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DIET - Multidisciplinary Research Journal (DIET-MRJ)

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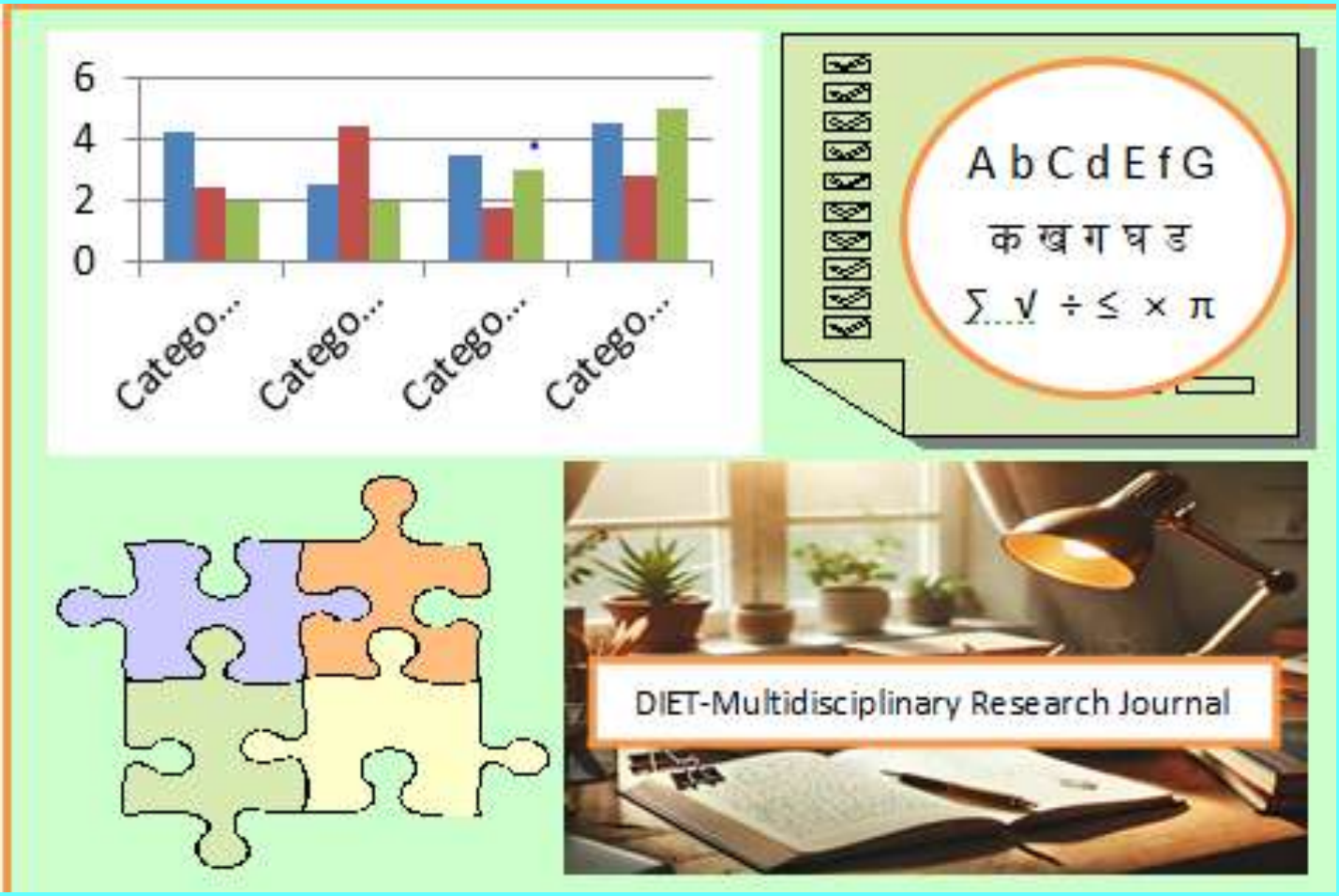

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Volume 1, Issue 2 (December, 2025)

DIET - Multidisciplinary Research Journal (DIET-MRJ)

ABOUT THE JOURNAL

The DIET - Multidisciplinary Research Journal (DIET-MRJ) is biannual an academic publication initiated by District Institutes of Education and Training (DIETs) Gautam Budhha Nagar to foster a culture of educational research, innovation, and academic dialogue among teacher educators, school teachers, researchers, and scholars across disciplines in multilingual.

Journal Particulars

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AIM OF THE JOURNAL

This journal serves as a platform for disseminating empirical research, theoretical insights, case studies, field innovations, and pedagogical practices aimed at enhancing the quality of school and teacher education.

OBJECTIVE OF THE JOURNAL

1. **To promote evidence-based educational practices** through systematic research and documentations that informs and improves teaching and learning processes.
2. **To encourage multidisciplinary perspectives** by integrating insights from education, psychology, sociology, linguistics, philosophy, ICT, arts, and environmental studies.
3. **To enhance multilingual literature** by integrating studies in any standard languages like, English, Hindi, Sanskrit, Urdu etc.
4. **To create a platform for documenting action research and classroom-based innovations**, especially by DIET faculty, school teachers, and other field practitioners.
5. **To align with and support the vision of the National Education Policy (NEP) 2020** by contributing to the transformation of school education and teacher education through research-driven practices.

SCOPE OF THE JOURNAL

The journal welcomes high-quality submissions that contribute to the advancement of educational research, theory, and practice across a range of disciplines. Submissions may include empirical studies, theoretical analyses, case studies, and documentation of innovative practices in the following domains:

- **Teacher Education and Pedagogical Practices**
- **Educational Psychology, Psychology and Child Development**
- **Inclusive and Special Education**
- **Curriculum Design and Assessment Strategies**
- **Subject-Specific Education:**
    - Language Education (English, Hindi, regional languages)
    - Mathematics, Science, and Social Science Education
- **Educational Technology and ICT Integration**

- **Environmental Education and Arts in Education**
- **Action Research** conducted in schools or by DIET faculty
- **Educational Leadership, Governance, and Policy Studies**
- **Socio-cultural, Philosophical, and Historical Foundations of Education**
- **Interdisciplinary Submissions** from related fields such as Psychology, Philosophy, Sociology, Linguistics, and other relevant disciplines

Guidelines for Authors – DIET-MRJ

To ensure consistency, academic quality, and a smooth review process, authors are requested to adhere to the following submission guidelines:

1. Types of Submissions Accepted

- Research Papers (Empirical or Theoretical)
- Review Articles
- Action Research Reports
- Case Studies / Field Narratives
- Educational Innovations
- Book Reviews (with educational relevance)
- Evidence based Innovative Practices

2. Length: The length of the manuscript should be within 2000 to 4000 words.

3. Structure of the Manuscript

- Title of the Paper
- Author's Name, Designation, Institution, Contact Email id
- Abstract (200–250 words)
- Keywords (3–6 keywords)
- Introduction
- Objectives or Research Questions
- Methodology
- Findings and Discussion
- Conclusion and Educational Implications
- References (APA 7th Edition)

4. Manuscript Format

Elements	**Specification**
Language	: English or Hindi only
Font & Size	: Times New Roman (12 pt) / Mangal (11 pt)
Spacing	: 1.5 line spacing
Margins	: 1 inch on all sides
File Format	: Microsoft Word (.doc or .docx)
Referencing	: APA 7th Edition

5. Submission Process

Send your manuscript via email to: dietmrj@gmail.com or vedprakashdiet@gmail.com with
Subject Line: Submission- with Author's Name - DIET-MRJ
Language: English or Hindi
Attachments Required:

- Manuscript in MS Word format in only one language: English or Hindi.
- Brief Author Bio (30–80 words)
- Declaration of Originality (see below)
- Plagiarism Report

6. Declaration of Originality: To be accompanied with manuscript:
Declaration: I declare that the submitted paper titled "[Title]" is original, unpublished, and not under consideration elsewhere. All references and sources have been acknowledged appropriately.

7. Review and Publication Process

- **DIET - Multidisciplinary Research Journal (**DIET-MRJ**)** shall not publish research papers or studies in its journal unless they are complete in all respective guidelines/terms and conditions.
- Every paper must be accompanied with a **plagiarism report (LESS THAN 10%).**
- All submissions undergo a double-blind peer review process.
- Authors will be informed of the outcome (accept/revise/reject) within 2–4 weeks.
- Accepted papers will be published in the upcoming bi-annual print issue.

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- E-Certificate of Publication
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Important Notes:

- Plagiarism will lead to immediate rejection.
- Authors must uphold academic integrity and proper referencing.
- Revisions (if suggested) must be submitted within the stipulated timeline.

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Principal's Massage

It is with great pleasure that I present this research journal of the District Institute of Education and Training (DIET), MRJ. This publication reflects our collective commitment to inquiry, reflection, and the humane purpose of education. Education, at its core, is a transformative force that nurtures human dignity, social justice, and collective well-being. In recognition of this, DIET MRJ encourages multidisciplinary research that draws from education, psychology, sociology, technology, health sciences, and allied fields to address the complex realities of teaching, learning, and community life. Such integration of disciplines allows research to remain grounded in human experience while contributing meaningfully to academic knowledge.

This journal provides a platform for teacher educators, researchers, and practitioners to share original, ethical, and context-responsive research that is sensitive to the needs of learners, especially those from diverse and marginalized backgrounds. We value research that not only advances theory but also informs practice and promotes compassion, inclusion, and equity within educational systems.

I sincerely hope that the studies presented in this volume inspire thoughtful dialogue, collaborative inquiry, and socially responsible action. May this journal serve as a bridge between knowledge and humanity, and as a modest contribution toward building a more just and enlightened society. I extend my appreciation to all contributors, reviewers, and the editorial team for their dedication and scholarly integrity.

Raj Singh Yadav
(Deputy Director/Principal)
District Institute of Education and Training (DIET)
Dankaur, Gautambudha Nagar,

Vice Principal's Message

It is a matter of pride and responsibility to share this volume of the Research Journal of the District Institute of Education and Training (DIET), MRJ. This publication represents our continuous effort to foster a culture of thoughtful inquiry, academic integrity, and socially responsive research. In the present educational landscape, research must move beyond documentation and become a meaningful tool for understanding the lived realities of learners, teachers, and communities.

At DIET MRJ, we encourage multidisciplinary exploration that connects education with psychology, sociology, technology, and community development. Such integration enriches our perspectives and strengthens the relevance of our findings.

We believe that research in education is not merely an academic exercise; it is a moral commitment to improve teaching–learning processes and to create inclusive, equitable, and compassionate educational environments. This journal reflects the dedication of our faculty members, researchers, and trainee teachers who have engaged in reflective practice and evidence-based study with sincerity and ethical responsibility.

I congratulate all contributors and the editorial team for their scholarly efforts. May this journal inspire continued dialogue, innovation, and collaboration in the pursuit of quality teacher education and human development.

Archana Gupata,
(Vice Principal/Ass. Deputy Director),
District Institute of Education and Training (DIET)
Dankaur, Gautambudh Nagar,

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Choice Based Credit System (CBCS) in Indian Higher Education: Implementation, Reforms, and Future Directions under NEP 2020

Nitesh Kumar Maurya[1], Vivek Kumar Maurya[2*], Amrita Baranwal[3], Rajendra Prasad Gupta[4*], Prannath Singh Yadav[5], Kanchan Yadav[6], Kunvar Singh[7], Shreya Gupta[8], Santosh Kumar Saroj[9], Ranjana Maurya[10]

Abstract

The Government of India announced the National Education Policy 2020 (NEP 2020) approximately five and a half years ago with the aim of transforming, innovating, and reforming the education sector. The policy seeks to address the evolving developmental imperatives and the diverse educational needs of India and its people. This policy incorporates concrete and forward-looking provisions ranging from primary education to higher education. Among these provisions, the concept of the credit system, also known as the 'Choice Based Credit System (CBCS)', is most prominent and significant, and its uniform implementation has been made mandatory in every programme (degree/diploma) at the level of higher education. Prior to this, Higher Education Institutions (HEIs) in India followed undergraduate, postgraduate, and Ph.D. coursework programmes without a formal credit framework. However, according to the current education policy, NEP 2020, it is compulsory for all Higher Education Institutions to operate academic programmes as per the credit system along with the 'semester system' (that is, a shift from the annual to the half-yearly/semester system). Therefore, the main objective of the present paper is to present an in-depth review of CBCS/credit system. Along with this, clearly explain and elaborate upon various points to CBCS. This paper is a narrative review prepared by analyzing various relevant educational materials and sources. The study found that CBCS can be effective through practical and student-friendly strategies based on the needs of institutions, students, and teachers, which promote quality learning and sustainable educational growth. On the basis of the findings of the present review paper, it is suggested that CBCS will work better when institutions follow practical, student-friendly approaches, keeping course selection and assessment easy to understand. Continuous teacher training and strong digital support systems can help improve learning quality and long-term educational development.

Keywords

C.B.C.S, Credit system, Semester system, Innovation in education, National Education Policy 2020 (NEP 2020), Higher Education, Higher Educational Institutions (HEIs).

Introduction:

For the future of humanity and the planet, everyone needs to come together to invest in education (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2023), because education is key to human well-being and sustainable development, and it is also a human right, a public good, and a shared public responsibility (United Nations [UN], 2025). Furthermore, it is the foundation of societies, economies, and the capabilities of every individual, and a universal human right (UN, 2023). Nelson Mandela described it should be used as the 'most powerful weapon' to change the world (Bansal, 2020). The importance of education can also be understood as the 'power to transform lives' every day and in every corner of society (UNESCO, n.d.); however, the education system itself needs to evolve to address challenges the world is facing today, and in future. It is well known that after India's independence, the Government of India (GoI) made unparalleled efforts

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and made significant changes periodically, to overcome the shortcomings in education, to face the challenges of the time and to build a better future (Shukla, 2019). The major significant outcomes of these efforts is the National Education Policy 2020 (NEP 2020) (Ministry of Human Resource Development, Government of India [MHRD, GoI], 2020). This policy has the potential to strengthen and positively transform India's 'cultural values', 'traditions', and 'social practices/ ethos' (Singh & Devi, 2022). Although India is economically stronger than many European countries, the structure of higher technical and management education appeared weak and unstable before the introduction of 'NEP 2020' (Singh, 2017). The new policy aims to address these shortcomings, create a stronger and more effective education system for the country's future.

Due to the strong intentions and effective policies of the GoI, India is likely to become a powerful developed nation by the year-2047 (Barré & Perruche, 2023). In this context, a report by the Press Information Bureau (PIB) states that, because of India's visionary policies, the country is projected to become the world's third-largest economy in four-to-five years (PIB, 2023a). Similarly, a Gold Mansachs (2023) report predicts that, by 2075, India will become the second-largest economy in the world, with an estimated value of 52.5 trillion US dollars. Along with economic growth, India's population size also plays a major role in shaping its future; based on the latest report of the United Nations Population Fund (2023), India has become the most populous country in the world, with a population of about 1.428 billion people. This large population is strongly reflected in the country's education sector. In higher education, India has 1,168 universities and 45,473 colleges, serving around 43.3 million students, supported by nearly 1.6 million teachers (All India Survey on Higher Education, 2022). In accordance to Unified District Information System for Education Plus (2024), the school level, there are more than 1.47 million schools, educating about 268 million students, with the help of approximately 9.5 million teachers. These data demonstrate that, Education in India is deeply connected to its economic progresses, population growth, and national development, making strong educational policies and reforms extremely important for the country's future.

Keeping in mind India's readiness to become a nation with a large economy, massive population, and an extensive education system, the first National Education Policy of the 21st century (NEP 2020), was announced on 29 July 2020. The main goal of this policy is to meet the growing developmental imperatives and needs of India and its people (Ministry of Education, 2021). A key feature of NEP 2020 is the plan to implement a uniform grading system in higher education through the Choice Based Credit System on a wide scale, and the revision of CBCS is one of the policy recommendations aimed at instilling innovation and flexibility in higher education (MHRD, GoI, 2020; University Grants Commission [UGC], 2022b). This policy has garnered global attention due to its forward-looking and progressive provisions; one of important goals is to increase the Gross Enrollment Ratio (GER) in higher education from 26.3 percent in 2018 to 50 percent by 2035; to achieve this target, the policy also proposed to add 35 million new seats in HEIs (PIB, 2020). These steps clearly reflect India's strong commitment to strengthening its higher education system and preparing it for future national and global challenges.

Nearly, 5.5 year have passed since the implementation of this new policy (NEP 2020), and this important policy is now clearly bringing transformational changes to India's education system. It is empowering students, teachers, and educational institutions by opening new paths for meaningful reform. From holistic learning to skill development, the policy points toward sustainable and brighter future for future generations (Jaiswal, 2024). The Education policy (2020) also begun to shift thinking from what are our rights? to what are our responsibilities? (PIB, 2023b); its message is clear and powerful focus on duty, takes responsibility, and contributes actively. This change in mindset reflects the deeper goal of NEP 2020 to build not only educated individuals, but also responsible and committed citizens.

The main objective of this review paper is to conduct an in-depth study on CBCS system in HEIs from an Indian perspective. In addition to this primary aim, the study has several well-defined objectives, as explained, are: (i) to clearly explain the concept of the grading system; (ii) to develop a comprehensive understanding about the Choice Based Credit System (CBCS); (iii) to clarify the concepts of the CBCS and the semester system; (iv) to critically present and analyze the key features and strengths of the CBCS system; (v) to highlight the major challenges faced during the implementation of the CBCS system, and (vi) to provide important suggestions for the successful implementation of CBCS in higher education.

To find the above-mentioned objectives, a wide range of articles, research papers, and government reports were searched and studied using relevant keywords from Google, Google Scholar, LinkedIn, ResearchGate, Academia, and websites of different publishers in India and abroad, along with official government databases such as the Ministry of Education, GoI, UGC, PIB, UDISE+AISHE, and other national and international governmental repositories. The narrative review was prepared on the basis of systematic and thorough studies of the articles, research papers and government reports.

Credit System:

To bring equality, efficiency, and excellence into India's higher education system, the GoI and UGC have made continuous and sincere efforts. Consequently, these initiatives have, clear improvements, innovations, and reforms have been introduced in academic standards, including curriculum design, teaching learning processes, examinations, and evaluation systems (Kumari, 2020). Earlier, universities in India followed different methods of examination, assessment, and grading; this was largely due to the extensive diversity within the higher education system (Thornton et al., 2010); to reduce these differences and create uniformity, NEP 2020 recommended the implementation of a common grading system across Higher education institutions (HEIs). The grading system is considered more effective than the traditional marks-based system (UGC, 2014; PIB, 2014; Sinha, 2023), therefore, it is extensively used in 'leading educational institutions in India, and abroad (UGC, 2014; PIB, 2014; Yadav, 2018). This shift supports 'transparency', 'fairness', and 'consistency' in student evaluation and helps improve the overall 'quality of higher education'.

This system (CBCS) further helps in reducing the 'mental workload' of teachers (Bhargav, 2013); in this framework students are evaluated based on their exam performance, and their results are calculated as a 'Cumulative Grade Point Average (CGPA)', this method is commonly known as the 'grading system' or 'uniform grading system' (UGC, 2014; Mishra, 2017; PIB, 2014). In this regard, the UGC, issued guidelines as early as 2014 for the adoption of the Choice-Based Credit System (CBCS) under the credit framework by Central, State, and Deemed to be Universities for all undergraduate (B. A. / B. Sc. / B.Com., etc.) and postgraduate /masters-level (M.A. /M. Sc./ M. Com) degree, diploma, and certificate programmes (UGC, 2014; PIB, 2014).

This was presented in NEP 2020 in a comprehensive manner with the objective of bringing innovation and flexibility into higher education; subsequently, taking into account the recommendations of NEP 2020, the UGC developed the Curriculum and Credit Framework for Undergraduate Programmes for the implementation of a uniform credit system (UGC, 2022a; PIB, 2025). UGC has requested to implement this new CBCS framework in all the HEIs (UGC, 2022b); thereafter, on April 10, 2023, the National Credit Framework (NCrF) was launched to facilitate flexible credit accumulation across academic and vocational learning, and to support lifelong education (PIB, 2025; UGC, n.d.; UGC, 2023). This step reflects a clear commitment toward creating a uniform, flexible, and student-centered credit system across higher education ecosystem in India.

Choice Based Credit System (CBCS) and Semester System:

HEIs in India is progressively transitioning' from traditional annual examination system to the semester system (Mishra, 2017; Babu & Subhash, 2020), This change is taking place because the annual system did not give students enough flexibility to choose subjects according to their interests (Biswas, 2018; Rajivlochan & Rajivlochan, 2018; Hooda, 2022; Vishal, 2023); in contrast, the semester system provides a more convenient and effective platform for teaching and learning. Compared to the annual system, the semester system speeds up the teaching learning processes and allows both vertical and horizontal mobility in learning (Karthikeyan, 2015; Parliament of India, Rajya Sabha, 2016; Koner, 2018; Babu & Subhash, 2020). It divides academic year into 2 terms/parts, known as semesters, with primary objective of breaking the syllabus into smaller units and ensuring regular and continuous evaluation of students (Miller, 2024). In practice, the semester system focuses on time-based and ongoing assessment, while the Choice Based Credit System (CBCS) promotes a student-centered approach and learning based on individual interest, it has been implemented alongside the semester system to enhance flexibility, quality, and overall effectiveness in higher education.

The Choice Based Credit System (CBCS) gives students the 'freedom' to choose their preferred courses from a structured curriculum; these options include core (major) courses, elective courses, minor courses, and skill-based programs (Sinha, 2023; Vishal, 2023); this flexibility enables students to tailor their education to their interests and career goals, while also allowing course design and teaching to be structured around teaching hours and assigned credits (Aithal & Kumar, 2016; Kapur, 2017; Bhattacharjee et al., 2017; Rani, 2022; Ranjan, 2022; Agarwal & Devi, 2022; Sinha, 2023); this helps institutions design more balanced and meaningful academic programs. Overall, this system shifts the focus from a teacher-centered approach to a 'student-centered approach' of education, by emphasizing innovation and flexibility, CBCS encourages active learning, creativity, and personalized academic growth, making higher education more responsive to students' needs and aspirations (Kelkar & Ravishankar, 2014; Bhattacharjee et al., 2017; Shivaramaiah, 2018; Chakraborty & Bhaskar, 2021, Sinha, 2023).

According to the new CBCS framework Curriculum and Credit Framework for Undergraduate Programmes, December, 2022 Page 9, Para. 3.2.1 and 3.2.2, one semester will consist of 90 days, and there will be two semesters in one academic year. The summer term will be of 8 weeks during the summer vacation. For students who wish to exit after completing two semesters or four semesters of study,

internships/ apprenticeships /work-based vocational education, and training can be organized during the summer term. Under this new framework, the concept of 'Major' and 'Minor' subjects has been introduced. In the Major subject, it will be mandatory to earn a prescribed number of credits (approximately 50% of the total credits) through courses, whereas in the Minor subject, a student will be required to earn a minimum of 12 credits from a set of courses (UGC, 2022a).

Features/Advantages of CBCS:

A detailed review of research studies shows that students, teachers, and institutions clearly benefit from the implementation of the CBCS in the higher education system. CBCS is often described as the foundation of learner-centered reforms, as it helps meet students' academic needs and career aspirations (Chaubey, 2015; Mallick & Paroi, 2019); this system supports the overall development of learners (Sumitha et. al., 2016), and helps shape their multi-dimensional personalities (Hasan & Parvez, 2015); It also contributes significantly to achieving the purpose of professional growth through education (Nehru, 2016). CBCS is considered a fair and balanced system because it allows students to 'learn at their own pace' (Sanghi, 2010); in addition, the system gives students the freedom to study according to their interests, making learning more meaningful and engaging' (Naidu & Sreedevi, 2016; Aithal & Kumar, 2016; Kapur, 2017; Bhattacharjee et al., 2017; Rani, 2022; Ranjan, 2022; Agarwal & Devi, 2022), by offering flexibility, choice, and a student-focused approach, CBCS strengthens the quality and relevance of higher education.

Another important benefit of this system is that it can reduce the gap in opportunities between students from rural institutions and specialized educational institutions (Nathial, 2022); from the perspectives of student autonomy, learner-centered education, transparent evaluation, clear curriculum structure, availability of institutional resources, and overall development, the Choice Based Credit System (CBCS) plays a very important role (Sumitha et. al., 2016; Hasan & Parvez, 2015); CBCS also helps in maintaining and improving the quality/standard of college/university or higher education (Hooda, 2022; Bhat, 2018). Through this system, undergraduate students are able to learn more effectively and deeply, and transform themselves, as it offers a flexible, enriched, and blended learning environment with strong support for skill development and practical training (Katoch, 2017). In fact, CBCS is a supportive and effective education system because it allows students to shape their academic and professional path according to their personal interests and life goals (Mal & Mahato, 2021).

This system helps in eliminating the inherent disparities in higher education (Arti & Verma, 2022), Moreover, the presence of the CBCS credit system in higher education is essential because it promotes integrity among teachers and students, eliminates rote learning, and brings creativity and innovation into the education system (Sarkar, 2019); along with this, it also assists in the development of students' knowledge, skills, attitudes, and values (Deuri, 2015). CBCS is especially important because most students show a 'positive attitude toward' it and are willing to adopt this new system (Howlader & Roy, 2021); it increases students' seriousness toward their studies, which makes it essential/imperative for higher education (Katoch, 2017). The system not only helps bridge the gap between professional and social performance, but also provides holistic education (Sinha, 2023). Overall, CBCS is a progressive and forward-looking approach that offers students diverse learning opportunities, making higher education more meaningful, flexible, and effective (Kumar & Anuradha, 2022).

Challenges in Implementation of CBCS:

As regards the benefits of CBCS, the facts discussed above indicate that this new concept adopted in higher education encompasses numerous possibilities for students' development. However, if attention is drawn to its other side, it is undeniable that in implementing, adopting, and operating the provisions of CBCS, many academic institutions (along with the student community and the government) are certainly likely to face several difficulties and challenges (Hasan & Parvez, 2015; Chaubey, 2015; Habib, 2015; Deuri, 2015; Aithal & Kumar, 2016; Lalrinzuali & Vadhera, 2017; Kapur, 2017; Biswas, 2018).

On the basis of CBCS, repeatedly preparing quarterly/ mid-term, and half-yearly question papers at short intervals, arranging examinations, conducting internal assessments, and maintaining compatibility between major and minor subjects is a challenging task. Therefore, it can be said that this system may increase the workload on teachers (Hasan & Parvez, 2015). Several courses have furthermore been imposed under this system, which proves to be highly burdensome for students. In addition, the lack of basic infrastructure in educational institutions such as buildings, smart classrooms, laboratories, and other practical facilities can also adversely affect the implementation of CBCS (Chaubey, 2015). With the implementation of this system, students also have to face numerous difficulties and challenges due to specific issues such as an excessive number of courses, examinations, lack of resources, and untrained teachers (Kumar & Mishra, 2021). The implementation of CBCS can sometimes create problems instead of solving them. Moreover, CBCS may lead to increase stress among student; a large number of tests, assignments, presentations, and both oral and written examinations place heavy academic pressure on learners, which in turn affects their 'mental well-being' if not managed properly (Lalrinzuali & Vadhera, 2017).

Critics argue that by implementing CBCS, higher education may be moving into a difficult situation; they believe that, often unknowingly, this system interferes with the core spirit of independent and autonomous universities (Hasan & Parvez, 2015; Kapur, 2017). From this perspective, CBCS is also seen in the context of a neo-liberal agenda that is gradually turning post-secondary education in India from a public good into a market-driven product, in the name of improving quality (Habib, 2015). This growing commercialization of education may weaken the autonomy and credibility of colleges and universities, making them less meaningful over time (Kapur, 2017); some concerns remain that the system does not offer a strong or effective evaluation mechanism (Deuri, 2015). Giving excessive importance to continuous or internal assessment may reduce students' seriousness toward final examinations; in addition, the grading system, which often minimizes visible differences in performance, may discourage talented/ god-gifted and creative students (Lalrinzuali & Vadhera, 2017).

In fact, this system offers a too many subject choices, which may also confuse students, as they may not know 'what to choose' and 'what not to choose' or 'struggle' to decide which courses to select and which to avoid (Biswas, 2018). Based on these concerns, it can be concluded that the implementation of CBCS may create various challenges and problems for both HEIs & students if not carefully planned, managed and executed.

Suggestions given by previous studies:

To facilitate the smooth, effective, and successful implementation of CBCS in all HEIs, while also maintaining the quality of higher or college/ university level education, it is essential to adopt well- planned and forward- looking measures. First, every aspect of the CBCS system should be clearly explained to students so as to fully understand how it works. Educational institutions should ensure adequate infrastructural support to every department and facilitate additional discussion time, and interaction between teachers and students (Katoch, 2017). To build proper awareness, seminars, debates, and discussions should be organized for students, while orientation programs, workshops, and conferences should be conducted for teachers to explain the strengths and limitations of the CBCS, grading system, and semester system (Biswas, 2018; Hooda, 2022; Katoch, 2017; Vishal, 2023; Mhatre, 2022; Bhat, 2018). Most importantly, teachers must receive professional training related to CBCS so they can manage the system effectively. Such capacity-building efforts will help institutions implement CBCS more efficiently and ensure that it truly supports meaningful learning and academic excellence.

Both the grading system and the percentage system need to be retained; the credit or grading system should not be 'compulsory', but instead remain optional or choice-based, so that students can select the method of 'learning and evaluation' that suits them best (Vishal, 2023). There is also a strong need to provide greater autonomy to HEIs; this will allow them to take independent decisions related to course options, subject selection, and examination processes, especially for programs that are not based on Cumulative Grade Point Average-CGPA (Das, 2021). In institutions where there is a shortage of teachers, the government should appoint new faculty members as soon as possible; this will ensure that activities such as quarterly or mid-term tests, examination management, and evaluation under CBCS can be carried out smoothly and without interruption (Molla & Sarkar, 2020).

Conclusion:

Based on the above discussion, it can be said that as the world and natural environment continue to change, the education system must also evolve. Such change is necessary to meet current demands, fulfill students' basic needs, and support their overall development (including essential academic and human values, which refer to the Seven R's and the Four H's.). However, before introducing any major reform, it is extremely important to make students and teachers aware of the change and to develop a positive attitude toward it. A careful review of earlier research shows that, on one hand, the Choice Based Credit System (CBCS) can make students and teachers more successful in the teaching learning process and help achieve the broader goals of education; on the other hand, its implementation may also create several difficulties and challenges for both students and teachers. In conclusion, CBCS can be made effective and beneficial in the present context if strong, practical, and student-friendly strategies are adopted, by keeping in mind the basic needs of educational institutions, students, and teachers involved in higher education, CBCS can be implemented in a positive and balanced manner that supports quality learning and sustainable educational growth.

Author Contributions:

N.K.M. contributed to conception of the study, writing, and plagiarism checking; N.K.M., V.K.M., A.B., and R.P.G. contributed to organization and structuring of the review content; P.S.Y. and K.Y. contributed to the comprehensive collection of materials from various sources; K.S. and S.G. conducted the literature search, including review papers, articles, and reports; S.K.S. and R.M. screened and selected relevant literature; N.K.M. and V.K.M. drafted the initial manuscript and wrote the first draft; A.B. and R.P.G. contributed to correction and supervision of the study; R.P.G. approved the language editing, manuscript formatting, final review, proofreading, and the final submitted version.

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Developing Curiosity: An Innovative Constructive Framework

Raisa Khan*

Abstract

Schools as formal agencies of education provide opportunities to realize the full potential of an individual to promote social, national individual development. We witnessed significant shifts in the traditional and foundational aspects of schooling throughout many decades. It follows an organized structure of learning that includes many academic disciplines. Each academic discipline has specific goals that can be achieved through different teaching modes and approaches. Social science is a discipline that requires deep concern and attention to develop interest and curiosity among learners. Innovative pedagogical practices and approaches help to promote self-paced and self-directed learning for the successful attainment of desired academic goals of social sciences. The constructive approach to teaching is one of the innovative and productive approach that could let someone build their knowledge at their own pace. Thus, the study intends to clarify and investigate the potential of a constructive approach to social science education. It also considers how a constructive approach affects students' academic achievement. The study helps to realize the value of a constructive approach and enlightens the path to enhance the creativity and interactivity of teaching social science at the school level.

Keywords

Constructive approach, Academic Achievement, Social science.

Introduction:

"Education is fundamental for achieving full human potential, developing an equitable and just society promoting national development" (NEP, 2020). Scientific and technological advancements transform the fundamental nature of education. Innovative and creative educational approaches that maximize opportunities to consider learners as active participants in the teaching-learning process have supplanted traditional classroom practices. NEP, 2020 mentioned that "Learning should be holistic, integrated, enjoyable and engaging." It restructured the school curriculum to 5+3+3+4 design and also advocated reforms in curriculum and pedagogy across all stages of learning. The school curriculum consists of a diverse range of disciplines. An essential part of the school curriculum, social science aids in meeting social needs, improving social adjustment and enhancing an individual's quality of life. It helps to develop social skills, address a wide range of societal issues and enable learners to think and question social realities. It also supports upholding democracy and strengthens democratic and constitutional values. It helps to prepare vigilant citizens and develop analytical and critical minds. Unfortunately, "social sciences tend to be considered non-utility subject and are given less importance then the natural sciences. It is believed that the social science merely transmits information and are text centered" (NCF, 2005). Thus, open-ended and interactive teaching approaches need to be deployed to foster interest and curiosity among learners toward social science education. "The teaching of the social sciences must adopt methods that promote creativity, aesthetics critical perspectives and enable children to draw relationships between past and present to understand changes taking place in society" (NCF, 2005). Teaching through constructive approach may help to foster a critical understanding of socio-political realities. Young minds that are taught constructively are better able to think critically and logically. By assimilating experiences, learners can build their knowledge. It enables learners to better adjust themselves following their preferred mode of learning to fulfill the needs and demands of the contemporary world. Here, Teachers must look into maximum possibilities to engage learners in worthwhile activities learners need to consider as active participants in the process of knowledge construction. Active participation, curiosity, engagement, creativity, exploration problem-solving attitude are prerequisites to creating a constructive environment of learning. The foundation of constructivism is the idea that learning is not objective but rather subjective. The process of creating knowledge is greatly influenced by the beliefs, learning preferences social reality of the learners. Constructivist theories proposed by Piaget, Novak Lev S. Vygotsky. According to Vygotsky, social interaction is essential to the process of knowledge construction. Novak also elucidates how social connection is necessary for knowledge construction. The fundamental notion of the constructive approach is that learning is not a passive process. It offers opportunities to create new knowledge based on accepted concepts, methods

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experiences. To understand the phenomenon from their point of view, students should be encouraged to think, examine, explore, reflect evaluate. It is a pedagogical practice that support learners' autonomy in the teaching-learning process. Therefore, by adhering to its guiding principles-engage, explore, explain, elaborate evaluate the constructive approach aids in achieving the desired goals of social science at the school level. Learners need to be engaged in meaningful activities to conceptualize the phenomenon from a broader perspective. To maximize opportunities to explore learners' autonomy needs to be encouraged. Through the explanation and elaboration of facts and formal concepts, this teaching technique facilitates the assimilation and accommodation of new knowledge with pre-existing knowledge. It also encourages self-directed learning and suggests innovative, distinctive wide-ranging evaluation techniques mainly focused on peer and self-assessment.

Review of Related Literature:

Fardanesh (2006) studied "A classification of constructivist instructional design models based on learning and teaching approaches". The prime objective was to categorize constructivist instructional design models according to teaching and learning approaches. Ten of the twenty-five constructivist instructional design models in the population made up the sample. The results showed that majority of the models fall into the individual category, while very few fall into the group category. The most important finding was that model under the personalised teaching method works best for instructions. Effandi (2003) examined the effects of cooperative learning on students' academic achievement and problem-solving skills. Cooperative learning techniques were used to teach the experimental group, whereas the control group was taught by the conventional method. Findings revealed that cooperative group education improves students' performance in math. Additionally, the findings also reflect that students in the cooperative learning group responded well to group projects. Karaduman and Gultekin (2007) studied "The Effect of constructivist learning principles based learning materials to students' attitudes, success retention in social studies". The primary objective was to determine the efficacy of learning materials prepared on the key principles of the constructivist approach. The sample comprises seventy-two students of grade five split into two groups control and experimental. The findings of the study reflect that instructional materials based on principles of constructivism helpful to improve students' performance and retention rates. Kim, J.S (2005) conducted a study on "the effects of a constructivist teaching approach on student academic achievement, self-concept and learning strategies". The objective was to investigate how a constructivist approach affected learning strategies, self-concept academic achievement. Seventy-six sixth-grade children made up the sample. Two groups were formed. The control group was instructed through the conventional method the experimental group was instructed through the constructivist method. The finding revealed that the constructivist mode of teaching is more effective in comparison to the conventional mode concerning the academic achievement of learners. However, it had a limited effect on students' self-concept and learning strategies. Neo and Neo (2010) conducted a study on "students' perceptions in developing a multimedia project within a constructivist learning environment: A Malaysian experience". The prime goal was to infuse students with multimedia project development skills. Fifty-three second-year students enrolled in degree programs made up the sample. Findings revealed that students became extremely motivated and involved in their education when given a task through a multimedia project in a constructivist learning environment. This also inspired and encouraged Malaysian teachers to integrate multimedia technology and constructivist teaching methods in their classrooms. Kaur, A. & Kaur, P. (2016) studied the role of a constructive approach in the teaching of science. The prime aim of the study was to compare the impact of constructive versus traditional teaching methods on students' academic confidence. The total sample of the study was 200 secondary school students in the district of Jalandhar. The findings indicate that a constructive approach is better in comparison to the traditional approach of teaching to increase the academic interest and confidence of the students. Pandey, L. (2017) determines how a constructive approach affects teachers' attitudes and students' academic achievement. The sample consists of eighty students and thirty teachers. A quasi-experimental design pre-test and post-test was adopted to conduct the study. The findings of the study revealed constructive approach to teaching had a considerable impact on students' academic achievement and teachers' attitude. Aspasia, P. (2020) conducted a study on constructive teaching and learning in physical education. The prime aim of the study was to explore the correlation between constructive teaching and learning. The total sample of the study comprises of 909 students from the elementary level and 25 PETs. Findings revealed a negative correlation between constructive teaching and learning in physical education.

Significance of the Study:

The contemporary period of education moving towards a learner-centric approach. Teaching through a constructive approach aids in determining the satisfactory level of engagement and achievement. It creates a self-paced learning environment and encourages learners to serious exploration of facts from diverse perspectives. The scope of social science is wide and requires the active participation of

learners to assimilate their learning experiences and reflect upon social realities. It enables learners to establish the relationship between human culture in the light of facts and theories of social science. Rote learning and memorizing instead of understanding the facts encourages an isolated and irrational form of teaching social science. Interactive pedagogical strategies may contribute to developing curiosity, interest and motivation among learners toward social science. The constructive approach is considered one of the interactive approach to teaching for conceptual clarity and understanding the phenomenon of social science. A demonstrated desired skills and knowledge largely depend on a logical and purposeful selection of meaningful activities. Thus, the study helps to comprehend the effect of a constructive approach on the student's academic achievement in social science. It will be beneficial to comprehend the empirical findings of the study focusing on the integration of constructive approach as an interactive tool to make learning more enjoyable and meaningful for learners.

Objectives and Hypotheses:

- To compare mean pre-test scores within control and experimental groups.
- To compare mean post-test scores within control and experimental groups.
- To compare mean pre and post-test scores of the experimental group.
- Ho_1: No significant difference exists between experimental and control groups' pre-test means.
- Ho_2: No significant improvement occurs in the control group from pre-test to post-test.
- Ho_3: No significant improvement occurs in the experimental group from pre-test to post-test.
- Ho_4: No significant difference exists between the groups' post-test means.

Methodology:

Research Design: A quasi-experimental, pre-test–post-test design was employed. Sixty seventh-grade students, selected via simple random sampling, were split equally into control (traditional teaching) and experimental (constructivist teaching) groups. Both groups completed an identical pre-test; mean scores were calculated. Following a six-week instructional intervention, a post-test was administered. Descriptive statistics, paired and independent t-tests, effect sizes (Cohen's d) 95% confidence intervals (CIs) were computed.

Population:

The population consists of all students between the age group of 11-14 from middle stage of schooling.

Sample:

The study's sample consists of sixty (60) students from class seven selected through a simple random sampling method and split equally between the groups i.e. control and experimental.

Tool:

In order to gather pre-test and post-test scores and examine the effect of a constructive approach to teaching on students' academic achievement, two parallel achievement tests were developed and administered to both groups.

Analysis:

The collected data was organized and analysed quantitatively using basic descriptive statistics measures i.e. mean, median, mode t-test.

Research Findings:

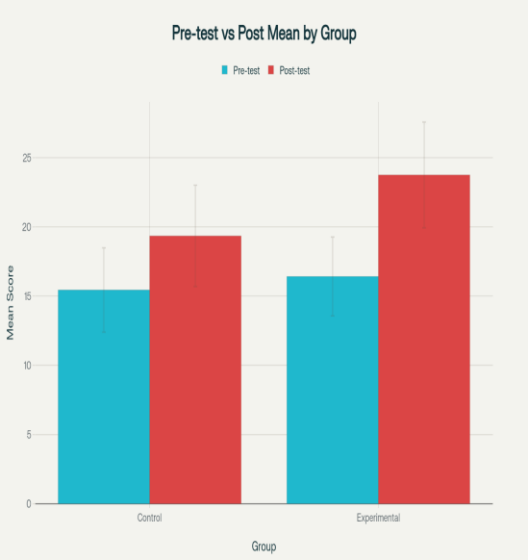
Table 1: Descriptive Statistics for Pre-test and Post-test

Table 1 presents means, standard deviations score ranges for both groups before and after intervention.

Group	N	Mean	SD	Min	Max	Range
Control Pre-test	30	15.44	3.04	12	22	10
Control Post-test	30	19.35	3.66	13	24	11
Experimental Pre-test	30	16.42	2.85	15	24	9
Experimental Post-test	30	23.75	3.82	18	30	12

Both groups exhibited score increases after instruction. The experimental group's mean rose by 7.33 points (44.6% improvement), whereas the control group improved by 3.91 points (25.3% improvement), indicating a larger gain under the constructivist approach.

Figure 1: Pre-test vs Post-test Mean Scores by Group

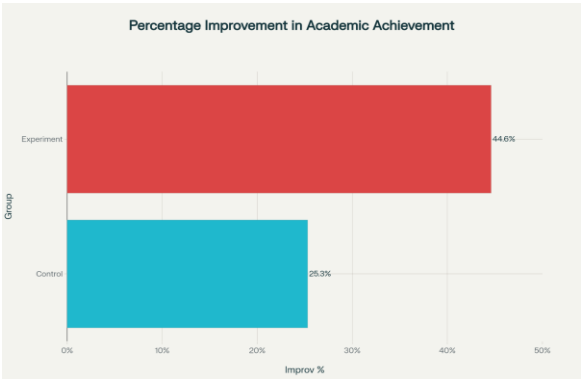


Comparison of pre-test and post-test mean scores between control and experimental groups with error bars showing standard deviation. The experimental group's post-test bar notably exceeds that of the control group, illustrating greater achievement gains. Error bars show that variability remains comparable between groups.

Figure 2: Learning Trajectory-Pre-test to Post-test Improvement

Learning trajectory showing improvement from pre-test to post-test for both control and experimental groups. The Line chart depicts mean score trajectories from pre-test to post-test for both groups. It shows that both lines ascend, but the experimental group's trajectory is steeper, highlighting accelerated learning under the constructivist method.

Figure 3: Percentage Improvement in Academic Achievement



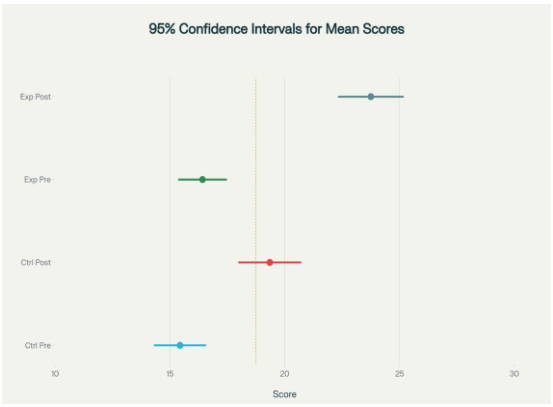
Percentage improvement in academic achievement comparing the control and experimental groups. The Horizontal bar chart shows the percentage improvement in test scores for each group. It reveals that the experimental group achieved a 44.6% increase versus 25.3% for the control group, underscoring the constructivist approach's practical impact.

Table 2: Inferential Statistics and Effect Sizes

Comparison	t-value	df	p-value	Result	Cohen's *d*
Control vs Experimental (Pre-test)	1.25	58	> 0.05	Not significant (Ho_1 accepted)	0.333
Control Pre- vs Post-test	5.22	58	< 0.01	Significant (Ho_2 rejected)	—
Experimental Pre- vs Post-test	8.25	58	< 0.01	Significant (Ho_3 rejected)	—
Control vs Experimental (Post-test)	4.54	58	< 0.01	Significant (Ho_4 rejected)	1.176

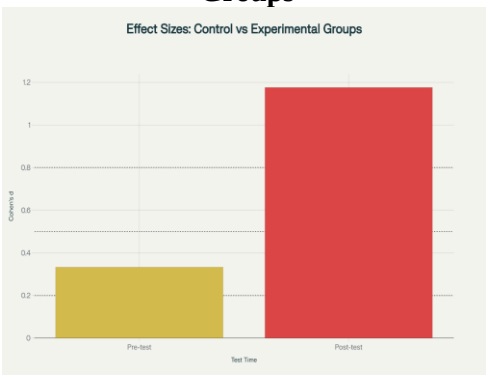
Baseline equivalence (Ho_1) is confirmed. Both within-group comparisons show significant gains (Ho_2, Ho_3 rejected). The post-test comparison (Ho_4) yields a large effect size (d = 1.176), demonstrating the constructivist approach's superiority.

Figure 4: 95% Confidence Intervals for Mean Scores



Forest plot showing 95% confidence intervals for all mean scores across groups and time points. The plot displays that Narrow CIs indicate precise estimates. Overlap between pre-test CIs confirms baseline comparability; non-overlap between post-test CIs underscores the significant group difference.

Figure 5: Effect Sizes-Control vs Experimental Groups



Effect sizes (Cohen's d) comparing control and experimental groups at pre-test and post-test. Column chart of Cohen's d for pre-test and post-test comparisons, with reference lines at small (0.2), medium (0.5) large (0.8) thresholds. It displays that the pre-test effect size is small (d = 0.333), while the post-test effect size is large (d = 1.176), indicating strong practical significance of the constructivist intervention.

Discussion:

The study investigated the effectiveness of a constructive framework in developing curiosity and enhancing academic achievement. Based on the analysis of pre-test and post-test scores, several important findings emerged. The experimental group demonstrated a substantially higher gain compared to the control group. It highlights the positive impact and significant improvement in academic achievement and curiosity among learners that confirm the constructivist approach's efficacy. The accelerated improvement can be interpreted as a direct outcome of engaging learners cognitively and effectively in the process of knowledge construction.

A large effect size suggests shifting from traditional to constructivist methods can significantly enhance learning effectiveness, stimulate curiosity and develop conceptual understanding. Thus, it is recommended that the teachers must provide a conducive environment to explore, engage, reflect, question and discuss to promote active learning and curiosity among learners. School administrators must integrate constructive frameworks into curriculum planning and design across subject and grade levels. Policy makers should suggest some educational reforms to construct a creative learning environment in educational settings. Overall, the findings indicate that a carefully designed constructive framework is highly effective in developing curiosity and achieving desirable learning outcomes.

Conclusion:

This study provides robust evidence that a constructivist teaching approach significantly enhances seventh-grade students' academic achievement in social science compared to traditional methods. While both the control and experimental groups demonstrated learning gains following instruction, the experimental group exhibited substantially larger improvements both in absolute score increases (7.33 vs. 3.91 points) and percentage gains (44.6% vs. 25.3%). The independent t-test on post-test scores yielded a highly significant difference ($t = 4.54$, $p < 0.01$) with a large effect size (Cohen's $d = 1.176$), underscoring the practical importance of constructivist pedagogy. However, the effective implementation of a constructive approach largely depends on the selection of meaningful activities to ensure maximum participation of learners and to realize the aims of social science. The present research has yielded valuable insights into its potential to enhance student learning and engagement. Through a comprehensive examination of various aspects of this pedagogical approach, including its impact on critical and logical thinking, problem-solving attitude long-term retention of knowledge, it becomes evident that the constructive approach has the potential to revolutionize social science education. Its emphasis on active participation, collaborative learning the construction of knowledge within a meaningful context resonates with contemporary educational goals. While challenges and nuances exist in its implementation, the overall findings indicate that the Constructive Approach holds promise for educators seeking innovative and effective ways to foster a deeper understanding of social sciences among their students. Further research and exploration are needed to refine instructional strategies and maximize their potential in the ever-evolving landscape of education.

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Blending Indian Knowledge System (IKS) with Modern Pedagogy

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Abstract

The integration of Indigenous Knowledge Systems (IKS) with modern pedagogy offers a transformative approach to education, bridging India's rich cultural heritage with 21st-century learning demands. This paper explores the conceptual foundations, rationale, and strategies for embedding IKS in curricula, leveraging digital platforms, adopting culturally responsive pedagogies, and fostering student-centric innovations. It also highlights key challenges, such as the risk of superficial representation, the need for authenticity, balancing tradition with scientific rigor, and infrastructural constraints. These aspects are explored through case studies from India and global contexts. By addressing these challenges through multiple strategies and community collaboration, the integration of IKS can enhance cultural identity, learner engagement, equity, and access. This approach aligns with the principles of NEP 2020 and Sustainable Development Goal 4. The study emphasizes that blending tradition with innovation is essential for creating inclusive, contextually relevant, and future-ready education systems.

Keywords

Indian Knowledge Systems (IKS), Pedagogy, Inclusive Education, Digital Integration, 21st-Century Learning.

Conceptual Understanding:

Definition of Indian Knowledge Systems (IKS)

Indian Knowledge Systems (IKS) refer to the diverse body of indigenous, traditional, and local knowledge that has evolved in India over thousands of years. These systems include ancient sciences such as Ayurveda, Yoga, and Vedic Mathematics; ecological wisdom embedded in agriculture, water management, and architecture; and cultural practices preserved through oral traditions, literature, and performing arts (Ramakrishnan, 2020). Unlike modern compartmentalized disciplines, IKS is holistic, experiential, and rooted in sustainability, emphasizing inter-connectedness between humans, society, and nature (Ramanathan, 2019). Recognizing IKS in education not only safeguards cultural heritage but also provides learners with contextually relevant and meaningful learning experiences.

Modern Pedagogy

Modern pedagogy, shaped by constructivist and learner-centered theories, emphasizes active engagement, critical thinking, and collaboration rather than rote memorization. Approaches such as experiential learning, blended and flipped classrooms, ICT integration, and project-based learning empower learners to construct their own knowledge (Darling-Hammond et al., 2017; Siemens, 2005). Technology has created avenues for personalized learning, open educational resources (OER), and gamification, expanding access and equity in education (Koehler & Mishra, 2009). Thus, modern pedagogy is characterized by flexibility, inclusivity, and adaptability to the diverse needs of 21st-century learners.

The Need for Integration: Bridging Heritage with Innovation

The integration of IKS with modern pedagogy is essential for creating an education system that is both globally competitive and locally rooted. On the one hand, modern approaches try that learners acquire skills required for digital literacy, critical thinking, and global citizenship. On the other hand, IKS provides cultural grounding, sustainability practices, and ethical perspectives that are generally missing in Western frameworks (NEP, 2020; UNESCO, 2021). Bridging these two knowledge traditions helps overcome the false dichotomy between tradition and modernity, creating a synergistic pedagogy that values diversity while embracing innovation. Such integration can also foster inclusion by validating marginalized voices and indigenous knowledge systems often excluded from mainstream curricula (Gay, 2018).

Objectives of the Study:

- To explore the conceptual understanding of Indigenous Knowledge Systems (IKS) and modern pedagogy.
- To examine the rationale for integrating IKS with contemporary teaching-learning approaches.
- To propose strategies for curriculum, pedagogy, teacher preparation, and student-centered innovations that embed IKS.
- To identify challenges and considerations such as superficial representation, authenticity, balance with scientific rigor, and resource limitations.
- To provide case-based insights into how IKS

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integration can align with NEP 2020 and SDG 4 (Quality Education).

Methodology:

- The study is conceptual and analytical in nature.
- It draws upon secondary sources such as policy documents (e.g., NEP 2020, UNESCO reports), scholarly literature on pedagogy and IKS, and case-based evidence from India and other contexts.
- The approach includes literature review, content analysis, and synthesis of global and Indian perspectives on knowledge integration.

Sources of Data Collection:

- Policy Sources: NEP 2020, UNESCO (2021), Sustainable Development Goals (SDG 4).
- Scholarly Sources: Books and journal articles (e.g., Battiste, 2013; Ramakrishnan, 2020; Sharma, 2021).
- Case Studies: Digitization of palm-leaf manuscripts in Kerala (Joseph & Alex, 2019), Indigenous ecological practices in North-East India (Ramakrishnan, 2020).
- Pedagogical Theories: Connectivism (Siemens, 2005), TPACK framework (Koehler & Mishra, 2009), culturally responsive pedagogy (Gay, 2018).

Rationale for Blending IKS with Modern Pedagogy:

Preserving Cultural Identity in the Age of Globalization

In today's interconnected world, globalization has often led to the marginalization of indigenous knowledge systems, creating a risk of cultural homogenization. Blending IKS with modern pedagogy helps safeguard India's rich intellectual and cultural traditions by embedding them into contemporary learning environments. When students engage with local epistemologies such as Ayurveda, Yoga, folk arts, and ecological wisdom they develop a deeper sense of identity and belonging (Ramakrishnan, 2020). This preservation of heritage within education not only strengthens cultural pride but ensures that learners are equipped with contextually relevant knowledge that is rooted in their own society (Ramanathan, 2019).

Enhancing Relevance and Engagement in Learning

Contemporary learners often perceive schooling as disconnected from their lived experiences. Integrating IKS makes education more meaningful by linking curriculum to learners' cultural and environmental contexts. For example, teaching mathematical concepts through Vedic mathematics or environmental science through traditional water conservation methods increases both comprehension and engagement (Sharma, 2021). Such contextualization aligns with culturally responsive pedagogy, which posits that acknowledging students' cultural heritage in classrooms fosters motivation, critical thinking, and holistic development (Gay, 2018).

Supporting NEP 2020 and SDG 4 (Quality Education)

The *National Education Policy 2020* calls for the integration of IKS into curricula to create an education system that is "rooted in India and yet globally relevant" (Government of India, 2020). By blending IKS with modern pedagogy, educational institutions can align with this national vision while also contributing to *Sustainable Development Goal 4* (SDG 4- Quality Education), which emphasizes inclusive and equitable quality education for all (UNESCO, 2021). Embedding IKS ensures that quality education is not narrowly defined in Western paradigms but incorporates indigenous wisdom, ethical values, and sustainability areas that are vital for addressing 21st-century challenges.

Promoting Equity and Access through Local Knowledge

IKS provides opportunities for equity by validating and incorporating the knowledge of marginalized communities-particularly rural, tribal, and indigenous groups into mainstream education. This recognition dismantles hierarchical notions of knowledge that privilege Western frameworks over indigenous traditions (Battiste, 2013). By integrating local knowledge into pedagogy and digitizing resources in regional languages, technology can ensure access to diverse learners, thereby reducing educational disparities. In this way, blending IKS with modern approaches becomes a pathway to democratizing education, fostering inclusivity, and bridging the rural-urban divide (Gupta & Tiwari, 2021).

Strategies for Blending IKS and Modern Pedagogy:

Blending Indigenous Knowledge Systems (IKS) with modern pedagogy requires a multitudinal approach including curriculum reform, technological integration, innovative teaching methods, and teacher capacity-building. The following strategies highlight practical pathways to achieve this integration in alignment with both the *National Education Policy (NEP) 2020* and global educational priorities.

Curriculum Integration

Curriculum reform is a foundational strategy to embed IKS into mainstream education. This involves integrating indigenous sciences, arts, languages, and values into syllabi to create contextualized learning experiences. For instance, Vedic mathematics can supplement problem-solving skills in mathematics, Yoga and Ayurveda can be incorporated into health and wellness education, and ecological wisdom from traditional practices can enrich environmental studies (Sharma, 2021). This integration not only strengthens cultural identity but also ensures learners with

practical, sustainable knowledge systems relevant to local contexts (Ramanathan, 2019).

Digital Platforms and Technology

Information and Communication Technology (ICT) offers powerful tools for preserving and disseminating IKS. Digitization of ancient manuscripts, oral traditions, and folk knowledge ensures that required resources are accessible to learners across regions (Ramakrishnan, 2020). Developing Open Educational Resources (OER) and multilingual e-resources promotes equity by bridging language barriers and enabling inclusive access to indigenous wisdom (Gupta & Tiwari, 2021). Platforms such as *Bharatavani* have already initiated this process, providing content in multiple Indian languages, thereby democratizing access to cultural and linguistic knowledge. Moreover, availability and accessibility matrices may be worked out in appropriate ratios towards ensuring adaptability of these platforms.

Pedagogical Approaches

Pedagogical innovation plays a central role in blending IKS with modern learning theories. Approaches such as storytelling a traditional method of knowledge transfer can be aligned with narrative-based pedagogy, enhancing imagination and comprehension (Egan, 2019). Similarly, experiential learning and project-based learning provide opportunities to connect classroom concepts with real-life indigenous practices, such as water harvesting techniques or traditional crafts (Kolb, 2015). Moreover, blended learning models that blend traditional wisdom with modern digital tools can create dynamic and holistic learning environments (Mishra, 2021). The medium of transfer needs to be as per the highly adapted Bloom's taxonomy to make it more impactful and less anxiety-provoking for the learners (Bloom et al., 1956).

Teacher Preparation

Teachers are the mediators of curriculum and pedagogy; thus, their preparation is critical. Training in culturally responsive pedagogy equips teachers with the skills to recognize, respect, and integrate learners' cultural backgrounds into instruction (Gay, 2018). Additionally, interdisciplinary approaches that merge science, social studies, and arts with IKS content can help teachers deliver holistic lessons (Battiste, 2013). Professional development programs that combine modern pedagogical innovations with indigenous perspectives are essential for fostering meaningful classroom practices.

Student-Centric Innovations

Engaging students in active learning through innovations rooted in IKS enhances motivation and critical thinking. Strategies such as gamification and digital storytelling can translate indigenous folktales or epics into interactive digital content, making learning enjoyable and culturally relevant (Gee, 2017). Mobile applications based on IKS, such as apps for Ayurvedic remedies or tribal languages, extend learning beyond classrooms. Furthermore, community-based projects, where students collaborate with local knowledge bearers such as artisans, farmers, or healers create authentic experiences that bridge theory and practice with research (Sharma, 2021).

Challenges and Considerations:

While the integration of Indigenous Knowledge Systems (IKS) with modern pedagogy holds transformative potential, it also has its own challenges that must be addressed to ensure meaningful and sustainable outcomes. These challenges span epistemological, pedagogical, and infrastructural domains.

Risk of Superficial Representation of IKS

A key concern in blending IKS with modern education is the tendency toward tokenistic inclusion. Often, indigenous practices or examples are introduced in a superficial manner merely as add-ons to the curriculum without embedding their deeper philosophical or cultural contexts (Battiste, 2013). This risks diluting their value and may call for stereotypes rather than fostering genuine respect for indigenous wisdom (Sharma, 2021). To avoid this, integration must go beyond symbolic representation and reflect the epistemological depth of IKS traditions.

Need for Authenticity and Scholarly Validation

Ensuring the authenticity of indigenous knowledge is another challenge, particularly in contexts where oral traditions and localized practices vary across regions. Without careful scholarly validation, there is a risk of misinterpretation, oversimplification, or even appropriation of IKS (Agrawal, 2002). Collaboration with community elders, practitioners, and scholars is therefore essential to ensure accurate documentation and transmission. Authentic engagement also requires acknowledging the intellectual property rights of indigenous communities (UNESCO, 2021).

Balancing Tradition with Scientific Rigor

A delicate balance must be maintained between traditional wisdom and scientific validation. While IKS offers insights into areas such as ecology, health, and education, not all practices align with evidence-based scientific frameworks (Ramakrishnan, 2020). For example, while Ayurveda provides holistic perspectives on health, its integration into formal medical education requires rigorous evaluation and alignment with contemporary biomedical standards. Educators must thus navigate the tension between respecting tradition and upholding academic credibility.

Resource and Infrastructure Limitations

Implementing IKS in modern classrooms often requires specialized resources, infrastructure, and

trained personnel. For instance, digitization of manuscripts and development of multilingual Open Educational Resources (OER) demand significant technological and financial investments (Gupta & Tiwari, 2021). Rural and under-resourced schools may find it particularly difficult to incorporate IKS content alongside existing curriculum requirements. Furthermore, teacher preparation programs must be expanded to include training in culturally responsive pedagogy and interdisciplinary approaches, which requires long-term institutional commitment (Gay, 2018).

Case Studies:

Digitization of Palm-Leaf Manuscripts in Kerala

Kerala has undertaken initiatives to digitize palm-leaf manuscripts containing knowledge on astronomy, medicine, and ecology. These projects use ICT tools to preserve and disseminate local wisdom, aligning with NEP 2020's emphasis on cultural preservation (Joseph & Alex, 2019). However, the initiatives face resource and infrastructure limitations, particularly in rural areas where digital access remains uneven. This highlights how the digital divide can constrain equitable access to IKS resources.

Indigenous Ecological Knowledge in North-East India

Community-based ecological knowledge in North-East India, such as traditional shifting cultivation (jhum) practices, has been studied for its sustainable land use approaches. While these practices provide valuable insights into biodiversity and conservation, they are often dismissed as "unscientific" in formal educational settings (Ramakrishnan, 2020). This reflects the challenge of reconciling indigenous wisdom with dominant scientific paradigms, as well as the need for authenticity in representing indigenous voices.

Findings

- IKS offers holistic, sustainable, and culturally relevant knowledge that complements modern learner-centered pedagogy.
- Integration of IKS can preserve cultural identity, enhance relevance in learning, support NEP 2020's vision, and promote equity for marginalized groups.
- Practical strategies include curriculum reform (e.g., Vedic Mathematics, Ayurveda, ecological wisdom), digital platforms (digitization, OER), pedagogical innovations (storytelling, experiential learning), and student-centric approaches (gamification, community projects).
- Key challenges are risks of tokenism, authenticity and validation of knowledge, balancing tradition with scientific rigor, and infrastructural/resource constraints.
- Case studies demonstrate both opportunities (e.g., digitization projects, ecological wisdom) and challenges (e.g., digital divide, marginalization of indigenous voices).
- Overall, blending IKS with modern pedagogy is seen as essential for creating inclusive, future-ready education systems aligned with both local heritage and global needs.

Conclusion:

Blending Indigenous Knowledge Systems (IKS) with modern pedagogy represents both a necessity and an opportunity in contemporary education. It serves as a bridge between India's rich cultural heritage and the demands of a globalized, technology-driven world. Challenges in blending often arise from reliance on non-scientific methods like tenacity, authority and intuition in putting forth the knowledge (Kerlinger, 1973, Chapter 1, pp. 10–12). The integration of indigenous sciences, ecological wisdom, and traditional practices into formal education not only helps preserve cultural identity but also enhances learner engagement, supports inclusive pedagogies, and aligns with broader educational reforms such as NEP 2020 and global goals like SDG 4.

However, as the case studies illustrate, the process is not without challenges. Risks of superficial representation, questions of authenticity, tensions between tradition and scientific validation, and infrastructural limitations all highlight the complexities of meaningful integration. These challenges underscore the importance of thoughtful strategies embedding IKS in curricula, leveraging ICT for preservation and access, adopting experiential and culturally responsive pedagogies, and preparing teachers to navigate both local and global knowledge systems.

The success of this integration depends on collaborative efforts among policymakers, educators, communities, and scholars. By fostering authenticity, promoting equity, and using technology as an enabler, education can become a transformative force that respects indigenous wisdom while preparing learners for the challenges of the 21st century. Thus, blending IKS with modern pedagogy is not merely an academic endeavor but a holistic pathway toward inclusive, sustainable, and culturally grounded education.

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A Study on the Effect of the Happiness Curriculum on Emotional Well-Being and Academic Performance of Primary School Students

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Abstract

This study investigates the influence of Delhi Government's 2018 Happiness Curriculum on the emotional well-being and academic performance among primary school students. A quantitative design utilising purposive sampling was utilised involving 60 students and 13 teachers from one Delhi semi-government school. Data were collected through a self-designed Yes/No questionnaire and descriptive statistics to analyse the data. Results indicate that the curriculum positively impacted students' emotional health, with all subjects indicating greater happiness during activity, 97% indicating enhanced anger management, and 95% enhanced stress management using mindfulness techniques. Teachers also reported more empathy, conflict resolution, and resilience in students. Academic achievement supported these results, as 97% indicated enhanced school performance and 93% increased motivation. However, 67% of students indicated that they felt pressured to be happy, and 37% struggled to apply learning to actual life. Teachers reported occasional time diversion from essential subjects. Overall, the Happiness Curriculum is highly likely to contribute to holistic development, but refinement and teacher training are critical to make it work. The research reveals that there needs to be continuous observation, teacher readiness, and embedding in academic subjects to achieve long-term benefits.

Keywords

Happiness Curriculum, Emotional Well-being, Academic Performance, Primary Education, Mindfulness, Social Emotional Learning (SEL).

Introduction:

Over the past few years, education reforms have moved from an academically focused approach towards holistic development incorporating emotional and social aspects of learning. Emotional well-being is no longer a neglected aspect but a key element in academic achievement, social functioning, and mental wellness (Seligman, 2011). The Delhi Government's Happiness Curriculum for students from Nursery to Grade VIII, launched in 2018, reflects this shift in paradigm. The program aims to develop mindfulness, empathy, and self-awareness through narrative, reflective conversations, and meditation. It is based on principles of social-emotional learning (SEL), which maintains that emotional regulation, resilience, and academic success are interconnected (Durlak et al., 2011).

Across the world, nations such as Finland, Canada, and the United States have adopted SEL-based curricula focused on happiness and character growth as an integral part of learning. In India, systematic emotional education is yet in its nascent stages. The Happiness Curriculum steps in to fill this vacuum by enabling students to cultivate self-regulation, empathy, and optimism-capacities critical for mental wellness as well as productive learning.

This study investigates the influence of this curriculum on the emotional well-being and academic performance of primary students. It also assesses its role from the teacher's point of view in terms of classroom climate and how well students internalize mindfulness and emotional literacy. This study emphasizes the increasing significance of incorporating emotional education into regular schooling and its long-term promise in developing emotionally stable and intellectually capable citizens.

Review of Related Literature:

Collen McLaughlin (2008) probed the intersection of emotional well-being and school settings, contending that good teacher-student relationships and positive classroom climates are key to developing emotional growth. The study insisted that emotional education is to be integrated within normal pedagogy instead of being addressed as an add-on intervention. Stephen Scoffham (2011) in Happiness Matters: Towards a Pedagogy of Happiness and Well-being stressed that emotions are at the heart of learning and that happiness increases creativity, engagement, and motivation among learners. His study promoted happiness-inspired methodologies in pedagogy to promote harmonious learning environments. Margaret M. Barry (2017) critically examined international evidence on social and emotional well-being promotion in schools, stressing the difficulties of

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sustainable implementation of SEL programs. The research suggested a "common elements" approach to integrating emotional education into regular curricusla for facilitating long-term well-being outcomes. Sima Zareiyan (2017) investigated the contribution of components of happiness to academic achievement and self-esteem among female students in Shiraz. Results indicated a strong correlation between happiness, academic performance, and self-esteem, indicating that emotionally happy learners express greater confidence and motivation in learning. Andres S. Lombas (2019) examined the Happy Classrooms Programme in Spain and reported notable improvements in students' emotional regulation, self-esteem, and classroom behavior after mindfulness-based SEL interventions. The study proved that regular emotional education decreases school aggression and strengthens student-teacher relationships. Elia López-Cassà (2021) studied the progress of emotional skills in primary school and established that there was a good correlation between emotional intelligence and academic achievement. The study concluded that pupils with greater emotional awareness were more academically successful and adapted more successfully socially, supporting the inclusion of emotional education in primary school curricula. Kayhan Bozgun (2021) investigated the influence of social-emotional development and academic perseverance on motivation in elementary students, affirming that emotional maturity enhances learning motivation and perseverance, especially on reading and writing assignments. Ashraf Alam (2022) explored sustainable education and positive psychology interventions and pointed out that incorporating happiness and well-being into pedagogy is a source of long-term sustainability and satisfaction with life. The paper suggested that happiness is to be regarded as a primary educational objective, rather than merely a by-product of success. Anita Beniwal (2023) examined the effects of the Happiness Curriculum in Delhi and reported that it raised empathy, cooperation, and mindfulness in primary-level students. Educators indicated higher emotional expression and class harmony, although issues related to teacher preparedness and time management remained. Ina Grasmane (2023) examined a psycho-pedagogical intervention in Latvia and showed that spiritual and emotional development courses substantially enhanced happiness and self-consciousness among children, justifying the integration of moral and emotional education in preschools. Poonam Rani (2024) researched the Happiness Curriculum implementation in Delhi schools, where she observed improvement in the emotional quotient and social conduct of students but also pointed out the necessity for improved teacher training as well as structural coordination within academic timetables. Karla Karina Ruiz Mendoza (2024) carried out a mixed-methods evaluation of the Happy Program in Latin America, with 76% of observed teachers reporting notable improvement in children's emotional awareness, self-control, and empathy. It also stressed the necessity for increased family participation and teacher support to maintain gains. Hernan Hochschild (2024) examined the correlation between happiness and school achievement through Chile's large-scale data and concluded that students who were happier performed better at school, especially among economically disadvantaged groups. The research reaffirmed that happiness buffers the ill effects of socioeconomic disadvantage on student learning. To conclude, the literature review repeatedly asserts the inclusion of happiness and social-emotional learning in school curricula. In all settings, results indicate that emotional education enhances self-perception, coping with stress, empathy, and academic achievement. Nevertheless, studies also stress the importance of long-term teacher training, curriculum integration, and cultural sensitivity for maximum realization of the potential of programs such as the Happiness Curriculum in promoting holistic student development.

Objectives:

To study the effect of the Happiness Curriculum on Student's Emotional Well-being. • To examine the effect of the Happiness Curriculum on Student's Academic Performance.

Methodology:

Research Design

The current research employed a quantitative, descriptive research design in an attempt to evaluate the effect of the Delhi Government's Happiness Curriculum on primary school students' emotional well-being and learning outcomes. It was picked due to its ability to allow systematic data collection in numerical form, making it easier to conduct statistical comparison and objective interpretation. Quantitative approaches are especially applicable to educational research wherein observable behavioral and emotional results like stress management, motivation, and concentration are being measured. The descriptive method was best suited because it was used to observe without manipulating factors, hence giving a true picture of how the curriculum operated in a natural setting of a real school.

Population and Sample

The study population consisted of primary school students and teachers from a semi-government school in Delhi where the Happiness Curriculum has been implemented since 2018. The research included 60 students from Grade IV and 13 teachers who were directly involved in teaching and facilitating Happiness Curriculum sessions. The sampling technique employed was purposive sampling, as participants were specifically selected based on their

active participation and familiarity with the program. This method ensured that the data collected reflected the genuine experiences of those engaged with the curriculum.

Research Tool

The main instrument for data collection was a self-developed questionnaire, which was prepared independently for students and teachers. Both questionnaires were reviewed and revised by multiple experts on several occasions to establish their validity and reliability.

- Student Questionnaire: Had 15 items, with 10 of them assessing emotional well-being (e.g., happiness, anger management, empathy, stress control, and friendship) and 5 items assessing academic performance (motivation, concentration, confidence, problem-solving, and school engagement).
- Teacher Questionnaire: Consisted of 15 questions centered on teachers' observations of students' emotional display, mindfulness, participation in class, and academic performance.

All the questions had a Yes/No (1/0) response format for easy comprehension by the young learners and simple quantitative analysis. The questionnaire was expert validated by professors and education experts to ensure that it matched the study's goals and construct relevance.

Tool Validation and Reliability

The content validity of the tool was maintained through expert review, accuracy, relevance, and alignment with research constructs of emotional well-being and performance. A pilot test was performed with 2 teachers and 10 students to ensure understanding and reliability. Feedback led to revision of unclear or negatively framed items. The final tool obtained adequate internal consistency for a small-scale descriptive study.

Data Collection Procedure

Data were gathered during the internship period of the researcher in collaboration with the school management. Once formal authorization was acquired from the principal, informed consent was obtained from parents and teachers of participating students. The objective of the study was clearly stated to participants, including an emphasis on voluntary participation and confidentiality. Questionnaires were completed in person in classroom environments to provide clarity and completeness in answers. Teachers were also provided with their own set of questionnaires to complete based on their overall observation of students throughout the semester.

Ethical Considerations

Ethical integrity was preserved throughout the research process. Voluntary participation only was sought, and respondents were made aware that they would not be named in any way. The data gathered were utilized solely for academic reasons. The study was in accordance with institutional ethical standards and protected participants from any kind of emotional or psychological harm. Respondents were assured that their answers would not influence grades or teacher assessment.

Statistical Technique

Data analysis used descriptive statistics in the form of frequencies and percentages to quantify the distribution of "Yes" and "No" answers for every item. This facilitated identification of prevailing trends concerning the emotional and academic impact of the Happiness Curriculum. The scoring process gave 1 point for "Yes" and 0 for "No", and mean scores were calculated for every domain—emotional well-being and academic achievement. The results were presented in tabular and graphical format to make them clear and interpretable.

Data Analysis and Findings:

Table 1: Students' Emotional Well-being

Emotional Indicators	% of students responding "Yes"
Felt happy during activities	100%
Managed anger better	97%
Handled stress effectively through mindfulness	95%
Built stronger friendships	100%
Felt pressured to remain happy	67%
Found it difficult to apply lessons in daily life	37%

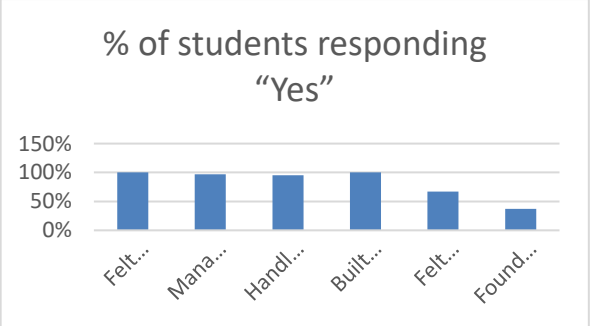

Figure 1: Emotional Well-being Outcomes (Students)

A bar graph shows that most of the students indicated enhanced emotional stability, anger control, and stress management, although two-thirds felt pressured to be happy.

Table 2: Teachers' View on Emotional Development

Observed Changes in Emotions	% of Teachers Agreeing
Increased empathy and conflict resolution	86.7%
Increased resilience and coping	73.3%
Better classroom climate	80%
Sustained anger management problems	53.3%

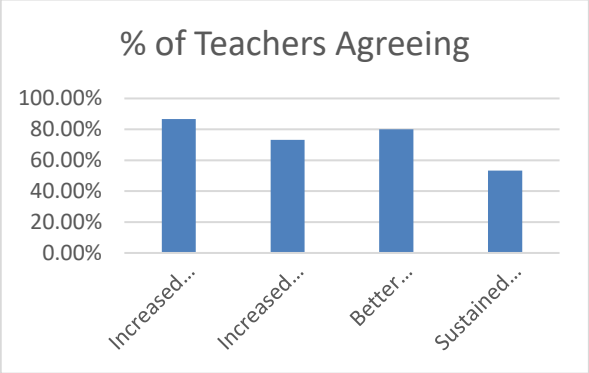

Figure 2: Teachers' View on Emotional Development

The bar graph shows that the majority of teachers observed increased empathy, resilience, and class climate for students, while more than half noted continuing anger management issues.

Table 3: Academic Achievement (Students and Teachers)

Academic Indicator	Students	Teachers
Better school performance	97%	86.7%
Increased motivation	93%	80%
Improved concentration and problem-solving	87%	73.3%
Activities interfere with academic work (concern)	-	53.3%

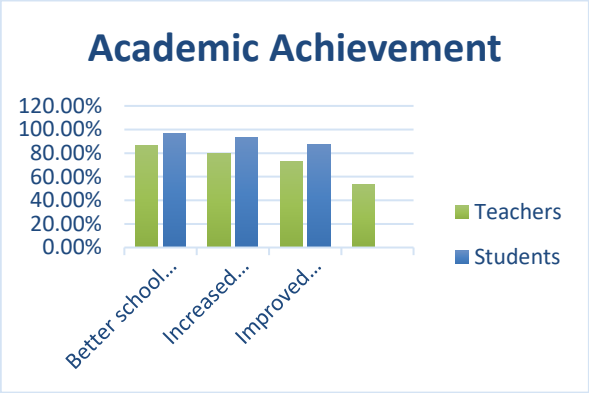

Figure 3: Academic Achievement (Students and Teachers)

The bar graph shows that both groups reported improved performance, motivation, and focus, but half of the teachers reported that sometimes emotional activities interfered with academics.

These findings support a robust positive trend in both academic and emotional areas, validating the positive function of emotional education and mindfulness. Minor concerns among teachers regarding time constraints underscore implementation issues rather than design errors.

Discussion:

The results confirm that the Happiness Curriculum notably increased students' emotional health and academic engagement. The results are consistent with international research showing the success of SEL programs (Durlak et al., 2011; Lombas et al., 2019). Combining mindfulness and reflective storytelling has enhanced students' empathy, tolerance of stress, and behavior in the classroom-crucial markers of social-emotional maturity.

Teachers' reports of enhanced resilience and classroom cohesion further substantiate the efficacy of the program. Nevertheless, the issues-i.e., time management, cursory student engagement, and minimal application of learning to everyday life-signify systemic problems in curriculum implementation as opposed to conceptual flaws. These are congruent with issues flagged by Goel (2018) and Rani (2024), wherein regular teacher training and organized reflection exercises will be required for long-term success.

Pedagogically, the Happiness Curriculum is a revolutionary education concept that seeks to pursue both emotional and intellectual development. It promotes the growth of self-knowledge, understanding, and motivation among learners, leading to academic as well as life success.

Limitation and Future Directions:

Limitations of this study include its small sample size and exclusive focus on one semi-government school, limiting generalizability. The Yes/No binary questionnaire constrained responses to depth and statistical analysis. Future studies must use valid multi-dimensional scales, larger and more diverse samples, and longitudinal designs to assess long-term impacts. Mixed-methods studies using interviews and classroom observations would enrich understanding of the lived realities of students and teachers.

Conclusion:

The research finds that the Happiness Curriculum has a positive impact on primary students' emotional lives and academic achievement. Though its advantages in bringing about happiness, empathy, and motivation are apparent, challenges of implementation like time management, transference of lessons, and teacher training need to be tackled. With enhanced teacher training, curriculum development, and systematic assessment, the program can be used as a model to integrate social-emotional learning in schooling in India and other countries.

Educational Implications:

- Incorporating mindfulness and SEL in daily curricula can foster comprehensive development.
- Teacher training is needed for successful implementation.
- Policymakers must consider scaling the Happiness Curriculum to varied contexts while considering cultural and institutional variations.

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Self-Compassion and Self-Acceptance as Protective factors in Reducing Suicidality among Diabetic Patients

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Abstract

Diabetes is not just a long-term physiological situation that can cause severe health problems it also takes a heavy emotional toll. Persons with diabetes have to constantly manage their daily routines such as blood sugar, diet, and, medications which can feel exhausting. These day-to-day perceived pressures/stressors often lead to feelings of shame, helplessness, and disappointment on their life, which can highly stimulate the risk of maladaptive psychological constructs such as depression and thoughts of suicide. This narrative review emphasizes the importance of self-compassion and self-acceptance in mitigating suicidal risk among individuals with diabetes. Self-compassion refers to 'self-kindness and non-judgment' during suffering, enhances emotion regulation, resilience, and adaptive coping strategies. Self-acceptance acknowledging one's imperfections and illness without shame reduces internalized stigma and excessive self-criticism alongside negative self- evaluation. It helps to reduce negative self-judgment and the stigma person may feel inside. That developing 'self-compassion and self-acceptance' can improve mental health, reduce suicidal thoughts, make it easier to stick to self-care routines, and helps to manage blood sugar more effectively. Including these in diabetes care offer a more complete way to support both physical and emotional well-being.

Keywords

Diabetes, Chronic Illness, Suicidality/Suicidal Ideation, Self-Compassion, Self-Acceptance, Well-being, Mental Health.

Introduction:

Diabetes mellitus is a long-term condition that greatly affects the day-to-day lives and overall well-being of individuals, their families and communities (Anjali et al., 2023). Currently in India, nearly 77 million people are with diabetes illness (Patterson et al., 2019; Anjali et al., 2023). Chronic illnesses affect individuals beyond their physiological symptoms and often bring substantial emotional difficulties (Chen et al., 2017; Lamers et al., 2012; Secinti et al., 2017; Rogers, 2006**;** Patil et al., 2025; World Health Organization, 2025). Among these conditions, Diabetes Mellitus (both type I and type II) is particularly significant due to its widespread occurrence, severe self-care responsibilities (Barlow et al., 2002; Furler et al., 2008), and pervasive influence on everyday functioning (Benton et al., 2023; Blixen et al., 2016; Rønne et al., 2020; Robinson et al., 2023). Persons with diabetes need to manage strict dietary practices, regularly check/monitor blood sugar levels (Amelia & Sofiani, 2018), follow medication regimens, and continuously adapt their lifestyles while simultaneously coping with the psychological burden (Chittem et al., 2019; Nicolucci et al., 2016) of a long-term illness (Barlow et al., 2002; Schabert et al., 2013). The ongoing burden and strains of diabetes management frequently contribute to perceived emotional distress (Van Bastelaar et al., 2010) accompanied by feelings of guilt and shame (Solomon et al., 2022) a growing perception of personal inadequacy or life disappointment (Ferrara et al., 2018). When these emotional experiences persist, they may intensify psychological vulnerability, increasing the likelihood of depression (Bot et al., 2013) and also in more severe cases, suicidality (Renaud-Charest et al., 2024; Hurtado et al., 2024). Studies shows that very important and protective role of psychosocial constructs of self-compassion and self-acceptance in reducing psychological vulnerability among individuals with diabetes issues (Neff, 2003a, b; Neff, & Dahm, 2015; Ferrari et al., 2017; Lamers et al., 2012; Ventura et al., 2019; Friis et al., 2015a, b). Self-compassion capability allows individuals to approach personal suffering with kindness, awareness, and understanding rather than harsh self-judgment, whereas self-acceptance provide a supports and psychological adjustment to chronic illness and helps reduce internalized stigma (Neff, 2003a, b;

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Eshraghi et al., 2024; Germer, & Neff, 2013; Friis et al., 2016). Scientific evidence by (WHO, 2024) indicates the global prevalence of diabetes illness continues to rise and is linked with intense physiological health-related problems and complications including cardiovascular disease, renal failure, vision impairment, and nerve damage. The WHO (2024), further highlights that diabetes frequently exists with emotional illnesses such as anxiety, stress or depressions, which can significantly reduce psychological well-being and as well as complicate disease management.

The International Diabetes Federation (IDF, 2025) highlights that the ongoing demands of daily self-care, concerns about long-term complications, and experiences of social stigma collectively contribute to sustained psychological stress in individuals living with diabetes. As reported by the IDF (2025), individuals with diabetes are at more simulate risk for psychological issues such as depression, anxiety, and emotional burnout, emphasizing the relevance of care strategies that address physical health and cognitive functioning simultaneously. To address these challenges, the International Diabetes Federation advocates for person-centered care approaches, integrated healthcare models, and peer-support interventions to promote mental well-being as well as also effective diabetes management (IDF, 2025).

Evidence from the Centers for Disease Control and Prevention (CDC, 2024) highlights the two-way relationship between diabetes and mental health. Psychological concerns that remain unaddressed can serious negatively influence such as blood glucose regulation, adherence to medication, and also engagement in self-care behaviors, while the ongoing challenges and pressures of managing diabetes may further intensify mental health problems and difficulties. The CDC (2024), reports suggest that depression is particularly frequently found among individuals with diabetes issues and can also significantly impair emotional well-being, daily functioning, and the ability to follow prescribed treatment plans. And also consistent with these findings, the CDC (2024), emphasizes that effective diabetes care must incorporate attention to emotional well-being, including stress, anxiety, and burnout.

Diabetes and Psychological Burden:

Diabetes issue is a long-lasting metabolic condition marked by persistently elevated blood glucose (Amelia & Sofiani, 2018) levels resulting from impaired insulin secretion as well as reduced insulin effectiveness, or a combination of both factors (Gómez-Peralta et al., 2018). Being identified and diagnosed individuals with diabetes frequently requires individuals to reorganize many aspects of their daily lives, including dietary habits, routine blood glucose monitoring (Omer et al., 2015) as well as lifestyle changes, and ongoing concern about future physical and psychological health complications also (Schabert et al., 2013). People living with diabetes illness commonly report emotional reactions such as frustration, shame, self-blame (Beverly et al., 2012), and as well as also perceived feelings of isolation (Barnard-Kelly et al., 2019).

Research suggests that diabetes management extends beyond medical and technical tasks and involves significant bio-psycho-social challenges (Joseph et al., 2024). As well feelings of guilt related to suboptimal glycemic control, self-criticism (Beverly et al., 2012), following lapses in treatment adherence, and also concerns about being a burden on other peoples can have a profound impact on psychological well-being (Furler et al., 2008; Guo et al., 2023). In addition, psychological models propose that protective and adaptive psychological elements such as a ‘mindfulness, self-compassion and sense of coherence’ may reduce vulnerability to perceived stress, as well suicidal ideation by promoting resilience and more adaptive coping strategies (Gupta & Pandey, 2014). Exposure to ongoing day to day stressors, experiences of violence and abuses (Maurya et al., 2025), or traumatic events may further intensify emotional distress, increasing the possibility/risk of suicidality (Maurya et al., 2025), among vulnerable groups and as well as trend that has similarly been observed among individuals managing diabetes (Fatima et al., 2025).

The emotional challenges as well more perceived difficulties related with diabetes are often intensified by diabetes-related distress, internalized stigma (Schabert et al., 2013), and also experiences of social isolation. Together, these factors can have weaken mental well-being as well as also increase vulnerability to suicidal thoughts and suicide ideations (Tripathi et al., 2024; Kordi et al., 2023). Recent research indicates that stigma and along similar way related perceived emotional distress (Guo et al., 2023) among individuals with diabetes can negatively influence self-care behaviors, treatment adherence and also overall psychological wellbeing (Akyirem et al., 2023). Furthermore, interventions that focus on enhancing emotional well-being alongside diabetes self-management have shown meaningful improvements in both psychological health and clinical outcomes (Anjali et al., 2023). These findings emphasize the necessity of integrating psychological health support and as well facilitation with physical care as a core component of effective diabetes treatment and management (Tripathi et al., 2024; Kordi et al., 2023).

Suicidal Risk among Persons Living with Diabetes:

Suicide is the third leading major causes of death among people in this age group of 15-29 years (WHO, 2025). In addition to depression, many factors can increase the possibility of suicide, such as mental

health related problems and physiological health problems, past self-harm, exposure to violence as well (domestic violence), hormonal changes (estrogen and progesterone) and abuse related trauma (Maurya et al., 2025) and also social isolation (Barnard-Kelly et al., 2019). Findings suggest that individuals with diabetes related issues face a higher risk of suicidal ideation and suicidal thought (Elamoshy et al., 2018; Sher, 2022; Kim et al., 2022). As well as evidence from meta-analytic findings suggests that approximately 17.5% of individuals with diabetes report experiencing suicidal thoughts and suicidal ideations, while nearly 3.3% attempt to suicide annually, although these prevalence levels vary across other studies and populations (Fan et al., 2024). These findings underscore suicidality as significant and pressing psychological related problems among individuals with diabetes issue globally.

Data from the Korea (National Health, and Nutrition Examination) Survey indicate that suicidal ideation is more prevalent and serious risk among persons with diabetes illness compared to those without the condition. Specifically, 9.1% of persons with diabetes illness noted experiencing suicidal thoughts, whereas this was observed in only 4.2% of non-diabetic illness individuals. As well as similarly, suicide planning was noted by 3.6% of participants with diabetes, a rate more than 3-times higher than the 1.1% reported among non-diabetic illness participants (Kim et al., 2022). Earlier research conducted in Korea also suggests that consistently demonstrates elevated levels of suicidal thought or suicidal ideation and suicide among adults with diabetes problems, supporting these findings (Chung et al., 2014). Moreover, subsequent analyses suggest that suicide risk is influenced by the duration of diabetes issue, with heightened vulnerability identified both shortly after diagnosis and among persons who have with the condition for an extended period (Kim et al., 2024; Kim et al., 2022). These patterns also indicate that mental health difficulties as well as life challenges may emerge and persist across different stages of the illness.

Available current evidence shows that teenagers as well adults with type I diabetes illness are at a heightened risk for suicidality. A recent systematic review and meta-analysis as well found that 15.4% of young people with type I diabetes illness reported suicidal thoughts, while 3.5% had attempted suicide, cases that are noticeably higher than those among non-diabetic peers (Renaud-Charest et al., 2024). As well as these findings highlight the significant emotional burden of managing diabetes issue during adolescence and early adulthood also (Renaud-Charest et al., 2024). Additional reviews also found that young individuals with type I diabetes illness experience similar mental health related problem and challenges (Hill et al., 2021).

Some evidence from 'low- and middle-income' countries emphasizes the global nature of this concern. In the same manner for instance, a study in India including 1,371 adult peoples with type II diabetes illness reported that 14.8% experienced suicidal risk or suicidal ideation, with even greater possibility observed in socially vulnerable groups (Majumdar et al., 2021). In Karachi's urban slums, 20.4% of adult's peoples with type II diabetes illness reported suicidal thoughts (Sharif et al., 2023). As well as Hospital- and primary care-based studies in Pakistan and Libya have similarly documented high risks of suicidal ideation among diabetic patients, often associated with perceived stress, poor disease related management, and less social help from others people (Hasnain et al., 2025; Altoughar, 2025).

The heightened risk of suicidality between individuals with diabetes is strongly associated to the psychological burden of the disease (Fatima et al., 2025). Managing diabetes is a life-long responsibility and as well issues also. Because that involves frequent monitoring, adherence to treatment, and ongoing lifestyle adjustments. Daily tasks such as regulating blood glucose (Wu et al., 2025; Aune et al., 2018) coping with fears of future complications, and healthcare demands, and also dealing with comorbidities like as heart disease, dyslipidemia can be emotionally exhausting (Schabert et al., 2013; Beverly et al., 2012; Joseph et al., 2024; Gómez-Peralta et al., 2018). Consequently, individuals with diabetes illness feeling higher risk of depression, anxiety, and as well diabetes-related distress than the general population (Elamoshy et al., 2018; Barnard-Kelly et al., 2020).

Some research also indicates that depression is a major contributor to suicidal thoughts or suicidal attempts among people with diabetes illness (Elamoshy et al., 2018). Similar finding also noted that depressive symptoms substantially increase mental health problems as well as suicide risk, and highlighting the close connection between psychological health and diabetes (Elamoshy et al., 2018; Fan et al., 2024). Likewise, the studies also indicate that depression and suicidal ideation can significantly reduce quality of life in individuals with diabetes illness, which in turn may worsen physical health-related outcomes (Wang et al., 2025). Notably, a U.S. study reported that poorer metabolic health, measured by the triglyceride-glucose index, was also associated with a higher likelihood of suicidal thoughts and suicidal risk, underscoring the connection between metabolic imbalance, and psychological distress (Li et al., 2025).

Additionally, persons with diabetes that experienced adverse happenings in childhood, such as abuse as well trauma also are at main risk for suicidal thoughts and suicidal ideation in age of adulthood. In the same way difficulties in personality functioning partially explain this, suggesting that early-life

perceived stress can have long-lasting effects on mental health as well as physical related-health (Zara et al., 2024).

Self-Compassion and its Protective Effects:

Self-compassion is the ability to treat oneself with kindness in the face of suffering, emotional difficulties, or setbacks, while recognizing that challenges and failures are a shared part of the human experience (Neff, 2003a, b). It was also requires maintaining a mindfulness awareness of unnecessary thoughts or judgments and painful related emotions without becoming overwhelmed by them or identifying too strongly with them (Homan & Sirois, 2017; Neff & Dahm, 2015; Germer & Neff, 2013; Neff & Vonk, 2009; Gupta & Pandey, 2014). Rather than avoiding difficulties or engaging in self-blame, self-compassion promotes a balanced, accepting, and supportive approach to personal life related struggles.

Neff's (2003b) influential model outlines three main components of self-compassion like a Self-kindness involves responding to personal difficulties with care and understanding instead of self-criticism, or blame (Neff, 2003a; Gupta & Pandey, 2014). In the same way common humanity highlights that suffering/distress and also imperfection/weakness are expressed human involvements, helping to reduce feelings of isolation (Neff, 2003a; Gupta & Pandey, 2014). In the same manner mindfulness refers to maintaining balanced awareness of painful unnecessary thoughts related feeling and also emotions, without exaggerating, avoiding, or becoming overwhelmed by them (Neff, 2003a).

Self-compassion offers a range of psychological health-related benefits (Neff, 2003b). Along with this, persons with higher levels of 'self-compassion' tend to experience lower psychological maladaptive traits such as anxiety and depression as well normalize their feelings more successfully, and also cope better with chronic health-related conditions (Sirois et al., 2015; Gupta & Pandey, 2014). In the context of chronic illness, self-compassion helps people manage their condition and also unnecessary negative thoughts without excessive self-blame as well self-criticize for symptoms or challenges in treatment (Al Alshaikh et al., 2023; Sarkar & Balhara, 2014). Evidence also links self-compassion to enhanced psychological well-being and as well as also increased engagement in health-promoting behaviors (Gupta & Pandey, 2014; Neff, 2003b). Simultaneously with individuals who are more self-compassionate are more likely to adhere to medical advice, maintain healthy routines as well negative emotions and approach problems in constructive ways (Ferrari et al., 2017; Morgan et al., 2020; Majidzadeh et al., 2022). This makes self-compassion, particularly valuable for people with diabetes, who must navigate day-to-day managing of their condition.

Recent studies as well show that self-compassion–based interventions or techniques are practical and more effective for people of different ages and also health related conditions. For example, a six-session online self-compassion program for teenagers and as well young adults with type I diabetes illness resulted in notable improvements in psychological well-being as well as overall mental health and was also associated with reductions in Hemoglobin A1c levels over a 12-week period (Jerawatana et al., 2025).

Self-Acceptance and its role in Illness Integration:

Self-acceptance in diabetes refers to acknowledging the illness as part of one's life without blaming oneself as well negative self-evaluations or ignoring it (Barnard-Kelly et al., 2019; Baek et al., 2025; Sarkar & Balhara, 2014). Together accepting the condition helps individuals feel better emotionally, improve their quality of life, and as well manage their health more effectively (Khazew & Faraj, 2024; Gillanders et al., 2015). In a study of 145 adults with type II diabetes, higher levels of illness acceptance were associated with lower emotional distress and depression, as well as promoting better overall quality of life (Ozyalcin & Sanlier, 2022). Similarly, a Korean study found that 'acceptance action,' the behavioral expression of acceptance, mediated the negative impact of diabetes-related self-stigma on self-care and as well quality of life (Seo, 2023). Self-acceptance acts as a psychological buffer, reducing internalized stigma as well excessive self-criticism, and also maladaptive strategies, thereby potentially offering protection against suicidality (Schmitt et al., 2018; Sakamoto et al., 2022).

Integrating Self-Compassion and Self-Acceptance in Diabetes Care:

The protective role of self-compassion (Neff, 2003a, b) and self-acceptance (Sakamoto et al., 2022) in reducing suicidality among individuals with diabetes are supported by both theoretical reasoning and empirical evidence (Godfrey, 2024; Sirois et al., 2015; Eshraghi et al., 2024). Factors such as perceived stress, depression (Akyirem et al., 2023), stigma, self-blame (Beverly et al., 2012) and poor self-related care trigger the possibilities of suicidal thoughts and suicidal behaviors in people with diabetes illness (Guo et al., 2023; Fatima et al., 2025). Self-compassion and self-acceptance can mitigate these risks by reducing emotional related distress, enhancing adaptive coping and as well as also improving self-care behaviors, low level of shame or self-criticism, and strengthening psychological resilience (Sakamoto et al., 2022; Gunn et al., 2022; Tanenbaum et al., 2017). By fostering a relationship with one's suffering that is grounded in 'kindness and acceptance' rather than blame (Beverly et al., 2012) as well as helplessness, these constructs may interrupt the pathway that leads to negative emotions such as

hopelessness, social isolation (Barnard-Kelly et al., 2019), and suicidality (Jerawatana et al., 2025).

That positive coping strategies can help adolescents with type I diabetes manage negative emotions and reduce suicide related risk and suicidal thoughts also, which are more likely when diabetes-related distress is high (Matlock et al., 2017; Renaud-Charest et al., 2024). Although research explicitly linking 'self-compassion and self-acceptance' to suicidality in diabetes is still limited, emerging evidence suggests that these constructs may serve as very important targets for intervention.

Conclusions:

Integrating self-compassion and self-acceptance into diabetes management can significantly improve the physical related health and as well as also enhance emotional well-being of patients with diabetes. By cultivating self-kindness and accepting personal imperfections, these psychological resources can reduce suicidal thoughts, lower emotional distress, and help individuals cope more effectively with adverse situations In addition to supporting mental health, they enable individuals to handle challenges as well build resilience, and also enhance overall quality of life, offering a holistic approach to diabetes care. Prioritizing 'self-compassion and self-acceptance' in clinical practice is therefore essential, as well it addresses the often-overlooked psychological distress of with diabetes illness and also provides a pathway to both emotional and physical health.

Suggestions:

Based on the review findings, it appears beneficial for healthcare professionals to support people living with diabetes by encouraging self-kindness and acceptance of life challenges, without fostering self-criticism, negative self-evaluation, or guilt. Patients may find it helpful to view mistakes in diabetes care as a normal part of learning rather than as personal failures. In addition to medical treatment, integrating emotional support, self-regulation, and attention to mental health into care may contribute to improved overall well-being. By addressing both physiological and psychological needs, individuals with diabetes have the potential to experience healthier, more balanced, and fulfilling lives.

Author Contributions:

V.K.M. contributed to conception of the study, writing, drafted the initial manuscript and wrote the first draft; N.K.M., A.B., and R.P.G. contributed to organization and structuring of the study; V.K.M., and N.K.M. contributed to the comprehensive collection of materials from various sources, literature search, including review papers, articles, screened and selected relevant literature; A.B., and R.P.G. contributed to correction and supervision of the study; R.P.G. approved the language editing, manuscript formatting, final review, proofreading, plagiarism checking, and the final submitted version.

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Creation of Interactive Evaluations through Android Apps among the Primary Teachers in Krishnagiri District

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Abstract

The present study explores the creation of interactive evaluations through Android Apps among primary teachers in Krishnagiri District. In the digital age-especially during the pandemic-technology has become an essential medium for learning and evaluation at the primary level. This study was designed to enhance teachers' competence in using Android-based applications such as Text to Speech for Kids, Addition App, Paint App, and Quiz App. The research followed an experimental method using pre-test and post-test analysis to measure teachers' progress in digital evaluation skills. Thirty teachers from three Blocks of Krishnagiri District- Mathur, Kaveripattinam, and Kelamangalam were trained online for four days. Results revealed a substantial increase in teachers' interactive evaluation levels, with mean scores improving from 37.48% (pre-test) to 95.23% (post-test). The findings indicate that short-term digital training significantly enhances teachers' confidence, engagement, and competency in utilizing Android applications for classroom evaluation.

Keywords

Android Apps, Interactive Evaluation, Primary Education, Teacher Training, ICT Integration, Digital Pedagogy.

Background of the Study:

In the contemporary 21st-century educational landscape, digital literacy has become an essential component of effective teaching and learning. This need was further intensified during the COVID-19 pandemic, which brought about unprecedented changes in educational processes worldwide and necessitated the rapid adoption of technology-mediated instruction and evaluation (UNESCO, 2020). Teachers were required not only to deliver curriculum content through digital platforms but also to redesign assessment practices to suit online and blended learning environments.

Mobile technology, particularly Android-based applications, has emerged as a powerful educational resource due to its affordability, accessibility, and ease of use (Traxler, 2009). At the primary education level, where learners benefit most from visual, auditory, and activity-based learning experiences, traditional evaluation methods often fail to sustain attention and motivation. Consequently, interactive and technology-enabled evaluation strategies have gained prominence as effective alternatives to conventional assessment practices (Hwang & Chang, 2011).

Children today are increasingly exposed to digital media such as videos, rhymes, cartoons, and educational applications from an early age. This shift in learners' experiences has encouraged educators to integrate similar digital tools into instructional and evaluative processes (Prensky,2001). Android applications such as Text to Speech, Addition, Paint, and Quiz Apps provide innovative opportunities for conducting formative assessments by enabling pronunciation practice, Arithmetic exercises, creative expression, and immediate feedback through interactive formats. Such applications support learner-centered evaluation and promote active participation in the learning process (Kukulska-Hulme & Shield, 2008).

The integration of technology into evaluation practices not only enhances student engagement but also contributes to teachers' professional development. Teachers develop competencies related to digital lesson planning, assessment design, feedback mechanisms, and reflective practices, which are essential components of effective teaching in technology-rich environments (Mishra & Koehler, 2006). However, despite the availability of mobile learning tools, many primary school teachers particularly in rural and semi-urban districts-face challenges in adopting digital evaluation methods due to limited training and confidence in using educational technology (Rao & Meena, 2019).

Recognizing this need, teacher education institutions such as District Institutes of Education and Training (DIETs) play a crucial role in strengthening teachers' digital capabilities through structured professional development programmes (NCERT, 2023). In this context, the present study focuses on empowering primary school teachers in Krishnagiri District by providing hands-on training in the use of Android applications for interactive evaluation. The study seeks to enhance teachers' awareness, skills, and confidence in integrating

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mobile applications into classroom assessment practices.

This background provides the foundation for the discussion of the study, where the effectiveness of short-term, targeted Android-based training is examined. The significant improvement in teachers' interactive evaluation skills, irrespective of age and gender, highlights the potential of technology-assisted professional development to bridge the digital divide and promote inclusive, learner-centred evaluation practices (OECD, 2015). Thus, the study bridges the gap between traditional evaluation approaches and modern technology-enabled assessment methods, supporting the development of a digitally competent teaching community capable of adapting to evolving educational paradigms.

Need and Significance of the study:

The rapid digital transformation brought about by the pandemic required teachers to quickly adapt to online teaching and evaluation methods. Particularly at the primary level, where attention spans are shorter, interactive digital tools serve as powerful aids for motivation and learning; his study emphasizes the importance of Android Apps such as *Text to Speech for Kids* (for pronunciation and language skills), *Addition App* (for arithmetic practice), *Paint App* (for creativity and fine motor development), and *Quiz App* (for formative assessment). These tools help teachers design enjoyable and educational tasks aligned with the learners' pace and interest.

By integrating such technology, teachers develop not only technical proficiency but also innovative evaluation strategies that encourage active learning and student-centered pedagogy. Hence, the study is both timely and necessary to transform traditional classroom evaluation into dynamic, interactive, and technology-driven practice.

Methodology:

Objectives

- To create the awareness of interactive evaluations through Android Apps.
- To understand the different Apps already available like 'text to speech for kids' 'addition' 'paint application' 'quiz apps'.
- To improve blocks settings in Interactive Evaluation.

Hypotheses of the study

- There is no significant difference between text to speech for kids, addition, paint application, quiz apps.
- There is no significant difference between male and female teachers in awareness of interactive evaluations through android apps.
- There is no significant difference between Upto-35 year's and Above-35 year's teachers in developing a creation of new apps.
- There is no significant difference between the blocks of krishnagiri district in interactive evaluation through android apps.

Sample and Tools:

A total of 30 primary teachers from three blocks (Mathur, Kaveripattinam, Kelamangalam) were selected randomly. Questionnaire tool was prepared by the researcher.Data were collected using a researcher-developed questionnaire and Google Forms.

Procedure

A four-day online training was organized using *Zoom*. Teachers were trained by resource persons through demonstration, practice, and feedback. Each session included assignments, which were reviewed daily. Tools used included *Text to Speech App*, *Addition App*, *Paint App*, and *Quiz App*.

An Experimental Method was adopted for this study. The 'text to speech for kids', 'addition', 'paint application' 'quiz apps' were demonstrated through online mode for understanding the Android Apps. Hands on activity were conducted through online mode. Doubts were clarified through whatsapp for better understanding of android apps using post-test in Google form for teachers.

Table 1: Showing Details of Research Training Module uploaded Link

S. No	Website Address	Website Link
1.	dietkrishnagiri@gmail.com	https://drive.google.com/file/d/1AgGgOTV_PY51ns80DepqRm1BbqlrCYT/view?usp=sharing

Table 2: Showing Details of Research Online Training Videos Uploaded in YouTube Link

S.No	Website	YouTube Link
1.	Learn Anything	https://www.youtube.com/watch?v=inN_Q5B4FnM&t=40s
2.	Learn Anything	https://www.youtube.com/watch?v=3sGoxMW5G9Y&t=21s
3.	Learn Anything	https://youtu.be/O1NHKmvebF4
4.	Learn Anything	https://youtu.be/9FRXy4o5-pQ

Statistical Techniques:

Data were analyzed using descriptive and inferential statistics to compare pre-test and post-test results.

Table 3: Comparison of Teachers Interactive Evaluations through Android Apps Scores between Pre-Test and Post-Test

Category	N	Mean	Sd	't' Value	Remarks
Pre-Test	30	37.48	4.49	9.84*	*SD
Post-Test	30	95.23	29.45		

*SD- Significant Difference

't' ratio at 0.01 level of confidence for the degree of freedom (df) at 58=2.390

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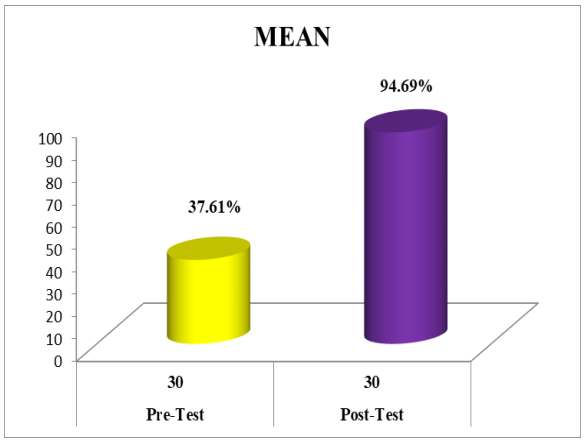


Graph No1.A 3D bar graph to compare the mean scores of two groups: Pre-Test and Post-Test

Table 4: Comparison of Teachers Interactive Evaluations through Android Apps Scores between Male Pre-Test and Post-Test

Category	N	Mean	Sd	't' Value	Remarks
Pre-Test	13	37.61	4.89	7.40*	*SD
Post-Test	13	94.69	29.43		

*SD- Significant Difference
't' ratio at 0.01 level of confidence for the degree of freedom (df) at 24=2.457

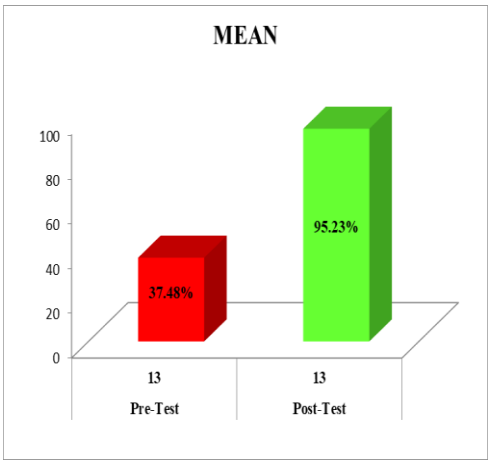


Table 5: Comparison of Teachers Interactive Evaluations through Android Apps Scores between Female Pre-Test and Post-Test

Category	N	Mean	Sd	't' Value	Remarks
Pre-Test	17	37.11	4.31	3.00*	*SD
Post-Test	17	95.56	29.91		

*SD- Significant Difference
't' ratio at 0.01 level of confidence for the degree of freedom (df) at 32=2.423

The graph shows a comparison of mean scores between a Pre-Test and a Post-Test for the same group of 17 participants

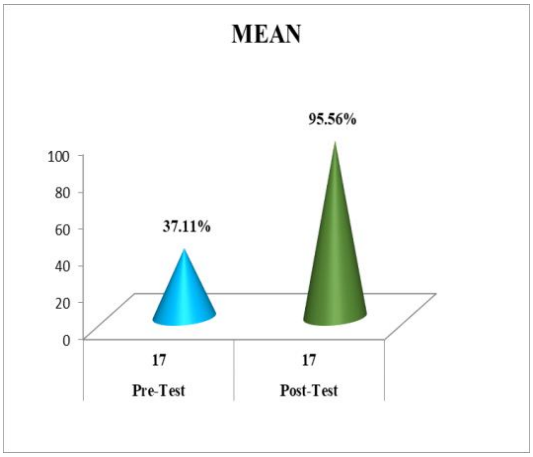
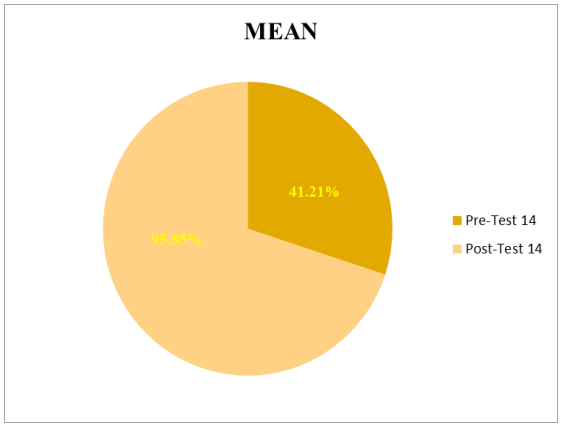


Table 6: Comparing Teachers Interactive Evaluations Through Android Apps Scores between upto-35 Years Pre-Test and Post-Test

Category	No	Mean	Sd	't' Value	Remarks
Pre-Test	14	41.21	10.04	4.03*	*SD
Post-Test	14	95.85	29.65		

*SD- Significant Difference
't' ratio at 0.01 level of confidence for the degree of freedom (df) at 26=2.479



The pie chart displays a comparison of mean scores between the Pre-Test and Post-Test for a group of 14 participants.

Table 7: Comparing Teachers Interactive Evaluations Through Android Apps Scores between above-35 Years Pre-Test and Post-Test

Category	No	Mean	Sd	't' Value	Remarks
Pre-Test	14	38.31	8.09	7.24*	*SD
Post-Test	14	94.68	9.92		

*SD- Significant Difference
't' ratio at 0.01 level of confidence for the degree of freedom (df) at 26=2.479

The chart compares the mean Pre-Test and Post-Test scores for a group of 14 participants.

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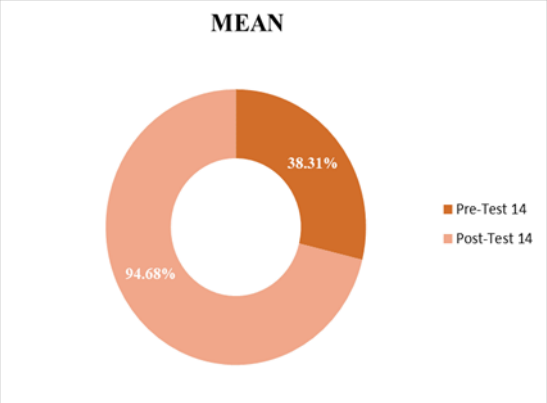

Findings:

- Teachers Interactive Evaluations level was tested through a questionnaire in Android Apps concepts in which differences were resulted in both pre-test and post-test.
- Teachers' mean score of pre-test was 37.48%, which rose to 95.23% in the post-test.
- Both male (94.69%) and female (95.56%) teachers improved significantly.
- Teachers below 35 years (95.85%) and above 35 years (94.68%) performed comparably.
- Participants demonstrated increased enthusiasm, curiosity, and digital confidence.
- Teachers began using Android Apps creatively in their daily evaluation activities.
- The post-test outcomes revealed that gender and age did not influence digital learning performance.
- Teachers' felt that their Interactive Evaluations level increased through online training for 'text to speech for kids' 'addition' 'paint application' 'quiz apps'.
- The teachers' practiced Android Apps with complete involvement, interest and joyfulness.
- After online training four stages of 'text to speech for kids' 'addition' 'paint application' 'quiz apps' for four days, teachers' focus, knowledge, and sharpness were developed.
- Finally, after 4 days of Android Apps online training, teachers were able to realize a good change in their Interactive Evaluations.

Discussion of the Study:

The present study examined the effectiveness of Android-based applications in enhancing interactive evaluation skills among primary school teachers in Krishnagiri District, particularly during the pandemic-driven transition toward digital learning. As emphasized in the background of the study, the sudden shift to online and blended instructional modes necessitated the adoption of technology-enabled assessment practices (UNESCO, 2020). The findings of the study strongly support this need, demonstrating that structured training in Android applications can significantly improve teachers' digital competence and evaluation practices.

The substantial improvement observed in post-test scores compared to pre-test scores indicates that teachers were able to effectively acquire and apply interactive evaluation skills using Android applications. This finding highlights the instructional value of mobile-based tools such as Text to Speech, Addition, Paint, and Quiz Apps, which align with the developmental characteristics of primary school learners by incorporating visual, auditory, and activity-oriented elements (Hwang & Chang, 2011). These results validate the background argument that traditional evaluation methods are often inadequate for sustaining learner engagement at the primary level.

One of the key findings of the study is that gender did not significantly influence teachers' acquisition of Android-based evaluation skills. Both male and female teachers demonstrated comparable improvement following the training programme. This result supports earlier research suggesting that gender-based differences in technology adoption can be minimized through appropriate training and access to digital resources (OECD, 2015). The finding reinforces the background assertion that digital literacy development is more closely related to training opportunities than to demographic variables.

Similarly, the study revealed that age was not a limiting factor in adopting Android applications for interactive evaluation. Teachers below and above 35 years of age achieved similar post-test performance levels, indicating that effective professional development can enable teachers of all age groups to integrate technology into their assessment practices. This outcome aligns with previous studies that emphasize the role of confidence-building and hands-on experience in promoting technology adoption among in-service teachers (Kukulska-Hulme& Shield, 2008).

The high post-test mean scores also reflect teachers' increased motivation, confidence, and self-efficacy in using Android applications for evaluative purposes. The online mode of training, combined with practical demonstrations and continuous support through WhatsApp, created a collaborative and supportive learning environment. This approach aligns with the professional development principles outlined by Mishra and Koehler's (2006) TPACK framework, which emphasizes the integration of technological, pedagogical, and content knowledge for effective teaching and assessment.

Furthermore, the study demonstrated that effective digital evaluation can be achieved using low-cost, user-friendly Android applications without the need for advanced infrastructure. Teachers reported integrating these applications into their regular classroom practices, transforming evaluation into a more interactive and learner-centred process. This finding supports the background discussion on the potential of mobile learning to bridge the gap

between traditional assessment methods and modern, technology-enabled evaluation practices, particularly in rural and semi-urban contexts (Traxler, 2009).

Overall, the findings confirm that short-term, targeted training interventions focusing on Android-based applications can lead to significant professional growth among primary school teachers. The success of this intervention underscores the role of teacher education institutions such as DIETs in promoting digital literacy and innovative assessment practices (NCERT, 2023). The study contributes empirical evidence supporting the scalability of mobile-based training models for large-scale teacher development initiatives, aligning with national and international perspectives on technology-integrated education (UNESCO, 2020).

Educational Implications:

As per the results of the present study primary teachers interactive evaluations level increased through android apps regularly. It seems to be more effective for both male and female in their learning process. Further it can be given to all level of teachers as well as to the students in an effective way.

- The findings of the present study focused in major towards the teacher's creation of interactive evaluations level increased through practicing android apps regularly.
- The findings of the present study focused majorly towards the teachers' level of interactive evaluations through 'Text to speech' 'Addition app' 'Paint app' 'Quiz app' activity in an online mode tasks. These types of activities are appropriate to all age groups.

Limitations of the Study:

- The sample size (30 teachers) was small and limited to three blocks.
- The training duration was short (four days), so long-term retention wasn't evaluated.
- The online mode restricted face-to-face observation.
- Only four Android Apps were studied; other tools may provide broader insights.
- Data relied on self-reported feedback, which may include bias.
- Some teachers faced technical issues such as unstable internet connectivity.

Conclusion:

This study demonstrates that Android-based teacher training can effectively build digital competence and interactive evaluation skills among primary school educators. Integrating such training into DIET programs and teacher education curricula can promote sustainable digital empowerment.

Regular workshops on mobile learning and app development should be institutionalized for teachers at all levels. By adopting such initiatives, educational institutions can ensure that technology is not merely an add-on but a transformative teaching resource that enhances learning outcomes.

The study concludes that with proper training and motivation, teachers can become active creators of digital content and evaluators of interactive learning, leading to a more engaging and inclusive education system.

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Impact of Screen Time on Cognitive Development and Mental Health among Indian Adolescents

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Abstract

This research paper synthesizes scientific literature to examine the association between prolonged screen exposure and its cognitive, neurobiological, and psychological outcomes in Indian adolescents, a population experiencing unprecedented digital immersion accelerated by the COVID-19 pandemic and situated within a unique socio-cultural context of high academic pressure. The evidence indicates that high-duration, passive screen use and media multitasking are associated with observable neurobiological changes, including premature cortical thinning, reduced white matter integrity, and dysregulation of dopamine and melatonin pathways. These changes manifest as measurable deficits in executive functions-such as working memory and inhibitory control-and a fracturing of attention, which collectively contribute to declining academic performance. Furthermore, excessive screen time is strongly correlated with adverse mental health outcomes, including heightened anxiety, depression, and stress, and can erode social-emotional skills by displacing real-world interactions. The impact is not uniform, as moderating factors like the distinction between active and passive engagement, content quality, and parental co-viewing play a crucial moderating role. The report concludes that a multi-pronged strategy is necessary, focusing on shifting from screen time to screen quality, promoting "unitasking", integrating digital well-being into educational curricula, and developing nuanced public health policies to support healthy digital habits for India's youth.

Keywords

Screen Time, Adolescent Neurodevelopment, Cognitive Control, Attention Deficit, Digital Well-being, Media Multitasking, Indian Youth, Public Health.

Introduction:

The Digital Saturation of Indian Adolescence

The New Digital Milieu

The contemporary Indian adolescent exists within an unprecedented digital milieu, a reality shaped by the rapid proliferation of affordable digital devices and widespread internet access. This immersion means that adolescence, a period of profound neurodevelopmental plasticity, now takes place within a novel and screen-saturated environment.. Digital devices are no longer peripheral tools but are deeply integrated into the social and educational fabric, fundamentally altering the developmental experiences of India's vast youth population. This has given rise to what some have termed a "silent crisis" of screen addiction, which is now recognized as a significant and growing public health concern across the nation. The central challenge lies in understanding how this constant sensory stimulation, with its unique cognitive demands and social dynamics, interacts with the structural and functional development of the adolescent brain.

Quantifying the Exposure:

Empirical studies show that most Indian adolescents exceed recommended screen limits. Surveys in North Karnataka and Delhi report 3–5 hours of daily exposure, far beyond the two-hour guideline by pediatric authorities (American Academy of Child and Adolescent Psychiatry, 2020). Urban adolescents spend nearly twice as much time on screens as rural peers, and screen time strongly correlates with reduced physical activity (Kaur et al., 2020). National data suggest that during the pandemic, average daily exposure rose to 6–7 hours-levels sustained even post-pandemic (Mehta et al., 2023).

COVID-19: A Digital Catalyst:

The COVID-19 pandemic served as a critical inflection point, dramatically accelerating these pre-existing trends. The almost overnight transition to online education mandated by public health measures pushed screen time to unprecedented levels, effectively blurring the boundaries between academic and recreational use. During this period, a study of adolescents in Mumbai reported a mean screen time of over seven hours on weekdays (Moitra & Madan, 2022), while research on medical students found an average of over six hours daily. This forced immersion has created a significant policy-behavior gap. In response to the shift to online learning, the Indian Ministry of Education issued the PRAGYATA guidelines in 2020, which recommended limits on the duration of daily online classes, such as a maximum

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of three hours for grades 9–12. However, the data showing total screen time far exceeding these educational limits-often by several hours-reveals that current policy addresses only a fraction of the adolescent's digital day. The bulk of screen exposure occurs in the unstructured and unregulated domain of recreational use. The recent establishment of an Indian Council of Medical Research (ICMR) Centre for Addictive Behaviors, tasked with addressing the "excessive and problematic use of technology", can be seen as a reactive acknowledgment of this gap.

It signals that the problem has outpaced preventative policy and now requires a more robust, clinical-level intervention, reflecting a systemic lag between the pace of technological adoption and the development of effective public health governance.

Adolescent Neurodevelopment and Digital Vulnerability:

Adolescence marks a critical period of neuroplasticity, during which synaptic pruning and myelination refine neural networks. The prefrontal cortex (PFC)-responsible for executive functions such as planning, inhibition, and decision-making-matures last. This protracted development makes adolescents highly sensitive to environmental stimuli and particularly vulnerable to the instant-gratification triggers abundant in digital media.

The Neurodevelopmental Mismatch:

The adolescent brain, evolutionarily tuned for real-world social learning and gradual reward, now operates in a digital environment engineered for instant gratification. Social media and gaming exploit dopamine-driven reward circuits, while academic and social pressures in India intensify reliance on screens both as tools for success and escape. This duality-academic compulsion and emotional refuge-creates a cycle of overuse and dependency.

Neurobiological Correlates of Screen Exposure:

A growing body of research utilizing advan neuroimaging techniques (e.g., Firth et al., 20 Jannesar et al., 2023; Paulus et al., 2019) has begu elucidate the neurobiological mechanisms thro which prolonged screen exposure may influence developing adolescent brain. The evidence po toward observable changes in brain structu alterations in the function of critical neural netwo and dysregulation of key neurochemical systems.

Structural Alterations:

The Adolescent Brain Cognitive Development (ABCD) Study and related findings show premature cortical thinning and reduced white matter integrity in children with >7 hours of daily screen time (Paulus et al., 2019; Hutton *et al*., 2020). These alterations indicate reduced efficiency in neural signaling and have been linked to poorer language and literacy outcomes (Madigan et al., 2019). Such deviations likely intensify through adolescence, shaping cognitive development trajectories.

Functional Network Changes:

Functional MRI analyses associate heavy screen use with reduced coordination between the Central Executive Network (CEN) and the Default Mode Network (DMN), impairing focus and self-regulation (Firth et al., 2019). Studies report diminished connectivity between cognitive control hubs, including the anterior cingulate cortex (ACC), correlating with increased distractibility and emotional instability. Adolescents engaging in heavy media multitasking display decreased gray matter in the ACC, reflecting overtaxed executive systems (Moisala et al., 2016).

Neurochemical Dysregulation:

Dopamine Pathway

Digital media deliver rapid, variable rewards likes, wins, or notifications-triggering repeated dopamine release. Overexposure can desensitize reward receptors, fostering addictive tendencies and attention fragmentation similar to ADHD symptoms (Ra et al., 2018). The overstimulated reward system makes traditional learning seem dull, fueling compulsive screen-seeking behavior.

Melatonin Pathway:

Blue light emitted by screens suppresses melatonin, delaying sleep onset and disrupting circadian rhythms (Lissak, 2018). Studies show up to 78% of Indian students experienced sleep disturbances during the pandemic (Moitra & Madan, 2022). Sleep deprivation further weakens PFC function, reducing inhibitory control and sustaining the cycle of overuse (Falbe et al., 2015).

Cognitive and Academic Consequences:

Executive Function Impairment

Prolonged screen exposure compromises core executive functions:

- **Working Memory:** Excessive screen time correlates with poorer short-term retention and manipulation of information, hindering comprehension and reasoning (Wilmer et al., 2017).
- **Inhibitory Control:** Overstimulation diminishes impulse regulation, producing distractibility and impulsivity.
- **Cognitive Flexibility:** Contrary to popular belief, frequent multitaskers exhibit slower task-switching and increased error rates (Cain et al., 2016), reflecting inefficient cognitive control.

Attention Deficits:

The "attention economy" conditions adolescents to rapid content shifts and constant alerts, training the brain for shallow engagement (Firth et al., 2019). Indian educators report a sharp decline in students' ability to sustain focus. Empirical studies link high screen time to attention deficits and subjective concentration problems, leading to fragmented cognitive processing (Ra et al., 2018).

Impact on Academic Achievement:

Diminished attention and executive function translate into measurable academic decline. NCERT data indicate that students with over six hours of daily screen exposure perform 15–20% lower in standardized tests. Research in Karnataka corroborates this, linking heavy use with reduced grades and motivation (Ramya et al., n.d.). The cognitive toll of excessive digital stimulation directly undermines educational performance (Adelantado-Renau et al., 2019).

Psychological and Developmental Effects in the Indian Context Mental Health Implications:

Indian studies consistently link excessive screen time with anxiety, depression, and stress (Goswami & Parekh, 2023). Saleem & Jan (2024) reported anxiety in 33%, depression in 38%, and stress in 44% of surveyed adolescents, with screen overuse as a significant predictor. The Economic Survey (2024) characterized this combination of sedentary behavior and social media exposure as a "lethal mix" for mental well-being. Social media's culture of comparison, cyberbullying, and disrupted sleep (Stiglic & Viner, 2019) further compounds distress, while limited physical activity removes a key protective factor.

Sleep Disruption and Behavioral Changes:

Blue-light exposure and late-night engagement reduce sleep quality, leading to mood swings, irritability, and aggression. Studies also link violent gaming to increased antisocial behavior. Chronic fatigue impairs emotional regulation, perpetuating anxiety and impulsivity.

Erosion of Social-Emotional Skills:

Screen overuse displaces family and peer interactions central to Indian socialization. Adolescents communicating mainly through curated digital personas may struggle with empathy, nonverbal communication, and real-world conflict resolution. Overreliance on virtual validation weakens emotional resilience and fosters addictive behaviors.

Moderating and Protective Factors:

Active vs. Passive Engagement

The impact of screen time depends less on duration than on engagement quality. Passive consumption mindless scrolling or binge-watching promotes cognitive stagnation, while active engagement-creating, coding, or learning-stimulates problem-solving and executive control (EdSurge, 2019). Reframing policies to emphasize "screen quality" rather than "screen quantity" offers a more realistic approach to adolescent digital life.

Media Multitasking:

Simultaneous engagement with multiple media streams (MMT) imposes heavy cognitive load, fragmenting attention and memory (Uncapher & Wagner, 2018). Adolescents practicing high MMT show weaker performance in executive tasks and academic tests (Baumgartner *et al*., 2017). This behavior may both result from and exacerbate existing attention difficulties, reinforcing the cycle of distraction.

Parental and Contextual Moderation:

Parental co-viewing, discussion, and role-modeling are crucial buffers. Children often mirror parental digital habits; thus, mindful adult behavior can indirectly regulate adolescent exposure. High-quality educational content and social co-engagement mitigate adverse outcomes, while uninvolved or permissive digital environments intensify them.

Conclusion and Recommendations;

The body of evidence reviewed in this report indicates that while digital media are not uniformly detrimental, certain patterns of use -specifically high-duration, passive, and multitasking-heavy engagement-are strongly associated with negative neurobiological and cognitive outcomes during the uniquely sensitive period of adolescent brain development. In the Indian context, this is reflected in data showing widespread overuse, a strong correlation between screen time and poor mental health outcomes, and a negative impact on academic achievement. The impact of screens is highly dependent on the nature of the engagement, with active, cognitively demanding use being far less harmful than passive consumption. Contextual factors, such as parental involvement and the quality of content, play a crucial moderating role.

A Multi-Pronged Strategy for Intervention:

The research findings synthesized above translate into several actionable, evidence-based recommendations for stakeholders invested in the well-being of Indian adolescents. These strategies are not arbitrary; they are directly derived from the principal findings of this review:

For Parents and Families:

- **Shift Focus from Time to Substance:** Evolve the conversation beyond arbitrary durational limits to focus on the *quality* of engagement. Guide adolescents toward active, creative, and educational screen use while discouraging prolonged periods of passive consumption and media multitasking.
- **Promote and Model 'Unitasking':** Emphasize the value of focused, single-task engagement, particularly for homework and studying, by creating distraction-free environments.
- **Establish a Collaborative Family Media Plan:** Work together to create screen-free zones and times, such as during meals and in bedrooms overnight, to protect face-to-face interaction and sleep. Removing devices from bedrooms is a high-impact strategy for improving sleep hygiene.
- **Practice Digital Hygiene and Role-Modeling:** Parents should monitor their own screen use, as children tend to mirror their habits. Practices like

co-viewing and engaging in offline hobbies together can build healthier family dynamics around technology.

For Educators and Schools:

- **Integrate Digital Well-being into the Curriculum:** Include lessons on healthy media use, drawing on resources like NCERT's "Digital Hygiene" campaign, to equip students with self-regulation skills.
- **Adhere to National Guidelines:** Strictly follow the Ministry's PRAGYATA recommendations to limit synchronous online instruction and build in regular breaks for offline work.
- **Mandate Physical Activity:** Ensure that physical education and outdoor play are mandatory and prioritized to counteract the sedentary nature of screen-based learning and leisure.

For Policymakers and Institutions:

- **Formulate Nuanced Guidelines:** Develop context-appropriate guidelines for adolescent *recreational* screen time, moving beyond the limits set for younger children. These should acknowledge the distinction between active and passive use.
- **Support Research and Intervention:** Bolster the work of institutions like the new ICMR Centre for Addictive Behaviors (CAR-AB) to develop and scale evidence-based prevention and treatment programs for problematic technology use.
- **Integrate Digital Well-being into National Policy:** Explicitly incorporate digital well-being into national health and education policies, expanding the National Education Policy's focus on mental health to cover media use and online safety.

Conclusion:

This review concludes that the unprecedented digital immersion of Indian adolescents, particularly high-duration and passive screen engagement, is strongly associated with adverse neurobiological changes, cognitive deficits, and a decline in mental well-being. The evidence points to measurable impacts on executive functions, attention, and academic performance, compounded by unique socio-cultural pressures in India. While digital tools are integrated into modern life, a failure to manage their use risks significant long-term harm. Therefore, a proactive, multi-pronged strategy is essential to mitigate these risks and support the healthy development of India's youth in the digital age.

Suggestions:

The findings support a clear shift in intervention strategy, moving beyond arbitrary time limits to focus on the *quality* of screen engagement. Actionable suggestions require a collaborative effort. Parents and families should prioritize "unitasking" and model healthy digital habits, such as creating screen-free zones and times. Educators must integrate digital well-being into the curriculum and mandate physical activity to counteract sedentary screen use. Finally, policymakers must develop nuanced guidelines for recreational screen use and support research and treatment through institutions like the ICMR to create a national framework for digital health.

Limitations of the Review:

It is important to acknowledge the limitations of this review, which will inform future research. First, as noted, much of the existing research on screen time and neurodevelopment is correlational. While strong associations are evident, this methodology makes it difficult to definitively establish causation. It remains challenging to untangle whether heavy screen use *causes* cognitive deficits or whether adolescents with pre-existing attention difficulties are simply *drawn* to more frequent media multitasking. Second, India's vast socio-economic, cultural, and urban-rural diversity means that findings from one region (e.g., urban centers) may not be generalizable to the entire adolescent population. Most studies are localized and may not capture the full spectrum of digital access and habits across the nation.

Future Directions:

While the associations are robust, much of the existing research is correlational. There is a pressing need for more large-scale, longitudinal neuroimaging studies in India to help untangle causal pathways and account for the country's vast socio-economic and regional diversity. The ultimate cognitive consequences for India's first generation of "digital natives" are not yet known. Future research must focus on developing and testing culturally relevant interventions that empower adolescents to harness the profound benefits of the digital world while mitigating its considerable risks. By doing so, India can help ensure that screens serve as tools for development, not detriments, to its next generation.

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Effectiveness of a Need-Based Training Programme on Teachers' Assessment Tool Design Competency: Evidence from NEP 2020 Assessment Reforms

Niyaz Varis Varasi[1], Neeta Singh[2], Kaiful Islam[3]

Abstract

Assessment is a crucial component of the teaching–learning process and plays a significant role in enhancing the quality of education (Black & Wiliam, 1998). The present study investigates the impact of a need-based training programme on teachers' assessment tool design competencyconducted at the District Institute of Education and Training (DIET), Gautam Budh Nagar, Uttar Pradesh. The study is experimental in nature and adopted a purposive sampling technique. A total of 198 government school teachers from Gautam Budh Nagar district participated in the training programme. Data were collected using a self-developed assessment tool designed to measure teachers' competency in assessment tool construction. The collected data were analysed using descriptive statistics such as Mean and Standard Deviation, along with inferential statistics using the t-test. The findings of the study revealed a significant improvement in teachers' assessment tool design competency after the training programme. The results clearly indicate that training programmes designed on the basis of teachers' identified needs are effective in enhancing their professional competencies (Desimone, 2009). The study has important implications for teacher educators, teacher training institutions, policymakers, and other stakeholders in planning and implementing effective professional development programmes in alignment with the National Education Policy (NEP) 2020 and its emphasis on 360-degree assessment (Government of India, 2020).

Keywords

Need-Based Training Programme, Assessment Tool Design Competency, Teacher Training, In-Service Teachers, DIET Gautam Budh Nagar, Uttar Pradesh.

Introduction:

Education is widely regarded as a powerful instrument for national development, and teachers play a pivotal role in ensuring the quality of education (UNESCO, 2017). Teachers are often described as nation builders because their competencies directly influence students' learning outcomes. Among the various dimensions of teaching competence, the ability to assess and evaluate students' learning effectively occupies a central position (Stiggins, 1997). Assessment not only provides information about students' academic achievement but also helps teachers refine instructional strategies to meet diverse learning needs.

Contemporary educational reforms strongly emphasise*assessment for learning* rather than merely *assessment of learning* (Black & Wiliam, 1998). This shift highlights the importance of well-designed assessment tools, ranging from diagnostic assessments to formative and summative evaluations. Properly constructed assessment tools enable teachers to align assessment practices with learning objectives and expected learning outcomes (Nitko& Brookhart, 2014).

In India, the professional development of teachers is primarily facilitated through institutions such as the District Institutes of Education and Training (DIETs). DIETs are mandated to organise both pre-service and in-service teacher training programmes aimed at enhancing teachers' professional competencies (NCERT, 2015). However, it has often been observed that many training programmes remain generic in nature and fail to address the actual classroom needs and challenges faced by teachers (Korthagen, 2010). As a result, the transfer of training into classroom practice is often limited.

The National Education Policy (NEP) 2020 emphasises competency-based education and holistic assessment practices (Government of India, 2020). Primary education, being the foundation of the teaching– learning process, places greater responsibility on teachers to maintain quality and adhere to prescribed standards and guidelines. In this context, the role of DIET Gautam Budh Nagar, Uttar Pradesh, has become increasingly significant in addressing teachers' professional needs and promoting innovative and effective teaching–learning practices.

Need-based training programmes have emerged as an effective approach to overcome the

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limitations of traditional training models. Such programmes are planned after systematically identifying teachers' specific needs and gaps in professional competencies (Desimone, 2009). One critical area where teachers often require support is *assessment tool design*, including the construction of achievement tests, preparation of blueprints, development of rubrics, and formulation of formative assessment tools aligned with learning outcomes (Nitko& Brookhart, 2014). The present study, therefore, attempts to examine the effectiveness of a need-based training programme conducted at DIET, Gautam Budh Nagar, Uttar Pradesh, with specific focus on enhancing teachers' assessment tool design competency.

Review of Related Literature:

Several studies have highlighted the importance of assessment literacy among teachers. Black and Wiliam (1998) emphasised that effective assessment practices significantly improve students' learning outcomes. Teachers possessing strong assessment skills are better equipped to diagnose learning difficulties, provide constructive feedback, and support students' academic growth (Stiggins, 1997).

Research on teacher training programmes indicates that professional development is most effective when it is context-specific and need-oriented. Desimone (2009) highlighted that professional development programmes aligned with teachers' actual classroom needs lead to sustained changes in teaching practices. Empirical studies conducted in the Indian context have also reported that need-based in-service training programmes positively contribute to teachers' pedagogical and assessment competencies (MHRD, 2018).

Despite the growing body of literature on teacher professional development, limited empirical research is available on the impact of need-based training programmes specifically focused on assessment tool design at the DIET level. Therefore, the present study attempts to fill this research gap by systematically examining the effectiveness of a need-based training programme conducted at DIET, Gautam Budh Nagar, Uttar Pradesh.

Need and Significance of the Study

To ensure accessibility, literacy, and numeracy at the primary level without compromising the quality of education, it is essential to continuously assess the teaching–learning process from its foundational stages (Government of India, 2020). Assessment is a core component of competency-based education, as emphasised in the National Education Policy 2020. Teachers are expected to design assessment tools that measure not only knowledge but also skills, creativity, and higher-order thinking abilities in accordance with Bloom's taxonomy (Bloom et al., 1956).

However, many teachers lack formal training in scientific test construction and assessment design (Stiggins, 1997). In this regard, it becomes the responsibility of teacher education institutions, universities, and training centres to maintain high standards of education by strengthening assessment and evaluation practices (NCERT, 2015). The District Institute of Education and Training (DIET), Gautam Budh Nagar-designated as a Centre of Excellence (CoE) by the State Council of Educational Research and Training (SCERT)-has been playing a proactive role in this direction.

The need-based training programmeorganised at DIET, Gautam Budh Nagar was specifically designed to address teachers' gaps in assessment tool design competency. Evaluating the impact of this programme is essential to determine its effectiveness and to provide evidence-based recommendations for improving future training initiatives. The findings of the study are expected to benefit teacher educators, DIET administrators, policymakers, and all stakeholders involved in planning and implementing effective teacher professional development programmes.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	7.3517	145	2.21275	.18376
	Post	12.4276	145	2.28140	.18946

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre & Post	145	.105	.210

Paired Samples Test

		Paired Differences			t	df	Sig. (2-tailed)
		M	SD	SEM			
P	PP	-5.075	3.007	.249	-20.326	144	.000

SEM = Std. Error Mean; PP= Pre – Post; P= Pair 1

Findings:

A paired samples t-test was conducted to compare the pre-test and post-test scores of the participants. The mean pre-test score (M = 7.35, SD = 2.21) was significantly lower than the mean post-test score (M = 12.43, SD = 2.28). The results indicated a statistically significant difference between pre- and post-test scores, $t(144) = -20.33$, $p < .001$. This shows that the post-test scores were significantly higher than the pre-test scores. Therefore, the intervention/treatment had a significant positive effect on the participants' performance.

Results and Discussion:

Recent studies have shown that 360-degree assessment, as promoted under NEP 2020, provides a

more holistic evaluation of learner development by integrating self, peer, and teacher evaluations (Seelan et al., 2024; Parveen, 2020). Research indicates that such multidimensional frameworks help capture varied competencies and support improved learning outcomes (Gusain & Sharma, 2023). Furthermore, stakeholder perceptions from middle-stage schools in Uttar Pradesh highlight positive attitudes toward holistic assessment systems (Singh & Naaz, 2025), aligning with the NEP's emphasis on broad-based evaluation and continuous improvement (Nayak, 2024).

Conclusion:

Need-based training programmes are effective in strengthening teachers' assessment competencies and supporting assessment reforms under NEP 2020. The study provides evidence-based insights for teacher education institutions, policymakers, and DIETs in planning impactful professional development initiatives.

Recommendations:

- Systematic implementation of 360-degree assessment practices.
- Regular teacher training in competency-based assessment.
- Integration of continuous and formative assessment tools.
- Alignment of school assessment practices with PARAKH guidelines.

5. Use of assessment data for instructional improvement.

Limitations:

The study was limited by sample scope, short intervention duration, and reliance on quantitative data. Findings are context-specific and may not be generalized universally.

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Reimagining District Institutes of Education and Training as Centres of Excellence in the Higher Education Ecosystem

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Abstract

District Institutes of Education and Training (DIETs) were created in accordance with the National Policy on Education (1986) with the objective of serving as academically sound institutions for teacher preparation and for improving the quality of school education at the district level. Despite this vision, their role over time has become largely restricted to the conduct of routine in-service training programmes, which has constrained their potential contribution to educational scholarship, innovation and reflective practice. The National Education Policy (NEP) 2020 provides a timely opportunity to reassess and strengthen the role of DIETs by placing teacher education within the larger framework of multidisciplinary higher education. Within this context, the present article examines the scope for transforming DIETs into Centres of Excellence that are integral to the higher education ecosystem. Using policy analysis and theoretical perspectives on teacher education and institutional development. The paper highlights the need for structural reforms, academic restructuring and an expansion of institutional functions to support this transformation. The paper argues that a reconceptualised DIET can function as a district-level centre for knowledge generation and professional learning. By promoting reflective teaching, educational research, curriculum design and leadership development, such institutions can create stronger linkages between school education and higher education. This transformation is expected to contribute to sustained professional development of teachers and to the overall strengthening of the education system.

Keywords

DIET, Teacher Education, Multidisciplinary Higher Education Institutions, Centre of Excellence, NEP 2020.

Background:

The quality and effectiveness of an education system are closely linked to the clarity of vision, intellectual engagement and professional responsibility of its teachers. Teacher education, therefore, extends beyond the acquisition of technical competencies; it is an academic and cultural process that influences how knowledge is shaped, interpreted and communicated in educational settings. In India, District Institutes of Education and Training (DIETs) were established under the National Policy on Education (1986) as district-level institutions intended to support the decentralisation of elementary education. These institutes were designed to serve as academic support centres, fostering pedagogical guidance, reflective practice and ongoing professional learning among teachers. In practice, however, the role of DIETs has become increasingly limited. Many have come to be viewed largely as platforms for short-term training initiatives, rather than as institutions committed to sustained scholarly engagement and academic development. This shift has constrained their ability to contribute meaningfully to curriculum reform, educational research and leadership development within districts. The National Education Policy (NEP) 2020 presents a critical opportunity to re-examine this constrained institutional role. By integrating teacher education within the larger higher education framework, the policy calls for a fundamental rethinking of institutions such as DIETs, encouraging them to evolve into academically active spaces focused on research, knowledge creation and reflective professional practice. This paper investigates the potential of repositioning DIETs as Centres of Excellence within the higher education ecosystem, highlighting the need for renewed academic purpose and an expanded institutional scope.

Present Structure and Functions of DIETs:

District Institutes of Education and Training (DIETs) presently operate as district-level academic bodies with the mandate of strengthening elementary education. Conceived as instruments of decentralisation, they were intended to localise academic planning and professional support, by aligning educational decision-making more closely with schools and community contexts. In their current functioning, DIETs act as intermediary institutions connecting state-level academic authorities with schools and other grassroots educational agencies. Their organisational design reflects an effort to integrate administrative coordination with academic

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responsibilities, while their primary functions focus on teacher education, school-based support and the improvement of educational quality.

Administratively, DIETs function under the oversight of the State School Education Department and receive academic guidance from the State Council of Educational Research and Training (SCERT). Each institute is headed by a Principal who is responsible for providing academic leadership, guiding institutional development and liaising with district-level authorities. The Principal is assisted by a team of Senior Lecturers, Lecturers and faculty members who undertake responsibilities related to teaching, training, research and field-based academic support. These academic roles are complemented by administrative and technical staff who manage institutional logistics, records and operational requirements. As Centres of Excellence (CoE), DIETs have been organised into distinct functional branches to address various dimensions of school education in a systematic manner. These branches commonly include:

1. **Pre-Service Teacher Education**
   This branch is responsible for the preparation of prospective teachers through programmes such as the Integrated Teacher Education Programme (ITEP). It emphasises the development of pedagogical understanding, subject knowledge and reflective professional practice.
2. **In-Service Teacher Education**
   This unit focuses on the ongoing professional learning of in-service teachers. It conducts orientation programmes, refresher courses, workshops, mentoring activities and other capacity-building initiatives for strengthening classroom pedagogy and updating professional competencies.
3. **Direct Field Intervention and School Improvement (Supportive Supervision)**
   This branch maintains close engagement with schools by providing academic mentoring and supportive supervision. Its activities include school visits, demonstration teaching, context-specific interventions and collaborative efforts to address instructional challenges and enhance teaching-learning processes.
4. **Planning, Management and Research**
   This unit undertakes district level educational planning, micro level analysis, data-based decision making and action research. Its role is to generate locally relevant evidence that informs planning processes and contributes to improved educational outcomes.
5. **Curriculum and Learning Resource Development**
   This branch is engaged in the development of curriculum which is aligned with teaching-learning materials, academic support resources and assessment tools consistent with prescribed learning outcomes and curricular standards.

DIETs were initially conceptualised as decentralised academic institutions designed to strengthen district-level capacities for teacher preparation, professional development and educational research (MHRD, 1989). But their evolution has often been hindered by limited academic autonomy, uneven availability of qualified faculty and weak institutional linkages with universities and other higher education institutions. These constraints have frequently curtailed their potential to function as potential centres of academic engagement.

The National Education Policy (NEP) 2020 marks a conceptual shift by redefining teacher education as a multidisciplinary field drawing upon insights from philosophy, psychology, sociology and subject disciplines (Government of India, 2020). This approach is synchronous with the international perspectives that conceptualise teaching as a research-informed profession rooted in ethical judgment, critical reflection and professional autonomy (Darling-Hammond, 2017).

The introduction of the Integrated Teacher Education Programme (ITEP) further underscores the need for institutions capable of sustaining rigorous academic standards and interdisciplinary engagement. With appropriate repositioning within the higher education framework, DIETs possess the institutional architecture necessary to undertake this expanded academic role.

Centres of Excellence as Intellectual Spaces:

In contemporary higher education literature, a Centre of Excellence is taken not only as an organisational title, but as an intellectually dynamic setting that supports sustained inquiry, innovation and scholarly exchange. Such centres are commonly characterised by academic freedom, consistent research engagement, interdisciplinary interaction and a strong emphasis on reflective and critical practice (Altbach et al., 2018).

When this understanding is applied to District Institutes of Education and Training (DIETs), their potential role extends far beyond the delivery of standardised programmes and routine training activities. They can be reconceived as district-level academic hubs that generate educational knowledge, facilitate linkage between theory and classroom practice and contribute to broader debates and reforms in education.

This reconceptualization demands for a movement away from a compliance-focused operational approach towards a knowledge-oriented institutional identity. In doing so, DIETs would be more closely aligned with the objectives of the National Education Policy 2020 and the expectations of the wider higher education environment.

Structural Transformation of DIETs:
Governance and Academic Autonomy

For DIETs to emerge as Centres of Excellence, their governance mechanisms must shift from an emphasis on procedural adherence to one that actively nurtures intellectual leadership and academic deliberation. Institutional decision-making should be grounded in scholarly dialogue, collective reflection and strategic academic planning, rather than being limited to administrative execution.

The formation of a Governing Council with significant academic participation can help articulate long-term vision and policy direction. In parallel, the establishment of an Academic Council would ensure curricular integration nurturing research integrity, uphold academic standards and provide guidance for scholarly pursuits.

Together, these governance reforms would reposition institutional leadership as an exercise in intellectual responsibility rather than bureaucratic oversight, thereby aligning DIETs with the academic culture and ethos characteristic of higher education institutions.

Reorganisation of Academic Domains

For DIETs to be effectively integrated within the higher education framework, their academic organisation must shift towards interdisciplinary domains that reflect the complex and evolving nature of education. Possible domains may include:

- Pedagogy and Teacher Professional Studies
- Educational Research and Field Engagement
- Inclusive Education and Equity Studies
- Curriculum Studies and Knowledge Construction
- Educational Leadership, Governance and Policy Analysis

Reconfiguring DIETs around such academic domains would enable them to conceptualise education as a socially embedded, culturally informed, ethically grounded and intellectually rigorous field of study. Moving beyond a limited training-oriented focus, this approach would encourage deeper academic inquiry, foster cross disciplinary collaboration and cultivate a stronger research oriented institutional culture.

Restructuring of District Institutes of Education and Training (DIETs):

Under the proposed restructuring framework, the State Council of Educational Research and Training (SCERT), Uttar Pradesh, shall function as the apex academic and regulatory authority for all District Institutes of Education and Training (DIETs) within the state. DIETs will operate under the academic supervision and policy direction of SCERT, while maintaining clearly defined functional and academic linkages with affiliating universities for the conduct of pre-service teacher education programmes. In sync with the National Education Policy (NEP) 2020, the institutional structure of DIETs shall be reorganised into two principal academic streams:

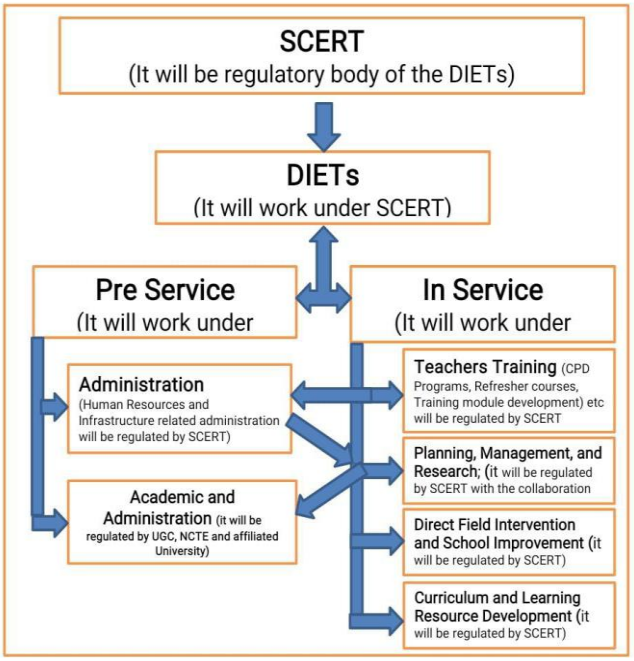
1. **Pre-Service Teacher Education**
2. **In-Service Professional Development and Academic Support**

This bifurcation reflects the conceptual distinction between initial teacher preparation and continuing professional engagement, while allowing for meaningful academic integration between the two domains.

A. Restructuring of the Pre-Service Teacher Education Department

The Pre-Service Teacher Education Department shall be strengthened and repositioned as the core academic unit responsible for implementing four-year integrated teacher education programmes (B.A. B.Ed. and B.Sc. B.Ed.). In this capacity, DIETs shall function as affiliated higher education institutions delivering degree programmes in accordance with national regulatory standards and university statutes.

Figure 1: Illustration of the proposed regulatory and functional structure of the Pre-Service Teacher Education Department within the DIET framework:



Academic Regulation

The academic functioning of the Integrated Teacher Education Programmes including curriculum design, admissions, examinations, evaluation and award of degrees shall be governed by the following regulatory bodies:

- The affiliating university
- University Grants Commission (UGC) norms
- National Council for Teacher Education (NCTE) regulations

This arrangement ensures that pre-service teacher education conducted at DIETs meets the academic design, disciplinary depth and quality standards expected of higher education institutions.

Administrative and Developmental Regulation
While academic matters will be regulated by the affiliating university and national bodies, administrative and developmental functions shall remain under the jurisdiction of SCERT, Uttar Pradesh. These responsibilities shall include:

- Infrastructure development and maintenance
- Human resource recruitment in accordance with UGC norms
- Appointment, promotion and service conditions of faculty
- Institutional policy direction
- Monitoring, evaluation and quality assurance

This dual regulatory structure balances academic credibility within the higher education ecosystem with state-level coordination, accountability and strategic oversight.

B. Three-Tier Regulatory and Governance Framework:
The governance of pre-service teacher education programmes within DIETs shall follow a clearly articulated three-tier structure:

1. SCERT, Uttar Pradesh (Apex Authority)

- Provides academic vision and long-term strategic direction
- Ensures alignment with NEP 2020 and state education priorities
- Oversees institutional quality assurance and academic standards
- Regulates administrative and developmental dimensions

2. Affiliating University

- Approves curriculum frameworks and academic regulations
- Conducts admissions in accordance with university norms
- Manages examinations, evaluation, moderation and certification
- Awards academic degrees

3. DIET

- Delivers teaching-learning processes
- Organises internships, school attachments and field engagement
- Conducts internal assessments
- Provides student mentoring and academic support
- Maintains infrastructure and institutional facilities

This multi layered governance model ensures clarity of roles, academic accountability and effective coordination among regulatory and implementing institutions.

C. Regulation of Academic Components
Regulatory responsibilities within the pre-service stream shall be distributed as follows:

- **Curriculum**: As per UGC, NCTE and university regulations
- **Admissions**: As per affiliating university norms
- **Faculty Recruitment**: In accordance with UGC eligibility criteria
- **Examinations and Evaluation**: Conducted by the affiliating university
- **Quality Assurance**: Guided by SCERT and monitored through Institutional Internal Quality Assurance Cells (IQAC), UGC and NCTE mechanisms

D. Faculty Recruitment and Professional Development
Faculty recruitment for the B.A. B.Ed. and B.Sc. B.Ed. programmes shall strictly adhere to UGC regulations. Existing DIET faculty members shall be academically strengthened through structured professional development initiatives, including:

- Faculty development programmes
- Research mentoring and supervision
- Academic collaborations with universities
- Exposure to interdisciplinary and humanities-based scholarship

SCERT shall play a facilitative and supervisory role in ensuring sustained academic growth, research engagement and professional enrichment of DIET faculty.

E. Examination and Evaluation
All external examinations, moderation processes and the award of degrees shall be conducted by the affiliating university. DIETs shall function as authorised examination centres and ensure strict compliance with university regulations, assessment protocols and standards of academic integrity.

In-Service Professional Development and Academic Support:
The In-Service wing of DIETs shall continue to function under the regulatory authority of SCERT, as reflected in the proposed structural model. Its conceptual orientation shall shift from routine training delivery to sustained professional and intellectual engagement.

1. Teachers' Training
In-service education shall be conceptualised as an ongoing process of professional inquiry rather than remedial skill acquisition. DIET Centres of Excellence can provide platforms for teachers to critically examine:

- Classroom practices
- Learner diversity
- Curriculum assumptions
- Assessment approaches

Such reflective engagement fosters professional autonomy, ethical judgment and continuous intellectual growth. While regulated by SCERT, this wing shall function in academic coordination with the Pre-Service Department and affiliating universities where appropriate.

2. Research
Research activities within DIET Centres of Excellence shall prioritise context-sensitive and practice-based inquiry, including:

- Action research
- Case studies
- Narrative and qualitative investigations
- District-level educational analysis

These research initiatives shall be undertaken collaboratively with the Pre-Service department and affiliating or partnering universities to ensure methodological and academic credibility. Such collaboration strengthens the relationship between theory and classroom practice while generating locally grounded knowledge.

3. Curriculum, TLM and Resource Development

Curriculum-related work within DIET Centres of Excellence shall extend beyond material production to include critical interpretation of national and state frameworks in relation to:

- Local languages and cultural contexts
- Community knowledge systems
- Learner experiences and diversity

While remaining under SCERT regulation, this function shall adopt a research informed and reflective approach, treating curriculum as a dynamic educational and cultural construct rather than a fixed syllabus.

4. Direct Field Intervention and School Improvement (Supportive Supervision)

This branch shall continue to engage closely with schools through academic mentoring and supportive supervision. Its activities shall include school visits, demonstration lessons, need based interventions and collaborative problem solving aimed at strengthening teaching-learning processes and institutional effectiveness.

Discussion

Transforming DIETs into Centres of Excellence requires more than organisational restructuring. It necessitates a cultural shift that values inquiry, dialogue and academic responsibility. In the absence of such a transition, institutional reforms risk remaining procedural or symbolic. When supported by academic autonomy, professional trust and intellectual leadership, however, DIETs can emerge as vibrant knowledge institutions within the higher education landscape.

Conclusion

From a humanities oriented perspective, reimagining DIETs as Centres of Excellence represents an effort to reclaim teacher education as an intellectually grounded and socially meaningful enterprise. Such institutions can serve as critical bridges between policy and practice, theory and classroom experience and school education and higher education. In doing so, DIET Centres of Excellence serves closely the broader vision of NEP 2020, which seeks to build an education system rooted in knowledge creation, equity and reflective professional practice.

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वर्तमान भारतीय समाज में संवैधानिक मूल अधिकारों के प्रति जागरूकता का अध्ययन

कुमुद प्रभाकर[1], विनीता सिंह[2]

सारांश (Abstract)

भारत एक लोकतान्त्रिक देश है जिसकी व्यवस्था एक लोकतान्त्रिक संविधान पर आधारित है। भारत का संविधान इस सन्दर्भ में विशेष है कि यह अपने नागरिकों को गरिमापूर्ण जीवन जीने के लिये मौलिक अधिकार प्रदान करता है। प्रस्तुत शोध अध्ययन में बरेली जनपद के नागरिकों में संवैधानिक मूल अधिकारों के प्रति जागरुकता देखने का एक प्रयास किया गया है। प्रस्तुत शोध हेतु 350 नागरिकों का चयन स्तरीकृत यादृच्छिक न्यादर्शन विधि से किया गया है। यह एक गुणात्मक शोध अध्ययन है जिसमे आँकड़ों का संकलन स्व-निर्मित 'संवैधानिक मौलिक अधिकार प्रश्नावली' की सहायता से किया गया है। आँकड़ों के विश्लेषण हेतु मध्यमान, मानक विचलन, टी- मान एवं एफ- परीक्षण (एनोवा) का प्रयोग किया गया है। शोध परिणामों से ज्ञात हुआ कि महिला नागरिकों की अपेक्षा पुरुष, ग्रामीण नागरिकों की अपेक्षा नगरीय एवं निरक्षर व स्कूली शिक्षित नागरिकों की अपेक्षा उच्च शिक्षित नागरिक संवैधानिक मूल अधिकारों के प्रति अधिक जागरूक हैं। भारत के सभी नागरिकों में संवैधानिक मूल अधिकारों के प्रति जागरूकता विकसित करने के लिये शिक्षा का प्रचार-प्रसार, संवैधानिक प्रक्रिया में सहभागिता, मीडिया का सहयोग, ग्राम सभा द्वारा संवैधानिक कार्यक्रमों का आयोजन आदि किया जाना चाहिये।

मुख्यशब्द (Keywords)

लोकतन्त्र, गरिमापूर्ण जीवन, संवैधानिक मूल अधिकार, जागरूकता आदि।

अध्ययन की पृष्ठभूमि (Background of the Study):

भारतीय संविधान विश्व का सर्वाधिक विस्तृत लिखित संविधान है। भारत का संविधान एक प्रगतिशील संविधान है। भारत का लोकतन्त्र संविधान से पोषित है, जो राष्ट्र के रूप में लोकतन्त्र की नींव को मजबूत करता है। भारतीय संविधान के भाग- 3 में वर्णित मौलिक अधिकार संविधान का सबसे महत्वपूर्ण भाग है, जो मानवीय अधिकारों का संरक्षण करता है। संविधान प्रदत्त मूल अधिकारों में समानता का अधिकार, स्वतन्त्रता का अधिकार, शोषण के विरुद्ध अधिकार, धार्मिक स्वतन्त्रता का अधिकार, सांस्कृतिक एवं शैक्षिक अधिकार तथा संवैधानिक उपचारों का अधिकार प्रमुख है। संवैधानिक मूल अधिकार भारत के नागरिकों को मात्र विधिक सुरक्षा ही नहीं देते बल्कि सामाजिक न्याय, समानता, समता,स्वतन्त्रता तथा मानवीय गरिमा की अवधारणा को भी सुरक्षा प्रदान करते हैं। ग्रेनविल ऑस्टिन (2011) ने भारतीय संविधान के मूल अधिकारों के विषय में कहा था कि "भारतीय संविधान के मूल अधिकार संविधान की आत्मा तथा नैतिक नींव है" ।

संविधान की प्रारूप समिति के अध्यक्ष डॉ0 भीमराव अंबेडकर ने स्पष्ट करते हुये कहा था कि "संविधान प्रदत्त अधिकार तभी प्रभावी होंगे जब नागरिक उनके प्रति सजग और सक्रिय होंगे" इसे भारत का दुर्भाग्य ही कहा जाएगा कि संविधान लागू होने के 75 वर्ष बाद भी भारतीय समाज का एक बड़ा तबका अपने संवैधानिक अधिकारों से अनभिज्ञ है। अनेक शोध अध्ययन यह बताते हैं कि ग्रामीण क्षेत्रों, महिलाओं, अनुसूचित जातियों, अनुसूचित जन- जातियों, अल्पसंख्यकों एवं सामाजिक-आर्थिक रूप से पिछड़े लोगों में संविधान प्रदत्त अधिकारों के प्रति जागरूकता बहुत कम है। भारतीय संविधान के विषय में डी0 डी0 बसु (2018) का कथन है कि "लोकतन्त्र का मूल अधिकार और नागरिकों के अधिकारों की सुरक्षा का प्रमुख साधन है"।

वर्तमान भारतीय समाज तेजी से बदल रहा है। बढ़ती हुई शैक्षिक सुविधाओं, वैश्वीकरण, नागरिक आंदोलनों, लोकतान्त्रिक प्रक्रियाओं, सूचना प्रौद्योगिकी व सोशल मीडिया ने नागरिक अधिकारों की जानकारी व प्रचार-प्रसार को नवीन दिशा प्रदान की है। अनेक सामाजिक संगठन, गैर सरकारी संगठन, मीडिया, न्यायपालिका आदि ने संवैधानिक मूल अधिकारों व नागरिक अधिकारों के बारे में जागरूकता फैलाने में महत्वपूर्ण भूमिका निभा रहे हैं। परंतु ऐसा देखने व सुनने में आता है कि भारत में सामान्य नागरिक आज भी अपने संवैधानिक अधिकारों के प्रति पूर्ण रूप से जागरूक नही है तथा इसीलिए वे उन्हें अपने व्यावहारिक जीवन में लागू नही कर पा रहे हैं।

उक्त के संदर्भ में यह शोध अध्ययन अत्यंत उपयोगी एवं समाज हित में होगा। यह अध्ययन भारतीय समाज के विभिन्न वर्गों में मूल अधिकारों के प्रति जागरूकता का मापन तो करेगा ही, साथ ही साथ संवैधानिक मूल अधिकारों के प्रति जागरूकता बढ़ाने हेतु संभावनाओं एवं उपायों को सुझाने में भी महत्वपूर्ण सिद्ध होगा।

[1]एसोसिएट प्रोफेसर, राजनीतिशास्त्र विभाग, कन्या महाविद्यालय आर्य समाज भूड़, बरेली, उ0 प्र0 ।
[2]असिस्टेंट प्रोफेसर, समाजशास्त्र विभाग, कन्या महाविद्यालय आर्य समाज भूड़, बरेली, उ0 प्र0 ।

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शोध अध्ययन की आवश्यकता एवं महत्व (Need and Importance of Study):

भारत का शासन लोकतान्त्रिक शासन व्यवस्था के अन्तर्गत संचालित है। लोकतन्त्र की सफलता संवैधानिक प्रावधानों पर निर्भर करती है। एक वास्तविक लोकतन्त्र नागरिकों की जागरूकता, शिक्षा व सक्रिय भागीदारी पर आधारित होती है। संविधान व उसके प्रावधानों की जागरूकता से ही नागरिकों में लोकतन्त्र के प्रति विश्वास और सहभागिता बढ़ती है। नागरिकों के मौलिक अधिकार समाज में प्रचलित जातिय, लैंगिक, धार्मिक एवं आर्थिक असमानताओं को दूर करने के महत्वपूर्ण साधन हैं। समाज में व्याप्त अन्याय एवं भेदभाव से निपटने के लिए संवैधानिक अधिकारों के प्रति जागरूकता आवश्यक है। प्रसिद्ध संविधानविद एम0 पी0 जैन (2018) के अनुसार "भारतीय संविधान लोकतान्त्रिक, समाजवादी और धर्मनिरपेक्ष मूल्यों का साक्षी है"। संवैधानिक अधिकारों की जागरूकता के अभाव में सामाजिक-आर्थिक रूप से कमजोर वर्ग शारीरिक-मानसिक उत्पीड़न के शिकार होते हैं। प्रस्तुत शोध अध्ययन से यह ज्ञात किया जा सकेगा कि किन वर्गों में मूल अधिकारों के प्रति जागरूकता अधिक है तथा उसे बढ़ाने हेतु क्या उपाय किये जा सकते हैं। प्रस्तुत शोध शिक्षाविदों, सामाजिक संगठनों एवं नीति नियंताओं को यह समझाने में सहायता करेगा कि किन-किन क्षेत्रों में संवैधानिक मूल अधिकारों के प्रति जागरूकता बढ़ाये जाने की आवश्यकता है। वर्तमान मे ऑनलाइन अपराधों एवं सोशल मीडिया के चलन के साथ ही शोषण व अपराधों की प्रकृति भी निरन्तर बदल रही है अतः इस स्थिति में यह और भी प्रासांगिक हो जाता है कि सभी नागरिक अपने अधिकारों से भिज्ञ हों।

शोध अध्ययन के उद्देश्य (Objectives of Study):

प्रस्तुत शोध अध्ययन के निम्नलिखित शोध उद्देश्य निर्धारित किये गए हैं-

1. ग्रामीण एवं नगरीय भारतीय नागरिकों की मूल अधिकारों के प्रति जागरूकता का तुलनात्मक अध्ययन करना।
2. पुरुष एवं महिला भारतीय नागरिकों की मूल अधिकारों के प्रति जागरूकता का तुलनात्मक अध्ययन करना।
3. निरक्षर, स्कूली शिक्षा प्राप्त तथा उच्च शिक्षा प्राप्त भारतीय नागरिकों की मूल अधिकारों के प्रति जागरूकता का तुलनात्मक अध्ययन करना।
4. मौलिक अधिकारों के प्रयोग में आने वाली चुनौतियों और बाधाओं का अध्ययन करना।
5. मौलिक अधिकारों के प्रति जागरूकता बढ़ाने हेतु प्रभावी उपाय और सुझाव प्रस्तुत करना।

शोध की परिकल्पनायें (Hypothesis of Study):

1. पुरुष एवं महिला भारतीय नागरिकों की मूल अधिकारों के प्रति जागरूकता में सार्थक अंतर नहीं है।
2. ग्रामीण एवं नगरीय भारतीय नागरिकों की मूल अधिकारों के प्रति जागरूकता में सार्थक अंतर नहीं है।
3. निरक्षर, स्कूली शिक्षा प्राप्त तथा उच्च शिक्षा प्राप्त भारतीय नागरिकों की मूल अधिकारों के प्रति जागरूकता में सार्थक अंतर नहीं है।

शोध पद्धति (Research Methodology):

- **शोध उपागम (Research Approach)–** प्रस्तुत शोध अध्ययन हेतु गुणात्मक अनुसंधान उपागम का प्रयोग किया जायेगा।
- **शोध विधि (Research Method)–** प्रस्तुत शोध अध्ययन सर्वेक्षण विधि का प्रयोग कर पूरा किया गया है । इस शोध में सर्वेक्षण विधि का प्रयोग कर जागरुकता मापनी के माध्यम से आंकड़ों का संकलन किया गया है।
- **शोध की प्रकृति (Nature of Research)–** प्रस्तुत शोध कार्य वर्णनात्मक प्रकृति का है ।
- **जनसंख्या (Population)–** प्रस्तुत शोध अध्ययन हेतु ग्रामीण व नगरीय नागरिक, पुरुष व महिला नागरिक तथा निरक्षर, स्कूली शिक्षा प्राप्त व उच्च शिक्षा प्राप्त भारतीय नागरिक शोध जनसंख्या हैं ।
- **न्यादर्श व न्यादर्शन विधि (Sample and Sampling Technique)-** प्रस्तुत अध्ययन को पूर्ण करने के लिये उत्तर प्रदेश के बरेली जनपद से कुल 300 नागरिकों के न्यादर्श का चयन स्तरीकृत यादृच्छिक न्यादर्शन विधि द्वारा निम्नवत किया गया-

तालिका- 01: **न्यादर्श योजना**

लिंग		अवस्थिति		शिक्षा का स्तर			कुल
पुरुष	महिला	ग्रामीण	नगरीय	निरक्षर	कम शिक्षित	उच्च शिक्षित	
50	50	50	50	50	50	50	350

- **शोध उपकरण (Research Tool)–** प्रस्तुत शोध के आँकड़ों के संग्रह हेतु स्व-निर्मित 'संवैधानिक मूल अधिकार प्रश्नावली' का निर्माण किया गया, जिसमें नागरिकों को संविधान प्रदत्त मूल अधिकारों से संबन्धित कुल 40 बहुविकल्पीय प्रश्नों को सम्मिलित किया गया। उपकरण की विश्वसनीयता .75 तथा विषयवस्तु वैद्यता संतोषजनक थी।
- **आँकड़ों का संग्रह (Collection of Data)–** शोध अध्ययन हेतु आँकड़ों का संग्रह सर्वेक्षण विधि द्वारा व्यक्तिगत व ऑनलाइन माध्यम से 'संवैधानिक मूल अधिकार प्रश्नावली' को प्रशासित कर प्राप्त किया गया।
- **सांख्यिकी प्रविधि (Statistical Method)–** एकत्रित किए गए आँकड़ों का विश्लेषण आवश्यक है तभी कुछ सार्थक निष्कर्ष निकाले जा सकते हैं। प्रस्तुत अध्ययन मे आँकड़ों का विश्लेषण करने हेतु मध्यमान, मानक विचलन, टी-मान एवं एनोवा का प्रयोग किया गया।

आँकड़ों का विश्लेषण (Analysis of Data) :

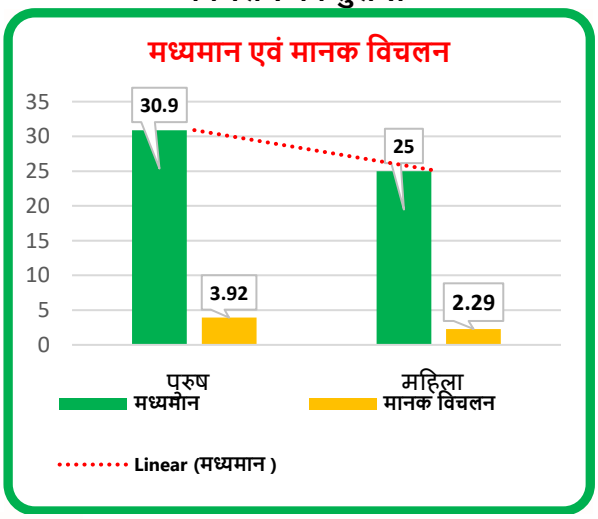
H01: पुरुष एवं महिला भारतीय नागरिकों की मूल अधिकारों के प्रति जागरूकता में सार्थक अंतर नहीं है।

भारतीय संविधान में वर्णित मूल अधिकारों के प्रति पुरुष व महिला नागरिकों की जागरूकता में सार्थक अंतर ज्ञात करने के लिए 50 पुरुष नागरिक तथा 50 महिला नागरिकों से एक प्रश्नावली के माध्यम से आँकड़ों का संकलन किया गया। तत्पश्चात आँकड़ों का विश्लेषण करने के लिए उचित सांख्यिकी का प्रयोग कर मध्यमान, मानक विचलन व टी – मान की गणना की गई जिसका प्रदर्शन तालिका संख्या- 02 में निम्नवत दिया गया है –

तालिका- 02: संवैधानिक मूल अधिकारों के प्रति जागरूकता हेतु पुरुष तथा महिला नागरिकों के मध्य टी- मान की गणना

समूह	संख्या (N)	मध्यमान (M)	मानक विचलन (SD)	डिग्री ऑफ फ्रीडम (df)	टी – मान (t-value)
पुरुष	50	30.9	3.92	98	9.18*
महिला	50	25	2.29		

रेखाचित्र:- 01 संवैधानिक मूल अधिकारों के प्रति पुरुष व महिला नागरिकों के मध्यमान व मानक विचलन की तुलना



तालिका 02 से स्पष्ट है कि संवैधानिक मूल अधिकारो के प्रति जागरूकता हेतु पुरुष तथा महिला नागरिकों के आंकड़ों का मध्यमान क्रमशः 30.9 व 25 प्राप्त हुआ तथा जबकि दोनों समूहों के मध्य टी –मान 9.18 प्राप्त हुआ।

उक्त समस्त मान का विश्लेषण करने पर ज्ञात होता है कि पुरुष नागरिकों का मध्यमान महिला नागरिकों के मध्यमान से अधिक है। मध्यमान से स्पष्ट है कि महिलाओं की अपेक्षा पुरुष नागरिक संवैधानिक मूल अधिकारों के प्रति अधिक जागरूक हैं। साथ ही दोनों समूहों के मध्य टी-मान 9.18 प्राप्त हुआ जो .01 सार्थकता स्तर पर सार्थक है, क्योंकि गणना किया गया टी –मान, टी–अनुपातों के क्रान्तिक मान से अधिक है। टी- मान से ज्ञात होता है कि संवैधानिक मूल अधिकारों के प्रति पुरुष नागरिक महिला नागरिकों से अधिक जागरूक हैं।

अतः शून्य परिकल्पना 'पुरुष एवं महिला भारतीय नागरिकों की मूल अधिकारों के प्रति जागरूकता में सार्थक अंतर नहीं है' को सार्थकता स्तर .01 पर निरस्त किया जा सकता है।

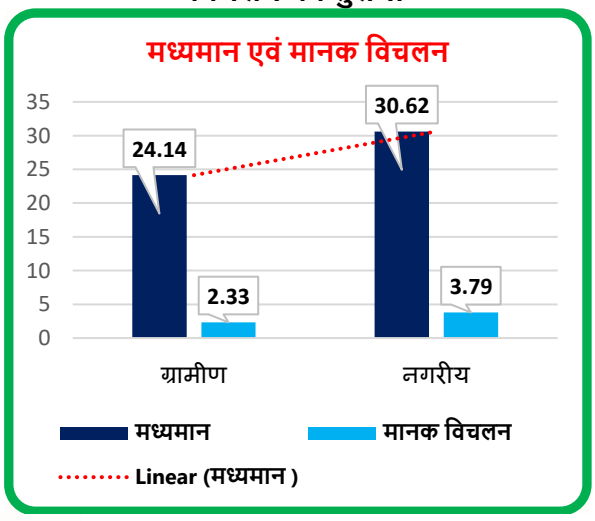
H02: ग्रामीण एवं नगरीय भारतीय नागरिकों की मूल अधिकारों के प्रति जागरूकता में सार्थक अंतर नहीं है।

भारतीय संविधान में वर्णित मूल अधिकारों के प्रति ग्रामीण एवं नगरीय नागरिकों की जागरूकता में सार्थक अंतर ज्ञात करने के लिए 50 ग्रामीण नागरिक तथा 50 नगरीय नागरिकों से एक प्रश्नावली के माध्यम से आँकड़ों का संकलन किया गया। तत्पश्चात आँकड़ों का विश्लेषण करने के लिए उचित सांख्यिकी का प्रयोग कर मध्यमान, मानक विचलन व टी – मान की गणना की गई जिसका प्रदर्शन तालिका संख्या – 3 में निम्नवत दिया गया है -

तालिका 03: संवैधानिक मूल अधिकारों के प्रति जागरूकता हेतु ग्रामीण एवं नगरीय नागरिकों के मध्य टी-मान की गणना

समूह	संख्या (N)	मध्यमान (M)	मानक विचलन (SD)	डिग्री ऑफ फ्रीडम (df)	टी – मान (t-value)
ग्रामीण	50	24.14	2.33	98	-10.28*
नगरीय	50	30.62	3.79		

रेखाचित्र:- 02 संवैधानिक मूल अधिकारों के प्रति ग्रामीण एवं नगरीय नागरिकों के मध्यमान व मानक विचलन की तुलना



तालिका 03 से स्पष्ट है कि संवैधानिक मूल अधिकारो के प्रति जागरूकता हेतु ग्रामीण एवं नगरीय नागरिकों के आंकड़ों का मध्यमान क्रमशः 24.14 व 30.62 प्राप्त हुआ तथा जबकि दोनों समूहों के मध्य टी –मान -10.28 प्राप्त हुआ।

उक्त समस्त मान का विश्लेषण करने पर ज्ञात होता है कि नगरीय नागरिकों का मध्यमान ग्रामीण नागरिकों के मध्यमान से अधिक है। मध्यमान से स्पष्ट है कि ग्रामीणकी अपेक्षा नगरीय नागरिक संवैधानिक मूल अधिकारों के प्रति अधिक जागरूक हैं, साथ ही दोनों समूहों के मध्य टी–मान -10.28 प्राप्त हुआ जो .01 सार्थकता स्तर पर सार्थक है, क्योंकि गणना किया गया

टी-मान, टी–अनुपातों के क्रान्तिक मान से अधिक है। टी-मान से ज्ञात होता है कि संवैधानिक मूल अधिकारों के प्रति नगरीय नागरिक ग्रामीण नागरिकों से अधिक जागरूक हैं।

अतः शून्य परिकल्पना 'ग्रामीण एवं नगरीय भारतीय नागरिकों की मूल अधिकारों के प्रति जागरूकता में सार्थक अंतर नहीं है' को सार्थकता स्तर .01 पर निरस्त किया जा सकता है।

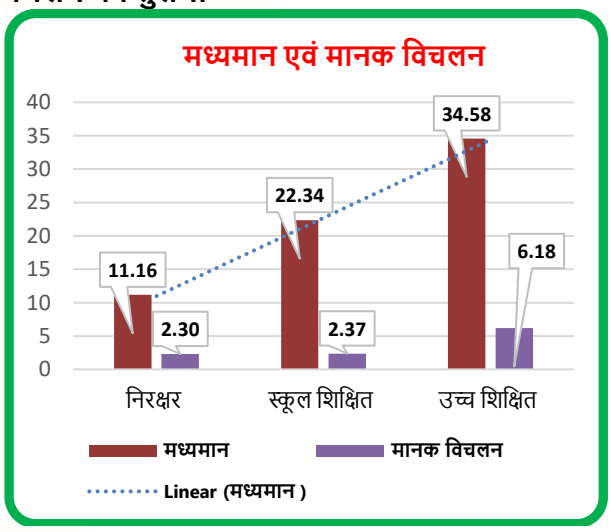
H03: निरक्षर, स्कूली शिक्षा प्राप्त तथा उच्च शिक्षा प्राप्त भारतीय नागरिकों की मूल अधिकारों के प्रति जागरूकता में सार्थक अंतर नहीं है।

भारतीय संविधान में वर्णित मूल अधिकारों के प्रति निरक्षर, स्कूली शिक्षा प्राप्त एवं उच्च शिक्षा प्राप्त नागरिकों की जागरूकता में सार्थक अंतर ज्ञात करने के लिए 50 निरक्षर, 50 स्कूली शिक्षा प्राप्त एवं 50 उच्च शिक्षा प्राप्त नागरिकों से एक प्रश्नावली के माध्यम से आँकड़ों का संकलन किया गया। तत्पश्चात आँकड़ों का विश्लेषण करने के लिए उचित सांख्यिकी का प्रयोग कर मध्यमान, मानक विचलन व एफ– मान की गणना की गई जिसका प्रदर्शन तालिका संख्या – 4 में निम्नवत दिया गया है -

तालिका 04 : संवैधानिक मूल अधिकारों के प्रति जागरूकता हेतु निरक्षर, स्कूली शिक्षा प्राप्त एवं उच्च शिक्षा प्राप्त नागरिकों के मध्य एफ - मान (प्रसरण विश्लेषण) की गणना

समूह	संख्या (N)	मध्य मान (M)	मानक विचलन (SD)	डिग्री ऑफ फ्रीडम (df)	एफ– मान (F-value)
निरक्षर	50	11.16	2.30	147	358.13*
स्कूली शिक्षा प्राप्त	50	22.34	2.37		
उच्च शिक्षा प्राप्त	50	34.58	6.18		

रेखाचित्र:- 03 संवैधानिक मूल अधिकारों के प्रति निरक्षर, स्कूली शिक्षा प्राप्त एवं उच्च शिक्षा प्राप्त नागरिकों के मध्यमान व मानक विचलन की तुलना



तालिका 04 से स्पष्ट है कि संवैधानिक मूल अधिकारो के प्रति जागरूकता हेतु निरक्षर, स्कूली शिक्षा प्राप्त एवं उच्च शिक्षा प्राप्त नागरिकों के आंकड़ों का मध्यमान क्रमशः 11.16, 22.34 व 34.58 प्राप्त हुआ जबकि दोनों समूहों के मध्य एफ–मान (प्रसरण-विश्लेषण) 358.13प्राप्त हुआ।

उक्त समस्त मानों का विश्लेषण करने पर ज्ञात होता है कि उच्च शिक्षित नागरिकों का मध्यमान निरक्षर व स्कूली शिक्षित नागरिकों के मध्यमान से अधिक है। मध्यमान से स्पष्ट है कि निरक्षर तथा स्कूली शिक्षित नागरिकों की अपेक्षा उच्च शिक्षित नागरिक संवैधानिक मूल अधिकारों के प्रति अधिक जागरूक हैं। साथ ही तीनों समूहों के मध्य एफ–मान 358.13 प्राप्त हुआ जो .01 सार्थकता स्तर पर सार्थक है, क्योंकि गणना किया गया एफ –मान, एफ– अनुपातों के क्रान्तिक मान से अधिक है। एफ-मान से ज्ञात होता है कि संवैधानिक मूल अधिकारों के प्रति निरक्षर, स्कूली शिक्षा प्राप्त एवं उच्च शिक्षा प्राप्त नागरिकों की जागरूकता में सार्थक अंतर विद्यमान है।

अतः शून्य परिकल्पना 'निरक्षर, स्कूली शिक्षा प्राप्त तथा उच्च शिक्षा प्राप्त भारतीय नागरिकों की मूल अधिकारों के प्रति जागरूकता में सार्थक अंतर नहीं है' को सार्थकता स्तर .01 पर निरस्त किया जा सकता है।

शोध निष्कर्ष एवं परिचर्चा (Research findings and Discussion):

शोध अध्ययन के उक्त आँकड़ों के विश्लेषण से ज्ञात होता है कि महिला नागरिकों में संविधान प्रदत्त मौलिक अधिकारों के प्रति जागरूकता पुरुषों की अपेक्षा कम है। चूँकि का महिला भी मानव समाज में समान महत्व है इसलिए उसे जिसे अपने मौलिक अधिकारों के प्रति जागरूक होना अति आवश्यक है, क्योंकि महिला वर्ग अनेक शोषणों का भी शिकार रही है। इस अवस्था में महिला वर्ग को भी अपने अधिकारों को जानना और उनका प्रयोग करना जरूरी है। महिलाओं में जागरूकता बढ़ाने हेतु कुछ बहुआयामी प्रयासों की आवश्यकता है, जैसे- शिक्षा और साक्षरता बढ़ाना, मौलिक अधिकारों के बारें में जन- जागरूकता अभियान, अनेक डिजिटल प्लेटफॉर्म, निशुल्क कानूनी सहायता एवं परामर्श, स्थानीय स्तर पर सहभागिता एवं नेतृत्व, शिक्षिक पाठ्यक्रम द्वारा, सामाजिक संरक्षण आदि।

नगरीय नागरिकों की अपेक्षा ग्रामीण नागरिकों में भी मौलिक अधिकारों के प्रति जागरूकता का स्तर कम पाया गया। ग्रामीण क्षेत्रों में भारत की अधिकांश जनसंख्या निवास करती है अतः ग्रामीण क्षेत्रों में शैक्षिक सुविधाएं बढ़ाकर, जन- जागरूकता अभियान चलाकर, ग्राम सभा की चर्चा द्वारा, मीडिया और डिजिटल साधनों द्वारा, कानूनी सहायता व साक्षरता अभियान चलाकर, महिला व युवा समूहों की भागीदारी, गैर सरकारी प्रयासों आदि उपायों द्वारा जागरूकता को बढ़ाया जा सकता है।

निरक्षर नागरिक मौलिक अधिकारों के बारे में सबसे कम जागरूक है जबकि उच्च शिक्षित नागरिक सबसे अधिक जागरूक हैं, अतः स्पष्ट है कि शिक्षा मौलिक अधिकारों के प्रति जागरूकता व व्यावहारिकता बढ़ाने का महत्वपूर्ण साधन है। इसलिए नागरिकों को गुणवत्तापूर्ण

उच्च शिक्षा के द्वारा मौलिक अधिकारों के प्रति जागरूक व व्यावहारिक बनाया जा सकता है।

किसी देश के नागरिकों का अपने संविधान व अधिकारों के प्रति जागरूक होना अति आवश्यक है। एक जागरूक नागरिक ही देश के विकास में पूर्ण योगदान दे सकता है तथा एक स्वस्थ व विकसित समाज की स्थापना कर सकता है। केन, एम0 (2020) के अनुसार "लोकतन्त्र मे नागरिकों की जागरूकता का प्रभाव देश की राजनीति पर भी पड़ता है"। किसी राष्ट्र में व्यक्ति अपने मानवाधिकार पाकर अपने आपको देश का सभ्य व शिक्षित नागरिक बनाने का प्रयास करता है। व्यक्ति के मौलिक अधिकार ही उसको अपनी क्षमता के अनुसार विकास करने एवं शान्ति व सहयोगपूर्ण जीवन जीने के लिए प्रेरित करते हैं। पाण्डे (2022) के अनुसार "व्यक्ति के मनवाधिकार उसको समाज मे शांतिपूर्ण व गरिमापूर्ण जीवन व्यतीत करने, स्वयं तथा प्रकृति के साथ सामंजस्य स्थापित करने मे सहायक होते हैं"। भारतीय संविधान में नागरिकों को प्रदत्त मौलिक अधिकार 'सार्वभौमिक मानवाधिकारों की घोषणा' से मेल खाते हैं। संयुक्त राष्ट्र महासभा द्वारा 1948 में सार्वभौमिक मानव अधिकारों की घोषणा की गई। इसमें प्रत्येक मानव के लिए समान अधिकार और स्वतंत्रताओं की स्वीकृति दी गई। इसे ही विश्व में मानवाधिकारों का अंतर्राष्ट्रीय मानक माना जाता है। "चूँकि मानव परिवार के सभी सदस्यों की अंतर्निहित गरिमा और समान एवं अविच्छिन्न अधिकारों की स्वीकृति ही विश्व में स्वतन्त्रता, न्याय और शान्ति की नींव है।

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नेतृत्व, शासन एवं नीति के सन्दर्भ में परिषदीय उच्च प्राथमिक विद्यालयों की बालिकाओं के शालात्याग के कारणों का अध्ययन

जगमोहन सिंह*

सारांश (Abstract)

भारतीय संविधान का शिक्षा का अधिकार अधिनियम (2009) प्रत्येक बच्चे को निःशुल्क शिक्षा प्राप्त करने का अधिकार देता है | उत्तर प्रदेश के परिषदीय विद्यालयों में बच्चे शिक्षा के अधिकार के तहत अध्ययन कर रहे हैं | सरकार ने निःशुल्क शिक्षा प्रदान कर अद्भुत कार्य किया है| इसमें कोई संदेह नहीं है कि शिक्षा के क्षेत्र में महत्वपूर्ण कार्य हुआ है और नामांकित छात्रों की संख्या में उल्लेखनीय वृद्धि हुई हैं | हमारे देश में बालिका शिक्षा को बढ़ावा देने के लिए अनेक कार्यक्रम और योजनाएं चलाई जा रही हैं | इसके बावजूद परिषदीय विद्यालयों में खासकर ग्रामीण क्षेत्रों में बालिकाओं के शालात्याग की दर एक विकराल समस्या बनी हुई है | प्रस्तुत शोध में बेसिक शिक्षा परिषद, उत्तर प्रदेश प्रयागराज के नियन्त्रणाधीन संचालित जनपद कासगंज के उच्च प्राथमिक विद्यालयों की बालिकाओं के शालात्याग के विभिन्न कारणों का विश्लेषण किया गया है, साथ ही उक्त विद्यालयों में बालिकाओं के शालात्याग को रोकने के नवाचारी एवं प्रभावी सुझाव प्रस्तुत किये गये हैं | प्रस्तुत शोध में वर्णात्मक अनुसंधान के अंतर्गत सर्वेक्षण विधि का प्रयोग किया गया है | न्यादर्श के रूप में जनपद कासगंज के समस्त 7 विकास क्षेत्रों में से याद्रच्छिक प्रतिदर्शन विधि से एक विकास क्षेत्र गंजडुंडवारा का चयन कर शोध न्यादर्श तैयार किया गया है | जिसके अंतर्गत 90 बालिकाओं को न्यादर्श के रूप में चयनित किया गया है | प्रस्तुत शोध में शोध कर्ता द्वारा विभिन्न विषय विशेषज्ञों की सहायता से स्वनिर्मित उपकरणों का प्रयोग किया गया है | विद्यालयों की शालात्यागी बालिकाओं में से किसी ने भी विद्यालयों की स्थिति व संसाधनों के अभाव को बालिकाओं के शालात्याग के कारण के रूप में स्वीकार नहीं किया है | पारिवारिक वातावरण से सम्बंधित कारणों में से केवल परिवार के सदस्य का स्वास्थ्य ठीक न होना ही बालिकाओं के शालात्याग का करण नही है बल्कि इसके अतिरिक्त सभी कारणों जैसे -घरेलू कार्यों में मदद, छोटे भाई बहनों की देखभाल करना, माता-पिता से सहयोग की कमी आदि सभी पारिवारिक कारणों का बालिकाओं के शालात्याग पर नकारात्मक प्रभाव देखने को मिला |

प्रस्तावना (Introduction):

किसी राष्ट्र के विकास में शिक्षा महत्वपूर्ण भूमिका निभाती है। भारतीय स्कूल विशेष रूप से उत्तर प्रदेश के परिषदीय विद्यालयों में शालात्याग नीति निर्माताओं और शिक्षकों के लिए चिंता का विषय रहा है। शालात्याग चिंता का कारण है,क्योंकि वह विद्यार्थियों की विद्यमान संभावनाओं पर नकारात्मक प्रभाव डालता हैं। शालात्याग अक्सर सामाजिक-आर्थिक कारको और गुणवत्तापूर्ण शिक्षा तक पहुँच की कमी से जुड़ा होता है । समाज पर शालात्याग का परिणाम कम शिक्षित कार्यबल और कम उत्पादकता के रूप में प्राप्त होता है जिसका आर्थिक वृद्धि और विकास पर दीर्घकालिक प्रभाव पड़ सकता है | स्कूल छोड़ना अलगाव की एक प्रक्रिया है जो धीरे-धीरे प्रारम्भ होती है | स्कूल छोड़ने का निर्णय आम तौर पर एक तात्कालिक घटना नहीं है (फिन.1993) अलगाव के संकेतक (जैसे-कम उपस्थिति) और असफल स्कूल अनुभव (जैसे-शैक्षणिक या व्यवहार संबंधी कठिनाइयाँ) के साथ-साथ अलगाव की भावना,अपनेपन की भावना का ना होना और स्कूल के प्रति सामान्य नापसंदगी,अंततः स्कूल छोड़ने की ओर ले जा सकती है | ब्रिटिश शासनकाल में गठित हर्टांग समिति (1929) ने भी प्राथमिक स्तर पर अपव्यय तथा अवरोधन समस्या पर दिए अपने प्रतिवेदन में ड्रॉप आउट विद्यार्थियों के लिए शिक्षा पर किया गया फिजूल खर्च तथा छात्र-छात्राओं के एक ही कक्षा में बार-बार अनुत्तीर्ण हो जाने को अवरोधन मानकर उनके कारणों की पहचान की थी | वर्तमान नई शिक्षा नीति 2020 के अनुसार ड्रापआउट विद्यार्थियों की संख्या कम करने और उन्हें मुख्यधारा से जोड़ने के लिए मुख्य रूप से दो पहल किये जाने की सिफारिश करती है जिसमे पहला कार्य है विद्यालयों में प्रभावी एवं बुनियादी ढांचा प्रदान करना जिससे सभी विद्यार्थियों को प्री -प्राइमरी स्कूल से कक्षा 12 तक सभी स्तरों पर सुरक्षित एवं आकर्षक शिक्षा प्राप्त हो सके | दूसरा कार्य है कि स्कूलों में सभी बच्चों की सहभागिता सुनिश्चित हो इसके लिए सभी बच्चों की ध्यानपूर्वक ट्रेकिंग अनिवार्य है | हमें यह सुनिश्चित करना होगा कि सभी बच्चे विद्यालयों में दाखिला ले रहे हैं और उपस्थित हो रहे हैं | मौजूदा स्कूलों का उन्नयन और विस्तार करके जहाँ स्कूल नहीं हैं वहाँ स्कूल बनाकर बालिकाओं और वंचित वर्ग के विद्यार्थियों की छात्रावासों तक सुरक्षित और व्यवहारिक पहुँच सुनिश्चित करनी होगी | इस कार्य के लिए सरकार द्वारा बालिकाओं

*प्रवक्ता- जिला शिक्षा एवं प्रशिक्षण संस्थान, हरचंदपुर कलां एटा ।

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Singh, J. (2025). नेतृत्व, शासन एवं नीति के सन्दर्भ में परिषदीय उच्च प्राथमिक विद्यालयों की बालिकाओं के शालात्याग के कारणों का अध्ययन. *DIET - Multidisciplinary Research Journal (DIET-MRJ), 1*(2), 54-58.

का विद्यालयों में प्रवेश सुनिश्चित करने और उन्हें गुणत्तापूर्ण शिक्षा प्रदान कराने हेतु कस्तूरबा गाँधी बालिका विद्यालयों का निर्माण, बेटी बचाओ बेटी पढाओ एवं मिशन शक्ति जैसी अनेक योजनायें संचालित की जा रही हैं | उत्तर प्रदेश के 75 जनपदों में कासगंज जनपद का नाम पिछड़े जनपदों में सम्मिलित है जहां बच्चों की शिक्षा तक पहुंच आसान नहीं है. निःशुल्क अनिवार्य शिक्षा के लिए प्रत्येक बच्चे का विद्यालयों में नामांकन का पूर्ण प्रयास किया जाता है और बच्चों के स्कूल में ठहराव के लिए शासन और विद्यालय के द्वारा प्रयास किए जाते हैं,बावजूद इसके शालात्याग हो रहा है | शोधकर्ता के संज्ञान अनुसार पूर्व में कासगंज जनपद में उच्च प्राथमिक विद्यालयों के विद्यार्थियों में शालात्याग के कारणों के विषय में कोई अध्ययन नहीं हुआ है | शालात्याग से संबंधित जो भी अध्ययन हुए वो देश के अलग-अलग क्षेत्रों व अलग भौगोलिक सामाजिक और आर्थिक परस्थितियों में हुए है जिस कारण पूर्व में किए गए शोध कार्यों के परिणामों के आधार पर जनपद कासगंज में उच्च प्राथमिक स्तर पर विद्यार्थियो के शालात्याग के कारणों का सटीक अनुमान लगा पाना संभव नहीं हैं क्योंकि जनपद कासगंज की भौगोलिक, सामाजिक एवं आर्थिक परिस्थितियाँ अलग हैं | यहाँ की सांस्कृतिक व राजनैतिक परिस्थितियाँ पूर्व मे जहां इस प्रकार के शोध हुए हैं वहाँ की परिस्थितियों से मेल नहीं खातीं हैं । यहाँ के विद्यालयों की अवस्थापना सुविधाओं में भी भिन्नता हैं इसलिए जनपद कासगंज मे उच्च प्राथमिक विद्यालयों मे अध्ययन करने वाले विद्यार्थियों मे शालात्याग के सटीक कारणों का पता लगाने के लिए इस प्रकार के शोध कार्य की महती आवश्यकता हैं।

इन परिस्थितियों में,समस्या की भयावहता,समस्या में योगदान देने वाले कारकों और बच्चों द्वारा शालात्याग का कारण क्या है,इसकी पहचान करना प्रासंगिक है | समस्याओं की प्रकृति को समझकर ही उचित कदम उठाना संभव होगा | अध्ययन क्षेत्र की बात करें तो, कासगंज जिला, जिसे पूरे राज्य में शैक्षिक रूप से पिछड़े जिलों में से एक माना जाता है और यहाँ सार्वभौमिक शैक्षिक लक्ष्यों को प्राप्त करने के मामले में कई गंभीर समस्याएं हैं, जिनमें से शालात्याग एक प्रमुख कारण है | अतः अनुसंधान के लिए "उच्च प्राथमिक विद्यालयों की बालिकाओं के शालात्याग के कारणों का अध्ययन" का चयन किया गया है |

शोध के उद्देश्य (Objectives):

1- विद्यालयों के संसाधनों के अभाव के कारण उच्च प्राथमिक विद्यालयों की बालिकाओं के शालात्याग पर पड़ने वाले प्रभाव का अध्ययन करना |
2- बालिकाओं के पारिवारिक वातावरण के कारण उनके शालात्याग पर पड़ने वाले प्रभाव का अध्ययन करना |

शोध अध्ययन की विधि (Methodology):

प्रस्तुत शोध में वर्णात्मक अनुसंधान के अंतर्गत सर्वेक्षण विधि का प्रयोग किया गया है |

जनसंख्या (Population):

उत्तर प्रदेश राज्य के जनपद कासगंज के बेसिक शिक्षा परिषद के अधीन संचालित परिषदीय उच्च प्राथमिक एवं कम्पोजिट (1-8) विद्यालयों में कक्षा 6 से 8 तक की ऐसी समस्त बालिकाएँ जिन्होंने एक बार विद्यालय में नामांकित होने के बाद उच्चतम स्तर की शिक्षा प्राप्त किए बिना शाला को त्याग किया है प्रस्तुत शोध की जनसंख्या है |

शोध न्यादर्श (Research Sample):

न्यादर्श के रूप में जनपद कासगंज के समस्त 7 विकास क्षेत्रों में से याद्रच्छिक प्रतिदर्शन विधि से एक विकास क्षेत्र गंजडुंडवारा का चयन कर शोध न्यादर्श तैयार किया गया| जिसके अंतर्गत 90 बालिकाओं को न्यादर्श के रूप में चयनित किया गया |

शोध उपकरण (Research Tools):

प्रस्तुत शोध में शोधकर्ता द्वारा विभिन्न विषय विशेषज्ञों की सहायता से स्वनिर्मित उपकरण का प्रयोग किया गया-

क्र सं	उपकरण	उद्देश्य
1	शालात्यागी बालिकाओं के लिए स्वनिर्मित प्रश्नावली	शालात्यागी बालिकाओं से उनके शालात्याग के कारणों से सम्बंधित आंकड़ों के संकलन हेतु	

प्रदत्तों का विश्लेषण (Data Analysis):

प्रदत्तों के विश्लेषण के लिए शालात्यागी बालिकाओं उनके अभिभावकों और प्रधानाध्यापकों से प्राप्त आंकड़ों को सारणी के रूप में व्यवस्थित कर प्रतिशत और मध्यमान निकालकर आंकड़ों का विश्लेषण किया गया है |

संश्लेषण एवं व्याख्या (Synthesis and Interpretation):

प्रस्तुत शोध हेतु निर्धारित किये गये उद्देश्यों की प्राप्ति अग्रलिखित प्रकार से हुई है –

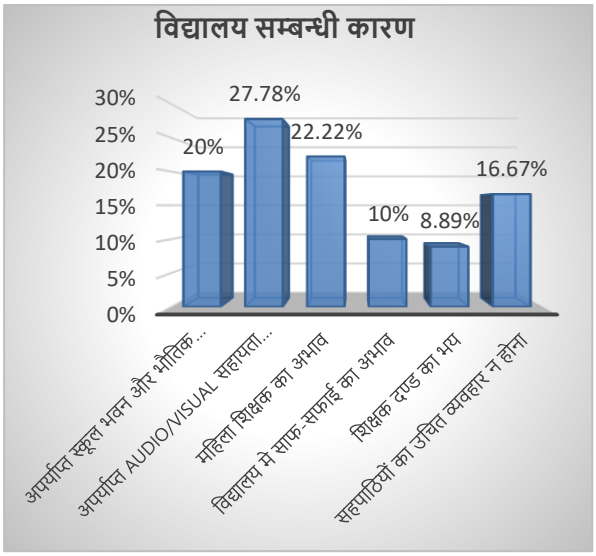
उद्देश्य 1: विद्यालयों के संसाधनों के अभाव के कारण उच्च प्राथमिक विद्यालय की बालिकाओं के शालात्याग पर पड़ने वाले प्रभाव का अध्ययन करना |

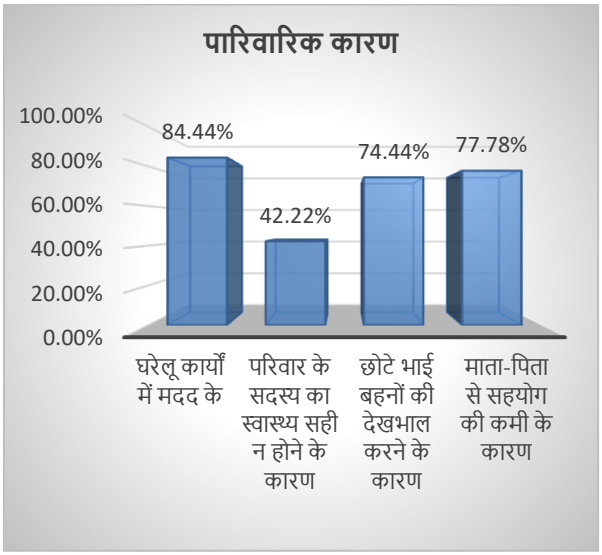
जिन कारणों का मध्यमान 50 प्रतिशत से अधिक है उन्हें स्वीकृत एवं जिन कारणों का मध्यमान 50 प्रतिशत से कम है उन्हें अस्वीकृत किया गया है | विद्यालयों के संसाधनों के अभाव सम्बन्धी कारणों का बालिकाओं के शालात्याग पर प्रभाव नहीं पाया गया |

शालात्याग के विद्यालय संबंधी कारणो का शालात्यागी बालिकाओं के अनुसार विश्लेषण (N=90)

क्र सं	कारण	मध्यमान प्रतिशत
1	अपर्याप्त स्कूल भवन और भौतिक सुख सुविधाओं का अभाव	20%
2	अपर्याप्त Audio/ Visual सहायता का अभाव	27.78%
3	महिला शिक्षक का अभाव	22.22%
4	विद्यालय मे साफ-सफाई का अभाव	10%
5	शिक्षक दण्ड का भय	8.89%

6	सहपाठियों का उचित व्यवहार न होना	16.67%





विद्यालयों की शालात्यागी बालिकाओं में से किसी ने भी विद्यालयों की स्थिति व संसाधनों के अभाव को बालिकाओं के शालात्याग के कारण के रूप में स्वीकार नहीं किया | उत्तर प्रदेश सरकार के द्वारा बेसिक शिक्षा परिषद प्रयागराज के नियंत्रणाधीन संचालित उच्च प्राथमिक एवं संविलियन विद्यालयों (कक्षा 01 से 08) में भौतिक ढांचा मजबूत करने के लिए कायाकल्प अभियान चलाया जा रहा है जिसके अंतर्गत विद्यालयों के भौतिक संसाधनों को 19 पैरामीटर्स में विभाजित कर प्रत्येक विद्यालय में उनकी उपलब्धता सुनिश्चित की जा रही है | उत्तर प्रदेश सरकार द्वारा चलाये जा रहे इस कायाकल्प अभियान से परिषदीय विद्यालयों का भौतिक ढांचा मजबूत हुआ है | उत्तर प्रदेश सरकार की इस कायाकल्प अभियान रुपी पहल का विद्यार्थियों के नामांकन एवं ठहराव पर सकारात्मक प्रभाव पड़ा है |

उद्देश्य 2: बालिकाओं के पारिवारिक वातावरण के कारण उनके शालात्याग पर पड़ने वाले प्रभाव का अध्ययन करना।

जिन कारणों का मध्यमान 50 प्रतिशत से अधिक है उन्हें स्वीकृत एवं जिन कारणों का मध्यमान 50 प्रतिशत से कम है उन्हें अस्वीकृत किया गया है | बालिकाओं के पारिवारिक वातावरण से सम्बंधित कारणों का प्रभाव बालिकाओं के शालात्याग पर पाया गया |

शालात्याग के पारिवारिक कारणों का शालात्यागी बालिकाओं के अनुसार विश्लेषण (N=90)

क्र सं	कारण	मध्यमान प्रतिशत
1	घरेलू कार्यों में मदद के	84.44%
2	परिवार के सदस्य का स्वास्थ्य सही न होने के	42.22%
3	छोटे भाई बहनों की देखभाल करने के	74.44%
4	माता-पिता से सहयोग की कमी के	77.78%

विद्यालयों की शालात्यागी बालिकाओं ने पारिवारिक वातावरण से सम्बंधित कारणों को बालिकाओं के शालात्याग के कारण के रूप में स्वीकार किया है | पारिवारिक वातावरण से सम्बंधित कारणों में से मात्र परिवार के सदस्य का स्वास्थ्य ठीक न होना, कारण का बालिकाओं के शालात्याग पर प्रभाव नहीं पाया गया इसके अतिरिक्त सभी कारणों जैसे -घरेलू कार्यों में मदद, छोटे भाई बहनों की देखभाल करना, माता-पिता से सहयोग की कमी आदि सभी पारिवारिक कारणों का बालिकाओं के शालात्याग पर नकारात्मक प्रभाव देखने को मिला |

शैक्षिक निहितार्थ (Educational Implications):

1. नीति निर्माताओं एवं शिक्षा प्रशासकों के लिए शैक्षिक निहितार्थ

जनपद कासगंज के परिषदीय विद्यालयों में नामांकन,ठहराव एवं शालात्याग की वस्तुस्थिति एवं विद्यार्थियों के शालात्याग के कारणों की जानकारी प्राप्त कर शिक्षा प्रशासक अपनी योजनाओं एवं नीतियों में परिवर्तन कर शैक्षिक प्रक्रिया का सुचारू संचालन कर सकते हैं | प्रस्तुत शोध के परिणामों से शिक्षा प्रशासक शैक्षिक मार्गदर्शन और परामर्श एवं शैक्षिक नीतियों और योजनाओं की समीक्षा के माध्यम से शैक्षिक नीतियों में सुधारकर उनकी प्रभावशीलता को बड़ा सकते हैं |

2. शिक्षकों के लिए शैक्षिक निहितार्थ

शिक्षक प्रस्तुत शोध के परिणामो से अवगत होकर बालिकाओं के नामांकन शालात्याग एवं शालात्याग के कारणों से जुड़े पहलुओं के प्रति अपनी भूमिका को समझ सकेंगे | शिक्षक बालिकाओं के नामांकन और ठहराव को बढ़ाने और उनके शालात्याग को कम करने के लिए विद्यालय स्तर पर अधिक प्रभावी योजनाओं का निर्माण कर पायेंगे | प्रस्तुत शोध के परिणामो से विदित है कि बालिकाओं के शालात्याग के अधिकांश कारण उनके अभिभावकों की गरीबी और अशिक्षा से जुड़े हुए है ऐसे में शिक्षक उनके अभिभावकों को जागरूक करने में अपनी महत्वपूर्ण भूमिका निभा सकते हैं जो बालिकाओं के

शालात्याग को रोकने में प्रभावी सिद्ध हो सकती है | शिक्षक अभिभावकों की आवश्यकताओं और उनके मनोभावों को समझकर उनका मार्गदर्शन कर उन्हें शिक्षा के महत्व को समझा सकते हैं |

3.विद्यार्थियों के लिए शैक्षिक निहितार्थ

प्रस्तुत शोध के परिणामो से अवगत होकर विद्यार्थी अपनी शिक्षा के मार्ग में आने वाली प्रमुख बाधाओं को पहचान कर उनसे बचने के उपाय कर पायेंगे | विद्यार्थी अपनी शैक्षिक प्रक्रिया के संचालन के लिए उपयुक्त एवं प्रभावी समय सारणी का निर्माण कर पाएंगे, जो उनकी शैक्षिक उपलब्धि को बढ़ाने एवं उनके शालात्याग की संभावनाओ को कम करने में प्रभावी सिद्ध होगा | प्रस्तुत शोध के परिणाम विद्यार्थियों को घरेलु कार्यों एवं विद्यालय के समय के बीच सामजस्य बनाने में सहायक सिद्ध होंगे |

4.अभिभावकों के लिए शैक्षिक निहितार्थ

प्रस्तुत शोध अध्ययन के परिणाम से अभिभावक अपने पाल्यों की शिक्षा के प्रति अपनी भूमिका एवं पाल्यों की प्रमुख शैक्षिक बाधाओं को समझ पायेंगे | प्रस्तुत शोध के निष्कर्ष अभिभावकों को यह सुझाव दे सकते हैं कि उनकी जागरूकता एवं शिक्षा के महत्व की समझ और शिक्षा के प्रति रूचि उनके बच्चों के शालात्याग को रोकने और उनका सर्वांगीण विकास करने में महत्वपूर्ण कदम साबित हो सकता है | प्रस्तुत शोध अध्ययन के परिणाम से अभिभावक बच्चों का नामांकन बढ़ाने और उनके शालात्याग को रोकने में अपनी भूमिका से अवगत हो सकेंगे |

उत्तर प्रदेश में बेसिक शिक्षा परिषद प्रयागराज के नियंत्रणाधीन संचालित उच्च प्राथमिक एवं संविलियन विद्यालयों (कक्षा एक से आठ)में अध्ययनरत बालिकाओं में शालात्याग एक अत्यंत गम्भीर समस्या है | इस समस्या का समाधान बालिकाओं के शालात्याग के कारणों को कम करके किया जा सकता है क्योंकि शालात्याग के कारणों के समाप्त होते ही शालात्याग स्वतःही समाप्त हो जायेगा | इसके लिए अग्रलिखित उपाय अपनाये जा सकते हैं –

1. जिस ग्राम पंचायत में शालात्याग शून्य हो उस ग्राम पंचायत के ग्राम प्रधान,विद्यालय की S.M.C.के सदस्यों एवं शिक्षकों को उचित मंचों पर जिला अधिकारी द्वारा प्रशस्ति पत्र देकर सम्मानित किया जाये एवं उक्त प्रमाण पत्रों का शिक्षकों के स्थानान्तरण,अतिरिक्त वेतनवृद्धि इत्यादि में भारांक प्रदान किया जाये | जिससे अन्य विद्यालय एवं ग्राम पंचायते भी प्रेरित होकर विद्यार्थियों के शालात्याग को कम करने की दिशा में कार्य कर सकें |
2. उच्च प्राथमिक विद्यालयों में संचालित मीना मंच के क्रियान्वयन को प्रभावी बनाया जाना चाहिए |
3. ऐसे अभिभावक जो निरक्षर है उन्हें साक्षर और जागरूक करने के लिए सरकारी एवं गैर सरकारी संगठनों (NGOs) के माध्यम से अभियान चलाकर निरक्षर अभिभावकों को साक्षर और जागरूक करने के प्रयास किये जाने चाहिए क्योंकि शोध क्षेत्र की शालात्यागी बालिकाओं की 86.67 प्रतिशत माताएं एवं 68.89 प्रतिशत पिता निरक्षर हैं इस प्रकार अभिभावकों की निरक्षरता बालिकाओं के शालात्याग के एक बड़े कारण के रूप में उभर कर आई है |
4. कस्तूरबा गाँधी बालिका विद्यालयों की संख्या में वृद्धि की जाय तथा ऐसी बालिकाएं जिनकी उपस्थिति विद्यालयों में अति न्यून हैं उनको चिह्नित कर बालिकाओं और उनके अभिभावकों की काउंसलिंग कराकर उनका प्रवेश कस्तूरबा गाँधी बालिका विद्यालयों में कराया जाना चाहिए|
5. ऐसे क्षेत्र जहाँ विद्यार्थियों का शालात्याग अधिक है वहाँ परिषदीय विद्यालयों को आवासीय विद्यालयों में परिवर्तित किया जाना चाहिए |
6. विद्यालयों में प्रत्येक कक्षा एवं विषय के लिए एक शिक्षक नियुक्त किया जाना चाहिए जिससे शिक्षण की गुणवत्ता सुनिश्चित हो सके साथ ही अभिभावकों के साथ शिक्षकों का उचित संवाद स्थापित हो सके| प्रस्तुत शोध के न्यादर्श क्षेत्र के 62 विद्यालयों की 186 कक्षाओं के सापेक्ष मात्र 109 शिक्षक/अनुदेशक नियुक्त है जो कक्षाओं के सापेक्ष शिक्षकों की कमी को इंगित करता है |
7. प्रत्येक उच्च प्राथमिक विद्यालयों में कम से कम एक महिला शिक्षक अवश्य तैनात की जानी चाहिए|
8. ऐसे क्षेत्र जहाँ ईंट भट्टों एवं ऐसे उद्योगों की संख्या अधिक हैं जहाँ श्रमिक वर्ग कार्य करता है वहाँ श्रमिकों के बच्चों के लिए आवासीय विद्यालयों की स्थापना की जानी चाहिए |
9. उच्च प्राथमिक स्तर के विद्यालयों में स्थानीय कुटीर उद्योगों से सम्बंधित व्यवसायिक शिक्षा की उचित व्यवस्था की जाये जिससे विद्यार्थी विधिवत व्यवसायिक शिक्षा लेकर स्वयं का व्यवसाय स्थापित करने में सक्षम हो सकें अथवा स्थानीय उद्योगों में रोजगार प्राप्त कर सकें | शोध क्षेत्र की बहुत सारी बालिकाओं ने स्थानीय कुटीर उद्योगों में कार्य करने की वजह से अपनी पढ़ाई बीच में छोड़ दी, ऐसे में जब उन्हें उक्त उद्योगों से सम्बंधित व्यवसायिक शिक्षा विद्यालयों में मिलेगी तो वह पढ़ाई की ओर आकर्षित हो सकेंगी |
10. शिक्षकों को गैर शैक्षिक कार्यों से मुक्त करने हेतु प्रभावी नीति बनाई जाना चाहिए, इसके लिए ऐसे विद्यालय जहाँविद्यार्थियों की संख्या 150 से अधिक है उन विद्यालयों में एक लिपिक /कम्प्यूटर ऑपरेटर की नियुक्ति की जानी चाहिए |
11. परिषदीय विद्यालयों में भौतिक संसाधनों को उच्चकोटि का बनाया जाना चाहिए एवं साफ-सफाई की व्यवस्था हेतु यह सुनिश्चित किया जाना चाहिए कि ग्राम पंचायत के लिए नियुक्त सफाई कर्मचारी का वेतन तभी आहरित किया जाय जब सम्बन्धित विद्यालय के प्रधानाध्यापक सम्बन्धित कर्मचारी द्वारा विद्यालय में नियमित साफ-सफाई करने सम्बन्धी संस्तुति कर दें |
12. बाल विवाह और बाल श्रम को रोकने हेतु सख्त कानून लागू किये जाने चाहिए |
13. विद्यालय प्रबंध समिति एवं शिक्षक अभिभावक बैठकों को संगठित रूप प्रदान कर अधिक क्रियाशील एवं

व्यवहारिक बनाया जाय जिससे विद्यालयों को समुदाय का प्रभावी सहयोग सुनिश्चित हो सके |

निष्कर्ष (Conclusion):

परिषदीय उच्च प्राथमिक विद्यालयों में बालिकाओं का शालात्याग एक बहुआयामी समस्या है | इस समस्या के समाधान के लिए समुदाय, सरकार ,शिक्षकों और शिक्षा प्रशासकों के सयुक्त प्रयासों की आवश्यकता है | इन सबके समग्र दृष्टिकोण और समन्वित प्रयास से ही इस समस्या का समाधान संभव है | इस प्रकार बालिकाओं के भविष्य को सुनिश्चित कर समाज के समग्र विकास में योगदान दिया जा सकता है |

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जनपद मुजफ्फरनगर के परिषदीय उच्च प्राथमिक विद्यालयों में विद्यार्थियों की अनुपस्थिति का अध्ययन

बबीता तोमर*

सारांश (Abstract)

विद्यालयों में विद्यार्थियों की लगातार अनुपस्थिति एक गंभीर समस्या है। विद्यार्थियों की अनुपस्थिति एक ऐसी समस्या है जिसका सामना सम्पूर्ण स्कूली शिक्षा प्रणाली कर रही है। विद्यार्थियों की अनुपस्थिति न केवल शिक्षकों के लिए चिंता का विषय है, बल्कि यह प्रत्यक्ष और अप्रत्यक्ष रूप से सभी नागरिकों को भी प्रभावित करती है। विद्यार्थियों की लगातार अनुपस्थिति के कारण शिक्षण-अधिगम प्रक्रिया प्रभावित होती है, प्रस्तुत शोध पत्र उच्च प्राथमिक विद्यालयों में विद्यार्थियों की अनुपस्थिति के कारणों का पता लगाने का प्रयास हैं शोध अध्ययन में सर्वेक्षण विधि का प्रयोग किया गया हैं । जिसमे न्यादर्श के रूप मे 30 प्रधानाध्यापक, 215 अनुपस्थित रहने वाले विद्यार्थी तथा अनुपस्थित रहने वाले विद्यार्थियों के 136 अभिभावक शामिल किए गए। आकड़ों का संकलन स्वनिर्मित उपकरणों, 1.विद्यार्थी अनुपस्थिति कारक संबंधित प्रश्नावली (प्रधानाध्यापकों के लिए), 2.अभिभावक साक्षात्कार अनुसूची, 3.विद्यार्थी साक्षात्कार अनुसूची)। आकड़ों के विश्लेषण के लिए विषय वस्तु- विश्लेषण, आवर्ती तथा प्रतिशत का उपयोग किया गया | वर्तमान अध्ययन के निष्कर्षों के अनुसार विद्यार्थियों की अनुपस्थिति के लिए विद्यालय के अध्यापकों, अभिभावकों एवं विद्यार्थी संबंधी विभिन्न कारक पाए गए ।

मुख्यशब्द (Keywords)

उच्च प्राथमिक विद्यालयों, शिक्षण-अधिगम प्रक्रिया, अनुपस्थिति।

प्रस्तावना (Introduction):

किसी भी देश का निर्माण उसकी मानव शक्ति के विकास पर निर्भर करता है और राष्ट्र के विकास का मुख्य आधार उस देश की शिक्षा प्रणाली होती है। शिक्षा के माध्यम से, प्रत्येक पीढ़ी अपने ज्ञान, कौशल, अनुभव, आदर्श, परंपरा, संस्कृति और जीवन शैली के आयाम को विकसित करती है। प्रारंभिक शिक्षा बच्चे के भविष्य के निर्माण में महत्वपूर्ण भूमिका निभाती है, जो उसे एक सक्षम और जिम्मेदार नागरिक के रूप में विकसित करती है।

वर्तमान शिक्षा प्रणाली सर्वांगीण विकास के लिए प्रयासरत है और नई शिक्षा नीति (2020) बच्चों के लिए एक मजबूत शैक्षिक आधार प्रदान करती है, सभी बच्चों के लिए समावेशी, सुलभ और उच्च गुणवत्ता वाली शिक्षा को बढ़ावा देने के लिए के लिए भारत सरकार और उत्तर प्रदेश सरकार द्वारा ये सभी पहल और कार्यक्रम लागू किए जा रहे हैं। जिससे हम प्राथमिक शिक्षा के सर्वभौमिकीकरण के लक्ष्य को प्राप्त कर सके , लेकिन इन सभी कार्यक्रमों की सार्थकता तभी संभव है जब सभी विद्यार्थी कक्षा में उपस्थित हों एवं सीखने-सिखाने की प्रक्रिया का हिस्सा बनें। लेकिन आज भी प्राथमिक शिक्षा के वांछित लक्ष्य को प्राप्त करने में कई चुनौतियों का सामना करना पड़ रहा है, जिनमें से एक महत्वपूर्ण चुनौती परिषदीय विद्यालयों में विद्यार्थियों का लगातार अनुपस्थित रहना है। सरकार द्वारा स्कूली विद्यार्थियों की भागीदारी और सक्रिय शिक्षण-अध्यापन को बढ़ावा देने के लिए कई प्रयास किए जा रहे हैं, लेकिन अभी भी सभी विद्यार्थी नियमित रूप से विद्यालय नहीं आते हैं। विद्यार्थियों की लगातार अनुपस्थिति शिक्षण और सीखने की प्रक्रिया को बाधित करती है और पूरी कक्षा के समग्र विकास को प्रभावित करती है।

अध्ययन की आवश्यकता और महत्व (Need and Importance of the Study):

प्रारंभिक शिक्षा संपूर्ण शिक्षा प्रणाली का एक महत्वपूर्ण हिस्सा है। इस स्तर पर बालक की औपचारिक विद्यालय शिक्षा प्रारंभ होती है। प्राथमिक शिक्षा की बालक के जीवन में कुछ विशिष्ट भूमिकाएँ होती हैं, जैसे उन्हें पढ़ना, लिखना, गणित और रचनात्मकता सिखाना। इसके साथ ही यह चरित्र निर्माण, आलोचनात्मक सोच, तार्किक निर्णय, संचार और समाजीकरण कौशल, व्यवहारिक, सामाजिक, सांस्कृतिक और संज्ञानात्मक सीखने की क्षमताएँ विकसित करने में भी सहायक होती है। यह शिक्षा बच्चों के शारीरिक, मानसिक और भावनात्मक विकास में भी महत्वपूर्ण भूमिका निभाती है। प्रारंभिक शिक्षा को प्राथमिकता देना कई कारणों से महत्वपूर्ण है, क्योंकि प्राथमिक शिक्षा के द्वारा समाज में सामाजिक समानता व लोकतंत्र को स्थापित करना, योग्यता को विकसित करना और इसके अलावा राष्ट्रीय उत्पादन मे वृद्धि करना आदि विभिन्न कार्य किए जाते हैं। प्रारम्भिक शिक्षा के इन सभी उद्देश्यों को प्राप्त करने के लिए विद्यालयों मे विद्यार्थियों की उपस्थिति अनिवार्य है। विद्यालय मे नियमित रूप से उपस्थित रहकर ही बालक इन सभी उद्देश्यों और विभिन्न शैक्षिक लाभ को प्राप्त कर

*प्रवक्ता- जिला शिक्षा एवं प्रशिक्षण संस्थान मुज़फ्फरनगर ।

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सकता है,सरकार सभी बालकों के लिए अनिवार्य व निशुल्क शिक्षा द्वारा शिक्षा के सर्वभौमिकीकरण हेतु प्रयासरत है, लेकिन फिर भी कई देश में विद्यार्थियों के लिए अनुपस्थिति एक विकट समस्या बनी हुई है। विद्यार्थी अनुपस्थिति को ख़त्म करने के लिए विभिन्न नीतियों, प्रयासों को और सही ढंग से मापना होगा। जिससे हम विद्यार्थी अनुपस्थिति के कारणों और चुनौतियों के बारे में जान सके, क्योंकि कारणों को जानकर ही हम विद्यार्थी अनुपस्थिति की समस्या का समाधान कर सकते है।विद्यालयों में अनुपस्थिति एक वैश्विक मुद्दा है, लेकिन इसका अध्ययन मुख्य रूप से कुछ भौगोलिक क्षेत्रों तक ही सीमित है। दुनिया भर में तीन-चौथाई से भी कम बालक निम्न माध्यमिक शिक्षा पूरी करते हैं (यूनेस्को, 2019)।शिक्षा का अधिकार अधिनियम 2009 के कार्यान्वयन को एक दशक से अधिक समय हो चुका है, फिर भी प्राथमिक शिक्षा में वांछित परिणाम प्राप्त नहीं हो रहे हैं। सभी हितधारक इस चुनौतीपूर्ण स्थिति पर विचार कर रहे हैं और निर्धारित उद्देश्यों को प्राप्त न कर पाने के कारणों का पता लगाने का प्रयास कर रहे हैं, कि क्या कारण है जो विभिन्न स्तरों पर किए जा रहे विभिन्न प्रयासों के बावजूद प्राथमिक शिक्षा का लक्ष्य प्राप्त नहीं हो पा रहा है । कई शोध अध्ययनों ने साबित किया है कि विद्यार्थियों की अनुपस्थिति विद्यालय की विफलता का एक महत्वपूर्ण कारण है। हालाँकि विद्यार्थी का बीच मे स्कूल छोड़ने पर बहुत सारे शोध प्रकाशित हो चुके हैं, "विद्यार्थी अनुपस्थिति" का विषय अपेक्षाकृत कम समझा गया है। इसलिए, इस समस्या को शोधकर्ता द्वारा चुना गया है ताकि वह परिषदीय विद्यालयों में विद्यार्थियों की लगातार अनुपस्थिति के कारणों का अध्ययन कर सके। अतः सीखने के वांछित परिणामों को प्राप्त करने के लिए, हमें विद्यार्थी अनुपस्थिति के कारणों को जानने के लिए इस शोध अध्ययन की आवश्यकता है। इस शोध अध्ययन का उद्देश्य जनपद मुजफ्फरनगर के परिषदीय उच्च प्राथमिक विद्यालयों में विद्यार्थी अनुपस्थिति के कारणों का पता लगाना हैं। जिससे कि परिषदीय विद्यालयों के विद्यार्थियों क़ी अनुपस्थिति की समस्या के समाधान में योगदान किया जा सके।

प्रस्तुत शोध शैक्षणिक संस्थानों और शिक्षकों के लिए विद्यार्थियों में समय की पाबंदी, नियमितता और अनुशासन विकसित करने में सहायक सिद्ध होगा । वर्तमान अध्ययन से न केवल विद्यार्थियों, शिक्षकों और शैक्षिक प्रशासकों को बल्कि मार्गदर्शन सलाहकारो, और शैक्षिक योजनाकारों को भी समर्थन मिलने की उम्मीद है।

समस्या कथन (Research Problem):

"जनपद मुजफ्फरनगर के परिषदीय उच्च प्राथमिक विद्यालयों में विद्यार्थियों की अनुपस्थिति का अध्ययन"

अध्ययन के उद्देश्य (Objectives):

- परिषदीय उच्च प्राथमिक विद्यालयों में विद्यार्थियों की अनुपस्थिति के कारणों का पता लगाना।
- परिषदीय उच्च प्राथमिक विद्यालयों में उपस्थित वृद्धि हेतु प्रधानाध्यापकों से सुझाव प्राप्त करना।

अध्ययन में प्रयुक्त शब्दों का पारिभाषिकरण (Operational Definitions of Terms):

परिषदीय उच्च प्राथमिक विद्यालय

परिषदीय विद्यालयों का संचालन बेसिक शिक्षा परिषद द्वारा किया जाता है। ये विद्यालय कक्षा छः से आठ तक अनिवार्य एवं निःशुल्क शिक्षा प्रदान कर रहे हैं।

विद्यार्थी

इस अध्ययन में, "विद्यार्थी" से तात्पर्य विद्यालयों में नामांकित विद्यार्थी का विद्यालय में अनुपस्थित रहने वाले विद्यार्थी से है।

अनुपस्थिति

किसी वैध कारण के बिना स्कूल न जाने की आदत को शिक्षा में अनुपस्थिति के रूप में जाना जाता है। विद्यालय जाने से इनकार करना और विद्यालय समय समाप्ति से पहले चले जाना अनुपस्थिति के उदाहरण हैं|

शोध विधि (Methoddology):

इस अध्ययन में शोधकर्ता द्वारा अनुसंधान की वर्णनात्मक सर्वेक्षण विधि का प्रयोग किया गया है।

जनसंख्या (Populaiton):

प्रस्तुत इस शोध में जनसंख्या से तात्पर्य जनपद मुजफ्फरनगर के परिषदीय उच्च प्राथमिक विद्यालयों में नामांकित सभी विद्यार्थियों से है।

न्यादर्श एवं न्यादर्शन विधि (Sampling Methods):

इस अध्ययन को जनपद मुज़फ़्फ़रनगर के परिषदीय विद्यालयों के कक्षा VI-VIII के विद्यार्थियों पर किया गया। इन विद्यार्थियों की उम्र 11 से 14 वर्ष के बीच थी। पहले चरण में, जनपद मुजफ्फरनगर के सभी ब्लॉकों से 30 विद्यालयों को यादृच्छिक रूप से चुना गया। दूसरे चरण में उच्च प्राथमिक कक्षाओं के सभी विद्यार्थियों के लिए स्कूल में उपलब्ध तीन महीने के उपस्थिति रिकॉर्ड की जांच की गई और जिनकी उपस्थिति कुल स्कूल दिनों में से 50% से कम थी, उन्हें अनुपस्थित विद्यार्थी के रूप में पहचाना गया।

इस प्रकार जनपद मुजफ्फरनगर के 30 परिषदीय विद्यालयों को अध्ययन के लिए चुना गया और इन सभी विद्यालयों के 30 प्रधानाध्यापक व 215 विद्यार्थी जिनकी उपस्थिति औसतन 50% से कम थी न्यादर्श के रूप में चुने गए और चुने हुए विद्यार्थियों के 136 अभिभावकों को अभिभावक न्यादर्श के रूप में चुना गया।

सारणी 1: न्यादर्श प्रारूप का विवरण

न्यादर्श का प्रारूप		
प्रधानाध्यापक	अभिभावक	विद्यार्थी
30	136	215

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अनुसंधान के उपकरण (Tools):

1. विद्यार्थी अनुपस्थिति के कारण संबंधित प्रश्नावली (प्रधानाध्यापकों के लिए)|
2. अभिभावक साक्षात्कार अनुसूची |
3. विद्यार्थी साक्षात्कार अनुसूची |

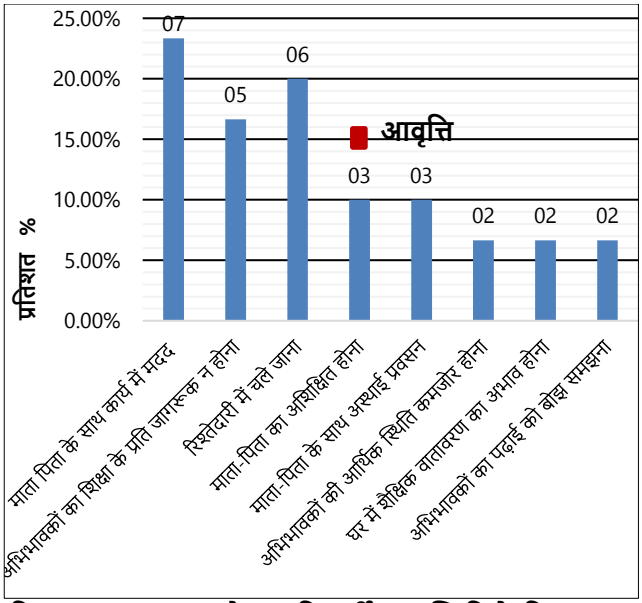
सांख्यिकीय प्रविधियां (Statistical Methods):

शोधकर्ता द्वारा इस अध्ययन के लिए शोधकर्ता आवर्ती, प्रतिशत, गणना द्वारा सांख्यिकी विश्लेषण करने के बाद प्रदत्तो का सारणीयन, ग्राफीय चित्रण और व्याख्या की गई है ।

निष्कर्ष (Conclusion):

सारिणी 2 : प्रधानाध्यापकों के अनुसार विद्यार्थी अनुपस्थिति के मुख्य कारण

क्रस0	कारण	आवृति	प्रतिशत
1	विद्यार्थियों का माता-पिता के साथ कार्य में मदद	07	23.33%
2	अभिभावकों का शिक्षा के प्रति जागरूक न होना	05	16.66%
3	विद्यार्थियों का रिश्तेदारी में चले जाना	06	20.00%
4	विद्यार्थियों के माता-पिता का अशिक्षित होना	03	10.00%
5	विद्यार्थियों का माता-पिता के साथ अस्थाई प्रवसन	03	10.00%
6	अभिभावकों की आर्थिक स्थिति कमजोर होना	02	06.66%
7	विद्यार्थियों के घर में शैक्षिक वातावरण का अभाव होना	02	06.66%
8	विद्यार्थियों के अभिभावकों का पढ़ाई को बोझ समझना	02	06.66%
	कुल योग	30	100%

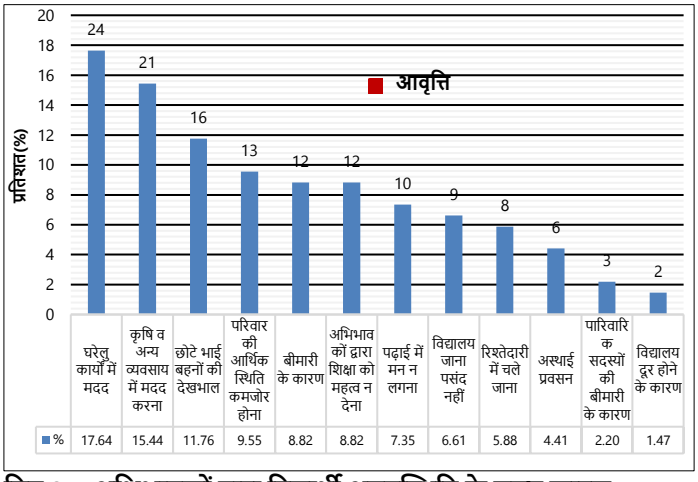


चित्र 1 :- प्रधानाध्यापकों द्वारा विद्यार्थी अनुपस्थिति के लिए मुख्य कारण

सरिणी संख्या 2 व चित्र संख्या 1 के अनुसार 23.33% (07) विद्यालय प्रधानाध्यापकों द्वारा विद्यालयों में विद्यार्थी अनुपस्थति के कारणों में सबसे मुख्य कारण बालकों का अपने माता-पिता के साथ उनके घरेलू कार्य व कृषि कार्य/व्यवसाय मे मदद करना बताया गया ,20.00% (06)विद्यालय प्रधानाध्यापकों द्वारा विद्यार्थियों का रिश्तेदारी मे चले जाना, 16.66 (05) विद्यार्थियों के अभिभावकों का शिक्षा के प्रति जागरूक न होना ,10.00 %(03) विद्यालय प्रधानाध्यापकों द्वारा विद्यार्थियों के विद्यार्थियों के माता - पिता का अशिक्षित होना, 10.00% (03) विद्यालय प्रधानाध्यापकों द्वारा विद्यार्थियों का माता-पिता के साथ कुछ समय के लिए अस्थाई प्रवसन पर चले जाना, 06.66% (02) विद्यालय प्रधानाध्यापकों द्वारा विद्यार्थियों के माता – पिता की आर्थिक स्थिति कमजोर होना, 06.66% (02) विद्यालय प्रधानाध्यापकों द्वारा विद्यार्थियों के घर मे शैक्षिक वातावरण का अभाव, 06.66% (02) विद्यालय प्रधानाध्यापकों द्वारा विद्यार्थियों के अभिभावकों का पढ़ाई को बोझ समझना आदि विभिन्न कारण विद्यालय प्रधानाध्यापको के अनुसार विद्यालयों में विद्यार्थी अनुपस्थति के जिम्मेदार कारक थे।

सारिणी 3: अभिभावकों के अनुसार विदयार्थी अनुपस्थिति के कारण

क्र. सं.	कारण	आवृति
1	विद्यार्थियों द्वारा अभिभावकों की घरेलू कार्यों में मदद करना ।	24
3	विद्यार्थियों द्वारा छोटे भाई बहनों की देखभाल करना।	16
5	विद्यार्थियों की शारीरिक व मानसिक बीमारी के कारण।	12
6	विद्यार्थियों के अभिभावकों द्वारा शिक्षा को महत्व न देना।	12
7	विद्यार्थियों का पढ़ाई में मन ना लगना ।	10
8	विद्यार्थियों को विद्यालय जाना पसंद नहीं।	09
9	विद्यार्थियों का रिश्तेदारी में चले जाना।	08
10	विद्यार्थियों का अपने माता पिता के साथ अस्थाई प्रवसन	06
12	विद्यालय दूर होने के कारण विद्यार्थियों का विद्यालय में अनुपस्थित रहना ।	02
	कुल योग	136



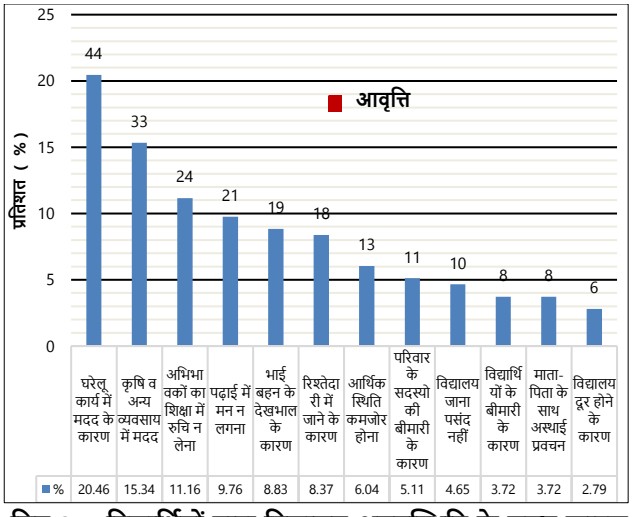
चित्र 2 :- अभिभावकों द्वारा विद्यार्थी अनुपस्थिति के मुख्य कारण

सारिणी संख्या 3 व चित्र संख्या 2 मे दर्शाया गया हैं कि 17.64% (24) अभिभावकों द्वारा विद्यार्थी अनुपस्थिति के मुख्य कारणों यह बताया गया कि विधार्थी अपने अभिभावकों के घरेलू कार्यों मे उनकी मदद करते हैं, 15.44% (21) अभिभावकों ने विद्यार्थी अनुपस्थिति के मुख्य कारणों में यह बताया कि विधार्थी अपने अभिभावकों के कृषि व अन्य व्यवसाय में उनकी मदद करते हैं, 11.76% (16)अभिभावकों ने विद्यार्थी अनुपस्थिति के कारणों में यह बताया कि विद्यार्थियों का अपने अपने छोटे भाई बहनों की देखभाल करना, 9.55% (13)अभिभावकों ने विद्यार्थी अनुपस्थिति का कारण विद्यार्थियों के परिवार की आर्थिक स्थिति कमजोर होना बताया, 8.82% (12) अभिभावकों ने विद्यार्थी अनुपस्थिति

का कारण विधार्थी का शारीरिक व मानसिक रूप से अस्वस्थ होना बताया, 8.82% (12) अभिभावकों ने विद्यार्थी अनुपस्थिति के मुख्य कारणों में यह बताया कि विद्यार्थी अभभावकों का शिक्षा को महत्व ना देना, 7.35% (10) अभिभावकों ने विद्यार्थी अनुपस्थिति के कारणों में बताया कि विद्यार्थी का पढ़ाई मे मन ही नहीं लगता, 6.61% (09) अभिभावकों ने विद्यार्थी अनुपस्थिति का कारण यह बताया विद्यार्थियों को विद्यालय जाना ही पसंद नहीं, 5.88% (08) अभिभावकों ने विद्यार्थी अनुपस्थिति का कारण विद्यार्थियों का अपनी रिश्तेदारी मे चले जाना बताया ,04.41%(06) अभिभावकों के अनुसार विद्यार्थी अनुपस्थिति का कारण विधार्थी अपने माता पिता के साथ कुछ समय के लिए अस्थायी प्रवसन कर लेना, 2.20% (03) अभिभावकों ने विद्यार्थी अनुपस्थिति का कारण विद्यार्थी के परिवार के सदस्यों की बीमार रहना बताया, 1.47% (02) अभिभावकों ने बताया कि विद्यालय दूर होने के कारण विद्यार्थी विद्यालय मे अनुपस्थित रहते हैं। इस प्रकार अनुपस्थित विद्यार्थियों के अभिभावकों से हुए साक्षात्कार के द्वारा प्राप्त प्रतिक्रियाओं का विश्लेषण करने के पश्चात विद्यार्थी अनुपस्थिति के विभिन्न कारण पाए गए ।

सारिणी 4: प्रतिदिन विद्यालय न आने पर विद्यार्थियों द्वारा बताए गए कारण

क्र सं0	कारण	आवृति	प्रतिशत (%)
1	विद्यार्थियों द्वारा घरेलू कार्य में मदद के कारण	44	20.46%
2	विद्यार्थियों द्वारा कृषि कार्य व अन्य व्यवसाय मदद	33	15.34%
3	विद्यार्थियों कें अभिभावकों का शिक्षा में अरुचि होना	24	11.16%
4	विद्यार्थियों का पढ़ाई में मन न लगना	21	09.76%
5	विद्यार्थियों द्वारा छोटे भाई बहन की देखभाल करना	19	08.83%
6	विद्यार्थियों का रिश्तेदारी में चले जाना	18	08.37%
7	विद्यार्थियों की आर्थिक स्थिति कमजोर होना	13	06.04%
8	विद्यार्थियों के परिवार के सदस्यों का बीमार रहना	11	05.11%
9	विद्यार्थियों कों विद्यालय जाना पसंद नहीं	10	04.65%
10	विद्यार्थियों के बीमार रहने के कारण	08	03.72%
11	विद्यार्थियों का माता-पिता के साथ अस्थाई प्रवसन	08	03.72%
12	विद्यालय दूर होने के कारण	06	02.79%
	कुल योग	215	100%



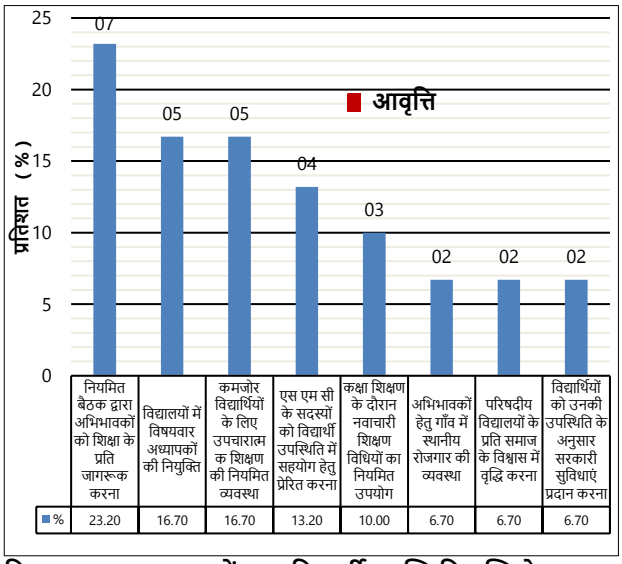
चित्र 3 :- विद्यार्थियों द्वारा विद्यालय अनुपस्थिति के मुख्य कारण

सारिणी संख्या 4 व चित्र संख्या 3 मे दर्शाया गया हैं कि 20.46% (44) विद्यार्थियों द्वारा विद्यार्थी अनुपस्थिति का मुख्य कारण यह बताया गया कि विधार्थी अपने अभिभावकों के घरेलू कार्यों मे उनकी मदद करते हैं, 15.34% (33) विद्यार्थियों ने विद्यार्थी अनुपस्थिति के मुख्य कारण में यह बताया कि विद्यार्थी अपने अभिभावकों के कृषि व अन्य व्यवसाय में उनकी मदद करते हैं, 11.16% (24) विद्यार्थियों ने विद्यार्थी अनुपस्थिति के कारण में यह बताया कि अभिभावक शिक्षा में रूचि नहीं लेते हैं, 9.76% (21) विद्यार्थियों ने विद्यार्थी अनुपस्थिति का कारण विद्यार्थियों का पढ़ाई में मन ना लगना बताया, 8.83% (19) विद्यार्थियों ने विद्यार्थी अनुपस्थिति का कारण भाई बहन की देखभाल करना बताया, 8.37%(18) विद्यार्थियों ने विद्यार्थी अनुपस्थिति का मुख्य कारण रिश्तेदारी में चले जाना बताया, 06.04 %(13) विद्यार्थियों ने विद्यार्थी अनुपस्थिति के कारण विद्यार्थी के घर की आर्थिक स्थिति कमजोर होना बताया, 05.11 %(11) विद्यार्थियों ने विद्यार्थी अनुपस्थिति का कारण परिवार के सदस्यों की बीमारी बताया, 04.65% (10) विद्यार्थियों ने विद्यार्थी अनुपस्थिति का कारण विद्यार्थियों का विद्यालय जाना पसंद नहीं बताया, 03.72%(08) विद्यार्थियों के अनुसार विद्यार्थी अनुपस्थिति का कारण विधार्थी का शारीरिक व मानसिक रूप से बीमार रहना है, 03.72% (08) विद्यार्थियों ने विद्यार्थी अनुपस्थिति का कारण विद्यार्थी का अपने माता पिता के साथ अस्थाई प्रवसन पर चले जाना बताया, 02.79% (06) विद्यार्थियों ने बताया कि विद्यालय दूर होने के कारण विद्यार्थी विद्यालय मे अनुपस्थित रहते हैं। इस प्रकार अनुपस्थित रहने वाले विद्यार्थियों से हुए साक्षात्कार के द्वारा प्राप्त प्रतिक्रियाओं का विश्लेषण करने के पश्चात शोधकर्ता ने विद्यार्थी अनुपस्थिति के ये विभिन्न कारण पाए।

उद्देश्य 2: प्रधानाध्यापकों से विद्यार्थियों की उपस्थिति वृद्धि हेतु सुझाव प्राप्त करना ।

सारिणी 5: प्रधानाध्यापकों द्वारा विद्यार्थियों की उपस्थिति वृद्धि हेतु सुझाव

क्र. स.	सुझाव	आवृत्ति	प्रतिशत(%)
1	नियमित बैठक द्वारा अभिभावकों के शिक्षा के प्रति जागरूकता	07	23.20%
2	विद्यालयों में विषय वार अध्यापकों की नियुक्ति	05	16.70%
3	कमजोर विद्यार्थियों के लिए उपचारात्मक शिक्षण की नियमित व्यवस्था	05	16.70%
4	एस एम सी के सदस्यों को विद्यार्थी उपस्थित में सहयोग हेतु प्रेरित करना	04	13.20%
5	कक्षा शिक्षण के दौरान नवाचार शिक्षण विधियां का नियमित उपयोग	03	10%
6	अभिभावको हेतु गांव में स्थानीय रोजगार की व्यवस्था	02	6.70%
7	परिषदीय विद्यालयों के प्रति समाज के विश्वास में वृद्धि करना	02	6.70%
8	परिषदीय विद्यालयों के प्रति समाज के विश्वास में वृद्धि करना	02	6.70%
	कुल योग	30	



चित्र 4 :- प्रधानाध्यापकों द्वारा विद्यार्थी उपस्थिति वृद्धि हेतु सुझाव

सारिणी संख्या 5 और चित्र संख्या 4 मे दर्शाया गया है कि 23.20% (07) प्रधानाध्यापकों द्वारा विद्यार्थियों की उपस्थिति वृद्धि हेतु नियमित बैठक द्वारा अभिभावकों में शिक्षा के प्रति जागरूकता बढ़ाना, 16,70% (05) प्रधानाध्यापकों द्वारा विद्यार्थियों की उपस्थिति वृद्धि हेतु विद्यालयों में विषय वार अध्यापकों की नियुक्ति करना, 16.70% (05) प्रधानाध्यापकों द्वारा विद्यार्थियों की उपस्थिति वृद्धि हेतु कमजोर विद्यार्थियों के लिए उपचारात्मक शिक्षण की नियमित व्यवस्था करना, 13.20 (04) प्रधानाध्यापकों द्वारा विद्यार्थियों की उपस्थिति वृद्धि हेतु एस.एम.सी. के सदस्यों को विद्यार्थी उपस्थित में सहयोग हेतु प्रेरित करना, 10%,(03) प्रधानाध्यापकों द्वारा विद्यार्थियों की उपस्थिति वृद्धि हेतु कक्षा शिक्षण के दौरान नवाचारी शिक्षण विधियों का नियमित उपयोग करना, 6.70%)(02) प्रधानाध्यापकों द्वारा विद्यार्थियों की उपस्थिति वृद्धि हेतु अभिभावको हेतु गांव में ही स्थानीय रोजगार की व्यवस्था करना, 6.70%(02) प्रधानाध्यापकों द्वारा विद्यार्थियों की उपस्थिति वृद्धि हेतु परिषदीय विद्यालयों के प्रति समाज के विश्वास में वृद्धि करना, आदि सुझाव दिए गए|

विद्यालय एवं अध्यापकों संबंधी कारक:

प्रस्तुत अध्ययन के निष्कर्षों के अनुसार विद्यालय अनुपस्थिति की समस्या के कुछ कारण विद्यालय एवं अध्यापकों से संबंधित हैं, जैसे कि नवाचारी शिक्षण विधियों का यदा कदा ही प्रयोग, विद्यार्थियों को विद्यालय लाने में एस.एम. सी. द्वारा अपेक्षित सहयोग का अभाव, छात्र-शिक्षक अनुपात अपर्याप्त, शैक्षिक समावेशन हेतु विशेष प्रविधियों के नियमित प्रयोग में कठिनाई, समय सारणी के अनुसार कक्षा शिक्षण में कठिनाई, शिक्षण के दौरान टी.एल.एम. के प्रयोग के प्रति उदासीनता, सभी विद्यार्थियों पर व्यक्तिगत ध्यान देने में कठिनाई, दीक्षा एप के प्रयोग मे कठिनाई, अध्यापकों एवं कुछ विद्यार्थियों के मध्य आत्मीय संबंधों का अभाव, पाठ्य-सहगामी क्रियाओं का नियमित आयोजन न होना, कुछ अभिभावकों का अध्यापकों के शिक्षण कार्य व व्यवहार से संतुष्ट ना होना, पढ़ाई में कमजोर बच्चों हेतु उपचारात्मक शिक्षण का नियमित आयोजन ना होना, विद्यालय का रास्ता दुर्गम होना।

घर एवं अभिभावकों सबंधी कारक:

इस अध्ययन के निष्कर्षों के अनुसार विद्यालय अनुपस्थिति की समस्या के कुछ कारण विद्यार्थियों के घर एवं अभिभावकों से संबंधित हैं। इनमें विद्यार्थियों के घर में शैक्षिक वातावरण का अभाव, अभिभावकों की बच्चों को नियमित रूप से विद्यालय भेजने के प्रति उदासीनता, माता-पिता दोनों का ही काम पर जाना, अभिभावकों की विद्यालय में होने वाली विभिन्न बैठकों में प्रतिभाग के प्रति उदासीनता, अभिभावकों मे शैक्षिक जागरूकता का अभाव, अभिभावकों का अपने बच्चों की शैक्षिक प्रगति को जानने की प्रति उदासीनता, बच्चों का घरेलू कार्यों में व्यस्त रखना, अभिभावकों का बच्चों की पढाई मे मदद करने में अक्षम रहना, अभिभावकों का शिक्षा चौपालों में प्रतिभाग करना अनावश्यक लगना, माता-पिता का अशिक्षित होना, छोटे भाई बहनों की देखभाल, अभिभावकों के साथ अस्थाई प्रवसन, परिवार के सदस्यों की बीमारी, परिवार की आर्थिक तंगी।

विद्यार्थी संबंधी कारक:

वर्तमान अध्ययन के निष्कर्षों से पता चलता है कि कई व्यक्तिगत कारण विद्यार्थियों की विद्यालय से अनुपस्थिति का कारण बनते हैं। इन कारणों में प्रमुख हैं – विद्यार्थियों का फसलों की कटाई/बुआई व शादियों मे संलग्न रहना, शैक्षिक प्रगति कक्षा के अनुरूप कम होना, शैक्षिक आकांक्षा का अभाव, विद्यालय में नियमित उपस्थिति हेतु अभिप्रेरणा का अभाव होना, गृह कार्य पूर्ण करने में कठिनाई, विद्यार्थियों के भाई बहनों का स्कूल छोड देना, विद्यार्थियों के साथियों का विद्यालय में कम आना, विद्यार्थियों का शारीरिक या मानसिक रोग से ग्रसित होना, विद्यार्थियों को विद्यालय में समायोजन करने में कठिनाई, विद्यार्थी की पढ़ाई में रुचि न होना, विद्यार्थियों की अनुपस्थिति के अन्य प्रमुख कारण मौसमी प्रवासन, विवाह, सामाजिक गतिविधियों, स्थानीय त्योहारों में भाग लेना शामिल है। इसके अतिरिक्त, विद्यार्थियों की अनुपस्थिति के लिए जिम्मेदार अन्य प्रमुख कारण विभिन्न सामाजिक गतिविधियों, विवाह, स्थानीय उत्सवों /मेलों में भाग लेना, मौसमी प्रवसन भी शामिल है।

शैक्षिक निहितार्थ (Educational Implications):

पिछले अनुभाग में उल्लेखित कुछ निष्कर्ष अत्यधिक महत्वपूर्ण हैं और ये शिक्षा प्रणाली में सुधार के लिए त्वरित कदम उठाने की आवश्यकता को दर्शाते हैं। राज्य सरकारों और केंद्र सरकार को शिक्षा की गुणवत्ता में सुधार लाने में महत्वपूर्ण भूमिका निभानी होगी, जिसके लिए कई कठोर निर्णय लेने की आवश्यकता हो सकती हैं। शिक्षा की गुणवत्ता में सुधार के लिए भौतिक बुनियादी ढांचे, शिक्षकों की गुणवत्ता, आदि में तत्काल सुधार की

आवश्यकता है। विद्यार्थियों की उपस्थिति में सुधार के लिए निम्नलिखित सुझाव दिए जा सकते हैं।

सुझाव (Recommendations):

- सभी विद्यालयों को एक उपस्थिति कार्य योजना बनानी चाहिए और इसे प्रत्येक शैक्षणिक वर्ष की शुरुआत में विद्यार्थियों और उनके अभिभावकों के साथ साझा करना चाहिए। इस कार्य योजना में विद्यार्थियों की उपस्थिति वृद्धि एवं उपस्थिति बनाए रखने के लिए विभिन्न रणनीतियाँ शामिल होनी चाहिए। जैसे उपस्थिति रिकॉर्ड के लिए बायोमेट्रिक सिस्टम या डिजिटल प्लेटफॉर्म का उपयोग करें अनुपस्थित छात्रों की पहचान के लिए Early Warning Systems लागू करें।
- सभी कक्षाओं के अनुरूप अध्यापक नियुक्त किए जाए अर्थात विद्यालय में छात्र-शिक्षक अनुपात पर्याप्त हो जिससे अध्यापकों द्वारा समय सारिणी के अनुसार नियमित शिक्षण और सभी विद्यार्थियों पर व्यक्तिगत ध्यान दिया जा सके ।
- शिक्षण की गुणवत्ता मे सुधार व विद्यार्थियों की व्यक्तिगत विभिन्नताओं, रुचियों और अभिक्षमताओं को ध्यान में रखते हुए कक्षा में नवाचारी शिक्षण विधियों एवं अंतःक्रियात्मक वातावरण व टी.एल.एम. के प्रयोग के माध्यम से शिक्षण अधिगम प्रक्रिया को आसान, रुचिकर व आनंददायक बनाने हेतु अध्यापकों को आधुनिक, रुचिकर और प्रेरक शिक्षण तकनीकों के प्रशिक्षण की आवश्यकता है।
- एस.एम.सी.और समुदाय के सदस्यों को बच्चों की स्कूल में नियमित उपस्थिति सुनिश्चित कराने की बड़ी जिम्मेदारी दी जाए । अध्यापकों एवं सभी विद्यार्थियों के मध्य आत्मीय संबंध विकसित हो जाए जिससे विद्यार्थी निःसंकोच अपने मन की बात और अपनी समस्याओं को अपने अध्यापकों के सामने रख सके।
- विद्यालय में शैक्षणिक रूप से कमजोर बच्चों के लिए अतिरिक्त कक्षाओं की व्यवस्था करके उपचारात्मक शिक्षण का नियमित आयोजन किया जाए। विद्यार्थियों की अधिगम संप्राप्ति के प्रति अध्यापकों की जबाबदेही सुनिश्चित की जाए।
- विद्यालयों को सभी विद्यार्थियों के लिए अधिक आकर्षक बनाने के लिए विद्यालय मे सकारात्मक, सुरक्षित, प्रेरणादायक और समावेशी वातावरण बनाना जाए। दिव्यांग छात्रों के लिए विशेष सुविधा एंव सामग्री उपलब्ध कराई जाए , दिव्यांग विद्यार्थियों के शैक्षिक समावेशन हेतु नियमित रूप से विशेष प्रविधियों के प्रयोग मे विशेष शिक्षकों की जबाबदेही सुनिश्चित की जाए ।
- सकारात्मक सुदृढीकरण के माध्यम से, नियमित रूप से अनुपस्थित रहने वाले विद्यार्थियों के व्यवहार में बदलाव लाने की कोशिश करनी चाहिए,और यदि अनुपस्थित विद्यार्थी विद्यालय में नियमित रूप से उपस्थित रहना आरंभ करते हैं, तो अध्यापकों को सबके सामने उन्हें प्रोत्साहित करना चाहिए। नियमित उपस्थिति वाले छात्रों को पुरस्कार और प्रमाण पत्र दें।
- विद्यालय सप्ताह में एक बार अनुपस्थित विद्यार्थियों की काउंसलिंग के लिए परामर्शदाता की सहायता ले सकते हैं। परामर्शदाता विद्यार्थियों की अनुपस्थिति के वास्तविक कारणों की पहचान करके उनकी आवश्यकतानुसार समाधान प्रस्तुत कर सकते हैं। इसलिए, प्रत्येक विद्यालय पर या एक निश्चित क्षेत्र में एक परामर्श केंद्र हो सकता है। विद्यार्थियों की अनुपस्थिति के व्यक्तिगत कारणों की पहचान करने के लिए परामर्श सत्र आयोजित किए जाए।
- शिक्षा के महत्व के प्रति जागरूक करने के लिए समय-समय पर अतिथि वक्ताओं, जैसे इंजीनियर, डॉक्टर, वैज्ञानिक व समाज में पहचान बना चुके विभिन्न पेशों से जुड़े लोगों को आमंत्रित किया जाए और विद्यालयों में विद्यार्थियों के लिए नियमित रूप से शैक्षणिक भ्रमण ,परिभ्रमण, और क्षेत्र भ्रमण का आयोजन भी किया जाना चाहिए।
- ग्रामीण क्षेत्रों के अभिभावकों में शिक्षा के प्रति जिज्ञासा, रुचि और प्रेरणा पैदा करने, और शिक्षा के प्रति सकारात्मक एवं स्वस्थ दृष्टिकोण विकसित करने के लिए सर्वोत्तम प्रयास के रूप में प्रौढ़ शिक्षा कार्यक्रम बहुत हद तक लाभकारी सिद्ध हो सकते हैं।
- विद्यालय के प्रधानाध्यापकों और अध्यापकों को हर हफ्ते या हर पंद्रह दिन में अभिभावक-शिक्षक बैठकें आयोजित करनी चाहिए और उन्हें शिक्षा और नियमित उपस्थिति के महत्व के बारे में जागरूक किया जाए जिससे वे अपने बच्चों को घरेलू काम या आय सृजन गतिविधियों में ज्यादा शामिल न करे। अनुपस्थित विद्यार्थियों के अभिभावकों से व्यक्तिगत संपर्क किया जाए। समुदाय को शिक्षा से संबंधित गतिविधियों में शामिल किया जाए।
- स्थानीय समुदायों और गैर- सामुदायिक स्तर पर शिक्षा के प्रति जागरूकता बढ़ाने के लिए कार्यशालाएं आयोजित की जाए। बाल श्रम, बाल विवाह जैसे मुद्दों को रोकने के लिए समुदाय और गैर-सरकारी संगठनों की मदद ली जाए। स्थानीय स्तर पर शिक्षा को प्रोत्साहित करने के लिए सामूहिक प्रयास किए जाए। सरकारी संगठनों के साथ मिलकर शिक्षा के लिए जागरूकता अभियान चलाएं जाए।
- अध्यापकों को विद्यार्थियों के पठन-पाठन को सुगम बनाने हेतु विभिन्न डिजिटल टूल्स और विभिन्न एप जैसे रीड अलोंग एप ,दीक्षा एप के प्रयोग का प्रशिक्षण व संसाधन प्रदान किया जाए जिससे अध्यापक के पठन - पाठन को सुगम व रुचिकर बना सके।
- अध्यापकों को विद्यार्थियों के प्रति अधिक मित्रवत होना चाहिए जिससे अध्यापकों एवं सभी विद्यार्थियों के मध्य आत्मीय संबंध विकसित हो जाए और विद्यार्थी निसंकोच अपने मन की बात और अपनी समस्याओं को अपने अध्यापकों के सामने रख सके।
- विद्यालय में नियमित रूप से पाठय-सहगामी क्रियाओं का आयोजन किया जाए। विद्यालय में खेल के मैदान और खेल-कूद की सुविधा के साथ-साथ, वाद-विवाद,

विचार-विमर्श, और सांस्कृतिक कार्यक्रमों का नियमित आयोजन किया जाए ताकि विद्यार्थियों के बीच स्वस्थ प्रतिस्पर्धा विकसित की जा सके।

- विद्यालय मे नियमित रूप से उपस्थित रहने के लिए के लिए प्रोत्साहन के रूप में, नियमित विद्यार्थियों को किसी आकर्षक स्थान पर शैक्षिक भ्रमण का अवसर या उपहार प्रदान किया जा सकता है, ताकि अनुपस्थित रहने वाले विद्यार्थी विद्यालय में नियमित रूप से उपस्थित रहने हेतु प्रेरित हों।
- यदि अनुपस्थित विद्यार्थी विद्यालय में नियमित रूप से उपस्थित रहना आरंभ करते हैं, तो अध्यापकों को सबके सामने उन्हें प्रोत्साहित करना चाहिए। नियमित उपस्थिति वाले छात्रों को पुरस्कार और प्रमाण पत्र दें। छात्रों को उनकी उपलब्धियों के लिए प्रोत्साहित करें।
- विद्यार्थियों में स्वयं पढ़ने एवं सीखने की आदत को बढ़ावा देने के लिए पुस्तकालय की सुविधा को और ज्यादा गंभीरता से लिया जाए , क्योंकि यह विद्यार्थियों में जिज्ञासा और समस्याओं को स्वयं सुलझाने की भावना को विकसित करती है।

विद्यालय प्रशासकों को, विशेषकर ग्रामीण और पिछड़े इलाकों में, शैक्षिक कार्यक्रमों के विकास और कार्यान्वयन में अध्यापकों के साथ मिलकर काम करना चाहिए। इससे समाज में शिक्षा के प्रति एक प्रभावी एवं सकारात्मक दृष्टिकोण विकसित किया जा सकता है ।

विद्यालयों और विद्यार्थी नामांकन में भारी वृद्धि के बावजूद, प्राथमिक शिक्षा का सार्वभौमिकरण अभी भी एक सपना बना हुआ है। अधिकांश विद्यार्थी प्राथमिक शिक्षा पूर्ण करने से पहले ही विद्यालय छोड़ देते हैं। यह स्पष्ट रूप से दर्शाता है कि हमारी शिक्षा प्रणाली में अभी और सुधार एवं परिवर्तन की आवश्यकता है। प्रशासन और सरकार को ऐसे संस्थानों की योजना बनानी चाहिए जो न केवल विद्यार्थियों की बल्कि ग्रामीण क्षेत्रों के अभिभावकों की जरूरतों और मांगों को भी पूरा कर सकें। इन सिफारिशों को लागू करके विद्यार्थियों की उपस्थिति दर में सुधार लाया जा सकता है और उनकी शिक्षा को अधिक प्रभावी और सफल बनाया जा सकता है।

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