it is the only medium that enables people to understand work for and benefit from sustainable development. Sustainable development is a development that addresses the needs of the present without compromising the abilities of forthcoming generations to meet their specific needs. Education for Sustainable Development (ESD) is a philosophy that comprises a new approach of education that tries to balance human being, economics, natural resources, and with cultural traditions and respect for the earth's natural resources. It utilizes the entire education system to provide students with what they need to do to transform our societies to achieve a sustainable future. Today, the world is facing a numerous problems originated by human development activities such as climate change, biodiversity issues, resource depletion and the expansion of poverty. Consequently, education needs to be transformed into a constructive tool for creating awareness among students and citizens of the world. The present paper discusses the concept of sustainable development, its need and role of education in ensuring sustainable development.

Keywords:

Education for Sustainable Development (ESD), Sustainable Development Goals (SDGs), Environment, Need, Development

INTRODUCTION:

"Education is key to the global integrated framework of sustainable development goals. Education is at the heart of our efforts both to adapt to change and to transform the world within which we live. A quality basic education is the necessary foundation for learning throughout life in a complex and rapidly changing world" (Irina Bokova, in UNESCO 2015).Education has a long history as an international priority, and the right to education was first enshrined in the Universal Declaration of Human Rights in 1948. Improving education and ensuring affordable high standard of education to all people be reaffirmed as a key global goal of development under the post-2015 development agenda**.** Report of the UNSG (United National Secretary-General) on the post-2015 development agenda stated that high-quality education, life-long learning and the capacity of teachers are key factors in empowering youth as a 'globally connected engine for change'.World Summit on Sustainable Development, (2002) was organized in Johannesburg to inspire its member states to commit to efforts to rejuvenate the agenda of sustainable development and to meet emerging challenges. Although no new agreements were made, a new implementation plan was developed. This foundation was laid for a UN Decade for Education for Sustainable Development (UNDESD) from 2005 to 2014. UNESCO is now responsible for planning the decade and developing an implementation scheme. Thus, the concept of ESD (Education for Sustainable Development) took a concrete form. The decade pursues a global

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vision 'of a world where everyone has the opportunity to benefit from quality education and learn the values, behaviors and lifestyles required for a sustainable future and for positive societal transformation'. *Education for Sustainable Development provides an exciting vision of an interdisciplinary and learner-centered way to empower students to advance a pro-social and environmental agenda in their organizations, communities and personal lives.* It emphasizes the importance of learning in the build-up to the transition towards sustainability with additional education in citizenship education, education for a culture of peace, gender-equal opportunity, respect for human rights, health education, population education, education for protecting and managing natural resources and education for sustainable utilization. Sustainable development also includes an acknowledgment and respect for the positive heritage and legacy of past generations.

REVIEW OF RELATED LITERATURE:

Daniel Olsson and et al. (2022) conducted study on effectiveness of Education sustainable development and their findings reveal that developing students' action competence by implementing ESD in formal education takes time, and they shed light on the need for longitudinal research studies in the field of ESD.

Peter Galvic (2020) pointed out that key goals for education for sustainable developmentare holistic education, stakeholders' awareness, participation and cooperation, and building capacity of stakeholders, while the challenge is found to be the timely evolution of human society towards the deep transformation.

According to Branden (2015), sustainable education has been viewed as a renewable resource that is focused toward the learning of 21st-century core competencies, such as sustainable work and living practices.

Every nation faces a significant difficulty in figuring out how to organize and carry out high-quality education for sustainable development. additionally, how to evaluate its impact on society and performance effectiveness. Ofei-Manu and Didham (2014) proposed the "ESD" policy framework in response to this question. By identifying the primary ESD, the Learning Performance Framework (ESD-LPF) could address these issues. Educational materials, learning processes, and incorporating into educational development model are some of the aspects.

A new paradigm known as "Education for sustainability" (EfS) has been introduced by Santone et al. (2014) to train new prospective teachers by (teaching, learning, and developing) group problem-solving abilities to address important environmental, social, and economic concerns and transfer these skills to their students (via subject-specific knowledge, abilities, attitudes, and behaviors).

The cited researches highlight the multifaceted challenges and strategies in the realm of Education for Sustainable Development (ESD). These findings collectively illustrate the complex nature of ESD and the diverse approaches to address its challenges and goalsthrough a comprehensive and integrated structure.

NEED OF THE STUDY:

Research on "Education for Sustainable Development" is essential as it addresses the urgent need to equip current and future generations with the knowledge, skills, and values necessary to navigate and

mitigate the complex challenges posed by climate change, environmental degradation, and social inequality. As the world grapples with pressing global issues, understanding how education can play a pivotal role in fostering ecological and social consciousness, empowering individuals to make sustainable choices, and driving transformative change is paramount. This research is essential to establish a comprehensive framework that addresses how education can prepare individuals with the knowledge, skills, and values necessary to foster sustainability, equity, and resilience in a rapidly changing world. Understanding how education systems can adapt and evolve to meet the demands of sustainable development is pivotal in shaping a brighter and more inclusive future for all.

OBJECTIVES:

1. To understand the concept and objectives of Sustainable Development.
2. To examine the role of education in promoting sustainable development.
3. To identify the practices and strategies for achieving sustainable development through education.

RESEARCH METHOD:

This study is based on secondary data. Data are collected from secondary sources and qualitatively analyzed. The citations for the supporting evidence come from books, research papers, e-journals, UNESCO reports and other relevant documents.

> **Objective 1: To understand the concept of sustainable development**

According to *Gro Harlem Brundtland*"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs". BrundtlandReport on Environment and Development (1987) defined sustainable development as "Humanity has the ability to make development sustainable to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs". According to UNESCO (2021) "Education for Sustainable Development empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations, while respecting cultural diversity".

The Sustainable Development Goals (SDGs) were adopted as goals for the entire international community, including developed countries, at the United Nations Sustainable Development Summit 2015. SDGs consist of comprehensive 17 goals and 169 targets with a deadline of 2030 to achieve them with the aim of ensuring a society where "Leave No One Behind". ESD is positioned as Target 4.7, "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development" of Goal 4, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". A global framework for implementation of ESD for the period of 2020 to 2030, which aims to build a more just and sustainable world by strengthening ESD implementation and contributing to the realization of all 17 of the SDGs.

Sources: https://climate.selectra.com/en/environment/sustainable-development

GOALS OF SUSTAINABLE DEVELOPMENT:

The term 'sustainable development' became distinctly recognized following the Brundtland Commission's Report "Our Common Future" (1987) chaired by Gro Harlem Brundtland. As the Brundtland Report shows, sustainable development can be defined as having three categories of objectives:

Objectives of the Economic System - maximizing the number of goods and services produced in the techno sphere, maximizing the efficient use of mineral resource flows, biological, energy and information flows as well as adaptive technologies, mineral resources and reprocessing products.

Objectives of the Social System - equitable allotment of goods and services between the social contract partners at the local, national or global; adequate training of all members of the society in the socio-economic development; creating, using and adapting stable structures and mechanisms of political, institutional or related to information management systems that provide flexibility and self-regulation of the social and economic; correlation systems evolution economic, social and environmental; preserving cultural diversity to support the faster adaptation of chance.

Objectives of the Ecological System - maintaining biodiversity in support of the possibility of adapting the scheme to changing conditions in the 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 and how it is arranged with man and society.

NEED OF EDUCATION FOR SUSTAINABLE DEVELOPMENT:

In the year 1998 the Sustainable Development Education Panel (SDEP) states that "Education for sustainable development is about the learning needed to maintain and improve our quality of life and the quality of life of generations to come. It is about equipping individuals, communities, groups, businesses and government to live and act sustainably; as well as giving them an understanding of the environmental, social and economic issues involved. It is about preparing for the world in which we will live in the next century and making sure that we are not found wanting".

Globalization and digitalization connect the world. As a result, various cultures mingle, economies rises and communication rapidly develop. The world becomes increasingly complex and uncertain. Modern technology, industry and agriculture with other developmental activities of modern society are very much exploitative in the natural world with pollution enhancing and causing enormous damage to the environment. Emissions of smoke and gases from industrial vehicles have led to increased carbon dioxide content in the atmosphere. Effluents from industry and mining are contaminating water bodies and degrading the land. High doses of fertilizer are polluting lakes. Pesticide residues in the soil contaminate water bodies. Developmental activities like agriculture hasten the desertification and reduction of genetic diversity. Pollution of air and water are challenged that is intimately connected with the health of populations and ecosystems. Along with these, human being is changing the earth's climate, plants and animals and in unprecedented ways, and endangering all life on earth. But this misunderstanding of nature cannot be taken for granted. Beside these global developments, students have an increasing demand for education that goes beyond teaching knowledge and skills just to find a job. To do so, it is necessary to incorporate the principles of sustainable development into all spheres of life. These spheres of life should not only be considered at the individual level but the community level. Above all, students need new perspectives to be able to understand the rapidly changing world they live in. In addition, they need to participate in reducing poverty, protecting the environment and creating inclusive societies. To fulfil this dream, a new vision to education is required. There is significant scope for regional and global cooperation in sustainable development as Sustainable education provides this alternative approach, aiming to educate students as global citizens for sustainable development. Education for sustainability is the latest paradigm for a lifelong learning process that will lead to a knowledgeable and participating citizenry with innovative problem-solving skills, scientific, technical, social literacy and a commitment to take accountable

actions that will help to ensure an environmentally sound, socially just and economically well-to-do future for all.

> **Objective 2: To examine the role of education in promoting sustainable development.**

"Education is a fundamental right and the basis for progress in every country and it is also an important means of implementation for sustainable development as prosperous countries depend on skilled and educated workers. The challenges of conquering poverty, combating climate change and achieving truly sustainable development in the coming decades compel us to work together. Education plays an important role in the social, spiritual and cultural development of our society. It contributes towards improving the standard of living and livelihoods of the community. Children need to acquire relevant skills to participate successfully in today's knowledge-based society. And if we can able to give quality education it will helps to increase the employment among young people (Laurie, R & et.al, 2016).

Education for Sustainable Development

| Promote and encourage sustainable Society | Develop knowledge about environment | Develop critical thinking and reflection | Integrate principles and practices of sustainable development | • Share the values and principles that promote sustainable development. |

Education for Sustainable Development plays a pivotal role in fostering a sustainable society by nurturing a profound understanding of the environment and integrating the principles and practices of sustainable development. This form of education not only raises awareness but also empowers individuals with the knowledge and tools necessary to address environmental challenges and create a more sustainable future. By promoting and encouraging sustainable practices, it paves the way for a society that is not only ecologically responsible but also socially and economically sustainable, ensuring that future generations inherit a world that is resilient and thriving.

Quality education should inculcate in people diverse skills and values that prepare them to participate actively in social, political and economic environments and make informed and responsible decisions. It has one of the basic characteristics of imparting culture from generation to generation. Education covers teaching and learning specific skills, exposure to knowledge, positive decisions and well-developed perceptions. It is the application of pedagogy, a body of theoretical and applied research associated with teaching and learning. The fundamental aim of the educational system for sustainable development is to 'educate a new generation of sustainable thinking', a world leader of Cosmo-

planetary awareness with a universal world outlook, who has a culture of sustainability, high socio-cultural needs and deep moral-ethical values, who is proficient in solving global responsibilities faced by mankind and promoting the creation of a sustainable society. It provides an important setup where the conflicts between economic, social, cultural and environmental development can be harmonized and integrated into a single concept and pursuit of sustainable development for all.

> ➢ **Objective 3: To identify the practices for achieving sustainable development through education.**

While key theme and the dominant focus in ESD is on environmental concerns, it also addresses issues such as poverty alleviation, citizenship, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, human rights, gender equality, corporate responsibility, natural resource management and biological diversity. It is generally accepted that certain characteristics are important for the successful implementation of ESD, reflecting the equal importance of both the learning process and the outcomes of the education process (UNESCO, 2006; DESD, 2005-2014). Key practices for implementation of ESD should be:

- Develop the curriculum in an interdisciplinary and holistic manner, allowing for a whole-institution approach to policy making for sustainable development.
- Share the values and principles that underpin sustainable development.
- Inculcate critical thinking, problem solving and action in students as all of them develop confidence in addressing the challenges to sustainable development.
- Tracking issues and trends and employ a variety of educational methods, such as literature, art, drama and debate to illustrate the processes.
- Allow learners to participate in decision-making on the design and content of educational programs.
- Harnessing partnership & collaboration and address local as well as global issues, and avoid jargon-ridden language and terms.
- Monitoring progress and look to the future, ensuring that the content has a long-term perspective and uses medium and long-term planning.

Strategies for increasing inclusivity and improving access to sustainable education for everyone:

Increasing inclusivity and improving access to sustainable education for everyone is a crucial goal for promoting social and economic development. Here are some strategies to achieve this:

- ❖ *Universal Access Programs:*Governments and educational institutions should implement universal access programs that ensure free or affordable education for all, from primary to tertiary levels. This can involve eliminating school fees, providing scholarships, or offering income-based tuition fees.
- ❖ *Digital Inclusion:*In today's digital age, ensuring access to online resources is essential. Governments and organizations can provide subsidized or free internet access and devices to disadvantaged communities. E-learning platforms should also be designed with accessibility in mind, considering the needs of people with disabilities.
- ❖ *Infrastructure Development:*Invest in educational infrastructure in underserved areas. This includes building schools, libraries, and community learning centers. Ensuring safe and conducive environments for learning is essential.

- ❖ *Teacher Training:*Provide training for teachers to equip them with the skills to cater to diverse student populations, including those with disabilities and students from marginalized communities.

- ❖ *Curriculum Diversification:*Revise curricula to reflect the diversity of students' backgrounds and experiences. Incorporate culturally relevant content and promote the inclusion of multiple perspectives.

- ❖ *Affordable Learning Materials:*Create or promote the use of open educational resources (OERs) to reduce the cost of textbooks and learning materials. OERs are freely available and can be customized to suit local needs.

- ❖ *Community Involvement:*Engage local communities in educational decision-making. Parents, guardians, and community members should have a say in shaping education policies and practices to make them more inclusive.

- ❖ *Special Needs Education:*Develop and expand special education programs to cater to students with disabilities. This can include accessible facilities, assistive technology, and specialized training for educators.

- ❖ *Gender Equality:*Promote gender equality in education by addressing barriers that disproportionately affect girls, such as early marriage, safety concerns, and traditional gender roles. Encourage more girls to pursue STEM fields.

- ❖ *Financial Support:*Offer scholarships, grants, and financial aid to economically disadvantaged students. These programs can make higher education more accessible to underprivileged individuals.

- ❖ *Language Inclusivity:*Address language barriers by providing education in local languages, especially at the primary level. Multilingual education can help students from linguistically diverse backgrounds.

- ❖ *Reduce Dropout Rates:*Implement support systems to prevent students from dropping out. This can include mentorship programs, counseling services, and early intervention for struggling students.

- ❖ *Adult Education:*Provide opportunities for adults who missed out on education to catch up. Adult education programs can help individuals improve their skills and employability.

- ❖ *Inclusive Policies:*Enact and enforce policies that protect the rights of marginalized groups in education, such as laws against discrimination and exclusion.

- ❖ *Data and Monitoring:*Collect data on access, retention, and learning outcomes to identify disparities and measure progress. Regularly evaluate the effectiveness of inclusive policies and make necessary adjustments.

- ❖ *Public Awareness:*Launch campaigns to raise awareness about the importance of inclusive education. This can help change societal attitudes and encourage support for inclusive policies.

- ❖ *Collaboration:*Foster partnerships between governments, NGOs, businesses, and communities to pool resources and expertise in promoting inclusive education.

- ❖ *Flexibility and Life-long Learning:*Recognize that education is not limited to a specific age or stage of life. Encourage flexible learning pathways and support opportunities for lifelong learning.

Achieving inclusive and sustainable education for everyone is a long-term endeavor, but these strategies can help lay the foundation for a more equitable and prosperous future.

CONCLUSION:

Education for sustainable development is a dynamic perspective that includes a new approach to education that encourages people of all ages to shoulder responsibility for forming and enjoying a sustainable future. There is increasing international appreciation of Education for Sustainable Development as an important part of quality education and a key enabler for sustainable development. Sustainable development is one of the major goals of environmental education that has become an important part of education at all levels. We have to take responsibility for our conservation and protection. Development takes care of the environment and when we talk about development, it needs to be sustainable and ethical. Using it to their benefit would make available their present populace and give their future generations an environment that would empower them to fulfil their needs and aspirations by the striking equilibrium between the economy and the environment. Otherwise, the consequences would be mildly disastrous. As our eminent noble prize winner Economist Prof. Amartya Sen points out, "A fouled environment in which future generations are denied the presence of fresh air will remain foul even if future generations are so very rich" (Neenu Sharma, 2018). The overall aim of ESD is to encourage citizens to act towards positive environmental and social change while involving a participatory and action-oriented approach. Thus, education needs to be enhanced to lead the world toward a more sustainable way of living.

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NEP 2020'S ROLE IN SHAPING SUSTAINABLE MINDSETS

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ABSTRACT

Education is not fixed but rather evolves over time. It should serve as a tool to promote sustainable living while fostering critical thinking, innovation, and the ability to address local challenges with global significance. The global community's commitment to the Sustainable Development Goals (SDGs) in 2015 has set the agenda for 2030. These goals are built on the principles of the four Ps: Peace, Prosperity, People, and Planet, and emphasize the need for global partnerships to drive transformative changes, encompassing economic, social, and environmental enhancements for all segments of society.The National Education Policy (NEP) and Sustainable Development Goals (SDGs) represent two pivotal frameworks that converge to shape the future of education on a global scale. NEP, often specific to individual countries like India, outlines comprehensive strategies for reforming educational systems, emphasizing equitable access, quality learning outcomes, and innovative pedagogical approaches. On the other hand, SDGs, established by the United Nations, are a set of 17 interconnected goals aimed at addressing global challenges, including poverty, inequality, and environmental sustainability, with education being a key component of Goal 4. The alignment of NEP with SDGs underscores the significance of education in achieving sustainable development. This abstract explores the symbiotic relationship between NEP and SDGs, illustrating how the former can serve as a crucial vehicle for the realization of the latter, fostering inclusive and sustainable development for future generations

Keywords: NEP 2020, Sustainable Development Goals, better future, quality education

INTRODUCTION: *''*This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st-century education, including SDG4, while building upon India's traditions and value systems. (Education Policy of India 2020*)*The National Education Policy (NEP) and the Sustainable Development Goals (SDGs) are two critical frameworks that hold immense significance in shaping the future of education and global development. The NEP, often specific to a country, outlines the government's vision and strategies for transforming its education system to meet the evolving needs of its citizens. In contrast, the SDGs are a set of global goals established by the United Nations to address a wide range of socio-economic and environmental challenges facing the world. Together, these frameworks serve as guiding lights, driving nations towards equitable, inclusive, and sustainable education systems that play a pivotal role in achieving broader development objectives on a global scale. This introduction sets the stage for a comprehensive exploration of how the NEP and SDGs intersect, influence one another, and collectively contribute to the pursuit of a better, more prosperous world.

STATEMENT OF THE PROBLEM: The National Education Policy (NEP) of 2020 is a comprehensive framework aimed at transforming the education system in India. One of its key objectives is to foster a holistic and sustainable approach to learning, preparing students for the

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challenges of the 21st century. This study seeks to critically analyze the role of NEP 2020 in shaping sustainable mindsets among students, educators, and educational institutions. this study aims to stakeholders in enhancing the impact of NEP 2020 and ensuring the development of a generation that provide insights into the strengths and weaknesses of NEP 2020 in fostering sustainable mindsets

within the education system. Understanding these dynamics is crucial for policymakers, educators, and values and practices sustainability in all aspects of their lives keeping these things in mind, this topic "**NEP 2020's Role in Shaping Sustainable Mindsets"**has been chosen by the researcher.

*Objectives of the study:*The main objectives of this study are:

- To examine the key provisions of the National Education Policy (NEP) 2020 related to sustain education and analyse their potential impact on fostering sustainable mind sets.
- To assess the awareness and understanding of NEP 2020 among educators and students, with a specific focus on its sustainability-related components.
- To evaluate the potential long-term societal and environmental impacts of NEP 2020's emphasis on sustainability education, with a focus on how these might contribute to more sustainable practices and policies in India.

*Hypothesis:*To critically understand NEP 2020, the following hypothesis has been formulated. "The implementation of India's National Education Policy (NEP) 2020 has a positive impact on shaping sustainable mindsets among students and educators, leading to increased awareness and adoption of sustainable practices in education and society."

*What is sustainable Development Goals:*The SDGs build upon decades of work by countries and the UN, including the Millennium Development Goals (MDGs), which aimed to reduce extreme poverty by 2015. The 2030 Agenda envisions a secure world free of poverty and hunger, with full and productive employment, access to quality education, gender equality, and environmental protection2. It emphasizes the interconnectedness of social, economic, and environmental dimensions, aiming for a holistic approach to sustainable development. In summary, the SDGs provide a comprehensive framework to address global challenges and create a better future for all.

Sustainable Development Goals &Education: Education is a powerful tool for achieving the Sustainable Development Goals (SDGs). It can help people to understand the challenges facing our planet, develop the skills and knowledge needed to address them, and work together to create a more sustainable future. The Sustainable Development Goals (SDGs), 2030established by the United Nations in 2015 as part of the 2030Agenda for Sustainable Development, include a specific goal related to education. Goal 4 is dedicated to "Quality Education" and outlines a set of targets and indicators aimed at ensuring inclusive and equitable education for all. Here is an overview of Goal 4 and its connection to sustainable development:

https://www.unssc.org/sites/default/files/2030_agenda_for_sustainable_development_kcsd_primer_en.pdf

GOAL 4: QUALITY EDUCATION

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes.

Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education.

Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.

Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.

Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.

Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace, and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

*Target 4.A:*Build and upgrade education facilities that are child, disability, and gender-sensitive and provide safe, non-violent, inclusive, and effective learning environments for all.

Target 4.B: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing states, and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering, and scientific programs, in developed countries and other developing countries.

Target 4.C: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

Why Education is Crucial for Sustainable Development:

Empowerment: Education empowers individuals by providing them with knowledge and skills, enabling them to make informed decisions, access better job opportunities, and participate in the social and economic development of their communities.

Eradicating Poverty: Education is a key tool in breaking the cycle of poverty. When people have access to quality education, they are more likely to escape poverty and improve their standard of living.

Gender Equality: Education is crucial in promoting gender equality. Target 4.5 specifically aims to eliminate gender disparities in education, and achieving this target contributes to broader gender equality goals.

Health and Well-being: Education is linked to better health outcomes. Educated individuals are more likely to adopt healthy behaviors and access healthcare services, contributing to better overall well-being.

Sustainable Development Knowledge: Target 4.7 emphasizes the importance of education in promoting knowledge about sustainable development, including environmental sustainability, human rights, and cultural diversity, which are vital for achieving the other SDGs.

Innovation and Economic Growth: Education fosters innovation and economic growth by producing a skilled workforce and promoting research and development.

Peace and Social Cohesion: Education can promote a culture of peace, tolerance, and non-violence, which is crucial for achieving and maintaining peace and social cohesion within and between societies.

Environmental Awareness: Education for sustainable development encourages environmental awareness and responsible behavior, helping address environmental challenges such as climate change and biodiversity loss.

In summary, education is a fundamental component of the Sustainable Development Goals, as it plays a pivotal role in eradicating poverty, promoting health, gender equality, environmental sustainability, and overall human development. Achieving Goal 4 is not only essential for its own sake but also for the success of the entire 2030 Agenda for Sustainable Development.

Obstacles to Education for Sustainable Development: Education for Sustainable Development (ESD) is a crucial component in addressing global challenges such as climate change, biodiversity loss, poverty, and inequality. However, there are several obstacles and challenges that can hinder the effective implementation of ESD:

Lack of Awareness and Understanding:Obstacle: Many individuals, including educators, students, and policymakers, may have limited awareness and understanding of the principles and importance of sustainable development. **Measure:** Implement awareness campaigns, training programs, and workshops to educate stakeholders about the concepts and significance of sustainable development. Integrate ESD into teacher training programs and curriculum development.

Insufficient Integration into Curricula:Obstacle: Sustainable development is not always adequately integrated into formal education curricula, limiting its impact on students' learning experiences. **Measure:** Revise curricula to include ESD across various subjects and educational levels. Foster interdisciplinary approaches that emphasize the interconnectedness of social, economic, and environmental issues.

Resource Constraints:Obstacle: Lack of resources, including teaching materials, qualified educators, and infrastructure, can hinder the effective implementation of ESD **Measure**: Allocate resources for the development of ESD materials, teacher training programs, and educational infrastructure. Encourage partnerships between educational institutions, government bodies, and private organizations to enhance resource availability.

Resistance to Change:Obstacle: Resistance from traditional educational systems and resistance to change among educators and administrators can impede the integration of sustainable development principles. **Measure:** Conduct awareness programs targeting education stakeholders, showcasing the benefits of ESD. Provide incentives and recognition for institutions and educators successfully implementing ESD practices. Foster a supportive policy environment that encourages innovation in education.

Assessment and Evaluation Challenges:Obstacle: Traditional assessment methods may not effectively measure the broader skills and competencies associated with sustainable development.**Measure**: Develop new assessment tools that evaluate not only academic knowledge but also critical thinking, problem-solving, and collaboration skills related to sustainable development. Encourage alternative forms of evaluation, such as project-based assessments.

Global and Cultural Diversity:Obstacle: ESD needs to address global challenges while respecting local cultures and contexts, which can be challenging. **Measure:** Tailor ESD initiatives to reflect local contexts, cultures, and priorities. Encourage the exchange of best practices and lessons learned globally while allowing for adaptations to suit specific cultural needs.

Limited Stakeholder Engagement:Obstacle: Insufficient involvement of various stakeholders, including communities, businesses, and non-governmental organizations, can limit the effectiveness of ESD initiatives.**Measure:** Facilitate partnerships and collaborations between educational institutions and external stakeholders. Involve local communities in the design and implementation of ESD programs, ensuring that initiatives are relevant and impactful.

Overcoming these obstacles requires a comprehensive and collaborative approach involving policymakers, educators, communities, and other relevant stakeholders. By addressing these challenges, education for sustainable development can become more integrated, effective, and capable of preparing individuals for a sustainable and resilient future. Addressing these obstacles to ESD requires a concerted effort from governments, educational institutions, teachers, and the broader community. It involves raising awareness, providing professional development for educators, revising curricula, and fostering a culture of sustainability within education systems. Additionally, there is a need for greater policy support and international collaboration to advance ESD on a global scale.Dr. D P Sharma On The Challenges In Indian Education Systems (eduvoice.in)

*NEP 2020***:** The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education. National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National Education Policy (NEP) 2020 is indeed a significant development in the field of education in India.NEP 2020 is the first education policy of the 21st century in India. It replaces the National Policy on Education (NPE) from 1986.Newthe new policy is built on the foundational pillars of Access, Equity, Quality, Affordability, and Accountability. The policy is aligned with the 2030 Agenda for Sustainable Development, indicating India's commitment to achieving global educational goals. NEP 2020 aims to transform India into a vibrant knowledge society and a global knowledge superpower. It seeks to achieve this by making school and college education more holistic, flexible, multidisciplinary, and suitable for the needs of the 21st century. The policy is designed to bring out the unique capabilities of each student, emphasizing a more personalized and student-centric approach to education. The development of NEP 2020 involved an extensive and unprecedented consultative process. It gathered over 2 lakh suggestions from various levels of governance, including Gram Panchayats, Blocks, Urban Local Bodies (ULBs), and Districts. Several committees were constituted during the formulation of the policy. Notably, the "Committee for Evolution of the New Education Policy" under the chairmanship of Late Shri T.S.R. Subramanian and the "Committee for the Draft National Education Policy" under the chairmanship of Dr. K. Kasturirangan played key roles. The latter committee submitted the Draft National Education Policy in 2019.The draft of the National Education Policy 2019 was made available on the Ministry of Human Resource Development's website and the 'MyGov. Innovate'

portal to gather views, suggestions, and comments from stakeholders, including the public.Overall, NEP 2020 represents a comprehensive and forward-looking approach to education in India, with a strong emphasis on inclusivity, quality, and relevance to the changing needs of the 21st century. It reflects a commitment to providing accessible and high-quality education for all, with a focus on empowering students to reach their full potential.This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.NEP_Final_English_0.pdf (education.gov.in)

NEP 2020 AND ITS VISION TO EDUCATION FOR SUSTAINABLE DEVELOPMENT: "Tell me and I forget. Teach me and I will remember. "Include me and I learn." This famous saying underlines the importance of including everyone in the teaching and learning processes. The New Education Policy itself embodies this point of inclusion. Education for sustainable development | Latest News | The HinduThe National Education Policy (NEP) 2020 is India's first education policy of the 21st century. It has a strong focus on Education for Sustainable Development (ESD).ESD is defined as "the process of learning about and addressing sustainability challenges. It aims to equip learners with the knowledge, skills, values and behaviors to act for a more sustainable future. "The NEP 2020 envisions that all learners in India will be educated for sustainable development. This will be achieved through the following:

- Integrating ESD into the school curriculum, from early childhood education to higher education.
- Providing teachers with training in ESD.
- Creating learning environments that promote sustainable practices.
- Engaging with communities and stakeholders to promote sustainable development.

The NEP 2020 also recognizes that ESD is not just about teaching about sustainability. It is also about creating a culture of sustainability in schools and communities. This can be done by:

- Promoting sustainable practices in school operations, such as waste reduction and energy conservation.
- Encouraging learners to take action for sustainability, such as volunteering in environmental projects.
- Creating a sense of responsibility for the environment among learners.

The NEP 2020 is a significant step forward in India's efforts to achieve Education for Sustainable Development. It provides a clear vision and roadmap for how ESD can be mainstreamed into the education system. There are some specific provisions of the NEP 2020 that are relevant to ESD:

- The policy states that "education for sustainable development will be an integral part of the school curriculum."

- It also states that "teachers will be trained in ESD."
- The policy emphasizes the need for "learning environments that promote sustainable practices."
- It also calls for "engagement with communities and stakeholders to promote sustainable development."

The NEP 2020 is a bold and ambitious policy. If it is implemented effectively, it has the potential to transform the education system in India and help the country achieve its sustainable development goals. These are some of the benefits of ESD:

- It can help learners develop the knowledge, skills, and values they need to live sustainably.
- It can help learners become more critical thinkers and problem-solvers.
- It can help learners develop a sense of responsibility for the environment.
- It can help promote social justice and equity.
- It can help build a more sustainable future for all.

ESD is an important part of the NEP 2020 and it is essential for India to achieve its sustainable development goals. By integrating ESD into the education system, India can create a generation of learners who are equipped to address the challenges of the 21st century.

CONCLUSION: In conclusion, the alignment between the National Education Policy (NEP) and the Sustainable Development Goals (SDGs) represents a significant step towards fostering inclusive and quality education while addressing broader global challenges. Studying the above facts, it is known that "The implementation of India's National Education Policy (NEP) 2020 has had a positive impact on shaping sustainable mindset among students and teachers, thereby increasing awareness in education and society and promoting sustainable practices. has been adopted. Which makes our hypothesis accepted, The NEP's emphasis on equitable access, holistic learning, and skill development resonates with the SDGs' overarching goal of leaving no one behind and promoting sustainable development worldwide. By prioritizing education as a catalyst for social and economic progress, nations can work towards achieving the SDGs, ensuring a better future for all by 2030 and beyond. It is imperative for governments, educators, and stakeholders to collaborate closely, implement the NEP effectively, and integrate it into their strategies to propel us closer to the realization of the SDGs and a more equitable, sustainable world.

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- The 2030 Agenda for Sustainable Development (international.gc.ca)

A STUDY OF SELF-EFFICACY OF SECONDARY SCHOOL STUDENTS OF LUCKNOW CITY

*Ms. Priyanka Maurya
**Prof. Reena Agarwal

ABSTRACT

The present study aims to assess the Self-Efficacy of secondary school students of Lucknow city. TheSurvey Research method was used in this study. For the present study, a sample of 462 secondary school students which include 225 male students and 237 female students from Government, Aided, and Private Schools affiliated to the U.P. Board were selected using a simple random sampling method. The standardized scale of Self-Efficacy which was developed by Dr. (Mrs.) G.P. Mathur and Dr. (Mrs.) Raj Kumari Bhatnagar in 2012 was used for data collection.The study revealed that more than 65 percent of the male and female students had an average level of Self-Efficacy. A higher percentage of female students had high Self-Efficacy as compared to male students.Students with average Self-Efficacy were found maximum in private schools and minimum in aided schools.Students with high levels of Self-Efficacy were found maximum in aided schools followed by government and private schools.

KEYWORDS: Self-Efficacy, Gender, School-type, Secondary school Students.

INTRODUCTION:

The ultimate aim of education is for students to succeed in a particular learning domain, as demonstrated by a successful learning result or accomplishment. Learning outcomes are influenced by self-efficacy and engagement, which are components of the learning process (Boekaerts, 2016). Research revealed that engagement and Self-Efficacy each supported a favorable learning outcome (Lavasani et al., 2009; Ucar and Sungur, 2017; Nese, 2019). Albert Bandura was the one who initially proposed and developed the idea of Self-Efficacy (1977). One of the main ideas of Bandura's Social Learning Theory (Bandura, 1977) is Self-Efficacy. It is the individual's assessment of their capacity to handle a particular task. According to Bandura (1993), people's behaviour is frequently more accurately predicted by the beliefs they have about their skills than by the actual accomplishments they are capable of. According to his view, Self-Efficacy is a system for organizing and carrying out plans of action to achieve certain goals as well as for explaining and predicting one's thoughts, feelings, and behaviours. The talents and abilities that people possess are not as important. It gives more weight to what people think they may do with the talents and abilities they may have. According to Bandura (1993), Self-Efficacy influences people's feelings, thoughts, and behaviours. Self-efficacy is an essential skill that can enhance students' emotional stability, well-being, and academic achievement.Over time, a high sense of self-efficacy multiplies gains and enhances one's well-being in a variety of ways (Baron, 2005).It is apparent that Self-Efficacy plays an important role in the learning process. Thus, the researcher decided to study the levels of Self-Efficacy in secondary school students.

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OBJECTIVE OF THE STUDY:

   To assess the level of Self-Efficacy of secondary school students in terms of Gender and School-type.

RESEARCH METHOD USED :

   The objective of the study is to assess the Self-Efficacy of secondary school students in terms of Gender and School-type therefore survey data collection is necessary under the Descriptive Research approach.

SAMPLING TECHNIQUE AND SAMPLE:

   A representative portion of the universe is a sample. To select a sample from the universe (IX class U.P. Board students of Lucknow city)for the current investigation, the researchers employed Simple Random Sampling. A sample consisting of 462 secondary school studentsout of which 237 were female students and 225 were male students from government, aided and private schools.

TOOL USED:

   The standardized scale of Self-Efficacy developed by Dr. (Mrs.) G.P. Mathur and Dr. (Mrs.) Raj Kumari Bhatnagar in 2012 was used for data collection.

ANALYSIS AND INTERPRETATION OF DATA:

   The objective was to assess the Self-Efficacy of Secondary School Students. For this, Scale Self-Efficacy Scale was administered to Secondary School Students. Based on scores, students were categorized into three categories, Low, Average and High Self-efficacy. In the following sections, the Self-Efficacy of Secondary School Students was assessed in different contexts like- total sample, gender-wise and school-type wise.

TABLE- 1

Number and percentage of Secondary School Students having low, average and high level of Self-efficacy

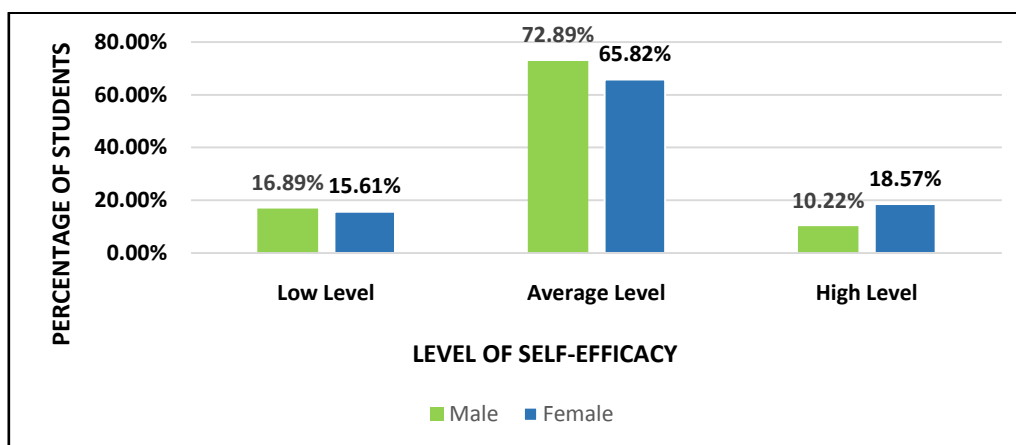| Self-efficacy	Levels of Self-efficacy						Total	
	Low (66 & below)		Average (67-77)		High (78 & above)			
	N	%	N	%	N	%	N	%
	75	16.23	320	69.26	67	14.50	462	100%
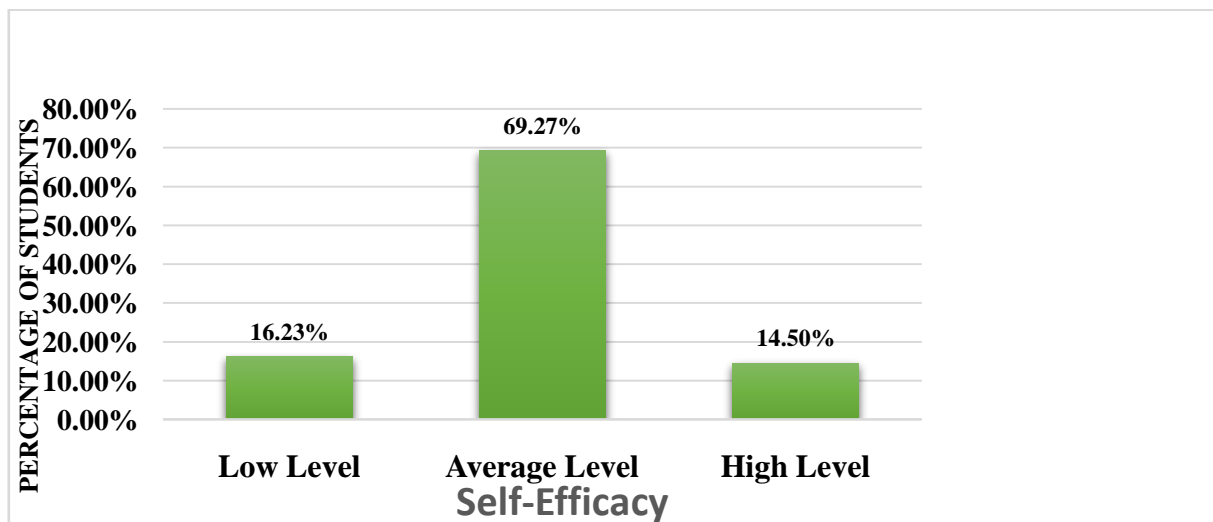
Graph 1:A Bar Diagram showing the percentage of students with low, average and high levels of Self-Efficacy

From above Table 1 and Graph 1, it can be seen that 16.23% (75) of the total students possess a low level, 69.26% (320) possess an average level and 14.50% (67) possess a high level of Self-efficacy. So, it can be interpreted that more than 69% of students possess an average level and the least number of students possess a high level of Self-efficacy.

TABLE- 2

Gender-wise number and percentage of Secondary School Students having High, Average and Low Self-Efficacy

|	Levels	Gender				Total	
		Male Students		Female Students			
		N	%	N	%	N	%
Self-Efficacy	**High (78 & above)**	23	10.22	44	18.57	67	14.50
	Average (67-77)	164	72.89	156	65.82	320	69.26
	Low (66 & below)	38	16.89	37	15.61	75	16.23

Graph 2:A Bar Diagram showing the percentage of male and female students with low, average and high levels of Self-efficacy

From the above Table2 and Graph 2, it can be seen that 10.22% of the total male students possess a high level, 72.89% possess an average level and 16.89% possess a low level of Self-Efficacy whereas 18.57% of the total female students possess a high level, 65.82% possess average level and 15.61% possess alow level of Self-efficacy.

TABLE- 3
School-type wise number and percentage of Secondary School Students having high, average and low Self-Efficacy

Self-Efficacy	Levels	School-type						Total	
		Government School Students		Aided School Students		Private School Students			
		N	%	N	%	N	%	N	%
	High (78 & above)	14	15.73	31	18.24	22	10.84	67	14.50
	Average (67-77)	66	74.16	100	58.82	154	75.86	320	69.26
	Low (66 & below)	09	10.11	39	22.94	27	13.30	75	16.23
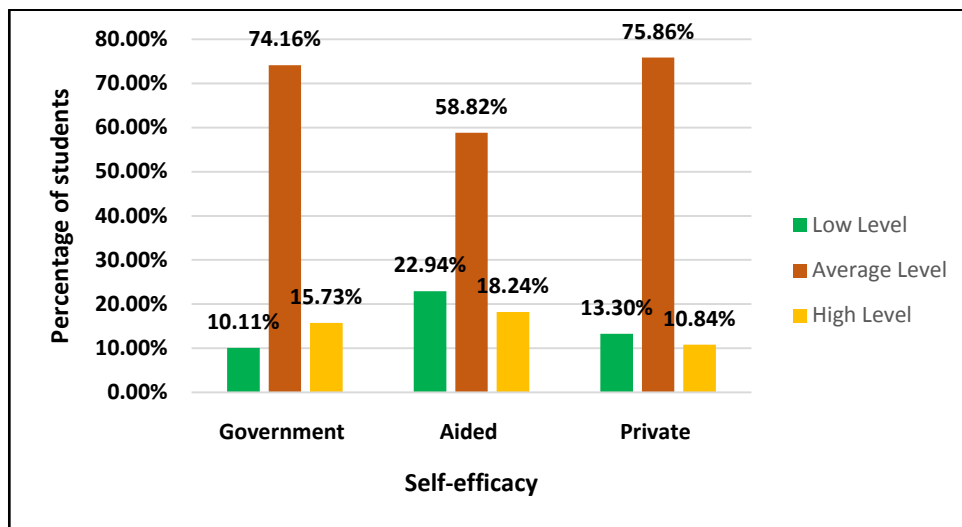
Graph 3:A Bar Diagram showing the percentage of government, aided and private school students with low, average and high levels of Self-efficacy

From above Table3 and Graph 3, it can be seen that 15.73% of the total Government Secondary School Students possess a high level, 74.16% (66) possess an average level and 14.10%possess a low level of Self-efficacy. 18.24 % of the total Aided Secondary School Students possess a high level, 58.82% possess an average level and 22.94% possess a low level of Self-efficacy. In the same manner, 10.84% of the total Private Secondary School Students possess a high level, 75.86% (154) possess an average level and 13.30%possess a low level of Self-efficacy.

CONCLUSIONS:

1. The average level of Self-Efficacy was identified in the majority of the students.More than 65 percent of the male and female students had an average level of Self-Efficacy.

2. A higher percentage of female students had high Self-Efficacy as compared to male students.
3.Students with average Self-Efficacy were found maximum in private schools and minimum in aided

schools.Students with high levels of Self-Efficacy were found maximum in aided schools followed by government and private schools.

DISCUSSION:

A moderate level of self-efficacy was reported by the majority of students studying at secondary level, in the current study. This suggests that secondary school students with average levels of self-efficacy are more so than those with high or low levels. The reason behind this can be the environment faced by these students in the classrooms or outside it, like in families, with neighbours or among peer groups. Teachers are burdened with so many things that they are not able to concentrate on each child in the classroom. They are more engaged in completing syllabus, curricular and extracurricular activities without paying much heed to students' sense of their capabilities, interests and confidence. Also, parents nowadays do not spend much time with their children, they think that their responsibilities are to provide good food, good health and good education only. In this way, they unknowingly don't pay attention to their sense of self, strengths and weaknesses that hinder the development of Self-Efficacy to a higher level in most cases. Further, the percentage of female students with high levels of Self-Efficacy was higher in comparison to male students. The main plausible reason for this finding may be teacher's perception of the abilities of female students, better past achievements of female students and family support received by female students is more positive than male students.Students with average Self-Efficacy were found maximum in private schools and minimum in aided schools.Students with high levels of Self-Efficacy were found maximum in aided schools followed by government and private schools.The reason behind this finding may be the difference in exposure to challenging situations given to students in different types of schools.

EDUCATIONAL IMPLICATIONS:

Most of the secondary school students had average level of Self-Efficacy and there is a need to develop the Self-Efficacy of students to a higher level. Following are the few implications of the study:

- The present study suggests that a sense of Self-Efficacy in students should be developed by using a proper feedback system, valuing the capacities of students, by giving opportunities to students to develop their self-confidence.
- This study suggests that both male and female students should be encouraged to to set high goals and commit themselves to achieving them.
- It was also advised that teachers should motivate students to do hard work and develop perseverance.
- The study suggested that students of all types of schools should providevarious task with some challenges. This can improve their belief of their selves and their capacities.

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श्रद्धांजलि

स्वर्गीय डॉ० राजीव कुमार जी

श्री वार्ष्णेय महाविद्यालय, अलीगढ़ के शिक्षक प्रशिक्षण विभाग के पूर्व प्रभारी तथा डॉ0 भीमराव आम्बेडकर विश्वविद्यालय, आगरा के शिक्षा संकाय के पूर्व डीन एवं हमारे महाविद्यालय द्वारा प्रकाशित शिक्षक शिक्षा के अन्तर्राष्ट्रीय जर्नल '**ज्ञान भव**' के सलाहकार मण्डल के सदस्य डॉ0 राजीव कुमार का अक्टूबर, 2023 में निधन हो गया। वे कुशल शिक्षाविद् होने के साथ–साथ एक अच्छे कवि एवं लेखक भी थे।

ईश्वर दिवंगत आत्मा को शांति एवं शोक संतप्त परिवार को सांत्वना प्रदान करे।

Journal