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—Managing Editor

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**Dedicated to our founder
Bharat Ratna Pandit Madan Mohan Malviya**



Editorial

India's education system is undergoing a significant transformation, driven by the National Education Policy (NEP) 2020. This policy represents a paradigm shift, emphasizing holistic learning, creativity, and multi-disciplinary approaches. The NEP aims to universalize education from pre-school to secondary levels, focusing on foundational literacy and numeracy. It restructures the curriculum into a 5+3+3+4 system, emphasizing higher-order skills and vocational education. Quality enhancement, bridging social gaps, and technology integration are central goals. Definitely, such backdrop calls for the teacher fraternity to dedicate their services to achieve the goals of national policy.



Today, the Indian education system is also vibrant with digital initiatives in education. The Goals of NEP 2020 and Viksit Bharat @2047 the digital revolution have further accelerated educational transformation. Online learning platforms, educational apps, and virtual classrooms provide accessible content and real-time interaction.

Such, a vibrant scenario of education is posing certain challenges for the teachers. They are grappling with shortage of resources and desire capacities to attain the set goals. Infrastructure gaps hinder effective online teaching, especially in remote areas. Teacher training in digital pedagogies remains inadequate. Balancing continuous evaluation with traditional exams poses an assessment burden. Engaging students in virtual environments requires creativity and adaptability are some of the challenges that today's teachers need to overcome and institutions like BHU should take the lead.

Thus, under such a backdrop where India's education system is at a critical juncture, with NEP 2020 and digital initiatives paving the way, the present volume of the journal is put forward so that our alumni members and the teachers across the country may play a pivotal role in navigating challenges, fostering innovation, and ensuring quality learning experiences for all.

There are myriad of issues that the present issue of the journal addresses. The Knitty gritty of educating the future citizens was discussed at length along with the 21st-century skills of students which provides insight into how the education system of the country is gearing up to face the challenges of contemporary society.

Two important issues have been raised by our esteemed authors that is evolving work-life balance and gender-based violence in our educational institutions. Definitely, working at both the issues is seriously needed to nurture inclusivity in our society. In the same line rights of Divyangs have also been discussed in light of NEP 2020 and post-COVID analysis of teaching learning was also done in the present issue. CBCS system and learning disabilities have also been addressed in other research papers.

In this way, I hope that the present issue of the journal would definitely provide a strong knowledge base for the academic fraternity to work upon realizing the national goals through education.

With such high optimism, I congratulate and thank the authors of different papers for extending their valuable cooperation in the present issue and also applaud the efforts of the entire editorial team for bringing out this quality addition of the journal.

Jai Hind

Prof. Seema Singh
(Managing Editor)

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Choice Based Credit System: A System for Uniform Recognition of Credentials in Global Education System

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Abstract

The Indian education system is continuously upgrading, since there is so much diversity. Different universities/ institutions have different program structures, different curricula, and different evaluation systems. This diversity is a problem in the recognition of degrees and the transfer of students from one institution to another. "... Because of the diversity in the evaluation system followed by different universities in India, students have suffered acceptance of their credentials, at times, across the university system, as well as the employment agencies." (UGC, 2014) The above problem mentioned by UGC can be solved by proper and full implementation of the Choice Based Credit System (CBCS). Because CBCS provides the guidelines for a nearly uniform structure and curriculum of the programs and courses in different universities and institutions. In the UGC guideline under CBCS, there is the provision that 70% of the curriculum can be uniformly the same across the universities. This would ensure seamless mobility of students as well as transfer and mutual recognition of credits across the higher education institutions in the country. (UGC, 2015) The 30% flexibilities are given to institutions in developing the curriculum according to their expertise, specialties, and capabilities. However, the core part of the curriculum is uniform. The major flexibilities are provided to the students in terms of course selection (in the form of electives), learning strategies, credit to learning hour not to teaching hour, and learning across-the-classroom situations. This is why the Choice Based Credit System (CBCS) is the need of the hour.

Keywords: Choice Based Credit System, Uniform Recognition, Credential, Global Education System

The education system is continuously getting reformed and upgraded. In India, the autonomy of the Universities and academic institutions supplement these reforms. The active involvement and visionary perspective of the administrators had made different reforms. However, these reforms were individual endeavors limited to their administrative limits. In this way, different universities developed their academic system. The result was a diversified education system in India. The current education system is more diversified. Education is provided at every stage of life from early childhood to old age through informal, formal, and non-formal education systems. None of the teachers was concerned with "Why am I teaching this? What will students do after this exposure?" (Ahluwalia, 2013). There are many problems related to the education system. There are lots of streams, and subjects of study spread throughout the whole country. But they are different in structure, nature, functioning, and outcome. They are compartmentalized with one another and the directions of all the streams are different but they may or may not be one-dimensional. Many of the institutions follow the annual exam system, while many of these follow a semester system. Most Indian Universities and Colleges have been following a marks or percentage-based evaluation system, which is acting as a barrier to students' mobility and not letting them move from institutions to another one to pursue the desired subjects or courses. (Hasan & Parvez, 2015). Some of these follow a grading system while some follow a marking system. The universities that followed the grading system were also not uniform. JNU and Mumbai University followed 10 point grading scale, Devi Ahilya University followed 8 point grading scale, IIT Delhi, Pune University, Pondicherry

University, and Madras University followed 6 point grading scale, Karnataka University followed 5 point grading scale and similarly many other universities followed different grading point scale. Some of the institutions follow continuous and comprehensive evaluation while some follow final exams only. For those who followed CCE, the proportion of external and Internal assessments also varied. Like Madras University, Pondicherry University, Karnataka University, Devi Ahilya University, and Madurai Kamraj University have a 60:40 proportion of external and internal assessment, JNU and Pune University had a proportion of external and internal assessment 50:50. (Angom, 2009). Other proportions were also practiced as 70:30, and 75:25. Course structure and timing of the program also differ. Some of the universities have adopted credit systems like Madras University, JNU, Pondicherry University, Karnataka University, Pune University, Devi Ahilya University Indore, Madurai Kamraj University, IIT Delhi, Mumbai University, etc. while many were running under the classical system. There was a further problem with the recognition of degrees and their equivalence. The same degree of different institutions have different course structures and different subject combinations or different weightage, this is also a greater issue for equivalence of degrees. A student faces the problem of moving from one place to another, from one institution to another. Many studies were left in between the sessions due to such circumstances. Not only in India this problem is worldwide. Korean Universities have a dropout rate of about 10%. (User, 2014). The students had to repeat the part of the course that already had been completed by him/her at any other place. There were many problems in academic structure from admission to certification. Lack of transparency, lack of clear guidelines, ambiguous curricular structure, and dull curricular transaction strategies were major academic problems. These were dealt with in the forthcoming educational reforms. The credit system is one of such reforms in the educational horizon.

Choice Based Credit System

According to Chaubey (2015), the Choice-Based Credit System (CBCS) is a system that facilitates choices for students to earn credits in terms of courses of interest without any limitations. CBCS has many exclusive features for example advanced learning opportunities, the ability to match students' scholastic and non-scholastic needs and aspirations, inter-institution transferability of students, part-completion of an academic program in the institution of enrolment and part-completion in a specialized institution, improvement in educational quality and excellence, flexibility for working students to complete the program over an extended period, standardization of educational programs across the country, and international comparability etc. Higher Educational Institutions (HEIs) have the flexibility and freedom to design the curriculum content, curriculum transactional strategies, examination, and evaluation methods according to the curriculum, syllabi, and teaching-learning methods. CBCS is a devised sensible system for awarding grades based on the performance of students. Through the conventional system, the performance of the students was reported using the marks secured in the examinations. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in India. The grading system is supposed to be better than the conventional marks system. Therefore, it is now followed by the top institutions in India and abroad. However there are lot of diversity in the system of higher education and multiple approaches are followed by universities towards examination, evaluation, and grading systems. (UGC, 2014). So, it is desirable to introduce a uniform grading system. This will facilitate student mobility across institutions within the country and abroad.(Hinchinalkar, 2014). To bring in the desired uniformity, in the grading system and method for calculating the CGPA (cumulative grade point average) based on the performance of students in the examinations. UGC has formulated the guidelines of CBCS including these all. This has been designed keeping in mind the needs and aspirations of the society. The CBCS imminently fits into the emerging socio-economic situations,

and could effectively respond to the educational and occupational aspirations of the upcoming generations. (Dutta & Dutta, 2013). CBCS has a high probability of being operated efficiently and effectively using ICT for elevating students, institutions, and higher education. (Chaubey, 2015).

Some of the important aspects of CBCS are the semester system, continuous and comprehensive evaluation system, grading system, credit system, credit transfer system, choice of courses, i.e. elective courses and ATKKT, etc. These are elaborated as Since the program is an educational program leading to the award of a Degree, diploma, or certificate. And there are many courses under the program. Choice Based Credit System provide the following facilities:

Choice of Courses

Course usually known as 'paper' is a component of a program. It is not necessary for all courses to carry the same weightage. The weightage of courses depends upon the nature of the course and related with defined learning objectives and learning outcomes. A course may be designed to comprise lectures, tutorials, laboratory work, field work, activities, project work, vocational training, viva, seminars, term papers, assignments, presentations, self-study, a combination of some of these. There is a great opportunity to opt the course according to their own interest, aptitude, ability and objective. (UGC,2012). There are three types of the courses introduced by the UGC namely: Core, Elective and Foundation. Further, more course category has been added by the different institutions. A summary of these course categories are given as:

A. Core Course: There may be a Core Course in every semester. This is the compulsory course which is to be studied by a student as a core requirement, to complete a program in a said discipline of study.

B. Elective Course: Elective course is a course which can be chosen from a pool of papers. It may be of several categories such as discipline supportive elective, generic elective and open elective. Discipline supportive elective provides an expanded scope, enables an exposure to some other discipline or domain, nurturing students' proficiency and skill. Generic Elective focuses on those courses which add generic proficiency to the students. An elective may be chosen from an unrelated discipline. It is known as "Open Elective."

C. Foundation Course: The Foundation Courses may be of two kinds: Compulsory Foundation and Elective foundation. "Compulsory Foundation" courses are mandatory for all disciplines for the purpose of Knowledge enhancement of the learner. While Elective Foundation courses are value and culture-based courses. These are aimed for man-making education.

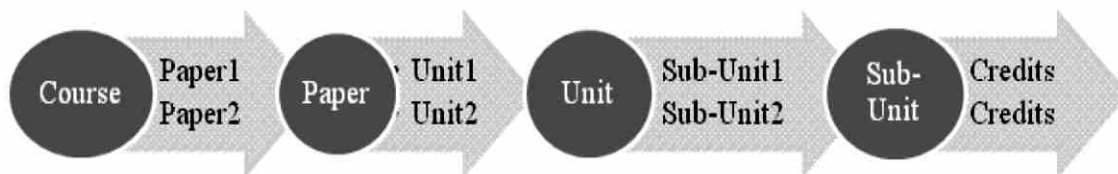
D. Audit Course: A student has an option of auditing some courses, grades obtained in such a course are not counted towards the calculation of grade point average. However, a Pass grade is required for earning credits for an audit course.

E. Project Work: Project work/ Dissertation work is a special course involving application of knowledge in solving/analyzing/ exploring a real life situation/difficult problem.

Semester System: The program of one, two and three years duration is divided into two, four and six terms respectively of Approximate 6 month duration called semester. The learners have the opportunities to select courses from a lot of courses in every semester. The result is declared at the end of every semester. In India, Semester System has been introduced from the 1966 in IIT Delhi and many more universities (Rao, 2002).

Credit System

The credit semester is a redefining of the curriculum into smaller measurable entities or 'modules' with the hours required for 'learning' these – not 'teaching'. This is the primary focus of credit system to measure the hours spent for learning. Credit system develops a mechanism such as these modules can be combined in multiple ways to qualify for a certificate, diploma or degree. Therefore, the completion of a single “module” of learning can pave the means for learning other modules either in the same institution or somewhere else. A combination of modules associated with the needs and interests of the learners illustrates about “cafeteria approach” to the learner focusing learner as the centre state of all academic transactions. In generalized manner the sequence would be:



Credit is a unit which is used to measure the course work. It deals with the number of hours of instructions required per week per semester. One credit is equivalent to one hour of teaching (lecture or tutorial) of two hours of practical work/field work per week. This system recommends reduction of lecture based theory classes and integration of tutorial and practical classes for reinforced learning. The model proposed is said as L-T-P structure which focuses on learner-centered-teaching. 'L' stands for lecture classes in conventional class room contact sessions. While 'T' stands for the Tutorial classes for providing remedial learning through participatory discussion or self-study or desk work and other novel methods. It helps the student to absorb and assimilate the content delivered in the lecture classes more effectively. 'P' stands for Practical sessions for laboratory or field work for strengthening then practical and life skills of the learner. According to the nature and content of the paper these components i.e L-T-P may be recombined. However, it is evident that both knowledge and talent for skills are gained by the learner through Tutorial and Practical sessions while lecture highlights the content matter to be learnt. In a semester it is supposed that there are 16 weeks to complete all curricular as well as co- curricular activities of the paper. The conduction of lecture tutorial and practical session depends upon the credit structure of the paper. To understand it better take an example of a course containing 4 credit. Let its 3 components are distributed as follows: L:T:P:: 2:1:1., Which represent 2 Hours Lecture Contact Hour/week, 1 hour tutorial classes and 2 Hours Practical classes per week during whole semester. This distribution of 2 credits for Lecture through 2 hrs of Lecture classes, one credit for Tutorial through a session of 1 hour of tutorial and 1 credit for Practical through a session of 2 hours of practical, defines a value of $2+1+1 = 4$ credits for the paper. The typical L-T-P structure, as illustrated above for a 4-credit paper is of 2:1:1 type with the split up for L, T and P sessions. It may be in different other ways like: 3:0:1 or 3:1:0.

Credit Transfer: Credit Transfer means the transfer of credits earned at one institution for one or more courses under a given program are accepted under another program either by the same institution or another institution (Chaubey, 2015). In practice this means that it is accepted that a certain amount of learning has already been successfully completed by a learner. This acceptance of earlier earned credits may be reflected in one of two ways: Direct Performance Transfer **or** Course exemption.

Dimensions of Credit Transfer

Credit transfer can be categorized in two ways. 1. Nature of credit transfer, 2. Process of Credit

Transfer. On the basis of its nature it is either Horizontal or vertical. When an individual having successfully completed the courses included in an academic program at a certain level, is permitted to transfer his/her achievement in some of these courses to another academic program of same level having these courses in common, this may be called as Lateral or Horizontal credit transfer. and when an individual's performance in some courses within a certain academic program at a particular level is carried over to a higher-level academic program having these or equivalent courses in common, this may be called as Vertical credit transfer or Career Laddering. The rationale behind this dimension of credit transfer is the provision for “upward mobility” of the learner. On the basis of process of credit transfer it is also of two type: Intra-institutional Credit transfer and Inter-Institutional Credit Transfer. When the process of credit transfer occurs within an institution or university, it is called as intra-institutional credit transfer. while, When the credit transfer process operates across two or more institutions, this may be viewed as inter institutional credit transfer. For credit transfer, there needs a credit transfer agreement or MoU. This is an agreement that must be made between two institutions that specifies how the sending institution's course or program will be accepted for transfer of credits at the receiving institution.

Allowed To Keep Terms (ATKT)

- A student shall be allowed to keep term for Semester II irrespective of grades obtained in each course of Semester I.
- A student shall be allowed to keep term for Semester III if he/she passes (grade 'E' or above in each course) each of Semester I and Semester II. OR She/he fails in not more than two papers/courses of Semester I and Semester II taken together.
- A student shall be allowed to keep term for Semester IV irrespective of grades obtained in each course of Semester III. However, student has to pass either of Semester I or Semester II in order to appear for Semester IV
- A student shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester III and Semester IV. OR He/she has passed Semester I and Semester II and fails in not more than two courses of Semester III and Semester IV taken together. OR He/she has passed Semester III and Semester IV and fails in not more than two courses of Semester I and Semester II taken together
- A student shall be allowed to keep terms for Semester VI irrespective of grades obtained in each course of Semester V.
- The result of Semester VI shall be kept in abeyance until the student passes each of Semester I, Semester II, Semester III, Semester IV and Semester V.

Grading and Evaluation System

The word Grade is derived from the Latin root *gradus*, meaning, step. in the educational context grading is a method of reporting the result of a students' performance subsequent to his /her evaluation. There are two methods: relative grading and absolute grading for awarding grades in a course. (Ahluwalia, 2015). The relative grading is based on the normal distribution of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile. In absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the grading system, the colleges and universities can use any one of the above methods. On adopting this system, the degrees of different universities, colleges, institutions will have a common system of education in all relations. So there not be any topic of

miscommunications or misunderstanding of credits regarding credentials. In many of the educational institutions formative as well as summative evaluation system is followed. The ratio of external and internal evaluation may be 50:50 or 60:40 or 70:30 or 75:25 or any other depending upon the guidelines of the university. Dr. HSGSU follow the ratio of 60:40. (DHSGSU,2015). The obtained grade point is multiplied with the credit of the course and further average of these grade points are taken. In this way two concepts are observed: SGPA and CGPA. Semester Grade Point Average (SGPA) is a measure of the performance of work done in a semester. It is ratio of total credit points secured and the total course credits taken in a program during that semester. It is expressed up to two decimal places. Cumulative Grade Point Average (CGPA) is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a learner in various courses in all semesters and sum of total credits of all courses in all the semesters. It is also expressed up to two decimal places.

Global Education System

All the major Higher Education Institutions (HEIs) across the globe have a system of credits. The European Credit Transfer System (ECTS) is followed in European countries. The National Qualifications Framework (NQF) in Australia, the Pan-Canadian Protocol on the Transferability of University Credits in Canada, the Credit Accumulation and Transfer System (CATS) in the UK as well as the Semester Credit Hour (SCH) in the US, National Education System in Japan, etc are examples of global credit system. Asian Academic Credits (AACs) can serve as one of the vital components for a new era of Asian higher education that provides a regionally aligned, flexible, and innovative learning environment for students throughout the entire Asian region. (Hotta, 2019). Globally, it is a provision to maintain an account of credits earned by a student over a period of time for a wide range of courses. This wide range of courses provide the opportunity to choose the course as per need, aspiration, interest and ability of the student. In general, all global institutions follow a certain grading system and there is an equivalence among different grading system. This all will support in the transferability of the learners within and across the countries.

Measure of Uniform Recognition of Credentials: Most of the global institutions have a common academic structure in terms of following components:

1. Semester/Trimester System: this divide the one academic year into 2 semesters of 6 month each. Each semester has 16 weeks for the teaching learning process. Some institutions have trimester system, in which an academic year is divided into three parts. But the important issue is that total teaching learning time does not differ entirely.
2. Credit System and Modular curriculum: all of the institution have the modular curriculum structure. A program is divided into different courses or papers, these courses/ papers are divided into different units, these units are further classified into different sub-units and each sub-unit has a certain credit in terms of learning teaching contact hour. Thus, the measurement of the program is credit in terms of contact hour.
3. Course Choice: this facility provides the flexibility for the learner to choose the courses from any institutions as per their suitability and needs of the learner. Choices may be interdisciplinary or intra-disciplinary, inter institutional or intra-institutional.
4. Credit Bank and Credit Transfer: Credit Bank is the academic corpus earned by a learner in terms of credits in different subjects and skills. This facilitates transferability of students. credit transfer is the key element of the credit system. This will create the acceptable rules and regulations for the transfer of the students from one institution to another within and across the

countries. Policies related to credit system determines the possibilities for credit transfer.

5. CCE and Grading System: Continuous and Comprehensive Evaluation (CCE) is another feature of the institutions that maintains the uniformity across the world. These evaluations are performed in terms of grades. Grades are the system of evaluation which is recognized internationally. Although, these grading systems are of different types, but their standardized structure make it globally accepted unanimously.
6. An Umbrella System: the education system containing all above specialties have a system of interconnectedness and ample freedom and flexibilities in terms of pace and place of learning as well as course of learning.

Conclusion

Choice based credit system is an innovation for establishing Indian education system with the global education system. Semester system and credit system is the pivotal of CBCS. This provides common curricular structure worldwide. The 70% uniform curricular structure provides the backbone for strengthening the system. While 30% variation maintains the individuality and local specificity of different geographical regions and specific discipline. The present education system is trying to develop the best in the individual through broad and diversified system. The conventional education system failed to cumulate learners' abilities due to its one-dimensional and unidirectional nature. For example, there was negligible opportunity to participate a medical student (cognitive dimension) in sports and physical development, a science student could not opt subject of arts streams according to their interest. In this way education in its true meaning was not fruitful. But Now this problem is being solved by CBCS, which provides not only inter-disciplinary course choice but inter-institutional course choices are also available. The holistic development of individual is desirable and it can be only when appropriate opportunity is provided according to the interest, aptitude, need and ability of individual across the subject, stream etc. borderline. In this way the individual is recognized as specialist as well as truly educated. For the recognition of the educational credentials, there should be a uniform pattern. These most of the problems can be solved by accommodating and assimilating a new system i.e. Choice Based Credit System. Implementing CBCS reflects that all universities follow a similar grading and assessment pattern. Which facilitate students' mobility across institutions within and across countries similar to the global systems. CBCS would also enable potential employers to assess the performance of students graduating from different institutions. (Mishra, 2015) This multifaceted learning experience of the CBCS has led to the holistic learning of the learners. It has facilitated the scope for employment. There are many learners who become first generation entrepreneur after successful completion of their Degree Program. The extra credit papers provided under CBCS have also helped the learners who pursue higher education (Kaur & Sharma, 2016). In this way, CBCS provides a standardized educational system recognized internationally and fulfilling the needs of employment.

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Educating Future Citizens of India

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The little child in the nursery class today is the future citizen of India. Her conduct, competence and attitude will shape the future. The quality of individual and collective life will largely depend on how well she performs her social, economic and human responsibilities. Therefore it is of utmost importance that she receives a good education today so that we may have a better future tomorrow. That is why it is said that education is an investment in the future. The first task of good education is to impart the knowledge, skill and attitudes needed to engage affectively with life and to be a productive member of the society. A well educated person should be competent enough to handle the problems of his own life and to improve its quality. He should also be able to perform well the socio-economic tasks demanded of him by the modern society. The society in turn rewards the competent by economic and social success. The second task of good education should be to make the educated good citizens of their country. That is, to make them engaged, vigilant and responsible citizens of the democratic and fast developing modern India. They should be aware of India's history and culture, its past achievement, present problems and its future aspirations. The third and perhaps the most important task of good education should be to make the young grow up as good human beings. That is it should developed their character and value temper so as to make them honest, just, fair, caring and compassionate persons.

This holistic vision of good education has four main components: capacity building, skill development, citizenship education and value education. Let us briefly examine them so as to identify the action points on which we should focus our efforts.

1. Capacity Building

Education is popularly viewed as the process of acquainting the present generation with knowledge built up by the human civilization. That makes us knowledgeable. However, the greater importance of this process is in developing human capacities of the learner. Two of these basic capacities are: (i) Cognitive capacity, and (ii) Emotional capacity.

(i) Cognitive Capacity

This capacity enables one to ask questions and seek answers. These may be questions about the particular problem at hand or general philosophical questions about nature, society, human conditions, etc. Development of cognitive capacity makes us competent to learn, understand, analyze, assess and to make informed choices and decisions. It gives us the ability to think, to reflect and to create new knowledge. This process of knowledge creation is very necessary for advancement in any field. Cognitive or intellectual competence is the very basis of growth of modern technological society and its socio-economic progress. Unfortunately our present system of education is largely focused on imparting knowledge with little concern for developing cognitive capacity.

(ii) Emotional Capacity

Important as it is for techno-economic progress, cognitive capacity itself is not sufficient for leading a good life or for creating a good society. By good life I mean a life that is not only materially comfortable and enjoyable but is also a happy and meaningful life. Similarly a good

society is not merely economically prosperous but is also a civilized and humane society. That kind of goodness - in personal life and collective life of the society - requires many other values and virtues, apart from intellectual competence. One of these is the ability to form warm, caring and mutually nurturing relationship with others - other persons, other groups and other nations.

It requires a capacity to relate with others emotionally: to feel, recognize understand and to respond to the emotional needs of others. It also means understanding our own emotions, regulating them and expressing them appropriately. Building such emotional capacity in the young is essential for living and working together harmoniously in our diverse society and diverse world.

2. Skill Development

Both the cognitive and emotional capacities are attributes of mental development. Such mentally developed persons are well suited to go on to higher studies and to the learned professions. They usually occupy positions of power and authority. However, the modern society needs the services of a large number of persons who are more skillful in working with their hands. Such jobs are less well-paid but they enable those who cannot pursue higher education to earn a decent living. Therefore, we urgently need institutionalized skill training programmes, either as a part of regular schooling or as standalone programmes after the school education. This is especially important for a fast developing country like ours. The objective of the programme will be to make school leavers ready for employment immediately after the school. The programme would have three components: (i) Soft skills needed at workplace to deal with customers, colleagues and employers, (ii) Hard skills or trade related technical skills and (iii) Entrepreneurial skills to set up their own business.

3. Citizenship Education

The first virtue of a citizen is to be engaged with the society, i.e. to take an active interest in the collective life of the society. When the citizens withdraw themselves only to their own personal interests and concerns, society decays. This tendency is clearly discernable in the attitudes of a large number of persons in the successful middle class in our country. The surest way to arrest this decline is to introduce an affective component of citizenship education, both at the school level and university level. Its objective should be to turn out good citizen who own their society and are committed to work for its well being. It is these good citizens who will build a better future for us.

The second virtue of good citizen is to know his rights and also his duties to the society. Rights of others can be secured only if we perform our duties well. A good citizen is ready to subordinate his personal interests for the sake of collective good of the society. He is ever ready to protect and advance the common good. In a democracy the citizen is the primary stakeholder in the social systems. The government is formed by his vote and 'derives its just powers from the consent of the governed'. To give that vote and consent in a responsible manner and to demand accountability from those who exercise state power is the duty of a vigilant and responsible citizen. Affective communication of these citizenship values through discussion and debates constitutes citizenship education.

4. Value Education

The quality of personal life of an individual as well as the collective life of the society is largely dependent on the character structure and value temper of the members of the society. Honesty and integrity, justice and fairness, caring and compassionate attitude towards others are the hallmarks of a man of character. Sadly these human virtues are on decline in the self-centered and materialistic temper of the modern times. Virtues and values are considered as hindrance in the race for money and power. Attaining economic and social success may provide comforts, riches and glory. But in the

absence of ethical and human values it produces many tensions, conflicts and strife. There is a little inner peace, happiness and self-fulfillment. Similarly the public life marred by lack of values produces ill effects in the form of rampant corruption, callousness, exploitation of the weak by the strong, social tensions and disharmony. It also produces an atmosphere of distrust between the citizens and the social systems. With all the emphasis on technological and economic growth, we may become a five trillion economy and a super power but without values it is doubtful if we can build a good society.

That is a society which is not merely prosperous but is also harmonious and humane. Value education is not merely a matter of communicating ethical and human values or emphasising their significance to the learners. Instead it should arouse self-reflection, dialogue and discussion that can transform their character structure and seek their commitment to the virtues, values and ideals. It should be given at all levels, from school to college. However, it is a challenging task to design such a programme of value education suited to different levels of learners. It is equally challenging to train teachers for value education and provide them with suitable teaching- learning material. Difficult they may be but these challenges have to be met if we want a better education for our future citizens and a better future.

Possible role of Rotary Club in promoting good education for future citizens of India

- (i) Find sponsors for research to develop programmes for capacity building, citizenship education and value education.
- (ii) Sponsor training workshop of teachers to implement these programmes of good education.
- (iii) Provide support for infrastructure and man power for programmes of skill development

A beginning can be made with the three schools represented in the 'Round Table on Education' organized by the Rotary Club, Varanasi Central on April 7, 2022.

Effect of Differentiated Instruction on Grade Achievements of Students with Specific Learning Disability in Environmental Studies (EVS) at Primary Level

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Abstract

This experimental study aimed to investigate the impact of differentiated instruction on the grade achievements of students with specific learning disabilities (SLD) in Environmental Studies (EVS) at the primary level. The research involved adapting the chapter on "Means of Transportation and Communication" from the EVS curriculum for class 3, implementing differentiated instruction techniques, and evaluating its effects on students' academic performance. The study utilized a pre-test/post-test control group design, with one group receiving traditional instruction (control) and the other group receiving instruction using differentiated approaches (experimental). The results indicated that differentiated instruction significantly improved grade achievement in students with specific learning disabilities in EVS.

Keywords: *Specific Learning Disabilities, Achievement, Primary level, Differentiated Instruction*

Environmental Studies (EVS) at the primary level encompasses a multi disciplinary approach to education that focuses on developing young learners' understanding and awareness of the environment and its interconnectedness with human life. This subject introduces children to various aspects of the natural world, including plants, animals, ecosystems, weather, and climate. It also covers human-made environments, such as communities and settlements, and the impact of human activities on the environment. EVS aims to sensitize children to environmental issues, fostering a sense of responsibility and empathy towards nature. Through hands-on activities, nature walks, and experiential learning, students develop observation skills and a deeper connection with the natural world. The scope of EVS extends from local to global perspectives, encouraging children to understand the environmental challenges faced by different communities around the world. By cultivating eco-friendly habits and promoting critical thinking about sustainable solutions, EVS at the primary level lays the foundation for environmentally conscious and responsible citizenship.

Differentiated instruction is a student-centered educational approach that recognizes and addresses the diverse learning needs of individuals within a classroom. Instead of adhering to a one-size-fits-all teaching method, this approach seeks to create an inclusive and supportive learning environment where every student has an opportunity to thrive. By employing ongoing assessment and flexible grouping, teachers gain insights into each student's abilities, interests, and learning styles. Through differentiated instruction, students are encouraged to actively engage with the learning material, leading to increased motivation and a deeper understanding of the subject matter. By presenting information in multiple ways and providing scaffolding and support when needed, teachers empower their students to overcome challenges and reach their full potential. The emphasis on high expectations ensures that each student is appropriately challenged, fostering growth and academic achievement (Auranidis & Voulagka, 2018); Hamman, 2014; Bender, 2002).

Furthermore, differentiated instruction nurtures a positive classroom environment that values diversity and celebrates individual differences. It encourages critical thinking and problem-solving skills, preparing students for the complexities of the real world, where they will encounter diverse

research is being conducted. The population includes all students with SLD who meet the criteria for inclusion in the study, regardless of their grade level or specific learning disability diagnosis.

Sample and Sampling Technique

The sample for this study comprises 10 students diagnosed with specific learning disabilities (SLD) from a local primary school in Noida, Uttar Pradesh. These students were selected using a purposive sampling method, which involves deliberately selecting participants who meet specific criteria, in this case, having a diagnosis of SLD. The purposive sampling method allows the researchers to focus on a specific group of individuals, ensuring that the sample consists of individuals with characteristics relevant to the study's objectives. Purposive sampling enables researchers to target and include the exact population they want to study, which is essential when investigating a specific group with unique characteristics.

Design of the Study

The study utilizes a quasi-experimental design, which is a research design that lacks random assignment to groups. In this study, the participants are divided into two groups: the control group and the experimental group (five participants in each group). The assignment of participants to these groups is done randomly, ensuring that each participant has an equal chance of being in either group. This random assignment helps to reduce potential biases and ensures that the two groups are comparable at the start of the study.

Tool for the Study

This research study utilized a self-made adapted module designed specifically for children with specific learning disabilities (SLD) in Environmental Studies (EVS) at the primary level. The module was developed based on the principles of differentiated instruction, aiming to cater to the diverse learning needs and styles of students with SLD. It incorporated modified content, instructional strategies, and learning activities to address the challenges these students face in understanding environmental concepts. The module was customized to suit the specific learning profiles and needs of the participants in the study, employing visual aids, simplified language, hands-on activities, and other accommodations to enhance their learning experiences.

The adapted module consisted of a set of questions taken from Unit 5, Chapter 14, 'Means of Transport and Communication' of the EVS book 'MY VIBRANT PLANET-3' from the Amity University series. This allowed the researcher to provide individualized support and intervention to the students with SLD, with the primary goal of improving their academic performance in the subject of environmental studies.

To assess the effectiveness of the adapted module, pre- and post-test assessments were conducted to measure the impact of differentiated instruction on the academic performance of the students with SLD. The achievement test used in the study had three sections, each containing two questions completed by the child participants. The design of the test followed a correct teaching strategy by gradually increasing the complexity of the questions. The first section of the test included "match the column" and "fill in the blanks" type questions, aimed at evaluating the students' foundational knowledge and understanding. The second section contained true/false and short-answer questions to assess the students' ability to recall and apply knowledge. The final section involved pictorial representations and a long-answer question, requiring the child to interpret and analyze visual information, thereby challenging their higher-order thinking skills. This approach of progressing from simpler to more challenging concepts allowed for a comprehensive evaluation of

perspectives and challenges. While implementing differentiated instruction may require careful planning and flexibility, the benefits are evident: increased student engagement, improved learning outcomes, and a classroom that embraces the uniqueness of each learner. In this way, differentiated instruction lays the foundation for a more inclusive, dynamic, and successful learning experience for all students (Koeze, 2007).

A learning disability is a neurological disorder. In simple terms, a learning disability results from a difference in the way the person's brain system works. Children with learning disabilities are as smart or smarter than their peers. But they have difficulty reading, writing, spelling, reasoning, and recalling the information themselves. A learning disability can't be cured or fixed; it is a lifelong issue. With the right support and intervention, children with learning disabilities can succeed in school and go on to successful careers. The concept of learning disabilities remained hidden for centuries. It did exist but was not recognized. However, it is possible to look back and trace its multiple origins. Learning disability refers to delays, deviations, and performance discrepancies in the basic academic subjects, e.g., arithmetic, reading, writing, spelling, and speech, and cannot be attributed to mental retardation, sensory deficits, emotional disturbances, or learning disabilities (Szklut, Cermak, & Henderson, 1995).

Unfortunately, most of these children are never identified as learning disabled. Due to a lack of awareness among teachers, parents, and school authorities, these children are usually labeled as slow, behind, incapable, and failures. Students with specific learning disabilities (SLD) face challenges in various academic areas, including environmental studies (EVS). Differentiated instruction has emerged as a promising approach to address the diverse needs of learners and cater to the unique requirements of students with SLD (Sawhney & Bansal, 2014).

Objective of the Study

- To explore the potential benefits of differentiated instruction in enhancing the learning experience and academic outcomes of students with SLD in the specific subject of Environmental Studies.

Research Hypotheses

Null Hypothesis

There is no significant difference in grade achievement between the experimental group, taught with differentiated instruction in environmental studies (EVS), and the control group, taught using traditional methods of teaching.

Alternative Hypothesis

The grade achievement of the experimental group, taught with differentiated instruction in environmental studies (EVS), will be significantly greater than that of the control group taught using traditional methods of teaching.

Methodology of the Study

Population of the Study

The population of the study refers to the larger group of individuals from which the sample was drawn. In this study, the population would be all students diagnosed with Specific Learning Disabilities (SLD) at the primary level in the local primary school in Noida, Uttar Pradesh, where the

the students' learning outcomes in Environmental Studies (EVS). The maximum score for the test was 30, and the results of the pre-test and post-test were used to gauge the improvement in the grade

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Exploring the Factors Affecting Work-Life Balance among Women Teachers in Secondary Schools

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Abstract

This paper explores the complex factors affecting women teachers' work-life balance (WLB) in secondary education, illuminating the particular difficulties they encounter in this setting. The study conducts a thorough analysis of intrinsic factors that affect the delicate balance between professional and personal obligations, such as lesson planning, grading, and the demanding nature of the teaching profession. In the context of secondary education, societal elements like cultural norms and traditional gender roles are investigated in order to reveal their impact on the work-life experiences of female educators. In order to understand how family-related factors, such as support networks and childcare duties, influence work-life balance, the study also explores these topics. This paper delves into the multifaceted factors that influence the work-life balance of women secondary school teachers. Comprehending educators' critical role in shaping the future necessitates an understanding of the factors influencing their work-life balance. The study aims to add to the existing literature by delving into the varied dimensions of this phenomenon, with a focus on varied factors influencing the women teachers in secondary education to balance their professional and personal lives. The organizational culture and workplace regulations in secondary schools are carefully reviewed, with a focus on the possible effects of flexible work schedules and institutional support systems. The paper also examines the consequences of technological developments, acknowledging their dual function as enablers of adaptability and possible agents of the permeability of work into personal life. The research yields valuable insights into the factors influencing work-life balance (WLB) among female secondary school teachers. These insights can be used to formulate targeted interventions and policies that prioritize the well-being and professional fulfillment of educators in this particular context.

Keywords: *Work-life Balance, Women Teachers, Secondary Schools*

In the dynamic landscape of secondary education, the teaching profession stands as a pillar of knowledge dissemination, with secondary school women teachers playing a pivotal role in shaping the minds of the future generation. However, this noble pursuit is not without its challenges, particularly concerning the elusive concept of work-life balance (WLB). The intersection of professional responsibilities and personal life becomes even more intricate for women educators in secondary schools, where the demands of lesson planning, grading, and student engagement often intertwine with societal expectations and familial obligations. This article seeks to delve into the diverse factors that contribute to the delicate equilibrium—or lack thereof—between work and personal life for secondary school women teachers. Due to specific challenges that come with teaching in the context of secondary education, a careful analysis is necessary. Outside of the classroom, female educators have to balance extracurricular activities, administrative duties, and the emotional commitment needed to create a stimulating learning environment. In addition, these educators may face additional pressure to adhere to traditional gender roles and expectations due to the significant influence of societal norms and cultural expectations.

For women teachers, issues of complexity are frequently exacerbated by the expectations of society, family obligations, and gender stereotypes. As a result, understanding the intricate web of factors influencing women teachers' work-life balance in secondary schools is critical for creating a supportive and sustainable educational environment. According to Caven and Raiden (2010), work-life balance refers to an individual's ability to balance work and non-work responsibilities. Teaching is a demanding profession, and women teachers in secondary schools frequently face unique challenges that affect their work-life balance.

A healthy work-life balance can help individuals and organizations achieve their goals. Balancing work and family life is crucial for working individuals, as imbalances can negatively impact their personal lives (Bannur & Patil, 2015). According to Padma and Reddy (2013), teachers must work extra hours daily to meet higher expectations and navigate challenging environments. Women struggle more than men to balance work and family responsibilities by (Duxbury & Higgins, 1991). According to spill over theory by Staines (1980), happiness at work can lead to happiness at home due to similarities in family dynamics. The research paper aims to delve into the multifaceted dimensions of work-life balance among female teachers, recognizing the unique challenges they face and shedding light on the interplay of various factors. From the complexities of workload distribution to the impact of family responsibilities, career development opportunities, organizational support, leadership, and technological integration, each factor influences the overall work-life balance of female teachers.

Literature Review

Madhumathi & Dayakar (2020) conducted an in-depth survey study on Work-Life Balance among Secondary School Teachers in Nalgonda, YadadriBhongir, and Suryapeta Districts of Telangana based on their age and teaching experience, selecting a sample of 480 secondary school teachers using proportionate stratified random sampling. Ravichandran and Rajendran (2007) investigated the various causes of stress that higher secondary teachers may experience in balancing work and family goals. Wheatley (2012) defines work-life balance as the ability to successfully balance work and family responsibilities, regardless of age or gender. Todd (2004) states that the employers who do not provide adequate support for managing work and home demands are more likely to encourage women to work part-time or quit their jobs entirely. Absenteeism and turnover are significant business costs that limit women's participation in the labor force, preventing organizations from hiring the best candidate for each job. Liz (2004) identified long working hours as a significant barrier to women's advancement in managerial roles. The research highlights the business case for diversity management and suggests that voluntary work-life balance (WLB) may only benefit women in a tight labor market. However, the benefits for women in management have yet to be demonstrated. A strong equal opportunities approach can be problematic as it emphasizes women's difference from men and their need for special treatment. More work with male managers is needed to create a more inclusive workplace for both men and women seeking a balanced lifestyle.

There are numerous factors influencing work-life balance that have been studied by various researchers. These factors may be individual, family, or work-related. Several researchers, including Adams et al. (1996), Duxbury and Higgins (2001), Martins et al. (2002), Fisher-McAuley et al. (2003), Schieman et al. (2022), Ezzedeen and Swiercz (2002), Haar and Bardoel (2008), discovered that work-

life balance/work-family conflict influences job satisfaction, family satisfaction, life satisfaction, career satisfaction, and job stress.

Factors affecting Work-Life Balance among Women Teachers

Poulose and Sudarsan's (2014) conceptual review of work-life balance identified four main factors: individual, organizational, societal, and other. Individual factors include personality, well-being, and emotional intelligence. Organizational factors include work arrangements, work-life balance policies, support from superiors and colleagues, job stress, role conflict, ambiguity, overload, and technology. Social factors are child care setups, spouse and familial assistance, personal and household needs, caregiver issues, and disagreements between families. Other factors to consider include age, gender, marital status, parental status, experience, job level, income, and family type. According to Reddy et al (2012) factors like family size, child age, work hours, and social support can affect work-family conflict and family-work conflict experiences.

While these variables have been linked to work-family conflict and family-work conflict, it's important to also consider their impact on working women's psychological distress and wellbeing. The professional and personal lives of female teachers are impacted by a multitude of factors that intersect and affect work-life balance. Achieving a harmonious balance is often hampered by the demanding nature of the teaching profession, which includes long work hours, lesson planning, and grading. Furthermore, women teachers may face pressure to balance their home and professional obligations due to cultural norms and traditional gender roles, which could result in burnout. The dynamics of the family, including childcare duties and support networks, are important factors that impact how well a woman teacher manages her time and energy. Workplace practices that support women educators' work-life balance include flexible work schedules, paid maternity leave, and a positive company culture.

Furthermore, the development of technology and the popularity of remote work may help to blur the lines between work and personal life or promote flexibility. In order to address these complex factors and create an environment that enables women teachers to better balance their personal and professional lives, a comprehensive strategy involving institutional and societal changes is needed.

Theoretical model of the variables influencing Work-life Balance

The conceptual theory of work-life balance factors affecting women teachers entails a thorough analysis of interrelated components that impact the balance between their personal and professional lives. Starting with the inherent nature of teaching, which includes workload, administrative demands, and the emotional labor involved in fostering students, this theoretical framework covers a number of dimensions. Women teachers' work-life balance is greatly shaped by societal factors, including stereotypes, cultural expectations, and gender norms that are currently in place. In this conceptual framework, family-related factors like childcare duties, marital status, and support networks are crucial. The work-life balance is greatly influenced by workplace policies and organizational culture, which include things like maternity leave, flexible work schedules, and career advancement opportunities. Theoretical model also considers technological developments, since the growing adoption of digital platforms can intensify the permeability of work into personal life or improve flexibility. Essentially, the conceptual theory offers a sophisticated comprehension of the complex interactions among these

various elements, directing efforts to develop practical tactics for encouraging a better work-life balance among female educators.

The connections and interactions between different components can be better understood by looking at a conceptual model of the factors influencing work-life balance. Although the precise details of a model of this kind can differ, the following is a basic conceptual framework:

Core Elements : At the centre of model 'Work-Life Balance' represents the ultimate goal and outcome that individuals strive to achieve.

Individual Factors : Core is surrounded by individual factors, such as personal values, priorities, and lifestyle choices. These elements influence an individual's perception of balance and guide their decisions.

Workplace Factors : The model is extended to include elements related to the workplace, such as organizational culture, policies, and work environment. These factors significantly impact an individual's ability to balance work and personal life.

Feedback Loop : Feedback loops between various elements represent the dynamic and iterative nature of work-life balance. For example, the impact of individual factors on work-life balance may influence one's perception of workplace satisfaction, and vice versa.

Work-life Balance factors and their relationship

Work-life balance is influenced by a variety of factors, some of which are complex and interconnected. Here are a few important factors and their relationships:

Effective Time Management and WLB

Effective time management is critical for achieving work-life balance. Poor time management can result in longer work hours, increased stress, and less time for personal activities.

Adaptable working arrangements and WLB

Adaptable working conditions, such as teleworking or flexible schedules, can help improve work-life balance. It allows people to better manage their time, reduce commuting stress, and focus on personal responsibilities.

Optimal Working Conditions and WLB

A welcoming workplace atmosphere encourages work-life balance. Organizations that prioritize employee well-being, provide support services, and promote a healthy work culture help to improve work-life balance.

Technological innovation and Connections and WLB:

While technology allows for more flexible work arrangements, it can also lead to a blurring of the lines between work and personal life. Setting boundaries for work-related communication outside of office hours is critical for achieving balance.

Wellness and Health Promotion and WLB

Employee health and wellness programs can help improve work-life balance. Employees who are healthy are generally more productive and better able to balance work and personal responsibilities.

Job Demands and Pressures

Elevated workloads and inflated expectations can result in extended working hours and increased stress, compromising work-life balance. Clear communication about expectations and realistic workload allocation is critical.

Individual Concepts and Concerns and WLB

Personal beliefs and objectives play an important role in achieving work-life balance. Understanding personal goals and aligning them with career options enables individuals to make decisions that promote balance.

Supportive social relationships and WLB

It's critical to have a solid support network in both your personal and professional life. Social support can assist people in sharing responsibilities, managing stress, and resolving work-life conflicts.

Task Allocation and Job Structure and WLB

Workloads that are reasonable and well-crafted to align with skills and abilities are factors that promote a better work-life balance. Work that is repetitive or overly demanding can cause burnout.

Self-management Habits and WLB

People with better work-life balance are typically those who place a higher priority on self-care activities like hobbies, relaxation, and physical activity. Ensuring one's physical and mental health is a prerequisite for achieving overall life satisfaction.

A harmonious work-life balance is the result of a confluence of social attitudes, organizational policies, and personal decisions. This is a continuous process that calls for flexibility and initiative on the part of both employees and employers. Work-life balance (WLB) and the factors that affect it are complex and intertwined; different factors shape the equilibrium between work and personal life, and the equilibrium between work and personal life shapes various elements. The ability of a woman teacher to attain a satisfactory work-life balance is directly impacted by the demanding nature of the profession itself, including the workload and emotional labour involved in teaching. Women educators may face external pressures to manage their responsibilities at work and at home due to societal factors such as cultural expectations and traditional gender roles. Family dynamics are crucial to this interaction because they affect how much time and energy are available for work and personal goals. These factors include childcare duties, support networks, and the general structure of family life.

The experience of work-life balance is further influenced by organizational culture, workplace policies, and the larger social environment. Workplace policies that are supportive, like parental leave and flexible work schedules, can improve work-life balance. Conversely, inflexible or unsupportive work environments can make problems worse. In essence, a complex web is formed by the relationships and interactions between work-life balance and the factors that influence it. A shift in one component can have a domino effect on other elements, highlighting the necessity of an integrated and holistic approach to address these factors in their entirety. Achieving a work-life balance and promoting well-being for female teachers, and consequently for professionals in other domains, necessitates cooperation between individuals, employers, policymakers, and the broader community.

Conclusion

As the educational landscape evolves, recognizing and addressing these factors becomes increasingly important, not only to improve the professional satisfaction and well-being of female teachers, but also to ensure that students receive a high-quality education. By unravelling the complexities of work-life balance in the context of female secondary school teachers, this study hopes to contribute valuable insights that can inform policies, practices, and support mechanisms, fostering an environment in which educators can thrive both professionally and personally. Therefore, the complex web of variables affecting women teachers' ability to maintain a work-life balance emphasizes the necessity of an all-encompassing strategy to address the difficulties they encounter. Developing tactics that support a more equitable division of responsibilities requires an understanding of the demanding nature of the teaching profession as well as societal norms and traditional gender roles. Reassessing and restructuring workplace policies and family dynamics is imperative in order to establish the support networks that women educators need, such as flexible work schedules and policies that recognize the particular difficulties they confront. Furthermore, it is essential to promote a culture and organizational mindset that values and gives priority to the well-being of women teachers by altering attitudes toward work and gender roles. It's critical to adopt technology innovations sensibly and use them to improve flexibility rather than promoting an always-on workplace culture.

In the end, developing an ecosystem that enables women educators to successfully manage the challenges of their personal and professional lives will require an all-encompassing and cooperative effort from educational institutions, legislators, and society at large. Through this exploration, we aim to contribute to the ongoing discourse on work-life balance, ultimately advocating for an educational landscape that nurtures the well-being and professional fulfilment of secondary school women teachers.

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21st Century Skills of Students of Central University of South Bihar

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Abstract

21st Century skills are a collection of abilities, and competencies that graduate students need to succeed in work and life in the 21st Century. This study determined the 21st Century skills of students in Central University of South Bihar in the 2021-22 session. It ascertained the student's variable and their 21st Century skill learning and innovation skills, digital literacy skills, and life and career skills and relationship among their sub-dimensions. It also ascertained a significant correlation between the student's variable and their 21st Century skills. The researcher used a descriptive Survey method and 145 respondents under the teacher education program and graduate students of Department of Social Science and Science were chosen using random sampling. Quantitative data were treated as frequency, mean, t-test, and Pearson -r correlation.

Findings revealed that 21st Century skills of students are at a high level and female respondents are at a more developed level than male respondents. Significant differences were found between male and female students with respect to 21st Century skills. No Significant difference was found between their educational stream of students with respect to 21st Century skills. A moderate level of correlation exists among the sub-dimensions of 21st Century skills.

Keywords: - 21st Century Skills, Learning and Innovation Skills, Digital Literacy Skills, Life and Career Skills

In the time of enhanced technologies, fast pace, and various alternatives, 21st Century skills become challenging and different in a way as new information and technologies emerge day by day in the 21st century, as it require continuous modifications as computer and internet systems develop (Dede, 2009). The abilities and expertise demanded through college students to achieve success in the 21st century need better and enhanced skills (Saavedra & Opfer, 2012) as students have to now be ready with expertise and abilities to do work that can be executed through machines; which suggest the significance of 21st Century skills which represent a new 'Universal literacy' to exist in the 21st century.

In higher education, The 21st Century Skills become important and require to include in such a way through the curriculum that includes their past knowledge with a new way of knowledge formation as Hadiyanto (2021) and Partnership for 21st Century Skills (2015), Internet and new emerged technology have provided graduates with the opportunity to simply grab the knowledge of any academic subject, but, for the employment, graduates needs to have the broader skill set of 21st Century, which requires handling and retrieval of information, communication and presentation, planning and problem-solving, with social collaboration and interaction. The 21st century skills are not new skills but important and increasingly relevant over time (Silva, 2009; Rotherham & Willingham, 2010), while Apple (2008) as cited in (Aguilla, 2015) emphasises on 21st Century skills as necessary for 'students strive in the future'. The rapid change and development in the 21st century make it necessary for individuals to equip themselves with certain competencies and skills. 21st Century skills are the combination of the knowledge, skills, and expertise that are necessary for individuals to be successful in work and daily life. (Tooley & Bornfreund, 2014) called 21st Century Skills as 'skills for success' so Teachers and students should utilize the 21st Century Skills framework as a self-assessment tool to assess and monitor their performance.

Various organizations and frameworks (P21, OECD, enGague, ATCS, APEC etc.) have been proposing different competencies and skills for 21st century learners. In India, NEP 2020 encourages 21st century skills and says 'the aim of education will not only be cognitive development but also well rounded individuals equipped with the keys of 21st century skills' (NEP Para 4.4) CBSE released a handbook on 21st century skills on how to integrate 21st century skill into the formal education system. In the present study, the concept of 21st century skill taken as per the P21 framework (Trilling & Fadel, 2009).

- (i) Learning and Innovation skills: - It comprises creativity and innovation skills, critical thinking and problem-solving skills, communication and collaboration skills. It is also known as 4C.
- (ii) Digital literacy skills: - It comprises information literacy, media literacy and ICT literacy.
- (iii) Life and Career skills: - It comprises flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility.

Rationale of the Study

In the USA, Turkey, Malaysia, Philippines, Brazil, and other countries, many researches were conducted to measure and examine the level of engagement and incorporation of 21st Century Skills practices. In India, the National Education Policy (NEP) 2020, shed light upon 21st Century Skills required for students and how it would shape the whole education system in the country in terms of 21st Century Skills to make the Indian education system compete from a global perspective.

Several researches and studies were conducted to assess the level of 21st Century Skills and it found a significant relation among students. Lai (2012) found a significant relationship between educational outcomes and integration of 21st Century Skills at every level of schooling and different types of education. Sunderburg (2017) found there is a significant relationship between the natures of students' required educational level to achieve educational competencies in the 21st Century. Derya & Kurt (2017) test the hypothesis that teachers teach the way and the students learn with the scope of 21st Century learning skills and teaching skills in different pre-service institutions. Anthony (2018) investigated to determine the level of 21st Century Skills available in the university curricula from the student's point of view and found there is a significant relationship. At the University level, Valtonen et.al (2016) found significant relationships exist between how students and teachers perceive 21st Century Skills and what kind of disposition they have among Finnish universities. Al-Nam & Osman (2016) found a relationship between how to teach students through a constructivist approach and through blending methods rather than conventional ways by developing different intervention modules and how that would enhance 21st Century Skills of the students. Gonzales (2020) found there is a significant difference in the level of 21st Century Skills in higher education in the Philippines. Anguilla (2015) found there is a significant relationship in the level of 21st Century Skills and no significant difference of the level of 21st Century Skills based on profile variables gender and age of students of Nueva Vizcaya State University Bambang Campus, Philippines. Bakir (2019) found the use of the learner and teacher skills of the preservice teachers differed significantly depending on different variables such as gender, grade level, and department, and there was a positive significant correlation between their uses of learner and teacher skills. Kundu (2020) investigated the Indian trainee teacher's perception of 21st Century Skills and found significant differences in the integration of 21st Century Skills in teacher education

program institutions. This study was oriented to assess their level of 21st Century skills and level of relationship among themselves in Central University of South Bihar, Gaya.

Objectives of the Study

1. To assess the level of 21st Century skills and their sub-dimension skills among students of CUSB.
2. To find out the level of difference of 21st Century skills and their sub-dimension skills of students of CUSB on the basis of their gender and educational stream.
3. To determine the level of relationship between the dimensions of 21st Century Skills of students.

Hypotheses of the Study

- H_1 - There is a significant difference in the level of difference of 21st Century skills and their sub-dimension skills of students of CUSB on the basis of their gender at 0.05 level of significance.
- H_2 - There is a significant difference in the level of difference of 21st Century skills and their sub-dimension skills of students of CUSB on the basis of their educational stream at 0.05 level of significance.
- H_3 - There is an adequate level of relationship between the dimensions of 21st Century skills.

Delimitations of the Study

This study is delimited to only five programs of M.Sc. courses which are Biotechnology, Pharmacy, Chemistry, Life Science, and Statistics, and five programs of M.A courses which are Sociology, History, English, Psychology, and Social work as a part of the sample.

Methodology of the Study

The present study is based on the descriptive survey method under quantitative approach.

Sample and Sampling Technique

This research comprises all enrolled students in the program B.A. B.Ed., B.Sc. B.Ed. and M.Ed. and the students who completed their graduation course and were enrolled in any program of post-graduation in CUSB. The researcher used the random sampling technique to collect data from students of CUSB, Gaya for the present study. The researcher chose five programs of M.Sc. courses which are Biotechnology, Pharmacy, Chemistry, Life Science, and Statistics, and five programs of M.A courses which are Sociology, History, English, Psychology, and Social Work as a part of the sample. The researcher chose 145 students randomly and collected the data using a questionnaire on 21st Century skills.

Tool used for the Study

The researcher constructed and standardized the '21st Century scale' of 5 Point Likert type to determine the level of 21st Century Skills among prospective teachers and graduate students in the university. The researcher used pre-tryout, tryout, and item analysis procedures with the help of experts and made the tool consisting of 36 items and each having some alternative answers. Split-

half reliability corrected by the spearman brown formula of the scale was established as 0.92 and the scale has undergone a face and content validity process by experts.

A Likert scale ranging from 1 to 5 (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree) was applied in this study the level of 21st Century skills was categorized into three levels (high, moderate, low) based on the mean displayed in Table 1.

Table 1: -Level of 21st Century Skills

Level	Mean
High	3.67 5.00
Moderate	2.34 3.66
Low	1.00 2.33

Data Analysis Procedure

The responses from graduate students and prospective teachers from questionnaires are analyzed using SPSS. In this descriptive statistical study, mean and standard deviation (SD) were calculated to assess the level of the 21st Century skills. In this inferential statistics study, a t-test was carried out to find out the difference of level of 21st Century skills on gender and educational stream. Pearson -r correlation coefficient is used to determine the level of relationship among 21st Century skills.

Results and Discussion

The first objective of the study was to identify the level of 21st Century skills among students of CUSB. The level of 21st Century skills of students were interpreted according to mean score on the scale and sub-dimensions of the scale and these descriptive statistics are presented in Table 2.

Table 2:- 21st Century Skills of Students (N=145)

Domain	Mean	SD	Level
21st Century Skills	3.94	0.31	High
Learning and Innovation skills	4.01	0.39	High
Digital literacy skills	3.8	0.39	High
Life and Career skills	4.01	0.37	High

As seen in Table 2, the students' level of 21st Century skills is seen to be high as their mean score (3.94) is taken into account. Similarly, the student's learning and innovation skills (mean score= 4.01), digital literacy skills (mean score=3.8), and life and career skills (mean score= 4.01) are seen to be high according to their scores.

Similar result is found in Augilla (2015); kanmaz(2021); kocack & Goksun(2020); Turiman, Weeks & Osman(2019) and Varghese(2021) as these also found high levels of 21st century skills among school students and university students. Alsana (2021) found availability of 21st Century skills in the university courses variables is high. Hadiyanto (2021) even found that 21st Century skills and their sub-components were greater in blended mode in comparison to conventional learning. All these results match with the result of this study and strengthen this study.

The second objective of the study was to find out the level of difference of 21st century skill and their sub- dimensions according to gender investigated through an independent sample t-test.

Table 3:- level of difference of 21st Century Skills on the basis of the Gender

		N	Mean	SD	df	t- value	t(Critical)	Remark
21st Century Skills	Male	86	3.89	0.33	143	2.39	1.98	S*
	Female	59	4.01	0.26				
Learning and Innovation skills	Male	86	3.95	0.44		2.13	1.98	S*
	Female	59	4.09	0.3				
Digital literacy skills	Male	86	3.77	0.42		0.99	1.98	NS#
	Female	59	3.84	0.35				
Life and Career skills	Male	86	3.95	0.38		2.64	1.98	S*
	Female	59	4.11	0.32				

***Significant at 0.05 level, #Not significant at 0.05 level**

As seen from Table 3, it is found that the level of 21st Century skill differed significantly according to the gender (t-value>t-critical value) and the same is the case with sub- dimensions learning and innovation skill and life and career skill other than digital learning skill. The level of 21st century skill of female students (mean score=4.01) were determined to be higher than those of male students (mean score=3.89). No significant difference was found between male and female students in the level of digital learning skill (t-value<t-critical value).

Sumen & Calisici (2017), Bozkurti (2021), Maltepe & Bayrakdar (2021), Kundu (2021) found similarity in favor of female students than male students and significant difference found in the level of 21st Century skills but many result such as Varghese (2021), Kanmaz (2021). Alsana(2021) found inconsistent with this result as they found no significant difference on the basis of gender.

To find out the level of difference of 21st Century skill and their sub-dimensions according to their educational stream (Science and Art) investigated through an independent sample t-test

Table 4:-level of difference of 21st Century Skills on the basis of their educational stream

		N	Mean	sd	df	t- value	t(Critical)	Remark
21st Century Skills	Science	55	3.93	0.34	143	-0.31	1.98	NS#
	Art	90	3.95	0.28				
Learning and Innovation skills	Science	55	4.02	0.42		0.35	1.98	NS#
	Art	90	3.98	0.38				
Digital literacy skills	Science	55	3.77	0.45		-0.73	1.98	NS#
	Art	90	3.82	0.36				
Life and Career skills	Science	55	4	0.38		-0.44	1.98	NS#
	Art	90	4.02	0.36				

***Significant at 0.05 level, #Not significant at 0.05 level**

No significant difference found in the level of 21st Century skill and their sub-dimensions on the basis of their educational stream ($t\text{-value} < t\text{-critical value}$).

Alhothali(2021) and Varghese(2021) also found no statistical difference between scientific and humanities subject specialization in teacher education programs and youth students as specialization doesn't affect this 21st Century skill. This study result strengthens this fact too.

The third objective of the study is to determine the level of relationship between the dimensions of 21st Century Skills of students which is investigated through the pearson-r coefficient.

Table 5:-Correlation between the dimensions of 21st Century skills.

	Learning and Innovation skill	Digital literacy skill	Life and Career skill
Learning and Innovation skill	1		
Digital literacy skill	0.4	1	
Life and Career skill	0.44	0.48	1

According to Best & Kahn (2006), the coefficient value of r below 0.2 defines low; coefficient between 0.2 to 0.4 defines low; coefficient between 0.4 to 0.6 defines moderate; coefficient between 0.6 and 0.8 defines substantial, and coefficient between 0.8 to 1 defines high to very high relationship among themselves. When interpreting the correlation coefficient in Table 5. Based on these ranges, it has been seen that there was a moderate level correlation between all the dimensions of 21st Century skills.

Ball(2016) found moderate correlation between life and career skills and their variable and 21st Century skills among middle young school. A similar intermediate correlation exists between 21st Century learner skill and 21st Century Teacher skills in Kocack(2020).

Conclusion

Most of the respondents are enrolled in 4-year teacher integration program, Master in Education, Master in Social work, and Master in Psychology. The respondents have a high level of 21st Century skills along with creativity and innovation, critical thinking and problem-solving, communication and collaboration, information, media and ICT literacy, flexibility and adaptability, initiative and self-direction, productivity and accountability as well as leadership and responsibility and social and cultural skills. The level of 21st Century skills of female respondents is higher than those of male respondents. No significant difference found between male and female students in the level of digital learning skills. No significant difference found in the level of 21st Century skills on the basis of their educational stream.

A moderate correlation exists between learning and innovation skills with life and career skills as well as life and career skills with digital literacy skills compared with learning and innovation skills with digital literacy skills.

The following recommendations are offered in the light of those conclusions drawn.

- Students should be engaged in group work and discussion while interacting with each other.
- Students need to explore practical skills to enhance their knowledge rather than theoretical knowledge.
- Students must be exposed to digital worldwide and media connectivity of their knowledge with skills needed to enhance their digital literacy skills.
- Students learn to be flexible and open-minded to accept any innovative ideas and develop themselves as self-initiative, productive, and socially responsible individuals.
- Teachers need to promote creativity among students by encouraging intrinsic motivation and inculcating a problem-solving attitude.
- Teachers need to encourage and accept the ideas in their learning environment to be creative which would lead the students to become product-oriented and potential innovation among themselves.
- Teachers need to use project-based learning and innovative methods rather than the conventional method of teaching.
- Teachers need to include 21st Century Skills as a tool of assessment and include it as a part of formative and summative evaluation.
- The institutions need to provide a collaborative and communicative learning environment to learn together as it would develop learning and innovation skills, digital skills, and life and career skills among students, which are complementary skills to each other.
- The institutions should foster communication between and among students and teachers to provide motivation and direction to students' decisions, actions, and career development.
- Training programs and seminars for students should be conducted regularly to be aware of industrial work and intellect with new and enhanced skills.
- The institute needs to provide a better digital environment to connect the students with the global

world so the students can gather, collect, synthesize, and analyze the information to improve their digital literacy skills.

It is essential for 21st Century learners to have 21st century skills and in light of these, our policies and education system should reflect those attributes that enhance and effectively teach these skills. The curriculum must be designed in that way to develop transformational competencies for the future. The result of this study will help to determine the focus area, which should be emphasized in different programs in the university courses.

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Addressing Gender-based Violence against Women in Educational Institutions

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Abstract

Gender-based violence (GBV) refers to any harmful act directed at an individual based on their gender, often perpetuated by societal norms and power differentials. In educational institutions worldwide, Although both men and women can be victims as well as perpetrators of violence but women are at high risk to face and bear the consequences of violence. GBV is a prevalent issue that jeopardizes the safety and well-being of students and staff members. The fear of reporting gender-based violence contributes to its continuation, marginalisation and silencing of victims. Preventing violence against women and girls requires addressing causes and risk factors, which are complex and multiple, dependent on context, and can shift with broader societal changes (SVRI, 2014). Educational institutions must take remedial measures including educational initiatives, awareness campaigns, and the promotion of critical thinking skills among students to challenge harmful norms and behaviour, a holistic approach and collaborative efforts among stakeholders to combat GBV and establish safer, more inclusive learning environments that prioritize the well-being and rights of all individuals within educational institutions. This paper aims to develop an understanding of factors causing Gender-based Violence, its consequences and strategies that can be used to empower women in Higher Education by scrutinizing elements such as structural inequalities, entrenched societal norms, and the influence of media portrayals. The paper highlights the multifaceted nature of GBV, emphasizing that it is not attributable to a single cause but rather a complex interplay of factors and also focuses on the critical importance of fostering a culture of non-violence and advocating for gender equality within academic settings.

Keywords: Gender-based Violence, Educational Institutions, Gender Equality

“Violence is defined as behaviour by people against people liable to cause physical or psychological harm” (Gulbenkian Foundation, 1995). Violence tended to be viewed as aberrations, perpetrated by individuals, with interventions including behavioural intervention plans for children displaying anti-social behaviour (Jimerson and Furlong 2006) or anti-bullying programmes using peers to adjudicate between victims and perpetrators (Naylor and Cowie 1999). Gender-based Violence (GBV) has been defined as 'the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society' (Bloom, 2008).

We approach the issue of GBV as a public health issue. In other words, it is ubiquitous, having an impact at population-level, and therefore requires an upstream approach to tackle the problem at its routes (World Health Organization, 2019). Women and girls experiencing or surviving GBV suffer an array of impacts, ranging from financial and legal to social. However, it has particularly devastating and often long-term effects on women's physical and mental health. Women who have experienced GBV are significantly more likely to report overall poor health and suffer from chronic health co- morbidities than their non-abused counterparts (Garcia-Moreno, Guedes and Knerr, 2012). They are also at greater risk of depression, suicide attempts, post-traumatic stress disorder and psychosomatic disorders (World Health Organization, 2013a). A UNESCO (2013) report emphasizes the importance of raising awareness to guarantee that educational systems promote peace and tolerance. This includes incorporating conflict avoidance and peaceful environment-building tactics

throughout educational systems. This is a significant step forward not just in supporting the educational system's study plan, but also in assisting students who are unable to obtain an education due to school disputes and violence.

Gendered violence is rooted in the structural inequalities between men and women. It is both a cause and consequence of gender inequality. It incorporates a range of crimes and behaviors including physical, emotional, sexual, psychological and economic abuse, personal and sexual violations or material deprivations.

(Lombard, 2015: 64)

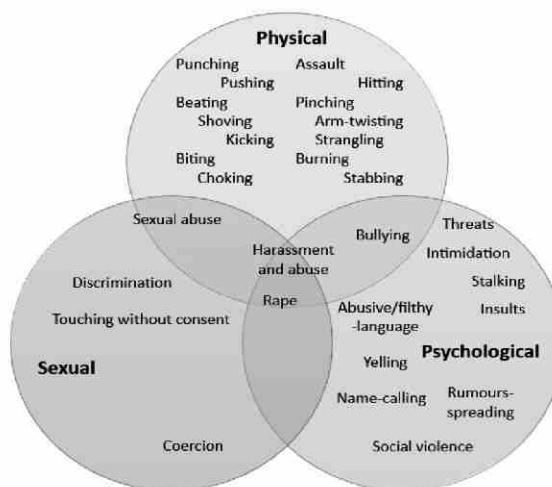


Fig 1.0 Types of Violence

Objective of the paper

To develop an understanding of factors causing Gender-based Violence, its consequences and strategies that can be used to empower women in Higher Education.

Causes of Gender-based Violence

Gender-based violence (GBV) is a complex issue. Various factors can cause Gender-based violence. There is no one cause of violence. The ultimate cause of violence is the manifestation of a number of elements. They include caste, religion, gender, social norms and patriarchy, lack of education, economic inequality as well as the country's political realities

- 1. Social Norms and Patriarchy:** Societal norms that uphold male dominance and control over women can perpetuate GBV. These norms dictate expectations about gender roles, power dynamics, and acceptable behaviour, often reinforcing inequality and violence. One of the major factors causing Gender-based violence is based on hierarchical patterns of dominance. Stereotypes socialize males as aggressive and females to be submissive.
- 2. Economic Inequality:** Poverty and economic dependence can exacerbate GBV. Economic disparities may limit options for victims to leave abusive situations, while financial control by perpetrators can further trap victims in abusive relationships.
- 3. Cultural and Religious Beliefs:** Cultural practices and religious beliefs may condone or justify violence against women, perpetuating harmful attitudes and behaviours. These beliefs can also discourage victims from seeking help or reporting abuse due to fear of stigma or retaliation.
- 4. Lack of Education and Awareness:** Limited access to education and awareness about human rights, gender equality, and legal protections can contribute to GBV. Ignorance about what constitutes abuse and available support services may prevent victims from seeking assistance.
- 5. Weak Legal Frameworks and Enforcement:** Inadequate laws, lax enforcement, and impunity for perpetrators can undermine efforts to address GBV. Legal systems may fail to provide adequate protection and justice for victims, allowing perpetrators to continue abusing with impunity.

6. **Conflict and Instability:** Armed conflict, displacement, and humanitarian crises can exacerbate GBV. In such contexts, breakdowns in social order, displacement, and the presence of armed groups can increase the prevalence of GBV as a tool of intimidation, control, and exploitation.
7. **Access to Services and Support:** Limited access to healthcare, counselling, legal aid, and other support services can hinder victims' ability to escape and recover from GBV. Barriers such as geographic isolation, cost, and stigma may prevent victims from accessing essential services.
8. **Media and Cultural Representation:** Media portrayal of gender roles and relationships can shape societal attitudes and perceptions of violence. Misrepresentation or glamorization of abusive behaviour in media and popular culture can normalize violence and perpetuate harmful stereotypes.
9. **Substance Abuse:** Substance abuse, including alcohol and drug addiction, can increase the likelihood of perpetrating GBV. Substance use can impair judgment, lower inhibitions, and escalate conflicts, leading to violence within relationships.
10. **Individual and Relationship Factors:** Factors such as low self-esteem, unresolved trauma, and unhealthy relationship dynamics can contribute to GBV. Perpetrators may use violence as a means of exerting control, resolving conflicts, or expressing frustration.

Consequences of Gender-based Violence

The severity of an event can be determined by its repercussions. Gender-based Violence has major consequences for individuals and the community as a whole. The consequences can range from small injuries to psychological anguish or the financial burden of victims' treatment. Violence can cause both apparent and invisible wounds (Whitaker & Pollard, 2013). Gender-based violence (GBV) can have profound and long-lasting effects on the overall personality of a person, impacting various aspects of their psychological, emotional, and social well-being.

1. **Trauma and Post-Traumatic Stress Disorder (PTSD):** Survivors of GBV may experience trauma, leading to symptoms of PTSD such as flashbacks, nightmares, hypervigilance, and emotional distress. This can significantly affect their ability to function and cope with daily life.
2. **Low Self-Esteem and Self-Worth:** GBV can undermine a person's sense of self-worth and confidence. Constant belittlement, criticism, and abuse can erode self-esteem, making survivors feel powerless, inadequate, and unworthy of love and respect.
3. **Depression and Anxiety:** Survivors of GBV are at increased risk of developing depression, anxiety, and other mood disorders. The chronic stress and emotional turmoil resulting from the trauma can manifest as persistent sadness, hopelessness, fear, and panic attacks.
4. **Difficulty Trusting Others:** GBV can shatter trust in others, particularly in intimate relationships. Survivors may struggle to trust romantic partners, friends, or authority figures, fearing betrayal, abandonment, or further harm. Trust issues, communication difficulties, and fear of intimacy may hinder their ability to connect emotionally and romantically with others.
5. **Social Isolation and Withdrawal:** Survivors of GBV may withdraw from social interactions and isolate themselves from others as a coping mechanism. Feelings of shame, guilt, and fear of judgment can lead to social withdrawal and loneliness.
6. **Self-blame and Guilt:** Survivors of GBV often grapple with feelings of self-blame and guilt,

* GBV means Gender-based Violence.

even though the responsibility lies solely with the perpetrator. They may internalize blame for the abuse, believing they somehow provoked or deserved it. It can disrupt survivors' sense of identity and agency, leading to feelings of powerlessness and loss of control over their lives. Reclaiming a sense of autonomy and self-determination may be a significant aspect of the healing process.

7. **Physical Health Consequences:** GBV can result in physical injuries and long-term health consequences, including chronic pain, reproductive health issues, and increased risk of sexually transmitted infections (STIs) and HIV/AIDS. In another study with 283 respondents conducted in Kenya, the authors found that GBV was associated with poor mental health, high-risk sexual behaviour and sexually transmitted infections (Hossain, et al., 2021).

Laws & Regulations to Combat Gender-based Violence

The first international treaties to acknowledge gender-based violence against women as a significant worldwide issue were the 1993 Declaration on the Elimination of Violence Against Women and the 1979 Convention on the Elimination of All Forms of Discrimination Against Women. However, local and national feminist movements have played a major role in drawing attention to the problem of violence against women and in promoting social and legal change.[9] For instance, in India, feminist action was crucial in bringing about workplace reforms that led to the adoption of the Vishakha Guidelines in 1997 and the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act in 2013.

While the government has legislation in place such as POSH, and POCSO, and schemes such as the Nirbhaya Fund, Beti Bachao, Beti Padhao, and Sukanya Samriddhi, implementation and enforcement should be a top priority. The prolonged pandemic has further exacerbated the problem of violence against women. Early childhood education and intervention with young boys and girls aimed at promoting gender equality and respectful relationships are important first steps in prevention. One "best bet" for making quicker, more consistent progress in stopping and eliminating gender-based violence is to work with young people. Although this stage of life is frequently ignored by public policies and interventions, it is crucial for the formation of values and norms related to gender equality (Datta et al., 2018).

Recommendations to Combat Gender-based Violence

1. **Peace Education:** Peace Education teaches people how we can live in harmony by accepting all interpersonal and intrapersonal differences. Implementation of such programs and studies is important in our educational institutions due to the increased level of violence and unbearable attitudes of young students in institutions (Rizwan & Asim, 2023).
2. **Counselling and Emotional Support:** GBV requires comprehensive support services, including trauma-informed therapy, counselling, social support networks, and empowerment programs aimed at rebuilding survivors' sense of self and restoring their well-being.
3. **Post-Violence Measures**
 - a) It is important to prevent students who have been victims of violence from becoming victims again, especially in cases of harassment or sexual assault.
 - b) Victims' recovery efforts should be prioritised. Victims should be provided with appropriate legal, medical, social, and academic support (Calcasa, n.d.).
4. **Infrastructure to ensure the safety of women in public spaces:** Infrastructure for women's safety in public settings includes street lights, bus stops, pavements, waiting rooms, public bathrooms, GPS-enabled public transportation, and CCTV. Furthermore, the One Stop Centres

and Local Complaints Committee (LCC) should be operational in all districts. This infrastructure will provide much-needed confidence in women's safety.

5. **Promote Women safety awareness and empowerment:** Sustained multi-year programs that teach self-defence, leadership skills, and legal choices for women's protection and empowerment are crucial. This must be a continuing agenda. Communication with men is just as crucial for women's protection. Gender equality and sensitivity must be communicated in all campaigns and communications, both urban and rural. Women should be viewed as powerful and equal.
6. **Campaigning through Education:** Preventing GBV through mass 'Information-Education-Communication' (IEC) campaigns is worth considering for mitigating this scourge in India. These campaigns can supplement and complement the existing legal provisions such as the Protection of Women from Domestic Violence Act, 2005, the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. Similarly, to spread awareness about GBV, Vogue India came up with the 'ladke rulate nahi' (boys don't make anyone cry) campaign, while the 'bell bajao' (ring the bell) campaign against domestic violence released by 'Breakthrough,' a global human rights organisation, are both brilliant endeavours by private entities that address gender-based violence.
7. **Workshop and Storytelling:** Another innovative effort is the 'Kishor Varta' by the Centre for Health and Social Justice (CHSJ) which has developed a series of audio-visual stories around issues of body literacy, sexuality, gender discrimination, masculinity, menstruation, night ejaculation, girl's mobility consent and age at marriage, etc. One can get connected with these audio stories through a basic mobile phone by dialling a toll-free number.
8. **Sensitising Men:** Engaging boys also impacts gender stereotypes and power dynamics at the community level. Tactically, positioning boys as role models in preventing, stopping and ultimately ending harmful practices can have positive outcomes. To change the situation, a lot of NGOs have started putting in serious efforts. "I don't really want to beat women or harass them but we can't say it because then I am teased a lot," said a young boy during a training workshop on gender equality organised by 'Jagruti Youth'. Their discourse through these workshops revolves around breaking the generalisation of describing boys as wicked perpetrators and girls as victims.

Conclusion

Addressing GBV requires comprehensive approaches that tackle these interrelated factors, including legal reforms, education and awareness campaigns, economic empowerment initiatives, and the provision of support services for survivors. Gender-based violence has severe consequences for both victims and society as a whole. Victims are often women and minorities who lack power and rights. The violence leaves lasting effects on students, affecting their self-esteem, trust, and sense of security. Students are crucial for the future of the country and actively express their opinions on national and international issues. If the government violates the law or policy, they have the right to peacefully protest or object to the decision. However, these rights are often violated when incidents of Gender-based violence occur.

Violence against both men and women occurred in universities. This reveals that there is no gender difference in the likelihood of encountering violence at university. Institutions should change their strategic plans if they seek a peaceful environment, as violence-reduction efforts have had no effect. Violence based on religious, political, gender, or ethnic origin is also a significant issue, as emphasised in several studies and corroborated by Bryson and Childs' (2018) research. Thus,

colleges and universities must do more to deconstruct and oppose violent training. Our academic institutions may help by highlighting their most valuable contribution: the development of critical thinking, which can serve as an antidote to the mindless violence encouraged by addiction pushers.

Men and boys will be encouraged to change their behaviour by national campaigns that are pushed in line with the mentioned government schemes and are carried out by the Centre, State, and local self-government bodies working together. It's high time for us as a country to start discussing what a true "GBV mukt Bharat" looks like. A good way to begin would be to start nationwide, sustained and hi-impact IEC campaigns.

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Sustainable Students' Happiness : A Key to Sustainable Inclusion

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Abstract

There are many reasons and factors behind the student's educational exclusion. These are related to their context like home related (poverty, homeless child, orphans, single parent child, migrants, first generation learners, lack of motivation, learning disabilities, social customs and traditions etc.), school environment and a time/ period situation of country and locality. Educational inclusions are also of different types and levels like show of inclusion, momentary inclusion, infrequent inclusion and sustainable inclusion. In this paper researcher focuses upon sustainable student's happiness and its relationship with sustainable student's inclusion. What are its characteristics and how is it achieved? Researcher experienced sustainable inclusion is achieved mostly by sustainable student's happiness. Sustainable happiness comes from active involvement in experiential learning. When new and difficult concepts are known and understood, it is constructive and awareness towards external worlds and inner-self, the students feel pleased and come in the state of sustainable happiness. Sustainable happiness is what we experience when we solve a problem, knowing something new, understands any concept or some ideas that are retained for a long time and usable in our real life. Sustainable happiness involves clarity of thought, deeper understanding of self, being able to focus, being mindfulness, finding cause and purpose. The happy students want to remain in the school and educational activities by his/ her own inner will and by self- motivation. Therefore every person associated with school and education should keep student's sustainable happiness at the centre of school activities from the point of view of sustainable educational inclusion.

Keywords: Sustainable Happiness, Sustainable Inclusion, Educational Inclusion, School Environment, Experiential Learning, School Activities

Exclusion is a typical term which is used to describe the reasons when a student is completely out of school or from education. There are many reasons and factors behind the students' educational exclusion, which are related with the student's context (habitat, home situation, birth order, siblings, family occupations, parents' education poverty, homeless child, orphans, single parent child, migrants, first generation learner, lack of motivation, physical disability, learning disability, language difficulty, dwellers of remote areas, unavailability of school, gender social cultures customs and traditions etc.), school environment (accessibility, school infrastructure, basic facilities like drinking water, clean and usable separate toilet and bath-rooms for boys and girls, common rooms, play ground, greening, attractive building and classroom, facilities for Divyang students, nature of student supportive services supportive behaviour of teaching and non teaching staff and administration, use of appropriate and conducive pedagogy and evaluation practices) and time/ periodical situation of country and locality (peace and war, riots, civil unrest crime, natural hazards etc.). In the inclusive education literature, exclusion is used to describe the process that occurs when a student is denied access to participation at school. The inclusive practices includes things such as access to curriculum, access to friendship groups, access to teacher time and so forth (Booth, 1996). In another

scene a student may be in school, but still experiencing exclusion if they are not able to access curriculum, friendship and other experiences considered as ordinary (Kearney, 2008). Finally, exclusion can be both obvious and hidden. For example, a student may be experiencing exclusion at school, but those factors that are actually acting to exclude the student may be so ingrained in the structure and culture of a school that they go unnoticed and unquestioned (Slee & Allan, 2005). In Asian countries the lack of educational quality, inexperience and the different interpretation of inclusion are counted as the major obstacles in implementing inclusive education (Forlin, 2004; Slee, 2001; Ainscow, et. al., 2004).

Historical Background of Inclusive Education

The emphasis upon inclusive education came into force after Salamanca Conference, Spain (1994). The Salamanca Conference agrees with their participants: "Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions." (article 3, Salamanca Framework for Action). The conference statement reaffirms the right to education of every individual, as stated in Universal Declaration of Human Right (1948) and the pledge made by World Conference on Education for All (EFA), Jomtien, Thailand (1990). After ten years in World Education Forum Summit, Dakar, Senegal (2000) six goals are accepted as and obtain up to 2015 are expand early childhood care and education, provide free and compulsory education for all, promote learning and life skills for young people and adult, increase adult literacy rate by 50 percent, achieve gender parity by 2005, gender equality by 2015 and improve the quality of education. Incheon Declaration and Framework for Action, South Korea (2015), highlights inclusive and equitable quality education and lifelong learning for all, in accordance with Sustainable Development Goal, (SDG- 4, 2015). We committed to promote quality lifelong learning opportunities for all, in all settings and at all levels of education. Inclusive education means "ensuring effective equal access to quality inclusive education for all learners, including those of migrant origins, those from disadvantaged socio economic background, those with special needs and those with disabilities- in line with convention on the right of person with disabilities – is indispensable for achieving more cohesive societies". (Council of the European Union, 2018, clause 16, p. 3) In many developing countries, the pursuit of inclusion remains focused on providing students with disabilities the most basic access to public education. (United Nation, 2019)

The Provision of Happiness and Inclusive Education in NEP- 2020

NEP- 2020 start with the word, Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is key to India's continued ascent. This policy must provide quality education to all students, irrespective of their place of residence, and focus on historically marginalized, disadvantaged and under represented groups. The successive government policies, programs and implementation of the recommendations of different commissions made continuous progress towards inclusive education to bridge the gender gap and social category gap in all stages of school education. There are many factors including lack of access to school, poverty, social problems, customs and traditions, language have a detrimental effect on rates of enrolment and retention among the socially deprived group.

Happiness

Mahatma Gandhi said 'Happiness is when what you think, what you say and what you do in harmony'. Aristotle said 'Happiness is the meaning and purpose of life, the whole aim and end of human existence' and 'Happiness is the only self-sufficient achievement of learning.' (Crisp, 2000) It is widely believed that happiness has an important and essential role in the well-being and motivation of school children.(Datu et. al., 2017; Frey, P. S. & Stutzer, A., 2000; Moos et. al., 2005; Oreopoulos, P., 2007; Soleimani and Tebyanian, 2011). Thus we see, here all human activities go in the search for happiness. Happiness is seen as something that is based on positive friendship and strong relationships. Dorothy Bolte (1998) says, 'Children learn what they live' and it seems to agree with theory, concept and logical wisdom. The lack of Happiness and joyfulness has a significant influence on student's personality growth and might affect their intelligence, thinking skills, creativity and educational achievements. (Yasin, 2001).

The lack of happiness in school is a major problem of many education systems which is rarely considered in a careful manner.(Guilherme and de- Freitas 2017; Sala vera et. al., 2017). Shocking revelations were made during the surveys conducted by NCERT, which showed that only 20 percent of children were happy in their lives. Now the question arises what are schools doing? Attention to happiness should be stressed as early in childhood as possible but definitely no later than adolescence, giving importance to the cognitive, emotional, personality and social development features and the skills that occur during this time period (Nahin et. al. 2010; Parker and Asher, 1989). As early changes create a strong basis for positive happiness throughout life, most intervention programs tend to stress that educators can be influential in building positive resources for the children if the changes are sought earlier. Hence, the role of family, home and friends become vital(Kocayoruk and Telefoon, 2015; Robert et. al. 2005). Happiness depends on ourselves, more than anybody else.

Happiness has now become a part of the global agenda. In 2011, the United Nation General Assembly recognized happiness as a fundamental human goal in resolution 65/ 309 entitled 'Happiness: Towards a Holistic Approach to Development'. According to the World Happiness Report, 2015 schools that prioritize learner well-being have the potential to be more effective, with better learning outcomes and greater achievements in learner's lives. (Helliwell, et. al., 2015, Layard and Haveli, 2015). When the school act as a 'personally supportive community' student felt more satisfied and their possibility of school completion increased.(Baker et.al. 2003; Chafouleas and Bray, 2004).

Student's Happiness to Sustainable Happiness and Student's Inclusion to Sustainable Inclusion

The subjects that make student's happy are most likely to be 'enjoying being with other people', 'having self-confidence', 'having fun', 'feeling school as a safe place'. The students could be happier and more successful if there is a healthy environment for them to have fun besides learning and spending nice time with their friends. (Munevver Mertoglu, 2020). The factors influencing student's happiness are learning skills, attitude and knowledge can lead to the satisfaction towards the happiness of learning among the students (Somtop K. 2014). Socialization is one way of achieving happiness; the more social activities, the happier the individuals in school. The academic factors are

important in creating happiness. There is a positive and direct relationship between academic achievements and happiness. Physical factors, participative and supportive leadership style were important in creating happiness in school. There is a strong and positive relationship between happiness and self-esteem. (Fatemeh Talebzadeh, 2011). Curriculum will not only affect student's attitudes towards school and learning environment, but will also affect student's happiness. Happiness will make positive attitudes among students and may lead to higher academic achievements and eventually more active and regular citizens (Tenney, Jodiann, K. 2011). An important criterion for happy school is positive teacher's attitudes and attributes such as kindness, enthusiasm, fairness and the role in serving as inspiring, creative and happy role models for learners. (Lee and Lee, 2014). The affectionate behavior of the teacher towards students, not only gives motivation to the students but makes good achievements and happiness as shown in the movie *Taare Zameen Par* (2008). Happy students learn more actively, more creative and spend more quality time for their school related activities, thus learn better when they are happier (Adler, A., 2016) 5. The children who were asked to think happy thoughts before starting the task did learn better than the others and completed it faster and with few errors. All human activities are ultimately for obtaining happiness. Happiness lies in the outer environment or within us. According to Nagraj (1999), 'a state of no- conflict, synergy, or a state of being in acceptance is Happiness'. The inner state of happiness promotes factors that allow individuals to flourish with high acceptance and greater extent. According to O'Brien (2008) 'happiness that contributes to individual, community and global well-being without exploiting other people, the environment or future generations.' Thus happiness is the result of interaction between the inner self and the external environment. Happiness is seen in the fulfilment of our desires. Many of our desires are fulfilled with our five senses by eating a tasty meal, listening to pleasant music, smelling our favorite perfume, seeing our favorite scenario and softly touching. Besides the fulfilment of sensory pleasures, we experience happiness in feelings such as security, love, affection and care in our relationship. At the time of late childhood and adolescence when students enter middle stage school, class six to eight develops a strong desire towards seeking knowledge, to clarify the concepts, to be aware about the inner self and outer world, their meaning and purpose in life. A. Nagraj (1999) proposed a model of happiness, in this model he took four dimensions human senses in integrated form of the material, behavioral, intellectual and experiential aspects. These are related to our senses, feeling, learning and awareness. Put together, these form a 'happiness triad'. Students seek fulfilment from all the aspects of their lives, which bring happiness, satisfaction, enthusiasm, positive motivation, peace etc. together constitute 'student happiness'.

The momentary happiness comes due to fulfilment of our desire for the senses. The ornamentation and decoration of the school building and classroom, physical facilities (furniture, for seating, light and fan, greening of school campus, drinking water, neat and clean toilets, playground etc.), benefits and proper implementation of the government schemes like mid-day meal, obtaining free books, uniform and shoes, playing kits etc. provides momentary happiness to the students and creates a pressure and greed for enrolment in school. This type of enrolment or inclusion for only little benefit is taken as the 'show of inclusion' is considered as only for the formality of enrolment noticed, but not any will about learn or understand some- thing new or any new concept. This type of inclusion happens by the pressure of the other person or by the grid of government schemes. Such

enrolment or inclusion have a much chance to drop- out or be excluded after some time.

The deeper happiness comes due to internal desires, feelings like affection, care, gratitude, respect, belongingness, from the persons in our relationship in school like teachers, classmates and non- teaching staff. Behavior like carefulness, reliance, trust and a positive attitude make a value of relationship, which provides a deeper happiness than momentary happiness. The impact of such happiness is longer and any beneficiary or student wants to be in. This deeper happiness of students makes long time or sustainable inclusion and motivates students for better learning.

Joy is a state of extreme happiness when someone achieves what they want and what they desire. According to Leonardo da Vinci the noblest pleasure is the joy of understanding, humans are seekers, and we seek for experience and this that will fulfil our desires. When a student aware towards their life, work, learning, target, thoughts, mindful to action and have no any internal conflict and stress, are in the state of noble or sustainable happiness. Such an experience we feel when we learn something new, understand and to solve any life related problem by experiential learning, grasp a new concept, phenomenon and some meaning and reasons. Understanding of self- capabilities, difficulties and achievement gives noble confidence, internal motivation, believe and dream for future life, it gives sustainable happiness. According to Nagarjun (1999). Sustainable happiness involves clarity of thought, deeper understanding of self, being able to focus, being mindful, finding cause, purpose and interconnectedness in our lives etc. Such happiness is remedy for many life difficulties and stress comes from unsuccess, illness and from other social and contextual problems. When a students find happiness from learning, constructive understanding, experiential problem solving by changing their attitudes, behavior to facing the different situation and awareness towards his/ her learning and achievement may sustain for a long time or up to find their targets be staying in learning process. The enrolment of such student is sustainable and have no chance for exclusion or drop- out, this is so called as sustainable inclusion.

Happiness Pedagogy

Quality education must contribute to the personal fulfilment and happiness of learners as well as to individual and societal well-known being. Quality education must be understood from the perspective of multiple stakeholders– citizens, learners, teachers, parents and community. It is critical to engage in, and sustain, dialogue among the multiple stakeholders on the essential knowledge, skills, attitudes, beliefs and competencies required for success in life and society. There is a strong need for some skills which are necessary to survive and well-being in the 21st century. These are critical thinking and more holistic, inquiry- based learning, discussion- based and analysis- based learning. Teaching and learning needed more interactive practices, questioning will be encouraged and classroom sessions contain more fun, pleasure and sympathy. In all stages experiential learning is fruitful, hands- on learning, storytelling is best pedagogy for each subject at school level teaching and learning. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry- driven, discovery oriented, learner- centered, discussion- based, flexible and of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture and values in addition to science and mathematics to develop all aspects and capabilities of learners; and make education more well- rounded and useful and fulfilling the needs of learners. Education must build character and enable learners to be ethical,

rational, compassionate and caring, while at that time preparing them for gain employment and developing critical thinking and problem- solving abilities. Art - integration is a cross- curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis of learning of concepts across subject boundaries. When we focus on experiential learning, art-integration education will be embedded in classrooms creating joyful classrooms. Sport integration is another cross-country curricular pedagogical approach that utilizes physical activities including indigenous sports it also helps to develop skills such as collaboration, self-initiative, self-esteem direction, self- discipline, teamwork, responsibility, citizenship etc.these skills make inner joy state within students. Ainscow (1995) emphasized that inclusive education aims to restructure schools in order to respond to the learning needs of all children. In joyful learning the behavior, values, attitudes, thinking, self-knowledge of the student everything changes, is highly sustainable and provides happiness.

During experiential learning many queries and questions arise in students mind, which are resolved through various types of creative work, here students and teachers, students and students form closer relationships between society, which leads to the life values and social values of the students. Here students are happy in participating in various types of interesting activities. Joyful learning means when a student is intellectually and emotionally positive be in a mental state. This is possible only when the student happily engages in the learning process, including teachers, fellow students and other people of the society make the learning process a lively, large and acceptable environment. In which the all-round development of the student is accomplished through enjoyable learning. Always keep in mind that learning is a living, social and enjoyable process. Students through a variety of sports activities by coordinating knowledge of various subjects with their inner enthusiasm and motivation. With the solution of life's problems, they learn easily and naturally according to their need. Diverse process of learning is accomplished by integrating the subjects with the processes of life, so that the student automatically gets involved. A state of inner happiness arises. Social Contextual learning in a social environment, the acquisition of skills, life values and emotional skills takes place in a joyful manner. Enjoyable learning It is a process of learning in a creative, learner-centered, active and holistic manner. Here's the knowledge of life created under real circumstances. Students are motivated by their own hearts with joy to learn collaboratively through goods and necessary activities. Thoughts that arise in the mind of the students, reflect in the questions while meditating on their knowledge, imagination, logical intelligence, and they analyze, use them and examine their impact and usefulness, as well as their own ideas. In the context of learning, they are critically evaluated and logically examined all the phenomena related with their life. This mode of learning leads students to everlasting happiness. The students construct their knowledge within their needs, environmental needs and experiences. It creates, which provides everlasting happiness. The acquired knowledge of the past i.e. folklore lies in the basis of new knowledge and as an inexhaustible source of knowledge. There are a variety of dramas, roles, stories, songs, folk songs, folklore, parables, the learner gets the learning of the subject matter in a joyful form through art- music etc. There is talk of joy and happiness, including learning, activity and project-based learning, sports and learning through which the student can learn some new knowledge/ skills/ facts creativity, with enjoy and do something new. Gurudev Rabindranath in this regard wrote that- "Creativity and generous joy are the keys to childhood." GijubhaiBadheka in

DivaSwapna wrote "It has been clarified that in the nature of children, playing, jumping, doing enjoyable tasks remain inbuilt. If they are not ready to learn, they cannot be taught." That's why students learn, getting into the state of learning is the teacher's first requirement. For this purpose, the author gave the most importance to the story and sports. Language, especially the students' mother tongue or regional language, along with communication between teacher and student, also establishes group spirit and interconnection, which helps in the joyful learning of the student.

Implication of Sustainable Inclusion

Education is a great leveller and is the best tool for achieving economic and social mobility, inclusion and equality. Initiative must be taken to ensure that all students from any reasons and factors may be sustainably included in the education system. By aiding joyful content in inclusive pedagogy we find the target of student's sustainable happiness then we reach a sustainable inclusion then quality-full sustainable inclusion.

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Organizational Commitment of Teacher Educators: A Critical Review of the Literature

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Abstract

The present era is witness to the changing scenario of the education system and world economy. In this context, teacher education institutions need to be proactive to meet the new demands of the changed scenario. Therefore, the performance of stakeholders becomes very crucial for establishing a symbiotic relationship with the job world. Hence, many vital issues related to teacher education like, organizational commitment, leadership style, working conditions, professional efficiency, curriculum, teaching-learning practices, and learning environment, need to be reviewed. The organizational commitment is directly related to the performance of the teacher educators and is also influenced performance of the teacher education institutions. It is universally accepted that the quality of teachers rests primarily on the teacher educators. The crucial role of the organizational commitment of teacher educators is now widely emphasized in educational sectors. This paper discussed organizational commitment as a vital factor in the context of teacher education. The present study is a sincere attempt to review the research on different factors and correlated of the organizational commitment. The paper analyses the related research work and infers many significant aspects of the organizational commitment of teacher educators. The paper came up with the suggestion of research to be carried out in the changing scenario of the teacher education system in India.

Keywords: *Teacher Education, Organizational Commitment, Organizational Commitment of Teachers*

India is implementing the National Education Policy, 2020 to integrate Indian knowledge and heritage with modern developments in the education system. Teacher education is a sincere process that involves a multi disciplinary approach, nurturing of cultural values, and development of habits under the supervision of the best gurus. Teacher education institutions and the current teacher education programs are not in line with the goals of the National Education Policy, 2020. In this context, several issues and concerns related to teacher education institutions and their stakeholders are important in achieving the mandate of NEP-2020. Therefore, organizational commitment, leadership style, working conditions, professional competencies, curriculum, teaching-learning practices learning environment, etc. are subject to re-thinking to ensure the successful implementation of the new education policy.

Teacher Education

India has always strived for quantity and equity as well as quality education at every level of education. Teacher education refers to a program of education, research, and training of individuals to teach at a particular level of education from pre-primary to higher education. In the present scenario, many problems are also prevalent in teacher education like poor methods of teaching, outdated curriculum, problem of internship and inadequate empirical research etc. Therefore, the gap in demand and supply of teachers has also created a big problem. Among the stakeholders, the teacher is the key executor of the education institutions. It is understood that teacher trainers are

responsible for producing quality teachers. The main responsibility of this mission was given to teacher trainers. A teacher is a professional who mentors other people to gain the knowledge, skills, and attitudes to become effective teachers (Ali, 2020). Teacher trainers need to contribute to the creation of competent future teachers by conducting courses using modern techniques of training. But for this, they will have to be provided favorable job-related factors. Furthermore, teacher trainers' commitment to the institution plays a central role in their professional output. However, the National Education Policy, of 2020 revisited this factor and acknowledged it as an important component in enhancing the output of teacher education institutions.

Concept of Organizational Commitment

Organizational commitment is a vital factor for the success of any organization. The concept of organizational commitment is concerned with the extent to which people are involved with their organizations and are interested in being associated. It refers to an individual's desire to remain associated with an organization involving a psychological tie-up between employee and organization. O'Reilly (1989) defines organizational commitment as the loyalty of employees to the organization and its values and engaging in work within the organization. The employees are generally willing to give their contributions for better output of the organization. A comprehensive explanation of organizational Commitment was given by Allen and Meyer (1990). They defined organizational commitment as the psychological relationship of workers to the organization and has implications for staying within the organization or vice versa. Lee and Miller (2001) define organizational commitment in terms of trust in organizational values, willingness to do their best for the benefit of the organization, and the desire to remain with the organization. Luthans (2002) defines organizational commitment as an attitude reflecting employees' loyalty to their organization and is an ongoing process through which they express their concern for the organization and its success and well-being. Mathis and Jackson (2003) define organizational commitment as the level of trust and acceptance of the workload for achieving the goals of the organization as well as the desire to remain in the organization. Robbins, Timothy, and Sanghi (2008) have defined organizational commitment as a state in which an employee identifies with a particular organization and its goal and wishes to maintain membership in the organization. In most definitions, organizational commitment is defined in terms of an employee's psychological association with, willingness for, loyalty towards, and trust in the organization and its values.

Research on Organizational Commitment of Teachers

Organizational commitment remains significant in the literature of industrial and organizational psychology. Research has been carried out nearly in every field of the job world. Recently, studies on the organizational commitment of employees of educational institutions are trending in the academic world. Kant and Rangannavar (2013) investigated organizational commitment of secondary school teachers. The study reveals that there is a significant difference in organizational commitment and administrative behavior of school heads. However, other variables like salary and experience do not have any effect on organizational commitment of the teachers. The organizational commitment of secondary schoolteachers did not differ concerning gender, types of school (aided, unaided, Govt), teaching experience, as well as salary difference. Kishor and Suryawanshi (2015) investigated the relationship between job satisfaction and organizational commitment of university teachers in Maharashtra state. The study found a significant correlation between job satisfaction and the organizational commitment of university teachers. Khan (2015) conducted a study on organizational commitment among public and private school teachers. The results of the study revealed a significant difference between the organizational commitment of

public and private school teachers. It was interpreted that the public sector schools have a very poor quality of working life as compared to the private sector. Kaur (2016) studied factor analysis including the impact of some of the relevant factors like job satisfaction, quality of work, work pressure, and workload. The study reveals that private university teachers are more committed as compared to public university teachers. Koul (2016) examined the organizational commitment levels among male and female teachers in the Government colleges of Chandigarh. The findings of the study showed that the organizational commitment of the college teachers does not differ concerning their gender, qualification levels, and years of service. The results also indicated that the continuance commitment level of teachers has the least value while normative commitment has the most value. Srinivasan and Selvi (2016) tried to find out the level of organizational commitment of secondary school teachers. The study found no significant difference in the organizational commitment of teachers concerning gender, and marital status of the teachers, but differ concerning locality of the school. Polat and I sender (2018) conducted descriptive research investigating the relationship between teachers' resilience levels with job satisfaction, organizational commitment, and perception of organizational climate. It was found that there is a significant positive relationship between resilience and organizational commitment. A significant positive relationship between resilience and organizational climate was found as a result of the study. Gupta and Kumari (2018) conducted descriptive research investigating the comparative study of organizational commitment among secondary school teachers based on occupational stress and experience. It was found that a significant interaction effect of occupational stress and experience was reported on the organizational commitment of secondary school teachers. Therefore, it may be concluded that there is an urgent need for remedial programs to reduce occupational stress to enhance the organizational commitment of secondary school teachers. Jaiswal and Agarwal (2019) analyzed that a significant number of researchers have endeavored to contemplate organizational commitment, work values, and leadership behaviour in connection to specific factors like sex, capability, subject, instructor experience, and considered. Tadesse (2019) investigated the level of teachers' organizational commitment and correlated the level with their individual characteristics. The study inferred that affective and normative commitments of secondary teachers are low, but their continuance commitment was better. However, educational background, and gender do not have significant relationship with teachers' organizational commitment. Bano, Ishrat, and Mishra (2019) attempted to identify some of the factors that affect the organizational commitment of teachers in the case of public and private universities of Lucknow city. Over all organizational commitment of the private university teachers is greater than that of the public universities because of a better opportunity for growth, quality of work-life, promotion, and healthy working conditions. Sharma (2019) attempted to explore the level of job satisfaction and professional commitment of teacher educators and also to study the relationship between teacher educators' job satisfaction and professional commitment. The findings of the study revealed that more than sixty percent of teacher educators showed average and below-average levels of job satisfaction. Similarly, 50 percent of the teacher educators possessed average and less-than-average levels of professional commitment. No significant differences have been found in job satisfaction and the professional commitment of teacher educators based on teaching experience and stream (arts and science). Bashir and Gani (2020) investigated the organizational commitment of university teachers concerning selected demographic variables. The study concluded that the majority of teachers possess continuance commitment, as they weigh the costs and risks associated with leaving the university, and when given better alternatives, they may leave their institutions. Among the demographic variables, only the level of education was found to be significantly affecting the commitment of university teachers. Habib (2020) investigated the relationship between organizational commitment and job burnout of secondary school teachers as

well as the factors contributing to job burnout. The findings of the study revealed that there is no significant difference in the organizational commitment of male and female secondary school teachers. It was also announced that there is a significant correlation between the organizational commitment and job burnout of secondary school teachers, which means that the higher the organizational commitment, the higher the job burnout and vice versa. Hasanah, Putrawan, and Vivant (2020) studied impact of teacher leadership and trust on the school teachers' organizational commitment. Research findings showed that teachers' leadership and trust were found to be significant and directly affect teachers' organizational commitment. Therefore, teacher leadership and trust cannot be ignored when the performance of organizational commitment can be improved and developed by the school. Manzoor and Basu (2023) explored the organizational commitment of secondary school teachers in Kashmir. The findings revealed that organizational commitment of secondary school teachers varied significantly concerning work experience and gender. Therefore, the organizational environment needs to be conducive for the teachers to foster increased organizational commitment from all members of staff.

Analysis of Findings

From the critical review of the literature related to organizational commitment, the following conclusions can be inferred:

- i. The researches on organizational commitment are mostly conducted in the job world. The studies are most common in the Western world, but a good number are also conducted in India.
- ii. In the educational field, studies on organizational commitment are also conducted in sufficient numbers. However, most of the studies are confined to the school level.
- iii. Research studies on organizational commitment at the higher education level are comparatively less frequent in India. While very few studies were conducted in the field of teacher education.
- iv. In most of the research organizational commitment is studied to find out the correlation with related variables like, job satisfaction, organizational climate, employee performance, burnout, stress, leadership, self-efficacy, and resilience.
- v. In the reviewed research, organizational commitment is studied with demographic variables like gender, age, work experience, locality, marital status, family size, salary, qualification, post/ position, types of institution (government/ private), and stream of teaching.
- vi. It was inferred that type of institution (government/ private; aided/ unaided) has influence on the organizational commitment of employees (Khan, 2015; Kaur, 2016; Bano, Ishrat, & Mishra, 2019). In many cases the type of institution has no influence on the organizational commitment of employees (Kant & Rangannavar, 2013).
- vii. The studies also reported marital status as non-influencing factor for organizational commitment (Srinivasan & Selvi, 2016; Bashir & Gani, 2020). However, Tadesse (2019) found marital status as a deciding factor for organizational commitment.
- viii. In some studies, locality of the institution has influence on organizational commitment of the employee (Srinivasan & Selvi, 2016), while other study reported no influence of locality (Bashir & Gani, 2020).
- ix. About leadership behaviour, studies reported as deciding factor for organizational commitment (Jaiswal and Agarwal, 2019; Hasanah, Putrawan, & Vivant, 2020).

- x. Among the correlational aspects, job satisfaction (Kishor & Suryawanshi, 2015; Polat and Isender, 2018; Sharma, 2019), burnout (Habib, 2020), trust of employee (Hasanah, Putrawan, & Vivant, 2020), occupational stress (Gupta and Kumari 2018) are found significantly correlated with organizational commitment.

Reflections from Review

- i. The researchers conducted on organizational commitment are correlational studies. Most of the researches adopted the cross-sectional design. Very researches followed the longitudinal study design. However, the controlled condition design is rare in the study of organizational commitment.
- ii. The variables like, job satisfaction, trust, organizational climate, occupational commitment, motivation, job performance, Leadership, self-efficacy are positively correlated. While, burnout, stress, absenteeism, conflict, and withdrawal behavior are somehow negatively correlated.
- iii. The demographic variables like gender, age, family size, salary, and stream of study are non-deciding factors for organizational commitment. While the nature of a few variables like, work experience, marital status, locality, and educational qualification is not decided from the research.
- iv. The reviewed research used mostly self-reported tools for studying organizational commitment. The tools for measuring organizational commitment are mostly based on Organizational Commitment Questionnaire of Allen and Mayer frequently used in the studies. However, an adaptation of the tool is also reported based on the nature of the job world, and social and cultural variations. The majority of tools used are based on the Likert rating scale model.
- v. From the literature, it is found that both descriptive and inferential analysis is utilized in the data analysis. Among the statistical techniques, Correlation, t-tests, ANOVA, Regression Analysis, Path Analysis as well Factor Analysis are most frequently used in the studies.

Insight for Research Gap

The review of literature, critical analysis of findings, and reflections on studies can be implicated for determining the research gap and further research issues in educational settings. Furthermore, following researches can be taken into account in education as well as in teacher education:

- i. In the field of teacher education, longitudinal design can also be used beside cross-sectional design. In teacher education action research can also be carried out considering organizational commitment as an aspect.
- ii. Research can be carried out on organizational commitment of teacher education institutions using correlates like organizational climate, motivation, performance, leadership style, stress, and professional attitude.
- iii. The study can consider background variables like gender, educational qualification, stream of study, institutional management, nature of the job, service experience, marital status, and job position, etc.
- iv. In teacher education a comparative study may also be carried out involving teacher-educators, and administrators of all levels of teacher education institutions like DIET, College of Teacher

Education, and University Department of Education.

- v. A study may also be taken to determine the factors affecting organizational commitment of teacher-educators.
- vi. A study may be carried out to investigate the relationship between organizational commitment of the teacher educators and students' performance.

Concluding Remarks

Teacher education in India is being reformed in the light of NEP-2020. Teacher education is now having to collaborate with the job world by improving their organizational performance. In this scenario, the organizational commitment of the teacher educators is again a matter of revisit in teacher education. The research on the organizational commitment of teacher educators considering different correlates and factors will provide vital input to enhance the quality and performance of teacher education institutions.

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कोविड-19 महामारी के दौरान बी.एड. विद्यार्थियों की ऑनलाइन शिक्षा एवं शैक्षणिक तनाव का अध्ययन

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Abstract

Natural Disasters have always occurred from time to time and have played a significant role in the development of human civilization. Currently, the COVID-19 pandemic, caused by a virus, has once again challenged the entire world. Due to the lockdown, educational activities were conducted online, which had both long-term and multifaceted effects on students. The present study aims to understand the level of educational stress experienced by B.Ed. students during online learning. For this purpose, 50 B.Ed. students from central and state universities were selected. The sample was chosen using stratified random sampling, and the descriptive survey method was used for the study. A self-constructed online educational stress questionnaire was used to collect data. Statistical methods such as mean, standard deviation, and chi-square were employed to analyze the data. The results indicated that the educational stress level among B.Ed. students during online learning was high. Significant differences were found in the educational stress levels of B.Ed. students based on their gender and educational institutions.

Keywords: Disability Rights, National Education Policy 2020

आधुनिक दुनिया शायद ही कभी इतनी अलग और प्रतिबन्धित रही हो। कोविड-19 वायरस के प्रसार को रोकने के लिए सार्वजनिक आवाजाही पर कई प्रतिबन्ध लगाए गए। लोग घरों में रहने के लिए मजबूर हो गए और क्वारंटाइन के बोझ तले दब गए। भारत में भी इससे कई प्रकार की समस्याएँ देखने को मिली हैं। कोविड-19 ने प्रत्येक क्षेत्र को बुरी तरह से प्रभावित किया है, शिक्षा भी उनमें से एक है। स्कूल, कॉलेज, विश्वविद्यालय सभी छोटी-बड़ी शिक्षण संस्थानों में शैक्षणिक कार्य अवरुद्ध हो गया। इस परिस्थिति से निपटने के लिए ऑनलाइन माध्यमों का सहारा लिया गया, परन्तु ऑनलाइन शिक्षा से भी कई प्रकार के शारीरिक एवं मानसिक स्वास्थ्य सम्बन्धी दुष्प्रभाव सामने आए, साथ ही कई शैक्षणिक चुनौतियों का सामना भी करना पड़ा।

हेन्स शैली (1997)– “तनाव से तात्पर्य शरीर द्वारा आवश्यकतानुसार किए गए अवशिष्ट अनुक्रिया से होता है।”

तनाव के बगैर जिन्दगी की कल्पना नहीं की जा सकती, एक हद तक मनोवैज्ञानिक तनाव हमारे जीवन का एक हिस्सा है, जो सामान्य व्यक्तित्व के विकास के लिए आवश्यक साबित हो सकता है, हालांकि यदि यह तनाव अधिक मात्रा में उत्पन्न हो जाए तब मनोचिकित्सा की आवश्यकता पड़ सकती है।

शैक्षणिक तनाव, शैक्षणिक गतिविधियों में किसी के प्रदर्शन पर चिंता या आशंका की भावना है। यह छात्रों को परीक्षाओं में अपनी क्षमताओं के सर्वश्रेष्ठ प्रदर्शन में असमर्थ होने का कारण बन सकती है।

इसी प्रकार बी.एड. विद्यार्थियों में भी ऑनलाइन शिक्षण के दौरान अनेक शैक्षणिक तनाव देखने को मिला। बी.एड. शिक्षक-प्रशिक्षण से सम्बन्धित एक व्यावसायिक पाठ्यक्रम है, जिसमें दो वर्षीय बी.एड. डिग्री के दौरान विद्यार्थियों की छः माह का इंटर्नशिप, शैक्षिक भ्रमण एवं अनेक गतिविधियाँ शामिल होती हैं। दो वर्षों से कोरोना के कारण स्कूल बन्द थे, जिसके चलते इंटर्नशिप ऑफलाइन माध्यम पर नहीं हो पाई। बी.एड. विद्यार्थियों की कक्षाएँ तथा इंटर्नशिप ऑनलाइन माध्यम में होने के कारण काफी दिक्कतों का सामना करना पड़ा, जिसके कारण उनमें शैक्षणिक तनाव उत्पन्न होना स्वाभाविक है।

सम्बन्धित साहित्य का अध्ययन

किसी भी नियोजित अनुसंधान कार्य का सबसे पहला सर्वाधिक महत्वपूर्ण कार्य सम्बन्धित साहित्य का पुनरावलोकन कर अनुसंधान कार्य की सैद्धान्तिक एवं व्यावहारिक पृष्ठभूमि तैयार करना होता है। अनुसंधानकर्ता अपने अध्ययन से सम्बन्धित प्रकरण पर यह जानने की कोशिश करता है कि अब तक क्या किया जा चुका है और क्या करना बाकी है। ऑनलाइन शिक्षण एवं शैक्षणिक तनाव चर से सम्बन्धित समय-समय पर निरन्तर शोध कार्य एवं अध्ययन भी किए गए हैं जैसे—

चंद्रा (2020) ने "Covid-19 महामारी के दौरान ऑनलाइन शिक्षारू कॉलेज के छात्रों के बीच अकादमिक तनाव और भावनात्मक बुद्धिमत्ता का मुकाबला करने की रणनीतियों की धारणा" का अध्ययन कर यह निष्कर्ष ज्ञात किया कि दुनिया भर के छात्र कई शैक्षणिक और गैर-शैक्षिक पहलुओं जैसे पर्यावरण, सामाजिक, सांस्कृतिक और मनोवैज्ञानिक कारकों से उत्पन्न तनाव का अनुभव करते हैं।

शर्मा (2020) ने "कोविड-19 के दौरान शिक्षा के क्षेत्र में चुनौतियाँ एवं समाधान" का अध्ययन कर यह निष्कर्ष ज्ञात किया कि कोविड-19 ने शिक्षा में तकनीकी को अपनाने का सबक दिया है तथा गाँव में बैठकर भी हार्वर्ड की पढ़ाई सम्भव है। अतः आने वाले समय में शिक्षा वर्क फ्रॉम होम की तरह लर्न फ्रॉम होम हो गया है।

नैक (2021) ने "कोविड-19 आपातकालीन लॉकडाउन के दौरान भारत में उच्च शिक्षा का ऑनलाइन शिक्षण और अधिगम" का अध्ययन कर यह निष्कर्ष निकाला कि 60% से अधिक छात्र तकनीकी आधारभूत संरचना और उच्च गति इंटरनेट की कमी और ऑनलाइन कक्षा के लिए प्रतिबद्ध सीमित डेटा की आपूर्ति के कारण तैयार नहीं थे।

यंग (2021) ने "कोविड-19 महामारी में कॉलेज के छात्रों का तनाव और स्वास्थ्य शैक्षणिक कार्यभार की भूमिका, स्कूल से अलगाव, संक्रमण की आशंका" का अध्ययन कर यह निष्कर्ष निकाला कि शैक्षिक कार्यभार स्कूल से अलगाव और संक्रमण के डर का कथित तनाव के माध्यम से कॉलेज के छात्रों के स्वास्थ्य पर नकारात्मक प्रभाव पड़ा।

इस प्रकार सम्बन्धित साहित्य के अध्ययनों से यह ज्ञात हुआ कि ऑनलाइन शिक्षण एवं इससे सम्बन्धित शैक्षणिक तनाव पर कई अध्ययन हो चुके हैं किन्तु बी.एड.विद्यार्थियों के ऑनलाइन शिक्षण के दौरान शैक्षणिक तनाव स्तर का अध्ययन नहीं हुआ है, अतः यह शोध कार्य बी.एड. विद्यार्थियों पर करना ज्यादा उपयुक्त लगा, जिससे कि छात्र-शिक्षकों के ऑनलाइन शिक्षण के दौरान उनके शैक्षणिक तनाव स्तर के बारे में जाना जा सके और इस क्षेत्र में अधिक से अधिक सुधार हेतु सुझाव दिया जा सके।

अध्ययन के उद्देश्य

प्रस्तुत अध्ययन के निम्नलिखित उद्देश्य निर्धारित किये गये हैं—

1. ऑनलाइन शिक्षण के दौरान बी.एड. विद्यार्थियों के शैक्षणिक तनाव के स्तर का पता लगाना।
2. केन्द्रीय और राज्य विश्वविद्यालय के बी.एड. विद्यार्थियों के शैक्षणिक तनाव की तुलना करना।
3. पुरुष तथा महिला बी.एड. विद्यार्थियों के शैक्षणिक तनाव की तुलना करना।

अध्ययन की शोध परिकल्पनाएँ

अध्ययन के उद्देश्य के आधार पर अध्ययन की निम्नलिखित शोध परिकल्पना निर्मित की गई है—

H₂: केन्द्रीय व राज्य विश्वविद्यालय के बी.एड. विद्यार्थियों के शैक्षणिक तनाव में अन्तर होता है।

H₃: पुरुष तथा महिला बी.एड. विद्यार्थियों के शैक्षणिक तनाव में अन्तर होता है।

अध्ययन विधि

प्रस्तुत शोध में वर्णनात्मक सर्वेक्षण विधि का प्रयोग किया गया है।

समग्र

इस लघु शोध में वाराणसी शहर के दो वर्षीय बी.एड. पाठ्यक्रम में अध्ययनरत् बी.एड. विद्यार्थियों (सत्र-2020-2022) सम्मिलित हैं।

प्रतिदर्श एवं प्रतिदर्श चयन तकनीक

प्रस्तुत अध्ययन में लघु-शोधकर्त्री ने प्रतिदर्श स्वरूप वाराणसी में स्थित केन्द्रीय विश्वविद्यालय (बनारस हिन्दू विश्वविद्यालय) तथा राज्य विश्वविद्यालय (महात्मा गाँधी काशी विद्यापीठ) के बी.एड. विद्यार्थियों (शैक्षणिक सत्ररू 2020-22) से 50 बी.एड. विद्यार्थियों को स्तरीकृत यादृच्छिक प्रतिदर्श विधि द्वारा सम्मिलित किया गया है।

उपकरण

शैक्षणिक तनाव प्रश्नावली' सिंकी चौरसिया एवंडॉ. अमृता कात्यायनी द्वारा तैयार किया गया है, जिसमें कुल प्रश्नों की संख्या 20 है। जिसके उत्तर सहमत, असहमत एवं अनिश्चित तीन विकल्पों में किया जाना है। इस प्रश्नावली की विश्वसनीयता स्प्लिट ऑफ विधि द्वारा निकाला गया जिसमें सम और विषम आइटम्स के मध्य स्पीयरमैन ब्राउन फॉर्मूला द्वारा 0.78 सह-सम्बंध प्राप्त हुआ। इस प्रकार प्रश्नावली की विश्वसनीयता 0.78 प्राप्त हुई। प्रश्नावली की वैधता हेतु रूप वैधता (Face Validity) का प्रयोग किया गया है जिसके लिए तैयार प्रश्नावली को पाँच विशेषज्ञों को दिया गया, जिनकी सलाह के आधार पर रूप वैधता स्थापित की गयी।

प्रदत्त विश्लेषण एवं व्याख्या

प्रस्तुत अध्ययन में उद्देश्यों के आधार पर प्रदत्त विश्लेषण किया गया है जो निम्नवत हैं-

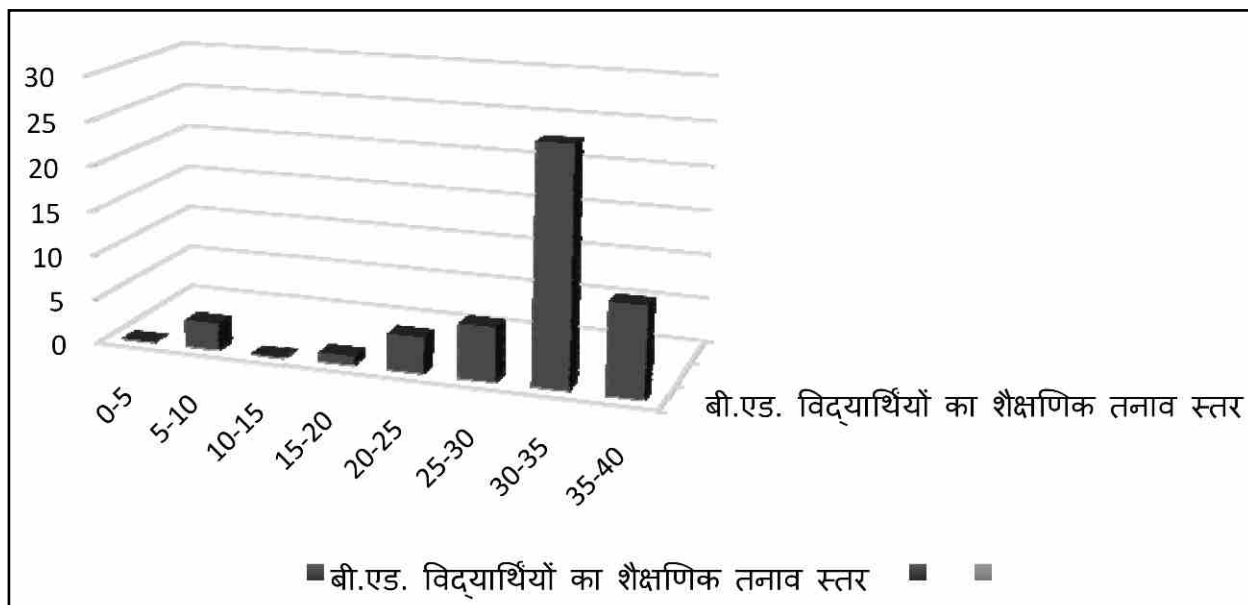
उद्देश्य 1- ऑनलाइन शिक्षण के दौरान बी.एड. विद्यार्थियों के शैक्षणिक तनाव के स्तर का पता लगाना।

स्वनिर्मित ऑनलाइन प्रश्नावली की मदद से बी.एड. विद्यार्थियों की शैक्षणिक तनाव से प्राप्त आँकड़ों का आवृत्ति वितरण निकाला गया है। जिसे तालिका-1 में प्रदर्शित किया गया है-

तालिका-1 स्वनिर्मित ऑनलाइन शैक्षणिक तनाव प्रश्नावली के माध्यम से बी.एड. विद्यार्थियों के प्राप्तांकों का आवृत्ति वितरण (N=50)

शैक्षणिक तनाव स्तर का वर्गान्तर	बी.एड.विद्यार्थियों की संख्या
0-5	0
5-10	3
10-15	0
15-20	1
20-25	4
25-30	6
30-35	26
35-40	10

उपरोक्त आवृत्ति वितरण को आरेख-1 द्वारा प्रदर्शित किया गया है-



आरेख-1 : शैक्षणिक तनाव स्तर के अनुसार बी.एड. विद्यार्थियों का आरेख प्रदर्शन

उपरोक्त तालिका-1 और आरेख-1 से ज्ञात होता है कि 50 बी.एड. विद्यार्थियों के प्राप्तियों को विभिन्न शैक्षणिक तनाव स्तर को वर्गान्तर में विभाजित किया गया है तथा उनके सम्मुख बी.एड. विद्यार्थियों की संख्या अंकित की गई है। तालिका से स्पष्ट होता है कि सर्वाधिक 26 बी.एड. विद्यार्थी, शैक्षणिक तनाव स्तर के वर्गान्तर (30-35) के बीच में हैं, जो उच्च शैक्षणिक तनाव स्तर में आता है। अतः अधिकांश बी.एड. विद्यार्थियों का ऑनलाइन शिक्षण के दौरान शैक्षणिक तनाव स्तर अधिक है।

बी.एड.विद्यार्थियों के शैक्षणिक तनाव के आँकड़ों का सांख्यिकीय मान जैसे- माध्य, माध्यिका, बहुलक, प्रसार और मानक विचलन इत्यादि निकाला गया है, जो तालिका-2 में दर्शाया गया है-

तालिका-2 : बी.एड.विद्यार्थियों के शैक्षणिक तनाव स्तर से प्राप्त प्रदत्तों का सांख्यिकी वितरण

Descriptive Data	Value Obtained
Mean	30.46
Median	32
Mode	31
Standard Error	1.07
Standard deviations	7.57
Skewness	-1.62
Kurtosis	3.14
Range	34
Minimum	6
Maximum	40
N	50

उपरोक्त तालिका-2 से ज्ञात होता है कि बी.एड.विद्यार्थियों के प्राप्तांकों का प्रसार 34 है। इनका माध्य एवं मानक विचलन क्रमशः 30.46 एवं 7.57 है। इससे स्पष्ट होता है कि कोविड-19 में बी.एड. विद्यार्थियों में ऑनलाइन शिक्षण को लेकर शैक्षणिक तनाव महसूस किया गया। विवराणात्मक विश्लेषण से यह भी ज्ञात होता है कि प्राप्तांकों का विषमता गुणांक-1.62 अर्थात् ऋणात्मक विषमता तथा ककुदता 3.14 अर्थात् धनात्मक है, जो वितरण को लेप्टीककुदता की ओर इंगित करता है। अतः प्राप्तांकों का मध्यमान, विषमता एवं ककुदता से पता चलता है कि प्रदत्तों का वितरण सामान्य नहीं है।

उद्देश्य-2 : केन्द्रीय और राज्य विश्वविद्यालय के बी.एड. विद्यार्थियों के ऑनलाइन शिक्षण के दौरान शैक्षणिक तनाव की तुलना करना।

H_0 : केन्द्रीय व राज्य विश्वविद्यालय के बी.एड.विद्यार्थियों के ऑनलाइन शिक्षण के दौरान शैक्षणिक तनाव में सार्थक अन्तर नहीं है।

इस उद्देश्य को प्राप्त करने के लिए शून्य परिकल्पना बनाया गया इसके बाद काई-वर्ग का मान निकाला गया, जिसे तालिका-3 में दर्शाया गया है—

तालिका-3 : केन्द्रीय और राज्य विश्वविद्यालय के बी.एड. विद्यार्थियों से प्राप्तकाई-वर्ग का मान—

University	Observed	Expected	df	Chi-square	Asymp. sig.	0.05 level of
	N	N		Value	p-value	significant
BHU (Central)	23	25	17	27.76	0.048	Significant
MGKVP (State)	27	25				

* 0.05 पर सार्थक है।

उपरोक्त तालिका-3 द्वारा प्राप्त काई-वर्ग का मान 27.76 तथा p का मान 0.048 है जोकि 0.05 से कम है। अतः दोनों के मध्य सार्थक अन्तर है। इसका तात्पर्य है कि केन्द्रीय व राज्य विश्वविद्यालय के बी.एड. विद्यार्थियों के शैक्षणिक तनाव में सार्थक अन्तर है।

अतः शून्य परिकल्पना (H_0) "केन्द्रीय व राज्य विश्वविद्यालय के बी.एड. छात्रों के शैक्षणिक तनाव में कोई अन्तर नहीं है" को अस्वीकार किया जाता है तथा वैकल्पिक परिकल्पना (H_1) "केन्द्रीय व राज्य विश्वविद्यालय के बी.एड. छात्रों के शैक्षणिक तनाव में अन्तर है" को स्वीकार किया जाता है। अतः हम कह सकते हैं कि केन्द्रीय व राज्य विश्वविद्यालय के बी.एड. विद्यार्थियों के शैक्षणिक तनाव में सार्थक अन्तर है।

उद्देश्य 3 : पुरुष तथा महिला बी.एड. विद्यार्थियों का ऑनलाइन शिक्षण के दौरान शैक्षणिक तनाव की तुलना करना।

H_0 : पुरुष तथा महिला बी.एड. विद्यार्थियों का ऑनलाइन शिक्षण के दौरान शैक्षणिक तनाव में सार्थक अन्तर नहीं है।

इस उद्देश्य को प्राप्त करने के लिए शून्य परिकल्पना बनाया गया एवं पुरुष और महिला बी.एड. विद्यार्थियों के प्राप्तांकों के अन्तर का काई-वर्ग मान निकाला गया।

तालिका-4 बी.एड.विद्यार्थियों के पुरुष तथा महिला से प्राप्त कार्ई वर्ग का मान-

Gender	Observed N	Expected N	Df	Chi-square Value	Asymp.sig. p-value	0.05 level of significant
Female	23	25	17	27.7	0.042	Significant
Male	27	25				

*0.05 पर सार्थक है।

उपरोक्त तालिका-4 में प्राप्त कार्ई-वर्ग का मान 27.7 तथा p का मान 0.042 है, जोकि 0.05 से कम है। अतः पुरुष तथा महिला बी.एड. विद्यार्थियों के शैक्षणिक तनाव में सार्थक अन्तर है।

अतः शून्य परिकल्पना (H_0) "पुरुष तथा महिला के शैक्षिक तनाव में सार्थक अन्तर नहीं है" को अस्वीकार किया जाता है तथा वैकल्पिक परिकल्पना (H_1) "पुरुष तथा महिला बी.एड. विद्यार्थियों के शैक्षणिक तनाव में सार्थक अन्तर होता है" को स्वीकार किया जाता है। इसलिए हम कह सकते हैं कि पुरुष तथा महिला बी.एड. विद्यार्थियों के ऑनलाइन शिक्षण के दौरान शैक्षणिक तनाव में सार्थक अन्तर है।

परिणाम एवं विवेचना

प्रस्तुत अध्ययन के उद्देश्यों, निर्मित परिकल्पनाओं एवं बी.एड. विद्यार्थियों से प्राप्त प्रदत्तों के आधार पर उनके ऑनलाइन शिक्षण के दौरान शैक्षणिक तनाव स्तर का विश्लेषण करने के पश्चात् यह परिणाम प्राप्त हुआ कि बी.एड. विद्यार्थियों को ऑनलाइन शिक्षण को लेकर शैक्षणिक तनाव महसूस किया गया। केन्द्रीय व राज्य विश्वविद्यालय के बी.एड. विद्यार्थियों के द्वारा शैक्षणिक तनाव महसूस किया गया। इसका कारण यह भी हो सकता है कि ऑनलाइन शिक्षण प्रणाली का इस्तेमाल कर रहे विद्यार्थियों को संस्था द्वारा सहयोग में कमी तथा ऑनलाइन शिक्षण एप्स जैसे- गूगल मीट (Google Meet), जूम (Zoom), माइक्रोसॉफ्ट मीट (Microsoft meet) को समझने में कठिनाई हो सकती हैं। जेंडर के आधार पर ऑनलाइन शिक्षण के दौरान बी.एड. विद्यार्थियों के शैक्षणिक तनाव स्तर में अन्तर है। इसका कारण यह भी हो सकता है कि पुरुषों की तुलना में महिलाओं को इलेक्ट्रॉनिक यंत्र (Electronic gadgets) चलाने के अवसर घरों में कम मिलते हैं तथा नेट डाटा कम उपलब्ध होता है जिसके कारण उन्हें ऑनलाइन शिक्षा लेने में कठिनाई होती है।

निष्कर्ष एवं सुझाव

कोविड-19 के कारण शैक्षणिक संस्थानों में बी.एड. के पाठ्यक्रम को ऑनलाइन शिक्षा के द्वारा संचालित किया गया। चूँकि शिक्षण कार्य अचानक से ऑनलाइन कक्षा में परिवर्तित हो गया। जिसके लिए न ही शिक्षक हीतैयार थे और न ही विद्यार्थी। ऑनलाइन शिक्षण के लिए आधारभूत संरचना एवं संसाधन की भी कमी थी। अतः शिक्षक तथा विद्यार्थी दोनों ही ऑनलाइन शिक्षण के लिए मानसिक रूप से तैयार नहीं थे जिसके कारण शिक्षा में उच्च शैक्षणिक तनाव महसूस किया गया। ऑनलाइन शिक्षण के दौरान केन्द्रीय व राज्य विश्वविद्यालय के बी.एड. विद्यार्थियों के शैक्षणिक तनाव में अन्तर देखा गया तथा साथ ही जेंडर के आधार पर भी बी.एड. विद्यार्थियों के शैक्षणिक तनाव में अन्तर पाया गया। ऑनलाइन शिक्षण के दौरान विद्यार्थियों की जीवन शैली में बदलाव होने के कारण इसका असर उनके स्वास्थ्य पर भी पड़ा है, जिसके लिए विद्यार्थियों को अपनी दिनचर्या में ध्यान (Meditation), व्यायाम (Exercise), योग (Yoga) आदि को भी शामिल करना चाहिए। ऑनलाइन कक्षा में व्याख्यान देते समय शिक्षक को चाहिए कि वीडियो और ऑडियो दोनों ऑन रखें जो छात्रों का ध्यान आकर्षित करने में विशेष रूप से प्रभावी होगा। ऑनलाइन कक्षा में विद्यार्थियों की रुचि बनाए रखने के लिए सीखने के कई तरीके जैसे- पाठ्य-पुस्तक, पीपीटी, वीडियो, पॉडकास्ट आदि की मदद ले सकते हैं। शिक्षक अपनी

ऑनलाइन कक्षा में सप्ताह के अन्त में एक बार विषय वस्तु से सम्बन्धित ऑनलाइन चर्चा कर सकते हैं, जिसके माध्यम से बच्चे अपनी बातों को व्यक्त कर सकेंगे और अपनी समस्या को दूर करने में सफल हो सकेंगे। लॉकडाउन में सभी व्यक्ति को तनाव का सामना करना पड़ा, परन्तु विद्यार्थियों में ऑनलाइन शिक्षण के दौरान शैक्षणिक तनाव काफी बढ़ गया, जिससे अभिभावक को भी चाहिए कि अपने बच्चों से बातचीत कर उनकी समस्याओं को समझे तथा उन्हें दूर करने का प्रयास करें।

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राष्ट्रीय शिक्षा नीति 2020 तथा दिव्यांगता अधिकार

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Abstract

The latest provision in the New Education Policy 2020 by the Union Cabinet of India in July 2020, encourages and promotes “barrier-free access to education for children with disabilities”. India's first education policy was initially established in 1986 and last revised in 1992, since then India needed a change in its entire education policy. The New Education Policy describes the much-awaited new reforms that India was looking for. These accommodations are designed with particular consideration for children with disabilities and children from low-income families. The focus of the implementation of this new rule is on 2 things – imparting knowledge and knowing how to teach the faculties and how to teach children with disabilities. These are the essential things keeping in mind the Rights of Persons with Disabilities Act-2016 was came to provide barrier-free education to children with disabilities. Disability is the most common barrier to children's access to preschool and primary education. It has been noticed that less than 40% of school buildings have ramps and only 17% of schools have toilets. As per NEP 2020, children with disabilities should be able to participate equally in all aspects of the educational system. This article focuses on the provisions given in the New Education Policy 2020 for Persons with Disabilities through document analysis to show how education should be barrier-free for them.

Keywords : Disability Rights, National Education Policy 2020.

दिव्यांगता एक ऐसी स्थिति है जो एक व्यक्ति को अन्य योग्य व्यक्ति की तरह कुशलतापूर्वक कार्य करने से रोकती है। वे सामाजिक रूप से हाशिये पर हैं और उन्हें समाज के प्रत्येक सदस्य पर विशेष ध्यान देने की आवश्यकता है। उनके अधिकारों की रक्षा सर्वोपरि है। हालाँकि, दिव्यांगता अधिकारों के बारे में ज्यादा बात नहीं की जाती है। भारत का संविधान अपने मौलिक अधिकारों, राज्य के नीति निर्देशक सिद्धान्तों और प्रस्तावना के माध्यम से दिव्यांगों को कई अधिकारों का आश्वासन देता है। वे उन्हें सामाजिक न्याय, सामाजिक यातना और सभी प्रकार के भेदभावों से सुरक्षा का वादा करने वाले प्रावधान बताते हैं। नई शिक्षा नीति 2020 के भारत में विशेष शिक्षा पर इसके प्रभाव को लेकर काफी बहस हुई है। यह नीति दिव्यांग छात्रों के शिक्षा अधिकारों के साथ अच्छी तरह से जुड़ी हुई है और इस नीति में ऐसे सराहनीय बदलाव लाये गए हैं, जो पिछली शिक्षा नीति में नहीं थे। हालाँकि कुछ ऐसे मुद्दे हैं, जिन पर ध्यान नहीं दिया गया है और नीति-निर्माताओं तथा कार्यान्वयनकर्ताओं को तत्काल ध्यान देने की आवश्यकता है।

एनईपी 2020 का अध्याय 6 'समतामूलक एवं समावेशी शिक्षा' पर केन्द्रित है। यह मुख्य रूप से समावेशी शिक्षा प्रणाली की आवश्यकता पर बल देता है, जिसमें समावेशी स्कूल शामिल हों, जहाँ दिव्यांग तथा गैर-दिव्यांग छात्र/छात्राएँ एक साथ सीखते हैं और जहाँ दिव्यांग छात्रों की आवश्यकताओं पर उचित ध्यान दिया जाता है। इस लक्ष्य को प्राप्त करने के लिए राष्ट्रीय शिक्षा नीति (एनईपी 2020) एक बहुत ही महत्वाकांक्षी योजना निर्धारित करता है, जिसमें देश भर के सभी स्कूलों में दिव्यांगता-अनुकूल बुनियादी ढाँचा और शैक्षिक संसाधन उपलब्ध कराना शामिल है। दिव्यांग छात्रों के लिए पहुँच सुनिश्चित करने के लिए मुक्त विद्यालय, उपयुक्त बुनियादी ढाँचे, तकनीकी हस्तक्षेप के उपयुक्त उपयोग पर ध्यान केन्द्रित किया गया है। एनईपी का मुख्य केन्द्र बिन्दु प्रारम्भिक बचपन की देखभाल और शिक्षा (ECCE) है, और ECCE में दिव्यांग बच्चों को

शामिल करने की बात को प्राथमिकता देने की आवश्यकता पर जोर दिया गया है। दिव्यांग छात्रों की सुरक्षा, क्रॉस-दिव्यांगता प्रशिक्षण के साथ शिक्षकों की भर्ती, बड़े प्रिंट व ब्रेल में पाठ्य पुस्तकों की उपलब्धता पर जोर, परख (PARAKH) आदि की परिकल्पना की गई है। इसके अलावा SEDG (Socio-Economically Disadvantaged Group) की नई शब्दावली में दिव्यांग व्यक्ति भी शामिल हैं। एनईपी 2020 सीखने की अक्षमता वाले छात्रों की ज़रूरतों को पूरा करने के लिए उपयुक्त मूल्यांकन किये गए प्रक्रियाओं और प्रौद्योगिकी के उपयोग पर भरोसा करके बुनियादी स्तर से सीखने की अक्षमता वाले छात्रों के लिए विशेष ध्यान देने की भी वकालत करता है।

दिव्यांगता— दिव्यांगता शरीर या मस्तिष्क की कोई भी स्थिति (क्षति) है, जो इस स्थिति वाले व्यक्ति के लिए कुछ गतिविधियाँ (गतिविधि सीमा) करना और उनके आसपास की दुनिया के साथ बातचीत करने (भागीदारी प्रतिबन्ध) को और अधिक जटिल बना देती है। (CDCP, 2023)

दिव्यांग व्यक्तियों के अधिकार

दिव्यांग व्यक्तियों के अधिकारों की घोषणा 9 दिसम्बर 1975 को संयुक्त राष्ट्र महासभा में की गई थी। यह सभा द्वारा बनाया गया 3447वां प्रस्ताव है।

1. दिव्यांग व्यक्ति बिना किसी भेदभाव के संयुक्त राष्ट्र महासभा की घोषणा में निहित सभी अधिकारों का उपयोग करेंगे।
2. दिव्यांग व्यक्तियों को अपनी मानवीय गरिमा का सम्मान करने का अन्तर्निहित अधिकार है और उनकी दिव्यांगताओं और दिव्यांगताओं की उत्पत्ति, प्रकृति और गम्भीरता के बावजूद, उनके पास समान मौलिक अधिकार हैं।
3. दिव्यांग व्यक्तियों को अन्य मनुष्यों के समान ही नागरिक और राजनीतिक अधिकार प्राप्त हैं।
4. दिव्यांग व्यक्ति उन उपायों के हकदार हैं जो उन्हें यथासम्भव आत्मनिर्भर बनने में सक्षम बनाते हैं।
5. दिव्यांग व्यक्तियों को आर्थिक और सामाजिक सुरक्षा का अधिकार है, जिसमें उनकी क्षमताओं के अनुसार रोजगार सुरक्षित रखने और बनाए रखने या उपयोगी, उत्पादक और पारिश्रमिक व्यवसाय में संलग्न होने और ट्रेड यूनियनों में शामिल होने का अधिकार शामिल है।
6. दिव्यांग व्यक्तियों को अपने परिवार या पालक माता-पिता के साथ रहने और सभी सामाजिक, रचनात्मक या मनोरंजक गतिविधियों में भाग लेने का अधिकार है।
7. दिव्यांग व्यक्तियों को भेदभावपूर्ण, अपमानजनक या अपमानजनक प्रकृति के सभी शोषण और व्यवहार से बचाया जाएगा। (Legal Service India, 2023)

2011 की जनगणना के अनुसार वित्तीय आवंटन

हाल ही के वर्षों में, भारत ने शिक्षा में उल्लेखनीय वृद्धि देखी है, विशेष रूप से शिक्षा के बुनियादी ढाँचे और छात्र नामांकन मामले में। 2009 का शिक्षा का अधिकार अधिनियम, विशेष रूप से, उच्च प्राथमिक विद्यालयों (कक्षा 6-8) में नामांकन बढ़ाने में लाभदायक रहा है। 2009 से 2016 के बीच, देश भर में उच्च प्राथमिक विद्यालयों में विद्यार्थियों की संख्या में 19.4% की वृद्धि हुई। स्वच्छता और सुरक्षा प्रणालियों के कार्यान्वयन ने भी देश के नामांकन में सहायता की है। 2011 की जनगणना के अनुसार, महिलाओं की साक्षरता दर 65.5%, मुसलमानों की साक्षरता दर 68.5% तथा अनुसूचित जाति के लोगों की साक्षरता दर लगभग 66% थी। कई क्षेत्रों में जबरदस्त प्रगति के बावजूद, भारत की शिक्षा प्रणाली को अभी भी अन्याय और बहिष्करण सम्बन्धी कठिनाइयों का सामना करना पड़ रहा है। अधिकांश ग्रामीण निवासियों के साथ-साथ वंचित तथा हाशिये पर रहने वाले समूहों के लिए अच्छी शिक्षा तक पहुँच एक सपना ही बना हुआ है।

दिव्यांगता अधिकार और शिक्षा : एक विश्लेषण

एनईपी 2020 में दिव्यांगता अधिकारों के लिए सबसे बड़ी उपलब्धि 2016 के दिव्यांग कानूनों की मान्यता है। यह अधिनियम दिव्यांग व्यक्तियों के अधिकारों को मजबूती प्रदान करता है। अधिनियम का अध्याय 3 शिक्षा से सम्बन्धित है और विशेष शिक्षा लक्ष्यों को प्राप्त करने के लिए विभिन्न तरीकों और साधनों की रूपरेखा तैयार करता है। यह अधिनियम सुनिश्चित करता है कि सन्दर्भित प्रत्येक दिव्यांग बालक को 6 से 18 वर्ष की आयु प्राप्त होने तक समुचित वातावरण में निःशुल्क शिक्षा की पहुँच हो (RPWD Act, 2016 अध्याय6)। उच्च शिक्षा की सभी सरकारी संस्थाएँ और सरकार से सहायता प्राप्त कर रही अन्य शिक्षा संस्थाएँ सन्दर्भित दिव्यांगजनों के लिए 5% स्थानों को आरक्षित रखेगी। प्रवेश के लिए आयु में भी 5 वर्ष की छूट प्रदान की गई है। (RPWD Act, 2016 अध्याय-6)

राष्ट्रीय शिक्षा नीति— नयी राष्ट्रीय शिक्षा नीति (NEP 2020) को केंद्रीय कैबिनेट ने 29 जुलाई 2020 को मंजूरी दी थी। यह 34 वर्षों के बाद भारत का सबसे बड़ा शैक्षिक सुधार है। नयी राष्ट्रीय शिक्षा नीति के कस्तूरिरंगन (K .Kasturirangan) की अध्यक्षता में बनी है। राष्ट्रीय शिक्षा नीति (NEP) 1986 में ड्राफ्ट हुई थी और 1992 में इसमें संशोधन हुआ था। अब करीब 34 साल बाद, 2020 में इसमें कई अहम व महत्वपूर्ण बदलाव किए गए हैं। जिसे इसके 108 पेजों के ड्राफ्ट में 21वीं शताब्दी की पहली शिक्षा नीति बताया गया है। नयी राष्ट्रीय शिक्षा नीति देश विकास के लिए अनिवार्य शिक्षा आवश्यकता को पूरा करने के लिए बनायी गयी है।

राष्ट्रीय शिक्षा नीति 2020 के मुख्य बिन्दु

1. प्री-प्राइमरी स्कूल से कक्षा-12 तक स्कूली शिक्षा के सभी स्तरों पर सार्वभौमिक पहुँच सुनिश्चित करना।
2. 3-6 वर्ष के बीच के सभी बच्चों के लिए गुणवत्तापूर्ण प्रारम्भिक बचपन देखभाल और शिक्षा सुनिश्चित करना।
3. नई पाठ्यचर्या और शैक्षणिक संरचना (5+3+3+4)।
4. कला और विज्ञान के बीच, पाठ्यचर्या और पाठ्येतर गतिविधियों के बीच, व्यावसायिक और शैक्षणिक धाराओं के बीच कोई सख्त अलगाव नहीं।
5. मूलभूत साक्षरता और संख्यात्मकता पर राष्ट्रीय मिशन की स्थापना।
6. बहुभाषावाद और भारतीय भाषाओं को बढ़ावा देने पर जोर; कम से कम ग्रेड 5 तक, लेकिन अधिमानतः ग्रेड 8 और उससे आगे तक शिक्षा का माध्यम घरेलू भाषा / मातृभाषा / स्थानीय भाषा / क्षेत्रीय भाषा होगी।
7. मूल्यांकन सुधार – किसी भी स्कूल वर्ष के दौरान दो अवसरों पर बोर्ड परीक्षा, एक मुख्य परीक्षा और एक सुधार के लिए, यदि वांछित हो।
8. एक नए राष्ट्रीय मूल्यांकन केंद्र, परख (समग्र विकास के लिए प्रदर्शन मूल्यांकन, समीक्षा और ज्ञान का विश्लेषण) की स्थापना।
9. समतामूलक और समावेशी शिक्षा – सामाजिक और आर्थिक रूप से वंचित समूहों (एसईडीजी) पर विशेष जोर दिया गया।
10. वंचित क्षेत्रों और समूहों के लिए एक अलग लिंग समावेशन निधि और विशेष शिक्षा क्षेत्र।
11. शिक्षकों की भर्ती और योग्यता आधारित प्रदर्शन के लिए मजबूत और पारदर्शी प्रक्रियाएँ।
12. स्कूल परिसरों और समूहों के माध्यम से सभी संसाधनों की उपलब्धता सुनिश्चित करना।
13. उच्च शिक्षा में जीईआर (GER) को 50% तक बढ़ाना।
 - a) एकाधिक प्रवेश / निकास विकल्पों के साथ समग्र और बहुविषयक शिक्षा।
14. एनटीए (NTA), एचईआई (HEIs) में प्रवेश के लिए सामान्य प्रवेश परीक्षा की पेशकश करेगा।

15. अकादमिक बैंक ऑफ क्रेडिट की स्थापना।
16. राष्ट्रीय अनुसंधान संस्थान (एनआरएफ) की स्थापना।
17. शिक्षक शिक्षा सहित और चिकित्सा और कानूनी शिक्षा को छोड़कर उच्च शिक्षा क्षेत्र को बढ़ावा देने के लिए एकल सर्वव्यापी छत्र निकाय (Single Overarching Umbrella Body)—भारतीय उच्च शिक्षा आयोग (HECI)—मानक निर्धारण के लिए स्वतन्त्र निकायों के साथ—सामान्य शिक्षा परिषद; वित्त पोषण—उच्च शिक्षा अनुदान परिषद (एचईजीसी); मान्यता—राष्ट्रीय प्रत्यायन परिषद (एनएसी); और विनियमन—राष्ट्रीय उच्च शिक्षा नियामक परिषद (एनएचईआरसी)।
18. सकल नामांकन अनुपात (जीईआर) बढ़ाने के लिए मुक्त और दूरस्थ शिक्षा का विस्तार।
19. शिक्षा का अंतर्राष्ट्रीयकरण।
20. व्यावसायिक शिक्षा उच्च शिक्षा प्रणाली का अभिन्न अंग होगी। स्टैंड—अलोन तकनीकी विश्वविद्यालय, स्वास्थ्य विज्ञान विश्वविद्यालय, कानूनी और कृषि विश्वविद्यालय, या अन्य क्षेत्रों के संस्थान, बहु-विषयक संस्थान बनने का लक्ष्य रखेंगे।
21. शिक्षक शिक्षा — 4 वर्षीय एकीकृत चरण—विशिष्ट, विषय—विशिष्ट शिक्षा स्नातक।
22. परामर्श के लिए एक राष्ट्रीय मिशन की स्थापना।
23. सीखने, मूल्यांकन, योजना, प्रशासन को बढ़ाने के लिए प्रौद्योगिकी के उपयोग पर विचारों के मुक्त आदान—प्रदान के लिए एक मंच प्रदान करने के लिए एक स्वायत्तनिकाय, राष्ट्रीय शैक्षिक प्रौद्योगिकी फोरम (एनईटीएफ) का निर्माण। शिक्षा के सभी स्तरों में प्रौद्योगिकी का उचित एकीकरण।
24. 100% युवा और वयस्क साक्षरता हासिल करना।
25. नियन्त्रण और सन्तुलन के साथ कई तन्त्र उच्च शिक्षा के व्यावसायीकरण का मुकाबला करेंगे और उसे रोकेंगे।
26. सभी शिक्षा संस्थानों को 'लाभ के लिए नहीं' (not for profit)इकाई के रूप में ऑडिट और प्रकटीकरण के समान मानकों पर रखा जाएगा।
27. केंद्र और राज्य शिक्षा क्षेत्र में सार्वजनिक निवेश को जल्द से जल्द जीडीपी के 6% तक बढ़ाने के लिए मिलकर काम करेंगे।
28. गुणवत्तापूर्ण शिक्षा पर समग्र ध्यान केंद्रित करने के लिए समन्वय सुनिश्चित करने के लिए केंद्रीय शिक्षा सलाहकार बोर्ड को मजबूत करना।

राष्ट्रीय शिक्षा नीति 2020 में शिक्षा की असमानता की खाई को पाटना

राष्ट्रीय शिक्षा नीति 2020 का उद्देश्य देश की शिक्षा प्रणाली की बढ़ती असमानता तथा अन्याय को दूर करना है। एनईपी 2020 अन्य बातों के अलावा, सामाजिक—आर्थिक तबके और वंचित अल्पसंख्यकों के बीच महत्वपूर्ण ड्रॉपआउट दरों को पहचानता है। अधिक महत्वपूर्ण रूप से अपर्याप्त संसाधन आवंटन में योगदान देने वाली बाधाओं, जैसे— छोटे स्कूल परिसरों और ग्रामीण क्षेत्रों में बालिकाओं की कम भागीदारी के कारणों को पहचाना जा रहा है। यह मुश्किल से पहुँच वाले क्षेत्रों में रहने वाले बच्चों की अधूरी शैक्षिक आवश्यकताओं पर भी प्रकाश डालता है।

2011 की जनगणना के अनुसार, भारत में 2.68 अरब लोग 'दिव्यांग' हैं, जो कुल आबादी का 2.21% है। इस अवधि में जहाँ 'समावेशी विकास' को सतत विकास के लिए उचित मार्ग के रूप में रेखांकित किया जा रहा है, वहीं एनईपी 2020 का लक्ष्य दिव्यांग लोगों के शैक्षिक पुनर्वास के लिए महत्वपूर्ण कदमों को उठाने पर केन्द्रित है, जैसे—

- यह सुनिश्चित करना कि सभी संरचनाएँ तथा सुविधाएँ व्हीलचेयर की पहुँच योग्य तथा अक्षमता के अनुकूल (Disability Friendly) हो।
- दिव्यांग व्यक्तियों के लिए एक सेल (Cell) की स्थापना की जाए, जिसमें प्रशासन, प्रशिक्षकों और छात्रों के प्रतिनिधि शामिल होंगे।
- भाषा की बाधाओं को दूर करने और दिव्यांग छात्रों के लिए अधिक अवसर प्रदान करने के लिए शिक्षण तथा अधिगम में प्रौद्योगिकी का व्यापक उपयोग।
- दिव्यांग लोगों की आवश्यकताओं और हितों के अनुरूप पुस्तकों और सॉफ्टवेयर की पर्याप्त व्यवस्था प्रदान करने के लिए विश्वविद्यालय के पुस्तकालय को सुदृढ़ और आधुनिक बनाना।
- दिव्यांग अध्ययन केन्द्र प्रारम्भ करना।
- दिव्यांग लोगों के लिए एक संवेदनशील पारिस्थिकी तन्त्र का विकास करना।

दिव्यांग व्यक्तियों की पहचान

यह नीति विशेष आवश्यकता वाले बच्चों की आवश्यकताओं को स्वीकार करती है और नियमित शिक्षा प्रणालियों में उनके समावेशन की वकालत करती है। यह काफी हद तक दिव्यांग व्यक्तियों के अधिकार अधिनियम 2016 (RPWD) के लक्ष्यों के अनुरूप है। यह रणनीति सभी विद्यालयों में विशेष शिक्षकों की नियुक्ति करने की भी सिफारिश करता है, ताकि विशेष आवश्यकता वाले बच्चों के प्रति दिए जाने वाले निर्देश अधिक समावेशी व संवेदनशील हो। RPWD अधिनियम 2016 के अनुसार, विशेष आवश्यकता वाले बच्चों के पुनर्वास व शिक्षा से सम्बन्धित आवश्यकताओं को पूरा करने में मदद करेंगे एवं साथ ही उच्चतर गुणवत्ता की शिक्षा घर में ही उपलब्ध कराने (होम स्कूलिंग) व कौशल विकसित करने की दिशा में उनके अभिभावक की भी मदद करेंगे। शिक्षकों को भी सीखने की कठिनाइयों को जल्दी पहचानने और शैक्षिक सफलता प्राप्त करने में सीखने की चुनौतियों के साथ बच्चों की सहायता करने के साथ-साथ उनके भावनात्मक स्वास्थ्य की देखभाल करने के लिए भी शिक्षित किया जाएगा। परख, राष्ट्रीय मूल्यांकन केन्द्र, ऐसे बच्चों के लिए समान मूल्यांकन प्रक्रियाओं को विकसित करने के लिए स्थापित किया गया है, जिनको समय-समय पर अधिगम में कठिनाई आती है। इस लक्ष्य को प्राप्त करने के लिए वैकल्पिक स्कूली शिक्षा के तरीकों की सिफारिश की जाती है।

हालांकि, इस मोर्चे पर एनईपी अत्यधिक महत्वाकांक्षी और आदर्शपूर्ण दिखती है, लेकिन यह इस वास्तविकता को नजरअंदाज करता है कि न केवल अधिकांश प्रशिक्षक ऐसे कर्तव्यों के लिए तैयार नहीं हैं, बल्कि यह कि अधिकांश भारतीय विद्यालयों में कर्मचारियों की भारी कमी है। कार्यनीति में यह भी उल्लेख नहीं किया गया है कि यह व्यक्तिगत सुलभ वैकल्पिक होम स्कूलिंग व्यवस्था के विचार को किस प्रकार रखता है। दिल्ली बाल अधिकार आयोग द्वारा हाल ही के मूल्यांकन में 60% विद्यालयों ने दावा किया कि दिव्यांग बच्चे नहीं हैं, जबकि अन्य 28% ने 1% से कम होने की सूचना दी। यह जोर देता है कि दिव्यांग लोगों की सामाजिक-आर्थिक स्थिति सक्षम लोगों की तुलना में अधिक दयनीय होती है। नई शिक्षा नीति में इस बात का उल्लेख भी नहीं है कि इन लोगों तक शिक्षा की पहुँच को किस प्रकार सुनिश्चित किया जा सकता है। इस नीति में यह भी नहीं बताया गया है कि पाठ्यक्रम में क्या बदलाव किये जाएँ, जिससे यह सुनिश्चित किया जा सके कि अधिगम सम्बन्धी समस्या वाले छात्र आज की अत्यधिक प्रतिस्पर्धी भारतीय शैक्षिक प्रणालियों में छूटे नहीं हैं।

विशेष शिक्षा के क्षेत्रों का निर्माण

एनईपी 2020 के अनुसार यह सिफारिश की गई है कि ऐसे भौगोलिक स्थान जिनकी पहचान महत्वाकांक्षी जिलों के रूप में की गई है और जिन्हें अपने शैक्षिक विकास को बढ़ावा देने के लिए विशेष हस्तक्षेप की आवश्यकता है, उन्हें देश के शैक्षिक रूप से वंचित SEDG (Socio Economically Disadvantage Group) की बड़ी आबादी वाले कुछ क्षेत्रों को विशेष शिक्षा क्षेत्र (Special Education Zones) घोषित किया जाना चाहिए।

इस नीति में आगे कहा गया है कि केन्द्र एवं राज्यों के द्वारा सही मायने में इन क्षेत्रों के शैक्षिक परिदृश्य को बदलने के लिए अतिरिक्त प्रयासों के माध्यम से सभी योजनाओं एवं नीतियों को पूरी तरह से लागू किया जाना चाहिए। इस नीति का मुख्य लक्ष्य भारत के सबसे दूर-दराज के स्थानों में शिक्षा को बढ़ावा देना है।

कार्यान्वयन के लिए कदम

दिव्यांगजनों के सशक्तिकरण के लिए संस्थानों में विशेष सेल की स्थापना की बात कही गई है। संस्थान मानव अस्तित्व के एक तत्व के रूप में विविधता के बारे में जागरूकता और स्वीकृति बढ़ाने के लिए पहल का आयोजन करते हैं। यह एक सम्मानजनक वातावरण को भी बढ़ावा देता है और दिव्यांगजन विद्यार्थियों के पहचान की रक्षा करता है। संस्थानों को विभिन्न प्रकार के अक्षम विद्यार्थियों की आवश्यकताओं को पूरा करने के लिए विभिन्न प्रकार के उपकरणों तथा इन उपकरणों के उपयोग के लिए प्रशिक्षकों की नियुक्ति करना चाहिए। यह शिक्षण को अधिक समावेशी और दिव्यांगजन विद्यार्थियों की जरूरतों के प्रति जागरूक बनाता है। विशेष आवश्यकता वाले छात्रों के लिए भौतिक संरचना और संसाधन की उपलब्धता सुनिश्चित करना चाहिए, जैसे—

- दिव्यांग छात्रों के लिए प्रवेश प्रक्रिया को यथासम्भव सरल बनाना।
- जागरूकता बढ़ाना तथा शिक्षकों और छात्रों को दिव्यांग छात्रों की विभिन्न आवश्यकताओं से परिचित कराना।
- विशेष आवश्यकता वाले बच्चों के सीखने के अनुभव को बढ़ाने के लिए समावेशी रणनीतियों का उपयोग करना।
- उनकी व्यक्तिगत जरूरतों के अनुसार सलाह व परामर्श देना।

विश्व दिव्यांगता दिवस जैसे महत्वपूर्ण दिनों को मनाने के लिए दिव्यांगजन की क्षमता के बारे में जनता को शिक्षित व जागरूक करने के लिए कार्यशालाओं का आयोजन करना।

2016 के PwD अधिनियम के अनुपालन में एनईपी 2020 के तहत दिव्यांगजन के सहूलियत व सुविधाओं के लिए सहायता प्रदान करना।

दिव्यांग छात्रों को आत्मनिर्भर और रोजगार प्राप्त करने में सहायता करना।

दिव्यांगजनों के लिए सहायक क्षेत्रों का ध्यान रखना

1. भवनों तक आसानी से पहुँचने के लिए रैम्प की सुविधा होना।
2. लिफ्ट का होना, जिससे भवनों में ऊपर व नीचे आने-जाने में सुविधा हो।
3. सीढ़ियों पर रेलिंग का होना जो चलने में सहायता करेगी।
4. परिसर के भीतर सुविधापूर्ण आवागमन के लिए व्हीलचेयर की व्यवस्था।
5. विकलांगों के लिए सुविधापूर्ण शौचालय की व्यवस्था।
6. पुस्तकालय में ब्रेल सम्बन्धी पुस्तक उपलब्ध होना।
7. परामर्शदाता, जो छात्रों का मार्गदर्शन और सहायता करते हैं।
8. अधिगम निःशक्त छात्रों के लिए विद्यालयी परीक्षाओं में अतिरिक्त समय का आवंटन।
9. अधिगम अक्षम छात्रों के लिए उपचारात्मक शिक्षण।
10. दिव्यांगजनों की आवश्यकताओं को संवेदनशील बनाने वाली कार्यशालाओं का आयोजन।

उपसंहार

एनईपी 2020 ने महिलाओं, अल्पसंख्यकों और विशेष आवश्यकता वाले बच्चों के सामने आने वाले मुद्दों/समस्याओं को हल करने का अच्छा काम किया है। दुर्गम क्षेत्रों में विशेष आवश्यकता वाले बच्चों तक विद्यालयी शिक्षा की पहुँच से सम्बन्धित संरचनात्मक मुद्दों को हल करने के लिए कई सराहनीय उपायों का सुझाव देकर भी इसने अच्छा काम किया है। जैसे— SEDG के बड़ी आबादी वाले कुछ क्षेत्रों को विशेष शिक्षा

क्षेत्र (SEZs) घोषित किया जाना। बरहाल नई रणनीति कई स्तरों पर त्रुटिपूर्ण हो सकती है क्योंकि जब कार्यान्वयन की बात आती है तो विशेष समूहों के लिए सकारात्मक क्रियाशीलता पर इस नीति का मौन होना कई समस्याएँ पैदा कर सकता है।

मैकाले के 'भारतीय शिक्षा पर मिनट' से एनईपी तक, भारत और दिव्यांग शिक्षा ने एक लम्बा सफ़र तय किया है। एनईपी आशा की और किरणें प्रदान करता है और जैसा कि हम एनईपी के कार्यान्वयन की बात करें, तो हमें अपने सामाजिक दृष्टिकोण के परिवर्तन को भी सुनिश्चित करने की आवश्यकता है। बहुत लम्बे समय से अक्षमता वाले लोगों की समस्याओं को दिव्यांग समाज द्वारा जटिल बना दिया गया है, जिसने उनकी क्षमता के बजाय, उनकी कमियों पर ध्यान केन्द्रित किया है।

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