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Research Pool has been launched with the intention to provide new avenues to researchers to bring forth their scientifically concluded views, so that individual/group research may be made available for utilization by society, for the collective benefit of civilization as a whole along with each individual's growth.

The journal caters to multi-dimensional aspects of human behavior modification - intellectual, values, emotional, social, attitudes, aspirations, interests, humane etc.

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From the Editor's desk.....

Dear Researchers,

It gives me a great pleasure to launch Journal Research Vol.5, ISSUE-I, No.9, July-Dec., 2015, "Research Pool of Victoria College of Education" There are a lot of challenges which the growing education face in the realms of basic necessities in life. Education can play a very distinct role in bringing about this change. It is very important that different stakeholders unite and collaborate on issues which confront the society. One of the key objectives of research should be education research usability and application. This journal attempts to document and spark a debate on the research focused on education in context of emerging problems in education.

We welcome all creative idea and innovations become a real challenge to education. I would like to express my gratitude to all academicians, advisors, contributors' referees and reader. I would pat the backs of my editorial team for their special effort and encouragement. I expect a wider participation in this venture from our young teacher educators.

Dr. Saroj Jain

Editor in Chief

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A Comparative study of Orphan and General Students Adjustment, Adjustment Opportunity, Adjustment Activity and Adjustment Technology of Class 9^{th} –12^{th} students in Indore Division

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Abstract

This paper is focusing on research problem entitled as A Comparative study of Orphan and General Students Adjustment, Adjustment Opportunity, Adjustment Activity and Adjustment Technology of Class 9^{th} –12^{th} students in Indore Division. For conducting this study seven districts in in Indore division. They are Indore, Dhar, Khargonge, Khandwa, Jhabua, Burhanpur and Badwani districts. Purposively three districts were taken for the study area for the sample as Indore, Dhar and Khargone. Due to unviability of orphan homes on other districts they are not considered as sample area respect to district in Indore division. The sample consists of 151 students studying in 9^{th} to 12^{th} standards of Govt. schools and private schools of Indore Division irrespective of General and orphan children. The sample selected was purposive. The sample includes both the sex. All the students participated willingly. The study was conducted in the General classroom setting. Posttest control group design was applied for conducting the study. T-test was used for find out the mean difference of intelligence of general and orphan students. It was found there is no significance difference of mean intelligence score of general and orphan of class 9^{th}-12^{th} students in Indore Division.

Key words: General, Orphan, Adjustment, Adjustment Opportunity, Adjustment Activity and Adjustment Technology.

Introduction

Broad-based efforts made during the last fifty years have resulted in a massive expansion of the education system in the country, raising the overall status of educational provisions in terms of accessibility and participation. The efforts were guided by concerns of equity. Yet, a closer

analysis of primary statistics reveals glaring disparities in the progress made. Certain sections of population and certain geographical pockets in the country have failed to fully get the benefit from the investments made in education. Keeping this in view, the approach during the years to come will be to specifically deal with the question of equity with focus on the educational needs of the following categories:

- Women and girls
- scheduled castes and scheduled tribe groups
- working children
- Children with disabilities
- Children from minority groups
- Urban disadvantaged children
- Educationally backward pockets in different States

The task of achieving convergence may not be easy. It may, therefore, be necessary to support national and State level institutions to experiment with possible alternatives for field level integration in selected locales across the country and also to examine the possibility of involving NGOs and private initiative in such area specific explorations.

Areas of Individual Differences

The concept of individual differences refers to the quantitative difference found among individuals with respect to their various traits. Individuals differ almost in every respect they differ in physical as well as psychological characteristics. They also differ in their hereditary equipments, family background and environmental influences. In other words individual vary in cognitive domain, affective domain, psychomotor characteristics and socio-economic status.

Adjustment of Students in School

The age at which students starts formal schooling varies across countries and has changed over time in this country. Starting school with first grade at age six used to be the norm, whereas now most students go to kindergarten at age five (West et al. 1992). However, the five-year-olds in today's kindergarten classes are older than the kindergarten pupils of the past. Whereas it used to be standard practice to require kindergartners entering in September to have turned five by the following December or January, it has become increasingly common for schools to require

students to have turned five by September or October, or even earlier (Meisels 1992; Walsh 1989; and Shepard and Smith 1986).

Another difference is that most of the students entering kindergarten nowadays have had prior experience with preschool programs or center-based childcare (West, Hausken, and Collins 1993). This was not the case in the past. The findings of developmental psychology do not demonstrate that one age of school entry is inherently preferable to another. No matter where the age of entry is set, educational systems have to deal with the fact that students vary in their rates and patterns of development. Because rates of development are so rapid in the preschool and early Primary years, disparities between different students of the same chronological age can be striking. One 5–year–old may be reading fluently, while another can identify only a few letters of the alphabet.

There can also be marked differences within the same child across different domains of development; such as when a kindergartner is able to count objects and solve simple math problems, but cries or hits other students when frustrated in group situations. For the most part, schools have handled student's differences in developmental levels from a "maturational readiness" approach (Kagan 1990).

From this perspective, schools expect students to have reached a certain standard of physical, intellectual, and social development before starting kindergarten. Thus, whether or not students are deemed "ready for school" in the fall of the year in which they turn five is determined to a great extent by the social demands of the kindergarten classroom and the cognitive demands of the kindergarten curriculum. All young students are "ready to learn," but not all students are prepared to concentrate on a task for extended periods of time, hold a pencil properly, identify most of the letters of the alphabet, or take turns and share things with other students (Zill et al. 1995). If kindergarten programs demand these capabilities, some 5–year–olds will not be able to cope with them. If demands areless stringent, and the school is prepared to deal with considerable variation in students's social and cognitive development, the proportion of "five's" that will have a fruitful kindergarten experience may be greater.

However, not all early Primary programs may have the resources, 2 or the philosophical inclination, to provide the individual attention that may be required for a child who is well behindñor well ahead of–most other students in social maturity or intellectual accomplishment. The use of delayed school entry and kindergarten retention to deal with individual differences in students's early development Given the individual differences in the pace and pattern of

students's development, some parents have chosen to delay their students's enrollment in kindergarten by a year (Meisels 1992;

Bredekamp and Shepard 1989; and Shepard and Smith 1986). The rationale is that the additional year will give students who have late birthdays or are somewhat behind their age-mates in social, motor or academic skills extra time to mature. Hence, they will be better prepared to perform as expected in the classroom. Other times, parents' motivation for delaying school entry is frankly competitive—even though the child may be capable of handling the demands of kindergarten, they want to give him or her an edge over other pupils, both during the kindergarten year and in later grades (Kagan 1990; and Smith and Shepard 1987).

There are also situations in which schools make recommendations to parents about delaying students's entry into kindergarten, based on "readiness" testing done before school entry (Kagan 1990; Bredekamp and Shepard 1989; Charlesworth 1989; and Meisels, Steele, and Quinn 1989). Results from a 1988 survey of state education officials across the country suggest that from 10 to 50 percent of students who are ageeligible to start kindergarten are held out or placed in developmental kindergarten classes at least in part because of poor performance on readiness tests (Gnezda, Garduque, and Shultz 1991).

One way schools have dealt with kindergartners who are considerably less advanced than other students of the same age is to require these students to attend kindergarten for a second year, or go into a "developmental" class (Bredekamp and Shepard 1989; and Charlesworth 1989). The theory behind this practice is that it permits the child more time to develop capabilities that he or she will need to function effectively in first grade, when both the social and academic demands will be tougher than those in kindergarten (Byrnes 1989; and Smith and Shepard 1987).

Another hope is that by changing the reference group to one composed of younger students or others who are relatively slow in their development, the child's comparative position will shift from the bottom of the heap to the middle of the pack (Smith and Shepard 1987).

Unfortunately, the report that cites these results gives no indication as to where most states fall in this relatively wide range of 10 to 50 percent. However, the report also indicates that the survey found wide variation in the types of readiness tests used by states and the cutoff scores used to determine passing and failingthe expectation that young students will be less likely to feel stigmatized by being held back than would older students who may have a better understanding of the social connotations of retention and stronger ties to their age–mates (Bredekamp and Shepard 1989; and Smith and Shepard 1987). Of course, part of the rationale for having students

repeat grades is that it will be of benefit to the other students in the class, the ones who do not have to repeat (Smith and Shepard 1987). It is argued that these students will be able to get more attention from the first–grade teacher and advance more rapidly, because the teacher will not have to spend a lot of time trying to control the behavior of socially immature pupils, or providing remedial instruction to pupils who are far behind the rest of the class academically.

Orphan Children

UNICEF and global partners define an orphan as a child who has lost one or both parents. By this definition there were over 132 million orphans in sub-Saharan Africa, Asia, Latin America and the Caribbean in 2005. This large figure represents not only children who have lost both parents, but also those who have lost a father but have a surviving mother or have lost their mother but have a surviving father.

However, this difference in terminology can have concrete implications for policies and programming for children. For example, UNICEF's 'orphan' statistic might be interpreted to mean that globally there are 132 million children in need of a new family, shelter, or care. This misunderstanding may then lead to responses that focus on providing care for individual children rather than supporting the families and communities that care for orphans and are in need of support.

Objective

A Comparative study of Orphan and General Students Adjustment, Adjustment Opportunity, Adjustment Activity and Adjustment Technology of Class 9th –12th students in Indore Division.

- To study significant difference between the adjustments of orphan and general students.
- To study significant difference between mean adjustments opportunities score of orphan and general students.
- To study significant difference between mean adjustments activities score of orphan and general students.
- To study significant difference between mean adjustments technology score of orphan and general students.

Hypothesis

- Ho1:– "There will be no significant difference between mean Adjustment score of orphan and that of General students".
- Ho2:- "There will be no significant difference between mean Adjustment opportunityscore of orphan and that of General students".
- Ho3:- "There will be no significant difference between mean Adjustment activityscore of orphan and that of General students".
- Ho4:- "There will be no significant difference between mean Adjustment Technologyscore of orphan and that of General students".

Methodology

Present method of study

The investigator followed the descriptive survey method for the present study. This method studies the existing situation and makes generalization. It always deals with the question namely what is so? It involves description, recording, analysis and interpretation of conditions, that exists.

Sample

There are seven districts in in Indore division. They are Indore, Dhar, Khargonge, Khandwa, Jhabua, Burhanpur and Badwani districts. Purposively three districts were taken for the study area for the sample as Indore, Dhar and Khargone. Due to unviability of orphan homes on other districts they are not considered as sample area respect to district in Indore division. The sample consists of 151 students studying in 9^{th} to 12^{th} standards of Govt. schools and private schools of Indore Division irrespective of General and orphan children. The sample selected was purposive. The sample includes both the sex. All the students participated willingly. The study was conducted in the General classroom setting.

Testing Of Hypotheses With Respect To Their Adjustment

Ho 1:– "There will be no significant difference between the adjustment of Orphan and that of general students." The data related to this hypothesis were analyzed by employing t–test. The results are presented in Table–1.1.

Table–4.1: Summary of the t–values for adjustment of Orphan and general students

Groups	N	Mean	S.D.	T–values	Level of significance
Orphan	65	181.421	14.942	2.019*	0.05
General	86	175.723	19.509		
Total	151				

***Significant at 0.05 level.**

Table–1.1 shows that the t–values of 2.019 for adjustment of Orphans and general students are significant at 0.05 level with (df = 149). It indicates that the adjustment of Orphan and general students differs significantly. On examining the mean scores, it can be inferred that the mean self–concept of the Orphan students 181.421 is significantly higher than that of general students (M = 175.728). In the light of this result, the null hypotheses namely (Ho1)–"There will be no significant difference between mean adjustment of Orphan and that of general students" is rejected. It can be inferred that the Orphan students have higher adjustment than general students.

Finding: It is found that there is significant difference between mean adjustment of orphan and general students.

Ho2:– "There will be no significant difference between the adjustment opportunity of Orphan and that of general students." The data related to this hypothesis were analyzed by employing t–test. The results are presented in Table–1.2.

Table–1.2: Summary of the t–values for Adjustment opportunity of orphan and general students

Groups	N	Mean	S.D.	T–values	Level of significance
Orphan	65	3.969	2.333	0.894	N.S. ***
General	86	4.302	2.768		
Total	151				

***N.S. – Not Significant.**

Table–1.2 shows that the t-values of 0.894 for Adjustment opportunity of orphan and general students are not significant. It indicates that the orphan and General students do not differ significantly in Adjustment opportunity. In the light of this result, the null hypotheses namely (Ho2)–"There will be no significant difference between mean Adjustment opportunity of orphan and general students" is accepted. Thus it can be said that the Adjustment opportunity of orphan and general students are similar. That means the Adjustment opportunity equal influence the adjustment of the students.

Finding: There is significant difference between mean Adjustment opportunity of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Adjustment opportunity.

Ho-3 :–"There will be no significant difference between mean Adjustment activities of orphan and that of general students." The data related to this hypothesis were analyzed by employing t–test. The results are presented in Table–1.3.

Table–1.3: Summary of the t–values for Adjustment activities of orphan and general students

Groups	N	Mean	S.D.	t–values	Level of significance
Orphan	65	4.769	2.033	1.005	N.S. ***
General	86	5.302	2.668		
Total	151				

*****N.S. – Not Significant.**

Table–1.3 shows that the t-values of 1.005 for Adjustment activities of orphan and general students are not significant. It indicates that the orphan and General students do not differ significantly in Adjustment activities. In the light of this result, the null hypotheses namely (Ho3)–"There will be no significant difference between mean Adjustment activities of orphan and general students" is accepted. Thus it can be said that the Adjustment opportunity of orphan and general students are similar. That means the Adjustment opportunity equal influence the adjustment of the students.

Finding: There is significant difference between mean Adjustment activities of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Adjustment activities.

Ho-4:– "There will be no significant difference between mean Adjustment technology of orphan and that of general students." The data related to this hypothesis were analyzed by employing t–test. The results are presented in Table–1.4.

Table–1.4: Summary of the t–values for Adjustment technology of orphan and general students

Groups	N	Mean	S.D.	t–values	Level of significance
Orphan	65	4.769	2.033	0.905	N.S. ***
General	86	4.302	2.048		
Total	151				

***N.S. – Not Significant.**

Table–1.4 shows that the t-values of 0.905 for Adjustment technology of orphan and general students are not significant. It indicates that the orphan and General students do not differ significantly in Adjustment technology. In the light of this result, the null hypotheses namely (Ho4)–"There will be no significant difference between mean Adjustment technology of orphan and general students" is accepted. Thus it can be said that the Adjustment opportunity of orphan and general students are similar. That means the Adjustment technology equal influence the adjustment of the students.

Finding: There is significant difference between mean Adjustment technology of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Adjustment technology.

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Strategies for Economic and Social Empowerment of Women

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Abstract

Women constitute almost half of the population of our country which is excluded from the development process. It is the need of the time to provide economic empowerment to women. Economic and social empowerment will improve women's control over material resources and strengthening of the nation, it is required to use certain strategies for proper economic empowerment of women. This effort will certainly bring women to the main stream of economic development.

Keywords: Economic and Social empowerment

Introduction

This concept of empowerment of women was actually introduced at the international women's conference in 1985 in Nairobi. The conference defined empowerment as an active, multi-dimensional process which enables women to realize their full identity and powers in all spheres of life. Power is not a commodity to be translocated, nor can it be given as alms. But power has to be acquired; it needs to be exercised, sustained and preserved.

It is since the mid 1980's that the term empowerment became popular in the field of development, especially with reference to women. In India, it is sixth five year plan (1980-85) which can be taken as a landmark for the cauyse of women because for the first time a special chapter was devoted to womens's development. In fact, rapd development of India is linked to the social, political and economic empowerment of every citizen of this country by removing gender discrimination. Similar ideas are presented y Naqvi (2003) in the article published in the Tribune entitled "What a Women really wants is to be able to be incharge of her own life".

Rationale for Women's E\powerment

The state of world population in 1992, as depicted in News letter of Bernard Van Leer Foundation highlights that there can be no sustainable development without the development for women, because women contributemost for the development of children. The women have and will lead us in opur search for a world free of violence and war. Women have led

the peace and ecology movements in many parts of the world. Historically and even today women take cate of the basic needs of society like food, fodder and fuel.

The National Perspective Plan for Women 1988-2000 AD (1988) has made an analysis of the impact of developmental plans and programmes of Indian Women.This planhighlights the pathetic profile of women in India. As women are oppressed in all spheres of life, they need to be empowered in all walks of life. Our National Policy on Education1986 was revised in 1992 and presented as Programme of Action (POA) 1992 has comprehensively mentioned the parameters of women's empowernment. Those are:

- Enhance self esteem and self confidence of women.
- Building a positive image of women by recognizing their contribution to the society, polity and the economy.
- Providing the information, knowledge and skills for economic independence.

All the above mentioned parameters can be achieved only if women will be empowered economically.Economic empowerment means to improve women's control over material resources and strengthening women's economic and social security.

Strategies

1. Motivation and mobilization of women through each one meet one strategy: women should be motivated to come out of their homes. They should be mentally prepared to do something and earn for using their income for the welfare of family. Not only this, we should try to find out the revenues of earning and accept that work as a respectable one in society. For this purpose, each one meet one strategy can be used effectively. The reason is that both to share her ideas and come to conclusion easily.

2. Bridging the Gap between Male and Female with the Adequate use of Mass Media:Wizarat and Arya (2007) also emphasized the need to bridge the gender gap in different professions. But we should motivate the women to come forward for all types of jobs. This type of effort will certainly help to bridge the gap between male and female. For this purpose, mass media should be used for providing them awareness about different professions which can be selected by them according to their need.

3. Foemation of Women Groups for Extension Services with the help of women studies centres and State Govt. agencies: Women studies centres and state government agencies should come forward to foem groups of women at village level. Extension workers like Gram Sevika, Aaganwari workers, child welfare project officers and other non governmental organizations should provide awareness to the women about the process of taking grants and loans from banks and co-operatives etc.

4. Women's Role in Decision Making supported by existing Organisations and Educational Institutions: Generally, it is found that women are earning but their earnings are taken up by the male members of the family. But women would be

empowered when they are playing importanct role in decision making in different areas. Those areas are:

- Financial Area
- Physical Area
- Children Centred Area

5. Education for Economic Empowerment with follow up programmes: Education will certainly help them to take the right decisions at right time. To achieve this target, education departments should start the follow up programmes so that these policies should be implemented effectively.
6. Self Employment Opportunities managed by State Government and Society: The Society and government should explore some economic activities which can be helpful in providing self-employment opportunities to the non-working women. Those may be:

    - Food processing industries
    - Handlooms and Handicrafts
    - Interior Decoration

7. Media Usage: In order to provide economic empowerment to women, media usage is very helpful. It can present the positive and strengthened image of women. Not only this, women themselves have to take bold step against such propaganda which is presented through writings, posters and T.V. presentations.

Conclusion

In this way, economic and social empowerment helps to make women self-confident as well as self-reliant. In the present scenario, women should not be treated as a commodity but they require attention of the society. Soceity should also adopt open vision to bring women to the main stream of economic development. If we are really interested to work out with these strategies, these should be put into practice so as to realize the desired objectives of empowering women economically and socially.

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Benefits of Advanced Sporting Technologies to Enhance Athletic Performance

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Abstract

This paper is focusing on "Benefits of Advanced Sporting Technologies to Enhance Athletic Performance" recent developments in sporting technologies have created a variety of products for improving and increasing athletic performance. Athletic health can be maintained and observed, and injuries treated, through the production of modern sporting technologies such as heart rate monitors, pedometers and body-fat monitors.

Keywords: Advanced Sporting Technologies, Athletic Performance.

Introduction

Human enhancement refers to any attempt to temporarily or permanently overcome the current limitations of the human body through natural or artificial means. The term is sometimes applied to the use of technological means to select or alter human characteristics and capacities, whether or not the alteration results in characteristics and capacities that lie beyond the existing human range. Here, the test is whether the technology is used for non-therapeutic purposes. Some bioethicists restrict the term to the non-therapeutic application of specific technologies , cyber- , gene-,and nano-technologies to human biology.

Technology in sports is a technical means by which athletes attempt to improve their training and competitive surroundings in order to enhance their overall athletic performance. It is the knowledge and application of using specialised equipment and the latest modern technologies to perform tasks more efficiently.

Recent developments in sporting technologies have created a variety of products for improving and increasing athletic performance. Athletic health can be maintained and observed, and injuries treated, through the production of modern sporting technologies such as heart rate monitors, pedometers and body-fat monitors. Through this, a greater deepened knowledge of the human body and its potential has been recognised, allowing athletes to train and compete in sports

to a much older age. Participant safety at all times has also been made possible through the development of certain sporting equipment, such as helmets and body protection which are used in boxing and ice hockey to help prevent injuries. Modern sporting technologies have also made competition judging easier and more accurate, and spectator interest and excitement is enhanced by broadcasting and in-stadium displays (scoreboards).There are lot of technological advancement in the field of sports .

Nanotechnology

Nanotechnology is a branch of research that has gained much momentum in recent years dueto its wide application of its principles and products. The application of nanotechnology researchranges from fields such as disease prevention and treatment to advanced and improved electronic devices. Nanotechnology has even found applications in the wide field of sports. Within the nicheof sports, nanotechnology has proven to very useful, and has the potential to improve a broad rangeof aspects of the sports world.The degree of competitiveness in sports has been remarkably impacted by nanotechnology like any other innovative idea in material sciences. Within the niche of sport equipments, nanotechnology offers a number of advantages and immense potential to improve sporting equipments making athletes safer, comfortable and more agile than ever. Baseball bats, tennis and badminton racquets, hockey sticks, racing bicycles, golf balls/clubs, skis, fly-fishing rods, archery arrows, etc. are some of the sporting equipments, whose performance and durability are being improved with the help of nanotechnology Nonmaterial's such as carbon nanotubes (CNTs), silica nanoparticles (SNPs), nanoclays fullerenes, etc. are being incorporated into various sports equipment to improve the performance of athletes as well as equipments. Each of this nonmaterial is responsible for an added advantage such as high strength and stiffness, durability, reducedweight, abrasionresistance, etc.

Nanomaterial	Sport	Benefits
Carbon nanotubes	Tennis/ Badminton	Increase stiffness, consistency, durability, resiliency, impact, repulsion power and vibration control of racquets
	Golf	Reduce weight, lower torque/spin of clubs
	Kayaking	Enhance abrasion/crack resistance and easy paddling in kayaks
	Archery	Better vibration control in arrows
Silica nanoparticles	Tennis/ Badminton	Increase stability, power & durability of racquets
	Skiing	Decrease torsion index & facilitate transition in skis
	Fly-fishing	Enhance hoop & flex strength of rods
Fullerenes	Tennis/ Badminton	Reduce weight and twisting of racquet frames
	Golf	Facilitate flexible club whipping
	Bowling	Reduce chipping & cracking of balls
Carbon nanofibers	Cycling	Reduce weight and increase stiffness of bicycles
Nanoclay	Tennis/Golf	Increase resiliency and bounce of balls
	Watercraft	Reduce weight and enhance speed of water-boats
Nano-titanium	Tennis/ Badminton	Resist deformation and increase strength & durability of racquets, transmit more power to shuttlecock/ball, more accurate shots
Carbon nanoparticles	Road Racing	Decrease rolling resistance, increase grip & mileage in tires
Nano-nickel	Golf	Increase moment of inertia & stability of clubs

GeneticEngineering

Research has found that genetics (genetics is the study of genes) may determine 20-80% of an athlete's performance. The twenty-first century witnessed a huge accomplishment in medical science – the completion of the Human Genome Project. It made available to us our entire genetic readout. Scientists have found that our abilities to perform strenuous physical activities are dependent on a number of our genes. We all have two copies of each gene, one inherited from our dad and the other from our mom. Let us imagine, a kid has a bad copy of the gene responsible for carrying oxygen in his blood. This will mean that he becomes a slower student in the physical activity compared to his fellow student who has both good copies of the same gene. Not only a particular gene, but also a specific variant of the gene is found more commonly in athletes, depending on what type of sports they perform – power or endurance type; the genes are made of a sequence of DNA.

Biomechanics

Biomechanics is the science of utilizing laws of mechanics for biological systems. Biomechanics is an interdisciplinary science investigating the forces acting on living organism and their results, i.e., stress, strains, kinetics (movement), quasi-statics and equilibrium problems. Human biomechanics takes into account morphologyaspects, i.e., the structure of the body, biomaterials, the construction of the body, geometry (in three dimensions), inertia (mass, moment of inertia, location of centre of mass), function and control of body organs and systems in different tasks, loco stationary andlocomotors movements (natural, special, with added endings, uniforms, devices), control of the body and interactions with the environment. The some examples of the areas where Biomechanics is applied to either support performers or solve issues in sport or exercise.The identification of the optimal technique for enhancing sports performance. The analysis of body loading to determine the safest method for performing a particular sport or exercise task. The assessment of muscular recruitment and loading. The analysis of sport and exercise equipment e.g., shoes, surfaces and racquets.Biomechanists are generally involved in attempting to either enhance performance or reduce the injury risk in the sport and exercise tasks examined.

Sport Engineering

Engineering can offer many interesting devices tosportspeople that can enhance sports results. Within sportengineering there are products devoted to: the body,e.g., skin covers, garments, accessories and genetics, movable products, equipment, vehicles, requisitesand tools, immovable products, Appliances, stands,rooms and facilities, information technology, computer hardware and software, communication andjournalism devices and miscellaneous products, security, trophies and gadgets.Many sports disciplines, in order to improve results,utilize new materials (for example for the pole in polevault), aerodynamic garments, more durable equipmentand faster vehicles. There are technical devices usedespecially during training, such as manikins in judo andwrestling, body supports in gymnastics and acrobaticsand simulators in automobile and aeroplane sports. Thereare other devices used only during competition, especially referee devices.

Robotic Engineering

Sports people versus robots are a human physical activity withsport rules where opponents are machines called robots.Robo-sport is the physical activity of machines that canparticipate in a sport-like competition in order to win.In order to build robots for application within sport oneneeds data on mechanical sport performance. These data canbe obtained from sport biomechanics who investigate themovement of sportspersons and sport equipment. Kinematicdata on displacement, velocity and acceleration and alsodynamic data on force, moments of force and force impulsesshould be taken into account for implementing themechanisms of robots and also to control them.There are several types of sport robots based on thebiomechanical approach. Below some of these types' arepresentedrobots helping in providing sport training substituting humans during training, serving as models of real sport performanceparticipating in competition against human'srobots helping organizers of sport events.Robotics as relatively new area has had moderateattention from sport specialists. It should be presented tothem in a simple way, since sport specialists are usuallynot technically educated Robots Helping in Providing Sport Trainingfor human-friendly these robots werecounter-partners for humans during their training.During both training and competition special robots can be utilized. Sport Robotics Sport is a human activity where the body is involved in the development of fitness, technique and tactics during training and competition.

Conclusion

Sports gear such as clothing and footwear should be user-friendly and include valuable properties such as strength, flexibility, density, thickness, durability, toughness, resistance to moisture and more importantly cost. Footwear is generally considered more for comfort and injury avoidance. Whereas clothing such as the full body suits used in swimming is often claimed to rationalise the competitor's performance times where winning or losing the race is measured in hundredths of a second. Sporting equipment such as the composite tennis racket has been created in order to provide enhanced ball speed, and reduce the potential vibration that can lead to a condition known as tennis elbow (damage to the small blood capillaries in the muscles and ligaments that surround the elbow joint). In other sporting equipment such as the golf club, the overall mass of the club has decreased which is believed to result in a greater achievable distance and possibly a more precise shot. The bicycle has also undergone modern day advances with the development of specialist wheels, pneumatic tyres; break levers and pedals, which are all aimed at increasing stability and rigidity of the bicycle.

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Comparative Study of Scientific Attitude of Art and Science B.Ed. Teacher Trainees

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Abstract

Scientific attitude among teacher trainees play very vital role. It is essential for all but would be teacher can use this attitude for betterment of society. The aim of study is to see the scientific attitude in science and art group teacher trainees of Indore district (M.P). The population of this study constitutes teacher trainees of B.Ed. colleges of Indore district (M.P). For this purpose, 300 teacher trainees were selected, i.e. 139 from science stream and 161 from art stream. The sample was selected by using the random sampling technique. *Scientific attitude scale (SAS)* tool was taken for this study. The tool was developed by Dr. Smt. Shailaja Bhagwat. The result shows that there is significant difference towards scientific attitude of art & science teacher trainees.

Keywords: Scientific Attitude, Science Teacher Trainees and Art Teacher Trainees.

Introduction

Scientific attitude can be defined as, "open mindedness, a desire for accurate knowledge, confidence in procedures for seeking knowledge and the expectation that the solution of the problem will come through the use of verified knowledge". Scientific attitude are the most important outcomes of science teaching. Though some people view the scientific attitude as the by-product of teaching science, yet a majority of the people consider them as equally important as the knowledge aspect. Science should be taught directly and systematically because developing scientific attitude has a number of characteristics features which distinguish it from other attitudes. A man with scientific attitude has i. is critical in observation and thought, ii. Respects other's point of views and is ready to change his decision on presentation of new and convincing evidence, iii. Is curious to know more about the things around him wants to know whys, what's and how's of things he observes, IV. Does not believe in superstitions and false beliefs4, v. suspends judgments until suitable support is obtained, VI. believes in cause and effect relationship, vii. accepts no conclusions as final or

ultimate, viii. seeks to adopt various techniques and procedures to solve the problem and ix. seeks the facts and avoids exaggeration. Science teacher all over the world have long recognized that development of proper scientific attitude is an important outcome of science teaching. A virtualized study of science with emphasis on open mindedness tolerance and objectivity will lead to the development of rational outlook and scientific attitude.

Material & Methods

Objective of the Study

- To compare the scientific attitude of art and science teacher trainees.

Hypothesis of the Study

- There is no significant difference in mean score of scientific attitude of art and science teacher trainees.

Sample- A sample is small proportion of population selected for observation and analysis. Sample constitutes 300 teacher trainees, i.e. 139 from science stream and 161 art stream were randomly selected for study.

Tool Used- Scientific attitude scale (SAS) tool was used. The tool used in this study was developed by Dr. Smt. Shailaja Bhagwat.

Analysis of Data and Interpretation- In this study, collected data was analyzed and interpreted as following:

Hypothesis There is no significant difference towards scientific attitude of art and science teacher trainees.

Stream	Number	Mean	S.D	T- value	Level of Significance
Science	139	72.08	2.92	6.52	Significant
Arts	161	69.48	3.83		

Above table shows that the mean of science teacher trainees is 72.08 and S.D. is 2.92, it also shows that the mean of art teachers is 69.48 and S.D. is 3.83, and t-value is 6.52 at the df = 198. But the table value are 1.97 and 2.60, at the level of 0.05 and 0.01 respectively at the df =198. Here the calculated value of t is greater than the table value (6.52>1.97) and (6.52>2.60) at the level of 0.05 and 0.01 respectively. Thus clearly there is significance difference between science and art teacher trainees with regard to scientific attitude. Therefore the hypothesis is rejected. The mean of science teacher trainees is greater than mean of art teacher trainees (72.08>69.48). So the science teacher trainees are more

scientific than art teacher's trainees. It indicates that the science students have greater tendency to test traditional belief and adopt critical attitude in comparison arts students.

Conclusion & Summary

Study shows that science teacher trainees are more scientific than art teacher trainees. It indicates that the science students have greater tendency to test traditional belief and adopt critical attitude in comparison to art students. The notion that a large proportion of even educated people have strong faith superstitions in the era of science and technology. So no wonder that there is no one to one correspondence in growth in science and growth in scientific attitude which ultimately hinders the smoothness of growth of science. Such a lopsided growth may not be conductive to the growth of scientific attitude. Since scientific thinking and scientific attitude are instrumental in expanding scientific knowledge, there is a need to frequently assess the relative growth of scientific attitude particularly in the students. The teacher acts as a role model for their students. So, they should adopt scientific thought. They should also try to inculcate constructive and scientific attitude in their students by encouraging debate and discussing in the classroom. In India every third people is youth. By 2020 India will become youngest country in the world. B.Ed. students are future teachers and moreover they represent youth also, their attitude can definitely play a significant role in the development of students whom they are going to teach.

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An Evaluation Study of Status of API- CAS for College Director of Physical Education of S.G.B. Amravati University

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Abstract

The current paper deals with the position of API and which has been helpful in higher educational institutes in India since 2010. API is quantitative expansion toward to evaluate the superiority of teaching staff, i.e. their aptitude level. The API was introduced as an attempt to link Director of Physical Education selection and their promotions according to their academic performance and also as measures for preservation of standards in the higher education. In India at all higher educational institutions API is useful for the CAS of Director of Physical Education. Govt of Maharashtra state higher education Department has also adopted this API and PBAS in the year 2010. UGC Regulations, 2010, dated 28th June, 2010, is implemented, by this S.G.B. Amravati university; vide Direction No. 55 / 2010, dated 18-9-2010. Currently the three categories of PBAS are well implemented, but in view of experiences from the college Director of physical education of college.

Key Words: API-Academic Performance Indicator, CAS –Career Advancement Scheme, PBAS –performance Based Appraisal System,

Introduction

The quality of education is facing threat in our country in terms of responsibility accountability and increased expectations by the stockholders: the students. Indian higher education system ranks second biggest in the globe. Millions of students from civilization who belong to different social and economic status are provided with their educational requirements. Quality is the end product of awareness to their educational and professional needs and also to the need of personal development which has been the primary concern of the traditional systems of education in the country. India is supposed to have a stock about seven million scientific and technical manpower in the world. In a world of rapid changes and increasing diversity, the need for an active, informed and responsible education is greater than ever.

In a developing country like India where the share of youth is on its high level as compared to the rest of the world the quality of education, specially higher education needs to be maintained for the betterment of countries future. The ever increasing number of higher education institutions need to maintain their standards in terms of quality education.

Politicians as policy makers need to make such laws and policies for improving quality in all higher education institutions, so that they abide with the imparting knowledge accountability, ethics responsibility and values in the students. Integrating Sustainability in Higher educational campuses not only beneficial for its own but also it will help to improve the overall sustainability of the nation. Virtually all universities are interested in committing their resources to develop effective citizenship among their student to maintain the quality based on standards in higher education, UGC established few regulations for the teachers in higher education institution. University Grants Commission established regulations regarding minimum qualifications for appointment of teachers and other academic staff in universities and colleges in year 1956 from Ministry of Finance and later in year 2000 and revised in year 2008. Which are published in the Gazette of India 2010. These regulations explain qualifications for candidates, their eligibility for recruitment and promotion to higher positions and under Career Advancement Scheme. These qualifications are related to teaching staff (university and college teachers) as well as principals (directors of educational institutions), sports staff and librarians. As soon as the sixth pay came into existence in 2010, to make the teachers of Indian higher educational institutions more accountable and to link their promotions to their performance this system of API and PBAS was introduced. The same has been adopted by the Govt .of Maharashtra higher education department. The academics year is divided in to two semesters and the numbers of working day share in accordance with the regulations issued by UGC.API has been protested by the Teacher unions. According to them the system is a faulty one and it could allow favoritism and benefit a select few. UGC was asked by the ministry for human resource development to have a re-look at the decision to scrap API. The 489th meeting of the UGC in October 2012 took up the matter on the recommendations of the Revisit Committee on granting of exemption to PhD holders from NET and removing the API and PBAS. Subsequently In January 2013, the Commission decided to scrap the PBAS with API. The argument given for scrapping the API was that the strict but inflexible parameters of the UGC's API were holding up appointments and worsening faculty shortage scenario across universities. Scrapping of the API apparently gave the universities flexibility to evolve their own mechanisms to screen teacher performance. However, scrapping the PBAS has evoked much criticism from the academia. But, official with MHRD, "The ministry intervened and asked the UGC to take a re-look at the decision and to retain the API and work out necessary modifications to improve the system." it has-been decided that the PBAS with API system will continue for promotion and selection of senior university teachers. (API), a mandatory requirement for universities to select and promote faculty members, the University Grants Commission has decided to retain the PBAS with API.As per UGC regulations 2010 on minimum qualifications for appointment of teachers and other academic staff in universities and colleges it is mandatory for all universities and colleges to prepare Performance Based Appraisal in the prescribed format for applying to any teaching post or career advancement. Maharashtra Govt have given orders in this respect for filling the PBAS proforma for self appraisal and CAS in accordance with the latter from UGC dated 30 June 2010same implemented by Govt of Maharashtra vide Direction No. 21 / 2009, dated 17-9-2009. Department has also adopted this API and PBAS in the year 2010. UGC Regulations, 2010, dated 28th June, 2010, is implemented, by this SGB Amravati university; vide Direction No. 55 / 2010, dated 18-9-2010.

About API

Director of Physical Education are well familiar with evaluation and assessment of students. Self appraisal helps to figure out what Director of Physical Education's strengths and weaknesses are. It allows one to take at an honest look at oneself. It is a process of self evaluation to determine the level of self-efficiency. It is a part of continuing professional development or career advancement. It has been suggested as an indicator of CAS. Based on the Director of physical Education self-assessment, APIs are proposed in recruitments and CAS promotions of college Director of Physical Education and is organized in three categories

Category I-Teaching, Training, Coaching, Sports Person Development and Sports Management Activities.

Category II - co-curricular, extension and professional development related activities.

Category III - research and academic contributions.

The minimum API score required by Director of Physical Education different depending on categories, levels of promotion in college. The self-assessment score is based on verifiable criteria and is finalized by the screening/selection committee.

Category-I: Teaching, Training, Coaching, Sports Person Development and Sports Management Activities.1 (a) Management of Physical Education and Sports Programme for students.

API scores for Teaching, Training, Coaching, Sports Person Development and Sports Management Activities.1 (a) Management of Physical Education and Sports Programme for student's related activities based on the Director of Physical Education self-assessment. The self-assessment score will be based on verifiable criteria and will be finalized by the Screening / Selection Committee

Category-II: Co-Curricular, Extension and Professional

Development Related Activities: API scores for co-curricular, extension and professional development related activities based on the Director of Physical Education's self-assessment. The self assessment score will be based on verifiable criteria and will be finalized by the Screening /Selection Committee

Category-III: Research and Academic Contributions:

According to the self-assessment done by the Director of Physical Education, API scores are planned for two types of contributions i.e. research and academic activities. The minimum requirement of API scores for the Director of Physical Education of colleges is different. It also varies for different levels of promotion. The score given by the Director of Physical Education in the self assessment form should be based on verifiable criteria and it is to be finalized by the screening/selection committee.

Table-1

Category-I: Teaching, Training, Coaching, Sports Person Development and Sports Management Activities.

1(a) Management of Physical Education and Sports Programme for students.

Sr. No.	Nature of Activity Maximum Score	Maximum Score
CATEGORY - I		
01	Management of Physical Education and sports Programme for students (Planning, executing and evaluating the policies in Physical Education and Sports)National Level - **20 points/each**, State Level - **10 points/each**, Zonal Level - **05 points/each**, College Level - **03 points/each**.**(Max. 20 Points)** Lecture cum practice based athlete / sports classes. Seminars undertaken as percentage of allotted hours**1)100%complience=20 points. 2) 90% compliance=18 points.3) 80% compliance=16 points. (Below 80% no Score may be given) (Max. 20 Points)**	40
02	Extending services, sports facilities and training on holidays to the institutions and organisations**(2 for each time)**	10
03	Organizing and conducting sports and games competitions at the International / National / State / Inter University / Inter Zonal Levels - - - - - -**(Max. 25 Points)** International Level -- **10 Points each** National Level -- **05 Points each** State Level -- **03 Points each** Inter University Level -- **02 Points each** Inter Zonal Level -- **01 Point each** Organizing and conducting coaching camps / sports Person development / training programmes..**(Max.15 Points) (5 per programme)**	40
04	Up gradation of scientific and technological knowledge in Physical Education and Sports**(5 Points each)** Identifying sports talent as and Mentoring sports excellence among students **(5 points each)**	20
05	Development and maintenance of play fields, purchase and maintenance of the other sports facilities **(5 points for each sports facility)**	15
	Total	125
	Minimum API Score Required	**75**

CATEGORY: II: Co-curricular, Extension and Professional Development Related Activities.Extension and Co-curricular & field based Activities.

Sr. No.	Nature of Activity Maximum Score	Maximum Score
01	Student related co-curricular, extension and field based activities (such as Cultural exchange and Sports Programmes Various level of extramural and Intramural programmes, extension work through NSS/NCC and other channels.) (**5 points per Activity)**	20

(i) Contribution to Corporate life and Management of the Institution.

Indictor	Maximum Score
Contribution to Corporate life and management of the sports units in Universities / Colleges through meetings, popular lectures, subject related events, articles in college magazine and University volumes **(2 point each)**.	10
Institutional Governance responsibilities like, Vice Principal, Dean, Director,Warden,Bursar, School Chairperson, IQAC coordinator **(10 points each)**	10
Participation in committees concerned with any aspect of departmental or Institutional management such as admission committee, campus development, library committee etc. **(5 point each).**	10
Responsibility for, or participation in committees for Students Welfare, Counseling and Discipline **(5 each)**	10
Organisation of Conference /Training as Chairman/Organizational Secretary / Treasurer : (a) International **(10 points)**; National/Regional **(5 points)** (b) as member of the organizing committee **(1 point each)**	10
Maximum Aggregate limit	**15**

iii) Professional Development Related Activities.

Indicators / Activities	Maximum score
Membership in profession related committees at State and National level a. At National level : **3 points each** b. At State level : **2 points each**	10
Participation in subject Associations, Conferences, Seminars without paper presentation 10 **(Each activity : 2 point)**	10
Participation in short term training courses less than one week duration in educational technology, curriculum development, professional development, Examination reforms, Institutional governance **(Each activity: 5 points)**	10
Membership/participation in State/Central Bodies/Committees on Education,	10

Research and National Development **(5 each).**	
Publication of articles in newspapers, magazines or other publications (not Covered in category 3); radio talks; television programmes **(1 point each).**	10
Maximum Aggregate Limit	**15**
Maximum Aggregate Limiti+ii+iii=15	**15**

CATEGORY: III: Research and Publications and Academic Contributions:

S.No.	APIs	Faculties of Physical education	Max. points for college DPE position
III a)	Research Publication (Journals	Refereed Journals*	15/Publication
		Non-referred but recognized and reputable Journals and periodicals, having ISBN/ISSN Numbers.	10/ Publication
		Full papers in Conference proceedings, etc.* (Abstracts not to be included)	10/ Publication
III(b)	Research Publications (books, chapters in books, other than refereed journal articles)	Text or Reference Books Published by International Publishers **	50 /sole author 10 / chapter in an edited book
		Text or Reference Books Published by National/ Central/ State Government/Societies **	25/sole author, 5/chapter in edited books
		Subject Books by Other local publishers with ISBN/ISSN numbers **OR** non ISBN no. for University Syllabus ** Chapters in knowledge based volumes in 5 /Chapter Indian/National level publishers with ISBN /ISSN numbers and with numbers of national and international directories **	15/ sole author, 3/ chapter in edited books

*The API for joint publications will have to be calculated in the following manner: Of the total score for the relevant category of publication by the concerned teacher, the first/Principal author and the corresponding author/supervisor/mentor of the teacher would share equally 70% of the total points and the remaining 30% would be shared equally by all other authors

** Scores (50/25/10/03 whatever the case may be) to be shared as par norms by all Authors.

III(C)	RESEARCH PROJECT				
	Major Projects/Events amount		mobilized with grants	above	20 each Project
	5.00 Lakhs				
III C i	Sponsored Projects carried	Major Projects /Events Amount mobilized With minimum of Rs. 4.00 lakhs up to Rs. 5.00 lakhs			15 each major project
	out/ ongoing	Minor projects from central / state funding agencies with grants below 4.00 lakhs			10 each major project

III C	RESEARCH PROJECT		
III C I	Sponsored Projects Carried out/ ongoing	Major Projects/Events amount mobilized with grants above 5.0 lakhs	20 each Project
		Major Projects /Events Amount mobilized with minimum of Rs.4.00lakhs up to Rs. 5.00 lakhs	15 each major project
		Minor projects from central / state funding agencies with grants below 4.00 lakh	10 each major project
III (C) (ii)	Consultancy Projects carried out / ongoing	Amount mobilized with minimum of Rs.1.0 lakh	10 per every Rs.5.0 lakhs,2 per every Rs.1.0 lakhs
III (C) (iii)	Completed projects : Quality Evaluation	Completed project report (Accepted by funding agency)	20 /each major project and 10 /each minor project
III (C) (iv)	Projects Outcome / Outputs	Policy document of Govt. Bodies at Central and State Level	30 / each output or outcome for National patents etc/50 /each for International patents.
III (D)	RESEARCH GUIDANCE		
III (D)(i)	M.Phil.	Degree awarded only	3 /each candidate
III (D)(ii)	Ph,D	Degree awarded only	3 /each candidate

III(E)	TRAINING COURSES AND CONFERENCE /SEMINAR/WORKSHOP PAPERS		
III(E)(i)	Research Methodology/ Training/ Coaching Workshops(Max 30)	Research methodology / Training/ Coaching programme (not less than three weeks)/ Workshops of not less than one	20 10

		week.	
III(E)(ii)	Papers in Conferences/ Seminars/ workshops Etc	Participation and Presentation of research papers(oral/poster) in:	
		a) International conference	10Marks
		b) National	7.5 Marks
		c) Regional/State level	5Marks
		d) Local – University/College level	3 Marks
III(E) (iv)	Invitations for conferences/seminars/ workshops/ symposia to deliver lectures/chair sessions	(a) International	10 Marks
		(b) National	7.5 Marks
		(c) State level/Regional	5 Marks
		(d) University/College level Endowment lectures	5 Marks

*Wherever relevant to any specific discipline, the API score for paper in refereed journal would be augmented as follows: (i) indexed journals – by 10 points; (ii) papers with impact factor between 1 and 2 by 15 points; (iii) papers with impact factor between 2 and 5 by 20 points; (iv) papers with impact factor between 5 and 10 by 25 points.

** If a paper presented in Conference/Seminar is published in the form of Proceedings, the Points would accrue for the publication (III (a)) and not under presentation (III (e) (ii)***Indexed in Refereed Journals

Notes.

1. It is incumbent on the Coordination Committee proposed in these Regulations and the University to prepare and publicize within six months subject-wise lists of journals, periodicals and publishers under categories IIIA and B. Till such time, screening / selection committees will assess and verify the categorization and scores of publications.

2. The API for joint publications will have to be calculated in the following manner: Of the total score for the relevant category of publication by the concerned teacher, the first/Principal author and the corresponding author/supervisor/mentor of the teacher would share equally 60% of the total points and the remaining 40% would be shared equally by all other authors.

Minimum API as provided in appendix – iii table: iv to be applied for the career advancement scheme (CAS) promotion of college Director of physical education (senior scale) / college Director of physical education (selection grade), and weightages for

expert assessment in selection committees.

S. No	Categories of Criteria	Minimum Average, yearly or cumulative, API score required during the assessment period of each level as evaluated under the Performance Based Appraisal System (PBAS) with weightages for Expert Assessment		
		College Director of Physical Education to College Director of Physical Education (Senior Scale) (Stage 1 to Stage 2)	College Director of Physical Education Senior Scale to Selection Grade (Stage 2 to Stage 3).	College Director of Physical Education (Selection Grade) (Stage 3 to Stage 4).
I	Teaching-learning, Evaluation Related Activities (Category – I)	75/Year	75/Year	75/Year
II	Co-curricular, Extension and Profession related activities(Category – II)	15/Year	15/Year	15/Year
III	Minimum total average annualScore under Categories I and II*	100/Year	100/Year	100/Year
IV	Research and Academic Contribution (Category III) – Minimum Annual Score Required to assessed cumulatively	5/Year (20/assessment period	10/Year (50/assessment period)	15/Year (45/assessment period)
	Expert Assessment System	Screening Committee	Screening Committee	Selection Committee
V	Percentage Distribution ofWeightage Points in the Expert Assessment (Total weightage = 100. Minimum required 50)	No separate points. Screening committee to verify API scores	No separate points. Screening committee to verify API scores	30% - Research evaluation 50% - Assessment of domain knowledge and skills in sports. 20 % - Interview performance

Minimum academic performance and service requirements for promotion of physical education cadres in colleges.

S.N.	Promotion of Physical Education Cadres through CAS	Service (as prescribed by the MHRD Notification) requirement	Minimum Academic Performance Requirements and Screening/Selection Criteria
01	Assistant DPE/ College DPE to Assistant DPE (Senior Scale) / College DPE (Senior Scale) (Stage 1 to Stage 2)	Assistant DPE / College DPE completed four years of service in Stage 1 with Ph.D. **or** five years of service who are with M.Phil. **or** six years of service who are without Ph.D/M.Phil	(iv) Minimum API scores using PBAS scoringproforma developed by the concerned university as per the norms provided in Table V(a) of Appendix III for university DPEs cadres in Universities and in Table V(b) of Appendix III for cadres in Colleges. (v) One Orientation and one Refresher Course of 3/4 weeks duration. (vi) No separate interview points for the Screening cum Evaluation process of recommending promotion.
02	Assistant DPE (senior scale) / College DPE (senior scale) to Deputy DPE / Assistant DPE (selection grade) / College DPE(selection grade) (Stage 2 to Stage 3)	Assistant DPE (senior scale) College DPE (senior scale) with completed service of five years in Stage 2	(iv) Minimum API scores using the PBAS scoring proforma developed by the concerned university as per the norms provided in Table V(a) of Appendix III for university DPEs cadres in Universities and in Table V(b) of Appendix III for DPEs cadres in Colleges. (v) Additionally, two refresher courses of 3-4 weeks duration to have been undergone during the assessment period. (vi) No separate interview points for the Screening cum Evaluation process of recommending promotion.
03	Deputy DPE / Assistant DPE (Selection Grade) / College DPE (Selection Grade) to Deputy DPE/ Assistant DPE	Deputy DPE / Assistant DPE (Selection Grade) / College DPE (Selection Grade) with three years of	i) Minimum API scores using the PBAS scoring proforma developed by the concerned university as per the norms provided in Table V(a) of Appendix III for university DPEs cadres in

	(Selection Grade) / College DPE (Selection Grade) (Stage 3 to Stage 4).	completed service in Stage 3.	Universities and in Table V(b) of Appendix III for cadres in Colleges. (ii) Minimum three publications over twelve years. For promotion in Colleges an exemption of one publication for M.Phil. holders and exemption of two publications For Ph. D. holders. (iii) Evidence of having Produced teams / athletes. (iv) A selection committee process as stipulated in this regulation and in Table V(a) of Appendix III for the university DPE cadres in universities
04	University DPE (Stage5) (For universities only)	Deputy DPE in universities with three years of completed Service in Stage 4.	(iv) Minimum API scores using the PBAS scoring proforma developed by the concerned university as per the norms provided in TableV (a) of Appendix III for DPEs in university. These may be achieved over two assessment periods, if required. (v) A minimum of five Publications over two assessment periods (six years). (vi) Evidence of having produced teams /athletes. (vii) A selection committee process as stipulated in this regulation and in Table V (a) of Appendix III for DPEs in the university.

Note: The explanatory note provided for Tables IIA and IIB for CAS for teachers is also applicable for the Physical Director Cadres as per the API score specified for this cadre.

Note: For universities/colleges for which Sixth PRC Awards (vide Appendix 2) are applicable, Stages 1, 2, 3, 4 and 5 correspond to scales with AGP of Rs. 6000, 7000, 8000, 9000 and10000 respectively.

Conclusion

From the above it is observe that where Director of Physical Education have to present various duties with, exam related duties are necessary for the Director of Physical Education and they require scoring minimum 75 points per year. Co-curricular extensions and professional growth activities are not obligatory and Director of Physical Education could score required minimum 15 points from an other activities.

In third category a Director of Physical Education could score as many points he likes to. It is quite evident from the above discussion that there is a need of slight modifications in the points scored from category II, and to make the Director of Physical Education more focused towards research direct involvement of government may prove to be constructive. The Director of Physical Education at higher education is having the main responsibilities of shaping the future of a country. The youth which could be turned into any shape is in the hands of the teacher/DPE of higher education institution. The major role of a Director of Physical Education is to impart skills, knowledge, compatibility and to make the student good human being. It could be achieved through applying multidimensional approach towards the maintenance of standards of sports and quality in higher education which will lead towards the better performance of students, society and in turn country.

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Multimedia Approach in Teaching – Learning

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Abstract

This paper is focusing on effectiveness of multimedia approach in teaching learning process. Educational technology is a new approach to the problems of teaching and learning. Hardware and Software are two structural components of educational technology and multi-media is an essence of this approach.

Keywords: Multimedia Approach, Educational Technology

Introduction

Every teacher aims to teach his students in the best possible way by adopting proper ways and means for the effective realization of the teaching objectives. Similarly every learner organize his task of learning in such a way as to yield to maximum learning in a best possible way. Educational technology, the science and technology of teaching and learning, has evolved and devised various techniques, strategies and approaches for both the teacher and learner to realize their teaching – learning objectives in a quite effective way. Multi-media approach represents one of the such strategies and approaches to improve the process and products of teaching-learning.

What is Multi-Media Approach?

It is said that one who communicates well teaches well. Similarly the learner who responds well to the communication of ideas, is supposed to learn well. Hence, it implies that key for the effectiveness of the teaching-learning process lies in the strength and quality of the process of communication. There are wide varieties of techniques and media available for the communication of ideas leading to the teaching like lecturing, demonstration, using hardware and software materials and equipments, programmed learning texts and packages, Television and Radio lessons, Computer assisted instruction, laboratory experiences and other practical work etc.

The experiments and researches in the field of teaching-learning has established that teaching-learning process is the best organized and facilitated through the use of multi-media instead os a single or routine type of media or techniques. For example, in case a teacher

while lecturing makes use of audio-visual aid, charts and maps, writes on the blackboard, demonstrates on the demonstration table and asks his students to respond in a theoretical as well as practical way, he is surely to communicate well instead of a teacher who is simply resorting to lecturing or demonstrating.

In other words, in multi-media approach, the teaching-learning process is carried out through a number of media by using them in such a planned and organized combination with reference to the available teaching-learning situation as to have their utmost utilization for achieving the desired ends in a quite effective way.

The Steps and procedure for adopting Multi-media approach:

Multi-media approved facilitate the task of attaining desired teaching learning objectives on the path of the teaching-learning in a quite effective way. As emphasizes earlier, it asks for the judicious use of several media in relation to the existing teaching-learning situations in such a combination as to result in the attainment of the predetermined teaching-learning objectives in the best possible way. In multi-media approach, it is very difficult to prescribe a uniform pattern or instructional procedure to be followed by the teacher and learners. Every teacher learning situation is an unique opportunity which demands a set of unique preparation and implementation activities on the part of the teacher and students with regard to the adoption of multi-media approach. However, there may lie common points of agreements if we try to analyse the very nature and goals of multimedia approach as cited below:

- The teaching-learning objectives are to be effectively realized.
- Teacher must be helped to plan and organize his teaching activities as effectively as
- Possible.
- The learning experiences should be organized in such a way that students learn mostly through self-effort and active participation and involvement in the learning activities.

Teaching-learning activities need to be organized in such a way as to help the teacher in making the total unit of the learning quite clear to his students as well as to help the students in acquiring all the learning experiences in a wide way through independent efforts and co-operative planning.

The media selected for the teaching-learning acivities should be such that these may be coordinated and combines in relation to a particular teaching-learning situation resulting in the effective realization of the set objectives.

Keeping the above cited nature and demands for the use of multimedia approach we can follow, in general, a particular pattern in the form of following stages and steps for the organization of the instructional activities with reference to the different teaching-learning situations.

1st Stage – At this stage teaching-learning activities are to be initiated by the teacher. A well prepared lesson may be delivered by the teacher on a learning unit be keeping in view the set teaching learning objectives. Here he may use different media. The learning contents may be

covered in a global way through lecture, question-answer or lecture-cum-demonstration method, etc, he may make use of the black-board, charts, pictures, graphs, models, slides, audio and vide0 tapes, exhibit actual objects and demonstrate experiments etc., for the clarity of contents of the learning unit depending upon the demands of the teaching-learning situation.

2nd Stage – It is the stage for the demonstration of specific and specializes unit. This information may be provided to him through well prepared programmed learning material, tapes and video recorded material, learning guides and workbooks, etc.

3rd Stage – At this stage the learner is provided with the essential help and individual guidance for the clarity of the steps and activities undertaken by him for proceeding on the path of his independent learning. The activities undertaken for the purpose may be listed as below:

1. Instruction and discussion with teacher or the fellow students.
2. The extra help and individual guidance rendered by the teacher or subject expert.
3. Observation of experiments and work activities performed by the teacher, experts or fellow students.
4. Close observation of the recorder material.

4th Stage – This stage is meant for carrying out the learning activities on the part of the learner in details, depth on intensive basis. Here the students may be asked to do study in library with basis. Here the students may be asked to do study in library with necessary reference material or to have detailed study with the help of programmed text books, machines and computer assisted instruction.

5th Stage – This stage is well meant for the integration of the theory with practice and learning practical use of the curricular experiences. For this purpose, students may be asked to engage themselves in useful laboratory work, manual work, field work, workshop experiences, productive and creative activities depending upon the nature of the learning unit, subject and availability of the resources.

6th Stage – At this final stage, the teaching-learning activities are arranged on a much superior level (named as reflective level, cooperative group learning or living etc.)

In this way, different media can be utilized in combination at the subsequent stages and steps of the teaching-learning activities carried out for the instruction of a particular learning unit.

Role of the Teacher in multi-media approach

Question arises what will be the role of the teacher in adopting multi-media approach to teaching and learning. Defiantly, there will be a significant shift from the traditional one as emphasized below:

- Lecture or chalk and talk method will not suffice. The teacher has to learn and adopt a number of methods and techniques like synthetic, assignment, depending upon the demands of the teaching-learning situation.
- Teacher has to learn the use and application of different media, select and utilize them in proper combination for the attainment of teaching-learning objectives in a particular instructional situation. He has to gain in mastery over the use of different situation. He has to gain in mastery over the use of different audio-visual aids, software material and hardware equipment etc., in terms of their wise selection, proper use and necessary maintenance and up keep etc.. Programmed packages, audio-visual tapes, coloured slides accompanying tapes script, motion pictures and films, models, specimen, actual objectics, etc., are to be used judiciously as and when required for increasing the effectiveness of the teaching-learning process.
- Multi-media approach ultimately aims for the creation of such teaching-learning environment that may prove helpful in making students learning an independent and individualized activity. Accordingly there is needed a significant change in the attitude and role of the teacher. His task in a multi-media approach is not limited to the imparting of knowledge and disseminating information to the students. Consequently, there will be s shift of his role from direct communication of information to guiding students learning. He has to make his students active participants in the process of learning instead of remaining passive. The learning experiences are to be designed by him by adopting multi-media approach in such a way that the students may be able to proceed on the path of learning quite independently. Slowly and slowly they are to be lead on the path of auto-instruction and self-learning. The role of the teacher, thus, needs a major shift in the shape of a guide, advisor and organizer in place of a mere communicator, demonstrator or tutor.
- While adopting multi-media approach, the teacher on one hand has to lead his students for independent individualized learning with the use of television lessons, audio-video cassettes, recorded and printed programmed material, teaching machines and computer assisted instruction etc. on the other hand, he has to make their learning a living and cooperative process by resorting to the group activities like seminar, symposium, panel discussion, workshops and interacting with the people in real work situation.
- Multi-media approach provides opportunity for integrating theory with practice. In view of the realization of this aim, the teacher has to play a very constructive role in making his students learn the things in a quite practical by going through concrete and living experiences. The teacher must himself know the application and use if the facts and principles learnt theoretically in any curricular area. He may be able to plan and organize field work, laboratory and workshop activities, translate theory into action and practical use in day to day life then and only then he may be able to utilize multi-media approach for the true realization of the teaching-learning objectives.

Conclusion

Multi-media approach has its strong appeal and applicability to almost all the teaching-learning situation for the teaching and learning of different curricular or non-curricular subject material. It is beneficial for all type of learners, whether average, sub-average or above average. On one hand where it can very much be used in diagnostic and remedial teaching for the educational backward and slow learners, on the other hand, it may be equally planned for the organization of teaching-learning activities for the gifted and creative genius.

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Cultural Sensitivity and Awareness

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Abstract

Cultural sensitivity is a set of skills that helps one to assess different cultures and enables one to develop communication mechanisms that suit to a particular culture. These skills may include evaluating how certain cultural differences can affect how people learn, work, and behave in a given context. Cultural sensitivity helps people to behave with greater acceptance within a community. This set of skills also contributes to building more cohesive groups that have healthy interactions; whereas cultural blindness can lead to suspicions and inter-personal and inter-group conflicts.

Key Words: Culture, Culture Awareness, Cultural Blindness, Cultural Sensitivity and Cultural Knowledge

Introduction

Human society has remarkable diversity of cultures. During the times when communication and transportation facilities were still primitive or underdeveloped, mingling of cultures had seldom happened. Each cultural context used to be specific to a geographic location and cultures had practically no interactions. However, with the advancement in communication and transportation technologies people who have diverse cultural practices started coming together more frequently. In all spheres of everyday life – in education, business, entertainment, and governance – interaction of cultures is very evident now. Given the increasing interactions of cultures, the need for cultures to coexist has assumed great importance in the modern world.

Modern societies, communities and groups nowadays acknowledge the diversity of cultures and recognise the importance of co-existence of these cultures. Since each culture has its uniqueness and similarities, there is a need to be aware of these similarities and differences among and between cultural groups.

Education as a social institution with a major role in socialisation of the young represents the fusion of various cultures. A review of social science textbooks will reveal how meticulously educators bring cultures of various regions and states into the mainstream of social science. The expression ‘Unity in Diversity’ captures very well the respect that India gives to this multiplicity of cultures. There is a growing realisation that students need to have the

knowledge and interpersonal skills that will allow them to understand, appreciate, and work with students from cultures other than their own.

All members of society have an association with a particular culture. They normally develop their identities around this culture and also use this definition of identity for separating themselves from the others. Thus, people within a group usually identify themselves and are identified by outsiders according to various attributes such as ancestry, language and traditions. This definition of culture will involve a set of values, social practices, and forms of expression held in common by a group of people. It can also involve geography, religion, and socio-economic status.

Before moving on to understand and define *Cultural Sensitivity*, it is necessary to understand cultural knowledge and cultural awareness. All these three aspects of culture co-existence are organically linked to each other and hence inseparable. Cultural knowledge is the familiarization of a member of a particular cultural group with selected cultural characteristics, history, values, belief systems, and behaviours of the members of another cultural group.

Cultural awareness proceeds from knowledge of other cultures. It is practically impossible to learn everything about other cultures that a person normally comes across on a regular basis. However, it is indeed possible to be aware of the important dimensions of other cultures with conscious learning. One can develop cultural awareness by practicing the following;

- Becoming aware of the norms, attitudes, and beliefs of other cultures and value the cultural diversities.
- Introspecting and critically looking at one's own cultural biases and prejudices,
- Adopting a non-judgemental attitude and holding on to a position that differences are neither good nor bad. Cultural differences should not be allowed to become a basis for criticism and judgements.
- Building friendships of mutual respect and a desire for understanding.
- While maintaining one's cultural identity, respecting the cultural backgrounds of the other person.
- Allowing and taking time to understand. It is not necessary to understand all aspects of cultures immediately when one comes into contact with a person of another culture. Therefore, it is necessary to take time to listen and help each other understand each other.
- Acquire knowledge about other cultures by reading books, attending cultural events and festivals, attending classes or seminars and watching movies about other cultures.
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Cultural Sensitivity is a set of skills that enables a person to learn about and get to know people who are different, thereby coming to understand how to interact with them better. This important skill is acquired only when one has the awareness and sensitivity of other practices and cultures. Cultural sensitivity, particularly in the context of the modern multi-cultural world, is a very important soft skill. This set of skills helps one to assess different cultures and how communication mechanisms could be developed suiting to a particular culture. These skills may include evaluating how certain cultural differences can affect how people learn, work, and behave in a given context. They also help understand how to value differences so that discrimination and harassment, either intended or not, do not occur.

Developing a culturally competent attitude is an ongoing process. It is important to view all people as unique individuals and realize that their experiences, beliefs, values and language affect their ways of interacting with others and the larger community. It is also necessary to be aware that differences exist within cultures as well. It is wrong to assume that a common culture is shared by all members of a racial, linguistic or religious group. Developing sensitivity and understanding of another ethnic group usually involves internal changes in terms of attitudes and values. Cultural sensitivity also refers to the qualities of openness and flexibility that people develop in relation to the culture of others.

Cultural sensitivity permits a person to respond with greater respect and empathy to people of all nationalities, classes, races, castes, religions, ethnic backgrounds and other groups in a manner that recognizes, affirms, and values their worth. In other words, cultural sensitivity helps a person to recognise and respect the uniqueness of cultures and value them as his/her own. The main characteristics of cultural sensitivity are given below;

- It pertains to non-judgemental attitude on cultures – all cultures are viewed as equal.
- Culturally competent individuals are open to the cultural experiences of others and to new information about cultures.
- Treating people as individuals, not as stereotypes.
- Examining one's assumptions about differences on the basis of culture.
- Being open to the challenge of learning through others' points of view.
- Building empowered and interdependent relationships with people one regards as different.

Cultural sensitivity helps people to behave with greater acceptance within a community. A person who has cultural sensitivity will not have a tendency to assume that his/her own values or customs are more sensible or correct. Cultural sensitive people will value the importance of acknowledging others' beliefs and behaviours and make necessary modifications in their own behaviours so that they become more acceptable to the community that is not culturally their own. On the other hand, Cultural blindness can cause serious problems, particularly interpersonal relationships. A culturally blind person may ignore cultural strengths and will conclude that there are no differences among cultures; or even if cultural differences exist, they are insignificant. Cultural blindness is manifested in the following ways;

- Assume that everyone behaves in a similar way, every time.
- Do not see the need even to adapt their oral and written communication depending on the various cultural contexts.
- Encourage people from other cultures to assimilate into the dominant culture, thus letting go of their own language, traditions, and values.
- Supporting the belief that a belief or a practice or an approaches traditionally used by their own culture and/or the dominant culture is universally applicable.
- Holding on to a belief that solutions will work universally regardless of culture, language, race, sexual orientation, ability status, or anything else.

Cultural sensitivity contributes to building more cohesive groups that have healthy interactions; whereas cultural blindness can lead to suspicions and inter-personal and inter-group conflicts. One of the outcomes of cultural blindness can be acculturation which can

manifest in interpersonal relationships. It can be defined as the modification of the culture of an individual or a group when it comes into contact with another culture. Individuals, as the agents of diffusing culture, often influence each other thereby modifying each other's practices. In India, the culturally appropriate way of greeting is saying 'Namaste' with folded hands; whereas in the western societies the customary style of greeting is offering a hand-shake. However, with the passage of time, wes0tern style of greeting with a 'hand-shake' is becoming more popular in India. This simple change of behaviour expresses how people, through acculturation, learn new ways of life like language, food, attire etc and replace their original cultural practices with the newly-acquired practices that are not theirs culturally.

Evidently, culture influences many aspects of people's lives. It influences how people interact with other and with the world around them. People who are culturally sensitive are more capable to function in other cultures with greater acceptance. The skill to be culturally sensitive helps them value and respect diversity, and become more open to learning things from the point of view of others.

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भोपाल जिले में महाविद्यालय स्तर पर छात्रों में अध्ययन के प्रति बढ़ता असंतोष

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यह मानव की स्वाभाविक प्रकृति है, कि जब कभी भी उसकी इच्छाओं, आवश्यकताओं, परम्परागत मूल्यों अथवा कुशलताओं को दूसरे व्यक्तियों के द्वारा मान्यता प्राप्त नहीं होती है, तब उसके अशांत मन में एक प्रकार का असंतोष, निराशा और कभी–कभी तनाव उत्पन्न हाने लगते है। ये तनाव कभी –सामान्य होते है, तो कभी कुछ विशेष परिस्थितियों में अत्यधिक उग्र रूप धारण कर लेते है। कोई व्यक्ति या कोई भी वर्ग ऐसा नहीं होता है, जिसमें कम या अधिक मात्रा में ऐसे तनाव कभी उत्पन्न न होते हों।हमारे देश में छात्र असन्तोष एक स्वयं सिद्ध बात है। प्रायः आज की स्थिति में विद्यार्थी इसका दोष शिक्षा वातावरण और उत्तेजक घटनाओं पर डालता है, शिक्षाविद् शिक्षा और बाहरी हस्ताक्षेप पर इसका उत्तरदायित्व डालकर अपना भार हल्का कर लेते है और अभिभावक और नेता जब जो मन में आता है, कह बैठते है –कभी शिक्षा प्रणाली को दोष देते हैं, तो कभी शिक्षकों की अयोग्यता को कोसने लगते है, कभी सरकार की नीति को दोषपूर्ण कहकर अपना मन समझा लेते हैं। बच्चों के मन में निराशा और तनाव उत्पन्न होते हैं, लेकिन अपनी असमर्थता के कारण वे उसे व्यक्त नहीं कर पाते। इसके पूर्णतया विपरीत छात्र वर्ग न तो स्वयं को असमर्थ समझता है और न ही उसके पास जीवन के अधिक अनुभव होते है, दूसरी ओर स्वयं में एक स्फूर्ति उत्साह तथा शक्ति का अनुभव करते हैं। इसके फलस्वरूप वह परिस्थितियों तथा समस्याओं के समाधान के लिए कोई समझौता नहीं करना चाहता, बल्कि आन्दोलन, हड़ताल प्रदर्शन के द्वारा अपने असन्तोष को व्यक्त करने लगता है। इस प्रकार छात्र वर्ग द्वारा सार्वजनिक रूप से अपने असंतोष को व्यक्त करना ही छात्र असंतोष है।

वर्तमान स्थितियों में छात्र असंतोष की विभिन्न अभिव्यक्तियां है। छात्रों द्वारा सदैव हड़ताल, प्रदर्शन व घेराव किये जाते हैं। जो अशोभनीय दृष्टिगोचर हुये हैं। इसके अतिरिक्त अनुशासन प्रिय शिक्षकों का अपमान करना, परीक्षा में नकल करने के लिए तरह–तरह के उपद्रव करना, आवश्यकता पड़ने पर हिंसा पर उतर आना शिक्षा संस्थाओं की सम्पत्ति को तोड़ना या उसमें आग लगाना आदि अनेक प्रकार से

छात्र अपना असंतोष प्रकट करते है।

समस्या कथन –

''भोपाल जिले में महाविद्यालय स्तर पर छात्रो में अध्ययन के प्रति बढ़ता असंतोष''

अध्ययन के उद्देश्य –

- विद्यार्थियों में प्रवेश नियमों संबंधी असंतोष को ज्ञात करना।
- विद्यार्थियों में शिक्षण शुल्क संबंधी असंतोष को ज्ञात करना।
- विद्यार्थियों में परीक्षा प्रणाली संबंधी असंतोष को ज्ञात करना।
- विद्यार्थियों में शिक्षक और विद्यार्थी संबंधों को लेकर असंतोष ज्ञात करना।

अध्ययन की परिकल्पनाएँ

प्रस्तुत अध्ययन में निम्नलिखित परिकल्पनाऐं की गई –

- विद्यार्थियों में महाविद्यालय में प्रवेश नियमों संबंधी असंतोष पाया जाता है।
- विद्यार्थियों में महाविद्यालय में शिक्षण शुल्क संबंधी असंतोष पाया जाता है।
- विद्यार्थियों में महाविद्यालय में परीक्षा प्रणाली संबंधी असंतोष पाया जाता है।
- विद्यार्थियों में शिक्षक और विद्यार्थी संबंधों को लेकर असंतोष पाया जाता है।

शोध विधि

प्रस्तुत अध्ययन में सर्वेक्षण विधि का उपयोग किया गया है।

उपकरण – प्रस्तुत शोधकार्य हेतु अनुसंधानकर्ता द्वारा स्वनिर्मित प्रश्नावली का प्रयोग किया गया है।

न्यादर्श्μ प्रस्तुत अध्ययन में भोपाल जिले के शासकीय एवं अशासकीय षिक्षा महाविद्यालयों से 100 विद्यार्थियों का चयन किया गया है।

परिणाम एवं विष्लेषण

परिकल्पना 1 विद्यार्थियों में महाविद्यालय में प्रवेश नियमों संबंधी असंतोष पाया जाता है।

प्र. क्रं. 1 ''महाविद्यालय में प्रवेश का अधार 'मेरिट' होना चाहिए।

सारणी क्रमांक – 1.1

क्रमांक	'मेरिट' के आधार पर प्रवेश	संख्या	प्रतिशत
01	हाँ	29	29:
02	नही	71	71:
	कुल योग	100	100:

उपरोक्त सारणी क्रमांक 1.1 से स्पष्ट है कि 29 प्रतिशत विद्यार्थियों को 'मेरिट' के आधार पर प्रवेश उचित लगता है तथा 71 प्रतिशत छात्रों को यह आधार उचित नहीं लगता है।

प्र. क्रं. 2 ''महाविद्यालय में प्रवेश का आधार 'प्रवेश परीक्षा' होना चाहिए।

सारणी क्रमांक – 1.2

क्रमांक	'प्रवेश परीक्षा' के आधार पर प्रवेश	संख्या	प्रतिशत
01	हाँ	71	71:
02	नही	29	29:
	कुल योग	100	100:

उपरोक्त सारणी क्रमांक 1.2 से स्पष्ट है कि 71 प्रतिशत विद्यार्थियों को 'प्रवेश परीक्षा' के आधार पर महाविद्यालय में प्रवेश चाहते हैं, जबकि 29 प्रतिशत छात्र महाविद्यालय में प्रवेश परीक्षा के आधार पर प्रवेश नहीं चाहते है।

प्र. क्रं. 3 ''महाविद्यालय में विद्यार्थी वांछित आधारों के बिना भी प्रवेश ले लेते है।

सारणी क्रमांक – 1.3

क्रमांक	आधारों के बिना भी प्रवेश	संख्या	प्रतिशत
01	हाँ	77	77:
02	नही	23	23:
	कुल योग	100	100:

उपरोक्त सारणी क्रमांक 1.3 से स्पष्ट है कि प्रवेश के वांछित आधारों के बिना भी 77 प्रतिशत छात्र प्रवेश प्राप्त करने में सफल हो जाते हैं, जबकि 23 प्रतिशत छात्र वांछित आधारों पर ही छात्र प्रवेश प्राप्त करते है। अतः स्पष्ट होता है कि महाविद्यालय में प्रवेश के वांछित आधारों के बिना भी छात्र प्रवेश प्राप्त

करने में सफल हो जाते है। अतः महाविद्यालय प्रशासन के नियम कठोर होने के बाद भी इस तरह के प्रवेश प्राप्त करने में छात्र सफल हो जाते है।

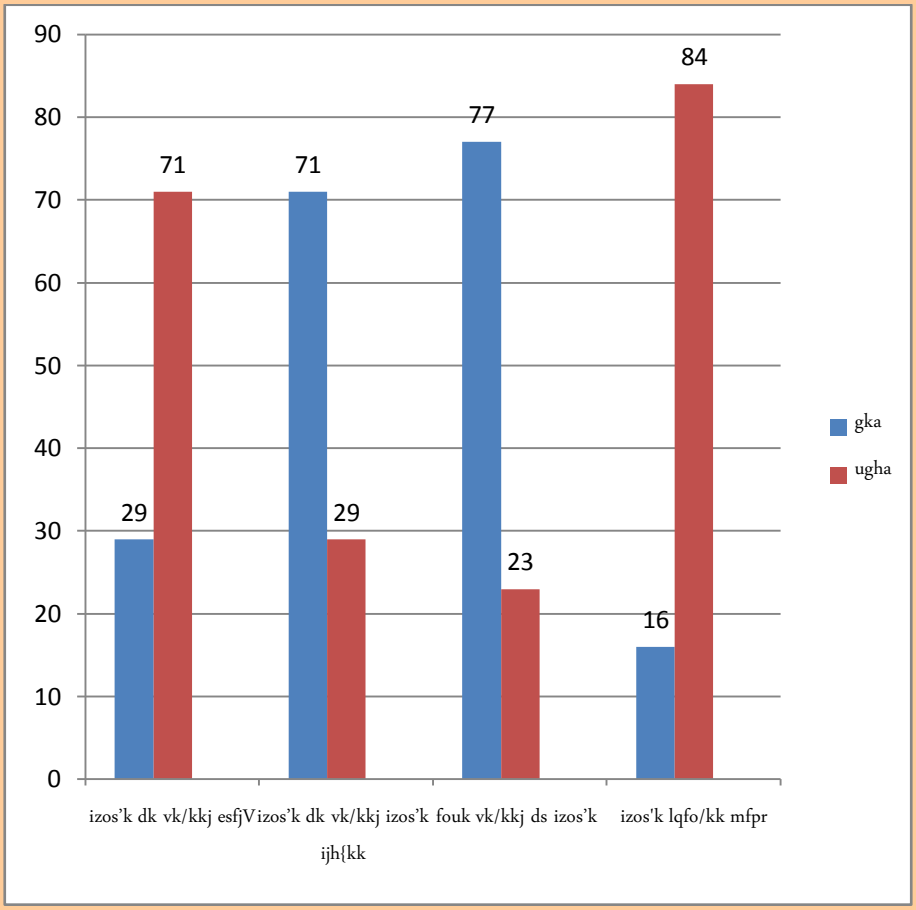
प्र. क्रं. 4 ''आपको इस प्रकार की प्रवेश सुविधा उचित लगती है।''

सारणी क्रमांक – 1.4

क्रमांक	प्रवेश सुविधा उचित लगना	संख्या	प्रतिशत
01	हाँ	16	16:
02	नही	84	84:
	कुल योग	100	100:

उपरोक्त सारणी क्रमांक 1.4 से स्पष्ट होता है कि 84 प्रतिशत छात्रों को वांछित आधारों के बिना प्रवेश सुविधा उचित नहीं लगती है। 16 प्रतिशत छात्रों को यह सुविधा उचित लगती है।

आरेख क्र 1



परिकल्पना 2 विद्यार्थियों में महाविद्यालय में प्रवेश नियमों संबंधी असंतोष पाया जाता है।

प्र.क्र. 1महाविद्यालय में शिक्षण शुल्क प्रतिवर्ष बढ़ाया जाता हैं।

सारणी क्रमांक – 2.1

क्रमांक	शिक्षण शुल्क प्रतिवर्ष बढ़ाया जाता है	संख्या	प्रतिशत
01	हाँ	100	100:
02	नही	00	00:
	कुल योग	100	100:

उपरोक्त सारणी क्रमांक 2.1 से स्पष्ट है कि 100 प्रतिशत विद्यार्थियों का कहना है कि महाविद्यालय में शिक्षण शुल्क प्रतिवर्ष बढ़ाया जाता है।

प्र.क्र.2 ''महाविद्यालय में शिक्षण शुल्क एक बार में लिया जाना चाहिए।''

सारणी क्रमांक – 2.2

क्रमांक	शिक्षण शुल्क एक बार में लिया जाना चाहिए?	संख्या	प्रतिशत
01	हाँ	30	30:
02	नही	70	70:
	कुल योग	100	100:

उपरोक्त सारणी क्रमांक 2.2 से स्पष्ट है कि 30 प्रतिशत विद्यार्थियों के अनुसार एक बार में शिक्षण शुल्क लिया जाना चाहिए, जबकि 70 प्रतिशत विद्यार्थियों का कहना है कि शिक्षण शुल्क एक बार में नहीं लिया जाना चाहिए।

प्र.क्र3 ''महाविद्यालय में शिक्षण शुल्क में जाति के अनुसार छूट दी जाती है।''

सारणी क्रमांक – 2.3

क्रमांक	शिक्षण शुल्क में जाति के अनुसार छूट	संख्या	प्रतिशत
01	हाँ	42	42:
02	नही	58	58:
	कुल योग	100	100:

उपरोक्त सारणी क्रमांक 2.3 से स्पष्ट है कि 42 प्रतिशत विद्यार्थियों को जाति के अनुसार शिक्षण शुल्क में छूट दी जाती है, जबकि 58 प्रतिशत विद्यार्थियों को जाति के अनुसार छूट नहीं दी जाती है।

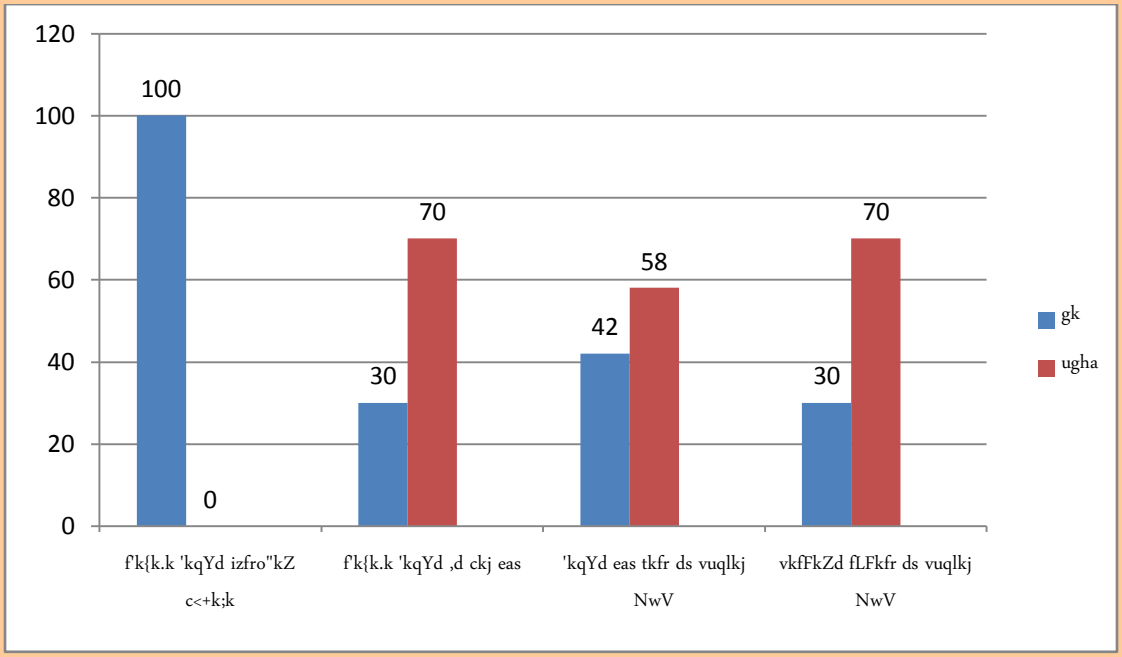
प्र.क्र.4 ''महाविद्यालय में शिक्षण शुल्क में आर्थिक स्थिति के अनुसार छूट दी जाती है।''

सारणी क्रमांक –2.4

क्रमांक	आर्थिक स्थिति के अनुसार छूट दी जाती है	संख्या	प्रतिशत
01	हाँ	30	30:
02	नही	70	70:
	कुल योग	100	100:

उपरोक्त सारणी क्रमांक 4.3.15 से स्पष्ट है कि 30 प्रतिशत विद्यार्थियों को महाविद्यालय में आर्थिक स्थिति के अनुसार शिक्षण शुल्क में छूट दी जाती है। जबकि 70 प्रतिशत विद्यार्थियों को आर्थिक स्थिति के अनुसार छूट नहीं दी जाती है अतः स्पष्ट होता है कि महाविद्यालयीन विद्यार्थियों को शिक्षण शुल्क से संबंधित छूट को लेकर भी तनाव तथा असंतोष उत्पन्न होता है।

आरेख क्र 2



परिकल्पना 3 विद्यार्थियों में परीक्षा प्रणाली संबंधी असंतोष पाया जाता है।

प्रश्न क्रमांक –1''महाविद्यालय की परीक्षा प्रणाली से संतुष्ट है।''

सारणी क्रमांक –3.1

क्रमांक	परीक्षा प्रणाली से संतुष्टि	संख्या	प्रतिशत
01	हाँ	40	40:
02	नही	60	60:
	कुल योग	100	100:

उपरोक्त सारणी क्रमांक 3.1 से स्पष्ट है कि 60 प्रतिशत विद्यार्थी परीक्षा प्रणाली से संतुष्ट नहीं हैं। जबकि 40 प्रतिशत विद्यार्थी परीक्षा प्रणाली से संतुष्ट है। अतः इससे यह स्पष्ट होता है कि विद्यार्थी परीक्षा प्रणाली से संतुष्ट नहीं हैं

प्रश्न क्रमांक –2''महाविद्यालय की परीक्षा प्रणाली में सुधार व परिवर्तन होने चाहिए।''

सारणी क्रमांक –3.2

क्रमांक	परीक्षा प्रणाली में सुधार एवं परिवर्तन	संख्या	प्रतिशत
01	हाँ	64	64:
02	नही	36	36:
	कुल योग	100	100:

उपरोक्त सारणी क्रमांक 3.2 से स्पष्ट है कि 64 प्रतिशत विद्यार्थी परीक्षा प्रणाली में सुधार व परिवर्तन के पक्ष में हैं। जबकि शेष 36 प्रतिशत विद्यार्थी परीक्षा प्रणाली एवं परिवर्तन के पक्ष में नहीं हैं।

अतः इससे स्पष्ट है कि अधिकतर विद्यार्थी परीक्षा प्रणाली में सुधार व परिवर्तन के पक्ष में हैं।

प्रश्न क्रमांक –3 ''महाविद्यालय के परीक्षा कक्ष में छात्र नकल करते समय पकड़े जाते है तो दण्ड दिया जाता है।''

सारणी क्रमांक – 3.3

क्रमांक	परीक्षा कक्ष में छात्र नकल करते वक्त दण्ड	संख्या	प्रतिशत
01	हाँ	100	100:
02	नही	00	00:
	कुल योग	100	100:

उपरोक्त सारणी क्रमांक 3.3 से स्पष्ट है कि 100 प्रतिशत विद्यार्थियों का कहना है कि महाविद्यालय में विद्यार्थी नकल करते समय यदि पकड़े जाते है तो उन्हें दण्ड दिया जाता है।

अतः इससे स्पष्ट है कि महाविद्यालय प्रशासन नकल करते समय पकड़े जाने वाले विद्यार्थियों को दण्ड देते हैं।

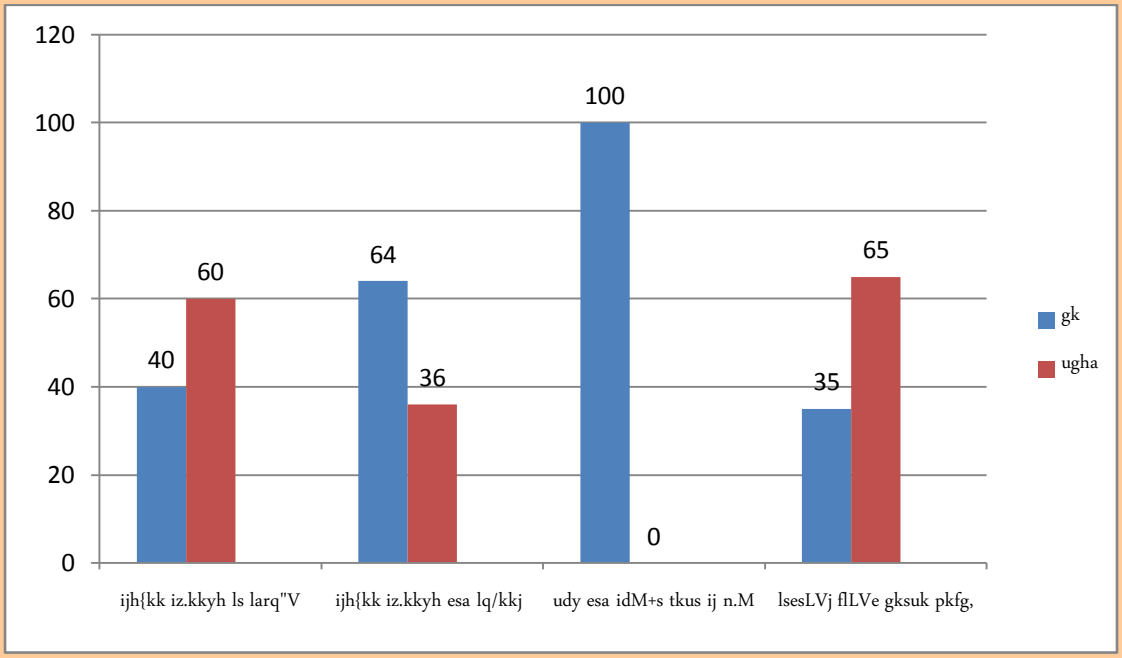
प्रश्न क्रमांक –8 आपके महाविद्यालय में सेमेस्टर सिस्टम होना चाहिए

सारणी क्रमांक –3.4

क्रमांक	सेमेस्टर सिस्टम होना चाहिए	संख्या	प्रतिशत
01	हाँ	35	35:
02	नही	65	65:
	कुल योग	100	100:

उपरोक्त सारणी क्रमांक 3.4 से स्पष्ट है कि 65 प्रतिशत विद्यार्थियों का कहना है कि महाविद्यालय में सेमेस्टर सिस्टम नही होना चाहिए। जबकि 35 प्रतिशत विद्यार्थी सेमेस्टर सिस्टम से सहमत हैं।

आरेख क्र 3



परिकल्पना 4 विद्यार्थियों में शिक्षक और विद्यार्थी के संबंधों को लेकर असंतोष पाया जाता है।

प्रश्न क्रमांक –1''महाविद्यालय के शिक्षक पक्षपात पूर्ण व्यवहार करते है।''

सारणी क्रमांक –4.1

क्रमांक	शिक्षक पक्षपात पूर्ण व्यहार करते हैं।	संख्या	प्रतिशत
01	हाँ	39	39:
02	नही	61	61:
	कुल योग	100	100:

उपरोक्त सारणी क्रमांक 4.1 से स्पष्ट है कि 61 प्रतिशत विद्यार्थियों का कहना है कि महाविद्यालय में शिक्षक पक्षपात पूर्ण व्यवहार नहीं करते है, जबकि 39 प्रतिशत विद्यार्थियों का कहना है कि शिक्षक पक्षपात पूर्ण व्यहार करते हैं।

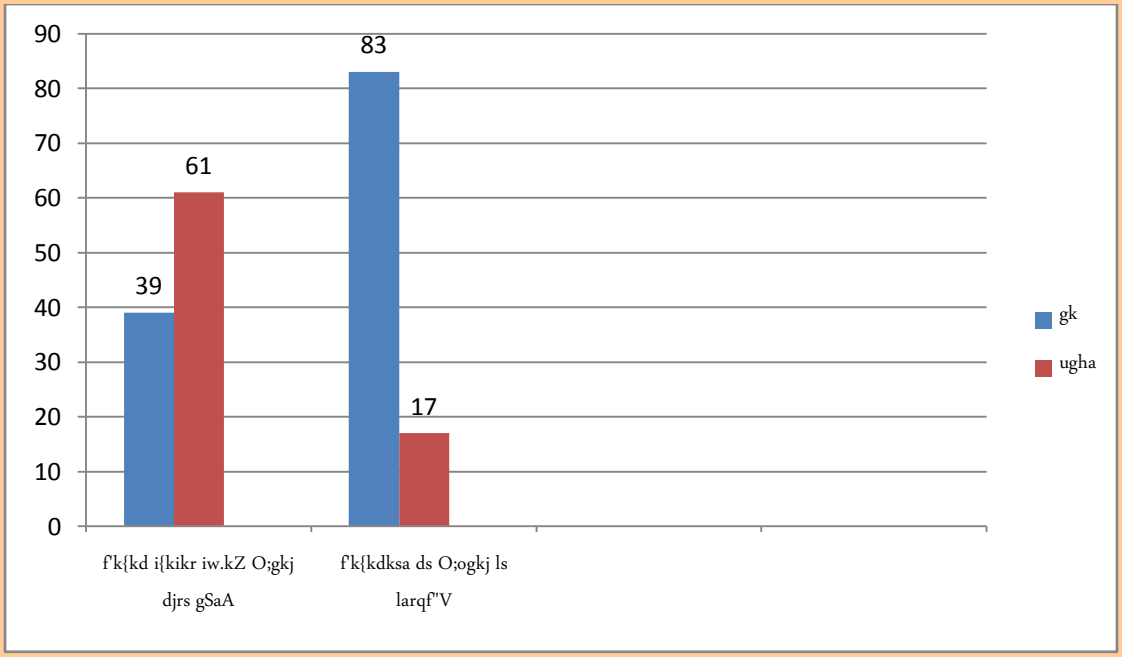
प्रश्न क्रमांक –2 ''आप महाविद्यालय के सभी शिक्षकों के व्यवहार से संतुष्ट रहते है।''

सारणी क्रमांक –4.2

क्रमांक	शिक्षकों के व्यवहार से संतुष्टि	संख्या	प्रतिशत
01	हाँ	83	83:
02	नही	17	17:
	कुल योग	100	100:

उपरोक्त सारणी क्रमांक 4.2 से स्पष्ट है कि 83 प्रतिशत विद्यार्थियों का कहना है कि महाविद्यालय के विद्यार्थी शिक्षक के व्यवहार से संतुष्ट हैं। जबकि 17 प्रतिशत शिक्षक के व्यवहार से असंतुष्ट हैं।

आरेख क्र 4



निष्कर्ष :

आज महाविद्यालयीन शिक्षा पर अनेक आरोप लगाये जा रहे है। इन आरोपों ने छात्र असंतोष जैसे आन्दोलन की स्थिति को उत्पन्न करके वस्तु स्थिति को और भी स्पष्ट कर दिया। महाविद्यालय के छात्रों में असंतोष इतना अधिक बढ़ गया हैं, कि वे हड़ताल घेराव, प्रदर्शन, मारपीट, हिंसा, पुतले दहन, परिक्षाओं का बहिष्कार, शिक्षकों का अपमान आदि करते है।

वर्तमान में छात्र असंतोष के विषय के लिए शैक्षणिक, सामाजिक तथा राजनीतिक स्तर पर समस्या का निदान खोजने का प्रयत्न किया जाना प्रारम्भ हो गया है, परन्तु अभी हम किसी ऐसे निश्चित परिणाम पर नहीं पहुँच पाये है, कि जिसे समस्या का निदान कहा जा सके। इसका एक बहुत बड़ा कारण भी है कि हम इस समस्या के तात्कालिक कारण ढूँढ कर उनका निदान करने की भूल कर रहे हैं।

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झारखंड स्थित सिंडरी शहर में सर्व शिक्षा अभियान के प्रति बालिका शिक्षा उन्नयन

गिरिजा भाटी

सहायक प्राध्यापक

विक्टोरिया कॉलेज ऑफ एजुकेषन भोपाल

म्ण्उंपसरू ईींजपहपतपरं20/हउंपसण्बवउ

प्रस्तावना

भारत में आदिकाल सें ही सारा समाज पुरूष प्रधान रहा है जहॉ पुरूषों को ज्याद मान सम्मान दिया जाता रहा है। आादिकाल में बालिकाओं को बहुत ही कम शिक्षा दी जाती थी । पहले के लोग बालिकाओं को पढाने में विश्वास नहीं रखते थे। यह तक कि बालिकाओं को धर से बाहर भी ज्यादा नहीं निकालने दिया जाता था काल में बालिकाओं के बहुत ज्यादा मान नहीं दिया जाता था आदिकाल के पुरूष यह सोचते थे कि बालिकाओं को सिर्फ घर का काम करना चाहिए और बच्चों को संभालना चाहिए।

अब स्थिति बदल चुकी है किसी भी समाज की उन्नति उसके हर सदस्य को शिक्षा के बिना असंभव है। हमारे देश में नारी का शिक्षित होना बहुत आवश्यक है। यदि नारी शिक्षित होगी तो वह न केवल अपने घर परिवार को बल्कि सम्पूर्ण समाज को बहुत अच्छी तरह संभाल सकेगी। समाज की कुरीतियों अन्ध विश्वास एंव अन्य सामाजिक बुराईयों के वातावरण में अशिक्षित नारी हीनता का पत्र बनी रहेगी। आज नारी शिक्षा की सार्थकता इसमें है कि वह स्वयम पढाई में रूचि लेकर पढे और साथ–साथ अपने बच्चो और परिवार को भी आगे ले जाए। यदि अन्याय सहन करेगी या निष्क्रिय बनकर बैठी रहेगी तो वह कभी आगे नही बढ पायेगी।

विष्व के प्रत्येक राष्ट्र तथा मानव जाति के लिए बालिका शिक्षा का प्रश्न सर्वाधिक महत्वपूर्ण है। बालिका शिक्षा का बहुत ही महत्वपूर्ण अंग उनकी स्वास्थ्य सम्बन्धी शिक्षा है। शरीर में से सबल होने पर ही बालिका उच्च शिक्षा एंव उत्कृष्ट भावनाओं को ग्रहण कर सकेगी ।

झारखंड स्थित धनवाद जिले **में सिंडरी बालिकाओं की शाला प्रवेश संख्या –**

उपरोकत सारणी से ज्ञात होता है की सर्व शिक्षा अभियान के प्रंभिक वर्ष मे लड़कियों का प्रवेश केवल 1. 75 प्रतिशत रहा। इसका तात्पर्य यह हे की छात्राओं की प्रतिवर्ष प्रवेश संख्या में गिरवट आई । शिक्षा समास्या का प्रवेश वर्ष दर वर्ष कम होता जा रहा है।

सर्व शिक्षा अभियान क्या है?

सर्व शिक्षा अभियान प्रारंभिक शिक्षा के लोक व्यापीकरण के लिए एक निश्चित समय सीमा मे बालिकाओं को शिक्षा में शामिल करने का एक कार्यक्रम है। स्तरीय बुनियादी शिक्षा की मांग की पूर्ति के लिए आयोजित कार्यक्रम। बुनियादी शिक्षा के माध्यम से सामाजिक न्याय को बढ़ावा देने का एक अवसर। प्रारंभिक स्कूलो के प्रबंध में मूलभूत स्तरीय तंत्रों जैसे पालक शिक्षक संघो आदि का प्रभावी सहयोग प्राप्त करने का प्रयास। शालाओं के सामुदायिक स्वामित्व के मसध्यम से प्रारंभिक शिक्षा का लोक व्यापीकरण। केन्द्र, राज्य और स्यानीय सरकार के बीच में आपसी भागीदारी से बालिका शिक्षा के संकल्प को आगे बढाने का प्रयास करना। स्तरीय शिक्षा की व्यवस्था के जरिये बच्चों की मानवीय क्षमताओं में सुधार का प्रयास ।

- हरेक बच्चों को शाला, षिक्षण, गारंटी केन्द्र, वैकल्पिक स्कूल के बेक–टू–स्कूल केम्प में ले जाना।
- प्रत्येक बालक प्राथमिक षिक्षण के पांच वर्ष तक पूरे करें।
- प्रत्येक बालक प्रारंभिक षिक्षण के आठ वर्ष तक पूरे करें।
- संतोषकारक गुणवत्तापूर्ण प्रारंभिक षिक्षण को महत्व देते हुये जीवन के लिये षिक्षण पर जोर दे।
- प्राथमिक स्तर पर प्रारंभिक षिक्षण क्षेत्र में लैंगिक और सामाजिक वर्ग के बीच का अंतर कराना।
- सभी जगहों पर स्थायीकरण छाया हुआ होना चाहिये।

प्रयुक्त उपकरण

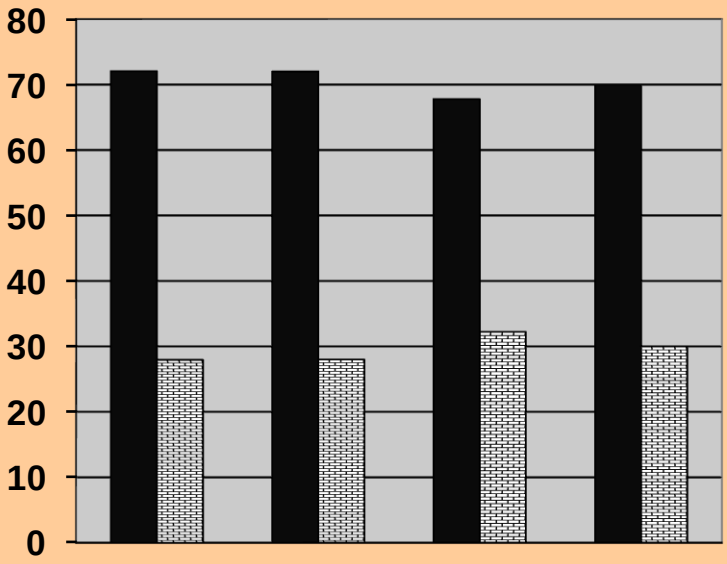
वर्तमान शोध के लिये शोधकर्ता ने षिक्षा समस्या का सर्वेक्षण करने के लिये एक प्रष्नावली बनाई। जिसके ग्यारह भाग हैं, जो निम्न प्रकार से हैं। पहले भाग में ''गणवेष'' संबंधी कथन के पांच प्रष्न दिये गये हैं, जिन पर छात्रों को 'हां' और 'ना' में उत्तर देना है। दूसरे भाग से सर्व षिक्षा अभियान के अंतर्गत छात्रों को जो पाठ्य पुस्तकें दी गई उसके संबंध में आठ प्रष्न पूछे गये, जिन पर छात्रों को 'हां' और 'ना' में उत्तर देना है तीसरे भाग में सर्व षिक्षा अभियान के अंतर्गत लड़कियों को शाला में नियमित उपस्थिति रहें और वह विद्यालय में नियमित अध्ययन के लिये आयें तथा बीच में कक्षा को न छोड़ें, इसके लिये

विद्यालय में भोजन की व्यवस्था की गई है। तीसरे भाग में भोजनालय संबंधी पांच प्रष्न दिये गये हैं। इस पर छात्रों को 'हां' या 'ना' में प्रष्नों के उत्तर देने हैं। चौथे भाग में विद्यालय में सर्व षिक्षा अभियान के अंतर्गत छात्रों की बैठक व्यवस्था कैसी है उस पर पांच प्रष्न पूछे गये हैं, जो निम्नलिखित हैं। इन पर भी छात्रों को 'हां' या 'ना' में प्रष्नों के उत्तर देने हैं।पांचवें भाग में सर्व षिक्षा अभियान के अंतर्गत लड़कियों के लिये छात्रावास में रहने की सुविधा कैसी है इस पर पांच प्रष्न पूछे गये हैं, जो निम्नलिखि हैंः– इन पर छात्रों को 'हां' या 'न' में प्रष्नों के उत्तर देने हैं। छटवें भाग में सर्व षिक्षा अभियान के अंतर्गत विद्यालय की व्यवस्था लड़कियों के लिये कैसी है विद्यालय में योग्य व्यवस्था है। सातवें भाग में सर्व षिक्षा अभियान के अंतर्गत विद्यालय में लड़कियों के लिये पाठ्येतर गतिविधियों की सुविधा कैसी है उस पर पांच प्रष्न पूछे गये हैं, जो निम्नलिखित हैं। इससे लड़कियों का मानसिक विकास होता है। इन पर भी छात्रों को 'हां' या 'ना' में प्रष्नों के उत्तर देने हैं। आठवें भाग में सर्व षिक्षा अभियान के अंतर्गत षिक्षण अधिगम की व्यवस्था कैसी है एवं अध्यापक बालिकाओं पर व्यक्तिगत रूप से ध्यान देते हैं या नहीं। इस पर पांच प्रष्न पूछे गये हैं, जो निम्न हैं। इस पर छात्रों को 'हां' या 'ना' में प्रष्नों के उत्तर देने हैं। नवमें भाग में सर्व षिक्षा अभियान के अंतर्गत लड़कियों को व्यवसायिक षिक्षा दी गई, उसके संबंध में पांच प्रष्न पूछे गये हैं। इससे बालिकायें व्यवसाय के बारे में कुछ नया सीखती हैं। इन पर भी छात्रों को 'हां' या 'ना' में प्रष्नों के उत्तर देने हैं। दसवें भाग में सर्व षिक्षा अभियान के अंतर्गत विद्यालय में दिवस महोत्सव मनाया जाता है। इस पर छः प्रष्न पूछे गये हैं, जो निम्नलिखित हैं। इन पर भी छात्रों को 'हां' या 'ना' में प्रष्नों के उत्तर देने हैं। ग्यारहवें भाग में सर्व षिक्षा अभियान के अंतर्गत बालिकाओं को परामर्ष सुविधा ठीक तरह से मिलती है या नहीं उस पर तीन प्रष्न दिये गये हैं, जो निम्न प्रकार के हैं। इन पर भी छात्रों को 'हां' या 'ना' में प्रष्नों के उत्तर देने हैं

न्यादर्शः–प्रस्तुत षोध झारखंड स्थित धनवाद जिले के सिंडरी के कुछ विघालयो को चयनित किया गया है । इन विद्यालयों के कक्षा–5वीं की छात्राओं में सर्व शिक्षा अभियान के अंतर्गत बालिका शिक्षा उन्नयन को लिया है।

शोध प्रविधिः– प्रस्तुत अध्ययन में झारखंड स्थित धनवाद जिले के सिंडरी के कुछ विघालयोको चयनित किया गया है । इन विद्यालयों के सिंडरी के कक्षा पांचवीं की छात्राओं के समायोजन स्तर एवं शोधकर्ता द्वारा स्वनिर्मित प्रश्नावली का उपयोग किया गया है। उचित परिणाम प्राप्त करने के लिये सांख्यिकीय प्रविधियों एवं मध्यमान का प्रयोग यिका गया है।

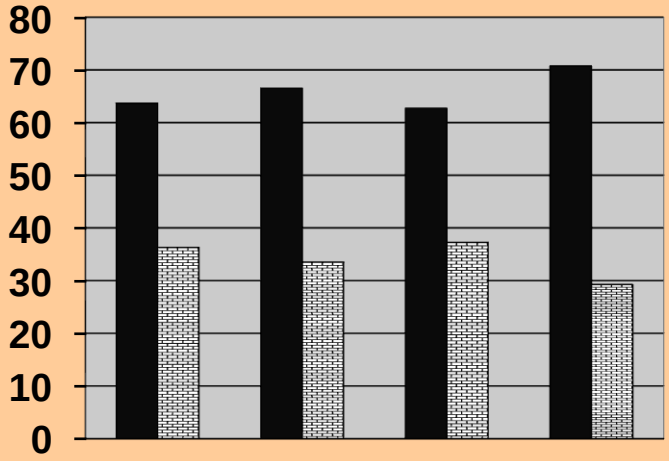
छात्राओं का गणवेश वितरण के प्रति मंतव्य का प्रतिशत



सारणी क्रमांक– 4.1 के अनुसार सामान्य जाति की बालिकाओं के गणवेश वितरण से संतोषप्रद उत्तर 69.06 प्रतिशत तथा 27.94 प्रतिशत असंतोषप्रद उत्तर मिले हैं। अनुसूचित जाति की बालिकाओं के गणवेश वितरण से संतोषप्रद उत्तर 72 प्रतिशत तथा 28 प्रतिशत असंतोषप्रद उत्तर मिले हैं। अनुसूचित जनजाति की बालिकाओं के गणवेश वितरण से संतोषप्रद उत्तर 67.78 प्रतिशत तथा 32.22 प्रतिशत असंतोषप्रद उत्तर मिले हैं। पिछड़े वर्ग की बालिकाओं के गणवेश वितरण से संतोषप्रद उत्तर 70 प्रतिशत तथा 30 प्रतिशत असंतोषप्रद उत्तर मिले हैं। उपर्युक्त सारणियों के अनुसार बालिकाएँ गणवेश वितरण की व्यवस्था से 70.71 प्रतिशत संतुष्ट हैं और करीब 29.29 प्रतिशत असंतुष्ठ हैं। इस विश्लेषण से ज्ञात होता है कि एक तिहाई छात्राएँ गणवेश से असंतुष्ट हैं। इसके मुख्य कारण यह हैंः– असंतुष्ट छात्राऐँ यह मानती है कि गणवेश के कपड़े की गुणवत्ता अच्छी न होने से गणवेश दो–तीन माह में ही फट जाते हैं। गणवेश तैयार होने की वजह से उसकी सिलाई के धागे कच्चे होते हैं जो दुबली–पतली, छोटी –मोटी लडकियों को अच्छी तरह से फिट नहीं होते हैं क्योकि सारे गणवेश एक ही माप के होते हैं। बालिकाओं को गणवेश एक ही दिया जाता है अतः दिनभर स्कूल में पहनने से जल्दी खराब हो जाता है शासन से दो गणवेश देने की व्यवस्था है। छात्रों से ज्ञात हुआ कि उन्हें एक गणवेश दिया जाता है

सारणी क्रमांक– 4.2

छात्राओं का पाठ्य पुस्तक के प्रति मंतव्य का प्रतिशत



सारणी क्रमांक– 4.2 के अनुसार सामान्य जाति की बालिकाओं को मुफ्त में पाठ्य पुस्तक वितरण से संतोषप्रद 63.69 प्रतिशत तथा 36.61 प्रतिशत असंतोषप्रद उत्तर मिले हैं। अनुसूचित जाति की बालिकाओं को मुफ्त में पाठ्य पुस्तक वितरण से संतोषप्रद 66.5 प्रतिशत तथा 33.5 प्रतिशत असंतोषप्रद उत्तर मिले हैं। अनुसूचित जनजाति की बालिकाओं को मुफ्त में पाठ्य पुस्तक वितरण से संतोषप्रद 62. 73 प्रतिशत तथा 37.27 प्रतिशत असंतोषप्रद उत्तर मिले हैं। पिछड़े वर्ग की बालिकाओं को मुफ्त में पाठ्य पुस्तक वितरण से संतोषप्रद 70.75 प्रतिशत तथा 29.25 प्रतिशत असंतोषप्रद उत्तर मिले हैं।

उपर्युक्त सारणियों के अनुसार बालिकाएँ पाठ्य पुस्तक की व्यवस्था से 65.42 प्रतिशत संतुष्ट हैं और करीब 34.58 प्रतिशत असंतुष्ठ हैं। इस विश्लेषण से ज्ञात होता है कि एक तिहाई छात्राएँ पाठ्य पुस्तक से असंतुष्ट हैं। **इसके मुख्य कारण यह हैंः–** पाठ्य पुस्तक के कागज और प्रिन्टिग में बहुत कम ध्यान दिया जाता है इसलिये पुस्तकें सत्र पूरा होने से पहले ही फट जाती है या बिगड़ जाती है। पाट्य पुस्तकें पर्याप्त मात्रा में प्रत्येक शालाओं में नहीं दी जाति इसके कारण बालिकाओं को पुस्तके नहीं मिल पाती। बालिकाओं को पुस्तकों का विवरण समय पर नहीं होता पुस्तकों की कमी भी रहती है। इसका कारण यह है कि पर्याप्त पुस्तकें स्कूलों में नहीं दी जाती। कुछ शाला में बालिकाओं को पिछले साल की पुरानी पुस्तकें दी जाती हैं, जो पहले से फटी हुई होती है और वह पाठ्य पुस्तक ज्यादा वक्त नहीं चल पाती।

शोध का सारांश एवं परिणाम –

गणवेश से असंतुष्ट बालिकाओं के मुख्य कारण यह है –

- असंतुष्ट छात्राऍं यह मानती है कि गणवेश के कपड़े की गुणवत्ता अच्छी न होने से गणवेश दो–तीन माह में ही फट जाते हैं।
- गणवेश तैयार होने की वजह से उसकी सिलाई के धागे कच्चे होते हैं जो दुबली–पतली, छोटी –मोटी लडकियों को अच्छी तरह से फिट नहीं होते हैं क्योकि सारे गणवेश एक ही माप के होते हैं।
- बालिकाओं को गणवेश एक ही दिया जाता है अतः दिनभर स्कूल में पहनने से जल्दी खराब हो जाता है शासन से दो गणवेश देने की व्यवस्था है। छात्रों से ज्ञात हुआ कि उन्हें एक गणवेश दिया जाता है

पाठ्यपुस्तक से असंतुष्ट बालिकाओं के मुख्य कारण यह है –

- पाठ्य पुस्तक के कागज और प्रिन्टिग में बहुत कम ध्यान दिया जाता है इसलिये पुस्तकें सत्र पूरा होने से पहले ही फट जाती है या बिगड़ जाती है।
- पाठ्य पुस्तकें पर्याप्त मात्रा में प्रत्येक शालाओं में नहीं दी जाति इसके कारण बालिकाओं को पुस्तके नहीं मिल पाती। बालिकाओं को पुस्तकों का विवरण समय पर नहीं होता पुस्तकों की कमी भी रहती है। इसका कारण यह है कि पर्याप्त पुस्तकें स्कूलों में नहीं दी जाती।
- कुछ शाला में बालिकाओं को पिछले साल की पुरानी पुस्तकें दी जाती हैं, जो पहले से फटी हुई होती है और वह पाठ्य पुस्तक ज्यादा वक्त नहीं चल पाती।

संदर्भ ग्रंथ

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उच्च शिक्षा के क्षेत्र में शैतिक मूल्यों के प्रति अभिरुचि एवं अभिवृत्ति

डॉ संगीता श्रीवास्तव, प्राचार्य

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ढाना, सागर (म.प्र.)

मो. 9826755695

सारांष

वास्तव में मूल्य शिक्षा के लिए विद्यालयी स्तर से प्रयास किये जाने चाहिये, जिससे उच्च शिक्षा के स्तर तक

इस मिशन को विस्तृत रूप प्रदान किया जा सके। प्रतिभा पलायन रोकने हेतु शैक्षिक मूल्य अति आवश्यक हैं। विद्यार्थियों को सही, निष्पक्ष, शैक्षिक, उन्नतिपूर्ण वातावरण देकर उनमें शैक्षिक मूल्यों के प्रति अभिरुचि एवं अभिवृत्ति का विकास किया जा सकता है।

मुख्य बिन्दु : अभिरुचि एवं अभिवृत्ति

प्रस्तावना

वर्तमान शिक्षा प्रणाली अंग्रेजी शिक्षा प्रणाली की देन है। इसमें भारतीय संस्कृति और शैक्षिक मूल्यों को कोई स्थान नहीं दिया गया। परिणामस्वरूप हम अपनी पहचान खो रहे हैं। दूसरी ओर मूल्यों की कमी से चरित्र संकट पैदा हुआ है। भ्रष्टाचार, अन्याय, हिंसा, अवरोध, धर्मान्धता, लोकदुराचार, भौतिकवाद अनसुलझे तनावों, संघर्षों से भारतीय सामाजिक–शैक्षिक मूल्य प्रतिमान खोखले हो गये हैं।

वास्तव में मूल्य शिक्षा के लिए विद्यालयी स्तर से प्रयास किये जाने चाहिये, जिससे उच्च शिक्षा के स्तर तक इस मिशन को विस्तृत रूप प्रदान किया जा सके। 'भारत की सभ्यता और संस्कृति की श्रेष्ठता व अच्छाइयों को भुलाकर दूसरे देश की सभ्यता और संस्कृति के भौतिक प्रभाव से आकृष्ट होकर उनकी ओर दौड़ना तथा हमारे देश से दूसरे देश की ओर प्रतिभा–पलायन होना राष्ट्रीय मूल्यों में एक बड़े परिवर्तन के संकेत हैं। प्रतिभा पलायन रोकने हेतु शैक्षिक मूल्य अति आवश्यक हैं।

विद्यार्थी सामान्य शिक्षा ग्रहण करने के पश्चात् उच्च शिक्षा के क्षेत्र में विषयों का चयन इस प्रकार करना चाहता है कि वह अपने जीवन–यापन के लिये उपयुक्त विषयों को चुन सके। वह इस चौराहे पर अपने शिक्षकों एवं अभिभावकों से परिपक्व मार्ग–दर्शन चाहता है। यह मार्गदर्शन तभी संभव है, जब विद्यार्थियों को शैक्षिक मूल्यों के प्रति अभिरुचि एवं अभिवृत्ति का ज्ञान हो। इस हेतु यह परीक्षण सर्वाधिक उपयोगी है।

शैक्षिक मूल्यों की कमी के कारण :–

हम डॉक्टर, इंजीनियर आदि बनाने के चक्कर में ही रहे, इन्सान तो बना ही नहीं पाये। आज की शिक्षा पद्धति आज के लिए ही अनुपयुक्त है, तो भविष्य के लिए क्या होगी? यह मूल प्रश्न स्वाभाविक है। विज्ञान का प्रयोग कल्याणकारी हो या विध्वंसकारी। शिक्षा का अर्थ यदि संस्कृति का संरक्षण और हस्तान्तरण है, तो इस दिशा में हम कितने आगे बढ़े हैं? इस हेतु मानवता (नागरिकता) की शिक्षा महत्वपूर्ण है। मस्तिष्कीय शोर व अशांति से तनावग्रस्त व्यक्ति इस प्रकार की क्रियाओं में लीन होते जा रहे हैं। यही कारण है कि आज व्यक्ति की आन्तरिक शांति का प्रश्न भी महत्वपूर्ण होता जा रहा है।

विद्यार्थियों को सही मार्गदर्शन नहीं मिलना :– उच्च शिक्षा में मुकदमेबाजी बढ़ती जा रही है, इसके कारण को दो भागों में बाँटा जा सकता है। एक परोक्ष कारण, जो सामाजिक, राजनैतिक, न्यायिक निर्णयों तथा प्रशासनिक प्रकृति के हैं। दूसरे प्रत्यक्ष एवं तात्कालिक कारण, जैसे नियमों की कमियाँ, लालफीताशाही आदि हैं। जिसमें नियमों की कमियाँ प्रमुखतः दृष्टव्य होती हैं।

ऊर्जावान युवाओं के साथ संकट होता है। उनकी ऊर्जा को सही दिशा न मिले तो वे ध्वंसात्मक कार्य में रुचि लेने लगते हैं। डॉ. सर्वपल्ली राधाकृष्णन ने नैतिक मूल्य संकट में पाये जाने के विषय में अपनी पुस्तक में लिखा है– ''हम यह जानते हैं कि सही क्या है, हम उसकी सराहना करते हैं, लेकिन उसे अपनाते नहीं हैं, हम यह भी जानते हैं कि बुरा क्या है, हम उसकी भर्त्सना भी करते हैं, फिर भी उसी के पीछे भागते हैं।''

आज का समाज व्यक्तिवादी है। समाज में धन लोलुपता बढ़ी है। एक–दूसरे से आगे निकलने में अच्छे–बुरे का विचार तिरोहित हो गया है। आत्म–प्रवचन, छल–कपट, झूठ–फरेब का बोल–बाला है। आस्थावान, कर्तव्यनिष्ठा उपेक्षित है। ऐसे व्यक्तियों की न तो कोई आवाज है और न ही कोई उनकी बात सुनने को तैयार है। अब इसी समाज से डॉक्टर, वकील, इंजीनियर और हमारे राजनेता आते हैं। इन्होंने समाज परिष्कार की कोई चेष्टा नहीं की। सारा ध्यान व्यक्तिगत हितों की ओर है – क्या इसलिए इन्हें शिक्षा दी गयी थी? क्या औचित्य है, इनकी शिक्षा का? क्या ऐसी शिक्षा से मानवीय गुणों और शैक्षिक मूल्यों से संपूर्ण, स्वस्थ नागरिकों का निर्माण कर सकेंगे? ऐसी शिक्षा से तो अशिक्षा भली। जो अशिक्षित है, कम से कम उनमें नैतिक भाव–बोध तो बचा है। शिक्षा के नाम पर बड़ी–बड़ी उपाधियाँ हैं, पद हैं, प्रतिष्ठा है, बस नहीं है तो केवल वह शिक्षा नहीं है, जो उन्हें संस्कारवान बनाती है, लेकिन इसके पीछे सबसे बड़ा दोषी कौन हैः आदर्शवाद लाना होगा, तभी हम समाज को व्यक्तिवादी होने से रोक सकते हैं।

विभिन्न पक्षों के अध्ययन के बाद राष्ट्रीय संदर्भ में उच्च शिक्षा के संदर्भ में निष्कर्ष निकाले जा सकते हैं एवं इसके ऐतिहासिक पक्ष, वर्तमान व भविष्य का अनुमान लगाया जा सकता है। इस निष्कर्ष के आधार पर यह स्पष्ट है कि उच्च शिक्षा का भविष्य उज्जवल नहीं है। विशेषकर उच्च शिक्षा के संदर्भ में जो नया अर्थशास्त्र उभर रहा है वह गंभीर संकट की चेतावनी है। इन सबसे बचने के लिए भारतीय समाज के वास्तविक मूल्यों, संरचना व उसकी आवश्यकता के अनुरूप शिक्षा पद्धति की जरूरत है। इसके लिये

अतीत के अनुभव को विकसित देशों की उच्च शिक्षा प्रणाली, अंग्रेजों की वर्तमान शिक्षा पद्धति, अन्य विकासशील देशों के विकासदायी सोच वाली शिक्षा का अध्ययन करने की जरूरत है। शिक्षा को रोजगार परक बनाना अनिवार्य है, लेकिन उसके लिए यह बाजार की वस्तु नहीं बननी चाहिये तथा इस पर मुट्ठी भर लोगों का कब्जा न हो। आम व्यक्ति भी इस शिक्षा को ले सके, गृहण कर सके।

निःसंदेह उपर्युक्त तथ्य की दृष्टि से मानव–जीवन को सही दिषा देने हेतु ग्रामीण या शहरी छात्र–छात्रायें शहर में पढ़ना चाहते हैं। जहाँ उन्हें ग्रामों की अपेक्षा अधिकाधिक पूर्ण ज्ञान की प्राप्ति हो सके, जिसकी चाहत विद्यार्थियों को होती है।

प्रश्नोत्तरी (क्विज), बुद्धि संग्रहण, समस्या समाधान, ग्रह कार्य एवं विभिन्न नवीन प्रविधियों के ज्ञान का उचित प्रयोग कर उच्च शिक्षा में नवाचार लाया जा सकता है। बिना पुनर्निवेशन के शिक्षण कार्य अधूरा रहता है।

उपर्युक्त कार्यो की पूर्ति शहर की विकसित षिक्षा प्रणाली से ही संभव है। जिसके लिये छात्र–छात्रायें ग्रामीण क्षेत्रों को छोड़कर शहरी क्षेत्रों की ओर पलायन कर रहे हैं।

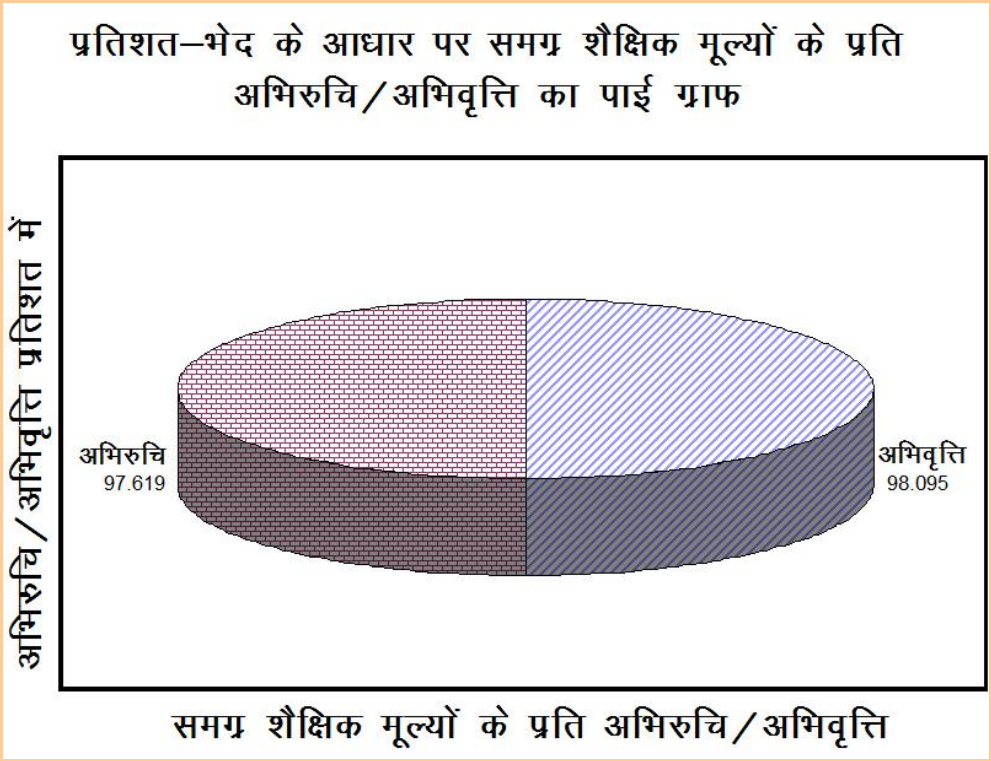
शोध की उपयोगिता उच्च शिक्षा के क्षेत्र में शैक्षिक मूल्यों के प्रति अभिरुचि एवं अभिवृत्ति विकसित करने हेतु विद्यार्थियों के व्यक्तित्व के चहुँमुखी विकास के लिए एवं उनकी शैक्षणिक योग्यता की जानकारी प्राप्त करने के लिए अधिक वैध है। कहा जाता है कि सभी व्यक्तियों में कुछ–न–कुछ हद तक शैक्षिक मूल्य अवश्य पाये जाते हैं। विद्यार्थियों में विद्यमान शैक्षिक मूल्य केवल पुस्तकीय ज्ञान देकर नहीं बल्कि व्यावहारिक ज्ञान देकर विकसित किये जा सकते हैं। विभिन्न स्तर के विद्यार्थियों में शैक्षिक मूल्यों के प्रति अभिरुचि एवं अभिवृत्ति के विकास में तुलना करने से उनके शैक्षिक मूल्यों के विकास का पता चलता है एवं इस जानकारी के आधार पर उनको सही, निष्पक्ष, शैक्षिक, उन्नतिपूर्ण वातावरण देकर उनमें शैक्षिक मूल्यों के प्रति अभिरुचि एवं अभिवृत्ति का विकास किया जा सकता है।

न्यादर्ष – न्यादर्ष के रूप में सागर जिले के; उच्च षिक्षा के क्षेत्र में अध्ययनरत् 1072 विद्यार्थी (576 शहरी तथा 496 ग्रामीण विद्यार्थी) 01 विश्वविद्यालय एवं 13 महाविद्यालयों से चयनित किये गये हैं।

समग्र शैक्षिक मूल्यों के प्रति अभिरुचि / अभिवृत्ति का प्रतिशत

समस्त विद्यार्थी	समग्र शैक्षिक मूल्यों के प्रति अभिरुचि	समग्र शैक्षिक मूल्यों के प्रति अभिवृत्ति
1072	97.619:	98.095:

तालिका में समस्त विद्यार्थियों की, समग्र शैक्षिक मूल्यों के प्रति अभिरुचि 97.619: एवं समग्र शैक्षिक मूल्यों के प्रति अभिवृत्ति 98.095: है। ये प्रतिशत समस्त विद्यार्थियों की, समग्र शैक्षिक मूल्यों के प्रति अभिरुचि एवं समग्र शैक्षिक मूल्यों के प्रति अभिवृत्ति के प्रति विश्वसनीयता एवं वैधता सिद्ध करते हैं।



समस्त विद्यार्थियों की, समग्र शैक्षिक मूल्यों के प्रति अभिरुचि एवं समग्र शैक्षिक मूल्यों के प्रति अभिवृत्ति के प्रतिशत में सार्थक समानता है, जो उच्च कोटि की है।

जिससे समस्त विद्यार्थियों की, समग्र शैक्षिक मूल्यों के प्रति अभिरुचि एवं समग्र शैक्षिक मूल्यों के प्रति अभिवृत्ति में सार्थक अन्तर अपेक्षित नहीं के आधार पर परिकल्पना विश्वसनीय एवं वैध है, अतः परिकल्पना मान्य होती है।

इस प्रकार हम कह सकते है कि विद्यार्थियों को शैक्षिक मूल्यों के प्रति सही दिशा–निर्देशन मिलता रहे, तो वे समाज एवं शिक्षा जगत के कर्तव्य निष्ठ, श्रेष्ठ नागरिक के रूप में उभर सकते हैं।

सुझाव

प्रत्येक शोध अध्ययन और उसके प्रतिवेदन में सुझावों का समावेश एक आवश्यक एवं अंतिम चरण के रूप में स्वीकारा गया है। इसी दृष्टिकोण से शोद्यार्थी ने वर्तमान शोध से संबंधित सुझाव; जो उसे विशेषज्ञों, प्राचार्यों, शिक्षकों, डॉक्टरों, वकीलों, दुकानदारों, महिलाओं, प्रशासकों से विचार–विमर्श के पश्चात् प्राप्त हुये हैं; लिपिबद्ध किये, जो इस प्रकार हैं–

1. युवाओं की शैक्षिक मूल्यों के प्रति अभिरुचि एवं अभिवृत्ति के विकास की प्रक्रिया से शिक्षकों, पालकों, अभिभावकों, मित्रों आदि को अवगत होना चाहिए।
2. मार्गदर्शक को सर्वांगीण व्यक्तित्व, पाठ्य सहगामी क्रियाओं, वर्गानुसार शैक्षिक मूल्यों का निर्माण, विविध योजनाओं का संचालन, परिमाणात्मक के साथ गुणात्मक उन्नयन, प्रत्येक शैक्षिक योजना का

क्रियान्वयन हेतु विद्यार्थियों में शैक्षिक मूल्यों के प्रति अभिरुचि एवं अभिवृत्ति विकसित किया जाना आवश्यक है।

3. शिक्षा जगत पर सकारात्मक प्रभाव, समस्त शैक्षिक संस्थानों में प्रस्तुत शोध के परीक्षण की प्रतियों का उपयोग शैक्षिक मूल्यों के विकास में अहम भूमिका निभा सकता है।

4. शिक्षा के लोक व्यापीकरण से विद्यार्थियों में शैक्षिक मूल्य विकसित होंगे।

5. उच्च शिक्षित विद्यार्थियों द्वारा विद्यालयी विद्यार्थियों को समय–समय पर निरीक्षण करके शैक्षिक मूल्यों से अवगत कराना चाहिए।

शैक्षिक मूल्यों संबंधी सुझाव

1. यदि इसका नाम बदलकर आध्यात्मिक शिक्षा रख दिया जाये तो अच्छा है, क्योंकि धर्म एक नहीं, अनेक हैं और उनके सिद्धांतों व अनुष्ठानों में पारस्परिक मतभेद भी हैं। अतएव सभी धर्मों की शिक्षा देना न संभव है न उपादेय। आध्यात्मिक शिक्षा के अंतर्गत मानव धर्म की शिक्षा समाविष्ट की जा सकती है, जो सब धर्मों की आधार शिला है।

2. इसमें वही सिद्धांत, ग्रन्थ, लेख, उपदेश आदि रखे जाऐं जो सर्वमान्य हों या किसी के विरोधी न हों। इसी प्रकार जो कार्यक्रम रखे जाऐं, जैसे– उत्सव, नाटक, भाषण आदि वे भी इसी प्रकार के सर्वसम्मत हों।

3. निश्चित पाठ्यक्रम, समय विभाग चक्र, पीरियड, परीक्षा आदि के स्थान पर यह शिक्षा विभिन्न प्रकार के दैनिक, साप्ताहिक, मासिक, वार्षिक, कार्यक्रमों, उत्सवों, दिवसों, महापुरुषों की जयंतियों आदि के रूप में दी जाए और स्वेच्छा के आधार पर हो अर्थात् भाग लेना अनिवार्य न हो।

4. यह शिक्षा बड़ी आयु के अनुभवी विद्वान और सदाचारी व्यक्तियों द्वारा प्रेमपूर्ण ढंग से रुचिकर पद्धतियों द्वारा प्रदान की जाये।

5. यह शिक्षा तर्क और विचार के आधार से दी जाए और इस आयु में दी जाये जब विद्यार्थी को जीवन का कुछ अनुभव हो जाए, उसकी विचार शक्ति बढ़ जाए।

6. कम आयु के विद्यार्थियों पर इसे लादना और उनमें अंध श्रद्धा और भक्ति पैदा करना अनुचित है।

7. शिक्षा सैद्धांतिक के साथ व्यावहारिक होना चाहिए, जो बातें दैनिक जीवन में उपयोगी नहीं हैं, केवल कल्पना से संबंधित हैं, उन पर समय नष्ट करने की आवश्यकता नहीं है।

8. अच्छी आदतें बनाना, अच्छी रुचियाँ उत्पन्न करना, अच्छे कर्म करने की प्रेरणा प्रदान करना तथा सादा व संयमित जीवन व्यतीत करने की क्षमता प्रदान करना इस शिक्षा का ध्येय होना चाहिए।

राष्ट्रीय उद्देश्यों की प्राप्ति एवं नागरिक गुणों के विकास हेतु शैक्षिक मूल्यों की आवश्यकता स्वतः सिद्ध है। शिक्षा का क्षेत्र अपने आप में इतना व्यापक है कि इसमें उपलब्धियों एवं समस्याओं का आकलन करना, उनके समाधान हेतु अनुसन्धान करना, क्रियान्वयन करना असंभव नहीं तो कठिन अवश्य है। यह परीक्षण शैक्षिक मूल्यों के प्रति अभिरुचि एवं अभिवृत्ति मात्र ही नहीं, वरन् अन्य अनेक अनुसंधानों को अपने गर्भ में संजोये है। जिन पर चिन्तन, मनन, विचार एवं शोध की अनन्य संभावनायें हैं तथा भावी शोधार्थियों को इस हेतु गंभीरता से सक्रिय होना अपेक्षित है।

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