EISSN: 2583-7575
Vol. 1, Issue 3
September 2023

OMNISCIENT

An International Multidisciplinary Peer Reviewed Journal

Mahatma Jyotiba Phule Rohilkhand University
NAAC Acccretidted A++
Bareilly, Uttar Pradesh

www.omniscientmjprujournal.com

OMNISCIENT

(An International Multidisciplinary Peer Reviewed Journal)

Vol. 1 Issue 3 September 2023

Published By

Mahatma Jyotiba Phule Rohilkhand University
(NAAC Accredited A++)
Bareilly, Uttar Pradesh

OMNISCIENT

(An International Multidisciplinary Peer Reviewed Journal)

Vol. 1 Issue 3 **EISSN: 2583-7575** **September 2023**

OMNISCIENT

(An International Multidisciplinary Peer Reviewed Journal)

Vol. 1 Issue 3 **EISSN: 2583-7575** **September 2023**

Prof. Birendra Nath Singh
Chief Mentor & Chief Consultant, Career Guru, Kharagpur
Email: drbnsingh1@gmail.com

Prof. B. R. Kukreti
Former Dean & HOD, Faculty of Education
MJP Rohilkhand University, Bareilly
Email: kukretibr77@gmail.com

Prof. P. B. Singh
Department of Business Administration
DSW, M. J. P. Rohilkhand University Bareilly
Email: pbsingh1967@gmail.com

Dr. Vidyapati
Co-ordinator, Department of Teacher Education
Ewing Christian College
(An Autonomous Constituent College of University of Allahabad), Prayagraj
Email: drvidyapati09@gmail.com

Prof. Mohammad Israr
President, Maryam Abacha American University of Nigeria
Hotro GRA, Kano State, Federal Republic of Nigeria
Email: president@maaun.edu.ng

OMNISCIENT

(An International Multidisciplinary Peer Reviewed Journal)

Vol. 1 Issue 3 **EISSN: 2583-7575** **September 2023**

EDITORIAL BOARD MEMBERS

OMNISCIENT

(An International Multidisciplinary Peer Reviewed Journal)

Vol. 1 Issue 3 **EISSN: 2583-7575** **September 2023**

OMNISCIENT

(An International Multidisciplinary Peer Reviewed Journal)

Vol. 1 Issue 3 **EISSN: 2583-7575** **September 2023**

REVIEWER BOARD

Message from Vice Chancellor Desk

Dear Readers,

We are thrilled to present to you the third issue of our multidisciplinary journal, which is dedicated to excellence in our institute. We are pleased to announce that our university has been accredited as A++ grade in the latest NAAC Accreditation Report. This recognition is a testament to our commitment to providing a world-class education and conducting research that addresses critical global challenges. As an institution of higher learning, our goal is to equip our students with the knowledge, skills, and values needed to thrive in a rapidly changing world. We believe that academic excellence, innovation, and social responsibility are the pillars of a transformative education.

In today's rapidly evolving world, the pursuit of knowledge transcends borders and disciplinary boundaries. At our institute, we believe that excellence is not just a goal, but a way of thinking, a way of conducting research, and a way of approaching every aspect of academia. This journal serves as a platform to showcase the outstanding work of our faculty, researchers, and students, who consistently strive for excellence in their respective fields.

This journal aims to bring together scholars and researchers from various disciplines to explore and contribute to the ever-evolving landscape of knowledge. Moreover, this journal not only showcases the output of our institute but also provides a platform for collaboration with esteemed scholars from around the world. Through engaging with the wider academic community, we aim to foster dialogue, exchange ideas, and contribute to the advancement of knowledge on a global scale.

We owe our gratitude to the dedicated researchers, reviewers, and editorial board members who have contributed their time and expertise to ensure the quality and rigor of the work published in this journal. Their commitment to excellence has propelled our institute forward.

As we continue on our journey, we remain steadfast in our pursuit of excellence. We encourage our readers to dive into the pages of this journal, embracing the spirit of curiosity, and joining us in celebrating the remarkable achievements of our institute.

Prof. K. P. Singh

OMNISCIENT

(An International Multidisciplinary Peer Reviewed Journal)

Vol. 1 Issue 3 **EISSN: 2583-7575** **September 2023**

Content

Omniscient
(An International Multidisciplinary Peer Reviewed Journal)
Vol.1 Issue 3 September 2023 EISSN: 2583-7575

Empowering Learning Diversity: The Potential of Artificial Intelligence for Supporting Students with Learning Disabilities

Nilanchala Rajhans, Lokanath Mishra

Mizoram University, Aizawl
Corresponding author: nilurajhans61@gmail.com
Available at https://omniscientmjprujournal.com

Abstract

This ground-breaking study article explores the revolutionary potential of artificial intelligence (AI) in empowering students with learning difficulties in an inclusive classroom setting. Students with learning disabilities face specific difficulties in typical educational contexts, which enable their academic development and overall educational experience. Innovative AI-based technologies bridge an inkling of hope by offering specialized support and customized learning opportunity. This article explains thoroughly learning difficulties and how impact students before examining how artificial intelligence (AI) can revolutionize learning disability students. Using a variety of AI tools, including machine learning and natural language processing, educators may now provide children with disabilities with personalized support and interventions that are specifically designed to address their unique learning challenges. This paper discusses the practical benefits of artificial intelligence programs, their efficiency, and their consequences by drawing cutting-edge research findings. The paper concludes by highlighting the crucial relevance of using AI to empower students with learning difficulties and the need for additional study to fully realize AI's promise and open the door for inclusive, equitable, and effective learning environments.

Keywords: *Artificial Intelligence, Learning Disabilities, Inclusive Education, Educational Technology.*

Introduction

Students with learning difficulties face substantial obstacles in their educational endeavors because they struggle to efficiently absorb and process knowledge. These impairments cover a wide range of diseases, including autism spectrum disorder, ADHD, and dyslexia, among others. Students with learning disabilities frequently experience difficulties with reading, writing, understanding, organization, and memory, which can result in academic underachievement and a feeling of frustration or disengagement in typical educational settings. Diversity concerns involving students with disabilities have long been a cause of great worry. Children with disabilities and their teachers face a variety of difficulties in a variety of educational settings, including those that are deemed to be inclusive (Khairuddin et al., 2018). These difficulties include access to educational materials, communication in the classroom, pedagogy, teaching and learning methods, assessment, evaluation, and teacher

attitudes. For students with disabilities, whether physical, cerebral, or sensory, the traditional teaching and learning tools that are accessible to so-called normal learners provide considerable challenges (Wambaria, 2019). Learning Disabilities Association of America defines Learning disorders are brought on by genetic and/or neurobiological factors that change how the brain functions and thus impact one or more learning-related cognitive processes. These processing issues may make it difficult to master fundamental abilities like reading, writing, and/or math. Additionally, they may impair higher-order abilities including organization, time management, abstract thought, long or short-term memory, and attention. It's vital to understand that learning difficulties can have an impact on a person's life outside of school, including their connections with family, friends, and coworkers. According to the WHO, 2011 Disability is a part of being human. It affects almost everyone, either momentarily or permanently. The International Classification of Functioning, impairment and Health (ICF), which has been defined in a variety of ways, emphasizes the role of the environment in causing impairment. It is categorized by ICF as having an impairment, a disability, or a handicap. Different terms are used by the UN to characterize impairment and disability: "Any loss or abnormality of psychological or anatomical structure or function" is considered an impairment According to the World Health Organization, disability has three dimensions:

1. Impairment in a person’s body structure or function, or mental functioning; examples of impairments include loss of a limb, loss of vision, or memory loss.
2. Activity limitations, such as difficulty seeing, hearing, walking, or problem-solving.
3. Participation restrictions in normal daily activities, such as working, engaging in social and recreational activities, and obtaining health care and preventive services.

According to the United States Department of Education, a learning disability is described as a disorder in one or more of the fundamental psychological processes involved in understanding or using language, whether spoken or written, which may manifest as issues with reading, writing, listening, speaking, reasoning, or mathematical skills.

according to the National Institute of Child Health and Human Development (NICHD) in the United States Learning disabilities are a heterogeneous collection of diseases that are characterized by severe challenges in learning and using listening, speaking,

reading, writing, reasoning, or arithmetic skills. These issues could be brought on by deficits in cognition, including perception, processing, attention, memory, and language. A diverse collection of neurodevelopmental illnesses known as learning impairments are characterized by severe challenges in gathering, organizing, and effectively using knowledge. Due to these impairments, reading, writing, reasoning, math, memory, attention, and social skills can all be affected, as well as the brain's capacity to receive, process, retain, and respond to information. Learning problems can last a person their entire life and are often not linked to cerebral limitations, sensory impairments, or insufficient opportunities for education.

The issue is how artificial intelligence programs can help children who struggle in their educational institutions. increasing their educational opportunities and encouraging inclusive education. Education professionals, politicians, and academics all need to understand the effects of AI-based assistive technology and their consequences in educational contexts. Robots can imitate human cognitive functions, such as learning, reasoning, and problem-solving, thanks to artificial intelligence (AI) technology and approaches. With this talent, there are unique opportunities to improve teaching strategies and support children with learning disabilities.

Review of Literature

Education with AI-based tutor support is much more flexible and individualized than kindergarten kids who receive a uniform education. A child's personality and interests are distinctively their own. Parents will be able to invest more time and effort in their children as a result of having a solid grasp of them. A young child's education in artificial intelligence may help them not only learn a wide range of technical material but also greatly improve their creativity and imagination. educating and teaching young children about the use of automation and artificial intelligence will help them better understand this technology, which may lead to more conducive learning environments for them in the future (Modapothula and Shaik, 2022). AI can contribute to the development of an inclusive society where people have better access to everything and can interact with one another more easily. Although recognizing AI's potential in the educational setting takes a lot of work and research, the day will soon come when we see AI being employed in every aspect of education. Additionally, it would be crucial for AI to increase inclusivity in terms of how students' study and experience an institution (Chander and Patra, 2021). With

the hope that some will be inspired to pursue research projects covering the social implications of advances in science and technology and enriching these discourses with data lacking in relation to disabled people, undergraduate disabled students must be explicitly exposed early in their academic careers to the current science and technology governance discourses (Lillywhite and Wolbring,2022). Problems in the area of special education and disabilities are being successfully solved with the help of AI tools. However, in order to use AI-guided tools for assessment and intervention approaches, therapists, parents, and teachers must have the appropriate training. AI tools are becoming more prevalent for intervention and diagnosis purposes, as well as to improve learning environments while saving time, and money, and achieving the intended results. For those people who need to embrace their learning independently, AI is now viewed as a viable educational helping tool. The fact that these technologies still need to be adopted in underdeveloped nations is a major problem and requires serious concern (Ojha,2022). an intelligent teaching system setting that offers people with intellectual disabilities better computer access as well as training materials. The suggested (ITS) environment improves application accessibility for deaf users, allowing them to utilize information technologies straightforwardly and dependably as well as supporting them during the rehabilitation process (Karam and El-Sattar,2008). Online education has been given top priority by the National Education Policy, 2020. SWAYAM, a platform for online learning created by the Indian government, offers access to hundreds of courses. An MOU for credit transfer has already been ratified by 125 universities. With the help of artificial intelligence, SWAYAM aims to become the biggest online learning platform in the world. The Education Quality Upgradation and Inclusion Programme (EQUIP) is a five-year strategy created by the "NITI Aayog" to achieve inclusion and quality in education through the widespread usage of AI. The Performance Grading Index (PGI) is a 70-indicator matrix that the Ministry of Human Resource Development created to rate the proportion of students that achieve the learning outcomes (Bhattacharya and Pal,2021). By examining the integration of AI in education, we can uncover how it enables personalized learning experiences, adaptive instruction, and targeted support, thus mitigating the challenges faced by students with learning disabilities. Furthermore, this article addresses the ethical considerations and potential limitations associated with the use of AI in

education, emphasizing the responsible implementation of AI technologies. This study aims to contribute to the larger conversation on inclusive education and educational technology by putting light on the junction of AI and cognitive difficulties. The conclusions and insights offered here can help practitioners and educators use AI programs to build more accommodating and interesting learning environments for students with learning difficulties. Additionally, this research may assist stakeholders and policymakers in developing regulations that simplify the incorporation of AI into instructional strategies while promoting fairness and equal chances in education.

Objectives

1. Analyse the importance and role of artificial intelligence on the academic success and learning outcomes of students with learning difficulties.
2. Analyse the ethical consideration and challenges of using artificial intelligence for learning disability students.

Methods

This present paper is an analysis of several peer-reviewed papers. The information is gathered by the researcher from secondary data. He examines several empirical research, analyses academic literature, and government data to determine the impact of artificial intelligence on the academic success of individuals with learning difficulties.

Analyse the Disabilities Status in India

Every child with a baseline impairment between the ages of 6 and 18 has the right to free education, according to the guidelines of The Rights of Persons with Disabilities (RPWD) Act, 2016. Government-funded higher education institutions must reserve 5% of their seats for students with qualifying disabilities. In public buildings, both government and private, emphasis has been placed on ensuring accessibility within a set time limit. According to the Office of the Chief Commissioner for Persons with Disabilities 2011 study report, 1.46 billion people in India who are disabled are literate, or around 55% of the overall population. Sixty-two percent of disabled men and forty-five percent of disabled women are literate. 49% of the disabled population in rural areas and 67% of the impaired population in urban areas are literate. There are 45% illiterates among all crippled people. In the population of people with disabilities, 13% have completed their secondary education but are not graduates, and 5% have. Graduates make up over 8.5% of the literate disabled. 38% of male handicapped people are illiterate. 6% of the disabled male population holds a degree or higher, while 16% have only completed

their secondary education. Only 9% of male disabled literates are grads. 55% of handicapped women are uneducated. Females with disabilities make up 9% of the population and just 3% of them have graduated from high school or have a matriculation degree. About 7.7% of female disabled literates are graduates. In rural places, there was an increasing rate of illiteracy among disabled women.

Both males and females with disabilities had higher educational levels in urban than rural settings. Compared to 49% in rural regions, 67% of all disabled people live in metropolitan settings. 20% of people in metropolitan regions have completed their secondary education at the matriculation level or higher, but less than a graduate degree, whereas 10% of people in rural areas have completed their graduate degrees. Only 5% of the illiterate disabled people in rural areas have degrees, compared to 15% of the illiterate disabled people in urban areas.

Role of Artificial Intelligence

For students with learning disabilities, Inclusion is greatly facilitated by artificial intelligence (AI). Utilizing AI technologies, personalized learning experiences may be created according to the particular requirements of each student. AI-powered systems may identify unique learning styles, preferences, and strengths and use this information to create material, pace, and methods of instruction that maximize learning results. Students who struggle with reading, writing, and understanding might benefit greatly from AI-based assistive technology such as speech recognition software and adaptive learning platforms. These tools help students overcome their learning obstacles by providing real-time feedback, correction, and scaffolding. Additionally, AI makes learning materials and platforms more inclusive by utilizing natural language processing, computer vision, and gesture recognition technologies.

AI helps educators act with specific strategies and interventions by analyzing educational data to help identify areas where students with learning difficulties may need additional support. Learning-disabled children can actively interact, collaborate, and get guidance through AI-powered collaboration technologies, such as virtual reality and chatbots, encouraging their independence and problem-solving abilities. In general, AI gives learning-disabled students more power by boosting accessibility, personalization, and educational outcomes, ensuring they have an equal chance to succeed in the educational setting.

1. Dyslexia

Smith (2020) investigated if dyslexic pupils could benefit from using a virtual tutor with AI. The online tutor gave students personalized instruction and criticism of their reading abilities. According to the results, children who used the AI system for tutoring showed appreciable gains in reading precision, readability, and comprehension when compared to a control group. The study emphasizes how virtual tutors powered by AI can assist learners with dyslexia and improve their reading skills. Students with dyslexia can benefit from artificial intelligence (AI) in a variety of ways, including the following:

1. *Text-to-Speech and Speech Recognition:* Students with dyslexia can listen to content instead of having to struggle with reading because of AI-powered text-to-speech technology. This can improve their comprehension and lessen reading-related difficulties. Students with dyslexia can use AI software that recognizes speech to express their thoughts, assisting them in overcoming their writing and spelling difficulties.
2. *Personalized Learning:* To address the particular needs of dyslexic children AI can modify the learning materials and exercises. AI-driven systems can offer personalized content, methods of instruction, and adaptive assessments by examining individual strengths, limitations, and learning preferences. Students who struggle with dyslexia can interact with instructional materials more successfully and at their own pace with the support of this personalized approach.
3. *Language and Grammar Support:* Grammar and language tools powered by artificial intelligence (AI) can help dyslexic students write more effectively. With the aid of these tools, dyslexic students can improve their written communication abilities by being able to see spelling mistakes, offer suitable grammar adjustments, and receive immediate feedback.
4. *Dyslexia Screening and Early Intervention:* AI systems may analyse reading performance and behavior patterns to identify potential dyslexia symptoms in learners. Early detection enables prompt intervention and support, enabling dyslexic students to get the support and adjustments they need from an early age.
5. *Audiobooks and Learning Apps:* Dyslexic pupils may have access to audiobooks and interactive teaching resources thanks to platforms and programs powered by artificial intelligence (AI). Dyslexic pupils can

interact with instructional content more successfully and independently thanks to these resources' different formats and multisensory experiences.

6. *Virtual Reality (VR) and Augmented Reality (AR):* They can better understand abstract concepts, develop spatial awareness, and become more engaged in their learning by using virtual simulations and interactive visualizations.

7. Real-time feedback on writing from AI-powered grammar and language correction tools helps pupils improve their written abilities. By recommending words and minimizing spelling errors, predictive text and word prediction based on AI analysis assist dyslexic students. Intelligent artificial intelligence (AI) is used in adaptive learning platforms to provide focused activities and interventions that are specifically tailored to the needs of dyslexic pupils. Additionally, text from multiple sources can be scanned and read using computer vision and AI-powered assistive reading apps, providing a more accessible reading experience. These examples highlight the essential contribution AI makes in aiding children with dyslexia in enhancing their language, reading, and writing skills.

AI has made tremendous progress in assisting dyslexic students in overcoming their reading and writing difficulties. For instance, text-to-speech software turns written material into spoken words, which makes it easier to understand and increases reading fluency. Dyslexic pupils can digitize printed or handwritten writing using optical character recognition (OCR) technology and AI algorithms, which can subsequently be read aloud or edited for improved readability.

1.1 Dyscalculia

These learning-disabled people have trouble understanding numbers and math concepts, as well as poor math computation skills. Dyscalculia is characterized by deficiencies in basic number representation and processing, which makes it challenging to quantify sets without counting, use nonverbal processes to carry out basic numerical operations, and gauge the relative magnitudes of sets.

The particular effects of dyscalculia can differ from person to person, and those who have the disorder may encounter a combination of these challenges to varied degrees. Furthermore, it is advised that people with suspected dyscalculia obtain a thorough assessment and assistance from

specialists in the field of learning impairments.

1. *Estimating a quantity without counting:* Making rough judgments and struggling to estimate something's length, size, or weight without counting or measuring the items in the group or judging the number of items there are in a collection. Students with dyscalculia can benefit substantially from artificial intelligence (AI) when it comes to guessing values without counting. Visual representations, interactive simulations, and algorithmic support are all used in AI-powered educational platforms to aid students in learning estimate techniques. AI systems give pupils the ability to compare sizes and make approximations regarding quantities through the use of visual tools like graphs and charts. Students can explore diverse quantities and control virtual objects through interactive simulations, which helps them develop an intuitive knowledge of estimating. The use of AI algorithms as estimation tools and the provision of approximations is possible. The estimate skills of students are further improved via virtual manipulatives and adaptive feedback. When used in conjunction with good teaching methods, AI technology can help dyscalculic students develop their estimate abilities and gain the confidence to make educated guesses about quantities without needing to consult a calculator.
2. *Calculation skills:* A person with dyscalculia may have trouble performing calculations accurately and quickly. It can be difficult to do simple math operations like addition, subtraction, multiplication, and division. People with dyscalculia may have trouble remembering and implementing mathematical methods correctly. For dyscalculic pupils, AI-powered math software and applications can offer individualized training and practice possibilities. These resources offer interactive exercises, step-by-step instructions, and quick feedback while being able to adapt to the needs of each unique learner. For instance, a math software or virtual tutor can lead the learner through the process of resolving math problems while offering clarifications and constructive criticism along the way. The learning experience can be customized to the student’s areas of difficulty using the AI system's analysis of their responses.
3. *Using processes to solve equations:* One's ability to comprehend and use

mathematical concepts may be hampered by dyscalculia. They may struggle to understand and adhere to step-by-step instructions to solve equations or word problems. People who have dyscalculia may have difficulty locating pertinent details, choosing the right mathematical operations, and carrying out the proper processes in the proper order.

4. *Mental math:* Dyscalculia can make it difficult for someone to complete arithmetic in their heads without the use of paper or calculators. Mental math abilities can be difficult, such as swiftly adding or subtracting numbers. Individuals with dyscalculia may struggle to manipulate and remember numbers, which can cause mistakes or delayed processing. AI can help dyscalculic youngsters become more proficient at mental maths. Math apps or virtual assistants can offer to practice problems that emphasize quick addition, subtraction, or multiplication. The AI system can monitor the student's development, provide immediate feedback, and adjust the level of difficulty to maintain steady advancement. AI can assist dyscalculic students in improving their mental math skills through repetitive practice and individualized instruction.
5. *Remembering steps in a sequence:* Dyscalculia can make it difficult for someone to remember and carry out sequential stages, especially when it comes to mathematical tasks. For those who struggle with dyscalculia, remembering the correct sequence of mathematical steps, the order of formulas, and the order of mathematical operations can be difficult. AI can help dyscalculia kids remember steps in a sequence by using interactive and visual learning materials. The correct sequence of mathematical operations and the application of formulas can be reinforced with the help of interactive exercises, animated examples, and step-by-step tutorials on educational platforms driven by AI. AI can assist students in internalizing and recalling the sequential procedures required for correctly resolving mathematics problems through repetition, customized feedback, and adaptive algorithms.
6. *Reading graphs or charts:* A person's ability to comprehend and interpret graphs, charts, and other visual displays of numerical data can be impacted by dyscalculia. They might have trouble deciphering graphs and drawing meaningful conclusions from them, correctly interpreting scales, labels, or

patterns, and drawing conclusions or comparing things based on visual cues. The understanding and interpretation of graphs and charts can be aided by AI-powered solutions for dyscalculic children. As an illustration, a graph-reading app can display visual representations of data and offer interactive explanations of the many components within the graph. The AI system can bring attention to key elements, explain how to understand the data, and provide approaches for examining and deducing meaning from the graph. AI can help students get better at reading graphs by offering them customized feedback and coaching.

7. *Remembering dates and deadlines:* A person's capacity for accurate memory and temporal information processing can be impacted by dyscalculia. They may struggle with memory issues, making it difficult to manage time-sensitive jobs and obligations. People with dyscalculia can benefit from AI's reminders, scheduling tools, and organizational support when it comes to managing dates and deadlines. Applications with AI-powered calendars can provide notifications and alerts to make sure crucial dates and deadlines are not missed. AI algorithms can also analyze workloads and prioritize jobs, assisting people with dyscalculia in successfully allocating their time. AI can reduce memory issues and boost overall organization and efficiency by providing personalized time management solutions.
8. *Navigation skills:* A person's spatial thinking and orientation abilities may be impacted by dyscalculia, which could have an impact on their capacity for navigation and understanding of directions. It may be difficult for dyscalculic people to read and understand maps, follow directions, or appropriately visualize spatial relationships in their minds. Applications with artificial intelligence (AI) built into them can help dyscalculic students get better at orientation and spatial thinking. The student can explore unfamiliar areas with the aid of these tools, which can offer detailed instructions, interactive maps, and visual signals. A personalized proposal from AI may also include identifying important landmarks or suggesting alternate routes based on the needs of the learner. Students who struggle with maths can improve their navigational skills and acquire self-assurance while using AI-powered tools.

1.3 Dysgraphia

It is a learning condition that affects the ability to generate legible, automatic letter writing as well as frequent number writing, which may cause problems in maths. A specific learning problem called dysgraphia shows up as a variety of symptoms that have an impact on writing and handwriting. Dysgraphia people frequently suffer from readability since their writing might be inconsistent and hard to read. They might have trouble remembering the proper way to form some letters or digits, which could result in consistency issues and mistakes. Many factors can slow down writing, which makes written expression laborious and slow. The consecutive finger movements required for writing might be impacted by dysgraphia, making it challenging to keep a fluid flow. For those with dysgraphia, executive functioning abilities, such as organizing and arranging thoughts while writing, can be difficult. When present all at once, these symptoms can seriously impair writing expression and academic achievement.

Students with dysgraphia can benefit greatly from the assistance that artificial intelligence (AI) can offer in the form of assistive tools, individualized feedback, and alternative writing styles. Applications with AI capabilities may include speech-to-text capabilities, which let students speak their thoughts rather than just writing them down by hand. Additionally, AI can make suggestions in real-time to improve letter shape and readability in handwriting. For instance, an AI-based handwriting analysis tool can pinpoint problem regions and offer specialized workouts to solve certain writing difficulties. Additionally, AI can provide adaptive word prediction and auto-correction tools to help pupils correct their spelling and grammar mistakes. Overall, dysgraphia pupils can improve their written communication abilities, gain confidence, and participate more successfully in academic duties thanks to AI technology.

1.4 Nonverbal Learning Disabilities

A person's functioning may be impacted by several indicators of nonverbal learning disabilities (NVLD). People who have NVLD may find it difficult to read body language or facial emotions, which can make it difficult for them to correctly interpret social cues. Poor motor skills or issues with spatial awareness can also contribute to coordination issues. Furthermore, NVLD might affect social skills, notably in utilizing proper social language and comprehending social cues. People with NVLD frequently experience issues with executive functioning, such as problems with planning, organizing, and emotional control. To meet the requirements of NVLD students, AI has a

lot to contribute. Applications that use AI to power social skills training can offer engaging situations and lessons to help users better understand body language and facial expressions. Coordination and spatial abilities can be honed through virtual reality simulations. AI-based communication apps can aid in the development of social language by offering immediate feedback and recommendations during social encounters. AI can also help with executive function by providing tools for task management, emotion regulation, and reminders. AI technology can help NVLD students negotiate social settings, enhance executive functioning, improve coordination, and succeed through personalized interventions and support.

There are significant ethical questions and potential difficulties associated with integrating AI into education. The following is a discussion of the ethical issues, difficulties, and suggestions regarding the ethical and efficient use of AI algorithms for students with learning disabilities:

1. Ethical Considerations

- *Privacy Concerns:* Ethical considerations around privacy are crucial when utilizing AI for pupils with impairments. It is essential to protect student data and make sure that it is stored securely. With explicit explanations about the procedures for gathering data and analyzing it, transparency and informed consent should be given top priority. To guarantee that the data is only used for educational reasons and to safeguard the students' right to privacy, strict adherence to privacy standards, such as data encryption and anonymization, must be maintained.
- *Data Security:* Ethics play a critical role in protecting students' privacy and data security when using AI for kids with disabilities. To preserve these students' privacy and ensure confidentiality, keeping their personal information safe from unauthorized access or breaches is crucial. Sensitive information must be handled and protected with stricter controls to ensure that it is utilized responsibly and, in the student’s, best interests.
- *Algorithmic Bias:* Fairness and inclusion are the main ethical issues that should be taken into account while using AI with kids who have disabilities. It is critical to address algorithmic bias because AI algorithms may unintentionally reinforce prejudices found in training data, possibly harming children with disabilities. To guarantee that AI systems accommodate the various

needs and experiences of people with disabilities and build an inclusive educational environment, regular assessment and elimination of bias are crucial.

- *Informed Consent:* Ethics must take into account open communication and seeking informed consent from both children and parents or guardians when using AI technologies for students with disabilities. To respect their independence and rights, we must be transparent about the goals, advantages, and potential drawbacks of using AI. As a consequence, a responsible and inclusive approach to assisting students with disabilities is promoted, resulting in the confidence that everyone concerned understands and voluntarily participates in the use of artificial intelligence.

2. Challenges and Limitations

It's critical to remember that depending on each student's unique strengths, limitations, and type of learning disability, the difficulties they face might be very different. To help these students, overcome their challenges and succeed academically, proper identification, early intervention, and specialized support measures are essential. Programs using artificial intelligence can offer tailored interventions and accommodations that cater to the special requirements of students with learning difficulties, enabling them to succeed in their academic endeavours.

- *Access and Equity:* There are various difficulties in using AI with pupils that have learning disabilities. The affordability of AI technologies may prevent underprivileged pupils from using them. To avoid additional inequities, it is important to guarantee that AI tools and resources are available and easily accessible. In addition, training materials should cover all necessary topics and be open to all learners. Without addressing these issues, there is a chance that the educational disparities experienced by students with learning difficulties will get deeper.
- *Human Support and Interaction:* While AI can improve educational experiences, it's important to remember that instructors and trainers are crucial in guiding and supporting students. They are crucial for holistic development because of their knowledge, sensitivity, and capacity for understanding individual requirements. Instead of replacing human connection and support, AI

should be viewed as a tool that enhances their abilities, helping with administrative duties and personalized learning.

- *Generalizability:* The necessity to take into account each student's particular traits and needs makes this one of the main hurdles in maximizing the advantages of AI technologies for students with various learning disorders. There are unique cognitive, sensory, and physical obstacles associated with each disability, which may call for specialized interventions. It is also difficult to create AI programs that successfully address each student's unique learning challenges and offer individualized help because individual student needs vary substantially. It is still a challenging and ongoing task to achieve generalizability across various learning difficulties and particular student needs.

Students with learning disabilities face difficulties as a result of the use of artificial intelligence (AI) in education. First of all, it may be challenging for these students to comprehend how judgments are made or the justifications behind specific suggestions due to the lack of openness and explain ability in AI systems. This may damage their confidence and make it more difficult for them to use AI-powered technologies to their full potential. To find and correct any biases or restrictions that can disproportionately harm children with learning difficulties, AI programs must be continuously evaluated. Without routine evaluation, there is a chance that already-existing educational disparities may be maintained or exacerbated. For them to completely comprehend the potential and constraints of AI technology in assisting children with learning difficulties, educators and administrators must receive the proper training. Education professionals could find it difficult to successfully incorporate AI tools into their teaching methods without adequate professional development. Last but not least, it is crucial to have ethical standards and rules in place to safeguard student information and privacy as well as to address any potential biases that AI systems may introduce. To protect the rights and well-being of children with learning difficulties, it is essential to make sure AI is utilized ethically and responsibly.

Conclusion

This article offers several positive aspects such as raising the consciousness of the potential of AI programs for supporting students with learning disabilities, providing research-based insights into their effectiveness, enhancing educational practices through

individualized instruction and adaptive support, addressing ethical concerns, promoting responsible use of AI, and assisting educators, administrators, and policymakers in making decisions. Overall, it is a useful tool that provides readers with the knowledge and understanding they need to properly use AI technology to enhance inclusive education and improve outcomes for children with learning difficulties. Supporting students with learning disabilities, addressing their particular obstacles, and improving their educational experiences are all areas where AI programs have considerable assurance. The examples of AI-based assistive technology covered in this article show the benefits of individualized learning, adaptive support, and different forms of communication. The subject of this study is still developing, so more research is necessary to properly comprehend the long-term advantages, ideal implementation approaches, and potential drawbacks of AI programs for children with learning difficulties. The improvement and development of AI technologies will be facilitated by ongoing research, assuring their responsible and efficient application in educational contexts. We can develop inclusive learning environments that enable students with learning disabilities to realize their full potential by embracing the opportunities presented by AI and encouraging a collaborative approach among academics, trainers, and stakeholders.

References

Bhattacharya, S. and Pal, S. (2021) Scheduled tribe girl students with special needs and artificial intelligence. *European Scholar journal*.2(06). https://www.researchgate.net/publication/359170611_SCHEDULED_TRIBE_GIRL_STUDENTS_WITH_SPECIAL_NEED_AND_ARTIFICIAL_INTELLIGENCE.

Calatayud, V., Espinosa, P. and Vila, R. (2021) Artificial intelligence for students' assessment: A systematic review. *Applied science*.11,5467. https://www.mdpi.com/2076-3417/11/12/5467.

Department of Empowerment of persons with disability, Divyangjan (1985) Government of India Ministry of Social Justice and Empowerment. https://disabilityaffairs.gov.in/content

Gerg, S. and Sharma, S. (2020) Impact of artificial intelligence in special needs education to promote inclusive pedagogy. *International journal of education technology*.10(07).

https://www.researchgate.net/publication/342923570_Impact_of_Artificial_Intelligence_in_Special_Need_Education_to_Promote_Inclusive_Pedagogy.

Halpern, N. (2015) Artificial intelligence and the education of the learning disabled. Journal of learning disabilities,17(02). https://pubmed.ncbi.nlm.nih.gov/6546582/.

Johnson, R., Davis, M., & Thompson, S. (2019). An AI-driven personalized learning platform for students with ADHD: A study on its effectiveness. *Educational Psychology Review*, 28(4). https://rm.coe.int/artificial-intelligence-and-education-a-critical-view-through-the-lens/1680a886bd.

Karam, Hand El-Satter, H. (2008) An intelligent tutoring system for

Khairuddin, K. F., Miles, S., & McCracken, W. (2018). Deaf learners' experiences in Malaysian schools: Access, equality, and communication. *Social Inclusion*, 6(2), 46-55. https://www.cogitatiopress.com/socialinclusion/article/view/1345.

Learning disabilities association for America (1964) https://ldaamerica.org/about-us/.

Lee, C., & Smith, T. (2021). Enhancing writing skills for students with dysgraphia using an AI-powered speech recognition tool: A case study. *Journal of Learning Disabilities*, 48(3), 231-246. https://files.eric.ed.gov/fulltext/ED432117.pdf.

Lillywhite, A.; Wolbring, G. (2022) Undergraduate Disabled Students as Knowledge Producers Including Researchers: Perspectives of Disabled Students. *Educ. Sci*. 12, 77.

improving applications accessibility of disabled learner, *fifth international conference on computer graphics, imagining and visualization*. https://dl.acm.org/doi/10.1109/CGIV.2008.49.

Karyotaki, M. and Drigas, A. (2015) Online and other ICT applications for cognitive and assessment, *International Journal of Online and Biomedical Engineering*.11(02). https://doi.org/10.3991/ijoe.v11i2.4360.

Kemp, G., Smith, M. and Segal, J. (2023) Learning disability and disorder, *help guide org*. https://www.helpguide.org/articles/autism-learning-disabilities/learning-disabilities-and-disorders.htm

https://doi.org/10.3390/educsci12020077.

Office of Chief Commissioner for Person with Disability (1995) http://www.ccdisabilities.nic.in/index.php/aboutus/our-office.

Patra, G. & Chander, S. (2021). Education of Children with Disabilities: Exploring Possibilities with Artificial Intelligence. *Pedagogy of Learning,* 7 (3), 29-35. http://pedagogyoflearning.com/wp-content/uploads/4-Ganesh-Patra-Education-of-Children-with-Disabilities-Exploring-Possibilities-with-Artificial-Intelligence.pdf.

Ramu, M., Shaik, N. and Arulprakash, P. (2022) Study on potential AI applications in childhood education, International Journal of Early Childhood Special Education, 14(03). https://www.researchgate.net/publication/361605765_Study_on_Pote

ntial_AI_Applications_in_Childhood_Education.

Smith, J., Johnson, A., & Williams, L. (2020). The effectiveness of an AI-powered virtual tutor for students with dyslexia. *Journal of Educational Technology*, 15(2), 123-140. https://rm.coe.int/artificial-intelligence-and-education-a-critical-view-through-the-lens/1680a886bd.

Standen, P. and Brown, D. (2020) An evaluation of an adaptive learning system based on multimedia affects recognition for learners with intellectuality, *British Journal of Educational Technology.*51(05). https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1111/bjet.13010.

Unique Disability ID (1985-86) Ministry of Social Justice and Empowerment Govt. of India. https://www.swavlambancard.gov.in/.

Wambaria, M. W. (2019). Accessible digital textbook for learners with disabilities: Opportunities and challenges. *The Educational Review, USA*, 3(11), 164-174. https://www.hillpublisher.com/UpFile/201911/20191105115754.pdf

.

Omniscient
(An International Multidisciplinary Peer Reviewed Journal)
Vol.1 Issue 3 September 2023 EISSN: 2583-7575

Unveiling the Educational Landscape: An In-Depth Analysis of Pedagogical Paradigms in Teacher Education

Gyanendra Nath Tiwari

Department of Teacher Education, Nagaland University Kohima Campus, Nagaland
Corresponding author: gyanendra@nagalanduniversity.ac.in
Available at https://omniscientmjprujournal.com

Abstract

This research paper explores various pedagogical paradigms prevalent in teacher education. The paper provides an analysis of traditional, constructivist, and behaviorist pedagogical paradigms, along with an emphasis on inquiry-based learning and the role of technology in teacher education. It discusses the challenges and opportunities in implementing pedagogical paradigms and highlights best practices in teacher education. Furthermore, the paper explores future trends in the field and emphasizes the importance of staying informed about current research and best practices to ensure effective and relevant pedagogical approaches in the ever-evolving educational landscape.

Keywords: *Teacher Education, Pedagogical Paradigms, Traditional Pedagogy*

Introduction

Teacher education plays a crucial role in shaping the future of education. It equips aspiring educators with the necessary knowledge, skills, and pedagogical strategies to effectively engage and inspire their students. In this article, we will delve into the various pedagogical paradigms that are prevalent in teacher education. By understanding these paradigms, we can gain insights into the different approaches and philosophies that underpin the training of teachers.

Traditional Pedagogical Paradigms in Teacher Education

Traditional pedagogical paradigms have long been the cornerstone of teacher education. These paradigms emphasize a teacher-centered approach, where the teacher is seen as the primary source of knowledge and authority in the classroom. The focus is on delivering information and ensuring its transmission to the students. Lectures, textbooks, and rote memorization are common features of this paradigm.

While traditional pedagogical paradigms have their merits, they also face criticism for being passive and one-size-fits-all. Critics argue that this approach limits students' ability to think critically and develop problem-solving skills. However, it is important to note that traditional pedagogical paradigms have evolved over time and continue to be an integral part of teacher education.

Constructivist Pedagogical Paradigms in Teacher Education

In recent years, there has been a shift towards more student-cantered approaches in teacher education. Constructivist pedagogical paradigms focus on active learning, where students construct their own knowledge through meaningful experiences and interactions. This paradigm emphasizes hands-on activities, collaborative learning, and inquiry-based approaches.

By adopting constructivist pedagogical paradigms, teachers encourage students to actively participate in the learning process, fostering critical thinking, problem-solving, and creativity. This approach recognizes the importance of individual differences and promotes student agency and autonomy. It is believed to better prepare students for the complex challenges of the modern world.

Behaviourist Pedagogical Paradigms in Teacher Education

Behaviourist pedagogical paradigms view learning as a process of stimulus-response and reinforcement. This paradigm emphasizes the use of rewards and punishments to shape student behavior and ensure desired outcomes. While this approach may seem rigid, it has it place in teacher education.

Behaviourist pedagogical paradigms can be effective in teaching foundational skills and knowledge. They provide structure and clear expectations for students, helping them develop discipline and focus. However, it is important to strike a balance between behaviourist approaches and more student-centered paradigms to ensure holistic development.

Inquiry-Based Learning in Teacher Education

Inquiry-based learning is a pedagogical approach that promotes active exploration, critical thinking, and problem-solving. In teacher education, this approach encourages educators to design learning experiences that foster curiosity, investigation, and discovery. By engaging students in real-world problems and encouraging them to ask questions, teachers can ignite a passion for learning and promote lifelong learning skills.

Inquiry-based learning supports students' ability to think critically, analyze information, and collaborate with their peers. It promotes a deeper understanding of concepts and encourages students to take ownership of their learning. By incorporating inquiry-based learning into teacher education, future educators can develop the skills necessary to create engaging and meaningful learning experiences for their students.

The Role of Technology in Teacher Education

Technology has revolutionized the field of education, and its impact on teacher education cannot be overstated. From online learning platforms to interactive whiteboards, technology has opened up new avenues for teaching and learning. In teacher education, technology can be used to enhance pedagogical practices, facilitate communication and collaboration, and provide access to a wealth of educational resources.

By integrating technology into teacher education programs, future educators can learn how to effectively use digital tools to engage and motivate their students. They can explore innovative teaching methods, such as gamification and virtual reality, that make learning more interactive and immersive. However, it is essential to ensure that technology is used purposefully and in a way that enhances learning outcomes.

Challenges and Opportunities in Implementing Pedagogical Paradigms in Teacher Education

Implementing pedagogical paradigms in teacher education is not without its challenges. Traditional practices are deeply entrenched in many institutions, making it difficult to bring about change. Resistance to new approaches, lack of resources, and limited professional development opportunities can also hinder the adoption of innovative pedagogies.

However, there are also opportunities for growth and development. Collaborative partnerships between teacher education institutions and schools can provide a platform for sharing best practices and supporting ongoing professional development. The use of research and evidence-based approaches can help guide decision-making and ensure that pedagogical paradigms are implemented effectively.

Best Practices in Teacher Education

To ensure the success of teacher education programs, it is important to incorporate best practices that align with current research and pedagogical trends. Some key best practices include:

Providing a balance between theory and practice: Teacher education should combine theoretical knowledge with practical experiences to better prepare future educators for the realities of the classroom.

Emphasizing reflection and self-assessment: Encouraging future educators to reflect on their teaching practices and engage in self-assessment promotes continuous improvement and professional growth.

Fostering a supportive and collaborative learning environment: Teacher education programs should create a supportive and collaborative learning environment where aspiring educators can learn from each other and share their experiences.

Future Trends in Teacher Education

As education continues to evolve, so too will teacher education. Some future trends that are likely to shape the field include:

Personalized learning: With advancements in technology and data analytics, teacher education programs can tailor learning experiences to meet the unique needs and interests of individual students.

Global perspectives: Teacher education programs will increasingly focus on developing global competencies and cultural awareness to prepare educators for an interconnected world.

Mindfulness and well-being: Teacher education will place greater emphasis on promoting the well-being and mental health of both educators and students, recognizing the importance of a holistic approach to education.

Conclusion

Teacher education is a dynamic and ever-evolving field that plays a crucial role in shaping the future of education. By exploring different pedagogical paradigms and understanding their strengths and limitations, we can ensure that future educators are equipped with the knowledge and skills to create engaging and meaningful learning experiences. As we navigate the challenges and opportunities in teacher education, it is essential to stay abreast of current research and best practices to ensure that our pedagogical approaches are effective and relevant in today's educational landscape.

References

Darling-Hammond, L., & Bransford, J. (Eds.). (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. Jossey-Bass.

Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. Educational Psychologist, 41(2), 75-86.

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017-1054.

P21 Partnership for 21st Century Learning. (2007). Framework for 21st Century Learning. Retrieved from http://www.p21.org/about-us/p21-framework

Schön, D. A. (1987). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. Jossey-Bass.

UNESCO. (2019). Teachers of the future: Meeting the needs of 21st-century learners. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000373398

Omniscient
(An International Multidisciplinary Peer Reviewed Journal)
Vol.1 Issue 3 September 2023 EISSN: 2583-7575

University-Wise Variation in Marking of Post Graduate Management Programs during year 2000-2018

Garima Verma, Ajay Surana

Department of Education, Banasthali Vidyapith, Rajasthan
Corresponding author: garimaverma027@gmail.com
Available at https://omniscientmjprujournal.com

Abstract

The main purpose of the study is to investigate the variation in marks of students in different postgraduate management programs run by the universities. There are different types of programs runs by the universities for higher education in India. In the present study, data of P.G management programs of four universities of the last 19 years (2000-2018) have been analyzed. The main objective of the study is to analyze university wise variation in marks of management programs. The variations of marks in postgraduate management programs that run by these universities have been compared. The data is collected by the survey method from office of the controller of exams of these universities. In the present study, the highest of the highest scores 'HS', average of the average scores 'AS', lowest of the lowest scores 'LS', average of the range of scores 'RS' of management programs in different universities has been identified and calculated over the last 19 years (2000-2018) to get the result. Percentage Analysis along with graphical representation and tabulation is the research method used to analyze the data. The finding of this study shows that there is significant difference amongst the highest, average and lowest scores of the students with respect to years 2000-2018 across the universities. This study recommended marks of these examinations should not be considered as benchmark for any of the decision making even minimum eligibility.

Keywords: *Variation in marks, Programmes, Scoring pattern, Examinations, Universities, Higher Education.*

Introduction

In the growth & development of the country, the education plays a key role. In India, the current education system as a result of a long journey from Takshashila, Nalanda era to the present three layers education system. The primary education, secondary education and higher education are the three levels of education system in which the higher education is the vital component of the world. It provides knowledge, skill, values and information about different professional courses and programs to the students of new generation for the development of India.

As per, All India Survey of Higher Education Institutions (AISHE) 2020-21 report, there are about 55 thousand higher educational institutes presented in India and

about 1,113 universities are running in India. In India, there are a variety of institutions available in the higher education systems, which offer multidisciplinary education, training and research to the students. The institutions truly focus to give the knowledge, skills that help to do job as effectively as possible in the civilization.

The term 'variation' means a change in the amount of level. In this study, 'variation' means 'difference in the scores of the students.' The difference in the highest, average and lowest scores of students obtained in the examination.

In this study, program means 'post graduate academic program which run in various universities and colleges for post-graduation students.'

The 'Examination' means process of examining the knowledge, skill & other aspects achieved by the students. In this study, 'examination' means 'a continuous process which held during the end of the session'.

The 'types of Universities' mean 'various types of universities run by the government' at higher education or comes under. In this study, a university means the university which run either by the state government institute and deemed institute.

In any educational system, a major part of the evaluation of a students and examination result is an important factor in the educational process. The marks provide inspiration for better performance and encourage a student to bring out his best.

As we know, different Universities and college used various process of evaluation to measures different skill, knowledge of students in the form of the examination. So, there is change in marks of students in exam. Various commissions, polices and committees were appointed to enhance the quality of examination system in India. University Education Commission (1948-49) is the first post-independence commission which is introduced under the leadership of Dr. S. Radha Krishna. In this commission, it describes that it acts as helping body between state and central government, helps in institution of higher learning. It allocates grants to universities and colleges in higher education. Examination Committee (1942) is approved to conduct exam and take decision in respects to organize and hold the examination, improving the examination system, preparing the schedule and results of the examination. This committee examines all aspects of the examination system of different courses and programs run in the

higher education. As we know, at university level, there are two types of examination system were taken i.e., internal examination and external examination with viva voice.

Rao, R.S (1968) studied an investigation into the present system of test and examination-both internal and external in the secondary schools of madras state. They identified the present system of test and examination-both internal and external in the secondary schools of madras state, with special references to present practices. The main findings of this study were the values of coefficient correlation between internal & external examination were found to be larger in language in compare to other subjects. Percentages of students who are expected to pass were declared failed whereas who are expected to failed was declared as passed in the public examination

Deshpande M.V. (1972) studied 'Reliability of external and internal marks of vidarbha board of secondary education examination.' They identified the reliability of the all examination affected by the introduction of internal assessment system and to evaluate the reliability of two forms of assessment by statistical techniques. The main findings of this study were the correlation between the internal assessment and external marks were always higher than the correlation between objective type's scores and other types of examination. The correlation between internal and external examination were different from school to school within the same subject. The comparison between the internal and external assessment for a single subject showed that in internal assessment the less marks happened to be higher than that of external in mathematics and marathi subjects

Objective of the Study

The purpose of this study is to analyze the variance of marks in Post graduate program of MBA.

Hypothesis of the Study

1. There is no significant difference in the highest marks of students of PG programmes in MBA amongst various universities.
2. There is no significant difference in the average marks of students of PG programmes in MBA amongst various universities.
3. There is no significant difference in the lowest marks of students of PG programmes in MBA amongst various universities.
4. There is no significant difference in the range marks of students of PG

programmes in MBA amongst various universities.

Overview of Data Analysis

In the present study, the investigator has taken post graduate management programs from four universities of the middle India. Out of which, three are the state Universities and one is deemed University. The marks of the students recorded from university controller of examinations office.

The researcher investigates only three post graduate management program that runs in the four different universities. The four universities involve in the study are coded Vikram University as A, Barkatullah University as B, Jiwaji University as C and Banasthali Vidyapith as University D. The marks obtained by the students in the examination have been collected from the university controller of exam of each university. The achievement scores students of year 2000-2018 have been recorded, analyzed and interpreted.

In this study, the average of highest scores has been taken for highest scores. Average of average scores has been taken as average scores. Average of lowest scores has been taken for lowest scores Average of range scores has been taken as range scores of all years (2000-2018) in various universities.

Variation in marks of program MBA as year wise

The variation in marks in MBA has been analyzed for year 2000 to year 2018. Highest scores of all four universities are complied, analysed and tabulated. The' highest scores', 'average scores' 'lowest scores' and 'ranges of scores' are calculated for each year.

Table. No-1. University wise highest scores of MBA (In Percentage)

Year	University A	University B	University C	University D
2000	73.43	76.53	-	77.21
2001	74.77	70.88	88.08	78.37
2002	78.77	76.50	91.88	74.63
2003	76.39	76.32	87.46	76.71
2004	74.88	76.67	77.96	77.96
2005	73.42	79.10	76.15	83.43
2006	73.66	76.93	77.54	76.98
2007	75.56	79.30	75.58	88.80
2008	79.97	76.90	76.65	75.44
2009	80.47	76.93	75.08	76.22
2010	99.32	74.70	72.73	79.89
2011	79.00	73.60	75.23	79.03
2012	76.71	78.93	73.81	78.19
2013	77.54	76.20	74.65	83.93
2014	76.04	75.50	74.04	80.45
2015	75.33	74.37	75.62	76.08
2016	70.75	72.47	76.04	80.38
2017	72.13	76.23	80.80	79.76
2018	65.95	75.32	84.40	82.94

(-) Indicates Data is not available

In the 'highest scores' (HS) of MBA of all universities, there is difference found which is more than 7 among the various universities. There is major difference found in the scores of program in different universities. Therefore, we can say that there is significant difference is present between the 'highest scores' of students MBA program.

Vol.1 Issue 3 September 2023 EISSN: 2583-7575

Table.No-2. University wise average scores of MBA (In Percentage)

YEAR	UNIVERSITY A	UNIVERSITY B	UNIVERSITY C	UNIVERSITY D
2000	67.19	68.82	-	70.71
2001	65.74	66.66	67.74	68.55
2002	66.23	68.15	75.04	66.37
2003	63.95	69.40	66.3	68.12
2004	64.83	68.49	65.52	67.83
2005	63.29	68.10	64.18	71.51
2006	64.17	68.66	65.42	67.1
2007	65.7	72.35	63.88	75.69
2008	68.9	69.51	63.44	66.57
2009	69.23	66.54	65.73	67.39
2010	70.28	64.79	64.65	68.91
2011	70.93	65.79	64.63	66.76
2012	69.05	64.37	64.14	66.26
2013	66.37	66.71	64.82	69.3
2014	62.92	64.96	63.64	67.72
2015	59.68	56.91	62.94	62.77
2016	61.28	59.73	64.93	67.85
2017	60.16	66.03	69.41	64.41
2018	55.42	62.01	68.48	69.67

(-) Indicates Data is not available

In the above table, it is shown that there is difference in the average scores of students of MBA programs in universities in the last 19 years (2000-2018).

In the 'average scores' (AS) of MBA of all Universities, there is difference found which is more than 7 among the various universities. It is found that there is major difference found in the scores of program in different universities. Therefore, we can say that there is major difference is present between the 'average scores' of students in MBA program.

Table.No-3. University wise lowest scores of MBA (In Percentage)

YEAR	UNIVERSITY A	UNIVERSITY B	UNIVERSITY C	UNIVERSITY D
2000	54.25	60.63	-	60
2001	53.54	55.56	61.12	54.73
2002	55.93	59.29	58.35	57.87
2003	52.04	56.89	54.77	58.5
2004	47.86	57.23	50.35	58.64
2005	54.58	58.43	50.12	55.25
2006	48.85	63.70	50.08	54
2007	54.27	62.23	53.04	57.05
2008	57.19	46.43	50.46	52.28
2009	59.63	57.00	50.27	53.45
2010	40.64	44.10	51.35	51.71
2011	63.5	56.10	51.54	48.7
2012	58.04	55.67	40.58	50.7
2013	57.96	30.17	50.58	52.7
2014	30.08	43.00	48.73	50.9
2015	27.54	26.13	52.42	42.08
2016	54.42	27.83	53.35	47.38
2017	39.52	58.40	33.5	43.71
2018	48.59	44.36	58.2	51.02

(-) Indicates Data is not available

In the 'lowest scores' (LS) of MBA of all Universities, there is difference is more than 7 among the various universities. There is major difference found in the scores of program in different universities. Therefore, we can say that there is major difference is present between the 'lowest scores' of students in MBA program.

Table.No-4. University wise range scores of MBA (In Percentage)

YEAR	UNIVERSITY A	UNIVERSITY B	UNIVERSITY C	UNIVERSITY D
2000	19.18	15.91	-	17.21
2001	21.23	15.31	26.96	23.63
2002	22.84	17.21	33.54	16.77
2003	24.36	19.43	32.69	18.21
2004	27.02	19.43	27.62	19.32
2005	18.85	20.67	26.04	28.18
2006	24.81	13.23	27.46	22.98
2007	21.29	30.47	22.54	37.74
2008	22.78	30.47	26.19	23.16
2009	20.85	19.93	24.81	22.76
2010	58.68	30.60	21.38	28.18
2011	15.5	17.50	20.69	30.33
2012	18.67	22.27	33.23	27.48
2013	19.58	46.03	24.08	31.22
2014	45.21	32.50	25.31	29.55
2015	47.79	48.23	23.19	34
2016	16.33	44.63	22.69	33
2017	32.61	17.83	47.3	36.05
2018	17.36	30.96	26.2	32.92

(-) Data is not available

In the 'range of scores' (RS) of MBA of all Universities, there is difference found which is 5 among the various universities. There is significant difference found in the scores of program in different universities. Thus, we can say that there is significant difference is present between the 'ranges of scores' of students in MBA program.

Conclusion

The aim of this research article is to investigate analysis of university wise variation in marks of different management program. The study reveals that there is major differences is present in the scores of students in management programmes. On comparing the scores of all universities, i.e., university A, university B, university C and university D; there is major difference present in the highest, average and lowest scores but there is a significant difference present in the range of scores. Therefore, we can say that there is major difference is present between scores of all Universities i.e., highest scores 'HS', average scores 'AS', lowest scores 'LS' and range of scores 'RS' of students of management programmes.

Therefore, we can conclude that there is major difference is present between scores of all Universities in Post Graduate program of MBA with reference to years 2000-2018.

The result of this study clearly indicates that the marks in postgraduate management programs must not be provide as benchmark of any recruitment and however, it is not considered as qualifying marks for eligibility of any further stage or research.

References

All India survey on Higher Education (AISHE) 2020-2021. Retrieved December 09, 2022, from https://aishe.gov/home

Buch, M.B. (1943-1972). NCERT: First survey of Educational Research; NCERT New Delhi, Retrieved December 9, 2022, from- https://osre.ncert.gov.in/survey/3First%20survey

Buch, M.B. (1978-83). (ED.) NCERT: Third survey of Educational Research; NCERT New Delhi Vol. no.2 Retrieved December 9, 2022, from - https://osre.ncert.gov.in/survey/5/Third%20Survey

Deshpande, M.V. (1972). Reliability of external and internal marks of Vidarbha board of Secondary Education examination, Nagpur University. Retrieved April 04, 2022, from - https://osre.ncert.gov.in/images/survey/First_Survey/ch11_s.pdf

Draft National Education Policy (NEP) 2019 Ministry of Human Resources Development, Government of India. Retrieved November 14, 2022, from- https://www.education.gov.in/sites/uploa

d_files/mhrd/files/NEP_Final_English_0.pdf

Koul, Lokesh. (2012). Methodology of Educational Research, Noida, Vikas Publishing House. (4th Edition) Retrieved on 9/12/22

Rao, R.S. (1968). An investigation into the present system of test and examination-both internal and external in the secondary schools of madras state. Retrieved November 21, 2021, from-https://osre.ncert.gov.in/images/survey/First_Survey/ch11_s.pdf

Omniscient
(An International Multidisciplinary Peer Reviewed Journal)
Vol.1 Issue 2 September 2023 EISSN: 2583-7575

Digital-Governance in Policing: A Way Forward towards Administrative Change

Shubham Sehgal

Department of Public Administration, Punjabi University, Patiala
Corresponding author: shubhamsehgal22@gmail.com
Available at https://omniscientmjprujournal.com

Abstract

As 21st century is the age of digitalization in almost every aspect linked with humankind. So digital governance initiatives are influencing police sub-culture and working in different ways in developing countries. Although the e-police system is new for developing countries such as India and with the help of modern Information and Communications Technology (ICT) solutions, it is becoming the focus of the government to reduce malpractices and improve services for both policing as well the citizens. However, any innovation is not worthwhile if it is not evaluated in a proper way, therefore it is essential to evaluate the implementation of digital governance in police administration, focusing on its reach and benefits to the masses. In this paper, researchers will focus on the loopholes in this mechanism and the challenges in the process of its proper implementation. This paper will also try to evaluate the level of awareness regarding digital governance among police personnel and citizens with reference to India in general and Punjab in particular. To achieve the goals of the research, data will be gathered from both primary and secondary sources. *A sample of 100 respondents (50 citizens and 50 police officials of different ranks or hierarchies) will be collected with the help of a random sampling method. The questionnaire and interview techniques will be used to collect the data from the selected sample.* The primary objective of this paper is to enhance the state of policing in order to ensure that the advantages of technology are accessible to the general public.

Keywords: *Police, ICT, Digitalization, Governance, Administration*

Introduction

Police administration is an important part of the administration and needs reform like any other.

Withthe changing times and needs, the wor ld has chosen technology development to s ave time and resources and increase efficie ncy (Singh & Sehgal, 2021, p. 30). The idea of using social media in police is not new. Social media has long been a tool utilized by Western nations like the United States and the United Kingdom for law enforcement. Additionally, the development of e-governance had an impact on how services were delivered in several industries. In the modern world, e-governance initiatives are having a different impact on the police subculture in developing nations like India. The aim of governance is to cater to its citizens. According to the World Bank, e-governance refers to the utilization of information technology, including technologies like wide area networks, the

internet, and mobile computing, to engage with both individuals and businesses. It works as an additional branch of the government to improve service efficacy, cost-effectiveness, service delivery timeliness, and the development of a nation free of corruption. The transition from minimal government to maximum governance has been facilitated in large part by e-Governance. On the one hand, it has aided the government in boosting access, equity, and social empowerment while also raising transparency, improving citizen response, and cutting costs. One of the main focuses of e-government is police administration, which is essential to ensuring that those in need may easily and effectively access police services through a variety of e-police applications and to reduce the rising crime rate. The government is putting more emphasis on e-police in an effort to cut down on abuses and enhance services so that the police can function more effectively. In order to give a solution in the context of law and order, the idea's core now attempts to assure technology and raise awareness.

In terms of payroll and account management, e-government is crucial to how police departments operate administratively. By using such a system, handling and compliance costs can be decreased. It involves employing information technology to plummet both the governmental workload from external sources and the workload within the government itself. Internally, computerization decreases labor costs and time commitments, assisting government agencies in becoming more effective. Externally, the automation of citizen contacts lessens employee and citizen stress, adding value to the economy. It is a department of government that aims to improve citizen interactions. E-Government aids in lowering staff workloads, pressure, and stress levels across all industries. In the same way, it supports police forces as well. E-governance in policing achieves a number of goals and objectives and is used to increase awareness, information, and service delivery to the public through a system for registering complaints.

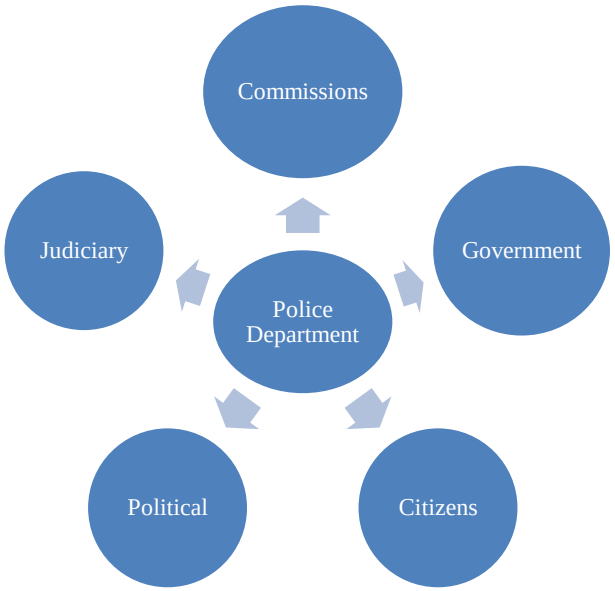
The India Justice Report (IJR) 2020, with the backing of Tata Trusts, has examined the electronic portals of different state police agencies that offer services focused on citizens. These services encompass tasks like applying for or renewing various types of clearances, employee verifications, employment-related matters, passport services, registrations for senior citizens, and the provision for citizens to access essential forms. The Ministry of Home Affairs (MHA) has allocated a budget of more than Rs 20,000 crore for initiatives aimed at

modernizing the police force, which include projects like the crime and criminal tracking network and system (CCTNS), police wireless, and e-prisons, spanning from 2017 to 2020. This allocation enables states to adopt this crucial method of delivering services.

Both busy citizens and overworked beat and police station staff can benefit from e-governance. User-friendly citizen portals have completely changed how passports and driving licences are obtained. Police started the new millennium off strong, but it's likely that they gradually lost interest. There are two elements at work. Citizens often lack an understanding of the challenge's individuals encounter at the police station level, and they also tend to overlook our responsibility for not effectively utilizing technology. This has to change. (e- Governance, n.d.)

E-Governance

E-governance involves the application of information technology to mechanize both the internal operations of the government and its interactions with the general public and external organizations. Internal activities that are computerized are more efficient and less expensive, and they also go more quickly. This allows for more complex government processes. Automation of contacts with citizens lowers administrative costs for both the public sector and its constituents, generating benefits for the economy. Any state's police force is essential to keeping things in order and sustaining law and order. High levels of citizen and government contact occur there. Major points related to Police Departments are as follows:



Source: https://academicjournals.org/article/article1381231579_Shastri%20et%20al.pdf

Objectives

1. To evaluate the level of awareness of e-governance in policing
2. To study the use of e-governance mobile applications
3. To study the level of awareness regarding registering complaints

Research Methodology

The primary objective of this study is to evaluate the implementation of digital governance within police administration, with a specific focus on its accessibility and

the advantages it offers to the public. This study combines both analytical and descriptive elements. The research materials utilized in this study encompassed both primary and secondary sources. To obtain primary data, researchers employed a random sampling approach, involving 100 police officers representing all ranks within the district police, as well as 100 individuals from the general population as the study's sample. Data collection was carried out through the administration of questionnaires. Secondary sources of information, such as books, the internet, newspapers, journals, and research papers, were also used as references in this study.

Significance of the study

Digital-Governance in Policing: A Way Forward towards Administrative Change is the title of the current study. The Punjab Police's previous organisational structure was purely paper-based. During the time, there was no Internet. Governance is a phenomenon that first appeared in an effort to increase effectiveness and decrease corruption. We advanced in the direction of good governance over time. In order to achieve the goal of good governance, we are moving towards e-Government, which not only saves time and money but also helps to improve overall performance. In an effort to establish quick and effective justice that not only punishes offenders and wrongdoers but also deters crime, the Indian Police finally started providing services to the general public under the e-Government banner after multiple failed attempts. That will be advantageous in increasing public understanding of the law. The public and police officers will both gain from the Indian government's adoption of e-Governance at each police station. It is vital to look at the difficulties Indian police personnel face and offer suggestions for remedies. So, the current work is crucial.

Mobile based Applications by Police Department

As a topic and a complement to e-government, mobile government (m-government) is another crucial area that is gaining steam. The Punjab Government has created a large number of mobile-based applications in order to give services to the people. It consists of PP Saanjh, PAIS, Know Your Police, and Shakti.

With the help of the PAIS application the Punjab Artificial Intelligence System, Punjab police were able to digitize criminal records, automate criminal searches, and perform numerous essential analyses right away. PAIS was able to instantly obtain criminal information from records using features like facial recognition. Innovative tools like gang analysis, phonetic search,

and others help police officers even more. As of the present time, the PAIS (Punjab Artificial Intelligence System) boasts an extensive digital repository containing records of over 90,000 offenders. This resource has proven instrumental in aiding the state police in capturing and bringing to justice over 100 criminals. (Ujaley, 2018). Numerous tech-savvy young law enforcement officers have demonstrated a deep enthusiasm for leveraging information technology to enhance internal effectiveness, management oversight, and service delivery. This interest persists as they continue to explore ways to optimize their operations. (“Punjab Police Nab 2 criminals using face recognition App”, 2020)

The Punjab Police has introduced the "Shakti" mobile application, thereby placing the "power" in the hands of the populace to defend themselves. The software, which was created specifically for women, aims to assist victims at difficult times like snatching, robberies, or other criminal activities. The Punjab police would be at your disposal after you downloaded the app, which is accessible for both android-based mobile phones and i-phones, registered yourself, and submitted it. The "help" button within the "Shakti" application instantly triggers an alert to both the Punjab Police and the user's family and friends with a single touch. Location data is immediately transmitted to the Punjab Police control room and the designated contacts as soon as the Shakti app user initiates the SOS alert. The victim can then quickly receive the closest Police assistance from Punjab Police. (Malik, 2017).

The Know Your Police App. Acquiring information about the Punjab police has been simplified to just a tap on your smartphone. The police force is introducing the Know Your Police app as a component of the Saanjh (cooperation) initiative, facilitated by the recent foray into the digital sphere. This application provides information concerning nearby police stations, personnel stationed at various tiers within, ranging from station house officers (SHO) to the inspector general of police (IGP), and also encompasses the Saanjh Kendras (police service centers). (Vasudeva, 2018).

Saanjh App- Through Sub-Division Saanjh Kendras and Police Station Saanjh Kendras, police and the community are working together to bring philosophy to the local level. It was started with the intention of making the Punjab Police's services widely accessible to the general public. The

general public can report theft and other complaints on this app, and in addition, information about vehicle untraced copies, police clearances, NOCs, complaint statuses, tenant verifications, passport statuses, information about stolen vehicles, details about missing people, and information about unclaimed vehicles can be provided on mobile devices. ("Saanjh App launched by police in city", 2018).

Punjab Police Khidmat

This application offers comprehensive details (fees, office locations, necessary paperwork, online booking, etc.) about 14 services provided by Punjab Police to the public at freshly opened Police Khidmat Markaz (offices) around Punjab. The offered services encompass a range of provisions, including character certification, general police verification, issuance of learner driving license, renewal of driving licenses, issuance of international driving licenses, endorsement of licenses, replacement of lost driving licenses, tenants registration, employee registration, vehicle verification, filing loss reports, reporting crimes, documenting cases of women's violence, and obtaining copies of First Information Reports (FIRs) (Punjab, n.d.).

Major e-Governance Initiatives

State governments have developed a roadmap for implementing IT and providing services to residents online, among other creative measures to enhance e-Government. The following list contains major e-governance efforts:

Crime and Criminal Tracking Network and System (CCTNS)

The Crime and Criminal Tracking Network and System (CCTNS) was envisioned and financially supported by the Ministry of Home Affairs (MHA) as a Misiion Mode Project. Its objectives is to enhance the results of crime investigations and criminal tracking, along with improving the operational effectiveness and efficiency of police departments in every state.

CCTNS Objectives

- Swift and convenient generation of reports and documents.
- Substantial decrease in manual record-keeping at Police Stations.
- Eradication of duplicated and contradictory record maintenance.
- Simple access to crime and criminal records to aid investigation and prosecution efforts.
- Centralized repository for crime and criminal data, including images and fingerprints, equipped with advanced search functionalities.
- Improved capacity to analyze crime trends and methods.

The Indian government uses the PRAGATI (Pro-Active Governance and Timely Implementation) method to monitor the CCTNS Project on a monthly basis to ensure that it is being implemented effectively in all of the States and UTs.

Analysis of Police Personnel (On the basis of Questionnaire Method)

Designation of respondents

According to the study, a sample of 01 Senior Superintendent of Police (SSP), 07 Deputy Superintendent of Police (DSP), 07 Inspector (I), 07 Sub-Inspector (SI), 07 Assistant Sub- Inspector (ASI), 07 Head Constable (HC) and 14 Constable (C) were selected.

Table 1.1 Level of Awareness regarding e-Governance in Policing

Responses	SSP	DSP	I	SI	ASI	HC	C	Total	%
Fully Aware	1	6	7	6	5	4	9	38	76%
Partially Aware		1		1	2	2	2	8	16%
Little Aware						1	2	3	6%
Not Aware							1	1	2%
Total	1	7	7	7	7	7	14	50	100 %

When asked how much they were aware of e-Governance in police, the respondents' responses revealed that 76% were totally informed, 16% were moderately knowledgeable, 6% were only slightly aware, and surprisingly, only 1 respondent was not aware of the topic.

Table 1.2 What is the source of knowledge on e-governance in law enforcement?

Responses	SSP	DSP	I	SI	ASI	HC	C	Total	%
In Schedule work		1	2	4	6	7	8	28	56 %
In Official Training	1	4	3	1			4	13	26 %
From higher Officials		2	2	2	1		2	9	18 %
Total	1	7	7	7	7	7	14	50	100%

In response to a question about where they first learned about e-Governance in policing, 56% of respondents said they learned about it while doing their schedule work, 26% said they learned about it through official training, and 18% said they learned about it from higher officials.

Table 1.3 Are you aware about the services given by e-Governance applications?

Responses	SSP	DSP	I	SI	ASI	HC	C	Total	%
Yes	1	7	7	5	3	4	7	34	68 %
No				2	4	3	7	16	32 %
Total	1	7	7	7	7	7	14	50	100%

This table displays how well-informed police officers are about the services offered by e-governance applications. It was discovered that 32% of respondents were uninformed of the services provided by e-Government programmes, whereas 68% of respondents were aware of them.

Table 1.4 Are you aware about Crime and Criminal Tracking Network and System?

Responses	SSP	DSP	I	SI	ASI	HC	C	Total	%
Yes	1	7	7	7	6	5	12	45	90 %
No					1	2	2	5	10 %
Total	1	7	7	7	7	7	14	50	100%

This table displays respondents' knowledge of CCTNS, which attempts to digitise criminal records. It's interesting to note that 90% of respondents knew about the CCTNS, compared to 10% who didn't.

Analysis of Citizens (On the basis of Questionnaire Method)

Gender of Respondents

There were 67 % of respondents who

were male, 33% of respondents were female and there were no transgender respondent.

Table 2.1.1 Do you know about the online system for registering complaints?

Responses	No. of Respondents	Percentage
Yes	36	72 %
No	14	28 %
Total	50	100%

The table illustrates that 28% of the participants were not aware of the online complaint registration method, whereas the majority, comprising 72% of the respondents, were informed about it.

Table 2.1.2 Have you ever registered a Complaint Online?

Responses	No. of Respondents	Percentage
Yes	22	61.11%
No	14	38.89%
Total	36	100%

This table demonstrates that, of the 36 respondents who were aware of the online complaint registration mechanism, only 61.11% have ever submitted a complaint online, while 38.89% have never done so.

Table 2.2 Do you believe that the use of e-Governance has made police more approachable?

Response	No. of Respondents	Percentage
Yes	35	70
No	8	16
May be	7	14
Total	50	100%

According to the data in this table, 70% of respondents believe that the deployment of e-Governance has made police more approachable to the public, while 7% of respondents were unsure. Only 8% of those polled claimed that its adoption had not resulted in police becoming friendlier to civilians.

Major Findings of the Study

1. It is crucial to be informed of e-Governance in order to make the most of it. In this regard, the study found that the majority (76%) of police officers were completely aware of the phrase "e-Governance in policing," whereas only 2% of officers were not.
2. The administration will not be successful in delivering services to the public at their door without knowledge of mobile-based applications. According to the results, (68%) of police officers are aware of the mobile-based applications that the Punjab Government has developed to offer services to its citizens.
3. As per the survey findings, a significant majority of police officers, accounting for (90%), were knowledgeable about the Crime and Criminal Tracking Network & System (CCTNS). This system was developed with the objectives of enhancing police performance through e-Governance.
4. Online complaint submission is another function offered by e-government in policing. In this regard, the majority of citizens (72%) were found to be aware of the mechanism for registering complaints

online, and of those, 61.11% had ever done so.

5. Due to increased communication and accessibility, e-Government in policing also aimed to improve the conduct of police and strengthen interpersonal relationships with citizens. According to the report, 70% of the populace believes that e-Governance has improved police accessibility.

Suggestions

The current study demonstrates that, despite the Punjab Police's efforts to improve performance in the state of Punjab through quick crime detection and prevention, the police force still has several flaws and limitations that require immediate change. The researchers have provided the following recommendations based on the study's findings that should be considered to enhance Punjab Police operations and ensure the success of e-Governance.

1. The work should be done manually or through e-Governance, but the police department is currently duplicating it by completing work both ways, which places an ethical duty on the personnel. Additionally, it takes up time that, if spared, may be used for other tasks.
2. As was previously highlighted regarding the advantages of PAIS, Police Administration should concentrate on boosting its registration among the police employees for optimal use of this application in Crime detection, prevention, and arresting offenders.
3. Citizens should have access to an online and mobile application-based grievance redressal system that is based on the Police Complaint Authority (PCA). Police need to be more watchful and have quick response systems.
4. Despite the fact that the police are already making efforts to increase public awareness of e-Government through the media or social media. Nonetheless, it is imperative to introduce additional initiatives employing diverse approaches to ensure that the general public gains comprehensive access to all information concerning e-governance services.
5. To improve the perception of law enforcement organizations, police personnel are urged to interact with the public on social media.
6. Although many services are offered via mobile applications, such as PP Saanjh, there is no proper way to submit feedback on the services. There should be an online feedback mechanism, which is crucial for

improving functionality by closing any gaps.

7. More social media education is necessary for law enforcement personnel. We must therefore train more police detectives in the proper use of websites. Officers should receive training on how to gather information from social media platforms and guidance on how to legally and ethically obtain evidence from these websites from an investigative standpoint.
8. Data is extremely important in the twenty-first century, and when it comes to data related to policing, there is no risk because the data cannot be compromised. Therefore, accurate and effective software must be there to keep the data safe, secure, and out of the hands of hackers or cybercriminals.
9. Departments should create and implement detailed written policies for the use of social media and text messaging. A solid policy should clearly outline the rules for using social media and text messaging, as well as how these interactions will be recorded.
10. Despite improvements in police behaviour towards civilians following the implementation of e-governance in policing, there is still a need to make officers more approachable by imparting the concepts of ethics, tolerance, and compassion.
11. There is a need of proper training for the police personnel regarding the usage of e- governance and its applications.
12. In order to move towards a sustainable future, emphasis should be placed on reducing the use of paper by emphasising the use of e-mails, which should be used to the fullest extent possible in place of paper.
13. To provide helpdesk facilities to the citizens.
14. To make greater use of online services, Punjab Police should observe how the Chandigarh Police operate.
15. Digitizing all past records from every police station, prisons, traffic police stations, and similar sources, gathering information about citizens, and then inputting this data into databases.
16. Setting up a Cyber Crime Detection Cell and expeditiously create a cohesive framework of cyber laws and regulations.

Conclusion

With the development of technology, e-governance has also broadened its application in the form of m-governance, which is quickly rising to the top of the

people's priorities for service delivery. Mobile technology has given society as a whole a solid foundation for equitable progress and has been an effective medium for a more connected society. Social media is currently being utilized as a platform for citizens to interact with the government and participate in political processes, social reforms, and financial inclusion. With the use of e-Government, developing nations can improve themselves in numerous ways. E-governance has undoubtedly had an impact on practically every industry. Similar to this, its impact on policing is enormous and unquestionable. It has enhanced the way services are delivered and even the way that police are done in particular. Without the confluence of e-governance with other administratively significant factors in the era of information and technology, survival and good administration are impossible. Even in the recent ten years, significant advancements in the form of reforms have been made in order to start the transition to e-policing. However, there is still a pressing need to concentrate on important issues related to the operation of e-policing, since doing so would improve policing, governance procedures, and in particular, our society.

By leveraging government-citizen interfaces and enhancing transparency in administrative processes, effective implementation of e-government has the potential to offer significant advantages to the populace.

References

‘Apply’ to help: Punjab Police’s Know Your Police app to have info of officers, SaanjhKendras. (2018). Retrieved August 18, 2021 from https://www.hindustantimes.com/punjab/appy-to-help-punjab-police-s-know-your-police-app-to-have-info-of-officers-saanjh-kendras/story-Z3GoZt7BypIwPXI5nb9p6O.html

e- Governance and Police. (n.d.). Upsctree. Retrieved on 22 March, 2023 from https://upsctree.com/e-governance-and-police/

Khanna, Sri. Ram. (2018). *Digital Drive, E-Governance and Internet Services in India: Quality Dimensions.* New Delhi:New Century Publications.

Malik Monica, (2017, April 19). Punjab police introduces 'Shakti' app. The Pioneer. Retrieved from https://www.dailypioneer.com/2017/state-editions/punjab-police-introduces-shakti-app.html

Punjab Police Khidmat (Service) App 2.4. (n.d.). Soft 112. Retrieved from Punjab Police Khidmat (Service) App 2.4 Free Download (soft112.com)

Punjab Police nab 2 criminals using face recognition app. (2020). Retrieved August 18, 2021 from https://www.hindustantimes.com/chandigarh/patiala-police-nab-2-

criminals-using-face-recognition-app/story-ZiGYD3Bh0GzUbSPls5S2JJ.html

Punjab Police. (2021, September 09). Recruitment of Sub-Inspectors in Technical and Support Services Cadre- 2021. 81. Retrieved from https://www.punjabpolice.gov.in/TSS-CADRE FAQs/Upload_File/Adv_Sub_Inspector_TS_Eng.pdf

Punjab Police. (n.d.). e-governance in Punjab Police. Retrieved August 18, 2021 from https://punjabpolice.gov.in/eGovernance.aspx

Saanjh App launched by police in city. (2018). Retrieved August 18, 2021 from https://www.tribuneindia.com/news/archive/jalandhar/saanjh-app-launched-by-police-in-city-574101

Sangrola, H., &Palaria, R. (2017). E-Governance in India. *International Journal on Emerging Technologies*, 8(1), 318-321.

Sharma, Pankaj. (2004). *E-Governance.* New Delhi: APH Publishing Corporation.

Shastri, R.K., Sinha, Ambalika., Rai, S.K. (2008). Enhancement of Police through e-governance in India. *International NGO Journal*, 4(5), 277-280.

Singh, V., & Sehgal, S. (2021). Social Media in Punjab's Socio-Political Paradigm. In Singh, V., & Sehgal, S. (Eds.), *Decoding New Media: Multifaceted Developments in the Era of Covid-19* (pp. 29-44). Chandigarh: Saptrishi Publications.

Ujaley Mohd (2018, June 04). *Punjab Police won smart policing award for Punjab Artificial Intelligence System*. Express Computer. Retrieved from https://www.expresscomputer.in/egov-watch/punjab-police-won-smart-policing-award-for-punjab-artificial-intelligence-system/24958/

Vasudeva Ravinder (2018, Feb 23). *Appy' to help: Punjab Police's Know Your Police app to have info of officers, Saanjh Kendras.* Hindustan Times. *Retrieved from* https://www.hindustantimes.com/punjab/appy-to-help-punjab-police-s-know-your-police-app-to-have-info-of-officers-saanjh-kendras/story-Z3GoZt7BypIwPXI5nb9p6O.html

Omniscient
(An International Multidisciplinary Peer Reviewed Journal)
Vol.1 Issue 3 September 2023 EISSN: 2583-7575

Teacher Education in India and USA: An Analysis Based Study

Mohammad Imran

A.N.D. Teacher's Training (P.G.) College, Sitapur
Corresponding author: meetimran1989@gmail.com
Available at https://omniscientmjprujournal.com

Abstract

In recent years, there is a trend has come in the field of education. This trend exerted the pressure on teacher educators to make the teacher education institutions capable of providing top class education to the teacher trainees. But before going to our goal, we often forget our resources and economy. This ground level reality insists us to work according to our resources, need and demand of the society not to the racing with the world. In this direction we take the example of the USA which is at the top of the world in almost all fields including education system. According to a report by Investopedia (Sep 1, 2022), the GDP of America was 23.00 trillion US dollar which was the 23.93 % of the world's total GDP. On the other hand, India's GDP is 3.2 trillion US dollar and had the sixth position among the list. This figure shows the grass root fact about our position. So, we have to make such teacher education system which suits our recourses and needs. In present, the teacher education institutions in India need a boost for the systematic changes. To bring these changes, we can take the necessary helps from the USA's teacher education system. In the present article, the investigator tried to compare the teacher education system of USA and India with respect to objectives, curriculum, status, working conditions and problems and tried to have an insight for the issues of the teacher education.

Keywords*: Teacher Education, India, USA, Curriculum, System, Salary, Problem.*

The history of teacher education system in India is not very ancient. In old age, the gurukul and ashram system were running in India. Whenever Guru was out of ashram, the senior most student handled the students as a monitor (Bhattacharya, 2006). The process of training a teacher in those time was only such monitorial practices in the ashrams. Sometimes close supervision by gurus also taken place for training. Later on, some of these students who were of the upper caste, can choose the profession of teaching and worked as a teacher for welfare of the society (Bhattacharya, 2006). When we talk about the formal institutions of teacher training, we find that initial steps in this direction has been taken by the British government in the edge of nineteenth century. In present, UGC University Grant Commission), NCERT (National Council of Education, Research and Training), CASE (Center for Advanced Studies of Education), NCTE (National Council for Teacher Education), SBTE (State Board of Teacher Education), UDE (Universities

Department of Teacher Education), CTEC (Continuing Teacher Education Center), DTE (Distance Teacher Education) and CTE (College of Teacher Education) are mainly the national and state level agencies working for promoting and guiding teacher education in India (Sharma, 2002).

Similarly, the existence of teacher education system in USA is not very long away from today. In early nineteenth century, there were no formal agencies established for teacher education in USA. Anyone who had the good knowledge could teach the people. In postcolonial period, the very first school for teacher training was established in 1839 as State Normal School by Massachusetts State. After many years, some of alike schools were running. In 1873, Iowa University started a part time educational training department in the university (Gupta, 1988). In the row, Columbia University also established Teacher's training college in 1887 at New York.

Types of teacher training schools in India and USA

In India, three types of teacher education institutions are running to prepare the teachers for different grades.

Pre-Primary and Primary Teacher Education Institutions: These institutions give the diploma or certificate after successfully completing the two-year course. The minimum eligibility criteria in these courses, is graduation in any stream of study. DIETs (District Institute of Education and Training) and some private institutions are providing such diplomas and certificate courses in this direction. The main objective of these institutions is to provide pre service and in service education for the teachers to the formal primary and preprimary schooling system (Sharma, 2002). The Head of the DIET is equivalent to the principal of a degree college and other members generally related to the field of elementary or basic education. The selection of the members is done by the state board of education in directing and coordination with NCERT, SCERT and University Departments of education (Bhattacharya, 2006). These institutions receive the major part of their funding by state governments. All the latest technologies and resources and its user guidelines are provided by the DIETS and so it also works as a resource center for the primary school sections.

In USA, initially the Normal Schools were running as ordinary schools and its curriculum was also not very much differ from the normal education.

Previously, one year course was running and later on one more year was added. In 1930, a change wasinitiated in normal schools and these schools were assumed to be the teacher training colleges (Bhattacharya, 2006). At present time, these colleges train the pupils for the primary and secondary school teachers. There are 4387 courses in teacher training offering in 616 institutions (Gupta, 1988). After completing 10 years of their courses, students can take the admission in these colleges and take training up to 5 years. After successful training of five years, these teacher training colleges provide bachelor degree in the field of teaching.

The main difference in the primary and secondary degree programs in India and USA is that for the same level of teaching in India, the student teacher take 2 year teaching training after his graduation course where as in USA the pupil teacher take four to five years training for the same degree. Instead of doing normal graduation degree, the pupil teacher furnishes the teacher education degree. In India, some changes are made and four-year integrated teacher education program was initiated in recent years. But there are some hurdles remained which can be solved in next some years.

Secondary Teacher Education Institutions and Higher Education Institution Teachers

For secondary education, the teachers are prepared by teacher education colleges affiliating from universities in coordination with NCTE for its norms and regulations. Some Autonomous, associated and constituent colleges are also providing degree in the field of secondary education teachers. For higher education teaching and practice, the norms and standards are set up UGC (Sharma, 2002). Generally, a master degree with qualifying National level eligibility test, is considered for recruitment in degree level colleges. For university level, the Ph. D. degree with good academic and research work is preferred.

In USA, schools of teacher education or teacher education colleges were running through universities affiliation. Michigan University started the degree courses in the field of education in 1879. At present, these colleges running as the departments of many universities (Bhattacharya, 2006). Those people, who want to enter in these courses should be completed two-year college degree. Along with these courses, departments of education in the university also started pedagogy or

education as a regular or independent subject in graduation courses. In some universities and colleges, vocational and occupational training are also given to the students.

For teaching in higher education institutions, state law varies for the recruitment. According to European Education Directory (n.d.), the recruitment is done with a Ph.D. degree or equivalent in the subject of specialization along with appropriate qualification and good practice and record in the field of applied research (EuroEducation.net, (n.d.)).

Comparison of Objectives of Teacher Education in India and USA

The major objectives of teacher education in India are to provide the theoretical knowledge of teaching in classes, understanding the basis problems of teaching, develop the teaching attitude and professional ethics required in the teaching. In this way it seems that more focus is given on the theory rather than the practical approach in the profession of teaching.

On the other hand, in USA, more focus is given to skills of teaching. It means practical aspect is somewhat more important than theoretical knowledge of the subjects. Another very important aspect of the teacher education in USA is, that teaching is thought to be the same professional as in other fields and that's why everyone should know the importance of the teaching profession there (EuroEducation.net, (n.d.)). Developing the national feeling is also the goal of teacher education.

Selection and Recruitment process

In India, selection process in teacher education institutions are different for different levels.

For students: To get admission in primary or preprimary training programs, the candidate must have acquired at least higher secondary education. The basis to admit in these institutions, is marks aggregated in the last qualifying examinations and also an aptitude test. Some relaxation is provided for the backward classes in both qualifying examination and marks. In secondary level institutions, the norms for a student to admit, depends upon the type of institution in which they applied for. Some institutes organize state level entrance exams while some organizes institute level entrance test. Minimum eligibility criteria is same for both type of institutions (NCTE, 2021).

For Teachers: The eligibility criteria for teaching in these institutions is not very much advanced. In secondary

level, minimum qualification is master degree in two subjects as M.A. and M.Ed. To encourage the teachers, UGC recommend the increments scale for attaining the Ph. D. degree. In primary level, the criteria for teaching in these intuitions, is graduate degree along with B.Ed. (NCTE, 2021).

In USA, initially no formalities were taking in admitting the students for teacher education courses. After modification the course, new standards were added to the admission in these colleges. A minimum qualification is should be attained by the pupil teacher to get a admission in the colleges. Some teaching experience, good character and recommendation by the head of last institutions are required for the admission. In secondary level training courses, one has to clear a master's degree and some teaching practice certificate to get training in secondary teacher education institution (European education directory (n.d.)). For seeking the teaching jobs, the eligibility criteria is not same at different levels. For teaching in primary level in some states two-year college level education while in other states four-year college level education is essential. For teaching in secondary level, more training and degree courses are required. Generally, preferences are given to those candidates who have five-year training course certificates.

Curriculum of Teaching

In India, the curriculum of teacher education is divided into two categories.

Category (1) Compulsory subjects- Under this category, common theoretical knowledge is provided to the pupil teachers irrespective of their previous subjects. The basic aim of teaching in these subjects, is to develop a critical thinking in the students for future teacher. This category generally contains- Theory (Philosophy of Education), Educational Technology (ICT and its uses in education), Development of teacher education (problems and issues), Psychology of Education (NCFTE, 2009).

Category (2) Optional Subjects- Optional subjects are given to the pupil teachers according to their interests. Some of them are administration, counseling and guidance, measurement and evaluation, environmental studies etc. Two compulsory school subjects are also offered to each of the pupil teachers (NCFTE, 2009).

In USA, the curriculum setting is approximately same in the sense that it is also categorize into two sections-

General Education- The course content of this head is same as in the Indian

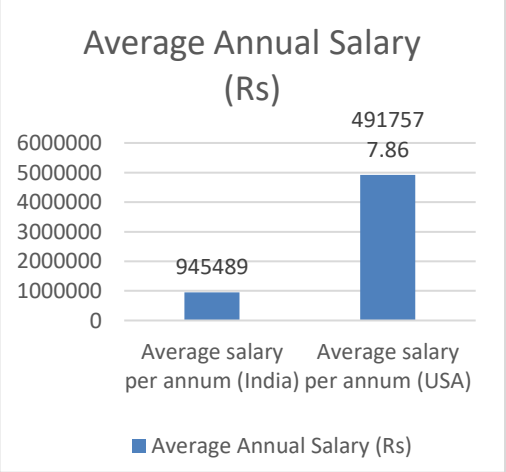
settings. It contains theory of education, educational psychology, teaching technology.

Teaching Training and Activities- This head constitutes teaching practices in the classrooms, skills development, drill works, interest activities etc. Organization of community awareness programs, development of teaching aids and supporting devices are also the part of this head. Almost all the states follow these course settings. In four-year, degree, the first two years are devoted for the general education and the remaining two years spend in the teaching and professional skills development (EuroEducation.net, (n.d.)).

Status of Teachers

According to Global Teacher Status Index (2018) the Status of teachers is highest in China and Malasia which scored 100 and 93 out of 35 countries. USA placed at 16 with the score of 39 and India ranked 8 with the total score of 58. So it may be said that the reputation of teachers in India is somewhat better than USA but in other matters like salaries, promotions, health and medical services, difference can be measured easily. In India, the teacher works six days in a week. His salary is being given by the state funds in government institutions while privately managed institutions give the salary according to their purpose. Pension facilities also provided by the government before 2005.

The average salary in private sector of a teacher at different levels is 16,820 Rs. per month. While in public school teacher at primary level entry 35,370 rupees per month and high school teachers 51,420 rupees (*7th pay commission salary*, 2015). The average annual salary in USA is 59428$ (Wong, 2023) while in India, it is 11426$ (Tambe, 2023) per annum. Status of the teacher in Indian society is much better in ancient time but now it goes down slowly and gradually. DIET, SCERT and other agencies are working for the improvement of the status of the in-service teachers.



Source: Forbes (2023)
https://www.forbes.com/advisor/in/business/average-salary-by-age/
https://www.forbes.com/advisor/business/average-salary-by-state/

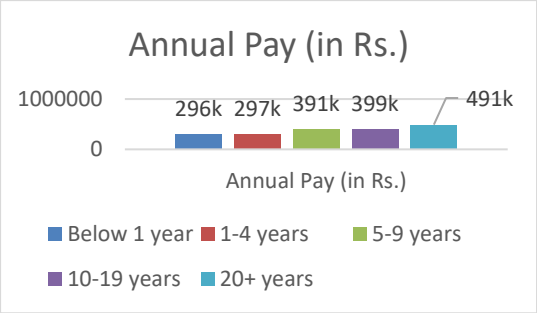
Vol.1 Issue 3 September 2023 EISSN: 2583-7575

The average pay by experience for high school teachers in private sector are shown in the table (1) and their increments with experience is shown in bar diagram-

Table 1

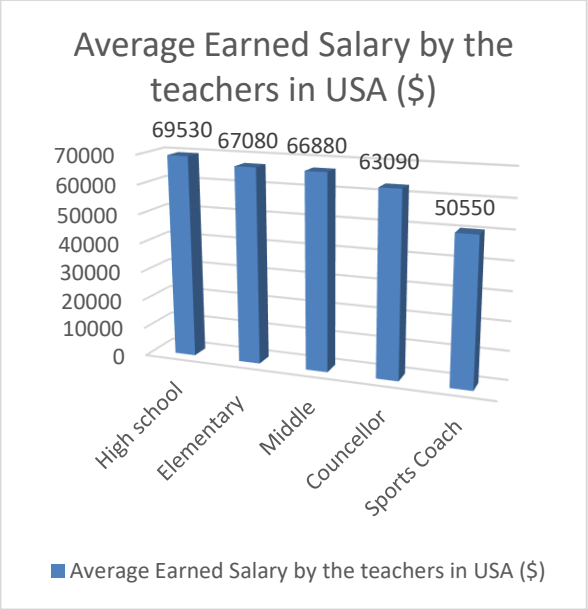
Year of Experience	Annual Pay (in Rs.)
Below 1 year	2,96000
1-4 years	2,97000
5-9 years	3,51000
10-19 years	3,99000
20+ years	4,91000

Source: https://www.payscale.com/research/IN/Job=High_School_Teacher/Salary



Source: https://www.payscale.com/research/IN/Job=High_School_Teacher/Salary

On the other hand, status of teachers in USA is quite good as compare to India. The teacher in USA works five days in a week. They are equal to the other professionals and their growth, pensions, medical services are also provided by the states. The lower limit of the salary of a teacher is fixed in USA whether he is teacher of primary, secondary or higher level. According to U.S. news **(**2023), the average earned salary of high school teacher, elementary school teacher, middle school teacher, school counselor and sport coach is 69530, 67080, 66880, 63090 and 50550$ respectively.



Source: https://money.usnews.com/careers/best-jobs/high-school-teacher/salary

In publics and private sector schools, the salary difference is not very much large. According a Niche report the average secondary school teacher base salary is 53520$ and of primary school teacher's 52620$ (Teacher salaries in America. (n.d.).) in public schools. In private sector average secondary school and primary school base salary is 44720$ and 36260$ (Teacher salaries in America. (n.d.).) respectively. Regular increments are also given as per the experience and qualification. The increment in public and private schools' teachers is very attractive according to the experience.

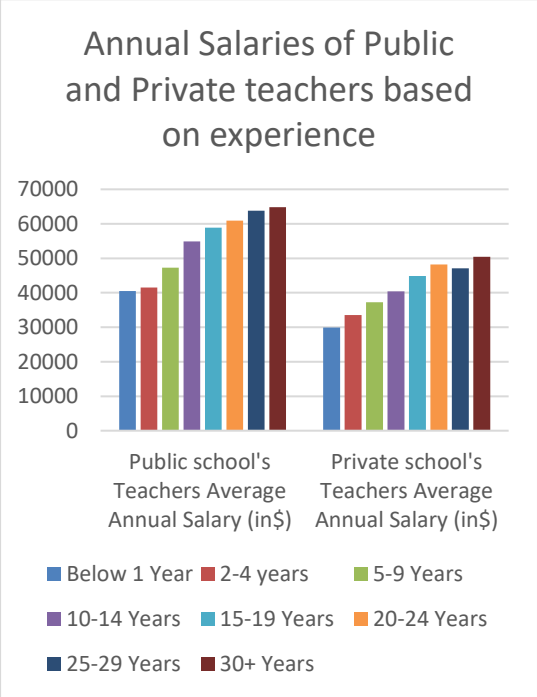
Table (2) shows the salary in public and private sector school teachers' average salary with their experience and graph shows the increment with respect to the experience in public and private sectors –

Vol.1 Issue 3 September 2023 EISSN: 2583-7575

Table 2.

Years of experience	Public Schools	Private Schools
1	$40,540	$29,940
2-4	$41,480	$33,540
5-9	$47,300	$37,220
10-14	$54,860	$40,440
15-19	$58,880	$44,820
20-24	$60,930	$48,170
25-29	$63,780	$47,070
30+	$64,820	$50,390

Source:https://www.niche.com/blog/teacher-salaries-in-america/



Source: https://www.niche.com/blog/teacher-salaries-in-americ

After retirement the teacher has better position in the society and get fixed amount asa pension.

Problems of Teacher Education: The major problems of teacher education in India belongs to different aspects. Firstly, the teacher education is isolated at different levels like primary, secondary and higher level. Teachers do not want to interact and share their problems with each other. Even university level teachers discriminate with college teachers. Secondly funding of teacher education institutions is also a great concern for the teacher educators. In some places, state government depends upon the center to release funds for the betterment of the institutions. Some privately managed institutions have not very much resources and ultimately their outcomes affected, which in turn lowering the standards of the training college. Lack number of practicing schools is also the problem for these training programs. Many of the schools do not allow the pupil teachers to practice in their schools. Recently the government show the interest in this direction and advised the institutions to allow the practice or internship for the pupil teachers.

On the other hand, in USA, the nature of teacher education problems is quite different. There is no financial matter in the teacher education colleges. Instead of nature of course is different in the states. In some states two-year degree course is running while in other states four year. This makes the contradiction in the duration of the courses which limits the chances for the teachers to teach throughout the states. Lack of model and practicing schools is also the problem in USA. Less coordination between the teachers of different subjects also makes some adjustment issues in the schools.

Suggestions

- First of all, it is quite needed to reform the current objectives of the teacher education syllabus. Theory should be less emphasized in comparison to practical aspect.
- The working status of teachers in India is also not very good. States should give the special facilities for the teachers as other services. State should give the medical and other services for the teachers as well.
- The practicing schools should be attached to the teacher education institutions so that pupil teachers could not worry about the practice teaching.
- Some incentives should be given to the teachers so that they might also feel proud as a teacher. Government initiated in this direction which is a good sign for the pupil teachers.
- Isolation among the teachers is also a great issue. It should be overcome by organizing meetings, seminars and conferences between the teachers of different levels. So that they could discuss the issues and problems of each other.
- In National Education Policy 2020, it is also emphasized that teacher education syllabus should be composite because a teacher has to prepare the students for different fields that's why he/she should also have the knowledge of broad area of different branches. It is also recommended that if anyone want to become a teacher, he/she should mentally prepare for this and he has to do four-year course to develop the necessary teaching skills for the profession. Rest of all other teacher education courses should be checked.
- Being a responsible person of the society, teacher should also have the capability to cope up the ground level hurdles and should try to remove it on his level first. This profession needs the support from all the level and hence it also can be said social responsibility.
- Government has announced that more budget will be spend for the welfare of the education, students and teachers. It will be very beneficiary that the raised fund should also be disbursed for the working conditions of the schools and upon the salary of the teachers. This will motivate them for better performance and output will surely uplift.

Conclusion

After analyzing all the aspects, it may be said that the basic criteria in

both the countries is somewhat similar but content, qualification and financing systems are so much different. If seriously think about the problems, we may easily solve them. We have to make the teachers more respectful, link with different levels and ensure direct involvement in the course and content preparation. These are some suggestions which may be helpful in improving the conditions of teacher education and teachers in India.

References

7THPAYCOMMISSIONINFO. (2016, December 29). 7th pay commission pay scale for primary, high school, PGT qualified, CBSC, AICET teachers. 7th PAY COMMISSION (Salary). https://www.7thpaycommissioninfo.in/pay-scale-for-teachers/

Bhattacharya, G.C. (2006). Teacher education (2nd ed.). Vinod pustak mandir

Education system in the USA. (n.d.). EUROEDUCATION: Postgraduate and Undergraduate Courses in Europe EuroEducation.net. https://www.euroeducation.net/prof/usa.htm

Global teacher status index. (n.d.). Varkey Foundation. https://www.varkeyfoundation.org/what-we-do/research/global-teacher-status-index-2018

Gupta, A.K. (1988). Teacher education. Sterling publications.

High school teacher salary in India in 2023 | PayScale. (n.d.). https://www.payscale.com/research/IN/Job=High_School_Teacher/Salary

National council for teacher education. (n.d.). राष्ट्रीय अध्यापक शिक्षा परिषद्. https://ncte.gov.in/website/minimumqualifications.aspx

Sharma, R.A. (2002). Teacher education. International publication house.

Shukla, R.S. (1978). Emerging trends in education. Chugh publications.

Tambe, N. (2023, July 12). Average salary in India by age (2023). Forbes Advisor INDIA. https://www.forbes.com/advisor/in/business/average-salary-by-age/

Teacher education in India. (n.d.). https://en.m.wikipedia.org/wiki/Teacher education

Teacher salaries in America. (n.d.). Niche. https://www.niche.com/blog/teacher-salaries-in-america/

The top 25 economies in the world. (2018, August 16). Investopedia. https://www.investopedia.com/insights/worlds-top-economies/

U.S. News. (2023). High school teacher salary. https://money.usnews.com/careers/best-jobs/high-school-teacher/salary

Walker, T. (2018, November 28). Where do teachers get the most respect? NEA Today | NEA. https://neatoday.org/2018/11/28/where-do-teachers-get-the-most-respect/

Wong, B. (2023, July 17). Average salary by state in (2023). Forbes Advisor. https://www.forbes.com/advisor/business/average-salary-by-state/

Omniscient
(An International Multidisciplinary Peer Reviewed Journal)
Vol.1 Issue 3 September 2023 EISSN: 2583-7575

Relationship Between the Work-Life Balance, Entrepreneur Performance among Entrepreneurs

Shubhi Mishra, Megha Sharma, Ekta Saran, Shalini Nigam

Department of Management, Dayalbagh Educational Institute, Agra
Corresponding author: shubhimishra.sm10@gmail.com
Available at https://omniscientmjprujournal.com

Abstract

The primary goal of this research is to look into the relationship between work-life balance, job stress, and entrepreneurial effectiveness among business owners. This study analyzes and conceptualizes how entrepreneurs balance their business and personal lives. We depict the relationship between all variables using a causal loop diagram. Design/methodology/approach: Selected publications were evaluated using secondary data to create a conceptual framework depicting entrepreneurs' work-life balance. Findings: Entrepreneurship has become a well-known concept that has aided the growth of the nation's economy. It takes advantage of an entrepreneur's abilities to aid in the success of their firm. Executives and entrepreneurs struggle with work-life balance. Developing the family's potential and duties Roles are the source of conflict. To avoid role conflict, they must create a balance between their work and personal lives. Women launch their own enterprises to gain greater flexibility and control over their careers and personal responsibilities. They contribute to the nation's economic progress, innovation, and job creation through their entrepreneurial ventures. Secondary data was used in the study. Originality/value: It provides future directions for many scientists, academics, and politicians in this sector.

Keywords: *Entrepreneurship, Work-life balance, Work-Life Boundaries of Entrepreneurs, Job Stress in Entrepreneur, Business stress, Job satisfaction, Job Performance*

Introduction

Work and family are two crucial components of a person's life. Starting a new business venture is a necessary step in the entrepreneurial process. Entrepreneurs create business models by integrating and utilizing resources such as labor, raw materials, human capital, and land. They have a forward-thinking mindset and are accountable for their companies' triumphs and failures.

According to Landstrom (1999), Richard Cantillon was the first to use the term "entrepreneur." He described an entrepreneur as someone who seeks chances and takes calculated risks in order to maximize a company's financial profits. This term does not, however, exclusively apply to one gender. The increasing demand to balance work and family-related

responsibilities poses a crucial challenge for many individuals (Parasuraman and Simmers, 2001). It has been argued that self-employment offers more work-related freedom and is therefore well suited to balance such demands (Cromie, 1987; Parasuraman and Simmers, 2001). The concept of occupational choice theory, which is based on the principle of utility maximization, explains how people choose between several professional pathways. (Ginzberg et al., 1951). Individual utility functions that consider advantages and costs, such as predicted Salaries and related risks are used to represent the decision-making process (Douglas and Shepherd, 2002). By introducing the idea of procedural utility, Frey et al. (2004) expand this theory and contend that happiness at work is not only explained by the process (such as an everyday job) or experiences), but also by the outcome (such as wages). Despite higher levels of stress, lower average incomes, greater income insecurity, failure risks, and comparably longer working hours, previous studies have consistently found that self-employed People have higher levels of job satisfaction than wage-employed people (Blanch, Flower, and Oswald, 1998; Parasuraman and Simmers, 2001; Block and Koellinger, 2009; Millán) et al., 2013). According to Frey et al. (2004), this has been explained by the great autonomy and flexibility of self-employment, which ostensibly enable people to better balance their job and family responsibilities. Contrary to popular belief, research by Parasuraman and Simmers (2001) and Nordenmark et al. (2012) shows that work-family problems are more common among self-employed people. Our analysis distinguishes across distinct subgroups, adjusting for a comprehensive set of demographic and household factors, and contributes to this issue by looking at the work-life balance of the self-employed versus the wage-employed. Based on the idea of utility maximization and occupational choice theory, describe how individuals decide between different career paths (Ginzberg et al., 1951). The choice is based on individual utility functions that consider benefits and costs, such as expected wages and associated risks (Douglas and Shepherd (2004) extend this theory and argue that happiness at work is not solely explained by the outcome (e.g., wages) but also by the process (e.g., daily work experiences), introducing the concept of procedural utility. Despite higher stress levels, lower average incomes, higher income insecurity, failure risks, and

comparatively longer working hours, previous studies have consistently found higher levels of job satisfaction among self-employed individuals compared to wage-employed individuals (Blanchflower and Oswald, 1998; Parasuraman and Simmers, 2001). Self-employment is said to provide more independence in the workplace and is therefore ideally adapted to strike a compromise between such demands (Cromie, 1987; Parasuraman and Simmers, 2001).

But is this true? To throw further light on this critical problem, our study compares the work-life balance of diverse types of self-employed people to that of wage workers. Our premise is that occupational choice theory, which is founded on the utility maximization principle, explains how people choose between various professional paths (Ginzberg and colleagues, 1951). Individual utility functions that balance benefits and costs, such as anticipated salary and related risks, represent the decision-making process (Douglas and Shepherd, 2002).

Frey et al. (2004) extend this theory by introducing the concept of procedural utility, arguing that happiness at work is explained not just by the process (such as ordinary workplace experiences), but also by the outcome (such as earnings). procedural utility theory and career choice, ed. Previous research has consistently found that self-employed people have higher levels of job satisfaction than wage-employed people, despite higher levels of stress, lower average incomes, greater income insecurity, failure risks, and comparably longer working hours (Blanchflower and Oswald, 1998; Parasuraman and Simmers, 2001; Block and Koellinger, 2009; Millán et al., 2013). The significant autonomy and flexibility of self-employment have helped to explain this. (Frey and colleagues, 2004).

Factors Influencing Work-Life Balance in Entrepreneurs

People create their own enterprises for a variety of reasons, including the possibility of better work-life balance. Kirkwood and Tootell (2008); Jennings and McDougald, 2007. This is most likely because business owners believe they have more control over their schedules, and having control over personal time strongly correlates to less work-family conflict. 2009 (Geurts, Beckers, Taris, Kompier, & Smulders). In other words, when people feel more in control of their time, they have less conflict with work getting in the way of their non-work duties and desires. However, there may be pros and cons to starting a new firm. Many social

entrepreneurs, for example, launch new firms to give their lives significance, but they regularly sacrifice their personal health and well-being in order to help others. Dempsey and Sanders (2010) People can explore entrepreneurship on a part-time basis in addition to starting a full-time business, especially as the gig economy (e.g., Uber and Airbnb; Hathaway, 2015) grows in popularity in the twenty-first century. This part-time model provides various benefits, including flexible working hours and on-demand earnings. However, the boundaries between work and home are becoming increasingly blurred, which may lead to increased stress if a lack of structure at work interferes with non-work activities.

For example, during holidays and other special occasions, when people want to spend time with their family the most, on-demand drivers (such as Uber or Lyft drivers) are paid more. In such cases, a person is forced to make a potentially difficult choice: spend time with family or friends while missing out on a money-making opportunity, or lose personal time and revenue. In this section, we look at identity, boundary preferences, and stress as three factors that influence work-life balance.

Work-Life Boundaries of Entrepreneurs:

In various social contexts and epochs, social roles imply different identities. (e.g., parent, spouse, and sibling roles at home; co-worker, supervisor, and subordinate roles at work). These identities have historically been divided in response to social changes. For instance, the stark division between home and work for most people occurred as nations transitioned from agrarian to industrial. (Allen, Cho, & Meier, 2014). As a result, it was necessary to separate the roles played at home and at work. Societies and economies have once again changed, with blurred roles growing as a result of technical improvements and mentality shifts that place the burden of labor on workers rather than the other way around (Allen, Golden, & Shockley, 2015). Although this concept was initially thought of as a way to solve traffic issues, businesses later adopted it as a perk for employees.

The cognitive, physical, and behavioral boundaries that people utilize to differentiate their home and work environments are described in boundary theory (Ashforth, Kreiner, & Fugate, 2000). It is concerned with how people deal with the uniqueness of their living and working environments. (Also see Chapter 4 of this book.) As a significant phenomenon in

sociology, boundary theory has been studied in relation to art, architecture, psychology, political science, anthropology, and organization theory. Boundary theory can also be used to understand managerial phenomena such as role transitions and conflicts between organizational and personal identities (Ashforth et al., 2000; Kreiner, Hollensbe, & Sheep, 2006).

Stress in Entrepreneurs

Stress, according to Selye (1956), is a physiological or psychological response to demand. It is often defined as a state of enhanced arousal and tension that occurs in response to the threat or loss of something valuable (Hobfoll, 1989). The perception of one's own level of stress is the main factor in explaining why some people have a better work-life balance and quality of life (Greenhaus, Collins, & Shaw, 2003). "Can be described in terms of peaks and valleys, or periods of relatively high pressure, stress, uncertainty, and ambiguity, followed by periods of relatively stable predictability" (Schindehutte, Morris, 2006, p. 349). As a result of the constantly fluctuating nature of the position and the possibility of conflict between the work and home domains, someone who is actively engaged in entrepreneurial activities may be more likely to experience stress. Furthermore, stress can impair decision-making (Starcke and Brand, 2012), which can be problematic for firms that rely on decision-making to deliver value. This section looks at the various types of stress that entrepreneurs may face and how they affect work-life balance.

Business Stress

Entrepreneurs, particularly those starting a new venture on their own or with a small team, are more likely to experience the additional stress that comes with being responsible for a company's overall success or failure. According to Allen and Martin (2017), more business stress is associated with better work-life balance, which is achieved through time management and flexibility. This could imply that the only way for business owners to strike a balance between work and personal life is to face higher levels of business-related stress. We argue that fear of failure and business uncertainty are not just substantial hurdles to beginning a business (Caliendo, Fossen, & Kritikos, 2009), but also two additional sources of stress for business owners, both of which can negatively effect work-life balance. Business results are unclear due to the limited information available for decision-making. (Simon, 1955). Due to the high degrees of uncertainty, decision-makers working in dynamic contexts often

face greater information-processing challenges. (1979, Tushman). Fear of failure is defined as the desire to avoid failure by McClelland, Atkinson, Clark, and Lowell (1953), and it may also be a trait-level disposition that causes people to worry when their enterprises fail (e.g., Cacciotti, Hayton, Mitchell, & Giazitzoglu, 2016). Fear of failure is associated with a lesser likelihood of launching a new business (Arenius &Minniti, 2005).

Job Satisfaction

As per Locke (1976), job satisfaction is a pleasant or pleasurable emotional state that comes from an evaluation of one's employment or professional experiences. Job satisfaction, according to Spector (1997), is how people feel about their jobs. According to Batool et al. (2011), people's degrees of job satisfaction or discontent impact how satisfied they are at work. A lack of confidence, job freedom, a lack of promotion chances, and lower income all have a detrimental impact on employee job satisfaction. (Guest, 2000).

Job Performance

Employee work performance is the ability to carry out one's responsibilities in a way that advances the objectives of the company. (Luthans,2008). The mismatch between work and life may show up as stress, absenteeism, turnover, a lack of dedication to the job, and eventually poorer productivity. (Bhola et al., 2015). The value an organization might expect from specific behaviors carried out by a worker over time is referred to as job performance. (Luo et al., 2008).

Literature Review

Entrepreneurs

Most of the time, entrepreneurship is defined as an attempt to launch and run a profitable company endeavor by capitalizing on market opportunities. It is the process of creatively transforming current scientific findings into profitable economic opportunities. As a result, entrepreneurship is primarily viewed as a basic growth generator in every free market economy (Shane and Venkataraman, 2000). Furthermore, because they are the ones who build the firm and are ultimately accountable for its profitability, success, and long-term survival, entrepreneurs have a special and exclusive relationship with their business endeavors. Tahir and El Baradie, 2019; Cope, 2005). Entrepreneurial CEOs and founders do a variety of managerial activities, sometimes in the face of tough regulatory and competitive conditions. Carrington (2006). Furthermore, business owners have authority over Furthermore,

entrepreneurs have the freedom to pick when and how they will complete their work (Myrie and Daly, 2009). As a result, entrepreneurs are a subset of workers with a specific economic impact and population that necessitate extensive research. An entrepreneur is someone who has the ability and motivation to develop, manage, and succeed in a startup business, as well as the risk required to do so. The best example of entrepreneurship is the establishment of a new business endeavor. Entrepreneurs, who are typically cited as innovators or suppliers of new ideas, open the market to new ideas. It can be classified into tiny, home-based companies and international corporations. Profits for an entrepreneur are derived from a mix of land, natural resources, labor, and capital. In short, anyone has the determination and drive to start a new firm and manage all of the dangers that come with being an entrepreneur.

Work Life Balance

According to Clutterbuck, work-life balance means being aware of various demands on time and energy, being able to make choices in the allocation of time and energy, and recognizing what choices apply to decision-making. Be yourself, your family, and your friends. Work-life balance is a comprehensive concept that includes the proper prioritization of work (career and aspiration) and life (pleasure, leisure, health, family, and spiritual development) side by side. Work-life balance refers to how an employee balances the demands of his life and work. Imbalances between life and work can cause major problems for an employee's family and job. Academics have offered various definitions of WLB during the last few decades. Clark (2000), for example, characterized it as "effective and satisfying functioning with minimal job conflict at home and at work." Kirchmeyer (2000) defined it as an equal distribution of time, effort, and attention across all life areas in order to achieve fulfillment in each. Similarly, Marks and MacDermid (1996) proposed that WLB depicts how an individual adapts to different life roles. Finally, Work-family balance (WFB) was defined by Greenhaus et al. (2003, p. 513) as "the degree to which a person is equally involved and content with his or her job function and family role." Furthermore, Greenhaus and Powell (2006) claimed in their study that the work-family interface is not always negative and that family and work might be allies rather than adversaries. Consequently, the researchers established the theoretical construct of work-family enrichment (WFE), which they

operationalized as a phenomenon characterized by the presence of both positive outcomes and negative consequences. Work-family balance (WFB), according to Mauno et al. (2015), is the accomplishment of role-related expectations that an individual and their partners in both the work and family domains mutually agree upon and share (p. 458). Significantly, the ongoing COVID-19 pandemic has had a significantly adverse effect on the concept of work-life balance (WLB) for a large number of individuals, manifesting in various detrimental ways.

The sudden changes in business operations and work practices within firms have had a negative impact on the work-life balance (WLB) of entrepreneurs. According to Utoft (2020), Specifically, the COVID-19 pandemic has resulted in entrepreneurs facing considerable emotional, psychological, and physical strain. As a result, many people have been forced to adopt telecommuting and work-from-home practices. According to Greenhaus and colleagues (2006, p. 73), the extent to which experiences in one role enhance the overall quality of life in the other role is a crucial factor to consider. Powell (year): A substantial body of empirical research has been conducted on the topics of work-family enrichment (WFE) and work-family conflict (WFC), yielding persuasive findings that demonstrate the detrimental effects of both phenomena on individuals' professional commitments and personal life. According to Bhumika (2020) and Rashmi and Kataria (2021).

In these challenging times, business owners in a variety of industries must manage workloads that are unheard of. They now need to juggle their employment positions with caring for children, the elderly, and home duties. Their roles and responsibilities have grown in a variety of ways. Without a doubt, balancing personal and professional obligations is unquestionably one of the most urgent concerns in the world today. (Corbera et al., 2020; Rashmi and Kataria, 2021).

The concept of work-life balance pertains to individuals having a certain degree of autonomy in determining the timing, location, and manner in which they engage in their professional activities. The attainment of work-life balance occurs when an individual's entitlement to a gratifying existence both within and beyond their employment is acknowledged and honored as the prevailing standard, resulting in reciprocal advantages for the individual, the business, and the broader community.

Vol.1 Issue 3 September 2023 EISSN: 2583-7575

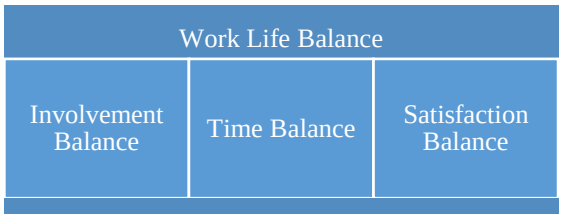


Figure-1 Work-Life Balance

While the validity of the predictive nature of entrepreneurial traits has been subject to scrutiny (Gartner, 1989), it is important to note that these qualities do, nevertheless, provide insights into the psychological characteristics of individuals who exhibit entrepreneurial behavior. Scholars have widely acknowledged that entrepreneurs have particular traits, such as a moderate propensity for taking risks (Sexton & Bowman, 1985), a sizable capacity for tolerating ambiguity (Schere, 1982), an internal locus of control (Brockhaus, 1982), and a limited need for interpersonal impact, avoidance of harm, support, sympathy, reassurance, or guidance (Sexton & Bowman, 1985). According to van Ness and Seifert (2016), entrepreneurs can be identified based on their diligent work ethic, optimistic disposition, conscientiousness in terms of personality, and emotional stability. One significant observation arising from these widely acknowledged characteristics is that entrepreneurs may be prone to feelings of isolation as a result of a dearth of individuals with whom they can openly communicate their thoughts and concerns. This isolation can be attributed to their tendency to project a resilient exterior, their relentless pursuit of achievement, and the conflicts that may arise between their personal values and those held by their family and friends (Boyd & Gumpert, 1984). According to Sexton and Bowman (1985), entrepreneurs frequently neglect the needs and demands of their friends and family due to their deep engagement in their business ventures. This might subsequently result in the development of resentment, causing business owners to experience social isolation from their friends and family members. Who else has the potential to alleviate their feelings of loneliness?

Entrepreneurship in India

Entrepreneurship has emerged as a prevalent skill throughout nations worldwide. The practice of Indian free enterprise has a longstanding history that dates back to the earliest stages of human evolution. In pre-colonial India, urban settlements functioned as the primary hubs of economic activity within the region. The population of the town consisted of ministers, artists, and agriculturalists. The residents of the town offer a safeguarding role for the artists. The crafts of India achieved international prominence, leading to a flourishing of the

art industries until the end of the 18th century.

Conceptual Framework

Rajidul Honque's stress-strain model served as the foundation for the model created for this investigation. (2015). Work-life balance was included in the model as an independent variable. Job performance, job stress, and job satisfaction were considered dependent variables. According to this model, the four factors are connected, and work-life balance affects job performance both directly and indirectly though job stress and job satisfaction.

Effects of Work-Life Balance on Job Performance through Job Stress and Job Satisfaction

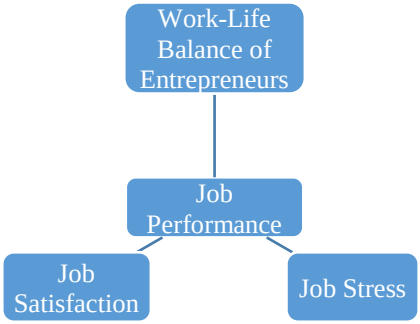


Figure-2 Conceptual framework: Self construct

Casual Loop Diagram

This study endeavors to construct a conceptual framework that elucidates the interconnections between many factors that impact both work-life balance and the performance and stress levels of entrepreneurs. System dynamics modeling is employed to construct a causal loop diagram based on variables derived from existing literature pertaining to contemporary human resource practices, with a specific emphasis on the work-life balance of entrepreneurs. The examination of the effects of these activities on the performance of entrepreneurs is of utmost importance. Entrepreneurs consistently seek opportunities to optimize their economic expansion, enhance their competitive advantage, and improve their organizational efficacy. It is imperative to offer options that enhance the work-life balance of entrepreneurs. The objective of this study is to analyze the factors that affect the balance between work and personal life, and to assess the effects of these factors on stress levels.

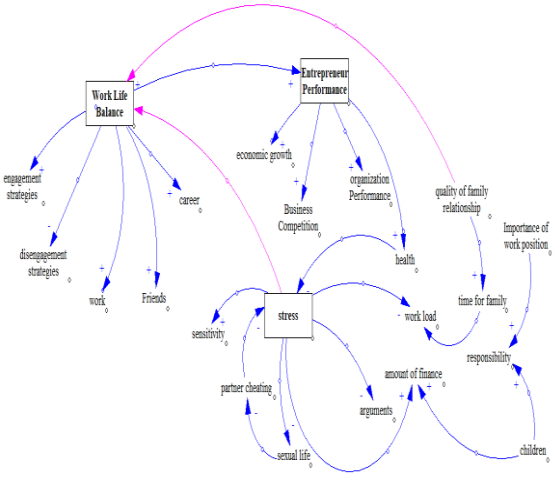


Figure-3 Conceptual framework: Relationship between the work-life balance and entrepreneur performance and stress of entrepreneurs.

Vol.1 Issue 3 September 2023 EISSN: 2583-7575

Research Methodology

Given the limited body of research on work-life balance (WLB) as evidenced by previous studies (Erogul, 2014; Madichie and Gallant, 2012; Tahir and El Baradie, 2022), the authors choose to employ a qualitative research approach in order to collect pertinent data. The qualitative methodology was considered to be the most suitable approach due to its ability to offer a comprehensive comprehension of significant matters (Cresswell, 2008). The present study employs interpretive-constructionist and constructive-phenomenological paradigms, which prioritize personal interactions (Gephart & Richardson, 2008). Cresswell (2008) posits that adopting this particular methodological perspective allows researchers to gain a comprehensive understanding of phenomena that have received less attention, ultimately leading to the revelation of detailed narratives of personal experiences. In a study conducted by Farah (2012), a significant correlation was found between job satisfaction and work-life balance among academic members at Iowa State University. According to Pandidurai (2012), there is a claim that female instructors who finance their own education have superior stress management skills compared to their counterparts in government-aided colleges. According to Christopher (2014), there is a notable disparity in the impact of work-life balance on women instructors employed at management schools compared to those working in government schools. Abirami (2014) posits that there exists a significant association between multiple factors that influence the work-life balance of female college instructors. According to Vajiravel (2015), the influence of work-life balance concerns on job performance is relatively insignificant.

Gayathri and Ruchi (2017) assert that the personal and professional domains exert a significant influence on the professional experiences of faculty members within private higher education institutions. According to a study conducted by Khan (2017), male instructors exhibited greater levels of work-life balance and self-efficacy in comparison to their female counterparts. In terms of job satisfaction, female instructors exhibited higher levels of performance compared to their male counterparts. Zaheer (2016) posits that female faculty members encounter a modest degree of work-life equilibrium and occupational stress. The research also revealed a significant negative correlation

between work-life balance and occupational stress. The present investigation utilized secondary data. Secondary data is obtained through the utilization of many sources such as websites, journals, textbooks, newspapers, and research papers. The approach of system dynamics encompasses a series of sequential processes.

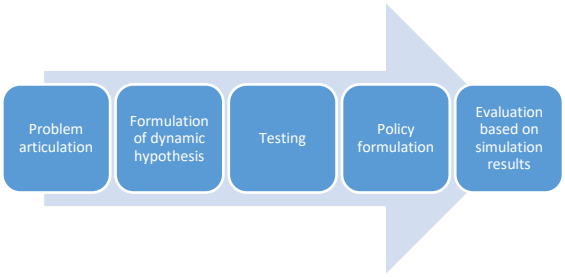


Figure 4- System dynamics methodology
(Source: Sterman, 2000)

Tools used for the study

- A factor analysis has been done to identify the factors of work-life balance, job stress, job satisfaction, and job performance.
- Descriptive statistics (mean, standard deviation) are used to measure the level of work-life balance, job stress, job satisfaction, and job performance and to identify the strategies adopted by respondents to integrate work and family life.
- An independent sample t-test has been used to determine the influence of demographic variables (designation, type of family, nature of job, and teaching area) on work-life balance, job stress, job satisfaction, and job performance.
- One way ANOVA has been done is to know the influence of demographic variables (status of colleges, age, qualification, marital status, size of family, residential area, year of appointment, working hours per week, monthly gross salary, teaching experience) on work-life balance, job stress, job satisfaction, and job performance.
- Simple Regression Analysis has been used to determine the influence of work-life balance on job stress, work-life balance on job satisfaction, and work-life balance on job performance. Correlation analysis has been employed to ascertain the association between work-life balance, job stress, job satisfaction, and job performance.
- A structural equation model has been developed to confirm whether the data used for this analysis fit the theoretical model and to assess the causal effects of work-life balance on job performance.

Conclusion

There has been a notable surge in the proliferation of privately owned enterprises, resulting in the generation of fresh employment opportunities. The primary

objectives of the study encompassed the investigation of the comparative efficacy of entrepreneurs, analysis of the elements influencing such efficacy, characterization of accomplished entrepreneurs, and provision of recommendations to enhance the rate of entrepreneurial success. This study presented empirical data indicating that entrepreneurs exhibiting pronounced inclinations towards independence and achievement were more prone to achieving success in the realm of business. The implications of our findings are significant for the field of entrepreneurship research as they challenge the assertions put forth by occupational choice and procedural utility theory. These theories propose that entrepreneurship enhances the capacity to effectively manage both work and family life by virtue of increased autonomy and flexibility. Conversely, they suggest that being self-employed diminishes work-life balance, with this impact being particularly pronounced for self-employed individuals who have employees. There exists a contention that individuals experiencing a diminished work-life balance may exhibit reduced psychological well-being as a result of heightened conflicts between work and family responsibilities. This, in turn, may result in diminished economic productivity at the individual level and potentially exert adverse effects on entrepreneurial endeavors. However, it is imperative to exercise prudence when drawing conclusions based on these assertions. Nevertheless, this conduct would not be deemed favorable from an economic standpoint, as it would fail to harness economic productivity.

Furthermore, there is a prevailing argument suggesting that those who experience a diminished equilibrium between their professional and personal lives are more susceptible to developing depressive symptoms. Additional investigation is warranted to elucidate the intricacies of this association, in order to enhance comprehension of the underlying incentives and consequences associated with embarking on an entrepreneurial path. In this particular scenario, individuals may experience increased levels of happiness in their professional endeavors, potentially leading to positive outcomes in their familial relationships as well.

References

Adisa, T. A., & Gbadamosi, G. (2021, January 1). Work-Life Border Control Model: A Re-think of Border Theory. Springer eBooks. https://doi.org/10.1007/978-3-030-66648-4_2

Allen, T. D., & Martin, A. (2017). The work-family interface: A retrospective

look at 20years of research in JOHP. Journal of Occupational Health Psychology.doi:10.1037/ocp0000065.

Allen, T. D., Cho, E., & Meier, L. L. (2014). Work-family boundary dynamics. Annual Review of Organizational Psychology and Organizational Behavior, 1, 99–121. doi:10.1146/annurev-orgpsych-031413-091330.

Allen, T. D., Golden, T. D., & Shockley, K. M. (2015). How effective is telecommuting? Assessing the status of our scientific findings. Psychological Science in the Public Interest, 16(2), 40–68. doi:10.1177/1529100615593273

Andrew A. Bennett, Stephen E. Lanivich, Yusuf Akbulut Adamson, S. J., Doherty, N., & Viney, C. et al. (1998). The meanings of career revisited: Implications for theory and practice.

Arenius, P., & Minniti, M. (2005). Perceptual variables and nascent entrepreneurship. Small Business Economics, 24(3), 233–247. doi: 10.1007/s11187-005-1984-x.Arthur, M., & Rousseau, D. (1996).

Blanchflower, D. G., Oswald, A. J. (1998). What makes an entrepreneur? Journal of Labor Economics, 16(1), 26–60. https://doi.org/10.1086/209881

Block, J., Millán, A., Millán, J. M., & Moritz, A. (2018, January 1). *Entrepreneurship and Work-Life Balance*. Social Science Research Network; RELX Group (Netherlands). https://doi.org/10.2139/ssrn.3148885

British Journal of Management, 9, 251–259.doi:10.1111/1467-8551.00096.

Budumuru, M., Xxx, K. P., & Rao, M. M. (2020, June 1). *Association among Remote Working Concerns and Challenges on Employee Work-Life Balance: An Empirical Study*. ResearchGate. https://doi.org/10.34218/IJARET.11.6.2020.025

Clarke, M., Hyde, A., & Drennan, J. (2012, August 21). *Professional Identity in Higher Education*. Springer eBooks. https://doi.org/10.1007/978-94-007-4614-5_2

Entrepreneurship Theory and Practice, 13, 47–68. doi:10.1210/jc.2003-031037.

Gartner, W. B., Bird, B. J., & Starr, J. A. (1992). Acting as if: Differentiating entrepreneurial from organizational behavior. Entrepreneurship Theory and Practice, 16(3),13–31. doi: 10.4337/9781783476947.00014.Selye, H. (1956).

Guest, D. (2004). Working to live or living to work? Work/life balance early in the career. Human Resource Management Journal, 14(4), 5–20

Journal of Occupational Health Psychology, 11(4), 366–378. https://doi.org/10.1037/1076-8998.11.4.366Sturges,

Kirkwood, J., & Tootell, B. (2008). Is entrepreneurship the answer to achieving work-family balance? *Journal of Management & Organization, 14*(3), 285–302. https://doi.org/10.5172/jmo.837.14.3.285

Mayya, S. S., Martis, M., Ashok, L., Monteiro, A. D., & Mayya, S. (2021, October 1). Work-Life Balance and Gender Differences: A Study of College and University Teachers from Karnataka. SAGE Open; SAGE Publishing. https://doi.org/10.1177/21582440211054479

Mikael Nordenmark, Stig Vinberg & Mattias Strandh (2012) Job control and demands, work-life balance and wellbeing among self-employed men and women in Europe, Vulnerable Groups & Inclusion, 3:1, 18896, DOI: 10.3402/vgi.v3i0.18896

Parasuraman, S., Simmers, C.A. (2001). Type of employment, work-family conflict, and well-being: a comparative study. Journal of Organizational Behavior, 22(5), 551–568. https://doi.org/10.1002/job.102.

Prottas, D. J., Thompson, C.A. (2006). Stress, satisfaction, and the work-family interface: A comparison of self-employed business owners, independents, and organizational employees

Shah, S. K., & Tripsas, M. (2007). The accidental entrepreneur: The emergency and collective process of user entrepreneurship. Strategic Entrepreneurship Journal, 1,23–140. doi:10.1002/sej.15

Tahir, R. (2022, October 27). *Work-life balance: is entrepreneurial career the solution*. ResearchGate. https://www.researchgate.net/publication/364774416_Work-life_balance_is_entrepreneurial_career_the_solution

The boundaryless career: A new employment for a new organizational era. New York, NY: Oxford University Press Gartner, W. B. (1989). “Who is an entrepreneur?” is the wrong question.

The stress of life. New York, NY: McGraw-Hill. Sexton, D. L., & Bowman, N. (1985). The entrepreneur: A capable executive and more. Journal of Business Venturing, 1, 129–140. doi:10.1016/0883-9026(85)90012-6.

Work-Family Interface Experiences and Coping Strategies: Implications for Entrepreneurship Research and Practice on JSTOR. (n.d.). https://www.jstor.org/stable/20159332

Zaheer, A. (2016, January 1). *Occupational Stress and Work-Life Balance: A Study of Female Faculties of Central Universities in Delhi, India*. Journal of Human Resource Management; Faculty of Management at Comenius University in Bratislava. https://doi.org/10.11648/j.jhrm.20160401.11

Omniscient
(An International Multidisciplinary Peer Reviewed Journal)
Vol.1 Issue 3 September 2023 EISSN: 2583-7575

An Analysis of Language Policies in India: Post-Independence Era to NEP 2020

Kanchan Singh

DAK Degree College, Moradabad
Corresponding author: kanchansingh.31july@gmail.com
Available at https://omniscientmjprujournal.com

Abstract

This research paper analyses language policies introduced by Indian government ranging from the post -independence era to the latest policy document i.e., NEP 2020 with special reference to mode of instruction in education. The paper opens the discussion with constitutional provisions for languages followed by University Education commission 1952, Kothari Commission 1966, NPE 1986, National Knowledge Commission 2009 and closes the discussion with NEP 2020. A large number of mother tongues with additional language English always keeps the policy makers in conflicts for which language to be medium of instruction in schools.

Keywords: *Language Policy, NEP 2020, Mother Tongue, Official Language, Regional Language, Three Language Formula, Education Commission, English Medium of Education, Mode of Instruction.*

Introduction

A nation is identified through its diversified culture and its people practising those cultures in the form of language, rituals, arts, literature etc. In India, its language, culture and values inherent in diversified Indian cultures make the country *Incredible India!* Language is defined as "a system of communication used by people living in a particular country" (Cambridge dictionary). With 1652 mother tongues (GOI, 2001) India exhibits a rich history of languages. Here, Sanskrit is considered as '*Dev Language*'. Hindi- the mother tongue along with official language. English is a foreign language but of utmost importance; for most of the citizens with different languages like Bengali, Tamil, Punjabi, Marathi, etc., it acts as a link language. This affluent linguistic heritage of India necessitated the utmost and cautious planning of language policy after independence.

Language Policies in India

The constituent assembly conceded a lot of time discussing the 'would be national language' for the country but due to the affluent linguistic heritage of ours, the assembly failed to finalize a single language as a national language. Article 343(1) of the Indian Constitution recognizes Hindi in Devanagari script as the official language of the Union, since it

is spoken by most of the citizens. (Ministry of Law and Justice, 2020, p. 145). And English was recommended to be continued as an official language with certain conditions. As per Article 343 (2) of the constitution, …for a period of fifteen years from the commencement of this Constitution, the English language shall continue to be used for all the official purposes of the Union for which it was being used immediately before such commencement: Provided that the President may, during the said period, by order 5 authorise the use of the Hindi language in addition to the English language and of the Devanagari form of numerals in addition to the international form of Indian numerals for any of the official purposes of the Union (Ministry of Law and Justice, 2020, p. 145). Article 348 states that the Supreme Court and the High Courts shall use the English language in their proceedings, and the authoritative texts of Acts, Bills, etc. of the legislatures shall also be in the English language (Ministry of Law and Justice, 2020, p.147). By the statement, it was again ensured that even in independent India English will remain at its significant position. However, it was not a piece of cake to replace English by an Indian language for multiple purposes at that time, but the constitution was determined to afford the owing respect to Hindi language. As per Article 351, the Union government is responsible for promoting the use of Hindi, developing it so that it can be used to express all aspects of India's composite culture, and enriching it by adopting, without compromising its essence, the forms, styles, and expressions used in Hindustani and other languages of India listed in the Eighth Schedule. It should also draw primarily on Sanskrit and secondarily on other languages for its vocabulary, as needed or desired. (Ministry of Law and Justice, 2020, p. 148). At one hand constitutional provisions prepared the ground for making laws and at another hand educational commissions were also formed by the first independent Indian government to regulate the state's education system. The first important commission, post-independence, was 'University Education commission, 1948'. It was appointed by the government of India in 1948 under the chairmanship of Dr. Sarvapalli Radhakrishnan. The commission was single minded to proffer the due glory to Indian languages without overlooking the practical issues of using a language, so it was recommended that the mode of instruction for higher education should be replaced by an Indian language as soon as possible, but not Sanskrit. This is because Sanskrit is a very complex

language that is difficult to learn. It is also not widely spoken in India, so it would not be practical to use it as the medium of instruction for higher education. (Ministry of Education, 1963, p. 284). The commission decided not to abolish English from the curriculum because it is a rich language with a vast literature, both humanistic and technical. They argued that it would be unwise to give up English on emotional grounds, as this would cut us off from the ever-growing pool of knowledge and ideas that is available in English. (Ministry of Education, 1963, p. 283). The choice of a language for instruction was a difficult one, as there were strong arguments for both Indian languages and English. English was seen as a connecting language for different states, but Indian languages were seen as being more relevant to the students' culture and heritage. The report stated that no other problem had caused more controversy among educationists, and that the issue was so emotional that it was difficult to discuss objectively. ((Ministry of Education, 1963, p. 266). The Commission acknowledged three key languages: the regional language, the federal language, and English. It made several recommendations for the development of a language policy for the nation, particularly for higher education.

In 1952, the Government of India established the Secondary Education Commission to restructure the secondary education system in the country. The commission acknowledged that one learns better in one's own language and for this advancement of students, it recommended, Mother-tongue or the regional language should generally be the medium of instruction throughout the Secondary school stage, subject to the provision that for linguistic minorities special facilities should be made available on the lines suggested by the Central Advisory Board of Education (Ministry of Education, 1962, p. 59). Referring to the Middle school stage students, the commission recommended them to study two languages without setting up the study of official language as a burden. "Every child should be taught at least two languages, and English and Hindi should be introduced at the end of the junior basic stage. However, no two languages should be introduced in the same year." (Ministry of Education, 1963, p. 59).

At the high and higher secondary level, the commission recommended that students in high school and higher secondary school should study two languages. The first language should be the student's mother tongue or a regional language. The second language could be Hindi, English, a

modern Indian language other than Hindi, a modern foreign language other than English, or a classical language.

So, the major focus remained on the study of the mother tongue and not on a language which is considered an alien's language for the students. Whether it is a matter of learning a subject in a particular language or learning the language itself, the commission was never obligatory in its recommendations, exclusively in the context of Hindi or English.

In 1964, the Kothari Commission recommended to the state governments to adopt, and strongly implement the Three Language Formula:

- Language 1: The student's mother tongue or a regional language.
- Language 2: Hindi, the official language of the union or English, the associate official language.
- Language 3: A modern Indian or foreign language, other than the student's mother tongue or regional language, and other than the medium of instruction (GOI, 1966).

The commission's modified three language formula takes into account the importance of mother tongue and regional languages in India. It also emphasizes the need to continue studying English as a foreign language. Since English is a foreign language for both Hindi and non-Hindi speakers in India, studying it as a second language in both regions can help to ensure equal opportunities for everyone.

As earlier, due to the recommendations of the Secondary education commission, regional language was already adopted as a mode of learning at school level, now the Kothari commission appreciated it and further recommended to adopt regional languages increasingly at higher level of education too. The commission was committed to developing regional languages, believing that it was an essential step towards improving the quality of education. (GOI, 1966). The commission's concern for the regional language is quite clear in the following

Statement

Energetic action is needed to produce books and literature, particularly scientific and technical, in the regional languages. This should be regarded as a specific and imperative responsibility of the universities; and the UGC should provide general guidance and allot adequate funds for the programme (GOI, 1966, p. 34).

The recommendations to develop Indian languages turned into a policy document in the form of NPE 1968 which readdressed the necessity by calling it an essential condition for educational and cultural development (Ministry of Education, 1968, p. 39). It was further argued that

without language education, the creative energies of the people would not be released, the standards of education would not improve, knowledge would not reach the people, and the gap between the intelligentsia and the masses would persist. (Ministry of Education, 1968). The three-language formula persisted in the epicentre of the document. This persistence to develop regional language and to implement three-language formula got more intensified with the next policy on education by Indian government i.e., NPE 1986, by identifying the challenges: There are a number of challenges that are likely to be faced when implementing a language education policy that includes a variety of mother tongues. These challenges include the administrative and financial feasibility of providing instructional facilities for all of these languages, as well as the difficulty of using some tribal languages as media of education. (Ministry of Education, 1986, p. 149). Mother tongue mode of instruction at higher level of education was one of the key concerns in this policy. However, it was already implemented at the University stage but was not applauded as described in the document, 7000 university level textbooks have been produced by the State agencies and some universities with the assistance of the Government of India. The off-take of these books is not satisfactory. Consequently, large unsold stocks of books have accumulated' in the States, the main reasons being (a) preparation and production of these books has not synchronised with the universities' decision to switch over to modern Indian languages; (b) university teachers having received education through English find it difficult to teach through the Indian languages; (c) unlike the school stage, control over prescription of textbooks is not tight, with the result that, for various reasons, book produced by private publishers get generally recommended; and (d) Indian language-medium courses are generally not popular with students because of the lack of professional comparability and poor employment potential" (Ministry of Education, 1986, p. 150). The National Policy on Education (NPE) 1986 identified a number of challenges to language education in India and outlined some specific actions that could be taken to address these challenges. These actions included:

1. *Preparing and producing reference books in modern Indian languages on a larger scale:* This would help to make reference materials available in a wider range of languages, making it easier for students and researchers to access information.

2. *Orientation of university teachers:* This would help to ensure that university teachers are familiar with the challenges of teaching in a multilingual context and have the skills and knowledge necessary to do so effectively.
3. *Translation of textbooks, reference books from English into Indian languages: T*his would make educational materials more accessible to students who do not speak English as their first language.
4. *Regular review and monitoring of the effort:* This would help to ensure that the implementation of these actions is effective and that any challenges that arise are addressed promptly. (Ministry of Education, 1986). It also didn't find the implementation of three-language formula satisfactory; consequently, identified the major deficiencies and planned for specific actions:

(i) The Central Government should continue to assist the non-Hindi speaking States for the appointment of Hindi teachers. (ii) The pattern of Government of India's assistance should be restored to 100 per cent of the approved expenditure on the appointment of Hindi teachers as was available till 1978-79. (iii) On the pattern of the scheme for appointment of Hindi teachers in non-Hindi speaking States cent per cent assistance should be given to Hindi speaking States for the appointment of modern Indian language teachers, preferably teachers of South Indian languages, as the three-language formula suggests. (iv). Apart from establishing teacher training institutions for training of Hindi and modern Indian language teachers in States, facilities for training of language teachers need to be augmented and improved in existing teacher training colleges. (v). The Ministry's language institutions should be strengthened to undertake programmes facilitating teaching of languages, particularly research in methodology of teaching languages and experimentation in the use of computers and new communication technologies (Ministry of Education, 1986, p. 152). Translation of books and preparing bilingual dictionaries were some other important concerns of the document. Agencies like National Book Trust and Sahitya Academy were assigned with the work. Later, National Knowledge Commission 2009 laid more emphasis on translation playing an important function in making obtainable knowledge to varied linguistic groups (EPSI, 2009). Here, by translation, the commission didn't mean only translating literary works but text from different areas. As it says,

These would include translation of pedagogic materials at all levels, especially in the sciences and social sciences, translation of content- as e-governance applications become increasingly localised and ubiquitous, and also different types of translation both human and machine aided (EPSI, 2009, p. 18). Set up of the National Translation Mission was the brain- child of the very commission.

National Education Policy 2020

The National Education Policy 2020 (NEP 2020) is the latest policy on education which persisted in the previous language policy of three language formula. For medium of instruction, the policy again sustained the preference of regional language medium of instruction to English medium education, exclusively for lower classes of schooling. The use of the child's home language or mother tongue as the medium of instruction is strongly encouraged until at least grade 5, and preferably until grade 8 or beyond. (Ministry of Education, 2020, p. 13). Along with mother tongue, the policy favours the promotion of Sanskrit. Publishing in these languages may enrich resources. Printed materials like books, journals and magazine helps expanding and continuing the old Indian tradition and culture. Appointing efficient language teachers is another agenda of NEP. NEP promises to create high quality programmes and degrees in Translation, Artefact Conservation, Art, Archaeology, Web Design, and Graphic Design within the higher education system (Ministry of Education, 2020, p. 54).

Conclusion

After going through the recommendations of various education policies, we may conclude that our educationists, linguists and policy makers have continuously promoted Indian languages through their policies. The three-language formula advocates for the use of three languages in education: the mother tongue, English, and another Indian language. The policy was first proposed in the 1960s and has been implemented in varying degrees since then. It has been praised for its potential to promote linguistic diversity, cultural understanding, and national integration. Mother tongue medium of education has always been chosen over the English medium of education. Yet the challenges while implementing the recommendations remain the same over years. The nation is struggling almost with the same language issues like lack of qualified teachers as well as lack of standardized curricula. Implementing mother tongue-based education can also be costly, as it requires the development of new textbooks, teacher

training, and other resources. There are also socio-political factors that can hinder the implementation of mother tongue-based education. For example, in some regions, there may be a history of conflict between different language groups. This can make it difficult to agree on a single language to be used as the medium of instruction. In case of English medium of Education when children start school, they are already proficient in their native language. They have a vocabulary for everyday objects and activities. At school, they are introduced to a new language for abstract concepts and ideas. This can create a separation in their minds, with one compartment for everyday language and another for academic language. Despite continuous emphasis on promoting Indian languages India has lost over 220 languages in the last 50 years alone, (Ministry of Education, 2020) which shows why our language policies need some reconsideration.

References

Cambridge Dictionary (n.d.). Language. In *Cambridge dictionary*. Retrieved June 12, 2023, from https://dictionary.cambridge.org/dictionary/english/language

EPSI. Government of India. (2009). *National Knowledge Commission, Report to the Nation, 2007. (2009).* https://epsiindia.org/wp-content/uploads/2019/02/Knowledge-Commission-Report-20071.pdf

GOI. (1966). *Education and national development. Report of the education commission, 1964-66.* NCERT. http://103.10.227.124/jspui/bitstream/1/640/1/KC_V1.pdf

GOI. (2001). *Census of India*. http://www.censusindia.gov.in/Census_Data_2001/Census_Data_Online/Language/Statement1.aspx

Ministry of Education. GOI. (1968). *National Policy on Education 1968.* https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf

Ministry of Education. GOI. (1986). *National Policy on Education 1986.* https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf

Ministry of Education. GOI. (1992). *National Policy on Education 1986. (With modification undertaken in 1992).*https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf

Ministry of Education. GOI. (2020). *National Policy on Education 2020.* https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Ministry of Education. Government of India, (1962). *Report of the Secondary Education Commission (Oct. 1952-June 1953).* Government of India Press. https://www.educationforallinindia.com/1953%20Secondary_Education_Commission_Report.pdf

Ministry of Education. Government of India, (1963). *The Report of the University Education Commission (December 1948- August 1949).* Government of India Press. http://www.academics-india.com/Radhakrishnan%20Commission%20Report%20of%201948-49.pdf

Omniscient
(An International Multidisciplinary Peer Reviewed Journal)
Vol.1 Issue 3 September 2023 EISSN: 2583-7575

Current Research Trends in English Literature: A Step-by-Step Guide for Pre-Doctoral Research

Deepali Seth

Department of English Studies, Dayalbagh Educational Institute, Agra
Corresponding author: deepaliseth.dei@gmail.com
Available at https://omniscientmjprujournal.com

Abstract

English literature is a constructive discipline that examines and incorporates various facets of society and the world at large. It studies several societal norms, cultural and historical ethos, values, beliefs, traditions, innovations, diversities and disparities around the globe and beyond. This branch of knowledge has enabled individuals to investigate and learn about the historical, modern, contemporary and global trends of the world as a system. It is this body of thought that has inspired a multitudinous array of individuals to delve into their realm of imagination and inspire the masses with their reflective writing skills. We as researchers can reflect the reality through English literature and can also view it as a core discipline to explore newer fields. English literature conveys the rich tapestry of human experiences, emotions, and thoughts across different cultures. It serves as a mirror reflecting the complexities of human existence. The present research study aims to examine the modern trends in English literature and how their multidisciplinary essence has germinated various innovative branches of studies. It aims to highlight and illustrate how recent trends in digital humanities, food and game studies and environmental humanities have paved a new field of emerging research fields. Embracing diverse authors from various backgrounds, these modern trends provide a platform for underrepresented voices, fostering a broader spectrum of ideas and perspectives. The integration of literature with the other forms of discipline encourages cross-disciplinary dialogues, allowing the ideas to flow freely between the already existing and new emerging literary fields. This research study aims to deduce that English literature has been revolutionized as a result of globalization and holds a strong relationship between lesser-known and emerging fields of study.

Keywords: *Literature, English, Trends, Multidisciplinary, Global*

English literature has undeniably played a pivotal role in comprehending the intricate tapestry of the world history, serving as a profound mirror that reflects the ever-evolving cultural aspects, ethos, values and traditions. As Edward Said astutely noted in his seminal work, “Cultural and

Imperialism", the exploration of literature from different epochs and geographies allows us to discern the intersections between colonialism, power dynamics, and literary representation (Said, 1993). This interconnectedness enables us to delve into the nuances of cultural exchange, the impact of imperialism, and the evolution of identities, making it an indispensable lens through which we can navigate the annals of the human history. Defining the scope of English literature proves to be a more challenging endeavor when juxtaposed with the relatively defined boundaries of science and social sciences. Unlike the empirical and methodologies rigor found in the latter disciplines, the contours of English literature are fluid and multifaceted. While science and social sciences often deal with quantifiable data and well- established methodologies, literature is an ever-expanding realm of human expression that encompasses diverse genres, cultures, historical periods, and interpretations. It thrives on subjectivity and the richness of language, making it resistant to rigid categorization. English literature's inherent complexity lies in its ability to evolve, adapt, and reflect the ever-changing tapestry of human experience, which defies easy confinement within predefined boundaries, setting it apart from the more delineated domains of sciences and social sciences. English literature cannot be simply termed as a perception of senses, rather it is the basic "sin qua non" of holistic living (Bennett) that has experience a number of changes from ancient times to the present. It has been growing, flowering, and alluring its readers to enlighten their brains to catalogue and research the impacts of past events on contemporary writing and forecast future ramifications.

Simultaneously, it has enabled a vast number of researchers to develop congenial links with the other branches of knowledge through various fiction and non-fiction essays and novels. A scholar might use literature to reflect on reality and regard it as a work of art that allows for the exploration of new subjects of study during pre-doctoral research. In the current scenario, English literature has left no stone unturned in getting in-tuned with its all sorts of different fields ranging from space and technology to post-humanism via community, media and film studies and many more. With the development of technology, it has become easy to mirror reality and use it as a platform for communicating with people around the globe using the lingua franca of the day. Therefore, it embodies a manifestation of wonderful ideas, innovative ideologies, creative writings and facts in the form of

informative journals, fiction and non-fiction novels, diaries, prose, poetry, articles and essays. Thus, literature holds the capacity to inspire the present and future generations. English being one of the most widely spoken and understood languages, has encompassed different genres of life with different mentalities of readers and writers, a piece of work may be interpreted in different ways, but the style of literature is very important as it can motivate or demotivate any reader. However, it is crucial to comprehend the various variants and literature styles used in writing and communicating literature. Through the experiences and visions of the writer, the reader can conclude and form their perspectives.

Modern literature can be analysed from a variety of angles, allowing readers to express their creativity. Current trends of literature, amongst other areas, are guided by advancements in cultures, technology and digitalization. In today's world, literature is predominantly accessed digitally and is different from its evolutionary cousin. In the past, authors and historical events received a lot of attention, but in today's fast-paced society new trends have been created in the literature that includes brief and difficult novels which allow writers to express their creativity. With so many fresh literary trends, writers of the present times must be aware of the expectations of the reader, making sure they are not just expansive in their approach but also think critically and outside the box. It becomes even more relative as individuals in today's society particularly the younger generation do not engage in long sentences, detailed descriptions and paragraphs. Thus, inventing newer fields and developing their links with literature has become a new trend to keep our scholars engaged in innovative research.

It is digitalization that has helped academicians to expand the realm of literature. The ways that literature is communicated and viewed have changed as a result of intense globalisation, orientations and expansions in cultural studies and various technological developments. Various tools like social media, mobile applications, blogs and internet content have helped our writers to express themselves creatively.

Contemporary writers have the opportunity to engage in real-life experiments to discover innovative ideas and revolutionary concepts for their literary creations. Through this approach, authors can ensure heightened reader engagement and curiosity towards their literary outputs. Furthermore, individuals can enhance their understanding of literature by establishing

associations between novel concepts or information and their pre-existing knowledge.

Objective of the research study

This research article aims to examine the current trends in the field of English literature. It also attempts to assist the scholars and researchers in their pre-doctoral analysis of the findings of the research topics, and literature review and select the corresponding areas of research.

Methodology of the Research Study

The comprehensive methodology of this research study involves a thorough literature review. In the realm of English literature, the methodology of the comprehensive research study relies on a multifaceted approach that encompasses a wide array of sources such as primary sources, that act as a foundation. Secondary sources like academic journals, critical essays, and literary critiques offer valuable insights and scholarly perspectives. Additionally, through well planned literature scrutiny, relevant publications and grey literature sources were used to provide a deeper understanding of the literary works (Somani 20). With the help of literature research, a holistic approach must be used to encompass the diverse sources which are indispensable. Within this research study, four questions were framed and analysed keeping track of how they could be a blueprint for future researchers.

1. What is the new field of studies in literature?
2. What are the suggested readings?
3. What are the key theorists associated with the corresponding field of study?
4. How the new existing forms of literature are relevance in the contemporary times?

Literature search related to Database

Conducting a thorough database literature review in the field of English literature is an essential step in the academic research. To study the ongoing trends in the present-day literature, the following electronic databases were searched: the ResearchGate, Academia, Scribd, JSTOR, Google Scholar, MLA International Bibliography and TES YouTube Videos. The following keywords were included in the preliminary search: ‘Modern’ ‘Current’ ‘New fields in English Literature’ ‘Online Studies’. The search provided results in the form of an online database. To make my research study, concise and precise, I omitted the research papers which revealed an extended or in- depth knowledge of the newer fields and only considered the ones which provided basic assistance to the scholars about the field.

New Field of Study

The following fields of study were investigated:

- Food Studies
- Game Studies
- Environmental Humanities
- Digital Humanities

Food Studies

Food Studies is an integral field of research within the cultural studies, offering valuable insights into the intricate relationship between food and culture (Kvale, 2017). Scholars in this domain explore the multifaceted dimensions of food, encompassing its production, consumption, symbolism, and impact on society. Food is not merely sustenance, it serves as a powerful symbol of identity, tradition, and globalization (Mintz, 1996). This interdisciplinary approach to food studies is crucial for understanding how culinary practices shape and reflect the cultural values, norms and historical changes (Scholliers, 2018). By examining food through the lens of cultural studies, researchers gain a deeper appreciation of how the gastronomic realm influences human societies, making it a fundamental area of exploration in the field (Wilk, 2006).

Moreover, food studies within the cultural studies provide a unique vantage point for analyzing the interplay between food and identity. Food choices often act as markers of cultural affiliation, helping individuals define their sense of self (Kvale, 2017). For example, the preparation and consumption of traditional dishes can reinforce cultural heritage and foster a sense of belonging (Mintz, 1996). Conversely, the adoption of global culinary trends can reflect the influence of globalization on cultural identities (Wilk, 2006). This dynamic relationship between food and identity underscores the significance of food studies in cultural studies, where researchers delve into how food practices contribute to the complex tapestry of human cultures (Scholliers, 2018).

Furthermore, food studies offer a critical lens through which to examine societal power structures and inequalities (Kvale, 2017). The food industry, including production, distribution, and marketing, plays a pivotal role in shaping dietary choices and access to various foods (Wilk, 2006). Scholars in cultural studies analyze how these factors intersect with race, class, and gender, influencing who has access to nutritious food and who does not (Mintz, 1996). This perspective highlights the role of food in perpetuating or challenging social hierarchies and inequities (Scholliers, 2018). Therefore, food studies within cultural studies contribute

significantly to the understanding of the social justice issues related to food and its distribution (Wilk, 2006).

The research areas in this field could revolve around:

- Food Industry
- Anthropology of food
- Food Citizenship
- Globalisation and food cultures
- Cooking & Food Magazines

Major theorists who could be under the study can be:

- Sidney Mintz
- Mary Douglas
- Saru Jayaraman
- Arlene Voski Avakian
- Alan Voski Avakian
- Pat Caplan
- Jack Goody

Recommended readings include –

- Food Studies: An Introduction to Research Methods (2000)
- Critical Perspectives in Food Studies (2012)
- Routledge International Handbook of Food Studies (2013)
- Food and Femineity (2015)
- Literature and Food Studies (2017)

Game Studies

The study of games, the act of playing them, as well as the players and cultures they are surrounded by, is known as game studies, commonly referred to as ludology (from the Greek words ludus, "game," and -logia, "study," "research"). an area of cultural studies that examines various elements of game design, players, and the function the game plays in its community or culture using techniques from, at the very least, folkloristics, cultural heritage, sociology, and psychology. Game studies, which include all forms of gaming, including board games, sports games, and more, are sometimes conflated with the study of video games, but this is only one area of interest. Originating in anthropology, game studies have since varied in terms of methodology to incorporate sociological and psychological viewpoints. How did games operate in society is one of the topics that social scientists investigate? They frequently engage with human psychology using empirical techniques like surveys and carefully designed lab studies.

The humanities-based approaches emphasize:

1. How do games generate meaning?
2. How do they reflect or subvert wider social and cultural discourses?

More in-depth techniques, which are also used in other media fields like television and cinema studies, such close reading, textual analysis, and audience theory.

‘Game design’ approaches are closely related to

- Engaging in creative endeavors
- Examining game mechanics and aesthetics
- These influence the creation of new games

The research areas in this field could revolve around:

- Ludology v/s Narratology
- Game design
- Gamification of learning
- Audience and Interactivity theory
- Feminist game studies and Queer game studies.

The major theorists include –

- Jesper Juul
- Garry Crawford
- Janet Murray
- Jane McGonigal
- Michalis Kokonis
- Frans Mayra.

The recommended readings include –

- An Introduction to Game Studies (2008)
- The Routledge Companion to Video Game Studies (2014)
- Game Research Methods: An Overview (2015)
- Games, Game Design and Game Studies: An Introduction (2015)
- Forms and Functions of Endings in Narrative Digital Games (2020)

Environmental Humanities

The environmental humanities emerged from Western academic thinkers, and indigenous, post-colonial, and feminist thinkers who have provided major contributions. The emphasis is on the fact that social and cultural concerns are fundamentally profoundly entwined with economic and political agendas and represent significant environmental challenges that range from the geological to the biological. Creating fresh environmental imaginations, developing fresh discursive strategies, and adjusting the political and economic systems are some of these elements. For instance, changes to the Earth's climate affect all facets of the material, social, and cultural fabric of the globe, down to the level of the person and his or her way of life, according to Rossini (2012). Because of this, Earth scientists are not the only ones that are concerned about environmental issues. As their sneaky indications of precariousness and hazards have long stretched into the social domain, a sphere where they have also rooted, they are also social, cultural, philosophical, and political. Only a few of the circumstances that need rethinking the social in ecological terms and vice versa include food shortages, poverty, water and air pollution, social inequities and gender

disparities, energy demands, and health concerns associated to climate change.

The reading materials could revolve around:

- Animal studies
- Bioregionalism
- Cultural geography
- Eco musicology
- Political ecology
- Systems ecology

Major theorists include –

- Andrew Pickering
- Timothy Morton
- Cary Wolfe
- Anna Tsing
- Bruno Latour
- Deborah Bird Rose

The recommended readings include –

- The Environmental Humanities: A Critical Introduction (2017)
- The Routledge Companion to the Environmental Humanities (2017)
- The Cambridge Companion to Environmental Humanities (2019)
- Introduction to the Environmental Humanities (2021)
- The Cambridge Companion to Environmental Humanities (2021)

Digital Humanities

During the early 2000s, a novel field emerged known as Digital Humanities, spurred by the rapid advancements in communication technology and the digital revolution. This discipline brings together digital technologies and the humanities in captivating ways. Particularly relevant in the context of the COVID-19 pandemic, which has greatly impacted traditional educational methods, this approach demands a shift from conventional norms. In the realm of English Literature research, scholars must liberate themselves from the confines of printed text and confidently navigate the fluid dynamics of interdisciplinary engagement. The roots of digital humanities trace back to humanities computing in the 1940s and 50s, and it has since evolved into a multidisciplinary field that bridges social sciences such as history, philosophy, archaeology, anthropology, statistics, linguistics, literature, arts, library and information science, media studies, design, and more. In the dynamic landscape of digital humanities, science and technology are no longer distinct domains; rather, they coalesce into a unified approach. Digital humanities operate on a dual foundation: the methodical utilization of digital resources within the humanities and the humanistic analysis of applying digital resources. To illustrate, consider the realm of history. Here, the digital humanities approach involves innovating analytical methodologies for historical research, encompassing creation, documentation,

preservation, curation, and beyond. It also entails crafting digital tools for tasks such as data mining, data mapping, hyper-textualization, information retrieval, and visualization. Engaging with digital humanities surpasses mere digitization of existing documents and processes. It necessitates the development of a diverse skill set to tackle a thrilling amalgamation of tasks, including creation, computation, curation, and analysis. Scholars in this field might delve into areas like web design, software programming, technical writing, and game studies. Moreover, they can explore contemporary vocations like Data Manager, Data Designer, Digital Curator, Digital Designer, Information Architect, Data Scientist, and Metadata Analyst.

1. Some of the digital humanities projects that have been taken from western universities are –
2. Mapping the Republic of Letters of Stanford Humanities Centre
3. Women Writers Project of the North Eastern University in Boston
4. Perseus Project of Tufts University
5. The Global Shakespeare and Performance Archive
6. The Rossetti Archive
7. The William Blake Archive, and
8. Jane Austen's Fiction Manuscripts Digital Edition

Other interesting projects include curating digital exhibitions and museums on anything ranging from painting and music to food. Spatial history projects and projects on medical humanities.

References

Bennett, A. (n.d.). Balance in the Curriculum: The Role of the Humanities in the High School Literature Program. Springer.

Burnett, J. (1979). Plenty and Want: A Social History of Diet in England from 1815 to the present day. London: Scholar Press.

Glennie, P. (1995). Consumption within historical studies (pp. 164–203; D. Miller, Ed.). London: Routledge.

Goody, J. (2012). Themes in the social sciences: Cooking, cuisine, and class: A study in comparative sociology. doi:10.1017/cbo9780511607745

Mintz, S. 1999: Sweet Polychrest. Social Research 66, 85-101.

Rossini, M. (2012). Introduction: Energy as a Nomadic Concept' Energy Connections: Living Forces in Creative Inter/Intra-Action. Ed. Manuela Rossini. Living Books about Life.

Somani, P. (2020). Current Trends in Modern-Day Literature. International Journal of Arts.

Said, E.W. (1993). Culture and Imperialism. Vintage

Kvale, S. (2017). Food Studies: An Introduction to Research Methods. Bloomsbury Academic.

Mintz, S.W. (1996). Tasting food, tasting freedom: Excursion into eating, culture, and the past. Beacon Press

Scholliers, P. (2018). The Historical Milestones of Food Studies: From Ancient Times to the Present. In the

Vol.1 Issue 3 September 2023 EISSN: 2583-7575

Oxford Handbook of Food History (pp. 11-26). Oxford University Press

Wilk, R. (2006). Home cooking in the global village: Caribbean food from buccaneers to ecotourist

Omniscient
(An International Multidisciplinary Peer Reviewed Journal)
Vol.1 Issue 3 September 2023 EISSN: 2583-7575

Attitude of Prospective Teachers towards Innovative Pedagogy

Chandrang Pathak
Department of Education, The Maharaja Sayajirao University of Baroda
Pallavi Tamra
Department of Teacher Education, Central University of South Bihar, Gaya
Corresponding author: chandrangpathak@gmail.com
Available at https://omniscientmjprujournal.com

Abstract

The modern period is the period of science and technology; therefore, it is the need of society that this must be developed in school. The school education is the base of all education; therefore, it is necessary to expose students to innovative methods in the classroom. Exposer of students to innovative methods depends on the teachers. In this paper, the researcher wants to find out the prospective teachers' attitudes towards innovative pedagogy. For this purpose, researchers took 86 prospective teachers as a sample of the study. This sample comprises 36 females and 50 males. The result of this study depicted that prospective teachers have a positive attitude towards using innovative pedagogy in the classroom. This paper deals with the attitude of the prospective teacher as a student. They show a highly positive attitude toward innovative pedagogy in the classroom and said it facilitates better learning. In this way, this paper gives a view to teachers as well as teacher educators that they can increase the learning in students through the use of innovative pedagogy in the classroom.

Keywords: *Pedagogical Reforms, Innovative Pedagogy, Prospective teachers, Attitude*

Introduction

In the modern world, technological development has altered our way of life on a personal, social, and economic level, as well as in the field of education (Alamri & Alsaleh, 2018). The need for technology integration in education is increasing due to the requirement for 21st-century capabilities, which will boost academic performance and accomplishment (Alamri & Alsaleh, 2018; El-Gaby, 2022). Due to the rapid development of knowledge, globalization, artificial intelligence, and augmented reality, the twenty-first century has drastically altered our way of life (Bernad &Llevot, 2018). At present, conventional education is declining and demanding innovations in pedagogy (Makri et al., 2021). Teachers have been shifting away from rote memorization and conventional teaching techniques to fulfil the demands of society and toward more constructive and collaborative approaches (Santos, Figueiredo, & Vieira, 2019). The researcher provides various definitions for the concept of innovations. In education, innovation is a dynamic and ongoing process (Law, 2007). Innovativeness,

according to (Law et al., 2005), entails tearing down the barriers of the traditional classroom, subject boundaries, timetable of the learning process, providing students with autonomy, learning at students' pace, enhancing educational equity, social cohesiveness, and last but not least, promoting 21st-century skills like collaboration, communication, and solving real-world problems. Innovations are a concrete product or process, a part of modern development that helps educational institutions. (Law, 2007). One way to obtain 21st-century skills and transform education into a 21st-century system is through innovative pedagogy (Avidov & Forkosh, 2018). To assist instructors in making judgments about the method of teaching and learning process is the art and science of pedagogy (Peterson, Dumont, Lafuente, & Law, 2018). Pedagogical concepts are a collection of organised information and concepts that support and describe the beliefs of educationist professionals (Tuychieva, 2015). Pedagogical innovation refers to a teacher's ability to take a long-term, deliberate action, change the original setting, or enhance something weak or unable to increase students' performance through interaction in the method of teaching and learning (Walder, 2017). To form the relationship between teachers and students, pedagogy refers to recurring patterns or sets of teaching and learning techniques (Peterson, Dumont, Lafuente, & Law, 2018). The pedagogical innovation cycle (Walder, 2014; Tuychieva, 2015) includes Novelty, Applications, Techno vs. pedagogy, Human relations, Reflection, Improvement, Changing and Adapting (Fig. 1).

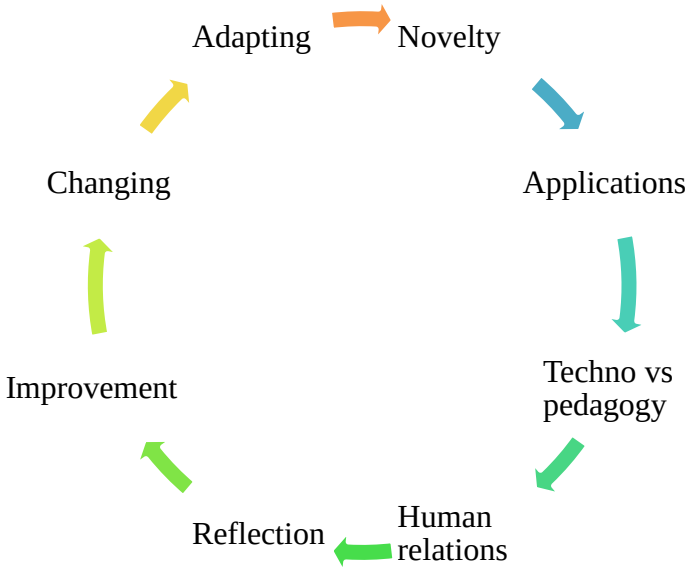


Fig. 1 Pedagogical Innovation Cycle
(Source- Walder, 2014; Tuychieva, 2015)

In this paper, pedagogical innovation means the implementation of a new teaching method different from the traditional pedagogical approach, which will bring improvement in students' holistic development. This paper includes the study of teacher's attitudes towards innovative pedagogy. Teachers are one of the crucial factors to bring change in education (Nachmias et al., 2004). The primary goal of adopting a pro-innovative pedagogy mindset among instructors is to

empower them to take on the risk of change and advance educational institutions (Harris, 2015). Teachers are aware that introducing innovation into the classroom will change the way things have always been done. (Nelson, Christopher, & Mims, 2009). Technology innovation is needed for societal needs due to technological development. Teachers must apply a framework to create, execute, and evaluate curriculum for innovation in the classroom (Niess, 2011). As defined by Bechard (2000), a change that constitutes instructional innovation is "an intentional action that aims to introduce something original into a given context, and it is pedagogical as it seeks to substantially improve student learning in a situation of interaction and interactivity." (p. 3), which he later expands upon: “In a university context, pedagogical innovations are often described as everything which is not lecturing, the method still used by the overwhelming majority of professors.” (Bechard & Pelletier, 2001, p. 133).

Review of Related Literature

Prakash (2012) conducted a study to explore student teachers' attitudes towards innovative teaching-learning pedagogy. In this study, 30 student teachers were taken as the sample. For knowing the attitude of student teachers, a self-prepared attitude scale has been used by the researcher. The researcher utilised a t-test and simple percentage analysis to analyse the data. The study's findings indicated that student instructors have a favourable attitude towards cutting-edge instructional strategies.

Prakash &Venkatesh (2012) studied student teachers' attitudes towards technology in science education. The objective of this study was to know the level of attitude of student teachers towards technology in science education. The sample of this study was 200 (100 males and 100 females) students of mathematics, physical and biological science. The researcher used a self-developed attitude scale and achievement test for the data collection. For data analysis, the researcher has adopted a simple per cent analysis. The finding revealed that student teachers show a highly positive attitude towards technology in science.

Batanero and Ruiz (2016) studied teachers' attitudes towards using ICT in inclusive classrooms. For this study, the researcher adopted the multiple case study method. For the sample, namely two schools, public ownership, Secondary Education (ESO) in Seville (Spain) has been selected by the researcher. The questionnaire and group discussion have been used for data collection. The results of this study

revealed that teachers have a positive attitude toward the implementation of ICT in the inclusive classroom.

Mahajan (2016) carried out a study to find out teachers' attitudes about using technology in the classroom. Using a practical selection technique, a sample of 100 school teachers was selected for this study from 10 schools in the Nurpur and Jawali Blocks of the Distt. Kangra. To gather data, the researcher created a self-developed questionnaire. According to the study's findings, 25% of instructors have a positive attitude towards using technology in the classroom. The views of male and female teachers towards the usage of technology in the classroom did not significantly differ.

Marti, Segui, & Segui (2016) conducted a study on Teachers' Attitudes towards and Actual Use of Gamification and gamification taken as innovative pedagogy. The major objective of this study was teachers' attitudes towards gamification. Samples drown by the snowball sampling technique. 98 teachers have been selected for the study. For analyzing the data T-test was used by the researcher. The result revealed that teachers have highly positive attitudes towards gamification.

The attitudes of English teachers towards digitally based teaching materials were investigated by Sari, Suryani, Rochsantiningsih, & Suharno (2017). The information gleaned from respondents was gathered and analysed using a qualitative methodology. The Senior High School English teachers in Solo served as the study's subjects. Interviews and questionnaires were used to collect the data for this study. The questionnaire was created with a specific goal in mind: to address research questions about teachers' perceptions of ICT use in senior high schools in Solo. The researcher used interactive qualitative models to analyse the data. According to the findings, English teachers have a very favourable attitude towards including ICT in their lesson plans.

Baby and Sareef (2018) conducted a study to determine the degree of techno-pedagogical attitude and digital literacy among secondary school teachers in Kerala. The stratified Random sampling technique has been adopted by the researcher for selecting 360 teachers from secondary schools as the sample of the study. The descriptive Survey method was used by the researcher for this study. The technological pedagogical attitude and digital literacy level among Kerala secondary school teachers were assessed using a self-developed Techno-pedagogical Attitude Scale and Digital

Literacy test. Descriptive statistics, t-test, and Pearson's product-moment coefficient of correlation(r) were the statistical techniques used to analyse the data. The results of the study uncovered that secondary school teachers possess a high level of Attitude towards Techno Pedagogy.

Innovative pedagogical practises in higher education: An integrated literature review was the subject of a study by Santos, Figueiredo, & Vieira (2019). The investigator used the PICO method to conduct an integrative literature review for this study, applying it to the ERIC and EBSCO electronic databases and examining ten papers that were released between 2012 and 2016. He identified four themes: conceptual and instructional strategy dissonance, blended instructional strategy integrating ICTs, digital simulation, and instructional strategy for data analysis in big classrooms. The study's findings showed that implementing innovative pedagogical techniques increases student engagement, enhances critical and creative thinking, decreases indifference, and fosters peer learning.

Bariu and Chun (2022) conducted a study on the Influence of teachers' attitudes on the implementation of ICT in Kenyan universities. The researcher used a descriptive survey approach for this investigation. 475 teachers at Kenyan University were selected using a stratified random sampling technique, and data were collected using standardised questionnaires. Descriptive statistics, factor analysis, inferential statistics, ANOVA, and regression were utilised to evaluate quantitative data using the Statistical Package for Social Science. The study's response rate was 86.4%, and the data obtained met the criteria for normalcy for the Kolmogorov-Smirnov and Shapiro-Wilk tests as well as for normal quantile plots, with a P value of 0.78 and a Cronbach's Alpha score of 0.841. The study's findings showed that 58.3% (277) of the participants had a favourable attitude towards the use of ICT.

Rational of the Study

The whole education system depends on school education because school education is the foundation of the whole education system. In school education, secondary education plays a crucial role because it prepares students for higher education (Kothari Commission, 1964); therefore, it is especially important that students should be exposed to innovative methods and hands-on practice in the classroom. On the other hand, teachers' attitude affects school education because they implement the pedagogy in the classroom. Teacher education institution trains the prospective

teacher for the schools. Keeping this in mind, the researchers want to investigate the attitude of prospective teachers towards innovative pedagogy. In this research, researchers take gender as a variable because in our society, females, along with the teaching profession, have many responsibilities at a time, such as housewives and mothers; therefore, they live a very hectic schedule in their life therefore, researchers want to know the attitudes of the female teachers towards innovative pedagogy.

Research question

1. What attitudes are possessed by prospective teachers towards innovative pedagogy?

Objectives

1. To examine the attitudes of prospective teachers towards innovative pedagogy.
2. To compare the mean difference between the attitudes of male and female prospective teachers towards innovative pedagogy.
3. To compare the mean difference between the attitudes of prospective teachers in terms of their pedagogy stream towards innovative pedagogy.

Hypothesis

$H_{01:}$ There is no significant mean difference between the attitudes of male and female prospective teachers towards innovative pedagogy.

$H_{02:}$ There is no significant mean difference between the attitudes of prospective teachers in terms of their pedagogy stream towards innovative pedagogy.

Explanation of the Term

Innovative Pedagogy-In this study, innovative pedagogy means ICT, digital pedagogy, and other new methods of teaching-learning in the classroom.

Operational Definition of the Term

Attitude towards innovative pedagogy-In this study, attitude is the achieved score on the scale for measuring attitude developed by Prakash, S. (2012).

Pedagogy Stream: In this study, Stream is referred to as a pedagogy subject taken by the prospective teachers. Here, the pedagogical stream is divided into two streams, i.e., science and other. In other streams, art, commerce, and language streams are included.

Methodology

This study is the descriptive survey method used to know prospective teachers' attitudes toward using innovative pedagogy in the classroom. The sample of this study was from the Central University of South Bihar, Gaya. Eighty-six prospective teachers have been chosen by

the convenient sampling method. This sample is represented by 36 females and 50 males; for data collection researcher used the 'Attitude Scale toward Innovative Pedagogy' standardized by S. Prakash. For the data analysis of this study, the researcher has used the Shapiro-Wilk distribution test, Frequency, Percentage analysis, and the Mann-Whitney U test.

Data collection

The researcher sent a Google form to the B.Ed. students on a personal basis for the purpose of data collection. A total of 86 students responded to the questionnaire.

Data analysis and result

For the analysis of the data frequency, percentage analysis and the Mann-Whitney U test were applied.

Normality of the Data

The Shapiro-Wilk's test show that the p-value is less than .05 ($p<0.05$) (Shapiro &Wilk, 1965), which showed that attitude scores were unequally distributed for both male and female, with skewness of -2.235 (SE= .393) and kurtosis of 5.609 (SE= .768) for the female and skewness of -1.589 (SE= .337) and kurtosis of 1.788 (SE= .662) of for the male.

Table. 1- Linearity of Data

Variable	Gender	Shapiro-Wilk		
		Statistics	Df	Sig. (p-value)
Attitude	Female	.751	36	.000
	Male	.799	50	.000

Objective 1. To study the attitude of prospective teachers towards innovative pedagogy.

Table. 2- Percentage of Prospective Teachers' Attitude towards Innovative Pedagogy

S. No.	Range	Frequency	Percent	Cumulative
1	0-10	0	0	0
2	11-20	6	7	7
3	21-30	5	5.8	12.8
4	31-40	28	32.6	45.3
5	41-50	47	54.7	100
	Total	86	100	

Analysis of the data through descriptive statistics revealed that 54.7 percent of prospective teachers showed highly positive, and 32.6 percent of prospective teachers showed a positive attitude towards the use of innovative pedagogy in the classroom.

From a Prospective Teacher Perspective

(Data in Percent)

Table. 3- Item-wise Percentage of Prospective Teachers' Attitudes towards Innovative Pedagogy

SR	Item	(SA)	(A)	(UD)	(DA)	(SDA)
1	As a teacher, I like to practice innovative methods in my classroom.	65.1	23.3	0	1.2	10.5
2	I want my students to be exposed to new methods of teaching.	60.5	23.3	5.8	0	10. 5
3	I would like to use only traditional methods in my classroom teaching.	7	9.3	12.8	36	34.9
4	I am open to innovative methods in my teaching.	43	38.4	7	3.5	8.1
5	I will teach at least one period in a week through innovative methods.	36	25.6	12.8	17.4	8.1

In this table, data depicted the attitude of prospective teachers as a teacher. 65.1 percent of teachers strongly like to practice

innovative methods in their classrooms, and 23.3 per cent of teachers like to do so. 60.5 percent of prospective teachers strongly want their students to be exposed to new teaching methods, and 23.3 per cent of prospective teachers want their students to be exposed to new teaching methods. 70.9 per cent of prospective teachers strongly demotivate the use of the only traditional methods in the classroom.

From Student Perspective (Data in Percent)

Table. 4 - Item-wise Percentage of Prospective Teachers' Attitudes as a Student towards Innovative Pedagogy

SR	Item	SA	A	UD	DA	SDA
6	I love to see my teacher using innovative methods in the classroom.	64	22.1	4.7	2.3	7
7	I hope to learn better when my teachers use innovative methods.	55.8	27.9	4.7	1.2	10.5
8	I find that the use of innovative methods breaks the monotonous of classroom teaching.	30.2	32.6	10.5	7	19.8
9	I am bored of listening to traditional methods of teaching.	15.1	22.1	32.6	15.1	15.1
10	I want my teacher to use more technology in teaching.	59.3	24.4	4.7	7	4.7

In this table, data depicted the attitude of prospective teachers as a student. 64 per cent of students show that they strongly want their teacher to use innovative pedagogy in the classroom, and 55.8 per cent of students said that they learn better when they learn with innovative methods in the classroom. 59.3 per cent of students strongly want their teacher to use the technology in the classroom.

Objective. 2. To compare the difference between male and female prospective teachers 'attitudes towards innovative pedagogy.

Hypothesis - There is no significant mean difference between the attitudes of male and female prospective teachers towards innovative pedagogy.

Table. 5- Comparison between Male and female prospective teachers 'attitudes towards innovative pedagogy

Character	N	Z-Value	U-Value	Level of Significance	Result
Attitude	86	-1.685	708.5	0.05	Not Significant

Result- The Mann-Whitney U value for the female and male groups was 708.5, and the Z-value was - 1.685; therefore, the null hypothesis was accepted.

Interpretation- Mann-Whitney U value was 708.5, and the Z value was -1.685. In this study, N_2 was more than 20 ($N_2>20$), and the Z-value was less than ± 1.96 ($-1.685<\pm 1.96$) then, U is not significant at the level of 0.05, which means females and males possess same attitude towards the use of innovative pedagogy in the classroom.

Objective. 3. To compare the difference between attitudes of prospective teachers towards innovative pedagogy in terms of their pedagogy stream.

Hypothesis- There is no significant mean difference between the attitudes of prospective teachers in terms of their pedagogy stream towards innovative pedagogy.

Vol.1 Issue 3 September 2023 EISSN: 2583-7575

Table. 6- Comparison between the attitudes of prospective teachers in terms of their pedagogy stream towards innovative pedagogy

Character	N	Z-Value	U-Value	Level of Significance	Result
Attitude	86	-0.561	842.5	0.05	Not Significant

Result- The Mann-Whitney U value for the female and male groups was 842.5, and the Z-value was -0.561; therefore, the null hypothesis was accepted.

Interpretation- Mann-Whitney U value was 842.5, and the Z value was -0.561. In this study, N_2 was more than 20 (N_2>20), and Z-value less than $\pm$1.96 (-0.561<$\pm$1.96), U is not significant at the level of 0.05, which means prospective teachers, regardless of their stream they possess the same attitude towardsthe use of innovative pedagogy in the classroom.

Discussion

This study has been done in the context of prospective teachers with the intention of knowing their attitude towards innovative pedagogy. The study's results support the results of Prakash (2012), Mahajan (2016) and Marti, Segui, & Segui (2016) that positive attitude of teachers towards pedagogy. On the other hand, in this study, data did not follow the normal probability curve (NPC). In this study, data was drowned by convenient sampling, which might be a possible cause of this deviation from NPC.

Conclusion

In this study, researchers find that prospective teachers show a positive attitude towards innovative pedagogy from teacher as well as student perspectives. This study also tries to prove that prospective science, art, commerce, and language stream teachers have a positive attitude toward using innovative pedagogy in the classroom, so this research advocates for the adaptation of innovative pedagogies in the classroom, ensuring greater learning in the students.

References

Alamri, A. A., & Alsaleh, B. A. (2018). Transforming Education in the Gulf Region: Emerging Learning Technologies and Innovative Pedagogy for the 21st Century. *American Journal of Distance Education*, *32*(1), 74–77. https://doi.org/10.1080/08923647.2017.1323568

Avidov-Ungar, O., & Forkosh-Baruch, A. (2018). Professional identity of teacher educators in the digital era in light of demands of pedagogical innovation. *Teaching and Teacher Education*, *73*, 183–191. https://doi.org/10.1016/j.tate.2018.03.017

Baby, A., Sareef, K. (2018). Techno Pedagogical Attitude of Secondary School Teachers of Kerala about Their Digital Literacy: A Research Report. *International Journal of Creative Research Thoughts*. 6(2).

Bariu, T. N. and Chun, X. (2022). Influence of teachers' attitude on ICT implementation in Kenyan universities, Cogent Education. *Information &*

Communications Technology in Education. 9(1), DOI: 10.1080/2331186X.2022.2107294

Batanero, J. M. F. and Ruiz, M. J. C. (2016). ICT and inclusive education: Attitudes of the teachers in secondary education. Journal of Technology and Science Education (JOTSE), 6(1), 19-25. http://dx.doi.org/10.3926/jotse.208

Bechard, J-P. & Pelletier, P. (2001). Development of pedagogical innovations in a university environment: case of organizational learning. In New spaces for professional and organizational development. Sherbrooke: Edition of CRP, University of Sherbrooke, 133, 131-149.

Bechard, J-P. (2000). Learning to teach in higher education: the example of pedagogical innovators. OIPG research notebook no. 2000-001, September 6.

Bernad-Cavero, O., & Llevot-Calvet, N. (2018). *New Pedagogical Challenges in the 21st Century: Contributions of Research in Education*. BoD – Books on Demand.

El-Gaby, M. (2022). Transformative teaching around the world: Stories of cultural impact, technology integration, and innovative pedagogy. *Educational Review*, *0*(0), 1–2. https://doi.org/10.1080/00131911.2022.2120665

Harris, K. I. (2015). Developmentally universal practice: Visioning innovative early childhood pedagogy for meeting the needs of diverse learners. *Early Child Development and Care*, *185*(11–12), 1880–1893. https://doi.org/10.1080/03004430.2015.1028395

Law, N. (2007). Comparing Pedagogical Innovations. In M. Bray, B. Adamson, & M. Mason (Eds.), *Comparative Education Research: Approaches and Methods* (pp. 315–337). Springer Netherlands. https://doi.org/10.1007/978-1-4020-6189-9_14

Mahajan, G. (2016). Attitude of Teachers towards the use of Technology in Teaching. Educational Quest- An International Journal of Education and Applied Social Sciences 7(2). DOI: 10.5958/22307311.2016.00031.3

Makri, A., Vlachopoulos, D., & Martina, R. A. (2021). Digital Escape Rooms as Innovative Pedagogical Tools in Education: A Systematic Literature Review. *Sustainability*, *13*. https://doi.org/10.3390/su13084587

Martí-Parreño, J., Seguí-Mas, D., Seguí-Mas, E. (2016). Teachers' Attitude towards and Actual Use of Gamification. *Procedia - Social and Behavioral Sciences.* 228. pp. 682-688. https://doi.org/10.1016/j.sbspro.2016.07.104

Nachmias, R., Mioduser, D., Cohen, A., Tubin, D., & Forkosh-Baruch, A. (2004). Factors Involved in the Implementation of Pedagogical Innovations Using Technology. *Education and Information Technologies*, *9*(3), 291–308. https://doi.org/10.1023/B:EAIT.0000042045.12692.49

Nelson, J., Christopher, A., & Mims, C. (2009). TPACK and web 2.0: Transformation of teaching and learning. *TechTrends*, *53*(5), 80.

Niess, M. L. (2011). Investigating TPACK: Knowledge Growth in Teaching with Technology. *Journal of Educational Computing Research*,

44(3), 299–317. https://doi.org/10.2190/EC.44.3.c

Peterson, A., Dumont, H., Lafuente, M., & Law, N. (2018). *Understanding innovative pedagogies: Key themes to analyse new approaches to teaching and learning*. OECD. https://doi.org/10.1787/9f843a6e-en

Prakash, S. & Venkatesh, S. (2012). Attitude of student teachers towards technology in science education. *National Level Seminar on Promoting Quality Education Through ICT*. 9th-10th March @012.

Prakash, S. (2012). Attitude of student teachers towards innovative teaching learning methods. *Innovative teaching learning methods in school education.* Peniel rural college of education on 14th March 2012.

Santos, J., Figueiredo, A. S., & Vieira, M. (2019). Innovative pedagogical practices in higher education: An integrative literature review. *Nurse Education Today*, *72*, 12–17. https://doi.org/10.1016/j.nedt.2018.10.003

Sari, A. I., Suryani, N., Rochsantiningsih, D., and Suharno (2017). Teachers' Perceptions towards Digital-Based Teaching Material. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 158

Shapiro, S. S.; Wilk, M. B. (1965). "An analysis of variance test for normality (complete samples)". *Biometrika*. *52* (3–4), 591–611.

Tuychieva, I. (2015). The concept of pedagogical innovation in modern education. *The Advanced Science Journal*, 87-90.

Walder, A. M. (2014). The concept of pedagogical innovation in higher education. *Education Journal*, *3*(3), 195-202.

Walder, A. M. (2017). Pedagogical Innovation in Canadian higher education: Professors' perspectives on its effects on teaching and learning. *Studies in Educational Evaluation*, *54*, 71–82. https://doi.org/10.1016/j.stueduc.2016.11.001

Omniscient
(An International Multidisciplinary Peer Reviewed Journal)
Vol.1 Issue 3 September 2023 EISSN: 2583-7575

Equal Access to Quality Education in the Post Covid-19 Period: A Study of Sahibzada Ajit Singh Nagar District of Punjab

Vishavdeep Singh, Rohil

Centre for the Study of Social Exclusion & Inclusive Policy, Panjab University, Chandigarh
Corresponding author: vishav5310@gmail.com
Available at https://omniscientmjprujournal.com

Abstract

The lockdown imposed due to the COVID-19 pandemic had disrupted the lives of the people of India in multiple ways. A major shift was seen with the resurgence of thrust toward virtual means of education through Information and Communication Technology (ICT). The instability caused due to the pandemic had affected the children's learning environment and the quality of teaching in a major way. Although the online education system proved to be a boon as a spontaneous reaction to such an unavoidable situation, it also proved to be a bane due to its multifaceted problems and challenges such as Digital illiteracy, lack of resources, and training, urban-rural disparities etc. United Nations started Millennium Development Goals in the year 2000, which included 8 goals with 21 targets for the year 2015. In 2016, these goals were replaced by Sustainable Development Goals, a total of 17 goals as a part of this were adopted by all the UN member countries, which are supposed to be accomplished by 2030. The fourth goal of SDGs focuses on Quality Education with an aim to achieve a better and more sustainable future for all. Various incidents have shown that urban-rural disparities and class disparities in the field of education hamper equitable access to Quality education. This study will emphasize on analyzing the major problems and challenges related to quality education with special reference to post Covid-19 period.

Keywords: *COVID-19 Pandemic, Online Education, Quality Education, Sustainable Development Goals, Problems, Challenges,*

Introduction

The roots of education are bitter, but the fruit is sweet - (Aristotle)

From the given line of Aristotle, we can understand the role of education in everyone's life. Aristotle was in favor of providing Education. Education is not only for getting a job but the main motive of education is making the children aware of the basic qualities, ethics & morality, especially socialization. Education helps in getting values which indeed plays a very important role in everyone's life. Quality education ensures inclusive and equitable education, promoting lifelong learning opportunities for all without any discrimination. When education is not available to all, then it means that the state denies equality of opportunity to all. There is a great role of education in improving the minds of people, making people more vigilant, curbing crimes, and more importantly eradicating superstitions.

United Nations, which is working as a world government, to promote social progress and living standards, started in 2000, Millennium Development Goals which included 8 goals with 21 targets for the year 2015. In 2016, these goals were replaced by Sustainable Development Goals, adopted by all the UN member countries, which are supposed to be accomplished by 2030. The Sustainable Development Goals as an initiative of the United Nations includes 17 global goals with 169 targets that aim to achieve a better and more sustainable future for all. India is one of the founding members of the United Nations and is committed to the fulfillment of its goals.

There was a time when only food, shelter, and housing were the necessities without which one cannot survive. But with the passage of time and the advancement of technology, the scope of necessities has been enlarged with the inclusion of Education as a necessity. During the ancient period, only the upper castes were allowed to pursue education because of the discrimination created by the fourfold division of society by Manu Smriti. In the British era, it was education that acted as a source of exclusion as education was available to few people, which further denied the people from getting jobs, earning their livelihood, and even getting their right to vote as it was available to few people.

After India got independence, we have seen drastic changes concerning education in the constitution of India which included various provisions to remove discrimination, as we can see the right to equality under the fundamental rights. Earlier, Education was a state subject in the federal arrangement, but such a system lacks uniformity because of which the Government of India, through the 42nd Constitutional Amendment Act 1976 added Education to the Concurrent List of Schedule VII. But education got a major boost from the government including the Right to Education (Article 21A) in Fundamental Rights through the 86th Constitutional Amendment Act, 2002. It was even made a fundamental duty for the parents for providing opportunities for education to their children between the age of six to fourteen. For the fulfilment of the aim of Article 21A, the Government of India passed the Right to Education Act, 2009 which ensures free and compulsory education for children from ages six to fourteen. This act had various provisions, including the appointment of trained teachers, no discrimination and harassment, etc. But as per the Right to Education Forum's Stocktaking Report 2014, Less than 10 percent of schools

comply with all the norms and standards of the RTE Act, 2009. The 2017 and 2018 Global Education Monitoring Reports pointed out that India has struggled to ensure access to basic elementary education for all children. Although, through the initiatives like Sarva Shikha Abhiyan and RTE Act 2009, the government is providing free elementary education to all but due to the absence of basic infrastructure and quality teaching standards, even the poor are forced to get their children enrolled in private schools. As education in private schools is too expensive, some people are unable to give their children basic education because of this we see increasing dropout rates.

The COVID-19 pandemic-related shutdown had significantly impacted Indian citizens' daily lives. With the resurrection of the push towards virtual methods of education through Information and Communication Technology (ICT), a significant shift was observed. The pandemic's unpredictability has a significant impact on both the setting in which children learn and the caliber of instruction. The online education system was a spontaneous response to such an inescapable predicament, but due to its numerous issues and difficulties, it also turned out to be a curse. Analyzing the role of the public and private sectors in delivering high-quality education to the populace becomes crucial. Numerous cases have demonstrated how class and urban-rural differences in education prevent all students from having equal access to high-quality education. The focus of this study will be on identifying and analyzing the main issues and difficulties pertaining to high-quality education.

Understanding Quality Education

Education International (EI), an organization headquartered in Belgium, defines quality education as an inclusive form of learning that encompasses the holistic development of every student, disregarding factors like gender, race, ethnicity, socioeconomic status, or geographical location. This type of education not only equips students for academic assessments but also readies them for life beyond examinations. The United Nations incorporated 'Quality Education' into their Sustainable Development Goals (SDGs) in 2012, marking its global significance. Contemporary education relies significantly on Information and Communication Technology (ICT), facilitating access to formal or advanced education. Beyond merely vocational training, quality education shapes an individual comprehensively, fostering their character and values. For children, it

aspires to provide a complete upbringing that integrates moral and ethical education into the curriculum, promoting a wholesome lifestyle. The transformative impact of technology on education is widely acknowledged; it has not only revolutionized the learning environment but has also prompted educators to adopt interactive teaching methods, deviating from the traditional lecture-based approach. The United Nations has identified various pressing global issues that require immediate attention, underscoring the demand for capable leaders and professionals well-versed in their respective domains. To cultivate such leadership qualities and the ability to inspire students, a more sophisticated pedagogical approach is indispensable. In the digital era, knowledge knows no boundaries, as information can be sourced from any corner of the world. While delivering quality education demands substantial dedication to shaping students' characters, the emergence of new technologies has made essential resources accessible to students with just a simple click. While students can avail a lot of facilities like guidance, counseling, and accessing the online free libraries, sitting far from the institution. (What is Quality Education?, 2023)

COVID Response towards Quality Education

When Covid-19 swept the globe in 2020, one of the most significant aspects that was negatively impacted was education. Over 91% of kids around the world had their schools temporarily closed, according to the majority of countries. When the pandemic hit, India had about 265 million children enrolled in schools, including primary and higher levels, with most of them relying on public systems.

Schools have been attempting to substitute in-person instruction with online learning because the majority of primary school pupils have not attended lessons in more than a year as a result of the Lockdown. Schools and teachers have been experimenting with a variety of methods to connect with their students, including Zoom, Skype, WhatsApp groups, group tutoring, television, and radio. Loudspeaker tutorials for those without internet access and one teacher even building a platform on a tree to gain stronger signals to transmit the lessons are some creative approaches to try to reach the students.

In this era of transformative education, the old norms have given way to a dynamic blend of technology, adaptability, and inventiveness. Schools have not merely substituted in-person instruction with

online learning; they have woven a tapestry of connectivity that embraces all avenues to impart knowledge. It's a testament to the resilience of educators and the unquenchable thirst for learning exhibited by students, who, despite the odds, have not only adapted but flourished in these novel learning environments. As schools continue to explore new horizons, the lessons learned during this time will undoubtedly leave an indelible mark on the future of education.

The COVID-19 pandemic caused the biggest disruption to education systems in history, affecting nearly 1.6 billion students in more than 200 countries (Pokhrel & Chetri, 2021). Due to a shortage of staff in various government schools, many teachers are forced to do multiple functions further affecting education. As per the ASER Report of 2022, the disparity in learning losses between 2018 and 2022 was notably pronounced in states known for higher reading proficiency, including Himachal Pradesh, Kerala, and Punjab. Moreover, there has been a noteworthy surge between 2018 and 2022 in the percentage of schools equipped with computers that are actively utilized by students. Punjab experienced a remarkable jump from 3.8% to 22.2%, while Gujarat saw an increase from 24% to 40.9%. These statistics indicate the progress and changes in educational infrastructure and resources in these respective states during the specified period.

Keeping in mind the importance of training, Punjab Chief Minister Bhagwant Mann sent off two groups of 72 government school principals to the esteemed Principals Academy in Singapore in a substantial effort to raise the standard of teaching in public schools. The project intends to provide these principals with current information and skill in the subject of education. The school principals in Singapore would be exposed to cutting-edge teaching techniques used abroad throughout their training. When they get back, they'll discuss these methods with their students and coworkers to give them an inside look at how people study abroad. The students of Punjab would be able to compete on a global scale thanks to this exchange. The ultimate goal is to offer top-notch education in Punjab so that kids may compete with those from convent schools. (Punjab CM sends 72 principals to Singapore for training, 2023).

Research Methodology

The study is based on Quality Education and its access to the citizens. The study is not only descriptive but also analytical in nature. In order to conduct the study,

Primary, and Secondary data are collected from various sources. Researchers have chosen a stratified random sampling method for collecting primary data. A sample of 60 citizens (30 parents and 30 Students) has been collected from S.A.S Nagar district. The data has been collected from the questionnaire method. The data has been collected from those respondents who started sending their children to schools immediately after COVID-19 when the government allowed classroom teachings. Not all the students came in the first phase due to fears of being affected by the disease. So, the sample has such limitations. To make the sample representative, the researchers selected the urban and rural schools of Mohali and Kharar cities of the S.A.S Nagar district. The secondary sources include newspapers, internet sources, books, articles, etc.

Data Analysis

Table: 1.1 PARENTS

Age			Gender		Area	
30-40	40-50	50-60	Male	Female	Rural	Urban
13	14	03	15	15	14	16

When the respondents were asked about their age, it was found that 46.33% of the respondents were from 30-40 years of age, 46.67% of the respondents were from 40-50 years of age and only 10% of respondents were from 50-60 years of age.

In the study, 50% of the respondents were malewhile50% of the respondents were female. In the study, 46.67% of the respondents were living in rural areas and 53.33% of the respondents were living in urban areas.

Table- 1.2

Occupations	No. of Respondents	Monthly income	No. of Respondents	Qualification	No. of Respondents
Private Employee	11	Below 10K	02	Metric	05
Government Employee	06	10-20K	04	Higher Secondary	05
Own Business	08	20-30K	07	Graduate	12
Housewife	05	30-40K	07	Post Graduate	05
		40-50K	07	MPhil/Ph.D.	03
		Above 50K	03		

The study found that 36.67% of the respondents were private employees, 20% of the respondents were Government employees, 26.67% of the respondents were businessmen, and 16.66% of the respondents were housewives.

When the respondents were asked about their monthly income 23.33% of the respondents said that their monthly income is between 20k to30 k, 30k to 40k, and 40k to 50k, and only 10% of the respondent's monthly income is above 50k.

When the respondents were asked about their qualifications, it was found that 16.67% of the respondents are metric, 16.67% of the respondents are higher secondary, 40% of the respondents are Graduate, 16.66% of the respondents are postgraduate and only 10% are MPhil/ Ph.D.

In which school your child is enrolled-

When the respondents were asked about the school in which their child is enrolled,

Vol.1 Issue 3 September 2023 EISSN: 2583-7575

33.33% of the respondents said that their children are studying in government schools while 66.67% of the respondent's children are studying in private schools.

Table- 1.3

Level of Awareness/ Satisfaction	Fully Aware/ Satisfied	Partially Aware/ satisfied	Not Aware/ Satisfied
Are you satisfied with the role of teachers in providing adequate education to children?	05	15	10
Are you aware of the Right to Education Act?	09	05	16
Are you satisfied with School's infrastructure?	12	11	07
Are you satisfied with the current education system?	11	15	04

Teachers have a crucial and diverse role in education, influencing students' learning outcomes and experiences. Beyond simply imparting knowledge, they also act as mentors, facilitators, guides, and role models. In this context, 16.67% of the respondents were fully satisfied with the role of teachers in providing adequate education to the children, 50% of the respondents were partially satisfied and 33.33% were not satisfied with this.

Awareness about the Right to Education Act is cardinal. Parents were asked about their knowledge regarding this act, as a result, 30% of the respondents were fully aware of the Right to Education Act, 16.67% of the respondents were partially aware and 53.33% of respondents were not aware.

The infrastructure of Schools is one of the great determining factors when we talk about quality education. Similarly, the parents were asked about their satisfaction with regard to School's infrastructure, 40% of the respondents were found to be fully satisfied with the school's infrastructure, 36.67% of the respondents were partially satisfied, and 23.33% of respondents were not satisfied.

Accessing satisfaction regarding the current education system is very important considering the objectives of this research paper. In this regard, 36.67% of the respondents were fully satisfied with the current education system, 50% of the respondents were partially satisfied, and 13.33% of the respondents were not satisfied.

Table- 1.4 How frequent Parent-Teacher meetings are arranged?

Parent-Teacher Meeting	Every 6 months	Every 3 months	Every month	Annually
Respondents	07	08	08	07

Parent-teacher meetings (PTMs) are essential to the education and growth of students. These gatherings give parents and instructors a chance to cooperate, talk, and cooperate to assist the academic and general growth of the pupils. The parents were asked about the frequency of Parent-teacher meetings, 23.33% of the respondents said that every 6 months parent-teacher meetings were being held, 26.67% of the respondents said that every 3 months, 26.67% of the respondents said that every month and 23.33% of the respondents said that annually parents-teacher meetings were being held.

Vol.1 Issue 3 September 2023 EISSN: 2583-7575

Table- 2.1 STUDENTS

Age			Gender		Area	
05-10	11-15	16-20	Male	Female	Rural	Urban
02	24	04	16	14	13	17

53.33% of the respondents were male while 46.67% of the respondents were female.

6.67% of the respondents were between 05- 10 years of age, 80% of the respondents were between 11-15 years of age and 13.33% of the respondents were between 16-20 years of age.

43.33% of the respondents were from Rural areas and 56.67% of the respondents were from Urban areas.

Table- 2.2

Class			School	
1st- 4th	5th- 8th	9th- 12th	Government	Private
02	22	06	07	23

6.67% of the respondents were between 1-4 classes, 73.33% of the respondents were between 5-8 classes and 20% of the respondents were between 9-12 classes.

23.33% of respondents were enrolled in government schools and 76.67% of respondents were enrolled in private schools.

Table- 2.3

Level of Awareness/ Satisfaction	Fully Satisfied	Partially satisfied	Not Satisfied
Are you satisfied with the method of teaching?	18	11	01
Are you satisfied with School's infrastructure?	16	12	02

The method of teaching plays a crucial role in shaping the learning experience and outcomes of students. Therefore, it is pertinent to analyze the satisfaction of students regarding the method of teaching. 60**%** of respondents were fully satisfied with the method of teaching, 36.67% of respondents were partially satisfied and 3.33% of respondents were not satisfied.

In order to create a positive learning environment and to support students' entire educational experience, school infrastructure is essential. It includes all the actual buildings, furnishings, and supplies a school has. 53.33% of respondents were found fully satisfied with School's infrastructure, 40% of respondents were partially satisfied and 6.67% of respondents were not satisfied.

Table- 2.3

Question	Yes	No	Not Sure
Do your teachers motivate you to further your studies?	21	02	07
School's emphasis on extra curriculum activities?	18	07	05
Are you taught about the role of education in your life?	26	02	02
Easy access to digital resources and learning techniques?	25	05	-

As motivation plays a great role in the teaching-learning process, respondents were asked whether their teachers motivate them to improve their studies. 70% of respondents said that they are being motivated by the teachers, 6.67% of respondents say that they were not being motivated by the teachers and 23.33% of respondents say that they were being motivated sometimes by the teacher.

Extracurricular activities are important in a student's life since they provide a variety of advantages that go beyond the academic program. When the respondents were asked that do their school puts emphasis on extra curriculum activities, 60% said

yes, 23.33% said no, and 6.67% respondents said extra curriculum activities are held sometimes.

Teaching children about the role and importance of education is crucial for their overall development and success in life as it gives them purpose and motivation. 86.66% of respondents said that they are taught about the role of education in their life, and 6.67% of respondents said that they were not taught about the role of education in their life.

In the age of technology, especially after experiencing the Covid-19 pandemic access to digital resources and learning techniques is very essential. 83.33% of the respondents said that they get easy access to digital resources and learning techniques and only 16.67 % of the respondents think that they were not having easy access to digital resources and learning techniques.

Major findings

1. According to study, the majority 66.67% of the respondents were enrolled in private schools.
2. The study shows that 50% of the respondents were partially satisfied and only 16.67 % of the respondents were fully satisfied with the role of teachers in providing adequate education to the children.
3. The study found that just 30% of respondents had a complete understanding of the Right to Education Act, while the majority of respondents (53.33%) did not.
4. The study shows that 36.67% of the respondents were fully satisfied with the current education system and only 13.33% of the respondents were not satisfied with the current education system.
5. According to the study, the majority of respondents (60%) were completely satisfied with the school's teaching technique, while 3.33% were dissatisfied.
6. The study shows that 53.33% of the respondents were fully satisfied with the infrastructure of the school and only 6.67% of the respondents were not satisfied with it.
7. The study shows that the majority 70% of the respondents said that teachers motivate them for further studies and only 6.67% of the respondents said that they were not being motivated by the teachers for further studies at all.
8. The study shows that the majority 86.66% of the respondents were taught about the role of education in their life and only 6.67% of the respondents were not being taught

about the role of education in their life.

Suggestions

- Improving teacher training in India by creating and following national standards for teacher education that provide a consistent and high-quality training experience across several regions.
- Develop teacher education programs that emphasize current teaching approaches, student-centered learning, and technology integration in the classroom to familiarize educators with digital tools and resources that can enhance teaching and learning. The curriculum should be designed to meet the needs of 21st-century education while also catering to students' different learning styles.
- Recognize and reward teachers who demonstrate exceptional dedication, innovative teaching practices, and a positive impact on student outcomes. This can boost morale and encourage teachers to continually improve.
- Create and implement policies that prioritize rural education and allocate adequate resources and funding by the government.
- Address systemic challenges such as unequal resource and finance distribution between urban and rural areas.
- The fees charged by Private Schools need rationalization and regulation.
- Need to improve the communication skills of the students which would be helpful in increasing their confidence.
- Special importance is to be given to imparting practical knowledge to the students so that they are prepared to tackle different situations in their lives.
- Special lectures and seminars should be arranged which should focus on the career of the students.
- The infrastructure of government schools is not as per the current requirements. Therefore, there is an urgent need for a policy along the lines of the Delhi Government that would focus on improving the infrastructure and teaching standards, so that Government schools can compete with Private Schools.
- There is a need for taking special safety measures for children, especially girls as parents nowadays are not sure about the safety of their children at school due to the surge in incidents.
- There should be proper implementation of awareness

campaigns regarding the rights and duties, especially the RTE Act.

- Proper implementation of the Digital India scheme by giving special teachings on digital learning to the students.
- Special attention should be given to providing values and morals-based education to the children.

A diversified strategy that considers the unique challenges and potential of the Indian educational system is required to improve teacher education. India can aim to provide its teachers with the abilities and knowledge necessary to give its students a high-quality education by utilizing these strategies.

Even while India has made strides in increasing access to education, there is still work to be done to guarantee that every child receives a quality education, according to the issues raised in the Global Education Monitoring Reports. It necessitates a multifaceted strategy that addresses socioeconomic hurdles to school access as well as policy changes, infrastructure investments in the education sector, teacher preparation programs, and community involvement.

Conclusion

In conclusion, education holds undeniable significance in shaping individuals and societies, playing a multifaceted role in fostering socialization, promoting mental development, and instilling ethical values. As the famous quote suggests, the foundation of an ideal state rests upon the shoulders of its educated citizens, underlining the transformative power of education in nurturing responsible and engaged individuals. Abraham Lincoln's recognition of education's importance further reinforces its crucial role in a nation's progress. His early political statement advocating for education and his aspirations to enhance the education system exemplify the enduring impact education can have on a society's growth and prosperity. However, we must acknowledge that our education system faces various shortcomings and deficiencies such as student-teacher training with special reference to digital education and urban-rural disparities. The pace of reforms that have just started in Punjab needs to be increased with a special focus on implementation and maintenance. To ensure it fulfills its true potential, comprehensive reforms are imperative. By addressing these issues proactively, we can create a more equitable and effective education system that empowers all learners to reach their full potential. Education is not only a key to personal growth but also the bedrock of a prosperous and thriving society. By

prioritizing education and continuously striving to improve it, we pave the way for a brighter, more enlightened future for generations to come.

References

10 Things You need to know about the RTE Act. (2018, December 4). Retrieved from Oxfam India: https://www.oxfamindia.org/blog/10-things-rte

ASER. (2022). National Findings. New Delhi: Annual Status of Education Report. Retrieved from https://img.asercentre.org/docs/ASER%202022%20report%20pdfs/allindiaaser202217_01_2023final.pdf

Department of School Education & Literacy. (2019). Retrieved from Ministry of Education: https://www.education.gov.in/rte

Dhaliwal, R. (2023, February 16). Shortage of staff, outdated infra plague schools in border district. Retrieved from The Tribune: https://www.tribuneindia.com/news/punjab/shortage-of-staff-outdated-infra-plague-schools-in-border-district-480110

Kapur, M. (2021, September 13). This is how COVID-19 lockdowns affected India's school children. Retrieved from World Economic Forum: https://www.weforum.org/agenda/2021/09/india-schoolchildren-education-lockdown-online-learning/

Laxmikanth, M. (2013). Indian Polity. Noida: McGraw Hills.

Mallick, A. (2018, September 26). Measures to improve quality education in schools: Why India needs to develop school ecosystems. New Delhi, New Delhi, India. Retrieved from https://www.indiatoday.in/education-today/featurephilia/story/measures-to-improve-quality-of-education-1349831-2018-09-26

Murali, V. S., & Maiorano, D. (2021, October 6). Institute of South Asian Studies. Retrieved from National University of Singapore: https://www.isas.nus.edu.sg/papers/education-during-the-covid-19-pandemic-in-india/

Pokhrel, S., & Chhetri, R. (2021). A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning. Higher Education for the Future, 8(1), 133-141.

Quality Education. (n.d.). Retrieved from The Global Goals: https://www.globalgoals.org/goals/4-quality-education/?gclid=CjwKCAjw8ZKmBhArEiwAspcJ7qqhyXhEREn3KftdbcuElcjtD0OrTVP2pr7OoyliSaRqhbx9WWCSiRoCG1sQAvD_BwE

Punjab CM sends 72 principals to Singapore for training. (2023, July 23). Retrieved from India Today: https://www.indiatoday.in/education-today/news/story/punjab-cm-mann-sends-72-principals-to-singapore-for-training-2410520-2023-07-23

What is Quality Education? (2023, May 23). Retrieved from Leverage Edu: https://leverageedu.com/blog/quality-education/#:~:text=is%20Modern%20Education%3FUnderstanding%20Quality%20Education,socioeconomic%20status%2C%20or%20geographic%20location

Omniscient
(An International Multidisciplinary Peer Reviewed Journal)
Vol.1 Issue 3 September 2023 EISSN: 2583-7575

New Trends in Teaching Learning Process in Higher Education

Sanjay B. Randive

P. E. S's College of Education
Corresponding author: sanjayrandive095@gmail.com
Available at https://omniscientmjprujournal.com

Abstract

Recent trends in education encompass various developments, innovations, and shifts in teaching and learning practices. These trends reflect the evolving needs of learners, advancements in technology, changes in societal dynamics, and new insights into effective pedagogical approaches. New innovations and technique pooled with Liberalization, Globalization and privatization (LPG) have accelerated the pace to change to jet speed. The support or modern system argue that the Technology is double edged word and it depends entirely on the user for its constructive or destructive applications Grate fully, that control of learning is being shifted from teachers into the hands of standout to suit their appetite and pace of learning. The teacher can now cater to more students through virtual classroom and at adjust the teacher methods for micro groups of students based on their needs. There are, a large section of students our country that are deprived of these advantages' fighter due to a cost barrier for technology or lack of awareness. The ultimate goal of education system is to create students who can transform the world into a better place through constant learning. Teaching learning has undergone transformation in the recent decade mainly with initiative of teacher's forceful entry of technology and increasing accessibility of higher education to our population. Innovation for innovation's sake is not in not the say but how it benefits the learners is the main criteria. To promote innovation national levels initiative shall be there to disseminate the innovative practices in India Innovations in India should be based on our strong roots of socialism and egalitarianism. If India has to become knowledge and technology super power only blended approaches to Teach the subject developed by all the stakeholders are to be employed which is sensitive to learner need and interest.

Keywords: *New Trends, Innovative Strategies, Process of Teaching Learning, Higher Education System*

Introduction

Recent trends in education encompass various developments, innovations, and shifts in teaching and learning practices. These trends reflect the evolving needs of learners, advancements in technology, changes in societal dynamics, and new insights into effective pedagogical approaches. New innovations and technique pooled with Liberalization, Globalization and privatization (LPG) have accelerated the pace to change to jet speed.

The support or modern system argue that the Technology is double edged word and it depends entirely on the user for its constructive or destructive applications Gratefully, that control of learning is being shifted from teachers into the hands of standout to suit their appetite and pace of learning. The teacher can now cater to more students through virtual classroom and at adjust the teacher methods for micro groups of students based on their needs. There are, a large section of students our country that are deprived of these advantages' fighter due to a cost barrier for technology or lack of awareness. The ultimate goal of education system is to create students who can transform the world into a better place through constant learning.

Innovations and recent trends play important role in education: Hoffman and Holzhuter (2012) said "Innovations resemble mutation the biological process that keeps evolving so they can better compete for survival. The transformation of information and increasing specialization of organization call for high skill profiles and levels of knowledge in educations"

Significant of the Study

In Higher education, students acquire all the knowledge of them learning based on new trends, techniques, innovations and other activities performed in class. It is not an easy task to educate these students in traditional methods of teaching in regular class. They need special and new technique, innovations over and above the regular classroom. Thus, this study attempts to give a vivid picture of it and tries to fill up the gape in this area.

Research Questions

1. What are the new trends in Higher education?
2. What are the advantages of new trends in Higher education?
3. What are the limitations of adaptability of new trends in Higher education?

The innovations have a direct bearing on education as it has also became a business. Following is list of innovations related to educations.

1) Online learning and the MOOC

MOOC stand for Massive Open Online Course. MOOC is new concept in education that refers to a type of online course designed for large scale participation and open access via the internet. MOOCs offer a flexible way for learners to access educational content and engage in learning activity without the constrains of traditional content and engage in learning activity without the constrains of traditional classroom setting.

Massive Participation: MOOCs are designed to accommodate a large number of

participants from around the world. They can have thousands or even tens of thousands of learners enrolled in a single course.

Open Access: MOOCs are open to anyone with an internet connection, regardless of geographic location or educational background. This accessibility promotes inclusivity and allows individuals who might not have access to traditional education to participate.

Online Delivery: MOOCs are delivered entirely online through digital platforms. Learners can access course materials, videos, quizzes, assignments, and discussions through websites or learning management systems.

Diverse Subjects: MOOCs cover a wide range of subjects, from humanities and social sciences to science, technology, engineering, and mathematics (STEM). This diversity allows learners to explore their interests and gain knowledge in various fields.5

Videos and Lectures: MOOCs often include pre-recorded video lectures by expert instructors. These videos can be watched at the learner's convenience, allowing for flexible learning schedules.

Interactive activities: MOOCs incorporate various interactive activities to engage learners. These may include quizzes, assignments, peer assessments, discussion forums, and group projects.

Flexibility: Learners have the flexibility to choose when and where they access course materials. This accommodates different learning preferences and individual schedules.

Certification: Many MOOCs offer certificates of completion, which can serve as a credential to showcase acquired skills and knowledge. Some courses also offer verified certificates for a fee.

Cost: While the course content is often free to access, some MOOCs offer optional paid certificates or upgraded features. The cost of these certificates is usually lower than traditional education options.

Different Modes: MOOCs can be categorized into two main modes:

A) X MOOCs Traditional MOOCs: X MOOCs are characterized by a structured and formal approach to content delivery. They often include video lectures, quizzes, and assessments. Platforms like Coursera and edX are known for hosting x MOOCs.

B) **C MOOCs**: MOOCs focus on collaborative and networked learning. They emphasize learner interactions, discussions, and knowledge sharing. C MOOCs are less structured than x

MOOCs and emphasize participant driven content creation.

MOOCs have gained popularity for their ability to democratize education by providing access to high-quality learning resources and expert instruction to a global audience. They are particularly beneficial for individuals seeking to upskill, explore new topics, or complement their formal education. However, the open nature of MOOCs also requires learners to be self-motivated and disciplined to complete the courses successfully.

2. E-learning/Online learning

This is non-traditional approach to learning when has been experimented in many universities with appropriate infrastructure, e learning for electronic learning, is a concept in education that refers to the use of electronic technologies and digital resources to deliver educational content and facilitate learning experiences. E-learning leverages digital platforms and online tools to provide a flexible and accessible way for learners to acquire knowledge, skills, and competencies.

Digital delivery: E-learning involves the use of computers, the internet, and digital devices to deliver educational content. It can encompass a wide range of formats, including online courses, webinars, video lectures, interactive simulations, and multimedia presentations.

Flexibility and convenience: E-learning allows learners to access educational content at their own convenience and pace. They can learn from anywhere with an internet connection, making it suitable for individuals with busy schedules or those who cannot attend traditional classes.

Diverse Content: E-learning can include various types of content, such as text, images, videos, audio, quizzes, assessments, and interactive activities. This diverse content enhances engagement and accommodates different learning styles.

Self-Paced Learning: Learners have the freedom to progress through the course materials at their preferred speed. They can revisit concepts, replay videos, or review content as needed.

Personalization: E-learning platforms often offer features that allow learners to customize their learning experience. This may include choosing specific modules, focusing on areas of interest, or setting learning goals.

Interactivity: Interactive elements, such as quizzes, assignments, discussion boards, and simulations, engage learners and provide

opportunities for active participation and hands-on practice.

Feedback and Assessment: E-learning platforms can provide immediate feedback on quizzes and assessments, helping learners track their progress and identify areas that need improvement.

Global Reach: E-learning breaks down geographical barriers, enabling learners from around the world to access educational content and learn from experts regardless of their location.

Cost Effectiveness: E-learning often eliminates the need for physical facilities, printed materials, and travel expenses, making it a cost-effective option for both learners and educational institutions.

Blended Learning: E-learning can be integrated with traditional classroom instruction to create a blended learning approach. Blended learning combines in-person teaching with online resources, allowing for a more personalized and flexible learning experience.

Continuous Learning: E-learning facilitates lifelong learning by providing access to new information, skills, and knowledge at any stage of life or career.

Skills Development: E-learning can be tailored to develop specific skills or competencies, such as technical skills, language proficiency, or soft skills.

Professional Development: E-learning is widely used for professional development and training in various industries. It allows employees to enhance their skills and knowledge without taking extended time off work.

E learning has gained prominence due to advancements in technology and the need for flexible and accessible education options. It offers a versatile approach to learning that can be adapted to various contexts, from formal education to corporate training and personal development

3 Mobile Learning Mobile learning, often abbreviated as m-learning, is a concept in education that involves using mobile devices, such as smartphones, tablets, and wearable devices, to facilitate learning and educational activities. Mobile learning leverages the portability and ubiquity of mobile technology to provide learners with flexible and personalized learning experiences. Here are the key concepts of mobile learning:

Portability and Accessibility: Mobile devices allow learners to access educational content and resources from anywhere, at any time. This level of accessibility enables learning beyond traditional classroom settings.

Personalized learning: Mobile learning can be tailored to individual learners' preferences, interests, and learning styles. Learners can choose the content and activities that match their needs.

Microlearning: Mobile learning is conducive to microlearning, where learning content is broken down into small, bite-sized modules. This approach aligns with short attention spans and allows learners to engage in brief, focused learning moments.

Multimedia Content: Mobile devices support various types of multimedia content, including videos, interactive simulations, podcasts, and animations. These engaging formats enhance the learning experience.

Interactive and Collaborative: Mobile learning can include interactive elements such as quizzes, games, polls, and discussion boards. It can also facilitate collaboration among learners through group projects and virtual interactions.

Offline Learning: Some mobile learning apps and platforms allow learners to download content for offline access. This is particularly useful when learners do not have a reliable internet connection.

Just IN Time Learning: Mobile learning provides the opportunity for learners to access information when they need it most. It is suitable for quick reference, troubleshooting, and on-the-spot learning.

Language Learning: Mobile apps are commonly used for language learning. Learners can practice vocabulary, pronunciation, and grammar through interactive language learning apps.

Professional Development: Mobile learning is used for professional development, allowing employees to enhance their skills and knowledge without being tied to a specific location.

Continuous Learning: Mobile learning supports lifelong learning by enabling individuals to engage in learning activities regardless of age or career stage.

Adaptive Learning: Some mobile learning platforms use adaptive algorithms to personalize content based on learners' performance and preferences.

Gamification: Gamification elements, such as badges, points, and leaderboards, can be integrated into mobile learning to enhance motivation and engagement.

Feedback and Assessment: Mobile learning platforms can provide instant feedback on quizzes and assessments, allowing learners to gauge their understanding and progress.

Mobile learning capitalizes on the convenience and familiarity of mobile devices to create dynamic and interactive

learning experiences. It is particularly effective for self-directed learners, those with busy schedules, and individuals seeking on-the-go learning opportunities.

4. Tablet Computing

Tablet Computing refers to the use of portable devices known as tablets, which are designed to provide a touchscreen interface and perform various computing tasks. Tablets are characterized by their flat and rectangular form factor, lack of physical keyboards (though some have detachable keyboard accessories), and reliance on touch gestures for navigation. Tablets offer a versatile and portable way to access digital content, perform tasks, and engage in various activities. Here are the key concepts of tablet computing:

Touchscreen Interface: Tablets feature touch-sensitive screens that allow users to interact with the device by tapping, swiping, pinching, and using other gestures. The touchscreen interface simplifies navigation and eliminates the need for traditional mouse and keyboard inputs.

Portability: Tablets are lightweight and portable, making them easy to carry and use on the go. Their compact design allows users to access digital content, work, or engage in entertainment from virtually anywhere.

Operating System: Tablets run on various operating systems, with iOS (Apple), Android (Google), and Windows (Microsoft) being the most common. Each operating system offers a range of apps, features, and functionalities.

Apps and App Stores: Tablets rely on apps (applications) for various tasks and activities. App stores provide platforms for users to download and install apps for productivity, entertainment, communication, education, and more.

Multimedia Consumption: Tablets are popular for multimedia consumption, including watching videos, listening to music, reading e-books, and browsing the internet. Their high-resolution screens and audio capabilities enhance the multimedia experience.

Productivity: Tablets are used for various productivity tasks, such as email, document editing, note-taking, presentations, and project management. Many productivity apps are designed to optimize tablet usage.

Creativity: Tablets often come with stylus support or are compatible with stylus accessories, allowing users to draw, sketch, take handwritten notes, and engage in creative activities.

Communication: Tablets offer communication tools such as email,

messaging apps, video conferencing, and social media platforms for staying connected with others.

Education: Tablets are used in education settings as digital learning tools. They provide access to educational apps, e-textbooks, interactive content, and online courses.

Entertainment: Tablets provide entertainment options such as gaming, streaming movies and TV shows, reading magazines, and exploring interactive content.

Parental Control: Tablets often include parental control features that allow parents to monitor and manage the content their children access and their screen time.

Accessories: Tablets can be used with various accessories like keyboard attachments, styluses, cases, and stands to enhance functionality and usability.

Tablet computing has become an integral part of modern life, providing a versatile and user-friendly way to access information, connect with others, be productive, and engage in entertainment. Their convenience, portability, and touch-based interface have made them a valuable tool for various purposes across different age groups and industries.

5) 3 D Learning

3 D learning typically refers to a holistic approach to education that goes beyond traditional two-dimensional (2D) methods of teaching and learning. It integrates three dimensions - Knowledge, Skills, and Attitudes - to provide a comprehensive and well-rounded educational experience. The concept emphasizes not only the acquisition of knowledge but also the development of practical skills and positive attitudes that contribute to a learner's overall growth and success.

Here's a breakdown of the three dimensions of 3D Learning:

Knowledge: This dimension encompasses the information, facts, concepts, and theories that students learn in various subjects. It's about understanding the content and subject matter. However, 3D Learning goes beyond memorization; it aims to promote deep understanding, critical thinking, and the ability to apply knowledge to real-world situations.

Skills: Skills refer to the practical abilities that students develop through their education. These could include problem-solving, communication, collaboration, creativity, research skills, digital literacy, and more. 3D Learning focuses on ensuring that students not only grasp theoretical concepts but also

acquire the skills needed to succeed in their future careers and lives.

Attitudes: Attitudes refer to the values, beliefs, and dispositions that shape a person's behavior and approach to life. 3D Learning aims to cultivate positive attitudes such as curiosity, perseverance, empathy, open-mindedness, and a growth mindset. These attitudes play a crucial role in personal and professional success.

3D Learning goes hand in hand with modern educational philosophies that emphasize student-centered, experiential, and holistic learning. It encourages educators to design lessons and activities that integrate these three dimensions, creating a more engaging and impactful learning experience.

Some approaches that align with 3D Learning include project-based learning, inquiry-based learning, problem-based learning, and experiential learning. These methodologies encourage students to actively engage in the learning process, apply their knowledge and skills to real-world scenarios, and develop the attitudes necessary for lifelong learning and personal development.

3D Learning represents a comprehensive approach to education that considers not just what students know, but also what they can do and how they approach learning and life. It aims to prepare students for the complexities of the modern world by fostering a well-rounded skill set, deep understanding, and a positive mindset.

6) An Innovations in teaching methods-

Many nontraditional strategies are pluralized techniques argument learning.

Peer Teaching- Peer teaching, also known as peer-assisted learning or peer tutoring, is a teaching and learning approach in which students take on the role of educators by teaching their peers. It involves students collaborating and sharing knowledge, skills, and understanding with their classmates in a structured and supportive environment. Peer teaching can occur in various educational settings, from primary schools to higher education institutions, and it offers several benefits for both the learners and the peer educators. Here are the key concepts of peer teaching.

Student-Centered Approach: Peer teaching shifts the focus from the traditional teacher-centered approach to a student-centered one. Students become active participants in the learning process, taking responsibility for their own learning and the learning of their peers.

Collaboration and Interaction: Peer teaching encourages collaboration and interaction among students. It creates opportunities for students to discuss, explain,

and clarify concepts, which can lead to deeper understanding.

Knowledge Reinforcement: Explaining concepts to others requires a solid understanding of the material. Peer educators reinforce their own learning as they explain concepts to their peers, and the learners benefit from multiple explanations and perspectives.

Confidence Building: Peer educators develop confidence in their ability to communicate and convey ideas effectively. Learners being taught by their peers often feel more comfortable asking questions and seeking clarifications.

Individualized Support: Peers may be more attuned to the needs and questions of their classmates, as they can empathize with their struggles and provide tailored explanations.

Diverse Teaching Styles: Peer educators may bring different teaching styles and strategies, making the learning experience more varied and accommodating to different learning preferences.

Social and Emotional Benefits: Peer teaching promotes a positive and supportive learning community. Students often experience increased motivation, reduced anxiety, and a sense of belonging.

Leadership Skills: Peer educators develop leadership, communication, and interpersonal skills as they guide their peers through the learning process.

Feedback and Reflection: Peer educators receive feedback on their teaching methods and communication, allowing them to reflect on their effectiveness and make improvements. Flexibility: Peer teaching can be implemented in various formats, from one-on-one tutoring to group discussions, presentations, and workshops.

Supplement to Formal Teaching: Peer teaching does not replace the role of professional educators but complements it. It can be integrated into classroom activities or used for review sessions, study groups, or enrichment.

Peer teaching is an effective pedagogical strategy that taps into the strengths and potential of students as active contributors to the learning community. It fosters a supportive and dynamic learning environment that benefits both the learners and the peer educators.

II) Students' seminars

In this process student are asked to select the topic of their choice from the course and related concepts with the prior approval of teacher the students prepare their seminar paper under the guidance of a teacher allotted for the purpose it is seen that students take keen inters in the seminars they develop the

skills of paper writing presentation and chairing as session.

III) Students Workshop

In many of the courses at university levels workshops are organized to enable the students to acquire certain skills. In many universities conducted workshops for the students for action research develop managerial skills and paper writing skills. It develops not only the skills of students but also their confidence that they can do it and acquire the skills.

IV) Constrictive Approaches of Teaching-

The Constructive approach to teaching, often referred to as constructivism, is an educational philosophy and pedagogical approach that emphasizes active learning, critical thinking, and the construction of knowledge by learners. This approach is rooted in the belief that learners actively build their understanding of the world by assimilating new information and experiences into their existing mental frameworks. Constructivism challenges the traditional notion of passive reception of knowledge and instead encourages students to actively engage in the learning process. Here are the key concepts of the constructive approach to teaching

Active Learning: Constructivism emphasizes learners' active involvement in the learning process. Instead of passively receiving information from teachers, students are encouraged to explore, question, experiment, and problem-solve on their own.

Prior Knowledge: Constructivism recognizes that learners bring their existing knowledge, experiences, and beliefs to the learning context. New information is integrated with this prior knowledge to create deeper understanding.

Social Interaction: Interaction with peers and instructors plays a significant role in constructivist learning. Collaborative activities, discussions, and group projects facilitate the exchange of ideas and perspectives.

Authentic Learning: Constructivist teaching aims to make learning relevant and applicable to real-life situations. It encourages students to apply their knowledge to solve authentic problems and challenges.

Problem Based Learning: Problem-solving is central to the constructivist approach. Students are presented with open-ended problems that require critical thinking, analysis, and creative solutions.

Scaffolding: Scaffolding refers to the guidance and support provided by educators to help students gradually develop their

understanding. As students become more competent, the level of support is gradually reduced.

Discovery Learning: This approach encourages students to discover concepts and principles on their own rather than having them explicitly presented by the teacher. This promotes a sense of ownership and deeper understanding.

Reflection: Reflective thinking is a cornerstone of constructivist learning. Students are encouraged to reflect on their experiences, evaluate their understanding, and make connections to prior knowledge.

Students-Centered: The focus of instruction shifts from the teacher to the student. Teachers act as facilitators, guiding students' exploration and supporting their inquiries.

Multiple Perspective: Constructivism acknowledges that there can be multiple valid interpretations and perspectives. This encourages students to consider diverse viewpoints and engage in critical dialogue.

Self-Directed Learning: Learners take more responsibility for their learning journey. They set goals, seek resources, and monitor their progress, fostering independence and lifelong learning skills.

Continuous Learning: Constructivism promotes the idea that learning is an ongoing process. It equips students with skills to adapt to new challenges and acquire knowledge beyond the classroom.

Personalized Learning: The diverse needs and interests of individual learners are considered. This allows for differentiated instruction that caters to each student's pace and style of learning.

The constructive approach to teaching aligns with the idea that education should not be limited to the transmission of facts but should empower students to think critically, solve problems, and actively engage with their environment. It emphasizes the development of skills and competencies that are essential for success in a rapidly changing world.

V) Collaborative and co-operative learning

In a class generally, we have students of all intellectual abilities. Students may learn faster a student may not learn at all and another learns very slowly. So, a teacher can design innovative practice like the one presented here this was tined in teaching of educational statics and all the students of the class not only get benefited but group cohesion was developed.

VI) Students Evaluation and examination Result -

Evaluation and examination are integral part of teaching learning process. It helps not only

to the teachers and students to know the level of students learning but also monitoring student's progress and modifying teaching strategies. This teaching has been great success with less cost.

VII) Inclusive Pedagogy

Higher education is basically through to be for school education where all children with all type disabilities can be educated fairly in the same classroom by the teacher. Dealing with all these students is rally a difficult task.

The way of inclusive education.

i) Collaborative learning

ii) Co-operative learning

iii) Remedial measures

iv) Personalized teaching

v) Parental involvement

All these methods are being practiced by our teachers and the quality of teaching learning is maintained. Teaching learning has undergone transformation in the recent decade mainly with initiative of teacher's forceful entry of technology and increasing accessibility of higher education to our population.

Innovation for innovation's sake is not in not the say but how it benefits the learners is the main criteria. To promote innovation national levels initiative shall be there to disseminate the innovative practices in India. Innovations in India should be based on our strong roots of socialism and egalitarianism. If India has to become a knowledge and technology super power only blended approaches to teach the subject developed by all the stakeholders are to be employed which is sensitive to learner need and interest.

Present scenario of research paper and opinion: Due to new trends in education and its adaptability and limitations of using new trends and their belief that education needs more support from college side. Students held the opinion that less support from using various trends in education and using these new trends is not necessary and integral part of education. The student teacher has no idea about how to use MOOCs, e learning, Collaborative learning, Co-operative learning, Peer Teaching-Student-Centered Approach: Collaboration and Interaction Students seminars Students Workshop Constrictive Approaches of Teaching But the teachers were aware of this.

References

Agrawal, A., & Singh, R. K. (2019). Massive Open Online Course (MOOC) in India: With particular reference to library and information science. Journal of Indian Library Association, 54(4), 211-16.

Barnes, C. (2013). MOOCs: The challenges for academic librarians. Australian Academic & Research Libraries, 44(3), 163-175.

Bhatia, K. K., & Trivedi, M. A. Y. A. N. K. (2015). MOOCS: PARADIGM SHIFT FOR LIBRARIES? International Journal of Library & Educational Science, 4(4), 67-80. http://www.iaset.us/view_archives.php

Ecclestone, M. (2013). MOOCs as a professional development tool for librarians. Partnership: The Canadian Journal of Library Information Practice and Research, 8(2) http://dx.doi.org/10.21083/partnership.v8i2.2797

N. Pradnan, (2018). Innovations teaching learning process Higher education university news.

S. Subbiah, (2018). Disruptive innovation in addressing the challenges. https://disruptionhascom./disruptivetrends.

https://innovativeneducation.com/

https://www.edsys.in/what-is-peer

teaching/com/

Omniscient
(An International Multidisciplinary Peer Reviewed Journal)
Vol.1 Issue 3 September 2023 EISSN: 2583-7575

कस्तूरबा गाँधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के समायोजन का अध्ययन

सागर सहगल, कमलेश कुमार चौधरी
शिक्षा एवं सहबद्ध विज्ञान संकाय, महात्मा ज्योतिबाफुले रुहेलखंड विश्वविद्यालय, बरेली
Corresponding author: sagarnsehgal@gmail.com
Available at https://omniscientmjprujournal.com

सारांश

चरणबद्ध शिक्षा के अनुसार व्यक्ति के जीवन काल में शिक्षा का प्रथम स्तर प्राथमिक शिक्षा है। परिवार में व्यक्ति की प्रथम शिक्षिका उसकी माता होती है जो उसे जन्म से ही विभिन्न परिस्थितियों के साथ समायोजन करना सिखाती है। यदि विद्यार्थी अपने बाहरी वातावरण में समायोजित नहीं हो पाता तो इसका सीधा-सीधा प्रभाव उसके व्यक्तित्व तथा उसकी शिक्षा पर पड़ता है। शिक्षा में सभी बच्चों का नामांकन होना व अपनी शिक्षा पूर्ण करना आवश्यक है। सरकार द्वारा सभी बच्चों अर्थात बालक व बालिकाओं हेतु शिक्षा के समान अवसर उपलब्ध हैं, परंतु महिलाओं की साक्षरता दर पुरुषों की साक्षरता दर से 16.30% कम है। इस अंतर को समाप्त करने हेतु भारत सरकार द्वारा वर्ष 2004 में कस्तूरबा गाँधी बालिका विद्यालय योजना आरम्भ की गयी। प्रस्तुत शोध में इन विद्यालयों में अध्ययनरत बालिकाओं के समायोजन का पता लगाने का प्रयास किया गया है।

प्रस्तावना

परिवार में व्यक्ति की प्रथम शिक्षिका उसकी माता होती है जो उसे जन्म से ही विभिन्न परिस्थितियों के साथ समायोजन करना सिखाती है। समायोजन शब्द दो शब्दों से मिलकर बना है सम+आयोजन। सम से आशय है अच्छा तथा आयोजन से आशय व्यवस्थित होने से है। इस प्रकार समायोजन से आशय व्यक्ति द्वारा अपनी परिस्थितियों के साथ उचित व्यवस्था बनाने से है। एस० एस० चौहान के अनुसार, "समायोजन व्यक्ति के जीवन की वह स्थिति है जिसमें वह अपनी वैयक्तिक, जैविक, सामाजिक तथा मनोवैज्ञानिक आवश्यकताओं का भौतिक वातावरण की आवश्यकताओं के साथ कम या अधिक समन्वय कर सके (मानव, 2017, पृ०496)। परिभाषा से स्पष्ट है कि समायोजन की प्रक्रिया व्यक्ति तथा उसके वातावरण दोनों को प्रभावित करती है। यह एक आजीवन चलने वाली प्रक्रिया है। इस प्रक्रिया में व्यक्ति या तो वातावरण को अपने अनुसार बना लेता है अथवा स्वयं को वातावरण के अनुकूल ढ़ाल लेता है। व्यक्ति का वातावरण के साथ यह अनुकूलन ही समायोजन कहलाता है। बालक की समायोजन क्षमता का उपयोग केवल परिवार में ही नहीं होता अपितु जब वह औपचारिक शिक्षा हेतु विद्यालय में प्रवेश लेता है तो वहां पर भी उसे समायोजन की आवश्यकता होती है। यदि विद्यार्थी अपने बाहरी वातावरण में समायोजित नहीं हो पाता तो इसका सीधा-सीधा प्रभाव उसके व्यक्तित्व तथा उसकी शिक्षा पर पड़ता है। भारत जैसे लोकतांत्रिक राष्ट्र की सफलता विद्यार्थियों की शैक्षिक सफलता पर निर्भर करती है। शिक्षा के क्षेत्र में प्रथम सीढ़ी प्राथमिक शिक्षा है अतः इस स्तर पर सभी बच्चों का नामांकन होना व अपनी शिक्षा पूर्ण करना आवश्यक है।

6 से 8वीं कक्षा में विद्यार्थियों का जी०ई०आर० (ग्रॉस एनरोलमेंट रेश्यो) 90.9% है जबकि कक्षा 9-10 और 11-12

के लिए क्रमशः 79.5% व 56.5% है। इन आंकड़ों पर दृष्टिपात कर यह पाया गया कि कक्षा आठ के बाद कई विद्यार्थी अपनी शिक्षा बीच में ही छोड़ देते हैं। 2017-18 के राष्ट्रीय प्रतिदर्श सर्वेक्षण कार्यालय के सर्वेक्षण के अनुसार 3,22,00,000 बच्चे ऐसे हैं जिनकी आयु 6 से 17 वर्ष की है तथा वे विद्यालय नहीं जाते हैं (राष्ट्रीय शिक्षा नीति 2020: मानव संसाधन विकास मंत्रालय, 2020, पृ०14)। यद्यपि शिक्षा के सार्वभौमीकरण हेतु सर्व शिक्षा अभियान, 2001 तथा शिक्षा का अधिकार अधिनियम, 2009 महत्वपूर्ण भूमिका निभा रहे हैं, परंतु शिक्षा के सार्वभौमीकरण के लक्ष्य की प्राप्ति संभव नहीं हो पा रही है। सरकार द्वारा सभी बच्चों अर्थात बालक व बालिकाओं हेतु शिक्षा के समान अवसर उपलब्ध हैं, परंतु यदि आंकड़ों पर दृष्टिपात करें तो महिलाओं की स्थिति पुरुषों की तुलना में दयनीय है।

भारत की जनगणना 2011 के अनुसार पुरुषों की संख्या 62.3 करोड़ है जो भारत की कुल जनसंख्या का 51.47% है। स्त्रियों की संख्या 58.74 करोड़ है जो भारत की जनसंख्या का 48.53% है। पुरुषों की साक्षरता दर 80.90% तथा महिलाओं की साक्षरता दर 64.80% है। उपरोक्त तथ्यों से स्पष्ट होता है कि महिलाओं की संख्या पुरुषों की संख्या से 2.94% कम है जबकि महिलाओं की साक्षरता दर पुरुषों की साक्षरता दर से 16.30% कम है। प्रस्तुत आंकड़े पुरुषों की तुलना में महिलाओं के निम्न शैक्षिक स्तर को दर्शाते हैं। पुरुषों व महिलाओं की साक्षरता दर के अंतर को समाप्त करने के उद्देश्य से भारत सरकार द्वारा दसवीं पंचवर्षीय योजना 2002-07 के तहत कस्तूरबा गांधी बालिका आवासीय विद्यालय योजना को जुलाई, 2004 में आरंभ किया गया।

कस्तूरबा गांधी बालिका आवासीय विद्यालय योजना (2004) के अनुसार अनुसूचित जाति, अनुसूचित जनजाति, पिछड़ा वर्ग तथा गरीबी रेखा से नीचे जीवन यापन करने वाली बालिकाएं कस्तूरबा गांधी आवासीय बालिका विद्यालय में प्रवेश ले सकती थीं। इन विद्यालयों की स्थापना 6 से 8वीं कक्षा तक की उच्च प्राथमिक शिक्षा प्रदान करने के लिए की गयी थी। 2004 में इस योजना के अंतर्गत कस्तूरबा गांधी बालिका विद्यालय की स्थापना ऐसे शैक्षिक पिछड़े क्षेत्रों में की गई, जहां ग्रामीण महिला साक्षरता दर राष्ट्रीय औसत 46.13% से कम हो तथा लिंगभेद राष्ट्रीय औसत 21.67% से ज्यादा हो। शिक्षा मंत्रालय की रिपोर्ट 2021-22 के अनुसार देश में वर्तमान में कुल 5,726 कस्तूरबा गांधी बालिका विद्यालय स्वीकृत किए जा चुके हैं जिनमें से 4,887 विद्यालय संचालित हो रहे हैं तथा इनमें 6,30,000 बालिकाओं का नामांकन हुआ है। वर्तमान में सरकार द्वारा इन विद्यालयों को कक्षा 9 से 12 तक उच्चीकरण करने की घोषणा की जा चुकी है।

अध्ययन की आवश्यकता तथा महत्व

किसी भी देश की शिक्षा के साथ ही उस देश का विकास जुड़ा है। इसमें कोई संदेह नहीं, किन्तु यह विकास पूर्ण रूप से गतिमान तभी होगा जब समाज के प्रत्येक व्यक्ति (बालिकाएं भी) को समान रूप से ऐसा अवसर सुलभ हो। इसीलिए स्वतंत्रता प्राप्ति के बाद से भारत सरकार द्वारा दृढ़तापूर्वक प्रयास किया जा रहा है। भारत ने इस क्षेत्र में काफी प्रगति भी

की है। 2001 की जनगणना के अनुसार महिला साक्षरता दर 53.67 प्रतिशत थी जोकि पुरुष साक्षरता दर 75.26 प्रतिशत से 21.59 प्रतिशत कम थी। अतः इस सम्बन्ध में महिलाओं की शिक्षा को प्रोत्साहित किये जाने की आवश्यकता अनुभव की गयी। फलस्वरूप जुलाई, 2004 में कस्तूरबा गाँधी बालिका आवासीय विद्यालय योजना का शुभारम्भ किया गया। "कस्तूरबा गाँधी विद्यालय वंचित लड़कियों की प्राथमिक शिक्षा को समृद्ध बनाने हेतु सरकार का एक नवीन एवं रचनात्मक कदम है" (मिश्रा, 2015)।

यह ध्यान रखने की आवश्यकता है कि प्रयासों व योजनाओं का संचालन मात्र ही उस योजना की सफलता निश्चित नहीं करता अपितु समय अंतराल पर उसका मूल्यांकन होना आवश्यक है। सतत मूल्यांकन ही मार्ग में आने वाली बाधाओं का बोध कराता है फलतः सफलता प्राप्ति का मार्ग प्रशस्त करता है। किसी भी शैक्षिक योजना की सफलता का मूल्यांकन विद्यार्थियों में निहित गुणों पर आधारित होता है। कस्तूरबा गांधी बालिका विद्यालय योजना 2004 से कार्यान्वित है तथा इस क्षेत्र में विभिन्न शोधकर्ताओं द्वारा शोध कार्य किए गए हैं जैसे- शर्मा (2021), वारालक्ष्मी (2021), तिरूवा (2020), चतुर्वेदी (2018), रजनी (2018), शेमिली (2017), रावत (2017), सिंह (2015), शंकर (2015), इंदौरिया (2014), बोहरा (2014), पांडे (2013), श्रीवास्तव (2011) आदि। बरेली मंडल में संचालित कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के समायोजन संबंधी कोई भी शोध कार्य संपन्न नहीं हुआ है। प्रस्तुत अध्ययन इसी आवश्यकता की पूर्ति को ध्यान में रखते हुए किया गया है। इस सम्बन्ध में बरेली मंडल में संचालित कस्तूरबा गाँधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के समायोजन का मापन किया गया है। इस अध्ययन के माध्यम से यह भी पता लगाने का प्रयास किया गया कि वंचित वर्ग की बालिकाएं अपेक्षित विकास के मार्ग पर अग्रसर हैं अथवा नहीं।

शोध के उद्देश्य

1.0 बरेली मंडल में संचालित कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के समायोजन की जानकारी प्राप्त करना।

1.1 बरेली मंडल में संचालित कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के समायोजन का उनकी जाति के परिप्रेक्ष्य में अध्ययन करना।

1.1.1 बरेली मंडल में संचालित कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के संवेगात्मक समायोजन का उनकी जाति के परिप्रेक्ष्य में अध्ययन करना।

1.1.2 बरेली मंडल में संचालित कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के सामाजिक समायोजन का उनकी जाति के परिप्रेक्ष्य में अध्ययन करना।

1.1.3 बरेली मंडल में संचालित कस्तूरबा गांधी बालिका विद्यालय में अध्ययनरत विद्यार्थियों के शैक्षिक समायोजन का उनकी जाति के परिप्रेक्ष्य में अध्ययन करना।

Vol.1 Issue 3 September 2023 EISSN: 2583-7575

शोध परिकल्पनाएं

1.1 बरेली मंडल में संचालित कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों का समायोजन उनकी जाति से प्रभावित नहीं है।

1.1.1 बरेली मंडल में संचालित कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों का संवेगात्मक समायोजन उनकी जाति से प्रभावित नहीं है।

1.1.2 बरेली मंडल में संचालित कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों का सामाजिक समायोजन उनकी जाति से प्रभावित नहीं है।

1.1.3 बरेली मंडल में संचालित कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों का शैक्षिक समायोजन उनकी जाति से प्रभावित नहीं है।

शोध विधि - अध्ययन की प्रकृति को ध्यान में रखते हुए अध्ययन हेतु सर्वेक्षण अनुसंधान विधि को प्रयोग में लाया गया है।

जनसंख्या - शोध कार्य में जनसंख्या से आशय बरेली मंडल में संचालित समस्त कस्तूरबा गांधी बालिका विद्यालय में सत्र 2023-24 में अध्ययनरत कक्षा 8 की विद्यार्थियों से है।

न्यादर्श व न्यादर्शन विधि - शोध अध्ययन में बरेली मंडल के चारों जिलों बरेली,बदायूं,शाहजहांपुर, पीलीभीत के समस्त कस्तूरबा गांधी बालिका विद्यालयों में से लगभग 20% विद्यालयों का चयन स्तरीकृत यादृच्छिक न्यादर्शन विधि से किया गया। इन चयनित विद्यालयों की कक्षा 8 में अध्ययनरत समस्त विद्यार्थियों (388 विद्यार्थी) से दत्त संकलन किया गया।

उपकरण - विद्यार्थियों के समायोजन का पता लगाने हेतु डॉ० ए०के०पी० सिन्हा व डॉ० आर०पी० सिंह द्वारा निर्मित 'एडजेस्टमेंट इन्वेंटरी फॉर स्कूल स्टूडेंट्स, 2019' उपकरण का उपयोग किया गया जिसकी विश्वसनीयता 0.94 तथा वैधता 0.51 है। अनुसूची के कुल मदों (60) को तीन आयामों संवेगात्मक (20), सामाजिक(20), एवं शैक्षिक (20) में बराबर-बराबर विभाजित किया गया है।

सांख्यिकीय प्रविधियां - उपकरण के उपयोग से प्राप्त परिणामों के विश्लेषण व व्याख्या हेतु मध्यमान,मानक विचलन तथा एफ-अनुपात सांख्यिकीय प्रविधियों का उपयोग किया गया।

आँकड़ों का विश्लेषण

तालिका-1.0: सारांश: समायोजन विवरण

आयाम	प्रतिदर्श	मध्यमान	मानक विचलन
संवेगात्मक	388	12.33	6.00
सामाजिक	388	16.48	3.86
शैक्षिक	388	12.14	5.72
समग्र समायोजन	388	40.95	11.87

उपरोक्त तालिका-1.0 से विदित होता है कि कस्तूरबा गाँधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों का संवेगात्मक व शैक्षिक क्षेत्र में समायोजन का मध्यमान क्रमशः 12.33 एवं 12.14 तथा मानक विचलन क्रमशः 6.00 एवं 5.72 पाया गया। इन दोनों क्षेत्रों के मध्यमान कस्तूरबा गाँधी बालिका विद्यालयों में अध्ययनरत इन विद्यार्थियों के औसत से उच्च समायोजन को व्यक्त करते हैं। सामाजिक क्षेत्र में इन विद्यार्थियों के समायोजन का मध्यमान 16.48 एवं मानक विचलन 3.86 पाया गया। यह मध्यमान सामाजिक क्षेत्र में इन विद्यार्थियों के औसत समायोजन का घोतक है। मानक

विचलन पर दृष्टिपात करने से स्पष्ट होता है कि संवेगात्मक क्षेत्र में इन विद्यार्थियों के समायोजन में अन्य क्षेत्रों की अपेक्षा सबसे अधिक भिन्नता थी और सबसे कम भिन्नता सामाजिक क्षेत्र के समायोजन में पायी गयी। समस्त क्षेत्रों में इन विद्यार्थियों के समायोजन का मध्यमान एवं मानक विचलन क्रमशः 40.95 एवं 11.87 पाया गया। यह मध्यमान इन विद्यार्थियों में औसत से उच्च समायोजन को व्यक्त करता है।

तालिका-1.1: सारांश: प्रसरण विश्लेषण

प्रसरण स्रोत	मुक्तांश	वर्गों का योग	मध्यमान वर्ग	एफ-अनुपात	सारणी मान
समूहों के मध्य	2	86.53	43.22	**0.31**	एफ .05=3.02 एफ .01=4.66
समूहों के अंतर्गत	385	54470.73	141.48		

उपरोक्त तालिका-1.1 से स्पष्ट है कि कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के समायोजन के सन्दर्भ में प्राप्त एफ-अनुपात का मान 0.31 है जो कि मुक्तांशों (2,385) सार्थकता के .05 व .01 स्तर पर सार्थक होने के लिए आवश्यक न्यूनतम एफ-अनुपात मानों क्रमशः 3.02 व 4.66 से कम है, अतः शून्य परिकल्पना-कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों का समायोजन उनकी जाति से प्रभावित नहीं है, स्वीकार की गयी है।

तालिका-1.1.1: सारांश: प्रसरण विश्लेषण

प्रसरण स्रोत	मुक्तांश	वर्गों का योग	मध्यमान वर्ग	एफ-अनुपात	सारणी मान
समूहों के मध्य	2	13.14	6.57	**0.18**	एफ .05=3.02 एफ .01=4.66
समूहों के अंतर्गत	385	13896.98	36.10		

उपरोक्त तालिका-1.1.1 से स्पष्ट है कि कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के संवेगात्मक समायोजन के सन्दर्भ में प्राप्त एफ-अनुपात का मान 0.18 है जो कि मुक्तांशों (2,385) सार्थकता के .05 व .01 स्तर पर सार्थक होने के लिए आवश्यक न्यूनतम एफ-अनुपात मानों क्रमशः 3.02 व 4.66 से कम है। अतः कहा जा सकता है कि एफ-अनुपात के आधार पर विभिन्न समूहों के मध्यमानों में सार्थक अंतर नहीं है तथा शून्य परिकल्पना-कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों का संवेगात्मक समायोजन उनकी जाति से प्रभावित नहीं है, स्वीकार की गयी है।

तालिका-1.1.2: सारांश: प्रसरण विश्लेषण

प्रसरण स्रोत	मुक्तांश	वर्गों का योग	मध्यमान वर्ग	एफ-अनुपात	सारणी मान
समूहों के मध्य	2	54.01	27.00	**1.82**	एफ .05=3.02 एफ .01=4.66
समूहों के अंतर्गत	385	5704.90	14.82		

उपरोक्त तालिका-1.1.2 से स्पष्ट है कि कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के सामाजिक समायोजन के सन्दर्भ में प्राप्त एफ-अनुपात का मान 0.18 है जो कि मुक्तांशों (2,385) सार्थकता के .05 व .01 स्तर पर सार्थक होने के लिए आवश्यक न्यूनतम एफ-अनुपात मानों क्रमशः 3.02 व 4.66 से कम है। अतः कहा जा सकता है कि एफ-अनुपात के आधार पर विभिन्न समूहों के मध्यमानों में सार्थक अंतर नहीं है तथा शून्य परिकल्पना-कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों का सामाजिक

समायोजन उनकी जाति से प्रभावित नहीं है, स्वीकार की गयी है।

तालिका-1.1.3: सारांश: प्रसरण विश्लेषण

प्रसरण स्रोत	मुक्तांश	वर्गों का योग	मध्यमान वर्ग	एफ-अनुपात	सारणी मान
समूहों के मध्य	2	3.66	1.83	**0.06**	एफ .05=3.02 एफ .01=4.66
समूहों के अंतर्गत	385	12664.10	32.89		

उपरोक्त तालिका-1.1.3 से स्पष्ट है कि कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों के शैक्षिक समायोजन के सन्दर्भ में प्राप्त एफ-अनुपात का मान 0.06 है जो कि मुक्तांशों (2,385) सार्थकता के .05 व .01 स्तर पर सार्थक होने के लिए आवश्यक न्यूनतम एफ-अनुपात मानों क्रमशः 3.02 व 4.66 से कम है। अतः कहा जा सकता है कि एफ-अनुपात के आधार पर विभिन्न समूहों के मध्यमानों में सार्थक अंतर नहीं है तथा शून्य परिकल्पना-कस्तूरबा गांधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों का शैक्षिक समायोजन उनकी जाति से प्रभावित नहीं है, स्वीकार की गयी है।

निष्कर्ष एवं सुझाव

उपरोक्त विवेचन से स्पष्ट होता है कि कस्तूरबा गाँधी बालिका विद्यालयों में अध्ययनरत विद्यार्थियों का समायोजन औसत से उच्च स्तर का है। इन विद्यार्थियों का समायोजन सामाजिक क्षेत्र की अपेक्षा संवेगात्मक एवं शैक्षिक क्षेत्र में अधिक अच्छा पाया गया। जाति के आधार पर विद्यार्थियों के संवेगात्मक,सामाजिक एवं शैक्षिक क्षेत्र के समायोजन में अंतर नहीं पाया गया। अध्ययन के निष्कर्ष इंगित करते हैं कि विद्यार्थियों की सामाजिक क्षेत्र में समायोजन क्षमता को और अधिक विकसित किये जाने की आवश्यकता है। यह अध्ययन शासन के लिए भी महत्वपूर्ण सिद्ध होगा क्योंकि इसी प्रकार के अध्ययनों के आधार पर शासन भविष्य सम्बन्धी नीतियों का निर्माण करता है। प्रस्तुत शोध अध्ययन शिक्षकों को भी छात्राओं के सम्बन्ध में ज्ञान उपलब्ध करा सकेगा जिससे शिक्षक अपनी शिक्षण व्यूह रचनाओं में आवश्यकतानुसार परिवर्तन कर सकें। शिक्षक का कार्य कक्षा में मात्र ज्ञान प्रदान करना ही नहीं होता अपितु शिक्षक का कर्तव्य विद्यार्थी के विभिन्न गुणों का विकास करना भी होता है। प्रस्तुत अध्ययन से शिक्षक को बालिकाओं के समायोजन सम्बन्धी शील गुणों की स्थिति का पता चलेगा। प्रस्तुत अध्ययन समाज सेवकों के लिए भी लाभप्रद होगा जिससे वे भी बालिकाओं की शिक्षा के क्षेत्र में अपना योगदान दे सकेंगे।

सन्दर्भ-ग्रन्थ सूची

गुड, सी०वी० (2010).*इंट्रोडक्शन टू एजुकेशनल रिसर्च* (द्वितीय संस्करण).नई दिल्ली:गुरजीत।

गुप्ता व गुप्ता (2016).*आधुनिक मापन एवं मूल्यांकन*. इलाहाबाद:शारदा पुस्तक भवन।

मानव संसाधन विकास मंत्रालय: भारत सरकार (2020).राष्ट्रीय शिक्षा नीति, 2020. https://www.education.gov.in/sites/upload_files/mhrd/files/nep_final_hindi_0.pdf से दिनांक 12.07.2023 को प्राप्त।

मानव, आर०एन० (2017).*अधिगम तथा विकास का मनोविज्ञान* (प्रथम संस्करण).मेरठ:आर० लाल बुक डिपो।

मिश्रा, पी0(2015). एलीमेंट्री एजुकेशन थ्रू के जी बी वी:ए केस स्टडी.दी प्राइमरी टीचर.XL.52-62.

सेन्सस(2011).http://censusindia.gov.in/census.website/ से दिनांक 12.07.2023 को प्राप्त।

Omniscient
(An International Multidisciplinary Peer Reviewed Journal)
Vol.1 Issue 3 September 2023 EISSN: 2583-7575

शिक्षकों के गुणात्मक विकास हेतु श्रीरामचरितमानस में वर्णित मूल्यों का अध्ययन

नीरज कुमार, आशीष कुमार

शिक्षा एवं सहबद्ध विज्ञान संकाय, महात्मा ज्योतिबा फुले रूहेलखण्ड विश्वविद्यालय, बरेली।
Corresponding author: ashujiasheeshji@gmail.com
Available at https://omniscientmjprujournal.com

सार

प्रस्तुत शोध अध्ययन गोस्वामी तुलसीदास द्वारा रचित श्रीरामचरितमानस में वर्णित उन मूल्यों का ऐतिहासिक शोध विधि के माध्यम से अध्ययन किया गया है, जो सेवारत एवं भावी शिक्षकों के गुणात्मक विकास में योगदान दे सकते हैं। शोध अध्ययन हेतु श्रीरामचरितमानस की चौपाइयों, दोहों एवं सोरठों का अध्ययन करते हुए उनकी शिक्षकों के गुणात्मक विकास हेतु सार्थकता सिद्ध की गई है। शोध द्वारा यह स्पष्ट हो जाता है कि श्रीरामचरितमानस शिक्षकों के गुणात्मक विकास में पूर्णतयः सहायक है, इस अद्वितीय ग्रंथ के अध्ययन के द्वारा शिक्षकों में नवीन मूल्यों का विकास हो सकता है। शिक्षक इन मूल्यों के आचरण द्वारा आत्मविश्वास एवं आत्मज्ञान से परिपूर्ण होकर अपने छात्रों हेतु आत्मकल्याण एवं आत्मनिर्माण का मार्ग प्रशस्त कर सकते हैं।

मुख्य शब्द: *श्रीरामचरितमानस , शिक्षक , गुणात्मक विकास, मूल्य।*

प्रस्तावना

शिक्षा मानव की अंतर्निहित शक्तियों एवं उसके व्यक्तित्व का विकास करने का साधन है। शिक्षा एक प्रक्रिया भी है जो मानव का समाजीकरण करती है तथा उसे एक समाज विशेष का सदस्य एवं योग्य नागरिक बनने हेतु आवश्यक ज्ञान तथा कौशल प्रदान करती है। शिक्षा ही व्यक्ति में नैतिक, सामाजिक एवं राष्ट्रीय मूल्य विकसित करती है। गुरुदेव रविन्द्रनाथ टैगोर ने अपनी पुस्तक 'पर्सनेलिटी' में लिखा है कि, "सर्वोत्तम शिक्षा वही है जो संपूर्ण सृष्टि से हमारे जीवन का सामंजस्य स्थापित करती है।" अतः शिक्षा ग्रहण कर मानव अपने समाज में समायोजन कर आदर्श जीवन निर्वहन करता है। शिक्षा प्रक्रिया में तीन पक्ष महत्वपूर्ण हैं- शिक्षक, विद्यार्थी एवं पाठ्यक्रम।

शिक्षक अपने ज्ञान, शिक्षण कौशल एवं व्यवहार द्वारा विद्यार्थियों के वांछित गुणों का विकास करते हुए शिक्षा के निर्धारित उद्देश्यों की पूर्ति करता है। शिक्षा में आधुनिक तकनीक का प्रयोग करते हुए विकसित किया गया एक उत्तम पाठ्यक्रम भी तब तक उपयोगी सिद्ध नहीं हो सकता जब तक कि उसे पढ़ाने वाला शिक्षक योग्य, जागरूक एवं सक्षम नहीं होता है। अतः समाज एवं विद्यार्थी के चहुँमुखी विकास के लिए शिक्षक को आदर्श एवं प्रशिक्षित होने के साथ- साथ नैतिक, चारित्रिक, शैक्षिक, सामाजिक तथा राष्ट्रीय मूल्यों जैसे गुणात्मक मूल्यों से युक्त होने की आवश्यकता है।

मूल्य व्यावहारिक होते हैं, जबकि व्यवहार व्यक्ति की आंतरिक प्रेरणा का परिणाम होता है । अतः व्यक्ति को स्वयं के बाह्य व्यवहार को नियंत्रित करने के लिए खुद की आंतरिक प्रेरणा को भी नियंत्रण करना होता है। जिसके

लिए सांस्कृतिक साधनों जैसे धर्म, नैतिकता, सदाचारिता तथा आध्यात्मिकता की आवश्यकता होती है। भारत अनादि काल से आध्यात्मिकता का केंद्र रहा है। भारतीय आध्यात्म सागर में श्रीरामचरितमानस एवं श्रीमद्भगवतगीता रूपी दो अनमोल रत्न हैं, जोकि मुख्य रूप से आध्यात्मिक एवं मानवीय मूल्यों को ग्रहण करने के सर्वाधिक सुलभ साधन हैं।

श्रीरामचरितमानस 15वीं शताब्दी में गोस्वामी तुलसीदास द्वारा रचित एक महाकाव्य है। तुलसीदास जी द्वारा इस ग्रंथ की रचना अवधी भाषा, जोकि हिंदी भाषा की ही एक शाखा है, में अयोध्या में सरयू नदी के तट पर चैत्र शुक्ल पक्ष विक्रम संवत् 1631 से मार्गशीर्ष शुक्ल पक्ष विक्रम संवत् 1633 के मध्य 2 वर्ष 8 माह 26 दिन में की गई। श्रीरामचरितमानस में ज्ञान का विस्तार करने वाले साहित्य तथा वेदों, पुराणों एवं उपनिषदों के प्रभावशाली एवं उपयोगी मानवीय मूल्यों को अत्यंत सरल भाषा में आम जनजीवन तक पहुंचाया गया है। श्रीरामचरितमानस एक धार्मिक कथा काव्य मात्र नहीं है, अपितु इसमें शैक्षिक सन्दर्भों पर समुचित चिंतन विद्यमान है। श्रीरामचरितमानस में गुरु तत्व को अत्यधिक महत्व दिया गया है।

वन्दे बोधमयं नित्यं गुरूं शंकर रूपिणम्।

यमाश्रितोहि वक्रोपि चन्द्रः सर्वत्र बन्द्यते।

तुलसीदास जी के अनुसार गुरु एक व्यक्ति ही नहीं बल्कि नित्य एवं शाश्वत शक्ति है, जो छात्र का उसी प्रकार कल्याण करता है जिस प्रकार शिव के आश्रित रहने पर टेढ़ा चंद्रमा भी सर्वत्र वंदनीय हो जाता है। इस प्रकार श्रीरामचरितमानस अपने मूल्यों के माध्यम से गुरुत्व संपन्न व्यक्तियों को प्रेरित करने वाला ग्रंथ है, जिनके आचरण द्वारा टेढ़े या अपात्र व्यक्ति द्वारा भी गौरवशाली कार्य कराये जा सकते हैं।

अध्ययन की आवश्यकता एवं महत्व

प्रस्तुत शोध अध्ययन श्रीरामचरितमानस में वर्णित उन आध्यात्मिक एवं सामाजिक मूल्यों के बारे में संज्ञान प्रदान करता है, जिनके द्वारा शिक्षकों में गुणात्मक विकास एवं व्यक्तित्व निर्माण हो सकता है। आध्यात्मिकता एवं सकारात्मकता जैसे गुण उत्तम व्यक्तित्व के प्रमुख गुण माने जाते हैं। प्रस्तुत अध्ययन द्वारा इन मूल्यों को शिक्षकों के व्यवहार कोश का अंग बनाने तथा उनमें दक्षता विकसित करने की दृष्टि से महत्वपूर्ण है।

अधिकांशतः शिक्षा के सामाजिक संदर्भ में शिक्षकों में तथ्यों तथा उनमें निहित तत्वों को समझने की दृष्टि से आध्यात्मिक मूल्यों की आवश्यकता होती है। विगत दो दशकों में आध्यात्मिकता के प्रमुख आयाम जैसे अर्थ निरूपण, संदर्भीकरण, संभाव्यता, आकलन एवं दूरदर्शी चिंतन आदि शिक्षा के सामाजिक संदर्भ में मुख्य रूप से स्वीकार किए गए हैं। इस दृष्टि से प्रस्तुत अध्ययन श्रीरामचरितमानस में उल्लेखित शिक्षकों के गुणात्मक विकास में योगदान करने वाले मूल्यों की विवेचना करने एवं उनकी उपयोगिता निर्धारित करते हुए शिक्षकों की क्षमताओं एवं शिक्षण कौशलों में गुणात्मक अभिवृद्धि करने में उपयोगी सिद्ध होगा। प्रस्तुत अध्ययन वर्तमान में स्थानीय, राष्ट्रीय एवं वैश्विक शैक्षिक संदर्भों को समझने एवं उत्पन्न चुनौतियों के उचित समाधान हेतु शिक्षकों में सामर्थ्य विकसित करने का मार्ग प्रशस्त करता है।

Vol.1 Issue 3 September 2023 EISSN: 2583-7575

शोध-उद्देश्य

गोस्वामी तुलसीदास कृत श्रीरामचरितमानस में शिक्षकों के गुणात्मक विकास में योगदान करने वाले विभिन्न मूल्यों का अध्ययन करना।

परिसीमांकन

शोध उद्देश्यों की पूर्ति हेतु प्रस्तुत शोध कार्य में गोस्वामी तुलसीदास द्वारा रचित श्रीरामचरितमानस का अध्ययन किया गया है।

शोध विधि

प्रस्तुत शोध अध्ययन में गुणात्मक शोध की ऐतिहासिक-प्रविधि का प्रयोग किया गया है।

आंकड़ों की प्राप्ति के साधन

चूंकि विगत घटनाओं के प्रत्यक्ष अवलोकन या परीक्षण के लिए भूतकाल में जाना संभव नहीं है, अतः शोध समस्या से संबंधित उपलब्ध साक्ष्यों तथा प्रलेखों को ऐतिहासिक शोध प्रविधि में आंकड़ों के स्रोत के रूप में माना जाता है। इन स्रोत को मुख्य रूप से दो भागों प्राथमिक एवं द्वितीयक स्रोत में बाँटा जाता है। श्री रामचरितमानस ग्रंथ की रचना गोस्वामी तुलसीदास ने अपनी चिंतन शक्ति एवं कल्पना शक्ति द्वारा की है। अतः इसे शोध कार्य हेतु आंकड़ों व तथ्यों के द्वितीयक स्रोत के रूप में लिया गया है।

संकलित आंकड़ों का मूल्यांकन

ऐतिहासिक शोध विधि में यह आवश्यक है कि संकलित सूचनाओं एवं आंकड़ों का भलीभाँति मूल्यांकन किया जाए। इस मूल्यांकन को ऐतिहासिक समीक्षा नाम दिया जाता है। ऐतिहासिक समीक्षा दो प्रकार की होती है– पहली आंतरिक समीक्षा तथा दूसरी बाह्य समीक्षा। चूंकि श्रीरामचरितमानस गोस्वामी तुलसीदास की मूल कृति एवं पूर्णतः यथार्थ मौलिक रचना है, अतः आंकड़ों की बाह्य समीक्षा की गयी है।

व्याख्या एवं विश्लेषण

प्रस्तुत शोध पत्र में शोधकर्ता द्वारा श्रीरामचरितमानस में उल्लेखित दोहा, सोरठा एवं चौपाइयों के माध्यम से शिक्षकों के गुणात्मक विकास में योगदान करने वाले मूल्यों का अध्ययन किया गया है। इन मूल्यों के अध्ययन के माध्यम से इस तथ्य की व्याख्या की गई है कि किस प्रकार श्री रामचरितमानस के अध्ययन से शिक्षकों का गुणात्मक विकास संभव है।

श्रीरामचरितमानस के अध्ययन के फलस्वरूप शिक्षकों के गुणात्मक विकास के लिए उनमें कुशल प्रबंधन, नेतृत्व, विचारशीलता, प्रेरक व्यक्तित्व, सर्वकल्याण की भावना, संयम, अनुशासन, धैर्य, आदर्श आचरण, समस्या-समाधान, कुशल मार्गदर्शन तथा प्राचीन इतिहास एवं संस्कृति से जुड़ाव आदि मूल्योंका विकास संभव है।

श्रीरामचरितमानस में वर्णित शिक्षक के मुख्य गुण एवं मूल्य

1. अज्ञान एवं अशिक्षा को अपने मन, वचन तथा कर्म द्वारा दूर करना

श्री राम चरितमानस में गुरु शिष्य के अज्ञान, अशिक्षा एवं संदेह को दूर करते हैं तथा छात्र के संताप एवं समस्याओं के निवारण में औषधि की तरह लाभकारी होते हैं। गोस्वामी तुलसीदास गुरु की वंदना करते हुए उन्हें अमृत की भाँति छात्र के समस्त दुःख समूह का नाश कर देने वाला मानते हैं।

अमिय मूरिमय चूरन चारू।

समन सकल भव रूज परिवारु।।

गुरु मनुष्य के रूप में ईश्वरीय चेतना का प्रतिरूप होते हैं जो छात्र के मोह, अज्ञान एवं अंधकार को सूर्य के समान तेजोमय अपने वचनों से दूर कर देते हैं।

बंदऊ गुरु पद कंज, कृपा सिंधु नर रूप हरि।

महा मोह तम पुंज, जासु वचन रवि कर निकर।।

गुरु एक कुशल मार्गदर्शक होता है तथा भावनात्मक स्तर पर छात्र के मन की मलिनता को हटाकर उसे सत्य का मार्ग बताने वाला होता है। शिक्षक छात्र को अपने अनुकरणीय व्यवहार से नवीन सत्य ज्ञान खोजने के लिए आवश्यक कुशलता एवं अन्वेषण की दृष्टि प्रदान करता है। इसके साथ ही शिक्षक व्यक्तिपरक या स्वार्थपरक दृष्टिकोण से रहित होता है।

उघरहिं विमल विलोचन हिय के।

मिटहिं दोष दुःख भव रजनी के।

सूझहिं राम चरित मनि मानिक।

गुपुत प्रकट जह जो जेहि खनिक।।

2. छात्र में आत्मविश्वास एवं कर्तव्य के प्रति निष्ठा का भाव उत्पन्न करना

सप्तऋषियों द्वारा शिव को पति के रूप में प्राप्त करने के लिए पार्वती द्वारा किए जा रहे तप को व्यर्थ बताने एवं वरण हेतु अन्य विकल्पों के सुझाए जाने पर पार्वती जी सप्तऋषियों से कहती हैं कि मैं अपने गुरु नारद के आदेश की अवज्ञा नहीं कर सकती भले ही मेरे आराध्य शिव मुझसे ऐसा करने के लिए सैकड़ों बार कहें।

तजऊ न नारद कर उपदेशू।

आप कहहि सत बार महेसू।।

गुरु वशिष्ठ अपने शिष्य श्रीराम चंद्र जी को कर्तव्यपरायणता एवं पुरुषार्थ पूर्ति हेतु धनुष भंग करने का आदेश देते हैं।

उठऊ राम भंजहु भव चापा।

मेटहु तात जनक परितापा।।

3. सामाजिक एवं नैतिक कार्यों हेतु प्रेरक व्यक्तित्व

गुरु वशिष्ठ राम के वन गमन तथा राजा दशरथ के स्वर्गवास के पश्चात भरत जी को उनके सामाजिक, नैतिक एवं राजकीय कार्यभार को संभालने का उपदेश देते हैं।

मुनि बहु भाँति भरत उपदेसे।

कहि परमारथ वचन सुदेसे।।

इसी प्रकार वशिष्ठ जी श्री राम को श्राप वश पत्थर की शिला बनी अहिल्या को अपनी चरण रज से उद्धार करने हेतु प्रेरित करते हैं।

गौतम नारी श्राप वश उपल देह धरि धीर।

चरण कमल रज चाहती कृपा करहू रघुवीर।।

4. जन कल्याण तथा छात्र कल्याण की भावना

रामचरित मानस में गुरु लोक हित तथा जनकल्याण हेतु निर्णय लेने वाले हैं। गुरु वशिष्ठ के उपदेशों को मानकर ही प्रजा भरत जी के नेतृत्व में श्री राम की चरण पादुकाओं को सिंहासन पर विराजमान कर यथावत रहने को तैयार होती है।

नगर नारि नर गुरु सिख मानी।

बसे सुखेन राम रजधानी।।

गुरु का अपमान करने वाले शिष्य पर रुष्ट होकर शिव जी उसे श्राप दे देते हैं। परंतु गुरु अपने छात्र का अमंगल होते देख शिव की प्रार्थना करते हुए शिष्य के कल्याण की कामना ही करता है।

संकर दीन दयाल अब ऐहि पर होहु कृपाल।

साप अनुग्रह होई जेहि नाथ थोरेही काल।।

ऐहि कर होहि परम कल्याना ।

सोई करहू अब कृपा निधाना।।

5. विचारशील

रामचरितमानस में गुरु सीधे आदेश देने वाले न होकर शिष्य के साथ विषय पर विचार विमर्श करने वाले हैं। राम वन गमन के पश्चात सभा में आगे की योजना पर चर्चा करते हुए गुरु वशिष्ठ भरत जी के सुझाव की प्रसंशा करते हुए उन्हें समर्थन देते हैं।

अवसि चलिअ बन राम जह, भरत मंत्र भल कीन्ह।

सोक सिंधु बूढ़त सबहीं, तुम्ह अवलंबनु दीन्ह।।

6. ज्ञानी, संयमी, धैर्यवान

शिष्य के द्वारा अपमानित किए जाने पर भी गुरु अपना संयम भंग नहीं होने देते जबकि स्वयं भगवान शिव प्रकट होकर उस छात्र को श्राप दे देते हैं। अतः रामचरित मानस के गुरु ज्ञान, संयम एवं धैर्य जैसे मूल्यों की प्रतिमूर्ति हैं।

जद्यपि तव गुरु के नहिं क्रोधा।

अति कृपाल चित सम्यक बोधा।।

तदपि साप सठ दैहऊं तोही।

नीति विरोध सोहाई न मोही।।

7. अनुशासन एवं समयबद्धता

रामचरितमानस के गुरु अनुशासन एवं समयबद्धता का दृढ़ता से पालन करते हैं। श्री राम तथा लक्ष्मण जनकपुर का भ्रमण करते हुए विलम्ब हो जाने से डरते हुए शीघ्रता से वापस आते हैं।

कौतुक देखि चले गुरु पाहीं।

जानि बिलम्बु त्रास मन माहीं।।

8. कुशल प्रबंधक

गुरु एक कुशल प्रबंधक की भूमिका का निर्वहन भी करते हैं। श्री राम के वन गमन तथा राजा दशरथ की मृत्यु के पश्चात शोकग्रस्त हुए पूरे राजसमाज की दैनिक आवश्यकताओं की पूर्ति करने हेतु वशिष्ठ जी हितकारी योजना बनाते हैं।

दल फल मूल कंद विधि नाना।

पावन सुंदर सुधा समाना।।

सादर सब कहँ रामगुरु पठए भरि भरि भार।

पूजि पितर सुर अतिथि गुरु लगे करन फरहार।।

भरत मिलाप प्रसंग में ही श्री राम भरत को समझाते हुए कहते हैं कि गुरु वशिष्ठ के कुशल प्रबंधन में तुम्हारे द्वारा राज काज, धर्म, भूमि, धन एवं परिवार के हित में किए गए कार्यों के अच्छे परिणाम प्राप्त होंगे।

राज काज सब लाज पति, धरम धरनि धन धाम।

गुरु प्रभाव पालिहि सबहि भल होइहि परिणाम।।

9. सदैव सुलभ

गुरु छात्र हित में सदैव सुलभ रहते हैं। राजा दशरथ चौथेपन में भी कोई संतान न होने के कारण चिंतित होकर सीधे गुरु के पास जाते हैं जहाँ गुरु वशिष्ठ उन्हें पुत्रकाम यज्ञ के लिए प्रेरित करते हैं।

गुरु ग्रह गयउ तुरत महिपाला।

चरन लागि करि विनय बिसाला।।

इसके अतिरिक्त गुरु स्वयं भी छात्र की समस्या समाधान हेतु संबंधित विषय विशेषज्ञों के साथ सदैव सुलभ रहते हैं।

गुरु वशिष्ठ कहूं गयउ हंकारा।

आए द्विजन सहित नृप द्वारा।।

10. नेतृत्वकर्ता

रामचरितमानस में गुरु नेतृत्वकर्ता हैं। राजा दशरथ जनकपुर बारात ले जाते समय गुरु वशिष्ठ का आदेश प्राप्त करते हैं।

सुमिरि राम गुरु आयसु पाई।

चले महीपति संख बजाई।।

गुरुहि पूछि करि कुल विधि राजा।

चले संग मुनि साधू समाजा।।

11. ऐतिहासिक तथा सांस्कृतिक ज्ञान

गुरु अवसर अनुसार छात्र को भौगोलिक, ऐतिहासिक तथा सांस्कृतिक विरासत से संबंधित व्यावहारिक ज्ञान देते हैं। राम और लक्ष्मण को जनकपुर ले जाते समय गुरु विश्वामित्र उन्हें गंगा अवतरण की कथा सुनाते हैं।

गाधिसून सब कथा सुनाई।

जेहि प्रकार सुरसरि महि आई।।

संपूर्ण अयोध्या में व्याप्त दुःख में स्वयं का संतुलन बनाए रखकर सभी के शोक को अपने ज्ञान दर्शन द्वारा गुरु वशिष्ठ दूर करते हैं।

तब वशिष्ठ मुनि समय सम, कहि अनेक इतिहास।

सोक नेवारेउ सबहि कर निज विज्ञान प्रकास।।

निष्कर्ष

प्रस्तुत शोध पत्र में श्री रामचरितमानस में वर्णित दोहों, सोरठों एवं चौपाइयों का अध्ययन करते हुए एक आदर्श शिक्षक बनने हेतु आवश्यक मूल्यों की व्याख्या की गयी है। प्रस्तुत शोध द्वारा स्पष्ट होता है कि श्री रामचरितमानस ग्रंथ शिक्षकों के कर्तव्यों एवं उत्तरदायित्वों के निर्वहन हेतु आवश्यक प्रमुख गुणों के विकास में पूर्णतयः उपयोगी है। गोस्वामी तुलसीदास जी द्वारा रचित एवं लोक में प्रसिद्ध यह ग्रंथ सेवारत एवं भावी शिशिक्षकों में कुशल प्रबंधन, नेतृत्व, विचारशीलता, प्रेरक व्यक्तित्व, सर्वकल्याण की भावना, संयम, अनुशासन, धैर्य, आदर्श आचरण, समस्या-समाधान, कुशल मार्गदर्शन तथा प्राचीन इतिहास एवं संस्कृति से जुड़ाव जैसे अनेक मूल्यों का विकास करने में सहायक है, जिनके आचरण द्वारा शिक्षक में गुणात्मक विकास होता है तथा वह समाज में आदर्श एवं सम्मानजनक स्थान प्राप्त कर सकता है।

सन्दर्भ ग्रन्थ सूची

अग्रवाल, सौरभ (2017), शिक्षा के सिद्धांतत, एस. बी. पी. डी. पब्लिशिंग हाउस, आगरा।

तुलसीदास, गोस्वामी (2017). श्रीरामचरितमानस, गीताप्रेस, गोरखपुर।

पासी, बी. के. एवं सिंह, पी. (2009), मूल्य शिक्षा, एन. पी. सी., आगरा।

माथुर, पीयूष एवं सिंगवाल, सावित्री (2020), श्रीरामचरितमानस में निहित शैक्षिक मूल्यों की वर्तमान परिप्रेक्ष्य में प्रासंगिकता, रचनात्मक अनुसंधान और नवाचार के अंतर्राष्ट्रीय जर्नल, Vol.5, Issue-8, ISSN: 2581-6829.

शर्मा, श्रीराम (2013). रामचरितमानस से प्रगतिशील प्रेरणा, युगनिर्माण योजना विस्तार ट्रस्ट, मथुरा।

सिंह, अरुण कुमार (2015), मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ, मोतीलाल बनारसीदास प्रकाशन, नई दिल्ली।

सिंह, पंकज एवं सिंह, छत्रसाल (2020). श्रीरामचरितमानस का बालकों के चारित्रिक विकास में योगदान, International Journal of Research in all Subjects in Multi languages, Vol.8, Issue: 12, ISSN: 2321-2853.

Courses offered in University Campus

D. Litt., D.Sc., Ph.D. (Full Time, Part time, Integrated)

M.A.

- Regional Economics
- Ancient History & Culture
- English
- Psychology
- Philosophy
- Commerce

B. Tech

- Chemical Engineering
- Computer Science and Information Technology
- Electrical Engineering
- Electronics & Communication Engineering
- Electronics & Instrumentation Engineering
- Mechanical Engineering

M.Sc.

- Physics
- Chemistry
- Mathematics
- Animal Science (Zoology)
- Plant Science (Botany)
- Micro Biology

Professional PG Courses

- M. Pharma (Pharmaceutical Chemistry)
- M. Pharma (Pharmacology)
- Mathematics
- M. Pharma (Pharmaceutics)
- M.Ed.
- M.B.A. (General)
- M.B.A. (Marketing)
- M.B.A. (Part Time)
- M.C.A.
- L.L.M
- M.S.W.
- M.R.D.M (Master of Rural Development & Management)

U.G. Courses

- B.Ed.
- B.H.M.C.T.
- B. Pharma

P.G. Diploma

- Advance P.G.D.C.A
- Mass Communication & Electronic Journalism
- P.G. Diploma in Women Empowerment and Development
- P.G. Diploma in Entrepreneurship Development