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Aligning Teacher Education with NEP 2020: An Evaluation of M.Ed. Curricula of Central University of Karnataka and Gulbarga University

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ABSTRACT

The National Education Policy 2020 has brought about a paradigm shift in Indian teacher education, proposing holistic, multidisciplinary, competency-based, and technology-supported programs. The Master of Education (M.Ed.) degree is an important stepping stone in developing teacher educators, educational leaders, curriculum planners, and researchers who will spearhead educational reform. This research conducts an evaluation of the M.Ed. curricula of the Central University of Karnataka (CUK) and Gulbarga University (GU), two leading institutions in Karnataka corresponding to central university systems and state university systems, respectively. Qualitative document analysis was used to systematically review and map the two programs' syllabi in some contexts that are not aligning with NEP 2020's teacher education mandates along six core dimensions: structure of curriculum and multidisciplinary integration, pedagogical approach, integration of technology, equitability and inclusivity, reforms in assessment, and research focus. The findings indicate that although both programs are high in core theory and research skills training, CUK shows higher alignment with NEP 2020 through focused ICT courses, a separate inclusive education paper, diversified electives, and competency-based evaluations. GU, however, has a more conventional, theory-oriented curriculum with minimal overt integration of ICT and inclusive pedagogy. Suggestions are provided for improving both programs, such as improving practicum-based learning, increasing interdisciplinary electives, and increasing diversity in assessment systems.

1. Introduction

The quality of teacher education is a determining criterion for assessing the strength of a country's school system. In India, the National Education Policy 2020 has given a revolutionary framework for transforming the process of teacher preparation by reforms that focus on integrated, multidisciplinary, and research-based learning cultures (Ministry of Education, 2020). The M.Ed. program takes centre place in this structure, as it is the higher level of the professional development of teacher educators, policy researchers, and academic leaders. While teacher education at the undergraduate level targets class pedagogy and basic skills, M.Ed. degree is supposed to develop in-depth mastery of educational theory, research methods, leadership, and policy analysis, hence linking teacher education with national development objectives. Karnataka offers a fertile ground to study teacher education reforms because of the coexistence of central and state university systems, each of which is operated by differing academic rules and funds. The Central University of Karnataka (CUK) is a centrally regulated model with modern curriculum changes in tune with NEP priorities. Gulbarga University (GU), being a state university, is more conventional in its approach with curriculum frameworks that were formulated in general before the launch of NEP 2020. A critical comparative analysis of the M.Ed. curriculum of these two universities can provide significant information on how policy change is understood and implemented differently in central and state settings.

This article intends to examine the curricula of CUK and GU to evaluate their coherence with NEP 2020's vision for teacher education. The curriculum evaluation considers six thematic areas: structure of curriculum and multidisciplinary integration, pedagogical approach, integration of technology, equitability and inclusivity, reforms in assessment, and research focus. Through the identification of strengths, gaps, and areas for potential improvement, the research intends to contribute to the discourse on aligning postgraduate teacher education with national educational priorities.

2. Literature Review

Indian teacher education reforms have been shaped by both domestic policy processes and global pedagogical currents. At the national level, the National Curriculum Framework for Teacher Education (NCFTE) 2009, which was developed by the National Council for Teacher Education (NCTE), has stressed reflective practice, research, and inclusive pedagogy. The NEP 2020 maintains the foundational principles but gives increased stress on multidisciplinary learning, competency-based education, and the adoption of digital technologies. It suggests that all teacher education programs, such as M.Ed., be positioned in multidisciplinary institutions and be geared towards the all-around development of teachers (Ministry of Education, 2020).

Around the world, nations such as Finland, Singapore, and Canada have shown the payoff from research-focused teacher education programs that draw on theory, practicum, and innovation (OECD, 2020; Darling-Hammond, 2017). Finland's system, for instance, blends in-depth coursework in educational psychology, curriculum, and assessment with

school-based research that lasts for several years, graduating teachers as both practitioners and scholar. Singapore's National Institute of Education also follows a comparable strategy, highlighting the integration of ICT and inquiry learning in teacher education. M.Ed. programmes in Canada provide electives that cut across disciplines, challenging candidates to acquire specialist expertise in education leadership, special education, and indigenous education.

A number of Indian studies have looked at how far teacher training curricula involve solutions to challenges of diversity, technology uptake, and outcome-based education (Singh & Sharma, 2021; Buch, 2011). All these studies identify the necessity for flexible, contextually applicable, and futuristic-capable curricula that are capable of equipping teachers to face changing classroom realities. Comparative studies of curriculum, though relatively uncommon, have not been undertaken so far, and there is a conspicuous lack of literature analyzing the differences between central and state universities in adopting NEP-conformant reforms at the M.Ed. level. This research fills that gap through a systematic comparison of two typical institutions in Karnataka.

3. Research Questions

(i) How are the M.Ed. curricula of CUK and GU positioned in accordance with the six dimensions of NEP 2020:
- curricular structure & multidisciplinary integration,
- pedagogy
- ICT integration
- inclusion & equity
- assessment systems
- research orientation

(ii) In what extent do the curricular structures of CUK and GU vary with respect to electives, interdisciplinary courses, and practicum components?

(iii) How do pedagogical strategies at both universities strike a balance between theory and practice, and in what measure do they facilitate competency-based learning?

(iv) What are the differences in the use of ICT in CUK and GU's M.Ed. programs?

(v) In how far do the curricula of both universities address inclusion and equity, and to what extent do they respond to NEP 2020's priorities?

(vi) What kind of assessment systems are followed at CUK and GU, and how do these are diffe from competency-based assessment?

(vii) How do both curricula support research orientation, such as methodology training, dissertation work, and prospects for dissemination?

(viii) What are the strengths, weaknesses, and possible reforms that can be seen in CUK and GU curricula for better alignment with NEP 2020?

3a. Research Objectives

(i) To assess and compare the conformity of the M.Ed. curricula of the Central University of Karnataka (CUK) and Gulbarga University (GU) to the NEP 2020 mandates.
(ii) To contrast the curricular organization and multidisciplinary integration in CUK's and GU's M.Ed. programs.
(iii) To compare the pedagogical strategies followed in both universities in terms of theory, practicum, and competency-based learning.
(iv) To analyze the level of ICT integration in the M.Ed. curricula of GU and CUK.
(v) To evaluate the extent to which inclusion and equity are being addressed in the two curricula.
(vi) To contrast the assessment practices of GU and CUK with the vision of competency-based assessment articulated by NEP 2020.
(vii) To look into the research orientation of both the curricula in terms of research methodology, dissertation, and dissemination.
(viii) To determine the strengths, gaps, and best practices across the two programs and propose reforms for improving NEP 2020 alignment.

4. Methodology

The research employs a qualitative comparative evaluation of curriculum with document analysis as the main methodology. Official M.Ed. syllabi of CUK and GU were the main data sources. The CUK syllabus is the latest curriculum, updated with NEP 2020 guidelines in consideration, whereas the GU syllabus is a pre-NEP structure still running in most state universities. A framework for analysis was constructed in light of NEP 2020 priorities in teacher education. Six thematic categories were selected for coding and contrast:

(1) Structure of curriculum and multidisciplinary integration

(2) Pedagogical approach

(3) Integration of technology

(4) Equitability and inclusivity

(5) Reforms in assessment

(6) Research focus.

The analysis involved three phases. Initially, each course in both syllabi was mapped onto one or more NEP themes. Next, a semester-wise comparison was made to pick up structural differences. Third, thematic patterns were compared to establish relative strengths and weaknesses within each program. Validity was maintained by repeated coding and cross-validation, and findings were triangulated by direct reference back to the NEP 2020 text. Although the analysis gives a full picture of the written curricula, it does not measure implementation or student outcomes, which are areas left for future research.

5. Semester-Wise Curriculum Structure: M.Ed. At Cuk Vs. Gu

Table 1: Semester-wise Curriculum Structure — M.Ed. at CUK vs GU

Semester	Central University of Karnataka (CUK)	Gulbarga University (GU)
I	Advanced Educational Psychology; Philosophical Foundations of Education; Research Methodology–I; Inclusive Education	Psychology of Learning and Development; Philosophical Foundations of Education; Research Methodology–I; Sociology of Education
II	Sociological Foundations of Education; Curriculum Studies; ICT in Education; Research Methodology–II	Curriculum Development; Teacher Education Systems; Educational Technology; Measurement and Evaluation
III	Electives: Policy and Leadership in Education / Guidance and Counselling / Educational Administration; Advanced Statistics in Education; Dissertation Part I	Leadership in Education; Programme Evaluation; Guidance and Counselling; Dissertation Part I
IV	Dissertation Part II; Seminar Presentation; Internship in Educational Institutions	Dissertation Part II; Viva Voce; Internship in Educational Institutions

5a. Nep 2020 Thematic Alignment: CUK VS GU

Table 2: NEP 2020 Thematic Alignment: CUK vs GU

NEP Theme	CUK Alignment	GU Alignment	Observations
Curricular Structure & Multidisciplinary	Strong variety of electives and integration of ICT and inclusion as core courses	Moderate electives limited to traditional areas, inclusion embedded in general papers	CUK more flexible and multidisciplinary
Pedagogy	Balanced blend of theory and practicum; reflective journals and fieldwork	Theory-heavy; practicum present but less integrated	CUK offers more practice-oriented learning
ICT Integration	Dedicated ICT in Education course with LMS and digital pedagogy	ICT covered under Educational Technology without hands-on focus	CUK more aligned with NEP's digital vision
Inclusion & Equity	Standalone Inclusive Education paper with practicum	Covered indirectly in Sociology of Education and Guidance & Counselling	CUK gives more prominence to inclusion

Assessment Systems	Combination of portfolios, seminar presentations, and fieldwork reports	Primarily written exams and viva voce	CUK adopts competency-based assessment.
Research Orientation	Dissertation, research seminars, advanced statistics	Dissertation and methodology papers	Both strong, but CUK includes research dissemination

5.b. Strengths and Gaps Across the M.Ed. Curricula Between CUK And GU

CUK's Strengths:

(i) Clear NEP Integration: Has specific courses in major NEP topics such as Inclusive Education and ICT in Education.
(ii) Multidisciplinary Pedagogy: Provides a good range of electives (Policy, Leadership, Administration) encouraging interdisciplinary learning.
(iii) Pedagogy Focused on Competency: Applies varied assessment techniques such as portfolios, seminars, and fieldwork reports, beyond mere learning by rote.
(iv) Research Publishing: Has a formal seminar presentation, encouraging scholarly communication skills as imagined by NEP.

GU's Strengths:

(i) Theoretical Foundation: Offers a solid, rigorous foundation in fundamental theoretical subjects such as Philosophy and Sociology.
(ii) Assessment Literacy: Provides specialized and advanced programs in Measurement & Evaluation and Programme Evaluation, an important tool for teachers**.**

CUK's Gaps:

(i) May be able to enhance its curriculum with the inclusion of GU's proficiency in sophisticated assessment and program evaluation methods.

GU's Critical Gaps

(i) Implicit Inclusion: Does not have a specific, practicum-based course on Inclusive Education, a key pillar of NEP.
(ii) Outdated ICT View: Covers ICT under the broad "Educational Technology" umbrella without a pedagogical, hands-on emphasis on digital tools and LMS.
(iii) Traditional Pedagogy & Assessment: Overemphasizes theoretical lectures and written exams and does not incorporate the competency-based, practical approach espoused by NEP.
(iv) Limited Electives: Provides a more conventional array of specializations, without the multidisciplinary width found at CUK.

(v) Limited Research Dissemination: The lack of a seminar presentation diminishes opportunities for academic exchange and peer learning.

6. Proposed Reform of M.Ed. Curriculum of CUK And GU As Per NEP 2020 Alignment

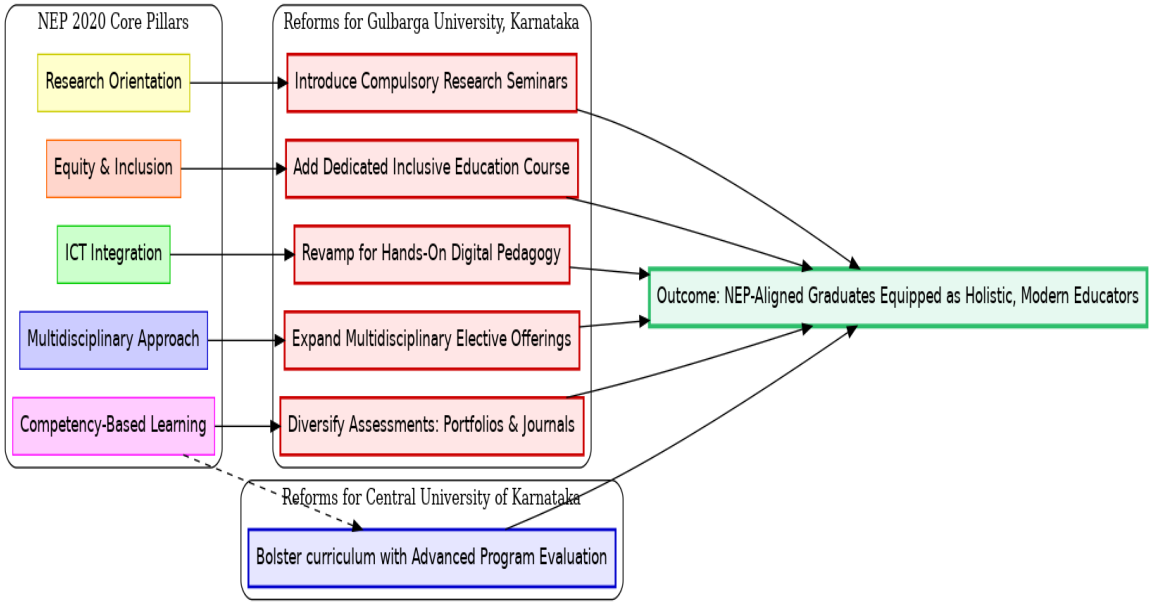

Figure 1: Proposed Reform of M.Ed. curriculum of CUK and GU as per NEP 2020 Alignment

This figure is explaining that The M.Ed. program is an important platform for the development of future teacher educators, researchers, and education leaders. In consonance with the fundamental pillars of NEP 2020 viz. Research Orientation, Equity & Inclusion, ICT Integration, Multidisciplinary Approach, and Competency-Based Learning university reforms are projected to make their programs more contemporary and robust.

Gulbarga University's reforms constitute bringing in mandatory research seminars for instilling a research-oriented approach among M.Ed. students, including the introduction of a specialist course on inclusive education to respond to equity and access concerns, and an overhaul of the program in action-based digital pedagogy to further integrate ICT. Moreover, the university should increase multidisciplinary electives to offer wider exposure and cross-disciplinary learning experiences, while diversifying assessment strategies through portfolios and reflective journals to promote competency-based achievement.

For the Central University of Karnataka, the proposed reform is to strengthen the curriculum with state-of-the-art program evaluation techniques, with stringent quality assurance and accountability. Together, these reforms ensure that the M.Ed. curriculum is better able to respond to the integrated, flexible, and future-oriented vision of NEP 2020. The outcome hoped for from these reforms is the production of NEP-aligned graduates who possess not just knowledge and pedagogical skills but also the ability to be holistic, contemporary educators who can innovate, lead, and transform the education sector.

7. Findings

The evaluative study of the M.Ed. curriculum of the Central University of Karnataka (CUK) and Gulbarga University (GU) brings to light both similarities based on the larger scheme of Indian teacher education and glaring dissimilarities in the manner each of them has reframed, or hasn't reframed, itself in terms of NEP 2020 guidance. Both the programs span two years, with four semesters each, and are composed of a mix of core theory papers, research work, and practicum learning. CUK's curriculum, however, demonstrates more intentionality in embedding NEP priorities, while GU's structure is still very conventional and representative of previous policy environments. Both universities start off in the first semester with core papers on educational psychology, philosophy, and research methodology. At CUK, Advanced Educational Psychology and Philosophical Foundations of Education are combined with Research Methodology–I and a specific course on Inclusive Education. This final element is in clear contrast with GU's Semester I, which touches upon inclusivity more obliquely through sociology of Education instead of as a specific subject. NEP 2020 stresses the necessity of explicit and ongoing focus upon inclusion, and it is possible to argue that CUK's method more overtly addresses this necessity.

The second semester also illustrates differences in thematic congruence. CUK provides Sociological Foundations of Education, Curriculum Studies, and a specific ICT in Education course in addition to Research Methodology–II. This ICT course exceeds usual educational technology units by adding hands-on practice with learning management systems (LMS) as well as digital pedagogy to their offerings, echoing NEP's emphasis on equipping educators to work in technology-rich environments. GU's second semester, although it covers educational technology, addresses ICT more as an ancillary ability rather than as a core pedagogical tool, with scant overt preparation in digital sites or pedagogy online.

CUK's third semester permits extensive specialization through electives like Policy and Leadership in Education, Guidance and Counselling, and Educational Administration. These are buttressed by an Advanced Statistics in Education course and the first part of a two-part dissertation. GU's third semester also features specializations, including Leadership in Education and Guidance and Counselling, as well as Program Evaluation. Although both programmes invite specialization, CUK's curriculum is more diverse and interdisciplinary, more reflecting NEP's appeal for multidisciplinary streams.

The fourth semester of both the institutions is dedicated to the completion of research and professional preparation. CUK's formal seminar presentation as part of the dissertation process aligns with NEP's focus on scholarly communication and dissemination of research. GU ends with a dissertation and viva voce but lacks a formal platform for presenting results to a scholarly audience other than for the purposes of examinations. This drawback lessens students' chances to participate in peer critique and academic discussion.

When the curricula are mapped onto the six thematic NEP 2020 dimensions of curricular structure, pedagogy, technology integration, inclusivity, assessment systems, and research

orientation, it is clear that CUK shows greater alignment in four out of these six dimensions. The two institutions are as robust in research orientation, providing scholarly research methodology training and complete dissertation requirements. CUK has the edge of using competency-based evaluations, including reflective journals, fieldwork portfolios, and seminar presentations, while GU places greater emphasis on conventional written exams.

8. Discussion

The evidence here is that CUK's M.Ed. curriculum is more responsive to NEP 2020, specifically in its adoption of technology integration, clear emphasis on inclusion, and diversification of electives. This is in line with the more general observation that central universities, with more autonomy and fiscal resources, tend to revise and renew curricula more quickly in reaction to national policy changes. Through the integration of ICT as a key competency and the provision of interdisciplinary electives, CUK equips its graduates to fulfil the envisioned multifaceted roles of NEP, such as teacher educators, policy analysts, and educational leaders, that can function both in physical and virtual learning environments.

GU curriculum, although thorough in theoretical study, indicates a weaker response to the NEP structure. The tacit treatment of inclusivity, the absence of a specific ICT pedagogy module, and the dependence on conventional assessment structures point to a curriculum still rooted in pre-NEP assumptions about postgraduate teacher education. Although GU graduates will be well-equipped with educational theory and research methodology, they might not be adequately equipped to enact the policy mandates for technology-facilitated, inclusive, and competency-based learning spaces.

The thematic comparison also identifies areas of learning between the two institutions. For instance, GU's emphasis on Measurement and Evaluation and Program Evaluation provides richness in assessment literacy that might be complemented by CUK's more practice-based approaches. In turn, GU might learn from CUK's clear modules on inclusion and digital pedagogy, as well as its wider selection of electives. The fusion of these components might guarantee both programs an outcome of theoretically grounded, technology-literate, and inclusivity-focused graduates. The broader significance is that aligning M.Ed. curricula with NEP 2020 is not a question of merely introducing new courses or changing titles. It calls for a reframing of pedagogical design, integration of practicums, and evaluation tools. Especially in view of NEP's vision towards adopting a four-year integrated B.Ed.–M.Ed. pathway, which will require even greater progress and consistency in curriculum planning. Universities will have to develop M.Ed. frameworks that are flexible enough to cater to students' various interests and stringent enough to satisfy professional requirements for teaching training.

9. Conclusion

This evaluation of M.Ed. curricula of CUK and GU illustrates that although both Gulbarga University and Central University of Karnataka provide strong M.Ed. programs grounded in educational research and theory, their levels of alignment with NEP 2020 are

quite different. CUK has made tangible efforts to incorporate NEP priorities through specific ICT training, stand-alone inclusion modules, interdisciplinary electives, and competency-based evaluation. GU, though strong on foundation and evaluative theory, is behind in incorporating these newer aspects.

The suggestions from this research are two-fold. Firstly, GU should think about reforming its curriculum by incorporating specific courses on inclusive education and the pedagogy of digital media, broadening electives, and using more diversified assessment tools. Secondly, CUK might enhance its theory subjects in measurement and program evaluation by borrowing ideas from the expertise at GU. Both the institutions need to make efforts to integrate global thinking, sustainability education, and cutting-edge interdisciplinary research projects into their curricula. Finally, the effectiveness of NEP 2020's reforms for teacher education will be contingent on the ability of universities to craft responsive policy-oriented curricula within academic rigour. Comparative studies like this one paint the map towards spotting strengths, filling gaps, and inching toward a common vision of teacher education that competes at both national and international levels.

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Embracing Indian Language, Art and culture into Formal Education: NEP 2020

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ABSTRACT

As India celebrated the fifth anniversary of the New Education Policy (NEP 2020), it served as a national mission guiding the way of 'Viksit Bharat 2047.' The New Education Policy announced by the Government of India (NEP 2020) has recommendations for both school and higher education. The NEP 2020 envisions the promotion of Indian languages, art, and culture in Chapter 22 of the document. The article analyses the need of the promotion of Indian language, arts, and culture; and discuss the importance of the status of Indian languages; provisions for school and higher education; the teaching of languages; and special provisions for the four-year B.Ed. Program course and language, provisions to promote arts, and the development of new institutions to enlighten the development of languages and related materials to convey to society. The policy gives importance to the Sanskrit language for its contribution to Indian culture.

The article also explains the policy envision about the development of a web portal and establishes awards and scholarships for those scholars who contribute and take part to learn and help to preserve the Indian language, arts, and culture

1. Introduction:

The Indian education field is continuously transforming, which will make significant changes in its expectations. The first National Policy on Education (NPE) was promulgated in 1968, the second in 1986, and the third National Education Policy (NEP) in 2020. NEP 2020 was approved by the Union Cabinet of India on 29 July 2020 and sketches the vision of the new education system in India. On 29th July 2025, Akhil Bharatiya Shiksha Samagam 2025 in New Delhi is organized by the Ministry of Education to celebrate the fifth anniversary of NEP 2020. As policy envisages the promotion of Indian language, art, and culture, the Department of Higher Education (DoHE) launches the 'Bhasha Sagar App' under Ek Bharat Shreshth Bharat (EBSB mission) as a part of the Azadi Ka Amrit Mahotsav celebrations, to promote learning any Indian language without having the need to learn English in between. 'Bhasha Sagar App' provide interface and support to all the 22 Indian Languages and promotes Indian culture. The national identity of India is truly and ineluctably pluralistic, and culture is a key tool for identifying, incorporating, and asserting this identity. Every aspect of human life is influenced by culture, which also determines and controls the way of life in India across a wide range of fields and regions. According to the native style of communication, India is a country where languages change every 15-20 km. Promoting Indian languages is very important for promoting arts and culture. Indian people speak to each other in their mother tongue, which shows their culture and traditions through their language. Languages have an impact on how members of a culture communicate with one another. Thus, our languages serve as the sheath of culture. Like culture, Language is also a tool for the expression of art. Literature, plays, music, film, and other forms of art such as these cannot be fully appreciated without language.

2. Objective:

There are some article objectives:

1. To analyze the need of the promotion of Indian Language, Art & Culture.
2. To find out the implementation of Indian Language, Art & Culture.
3. To find out the strategies and provisions to promote Indian Language, Art & Culture.

3. Research Question-

On the basis of above objective question is framed-

What is the need of promotion, implementation strategies and provisions to promote Indian Language, Art & Culture?

4. Methodology:

The methodology of this paper is qualitative, focusing on document analysis and existing literature reviewed on Indian language education, art-integrated education, and cultural education with regard to NEP 2020. The research involves an in-depth examination of the guidelines of NCERT and other documents to integrate Indian language, art, and culture. In addition, a comprehensive analysis of the NEP 2020, NCF-FS 2022, NCF-SC 2023, and policy document is used to identify the need, implementation, challenges, and

provision to promote language, art, and culture education in formal education under NEP 2020.

5. Result of the study:

5.1 Need for the promotion of Indian Language, Art & Culture - Preserving and promoting the cultural richness of India is so important to the national identity and economy that it must be seen as a national priority. It is language that makes animals unique and allows civilizations to grow. NEP recognizes that India is a treasure trove of languages, arts, and cultures that have evolved over thousands of years and are manifested in art, literary works, customs, traditions, crafts, and heritage. The promotion of Indian arts and culture is important not only for the nation but also for the individual. Knowing own cultural history, arts, language, and traditions helps individuals to build a positive cultural identity and self-esteem. In the words of the noted linguist Noam Chomsky, "A language is not just words. It's a culture, a tradition, a unification of a community, and a whole history that creates what a community is. It's all embodied in a language." Language is intimately and inseparably intertwined with art and culture. A community's culture is encapsulated in its language. To preserve and promote culture, we must preserve and promote its language because culture is like a house; language is like a door. And Art enhances cultural identity, individual cognitive, personal well-being, builds awareness, and creative abilities. NEP alludes to the 64 kalas mentioned in Vanbhatt Kadambini to highlight India's rich artistic heritage (NEP 2020).

5.2. Indian Language and Formal Education:

Unfortunately, in our country the language and language education have not been given proper status, due to which we have lost 220 languages in the last 50 years. As declared by UNESCO, 197 Indian languages are endangered. The main reason for the extinction of languages is the absence of the script of those languages and the death of the senior member of the speaker of that language; often that language also ends with them. (Para 22.5 & 22.6, NEP-2020, p. 53). NEP 2020 states that music, arts, and handcraft skills will have to be emphasized in all schools, and with that, the three-language formula will also have to be implemented soon to encourage multilingualism. Importance has to be given to experience-based language teaching and mother tongue education (Para 22.8, NEP-2020, p. 54). For higher education, an excellent team of teachers and faculty will have to be developed for language teaching in higher education. Special programs and departments for Indian languages and comparative literature will have to be started, and they will help to develop a large cadre of language teachers of high caliber.

For higher education, NEP 2020 suggests that most of the programs in higher educational institutions should be run in the mother tongue or local language as well. The policy emphasized running the programs in bilingual so that the gross enrollment ratio would increase and make it easy for students to understand the programs. Special incentives should be given to the private institutions for such provision.

Sanskrit Language- The Sanskrit language has been described as important in the policy. Due to the important contribution of the Sanskrit language in literature, cultural importance, and scientific nature, does not limit it to the schools and universities. It has been discussed in policy to bring Sanskrit into the mainstream and keep Sanskrit as an option under the three-language formula in schools, and it has also been asked to be included in higher education. Instead of making it separate, it has been said that Sanskrit should be taught carefully and in innovative ways. Sanskrit has also been asked to be linked with contemporary subjects, drama and yoga. A student can make Sanskrit a natural part of higher education. In the subject of education and Sanskrit, provision has been made to provide professional education to a large number of Sanskrit teachers in the country through a 4-year B.Ed. (Para 22.15, NEP-2020, p.55).

Classical Language- NEP states in Para 22.16 & 22.17 that India will try to expand the institution and universities related to all its classical language and literature and strengthen their study by collecting their manuscripts so that the students of India can collect those records, preserve them, and study them. Classical language institutes will be linked with the university while maintaining their autonomy or will try to merge with them so that they can be strengthened and made multidisciplinary. Dedicated to languages, this university will offer a double degree B.Ed. to produce excellent language teachers and will be set up in the new institute on the campus of the university. Thus, various efforts will be made to preserve the classical languages and the help of technology and crowd sourcing will be taken to increase their wider participation.

5.3. Art Integration in Formal Education: Universal High-quality education is the only opportunity to determine the future of a country, and NEP 2020 emphasizes developing and maximizing our country's talents, and curriculum transaction in a classroom to achieve the goal of nurturing young minds and equipping them with essential skills. Art integration in teaching and learning practices makes the curriculum transaction more engaging, not only for creating joy for the classroom but also for integrating Indian culture livelier and more effective. NEP 2020 focuses on art education to follow the NCF 2005 concept of art across the school curriculum. NCERT developed modules on art and art education and the integration of arts with other subjects. It would have to train teachers for capacity building to implement the art-integrating learning in a school classroom.

As an NEP 2020 state, the process of learning is more important than the children only learning; the education must move towards joyful and experiential learning. NCERT published an art-integrated learning handbook for teachers training at the foundation and preparatory stages on the vision of NCF 2005 by Department of Education in 2010; it presents all agenda goals for the development of art education and also highlighted the role of art learning in the aesthetic, creative, cognitive, and social development of children. At the foundation stage of learning objective of art-integrated education is joyful learning and engaging children for their social skills, sensitivity, and ethics and making them aware and sensitized to the environment to develop a sense for observation and exploration. At the preparatory learning stage, it aims for cognitive, effective, and psychomotor abilities that

help them to express their ideas, emotions and enable them for better communication and development.

As NCF-FS 2022 recommends that art be a medium of expression, children express themselves through drawing, painting, creating collages, and constructing structures with blocks. In line of implementation of art integrating learning, CBSE initiated guidelines on art-integrated learning in 2019 with the aim of experience and joyful learning in classrooms by using art-integrated learning as a pedagogical tool. Hence, acknowledging the visions of the "Ek Bharat Shreshtha Bharat" program and CBSE ensures the integration of art in all domains of disciplines for classes 1 to 12. The focus of art-integrated learning was to promote the arts and associated skills as a tool to teach other subjects. It also gives the opportunity to admire the duty of art and its articulation in the core concept of different subjects as a medium of the learning process (CBSE, 2023). Art-integrated learning includes visual activities (two-dimensional or pictorial, Drawing and painting, collage making, printing, photography and computer graphics), performing language and art (Music, movement and dance, creative drama and creative writing and poetry), three-dimensional (Clay modeling and pottery, carving and sculpture and construction), and culinary art(learning about crops and spices in India, learning about food and learning about basic cooking) (CBSE 2019, KVS, Raipur). The reason to explore the integration of art is that, at the foundation and preparatory stage subjects like math, English, Hindi, and EVS can be taught more engaging way. For math's and EVS clay modeling, sketching, and coloring paper can be used. Collage for English and Hindi. Other pedagogical practices are story making from leaves and flowers drawing like activities, drawing of action words, photography, best out of waste, comic making, creative writing, and performing art.

For the secondary-stage education NCERT presents guidelines for art integrated learning in 2023. Art-integrated learning is a cross-curricular, interdisciplinary, and multidisciplinary pedagogical approach. As NCF-SC 2023 share the connection between art training and overall brain development. At this stage main objective of art-integrated learning is to promote teamwork for understanding and appreciation for one another, it nurtures inclusive practice such as compassion empathy, tolerance, and mutual respect. It also cultivates the 21st century skills like critical thinking, collaboration and creativity. Art integrated learning give wide range of understanding for environmental and cultural issues through contemporary art experiences. It helps to regulate the emotions of adolescent ages. At the secondary stage integration of art with the mainstream subjects provide a space to deeply connect with the Indian and global culture. It creates awareness about rich heritage and cultural diversity cross the world, and multiple perspectives of the concept promote the thinking capability and help to appreciate the possibilities of interdisciplinary connection. Heart learning research conducted in the USA by Ludwig, Boyle, and Lindsay (2017) presented art integration for students as statistically significant and positive. Morning assembly, zero period, some special events and celebrations, and backless day school magazines and short-duration events like interschool competitions can be utilized as opportunities for integrated learning (AIL, NCERT, 2023).

By keeping the curriculum flexible in secondary schools and higher education, students can participate in the development of creative, artistic, cultural, and academic dimensions and can opt for the course of their choice. Under this, administration can invite local artists, writers, and experts of handicrafts to schools as special trainers to demonstrate local expertise and arouse the interest of students. To have an impact, those artists can reside there so that students can get to know art and creativity better. (Para 22.8 & 22.9, NEP-2020, p. 54). Before NEP 2020, Indian philosophers and educationalists Mahatma Gandhi, Shri Arvindo, Nandlal Bose, and Jeetu Krishnamurthy also emphasized the importance of art integration in the form of handicrafts learning for the world of work related to vocational education participation in music, fine art, dance, drama, and craft as a vital education for the growth of aesthetic knowledge in direct contact with nature and awakening the artistry action for love and beauty of life.

5.4 Glimpse of Culture Education: Under the "Ek Bharat Shreshtha Baharat," 100 tourist places of the country are identified, and students of educational institutions are sent for tours, and information about history, tradition, and literary and scientific contributions related to those places is provided so that students can access the direct experience of our culture to visit places (Para 22.9 to 22.13, NEP-2020, pp. 54-55). There are many special days and celebrations in the annual calendar, for example, Children's Day, Teacher's Day, and Environment Day; national festivals like Republic Day, Independence Day, and Gandhi Jayanti; and festivals such as Holi, Diwali, Eid, Christmas, Baisakhi, Basant Utsav, Guru-Purab, Onam, etc., which can be connected to the subject content and promote appreciation of the traditional knowledge systems embedded in Indian culture. This can provide opportunities for experience and expression through different art forms (NCERT, 2023).

6. Provisions for Promotion of Indian Language, Art & Culture:

Promoting Indian language, art & culture in formal education is essential for fostering creativity, critical thinking, and cultural awareness among students while preserving India's rich heritage. To encourage pride in India's diverse cultural heritage, promote intergenerational knowledge transfer, promote entrepreneurship in handicraft, performing art, and creative industries, promote India's soft power through classical language and art, and help students to connect with their roots, traditions, and values. NEP 2020 made effective provisions to promote Indian Language, Art & Culture.

6a. B.Ed. course and language teaching- Policy discussed to run the four-year B.Ed. double degree in bilingual, which helps to prepare teachers who can teach the different subjects bilingually, especially science and math. The policy envisages preparing the teacher for language teaching because in India there is a lack of language teachers even after so many efforts. The policy discussed that there is a need to improve the language teaching so that it becomes experience-based and helps to communicate properly, not only with words and grammar (Para 22.9 & 22.10, NEP-2020, p. 54).

6b. New Institutions to promote Indian Language, Art, and Culture- India will expand its translation and interpretation effort to make available high-quality learning materials and

written and oral materials in Indian and foreign languages. For this, an Institute of Translation and Interpretation (IITI) will be established. Many multilingual language and subject matter experts and translation experts will be appointed in the institution to disseminate and promote Indian languages. Using technology, IITI will further expand and enrich their work and, as needed, increase their resources. If required, this institution will be opened in different parts of the country so that the collaboration can increase with the research department.

An academy will be set up to bring out dictionaries for the 22 languages listed in the eighth schedule to the Constitution of India. In which the best scholars and language speakers from every language will be included. These academies of Indian languages will be established by the central and state governments. The main function of the academy will be to adopt and disseminate the new words (Para 22.14, 22.15, 22.16 & 22.18, NEP-2020, pp. 55).

6c. Scholarships- The policy mentioned that for the promotion and dissemination of Indian languages, scholarships will be established for the study of Indian language, art, and culture in the higher education system, and various awards will be instituted to promote fiction, live poetry, books, literature, and journalism in Indian languages (Para 22.20, NEP-2020, p. 56).

6d. Web Portal- There is provision to preserve all Indian languages and regional arts and culture; they will be documented through a web-based portal. Universities and their research teams collaborate with communities for this web portal to create such enriching platforms for video, dictionary, recording, and other content. People from all over the country will be invited to contribute to this web portal (Para 22.19, NEP-2020, p. 56). On the 5th anniversary of NEP, during the Akhil Bhartiya Shiksha Samagam in July 2025, the IKS-ED Centre and KoshaSHRI portal are proposed to be inaugurated for the promotion Sanskrit. The KoshaSHRI project has digitized all 35 volumes of the Encyclopedic Sanskrit Dictionary. It includes over 15 lakh words and 1 crore references from 1500 ancient texts across 62 disciplines. The KoshaSHRI Portal is funded by the Department of Science & Technology (DST) under the SHRI scheme. Web-based Local Language Proficiency Test Portal is also initiated by DoHE. This portal has developed by National Testing Service-India (NTS-I). Portal administers online tests to assess Listening, Speaking, Reading, and Writing (LSRW) skills across 22 Indian languages.

7. Conclusion:

In conclusion, with an inclusive approach, NEP 2020 envisions promoting Indian language, art, and culture. NEP 2020 is a significant step to integrate and promote Indian languages in formal education. It advocates the multilingual approach of teaching-learning to foster the linguistic competences and cultural preservation. Language enables cultural expressions. The languages of a culture should be preserved and promoted in order to preserve and advance that culture. And the arts are the medium to present the culture. It helps to connect the outside world and helps to visualize the context. An art-integrated curriculum is vital for students to make them think, create, and learn beyond the syllabus and textbook. Integration of language, art, and culture is a strong point in this policy to

connect communities with mainstream education. If this policy gets implemented as aimed, it will definitely help to preserve the languages, local arts, and cultures that are on the way to extinction. Web portals, scholarship provisions, and the establishment of new institutions would become new lights of hope towards the promotion of Indian languages, arts, and culture.

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VEETHIKA

Exploring the Struggles and Strengths of Working Women: A Holistic Analysis of Occupational Stress, Coping Mechanisms, and Well-Being

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ABSTRACT

This study explores the interrelationship among occupational stress, coping mechanisms, and psychological well-being of working women employed in mid-level government positions in the Nagaon District of Assam, India. A purposive sample of 100 women aged 25–45 years was surveyed using three standardized instruments: the Occupational Stress Index (Srivastava & Singh, 1984), the Coping Checklist (Rao et al., 1989), and the PGI General Well-being Measure (Verma & Verma, 1989). Findings indicate that role overload, poor peer relationships, and role conflict are the most prominent sources of stress, while unprofitability and low status contribute minimally. Positive cognition and distraction emerged as the most frequently employed coping strategies, reflecting adaptive and culturally grounded responses to workplace pressures. The overall level of psychological well-being was found to be moderate, with many women reporting reduced emotional stability and life satisfaction. Correlation analysis revealed significant interconnections among stress dimensions, coping strategies, and well-being, highlighting that high role overload and ambiguity are strongly linked to powerlessness and under-participation. The results underscore the need for organizational interventions focused on workload management, role clarity, and peer support, alongside training programs to strengthen adaptive coping mechanisms. The study contributes to a deeper understanding of the struggles and resilience of working women and provides insights for policies promoting gender-sensitive workplace environments and holistic well-being

Introduction

Occupational stress has emerged as a significant global issue across workplace environments, affecting both men and women universally. A study conducted by Barzilai-Perach et al. (2006) found that approximately 60% of employed women identified stress as their most pressing workplace concern. In the Indian context, Hemalata (2006) reported that out of a total workforce of 397 million individuals, around 123.9 million were women. Over time, the female workforce participation rate in India has grown steadily, from 19.7% in 1981 to 25.7% in 2001. While women have historically faced challenges such as gender-based discrimination and work-related stress, these issues have been further exacerbated by the onset of neoliberal economic reforms, including globalization, liberalization, and privatization. In this context, working women are increasingly vulnerable to exploitation, facing heightened occupational risks and experiencing significant physical and psychological stress.

Work constitutes a fundamental component of human life, providing individuals with opportunities for creativity, achievement, fulfillment, and purpose. However, when the nature of work stifles autonomy, creativity, and decision-making, it becomes a source of considerable stress. This form of occupational strain can contribute to a wide array of negative outcomes, including physical illness, substance dependency, and familial discord. Furthermore, elevated levels of job stress and poor working conditions are linked to reduced workplace productivity, increased absenteeism, and a higher incidence of accidents both within and outside of the workplace.

Occupational stress is commonly understood as the physiological and emotional responses that arise when individuals perceive a mismatch between job demands and their ability or resources to meet those demands. The National Institute of Occupational Safety and Health (NIOSH, 1999) defined work-related stress as harmful physical and emotional reactions that occur when job requirements do not correspond with an employee's capabilities, available resources, or needs. Though such stressors have received limited research attention in India until recent years, emerging scholarship now suggests that occupational stress has profound consequences on individuals' overall health and psychological well-being—often surpassing the effects of general workplace pressures such as workload intensity or skill underutilization.

To manage these stressors, workers engage in various coping mechanisms, ranging from individual-level stress management practices to more systemic interventions that target the root causes of occupational stress. Coping strategies refer to the conscious behavioral and psychological efforts individuals employ to manage, tolerate, reduce, or eliminate stressful situations. Perline and Schoolar (1978), along with Cohen and Lazarus (1979), define coping as the set of cognitive and behavioral efforts undertaken to deal with demands that surpass an individual's internal or external resources. Generally, coping mechanisms are divided into two broad types: *problem-focused coping*, which involves actively addressing and resolving the source of stress, and *emotion-focused coping*, which aims to regulate the

emotional impact of stressful events. Most individuals use a combination of these strategies, depending on personal preferences and the nature of the stressor.

For working women, the stress experience is often intensified due to the dual pressures of occupational responsibilities and domestic roles. According to Taylor and Cangemi (1989), psychological variables such as stress have a direct influence on job satisfaction, adaptability at work, professional attitudes, and overall well-being. Kushnir and Kasan (1993) argue that stress arises from the confluence of excessive role expectations and a lack of sufficient coping resources, including psychological, social, material, and organizational support systems.

When individuals encounter major stressors such as role conflict, occupational pressures, or life adjustments, they are likely to suffer disruptions in emotional, cognitive, and physical functioning. The emotional responses to stress often manifest in terms such as anxiety, irritability, anger, depression, or guilt, significantly impacting one's sense of well-being. Psychological well-being**,** as discussed by Prakash (2000), is a key concept in psychosocial research and refers to an individual's overall satisfaction with life and mental health. It encompasses subjective evaluations of life quality, personal competence, cognitive stability, emotional health, and positive affect. In contrast, the feeling of well-being denotes a psychological state wherein individuals feel content, fulfilled, and capable of functioning effectively across life domains.

In support of this perspective, Palys and Little (1983) observed that individuals reporting different levels of life satisfaction also varied significantly in their self-perception of well-being. Similarly, Nelson and Cohen (1984) identified strong correlations among life stressors, physical and psychological health, and the prevalence of psychological disorders. Despite such critical connections, only a limited body of empirical work has specifically explored the interrelations among occupational stress**,** coping strategies**,** and psychological well-being in the context of working women. Hence, the present study aims to fill this research gap by examining the interactions among these variables and their implications for the mental health and productivity of working women in Nagaon District of Assam, India.

The study seeks to achieve the following goals:

1. Evaluate the levels of occupational stress experienced by working women.
2. Examine the coping mechanisms employed by working women.
3. Quantify the well-being experienced by working women.
4. Investigate the correlation among occupational stress, coping strategies, and well-being in working women.

Hypotheses

For objective 4

H_0: There exist no significant correlation among occupational stress, coping strategies, and well-being in working women.

Sampling Procedure

A total of one hundred working women, aged between 25 and 45 years, employed in middle-level positions within government organizations in the Nagaon District, were chosen as the study's participants. The selection of participants was conducted using a purposive sampling approach. Personal information, such as their names, ages, and organizational affiliations, was recorded solely with the consent of the study participants. The study excluded widows and divorced women who were not living with their husbands.

Instruments Utilized

·**1. Occupational Stress Index (OSI):** The researcher developed a customized version of the Occupational Stress Index (OSI), originally constructed by Srivastava and Singh (1984), to assess job-related stress among respondents. This scale consists of 46 items rated on a five-point Likert scale, measuring dimensions such as role overload, role ambiguity, powerlessness, and other stress-inducing occupational factors. The original scale is known for its high reliability, with a split-half reliability coefficient of 0.94 and a Cronbach's alpha of 0.90, ensuring robust internal consistency.

2. Coping Checklist: The coping checklist employed in the present study is a researcher-adapted version based on the tool developed by Rao, Prabhu, and Subbakrishna (1989). It includes 70 items that examine a wide range of coping strategies, grouped into nine domains such as positive cognition, problem-solving, emotional regulation, and social support. This tool is structured to identify both adaptive and maladaptive coping behaviors in response to stress.

3. PGI General Well-being Measure: To assess psychological well-being, the researcher utilized a modified version of the PGI General Well-being Measure, originally devised by Verma and Verma (1989). This instrument focuses on key indicators of positive mental health, including life satisfaction, emotional stability, and overall psychological well-being. The original scale demonstrates excellent psychometric properties, with a reported reliability coefficient of 0.98. Its validity has been supported through significant correlations with related constructs such as the PGI Quality of Life Scale.

Data Collection Procedure

The selected working women in the sample were personally contacted at their workplace. The research's purpose was explained to them, and their consent for participation was obtained. Assurance regarding the confidentiality of their responses was provided. Subsequently, the participants were given separate questionnaires, including the occupational stress index, coping checklist, and well-being scale. Additionally, socio-demographic information was gathered from each participant. Although the questionnaires were self-administered, clear instructions were read aloud to ensure clarity. Participants were encouraged to complete the questionnaires on the same day, but if they had prior commitments, they were given an average of three days to complete them. During the collection of the questionnaires on the designated dates, participants were given

opportunities to share their thoughts on any aspect of the study. Finally, the questionnaires were scored according to the provided scoring keys or the procedures outlined in the manual.

Analysis and interpretation of data

This study was conducted to examine the levels of occupational stress, coping strategies, and feelings of well-being among employed women, and to explore the interconnections between these factors. We collected data from 100 women working in mid-level positions in full-time government jobs within the Nagaon District. The data was meticulously analyzed, employing descriptive statistics such as mean and standard deviation to gain insights into the overall characteristics of the sample data pertaining to occupational stress, coping strategies, and well-being. Furthermore, we assessed the relationships between these variables through inter correlation analysis.

Objective I: To **e**valuate the levels of occupational stress experienced by working women

In Table-I, shows the data for the following parameters related to occupational stress across twelve dimensions: mean scores, standard deviations, and score ranges. These dimensions include role overload, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for persons, under participation, powerlessness, poor-peer relations, intrinsic impoverishment, low status, strenuous working conditions, and unprofitability for working women. Let's analyse the objective with the help of the following figure

Table 1: Mean, Standard Deviation, and Score Range of Dimensions of Occupational Stress

Dimension	Mean	Standard Deviation (SD)	Score Range
Role Overload	16.37	3.92	5–29
Role Ambiguity	8.99	3.01	3–19
Role Conflict	12.96	2.41	4–24
Group & Political Pressure	10.89	3.11	5–21
Unreasonable Responsibility	9.20	1.99	4–16
Under Participation	12.44	2.99	3–19
Powerlessness	9.11	2.39	4–16
Poor Peer Relationships	12.69	2.36	3–19
Intrinsic Impoverishment	11.00	2.65	5–22
Low Status	7.51	3.01	3–15
Strenuous Working Conditions	9.99	2.30	3–19
Unprofitability	6.12	1.84	1–11

Source: field survey, 2025

Analysis and Interpretation

The above table presents the dimension-wise descriptive statistics of occupational stress experienced by respondents. The analysis includes mean scores, standard deviations,

and score ranges, offering a comprehensive understanding of the distribution and intensity of stress across various occupational domains.

Among the twelve dimensions, Role Overload (M = 16.37, SD = 3.92), Poor Peer Relationships (M = 12.69, SD = 2.36), and Role Conflict (M = 12.96, SD = 2.41) report relatively higher mean scores, indicating that these are significant sources of stress among the participants. These dimensions reflect the challenges individuals face in managing excessive responsibilities, navigating interpersonal relationships at work, and handling conflicting role expectations.

Intrinsic Impoverishment (M = 11.00) and Under Participation (M = 12.44) also show moderately high means, suggesting dissatisfaction with job roles that lack creativity, involvement, or recognition, which may adversely affect employee motivation and job satisfaction.

Conversely, Unprofitability (M = 6.12, SD = 1.84) and Low Status (M = 7.51, SD = 3.01) show the lowest mean scores, indicating that these dimensions contribute relatively less to occupational stress in the current sample. However, the variability in standard deviations—particularly in Low Status—implies that for some individuals, these dimensions could still be significant.

The standard deviation values, which range from 1.84 to 3.92, reflect considerable variation in individual responses. This suggests that although some stressors are more prominent across the group, personal experiences with stress differ widely, likely influenced by personal, organizational, and environmental factors.

The score ranges provide further insight into the diversity of stress experiences among respondents. For instance, Role Overload spans a wide range (5–29), emphasizing the intensity and frequency of stress in this dimension for some individuals.

Implications

This dimension-wise analysis is instrumental in identifying critical stress areas in the workplace. Organizations and policymakers can utilize these findings to design targeted interventions—such as stress management training, role clarity workshops, and peer support systems—to mitigate high-stress areas. Understanding both central tendencies (means) and variability (standard deviations) allows for a nuanced approach to reducing occupational stress and fostering a more supportive and productive work environment.

Objective II: To examine the coping mechanisms employed by working women.

Table-II presents a comprehensive overview of the statistical data concerning the nine distinct dimensions of coping strategies used by working women. These dimensions include positive cognition, negative cognition, problem-solving, distraction, magical thinking, avoidance, religious approach, help seeking, and external attribution. The table provides information about the mean, standard deviation, and range of scores for each of these coping strategies.

Table II: Descriptive Statistics for Dimensions of Occupational Stress (N = 100)

Dimension	Mean	Standard Deviation (SD)	Score Range
Role Overload	16.37	3.92	5–29
Role Ambiguity	8.99	3.01	3–19
Role Conflict	12.96	2.41	4–24
Group and Political Pressure	10.89	3.11	5–21
Unreasonable Responsibility	9.20	1.99	4–16
Under Participation	12.44	2.99	3–19
Powerlessness	9.11	2.39	4–16
Poor Peer Relationships	12.69	2.36	3–19
Intrinsic Impoverishment	11.00	2.65	5–22
Low Status	7.51	3.01	3–15
Strenuous Working Conditions	9.99	2.30	3–19
Unprofitability	6.12	1.84	1–11

Source: field survey, 2025

Interpretation of Coping Strategy Data

Table II provides an insightful overview of coping strategies employed by working women in response to occupational stress. The data reveals that positive cognition and distraction **e**merged as the most frequently used coping mechanisms. *Positive cognition* includes strategies such as self-acceptance, comparison with others in worse situations, and maintaining a hopeful or optimistic outlook. This aligns with previous research by McDonald and Korabik (1991), which indicated that women are more inclined toward discussing their problems and seeking social support as a way to manage stress.

Further, the results resonate with findings by Shaffer et al. (2000), which highlight a preference among women for active, confrontational coping strategies, especially in high-stress environments such as workplaces. Similarly, the study by Kumar and Srivastava (2007) found that female school teachers regularly employ a variety of coping techniques—including emotional regulation, distraction, magical thinking, and religious approaches—to navigate occupational pressures.

Collectively, the findings from Table II and corresponding figures suggest a dominance of adaptive coping strategies, particularly those that are emotionally and cognitively focused. This preference reflects the need for coping techniques that are not only practical but also culturally and contextually resonant with women's experiences in Indian workplaces.

Implications

The findings from Table II suggest that working women predominantly rely on adaptive coping strategies such as positive cognition and distraction to manage occupational stress. These strategies reflect emotional resilience and a preference for culturally rooted

mechanisms like spiritual practices and social support. The implications point to the need for context-sensitive mental health interventions, integration of stress management training in professional development, and the promotion of supportive workplace environments. Institutions and policymakers should prioritize gender-sensitive policies, enhance peer networks, and include emotional well-being initiatives to strengthen coping capacities among working women in Indian workplaces.

Objective III: Quantify the well-being experienced by working women.

Table III: Mean and Standard Deviation of Feeling of Well-being among Working Women

Variable	Mean	Standard Deviation (SD)
Feeling of Well-being	15.04	3.93

Source: field survey, 2025

Analysis:

Table III presents the descriptive statistics for the feeling of well-being among working women. The mean score of 15.04, with a standard deviation of 3.93, indicates a moderate level of psychological well-being among the participants. However, the relatively low average suggests that many working women experience diminished levels of personal satisfaction, emotional stability, and mental wellness. This is consistent with prior research by Andrade et al. (1999), who observed reduced well-being among women in dual-income households due to increased occupational and domestic responsibilities. These findings highlight the cumulative burden of professional and personal roles, which may adversely affect women's overall mental health and quality of life.

Table IV: Inter-correlation Matrix among Dimensions of Occupational Stress, Coping Strategies, and Well-being of Working Women

Variables	1	2	3	4	5	6	7	8	9	10	11
1. Role Overload	1	.291**	.243*	.367**	.041	-.026	-.090	-.109	.109	-.015	.329**
2. Role Ambiguity		1	.320**	.269**	-.139	.171	.890	.079	.469**	.269**	.399**
3. Role Conflict			1	.270**	.029	.109	.099	.009	.268**	.061	.180
4. Unreasonable Group & Political Press.				1	.289**	.029	-.030	-.139	.061	-.021	.311**
5. Responsibility for Persons					1	-.409**	-.509**	-.349**	-.111	-.341**	.049
6. Under Participation						1	.741**	.229*	.241*	.555**	.092
7. Powerlessness							1	.409**	.211*	.549**	.049
8. Poor Peer Relations								1	.051	.329**	.029
9. Intrinsic Impoverishment									1	.319**	.180
10. Low Status										1	.211*
11. Strenuous Working Conditions											1

Note: *p < .05, **p < .01 *(values are rounded to 3 decimal places where necessary)*

Table IV demonstrates the inter-correlations among eleven dimensions of occupational stress and their relationship to each other. The analysis reveals significant positive correlations between several stress dimensions. Notably:

1. Role Overload:

- Positively correlated with several variables:
  - **Role Ambiguity (r = .320**): Higher role overload is associated with greater ambiguity about role expectations.
  - **Role Conflict (r = .270**): Increased overload correlates with conflicting role demands.
  - **Unreasonable Group & Political Pressures (r = .289**): More overload links to perception of unfair political or group pressures.
  - **Responsibility for Persons (r = -.409**): Interestingly, a negative correlation indicates that higher overload may relate to less perceived responsibility, or vice versa, which warrants further exploration.
  - **Under Participation (r = .741**): High overload strongly correlates with under-participation, suggesting that overload may lead to withdrawal or disengagement.
  - **Powerlessness (r = .409**), **Poor Peer Relations (r = .051)**, and other factors also show positive relationships, hinting at complex interactions between overload and social dynamics.

2. Role Ambiguity:

- Strongly related to:
  - **Role Conflict (r = .270**): Clarifies that ambiguity often coexists with conflicting expectations.
  - **Strenuous Working Conditions (r = .399**): Greater ambiguity might be associated with more stressful work environments.
  - **Responsibility for Persons (r = -.509**): Higher ambiguity appears linked with less perceived responsibility, possibly indicating role confusion reduces sense of accountability.
  - *Powerlessness (r=.211)** also correlates positively, suggesting ambiguity may contribute to feelings of helplessness.

3. Role Conflict:

- Positively associated with:
  - **Responsibility for Persons (r = -.349**): Conflicting roles might diminish perceived responsibility or vice versa.
  - **Powerlessness (r = .549**): Strong link indicating conflicting roles can enhance feelings of powerlessness.
  - **Poor Peer Relations (r = .029):** Not significantly correlated.
  - *Low Status (r = .211):** Slightly associated with perceived lower status.

4. Unreasonable Group & Political Pressures:

- Shows significant positive correlations with:
  - **Responsibility for Persons (r = -.341**) and other variables, indicating that external pressures may influence perceptions of responsibility and role clarity.

5. Responsibility for Persons:

- Negatively correlated with variables signifying stressors or workload:
  - **Role Overload, Role Ambiguity, Role Conflict:** suggesting that feelings of responsibility may be inversely related to perceived overload or ambiguity.

- Positively related to **Poor Peer Relations (r = .049)** but generally shows negative relations with stress-related variables.

6. Under Participation:

- Exhibits a very high positive correlation with **Powerlessness (r =.741**), indicating that feelings of powerlessness are closely linked with withdrawal or under-participation.
- Also correlates strongly with *Responsibility for Persons (r =.229)**.

7. Powerlessness:

- Strongly related to **Strenuous Working Conditions (r =.409**)** and **Role Overload (r=.109)**, suggesting that overload and stressful environments contribute to feelings of powerlessness.

8. Poor Peer Relations:

- Positively associated with *Low Status (r = .211)** and **Strenuous Working Conditions (r = .329**)**, indicating that poor relations may emerge from or contribute to stressful or low-status situations.

9. Intrinsic Impoverishment and Low Status:

- Both are significantly correlated (r = .319** for Intrinsic Impoverishment and r = .211* for Low Status), implying that a lack of meaningful work content and low social standing are related constructs.

10. Strenuous Working Conditions:

- Positively correlated with multiple variables, including role ambiguity, conflicts, and poor peer relations, reinforcing its role as a stress-inducing factor.
-

Key take ways of objective 4:

- **Key Stressors:** Role overload, ambiguity, and conflict are interconnected and strongly linked to feelings of powerlessness and under-participation.
- **Role Clarity and Responsibility:** These appear to be inversely related to stressors, indicating that clearer roles and appropriate responsibilities may buffer against stress.
- **Social Factors:** Poor peer relations and low status also contribute to perceived stress and dissatisfaction.
- **Implication for Interventions:** Addressing role ambiguity and conflict, and improving social support and work conditions, may mitigate perceptions of workload and stress.
  - Further analysis such as regression or causal modeling would help clarify these relationships' directionality, but this overview highlights the interconnected nature of role-related stressors and social dynamics in the workplace context.

These findings underscore that occupational stress is a multifaceted construct where dimensions are interrelated and collectively influence the emotional and psychological health of working women. Understanding these relationships is critical for designing targeted interventions that address the root causes of stress and promote holistic well-being.

Results and Discussion

This study aimed to investigate the levels of occupational stress, coping strategies, and psychological well-being among 100 working women employed in mid-level government

positions in the Nagaon District. The analysis utilized descriptive statistics and correlation analyses to understand the interrelationships among these variables.

Occupational Stress Levels

The findings on occupational stress revealed that certain dimensions, notably role overload (M = 16.37, SD = 3.92), poor peer relationships (M = 12.69, SD = 2.36), and role conflict (M = 12.96, SD = 2.41), exhibited higher mean scores, indicating these as significant sources of stress among respondents. The elevated scores in role overload suggest that workload management remains a critical challenge, aligning with previous research indicating that excessive responsibilities contribute substantially to occupational stress (Srivastava & Singh, 1984). Similarly, challenges in peer relationships and conflicting role expectations further exacerbate stress, consistent with findings by Kumar and Srivastava (2007). The variability in responses, reflected by standard deviations, highlights individual differences in stress experiences, possibly influenced by personal coping mechanisms and organizational support systems.

Coping Strategies

Regarding coping mechanisms, positive cognition and distraction emerged as the most frequently employed strategies, with mean scores indicating their prominence. These adaptive strategies mirror previous observations by McDonald and Korabik (1991), who noted women's tendency to seek social support and maintain an optimistic outlook when confronting occupational stress. The reliance on culturally embedded strategies, such as spiritual practices, underscores the importance of contextually appropriate coping methods (Shaffer et al., 2000). The preference for such strategies signifies resilience among women in managing workplace pressures and emphasizes the need for organizational support that promotes positive coping.

Psychological Well-being

The mean score of well-being (M = 15.04, SD = 3.93) indicates a moderate level of psychological well-being among participants. However, the relatively low average suggests that many women experience diminished emotional stability and personal satisfaction, resonating with prior studies by Andrade et al. (1999), which found that occupational and domestic burdens adversely affect women's mental health. This underscores the necessity for workplace interventions aimed at reducing stressors and promoting mental health.

Inter-Variable Relationships

Correlation analysis provided insights into the complex interplay among occupational stressors, coping strategies, and well-being. Notably, role overload was significantly positively correlated with role ambiguity ($r = .320$, $p < .01$), role conflict ($r = .270$, $p < .01$), and perceived powerlessness ($r = .409$, $p < .01$). This indicates that higher workload is associated with greater ambiguity and conflicting demands, which together contribute to feelings of helplessness. The high correlation between overload and under

participation ($r = .741$, $p < .01$) suggests that excessive workload may lead to disengagement or withdrawal from work roles.

Furthermore, perceived responsibility for persons inversely related to stress dimensions, implying that clarity in responsibilities can buffer against occupational stress. The significant positive relationship between poor peer relations and low status ($r = .211$, $p < .05$) indicates social dynamics also play a role in stress perception. Importantly, feelings of powerlessness were strongly associated with strenuous working conditions ($r = .409$, $p < .01$) and role overload, emphasizing the impact of environmental stressors on psychological health.

Implications

The interconnectedness of stressors demonstrates the multifaceted nature of occupational stress among women. Interventions targeting role clarity, workload management, and social support systems could effectively mitigate stress and enhance well-being. The strong link between coping strategies and reduced stress emphasizes the importance of promoting adaptive coping mechanisms within organizational settings.

Conclusion

The study highlights that occupational stress among working women is characterized by intertwined dimensions such as role overload, ambiguity, and social relationships. Coping strategies predominantly involve positive thinking and distraction, which serve as protective factors, while well-being remains moderate and warrants organizational attention. Future research employing causal models could further elucidate the directionality of these relationships, guiding more effective interventions.

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Exploring the Entrepreneurial Mindset Among Students in Higher Education

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ABSTRACT

The entrepreneurial mind set can be developed by various initiatives by the higher education institutes. The entrepreneurial mind set is not limited to any specific stream but it is a generalized term that can be applied to various academic disciplines like Pure Science, Arts, Social Sciences and Humanities, Engineering, and Technology. An entrepreneurial mind set plays a significant role in all these disciplines. Such a mindset is also required in order to generate more and more job opportunities for the society thereby achieving the goal of the national development. More exposure to the students to entrepreneurship development initiatives will ensure inspiring them for the same.

The present paper attempts to explore the factors building entrepreneurial mindset among the college students by assessing their responses on risk bearing willingness, abilities to bring innovations, and basic inclination towards entrepreneurship. The authors have studied responses of 151 students in higher education institutes in Pune and have analysed these responses by applying one-way Anova tests to test the hypotheses.

The paper reveals how the entrepreneurial mindset is developed, the factors influencing such a mindset, and the role of higher education institutes towards the same. The higher education institutes should provide the ecosystem including more activities focusing on entrepreneurship development, incorporation of entrepreneurship literature in the curricula, creating more awareness among the students to take up entrepreneurial activities. The institutes can provide hand holding to those students who start a business activity while studying. The role of higher education institutes is crucial in order to develop and flourish entrepreneurial mind set.

1. Introduction:

A mindset reflects the way the mind responds to various situations. An entrepreneurial mindset is how the mind is trained to think and react to making entrepreneurial decisions. The success of any enterprise greatly depends on the way of decision-making and the traits of the person/s running it. Several traits like risk-bearing abilities, practice of prudence, perseverance, and broad outlook together influence the behavior of the entrepreneur. These traits are born from the way the mind is wired to think. This wiring of the mind is called as mindset which plays a critical role in entrepreneurship. Raj Shankar (2012).

Raghu Nandan (2009) described the common traits among Indian entrepreneurs while explaining their mindset. He mentioned that almost every single successful entrepreneur seems to have skipped school. They never fit into the school system. They escaped the brainwashing that goes on in our schools and colleges to become job-oriented. Indian style of entrepreneurship is a lone ranger which leads to superior-subordinate hierarchy. We do not let our employees to think on their own. Further the author has elaborated on how long it will take to India to create an entrepreneurial mindset. It is already happening but it will take a full generation to do so completely. We need more role models, more success stories and critical mass. The youth should take up as co-entrepreneurs.

2. Objectives Of the Paper:

The present paper aims to explore the entrepreneurial mindset among college students by studying their responses on a Five-Point Scale.

i) To unleash the entrepreneurial mindset on parameters like risk bearing ready ness, innovation, and drive to do something new.
ii) To examine the impact of gender on entrepreneurial mindset.
iii) To explore the impact of family business background on the entrepreneurial mindset.
iv) To analyse the factors enhancing entrepreneurial mindset.
v) To make some suggestions to create an entrepreneurial mindset among college students.

3. Hypotheses of the Study:

1. There is no association between the opinion that risk bearing is natural if we want to earn profit and the age of the respondent.
2. There is no relationship between the opinion about being confident and being successful in business and the status of having a family business background.
3. There is no connection between the opinion about accepting the challenges in a business and the status of studying entrepreneurship development as a subject.
4. There is no association between the opinion that business is successful only if there are an innovation and the gender of the respondent.

4. Research Methodology:

The present research is of descriptive-exploratory nature. The primary data have been collected through a well-structured questionnaire. The questionnaires were circulated among

the students of the higher education institutes in Pune, Maharashtra after pilot survey. 160 responses were received. 151 responses were finalised after screening process. Demographic and qualitative variables have been analysed with the help of suitable statistical tests. The authors have tried to explore the variables which influence the entrepreneurial mind set among the respondents and the role of higher education institutes.

5. Review of the Literature:

Gurol Y. & Atsan N. (2006) have concluded that entrepreneurially inclined students have more risk-taking abilities and self-confidence and a high need for achievement. N. Levenberg & T. Schwarz (2008) Culture, education, and environment affect the entrepreneurial orientation of the students. S. Ekman & A. Ekman (2009) in their research paper have studied the entrepreneurial mindset of Engineering and Management students of Sweden, Ukraine and India based on empirical data. They have concluded that more efforts are required to enhance entrepreneurial mindset like innovation and idea lab, pre-incubation workshops, sales training, and lectures by successful entrepreneurs.

Choudhary R. (2017) the study explored locus of control, tolerance for ambiguity, and self-confidence are some important traits to shape entrepreneurial personality. Wardana L. et al (2020) Entrepreneurial education plays a significant role in entrepreneurial self-efficacy, entrepreneurial attitude, and developing an entrepreneurial mindset. P. Handayati et al. (2020). An entrepreneurial mindset can be created among the students by enhancing teachers' competence through entrepreneurial webinars, in-house training and certification programmes. S. Mukhtar (2021). Entrepreneurial education and culture have an impact on the entrepreneurial mindset of students. The information about the entrepreneurial ecosystem and government policies for boosting entrepreneurship should be disseminated to the students. Pushparaj Nayak et al. (2024) a comprehensive curriculum will be advantageous for prospective entrepreneurs who will participate in future entrepreneurship education

6. Data Analysis and Interpretation:

Table 1: Age

Age	Frequency	Percent
14-16	2	1.3
16-18	13	8.6
18-20	119	78.8
Above 20	17	11.3
Total	**151**	**100.0**

Most of the respondents *i.e.* 78.8 % belong to the 18-20 age group. (Source: Primary Data)

Table 2: Gender

Gender	Frequency	Percent
Female	78	51.7
Male	73	48.3
Total	**151**	**100.0**

(Source: Primary Data)

It can be concluded that the number of female and male respondents is more or less equal.

Table 3: Have you ever studied Entrepreneurship as a subject?

Studied Entrepreneurship?	Frequency	Percent
No	78	51.7
Yes	73	48.3
Total	**151**	**100.0**

(Source: Primary Data)

78 % respondents have not studied entrepreneurship as a subject in their academic programmes.

Table 4: Do you have a family business?

Family Business?	Frequency	Percent
No	101	66.9
Yes	50	33.1
Total	**151**	**100.0**

(Source: Primary Data)

66.9 % respondents do not have a background of family business.

Table 5: Have you ever read the autobiography of any businessperson?

Read the autobiography of any businessperson?	Frequency	Percent
No	76	50.3
Yes	75	49.7
Total	**151**	**100.0**

(Source: Primary Data)

49.7 % respondents have read the autobiographies of the businessperson.

Table 6: If yes, were you inspired by that book?

Inspired by the book?	Frequency	Percent
NA	76	50.3
No	6	4.0
Yes	69	45.7
Total	**151**	**100.0**

(Source: Primary Data)

Most of the students who have read autobiographies of businesspeople are inspired by those books.

Table 7: Which career option have you set?

Career Option?	Frequency	Percent
Employed	37	24.5
Profession	75	49.7
Self-employed	39	25.8
Total	**151**	**100.0**

(Source: Primary Data)

49.7 % students have set their career goal as a profession, whereas 39 % students intend to enter into self-employment.

Table 8: Have you ever tried to start a business activity?

Have you ever tried to start a business activity?	Frequency	Percent
No	111	73.5
Yes	40	26.5
Total	**151**	**100.0**

(Source: Primary Data)

26.5 % respondents have tried to start their business activity.

Table 9: If yes, are you still continuing that activity?

If yes, are you still continuing that activity?	Frequency	Percent
NA	111	73.5
No	22	14.6
Yes	18	11.9
Total	**151**	**100.0**

(Source: Primary Data)

45% respondents continued their business activity.

Table 10: I believe that risk bearing is natural if you want to earn a profit.

I believe that risk-bearing is natural if you want to earn a profit.	Frequency	Percent
Agree	54	35.8
Neutral	13	8.6
Strongly Agree	84	55.6
Total	**151**	**100.0**

(Source: Primary Data)

Most of the respondents believe that risk-bearing is natural if they want to earn a profit**.**

Table 11: I would not prefer to do conventional business activity

I would not prefer to do a conventional business activity.	Frequency	Percent
Agree	28	18.5
Disagree	23	15.2
Neutral	88	58.3
Strongly agree	6	4.0
Strongly disagree	6	4.0
Total	**151**	**100.0**

(Source: Primary Data)

Table 12: I would like to accept challenges in business.

I would like to accept challenges in business.	Frequency	Percent
Agree	86	57.0
Neutral	16	10.6
Strongly Agree	48	31.8
Strongly disagree	1	.7
Total	**151**	**100.0**

(Source: Primary Data)

Most of the respondents are ready to accept challenges in business.

Table 13: I believe that if I accept more risks, I would get better returns

I believe that if I accept more risks, I would get better returns.	Frequency	Percent
Agree	60	39.7
Disagree	11	7.3
Neutral	36	23.8
Strongly Agree	44	29.1
Total	**151**	**100.0**

(Source: Primary Data)

Most of the respondents believe that profit is the reward of risk-taking.

Table 14: I want to do something new in my business

I want to do something new in my business.	Frequency	Percent
Agree	80	53.0
Disagree	5	3.3
Neutral	29	19.2
Strongly Agree	36	23.8
Strongly disagree	1	.7
Total	**151**	**100.0**

(Source: Primary Data)

The majority of the respondents are willing to do something new in their business.

Table 15: I believe innovation is the essence of business

I believe innovation is the essence of business	Frequency	Percent
Agree	55	36.4
Disagree	1	.7
Neutral	10	6.6
Strongly Agree	83	55.0
Strongly disagree	2	1.3
Total	**151**	**100.0**

(Source: Primary Data)

The majority of the respondents do believe that innovation is the essence of business.

Table 16: Business is successful only if there is innovation.

Business is successful only if there is innovation	Frequency	Percent
Agree	47	31.1
Disagree	9	6.0
Neutral	33	21.9
Strongly Agree	61	40.4
Strongly disagree	1	.7
Total	**151**	**100.0**

(Source: Primary Data)

Most of the respondents give importance to innovation for the success of a business.

Table 17: I am confident that I would be successful in my business

I am confident that I would be successful in my business	Frequency	Percent
Agree	53	35.1
Disagree	1	.7
Neutral	44	29.1
Strongly Agree	53	35.1
Total	**151**	**100.0**

(Source: Primary Data)

The majority of the respondents are confident about their business success.

Testing of Hypotheses:

Hypothesis 1 -

H_0: $\mu = 0$, There is no association between the opinion that risk-bearing is natural if we want to earn profit and the age of the respondents.

H1: $\mu \neq 0$, There is an association between the opinion that risk bearing is natural if we want to earn profit and the age of the respondents.

We would like to test the above hypothesis at a Level of Significance = 0.05

One Way ANOVA table and F-Test:

I believe that risk-bearing is natural if you want to earn a profit.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.034	2	.017	.038	.963
Within Groups	41.956	93	.451		
Total	41.990	95			

From the above table, we got a Significance value >0.05. So statistically, we can accept the null hypothesis and reject the alternative hypothesis.

Inference: There is no association between the opinion that risk-bearing is natural if we want to earn profit and the age of the respondents.

Hypothesis 2 -

H0: $\mu = 0$, There is no relationship between the opinion of being confident about the success in a business and the status of having a family business background.

H1: $\mu \neq 0$, There is a relationship between the opinion of being confident about the success of a business and the status of having a family business background.

We would like to test the above hypothesis at a Level of Significance = 0.05

One Way ANOVA Table and F-Test

I am confident that I would be successful in my business.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.689	1	.689	1.145	.287
Within Groups	56.551	94	.602		
Total	57.240	95			

From the above table, we got a Significance value >0.05. So statistically, we can accept the null hypothesis and reject the alternative hypothesis.

Inference:

There is no relationship between the opinion of being confident about the success of a business and the status of having a family business background.

Hypothesis 3 -

H0: μ = 0, There is no association between the opinion about accepting challenges in a business and the status of studying entrepreneurship development as a subject.

H1: μ ≠ 0, There is an association between the opinion about accepting the challenges in the business and the status of studying entrepreneurship development as a subject.

We would like to test the above hypothesis at a Level of Significance = 0.05

One Way ANOVA table and F-Test

I would like to accept challenges in business.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.114	1	.114	.327	.569
Within Groups	32.844	94	.349		
Total	32.958	95			

From the above table, we got a significance value >0.05. So statistically, we can accept the null hypothesis and reject the alternative hypothesis.

Inference:

There is no connection between the opinion about accepting the challenges in the business and the status of studying entrepreneurship development as a subject.

Hypothesis 4 -

H0: μ = 0, There is no association between the opinion that business is successful only if there is an innovation and the gender of the respondents.

H1: μ ≠ 0, There is an association between the opinion that business is successful only if there are an innovation and the gender of the respondent.

We would like to test the above hypothesis at a Level of Significance = 0.05

One Way ANOVA table and F-Test

Business is successful only if there is an innovation.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.974	1	4.974	5.262	.024
Within Groups	88.859	94	.945		
Total	93.833	95			

From the above table, we get a Significance value <0.05. So statistically, we can reject the null hypothesis and accept the alternative hypothesis

Inference:

There is an association between the opinion that business is successful only if there is innovation and the gender of the respondents.

7. Conclusions and recommendations:

Conclusions:

1) Commerce and Management institute should incorporate the study of entrepreneurship in their curricula so that entrepreneurial mindset will be effectively developed among them.
2) 66 per cent of the respondents are not having any background of family business. Nevertheless, they have shown entrepreneurial instincts.
3) 50 per cent of the respondents have read autobiographies of the entrepreneurs and are motivated. Case studies, success and failure stories of entrepreneurs should be included in the curricula. More exposure to this literature will enable to create entrepreneurial mindset.
4) Only 25 per cent respondents have selected entrepreneurship as their career goal. Academic institutes should strive to create an ecosystem where the students will be oriented towards the entrepreneurship.
5) 26 per cent respondents have started a business activity out of which 40 per cent respondents are continuing the same.
6) Respondents believe that risk bearing is natural if they want to earn profit. It shows their readiness to bear the risk in business and they are ready to accept challenges. Hence it can be inferred that entrepreneurial mindset is present among them.
7) Respondents believe that innovation and creativity are part and parcel of any business. And they are ready to show creativity in their business activities.
8) The ability to bear the risk in business and applying innovations enforce the entrepreneurial mindset among the respondents.

8. Recommendations:

1) The academic institutes should provide more exposure to the theory of entrepreneurship in order to create entrepreneurial spirit among the students.
2) The institutes shall develop and maintain an ecosystem where an entrepreneurial mindset will be created and flourished.
3) The co-curricular programmes and activities shall be organized dedicating to entrepreneurial development.
4) The institutes can collaborate with the District Industrial Centers and other entrepreneurial development institutes.
5) An incubation Centre where all required assistance can be provided to the budding entrepreneurs.
6) There are students who try to start business activity while pursuing their degree programmes, the institutes shall collect such data, try to provide assistance and guidance for the further growth.

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Future readiness through SEL competencies in the context of NEP 2020

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ABSTRACT

Education of 21st century focuses more on the holistic development of students rather than only gaining knowledge. Numerous diversions like technical revolution, globalisation, sociological etc. divert the education in such manner so that students should stabilize among social, cognitive and emotional extent. Referring this context, the role of socio-emotional learning (SEL) becomes more crucial and pivotal. SEL playing a prime role in strengthening 21st century skills like collaboration, critical thinking, empathy and adaptability. Through the process of Socio-emotional learning, students develop self-awareness, social-awareness, self-management, relationship skills, and decision-making skills (CASEL,2020). It is mentioned in the National Education Policy (NEP 2020) that the purpose of the educational paradigm is not only to promote academic success but also emotional, social, and moral values among the students. NEP primarily pivots on the future readiness of citizens and SEL is proficient to make it possible so it becomes very important. The main purpose of the given paper is to outline the role of SEL competencies in future preparedness, specifically, in the presented framework of NEP 2020. Content analysis and review of the literature are the different methods utilised to write this paper. The results reveal significant improvement in cognitive, emotional and social areas of students involved in SEL competencies. Although NEP 2020 provides a number of suggestions, their practical application presupposes a number of innovations in the curriculum, specific training of teachers, and the distribution of sufficient resources. If it were possible then SEL would help to globalise or universalize the Indian education system.

Introduction

In modern society, the nature of education is undergoing an unprecedented era. Globalisation, digitalisation, and AI, etc., such technical progression not only communicates information in education but also diverts it towards a multidisciplinary perspective. Education works as a tool which enhance the thinking power of a human mind. Now the main goal of education is not only academic achievements of students, but also to prepare such citizens who think critically, are problem-solvers, cooperative, empathetic, and full of moral values.

For the fulfilment of these objectives, SEL is a suitable tool. SEL with combination of AI can create new ideas, values and skills through which we can mould our future towards success (Schleicher, 2018). SEL provides the capability for student to understand their emotion, empathy towards others' emotions, and plays a crucial role in society (Elias, 2003). CASEL (2020), identifies the main 5 competencies of SEL- Self-awareness, self-management, social awareness, relationship skills, and right decision making. These five aspects are the basis for making students ready for 21st-century's challenges.

National Policy of Education 2020 is a radical change in the education sector in India. This policy comes after a long period of time with lots of recommendations and changes for the education system. The policy is aimed at making the education inclusive, holistic, flexible and practical. Under the Indian context, NEP 2020 defines education as multidimensional and holistic development. According to the policy, the purpose of the education is explicitly clear as it should create citizens not only who are intellectually prepared but also that one who is socially and emotionally competent (NEP 2020).

This paper mainly emphasises the role of SEL competencies in the context of NEP 2020, explaining how it can help to prepare future citizens of India. It explains the importance and relation of SEL with the 21st-century skills, and also the challenges and opportunities at the time of implementation of SEL in the school. This paper analyses the existing literature to find out the connection between SEL competencies and 21st-century skills and their preparation to equip the students for the future.

Objectives

- To identify the role of SEL competencies in developing 21st-century skills
- To analyze the extent to which SEL integration supports Future readiness within NEP 2020
- To identify the challenges and opportunities in implementing SEL in school premises.

Research Question

- How do SEL competencies encourage 21st-century skills among students?
- In what ways does NEP 2020 foster SEL competencies to build future-ready learners?
- What are the barriers and enablers to implement effective SEL in the school context?

Methodology

This research paper is based on the qualitative approach, which reviews various existing literature from peer-reviewed journals, books, articles, and reports to collect the content through literature review, and a content analysis method is used.

Theoretical Framework

Modern education is not just about sharing of information, but it also empowers the students to face various aspects in life. In a century that is marked by increasing competition, accelerated

technology development, and increasing social diversity, cognitive competence is not enough as a future preparation. Students need to be emotionally empowered, socially sensitive, and morally responsible. Socio-emotional learning (SEL) is an important concept in this regard.

The Collaborative Academic, Social, and Emotional Learning (CASEL) offers a theoretical basis of the SEL. CASEL (2020) further divides SEL into five competencies, namely self-management, self-awareness, social-awareness, relationship skills, and responsible decision-making. All these competencies make students face different personal and interpersonal problems. Self-management helps students to maintain equilibrium among emotions, stress, and goals whereas self-awareness aids students to recognise their values, capabilities, strengths, feelings and weaknesses. Relationship skills aids to build and maintain positive interactions, also creates healthy relationship by collaboration, communication, and resolving conflicts with others while social awareness aids to understand other's perspectives, knowing their point of view and develops empathy. Responsible decision making, the last competence has empowered students to opt for a moral and realistic option. This framework clearly shows that SEL is not only confined to emotional stability, but rather the cornerstone to prepare students for future-readiness (CASEL, 2020). SEL contributes to the various achievements of life. It not only positively affects academic achievements but also earnings after completion of education. With the help of SEL, students learn to incorporate cognitive processes, feelings, and behavioural skills, which provide positive outcomes in their education as well as life (Jones & Doolittle, 2017). Research studies stated that the inclusion of SEL into curriculum could increase the academic performance of student by 11 % (Durlak et al., 2011).

Relationship of SEL and 21st Century Skills

21st century skills together with SEL Education, does not depend only on the knowledge of a subject instead it needs all those capabilities that aids to enhance and encourage global citizenship, life skills and creativity. As per the framework of partnership for 21st century learning (P21) students must have four capabilities for problem solving and effective interaction with others that is creativity, collaboration, critical thinking, and communication which are commonly named as 4C'S (Trilling and Fadel, 2009). The elements of SEL and 4 C's are interconnected; e.g., the increased critical thinking requires the balance between self-awareness and emotional control, thus providing the students with the ability to analyze their strengths and weaknesses and the ability to improve themselves through self-reflection (OECD, 2021). Communication and collaboration are enhancing through empathy, relationship management, and social-awareness, and goal-focused learning is enhanced through self-management (Elias, 2019). Combined with mental flexibility and emotional stability, the creativity will thrive, and SEL will be an effective tool in addressing the modern challenges.

Blooms (1956) classify the objectives of education into three domains- cognitive, affective, and psychomotor. The affective domain of learning is the least discussed of the three domains of learning, although it applies perspective, values and responding to emotions. Bloom, Krathwohl and Masai (1964) have pointed out that, education includes more than mere acquisition of knowledge; it includes implicit behavioural shifts and perspective changes. The affective domain is actively used by SEL, and the students can internalise social and emotional perspectives. So, the connection between the taxonomy of Bloom and SEL has a significant connection. A theory of eight psychosocial development stages by Erikson (1963) provided childhood and adolescence as crucial stages of education intervention. Adolescents are likely to face the identity vs. role-confusion crisis during this stage of life when they need to determine the meaning of life. Proper emotional support and social identification at this stage can also lead to responsible and confident citizenship;

otherwise, it may cause identity confusion. SEL provides capabilities to students with self-management, self-awareness and social collaboration in order to help students during their developmental stages. National education policy (2020) has stated that the aim of Education as "multidimensional and holistic development." Holistic education gives five main principles which are equity, access, quality, affordability and accountability. By equity it means education should be imparted to all students according to their individual needs. From accessible means, education should be imparted to each and every student irrespective of their social status, economical and geographical background. By quality it means quality education should be provided to students as per global standards to enhance their skills, knowledge and morals affordability means it should be under reach of every class i.e. economically cheap and affordable and the last accountability means there should be transparency regarding evaluation, responsibility and administration in the education system. This policy focuses on cognitive, physical, social, emotional or moral aspect of student. Policy clearly specifies that education is not only for cognitive development of students but also for character development and to be fully equipped with the main skills of 21st- century. According to NEP (2020), the education system should prepare such citizens who are equipped with critical thinking, life skills, problem-solving, creativity, leadership skills, and moral values. It provides the 5+3+3+4 framework in which curriculum, teaching- learning and evaluation include experiential, multidisciplinary, and flexible perspectives through which students can choose subjects and activities according to their ability and interest. NEP (2020) has clearly stated in their policy, in connection with the holistic development of students that teacher's centre of attraction should be student's social and emotional development.

NEP (2020) come up with a holistic perspective and emphasises to include life skills and socio-emotional learning in the curriculum. As per the policy, the ultimate aim of education is to lead out the inner confidence, curiosity, and creativity of students instead of getting numbers and literacy only. 'Holistic education' can be achieved by changing the teacher training, teaching resources and evaluation system. It also emphasises experiential learning, digital literacy and internship. so that education could be inclusive, distance and essential for life.

Challenges and opportunities for Implementing SEL in School Environment

SEL aids students in improving in both academics and in their lives, but implementing SEL in schools comes with a number of challenges as well as with an abundance of opportunities. Some of the challenges are unavailability of resources, Time constraint, complexity of evaluation, insufficient teacher training, lack of school infrastructure, and diversity in culture. Due to which implementing SEL sometime becomes difficult and hence create a hindrance to develop SEL competencies in students. As opposed to these, there are a number of opportunities i.e. vocational development of teachers, integrating technology, collaborative participation and a tendency towards holistic education. The intersection of both policy support and engagement with the society offers necessary protection that will make the successful implementation of SEL in schools.

Challenges.

- **Time Constraint**

  The enormous academic and non-academic workload on the teachers makes situation challenging to integrate SEL in the curriculum and hence unable to maintain regularity and depth, resulting as hindrance to the holistic development of students.

- **Inadequate teacher training**

Most teachers are not well acquainted with the practice of SEL theory, techniques and practices. And as teachers are not trained properly, they can be ignorant of their own socio-emotional challenges and this reduces their confidence and their effectiveness in helping students.

- **Problems regarding Finance and Resources**

The lack of sufficient finance and suitable materials to support the implementation of SEL programmes (e.g. instructional books, digital tools, resource centres, and expert consultations) hinder the delivery of the programmes especially in rural and under-resource schools.

- **Difficulty in evaluation**

Instead of traditional methods, an alternative evaluation tools, Observation feedback or a plane-based evaluation is needed to evaluate SEL program but making of such evaluation programme is time consuming and complex due to which it is hard to conclude it incorrect way.

- **Challenges related to Cultural Diversity**

India is a country of diversity in language, culture and social background so it is necessary to mould or shape the SEL program according to their needs, local language, rituals etc. Due to different perspectives and behaviour, approval and optimal use of SEL program is extremely tough.

Opportunities

- **Policy and Government Support**

It becomes so easy to get success when the policy and government come together.

Congruence between the policy guidelines and the government efforts is capable of significantly boosting the success of the programmes. The quality of SEL delivery can be improved through institutional growth and systematic planning. NEP (2020) states 'Holistic Development' is only possible when SEL becomes mandatory and practical.

- **Technology and innovation**

Online training, digital platforms, and mobile applications can reach out to teachers in remote regions. With the help of technological innovations, such as the use of AI-driven modules, it can be possible to provide SEL content effectively and easily to help students train SEL skills in virtual settings (Schleicher, 2018).

- **Parents and the community involvement**

Parental and community involvement outside the schools provides ample support and creates a favourable environment to the students. As soon as students are treated with respect and empathy, social-emotional learning (SEL) becomes successful (Jukes et al., 2018).

- **Continuous Vocational development**

After introducing the SEL into the programmes in the vocational training, the teachers will be able to identify their areas of strengths and weaknesses and then strive to correct the weaknesses. As a result, teachers have a chance to improve their personal skills, and, accordingly, be able to improve them in their pupils and prepare them to the upcoming challenges (Durlak et al., 2011).

Conclusion

This study clearly shows that SEL competencies play a crucial role to inculcate 21st century skills in students and preparing them for their future. After analysis of various papers, it is clear that the Five components of the CASEL framework and the P21 framework of 21st century skills are directly related to each other. That relation mainly shows in the development of critical analysis, communication, collaboration, and creativity skills. NEP 2020 takes a great initiative to develop SEL competencies in students. It states that value-based education, holistic education, life skills integration and teacher capability enhancement are the key factors for the successful implementation of SEL. Many studies show that the SEL program not only enhances the academic performance of

student but also helps them in their work space. With the help of SEL competencies, it is not only to prepare students for the future, but also the need of the present education system. In the context of NEP 2020, it is the necessity because this policy provides a wider perspective to the Indian education system to tackle the challenges of 21-century.

Suggestions

Important suggestions for student's future-

- For the implementation of SEL programs, state and central government should provide financial support to schools.
- Under NCERT, a special SEL centre should created to prepare teaching materials, training resources and assessment instruments.
- Inclusion of SEL programme in the curriculum of all teacher-training organisations must be enforced.
- For in-service teachers, frequent schedules of SEL training programmes or workshops have to be established.
- An SEL team that consists of a principal, teacher-counsellor, and representatives of parents should be created at the school level.
- SEL implementation should be progressive where the process of implementation should start with the primary level, continue with the secondary and then the higher secondary.
- Specifically, digital platforms and mobile apps, as well as AI-based solutions, should be developed to support the training and assessment of SEL, especially when it comes to remote regions.

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Impact of Constructivist Teaching Strategies on the Development of Basic Science Process Skills

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ABSTRACT

Scientific literacy in the contemporary knowledge-based society ought to be realized by equipping the students with the underlying skills and abilities, such as Basic Science Process Skills (BSPS), which are observation, classification, inference, measurement, prediction, and communication. The traditional education system is not likely to have the capacity to foster such crucial skills because the teaching system dwells on memorization and passive learning. The current study discusses how the constructivist teaching methods, founded on the principles of active engagement, inquiry, and experiential learning, can be applied to the development of BSPS in learners. This discussion aims to explore how constructivist practices foster a learner-centred environment that facilitates the development of learning skills and cognitive abilities. The paper is qualitative theoretical research that integrates theoretical knowledge with observational expertise of the classroom practices connected with inquiry-based learning, problem-solving tasks, collaborative work, and practical experiments. The findings reveal that the constructivist strategies are very influential in the engagement, critical thinking, and retention and application of scientific knowledge among students. These methods promote a scientific attitude, metacognitive awareness, and internal motivation as well. Despite such problems of the field as rigid curricula, limited resources, and assessment challenges, the research establishes that constructivist designs are an effective way of developing scientific inquiry. It recommends the revision of curricula, enhancement of teacher preparation, and sustaining institutional assistance to establish rich and inquiry-driven science learning environments.

1. Introduction

In a rapidly evolving world, science education enables individuals to think critically, problem solve and make contributions to the society. The skills of seeing, classifying, measuring, predicting, inferring, and communicating are Basic Science Process Skills or BSPS that play a key role in science learning (Abungu et al. 2014). The skills are the foundation of academic success, scientific literacy, and lifelong interest in nature. Passive and routine ways of learning do not contribute to the development of BSPS. Nevertheless, constructivist approaches are more useful as they focus on active learning and doing. The constructivist classroom promotes inquiry and problem solving in science by discovery, collaboration, and critical thinking (Adie et al. 2020).

The move towards constructivist pedagogy has been advocated by educational theorists such as Piaget, Vygotsky and Bruner that contended that effective learning occurs when students are allowed to build their own knowledge. When applied to science, this implies that students should be encouraged to pose questions, explore, make conclusions, and share the findings just as real scientists do (Milena and Petra, 2021). These types of environments do not only develop cognitive and practical skills but also foster creativity, curiosity, and scientific mindset.

1a. Objectives of the Study

- To examine the theoretical foundation of constructivist teaching strategies and their alignment with Basic Science Process Skills (BSPS).
- To analyze the role of teachers and pedagogical approaches in fostering BSPS through constructivist methods.
- To evaluate the overall impact, and challenges of applying constructivist strategies in science education.

2. Literature Review

Reyes (2013) applied constructivism to chemistry labs. The results supported Outcome-Based Education (OBE), which required students to demonstrate learning. Reyes designed critical thinking, practical experimentation, and cooperative learning exercises. This method encouraged students to actively study science. Constructivism training enhanced lab performance, conceptual understanding, and science tool confidence. A study found that constructivist pedagogy promoted deep and transferable scientific knowledge and was consistent with OBE (Reyes, 2013).

Büyüktaskapu, et al. (2012) tested 6-year-olds' scientific processing ability after constructivist science instruction. For young learners, the program promotes informal learning, play-based discovery, and directed learning. Science process skills (BSPS) such observation, classification, measurement, prediction, and inference improved significantly. Children gain inquiry skills early on in constructivist instruction because they are curious and interact (Büyüktaskapu et al., 2012).

Libata, et al. (2023) investigated how a constructivist module improved science process skill in Form Two children of different cognitive capacities. Science was taught through scaffolded, interactive, and problem-solving experience and reflection. Pre- and post-tests

showed that the program improved students' hypothesizing, experimentation, data analysis, and scientific conclusions. This constructivist flexibility was seen in kids of varied intelligences. Science skills development involves individualized and student-centered learning, says the study (Libata et al., 2023).

3. Research Methodology

The qualitative theoretical research design of the proposed study synthesizes literature and theoretical views on constructivist teaching strategies and their effects on Basic Science Process Skills (BSPS). The sources of data were peer-reviewed journals, books, and other reliable academic sources published in 2010-2024 both on the foundational theories (Piaget, Vygotsky, Bruner) and recent empirical results. Sources were chosen based on their relevance to constructivist science education, attention to at least one BSPS, and their contribution to the discourse of instructional strategy. The identification of recurring pattern and pedagogical strategies were identified through a thematic content analysis and the major themes were inquiry-based learning, collaborative learning, problem-based learning, hands-on activities, and scaffolding, which are the foundations of the analysis of the study.

3a. Research Questions

1. How do constructivist teaching strategies align with the development of Basic Science Process Skills (BSPS) in learners?
2. What role do teachers and specific pedagogical approaches play in fostering BSPS through constructivist methods?
3. What are the key impacts and challenges of applying constructivist strategies in science education?

4. Theoretical Framework

4a. Constructivist Learning Theory

The cognitive constructivism proposed by Jean Piaget stresses the fact that learners go through their stages of cognitive development, developing knowledge by means of assimilation and accommodation (Cobern, 2012). In science learning, it implies that students develop new knowledge in practice-oriented, discovery learning experiences.

Figure 1: Jean Piaget's cognitive constructivism theory
(Source: https://www.simplypsychology.org/piaget.html**)**

Social constructivism by Lev Vygotsky emphasizes culture and social interaction in learning. His approach to the Zone of Proximal Development (ZPD) shows how kids can do more with assistance, therefore science classrooms need collaborative learning and guided inquiry.

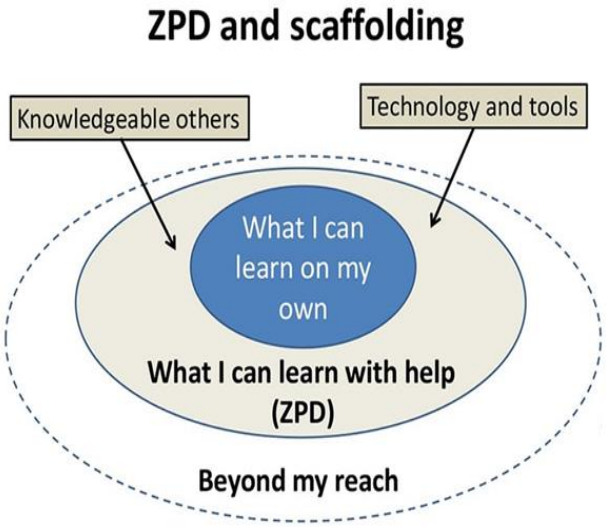

Figure 2: Lev Vygotsky's social constructivism learning theory
(Source: https://www.simplypsychology.org/vygotsky.html**)**

The theory of discovery learning developed by Jerome Bruner is an argument that students learn more when they discover and investigate. His spiral curriculum method of learning strengthens the process of learning by re-learning at a more advanced level through active participation.

4b. Basic Science Process Skills (BSPS)

Basic Science Process Skills (BSPS) are the elements of scientific research and are normally taught in early science to facilitate thought and experimentation (Akanwa & Ovute, 2014). These are observation, classification, measurement, inference, prediction, and communication, which help the learners collect and analyze information, make rational conclusions, predict possibilities, and communicate the results. These competencies are in line with constructivist teaching that focuses on learning through inquiry and practice in which students are made to think and behave like scientists.

5. Constructivist Teaching Strategies Aligned with BSPS

Constructivist teaching strategies enable students to actively construct knowledge through engagement, inquiry, and reflection.

5a. Inquiry-Based Learning

This enables the students to ask questions, set up experiments, gather data and make conclusions, thus acquiring the skills of observation, measurement and inference (Ekon et al., 2014). As an example, the process of plant growth in the light of various intensity will enable students to make observations and interpret findings critically.

Figure 3: Inquiry-Based Learning
(Source: https://prepwithharshita.com/inquiry-learning-model/**)**

5b. Collaborative Learning

Based on the theory of Vygotsky social constructivism, collaborative learning promotes sharing of knowledge among groups. Such activities as sorting rocks by texture encourage communication and classification, which are important in scientific collaboration and teamwork and interpersonal skills.

5c. Problem-Based Learning (PBL)

PBL exposes students to real problems in the real world that need exploration and logic. A problem like how to clean up the river creates prediction, inference and analytical thinking, and improves scientific literacy and independent thinking (Ukozor, 2011).

5d. Hands-On and Experiential Activities

Working with materials and scientific tools, making abstract concepts concrete, and helping BSPS with observation, measurement, and classification are examples. These methods use learning by doing to boost retention and engagement.

5e. Scaffolding

The concept of scaffolding entails short-term teaching assistance, which enables students to learn new things. As an illustration, a teacher can show his/her students how to calculate density, and, as they can become independent, slowly decrease help. It enhances inference, forecasting, and metacognitive consciousness.

6. Role of the Teacher in Constructivist Science Classrooms

The teacher in a constructivist science classroom acts as a facilitator and co-learner instead of a knowledge transmitter and concentrates on the student building meaning and understanding (Gultepe & Kilic, 2015). Their most important roles are to design contextual, real-life tasks that can be aligned to the previous knowledge and interests of students in order to think and transfer scientific skills; ask open-ended questions that can entail critical thinking, reasoning and exploration of various possibilities; encourage discussion and dialogue to promote collaboration, concept clarification and elimination of misconceptions;

offer reflective feedback to facilitate metacognition, where students can evaluate their understanding, refine their ideas and look into alternative options (Qarareh, 2016).

7. Impact on Learner Development

The constructivist methods of teaching introduce revolutionary changes in the development of a learner- cognitively, affectively, and behaviorally, in particular, in the development of Basic Science Process Skills (BSPS).

a) Cognitive Development

Constructivist approaches move learning to a level beyond memorization- to hypothesis, analysis and conclusion. This improves BSPS, including inference and prediction and develops metacognitive awareness (Idris, 2022).

b) Formation of Scientific Attitude

A scientific attitude is fostered by constructivist teaching by stimulating curiosity, critical inquiry, and evidence openness. The students start to recognize science as a process of discovery and not as a collection of facts.

Figure 4: Scientific Attitude

(Source: https://www.allresearchjournal.com/archives/2022/vol8issue7/PartA/8-7-25-667.pdf**)**

c) Enhanced Retention and Transfer of Learning

By being relevant in the real world and engaging in active problem-solving, the learners more easily memorize the concepts and use them in different situations. This long-term learning is more than rote learning with the help of this deep learning.

d) Participation and Inspiration

Constructivist classrooms will further the intrinsic motivation because the learning process is based on student inquiry, choice, and collaboration. This is a student-centered model, which maintains interest and confidence.

8. Challenges and Considerations

Although constructivist strategies have been found to be useful in improving Basic Science Process Skills (BSPS), there are a number of obstacles in the implementation. Strict curriculum that emphasizes rote learning does not leave much space to inquiry-based learning (Kruea-In and Buaraphan, 2014). The standardized tests cannot measure important BSPS such as observation or inference and therefore skills are underestimated. Moreover, most teachers are not well trained in constructivist approach and have a poor understanding of their role in the learning process. Shortage of resources and crowded classrooms also reduce practical student-based activities (Iofciu et al., 2012).

9. Conclusion and Suggestions

9a. Conclusion

This research concludes that constructivist pedagogical methods are central towards promoting the acquisition of Basic Science Process Skills (BSPS) in learners. These strategies also help establish a positive learning experience by moving away the rote learning experience to active discovery, exploration, and thinking. Not only does the students learn scientific concepts more efficiently, but also learn to be critical in their means of observation, inference, measurement and communication. The teacher as facilitator, contextual tasks, and practical activities altogether bring about more profound knowledge and scientific thinking. Amidst the issues associated with the rigidity of curriculum, assessment constraints, and resource shortage, the results support that constructivist strategies are very useful in facilitating scientific literacy. Thus, educational stakeholders have to focus on constructivist pedagogy by means of curriculum reformation, teacher education, and institutional assistance to realize its potential in science education in full.

9b. Suggestions

1. **Teacher Professional Development:** Training sessions ought to be scheduled on a routine basis in order to prepare the teachers with practical skills on how to apply inquiry and student-centered pedagogies.
2. **Resource Allocation:** Schools are to be equipped with sufficient laboratory equipment, teaching aids and ICT tools to facilitate experiential and hands on learning.
3. **Collaborative Learning Culture:** Educational institutions should encourage collaborative projects and peer-learning to improve students' communication, teamwork, and scientific thinking.
4. **Future Research:** Future research should employ longitudinal and experimental methods to assess constructivist tactics' effects on BSPS growth in different learning settings.

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Life Skills Education in Developing Academic Resilience Among Learners

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ABSTRACT

In the present generation, the world is increasingly competitive. One of the most important abilities for overcoming obstacles in life and developing into well-rounded people is resilience. The capacity to recover from hardship is resilience. In order to provide individuals, the abilities they need to deal with the challenges of everyday life, life skills education is essential. Numerous problems arise for students in academic environments. These problems need critical life skills that foster resilience in educational environments. The capacity of a student to achieve successful academic results in spite of academic failures, stress, and demands associated to school is known as academic resilience. Resilience, collaboration, teamwork, and management are examples of life skills that assist learners in leading fulfilling lives. On the secondary data, the current investigation is built. This study examines the role that life skills education plays in helping students build academic resilience that encompasses mental, emotional, and social aspects. It does this by looking at the ways in which certain life skills help students become more resilient. Additionally, this research makes recommendations regarding how educators, schools, families, and the community may help kids become more academically resilient.

1. Introduction:

An integral part of every human being's lifespan occurs throughout adolescence. The modern world, which is typically characterised as a realm of achievements, is also a realm of practical knowledge and abilities. When people have the skills necessary to succeed in life, they are able to contribute more effectively to society. Everyday social and personal attributes may be enhanced via the acquisition and use of life skills. According to the World Health Organisation (1993)[1], "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" are life skills. One of education's main purposes is to produce holistic persons who can take charge of their own lives. Life skills are crucial because they help us grow as people and allow us to appreciate each moment for what it brings. There are several challenges that students encounter in school, college, and society at large. Unfavourable circumstances or difficulties must be overcome. They are said to be resilient if they can triumph over such difficult situations. It is known as Academic Resilience in academic environments.

1 A. Understanding Life Skills Education

Various life issues in the current context force us to consider something in this way. In order to have healthy and productive lives, life skills are crucial. Life Skills can be categorised as General life skills and Critical life skills. General Life skills include social skills and personal skills whereas Critical Life skills include Problem solving, Critical thinking, Coping with stress and emotions. A person's ability to succeed in life depends on their life skills. They help us achieve success in every sense of the term by fostering emotional and psychological wellness.

The ability to competently handle these challenges is known as life skills. Competencies like self-directed learning, dealing with challenging situations, and flexibility are examples of life skills, which are a combination of information, behaviour, attitude, and values. Academic resilience may be fostered when students acquire "life skills" (WHO) including the ability to solve problems, think critically, manage stress, and control their emotions. These are fundamental traits that are necessary for successfully navigating developmental tasks and obstacles. The psychological abilities needed in today's ever-changing classrooms may be honed with the aid of Life Skills Education. According to Weichold et al. (2008), life skills are the capacity to think critically and act constructively in order to guarantee one's own well-being and to have fruitful social connections; these talents assist one to better handle life's difficulties. Many students at this age just can't seem to get over the obstacles they encounter in the classroom. So, coming of age is a pivotal period, both in terms of potential and risk. Present statistics on adolescents' mental approach reveal an inadequate state. There has been an uptick in major mental disturbances and other issues affecting teenagers, according to studies. Psychological considerations, such as an inability to cope with emotional distress, disputes, academic pressure, or future concern, are common motivators of high-risk activity. Personal abilities Many risk factors may be mitigated and students can develop academic resilience via education.

1 b. Academic Resilience: A Multidimensional Construct

The ability to recover quickly from adversity is known as resilience. A good self-concept, optimism, and life skills are all part of this connected idea. I HAVE (social and interpersonal strengths), I AM (inner strengths), and I CAN (interpersonal and problem-solving abilities) are the three resources that have lately been used to describe resilience. It takes a combination of qualities for a person to be resilient. Alternatively, resilience may be seen as an ongoing process. According to this theory, resilience is best understood as the dynamic interplay between a person and their environment that allows them to overcome hardship. The results of child longitudinal studies show that many people grow up to be powerful and affectionate people, even if they face tremendous risks due to poverty and other socioeconomic disadvantages. Both protective and risk variables are involved in the complex process of resilience. Marsh (2006) provided a definition of academic resilience as the capacity of students to overcome academic obstacles, stress, and pressures in order to achieve good school results.

Academic resilience may be influenced by two types of factors: those that put one at risk and those that save one from falling victim. Unhealthy relationships, mental anguish, academic failure, and misbehaviour are greatly increased by these risk factors. Good character traits, social support, good role models, and efficient use of resources are examples of protective factors. Adolescents who scored higher on measures of resilience compared well with those who scored lower in a broad academic setting (Sagone & De Caroli, 2013).

1 c. Research Gap-

Life skill education and academic resilience among learners are further highlighted by the study of the publications, research papers, reports, surveys, and theses. It has not been the primary focus of the majority of research. So, the researcher set out to investigate the role of Life Skills Education in helping students become more resilient in the face of academic challenges.

1 d. Research Questions:

1. How does life skills education influence students' ability to cope with academic challenges?

1 e. Objectives of the Study

1. To study life skills and academic resilience among learners.
2. To explore life skills education in developing academic resilience.

2. Methodology

This study is a qualitative approach. Secondary data is the foundation of our investigation. The secondary sources that were used for this include books, websites, journals, papers, and theses that have already been published.

3. Showing Different Aspects of Life Skills in Developing Resilience

Education in life skills fosters resilience in students in a variety of mental, emotional, and social domains.

- Mental development: In order to properly handle a given scenario, life skills are necessary. In order to come up with creative solutions, students often think critically and weigh the benefits and drawbacks of a scenario.
- Social Development—The approach used when instructing students in practical life skills is based on research on how teenagers learn by seeing the actions of others and the results of those actions. (Bandura, 1997).
- Emotional Development—Developing resilience in school and in life depends on a person's emotional development. In times of academic stress, students who are emotionally intelligent perform better. Deskmukh (2014) investigated and found that the intervention group had much better emotional and social adjustment. His research sheds light on how children can learn to control their anger, communicate effectively, and overcome emotional difficulties.

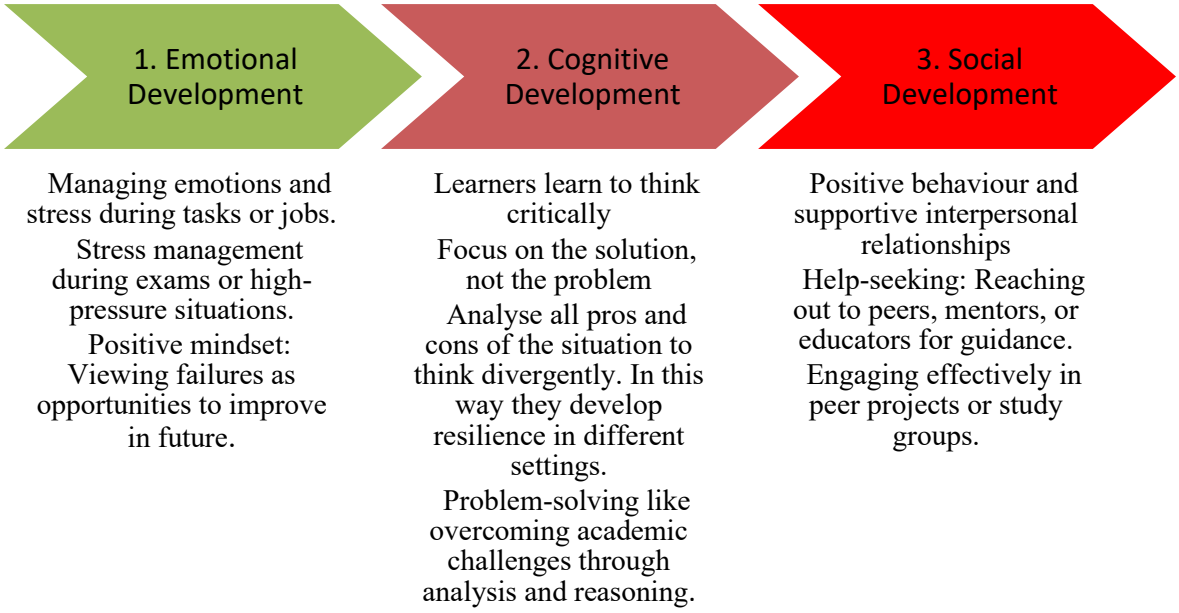

Figure 1.

The ability to think critically, solve problems, cope with stress, and be resilient are all strengthen by having strong life skills. The WHO has outlined a basic set of life skills are Decision making – The ability to make choices equips us to handle life's challenges in a positive light. There is a strong correlation between resilience and decision-making, especially in trying times.

- Problem solving –The capacity to adapt and think creatively in the face of adversity is a key component of resilience, which may be developed by people and groups over time.
- Creative thinking – It is an innovative approach. As a key ingredient for original thought in the classroom, resilience is a must-have quality for students.
- Critical thinking –The ability to critically evaluate academic-related ideas is a hallmark of the resilient learner.
- Effective communication – It is the capacity for both verbal and nonverbal communication.

- Interpersonal relationship skills – It aids us in forming constructive relationships with others. Students develop more resilience in a variety of contexts when they have better interpersonal skills in school.
- Self-awareness – It is essential for navigating our own lives and for building resilience in our interactions with others.
- Empathy – The capacity to empathise with and comprehend the inner experiences, perspectives, and sentiments of another person.
- Coping with emotions and stress – It is basically sharing our emotions with others. Resilient learners have the ability to cope with emotions in challenging situations. In order to manage stress, one must first identify its causes, then understand its effects, and last take steps to reduce their stress levels.

3 a. Conceptual Framework of Life Skills in Developing Academic Resilience:

Learners need to improve academic resilience by learning life skills including problem solving, critical thinking, stress management, and emotional regulation. Adolescents need life skills, which are basic competencies that aid in promoting general resilience, well-being, and competence when confronted with life's challenges.

Mathematically gifted students are resilient, according to research by Attami, Budiyono, and Indriati (2020). This means that they are able to cope with and ultimately triumph over challenges and difficulties that arise when solving mathematical problems. Research by Isabella Meneghel (2019) verified the unique significance that various coping mechanisms play in resilience. Important personal resources for improving kids' academic achievement include academic resilience and emotional regulation skills. Elisabetta Sagone (2013) studied 89 Italian teenagers in the aftermath of the COVID-19 pandemic to determine the impact of coping mechanisms on life satisfaction, resilience, and perceived self-efficacy in life skills. Students in life skills programs engage in an interactive learning environment that is often grounded on social learning theory.

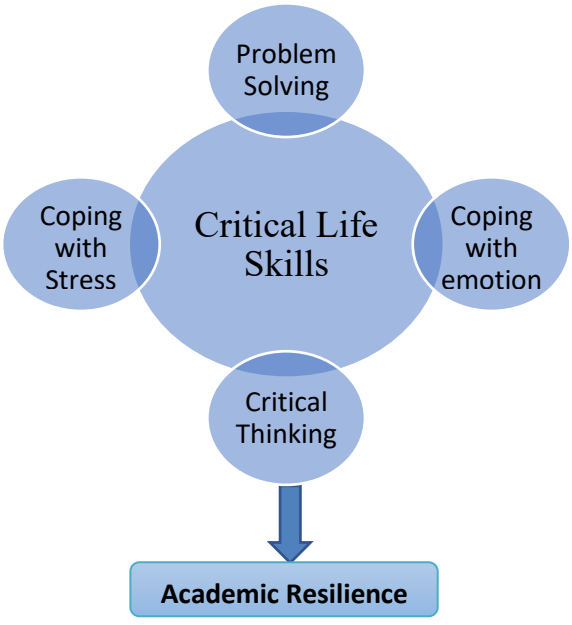

Figure: 2

3 b. Role of School and Teacher in Developing Academic Resilience -

Adolescents may benefit from schools because they provide a safe space, encourage a growth mentality, and provide tools for kids to deal with difficulties. According to Williams and Bryan et.al. (2013), students' academic resilience is influenced by factors such as their positive relationships with teachers and classmates, an engaging classroom environment, the availability of a school counsellor, extracurricular activities, a strong focus on subject understanding, a challenging curriculum, and overall positive attitudes towards school and education. In addition, when instructors are supportive and friendly, students feel comfortable enough to talk about their struggles, which in turn improves their academic performance. Students' resilience is, therefore, a result of these changes.

It is crucial for kids' social and moral growth to occur alongside their intellectual progress. Hence, measures should be put in place to strengthen the educational setting at home and in the classroom (Mallick and Kaur, 2016). Students' educational resilience is greatly aided by their access to technology and resources. The Centre for Health Education, Training, and Nutrition Awareness (CHETNA) is now running programs to raise awareness and teach life skills. It aids in the socialisation of youth, schools are ideal settings for introducing life skills education, such as resilience. It is the responsibility of the educator to help their pupils develop the mental toughness to persevere through difficult academic times.

4. Discussion:

A lot of recent academic work has focused on students' academic resilience and the strategies they use to triumph over adversity. Learners may develop resilience with the support of life skills. In order to support students' mental health and forestall their maladjustment, academic resilience is essential. A study conducted by Suja M K (2020) examined the relationship between life skills, academic self-concept, and academic achievement in children residing in institutional care. The results showed that as life skills increased, academic self-concept and academic performance also increased. Keeping a positive and supportive attitude is the responsibility of school, instructors, and counsellors in order to assist children develop resilience. The effect of life skills training on resilience in young women from economically deprived groups was investigated by Patki, Archana (2022). In terms of resilience, the group of individuals who have received life skills training will outperform the group that has not. Additionally, it may be inferred that learners might cultivate academic resilience via the acquisition of life skills. Students' academic resilience may be enhanced by the incorporation of life skill education into the school curriculum.

5. Suggestions:

In order to enhance its effectiveness, school and institutions should integrate life skills programs and training into regular curriculum. Teacher needs to be trained in experiential and participatory methods like storytelling and role plays, which encourage learners to reflect on real life challenges. Initiatives such as Samagra Shiksha (2018) and Skill India Mission can be expanded to include resilience building strategies.

Life Skills should be embedded in teaching-learning practices under National Education Policy 2020, which stresses on holistic development, resilience and socio-emotional learning. Several Health and Well-being programs like Ayushman Bharat- School Health and Wellness Programs can serves as a platform to enhance resilience, emotional well-being and coping strategies. Programs like Beti Bachao Beti Padhao and National Service Scheme (NSS) highlights the importance of the community and can be expanded to include resilience building strategies.

6. Conclusion:

It seems that the idea of academic resilience overlaps with several life skills that the World Health Organisation has advocated. Students may build academic resilience by learning to solve problems, make sound decisions, and manage their emotions and stress. The goal of teaching kids these life skills is to help them become more independent thinkers and doers who can say no to harmful influences and stay away from dangerous situations. A life filled with purpose, contentment, and abundant prosperity and production is possible for those who possess these abilities. If we are serious about ending educational inequality and getting children ready for a world that is always evolving, we must prioritise building their intellectual resilience. Strategies for fostering resilience also need adequate professional development for educators. There needs to be further investigation into the potential long-term impacts of the link between life skills education and academic resilience in schools.

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VEETHIKA

Role of Self-Efficacy in Promoting Indigenous Knowledge Among University Students

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ABSTRACT

Indigenous knowledge represents a repository of traditional wisdom practices, cultural heritage and ecological insights that have been passed through one generation to another. Despite its importance in sustainable development and community identity, it is often undervalued in modern academic environment, where western ways of thinking and knowledge dominate. Therefore, in the preservation and promotion of indigenous knowledge, universities and students play an important role. For students their self-efficacy is one of the main components that affects their engagement with indigenous knowledge self-efficacy refers to the individual's belief in own abilities to achieve any specific task. This study explored the role of self-efficacy in promotion of indigenous knowledge. For this purpose, a survey based descriptive research design was adopted and university students from Hemvati Nandan Bahuguna Garhwal University, Uttarakhand were selected as the sample. Tool developed by the researcher was used to collect the data from the selected sample. Data were analysed by using SPSS and Excel Software. This study highlights the attitude of university students towards self-efficacy and indigenous knowledge. Also, the study revealed moderate positive correlation between self-efficacy and indigenous knowledge. Furthermore, the study provides a meaningful insight for academic institutions, students educators, policy makers and curriculum developers to design such practises that align with students' self-efficacy as well as indigenous knowledge.

Introduction

Indigenous knowledge encompasses the wisdom, practices, beliefs, skills, cultural identity and so many other traditional, cultural, ecological insights developed by communities over the generations, which are deeply rooted in the local traditions and cultures. Mpofu and Miruka (2009) defined Indigenous knowledge as the non-formal knowledge developed beyond formal education system that inhabit in a person's mind. Indigenous knowledge passed down one generation to another through observations, oral conversations, experiences and participations or interaction with communities. As Sithole (2007) mentioned that indigenous knowledge is mostly stored in people's mind and passed on by word of mouth rather than in written form making it vulnerable to change.

These communities have deep knowledge and practices of food and agriculture, languages, rituals, art forms, traditional medicines, skills and so on. Indigenous knowledge plays vital role in different aspects of life. It is dynamic holistic community based practical experiential and interconnected to various disciplines. Despite its significant importance, this is a less documented and promoted area. Therefore, in this modern era of knowledge, where western way of thinking is dominating every field of knowledge, Preservation and promotion of indigenous knowledge became necessary. To achieve this goal educational institution and students can play pivotal role. Students who are the future leaders should have active engagement in enhancement, preservation and promotion of the traditional wisdom, skills, knowledge and practices. Students' engagement with indigenous knowledge requires the belief in their own ability to perceive, promote and advocate the importance of indigenous knowledge. This psychological concept of believing in own abilities is called self-efficacy.

Self-efficacy refers to an individual's confidence in their own ability to achieve any specific goal and perform any task. This psychological concept was introduced by Albert Bandura. According to McShane and Glinow (2010), self-efficacy is related to someone's personal belief regarding his/her competencies and abilities. Self-efficacy of an individual is an important factor for shaping their motivation level, behaviour, perception and emotional resilience. It also determines how the person handle any situation, challenge, difficulty and recovers from failures. According to Bandura, there are four main components that determine the self-efficacy of an individual. Whenever a person does any work successfully then his/her personal experience boosts confidence in their own capacity. According to Bandura, this is first source of building self-efficacy named as mastery experiences. Similarly, observing other's success also enhance belief in own ability to do the task, which is called vicarious experiences. Third source of shaping self-efficacy is social persuasion which is encouragement or positive reinforcement from other person that build the confidence to perform well. And fourth component is a person's physiological and emotional state. All of these four sources play a vital role in building self-efficacy. In the field of academics, among students who are future leaders, building self-efficacy is crucial for their personal growth, academic and career success and overall development. Researchers suggest that people with high level of self-efficacy perceive hurdles as opportunities for new learning. They believe in their abilities to perform task and achieve the

goals. **Frawley, J. (2017)** explored the indigenous achievement in higher education and the role of self-efficacy. The researcher collected the data from YouTube videos about success stories of indigenous higher education students. Then after content analysis the conclusion showed that self-efficacy had an important role in determining the success of indigenous higher education students. The research also indicated that strong sense of self efficacy in indigenous students impact their success. **Ergun. E. K., & Avci, U. (2018)** explored knowledge sharing self-efficacy, motivation and sense of community influence of 284 undergraduate students from Turkey. Multiple regression was employed to examine the two key factors of knowledge sharing which are giving and receiving. Results revealed that both factors were best predicted by knowledge sharing self-efficacy as well as by motivation and sense of community. **Gonzalez et al. (2022)** extended Bandura's self-efficacy theory into a cultural dimension through introducing cultural efficacy. This study employed structural equation modelling. The findings showed that enculturation enhances cultural efficacy and when indigenous people have more cultural efficacy than they are more likely to learn and transmit the cultural learning and knowledge. **Andrew et al. (2024)** studied the motivation, self-efficacy and valuing of 293 Australian school teachers to teach aboriginal perspectives in their class. Results showed that strong adaptability and connections with aboriginal students were linked with higher motivation to teachers' aboriginal perspective. After reviewing the previous researches as well as the importance of self-efficacy for students and its role in promotion of indigenous knowledge, the area needs to be explored.

Objectives

1. To study self-efficacy among university students.
2. To study indigenous knowledge among university students.
3. To explore the relationship between self-efficacy and indigenous knowledge of university students.

Hypotheses

1. There is no significant difference between male and female university students for their self-efficacy.
2. There is no significant difference between arts and science stream university students for their self-efficacy.
3. There is no significant difference between male and female university students for their indigenous knowledge.
4. There is no significant difference between arts and science stream university students for their indigenous knowledge.
5. There is no significant correlation between self-efficacy and indigenous knowledge of university students.

Research Methodology

In this study, descriptive survey approach was employed and 130 students from Birla campus of Hemvati Nandan Bahuguna Garhwal university, Srinagar Garhwal, Uttarakhand, India, were selected through stratified random sampling technique as the sample. To collect

the data, self-efficacy and indigenous knowledge scale were developed by the researcher on five-point Likert scale. Each scale had 20 statements to assess the self-efficacy and indigenous knowledge of universities students. The scales were circulated among the selected sample with clear instructions. Then the collected data was analysed using t test and correlation with the help of SPSS and Excel software.

Analysis And Interpretation of Data

Table 1: Demographic analysis of sample on the basis of gender and stream

Gender	No. of Respondents (%)	Stream	No. of Respondents (%)
Male	53 (40.77%)	Arts	75 (57.69%)
Female	77 (59.23%)	Science	55 (42.31%)
Total	130 (100%)	Total	130 (100%)

Figure 1.a

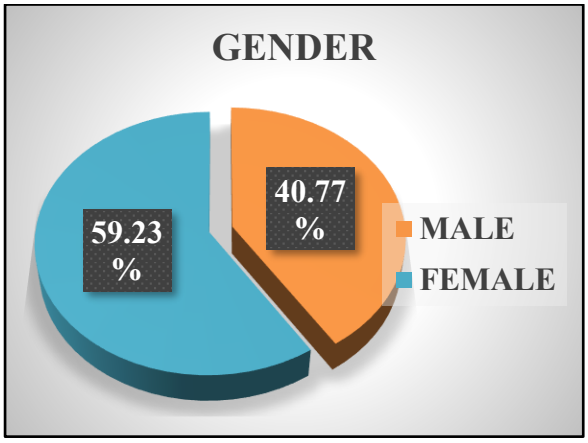

Figure 1.b

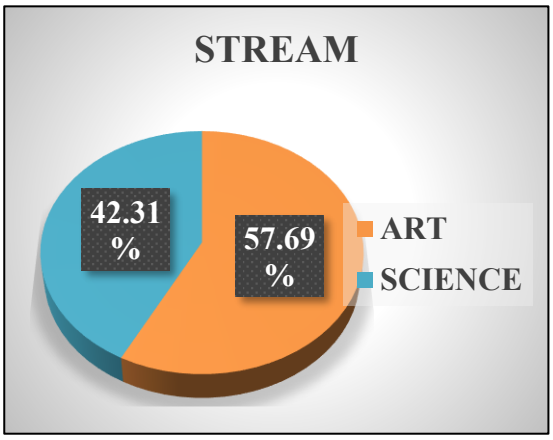

Table 1 and the figures 1.a & 1.b disclose the demographic characteristics of the sample which is 130 university students. Among them, 53 (40.77%) were male and 77(59.23%) were female university students. In terms of academic stream, among all of them 75(57.69%) university students belong to arts stream, while 55(42.31%) students were from science stream.

Table 2: Analysis of self-efficacy of university students on the basis of gender and stream

Demographic Variables	Classification	Mean	Standard Deviation	Degree of Freedom	t Value	Level of Significance
Gender	Male	42.08	5.66	128	1.361	Not-Significant
	Female	40.36	7.85			
Stream	Arts	40.91	6.46	128	0.291	Not-Significant
	Science	41.27	7.87			

level of sig.=0.05

Figure 2

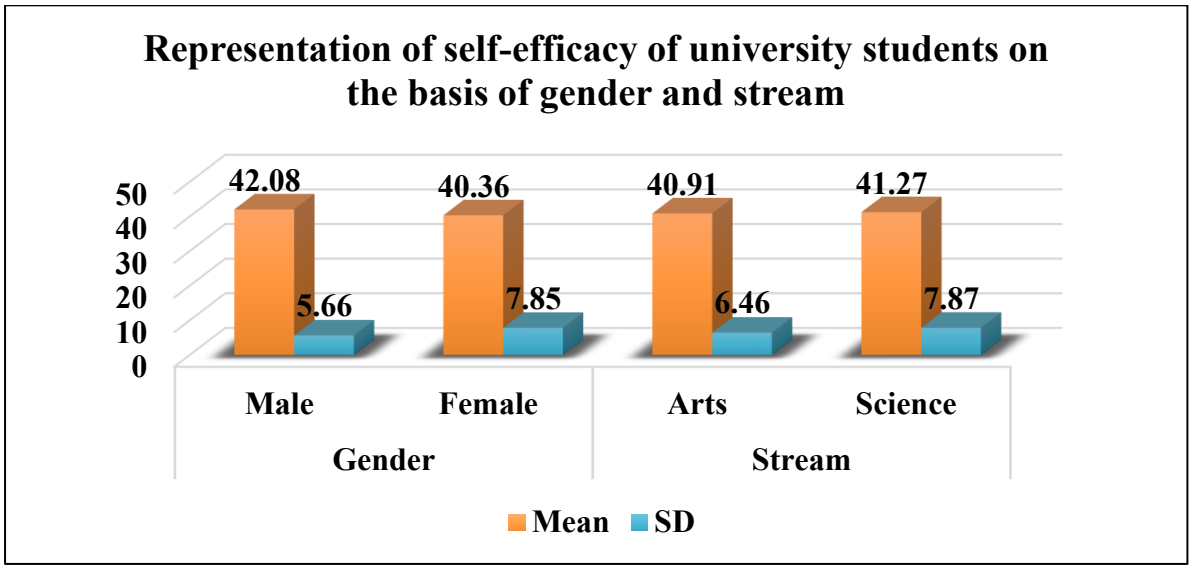

Table & figure 2 indicate that the mean for male university students is 42.08 with a standard deviation of 5.66, While female students mean is 40.36 with a standard deviation of 7.85. Male students have a slightly higher mean score compared to female students. The calculated t value 1.361 is lower than the critical value at the 0.05 significance level with degree of freedom 128. Therefore. the null hypothesis stating that "There is no significant difference in self-efficacy between male and female university students for their self-efficacy" is accepted. Similarly On the basis of Academic stream, 40.91 & 41.27 are Mean scores and 6.469 & 7.870 are standard deviations for arts and science stream university students respectively. Science stream university students mean score is higher than mean score of Arts stream students. The calculated t value 0 .291 is lower than the table value at significance level 0.05 with degree of freedom 128. Hence, the null hypothesis "There is no significant difference between arts and science stream university students for their self-efficacy" is accepted.

Table 3: Analysis of indigenous knowledge of university students on the basis of gender and stream

Demographic Variables	Classification	Mean	Standard Deviation	Degree of Freedom	t Value	Level Of Significance
Gender	Male	38.92	6.88	128	0.120	Not-Significant
	Female	39.09	8.28			
Stream	Arts	39.56	7.05	128	0.925	Not-Significant
	Science	38.29	8.56			

level of sig.=0.05

Figure 3

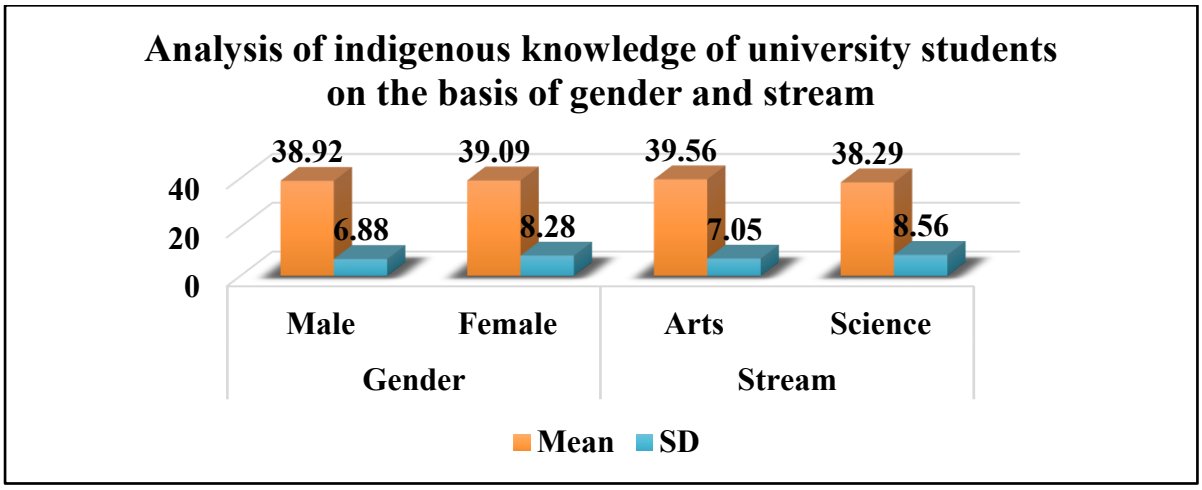

Table & figure 3 reveal that the main scores for email and female university students are 38 .92 and 39 .09, respectively with the standard deviations of 6.889 and 8.289. Mean score of female university students is higher in compare to the male university students. The measured t value 0.120 is less than that of tabulated value of 0.05 level with degree of freedom 128. Hence, the null hypothesis "There is no significant difference between male and female university students for their indigenous knowledge" is accepted. Similarly, the mean score and standard deviations of arts and science stream university students are 39.56 & 38.29 and 7.050 & 8.565 respectively. The arts stream university students mean scores are higher than the science stream university students. The calculated t value of 0.925 is smaller in comparison of the table value at significance level 0.05 with degree of freedom 128. Hence, the null hypothesis "There is no significant difference between arts and science stream university students for their indigenous knowledge" is accepted.

Table 4: Correlation between self-efficacy and indigenous knowledge of university students.

Variable	Correlation	Self-Efficacy	Indigenous Knowledge
Self-Efficacy	Pearson Correlation (r)	1	0.602
	Sig. (2-tailed)	0.000	0.000
	No. of Respondents (N)	130	130

Table 4 shows that, for the sample size of 130 university students, there found a moderate positive correlation between self-efficacy and indigenous knowledge of university students, with a Pearson's correlation of r=0.602. This correlation is statistically significant at the level of 0.01, indicating that students with higher self-efficacy tend to have greater awareness of indigenous knowledge.

Results

1. Although, female university students and students with science stream demonstrated slightly better attitude for their self-efficacy as well as indigenous knowledge in compare

to the male university students and arts stream students respectively, but the difference was statistically not significant.

2. There was moderate positive correlation between self-efficacy and indigenous knowledge of university students.

Discussion And Conclusion

Self-efficacy is the key component for encouraging university students for promoting indigenous knowledge. Attitude of university students towards their self-efficacy and indigenous knowledge can be shaped by the different aspects like gender, stream etc., as the findings of the study suggest that there is no significant difference statistically occurred on the basis of gender and stream. Although, the university students have positive attitude towards their self-efficacy and indigenous knowledge, on the basis of gender and stream. Pearson correlation coefficient revealed a moderate positive correlation between self-efficacy and indigenous knowledge, which is statistically significant. It shows that university students' self-efficacy is positively associated with their indigenous knowledge. These findings indicate that enhancing self-efficacy among university students can help in promoting their indigenous knowledge. Students with higher confidence and motivation are more likely to value and apply traditional wisdom in their academics as well as in their daily lives. Universities can support this by offering culturally relevant education, mentorship and supportive environment. Strengthening self-efficacy ensures the continuity of indigenous knowledge and promotes an inclusive academic space.

Suggestions

Future researches could investigate other variables like motivation, confidence, awareness that could be helpful in increasing students' self-efficacy and indigenous knowledge. Researcher could explore the influence or role of cultural, contextual differences. And studies could seek that how teaching methods, national education policy 2020 impacts the self-efficacy and indigenous knowledge of university students. Other approaches or research methodology such as mixed method, can also provide another perspective for future researches.

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Social Science Teachers' Perceptions and Experiences of Integrating AI-Driven EdTech Tools in Secondary Schools: A Qualitative Exploration of Challenges, Opportunities, and Shifting Roles

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ABSTRACT

AI technology in secondary school educational technology (EdTech) tools is fast transforming instructional methods, but its impact on social science instructors remains unknown. This study analyses how AI-powered EdTech technologies affect social science instructors' professional identity, problems, and opportunities. Focus group talks and secondary school teacher interviews provided qualitative data. The findings indicate infrastructural deficiencies, professional training shortages, and ethical and pedagogical issues that restrict students from actively learning. However, teachers are aware that AI can customise lessons, organise student assessments, and build active learning environments. The results also show that instructors are shifting from information producers to critical thinking and digital literacy designers. A growing discourse about AI and education morphology includes how instructors incorporate these smart tools and which policy help is needed. The results emphasise the need for concentrated professional development, infrastructure improvements, and ethical frameworks to drive social science teaching. Future studies might examine how teaching and learning impact student outcomes over time.

1. Introduction

The socialisation and integration of AI tools in K-12 education, and in particular, their use in social science classes by secondary school teachers is one of the phenomenon AI is changing. The rapid rise of artificial intelligence (AI) across multiple industries, including education, is reshaping how instructional practice is organized in schools (Baek, 2020). Educators and learners increasingly rely on AI-driven educational technologies-personalized pathways, automated grading, and diagnostic insights gathered from learning analytics-to design lessons that adapt in real time to individual needs. Although science, technology, engineering, and mathematics (STEM) departments have been the quickest to embrace these advances, the integration of social AI into humanities and social science pedagogy remains largely experimental and sparsely documented. In that emerging space, history, government, economics, and civics teachers who cultivate critical analysis and civic engagement encounter both pressing questions and promising tools as they consider how intelligent systems can support, rather than supplant, inquiry-centered methods (Khanlari, 2016).

Motivated by visions of accelerated learning and reduced teacher workload, secondary schools are now piloting sophisticated EdTech applications, including conversational virtual agents, intelligent chatbots, formative assessment algorithms, and adaptive learning platforms calibrated to student progress. Still, little is known about whether social studies instructors interpret these innovations as indispensable supports or as distractions that commodify professional judgement (Regan, 2019). Educators' attitudes, prior experiences, and technical obstacles thus emerge as critical predictive variables that will shape the success or failure of any transition to an AI-enhanced classroom.

1.1 Importance of AI in Education

Artificial Intelligence (AI) has the potential to transform education by enriching the processes of teaching and learning, tailoring instructional delivery, and automating business procedures. The application of AI technologies such as adaptive learning systems, virtual tutors, and automated marking tools II is changing the interfacing pedagogical content for the students and the pedagogical activities performed by the teachers (Siefert, B., Kelly, K., Yearta, L., & Oliveira, T. 2019). One of the foremost impacts of AI in education is the provision of individualized instruction. Teaching and learning in traditional settings usually rely on a single method of instruction which is too rigid to cater for the learning needs of most learners. AI-empowered systems assess learners' achievements in a skill, identify gaps in their understanding and tailor materials to ensure learners receive adequate assistance (Herro, 2017).

1.2 The Role of AI-Driven EdTech Tools in Social Science Teaching

The use of social sciences has been aided by the use of AI technologies that bring a new dimension to lesson delivery, and make it more engaging and relatable. These tools help automate mundane tasks and enhance student participation. The AI-powered EdTech tools assist educators in Social Science Education through personalized learning experiences (Chou, 2023). Students' content delivery with ease can be accomplished through AI that employs all algorithms issued on learning behaviors, performances, and capabilities. Adaptive learning software ensures that lessons are customized to the rate at which students

can absorb information. Changes in conceptual reasoning are particularly important in History, Political Science, and Economics (Kim, 2020).

1.3 Teachers' Perceptions of AI Integration

The attitudes of educators towards the application of AI-powered EdTech tools in teaching Social Science at the secondary level differ significantly due to their experience, level of institutional backing, and exposure to technology (Almethen, 2024). most of the educators recognize the advantages of AI-powered tools, especially when it comes tostudent participation, personalizing instruction, and automating grading and feedback exercises. Such basic assignment automation enables teachers to concentrate on critical thinking and discussion-based instruction instead of administrative workloads (Alyammahi, 2020).

2. Significance of the Study

Examining the opinions and interactions of educators is vital for evaluating the effects AI-powered EdTech brings to social science teaching. Although AI can change educational practices by providing personalized responses and facilitating other routine tasks, there are still issues of learning alienation, instructor control, ethics, and over-reliance on technology. Examining the sociological imagination of social science educators will assist in determining the primary challenges to AI integration and the ways to better its implementation. This study aims to inform the academic debate and policy formulation in regard to the advantages and disadvantages of applying AI technologies in social science classrooms in order to bridge this gap. Moreover, the research seeks to help school leaders, education policymakers, and developers of educational technology understand the conditions that need to be put in place to ensure that AI is incorporated in a pedagogically meaningful way that values the role of teachers.

3. Research Questions

This study is guided by the following research questions:

1. How do secondary school social science teachers perceive the integration of AI-driven EdTech tools in their teaching practices?
2. What challenges do teachers face in adopting and implementing AI-based educational technologies?
3. What opportunities do AI-driven EdTech tools offer in enhancing social science education?
4. How does AI influence the role of teachers in secondary school classrooms?

4. Objectives of the Study

The primary objectives of this research are:

- To examine the perceptions and experiences of secondary school social science teachers regarding AI-driven EdTech tools.
- To identify the challenges associated with integrating AI in social science education.
- To explore the potential opportunities AI presents in enhancing teaching effectiveness and student learning outcomes.

- To analyze the shifting roles and responsibilities of teachers in AI-integrated classrooms.

5. Research Methodology

5.1 Research Design

This particular study uses a qualitative methodology through secondary data examination to analyze the attitudes and views of social science teachers regarding the application of Artificial Intelligence (AI)-powered Educational Technology (EdTech) tools in secondary schools. The research integrates existing literature, policy files, and case studies with empirical research to understand the challenges and opportunities as well as the shifting boundaries of teaching in the context of AI in the classroom.

5.2 Data Sources

The sources include articles from peer-reviewed journals on educational AI, social sciences teaching, and technology implementation in secondary schools. Policy documents and educational reports from ministries of education and international organizations, for instance, UNESCO and OECD. Papers and proceedings from conferences in educational technology and teacher training. Comments from EdTech companies and industry white papers along with marketing studies on the use of AI in educational institutions.

5.3 Data Collection Process

A systematic review of secondary sources was conducted following these steps:

1. **Search Strategy**: Keywords such as “AI in education,” “social science teachers and technology,” “EdTech adoption,” and “AI-driven learning tools” were used to identify relevant studies.
2. **Inclusion and Exclusion Criteria**:
    - **Included**: Studies published in the last 10 years, focusing on secondary education, teacher experiences, and AI applications.
    - **Excluded**: Research on higher education, non-AI EdTech tools, and studies lacking empirical findings.
3. **Data Extraction**: Key themes, trends, and findings were categorized and synthesized for thematic analysis.

5.4 Data Analysis

The thematic analysis is triangulated within the literature was performed and revisited numerous times. Emerging paradigm description categories such as “challenges,” “opportunities,” and “shifting teacher roles.” Noted differences in AI integration across various educational settings. Observation of issues like ethical concerns, digital literacy gaps, and pedagogical transformations.

6. Findings and Discussion

The incorporation of AI-powered EdTech tools in secondary education social science classes has raised polarizing reactions from instructors. While some educators welcome the use of AI as a means to improve individualized learning and participation, others voice worries over obstacles like inadequate technical training, diminished pedagogical freedom, and possible biases in AI-produced material.

Table 1: Teachers' Attitudes Toward AI in Social Science Education

Attitude Category	Percentage of Teachers	Key Concerns/Opportunities	Sources
Highly Positive	30%	Personalized learning, increased engagement	UNESCO (2023), ISTE Survey (2022)
Moderately Positive	40%	AI as an assistive tool, but concerns over training needs	OECD (2022), Academic Papers
Neutral	15%	Limited understanding of AI's potential	OECD (2023), Government Reports
Moderately Negative	10%	Ethical concerns, fear of reduced teacher role	ISTE Survey (2022), Journal Articles
Highly Negative	5%	AI biases, data privacy, lack of human connection	Academic Literature, Teacher Interviews

Most teachers (70%) are likely to favor or moderately favor AI adoption believing that proper support and training will aid in AI integration. 15% of the respondents chose the neutral option which implies that they are unduly exposed to or lack AI comprehension in social science teaching. A scanty percentage (15%) indicates their negative perceptions AI integration, outlining their apprehensions regarding ethical dilemmas, job losses, and relations between learners and teachers.

Key Themes from Teachers' Perceptions:

Based on secondary data analysis, key themes emerge regarding teachers' perceptions:

- **AI as a Pedagogical Enhancer:** A large number of teachers believe that AI can be used to improve personalized learning, streamline grading, and offer valuable information regarding students' academic performance. Students are able to actively participate in historical debates and take part in critical thinking because of AI base platforms like ChatGPT and Google Bard.
- **Challenges in AI Adoption:** Research indicates that a staggering 65% of teacher's report feeling unprepared to use AI-driven tools effectively, while rural schools continue to battle issues of connectivity and devices. In a UNESCO survey conducted in 2023, bias and misinformation pertaining to AI was highlighted as a predominant concern by 30% of teachers.

- **Impact on Teacher Roles:** It has been suggested that AI transforms a teacher's responsibility from that of a lecturer to that of a facilitator. AI technology allows teachers to engage their students in higher level thinking rather than admin work. Some educators are concerned about a decreased level of autonomy and control over lesson planning due to the introduction of AI.

Teachers working with AI-driven EdTech in social sciences are largely positive in their perceptions, but these depend on the provision of proper aid, training, and ethical boundaries. To meaningfully integrate AI in education, it will be critical to address issues of bias, data privacy, and teacher autonomy. This will serve as a segue to the next section which looks at the barrier's teachers have when trying to use AI-driven EdTech in secondary education.

One of the most important barriers for many schools in adopting AI driven EdTech tools is the lack of sufficient infrastructure and technical support. Studies show that although AI based tools offer exceptional opportunities, their effective use is greatly inhibited by poor internet access, old equipment, and low-level IT support.

Table 2: Technical Challenges in AI Integration

Technical Challenge	Percentage of Schools Affected (%) *	Source
Insufficient IT infrastructure	65%	EdTech Review (2023)
Unstable internet connectivity	58%	UNESCO (2022)
High costs of AI-based tools	72%	OECD Report (2023)
Lack of IT support staff	55%	NESTA (2023)

Findings suggest that cost barriers (72%) and availability of IT infrastructure (65%) are the factors that negatively impact AI integration in secondary schools the most. A good number of schools, especially those in poor and rural regions, do not have the requisite ingredients for sustaining AI learning environments. Issues related to internet connectivity (58%) further hamper the possibility of real-time AI interactions and individualized learning. The integration of AI in EdTech tools requires teachers to revise lesson plans and teaching styles to incorporate the AI-generated insights. But many teachers face the difficulty of balancing automated personalization with traditional teaching techniques. Research indicates that even though the AI tools provide services like automated grading, predictive analytics, content recommendations, many teachers are unable to tailor them to the curriculum needs.

While AI has the potential to increase student participation, there are issues around student willingness to adapt, the digital gap, and ethical issues. Most interactions that EdTech AI tools require students to undertake are not the usual ones, which can foster learning gaps. Findings show that students belonging to lower socioeconomic status are at greater risk of being left out because of a lack of AI-enabled gadgets and learning materials.

Table 3: Equity and Engagement Barriers in AI Adoption

Equity Challenge	Percentage of Schools Affected (%) *	Source
Digital divide among students	60%	World Bank (2023)
Unequal access to AI-compatible devices	55%	Brookings Institution (2022)
Student resistance to AI-based learning	48%	UNESCO (2022)
Ethical concerns (data privacy, bias)	63%	Harvard EdTech Report (2023)

The gap between technology and education continues to be a major problem in the society today, having 60% of schools highlighted issues regarding student access to AI powered tools. Ethical concerns on the other hand received 63% due to emerging issues like privacy AI biases in grading. AI resistance on the other hand was at 48%, indicating there is need for more awareness and training in the use of AI tools in the classrooms. Many teachers feel AI driven tool integration is beyond their scope of training. While studies done by UNESCO in 2023 confirmed that AI is changing the education sector, only 30% of teachers reported receiving relevant professional development with AI tools. Teacher's report being unable to make sense of AI insights, have to blindly modify lessons, and pass the students through AI filters to mark them.

There are still many barriers at the policy, infrastructural, technical, equity, pedagogical, and other levels that need to be barriers for the use of AI-driven social science tools at the secondary school level. Teachers are going to need increased digital infrastructure, further instruction and skills development to limit these gaps.

Personalized Learning Approaches:

AI-enabled learning tools now adjust materials and activities based on each learner's profile, offering a more tailored educational experience. Research shows that intelligent tutoring systems and automated feedback can spot gaps in understanding, revise lesson plans on the fly, and consequently boost overall achievement (Incerti, 2020). This level of personalization proves especially helpful in challenging social-science content, including courses on political structures, economic models, and case-based historical studies.

Increased Classroom Engagement:

Contemporary education is increasingly animated by artificial intelligence-engineered interactive simulations, gamified platforms, immersive virtual-reality storytelling, and real-time feedback dashboards. Chou (2023) documents a 25 percent rise in classroom engagement when these AI-driven tools replace traditional methods. Hence, teachers now employ virtual-reality narratives to explore historical events, political dynamics, and social-science concepts, presenting content in a manner that captivates rather than merely informs.

AI as an Assessment and Feedback Tool:

AI powered assessment tools provide up-to-the-minute updates concerning a student's performance. Automated grading systems, along with sentiment analysis methodologies, enable the effortless monitoring of a student's progress. The feedback provided via AI tools is real-time, which works to alleviate some of the burden placed on teachers while enabling them to concentrate on other issues that require a more pedagogical approach.

Table 4: Summary of AI-Driven Opportunities in Social Science Education

Opportunity	Description	Impact on Teaching & Learning	Supporting Studies
Personalized Learning	AI adapts content to students' needs	Improved comprehension and individualized instruction	Holmes et al. (2022)
Increased Engagement	AI-powered simulations and gamification	25% rise in student participation	Kumar & Sharma (2023)
Automated Assessment	AI tools provide real-time feedback and grading	Reduced teacher workload, improved tracking	Chen et al. (2021)

The evidence collected so far shows that AI-infused educational platforms are already reshaping the way social studies are taught in high schools. Personalised lessons reinforce difficult material, higher learner motivation sparks richer classroom talk, and automatic grading frees teachers to give timely comments. These benefits, however, depend on two conditions: teachers must know how to use the tools, and schools must provide reliable hardware, software, and internet access. Future research should examine whether the new technology also strengthens students critical thinking and analytical skills in the social sciences.

AI-powered EdTech systems have altered secondary social science classrooms and, by extension, the roles of the teachers who lead them. In earlier eras instructors were expected to be walking encyclopaedias who delivered facts and explanations; today, that knowledge delivery dominates takes a back seat to monitoring, guiding, and critiquing learners progress. Automation of administrative tasks, computer-adaptive practice, and higher expectations for digital literacy have made this evolution both possible and, some would argue, necessary.

- **From Instructor to Facilitator:**AI tools can now grade papers, return instant feedback, and even tailor study materials to each student, nudging teachers away from front-of-class lectures and toward a mentoring style. Rather than simply delivering lessons, educators spend their time guiding class discussions, encouraging

critical thinking, and helping kids figure out what the AI-generated answers really mean.

- **Ethical and Critical Thinking Responsibilities:** Because so many videos, articles, and study guides now show up by way of artificial intelligence, teachers have to help students think carefully about what they see online. Social science instructors, in particular, must spot hidden prejudice in AI tools, share lessons about fairness, and show young people how to read a machine answers the same way they would read a newspaper.
- **Future Skill Development Needs:** For teachers to really use A-I in their classrooms, they first need a little extra training. That training should cover simple computer skills, how to look at data, and ways A-I can help grade work and tailo r lessons to each student.

Table 5: Comparison of Traditional and AI-Integrated Teaching Roles

Aspect	Traditional Teaching Role	AI-Integrated Teaching Role
Knowledge Delivery	Lecture-based, teacher as sole information source	Facilitator, guiding AI-driven learning experiences
Assessment	Manual grading and feedback	AI-assisted evaluation with instant feedback
Student Engagement	Teacher-driven classroom activities	AI-driven personalized engagement and adaptive learning
Technology Usage	Limited to projectors, slides	Interactive AI tools, chatbots, automated feedback systems
Professional Development	Subject-specific pedagogy	AI literacy, digital skills, ethics of AI in education

Teachers today the chalkboard-and-lecture-room icons of old; they-re techno-savvy guides who pull gadgets and apps into lessons. When they weave A-I programs into their daily grind, paperwork shrinks, and extra hours' pop up for one-on-one coaching or fresh lesson plans. That time, however, counts for little if educators skip the basics of how A-I works and the knack for spotting good answers, so ongoing training shifts from luxury to must-have. The ethical edge cuts deepest in social studies and humanities, where every training set or prediction call for careful human reading. Because of that, teachers should model a slow-and-steady review of A-I outputs, teaching students to hunt for bias, challenge hidden claims, and measure proof against the real world. Speed is great, but it never sits alone; every shiny tool moves tasks around instead of wiping them off the board. What-st left is a new job profile: the pro who learns fast, owns every line of code, and pours time into learning that circles around the student.

7. Conclusion

The study looked at high-school social-studies teachers and how they feel about, and actually use, classroom tech powered by artificial intelligence. The results show a big gap: even though companies promise personal learning, deeper student interest, and faster

grading, teachers keep facing frozen screens, little training, and messy debates over privacy and fairness. On top of that, educators find themselves thinking through ethics while they work, not just handing out quizzes and lectures. Because of this evidence, lawmakers, principals, and app builders who decide what tomorrow's rooms look like need to see the findings right away. Teachers can trust and use AI tools only if they get ongoing, on-the-job, reputably guided training about what responsible use really means. At the same time, policy holders must fix gaps in Internet speed and devices so the perks of smart platforms don't widen the digital crack we already have. Developers, for their part, should team up with brain-science researchers, designing updates that rest on solid learning facts instead of chasing the latest buzzword. Looking ahead, new projects should ask learners how they feel about their growth with these tools, measure the long-term fallout in schools, and chart how daily give-and-take between students and teachers is reshaped.

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Unmasking the Aggressor: Understanding the Bullying Perpetrator

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ABSTRACT

This review paper aims to provide an in-depth understanding of the individuals who play the role of perpetrators in bullying cases. It delves into the complex interconnection among the factors that contribute to the perpetration, involving the individual attributes like – impulsive nature, lack of empathy, narcissistic attributes, etc.; family dynamics like – being harsh towards children, exposure to family related violence, etc.; influence of peers on each other like - social learning (observational), peer pressure, etc.; other than that, climate of school, and broader media and influence by the cultures. Various theoretical frameworks are also considered, including Theory of Social Learning, Moral Disengagement Theory, General Strain Theory, Ecological Systems Theory, and Online Disinhibition Effect, which explains the progress and continuation of aggressive or bullying behavior. The paper also takes into account the factors that motivate one to bully, like thirst for power, coping with the situation, and lack of knowledge of its harmful impact. The paper also highlights the "bully-victim" phenomenon that mostly leads to negative results. Finally, the paper considers the short-term and long-term consequences for perpetrators themselves, such as antisocial behavior, academic difficulties, and poor interpersonal relationships. Briefly, it touches upon intervention approaches aimed at modifying perpetrator behavior by addressing root causes and fostering prosocial skills.

Introduction: Beyond the Label of "Bully"

This paper aims to move beyond simplistic labels and explore the complex factors that contribute to an individual becoming a perpetrator of bullying. While the act of bullying inflicts significant harm and is unequivocally unacceptable, a deeper understanding of those who engage in such behavior is essential for developing effective prevention and intervention strategies. This exploration will examine the characteristics, motivations, environmental influences, and theoretical underpinnings associated with bullying perpetration, as well as the consequences faced by the perpetrators themselves. The aim is to make the education system adopt such an approach that could break the cycle of this form of aggression and lead to a happy and healthy environment in schools (Defriyanto et al., 2024).

Bullying or being a bully can create a lot of hurdles in the development of the lives and personalities of the individuals who are perpetrators. One has to understand that an individual does not become a perpetrator in a single shot. A myriad of factors contribute to it, such as various traits, the dynamics of family, school environment, influence of the peers, exposure to today's media that is full of negative motivation, cultural rules, socio-economic status, academic pressure, etc. (Defriyanto et al., 2024; Brion et al., 2024). Other than that, psychological theories including Social Learning Theory given by Bandura, Moral Disengagement Theory (Bandura, as cited in Konnikova, 2015), General Strain Theory of Agnew, Ecological Systems Theory propounded by Bronfenbrenner, and the Online Disinhibition Effect by Suler, provide a strong framework for understanding the growth and maintenance of these behaviors. The existence of "bully-victims" individuals who both perpetrate bullying and are victimized themselves further underscores this complexity, highlighting that some who aggress are also navigating their own experiences of harm (NASEM, 2016). This inherent variety implies that there is no single, universal profile of a "bully." Hence, the perpetration arises from complex interaction of these diverse factors, which tells us that if we follow the same approach to deal with every perpetrator, then it will not work, just as fever is one thing i.e. increase of body temperature, but to treat it, we find its cause that whether it is because of jaundice, dengue, pneumonia, or any viral infection, and we provide medicine as per the real cause. Similarly, to bring change in the behavior of the perpetrator, we need to find the root cause and then apply the treatment.

Research Objectives

1. To examine the complex interplay of individual, familial, peer, institutional, and socio-cultural factors contributing to bullying perpetration.

2. To understand the psychological and emotional motivations that drive individuals to engage in bullying behavior.

3. To analyze the theoretical frameworks that explain the development and persistence of bullying behavior among perpetrators.

4. To explore the phenomenon of bully-victims and the compounded challenges they face.

5. To identify the short-term and long-term consequences of bullying behavior on perpetrators.

6. To recommend intervention strategies that address root causes and promote prosocial development among perpetrators.

Research Questions

1. What is the key individual, family, peer, school, and socio-cultural factors that contribute to bullying perpetration?

2. How do psychological mechanisms such as moral disengagement and emotional dysregulation influence bullying behavior?

3. What roles do theoretical frameworks like Social Learning Theory, General Strain Theory, and Ecological Systems Theory play in explaining perpetrator behavior?

4. Who are bully-victims, and how do their experiences differ from those of pure perpetrators or victims?

5. What are the long-term psychological, social, and academic outcomes faced by individuals who engage in bullying?

6. Which intervention approaches are effective in addressing the behavior of bullying perpetrators and preventing its recurrence?

Research Methodology

This paper adopts a qualitative review methodology to synthesize existing literature related to bullying perpetration. A thematic analysis approach has been used to identify and organize patterns across studies focusing on individual traits, family background, peer influence, school environment, and socio-cultural context. The review draws upon empirical studies, theoretical models, and systematic reviews published in peer-reviewed journals. The insights are critically analysed to construct a holistic understanding of the bullying perpetrator and to highlight implications for intervention. The methodology avoids statistical meta-analysis and instead focuses on interpretative synthesis grounded in conceptual frameworks.

The Making of a Perpetrator: Contributing Factors and Influences

No child is born a bully. Perpetrating behavior often emerges from a confluence of individual predispositions and a wide array of environmental factors that span the various domains of a young person's life—their home, school, peer group, and the wider societal and cultural context. Understanding these multifaceted influences is key to comprehending how such behavior takes root.

Individual Characteristics and Psychological Traits: Certain individual characteristics and psychological traits have been associated with a higher likelihood of engaging in bullying behavior. Perpetrators may exhibit impulsivity and difficulties with emotional regulation, struggling to manage their feelings constructively. The link between low self-esteem and perpetration is sometimes debated in research, but it is cited as a potential factor (Shekhawat & Mishra, 2024). More consistently, those who bully often display traits such as narcissism, a lack of empathy for others, and a degree of skill in relational manipulation, using social dynamics to their advantage (Malhi et al., 2014). Difficulties in emotion regulation can act as both a precursor to aggressive behavior and a consequence of involvement in peer victimization cycles, potentially mediating the link to adverse outcomes like aggression. At the same time, there is no single "bullying gene." Some genetic predispositions may influence how individuals respond to adversity or their propensity for aggression, interacting with environmental factors (NASEM, 2016).

The Role of Family Dynamics and Home Environment: The family environment plays a critical role in shaping a child's social and emotional development, and certain dynamics can increase the risk of perpetrating bullying. Harsh, punitive, or neglectful parenting styles, coupled with poor parental involvement and inconsistent discipline, have been linked to higher levels of aggression in children (Barhight et al., 2013; Qiqi et al., 2020). Exposure to violence within the home is a particularly significant risk factor. Children who witness domestic violence or experience maltreatment may internalize aggression as a normative or effective way to solve problems or exert control, subsequently replicating these behaviors in their school interactions (Ingram et al., 2020).

Peer Group Influences and Social Learning: For adolescents, peer groups exert a powerful influence. Peer pressure can drive conformity to group norms, including aggressive behaviors, as individuals seek social acceptance or fear exclusion (Espelage & Holt, 2001). In some peer contexts, bullying may be perceived as a way to gain attention, social power, or enhance social standing (Salmivalli, 2010). Albert Bandura's (1977) Social Learning Theory posits that individuals learn behaviors by observing and imitating others, particularly if those observed actions are rewarded or go unpunished. If children see peers gaining status or desired outcomes through bullying, they may be more likely to adopt such behaviors themselves. Perpetrators might also offer "temporary social approval" to those who assist or reinforce their bullying actions, further solidifying these group dynamics (Salmivalli, 2010).

School Environment and Climate Factors: The school environment itself can either inhibit or facilitate bullying perpetration. A negative school climate, characterized by weak teacher support, poor supervision in less structured areas (like- playgrounds or hallways), unclear or inconsistently enforced disciplinary policies, and strained peer interactions, is correlated with higher instances of bullying (Wang et al., 2013). When teachers or school staff are perceived as unresponsive or ineffective in addressing bullying, it can send an implicit message to students that such behavior is permissible or will not be adequately addressed, thereby emboldening potential perpetrators (Swearer et al., 2010). A significant gap identified in many educational systems is the lack of adequate pre-service and in-service

teacher training in classroom management, conflict resolution, and specific strategies for handling indiscipline and bullying (UNESCO, 2020; Baker-Henningham, 2018).

Media and Cultural Influences: Exposure to violence and aggression through media, including video games and online content, can contribute to the normalization of such behaviors and potentially fuel bullying, particularly cyberbullying (Kowalski et al., 2014; Parmar et al., 2024). The concept of 'tie strength' on social media platforms also appears relevant; research suggests that increased usage of "weak-tie" platforms (characterized by less intimate and frequent interactions) is associated with a higher likelihood of both perpetrating and experiencing cyberbullying (Ni et al., 2025). Broader cultural norms also play a part. For instance, societal ideals of dominant masculinity may contribute to higher rates of physical bullying among boys (Crick & Grotpeter, 1995), while cultural tolerance of aggression in general can create an environment where bullying is less likely to be challenged. Urie Bronfenbrenner's (1979) Ecological Systems Theory underscores how these larger cultural values interact with more immediate environmental systems to shape behavior.

Socio-Economic Status (SES) and Academic Pressure: Socio-economic factors can also intersect with bullying perpetration. Children from economically disadvantaged backgrounds may be more vulnerable not only to being victimized but also to perpetrating bullying, possibly due to increased stress, social isolation, or as a maladaptive response to limited opportunities or stigmatization (Thakkar et al., 2025; Tippett & Wolke, 2014). Additionally, intense academic pressure in highly competitive school environments can lead some students to channel their stress and frustration into aggressive behavior towards peers (Putri, 2024).

Theoretical Underpinnings of Perpetrator Behavior:

Social Learning Theory (Bandura, 1977): As mentioned, this theory emphasizes that individuals learn aggressive behaviors through observation and imitation of others (e.g., peers, family members, media figures), especially when these models are perceived as being rewarded or not facing negative consequences for their aggression.

Moral Disengagement Theory (Bandura, as cited in Konnikova, 2015): This theory explains how perpetrators can commit harmful acts without significant self-condemnation by employing cognitive strategies to detach from their moral standards. These strategies include blaming the victim ("they deserved it"), minimizing the harm ("it wasn't that bad"), or diffusing responsibility ("everyone else was doing it"). Most of the time, this thing we see in the case of cyberbullying, where the distance from the victim and perpetrator being anonymous leads to such disengagement.

General Strain Theory (Agnew, 1992): This theory posits that individuals may engage in deviant behavior, including bullying, when they experience various forms of strain or stress, such as peer rejection, academic failure, or family abuse. Such strain leads to the development of negativity, and the individual in an angry or frustrated mood starts coping

with it via bullying or other maladaptive actions. Its major reason is a lack of emotional support from loved ones, as well as insufficient prosocial coping skills.

Ecological Systems Theory (Bronfenbrenner, 1979): This theory views that the behavior of bullying arises due to the complicated amalgamation of multiple environmental systems like - the microsystem that includes family, school, peers, etc., the mesosystem which involves the interaction between microsystems in various combinations, the exosystem including community services, parental workplace, etc., and the macrosystem involving the norms set by the society which one is expected to follow, cultural values, etc.

Online Disinhibition Effect (Suler, 2004): Specific to cyberbullying, this theory explains why individuals may behave more aggressively and with less restraint online than they would in face-to-face interactions. Factors such as anonymity (real or perceived), invisibility, asynchronicity (lack of real-time interaction), and the absence of immediate social cues and consequences can reduce self-restraint and accountability, making it easier to express hostility or engage in dominant behaviors (Kalinin et al., 2021; Suler, 2004).

So, it could be said that the development of perpetrator behavior is rarely attributable to a single cause; rather, it often reflects an ecosystem of aggression. The environmental and situational conditions mentioned above often nurture and encourage this kind of behavior. The school system, which is dull and overlooks such behavior, a family where violence and abuse persist, the peer group which rewards or praises such perpetrators as hero or 'Dabangg' of the class, and online spaces where an individual teases others, being himself unidentified collectively create an atmosphere where the behavior of bullying often arises and persists. Bronfenbrenner's (1979) Ecological Systems Theory provides an important insight to understand it. For example, (Wang et al. (2013) found that when the teacher is ineffective in addressing the negative school climate and the signs of aggression or bullying, then the motivation of the perpetrators increases, and they think that such behavior is tolerable. Similarly, parenting practices that are poor and seeing violence frequently within the home can lead to observational learning and internalization of aggressive behavior among children (Ingram et al., 2020). Peer groups, in addition, reinforce the bullying nature when the aggression of the bully is seen as a means to achieve social status or belonging to the group of students. (Espelage & Holt, 2001; Salmivalli, 2010). In the digital age like ours, the features of certain online platforms and the psychological effects of online disinhibition can provide more space to cyber aggression and misuse of the internet (Ni et al., 2025; Suler, 2004). Therefore, understanding the "making of a perpetrator" requires a shift in focus from purely individual view to the complex interplay of all above-mentioned systematic and environmental elements.

Table: Key Factors Contributing to Bullying Perpetration

Factor Category	Description/Examples	Key Citations (Examples)
Individual	Low empathy, impulsivity, poor emotional regulation, narcissism, manipulative traits, potential genetic predispositions interacting	NASEM (2016); Shekhawat & Mishra (2024)

	with environment.	
Family	Harsh/neglectful parenting, inconsistent discipline, poor parental involvement, exposure to domestic violence/maltreatment.	Barhight et al. (2013); Ingram et al. (2020); Qiqi et al. (2020)
Peer	Peer pressure, desire for social acceptance/status, observation of peers gaining rewards from bullying, pro-bullying group norms.	Bandura (1977); Espelage & Holt (2001); Salmivalli (2010)
School	Negative school climate, weak teacher support/supervision, unclear/inconsistent disciplinary policies, ineffective teacher responses, lack of teacher training in behavior management.	Swearer et al. (2010); UNESCO (2020); Wang et al. (2013)
Media/Cultural	Exposure to violent media, online disinhibition (cyberbullying), 'tie strength' on social media, cultural norms tolerating aggression or promoting dominant masculinity.	Crick & Grotpeter (1995); Ni et al. (2025); Kowalski et al. (2014); Parmar et al. (2024); Suler (2004)
Socio-Economic	Economic disadvantage (potential link to stress/isolation), intense academic pressure leading to stress-induced aggression.	Putri (2024); Thakkar et al. (2025); Tippett & Wolke (2014)
Theoretical Explanations	Social Learning (Bandura), Moral Disengagement (Bandura), General Strain (Agnew), Ecological Systems (Bronfenbrenner), Online Disinhibition (Suler).	Agnew (1992); Bandura (1977); Bronfenbrenner (1979); Konnikova (2015); Suler (2004)

The Drive to Harm: Motivations Behind Bullying Behavior

Understanding the motivations that drive individuals to bully is an important thing when one wants to effectively develop prevention and intervention strategies. These motivations can be complex and varied, which disturbs the understanding of the perpetrator that, for his enjoyment or satisfaction, he/she is making the life of the victim hell. Some major motivations are as follows:

Pursuit of Power, Dominance, and Social Status: The frequent motivation found among the perpetrators is the craving to get power and dominance over the victims (Hunter et al., 2007). Bullying can be a means to control, intimidate, or establish a higher position within the peer group hierarchy (Salmivalli, 2010). Perpetrators may, at least initially, gain a sense of social dominance or receive approval and attention from certain peers for their aggressive actions (Salmivalli, 2010; Defriyanto et al., 2024). This perceived social reward can reinforce the bullying behavior, particularly if it helps them achieve or maintain a desired social standing (Espelage & Holt, 2001).

As a Maladaptive Coping Mechanism: For some individuals, bullying behavior may serve as a maladaptive way of coping with their own negative emotions or difficult life

circumstances. Robert Agnew's (1992) General Strain Theory posits that experiences of strain—such as academic failure, peer rejection, or domestic abuse—can generate significant stress and negative emotions, including anger, frustration, and humiliation. In the absence of healthy coping skills or adequate support systems, some individuals may resort to bullying as an outlet for these feelings or as an attempt to regain a sense of control (Kalinin et al., 2021). Similarly, intense academic pressure can lead some students to channel their stress into aggressive behavior towards others (Putri, 2024).

Learned Behavior and Justification through Moral Disengagement: As explained by Social Learning Theory (Bandura, 1977), individuals may learn that aggression is an effective or acceptable way to achieve their goals if they observe others (peers, family members, media figures) doing so successfully or without negative consequences. Once engaged in such behavior, perpetrators often employ cognitive strategies of moral disengagement to rationalize their actions and reduce feelings of guilt or self-censure. They might blame the victim ("they provoked me" or "they deserved it"), minimize the harm caused ("it was just a joke" or "they weren't really hurt"), diffuse responsibility ("everyone else was doing it"), or dehumanize the victim, making it easier to justify their aggressive acts (Konnikova, 2015). Perpetrators often hold normative beliefs that support aggressive retaliation or the use of aggression to solve conflicts (NASEM, 2016).

Lack of Empathy and Understanding of Impact: A significant factor contributing to bullying behavior is often a deficiency in empathy—the ability to understand and share the feelings of others (Shekhawat & Mishra, 2024). Perpetrators in their happiness of being powerful, are unable to understand the pain and distress that the victim suffers because of their action, and this lack of empathy is given more flame when the bullying behavior is done online. (Suler, 2004) highlights that the absence of direct, face-to-face emotional cues from the victim in cyberbullying interactions prohibit the perpetrator from understanding how much pain he is giving to the victim, thereby lowering inhibitions against aggressive behavior.

One of the underlying reasons why bullying continues, even though society always condemns it, lies in how bullies manage to silence and unhear the voice of conscience. This process, known as moral disengagement, helps them avoid feelings of guilt or self-blame for their harmful actions, which can even lead to the death of the victim, as we see in newspapers frequently. As Albert Bandura pointed out (cited in Konnikova, 2015), people often use mental tricks like blaming the victim or making themselves believe that the act was not harmful or just a healthy joke. In the context of cyberbullying, for example, offenders may convince themselves that they are simply defending themselves or responding fairly, rather than initiating harm against the one they are chatting with (Konnikova, 2015). Research by NASEM (2016) also found that some individuals justify their behavior based on beliefs that support aggressive revenge. Essentially, these mental justifications allow bullies to keep acting without feeling they're doing anything wrong. If this self-deception weren't in place, many perpetrators of bullying would abstain from repeating such acts because of their inner voice and guilt. That's why it's so important for interventions to focus

not just on punishment, but on helping perpetrators recognize the flawed thinking that allows them to harm others without remorse. Encouraging empathy and breaking down these excuses can help reconnect them with their basic sense of right and wrong. Also, proper counselling is needed for them to make them understand what they are doing.

The Dual Identity: The Bully-Victim Phenomenon

Within the complex dynamics of school bullying, a significant and particularly concerning subset of individuals emerges: those who are not purely perpetrators or victims but who occupy both roles simultaneously or sequentially. These "bully-victims" present a uniquely challenging profile and are often found to be at a heightened risk for a range of negative psychosocial outcomes.

Characteristics and Risks: As mentioned in (NASEM, 2016), Research indicates that individuals who are both bullies and victims (bully-victims) are at the greatest risk for experiencing severe and pervasive negative consequences. They often exhibit a comorbidity of internalizing problems (such as depression, anxiety, and low self-esteem, typically associated with victimization) and externalizing problems (such as aggression, delinquency, and conduct issues, typically associated with perpetration). Bully-victims also tend to have poor social skills, face rejection from their peer group, and are at a significantly heightened risk for suicidal ideation and behavior compared to those who are solely victims, solely perpetrators, or uninvolved. Their engagement in both sides of the bullying dynamic places them in a precarious and often isolated social position.

Possible Pathways: While the specific pathways to becoming a bully-victim can vary, several scenarios are plausible. Some individuals who are initially victimized may subsequently engage in bullying behavior as a form of retaliation against their aggressors or others they perceive as weaker, perhaps in an attempt to regain a sense of power or control that was stripped from them through their own victimization. They might also be modeling the aggressive behaviors they have experienced. Conversely, some individuals who primarily perpetrate bullying may become targets themselves, perhaps because their aggressive behavior alienates peers, provokes retaliation from their victims or others, or makes them vulnerable in different social contexts.

The experience of the bully-victim is one of amplified turmoil. They simultaneously suffer the psychological trauma and distress associated with being a target—such as fear, anxiety, and depression—while also exhibiting the problematic behaviors and facing the negative social and developmental consequences associated with being an aggressor—such as poor peer relationships, conduct problems, and potential long-term antisocial tendencies (NASEM, 2016). This dual role likely creates immense internal conflict, confusion, and a profound lack of stable social footing. They may struggle to form healthy relationships, as their behaviors can be both needy (due to victimization) and aggressive (due to perpetration). This makes their situation uniquely challenging compared to that of "pure" victims or "pure" perpetrators, trapping them in a particularly vicious cycle of aggression and distress that requires highly nuanced and supportive intervention.

The Repercussions of Aggression: Consequences for Perpetrators

While bullying behavior might offer some perpetrators short-term gains, such as a temporary sense of power, peer attention, or social dominance, the long-term consequences are often profoundly negative. These repercussions in the long run create many hurdles or a negative impact on their social development, academic achievement, and future related events like securing a prestigious job or fulfilling family responsibilities.

Short-Term Social Gains (Often Illusory or temporary): In some peer contexts, perpetrators at starting achieve social dominance over others and approval from other peers who accept them due to fear or get entertained by the bullying behavior of the perpetrator towards the victim (Salmivalli, 2010). The perpetrator at first, can receive short-term attention or be called "tough" or "cool" within the group in which he/she spends time (Malhi et al., 2014). But in reality, the building blocks of this "Dabangg" or "macho man" status are fear and threat rather than real respect, like, or love, which makes it a temporary, fake, and useless gain.

Long-Term Negative Outcomes: The long-term consequences for those who persistently bully others are found to be very destructive and can even ruin the lives of the perpetrators. Major ones are:

Antisocial Behavior and Criminality: Many researches show that individuals who get involved in bullying as perpetrators during school days are at a big risk of becoming antisocial persons in adulthood (Halliday et al., 2021). This also includes a higher likelihood of becoming delinquent during adolescence and indulging in criminality later in life (Ttofi & Farrington, 2011). Such individuals are also involved in campus and hostel ragging at university level.

Academic Disengagement and Failure: Perpetrators of bullying often experience problems in academic development, including disinterest in attending school, failure in examinations, and a high rate of school dropout (Defriyanto et al., 2024). Their disruptive behavior can interfere with their own learning and that of others, and they may develop negative attitudes towards education.

Substance Abuse: There is an increased likelihood of substance abuse among individuals with a history of bullying perpetration (Thakkar et al., 2021), which can further compound their difficulties in other life domains.

Poor Interpersonal Relationships: The traits often associated with or fostered by persistent bullying—such as low empathy, narcissism, and manipulative tendencies—can severely hinder the development of healthy, reciprocal, and satisfying interpersonal relationships in adolescence and adulthood (Malhi et al., 2014). They may struggle with intimacy, trust, and cooperation.

Development of Aggressive Tendencies and Authoritarian Behavior: Studies, including those from India, have shown that individuals who bully in school may continue to exhibit

aggressive tendencies in other contexts and may adopt an authoritarian manner in their interactions at home and, if they pursue further education or employment, in those settings as well (Kshirsagar et al., 2007; Malhi et al., 2014).

Mental Health Issues: While bully-victims are often highlighted for severe mental health problems (NASEM, 2016), perpetrators are not immune. Difficulties with emotion regulation, which can be both a precursor to and a consequence of aggressive behavior, can contribute to later mental health challenges (NASEM, 2016; Shekhawat & Mishra, 2024). Furthermore, the social isolation that can result from long-term aggressive behavior can also negatively impact mental well-being.

Biological Impacts: While less directly studied for "pure" perpetrators compared to victims or bully-victims, exposure to violence—which perpetrators both inflict and may experience in return, or may have experienced in their home environments—has been associated with accelerated telomere erosion, a biological marker of stress and aging (NASEM, 2016).

The trajectory for many perpetrators reveals the self-defeating nature of their aggression. Despite motivations that might include gaining power, control, or social status, the long-term consequences often lead to outcomes that are the antithesis of these goals. Instead of achieving lasting respect or influence, they are more likely to face social marginalization, academic and occupational failure, and legal troubles. This pattern suggests that the "power" achieved through bullying is often illusory, built on a foundation of fear, and ultimately unsustainable, setting the perpetrator on a path that undermines their future well-being and successful integration into society.

Towards Intervention: Addressing and Modifying Perpetrator Behavior

Addressing the behavior of individuals who perpetrate bullying requires more than simple punitive measures, which often fail to tackle the underlying causes of the aggression. Effective interventions aim to address these root causes, teach empathy and prosocial skills, modify cognitive distortions that justify bullying, and alter the environmental factors that enable or reinforce such behavior. While a full review of intervention programs is beyond the scope of this paper, highlighting key elements relevant to perpetrators is important.

Key Intervention Elements:

Whole-School Approaches: Comprehensive programs like the Olweus Bullying Prevention Program (OBPP) and Finland's KiVa program emphasize creating a positive school climate where bullying is not tolerated. They often include components aimed at educating all students about the impact of bullying, promoting empathy, and fostering a sense of group responsibility for preventing aggression (Limber, 2011; Kärnä et al., 2011). Such approaches aim to change the school norms that might otherwise support or ignore perpetrator behavior.

Skill-Building: Interventions frequently focus on building essential social and emotional skills in perpetrators. This includes fostering emotional understanding (as in Canada's Roots

of Empathy program, which aims to reduce overall aggression; World Health Organization, 2004), developing empathy for others, teaching anger management and conflict resolution skills, and promoting prosocial alternative behaviors.

Addressing Systemic Issues and Implementation Gaps: For interventions targeting perpetrators to be successful, the broader school system must be responsive and supportive. This involves addressing the "implementation gap" often seen in anti-bullying efforts (Defriyanto et al., 2024; Roy et al., 2019). Crucial systemic changes include providing thorough and ongoing training for teachers in effective classroom management, behavior modification techniques, and specific anti-bullying strategies. It also requires consistent enforcement of anti-bullying policies and ensuring that there are clear consequences for perpetrating behavior. Furthermore, tackling institutional biases that may inadvertently protect certain perpetrators or ignore specific types of bullying (e.g., identity-based bullying) is essential (On education, 2025).

Challenging Moral Disengagement: Given that moral disengagement plays a significant role in enabling perpetrators to continue their harmful actions without self-censure (Konnikova, 2015), interventions should aim to directly challenge these cognitive distortions. This might involve helping perpetrators to accurately perceive the harm they cause, take the perspective of their victims, and reconnect with moral standards.

The effort to change perpetrator behavior cannot be divorced from the need for broader systemic reform within schools and, at times, communities. Individualized interventions for those who bully are far more likely to be effective when they occur within an environment that actively discourages aggression, consistently applies consequences, and provides strong support for prosocial alternatives. As previously discussed, the "ecosystem of aggression" highlights how various environmental factors can nurture or enable perpetrator behavior (Bronfenbrenner, 1979; Defriyanto et al., 2024). Therefore, simply attempting to "fix" the individual perpetrator without addressing these enabling environmental conditions—such as a negative school climate, ineffective teacher responses, or peer groups that reward aggression—is akin to treating a symptom without addressing the underlying disease. Effective and sustainable change in perpetrator behavior necessitates a concerted effort to transform the school culture into one that actively promotes respect, empathy, and safety for all members.

Conclusion: A Complex Portrait Requiring Comprehensive Understanding

The individual who perpetrates bullying is not a simple caricature of malice but rather a product of complex and interacting factors. These influences span individual psychological traits, family life and upbringing, peer dynamics and social learning processes, the school environment and its prevailing climate, and broader societal and cultural messages. While the harm inflicted by bullies on the victims is very painful (like teasing individuals with racist, casteist, or other derogatory remarks) and often severe (like telling them to do any illegal or unlawful task or physically hurting them), their behavior is rarely the result of a single cause. In many cases, it grows out of a mix of learned behavior, unhealthy ways of

coping with their own emotional pain, a desire to gain control or status in a particular social setting, or simply a lack of awareness and empathy for how their actions affect and worsen the lives of others. To truly address bullying, it's important to understand these overlapping factors. Only then can we move beyond punishment and toward strategies that get to the root of the problem. Those who bully often face long-term negative consequences themselves, which are discussed in this paper. These outcomes highlight why thoughtful intervention matters that takes into account all the conditions that can transform an individual who was once innocent into a ferocious perpetrator. So, actions should be taken at all places, whether it is school, university, or home, to teach individuals to become good humans who understand the pain of others and spread happiness, but not fear or harm with their harmful actions like bullying.

Suggestions

As per the review done and the problem deeply understood, the following suggestions can play a key role if followed:

1. Schools should implement structured whole-school interventions such as KiVa or OBPP that reshape the school climate and discourage bullying norms.

2. Teacher training must be enhanced to include behavior management, empathy education, and recognition of signs of aggression.

3. Perpetrators should be provided with counselling focused on emotional regulation, moral reasoning, and developing empathy.

4. The role of peer groups must be actively addressed through peer-led anti-bullying campaigns and the reinforcement of prosocial behaviors.

5. Families should be educated about the consequences of harsh or neglectful parenting and trained in positive discipline strategies.

6. Media literacy programs should be introduced to help students critically interpret violent or aggressive content online and in entertainment.

7. Policy-makers should support longitudinal monitoring of bullying behavior and fund evidence-based interventions targeting both school and community levels.

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VEETHIKA

Indian Knowledge System in the light of post colonialism and Globalization

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ABSTRACT

The Indian Knowledge System (IKS) encompasses a vast and diverse array of traditional knowledge practices spanning various fields like medicine, agriculture, mathematics, philosophy, and astronomy. However, the historical context of colonialism and the ongoing realities of globalization have significantly impacted the perception and application of this knowledge system. This paper will explore the complex relationship between Indian Knowledge System, post-colonialism, and globalization, focusing on both challenges and opportunities for its revival and integration into contemporary society

Colonial regimes often dismissed IKS as primitive or superstitious, prioritizing Western knowledge systems. This led to the marginalization of Indian Knowledge System practitioners and the erosion of traditional knowledge transmission mechanisms. Colonial narratives often portrayed Indian Knowledge System in a romanticized or distorted manner, neglecting its dynamic and contextual nature. This misrepresentation further hindered its effective utilization and integration. However, in the present era of globalization where the world has become a global village and the Indian Knowledge has been translated and made globally available its worth is being appreciated in the present. The modern world and the problems posed in the course of development are forcing the west to look towards the east.

Introduction

Indian Civilization has been a great treasure house of ancient knowledge and learning, which have been accumulated in its fold since time immemorial. Indian Knowledge Systems (IKS) encompass *Jnan*, *Vignan*, and *Jeevan Darshan*, which have evolved from experience, observation, and rigorous analysis. These systems include a wide array of knowledge areas such as mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, and games. Knowledge in ancient India emerged from different sources like Vedas, Upanishads, Puranas, Tamil Sangam literature etc. Institutions like Takshashila, Nalanda, Vikramshila, Vallabhi were centers of advanced learning on various subjects.

Some Core aspects of Indian Knowledge System are well known and globally acknowledged. They include- Indian mathematical theories and discoveries in concepts like zero, decimals, algebra, arithmetic, geometry, Ayurvedic system of traditional Indian medicine focusing on holistic wellness, Vastu Shastra i.e. architectural and design guidelines based on harmonizing structures with nature and energies, Yogic physical, mental and spiritual practices for healthy, balanced living, Ancient Indian metallurgy and materials science as reflected in Iron Pillar of Delhi and Astronomical insights and knowledge from texts like Aryabhatiya, Siddhantas etc. with contributions in model of solar system, eclipse prediction etc.

Research Objectives:

The research has been undertaken to fulfill the following Research Objectives.

a. To examine the historical impact of colonialism on the perception, representation, and transmission of the Indian Knowledge System (IKS).

b. To analyze how globalization has facilitated both the revival and commodification of IKS in contemporary society.

c. To identify the core elements of IKS that hold relevance for modern challenges in health, environment, education, and sustainable living.

d. To explore the potential of integrating IKS with modern education systems in order to preserve cultural heritage and foster holistic learning.

e. To evaluate the role of technology and digital platforms in documenting, preserving, and disseminating IKS globally.

f. To investigate the risks of exoticization, appropriation, and neo-Orientalism in the global representation of IKS.

g. To propose strategies for decolonizing knowledge systems and ensuring equitable global knowledge exchanges.

h. To highlight the contribution of IKS to sustainable development and its applicability in addressing contemporary global crises.

Research Questions

The research seeks to implore the following questions.

a. How did colonial narratives contribute to the marginalization and misrepresentation of the Indian Knowledge System (IKS)?

b. In what ways can globalization act as both a challenge and an opportunity for the revival of IKS?

c. How has the integration of IKS practices like Ayurveda, Yoga, and Vastu Shastra into global systems influenced their authenticity and application?

d. How do hybrid forms of knowledge, combining Indian and Western philosophies, impact the perception and evolution of IKS in contemporary society?

e. What lessons can be drawn from ancient ecological wisdom in IKS to address current global environmental crises?

f. To what extent does the global commercialization of IKS practices (e.g., yoga, herbal medicines) affect local practitioners and communities?

g. How can technology and digitization aid in preserving and disseminating IKS without distorting its core philosophies?

Research Methodology

This study adopts a qualitative and interpretative research methodology, focusing on the historical, cultural, and philosophical dimensions of the Indian Knowledge System (IKS) in the context of colonialism and globalization. The methodology is designed to critically analyze how IKS was marginalized during colonial rule, how it has resurfaced in the globalized world, and what opportunities and challenges lie ahead for its revival and integration.

The study follows a historical-analytical design to trace the evolution of IKS from ancient times through colonial encounters to contemporary globalization. It also employs a descriptive and interpretive approach to examine how IKS is represented, practiced, and perceived in the modern era.

The research relies on extensive literature review and documentary analysis. Comparative study of ancient Indian epistemologies and Western knowledge frameworks has been conducted through textual analysis. The study also employs a globalization framework to understand the opportunities and risks in the cross-cultural exchange of knowledge.

The Indian Knowledge System and Globalization

Indian knowledge has flown uninterrupted through the subcontinent like the Ganges. Just like the water of the river's merges in the ocean and travels across the world. The Indian Knowledge System could not be restrained to India alone and it travelled across to foreign lands. Learners and scholars visited India to acquire the knowledge in ancient and medieval times. They carried back home the acquired knowledge and at times Indian manuscript. Indian text became even more accessible to the Europeans when they colonized the country. The people who could keep aside their racial superiority, delved through the ocean of Indian Knowledge. Once they became acquainted with the same, they also popularized oriental learning.

Not all Europeans were appreciative of Indian wisdom. Some looked upon Indian civilization as backward and unscientific and used that as a pretext to justify colonial rule as an attempt to civilize the Indians. Beginning in the seventeenth century, European intellectual developments diverged significantly from those of India, leading to the eventual displacement of IKS as a viable option for interpreting the world. As colonialism progressed, the British administration introduced a formal education system that privileged Western knowledge, marginalizing IKS and contributing to their gradual demise. Despite the decline of IKS, some aspects persisted and continue to influence contemporary Indian society and culture.

"The tradition talks about 18 major vidyas, theoretical disciplines, and 64 kalas, applied and vocational disciplines, crafts. The 18 vidyas include the four Vedas, the up-Veda's or the subsidiary Vedas which include Ayurveda, medicine, Dhanurveda, weaponry, Gandharvaveda, music and Shilpi architecture, Purana, Nyaya, Mimamasa, Dharmashastra, and Vedanga, six auxiliary sciences, phonetics, grammar meter, astronomy, ritual and philology– these constituted the 18 sciences in ancient India." (Kapoor,22005, p.8). The crafts were taught to the individuals which not only helped them in their day-to-day life but were also utilized to make a living. Thus, the concept of vocational education popularized in the present era was an implicit learning with the ancient Indian knowledge system. Sessions of long practice in craftsmanship refined the craft in the student. Indian craftsmanship, unique and refined is a global attraction and the credit for its workmanship goes to the system of learning.

Indian Knowledge does not consist of blind philosophies devoid of sciences rather the knowledge acquired through senses is followed by perception, inference, *Tarka* i.e. argumentations, meditation, deep reflection, Chintana and manana. The Indian knowledge system has given greater importance to 'shruti' and 'smriti' i.e. listening and memory more than writing. Indian knowledge system includes various disciplines, vidya, craft and kala.

The importance of education in India was realized in India from very early times, and utmost emphasis was laid on the acquisition of knowledge. The educational institutions were many and varied in character. In its simplest form it was the gathering of one or more students in the house of a teacher. The students were brought up as a member of the

household. Teachers constituted an indisputable position in the Indian Knowledge system and were seen as open books. No life aspect was ignored by the rishis. Everything which would be needed in life was taught. "Even in pursuing the positive sciences, such as, Geometry, Astronomy, Medicine, etc. they were religiously inspired." (Ray,1938, p.120)

Jnana is looked upon as a method to attain the Supreme Being. Jnana consists of the ability to distinguish between *sat* and *as at* i.e. what is true and what is false. It also helps to distinguish between *kartavya* and *akartavya* i.e. what is ones' duty and should be done and what should not be done. The objective of Indian education system was not limited to mere acquisition of Knowledge rather the knowledge system inculcated social duties, religious rites and formation of character.

The results of Indian education have been described by Hiuen Tsang. "When they have finished their education and have attained thirty years of age, then their character is formed and their knowledge is ripe. There are some deeply versed in antiquity, who devote themselves to elegant studies and live apart from the world and retain the simplicity of their character." (Majumdar,1977, p.544) Magasthenes too testified that the impact of ancient education system, "They live happily enough, being simple in their manners and frugal. They never drink wine except at sacrifices Their houses and property they generally leave unguarded. Truth and virtue they hold alike in esteem." (Majumdar,1977, p.545) Thus by both the standards of east and west, Indian character was high and honorable. The system of education produced massive literature and great men.

Knowledge begins by knowing oneself. Thus, every individual is autonomous, in his complete control and could work for his own liberation. "Wisdom born out of the knowledge kindles self-control. Pursuit of knowledge becomes a self-discipline, *svadhyaya*, and after obtaining this knowledge, one sees the entire creation first within own self and then in divinity that suppresses all existence. There is no purifier greater that knowledge and it rids the knower of all impurities of thought and deed and all his doubt born out of ignorance is torn to shreds." (Kapoor,2005, p.18) Multiple paths to truth are allowed in the Indian Knowledge system. In the present times the flexibility and plurality avoid conflict, welcomes new ideas and paths. The west is yet not aware of the importance of introspective method of study. Knowledge was not made distinct from religion and spirituality. Knowledge was seen as a path to attain God, which lead a desire to seek more and more of the same. Thus, there was no cut throat competition for the attainment of knowledge, rather people helped each other to attain the ultimate goal.

India's Scientific mind, has proven its metal. Whether we deal with the size and age of universe, huge and infinitesimal time scales, the speed of light, number from zero to infinity, the notion of evolution, cosmic dimensions underlying the construction of altars and temples. Such ideas appeared in the west centuries later. Various numerals in India including *shunya* or zero were associated with various philosophical and spiritual terms. Indian astronomical observations closely associated with mathematics are very precise. Nature of town planning is evident from the earliest civilizations, from the cities of Harappa, the town

planning, orientations with directions, drainage system. Ayurveda and Yoga have now been recognized as globally for the maintenance of healthy living. Ayurveda talks more about lifestyle changes rather than the mere treatment of diseases. Spiritual practices have proven to be beneficial in stress management and in healing ailments. Yoga, meditation and *pranayama* have aided people in recovering from serious illnesses. Various scholars visited in the quest of knowledge. Greek scholars including Pythagoras and Democritus came to India in the search of knowledge. Indian medicines and herbs formed an important part of Roman trade.

The principal of sanctity of life is clearly engrained in the ancient Indian literatures including the Rig Veda. The Vedas talk about respect for life. Ecological wisdom is incorporated. "The Vedic premises pinpoint that mankind is not any alien species in this planet to dominate and exploit but an integral part of nature itself linked to the rest of creation by indissoluble bonds..." (Das,2003, p.18) The Atharva Veda proclaims equal right of every creature on earth. Development of sacredness of creation and sanctity of life principle are the basics to early Indian philosophy and culture. Thus, Indians during the ancient period lived in harmony with the other creatures rather than considering themselves supreme.

Trees were worshiped for the numerous benefits it provided to the people. Buddhist, too attached great importance to the trees. Puranas associate trees with auspiciousness. They are said bestow its worshipper with a son. "They uphold the divinity of plants, enjoin tree plantation and nurturing of plants, present the concept of Taruputraka or adoption of trees like children and consider tree lovers as excellent Bhagvatas and condemn wanton destruction of trees." (Das,2003, p.135) Thus the puranas too propagated common heritage bound by concern for nature, environment and quality of life. Principles for maintaining the ecosystem and the purity of the environment were enshrined since times immemorial. "In order to surmount the hazards of pollution, the Vedic texts put a bar on indiscriminate cutting of trees, imposition of punishment of killing or doing harm to animals and provided instructions not to pollute water with excrements." (Das,2003, p.136)

Vikrti, is the term used for pollution in Charak Samhita, the classical text for medicine. Charak Samhita warned the people against side effects of natural disorders. It is rightly mentioned that the lifespan of living beings is dependent on coordination of biological world. Noise pollution and the irritation and diseases caused by inhalation of odor are also mentioned. (Das,2003, p.136) During the Mauryan period, agricultural development and forests had played an important role in the development of a large Mauryan state. Kautilyas' Arthashastra and the Ashokan inscription puts great emphasis on agricultural, forests and livestock management. Kautilya's Arthashastra talks about in-situ and ex-situ conservation of one or more species both inside and outside their natural habitats. Penalties were imposed for cutting forests. (Gupta & Ghosh,2003, p.143) Thus the conservation of nature and environmental concerns today were inbuilt aspects of IKS. If IKS would have been practiced and propagated the environmental conditions would have been certainly better.

Sri Krishna in his discourses to Arjuna calls Knowledge the greatest purifier and liberator of self. The modern world has resulted in the scenario where the individuals are racing against time. The desire for better life, the need of basic necessities or the greed of accumulation of luxury had resulted in the emergence of competitive environment. No sooner that a child begins school, that for the admissions to top institutions he is introduced to competition. He is encouraged to be better than his other peers. From an early age stress enters his innocent life. The life of the youth is spent under the pressure of making a living. At times, his desire for fast rise and material gains burdens his heart and mind to the extent that stress related diseases have become very common among the youth. Under such circumstance, people have begun to look towards their traditions to acquire such knowledge which would help him surf over the tide caused by modernity.

Indian Knowledge Systems (IKS) have been profoundly influenced by colonialism, particularly during the period of British rule in India. Before colonialism, IKS were vibrant and diverse, covering fields such as mathematics, astronomy, philosophy, and medicine. However, starting in the seventeenth century, European intellectual developments diverged significantly from those of India, leading to the eventual displacement of IKS as a viable option for interpreting the world.

Under colonialism, IKS declined as a creative force in Indian life, giving way to other knowledge systems based on unfamiliar epistemologies, socialites, and polities. The Victorian era saw the rise of European modernity, which was disseminated by colonialism and eventually contested and undermined the Sanskrit intellectual formation. After independence, attempts have been made to revitalize and integrate IKS into modern education systems, preserving and promoting India's rich cultural heritage while addressing the challenges posed by globalization. However, despite these efforts, postcolonial scholars have noted the continued marginalization of IKS in contemporary Indian society and the academy. Moreover, postcolonial critiques have pointed out the ongoing reproduction of coloniality of knowledge in Indian textbooks and education systems, which perpetuate the erasure of indigenous knowledge systems and favor certain identities over others. This phenomenon reinforces the colonial legacy and maintains the coloniality of knowledge, which continues to shape the construction of knowledge and subjectivity in India today.In the present era where the world has become a global village, Knowledge is no longer restricted by the borders. Modern technologies and the World Wide Web have made the world a well-knit unit. The ancient scriptures are now a click away from individuals. Their availability, accessibility, their translations in various languages has further widened its reach. Globalization has led to a growing appreciation for diverse knowledge systems and IKS is gaining recognition for its potential contributions to sustainable development and innovation in various fields. Globalization facilitates the exchange of knowledge across cultures, creating opportunities for dialogue and collaboration between IKS practitioners and other knowledge systems. Technological advancements offer new tools for documenting, preserving, and disseminating IKS, making it more accessible to wider audiences and promoting its integration into formal education systems.

Revival of Yoga's Global Popularity has been a hallmark of adoption of Indian Knowledge by the West. Transnational followers attracted by yoga's health and wellness offerings and spiritual philosophy. Mass media, celebrity endorsements further amplified reach global. Global and corporate interest has been generated in traditional remedies and alternative medicine yet the profit makers have also commercialized the same resulting in patenting attempts of medicines like turmeric, neem without attribution. Significant research on Indian philosophical traditions is happening in Western universities Question of representing diversity of thought or enforcing dominant paradigms. Positive impact of globalization is two-way exchange. Western advances can upgrade Indian knowledge ecosystems too through more funding, cross-collaboration platforms etc. Examples include American universities helping digitalize and study Indian manuscript archives and heritage. Modern Yoga schools exhibit hybridization of traditions and global influences. Critique that West represents Indian knowledge through exotified frames without grasping core worldviews - a form of neo-Orientalism. Issues in positioning as 'native informants' for Western audience without agency. Overall, while Indian knowledge faces barriers of power hierarchies, representation dilemmas in globalization, there is scope for equitable exchange and networking models to harness global tools transparently to enrich, upgrade and benefit indigenous knowledge in authentic ways.

Conclusion

The Indian Knowledge System faces both challenges and opportunities in the postcolonial and globalized world. Recognizing the historical context and utilizing the potential of globalization are crucial for its revival, integration, and contribution to solving contemporary challenges. By fostering community-centered approaches, decolonizing knowledge systems, and encouraging dialogue and collaboration, we can build a future where IKS thrives and contributes to a more sustainable and equitable world. Postcolonial scholars have highlighted the complex relationship between IKS and colonialism, revealing both the loss of traditional knowledge systems and the emergence of hybrid forms of knowledge that combine elements of both Eastern and Western philosophies. Efforts to revitalize and integrate IKS into modern education systems aim to preserve and promote India's rich cultural heritage while addressing the challenges posed by globalization.

Suggestions

a. The Indian Knowledge System (IKS) should be integrated into mainstream curricula at school and university levels in order to preserve indigenous knowledge traditions and ensure their relevance in modern society. Interdisciplinary modules combining IKS with modern sciences can foster holistic learning.

b. Academic frameworks should move beyond colonial legacies by critically reassessing textbooks, research methods, and epistemologies. A decolonized approach will allow IKS to be studied in its own context rather than through Eurocentric paradigms.

c. Digitization of manuscripts, oral traditions, and regional practices should be prioritized to make IKS accessible to global audiences. Open-access repositories and translation projects can democratize knowledge sharing while safeguarding authenticity.

d. Policymakers and institutions must encourage research in IKS through funding, fellowships, and specialized centers. Supportive frameworks can help practitioners of Ayurveda, Yoga, and ecological traditions contribute meaningfully to contemporary challenges.

e. Mechanisms must be developed to protect traditional knowledge from misuse and commercialization without attribution, as seen in cases involving neem and turmeric. Intellectual property rights frameworks need to be sensitive to community-based ownership of knowledge.

f. Instead of one-way appropriation, equitable global collaborations should be promoted. Joint research programs, exchange platforms, and dialogues between IKS scholars and global experts can ensure mutual respect and learning.

g. IKS principles related to sustainability, holistic health, and ecological balance should be actively applied to address modern crises such as climate change, lifestyle-related diseases, and social stress.

h. Awareness campaigns, cultural festivals, and mass media initiatives can help spread knowledge of IKS beyond academia, ensuring community participation and intergenerational transfer of practices.

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Revamping Mathematics Education for the 21st Century with Innovative STEM Pedagogies

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ABSTRACT

Mathematics is often regarded as the cornerstone of STEM (Science, Technology, Engineering and Mathematics) Education, important for conceptualizing scientific concepts, developing engineering solutions and driving technological innovations. In this 21st century, Mathematics Education must evolve to fulfill the needs of an increasingly technology – driven world. Traditional approaches to teaching Mathematics often fall short in preparing students for the challenges and opportunities in STEM fields. This paper is an attempt to explore how innovative pedagogies can reshape Mathematics Education to better align with the 21st century, fostering Problem- Solving Skills, Flipped Classrooms, Collaborative Learning, and Gamification for STEM disciplines. Through a review of emerging trends, this paper advocates for the integration of digital tools, active learning methodologies and interdisciplinary approaches that blend technology with critical thinking, aiming to cultivate the future generation of STEM. It discusses the critical role of emerging technologies in enhancing Mathematics instruction and how educators can utilize them to create dynamic, student-centered learning experiences. Furthermore, this paper also examines the key challenges and opportunities in Rethinking Mathematics Education in context of 21st century.

1. Introduction

As we move deeper into the 21st century, traditional methods of Mathematics Education face growing limitations in furnishing students with the skills required for the modern, technology-driven world. The 21st century has dramatically reshaped the way knowledge is consumed, analyzed, and applied across disciplines. Mathematics, traditionally regarded as a fundamental building block of STEM fields, is increasingly being perceived as necessary tool not only for scientific inquiry but for navigating the complexities of modern digital environments. To meet these emerging needs, mathematics education must evolve. This paper proposes a conceptual framework for rethinking Mathematics Education in the 21st century, emphasizing innovative pedagogies, enhancing STEM competencies and the assimilation of technology. It is essential to rethink how we teach and learn Mathematics, shifting away from rote memorization and static learning models towards more dynamic, interactive, and applied approaches.

2. Review of Related Literature

Gupta & Mishra (2021 found the growing utilization of online platforms and virtual classrooms to teach mathematics in India during COVID-19 pandemic. Singh & Yadav (2019) explored how Mathematics Education is being integrated into STEM curricula. Dhawan & Rana (2019) explored how technology can transform the teaching and learning of Mathematics in Indian classrooms. Nair & Sinha (2017) discussed the role of digital resources in enhancing the teaching methods of Mathematics in Indian schools. Schoenfeld (2016) discussed how Mathematics is an essential tool for fostering competencies in STEM fields. Chaudhuri & Ghosh (2015) examined how the gap in mathematical skills and pedagogy in India can be addressed through technology, focusing on interactive and digital learning tools.

3. Research Objectives

This paper aims to critically examine the evolving role of Mathematics Education in the 21st century, especially in the context of technological advancement, global competitiveness, and skill-oriented learning. It also aims to investigate the innovative pedagogical approaches that leverage STEM principles—such as problem-based learning and gamification in Mathematics Education with proper using secondary data from existing several studies, surreys, and documentations.

4. Research Questions

a. How can digital tools and technology be integrated into Mathematics Education to enhance student learning in STEM disciplines?

b. How can innovative pedagogies can reshape Mathematics Education to better align with the 21st century?

c. What is the crucial role of technology to support different Mathematics Pedagogies?

d. What are the key challenges and opportunities in rethinking Mathematics Education in context if 21st century?

5. Methodology

This study is qualitative and concept-based, relying on theoretical analysis**,** literature review**,** and comparative evaluation of educational models rather than experimental or statistical data. The preliminary search for literature was conducted using Academic journals, books, and white papers from organizations such as OECD, UNESCO, NCTM, and educational institutions. Thematic analysis focuses on identifying recurring patterns and themes such as inquiry-based learning, integration of technology, and real-world problem solving. Several document analysis such as National curricula (e.g., Singapore Math, Common Core Standards, Finnish National Core Curriculum) and Reports of NCFSE 2023 and NCF 2005.

6. Key Findings

6.1. Contextualizing Mathematics Education in the 21st Century

- **The Shift from Traditional to Digital Learning -** Traditional Mathematics Education, often focused on rote memorization and repetitive exercises, is increasingly being seen as insufficient for furnishing students for the complexities of the 21st century. Digital technologies encourage an active learning environment where students engage with Mathematics in real-world contexts, conduct simulations, and collaborate across digital platforms. This shift from a teacher-centered to a learner-centered model supports the development of skills such as creativity, critical thinking, and adaptability.
- **The Demand for Digital Fluency in STEM Disciplines -** The integration and assimilation of digital tools and technologies have raised the demand for digital fluency—skills that enable students to use technology effectively to solve problems, analyze data, and make informed decisions. Mathematics is central to these skills, as many digital tools rely on Mathematical principles. Thus, fostering digital fluency through innovative pedagogies is necessary for students pursuing future as well as careers in STEM fields.
- **Technological Integration: A Paradigm Shift -** The function of technology in Mathematics Education extends beyond just making learning more engaging in teaching- learning process. It introduces new ways of exploring Mathematics. Computational tools, like Wolfram Mathematica, GeoGebra, and MATLAB etc., allow students to visualize mathematical concepts that were once abstract, while platforms for online learning and collaborative environments support diverse learning paths, personalized pacing, and real-time feedback.

6.2. Innovative Pedagogies for Mathematics Education in the 21ST Century

- **Problem-Based Learning (PBL) -** Problem-based learning (PBL) is one of major innovative pedagogical approach for students where they are given complex, real-world

problems to solve, rather than simply memorizing mathematical concepts. This approach uplifts critical thinking, collaboration, and the utilization of mathematical theory to tangible challenges. In STEM education, PBL allows students to handle multidisciplinary problems that require the integration of knowledge from various fields, including Mathematics, technology, engineering, and science. For instance, students might use statistical analysis to interpret data from environmental science experiments or use algebraic modeling to design an engineering structure.

- **Collaborative Learning and Digital Platforms -** Digital platforms enable collaborative learning by breaking down geographic barriers and creating interactive environments where learners as well as educators can work together in real-time. Tools like Google Classroom, Google Meet collaborative, whiteboards, and learning management systems support group work and peer learning, which are so necessary for fostering communication, teamwork, and interdisciplinary thinking. The utility of collaborative online environments permits students to solve complex mathematical problems in teams, motivating them to share ideas, discuss strategies, and learn from one another.
- **Flipped Classroom Model -** In a flipped classroom, traditional lecture content is delivered outside of class, typically through online videos or digital resources. Classroom time is then devoted to collaborative exercises, discussions, and problem-solving activities. In Mathematics Education, this model encourages students to learn basic concepts independently, giving them more time during in-class sessions to engage in application-based tasks. For instance, students might watch videos on differential equations and then work together in class to apply these concepts to real-world problems such as engineering challenges or data analysis.
- **Gamification in Mathematics Education -** Integrating game-like elements such as rewards, levels, and competition into the learning process—has shown significant promise in engaging students in Mathematics. Educational games, simulations, and interactive problem-solving platforms can motivate students by providing instant feedback, clear goals, and a sense of achievement. Games such as Dragon Box, Prodigy, and Kahoot! make learning Mathematics fun, creating a conducive environment where students feel empowered to explore mathematical concepts without the fear of failure. Moreover, gamification encourages adaptive learning, where our students advance at their own effort and pace, hence revisit challenges until they achieve mastery.

6.3. **Leveraging Technology to Support Mathematics Pedagogy**

The successful implementation of these innovative pedagogies hinges on the effective integration of technology. Several key digital tools can support the development of mathematical skills in a digitally-enhanced STEM environment. Software such as GeoGebra, Wolfram Mathematica, and MATLAB allow students to visualize mathematical concepts and experiment with models. These tools make divergent ideas more tangible and accessible, helping students to gain a root level understanding of mathematical structures and relationships. Data analytics and machine learning are transfiguring various fields, and mathematics education must furnish students for these future applications. By integrating

data-driven approaches into the curriculum, learners can develop proficiency in using mathematical methods to examine large datasets, make predictions, and identify patterns. Mathematical concepts such as statistical analysis, probability theory, and algorithm design are increasingly becoming crucial in fields like artificial intelligence (AI), finance, healthcare, and engineering.

Augmented and virtual reality (AR/VR) offer immersive ways to experience and understand mathematical concepts. For example, VR platforms can enable students to interact with 3D models of mathematical objects, such as fractals, geometric shapes, or graph theory networks. These immersive technologies can make divergent concepts more tangible and provide hands-on learning deeply feels that enhance conceptual understanding. AR/VR can also be used for virtual field trips, releasing students to explore STEM-related environments where mathematics plays a critical role, such as architectural designs, engineering constructions, or scientific research labs. Artificial Intelligence (AI) plays a critical role in personalizing mathematics education. AI-driven platforms can inspect a student's learning patterns and offer tailored recommendations, exercises, and formative assessments to meet individual needs.

6.4. Challenges And Opportunities in Rethinking Mathematics Education in the Context Of 21ST Century

- **Global Learning Communities** -The 21st century opens the door to global collaboration in Mathematics Education. Students can participate in online competitions, attend virtual conferences, and engage with experts and peers from around the world. These global learning opportunities broaden students' perspectives and help them see how mathematics is applied in diverse contexts. Exposure to global mathematical communities helps students appreciate the universal nature of mathematics and its utility in solving world level challenges, from these climate change to healthcare. Additionally, they can gain discernments into different mathematical practices and approaches used in various cultures and industries.
- **Bridging the Gap between Theory and Practice in Mathematics -** Bridging the reconciling between theory and practice in mathematics is one of major challenge for students' understanding, engagement, and future success in STEM fields and beyond. By using strategies like integrating real-world problems, project-based learning, and mathematical modeling, educators can demonstrate the practical value of Mathematics, making it more relevant to students' lives and future careers.
- **Personalized Learning** –This is one of the greatest opportunities provided by digital technologies is the capability to personalize learning. With the aid of online platforms, adaptive learning software, and also artificial intelligence (AI), students can work at their own effort and receive tailored content based on their individual strengths as well as weaknesses. This can be particularly beneficial in Mathematics, where students often progress at different rates and may struggle with specific concepts.

- **Equity and Access -** Access to digital tools and high-speed internet is a significant concern, especially in underfunded regions or for disadvantaged students. Ensuring equitable access to technology is so essential for preventing the digital divide from exacerbating educational inequalities.
- **Training of Teacher and Professional Development -** To effectively implement innovative pedagogies, teachers and educators must be adequately trained in both technology and pedagogical strategies. Continuous professional and vocational development and support are necessary to guarantee that educators can integrate innovative digital tools into their teaching in meaningful ways.
- **Balancing Technology and Pedagogy -** While technology can greatly enhance learning, it is crucial that it does not overshadow the importance of sound pedagogical practices. The goal should be to find a balance between leveraging technology and ensuring that traditional teaching methods continue to produce a solid mathematical foundation.

7. Conclusion

Rethinking Mathematics Education for 21st century requires a bold, interdisciplinary approach that embraces technology, innovative pedagogies, STEM Education and active learning strategies. By integrating digital tools, collaborative learning, and real-world problem-solving, we can transform Mathematics Education into a dynamic, engaging, and future-ready experience. This gradual transformation will not only ensure that students gain proficiency in mathematical concepts but also equip them with the critical thinking, logical thinking, creativity, and problem-solving skills needed to succeed in the rapidly evolving digital landscape of the 21st century. There are various challenges in Mathematics Education but different innovative pedagogies such as problem – based learning, flipped classroom model and gamification play crucial role in promoting Mathematics Education. These pedagogies not only foster mathematical skills but also encourage students to engage deeply with real-world problems and the interdisciplinary nature of STEM. The future of Mathematics Education lies in combining the best of both traditional and innovative pedagogies to create a holistic, inclusive, and forward-thinking learning experience.

8. Suggestions

- **For Educators and Policy Makers** - Adopt inquiry-based strategies and use tech-enhanced formative assessment tools. Provide funding for STEM integration labs and create frameworks for micro-credentialing of teachers in STEM pedagogies.

- **For Curriculum Developers** - Design flexible modular content around real-world problems including optional tech-enhanced projects and open-ended tasks and ensure cultural and gender inclusivity in problem contexts.
- **For Researchers** - Highlight the mismatch between current Mathematics curricula and 21st century needs. Avoid purely abstract discussions—use examples or case studies and address inclusion for diverse learners. Longitudinal studies to measure impact on learning outcomes and cross-cultural comparisons of STEM-integrated Mathematics teaching.

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History Failed to Recall Dharmman Bibi's Contribution to the 1857 Revolt: A Courtesan of Babu Kunwar Singh

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ABSTRACT

Dharmman Bibi of Jagdishpur, Bihar was a popular and respected tawaif (courtesan) in the mid-19th century, who was known for her beauty, wit, and talent in singing and dancing. She was the usual conveyer of an exceptional and intricately sophisticated culture. Dharmman Bibi, was one of the unsung heroines of the first revolt of Indian Independence and revealed the true contribution and status of courtesans of India. During colonial rule, it was established that these women were first and foremost entertainers and worked for money. But in reality, they had creative flairs for singing, dancing music, poetry, and literary skills and were connoisseurs of culture. The research paper is descriptive, historical, and based on empirical studies. This research monologue demystifies the enigmatic lives of the courtesans in general and Dharmman Bibi in particular. The Research monologue is based on primary as well as secondary data. The personal visits to Arrah and Jagdishpur by the authors, the interactions with professors like Dr. Hira Prasad Singh, Ex-HOD of PG Department History at Kunwar Singh University Arrah, Dr. M. D. Niyaz Hussain, HOD Maharaja College Arrah, Mr. Murli Manohar Srivastava, Senior Media Co-ordinator of Chief Minister, Mr. Raj Kumar Singh, Director Guidance IGNOU, Rakesh Kumar Ojha, Clerk, Yadav Vidyapeeth and two Arrah Zila School teachers and non-teaching staff and quite a few prominent local people provided various information related to Babu Kunwar Singh's personal life and his contribution to 1857 revolt. The visit to archives, local museum, Dharmman Bibi Square, and Dharmman Bibi mosques substantiated the hypothesis that her contribution was no less than other protagonists who participated in the revolt. Various books like Saba Dewan's Tawaifnama, Mirza Hadi Ruswa's Umrao Jaan, Veena Talwar Oldenburg's Lifestyles of Resistance, Abdul Halim Sharar's Guzishta Lucknow, Munshi Prem-Chand's literary works serve as a secondary source and help in getting materials related to Dharmman Bibi and Kunwar Singh's life. Various articles related to topics from peer-reviewed journals and local folk dramas and songs related to the topics help to substantiate the fact that Dharmman Bibi like other tawaifs remained an unsung heroine of the first revolt of Indian Independence.

1. Introduction

Dharmman Bibi of Jagdishpur, Bihar, was a prominent and respected tawaif (courtesan) during the mid-19th century, renowned not only for her striking beauty but also for her sharp intellect and exceptional talent in horse riding and fighting. Amidst an era often marked by colonial dominance and socio-political upheaval, she stood out as a symbol of an intricate and sophisticated cultural tradition. Far from being mere entertainers, these women were custodians of a rich cultural heritage, often exercising considerable influence in society. Dharmman Bibi represents one of the many unsung heroines of the first great struggle for first war of independence.

Contrary to the stereotypical and often tragic portrayal of courtesans by writers like Mirza Muhammad Hadi Ruswa, the reality was that many tawaifs were empowered women of substance (Ruswa, 2007, pp. 10-12). They possessed not just artistic and cultural knowledge but also command over finances and political connections, which enabled them to actively participate in the resistance against British rule (Oldenburg, 1990). Rather than being subjugated figures, these women played significant roles, both direct and indirect, in resisting colonial oppression and supporting the revolt of 1857. Dharmman Bibi was closely allied with Babu Kunwar Singh, Zamindar of Jagdishpur, who emerged as one of the leading figures in the 1857 uprising. Despite being in the vulnerable postpartum phase, she lent him unwavering support, demonstrating immense courage and loyalty. Like Dharmman Bibi, numerous courtesans extended their support to the revolutionaries, risking and often losing their lives in the process.

The invisibility of courtesans in the freedom struggle narrative is stark. While male freedom fighters like Babu Kunwar Singh are widely remembered, the women who supported them especially courtesans have largely been marginalized. Yet, literary works and colonial-era records provide glimpses into their influential roles. For instance, Rudyard Kipling's "On the City Wall" mentions numerous courtesans who engaged in anti-British activities during the 1857 revolt. Folklore recounts many bhatiyarins (innkeepers) who sheltered rebels, acted as channels for secret communications, disseminating intelligence and even financing rebel activities. For example, a group of courtesans from Varanasi, led by Husna Bai, formed the Tawaif Sabha encouraged members to boycott British products and don iron shackles instead of traditional ornaments in solidarity with the freedom movement. Their activism, symbolic as well as practical, signalled a powerful form of resistance woven into their cultural identity ("Tawaifs: The Unsung Heroes", 2019). Prominent courtesans like Asghari Begum, Azeezan Bai, Habiba, Akbari Begum, and Husna Bai, along with over 225 other tawaifs, were penalized for their involvement, ranging from instigating rebellion to providing financial aid to the insurgents (Chawla & Safvi, n.d.). Such brutal repression reveals how threatening the British found the influence of these women. Nevertheless, post-revolt colonial policies and narratives sought to diminish the cultural and political stature of courtesans, pushing them into social obscurity and stigma.

Earlier, courtesans had been revered as accomplished performers in classical Indian music and dance, enjoying patronage from nobility and a broad admiring audience.

According to sociologist Veena Talwar Oldenburg, tawaifs represented a lifestyle of confrontation that was marked by a combination of socio-cultural prestige, financial independence, and even physical autonomy (Oldenburg, 1990).

However, during the late 19th century, as British colonial rule deepened, the professional status of these women was systematically eroded. The demarcation between courtesan and prostitute became blurred in public discourse and legislation, undermining the complex identities and roles that tawaifs had historically maintained. Colonial perspectives reduced them primarily to entertainers who sold their services for money, ignoring their creative contributions in music forms like Dhrupad and Dhamar, and later in genres like Khayal, Ghazal, and Mushaira gatherings (Bajpayee, 2015, p. 1). Many historians and scholars today prefer the term "courtesan" to capture this layered identity, though even this word falls short of fully representing their cultural stature. Feminist scholars such as Susie Tharu and K. Lalita argue that these women's reputations and warmth transcend conventional categories, urging us to recognize the courtesans as vital contributors to India's cultural heritage and freedom movement. By revisiting figures like Dharmman Bibi, we bring to light the courage, agency, and artistry of the courtesans, thereby enriching our understanding of the multifaceted history of India's quest for independence (Tharu & Lalita, 1991, pp. 78-95).

2. Research Questions

1. What specific roles did Dharmman Bibi play in supporting Babu Kunwar Singh during the 1857 Revolt, and how did her actions reflect the broader contributions of courtesans to India's independence struggle?
2. How have historical narratives and colonial policies contributed to the marginalization and stigmatization of courtesans like Dharmman Bibi in mainstream historiography?
3. In what ways did the cultural and artistic skills of tawaifs enable them to exert political influence and participate in anti-colonial resistance?

3. Research Objectives

1. To investigate and document the life, contributions, and legacy of Dharmman Bibi as an unsung heroine of the 1857 Revolt.
2. To analyze the socio-cultural status of courtesans in 19th-century India, challenging colonial stereotypes and highlighting their roles as cultural custodians and political actors.
3. To address historiographical gaps by integrating primary and secondary sources, including folklore and empirical data, to elevate the visibility of women like Dharmman Bibi in narratives of India's freedom movement.

4. Methodology

The research paper employs a descriptive, historical, and empirical methodology to illuminate the lives of courtesans, with a particular focus on Dharmman Bibi, a prominent figure associated with the 1857 Indian revolt. The study combines both primary and secondary sources for a comprehensive understanding.

Primary data was collected through field visits to Arrah and Jagdishpur, where the authors engaged with local experts, historians, and prominent community members. These include professors like Dr. Hira Prasad Singh and Dr. M. D. Niyaz Hussain, officials such as Mr. Murli Manohar Srivastava and Mr. Raj Kumar Singh, and local school teachers and staff. These interactions provided valuable insights into Babu Kunwar Singh's personal life and his revolutionary contributions, corroborated by visits to archives, museums, Dharmman Bibi Square, and Dharmman Bibi mosques. These efforts supported the hypothesis emphasizing Dharmman Bibi's significant, though traditionally underrecognized, role in the revolt, comparable to other key participants. Secondary data encompasses extensive literature on courtesans and the historical period, including works by Saba Dewan, Mirza Hadi Ruswa, Veena Talwar Oldenburg, Abdul Halim Sharar, and Munshi Premchand. Peer-reviewed journal articles, local folk dramas and songs were studied to enrich the cultural context and emphasize Dharmman Bibi's status as an unsung heroine of the 1857 uprising. The research underscores courtesans' involvement, thereby filling historiographical gaps left by mainstream accounts. This blend of empirical inquiry and historiographical analysis facilitates a nuanced understanding of courtesans' roles in India's struggle for independence.

5. Historical Background of Courtesans in India

Dance as a vocation in India can be traced back to pre-common era through classical texts and poetry, with references to Apsaras. During the 6th and 7th centuries, the Devadasis in southern India were regarded as priestesses consecrated through dance and music. Their duties extended beyond performance, including temple rituals (Dewan, 2019). In medieval India (1526-1857), the role of these dancers transformed from sacred duties to public entertainment. They came to be known as tawaifs (Soneji, 2008, pp. 23-56). Historian Veena Talwar Oldenburg noted that courtesans quietly challenged social hierarchies, offering refuge for underprivileged women across caste and religion (Oldenburg, 1989, pp. 25-54). According to Gulbadan, a head tawaif in Lucknow, the kotha (courtesans' residence) was a sanctuary for marginalized women and men alike, offering freedom and peace ("How Tawaifs Fell from Grace", n.d.).

Courtesans received lifelong pensions from Nawabs, and some wielded significant influence. For instance, Hakim Mahdi, who rose to the prime ministership of Awadh, credited his success to a concubine who supported him financially (Waheed, 2014, pp. 986-1023). Unlike European prostitutes or geishas of Japan, Indian courtesans were regarded socially as cultured and respectable artists rather than being merely sex workers (Strzelecki, n.d.). Jennifer Mason highlights in her book The Nautch Girls that these dancers were admired for artistry until British colonial attitudes stigmatized them (Mason, 2021, pp. 1-9). Courtesans were divided into categories such as Deredars, Dumini and Dhadhee who sang during family ceremonies and public events after the time of Emperor Akbar. They were skilled in traditional songs like Sariya, Sohar, Banara, Gari, and Gazal. The head courtesan or Chaudhrayan held administrative roles, managing estates, training dancers, selecting musicians, and maintaining the kotha's staff. Before British rule, the art of dance and performance by courtesans was revered. The term "nautch," derived from the Hindi/Urdu

word nach (dance), came to describe their performances. Early British colonists appreciated these performers, sometimes considering their art superior to Western theatrical traditions. James Forbes described them as embodying perfect beauty and grace. British officials and settlers would pool resources to enjoy nautch parties, showing fascination and patronage.

However, the introduction of Victorian morality by British colonizers altered perceptions drastically. The 1857 revolt fostered British mistrust of courtesans for supporting rebels, leading to punitive measures like higher taxes and the Contagious Diseases Act of 1864, which required registration and medical exams for prostitutes in cantonments. The courtesans lost royal patronage and societal respect, increasingly being viewed as immoral.

Courtesans made efforts to reclaim their cultural heritage through organizations such as the Madras Devadasi Association, despite their efforts, the anti-nautch sentiment grew stronger. With the decline of princely states and the rise of Victorian-influenced social reformers, the tawaif tradition and art suffered a steep downfall. In post-independence, some courtesans moved to Mumbai and joined the film and theatre industry, while many others remained marginalized.

6. Dharmman Bibi Through Folklore

Dharmman Bibi, also known as Dharam Devi, was a paramour or tawaif of Babu Kunwar Singh, a zamindar of Jagdishpur, a small town in present-day Bihar, India. She was known for her attractiveness, acumen, and charming personality and was highly respected because of her closeness with Babu Kunwar Singh. Kunwar Singh's popularity in Arrah, is known not only from the local gazetteers or police files but also through folklore. The Rajput aristocracy in Shahabad had long been part of the Mughal political, administrative, and social edifice. Keeping tawaif was very common among the Zamindars. The Zamindars and local leaders' wives looked after the eases of husbands, their children, and relatives, and observed appropriate religious rituals and fasts for their husband's well-being (Dewan, 2019). The Rajput aristocracy in Shahabad had long been part of the Mughal political, administrative, and social edifice. Kunwar Singh had once organized at his fort in Jagdishpur, a mahfil for some white officials. At that time Dharmman Bibi was at Jagdishpur but she was not programmed to perform in the sundown mehfil (Dewan, 2019, pp. 50-51). Babu Kunwar Singh never wanted his paramour to dance so he asked another popular tawaif to dance. The officer desired to see the presentation of Dharmman Bibi as he had heard a lot about her. She saved Kunwar Singh from an embarrassing situation with a British official by cleverly getting the official drunk and sending her maid in her stead, thereby protecting Kunwar Singh's honour and maintaining his hospitality towards colonial guests without compromising her own dignity. Dharmman Bibi, longing for motherhood, adopted a two-year-old girl through legal purchase, as only tawaifs could adopt at the time. British authorities were unsympathetic to such adoptions, and soon police visited, but Kunwar Singh's influence deterred inquiry. Tragically, the child died of fever, devastating Dharmman, who then fell ill and soon discovered she was pregnant (Dewan, 2019, pp. 55-56).

Thousands of folk songs were devoted to convey peoples' commitment to the events and brave combatants, and broke the myth of 1857 that it was led by the elites. In mainstream history. Kunwar Singh was considered a rebel leader on the brim of insolvency and in danger of losing his inherited lands in 1857 but the folklores give some positive aspects of the rebelled leader as how through his leadership kept the British at bay for almost one year before succumbing to injuries on 26 April,1858. The discontent among people was strong because of the annihilation of the Indian industries, handicrafts, and agriculture (Varghese, 2016, p. 26). Bhartendu explains how all trade and crafts have been destroyed and the people impoverished through the following verse.

By their machines they plunder us,
Wealth declines every day and sorrows multiply,
We cannot do without thin cotton and muslin,
We are slaves of foreign weavers,

Every day they are loaded onto ships and brought here (Varshneya, 1941, pp. 246-247).

Similar views have been expressed by Dr. Tara Chand, and other sociologist scholars Ramachandra Guha, who have documented over 110 different colonial-era peasant revolts (Varghese, 2016, p. 26). During this time Dharmman Bibi played a key role in supporting Babu Kunwar Singh, by providing financial and material support to Kunwar Singh's forces, and helped to mobilize other women in the area to join the rebellion (Dewan, 2019, pp. 60-61).

7. Dharmman Bibi's Patron Kunwar Singh's Contribution in 1857

The revolt that began at Meerut in 1857 spread swiftly to Bihar, witnessing significant uprisings. British officials, aware of unrest, reported increasing discontent. In Patna, Pir Ali led an early rebellion, turning his bookshop into a hub for rebels ("Peer Ali Khan", n.d.). After his associate Maulvi Mehdi was executed without trial, Pir Ali attacked the government office at Gulzar Bagh, killing a British officer ("Martyr Peer Ali Remembered", 2010). Pir Ali and many of his followers were soon arrested and executed publicly, further inflaming rebellious sentiments. The Danapur uprising followed, with native sepoys refusing British orders and marching to join Kunwar Singh, a prominent local zamindar. Kunwar Singh, supported by family and followers, captured Arrah, releasing prisoners and burning government records (Dewan, 2019, pp. 65-68). In battle, Kunwar Singh's forces inflicted heavy losses on the British, temporarily forcing them to retreat (Forbes-Mitchell, 1893, pp. 138-139). Although the British recaptured Arrah, Kunwar Singh continued guerrilla resistance, even after suffering defeat and injury ("Kunwar Singh — Bihar Zamindar", n.d.). Kunwar Singh, aided notably by Dharmman Bibi, whose contributions remain under-recognized who, fought valiantly, eventually dying from battle wounds ("Danapur Mutiny", n.d.). Leadership passed to his brother Amar Singh, who also led persistent resistance. Their heroic efforts are celebrated in folk songs, though women like Dharmman Bibi are yet to receive full historical recognition.

8. Dharmman Bibi in Oblivion

Dharmman Bibi actively participated alongside Kunwar Singh in fighting the British during the 1857 uprising, supporting the rebel effort materially and inspiring loyalty among people around her. While Kunwar Singh's role as a leader in the rebellion is well recognized, Dharmman Bibi's contributions have been largely unacknowledged in mainstream history, despite her significance. She inspired the local resistance against British forces. She was a skilled swordswoman, and horse rider, known for her bravery alongside Kunwar Singh during the 1857 Battle of Jagdishpur. She reportedly killed British soldiers and remained loyal to Kunwar Singh, despite personal conflicts and her love for Dalip Singh. After the rebellion's defeat, Bibi went into hiding. She entrusted her newborn twins to relatives for safety and disappeared from history, her fate and legacy remaining largely unknown.

Thus, the relationship between Dharmman Bibi and Babu Kunwar Singh was both personal and political, marked by partnership, respect, and shared involvement in resisting British colonial forces.

9. Conclusion

Dharmman Bibi's story exemplifies the overlooked contributions of courtesans to India's first war of independence in 1857. As a tawaif allied with Babu Kunwar Singh, she provided not only emotional and personal support but also material resources, intelligence, and active participation in the resistance, including mobilizing women and engaging in combat despite her postpartum vulnerability. Her actions challenge the colonial narrative that reduced courtesans to mere entertainers, revealing them as empowered figures with agency, cultural influence, and political acumen. Through folklore, local testimonies, and historical records, it becomes evident that Dharmman Bibi's bravery—such as her clever evasion of British demands and her unwavering loyalty—played a pivotal role in sustaining the revolt in Bihar for nearly a year. Yet, her legacy has been eclipsed by patriarchal and colonial historiographies that prioritize male leaders, marginalizing women from non-elite or stigmatized backgrounds.

This research underscores the need to reinterpret the 1857 Revolt as a multifaceted movement involving diverse actors, including courtesans who defied social norms to contribute to the anti-colonial cause. By integrating empirical data from site visits and interactions with local experts, alongside secondary sources like folk songs and literary works, the study demystifies the enigmatic lives of tawaifs and positions Dharmman Bibi as a symbol of resistance. Her invisibility in mainstream history reflects broader systemic erasures of women's roles in national narratives, perpetuated by post-colonial biases and Victorian moral frameworks that blurred the lines between artistry and immorality. Elaborating on her contributions enriches our understanding of the revolt, highlighting how courtesans' financial independence, networks, and cultural platforms enabled subtle yet powerful forms of defiance, such as boycotts, espionage, and funding insurgents.

Ultimately, Dharmman Bibi's tale is a vital thread in the tapestry of India's independence struggle, reminding us that freedom was forged not only by celebrated heroes but also by unsung heroines whose stories demand reclamation. Recognizing figures like her fosters a

more inclusive historiography, honoring the intersection of gender, culture, and politics in shaping national identity.

10. Suggestions

1. Future research should prioritize digitizing and analyzing local folklore, archives, and oral histories from regions like Bihar to uncover more details about lesser-known participants in the 1857 Revolt, particularly women from marginalized communities.
2. Educational curricula in India should incorporate modules on the roles of courtesans in anti-colonial movements to challenge stereotypes and promote gender-inclusive history teaching.
3. Preservation efforts, such as restoring sites like Dharmman Bibi Square and mosques, along withcommunity-led initiatives like folk drama festivals, could help commemorate her legacy and raise public awareness.
4. Collaborative studies between historians and feminist scholars are recommended to explore comparative analyses of courtesans' roles across different Indian regions during colonial resistance, using interdisciplinary approaches like cultural anthropology and gender studies.
5. Policymakers and cultural institutions should support exhibitions, documentaries, and publications focused on unsung heroines to bridge.

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Faculty Research in Higher Education Institutions: An Overview

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ABSTRACT

Faculty research is a critical component of Higher Education Institutions, driving innovation, advancing knowledge, and enhancing the academic experience. It plays a very important role in creation of new knowledge. Universities are the place for higher learning and plays significant role in construction of new knowledge. This paper examines the importance of faculty research and factors influencing research productivity. It also delves into issues and challenges in faculty research. It highlights the strategies for promoting robust research culture within higher education institutions. It also highlights the provisions and recommendations of National Education Policy 2020 in promoting modern universities from Teaching-intensive institutions to Research-intensive institutions for future, aligning them with global standards,and fostering a vibrant academic environment in higher education institutions of India.The establishment of the National Research Foundation under the National Education Policy 2020 represents a promising step toward revitalizing research in Indian universities. However, sustainable improvement will require consistent investment, institutional commitment, and a fundamental cultural shift that prioritizes research excellence alongside teaching quality. The primary role of the faculties will be of the facilitations and drivers of research. Research culture must be promoted in universities and students must be encouraged to do quality research to contribute not locally but globally.

1. Introduction

The role of a faculty member in higher education has evolved significantly, extending beyond the traditional duties of teaching to encompass research, project guidance, knowledge dissemination, and administrative responsibilities. Among these, research is a mandatory cornerstone of academic life, serving as a creative, systematic, and precise process for solving problems and creating new knowledge. The symbiotic relationship between teaching and research establishes universities as vital hubs for knowledge creation, ultimately driving academic advancement and societal progress.

Faculty research fulfills a number of critical functions by generating new insights, theories, and discoveries that expand human understanding. The quality of this research is directly influenced by the availability of strong infrastructure, adequate resources, and the talent of both students and scholars. Universities are key drivers of diverse research activities, including foundational, applied, interdisciplinary, and pedagogical research. The success of these endeavors hinges on core resources such as knowledge, competency, and values.

As modern universities become increasingly reliant on digital media, the faculty's role continues to adapt. This shift has led to a transition from a teacher-centric to a learner-centric curriculum, with research becoming an inseparable component of instruction. In the current knowledge era, where innovations are often market-driven, a symbiotic relationship between industry and education has emerged, making faculty research more critical than ever before.

This paper examines the current state of faculty research within the Indian higher education system. It provides a critical analysis of the key challenges that hinder research quality and productivity, while also highlighting the significant gap in research output between Indian institutions and their global counterparts. It critically analyzes the opportunities presented by the National Education Policy 2020 to transform teaching-intensive institutions into research-intensive ones. Through this analysis, the paper proposes strategic interventions to foster a vibrant research environment that aligns with international standards and supports national development goals.

2.Research Question

1. What is the current state of faculty research and productivity in Higher Education Institutions (HEIs) in India?
2. What are the key factors that influence faculty research productivity within Indian HEIs?
3. What are the challenges faced by faculty memebers in conducting research?
4. How can the provisions of the National Education Policy (NEP) 2020, particularly the establishment of the National Research Foundation (NRF), play role in promoting research intensive environments?
5. What strategic interventions and institutional reforms are necessary to transform teaching-intensive Indian universities into research-intensive institutions?

3.Research Objectives

1. To critically examine the significance and current status of faculty research in Indian higher education institutions.
2. To analyse challenges and systemic barriers hindering high-quality research output by faculty in universities.
3. To evaluate role of the National Education Policy (NEP) 2020 in fostering a research-oriented academic environment.
4. To propose strategic recommendations for promoting research excellence, improving infrastructure, and encouraging industry–academia collaboration in Indian HEIs
5. To highlight the evolving role of faculty as facilitators and drivers of research and knowledge creation.
6. To propose strategic interventions and policy recommendations for improving faculty research capacity and outcomes in Indian Higher Education Institutions.

4.Research Methodology

This research adopts a qualitative approach to critically examine faculty research in higher education institutions, focusing on the Indian context. The methodology is structured to address challenges, strategies, and policy implications in fostering a robust research culture. This research is based on secondary data and published works.

5. The Evolving University Research Landscape

5.1 Transformation of Universities

Modern universities have undergone significant transformation, becoming increasingly technology-dependent and dynamically adaptable. The teaching-learning process has shifted from being teacher-centric to learner-centric, with digital media playing a pivotal role in knowledge dissemination. This shift has been accelerated by global events such as the pandemic, highlighting the centrality of technology in educational delivery and research processes. The New Education Policy 2020 aims to facilitates existing teaching-intensive universities into research-intensive univesrties. For integrating research with teaching, it offers four-year undergraduate program with research intensive fourth year providing opportunity to involve students more deeply in research.

5.2 Research as a Core University Function

Research and innovation have emerged as core functions of universities globally. In advanced economies such as the United States, United Kingdom, Japan, South Korea, and China, universities serve as primary drivers of major research initiatives, often contracted by governments to undertake strategic investigations.

5.3 Industry-Academia Symbiosis

The relationship between industry and education has evolved into a symbiotic partnership, further emphasizing the importance of research in academic settings. This collaboration has transformed research paradigms, making them increasingly responsive to market demands and practical applications while maintaining scholarly rigor.

6. Challenges in Faculty Research

Despite the critical importance of research in higher education, faculty research in Indian universities faces several significant challenges:

6.1 Inadequate Research Funding

A primary constraint on faculty research in India is the insufficient allocation of funds.

- India spent 0.64% of its GDP on R&D in 2020-21.
- Other BRICS countries: Brazil (1.3%), Russian Federation (1.1%), China (2.4%), South Africa (0.6%), of its GDP on research.
- Developed countries generally spend more than 2% of their GDP on R&D.

This figure stands in stark contrast to countries like the United States (2.5%), Israel (4.3%), and South Korea (4.2%). Furthermore, a significant portion of these limited funds does not reach universities, further exacerbating resource constraints.

6.2 Limited Research Infrastructure

Many Indian universities, particularly state public universities, lack essential research infrastructure including well-equipped laboratories, advanced instrumentation, high-performance computing facilities, and comprehensive libraries. This infrastructural deficit severely constrains the scope and quality of research undertaken by faculty.

6.3 Insufficient Research Personnel

The researcher density is uneven globally.

The density of researchers in India remains significantly lower than in research-intensive countries. India has approximately 111 researchers per million population, compared to 423 in the United States and over 1,800 in Israel (Das, 2023). This disparity reflects both insufficient investment in human capital development and systemic barriers to research careers.

6.4 Lack of Research Culture and Mentorship

A pervasive challenge is the absence of a robust research culture in many Indian universities. This manifests as inadequate research nucleation, limited mentorship for emerging researchers, and ineffective knowledge transfer between generations of scholars. The absence of successful research models and mentors perpetuates a cycle of research underperformance.

6.5 Quality Concerns in Research Output

Research output from Indian universities often suffers from quality issues, including:

- Research undertaken primarily for promotional requirements rather than knowledge advancement
- Limited contribution to the field or practical applications
- Issues related to research ethics, including falsification, fabrication, and plagiarism
- Inadequate attention to methodological rigor and data integrity

7. Strategic Interventions for Enhancing Faculty Research

Addressing the challenges facing faculty research requires comprehensive and multi-faceted interventions:

7.1 Curricular Reforms

Integrating research components into undergraduate education can foster early research interest and skills development. Implementing play-based learning, discovery-oriented approaches, and experiential education at the secondary level can nurture curiosity and critical thinking, laying the foundation for future research capabilities.

7.2 Institutional Support Mechanisms

Universities should establish dedicated support structures including:

- Incubation centers for nurturing innovative ideas
- Innovation counseling services to guide nascent researchers
- Mentoring programs connecting experienced researchers with early-career faculty
- Research capacity development initiatives
- Collaborative research culture must be promoted

7.3 Recommendations of National Education Policy 2020

The National Education Policy 2020 offers promising directions for enhancing research, particularly through the establishment of the National Research Foundation (NRF). This foundation aims to support research in both STEM and non-STEM disciplines, addressing the current imbalance where social sciences and liberal arts research has been marginalized. The National Education Policy 2020 has recommended the establishment of National Research Foundation for promoting quality research culture in higher education. It is the apex body envisioned to provide strategic direction for research, innovation, and entrepreneurship across all disciplines. It aims to revitalize the research ecosystem in country and position India as a global leader in knowledge creation and innovation.

7.4 Collaborative Research Frameworks

Promoting rational collaboration among researchers can optimize limited resources and enhance research impact. This includes:

- Inter-institutional research partnerships
- Industry-academia collaborative projects
- International research networks
- Student-researcher initiatives and incubators

8. Research Quality Assurance

Implementing robust quality assurance mechanisms for research, including:

- Emphasis on publication in reputable indexed journals (PubMed, Scopus, SCI/SSCI)
- Attention to impact factors and citation metrics (h-index, i10-index, g-index)
- Rigorous ethical standards to prevent falsification, fabrication, and plagiarism
- Training programs on research integrity and ethical practices

8. Framework for Conducting Significant Research

To improve the quality and impact of faculty research, an approach must be systematic which is described as the following:

1. Area Identification involves carefully selecting among research domains. Expertise combined with institutional priorities should align these domains.
2. Problem Definition: Research problems and objectives should be articulated with clarity
3. Conceptual Mapping involves developing of a more thorough understanding. This relates to practice in the research area.
4. Problem Analysis: Do conduct an analysis that is thorough of the research problem.
5. Literature Review: Researchers perform an intensive review of literature to find knowledge gaps
6. Hypothesis Formulation: Develop testable hypotheses, so careful development is required. The development must be based upon identified gaps.
7. Research Design: Research designs should be sound in methodology.
8. Equipment Selection: It is important to seek out the proper tools and technologies for the research task.
9. Data Analysis: Strict computational procedures and analytical procedures are conducted then.
10. Conclusion as well as Intellectual Property: You should draw valid conclusions within reason, also you should consider patenting where applicable.
11. Knowledge Contribution: Generating incremental knowledge contributions to the field

9. Strategies for Research Funding

Securing of adequate funding is still vital for lasting of research. Those requesting funds must stress certain points.

1. Relevance: Research plans to reveal the worldwide and nearby importance.
2. Importance: Researchers should articulate the potential impact from findings.
3. Scope: The boundaries in addition to limitations involved with the research should be clearly defined in detail.
4. Timeline: Project timelines should be realistic along with being well-structured. A realistic timeline must be provided for approval.
5. Methodology: Strict research methods it details appropriately.
6. Value Addition involves unique contributions toward. Innovations are also highlighted by the research.
7. Infrastructure: It specifies tools for research that are required plus facilities.
8. Future Applications make up one section. This section is one that outlines some potential future developments that are coming from this research.

10. Conclusion

Faculty research in higher education institutions plays a critical role in knowledge creation, innovation, and national development. However, significant challenges persist in the Indian context, including inadequate funding, limited infrastructure, insufficient research

personnel, weak research culture, and quality concerns. Addressing these challenges requires comprehensive reforms, including curricular modifications, institutional support mechanisms, policy implementation, collaborative frameworks, and quality assurance systems.

The establishment of the National Research Foundation under the National Education Policy 2020 represents a promising step toward revitalizing research in Indian universities. However, sustainable improvement will require consistent investment, institutional commitment, and a fundamental cultural shift that prioritizes research excellence alongside teaching quality. By fostering a robust research ecosystem, universities can fulfill their mandate as centers of knowledge creation and contribute meaningfully to societal advancement and global knowledge repositories.

Suggestions

The study has wide-ranging implications for policymakers, university administrators, and faculty members. It helps to boost government and private sector investments in R&D to at least 2% of GDP to ensure transparent and efficient allocation of research funds to universities and researchers, with special initiatives for under-resourced institutions.

Upgrade Research Infrastructure

Establish and modernize laboratories, libraries, and digital facilities. Prioritize equitable distribution of research resources across regions and disciplines.

Promote Research Culture and Mentorship

Develop comprehensive mentorship programs pairing senior researchers with early-career faculty. Foster a vibrant, collaborative culture by supporting research seminars, workshops, and interdisciplinary projects.

Effectively operationalize the National Research Foundation and ensure the promised support reaches sciences as well as social sciences and humanities. Expand four-year undergraduate programs with dedicated research opportunities.

Strengthen Industry-Academia Partnerships

Encourage and incentivize collaborative research with industry through joint funding calls, innovation incubators, and knowledge transfer programs.

Integrate research skill development in undergraduate and postgraduate education.

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The Role of Educational Technology in Rural Schools: Opportunities, Challenges, and the Way Forward

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ABSTRACT

Educational technology (EdTech) has emerged as a transformative force in education worldwide, and in India, it holds particular significance for rural schools that have long struggled with issues of access, quality, and equity. This paper examines the role of EdTech in rural education by exploring its current status, the opportunities it offers, the challenges it faces, and possible ways forward. The study draws on secondary sources, including government reports, policy documents, and previous research, to provide a comprehensive understanding of how technology is reshaping rural education. It highlights that EdTech can improve access to quality resources, enable personalized learning, bridge learning gaps, and enhance teacher professional development, particularly when supported by platforms like DIKSHA, SWAYAM, and PM EVIDYA. The paper also points to private and NGO-led efforts, such as solar-powered smart classrooms and mobile-based learning, which have helped extend educational opportunities to underserved regions. However, challenges remain in the form of poor infrastructure, limited access to devices, inadequate teacher training, and socio-economic barriers. To maximize impact, strategies such as improved infrastructure, affordable devices, continuous teacher training, development of regional language content, and stronger public-private partnerships are recommended. By addressing these challenges through collaborative and inclusive efforts, educational technology can play a crucial role in bridging the rural-urban divide, thereby promoting equitable and quality education in line with the vision of NEP 2020. The findings suggest that EdTech is not merely a supplementary tool but a catalyst for long-term educational transformation in rural India.

Introduction

Technology has brought significant changes to every aspect of life, including education. Educational technology (EdTech) refers to the use of digital tools, platforms, and resources to support teaching and learning processes. In recent years, EdTech has been recognized as a powerful means to make education more engaging, interactive, and effective. In urban areas, schools widely use computers, smartboards, tablets, and online resources to enrich the classroom experience and support both teachers and learners. However, rural schools in India continue to face serious challenges such as limited infrastructure, shortage of trained teachers, poor internet connectivity, and lack of digital devices. These limitations create a gap between rural and urban education, affecting both quality and accessibility.

The Government of India, through the National Education Policy (NEP) 2020, has placed a strong emphasis on integrating technology into the education system. NEP 2020 highlights the importance of digital learning and the development of open educational resources to reduce the rural-urban divide. The policy envisions equitable access to quality education through the use of online and blended learning, educational apps, and teacher training programs. Several government initiatives, along with contributions from NGOs and private organizations, have been introduced to bring technology closer to rural classrooms.

Despite these efforts, the adoption of EdTech in rural India remains uneven. While success stories exist, many schools still struggle to fully benefit from digital resources due to socio-economic and infrastructural barriers. Therefore, it is essential to examine how EdTech is currently being used in rural schools, identify its opportunities, analyze challenges, and suggest strategies for better implementation. This paper aims to contribute to this understanding by reviewing existing literature, exploring ongoing initiatives, and providing recommendations to strengthen digital learning in rural India.

Objectives of the Study

The objectives of this study are:

- To understand the current use of educational technology in rural schools.
- To identify the opportunities and benefits EdTech offers to rural education.
- To analyze the challenges and barriers faced by rural schools in adopting EdTech.
- To highlight government programs and private initiatives supporting EdTech in rural areas.
- To provide recommendations for better adoption and effective use of EdTech in rural education.

Research Questions

Based on the objectives of this study, the following research questions are addressed:

- How is educational technology currently being used in rural schools in India?
- What opportunities does EdTech provide for improving rural education?
- What are the major challenges and barriers faced in the adoption of EdTech in rural schools?

- What government and private initiatives have been introduced to support EdTech in rural areas?
- What strategies can enhance the effective integration of EdTech in rural education?

Review of Related Literature

Kumar (2021) highlighted that digital tools such as tablets and smart classes increase student engagement and partly address teacher shortages in rural schools. Similarly, Goel and Singh (2021) stressed that while EdTech has great potential, its effectiveness depends on supportive policies and infrastructure. Meena (2022) emphasized the importance of teacher training, noting that technology alone cannot transform classrooms without skilled educators.

Rao (2020) showed that mobile-based platforms provide access to learners in remote areas, while Mishra and Jena (2022) confirmed their crucial role during the COVID-19 pandemic, though they also exposed the digital divide. Singh and Gupta (2023) discussed government initiatives like PM eVIDYA and DIKSHA, but Choudhury and Pal (2021) observed that rural schools still lag due to weak ICT infrastructure.

Sharma (2023) reported that digital classrooms enhance participation but are hindered by electricity shortages. Patel and Singh (2024) found that culturally relevant, local-language content improves student motivation, while Srivastava and Pandey (2023) highlighted mobile learning's role in inclusive education. Roy (2022) also noted that continuous ICT training boosts teachers' confidence and creativity.

Das and Verma (2021) observed that even with weaker infrastructure, rural students display adaptability and enthusiasm when exposed to digital learning. International agencies like UNESCO (2020) and the World Bank (2021) further emphasized that equitable access to technology is essential for educational transformation in developing contexts such as India.

Methodology

This study is based on secondary research and relies on qualitative analysis of existing literature, policy documents, and reports. Relevant academic journals, government publications, and authentic online sources were reviewed to collect data on the use of educational technology in rural schools. The selection of literature was guided by relevance to rural education, NEP 2020, and EdTech implementation in the Indian context. Both national and international perspectives were included to provide a comprehensive view. A descriptive approach was adopted to synthesize findings from different sources, identify recurring themes, and highlight gaps in existing research. This method allowed the paper to develop a holistic understanding of opportunities, challenges, and strategies for effective integration of EdTech in rural India.

Current Scenario of Educational Technology in Rural Schools

In the last decade, the Indian government and private organizations have made significant efforts to introduce technology in rural education. Many schools have started using smart classrooms equipped with projectors and internet connectivity, while some

states have distributed tablets and laptops to students. However, according to the Annual Status of Education Report (ASER, 2022), only about 30% of rural households have internet access and less than 20% of rural students reported using digital devices regularly for learning. This shows that digital adoption is still very limited in rural India.

The COVID-19 pandemic accelerated the use of online classes, even in rural areas. Government programs like PM eVIDYA and DIKSHA provided resources to students and teachers to continue learning during school closures. The DIKSHA platform alone has reached over 50 million learners through multilingual content. Private companies such as Byju's and Khan Academy launched free or subsidized digital courses, while NGOs helped by donating devices and training teachers.

Despite these positive developments, the integration of EdTech in rural schools remains uneven. Many villages still face challenges of poor internet connectivity, frequent electricity cuts, and lack of digital devices. As a result, while technology has reached some rural classrooms, a large majority of students in rural India are yet to benefit fully from EdTech initiatives.

Opportunities Provided by Educational Technology in Rural Schools

- **Access to Quality Content:** Students in rural areas gain access to digital textbooks, videos, quizzes, and interactive simulations. Platforms like DIKSHA and SWAYAM provide free, high-quality resources that were earlier available only in urban schools.
- **Personalized and Self-Paced Learning:** Digital platforms allow learners to study at their own pace, repeat lessons, and choose content based on their level of understanding. This flexibility is particularly helpful for first-generation learners.
- **Bridging Learning Gaps:** Recorded lessons and mobile-based apps help students catch up when they miss school due to agricultural work or migration. During COVID-19, over 80% of students who used DIKSHA reported it helped them continue learning (MHRD, 2021).
- **Teacher Professional Development:** Online training modules and webinars improve teachers' knowledge and skills. For example, the NISHTHA program has trained lakhs of teachers through digital platforms.
- **Language Inclusivity:** Availability of content in regional languages supports wider access. DIKSHA offers materials in over 30 Indian languages, making learning more inclusive.
- **Equity and Inclusion:** Technology can support differently-abled and marginalized students through audio-visual aids, captioning, and assistive tools, ensuring no learner is left behind.

Challenges and Barriers in Implementing EdTech in Rural Schools

- **Infrastructure Limitations:** Many rural schools face poor internet connectivity and frequent electricity cuts. According to ASER (2022), only 27% of rural households have a stable internet connection, making online learning difficult.

- **Lack of Access to Devices:** Smartphones, tablets, and computers remain expensive for many families. The National Sample Survey (2021) found that only 11% of rural households owned a computer, compared to 62% in urban areas.
- **Limited Teacher Training:** Many rural teachers lack confidence and training in using digital tools. Without professional development, the benefits of EdTech cannot be fully realized.
- **Socio-Economic Barriers:** Poverty, child labor, migration, and lack of parental awareness prevent students from making use of digital resources. For instance, during COVID-19, a UNICEF (2021) report showed that nearly 50% of rural students could not access online classes regularly.
- **Language and Cultural Barriers:** Although platforms like DIKSHA are expanding, digital content in regional languages is still limited, reducing effectiveness for first-generation learners and younger children.

Government and Private Initiatives Supporting EdTech in Rural Areas

- **PM EVIDYA:** Launched in 2020 under the "One Nation, One Digital Platform" initiative, it integrates all modes of digital teaching-learning. It includes 12 dedicated DTH TV channels, community radio, and online platforms, reaching millions of rural learners.
- **DIKSHA:** A flagship digital platform providing free e-content in over 30 Indian languages. As of 2022, it has recorded more than 5 billion learning sessions, making it one of the largest repositories of school education content in India.
- **SWAYAM:** An online platform offering MOOCs for school and higher education. Rural students and teachers can access quality courses from premier institutions at no cost.
- **Private Sector Efforts:** Companies such as Byju's, Khan Academy, and Vedantu have launched free or subsidized courses during the COVID-19 pandemic, helping rural learners continue their education. NGOs have distributed devices and conducted digital literacy workshops in remote villages.
- **Solar-Powered Smart Classes:** In states likeRajasthan and Odisha, solar-powered digital classrooms have been set up in remote areas without electricity, showing how innovative models can overcome infrastructural gaps.

Case Examples

Several case examples illustrate the potential of EdTech in rural India. During the COVID-19 pandemic, Byju's offered free access to its premium app, enabling thousands of rural students to continue their studies when schools were closed. In Rajasthan, solar-powered smart classrooms were introduced in remote villages without electricity, allowing children to access digital lessons even in challenging conditions. Similarly, the DIKSHA platform has become a successful model of multilingual digital content delivery, with resources available in over 30 Indian languages. These cases demonstrate that when government initiatives, private sector contributions, and innovative local solutions come together, technology can overcome barriers and create meaningful learning opportunities in rural areas.

Suggestions and the Way Forward

- **Improve Digital Infrastructure:** Expand internet connectivity and ensure uninterrupted electricity in rural areas through initiatives like Bharat Net and solar-powered classrooms.
- **Provide Affordable Devices:** Governments and NGOs should work together to supply low-cost tablets, smartphones, or shared community devices to students who cannot afford them.
- **Continuous Teacher Training:** Regular ICT training and workshops should be provided to rural teachers so that they can confidently integrate digital tools into their lessons.
- **Regional Language and Culturally Relevant Content:** More digital resources should be developed in local languages and aligned with the cultural context of rural learners.
- **Strengthen Public-Private Partnerships**: Collaborations between government, private companies, and NGOs can pool resources and expertise to create scalable digital solutions.
- **Awareness Among Parents and Communities:** Sensitization programs should be conducted to inform parents about the benefits of EdTech, ensuring community support for digital learning.
- **Inclusive and Equitable Access:** Special provisions must be made for girls, differently-abled children, and marginalized groups to ensure that technology reaches every learner.
- **Monitoring and Evaluation:** Regular assessments of EdTech initiatives should be carried out to measure effectiveness and make improvements based on feedback.

Conclusion

Educational technology has emerged as a vital tool for transforming rural education in India by addressing the persistent challenges of access, quality, and inclusivity. The findings of this study highlight that while platforms like DIKSHA, PM eVIDYA, and SWAYAM have opened new opportunities for students and teachers, widespread adoption of digital learning remains uneven due to infrastructural gaps, device unavailability, and socio-economic barriers. The research questions framed in this study revealed that EdTech offers immense potential for bridging the rural-urban divide, but its effectiveness depends on the availability of resources, teacher preparedness, and community participation.

To ensure long-term impact, it is not enough to introduce technology alone; it must be supported by policies, training, and continuous monitoring. Opportunities such as access to quality content, personalized learning, and inclusive language resources must be strengthened alongside strategies to overcome barriers like poor connectivity and lack of awareness. The way forward lies in collaborative efforts between the government, private sector, NGOs, and local communities to create sustainable digital ecosystems for rural schools.

In conclusion, EdTech should not be seen merely as an emergency solution during crises like COVID-19 but as a catalyst for educational transformation that can empower

rural learners, reduce inequality, and align India's education system with the vision of NEP 2020. With the right investments and partnerships, technology can help build a future where no child is left behind in the journey of learning.

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VEETHIKA

Integrating Indigenous Science with Formal Science Curriculum using the Two-Eyed Seeing Framework- Ethnographic Case of Zanskar Valley

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ABSTRACT

With massive, rapid, fast-paced development and globalization, the indigenous wisdom of Himalayan communities is at risk of erosion. Tribal Indigenous communities in India hold valuable Indigenous knowledge for sustainable development. Education can be used as a vital means to preserve, document, and disseminate a rich repository of Indigenous Knowledge. Formal education can restore this lost indigenous knowledge with the proper policy support, teacher training, and curriculum. Indigenous knowledge is formed by indigenous science, which adheres to the culture and perspective of indigenous society. Indigenous science as a context for science education promotes nature conservation value and sustainability awareness. Context in science education bridges abstract concepts with everyday life experiences. This paper explores the integration of Indigenous Science into formal science curricula at the middle stage, emphasizing its relevance in addressing demanding environmental challenges and preserving and disseminating invaluable cultural knowledge. Focusing on Zanskar Valley (a region inhabited predominantly by the indigenous "Boto or Bot" tribe) in Ladakh, India, a region rich in indigenous knowledge and wisdom but on the verge of losing it due to increasing accessibility due to better connectivity to the outer world, the study employs an ethnographic approach to document indigenous science, analyzes it thematically, and proposes its contextual incorporation into the middle-school NCERT science curriculum. The paper applies a truth-based epistemological framework (correspondence, pragmatic, and coherence theories) to identify and legitimize local practices suitable for science education under a Two-Eyed Seeing approach. The study involves documenting indigenous knowledge through in-depth ethnographic interviews and participatory observation, thematically analyzing the obtained data according to the themes of the existing NCERT science curriculum, and demonstrating integration strategies using Fogarty's four-step model. This paper further shows how schools can link formal science with living traditions by mapping indigenous knowledge from these tribes to NCERT themes, promoting cultural resilience, sustainability, and epistemic justice—fundamental principles of the National Education Policy 2020 and the Sustainable Development Goals (SDGs).

1.Introduction

Indigenous peoples globally have maintained unique perspectives, grounded in cultural experiences, that govern interactions among human, non-human, and other-than-human entities within particular ecosystems. These comprehensions and relationships form Indigenous knowledge, alternatively, traditional or Aboriginal knowledge. People sometimes use the words "knowledge," "belief," and "tradition" to characterize Indigenous ways of knowing vaguely and interchangeably. Indigenous knowledge is transmitted formally and informally among kin groups and communities through social interactions, oral traditions, ritual practices, and various activities (Bruchac, 2014). National Curriculum Framework for School Education (NCF-SE) 2023 defines indigenous knowledge as the knowledge that an indigenous (local) community accumulates over generations of living in a particular environment.

One of the most important things on the national and global agenda is protecting biodiversity for future generations while striving to learn about and record how indigenous people manage resources. Because indigenous knowledge has allowed its bearers to live in "harmony" with nature, which has allowed them to use it in a way that is good for the environment, it is considered very important to talk about how to use resources in a way that is good for the environment. (Farooquee et al., 2004).

In this fast-paced world, where we are working hard to keep up with the speed of scientific progress and modernism, we need to protect the indigenous knowledge, but a lot of it is not used or shown enough. It is essential to contemplate the methods and mechanisms for preserving and transmitting indigenous knowledge throughout generations. School curriculum is the most effective way to shape young minds with varied worldviews; hence, it can be important to teach indigenous knowledge elements in schools. Science, as a field that studies the connections between the natural, physical, and social worlds, provides a broad framework for examining the knowledge and practices of indigenous communities and reflecting on them to develop various viewpoints and interpretations. (Welden et al., 2021).

A. Ladakh- A living repository of Indigenous Knowledge

Indigenous knowledge has been passed down through generations in the Himalayas, home to various ethnic tribes, which has helped people survive and adapt to such a harsh environment. Due to isolation, local customs, oral histories, and environmental knowledge were protected in the past, but things have evolved quickly in recent decades. These communities are increasingly affected by modernization. New lifestyles, technologies, and outside influences often clash with local values. For instance, road construction and tourism in the Zanskar Valley have made communication easier.This has generated economic opportunities, but researchers warn that traditions and indigenous practices risk extinction due to changing lifestyles. Thus, preserving Indigenous knowledge in these areas is crucial for cultural identity and sustainable development. Conservation and educational initiatives, such as participatory documentation and curricular integration, are becoming more vital to stop loss and pass on knowledge.

Ladakh has five valleys: Indus, Nubra, Changthang, Suru, and Zanskar. This study examines documentation of indigenous knowledge in the Zanskar Valley. The valley, located north of the Himalayas west of Leh at elevations between 11,000 and 14,000 feet, is the most beautiful in Ladakh. The poorly vegetated Indian trans-Himalayan region covers 186,000 km^2 above the natural tree line. The Zanskar valley is surrounded by towering mountains and the Zanskar River, isolating it from the rest of Ladakh (Jishtu et al., 2025).

2. Objectives

This study focuses on two main objectives-

1. To identify the indigenous knowledge of the Bot or Bodo tribe of Zankar Valley for integrating into Ladakh's secondary stage science curriculum.
2. To validate the indigenous knowledge as legitimate science via a truth-based epistemological framework and propose a systematic plan for integration.

3. Rational

Indigenous knowledge, in many ways, is complementary to science rather than contradictory, as it is built on intense, continuous observation by generations over time, and observation is a well-accepted tool in science (Agrawal, 1995). Research indicates conflicts between formal science and indigenous knowledge. Science, deemed universal, differs from indigenous knowledge, which is rooted in distinct cultures and experiences. While Western science is frequently considered the standard, indigenous wisdom offers a holistic view of the world, while science focuses on its pieces. Most tribal students in India struggle to comprehend class courses, according to existing research. The fundamental reason is its lack of relevance to their daily lives (Wright et al., 2019; Tigga & Krishnan,2024).

4. Methodology

For objective 1, the researcher used a qualitative research approach to conduct the study. Rooted in ethnographic methods to collect data, participant observation, semi-directed ethnographic interviews, immersive field visits, and living with the community for around six months (July- October 2024, April- May 2025), helped researchers gain in-depth insight into Indigenous knowledge of the tribe. Researchers participated in the Zanskar cultural festival 2024, including two weddings and other events and rituals, to understand and observe the imbibed indigenous knowledge.

For in-depth ethnographic interviews, participants were selected through chain referral based on their expertise in indigenous knowledge, until saturation of informants. With a diverse age group and gender, 32 participants were interviewed based on snowball sampling to ensure rich and relevant data would be collected firsthand for the first objective. Multiple times, local interpreters were used to overcome language barriers, though many could speak good Hindi.

During the field work, most of the time locals questioned me about the purpose of my research and the benefit to the community of this work. Though most of the informants were older, perhaps they understood my research work and supported it with great warmth

because they were genuinely concerned about the loss of indigenous wisdom due to the influence of modernity on their future generation. The community was welcoming enough for me once I was introduced by the gatekeepers, whose trust I had to win initially by explaining my purpose and intentions behind choosing them.

For objective 2, the researcher completely relied on the literature review to explore truth-based epistemological framework and integration strategies.

5. Findings / Discussion

A. Two Eyed Seeing Approach –

Two-Eyed Seeing focuses on the importance of seeing the world through both the eyes together to benefit all, one eye using the strengths of Indigenous worldviews and the other eye using the strengths of Western worldviews (Wright et al., 2019).

There is a total of seven themes in the middle stage of the NCERT Science curriculum.

1. Food
2. Materials
3. The World of the Living
4. How Things Work
5. Moving Things, People, and Ideas
6. Natural Phenomena
7. Natural Resources

B. Epistemological justification

Epistemology is the branch of philosophy that examines knowledge, focusing on the concepts of truth, belief, and perception. Knowledge constitutes justified true belief, while epistemology examines the foundations for endorsing such views (e.g., statements, sentences, propositions, etc.) (Bernecker & Pritchard, 2011;Zinyeka et al., 2016). The correspondence, pragmatic, and coherence theories of truth constitute the foundation for the examination and acceptance of knowledge claims in numerous contexts (Audi, 1995;Zinyeka et al., 2016).

The correspondence theory states that a knowledge assertion or belief is true if it has an observable and empirical basis that matches it. However, it does not account for moral and mathematical ideas, hence it cannot be considered a universal theory of truth. The pragmatic theory defines truth as practical problem-solving. The coherence theory asserts that a belief is considered true when it is part of a cohesive and harmonious system of accepted beliefs and knowledge. Beliefs are recognized as true when they fit into existing systems. The coherence theory of truth can enable the integration of 'mysterious' IKS characteristics in science education (Zinyeka et al., 2016).

This study's conceptual framework included the above truth theories.

Table 1: Illustrates major scientific concepts from the 7 themes provided by NCERT, backed by the scope of integration with epistemological justification.

Major Concepts	Scope of Integration/ISc	Epistemological justification
Components of Food (Balanced diet)	Four pillars of life: *tsampa* (barley flour), meat, salt, and tea. Barley flour is a source of carbohydrates, along with wheat and black pea; black pea gives amino acids as well. Sea buckthorn is rich in vitamin C and antioxidants. Butter tea provides hydration and maintains electrolyte balance in high-altitude regions. Dairy products like Meat, Curd, Milk, Butter, and Cheese deliver proteins, calcium, and probiotics.	It supports the Correspondence theory as nutritional benefit is observable and measurable. Pragmatic, also, as it solves survival needs in such harsh terrain.
Threshing, Winnowing Sedimentation Filtration Condensation	(Using yaks and *dzhos*)- Mechanical separation using kinetic energy. (Using wind currents)- employing differences in mass and density between grain and chaff. (Using *Kuhls* for grain washing)- Gravity-induced separation (Handmade sieves enable physical separation for *chhang,* passing liquid, and trapping solid)- porosity. *Chhang* is concentrated on making *arak*- Phase change (heating causes evaporation & cooling causes condensation)	These principles are supported by observation and repeatability (correspondence); having Practical significance (pragmatic)
Fertilizers Irrigation Crop Rotation Harvesting Food Storage and Preservation	Use of nightsoil (human excreta) for soil enrichment returns organic nutrients to the soil and improves fertility. Distributing water through *Kuhls* reflects conservation of energy, and water reaches everyone in the village. A field is divided into three parts for wheat, barley, and black pea, and rotated every year for crop resilience and better yield. Wheat and barley are uprooted while the roots of peas are left, only cut with a sickle, so that legumes can fix the nitrogen cycle. Various methods to store food in underground, clay pots, or air-dried, or kept in animal skin and stomach. Storing food in	Measurable impact (correspondence); Solves food security challenges (pragmatic)

 Nitrogen fixation	*panga, laptong, churches, chechong, pitzey, dzama*, and by dehydration. Leguminous plants like the pea help in nitrogen fixation.	
Microorganisms (Fermentation)	Fermented food and beverages are staples in the diet, like barley, which is fermented to make local alcohol, i.e, *chhang*. Fermented bread, *kambiri*, is made on several occasions and at community gatherings.	Demonstrable biochemical changes (correspondence); Problem-solving in food preservation (pragmatic)
Weaving Natural Dyes Absorption and diffusion, capillary action Physical change Chemical change Binder Metal, Non-metal Heat Combustion and Flame	Various clothing items are made by people themselves, for which they collect sheep wool to make *Jato, Konche* (robes), and *Nambu*. Various natural dyes exist in the region, which are used to colour multiple surfaces like mane, home, gompa, and fabrics. Some prominent dyes are *Nalo*- yellow, *Tstot* -Brown, *Demok*- Red yellow, Rhubarb roots- yellow to gold red, *Artsay* roots- brown, *Nagpaseldom* - *phuktar* yellow, *Karsi* - white from karsha', *Chankmo* -black. Clothing materials are tie-dyed, which shows the principle of differential absorption and diffusion, capillary action, and the chemistry of solubility and binding. Various activities like grinding grains, weaving fabrics, fermentation, and dyeing are examples of physical and chemical changes. Hide glue is made from animal hide (animal skin) and is often used in woodworking, which is a natural adhesive due to their strength, flexibility, and biodegradability derived from animal byproducts. "Zangskar," which means white copper, *Chuzang*, or copper covered in snow or white stones, is common in Zanskar. Double-storeyed vernacular architecture retains heat in winters due to the underground living of livestock; the Trombe Wall is one of the latest ways locally used to keep water in liquid form in sub-zero	Empirical repeatability (correspondence); Utility in clothing and aesthetics (pragmatic) Observable phenomena (correspondence); Addresses practical needs (pragmatic)

	temperatures. Cow dung is used for combustion. Using an edelweiss flower called *Tsa* and a white colored stone called *chado* to ignite fire. Gunpowder used to be made locally, sourced from local ingredients for hunting purposes.	
River Mountain ranges Glaciers Lakes Soil Climate Flora and Fauna Animal Adaptation and Domestication/ Crossbreeding	Zanskar is dominated by three main rivers: the Stot River, the Zanskar (formed by the confluence of the Stot and Luknak Rivers), and the Luknak River. The region is surrounded by the Northern face of the Great Himalayan Range and the Zanskar Range. Zanskar hosts several glaciers, including the large Drung Drang Glacier (source of the Stot River) and Shingo La Glacier. Sani Lake is very sacred in the region. Soils in Zanskar are largely sandy loam with low organic matter and poor water retention. Zanskar experiences extreme cold winters (down to -40°C), mild summers (up to 25°C), and very dry conditions with low rainfall but heavy snowfall. Winds are strong and dusty in summer. The Zanskar Valley's harsh, cold desert environment supports hardy flora such as sea-buckthorn, alpine meadows with edelweiss, medicinal plants, and cultivated crops like barley, potatoes, and lentils at lower elevations. The fauna includes domestic animals like yak and dzo, alongside wild species such as the snow leopard, Himalayan blue sheep (bharal), ibex, marmots, and various birds like ravens and redstarts. Some of the domesticated animals are ponies, asses, horses, sheep, goats, yaks, and dogs. The yak is a prominent animal in Zanskar. It is also called the "ship of snow." The herders relied on highland pastoralism and set up temporary villages called doksa. They raise yaks, cows, *zhomo*, and	Observable and factual data (correspondence); Determines daily life and occupation (pragmatic)

	zho(hybrid) in doksa. The doksa make milk, butter, and *churphay*, which is dried cottage cheese.	
Watermills Tools Traditional Roof *Yogdo*	*Rantak*, the traditional watermill in Zanskar that is powered by fast-moving water, is used to grind wheat, barley, and peas. The village's experts make it using materials that are easy to find in the area. During the winter months, most of the mills stop working because the water and the turbine freeze. Soft branches of green willow are woven to make this special traditional door called a *shak*. The thick stem of willow or poplar is cut and then finished and carved in such a way that it makes a bowl-shaped trough. *Zem* is a wooden barrel used to store chhang and grains, etc. *Khem* is used to remove snow from the terraces of their houses and is also used in spreading night soil and dung in field crops. A spherical, traditional wooden tool used to make butter. It lets raw milk sit still for a few days so that it can ferment. For ploughing, a wooden tool is used. A conical-shaped basket used to carry stuff is woven of soft willow twigs. The comb-like structure with a long handle, built of a willow tree, is used to level the field after plowing. Traditional roofing resembles a beautiful braided roof composed of poplar and willow (*changmaa*). Willow twigs are cut into 4–5-foot chunks and set flat on the roof, thick poplar logs into 10–15-foot pieces, and then put them vertically under thin willow twigs to support them. A second big poplar log is placed in the middle for support. *Yogdo* is a traditional tool used to hurl stones at a distance. It's a sling, harnesses the principles of physics to achieve remarkable accuracy and power. A stone in the sling can be pulled back to gain energy. Potential energy becomes kinetic energy when the	Mechanical function is measurable and repeatable (correspondence). Improves efficiency in daily work (pragmatic)

Looms	sling is released. Sling centrifugal force pushes the stone outward. Release timing is crucial. The stone moves most when the sling is highest and centrifugal force is strongest. *Thag sha* or foot loom is a common type of loom used in Zanskar by weavers.	
Force Friction Sound Pressure Moving objects	*Mane* stone carving requires the application of impact force with chisels and hammers to carve and shape the rock; the same applies while making stone utensils, which are common in the region. In Barrel making, during the assembly of wooden panels, hoops are hammered tightly with considerable force around the staves to achieve a seal, demonstrating compressive and tensile forces, and when liquid is filled in, it swells the micro-pores in the barrel due to capillary action, reducing permeability and preventing leaks. In *Rantak's* grinding stones, the force from rotating the top stone grinds grains between the two surfaces. This force acts tangentially, causing mechanical abrasion and reduction of particle size, demonstrating friction and pressure principles in physics. The traditional music of Zanskar includes instruments like *Khakong* (sitar), *Daph (Dafli), Daman, and Surna.* Water mills use the pressure of water to churn butter or grind flour. Measurement of time is done by *niythopa* for agricultural activities, tracking the sun's movements periodically.	Science principles demonstrable (correspondence); Social/practical benefit (pragmatic)
Weather Prediction, Astronomy, and Environmental Observation	When *Karma Rishi/ Sapta Rishi* are visible in the night sky, their light is said to possess special healing powers that transform all water into a healing nectar. Migratory golden eagles bring winter with them, and if you have not harvested your wheat fields, they will wilt.	More inclined towards spiritual beliefs, hence coherence.
Sustainable Resource Use	Sacred shrubs of wild rose are not allowed to be cut; the number of sea buckthorn and	Measurable impact (correspondence);

Waste Management Water Harvesting Mountain products	juniper cuttings is limited per person to show sustainable resource use. Mountains' deities are worshipped, and hunting of Ibex and fish is not allowed. Sacred Mountains- *Gonboronjung, Chaurat la, Phobrang.* *Bhutachomo*- A 200-year-old poplar tree, not even a leaf or branch has been picked from this tree. Dry toilets, which use no water and make organic compost manure out of their waste in fields. People carry their own utensils, like a spoon, a cup, and a plate, to public gatherings, which minimizes the waste. After death, the belongings of the deceased are auctioned, which showcases indigenous solutions for waste reduction. Zings (village water tanks) are used to store water for multiple purposes. Hot springs are considered sacred and a resource for conservation. Flowers and leaves of *Khmapa,* used as an antibacterial, are dried and used as incense. Medicinal Plants found in the region, like Meconopsis aculeate, Rhodiola tibetica, Rheum australe, Epilobium lantifolium, and Artemisia dracunculus, are highly used to prepare medicine for curing various diseases in Sowa rigpa.	Practical problem-solving (pragmatic), harmonious and accepted beliefs (coherence) Observable practices (correspondence); Utility for health/irrigation (pragmatic); Cultural-holistic logic (coherence)

C. **Systematic way of integration-**

The Four-step model suggested by Fogarty can be used to integrate Indigenous science into formal science curricula.(Handayani et al., 2018); (Fogarty, n.d.).

1. **Fragmented/Cellular:** Indigenous knowledge and formal science are studied separately in an isolated system. Each is considered a distinct discipline and comprehensive in itself. Indigenous knowledge and formal science are considered independent of each other. The aim of this fragmented step was that the sincerity of each knowledge area was left untainted.
2. **Connected**: After analysis, the results of each knowledge system are studied in fragmented steps, connected based on themes, concepts, topics, and subject areas. Both knowledge systems start to penetrate each other. Like osmosis, the knowledge system

with more concentration, i.e., traditional ecological knowledge, starts to penetrate formal science. This is done deliberately to correlate indigenous knowledge within a discipline. By connecting within a discipline, one will perceive the big picture and a focused study, allowing one to review, reconceptualize, and assimilate ideas.

3. **Sequenced:** In the next step, alignment is done to examine the relationship between the two knowledge areas in depth and detail, where the universe of traditional ecological knowledge and science classrooms were linked and correlated. This is done to arrange the topics, concepts, themes, and skills that were similar between the two.
4. **Integrated:** This step involves identifying overlapping skills, knowledge, and attitudes when developing a curriculum. The two fields of knowledge become interrelated due to the integrated model and promote cross-disciplinary understanding. To achieve the desired competency in students, both kinds of knowledge are combined to form a new curriculum.

5. Conclusion & Implications

According to the United Nations Declaration on the Rights of Indigenous Peoples (U.N. Assembly, 2007), Indigenous peoples have the right to culturally relevant education. Indigenous Peoples have the right to an education that is in line with their own teaching and learning methodologies, according to Article 14 of the Declaration, and their education should take into account the diversity of their cultures, customs, histories, and goals, according to Article 15 (Sánchez Tapia et al., 2018). With this inclusion of indigenous knowledge in the formal science curriculum at the middle stage, learning will be more culturally relevant and contextual for Indigenous learners. It will increase their engagement and motivate them to pursue their rich cultural heritage. They would be able to connect their surroundings to the classroom.

Indigenous learners gain firsthand knowledge from the community in their context, like livestock management, agriculture, health, healing, religious aspects, Indigenous crafts, language, etc. When they bring it to the table in the classroom, some of the information can be discarded by not stating it as science, but the community values it. Though formal science might reject such knowledge, socio-cultural factors in science learning are now accepted worldwide (Aikenhead & Michell, 2011). It will make learners appreciate their own culture rather than feeling backward. It will significantly contribute to cultural inheritance and connect learners to their community (Chiang & Lee, 2015). To connect the gaps and build meaningful learning for Indigenous learners, indigenous knowledge in the science curriculum holds the potential so that native learners do not feel separated from their environment (Handayani et al., 2018). To properly recognize this knowledge, NEP 2020 also supports its inclusion in the curriculum.

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Effectiveness of E-Content in Enhancing Students' Achievement in Science

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ABSTRACT

The study aimed to examine the effectiveness of teaching through e-content compared to traditional classroom instruction in enhancing students' achievement and retention in science. The independent variable was the teaching method, comprising two approaches: e-content-based instruction and conventional teaching. Two separate experiments were conducted to ensure comprehensive results: Experiment 1 with Standard X students from an urban school and Experiment 2 with Standard X students from a rural school.

Two equal groups (experimental and control) were formed in each experiment using a self-constructed achievement test based on the Standard VIII and IX syllabi. The experimental group received instruction through a specially developed e-content program covering two units of the Standard X science curriculum, while the control group was taught using the conventional classroom method. The study employed a "two-group post-test only" design. Achievement tests were administered immediately after instruction, and retention tests were conducted after five weeks.

Data analysis showed that students taught with e-content achieved significantly higher scores in both achievement and retention compared to those taught using traditional methods, in both urban and rural settings. The findings emphasize the potential of e-content as an effective teaching tool for enhancing learning outcomes in science education.

1. Introduction

The rapid integration of digital technologies into education has reshaped pedagogical practices worldwide. In India, the National Education Policy (NEP) 2020 calls for embedding Information and Communication Technology (ICT) into teaching–learning processes to foster experiential, competency-based, and inclusive education (Ministry of Education, 2020). In the context of science education, e-content, digital instructional material that may include text, graphics, audio, video, animations, and interactive simulations, has emerged as a promising medium for enhancing conceptual understanding and engagement.

Despite widespread advocacy, the actual impact of e-content on student achievement remains a subject of empirical investigation, especially in Indian secondary schools where resource disparities, teacher preparedness, and curriculum alignment influence implementation outcomes.

1.1 Background and Rationale

Science education at the secondary level aims to cultivate critical thinking, problem-solving, and application skills. However, traditional textbook-based and lecture-centric instruction often falls short in sustaining student interest and in addressing diverse learning needs (Rana, 2022). E-content, grounded in Mayer's (2009) Multimedia Learning Theory, leverages dual-channel processing, contiguity, and redundancy principles to optimize cognitive engagement.

Recent empirical studies in India (Kaur & Sharma, 2023; Sharma & Gupta, 2021) have demonstrated gains in student achievement and retention when e-content is integrated with active teacher facilitation. Yet, others (Bansal, 2020) caution that without digital literacy skills and pedagogical adaptation, e-content may not yield significant benefits.

The present study addresses this gap by conducting a controlled classroom experiment to determine whether e-content can significantly improve science achievement and retention among Class IX–X students, and whether the findings align with NEP 2020 goals.

Review of Literature

Research on the effectiveness of e-content in enhancing student achievement has its foundations in constructivist theories of learning. Duffy and Jonassen (1992) emphasized that technology-mediated instruction should encourage learners to actively construct knowledge in interactive and problem-rich contexts, while Jonassen and Roher-Murphy (1999) further argued that activity theory provides a strong framework for designing such environments. These perspectives are particularly significant in science education, where conceptual understanding depends on inquiry, exploration, and problem solving rather than rote memorization.

Empirical studies show that e-content compares favourably with traditional instruction. Abasques (2002) found that students taught through e-learning methods

performed better than those taught through conventional approaches in introductory accounting. Similarly, Whattananarong (2002) observed that internet-based teaching improved learner performance and access to educational resources. In the Indian context, studies reviewed in Buch's (1991) Fourth Survey of Education Research also confirm growing acceptance of technology-enhanced learning strategies.

Discipline-specific research has consistently highlighted positive impacts of e-content in science and related areas. Jyothi (2002) and Vansanthi and Hema (2003) demonstrated that computer-assisted instruction significantly enhanced achievement in chemistry. Malliga (2003) reported that interactive multimedia presentations were more effective than static modes in improving higher secondary students' understanding of chemistry concepts. Dobrzanski and Brom (2008) further showed that e-learning facilitated mastery of abstract concepts in materials science through simulations and visualizations. Parallel studies in mathematics (Jothikani & Thiagarajan, 2004) and history (Joy & Shajju, 2004) also affirmed the cross-disciplinary benefits of multimedia-assisted instruction.

Despite promising results, gaps remain. Many studies are limited to small samples and short interventions, with inconsistent measures of achievement ranging from recall to conceptual understanding (Koul, 2006). Long-term retention and transfer of learning remain underexplored. Nevertheless, the accumulated evidence strongly indicates that well-designed e-content, when grounded in sound pedagogy, incorporating interactivity, and supported by multimedia principles, can significantly enhance students' achievement in science.

3. Objectives of the Study

The present study was conducted with the following objectives:

- To compare the achievement scores of students taught Science through e-content and those taught through traditional methods in urban schools.
- Compare the achievement scores of students taught Science through e-content and those taught through traditional methods in rural schools.
- Examine the difference between pre-test and post-test achievement scores of students taught Science through e-content in urban schools.
- Examine the difference between pre-test and post-test achievement scores of students taught Science through e-content in rural schools.

4. Hypotheses of the Study

The null hypotheses formulated for the present study are as follows:

- **H_{01}:** There is no significant difference in the mean achievement scores of students taught Science through e-content and those taught through traditional methods in urban schools.
- **H_{02}:** There is no significant difference in the mean achievement scores of students taught Science through e-content and those taught through traditional methods in rural schools.

- **H_{03}:** There is no significant difference between the pre-test and post-test mean achievement scores of students taught through e-content in urban schools.
- **H_{04}:** There is no significant difference between the pre-test and post-test mean achievement scores of students taught through e-content in rural schools.

5. Method of the Study

Given that the present study aimed to determine the causal effect of teaching through e-content on students' achievement and retention, the experimental method was employed. This method was considered most appropriate, as it allows the researcher to control variables, manipulate the independent variable (teaching method), and observe its impact on the dependent variables (achievement and retention). The experimental design adopted was the two-group post-test only design, implemented separately in both urban and rural settings to enhance the comprehensiveness and generalizability of the findings.

6. Experimental Design

In the present study, two equal groups, the control group and the experimental group, were formed based on scores obtained from a self-constructed achievement test in science covering the Standard VIII and IX syllabus. The grouping was conducted using the pairing method to ensure that both groups were equivalent in prior knowledge.

The study employed a Two-Equal-Groups Post-Test Only Design. In this approach, the experimental group was taught using e-content, whereas the control group received instruction through the traditional classroom method. Following the instructional phase, both groups were administered a post-test to evaluate their achievement levels. Furthermore, a retention test was conducted four weeks later to examine the extent of long-term knowledge retention.

Population and Sample Selection

The population of the present study comprised students of Standard X from secondary schools located in the Delhi NCR.

For group selection, a self-constructed achievement test in the science subject, based on the Standard VIII and IX syllabus, was administered to Standard X students. Based on the obtained scores, the mean and standard deviation (S.D.) were calculated, and students were assigned to two equal groups, experimental and control, using the pairing method to ensure equivalence in prior knowledge.

The experiment was conducted in two phases:

Experiment 1: Students from an urban school.

Experiment 2: Students from a rural school.

In each experiment, two equal groups were formed as shown in Table 1.

Table 1: Number of Students in Control and Experimental Groups in Both Areas

Experiment No.	Area	Control Group (No. of Students)	Experimental Group (No. of Students)	Total Students
1	Rural	30	30	60
2	Urban	30	30	60
Total		**60**	**60**	**120**

7. Preparation of E-Content-Based Teaching Programme

The e-content-based teaching program was developed for two units of the "Chemical Substances – Nature and Behaviour" section from the Standard X science syllabus. The content was organized systematically, incorporating multimedia elements such as text, images, audio, and video to enhance understanding and engagement. The instructional design followed a learner-centred approach, ensuring that the material was interactive, visually appealing, and aligned with the learning objectives of the curriculum.

The e-content was created with educational software tools, ensuring compatibility with typical school computer systems. The program included lesson presentations, animations, practice exercises, and self-assessment quizzes to reinforce learning and give students immediate feedback.

8. Construction of Tools

The investigator developed a final compiled achievement test based on the two selected units of the Standard X science syllabus. The test was designed to measure both immediate learning outcomes (achievement) and long-term retention. The items were prepared in alignment with the learning objectives and curriculum requirements, ensuring content validity.

9. Data Collection

After the experimental teaching, the compiled achievement test was administered to both the experimental and control groups to obtain post-test scores. Assess long-term memory retention, the same test was re-administered to the same students after a gap of four weeks. Scores from both administrations were recorded, and the difference between post-test and retention test scores was calculated for each student.

10. Classification and Analysis of Data

The collected data were classified area-wise (urban and rural) and group-wise (experimental and control). Statistical techniques such as Mean (M), Standard Deviation (SD), and Standard Error (SE) were applied to the post-test and retention test scores. The Critical Ratio (CR) test was employed to compare the mean scores between groups and areas. All null hypotheses formulated for the study were evaluated using these statistical methods.

Table 2: Testing of Hypotheses

No.	Hypothesis	t-value	Level of Significance	Result	Decision on Null Hypothesis
H_{01}	There is no significant difference in the mean achievement scores of students taught Science through e-content and those taught through traditional methods in urban schools.	2.18	0.01	Significant	Not Accepted
H_{02}	There is no significant difference in the mean achievement scores of students taught Science through e-content and those taught through traditional methods in rural schools.	2.26	0.01	Significant	Not Accepted
H_{03}	There is no significant difference between the pre-test and post-test mean achievement scores of students taught through e-content in urban schools.	0.43	0.01	Not Significant	Accepted
H_{04}	There is no significant difference between the pre-test and post-test mean achievement scores of students taught through e-content in rural schools.	0.76	0.01	Not Significant	Accepted

11. Findings

Based on the analysis and testing of hypotheses, the major findings of the study are as follows:

- In both urban and rural schools, students taught through e-content scored significantly higher in the post-test achievement scores compared to those taught through the traditional classroom method.
- The improvement in achievement scores due to e-content-based teaching was observed consistently across both urban and rural contexts.

- There was no statistically significant difference between the retention scores (gain scores) of students taught through e-content and those taught through traditional teaching in urban schools.
- Similarly, in rural schools, retention scores did not differ significantly between the e-content and traditional teaching groups.

These findings indicate that while e-content is highly effective in improving immediate academic achievement, it does not necessarily lead to significantly higher long-term retention compared to traditional teaching methods.

12. Conclusion

The present study examined the effect of teaching through e-content on the educational achievement of students in the subject of science. While the scope of the research was limited to a few selected units and a small sample size, and therefore the findings cannot be generalized to all contexts, the results demonstrate the potential of e-content as an effective instructional tool for enhancing student achievement.

Despite these limitations, the study provides valuable insights that can inspire subject teachers, students, and education practitioners to explore and integrate e-content into teaching-learning processes. The findings highlight that e-content can significantly improve immediate learning outcomes, offering a more engaging and interactive alternative to traditional classroom methods.

It is hoped that this modest effort will contribute to the growing body of knowledge in the field of educational technology and encourage further research with broader content coverage, larger samples, and varied subjects to realize the potential of e-content-based teaching fully.

Recommdentions

Investigator conducted study on Effectiveness of E-Content in Enhancing Students' Achievement in Science. A study can be conducted on the following.

- Comparative studies of e-content effectiveness across different subjects (e.g., Mathematics, Social Sciences) and grade levels.
- Longitudinal studies to examine the long-term impact of e-content on students' retention and academic performance.
- Research on the role of e-content in fostering higher-order thinking skills, creativity, and problem-solving.
- Studies exploring students' and teachers' perceptions, attitudes, and challenges in adopting e-content.
- Investigating the effectiveness of different types of e-content (videos, simulations, gamified modules, AR/VR) in science learning.
- Examination of equity issues, such as the digital divide between urban and rural schools, and its influence on learning outcomes.

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Unveiling the Legacy of Bhar Tribe of Awadh and Purvanchal

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ABSTRACT

The Bhar tribe, an ancient indigenous group originating from the Naga clan, migrated from the Himalayas to establish kingdoms in North India during the post-Mauryan era. Known variously as Rajbhar, Bharat, or Bharashiva, they derived their name from Shiva-worship practices post-victory over the Kushans, as evidenced by inscriptions and historical sites like Bharhut. By the 11th century, they dominated Awadh and Purvanchal, building forts, tanks, and contributing to urbanization. From the 12th century, they faced displacement by migrating Rajput clans and Turkic invaders, including conflicts with Saiyad Salar Masud, Iltutmish, Balban, Alauddin Khilji, and others, often with Rajputs allying against them. Despite defeats, they resisted centralized rule, maintained martial traditions, and promoted Shaivism, including the Dashashvamedha Ghat. Colonial accounts labeled them as "criminal tribes," undermining their status. Scholars like Mirashi and Crooke document their resilience, architectural legacy, and cultural contributions, though their history remains underrecognized. This paper examines their historical trajectory, incorporating field surveys and archival analysis to highlight their socio-political role and ongoing identity struggles.

1. Introduction

The Rajbhar community's history has three main explanations: 1) Rigvedic origins linked to the Bhar community, associated with the name Bharat; 2) descent from the NagBharshivaa, indigenous inhabitants tied to the Shaivite Bharshivaa cult and Nagvanshi claims in western India; 3) connections to the Bhar caste ruling in eastern Uttar Pradesh during Buddha's era, notably at Sumasnagiri in Mirzapur (Jayaswal, 1943). The Bhars, also known as Rajbhar, Bharat, Bharpatwa, or Bhar, were a dominant tribe from Gorakhpur to Saugor, outnumbering associated tribes like Cherus, Majhwars, and Kols (Crooke, 1896). Scholars suggest the Bhars originated from the ancient Naga clan, with some migrating from Kashmir to the Ganges plains, establishing kingdoms in Mathura and Padmavati post-Mauryan era (Rajbhar, 1985; Rajbhar, 2015).

The Bhar tribe is also known as Rajbhar, Bharat and Bharpatwa. According to some ethnologists, the name Rajbhar signifies a landowning Bhar (Crooke, 1896). Bhar's got their title "Bhar" from Bharshiva kings during Gupta kings' rule when Bharsshivas were defeated by Guptas and Bharshiva statrted work unders Gupta's as their feudal.

They are also called Bharashiva. This gotra started from their ancestral people of *Nagavansha* who started the new style of worship of Shiva with *Shivalinga* carrying on shoulders (Subramanian, 1928). An inscription found in Balaghat, Madhya Pradesh, and Pauni Copper Palte (Pravaersen 1st), Pauni Village, Bhandara, Block, Maharashtra, elucidates the origin of the Bharashiva nomenclature (Archaeological Survey of India, 1937–1938):

''अंसभार सन्निवेशित शिवलिंगोद्वाहन-शिवसुपरितुष्ट समुत्पादित राजवंशानाम्-पराक्रमआधिगतः
भागीरथीः अमलजलः मूद्र्धाभिशिक्तानाम् दशाष्वमेधः अवभृथ स्नानाम् भारशिवानाम्।-

(Mirashi, 1963)

Translation: "Having pleased Lord Shiva by bearing the Shivalinga, they consecrated their kingdom with the sacred waters of the Bhagirathi (Ganges) through their valor and performed the concluding bath (avabhritha) after conducting ten Ashvamedha sacrifices, thus establishing the royal lineage of the Bharashiva".

The Bhar, Bhargote, and Bharashiva Gotras trace their origins to the Bhar Nagavanshi Kings from the Mahabharata era, with the term "Bhara" notably referenced in Panini's ancient grammatical treatise, the Ashtadhyayi (Rajbhar, 1985).

The name Bharhut is derived from its early rulers belonging to the Bhar or Rajbhar clan, and over time the settlement came to be known simply as Bharhut (Marshall, 1918). Several scholars assert that prior to the Gupta period, Bhar rulers decisively vanquished the Kushans in North India. To commemorate this victory, Bhar rulers conducted ten Ashvamedha (horse sacrifice) rituals on the banks of the Ganges in Varanasi, establishing a novel tradition of Shiva worship by carrying the Shivalinga on their shoulders. This distinctive practice led to their designation as "Bharashiva". The renowned

Dashashvamedha Ghat in Varanasi derives its name from these ten sacrificial rituals (Subramanian, 1928).

In the Neo-Hindu era, integration into Hindu society often involved elevating non-Hindus to Kshatriya status, particularly as Rajputs. Mr. Kennedy observes that Aryan Kshatriyas, once warriors, became metaphysicians (Philosophers), and by the seventh century CE, many Kshatriya kings were non-Hindu. Medieval Rajput clans replaced them, incorporating tribes that held sovereign or local power (Crooke, 1896, p. 308).

Mr. Vincent Smith concurs, noting that southern indigenous tribes like Gonds, Bhars, and Kharwars underwent Hinduization, emerging as Rajput clans (e.g., Chandels, Rathors, Gaharwars) with genealogies linked to the sun and moon. He suggests Chandels and Gaharwars, originally Bhars, gained Kshatriya status through governance, with Bundelas and northern Rathors descending from Gaharwars (Oppert, 1893, pp. 303, 379).

By the medieval period, the term “Bharashiva” evolved into “Bhar,” as evidenced by various historical records. James Tod places Bhar in the list of Aboriginal Races, many names in which are not capable of identification, and their correct form is uncertain and those of the mercantile tribes are largely groups confined to Rajasthan (Journal of the Royal Asiatic Society of Great Britain and Ireland, 1897).

The Bisen Rajput, Raikwars, Janwars, Kalhans, Haldiya Rajput, Trinetra Rajput, and Bais Rajput were, to varying extents, associated with the Bhar community, as documented in contemporary Persian texts and gazetteers (Rahman, 2008; Pandey, 1998).

2. Research Objectives

a. This study aims to trace the historical origins, sociopolitical dominance, and cultural contributions of the Bhar tribe in North India, while examining their displacement and resistance against external forces. Key objectives include:
b. Documenting their migration patterns, kingdom-building processes, and etymological evolution.
c. Analyzing conflicts with Rajput migrants and Turkic rulers, including forms of resistance and territorial losses.
d. Evaluating their contributions to architecture, urbanization, religious practices (particularly Shaivism), and regional development.
e. Assessing the impact of colonial policies on their social status and exploring post-independence identity struggles.

3. Research Questions

The primary research questions are:

a. What are the origins and etymological evolution of the Bhar tribe, and how did they establish regional dominance?

b. How did interactions with Rajput migrants and Turkic rulers lead to their displacement, and what forms of resistance did they exhibit?
c. What were the Bhar tribe's contributions to architecture, urbanization, and religious practices, and how have colonial narratives shaped their modern identity?
d. In what ways have post-independence socio-economic conditions affected the Bhar community's quest for recognition and equity?

4. Research Methodology

This study employs a mixed-methods, multidisciplinary approach, integrating descriptive, historical, and empirical frameworks to elucidate the historical trajectory of the Bhar community in the early medieval contexts of Awadh and Purvanchal. It synthesizes primary and secondary data sources through rigorous triangulation to ensure reliability, address historiographical biases, and fill gaps in colonial narratives.

Key methodological components include:

a. **Archival Analysis:** Examination of primary sources such as the Balaghat Inscription, Pauni Copper Plate, Ain-i-Akbari, Provincial and District Gazetteers, and archival records from the Uttar Pradesh State Archives and state libraries; supplemented by secondary sources including Crooke (1896) and Elliot (1862).
b. **Epigraphic Evidence:** Detailed analysis of inscriptions (e.g., Epigraphia Indica Vol. XXIV) and reports from the Archaeological Survey of India (1937–1938) to validate Bharashiva origins, rituals, and historical claims.
c. **Field Surveys:** Systematic fieldwork at archaeological sites, including forts (e.g., Bhar-dih), mounds, ruins, Dashashvamedha Ghat, and urban relics across districts such as Raebareli, Lucknow, Sultanpur, Amethi, Pratapgarh, Bhadohi, Varanasi, Faizabad, Jaunpur, and Fatehpur, to document architectural and cultural contributions.
d. **Ethnographic Interviews:** Semi-structured engagements with indigenous historians, subject matter specialists (e.g., Rajesh Rajbhar, M.B. Rajbhar, Umesh Srivastava), prominent community representatives, and Bhar community members to capture oral histories, contemporary identity struggles, and valuable perspectives.
e. **Collaborative Engagements:** Partnerships with heritage-focused organizations, including the Shri Bharshiva Kshatriya Foundation, Suheldev Maharaj Sabha, and Bhar/Rajbhar Samaj, to augment data collection and contextual insights.
f. **Comparative Historical Analysis:** Contrasting Bhar narratives with Rajput and Turkic records to highlight biases and enhance interpretive depth.
g. **Data Triangulation:** Cross-verification of archival, epigraphic, ethnographic, and field data to mitigate inconsistencies and strengthen overall validity.

5. The Historical Dynamics

The history of the Bhar tribe in the regions of Awadh and Purvanchal encapsulates their struggles, perseverance, and resistance against Rajput and Turkic forces. During the medieval period, Bhar rulers consistently resisted full submission to centralized authorities, frequently refusing to pay taxes imposed by central powers. As a result, sultans were

compelled to dispatch governors to forcibly collect revenues. Upon the governors' withdrawal, these rulers resumed autonomous governance, acting as independent sovereigns. Their territories were designated as mawas, and their fiefs were termed zortalab jagirs due to their formidable and rebellious nature (Minhaj-i-Siraj Juzjani, 1881).

During the medieval era, Bhar rulers governed an extensive region of North India, posing significant resistance to the expansion of Turks and Rajputs while striving to maintain regional dominance. However, the unified opposition of Turks and Rajputs led to the defeat and displacement of the Bhars from their territories. Despite this, Bhar rulers made substantial contributions to the political, cultural, and social development of the region. As adherents of Hinduism, their cultural practices aligned with those of other Hindu communities in Awadh, and they spoke Awadhi and Bhojpuri. Historical records provide limited details about their governance (Nevill, 1905; Pandey, 1988).

Inspired by the Arya Samaj movement, Baijnath Prasad Adhyapak published History of the Rajbhar Caste in 1940, aiming to demonstrate that the Rajbhar caste was historically linked to the ruling elite. Influenced by this movement, individuals from the Bhar tribe began adopting the surname "Rajbhar" (Prasad, 1940).

6. Regional Dominance of Bhars

By the eleventh century, the Bhar tribe had established a significant and influential presence in the regions of Awadh and Purvanchal. Their territorial control extended across the entirety of Awadh, encompassing present-day districts such as Hardoi, Lucknow, Unnao, Fatehpur, Ayodhya, Sultanpur, Raebareli, Pratapgarh, Jaunpur, Allahabad, as well as substantial portions of Purvanchal, including Shravasti, Bahraich, Azamgarh, Gorakhpur, Basti, Banaras and Bhadohi (Bhar-doi). During this era, Bhar rulers founded regional kingdoms throughout these areas, consolidating their authority. Historical accounts suggest that the Bhar people held a prominent social status within these societies (Carnegie, 1887; Bennett, 1872). Notable architectural contributions of the Bhar tribe include the construction of forts along the Ganges and Yamuna rivers, commonly referred to as Bhar-dih, some of which are notably expansive. Additionally, the Bhar tribe is credited with the excavation of numerous deep tanks, reflecting their significant contributions to regional infrastructure (Sherring, 1869).

7. Cultural Contributions of The Bhars

The Bhar community significantly contributed to the dissemination of Shaivism in North India. They venerated the Naga and Shivalinga and assumed responsibility for preserving and safeguarding ancient Shiva temples, many of which were constructed or patronized by them (Subramanian, 1928).

Bhars pioneered a novel Shivalinga worship practice, carrying the lingam on their shoulders and bathing it with Ganges water, resembling the modern ***"Kanwad/Kanwar Yatra".*** A key contribution to Shaivism was the establishment of Dashashvamedha Ghat in Varanasi, named after ten Ashvamedha sacrifices conducted following their victory over the Kushan

empire. This ghat remains a prominent pilgrimage site for the Shaiva sect. According to local beliefs and information documented in gazetteers and ASI reports (Archaeological Survey of India, 1937–1938).

The Bhar community in North India is closely associated with the establishment of Naga temples, the worship of Nagamata Mansa, and related rituals. Additionally, the community is linked to the ***Naag Panchami, Teej festival*** and ***Kajri folk*** song, which are integral to the cultural practices of Awadh and Purvanchal (Chauhan & Mishra, 2024).

8. Role in Urbanization

In Chronicles of Unnao, C.A. Elliot (1862) remarked on the Bhars' architectural skill:

"Every Significant Natural Work or Ancient Relic Is Credited Either To The Devil Or The Bhar Tribe." (Elliott, 1862, p. 25)

Analysis shows medieval Muslim and Rajput settlements near Bhar forts confirm conflicts with Turks and Rajputs, leading to the Bhars' defeat. Turks and Rajputs built new settlements around these sites, forming the medieval second urbanization of Awadh (Tripathi, 2014). Gazetteers underscore the Bhars' major urban contributions, though underresearched and underrecognized. Scholars often trace North Indian Rajputs to Bhar ancestry (Blunt, 1931; Russell, 1916).

As a militaristic tribe, the Bhars established a notable empire through effort and struggle, evident in surviving forts, baolis (stepwells), shrines, ditches, and other features. Examples include the Raebareli Sadar fortress and baoli, Dalmau fort, Bhar Tila in Sultanpur, terracotta mounds in Gorakhpur and Basti, strongholds in Daundiyakhera and Buxar (Unnao), and various earthen bastions (Carlleyle, 1879; Sharma, 1970). Key sites- such as Dalmau fort, Lucknow's Tila Wali Masjid and Chowk area, Bharwara, Nagaram in Mohanlalganj, plus locations in Barabanki, Bijnor, Hardoi, Faizabad, Sultanpur, Amethi, Raebareli, Dalmau, Varanasi, Bhadohi, Mirzapur, Jaunpur, Fatehpur, Prayagraj, Unnao, Gorakhpur, Basti, Azamgarh, Ballia, Gonda, and others—reveal medieval Muslim populations tied to Bhar roots. This evidence disputes attributing Awadh's fourth urbanization phase mainly to Turks, as it ignores prior Bhar settlements (Staff, 2022; Praveen, 2018; Fisher & Hewett, 1883).

9. Resistance Against Rajputs and Turks

In the 12th century, five Rajput clans from the Maunas dynasty migrated from Amber (Jaipur) to Varanasi, drawn by Bhar prosperity. They settled, invited other Rajput groups—such as Bais (Jhusi, Allahabad), Maunas (Kawai), Sonak (Meh), Tisyala (Sikandara), Nanwak (Nawabganj), Bissnen (Kada), and Atharban (Doab)—and formed kingdoms, leading to extended conflicts with Bhar rulers that ultimately displaced them (Arya et al., 1998).

Amid Rajput and Turkic expansion in North India, Bhars in Awadh and Purvanchal resisted for centuries. Rajputs allied with Turks against the Bhars, submitted to Turkic overlordship, and became local landlords, as detailed in historical records (Al-Utbi, 1858; Al-Mas'udi, 1989).

a. Syed Salar Masud: Syed Salar Masud raided the Hardoi region, targeting Bawan in 1028 CE, but lasting Muslim control was not achieved until 1217 CE. Gopamau and possibly Bilgram were also early targets, with effective authority established after Sayyid Shakir's victory at Gopamau. In the 13th century, Hussaini Sayyids from Wasit, Iraq, migrated during Iltutmish's reign, defeated the Bhar rulers (1217–1218 CE), and settled in Bilgram (Rahman, 2008; Darogah, 1880).

b. Iltutmis & Nasiruddin Muhammed - In 1226 CE, Malik Nasir al-Din Muhammad, son of Sultan Shams al-Din Iltutmish, became Awadh's governor. According to Minhaj-Uddin Siraj's Tabqaat-E-Nasiri, he campaigned against the rebellious Bhar community, who killed over 120,000 Muslims before being subdued. Some were subjugated, and early Muslim settlements formed in southern Bahraich. Minhaj scornfully called Bhar dwellings "Accursed Bhartu" (Benett, 1877).

Balban - An inscription from 1206 CE by Trailokyavarma, successor to Parmardideva, records his expulsion of Turks and a land grant to an official whose father died fighting them, titled "lord of Kalinjar." In 1247 CE, Balban, deputy of Nasiruddin Mahmood, attacked a Bhar chieftain, "Dalaki-wa-Malki," plundering their territory and capturing a fort but faced strong resistance. Local traditions indicate Bhar Rajputs regained control of the Mahoba region, including Kalinjar, from around 1252 to 1280 CE. (Oppert, 1893).

d. Allauddin Khilji:

I. Khokhars- Kot village, 30 km south of its tahsil headquarters on the Yamuna River, is named after a fort once held by a Bhar king, captured by four Khokar Pathan brothers during Ala-ud-din's reign, as per a 590 H mosque inscription. Its mosques, repeatedly destroyed by river erosion, were rebuilt inland using stones from earlier structures (Fisher & Hewett, 1883).

J. **Bachgoti & Bhale Sultan, 'Khanzada'** – The Bachgoti and Bhale Sultan are Muslim Rajput (Khanzada) clans from Awadh, Uttar Pradesh, who converted to Islam. Khanzadas defeated and killed bhar king name 'Nanda Kunvar' on the order of Allauddin Khilji. The Bhale Sultan, named "spear masters" by a Delhi Sultan for their military prowess, excelled in warfare and horse trading. The Bachgotis, prominent taluqdars in Faizabad and Sultanpur, supported Sultanate rulers under leaders like Bariyar Singh, earning land and titles (Gutenberg Project, n.d.; Nevill, 1903).

e. The Sharqi Sultan: In Bhadohi, Rajput leader Ram Singh, under the Jaunpur Sharqi Sultanate, constructed a grand fort in Suriyawan, establishing it as a power center. Ram Singh, alongside other Rajputs, supported the Sharqi Sultan in suppressing the Bhars (Nevill, 1905).

f. Daldev and Ibrahim Shah: Around 1420 CE, Daldev, the last Bhar ruler of Dalmau, Raebareli, was defeated and killed by Jaunpur's Ibrahim Shah Sharqi in a fierce battle during Holi. The Bhars were massacred, and Rajputs, allied with Sharqi, received the conquered lands as fiefs. Dalmau's people mourn by observing Holi eight days later (Nevill, 1905).

g. Akbar's Era: During Akbar's reign, a chieftain named Sakht Singh, acting on Akbar's orders, attacked Bhar rulers in Mirzapur and Bhadohi for failing to pay taxes. He seized their territories and perpetrated a mass slaughter of the Bhars as punishment, as documented in the Ain-i-Akbari (Fisher & Hewett, 1883).

10. Colonial Rule & Socio-Historical Status of the Bhars

The Criminal Tribes Act of 1871 labeled the Bhars and other tribal communities as "Criminal Tribes," causing widespread social and political stigmatization (Criminal Tribes Act, 1871). Described as martial yet "rebellious" in Crooke's Tribes and Castes (1896), the Bhars lost their earlier status as landholders and warriors. Despite this, Bhar-Pasi leaders like Beera Pasi, Uda Devi Pasi (1857 Rebellion), Madari Pasi (Eka Movement), and others in the Chauri-Chaura and Civil Disobedience Movement showed resilience in India's freedom struggle. Historical records, including Fisher and Hewett (1883), note the displacement of Bhar chieftains under Mughal and British rule, while "Conibier (1879) documents their resistance in forested areas" (Conibier, 1879). Post-independence, the Bhar community's socio-economic status has declined, with many now working as laborers. Classified as Scheduled Castes in northern India, the Bhars and Bhar-Pasis continue their struggle for identity and equitable recognition (Census of India, 1891; Baden-Powell, 1897; Elliott, 1845; Moreland, 1898; Tholal, 1899).

11. Suggestions and Implications

a. Historiographical Revision: Integrate indigenous perspectives and archaeological data to rectify biases in colonial and Rajput-centric narratives.
b. Heritage Preservation: Protect Bhar architectural sites (e.g., Bhar-dih forts, Baolis, Shivalas) through ASI initiatives.
c. Socio-Economic Upliftment: Implement targeted policies to improve Bhar access to education and employment, addressing Scheduled Caste marginalization.
d. Cultural Recognition: Promote Bhar contributions to Shaivism and folk traditions in academic curricula and public discourse.
e. Community Empowerment: Support Bhar-led initiatives to document oral histories and advocate for political representation.

12. Conclusion

The Bhar tribe, originating from Naga lineages, rose to medieval dominance in Awadh and Purvanchal, highlighting indigenous impacts on India's socio-political and cultural development (Rajbhar, 1985; Rajbhar, 2015). As Bharashiva rulers, they defeated the Kushans, innovated Shaivite practices like shoulder-carried Shivalinga worship, and advanced urbanization through forts, reservoirs, and sites like Dashashvamedha Ghat in

modern Uttar Pradesh (Archaeological Survey of India, 1937–1938; Subramanian, 1928). They fiercely resisted Rajput invasions and Turkic conquerors, including Mahmud of Ghazni, Iltutmish, and Alauddin Khilji, preserving autonomy despite territorial losses to alliances (Minhaj-i-Siraj Juzjani, 1881; Al-Utbi, 1858).

Colonial policies, such as the 1871 Criminal Tribes Act, stigmatized them as rebellious, perpetuating post-independence marginalization (Criminal Tribes Act, 1871; Crooke, 1896). Yet, their resilience shines in lasting Shaivite influences, festivals like Naga Panchami, and independence contributions by leaders like Bira Pasi, Uda Devi Pasi, and Madari Pasi (Sherring, 1871; Carnegie, 1887). This study, drawing on archives, fieldwork, and ethnography, reveals historiographical gaps that undervalue tribal roles in urbanization and resistance (Elliott, 1862; Tripathi, 2014). A comprehensive view requires integrating indigenous viewpoints, archaeology, and oral traditions for recognition. Ultimately, restoring the Bhar narrative corrects historical biases, supports justice, heritage preservation, and empowerment of marginalized groups, fostering inclusive Indian historiography rooted in tribal endurance (Oppert, 1893; Jayaswal, 1943; Prasad, 1940

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Women and Household Work: Everyday Realities of Middle-Class Homemakers in Lucknow

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ABSTRACT

This research paper delves into the invisible world of household work undertaken by middle-class homemakers in Lucknow, highlighting its crucial role in shaping family and social life. Through qualitative interviews and personal stories, the study reveals how women's daily work extends far beyond cooking and cleaning. Their responsibilities include resolving family conflicts, providing emotional support, guiding children, and preserving cultural traditions. These homemakers act as the silent backbone of their homes, balancing new challenges brought by modernization with deep-rooted values. The findings underline that household work is not only physical effort but a complex blend of emotional care, relationship management, and cultural stewardship. Despite its significance, this work remains largely unrecognized and undervalued by society. By focusing on real experiences, the research calls for a shift in how housework is perceived—emphasizing that family and community wellbeing rely on respecting and supporting the central role of women's everyday contribution in homes. Recognizing this invisible work is essential for meaningful social progress.

Introduction

Home is often called the heart of a family, and at the center of this heart in many households are women whose daily work gives life to those around them. In Lucknow—a city known for its warmth, history, and culture—middle-class homemakers quietly shape the emotional and cultural worlds of their families. This research begins with the simple but powerful idea that housework is more than chores: it is woven through every meal prepared, story told, festival celebrated, and disagreement resolved. The routines of these women build community, pass on values, and bridge old traditions with today's modern challenges. What does this mean in real life? It means a mother making Diwali sweets while teaching her children about heritage; a wife soothing household tensions; or a homemaker setting rules, keeping families together, and coping with being stretched thin. Their work, too often overlooked, holds families and communities together. By focusing on real voices and daily moments, this study seeks to illuminate their experiences and remind us that behind every peaceful home is a woman's world of care, skill, and invisible strength.

Objectives

- To explore how middle-class homemakers in Lucknow manage household work in daily life.
- To understand how these women balance tradition and modern demands in their routines.
- To examine their emotional and cultural contributions to family well-being.
- To highlight the recognition and value society gives to their essential roles.

Research Questions

- How do middle-class homemakers in Lucknow manage household work in their daily routines?
- In what ways do these women balance traditional cultural practices and modern challenges?
- How does household work affect their emotional well-being and relationships within the family?
- What strategies do homemakers use to cope with stress and maintain harmony in their homes?
- How are the social recognition and value of homemakers' work perceived in urban Lucknow society?

Methodology

This research used a qualitative-dominant mixed-methods approach, combining in-depth interviews with a structured questionnaire to capture the experiences of middle-class homemakers in Lucknow. Participants were selected by purposive sampling from diverse family types. Interviews (conducted in Hindi) focused on daily routines, emotional challenges, and cultural practices. The questionnaire ensured both statistical context and personal stories, allowing even illiterate women to participate through oral responses. Ethical considerations included informed consent and confidentiality, ensuring authentic and inclusive data collection.

Theoretical Framework

This study uses three sociological frameworks to understand household work in a way that feels real and relevant to everyday life. Social reproduction theory helps explain why the invisible, unpaid work women do at home is vital for the survival and happiness of families and society—work like cooking, cleaning, and caring for others forms the backbone of daily living. Gender display theory shows how certain jobs at home reinforce traditional ideas about what it means to be a woman, shaping not just habits but also self-esteem and public respect. Finally, structuration theory points out that while women may feel limited by old customs or family rules, they also find ways to exercise choice and reshape their routines, often blending tradition with new opportunities. Taken together, these lenses reveal that household work is much more than a set of tasks—it's about relationships, pride, and quietly changing what it means to be a homemaker in modern Lucknow.

Literature Review

The literature on women's household work in India reveals a world where daily tasks such as cooking, cleaning, and caring—are deeply gendered, woven into cultural identity, and often undervalued by both families and society. Classic feminist studies like those of Ann Oakley (1974) and Arlie Hochschild (1989) have emphasized how women's work forms the unseen foundation of family and community life, yet rarely receives recognition or status. In the Indian context, scholars highlight that these responsibilities are shaped by patriarchal norms, where being a "good" homemaker is tied to ideals of sacrifice, nurture, and respectability (Menon, 2012; Ray & Qayum, 2009).

Even as the economy and education expand opportunities for women, middle-class homemakers remain primarily responsible for the emotional and practical management of home. Data shows urban Indian women spend three times longer on unpaid work than men, a gap that holds true regardless of education or income (NSSO, 2019). Class and caste complicate this picture: many in the urban middle class employ domestic workers from poorer backgrounds, creating new power dynamics but not necessarily redistributing the household burden (Dickey, 2000; Ray & Qayum, 2009).

Recent research suggests household work is also critical for transmitting tradition and sustaining cultural identity, especially in cities like Lucknow where joint family systems, syncretic customs, and modern influences coexist. Authors like Uberoi (2005) and Donner (2008) reveal how homemakers, through everyday rituals and family stories, bridge the past and future, shaping not only homes but broader social values. Despite growth in women's employment, the "double burden" of paid and unpaid work persists, with growing stress and little societal acknowledgment (Chauhan, 2017).

Taken together, this literature highlights the need to recognize housework as both essential and complex, combining physical, emotional, and cultural labor that sustains not just families but social life in modern urban India

Key Findings and Personal Stories

Emotional Work

Priya, a graduate homemaker, shared: "Last month, my husband and his brother fought over family property. I spent hours listening, trying to calm them. I barely slept. The mood of the house depends on me, but sometimes, it's exhausting. People think only work outside is real—housework takes more out of me." Neha, another interviewee, said: "When my husband's work stresses him, I listen, make tea, try to cheer him up—but I keep my own worries hidden." Both described themselves as "the glue" holding families together, but admitted the pressure sometimes gets overwhelming.

Preserving Traditions

During Diwali, Priya taught her children to make sweets and draw rangoli, but felt frustrated when they preferred phones to stories. Neha tries to teach chikankari embroidery and Janmashtami rituals, but often finds her daughter distracted by cartoons. Their commitment to passing on values and customs is strong, but technology and busy lives make it more challenging.

Raising Children

Child discipline often merges stories, culture, and clear rules. Anjali set strict phone-free dinner times and told family histories to encourage respect. Priya uses stories from the Ramayana to guide honesty and routine. These actions reveal how women shape future generations—not just through discipline, but through culture and example.

Implications and Suggestions

- Household work deserves recognition not just as chores, but as vital emotional and cultural work.
- Programs and policies should value homemakers' contributions, with opportunities for community connection, emotional support, and social recognition.
- More research—across cities and classes—can deepen understanding and foster change towards valuing women's home work in society.

Conclusion

Women's household work in Lucknow is a story of strength, skill, and quiet resilience. Though often called a "woman's world," home is far more than a site of chores—it's a place where women manage relationships, care for loved ones, teach values, and preserve culture, sewing together the daily fabric of family life. Discussion on this topic reveals that homemakers are not just keeping houses running; they are the architects of emotional safety, routine, and heritage. Every meal prepared, every festival organized, and every conflict resolved is a moment where women shape the heart and memory of their households.

The study's findings highlight that, while household work is invisible in formal statistics and too often undervalued, it demands extraordinary emotional and organizational intelligence. Women navigate challenges such as the lure of technology for children, modern stresses, changing family structures, and persistent traditional expectations. Many manage

helpers from different social backgrounds, negotiate tension between tradition and modernity, and create homes where the values of Lucknow's rich culture blend with new ways of living. Beyond the practical, their work fosters resilience and hope: by passing on traditions, setting routines, and offering emotional care, they guide families through conflict and growth.

Crucially, society's recognition of this work is still lacking. The conclusion draws attention to the urgent need for respect, support, and visibility for homemakers, calling on families and policymakers to reevaluate what counts as valuable work. Only by truly seeing and honoring the woman behind the work can we build fairer families and communities, where her contribution is fully celebrated—not just in words, but in daily practice and public life. Recognizing women's household work is the foundation for real social progress and a more inclusive future.

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माध्यमिक स्तर के विद्यालयों मे अध्ययनरत् विद्यार्थियों के स्व-विनियमित अधिगम पर गृह वातावरण के प्रभाव का अध्ययन

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शोध-सार

स्व-विनियमित अधिगम एक ऐसी प्रकिया है, जिसमें बालक स्वयं से नई योजना बनाकर कुछ नया सीखता है और स्वयं मूल्यांकन करता है, जिसमें उसके अध्ययन की आदतों को बढ़ावा देने में गृह वातावरण का योगदान भी होता है। प्रस्तुत शोधकार्य के उदेद्श्य लैगिंक व विषय वर्ग के आधार पर माध्यमिक स्तर के विद्यालयों में अध्ययनरत् विद्यार्थियों के स्व-विनियमित अधिगम की अध्ययन करना। माध्यमिक स्तर के विद्यालयों मे अध्ययनरत् विद्यार्थियों के स्व-विनियमित अधिगम और गृह वातावरण के मध्य सह-सम्बन्ध तथा उन पर पड़ने वाले प्रभाव का अध्ययन करना। प्रस्तुत शोध कार्य में शोधकर्ता द्वारा वर्णात्मक (सर्वेक्षण विधि) का प्रयोग किया गया है, जिसमें न्यादर्श के रूप में उत्तराखण्ड़ राज्य के चमोली जिले में दशोली ब्लॉक के माध्यमिक स्तर के विद्यालयों में अध्ययन करने वाले कक्षा 11वीं एवं 12वीं के 150 छात्रों का सरल यादृच्छिक विधि द्वारा चयन किया गया तथा आकडों के एकत्र करने के लिए मधु गुप्ता और डीम्पल मेथानी मैठानी द्वारा निर्मित स्व-विनियमित अधिगम स्केल और हरपित भाटिया और एन0 के0 चड्डा द्वारा निर्मित फैमली एनवायरमेंट स्केल का प्रयोग किया गया। आंकड़ों की विश्लेषण के लिए माध्य, मानक विचलन, टी-टेस्ट, सह-सम्बन्ध और प्रतिगमन विश्लेषण सांख्यिकीय विधियों प्रयोग के बाद निष्कर्ष में पाया गया कि स्व-विनियमित अधिगम में लैंगिक आधार पर अन्तर है, जबकि विषय वर्ग के आधार कोई अन्तर नहीं है। स्व-विनियमित अधिगम गृह और वातावरण के मध्य एक सकारात्मक सम्बन्ध और विशलेषण रूप से महत्वपूर्ण व प्रभाव देखने को मिलता है।

प्रस्तावना

राष्ट्रीय शिक्षा नीति 2020 में स्व-विनियमित अधिगम को महत्वपूर्ण भूमिका दी गई है। नई शिक्षा नीति 2020 के अनुसार, शिक्षा का उद्देश्य छात्रों को स्वतंत्र, जिम्मेदार और स्व-विनियमित सीखने वाला बनाना है। इसके लिए नीति में निम्न पहलुओं पर जोर दिया गया स्व-विनियमन उच्च शिक्षा संस्थानों को अधिक स्व-विनियमन प्रदान करना, ताकि वे अपने शैक्षिक मामलों पर स्वतंत्र रूप से निर्णय ले सकें। स्व-प्रेरित सीखना, छात्रों को स्वप्रेरित और स्व-विनियमित सीखने के लिए प्रोत्साहित करना, ताकि वे अपने लक्ष्यों को प्राप्त कर सकें, रणनीतियों का विकास कर सकें और अपनी प्रगति का मूल्यांकन कर सकें। शिक्षक प्रशिक्षण, शिक्षकों को छात्रों के स्व-विनियमित अधिगम को बढ़ावा देने के तरीकों पर प्रशिक्षित करना। स्व-विनियम अधिगम एक ऐसी प्रक्रिया है जिसमें व्यक्ति स्वयं अपने सीखने की प्रक्रिया को नियंत्रित और संचालित करता है। यह प्रक्रिया तीन मुख्य चरणों पर आधारित है- योजना निर्माण, कार्यान्वयन और स्वमूल्यांकन। स्व-मूल्यांकन चरण में व्यक्ति अपने प्रदर्शन का विश्लेषण करता है और आवश्यक संशोधन करता है। स्व-विनियम अधिगम में व्यक्ति की स्व-मोटिवेशन, स्व-नियंत्रण और स्व-मूल्यांकन क्षमताएं महत्वपूर्ण भूमिका निभाती हैं। यह प्रक्रिया सीखने की गुणवत्ता को बढ़ाती है और व्यक्ति को स्वतंत्र और जिम्मेदार सीखने वाला बनाती है।

गृह वातावरण एक ऐसा स्थान है जहाँ व्यक्ति अपने सामाजिक, भावनात्मक और शैक्षिक विकास का अनुभव करता है। यह वातावरण व्यक्ति के व्यवहार, मूल्यों और व्यक्तित्व को प्रभावित करता है। गृह वातावरण व्यक्ति के लिए सीखने के लिए उपयुक्त संसाधनों और अवसरों को प्रदान करता है, जो उसके शैक्षिक उपलब्धि को बढ़ाता है। अनुसंधान से पता चलता है कि गृह वातावरण और स्वविनियम अधिगम के बीच घनिष्ठ संबंध है। इससे बच्चों में आत्मविश्वास और स्वाधीनता की कमी आ सकती है, जो उनके सीखने पर नकारात्मक प्रभाव डाल सकती है। गृह वातावरण और स्वविनियम अधिगम के बीच एक मजबूत सकारात्मक संबंध है।

बर्टन (2013), वैज्ञानिक सोच विकसित करने की एक विधि के रूप में स्व-विनियमित अधिगम कौशल का विकास और वैज्ञानिक सोच के पीछे तर्क विज्ञान शिक्षा का एक प्रमुख लक्ष्य रहा है अनुसंधान ने विज्ञान की प्रकृति को स्पष्ट और चिंतनशील ढंग से सिखाने में योग्यता दिखाई है इस अध्याय में लेखक चर्चा करता है कि कैसे स्व-विनियमित अधिगम सिद्धांतों में अनुसंधान ने इस खोज को आगे बढ़ाया है स्व-विनियमित अधिगम छात्रों की सीखने को तीन चरणों के माध्यम से व्याख्या करता है, प्रथम चरण- पूर्व विचार (संज्ञानात्मक प्रक्रियाएं जो शिक्षार्थी को लक्ष्य विद्यालय जैसे सीखने के लिए तैयार करती है), द्वितीय चरण- प्रदर्शन (रणनीतियों का रोजगार और प्रगति के लिए आत्म निगरानी), तृतीय चरण- आत्म-प्रतिबिम्ब (लक्ष्य के साथ प्रदर्शन का मूल्यांकन)। **कामिनी (2023),** का शोधकार्य स्कूल जाने वाले किशोरावस्था के गृह वातावरण का अध्ययन। इस शोधकार्य में एस.बी.एस. जिले के उच्च माध्यमिक विद्यालय मे अध्ययनरत् 16-19 वर्ष की आयु वर्ग के 500 किशोरावस्था के छात्रों का गृह वातावरण के अध्ययन के अनुभवों से मिश्रा के गृह वातावरण मापनी द्वारा परिणामों से पता चला कि गृह वातावरण के संबंध में कोई बड़ा अंतर नहीं है। **वर्मा और सेकिया. (2023),** के शोध कार्य उद्देश्य स्व-विनियमित अधिगम के स्तर, शैक्षणिक शिथिलता के स्तर और छात्रों की शैक्षणिक शिथिलता पर स्व-विनियमित शिक्षा के प्रभाव का पता लगाना है। शोधकर्ता द्वारा वर्णनात्मक सर्वेक्षण का प्रयोग कर गौहाटी विश्वविद्यालय से संबद्ध असम के कामरूप (एम) कॉलेजों के 142 छात्रों पर किया गया। स्व-विनियमित अधिगम मापनी मधु गुप्ता और डिम्पल मैठनी (2017) व शैक्षणिक शिथिलता मापनी के लिए सविता गुप्ता और एल0 बसीर के प्रयोग द्वारा सांख्यिकीय विश्लेषण से परिणाम इंगित करते है कि कॉलेज के छात्रों का स्व-विनियमित अत्यंत उच्च स्तर से लेकर स्व-विनियमित शिक्षा के औसत स्तर के अंतर्गत आते है। **महमूत, मुहम्मद, जिया और फजिल. (2023),** के शोध कार्य तुर्की में कोविड-19 महामारी के दौरान गृह शिक्षा का गुणात्मक अध्ययनः गृह वातावरण पर ध्यान केंद्रित करना। शोधकार्य का उद्देश्य तुर्की में कोविड-19 महामारी दौरान स्कूल बंद होने के बाद घर पर सीखने व नये ज्ञान को अनुभवों के रूप में खोज करना था। जिसमें शोध की न्यादर्श 6-13 वर्ष के प्राथमिक विद्यालयों के छात्रों और उनके माता-

पिता व कक्षा शिक्षक शामिल थे। निष्कर्षों के रूप में ज्ञात हुआ है कि शैक्षिक असमानताओं और पारिवारिक सामाजिक आर्थिक विशेषताओं, समर्थन और रुचि ने घर सीखने के अनुभवों और सीखने के वातावरण में घरों के परिवर्तन को प्रभावित किया। **लता और कुमार (2022),** का उद्देश्य उच्च प्राथमिक छात्रों के गृह वातावरण की जांच करना था। यह अध्ययन कन्याकुमारी जिले के विभिन्न स्कूलों में कक्षा 8 में पढ़ने वाले 400 उच्च प्राथमिक छात्रों का चयन कर सर्वेक्षण पद्धति द्वारा अख्तर और सक्सेना (2013) द्वारा विकसित होम एनवायरनमेंट स्केल का उपयोग कर विश्लेषण करने के लिए 'Vh' परीक्षण का उपयोग किया गया था, परिणाम से पता चला कि, उच्च प्राथमिक छात्रों के पास मध्यम स्तर का गृह वातावरण है। इसके अलावा लिंग और निवास स्थान के संबंध में उनके घर के वातावरण में काफी अंतर होता है।

शोध उद्देश्य

1. लैगिंक व विषय वर्ग के आधार पर माध्यमिक स्तर के विद्यालयों में अध्ययनरत् विद्यार्थियों के स्व-विनियमित अधिगम की अध्ययन करना।
2. माध्यमिक स्तर के विद्यालयों में अध्ययनरत् विद्यार्थियों के स्व-विनियमित अधिगम और गृह वातावरण के मध्य सह-सम्बन्ध का अध्ययन करना।
3. माध्यमिक स्तर के विद्यालयों में अध्ययनरत् विद्यार्थियों के गृह वातावरण का स्व-विनियमित अधिगम पर पड़ने वाले प्रभाव का अध्ययन करना।

शोध परिकल्पनायें

प्रस्तुत लघु शोध अध्ययन में शोध उद्देश्यों के आधार पर शोध परिकल्पनाओं का निर्माण किया गया है-

परिकल्पना-1.1. लैगिंक आधार पर माध्यमिक स्तर के विद्यालयों में अध्ययनरत् विद्यार्थियों का उनके स्व-विनियमित अधिगम में सार्थक अन्तर नहीं है।

परिकल्पना-1.2. विषय वर्ग के आधार पर माध्यमिक स्तर के विद्यालयों में अध्ययनरत् विद्यार्थियों का उनके स्व-विनियमित अधिगम में सार्थक अन्तर नहीं है।

परिकल्पना-02. माध्यमिक स्तर के विद्यालयों में अध्ययनरत् विद्यार्थियों के स्व-विनियमित अधिगम और गृह वातावरण के मध्य सार्थक सह-सम्बन्ध नहीं है।

परिकल्पना-03. माध्यमिक स्तर के विद्यालयों में अध्ययनरत् विद्यार्थियों के गृह वातावरण का उनके स्व-विनियमित अधिगम पर कोई सार्थक प्रभाव नहीं है।

शोध विधि- प्रस्तूत शोध कार्य में शोधकार्य द्वारा वर्णात्मक (सर्वेक्षण) विधि) का प्रयोग किया गया है।

जनसंख्या- प्रस्तुत शोध कार्य उत्तराखण्ड़ राज्य के चमोली जिले में दशोली ब्लॉक के माध्यमिक स्तर विद्यालयों में अध्ययन करने वाले कक्षा 11 वीं एवं 12 वीं के विद्यार्थियों को लिया गया है।

प्रतिदर्श- प्रस्तुत शोध कार्य में शोधकर्ता द्वारा प्रतिदर्श के चयन के लिए सरल यादृच्छिक विधि का प्रयोग कर माध्यमिक स्तर विद्यालयों में अध्ययनरत् 150 विद्यार्थियों का चयन किया गया है।

उपकरण- प्रस्तुत शोध कार्य में शोधकर्ता द्वारा आकडों के एकत्र करने के लिए मधु गुप्ता और डीम्पल मेथानी मैठानी द्वारा निर्मित स्व-विनियमित अधिगम स्केल (एस0आर0एल0एस0-जी0एम0एम0डी0) और हरपित भाटिया और एन0 के0 चड्डा द्वारा निर्मित फैमली एनवायरमेंट स्केल (एफ0ई0एस0-बी0सी0) का प्रयोग किया गया।

सांख्यिकीय विधियाँ- प्रस्तुत शोध कार्य में शोधकर्ता द्वारा अध्ययन की आवश्यकतानुसार उद्देश्य, परिकल्पनाओं एवं आकड़ों की प्रकृति के आधार पर माध्य, मानक विचलन, टी-टेस्ट, सह-सम्बन्ध और प्रतिगमन विश्लेषण सांख्यिकीय विधियों का प्रयोग किया गया। जिसे शोध कर्ता द्वारा विश्लेषण के लिए SPSS और M. S. EXCEL का उपयोग किया गया।

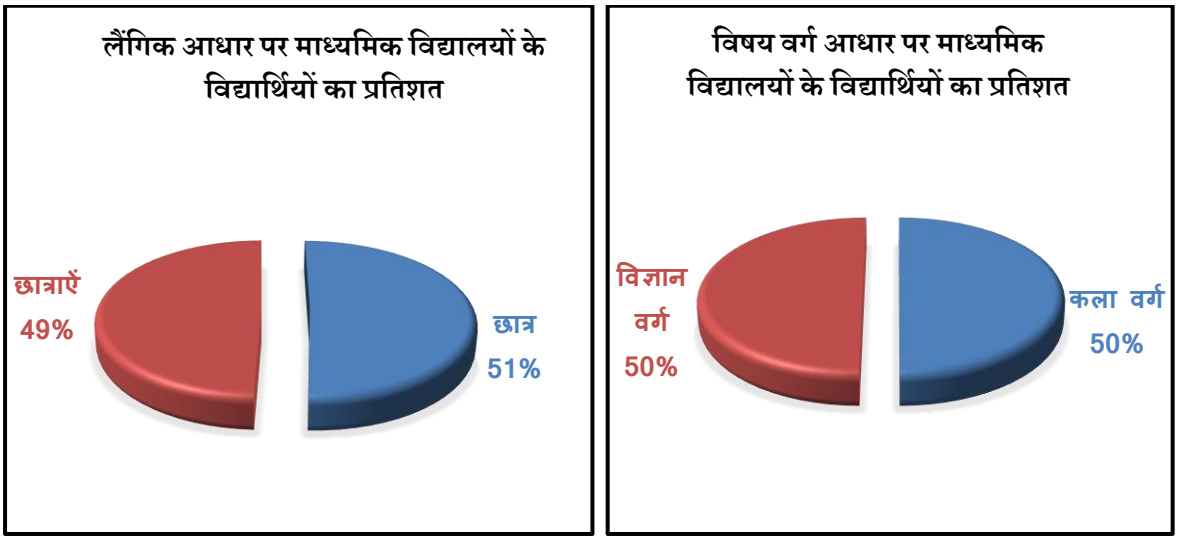
आकड़ों की व्याख्या

तालिका संख्या-1. लैंगिक व विषय वर्ग के आधार पर माध्यमिक स्तर के विद्यालयों के विद्यार्थियों का स्व-विनियमित अधिगम और गृह वातावरण का विवरण।

चरों	विद्यार्थियों का विवरण	विद्यार्थियों की संख्या	विद्यार्थियों की कुल संख्या	विद्यार्थियों का प्रतिशत	विद्यार्थियों का कुल प्रतिशत
स्व-विनियमित अधिगम और गृह वातावरण	छात्र	76	150	51 प्रतिशत	100 प्रतिशत
	छात्राऐं	74		49 प्रतिशत	
	कला वर्ग	75	150	50 प्रतिशत	100 प्रतिशत
	विज्ञान वर्ग	75		50 प्रतिशत	

तालिका संख्या-1. के अवलोकन से ज्ञात हुआ है। स्व-विनियमित अधिगम व गृह वातावरण में लैंगिक के आधार पर माध्यमिक स्तर के विद्यालयों में छात्र 76 (51 प्रतिशत) व छात्राऐं 74 (49 प्रतिशत) तथा स्व-विनियमित अधिगम में विषय वर्ग के आधार पर कला वर्ग के 75 (50 प्रतिशत) व विज्ञान वर्ग के 75 (50 प्रतिशत) छात्र-छात्राऐं सम्मलित हुए है।

आरेख संख्या-1. लैंगिक व विषय वर्ग आधार पर माध्यमिक विद्यालयों के विद्यार्थियों का प्रतिशत



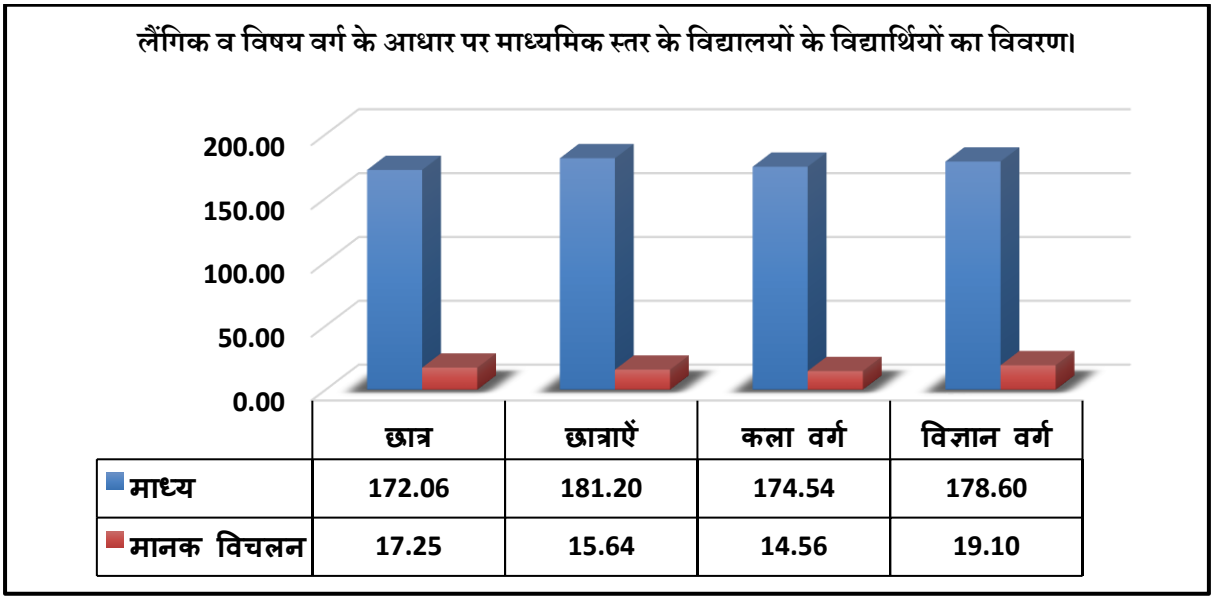
आरेख संख्या-1. के अवलोकन से ज्ञात होता है स्व-विनियमित अधिगम और गृह वातावरण में लैंगिक आधार पर छात्राओं की अपेक्षा छात्र अधिक सम्मलित हुए है, तथा विषय वर्ग के आधार पर कला वर्ग एवं विज्ञान वर्ग के छात्र-छात्राऐं समान रूप से सम्मलित हुए है।

तालिका संख्या 2. लैंगिक व विषय वर्ग के आधार पर माध्यमिक स्तर के विद्यालयों के विद्यार्थियों का स्व-विनियमित अधिगम विवरण।

चर	लैंगिक/ विषय वर्ग के आधार पर	माध्य	मानक विचलन	स्वंतत्रता कोटि	टी-मान	सार्थकता स्तर
स्व-विनियमित अधिगम	छात्र	172.06	17.25	148	3.39	अस्वीकृत
	छात्राऐं	181.20	15.64			
	कला वर्ग	174.54	14.56	148	1.46	स्वीकृत
	विज्ञान वर्ग	178.60	19.10			

तालिका संख्या-2. में लैंगिक व विषय वर्ग के आधार पर माध्यमिक स्तर के विद्यालयों के विद्यार्थियों का स्व-विनियमित अधिगम के आंकडो को प्रस्तुत किया है, जिसमें माध्यमिक स्तर के विद्यालयों के विद्यार्थियों का लैंगिक आधार पर छात्रों का मध्यमान एवं मानक विचलन कमश 172.06, 17.25 तथा छात्राओं का 181.20, 15.64 के अनुसार टी का मान 3.39 (स्वतन्त्रता कोटि स्तर-148) जो सार्थकता स्तर 0.05 पर सार्थक पाया गया। और विषय वर्ग के आधार पर कला वर्ग के विद्यार्थियों का मध्यमान एवं मानक विचलन कमश 174.54, 14.56 तथा विज्ञान वर्ग के विद्यार्थियों का 178.60, 19.10 के अनुसार टी का मान 1.46 (स्वतन्त्रता कोटि स्तर-148) जो सार्थकता स्तर 0.05 पर असार्थक पाया गया।

आरेख संख्या-2. लैंगिक व विषय वर्ग के आधार पर माध्यमिक स्तर के विद्यालयों के विद्यार्थियों का स्व-विनियमित अधिगम विवरण।



आरेख संख्या-2. के अवलोकन से ज्ञात होता है कि लैंगिक आधार पर छात्रों की अपेक्षा छात्राओं में स्व-विनियमित अधिगम अधिक पाया गया और विषय वर्ग के आधार पर कला वर्ग की अपेक्षा विज्ञान वर्ग के विद्यार्थियों में स्व-विनियमित अधिगम अधिक पाया गया।

पूर्व में निर्धारित लैंगिक आधार पर शून्य परिकल्पना स्वीकृत नहीं होती है। परिणाम के रूप में कला वर्ग और विज्ञान वर्ग के विद्यार्थियों में स्व-विनियमित अधिगम प्रति अन्तर है। परन्तु विषय वर्ग के आधार पर शून्य परिकल्पना अस्वीकृत नहीं होती है। परिणाम के रूप में छात्र एवं छात्राओं के स्व-विनियमित अधिगम प्रति अन्तर नहीं है।

तालिका संख्या-3. स्व-विनियमित अधिगम और गृह वातावरण के मध्य सह-सम्बन्ध का विवरण।

चर	सह-सम्बन्ध	गृह वातावरण	स्व-विनियमित अधिगम
स्व-विनियमित अधिगम	पीर्यसन सह-सम्बन्ध (r)	.438	1.000
	सार्थकता-p (2-छोरीय)	0.000	0.000
	छात्रों की संख्या	150	150

तालिका संख्या-3. में चरों के आधार पर माध्यमिक विद्यालय के विद्यार्थियों का स्व-विनियमित अधिगम और गृह वातावरण के आंकडों के मध्य पीर्यसन सह-सम्बन्ध विधि द्वारा सांख्यिकीय विश्लेषण किया गया जिसके परिणामों के अनुसार स्व-विनियमित व स्व-विनियमित के मध्य सह-सम्बन्ध "1" पाया गया है, क्योंकि समान चरों के मध्य सह-सम्बन्ध सदैव "1" होता है तथा गृह वातावरण और स्व-विनियमित अधिगम के मध्य सह-सम्बन्ध 0.438 है, जो (2-छोरीय- 0.000) सार्थकता स्तर 0.01 पर सार्थक पाया गया।

पूर्व में निर्धारित गृह वातावरण और स्व-विनियमित अधिगम में सह-सम्बन्ध पर शून्य परिकल्पना अस्वीकृत होती है। परिणाम के रूप में माध्यमिक विद्यालय के विद्यार्थियों का स्व-विनियमित अधिगम और गृह वातावरण के मध्य धनात्मक सह-सम्बन्ध है।

तालिका संख्या-4. स्व-विनियमित अधिगम और गृह वातावरण के मध्य प्रतिगमन विश्लेषण का विवरण।

क्रम0 संख्या	चर (गृह वातावरण)	आर	आर 2	प्रतिशत की भिन्नता	अनोवा	अनोवा सार्थता	नियतांक	बीटा	मनकीकरण-बीटा	टी-मान	सार्थकता स्तर
1.	स्व-विनियमित अधिगम	.438	.192	19.20	35.136	.000इ	89.890	.352	.438	5.928	.000

तालिका संख्या-4. स्पष्ट रूप से इंगित करती है कि पहले बहु प्रतिगमन विश्लेषण में दर्ज किया गया पहला स्वतंत्र चर गृह वातावरण था क्योंकि इसका स्व-विनियमित अधिगम के साथ उच्चतम सहसंबंध (0.438) था। हालाँकि, सकारात्मक संकेत चर गृह वातावरण का आकलन करने के लिए उपयोग किए जाने वाले उपकरण के स्कोरिंग पैटर्न के कारण है,।

R^2 एक माप है जो दर्शाता है कि परिणाम चर में भविष्यवक्ता चर द्वारा कितनी परिवर्तनशीलता का हिसाब लगाया जाता है। जैसा कि तालिका-4 में दिखाया गया है, R^2 का मूल्य 0.192 पाया गया, जिसका अर्थ है कि स्व-विनियमित अधिगम के प्रसरण द्वारा ग्ह वातावरण में 19.20 प्रतिशत का प्रसरण पाया गया। शेष 80.80 प्रसरण प्रतिशत अन्य सम्बधित चरों के कारणों से भी हो सकता है, जिसको इस प्रतिगमन समीकरण में नहीं मापा गया है। गृह वातावरण, स्व-विनियमित अधिगम से सकारात्मक रूप से सम्बधित है।

F (अनोवा) का मान 35.136 पाया गया है जो इसकी P-मूल्य (F Sig) 0.000 है जो सार्थक स्तर 0.01 से कम पाया गया है। इस बात का सूचक है कि गृह वातावरण व स्व-विनियमित अधिगम के मध्य सार्थक प्रभाव पाया गया है। यह प्रतिमान माडॅल की सार्थकता को दर्शाता है, साथ ही यह प्रतिमान माडॅल सांख्यिकीय रूप से अत्यंत महत्वपूर्ण है।

मानकीकृत गुणांक (β) इस बात का माप है कि प्रत्येक भविष्यवक्ता चर परिणाम या मानदंड चर में कितनी दृढ़ता से योगदान देता है। मानकीकृत बीटा का मान 0.438 पाया गया (घनात्मक चिह्न गृह वातावरण के स्कोरिंग पैटर्न के कारण है)। β के लिए संबद्ध 't' मान 5.928 पाया गया जो P पर महत्वपूर्ण था।

स्थिरांक का मान 89.890 था। प्रतिगमन समीकरण स्थिरांक में B मान जोड़कर लिखा जाता है।

इसलिए, पहले चरण के अंत में प्रतिगमन समीकरण है:

$Y_1=A+b_1X_1$

$Y_1=89.890+(0.352)$

परिणाम

1. परिकल्पना-01.1. लैंगिक आधार पर शून्य परिकल्पना अस्वीकृत होती है। परिणाम के रूप में छात्र एवं छात्राओं के स्व-विनियमित अधिगम प्रति सार्थक अन्तर है।
2. परिकल्पना-01.2. विषय वर्ग के आधार पर शून्य परिकल्पना अस्वीकृत नहीं होती है। परिणाम के रूप में छात्र एवं छात्राओं के स्व-विनियमित अधिगम प्रति सार्थक अन्तर नहीं है।
3. परिकल्पना-02. चरों के आधार पर शून्य परिकल्पना अस्वीकृत होती है। परिणाम के रूप माध्यमिक विद्यालय के विद्यार्थियों का स्व-विनियमित अधिगम और गृह वातावरण के मध्य सार्थक धनात्मक सह-सम्बन्ध है।
4. परिकल्पना-03.चरों के आधार पर शून्य परिकल्पना अस्वीकृत होती है। परिणाम के रूप माध्यमिक विद्यालय के छात्रों का गृह वातावरण और स्व-विनियमित अधिगम के मध्य एक सकारात्मक और महत्वपूर्ण पूर्वानुमानकर्ता है, जो सांख्यिकीय रूप से महत्वपूर्ण प्रभाव देखने को मिलता है।

निष्कर्ष- गृह वातावरण एक ऐसा स्थान जिसमें विद्यार्थियों को कार्य को करने की स्वत्रंता होती है। जिससे वह अपने विचारों के माध्यम से स्व-विनियमित अधिगम और सीखने में भिन्न-भिन्न दृष्टिकोण तथा क्षमताऐं प्रदर्शित कर लक्ष्य प्राप्त करता है। स्व-विनियमित अधिगम में लैंगिक आधार पर अन्तर है, जबकि विषय वर्ग के आधार कोई अन्तर नहीं है। गृह वातावरण और स्व-विनियमित अधिगम के मध्य एक सकारात्मक सम्बन्ध और विशलेषण रूप से महत्वपूर्ण व प्रभावी देखने को मिलता है। विद्यार्थियों को प्रेरणादायक, सहयोगी, शैक्षिक तथा तकनीकी संसाधनों से युक्त वातावरण प्रदान किया जाए तो उनके सीखने की क्षमता में सार्थक वृद्धि होती है। जो विद्यार्थियों की उपलब्धि और व्यक्तिगत विकास में भी महत्वपूर्ण योगदान देता है।

भावी शोध के लिये सुझाव

1. गृह वातावरण का स्व-विनियमित अधिगम के प्रति प्रभाव का अध्ययन विभिन्न स्तर में (स्नातक और परास्नातक) का अध्ययन।
2. गृह वातावरण के प्रति दृष्टिकोण का लैगिंक, विषय, क्षेत्र, जिले के आधार पर अध्ययन।
3. गृह वातावरण का स्व-विनियमित अधिगम के प्रति प्रभाव का अध्ययन सरकारी व गैरसरकारी विद्यालयों के योगदान के आधार पर अध्ययन।

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अध्यापकों की शिक्षण दक्षता में संवेगात्मक बुद्धि की भूमिका : एक अध्ययन

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शोध-सार

शिक्षण, शिक्षक के प्रमुख कार्यो में से एक है तथा शिक्षण कार्य को कुशलता से करना ही शिक्षण दक्षता है। संवेगात्मक बुद्धि शिक्षकों की शैक्षणिक क्षमताओं तथा दक्षताओं को प्रभावित करने वाले कारकों में से है, अतः इस शोध अध्ययन का मुख्य उद्देश्य माध्यमिक विद्यालयों में कार्यरत शिक्षकों की शिक्षण दक्षता का उनकी संवेगात्मक बुद्धि के सम्बन्ध में अध्ययन करना है। अध्ययन की प्रकृति के अनुसार प्रस्तुत अध्ययन में वर्णनात्मक ''सर्वेक्षण विधि'' का प्रयोग किया गया है। इस अध्ययन के लिए उत्तर प्रदेश के बागपत जिले के माध्यमिक विद्यालयों में कार्यरत अध्यापकों से यादृच्छिक न्यादर्श विधि द्वारा कुल 120 शिक्षकों का चयन न्यादर्श के रूप में किया गया। शिक्षकों की शिक्षण दक्षता का मापन करने के लिए डॉ0 बी0 के0 पासी व एम0एस0 ललिता द्वारा निर्मित सामान्य शिक्षण दक्षता मापनी का प्रयोग किया गया तथा संवेगात्मक बुद्धि से सम्बन्धित आंकड़ो के संकलन के लिए अनुकूल, संज्योत पेठे व उपिन्दर धार द्वारा निर्मित संवेगात्मक बुद्धि मापनी का प्रयोग किया गया है। आंकड़ो का विश्लेषण क्रांतिक अनुपात (टी परीक्षण) द्वारा किया गया है। अध्ययन के परिणामों में पाया गया कि अधिकांश शिक्षकों की संवेगात्मक बुद्धि औसत स्तर की है। अध्ययन के निष्कर्षों के अनुसार शिक्षकों की संवेगात्मक बुद्धि का उनकी शिक्षण दक्षता पर निम्न प्रभाव पाया गया कि – निम्न संवेगात्मक बुद्धि वाले अध्यापकों की अपेक्षाकृत उच्च संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता, औसत संवेगात्मक बुद्धि वाले अध्यापकों की अपेक्षाकृत उच्च संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता, तथा निम्न संवेगात्मक बुद्धि वाले अध्यापकों की अपेक्षाकृत औसत संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता अच्छे स्तर की है।

प्रस्तावना

संवेगात्मक बुद्धि से अभिप्राय स्व-जागरूकता, स्वयं के संवेगों का प्रबन्धन, स्व-अभिप्रेरणा एवं व्यवहारों के प्रबन्ध से है। व्यवहारिक जीवन की सफलता में संवेगात्मक बुद्धि को अत्यधिक महत्त्वपूर्ण माना जाने लगा है। संवेगात्मक बुद्धि व्यक्तियों को उनकी क्षमता और उद्देश्य को आगे बढाने के लिए प्रोत्साहित करती है। संवेगात्मक बुद्धि व्यक्ति को अपने और दूसरों की संवेदनाओं को स्वीकार करने तथा समझने के लिए सक्षम बनाती है। संवेगात्मक बुद्धि के सम्बन्ध में सोलोवे तथा मेयर (1995) ने निम्न पांच योग्यताओं को सम्मिलित किया है -

1. आत्मचेतना- आत्म चेतना का अर्थ अपनी भावनाओ को जानना एवं उन्हे अच्छे निर्णय लेने के लिए प्रयोग करना है।
2. संवेगों का प्रबंधन- इसमें क्रोध, भय, चिंता, निराशा से निपटने की विधियां सम्मिलित हैं। इसमें उद्देश्यों की प्राप्ति के लिए संवेगों को उचित दिशा देना, नियन्त्रण करना एवं इच्छापूर्ति को स्थापित करना शामिल है।
3. आत्म अभिप्रेरण- आत्म अभिप्रेरण से तात्पर्य कठिनाइयों एवं समस्याओं के लिए स्वयं को अभिप्रेरित करना है।
4. दूसरों से सहानुभूति - इसमें अन्य व्यक्तियों की भावनाओं की ओर संवेदनशील होना एवं उनके सुख दुख को अपना सुख-दुख समझना शामिल है।
5. मधुर सम्बन्ध- इसमे अन्य व्यक्तियों को सहयोग देना, उनका सत्कार करना, उनसे निकटता स्थापित करना, उनके प्रति वफादार होना, उनसे मैत्री सम्बन्ध स्थापित करना, समाजिक योग्यताएं एवं सामाजिक निपुणता शामिल है।

डेनियल गोलमैन ने संवेगात्मक बुद्धि (Emotional Intelligence) नामक पुस्तक लिखकर मनोवैज्ञानिकों को संवेगात्मक बुद्धि के विषय में गंभीरता से अध्ययन करने के लिए प्रेरित किया। डेनियल गोलमैन, (1998) के अनुसार ''संवेगात्मक बुद्धि अपने संवेगों को जानने एवं देखभाल करने तथा अन्य व्यक्तियों में इनकी पहचान करने और अपने सम्बन्धों को कायम रखने में है।'' हेन, (2014) के अनुसार ''संवेगात्मक बुद्धि संवेगों को अनुभव करने, प्रयोग करने, संप्रेषित करने, उनसे सबक लेने, उसका प्रबंधन करने एवं उसे समझने का आन्तरिक सामर्थ्य है।''

संवेगात्मक बुद्धि में जहाँ व्यक्तियों में अन्तर्निहित विशेषताओं पर अधिक ध्यान दिया जाता है, वहीं शिक्षण दक्षता में उन सभी वांछित शिक्षण व्यवहारों को सम्मिलित किया जा सकता है, जिनसे किसी अध्यापक को अपने सभी कार्य और उत्तरदायित्व निभाने तथा एक कुशल और प्रभावी अध्यापक कहलाने का गौरव प्राप्त होता है। शिक्षण, शिक्षक के प्रमुख कार्यो में से एक है। शिक्षण दक्षता को विशेष रूप से शिक्षण परिणामों, शिक्षण उपलब्धि आदि के संदर्भ में शिक्षक प्रभावशीलता के मानदंड के तत्व के रूप में देखा गया है। अध्यापन कार्य को कुशलता से करना ही शिक्षण दक्षता है। 'शिक्षण' को भट्टाचार्य (1974) ने 'किसी प्रक्रिया को तर्कपूर्वक ग्रहण करना जिसमें बहुत से क्रियाकलाप किये जाते हैं' के रूप में परिभाषित किया है। इसी प्रकार गेज (1972) और ब्राउन (1975) ने पद 'दक्षता' को इस प्रकार परिभाषित किया कि यदि हम शिक्षण को व्यवसाय माने तो दक्षता शिक्षक के प्रभावी सम्प्रेषण को कहा जाएगा। 'शिक्षण दक्षता' को फ्लैण्डर्स व सिमोन (1969) ने इस प्रकार परिभाषित किया है कि शिक्षण दक्षता, शिक्षण की प्रभावपूर्णता और विद्यार्थियों की उपलब्धि के अलावा भी बहुत कुछ है। हेसक्यू (1956) और विल्सन (1973) के अनुसार शिक्षण दक्षता में ज्ञान, दृष्टिकोण, समझदारी भी सम्मिलित हैं। मिडले, मिजेल (1963) और विडिल (1964) ने माना कि शिक्षण एक अध्यापक का वह व्यवहार है जो प्रभाव पैदा करता है।

सम्बंधित साहित्य का सर्वेक्षण

कॉफहोल्ड और जॉनसन (2005) ने अपने अध्ययन में पाया कि उच्च संवेगात्मक बुद्धि वाले शिक्षक समूह में कार्य करने तथा समस्या समाधान की योग्यता से विद्यार्थियों को सीखने के लिए अभिप्रेरित करते हैं। वे विद्यार्थियों की व्यक्तिगत विभिन्नताओं का भी सम्मान करते हैं। इस प्रकार के सामाजिक कौशल विद्यार्थियों में परस्पर सम्बन्ध व सम्मान तथा कक्षा में सहभागिता को बढ़ावा देते हैं।

सटन और व्हीटली (2003) ने अपने शोध अध्ययन में पाया कि सामाजिक-भावनात्मक शिक्षा अधिगम को बेहतर बनाती है। शिक्षकों की भावनात्मक क्षमता गुणवत्तापूर्ण शिक्षण, उनके सामान्य स्वास्थ्य और खुशी के लिए, और विशेष रूप से छात्रों के सामाजिक-भावनात्मक विकास के लिए बहुत महत्वपूर्ण है।

टी0 वी0 रमन (2013) द्वारा किये गए शोध के निष्कर्षो में ज्ञात हुआ कि शिक्षक में भावात्मक दक्षता का होना आवश्यक है, जिससे शिक्षक अपने ऊपर नियंत्रण कर सके तथा शिक्षण अधिगम प्रक्रिया में गुणवत्ता ला सकें तथा छात्र की समस्या को पहचान कर उनका समाधान कर सके।

पूर्व के अध्ययनों में, संवेगात्मक बुद्धि का अध्ययन विभिन्न चरों के साथ किया गया है जैसे- आत्म-सम्मान (बीबी, सकलैन और मुसव्वर, एवं 2016 अब्बास और हक, 2011), कार्य संतुष्टि और संगठनात्मक प्रतिबद्धता (अनारी, 2012), समस्या समाधान कौशल (चौधरी, 2017 एवं डेनिज, 2013), शिक्षण योग्यता (राज और उनियाल, 2016 एवं सिंह, 2015), व्यावसायिक तनाव (गोर्सी, गोयत और आनंद, 2015), जीवन की गुणवत्ता (अंजुम और स्वाति, 2017) और व्यावसायिक तनाव (जोशी, 2015) के संबंध में भावनात्मक बुद्धिमत्ता की जांच की गई है।

शोध की आवश्यकता एवं महत्व

किसी भी शिक्षक को प्रभावी रूप से अपने शिक्षण कार्य को करने के लिए शारीरिक व मानसिक रूप से स्वस्थ होना आवश्यक है। शिक्षक जितना संवेगात्मक रूप से परिपक्व होता है अर्थात उसकी संवेगात्मक बुद्धि का स्तर जितना अधिक होगा, वह कहीं न कहीं अधिगम शिक्षण प्रक्रिया को भी प्रभावित करेगा। शिक्षकों में अभिवृत्ति, संवेगात्मक बुद्धि आदि के प्रति समझ की कमी के कारण अनेक समस्याएं उत्पन्न होती है, जिसके कारण शिक्षण अधिगम प्रक्रिया प्रभावित होती है।

शानवाल (2003) द्वारा विधार्थियों की संवेगात्मक बुद्धि का अध्ययन किया गया। शोध के निष्कर्षो से ज्ञात हुआ कि संवेगात्मक बुद्धि विद्यार्थियों के व्यवहार पर सार्थक रूप से प्रभाव डालती है। अतः शिक्षक की संवेगात्मक बुद्धि कहीं न कहीं शिक्षण दक्षता को प्रभावित करती है, जिसका परिणाम विद्यार्थियों की उपलब्धि पर देखा जा सकता है।

उपरोक्त विवेचना के आधार पर शोधकर्ता के मस्तिष्क में कुछ जिज्ञासा व प्रश्न उत्पन्न हुए-

1. शिक्षकों की संवेगात्मक बुद्धि का स्तर कैसा है ?
2. क्या शिक्षकों की संवेगात्मक बुद्धि तथा शिक्षकों की शिक्षण दक्षता के मध्य कोई सम्बन्ध है?
3. क्या संवेगात्मक रूप से अधिक बुद्धिमान शिक्षकों की शिक्षण दक्षता अपेक्षाकृत अधिक होती है ?

उपरोक्त प्रश्नों की उपयोगिता शिक्षा के क्षेत्र में है, क्योंकि ये सीधे रूप से विद्यार्थियों के परिणाम को प्रभावित करते हैं।

शिक्षक प्रभावशीलता और कार्य के प्रदर्शन के साथ भावनात्मक बुद्धिमत्ता के सहसंबंध की जांच करने के लिए कई शोध अध्ययन किए गए हैं (सिंह और झा, 2012 एवं महमूद, कासिम और आजम, 2013 एवं कौट्स और कुमार, 2015 जोशी, 2015 मोहम्मद और जैस, 2016 नकवी, इकबाल और अख्तर, 2016 म्यिंट और आंग, 2016 आरती और सुमति, 2016 असर-उल-हक, अनवर और हसन, 2017 नारायणमूर्ति और शशिकला, 2020)। लेकिन, कुछ ही शोध अध्ययनों ने संवेगात्मक बुद्धि और शिक्षण दक्षता के बीच संबंधों की जांच की। ऐसा कोई शोध अध्ययन नहीं मिला है, जिसमें माध्यमिक विद्यालय के शिक्षकों की शिक्षण योग्यता का पूर्वानुमान लगाने में भावनात्मक बुद्धिमत्ता के योगदान का अध्ययन किया गया हो। इसलिए वर्तमान अध्ययन महत्वपूर्ण है, क्योंकि यह जांचने का प्रयास करता है कि संवेगात्मक बुद्धि, माध्यमिक विद्यालय के शिक्षकों को शिक्षण में सक्षम बनाने में किस हद तक योगदान देती है। अतः अपने अध्ययन के लिए शोधकर्ता ने इस विषय का चयन किया।

शोध के उद्देश्य

1. माध्यमिक विद्यालयों में कार्यरत अध्यापकों की संवेगात्मक बुद्धि का अध्ययन करना।
2. माध्यमिक विद्यालयों में कार्यरत अध्यापकों की संवेगात्मक बुद्धि एवं शिक्षण दक्षता के मध्य सम्बन्ध का अध्ययन करना।
3. माध्यमिक विद्यालयों में कार्यरत अध्यापकों की शिक्षण दक्षता का संवेगात्मक बुद्धि के आधार पर तुलनात्मक अध्ययन करना।

शोध की परिकल्पनाएं

1. माध्यमिक विद्यालयों में कार्यरत अध्यापकों की संवेगात्मक बुद्धि एवं शिक्षण दक्षता के मध्य कोई सार्थक सम्बन्ध नहीं है।
2. माध्यमिक विद्यालयों में कार्यरत अध्यापकों की शिक्षण दक्षता में संवेगात्मक बुद्धि के आधार पर कोई सार्थक अंतर नहीं है।

शोध प्रविधि

प्रस्तुत शोध में शोधार्थी ने अध्ययन से सम्बन्धित समस्या को दृष्टिगत रखते हुए वर्णनात्मक ''सर्वेक्षण विधि'' को चुना है। प्रस्तुत शोध अध्ययन में उत्तर प्रदेश के बागपत जिले के माध्यमिक विद्यालयों में कार्यरत अध्यापकों को जनसंख्या के रूप में लिया गया है। प्रस्तुत शोध अध्ययन में 120 शिक्षकों (55 महिला 65 पुरुष) को यादृच्छिक विधि द्वारा अध्ययन हेतु चुना गया।

अध्ययन में प्रयुक्त शोध उपकरण

प्रस्तुत अध्ययन में शोधकर्ता द्वारा आँकड़ों के संकलन के लिए निम्न शोध उपकरणों का प्रयोग किया गया है-

1. शिक्षकों की शिक्षण दक्षता जानकारी के लिए बी0 के0 पासी व एम0एस0 ललिता द्वारा निर्मित सामान्य शिक्षण दक्षता मापनी।
2. शिक्षकों की संवेगात्मक बुद्धि के लिए अनुकूल, संज्योत पेठे व उपिन्दर धार द्वारा निर्मित संवेगात्मक बुद्धि मापनी।

आँकड़ों का विश्लेषण

1. माध्यमिक विद्यालयों में कार्यरत अध्यापकों की संवेगात्मक बुद्धि स्तर का अध्ययन

तालिका संख्या –1

संवेगात्मक मापनी के विभिन्न स्तरों पर शिक्षकों की प्रतिशतता

संवेगात्मक बुद्धि स्तर	अध्यापकों की संख्या	प्रतिशतता
उच्च स्तर	47	39.17 %
औसत स्तर	52	43.33 %
निम्न स्तर	21	17.50 %
योग	120	100 %

उपरोक्त तालिका एवं रेखाचित्र के अवलोकन से स्पष्ट है कि 39.17 प्रतिशत अध्यापकों की संवेगात्मक बुद्धि का स्तर उच्च, 43.33 प्रतिशत अध्यापकों की संवेगात्मक बुद्धि का स्तर औसत तथा 17.50 प्रतिशत अध्यापकों की संवेगात्मक बुद्धि का स्तर निम्न पाया गया है।

2. माध्यमिक विद्यालयों में कार्यरत अध्यापकों की संवेगात्मक बुद्धि एवं शिक्षण दक्षता के मध्य सम्बन्ध का अध्ययन करना।

माध्यमिक विद्यालयों में कार्यरत अध्यापकों संवेगात्मक बुद्धि एवं शिक्षण दक्षता के मध्य सम्बन्ध का अध्ययन करने के लिए दोनों चरो पर प्राप्त अंकों को सर्वप्रथम टी प्राप्तांक में परिवर्तित किया गया, तत्पश्चात उनके मध्य सहसम्बन्ध की गणना की

गयी । सहसम्बन्ध गुणांक की सार्थकता की जाँच करने के लिए एक शून्य परिकल्पना *'माध्यमिक विद्यालयों में कार्यरत अध्यापकों की संवेगात्मक बुद्धि एवं शिक्षण दक्षता के मध्य कोई सार्थक सम्बन्ध नहीं है,'* का निर्माण किया गया विश्लेषण के पश्चात् प्राप्त परिणाम निम्न तालिका में दर्शायें गए है -

तालिका संख्या - 2

माध्यमिक विद्यालयों में कार्यरत अध्यापकों की संवेगात्मक बुद्धि एवं शिक्षण दक्षता के मध्य सहसम्बन्ध (r)

चर	संख्या	मध्यमान	मानक विचलन	स्वतंत्रता अंश	सहसम्बन्ध गुणांक का मान
संवेगात्मक बुद्धि	120	88.27	30.24	118	0.42*
शिक्षण दक्षता	120	82.76	21.43		

*0.05 सार्थकता स्तर पर सार्थक, r का सारणी मान = 0.195

उपरोक्त तालिका से स्पष्ट है कि संवेगात्मक बुद्धि का मध्यमान 88.27 व मानक विचलन 30.24 है एवं शिक्षण दक्षता का मध्यमान 82.76 व मानक विचलन 21.43 है । संवेगात्मक बुद्धि एवं शिक्षण दक्षता के मध्य सहसम्बन्ध (r) गुणांक का परिगणित मान 0.42 प्राप्त हुआ है, जो सारणी मान 0.195 से अधिक है, अतः शून्य परिकल्पना *'माध्यमिक विद्यालयों में कार्यरत अध्यापकों की संवेगात्मक बुद्धि एवं शिक्षण दक्षता के मध्य कोई सार्थक सम्बन्ध नहीं है,'* अस्वीकृत की जाती है । अतः कहा जा सकता है कि संवेगात्मक बुद्धि एवं शिक्षण दक्षता में सार्थक सम्बन्ध है । प्राप्त परिणामों से दोनों चरों के मध्य सहसंबंध गुणांक का मान 0.42 प्राप्त हुआ है जो सामान्य धनात्मक स्तर का है । निष्कर्षतः कहा जा सकता है कि संवेगात्मक बुद्धि से शिक्षण दक्षता सकारात्मक रूप से प्रभावित होती है ।

3. माध्यमिक विद्यालयों में कार्यरत अध्यापकों की शिक्षण दक्षता का संवेगात्मक बुद्धि के आधार पर तुलनात्मक अध्ययन

उपरोक्त का विश्लेषण करने के लिए शोधकर्ता द्वारा शून्य परिकल्पना का निर्माण किया गया है जो निम्नवत है –

"माध्यमिक विद्यालयों में कार्यरत अध्यापकों की शिक्षण दक्षता में संवेगात्मक बुद्धि के आधार पर कोई सार्थक अंतर नहीं है"

उपरोक्त शून्य परिकल्पना के परीक्षण के लिए शोधार्थी द्वारा टी-परीक्षण का प्रयोग किया गया है। प्राप्त परिणाम निम्न तालिका में दर्शाये गये है -

तालिका संख्या - 3

माध्यमिक विद्यालयों में कार्यरत अध्यापकों की शिक्षण दक्षता की संवेगात्मक बुद्धि के आधार पर तुलना

अध्यापक समूह	संख्या	मध्यमान (शिक्षण दक्षता)	मानक विचलन (शिक्षण दक्षता)	अन्तर की मानक त्रुटि	टी-मान
उच्च संवेगात्मक बुद्धि	47	90.96	21.87	3.19	4.29*
निम्न संवेगात्मक बुद्धि	21	68.24	15.61	3.40	
उच्च संवेगात्मक बुद्धि	47	90.96	21.87	3.19	2.32*
औसत संवेगात्मक बुद्धि	52	81.23	19.84	2.75	
औसत संवेगात्मक बुद्धि	52	81.23	19.84	2.75	2.68*
निम्न संवेगात्मक बुद्धि	21	68.24	15.61	3.41	

*0.05 सार्थकता स्तर पर सार्थक

उपरोक्त तालिका से स्पष्ट है कि माध्यमिक विद्यालयों में कार्यरत अध्यापकों की संवेगात्मक बुद्धि के आधार पर शिक्षण दक्षता के मध्यमान की तुलना करने पर टी-मान क्रमशः 4.29, 2.32 तथा 2.68 प्राप्त हुआ है । जो टी के तालिका मान (t0.05=1.96) से अधिक है । अतः शून्य परिकल्पना, *''माध्यमिक विद्यालयों में कार्यरत अध्यापकों की शिक्षण दक्षता में संवेगात्मक बुद्धि के आधार पर कोई सार्थक अंतर नहीं है।''* अस्वीकृत की जाती है।

उपरोक्त तालिका से स्पष्ट है कि -

- उच्च संवेगात्मक बुद्धि और निम्न संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता के मध्यमान की तुलना करने के लिए टी मान 4.29 प्राप्त हुआ अर्थात उच्च संवेगात्मक बुद्धि और निम्न संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता में सार्थक अन्तर है । तालिका में प्रस्तुत उच्च तथा निम्न स्तर की संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता के मध्यमानों में अंतर से यह संकेत मिलता है कि उच्च संवेगात्मक बुद्धि वाले शिक्षक, निम्न संवेगात्मक बुद्धि वाले शिक्षकों की तुलना में शिक्षण में अधिक दक्ष हैं।
- संवेगात्मक बुद्धि एवं शिक्षण दक्षता के मध्य सहसम्बन्ध (त) गुणांक का परिगणित मान 0.42 प्राप्त हुआ है, अतः कहा जा सकता है कि संवेगात्मक बुद्धि एवं शिक्षण दक्षता में सार्थक सम्बन्ध है । निष्कर्षतः कहा जा सकता है कि संवेगात्मक बुद्धि से शिक्षण दक्षता सकारात्मक रूप से प्रभावित होती है।
- उच्च संवेगात्मक बुद्धि और औसत संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता के मध्यमान की तुलना करने के लिए टी मान 2.32 प्राप्त हुआ अर्थात उच्च संवेगात्मक बुद्धि और औसत संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता में सार्थक अन्तर है । तालिका में प्रस्तुत उच्च तथा औसत स्तर की संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता का मध्यमानों में अंतर से यह संकेत मिलता है कि उच्च संवेगात्मक बुद्धि वाले शिक्षक, औसत संवेगात्मक बुद्धि वाले शिक्षकों की तुलना में शिक्षण में अधिक दक्ष हैं।
- औसत संवेगात्मक बुद्धि और निम्न संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता के मध्यमान की तुलना करने के लिए टी मान 2.68 प्राप्त हुआ अर्थात औसत संवेगात्मक बुद्धि और निम्न संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता में सार्थक अन्तर है । तालिका में प्रस्तुत औसत तथा निम्न स्तर की संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता का मध्यमानों में अंतर से यह संकेत मिलता है कि औसत संवेगात्मक बुद्धि वाले शिक्षक, निम्न संवेगात्मक बुद्धि वाले शिक्षकों की तुलना में शिक्षण में अधिक दक्ष हैं।

उपरोक्त विश्लेषण से प्राप्त परिणाम कुशवाहा (2014) के अध्ययन के अनुरूप हैं, जिन्होंने अपने शोध में पाया कि उच्च, औसत और निम्न संवेगात्मक बुद्धि वाले शिक्षक अपनी शिक्षण क्षमता में भिन्न होते हैं। खान (2017) के अध्ययन द्वारा भी इस तथ्य का समर्थन किया गया है, जिसमें बताया गया कि उच्च और निम्न भावनात्मक बुद्धिमत्ता वाले शिक्षक शिक्षण कौशल में स्पष्ट अंतर रखते हैं। उच्च संवेगात्मक बुद्धिमत्ता वाले शिक्षक निम्न संवेगात्मक बुद्धिमत्ता वाले शिक्षकों की तुलना में अधिक सक्षम होते हैं।

शर्मा (2007), कौत्स एवं सरोज(2010), कौत्स एवं कुमार(2015) तथा बाला(2017) ने भी यह पाया कि संवेगात्मक रूप से बुद्धिमान शिक्षक शिक्षण में अधिक प्रभावी होते हैं। इसका कारण हो सकता है कि संवेगात्मक बुद्धि शिक्षण में सफलता का एक महत्वपूर्ण पहलू है और संवेगात्मक रूप से अधिक बुद्धि होना एक शिक्षक को शिक्षण में अधिक सक्षम बनाने में सहायता करता है। उच्च संवेगात्मक बुद्धि वाले शिक्षक छात्रों को सीखने में सक्रिय रूप से संलग्न करते हैं, कक्षा में मैत्रीपूर्ण वातावरण बनाते हैं, रचनात्मक विचारों को बढ़ावा देते हैं और अपने छात्रों के साथ प्रभावी संबंध स्थापित करते हैं। ऐसे शिक्षक वांछित उद्देश्यों के आधार पर पाठ योजनाएं बनाने में सक्षम होते हैं। वे छात्रों के व्यक्तिगत मतभेदों की गहरी समझ प्राप्त करके

कक्षा का बेहतर प्रबंधन भी कर सकते हैं। उच्च संवेगात्मक बुद्धि वाले शिक्षक अपनी आलोचना को सहजता से स्वीकार करते हैं और उस रचनात्मक आलोचना के आधार पर स्वयं को सुधारने के लिए निरंतर प्रयास करते हैं।

निष्कर्ष

प्रस्तुत शोध अध्ययन में प्राप्त परिणाम निम्न प्रकार है-

- 39.17 प्रतिशत अध्यापकों की संवेगात्मक बुद्धि का स्तर उच्च, 43.33 प्रतिशत अध्यापकों की संवेगात्मक बुद्धि का स्तर औसत तथा 17.50 प्रतिशत अध्यापकों की संवेगात्मक बुद्धि का स्तर निम्न पाया गया है।
- उच्च संवेगात्मक बुद्धि वाले एवं निम्न संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता में सार्थक अन्तर पाया गया है। उच्च संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता, निम्न संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता से अपेक्षाकृत अच्छे स्तर की पायी गयी है।
- उच्च संवेगात्मक बुद्धि वाले एवं औसत संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता में सार्थक अन्तर पाया गया है। उच्च संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता, औसत संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता से अपेक्षाकृत अच्छे स्तर की पायी गयी है।
- औसत संवेगात्मक बुद्धि वाले एवं निम्न संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता में सार्थक अन्तर है। औसत संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता, निम्न संवेगात्मक बुद्धि वाले अध्यापकों की शिक्षण दक्षता से अपेक्षाकृत अच्छे स्तर की पायी गयी है।

शैक्षिक निहितार्थ

प्रस्तुत शोध अध्ययन शिक्षकों में अपनी शिक्षण दक्षताओं को बढ़ाने, अपने बौद्धिक स्तर का शैक्षिक स्तर के अनुरूप संवर्धन करने तथा शिक्षण अभिक्षमता में वृद्धि करने हेतु अत्यन्त उपयोगी एवं महत्त्वपूर्ण है। शोध में यह पाया गया है कि संवेगात्मक बुद्धि शिक्षण दक्षता से सकारात्मक रूप से संबंधित है, इसलिए प्राप्त परिणाम के आधार पर प्रशासकों के लिए यह आवश्यक है कि वे अपने शिक्षकों की संवेगात्मक बुद्धि में वृद्धि करने के लिए विशेष कार्यक्रम, कार्यशाला, प्रशिक्षण कार्यक्रमों और नैदानिक उपायों की समुचित व्यवस्था करें। इससे वे न केवल कार्यस्थल पर चुनौतियों का सामना कर सकेंगे बल्कि अपनी भावनाओं का प्रभावी ढंग से प्रबंधन करके अपने शिक्षण प्रदर्शन में भी सुधार कर सकेंगे।

उपसंहार

किसी भी शिक्षक को प्रभावी रूप से अपने शिक्षण कार्य को करने के लिए शारीरिक व मानसिक रूप से स्वस्थ होना आवश्यक है। शिक्षक जितना संवेगात्मक रूप से परिपक्व होता है अर्थात उसकी संवेगात्मक बुद्धि का स्तर जितना अधिक होगा, वह कहीं न कहीं अधिगम शिक्षण प्रक्रिया को भी प्रभावित करेगा। शोध परिणामों के आधार पर शिक्षण में संवेगात्मक बुद्धि की भूमिका अत्यंत महत्वपूर्ण सिद्ध हुई है। माध्यमिक विद्यालयों के शिक्षकों में उच्च, औसत और निम्न स्तर की संवेगात्मक बुद्धि पायी गई, जिसमें उच्च संवेगात्मक बुद्धि वाले शिक्षकों की शिक्षण दक्षता औसत व निम्न संवेगात्मक बुद्धि वाले शिक्षकों की तुलना में अधिक रही। संवेगात्मक बुद्धि और शिक्षण दक्षता के मध्य स्पष्ट, धनात्मक तथा सार्थक सहसम्बन्ध प्रमाणित हुआ है, जिससे यह स्पष्ट है कि संवेगात्मक रूप से विकसित शिक्षक अपने कर्तव्यों का निर्वाह अधिक प्रभावी रूप से कर सकते हैं। शोध परिणामों के अनुसार, यदि शिक्षकों के संवेगात्मक बुद्धि स्तर में वृद्धि हो तो उनकी शिक्षण दक्षता भी बढ़ाई जा सकती है। यह विद्यालय प्रशासन, प्रशिक्षण संस्थानों तथा नीति निर्माताओं के लिए संदेश देता है कि वे शिक्षकों की संवेगात्मक बुद्धि को विकसित करने हेतु कार्यशालाओं तथा प्रशिक्षण कार्यक्रमों का आयोजन करें, जिससे न केवल अध्यापक कक्षा में उत्कृष्ट प्रदर्शन कर सकें, बल्कि छात्र भी प्रेरित होकर बेहतर शैक्षिक उपलब्धि अर्जित करें।

सन्दर्भ ग्रन्थ सूची

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मनोवैज्ञानिक दृढ़ता के लिए श्रीमद्भगवद्गीता का अनुप्रयोग

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शोध-सार

प्रस्तुत अध्ययन में विद्यार्थियों के मनोवैज्ञानिक दृढ़ता (Psychological Hardiness) में वृद्धि के लिए श्रीमद्भगवद्गीता के अनुप्रयोग का अध्ययन किया गया है। मनोवैज्ञानिक रूप से सुदृढ़ व्यक्ति जीवन के प्रत्येक परिस्थिति से जूझने में सक्षम होता है, वह परिस्थितियों से भागता नहीं है। श्रीमद्भगवद्गीता जीवन की परिस्थितियों से खिन्न एवं निराश अर्जुन को मनोवैज्ञानिक सुदृढ़ता प्राप्त कराने वाला अमर उपदेश है। इस अध्ययन में एक समूह पूर्व परीक्षण-पश्च परीक्षण प्रायोगिक डिजाइन (One group pre test – post test experimental design) का प्रयोग किया गया है। इस अध्ययन में स्वतंत्र चर (independent variable) श्रीमद्भगवद्गीता तथा आश्रित चर (dependent variable) मनोवैज्ञानिक दृढ़ता (Psychological Hardiness) को लिया गया है। न्यादर्श के रूप में कक्षा 12 वीं के 50 विद्यार्थियों का चयन किया गया। अरुण कुमार सिंह द्वारा निर्मित उपकरण Singh Psychological Hardiness Scale (SPHS) के द्वारा उनका पूर्व परीक्षण लिया गया तत्पश्चात 03 माह गीता शिक्षण के उपरांत पश्च परीक्षण लिया गया। सांख्यिकीय विश्लेषण के लिए टी परीक्षण का प्रयोग किया गया। दोनों परीक्षणों के स्कोर में सार्थक अंतर पाया गया जिससे स्पष्ट होता है कि श्रीमद्भगवद्गीता का पठन करने से, उनके उपदेशों को हृदयांगम करने से तथा जीवन में गीतोपदेश को अमल करने से व्यक्ति के मनोवैज्ञानिक दृढ़ता में वृद्धि होती है, वह अधिक सकारात्मक विचारों से युक्त हो जाता है तथा विपरीत परिस्थितियों से सामना करने के लिए स्वयं को अधिक ऊर्जा युक्त महसूस करता है।

प्रस्तावना:

तनावपूर्ण माहौल में रहने के बावजूद जिन व्यक्तियों के व्यक्तित्व पर तनाव का कोई महत्वपूर्ण दुष्प्रभाव नहीं पड़ता, ऐसे व्यक्तित्व को दृढ़ व्यक्तित्व (**Hardy personality**) कहा जाता है। मनोवैज्ञानिक दृढ़ता (**Psychological Hardiness)** एक व्यक्तित्व संरचना है जो व्यक्ति को तनावपूर्ण परिस्थितियों का सामना करने और उनसे अनुकूलन करने में मदद करती है। यह अवधारणा सबसे पहले सुज़ैन कोबासा (**Suzanne Kobasa)** द्वारा **1979** में प्रस्तुत की गई थी। मनोवैज्ञानिक दृढ़ता वाले व्यक्ति तनाव को एक चुनौती के रूप में देखते हैं, अपनी परिस्थितियों पर नियंत्रण महसूस करते हैं और अपने जीवन एवं कार्यों के प्रति प्रतिबद्ध होते हैं।

मनोवैज्ञानिक दृढ़ता को दृष्टिकोण, विश्वास और व्यवहारिक प्रवृत्तियों के एक समूह के रूप में परिभाषित किया गया है जिसमें तीन घटक शामिल हैं: प्रतिबद्धता **(Commitment),** नियंत्रण **(Control)** और चुनौती **(Challenge)**। मनोवैज्ञानिक रूप से दृढ़ व्यक्तियों में अपने मूल्यों, आदर्शों, विश्वासों, पहचान की भावना, काम और पारिवारिक जीवन के प्रति प्रतिबद्धता की गहरी भावना होती है। दृढ़ व्यक्तित्व (**Hardy personality**) वाले व्यक्ति अपने जीवन में घटित होने वाली घटनाओं पर नियंत्रण रखते हैं। ये सदैव परिवर्तन एवं विकास के अवसरों को ग्रहण करने के लिए तत्पर होते हैं। जीवन में आने वाली चुनौतियों को ये अवसर के रूप में लेते हैं।

श्रीमद्भगवद्गीता समस्त मानव जाति के लिए ज्ञान का स्रोत है। इसीलिए विश्व की लगभग सभी भाषाओं में इसके अनुवाद उपलब्ध हैं। मनुष्य जीवन का मार्गदर्शन श्रीमद्भगवद्गीता का मूल विषय एवं अभिप्राय है। यह ज्ञान भगवान् श्रीकृष्ण जी के मुखारविंद से एवं महर्षि वेदव्यास जी के माध्यम से महाभारत के युद्ध से कुछ समय पूर्व अर्जुन तक पहुँचा तत्पश्चात् मानव जाति के कल्याण के लिए सुरक्षित रहा। श्रीमद्भगवद्गीता का महत्व इसी से उजागर होता है कि महाभारत के आश्वमेधिक पर्व में श्री कृष्ण स्वयं अर्जुन से कहते हैं कि "वह सब-का-सब उसी रूपमें फिर दुहरा देना अब मेरे वश की बात नहीं है। उस समय मैंने योगयुक्त होकर परमात्म तत्व का वर्णन किया था।"

न शक्यं तन्मया भूयस्तथा वक्तुमशेषतः।।
परं हि ब्रह्म कथितं योगयुक्तेन तन्मया।

-महाभारत, आश्वमेधिक पर्व, अध्याय-16, श्लोक 12,13

महर्षि वेदव्यास ने गीता ज्ञान को ब्रह्मविद्या की उपाधि दिया है क्योंकि इसका ज्ञान एवं अनुकरण मानव को ब्रह्म से जोड़ता है। सर्वप्रथम श्री आदिशंकर ने श्रीमद्भगवद्गीता को महाभारत से निकालकर एक स्वतंत्र कृति के रूप में प्रकट किया। वेदांत के **"प्रस्थानत्रय"** में श्रीमद्भगवद्गीता का अनन्यतम स्थान है, अन्य दो हैं- उपनिषद् और ब्रहमसूत्र।

अध्ययन की सार्थकता:

मनोवैज्ञानिक दृढ़ता पर अधिकांश पूर्व शोध चिकित्सकीय क्षेत्रों में हुआ है, कुछ शोध खिलाड़ियों एवं मानसिक रोगियों पर हुआ है, किन्तु श्रीमद्भगवद्गीता एवं मनोवैज्ञानिक दृढ़ता से संबंधित किसी भी आयाम पर कोई शोध कार्य नहीं हुआ है अतः यह कार्य मनोवैज्ञानिक दृढ़ता में वृद्धि हेतु हमारे प्राचीन साहित्य यथा श्रीमद्भगवद्गीता के अनुप्रयोग हेतु नवीन पथ प्रशस्त करेगा।

वोरा, डोंगरे एवं सय्यद (2022) ने अपने शोध आलेख ANXIETY, HARDINESS AND QUALITY OF LIFE: A STUDY OF HEALTH PROFESSIONALS में लिखा है कि चिंता की अवस्था का मनोवैज्ञानिक दृढ़ता और जीवन की गुणवत्ता के साथ नकारात्मक संबंध है जबकि मनोवैज्ञानिक दृढ़ता का जीवन की गुणवत्ता के साथ सकारात्मक संबंध है। राव (2014) ने अपने शोध "भगवद्गीता के परिप्रेक्ष्य में तनाव प्रबंधन" में यह निष्कर्ष निकाला कि गीता में

तनाव मुक्त जीवन जीने के तरीके को आसान और स्पष्ट तरीके से समझाया गया है, यदि छात्र इस मार्ग का अनुसरण करते हैं तो उनके लिए अन्य जीवन कौशलों को आत्मसात करना बहुत सरल हो जाता है।

स्पष्ट है कि गीता अध्ययन से चिंता, तनाव आदि मानसिक व्याधियाँ दूर होती है जिसके कारण मनोवैज्ञानिक दृढ़ता में वृद्धि होती है, मनोवैज्ञानिक दृढ़ता में वृद्धि होने से जीवन की गुणवत्ता में सकारात्मक परिवर्तन होता है। श्रीमद्भगवद्गीता मानव जीवन का नियमावली है। इसमें स्वयं भगवान ने अर्जुन को एक माध्यम बनाकर सम्पूर्ण मानवों के कल्याण हेतु उपदेश दिया है। गीता में समता को योग कहा गया है – 'समत्वम् योग उच्यते'। समता का तात्पर्य भौतिक जगत के सभी द्वन्द्वों से परे होना है। जिस व्यक्ति ने समत्व का धारण कर लिया है निश्चित ही वह मनोवैज्ञानिक रूप से सुदृढ़ होगा, उस पर भौतिक कर्मों से उत्पन्न तनाव, चिंता, अवसाद आदि का कोई प्रभाव नहीं पड़ेगा।

अध्ययन का उद्देश्य:

श्रीमद्भगवद्गीता शिक्षण का विद्यार्थियों के मनोवैज्ञानिक दृढ़ता पर प्रभावशीलता का अध्ययन करना।

परिकल्पना:

विद्यार्थियों के मनोवैज्ञानिक दृढ़ता के पूर्व एवं पश्च परीक्षणों के प्राप्तांकों के मध्य सार्थक अंतर नही पाया जाएगा।

शोध विधि:

न्यादर्श- प्रस्तुत शोध अध्ययन में उद्देश्यपरक न्यादर्श विधि का उपयोग करके धमतरी जिला के अंतर्गत कुरूद विकास खंड के शासकीय उच्चतर माध्यमिक विद्यालय परखंदा में अध्ययनरत कक्षा 12 वीं के 50 विद्यार्थियों को लिया गया।

शोध विधि- इस अध्ययन हेतु एक समूह पूर्व परीक्षण-पश्च परीक्षण प्रायोगिक डिजाईन (one group pre-test post-test experimental design) का प्रयोग किया गया। कक्षा 12वीं के 50 विद्यार्थियों का मनोवैज्ञानिक दृढ़ता मापनी (psychological hardiness scale) के द्वारा पूर्व परीक्षण लिया गया तत्पश्चात तीन माह गीता शिक्षण के उपरांत पश्च परीक्षण लिया गया।

उपकरण - उपर्युक्त परिकल्पना की जाँच हेतु आँकड़ा संकलन (Data collection) के लिए अरुण कुमार सिंह द्वारा निर्मित उपकरण Singh Psychological Hardiness Scale (SPHS) का प्रयोग किया गया। इस उपकरण की विश्वसनीयता परीक्षण–पुनर्परीक्षण विधि द्वारा 0.1 सार्थकता स्तर पर 0.862 पाया गया तथा आंतरिक संगति विधि द्वारा अल्फा गुणांक 0.792 पाया गया जो इस उपकरण को विश्वसनीय बनाता है। स्केल में उच्च विषयवस्तु वैधता (content validity) है। विशेषज्ञों के आकलन से यह स्पष्ट होता है कि पैमाने की वस्तुएं मनोवैज्ञानिक दृढ़ता की अवधारणा से सीधे संबंधित हैं।

परिणाम एवं विवेचना:

उपर्युक्त परिकल्पना की जाँच हेतु मनोवैज्ञानिक दृढ़ता के आँकड़ों का संकलन किया गया तथा विश्लेषण हेतु टी परीक्षण का प्रयोग किया गया जो निम्नांकित सारणी में प्रस्तुत है –

न्यादर्श = 50

परीक्षण	माध्य	मानक विचलन	टी मान
पूर्व परीक्षण	**115.10**	**11.12**	**9.304****
पश्च परीक्षण	**121.64**	**10.40**	

स्वतंत्रता की कोटि=**49, **0.01** सार्थकता स्तर पर स्वीकृत

आँकड़ो द्वारा प्राप्त टी मान 9.304 है जो सार्थकता स्तर 0.01 पर प्राप्त टी मान **2.6800** से अधिक है, अतः शून्य परिकल्पना "विद्यार्थियों के मनोवैज्ञानिक दृढ़ता के पूर्व एवं पश्च परीक्षणों के प्राप्तांकों के मध्य सार्थक अंतर नही पाया जाएगा" निरस्त होता है। इसका तात्पर्य यह है कि गीता अध्ययन के पश्चात विद्यार्थियों के मनोवैज्ञानिक दृढ़ता में वृद्धि होती है।

निष्कर्ष:

इस अध्ययन में विद्यार्थियों के मनोवैज्ञानिक दृढ़ता के पूर्व एवं पश्च परीक्षण के प्राप्ताकों में सार्थक अंतर पाया गया। स्पष्ट है कि श्रीमद्भगवद्गीता का अध्ययन हमें मनोवैज्ञानिक दृढ़ता प्रदान कर जीत की ओर अग्रसर करती है। मनोवैज्ञानिक दृढ़ता के तीन मुख्य घटकों – प्रतिबद्धता, नियंत्रण और चुनौती के संदर्भ में श्रीमद्भगवद्गीता के उपदेशों का अध्ययन करने पर इसके गहरे प्रभाव को समझा जा सकता है:

प्रतिबद्धता

कर्तव्य के प्रति निष्ठा: गीता कर्मयोग के सिद्धांत पर जोर देती है, जिसमें व्यक्ति को अपने निर्धारित कर्तव्य (धर्म) को फल की आसक्ति के बिना करने के लिए प्रतिबद्ध रहने का उपदेश दिया गया है। अर्जुन के युद्ध करने के अनिच्छुक होने पर कृष्ण उसे उसके क्षत्रिय धर्म का पालन करने के लिए प्रेरित करते हैं। यह कर्तव्य के प्रति अटूट प्रतिबद्धता मनोवैज्ञानिक दृढ़ता के "प्रतिबद्धता" घटक को दर्शाती है।

आत्मा के प्रति समर्पण: गीता आत्मा की अमरता और शरीर की नश्वरता का ज्ञान देती है। इस ज्ञान से व्यक्ति क्षणभंगुर सांसारिक आसक्तियों से ऊपर उठकर अपने वास्तविक स्वरूप (आत्मा) के प्रति अधिक प्रतिबद्ध हो पाता है जो जीवन में एक गहरा अर्थ और उद्देश्य प्रदान करता है। यह आंतरिक प्रतिबद्धता मुश्किल परिस्थितियों में भी व्यक्ति को स्थिर रखती है।

नियंत्रण

इंद्रियों पर नियंत्रण: गीता इंद्रियों को मन के नियंत्रण में रखने और मन को बुद्धि के नियंत्रण में रखने का महत्व बताती है (2.67)। एक अस्थिर मन बाहरी उत्तेजनाओं से आसानी से विचलित हो जाता है जिससे व्यक्ति निराशा महसूस कर सकता है। इंद्रियों और मन पर नियंत्रण स्थापित करके व्यक्ति अपनी प्रतिक्रियाओं और कार्यों पर अधिक नियंत्रण प्राप्त करता है जो मनोवैज्ञानिक दृढ़ता के "नियंत्रण" घटक को मजबूत करता है।

कर्म पर अधिकार फल पर नहीं: कृष्ण अर्जुन को उपदेश देते हैं कि मनुष्य को केवल अपने कर्म करने का अधिकार है उसके फल पर नहीं (2.47)। यह विचार व्यक्ति को परिणामों की चिंता किए बिना वर्तमान कार्य पर ध्यान केंद्रित करने के लिए प्रोत्साहित करता है। यह आंतरिक नियंत्रण की भावना को बढ़ाता है क्योंकि व्यक्ति अपनी क्रियाओं की जिम्मेदारी लेता है लेकिन अनिश्चित भविष्य के परिणामों से अभिभूत नहीं होता।

चुनौती

परिवर्तन को स्वीकार करना: गीता जीवन में परिवर्तन की अनिवार्यता को स्वीकार करती है (2.22)। जिस प्रकार मनुष्य पुराने वस्त्र त्याग कर नए धारण करता है उसी प्रकार आत्मा भी पुराने शरीर को त्याग कर नया धारण करती है। इस समझ से व्यक्ति परिवर्तनों के भय या विरोध के बजाय जीवन के एक स्वाभाविक हिस्से के रूप में स्वीकार करने की मानसिकता विकसित करता है जो मनोवैज्ञानिक दृढ़ता के "चुनौती" घटक का एक महत्वपूर्ण पहलू है।

द्वंद्वों का सामना करना: गीता सुख-दुख, लाभ-हानि, जय-पराजय जैसे जीवन के द्वंद्वों को समान भाव से स्वीकार करने का उपदेश देती है (2.48)। इन द्वंद्वों को चुनौती के रूप में देखना और उनसे विचलित न होना व्यक्ति को मानसिक रूप से मजबूत बनाता है और विपरीत परिस्थितियों में भी स्थिर रहने की क्षमता प्रदान करता है।

सभी के मन में वैचारिक द्वंद्व सदैव चलता रहता है, सही-गलत, उचित-अनुचित, न्याय-अन्याय आदि के मध्य। गीता कहती है – "माम् अनुस्मर युध्य च" यह पंक्ति भगवद्गीता के उपदेशों का सार है। इसमें हमारे जीवन को दिव्य बनाने की शक्ति निहित है। यह कर्मयोग की परिभाषा को भी संपुटित करता है। श्रीकृष्ण कहते हैं- "अपने मन को मुझमें अनुरक्त रखो और शरीर से अपने सांसारिक कर्तव्यों का पालन करते रहो।" यह उपदेश सभी वर्ग के लोगों पर लागू होता है।

गीता कहती है – निमित्तमात्रं भव सव्यसाचिन्। हमें निमित्त बनना सीखना होगा। जब हम सात्विक मन से अन्याय के विरुद्ध लड़ते हैं तब हमारी जीत होती है। हमें सत्व प्रधान लड़ाई लड़नी ही चाहिए।
श्री कृष्ण ने कहा है -

नेहाभिक्रमनाशोऽस्ति प्रत्यवायो न विद्यते।
स्वल्पमप्यस्य धर्मस्य त्रायते महतो भयात्।।

-श्रीमद्भगवद्गीता अध्याय-2, श्लोक 40

अर्थात सात्विकता से किया गया आरम्भ (बीज) कभी नष्ट नहीं होता। मन में चल रहे सत्व और तम के युद्ध में सात्विकता से किया युद्धारम्भ आगे सफल होगा ही। यद्यपि गीता की पृष्ठभूमि में कुरूक्षेत्र की युद्धभूमि है इसके द्वारा युद्ध से विमुख अर्जुन को युद्ध हेतु प्रेरित किया गया है। इसका वास्तविक संबंध युद्ध के साथ-ही-साथ अपने जीवन के पवित्र कर्तव्यों के पालन से भी है चाहे वे कितने ही अप्रिय क्यों न हों। भीषणतम् समस्याओं के झंझावातों में भी तनिक विचलित न होकर "मेरा स्मरण करो और युद्ध करो" (मामनुस्मर युध्य च) का संदेश कितने ही हताश प्राणी के लिए प्रकाश-स्तम्भ के समान है। अतः यह निश्चित है कि श्रीमद्भगवद्गीता शिक्षण का विद्यार्थियों के मनोवैज्ञानिक दृढ़ता पर सकारात्मक प्रभाव होता है।

सुझाव :

मनोवैज्ञानिक दृढ़ता के लिए श्रीमद्भगवद्गीता के अनुप्रयोग पर किए गए इस शोध में आयु वर्ग 16-18 वर्ष के विद्यार्थी सम्मिलित थे। इस विषय को और गहराई से समझने हेतु पेशेवर समूहों जैसे सैनिकों, डॉक्टरों या कॉर्पोरेट पेशेवरों जैसे उच्च-तनाव वाले समूहों पर गीता के सिद्धांतों (जैसे निष्काम कर्म और समत्व) के प्रभाव का अध्ययन किया जा सकता है। इससे यह पता चलेगा कि ये सिद्धांत इन समूहों में मनोवैज्ञानिक दृढ़ता कैसे बढ़ा सकते हैं। छात्रों में शैक्षणिक दबाव और तनाव का सामना करने के लिए गीता के सिद्धांतों के उपयोग का मूल्यांकन किया जा सकता है। विशेष रूप से परीक्षा के दौरान उनके मानसिक स्वास्थ्य पर गीता के उपदेशों का क्या प्रभाव पड़ता है, इस पर अध्ययन किया जा सकता है। गीता के सिद्धांतों के प्रभाव को मापने के लिए मनोवैज्ञानिक परीक्षण और प्रश्नावली (जैसे रेजिलिएंस स्केल) का उपयोग किया जा सकता है। इससे परिणामों को और अधिक वैज्ञानिक और विश्वसनीय बनाया जा सकता है। गीता के सिद्धांतों की तुलना अन्य भारतीय या पश्चिमी दार्शनिक प्रणालियों से की जा सकती है, ताकि यह समझा जा सके कि मनोवैज्ञानिक दृढ़ता के निर्माण में गीता कितनी अनूठी और प्रभावी है। यह जानने के लिए कि गीता के सिद्धांतों का अभ्यास करने से मनोवैज्ञानिक दृढ़ता पर दीर्घकालिक प्रभाव पड़ता है या नहीं, एक ही समूह का कई सालों तक अध्ययन किया जा सकता है। इससे यह पता चलेगा कि ये सिद्धांत समय के साथ कितने स्थायी लाभ प्रदान करते हैं। गीता के सिद्धांतों पर आधारित मोबाइल ऐप्स या ऑनलाइन मॉड्यूल्स विकसित किए जा सकते हैं जो लोगों को मनोवैज्ञानिक दृढ़ता बढ़ाने में मदद करें। इन उपकरणों की प्रभावशीलता का मूल्यांकन करने के लिए शोध किया जा सकता है ।

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संवेगात्मक बुद्धि: एक समीक्षा

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शोध-सार

विद्यार्थियों के सर्वांगीण विकास के लिए शिक्षा अति आवश्यक है। विद्यार्थियों का बौद्धिक स्तर अभिक्षमता, संवेग, मूल्य, अध्ययन आदत, समायोजन आदि अनेक कारक हैं जो विद्यार्थियों की उपलब्धि को प्रत्यक्ष व परोक्ष रूप से प्रभावित करते हैं इन सभी कारकों में बुद्धि को प्रमुख स्थान प्राप्त है। सामान्यत: यह स्वीकार किया जाता है कि जिनमें सीखने की क्षमता, तार्किक क्षमता तथा अमूर्त चिंतन की योग्यता उच्च कोटि की होती है वे अध्ययन में उच्च परिणाम प्राप्त करते हैं।इस क्षेत्र में किए गए अनेक शोध परिणाम यह बताते हैं कि बुद्धि व उपलब्धि में सकारात्मक संबंध होता है।विगत कुछ वर्षों से यह माना जाने लगा है कि व्यक्ति की सफलता उसकी बुद्धि पर निर्भर करती है परंतु सफलता का अधिकतम श्रेय संवेगात्मक बुद्धि को प्राप्त होता है।उच्च संवेगात्मक बुद्धि के विद्यार्थी स्वयं तथा दूसरों की भावनाओं को समझने ,नियमन करने तथा उसे सही दिशा में संचालित करने की योग्यता रखते हैं यही इनकी सफलता का आधार होता है।

उक्त शोध पत्र द्वारा संवेगात्मक बुद्धि के उदभव के सिद्धांत के रूप में विकसित होने की यात्रा का समीक्षात्मक अध्ययन प्रस्तुत किया गया है।

प्रस्तावना -

संवेगात्मक बुद्धि से तात्पर्य व्यक्ति की उस समग्र क्षमता से है जो उसे उसकी विचार प्रक्रिया का प्रयोग करते हुए अपने तथा दूसरों के संवेगो को जानने समझने तथा उनकी ऐसी उचित अनुभूति एवं अभिव्यक्ति करने कराने में इस प्रकार मदद करे कि वांछित व्यवहार तथा उसके सापेक्ष अनुक्रियाएं कर सके जिससे उसे दूसरे के साथ सामंजस्य स्थापित करते हुए अपना समुचित हित व्यक्त करने हेतु अधिकतम अवसर प्राप्त हो सके। यद्यपि संवेगात्मक बुद्धि का प्रत्यय नवीन है परन्तु भारतीय पौराणिक कथाओं ग्रंथों,कथाओं में इसकी उपस्थिति प्राचीन कल से ही विद्यमान रही है । आज से लगभग 5000 ईसा पूर्व भगवद्गीता में भगवान श्री कृष्ण का स्थितिप्रज्ञ पुरुष (भावात्मक रूप से स्थित व्यक्ति) का प्रत्यय प्रसिद्ध मनोवैज्ञानिक जॉन मेयर एवं पीटर सॉलोवे के संवेगात्मक बुद्धियुक्त व्यक्ति से समानता प्रदर्शित करता है। लगभग 2000 ईसा पूर्व महान दार्शनिक प्लेटो ने कहा था "समस्त अधिगम का आधार भावनात्मक होता है।" प्लेटो का यह कथन निसंदेह संवेगात्मक बुद्धि को अपना समर्थन प्रदान करता है। तभी से वैज्ञानिकों, शोधकर्ताओं, दार्शनिकों एवं शिक्षकों के लिए द्वारा भावनाओं के महत्त्व को प्रमाणित करने के हर संभव प्रयास किए जा रहे हैं। 19 वीं शताब्दी तक भावनाएं केवल पूर्वानुमान के रूप तक ही सीमित नहीं रह गईं वरन इसके भौतिक मापन पर भी विचार किया जाने लगा साथ ही यह स्वीकार किया जाने लगा कि भावनाएं विचारों से संबंधित होती हैं यही मत आगे चलकर भावनाओं और विचारों के मध्य परिशुद्ध शोध की नींव बना।

हम अपने दैनिक जीवन मे अनेक प्रकार की भावनाओं का अनुभव करते हैं परंतु मानव व्यवहार पर भावनाओं का प्रभाव प्राचीनकाल से ही चिंतन का विषय रहा है। प्रस्तुत शोधपत्र द्वारा संवेगात्मक बुद्धि से संबंधित उपलब्ध साहित्य की समीक्षा की जाएगी साथ ही भारतीय परिप्रेक्ष्य में संवेगात्मक बुद्धि को समझने का प्रयास किया जाएगा।

उद्देश्य

1. संवेगात्मक बुद्धि की अवधारणा को समझना
2. संवेगात्मक बुद्धि के घटकों की पहचान करना
3. संवेगात्मक बुद्धि के विकास के तरीकों की पहचान करना
4. संवेगात्मक बुद्धि के महत्व का मूल्यांकन करना

प्रस्तुत उद्देश्य द्वितीयक स्रोतों द्वारा प्राप्त किए गए हैं। शोधकर्ता ने संवेगात्मक बुद्धि: एक समीक्षा के संबंध में शोधपरक जानकारी प्राप्त करने के लिए विभिन्न प्रकार की पुस्तकों तथा संबंधित वेबसाइटों द्वारा प्राप्त जानकारी को लेखबद्ध किया है ।

शोध प्रश्न

1. संवेगात्मक बुद्धि की अवधारणा का मूल स्वरूप क्या है?
2. संवेगात्मक बुद्धि के प्रमुख घटक कौन- कौन से हैं?
3. संवेगात्मक बुद्धि के विभिन्न प्रतिरूपों में संवेगात्मक बुद्धि की व्याख्या किन आधारों पर की गयी है?
4. भारतीय दार्शनिक परंपरा में संवेगात्मक बुद्धि को किस प्रकार समझा और प्रस्तुत किया गया है?
5. शैक्षिक संदर्भ में संवेगात्मक बुद्धि का क्या महत्व है?

शोध प्रविधि

प्रस्तुत शोध पत्र की प्रकृति अवधारणात्मक है जिसमें द्वितीयक स्रोतों के आधार पर जानकारी को एकत्र करके उपरोक्त शोध प्रश्नों का उत्तर प्राप्त करने का प्रयास किया गया है|

संवेगात्मक बुद्धिमत्ता का ऐतिहासिक संदर्भ

विगत शताब्दियों में संवेगात्मक बुद्धि का विकास –

सन 1900-1969: बुद्धि एवं भावनाएं पृथक सूक्ष्म क्षेत्र के रूप में -

1-बुद्धि संबंधी अनुसंधान -

मनोमितीय दृष्टिकोण से बुद्धि का विकास एवं परिष्करण।

2- भावनाओं से संबंधित अनुसंधान -

मनोवैज्ञानिक प्रतिक्रियाओं और भावनाओं का अध्ययन। डार्विन के सिद्धांत आनुवांशिकता और भावनात्मक प्रतिक्रिया को सांस्कृतिक स्वीकृति।

सन 1970-1989

अनुभूति और प्रभाव के क्षेत्र के अंतर्गत भावनाओं के विचारों पर पढ़ने वाले प्रभाव का अध्ययन। गार्डनर की बहु बुद्धि सिद्धांत अंत:व्यक्तिक बुद्धि एवं अंतरव्यक्तिक बुद्धि को स्पष्ट किया। सामाजिक बुद्धिमत्ता के अनुभाविक कार्य आधारित घटक सामाजिक कौशल सहानुभूति कौशल नीरस दृष्टिकोण एवं संवेदनशीलता। भावनाओं और अनुभूतियों के बीच के संबंध को मस्तिष्क के अध्ययन द्वारा पृथक किया जाने लगा। संवेगात्मक /भावात्मक बुद्धि शब्द का प्रयोग। बाल मनोवैज्ञानिक स्टेनली ग्रीन स्पेन ने भावनात्मक बुद्धिमत्ता का एक विकासात्मक मॉडल प्रस्तुत किया जिसे विकासात्मक व्यक्तिगत भिन्नता, संबंध आधारित डी.ए.आर. मॉडल के रूप में जाना जाता है। यह अवधारणा बच्चों की भावनात्मक बुद्धिमत्ता और समग्र विकास की अवधारणा को आकार देने तथा समग्र विकास पर जोर देती है।

सन 1990- 1993 संवेगात्मक बुद्धि पर किए गए अनुसंधानों का प्रादुर्भाव-

जॉन मेयर तथा पीटर सोलावे द्वारा भावनात्मक बुद्धि पर आलेखों की श्रृंखला का प्रकाशन किया गया। इन्होंने E.I की संकल्पना दी जिससे भावनाओं को समझने, भावनाओं, विचारों को सुगम बनाने के लिए एकीकृत करने और भावनाओं को विनियमित करने की क्षमता शामिल थी। भावनात्मक बुद्धिमत्ता को पारस्परिक बुद्धि से अलग माना गया और वास्तविक जीवन के परिणामों की भविष्यवाणी में महत्वपूर्ण पाया गया। इस अवधि के दौरान भावनात्मक बुद्धिमत्ता के दावे को अनुभवजन्य समर्थन मिलना प्रारंभ हो गया जिसमें कहा गया कि यह जीवन की सफलता का सबसे अच्छा भविष्यवक्ता हो सकता है।इस समय शोधकर्ताओं ने भावनाओं के विचारों और निर्णय लेने पर प्रभाव का भी अध्ययन प्रारंभ किया जो भावनात्मक बुद्धिमत्ता के क्षेत्र को और विकसित करने में सहायता करता है।

सन 1994-1997 लोकप्रियता और वितरण-

गोलमैन की पुस्तक इमोशनल इंटेलिजेंस व्हाय इट कैन मैटर मोर दैन आई. क्यू. विश्वव्यापी खरीदी जाने वाली पुस्तक बनी। टाइम मैगजीन द्वारा भावनात्मक बुद्धि गुणांक को अपने मुख्य पृष्ठ पर स्थान दिया गया। भावनात्मक बुद्धि का मिश्रित सिद्धांत प्रकाशित हुआ।

सन 1998- से वर्तमान तक संस्थागत रूप से संवेगात्मक बुद्धि पर अनुसंधान –

संवेगात्मक बुद्धि पर संस्थागत शोध में काफी वृद्धि हुई जिसमें विभिन्न क्षेत्रों में संवेगात्मक बुद्धि की भूमिका और प्रभाव का अध्ययन किया गया। शिक्षा, कार्यस्थल तथा व्यक्तिगत संबंधों में संवेगात्मक बुद्धि के महत्व पर बल दिया गया।1998 के बाद से अनुसंधानकर्ताओं ने संवेगात्मक बुद्धि के विभिन्न पहलुओं का अध्ययन किया जैसे की आत्म जागरूकता , आत्मनियमन, प्रेरणा, सहानुभूति, सामाजिक कौशल। संवेगात्मक बुद्धि पर का प्रभाव कार्य स्थल में प्रदर्शन, नेतृत्व टीमवर्क ,निर्णय लेना, समस्या समाधान। शिक्षा, प्रशिक्षण, व्यक्तिगत विकास कार्यक्रमों के माध्यम से संवेगात्मक बुद्धि का उन्नयन। 2020 के एक मेटा विश्लेषण में पाया गया कि उच्च भावनात्मक बुद्धिमत्ता वाले छात्र स्कूल में उच्च शैक्षणिक प्रदर्शन करते हैं। भावनात्मक बुद्धिमत्ता वाले विद्यार्थी सामाजिक कौशल और सहपाठी संबंधों के नियमन में दक्ष होते हैं।

संवेगात्मक बुद्धि का क्रमागत इतिहास -

लगभग 5000 ईसा पूर्व भगवद्गीता में भगवान श्री कृष्ण को स्थितप्रज्ञ के रूप में प्रदर्शित गया। लगभग 2000 ईसा पूर्व प्लेटो के साहित्य में भी भावात्मक बुद्धि की छवि परिलक्षित होती है। स्पिनोजा (1687) का मानना था कि भावना और बुद्धि मिलकर अनुभूति के मापन में योगदान देते हैं थार्नडाइक (1920) में सामाजिक बुद्धिमत्ता की अवधारणा प्रस्तुत की जिसे भावनात्मक अभिप्रेरक बुद्धिमत्ता में विभाजित किया जा सकता है। डेविड वैश्लर (1940) में बताया कि बुद्धि बौद्धिक और व्यक्तित्व लक्षणों और अन्य बौद्धिक घटकों जैसे की भावनात्मक, सामाजिक और व्यक्तिगत कारकों (चिंता, दृढ़ता लक्ष्य, जागरूकता) से प्रभावित होती है। डेविड वैश्लर ने भावात्मक बुद्धिमत्ता को व्यक्ति के व्यक्तित्व विकास का एक एकीकृत अंग पाया। लीपर(1948) ने भावनात्मक विचार को बढ़ावा दिया जिसके बारे में इनका मानना था कि यह तार्किक विचार के विकास में अपना योगदान देती है। मानवतावादी मनोवैज्ञानिक अब्राहम मैसलो(1950) द्वारा भावनात्मक शक्ति विकसित किए जाने पर ध्यान केंद्रित किया गया। मार्वरर(1960) ने भावनाओं को उच्चतर कम की बुद्धिमत्ता माना। टॉमकिंस (1962) का मानना था कि प्रभाव के बिना तर्क नपुंसक होगा और बिना कारण के प्रभाव अंधा होता है। सन (1975) में हरबर्ट गार्डनर द्वारा "द स्टैंडर्ड माइंड" में बुद्धि का बहुबुद्धि सिद्धांत के रूप में प्रकाशन किया गया। सन (1985) में वेन पायने ने अपनी डॉक्टरेट थीसिस "ए स्टडी ऑफ़ इमोशनल डेवलपिंग इमोशनल इंटेलिजेंस" ने भावात्मक बुद्धिमत्ता पर साहित्य में महत्वपूर्ण योगदान दिया। पायने ने इस बात पर जोर दिया की भावनात्मक बुद्धिमत्ता जन्मजात नहीं होती बल्कि इसे समय के साथ विकसित किया जा सकता है। सन 1987 में कैथ वैसली द्वारा भावनात्मक बुद्धि गुणांक शब्द का प्रयोग सर्वप्रथम अपने आलेख में किया गया। बाद में रिव्यूवेन बार - ऑन द्वारा सर्वप्रथम स्नातक शोध पत्र में इस शब्द को प्रयुक्त करने का दावा किया गया जो की प्रकाशित नहीं हो पाया था।

1989 में बाल मनोवैज्ञानिक स्टेनली ग्रीन स्पेन ने भावनात्मक बुद्धिमत्ता का एक विकासात्मक मॉडल प्रस्तुत किया जिसे विकासात्मक व्यक्तिगत विभिन्नता संबंध आधारित मॉडल के रूप में जाना जाता है यह अवधारणा बालकों की भावनात्मक बुद्धिमत्ता और समग्र विकास को आकार देने के दृष्टिकोण से महत्वपूर्ण है। 1990 में मनोवैज्ञानिक पीटर सॉलोवे जान मेयर और डेनियल गोलमैन के मौलिक कार्यों के माध्यम से भावनात्मक बुद्धिमत्ता को सुदृढ़ता और व्यापक मान्यता मिली और यह प्रमाणित हुआ कि उच्च भावनात्मक बुद्धिमत्ता वाले छात्रों के शैक्षणिक रूप से सफल होने की संभावना अधिक होती है। 1990 में पीटर सॉलोवे और जान मेयर ने भावनात्मक बुद्धिमत्ता पर महत्वपूर्ण शोध पत्र लिखा जो "इमेजिनेशन कॉग्निशन एंड पर्सनैलिटी पत्रिका" में प्रकाशित हुआ इन्होंने इसे अपनी और दूसरों की भावनाओं को पहचानने ,वर्गीकृत करने और उस पर ध्यान केंद्रित करने की क्षमता के रूप में परिभाषित किया ताकि वह अपने निर्णय और व्यवहार को आकार दे सकें। सन 2000 में डेविड कारूसो, पीटर सॉलोवे और जॉन मेयर द्वारा निर्मित मेयर सालोवे कारूसो भावनात्मक बुद्धिमत्ता परीक्षण का उद्देश्य भावनात्मक बुद्धिमत्ता को वस्तुनिष्ठ रूप से मापन था इस परीक्षण ने भावनात्मक बुद्धिमत्ता के सभी घटकों का गहन मूल्यांकन कर उसकी शैक्षणिक तथा व्यवहारिक उपयोगिता को प्रमाणित किया। सन 2004 में विद्वानों के नेतृत्व में भावनात्मक बुद्धिमत्ता के विषय पर गहनता से अध्ययन कार्य प्रारंभ किया गया अनेक शोध कार्यों से प्राप्त निष्कर्षों के परिणाम स्वरुप यह प्रमाणित हुआ कि उच्च भावनात्मक बुद्धिमत्ता वाले व्यक्ति नेतृत्व अनुकूलन तथा संगठनात्मक उपलब्धियों को आगे बढ़ाने में अधिक कुशल होते हैं।

सन 2010 के दशक में भावनात्मक बुद्धिमत्ता को शिक्षा विज्ञान और प्रौद्योगिकी में व्यापक रूप से एकीकृत किया गया जिससे शिक्षण प्रक्रिया को अत्यधिक प्रभावशीलता प्राप्त हुई। सन 2011 में शैक्षिक कार्यक्रमों में भावनात्मक बुद्धिमत्ता को शामिल करने की लोकप्रियता बढ़ी इसके परिणाम स्वरुप सामाजिक बुद्धिमत्ता,पारस्परिक बुद्धिमता और संज्ञानात्मक योग्यता को बढ़ाने पर जोर दिया जाने लगा। • सन 2013 में शोधकर्ता ने भावनात्मक बुद्धिमत्ता और परिफ्रंटल कार्टेक्स जैसे मस्तिष्क क्षेत्र के बीच संबंधों की जांच की जो भावना नियंत्रण से घनिष्ठ रूप से संबंधित थे। सन 2015 में भावनात्मक बुद्धिमत्ता पर शोधकर्ताओं ने नए क्षेत्रों में विस्तार किया शोधकर्ताओं ने अध्ययन के उपरांत पाया की भावनात्मक बुद्धिमत्ता को कृत्रिम बुद्धि प्रणाली के साथ एकीकृत किया जा सकता है जिससे भविष्य में भावनात्मक रूप से विकसित कंप्यूटर का निर्माण किया जा

सकेगा। सन 2000 में मानसिक स्वास्थ्य के क्षेत्र में भावनात्मक बुद्धिमत्ता को महत्व प्रदान किया जाने लगा अपनी भावनात्मक अवस्थाओं और सामान्य स्वास्थ्य को बेहतर बनाकर व्यक्ति अपनी सामाजिक पारस्परिक और संज्ञानात्मक बुद्धिमत्ता ने सुधार कर सकते हैं। हावर्ड बिजनेस रिव्यू में प्रकाशित अध्ययनों सहित कई अध्ययनों ने भावात्मक बुद्धिमत्ता और नौकरी के प्रदर्शन के साथ-साथ शैक्षिक उपलब्धि के बीच सकारात्मक संबंध को प्रदर्शित किया। सन 2024 में भावनात्मक बुद्धिमत्ता पर विभिन्न सांस्कृतिक संदर्भ में अनेक शोध कार्य किए गए जिससे भावनात्मक बुद्धिमत्ता की अभिव्यक्ति एवं विकास को नवीन क्षेत्र की प्राप्ति हुई। 2025 में किए गए अनुसंधानों में व्यवसाय, शिक्षा, स्वास्थ्य सेवा एवं प्रौद्योगिकी में भावनात्मक बुद्धिमत्ता के प्रभाव पर अनेक अनुसंधान किए गए तथा दूसरों के साथ संबंधों और जीवन की गुणवत्ता को बेहतर बनाने में भावनात्मक बुद्धिमत्ता के महत्व पर जोर दिया गया।

संवेगात्मक बुद्धिमत्ता के घटक-

- भावनाओं को महसूस /ग्रहण करने शाब्दिक तथा अशाब्दिक संकेतों के रूप में।
- भावनाओं की विवेचना/ तर्क करना चिंतन एवं समझ द्वारा भावनाओं की प्राथमिकता तय कर प्रतिक्रिया देने में।
- भावनाओं को समझना।
- भावनाओं को सुव्यवस्थित करना।

संवेगात्मक बुद्धि के प्रतिरूप-

संवेगात्मक बुद्धि क्षमताओं, कौशल, स्वज्ञान पहचान करने की योग्यता, मूल्यांकन तथा दूसरों एवं समूह की भावनाओं को सही दिशा में संचालित करने की योग्यता के रूप में व्यक्त की गई है। संवेगात्मक बुद्धि के प्रतिरूप निम्नलिखित हैं –

मेयर - साल्वे कारयूसो योग्यता प्रतिरूप –

योग्यता आधारित भावनात्मक बुद्धि का प्रतिरूप (1997) जो की गार्डनर के शोध कार्य विषय व्यक्तिगत बुद्धि पर आधारित था। इस प्रतिरूप में भावनात्मक बुद्धि शब्द का प्रयोग भावनात्मक आयाम के रूप में किया गया। 1997 में इन्होंने बुद्धि को पुनः परिभाषित करते हुए चार प्रारंभिक शाखाओं, भावनात्मक अनुभूति, ग्रहण बोध, भावनात्मक आत्मसातीकरण, भावनात्मक प्रबंधन में विभक्त किया जिन्हें विभिन्न अनुभूतियों से संबंधित किया गया।

गोलमैन का संवेगात्मक बुद्धि प्रतिरूप-

डेनियल गोल्डमैन के संवेगात्मक बुद्धि प्रतिरूप में संवेगात्मक दक्षताओं का संग्रह सम्मिलित किया गया गोलमैन के अनुसार भावनात्मक योग्यताएं जन्मजात प्रतिभाएं ना होकर अधिगमित होती हैं और उनके अभ्यास द्वारा आश्चर्यजनक प्रतिफल प्राप्त किया जा सकता है। डेनियल गोलमैन(1995) का प्रतिरूप भावनात्मक बुद्धिमत्ता के चार प्रमुख गुणों पर निर्भर है-

1- स्वचेतना/अभिज्ञान - सहज बोध के आधार पर किसी की भावनाओं एवं उनके प्रभाव को पहचानने की क्षमता।
2- स्वप्रबंधन- किसी की भावनाओं, आवेंगो को नियंत्रित करने और परिवर्तनकारी परिस्थितियों से अनुकूलन करना।
3- सामाजिक चेतना- सामाजिक तंत्र से दूसरे की भावनाओं को समझ कर प्रतिक्रिया देने में।
4- संबंधों का प्रबंधन- संघर्ष /परस्पर विरोध के नियंत्रण के साथ भी दूसरों को प्रेरित और प्रभावित करने की योग्यता।

भारतीय परिपेक्ष्य में संवेगात्मक बुद्धि – भारतीय पुरातन साहित्य के अध्ययन से ज्ञात होता है कि भारतीय साहित्य में भावनात्मक बुद्धि का प्रयोग विभिन्न संदर्भ में व्यापक रूप से हुआ है। भारतीय दार्शनिक परंपराएं प्राचीन काल से भावनाओं के शक्तिशाली प्रकृति की पक्षधर रही है। भारतीय मनोविज्ञान के पिता महर्षि पतंजलि द्वारा मानव मस्तिष्क के हिस्सों पर हजारों वर्ष पूर्व किए गए सुसंगठित शोध आज भी उतने ही प्रासंगिक हैं। विगत वर्षों में इस क्षेत्र में किए गए शोध परिणाम यह दर्शाते हैं की

भावनात्मक आत्म चेतना के बारे में भारतीय दृष्टिकोण संदर्भ के प्रति संवेदनशील है तथा व्यक्ति की भावनाओं को आकार देने में परिवार और समाज की भूमिका पर ध्यान केंद्रित करता है।

शैक्षिक निहितार्थ -

संवेगात्मक बुद्धिमत्ता पर किए गए शोध कार्यों से न केवल शिक्षा के क्षेत्र में वर्णन मानव जीवन के प्रत्येक पक्ष पर लाभकारी परिणाम प्राप्त किया जा सकते हैं भावनात्मक बुद्धि के संबंध में भविष्य में होने वाले शोधों द्वारा वर्तमान में स्थापित प्रतिरूपों की भांति न केवल सैद्धांतिक ज्ञान प्राप्त करने की आवश्यकता है वर्णन अधिक प्रभावी मापन रणनीति हेतु भी कार्य करने की आवश्यकता है ।भावनात्मक बुद्धि का व्यापक ज्ञान नि:संदेह समाज तथा शिक्षा के उन्नयन में सहायता प्रदान करेगा।

निष्कर्ष

संवेगात्मक बुद्धि आज के प्रतिस्पर्धात्मक और जटिल जीवन में सफलता का एक महत्वपूर्ण निर्धारक तत्व बन गई है। यह न केवल व्यक्ति की भावनाओं की समझ और नियंत्रण की क्षमता को विकसित करती है, बल्कि उसे सामाजिक रूप से अधिक सहानुभूतिशील और उत्तरदायी भी बनाती है। उच्च संवेगात्मक बुद्धि वाले व्यक्ति अपने विचारों और व्यवहारों के प्रति सजग रहते हैं तथा तनावपूर्ण परिस्थितियों में भी संतुलन बनाए रखते हैं। शिक्षा के क्षेत्र में इसका विशेष महत्व है, क्योंकि यह शिक्षार्थियों में आत्म-जागरूकता, आत्म-नियमन, प्रेरणा, सहानुभूति और सामाजिक कौशल जैसे गुणों का विकास करती है। शिक्षक के लिए भी यह आवश्यक है कि वह विद्यार्थियों की भावनात्मक आवश्यकताओं को समझे और उन्हें उचित दिशा प्रदान करे। भारतीय परिप्रेक्ष्य में संवेगात्मक बुद्धि की जड़ें अत्यंत गहरी हैं, जो भगवद्गीता, उपनिषदों तथा योगसूत्रों में आत्मनियंत्रण और भावनात्मक संतुलन के रूप में विद्यमान हैं। आधुनिक युग में जब बौद्धिक क्षमता के साथ भावनात्मक परिपक्वता की अपेक्षा बढ़ रही है, तब संवेगात्मक बुद्धि का महत्व और भी बढ़ जाता है। अतः यह निष्कर्ष निकाला जा सकता है कि व्यक्ति के समग्र विकास, सामाजिक समरसता और शैक्षिक गुणवत्ता में संवेगात्मक बुद्धि की केंद्रीय भूमिका है, जिसे शिक्षा और अनुसंधान के माध्यम से सशक्त किया जाना चाहिए।

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देखभाल का शिक्षणशास्त्र: एक नवाचार

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शोध-सार

देखभाल का शिक्षणशास्त्र, शिक्षा जगत के लिए एक नया विचार है जो नेल नोडिंग्स की देखभाल की शिक्षा पर आधारित है। देखभाल की शिक्षा की सबसे बड़ी देन यह है कि यह पूर्णतया व्यावहारिक है, सैद्धांतिक नहीं | व्यवहारिक ज्ञान सदैव चरित्र निर्माण में सहायक होता है क्योंकि उसमें व्यक्तित्व के तीनों पक्ष (ज्ञानात्मक, भावात्मक,व मनोगत्यात्मक) सक्रिय होते हैं। यह शिक्षा के समग्र दृष्टिकोण पर आधारित है। देखभाल का शिक्षणशास्त्र अभ्यास पर बल देता है। यह शिक्षण की एक ऐसी विधि है जिसमें छात्र कल्याण को ध्यान में रखा जाता है ताकि आज का युवा तनावग्रस्त स्थिति से उबर सके क्योंकि आज की सबसे प्रबल समस्या छात्रों का तनावग्रस्त होना है। प्रस्तुत लेख में देखभाल की शिक्षा व देखभाल का शिक्षणशास्त्र का विस्तृत अध्ययन करते हुए यह जानने का प्रयास किया गया है कि किस प्रकार देखभाल का शिक्षणशास्त्र छात्रों का समग्र विकास करते हुए उनके सामाजिक-भावनात्मक कल्याण व उन्हें एक अच्छा शिक्षक बनाने में सहायक है।

प्रस्तावना-

देखभाल की शिक्षा एक सार्वभौमिक आवश्यकता है क्योंकि शिक्षा द्वारा ऐसे छात्र और युवा तैयार किये जा रहे हैं जो देश के आर्थिक विकास में बढ़-चढ़कर योगदान दे रहे हैं किंतु साथ ही सामाजिक -भावात्मक -नैतिक विकास में पीछे भी हो रहे हैं। आज के मोबाइल युग में बालक इतना आत्म केंद्रित होता जा रहा है कि उसे अपने पास बैठे व्यक्ति की ही जरूरत या तकलीफ का अंदाजा नहीं है और ऐसे में हम बात करते हैं वैश्वीकरण व वसुधैव कुटुंबकम की। आज के युग में अब कुटुंब में ही कौटुम्बिक भावना नहीं रही तो वसुधैव कुटुंबकम की अवधारणा विकसित कर पाना एक दिवा स्वप्न जैसा है। कुटुंब का आधार ही भावनात्मक लगाव है जिसका सर्वथा अभाव देखने को मिलता है। इस संकल्पना को जीवित रखने व बनाए रखने के लिए एक व्यक्ति का दूसरे व्यक्ति के प्रति लगाव व आत्मानुभूति की भावना का होना परम आवश्यक है यह आत्मानुभूति की भावना केवल **देखभाल की शिक्षा** व शिक्षण द्वारा ही विकसित की जा सकती है। इसलिए वर्तमान शिक्षा व्यवस्था के सामने यह बहुत बड़ी चुनौती आ चुकी है कि भावनात्मक व नैतिक विकास पर बौद्धिक विकास से कम नहीं बल्कि अधिक ध्यान दिया जाये। विज्ञान ने आर्टिफिशियल इंटेलिजेंस तो बना लिया लेकिन **स्नेह, दर्द, पीड़ा, देखभाल व लगाव** जैसी भावनाओं का विकल्प अभी भी तैयार नहीं हो पाया है अतः देखभाल के शिक्षण द्वारा इन चुनौतियों का समाधान करते हुए छात्रों में सामाजिक-भावनात्मक-नैतिक विकास व निर्णय क्षमता का विकास किया जा सकता है। देखभाल शिक्षणशास्त्र द्वारा ही भविष्य के लिये ऐसे शिक्षक तैयार किये जा सकते हैं जो छात्रों में एक समग्र मानव का निर्माण कर सके।

शोध की आवश्यकता एवं प्रासंगिकता- वर्तमान जीवन शैली व शिक्षा व्यवस्था दोनों ही छात्रों पर अनावश्यक भार आरोपित कर रही है जिसमें बिना अपनी क्षमताओं व रुचि का आकलन किये सब एक ही दौड़ में भागते चले जा रहे हैं परिणाम अवसाद, असफलता और निराशा | **मैकमूलन, बुज़ेल्ली एवं यून, (2015) मारिया व लेस्कोआर्ट, (2022) एवं बाली, (2015**) ने अपने शोध पत्रों में प्रकाश डालते हुए बताया कि किस प्रकार केयर पेडागोजी छात्रों के वेल बीइंग व मानसिक स्वास्थ्य के लिए आवश्यक है साथ ही **मैकगिल, (2016), रेबिन, (2008) एवं लेंग, (2010)** ने अपने अध्ययन में देखभाल शिक्षण व शिक्षा का विद्यालयों में प्रयोग व उसकी उपयोगिता पर प्रकाश डाला है | इन सभी अध्ययनों से यह स्पष्ट है कि अभी तक इस विषय में देश के बाहर ही शोध कार्य हो रहे है जबकि केयर एजुकेशन व पेडागोजी पर अध्ययन व शोध की आवश्यकता भारत में भी है अतः इसकी प्रासंगिकता व आवश्यकता को ध्यान में रखते हुए शोधकर्ता द्वारा इस विषय को प्रस्तुत शोध पत्र के लिए चुना गया|

उद्देश्य

1. देखभाल की नैतिकता सिद्धांत पर आधारित **देखभाल की शिक्षा** का विस्तार से अध्यन करना |
2. देखभाल शिक्षण शास्त्र के संप्रत्यय का विस्तृत अध्यन करना |
3. देखभाल के शिक्षण शास्त्र का शिक्षक शिक्षा में योगदान सुनिश्चित करना|

शोध प्रश्न-

1- देखभाल की शिक्षा से क्या तात्पर्य है?

2- देखभाल का शिक्षण शास्त्र क्या है? एवं यह किन सिद्धांतों पर आधारित है

3- क्या देखभाल के शिक्षण शास्त्र का शिक्षा व शिक्षक शिक्षा में कोई योगदान हो सकता है?

शोध विधि- प्रस्तुत शोधपत्र हेतु विभिन्न शोधपत्रों व पुस्तको की साहित्यसमीक्षा व विषयवस्तु विश्लेषण विधि का प्रयोग किया गया है |

पृष्ठभूमि- देखभाल शिक्षण (केयर पेडागॉजी) देखभाल की शिक्षा पर आधारित एक नवीन संप्रत्यय है। देखभाल की नैतिकता जिसकी प्रधान प्रवर्तक **केरोल गिलीगन एवं नेल नोडिंग्स** हैं। वस्तुत: केरोल गिलगिन ने यह सिद्धांत कोहलबर्ग के नैतिक

सिद्धांत के विरोध में प्रतिपादित किया क्योंकि कोहलबर्ग के नैतिक विकास सिद्धांत में महिलाओं की आवाज को नजरअंदाज किया गया था परिणाम स्वरुप गिलीगंन ने **1982** में प्रकाशित अपनी पुस्तक **इन ए डिफरेंट वॉइस** में नैतिकता का स्त्री वादी पक्ष उजागर किया जिसमें उन्होंने बताया कि नैतिकता के प्रति स्त्रियों का दृष्टिकोण पुरुषों से भिन्न है पुरुष जहां नैतिकता को अधिकारों, कानून और सार्वभौमिक रूप से लागू सिद्धांत के रूप में देखते हैं वही स्त्रियां नैतिकता को रिश्तों, करुणा व दूसरों के प्रति जिम्मेदारी के रूप में देखती हैं। गिलिगन के इसी विचार से प्रभावित होकर नेल नोडिंग्स ने देखभाल की नैतिकता सिद्धांत का शिक्षा में प्रयोग किया इस प्रकार **देखभाल की शिक्षा (केयर एजुकेशन)** का संप्रत्यय अस्तित्व में आया।

देखभाल की शिक्षा (केयर एजुकेशन) का अर्थ- देखभाल की शिक्षा, शिक्षा के क्षेत्र में एक नवाचार है जो यह मानता है कि नैतिक विकास का आधार देखभाल है। नैतिक विकास के बीज बाल्य काल में ही आरोपित किए जाने चाहिए तभी भविष्य में वे बालक के चारित्रिक निर्माण में योगदान दे सकेंगे। देखभाल के द्वारा ही छात्रों में सही व गलत की समझ विकसित करके नैतिक निर्णय लेने में उन्हें सक्षम बनाया जा सकता है **अधिकारी, साहा और सेन, (2023)**। यह एक संबंध केंद्रित शिक्षा है जिसका प्रारंभ घर से होता है किंतु नोडिंग इसे विद्यालय तक लाने की आवश्यकता बताती हैं। नेल नोडिंग्स जॉन डीवी से भी प्रभावित थी और वह जॉन डीवी समिति की अध्यक्ष भी रहीं तो उनके अनुसार शिक्षा ऐसी हो जो बालक को सही और गलत का निर्णय लेने में सक्षम बनाए व समाज के लिए तैयार करें और इस शिक्षा का आधार देखभाल होगा **ब्रोस्ट्रोम, (2006)** अर्थात **छात्र को एक मशीन ना बनाकर एक संवेदनशील व्यक्ति बनाना ही शिक्षा का उद्देश्य है।**

नोडिंग्स का कहना है कि इसके दो प्रमुख घटक हैं **देखभाल कर्ता और देखभाल प्राप्त कर्ता**। देखभाल की शिक्षा इन दोनों के बीच की अंतः क्रिया और उससे विकसित होने वाले संबंधों की बात करती है। देखभाल की शिक्षा एक पारस्परिक क्रिया या अनुभूति है जो बालक के सामाजिक –भावात्मक- नैतिक विकास में सहायक है।

देखभाल की शिक्षा के चरण – देखभाल की शिक्षा का कक्षा में अनुप्रयोग निम्न चरणों द्वारा किया जा सकता है यही चरण देखभाल शिक्षण (केयर पेडागॉजी) के लिये आधार बनते हैं।

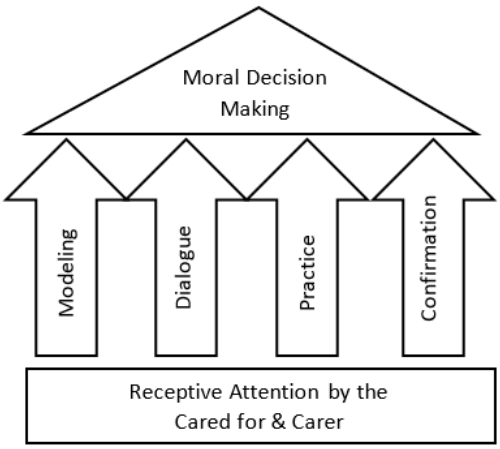
1-मॉडलिंग

2--डायलॉग(वार्ता)

3- -प्रैक्टिस (अभ्यास)

4--कन्फर्मेशन (पुष्टिकरण)

Figure 1
Model of Care Theory



स्रोत- https://images.app.goo.gl/eonELCB9sfjWq5Rx7

शिक्षक जब अपने व्यहार में इन चरणों का प्रयोग करता है तभी देखभाल शिक्षण शास्त्र एक नवाचार के रूप में शिक्षण प्रक्रिया में जन्म लेता है।

देखभाल का शिक्षण शास्त्र: देखभाल का शिक्षण शास्त्र शिक्षण का एक ऐसा उपागम है जो देखभाल और उसकी शिक्षा पर आधारित है | शिक्षा स्वयं में देखभाल आधारित क्रिया है जिसका उद्देश्य छात्रों की देखभाल करना है साथ ही साथ उनके सामाजिक -आध्यात्मिक -भावात्मक विकास में योगदान देना है। देखभाल शिक्षण शास्त्र के दो आधारभूत स्तंभ है नैतिकता और देखभाल। यह शिक्षक छात्र संबंधों की प्रकृति को समझने पर बल देता है **नोडिंग्स, (2013)** जैसे विद्वान शिक्षक को देखभाल के एक मूर्त अभ्यास के रूप में परिभाषित करते हैं। यह पारस्परिक सम्मान और प्रामाणिक संवाद के अभ्यास पर केंद्रित है यह एक छात्र केंद्रित उपागम है।

देखभाल का शिक्षण शास्त्र छात्रों की भावनात्मक व सामाजिक भलाई को ध्यान में रखते हुए इस विचारधारा पर आधारित है की देखभाल शिक्षण शिक्षक की एक नैतिक आवश्यकता एवं जिम्मेदारी है **कोलारिक व टेजिन्सका, (2022)**। यह शिक्षण शास्त्र सबसे पहले छात्र को एक व्यक्ति के रूप में पहचानता है और उसके अनुभवों को स्वीकार करता है | इसमें उन लोगों पर ध्यान केंद्रित किया जाता है जिनकी देखभाल की जा रही है अर्थात छात्र साथ ही उन लोगों पर भी जो देखभाल कर रहे हैं अर्थात शिक्षक| अतः देखभाल करने वाले और देखभाल पाने वाले दोनों पर ध्यान केंद्रित किया जाता है। देखभाल शिक्षण शास्त्र में छात्र शिक्षक संबंध में पारस्परिकता एक महत्वपूर्ण घटक है जिसमें छात्र शिक्षक के साथ पारस्परिक वार्तालापों में संलग्न होकर अपने व छात्र दोनों के भावनात्मक विकास में सहयोग देता है |

देखभाल के शिक्षण शास्त्र का महत्व-

देखभाल शिक्षण पद्धति छात्र कल्याण पर प्रकाश डालती है यह (केयर पेडागोजी) विद्यार्थी की सोशल -इमोशनल वेलबींइग पर आधारित है। यह पहचानता है कि छात्र किस तरह से वर्तमान समाज, व समस्याओं से जूझ रहा है, जो उसे तनाव दे रहे हैं | आज के छात्र बहुत शीघ्र ही अवसाद से ग्रसित हो जाते हैं अतः इन सब बातो को ध्यान में रखते हुए यह शिक्षण शास्त्र छात्रों के मानसिक स्वास्थ्य संबंधी समस्याओं को दूर करने में सहायक है। देखभाल आधारित शिक्षण यह सुनिश्चित करता है कि छात्रों के बीच पाठ्यक्रम के तनाव को कैसे कम किया जाए ? यह छात्र शिक्षक संबंधों को सम्मानजनक व सकारात्मक बनाने में सहायक है। इस प्रकार यह एक सहायक व समावेशी शिक्षक दृष्टिकोण का विकास करता है | इसके द्वारा शिक्षक एक ईश्वर तुल्य कोई व्यक्तित्व नहीं है जिसकी हर बात मानना छात्र का दायित्व होता है वरन यहां पर छात्र को भी पूरी स्वतंत्रता होती है कि वह भी अपनी भावनाओं को शिक्षक के सामने रख सके और शिक्षक, अगर वह देखभालुपूर्ण शिक्षण शास्त्र को अपना रहा है तो यह उसकी जिम्मेदारी है कि वह उसकी भावनाओं का स्वागत करें ,स्वीकार करें और तद -अनुभूति के तहत उसकी उन भावनाओं को समझने और उसकी सम्स्याओं का समाधान करने में सहायता करें **मोर्टारी, (2016)**।

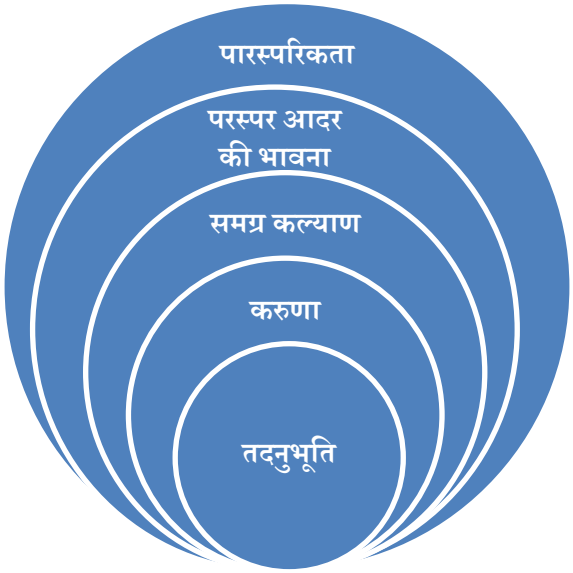
शिक्षक शिक्षा में देखभाल शिक्षण-

शिक्षक शिक्षा सम्पूर्ण शिक्षा व्यवस्था का आधार स्तंभ है शिक्षक शिक्षा के द्वारा जिस प्रकार के शिक्षक तैयार किए जाएंगे वैसे ही छात्र तैयार होंगे अतः शिक्षक शिक्षा में देखभाल शिक्षण को एक शिक्षण शास्त्र के रूप में प्रयोग करना शिक्षक शिक्षा के क्षेत्र में एक नई पहल होगी क्योंकि केयर पेडगॉजी (देखभालुपूर्ण शिक्षण शास्त्र) वर्तमान शिक्षा व्यवस्था में हो रही चूक पर प्रकाश डालती हैं साथ ही साथ छात्रों के भावनात्मक और सामाजिक कल्याण की बात करती है | इसके द्वारा शिक्षक के नैतिक व भावनात्मक विकास पर ध्यान दिया जा सकता है | शिक्षक शिक्षा में देखभाल शिक्षा शास्त्र यह सुनिश्चित करता है कि भविष्य के शिक्षक न केवल ज्ञानवान हो बल्कि वह छात्रों की जरूरत के प्रति दयालु और उत्तरदाई भी हो साथ ही साथ वह छात्रों के साथ करुणामय पारस्परिक संबंध स्थापित करने में सक्षम हो **राबिन, (2008)**।

देखभाल शिक्षण शास्त्र के सिद्धांत-

- **शिक्षक छात्र संबंध बनाना-** देखभालपूर्ण शिक्षण शास्त्र संबंधपरक शिक्षण विधा है जिसमें शिक्षक –छात्र संबंध की अहम भूमिका है। इसमें छात्रों के साथ विश्वास व सहानुभूति विकसित करने के लिये शिक्षकों को प्रोत्साहित किया जाता है **मोर्टारी, (2016)** |
- **सामाजिक -भावनात्मक शिक्षा** – शिक्षकों को आत्म- जागरुकता, सहानुभूति व भावनात्मकता को शिक्षणविधि के रूप में प्रयोग के लिये प्रशिक्षित करना।
- **तनाव प्रबंधन पर बल - देखभालपूर्ण** शिक्षण शास्त्र तनाव प्रबंधन पर आधारित है इसमें शिक्षक समूह चर्चाओं कार्य विभाजन व प्रोत्साहन विधियों का प्रयोग करके व छात्रो को भावनात्मक प्रबंधन में सक्षम बना सकता है इस प्रकार यह तनाव प्रबंधन में साहयता करती है |
- **सांस्कृतिक रूप से उत्तरदाई शिक्षक-** कक्षा में विभिन्न सांस्कृतिक परिवेश के छात्र आते हैं तो शिक्षक का दायित्व है कि वह सभी बच्चों से एक सा व्यवहार करे।
- **छात्र केंद्रित शिक्षा** – देखभाल शिक्षण, छात्र केंद्रित उपागम है जिसमे छात्रों की आवश्यकताओं, भावनाओं व विश्वास को केंद्र में रखा जाता है।
- **नैतिक निर्णय लेना-** भावी शिक्षकों को छात्रों की भलाई को प्राथमिकता देने वाले निर्णय लेने के लिये प्रोत्साहित करना।

देखभाल शिक्षण शास्त्र के गुण -देखभाल शिक्षण कुछ महत्वपूर्ण गुणों पर आधारित है –



- **तदनुभूति या(एंपैथी)** - छात्रों के अनुभवों एवं उनके विचारों को वैसे ही अनुभव करना जैसा कि वह महसूस कर रहे हो| उनके अनुभवों को पहचानना और उनकी भावनात्मक आवश्यकताओं को स्वीकार करते हुए उन्हें समझने की कोशिश करना|
- **करुणा** (**कंपैशन**)-इसके अंतर्गत छात्रों के प्रदर्शन और उनकी भलाई के प्रति चिंतित होना आता है अर्थात इसमें शिक्षक छात्रों की परफॉर्मेंस को ध्यान में रखते हुए उनके लिए क्या अच्छा है और क्या नहीं, क्या बातें है जो उनकी भावनाओं को आहत करेंगीं इस बारे में चिंतित होना है। उनके साथ विनम्र रहना ही वास्कतव में करुणा है।

- **समग्र कल्याण** -यह शिक्षण शास्त्र छात्रों के समग्र कल्याण पर ध्यान देता है सिर्फ मानसिक विकास या शारीरिक विकास ही शिक्षा का एकमात्र उद्देश्य नहीं है वरन देखभाल शिक्षण शास्त्र को अपनाने वाले शिक्षकों का या शैक्षिक घटकों का यह मानना है कि छात्रों की सामाजिक, मनोवैज्ञानिक एवं भावनात्मक आवश्यकताओं पर भी ध्यान दिया जाए तभी हम एक संपूर्ण व्यक्तित्व या एक छात्र के समग्र कल्याण की बात कर सकते हैं और शिक्षा का परम उद्देश्य ही है एक संपूर्ण व्यक्तित्व का विकास व छात्रों का कल्याण।
- **परस्पर आदर की भावना (म्युचुअल रेस्पेक्ट)-** इस शिक्षण शास्त्र की सबसे विशिष्ट बात यह है कि यह छात्र केंद्रित है और इसमें परस्पर आदर की भावना महत्वपूर्ण है| छात्र शिक्षक के प्रति अगर आदर की भावना रखता है तो शिक्षक भी छात्र के प्रति आदर की भावना रखेगा। इस तरीके से दोनों के बीच में एक ऐसा संबंध विकसित होता है जिसमें छात्र पूरी तरह से स्वतंत्र होता है अपनी समस्याओं, विचारों और अपनी बातों को शिक्षक के सामने रखने और परस्पर वार्तालाप के द्वारा उसका समाधान ढूंढने में।
- **पारस्परिकता (रेसिप्रोसिटी)-** पारस्परिकता कहीं ना कहीं परस्पर आदर की भावना और समग्र कल्याण से मिलता हुआ गुण है| इसमें शिक्षक व छात्र के बीच प्रमाणिक वार्तालाप को स्थान दिया जाता है जिसके द्वारा उनके बीच एक देखभालुपूर्ण संबंध का विकास होता है जिसमें वह एक दूसरे के प्रति जिम्मेदार होते हैं| पारस्परिकता पर आधारित यह एक शिक्षण अभ्यास है, जहां शिक्षक देखभाल करने की भूमिका निभाते हैं और उन्हीं को देखकर आगे छात्र भी देखभाल करना सीखते हैं। इस तरीके से एक पारस्परिक भावना का विकास होता है कि देखभाल पाना ही हमारा अधिकार नहीं है वरन अगर हम पा रहे हैं तो उसको लौटना भी हमारा कर्तव्य है।

देखभाल शिक्षण शास्त्र या केयर पेडागोजी का शिक्षा में योगदान- -

- देखभाल शिक्षण छात्रों को उनकी विषय-वस्तु, शिक्षक और विद्यालय परिसर से अधिक से अधिक संबंधित करता है **वेलस्कुएज़, वेस्ट, ग्राहम एवं ओस्गुथोर्पे, (2013)**।
- उन्हें उस माहौल में रहकर कुछ सीखने के लिए तत्पर करता है। इसके द्वारा छात्र ज्यादा या अधिक सुरक्षित व सपोर्टेड अनुभव करते हैं **सोटो, (2005)**।
- इसके द्वारा जो शिक्षक हैं वह पारंपरिक शिक्षक की अपेक्षा अधिक वास्तविक एवं प्रतिक्रियात्मक अधिगम वातावरण का निर्माण कर सकते हैं **शिन, (2015)**।
- इसके द्वारा छात्रों में आत्मविश्वास की वृद्धि की जा सकती है।
- देखभाल शिक्षण शास्त्र के द्वारा छात्र शिक्षक संबंधों में सुधार लाया जा सकता है।
- देखभाल शिक्षण शास्त्र के द्वारा छात्रों और शिक्षक में एक दूसरे की भावनाओं को समझने की समझ विकसित की जा सकती है।
- इसके द्वारा छात्र अधिक स्वतंत्रता का अनुभव करते हैं।
- इसके द्वारा छात्रों के सामाजिक भावनात्मक कल्याण का विकास करते हुए समाज को जिम्मेदार नागरिक प्रदान किये जा सकते हैं **मैकगिल, (2016)**|
- यह छात्रों में अवसाद और तनावों से जूझने की शक्ति का विकास करने में सक्षम है **मैकमुलेन,बुज़्ज़ेल्ली एवं यून, (2015)।**
- यह छात्रों को नैतिक निर्णय लेने में सक्षम बनाती है।
- नैतिक व दार्शनिक शिक्षक तैयार करना **रेबिन, (2008)**।

- समावेशी शिक्षा को बढावा।
- नैतिक व मूल्य आधारित शिक्षा पर बल।
- सीखने के लिये अनुकूल वातावरण प्रदान करना।

निष्कर्ष

शिक्षा व शिक्षण आजीवन चलने वाली प्रक्रिया है तथा देखभाल शिक्षणशास्त्र के द्वारा ऐसे शिक्षक तैयार किये जा सकते हैं जो वर्तमान मोबाइल युग में बालक के भावनात्मक विकास में अहम भूमिका निभा सकते हैं क्योंकि इसमें शिक्षा के उस पक्ष पर ज्यादा जोर दिया गया है जो अब तक उपेक्षित रहा है। नेल ने विद्यालयी शिक्षा में देखभाल की शिक्षा के सुझाव द्वारा बालक के **सामाजिक-भावात्मक-नैतिक विकास** पर बल दिया है। यह लक्ष्य देखभाल शिक्षणशास्त्र द्वारा ही प्राप्त किया जा सकता है। अत: देखभाल शिक्षणशास्त्र न केवल छात्रों के कल्याण वरन शिक्षक शिक्षा के क्षेत्र में भी बहुत उपयोगी व प्रासंगिक नवाचार है।

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सोशल मीडिया व्यसन और डिजिटल डिटॉक्स: युवाओं के व्यवहारिक परिवर्तन का एक विश्लेषणात्मक अध्ययन

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शोध-सार

वर्तमान युग में सोशल मीडिया युवाओं के जीवन का अभिन्न अंग बन चुका है, जिससे उनका समय, ऊर्जा एवं मानसिक स्वास्थ्य प्रभावित हो रहा है। यह शोधपत्र युवाओं में सोशल मीडिया व्यसन और उसके सामाजिक, मानसिक एवं व्यवहारिक प्रभावों का विश्लेषण करता है। वर्तमान समय में सोशल मीडिया न केवल संवाद और मनोरंजन का माध्यम बन गया है, बल्कि यह कई बार युवाओं के जीवन में असंतुलन भी उत्पन्न करता है। शोध में यह स्पष्ट हुआ कि सोशल मीडिया के अत्यधिक उपयोग से एक प्रकार का व्यसन विकसित हो रहा है, जिससे आत्म-नियंत्रण की कमी, अकेलापन, तनाव और वास्तविक जीवन से दूरी जैसी समस्याएँ बढ़ रही हैं। ऐसे में डिजिटल डिटॉक्स एक प्रभावी उपाय बनकर उभरा है, जिसमें सीमित स्क्रीन टाइम, ऑफलाइन गतिविधियों में भागीदारी और सोशल मीडिया से अस्थायी विराम जैसे उपाय शामिल हैं। इन उपायों से युवाओं के मानसिक स्वास्थ्य, आत्म-अनुशासन और सामाजिक जुड़ाव में उल्लेखनीय सुधार देखा गया। यह अध्ययन डिजिटल युग में मानसिक संतुलन बनाए रखने के लिए एक महत्वपूर्ण दिशासूचक के रूप में कार्य करता है।

प्रस्तावना –

वर्तमान युग डिजिटल युग के रूप में जाना जाता है, जहाँ सूचना, संचार और मनोरंजन के क्षेत्र में सोशल मीडिया ने एक क्रांति ला दी है। फेसबुक, इंस्टाग्राम, ट्विटर, स्नैपचौट, यूट्यूब और अन्य प्लेटफॉर्म्स आज युवाओं के जीवन का अभिन्न अंग बन चुके हैं। ये प्लेटफॉर्म्स न केवल संवाद के साधन हैं, बल्कि यह पहचान, आत्म-प्रस्तुति और सामाजिक स्वीकृति के माध्यम भी बन गए हैं। परंतु इसके निरंतर और अत्यधिक उपयोग ने एक नई समस्या को जन्म दिया है - सोशल मीडिया व्यसन। सोशल मीडिया व्यसन वह स्थिति है जिसमें व्यक्ति अनियंत्रित रूप से इन प्लेटफार्म्स पर समय व्यतीत करता है, जिससे उसके व्यक्तिगत, सामाजिक, शैक्षणिक और मानसिक स्वास्थ्य पर नकारात्मक प्रभाव पड़ता है। यह व्यसन धीरे-धीरे युवाओं में अकेलापन, चिंता, अवसाद, नींद की कमी, आत्ममूल्य में गिरावट, और जीवन के प्रति असंतोष जैसी समस्याओं को जन्म दे रहा हैस इन समस्याओं से निपटने के लिए आज डिजिटल डिटॉक्स की अवधारणा सामने आई है। डिजिटल डिटॉक्स का आशय है - एक निर्धारित अवधि के लिए डिजिटल उपकरणों, विशेषकर सोशल मीडिया से दूरी बनाकर मानसिक और भावनात्मक स्वास्थ्य को पुनः सशक्त करना। यह प्रक्रिया न केवल आत्मनिरीक्षण में सहायक होती है, बल्कि व्यक्ति को अपने संबंधों, रचनात्मकता और समय प्रबंधन में भी सुधार करने का अवसर देती है।

डिजिटल डिटॉक्स-एक समाधान - डिजिटल उपकरणों और सोशल मीडिया प्लेटफॉर्म्स से दूरी बनाना, ताकि मानसिक और शारीरिक स्वास्थ्य में सुधार हो सके। डिजिटल डिटॉक्स एक ऐसा अभ्यास है जिसमें व्यक्ति कुछ समय के लिए जानबूझकर डिजिटल उपकरणों, विशेष रूप से स्मार्टफोन, कंप्यूटर, टैबलेट और सोशल मीडिया प्लेटफॉर्म्स से दूरी बनाता है। इस प्रक्रिया का उद्देश्य मानसिक थकान को कम करना, ध्यान और उत्पादकता में सुधार लाना, तथा व्यक्तिगत और सामाजिक संबंधों को सशक्त करना होता है। आज के डिजिटल युग में जहाँ अधिकांश युवा दिन का एक बड़ा हिस्सा सोशल मीडिया और स्क्रीन पर व्यतीत करते हैं, वहाँ डिजिटल डिटॉक्स मानसिक स्वास्थ्य को सहेजने का एक प्रभावी उपाय बनकर उभरा है। शोधों से यह प्रमाणित हुआ है कि सोशल मीडिया से अल्पकालिक दूरी भी तनाव, चिंता और अवसाद जैसे लक्षणों को कम करने में सहायक होती है। डिजिटल डिटॉक्स के अंतर्गत व्यक्ति कुछ समय के लिए अपने मोबाइल फोन को बंद रखता है, सोशल मीडिया एप्स को अनइंस्टॉल करता है, और अधिकतर समय प्रकृति, परिवार या किसी रचनात्मक कार्य में लगाता है। यह अभ्यास न केवल मानसिक स्पष्टता प्रदान करता है, बल्कि नींद की गुणवत्ता, आत्म-अनुशासन और आत्म-चेतना को भी बढ़ावा देता है। आधुनिक जीवनशैली में जहाँ 'डिजिटल ओवरलोड' एक आम समस्या बन गई है, वहाँ डिजिटल डिटॉक्स मानसिक और भावनात्मक स्वास्थ्य के लिए एक आवश्यक प्रक्रिया मानी जा रही है।

सोशल मीडिया व्यसन- वर्तमान युग में सोशल मीडिया युवाओं के जीवन का एक अनिवार्य हिस्सा बन गया है। Andreassen et al. (2012) के अनुसार, सोशल मीडिया व्यसन को ''व्यवहारिक व्यसन'' की श्रेणी में रखा जा सकता है, जिसमें व्यक्ति सोशल प्लेटफॉर्म्स जैसे फेसबुक, इंस्टाग्राम, ट्विटर आदि पर अत्यधिक समय व्यतीत करता है, जिससे उसके मानसिक स्वास्थ्य, नींद, उत्पादकता और सामाजिक संबंधों पर नकारात्मक प्रभाव पड़ता है। Griffiths (2005) ने यह बताया कि सोशल मीडिया की अत्यधिक लत व्यवहार में कई प्रकार के परिवर्तन उत्पन्न करती है, जैसे - चिड़चिड़ापन, एकाग्रता में कमी, आत्म-विश्वास की गिरावट, और अवसाद की प्रवृत्ति। यह व्यसन एक साइकोलॉजिकल डिपेंडेंसी को जन्म देता है। सोशल मीडिया व्यसन को एक व्यवहारिक व्यसन के रूप में परिभाषित किया जा सकता है, जिसमें व्यक्ति सोशल मीडिया प्लेटफॉर्म्स पर अत्यधिक समय व्यतीत करता है, जिससे उसकी दैनिक गतिविधियाँ, सामाजिक संबंध, और मानसिक स्वास्थ्य प्रभावित होते हैं। इसके प्रमुख लक्षणों में शामिल हैं जैसे-सोशल मीडिया का अत्यधिक उपयोग और समय की अनदेखी,ऑनलाइन गतिविधियों के बारे में निरंतर सोच, सोशल मीडिया तक पहुँच न होने पर चिंता या चिड़चिड़ापन, निजी शैक्षणिक, या व्यावसायिक जिम्मेदारियों की उपेक्षा।

एक अध्ययन में पाया गया कि सोशल मीडिया का अत्यधिक उपयोग करने वाले युवा वयस्कों में छह महीने के भीतर अवसाद विकसित होने की संभावना अधिक होती है। विशेष रूप से, प्रतिदिन 300 मिनट से अधिक सोशल मीडिया का उपयोग करने वाले व्यक्तियों में अवसाद विकसित होने की संभावना दोगुनी पाई गई।

भारतीय प्रबंधन संस्थान (IIM) रोहतक द्वारा 2023 में किए गए एक अध्ययन में यह पाया गया कि 18 से 25 वर्ष की आयु के युवा औसतन प्रतिदिन 7 घंटे सोशल मीडिया पर व्यतीत करते हैं। इसमें से अधिकांश समय मनोरंजन संबंधी सामग्री देखने में खर्च होता है, जिससे उनकी नींद की गुणवत्ता और सामाजिक संपर्क पर नकारात्मक प्रभाव पड़ता है।

एक अन्य अध्ययन में पाया गया कि सोशल मीडिया का अत्यधिक उपयोग छात्रों में आत्मविश्वास की कमी, नोमोफोबिया (मोबाइल से दूर रहने का डर), और मानसिक रोगों के लक्षणों को बढ़ा सकता है। विशेष रूप से, जो छात्र प्रतिदिन औसतन 4-5 घंटे सोशल मीडिया का उपयोग करते हैं, उनमें 40% से अधिक में सोशल मीडिया की लत का जोखिम पाया गया। इन निष्कर्षों के आधार पर, यह स्पष्ट है कि सोशल मीडिया का अत्यधिक उपयोग युवाओं के मानसिक स्वास्थ्य पर नकारात्मक प्रभाव डाल सकता है। इसलिए, डिजिटल डिटॉक्स जैसे उपायों को अपनाना आवश्यक है, जिससे युवा अपने डिजिटल व्यवहार को संतुलित कर सकें और मानसिक स्वास्थ्य को बेहतर बना सकें।

शोध का उद्देश्य- अध्ययन का लक्ष्य यह जानना है कि निरंतर सोशल मीडिया उपयोग से युवाओं की मानसिक, सामाजिक एवं भावनात्मक अवस्था में क्या-क्या बदलाव आते हैं, और जब वे कुछ समय के लिए सोशल मीडिया से दूर रहते हैं (डिजिटल डिटॉक्स), तो उनके व्यवहार में कौन-कौन से सुधार या परिवर्तन दृष्टिगोचर होते हैं।

शोधविधि - यह शोध एक अवधारणात्मक अध्ययन है, जो द्वितीयक स्रोतों पर आधारित है। शोध में विभिन्न शोधपत्रों, रिपोर्ट्स और साहित्यिक सामग्री का विश्लेषण किया गया है.

शोध प्रश्न-

इस अध्ययन से जुड़े प्रमुख शोध प्रश्न इस प्रकार हैं। सबसे पहले, यह जानना आवश्यक है कि युवाओं में सोशल मीडिया व्यसन उनके मानसिक स्वास्थ्य पर किस प्रकार प्रभाव डालता है। दूसरा, यह अध्ययन इस दिशा में भी प्रश्न उठाता है कि सोशल मीडिया व्यसन युवाओं के सामाजिक संबंधों और उनके व्यवहारिक पैटर्न को किस प्रकार प्रभावित करता है। तीसरा महत्त्वपूर्ण प्रश्न यह है कि क्या सोशल मीडिया का अत्यधिक उपयोग युवाओं के आत्म-नियंत्रण, आत्मसम्मान और जीवन संतुलन को प्रभावित करता है। चौथा, यह शोध यह समझने का प्रयास करता है कि जब युवा डिजिटल डिटॉक्स अपनाते हैं, तो उनके मानसिक, सामाजिक और शारीरिक स्वास्थ्य में किस प्रकार के सकारात्मक परिवर्तन दृष्टिगोचर होते हैं। अंततः, यह प्रश्न भी महत्वपूर्ण है कि युवाओं के लिए डिजिटल डिटॉक्स सोशल मीडिया व्यसन से निपटने का एक प्रभावी उपाय किस सीमा तक सिद्ध हो सकता है।

युवाओं पर सोशल मीडिया व्यसन का प्रभाव-युवा वर्ग इस लत से सर्वाधिक प्रभावित है क्योंकि यह आयु-वर्ग पहचान निर्माण, सामाजिक स्वीकृति, और कनेक्शन की तीव्र आवश्यकता महसूस करता है। Griffiths (2015) ने कहा कि सोशल मीडिया पर लगातार लगे रहने से युवाओं में "Fear of Missing Out (FoMO)" की भावना विकसित होती है, जिससे वे हर समय ऑनलाइन रहने के लिए बाध्य महसूस करते हैं।

मानसिक स्वास्थ्य पर प्रभाव - अध्ययनों से पता चला है कि सोशल मीडिया का अत्यधिक उपयोग युवाओं में अवसाद, चिंता, और आत्मसम्मान की कमी का कारण बन सकता है। एक अध्ययन के अनुसार, जो युवा प्रतिदिन 300 मिनट से अधिक सोशल मीडिया का उपयोग करते हैं, उनमें अवसाद के लक्षणों की संभावना दोगुनी होती है।

सामाजिक संबंधों पर प्रभाव- सोशल मीडिया पर अत्यधिक समय बिताने से युवाओं के वास्तविक सामाजिक संबंध प्रभावित होते हैं। वे आभासी दुनिया में इतने लिप्त हो जाते हैं कि अपने परिवार और मित्रों से वास्तविक संपर्क कम हो जाता है, जिससे अकेलापन और सामाजिक अलगाव की भावना बढ़ती है।

शारीरिक स्वास्थ्य पर प्रभाव- सोशल मीडिया का अत्यधिक उपयोग नींद की गुणवत्ता को प्रभावित कर सकता है। रात में देर तक स्क्रीन देखने से नींद की अवधि कम हो जाती है, जिससे थकान, चिड़चिड़ापन, और एकाग्रता में कमी जैसे लक्षण उत्पन्न होते हैं।

डिजिटल डिटॉक्स के लाभ- डिजिटल डिटॉक्स युवाओं के लिए मानसिक, सामाजिक और शारीरिक स्वास्थ्य के दृष्टिकोण से अत्यंत लाभकारी सिद्ध हो सकता है। जब युवा कुछ समय के लिए सोशल मीडिया और डिजिटल उपकरणों से दूरी बनाते हैं, तो उनका ध्यान अपने वास्तविक जीवन की ओर केंद्रित होता है, जिससे आत्मनिरीक्षण, रचनात्मकता और आत्म-विश्वास में वृद्धि होती है। डिजिटल डिटॉक्स से सबसे बड़ा लाभ मानसिक स्वास्थ्य में देखने को मिलता है, तनाव, चिंता और अवसाद जैसे लक्षणों में कमी आती है। नींद की गुणवत्ता में सुधार होता है क्योंकि मोबाइल और लैपटॉप स्क्रीन से निकलने वाली नीली रोशनी से छुटकारा मिलता है। इसके अतिरिक्त, वास्तविक सामाजिक संपर्क में वृद्धि होती है, जिससे रिश्तों की गुणवत्ता बेहतर होती है और अकेलेपन की भावना कम होती है। जब युवा सोशल मीडिया की तुलना की संस्कृति से बाहर निकलते हैं, तो वे अपने आत्म-सम्मान को बेहतर तरीके से पहचान पाते हैं। डिजिटल डिटॉक्स उन्हें समय प्रबंधन सिखाता है और उत्पादकता बढ़ाने में सहायक होता है, जिससे उनका शैक्षणिक प्रदर्शन और व्यक्तिगत विकास दोनों सकारात्मक रूप से प्रभावित होते हैं।डिजिटल डिटॉक्स न केवल व्यसन से मुक्ति का मार्ग है, बल्कि एक स्वस्थ, संतुलित और जागरूक जीवनशैली की ओर भी एक मजबूत कदम है। ब्रिटेन की यूनिवर्सिटी ऑफ बाथ द्वारा किए गए एक अध्ययन में पाया गया कि केवल एक सप्ताह के सोशल मीडिया ब्रेक से प्रतिभागियों के मानसिक स्वास्थ्य में सकारात्मक परिवर्तन आया। उनके डिप्रेशन और एंग्जाइटी के स्तर में कमी देखी गई।

डिजिटल डिटॉक्स के उपाय: एक समग्र दृष्टिकोण- आज के समय में जब सोशल मीडिया और डिजिटल उपकरण हमारे जीवन का अभिन्न हिस्सा बन चुके हैं, डिजिटल डिटॉक्स एक आवश्यक प्रक्रिया बन गई है। इसका उद्देश्य है मानसिक संतुलन बनाए रखना और आभासी दुनिया के प्रभावों से स्वयं को सुरक्षित करना। डिजिटल डिटॉक्स के कई व्यावहारिक उपाय हैं, जिन्हें अपनाकर व्यक्ति संतुलित जीवनशैली अपना सकता है। सबसे पहला और प्रभावी उपाय है–

नियत समय निर्धारण- व्यक्ति को अपने दिनचर्या में सोशल मीडिया या मोबाइल उपयोग के लिए सीमित समय निर्धारित करना चाहिए, जैसे प्रतिदिन अधिकतम एक या दो घंटे। इस समय सीमा का कड़ाई से पालन करने के लिए अलार्म या ऐप ट्रैकर की मदद ली जा सकती है।

दूसरा महत्वपूर्ण उपाय है- नोटिफिकेशन को बंद करना। सोशल मीडिया प्लेटफॉर्म्स के निरंतर नोटिफिकेशन हमारे ध्यान को भटकाते हैं और व्यर्थ की उत्सुकता को जन्म देते हैं। इसलिए, गैर-जरूरी ऐप्स की सूचनाएं बंद करना मानसिक शांति के लिए लाभकारी होता है। इसके अतिरिक्त, सोने से पहले स्क्रीन टाइम कम करना भी एक जरूरी कदम है। विशेषज्ञों का सुझाव है कि सोने से कम से कम एक घंटे पहले मोबाइल, लैपटॉप या टीवी जैसे स्क्रीन आधारित उपकरणों से दूरी बना लेनी चाहिए। इससे नींद की गुणवत्ता बेहतर होती है और अगला दिन अधिक ऊर्जावान महसूस होता है।

डिजिटल डिटॉक्स में वास्तविक जीवन की गतिविधियों का स्थान अत्यंत महत्त्वपूर्ण है। व्यक्ति को परिवार और मित्रों के साथ प्रत्यक्ष रूप से समय बिताना चाहिए। इसके अलावा, आउटडोर गेम्स, पठन-पाठन, ध्यान , योग, और रचनात्मक कार्यों जैसे लेखन, चित्रकला आदि को अपने जीवन में शामिल करना चाहिए। इससे व्यक्ति का ध्यान स्क्रीन से हटकर आत्मविकास की

ओर जाता है। एक और असरदार उपाय है- ''नो-फोन डे'' या ''डिजिटल फास्टिंग'' का अभ्यास। सप्ताह में एक दिन मोबाइल और सोशल मीडिया से पूर्ण रूप से दूरी बनाना आत्मनिरीक्षण और आंतरिक शांति के लिए अत्यंत उपयोगी होता है।, डिजिटल डिटॉक्स कोई एक बार की प्रक्रिया नहीं, बल्कि एक दीर्घकालिक मानसिक अनुशासन है। जब व्यक्ति इन उपायों को नियमित जीवनशैली का हिस्सा बना लेता है, तो वह न केवल सोशल मीडिया व्यसन से बचता है, बल्कि अपने मानसिक, सामाजिक और शारीरिक स्वास्थ्य को भी बेहतर बना सकता है।

सुझाव

शोधपत्र के निष्कर्षों और विश्लेषण से कुछ महत्त्वपूर्ण सुझाव सामने आते हैं। शैक्षणिक संस्थानों में डिजिटल डिटॉक्स कार्यक्रम जैसे "नो-फोन डे" अथवा "डिजिटल फास्टिंग" आयोजित किए जाने चाहिए ताकि छात्र-छात्राएँ वास्तविक जीवन के अनुभवों से जुड़ सकें। परिवार की भूमिका भी अत्यंत महत्वपूर्ण है, अभिभावकों को चाहिए कि वे युवाओं को स्क्रीन टाइम सीमित करने और ऑफलाइन गतिविधियों जैसे खेल, पठन-पाठन तथा रचनात्मक कार्यों में सम्मिलित होने के लिए प्रेरित करें। मानसिक स्वास्थ्य परामर्श (काउंसलिंग) और जागरूकता कार्यशालाएँ युवाओं को सोशल मीडिया व्यसन के दुष्प्रभावों से बचाने में सहायक सिद्ध हो सकती हैं। इसके अतिरिक्त, नीति-निर्माताओं और शैक्षणिक संस्थानों को मिलकर संतुलित डिजिटल जीवनशैली अपनाने हेतु जागरूकता अभियान चलाने चाहिए। अंत में, युवाओं को आत्म-अनुशासन विकसित करने तथा समय प्रबंधन की कला सीखने के लिए प्रोत्साहित किया जाना चाहिए, जिससे वे सोशल मीडिया का प्रयोग नियंत्रित कर सकें और एक संतुलित जीवन जी सकें।

निष्कर्ष-

सोशल मीडिया का अत्यधिक उपयोग युवाओं के मानसिक, सामाजिक, और शारीरिक स्वास्थ्य पर नकारात्मक प्रभाव डाल सकता है। हालांकि, डिजिटल डिटॉक्स जैसे उपायों को अपनाकर इन प्रभावों को कम किया जा सकता है। युवाओं को सोशल मीडिया के संतुलित उपयोग के प्रति जागरूक करना और डिजिटल डिटॉक्स को जीवनशैली का हिस्सा बनाना आवश्यक है।इस शोधपत्र के माध्यम से यह स्पष्ट होता है कि सोशल मीडिया का अत्यधिक प्रयोग युवाओं में मानसिक तनाव, ध्यान भंग, सामाजिक अलगाव, और आत्म-छवि विकार जैसी समस्याओं को जन्म देता है। अध्ययन से यह भी सामने आया कि डिजिटल डिटॉक्स कार्यक्रम; जैसे सीमित स्क्रीन समय, ऑफलाइन गतिविधियों में सहभागिता और तकनीक रहित समय की योजना, युवाओं के व्यवहार में सकारात्मक परिवर्तन हो सकते हैं। ऐसे कार्यक्रमों के फलस्वरूप युवाओं में आत्मनियंत्रण, भावनात्मक स्थिरता और सामाजिक सहभागिता में वृद्धि देखी गई। डिजिटल युग में संतुलन बनाए रखना एक बड़ी चुनौती है, लेकिन यदि युवा समय रहते सोशल मीडिया की लत को पहचानकर डिजिटल डिटॉक्स जैसी रणनीतियों को अपनाएं, तो वे अपने मानसिक और सामाजिक स्वास्थ्य को बेहतर बना सकते हैं। भविष्य के लिए यह अनुशंसा की जाती है कि शैक्षणिक संस्थान और परिवार मिलकर इस दिशा में युवाओं को जागरूक करें और सहायक माहौल प्रदान करें।

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शोध-सार

प्राचीन समय से चली आ रही शिक्षा जो कि पूरी तरह से मौखिक विधि पर आधारित थी,परंतु वैदिक काल का अध्ययन करे तो यह पता चलता है,कि गुरुकुल प्रणाली पूरी तरह से अनुभवात्मक अधिगम से अवगत कराती है,प्राचीनकाल में गुरु शिष्य संबंध ,गुरु के लिए भिक्षा मांगना गुरुकुल में रहना गुरु के साथ रहकर सभी तरह के कार्य प्रत्यक्ष रूप से सीखना अनुभवात्मक अधिगम का एक भाग ही है ,परंतु आज वर्तमान युग में अनुभवात्मक अधिगम का महत्व एक बार फिर से बताने की आवश्यकता महसूस हुई, जिसको ध्यान में रखते हुए प्रस्तुत शोध में हम अनुभवात्मक अधिगम तथा राष्ट्रीय शिक्षा नीति 2020में दिए गए अनुभवात्मक अधिगम संबंधी प्रावधान और चुनौतियों का अध्ययन किया गया है , प्रस्तुत शोध में हम अनुभवात्मक अधिगम की अवधारणा को समझते हुए अनुभवात्मक अधिगम के उद्देश्यों के बारे में जानेंगे अनुभवात्मक अधिगम के प्रकारों का वर्णन कर डेविड कोळब का अनुभवात्मक शिक्षण मॉडल की प्रक्रिया का वर्णन किया गया है, राष्ट्रीय शिक्षा नीति2020 में वर्णित अनुभवात्मक अधिगम संबंधित बिंदुओं पर विस्तार से चर्चा की गई है, अनुभवात्मक अधिगम के संदर्भ में राष्ट्रीय शिक्षा नीति के प्रावधानों का उल्लेख कर,राष्ट्रीय शिक्षा नीति 2020में अनुभवात्मक संदर्भी प्रावधान के अनुपालन में आने वाली चुनौतियों का वर्णन करके निष्कर्ष निकाला गया है |

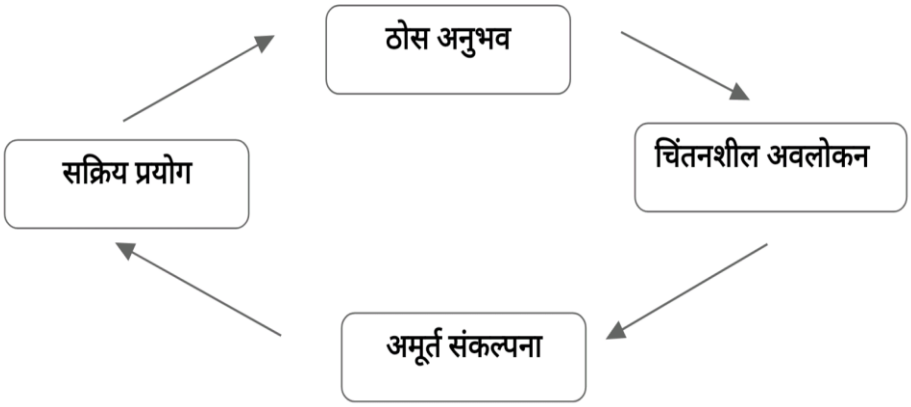
प्रस्तावना

अनुभवात्मक अधिगम -

अनुभवात्मक अधिगम अनुभव आधारित अधिगम को परिभाषित करता है।जिसके अंतर्गत करके सीखना, कला समेकित अधिगम, व्यवहारगत अधिगम शामिल है।"अनुभवात्मक अधिगम रट्टा अधिगम या प्रबोधक अधिगम से नवीन अनुभव है।क्योंकि उस अधिगम में शिक्षार्थी तुलनात्मक रूप में निष्क्रिय भूमिका निभाता है।"परंतु अनुभवात्मक अधिगम के अन्य स्वरूप में जैसे कि क्रियात्मक अधिगम ,सहयोगी अधिगम, सेवा अधिगम, रोमांचित अधिगम,और स्थिर अधिगम के साथ सक्रिय भूमिका निभाता है।"हाथों से सीखना अनुभवात्मक अधिगम का एक रूप हो सकता है,जिसका वर्णन महात्मा गांधी के शिक्षा दर्शन 3एच (हार्ट, हेड, हैंड) के बारे में विस्तार से बताया गया है, अनुभवात्मक शिक्षा रटने या उपदेशात्मक शिक्षा से अलग है" अनुभवात्मक अधिगम प्रत्यक्ष अनुभव को एकाग्र करके उसे चिंतन के साथ जोड़ता है।यह अधिगम हमारे पूर्व अनुभव से प्राप्त पूर्व ज्ञान की नींव पर निर्मित होता है।अनुभवात्मक अधिगम विद्यार्थियों में सामूहिक सहभागिता को जाग्रत करता है । "इस प्रकार अनुभवात्मक अधिगम कार्य करने पर चिंतन द्वारा अधिगम की धारणा है, यह धारणा अन्यों के अतिरिक्त जॉन डीवी, कर्ट लेविन और जीन प्याज़े द्वारा दिए गए अधिगम सिद्धांतों पर आधारित धारणा है।" अनुभवात्मक अधिगम को अक्सर अनुभवात्मक शिक्षा शब्द के समानार्थी के रूप में प्रयोग किया जाता है,लेकिन अनुभवात्मक शिक्षा व्यक्तिगत सीखने की प्रक्रिया पर विचार करती है।कहने का तात्पर्य यहां ये है कि अनुभवात्मक शिक्षा से विद्यार्थी का सामूहिक विकास के साथ साथ उसका व्यक्तिगत विकास भी संभव है, "इस प्रकार अनुभवात्मक शिक्षा की तुलना में, अनुभवात्मक शिक्षा सीखने वाले ओर सीखने के संदर्भ से संबंधित अधिक ठोस मुद्दों से सम्बंधित है, अनुभव मन में चिपके रहते है और सूचना प्रतिधारण में सहायता करते है।

"अनुभवात्मक शिक्षण में सीखना एक व्यवहारगत दृष्टिकोण को परिभाषित करता है कक्षा में सामने बैठे शिक्षक द्वारा छात्रों को अपना ज्ञान प्रदान करने और हस्तांतरित करने से सीखने की प्रक्रिया आगे बढ़ती है। यह सीखने को ऐसा अनुभव बनाता है जो कक्षा से परे जाता है और सीखने का एक सफल तरीका खोजता है, अनुभवात्मक शिक्षा का एक उदाहरण चिड़िया घर में जाना और चिड़ियाघर के वातावरण के साथ अवलोकन और बातचीत के माध्यम से सीखना है, न कि किताब से जानवरों के बारे में पढ़ना इस प्रकार व्यक्ति दूसरों के अनुभवों के बारे मे सुनने या पढ़ने के बजाय सीधे ज्ञान के साथ खोज और प्रयोग करता है । इसी तरह बिजनेस स्कूल, इंटर्नशिप और जॉब में, छात्र की रुचि के क्षेत्र में अवसर मूल्यवान अनुभवात्मक शिक्षा प्रदान कर सकते है, जो वास्तविक दुनिया के वातावरण को छात्र की समग्र समझ में महत्वपूर्ण योगदान देता है ।"अनुभवात्मक अनुभवात्मक अधिगम का तीसरा उदाहरण बाइक चलाना सीखना है।"

"कोळब द्वारा निर्धारित चार चरणीय अनुभवात्मक अनुभवात्मक अधिगम मॉडल को चित्रित कर सकती है ।"और नीचे चित्र संख्या- 1 में रेखांकित की गई है ।"इस उदाहरण का अनुसरण करते हुए ,"ठोस अनुभव" चरण , में शिक्षार्थी "यहां और अभी" बाइक के साथ शारीरिक रूप से बातचीत करता है ।"यह अनुभव "अवलोकन और प्रतिबिंब का आधार" बनाता है और शिक्षार्थी को यह विचार करने का समय मिलता है, की क्या काम कर रहा है या क्या नहीं (चिंतन शील अवलोकन), सामान्य रूप से बाइक चलाने के बारे में एक सामान्यिकृत सिद्धांत या विचार तैयार करना (अमूर्त अवधारणा) और सवारी में किए गए अगले प्रयास में सुधार के तरीकों के बारे में सोचना (सक्रिय प्रयोग) सवारी करने का हर नया प्रयास पिछले अनुभव , विचार और प्रतिबिंब के चक्रीय पैटर्न से सूचित होता है। डेविड कोळब का अनुभवात्मक शिक्षण मॉडल-(डेविड कोलब 1984)



राष्ट्रीय शिक्षा नीति2020-

राष्ट्रीय शिक्षा नीति 2020 में कहा गया है कि सभी चरणों(प्राथमिक, माध्यमिक, उच्चतर) में प्रायोगिक आधारित अधिगम को अपनाया जाएगा , जिसमें अन्य चीजों के अलावा स्वयं करके सीखना और प्रत्येक विषय में कला और खेल को एकीकृत किया जाएगा ऊर्जा आधारित शिक्षणशास्त्र को प्रत्येक विषय में एक मानक शास्त्र के तौर पर देखा जाएगा "राष्ट्रीय शिक्षा नीति 2020 में अनुभवात्मक अधिगम को प्रोत्साहित करते हुए कहा गया है, वर्तमान अधिगम प्रतिमान (लर्निंग आउटकम) और वांछनीय अधिगम परिणामों के बीच खाई को पाटने के लिए कुछ विषयों में कक्षा कक्षीय प्रक्रियाओं में परिवर्तन होंगे, जहां भी उचित होगा वहां इन्हें दक्षता- आधारित अधिगम और शिक्षा की ओर उन्मुख किया जाएगा, आकलनों के उपकरणों जिसमें सीखने " के रूप में" "का" " के लिए"आकलन शामिल है" को दिए गए वर्ग के हर विषय के अधिगम परिणामों, क्षमताओं और रुझान के साथ भी संरेखित किया जाएगा।" इसीलिए राष्ट्रीय शिक्षा नीति 2020अनुभव आधारित शिक्षण शिक्षा का अमूल्य अंग मानती है।राष्ट्रीय शिक्षा नीति 2020 (एनईपी)अनुभवात्मक अधिगम पर जोर देती है, यह नीति शिक्षा को अधिक सार्थक और आकर्षक बनाने के लिए छात्रों को प्रयोग करने , खोजने और अनुभव करने की अनुमति देती है। क्योंकि अनुभवी अधिगम व्यक्ति का ध्यान अनुभव पर केंद्रित करता है यह अनुभव जागरूक रहते हुए संसार में सहभागिता करने में और विश्व के विषय में पढ़ने तक ही सीमित नहीं है, अपितु यह अध्ययन को "वास्तविक" संसार के साथ जोड़ने का एक साधन है।अंतःअनुशासनीय अधिगम एवं संरचनात्मक अधिगम की नींव पर अनुभवी अधिगम का निर्माण किया जाता है|"कला - समन्वय(आर्ट इंटीग्रेशन) एक क्रॉस करिकुलर शिक्षण दृष्टिकोण है जिसमें विविध - विषयों की अवधारणाओं के अधिगम आधार के रूप में कला और संस्कृति के विभिन्न अवयवों का उपयोग किया जाता है अनुभव आधारित अधिगम पर विशेष बल दिए जाने के अंतर्गत कला - समन्वित शिक्षण को कक्षा प्रक्रियाओं में स्थान दिया जाएगा ,जिससे न सिर्फ कक्षा ज्यादा आनंदपूर्ण बनेगी बल्कि भारतीय कला और संस्कृति के शिक्षण में समावेश से भारतीयता का सभी बच्चों को परिचय हो पाएगा"

शोध उद्देश्य -

1. अनुभवात्मक अधिगम की अवधारणा एवं उसके शैक्षिक महत्व को स्पष्ट करना।
2. राष्ट्रीय शिक्षा नीति 2020 में अनुभवात्मक अधिगम से संबंधित प्रमुख प्रावधानों का अध्ययन करना।
3. अनुभवात्मक अधिगम को लागू करने हेतु एन ई पी 2020 में सुझाय गए उपायों एवं रणनीतियों का विश्लेषण करना।
4. विद्यालय एवं उच्च शिक्षा स्तर पर अनुभवात्मक अधिगम को अपनाने में आने वाली चुनौतियों की पहचान करना।
5. शिक्षकों विद्यार्थियों तथा संस्थाओं के दृष्टिकोण से अनुभवात्मक अधिगम की व्यावहारिकता का मूल्यांकन करना।
6. अनुभावात्मक अधिगम को प्रभावी ढंग से क्रियान्वित करने के लिए संभावित समाधान एवं सुझाव प्रस्तुत करना।
7. अनुभवात्मक अधिगम को भारतीय संदर्भ में गुणवत्तापूर्ण शिक्षा कौशल विकास और समग्र शिक्षा से जोड़कर देखना।

शोध प्रश्न -

1. अनुभवात्मक अधिगम की संकल्पना क्या है और यह पारंपरिक अधिगम पद्धतियों से किस प्रकार भिन्न है?
2. राष्ट्रीय शिक्षा नीति 2020 में अनुभवात्मक अधिगम को बढ़ावा देने के लिए कौन-कौन से प्रावधान किए गए हैं?
3. अनुभवात्मक अधिगम को प्रभावी रूप से क्रियान्वित करने के लिए कौन-कौन सी नीतिगत एवं व्यावहारिक कदम उठाए जा सकते हैं?

शोध पद्धति

प्रस्तुत शोध में वर्णनात्मक एवं व्याख्यात्मक पद्धति का प्रयोग किया गया है, यह शोध गुणात्मक स्वरूप का शोध है, प्रस्तुत शोध में डेटा स्रोत के रूप में राष्ट्रीय शिक्षा नीति 2020 के दस्तावेज और अनुभवात्मक अधिगम पर प्रकाशित शोध पत्र पुस्तके रिपोर्ट एवं शैक्षिक पोर्टल्स का उपयोग किया गया है।

अनुभवात्मक अधिगम के संदर्भ में राष्ट्रीय शिक्षा नीति के प्रावधान -

राष्ट्रीय शिक्षा नीति 2020 के तहत अनुभवात्मक अधिगम को बढ़ावा देने के लिए कई प्रावधान किये गए है, इस नीति में कहा गया है। कि शिक्षा से ना केवल सृजनात्मक क्षमताओं को बढ़ाया जाए बल्कि इसके साथ साथ साक्षरता और सांख्यिकी की आधारभूत क्षमताओं को भी बढ़ाना सहायक हो, राष्ट्रीय शिक्षा नीति 2020 के अनुसार बालकों की शिक्षा ऐसी होनी चाहिए जिससे बालको में "सामाजिक नैतिक और भावनात्मक स्वभाव का भी विकास संभव हो।"इसके लिए राष्ट्रीय शिक्षा नीति में निम्नलिखित उपकरण और विधियों का उल्लेख किया गया है।

- **भूमिका निर्वहन -** राष्ट्रीय शिक्षा नीति (एनईपी) 2020 अनुभवात्मक अधिगम को बढ़ावा देने के लिए भूमिका निर्वहन विधि को प्रोत्साहित करती है, जो छात्रों को सक्रिय रूप से शामिल करती है और उन्हें वास्तविक दुनिया के अनुप्रयोगों से जोड़ती है। यह दृष्टिकोण सैद्धांतिक ज्ञान और व्यावहारिक कौशल के बीच अंतर को कम करने में मदद करता है।भूमिका निर्वहन, अनुभवात्मक अधिगम का एक हिस्सा है, जो छात्रों को सक्रिय भागीदारी के माध्यम से अनुभव प्राप्त करके सीखने में मदद करता है। यह विधि छात्रों को एक कार्य में सक्रिय रूप से डूबने की अनुमति देती है, जिससे वे अवधारणाओं को बेहतर ढंग से समझ पाते हैं। भूमिका निर्वहन के बाद, छात्रों को अपने अनुभवों पर विचार करने, साथियों के साथ चर्चा करने, और सीखी गई बातों पर विचार करने के लिए प्रोत्साहित किया जाता है।
- **समूह में कार्य करना -** अनुभवात्मक अधिगम में समूह में कार्य करने की योग्यता कई तरह से सहायक होती है, क्योंकि यह टीम वर्क, संचार और समस्या-समाधान जैसे महत्वपूर्ण कौशल विकसित करने में मदद करती है। अनुभवात्मक अधिगम गतिविधियों में, प्रतिभागी एक साझा लक्ष्य की ओर काम करते हैं, जिससे टीम वर्क, संवाद और समस्या-समाधान कौशल को बढ़ावा मिलता है।
- **पोर्टफोलियो बनाना -** पोर्टफोलियो में अनुभवात्मक अधिगम कई तरह से सहायक होता हैजो छात्रों को उनके जीवन के , अनुभवों से प्राप्त ज्ञान का प्रदर्शन करने और कॉलेज क्रेडिट अर्जित करने का अवसर प्रदान करता है। यह छात्रों को अपने करियर के लक्ष्यों को प्रतिबिंबित करने और संभावित नियोक्ताओं ,कौशल और क्षमताओं को प्रदर्शित करनेको अपनी कहानी बताने का एक मंच प्रदान करता है।
- **परियोजनाएं बनाना -** एनईपी 2020 अनुभवात्मक अधिगम को आधुनिक शिक्षा की आधारशिला मानती है, जो पारंपरिक रटने की शिक्षा से परे एक समग्र, छात्र-केंद्रित दृष्टिकोण की वकालत करती है। यह नीति छात्रों को इंटरैक्टिव और सहभागी शिक्षण अनुभवों में शामिल करके कक्षाओं को गतिशील स्थानों में बदलने पर जोर देती है, जिससे सीखना अधिक सार्थक और आकर्षक बनता है। एनईपी 2020 परियोजना कार्य, इंटर्नशिप, फील्ड विजिट और विभिन्न विषयों में हाथों-हाथ गतिविधियों को प्रोत्साहित करती ताकिअनुभवात्मक अधिगम को बढ़ावा दिया जा सके।

- **स्वांकलन एवं सहकर्मी आकलन -** राष्ट्रीय शिक्षा नीति 2020 (एनईपी)अनुभवात्मक अधिगम को बढ़ावा देने के लिए स्वजिसका उद्देश्य छात्रों के सीखने के अनुभव को अधिक ,आकलन और सहकर्मी आकलन को महत्वपूर्ण मानती है- सार्थक और प्रभावी बनाना है। यह नीति छात्रों के उच्चक्रम कौशल जैसे कि विश्लेषण और आलोचनात्मक चिंतन का - परीक्षण करने के लिए विभिन्न गतिविधियों के माध्यम से उनके आकलन का समर्थन करती है।

राष्ट्रीय शिक्षा नीति 2020 अनुभवात्मक अधिगम संदर्भी प्रावधान के अनुपालन की चुनौतियां-

राष्ट्रीय शिक्षा नीति 2020 में अनुभवात्मक अधिगम को महत्वपूर्ण स्थान दिया गया है । इसके अतिरिक्त करके सीखना, परियोजना विधि, भ्रमण विधि, को भी महत्वपूर्ण बताया है, इसके तहत विद्यार्थियों को केवल कक्षा में पढ़ाई से बाहर वास्तविक जीवन के अनुभवों के माध्यम से सीखने का अवसर प्रदान करने की बात की गई है।इसके बाद भी अनुभवात्मक अधिगम के संदर्भ में कुछ चुनौतियां जो आज भी हमारे सामने आती है।

1.शिक्षित शिक्षकों का अभाव - राष्ट्रीय शिक्षा नीति 2020 में अनुभवात्मक अधिगम को जितना ही महत्व दिया है|उतना ही ये दृष्टिगोचर होता है, पहले से नियुक्त शिक्षक जो कि आज के जमाने के हिसाब से कहीं तकनीकी के क्षेत्र में पीछे रह गए है, तो कहीं इंटरनेट के लाभों से भी अवगत नहीं है , ऐसे में आधुनिकीकरण के इस दौर में समय रहते वह नई सरकारी योजनाओं और कार्यक्रमों से भली भांति अवगत नहीं हो पाते ,जिसके चलते जो प्रशिक्षण उनको प्रशिक्षित कर एक नए दौर का शिक्षक बनाने में सहायक है ,वह उससे पिछड़ जाते है और यही कारण है कि प्रशिक्षण न लेने की वजह से अनुभवात्मक अधिगम की गहराई को वह समझ नहीं पाते और अपने शिक्षण कार्य में उसका प्रयोग नहीं करते, जिस वजह से विद्यार्थी जो देश व राष्ट्रीय का आने वाला भविष्य है, वह अनुभवात्मक अधिगम के महत्वता को अपने अंदर आत्मसात नहीं करपाते , अतः आवश्यक है कि बदलते समय के साथ अब हमें भी बदलना होगा ,शिक्षकों को प्रशिक्षण लेना होगा कि वह कैसे अनुभवात्मक अधिगम के जरिए बच्चों को शिक्षित करे और उनके व्यवहार में शिक्षा को जाग्रत करे न कि सिर्फ पुस्तकीय आधारित विद्या पर जोर दे।

2.संसाधनों की कमी - संसाधनों की कमी अनुभवात्मक अधिगम के अनुपालन की सबसे बड़ी चुनौतियों में से एक है, अनुभवात्मक अधिगम के लिए आवश्यक संसाधनों , जैसे - प्रयोगशाला, सुविधाएं, तकनीकी उपकरण और व्यवहारिक अनुभवों के लिए उपर्युक्त स्थान की कमी हो सकती है , जो कि नीति के क्रियान्वयन में रुकावट डालती है। संसाधनों की कमी की बात करे तो ये पता चलता है, कि ये संसाधन हमारे शहरों में बने विद्यालयों स्कूलों में तो उपलब्ध हो जाते है, परंतु हमारे ग्रामीण क्षेत्रों में इसका अभाव हमेशा से रहा है ,और यह ज्ञात होता है कि आगे भी रहेगा , क्योंकि जिस हिसाब से शहरों में एक बड़ी मात्रा में फीस शुल्क लिया जाता है जिसके बदले निजी स्कूल चलाने वाले शिक्षा देने को एक व्यापार के रूप में चलाए जारे है। जिनका उद्देश्य मात्र बच्चों से एक बड़ी मात्रा में फीस शुल्क लेना है ,जिस कारण उन्हें अनुभवात्मक अधिगम को अनुपालन करने के लिए उपर्युक्त संसाधन उपलब्ध कराए जाते है, वही ग्रामीण क्षेत्रों में न तो अच्छे स्कूल है, और न ही उपर्युक्त संसाधन ऐसे में ग्रामीण क्षेत्रों के विद्यार्थी अनुभवात्मक शिक्षा के अनुपालन में कठिनाई महसूस करते है ।अतः आवश्यक है कि सरकारी योजनाओं के साथ साथ उपर्युक्त संसाधनों को भी भारी मात्रा में उपलब्ध कराया जाए । शहर और ग्रामीण क्षेत्रों में संसाधनों की उपलब्धता में कोई भेदभाव न रहे इसके लिए आवश्यक है कि है हम सभी लोग सरकारी योजनाओं के प्रति भली भांति जागरूक रहे ,ताकि समय के साथ साथ सभी योजनाओं से लाभान्वित हो सके।

3.व्यवहारगत चुनौतियों- अनुभवात्मक अधिगम के लिए सबसे मुख्य चुनौती आजकल के बच्चों के व्यवहार उनके दैनिक जीवन की दिनचर्या से भली भांति दृष्टिगोचर होती है।आज आधुनिक युग इतना आधुनिक हो गया है कि कोई भी विद्यार्थी अपने चिंतन अपने विचारों से ज्यादा इंटरनेट पे मिले ज्ञान पर भरोसा करते है , आजकल के बच्चे कोई भी काम करने से पहले मोबाइल इंटरनेट का प्रयोग सबसे पहले करते है , जिसके चलते वह अपनी क्षमताओं को पूर्ण रूप से जान ही नहीं पाते और पूरी तरह से मशीन लर्निंग पर ही निर्भर होते जारे है ।वह अनुभवात्मक अधिगम की महत्वता को नहीं समझना चाहते, अपना

कार्य समय से पूर्ण करने की जल्दी में कंप्यूटर, टैब, मोबाइल, पर निर्भर है ,और आलस भरे जीवन को जी रहे है , विद्यार्थी में वह लगन वह ईमानदारी खत्म होती नजर आ रही है जो पहले कभी थी, अतः व्यवहारगत चुनौतियां अनुभवात्मक अधिगम के संदर्भ में बड़ी बाधा है।

4.पाठ्यक्रम संबंधी चुनौतियां- अनुभवात्मक अधिगम एक ऐसी शिक्षा विधि है।जिसमें छात्र अपनी गतिविधियों के माध्यम से सीखते है जैसे,- प्रायोगिक अनुभवों और परियोजना विधि । इन विधियो के कई लाभ हैंलेकिन इसमें पाठ्यक्रम संबंधी कई , चुनौतियाँ भी हैं।

निष्कर्ष –

अनुभवात्मक अधिगम पर राष्ट्रीय शिक्षा नीति (एनईपी) 2020 का ध्यान छात्रों को विभिन्न स्थितियों में आसानी से अपने ज्ञान को लागू करने में सक्षम बनाने के लिए समर्पण का प्रतिबिंब है। एनईपी 2020 में अनुभवात्मक शिक्षण को शामिल करना छात्रों को विषय के बारे में उनके ज्ञान को गहरा करता है और सीखने के लिए उनके जुनून को जागृत करता है। यह नीति टीम वर्क, जिज्ञासा और व्यावहारिक जांच को बढ़ावा देकर आजीवन सीखने के प्रति प्रेम को भी बढ़ावा देती है।अनुभवात्मक अधिगम महत्वपूर्ण है क्योंकि यह छात्रों को सार्थक तरीकों से जोड़ने, प्रेरित करने और चुनौती देने की क्षमता रखता है, जो शैक्षिक परिदृश्य को आकार देने और 21वीं सदी में छात्रों को सफलता के लिए तैयार करने में एक प्रेरक शक्ति बन जाता है। अनुभवात्मक अधिगम छात्रों को वास्तविक दुनिया के मुद्दों के साथ बातचीत करने और उनके मूल कारणों और संभावित समाधानों की बेहतर समझ प्राप्त करने में सक्षम बनाता है। आजकल, अनुभवात्मक अधिगम के माध्यम से, शिक्षण संस्थान गतिशील, इमर्सिव और हैंड्स-ऑन सीखने के अनुभव बना रहे हैं जो छात्रों को तराशने, प्रयोग करने और खोजने के लिए सशक्त बनाते हैं। अनुसंधान से पता चलता है कि सीखने की प्रक्रिया में सक्रिय भागीदारी ज्ञान प्रतिधारण को बढ़ाती है।राष्ट्रीय शिक्षा नीति (एनईपी) 2020 कई मायनों में अनुभवात्मक अधिगम के सिद्धांतों और महत्व के साथ संरेखित है। भारत के लिए यह दूरदर्शी नीति शिक्षा के लिए एक समग्र और परिवर्तनकारी दृष्टिकोण की आवश्यकता को पहचानती है, और एनईपी में उल्लिखित उद्देश्यों को प्राप्त करने में अनुभवात्मक अधिगम एक महत्वपूर्ण भूमिका निभाता है। एनईपी 2020 अनुभवात्मक शिक्षण को आधुनिक शिक्षा के आधारशिला के रूप में स्थापित करते हुए एक समग्र, छात्र-केंद्रित दृष्टिकोण की वकालत करता है जो पारंपरिक रट्टा सीखने से परे है। व्यावहारिक ज्ञान और वास्तविक दुनिया के कौशल को बढ़ावा देकर, एनईपी 2020 एक ऐसी शिक्षा प्रणाली की परिकल्पना करता है जो छात्रों को शैक्षणिक रूप से और 21वीं सदी में जीवन और कार्य की जटिलताओं के लिए तैयार करती है। एनईपी 2020 में अनुभवात्मक अधिगम पर ध्यान केंद्रित करने का एक लाभ यह है कि नीति छात्रों को इंटरैक्टिव, सहभागी और वास्तविक दुनिया के अनुप्रयोगों में निहित सीखने के अनुभवों में शामिल करने की आवश्यकता पर जोर देती है।कुछ साल पहले, हमारी पारंपरिक शिक्षा प्रणाली का ध्यान मुख्य रूप से विषय को रटने पर था, लेकिन समकालीन शिक्षा प्रणाली के संबंध में, यहां गतिविधि केंद्रित पाठ्यक्रम पर अधिक जोर दिया गया है, इसलिए इस संदर्भ में अनुभवात्मक अधिगम की आधुनिक शिक्षण और सीखने की प्रक्रिया में एक महत्वपूर्ण भूमिका है। भूमिका निभाना, खेल, केस स्टडी, महत्वपूर्ण घटनाएं, सिमुलेशन जैसे "इन-बॉक्स" अभ्यास, सोशियो-ड्रामा और मूल्य स्पष्ट करने वाली गतिविधियाँ वर्तमान कक्षाओं में उपयोग की जाने वाली प्रमुख अनुभवात्मक शिक्षण रणनीतियाँ हैं। अनुभवात्मक कक्षा में छात्र वास्तविक जीवन की स्थितियों को पचा सकते हैं, उपन्यास व्यवहारों को आजमा सकते हैं और एक सुरक्षित वातावरण में प्रतिक्रिया प्राप्त कर सकते हैं। अनुभवात्मक अधिगम के बारे में असाइनमेंट छात्रों को सिद्धांत को व्यवहार से जोड़ने और पाठ्यक्रम सामग्री के आलोक में वास्तविक परिस्थितियों का मूल्यांकन करने में सहायता करते हैं।

सुझाव -

1. शिक्षण प्रशिक्षण - अनुभवात्मक अधिगम को लागू करने के लिए शिक्षकों का सतत व्यावसायिक प्रशिक्षण आवश्यक है ।

2. **शिक्षण सामग्री का विकास -** प्रायोगिक ,प्रोजेक्ट आधारित और स्थानीय संदर्भों पर आधारित अध्ययन सामग्री तैयार की जाए।
3. **बुनियादी ढांचे सुदृढ़ीकरण -** प्रयोगशालाओं,Ict , टूल्स और स्थानीय संसाधनों का विकास किया जाए।
4. **शिक्षण में नवाचार -** प्रोजेक्ट वर्क फील्ड विजिट, इंटर्नशिप, लोकल, आर्ट क्राफ्ट एवं सामुदायिक पद्धति अपनाई जाए।
5. **निरंतर मूल्यांकन -** अनुभवात्मक अधिगम की सफलता को मापने के लिए निरंतर और बहुआयामी मूल्यांकन पद्धति अपनाई जाए।
6. **नीतिगत सहयोग -** नीतिगत सहयोग सरकार एवं शिक्षा संस्थानों को पर्याप्त वित्तीय व प्रशासनिक सहयोग उपलब्ध कराना चाहिए।
7. **अभिभावक एवं समुदाय की भागीदारी -** शिक्षा प्रक्रिया में स्थानीय समुदाय और अभिभावकों की सक्रिय भागीदारी सुनिश्चित की जाए।

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विशिष्ट बालकों की शैक्षणिक उपलब्धियों में डिजिटल शिक्षा की भूमिका: आत्मविश्वास एवं सामाजिक समायोजन के संदर्भ में वैचारिक अध्ययन

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शोध-सार

यह शोधपत्र विशिष्ट बालकों की शैक्षणिक उपलब्धियों में डिजिटल शिक्षा की भूमिका को उनके आत्मविश्वास और सामाजिक समायोजन के संदर्भ में समझने का प्रयास करता है। आज डिजिटल तकनीक शिक्षा का अहम हिस्सा बन चुकी है, जिसने शिक्षण की पहुँच, तरीकों और परिणामों को गहराई से प्रभावित किया है। जहाँ पारंपरिक कक्षाओं में विशिष्ट बालकों को कई चुनौतियों का सामना करना पड़ता है, वहीं डिजिटल संसाधन उनके लिए नई संभावनाएँ और अवसर प्रस्तुत करते हैं। इन तकनीकों के माध्यम से विद्यार्थी न केवल अपनी शैक्षणिक उपलब्धियों में प्रगति कर रहे हैं, बल्कि उनका आत्मविश्वास भी मजबूत हो रहा है और वे सामाजिक रूप से अधिक सक्रिय बन रहे हैं। इस अध्ययन में डिजिटल शिक्षा, आत्मविश्वास और सामाजिक समायोजन के बीच संबंधों का वैचारिक विश्लेषण किया गया है। साथ ही, इसमें समावेशी शिक्षा की अवधारणा, डिजिटल तकनीक की उपयोगिता, उससे जुड़ी चुनौतियाँ और भविष्य की संभावनाओं पर भी प्रकाश डाला गया है। यह शोध किसी सांख्यिकीय आंकड़े पर आधारित नहीं है, बल्कि इसका उद्देश्य शिक्षा में डिजिटल साधनों की प्रभावशीलता को उजागर करना और नीति-निर्माताओं तथा शिक्षकों के लिए मार्गदर्शन प्रदान करना है।

भूमिका

वर्तमान समय को सूचना और संचार प्रौद्योगिकी का युग कहा जाता है, जिसने जीवन के हर क्षेत्र को गहराई से प्रभावित किया है। शिक्षा भी इस बदलाव से अछूती नहीं रही है। पारंपरिक कक्षा-शिक्षण पद्धति के साथ-साथ डिजिटल शिक्षा ने सीखने-सिखाने की प्रक्रिया को नई दिशा दी है और विद्यार्थियों के लिए अवसरों का एक नया द्वार खोला है। यह केवल सामान्य विद्यार्थियों तक सीमित नहीं है, बल्कि विशिष्ट बालकोंके लिए भी शिक्षा को सुलभ और प्रभावकारी बनाने का एक महत्वपूर्ण साधन बनकर उभरी है। विशिष्ट बालकों में वे शामिल हैं जो दृष्टि, श्रवण, शारीरिक अक्षमता या मानसिक चुनौतियों जैसी परिस्थितियों का सामना कर रहे हैं। पारंपरिक शिक्षण व्यवस्था में इन्हें कई कठिनाइयों का सामना करना पड़ता है- जैसे स्कूल की संरचना, शिक्षण-पद्धति, सहपाठियों के साथ सहभागिता की कमी और आत्मविश्वास में कमी। डिजिटल माध्यम इन चुनौतियों का एक वैकल्पिक समाधान प्रस्तुत करता है, क्योंकि इसके जरिए विद्यार्थी किसी भी स्थान से, अपनी गति और सुविधा के अनुसार शिक्षा प्राप्त कर सकते हैं।

डिजिटल शिक्षा न केवल पाठ्यवस्तु तक पहुँच आसान बनाती है, बल्कि इसे दृश्य, श्रव्य और अंतःक्रियात्मक रूप में प्रस्तुत करती है। उदाहरण के लिए, दृष्टिबाधित विद्यार्थियों के लिए स्क्रीन रीडर, श्रवण-बाधित विद्यार्थियों के लिए सबटाइटल और सांकेतिक भाषा आधारित वीडियो, तथा शारीरिक रूप से अक्षम विद्यार्थियों के लिए वर्चुअल कक्षाएँ शिक्षा को सहज और समावेशी बनाती हैं। इन माध्यमों से न केवल उनकी शैक्षणिक उपलब्धियों में वृद्धि होती है, बल्कि उनका आत्मविश्वास भी मजबूत होता है। आत्मविश्वास किसी भी विद्यार्थी की शैक्षणिक सफलता की आधारशिला है। जब शिक्षण उनकी आवश्यकताओं और गति के अनुरूप होता है, तो उनमें सकारात्मक सीखने का भाव विकसित होता है और वे अपनी क्षमताओं पर भरोसा करना सीखते हैं। इसी तरह, सामाजिक समायोजन भी शिक्षा का एक महत्वपूर्ण पहलू है। डिजिटल शिक्षा विद्यार्थियों को वर्चुअल चर्चाओं, समूह गतिविधियों और सहयोगात्मक परियोजनाओं में शामिल होने का अवसर देती है, जिससे वे अपने को समाज का अभिन्न हिस्सा मानने लगते हैं।

प्रस्तुत अध्ययन एक वैचारिक प्रयास है, जिसमें यह समझने का प्रयास किया गया है कि डिजिटल शिक्षा विशिष्ट बालकों की शैक्षणिक प्रगति को किस प्रकार दिशा देती है और उनके आत्मविश्वास व सामाजिक समायोजन को सुदृढ़ करती है। यह अध्ययन सांख्यिकीय आंकड़ों पर आधारित नहीं है, बल्कि सैद्धांतिक विश्लेषण और पूर्ववर्ती शोधों की पृष्ठभूमि पर केंद्रित है। संक्षेप में, डिजिटल शिक्षा विशिष्ट बालकोंके लिए केवल ज्ञानार्जन का साधन नहीं है, बल्कि उनके आत्मविश्वास को बढ़ाने और सामाजिक स्वीकृति दिलाने का भी प्रभावशाली माध्यम है। इसे शिक्षा की बाधाओं को दूर करने वाली एक सकारात्मक क्रांति कहा जा सकता है।

अध्ययन की आवश्यकता

विशिष्ट बालकों की शिक्षा लंबे समय से शिक्षा जगत के लिए एक चुनौतीपूर्ण विषय रही है। पारंपरिक शिक्षण पद्धतियाँ अक्सर इन विद्यार्थियों की विशिष्ट आवश्यकताओं को पूरा करने में असफल रही हैं। सीमित संसाधन, व्यक्तिगत शिक्षण रणनीतियों की कमी और सहायक वातावरण की बाधाएँ इनके शैक्षणिक विकास में रोड़े अटका देती हैं। परिणामस्वरूप, ये विद्यार्थी अपनी वास्तविक क्षमता के अनुसार सफलता नहीं प्राप्त कर पाते।

इसी संदर्भ में डिजिटल शिक्षा एक संभावित समाधान के रूप में सामने आती है। यह विद्यार्थियों को वैयक्तिकीकृत शिक्षण, समय और स्थान की लचीलापन, तथा विविध मल्टीमीडिया संसाधनों के माध्यम से ज्ञान अर्जन का अवसर प्रदान करती है। उदाहरण के लिए, दृष्टिबाधित विद्यार्थियों के लिए ऑडियो सामग्री और स्क्रीन रीडर, श्रवण-बाधित विद्यार्थियों के लिए

सबटाइटल और दृश्य सामग्री, तथा शारीरिक रूप से अक्षम विद्यार्थियों के लिए वर्चुअल कक्षाएँ शिक्षा को सुलभ और समावेशी बनाती हैं। इस प्रकार डिजिटल शिक्षा समानता और समावेशिता को बढ़ावा देने की दिशा में एक ठोस कदम साबित होती है।

इसके अतिरिक्त, आत्मविश्वास और सामाजिक समायोजन जैसे मनोवैज्ञानिक पहलू विद्यार्थियों की सफलता में अहम भूमिका निभाते हैं। जब विशेष आवश्यकता वाले विद्यार्थी आत्मविश्वासी हों और सामाजिक वातावरण में सहजता से सहभागिता कर सकें, तो उनकी शैक्षणिक उपलब्धियाँ भी स्वतः उच्च स्तर तक पहुँच सकती हैं। डिजिटल शिक्षा इस दृष्टि से सहायक है, क्योंकि यह विद्यार्थियों को आत्मनिर्भर बनने का अवसर देती है और सहयोगात्मक गतिविधियों के माध्यम से उन्हें समाज का सक्रिय सदस्य बनाती है।

संबंधित साहित्य सर्वेक्षण

प्रीति सहारावत और दीपिका चमोली शाही (2025) द्वारा किए गए सिस्टेमैटिक समीक्षा अध्ययन में यह पाया गया कि भारत में विशेष सीखने संबंधी कठिनाइयों (SLD) से जूझ रहे विद्यार्थियों के लिए डिजिटल शिक्षा तक पहुँच अभी भी कई बाधाओं से घिरी हुई है। यह अध्ययन समावेशी शिक्षा में डिजिटल टूल्स और शिक्षक प्रशिक्षण की अनिवार्य भूमिका को रेखांकित करता है।

अमित शंकर और रवि कांत (2023) द्वारा बिहार के समावेशी एवं विशेष विद्यालयों में किए गए अध्ययन में सहायक तकनीकों (AT) की उपलब्धता, शिक्षक प्रशिक्षण और विद्यार्थियों के अनुभवों का विश्लेषण किया गया। अध्ययन में विद्यार्थियों ने AT के उपयोग से अपने शिक्षा अनुभव को सकारात्मक बताया। हालांकि, कुछ विद्यार्थियों ने सामाजिक पहचान और सहानुभूति से जुड़ी चुनौतियाँ भी साझा कीं। यह शोध विशेष रूप से भारत के ग्रामीण और अल्प-संसाधित क्षेत्रों में AT से जुड़ी वास्तविक बाधाओं और उनके प्रभावों को उजागर करता है।

शोध प्रश्न

1. क्या विशेष आवश्यकता वाले विद्यार्थियों के लिए डिजिटल समावेशन ज़रूरी है?
2. डिजिटल शिक्षा में विशेष आवश्यकता वाले विद्यार्थियों को कौन-कौन सी दिक़्क़तें आती हैं?
3. डिजिटल समावेशन बेहतर बनाने के लिए क्या उपाय किए जा सकते हैं?

अध्ययन के उद्देश्य

1. विशिष्ट बालकों की शैक्षणिक उपलब्धियों में डिजिटल शिक्षा की भूमिका का विश्लेषण करना।
2. डिजिटल शिक्षा के माध्यम से विशिष्ट बालकों के सामाजिक समायोजन की संभावनाओं का अध्ययन करना।
3. डिजिटल शिक्षा से संबंधित प्रमुख चुनौतियों और सीमाओं की पहचान करना।
4. भविष्य में समावेशी शिक्षा को अधिक प्रभावी बनाने हेतु सुझाव प्रस्तुत करना।

शोध विधि:

प्रस्तुत शोध पत्र में **सामग्री विश्लेषण विधि** का प्रयोग किया गया, जिसमें शोधकर्ता ने रिकॉर्ड किए गए संग्रह, इंटरनेट एवं अन्य संबंधित डिजिटल उत्पादन से प्राप्त आंकड़ों को विश्लेषित किया गया है

सैद्धांतिक पृष्ठभूमि

किसी भी वैचारिक अध्ययन की गहराई को समझने के लिए उसकी सैद्धांतिक पृष्ठभूमि का अध्ययन अनिवार्य होता है। यह न केवल शोध के बौद्धिक आधार को स्पष्ट करता है, बल्कि अध्ययन के उद्देश्यों और निष्कर्षों को तार्किक रूप भी प्रदान करता है। विशिष्ट बालकोंकी शैक्षणिक उपलब्धियों, आत्मविश्वास और सामाजिक समायोजन में डिजिटल शिक्षा की भूमिका को

समझने के लिए तीन मुख्य पक्षों पर ध्यान देना आवश्यक है— (1) समावेशी शिक्षा की अवधारणा, (2) डिजिटल शिक्षा का स्वरूप एवं महत्व, और (3) आत्मविश्वास और सामाजिक समायोजन से जुड़े मनोवैज्ञानिक सिद्धांत।

1. समावेशी शिक्षा की अवधारणा : समावेशी शिक्षा का मूल भाव यह है कि शिक्षा व्यवस्था में समाज के सभी वर्गों के विद्यार्थियों—चाहे सामान्य हों या विशेष आवश्यकता वाले—को समान अवसर प्राप्त हों। लंबे समय तक विशिष्ट बालकोंको मुख्यधारा से अलग रखा जाता था, जिससे वे सामाजिक और शैक्षणिक रूप से अलग-थलग रह जाते थे। 20वीं सदी के उत्तरार्ध से "Education for All" और "Right to Education" जैसे अंतरराष्ट्रीय अभियान इस विचार को सुदृढ़ कर चुके हैं कि शिक्षा तभी सार्थक है जब उसमें समानता, पहुँच और अवसर सुनिश्चित हों। भारत में राष्ट्रीय शिक्षा नीति 2020 ने भी समावेशी शिक्षा पर विशेष बल दिया है। डिजिटल शिक्षा इस अवधारणा को मूर्त रूप देने में सहायक है, क्योंकि यह भौतिक और सामाजिक बाधाओं को कम करके सभी विद्यार्थियों को समान अवसर प्रदान करती है।

2. डिजिटल शिक्षा का स्वरूप एवं महत्व: डिजिटल शिक्षा का अर्थ सूचना एवं संचार प्रौद्योगिकी आधारित शिक्षण प्रणाली से है, जिसमें कंप्यूटर, इंटरनेट, मोबाइल एप्लिकेशन, वर्चुअल कक्षाएँ, स्मार्ट क्लास और सहायक उपकरण शामिल हैं। पारंपरिक शिक्षा की तुलना में यह अधिक लचीली, वैयक्तिकीकृत, संवादात्मक और बहुआयामी होती है। विशिष्ट बालकों के लिए डिजिटल शिक्षा के लाभ स्पष्ट हैं:

- दृष्टिबाधित विद्यार्थियों के लिए स्क्रीन रीडर, ऑडियो-बुक्स और स्पीच रिकग्निशन टूल्स।
- श्रवण-बाधित विद्यार्थियों के लिए सबटाइटल, साइन लैंग्वेज आधारित वीडियो और विज़ुअल कंटेंट।
- शारीरिक रूप से अक्षम विद्यार्थियों के लिए ऑनलाइन क्लास, वर्चुअल रियलिटी और एआई आधारित सहायक उपकरण।
- धीमी सीखने की गति वाले विद्यार्थियों के लिए व्यक्तिगत गति से सीखने वाले ऐप्स और लर्निंग मैनेजमेंट सिस्टम।

इन तकनीकों से विद्यार्थी अपनी क्षमता और आवश्यकता के अनुसार सीख सकते हैं। इससे उनकी शैक्षणिक उपलब्धियाँ बढ़ती हैं और वे आत्मनिर्भर बनते हैं। डिजिटल शिक्षा उन्हें यह समझने का अवसर देती है कि शारीरिक या मानसिक चुनौतियाँ सीखने में बाधा नहीं हैं।

3. आत्मविश्वास से संबंधित सिद्धांत: आत्मविश्वास किसी भी विद्यार्थी की सफलता की आधारशिला है। बंडूरा के आत्म-प्रभावकारिता सिद्धांत (Self-Efficacy Theory) के अनुसार, किसी भी कार्य को सफलतापूर्वक करने की व्यक्ति की अपनी क्षमता में विश्वास, उसके प्रयास और सफलता की संभावना को बढ़ाता है। जब विद्यार्थियों को लगता है कि वे किसी कार्य को कर सकते हैं, तो वे अधिक मेहनत करते हैं, जिससे सफलता मिलने की संभावना बढ़ जाती है। विशिष्ट बालकों के लिए आत्मविश्वास और भी महत्वपूर्ण है, क्योंकि वे अक्सर सामाजिक अस्वीकृति और हीनभावना का अनुभव करते हैं। डिजिटल शिक्षा उन्हें छोटे-छोटे कार्यों में सफलता का अनुभव कराती है—जैसे किसी ऑनलाइन मॉड्यूल को स्वयं पूरा करना या डिजिटल टूल की मदद से समस्या हल करना। ये अनुभव उन्हें यह विश्वास दिलाते हैं कि वे भी अन्य विद्यार्थियों की तरह सक्षम हैं, और यह आत्मविश्वास धीरे-धीरे उनके जीवन के अन्य क्षेत्रों में भी परिलक्षित होने लगता है।

4. सामाजिक समायोजन की अवधारणा: सामाजिक समायोजन का अर्थ है—व्यक्ति का अपने सामाजिक वातावरण में सहजता से घुलना-मिलना और अपनी भूमिका को प्रभावी ढंग से निभाना। पार्सन्स का 'Social System Theory' बताता है कि समाज में प्रत्येक व्यक्ति की एक भूमिका होती है, और जब वह उस भूमिका को सफलतापूर्वक निभाता है, तभी सामाजिक संतुलन और समायोजन संभव होता है। डिजिटल शिक्षा विशिष्ट बालकों के लिए सामाजिक समायोजन को प्रोत्साहित करती है। ऑनलाइन ग्रुप डिस्कशन, वर्चुअल प्रोजेक्ट, टीम वर्क और सोशल मीडिया इंटरेक्शन जैसे माध्यम उन्हें सहपाठियों से जोड़ते हैं।

इससे वे विचार-विमर्श करना, सहयोग करना और अपनी बात स्पष्ट रूप से रखना सीखते हैं, और धीरे-धीरे समाज का सक्रिय और स्वीकृत हिस्सा महसूस करने लगते हैं।

विशिष्ट बालकों की शैक्षणिक उपलब्धि में डिजिटल शिक्षा की भूमिका

शिक्षा का उद्देश्य केवल ज्ञान का संचार नहीं है, बल्कि यह व्यक्तित्व के सर्वांगीण विकास का भी माध्यम है। विशिष्ट बालकोंके संदर्भ में यह उद्देश्य और भी महत्वपूर्ण हो जाता है। पारंपरिक शिक्षण पद्धतियाँ उनकी विविध आवश्यकताओं के अनुरूप नहीं होतीं, जिससे उनकी शैक्षणिक उपलब्धियाँ सीमित रह जाती हैं। डिजिटल शिक्षा ने इस परिदृश्य को बदलने की दिशा में नई संभावनाएँ प्रस्तुत की हैं। यह न केवल ज्ञानार्जन को सहज और सुगम बनाती है, बल्कि आत्मनिर्भरता, आत्मविश्वास और सामाजिक समावेशन को भी बढ़ावा देती है।

डिजिटल साधनों का उपयोग और शैक्षणिक उपलब्धियाँ:

डिजिटल शिक्षा की शक्ति उसके विविध साधनों में निहित है—कंप्यूटर, टैबलेट, स्मार्टफ़ोन, ऑडियो-बुक्स, ई-बुक्स, स्क्रीन रीडर, सबटाइटल युक्त वीडियो, स्मार्ट क्लास और ऑनलाइन लर्निंग प्लेटफ़ॉर्म।

- दृष्टिबाधित विद्यार्थी स्क्रीन रीडर और ब्रेल सॉफ़्टवेयर से पाठ्य सामग्री सुनकर आत्मनिर्भर रूप से पढ़ सकते हैं।
- श्रवण-बाधित विद्यार्थी सबटाइटल और साइन लैंग्वेज युक्त वीडियो से जटिल अवधारणाओं को समझ पाते हैं।
- शारीरिक रूप से अक्षम विद्यार्थी ऑनलाइन क्लास और वर्चुअल परीक्षा प्रणाली का लाभ उठाते हैं।
- धीमी सीखने की गति वाले विद्यार्थी इंटरैक्टिव गेम्स और पर्सनलाइज्ड लर्निंग ऐप्स के माध्यम से अपनी गति से सीख सकतेहैं।

इन साधनों से न केवल परीक्षा परिणाम बेहतर होते हैं, बल्कि सीखने की निरंतरता और आत्मविश्वास भी बढ़ता है।

शिक्षण का लचीलापन

डिजिटल शिक्षा समय और स्थान की सीमाओं को तोड़ती है। विद्यार्थी अपनी गति से सीख सकते हैं, कठिन अवधारणाओं को बार-बार दोहरा सकते हैं और घर बैठे भी कक्षाओं में भाग ले सकते हैं। इसका प्रत्यक्ष प्रभाव उनकी शैक्षणिक उपलब्धियों और सह-पाठ्यचर्या गतिविधियों में सक्रिय भागीदारी पर पड़ता है।

संवाद और सहभागिता: ऑनलाइन क्विज़, वर्चुअल चर्चाएँ, असाइनमेंट और इंटरैक्टिव प्लेटफ़ॉर्म शिक्षकों और विद्यार्थियों के बीच सतत संवाद सुनिश्चित करते हैं। पारंपरिक कक्षाओं में जहाँ विशेष आवश्यकता वाले विद्यार्थी अक्सर अलग-थलग रह जाते थे, डिजिटल माध्यम उन्हें समान अवसर प्रदान करता है। इससे उनकी बौद्धिक भागीदारी और शैक्षणिक उपलब्धियाँ बढ़ती हैं।

व्यक्तिगत शिक्षा: डिजिटल शिक्षा प्रत्येक विद्यार्थी की सीखने की गति और शैली के अनुसार शिक्षा प्रदान करती है। एडेप्टिव लर्निंग सिस्टम कमजोर क्षेत्रों पर अतिरिक्त अभ्यास और मजबूत पक्षों पर उन्नत सामग्री उपलब्ध कराते हैं। इससे विद्यार्थियों की शैक्षणिक उपलब्धियाँ अधिक स्थायी और गहन बनती हैं।

प्रेरणा और आत्मनिर्भरता : एनीमेशन, गेमिफिकेशन और इंटरैक्टिव वीडियो सीखने की रुचि जगाते हैं। विशेष आवश्यकता वाले विद्यार्थी अब स्वयं पाठ्य सामग्री को खोज, समझ और उपयोग करने लगे हैं। यह आत्मनिर्भरता उनकी शैक्षणिक सफलता की दिशा में निर्णायक कदम है।

चुनौतियाँ और सीमाएँ: हालाँकि डिजिटल शिक्षा ने नई संभावनाएँ खोली हैं, फिर भी चुनौतियाँ बनी हुई हैं—तकनीकी संसाधनों की कमी, इंटरनेट की असमान उपलब्धता, शिक्षकों का अपर्याप्त प्रशिक्षण और डिजिटल साक्षरता की कमी। इसके बावजूद यह स्पष्ट है कि डिजिटल शिक्षा विशिष्ट बालकोंके लिए अवसरों की नई दुनिया बना रही है।

आत्मविश्वास और सामाजिक समायोजन के संदर्भ में विश्लेषण

डिजिटल शिक्षा केवल तकनीकी नवाचार नहीं है, बल्कि यह शिक्षा के लोकतंत्रीकरण, समान अवसर और समावेशिता की दिशा में एक क्रांतिकारी पहल है। विशिष्ट बालकोंके लिए इसका महत्व और भी बढ़ जाता है, क्योंकि यह उन्हें उन बाधाओं से मुक्त करती है, जिनका सामना वे पारंपरिक शिक्षा में करते आए हैं। डिजिटल उपकरण और प्लेटफ़ॉर्म न केवल सीखने की प्रक्रिया को सरल बनाते हैं, बल्कि विद्यार्थियों में आत्मविश्वास और सामाजिक समायोजन को भी सुदृढ़ करते हैं।

आत्मविश्वास निर्माण में डिजिटल शिक्षा की भूमिका : आत्मविश्वास किसी भी विद्यार्थी की शैक्षणिक सफलता और व्यक्तिगत विकास की आधारशिला है। विशिष्ट बालकोंके लिए यह और भी महत्वपूर्ण है, क्योंकि वे अक्सर पारंपरिक कक्षाओं में हीनभावना का अनुभव करते हैं। डिजिटल शिक्षा इस कमी को दूर करती है। ऑनलाइन लेक्चर, इंटरैक्टिव वीडियो, मोबाइल एप्लिकेशन और सहायक तकनीकों के माध्यम से विद्यार्थी अपनी गति और सुविधा के अनुसार सीख सकते हैं। बिना दबाव और तुलना के इस वातावरण में उन्हें सफलता का अनुभव होता है, जिससे आत्मविश्वास विकसित होता है। उदाहरण के तौर पर, दृष्टिबाधित विद्यार्थी जब स्क्रीन-रीडर से स्वतंत्र रूप से सामग्री पढ़ पाते हैं, तो उन्हें लगता है कि वे ज्ञान अर्जन में अन्य विद्यार्थियों की तरह सक्षम हैं। धीमी सीखने की गति वाले विद्यार्थी जब बार-बार अभ्यास और पुनरावृत्ति से कठिन विषय समझते हैं, तो वे आत्मनिर्भर और सक्षम महसूस करते हैं। इस प्रकार डिजिटल शिक्षा उनके आत्मसम्मान और आत्मविश्वास को गहराई से प्रोत्साहित करती है।

सामाजिक सहभागिता और सहयोगी अधिगम: शिक्षा का एक महत्वपूर्ण आयाम सामाजिक समायोजन है। विद्यार्थी तभी पूर्ण रूप से विकसित हो सकते हैं जब वे समाज में सहजता से संवाद, सहयोग और सहभागिता कर सकें। डिजिटल शिक्षा इस दिशा में सकारात्मक योगदान देती है। वर्चुअल कक्षाएँ, ऑनलाइन चर्चा मंच, समूह-आधारित असाइनमेंट और सहयोगी परियोजनाएँ विद्यार्थियों को सामाजिक संवाद में सक्रिय करती हैं। विशेष आवश्यकता वाले विद्यार्थी जब समूह कार्यों में अपनी भूमिका निभाते हैं, तो उन्हें महसूस होता है कि उनकी क्षमताएँ सामूहिक सफलता में महत्त्वपूर्ण योगदान कर सकती हैं। साथ ही, चैट बॉक्स, वीडियो कॉन्फ्रेंसिंग और ऑनलाइन सहयोगी टूल्स उन्हें संवाद और साझेदारी का सहज अवसर प्रदान करते हैं। इससे उनकी संकोच प्रवृत्ति कम होती है और वे सामाजिक आत्मविश्वास के साथ अपने विचार व्यक्त करने लगते हैं।

डिजिटल प्लेटफ़ॉर्म और समावेशिता: डिजिटल शिक्षा का एक महत्वपूर्ण पहलू समावेशिता है। पारंपरिक कक्षाओं में जहाँ विशिष्ट बालकोंको अक्सर उपेक्षा या भेदभाव का सामना करना पड़ता है, वहीं डिजिटल माध्यम समान अवसर का वातावरण प्रदान करता है। उदाहरण के लिए, कैप्शनिंग और सांकेतिक भाषा विकल्प श्रवण-बाधित विद्यार्थियों को व्याख्यान समझने में मदद करते हैं, जबकि टेक्स्ट-टू-स्पीच सॉफ़्टवेयर दृष्टिबाधित विद्यार्थियों के लिए ज्ञानार्जन को सहज बनाता है। जब विद्यार्थी अनुभव करते हैं कि उन्हें भी अन्य विद्यार्थियों की तरह समान अवसर मिल रहे हैं, तो उनका आत्मविश्वास और सामाजिक समायोजन दोनों मजबूत होते हैं।

संभावित चुनौतियाँ: हालाँकि डिजिटल शिक्षा आत्मविश्वास और सामाजिक समायोजन के लिए अनेक अवसर प्रदान करती है, इसके सामने कुछ चुनौतियाँ भी हैं:

- **डिजिटल विभाजन:** आर्थिक रूप से कमजोर या ग्रामीण क्षेत्रों के विद्यार्थी महँगे उपकरणों और तेज़ इंटरनेट की कमी के कारण पीछे रह जाते हैं।
- **तकनीकी बाधाएँ:** बिजली की अनियमित आपूर्ति, नेटवर्क समस्याएँ और उपकरणों के संचालन की कमी सीखने में बाधा डालते हैं।

- **भावनात्मक चुनौतियाँ:** पर्याप्त मानवीय संवाद और सहयोग न होने पर विद्यार्थी अकेलापन, अलगाव और मानसिक तनाव का अनुभव कर सकते हैं। अत्यधिक स्क्रीन समय भी उनके आत्मविश्वास और सामाजिक व्यवहार पर नकारात्मक प्रभाव डाल सकता है।

चुनौतियाँ एवं सीमाएँ

विशिष्ट बालकों की शिक्षा को अधिक सुलभ और प्रभावी बनाने में डिजिटल शिक्षा एक महत्वपूर्ण साधन बनकर उभरी है। यह शिक्षण में नवीन अवसर और समावेशिता की संभावनाएँ प्रदान करती है। हालांकि, इसके साथ ही कुछ चुनौतियाँ और सीमाएँ भी विद्यमान हैं, जो इसकी प्रभावशीलता को सीमित करती हैं। इन चुनौतियों को मुख्य रूप से तकनीकी, आर्थिक-सामाजिक और नीतिगत स्तर पर समझा जा सकता है।

1. **तकनीकी सीमाएँ**: डिजिटल शिक्षा आधुनिक तकनीक पर आधारित है, लेकिन इसकी उपलब्धता और उपयोगिता सभी क्षेत्रों में समान नहीं है। उच्च गुणवत्ता वाले उपकरण, तेज़ इंटरनेट, स्मार्ट क्लासरूम और सहायक तकनीकें (जैसे—स्क्रीन-रीडर, वॉइस रिकग्निशन टूल, विशेष कीबोर्ड) अभी भी सीमित दायरे तक उपलब्ध हैं। ग्रामीण और दूरस्थ क्षेत्रों में नेटवर्क की कमी, बिजली की अनियमितता तथा डिजिटल अवसंरचना का अभाव विद्यार्थियों की निरंतर शिक्षा में बाधा डालते हैं। परिणामस्वरूप, कई विशेष आवश्यकता वाले विद्यार्थी तकनीकी साधनों के लाभ से वंचित रह जाते हैं।
2. **आर्थिक एवं सामाजिक बाधाएँ**: विशिष्ट बालकोंके परिवार अक्सर आर्थिक रूप से सीमित होते हैं। महंगे उपकरण, सहायक सॉफ़्टवेयर और इंटरनेट सेवाएँ उनके लिए वहन करना कठिन होती हैं। इसके अलावा, समाज में अब भी विकलांगता को दया या बोझ की दृष्टि से देखा जाता है, जिससे विद्यार्थियों का आत्मविश्वास प्रभावित होता है। कई बार परिवारों में डिजिटल शिक्षा और सहायक तकनीकों के प्रति पर्याप्त जागरूकता न होने के कारण उपलब्ध साधनों का सही उपयोग नहीं हो पाता।
3. **नीतिगत चुनौतियाँ**: हालांकि शिक्षा नीतियों में समावेशी शिक्षा और डिजिटल पहुँच को बढ़ावा देने का प्रयास किया जा रहा है, पर इनके क्रियान्वयन में कई कमियाँ हैं। विशिष्ट बालकोंके लिए उपयुक्त शिक्षण सामग्री का अभाव, शिक्षक प्रशिक्षण की कमी, संसाधनों का असमान वितरण और निगरानी तंत्र की कमजोरियाँ मुख्य बाधाएँ हैं। नीतियाँ अक्सर उच्च आदर्शों पर आधारित होती हैं, पर उनका व्यावहारिक प्रभाव सीमित रह जाता है।
4. **भावनात्मक और व्यवहारिक सीमाएँ**: डिजिटल शिक्षा तकनीकी अवसर प्रदान करती है, लेकिन हमेशा भावनात्मक सहयोग और मानवीय संवाद का विकल्प नहीं बन पाती। लंबे समय तक स्क्रीन पर अध्ययन करने से विद्यार्थियों में अकेलेपन, तनाव या थकान की समस्या उत्पन्न हो सकती है। यदि डिजिटल वातावरण पर्याप्त सहयोगात्मक और प्रेरक न हो, तो विद्यार्थी सीखने की प्रक्रिया से विमुख भी हो सकते हैं।

निष्कर्ष एवं सुझाव

डिजिटल शिक्षा अब केवल तकनीकी नवाचार नहीं रह गई है, बल्कि यह शिक्षा की गुणवत्ता, पहुँच और समावेशिता को पुनर्परिभाषित करने वाला माध्यम बन चुकी है। विशिष्ट बालकोंके लिए स्मार्ट क्लासरूम, ई-लर्निंग मॉड्यूल, मोबाइल एप्लिकेशन और सहायक उपकरण उनके शैक्षणिक विकास में सहायक साबित हो रहे हैं। इन साधनों से विद्यार्थी अपनी गति और रुचि के अनुसार सीख सकते हैं, जिससे उनका आत्मविश्वास बढ़ता है और वे सामाजिक सहभागिता में सक्रिय हो पाते हैं। ऑनलाइन शिक्षण और वर्चुअल कक्षाओं ने भौगोलिक, सामाजिक और शारीरिक सीमाओं को तोड़ते हुए शिक्षा को अधिक व्यापक बनाया है। यह विशिष्ट बालकोंको ऐसी पहुँच प्रदान करता है, जो पारंपरिक कक्षाओं में प्रायः संभव नहीं हो पाती।

हालांकि, डिजिटल शिक्षा की उपयोगिता अभी कई चुनौतियों से घिरी हुई है। तकनीकी अवसंरचना की कमी, इंटरनेट की असमान उपलब्धता, बिजली की अनियमितता और आर्थिक विषमताएँ, विशेषकर ग्रामीण व पिछड़े क्षेत्रों में, इसकी पहुँच

को सीमित करती हैं। इसके अलावा, शिक्षक प्रशिक्षण और तकनीक के प्रति उनकी अनुकूलता की कमी गंभीर समस्या है। भावनात्मक स्तर पर भी कई विद्यार्थी अकेलेपन, डिजिटल थकान या साइबर-बुलिंग जैसी समस्याओं का सामना करते हैं, जो उनके आत्मविश्वास और सामाजिक समायोजन को प्रभावित करती हैं।

प्रमुख सुझाव

1. **नीतिगत स्तर पर:** सरकार और शैक्षणिक संस्थानों को डिजिटल शिक्षा सभी के लिए सुलभ बनाने वाली नीतियाँ बनानी चाहिए। विशिष्ट बालकोंको उपकरण और इंटरनेट सेवाएँ कम लागत पर या निःशुल्क उपलब्ध कराई जाएँ। ग्रामीण और शहरी क्षेत्रों के बीच डिजिटल विभाजन को कम करने के लिए विशेष योजनाएँ बनानी होंगी।
2. **शैक्षणिक स्तर पर:** शिक्षकों को डिजिटल शिक्षा और सहायक तकनीकों के प्रयोग के लिए विशेष प्रशिक्षण दिया जाना चाहिए। पाठ्यक्रम में समावेशी शैक्षणिक सामग्री विकसित की जाए, जो सभी प्रकार के विशिष्ट बालकोंके लिए उपयोगी हो।
3. **सामाजिक स्तर पर:** समाज में विकलांगता को दया के दृष्टिकोण से नहीं बल्कि समानता और क्षमता के आधार पर देखने की संस्कृति विकसित की जाए। अभिभावकों और समुदाय को जागरूक कर डिजिटल साधनों के प्रयोग में सहयोगी बनाया जाए।
4. **प्रौद्योगिकीय विकास:** ऐसे नवीन उपकरण और सॉफ्टवेयर विकसित किए जाएँ जो न केवल शारीरिक और संवेदी बाधाओं को दूर करें, बल्कि विद्यार्थियों के भावनात्मक और सामाजिक विकास में भी सहायक हों।

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विशेष आवश्यकता वाले विद्यार्थियों के लिए डिजिटल समावेशन की अवधारणा और चुनौतियाँ

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यह अध्ययन विशेष आवश्यकता वाले विद्यार्थियों के लिए डिजिटल समावेशन की अवधारणा, उसकी आवश्यकता, वर्तमान परिदृश्य, प्रमुख चुनौतियाँ और संभावनाओं का विश्लेषण प्रस्तुत करता है। डिजिटल समावेशन का आशय केवल इंटरनेट और उपकरण उपलब्ध कराने तक सीमित नहीं है, बल्कि इसमें ऐसे डिजिटल संसाधन, सेवाएँ और सहायक तकनीकें शामिल हैं जो दृष्टिबाधित, श्रवणबाधित, शारीरिक रूप से अक्षम, सीखने में कठिनाई का सामना करने वाले या ऑटिज़्म स्पेक्ट्रम के विद्यार्थियों की विशेष शैक्षिक आवश्यकताओं के अनुरूप हों। अध्ययन में स्पष्ट किया गया है कि भारत में 'सुगम्य भारत अभियान', 'राष्ट्रीय शिक्षा नीति 2020' और 'समग्र शिक्षा अभियान' जैसी नीतियाँ इस दिशा में प्रगति कर रही हैं, परंतु डिजिटल अवसंरचना की कमी, आर्थिक असमानता, सामग्री की अभिगम्यता का अभाव, प्रशिक्षित शिक्षकों की कमी, भाषाई विविधता और सामाजिक दृष्टिकोण जैसी चुनौतियाँ अब भी मौजूद हैं। अवसरों के रूप में ए आइ -आधारित सहायक तकनीक, स्थानीय भाषाओं में सामग्री विकास, हाइब्रिड शिक्षण मॉडल और सरकारी–निजी साझेदारी को रेखांकित किया गया है। नीतिगत सुझावों में मज़बूत इंटरनेट अवसंरचना, किफ़ायती सहायक तकनीक, WCAG एवं UDL मानकों के अनुरूप सामग्री, शिक्षक–अभिभावक प्रशिक्षण, विभागीय समन्वय और सामाजिक जागरूकता को प्राथमिकता देने की सिफारिश की गई है। निष्कर्षतः, डिजिटल समावेशन केवल तकनीकी नवाचार नहीं, बल्कि समान अवसर, आत्मनिर्भरता और सक्रिय सामाजिक भागीदारी सुनिश्चित करने का माध्यम है। समन्वित नीतियों और सामूहिक प्रयासों से भारत एक ऐसा समावेशी डिजिटल शिक्षा मॉडल विकसित कर सकता है, जो विशेष आवश्यकता वाले विद्यार्थियों को गुणवत्तापूर्ण शिक्षा प्रदान करने के साथ शिक्षा को वास्तव में सुलभ और न्यायसंगत बनाए।

भूमिका

वर्तमान समय को डिजिटल परिवर्तन का दौर कहा जा सकता है, जहाँ सूचना और संचार प्रौद्योगिकी ने शिक्षा, स्वास्थ्य, प्रशासन और सामाजिक जीवन के लगभग हर पहलू को गहराई से प्रभावित किया है। शिक्षा के क्षेत्र में डिजिटल तकनीकों की भूमिका अब केवल सहायक उपकरण भर नहीं रही, बल्कि यह सीखने के अवसरों को विस्तृत करने और विभिन्न पृष्ठभूमि व क्षमताओं वाले विद्यार्थियों तक शिक्षा पहुँचाने का सशक्त माध्यम बन चुकी है। इसी संदर्भ में "डिजिटल समावेशन" की धारणा उभरी है, जिसका उद्देश्य यह सुनिश्चित करना है कि हर व्यक्ति चाहे उसकी सामाजिक-आर्थिक स्थिति, भौगोलिक स्थान या शारीरिक और मानसिक स्थिति कैसी भी हो डिजिटल संसाधनों और सेवाओं तक समान और सहज पहुँच प्राप्त कर सके।

विशेष आवश्यकता वाले विद्यार्थी, जैसे दृष्टिबाधित, श्रवणबाधित, शारीरिक रूप से अक्षम, सीखने में कठिनाई का सामना करने वाले या ऑटिज़्म स्पेक्ट्रम पर आने वाले बच्चे, पारंपरिक शिक्षा व्यवस्था में कई चुनौतियों से जूझते हैं। उनके लिए डिजिटल तकनीकें तभी उपयोगी और सार्थक बन सकती हैं, जब उन्हें उनकी ज़रूरतों के अनुरूप डिज़ाइन कर प्रस्तुत किया जाए। उदाहरण के तौर पर स्क्रीन रीडर, ब्रेल डिस्प्ले, वॉइस-टू-टेक्स्ट टूल, साइन लैंग्वेज वीडियो और सरल उपयोगकर्ता इंटरफ़ेस जैसे सहायक साधन इस दिशा में अहम योगदान देते हैं। इसके बावजूद, डिजिटल समावेशन की राह सरल नहीं है। अपर्याप्त अवसंरचना, उच्च लागत, डिजिटल साक्षरता की कमी, नीतिगत स्पष्टता का अभाव और सामाजिक-सांस्कृतिक बाधाएँ, विशेष आवश्यकता वाले विद्यार्थियों तक डिजिटल शिक्षा की पहुँच में रुकावट डालती हैं। भारत जैसे विकासशील देश में, जहाँ ग्रामीण और शहरी क्षेत्रों के बीच डिजिटल खाई अब भी गहरी है, यह चुनौती और गंभीर हो जाती है। इसलिए, विशेष आवश्यकता वाले विद्यार्थियों के लिए डिजिटल समावेशन केवल तकनीकी समाधान नहीं, बल्कि एक व्यापक दृष्टिकोण है जिसमें तकनीकी नवाचार के साथ नीतिगत सहयोग, शिक्षक प्रशिक्षण, अभिभावकों की भागीदारी और सामुदायिक जागरूकता का संतुलित समावेश आवश्यक है। इस शोध पत्र में डिजिटल समावेशन की अवधारणा, इसके विभिन्न पहलू, वर्तमान स्थिति, प्रमुख चुनौतियाँ, संभावनाएँ और नीतिगत सुझावों का विश्लेषण किया जाएगा, ताकि भविष्य में शिक्षा व्यवस्था को और अधिक समावेशी व न्यायसंगत बनाया जा सके

संबंधित साहित्य सर्वेक्षण

***फ्रंटियर्स इन एजुकेशन* (2024)** के अनुसार एक अध्ययन में समावेशी डिजिटल शिक्षा के लिए समस्या-आधारित अधिगम, सहकारी अधिगम और सेवा-आधारित अधिगम पद्धतियों की प्रभावशीलता का मूल्यांकन किया गया, जिसमें शिक्षा-प्रौद्योगिकी विशेषज्ञों से प्रश्नावली के माध्यम से आँकड़े एकत्र किए गए। अध्ययन में पाया गया कि विशेष शैक्षिक आवश्यकता वाले विद्यार्थियों को डिजिटल परिवेश में सफल होने के लिए अतिरिक्त सहायता, उत्साहवर्धन और तकनीकी कौशल का विकास आवश्यक है।

***डिबॉन जर्नल्स* (2025)** के एक अध्ययन में भारत के 18 दृष्टिबाधित उच्च शिक्षा के विद्यार्थियों पर प्रश्नावली सर्वेक्षण किया गया, जिनमें 15 पूर्णतः और 3 आंशिक रूप से दृष्टिबाधित थे। अध्ययन के अनुसार गूगल मीट अन्य मंचों की तुलना में अधिक सुलभ पाया गया, किन्तु सुलभ पीडीएफ की कमी, ऑनलाइन परीक्षा में लेखक (स्क्राइब) की अनुपलब्धता तथा पीपीटी जैसे दृश्य माध्यमों का अनुपयुक्त उपयोग प्रमुख बाधाएँ थीं।

अध्ययन के उद्देश्य

1. डिजिटल समावेशन की परिभाषा और सैद्धांतिक आधार को स्पष्ट करना।
2. भारत में विशेष आवश्यकता वाले विद्यार्थियों के डिजिटल समावेशन की वर्तमान स्थिति का मूल्यांकन करना।
3. डिजिटल समावेशन में आने वाली तकनीकी, सामाजिक, शैक्षणिक और नीतिगत चुनौतियों की पहचान करना।

शोध प्रश्न

1. उच्च शिक्षा में दिव्यांग विद्यार्थियों के लिए डिजिटल समावेशन की वर्तमान स्थिति और प्रमुख चुनौतियाँ क्या हैं?
2. डिजिटल प्लेटफ़ॉर्म और ऑनलाइन शिक्षा उपकरण दिव्यांग विद्यार्थियों की शैक्षिक उपलब्धि एवं सहभागिता को किस प्रकार प्रभावित करते हैं?
3. दिव्यांग विद्यार्थियों के लिए डिजिटल शिक्षा को अधिक समावेशी और सुलभ बनाने हेतु कौन-सी नीतियाँ और रणनीतियाँ सबसे प्रभावी हो सकती हैं?

शोध विधि:

प्रस्तुत शोध पत्र में **सामग्री विश्लेषण विधि** का प्रयोग किया गया, जिसमें शोधकर्ता ने रिकॉर्ड किए गए संग्रह, इंटरनेट एवं अन्य संबंधित डिजिटल उत्पादन से प्राप्त आंकड़ों को विश्लेषित किया गया हैं।

अवधारणा की परिभाषा एवं सैद्धांतिक आधार

डिजिटल समावेशन एक व्यापक और बहुआयामी अवधारणा है, जिसका उद्देश्य यह सुनिश्चित करना है कि हर व्यक्ति—चाहे उसकी शारीरिक, मानसिक, सामाजिक या आर्थिक स्थिति कुछ भी हो—डिजिटल तकनीकों, इंटरनेट सेवाओं और सूचना संसाधनों तक समान और सहज पहुँच प्राप्त कर सके। विशेष आवश्यकता वाले विद्यार्थियों के संदर्भ में, इसका मतलब केवल तकनीक उपलब्ध कराना नहीं, बल्कि ऐसा डिजिटल वातावरण और तकनीकी ढाँचा तैयार करना है जो उनकी विशिष्ट शैक्षिक आवश्यकताओं के अनुरूप ढाला गया हो और उन्हें सीखने में अधिकतम सहूलियत प्रदान करे।

सैद्धांतिक आधार

इस अध्ययन में कुछ प्रमुख सिद्धांत डिजिटल समावेशन की समझ और क्रियान्वयन के लिए विशेष रूप से महत्त्वपूर्ण माने जाते हैं। डिजिटल इक्विटी थ्योरी यह स्पष्ट करती है कि केवल तकनीकी संसाधनों की उपलब्धता पर्याप्त नहीं है; उनका उपयोग इस तरह होना चाहिए कि सभी लोगों को समान रूप से लाभ मिले और वे उनकी आवश्यकताओं के अनुरूप हों। यूनिवर्सल डिज़ाइन फॉर लर्निंग) ऐसा शैक्षिक दृष्टिकोण है जिसमें पाठ्य सामग्री और शिक्षण विधियाँ इस प्रकार तैयार की जाती हैं कि वे सभी प्रकार के विद्यार्थियों के लिए लचीली, सुलभ और प्रभावी हों। सोशल मॉडल ऑफ डिसएबिलिटी यह दृष्टिकोण देता है कि विकलांगता का मूल कारण व्यक्ति की शारीरिक या मानसिक स्थिति नहीं, बल्कि सामाजिक और पर्यावरणीय अवरोध हैं; इसलिए डिजिटल वातावरण को बाधारहित बनाना आवश्यक है। वहीं, टेक्नोलॉजी एक्सेप्टेंस मॉडल इस बात पर ज़ोर देता है कि किसी तकनीक को अपनाने की प्रवृत्ति मुख्य रूप से उसकी उपयोगिता की धारणा और उपयोग में सरलता पर निर्भर करती है। इस प्रकार, डिजिटल समावेशन की अवधारणा केवल तकनीकी साधन उपलब्ध कराने तक सीमित नहीं है, बल्कि यह तकनीकी, सामाजिक, शैक्षणिक और नीतिगत आयामों का समन्वित दृष्टिकोण है, जो विशेष आवश्यकता वाले विद्यार्थियों के लिए समान अवसर, आत्मनिर्भरता और सक्रिय सामाजिक भागीदारी सुनिश्चित करने की दिशा में एक महत्वपूर्ण कदम है।

डिजिटल समावेशन के प्रमुख आयाम

विशेष आवश्यकता वाले विद्यार्थियों के संदर्भ में डिजिटल समावेशन केवल इंटरनेट या उपकरण उपलब्ध कराने का मामला नहीं है, बल्कि यह कई परस्पर जुड़े घटकों का एक समन्वित ढाँचा है, जो मिलकर एक सहज, समान और प्रभावी शिक्षा वातावरण का निर्माण करते हैं। इसका पहला आयाम भौतिक पहुँच है, जिसमें कंप्यूटर, टैबलेट, स्मार्टफोन, हाई-स्पीड इंटरनेट और स्क्रीन रीडर, ब्रेल डिस्प्ले या वॉइस रिकग्निशन डिवाइस जैसी सहायक तकनीकें शामिल हैं। ग्रामीण क्षेत्रों और आर्थिक रूप से कमजोर वर्गों के विद्यार्थियों के लिए इन तक पहुँच आज भी बड़ी चुनौती है। दूसरा आयाम सुगमता है, जिसके तहत डिजिटल संसाधनों को इस तरह तैयार किया जाता है कि वे विभिन्न प्रकार की विकलांगताओं वाले विद्यार्थियों के लिए उपयोगी हों, जैसे

वेब कंटेंट एक्सेसिबिलिटी गाइडलाइन्स के अनुरूप सामग्री, टेक्स्ट-टू-स्पीच, क्लोज़्ड कैप्शन, साइन लैंग्वेज वीडियो और उच्च कॉन्ट्रास्ट लेआउट। तीसरा आयाम उपयोगिता है, जिसमें तकनीक को इस प्रकार अनुकूलित करना शामिल है कि विद्यार्थी उसे सहजता से अपना सकें, जैसे दृष्टिबाधित विद्यार्थियों के लिए सरल नेविगेशन इंटरफ़ेस या श्रवणबाधित विद्यार्थियों के लिए विज़ुअल अलर्ट सिस्टम। चौथा, डिजिटल साक्षरता, जो विद्यार्थियों, शिक्षकों और अभिभावकों में डिजिटल उपकरणों व संसाधनों के प्रभावी उपयोग की क्षमता विकसित करने पर केंद्रित है, जिसमें प्रशिक्षण कार्यशालाएँ, ऑनलाइन ट्यूटोरियल और व्यावहारिक अभ्यास शामिल हैं। पाँचवाँ आयाम अभिगम्य सामग्री और पाठ्य संसाधन है, जिसके तहत अध्ययन सामग्री को ऑडियो, ब्रेल, बड़े अक्षरों वाले प्रिंट और मल्टीमीडिया जैसे विभिन्न प्रारूपों में उपलब्ध कराया जाता है, ताकि विद्यार्थी अपनी सुविधा के अनुसार चयन कर सकें। छठा, नीतिगत समर्थन, जिसमें वित्तीय सहायता, विशेष फंडिंग, सरकारी योजनाएँ और अनिवार्य अभिगम्यता मानकों का पालन सुनिश्चित करना शामिल है। सातवाँ और अंतिम आयाम सामाजिक एवं सांस्कृतिक स्वीकृति है, जिसके अंतर्गत समाज में तकनीक के उपयोग के प्रति सकारात्मक दृष्टिकोण विकसित करना और विशेष आवश्यकता वाले विद्यार्थियों के डिजिटल सशक्तिकरण को प्रोत्साहन देना आवश्यक है। इन सभी आयामों का संतुलित और एकीकृत कार्यान्वयन ही वास्तविक डिजिटल समावेशन को संभव बनाता है, और किसी एक पहलू की उपेक्षा से इस दिशा में किए गए प्रयास अधूरे रह सकते हैं।

भारत में वर्तमान परिदृश्य–

भारत में विशेष आवश्यकता वाले विद्यार्थियों के लिए डिजिटल समावेशन का परिदृश्य पिछले दशक में उल्लेखनीय रूप से बदला है। सूचना एवं संचार प्रौद्योगिकी का विस्तार, इंटरनेट कनेक्टिविटी में सुधार, और 'डिजिटल इंडिया' जैसी सरकारी पहलों ने शिक्षा के डिजिटल माध्यमों को अधिक सुलभ बनाया है। कोविड-19 महामारी के दौरान ऑनलाइन शिक्षा के तीव्र प्रसार ने विकलांग, दृष्टिहीन, श्रवण बाधित, सीखने में कठिनाई वाले और अन्य विशेष आवश्यकता वाले विद्यार्थियों तक शैक्षणिक संसाधनों की पहुँच के नए अवसर खोले।

सरकार ने सुगम्य भारत अभियान, राष्ट्रीय शिक्षा नीति 2020 और समग्र शिक्षा अभियान के तहत डिजिटल संसाधनों को अधिक समावेशी बनाने पर बल दिया है। स्क्रीन रीडर सॉफ़्टवेयर, वॉयस रिकग्निशन तकनीक, ऑडियो बुक्स, कैप्शनयुक्त वीडियो और ब्रेल डिस्प्ले जैसे उपकरण विकसित और वितरित किए जा रहे हैं। कई राज्य सरकारें विशेष विद्यालयों को टैबलेट, लैपटॉप और स्मार्ट क्लासरूम से जोड़ने जैसी पहलें कर रही हैं।

समग्र रूप से, भारत में डिजिटल समावेशन के क्षेत्र में नीति, तकनीक और सामाजिक भागीदारी तीनों स्तरों पर प्रगति हो रही है, लेकिन पूर्ण समावेशन के लिए बुनियादी ढाँचे के विस्तार, आर्थिक सहयोग और शिक्षकों की डिजिटल दक्षता में सुधार पर सतत प्रयास आवश्यक हैं।

प्रमुख चुनौतियाँ –

विशेष आवश्यकता वाले विद्यार्थियों के लिए भारत में डिजिटल समावेशन को लागू करना कई स्तरों पर चुनौतीपूर्ण है, और ये चुनौतियाँ केवल तकनीकी या आर्थिक ही नहीं, बल्कि सामाजिक, नीतिगत और मनोवैज्ञानिक पहलुओं से भी जुड़ी हैं।

- सबसे पहले, डिजिटल अवसंरचना की कमी एक प्रमुख बाधा है। 'भारतनेट' और 'डिजिटल इंडिया' जैसी योजनाओं से इंटरनेट पहुँच में सुधार तो हुआ है, लेकिन ग्रामीण और दूरदराज़ क्षेत्रों में तेज़, स्थिर और किफायती इंटरनेट उपलब्ध कराना अब भी कठिन है। विशेष आवश्यकता वाले विद्यार्थियों को प्रभावी ऑनलाइन शिक्षा के लिए स्थिर इंटरनेट, आधुनिक उपकरण और सहायक तकनीक की आवश्यकता होती है, जो हर जगह सुलभ नहीं है।

- दूसरी बड़ी चुनौती आर्थिक असमानता है। ब्रेल डिस्प्ले, विशेष टैबलेट, स्क्रीन रीडर सॉफ़्टवेयर जैसी सहायक तकनीकें महंगी होती हैं, जिन्हें आर्थिक रूप से कमजोर परिवार वहन नहीं कर पाते। सरकारी और गैर-सरकारी सहायता योजनाएँ मौजूद हैं, पर उनका लाभ सीमित संख्या तक ही पहुँच पाता है।
- तीसरी समस्या सामग्री और प्लेटफ़ॉर्म की अभिगम्यता से जुड़ी है। कई डिजिटल शिक्षण प्लेटफ़ॉर्म अभी भी WCAG (Web Content Accessibility Guidelines) या UDL (Universal Design for Learning) मानकों का पालन नहीं करते। इससे दृष्टिबाधित, श्रवण बाधित या संज्ञानात्मक कठिनाई वाले विद्यार्थियों के लिए सामग्री का उपयोग कठिन हो जाता है। कैप्शन, ऑडियो विवरण, स्क्रीन रीडर संगतता और सरल नेविगेशन जैसी सुविधाओं का अभाव आम है।
- चौथी चुनौती शिक्षकों और अभिभावकों की डिजिटल दक्षता है। विशेष आवश्यकता वाले विद्यार्थियों को लाभ तभी मिलेगा जब शिक्षक और अभिभावक डिजिटल टूल्स व सहायक तकनीक के उपयोग में पारंगत हों। वर्तमान में कई शिक्षक इन तकनीकों में प्रशिक्षित नहीं हैं, जिससे उपलब्ध संसाधनों का पूरा लाभ नहीं मिल पाता।
- पाँचवीं समस्या भाषाई और सांस्कृतिक विविधता है। डिजिटल शिक्षा का बड़ा हिस्सा अंग्रेजी या कुछ प्रमुख भाषाओं में उपलब्ध है, जबकि कई विद्यार्थी अपनी मातृभाषा में सीखना चाहते हैं। सहायक तकनीकों में स्थानीय भाषाओं का समर्थन अब भी सीमित है।

इन चुनौतियों का समाधान केवल तकनीकी निवेश से संभव नहीं है। इसके लिए मज़बूत अवसंरचना, आर्थिक सहायता, स्थानीय भाषाओं में सुलभ सामग्री, प्रशिक्षित शिक्षक, और सकारात्मक सामाजिक दृष्टिकोण—इन सभी को मिलाकर एक बहुआयामी रणनीति अपनाना आवश्यक है। तभी डिजिटल समावेशन वास्तव में सभी विशेष आवश्यकता वाले विद्यार्थियों तक पहुँच पाएगा।

अवसर और संभावनाएँ–

विशेष आवश्यकता वाले विद्यार्थियों के लिए भारत में डिजिटल समावेशन का भविष्य कई नई संभावनाओं और अवसरों से भरा हुआ है। तेज़ी से फैलता डिजिटल नेटवर्क, कृत्रिम बुद्धिमत्ता (AI) और मशीन लर्निंग पर आधारित नवाचार, तथा सरकारी–निजी साझेदारी इस क्षेत्र में महत्वपूर्ण बदलाव ला रही हैं।

- सबसे पहले, प्रौद्योगिकी में नवाचार विशेष अवसर प्रस्तुत कर रहा है। AI-आधारित स्पीच-टू-टेक्स्ट, रियल-टाइम अनुवाद, वॉयस असिस्टेंट, और ब्रेल ई-रीडर जैसी तकनीकें विद्यार्थियों के लिए नई सीखने की राह खोल रही हैं। स्मार्टफोन और टैबलेट में मौजूद इन-बिल्ट एक्सेसिबिलिटी फीचर्स की वजह से सहायक तकनीकें अब पहले की तुलना में अधिक सुलभ और किफायती हो गई हैं।
- दूसरा अवसर स्थानीय भाषा और सांस्कृतिक अनुकूलन में है। धीरे-धीरे डिजिटल प्लेटफ़ॉर्म हिंदी और अन्य भारतीय भाषाओं में भी सुलभ सामग्री तैयार कर रहे हैं। इससे न केवल शिक्षा में सहजता आएगी, बल्कि ग्रामीण और दूरदराज़ क्षेत्रों के विशेष आवश्यकता वाले विद्यार्थी भी डिजिटल शिक्षा से जुड़ सकेंगे।
- तीसरी संभावना हाइब्रिड और लचीले शिक्षण मॉडल में नज़र आती है। कोविड-19 के बाद ऑनलाइन और ऑफलाइन शिक्षण का मिश्रण (ब्लेंडेड लर्निंग) लोकप्रिय हुआ है, जिससे ऐसे विद्यार्थियों को घर पर रहकर पढ़ाई करने का अवसर मिलता है, जिनके लिए विद्यालय पहुँचना कठिन है।
- चौथा अवसर सरकारी और निजी क्षेत्र की साझेदारी का है। बड़े तकनीकी निगम, स्टार्टअप्स और गैर-सरकारी संगठन शिक्षा मंत्रालय व सामाजिक न्याय मंत्रालय के साथ मिलकर समावेशी डिजिटल टूल्स और प्रशिक्षण कार्यक्रम तैयार कर रहे हैं।

इसके साथ, नीतिगत समर्थन भी एक मज़बूत आधार प्रदान कर रहा है। राष्ट्रीय शिक्षा नीति 2020, समग्र शिक्षा अभियान, और सुगम्य भारत अभियान जैसी योजनाएँ विशेष आवश्यकता वाले विद्यार्थियों के डिजिटल सशक्तिकरण पर विशेष ध्यान दे रही हैं। यदि इन सभी अवसरों का सही दिशा में और समन्वित रूप से उपयोग किया जाए, तो डिजिटल समावेशन न केवल शिक्षा की गुणवत्ता को बढ़ाएगा, बल्कि विशेष आवश्यकता वाले विद्यार्थियों की आत्मनिर्भरता, रोजगार क्षमता और सामाजिक सहभागिता को भी मजबूत करेगा। इस तरह भारत एक ऐसा सफल मॉडल बना सकता है, जो अन्य विकासशील देशों के लिए प्रेरणा स्रोत हो।

नीतिगत सुझाव और रणनीतियाँ –

विशेष आवश्यकता वाले विद्यार्थियों के लिए डिजिटल समावेशन को सफल और व्यापक बनाने के लिए नीतियों और रणनीतियों का दायरा केवल तकनीकी सुधारों तक सीमित नहीं रहना चाहिए, बल्कि इसमें सामाजिक, शैक्षिक और आर्थिक पहलुओं को भी शामिल करना ज़रूरी है।

- **मज़बूत डिजिटल अवसंरचना:** ग्रामीण और दूरस्थ क्षेत्रों में तेज़ और स्थायी इंटरनेट कनेक्शन सुनिश्चित करना पहली प्राथमिकता होनी चाहिए। इसके लिए भारतनेट जैसी योजनाओं का विस्तार, 5G नेटवर्क का क्रमिक कार्यान्वयन, और कम कीमत वाले स्मार्ट उपकरणों का वितरण महत्वपूर्ण कदम होंगे।
- **सहायक तकनीकों की सुलभता**: ब्रेल डिस्प्ले, स्क्रीन रीडर, कैप्शनिंग सॉफ़्टवेयर, और वॉयस रिकग्निशन टूल्स जैसे उपकरण अधिक से अधिक विद्यार्थियों तक पहुँचने चाहिए। इन्हें सरकारी सब्सिडी, CSR फंडिंग और NGO साझेदारी के माध्यम से किफायती बनाना आवश्यक है। साथ ही, विद्यालय और महाविद्यालय इन तकनीकों के उपयोग के लिए नियमित प्रशिक्षण कार्यक्रम चलाएँ।
- **सामग्री की अभिगम्यता:** सभी डिजिटल प्लेटफ़ॉर्म और ई-लर्निंग संसाधन वेब कंटेंट एक्सेसिबिलिटी गाइडलाइंस (WCAG) और यूनिवर्सल डिज़ाइन फॉर लर्निंग (UDL) मानकों के अनुरूप हों। इसमें ऑडियो विवरण, रियल-टाइम कैप्शन, स्थानीय भाषाओं में ट्रांसक्रिप्ट और स्क्रीन रीडर संगत इंटरफ़ेस शामिल होना चाहिए।
- **शिक्षक और अभिभावक प्रशिक्षण:** डिजिटल समावेशन तभी कारगर होगा जब शिक्षण प्रक्रिया से जुड़े लोग तकनीकी साधनों के उपयोग में दक्ष हों। इसके लिए ऑनलाइन और ऑफलाइन दोनों माध्यमों से प्रमाणित प्रशिक्षण कार्यक्रम शुरू किए जाएँ।
- **नीतिगत समन्वय और डेटा-आधारित योजना:** शिक्षा मंत्रालय, सामाजिक न्याय मंत्रालय, सूचना प्रौद्योगिकी मंत्रालय और राज्य सरकारों के बीच स्पष्ट भूमिकाएँ और साझा कार्ययोजना होनी चाहिए। साथ ही, विशेष आवश्यकता वाले विद्यार्थियों की डिजिटल पहुँच और ज़रूरतों से जुड़ा डेटा नियमित रूप से एकत्रित और विश्लेषित किया जाए।
- **सामाजिक जागरूकता और संवेदनशीलता:** डिजिटल समावेशन केवल तकनीक से नहीं, बल्कि समान अवसर और अधिकार की भावना से भी जुड़ा है। इसके लिए मीडिया, विद्यालय और समुदाय स्तर पर जागरूकता अभियान चलाए जाएँ, ताकि समाज में सकारात्मक दृष्टिकोण विकसित हो।

इन नीतियों और रणनीतियों को प्रभावी रूप से लागू करके भारत एक ऐसा समावेशी, सुलभ और सतत् डिजिटल शिक्षा मॉडल बना सकता है, जो न केवल विशेष आवश्यकता वाले विद्यार्थियों की शैक्षणिक प्रगति बढ़ाएगा बल्कि उनकी आत्मनिर्भरता और सामाजिक सहभागिता को भी सशक्त करेगा।

निष्कर्ष

विशेष आवश्यकता वाले विद्यार्थियों के लिए डिजिटल समावेशन केवल तकनीकी प्रगति का संकेत नहीं है, बल्कि शिक्षा

में समानता, न्याय और गरिमा सुनिश्चित करने का माध्यम है। पिछले कुछ वर्षों में भारत ने डिजिटल अवसंरचना, सहायक तकनीकों और नीतिगत पहलों के क्षेत्र में उल्लेखनीय प्रगति की है—सुगम्य भारत अभियान, राष्ट्रीय शिक्षा नीति 2020 और विभिन्न राज्य स्तरीय कार्यक्रमों ने इस दिशा में ठोस कदम बढ़ाए हैं।

भविष्य में यदि सरकार, निजी क्षेत्र, शैक्षणिक संस्थान और नागरिक समाज एक साझा दृष्टि और समर्पण के साथ कार्य करें, तो भारत ऐसा डिजिटल शिक्षा मॉडल विकसित कर सकता है जो न केवल विशेष आवश्यकता वाले विद्यार्थियों के लिए, बल्कि प्रत्येक विद्यार्थी के लिए समान अवसर और सशक्तिकरण सुनिश्चित करे। इस प्रकार, डिजिटल समावेशन शिक्षा को वास्तव में समावेशी, सुलभ और सार्वभौमिक बनाने का आधार बन सकता है।

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●●●●VEETHIKA●●●

सेवापूर्व शिक्षकों की शिक्षण क्षमता विकसित करने में शिक्षक प्रशिक्षण कार्यक्रमों की भूमिका: विकसित भारत 2047 के संदर्भ में।

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शोध-सार

विकसित भारत 2047 के संदर्भ में शिक्षा में गुणात्मक परिवर्तन हेतु राष्ट्रीय शिक्षा नीति 2020 सकारात्मक व महत्वपूर्ण भूमिका निभाएगी; ऐसी उम्मीद हैराष्ट्रीय शिक्षा नीति 2020 के सफल और प्रभावी क्रियान्वयन में शिक्षकों की भूमिका सबसे अहम है। एनईपी भारत के संपूर्ण शिक्षा क्षेत्र के पुर्नगठन की सिफारिश करती हैं और भारत को बदलने के लिए बुनियादी साक्षरता एवं संख्यात्मकता कौशल की ओर उन्मुख हैं। किसी भी शिक्षा नीति की सफलता उसके राष्ट्र के विश्वास और प्रयासों पर निर्भर करती हैं। शिक्षकों को एनईपी के मूल भाव, उद्देश्य लक्ष्य और आदर्श वाक्य को विस्तार से समझने में सक्रिय होना चाहिए तथा सतत् व्यावसायिक विकास कार्यक्रमों, प्रशिक्षणों, विभिन्न स्तरों सेमिनार, कार्यशालाओं और सम्मेलनों में भागीदारी के माध्यम से स्वयं को उन्नत करना चाहिए। इनके लिए सेवा पूर्व एवं सेवाकालीन दोनों स्तरों पर अध्यापक शिक्षा कार्यक्रम आयोजित करके शिक्षकों को सहयोग प्रदान करना चाहिए।

गुणवत्तापूर्ण शिक्षा हर राष्ट्र की ताकत है और यह सक्षम शिक्षकों पर ही निर्भर है इसलिए शिक्षकों को प्रशिक्षण कार्य में आने से पूर्व ही उन्हें इंटर्नशिप, शिक्षक प्रशिक्षण कार्यक्रमों के माध्यम से शिक्षण कार्य का प्रशिक्षण देना आवश्यक हो जाता हैं। जो सेवा- पूर्व शिक्षकों को प्रभावी ढंग से शिक्षण प्रक्रिया को संचालित करने में सक्षम बनाते हैं जिससे वह विषय की निपुणता रखने वाला ही नहीं होता, बल्कि वह अपने शिक्षण को इस प्रकार प्रस्तुत करता है कि छात्र आसानी से सीख सकें और ज्ञान को व्यावहारिक रूप से लागू कर सके। यह शोध पत्र सेवा पूर्व शिक्षकों की शिक्षण क्षमता विकसित करने में शिक्षक प्रशिक्षण कार्यक्रमों की प्रभावशीलता का अध्ययन विकसित भारत 2047 के संदर्भ में करना है। आधुनिकीकरण के इस दौर में शिक्षकों के लिए डिजिटल उपकरणों एवं आनलाइन शिक्षण संसाधनों का उपयोग करना आवश्यक हो गया है इसके साथ शिक्षक को छात्रों के साथ मधुर संबंध बनाने, उनकी समस्याओं को समझने, सुलझाने और उन्हें उचित मार्गदर्शन देने की क्षमता भी होनी चाहिए। शिक्षक, विद्यार्थियों के जीवन में सकारात्मक बदलाव लाने के लिए एक आदर्श के रूप में कार्य करते हैं। अंततः यह निष्कर्ष प्रस्तुत करता है कि शिक्षक प्रशिक्षण में निरन्तर सुधार और अद्यतन गुणवत्ता सुनिश्चित करना अनिवार्य हो जाता है ताकि भविष्य की शिक्षा प्रभावी ढंग से तैयार की जा सके। जिससे आदर्श नागरिकों का निर्माण हो सके और सम्पूर्ण भारत का भविष्य उज्ज्वल हो।

प्रस्तावना

प्रस्तुत शिक्षा नीति भविष्य के लिए तैयार शिक्षा प्रणाली को आकार देने में शिक्षक प्रशिक्षण की भूमिका को महत्व देती है जो छात्रों को तेजी से बदलती हुई दुनिया की चुनौतियों से सामना करने हेतु तैयार करती है। इसमें प्रौद्योगिकी का एकीकरण, कृत्रिम बुद्धिमत्ता, ऑनलाइन शिक्षा, व्यक्तिगत शिक्षा, कौशल-आधारित शिक्षा, डिजिटल साक्षरता, शिक्षक प्रशिक्षण, बहुभाषी शिक्षा, उद्यमिता शिक्षा, व्यावसायिक शिक्षा, प्रशिक्षण, और सतत विकास के लिए शिक्षा, सीखने के परिणामों को बढ़ा सकती है और भविष्य की चुनौतियों के लिए छात्रों को तैयार कर सकती है। शिक्षा को शिक्षक भावी राष्ट्रीय निर्माण हेतु नागरिकों में सदैव व्यापक रूप से एक राष्ट्र की आधारशिला के रूप में स्वीकार किया जाता हैं,जो देश के भविष्य की दिशा तय करने में महत्वपूर्ण भूमिका निभाता है। तेज़ी से विकसित हो रहे वैश्विक परिदृश्य के अनुरूप समकालीन रूझानों के साथ संतुलन लाने और वर्तमान परिदृश्य की मांगों को पूरा करने हेतु शिक्षा प्रणाली,शिक्षक प्रशिक्षण कार्यक्रमों कों समय समय पर पुर्नजीवित करना अनिवार्य हो गया हैं। भारत के संदर्भ में, पिछले कुछ वर्षों में शिक्षा प्रणाली में विभिन्न संशोधनों के बावजूद, सार्वभौमिक रूप से उच्च गुणवत्ता वाली शिक्षा प्रदान करने में चुनौती बनी हुई हैं । इसलिएविकसित भारत 2047 के लक्ष्य को प्राप्त करने के लिए शिक्षकों की दक्षता (Teaching Competency) में सुधार करना आवश्यक हैं। यह दक्षता ज्ञान, कौशल, मूल्य और दृष्टिकोण का समग्र मिश्रण है जो शिक्षकों को प्रभावी ढंग से शिक्षण कार्य करने में सक्षम बनाता हैं। इसके लिए भारत सरकार और शिक्षा नीति निर्माताओं द्वारा विभिन्न शिक्षण प्रशिक्षण कार्यक्रमों को लागू किया जा रहा है। जो सेवापूर्व शिक्षकों के भविष्य को उज्जवलता की ओर अग्रसर कर रहा है।

शिक्षक हमारे राष्ट्र की नींव है। शिक्षक का हमारे राष्ट्र के उत्थान के लिए महत्वपूर्ण योगदान है। इसलिए शिक्षा की गुणवत्ता में व्यापक बदलाव लाने हेतु शिक्षा प्रणाली में निरन्तर परिवर्तन किए जा रहे हैं। जिसके पीछे की कई प्रकार के सामाजिक राजनैतिक, आर्थिक एवं शैक्षिक कारक रहें हैं। पिछले कुछ सालों में बेरोज़गारी की संख्या बढ़ी हैं। इसी बेरोज़गारी एवं शिक्षा की गुणवत्ता में सुधार लाने हेतु अध्यापक शिक्षा में महत्वपूर्ण बदलाव किए गए हैं। **2015-2016 द्वि- वर्षीय एवं चार वर्षीय एकीकृत पाठ्यक्रम कार्यक्रम**को संचालित किया जा रहा है। जिसका मुख्य उद्देश्य गुणात्मक शिक्षा का विकास हैं। इसके द्वारा आने वाले समय में अध्यापकों के गिरते प्रशिक्षण स्तर को सुधारा जा सके। यह एक अत्यंत आवश्यक कदम है, क्योंकि प्रशिक्षित अध्यापकों की जरूरत ना केवल देश बल्कि विदेशों में भी बढ़ रही हैं। यह भारतीय युवाओं के लिए वैश्विक स्वर्णिम अवसर है। यह एक नवाचारी कदम है। जिससे विद्यालयीय शिक्षा का स्तर उठाया जा सकता हैं।छात्रों की उपलब्धि कई कारकों से प्रभावित होती है। सबसे महत्वपूर्ण कारक प्रेरणा और शिक्षकों की जागरूकता है, इसलिए यह महत्वपूर्ण है कि हम सेवा-पूर्व, सेवाकालीन शिक्षकों को कैसे प्रशिक्षित और समर्थन करते हैं, इस पर करीब से दृष्टिपात करें

शिक्षक निर्माण एवं विकास (Teacher Preparation)

शिक्षक-निर्माण कार्यक्रम शिक्षकों को उपकरण, सलाहकार, व्यावहारिक अनुभव प्रदान करते हैं जब उन्हें अपना करियर शुरू करने में आवश्यकता होती है। ये कार्यक्रम विषय-वस्तु की निपुणता पर जोर देते हैं और अनुभवी संरक्षक के मार्गदर्शन में, प्रशिक्षु शिक्षकों को वास्तविक कक्षाओं में समय बिताने के कई अवसर प्रदान किए जाते हैं। जैसे चिकित्सा में, कानून, इंजीनियरिंग पेशेवरों के पास केस स्टडी / इतिहास की जांच के माध्यम से सीखने के अवसर होते हैं, इंटर्नशिप में भाग लेते हैं, सर्वोत्तम अभ्यास होते हैं, शिक्षक तैयारी कार्यक्रमों में भी ऐसा ही होता है जो प्रशिक्षु शिक्षक को वास्तविक कक्षा में सीखने के सिद्धांत को लागू करने की अनुमति देता है। कई विश्वविद्यालय और कॉलेज सामग्री ज्ञान पर जोर देने, अधिक से अधिक शैक्षिक प्रौद्योगिकियों, अभिनव प्रशिक्षण कार्यक्रमों का उपयोग करने, कैरियर स्विचर और ऑनलाइन डिग्री अर्जित करने वाले छात्रों के प्रयोजन से पेशेवर विकास के स्कूल बनाने के लिए शिक्षा के अपने स्कूलों को पुनः विकसित कर रहे हैं।

2. शिक्षक प्रेरण कार्यक्रम (Teacher - Induction Programs)

नए शिक्षकों के लिए अपर्याप्त और असमान समर्थन, सहायता, प्रोत्साहन है। कई बार नए शिक्षकों को बहुत कम या बिना किसी समर्थन और पर्यवेक्षण के सबसे चुनौतीपूर्ण कक्षाएं और स्कूल आवंटित किए जाते हैं। पहले पाँच वर्षों में, लगभग आधे शिक्षक अपना पेशा छोड़ देते हैं, इसलिए उन्हें जल्दी और संतोषजनक सहायता, प्रोत्साहन उपलब्ध कराने के लिए विशेष ध्यान रखा जाना चाहिए, जब उन्हें मांग वाले स्कूल के वातावरण में नियुक्त किया जा रहा हो। नए शिक्षकों के सफल विकास के लिए, कुछ अनुभवी सहयोगियों से सलाह और निर्देश महत्वपूर्ण हैं। नए शिक्षक अभ्यास से सीखते हैं, अच्छे शिक्षक प्रेरण कार्यक्रम के माध्यम से अपने शिक्षण का विश्लेषण करते हैं।

3. निरंतर उच्च स्तरीय प्रशिक्षण विकास (Continuous Professional Development)

उच्च स्तरीय प्रशिक्षण विकास सभी पहलुओं में विकास को बढ़ावा देने के लिए कुछ समय के लिए शिक्षकों को प्रदान किया जाने वाला प्रशिक्षण है। शिक्षकों के लिए उच्च स्तरीय विकास प्रशिक्षण आवश्यक हैं क्योंकि यह कक्षा अभ्यास को बदलने का एक अभिकरण है। अनुभवी शिक्षकों के लिए एक दूसरे से सीखने के निरंतर और नियमित अवसरों से गुजरना महत्वपूर्ण और उपयोगी है। शिक्षक निरंतर व्यावसायिक विकास द्वारा बच्चों के सीखने, नए उपकरण और संसाधन, उभरती हुई तकनीक के बारे में नए शोध पर जागरूक रहते हैं। व्यावसायिक विकास जो निरंतर, व्यावहारिक, सहयोगी, शिक्षार्थियों के साथ काम करने और उनकी संस्कृति को समझने में सहायक होता है।अनुसंधान ने सिद्ध कर दिया है कि शिक्षण गुणवत्ता, विद्यालय से संबंधित महत्वपूर्ण और प्रभावशाली अभिकरण है जो शिक्षार्थी के सीखने और उपलब्धि में सुधार करता है। उच्च गुणवत्ता वाले शिक्षण को विकसित करने के लिए विद्यालय महत्वपूर्ण हैं। विद्यालयों में सीखने और शैक्षिक अवसर को बढ़ावा देने का सबसे महत्वपूर्ण तरीका उन प्रणालियों का निर्माण करना है जो शिक्षक को पेशेवर सीखने और शिक्षण अभ्यास में सुधार करने में सहायता करती हैं। शिक्षक विकास में प्रभावी रूप से सहायता करने वाली प्रणालियों में पेशेवर सीखने, सहयोगी, कार्य अंतर्निहित प्रतिपुष्टि के लिए प्रशासक का समर्थन आवश्यक है।

शोध पत्र के उद्देश्य

- भावी शिक्षकों को आधुनिकरण और सामाजिक परिवर्तन के अभिकर्मक के रूप में कार्य करने के लिए सक्षम बनाना।
- निर्धारित और पहचाने गए अध्यापकीय कार्यों को सम्पन्न करने के लिए दक्ष तथा प्रतिबद्ध शिक्षण उद्यमी के रूप में भावी अध्यापकों का विकास करना।
- प्रभावकारी शिक्षक बनने के लिए आवश्यक दक्षता एवं कौशल आदि को विकसित करना।
- भावी शिक्षकों में अधिगमकर्ताओं की प्रगति का व्यापक तथा सतत् मूल्यांकन करने की तकनीक के कौशल का विकास करना।

शोध प्रश्न

- सेवा पूर्व शिक्षकों की शिक्षण क्षमता विकसित करने में किस प्रकार के शिक्षक प्रशिक्षण कार्यक्रम संचालित किए जाते हैं
- शिक्षकों को सशक्त बनाने में शिक्षक प्रशिक्षण कार्यक्रमों की क्या आवश्यकता है?
- प्रभावकारी शिक्षक बनने के लिए आवश्यक दक्षता एवं कौशल किस प्रकार विकसित करना चाहिए?

शोधविधि

यह शोध पत्र पूरी तरह से द्वितीयक साक्ष्य पर आधारित है। डेटा के विभिन्न स्रोत जर्नल लेख, वेबसाइट, ई-पुस्तकें, विभिन्न संगठनों और आयोगों की रिपोर्ट, अंतर्राष्ट्रीय, राष्ट्रीय और स्थानीय समाचार पत्रों में प्रकाशित लेख आदि हैं। यह शोध पत्र में शिक्षकों की शिक्षण क्षमता विकसित करने में शिक्षक प्रशिक्षण कार्यक्रमों की प्रभावशीलता का अध्ययन किया जाएगा।

शिक्षक शिक्षा का संगठन

वर्तमान समय में हमारे राष्ट्र में शिक्षक शिक्षा संगठन (Organization)दो रूपो में है - सेवा पूर्व शिक्षक शिक्षा (Pre-Service Teacher Education) और सेवाकालीन शिक्षक शिक्षा (In-service Teacher Education)। सेवा पूर्व शिक्षक शिक्षा वर्तमान में विभिन्न स्तर के सेवा पूर्व शिक्षकों के लिए विभिन्न प्रकार की शिक्षक शिक्षा संस्थाएं चल रही हैं। यहां उनमें से कुछ मुख्य संस्थाओं का उल्लेख प्रस्तुत हैं।

पूर्व प्राथमिक शिक्षक शिक्षा संस्थाएं -

पूर्व प्राथमिक शिक्षक शिक्षा प्रशिक्षण संस्थाएं

नर्सरी टीचर एजूकेशन डिप्लोमा डिपार्टमेंट्स।

प्राथमिक शिक्षक शिक्षा संस्थाएं -

जिला शिक्षा एवं प्रशिक्षण संस्थान (D.el.ed)

पत्राचार पाठ्यक्रम विभाग।

माध्यमिक शिक्षक शिक्षा संस्थाएं

शिक्षक शिक्षा महाविद्यालय (B.ed), (B.el.ed)

शिक्षक शिक्षा विभाग (NCTE)

केन्द्रीय शिक्षा संस्थान

राज्य शिक्षा संस्थान

क्षेत्रीय शिक्षा संस्थान

पत्राचार पाठ्यक्रम विभाग।

विशिष्ट बच्चों के शिक्षकों की शिक्षण संस्थाएं -

गूंगे -बहरों बच्चें के शिक्षकों की प्रशिक्षण संस्थाएं

अन्धे बच्चों के शिक्षकों की प्रशिक्षण संस्थाएं

विशिष्ट पाठ्य विषयों एवं क्रियाओं की प्रशिक्षण संस्थाएं -

भाषा शिक्षण प्रशिक्षण महाविद्यालय एवं विभाग

कला शिक्षण प्रशिक्षण महाविद्यालय एवं विभाग

गृह विज्ञान शिक्षण प्रशिक्षण महाविद्यालय एवं विभाग

शारीरिक शिक्षा प्रशिक्षण महाविद्यालय एवं विभाग।

शिक्षा प्रणाली में शिक्षक प्रशिक्षण

शिक्षा प्रणाली में शिक्षक प्रशिक्षण की अवधारणा महत्वपूर्ण है, जिसमें व्यापक रणनीतियां, पद्धतियां और व्यावसायिक विकास के अवसर शामिल हैं। यह कार्यक्रम शिक्षकों को उनके छात्रों के लिए इष्टतम सीखने के अनुभव विकसित करने के लिए आवश्यक कौशल, ज्ञान एवं शैक्षणिक दृष्टिकोण से युक्त करता है। शिक्षक प्रशिक्षण कार्यक्रमों की अवधारणा न केवल विषय दक्षता प्रदान करती हैं, बल्कि कक्षा प्रबंधन, निर्देशात्मक तकनीक, मूल्यांकन पद्धतियों और उन्नत प्रौद्योगिकियों के समावेश पर भी ध्यान केंद्रित करती हैं।

शिक्षण दक्षता

शिक्षण दक्षता का तात्पर्य उन ज्ञान, कौशल और गुणों से है जो एक शिक्षक को प्रभावी ढंग से शिक्षण प्रक्रिया को संचालित करने में सक्षम बनाते हैं। एक सक्षम शिक्षक केवल विषय की जानकारी रखने वाला ही नहीं होता, बल्कि वह अपने शिक्षण को

इस प्रकार प्रस्तुत करता है कि छात्र सरलता से सीख सकें और ज्ञान को व्यावहारिक रूप से लागू कर सकें। शिक्षण दक्षता के कई महत्वपूर्ण कारक होते हैं, जिनमें शिक्षण पद्धतियों की समझ,पाठ योजना तैयार करने की क्षमता, कक्षा प्रबंधन, मूल्यांकन तकनीक और प्रभावी संचार कौशल शामिल हैं। शिक्षक को अपने विषय में निपुण होने के साथ -साथ छात्रों की विभिन्न शिक्षण शैलियों और आवश्यकताओं को समझने में भी कुशल होना चाहिए।

शिक्षक प्रशिक्षण कार्यक्रम

किसी देश के शिक्षकों की गुणवत्ता उसकी प्रगति को निर्धारित करती है, यहीं कारण है कि शिक्षण वास्तव में सभी व्यवसायों में सबसे महान है। लोगों के शिक्षण पेशे में प्रवेश करने का प्रमुख कारण भावी पीढ़ी को आगे बढ़ाने में मदद करना है।वे अपने शिक्षकों से प्रेरित होते हैं और शिक्षक प्रशिक्षण कार्यक्रम ही उन्हें भविष्य के लिए तैयार करने में मदद करता हैं। शिक्षक प्रशिक्षण कार्यक्रमों का प्राथमिक लक्ष्य शिक्षकों को अपने छात्रों में आलोचनात्मक सोच को प्रोत्साहित करने और बढ़ावा देने के लिए प्रेरित और सुसज्जित करना है।

प्रौद्योगिकी में, हमारे सीखने के तरीके को बदलने की शक्ति है आनलाइन शिक्षण साफ्टवेयर एक ऐसा उपकरण है जिसका उपयोग अगली पीढ़ी को शिक्षित करने और उन्हें ऐसे कौशल प्रदान करने के लिए किया जा सकता है जो उन्हें जीवन में सफल होने में मदद करेंगे। महत्वाकांक्षी शिक्षक भी खुद पढ़ने के लिए शिक्षण के लिए तकनीक पर भरोसा कर सकते हैं और अंततः शिक्षण में प्रमाण पत्र प्राप्त कर सकते हैं। शिक्षक प्रशिक्षण के लिए कई कार्यक्रम हैं, जैसे कि मालवीय मिशन शिक्षक प्रशिक्षण कार्यक्रम, पंडित मदन मोहन मालवीय राष्ट्रीय शिक्षक और शिक्षण मिशन, इनसाइड मेडिटेशन सोसाइटी का टीचर ट्रेनिंग प्रोग्राम (TTP), एनएफपी शिक्षक प्रशिक्षण कार्यक्रम।

शिक्षकों को सशक्त बनाना: शिक्षक प्रशिक्षण कार्यक्रमों का प्रभाव

आज की तेजी से विकसित हो रही शैक्षिक परिदृश्य में, कक्षा में प्रौद्योगिकी को एकीकृत करना अब वैकल्पिक नहीं रह गया हैं, बल्कि यह आवश्यक हो गया है। चूंकि डिजिटल उपकरण सीखने के वातावरण का एक मुख्य भाग बन गए हैं, इसलिए शिक्षकों को केवल विषयवस्तु में ही पारंगत नहीं होना है बल्कि डिजिटल उपकरणो का प्रभावी ढंग से उपयोग करने के कौशल से भी युक्त होना चाहिए, और यही पर शिक्षक प्रशिक्षण महत्वपूर्ण हो जाता हैं। कक्षाओं में प्रौद्योगिकी सीखने के अनुभव को समृद्ध कर सकती हैं, यह केवल उतना ही प्रभावी है जितना कि शिक्षक की इसका उपयोग करने की क्षमता होगी । प्रभावी शिक्षक प्रशिक्षण कार्यक्रम सेवापूर्व शिक्षकों को केवल तकनीकी कौशल से परिचित ही नहीं कराता, बल्कि उन्हें यह समझने में मदद करता हैं कि प्रौद्योगिकी को उनके पाठ योजनाओं में इस से एकीकृत किया जाए कि सीखने को बढ़ावा मिले । व्यापक शिक्षक प्रशिक्षण कार्यक्रमों के साथ, शिक्षक यह कर सकते हैं:

बेहतर छात्र प्रबंधन (Better Student Management) एक शिक्षक के रूप में अपने छात्रों को प्रभावशाली ढंग से जानना, पढ़ाना और उनका विश्लेषण करना महत्वपूर्ण है। वे जान पाएंगे कि आपके छात्र कैसे पढ़ते हैं। 12 साल के बच्चे को पढ़ाना और 5 साल के बच्चे को पढ़ाना दोनों एक जैसा नहीं हो सकता हैं। शिक्षक प्रशिक्षण कार्यक्रम अपनें विद्यार्थियों को बेहतर ढंग से समझने और शिक्षण कार्य करने में मदद करते हैं।

नई तकनीक सीखना (Learn New Technology)गुणवत्तापूर्ण शिक्षा प्रदान करने के लिए मुख्य आवश्यकता शिक्षण के साथ प्रौद्योगिकी को एकीकृत करना सीखने के वातावरण का निर्माण करना है जो छात्रों के समूह की जरूरतों को पूरा करता है। यह छात्रों में करके सीखना व अनुभव को विकसित करता हैं।

वैश्विक होना (Go Global)आज अन्य देशों का प्रत्यक्ष अनुभव होना संभव है। छात्रों को इस दुनिया के किसी भी कोने में जाने के लिए अपने हाथों में उपकरणों का उपयोग करना सिखाकर, हमें और अधिक जानकार और सहानुभूतिपूर्ण बनाएगा।

सतत् अधिगम (Continuous Learning) दिन-प्रतिदिन नए तरीके और प्रौद्योगिकियां उभरती रहती हैं।नई उभरती प्रौद्योगिकियों के साथ अनुकूलन करना होगा और उन्हें सीखना में शिक्षकों की अहम भूमिका है। इस प्रकार, पूर्व राष्ट्रपति, डॉ. ए.पी.जे. अब्दुल कलाम का मानना है कि एक व्यक्ति के जीवन को आकार देने में शिक्षकों की महत्वपूर्ण जिम्मेदारी होती है। शिक्षक समाज की रीढ़ है। शिक्षक समाज के पुनर्निर्माण की जिम्मेदारी साझा करते है। वह एक समाज सुधारक के रूप में कार्य करते है। गुणवत्तापूर्ण शिक्षा के लिए गुणी व अनुभवी शिक्षक आवश्यक है और इसके लिए दुनिया भर में कई कार्यक्रम हो रहे हैं ताकि उस आदर्श को जमीनी स्तर से लेकर संसार के उच्चतम स्तर तक बढ़ावा दिया जा सके।

व्यावसायिक विकास (Professional Growth) जब शिक्षक प्रशिक्षण कार्यक्रमों में भाग लेते हैं, तो यह उन्हें निरंतर व्यावसायिक विकास का अवसर देते है - नए तरीके, विधियां, रणनीतियां, कौशल और विभिन्न सीखने के उपकरण।जब शिक्षक कौशल में वृद्धि करते हैं,तो वे स्वयं ही आत्मविश्वासी, प्रसन्नचित्त, होकर अपने छात्रों को बड़ी उपलब्धियां हासिल करने हेतु प्रेरित करते हैं। आत्मविश्वासी और प्रसन्नचित्त शिक्षक का अर्थ है आत्मविश्वासी और प्रसन्नचित्त छात्र।

व्यावहारिक अनुभव के साथ शिक्षक प्रशिक्षण को बढ़ाना (Enhancing Teacher Training with Practical Experience) व्यावहारिक अनुभव प्रभावी शिक्षक प्रशिक्षण की आधारशिला है। यह न केवल शिक्षकों को सैद्धांतिक ज्ञान लागू करने की अनुमति देता हैं, बल्कि यह उन्हें अपनी शिक्षण रणनीतियों को परिष्कृत करने में भी सक्षम बनाता हैं व्यावहारिक दृष्टिकोण शैक्षिक क्षेत्र की विविध चुनौतियों के लिए गहरी समझ और बेहतर तैयारी की ओर ले जाता हैं।

शिक्षक प्रशिक्षण में मेंटरशिप की भूमिका (The Role of Mentorship in Teacher Training) सेवा पूर्व शिक्षकों को अनुभवी शिक्षकों से मार्ग दर्शन मिलता है , जिससे वे अपने शिक्षण कौशल को और अधिक समृद्ध बना सकते हैं एवं शिक्षण तकनीकों को सीखने में मदद मिलती हैं।

पाठ्यक्रम में साफ्ट स्किल को एकीकृत करना (Integrating Soft Skills into the Curriculum) शिक्षण में तकनीकी ज्ञान के समान ही साफ्ट स्किल भी महत्वपूर्ण है। इनमें सहानुभूति छात्रों के दृष्टिकोण और जरुरतों को समझने में सहायक होता हैं। और रचनात्मकता,आकर्षक एवं नवीन पाठों का डिजाइन छात्रों की रुचि को उत्तेजित करता हैं और बेहतर सीखने के परिणामों को बढ़ावा देता है।

सुझाव

- शिक्षकों की शिक्षण क्षमता विकसित करने में शिक्षक प्रशिक्षण कार्यक्रमों का आयोजन किया जाना चाहिए।
- सेवा पूर्व एवं सेवारत शिक्षकों की प्रशिक्षण शैली को उन्नतशील बनाने के लिए विभिन्न प्रकार के सेमिनारों, कार्यशालाओं , विभागीय विकास कार्यक्रम आयोजित किया जाना चाहिए।
- नवनियुक्त शिक्षको को उन्मुखीकरण कार्यक्रम में शामिल होना चाहिए जिससे वे समाज में हो रहे परिवर्तन के फलस्वरूप शिक्षा व्यवस्था में हो रहे परिवर्तनों से अवगत हो सकें।
- शिक्षकों को तकनीकी शिक्षा एवं कम्प्यूटर का पर्याप्त ज्ञान होना चाहिये। जिससे वे स्वयं को अद्यतन एवं नवीन प्रशिक्षण शैली से अवगत हो सकते हैं।
- शिक्षकों को विद्यार्थी जीवन शैली अपनाना चाहिए ताकि वह निरंतर अध्ययनरत रहकर अपने ज्ञान को बढ़ा सके।

निष्कर्ष

निष्कर्ष में, सेवा पूर्व शिक्षकों के लिए शिक्षक प्रशिक्षण कार्यक्रम महत्वपूर्ण है। शिक्षक प्रशिक्षण का भविष्य गतिशील और विकासशील है। प्रौद्योगिकी में प्रगति और शैक्षिक मानकों में परिवर्तन के साथ, निरंतर व्यावसायिक विकास आवश्यक हैं। इसलिए शिक्षकों को अपने करियर के दौरान एवं प्रशिक्षण कार्य में आने से पूर्व अनुकूलन और विकास के लिए तत्पर रहना चाहिए,नए तरीके और प्रौद्योगिकियों को अपनाना चाहिए जो उनके छात्रों के लिए सीखने के अनुभव को बढाते हैं।सर्वोत्तम गुणवत्ता वाले शिक्षणशास्त्र को प्राप्त करने के लिए प्रौद्योगिकी को एकीकृत करने की आवश्यकता है। शिक्षकों के शिक्षण में मनोविज्ञान को शामिल किया जाए और पाठ्यक्रम में सेवा-पूर्व शिक्षकों के विकास के चरणों को भी शामिल किया जाना चाहिए। उन्हें सहायक और अनुकूल वातावरण में शिक्षित किया जाना चाहिए जिसमें वे युवा छात्रों को तैयार करने की अपेक्षा करते हैं। सेवा-पूर्व शिक्षकों को अपने क्षेत्र में आत्मविश्वास से पढ़ाने में सक्षम होना चाहिए।

संदर्भ

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प्राचीन भारत में पंचमहाभूतों के सन्दर्भित पर्यावरण संपोषण

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शोध-सार

भारतीय वाड्.मय में 'पंचमहाभूतों' को सृष्टि रचना का आधार एवं संतुलन का मूलाधार माना गया है। इन भूतों से ही सृष्टि की स्वस्थ निरंतरता सम्भव है। इस कारण हमारे प्राचीन ग्रन्थ- वेद में पंचमहाभूतों को पर्यावरण संपोषण का अभिन्न अंग माना गया है। पृथ्वी, जो सम्पूर्ण जीवों, वनस्पतियों एवं पर्वत-जंगलों आदि को धारण करती है, को माता का दर्जा प्रदान कर सबकी जननी एवं सम्पोषक मानकर उसकी स्वस्थता को मानव का प्राथमिक उत्तरदायित्व बताया गया है। जल, जीवन का आधार तत्त्व है, जिससे जल-स्रोतों का उन्नयन, संरक्षण, सुरक्षा एवं स्वच्छता को बनाये रखने का विधान हमारे प्राचीन ग्रंथों में किया गया है। अग्नि, हमारे अंदर निहित विकारों का दहन कर मानव उपयोगी सामग्रियों का सम्पोषण करती है, जिससे इसे साक्षी मानकर पवित्रता की शपथ का प्रावधान किया गया है। आकाश, पंचमहाभूतों में से एक है, जिसका विधान शून्य रूप में लिया जाता है, जिससे समस्त सृष्टि का संतुलन बना रहे। वायु, को प्राण-वायु नाम से हमारे ऋषियों ने सम्बोधित किया है, इसके द्वारा वातायन का काम सम्पन्न किया जाता है और मानव जीवन के लिए आक्सीजन जैसी महत्वपूर्ण तत्त्व का सम्पेषण, तो पेड़-पौधों के लिए कार्बन डाई-आक्साईड का सम्पेषण इसके द्वारा किया जाता है। हमारे शास्त्रों में उन्नचास कोटि के वायु की चर्चा की गयी है, जिसके बारे में वर्तमान विज्ञान को भी पूर्ण संज्ञान नहीं है। संक्षेप में, पंचमहाभूत और पर्यावरण संपोषण एक ही सिक्के के दो पहलू हैं। प्रस्तुत शोधपत्र इसी के सन्दर्भित द्वितीयक तथ्यों के आधार पर ऐतिहासिक पद्धति का प्रयोग कर अन्वेषणात्मक एवं विवेचनात्मक प्रणालियों के द्वारा विश्लेषित किया गया है।

प्रस्तावना

वेदों में जल, वायु, अग्नि, पृथ्वी का स्तवन अनेक स्थलों में किया गया है। अग्नि को पिता के समान कल्याणकारी कहा गया है- 'अग्ने। सूनवे पिता इव नः स्वस्तये आ सचस्व'। ऋग्वेद (1.23.248) में जल के महत्व को बताया गया है- 'अप्सु अन्तःअमृतं, अप्सु भेषजं' अर्थात् जल में अमृत है, जल में औषधि गुण विद्यमान रहते हैं अस्तु, जल की शुद्धता, स्वच्छता बनाये रखें। ऋग्वेद (1,555,1976) में ही ऋषि आशीर्वाद देते हुए कहते हैं- 'पृथ्वीःपूःच उर्वी भव अर्थात् समग्र पृथ्वी संपूर्ण परिवेश परिशुद्ध रहे, नदी, पर्वत, वन, उपवन सब स्वच्छ रहें, गांव, नगर सबको विस्तृत और उत्तम परिसर प्राप्त हों, जिससे जीवन का सम्यक विकास हो सके। यजुर्वेद में यज्ञ विधियों एवं यज्ञ में प्रयुक्त मंत्र पर्यावरण संरक्षण के निमित्त हैं। यज्ञ स्वयं एक चिकित्सा है, मंडल को शुद्ध कर रोगों और महामारियों को दूर करता है। इसमें अनेक प्रकार की चिकित्सा पद्धति एवं जड़ी बूटियों तथा शल्य चिकित्सा व विभिन्न रोगों का वर्णन किया गया है। सामवेद में उल्लिखित मंत्रों से प्रमाणित होता है कि वैदिक ऋषियों को ऐसे वैज्ञानिक सत्यों का ज्ञान था, जिनकी जानकारी आज के वैज्ञानिकों को सहस्राब्दियों बाद प्राप्त हो सका है। चाणक्य ने पर्यावरण संरक्षण की संकल्पना हमारे ग्रंथों से ग्रहण करते हुए उसे राज्य की विधायिका में सम्मिलित करने पर बल दिया था। उनके न्यायशास्त्र में उल्लेख है कि, राज्य को जंगलों को बनाए रखने के लिए हर सम्भव कदम उठाया जाना चाहिए; यथा- पेड़ों को काटने और जंगलों को नुकसान पहुंचाने के लिए दंड का प्रावधान, जंगली जानवरों को संरक्षित जंगलों में रखने का प्रावधान। चाणक्य इसे पर्यावरण विषाक्तता के रूप में संदर्भित करते थे। उस वक्त "प्रदूषण" शब्द अस्तित्व में नहीं था, फिर भी उनका तर्क था कि, पर्यावरण को बनाने वाले पांच प्राथमिक तत्व- अंतरिक्ष, वायु, अग्नि, जल और पृथ्वी- सभी प्रकृति नामक मौलिक ऊर्जा के वंशज हैं, और मानव के शरीर की रचना भी उन्हीं से हुई है। इसीलिए पांच इंद्रियों की संकल्पना विकसित की गयी।

शास्त्रों में समस्त प्राकृतिक संरचना को पंच तत्त्वों के सम्मिश्रण से निर्मित बताया गया है। अन्य शब्दों में, प्रकृति अर्थात् पंचमहाभूतों की सहज एवं साम्यावस्था है, जिसको मनुष्य द्वारा जब भी विश्रंःखलित एवं विखण्डित करने का प्रयास किया जाता है, तो विक्षोभ या असंतुलन का जन्म होता है। फलतः पंचमहाभूतों से निर्मित मनुष्य, पशु-पक्षी तथा स्थावर उपादानों पर हानिकारक प्रभावों से विनाश लीला का प्रादुर्भाव। साक्ष्यों से उद्घाटित है कि, मनुष्य वर्तमान में इस पृथ्वी का सर्वाधिक हिंसक, क्रूर एवं शोषक प्राणी के रूप में प्रतिष्ठा प्राप्त कर लिया रहा है। उसकी भोगवादी प्रवृत्ति अपरिहार्य विभीषिका को सवंर्धित कर रही है। हमारे मनीषियों ने प्रकृति को माता की संज्ञा दी और इसके अनाचारयुक्त दोहन के प्रति चेताया भी है। ईशोपनिषद[1] का आरम्भ इस उद्घोष से किया गया है-

ईशावास्यमिदं सर्वं यत्किञ्च जगत्यां जगत्। तेन त्यक्तेन भुञ्जीथा मा गृधः कस्यस्विद्धनम्।

ऋग्वेद[2] के विश्वदेवा सूक्त में जिन प्रार्थनाओं को अंकित किया गया है, वे अतीत, वर्तमान एवं अनागत सभी अवधियों में सर्वत्र एवं सर्वप्राणि हिताय उपादेय एवं अनुकरणीय है। इसके मन्त्रों में पंचमहाभूतों की प्रार्थना के साथ-साथ सभी दिशाओं में विर्कीण सरबुद्धि के ग्रहण करने का संदर्भ ग्रहण किया जा सकता है। सभी के कल्याण की प्रार्थतना पग-पग पर किया गया है। समकालीन समाज की सबसे बड़ी त्रासदी यह है कि, हम जड़ एवं स्थावर पदार्थों के अतिशय द्वारा सामाजिक विकास के छद्म आवरण में अपनी कृत्सिप्त एवं स्वार्थ लिप्सा की अंधाधुंध आपूर्ति में संलग्न हैं। मनुष्य एक चिंतनशील चैतन्य प्राणी है, जिसे यह विस्मृत कर अनाचार पर उतारू हो गया है। इसी के दृष्टिगत हमारे मनीषियों द्वारा कुछ संस्थागत नियमों का प्रतिपादन किया था, जिनको आज हम नजरअंदाज कर मनमानी करने की ओर सतत् अग्रसर हैं। फलतः प्राकृतिक संरक्षण एवं संपोषण सम्बन्धी अनेक समस्याओं का उदय हुआ है और जीव जगत भयानक दुष्परिणाम की ओर अग्रसर है। इसी के सन्दर्भित प्रस्तुत शोधपत्र में पंचमहाभूतों के प्रति आर्श दृष्टिकोण, समाष्टि कल्याण एवं पंचमहाभूतों को नष्ट करने के प्रति प्रायश्चित एवं दण्ड के रूप में प्रतिपादित किये गये नियमों एवं निर्देशों की प्रासंगिक एवं समाज संदर्भी विवेचना प्रस्तुत किया गया है। साथ ही, पर्यावरण संपोषण की वर्तमान दुषित परिस्थिति में इन सन्दर्भों की प्रासंगिकता का उद्घाटन किया गया है।

भारत के प्राचीन चिन्तनधारा और प्रकृति एक-दूसरे के पूरक थे। हमारी समस्त रचनाओं में प्रकृति-चित्रण को एक अन्यतम् स्थान प्रदान किया गया था। इनमें प्रकृति और प्राणी जीवन के शाश्वत् सम्बन्धों की विवेचना प्रस्तुत की गयी है। यथा- विश्व की सबसे प्राचीन पुस्तक ऋग्वेद में प्राकृतिक तत्त्वों को मूर्त रूप देकर विविध विषयों का वर्णन किया गया, जो वैदिक कालीन व्यवस्था में प्रकृति के प्रति आस्था को उजागर करता है।

प्रकृति का दूसरा निहितार्थ पर्यावरण है, जब प्रकृति विनष्ट होती है, तब अनेक विकृतियों के साथ प्राणी का भी विनाश की ओर अग्रसर होना स्वाभाविक प्रक्रिया हो जाता है। इसके शाब्दिक अर्थ- परि$आवरण अर्थात् हमारे चारों ओर प्राकृतिक तत्त्वों का आवरण से भी उद्घाटित है, यथा- वायु, जल, अग्नि, आकाश, चन्द्रमा, पृथ्वी, वनस्पति, नदी, पर्वत, पशु, पक्षी इत्यादि। ये ही आवरण समस्त जीव-जगत के जीवन का आधार हैं। यजुर्वेद[3] (36/17) में पर्यावरणीय घटकों की स्तुति ऋषियों ने प्रस्तुत की है, जिमें मनुष्यों द्वारा प्रकृति के आभार प्रकट किया गया है।

भारतीय धर्मशास्त्रों में सृष्टि की उत्पत्ति पंच-महाभूतों मानी गयी है- पृथ्वी, जल, अग्नि, आकाश, और वायु। ये पर्यावरण के अति-महत्वपूर्ण एवं अनिवार्य तत्त्व हैं। इनने महाभूतों में से यदि किसी एक में भी कोई विकृति आती है, तो पर्यावरण का ह्रास स्वभावतः आरम्भ हो जाता है। अतः इन पंच-महाभूतों का सम्यक सन्तुलन अत्यावश्यक है। इसका मूल कारण इन्हीं से सृष्टि का निर्माण और अस्तित्व संरक्षण है।

पंच-महाभूतों में प्रथम तत्त्व पृथ्वी है। पुराणों[4] में पृथ्वी को स्वच्छ, सुन्दर, विमल, निर्मल कहकर उसकी वंदना की गयी है और इसे देवी का स्वरूप बताया गया है। पृथ्वी सभी जीवों के जीवन का आधार है, एकमात्र पृथ्वी ही बोये हुए एक बीज को अनेकों की मात्रा वापस करती है। वामन पुराण में भूमि अर्थात् पृथ्वी को स्वच्छ बनाये रखने के लिए स्वच्छ स्थान पर मलमूत्र आदि को निषिद्ध किया गया है। किन्तु आज का सभ्य कहने वाला मानव अविसर्जित पदार्थों के द्वारा अनेक प्रकार से भूमि व भूमिगत प्रदूषणों में वृद्धि करता जा रहा है। जबकि, हजारों वर्षों पूर्व रचित वेद, पुराणों में पृथ्वी को देवी का स्वरूप कहकर मानव का इससे माता-पुत्र का सम्बन्ध स्थापित किया गया था। अथर्ववेद[5] के एक मन्त्र में कहा गया है-

"नमो मातरै पृथित्यै, माता भूमि पुत्रोऽहम् पृथित्याः पादस्पर्ष क्षमस्व में।''

- (अथर्ववेद 12/1/12)

पंच-महाभूतों में द्वितीय तत्त्व 'जल' है, जो पृथ्वी पर शक्तिवर्धक और सभी जीवों का जीवन-तत्त्व है। इसकी की सहायता से ही पृथ्वी वृक्ष-लता-वनस्पति आदि का पोषण करती है। पृथ्वी के प्रमुख जल स्रोतों में नदियाँ हैं, जिन्हें हमारे शास्त्रों में देवी के रूप में वर्णित किया गया है। किन्तु, वर्तमान मानव उनका अनियोजित दोहन कर उन्हें प्रदूषित कर दिया है अथवा कर रहा रहा है। वामन पुराण[6] के अनुसार जो मानव जल को प्रदूषित करे उसे दुर्गन्ध युक्त तालाब में डाल दिया जाना चाहिए। पुराणों में रूद्रदेव को सशरीर रूप जल कहा गया है।

पंच-महाभूतों में तृतीय तत्त्व 'अग्नि' है, जो तेज प्रकाश ऊर्जा के रूप में सर्वत्र विद्यमान है। अग्नि को देव कहा गया है, जिसका प्रमुख स्वरूप सूर्य है। सूर्य समस्त सृष्टि में ऊर्जा का पोषण करता है। जीवों के शरीर में अवस्थित जठराग्नि उनके भोज्य पदार्थों के पाचन में सहयोग देती है। अग्निरूपी सूर्य जल को वाष्पीकृत कर बादलों में परिवर्तित करता है, जिससे वर्षा होती है। इसके लिए सनातन शास्त्रों में यज्ञ का विधान बताया गया है। वर्षा से हमारा वातावरण स्वच्छ होता है।

पंच-महाभूतों में चतुर्थ तत्त्व 'आकाश' है, जिसे पुराण[7] में महादेव का एक अन्य स्वरूप बताया गया है। प्रत्येक जीव में आकाश तत्त्व का विशेष महत्व बताया गया है। आकाश ही वातायन का काम करता है और जीवों के शरीर, मन एवं आत्मा को

स्फूर्त रखता है। कहा गया है कि, प्राणी को भोजन करते समय ध्यान रखना चाहिए कि, उसके उदर का एक चौथाई हिस्सा खाली (आकाश) रहे।

पंच-महाभूतों में पंचम तत्व 'वायु' है। वायु जीवों के शरीर में अमूर्त रूप से विचरण करती है, जो पर्यावरण के महत्वपूर्ण घटकों में से एक है। शास्त्रों में वायु का गुण 'गन्ध' कहा गया है। वाल्मीकि रामायण में स्वच्छ वायु का पर्यावरण की समृद्धि के लिए अनिवार्य बताया गया है। वायु पुराण[8] में इसे 'पवनदेव' कहा गया है, जो पूज्य हैं।

पर्यावरण संवर्धन में हमारे चारों ओर रहने वाले अन्य जीवों का भी विशेष योगदान है, जिसे विज्ञान ने सिद्ध कर दिया है। मानव-प्रकृति तथा अन्य जीव-जन्तु एक-दूसरे के पूरक है।[9] इसी कारण पुराणों में पशुओं को भी देवरूप मानकर पूज्य कहा गया है; यथा- गाय को 'गौ' माता, बैल को महादेव का वाहन नन्दी इत्यादि। वर्तमान में पर्यावरण विद् पारिस्थितिकी संतुलन के दृष्टिगत पशुओं एवं पक्षियों की हत्या पर चिंता व्यक्त करते रहते हैं।[10] इनके संरक्षण के लिए हमारे मनीषियों ने 'अहिंसा' तथा 'जीवों पर दया' जैसे सिद्धांतों का प्रतिपादन किया है।[11]

सारांशतः, पर्यावरण के निर्मायक पंच-महाभूतों के संरक्षण एवं संवर्द्धन हेतु उन्हें दैविक स्वरूप प्रदान किया गया है। पर्यावरण के प्रत्येक तत्त्व को देवतुल्य सम्मानित स्थान देकर उन प्राकृतिक संसाधनों के उपयोग का निर्देशन मानव को दिया गया है।[12] गीता में भगवान् ने कहा है कि, तुम देव प्रदत्त प्राकृतिक संसाधनों का उपभोग करो और उन्हें अजस स्रोत बनाये रखने के लिए देवताओं को तुष्ट करो। इस तरह हमारे ग्रंथों में पर्यावरण संक्षण एवं संवर्धन के बारे में अनेक निर्देश तथा आस्थाओं का प्रतिपादन किया गया है।

सन्दर्भ-सूचीः

1. ईशोपनिषद,
2. वही
3. ऋग्वेद, यजुर्वेद, सामवेद, और अर्थववेद
4. पुराण-वामान, वराह, अग्नि, स्कंद, गरूड़, पदम,
5. ऋग्वेद, यजुर्वेद, सामवेद और अर्थववेद
6. वामन पुराण
7. महाकाव्य- रामायण, महाभारत
8. पतंजलि का महाभाष्य, महाभारत
9. वात्स्यायन का कामसूत्र
10. चरक संहिता- सुश्रुत संहिता, अव्यंग हृदय
11. विद्शाल भंजिका
12. भवभूति उत्तरामचरित, अर्थववेद