

anvashana

A Peer Reviewed Multidisciplinary Journal

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Inaugural Issue



**TAGORE PUBLIC SCHOOL
PRAYAGRAJ**

"Anveshana" is envisioned as a multidisciplinary academic Journal of Tagore Public School (TPS), Prayagraj. This journal would be annual and provide a unique platform to the school teachers and educational administrators to share their articles, research, insights, and innovative teaching/administrative experiences with a wider audience. The journal is designed keeping in view the guidelines of the NEP-2020 and the subsequent follow-up initiatives of the NCERT and CBSE on the key result area (KRA) of Continuous Professional Development (CPD).

The inaugural issue of the Journal encompasses the contributions of the teaching faculty of TPS only. The subsequent issues would be opened for all teachers and educational administrators to share their insights. The Journal hopes to become a beacon of quality research in the educational domain in the next decade with both online/offline output in India, particularly in Northern India. The Journal has a strong review process to ensure quality publication. Well-defined Advisory, and Review Committee(s)-with reputed academics from diverse domain have helped to ensure the quality of publication. The editorial board is created on a rotational format to ensure maximum fairness in the management of the Journal. The School administration has no official role in the editorial policies of the Journal.

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Dedicated to

Late Prof. D.D. Khanna, ndc

Founder

Tagore Public School
Prayagraj

Tagore Public School

Tagore Public School (TPS), was established in the year 1988 under the aegis of The Saraswat Khatri Pathshala Society, a 100 years old society formed only for education services, today stands as an imposing edifice. The school is affiliated to CBSE New Delhi. Life at TPS is centered on a shared commitment to academic excellence, intellectual growth, arts, athletics, high standard of ethical awareness and sportsmanship. TPS is accredited with **FIT INDIA SCHOOL (five Star)**. This institution is also the member of **DNA Club NASI under the aegis of DBT**. Another hallmark is the establishment of **School Innovation Council, Ministry of Education, Govt of India**. TPS believes in equity in education, therefore caters to the need of diverse socio-economic group of the society. TPS offers Science, Commerce and Humanities streams at Senior Secondary level with vocational subjects like Fashion Studies, Financial Marketing Management, Entrepreneurship and Biotechnology; and optional subjects Psychology, Legal Studies, Physical Education, Computer Science, Information Practices and Geography open to all the streams. TPS has well equipped labs of all the science subjects as well as Psychology, English, Fashion Studies, Geography and Mathematics labs. All the classrooms have smart boards and facility of Gym is also available at TPS. The campus of TPS is also equipped with an elevator and ramp to fulfill the needs of physically challenged people. Science & Technology Club, Art & Drama Club, Legal Club, TPS Yuva Tourism Club, ECO Club and Literary Club exist to strengthen co-curricular activities of the students. TPS now proudly presents the inaugural issue (2022) of **‘ANVESHANA’ an Annual Journal of TPS** for school educators and administrators.

From the Editor's Desk

It gives us immense pleasure to introduce the inaugural issue of school journal of Tagore Public School, 'Anveshana.' This journal is an attempt to motivate the school teachers to enhance their academic activities like case studies, research papers and research-based articles. So far the teachers have been busy mostly with the traditional way of teaching. The NEP 2020 aims to set professional standards for teachers also. Now is the time to change according to present day need. Learning allows us to make sense of the world around and inside us and where we fit within this world.

NEP 2020 envisages teachers training and development as an integral part of teaching and learning process. Education is now blended with new insight which is more of research based innovative methodologies in pedagogy. Research and survey-based outcomes are now an indispensable part in teaching-learning process. National Curriculum Framework 2022 also focuses on school, teacher and student's development as well. This journal is an initiative in this direction. This journal is a compilation of fifteen papers and articles on the contemporary and relevant matters of various fields.

This Multi-disciplinary journal strives to maintain its standard as scholarly, peer-reviewed journal dedicated to education as well as its goal to publish original, authentic and advanced knowledge in the field. This issue contains the work of the teachers of TPS only, but from the next issue, papers from all the educators of different schools will be invited.

We would like to express our gratitude to the review committee for devoting their precious time to guide our writers. We also thank our authors for their contribution to this issue. We present many thanks to all the contributors who helped us to publish this issue.

Best regards

Archana Tewari
Principal

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ROLE OF PARENTS IN CHILD'S LIFE

Archana Tewari

Abstract

Parents are the first counsellor in the life of their children as they influence their holistic development. The role of parents in a child's mental, emotional and academic development can be seen in the overall personality of the child. This paper focuses on the positive aspects of parental involvement in a child's personality development, by offering concrete steps to strengthen the parent-child partnership. In today's social circumstances, the parents have a crucial role and very tough responsibility in child's development; as they have to take proper care of their education, health, physical development, intellectual development and inculcate moral values, attitudes, habits to a firm and well behaved cultural relations in the family itself as well as in the society at large.

Keywords

Counsellor, holistic development, personality, responsibility, challenges, career guidance

Introduction

Parenting is very tiring and time-consuming but the most rewarding experience of life. Besides the daily routine needs, parents are responsible for social skills, life skills and behavioural development of the child. Each child is born with an inherited personality but the environment provided at home helps to enhance it as there is no prescribed rule for parenting. Parents believe that teaching is the role of the teachers not theirs but actually parents are the first teachers in the life of a child. In this era of stiff competition, mental issues, substance use and abuse, social problems, etc., the role of parents in helping their child deal with such issues and selecting a decent career path for their child, plays a decisive role. During situations when the child gets confused while deciding what is right or wrong for him/her, the role of parents becomes important to identify their child's skills and interests. Timely and appropriate guidance provided by parents to the child can go a long way to help them in realizing their dreams.

Parents as an Enlightened Guide

Parents can act as motivators in nurturing the children. The first teachers that a child has in his/her life are his/her parents. They teach them to speak, walk, ride

a cycle, behave etc. From everyday experience and observation, they teach so many things to their children. They can guide them for a bright career, face the challenges of the future and help them get attuned to the competitive world. In early childhood certain habits like reading and writing can be inculcated. Reading newspapers, discussions on topics related to current affairs and news stories are some of the habits that can be encouraged by parents which will generate the child's interest in reading as well as strengthen their command of the language. Children have interests in different fields and hobbies like painting, music, sports etc. Hidden talents of the child can only be recognized by parents who can provide them with facilities and a platform to explore them.

Parents should be counselled that there is no specific remedy for particular behaviours and difficult situations, and they need to keep trying different methods to get their child to behave responsibly. It is often seen that parents pressurize their children to study all the time which is not appreciable, instead they should treat them with care and should teach them life lessons of dedication, hard work, sympathy, and teamwork. Helicopter parenting should be avoided so that they are not influenced with continuous pampering. Children should be praised for their achievements and parents should act as a guiding force to their academic development. It is important that they explore their child's hidden talents by nurturing them with their life experiences. Children should be encouraged to visualize their future goals and to accomplish their dream with systematic planning and hard work.

Role of Mother in a Child's Life

"Mother is the first and the best teacher"

Parents are responsible for the holistic development of a child and to make him/her child grow into a mature human being. A mother's role is crucial as an educator for the development of the individual identity. Both biologically as well as physiologically, relation of mother to the child, represents the first and reasonable segment of the child's development. The role of a mother becomes significant as she gives birth to the child and brings the child into the world, and also nurtures it from infant to a total independent mature human being. The role of mother has two directions:

First is child's protection and overall development. A mother safeguards her child in many ways, She provides physical protection to the child, healthcare and hygiene conditions, resulting in a healthy life in a warm homely environment.

Second is the psychological protection, which affects the child's emotional security and psychological behaviour. Maternal influence in the child's development involves physical development, intellectual development as well

as emotional development.

The child will have physical, psychological as well as social development when he/she grows up and is educated under mother's guidance. These children are communicative and cooperative in nature. The physical as well as psychological influence of their mother has an effect on the emotional development including moral values. In a given family the love and care that the mother provides is a key factor for appropriate development of the child. This identity that the child embeds in his/her personality during growing years can be seen in its character as well as temperament which is reflected in his/her attitudes and thoughts in interaction or behaviour in the society. In almost all cultures there is a place to enable mother to provide basic child care apart from all the duties necessary for smooth functioning of the family. Nowadays mothers have ample opportunities to enjoy their motherhood even after economic, social as well as emotional limitations.

Role of Father in a Child's Life

Father's role in a family is important as he is a pivot for planning, organizing and functional development of the family, with specific impact on the children. A happy and joyful family depends on a father as he is a person extremely important for the organization of the family life as a whole. Young fathers want to do things better than what they have experienced in their lives. His presence in the family has a particular importance to the children, as they feel safe because, father's impact reigns on the overall family. Children are the ones who benefit most in this safe environment.

However, the subjective experience of the parents by their children differs in different situations and family models, and his relevance in a family is much more different from the one that is performed by mothers. In terms of the duties to be performed in their family, especially regarding their approach and contribution towards their children's education, it turns out that mothers are more prepared to undertake their role in their children's education, rather than their fathers. In defining expectations and challenging children to do their best, fathers make a powerful difference.

Children learn their responsibilities and role in the family, when they grow up and become parents themselves when they maturely handle the father's role making the relationship between father and child stronger. Father plays a crucial role for a child to be successfully brought up and well educated in a family. Father must be careful and play a key role in raising and educating his child.

Firstly, principal role of the father in the family is showing support for the child's education and the upbringing of his children. For this aim, they need to be given guidance on how to study, based upon rules and principles of

appropriate learning and studying. His effort would open to them the doors of the world of a behaviourist attitude towards work, making them diligent towards the relevance of working as one of the main behaviourist elements of humankind.

Secondly, the development of overall child's personality formation. The basic features of their child's interests, temperament and especially the child's emotional features regarding the child's character must be recognized by the father.

Thirdly, the child's socialization in general results in the child's personality formation. The socialization process is one of the significant aspects nowadays. Since the early stage of his/her childhood socialization commences at parents' home including family atmosphere, relationship of family members not only amongst them but also with their friends and neighbours. In this journey, the child takes the first steps in the society, manifesting the basic behavior, which as such are important for further social development and integration of the child in a given society.

Challenges faced by parents

It is important for parents to be the steering wheel on the vehicle of learning, providing guidance and information along the entire journey with their own experience, so that their children stay on course and are not distracted or dissuaded from reaching their full academic potential. Today when both the parents are working it is very difficult for them to devote time to their children so they depend on domestic workers, schools and coaching institutions and friends for their needs. Due to influence of society, family and friends, parents often neglect the fact, that there is tremendous scope and career opportunities in various areas like art, music and drama.

Parents should consult or take advice from experts and sometimes may be students who are currently pursuing a course or career, their children are also interested in. They can also make their child interact with these individuals for better ideas and understanding. Most parents are of the opinion that one of the major challenges they would face, is dealing with their children growing up. Earlier this was most often a concern in the context of children over 16+, and included ideas like driving, dating, entering a college, less parental oversight, etc. Career advice will assist children to have a clear picture of the course/job and career prospects.

There are many benefits that come from early parental involvement in a child's learning behaviour, such as-Parents and children enjoy a deeper interaction. Children who receive parental attention and care at home tend to do better on standardized tests, children show improved self-esteem and self-worth,

improved confidence and better behaviour, parents are more aware of what their children are learning and can pinpoint key areas or subjects that the children may need additional help in.

Parents being involved in their children's lives include ensuring they are engaged and challenged in their educational environment, as well as supporting their learning along the way. They can look for more, including reading stories to the younger children, playing with them, helping them with their homework, and looking for ways to engage them with extracurricular activities outside of the school day.

A nurturing and compassionate environment fosters the health and development of children. As a result, it is essential to raise the child with attention and affection. By following these parental rights and responsibilities to ensure they leave no stone unturned in building the best future for their child in their formative years. The manners and morals conveyed during child's upbringing will be reflected in how they treat others in future. So, devote special time to the children to ensure that they are given the best care possible. Actively support, encourage, and protect the children, as it will help them grow profoundly.

Challenges of Technology for Parents

Big challenge for parents today is the monitoring and control of the digital and social world of children and adolescents. The challenge is frightening because children are exposed to all sorts of technology (smartphones and watches, tablets, portable game and music players). Adolescents today have social world at their fingertips and use social media that includes various apps (Facebook, Twitter, Instagram, LinkedIn, Tumblr, Flickr, Xing, Renren, Google+, Disqus) to connect with friends, relatives, strangers, and others. Parents should have together time on the computer and video games to make them realize that it is not just a solitary activity. Monitoring the activities of children and being directly involved with them are like "mental health vaccinations." It helps children prevent "catching some behaviors" which are not meant for them. Monitoring is not only hovering but rather keeping track of what the child is doing and friend circle involved with. Monitoring what the child is playing or doing in computer, mobile phone is important. The digital media has made parenting all-the-more challenging. Parents have to guide the children how to live judiciously with technology because it has become an integral part of our life.

Conclusion

Children's career development, activities and decisions are profoundly influenced by parents. The school counsellors should be encouraged to involve parents in career counselling, starting from the early years of schooling.

Environment, community, socio-economic status, family situation, and the significant adults in child's life play a significant role in making initial career decisions during early childhood.

Parents' involvement during career counselling may be useful when children are in a dilemma between their own desires and those of their parents. Parents are the primary force in shaping their children's future, and the role of counsellors can be of great help to them when they involve parents and build support for them outside the counselling room, while at the same time helping parents and children find a common ground for collaboration. Parents act as counsellors, significantly in the teenage years, when the child is entering the age of adolescence a phase in which the child is confused with respect to parents' involvement that continues in their lives. Overall, the parents want to provide as many broad avenues as possible for their child to make good career decisions. They seek to present ways to augment counsellors' appreciation of the value of actively involving parents in their children's holistic development. In their capacity as counsellors, their involvement is healthy and the result is positive.

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PROTECTION OF RIGHTS OF CHILD— INTERNATIONAL AND INDIAN PERSPECTIVE

Alka Mishra

“The first duty towards children is to make them happy. If you have not made them happy you have wronged them; no other good they may get can make up for that”

—*Charles Buxton*

Abstract

The healthy development of every child is crucial for the future of any society. Therefore, it is the responsibility of the State to protect the rights of children in the country. Statutes enacted by the government before the independence were majorly about the children offender. (The apprentices Act 1850, Reformatory Act 1897 and Madras Children Act 1920) Accounts of ancient Hindu literature show that children were considered precious in India since Vedic age. They were desired and considered the future of the mankind and the nation. Therefore, their being healthy, intelligent, pro-social, well-mannered and skilled was considered very important. Shaping the character of the child was the topmost priority, then it was ensured that he is admitted to the world of education. But in today's scenario there is a big challenge for the government to take the plight of each citizen and every marginal child as an important individual. As the mother takes care of her child, State must take care of its small citizens through proper implementation of various statutes.

Keywords

Child rights, Protection, Statutes, National and International concerns.

Introduction

Children are the dawn of humanity. They are the most vulnerable group in any society and are in need of the greatest social care. Due to their dependence and various adverse circumstances, they are often exploited, ill-treated, abused, misused, and directed into undesirable channels by unscrupulous elements of society. Their plight is the cause of worry to all the countries and concerned organizations. A wholesome attitude is required towards the cause of the children so that they should not be exploited and suppressed anywhere in the world. All the responsible people and organs will have to work hand-in-hand cordially with the same mindset and purpose to make the world a better and safer place for children.

“Children are our most valuable resource.”

— Herbert Hoover, 31st President of the United States.

The Geneva declaration on the Rights of child, Universal Declaration of Human Right 1948, Declaration of the Right of Child 1989, set standards and measures guarding international community for protection and problems of infants and welfare of children. The world summit strongly supports the proposal to initiate a study into the means to protect the children and improve their condition.

What is right ?

Right is something that we consider to be due to us or it is required to be secured through legal and constitutional mechanism. Rights are necessary for our well being. Protection of rights of children is the most crucial element to the future well-being of any society. The protection of their right will determine their contribution or cost towards the nation and society.

Who is child?

According to international law and a universally accepted definition from United Nations “A child is a person below the age of 18 years of age.”

The National legislation is scattered piecemeal without any uniformity in nature, pragmatic in action and fruitful in result. There is no definite and uniform definition of a child in the laws prevalent in India. The legal conception of child varies depending upon the purpose. Few of them are mentioned here:

SI. No.	Act	Article/ Section/ sub-section	Permissible age of a child	Special case	Age under special case
1.	Constitution of India	Article 21-A Article 24	6-14 14		
2.	Indian Penal Code	Sec.82 Sec. 83 Sec.361	Under 7 7-12 16/18	Sufficient Doli incapax maturity to be judged Kidnapping	Male: 16 Female: 18
3.		Sec. 272	18	Prohibiting child prostitution	
4.	Young Persons Harmful Publication Act, 1956		20		
5.	Children Act, 1960	2(e)	16/18		
6.	Personal Law A) Hindu Marriage		15 16	Dayabhag Mitakshra	

	B) Muslim Marriage		Age of puberty		
7.	Child Marriage Restraint (Amendment) act, 1978		Boys: 21 Girls: 18		
8	Parsi Marriage and Divorce Act 1936 The guardians and Ward Act, 1890, Indian Majority Act, 1875Cr. CPC/C.P.C.	Sec 49 Sec 4(1) Sec.125	18		
9.	Pocso Act 2012	Sec 2(d)	18		

Thus, so far we have seen that a minor is a person who has not reached the age of majority according to the law to which he is subject.

Importance of Child Rights: International Concern

It was only during the 20th century that the concept of child right emerged. The concept is concerned with the issues of social justice, non-discrimination, equity and empowerment.

Children also have rights but they also suffer from hunger and homelessness, deficient healthcare; work in harmful conditions, and limited opportunities are there for basic education. A child need not live such a life. Childhood must be preserved. Children have the right to survive, develop, be protected and participate in decisions that impact their lives.

Children are human beings and require safety and opportunities for development. Their personality formation is faster during early childhood. Therefore, child friendly services and nurturance are of utmost importance. Children are young in age, small in size and low in energy as compared to adults. Therefore, they need much more care and help, than grownups do. And being young in age, they cannot participate in politics or judicial system despite contributing to the society's progress. During early years, they are dependent on adults and therefore need extra protection and appropriate guidance. Children should have rights because they are vulnerable to exploitation and abuse.

The Convention on the Rights of the Child (CRC) had tried to bring together the children's human rights articulated in other international instruments. This Convention articulates the rights more completely and provides a set of guiding principles that fundamentally shapes the way in which we view children. All children have the same rights. All rights are interconnected and of equal

importance. The Convention stresses these principles and refers to the responsibility of children to respect the rights of others, especially their parents. The Convention expressly recognizes that parents have the most important role in bringing up children. Some of the core principles in the CRC are:

1. The right to survival and development;
2. Respect for the best interests of the child as a primary consideration;
3. The right of all children to express their views freely on all matters affecting them; and
4. The right of all children to enjoy all the rights of the CRC without discrimination of any kind.

Right of child in Indian context

India ratified the convention **on the Rights of child** in December 1992. This convention gives all basic human rights that will enable them to achieve their full potentials. These include civil, economic, social, cultural and political rights.

The civil rights include protection from exploitation and ill treatment. Making the rules governing the circumstances under which children may be deprived of their liberty also constitute as a part of civil rights. For the purpose of Economic Rights, it should be ensured by the authorities to protect them from exploitation at work place. Most Social Rights include the highest attainable standard of health services, to save them from sexual harassment and adequate rules and regulations for adoption. Right to Education is included in cultural rights.

Child Rights and the Constitution of India

The Constitution of India guarantees all children certain rights which have been specially included for them. These are :

1. Right to get free and compulsory elementary education for every child in the 6-14 years age group (Article 21-A).
2. Right to get protection from any hazardous employment till the age of 14 years (Article 24).
3. Right to get protection from being abused and forced by economic necessity to enter occupations unsuited to their age or strength [Article 39 (e)].
4. Right to equality regarding opportunities and facilities to develop in a healthy manner, in conditions, freedom and dignity, guaranteed protection of childhood and youth against exploitation, against moral and material abandonment [Article 39(f)] besides these, they also have rights as equal citizens of India, just as any other adult citizen. [male or female]

- (a) Right to equality (Article 14)
- (b) Right against discrimination (Article 15)
- (c) Right to life, personal liberty and due process of law (Article 21)
- (d) Right to being protected from being trafficked and forced into bonded labour (Article 23)

Right of weaker sections of the society/citizens to be protected from social injustice and all forms of exploitation (Article 46)

Child Protection and Law in India

Criminal Law and Children

The child has been the subject matter of legislation in various laws both penal and social. The Indian Penal Code, the Code of Criminal Procedure and various other laws prescribe different approaches to children owing to their mental and physical limitation.

The protection afforded to children under criminal law can be broadly classified into following four heads.

- I. Crime committed by children
- II. Crime committed against children.
- III. Protection accorded to children under various Acts and Statute
- IV. The procedural protection to juvenile

Crimes Committed by others in Relation to Children

Children are exposed to inhuman treatment since their conception. An infant is subject to cruelty before and after birth in form of abortion, female infanticide etc. If any how he escapes from the cruel hands he is subjected to various other forms of crime such as kidnapping, abduction for the purpose of extorting money or compelling them to become beggar. A girl child is forced to adopt immoral profession of prostitution. Law takes note of these entire situations and has accorded considerable protection to them. Effectiveness of these laws are questionable but never the less they afford considerable protection to little ones. [Sec 316, 317, 318, 361, 363A] **Sec. 272 and Sec. 273 of I.P.C.** protect the minor from selling and buying or any type of trafficking for the purposes of prostitution or illicit intercourse with any person or for any unlawful, illegal and immoral purpose.

Protection Under Social Legislation Through Criminal Sanctions

It is our social duty to protect our children from hardships but the people who subject children to such hardships are to be punished and this can only be done through legislation. Following are some important social legislation which protect the interest of children:-

1. Protection of Children from Sexual Offences (POCSO) Act, 2012

POCSO Act, 2012 was enacted when the cases of sexual abuse against

children were rising. It contains provisions regarding the protection of children from sexual assault and pornography and lays down the procedure for the implementation of these laws.

The sentence passed by the courts may be rigorous life term imprisonment, with a fine.

2. **Suppression of Immoral Traffic Act, 1956 (SITA)**
3. **Harmful Publication Act, 1956**
4. **Juvenile Justice Acts**

Juvenile Justice is the area of criminal law applicable to persons who are not old (mature) enough to be held responsible for criminal acts. A child is born innocent. The environmental factors that have stirred criminal tendencies in the child should be held responsible. The removal of these factors might turn the juvenile into a person of stature and excellence. Indian Constitution enables the State to make special provisions for children. The Juvenile Justice (Care and Protection of Children) Act, 2000 is the primary and major legal framework for juvenile justice in India. It has brought within its ambit 'children in need of care and protection' and 'children in conflict with law'.

The Supreme Court in the case of **Sheela Barse v. Secretary, Children's Aid Society** held that "If a child is a national asset, it is the duty of the state to look after the child with a view to ensure full development of its personality. That is why all statutes dealing with children provide that "a child shall not be kept in jail. They must be kept occupied".

In India we have enacted many laws and acts related to children in order to protect them. As India's biggest problem is poverty, approximately 17 million children in India work due to poverty and 50% of them are not able to go to school. More than 50% of girls in the age group of 5 to 10 years are illiterate. More than 33 lacs children are malnourished in India. The problem is enhanced after the pandemic. Approximately 1,53,827 children are compelled to struggle for their rights as they lost their parents and guardians due to COVID-19.

A good sound to ear is that the child labour in India has decreased in the last two decades. To some extent Midday meal scheme is also playing the role to protect their right to education. **Child helpline 1098 is extremely useful phone number that spells hope for millions of children across India.** It is a 24-hour a day, 365 days a year, [24x7x365] free, emergency phone service for children in need of aid and assistance. But we can not get rid by enacting so many laws. The real efforts are required and that is to spread awareness about the policies and sensitise the society. **The National Commission For Protection Of Child Right [NCPCR]** is established by an Act of Parliament in 2005 to suggest measures and to protect, promote and defend child right in the country.

UNICEF is working in 199 countries to protect the rights of the most disadvantaged child. Number of NGOs at all the levels are showing their concern towards the 16% [1.3 billion] child population of the world. Despite all the efforts and statutes, condition of our societal heirs is still non-satisfactory.

Conclusion

The values we impart to our children today, consciously and unconsciously, will have a major impact on society tomorrow. If we continue to leave the teaching of values to chance, we, as a nation, risk losing an integral piece of our culture altogether.

Children are the future of a country. They bring the development, stability, wellness and prosperity to the country. But as we all know that children are the most vulnerable part of the society and can be easily targeted so we must take care of these young and tender minds. In India we have enacted many laws for children in order to protect them and to give them a better and holistic development, but laws are never respected nor enforced properly in India. At present law is there to protect the child right from the womb and till he or she is mature enough, skilled and well-groomed citizen not only of the nation but of the global village too. Responsibility must be shouldered by different stakeholders, activists, academicians, researchers, lawyers, medical professionals, bureaucrats and politicians for a better tomorrow.

"Bhavishyo Rakshati Rakshit" [NCPCR]

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YOGA : A KEY TO INTERNAL PEACE

Ashish Kumar

Pooja Malviya

Abstract

Yoga implies association of individual cognizance with the incomparable awareness. There are eight parts of yoga and those are 1-*yama*, 2-*niyama*, 3-*asana*, 4-*pranayama*, 5-*pratyahara*, 6-*dharana*, 7-*dhyana* and 8-*samadhi*. Customary act of these prompts self-satisfaction which is the essential objective of yoga. A logical concentration at the branches and the objective of yoga shows that it is a far reaching lifestyle prompting total physical, social, mental and external prosperity and tranquil presence with nature.

Keywords

Cognizance, Prosperity, Otherworldly, Adaptability, Mental, Peacefulness

Introduction

Yoga is an old work on zeroing in on breathing, adaptability and solidarity to help mental prosperity. It is made out of a gathering of physical, mental, and profound practices or trainings. The primary parts of yoga are breathing and stances (a progression of developments intended to expand strength and adaptability). The training is said to have begun millennia prior in India and has been incorporated in different nations in various ways. Here we investigate where it rose up out of, what components make yoga exceptional, and how it has been taken on by individuals everywhere. It is a workmanship and study of sound living which centers around bringing amicability among psyche and body. The point of all yoga practice is to accomplish truth where the singular soul recognizes itself with the incomparable soul or God. According to the Hindu way of thinking, Yoga is one of the six conventional frameworks: *Vedanta*, *Mimansa*, *Sankhya*, *Vaisesika*, *Nyaya* and *Yoga*. Individuals have gained gigantic headway in pretty much different social status. Current researchers and specialists have totally changed the way of life. Nonetheless, contamination of air, water, body and brain is additionally the consequence of science. Material abundance has solidified the hearts of people. Human qualities are declining which prompts anxiety and these are the primary drivers of physical as well as mental interruption. Yoga has specific solutions for individuals' physical as well as mental sickness. It makes the body organs dynamic in their working of the human body. At the point when the specialist starts to comprehend the fundamental standards of yoga and yogic activities, he can recuperate and fix

without anyone else. It is normal that many individuals will soon be able to mend themselves by yogic methods and if individuals practice the *yoga/yogic* procedures regularly, in future the job of clinics could lessen essentially.

Aim of Yoga

The fundamental point of yoga is command over the psyche, and self acknowledgment to defeat a wide range of experiences prompting “ the condition of freedom or opportunity. A cheerful man is one who knows how to separate the genuine from the unbelievable, the timeless from the transient and the great from the terrible by his segregation and shrewdness.” In Bhagwad Gita, Arjun asks Sri Krishna, “*Is yoga a communion with Brahma (the widespread soul) which is ever one.* Since the psyche is so fretful and conflicting then how might this be everlasting” He says, “the brain is hasty and obstinate, solid and unshakable as challenging to bridle as the breeze.” Then, at that point, Sri Krishna answers, that without a doubt, the psyche is anxious and difficult to control, yet it tends to be prepared by steady practice and by independence from want. A man who controls his brain will find it challenging to achieve this heavenly association. However a self disciplined man can achieve his communication with Brahma if he tries hard and discrete his energy by the right means.

As per *B.K.S. Iyengar* “Brain is the ruler of the faculties; one who has vanquished his psyche, defects, interests, thought and reason is a lord among men.” That man is good for Raj Yoga, the regal association with the general soul. One who has vanquished his psyche has total authority of his self. Thus, yoga makes sense of the ways for controlling the brain. Yoga resembles a wellspring. It brings smoothness and serenity and readies the brain for outright unfit self acquiescence to God.

Meaning of Yoga

The literal meaning of the word Yoga is yoke. It means connecting the individual spirit with God. The word yoga is derived from the Sanskrit root ‘Yuj’ which means ‘to join’ or ‘to yoke’ ‘to unite’ and to concentrate on one’s attention. It also means union. Yoga establishes the true bonding between our will with the will of God. According to Gandhiji, the yoking of all the powers of body, the mind, the emotions, the will, which the yoga presupposes, it means state of the soul which enables one to look at life in all its aspects evenly. In Indian culture or thought human being or everyone on this earth is guided by the supreme spirit i.e. Parmatama or God. “When the senses are stilled, when the mind is at rest, when the intellect wavers not then, say the wise, is reached the highest. This steady control of the senses and mind has been defined as yoga. He who attains it, is free from delusion.” In the Bhagwad Gita, the main stress is on Karma Yoga (Yoga by action). “Work alone is your privilege, never the fruits thereof. Never let the fruits of action be your motive and never cease to work. Work in the name

of the lord, abandoning selfish desires. Be not affected by success or failure. This equipoise is called yoga” According to modern scientists, everything in the universe is just a manifestation of the same quantum firmament. One who experiences this oneness of existence is said to be in yoga and is termed as a yogi having attained a state of freedom referred to as multi nirvana or moksha.

Types of Yoga

- Karma Yoga - is the yoga of action.
- Jnana Yoga - is the yoga of knowledge and wisdom.
- Hath Yoga - is the yoga of attaining physical and mental purity (shuddhi).
- Raj Yoga - is the yoga of awakening the psychic awareness and facilities.
- Mantra Yoga – is the yoga of freeing the mind by utilizing of second vibration.
- Laya Yoga - is the yoga of conscious dissolution of individuality.
- Bhakti Yoga - is the yoga of intense devotion

Eight Limbs of Yoga

The eight limbs of yoga are the various forms of abstention from civil doing (*Yama*), the various observances(*Niyamas*), posture (*Asana*), control of prana (*Pranayama*), withdrawal of mind from sense objects (*Pratyahara*), concentration (*Dharna*), meditation (*Dhyana*) and absorption in Atman (*Samadhi*).

- 1. Yama (Social discipline):** Yama means restraint or abstention. It has five moral practices.
 - (a) Non-violence (*Ahimsa*) means not to hurt any creature mentally or physically through mind, speech or action.
 - (b) Truthfulness (*Satya*) is the presentation of a matter as perceived with the help of the sense organs.
 - (c) Non-stealing (*Asteya*) means not to covet and acquire physically, mentally or by speech other’s possessions.
 - (d) Celibacy-Moderation in sex (*Brahmacharya*) Brahmacharya does not mean lifelong celibacy but moderation in sex between married couples.
 - (e) Non acquisitiveness(*Aparigraha*) means abandoning wealth and means of sensual pleasures.
- 2. Niyama (Individual Discipline):** Physical and mental rules of conduct towards oneself.
 - (a) Cleanliness (*Suchita*) means internal and external purification of the body and the mind.
 - (b) Contentment (Santosh) is a state of mind by which one lives happily and satisfied in a congenial atmosphere.
 - (c) Austerity or Penance (Tapas) is the conquest of all desires or sensual pleasures by practicing purity in thought speech and action.
 - (d) Self study(*Svadhya*) means exchange of thoughts in order to secure

purity in thought and accomplish knowledge.

- (e) Surrender to God (*Ishvara Pranidhana*). It is pure devotion to God and surrender of all actions to him.
3. **Asana (Postures):** Asana means holding the body in a particular posture to bring stability to the body and poise to the mind. The practice of asana brings firmness to the body and vitality to the body and mind.
 4. **Pranayama (Breath Control):** Practice of pranayama is to stimulate, regulate and harmonize vital energy of the body e.g. as both are required for purifying the body. Pranayama is required for purifying the mind and internal organs.
 5. **Pratyahara (Discipline of the senses):** The extroversion of the sense organs due to their hankering after worldly objects has to be restrained and directed inwards towards the source of all existence. This process is putting the sense under restraint.
 6. **Dharna (Concentration):** It means focusing the pure mind on one's personal deity or on the individual self. The practice of Dharna helps the mind to concentrate on a particular object.
 7. **Dhyana (Meditation):** When one sustains and maintains the focus of attention through Dharna unbound by time and space, then it becomes dhyana (meditation).
 8. **Samadhi (Self realization):** In this one's identity becomes both externally and internally immersed in meditation. Supreme happiness, free from pleasures, pain or misery is experienced. Samadhi is the climax of Dhyana.

Importance of Yoga in School and its Benefits

By doing yoga, a person gets health benefits both physically and mentally. Yoga not only strengthens the muscles, but also increases vitality in the body and strengthens the internal organs. It also balances the nervous system. Yoga provides relief from mental stress and mental concentration.

- With the help of yoga, the physical and mental balance of the students can be maintained.
- Yoga is the best means to remove mental stress in the era of competition. With the help of yoga Brahmacharya life can be practised easily.
- As child becomes a victim of mental frustration in the glare of material world, though by practising yoga they can be saved.
- Physical firmness comes in the child through asana and pranayama, the mind remains restrained and the restlessness of the mind is removed.
- Meditation brings concentration and stability in the child and with concentration and stability the mind gets engaged in studies and removes

bad thoughts.

- By practising yoga regularly, the child attains ease in achieving his goal and he/ she is able to keep himself/ herself away from many diseases.
- If we practise yoga regularly, there is flexibility in the muscles and psychological balance is established.
- If we want to feel better from the inside, Yoga is the best medication for children and teachers.
- Because of good health and balanced temperament children are less likely to remain absent from school. Even, they tend to engage more positively in school and develop a healthy relationship among students and teachers.

In the glare of modern context, our life is full of stress, fatigue and pollution. Consequently more and more people are looking for relaxation and awareness for good posture. Practising yoga on a regular basis will definitely help us to gain strength and also help us to build a good posture. It relaxes our body and mind by keeping us fresh and energetic throughout the day.

Conclusion

Yoga is science, which teaches the art of living life. Yoga is such a physical practice by which one can overcome almost every kind of disease and physical problem. Yoga has been associated with spirituality in India. Yoga does not adhere to any particular religion, belief system or community; it has always been approached as a mechanism for inner wellbeing. Anyone who practises yoga with involvement can reap its benefits, irrespective of one's faith, ethnicity or culture. It is a method by which one obtains control of one's secret powers. It is the best way to reach complete self-realization. Yoga is a re-training of one's mental processes along with the physical growth.

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ART NURTURES SOCIAL AND BEHAVIOURAL SKILLS OF CHILDREN

Awanika Dubey

Abstract

Art is a language of creativity. It provides the children with an environment where they can grow with creative minds, develop a pluralistic approach, mutual appreciation, and a developed perception and taste. Indulging children to art activities provides them with a significant opportunity of nurturing their social and behavioural skills.

Keywords

Art, Nurture, Social skills, Behavioral skills.

Introduction

Art has manifested a deep impact on our generation. It is one of the most choicest and creative analysis of individual abilities. For the children it is a medium through which they express their ideas, views and thoughts easily. Different forms of art such as painting, music, poetry, dance and drama help them to improve their talent and polish their communication, language and problem solving skill. Participating or indulging in various artistic activities, children not only enhance their social and behavioural skills, but also improve their aesthetic level. This promotes team work and cooperation among them. It also helps them in enhancing their skill of choosing what is good, true and perfect for them.

Social And Behavioural Skills

Early childhood is an important phase of a child's life. This is the point of time, during which a solid foundation is laid for future. Development of skills like social and behavioural skills in the context of child's development are also important, as they provide a support to them to achieve balanced growth.

Social skills are the skills we use to communicate and interact with one another through effective listening and communication. Behavioural skills on the other hand are the interpersonal, self-regulatory and task-related behaviors. These skills help children in determining how to interact with others and how to deal with situations around them. Development of these skills in children is the need of the hour and art plays a major role in polishing these skills.

Role of Art In Nurturing Social And Behavioural Skills

I don't say everything ,but I paint everything.

- Pabblo Picasso.

The above quote by Pabblo Picasso, itself says a lot. Art, is a beautiful medium through which one can flow with their creative expressions. Beside being a powerful medium of expression, it is also a helping hand in nurturing the social and behavioural skills in children.



It is observed, that there are kids

who are shy and introvert. In spite of having a stuff of sound mind, they remain unnoticed on social front. They feel doomed and less recognized in public appearance. They hesitate and do not mix easily. This is because of the problem of poor communication and unpolished social and behavioural skills. For such children, participating in artistic activities can change the ambience of their mind. Artistic activities are necessary and important tool because it affects all the developmental area of the child. Movie like Taare Zameen Par has profoundly insighted such behavioural appreciation, where once again art has been taken as a medium for appreciation.

It is found that children having an education in art, are more likely to express their views, and display their thoughts in the most creative forms. Literature also, clearly reveals that art has a significant role in the holistic development of children. While making art in the classroom, children learn to share with one another. They share their thoughts, their views, their things and sometimes they share the same table too. The act of sharing their things and views with others boost their social skills and simultaneously teaches them the concept of cooperation.

Sharing the same table motivates teamwork among them. Teamwork teaches them the importance of communication and social skills. The fun of working together as a team fosters behavioural and social skills like sharing, responsibility, listening to others, risk-taking, problem-solving and leadership qualities etc.

Participating in different group activities like creating art in group, group dancing, role plays etc help children to socialize actively. When they socialize they develop peer relationship and connect better with others. Group activities like dance

and drama,develop a healthy work culture of being punctual for rehearsals and performances.They practice in their free time and keep improving themselves.This develops punctuality and dedication in children.

Art helps children learn and practice skills like cause and effect (i.e., “If I push very hard with a crayon the color is darker”) and decision making etc.There are numerous ways in which art can be helpful for improving decision making skills. For example,giving freedom to choose the materials or colors they want to use for creating art.



Other activities like holding a paintbrush,mixing colors,cutting and pasting papers, drawing lines and tearing paper etc. also help children develop better coordination and dexterity. Their fine motor skills are also developed as they are engaged in artful activities over longer period of time.

Children are great art lovers. They make art with great enthusiasm and with the same enthusiasm they show their art. In this process directly or indirectly, they mutually appreciate each other’s work.This mutual appreciation underpins a good and strong relationship among them.At the same time they are also imbibed with the feeling of respect for each other’s work,ideas and efforts.Mutual appreciation boost their confidence and also enhances their ability to learn and do good.

Mutual Appreciation

There is nothing that makes children happier than creating their own scribbling art on walls and playing with colours. When a child makes a painting and shows it to his parents or teachers and his peer group, they



receive a positive feedback.This positivity makes them relax and helps them in

achieving their desired goal. Positive feedback develops a positive frame of mind that helps them in decision making.

Making art is a phenomena that requires the involvement of the mind, body, and emotions. By making their own independent choices to express what they are thinking/feeling, builds confidence in them, trains them how to convincingly deliver a message. Choosing, picking and filling colours to their art work are some of the opportunities where they exercise autonomy and make decisions for themselves. It is a clear fact, that one can easily notice, that children engaged in artful activities for a longer period of time show reduced shyness, anxiety and aggressive behaviour.

How Art Help Other Subjects

At the primary stage, art should be integrated with all subjects,as it helps children with the development of their motor skills, social skills, language skills, decision-making skills etc. It is used as an approach for teaching and learning both. An Art Integrated learning is basically a teaching learning model which is based on learning, through the art and with the art. It is a process where Art becomes the medium of the teaching and learning.Increased self-confidence and self-understanding, enhanced communication skills etc. are among the many reasons for teaching the art and integrating art with other subjects.It is also found in many researches that children are more attentive in the courses which are combined with art.

Purposes

The purpose of Art integration is to increase knowledge of a general subject while fostering a better understanding and appreciation of the fine and performing arts. It is a model where teaching and learning both is based on learning through the art.

- An art integrated learning helps in gaining holistic development of the child.
- It helps the learner explore creatively.
- Builds a connection between different concept.
- Moreover, we integrate art forms with other subjects to make learning fun, easy and simple.

Conclusion

Art is a tool that can be useful when the children are beginning to explore their surroundings and expand their imagination.So, engaging the child in artful activities not only provides the creative satisfaction and pleasure but also

cultivates important developmental benefits. Art activities are always a fun for children and is a very good source of encouraging social and behavioural skills like cooperative behavior in children, socializing with others, developing relationship and punctuality etc that helps them to connect better with one another. Art can help children learn and practice these skills.

As the world is adapting innovative ways of technological transformation, art can be considered as master stroke of such phenomena. There is immense depth of thinking in children's mind, one who remains silent in words, can easily be transformed through art. Sometimes art is inherent and some times it is learnt through perceptions. Both the means focus the intellectual development of the children.

Art is one of the most effective processes in forming, nurturing, developing, guiding and preparing healthy individuals. However this expectation is firmly based on the quality of the education which is planned and practiced.

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ACADEMIC STRESS AND SENIOR SECONDARY STUDENTS : A SURVEY

Garima Dwivedi

Abstract

The study is to determine the different sources of academic stress among senior secondary students. 115 senior secondary students studying in different streams of class 12th, were participants of this study. Data was collected quantitatively by close ended questionnaire on different sources and reasons for academic stress. Research indicates that academic related stress can decrease motivation in senior secondary students. The results show that senior secondary students may feel academic stress on dimensions such as; workload, peer pressure, social media addiction, family issues, home environment, physical problems, time restraints, interpersonal relationship, parental expectations, lack of support system, lack of motivation, sleep deficiency, excessive sleep problem, poor grade, examination stress and financial instability.

Keywords

Academic stress, adolescents, stressors, sources of stress.

Introduction

Stress has now become a grave reality that is termed as a “Career Stopper”, by Kadapatti and Vijayalaxmi, 2012. It has become a significant cause of concern as it is symptomatic of rising mental health problems in school. Stress is often described as a feeling of being overwhelmed, worried or run-down. Stress can affect people of all ages, genders, circumstances and can lead to both physical and psychological health issues. The word stress carries a lot of baggage, reminding problems and the woes of the world. Academic stress, behavioral problems, anxiety etc. are a few of the many problems reported in schools. Academic stress becomes a devastating problem affecting student’s mental health and well-being. Academic stress makes an individual feel ineffectual, powerless and more anxious. Academic stress is increasing different problems of mental health in students. School education is a very important part in an individual’s life and also a turning point because academic performance plays an important role in making decision regarding career. Stress is an uncomfortable

emotional experience accompanied by predictable biochemical, physiological and behavioral changes. Some stress can be beneficial at times, producing a boost that provides the drive and energy to help people get through situations like exams or work deadlines. An extreme amount of stress can have health consequences and adversely affect the immune, cardiovascular, neuro-endocrine and central nervous systems.

“Stress can be described as a group of responses an organism makes to a stimulus that disturbs the physical and mental health of a person.”

When students are confronted by stressors, they may respond physically (e.g. nausea or fatigue), and psychologically (e.g., anxiety, lack of concentration, or changes in eating habits). Students in senior secondary educational settings face a wide range of ongoing stressors, which can be defined as normal day to day hassles such as ongoing academic demands. There are many reasons why students might be so stressed. Full schedules, social pressure, responsibilities, relentless media overload, less sleep etc. are all examples of stressors. One of the biggest reasons of stress is academic pressure. While this isn't a new problem, students are experiencing academic pressure from an early age. Besides pressure to succeed, technology has changed the landscape for how they are engaged with their schoolwork, instructors, teachers and peers where academic stress continues to affect them.

Academic stress impacts not only physical but also mental health. Academic stress leads to less well-being and an increased likelihood of developing anxiety or depression. Students who have academic stress; they tend to do poorly in school. Students often self-report experiencing ongoing stress related to their education i.e. academic-related stress. Pressure to achieve high marks and concerns about receiving poor grades, decision regarding career are few of them. When students feel overwhelming stress related to school, it not only demotivates them to do their work but also reduces their overall academic achievement. By recognizing academic stress in students, may decrease the negative effects with time. Academic stress can create disinterest in attending classes and inability to understand subjects. Academic stress involves mental distress; anticipate academic challenges or failure, fear of academic failure. Academic stressor has many aspects in students' environment: at school, home, in peer relations and neighborhood. Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competitions with other students, failures and poor relationships with other students or lecturers.

Objective

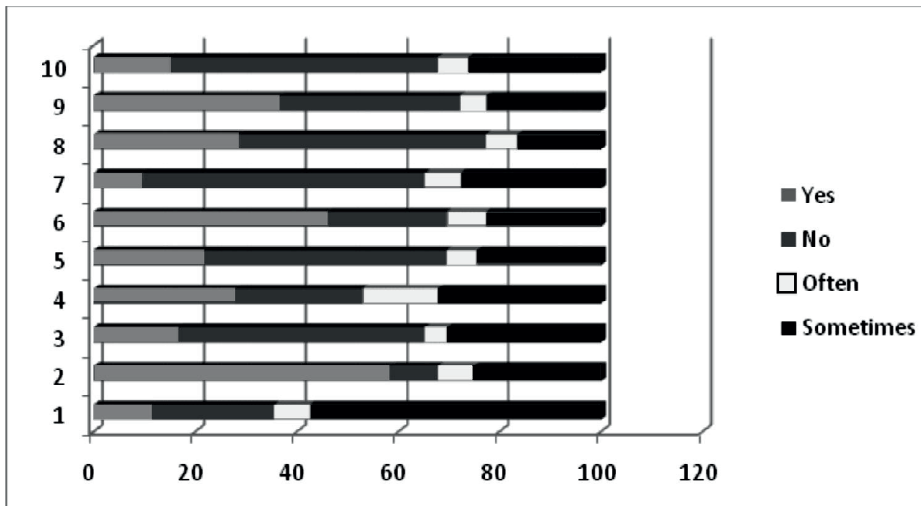
The aim of this study is to see the different sources of academic stress among senior secondary students.

Methodology

Sample: The Sample was taken through online mode. The sample of this study were 115 male and female participants of class XII, belonging to the age group of 16-18 years through random sampling method from Tagore Public School, Allahabad(Prayagraj).

Tools : Academic stress questionnaire was used to assess the academic stress level in different streams of class XII students. The academic stress questionnaire consisted of twenty (20) questions related to possible causes of their academic stress that included workload, peer pressure, social media addiction, family issues / home environment, physical problems, time restraints, interpersonal relationship, parental expectations, lack of support system, lack of motivation, sleep deficiency/ excessive sleep problem, poor grade, examination stress and financial instability.

Statistical Analysis: Collected data had been analyzed quantitatively through percentage.

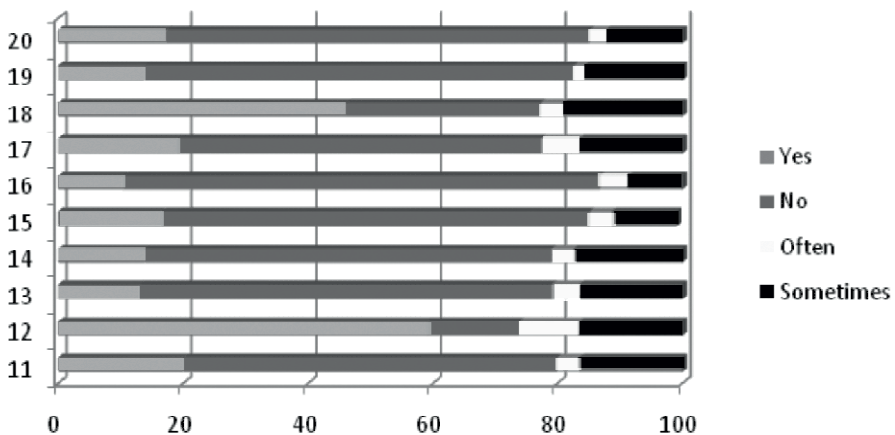


Graph 1

Graph 1 shows the details of responses and percentage of participants from item 1 to 10.

Item no 1, shows percentage of students who feel stress while studying. In this, 57.4% students largely reported being stressed sometimes, whereas 11.3% as yes, 24.3% as no and 7% as often getting stressed. Item no 2, shows 58.3% of

the students feel stress when they have to complete lots of school work. Whereas 25.2% as sometimes, 7% as often but only 9.6% students reported as less stressful when they have to complete lots of school work. Item no 3, shows largely 48.7% students feel parents don't force them to study if they are not interested but 30.4% students felt pressure sometimes. Whereas 16.5% were completely forced by parents to study. Item no 4, shows 32.2% students sometimes feel pressure because of examination. 27.8% students as yes but 25.2% students denied being stressful because of examination and only 14.8% often felt stressful in studies and examination. Item no 5, shows 47.8% students have reported no problem in sleep because of homework. Whereas, 24.3 % students as sometimes but 21.7% and 6.2 % students often felt problem in sleeping due too much homework. Item no 6, show 23.5 % students as no, 22.6 % as sometimes and 7.8 % as often whereas, 46.1% students felt insecure because of not getting good grades. Item no 7, shows 27.8 % students have sometimes attention related problem in the class but 55.7% students are able to pay attention in the class. Whereas 7% as often but 9.6% students have problem in being attentive in the classroom. Item no. 8, shows students response; even if they study hard then their grades will not improve. In this item 48.7% students refuse which indicate that if they study hard their grades will surely improve in class. Whereas, 6.1% students as often, 16.5% as sometimes but 28.7% students agreed as yes it would not improve even after studying hard. Item no. 9, shows students who get annoyed to give tests or assignments in school/ coaching. In this table largely 36.5% students responded yes but 35.7% students responded as no. whereas, 5.2% students as often and 22.6% as sometimes got annoyed because of test or assignments. Item no 10, shows students responded that they study whether they have headache or tensed muscle. In this item 53% students responded as no but 14.8% as yes, 26.1% as sometimes and 6.1% students often felt headache and tensed muscle while studying.



Graph 2 shows the details of responses and percentage of participants from item 11 to 20.

Item 11, shows 60% students as no, 16.5% as sometimes and 3.5% as often but 20 % students responded yes they felt difficulty to communicate with their peers and teachers due to absence in class. Item 12, shows 16.5% students as sometimes, 14.8% as no and 9.6% as often but largely 59.1% students responded yes they are unable to relax if their syllabus is not completed. Item 13, shows 4.4% students as often, 16.5% as sometimes and 13% as yes but largely 66.1% students responded no they are not able to complete their work due to physical injury. Item 14, shows 17.4% students as sometimes, 13.9% yes and 3% as often but 65.2% students responded as no that their father's and mother's financial condition won't affect their stress. Item 15, shows 68.7% students responded no, 16.5% as yes, 10.4% as sometimes and 4.4% students as often lack of family support made them felt stressed. Item 16, shows 10.4% students as yes, 8.7% as sometimes and 4.4% as often but 76.5 % students responded no that their friends won't judge them if they are unable to finish their work on time. Item 17, shows 58.3% students as no, 19.1% students as yes, 16.5% as sometimes and 6.1% as often they felt stressed out due to their family environment. Item 18, shows 31.3% students as no, but 3.1% as often, 19.1% students as sometimes and 46.1% as yes they felt stressed if they are unable to make future decision regarding academics. Item 19, shows 68.7% students responded as no but 1.7% students as often, 13.9% as yes and 15.7% as sometimes if their teacher does not listen to their ideas it made them stressed in classroom. Item 20, shows 67.8% students as no indicating that students have an interest in their stream subjects so they don't feel stressed out but 2.6% students as often, 12.2% as sometimes and 17.4% students as yes they have lack of interest in their stream subjects so they are stressed out.

Result

In this survey study, students felt academic stress at school though they were attentive in the classroom setting. Senior secondary students reported lots of school work which is interfering in their academic performance and mental well-being. Parents nowadays are too concerned how society will perceive their child's achievement which is resulting in parental pressure. A student who has parental support felt less academic stress but student whose parents pressured him reported to have more stress than others. Student's excellence and success is often generalized by their grades at school. Insufficient sleep is recognized as a serious health problem in school students. Senior secondary students reported stressful due to insufficient amount of sleep. Sleep quality is directly

related with students learning and well-being so it does not interfere in student's academics. The experience of academic related stress increases the risk in young adolescents. Studies have found that people who are stressed during examination period are less likely to be physically active later in their life. Students reported of developing self doubt due to increased level of examination stress and not getting good grades which results in inferiority complex and insecurity in their self perception.

The World Health Organization (1996), states that students must be healthy and emotionally secure to fully participate in education. Survey reports that students get anxious about their school work, coaching work, assignments, tests etc. even though they are prepared for it. So examination stress has a negative impact on students' performance at secondary level. Academic stress makes an individual feel ineffectual, powerless and more anxious. School education plays a very important part in an individual's life and also a turning point because academic pressure plays an important role in making decision regarding career. Results indicate that inability to make future decision regarding career is one of the biggest problems found in students. Students are insecure and fearful because they are in the final year of school education.

We live in a society where academic excellence is expected from students of senior secondary. If they fail to fulfill their expectation or meet up with their expectation then they face criticism which often leads to self doubt about their abilities and intellectual capacity. Students spend most of the time in their classrooms where the teachers play an important role in their growth and development. Survey reports that if teachers ignore student's ideas during discussion in classrooms or use less interactive method it will lead to lack of interest in subjects and decrease the optimal performance of students in school setting. While helping students during discussions, listening to their ideas, letting them explore their abilities, interactive sessions will foster positive teacher-students relationship in classroom. Classroom interaction and positive environment will lead students build a better interpersonal relationship with their peers. Sometimes peers judgement, because of incomplete work, is a troubling issue for the students which results in humiliation among peers. Incomplete syllabus is another problem found in students as they feel uneasiness and are unable to relax if their syllabus is not complete. Few problems such as physical injury and financial condition were reported by the students but it does not affect the academics of the students.

Self-reported levels of academic stress are associated with poor quality of life and well-being of students. Lack of family support, less positive family

environment, insufficient sleep in adolescents is recognised as a serious health risk by the American association, which is stressing them out. Medical Association and the American academy of sleep medicine, who reported that many young people do not get enough hours of sleep. Stress is a contributing factor to poor sleep in young people.

The study resulted that loss of sleep will lead to difficulty in paying attention, lower grades, higher stress, and trouble getting along with other people. Academic stress is strongly related to decreased student academic motivation. Students who experience more stressful life events of a more severe nature, as well as students who do not seek support from their parents or other family members may feel academic stress at some levels. Academic stress may result in academic failure, behavioral, emotional problems, drug abuse, health problem and even suicide. Students have many obstacles to overcome in order to achieve their optimal academic performance. Methods to reduce academic stress by students often include effective time management, social support, positive reappraisal, and engagement in leisure pursuits.

Conclusion

School education system is mostly based on textbooks, which focuses mainly on long hours of study and rote memorization. Stress is the internal response of the individual to pressure when the pressure experienced is greater than normal ability. Stress is not a specific event but an ever-changing process in which the nature and intensity of our responses depend not only on what stressors occur, but also on how an individual thinks about them, the coping skills they have and the resources they perceive to be available. Students are competing with their peers to perform their best which results in better outcomes from their peers in school academics. Academic pressure is leading students to severe health and psychological problems such as depression, anxiety, negative self image, suicidal tendencies etc. Survey report indicates that students can predict and control their stressors, how they interpret the threat involved, and the amount of social support they perceive as available from their academics, family, teachers, friends and their skill of coping. Mediating factors can either minimize or magnify a stressor's impact on student's day-to-day life. In the school situation, this pressure may be accountable for individual's success and failures.

Stress management techniques such as meditation, breathing exercise, biofeedback, guided imagery, mindfulness, progressive muscle relaxation, physical exercise, yoga, improving interpersonal relationships, balanced diet, enough sleep can benefit students in their life and long term goals. Providing opportunities to improve their skills, lessening their school works, listening and giving importance to their ideas will decrease the level of academic stress.

Mental health curriculum, finding sources of stress may let them handle and cope better with their academic stress.

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NATIONAL EDUCATION POLICY : A CRITICAL ANALYSIS

Harsha Kewlani Mehrotra

Abstract

The motive behind the working of any economy is its progress which can be obtained by bringing about the minimalistic changes in the existing structure. Hence came the need to uplift and enhance the current educational scenario too. This change was required to bring about the universalization in education as well as uplifting the current educational standards as per international scenarios. There lies a need to understand those changes in social environment which consequentially lead to a change in the educational environment also bringing about an ultimate change in the teaching environment, its laws, its impact and everything. These changes can be attributed to the dynamic social, technological changes, especially the impact of COVID-19 on the nation building and its development. This has majorly changed the way our education sector is perceived and has brought about a big reform in the system of education. The formulation of NEP 2020 is a response to the dire need of change in the social system and the greatest emphasis has been placed to re-organise, re-orient the youth, the future generation of Bharat. Throughout the study it was found that NEP is easy to understand but will be quite difficult to implement. It is based on certain unrealistic assumptions where practicality of the subject matter seems to be lost somewhere. This might also lead to chaotic situation which may divert the attention from its core objectives etc.

Keywords

NEP, impact of NEP, School Education, Reforms in Education, Role of teachers in NEP.

Introduction

The NEP has primarily 5 major principles' these are- **an access to education, an equity in providing education, quality of education, affordability and proper accountability of education.** It also focuses on developing good human beings with rational thinking, compassions, empathy, courage, creativity etc. There is no doubt that it tries to focus upon the development in every possible way but it fails to look into the implementation portion which has to be a lot more grounded than its original thought process.

NEP, 2020 aims to recognize, identify, and foster the unique capabilities of each student to achieve the Foundational Literacy and Numeracy by Grade 3. So that the learners have it in their ability to choose their learning trajectories and programmes, multi disciplinarity and a holistic education emphasizing on conceptual understanding, creativity and critical thinking, so as to promote multilingualism and the power of language in teaching and learning etc.

Looking into the objectives, it can be understood that the whole scenario of teaching and learning is undergoing a major transformation with which not only teachers but also parents and individuals need to be sensitized and updated. The paper focuses upon such sensitizing and the results obtained thereof will be discussed under the light of the newly implemented policy.

It will also be not wrong to comment upon its usefulness in terms of its implementations and also with respect to its standing in the constantly changing environment.

General View on Policy

In the era of optional education being highlighted and utmost importance given to the most talked about NEP, this article attempts to analyze the policy from the view point of educators. In this, the analysis is being made on how changes are proposed and implemented and the difficulties that might arise in between. Some general points on enhancing educational standards and some of the aspects that might have been ignored are mentioned below.

Early Childhood Care and Education (ECCE)

It facilitates the RTE from the age bracket 6-14 years to 3-18 years with a goal of having 100 percent of children ‘school-ready’ by 2030. The policy aims at providing for universal implementation of ECCE. Investment in infrastructure (educational tools and child friendly structure) and continuous professional development (CPD) of ECCE educators and anganwadi workers via 6-month certification program, including some online aspects. With certain advancements it still neglects maintaining the current status of having curriculum under a single ministry and implementation under three different ministries would definitely make it more un-achievable as the responsibilities and accountabilities would not be held on to any particular department or ministry. Till date, this strategy promotes inadequate consideration with elementary education, like it recommends a ‘joint task force,’ which does not seem to be an adequate measure to address this infamous gap. There is a lack of clarity around whether every anganwadi or pre-primary learning center will be equipped with a high-quality teacher and a worker (*sevika*). While it has a goal of achieving 100 percent of children ‘school-ready’ by 2030, and focusing on the universalization of ECCE,

it will make its ways more difficult than anticipated as 6 months of certified training can never be sufficient enough over years and years of experience in handling the most basics of all.

Foundational Literacy and Numeracy (FLN)

It facilitates 3 months of preparatory course for students, access to digital content through e-textbooks, student-led peer learning, and community coaching are some of the ways to achieve 100% foundational level learning (up to Grade 3) by 2025. All the vacancies of teachers are to be filled within stipulated time, with a focus on relatively disadvantaged areas and sections of the society. With an appropriate policy making there lays no definition of what a basic text is, against which literacy will be measured. A National Book Promotion Policy has envisioned a knowledge society consisting of an awareness and positive ideas that comes from reading of books. It also foresees a reading and learning society wherein books will be available and accessible to everyone. This will prioritise the access to relevant, age-appropriate reading materials across different languages for students, which is a continuous focus of government programs such as Samagra Shiksha. Overall as the policy is not legally binding any action, it definitely makes clear the government's vision to have considerable changes in the sector.

Universal access to education at all levels

The aim of the policy is to achieve 100 percent Gross Enrolment Ratio (GER) across all levels by 2030. Investment in infrastructure, social workers, counselor and teachers for students till grade 12 is made available to students, addressing to the factors contributing to dropout rates. Rigorous tracking of full attendance, through a technology-based platform to ensure that nobody is left behind. It also encourages different public-private partnership school models to downsize the number of school drop outs.

The policy has given no clarity on a few things; like first the desired ratio of social workers or counselors to children enrolled, second at what level they will be appointed at school or cluster level and third whether or not they will be sourced from existing personnel of other ministries. There is no clear cut mention of legal violations (including child marriage and child labor), which contribute to school dropouts. Additionally, absence of clarity about the social and economic value of the open learning courses made available to children unable to attend the school. There is lack of focus upon the government's role in the upliftment of the standards. Secondly, the much hyped about privatization of schools will definitely result in non-attainment of 100% GER.

Curriculum and pedagogy in schools

This policy uplifts the local language as the medium of instruction at least up to Grade 5, promotes education in 2 languages minimum, focusing more on mother tongue to make the studies more relatable for learning not only in primary stages but also at middle and secondary levels too. The suggested 5+3+3+4 class system focuses on defining learning levels and reducing content by targeting core learning competencies taking into consideration the multi-disciplinary approach. Some new subjects such as coding and computational thinking (among others) are now introduced at middle school level. Students can now choose subject courses at secondary school (primarily in arts, physical, and vocational education).

The policy has somewhat given a non-conclusive edge around the guidelines on the language of instructions that are to be given which might prove to be typical or even its implementation would disturb and disrupt the whole process to maintain the current standards too. The policy includes a large number in the list of pedagogies, values, skills, and methods, which are all seemingly too good to have in practice. Many of these pedagogies were already mentioned in the National Curriculum Framework of 2005, and there are various challenges which have already been discussed in past. If we talk about this policy in specific, it talks about the issue of child being taught in ‘mother tongue’ while in reality this and home language being different from the local language that would be used for instructions at schools, the case of Migrant and Adivasi families that is not mentioned anywhere in the policy.

Teachers might definitely lack their clarity about prescribed classroom practices, due to the lengthy list of approaches that have been listed. This will also lead to a lack of focus as well as limited success in any approach they follow.

Testing and assessments

This policy lays emphasis on measurable learning outcomes at all levels in the newly proposed school system. It also promotes formative assessments (which are being conducted on a regular basis, covering small portions of the compiled syllabus), peer assessment, and holistic progress reports are to be developed to measure the ongoing academic progress of the children. Student choices are to be incorporated in X and XII grade board exams. The policy also suggests doing so by offering freedom of subject choice, allowing best of two attempts, and choice of difficulty (standard and higher level).

The policy has suggested the formation of two new agencies: PARAKH and NTA that might lead to over-centralization, and possibly, over-testing of children at both the national and the state levels. There is quite a difference

in the understanding levels of class 12th board examination and university entrance examination as well. The funding which is linked with the performances of states might actually result into the low-income and low-performing states being cut off from the center which in future will lead to further stratification. The policy has also suggested putting up with the development of a holistic progress report card for students and parents which could also be accessed through AI based software to periodically track their growth. On the contrary to this, it has not been clarified how the existing glaring digital divide will be bridged. The policy also lays focus on ‘gifted students’ in order to increase admissions into some prestigious institutes like IIT’s/NIT’s by promoting Olympiads as well as other competitive testing but forgets to take in consideration that the poor families cannot afford such preparation and exam fees for Olympiads, and if premier institutes will include such competitions in their admission criteria then it would furthermore increase the existing social inequities in higher education.

Equitable and Inclusive Education

The policy talks about ‘Gender Inclusion Fund’ that will support the female and transgender students safety and fulfilling the educational needs by driving the state-level inclusion activities, developing infrastructure for boarding as well as safety. Special Education Zones and Kasturba Gandhi Balika Vidyalayas (KGBV’s)/KV’s will be set up in aspirational districts, with targeted focus on improving the quantity and quality of learning.

It also fails to look into the action points or time-bound goals on bridging the gap among social categories or for children with special needs; only ‘verbal acknowledgement’ is given that discriminations exist. There is also a mention of ‘culture of inclusion’ at school level, but there are actually no details on how one would make that happen. Similarly, there is no clarity about the role, the appointment, budgets, ratios, and so on, of the social workers, special educators, and counselors who are required to bridge various developmental and social inclusion gaps.

An Alternate View of The Policy

There are various sides and angles with which the policy is being perceived by the people in the society. Some of the basic components with limited horizons are mentioned briefly herein.

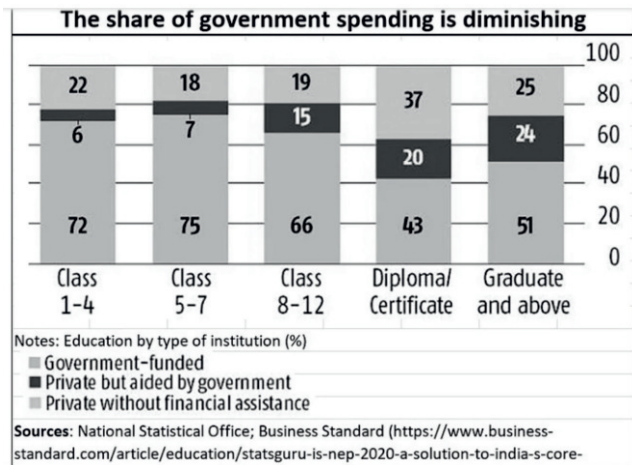
Limiting participation of the government schools

There is another reality that the NEP ignores. The government has masked its

objective to slowly shift its burden to the upcoming and already existing private institutions. This quite promisingly ensures the upliftment of the Private institutions, this is also a checked fact for the students studying till class VIII.

Just by looking and comparing the numbers of enrollees in private and government schools, one can easily make this out that even children of casual workers and those with less stagnant income prefer to enroll their kids in private schools because the child learns more there than in government schools. There should be some reality check in this scenario as it could be the teachers, it could be the environment, or it could be forcing children to learn in a language that their parents do not want.

What is worse is that as the share of the government in education is falling, the cost of private education continues to increase considerably that might be more than the general affordability.



The chart given above shows the difference between the cost of education in government educational institutions and privately managed one.

Educators Role in Policy

There is a full section (Section 5) on teachers in the policy which deals mostly with upgrading teachers, testing their knowledge, and even attracting the bright minds to the teaching profession. The policy ensures that the achievers step up into the teaching profession, especially from the rural areas and the merit-based scholarships will also be instituted across the country for studying 4-year integrated B.Ed. programs. A provision for a special merit-based scholarship is also established which also includes preferential employment in their local areas upon successful completion of their B.Ed. programs.

Providing with the scholarships is alright but how does it plan to retain those so talked about bright minds to continue to teach at such rural schools? It also contradicts with the fact that how much qualified the teacher might be, they might not be a good teacher. Similar to this a good credit rating only informs about a person's ability to pay, but not their intention to pay. Just by passing teacher evaluation tests or B.Ed. courses can only talk about a teacher's ability,

not their intent or effectiveness. So for this one has to measure the outcomes which NEP is silent about.

The policy on one hand proposes minimum teacher education degree requirement to change from the current two year D.I.Ed/B.Ed degree to a four year B.Ed undergraduate program, by 2030 and on the other hand it also suggests promotions based upon their merit rather than seniority, it also makes the option of vertical mobility available for teachers to promote their work at a district or state level. It also speaks about teacher transfers to be halted that would lead to better continuity with students, as also provision for local residence could be followed. There is also promotion of blended learning teacher training program for Continuous Professional Development of teachers and school principals, with at least 50 hours of Continuous Professional Development mandated per year.

Furthermore, the policy has missed an opportunity to improve effectiveness of in-service teacher training by linking it to credits aligned with seniority. (It is a global practice to allot credit after the successful completion of a training program, the total of credits related to past 10 years is then linked with the qualification for the purpose of increments or promotions.) The policy fails to mention the ways to improve the support for special education but it talks about an updated course for the existing special educators. This is not supposed to be sufficient unless the number of special educators is also increased in appropriate ratio to the students.

As Graduate teachers with four years of university education could find low paying jobs in private schools (making up more than 70 percent of the private school sector) is found to be unsustainable which will subsequently stir the whole sector thereby raising the overall cost of operations of all the schools resulting into the 'low-cost' operations in the supposedly long run. This will therefore totally eliminate the need of highly experienced teachers and professionals in the stream as they might bring up the cost in future too. There also lays confusion around how to lift the professional qualification of existing teachers to the level of the future four-year trained teachers. There is a higher possibility of increased union related activities in the teachers community causing an uproar for undertaking the immensely resource intensive and challenging, or potentially contested, process of upskilling.

The policy mentions performance-based pay/incentives to teachers, robust benchmarks, including peer reviews. However, global level drawbacks have already been witnessed in cases where the performance-based incentive system is not done collaboratively. The policy also lacks in providing a ground zero implementation strategy as it might be very difficult or contradictory to the very basics of the objectives of the policy. Having this implemented at every city, zila level, the overall quality will have to be compromised as it furthermore

reduces the affordability of education at local levels, quality of education at local and eventually at global level too.

Eventually, education is all about a teacher. It is a very well-known fact that the better a teacher is, the better their students learn. An uninspiring teacher turns off students, and even decreases their mental growth. That is why merit and outcomes matter the most. If that is to be followed then there must be a revised plan of salaries and the pay structure should also be proposed to strengthen its roots. It will only be then that a good talent will get attracted and will stay with teaching. The NEP has tried to steer away from this decisive area of providing teachers' remuneration.

Conclusion

Thus, it could be said that everything proposed to bring about a change is always scanned carefully and nothing can be said with certainty. This policy is no exception to such facts. It will be good to say that on the brighter side this is an initiative towards the un-explored era in the education industry that will bring about a lot of known, predictable reforms for the practitioners as well as the students. On the contrary to this fact it too lags behind in some other aspects where the providers of such education are not considered to be that worthy or sometimes their existence is easily overlooked with something else in mind.

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DIGITAL TRANSFORMATION OF EDUCATION

Jyotika Kashyap

Pragya Malviya

Abstract

Today, we live in an era called the ‘information age’ where we see that most of our activities are influenced by technology. We use technology to control the world we live in. The technology enables people to use knowledge, systems and tools that will facilitate their lives and make them better. Modern technology has completely reshaped the entire education system. Technology has been playing a prominent role at the forefront of education ever since learning and development came into being. Right from carving symbols and figures on walls of caves, to the Gurukul education system, students were taught the use of the technology prevailing then. Now we have moved to use Artificial Intelligence and virtual reality. Artificial Intelligence technologies are continually evolving—emergent technologies such as Cognitive Services, Virtual, Mixed and Augmented Reality and the Internet of Things (IoT) are reshaping our world and providing all stakeholders in education with opportunities to advance teaching and learning, and the ethical challenges which need to be addressed. The appropriate and effective use of AI can provide considerable benefits in time to be spent for lesson preparation, devising creative and innovative ways to improve the learning experience for students, and developing personalized learning pathways.

Keywords

Artificial intelligence, Augmented reality IOT.

Introduction

Technology has become a significant tool around the world. It is quite impossible to see life without it. We are surrounded by technological gadgets that are essential for our everyday living. Even the underdeveloped countries use technology in their everyday lives. The use of technology cannot be considered a luxury anymore, it is essential nowadays. A growing number of people use digital technology at home, to keep in touch with friends and family, check bank balance, play interactive games, participate in online forums and interact with others on social media websites and mobile apps. With changes like these in lifestyle, where much of our communication, leisure and entertainment is online, our smart-phones have become

an essential part of everyday life.

Computer, which is one of the most significant one in all technological tools, has now become an influential factor in almost every individual's life . It has been facilitating lots of needs and opportunities in many fields for users. Likewise, education is acknowledged as a milestone in everyone's life.

Schools have been offering the educational courses to students through the teachers in different classes according to the prescribed syllabus and lesson books. However, with the advanced technology in today's world, traditional teaching methodologies have changed. The widespread adoption of this new developed technology has significantly benefitted education in classrooms as it encourages students' learning and growth, facilitates peer collaboration as well as communication, and enables access to new content easily. Technology in classrooms has become predominant as chrome-books are replacing textbooks and any information can be researched easily and fast with smart-phones. The internet has become such a common place and the way we use these resources has completely transformed the way individuals live today. Educators, too, have admitted that technology has become extremely beneficial in the development of students' education.

According to a study by IT Trade Association CompTIA, educators believe that technology in classrooms has a positive impact in the education process as it allows students to learn more in less time.

Artificial Intelligence

Artificial Intelligence, AI is a technology that is already impacting how users interact with, and are affected by the internet and its impact will only continue to grow. Artificial Intelligence traditionally refers to an artificial creation of human-like intelligence that can learn, reason, plan, perceive or process natural language. Artificial Intelligence is an intelligent entity that is created by humans. It is capable of performing tasks intelligently without being explicitly instructed to do so. We make use of AI in our daily lives without



even realizing it. Spotify, Siri, Google Maps, YouTube, all of these applications make use of AI for their functioning. The two words Artificial and Intelligence, where Artificial means “man-made” and Intelligence means “thinking power”, together mean ‘a man-made thinking power.

Artificial Intelligence technology is much older than you would imagine and the term “AI” is not new for researchers. The term “AI” was first coined at Dartmouth college in 1956 by a scientist called John McCarthy.

Later in 1959 Marvin Minsky and McCarthy cofounded the Artificial Intelligence Project. Prominent examples of AI software used in everyday life include voice assistants, image recognition for face unlock in mobile phones, and ML-based financial fraud detection. AI software usually involves just downloading software with AI capabilities from an online store and requires no peripheral devices. AI allows organizations to make better decisions, improving core business processes by increasing both the speed and accuracy of strategic decision-making processes.

Artificial Intelligence can provide humans a great relief from doing various repetitive tasks. The technology can learn the work once and repeat it as many times as desired by its human programmer. Automation of different tasks reduces the workload from dull and repetitive tasks.

To develop an Expert System, which displays intelligent behavior, learn, demonstrate, explain and advise its users is the goal of AI. AI also aims at implementing human intelligence in machines by creating systems that can understand think, learn and behave like humans.

Use of AI in Following Fields/Areas

- ◆ Autonomous Vehicles / Self-driving Cars
- ◆ Medical Imaging Analysis
- ◆ Warehousing and Logistic Supply Chain
- ◆ Fashion ,Retail and Shopping
- ◆ Security and Surveillance
- ◆ Analytics and Activities of sports
- ◆ Manufacturing and Production
- ◆ Inventory Management
- ◆ Live Stock

The impact of artificial intelligence on society has been largely positive so far, bringing contributions that have made life easier for humans, from being able to store and analyze data in multiple industries effectively, to improving our regular routines with virtual and home assistants.

Artificial Intelligence begins with data. The ability to ingest data from multiple data sources, interrogate that data and derive insights — using tools such as

predictive analytics and machine learning — is what makes AI such an exciting advancement in education technology, and that is why its use will prove transformational for all stakeholders, from individual students to Ministries of Education.

In an educational context, perhaps the best way to view Artificial Intelligence is to view it as Augmented Intelligence. The application of AI provides all stakeholders with additional information and with insights which can better inform decisions. Below are a number of the data points which need to be considered by the key stakeholders:

Students: Individual students need help to identify areas in their learning pathways where they need additional support or guidance, or where they require an increased focus in their studies.

Educators: A typical primary-school teacher can have between 20-30 students in a class. To measure progress against all the core success metrics outlined in Stage 1 of the data journey above for each student in a class of 30 students would require them to track progress against 390 different data points.

For a secondary school teacher, who might teach a group of students in different grades or age groups, the challenge is exponentially greater. (It is a measure of the extraordinary dedication and skill that teachers as a professional display that they undertake to do this to the best of their abilities in service of their students and the students' families.)

A professor or dean of faculty at a university may have an even larger cohort of students; and for all educators the student cohort will typically change on an annual or more frequent basis.

School Leaders: To manage an academic institution or to lead change, a school leader in K-12; Education or Higher Education needs to consider a vast range of factors and data points. In addition to student-centric data, he or she must consider staffing issues; financial and infrastructural management issues; matters relating to policy, governance and oversight; privacy, health and safety concerns, etc.

Curriculum Designers: Those tasked with designing curriculum at an institutional, regional or national level need to consider information from a variety of sources, including the academic, the vocational and the societal, in order to ensure that evolving curricula can meet the current and future needs of students, and will adequately prepare them for the world they will face on leaving school. A curriculum based solely upon historic data, referencing a limited number of sources, cannot hope to meet future needs.

Having access to all of the relevant and available data is not sufficient. None of these challenges can be met with data alone. It is the ability of Artificial

Intelligence to make connections across these different data points — to provide predictions.

Artificial Intelligence in Education

Every day, children come in contact with AI technology. There is AI technology within mobile phones, software applications, and cars. Therefore, kids are always willing to understand the principle behind the operation of such technologies.

For example, many children love playing around with drones. Drones can be used for a wide range of activities including agriculture and surveillance. Therefore, students can be taught the science behind the operation of AI cameras that are mounted on drones that fly for agriculture surveillance. Students, with the help of their teachers, can learn how to program drones for such purposes. Similarly, programming can be extended to robots. Ultimately, all these experiments foster the imagination of children. At each grade level, different levels of AI exposures can be introduced to children to foster imagination.

Therefore, AI can be used for the following.

- ◆ Scrutinize historical events.
- ◆ Help lower-grade children to study and learn patterns.
- ◆ Teach students about sequence and logic.
- ◆ Personalize learning of the English language.
- ◆ Teach students problem-solving and empathy through design.

The Artificial Intelligence and the Futures of Learning project builds on the Recommendation on the Ethics of AI to be adopted at the 41st session of the UNESCO General Conference and will follow up on the recommendations of the upcoming UNESCO global report *Reimagining our futures together: A new social contract for education*, launched in November 2021. It will be implemented within the framework of the *Beijing Consensus on AI and Education* and against the backdrop of the UNESCO Strategy on Technological Innovation in Education (2021-2025).

The project consists of three independent but complementary strands:

- ◆ a report proposing recommendations on AI-enabled future of learning,
- ◆ a guidance on ethical principles on the use of AI in education;
- ◆ a guiding framework on AI competencies for school students.

Artificial Intelligence in Schools

The connection between AI and education involves three areas:

- ◆ learning with AI apps (e.g. the use of AI-powered tools in classrooms),
- ◆ learning about AI (its technologies and techniques)

- ◆ preparing for AI (e.g. enabling all citizens to better understand the potential impact of AI on human lives).

The “Teaching artificial intelligence at school” project currently focuses on the latter two connections. The goal is to contribute to mainstreaming both the human and technical aspects of AI into training program for school students. It begins with piloting capacity development of curriculum developers and master trainers from selected national institutions to empower young people.

The following three lines of action are planned for the project:

- ◆ Development of an AI skills framework for schools;
- ◆ Development and management of an online repository to host curated AI-related training resources, AI national curricula and other key digital skill training courses;
- ◆ Workshops to support the integration of AI training into national or institutional school curriculum in selected number of countries.

To generate all these outcomes, UNESCO is supported by an International Advisory Board. The Advisory Board is a group of experts (in AI, education, the learning sciences, and ethics) appointed by UNESCO to develop the AI skills framework for all classes of schools and to review the repository and workshop outline. The advisory group donates its time and efforts on a voluntary basis.

UNESCO is currently developing an online repository to provide a hub for Member States who are considering to teach their young people about Artificial Intelligence – how it works, how it might be used, and how it might affect humanity. The specific objectives of the repository are to support curriculum designers to upskill their AI knowledge, and facilitate them to integrate AI skills development modules/courses into the curriculum of schools or other educational institutions; facilitate the preparation of (master) trainers; provide openly accessible curated resources of AI in education for all. The repository will soon be available.

The AI training workshops for national or institutional school curriculum is targeted to teachers and curriculum developers. This will be designed by teachers and specialists in curriculum development, artificial intelligence and workshop developers. This project is implemented by UNESCO, currently in partnership with Ericsson, and open to a multi-stakeholder partnership approach.

What is Not AI ?

AI is not a black magic. It cannot solve anything at the blink of a magician’s eye. We cannot engage a robot and hope that it would perform all the tasks. It still needs a human to operate it.

Artificial intelligence refers to any technique that enables computers to mimic

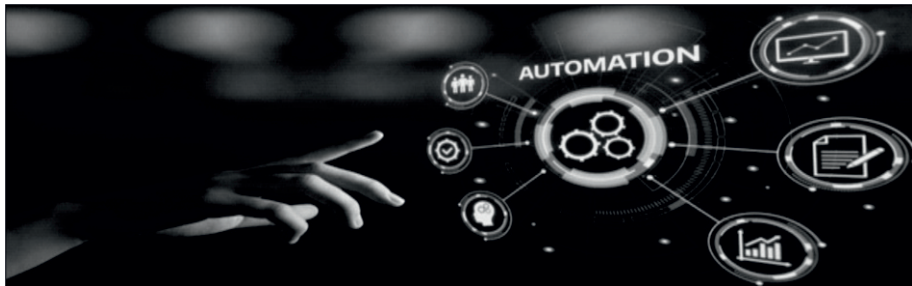


human intelligence. It gives the ability to machines to recognize a human's face, to move and manipulate objects, to understand the voice commands by humans.

It can be defined as the collection of various technologies that permit the machines to behave at a human level of Intelligence.

On the other hand automation is designed to run itself with little or no human interaction by some specific patterns and rules to perform repetitive task. Automation is used every day and everywhere in life. A smart refrigerator can perform on its own, but its involvement to choose the parameters of cooling and the required preparation for it to perform in a correct manner, such working of machines is an example of automation.

Applications of AI



Artificial Intelligence has touched various aspects of today's life. There are many fields, technologies, techniques that are very close to AI. Artificial Intelligence can solve complex problems with an efficient way in various sectors such as medical care, entertainment, finance, education, etc. AI is

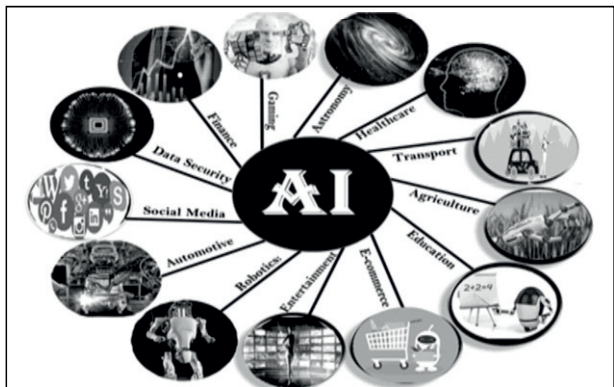


Figure 4-javapoint apps of AI

making human's life more comfortable and fast.

Following are some sectors which have the application of Artificial Intelligence :

1. AI in Astronomy

Artificial Intelligence can be very useful to solve complex universe problems. AI technology can be helpful for understanding the universe such as how it works, origin, etc.

2. AI in Healthcare

AI has become more profitable for the healthcare industry and is going to have a valuable impact on this industry in five to ten years .

It has been proved by healthcare industries that AI can make a better and faster diagnosis than humans. Patients and Doctors both can be helped by the techniques of the AI in medical help and diagnosis.

A system has been successfully developed by Google's Deep Mind to analyze retinal scans and spot symptoms of sight-threatening eye diseases.

3. Role of AI in Gaming

AI can be used for gaming industry. The AI machines can generate random labels for playing strategic games like chess, where the machine needs to think of a large number of possible places.

AlphaGo is the first AI program that plays board game Go and defeated a professional world rank no 1 player Fan Hui, on a full-size board with no handicaps.

4. Use of AI in Finance

AI in finance industries improves security measurements of finances which are the best matches for each other. The finance industry is implementing chatbot, adaptive intelligence, automation and machine learning into financial processes.

5. AI in Data Security

To make your data more safe and secure AI can be used to protect the companies from cyber attacks which are growing very rapidly in the digital world nowadays. Some examples such as, AI2, AEG bot Platform are used to determine software bug and cyber-attacks.

6. AI in social media

AI can organize and manage massive amounts of data. AI can analyze lots of data to identify the latest trends, hashtag, and requirement of different users. Billions of user profiles which are found on different Social Media sites such as Facebook, Twitter, and Snapchat are needed to be protected in a very efficient way. AI is also used in face verification wherein deep learning and machine learning are used to detect facial features and tag your friends.

7. AI in Travel and Transport

Travel industries are using AI-power which can make human-like interaction with customers better and fast. AI is capable of doing various travel related works such as reservation in the hotels, flights, and best routes to the customers.

8. AI in Automotive Industry

AI has been used by some automotive industries to provide virtual assistant to their user for better performance such as Tesla has introduced Tesla Bot, an intelligent virtual assistant. Various Industries are currently working for developing self-driven cars which can make your journey more safe and secure.

9. AI in Robotics

Artificial Intelligence has a remarkable role in Robotics. They are programmed in such a way that they can perform some repetitive tasks. With the help of AI, we can create intelligent robots which can perform tasks with their own experiences without being pre-programmed.

Humanoid Robots are best examples for AI in robotics. Recently the intelligent Humanoid robot named as Erica and Sophia have been developed which can talk and behave like humans.

10. AI in Entertainment

In our daily lives we use some AI based applications for entertainment services such as Netflix or Amazon. Machine Level AI algorithms are used for these services .

11. AI in Agriculture

Now-a-days agricultural techniques are becoming digital. AI is emerging in this field. Agriculture is an area which requires various resources like money, labour and time management for best result. Agriculture is applying AI in predictive analysis solid and crop monitoring.

12. AI in E-commerce

AI is facilitating a competitive platform to the e-commerce industry, and it is becoming more demanding in the e-commerce business. AI based solution allows business to utilize cost, time and provide better services and products to the customer.

13. AI in Education :

- ◆ It can enhance logical foundation of the subject.
- ◆ Time to time it can provide feedback .
- ◆ It is altering how we find and interact with information.
- ◆ Artificial Intelligence provides automated grading, by which the tutor can have more time to teach. AI chatbot can communicate with students as a teaching assistant.
- ◆ AI in the future can work as a personal virtual educator for learners,

which will be accessible easily at any time and any place. Machine Learning, Natural Language Processing, Virtual Reality, Augmented Reality, Robotics and Big Data are some of the applications of AI. Artificial Intelligence is a field of science and technology based on disciplines such as Computer Science, Biology, Psychology, Linguistics, Mathematics and Engineering.

Conclusion

Students need appropriate expertise to expand their career opportunities, necessitating engaging in educational materials that emphasize research and problem solving skills by cutting-edge technologies. Cutting Edge Technology refers to the technology, devices, techniques or achievements that employ the most advanced and high-level IT development.

In the coming years, AI will transform every career in every industry. Educators serve as connecting link between students and the outside world. If teachers are enthusiastic about something, they will instill that enthusiasm in their pupils, allowing them to expand their horizons. They should be able to acknowledge and apply innovative and logical thinking, design thinking, data proficiency, and quantitative thinking to AI applications. Teachers must clarify how ethical considerations such as justice, openness, privacy rights, and enforcement are essential in creating and using AI. They should explain how reasoning abilities can be integrated into instructional practices and how these skills can be applied to problems in which the AI can help. If students are taught AI at an early age, they prove better off going through college. They are choosing a career path after their graduation. Additionally, since a large portion of jobs are forecasted to be run through AI in future, knowing AI puts students in a better position to be employable.

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SUGARCANE : DISEASES, SYMPTOMS, CAUSAL ORGANISM AND ITS CONTROL

Karishma Goel

Abstract

Sugarcane (*Saccharum officinarum*), is the chief, sugar and energy yielding crop found in tropics. It is a perennial herb with high biomass, which belongs to family poaceae. It often get diseased by various microorganisms such as fungi, bacteria, virus, phytoplasma etc that cause huge economic loss. The spread of disease is needed to be controlled in order to get rid of such losses. Host- parasite interaction and its epidemiology plays vital role in disease development which needs to be studied rigorously. The objective of this paper is to study diseases on sugarcane, symptoms, causal organism and its control.

Keywords

Poaceae, Host, Pathogen, Disease, Control

Introduction

In India and other countries, *Saccharum officinarum* has traditionally been grown for generations for the production of different sweeteners and, to some extent, for direct consumption. The introduction of hybrid cultivators caused the cropland to be expanded. Numerous diseases that were catastrophic and, greatly impacted the industrial sector were also discovered throughout the growth. Red rot, which was caused by *Colletotrichum*, was the main disease that severely damaged the business. Smut (*Sporisorium scitamineum*), Wilt (*Fusarium sacchari*), and other fungi related disease are examples which affect the plant. There are also bacterial, viral, and phytoplasma disease in addition to fungal diseases.

Management techniques can be employed to control the spread of the disease and greatly boost crop productivity. Solarization of soil, hot water and seed treatment, chemical and biological treatment can be used to get rid of such plant diseases.

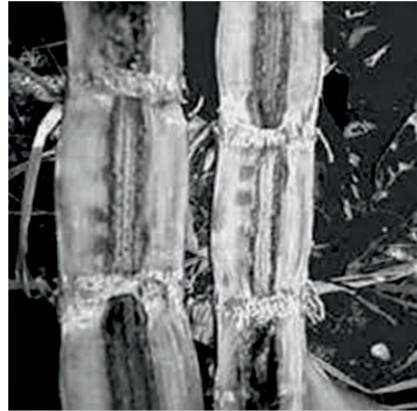
There are various diseases on sugarcane but, two of the most common are listed here :

Disease name : **Red rot of sugarcane**
Host name : ***Saccharum officinarum* (sugarcane)**
Pathogen name : ***Colletotrichum falcatum***

It is one of the earliest fungi that cause sugarcane disease. In the Indian subcontinent, the pathogen severely reduces crop productivity and quality. In Java (now Indonesia), the first real account of red rot occurred in 1893 under the name “hot root snot.” Within a decade, it was reported in a number of other nations, including Australia (1925), the United States (1910), the Hawaii (1908) and in the West Indies. (1904). The disease was initially identified in Red Mauritius sugarcane from the Godavari delta of Andhra Pradesh in India in 1901 by Butler, who also gave the disease the name Red rot.

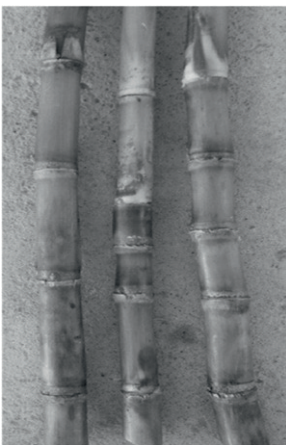
Symptoms

It might be challenging to recognise the condition of plant at the first stage of infection. After the rainy season, normal plant growth is hampered by the appearance of yellowing leaves, which are later followed by drying and drooping. The rind shrinks and becomes longitudinally wrinkled in the later stages of the disease. Such canes are less sturdy and more likely to break. The internode is negatively impacted, and this includes the internodal tissue becoming redder and showing white patches that are typically elongated. Later, the stalk turns hollow, and the mycelium of the fungus fills the cavity, which is grayish/white in colour. Tiny fruiting body called acervuli, black and velvety in colour and texture develops.

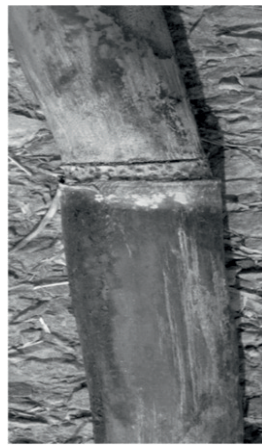


Affected stem showing reddening

Canes affected by Red Rot



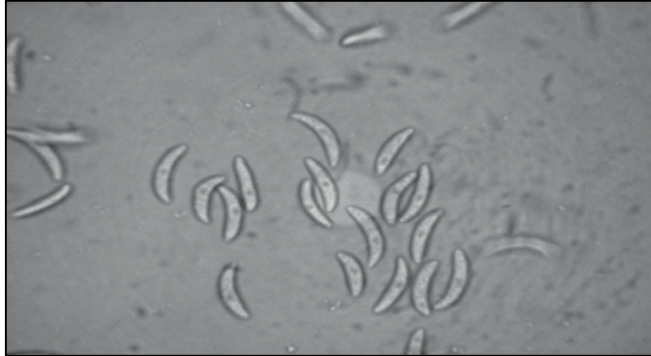
Canes affected by Red rot shows discolouration of greenish rind.



C.falcatum fruiting bodies (acervuli)

Nature of Pathogen

Fungus is a biotroph which belongs to member of Deuteromycotina. It produces non separate, cenocytic branch mycelium which penetrates the host both intracellularly and intercellularly .It produces hostoria for nutrition. Asexual reproduction takes place by conidia. Conidia are crescent shaped produced at the apex of conidiophore. Sexual reproduction is altogether absent.



Conidia of *C.falcatum*

Mode of infection

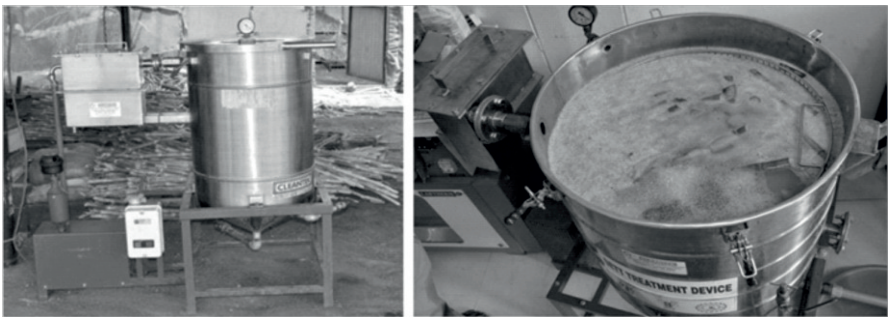
It is possible for sugarcane's nodal area to become infected. Infection in the nodal region occurs through the leaf scar, leaf primordia, root, and growth ring, although most infection occurs through the eye buds.

Mode of spread

Red rot disease spreads primarily through contaminated setts, with flood water and irrigation serving as secondary source . Along with contaminated cane debris, spores, mycelium found in the previously diseased field can also play a role in the progression of the disease.

Control measures

- ♦ At the time of planting each sett should be carefully examined and those setts which show reddening should be discarded.



Mechanized sett treatment device to treat sugarcane setts with fungicides, setts dipped in the treatment solution.

- ♦ Hot water treatment of seeds can be utilised for controlling Red rot of sugarcane (treatment in water at 50° C for 2 hours)
- ♦ Treating seed with fungicides like Arasan (0.25%) is often effective.
- ♦ The use of resistant varieties such as Co 975, 1148, 1158, 1136 etc helps a lot in controlling the disease.
- ♦ Biological control by using Rhizobacteria like *Pseudomonas*, *Bacillus*, *Burkholderia* etc can suppress the soil borne pathogens.

Disease name : **Grassy shoot disease of sugarcane**

Host name : ***Saccharum officinarum* (sugarcane)**

Pathogen name : ***Candidatus Phytoplasma sacchari***

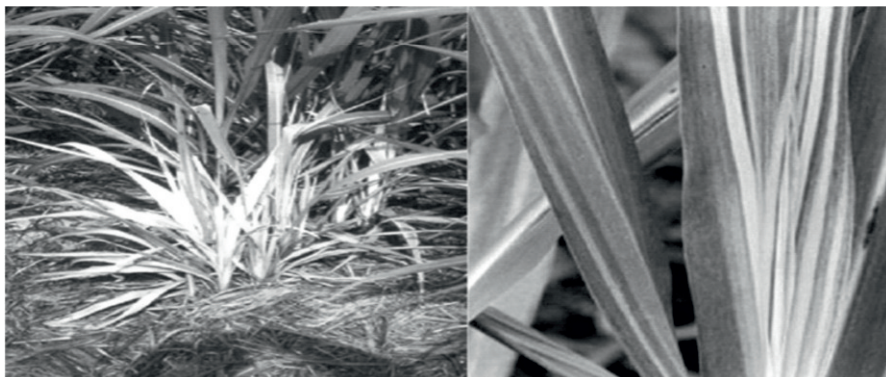
Barber (1919) was the first person to notice grassy shoot disease in India. It was known by various names such as albino, yellowing, new chlorotic, grassy growth, and, grassy shoot, but later on it was concluded that all of the preceding names are simply descriptive terms for the same disease.

Symptoms

Plants with grassy shoot disease produce a crowned cluster of tillers with chlorotic leaf. Affected stools become bushy, with pale yellow and chlorotic leaves that remain thin, narrow, reduced in size, soft in texture, and have the appearance of a witches' broom. Tillers with short internodes and side shoots from bottom to top are produced by infected stools. When the disease first appears in the crop stand in the field, a chlorotic sprout appears from the base of the plant, followed by several erect chlorotic grass-like shoots. Premature sprouting of lateral buds with pale-colored leaves and leaf sheaths, as well as the formation of aerial roots, can be seen in these stalks. Finally, because of the heavy weight on the top, these sprouted canes lodge and dry.

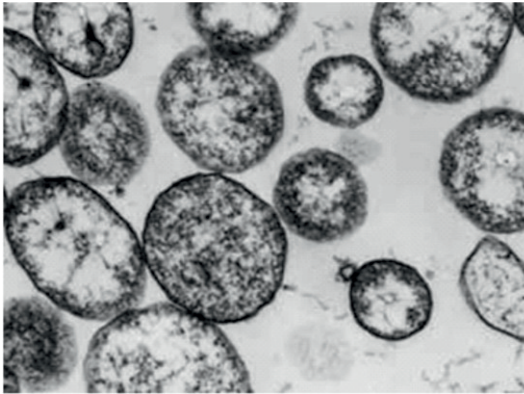
Causal organism

Electron microscopy confirmed for the first time that Mycoplasma-like organisms (MLOs) cause this disease.



Grassy shoot appearance of cane (left); Whitening of mid rib (right)

The phytoplasmas that cause grassy shoot disease are the smallest self-replicating, unicellular prokaryotes with no cell walls and a single lipoprotein membrane containing ribosomes and double standard DNA. They are spherical or ovoid and are found in phloem sieve tubes. They reproduce through budding and binary fission. They move from one cell to the next via sieve pores. The phytoplasma that causes grassy shoot disease is 300 to 400 nanometres in size.



Microscopic view of *Candidatus Phytoplasma sacchari*



Deltoccephalus vulgaris,
vector of GSD

Mode of infection and spread :

The primary route of infection is through seed cane pieces, which is also the primary route of disease spread. Secondary infection occurs via mechanical harvesting implements and insect vectors. *Deltoccephalus vulgaris*, a species of leaf hopper, has been found to successfully transmit the disease to sugarcane. This was confirmed by nested PCR analysis of infected *D. vulgaris* leaf hoppers in India.

Control measures

- ♦ Planting disease free material has been mainly used by workers for reducing the phytoplasma disease incidence.
- ♦ Roguing of grassy shoot disease affected clumps in the early period of cane development helps to a certain extent in minimising the secondary infection.
- ♦ The disease can successfully overcome the attack of phytoplasma by adjusting the planting season and avoiding intercropping with collateral host of phytoplasmas.
- ♦ Careful watch on seed movement by following quarantine rules and regulation is an urgent need of the time.
- ♦ As the concentration of phytoplasma i.e disease inoculum is very high at the bottom of the cane so, while cutting seeds setts for planting, the

bottom most internode may be avoided or discarded to minimise the latent infection.

No single approach can provide effective and long lasting management of sugarcane phytoplasma. Judicious integration of the use of phytoplasma free cane, appropriate cultural practices and resistant varieties developed through conventional breeding can only provide idle management of phytoplasma associated disease of sugarcane.

Conclusion

Microorganisms (fungi, bacteria, viruses, phytoplasma, etc) can infect sugarcane plants during the growing season, harvesting, handling, and after purchase. It is responsible for serious plant diseases. Fungi cause majority of sugarcane diseases. They harm the plant by killing cells or causing stress. Infected cane setts, water splash, wind, and the movement of contaminated soil, animals, promotes growth of disease due to which heavy losses occur, however, if such contamination is controlled on time, losses can be avoided.

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MAKING OF A GLOBAL CITIZEN

Rashmi Singh

Abstract

A perspective on the importance of Global Citizenship Education (GCED) as a part of school curriculum is being presented here. We live in a global world which is full of diversity. In order to respect and sustain this diversity we need to equip our students with a better sense of being global. They should be adaptive to changing curriculum, technological advancement, climatic change, societal, cultural and community needs at a sustainable level. GCED is rather a new but rapidly adopting concept, introduced to the world. India has also initiated in this direction in NEP 2020.

Keywords

Global Education, Inter-connectedness, diversity, environment, sustainable education

Introduction

We are traversing a transition period in all respects of life, be it education, society, culture, community, environment or economy. Everywhere there is a shift from old to modern, traditional to technical, orthodox to liberal etc. and there is one point of connection which has affected each and every aspect of the world, that is technology. There is no other point in human history than today, which has interconnected us globally. Our role as an individual is very crucial and important as well. It is necessary for our young minds that we impart the skills and education to be able to successfully and meaningfully associate with community and humanity at large. Through the awareness of the interconnectedness of our global world, students can empathize how their actions can impact and influence society, peace, economy, politics and environment.

Defining Global Citizenship Education (GCED)

Oxfam defines the term as :

“A global citizen is someone who is aware of and understands the wider world- and their place in it. They take an active role in their community and work with others to make our planet more equal, fair and sustainable.”

Apart from the definition, global citizenship has three main concerns. These are:

“Social responsibility (a concern for humanity and the environment) Global

awareness (alertness and responsiveness to issues that are global in nature) Civic engagement (active, informed participation in local, national, and global affairs).”

According to United Nations, Global citizenship is the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale. The term can refer to the belief that individuals are members of multiple, diverse, local and non-local networks rather than single actors affecting isolated societies. Promoting global citizenship in sustainable development will allow individuals to embrace their social responsibility to act for the benefit of all societies, not just their own.”

Global citizenship can be categorized as: **civic responsibilities, cultural awareness, the environment, and the global economy** and in order to meet these human approaches GCED can be dependent on the three domains of learning – **cognitive** (knowledge and thinking skills necessary to better understand the world and its complexities), **socio-emotional (Affective) and behavioural (Psychomotor)**.

GCED is a transformative consistent pursuit that is based on both curricular learning and practical experience to shape a mindset to care for humanity and the whole planet. The learner is equipped with competencies to undertake responsible actions for more just, peaceful, sustainable, tolerant and inclusive societies.

Thus it is very clear from the definition itself that GCED enables the learners to become more aware of the world than before, also make them understand their responsibilities as a member of global community, enables them to respect gender, culture, faith and other differences. It helps them to understand their roles in protecting our planet for sustainable future. They are also mindful about how their action impact the global world.

Why GCED ?

It is the time to change our vision and encourage responsible and sustainable living. This will make us to be responsible citizens contributing to our respective fields, living to exchange our expertise for a good purpose while becoming a better version of ourselves.

There are many issues all around the world which are full of conflicts, challenges, catastrophes and many other crises that need immediate redressal. Poverty, illiteracy, cleanliness, hunger, violence, extremism and xenophobia are but a few of many issues that the world continues to combat with, even today.

When GCED is integrated with pedagogy, our students will gradually evolve to become responsible citizens making productive contributions such as value diversity, greater understanding of countries, communities and cultures around the world. They will be able to question about, democracy, justice, inequality, governance, sustainability and organization. They will develop some skills like learn to work together to create solutions that try to address local, national and global challenges. Enhancing knowledge, competencies and critical thinking skills to make positive contributions to societies as informed and responsible global citizens who understand various global concerns. It will also imbibe good values as empathy and sympathy, solidarity to stand with others as collaborators not in charity. They will become self-reliant and thereby develop self-respect which eventually will turn them in an active and responsible being who is respected, connected, aware and resilient.

GCED also provides the overall framework for education for justice or the approach to the Rule of Law (RoL). It equips the learners to comprehend his role and prepares him to shoulder the responsibility, both at local and global level, as an educated person to a more just, peaceful, forbearing, comprehensive, secure and sustainable world.

Ways to incorporate GCED

Education in global perspective should be an inseparable part of the curriculum to inculcate in them the sense of belonging to the wider world especially when the world is more interconnected with fewer physical and communication barriers. Concepts like social responsibility and civic engagement offer them many areas, for example, social responsibility could be linked to consumer behaviour in economics, helping behaviour in Psychology, continuity and change in historical skills and maintaining cohesive societies in civics. The history class on the other hand educates students about the diversity of identities and cultures of human history and revolutions that brought communities together. The curriculums of environmental science and general science teach them methods of sustainable living and sustainable resource development. In a language class they can learn to communicate in different languages. Modern day schools now have pedagogy based on global concepts that enables students to become successful learners and broad-minded individuals, who can make effective contributions to make the whole world a community.

Technological advancement and its integration in education and every other field has also been an important factor in connecting the world together. Digital

platforms such as webinars, discussions and other online sessions enable the students to imbibe knowledge. Tech-enabled platforms allow them to evolve from local to global and form an approach of global issues as per their own ways.

The United Nations had launched the Global Education First Initiative in 2012. It was identified that lack of teacher's capacity is one of the major hurdles to Global Citizenship Education. Thus, the global organization and also the Indian Government are working towards licensing the teachers with skill on this arena through training and webinars. This will change the role of educators to facilitators who will foster the same skills and pertinent knowledge about global citizenship to their students.

Students are to be facilitated with certain 21st century skills such as:

- ♦ Collaborative Learning (peer learning, group discussion, group activity etc)
- ♦ Story telling
- ♦ Gamification and Role Play
- ♦ Dialogue (topics as human rights, community etc.)
- ♦ Experiential learning
- ♦ Visits
- ♦ Making pen-pals
- ♦ Use of ICT

GCED and NEP 2020

We are at the threshold of incorporating India's New Education Policy 2020. This policy aims to sustain Indian education standard at par with the world by 2040 extensively with the help of intensive programmes throughout the process. The National Curriculum Framework not only focusses on learners but also on Teachers, Educators and Head Teachers. There is a wide scope of training, research and innovation. A teacher has to be a facilitator who fulfils all needs of pedagogy and curriculum.

NEP 2020 focusses on various teaching methodologies such as collaborative learning, experiential learning, visits, community services, tourism, Eco friendly activities, inclusion of ICT, art integrated learning, sports integrated learning to list a few. Similarly, GCED also has the same pedagogical expectations and have already been discussed.

Indian education has had its share of flaws including dropout rates for the rural classes, gender disparity in the student audience, the monetarily well-off

students only getting the chance to study abroad, and the chaos caused by the different strata of universities like public, private and central universities. However, the newly released NEP tackles such issues with a policy aim to have equitable education for all regardless of their socio-economic background. The NEP mentions holistic learning for school students through exposure.

Efforts at International and National level

Council for Global Citizenship Education, India (and global)

Council for Global Citizenship Education — part of the Global Citizenship Foundation, a non-profit organization based in India — assists schools to adopt a participatory whole-school approach to global citizenship education through the GCED Innovative Schools Initiative. The initiative fosters continuous professional development (CPD) of educators; teacher-led contextualization, design, and development of GCED curriculum; engagement of children through the ‘100 Acts of Global Citizenship’ School Challenge; and community through a Global Citizenship Festival at ‘100 Acts of Global Citizenship’ participating schools. The Council for Global Citizenship Education initiative has also been implemented in 18 States of India and has a global presence through their GCED Ambassadors Program.

GCED is a strategic area of UNESCO’s Education Sector programme and builds on the work of Peace and Human Rights Education. It aims to instil in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development.

The AFS Global Citizenship Education Agenda

AFS (American Field Service) enables people to act as responsible global citizens working for peace and understanding in a diverse world. Intercultural challenges and learning moments are an integral part of AFS program. To bridge the gap amongst diverse cultures and many other differences AFS offers transformative learning journeys that are customized to students, families, volunteers, adults and communities. AFS journey focuses on six main principles to support the global citizenship education movement.

1. Learning as a journey of change
2. Goals-based curriculums + methods
3. Immersive experiences + structured learning
4. Non-formal learning environments
5. Experiential learning = enhanced learning
6. Learning for life + lifelong learning

Challenges

Findings also reveal challenges beyond the curriculum. These include **lack of teacher training and lack of support to implement GCED**, which are concerns expressed by stakeholders in all over the world. A lack of GCED content in textbooks and lack of supplementary materials were also found to be issues.

Some educators believe GCED might erode religious education and encourage secular values. Some critics claim that GCE curricula promote values that are too individualistic. “The majority of the world experiences social and communal life not in terms of isolated individuals, but as collective identities and traditions”.

Though the initiatives such as Sarva Siksha Abhiyan (SSA) and Right to Education (RTE) have given the desired impetus to the education system in India, yet it will certainly be a challenge to enable the reforms in India where education is a subject shared between the states and the centre, according to the concurrent list defined under the Constitution of the country. However, seeing the initiative and room for public voice given under the NEP, the States would try to be proactive in contextualizing the suggestions of the NEP. Therefore, Indian HEIs (Higher Education Institutions) and Governments, are trying to align with the IHE (Institute of Home Economics) home goals and GCED in building a better citizen for tomorrow so that India can have better qualified, skilled, multicultural, and global citizens to help better the world.

Conclusion

Global Citizenship Education is the need of the day. By training the students to be future global citizens has its own importance. Various global issues, such as social inequality, social injustice, issues related to ethnicity, cultural, linguistics, economical, political and many others can be smoothly handled with one global concept. Though sometimes national and global perspectives seem to be contradictory but they are the two aspects of same coin. To make this difference, education and educators have a crucial role to play.

Educational Institutions are responsible to not only provide elementary literacy, mathematical skills and technological skills to students but also to develop the skills, values and attitudes which empowers these students to lead healthy and contended lives. Education should not be limited to the preparation of skilled workers. It must entitle students to be well informed individual who could understand world perspectives to decide and respond accordingly to make his education more meaningful. One can not stay aloof and indifferent towards

global incidents and events as everything is directly or indirectly affecting all individuals.

One needs to focus how schools, educators, and researchers can together support the enactment of GCED in international and national settings. In doing so, issues of westernization, inequality, access, and divergence between GCED policy and practical implementation can be overcome.

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POWER OF COMMUNICATION

Shabana Hussain

Usha Jaiswal

Abstract

Man is a social being. In every phase of life we need to develop a deep bond and understanding with our family members, students, colleagues, friends and associates. We need to ensure that our words and gestures are communicated and interpreted in the same way as we intend to. Any miscommunication can jeopardize our relations, bonds and even business ventures. Here lies the importance of the power of communication. In our life we interact with innumerable people. With each person we have to communicate in such a way that a strong trust is developed and an everlasting bond is established. One of the most important parts of a person's life is to communicate effectively. Among all living beings, man has the unique gift of language. Effective communication aids one to blossom well in his endeavours. Communication skills are some of the most important skills that one needs to succeed at one's workplace. We talk to people face to face, and we listen when people talk to us. We write emails and reports, and we read the documents that are sent to us. Communication, therefore, is a process that involves at least two people – a sender and a receiver. For it to be successful, the receiver must comprehend the message in the way that the sender intends. English is a global language. It serves as a link language between India and other countries. To meet the challenges of the present day dynamic world, communication in English has become a pre-requisite for the youth today. Communication is not only essential, but also POWER. This empowering tool can be used to influence a person's thought, feeling and action and win them over.

Keywords

Communication, verbal, non-verbal, effective, challenges, barriers

Introduction :

Communication is an indispensable tool of social interactions, verbal or non-verbal. People in today's generation are striving to become better communicators. They not only need to be understood but also need to understand what is being said. Sometimes ineffective communication may lead to uncertainty, dissatisfaction and misunderstanding. Good communication enhances relationship and minimizes confusion, whereas gaps in communication lead to conflict of ideas and disappointment. Hence, there is a need for critical analysis of the power of communication because it incorporates a lot more than exchange of information between people.

English language is one of the most common languages used as a medium of communication globally, therefore, students should try to enhance their communication skills, share ideas and make healthy relation with others. Fluency in English makes the person optimistic and confident. Hence, one has more chances of job opportunity in one's native country as well as abroad. In all esteemed and reputed institutions, English is the medium of instruction. A powerful language command helps the scholars to achieve their objective and get success.

What is Power of Communication

It is the ability to put forward one's ideas with ease and clarity. It is a way by which one gives life to one's thoughts. Every person has the right to express himself. Thoughts and ideas are expressed and communicated through words and expressions. Internet and social media has caused a change in the way we communicate. Social media is fast and brief when it comes to messaging and browsing, but when it comes to truly understanding someone or something, it fails to impress.

Talking about effective communication, listening is more important than speaking. One should make sure that everyone's ideas are heard and nobody dominates the conversation. Great listening skills help one perform better, communicate effectively and empathize with the person. Effective listening prepares one for effective communication.

Relevance of Communication

In this competitive world, it is obligatory for all the scholars to have command over their language and to shine in their respective areas. A good communication skill avoids conflicts at all places. It provides adequate and needful information timely resulting in time-management, which makes scope for more work and leisure. Appropriate and effective conversation results in contentment, mutual understanding and respect. It helps create healthy and comfortable relations. Communication is not only words but also incorporates tone, voice modulation, pronunciation, attitude and body language.

Types of Communication

There are two types of communication, i.e. verbal and non verbal. The personality of an educated person is enhanced with good communication skills. It is important for a student to develop communication skill. With the help of language he is able to convey his messages and sentiments to others. The merit of educational institutions can be developed and improved by the teachers' consistent and effective communication in classrooms. It might be worth mentioning that communication style has a lot to do with communication effectiveness. And hence, it has an impact on students' satisfaction, learning and result.

- ♦ **Verbal Communication-** In verbal communication, message is conveyed through spoken or written words. It can be face-to-face or carried through

telephone calls, interviews, presentations or written forms such as chats, e-mails, reports, etc. It is fast and easy to understand using words and writings and generates quick response. Effectiveness of verbal communication depends on clarity of speech, tone, pitch, speed, body language and the choice of words used. As there is simultaneous transmission and receipt of the words spoken by the sender and receiver respectively, the feedback is immediate.

- ◆ **Non-Verbal Communication** – Communication without the use of words is non-verbal. It is neither written nor spoken. Instead we use our body language, pictures, sign language, gestures, postures, eye contact, touch, facial expressions, etc. We notice various non-verbal clues, such as shoulder shrugging, laughing, gasping, sighing, scowling, crying, etc. which have meaning that are well understood in our culture. Therefore, the most important part of effective communication is how it is expressed.

Principles of Communication

To ensure effective communication, one should follow certain principles. By following these principles, messages are conveyed with clarity and accuracy and the receiver of the message also has no doubt. They are :

- ◆ **Clarity** – One should make the objective of communication clear. The purpose of the message should be clear to the recipient. This can be done by the correct usage of words, expressions and voice inflection.
- ◆ **Correctness** – The sender of the message or the person communicating should ensure that there are no grammatical mistakes and the language is correct. This makes a great impact on the recipient.
- ◆ **Conciseness** – Brief and concise message helps in retaining the attention of the recipient. Hence, the message should be precise and to the point.
- ◆ **Courtesy** – The communicator must take care not to hurt the sentiments and feelings of the receiver. Special care should be taken in the choice of words and tone of voice at all times.
- ◆ **Concreteness** – Facts and figures mentioned in the message should have no room for ambiguity. The recipient should be able to interpret the message as conveyed by the sender or the speaker.
- ◆ **Consideration** – In order to have effective communication, the communicator should consider and keep in mind the mindset, expectation and opinion of the recipient.
- ◆ **Completeness** – The message should be complete in itself. The recipient should not have any further queries in mind.

Barriers in Communication

Effective communication helps deepen connection within the organization and team. Communication is a skill which can be learned and improved with a

little extra effort. However, there are several barriers in effective communication. Some of them are as mentioned below:

- ♦ **Semantic barriers** – These barriers arise due to words having different meanings, choice of wrong words, wrong sequencing of words, technical jargons which may be difficult for a layman to understand. Such problems lead to misunderstanding of the message and loss of its objective.
- ♦ **Cultural barriers** - Cultural diversity makes communication complex as the stance of people of different cultures are varied, the influence of the native language, signs and symbols are also different. Different cultures have different meaning of words, behaviors and gestures. Culture also gives rise to prejudices, ethnocentrism, manners and opinions.
- ♦ **Organizational Barriers** – Sometimes the hierarchical positions, stringent rules and policies, facilities for communication might become hindrance in effective communication. In such circumstances one hesitates to communicate and put forward ones ideas and wishes. All the members of any organization should feel free to communicate with one another and speak their mind.
- ♦ **Psychological or emotional barriers** – The psychological state of a person plays a very important role in effective communication. The person sending and receiving message should be mentally and emotionally sound to send and receive the message. This barrier results due to distrust, tendency of being judgemental, lack of listening skills and poor transmission of message.
- ♦ **Personal barriers**– Lack of knowledge, lack of good vocabulary, lack of faith and unwillingness to communicate are personal barriers and might obstruct effective communication.

Overcoming Barriers

Communication barrier is something which impedes, distorts and causes a breakdown in the exchange of ideas between the speaker and the receiver. Therefore, overcoming those barriers is a great challenge in effective communication. Following strategies can be adopted to become a good communicator.

- ♦ Messages should be short and precise to maintain its effectiveness.
- ♦ They should be conveyed in the quantity the listener can understand and interpret.
- ♦ How one says is more important than what one says.
- ♦ Focus on listening rather than being heard.
- ♦ One should choose the correct method of communication. Sometimes face-to-face method is better than text or e-mail.
- ♦ One should ensure the effectiveness of the conveyed message, for e.g. a teacher often confirms the learning outcome after teaching.

Methodology of Survey

A self prepared questionnaire was administered to 104 students of Senior

Secondary classes based on likert scale. In the questionnaire 12 general questions were asked related to the challenges of communication and ways adopted to overcome them.

Analysis of the Survey

104 responses of 63 girls and 41 boys of the age bracket 15-17 years were recorded. After analyzing the data, it has been found that 31.4% of the students strongly agree, 40% agree, 21% neutral, 3.8% disagree and 3.8% strongly disagree to the question whether they felt nervous and anxious before public speaking. To the question, how important are body language and expression in communication, the answers were 24.8% of the students strongly agree, 52.4% agree, 13.3% neutral, 8.6% disagree and 1% strongly disagree. 14.3% of the students strongly agree, 42.9% agree, 24.8% neutral, 14.3% disagree and 3.8% strongly disagree to the question whether they often think in their native language and translate in English. Whether it is necessary to have a good vocabulary for good communication skills, the answers were 11.4% of the students strongly agree, 14.3% agree, 26.7% neutral, 44.8% disagree and 11.4% strongly disagree.

Result

It is hereby inferred from the analysis that the students felt anxious and nervous during public speaking. They also realized the importance of body language and considered it integral for effective communication. Majority of the students responded that they think in their native language and then translate in English. On the other hand, most of the students are not aware of the importance of vocabulary in communicating. The students felt that the greatest challenges to good communication are lack of confidence, fluency, coherence and the influence of the native language.

Ways of Developing Effective Communication

Practice makes a man perfect, so it is imperative that the students make deliberate efforts in communicating in English with their peers and teachers. Listening is the first skill of English language. Therefore, a lot of importance should be given to hone the listening skill of the students, by using techniques like watching movies, talk shows and speeches of great personalities. Speaking skills of the students can be enhanced through reading newspaper, stories, magazines, novels, etc. and by conducting activities which help them to overcome their hesitation. Such activities are JAM, spontaneous talk, turncoat, heckling, group discussion, debate, speech, etc. But for all this, the faculty should have empathetic approach and motivate the students for proactive participation. Time to time workshops and seminars for effective communication definitely enhances the speaking skills of both the teachers and the students

Conclusion

The human voice conveys a lot. Communication is not just an essential tool but is quite crucial to navigating life on earth with about eight billion people.

We have to take full responsibility for both what we say and the right message that reaches our counterpart. The tone, word choice, pronunciation, accent, fluency, influence of the native tongue reveals a lot about the identity of the speaker. As communication is something we do most of the time, we should train and practice communicating in the most appropriate manner. Hence, development of communication skills forms an integral part of the school curriculum. As teachers one needs to understand one's stakeholders and put oneself in their position. Not everyone has the same knowledge and background, so we teachers should ensure to explain information in a manner which is easily comprehended by everyone. Explanation whether written or verbal should be done in as few words as possible so that the stakeholders clearly understand the important points and can respond accordingly. They should further be able to communicate or reproduce the same without any variation or confusion in the content. Thereafter, It can be concluded that the communication in the classroom has been impactful. Thus, teaching, as an interactive process has to be acknowledged. Teaching styles play an important role in supporting learners to achieve good results.

Communication focuses on how educators and learners perceive their role in an educational environment. No doubt, teaching is a communicative activity in which the transfer of information and knowledge takes place. The way messages are conveyed, determines the success or failure of an educational activity. One can get by, if one just communicates, but if it is done artistically, one can do wonders. Hence, educators and learners alike should be proficient in the language of learning and teaching to be able to communicate effectively.

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DEPRESSION : A SOCIAL TABOO

Shalini Dubey

(IN REFERENCE TO A CASE OF SCHOOL CHILDREN POST COVID)

Abstract

Depression despite being a pandemic is still considered a social taboo particularly in the context of school children. After two years of lockdown during covid, depression is a rising public health worldwide concern. A significant proportion of school-going adolescent students were found suffering from depression, which reflects the need for reinforcement and strengthening of school-based mental health screening programs. Parents, teachers and community health workers need to work as a team to deal with the problem in a more effective way.

Keywords

Depression, adolescents, prevalence, predictors.

Introduction

COVID-19 pandemic, at its peak, has had a significant worldwide impact on the lives of more than 1.6 billion students and their schooling (UNESCO 2021) Similar to many other countries, India also resorted to the policy of shutting down schools, starting in mid March 2020 to mitigate the pandemic. The lockdown caused the schools to rapidly adopt and pursue remote learning using on-line teaching methods. Teachers, students and their families faced different challenges including increased stress and anxiety that has led to degradation of mental health.

In case of adults, depression doesn't seem to be much difficult to handle than children because most parents are initially either oblivious of their child's malady or they refrain from bringing it to the knowledge of the school authorities out of their feeling that by doing so their child might become a subject of mockery in the eyes of other school children. Also, many parents themselves fail to understand at the right time that their child was in the grip of depression. Sadly there is the third lot of parents who have either no time to identify their child's problem or they are not educated enough to realize the horrifying result of depression. Then, it also goes without saying, barring a handful, majority of schools in our country still have no proper infrastructure or well trained child

psychologists to handle and steer clear hundreds of school children suffering from depression.

With the result, so many school children continue to suffer untold misery and mental torture which reflects in their poor performance in studies as well as their behaviour at home and the society.

The horrifying name Covid-19 sends a chill down our spine. Since it was a global pandemic, it has jeopardized lives of millions of school children world over. Besides, seriously impacting their mental, physical and emotional health it has left many of them wondering in case another pandemic of a different kind was waiting in the wings in the days to come. This feeling has had an adverse affect on their growth as majority of them were forced to remain indoors for nearly two years at a stretch. With restrictions on classroom attendance and teaching, they were forced to get used to online teaching.

Interestingly, the brunt of teaching fell on the shoulders of parents as majority of small children had no idea about online teaching. Besides, this system came as a challenge to parents. One of them had to constantly be by the side of the child. They had to forego the routine household and office work in order to help the child. This method also burdened the teachers as well and this resulted in stress and anxiety.

Depression is a state which most adults find difficult to handle. Imagine the just bygone pandemic in which the parents knew that their child was undergoing a phase of extreme depression, but they were nearly helpless in redeeming their child from this unsavory situation.

Methodology

The study was conducted in Tagore Public School, Prayagraj district from April 2022 to August, 2022 which focusses on 350 children.

Socio demographic characteristics such as age, residence, family background and socio-economic status were assessed through direct interview with the students and with the help of a questionnaire. School based cross-sectional study has been used in this analysis. An attempt has been made to find out the causes of depression in children and their solutions. Particularly, after a phase, which has never ever been faced by world earlier.

The idea was to know about the psychology and mental state of students during the course of lockdown. How they managed time, what they did during the time they were forced to remain indoors for months altogether.

A self made questionnaire was administered to 350 students. In the questionnaire

10 general questions were asked related to their mood and psychology during the pandemic. Every question had three options like yes, no and neutral so that qualitative and quantitative analysis could be done.

Analysis

From the converted quantitative dataset, analysis was made. Selected algorithms were implemented to visualize the data frame and give a statistical report. To observe the data set more conveniently, we converted the data into valuable plots. Converting the data set into count plots and pie plots became more useful for others to view the survey's outcome.

350 responses were recorded including 237(67.7%) females and 113(32.3%) males. Most of them are 14 to 18 years old. After analyzing the data, it has been found that most of the answers were promising, but few of the answers were abnormal. I tried to explore the abnormal output and analyzed all the questions and answers to find the change in their behavior and mental health. Loneliness, irritability, failure in life has a significant impact on mental conditions.

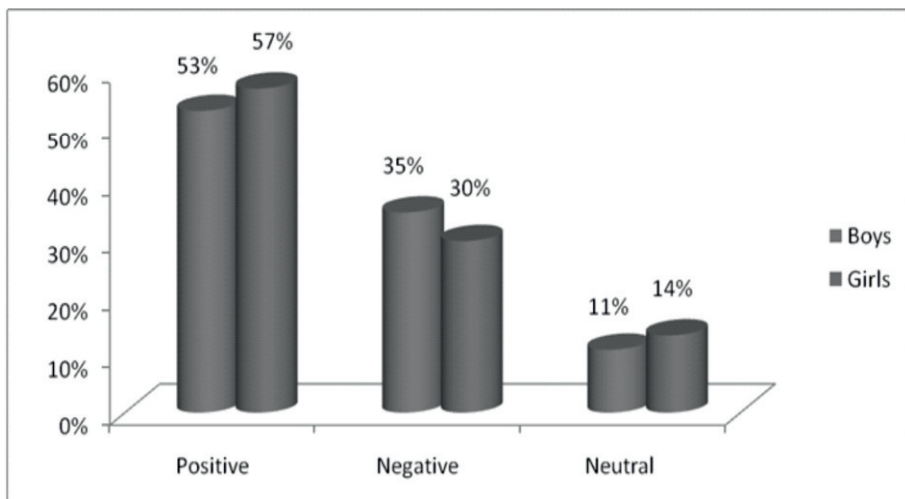
All the 10 questions were clubbed into 5 questions and on the basis of responses. Following chart or table was made.

	Positive	Negative	Neutral
Boys (113) 32.3%	60 (53%)	40 (35%)	13 (11%)
Girls (237) 67.7%	135 (56.9%)	70 (29.5%)	32 (13.5%)

Total Positive = 60+135= 195 (71%)

Total Negative = 40 + 70 = 110 (17%)

Total Neutral = 13 + 32 = 45 (12%)



Result

From the above analysis we can come to the conclusion that 35% male 29.5% female and in total 31.4% of people are depressed with their daily life.

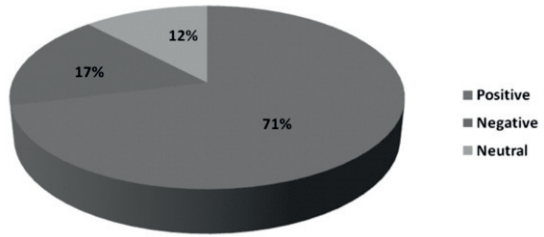
As a result compared to the depression scale, with the image remarking, we get 17% of psychological condition changes due to lockdown. Though, the worse is almost over now and both parents and children including schools and other institutions have heaved a sign of untold and unexperienced relief, yet scars still remain. In the same manner the most recent data (June 29 to July 11,2022) from the household pulse survey conducted by National Centre for Health Statistics and U.S. Census Bureau has shown the same kind of result of depressive disorder with those aged 18 to 29 years. Children as well as parents and as a matter of fact the entire society still shudders at the very thought of another such pandemic in the years to come but for the time being children seem to be in a joyous mood as the nightmare of the worst and most fearful days is now over.

Its high time both schools and parents realise the dire need to properly guide depressive children and pull them out of the quagmire of depression with the help of properly trained child psychologists.

Conclusion

Depression may be called a particular state of mind that causes agony to the sufferer as well as the family, friends, relatives and society as a whole. It is also termed as a disease that in many cases needs medication by a specialist. Depression should never be considered an ordinary disease for it has far reaching consequences. It seriously hampers the growth of children and their overall personality including their performance in today's competitive world. School children strive daily in order to make their grade better in every class. Their tender mind is compressed between school and family pressure all the time for the seemingly unending race in their life.

In this case where we are dealing with school children, depression could be overcome through various ways with caution and care and may not need medication except in rare cases. A child's life mainly revolves around school and family and as such these two institutions may be termed as the main source of depression among children, though in few cases there could be other reasons as well.



As such, it becomes the duty of the family as well as schools to guard a child against depression by finding out factors and sources of depression amongst children. The factors and sources causing depression, after being identified, could easily be countered at the school and family level.

Remedies

Yoga has proved to be a great remedy in the fight against depression. As such introducing yoga at the school level may prove to be a great remedy in the fight against depression amongst school children. Yoga has a wide field and depth for it is associated with “pranayam and meditation”.

These two offshoots of yoga have received worldwide appreciation and recognition and over the years people in almost all the countries are now practicing Indian form of yoga that has become a household name. Another of its branch “pranayam” has also proved to be very effective in countering depression. Now a days even hospitals have started opening branches of physical yoga including pranayam and meditation to help patients recover fast from this malady. Then, child psychologists also come to play a major role in finding out the causes of depression through their own methods. Having child psychologists in schools would definitely play a major role in nipping depression in the bud.

Hence, from child counselling to yoga, meditation and pranayama all these could play a combined and significant role in the fight against depression with the dedicated and sincere efforts of parents as well as schools.

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NOVEL STRATEGY FOR POROUS ORGANIC POLYMERS (POPS) BASED ON ORGANIC CAGES : MOLECULAR MACHINE AND MOLECULAR SWITCHES

Udit Kumar

Abstract

Porous materials are of scientific and technological relevance due to their ability to interact with chemical species at surface as well as in the bulk. Due to the possibility of custom-design from first principles, crystalline porous materials, particularly, Metal Organic Frameworks (MOFs), constructed by linking organic spacers with metal ions, have emerged as prominent materials with fascinating potential in a myriad of applications that include gas storage and separation, heterogeneous catalysis, sensing, magnetism, bio-imaging, drug delivery, etc. One application that has been immensely explored for MOFs since their discovery is gas storage. To offset the thermal and chemical stability limitations with MOFs, amorphous organic polymers that exhibit high thermal and chemical (including) hydrolytic stability, but lack in terms of permanent microporosity are being immensely explored in the last few years. Porous Organic Polymers (POPs) are constructed by very stable covalent bonds that link the molecular units together. The development of modular construction strategies using molecular components that can be connected predictably can impart microporosity to covalently-linked amorphous polymers. As a result, POPs with a wide variety of structures are beginning to be recognized as important platforms in materials in chemistry. I propose to develop POPs based on molecular systems that inherently feature cavities. In other words, my proposal hinges on exploitation of host systems such as calixarenes, resorcinarenes, pillarenes, etc. for covalent polymerization. The reactions for the latter are judiciously chosen as to allow POPs with well-defined pore dimensions to permit easy sieving of mixtures of guests. It is proposed to develop a series of POPs with host systems of varying porosities, and explore them as mops of organic pollutants. As the host systems can be evaluated independently for binding of organic guests, the knowledge as to what can be bound by the polymers should have porosity. The development of a single polymer containing

different host molecules of varying cavity dimensions should in principle permit a mop for several hazardous chemicals. Although POPs are being immensely explored for catalytic applications, the development of POPs with host systems is heretofore unknown.

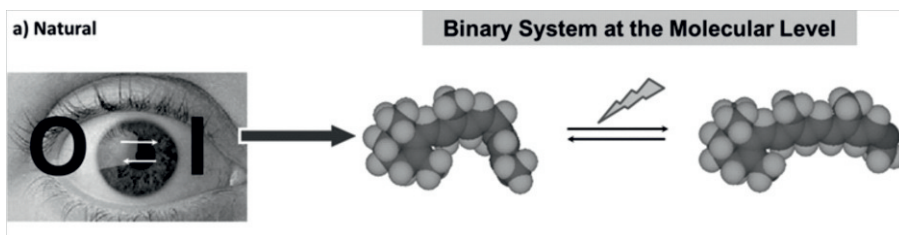
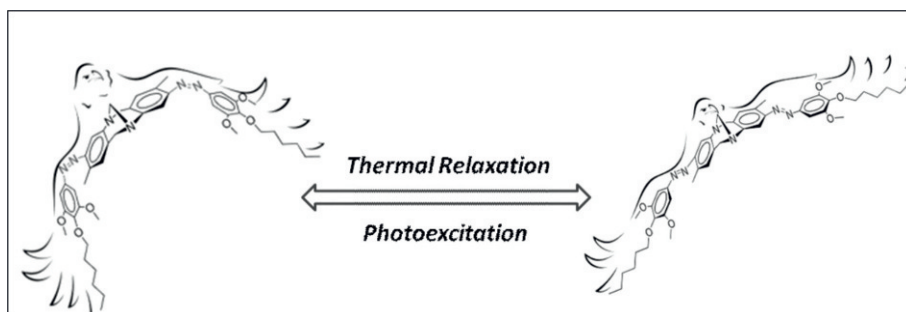
Keywords

Chiroptical Molecular Switches, Receptors, Adaptation, Molecular Motar, Molecular Sensors.

Introduction

Molecular switches are defined as chemical species, possessing at least two thermodynamically (meta) stable states and capable of reversible interconversion between them in response to external stimuli.

Taking the example of TB bis azo compounds, which was synthesized by TB diamino analogue, which results in two photo-switchable units in this moiety. These photoswitches change the shape of this molecule significantly upon receiving an external stimulant. This modified version of TB is also known as Hunlichbase. Having two photo switchable moieties on HBs lambda shaped scaffold means that the main structure resembles a pincer mode at mol scale. The claws of the pincer which are the azo groups start working upon receiving a certain wavelength of light. Cis isomer undergoing thermal relaxation and gradually making the trans isomer, the stable one, and the photoisomerization of azo groups convert the thermally stable photoisomer by exposing a UV light.



b) Synthetic

Information Storage
Non-destructive read-out

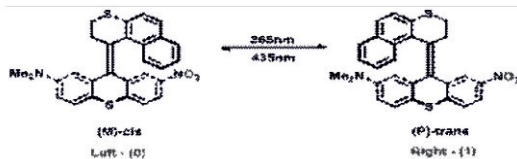


Fig. : 01 Chiroptical Molecular Switches and Information Storage

Fig. : 02 Retinal photoisomerization in the process of visio

1. Chiroptical molecular switch as a molecular information storage system

This amazing natural responsive process is based on an elementary chemical step, the photochemical cis–trans isomerization around a carbon–carbon double bond in the retinal chromophore. Nature has achieved a remarkable balance in switching time, bistability, non destructive read out and reversibility in the use of retinal. The basic process of visions involves a fast cis trans isomerization of the retinal unit that triggers a conformational change in the protein that is readout via an ion casacade initiated as a result of photoisomerization. Reversibility is achieved by a slower enzymatic trans to cis isomerization event. Although molecular bistability can be induced by various input signals including light, redox reactions, pH changes, metal ion binding, temperature, and chemical stimuli, the use of photochemical switching has distinct advantages as it is a non-invasive process with high spatial-temporal precision. This natural amazing phenomena gave the idea of synthetic molecular, which can switch between two states on response of external stimuli. Here I have shown Chiroptical molecular switch based on overcrowded alkenes as a molecular information storage system.

2. Various Photochromic Switches

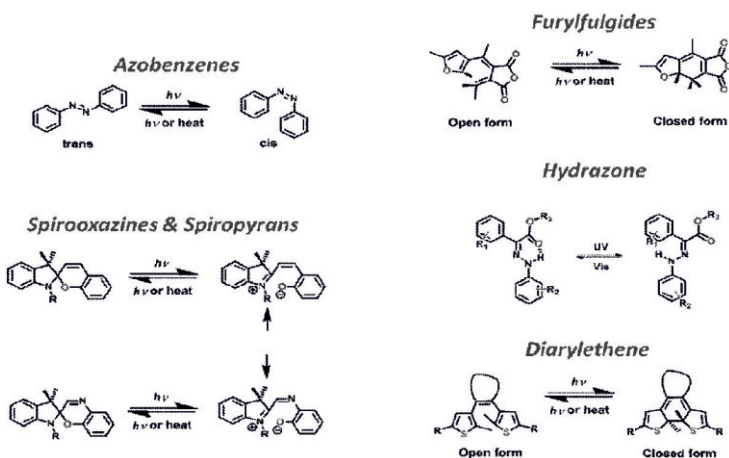


Figure : 03 Schematic representation of anisotropic twisting motion observed in a right-handed double helical helicate.

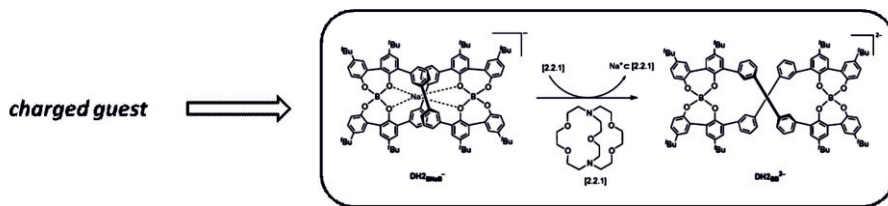


Figure : 04

3. What makes a molecule a machine?

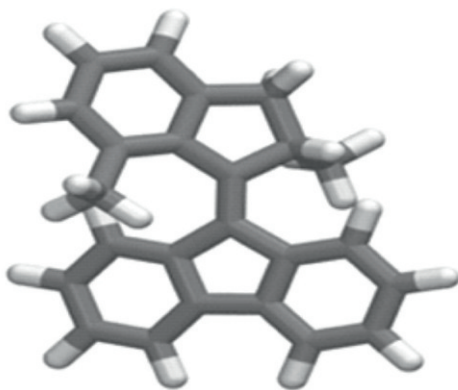


Figure : 05

4. Introduction to Rotatory Molecular Motors :

“A rotatory motor is a device that is able to convert energy input into controlled, directional, rotatory motion in a continuous fashion.”

- Repetitive (Continuous) Process
- Directional Moment
- Controlled Motion

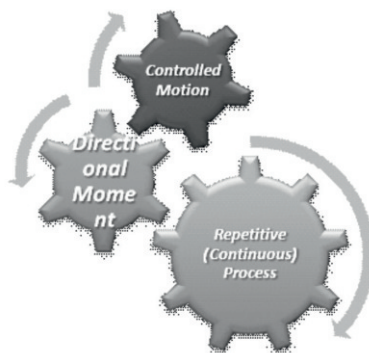
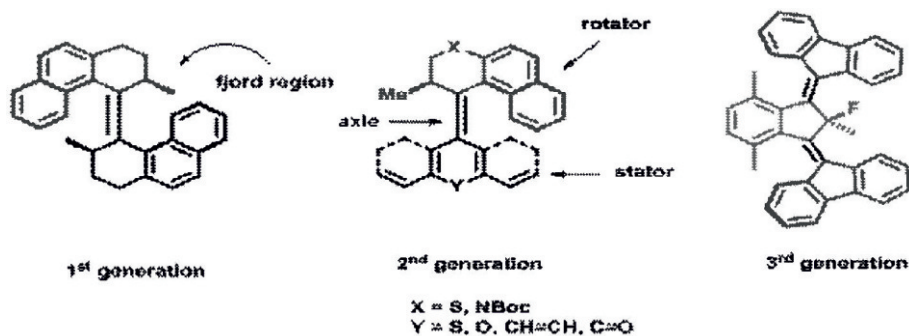


Figure : 06



5. Photochemical and Thermal Isomerization processes of Molecular Motor

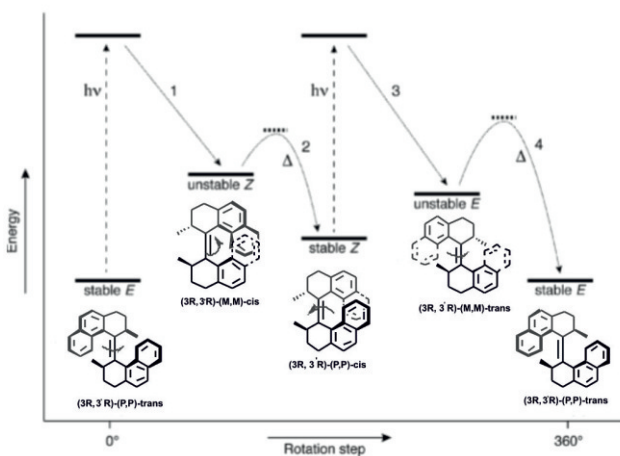
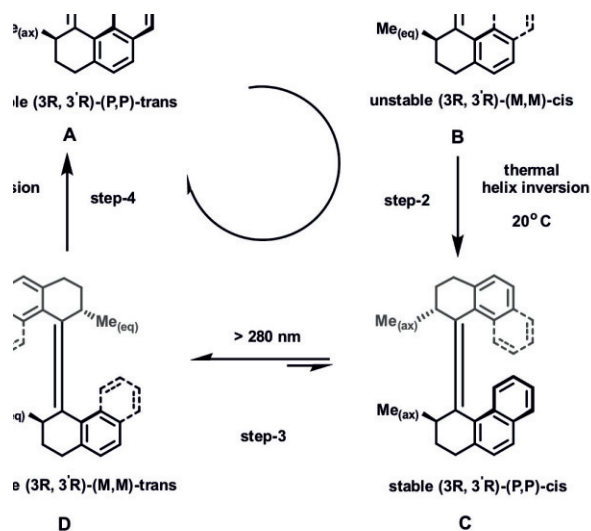


Figure : 07

6. Electrically Driven Chiroptical Switch

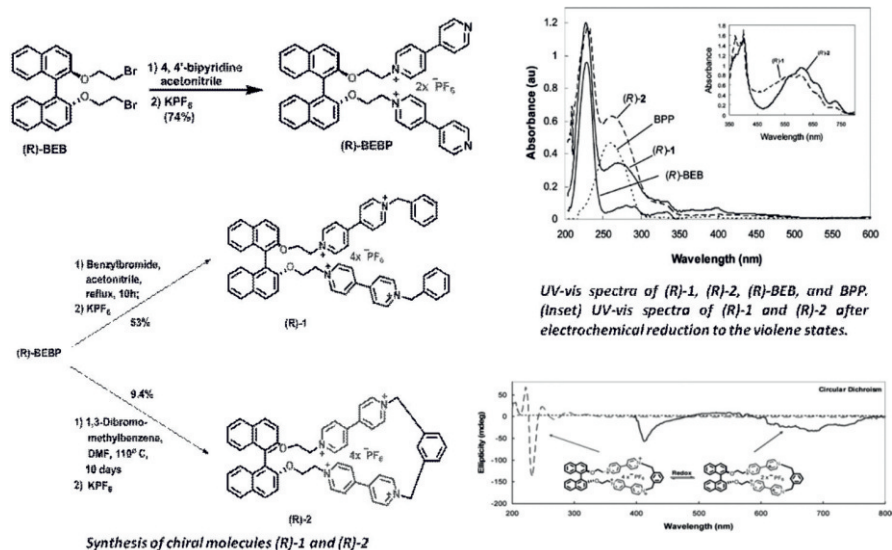
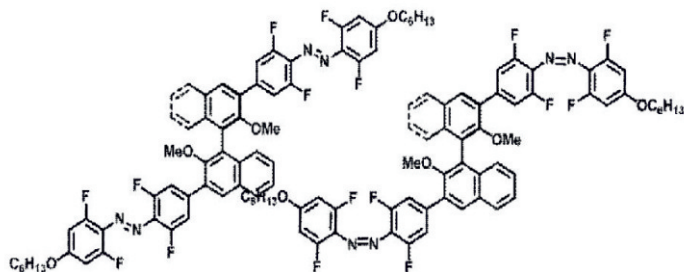
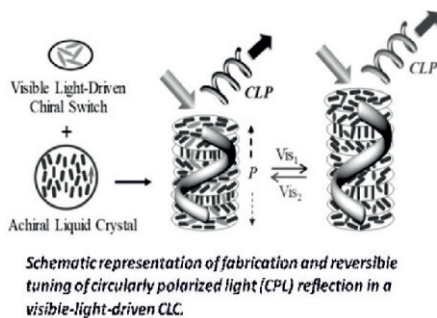


Figure : 08

7. Visible-Light-Driven Axially Chiral Molecular Switch:

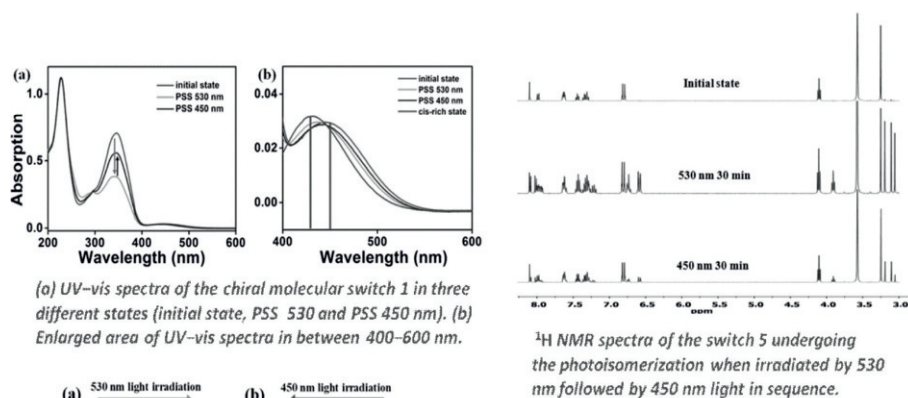
- Chiral molecular switch in which the visible-light-driven azobenzene motif is directly linked to an axially chiral scaffold through C-C bond.
- Exhibited *E/Z* photoisomerization in visible range.
- Exhibited a high helical twisting power (HTP) and a large change of HTP value upon photoisomerization.



Photoisomerization between the *trans*- and *cis*-isomer of compound 1.

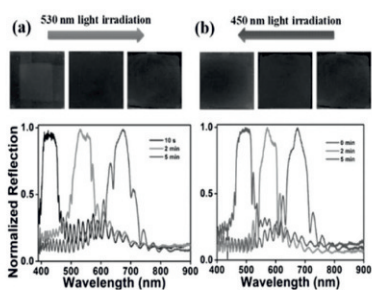
Figure : 09

8. Characterization of light-driven chiral molecular switch:

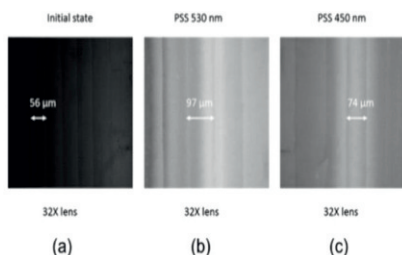


(a) UV-vis spectra of the chiral molecular switch 1 in three different states (initial state, PSS 530 and PSS 450 nm). (b) Enlarged area of UV-vis spectra in between 400–600 nm.

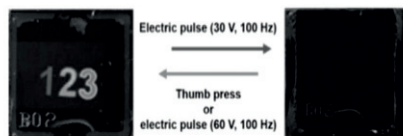
^1H NMR spectra of the switch 5 undergoing the photoisomerization when irradiated by 530 nm followed by 450 nm light in sequence.



Cell images (top) and the corresponding reflection spectra (bottom) of the CLC in a planar cell containing switch 1 (2.2 mol%) irradiated with (a) 530 nm and (b) 450 nm for different periods of time.

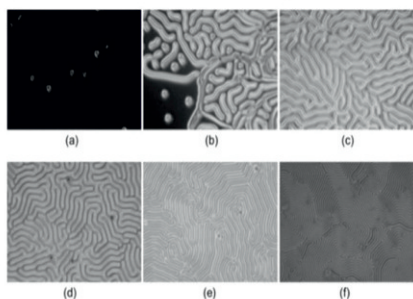


Microscopy images of the CLC in a Cano-wedge cell containing 0.27 mol% chiral dopant 1 in E7, (a) initial state PSS by irradiating under (b) 530 nm (c) 450 nm light.



Demonstration of the versatile stimuli responsiveness of the liquid crystal devices.

Characterization of the thermal relaxation of CLC in homeotropic cell



(a) POM picture of the cell after green light irradiation to drive to the PSS 530 nm. Thermal relaxation for (b) 10 hours in dark. (c) 15 hours. (d) 20 hours. (e) 30 hours. (f) 50 hours.

Figure : 10

9. A Bis-helicenic 2,22 -Bipyridine with Chemically Triggered Chiroptical Switching Activity

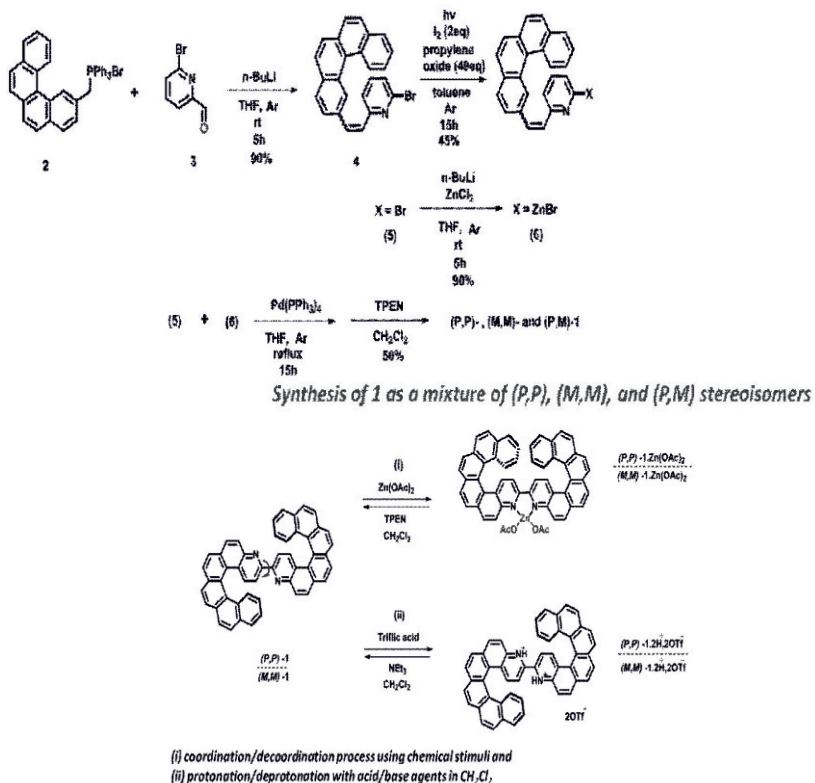


Figure : 11

Methodology:

1. Photophysical and Chiroptical Properties

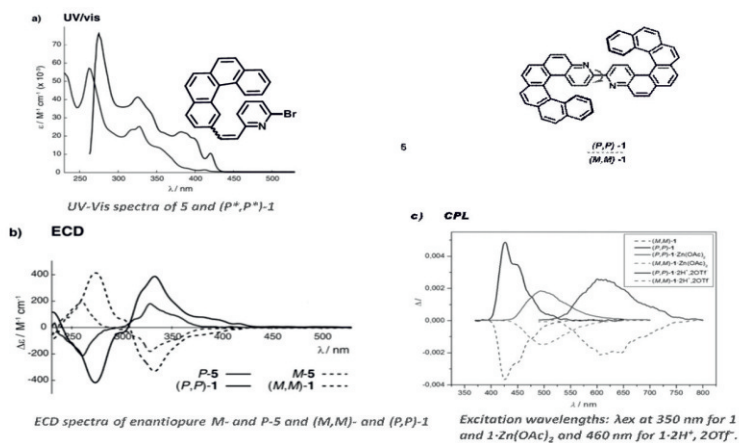


Figure : 12

2. Coordination-Induced Chiroptical Switching Activity in Bis-helicenic

Bipyridine 1

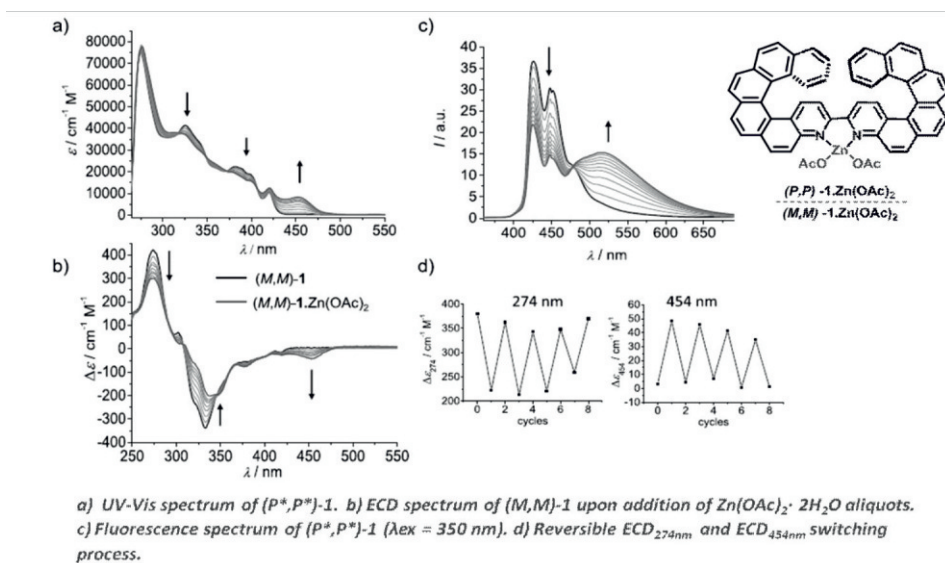
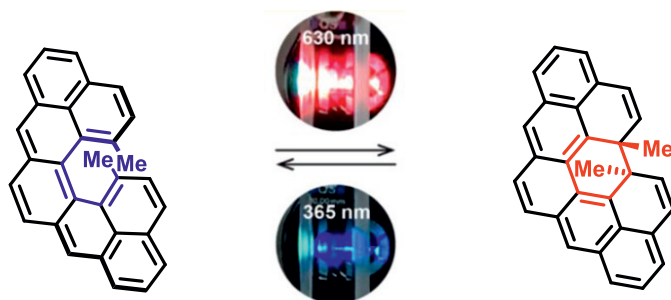


Figure : 13

3. Dimethylcethrene: A Chiroptical Diradicaloid Photoswitch

We describe the synthesis and properties of 13,14-dimethylcethrene, a prototype of a chiral diradicaloid photochemical switch that can be transformed reversibly via conrotatory electrocyclozation to its more stable closed form by light (630 nm) or heat and back to its open form by light (365 nm). This system illustrates how the chemical reactivity of a diradicaloid molecule can be translated into a switching function, which alters substantially all electronic parameters, namely, the HOMO : LUMO and the singlet triplet (ST) energy gaps, and the degree of helical twist.

Reactivity and Switching



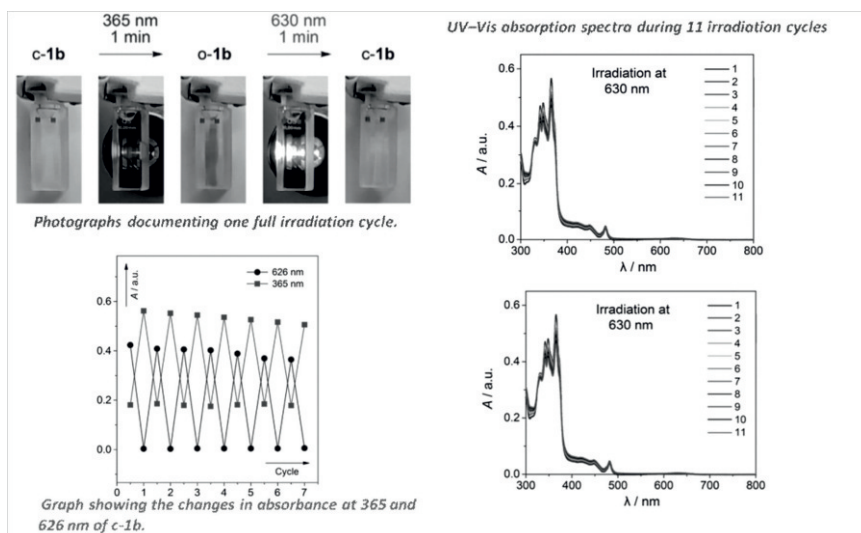


Figure : 14

4. Dynamic Control of Chiral Space in a Catalytic Asymmetric Reaction

- A light-driven molecular motor with integrated catalytic functions.
- Stepwise change in configuration during a 360° unidirectional rotary cycle governs the catalyst performance in an asymmetric transformation.
- During one rotary cycle, catalysts are formed that provide either racemic (R,S) or preferentially the R or the S enantiomer of the chiral product of a conjugate addition reaction.
- This catalytic system demonstrates how different molecular tasks can be performed in a sequential manner, with the sequence controlled by the directionality of a rotary cycle.

5. The 4-step Unidirectional Isomerization of Compound 1

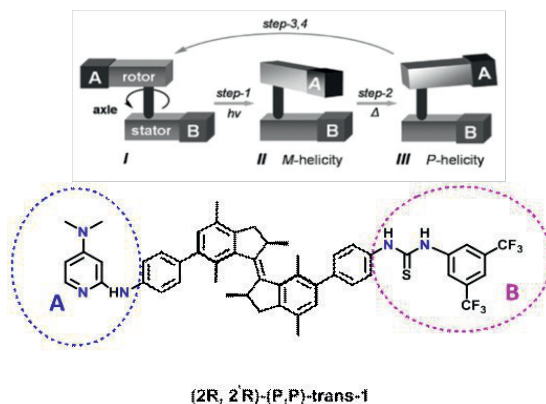


Figure : 15

Result

- A novel chiral 2,22 -bipyridine-based system endowed with two helicenic units.
- Displays strong photophysical and chiroptical properties.
- Chelating ability and basic properties were studied.
- These reversible processes, activate tuning between π ” π^* -type and CT-type excitations.
- A new example of versatile molecular chiroptical switch emerges, behaving like a chiral dye.

Conclusions

Chirality is an intrinsic symmetric property and it is not surprising that the ability to control chirality using molecular switch offers superb opportunities in the design of smart responsive materials. Chiral optical molecular switches offer the distinctive possibility of exploiting modulation in chiroptical properties, for nondestructive read-out, and of using the large changes in geometry associated with the interconversion of stereoisomers to control other functions.

From molecular switches to rotatory molecular motors, the ability to control unidirectional rotatory motion not only offers a marvelous illustration of how subtle stereochemical effects can be exploited, but these developments also pave the way to more complex switching behaviors.

These systems have the potential to revolutionize entire sectors of technology and medicine by disclosing radically innovative solutions to problems in ûne chemistry, solar energy conversion and storage, information and communication technology, medical diagnostics and therapy, robotics, etc.

In contrast to molecular switches, molecular motors can provide continuous motion and therefore are capable of driving a system out of equilibrium, which is ultimately a key requirement for communication within biological systems such as proteins and cells.

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OUTRAGE-A HINDERANCE TO JOYFUL EDUCATION

Vijay Rai

Abstract

This article tries to investigate the reasons and inspirations driving improper articulations of outrage, and how these can be effectively tended to. Outrage should be dealt within an unexpected way. The article investigates various methodologies that incorporate mental conduct procedures, compromise techniques, care and unwinding preparation. These methodologies are compelling; however their viability relies upon setting, type, and capability of the understudy.

Keywords

Outrage, Care, Unwinding, Mental Behaviorism

Introduction

Quite possibly one of the best test, confronting teachers today, is the manner by which to motivate the students, who seem not to have the option to control their indignation and negative motivations. Though, little in number, this gathering of understudies can be exceptionally troublesome to everybody in school. One of the jobs of the teachers is to help them comprehend and investigate their sentiments. At this point when a student shows outrage, it is up to the Life coach to confide, investigate and deal with these sentiments.

This goal isn't just to distinguish the causes and inspirations driving improper articulations of outrage, it additionally offers ways to tackle this undesirable way of behavior. These methods are pointed toward controlling the students conduct at home as well as in the school.

What is Outrage ?

Outrage is defined as to deeply insult someone, or to commit a violent act against someone. It is a method of communicating pessimistic sentiments. Yet, extreme outrage can create issues. If we live in a perpetual state of outrage, anger wins. When we become depleted and exhausted, we are not as resourceful, creative, or effective.

Outrage is one of the fundamental human feelings as basic as satisfaction, pity, tension or disdain. These feelings are attached to our mind and are sharpened throughout mankind's set of experiences.

Outrage is connected with the "Battle, Battle or Freeze" reactions of the

thoughtful sensory system; it plans people to battle. Yet, battling doesn't mean tossing punches. It could spur networks to battle by changing regulations or enforcing new standards.

Reasons for Outrage

Your cerebrum is the largest part of your brain and handles conscious thoughts and actions. Different areas within your cerebrum also have different responsibilities like language, behavior, sensory processing and more. Areas of your brain also commonly work together on the same tasks, helping you understand what is happening in the world around you. The cerebrum can require 23 years to completely create. According to a formative point of view youngsters show little capacity to control their displeasure and hostility. A two year old will communicate his annoyance straightforwardly - "I need it and I need it now ". Gradually, when they arrive at adolescent stage, kids have some control over their driving forces. Toward the end of school they can defer their furious motivations by holding on their temper.

As children move into puberty they face tensions and behavioral goals of this temporary stage. Hence, they channel their outrage into games or rivalry, where they either diffuse this energy playing a sport or by watching others. Peer pressure, the need to adjust, and the quest for personality, may bring about risk-taking and testing ways of behaving, and any conflict in this age is generally posse related. Nevertheless, there are number of times where you will see a twelve year old acting like the two year old - carrying on and having a hissy fit, exhibiting displeasure. One more sort of outrage is instrumental indignation. This outrage is substantially more conscious, objective focused, and the individual gives off an impression of being in charge.

Youngsters who show instrumental indignation are objective orientated, and their outrage assists them with acquiring that objective. Responsive indignation is quicker - it is a response to a resentment inciting danger where the youngster feels apprehensive or compromised. These youngsters experience issues in critical thinking, are effectively stirred into struggle, and are more hyperactive and hasty. The administration of outrage can be an issue both when the youngster carries on, yet additionally when they become so upset that they pull out. Melancholy is also a form of showing outrage. Children experience sensations of mediocrity, hesitance, bashfulness, isolation, tentativeness, and can show inactive and forceful way of behaviour. They can likewise need interactive abilities which lead to distance, nervousness and withdrawal.

Outrage can be capable as a positive inclination, and it can cause us to turn out to be more emphatic and support ourselves. It can likewise assist us with communicating pressure, and it can stimulate us and assist us with feeling in charge. It can have adverse consequences when it prompts hostility, when it is excessively extreme, when it upsets connections, or when it directs the manner in which we feel constantly challenged. The trouble with a displeasure

intercession is that the objective isn't to dispose of outrage yet to ensure that the reaction is proper.

What rouses understudies to carry on in a furious or forceful way ?

There are a wide range of impacts on youngsters that can shape how outrage is communicated - for instance, it very well may be observed in the family, it tends to be seen in the neighborhood, everyday life, media, including virtual entertainment, all these can likewise demonstrate or support outrage. Feeble families and social differences in moral thinking, critical thinking, or inactive abilities can prompt, irritate thus resulting in a forceful way of behaviour.

'Late examination on connectedness in schools shows that this can be a defensive variable, decreasing displeasure and expanding conduct control in school kids'. Connectedness alludes to an understudy's discernment with respect to the idea of the vital connections in their regular routines (e.g. - parent, peer, educator/school, and local area).

Figuring out how to control Outrage

Building connections and associations in schools can assist with diminishing resentment and animosity in matured students. Helping them and their families to develop interpersonal relations helps them by expanding support in the midst of trouble.

A student's non-verbal communication might be valuable in recognizing why he/she is acting in a furious or forceful way. He/she might look unfortunate, baffled or undermining. Those who have never fostered the abilities to control their motivations are genuinely trapped in the awful dread or disappointment (responsive displeasure). Showing a program to assist them with figuring out how to control his/her attitude, and diverting them to a protected region, is an effective choice which helps them in building their personality. These youngsters can have an anticipated example while communicating outrage, and educators can figure out how to perceive the early admonition signs. Basically bringing up these signs to the understudy in a cordial manner can help. This all relies upon the relationship the instructor has with the understudy. A few schools have a coordinated methodology of letting understudies encountering responsive indignation out of class to go to the life coach.

Instructors might answer with an instructing answer for a learning mistake, giving a moralistic advice to a social blunder. As a matter of fact, conduct missteps can be considered an inescapable piece of figuring out how to act. What we want to do is put the accentuation on showing understudies' new abilities, and directing their conduct in a positive manner.

Understudies who use outrage as a device for terrorizing are often quiet and terrified. They convey their intimidations or requests in a controlled way. With these understudies the best thing to do isn't to battle but to understand and assist. Sometimes the subject of discussion changes and the understudy might

depict different opinion and start a completely unexpected discussion in comparison to the one you were having. There is an unmistakable fundamental string in this trade: you give me what I need and I will not let completely go.

Both receptive and instrumental displeasure contrast in timing, power, and recurrence of event. One thing they share practically speaking is the requirement for appraisal and mediation. We additionally realize that a considerable lot of these youngsters can have fundamental abilities deficiencies - bad viewpoints, dangers, mental issues, conduct, poise, and inability to adapt in friendly circumstances.

Music can be utilized as a device to construct a foundation for an unwinding exercise. Yoga and reflection can likewise be utilized effectively with more seasoned understudies.

Evaluating outrage

Schools testing conduct, ought to evaluate and record these in an orderly way. This might be finished utilizing some appraisal instruments or self-checking record of outrage.

There are various scales for self-appraisal, or self-checking of outrage. In schools youngsters come in the limelight of staff due to their unseemly way of behaviour. Regularly they have been carrying on with some issues, forceful episode, or other inadmissible way of behaviour. The underlying contact with these youngsters ought to be tied in with building a relationship of trust.

When the youngster is dealing with the resentment issues, an extremely simple self-observing device is the Problem Log. This is a usually utilized instrument. The youngster records circumstances and rates his/her outrage on a scale. The Problem log is utilized to assist people with distinguishing groupings of 'trigger' or 'setting' occasions, their reactions, and to foster mindfulness by inspiring them to take part in self - assessment. It has been utilized to show self-perception abilities and self - assessment abilities. The Problem log has likewise been utilized to assist individual understudies with creating scripts for better conduct techniques in light of trigger occasions.

It is significant while taking the child's case history, or utilizing the Problem log as a pattern measure that one distinguishes assuming this youngster's resentment is receptive indignation or instrumental. The idea of any mediation is then in light of this appraisal. In the event that it is a receptive displeasure, the emphasis is on showing explicit abilities, as the outrage is seen as an ability shortfall. Assuming the individual is showing instrumental displeasure the objective of the intercession is to change the support - so they don't get what they need when they act forcefully.

Intercessions

Most intercessions depend on mental social strategies. The thought sets off a physiological reaction and a twisted mental reaction. This results in the

individual inclination towards outrage.

The commonly mental methodology centers around three things -

- (i) physical or physiological reaction
- (ii) the thinking or mental reaction
- (iii) the conduct

A meta-examination of all the exploration studies upholds a mental and social model for mature people (15 years to long term olds), likely because of formative issues like their ability for conceptual reasoning.

Mental Conduct Approach

In the perspective on the creator the best way to deal with outrage is a mental-social methodology. The mental conduct scholars accept that flawed considerations and convictions underlie outrage issues. This is a two dimensional methodology -

- (i) decreasing the physiological excitement utilizing unwinding technique
- (ii) cognitive thought rebuilding or basically changing your thought process.

Raymond Novaco (1975) fostered a program for assisting grown-ups with managing outrage and this has been changed for use with young people and kids. An extended investigation of this approach is framed in the segments underneath.

In working with an understudy who experiences issues with outrage the school and life mentor can make a beginning with showing the understudy a positive path. The life coach can then work with the understudy to help him/her comprehend that there are outer occasions that he/she might have zero power over, yet that he/she have some control over how he/she ponders the occasions or how he/she genuinely responds to a circumstance.

The life coach and school can assist the understudy with following his/her considerations and outrage, and become mindful of his/her triggers. The brain and body are interconnected. Changing our thought process can change how we feel.

A visual portrayal of a firecracker can likewise be a valuable asset which can be utilized to increment mindfulness. The understudy is approached to set off the triggers (the match), to see what genuinely occurs by lighting the circuit. With more established understudies it may be helpful if a conduct journal of circumstances is kept. The accompanying headings might be utilized:

- (i) triggers - who, where, when
- (ii) what occurred in your body and your head
- (iii) what was the result

On the other hand the Problem log is a helpful asset for recording, setting occasions and triggers.

Abilities, Critical thinking and Compromise

Life mentors can work with understudies to create critical thinking, compromise and abilities which can be utilized as options in contrast to forceful way of behaving. In any issue it is imperative to employ in the first place the utilization of intelligent listening as opposed to allocating false or unconditional inquiries like who, where, why, and when. Shut questions ought to be stayed away as they close down correspondence.

Open inquiries and utilizing intelligent listening abilities show the understudy that you are tuning in and may assist them with explaining what he/she needs and how it very well may be accomplished. Knowing when to stay silent and listen is a significant expertise - don't race to give an answer however permits the understudies to build their own answers. Seldom understudies let us know things when we are distracted or when we can't give them the consultation they need. Basically everything they say to you is too essential to even consider hurrying.

To settle an issue, children need specific abilities. To start with, they must have the option to perceive that an issue exists. They might have poor thinking abilities, frail intelligent or consecutive reasoning abilities, or they might have weak memory. A shortfall in any of these areas will make it hard to carry out critical thinking methodologies. These shortages should be helped and dealt with prior to continuing. Youngsters who have these fundamental abilities can take care of issues however we should have confidence in them and their capacity to manage and track down arrangements. It is hard at times to believe that understudies can decide and make choices but with the help of an educator or life coach he could be guided in the right direction.

The critical thinking method illustrated underneath is best completed on a balanced premise, however should likewise be possible with a little gathering. It tends to be utilized between life coaches, instructors and understudies, yet understudies can likewise be educated to utilize the actual strategy.

- (i) Identify the issue
- (ii) Brainstorm arrangements
- (iii) Evaluate arrangements
- (iv) Agree the arrangement and put down a point in time to rethink it

It means no accusing or reprimanding, rather uplifting understudies to partake by accepting their remarks and ideas. Build up the interaction by applauding and compensating their endeavors to determine the issue.

Compromise envelops discussion, intercession, peer intervention, and cooperative critical thinking.

As indicated by Bodine and Crawford (2003) there are four basic fundamentals of compromise:

- (i) Conflict is normal
- (ii) Differences can be recognized and appreciated
- (iii) Conflict when seen in a positive manner should be visible as an answer, building an open door
- (iv) When clashing gatherings meet and expand on one another's assets to find arrangements, there is a positive impact where a supporting environment is made and individual self-esteem is upheld.

Utilizing Care

One of the more well known procedures for diminishing pressure and overseeing physiological reactions to circumstances is care. Care includes focusing with a specific goal in mind – deliberately and non-judgementally.

Care is an important device for diminishing pressure, uneasiness, and sadness and expanding essentialness and versatility. It opens us to learning and innovations, develops consideration, and constructs sympathy and empathy.

Educators and Life Coaches are role models. Recognizing other individual's perspective can at times be adequate to improve the way of behaviour. It is vital to remain positive and keep fixed in your behavior. In this manner the understudy receives an unmistakable message that this isn't private. Isolating the deed from the practitioner can reinforce the life coach as well as the educator-understudy relationship.

Conclusion

We have seen that control of outrage is a formative issue, and develops as the youngster develops. There are people who miss the mark on abilities and experience to control irate motivations, who need extra help and guidance to do so.

There are various ways of tending to furious behavior including the mental conduct approach, which handles the issue from both a physiological and mental viewpoint. The technique here is to make the child mindful so that they have no control over all that is going on around them, yet they have some control over how they feel, and what can set off their outrage, and afterward find suitable ways to change their reaction to these triggers. The other part of this approach is compromise, where the understudy tends to negative ideas and designs that they might be encountering during times they feel furious. These negative contemplations can come from errors, or an absence of adapting abilities, or interactive abilities, and these abilities can be improved on, empowering the child to take care of issues and resolve clear struggles in their lives. One more method for tending to outrage is through unwinding.

Furthermore, various strategies were introduced, including compromise,

unwinding, and care. It makes children more mindful of what is really occurring at the time, and acknowledge it rather than an attempt to transform it.

Every one of these ways to deal with managing outrage is fruitful, and their compelling application relies especially upon the specific situation, type, and capability of the annoyance being communicated, and furthermore on the development of the individual concerned. It is important to remember the child for this interaction, giving him/her a feeling of responsibility of the arrangement and enabling him/her to change and to create a holistic fitness for a joyful education.

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हिन्दी साहित्य की विकास-यात्रा और प्रयागराज

काली किंकर मिश्र

‘प्रयाग’ को तीर्थराज प्रयाग के नाम से जाना जाता है। इस पवित्र शहर का धार्मिक, सांस्कृतिक एवं राजनैतिक महत्त्व इसे भारतीय परिदृश्य में एक अनुपम स्थान दिलाता है। यदि ‘प्रयाग’ शब्द की व्याख्या करें तो स्पष्ट है कि ‘प्र’ का अर्थ होता है बहुत बड़ा तथा ‘याग’ का अर्थ है यज्ञ। प्रकृष्टो यज्ञो अभूद्यत्र तदैव प्रयागः इस प्रकार इसका नाम ‘प्रयाग’ पड़ा।

प्रयागराज का इतिहास : ऐतिहासिक दृष्टि से जनपद का अतीत अत्यन्त गौरवशाली और महिमामंडित रहा है। आध्यात्मिक, वैदिक, पौराणिक, शिक्षा, संस्कृति, संगीत, कला, सुन्दर भवन, धार्मिक मंदिर, ऐतिहासिक किले, गौरवशाली सांस्कृतिक कला की प्राचीन धरोहर को अनादिकाल से अब तक अपने आप में समेटे हुए इस प्रयागराज का विशेष इतिहास रहा है। भारतीय इतिहास में ‘प्रयाग’ ने युगों के परिवर्तन भी देखे हैं। बदलते हुए इतिहास के उत्थान-पतन को देखा है। प्रयागराज राष्ट्र की सामाजिक व सांस्कृतिक गरिमा का गवाह रहा है तो राजनैतिक एवं साहित्यिक गतिविधियों का केन्द्र भी। परिवर्तन संसार का नियम है। इस नियमानुसार अनेक झंझावातों के बावजूद प्रयागराज का अस्तित्व अक्षुण्ण है। गंगा, यमुना और सरस्वती के संगम ने इसे अन्तर्राष्ट्रीय ख्याति दी है। माघ का मेला हो या कुम्भ का मेला, इस पवित्र त्रिवेणी में प्रतिवर्ष करोड़ों सुधीजन दूर-दूर से आकर अपने तन-मन को पवित्र त्रिवेणी में स्नान कराके स्वयं को धन्य बनाते हैं। यहाँ अन्तर्सलिला सरस्वती नदी के तट पर हजारों वर्ष पूर्व भारद्वाज मुनि का पवित्र आश्रम था, जहाँ शताधिक विद्यार्थी अनेक शास्त्रों का अध्ययन कर अपने ज्ञान के अखण्ड दीप से सम्पूर्ण धरा को जगमगाते थे। ऐसा माना जाता है कि परिवर्तन के दौर में भौगोलिक स्थितियों ने सरस्वती को लुप्तप्राय बना दिया परन्तु बहुत सम्भव है, सरस्वती का संगम में प्रवेश प्रतीक रूप में हो। झूंसी का प्राचीन नाम प्रतिष्ठानपुर है, जो स्वयं एक शोध का स्वतन्त्र विषय है। देश में सर्वाधिक पुस्तकें छापने का कार्य भी इसी प्रयागराज में होता रहा है। ‘लोकभारती’, रामनारायण बेनी प्रसाद, ‘किताब महल’, युगभारती आदि प्राचीन प्रकाशन केन्द्र रहे। जिसके अलख एवं दीप्त प्रकाश से सम्पूर्ण भारत आलोकित हुआ। जहाँ तक प्रेस का सम्बन्ध है, इण्डियन प्रेस, हिन्दी साहित्य के छात्रों के लिए तीर्थ स्थल था, जहाँ से सन् 1900 से ‘सरस्वती’ पत्रिका प्रकाशित हुई। इस पत्रिका के सम्पादक आचार्य महावीर प्रसाद द्विवेदी जी थे, जिन्होंने हिन्दी की एकरूपता और उसे स्तरीय बनाने के लिए अथक प्रयास किया। क्षेत्रीय बोलियों एवं भाषाओं के स्थान पर प्रारम्भिक दौर में उन्होंने ‘खड़ी बोली हिन्दी’ को सर्वोच्च स्थान दिलाया। सन् 1923 से जिसे बहुत कम समय में प्रसिद्धि एवं लोकप्रियता प्राप्त हुई। हिन्दी साहित्य के सभी विशिष्ट लेखकों, कवियों तथा साहित्यकारों की प्रारम्भिक रचनायें ‘सरस्वती’ और ‘चाँद’ में एक साथ प्रकाशित होती थी। इण्डियन प्रेस के मालिक श्री गिरिजा कुमार घोष बंगलाभाषी थे, पर जिस लगन और परिश्रम से हिन्दी के प्रारम्भिक

विकास की उन्होंने आधारशिला रखी, वह स्तुत्य है। 'सरस्वती' हिन्दी के विकास का एक प्रामाणिक इतिहास है। 'चाँद' में विशम्भर नाथ शर्मा 'कौशिक' तथा 'विजयानन्द दूबे' की चिट्ठी छपती थी, जिसे पाठक बड़े चाव के साथ पढ़ते थे। हास्य, व्यंग्य एवं कटाक्ष आदि की परिपक्व शैली का प्रारम्भिक परिचय इससे हमें मिलता है।

अपने प्रारम्भिक रूप में सरस्वती पत्रिका 32 पृष्ठ की क्राउन आकार की थी तथा इसका दाम मात्र 4 आना रखा गया था। द्विवेदीजी के बाद पदुमलाल पुन्नालाल बख्शी, देवी दत्त शुक्ल, श्री नाथ सिंह और श्री नारायण चतुर्वेदी सम्पादक हुए। सन् 1903 में आचार्य महावीर प्रसाद द्विवेदी ने इसका कार्यभार संभाला।

एक ओर भाषा के स्तर पर और दूसरी ओर प्रेरक बनकर मार्गदर्शन का कार्य संभालकर द्विवेदी जी ने साहित्यिक और राष्ट्रीय चेतना को एक नया स्तर प्रदान किया। द्विवेदी जी ने भाषा को समृद्ध करके नवीन साहित्यकारों को राह दिखाई। उनका वक्तव्य है:-

हमारी भाषा हिन्दी है। उसके प्रचार के लिए गवर्नमेंट जो कुछ कर रही है, सो तो कर ही रही है, हमें चाहिए कि हम अपने घरों का अज्ञान तिमिर दूर करने और अपना ज्ञानबल बढ़ाने के लिए इस पुण्यकार्य में लग जाएँ।"

इस पत्रिका के माध्यम से ज्ञानवर्धन करने के साथ-साथ नए रचनाकारों को भाषा का महत्त्व समझाया व गद्य और पद्य के लिए राह निर्मित की। इस पत्रिका का एक उद्देश्य यह भी था कि इसमें साहित्य के साथ राष्ट्रीयता का भी प्रचार-प्रसार हो और साथ ही साथ गद्य-पद्य के लिए खड़ी बोली को ही प्रोत्साहन देना इसका सबसे महत्वपूर्ण कार्य था।

परिवर्तित समयानुसार 1980 के बाद इसका प्रकाशन बन्द हो गया। परन्तु सर्वाधिक प्रसन्नता इस बात की है कि 40 वर्षों के अन्तराल के बाद डॉ० देवेन्द्र शुक्ल और प्रवक्ता डॉ० अनुपम परिहारजी के अथक प्रयास के बाद पुनः 2020 में शुरू किया गया। जनवरी 2022 से पत्रिका के सम्पादक बने श्री रविन्दन सिंह तथा सम्पादक डॉ० अनुपम परिहार। हिन्दी भाषा के प्रचार एवं प्रसार के लिए प्रयागराज में अवस्थित 'हिन्दी-साहित्य-सम्मेलन' का हिन्दी विकास यात्रा में अभूतपूर्व योगदान रहा है। सभी हिन्दी भाषी विद्वत्तजन् के लिए यह संस्थान अमृत-कलश से कम नहीं है। इस संस्था का गौरवशाली इतिहास रहा है। हिन्दी भाषा एवं साहित्य तथा देवनागरी के प्रचार-प्रसार को समर्पित, इसका मुख्यालय 'प्रयागराज' में ही है। इस सम्मेलन का अपना छापाखाना, पुस्तकालय, संग्रहालय एवं प्रशासनिक-भवन भी है, जो आज भी हिन्दी विकास-यात्रा को आगे बढ़ा रहा है।

सम्मेलन के द्वारा हिन्दी की अनेक उच्च-कोटि की पाठ्य एवं साहित्यिक पुस्तकों, पारिभाषिक शब्दकोशों एवं संदर्भग्रन्थों का भी प्रकाशन हुआ है, जिसकी संख्या दो सौ के करीब है। जानकारी के अनुसार हिन्दी संग्रहालय में हिन्दी की हस्तलिखित पांडुलिपियों का भी संग्रह है। इतिहास के ख्यात विद्वान 'मेजर वामनदास वसु' की बहुमूल्य पुस्तकों का संग्रह भी इस संग्रहालय में है, जिसमें पाँच हजार के लगभग दुर्लभ पुस्तकें संगृहीत हैं।

इस सम्मेलन का एक सर्वाधिक योगदान यह भी है कि सर्वप्रथम हिन्दी लेखकों का प्रोत्साहित करने के लिए उनकी रचनाओं पर पुरस्कारों आदि की योजना भी चलाई। सन् 1910 में प्रारम्भ किए गए उसके 'मंगला प्रसाद पारितोषिक' की हिन्दी जगत् में पर्याप्त प्रतिष्ठा आज भी है। सम्मेलन द्वारा महिला लेखकों के प्रोत्साहन का भी कार्य किया गया।

इसके लिए “सेकसरिया—महिला—पारितोषिक” चलाया। इसके अतिरिक्त हिन्दी भाषा और साहित्य की सेवा करने वालों को सर्वोच्च मानद उपाधि ‘साहित्यवाचस्पति’ देना भी प्रारम्भ किया। इससे हिन्दी साहित्य और समृद्ध होता चला गया। हिन्दी की प्रत्येक विधा पर पर्याप्त लिखा जाने लगा। पुरस्कार प्राप्ति की होड़ में नए—नए काव्य एवं साहित्य का सृजन हुआ। श्री पुरुषोत्तम दास टंडन हिन्दी साहित्य सम्मेलन के प्रथम प्रधानमंत्री थे। उन्हीं के अथक परिश्रम एवं प्रयत्नों से इस संस्था का विकास होता चला गया। साहित्य सम्मेलन की शाखाएँ केवल प्रयागराज तक ही सीमित नहीं रही बल्कि उत्तर प्रदेश, बिहार, दिल्ली, पंजाब, मध्य प्रदेश, महाराष्ट्र तथा बंगाल तक फैलती चली गयी। समवेत रूप से हिन्दी के प्रचार—प्रसार का दायरा बढ़ता ही जा रहा है। अब तो इसकी शाखाएँ गुजरात, हैदराबाद, उत्कल, बंगाल एवं असम में भी हैं। हिन्दी साहित्य सम्मेलन और उसकी प्रादेशिक शाखाओं द्वारा हिन्दी का जो सार्वदेशिक प्रचार हुआ, उसके परिणामस्वरूप देश की स्वतन्त्रता के आन्दोलन के साथ—साथ हिन्दी को ‘राष्ट्रभाषा’ के रूप में स्वीकार किए जाने का आन्दोलन तीव्रतर हुआ और अभी भी जारी है।

हर संस्था या संस्थान का कोई मुख्य उद्देश्य होता है, जिनकी पूर्ति करना ही उनका साध्य होता है तथा उचित साधन के द्वारा साध्य तक पहुँचा जाता है। इस संस्था की स्थापना का उद्देश्य निम्नवत् है:—

हिन्दी साहित्य की श्रीवृद्धि के लिए मानविकी, समाजशास्त्र, वाणिज्य, विधि तथा विज्ञान और तकनीकी विषयों की पुस्तकें लिखवाना और प्रकाशित करना। देशव्यापी व्यवहारों और कार्यों में सहजता लाने के लिए राष्ट्रलिपि देवनागरी और राष्ट्रभाषा हिन्दी का प्रचार करना। हिन्दीभाषी प्रदेशों में सरकारी तन्त्र, सरकारी, अर्द्धसरकारी, गैर—सरकारी निगम, प्रतिष्ठान, कारखानों, पाठशालाओं, विश्वविद्यालयों, नगर—निगमों, व्यापार और न्यायालयों तथा अन्य संस्थाओं, समाजों, समूहों में देवनागरी लिपि और हिन्दी का प्रयोग कराने का प्रयत्न करना। अहिन्दीभाषी प्रदेशों में वहाँ की प्रदेश सरकारों, बुद्धिजीवियों, लेखकों, साहित्यकारों आदि से सम्पर्क करके उन्हें ‘देवनागरी लिपि’ में हिन्दी के प्रयोग के लिए प्रेरित करना। हिन्दीतर भाषा में उपलब्ध साहित्य का हिन्दी में अनुवाद करवाने और प्रकाशन करने के लिए हर सम्भव प्रयत्न करना। ग्रन्थकारों, लेखकों, कवियों, पत्र—पत्रिकाओं के सम्पादकों एवं प्रचारकों को पारितोषिक, प्रशंसापत्र, पदक, उपाधि से सम्मानित करवाना आदि।

प्रयागराज में हिन्दी पुस्तकों का प्रकाशन भारी व्यवसाय की भांति बीसवीं सदी से प्रारम्भ हुआ। हिन्दी साहित्य की विकास यात्रा में प्रेस, पत्रिका एवं पुस्तकों का बहुत बड़ा योगदान है। हिन्दी के साहित्यकारों ने इसी प्रयागराज को सर्जना की उर्वरा भूमि के लिए चुना। इन साहित्यकारों में प्रथम में वे हैं, जिनकी जन्मभूमि और कर्मभूमि दोनों प्रयागराज रही हैं। दूसरे वर्ग में वे कवि जिनकी जन्मभूमि कहीं और रही है किन्तु साहित्य रचना प्रयाग में करते रहे और यहीं बस भी गए। गद्य लेखकों में उमाशंकर शुक्ल, एस0पी0 खत्री, कामता प्रसाद गुरु, गणेश शंकर विद्यार्थी आदि प्रमुख हैं तथा गिरिजा कुमार घोष ‘सरस्वती’ पत्रिका के मुद्रक और इण्डियन प्रेस के मालिक भी। डॉ0 धीरेन्द्र वर्मा ने सन् 1924 ई0 में प्रयाग को अपनी कर्मभूमि बनाया। डॉ0 रामकुमार वर्मा इलाहाबाद विश्वविद्यालय के हिन्दी विभागाध्यक्ष रहे। इन्होंने एकांकी और काव्य सृजन किया। छायावादी कवियों में

इनकी गणना होती थी। छविनाथ पाण्डेय, गिरिजादत्त शुक्ल, मदन मोहन मालवीय, पद्मकान्त मालवीय, प्रकाशचन्द्र गुप्त, बालकृष्ण राव, माधव शुक्ल, मोहनलाल गुप्त, राजेश्वर वर्मा, सुभद्रा कुमारी चौहान, हरिवंश राय बच्चन आदि साहित्यकारों ने हिन्दी विकास यात्रा में अपना अभूतपूर्व योगदान दिया।

काव्य साहित्य के 'आधुनिक काल' के स्वर्णयुगीन छायावाद के चार स्तम्भों में से महादेवी वर्मा और सूर्यकान्त त्रिपाठी 'निराला' ने अपने जीवन के अधिकतम समय में प्रयाग में ही रहकर अपनी साहित्य सर्जना की। दारागंज की गली का वह घर आज भी मौजूद है जहाँ निरालाजी रहते थे। महादेवीजी का बंगला आज भी दर्शनीय है। पंत जी इलाहाबाद में आकाशवाणी के निर्देशक थे। उन्होंने अपनी रचनाओं से साहित्य को एक नई दिशा प्रदान की तथा आकाशवाणी के माध्यम से हिन्दी का प्रचार-प्रसार किया। इन छायावादी कवियों ने प्रयागराज में ही रहकर साहित्य को बहुमूल्य उपहार दिए। इसी कड़ी में 'प्रयोगवादी' एवं 'नई-कविता' के कवि सच्चिदानंद हीरानन्द वात्स्यायन 'अज्ञेय' ने 1946 के बाद प्रयागराज से 'प्रतीक' नामक पत्रिका निकालकर हिन्दी के आधुनिक साहित्य की नई धारणा के लेखकों, कवियों को एक नया सशक्त मंच दिया और साहित्यिक पत्रकारिता का नया इतिहास रचा। बहुआयामी व्यक्तित्व के एकान्तमुखी प्रखर कवि अज्ञेय ने प्रयोगवाद एवं नई कविता को हिन्दी साहित्य जगत में स्थापित किया। वे कवि, लेखक के साथ-साथ एक अच्छे फोटोग्राफर और सत्यान्वेषी पर्यटक भी थे।

डॉ० जगदीश गुप्त, डॉ० कैलाश गौतम, डॉ० हरिमोहन मालवीय, डॉ० मोहन अवस्थी, डॉ० नरेश मेहता, डॉ० सत्यप्रकाश मिश्र, डॉ० दूधनाथ सिंह, डॉ० नामवर सिंह आदि महान विभूतियों ने प्रयाग में ही रहकर अपनी साहित्य-सर्जना की तथा साहित्य के दायरों को एक दिशा प्रदान की। डॉ० धर्मवीर भारती का उपन्यास 'गुनाहों का देवता' की रचना भी इसी प्रयागराज में हुई, जिसने भारतीय साहित्य धरातल पर गजब की धूम मचाई। नई कविता के अधिक से अधिक कवि प्रयागराज से जुड़े रहे। आज के सन्दर्भ में इलाहाबाद साहित्यिक गतिविधियों के लिए स्मरणीय हैं, और रहेगा।

रचनाधर्मिता की एक दीर्घ परम्परा प्रयागराज में रही है और आज भी है। आकाशवाणी एवं विभिन्न स्तरीय कवि सम्मेलनों के माध्यम से भी हिन्दी साहित्य को एक नया जीवन मिल रहा है। 'हिन्दुस्तानी अकादमी' भी अपने प्रकाशन, पुस्तकालय आदि के माध्यम से साहित्य सम्मेलन के तर्ज पर कार्य करने को कटिबद्ध है। इस प्रकार प्रयागराज आध्यात्मिक, सांस्कृतिक और साहित्यिक गतिविधियों की पावन त्रिवेणी (संगम) का भी रूप बनकर उभरा।

सन्दर्भ ग्रन्थ :

1. मत्स्य पुराण (102-107 अध्याय)
2. परिहार, अनुपम, 2021, उत्तर प्रदेश का स्वतन्त्रता संग्राम।
3. राष्ट्रभाषा संदेश, हिन्दी साहित्य सम्मेलन, प्रयागराज प्रकाशन।

प्राथमिक शिक्षण में मातृभाषा की अपरिहार्यता

सविता चौरसिया

भाषा वह माध्यम है, जिसके द्वारा हम अपने विचार बोलकर अथवा लिखकर दूसरों के सामने अभिव्यक्त करते हैं एवं सुनकर या पढ़कर दूसरों के भावों को समझने में सक्षम हो पाते हैं। कह सकते हैं कि भाषा भावाभिव्यक्ति का सहज साधन है। भाषा भावनाओं की अभिव्यक्ति मात्र नहीं है अपितु संवेदनाओं को समझने का भी एक सशक्त साधन है; जिसका प्रतिधारण कभी बोलकर और कभी बिना कहे ही हम दुनिया में आँख खोलने के साथ ही करने लगते हैं। जन्म से ही हम माँ के गंध, स्पर्श उसके शारीरिक हाव-भाव से उसकी कही एवं अनकही बातों को समझने लगते हैं, यानि जन्म लेने के बाद हम जो प्रथम भाषा सीखते हैं वास्तव में, वह हमारी माँ की भाषा होती है इसीलिए प्रथमतः अपनाई गई भाषा को हम अपनी मातृभाषा कहते हैं। संक्षेप में, कहें तो मातृभाषा हम सभी की सामाजिक एवं भाषाई पहचान होती है जो हमारे व्यक्तित्व को उजागर करती है और जिसे हम अपनी माँ, परिवार एवं समाज से स्वतः ग्रहण करते हैं। यदि शिक्षण के परिप्रेक्ष्य में बात करें तो मातृभाषा को केंद्र बिंदु में रखना अनिवार्य है। पतंजलि का कथन है कि मातृभाषा शब्दों द्वारा विचारों का प्रकटीकरण है। यदि विश्व के परिप्रेक्ष्य की बात करें तो विगत 70 वर्षों में लगभग 150 अध्ययनों का निष्कर्ष यही है कि प्रारंभिक शिक्षा का माध्यम मातृभाषा ही होनी चाहिए।

प्रस्तावना – हमारा देश भारतवर्ष एक वृहद् एवं विविधता के मामले में समृद्ध राष्ट्र है। जनसंख्या की दृष्टि से विश्व की आबादी का लगभग 17% भाग अपने में समाहित किए हुए है एवं भू-भाग की बात करें तो लगभग 2.4% भू-खंड पर इसका स्वामित्व है। भारत की वर्तमान जनसंख्या 1,39,44,20,224 है। इतना विशाल होते हुए भी हमारा देश अभूतपूर्व साहित्यिक, दार्शनिक, धार्मिक-चिंतन, समृद्ध प्राकृतिक धरोहर और विराट चिंतन आधारित सांस्कृतिक दृष्टि-संपन्न है। इन विविधताओं के मध्य तालमेल का समायोजन आह्लादित करने वाला है परंतु इसके दूसरे पक्ष का विषय चिंतनीय है। इसका मुख्य कारण यह है कि भाषाई विविधता ने मातृभाषा में अध्ययन और शोध की दृष्टि से एक संकट का रूप ले लिया है जिसके कारण मातृभाषा सर्वाधिक पिछड़ी अवस्था में है। आम नागरिकों का भारतीय भाषाओं को छोड़कर पराई भाषा अंग्रेजी के प्रति अत्यधिक आकर्षण चिंताजनक है। भारत एक बहुभाषी देश है। चूँकि सभी भारतीय भाषाएँ समान रूप से हमारी राष्ट्रीय एवं सांस्कृतिक अस्मिता की अभिव्यक्ति करती हैं इसलिए सभी समान रूप से सम्मान की अधिकारिणी हैं। यद्यपि बहुभाषाभाषी होना एक गुण है किंतु भाषाओं के मध्य सामंजस्य भी एक अनिवार्यता एवं जटिल समस्या है। शिक्षण की दृष्टि से मातृभाषा का साधन के रूप में उपयोग कितना सशक्त है तथा भारत सरकार द्वारा वर्ष 2020 की शिक्षा नीति के अंतर्गत विभक्त चरणों में प्रारंभिक कक्षाओं अथवा प्राथमिकी शिक्षण (जोकि

बच्चे की शिक्षण में नींव का कार्य करती है) कितना सहयोगी एवं कारगर है, सरकार की नई शिक्षा नीति में मातृभाषा पर अधिकतम बल के संदर्भ में क्या तर्क हैं एवं कितने न्यायसंगत है। आगे इन्हीं तथ्यों एवं बिन्दुओं पर विचार केन्द्रित करेंगे।

प्राथमिक शिक्षा में मातृभाषा की उपयोगिता— मातृभाषा द्वारा प्राथमिक शिक्षा की अनिवार्यता पर जोर देते हुए गांधीजी कहते हैं कि शिक्षा मातृभाषा द्वारा दी जानी चाहिए क्योंकि अंग्रेजी शिक्षा के माध्यम से शिक्षा देने से बालक में आपरिचित भाषा की कठिनाई के कारण विचारों की स्पष्टता नहीं होती जबकि मातृभाषा को बच्चा जन्म से ही अपने आस-पास के वातावरण से सीख लेता है। यूनेस्को भी स्कूली शिक्षा के शुरुआती वर्षों से ही मातृभाषा के आधार पर बहुभाषी शिक्षा पर जोर देता रहा है। समय-समय पर होने वाले अनुसंधानों से पता चलता है कि मातृभाषा में शिक्षा; समावेश और गुणवत्तापूर्ण शिक्षा के लिए एक महत्वपूर्ण कारक है और यह सीखने के परिणामों और शैक्षिक प्रदर्शन में भी सुधार करता है। विशेष रूप से प्राथमिक विद्यालय में ज्ञान अंतराल से बचने और सीखने और समझने की गति को बढ़ाने के लिए यह बहुत महत्वपूर्ण है। सबसे महत्वपूर्ण बात यह है कि मातृभाषा पर आधारित बहुभाषी शिक्षा सभी शिक्षार्थियों को समाज में पूरी तरह से भाग लेने के लिए एक मजबूत स्तम्भ प्रदान करती है। साथ ही सामाजिक दूरी को कम करके आपसी समझ और सम्मान को बढ़ावा देती है। सांस्कृतिक और पारंपरिक विरासत की संपत्ति को संरक्षित करने में मदद करती है। यह गुण दुनिया की प्रत्येक भाषा में निहित है। प्रति वर्ष 21 फरवरी को सारा विश्व अंतर्राष्ट्रीय मातृभाषा दिवस के रूप में मनाता है, जिसे 1991 में यूनेस्को के आम सम्मेलन द्वारा बांग्लादेश की पहल पर स्थापित किया गया था। यह दिन सांस्कृतिक और भाषाई विविधता के महत्त्व को बढ़ावा देने, शांतिपूर्ण और बहुभाषावाद के लिए आवश्यक मंच प्रदान करता है। इसके अलावा, यूनेस्को ने हाल ही में विश्व भाषाओं के एटलस का अनावरण भी किया है, जोकि वैश्विक भाषाई विविधता और बहुभाषावाद को संरक्षित, पुनर्जीवित करने के साथ-साथ उत्तरोत्तर बढ़ावा देने के लिए अभूतपूर्व पहल है। इस वर्ष के अंतर्राष्ट्रीय मातृभाषा दिवस का शीर्षक, बहुभाषी शिक्षा के लिए प्रौद्योगिकी का उपयोग करना, पिछले दो वर्षों के अनुभव का आंकलन करना, अलग और बेहतर तरीके से आगे बढ़ने का अवसर प्राप्त करना है। कुछ बिन्दुओं द्वारा मातृभाषा द्वारा शिक्षण से होने वाले लाभ की सूची को देखते हैं—

- सामाजिक विकास में सहायक
- बौद्धिक विकास में सहायक
- मौलिक चिंतन का विकास करने में सहायक
- उत्तम नागरिकता के निर्माण में सहायक
- भाषा की शिक्षा में सरलता उत्पन्न करने में सहायक
- आर्थिक महत्त्व के प्रसार में सहायक।

श्री अतुल कोठारी (शिक्षा संस्कृति उत्थान न्यास के राष्ट्रीय सचिव) का अभिमत है कि यह तर्क आधारहीन है कि अंग्रेजी भाषा के बिना व्यक्ति और देश का विकास संभव नहीं है। विश्व के आर्थिक और शैक्षिक दृष्टि से संपन्न देशों अमेरिका, रूस, चीन, जापान, कोरिया, इंग्लैंड, फ्रांस, जर्मनी, स्पेन, इजराइल में गणित और विज्ञान की पढ़ाई, शिक्षा एवं शासन-प्रणाली

की भाषा उनकी मातृभाषा ही है।

विश्व जी.डी.पी. की प्रथम पंक्ति में 20 राष्ट्र ऐसे हैं जिनके समग्र कार्य उनके देश की मातृभाषा में ही संपादित होते हैं। जो सबसे पिछड़े देश हैं उनमें अध्ययन-अध्यापन एवं शोध-कार्य विदेशी, आयातित भाषा में होते हैं। इससे विकासशील अथवा पिछड़े देशों द्वारा उनकी मातृभाषा की अवहेलना स्वयमेव उजागर हो जाती है। साथ ही उनके विकास के अवरोध का एक सशक्त कारण भी उभरकर सामने आता है जोकि प्रशंसनीय नहीं है।

मातृभाषा में शिक्षण का ध्येय-शिक्षा का लक्ष्य क्या होना चाहिए ? किसी भी देश का शैक्षणिक परिवेश उस देश के विकास को कहाँ तक प्रभावित करता है, उसके नागरिकों की वैचारिकता को किस स्तर तक प्रभावित करता है एवं किस दिशा की ओर ले जाता है, यह विचारणीय होने के साथ-साथ वृहद प्रश्न है। हम सभी जानते हैं कि पहली कक्षा में प्रवेश लेने वाला बालक मौखिक रूप से अपनी बातें प्रेषित करने में सक्षम होता है। उसमें बोलचाल की सामर्थ्य होती है और वह अपने अनुसार भाषा का प्रयोग करना कुछ-कुछ जानता है अतः इस स्तर पर बाल-केन्द्रित और क्रियात्मक प्रक्रियाओं का सहारा लिया जाना चाहिए। शैक्षणिक बिंदु से बात करें तो इस समय विद्यार्थी के भाषायी-कौशल को विकसित किए जाने पर बल दिया जाना चाहिए। शैक्षणिक आधार पर इस स्तर पर निम्नलिखित उद्देश्य महत्वपूर्ण हैं-

- ♦ शिक्षण के इस स्तर पर बच्चे के विचारों का क्षेत्र धीरे-धीरे विकसित करना।
- ♦ उसके विचारों में स्पष्टता एवं तर्कसंगतता लाना।
- ♦ वाचन को शुद्ध एवं प्रभावोत्पादक बनाना।
- ♦ सुलेख, अनुलेख एवं श्रुतलेख का अभ्यास कराना।
- ♦ कविता का सस्वर एवं उचित लय के साथ पाठ करने की क्षमता उत्पन्न करना।
- ♦ पढ़ने की आदत का विकास करना, पढ़ने में गति एवं शुद्धता लाना।
- ♦ बच्चे के शब्दकोश को क्रमशः विकसित करना।
- ♦ लिपि का सही ज्ञान एवं अभ्यास प्रदान करना।
- ♦ अभिव्यक्ति की शक्ति को विकसित करना आदि।

मातृभाषा अथवा क्षेत्रीय भाषा द्वारा शिक्षण पर सरकार द्वारा बाल-शिक्षण की सहजता प्रारंभिक शिक्षण की प्रथम आवश्यकता है। इसका आशय यह है कि बच्चे तक जो कुछ भी पहुँचे, वह बहुत सहजता से पहुँचे। बच्चों को प्राथमिक स्तर पर ही मातृभाषा से विमुख कर अंग्रेजी माध्यम से शिक्षित करने की होड़ प्रारंभ हो गई है। परिणामस्वरूप अब शिक्षार्थी न तो अंग्रेजी भाषा जान पा रहा है और न ही मातृभाषा। इसी दृष्टिकोण के कारण लोक भाषाओं और राष्ट्रीय भाषाओं के स्रोत सूखते जा रहे हैं और भाषा-संस्कार से हमारी आने वाली पीढ़ी विमुख भी होती जा रही है। इस भौतिकता और अंग्रेजी मानसिकता की अंधी दौड़ में बच्चों के बचपन का सर्वाधिक क्षरण हुआ है। अब यदि वर्तमान भारतीय शैक्षिक परिदृश्य का अवलोकन करें तो जो तथ्य उभरकर आते हैं, वे दुर्भाग्यपूर्ण और चिंताजनक हैं। भाषा नीति और शिक्षा के लिए अपने मानक ढाँचे के माध्यम से, यूनेस्को द्विभाषी और बहुभाषी शिक्षा और मातृभाषा द्वारा शिक्षण हेतु अच्छे

दिशा—निर्देश प्रेषित कर रहा है। यह पाठ्यक्रम और शिक्षा—प्रणालियों में बहुभाषी शिक्षा को एकीकृत करने के लिए सदस्य राज्यों के साथ काम करता है। मातृभाषा आधारित शिक्षा को बढ़ावा देने के लिए जिबूती, गैबॉन, गिनी, हैती और केन्या में सफल पहल की गई है।

मातृभाषा में शिक्षण का उद्देश्य एवं नई शिक्षा नीति के उद्देश्य— नई शिक्षा नीति 2020 का उद्देश्य उस साक्षरता को बढ़ावा देना है जो देशप्रेम, संवैधानिक मूल्यों, मौलिकता, देश के साथ जुड़ाव के साथ तकनीकी एवं व्यवसायिक शिक्षा पर भी बल देता है। साथ ही बच्चों में भारतीय होने पर गर्व की भावना विकसित करना है। इस उद्देश्य की पूर्ति हेतु शिक्षा से बेहतर विकल्प क्या होगा! प्रश्न यह है कि प्राथमिक शिक्षा (5+3+3+4) अर्थात् प्रारंभिक 5 वर्षों की शिक्षण प्रक्रिया को क्षेत्रीय अथवा मातृभाषा में क्रियान्वयन पर बल क्यों दिया जा रहा है क्या इसका उद्देश्य अन्य भाषाओं का विरोध करना है या चीन जैसी त्रुटियाँ हमारी सरकार करने जा रही है अथवा इसके पीछे कोई तार्किकता एवं प्रासंगिकता भी है! नई शिक्षा नीति के प्रारूप को समझने के लिए पूर्व प्रमुख इसरो एवं राष्ट्रीय शिक्षा नीति आयोग 2020 के प्रमुख के. कस्तूरीरंगन जी का वक्तव्य ही पर्याप्त है जो उन्होंने नई शिक्षा नीति के प्रारूप को प्रस्तुत करते समय कहा था कि हमने एक ऐसी नीति निर्मित करने की कोशिश की है, जो हमारी समझ में शैक्षिक परिदृश्य को परिवर्तित कर देगी ताकि हम युवाओं को वर्तमान एवं भावी चुनौतियों का सामना करने के लिए तैयार कर सकें। यह एक ऐसी यात्रा रही है जिसमें हर व्यक्ति ने वैयक्तिक एवं सामूहिक रूप से हमारे देश के शैक्षिक परिदृश्य के विभिन्न आयामों को सम्मिलित करने की कोशिश की है। यह नीति सभी की पहुँच, क्षमता, गुणवत्ता, वहनीयता एवं जवाबदेही जैसे मार्गदर्शी उद्देश्यों पर आधारित है। पूर्व प्राथमिक से लेकर उच्च शिक्षा तक हमने इस क्षेत्र को एक अविच्छिन्न निरंतरता में देखा है और साथ ही व्यापक परिदृश्य के इससे जुड़े अन्य क्षेत्रों को भी इसमें शामिल किया है।

नई शिक्षा नीति के अंतर्गत लक्ष्य उच्च रखे गए हैं इसीलिए (5+3+3+4) का फार्मूला लागू किया गया है। यानि प्ले स्कूल के शुरुआती वर्ष भी अब स्कूली शिक्षा से जुड़ेंगे जोकि इसका एक अति मुख्य बदलाव है। वास्तव में, भारत सरकार द्वारा घोषित राष्ट्रीय शिक्षा नीति 2020 नवीन शताब्दी की ज्ञान—संबंधी चुनौतियों को ध्यान में रखते हुए भारत को ज्ञान आधारित एक सशक्त राष्ट्र बनाने तथा इसे वैश्विक महाशक्ति के रूप में स्थापित करने की दिशा में ऐतिहासिक एवं क्रांतिकारी कदम है। सत्य कहे तो, भारत में ऐसी ही शिक्षा नीति की आवश्यकता थी। शिक्षा को ग्रहण करने के बाद शारीरिक, मानसिक, बौद्धिक एवं सांस्कृतिक रूप से विकसित ऐसे कौशल—युक्त युवाओं का सृजन करने की आवश्यकता थी जिनमें गौरवशाली भारतीय संस्कृति की जीवंतता, भारतीय भाषाओं में प्रवीणता तथा भारतीय दृष्टि के अनुरूप ज्ञान—विज्ञान में दक्षता स्पष्ट रूप से परिलक्षित हो।

अपनी भाषा में शिक्षा प्राप्त करना बच्चे का अधिकार है उस पर दूसरी भाषा को जबरन थोप देना, उसके स्वाभाविक विकास को रोकना एवं उसके अधिकारों का हनन है। मातृ भाषा सीखने, समझने एवं ज्ञान की प्राप्ति में सरलता प्रदान करती है। पूर्व राष्ट्रपति डॉ. अब्दुल कलाम ने स्वयं के अनुभव के आधार पर कहा कि मैं अच्छा वैज्ञानिक इसलिए बना

क्योंकि मैंने गणित और विज्ञान की शिक्षा मातृभाषा में प्राप्त की। विश्वकवि रवींद्रनाथ टैगोर का कथन है कि यदि विज्ञान को जनसुलभ बनाना है तो वह मातृभाषा में क्रियान्वित हो।

विद्यार्थियों पर से पढ़ाई का बोझ कम करके कौशल को बढ़ावा दिया जा रहा है इसी हेतु नींव पर ध्यान दिया गया है। इसके अंतर्गत शिक्षण के प्रारंभ के 8 वर्ष को केंद्र में रखा गया है इसे फाउंडेशन स्टेज कहा गया है। इसमें 8 वर्ष के बच्चे शामिल किए गए हैं। इस चरण में 3 वर्ष की अपनी स्कूली शिक्षा तथा 2 वर्ष की फ्री स्कूली शिक्षा को समायोजित किया गया है।

फाउंडेशन स्टेज में छात्रों को भाषा-कौशल और शिक्षण के विकास के बारे में सिखाया जाएगा और इस पर ध्यान केंद्रित किया जाएगा। सरकार ने इस बात को माना है कि बच्चों को यदि उनकी मातृभाषा या फिर क्षेत्रीय भाषा में पढ़ाया जाए तो वह बात को ज्यादा सरलता से समझ पाएंगे। इसी को ध्यान में रखते हुए नई शिक्षा नीति 2020 के अंतर्गत पाँचवीं कक्षा तक बच्चों को उनकी मातृभाषा या फिर क्षेत्रीय भाषा में शिक्षा प्रदान करनी होगी। पाठ्य-पुस्तकों को भी क्षेत्रीय भाषा में उपलब्ध कराने का प्रयास किया जाएगा और यदि पाठ्य-पुस्तक क्षेत्रीय भाषा में उपलब्ध नहीं हैं तो ऐसी स्थिति में बच्चों और शिक्षक के बीच बातचीत का माध्यम क्षेत्रीय भाषा होगी। कक्षा एक से बच्चों को दो-तीन भाषाएँ सिखाई जाएँगी इसके लिए शिक्षकों की कोई कमी न हो अतः पदनिवृत्त शिक्षकों की भी भर्ती की जा सकती है।

शोध दर्शाते हैं कि बच्चों के मस्तिष्क का 85% विकास 6 वर्ष की आयु तक हो जाता है। इस स्थिति में बच्चों के शारीरिक एवं मानसिक विकास के लिए आरंभ के 6 वर्ष बहुत महत्वपूर्ण होते हैं। नई शिक्षा नीति के अंतर्गत 6 वर्ष की आयु तक के बच्चों पर खास ध्यान देने का प्रावधान रखा गया है, जिससे कि बच्चों का विकास संपूर्ण रूप से हो सके।

बुनियादी साक्षरता एवं संख्यात्मकता के ज्ञान को विकसित करने के लिए निपुण योजना का संचालन किया जाएगा। इस योजना का पूरा नाम 'नेशनल इनीशिएटिव फॉर प्रोफिशिएंसी इन रीडिंग विद अंडरस्टैंडिंग एंड न्यूमरसी' है। इसका उद्देश्य तीसरी कक्षा तक के विद्यार्थियों को पढ़ने-लिखने एवं अंक गणित को सीखने की क्षमता प्रदान करना है। यह निश्चित करने के लिए सभी प्रयास जल्द ही किए जाएँगे कि बच्चे द्वारा बोली जाने वाली भाषा और शिक्षण के माध्यम के बीच उपस्थित किसी भी अंतर को पाट दिया जाए।

केंद्र सरकार में पूर्व स्कूली शिक्षा सचिव अनिल स्वरूप ने कहा— "प्रारंभिक स्कूल के वर्षों में जिस भाषा के साथ बच्चा सबसे अधिक सहज होता है उसका उपयोग करने से उपस्थिति और सीखने के परिणामों में सुधार होता है और नई भाषाएँ सीखने की क्षमता में सुधार होता है। दुनिया भर के अध्ययनों से यह भी पता चलता है कि यह कक्षा की भागीदारी को बढ़ाता है, छोड़ने वालों की संख्या और ग्रेड पुनरावृत्ति को कम करता है।"

मातृभाषा द्वारा शिक्षण में अवरोध— समावेशी और गुणवत्तापूर्ण शिक्षा के लिए यह एक वैश्विक पहल है। शिक्षा आयोग की 2016 की एक रिपोर्ट का अनुमान है कि निम्न और मध्यम आय वाले देशों में सभी बच्चों में से आधे बच्चों को उनकी भाषा में नहीं पढ़ाया

जाता है। माता-पिता अपने बच्चों को शिक्षा की गुणवत्ता की परवाह किए बिना अंग्रेजी-माध्यम के स्कूलों में भेजना पसंद करते हैं। उनकी धारणा यही होती है कि अंग्रेजी भाषा की कुशलता बाद के जीवन में सफलता सुनिश्चित करती है। उदाहरण के लिए 2017-18 में भारत के ग्रामीण क्षेत्रों में निजी स्कूलों में नामांकित लोगों में से लगभग 14% और शहरी क्षेत्रों में 19.3% ने एक निजी स्कूल चुना क्योंकि वहाँ शिक्षा का माध्यम अंग्रेजी था।

विशेषज्ञों का तर्क है कि एक अंग्रेजी शिक्षा हमेशा सबसे अच्छी नहीं होती है। आप उस भाषा में पढ़ना और लिखना सीख सकते हैं जिसे आप जानते हैं। यदि आपको ऐसी भाषा में पढ़ाया जाता है जिसे आप नहीं समझते हैं या जो समझ नहीं आती है तो परिणामस्वरूप रटकर याद किया जाता है और इसे कॉपी करके लिखा जाता है।

धीर झिंगरान, एक पूर्व भारतीय प्रशासनिक सेवा अधिकारी और लैंग्वेज एंड लर्निंग फाउंडेशन के संस्थापक ने समझाया- 'अच्छी शिक्षा तब होती है जब बच्चों में उच्च आत्म-सम्मान होता है, एक कक्षा में अच्छी तरह से समायोजित किया जाता है जो एक सकारात्मक और निडर वातावरण प्रदान करता है। अगर बच्चे को ऐसी भाषा में पढ़ाया जाता है जिसे वे नहीं समझते हैं, तो ऐसा कुछ नहीं होगा। वर्ष 2019 में, ग्रामीण भारत के ग्रेड 1 में नामांकित केवल 16.2% बच्चे ग्रेड 1 स्तर का पाठ पढ़ सकते थे, जबकि केवल 39.5% ही मौखिक रूप से एक अंक की संख्या जोड़ सकते थे जैसा कि शिक्षा की वार्षिक स्थिति रिपोर्ट (ASER & Annual Status Education Report) द्वारा एक साथ रखा गया है। इसी वर्ष की जनगणना में 270 मातृभाषाओं को सूचीबद्ध किया गया; इनमें से 2017 के एक अध्ययन के अनुसार भारतीय कक्षाओं में 47 भाषाओं को शिक्षा के माध्यम के रूप में इस्तेमाल किया गया था।

स्कूलों में मातृभाषा के प्रयोग की नीति की सबसे आम आलोचना यह है कि यह उन लोगों के बीच की खाई को चौड़ा करती है जो अंग्रेजी में संवाद कर सकते हैं और जो नहीं कर सकते हैं। शिक्षाविदों के लिए यह कहना ठीक है कि स्थानीय भाषा शिक्षा का माध्यम होना चाहिए। किन्तु माता-पिता को लगता है कि अंग्रेजी माध्यम से प्राप्त शिक्षा ही उनके बच्चों को जीवन में आगे ले जाएगी।

पूर्व स्कूल सचिव श्री स्वरूप ने एन.ई.पी. में किसी अन्य नीति परिवर्तन को लागू करने के लिए एक कार्य योजना की कमी पर प्रकाश डाला और कहा- 'इस नीति के कार्यान्वयन में असंख्य समस्याएँ होंगी, लेकिन वे दूर नहीं हो सकतीं। धन की कमी के कारण आर्थिक रूप से व्यवहार्य नहीं हो सकती है।' उन्होंने परिवर्तन को लागू करने के लिए शिक्षकों सहित प्रशिक्षित कर्मचारियों की कमी के कारण नीति की प्रशासनिक क्षमता पर भी सवाल उठाया।

पेरिसमिता सिंह (जो आदिवासियों के लिए एक प्रथम-स्कूल कार्यक्रम के साथ काम करती हैं) ने कहा- "यदि स्कूल स्थानीय भाषाओं में पढ़ाते हैं, तो परिवार भी अपने बच्चे की शिक्षा में शामिल हो सकते हैं।" यह विशेष रूप से उन क्षेत्रों में बहुत महत्वपूर्ण है जहाँ वह काम करती हैं और जहाँ कई भाषाओं में गैर-मानकीकृत लिपियाँ हैं।

मातृभाषा द्वारा शिक्षा पर COVID-19 का प्रभाव—COVID-19 महामारी के कारण स्कूल बंद होने से दुनिया भर में पहले से मौजूद शिक्षा असमानताओं को उजागर और गहरा कर दिया है। यह क्लोजर 20 सप्ताह के वैश्विक औसत से लेकर कुछ मामलों में 70 से ऊपर तक है। कह सकते हैं कि यह काल एक पूर्ण स्कूल वर्ष से भी अधिक था। हमेशा की तरह, इसने कमज़ोर और हाशिए पर रहने वाले शिक्षार्थियों को सबसे अधिक प्रभावित किया है, जिसमें स्वदेशी और अल्पसंख्यक समूहों की भाषा बोलने वाले शामिल हैं। संयुक्त राष्ट्र के अनुसार—पूर्व-प्राथमिक से उच्च-माध्यमिक विद्यालय के लगभग 500 मिलियन छात्र लॉकडाउन के दौरान दूरस्थ शिक्षा के किसी भी अवसर का उपयोग करने में असमर्थ थे। कई देशों में दूरस्थ शिक्षण और सीखने के उपकरण, कार्यक्रम और सामग्री हमेशा भाषाई विविधता को प्रतिबिंबित करने में सक्षम नहीं थे; वे बड़े पैमाने पर प्रमुख राष्ट्रीय या अंतर्राष्ट्रीय भाषाओं में उपलब्ध कराए गए थे। जब दूरस्थ शिक्षा—सामग्री छात्रों की मातृभाषा में उपलब्ध नहीं होती है, तो इससे सीखने की हानि, स्कूल छोड़ने और बहिष्कृत होने का खतरा बढ़ जाता है। कई शिक्षार्थियों के पास आवश्यक उपकरण, इंटरनेट का उपयोग, सुलभ—सामग्री, संदर्भ और ज़रूरतों के लिए प्रासंगिक— सामग्री और मानवीय सहायता का अभाव था जो उन्हें दूरस्थ शिक्षा का पालन करने की अनुमति देता। कई शिक्षकों के पास दूरस्थ—शिक्षण का उपयोग करने का कौशल और तैयारी भी नहीं थी। वे उन भाषाओं में डिजिटल टूल से भी जूझते थे, जिनमें उन्हें महारत हासिल नहीं थी। बड़े पैमाने पर डिजिटल यंत्रों का प्रयोग भी दर्शाता है कि कैसे शिक्षा के अधिकार की गारंटी के लिए संयोजकता (कनेक्टिविटी) एक महत्वपूर्ण समस्यात्मक कारक बन गई। डिजिटल शिक्षण—सामग्री तक पहुँच की कमी असमानताओं और बहिष्करण को गहरा कर रही है। एक अन्य तत्व जो डिजिटल विभाजन को बढ़ाता है, वह यह है कि इंटरनेट पर कई भाषाएँ मौजूद नहीं हैं। आज साइबर स्पेस में एक प्रमुख समस्या भाषाई विभाजन है। डिजिटल दुनिया में भाषाओं का समावेश और समावेशी शिक्षण—सामग्री का निर्माण महत्वपूर्ण है। मातृभाषा पर आधारित दूरस्थ शिक्षा को शिक्षण प्रणालियों में शामिल किया जाना चाहिए जिससे सभी शिक्षार्थियों, विशेष रूप से भाषाई अल्पसंख्यकों को (स्कूल बंद होने के दौरान और उसके बाद भी) शिक्षा दी जा सकें।

निष्कर्ष— एन.ई.पी. के अनुसार, क्षेत्रीय भाषाओं का उपयोग करने का उद्देश्य न केवल एक बच्चे के सीखने के परिणामों में सुधार करना है, बल्कि भारत के ज्ञान को स्थापित करना भी है। इसे राष्ट्रीय गौरव, आत्मविश्वास, आत्म—ज्ञान, सहयोग और एकीकरण के उद्देश्यों के लिए महत्वपूर्ण माना जाता है। उदाहरण के लिए, शिक्षा पर 2017—18 की राष्ट्रीय सर्वेक्षण रिपोर्ट को लें। रिपोर्ट में कई भाषाओं और स्थानीय बोलियों को 22 प्रमुख भारतीय भाषाओं में मिला दिया गया है ताकि यह समझा जा सके कि क्या बच्चा घर पर वही भाषा बोलता है जो स्कूल में शिक्षा का माध्यम है। इस मापदंड के द्वारा प्राथमिक विद्यालय के लगभग 72% छात्रों के पास स्कूल में उनकी घरेलू भाषा के समान शिक्षा का माध्यम था। इसके अलावा, इस परिवर्तन को लागू करने का कोई स्पष्ट रास्ता नहीं है और यह स्थानीय सरकारों और व्यक्तिगत संस्थानों पर निर्भर है कि क्या वे इन परिवर्तनों को लागू करना चाहते हैं क्योंकि यह एक अनिवार्य नीति नहीं है। हालाँकि, सभी शिक्षार्थियों को

उनकी मातृभाषा में शिक्षा के अधिकार की गारंटी देने के लिए अभी भी एक लम्बा रास्ता तय करना है। अधिकांश देशों में, छात्रों को उनकी मातृभाषा के अलावा किसी अन्य भाषा में पढ़ाया जाता है, जो प्रभावी ढंग से सीखने की उनकी क्षमता से समझौता करना है। यह अनुमान लगाया गया है कि दुनिया की 40% आबादी के पास, जो वे बोलते या समझते हैं, उस भाषा में शिक्षा की पहुँच नहीं है। आज दुनिया भर में लगभग 6,500 भाषाएँ बोली जाती हैं लेकिन भाषाई विविधता को तेजी से खतरा है क्योंकि अधिक से अधिक भाषाएँ अप्रत्याशित दर से गायब हो रही हैं और जब कोई भाषा लुप्त हो जाती है, तो वह अपने साथ एक संपूर्ण सांस्कृतिक और बौद्धिक विरासत ले जाती है।

विभिन्न आंकड़ों के आधार पर हम कह सकते हैं कि विश्व स्तर पर, मातृभाषा पर आधारित बहुभाषी शिक्षा में प्रगति हो रही है, विशेष रूप से प्रारंभिक स्कूली शिक्षा में इसके महत्त्व की बढ़ती समझ और सार्वजनिक जीवन में इसके विकास के लिए अधिक प्रतिबद्धता सराहनीय कदम है। यूनेस्को की नई रिपोर्ट 'राइट्स टू कंट्री लेवल एक्शन' के निष्कर्ष सांस्कृतिक और भाषाई विविधता को बढ़ावा देने के लिए विभिन्न देशों द्वारा किए गए राष्ट्रीय प्रयासों को दर्शाते हैं।

तुलनात्मक विवरण यही दर्शाते हैं कि इस कार्य की पूर्ति में कुछ बाधक तत्व अवश्य हैं किन्तु उचित, दृढ़ एवं कारगर कदमों के आधार पर इसे समाप्त नहीं तो कुछ सीमा तक सुगम अवश्य बनाया जा सकता है। हम कह सकते हैं कि किसी भी देश के सारगर्भित विकास के लिए यह अत्यंत आवश्यक है कि अन्य सुविधाओं के साथ उस देश की जनता की शिक्षा की भी समुचित गुणवत्तापूर्ण व्यवस्था सरकार द्वारा उपलब्ध कराई जाए। यह हर्ष की बात है कि भले ही 34 वर्षों के बाद ही सही भारत सरकार ने शिक्षा की ओर अपना ध्यान केंद्रित किया। हम सभी यही आशा करते हैं कि 2020 की नई शिक्षा नीति शैक्षणिक क्षेत्र में आमूलचूल परिवर्तन लाने में सफल सिद्ध होगी।

संदर्भित सूची

- ♦ मानव संसाधन विकास मंत्रालय के आंकड़े (वर्ष—2016, 2017-18, 2019)
- ♦ नई शिक्षा नीति प्रारूप 2020
- ♦ यूनेस्को की रिपोर्ट 1991
- ♦ शोधपत्र सिंघानी राजेंद्र कुमार
- ♦ Pmmodiyojanaye-in वर्ष—2020
- ♦ Wtechni-com
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