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Editor's Note

This issue of the JIMS JOURNAL OF EDUCATION contains seven articles/research papers on recent trends in education and a book review. The articles focus on various themes like emotional intelligence, human values, social networking sites, web based education, digital education etc.

The first paper, Emotional Intelligence: A Key Factor to Success in our Life by Dr. Mohsin Ali Khan gives a clear view on the need and importance of the emotional Intelligence as a key factor to our success in all walks of life. The second paper, 'Architecting Society and Nation through Human Values" by Dr. Rekha Mahajan discusses how the teachers are instrumental in developing high values in students and various strategies for inculcating values can be effectively implemented. The third paper by Ms Rajani Upadhaya, "Shall the Development of Emotional Intelligence be one of the goals of Modern Education?" concentrates on how success in the classroom depends on more than just the child's IQ. Students with higher levels of emotional intelligence are able to better manage themselves and relate to others around them. This can help them develop improved self-motivation and more effective communication skills an essential skill to help students become more confident learners. The fourth research paper, "Effect of Social Networking Sites on Learning Teaching Process' by Dr. Suman Lata & Dr. Abhilasha Gautam added a piece of information to the field of Education Research related to SNS (Social Networking Sites). The fifth research paper by Surendheran.K; Vivek.V; MallikaVijayakumar, "Novice programmers' attitude towards the introduction of block-based coding in Virtual Reality programming" is a descriptive study that contributes to our understanding of the connection in between coding atmosphere and discovering, illuminating the importance of shaping introductory programming experiences, especially to novice programmers. The sixth paper on Evolution of English Education in India is by Mridula Sharma. The seventh paper deals with digital education," *Bharat ke Adhunik Paridrishya me Digital Shiksha*" by Dr. Virendra Singh and Dr.Kiran Garg. The eighth research paper is contributed by Kavita Rani and Dr.Sundeep Kumar . The issue ends with a book review by Mr. Sanjay Bhardwaj of " GODAN", authoured by Munshi Premchand.

We invite our readers to contribute to the journal by sharing their knowledge in the form of articles, action research reports, theoretical papers, book reviews, etc.Your valuable suggestions and comments for improvement of the quality of the journal are welcome.

Prof.(Dr.)Tandra Sharma

Editor, JIMS JOURNAL OF EDUCATION.

As a reflective academician, scholar and reflective practicer in the field of education, one must have felt a need of a platform to share their ideas. Yes it is the Journal where research papers, articles, action research, case studies etc can be shared.

JIMS JOURNAL OF EDUCATION (JJE) is a peer reviewed annually published Journal under the patronage of reputed educational group JIMS. The Journal has tried to cover important aspects of education and its related areas. JJE explores all the perspectives of disciplinary and interdisciplinary knowledge. The Journal has focussed towards theoretical as well as practical implication of education.

Views and factual claims expressed in individual contributions are personal to the respective contributors and are not necessarily endorsed by the editors, their advisors, or the publishers of the journal.

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Emotional Intelligence: A Key Factor to Success in our Life

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Abstract

Emotional intelligence is the new yardstick which is increasingly applied to assess a person's well-being in life. In different context of everyday life, everyone experiences and relates to feelings and emotions. Emotional intelligence has emerged as one of the key component of emotional adjustment, personal wellbeing, life success, and interpersonal relationship. The harmony between the two minds; the emotional mind and the rational mind constitutes emotional intelligence. Shaped by childhood experience Emotional Intelligence, can be nurtured and strengthened throughout adulthood with immediate benefit to our health, relationship and professional life. Emotionally intelligent people have the ability to empathize, can preserve, control impulses, communicate clearly, make thoughtful decisions, solve problems and work with others that earn them success. At school children do better in tests if they are emotionally strong and it also helps them to create a safe, comfortable classroom atmosphere that makes easier to learn. Emotional Intelligence may act as a moderator of the effects of cognitive skills on academic performance. People of high Emotional intelligence are able to extrapolate these skills to the emotions of others. Being emotionally intelligent, being aware of emotions and their causes can help stay attuned to motivated attitude, express and project it on others, and produce better results at work and in personal life. Thus this paper may give a clear view on the need and importance of the Emotional intelligence, since it may become a key factor to our success in all walks of life.

Key Words: Emotional Intelligence, Emotional Mind, Rational Mind, Emotional Quotient, Intelligence Quotient, Emotional Competence

Introduction:

In the past twenty years 'Emotional intelligence' has emerged as one of the key component of emotional adjustment, personal wellbeing, life success, and interpersonal relationship. In different context of everyday life, everyone experiences and relates to feelings and emotions. However, the most recent empirical research shows that emotions can be constructive and do contribute to enhanced performance and better decision making both at work place and in personal life.

Neuroscientists and evolutionists through their research have shown that, the harmony between the two minds; the *emotional mind* and the *rational mind* constitutes emotional intelligence.

which is the key to successful and fulfilling life. The rational mind centered in the *neo-cortex*, the outer part of the brain promote individual to learn and remember. The emotional mind, the sub cortical limbic system lying beneath the gray matter of brain is the source of basic emotion like, love, anger, fear, disgust etc.

Emotion: Basic component of personality

Emotional traits form the core of human personality. Emotional change embraces change in personality, and personality characteristics such as empathy, warmth, social skills, motivation and persistence are influenced by the adaptive nature of emotional expression ; changing our personality from within.

The origin of the term 'intelligence' is from 'personality' and the origin of the term emotional intelligence' is from intelligence' as defined in personality theories. (Sing, D. 2007). Intelligence is an area of personality that is usually treated apart from other aspects although it interacts closely with personality traits and types. Concepts of emotional intelligence thus centered on the interaction between emotion and cognition as sources of personality that emphasize the functionality and adaptability of emotions. Mayer (2001) examined the psychological activities of the past century and defined the emergence of emotional intelligence into five time periods: Emotion as separate narrow fields, precursors to emotional intelligence, emergence, popularization, broadening, research and institutionalization of emotional intelligence.

Western Perspective of Emotional Intelligence:

The origin of the concept of emotional intelligence is however attributed to Charles Darwin, who believed that emotions ensured survival by energizing required behavior and also signaled valued information. From the beginning of the 19th century Intelligence and Emotions were considered as separate fields of study. There are researchers like E.L. Thorndike (1920) who had long ago introduced the concept of 'social intelligence.' David Wechsler, as early as 1940, referred to intellective as well as non-intellective elements by which he meant affective, personal and social factors that determine one's ability to succeed in life.

In 1995, Daniel Goleman, science writer for the 'New York Times' and trained psychologist at Harvard, published 'emotional Intelligence, why it can matter more than I.Q'" and in 1998, another book called "Working with Emotional Intelligence" which broadens the concept of emotional Intelligence. Goleman prefers to call his model of emotional intelligence as 'theory of performance' rather than 'theory of personality.

Goleman adapted his framework of emotional intelligence based on 'emotional intelligence competencies', which he described as, 'a learned capability based on emotional intelligence those results in outstanding performance at work'. In this new model, Goleman looked at the

physiological evidence underlying emotional intelligence theory, and reviewed number of studies of the drivers of workplace performance, and the factors that distinguished the best individuals from the average ones.

It is believed that emotional intelligence may explain differences in the quality of intrapersonal and interpersonal relationships and contribute to job performance and management effectiveness (Mayer, Caruso & Salovey 2000). Following definitions may explain the concept more wisely;

Peter Salovey and J.Mayer (1990) defined the term Emotional Intelligence (EI) as a form of social intelligence that involves the ability to monitor one's own and others feelings and emotions to discriminate among them and use this information to guide one's thinking and action.

Daniel Goleman (1998): Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. Emotional Intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ.

Indian perspective of Emotional Intelligence:

The concept of emotional intelligence in the Indian context is embedded in its highly valued social concerns, virtues, religious traditions and cultural practices. India often treats individual inclination as consistent with duty or dharma. Indians develop a morality of caring which emphasizes broad and relatively known contingent interpersonal obligation- a familial view of interpersonal relationship and contextual sensitivity. The Indian tradition has form different systems of belief and practices that emphasized certain interdependent but interrelated concepts like stress and suffering. We cannot imagine a life worth living, beautiful and meaningful without positive emotions. All the growth and development in the world is the result of this powerful emotion. In Indian perspective different researchers tried to define the Emotional Intelligence in following manner;

Dalip Singh (2003): Emotional Intelligence (EI) constitutes three psychological dimensions: emotional sensitivity, emotional maturity and emotional competency, which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour.

Mala Kapadia (2004): Emotional Intelligence from Vedic Psychology perspective can be described as, transformation of mind, body and spirit to realize our true potential for the universal wellbeing and abundance of joy.

Framework of Emotional Intelligence:

Daniel Goleman developed (1998) a framework of emotional competencies which determines the extent of emotional intelligence acquired by an individual. An emotional competence, according to him "is a learned capacity based on emotional intelligence that results in understanding performance at work". This earlier framework consisted of five domains or dimensions such as; *self-awareness, self-regulation, motivation, compassion and social-competencies*.

These five domains were of 25 competencies. This was further refined by Richard Boyatzis, Goleman and McKee, A. in the year 2002. In this new model, Goleman looked at the physiological evidence underlying emotional intelligence theory, and reviewed number of studies of the drivers of workplace performance, and the factors that distinguished the best individuals from the average ones. The framework illustrates that we cannot demonstrate the competencies of trustworthiness and consciousness without mastery of the fundamental ability of self-management or the competencies of influence, communication, conflict management and so on without a handle on managing relationships. The following table presents the current version of Emotional Intelligence framework as proposed by Deniel Goleman and his co-workers (2002).

Table: The Framework of Emotional Intelligence (Goleman):

E.I. Factors	Self (Personal Competence)	Other (Social competence)
Recognition	Self-Awareness <ul style="list-style-type: none"> - Emotional self-awareness - Accurate self-assessment - Self-confidence 	Social Awareness <ul style="list-style-type: none"> - Empathy - Service orientation - Organizational awareness
Regulation	Self-Management <ul style="list-style-type: none"> - Self-control - Trustworthiness - Conscientiousness - Adaptability - Achievement drive - Initiative 	Relationship Management <ul style="list-style-type: none"> - Developing others - Influence - Communication - Conflict management - Leadership - Change catalyst - Building bonds - Teamwork & collaboration

Source: Goleman, D. Boyatzis, R. and Mackee, A. (2002)

Intelligence Quotient and Emotional Quotient:

Individual born with a certain potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability which are the inborn components and form the core of one's emotional intelligence. The level or potential of one's emotional intelligence is relatively

measured through some tests of situations in life, resulting in one's emotional quotient (EQ), a relative measure of one's emotional intelligence or potential. This intelligence can either be developed or damaged with life experiences, particularly by the emotional lessons taught by the parents, teachers, care givers and family during childhood and adolescence. The impact of these lessons result in one's level of emotional quotient.

'Intelligence Quotient' is a measure of intelligence whereas 'Emotional Quotient' is a measure of emotional intelligence. Though the relationship between emotions and rational intelligence is a complex one Emotional Quotient' is not opposite of Intelligence Quotient' rather complement to one another. Research suggests that emotional and social skills help to improve cognitive functioning.

Emotional Competence:

Emotional competence is a learned capacity based on emotional intelligence that results in outstanding performance at work. Our emotional intelligence determines our potential for learning the practical skills that are based on its five elements – self awareness, motivation, self-regulation, empathy and adeptness in relationships. Our emotional competence show how much of these potential we have translated into on the job. Emotional competence is the combination of both social and emotional competencies; just as H. Gardner uses the term 'personal intelligence' to subsume both inter and intrapersonal abilities (Goleman 1998 p- 339). It is because of this specific reason; the proposed study has been conducted on Goleman's competence based model of emotional intelligence.

Nature of Emotional Intelligence:

Emotional intelligence is the new yardstick which is increasingly applied to assess a person's well-being in life. Shaped by childhood experience "Emotional Intelligence' can be nurtured and strengthened throughout adulthood with immediate benefit to our health, relationship and work. Emotionally intelligent people have the ability to empathize, can preserve, control impulses, communicate clearly, make thoughtful decisions, solve problems and work with others that earn them success. At school they do better on tests and helps to create a safe, comfortable classroom atmosphere that makes it easier to learn. To Goleman, emotional intelligence does not always mean 'being nice' or giving free rein to feelings, rather, it means managing feelings so that they are expressed appropriately and affectively, enabling people to work together smoothly toward their common goal. The nature of emotional intelligence as envisaged by Goleman can be summarized as;

1. Emotional intelligence is as powerful, and at times more powerful than IQ. While IQ contributes only about 20% of success in life, the other forces contribute the rest.

2. Unlike IQ, emotional intelligence may be the best predictor of success in life.
3. Emotional intelligence is not fixed genetically, rather it is largely learned and continued to develop throughout life.
4. The concept of emotional intelligence is to be applauded not because it is totally new but because it captures the essence of what our children or all of us need to know for productive and happy.
5. In working situations too, emotional intelligence helps more than one's intellectual potential in terms of one's IQ or even professional skills and competencies.
6. Emotional intelligence develops with increasing age and experience, as a person progresses from childhood to adulthood.
7. Men and women have a personal profile of strength and weaknesses in Emotional intelligence abilities, while women tend to be stronger in competencies based on empathy and social skills, men do better in those based on self regulation.
8. People's emotions are rarely put into words rather they expressed through other cues. The key to intuiting another's feelings is in the ability to read non-verbal channels like communicating through eye contact, tone of voice, gestures, facial expression.

Mayer J.D. (2000) discussed that emotions and reasoning sometimes have been viewed in opposition to one another.' Traditional views of emotions were that reason was superior and opposite of emotion and play negative role.

Emotional Intelligence and Educational Practices:

Education is to draw out the innate tendencies, capacities and inherent powers and develop them to the full, through formal, informal and non-formal agencies. Most of the problems in our life whether childhood or adolescent problems, home and family problems, work situation problems or political, regional or international are the result of mishandling of the involved sentiments, feelings and emotions of the individuals concerned, group of individuals, society and the nations. The viewpoints and ideas propagated by Daniel Goleman (1998) have brought a revolution in the field of childcare, home, school and workplace management. Although it may seem a bit exaggerated in the tall claim that emotional intelligence is a sure guarantee for the advantage in life, yet there is no denying of the fact that one's emotional make-up counts quite substantially towards one's ability to deal successfully with other people and with one's own feelings. Goleman considered school as one place which can turn to compensate children's deficiencies in emotional and social competence. As such schools face the challenge to teaching as well as nurturing the emotional skills of children through various types of activities.

Measurement of Emotional Intelligence:

For the measurement of one's intelligence we make use of one or the other intelligence test (verbal or non-verbal). Similarly for the measurement of one's emotional intelligence we can make use of such measures called emotional intelligence tests or scales. A few references of such well-known measures of emotional intelligence are being discussed as follows;

(a) Bar On Emotional Quotient Inventory – EQ-i :

Based on 19 years of research by Dr. Reuven Bar On and tested on over 48,000 individuals worldwide. The Bar- On Emotional Quotient Inventory is designed to measure a number of constructs related to emotional intelligence. A growing body of research suggests that emotional intelligence is a better predictor of success than the more traditional measures of cognitive intelligence (IQ).

(b) Self-Report measures of EQ:

Self-report measures of emotional intelligence include the Emotional Intelligence Appraisal by Bradberry and Greaves. This appraisal measures the following four EQ skills- Self-Awareness, Self-Management, Social Awareness, and Relationship Management.

(c) Activity-based measures of Emotional Intelligence:

Mayer-Salovey –Caruso Emotional Intelligence Test is a measure of emotional intelligence involving a series of emotion-based problem solving items, of which the answers have been deemed correct by consensus.

Emotional Intelligence and Other Related Issues:

Emotional Intelligence may act as a moderator of the effects of cognitive skills on academic performance. People of high Emotional intelligence are able to extrapolate these skills to the emotions of others. Being emotionally intelligent, being aware of emotions and their causes can help stay attuned to motivated attitude, express and project it on others, and produce better results at work and in personal life.

Berrocal, D. and Fernangaz, P. (2008) discussed four basic areas, where the benefit of emotional intelligence skills can facilitate the skill of solving behavior problems in student's namely as follows;

(a) Emotional Intelligence and Psychological Well-being:

Mayer and Salovey's studies in USA, have shown that University students with higher emotional intelligence report fewer physical symptoms, less social anxiety, depression, greater use of active coping strategies, perceive stressors as less threatening that lead to psychological wellbeing.

(b) Emotional Intelligence and Interpersonal Relationship:

People of high Emotional intelligence are able to extrapolate these skills to the emotions of others. Emotional intelligence skills are basic factors in establishing, maintaining and having

quality interpersonal relations. Research evidences have established strong positive relationship between emotional intelligence and interpersonal relationships.

(c) Emotional Intelligence and Academic achievement:

Emotional Intelligence may act as a moderator of the effects of cognitive skills on academic performance. Persons with limited emotional skills are more likely to experience stress and emotional difficulties during their studies. The ability to pay attention to their emotions, experience feelings with clarity enable one to recover from negative states of mind that have a decisive influence on students mental health and psychological balance which ultimately effect ones academic achievement.

(d) Emotional intelligence, Motivation and Creativity:

Emotional Intelligence relates to contemporary theories of motivation including Maslow's hierarchy of needs and self-efficacy theory that are based on evaluation of our social awareness and emotional responsiveness in a given situation. Thus, being emotionally intelligent, being aware of emotions and their causes can help stay attuned to motivated attitude, express and project it on others, and produce better results at work and in personal life. Additionally, EI contributes to ethical behavior and creates positive work environment, influencing employee's job attitudes in a healthy way.

(e) Emotional intelligence and Decision Making:

Many researchers agree that the key to good decision making is to employ both thinking and feeling in one's decisions. Positive moods and emotions seem to help decision making. People experiencing positive emotions are more likely to use heuristics to help make good decisions quickly. Positive emotions also enhance problem-solving skills so that positive people find better solutions to problems.

(f) Emotional intelligence and Negotiation:

Everybody knows that negotiation is an emotional process. Being aware of emotions and moods of oneself and others can help manage stressful situations and improve conflict resolution. Active listening techniques and reading nonverbal cues to recognize and understand emotions are elements of both emotional intelligence and successful negotiations.

(g) Emotional intelligence and Leadership:

Effective leaders rely on emotional appeals to help convey their messages. When leaders feel excited, enthusiastic, and active, they may be more likely to energize their subordinates and

convey a sense of efficacy, competence, optimism, and enjoyment. (Robbins, Judge, 2009). Therefore, successful leaders are also emotionally intelligent. Goleman (1995) recognized the effectiveness of workers, work group and whole organization to be influenced by emotional and social competencies and such realization may one of the reasons due to which emotional intelligence has recently attracted the attention of many behavioral scientists and management practitioners. With this conceptual background, the study has been designed and studied that has been discussed in the preceding chapter.

Conclusion:

In different context of everyday life, everyone experiences and relates to feelings and emotions, since they are our basic instincts. Emotional intelligence has emerged as one of the key component of; emotional adjustment, personal wellbeing, life success, and interpersonal relationship. Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. Emotional Intelligence may act as a moderator of the effects of cognitive skills on academic performance. People of high Emotional intelligence are able to extrapolate these skills to the emotions of others. Being emotionally intelligent, being aware of emotions and their causes can help stay attuned to motivated attitude, express and project it on others, and produce better results at work and in personal life.

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Architecting Society and Nation through Human Values

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Abstract

Human values play a vital role in the development and progress of any country and this primarily depend on its Educational System. Human values have the foundation of the Indian education system and its roots lie deep ever since *Gurukul* days when all students would reside together in *Ashrams*. The family, school and society all play an important role in inculcating high values in the future generations of our country. Among these, our class room teachers and the quality of teaching play a very vital role in shaping the generations and imparting human values in them.

The class room is a miniature society where students learn social skills and social etiquettes. They are the future of our society and the values they learn play an essential role in shaping our nation. Students need to be imbibed with values like love, humanity, compassion, kindness, patience and appreciation, which are the building blocks for practical values like fairness, discipline, sensitization, punctuality, respect and obedience. Students act and react to various situations according to the lessons and values that they have learnt and observed around them. Often conflict arises with regards to these lessons within their growing minds, which need to be addressed attended to with urgency.

Intelligent merging of human values and modern education system in the ever-changing and growing nation is the need of the hour. The author advocates the increasing rôle of teachers towards the future generation of the society and advocates not to compromise with the values integrity and character in the interest of building a strong nation and a healthy society. This paper discusses how the teachers are instrumental in developing high values in students and various strategies for inculcating values can be effectively implemented.

Keywords: Human Values, Reflection, Role Playing

Introduction

Humans have the innate desire to be successful and happy in life. The present education system coupled with emphasis on science and technology is producing highly skilled students and professionals with immense amount of money and power. The connecting links to happiness which removes confusions & contradictions and brings in peace are values. As values are

depleting serious crises at the personal & societal level are manifesting. Values are desirable guiding principles of life that enhance the development of an individual. The main features of the conception of values are:

- They are goals people strive to attain
- Values are abstract in nature
- They guide an individual's action
- Importance of values is relative and varies from person to person

Values are the back-bone of the society they vary from time to time and from society to society. It is important that the students are able to distinguish between good and evil; they are conscious of right and wrong. The values expected are students are honesty, truthfulness, respect and discipline.

Ancient System of Education

During Ancient India, the *Gurukul* System of Education was prevalent; all students resided together in the Ashram without any discrimination. Students were treated equally and dignity of labor was taught. The objective of Gurus of Ancient India was to transform the personality of students. Utmost importance was given to morality, honesty, duty, truth, friendship and brotherhood; students were prepared to become responsible citizens who would contribute in social welfare. As the students learned during *Bramcharya*, they concentrated and absorbed what they were intended to learn. The deep rooted values of our culture were transferred to the students through the teaching of Vedas, the Upanishads and Epics.

Why Values are Important

The problem of declining values is multi-dimensional arising out of combination of major social forces such as globalization, actualization, consumerism, commercialization of education and threats to humanity due to climatic changes, degradation of environment, violence and terrorism. These lead to insecurities, individualistic life styles, acceleration of desires, misuse of science and technology, pessimisms, sense of alienation and other negative consequences. Depleting values has resulted into violence, corruption and conflicts in the society.

The present education system has contributed in skewed development of students with tremendous emphasis on examination. The cognitive domain is the area of prime focus and the affective domain taken a back seat. The students are fueled with competitive spirit right from the beginning of formal education, students are becoming more self-centered and are detached from their emotional and relational skills. They are unable to think in terms of contributing to the society, country or environment.

Role of Teachers in Imbibing Values

In the present family set up where parents are over worked and stressed, teachers are expected to take up a broader role of Education. The joint family system was instrumental in developing values like caring, sharing and tolerance in children which is now on the decline; hence teachers today shoulder more responsibility in crafting the child. Transformation can take place in students in the class room. The teacher is the epitome of knowledge and values for the students. It is extremely important that the teacher acts appropriately and possesses rich values. The role model for students must practice what he/she preaches; students during their formative years are influenced by the teacher.

Approaches to inculcate Human Values

Teaching values through a given set of rules and warnings is effective. These rules tell them what is right and what is wrong. Students are told that these rules have to be obeyed-like speaking the truth, obedience and respect which get unveiled over a period of time. The behavioral expectations are followed with either punishment or reward hence they get deeply seated in the mind.

Students are also impressed by real life heroes, from fiction, stories, cartoon characters, history or movies, through discussion the teacher can present the heroes with their admirable quality. Narrating/reading folk tales and fables are a medium to teach students right and wrong. Students are hooked on to stories and they have a lasting impact.

Reflection is another effective approach to imbibe values. The students are asked to be reflective and analytic about their action, whether it was appropriate or could be further

improved. In this honest approach the teacher can tell them about more an appropriate and reasonable alternatives. The students are provided with a free environment and are encouraged to express themselves.

Role playing can be an effective tool. Values can be taught through problem solving. It begins with dilemma and conflicts where the learner is expected to make appropriate judgment according to the situation, the development of moral reasoning occurs through exposure to dilemmas. This approach of role playing is significant in influencing moral behavior and developing values. In role playing the student changes his behavior or attitude to fit into the role assigned to him. The teachers can lay emphasis on the projection and analysis of values. Mimicking values help in better understanding and reinforcement.

Group works also contribution towards value formation in students. The activity may include games, group projects, celebrating national festivals, skills, club activities, visits to historical places or forming social service groups to sensitize the students about the under privileged section of the society. Students develop the desired values like caring, sharing, tolerance, respect and working together.

Wrapping-up

Teachers play a most important role in developing and imbibing values in students. The future of the nation depends on the way this generation is shaped. The core human values such as honesty, sincerity, morality, respect, comparison, care, responsibility and humility influence most if not all motivated behavior. Human values impact the society, ones professional life and personal conditions. We can visualize the co-relation between the declining human values and prevailing problems. The class room and teacher are effective agents of change in the road map for moving in the cherished direction.

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Shall the Development of Emotional Intelligence be one of the goals of Modern Education?

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Abstract

Success in the classroom depends on more than just your child's IQ. The way your child identifies, understands, and manages emotions can have an impact on everything from his or her relationships with classmates to performance in the classroom. Because of this, emotional intelligence is an important stepping stone to success, both inside the classroom and beyond. But what exactly is emotional intelligence and how can it help students? Emotional Intelligence is your child's ability to identify, evaluate, control and express his or her emotions. A high level of emotional intelligence helps your child use feelings to identify and solve challenges, communicate with others, and make decisions. Students with higher levels of emotional intelligence are able to better manage themselves and relate to others around them. This can help them develop improved self- motivation and more effective communication skills-essential skills to helping students become more confident learners.

Key Words: Emotional Intelligence, Understanding, Relationship, Management, Empathy, Self-awareness, Self-regulation.

Introduction

Life is essentially a relationship between a living organism and its surroundings but it is permanently threatened and disturbed. The last decade has seen a steady rise of reports like desperation and recklessness among adolescents. More emotions are not always better as they lead to indulgence and diversion. To be intelligent is to solve new problems and to deal with diverse situations. Hence, there is a need to bring intelligence to emotion-Mayer and Salovey (1990) coined the phrase emotional intelligence and defined it as the specific competencies it encompasses organizing skills in four branches i.e. perceiving emotions, facilitating thoughts, understanding emotions and managing emotions. Originally emotions were considered as distracting elements of cognitive process but now emotions are considered as vital phenomena for providing useful information, about how to solve daily problems. So, the intelligent use of our emotions is considered essential for one's physical and mental health. Increased feelings of

control and competence should lead to more active, effective coping and to better mental and physical health outcomes.

Emotional Intelligence as a Measure for Success in Life

Emotional Intelligence predicts as much as 80% of a person's success in life, whereas Intelligent Quotient predicts about 20% according to Goleman (1995). The student today has become the center of concern, not only his reasoning capacities, but also his creativity, emotions and interpersonal skills. IQ alone is no more the only measure for success; emotional intelligence and social intelligence also play a big role in a person's success.

Teens want to be with people of their own age-their peers. During these years, they spend more time with their peers and without parental supervision. With peers, teens can be both connected and independent, as they break away from their parents' images of them and develop identities of their own. While many families help teens in feeling proud and confident of their unique traits, backgrounds, and abilities, peers are often more accepting of the feeling, thoughts and actions associated with the teens' search for self-identity. The influence of peers-whether positive or negative-is of critical importance in a teens' life. The opinions of a child's peers often carry more weight than that of parents. The ability to develop healthy friendship and peer-relationships depends on a teen's self-identity, self-esteem and self-reliance. At its best, peer pressure can mobilize teen's energy, motivate for success and encourage teen to conform to healthy behavior. Peers can and do act as positive role models.

The need for acceptance, approval and belonging is vital during the adolescent years. Adolescents who feel isolated or rejected by their peers-or in their family- are more likely to engage in risky behaviors in order to fit in within a group. In such situations, peer pressure can impair good judgment and fuel risk-taking behavior, drawing a teen away from the family and positive influences and luring into dangerous activities. A powerful negative peer influence can motivate a teen to make choices and engage in behavior that his or her values might otherwise reject. Once influenced, teens may continue the slide into problems with the law, substance abuse, school problems, authority defiance, gang problems, etc.

The questions is: what can the parents and families do to save children from such distractions and aberrations? First of all, it is important to encourage friendship among teens. Parents can support positive peer relationships by giving teenagers their love, time, boundaries and encouragement to think for themselves. Our society expects children to be with persons who will have a positive influence, and stay away from persons who will encourage or engage in harmful, destructive, immoral or illegal activities.

Another important aspect in this direction is positive parents-teen relationship, when parent-teen interactions are characterized by warmth, kindness, consistency, respect and love the relationship will flourish, as well the teen's self-esteem, mental health, spirituality and social skills. Parent's genuine interest in teen's activities thus allows them to know their friends and to monitor behavior, which is crucial in keeping teens out of trouble. When misbehavior does occur, parents who have involved their children in setting family rules and consequences can expect less flack from their children as they calmly enforce the rules. Parents who, together with their children, set firm boundaries and high expectations may find that their children's abilities to give up to those expectations grow. Encouraging independent thought and expression in children can develop a healthy sense of self and an enhanced ability to resist peer pressure.

Childhood and adolescence are critical windows of opportunity for setting down the essentials of emotional habits that govern their lives. Young people must learn and practice coping skills to get them through an immediate conflicts or problem. Coping strategies must emphasize self-responsibility to find positive, non-destructive ways to find relief. Communication skills are important. This involves being able to talk and select a good listener. It is important to express feelings, emotions and talk about the problems and issues. Peers are good sympathizers, but it often takes an adult perspective to begin to plan how to make changes for the better. Young people need help to learn problem-solving skills. Sorting out the issues, setting goals and making plans to move forwards are skills that can be taught and practiced.

According to Neil Humphrey et-al (2007) in recent years there has been an increased interest in the role of emotional intelligence in both the academic success of students and their emotional adjustment in school. However, promotion of emotional intelligence in schools has a proven a controversial pursuit. After home, school is a crucible that will heavily influence children's attitude and behavior. Puberty is a time of change in child's biology. Thinking capacities and brain functioning are also crucial at this stage. This is the time to be socially responsible and appropriate to control emotions so as to have an optimistic outlook. There is a need to infiltrate lessons of emotional intelligence into the fabric of school life. Emotional intelligence can help counter violence and other pitfalls that prevent children from growing into productive satisfied adults. It helps them keep their lives on track. Adults need to be familiar with the family, biological and personality factors that predispose a young person to depression.

Persons having low emotional intelligence must be provided special remedial help for improvement in the development of their well being.

Ultimately, most young people will develop and assume the responsibility for their own protection and peace of mind. But during the years of learning and practice, parents, teachers and

helping adults need to be aware of the signs and patterns that signal danger. Awareness of adolescent stress and depression opens the door for adults to begin constructive efforts.

What is Emotional Intelligence in Children?

Emotional Intelligence is your child's ability to identify, evaluate, control and express his or her emotions. A high level of emotional intelligence helps your child use feelings to identify and solve challenges, communicate with others, and make decisions.

Emotional Intelligence involves:

1. **Emotional Literacy:** Recognizing your own feelings and the feelings of others.
2. **Managing Emotions:** being able to control your emotions effectively.
3. **Developing Empathy:** Understanding and sharing the feelings of others
4. **Intrinsic Motivation:** Pushing yourself to meet the goals you have set.

Why is Emotional Intelligence important for Students?

Students with higher levels of emotional intelligence are able to better manage themselves and relate to others around them. This can help them develop improved self-motivation and more effective communication skills-essential skills to helping students become more confident learners.

On the other hand, students who lack emotional intelligence can become less connected to school, negatively affecting performance in the classroom.

Improving emotional intelligence in children can help them:

1. Improve self-awareness
2. Manage stress
3. Boost self-motivation
4. Build empathy
5. Make good decisions
6. Communicate effectively
7. Develop relationships

How to build Emotional Intelligence in your Child

1. **Stop and identify Emotions:** Talk about what your child is feeling and help him or her name the emotion (anger, happiness, sadness, frustration).
2. **Listen to your child's feelings:** Ask how a situation has made him or her feel and why. Talk about what your child can do to help improve any negative situation.

3. **Empathize with your child:** Let your child know you understand how he or she is feeling. Try saying, "it sounds like you are excited!" or "You seem frustrated right now". Talk about how the emotions your child is feeling affect him or her, as well as others.
4. **Teach Problem Solving:** Help your child reflect on his or her emotions to identify what makes him or her feel a certain way. Find solutions to any challenges together.
5. **Lead by Example:** Clearly communicate your own emotions to your child, why you feel a certain way, and how you deal with your emotions.

Emotional Intelligence- Why it matters and How to teach it?

In our work with schools, it is now commonplace for us to hear those in education talking about helping students (and staff) develop their emotional intelligence. But what do we mean exactly? Why and how should teachers support its development in their students?

Emotional intelligence can be said to cover four dimensions-understanding, management, empathy and relationship. It is of course, important for good communication with others- and is therefore a gateway to better learning, friendships, academic success and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later on in life.

Emotional Intelligence (EI) - Why it can matter more than Intelligence Quotient (IQ)

The Goleman's claims that emotional intelligence is more important than IQ is a source of debate among psychologists, but it does look as if emotional intelligence could be a factor in academic achievement.

An iconic study tracked high IQ students from childhood to late adulthood and found that those who achieved notable adult career success showed greater "will power, perseverance and desire to excel".

Meanwhile, evidence from the Seminal Marshmallow test-which gave children the option to have more treats if they could wait before eating them-suggested delayed gratification and self-control are important with these characteristics being linked to better school grades, earnings and job satisfaction.

Regardless of debates over whether emotional intelligence can be measured, we believe its worthwhile for schools to explore some of its main facets. Here is how.

Active Listening: the skill of active listening is a key part of helping create genuine two-way communication- and it is about for more than just paying attention. It involves genuinely

following dialogue and responding to others using your own body language, than being able to demonstrate that you have understood by verbally summarizing back key messages that have been received.

In the classroom, this can affect how students take on feedback from teachers. A recent review found that 38% of feedback interventions do more harm than good. This may be in part because people often make common mistakes when receiving feedback-misinterpreting it as being a personal judgment on who they are, for example and thinking about when the speaker will finish talking so they can reply instead of listening fully to what is being said.

A vocabulary for feeling: researcher Lisa Barrett states that interpersonal skills can be enhanced by helping students increase their emotion vocabulary. Encouraging students to understand the difference between “sad”, “disappointed” and “upset” acts as springboard to develop appropriate strategies for each. In short, every emotion word you learn is a new tool for future emotional intelligence. A simple way to introduce this to students is to play the alphabet game: as a class you see how many different emotions you can come up with for each letter of the alphabet. Afterwards, discuss the differences between each, what might prompt the emotions and how students could individually respond.

Develop Self-awareness: When we have low self-awareness, we are at risk of not realize how we come across to others, and letting an over inflated self-image skew our behavior and school interactions.

A well-known study once saw researchers ask students how they thought they did in a test, and then compared their perceptions with their actual results. They found that most students overestimated their ability, with this most likely to be the case in students who had done poorly. This is known as the Dunning-Kruger effect and is one of the most common thinking biases in education. They also found that strategies to help students improve their self-awareness include teaching them met cognitive strategies. One way of doing this is to encourage them to ask self-reflective questions such as “What could I have done differently?” Or use a communication self-evaluation questionnaire, which can help students begin to understand their interpersonal skills.

Showing Empathy as being ‘with’ others: Empathy is the ability to take the perspectives of another person while being non-judgmental, recognizing the emotions they are feeling, and being able to convey their perspective back to them. Evidence suggests that reading is a great way to develop this skill.

Reflecting back the other person’s perspective helps to make the other person feel understood which in turn increases the likelihood of collaboration and support. Children generally develop empathy through observing how others show it- including watching teachers and students

empathize with each other. Using phrases such as “I understand/realize/can see” can help to show students how understanding of other perspective can be expressed.

Managing emotions and self- regulation: the Sutton Trust states that helping students improve their self-regulation-the ability to manage thoughts and feelings- is one of the most effective and efficient ways to support students. This is especially so in. secondary schools, with the gap between impulse control and sensation seeking being at its widest in early teenage years.

What do self-regulation techniques look like? There are approaches that are used by athletes which can be applied to the classroom- the principles remain the same. These include seeing events as an opportunity rather than a threat and helpful self-talk, for example- reinforce to students that emotional management skills are not fixed but can be developed. This takes a considerable amount of effort and patience from both the student and the teacher, as it is often a gradual process over a large period of time.

Four dimension of Emotional Intelligence for Students

Emotional Intelligence is different from general or common intelligence. It is the ability of an individual to monitor their own emotions, to monitor the emotions of others, to understand the differences between them, and to use all of this information in order to guide their actions. This is about accurately understanding the emotions of oneself and others, as well as expressing emotions in a way that's accessible.

A high level of emotional intelligence is an essential aspect of learning. The ability to develop the skill of emotional understanding is a driver not only on the realm of relationship but also in the realm of education. The following four dimensions of emotional intelligence can help teachers and administrators to better understand and support students learning.

Understanding: This is the foundation of emotional intelligence, understanding one's own emotions. Understanding is the beginning point of any emotional process and in fact of any of any endeavor at all. In order for students to be able to focus on their academic work; they have to be able to see where their emotions even are. Often children don't have the self awareness to know what they are feeling, don't see the drivers of their actions. It takes time and practice to take apart the emotions and to learn to make sense of what one is feeling, particularly during adolescence when emotional lives are especially complex.

This first step of understanding their own emotions is what allows all of the other dimensions to be built upon. Discerning what they are feeling steps them onto the right path for emotional growth and development, which will lead to better behavior, more focus, and better academic

outcomes. Kids have to learn that emotions come and go like the waves of the ocean, and that they can observe this ebb and flow just by stepping back from it.

Management: The next dimension is a much more difficult one to come to terms with, particularly for students who have never had the skill of emotional management fostered. It is this learning how to manage one's own emotions will allow students to not only see the ebb and flow of their emotions, but to alter their reactions to it. Management of emotions is tied closely to self control, in which a child learns to delay their own gratification in support of their future success. Emotional management is challenging for all of us, not just for children. But the waves of emotion can be, if not controlled completely, then at least tamed. The ability to manage emotions is essential for classroom success, where students must learn how to interact reasonably within the academic environment while focusing on learning. Students with low emotional control react in a negative towards proposed changes, as they are not equipped to deal effectively with emotionally stressful events, like testing or projects. On the other hand, students who are able to effectively manage their emotions tend to be optimistic and to take the initiative, reframing their understanding of stressful events as exciting.

Empathy: Perhaps the key to happiness and to lifelong success understands other's emotions or empathy. The application of empathy in the educational environment is tremendous. Empathy extends to an understanding of history and literature, music and art, and even science and math. That ability to put oneself into the emotional body of another person is how children can become excited about the possibility of making a new discovery in science or why a historical figure did the things that they did. This is particularly applicable for children who come from a disadvantaged background, and need to learn the skill of empathy in order to become emotionally driven towards success.

Empathy can be built through the observation of others, then thinking deeply about why people behave and react in the ways that they do, and finally identifying the behaviors that are earlier helpful or detrimental in challenging situations. The ability to understand other people's emotions, persuasions, motivation, conflict resolution mechanisms and reasons for co-operation are probably the skills most essential for success in education and in the life that will come beyond the classroom.

Relationship: There are so many dimensions to relationships in the school environment. Once a child develops the skill of empathy, they then need to channel that into positive relationships with other students, with teachers with administrators, with parents and finally with themselves. Trust is an essential component of healthy relationships, as it allows students to see where they can improve without becoming self-critical or defensive. Trust fosters smooth and productive relationships with teachers and with peers. Emotional elements are the driving forces behind so

much of the modern educational environment, and the role of relationships should be considered when creating policies, process and procedures within the school environment. Relationship building enables schools to boost their performance and is essential for making schools work. The positive reinforcement of an emotionally intelligent environment enhances the school environment, helping students to find not only academic success, but also life success outside of the classroom.

Conclusion: Students with higher levels of emotional intelligence are able to better manage themselves and relate to others around them. This can help them develop improved self-motivation and more effective communication skills- essential skills to helping students become more confident learners.

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Effect of Social Networking Sites on Learning Teaching Process

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Abstract:

Education is always in the evolving process. Whatever the social change occurs in the society, it is all and always reflected in the education system. One such change that has occurred in the modern era is Information and Communication Technology. ICT has enabled students to learn more effectively and teachers to add more ideas in the lessons they teach. One more aspect of ICT that is affecting the whole education process is use of Social Networking Websites. Students and Teachers Specially at the higher level of education spend a lot of time in using SNS. Two main questions that are aimed to be answered in the present paper are 1. What is the effect of SNS on the teaching learning process in the classroom at higher education level? 2. What is the purpose of students and teachers in using SNS? To answer these questions following objectives have been made 1. To review the studies reflecting upon the effect of SNS on Learning Teaching Process. 2. To analyze the reason of using SNS in Teaching Learning Process 3. To illustrate the advantages and disadvantages of using SNS in Learning Teaching Process. The data has been collected from the primary as well as secondary sources. Data was taken from the online research journals, websites, books etc. A self made Questionnaire was applied on the college going students to know that why do they use SNS and what do they feel about its effect on the teaching learning process. Tools used were Self constructed questionnaires for student and teachers. Purposively selected 100 students studying in the colleges affiliated to GGSIPU and 20 teachers teaching in the colleges affiliated to GGSIPU were taken for the study. Findings of the study revealed that Social networking websites has provided a lot of easy accessibility to the teaching learning process. Upon being asked to both the students and teachers that why do they prefer Social networking websites after classroom 80% students replied that it helps into communicate with the teacher those ideas that they hesitate to discuss in the classroom. 82% responded that it helps them to complete their work even when they are not attending the classroom. It was also revealed in the study that students know more about the types of social networking websites and about their features. The paper discusses all the findings in detail. The purpose of writing this paper is to add a piece of information to the field of Education Research related to SNS.

Key words: Social Networking Sites (SNS), Learning Teaching Process, Information and Communication Technology (ICT)

Introduction

Human race has gone through a lot of changes so far. From the sociocultural aspect to language human intellect has affected each and every aspect of development. At the global platform all are competing with each other to become the better ones from each other. In the present scenario ICT has affected the thought process and behavioral aspects of human beings. All are connected with each other on fingers. Now days we all carry the whole world in our pockets. There was at time when pigeons were trained to convey the message and now this is a time when technology has replaced those pigeons, messengers and postmen. The change started from the introduction of ICT. This ICT has now entered in our classrooms also and its effects on the teaching learning process cannot be ignored. With the emerging technologies of giving classroom instructions the teaching learning process is also affected due to the outside classroom activities of the teachers and students. One such aspect of in and outside classroom activities that directly or indirectly affect the Learning Teaching Process is the use of Social Networking websites. The use of Social networking websites has brought changes in the communication styles and social behavior of the people. People are now able and comfortable also to contact as well comment at the global platforms. They ways of expression have changed and so are the views and perceptions. There are a number of Social Networking Websites that connects the people with each other naming few are Facebook, Twitter, Pinterest, Instagram, Google+, LinkdIn etc. Six degrees was the first social networking website introduced in 1997 but it is not functional now after that SixDegrees.com was launched in 1997, Blogger in 1999, Friendster in 2002, Myspace in 2003, Facebook in 2004 and Twitter in 2006, LinkedIn in 2003 and the list of SNS now is endless. It shows that these SNS are not old but very popular among the people around the world. According to the data available on google Facebook is the most popular social network worldwide and India claimed the first place with 294 million users, ahead of second-ranked United States with 204 million Facebook users. Students and Teachers share their emotions and information on these SNS which creates a different type of communication among them which was not there in the traditional settings of the classroom.

Objectives:

Following are the objectives of the study

- Obj. 1: To review the studies reflecting upon the effect of SNS on Learning Teaching Process.
- Obj. 2: To analyze the reason of using SNS in Learning Teaching Process
- Obj.3: To illustrate the advantages and disadvantages of using SNS in Learning Teaching Process.

Methodology: The nature of the study is Qualitative. The data has been collected from primary as well secondary sources like different research journals, books, websites etc. Questionnaires for Students and Teachers including 20 items each have been also used.

Sample: Study has been carried on purposively selected 100 college going students of GGSIPU and 20 Assistant Professors. Those students and teachers have been chosen for the study who frequently use SNS for different purpose and students who are connected with their teachers and the teachers who are connected with their students on some or other SNS were taken for the study.

Limitations: The present study is delimited to 100 SNS using only college going students of GGSIPU. Study is delimited to only 20 Assistant Professors teaching in the colleges affiliated to GGSIPU.

Findings related to Objective 1

Studies revealed that Facebook is most popular new genre website and overall world all the sections of the society use facebook. People post their pictures, videos, personal feelings, Emotions etc. and make virtual communities for personal or profession interest. Social media education promotes to actualizing the potential of the new media provide for learning, and simultaneously removes or reduces the barriers of the new media environment mean for students' academic attention (Michael P. et.al., 2013). A study done in Europe revealed that Social Networking Sites provides new opportunities to the learners to be independent in their study it demonstrates that social media can contribute to enhancing learning and teaching opportunities. Cf. Redecker et. al, (2009). According to Rego, B., (2009) YouTube is also a very important social networking site which used as a learning tool both teachers and students. It is constantly updating a YouTube playlist with new, informative videos that is either find by the teachers or students, they'll see an increase in class discussion. Teachers may even consider creating a YouTube channel and posting videos of his class lectures, which will help students review the material.

The social media are now becoming the leading media, which has a significant impact on the education sector as on teachers as well as on students. The collaboration and interaction of teachers through social media for discussion and knowledge sharing also has positive impact on teacher's performance. The creativity enhances through social media has also positive impact on teacher performance same as knowledge sharing through social media positively related to teachers performance. (Khan Imran, et.al., 2017).

Social Network Sites are creating E-environment at education level. The findings indicated that new technologies are used extensively by the young people featured in the study for personal use, participation in peer discussion and expressing opinions (Kalasi,Rasmita,2014)

Findings related to Objective 2

To analyze the reason of using SNS in Learning Teaching Process A Questionnaire was applied on the Assistant Professors teaching in the colleges and A questionnaire was applied on college going students. Results revealed that 1.Students use more number of SNS. Students were found to be more aware of numbers and the features of SNS . 2. It was found that 98% students are the members of 3 to 5 SNS But Assistant Professors are using only 2 to 3 SNS.3.65% students spend more than 2 hours using SNS 30% Students spend 4 to 5 hours a day and 5% students spend more than 5 hours a day using SNS. 80% Assistant Professors spend average 2 hours a day using SNS and 20% uses SNS more than 3 hours a day.4. The most popular SNS found among both students and Assistant Professors were Facebook, Twitter and LinkedIn.5. 55% students use SNS only for fun, posting pictures, sharing videos and pictures, playing online games etc.only 45% students use SNS other than these activities and in addition to these activities they use SNS to share their creative ideas, making contacts with the experts. 82% Assistant Professors use SNS to be the part of various groups and share their ideas or commenting on the various statements of the other people.6. Only 15% students use SNS to post their videos or thoughts that they cannot or hesitate to present in the classroom. Only 10% of the Assistant Professors take initiative to post any subject related video or lecture prepared by them.7. 100% Students finds SNS any easy way to get in touch with the classes that they miss 90% Assistant Professors find SNS an easy medium to pass on the important notices, schedule, notifications etc.8. 90% students believe that SNS has made communication process between a student and teacher more easy and comfortable on the other hand All the Assistant Professors also feel that it has started a new type of communication between students and teachers but on the same time they believe that the gap that must be there in between a student and teacher is in threatening situation 9. 78% Students are of the view that it is an easy medium for them to share their views 98% teachers feel that SNS has created disturbance in their lives and creative use of SNS is still far away.10. 85%Students are of the view that it has enhanced their vocabulary and they have learnt new words using SNS they also believe that they have also learnt some phrases and language skills from SNS. 90% teachers are of the view that there is no role of SNS in improving the language skills among the learners on the contrary students have started writing the short form of the words in assignment and in papers e.g. 'u' in place of you, 'gr8' in place of great and many more flaws have been observed.11. upon being asked to the students that which medium do they prefer related to ICT to clear their doubts than 85% believe that virtual classes and lectures or ppts available on youtube channels or the links that students and teachers share on SNS are preferred.12. Assistant Professors believe that they also watch content related

videos and PPTs available on SNS like YouTube and LinkedIn. These videos help them to save time and prepare for the classes at anytime anywhere. But it was found that only 5% teachers share their own videos and PPTs on the different concepts on SNS.

Hence it can be interpreted that Both Students and Assistant Professor use SNS for communicating with each other and Students use SNS more frequently and spend more time in using SNS. Assistant professors also prefer to convey important messages or schedule etc. via. SNS. SNS has also resulted in effecting the communication in Learning Teaching process. SNS has now emerged as the medium of passing information between teachers and students at any time anywhere. Students also prefer to watch online videos for their doubts. Teachers also take the advantage of already prepared available and online posted study material. Instead of dictating the notes in the classroom Teachers now send the links of the websites to the students.

Both students and teachers suggested that SNS must be used in more productive manner like if there is some important information that may be useful to a large group of people than it must be posted on to the sites. Teachers should use more innovative ideas of delivering lectures in the classroom so that students may not collect unauthentic and fabricated information from the various online resources.

Findings related to Objective 3

Advantages and Limitations of Social Networking sites in Learning Teaching Process in the light of the findings from secondary data resources and Primary data analysis are as follows:

Following are some of the Advantages of SNS

1. SNS provides a platform of communication beyond classroom settings for Teachers and Learners both.
2. Learners and Teachers both can talk over the important issues without waiting for the next meeting in the classroom.
3. Teachers can connect the students with the current events and important topics continuously. This way SNS helps to bring continuity in the classroom
4. Continuous and fast feedback can be provided to the learners.
5. If Teachers want to inform to the Parents about the Learners related performance than SNS are simple and secure medium.
6. It gives a chance to discuss their problems to those Learners also who hesitate to communicate in the classroom.
7. It gives parents also more freedom to communicate with the teachers as well intervene between the communication of Students and Teachers.

8. Students and Teachers can share and follow important links related to their interest area which also helps to enhance the creativity in the Learners as well motivate them to create new thoughts.
9. Various classroom issues like bullying etc. can be noticed and tracked by the Teachers. Solutions can be find out on time.
10. SNS also helps the Teachers to communicate with those Learners who are not regular in the classroom for some reasons.
11. Students who are differently able can also take the help of SNS to collect Learning material and also to communicate with their peers and teachers.
12. Both Teachers and Learners can share their hidden talent or those skills which they cannot share during normal classroom activities.
13. Learners and Teachers can be benefitted with a wide range of ideas that can be accessed and shared easily with each other.
14. SNS helps in self paced learning to Learners and Teachers
15. It helps into bridge the gap between Learners and Teachers

Following some Limitations of SNS in Learning Teaching Process can be listed as follows:

1. SNS can lead to wastage of that valuable time which should be devoted to the serious discussions and studies.
2. It can create confusion among the Learners.
3. SNS may result into misleading of the facts as users hardly bother about the authenticity of the information.
4. Youth today is spending excess amount of time for entertainment as this is a cheap resource of entertainment.
5. Learners start disturbing the Teachers at odd hours.
6. Important topics may lose their importance due to undue importance to the less important topics.
7. The discussion over the SNS may involve ego of the Learners and Teachers that may create conflict among them.
8. It is not an appropriate platform to discuss the topics in detail.
9. Students sense of respect may get affected due to the over interaction between student and teacher via SNS.
10. It may increase the habit of plagiarism and spoon feeding among Learners and Teachers.

Conclusion

Social Networking Sites are a new medium of transferring the information. A variety of SNS are now popular among learning teaching community. Social Networking Sites have influenced our

all horizons of life and all sections of the society. In the learning teaching process these sites have provided more easy ways of communication and bridging the gap in learning. Students and teachers can share the important web links of the important information. But while using SNS it is must that students and teachers should involve more innovative ideas to prepare interesting lessons and should also avoid any type of plagiarism. Teachers should come with the new ideas and updated information so that students may feel their classroom environment updated and innovative. Teachers should also update their ICT skills and they should also motivate the learners to create innovative thoughts and to share it with all.

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Novice programmers' attitude towards the introduction of block-based coding in Virtual Reality programming

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ABSTRACT

Computer Programming is connected to numerous areas of modern technology, as well as many university students are researching the fundamentals of it. While coding is challenging even to professional programmers at times, the novice programmers who are entering the world of coding are overwhelmed by the steep learning curves of coding languages, which often sets them back or render them 'non-interested' towards learning programming. This research studies the experiences of novice programmers who have been introduced to Virtual Reality game programming, but in an intuitive way. In this research, we introduced a visual block-based programming approach to the students to achieve their virtual reality programming. This study randomly picked a group of multimedia students (N=50) who never had programming experience or with minimal exposure to coding and recorded their experiences when they are indulged in VR programming, using *CoSpaces* – a Web-based visual coding tool. One of the main research questions of this study was to find out whether the block-based coding is less overwhelming to the novice learners and is there any changes in the learner's attitude towards programming after using *CoSpaces*. The results show a positive reaction from the learners towards visual coding concept and even many have expressed that this approach made them understand several coding basics which they weren't clear until then. This descriptive study contributes to our understanding of the connection in between coding atmosphere and discovering, illuminating the importance of shaping introductory programming experiences, especially to novice programmers.

Keywords: *learning difficulties, novice programmers, block-based coding, education, multimedia, virtual reality.*

I Introduction

Computer programming is one of those subjects which has a steep learning curve. It demands

that a programmer should be well versed in the basics of the programming language in order to wield the codes effectively. Due to the nature of this subject, even experienced programmers face a lot of difficulties in handling an effective program and when it comes to the first-time programmers who are stepping into the world of coding are generally overwhelmed by the steep learning curve and large number of technical jargon such as looping, variables, method, classes and so on.

Many students have learning problems due to their approach to learning the topic. Mostly, there are frequently not enough of resources as well as the novice programmers endure from an absence of personal direction. The student teams are heterogeneous and large thus it is challenging to make the instruction so that it would be beneficial for everyone (Lahtinen, E., Ala-Mutka, K., & Järvinen, H.-M. 2005).

So, this study focuses on understanding and finding a way to ease in the entry of novice programmers into programming. The focus of this study is not about 'all' the students who are entering the subject of programming as a newbie. The focus is kept on those who enter the world of coding without any technical background related to programming or with a negligible knowledge with programming. So, this study identified a group of multimedia and animation students from Vellore Institute of Technology who are pursuing their career in the field of movie-making and animation. The students have been recently introduced to a popular traditional line by line programming called 'C'. In the same semester, the same set of students are being introduced to basic game programming using virtual reality.

In the first few classes, it's been observed that the students are not welcoming the programming phenomena. Most of the students expressed hatred toward C programming. Coding is normally considered as a tough course as well as usually becomes a variable of high failure rate (Esteves M., 2011, O'Kelly J., 2006, A. Robins, J., 2003). So, before starting another programming subject in the same semester we have decided to approach them differently. We introduced a new type of visual block-based programming for virtual reality game programming provided by a web VR service called CoSpaces.

After allowing the students to attend a few classes of traditional C programming and visual-based programming for VR, we have collected the thoughts of the students about the approach of both the methods. Many interesting results have been acquired during this process and this paper describes them in detail. The outcomes of this research could be utilized both as a basis for creating brand-new visualizations and for establishing strategies for programs training courses in general. This descriptive study also paves the way for more detailed inferential analysis on the same topic.

II Related Literature

E. Soloway and J. Spohrer have collected many good research papers on the difficulties of novice programmers and a few notes on how to approach the new learners. These resources conclude, as an example, those beginner developers are commonly restricted to emerging knowledge of programs. They frequently come close to programming "line by line" as opposed to making use of meaningful program structures. (E. Soloway and J. Spohrer - 1989). L. E. Winslow argues that the novice programmers may know the coding structure as well as semiotics of specific declarations, however, do not understand just how to integrate them right into valid programs. Thus, it is essential to integrate both idea knowledge as well as techniques for their use in the understanding process (L. E. Winslow, 1996).

In one of his study, Kurihara states that due to textual code utilized in programs, the following issues take place: some students are not used to inputting numerous lines of codes; some commands and also debates are tough to review as well as create; variables and also their tips are hard to comprehend (Kurihara, A., Sasaki, A., Wakita, K., & Hosobe, H., 2015). D. Bau in research discovered that the block-based programming interfaces leverage a 'programming-primitive-as-puzzle-piece' allegory that offers aesthetic signs to the user concerning just how and where commands can be used as their ways of constraining program structure (D. Bau., p72-80, 2017).

Programs in these settings take the form of dragging blocks onto a canvas as well as breaking them together to develop scripts. If two blocks cannot be signed up with to develop a legitimate syntactic declaration, the user interface prevents them from snapping with each other, therefore preventing syntax mistakes yet retaining the technique of setting up programs instruction-by-instruction (Weintrop, D., & Wilensky, U. (2018). Early variations of this interlocking strategy include 'LogoBlocks' (A. Begel., 1996) as well as 'BridgeTalk' (J. Bonar., 1987) which helped create the program's method which has actually considering that grown to be used in lots of applications. 'Alice' (S. Cooper., 2000) and 'Scratch' (M. Resnick., 2009) are more recent implementations that have attained extensive use. Another study conducted by D. Weintrop, U. Wilensky found, in their extensive research contrasting students responding to multiple option questions on programming discovered that the students do far better on inquiries asked with a block-based depiction contrasted to the text-based matching (D. Weintrop, U. Wilensky., 2015)

In addition to the researchers discussed above, there are several more studies have been conducted in 'visualizing' the text-based programming interfaces. However, there are very less number of studies have been made in the area of easing in virtual reality programming for the new programmers. Moreover, programming for virtual reality is generally more complex than traditional object-oriented programming such as C, Java and so on. The reason being-virtual

reality environment often deals with real-time 3-D models and event-based program flow. The virtual worlds are nothing but computer simulated things that act and react as they do in our real-life (Hartley, M. M., 2015) and hence programming such an environment is rather complex, in our opinion. To support this, a similar study conducted by Grover in 2015 discovered that there is evidence revealing that block-based programs, combined with reliable teaching methods can function as a trustable method to create crucial computational reasoning abilities and also prepare students for future computer technology direction (Grover. S., 2015).

CoSpaces – Block based programming tool

According to their website, CoSpaces is a user-friendly instructional innovation making it possible for instructors as well as trainees to quickly develop their very own 3D developments, stimulate them with the code as well as discover them in VR/AR. It's been made for institutions that wish to equip their trainees to end up being developers as well as prepare them for the future. CoSpaces boosts electronic proficiency abilities, improves imagination and also promotes partnership in the class (CoSpaces.Edu).

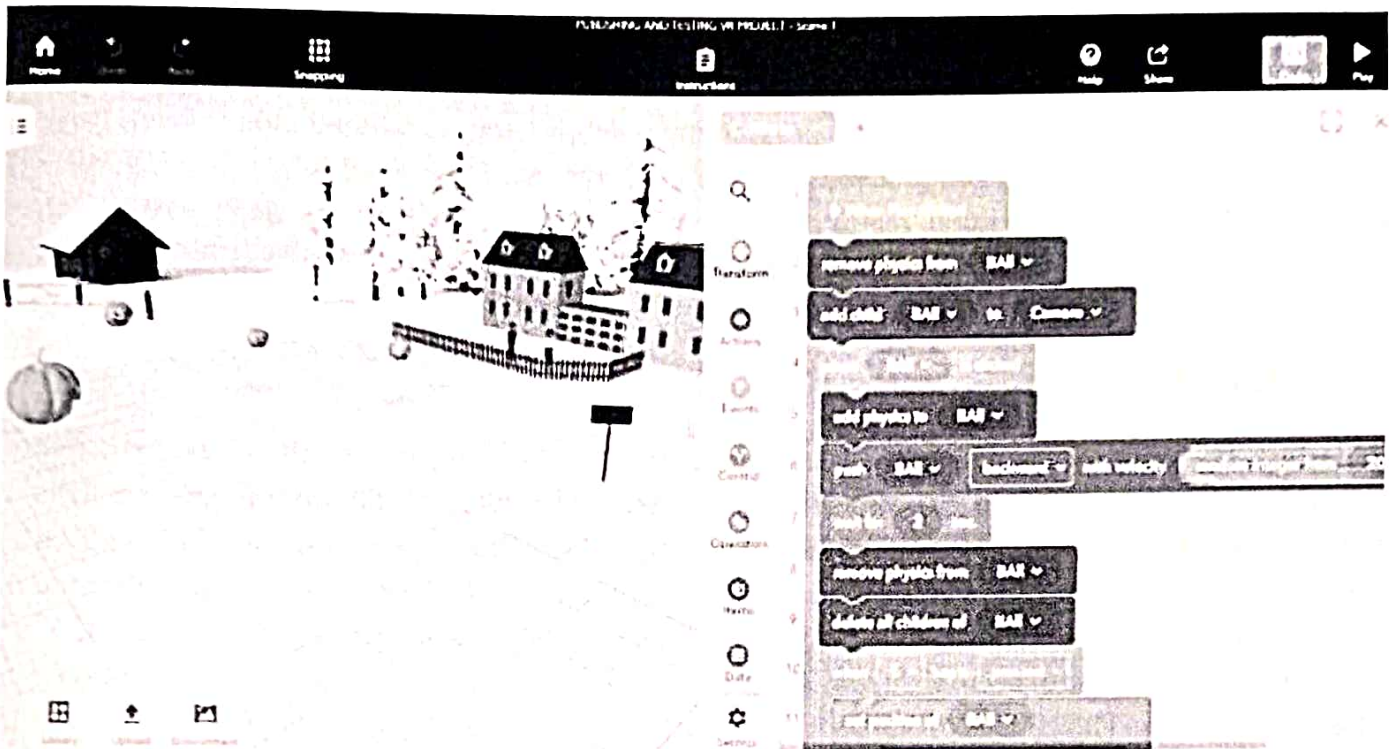
CoBlocks is a new type of visual block-based coding environment introduced by CoSpaces. CoBlocks stand for a fragment of code, or declaration, which informs CoSpaces to do something. Here's a quick comparison of traditional coding environment and CoSpaces using CoBlocks.

```
#include <stdio.h>
#include <stdlib.h>
main() {
    double miles, weight, milesCost ,weightCost, totalCost;
    printf("What is the weight:\n");
    scanf("%lf", &weight);
    printf("How many miles:\n");
    scanf("%lf", &miles);

    if (weight <= 10)
        weightCost = 2;
    if (miles <= 500)
        milesCost = 0;
    else
        if (weight > 10)
            weightCost = 4.5;
    (miles > 500)
        ;        milesCost = 4.5;

    totalCost = weightCost + milesCost;

    printf("weightCost = %.2lf\n", totalCost);|
```

Fig.01. Traditional line-by-line programming*Fig.02. Cospaces' CoBlocks Environment*

As we can see in Fig.02., the coding environment is called block-based as there are several colored blocks of codes (pre-defined) that are waiting for the programmer to be arranged by dragging, moving and clicking, as kids do with their building blocks. Kurihara, A, in his study states that, as a tool for coding education and learning, the coding language need to use restricted performances initially and after that proceeds to advanced attributes according to the students' knowing procedures (Kurihara, A., 2015).

III Methodology

The main objective of this study is to find out whether the new approach of using visual block-based programming has any welcoming effect among the novice programmers who are pursuing multimedia and animation as their major. This study has not been designed to do any inferential analysis of the collected quantitative data about shall be treated as more of a descriptive study that plots the attitude of first-time programmers towards a new approach in teaching programming.

Since this study has been designed to explore the experiences of first-time programming by students who never had programming experiences or minimal contact with programming, the

researchers have chosen the students of multimedia and animation who has more of an artistic background than analytical subjects. The researchers have chosen the current semester to do this research because, in this semester, this particular class of multimedia students are being introduced to 2 types of programming subjects namely, C programming and virtual reality programming for games. Technically, C programming subject acts as a foundation to learn basic programming concepts and simultaneously those concepts can be applied while creating basic event-based programs in virtual reality. These particular group of students don't have much exposure towards programming but have quite extensive experience with 2-D and 3-D assets creation.

A. Study Design

This class of multimedia students has been chosen as *purposive sampling* by the researchers due to the reasons discussed in the previous paragraphs. The total of 50 multimedia students participated in this research as respondents. Since this is the first time that most of the chosen respondents were exposed towards programming, the researchers had waited two weeks after the semester had started. In those two weeks, the students have been learning the basics of C programming and have been indulging in doing basic C programs using loops, conditions, classes and so on. The classes of VR programming had been started after two weeks just because the researchers wanted to implement a new type of approach in introducing virtual reality programming, which is by using CoSpaces.

The first class of VR programming was dedicated to the introduction of CoSpace's concept and its environment and how to create an account with them. Right after that class, classes for both traditional C programming and VR programming have been going on and the study has been conducted after the students received six weeks of programming experience with both the approaches. In addition to the lectures in VR programming using CoSpaces, a digital assignment has also been given in CoSpaces environment to validate the understanding of the respondents were using CoSpaces.

An online questionnaire has been designed and distributed among the students and the data have been collected (N=50) in online mode for further processing. The questionnaire has been designed with a focus on learning whether the block-based programming eases-in the transition of novice programmers into the world of VR programming.

B. Validity

The face credibility of the survey was assessed and also modified by the researchers to ensure that all inquiries were very easy to comprehend and of respondents' present understanding of Virtual Reality, advancement using CoSpaces. The questionnaire had a combination of

categorical questions, ordinal questions (Likert scales) and open-ended questions. All questions have been kept as mandatory and there were no missing data recorded.

IV Descriptive Analysis

As it's been discussed earlier, 50 respondents took part in the survey and the respondents have been chosen because the initial questions (pilot interview) revealed that they don't have any previous programming experiences. In conjunction with that, the first thing we wanted to know in the study is how many of those respondents have practiced any form of programming even before they joined the multimedia course in VIT.

Programming Experience prior to this semester?

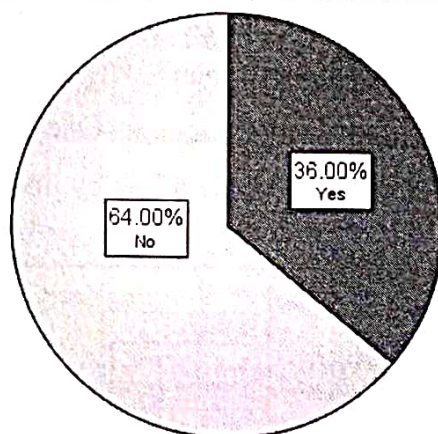


Fig.03. Respondents having prior preliminary programming experience

As we can see in the above fig.03., the major part of the samples that is 64% of respondents said that they don't have any form of previous programming experiences. The remaining 36% of samples expressed that they have undergone some preliminary hands-on experience with programming. This made as to analyze more into the collected data and we have seen some interesting results which we will be discussing in the future paragraphs.

Previous Programming Experience? * Views on 'Learning Programming' Crosstabulation

Count	Views on 'Learning Programming'					Total
	Very Easy	Easy	Neither Easy Nor hard	Hard	Very Hard	

Previous Programming Experience?	Yes	1	4	11	1	1	18
	No	1	3	8	12	8	32
Total		2	7	19	13	9	50

Table.01. Programming Experience vs Views on Learning programming.

The above table is the cross tabulation between respondents 'previous programming experiences and their views on learning a new programming language. We observed that out of 18 respondents who said that they had previous experiences, two of them still think that learning a new programming language is harder. Most of the respondents with previous experiences still not sure that the new language will be easy or hard. Out of 32 respondents who never had any programming experiences, 20 respondents feel that programming is harder. Either way, 22 respondents out of the sample size N=50, think that learning a new programming language is not easy. Maybe, the following bar chart can able to explain why most of the respondents think in a negative way above learning a new programming language. One of those questions in our survey asked about what is the hardest thing to understand in a line by line traditional programming.

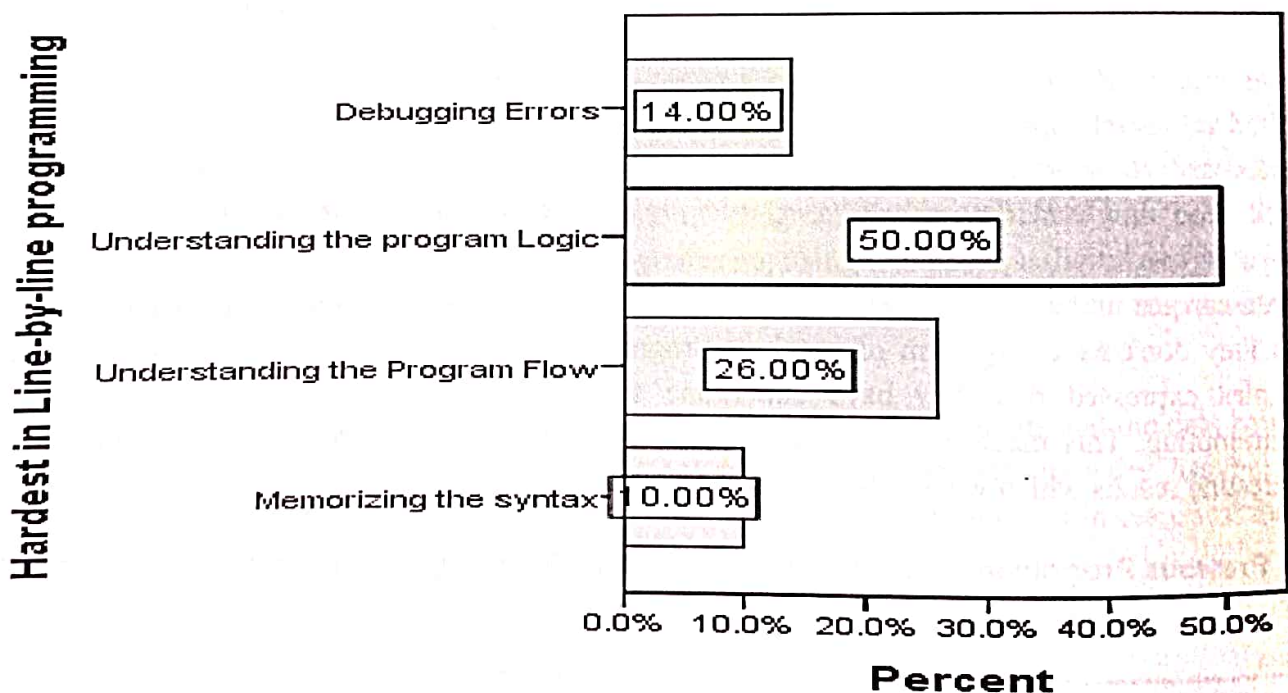


Fig.04. Which aspect is most challenging in traditional programming

As we can see above, half of the total sample size that is 50% of the respondents said that the hardest factor for them in line by line programming is understanding the program logic. By looking at this response, collectively we could arrive at the point that most of the new learners are doing a line by line programming just by following the syntax without knowing why they have to type the commands in a particular hierarchy. Following that response, 26% of the total respondents felt that understanding the correct program flow is the hardest of all while doing a line by line programming. Apart from these two majorities, only 14% of responses recorded towards debugging errors as hardest and 10% of students felt memorizing the syntax of the programming language is the huge challenge.

A. Confidence Levels

At one area of our survey, we have asked the respondents to rate themselves according to their programming skills in a scale with the upper limit of *professional programmer* and goes to the lowest being a *novice programmer*. The following frequency table shows how the students rated themselves.

Programming Skill Level

	Frequency	Percent	Valid Percent	Cumulative Percent
Pro Programmer	1	2.0	2.0	2.0
Good Programmer	8	16.0	16.0	18.0
Intermediate	17	34.0	34.0	52.0
Low	7	14.0	14.0	66.0
Novice	17	34.0	34.0	100.0
Total	50	100.0	100.0	

Table.02. Frequency table shows students' self-rating

Out of these ratings, we are interested in those students who have rated themselves as having a low-level of programming skills and those who have marked themselves as a complete newbie. The table shows that 7 out of 50 students (14%) have rated themselves as low and 17/50 students (34%) called themselves novice programmers. Interestingly, this particular group of students

who have marked themselves having a very low skill in programming showed a positive attitude towards their confidence level while programming with CoSpaces.

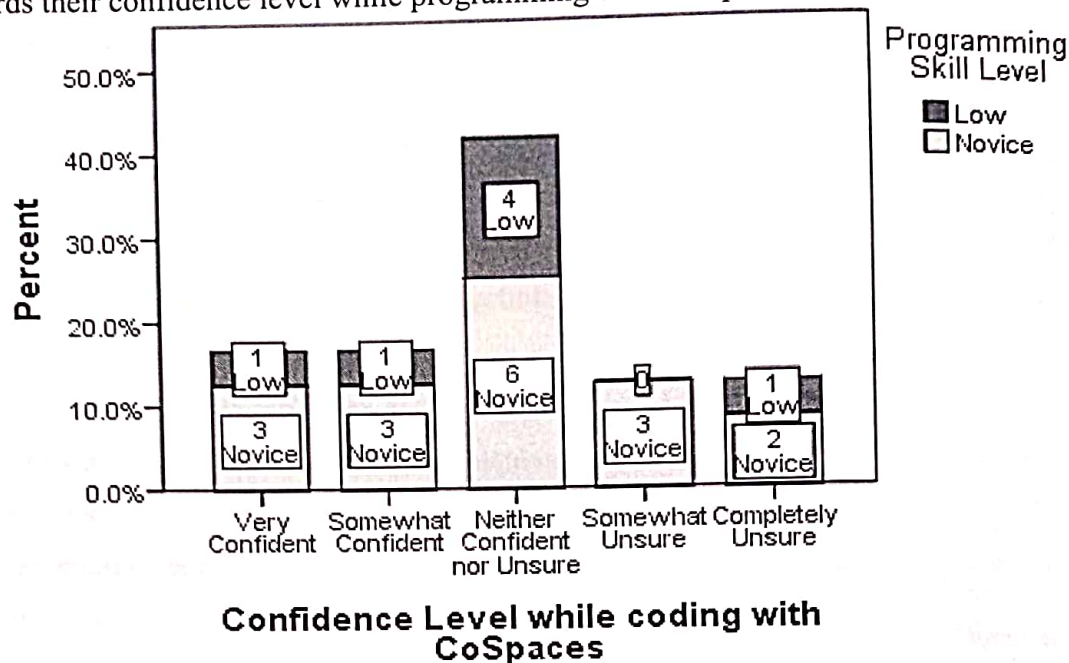


Fig.05. Novice/Low skill labeled students' attitude towards CoSpaces

As we can see in the stacked bar chart above, the majority of the novice and low-level labeled students are inclined towards the positive side of being confident while programming. This particular response clearly shows that CoSpaces environment brings in confidence among the students who are not very willing to accepting programming.

B. Complexity

Another part of our survey compared the complexity of programming in CoSpaces' Coblocks environment versus the complexity of line by line programming such as C programs. The following bar chart shows the detailed responses gathered from our respondents. What we observe from the chart is that most of the people who have answered that line by line programming are very complex felt the opposite way in the case of CoBlocks. Another interesting thing is no matter whether the respondents have got little bit of exposure to programming or not, no one mentioned that line by line programming is very easy. A very negligible amount of respondents felt that CoBlocks environment as well is complex. As a

whole, 31 respondents felt that programming in CoBlocks is easy i.e. 62% of the whole sample size.

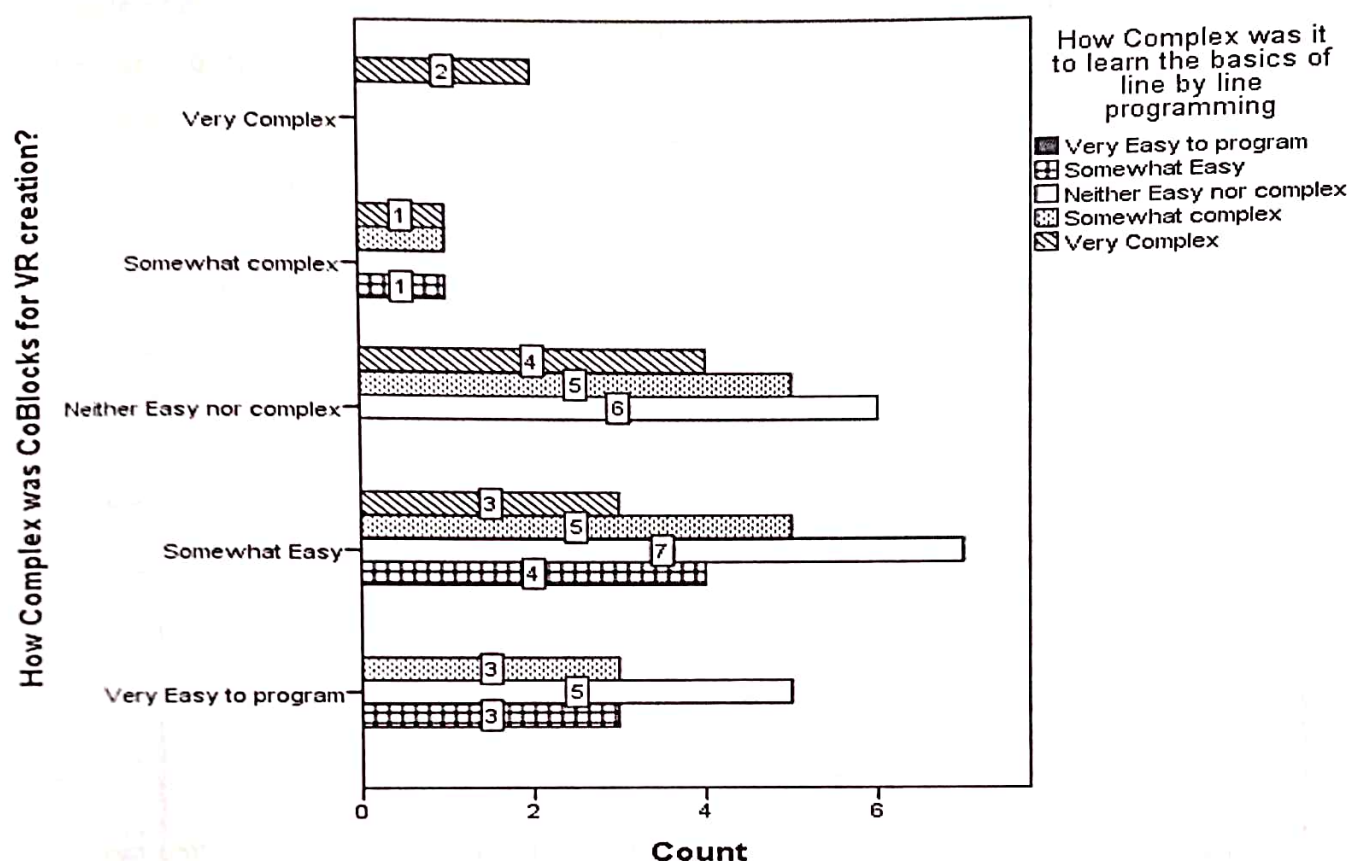


Fig.06. The complexity of traditional programming vs CoSpace's CoBlocks programming

Moreover, from the following pie chart, we can see the respondents have given their rate of agreement to the statement that described their understanding of generic programming structure after using CoSpaces' CoBlocks approach. 16% of the respondents strongly agreed that they became well versed in understanding the basic program flow whereas 34% of students agreed that they have improved. So in a nutshell, 50% that is half of the class agreed that they feel the improvement in understanding programming basics post assignment in CoSapces. On the other hand, 32% of respondents said "maybe" which we would like to assume with further practice they also would feel more positive towards the visual block-based coding approach. 18% of the respondents expressed that they are still not having a clear understanding of programming basics after CoBlocks.

Clear understanding of generic programming structure after CoSpaces?

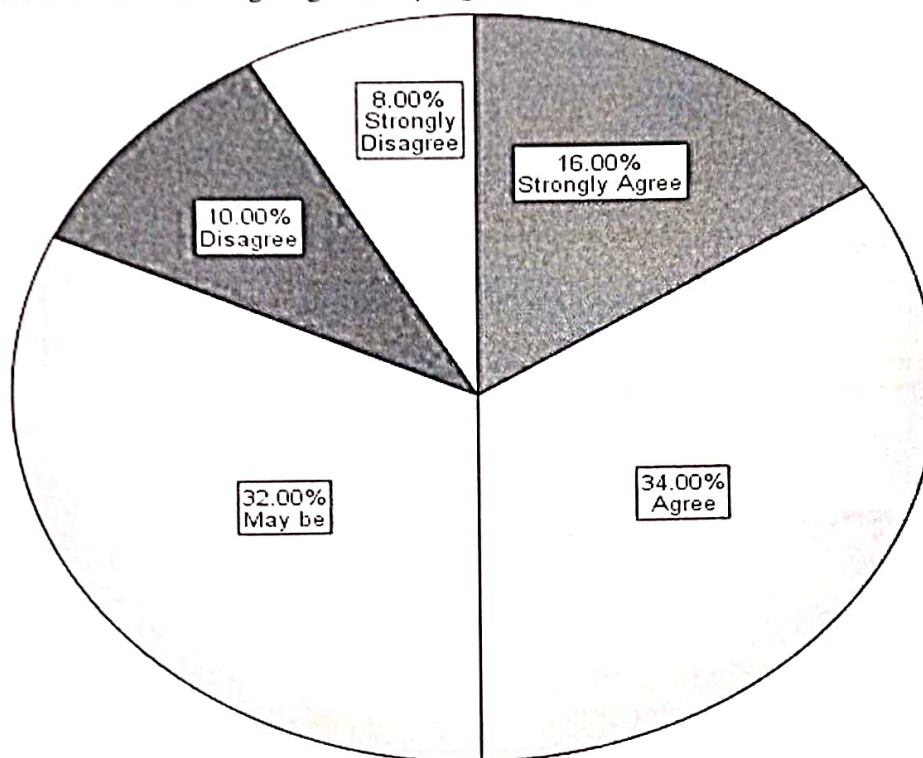


Fig.07. Students' agreement on CoSpaces helping them in understanding program structure

V Conclusions

Computer programming is definitely one of the hardest skill to master. The reason being depended according to several influencing factors such as the technical knowledge of the learner, teaching methodologies of the faculty, ICT tools used in delivering the content, nature of the programming language being taught and so on. Most of the times if we ask the students why they don't like programming, they often say that programming is boring and difficult. But when we ask whether it is difficult because it's boring? Or is it boring because it's difficult? -The students are not sure (Jenkins, T. 2002).

As we discussed in this study those students especially who don't have much exposure towards the technicalities of computer programming or the ones who are extremely overwhelmed by the

steep learning curve of any programming language. Though our respondents, the students of multimedia and animation are well-defined in 2-D and 3-D assets creation they still need a little bit of exposure towards the programming world. Virtual reality is sounding to be the future and the students of multimedia will have to deal with programming sooner or later if they want to be in in the race. That's one of the main reasons why multimedia students of VIT are introduced to core programming subjects such as C, C# and so on.

At the end of our survey, we asked two important questions to our respondents and one of those is about whether in any way will they be interested in mainstream computer programming that is experiencing the intuitive approach in CoSpaces. The following paragraph shows the overwhelming response by the students (46%) that welcomed block based visual programming.

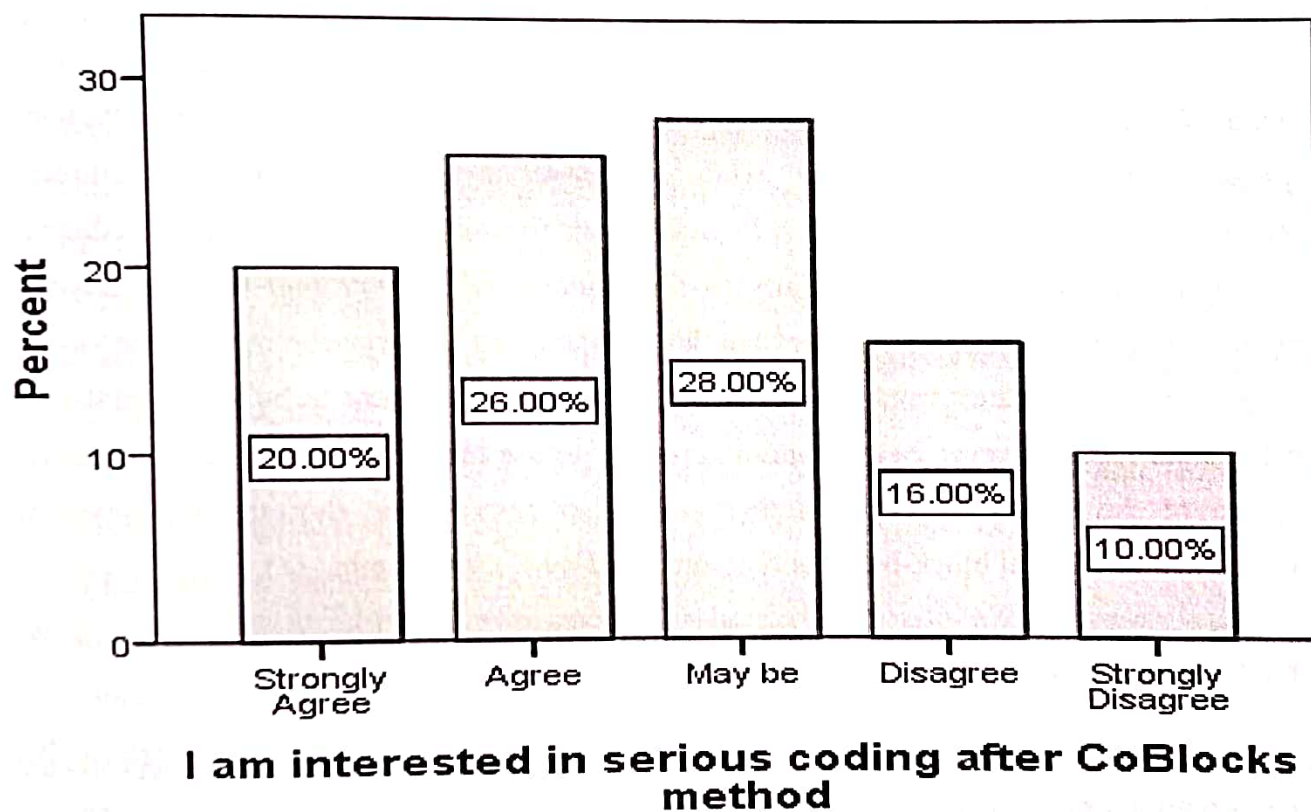


Fig.08. Welcoming response

The other important question was a subjective one. We conducted a quick discussion with respondents regarding their attitude towards the traditional line by line programming and the other approach we introduced. Here we quote a few of our respondent's comments,

"We don't have to learn the code but still use the logic to perform our required events" – Pranavi.

"It's comparatively an easy method to learn to code" – Bharathi.

"I really appreciate this new method of learning with cospaces....it actually gives me a picture how actual coding is done with real coding" – Subiksha.

"Cospace is a very easy website but coding is very difficult and confuses me" – Tamil Mani.

"It's easy for a person with the non-programming background can easily get into the world of game development. The idea of codeblock is really intuitive" – Arjun S A.

So, in a nutshell, we would like to conclude that CoSpaces definitely eased in the introduction of VR programming to a different level while delivering it to the students of multimedia. Traditional line by line programming has its own advantages obviously but while introducing a new programming environment especially to the students who never had the experience of computer programming before, it's better than the learners don't get overwhelmed by the vast and vague approach. The greatest trouble of amateur coders does not appear to be the understanding of fundamental ideas however instead finding out how to use them (A. Robins, J., 2003). During the course of the study, we have witnessed that our respondents thoroughly enjoyed the experience with the visual block-based coding provided by CoSpaces.edu.

VI Future Work

This descriptive study had read the mentality and the attitude of novice programmers towards learning a new programming language. However, the results obtained from this study can only be treated as a pilot study that might lead to an in-depth experimental or inferential research that will put the assumptions acquired from this study into real use. We have planned to extend this study further that will more deeply explore the influencing factors that affect while easing in the non-programmers into the world of programming. With very carefully developed products as well

as techniques, educators can assist novice programmers to expertise (Lahtinen, E., 2005) and also provide the ability to constructing their skills.

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Evolution of English Education in India

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ABSTRACT

Language is more than a mere tool that reflects or mirrors our external world. Jacques Derrida believes that language shapes and constitutes our world. It both situates and locates an individual while also shaping the world of possibilities. Culture is, on the other hand, a part of language that grounds an individual within a society. English education includes both the study and dissemination of language and culture, and is thus an important mechanism to shape world civilization. English education introduced in India during the colonial regime was inextricably linked with the intensification of the colonial project. Education in the hands of imperial masters turned out to be an ideological schema wherein the cultures and languages of other races were neglected because English education became synonymous power.

English is still the present global super power with more than 20% of the world's population speaking the language. However, unlike the earlier times, English education in the contemporary era is a means to connect as well as be transformed into an altogether system of values. Nowadays, English education, though still a symbol of status and economic worth, is also simultaneously breaking new barriers with different cultures and value systems changing the language itself. This paper is an attempt to read the status of English education within the academia.

KEYWORDS: Evaluation , English Language , academia , colonial project

METHODOLOGY:

The present research paper is the culmination of collection and examination of data from various secondary sources namely magazines, websites, journals, etc. The analysis of the collected data was done by employing analytical method of research.

OBJECTIVE:

To analyse the extant culture and language in English Education in the Indian realm by reviewing it under the colonial regime and studying as well as analysing the contemporary scenario.

INTRODUCTION

English education in India was introduced during the British colonial regime as an attempt to impose greater control over the population. The linguistic chauvinism in this case can be compared to the one observed in Alphonse Daudet's *The Last Lesson*. The British aimed at the conquest of the minds of the colonised by snatching away their language and their freedom to discern their identities. Indians lamented the spread of English education in the country and severely opposed it by engaging in several movements aimed at achieving freedom.

In the contemporary times, however, English education has gained immense importance. It is synonymous with economic growth and social approval. There remains extreme pressure from both personal and professional perspectives to be fluent in English. People who lack sufficient skills in English and/or those who obtain education in any other medium are considered to be deprived of necessary skill sets. English education can simultaneously act as an imaginary and therefore brutal reality for people who are unable to access opportunities because they are unacquainted with English. Stephen Spender's *An Elementary School Classroom in a Slum* discusses the similar theme of deprivation of opportunities to the economically backward class. This paper is an attempt to comprehend the mechanism of operation of English education

during the colonial regime and in the contemporary world, and analyse its role in influencing academia and the popular culture.

THE COLONIAL PROJECT

The introduction of English language in the Indian multicultural setup was primarily the result of the British legacy. The imposition of English language and education on Indians during the colonial regime as an attempt to endorse the native language of Britain, replace vernacular languages to gain greater control, and “civilize” Indians in the way the British deemed fit was a threat to the traditional culture of India. The linguistic chauvinism planned by the British might have somewhat erased traces of the exotic Indian culture.

Colonialism imposed its control by political dictatorship and economic control. The most crucial aspect of control, however, was mental control. This was made possible by legalising corporal punishment in case of disobedience that favoured the British, and intervening in the local culture. The British employed several measures to overpower the Indians emotionally. Dividing the Hindu and Muslim population on the basis of their languages and imposing English on the society simultaneously worked to shake the mental universe of the colonised.

A similar attempt to impose English language and the British culture in South Africa affected the natural harmony as all schools were taken over by Englishmen. In *Decolonising The Mind*, Ngugi Wa Thiong’o discusses the onslaught of the foreign English culture on his local community. Thiong’o argues that the exposure to racist writers like Thomas Jefferson and Rider Haggard in the academic arena painted the blacks as inferior in comparison to whites, and coloured the perception of young African children. The English interference for domination thus led to psychological damage of young minds.

Indian writing in English formally began through Raja Rao, Mulk Raj Anand and R.K. Narayan. It was their conscious choice to use the language of the coloniser to write and publish their works at a time when the society was in transition. Though early literature in English was merely an imitation of western writing rather than the creation of original ideas borrowed from the Indian culture to emanate a traditional ethos, the literary legacy of the pioneers is still celebrated since they decided to choose this avenue despite realising its limited readership in

India because of lack of formal education in English, and limited readership abroad because of the abandon of Indian literature at the periphery due to its suppression by western influences and works.

The experimentation to include words from vernacular languages in English works began with Nissim Ezekiel. This allowed evoking Indianness within works written in English, and thus enabled oscillation in the semipermeable boundary that exists between the native and the foreign. Early literature in English was also a window that provided a glimpse into the socio-political issues extant in the country. It became the medium to address national predicaments to spread awareness in and outside the country. Besides a medium of communication, English became a carrier of culture.

The construction of missionaries was another shrewd measure employed by the British to endorse Christianity for greater control. This was naturally accompanied by the promotion of English language and education. The aggrandizement of Christianity at the expense of Hinduism and other religions served to establish its superiority over other religions. This in turn had the effect of establishing English language as more sophisticated than the local languages and dialects.

The positive and negative impacts of the British rule in India have been extensively analysed. One outcome of the colonial regime is evidently the introduction to English education in India. While English education was imposed at that time, it is now generally preferred over education in other mediums due to its global importance and recognition. English education is a crucial subset of modern day education system.

CONTEMPORARY REALITY

The power associated with English education in contemporary India has exponentially increased. Salman Rushdie argues in *'Commonwealth Literature' Does Not Exist* that the present-day preeminence of English language and English education is the result of the primacy of The United States of America besides the evident impact of the British legacy. English education is

now a passport for individuals to prestigious positions in government jobs as well as the corporate culture.

Fluency in English is synonymous with accessible opportunities in metropolitan cities. Due to growing population in a country with limited opportunities, communication in English is inevitably important. In *Decolonising The Mind*, Thiong'o mentions that while he was admitted to one of the best universities solely due to his fluent English, one of his academically bright friends was denied admission only because he had secured poor marks in English. The same is true in modern day India. Only a few entrance examinations to reputed universities are available in Hindi and other languages. The medium of instruction in various educational institutions is invariably English.

Interestingly, although India's struggle for freedom included the boycott of imposed foreign culture and goods in an attempt to preserve the indigenous tradition, the makers of the Indian constitution decided to compose the legal document in English. Today, some companies expect even employees occupying mediocre positions to be proficient in the language. Some schools and colleges require the cleaning staff to use English in order to communicate with the students. The fact that its usage is gradually spreading across all social classes hints at its gradual success as a commonly spoken language of India.

There exists a rather ambiguous relationship between India and English language and culture. Widespread usage of English in signboards, posters, and advertisements have somehow transformed the country into altogether system of values. Most metropolitan cities have embraced English as a means to connect across larger networks. The modifications in the usage of English in accent, pronunciation and innovative translations of words taken from vernacular languages have evoked a sense of 'Indianness' amidst the public. The subtle presence of the language in small towns and villages even in the minutest possible way (for instance, on the packets of chips of foreign brands) serves to endorse its usage.

However, one wonders whether English will ever be more than a 'second language' in reality. Though the language might seem ever-present, it is possible that it contributes to the widening gap between people belonging to different strata of the society by acting as a constant

reminder of their failure to converse in English. Despite the stiff competition, English-speaking population is fairly low in India.

ENGLISH EDUCATION IN ACADEMIA AND POPULAR CULTURE

The dominance of English in the 'literary' world is unmistakable. The language has surpassed territorial boundaries and invaded the local population of innumerable regions to establish its supremacy. It has become a thread that links people, organisations, and countries globally. The medium of communication in prestigious global platforms and conferences is generally English. Its global importance is one of the factors why it is considered necessary for advancement in career opportunities and networking with larger social groups.

The status of English in the academic and 'literary' world is immense. Most reputed schools and universities use English medium for interaction purposes. Educational institutions with other languages as media of instruction are often looked down upon. Most management consultancies, insurance companies and law firms employ candidates proficient in English. Thus, there exists a direct proportionality between expertise in English and reputed job profiles as well as increased possibility of promotion in multiple industries.

English education is also a license for economically progressive families to migrate for upward mobility in the financial sphere. The possibility of climbing up the ladder of hierarchy acts as a propelling factor to incentivise individuals and families to consider the idea of migration. Desire for possible financial upliftment often translates migration into a reality.

Besides, English education is extremely fluid. In the contemporary times, English language has adopted several nuances borrowed from the Indian culture to produce an appropriate quality of education keeping in mind the background of the people. Spoken English utilised by Indians emanates a certain type of 'Indianness.' The incorporation of slangs and the addition of words having their origin in vernacular languages like Hindi have transformed English from a foreign language to a language widely utilised in the popular culture. The alienation associated with English language and education has vastly faded in most cities with the passage of time due to its growing importance.

The idea of English education being a common reality, however, remains far-fetched in the present scenario. Indian population factors in people from all social and economic backgrounds; the prevalence of poverty and the limited opportunities available to people due to their social or economic identities make it difficult to imagine easy accessibility to English education.

English education is, to a certain extent, crucial in glorifying the West. Primary importance is given to the history, geography, and literature associated with European and American regions. This can paint a false picture in young minds by colouring the outside world as a flawless alternative to our “ordinary” and “inconsequential” existence. The hegemony of English education can also contribute to the growing decline of other languages and cultures. Preserving cultural and traditional aspects associated with the national identity can thus become difficult.

Though literature in English by Indian authors is receiving global readership, most works remain at the periphery in comparison to works by American and English authors. Moreover, the rising demand to write in English is posing a threat to literature produced in other languages. Anita Desai's *In Custody*, for instance, discusses the decline and eventual fall of Urdu language in a fictional setting. While the novel oscillates between the influence of Hindi and the Partition of India to address the dilapidated state of Urdu, scholars often critique her attempt to bring to light the decline of the usage of Urdu in the contemporary times by writing in English.

CONCLUSION

Today, English education is not merely a symbol of colonial vestige of power; nor is it a mere means to create and diversify new spaces of thought and expression. While it appropriates older traditions of thought, it also encapsulates a new world away from the divisive politics of the contemporary era. English has taken into account multiple dialects from different countries to produce a global language enveloping local traditions across the world. The usage of common slangs has made it an easier channel for communication. Transcription as well as incorporation

of derivatives from regional languages has metamorphosed the “foreign” language into one of our own. English education is thus a widely accepted part of the educational sector in India.

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भारत के आधुनिक परिदृश्य में डिजिटल शिक्षा

प्रोफेसर डॉ० वीरेन्द्र सिंह
 प्राचार्य, दिगम्बर जैन कॉलिज
 बड़ौत, ;बागपतद्ध
 डॉ० किरन गर्ग
 असि० प्रो० ;बी० एड० विभागद्ध
 दिगम्बर जैन कॉ लि०, बड़ौत, ;बागपतद्ध

सारांशिका-

इन्टरनेट, मोबाईल फोन, मोबाईल एप्लिकेशन, टैबलेट, लैपटॉप और अन्य आधुनिक उपकरणों के विकास के कारण आज की दुनिया की अधिक से अधिक वस्तुएँ डिजिटल हो रही है। भारत के महानगरों और अन्य शहरों की शिक्षा प्रणाली भी काफी हद तक आधुनिकीकृत हो गई है, जिससे डिजिटलीकरण के लिए एक नया आयाम निर्मित हो गया है। डिजिटल शिक्षा कई अन्तर्राष्ट्रीय स्कूलों के साथ-साथ भारत की पारम्परिक शिक्षा प्रणाली में अपनी जगह बना रही है और पारंपरिक कक्षा प्रशिक्षण का स्थान ले रही है। राष्ट्रीय शैक्षिक संसाधनों के राष्ट्रीय भण्डार स्कूल शिक्षा और शिक्षक शिक्षा के सभी स्तरों पर सभी डिजिटल और सम्बन्धित योग्य संसाधनों को एक साथ लाने के लिए एक पहल है। स्कूल शिक्षा और उच्च शिक्षा के लिए विभिन्न ऑनलाईन पाठ्यक्रमों की पात्रता हेतु एक विशाल ऑपन ऑनलाईन पाठ्यक्रम इग्नू के सौजन्य से ;डब्ल्यू मंच शुरू किया गया। राष्ट्रीय चैनलों के माध्यम से शैक्षिक ई-सामग्री के संवर्णन के लिए उपग्रह संचार प्रौद्योगिकियों के उपयोग के लिए 'स्वयं प्रभु' डीटीएच-टीवी कार्यक्रम शुरू किया गया है। इसका मुख्य उद्देश्य है - 'वही देश है समृद्धिशाली, जहाँ का युवा हो प्रभावशाली।'

मुख्य शब्द- डिजिटल शिक्षा, प्रौद्योगिकी, इन्टरनेट, प्रशिक्षण, मीडिया

प्रस्तावना-

वह दिन गुजर गए है, जब कक्षा में प्रशिक्षण पाठ्य पुस्तकों द्वारा कराया जाता था। शिक्षक अपनी बातों को समझाने हेतु श्यामपट का प्रयोग करते थे, और छात्र उन मुख्य बिन्दुओं एवं शब्दों को अपनी कॉपियों पर लिखते थे। अधिकतम ;सीखनेद्ध के लिये छात्र परम्परागत रूप से कार्य आधारित तरीकों के लिये शिक्षकों पर आश्रित रहते थे और लिखने और याद करने पर अधिक ध्यान केन्द्रित करते थे। आजकल डिजिटल शिक्षण जैसे-पीपीटी, वीडियो प्रस्तुतियों, ई-लर्निंग विधियों, अभ्यास

सम्बन्धी प्रदर्शन, ऑनलाईन प्रशिक्षण और अन्य डिजिटल पद्धतियों एवं प्लेटफार्मों या स्टेशनों के उपयोग के साथ कक्षा में शिक्षण अत्यधिक संवादात्मक हो गया है। 21वीं सदी के समय जबकि सम्पूर्ण विश्व में शैक्षिक वैशवीकरण एक बड़े बदलाव की दिशा में बढ़ चुका है उस समय में भी भारत के शैक्षिक संस्थानों में अव्यावहारिक शिक्षा प्रणाली, शिक्षकों की कमी और निजी शिक्षण संस्थानों की भारी भरकम फीस के कारण शिक्षित बेरोजगारों की संख्या बढ़ रही है। ऐसे समय में ऑनलाईन शिक्षा एक ऐसे शैक्षिक मॉडल के रूप में विकसित हो रही है। जिसने सम्पूर्ण विश्व को शिक्षा के एक पारम्परिक मॉडल पर विचार करने को मजबूर कर दिया है। वास्तव में भारतीय विश्वविद्यालयों में अच्छे शिक्षकों और छात्र तो हैं, लेकिन आज भी इन संस्थानों में डिजिटल माध्यमों पर शिक्षकों की उपलब्धता की कमी, धीमी कार्यप्रणाली और प्रायोगिक शिक्षण से अधिक किताबी शिक्षा पर अधिक बल देने जैसी कमियाँ देखी जा रही है। ऐसे समय में शिक्षा के सेल्फ फेस मॉडल की आवश्यकता है जो कि केवल ऑनलाईन क्लासरूम, स्मॉल प्राइवेट ऑनलाईन कोर्स और ;डब्ल्यूडब्ल्यू मॉक जैसी तकनीकी से ही विकसित किया जा सकता है।

कॉलिज डिसरप्टेड: द ग्रेट अनबंडलिंग ऑफ हायर एजुकेशन किताब के लेखक रेयान कृग के अनुसार – एक दिन छात्र खुद समझने लगेंगे कि उन्हें अब नौकरी पाने के लिए डिग्री की जरूरत नहीं है। भविष्य में ऑनलाईन कोर्सेज और सेल्फ प्रेस मॉडल शिक्षा के पारम्परिक मॉडल को अप्रासंगिक कर देगा। इसकी शुरुआत 2020 से ही हो सकती है। इन सबके मध्य ही चौथी औद्योगिक क्रांति की दिशा में हो रहे परिवर्तन अब डिजिटल और फिजिकल के बीच की दूरी कम करने लगे हैं। इसी परिवर्तन की श्रृंखला में इंटरनेट स्पीड के लिए वाई-फाई की जगह लाई-फाई जैसी तकनीकी के कई परिवर्तन गेमचेन्जर शामिल हो सकेंगे।

वर्तमान परिदृश्य में ई-शिक्षा बदलते भारत की गूँज भारतीय भूगोल की सीमा लांघ चुकी है। गाँवों में बसने वाला भारत अब ई-क्रान्ति का अग्रदूत बनने की राह पर है। इसको अब सेल्फ पेस मॉडल की ओर ले जाना जरूरी लगने लगा है। जहाँ कि हमें अधिक से अधिक ई-मेटिरियल, ऑनलाईन कोर्स, कॉन्टेंट, वीडियो और ओडियो लेक्चर अवलम्बन और प्रायोगिक प्रशिक्षण की सुविधाएँ मिल सकें। उदाहरण के लिए 351 सिटी, एमेजॉन, मर्सडीज और गुगल जैसी कम्पनियों के साथ मिलकर अपने ऑनलाईन कोर्स नैनो डिग्री के माध्यम से छात्रों के वार्षिक समय में ऑर्टिफिशियल, टेलिफेंस, एम आई ओ एस या एंज़ॉयर्ड डवलपमेंट जैसे क्षेत्रों में डिग्री देना शुरू किया है।

डिजिटल शिक्षा से लाभ कैसे मिलता है?

- **संवादात्मक:** डिजिटल शिक्षा के जरिए कक्षाओं का शिक्षण अधिक रुचिदायक और संवादात्मक बन गया है। बच्चे इस पर अधिक ध्यान दे रहे हैं। वह न केवल इसे सुन रहे हैं, बल्कि इसे स्क्रीन पर देख भी रहे हैं, जिससे उनके सीखने की क्षमता में काफी वृद्धि हो रही है। ध्वनियों और दृश्यों के माध्यम से बच्चों आसानी से सीख रहे हैं।
- **विवरणों पर ध्यान देना:** संवादात्मक ऑनलाइन प्रस्तुतीकरण या संवादात्मक स्क्रीन के माध्यम से व्यावहारिक सत्र में शैक्षणिक सामग्री छात्रों को विवरणों पर औ अधिक ध्यान देने में मदद करती है, जिससे वे अपनी गतिविधियों को अपने बल से पूरा करने में सक्षम होते हैं।
- **शीघ्र समापन:** पेन और पेंसिल की बजाय टैब, लैपटॉप या नोटपैड के उपयोग की सहायता से बच्चे अपने कार्यों को कम समय में पूरा कर लेते हैं।
- **शब्दावली:** सक्रिय ऑनलाइन स्क्रीन की सहायता से छात्र अपनी भाषा कौशल में सुधार कर लेते हैं। ई-बुक से या ऑनलाइन अध्ययन सामग्री के जरिए वे नए शब्द सीखते हैं और अपनी शब्दावली का विस्तार करते हैं।
- **अपनी क्षमता से सीखें:** कई बार, एक छात्र अपने शिक्षक से कक्षा में प्रशिक्षण के दौरान, प्रश्न पूछने से झिझकता है। लेकिन डिजिटल शिक्षा के माध्यम से भले ही वह एक बार में कुछ भी न समझ पाए, फिर भी वह अपनी दुविधा को मिटाने के लिए रिकॉर्डिंग सत्र में शामिल हो सकते हैं। प्रौद्योगिकी एक छात्र को उनकी योग्यता के अनुसार सीखने में मदद करती है।
- **उपयोगकर्ता के अनुकूल:** डिजिटल शिक्षा के बारे में सबसे अच्छी बात यह है कि यह उपयोगकर्ता के अनुकूल है। आप कहीं भी हों, आप अपने पाठ्यक्रम को बहुत आसानी से पढ़ सकते हैं। आप यात्रा के दौरान भी सीख सकते हैं। यहाँ तक कि किसी कारणवश अगर आप कुछ दिन कक्षा में उपस्थित नहीं हो पाएंगे हैं, फिर भी आप स्कूल की वेबसाइट से कक्षा की सामग्री और फाइल डाउनलोड कर सकते हैं।
- **अपने आप सीखें:** इसके अलावा, आजकल ऑनलाइन अध्ययन सामग्री आसानी से उपलब्ध है। यहाँ तक कि अगर पूरी शिक्षा प्रणाली डिजिटल रूप में नहीं है, फिर भी छात्र अपनी क्षमताओं के आधार पर डिजिटल सामग्री का लाभ उठा सकते हैं। इसलिए छात्र शिक्षक के

बिना भी अपने ज्ञान को बढ़ाने के लिए, विभिन्न विषयों के विशेष ऑनलाईन अध्ययन के अनुखंडों का उपयोग कर सकते हैं।

- बाह्य मार्गदर्शन: ऑनलाईन शिक्षा के साथ-साथ छात्र दूर के सलाहकारों और संकाय से मार्गदर्शन प्राप्त करने या प्रश्नों को हल करने के लिए उनकी सहायता प्राप्त कर सकते हैं। सर्वांगीण विकास के लिए डिजिटल इंडिया एकछत्रिय कार्यक्रम है। जो न केवल जनोपयोगी इलेक्ट्रॉनिक वितरण का मार्ग प्रशस्त करता है जोकि शिक्षा, स्वास्थ्य, प्रशासनिक सेवाओं आदि क्षेत्रों में भी अपार संभावित परिवर्तन लाने में सक्षम है।

डिजिटल शिक्षा के नुकसान हालांकि, डिजिटल शिक्षा के नुकसान भी हैं:

- महँगी: सबसे पहले, यह महँगी है। यही कारण है कि हम देखते हैं कि अधिकांश अंतर्राष्ट्रीय स्कूल और विद्यालय जिनमें शिक्षा डिजिटल है, नियमित स्कूलों की तुलना से अत्यधिक महँगे हैं।
- आधारभूत संरचना: डिजिटल शिक्षा का मतलब यह है कि आपको न केवल स्कूल में बल्कि घर में भी, विशेष रूप से सस्ते ब्रॉडबैंड में उचित आधारभूत संरचना की आवश्यकता है।
- कोई समय सारिणी नहीं: ऑनलाईन सीखने के लिए बेहतर प्रबंधन और कठोर योजनाओं की आवश्यकता होती है, जबकि पारंपरिक कक्षा प्रशिक्षण में सब कुछ एक निश्चित समय सारिणी के अनुसार होता है।
- रचनात्मक क्षमताओं की कमी: इंटरनेट पर सभी जवाब आसानी से प्राप्त हो जाते हैं, जिससे बच्चों की रचनात्मक क्षमता में कमी आती है।
- अध्ययन में आलसी दृष्टिकोण: यह खराब अध्ययन की आदतों को जन्म दे सकता है, जिससे बच्चों में आलसी दृष्टिकोण का विकास हो सकता है। डिजिटल शिक्षा बच्चों के पढ़ाई के बुनियादी तरीके को भुला सकती है। यहाँ तक कि बच्चे अब साधारण समस्याओं और होमवर्क को भी नेट की सहायता से करते हैं।
- सुरक्षा: अंतिम लेकिन किसी से कम नहीं, ऑनलाईन होने का मतलब यह नहीं है कि आपका बच्चा केवल अध्ययन सामग्रियों को नेट पर तलाश करता रहे। इसमें बहुत सारी चीजे ऐसी है जो बच्चों के लिए अच्छी नहीं हैं, वह उन तक पहुँच सकती हैं।

इसलिए डिजिटल शिक्षा से फायदा और नुकसान दोनों हैं। इसलिए, जब भी छात्र ऑनलाईन तकनीक का उपयोग करने जा रहे हों, उस समय उनके माता-पिता और शिक्षकों द्वारा उन्हें ठीक से निर्देशित किया जाना चाहिए। डिजिटल इंडिया के दौर में ऑनलाईन शिक्षा की ओर बढ़ते कदम गूगल और झूठ की ताजा रिपोर्ट के अनुसार देश में ऑनलाईन शिक्षा बाजार 52: वार्षिक दर से तेजी से विस्तार कर रहा है। साल 2016 में देश में ऑनलाईन शिक्षा बाजार की वैल्यू 25 करोड़ डॉलर की उम्मीद है कि भारत में 2021 तक ऑनलाईन शिक्षा का बाजार 196 करोड़ डॉलर का होगा। भारत में कई स्तरीय शिक्षा व्यवस्था है।

उच्च शिक्षा सर्वे के अनुसार देश में 15 लाख स्कूल और 39 हजार कॉलेज हैं। इनमें 26 करोड़ बच्चे स्कूलों में और 2.75 करोड़ छात्र अंडर ग्रेजुएट शिक्षा हासिल कर रहे हैं। देश में पढ़ने वाला पोस्ट ग्रेजुएट छात्रों का लगभग आंकड़ा 140 लाख है। इतनी बड़ी शिक्षा व्यवस्था के बीच देश में तेजी से ऑनलाईन शिक्षा की ओर कदम बढ़ रहे हैं। **‘नई सुबह की भोर, नव निर्माण की ओर’**

निष्कर्ष: हमें आधुनिक परिदृश्य के दृष्टिकोण को ध्यान में रखते हुए देश में कुछ ऐसे परिवर्तनों की आवश्यकता है। जिससे युवाओं को देश के विकास और समृद्धि की दिशा में काम करने को शिक्षित किया जा सके। इसके लिए मानव संसाधन मंत्रालय को डिजिटल शिक्षा के प्रति जागरूक रहना होगा। इसके लिए सरकार को रिसोर्स कार्यक्रम को शुरू करने की योजना बनानी होगी जिससे कि शिक्षा के लिए डिजिटल डाटा को छात्रों और शिक्षकों के अनुकूल बनाने में संसाधन निर्मित किये जा सकें। इसके साथ ही समाज के गरीब वर्ग के बीच में भी मोबाईल लर्निंग से जुड़ने के संसाधन उपलब्ध कराने होंगे जिससे कि छात्रों को टेक्नोफ्रेंडली बनाया जा सके। ऐसे में सरकार को विश्व विद्यालयों और ऑनलाईन स्टार्टएप्स के साथ आना होगा जिससे कि बाजार की आवश्यकतानुसार शिक्षा के कार्यक्रम बनाए जा सकें और इसके साथ ही शार्ट टर्म डिप्लोमा और नैनो डिग्री कार्यक्रमों की शुरुआत की भी अनुमति देनी होगी जिससे कि प्रधानमन्त्री महत्वाकांक्षी योजनाओं डिजिटल इंडिया, स्किल इंडिया और इंडिया और मेक इन इंडिया को एक गति प्रदान की जा सके। **‘मेक इन इंडिया, युवा शान्ति का आईना’** इंटरनेट से जुड़ रहे हैं, विकसित भारत के सपने बुन रहे हैं।

सन्दर्भ –

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"जनपद बुलन्दशहर के माध्यमिक विद्यालयों में अध्ययनरत् छात्रों के पारिवारिक अनुशासन एवं वातावरण का उनकी शैक्षिक उपलब्धि पर प्रभाव का एक अध्ययन"

श्रीमती कविता रानी

सहायक प्रवक्ता, शिक्षा संकाय

डा० सन्दीप कुमार

सहायक प्रवक्ता, शिक्षा संकाय

श्यामलाल सरस्वती महाविद्यालय, शिकारपुर, बु०शहर

प्रस्तावना

बालक की प्रथम पाठशाला उसका परिवार होता है और प्रथम अध्यापिका उसकी माता मानी जाती है। बालक के व्यक्तित्व और शैक्षिक उपलब्धियों पर उसके पारिवारिक वातावरण, माता-पिता के आपसी सम्बन्ध तथा बालकों के साथ उनके व्यवहारों का सीधा प्रभाव पड़ता है। इस दिशा में किये गये विभिन्न शोध कार्यों से उपयुक्त मान्यता एक तथ्य के रूप में स्थापित होती है कि घर में अभिभावक बालकों को जिस प्रकार के अनुशासन में रखेंगे बालकों का व्यक्तित्व उससे प्रभावित होता है जिसका प्रभाव उनकी शैक्षिक उपलब्धियों पर भी अवश्य पड़ता है।

सामान्य रूप से प्रत्येक घर के बालकों के साथ विभिन्न प्रकार के व्यवहार, उनको अनुशासन में रखने के लिए करते हैं। विशेष रूप से तीन प्रकार के अनुशासन विचारधाराओं को प्रयोग में लाया जाता है—

1. एकाधिकारवादी विचारधारा
2. जनतान्त्रिकवादी विचारधारा
3. हस्तक्षेप रहित विचारधारा

शिक्षाविदों के अनुसार अनुशासन की ये विचारधाराएँ अध्यापकों तथा अभिभावकों दोनों के लिए लागू होती हैं। परन्तु बच्चों के दृष्टिकोण से अभिभावकों द्वारा लागू की गयी अनुशासन प्रणाली महत्वपूर्ण है। एक ओर अध्यापक उस अनुशासन प्रणाली का पालन करता है

जो कि प्रशासनिक दृष्टिकोण से अधिक उपयोगी हो, तो दूसरी ओर अभिभावक उस प्रणाली का पालन करते हैं जो उनके घर की व्यवस्था को सुचारू बनाये रखने तथा बालकों के विकास की दृष्टि से उपयोगी हों। यद्यपि दोनों का उद्देश्य अपने-अपने तरीकों से बालकों का विकास करना ही है। इस सन्दर्भ में कुछ अभिभावकों का ध्यान पूरे परिवार की व्यवस्था पर अधिक होता है।

भारतीय संस्कृति में तो बालक को बड़ा गौरवमयी स्थान दिया गया है, परन्तु भारतीय परिवारों में बालकों को एक औसत सम्मान की दृष्टि से ही देखा जा सकता है। अधिकतर परिवारों में अभिभावक बालक को बात-बात पर झिझकते, गालियाँ देते और मार-पीट तक भी करते हैं इस प्रकार के दमनात्मक व एकाधिकारात्मक व्यवहार से बालक के मन पर बुरा प्रभाव पड़ता है, वह अर्न्तमुखी हो जाता है और जिन कार्यों से उसको माता-पिता रोकते हैं उनको वह स्वप्नों, दिवास्वप्नों और कल्पनाओं से पूरा करता है। माता-पिता की अवहेलना और प्रताड़ना से बालक अर्न्तमुखी तो बनता ही है उसके साथ-साथ बालक दबंग और उददण्डी भी बन सकता है। बालक में स्वतन्त्र रूप से निर्णय करने की योग्यता का समुचित विकास नहीं हो पाता है, जो कि वयस्क आयु में जीवन संघर्ष में अत्यन्त आवश्यक होता है। यदि बालक अपने कार्यों में वस्तुओं का चुनाव स्वयं करें, स्वयं निश्चित करें कि उसे क्या खाना है, क्या पहनना है, कौन-सी पुस्तक पढ़नी है आदि तो उसमें स्वतन्त्र निर्णय करने की शक्ति या प्रवृत्ति उत्पन्न होती है, परन्तु यदि यह सब उसके माता-पिता निश्चित करें तो उसे अपनी निर्णय शक्ति के उपयोग करने का अवसर नहीं मिलता। इस प्रकार माता-पिता द्वारा अत्यधिक फटकारे जाने वाले बालकों को जीवन में विभिन्न प्रकार की सामाजिक, व्यवहारिक समस्याओं का सामना करना पड़ता है। इसके साथ अभिभावक बच्चों को आवश्यकता से अधिक दुलार करते हैं वे बच्चे भी अधिक बर्हिमुखी होने के साथ माता-पिता पर अधिक निर्भर हो जाते हैं और इस प्रकार उनका विकास भी पूरी तरह नहीं हो पाता है।

इस प्रकार माता-पिता द्वारा अत्यधिक फटकारे जाने वाले और अत्यधिक प्यार किए जाने वाले दोनों प्रकार के बालकों में व्यक्तित्व की उलझनें उत्पन्न हो जाती हैं व्यक्तित्व की उलझनों को दूर करने के उद्देश्य से आचरण चिकित्सालयों में लाये गये बालकों में बहुत से

बालकों की व्यक्तित्व सम्बन्धी कठिनाईयों का कारण उनके प्रति उनके माता-पिता का व्यवहार ही होता है। इसी प्रकार जो अभिभावक अपने बच्चों को जरूरत से ज्यादा स्वतन्त्रता प्रदान करते हैं, उन बच्चों के उद्दण्डी बनने की पूरी सम्भावना रहती है जो उसके भविष्य के लिए नुकसानदेह होती है।

अतः माता-पिता को बालक के साथ एक प्रकार का सन्तुलित व्यवहार करना चाहिए जिससे बालक का सन्तुलित विकास हो सके और उसकी शिक्षा व्यवस्था पर भी उसका सकारात्मक प्रभाव पड़े।

सिगमण्ड फ्रायड ने इस विषय में तादाम्य के तत्व पर बड़ा जोर दिया है। माता-पिता बालक से अधिक शक्तिशाली कार्यश्रम होते हैं। अतः बालक के सामने वे एक आदर्श के समान होते हैं बालक उन जैसा बनना चाहता है। इस प्रकार बालक माता-पिता में किसी के भी व्यक्तित्व के साथ अपने से तादाम्य स्थापित कर लेता है।

भारतीय संस्कृति की गतिशीलता ने परिवार के प्रतिमानों में अनेक महत्वपूर्ण परिवर्तन किए हैं। गाँवों की अपेक्षा शहरों के परिवार अधिक छोटे होते जा रहे हैं। इसके साथ ही पिछले पचास वर्षों की अपेक्षा अब रिश्तेदारों के आपसी सम्बन्ध भी दुर्बल होते जा रहे हैं। बालकों पर भी अब परिवार का उतना नियन्त्रण नहीं रहा है जितना होना चाहिए, क्योंकि परिवार के बड़े-बड़े सदस्यों को न अपने काम से फुरसत है न अब उनके बालकों के प्रति वह पुराने मूल्य रह गये हैं और न ही बालक बुजुर्गों की सुनते हैं। बालकों के पालन पोषण में अब पिता का कार्य पहले की तरह से कुछ अधिक हो गया है। बालक को प्रशिक्षण न अब सही ढंग से घर पर मिलता है और न ही उन्हें स्कूल से ही सही प्रशिक्षण मिल रहा है।

व्यवसायिक गतिशीलता अधिक होने के कारण अब परिवार की संरचना बदलती जा रही है। बालकों की शिक्षा की ओर माता-पिता अब अधिक चिन्तित रहते हैं, इसका एक कारण बेरोजगारी व सुविधाओं का अभाव है। बालकों की शिक्षा की ओर माता-पिता ध्यान अवश्य देते हैं परन्तु उनमें निराशा इस बात की रहती है कि क्या पढ़ने लिखने के बाद बच्चों

को कोई नौकरी मिल सकेगी। इस प्रकार पारिवारिक सम्बन्धों में इन परिवर्तनों का मुख्य कारण औद्योगिकरण, नगरीयकरण, बेरोजगारी, सुविधाओं का अभाव तथा पाश्चात्य संस्कृतियों का प्रभाव आदि कुछ प्रमुख कारण हैं जिन्होंने पारिवारिक मूल्यों को बदलने में अपना सहयोग दिया है मूल्यों में परिवर्तन के कारण अब परिवार का संगठन और वातावरण आदि सब कुछ पहले से अधिक भिन्न हो गया है।

आधुनिक जीवन की जटिलता के कारण हमारा जीवन सरल नहीं रह पाया। इसके ऊपर अनेक दबाव हैं, जो हमारे अन्दर तनाव की स्थिति उत्पन्न कर देते हैं। हमारे लिए मुख्य कार्य यह रह जाता है कि हम तनावों को कम करें चाहें इसके लिए हमें ऐसे कार्य भी करने पड़ें जो कि अन्य व्यक्तियों के लिए या समाज के लिए अनुचित हों। किशोरावस्था के प्रारम्भ होते ही बालक अभिभावक सम्बन्धों में असमायोजन प्रारम्भ हो जाता है। किशोरावस्था में किशोर की आयु बढ़ने के साथ-साथ सम्बन्धों में असमायोजन बढ़ता ही चला जाता है सम्बन्धों के असमायोजन में बालक और अभिभावक दोनों का योगदान रहता है। बहुधा देखा गया है कि अभिभावक इस अवस्था के किशोरों के साथ भी वैसा ही व्यवहार करते हैं जैसा कि बाल्यावस्था में उनके साथ करते थे। अभिभावक बालक से बहुत उच्च आशायें रखते हैं परन्तु व्यवहार उनके साथ ऐसा करते हैं जैसे वह बहुत छोटा बच्चा हो। इस अवस्था में किशोरों से अभिभावकों की यह शिकायत रहती है कि बालक अपने उत्तरदायित्वों का निर्वाह नहीं करते हैं।

डूवेल, लेविस व पावेल, 1965 द्वारा यह तथ्य प्रकाश में आया है कि अभिभावक और बालकों के सम्बन्धों में असमायोजन उस सीमा पर होता है जब किशोरों की आयु लगभग चौदह से पन्द्रह वर्ष तक रहती है। इस प्रकार के आंकड़े प्रमुख भारतीय शिक्षाविद् कुप्पूस्वामी को भी प्राप्त हुए। बहुधा बच्चों का सम्बन्ध पिता की अपेक्षा माता से अधिक होता है क्योंकि माता, पिता की अपेक्षा घर में अधिक रहती है इस प्रकार माता को बच्चों के साथ समय व्यतीत करने का अवसर पिता की अपेक्षा ज्यादा समायोजित रहते हैं। परन्तु किशोरावस्था में परिवर्तनों के साथ समायोजन में भी परिवर्तन आता है। जिससे बालक पिता की अपेक्षा माता

से बहुत अधिक असमायोजन एक आयु तक ही रहता है तथा आयु बढ़ने के साथ ही इसमें सुधार होता जाता है। पारिवारिक अनुशासन प्रणाली शहरी एवं ग्रामीण क्षेत्र में अलग-अलग होती है। भारतीय ग्रामों में आज भी संयुक्त परिवार तथा एकाधिकारवादी पारिवारिक अनुशासन प्रणाली का बोलबाला है। शहरी क्षेत्रों में अधिक जनतान्त्रिक व हस्तक्षेप रहित पारिवारिक वातावरण देखने को मिलता है, उसके अतिरिक्त लड़के व लड़कियों के प्रति भी माता-पिता के अनुशासनिक दृष्टिकोण अलग-अलग पाये जाते हैं। गांवों में माता-पिता का अनुशासनिक दृष्टिकोण लड़कियों के प्रति अधिक बन्धनयुक्त व कठोर रखा जाता है। यद्यपि शहरी क्षेत्रों में यह दृष्टिकोण उतना कठोर नहीं है अतः लड़कियों की अपेक्षा लड़कों और अभिभावकों के सम्बन्ध में तनाव और असमायोजन शीघ्र और अधिक उत्पन्न होता है जिसका अन्दाजा वर्तमान में होने वाली घटनाओं से लगाया जा सकता है। अभिभावकों और बच्चों के सम्बन्ध उस अवस्था में मधुर रह सकते हैं जब अभिभावक अपने बालकों को बच्चा न समझकर उनकी आयु के अनुसार व्यवहार करें।

संक्षेप में भारतीय पारिवारिक अनुशासनिक व्यवस्थाओं में पिछले 50 वर्षों में अत्यधिक परिवर्तन आया है। पुरातन एकाधिकारवादी अनुशासन का स्थान आज जनतान्त्रिक व हस्तक्षेप रहित व्यवस्थाएँ ले रही हैं। लड़के व लड़कियों के प्रति माता-पिता के व्यवहारों में भी परिवर्तन दृष्टिगोचर हो रहा है। इन परिवर्तनों से किशोर बच्चों पर अच्छा प्रभाव पड़ रहा है। बच्चों का व्यक्तित्व व उपलब्धियाँ जनतान्त्रिक पारिवारिक व्यवस्था में अच्छी उभरती हुई प्रतीत होती हैं, एकाधिकारवादी व हस्तक्षेप रहित में नहीं।

प्रस्तुत शोध का महत्व :-

प्रस्तुत शोध शैक्षिक, मनोवैज्ञानिक व सामाजिक दृष्टि से बहुत महत्वपूर्ण है। निम्नांकित पंक्तियों में इसकी महत्ता पर प्रकाश डाला गया है।

प्रस्तुत शोध शैक्षिक दृष्टि से अत्यन्त महत्वपूर्ण है, शिक्षा वह प्रक्रिया है जो बच्चों में वांछित व्यवहार उत्पन्न करती है इन वांछित व्यवहारों को उत्पन्न करने के लिए

औपचारिक व अनौपचारिक साधनों का प्रयोग किया जाता हैं परिवार को शिक्षा का एक अनौपचारिक साधन माना गया है। बच्चा एक छोटे पौधे की भांति होता है। उसे फलने-फूलने के लिए जितना खुला व स्वभाविक वातावरण मिलेगा वह उतना ही अच्छा पुष्पित पल्लवित होगा, परन्तु बच्चे मात्र पौधे ही नहीं होते हैं, विशेष रूप से किशोरावस्था के आस-पास, वह स्वयं भी चलते हैं, निर्णय लेते हैं, वे अनुशासनिक व्यवस्थाओं का प्रयोग करते हैं। जैसे एकाधिकारवादी, जनतान्त्रिक व हस्तक्षेप रहित अनुशासनिक व्यवस्था। शोध में यह स्पष्ट करने की कोशिश की गयी है कि हमारे परिवारों में आजकल किस प्रकार की अनुशासनिक व्यवस्था प्रचलित है तथा उसका बच्चों की शैक्षिक उपलब्धि पर कैसा प्रभाव पड़ रहा है। बच्चों के व्यवहारों पर उसके व्यक्तित्व पर तथा शैक्षिक उपलब्धियों पर पारिवारिक वातावरण का बहुत अधिक प्रभाव पड़ता है। बालक के व्यक्तित्व का सर्वांगीण विकास करने के लिए स्वतन्त्रता परम आवश्यक है। इसके बिना बालक की व्यक्तिगत रुचियों, रुझानों, आवेगों तथा उनकी शारीरिक, मानसिक, नैतिक, कलात्मक एवं सौन्दर्यात्मक शक्तियों का विकास नहीं हो सकता। प्रायः यह देखा गया है कि जब बालक को किसी अति नियन्त्रित वातावरण में रखकर उसे क्रिया करने के लिए बाध्य किया जाता है तो वह क्रिया उसके लिए एक कठिन कार्य बन जाती है। वह उस क्रिया को बाह्य बल के भय से करता तो अवश्य है, परन्तु उसे उस क्रिया के करने में कोई प्रसन्नता नहीं होती। इसके विपरीत यदि बालक को उसकी इच्छानुसार किसी क्रिया को करने की स्वतन्त्रता दे दी जाये तो वह उस क्रिया को खेल समझकर प्रसन्नतापूर्वक करता रहता है। इससे उसे स्वतन्त्र चिन्तन के अवसर मिलते हैं और उसमें पहलकदमी एवं निडरता आदि गुणों का विकास होता रहता है।

एक घर जिसका वातावरण एकतन्त्रपूर्ण एकाधिकारवादी, रोब-दोब व डाट-डपट से भरपूर हो वह बच्चे के विकास की दृष्टि से अच्छा नहीं माना जाता है। परिवार में जनतान्त्रिक वातावरण ही बच्चे में वांछित परिवर्तन ला सकता है। बहुत खुलापन व हस्तक्षेपरहित वातावरण भी बच्चे के लिए हानिकारक हो सकता है। इस शोध कार्य में विभिन्न

पारिवारिक, अनुशासनिक व्यवस्थाओं का बच्चों की शैक्षिक उपलब्धियों पर पड़ने वाले प्रभावों का अध्ययन किया गया है तथा स्पष्ट शोध के निष्कर्ष मनोविज्ञान के क्षेत्र में ज्ञान वृद्धि करेंगे।

यह शोध कार्य सामाजिक दृष्टि से भी महत्वपूर्ण है। आज जनतन्त्र का सर्वस्व बोलबाला है। जैसी सामाजिक शासन व्यवस्था होगी, वैसी ही पारिवारिक व्यवस्था भी होती है। आजादी से पूर्व भी समाज में राजशाही व एकाधिकारवादी व्यवस्था का बोलबाला था। परन्तु आज मानवतावाद व जनतन्त्र की अधिकता है। आधुनिक व्यवस्थाएँ व्यक्ति व समाज के विकास की दृष्टि से अधिक हितकारी सिद्ध हो रही हैं। बच्चे को पूर्ण रूप से विकसित होने के लिए स्कूल व घर में खुला व उचित वातावरण मिलना चाहिए घर में उसे माता-पिता के साथ विचार विमर्श करने की छूट होनी चाहिए। आज के विकसित कल के विकसित नागरिक होंगे, जिससे विकसित समाज व विकसित देश का निर्माण होगा। वैसे भी आज यह सामान्य रूप से अनुभव किया गया है कि बच्चे मानसिक रूप से अधिक विकसित हैं। इस शोध कार्य में यह सम्बन्ध स्थापित करने का प्रयत्न किया गया है कि एकाधिकारवादी, जनतान्त्रिक व हस्तक्षेप रहित में से कौन सी अनुशासनिक व्यवस्था बच्चों के तथा शैक्षिक उपलब्धि व्यक्तित्व के विकास की दृष्टि से हितकर है।

पारिवारिक अनुशासन की अवस्थाएँ :-

नार्मन मेकन ने अपनी पुस्तक **The child's path of freedom** तथा एडम्स ने अपनी पुस्तक **Modern development in Educational practice** में विभिन्न दार्शनिक सिद्धान्तों के आधार पर निम्नलिखित तीन प्रकार के अनुशासन की चर्चा की है -

1. एकाधिकारवादी अनुशासन व्यवस्था या दमनात्मक अनुशासन व्यवस्था।
2. जनतान्त्रिक अनुशासन व्यवस्था या प्रभावात्मक अनुशासन व्यवस्था।
3. हस्तक्षेप रहित अनुशासन व्यवस्था या मुक्तयात्मक अनुशासन व्यवस्था।

1. **एकाधिकारवादी अनुशासन व्यवस्था :-** "वह अनुशासन व्यवस्था जिसमें बच्चों के भविष्य से सम्बन्धित समस्त निर्णय केवल अभिभावकों द्वारा लिये जाते हैं, एकाधिकारवादी अनुशासन व्यवस्था कहलाती है।"

2. **जनतान्त्रिक अनुशासन व्यवस्था :-** "जनतान्त्रिक अनुशासन व्यवस्था जिसमें बालकों के वर्तमान भविष्य से सम्बन्धित समस्त निर्णय अभिभावकों व बच्चों के बीच विचार विमर्श द्वारा लिये जाते हैं, जनतान्त्रिक अनुशासन व्यवस्था कहलाती है।"

3. **हस्तक्षेप रहित अनुशासन व्यवस्था :-** "वह अनुशासन व्यवस्था जिसमें बालकों के वर्तमान व भविष्य से सम्बन्धित समस्त निर्णय स्वयं बच्चे ही लेते हैं, तथा जिसमें माता-पिता का कोई खास रोल नहीं होता है। हस्तक्षेप रहित अनुशासन व्यवस्था कहलाती है।"

शैक्षिक उपलब्धि :-

फ्री मैन महोदय के अनुसार "शैक्षिक सफलता किसी विशेष अथवा विषयों के समूहों के ज्ञान, समझ, अवबोध अथवा दक्षता की माप प्रदर्शित करती है।" सामान्य शब्दों में विभिन्न शिक्षा संस्थाओं द्वारा निर्देशित पाठ्यक्रमों का अध्ययन कर उसके तथ्यों को ग्रहण करने की निपुणता की योग्यता के रूप में हम शैक्षिक उपलब्धि को परिभाषित कर सकते हैं। विभिन्न परीक्षाओं का आयोजन बालक की शैक्षिक उपलब्धि मापने के लिए ही किया जाता है और इसी के आधार पर बालकों को अग्रिम कक्षा में प्रवेश देने का निश्चय किया जाता है।

शैक्षिक उपलब्धि को प्रभावित करने वाले कारक :-

बालक की शैक्षिक उपलब्धि को बालक का वंशानुक्रम एवं वातावरण दोनों प्रभावित करते हैं। अधिक बुद्धिलब्धि वाले बालक की शैक्षिक उपलब्धि कम बुद्धिलब्धि वाले बालक से सामान्यतः अच्छी होती है। परन्तु यदि दो बालकों की बुद्धिलब्धि एक समान है तो इनमें से जिस बालक को अपेक्षाकृत उत्तम वातावरण प्राप्त होंगे उसकी शैक्षिक उपलब्धि निश्चिततः दूसरे बालक से अच्छी होगी। "शैक्षिक उपलब्धि से तात्पर्य छात्रों के द्वारा अर्जित ज्ञान, बोध, कौशल आदि योग्यताओं से मात्रात्मक अभिव्यक्ति से है अर्थात् बालकों ने जिस सीमा तक अपनी बौद्धिक योग्यताओं का विकास किया है यही उनकी उपलब्धि सूचक है।"

शोध अध्ययन का उद्देश्य :-

शोध अध्ययन के उद्देश्य निम्नांकित हैं -

1. छात्रों की शैक्षिक उपलब्धि पर एकाधिकारवादी अनुशासन व्यवस्था के प्रभाव का अध्ययन करना।
2. छात्रों की शैक्षिक उपलब्धि पर जनतान्त्रिक अनुशासन व्यवस्था के प्रभाव का अध्ययन करना।
3. छात्रों की शैक्षिक उपलब्धि पर हस्तक्षेप रहित अनुशासन व्यवस्था के प्रभाव का अध्ययन करना।

शोध अध्ययन की परिकल्पनायें :-

शोध कार्य हेतु निम्नांकित परिकल्पनायें हैं -

1. छात्रों की शैक्षिक उपलब्धि पर एकाधिकारवादी अनुशासन व्यवस्था का कोई सार्थक प्रभाव नहीं पड़ता।
2. छात्रों की शैक्षिक उपलब्धि पर जनतान्त्रिक अनुशासन व्यवस्था का कोई सार्थक प्रभाव नहीं पड़ता।
3. छात्रों की शैक्षिक उपलब्धि पर हस्तक्षेप रहित अनुशासन व्यवस्था का कोई सार्थक प्रभाव नहीं पड़ता।

शोध अध्ययन का सीमांकन :-

1. यह शोध अध्ययन मुख्यतः जनपद बुलन्दशहर के माध्यमिक विद्यालयों में सम्पन्न किया गया है।
2. शोध अध्ययन केवल ; 9^{जी} वत 10^{जी} द्व कक्षा के छात्रों पर सम्पन्न किया गया है।
3. शोध अध्ययन में केवल 200 छात्रों का चयन किया गया है।

शोध विधि :-

शोधकर्ता ने विभिन्न विधियों का अध्ययन किया और प्रयोगात्मक अनुसंधान विधि तथा कारणात्मक विधि को प्रस्तुत लघु शोध के लिए सर्वाधिक उपयुक्त पाया। अतः प्रस्तुत लघु शोध इन्हीं विधियों के प्रयोग द्वारा किया गया है।

शोध की जनसंख्या :-

प्रस्तुत लघु शोध अध्ययन में जनसंख्या के रूप में माध्यमिक विद्यालय के कक्षा नौ व दस के समस्त छात्रों को सम्मिलित किया गया है।

न्यादर्श विधि :-

अतः शोधकर्ता अध्ययन हेतु उपयुक्त न्यादर्शन विधि का प्रयोग करके न्यादर्श का प्रयोग करता है। प्रस्तुत शोध अध्ययन के लिए शोधकर्ता ने सरल यादृच्छिक विधि द्वारा न्यादर्श का चयन किया।

न्यादर्श :-

इस विधि में सर्वप्रथम शोधकर्ता ने जनपद बुलन्दशहर के क्षेत्र के 20 माध्यमिक विद्यालयों को न्यादर्श के लिए चुना है। विद्यालयों का चयन करने के बाद शोधकर्ता ने प्रत्येक विद्यालय से 10 विद्यार्थियों का चयन सरल यादृच्छिक न्यादर्श विधि द्वारा किया गया है। इस प्रकार शोधकर्ता ने उपरोक्त 20 विद्यालयों से 200 छात्रों का चयन सरल यादृच्छिक न्यादर्श विधि से किया। प्रत्येक विद्यालय का लाटरी विधि से चयन किया गया है।

शोध में प्रयुक्त किये गये उपकरण :-

प्रस्तुत शोध अध्ययन की समस्या के आंकड़ों के संग्रहण हेतु शोधकर्ता ने डॉ० अशोक शर्मा के सहयोग से पारिवारिक अनुशासन एवं वातावरण प्रणाली का निर्माण किया। शोध अध्ययन में प्रयुक्त किये गये उपकरण का विवरण :-

पारिवारिक अनुशासन एवं वातावरण प्रश्नावली इस अवधारणा पर आधारित है कि एक परिवार में न तो पूर्णतया एकाधिकारवादी अनुशासन व्यवस्था होती है और न ही पूर्णतया जनतान्त्रिक और न ही हस्तक्षेप रहित अनुशासन व्यवस्था होती है। एक परिवार में एक प्रकार के वातावरण की अधिकता होती है और थोड़ा-थोड़ा अंश अन्य का भी रहता है। इस धारणा के आधार पर अनुशासनिक व्यवस्थाओं को एक पैमाने पर रखा गया है। इस प्रश्नावली में कुल 45 प्रश्न हैं जो कि पारिवारिक अनुशासन एवं वातावरण व्यवस्थाओं के तीन आयामों को ध्यान में रखकर बनायी गयी है, प्रश्नों का उत्तर कक्षा नौ व दस के छात्रों के अनुसार ही रखा गया है। प्रत्येक आयाम के लिए 15 कथन दिये गये हैं।

इस मापनी में छात्रों तथा उनके माता-पिता के व्यवहार से सम्बन्धित कथनों को दिया गया है। इन्हीं कथनों के आधार पर छात्रों से कहा जाता है कि प्रत्येक कथन को ध्यानपूर्वक पढ़ें तथा बताएं कि उनके माता-पिता ने इस व्यवहार का प्रयोग कितनी बार किया है। प्रत्येक व्यवहार कथन के लिए पांच विकल्प बहुधा, प्रायः, कभी-कभी, बहुत कम, कभी नहीं दिये गये हैं।

मापनी की विश्वसनीयता :-

मापनी की विश्वसनीयता का निर्धारण करने के लिए मापनी को बुलन्दशहर के खदाना उ० मा० विद्यालय खदाना के कक्षा - 9 व 10 के छात्रों पर प्रशासित किया गया है एवं पुनः परीक्षण विधि का प्रयोग किया गया है। इस प्रकार विधि का प्रयोग करके मापनी की विश्वसनीयता 0.76 पाई गयी है।

सांख्यिकीय विश्लेषण विधि :-

प्रस्तुत शोध में शोधकर्ता ने प्राथमिक विद्यालयों के विद्यार्थियों के घरेलू अनुशासनिक वातावरण एवं शैक्षिक निष्पत्ति के सम्बन्ध का तुलनात्मक अध्ययन करने के लिए कार्लपियर्सन की गुणन आघूर्णन विधि का प्रयोग किया गया है।

प्रस्तुत अध्ययन में विद्यार्थियों के पारिवारिक अनुशासन एवं वातावरण का उनकी शैक्षिक उपलब्धि पर प्रभाव देखने के लिये कार्लपियर्सन सह-सम्बन्ध विधि का प्रयोग किया गया है। सह-सम्बन्ध पारिवारिक अनुशासन एवं वातावरण प्रश्नावली से प्राप्त अंकों व उनके कक्षा आठ व नौ के अंकों के मध्य किया गया है।

आंकड़ों का विश्लेषण एवं उनकी व्याख्या शोध अध्ययन के उद्देश्यों के अनुसार प्रस्तुत की गयी है, जो कि इस प्रकार है -

क्र० सं०	श्रेणी	संख्या	प्रतिशत (%)
1.	एकाधिकारवादी अनुशासन	200	18.75 %
2.	जनतान्त्रिक अनुशासन		56.25 %
3.	हस्तक्षेप रहित अनुशासन		25%

तालिका संख्या - 4.1

कक्षा नौ व दस के विद्यार्थियों के पारिवारिक अनुशासन एवं वातावरण का अध्ययन

तालिका संख्या 4.1 में तीन प्रकार की अनुशासन व्यवस्था एकाधिकारवादी, जनतान्त्रिक तथा हस्तक्षेपरहित अनुशासन व्यवस्था प्रदर्शित की गयी है। तालिका में उनकी संख्या के साथ-साथ उनका प्रतिशत भी प्रदर्शित किया है। तालिका संख्या 4.1 से स्पष्ट होता है कि 200 विद्यार्थियों के न्यादर्श में से सबसे अधिक 56.25 प्रतिशत जनतान्त्रिक अनुशासन व्यवस्था के विद्यार्थी पाये गये, वहीं 25 प्रतिशत हस्तक्षेप रहित अनुशासनिक व्यवस्था के विद्यार्थी एवं 18.75 प्रतिशत एकाधिकारवादी अनुशासन व्यवस्था युक्त छात्र पाये गये।

उपरोक्त तालिका संख्या 4.1 से स्पष्ट होता है कि विद्यार्थियों का सबसे अधिक समूह 56.25 प्रतिशत है जो जनतान्त्रिक अनुशासन व्यवस्था को प्रदर्शित करती है। अध्ययन में पाया गया कि कक्षा नौ व दस के अधिकतर विद्यार्थियों का पारिवारिक अनुशासन एवं वातावरण जनतान्त्रिक है। इसके साथ-साथ 25 प्रतिशत हस्तक्षेप रहित अनुशासन एवं वातावरण व्यवस्था को प्रदर्शित करती है। जनतान्त्रिक अनुशासन एवं वातावरण व्यवस्था के विद्यार्थियों की संख्या के बाद दूसरे स्थान पर हस्तक्षेप रहित अनुशासन एवं वातावरण व्यवस्था वाले विद्यार्थी आते हैं। जबकि 18.75 प्रतिशत एकाधिकारवादी अनुशासन एवं वातावरण व्यवस्था को प्रदर्शित करते हैं। इस प्रकार हम देखते हैं कि सबसे कम 18.75 प्रतिशत विद्यार्थियों का पारिवारिक अनुशासन एवं वातावरण एकाधिकारवादी होता है, जो जनतान्त्रिक व हस्तक्षेप रहित अनुशासन एवं वातावरण व्यवस्था की तुलना में काफी कम है।

परिकल्पना – 1 :-

“विद्यार्थियों की शैक्षिक उपलब्धि पर एकाधिकारवादी अनुशासन एवं वातावरण व्यवस्था का कोई सार्थक प्रभाव नहीं पड़ता।”

छात्रों की संख्या	अनुशासन व्यवस्था	सह-सम्बन्ध
200	एकाधिकारवादी अनुशासन एवं वातावरण	- 0.025

तालिका संख्या – 4.2

एकाधिकारवादी अनुशासन एवं वातावरण तथा छात्रों की शैक्षिक उपलब्धि में सह-सम्बन्ध

तालिका संख्या 4.2 से स्पष्ट होता है कि विद्यार्थियों के पारिवारिक एकाधिकारवादी अनुशासन एवं वातावरणीय व्यवस्था तथा उनकी शैक्षिक उपलब्धि के मध्य नकारात्मक तथा निम्न -0.025 सह-सम्बन्ध पाया जाता है।

अतः यह कहा जा सकता है कि विद्यार्थियों की शैक्षिक उपलब्धि पर एकाधिकारवादी अनुशासन एवं वातावरणीय व्यवस्था का सार्थक प्रभाव पड़ता है।

परिकल्पना – 2 :-

“विद्यार्थियों की शैक्षिक उपलब्धि पर जनतान्त्रिक अनुशासन एवं वातावरण व्यवस्था का कोई सार्थक प्रभाव नहीं पड़ता।”

छात्रों की संख्या	अनुशासन व्यवस्था	सह-सम्बन्ध
200	जनतान्त्रिक अनुशासन एवं वातावरण	0.13

तालिका संख्या – 4.3

जनतान्त्रिक अनुशासन एवं वातावरण तथा छात्रों की शैक्षिक उपलब्धि में सह-सम्बन्ध

तालिका संख्या 4.3 से स्पष्ट होता है कि विद्यार्थियों के पारिवारिक जनतान्त्रिक अनुशासन एवं वातावरणीय व्यवस्था तथा उनकी शैक्षिक उपलब्धि के मध्य सकारात्मक 0.13 सह-सम्बन्ध पाया जाता है।

अतः यह कहा जा सकता है कि विद्यार्थियों की शैक्षिक उपलब्धि पर जनतान्त्रिक अनुशासन एवं वातावरणीय व्यवस्था का सार्थक प्रभाव पड़ता है।

परिकल्पना – 3 :-

“विद्यार्थियों की शैक्षिक उपलब्धि पर हस्तक्षेप रहित अनुशासन एवं वातावरण व्यवस्था का कोई सार्थक प्रभाव नहीं पड़ता।”

छात्रों की संख्या	अनुशासन व्यवस्था	सह-सम्बन्ध
200	हस्तक्षेप रहित अनुशासन एवं वातावरण	0.49

तालिका संख्या – 4.4

हस्तक्षेप रहित अनुशासन एवं वातावरण तथा छात्रों की शैक्षिक उपलब्धि में सह-सम्बन्ध

तालिका संख्या 4.4 से स्पष्ट होता है कि विद्यार्थियों के पारिवारिक हस्तक्षेप रहित अनुशासन एवं वातावरणीय व्यवस्था तथा उनकी शैक्षिक उपलब्धि के मध्य सकारात्मक 0.49 सह-सम्बन्ध पाया जाता है।

अतः कहा जा सकता है कि विद्यार्थियों की शैक्षिक उपलब्धि पर हस्तक्षेप रहित अनुशासन एवं वातावरणीय व्यवस्था का सार्थक प्रभाव पड़ता है।

प्रस्तुत शोध अध्ययन में शोधकर्ता ने यह जानने का प्रयास किया है कि बालकों के पारिवारिक अनुशासन एवं वातावरण का उनकी शैक्षिक उपलब्धि पर क्या प्रभाव पड़ता है। सर्वेक्षण विधि पर आधारित प्रस्तुत शोध अध्ययन का न्यादर्श जनपद जनपद बुलन्दशहर के माध्यमिक विद्यालयों के छात्रों को लिया गया है। शोधकर्ता ने केवल जनपद बुलन्दशहर के कक्षा नौ व दस के छात्रों के पारिवारिक अनुशासन एवं वातावरण का अध्ययन किया है। प्रदत्तों के विश्लेषण हेतु पारिवारिक अनुशासन एवं वातावरण तथा शैक्षिक उपलब्धि के मध्य सह-सम्बन्ध की सार्थकता की जांच के लिए कार्ल पियर्सन विधि का प्रयोग किया गया है। प्रदत्तों के विश्लेषण एवं निर्वचन से प्राप्त निष्कर्षों एवं उनके शैक्षिक निहितार्थों तथा सुझावों का विवरण इस प्रकार से है –

शोध अध्ययन का निष्कर्ष –

प्रस्तुत शोध अध्ययन में कक्षा नौ व दस माध्यमिक विद्यालय के छात्रों के पारिवारिक अनुशासन एवं वातावरण का उनकी शैक्षिक उपलब्धि पर प्रभाव के सम्बन्ध में जो निष्कर्ष प्राप्त हुए वे संक्षेप में इस प्रकार हैं –

1. विद्यार्थियों की शैक्षिक उपलब्धि पर एकाधिकारवादी पारिवारिक अनुशासनिक एवं वातावरण व्यवस्था का सार्थक प्रभाव पड़ता है। विद्यार्थियों के शैक्षिक उपलब्धि

तथा उनके पारिवारिक एकाधिकारवादी वातावरण के मध्य नकारात्मक तथा निम्न सह-सम्बन्ध पाया जाता है।

अतः जिन बच्चों/विद्यार्थियों के पारिवारिक वातावरण में एकाधिकारपूर्ण अनुशासनिक व्यवस्था पायी जाती है उनके बच्चों की शैक्षिक उपलब्धि भी बहुत कम होती है।

2. विद्यार्थियों की शैक्षिक उपलब्धि पर जनतान्त्रिक अनुशासन एवं वातावरण व्यवस्था का प्रभाव पड़ता है। विद्यार्थियों की शैक्षिक उपलब्धि तथा उनके पारिवारिक जनतान्त्रिक अनुशासनिक व्यवस्था के मध्य धनात्मक सह-सम्बन्ध पाया जाता है।

अतः जिन छात्रों के पारिवारिक वातावरण में जनतान्त्रिक अनुशासनिक एवं वातावरण व्यवस्था पायी जाती है उनकी शैक्षिक उपलब्धि भी अधिक होती है।

3. विद्यार्थियों की शैक्षिक उपलब्धि तथा हस्तक्षेप रहित पारिवारिक अनुशासनिक एवं वातावरण व्यवस्था का सार्थक प्रभाव पड़ता है।

विद्यार्थियों की शैक्षिक उपलब्धि तथा हस्तक्षेप रहित पारिवारिक अनुशासनिक व्यवस्था के मध्य धनात्मक सह-सम्बन्ध पाया जाता है।

अतः जिन छात्रों के पारिवारिक वातावरण में हस्तक्षेप रहित अनुशासनिक व्यवस्था पायी जाती है उनके बच्चों की शैक्षिक उपलब्धि, एकाधिकारवादी अनुशासनिक व्यवस्था वाले छात्रों से अधिक होती है।

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पुस्तक की समीक्षा

गोदान

मुंशी प्रेमचंद

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मुंशी प्रेमचंद का मूल नाम धनपत राय श्रीवास्तव था । उनका जन्म बनारस के लमही गांव में 31 जुलाई 1880 को हुआ था । उनकी साहित्य रचना में 300 से अधिक कहानियां और अनेकों उपन्यास शुमार है । प्रेमचंद युग प्रवर्तक लेखक थे । प्रेमचंद ने हिंदी साहित्य जगत को कफन , पूस की रात , ठाकुर का कुआं , पंच परमेश्वर, शतरंज के खिलाड़ी , गबन, यह मेरी मातृभूमि है , रंगभूमि, सेवा सदन, प्रतिज्ञा, निर्मला जैसी अनेकों कहानियां दी है । उनका अधिकांश जीवन निर्धनता और कष्टों में बीता । मात्र 56 वर्ष की अल्पायु में लंबी बीमारी के कारण 8 अक्टूबर 1936 को इस महान साहित्यकार का निधन हो गया । जो कि साहित्य जगत के लिए एक बड़ी क्षति थी ।

यूं तो मुंशी प्रेमचंद की प्रत्येक रचना जीवन का आईना होती है परंतु गोदान हिंदी साहित्य की एक मूल्यवान निधि है । इस कृति का अनुवाद विश्व की लगभग प्रत्येक भाषा में होने के कारण यह विख्यात बन गई । बरसों पुराना होने के बावजूद भी मौजूदा समय में इस उपन्यास की अद्भुत प्रासंगिकता है । गोदान को पढ़ने पर मुझे ऐसी अनुभूति हुई जैसे यह मेरी कहानी है और मैं इसी का किरदार हूँ ।

यह कहानी होरी और धनिया नाम के दंपति की है जो खेती-बाड़ी करते हैं। किसी भी ग्रामीण नारी की भाँति होरी भी अपनी अभिलाषा रखती है। इसमें नायक बिना विरोध के समाज के उच्च वर्गों द्वारा कही जाने वाली बातें स्वीकार कर लेता है किंतु नायिका का किरदार विरोधी प्रवृत्ति का है। उनका पुत्र गोबर अपने गाँव में कार्य करना नहीं चाहता क्योंकि वह नहीं चाहता कि उसके परिश्रम का फल कोई और खाए।

नायिका चाहती है उसके पास एक पालतू गाय हो जिसकी वह सेवा में लगी रहे। यह कहानी होरी के प्रयासों से आरंभ होकर नई कई सामाजिक बुराइयों पर कुठाराघात करती हुई आगे बढ़ती है। उपन्यास में नारी जीवन की स्थिति का वर्णन किया गया है जिसमें विधवा विवाह, दहेज प्रथा आदि उजागर हुए हैं। यह रचना साहूकारों और जमींदारों द्वारा किसानों का शोषण और उन पर अत्याचार की व्याख्या है। इसमें भारतीय जन जीवन का बेहद खूबसूरत चित्रण, समाज के विभिन्न वर्गों की समस्याओं के प्रति प्रगतिशील दृष्टिकोण है।

इसके अलावा किसानों की दयनीय दशा का मार्मिक वर्णन पढ़ना ही अपने आप में एक अनूठा अनुभव है। इस कहानी के साथ-साथ शहरीकरण और एक अनूठे शिक्षित वर्ग की कहानी इस गाँव की कहानी के साथ साथ चलती है। कहानी के शहरी नायकों के कर्तव्य और उत्तरदायित्व को भी बखूबी दर्शाया गया है। कहानी का अंत दुखद होने के कारण कुछ प्रश्न जेहन में छोड़ रहा है यह उपन्यास पढ़ कर आप निराश नहीं होंगे।

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NOTES

A blank sheet of lined paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. The paper is white with a slight texture. The lines are a light gray or blue color. The page is oriented vertically.



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