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From The Desk of Chief Editor

Dear Readers,

I am delighted to celebrate the launch of July 2021 issues of Journal-Expression an International Journal of Social Sciences (A Blind Peer Reviewed Refereed Indexed Half Yearly Journal) indexed in IJIFactor Indexing, Scientific Journal Impact factor (SJIFactor). It provides an important forum to address critical issues in the field, exchange new ideas and disseminate the latest developments in quality research.

I am very aware of the responsibilities that the editor's role entails, and I approach my new role with both excitement and some trepidation. It continues to gain appreciation and accolade as it provides a platform that stimulates and guides the intellectual quest of scholar. Expression is a Blind Peer Reviewed Refereed Indexed Half Yearly Journal that brings to the reader's high quality research. However, these weaknesses can be managed by an effective and active editorial office, and I believe they are outweighed by the benefits. There is strong consensus that accepted articles are often improved by peer review after referees' comments and criticisms are dealt with; this explicit appraisal process also helps to engender trust of the reader.

We would like to express our gratitude to our valued contributors for their scholarly contributions to the journal. Appreciations is due to the editorial advisory board, the panel of referees. The contributors of our team members are highly appreciated. On the behalf of Expression's Editorial team, I would like to extend a warm welcome and heartily thanks to our authors, advisors, editors and reviewers, all of whom have volunteered to contribute to the journal. Lastly I would like to thank all our submitting authors, who have toiled in the production of their work.

Dr. Nisha Singh,

Principal

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(Affiliated to CCS University, Meerut, Uttar Pradesh)

About Journal

Founded in 2003, Modern College of Professional Studies, Ghaziabad has already established a reputation as a medium to expand one's knowledge & enhance skills to achieve success.

The strength lies in the strong academic faculty, focus on research and collaboration with industry. The Journal of MCPS "EXPRESSION - An International Journal of Social Sciences" (A Blind Peer Reviewed Refereed Indexed Half Yearly Journal) indexed in IJIFactor Indexing, Scientific Journal Impact factor (SJIFactor), proved to be a milestone in achieving academic expertise.

The Volume-07, Issue-02 of "EXPRESSION - An International Journal of Social Sciences" covers finest peer-reviewed research in all fields of management, IT, Education, Commerce, Law and Social Science and taking contemporary issues and latest trends in the global village.

It contains diverse collection of original articles and research work of researchers, academicians and scholars.

Through this journal, we would like to share globally our experiences and learning with other education assessors or evaluators.

The basic objective is to provide opportunities for all those interested in learning more about in the field of Social Sciences.

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Early Childhood Care and Education in the Perspective of National Education Policy 2020: An Analysis

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ABSTRACT

The National Education Policy 2020 is an education policy with Indian constitutional values and fundamental obligations that emphasizes engagement with the country and creating awareness of the role and responsibilities of the citizen in a changing world. The insight of this policy should not only in students' pride in being Indian, but also in behaviour, intelligence and actions as well as in knowledge, skills, values and thinking that is committed to human rights, sustainable development and living and global welfare. So that they can become global citizens in the true sense. Investment in Early Childhood Care and Education in the National Education Policy 2020 and ensuring its reach to all children in the country, inclusion of flexible, multidisciplinary, sports, activity and discovery based education in early childhood care and education, of early childhood education Developing an excellent curriculum and educational framework, implementing the ECCE system by the comprehensive and empowering (ECCE) Institutes, Mid-Day Meal Program and ensuring the availability of health monitoring and screening tests etc. are some major provisions related to early childhood care and education that not only make it a unique and important education policy in itself but also provide a strong foundation for early childhood care and education.

KEY WORDS: Early Childhood Care and Education, National Education Policy, Educational Framework, Discovery-based Education, Cluster Resource Centre, Mid-Day Meal, Professional Development.

INTRODUCTION

Education is a fundamental requirement in terms of achieving human capabilities, establishing and developing an equitable society and promoting national development. Education is the medium through which the best development and promotion of the

country's rich talent and resources can be done for the good of the individual, society, nation and the world, ie humanity. It is in this context that India's National Education Policy 2020, India's first education policy of the 21st century, aims to meet the mandatory requirements for the development of our

country. Built on the fundamental pillars of easy access for all, equality, quality and accountability, this new education policy is in line with Agenda 2030 for sustainable development and aims to make school and college education more holistic and resilient to the needs of the 21st century to transform it into a knowledge-based vibrant society and global superpower of knowledge and bring out the unique abilities inherent in every student. The National Education Policy lays special emphasis on the development of creative abilities inherent in every individual and is based on the principle that education not only includes 'basic capabilities' like literacy and numeracy as well as 'higher level' logical and problem-solving relative cognitive abilities

should be developed rather; The development of the person is also necessary at the moral, social and emotional level. In this education policy, instead of the currently active 10 + 2 educational model, it has been asked to divide the educational curriculum based on 5 + 3 + 3 + 4 system. New curriculum structure of 5 + 3 + 3 + 4 will be implemented replacing 10 + 2 structure of school curriculum with emphasis on early childhood care and education. This policy has provision to bring children of 3-6 years who have been kept away till now under school curriculum. In this new education system, there will be 12 years of schooling along with three years of Anganwadi / Pre-schooling and this period will be of total 15 years including pre-schooling and schooling.

NATIONAL EDUCATION POLICY 2020: NEW PEDAGOGICAL AND CURRICULAR STRUCTURE

1. Foundational	1. Foundational (Class 1 st and 2 nd) (Age 06 to 08 Year) Anganwadi/Pre-school/Balvatika (Age 03 to 06 Year) Total Duration: 05 Years)
2. Preparatory	2. Preparatory (Class 3 rd to 5 th) (Age 08 to 11 Year) (Total Duration: 03 Years)
3. Middle	3. Middle (Class 6 th to 8 th) (Age 11 to 14 Year) (Total Duration: 03 Years)
4. Secondary	4. Secondary (Class 9 th to 12 th) (Age 14 to 18 Year) (Total Duration: 04 Years)

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In this National Education Policy, emphasis has been laid on promoting the use of technology for technical education, removing language barriers, facilitating education for differently abled students, etc. Apart from this, it also emphasizes to encourage creative thinking, logical decision, and art of continuous learning and spirit of innovation among the students. The new National Education Policy, 2020 has been replaced by the 34-year-old National Education Policy, 1986.

EARLY CHILDHOOD CARE AND EDUCATION

Early childhood care means to pay attention to their health, hygiene and nutrition, etc. while providing a complete and safe environment for children, and early childhood education refers to pre-school education in which stories, stories, teaching and imparting education to children through poems, songs, music, dance and sports toys etc. Therefore, in this context, it can be said that Early Childhood Care and Education (ECCE) is care and education that incorporates integral elements such as care, health, nutrition and elementary education in a protected and conducive environment. This education starts before the children go to school. Quality early childhood care and education not only helps children to adapt themselves to the school environment but also ensures them to earn better education in school.

THE PURPOSE OF EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

The overall objective of early childhood care

and education is to achieve optimum results in the development of children's physical development, cognitive development, socio-emotional-moral development, cultural development, early language for communication, literacy and numeracy and by the year 2025 ensuring access to care and education for every child between 3-6 years free, safe, high quality and at a developmental level.

NATIONAL EDUCATION POLICY 2020 AND EARLY CHILDHOOD CARE AND EDUCATION

The provisions related to early childhood care and education in the National Education Policy 2020 can be discussed as follows-

1. Investing in early childhood care and education and ensuring its access to all children of the country- According to this policy, quality early childhood care and education is not available at present time especially for crores of children from socially and economically disadvantaged backgrounds. Therefore, by investing in it, it can reach all the children of the country so that all children can get or get opportunities to participate and progress equally in the educational system. To ensure proper development and physical growth of the brain of children, its initial 6 years are considered important and 85 percent of the brain development of children is done before the age of 6 years. It has been mentioned under this policy that universal provision of quality education for early childhood development and care should be made available at the earliest before 2030 to ensure that the first grade all the children admitted in

the school should be fully prepared for school education.

2. Inclusion of flexible, multidisciplinary, sports, activity and discovery-based education in early childhood care and education-

This policy consists primarily of multidisciplinary, flexible, sports-based, multilevel, activity and discovery-based education in early childhood care and education. In this policy the focus of the ECCE is on social work, human compassion, good behavior, ethics, etiquette, personal and public hygiene, working in groups and developing mutual support. The overall objective of early childhood care and education is to achieve maximum results in the development of children's physical development, cognitive development, socio-emotional-moral development, cultural development, early language for communicative, literacy and numeracy.

3. To develop an excellent curriculum and educational framework for early childhood education-

As per the National Education Policy 2020 an excellent curriculum and educational framework (National Curricular and Pedagogical Framework for Early Childhood Care and Education-NCPFECCE) will be developed for early childhood care and education for all children up to the age of 8 years by the National Council of Educational Research and Training in two parts, under which a sub-framework for children from 0 to 3 years old and another sub-framework for children aged 3 to 8 years will be developed in two parts. The latest research on national and international innovation and best practices in early childhood care and education will be

included, particularly those practices that have been enriched for the development of childhood education in India for many centuries and have evolved from local traditions, which includes art, stories, poetry, songs, games and more. This model of education will serve as a guide for mother and father as well as Anganwadi.

4. Implementation of ECCE system by Extensive Empowerment (ECCE) Institutions-

The broad objective of this policy will be to ensure universal access to high quality ECCE institutions across India in a phased manner and reach all students. In this context, special attention and priority has to be given to backward districts and areas which are socially and economically backward. The Early Childhood Care and Education (ECCE) system will be implemented by elaborate and empowered ECCE institutes with already extensively and vigorously run alone Anganwadis, through Anganwadis located alongside primary schools, pre-primary schools though which they will complete at least 5 to 6 years and are located near primary schools and will be implemented through pre-school running alone. Apart from this, all these schools will recruit trained staff and teachers in the curriculum and teaching of ECCE.

5. Empowering Anganwadi centers to ensure universal access to early childhood care and education-

Higher quality to Anganwadi centers to ensure universal access to Early Childhood Care and Education (ECCE) as per National Education Policy of the year 2020 the infrastructure, play equipment and fully trained Anganwadi workers and teachers will be empowered and

each Anganwadi will have a well-designed, well-ventilated, child-friendly and constructed building with a rich learning environment. In these centers, children will undertake activities filled tours and meet teachers and students of their local primary schools so that proper coordination and cooperation can be established between the primary schools from Anganwadi centers. In addition, Anganwadis will be fully integrated into school campuses or groups and Anganwadi children, parents and teachers will be invited to participate in school or various school programs.

6. Transfer of every child before the age of 5 to the preparatory class or 'Kindergarten'- In the context of Early Childhood Care and Education, the National Education Policy 2020 envisages that every child before the age of 5 is one Will be transferred to the preparatory class or 'Balwatika' which is before class one and will have an Early Childhood Care and Education (ECCE) qualified teacher. Preparation classroom learning should be primarily based on play/game-based learning with a focus on developing cognitive, emotional and physical abilities and early literacy and numeracy.

7. To ensure the availability of mid-day meal program and monitoring of health development and testing- Under this policy, special emphasis has been given that the mid-day meal program will be extended to primary school as well as preparation classes. It should also be extended and at the same time monitoring and testing of the development of health which is already available in the Anganwadi system will also be made available

to the students of preparation classes of primary schools.

8. Preparation and training of initial cadre of ECCE teachers- In this new education policy, an orderly manner as per curriculum/pedagogical framework developed by National Council of Educational Research and Training to Anganwadi workers/teachers for preparing initial cadre of ECCE teachers Training will be imparted Anganwadi workers/teachers of 10 + 2 and above qualification will be offered 6 months certificate program in ECCE and those with lesser educational qualifications will be given one year diploma program in which elementary literacy, numeracy and other relevant aspects of ECCE will be included. ECCE training of Anganwadi workers/teachers will be mentored by the Cluster Resource Center of the Education Department and will also run at least one monthly class for continuous assessment. Apart from this, the facilities required for the initial professional preparation of teachers and its Continuing Professional Development (CPD) will also be developed and ECCE will also be started in the 'Ashramshalas' of tribal dominated areas in a phased manner.

9. Planning and Implementation of Early Childhood Care and Education Curriculum- It has been mentioned in the National Education Policy, 2020 that Ministry of Human Resource Development will be responsible for the Early Childhood Care and Education curriculum and teaching method so that primary school continuity till pre-primary school can be ensured and the basic aspects of education can be focused. In addition, the planning and implementation of early

childhood care and education courses will be done jointly by the Ministry of Human Resource Development, Ministry of Women and Child Development, Ministry of Health and Family Welfare and Ministry of Tribal Affairs, and in this concern the smooth functioning of early childhood care and education in school education a special 'Joint Task Force' i.e. 'Task Force' will be formed for integration and continuous guidance.

MEASURES RELATED TO IMPLEMENTING EARLY CHILDHOOD CARE AND EDUCATION ON REAL GROUND LEVEL

Some of the major measures related to implementing early childhood care and education on the real ground can be presented as follows:

- ☐ It should be ensured at the local level by the community and local government that the enrollment of all children in the age group of 3 to 6 years is enrolled in the concerned Anganwadi / Kindergarten or pre-school education centers.
- ☐ In order to implement this education on the real ground, regular support and assistance of Anganwadi workers, ASHA workers and ANM etc., who are particularly active in the context of childcare care, should be taken.
- ☐ Early childhood care and education programs should not be fragmented into nutrition, health and education services. These programs should be undertaken in a holistic manner.
- ☐ Special encouragement to girls, children with special needs and families of disadvantaged groups and to ensure hundred percent enrollment and attendance of all children.
- ☐ Regular monitoring of early childhood care and education and to ensure that there is no discrimination against children and to obtain or seek the necessary support and assistance from the Parent-Teacher Association and other committees in this context.
- ☐ To ensure that the path to move forward in this field should be concrete, multi-faceted and collaborative in terms of implementing this education on real ground.
- ☐ For its implementation and successful operation, it is absolutely essential that basic education, health and nutrition should be equally focused, that is, a comprehensive policy of moving both learning and nutrition together should be applied.
- ☐ In the context of successful operation and practical implementation of this education, special attention has to be given to creating awareness within the society that the investment made in early childhood is long term as creation of a healthy and productive human resource and citizen in future will give benefits so that the children, society and the nation will benefit everyone.
- ☐ Implementation of early childhood care and education should be done not only on the basis or context of economic

Early Childhood Care and Education in the Perspective of National...

reasons; but in this, the context and basis of social justice and human rights should also be specially taken into consideration.

- In order to implement or make this education successful on the ground level, a special strategy should be prepared by the states and the center and it should be run as a mission.
- To ensure that every child has access to early childhood care and education, a comprehensive and strong system of educational institutions should be ensured and developed and anganwadi centers should play the role of active child friendly early childhood development center in this context.
- Early Childhood Care and Education Day should be observed on a fixed day in every month in which community members and parents should also be included and in this context appropriate assistance or cooperation of non-governmental organizations and voluntary organizations should be taken.
- Facilities such as 'Shishu Sadan' and 'Daycare' should be introduced for the children of working parents and working parents in poor families and the 'Shishu Sadan' should be run by women workers by local communities. So that early childhood care and education can be ensured for all children.
- In order to implement the entire hypothesis of early childhood care and education on the ground, a special task force should be set up for it and at the same time comprehensive public

participation should be ensured in this context.

- In order to implement this education on real ground, a massive public awareness campaign should also be launched so that the policies and provisions related to it can be given practical form. Apart from this, the firm will of the government is also very important in this context.
- Today, we believe that we have immense challenges in this context, but there are also huge possibilities to turn challenges into opportunities. If we turn these challenges into opportunities, then in future, not only our children but also the future of the country will be very bright and brilliant.

CONCLUSION

Based on the above description, it can be concluded that the National Education Policy, 2020 has been formulated in the light of the rich tradition of ancient and eternal Indian knowledge and thought. It is based on the basic pillars of easy access for all, equality, quality and accountability and aims to make India a knowledge-based vibrant society and global superpower of knowledge, making school and college education more holistic and flexible to the needs of the 21st century and to bring out the unique abilities inherent in each student. This education policy has some major provisions related to early childhood care and education; such as investing in early childhood care and education and ensuring its reach to all children in the country, incorporating flexible, multidisciplinary, sports, activity and discovery based education in early childhood

care and education, an excellent curriculum for early childhood education and develop educational framework, transfer every child before the age of 5 to the preparatory class or 'Kindergarten', implement ECCE system by extensive and empower (ECCE) institutions, prepare and provide initial cadre of ECCE teachers, ensuring availability of mid-day meal programs and monitoring of health development and testing, planning and implementation of early childhood care and education courses, etc., which make it a unique and important education policy in itself. In the context of Early Childhood Care and Education in the current education system, this

national education policy can be described and addressed as a major education policy giving a new foundation and direction to the education system and system of the country, but in this context the need of the hour is that Early Childhood Care and Education should be implemented in a very proper and orderly manner on the actual ground level and to ensure wide public participation in it.

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A STUDY OF AWARENESS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT STUDENTS OF RAEBARELI DISTRICT IN UTTAR PRADESH

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ABSTRACT

The purpose of the study was to find out the Awareness of Education for Sustainable Development among Standard IX Students of Raebareli District in Uttar Pradesh. The major objectives of the study are: To study the awareness of sustainable development goals and to study the awareness of utilization of non-renewable resources with respect to sustainable development. The investigator adopted Descriptive Survey method. The data were collected by using tools viz., Questionnaire (Both open and closed ended) and Semi-structured Interview. In this Study investigator was used Purposive sampling (N=163). The sample of the study was constituted of standard IX students of New Standard Public School, Raebareli, Uttar Pradesh, which is a private English medium school affiliated to Board of High School and Intermediate Uttar Pradesh. The two sections of standard IX students were selected as sample. The total sample (163) was: Section A consists 81 and Section B consists 82. The collected data were analysed by using both quantitative as well as qualitative techniques. The major findings showed that the students did not aware (61 Percent) of Education for Sustainable Development. It was observed that students much aware about utilization of non-renewable resources. It was also observed that the syllabus need to be incorporated more comprehensively on the topics of Education for Sustainable Development and also students opined that activities should be organized in the school on Education for Sustainable Development programmes at regular intervals. It may be noted that the recent national and international initiatives on Education for Sustainable Development are taken keenly on inculcation of activities and placing curriculum in various levels of school education programmes.

Key words: Education for Sustainable Development, Sustainable Development Goals, Non-renewable Resources.

INTRODUCTION

Sustainable development is a process which

involves human's intelligence, decision making efficiency, planning and management skills, power of imagination, entrepreneurship,

development and production with environmental safety etc. Usually, sustainable development is a human subject. The issue associated with sustainable development can be seen as one of the basics of any society. In the last decade, the education for sustainable development has been accepted as a main policy which is the utmost need of the day for each state or country. Initially sustainable development was discussed globally in UN Conference on Human Environment Stockholm in 1972. After that in 1987 UN World Commission on Environment and Development published a report on "Our Common Future" which was also popularised as **Brundtland Report** then concern for a sustainable development was came into consideration. According to the report 'Our common future' sustainable development is defined as development that satisfies the needs of the present without compromising the ability of future generations to satisfy theirs. **This report** provided the oft-cited definition of sustainable development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs"(United Nations General Assembly,1987). The concept of sustainable development aims to maintain economic advancement and progress while protecting the long-term value of the environment; it provides a framework for the integration of environment policies and development strategies"(United Nations General Assembly,1987).

The overall goal of sustainable development (SD) is the long-term stability of the economy and environment; this is only achievable

through the integration and acknowledgement of economic, environmental, and social concerns throughout the decision making process.

In UN Earth Summit 1992, which was held in Rio de Janeiro, Brazil, a conscious thought was emerged for environmental problems along with solutions to resolve the problems and the requirement of a multidisciplinary approach was recognised. Again in 2000, the chief of various countries gathered to discuss the issue of environment conservation under the umbrella of UN. After Johannesburg conference in 2002 on sustainable development, 2005–2014 was declared as "**Decade for Education for Sustainable Development (DESD)**" by UN General Assembly accepting the significance of Education for Sustainable Development. Education for Sustainable Development is an idea of education which aims to empower the individuals to assume liability to build a sustainable future. (Cleveland & Kubiszewski, 2007).

United Nations Document Gathering a Body of Global Agreements describes Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. According to United Nations Educational, Scientific and Cultural Organization observed that Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Education for Sustainable Development means including key sustainable

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development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for development. This Research Paper discusses the Study of Awareness of Education for Sustainable Development with respect to Sustainable Development Goals and Utilization of Non-renewable Resources.

METHODOLOGY AND PROCEDURE

After reviewing of related literature for presented study, few questions are raised with respect to Education for Sustainable development.

1. Whether the students aware of the Education for Sustainable Development?
2. To what extent do students aware of Non-renewable Resources?

OBJECTIVES OF THE STUDY

1. To study the awareness of sustainable development goals among Standard IX Students.
2. To study the awareness of utilization of non-renewable resources with respect to sustainable development among Standard IX Students.

Sustainable Development: It refers to an individual can utilize his needs without comprising the future generation's needs.

Education for Sustainable Development: It refers to teaching learning process with respect to Sustainable Development in and out of school activities.

Non-renewable resources: It refers to the resource which cannot be produce or replenished once its consumption.

METHODOLOGY OF THE STUDY

For attaining of the projected objectives of the study, Descriptive Survey Method was adopted.

Sample

For collecting required data, the investigators employed the purposive sampling technique. The sample of the study was constituted of standard IX students of New Standard Public School, Raebareli, Uttar Pradesh, which is a private English medium school affiliated to Board of High School and Intermediate Uttar Pradesh. The two sections of standard IX students were constituted as a sample for the study. The total sample of the study was 163 (Section A consists of 81 and Section B consists of 82).

Delimitation of the Study

The present study was delimited to standard IX students of New Standard Public School, Raebareli, in Uttar Pradesh State.

Tools and Techniques of Data Collection

Considering the stated objectives of the

study, the following Tools and Techniques were used for Data Collection. They are: 1. Questionnaire, and 2. Semi-structured Interview.

Questionnaire: The Questionnaire prepared by investigators to study awareness of students with respect to awareness of sustainable development goals. The first draft of Questionnaire consists 17 Dimensions (i.e. No Poverty, Zero Hunger, Good Health and Well-being, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Reduced Inequalities, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Peace, Justice and Strong Institutions, and Partnerships for the Goals), and 34 closed ended items and 10 open ended items. The first draft questionnaire was sent to subject experts for tool validation. After receiving the constructive feedback from subject experts four open ended questions were deleted. The

final draft of the Questionnaire consists 17 Dimensions, 34 closed ended items and six open ended items.

Semi-structured Interview

The Semi-structured Interview prepared by investigators to study awareness of students with respect to awareness of utilization of non-renewable resources with respect to sustainable development among Standard IX Students. The first draft of Semi-structured Interview was designed with 12 questions and it was sent to subject experts for tool validation. After receiving constructive feedback from subject experts, three questions were deleted out of 12 questions. The final draft of Semi-Structured Interview schedule was designed with nine questions.

DATA ANALYSIS

The collected data were analysed by using the both quantitative and qualitative techniques. The description of analysis of each tool is shown in Table No: 1

Table No: 1 Objective wise Tools and Techniques of Data Analysis

Objective	Tool	Techniques for Data Analysis
1	Questionnaire	Frequency, Percentage and Content Analysis
2	Semi-structured Interview	Content Analysis

RESULTS AND DISCUSSION

The major findings of the study are:

1. Most of the students (78.00 percent) were

found to be not aware of the Education for Sustainable Development.

2. Majority of the students (69.66 percent) were found to be aware of utilization of Non-renewable Resources with respect to

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Education for Sustainable Development.

3. It was observed that students much aware Education for Sustainable Development with respect to concepts of poverty, good health and being, and clean water and sanitation.
4. From the interview with the students, it was observed that the syllabus needs to be incorporated more comprehensively on the topics such as how to utilize Non-renewable resources and its effect on human's life.
5. The students responded that more topics need to be imparted in the syllabus with respect to Education for Sustainable Development.
6. The students responded that more activities/programme should be organized in the schools at regular intervals.

The present study was to find out the Awareness of Education for Sustainable Development among Standard IX Students of Raebareli District in Uttar Pradesh. With the major objectives of the study are: To study the awareness of sustainable development goals and to study the awareness of utilization of non-renewable resources with respect to sustainable development. After deep insight of the present study findings the investigators provided following suggestions. They are:

1. Education for Sustainable Development should be provided more space in the school curriculum.
2. Education for Sustainable Development related activities/programmes should be

organized in the school at regular intervals.

CONCLUSION

Education for Sustainable Development should be given more weightage in the school curriculum at all levels of Education and also given more weightage in assessment and evaluation. From the findings it was also concluded that Education for Sustainable Development related activities/programmes will be organized in the school throughout the academic calendar year. Finally, it can be concluded that Education for Sustainable Development need to be treated as significant area that every student must aware of it.

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SOCIO-ECOLOGIC ACCOUNTING AND CIVIL SOCIETY

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ABSTRACT

Accountings preoccupation with economic performance as the sole yardstick of success of so called an economic entity leads inevitably to several extra-market implications in a civil society, inflicting upon its quality of life through environmental degradation, social dislocation, psychological turmoil, exploitation of the weak members of the society and erosion in the value system. The change in awareness of and attitude to environmental issues due to declining state of natural environment and the increasingly persuasive activities of different nations, necessitates a judgment for the organizational accountability on the basis of their anticipatory alternatives in corporate social and environmental reporting initiatives that may improve the situation. This new role of accounting, in response to various pressures of different groups of civil society, to externally report the convergence of business-social interests is still very much in embryo at present. The paper therefore considers the various efforts which have been put forward by different players of the civil society to aid the development of social and environmental disclosures. The paper also attempts to highlight whether any of their present role, would be capable enough to focus on environmental and social reporting which is the major challenge in the "greening and bluing" of accountancy and what they need to do further this regard.

INTRODUCTION

The business philosophies that were applicable in the past few decades are no longer relevant in the new economy for it calls for more porous and less concrete organizational boundaries. The new models of business success for corporate would include a movement from philanthropy to convergence of business-social interests as a source of sustainability. Sustainability can only come from such a convergence because it is realized that companies can not make profits in a weak society (Sankaran, 2003). While philanthropy

is extremely important in any civilized society, what really matters in the life of society are the associations created and nurtured by impulse of mutual aid (Beteille, 2001). The concept that corporations should be concerned about social issues is by no means universally accepted. An alternative view-that corporations have social and ethical responsibilities towards their stakeholders is gaining ground. The way forward is through sustainable development programs that increase wealth, promote social equity, and preserve ecological integrity. Wealth (gold value) must be seen as linked with social justice (blue value) and the preservation

and renewal of the natural environment (green value). Most of the reports of recent international surveys have indicated a growing convergence of environmental and social reporting issues on the corporate agenda. The industrial landscape of India too, has witnessed a more organized corporate involvement in providing education, healthcare, insurance and religious activities, which is evident in the involvement of the corporations in the recent socio-cultural events like Durgapuja.

Within corporate disclosure literature several theoretical perspectives have been used to explain the rationale of such a change in corporate behaviour. The legitimacy theory which claims to be the dominating motivation for CSR, hypothesizes that organizations seek to establish congruence between the social values associated with or implied by their activities and the norms of acceptable behavior in the larger social system of which they are a part and when an actual or potential disparity exists between the two value systems, there exists a threat to organizational legitimacy. As a deviation to the theory, Mathews & Reynolds (2001) in their study demonstrate that although many corporations have begun to respond to perceived demand for environmental disclosures in published accounts, their perspective of organizational legitimacy is a narrow view, in which information is targeted towards specific stakeholders and not to the general public. But the demand for increased corporate accountability today comes from all sectors of the modern society or so called civil society. To add to this the study of Cherp (2004) presents that the political, social and economic context of the host countries

significantly affect the prospects of corporate reporting. This clearly identifies that either the pressure from the players of civil society or the business case or both may be the causal factor for the change in corporate mindset.

The result of a research programme conducted jointly by SustainAbility & UNEP (1997) highlights that there is an increasing demand for mandatory environmental performance data from market users and Corporate Environment Reports are increasingly being used to monitor benchmark and rank companies. Another study by Teoh, Pin, Joo and Ling (1998) investigating the relationship between environmental disclosures and financial performance showed that there is a less strong evidence of a positive link between the two but CERs are important for Singapore companies in order to expose pollution-prone companies to a wider spectrum of stakeholders on their role to achieve a cleaner and greener environment. Cerin (2002) in his paper states that companies in sectors plagued by environmental disasters like petroleum and chemical sector, attempt to gain legitimacy by telling their sides of the environmental story, under public pressure. These sectors still remain under environmentalist and legislative pressure or both today, and produce some of the best environmental reports (KPMG, 1999). The trend of recognizing the value of demonstrating transparency and accountability beyond the traditional domain of financial performance has come about through increased public expectations for organizations to take responsibility for their non-financial impacts, including impacts on community and the environment (Department of Environment and Heritage, 2003). It can be seen, therefore, that

the pressure group of the civil society is one of the reasons canvassed in the literature for the provision of Socio-Ecologic information in the corporate annual reports, in other words, Socio-Ecologic Accounting.

Though strong links exist between market economy of industrial capitalism and civil society, historical experience reveals that certain dogmatic, monopolistic and authoritarian tendencies creep in. Adam Smith had considered such aberrations as detrimental to the civility (Dhanagare, 2001). The envision of Adam Smith that the forms of syndicalism among producers and distributors of commodities or services can and do violate the principles and practices of free market and harm the collective interest in protecting individual's liberty of choice. So he wanted the state to act as a watchdog and remove the obstacles which may possibly violate the laissez-faire principle. Throughout the 20th century, the experience with the role of the state has proved to be otherwise as the social and political theory has reflected a loss of faith in the institution of state. Therefore posits civil society as an alternative to the state, equating former with nonstate, non-governmental organizations (Kothari, 1988). The civil society protects the individual autonomy and freedom in a non-discriminatory manner and is controlled neither by state nor by religion (Beteille, 2000) but attempts to preserve the virtues of moderation, trust and reasons in the government (Montesquieu, 1989). The role of civil society, therefore, is very important in the functioning of large, complex and changing society. Through public debate the civil society can generate shared public preference which may then be turned into legislation and public

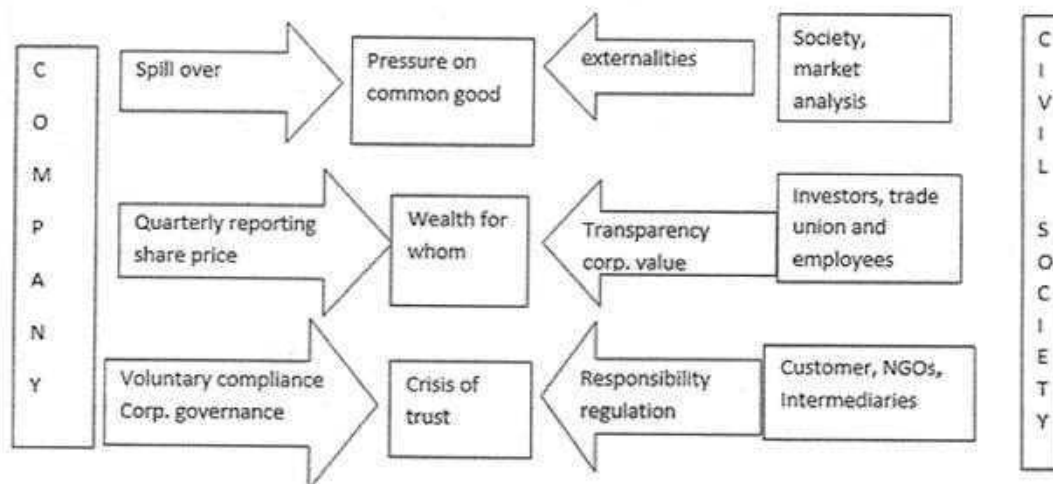
law. In other words the civil society generates the shared ground on which the state may then act (Dhanagare, 2001). No single actor or sector can be expected to provide for the fulfillment of all human rights, or the solution to all social problems, but if business, government and civil society organizations work together to address the abovesaid problems progress is possible (Morton and Amnesty, 2002).

Accountings preoccupation with economic performance as the sole yardstick of success of so called an economic entity leads inevitably to several extra-market implications in modern society, inflicting it with deterioration in the quality of life through environmental degradation, social dislocation, psychic turmoil, exploitation of the weak members of the society and erosion in the value system. The change in awareness of and attitude to environmental issues due to declining state of natural environment and the increasingly persuasive activities of different nations, necessitates a judgment for the organizational accountability on the basis of their emancipatory alternatives in corporate social and environmental reporting initiatives that may improve the situation. This new role of accounting, in response to pressure of different groups of civil society, to externally report the convergence of business-social interests is still embryonic at present.

Depicted below a figure to show how the constituents of a civil society from their respective angles put pressure for a more comprehensive accounting and reporting capable of addressing several performance related questions viz. externalities, wealth

creation and distribution and trust crisis.

Figure.1: Company and Civil society- An Interface



Stakeholders having direct access to the business decisions or deriving direct tangible benefits will tend to continue to influence the corporate choices to the extent stakeholders having thinner interests are dormant or unrepresented by a visible pressure group in legitimization of their interest. The pursuit of the interest of an individual, or of a group of individuals in the present generation may be achieved with a myopic vision but the human society, which is, if not perpetual, a relatively more permanent institution to approve corporate existence and performance for all times to come, can not afford to bear the risk and hazards associated with that type of a narrow pursuit. It is the society to ensure the betterment of today and tomorrow. This is perhaps the reason, why the constituents of civil society have come up with their

contentious role to safeguard the society from the evils or anticipated evils – be it social, economic or ecological. Any entity what so ever be its form or size, causing damage to socio-ecologic status of the society is bound to encounter with such pressure.

There is a real debate here with respect to what the core constituents of the civil society are? There are perhaps many and various conceptions of the civil society. Mahajan (1999) in her article considers two components, some representing the NGOs funded or inspired by international agencies while the others are assemblies of persons for ethical Society, Market Analysts Investors, Trade unions and Employees Customers, NGOs, Intermediaries CIVIL SOCIETY COMPANY Spill Over Quarterly Reporting

Share Price Voluntary Compliance Corporate governance Externalities Transparency Corp Value Responsibility Regulation Pressure on the common good Wealth for whom Crisis of trust moral and religious discourse as the core. Beteille (2001) in his article views that a civil society consists of the open and secular institutions that mediate between the citizen and the state in modern democratic society. Keeping this in mind the present paper discusses the role of regulatory authorities, professional bodies, NGOs and media as the key facets of the civil society. In developing countries, where stakeholders are not as active as in developed countries, or do not have the proper environment to exercise their choices, it is the duty of these institutions to correct "market failure" by supporting the adoption of CSR practices by corporations, and strengthening and supporting stakeholders' demands for good behavior (IDB, 2004). The focus of the paper is centered on some of the key issues like the role that the civil society currently plays to improve the socio-ecologic accounting and reporting of the corporate houses in the new economy and what they need to do further to promote CSR disclosure nationally as well as globally. The paper proceeds as follows; section II critically analyses the relevance of socio-ecologic accounting in an emerging economy followed by four sections to describe the role to be played by different constituents of civil society viz financial institutions, NGOs, professional bodies and media. The last section recapitulates the summary note of all the preceding sections with a concluding remark.

SOCIO-ECOLOGIC ACCOUNTING – THE RELEVANCE IN AN EMERGING ECONOMY

In the new millennium where a company is to exist in long run by adopting some differentiating strategy must adhere to an accounting technology that provides both the value creators and perceivers the information about the value points. In the process both the tangible and intangible assets need to be highlighted with regard to their magnitude and direction. In the changing corporate culture with a shift from a "trust me" to "show me" through "tell me" culture, the accounting practice is under constant pressure for upgradation. There is a silver lining that the current practice of financial accounting, may be for its longer life, is significantly developed to take care of the tangible assets. However, due to market consciousness, the intangible assets like intellectual and emotional capital, brand and reputation are increasingly becoming the source of value creation. Right from the investors to an ordinary member of the society is now looking at the corporate performance from the new angle of value creation through intangible assets. The importance of socio-ecologic dimensions which act as value drivers for sustainable development can be visualized from the table incorporated below.

Table - 1 Ten Dimensions of corporate sustainable development performance Source

Governance	Ethics, Values & Principles
	Accountability & Transparency
General	Triple bottom line Commitment
Environment	Environmental Product focus
	Environmental Process focus
Socio-Economic	Socio-economic Development
	Human Rights
	Workplace Condition
Stakeholders Engagement	Engaging Business Partner
	Engaging Non-Business Partner

www.sustainability.com/business-case/definitions

Further, to ensure access to new resources, raw materials, skilled employees and markets, it is becoming imperative for companies to provide lasting value to communities in exchange for the resources they are taking; and assure host communities that the company will leave them in a better position – socially, economically and environmentally – over the long term. Hence the inclusion of environmental and social performance along with the economic performance leads to an ethical business practice and makes good economic sense. The appropriate accounting measures, to manage those risks, must be based on suitable financial and non-financial performance indices and supported by meaningful reporting mechanisms, i.e., the so-called “triple-bottom-line”. Companies going down this route may well find it efficacious in terms of reputation enhancement and risk management, with a consequent beneficial effect on the ‘bottom line’. The principal reasons for introducing Socio-ecologic reporting are (Cherp,2004)

Providing assurance to investors, especially for publicly traded companies or for those who seek significant external investment; Asserting and communicating business leadership and achievements in environmental and social fields as well as in relation to management systems; Gaining and securing market advantage through communicating sustainability of company’s operations and products especially supplied to larger Western-based corporate customers; Meeting legal requirements regulating corporate disclosure. Some of the legal requirements were inherited from socialist times. Other legal requirements include more recent accounting or stock exchange laws and regulations.

ROLE OF THE INSTITUTIONAL PLAYERS OF FINANCIAL SECTOR

Companies are free to choose their own environmental policies like their investment strategy, public relations approach or risk

management. But all companies have a duty to report early and fully about possible results that their own choices and policies have on their bottom line or on the shares- and stakeholders' value. Even companies that carefully comply with existing and expected future legislation may find themselves in a situation, whereby they have to incur enormous extra costs, when they find public opinion turning against them or drying up of demand for their products or mass boycott in extreme circumstances. The role of civil society, therefore, is very important as the end result can only be negative or even disastrous to corporate bottom line, if it reacts aggressively. Companies should at the very least make financially relevant environmental and social aspects, part of their risk assessment policies and report the same for consumption of the public at large, which can be seen as good corporate governance practice, like recommended in UK or the Netherlands. But since the socio-ecologic accounting is in a very nascent stage, looking to its importance for sustainability, the various players of financial sector must have to play a pivotal role in fostering socio-ecologic accounting to protect the collective interest of the different parties of an economy and to restore the laissez-faire principle.

Until recently, many aspects of environmental and social exposure have been ignored by the constituents of financial sector for its perception of financial environmental and social risks have been limited to land remediation and claim for damages. This indifference, rather than short-sightedness (of which the business sector has been accused of), may have several causes (Lascelles, 1993).

First, the financial sector does not see socioecologic issues as a separate moral issue, but rather just as one of the phenomena, perhaps temporary, occurring in the business world. Second explanation might be that the price of natural resources does not reflect the upcoming shortage, or the unsustainable situation, which environmental and social activists claim. A third cause for the financial sectors, indifference to environmental issues could be a problem of accounting measurement. Since the sustainability of the corporate is associated with financial reporting of a higher order, the interested intermediary institutions as distinctive members of the civil society can not afford to be the silent spectators to sub-optimal reporting practice. Realizing this many institutions operating in financial sector have taken initiatives to promote accounting and reporting practice towards the needed order.

Stock Exchanges have, however, very strong views on transparency and consistency of reporting by listed companies and linked to that, on accounting standards. It is one of the mainstays of information to the investor, which is the crux for trust and confidence on which securities markets are built. In all jurisdictions of a nation or globe, listed companies are obliged to carefully, timely and fully report and publish any information relevant to the company's functioning and ultimately to its financial results. Hence the Stock Exchanges and different regulators should be extremely anxious and attentive that rules and regulations relating to reporting of socio-ecologic information either enshrined in laws, or imposed as conditionality in Stock Exchange listing contracts, are very carefully complied

with.

On the public comment from Standard & Poor's, the Organization for Economic Development in January 2004 released a revised version of its Principles of Corporate Governance. The draft revised principles reiterates the need for companies to "disclose material issues regarding employees and stakeholders." Such reporting should be included in audited reports prepared in accordance with recognized accounting practices (Corporate Sunshine Working Group Bulletin, 2004) 2. In mid-March 2004, heads and senior representatives from stock exchanges such as Nasdaq and Deutsche Borse, and Sao Paulo, Istanbul, Jakarta, Shanghai, Canada and Italy met with corporate social responsibility (CSR) experts under the auspices of the United Nations. The Financial Times reports that the purpose of the exploratory meeting was not to create new listing criteria, but to "to convince companies that social and environmental strategies are central to managing risk" (Corporate Sunshine Working Group Bulletin, 2004). Apart from the pressure, it is also interesting to note the many new products have been introduced by the financial market participants like green funds, social and responsible investment targeting, sector indicators, and special indices (Skillius and Wennberg, 1998).

As Exchanges and their policies under current legislation have strong instruments to enforce transparency, have to take up the following; creation of guidelines for accounting and reporting by the corporate in their respective industry / size / categories taking into consideration the local value system; creating

the need for legislation at the national level particularly for bringing in uniformity in socio-ecologic information reporting practice and convincing the legislators for making the relevant statutory provisions in harmony with the international laws and agreements; taking appropriate measures to ensure the compliance there of.

Not only stock exchanges but also the banks and insurance companies, the intricately interwoven fabrics of the financial sector also have to take leading role in this respect. The banks should emphasize on these ethical aspects while extending their cooperative hands. The leader to cite with is Deutsche Bank, which advised several thousand large institutional investors, including many British pension funds to sell their shares in leading companies involved in the development of Genetically Modified Organisms (GMOs). This initiative may well signal a newly found awareness that public opinion about ethical issues, threats to the natural environment and possible danger to human health do indeed impact on financial performance.

In 1995, as a parallel to the banks' initiative a number of insurance companies in collaboration with UNEP signed "Statement of Environmental Commitment by the Insurance Industry" (Skillius and Wennberg, 1998). According to the report of European Environmental Agency, February 1998, the American Insurance Association estimates that insurers spend \$450 million a year on transaction and legal costs alone for Superfund. "American insurers alone are facing what has been described as the insurance industry's black hole US\$ 2 trillion in pollution, asbestos,

cleanup liabilities and related claims." (The Economist, 1995) So far, environmental catastrophes over the world resulted in the insurance industry having to pay L34 billion in claims and the trend expected to assume an upward movement (www.bren.ucsb.edu/pdf). This painful experience has taught insurers to take stock of industries' contribution to climate change and certain industrial sectors can also be refused insurance as this phenomenon has been identified to have a negative financial effect on the insurance industry.

Apart from that the insurance sector has taken a keen interest in these issues by playing a significant part in changing the attitudes of large companies through the rapid rise in insurance premiums. AIG Environmental, part of the insurer American International Group, recently released a white paper titled "Reconciling Environmental Disclosure with Environmental Exposure in an Evolving Regulatory Climate." The firm has also created reports on sectors such as the food processing industry that illustrates the environmental liabilities common to those sectors (Corporate Sunshine Working Group Bulletin, 2004). Still it is felt that there has been little or no interest in environmental, ethical or social issues from the financial institutions, which tends to see all these as peripheral to the central purpose of making money. However, initiatives should be taken from banking and insurance sector to promote the Socio-Ecologic accounting as in the case of developed countries.

In this regard the role of fund managers can not be neglected for various reasons, some investors wish to channel their capital into companies engaging in certain activities, and/

or withhold it from others. The phenomenon of screened investment dates back to the 1920s, when certain religious institutions eschewed investments in 'sin' stocks such as firms connected with alcohol or tobacco (Skillius and Wennberg, 1998). The channeling of financial flows using environmental and social criteria is a more recent practice. The late 1980s and early 1990s saw a boom in the numbers of environmental funds. Europe is the clear front runner in this aspect with a new global Dow Jones index ranking companies according to sustainability principles and the index aims to boost investor interest in companies prioritizing environmental and social concerns alongside economic results by showing that they often outperform the market average. Dow Jones Sustainability Group Index has an above-average risk/return profile than standard global equity indexes over a 5-year period from July 1996 to July 2001; the annualized return in % of the DJSI World index was 18.35 compared to the DJGI World Index, which were only 14.81. "Between the beginning of 1994 and the end of February 2001, the DJSI posted a re-turn of 163%, while the Dow Jones Global Index managed only 114% (in Euro) (Cerin and Dobers, 2002).

UK-based fund manager Henderson Global Investors recently threatened to consider the adequacy of companies' "non-financial risk management" (e.g. management of social, environmental and ethical issues) in deciding on whether to vote for the approval of corporate financial statements. The move has been welcomed by the influential Association of British Insurers, which collectively commands 20% of the London stock market and in 2001 called for companies to fully

disclose social, environmental and ethical risks (Corporate Sunshine Working Group Bulletin, 2004) 4 . By 1995 there were more than 80

separate environmental funds registered in Europe, investing a total value of 1.8 billion ECU (Skillius and Wennberg, 1998).

Table -2 Social Responsible Investment

Country	SRI Scenario
UK	Scenario Over £120 billion has been invested in institutional and funds with active SRI policies
Canada	More than \$3 billion invested in screened funds
United States	Assets in such funds doubled from \$1.1 trillion in 1997 to \$2.2 trillion in 1999

Country SRI Scenario

UK Scenario Over £120 billion has been invested in institutional and retail funds with active SRI policies

Canada More than \$3 billion invested in screened funds

United States Assets in such funds doubled from \$1.1 trillion in 1997 to \$2.2 trillion in 1999

Source Bell David V J, Background paper on "Role of Govt. in advancing Corporate Sustainability", 2002.

In case of certain industrial sectors or companies, environmental or social concerns may affect a company's ability to expand operations; mishandling these issues could lead to significant damage to corporate reputation and brand value. New codes of corporate governance have increasingly begun to highlight the need for board-level attention to

risks associated with sustainability concerns. That's why the financial analysts are interested in three types of information for their consumption general information material to the business; Information provided in financial measures; and forward looking information. In this context it is worth noting that international financial raters like Standard & Poor's and Moody's claim their current rating systems to have considered environmental factors with a potential impact on a company's financial stability and credit worthiness (House, 1995). Several associations of banks and financial analysts have produced their own guidelines for information related to the environment they want to see reflected in the annual report and financial statements. One example being Swiss Banker's Association which recently produced a draft consultation paper on what they would like to see as standard environmental disclosures (Swiss Banker's Association's taskforce, 1997). The analysis by these analysts or the rating system by the well known rating agencies, for their command on the trust of accounting information users, has tremendous power to

influence the socio-ecologic accounting and reporting practices.

ROLE OF NGOS

The NGOs have now become a part not only of the Indian social landscape but also of the vocabulary of practically every Indian language and languages in many parts of the world (Beteille, 2001). The task of solving social and ecological problems in any country or region is so gigantic and complex that it is beyond the capability of any particular sector of the society to perform in an unilaterally it calls for an collaborative effort of all – government, NGOs and Business sector. NGOs because of relatively lesser publicness and more efficiency orientation have the potential to operate with some distinctive services required for obtaining synergy in the process of development. Advocates of The NGO have put forward the idea of a third sector in society in which state and market are the first and second sectors (Jain, 1995). The NGO is separate from state as it is nongovernmental and separate from market as it is non profitable organization (Beteille, 2001). In the new economy, the role of corporate and other organizations particularly NGOs would blur and their partnership would be an important determinant of corporate socio-centric leadership (Sankaran, 2003).

NGOs are private voluntary organizations that represent social movements. They operate as “moral entrepreneurs” that are “selling” ethical ideals and standards. NGO culture tends to be anti-authoritarian and traditionally suspicious of governments and of big businesses. But the

recent experience turns otherwise. NGOs are increasingly focusing their attention on the corporate activities. The NPI core report of UN Agency for International Development (UNAID) demonstrates that “Each country is different; the nature and roles of NGOs will differ significantly from country to country. Still, NGOs are everywhere a potentially critical vehicle for articulating collective interests and for ensuring citizen participation in the development process. In countries where the linkages between local NGOs, small business and local government are strong and where there appears to be sustainable progress toward democracy and free-enterprise, NPI can set the stage for graduation”. In this context, one may raise the obvious question that “why are the NGOs extending hands towards business houses or interested in the corporate performance”? The basic reasons as answer to the question by Morton and Amnesty (2002) are among several Perceived shift of power in the Post Cold-War world towards transnational corporations and economic issues; Perceived lack of social and environmental accountability of corporations under existing laws; Internal critique of the human rights movement for being too “Northern” and too focused on traditional civil and political rights; Desire to find new allies in the on-going struggle for human rights and dignity for all people; Possible roles for corporations and business executives as agents for bringing about positive social and political changes. A number of NGOs, otherwise known as corporate social responsibility resources organizations, has come up with a mission to promote corporate social responsibility either globally or nationally.

Table-3 Summary of CSR resource Organizations

Country	Organization	Establishment
Bangladesh	IBLF Bangladesh	1990
Brazil	Ethos Institute of Business and Social Responsibility	2000
Chile	1998 Chile Acción Empresarial	
Egypt	IBLF Egypt	1995
India	Business and Community Foundation (BCF)	1990
	Confederation of Indian Industry (CII)	1895
	Federation of Indian Chamber of Commerce & Industry-Social Economic Development Foundation (FICCI)	1995
	Partners in change	1995
Indonesia	Indonesia Business Links Foundation	1998
Philippines	Asian Institute of Management (AIM) Center for Corporate Social Responsibility	2000
	Philippines Business for Social Progress (PBSP)-Corporate Citizenship Resource Center (CCRC)	1970
Thailand	Thai Business Initiative in Rural Development (TBIRD)	1988
United Kingdom	Business in the Community (BITC)-Business Impact	1982
Global	1990 Business Action for Sustainable Development (BASD)	2000
	Business Partners for Development (BPD)	1992
	Partners in Change Business for Social Responsibility (BSR)	1998
	Center for Corporate Citizenship at Boston College (CCC)	1985
	SEDFCenter for Corporate Citizenship, US Chamber of Commerce (CCC-USCC)	

Source www.rhcatalyst.org

Not only NGOs are interested for extending partnership with the corporate bodies but also the reverse. It can be seen that corporate are moving forward gradually for partnerships with institutions that hitherto were not seen as connected to the affairs of business organizations (Sankaran, 2003). To quote example from India, HLL, the biggest FMCG marketer has partnered with several NGOs of Andhra Pradesh to promote self help groups supported by micro credit. Similarly TVS group is participating in the forestation and development programme of Tamilnadu Forest Department, along with a number of small NGOs. This may be due to the critical success factor of the corporate houses, in the new economy, which amounts to sustainable decision making by integrating the blue and green value with gold value planning in the light of political, societal and institutional factors. This need to strike a balance between the societal, environmental and economic

consideration forces the business houses to engage in partnerships with Government or the most important facet of the civil society, the NGOs. Waddel in his paper enumerates the benefits of corporate tying up with NGOs as risk management and reduction; cost reduction and productivity gains; new product development; production chain organizing; building barriers to entry through distinction; obtaining better human assets and change and creativity support (Waddel, 1999).

Given the need and benefits of the strategic partnership between the NGOs and Corporate the pertinent question posed before all of us is that how the mutual benefits are to be realized with the demolition of the traditional perception about each others role. Obviously the NGOs are to be called upon for a shift from ideological rhetoric to strategic roles that would mean working with diverse set of corporate organizations (Sankaran, 2003).

Table-4 Spectrum of Policy Intervention

Safeguards	Guarding against misleading claims
General awareness-raising	only Raising public awareness about CSR without direct support for individual schemes of companies
Work to ensure adoption of international CSR practice	Promoting the mutual recognition or harmonization of international practices to improve transparency through a better disclosure practice and accountability.
Highlighting and advising on best practice	Providing advice and highlighting best practice
Standard-setting	Defining voluntary standards on ethical, social and environmental reporting.
Mandatory reporting standards	Convening Govt. for preemption of formal or mandatory regulation/enforcement.
Requiring adherence to process guidelines	Promoting corporate commitment to report on performance in relation to the mandatory standards
Threatening alternative measurements	In case of failure to adopt the standards, necessary threats should be provided enforcement of standards

Source Various Literatures

The different strategies and tactics of NGOs in promoting corporate social responsibility as advocated by Morton & Amnesty (2002) are Research and Reporting through media exposure; Social Responsibility by dialogue with corporations; Social Accountability through evolution of standards and audits; Shareholder Activism – shareholder resolutions; Putting economic Pressure through boycotts; Sanctions/Divestment by selective purchasing; Government Regulation by supporting legislation; Litigation by bringing law suits; Norm Creation by development of international law.

ROLE OF PROFESSIONAL AND ACCOUNTING BODIES

By most assessments, there are two main elements underlying the events (like the case of Enron, Worldcom etc.) that have prompted a widespread call for higher corporate ethics and accountability. The first was a failure of accounting systems while the second was a breakdown of corporate governance. Business collapses in the past few years were in part attributable to poor audits of required information. But, equally importantly, they did result from a fundamental reality of financial reporting. Even sound numbers that comply fully with the required standards do not deliver all that shareholders and others need to know beyond a glimpse of past performance, i.e. about measures of public trust and the quality of governance. Hence the question of today's importance is that of the regulation of socio-ecologic information for a better corporate disclosure practice. The regulation of extra economic information should be demanded as accounting's preoccupation with only

economic performance leads to market imperfections or externalities. Further many researchers note that accounting information can be viewed as a public good since existing stockholders implicitly pay for its production but cannot charge potential investors for their use of it. Prospective investors, therefore, free ride on information, paid for by the existing shareholders, leading to the potential underproduction of information in the economy.

A second explanation for regulation proposes that disclosure regulation is motivated by concerns other than market failures (Leftwich, 1980; Watts and Zimmerman, 1986 and Beaver, 1998). For example, regulators may be concerned about the welfare of financially unsophisticated and vulnerable investors. By creating minimum disclosure requirements, regulators reduce the information gap between informed and uninformed. Taking in to consideration the past performance of accounting standards in regulating the presentation of financial information should the scope of the accounting standards be extended to regulate the reporting choices available to the managers in presenting socioecologic information This type of regulation potentially reduces processing costs for users of corporate reports by providing a commonly accepted language that managers can use to communicate with investors. In the "capital markets" research, studies examine the relation between accounting information and security prices. The most significant conclusion of this research is that regulated financial reports provide new and relevant information to investors. Under the same logic the owners of the socio-ecological resources

may be in position to be served with regulated socio-ecologic corporate reports. Considerable debate has taken place among the international professional bodies on the recognition, classification and quantification of environmentally and socially induced costs, risk, assets and liabilities- in short socio-ecologic accounting. Professional organizations are attempting to standardize social and environmental reporting procedures to let stakeholders more easily compare companies' performance across facilities, sectors, and borders. Professional accounting bodies such as the Association of Chartered Certified Accountants (ACCA), the Canadian Institute of Certified Accountants, the European Federation of Accountants and the Institute of Certified Accountants have been involved in the development of guidelines for the verification of both environmental and social reports (BSR, 2001).

A number of recommendations were put forward in the 1990s by standardization and professional bodies such as the Financial Accounting Standard Board (FASB), Fédération des Experts Compatibles Européens (FEE) and the International Accounting Standards Committee (IASC). There are still considerable contradictions among the various recommendations and management still has a large element of discretion when deciding which environmental issues to recognize, how to measure these and what to disclose (Schalteger & Burritt, 2000).

With the growth of corporate sustainability reports there has also been the concern about the quality, credibility and reliability of the information presented in corporate reports and

if this information is a fair and complete presentation of company's environmental and social impacts. To enhance the credibility of their CSRs and to reduce the lemon problem arising out of information difference and conflicting incentives of investors and corporate houses, companies choose to have their reports externally verified by engaging effective information intermediaries (auditors, accounting regulators, financial analyst and rating agencies). This is considered as a well-known solution to the lemon problem. On the choice of verifier, the KPMG1999 survey reports that the majority of companies tend to choose the large well known accounting and/or consulting firms to independently verify their environmental reports. The majority (56%) of verification statements were signed by business advisory firms. Though the large accountancy firms believe and say that they can do the whole verification job, environmental specialists argue that it must be a mixed team of environmental specialists and accounting professionals. In these cases the report or the statement itself often refers to the use of "team approach" to verification, involving both audit and environmental expertise in the verification team. In KPMG survey, 33 % of statements were signed by larger (environmental) consulting firms while 12 % were signed by firms that offer certification/registration and consultancy services.

Table-7 A Bird's eye view of the contributions by Professional bodies and Consultants
Source www.enviroreporting.com and other literatures. Besides the above, the international financial reporting interpretations committee of the International Accounting Standards

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Board released a Draft Interpretation Decommissioning, Restoration and Environmental Rehabilitation Funds, which addresses the accounting to be adopted by companies that contribute to funds used to help meet decommissioning costs or environmental rehabilitation costs (Corporate Sunshine Working Group Bulletin, 2004) 6

Institutions	Function	Contribution
Financial Accounting Standards Board US-based organization in the private sector for establishing standards of financial accounting and reporting	The mission of the Financial Accounting Standards Board is to establish and improve standards of financial accounting and reporting.	Discussion paper on Disclosure of Information about intangible assets not recognized in financial statements on 17 th Aug 2001. Produced a report as part of the Business Reporting Research Project for enhancing voluntary reporting outside of financial statements in the year 2001.
The Fédération des Experts Comptables Européens European organization for the accountancy profession	Setting Standards and Guidelines	Issued discussion paper for internal and external consultation on "Providing assurance on Environmental Reports"
IDW German Institute of Accountant	Professional Association	Developed draft guidelines for the verifications of environmental reports
"Generally accepted standards for the examination of environmental reports" DT, KPMG, PWC, Arthur Andersen, ADL Ernst & young	Business Advisory	Provide CERs audit & verification services
ERM, Sustainability, DHV Environment & Infrastructure, EAQA	Environmental consulting	Provide CERs audit & verification services Norske Veritas, Lloyds Danish Standard Association Certification / registration firms Provide CERs audit & verification services
NSW EPA	Australian regulatory agency on corporate environmental reporting Corporate Environmental Reporting	Why and How? First guide in Australia to be published by.

The above role played by the accounting bodies and independent verifying organizations at the country level does not solve the problem in totality; rather it contributes to its complexity by raising the issue of cross national differences in socio-ecologic accounting standards. Hence the role must be supplemented by the emergence of accounting standards at the international level particularly for reviewing the socio-ecologic performance of the multinationals. International standard boards which are nothing but the association of accounting bodies at national level can come to the rescue. The mission of the London-based International Accounting Standards Board (IASB) to harmonize national financial accounting standards is a step forward in this direction.

ROLE OF MEDIA

Media particularly in a democratic set up, an important component of the civil society is to act as the vanguard of the society. Enjoying constitutionally granted freedom, and building capacity in terms of reach and coverage the media contributes through several activities to only one ultimate goal of revealing the truth, which is relative. The traditional role of media concentrating on only socio-political aspect of the society has undergone a sea change, particularly due to increased professionalism and technology influence. Moreover, due to sophisticated technology the media is now able to mirror reflect the pulse of the public that is not only the directing force in every walk of the society but also the rectifying agent. The challenge for the media, therefore, is to combine two areas of professional practice – Socio-Ecological journalism and development

journalism. In doing so, they must restore the reputation of development journalism, which has been tarnished by too close an association with the economic goals of national governments (Berger, 2002).

Corporate accounting and reporting as an activity can not be kept in isolation from the media impact. Media attention has forced companies to examine, and in some cases revise, their policies and practices on a range of CSR issues. Empirical research examining the occurrence of socio-ecologic information in the annual reports has identified an increasing quantity of social and environmental disclosure in case of companies receiving low environmental performance ratings or publication of negative environmental events or the occurrence of fines and prosecutions for spills and disasters (Rockness, 1985; Patten, 1992; Deegan and Gordon, 1996). In case of corporations experiencing negative environmental effects provide little negative socio-ecological information in their annual reports, if the event has not been published. The results of the prior studies while assuming greater importance of highlight of negative socio-economic events, calls for the media in general, and broadcasters in particular, to play a key role for sustainability or for safeguarding the planet's resources for future generation. Protecting the natural environment requires not just changes in government policies, but also modifications to the behaviour of every citizen-individual or corporate. Many of the day-to-day decisions are shaped by the media as it is widely regarded as the most influential medium of all because of its capacity to shape government policy by influencing public opinion.

The inclusion of media person in the very environmental audit committee of several organizations is a testimony to the fact of their contribution to environmental accounting and reporting. Media can influence the socio-ecologic accounting practice by its intervention in every vital aspect- be it the frame-work of objectives, or valuation concepts or the measurement methodology or reporting standards. Various stakeholders' perception about the socio-ecologic goals and activities of a company can very well be captured by media for cross transmission and modification. 'You Decide' programme of NDTV 24x7 and 'Jawawdehi' of Zee News channel are really vital programmes carried on in India through which the media organizations can transmit information from one party to the other, not only to activate them play their individual role towards the socioenvironmental goals but also to build trust and faith among each other which is the essence of sustainability. This act of the media can significantly influence the goal setting process of the corporate entities and also the way the inputs and impacts are valued. Further because of the inter-personal and inter-temporal implications involved in socioecologic accounting the measurement methodologies adopted are to be in tune with those valuation concepts or else the figures put in the accounting reports lack transparency. Finally the reporting standard to be followed for the disclosure of the socio-ecologic information needs public vetting and the role of media can not be ignored in this regard.

Judging from media reports and public opinion polls, the level of public trust in corporations is at an all-time low. The disruption and loss to workers, investors and communities

associated with the recent corporate failures have taken a severe toll on economies and societies. Since reputation, the most important intangible assets, is the driver of an organizational value, every corporation would like to come up with a clean image for creation of green and blue value by providing the socio ecological information in annual reports as a response to the media campaign. Further the coverage of socioecologic reporting by the media as a policy commitment in its editorial column can help broadcasters in negotiation with the government for legislations and fostering accountability and ethics, the two pillars of sustainability, in the industrial landscape.

CONCLUSION

Without question, corporate social responsibility (CSR) has become a pressing strategic issue for today's leaders of large corporations. In addition to ensuring environmental and social responsibility in corporate agenda, facilitating public access to socio-ecological information can be accomplished through various means by multiple, mostly non-state actors (which one could call "multi-actor monitoring"). The components of such monitoring system would be non-governmental organizations (NGOs), regulatory and professional bodies, institutions of capital markets (e.g., lending banks, fund managers, insurers, and financial analysts), and the media. The information-based, multi-actor system seems to be more effective than traditional government-centered models for their specialization and expertise in the field of corporate accounting and reporting, ability to use market to put pressure on business

houses, autonomy to persuade the government for enactment of relevant legislation and efforts for convergence of mutual interests.

In the process of sustainable development, an effective and efficient civil society is as important as effective and efficient market. Civil society organizes political participation just as markets organize economic participation in the society. Like markets, civil society conditions social behavior and helps allocate resources. In short, civil society plays the same sort of functional role in sustainable development that markets do by providing appropriate direction and feedback and bringing about changes in policies, values and technology. Sustainable development is most likely to occur where both civil society and markets are free and open to broad-based participation. Taking into cognizance the above and pushed by the constituents of civil society, the corporations are spending unabated amount of their time and investors' money on CSR programs. Despite the performance, in some cases there remains a perplexing gap between the perceived performance between the managements and the stakeholders. In order to bridge up this gap, many companies have incorporated a commitment to Social Responsibility in their strategies and corporate values and are now participating in voluntary reporting initiatives for transparency resulting in disclosure of progress on issues ranging from environmental and social impacts.

The growing relationship between sustainability and reporting of relevant socioenvironmental information poses a challenge for the accounting profession to integrate sustainability information in the

spectrum of economic, environmental, and social performance by translating them to a common monetary language. New methodologies are required to measure and translate performance in the environmental and social dimensions to financial performance. Like other business analysis tools, the underlying assumptions, valuation concepts, measurement methodologies and reporting standards will have to be industry-specific to provide meaningful and comparable performance benchmarks. The challenge so posed by the new accounting and reporting system can be very well taken up by specialized knowledge to be offered by the multi actors of the civil society capable of promoting sustainable development.

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THE SUBALTERN MOOR: A POST POSTCOLONIAL ENQUIRY INTO SHAKESPEARE'S OTHELLO

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ABSTRACT

This research paper aims to study the famous character of Othello, the Moor from one of the classic Shakespearean tragedies of the same name from a post postcolonial perspective. The paper delves deeply to comprehend the extent to which Othello's race and blackness becomes more significant to the postcolonial thinkers that they wilfully negate Othello as a person, foregrounding his race and colour as the only reason why he commits the heinous crime of killing the woman that he loved so much. I hereby question and enquire into the whole postcolonial construct around the character of Othello and try to shift the blame and condemnation away from Othello to the prejudices and social ideologies of Elizabethan period by focussing on how Shakespeare applies the issues of race to challenge the cultural dominance of society.

Keywords: Othello, Moor, Racism, Blackness, Social ideology of Elizabethans

INTRODUCTION

Ben Jonson wrote on Shakespeare "he is not of an age but for all the ages." It was quite rightly said. We have seen that since the play was written in the year 1604, it has given us food for thought and has been subject to criticism. The thinkers like Dr. Samuel Johnson, Samuel Taylor Coleridge and Charles Lamb have forayed into the varied themes of the play and the latter two thinkers had popularized the idea of Othello as an Arab Moor. This has been condemned by the Nigerian writer and essayist Ben Okri in "Leaping out of Shakespeare's Terror" as an escape because these thinkers "... did not want

to face the full implications of Othello's blackness" (*A Way* 72). Then as we moved further, we talked endlessly of *Othello* keeping it under the light of Postcolonialism, transforming the play into a play about race, where we face Othello as a victim of his blackness. And I believe that now it is time to move forward into the times of a Post postcoloniality and question how we moved away from the essence of the character of Othello as a man and stuck ourselves in the intricate tangled webs of Othello being just a Black man. Alexander Pope wrote in his *An Essay on Man*, "The proper study of mankind is man," (225) and we all have seen how

Shakespeare excelled in producing just representations of general nature of man and so had he drawn the character of Othello as a man. The play lay within the sphere of domestic life and diverted the audience's attention towards common sympathies of mankind. Thus this research paper is an enquiry into Shakespeare's *Othello*, of how far so long has the character of Othello been moored at and isolated on the shores of race and colour, denying him his humanity.

ORIGIN OF MOORS

During the medieval period, Moor became a common term to refer to the Muslims of Islamic Iberian Peninsula and North Africa, who were of Arab and Berber descent. These individuals inhabited the Iberian Peninsula after the Arab conquests of the Rashidun and Umayyad Caliphates. The conquests influenced southern migration of the indigenous Moors to modern day Mauritania, Western Sahara and other West African Countries further south than the Senegal River. At the beginning of the eighth century Moorish soldiers crossed over from Africa into Spain, Portugal, and France, where their swift victories became the substance of legends. To the Christians of early Europe there was no question regarding the ethnicity of the Moors, and numerous sources support the view that the Moors were a black-skinned people. William Shakespeare used the word Moor as a synonym for African. Christopher Marlowe used African and Moor interchangeably. Arab writers further buttress the Black identity of the Moors.

In Elizabethan times the term "black" was used

to describe anyone who had very dark skin, Negroes or someone black in intent or behaviour which affected his character and made him seem black. Since the word had negative associations, such factors may help to account for the white impulse to regard black men in set ways. English ethnocentrism fastened upon differences in color, religion, and style of life. Eldred Jones in *Othello's Countrymen* has assembled material that shows that Elizabethan Englishmen saw the natives of Africa as barbarous, treacherous, libidinous, and jealous (12). In " 'And Wash the Ethiop White': Femininity and the Monstrous in *Othello*," Karen Newman quotes from Keith Thomas' *Religion and the Decline of Magic* that "treatises on witchcraft and trials of the period often reported that the devil appeared to be possessed as a black man" (*Shakespeare's Tragedies* 226). In other words, Othello, given the essence of the play, could have been an Arab, Negro, Mulatto, Turk, or Greek, that is, anyone from Morocco and south of the Sahara to the Arabian Peninsula. The truth is that Black Africans were hardly known in the British Isles until sometime later in the 16th century when the horrid transatlantic slave trade led to the establishment of slave markets in Liverpool, Manchester and several other cities. At that time significant black slave communities began forming in these towns. But Karen Newman states that in Elizabethan and Jacobean England, blacks were not only servants but they also owned property, paid taxes and went to church and further adds that the position of the blacks changed and their value as slave labour was fully recognised and exploited with the establishment of the sugar industry in the Caribbean and the tobacco and cotton industries in America (231).

SHAKESPEARE'S MOOR

As we read Shakespeare's play, we know for sure that Othello is not of Venetian origin but we do not even know without doubt that he is a "blackamoor," a Negro from sub-Saharan Africa, like "raven-coloured" Aaron the Moor in *Titus Andronicus* who is described as having a fleece of woolly hair. Roderigo refers to Othello as the "thick lips," and he is called "black" throughout the play and says, himself, "Haply for I am black" (III.iii.264). But, perhaps, he is a "tawny Moor" from the Mediterranean rim, like the Prince of Morocco in *The Merchant of Venice*, or a Berber as Iago in the first Act calls him "an old black ram" or "a Barbary horse" who has "covered" Desdemona, as the same racist provocateur vulgarly tells Brabantio about Desdemona and Othello's love affair. Later Brabantio himself uses the phrase "sooty bosom" for Othello. Shakespeare does not remove all doubt, but he seems willing to let us visualize "a veritable negro," (as quoted on Absoluteshakespeare.com) to use Coleridge's phrase for Othello. Othello was played as a black man on the stage in Shakespeare's own day and for over a century and a half after.

In *Shakespearean Tragedy* A. C. Bradley writes that the play *Othello* is primarily a study of "a noble barbarian" who has "become a Christian" and has "imbibed some of the civilization" of his employers, but who retains beneath the veneer the savage passions of his Moorish blood. Bradley also accuses Othello to possess the suspicion regarding female chastity "common to Oriental people" and that the last three Acts depict the outburst of these original feelings through his "thin crust of

Venetian culture" (186-87). He also adds that under similar circumstances "no Englishman would have acted like the Moor" (187). Bradley's comment is without doubt racist as he asserts the superiority of Occidental culture and men over the Oriental people. Lisa Hopkins writes that "A. C. Bradley's criticism is subtly but significantly conditioned by the strongly developed ideas about fixed racial identities and inherent relationships between physical and mental characteristics to which Darwinian theory gave rise" (*Beginning Shakespeare* 18).

In the essay "Othello and the 'Plain Face' of Racism" Martin Orkin considers attitudes toward race in England at the time *Othello* was written, focusing on the way that Shakespeare treated the subject and concluding that the playwright opposed racism. Orkin also offers a survey of other critics' opinions of the play's treatment of race and pays particular attention to the way *Othello* has been received in South Africa. He writes that the critic Solomon T. Plaatje did not come to Shakespeare's plays with the same perspective as those held, no doubt, by most of his contemporary counterparts within the white ruling group of South Africa as he responded to significant aspects of Shakespeare more reliably than they. Plaatje, who translated several of the works, including *Othello*, into Tswana, observed in his *A Book of Homage to Shakespeare* that "Shakespeare's dramas ... show that nobility and valour, like depravity and cowardice, are not the monopoly of any colour" (336 as quoted by Orkin).

Let us go on to see if there is colour prejudice in the play. To this Orkin says it is there but it

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is limited to three characters, namely, Iago, Roderigo and Brabantio. I agree with Orkin only as far as the first two characters are concerned but Brabantio can easily be exonerated from the charge of bearing racial bias. Iago calls Othello "an old black ram" (I.i.89) and "a Barbary horse" (I.i.112), but what needs special notice here is that even he is forced to say, "The Moor – howbeit that I endure him not – Is of a constant, loving, noble nature" (II.i.290-91). Roderigo proficient in racist insult, calls Othello "thicklips" (I.i.66) and tells Brabantio that his daughter has given herself to "a Lascivious Moor" (I.i.126). Brabantio, we see, is provoked by these two such that he says that if his daughter is enchanted with the Moor, then "Bond-slaves and pagans shall our statesmen be" (I.ii.99). Othello himself states in front of the Duke that he had once been sold to slavery but now he is neither a slave nor a pagan. Rather than being racist we can say that Brabantio's remarks were insinuations of a father's grief of the fact of his daughter's disobedience because we cannot overlook the fact that Brabantio himself had often invited Othello home. Brabantio's expression "Look to her, Moor, if thou hast eyes to see / She has deceived her father, and may thee" (I.iii.292-93) conveys a father's anger at her deception and betrayal of filial love than at the inter-racial nature of his daughter's marriage. The Venetian court as a whole could have objected to the racism, if any, implicit in Brabantio's remarks. We know it is the people of this court itself who have elected Othello as their General and also refer to him as "noble Moor" (IV.i.265). There is no evidence at all that they share any hidden racist sentiments for Othello. The Duke who hears out Othello's truth only responds as "I

think this tale would win my daughter too" (I.iii.171). And thus he attempts to console Brabantio but this expression negates any suggestion of racism. In fact he believes that the relationship between Othello and Desdemona might well be based upon "request, and such fair question / As soul to soul affordeth" (I.iii.113-14). Throughout the play, we see how Cassio, the Florentine, clearly loves and respects his General and when he is deprived of office by Othello he does not resort to any resentment rather he blames himself and yearns only to win Othello's favour once again. Even Desdemona, a Venetian, remains consistently in love with Othello and her song that she sings like poor girl Barbara "Let nobody blame him, his scorn I approve" (IV.iii.51) quite ironically becomes her own last words of never-ending love for Othello. In the final Act we can also see how Gratiano (brother to Brabantio), Lodovico (kinsman to Brabantio), and Cassio try to save Othello and find Iago's character villainous, "heathenish, and most gross" (V.ii.317). Cassio's last words after Othello stabs himself and dies are, "This did I fear, but thought he had no weapon; for he was great of heart" (V.ii.362). Even after seeing the dead body of Desdemona and hearing it in Othello's own words of how he had murdered her in cold-blood if one could say that about a person, it is clear that Shakespeare never intended to draw the Moor's character out of any kind of racial superiority of the whites as against the blacks. Some critics have even quoted Emilia's remarks as bearing such prejudice when she sees the dead body of Desdemona and Othello confessing to her murder and says "O! The more angel she, And you the blacker devil!" (V.ii.133). But we need not forget that here

"angel" and "blacker" are nothing but antonyms where "angel" stands for Desdemona's innocence and "blacker" for Othello's dark deed of murdering his own wife.

Thus, in his presentation of Othello as the antithesis of the stereotypical "Blackamoor," Shakespeare runs counter to the currents of color prejudice prevalent in his age. In fact, as Christian General best suited to defend Cyprus against the Turks, Othello would have had special heroic resonance for his Jacobean audience. The island of Cyprus became subject to the republic of Venice, and was first garrisoned with Venetian troops in 1471. Repeated battles over Cyprus occurred during the sixteenth century, with the famous and symbolically important battle of Lepanto occurring in 1571; since which time it has continued to be a part of Turkish Empire (*Introductions to Shakespeare's Tragedies* 287).

Therefore, we can be assured that Shakespeare's Othello is invested with the prerequisites of nobility, he is born of "royal siege" (I.ii.22), he is a great soldier, he possesses a lofty vision, and Shakespeare gives to him the richest language in the play. There is, admittedly, a portrayal of racism in the play, as I remarked earlier, through the characters of Iago and Roderigo, of how colour black is associated with evil but Shakespeare, through such a portrayal, only works towards the separation of the signifier "black" from the essentialist signified of "evil" or "monstrosity" when Duke after hearing out Desdemona speaks to Brabantio and tells him that "If virtue no delighted beauty lack / Your son-in-law is far more fair than black" (I.iii.289-90).

OTHELLO: A TRAGEDY OF INTRIGUE

In this play Shakespeare concentrates on the problem of the inevitable vulnerability of human judgement to hidden malice. We see that if Shakespeare had actually intended to show Othello as the culprit of bearing "sexual jealousy" (as many critics of the likes of A. C. Bradley have argued in *Shakespearean Tragedy*) and committing the sin of murdering his own wife, he might as well have begun the play by relating the murder in Act I and then moved on to provide the background for it. But it is clear that he wished to draw our attention, through Othello's dilemma, towards a human problem that vitiates any hope of perfect perception or judgement in a world that has come far off from its Edenic existence. As I have argued in the former section, colour as surface indicator of identity is shown to be totally inadequate. That is why Shakespeare starts the play with an extended exposure to Iago. Thus, in this section, I would argue that *Othello* is a tragedy of intrigue rather than that of passion or character.

Othello has been described as "one not easily jealous, but, being wrought / Perplex'd in the extreme" (V.ii.347). To this Bradley says that Othello's tragedy lies in that "his whole nature was indisposed to jealousy," and was "unusually open to deception," and if once wrought to passion, he was likely to "act with little reflection, with no delay, and in the most decisive manner conceivable" (186). I would like to argue that it was "not without reflection" because Othello asked for testimony when he said to Iago "Villain, be sure thou prove my love a whore / Be sure of it: Give me the ocular

proof" (III.iii.360-61). Iago worked on this slowly and steadily. And we have clear proof of fate being against Desdemona and allied with Iago's intrigues. Desdemona drops her handkerchief at the moment most favourable to Iago's plot. This handkerchief for Othello has similar importance not in itself but because of the vital magic Iago has wrought upon it as a piece of evidence. In the practice of justice such objects are vested with special significance precisely because man is unable to perceive perfectly either past events or present identities. Othello also seeks to communicate with Desdemona directly, but Shakespeare portrays not only how the manipulation of a hidden deceiver may further diminish the normally fallible powers of human perspicacity but also how accidental misunderstanding of the situation affects her powers of judgment so that in her advocacy of Cassio's cause she unwittingly exacerbates the situation and makes Othello's chances of reaching her even more difficult. He asks for proof from Iago of Desdemona's infidelity because what he wishes to discover is Desdemona's innocence. Moreover, the great truth underlying Othello's violence in all this is clear. It has been precipitated not by any innate barbarism of his own but by the barbarism of Iago. Henry Norman Hudson says that Iago's method with Othello is "to intermix confession and pretension in such a way that the one may be taken as proof of modesty, the other, of fidelity" (*Introductions* 294). Hudson exemplifies this with Iago trying to disqualify his own testimony on the ground that "it is his nature's plague to spy into abuses" (III.iii.149). Thus, accusing himself in such a manner, he only intends to appear clear of any distrust by Othello. Knowing Othello's virtuosity, he

knows that he must not repel his confidence and incur his resentment or all his plot would come to no end. The one thing Othello's violence confirms is that if nobility and valour, like depravity and cowardice, are not the monopoly of any colour, then neither is the angry destructiveness that is born of hurt and betrayal. Othello's capacity for love is intimately bound up with his sense of honor, a sense that includes the public as well as the private being. His understanding of marriage does not admit infidelity. Nor is he unique in this. Certain critics have said that in the sixteenth and seventeenth century adultery was viewed with extreme seriousness. Othello was thorough in his trust of Iago. Obviously this confidence was misplaced. Bradley writes, "it would have been quite unnatural in him to be unmoved by the warnings of so honest a friend, warnings offered with extreme reluctance and manifestly from a sense of friend's duty." He further adds that, "Any husband would have been troubled by them." (*Shakespearean Tragedy* 192)

Thus we can say that *Othello* is more a tragedy of intrigue than a tragedy with the dependence of catastrophe on character. We may confidently affirm that he had no special predisposition to jealousy, keeping in view the devilish cunning that has been at work on him. Iago's villainous craft is so subtle, so close and involved are his designs, that Othello deserves more respect and honour for being taken in by his intrigue. The part played by accident in this tragedy accentuates the feeling of fate. In fact the play is bound down more to the spectacle of noble beings caught in toils from which there is no escape. Shakespeare nowhere appears to stress on jealousy in Othello rather

he emphasises on his loving, noble nature and Iago's intrigues. Laurence Lerner wrote, "When you consider what he was – a Negro, a barbarian . . . that the environment he grew up in is one where passions rule" ("The Machiavel and the Moor" 358). If murder of Desdemona is out of passion, a flaw in his character due to his "blackness," then have we ever taken Macbeth's "whiteness" to be the reason for having murdered Duncan or, for that matter, of Iago's "whiteness" to be the reason for having duped Roderigo or having no moral restraints in inciting Othello for killing Desdemona.

CONCLUSION

We know that under Elizabethan ruling the racial differences between English people and other races were rather complicated, resulting in the formation of racism. Othello, a Moor, is constantly ignored and rejected because of his race and colour, not so much in the play as by the critics that came to read the play. The postcolonial thinkers created an Othello whose every action was determined by his race and colour and not by the man that he was. The dangerous insistence on blackness as the "heart" of "darkness," so pressingly present too in Conrad's famous story – blackness has strongly been linked with the primitive, the savage, the bestial or monstrous. In this regard, based on my research, I would assert that rather than being himself a racist or the one to be driven by a racist ideology, Shakespeare uncovers the racist views of society, in which he lived, opposing the prejudices and social ideologies of Elizabethan period. Applying to the issues of race, the dramatist challenges the cultural dominance of society over the races. I

would like to end by quoting from Ania Loomba and Martin Orkin's introduction to their collection of essays *Post-colonial Shakespeares*:

Shakespeare was *made to perform* such ideological work both by *interpreting his play in highly conservative ways* so that they were seen as endorsing existing racial, gender and other hierarchies, never as questioning or destabilizing them and by *constructing him* as one of the best, if not 'the best,' writer in the whole world. He became, during the colonial period, the quintessence of Englishness and a measure of humanity itself. (1 *italics mine*)

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ATTITUDE OF TRAINEE TEACHERS TOWARDS ETHICS AND PROFESSIONAL COMMITMENT

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ABSTRACT

Teachers are believed to be the creators of the modern world. They mould the vocations of the succeeding generation and show the path of noble livelihood. Teaching is a dynamic and demanding profession which asks for a great deal of proficiency and also requires its own code of ethics which acts as a bar of quality control for the profession. Teachers influence their pupils daily, hence they are required to serve as strong role models and display ethical behaviour, dedicated to promote equality, motivated by concepts of justice and having universal respect for human life. Hence, teachers are often expected to portray high ethical behaviour and considered as torch-bearers of society in depicting ideals, values and virtues in day-to-day life. The study employed qualitative research method with an open-ended questionnaire as a tool. The findings of the study established that the trainee teachers are well aware of their ethical responsibility and keen to embrace powerful code of conduct and adhere to uniform professional standards.

Key Words: Teacher education, ethics, ethical attitude, professional commitment, code of ethics

INTRODUCTION

Mankind has progressed continuously because of the ability to think and to distinguish right from wrong. These specific philosophical considerations which in turn became the norms or standards for the society in particular and the world in general, are called as ethics. Ethics is moral philosophy, related to our values, virtues, actions and experiences in our day-to-day life. It refers to well-established ideals of virtues and vices that prescribe what humans ought to do, usually in terms of rights, duties,

and benefits to society. Ethics is also a manner, practice or perspective for deciding how to act and also analysing complications in social and individual issues.

In the present era of technological advancements, our society is facing dangers of moral degradation and cultural depletion. Teachers are supposed to possess a high order of morality, since this is a noble profession that exemplifies an exemplar code of conduct. They are potent motivators for our next generation

of young professionals and guide them for adopting future vocational path. The trainee teachers, who are future school teachers, may face moral dilemmas and choices on a daily basis and may often need to make difficult decisions between competing ethical demands and values. They are expected to offer solutions tailored to each individual student, colleagues, organization and community, at the same time expected to follow powerful code of conduct and pursuit of uniform professional standards personally. These representatives of the society, must portray high ethical values in all situations, even in case the task may be challenging or may be there arises need for immediate action. The society should also be able to rely on these professionals, so that they practise a high level of professional behaviour. The level of commitment to student learning is determined by teachers' perceptions and motivation and most importantly their willingness to enter the profession. Many countries are facing challenges in recruiting and retaining quality teachers at a time of ever-increasing teacher shortages (Watt & Richardson, 2007) [1]. Any profession has its own policy of professional ethics which unites its members into a fraternity. Professional ethics are norms of behaviour that suit the particular aims and goals of that profession. These norms help the members of that profession to coordinate their actions or activities and to establish the trust of the people towards that profession, which in turn leads to professional commitment [2]. Professional ethics assure the public that whatever professional services they are receiving, hold reasonably high standards and acceptable moral conducts conforming with public interest, trust, confidence and support.

According to the general understanding, professional ethics refers to the self-restraint behaviour norms formulated by professional groups to better fulfil their professional responsibilities, meet social needs and maintain their professional reputation [3]. Ethics is a critical element in teaching and plays an important role in a teacher's personal and professional life. It governs a teacher's interaction with students, colleagues, administrators and with the community at large. As teachers are expected to hold a higher moral standard, they must behave in ways that are consistent with community and professional standards. They must act in a way that doesn't undercut their efficiency in the classroom or disgrace their employer's position or damage their portrayal as moral exemplars in the society. Besides, being an epitome of moral behaviour, teachers are also expected to idealize ethical principles through their pedagogy. Therefore, courses in ethics should be taught because morality is part of any reflective personal life, and because ethical perspectives and specific moral rules are part of any cultural and civic life. Ethical problems arise at all stages of life, and are part of all professions, disciplines, and jobs. In carrying out educational activities, positive and direct guidance is very important, but internalization of values is more effectively done through the process of integration [4]. The importance of ethical codes in education and same as a professional is really crucial, especially when there are no such closed regulations but as open guides. The code must teach that some forms of behaviour are unacceptable, and at the same time there may be more than one correct answer for each ethical problem. Consequently, it is not a course objective to

teach or impose a code of professional ethics. It is useful to give some general background in the field of ethics to learners. Ethicists, as opposed to psychologists or sociologists, are interested in what people ought to do morally instead of what they actually do. According to NCTE (1998), professional commitment is complete devotion and dedication to teaching profession. It is closely related to teacher's work performance, absenteeism and burnout and the loss of work values and ethics in teacher professionalism in schools and described by Sawhney (2015) as attrition of quality [5]. Teaching is an ethical job and teachers have to reflect and uphold the good professional practices to ensure that the students whom they are morally educating are observing the best practice. Therefore, it is imperative that training institutions should adapt professional ethics in their training to mould students professionally, morally and dutifully prepared for the role of teaching. Also, college professors should exhibit sincerity in their duties and show empathy towards students, staff, and peers as students are susceptible to the consequences, actions, and inactions of faculty (Keith Spiegel et al., 2002) [6]. Since the nature of the relationship between students and professors is dependent, an ethical side of the relationship is created (Matthews, 1991). It can be said professors are capable of causing harm to their students, which can be unintentional display of such behaviour (Rupert & Holmes) [7]. Quality teachers are deemed as those individuals whose pedagogy is based on values and beliefs indicating a caring, positive teacher-student relationships, ingrained with trust and high standards of professional ethics [8]. The teaching profession can also fall prey to

corruption. Hence it has become necessary that just like any other professions, the teaching profession should also have its own code of professional ethics to ensure the dignity and integrity of the profession (NCTE, 2010). Teaching as a profession that challenges the teachers to be not only effective and efficient in terms of professional competency but also to practice professional ethics while carrying out the tasks enclosed (Wayne, 1995) [9].

LITERATURE REVIEW

Large body of literature affirm that teacher professionalism constituting work ethics, work values and authentic teaching guarantee quality teaching.

A case study conducted in a regional Australian university by Boon (2011) planned to document examples and ethical dilemmas faced by pre-service and practising teachers, to explore pre-service teacher's perception of ethics education and to examine the B.Ed. course curriculum for ethics subject across the four-year degree course. Experiences and perceptions of ethical dilemmas were collected through focus groups and individual interviews with final year pre service teachers, recent graduates and practising professional teachers. A survey was also used to determine the preservice teacher's perception of the B.Ed. course curriculum in relation to ethics training. Ethical dilemmas cause substantial stress and discontent with the profession for supervisors, teachers and pre-service teachers. Among the many reasons, a persistent lack of care for work commitments, turning up ill-equipped, not executing the work of a teacher, merely child watching to ethical dilemmas centred on

curriculum delivery, teaching sex education without due consideration of ethics; unknowingly teaching cultural intolerance more while publicly accusing religion for mental health issues, youth suicides to serious ethical issues during evaluation process [10].

Bullough (2011) conducted a review study on ethical and moral matters in teaching and teacher education, previously published by Teaching and Teacher Education (TATE). Comparisons are made and a summary of findings offered. Reviews of each of the ten articles were organized around three categories; area of concern on central issue; mode of inquiry; and central conclusions and commentary. While most of the studies focused on how individual teachers understand and confront moral dilemmas, there is lots of importance to how the informal or hidden curriculum of a school, not just a classroom, shapes moral understanding. It also emphasizes upon the necessity to create and sustain schools as moral spheres [11].

A review study done by **Belinova et al** (2017) on features of professional ethics formation of the future teacher, explores the role of the code of ethics in the implementation of the norms of morality inherent in the profession, says that it is "just what people should or should not do in the framework of one's profession" (Horn, 1978). The study formulates philosophical, professional, educational, cultural, behavioral, impulsive and evaluative components as the chief determinants of structure of the professional ethics of a future teacher. The ethics code for teachers could be the basis of moral values and ideals, moral qualities of a teacher, can define standards of professional

and harmonious interaction between teachers and students [12].

Alcon (2017) published a study on 'Advocacy on behalf of the moral virtue in educators: ethics for teachers', to gain a better understanding of how ethics and academic integrity should be a more common object of study. This study focused on analysis of various aspects of current approaches on higher education ethics. The study concludes by saying ethics has been integrated as a part of the curriculum, but its delivery is diluted and lacks effectiveness. Also, an ethical program with special focus on positive ethical teaching practice will be much beneficial in contrast to the constant and poorly motivational illustration of bad and unethical practices [13].

Michael et al (2018) studied about relationship between social values and spiritual intelligence of prospective teachers, which assumed that social values are implicitly related to personal choice, derived from designated groups or systems, such as culture, religion, and political party. Social values are important to every human being, whereas spiritual intelligence is a set of mental abilities which contribute to the awareness and incorporation of the immaterial and supreme aspects of one's existence, leading to such outcomes as deep experiential reflection, perception of a divine self, and a mastery of spiritual state of mind. During the teacher education programme, the prospective teachers' mind-set towards the profession is very important along with knowledge content. The population for this study consisted of the prospective teachers studying in Colleges of Education in Tirunelveli District to pursue the Degree of

Education affiliated to Tamil Nadu Teachers Education University, Chennai. The Social Values Inventory (SVI) prepared and validated by Arputhanayagam (2012) and Spiritual Intelligence Scale (SIS) prepared and validated by King (2008) were employed to measure the social values and Spiritual intelligence of the prospective teachers respectively, which depicted a significant positive relationship between social values and spiritual intelligence of prospective teachers [14].

Al-Busaidi (2019) while exploring college of education students' aversion to teaching, sought to establish the goals of College of Education students towards the teaching profession using a questionnaire, as they were not very much interested in this profession even after taking admission. This research found important implications for pre-service and in-service teachers, teacher educators, researchers and policy makers, all of whom play a crucial role in enhancing the quality of the teaching workforce. While this study was conducted in Oman, its implications are applicable globally as teacher shortages have become a wide-reaching concern. The sample for the study consisted of 464 (29%) students out of 1614 registered students in the nine teacher preparation programs at the College of Education at Sultan Qaboos University in year 2016-2017 when the study was carried out. The students answered a questionnaire prepared by the researcher, which consisted of two main parts, one on demographic information (gender, and year of study), and another on students' attitude towards teaching. The second part about attitude contained several questions about students' intentions with regards to teaching and other employment

plans. The study revealed that while many of the students intended to join the teaching workforce, a fairly large portion did not seem to share the same interest. There is a range of internal and external factors that contribute to the positive and negative views students develop about teaching. Students' views reflected their perceptions about the status of the teacher and teaching in general. The study concluded that despite being admitted to the College of Education, student teachers were vulnerable to internal and external factors that could affect their decision and destination and consequently impact employment plans to fill the many teaching vacancies in the country [15].

Antonio et al (2019) carried out an action research with a purpose to explore the views of pre-service teachers towards perception of quality teaching during the five weeks of block teaching practice experience as this perception of students would potentially contribute to the improvement of practicum programs in pre-service teacher training institutions. The study employed mixed method using both qualitative and quantitative research adopting action research approach. Semi-structured interviews, field notes and survey questions were the data collection methods used to triangulate data to answer the research questions about the perception of pre-service students of quality teaching in block teaching experience, the enabling factors of quality teaching towards block teaching experience, and the inhibiting factors of quality teaching towards block teaching experience. The research findings represented the student's voice based on their experiences, beliefs and personal philosophy of quality teaching in the

context of practice teaching. Emphasis on teacher professionalism and work ethics is helpful to student teachers as it helps them to become responsible and diligent in carrying out the complex task of teaching. When student teachers are dutiful and trustworthy in the execution of their instructional and professional roles, the output of work performance in the classroom is maximized which ultimately contributes to quality teaching and learning [16].

A review study on importance of ethics in higher education done by **Prasad (2019)** discusses the ethics education in schools. In doing this, it also discusses why teaching ethics is important in education. The review of the philosophical concepts and implications of ethics and morality in education is carried out under main headlines of what ethics is and what education is, the importance of ethics, the role of ethical education and professional code of ethics. It concludes as education must be an ethical effort and the aim of ethical education is to arise people conscience for making decisions by their free wills. Therefore, teaching ethics has an important and necessary place in education. As Aristotle also says, "Educating the mind without educating the heart is no education at all" [17].

'A Collegiate Dilemma: The Lack of Formal Training in Ethics for Professors', a study published by **Klein (2005)**, is a review study done to assess the ethical issues with which university professors are confronted and these are not clearly addressed in professional codes of ethics or institutional policies. Professors have a duty to display the best possible scholarly and ethical standards of their

disciplines, as well as practice respectful behavior towards the students whom they teach (Roworth, 2002). Ethics must be considered in each of the roles which college professors play, including the three essential tasks of teaching, research, and service (Scriven, 1982). Findings suggested that students come to college with set expectations for their professors that do not change as they mature. They also expect professors to demonstrate professional behavior by conveying knowledge of their field and making student welfare a priority (Kuther, 2001). The author concludes by saying despite the importance of ethical decisions in teaching, ethics is a difficult area for college instructors to gain knowledge of the details, since resources about ethics are not readily visible [18].

A research study was done by **Malik (2019)** on academic functions and social obligations of regular and contractual teachers of Kulgam district applying descriptive survey method and purposive sampling technique. Data was collected from six government schools with the help of self-constructed questionnaire. The study concluded that there exists significant difference between the academic functions as well as the social obligations of regular and contractual teachers at secondary level. There also exists significant difference between work ethics and moral responsibilities of regular and contractual teachers at secondary level having low social obligations. Therefore, work ethics and moral responsibilities should be made mandatory for both regular as well as contractual teachers [19].

Sumer et al (2019) conducted a study on teachers' professional ethics and its

implications. This study attempts to highlight some of the important aspects of professional ethics and its implications in the field of teaching and critical in attainment of professional quality and self-satisfaction among the teachers and other stakeholders. The study deals with professional ethics in the teaching profession under various implications such as teacher as a guide, good interpersonal skills, obligation with respect to employment, maintaining quality professional relationship, obligation towards students, obligation towards the profession and colleague, obligations towards parents, community and society and co-operative relationships. It was clearly indicated that teachers as professionals need to behave themselves suitable to the type of profession they practice. Teachers, as professionals, are engaged in one of the most ethically demanding jobs, the education of young people, hence it is important that teachers should constantly reflect on the ethics of their activities to ensure that they exhibit the best ethical example possible in their work to those they are morally educating [20].

This research study attempts to explore the attitude of trainee teachers towards ethics and professional commitment in present circumstances.

OBJECTIVES OF THE STUDY

The attitude of trainee teachers towards ethics and professional commitment impacts the upbringing of the future generations and therefore it is a very important research topic. There is great need to identify the spirit of work ethics and professional commitment among trainee teachers along with academic functions

and social obligations. They are expected to offer solutions tailored to each individual student, colleagues, organization and community while simultaneously embracing powerful code of conduct and adhering to uniform professional standards. Involvement of moral actions is frequent in teaching. Keeping this in background, a qualitative study has been conducted with the objectives to explore the awareness about the concept of ethics and professional commitment among trainee teachers and their tendency for adopting ethical attitude.

METHODOLOGY

Qualitative research design with an open-ended questionnaire as research tool was used for the purpose of research design. Universe of the study comprised of all the 5 Government and constituent colleges for teacher's training and education under Ranchi University. Non probability purposive sampling was done to fulfil the research objectives. A sample of 150 trainee teachers were asked to fill up the open-ended questionnaire comprising questions about ethical attitude and professional commitment, among which only 139 could participate, so actual sample size of the study remained restricted to one hundred and thirty-nine only. The trainee teachers were allotted thirty minutes for answering the twenty questions in the questionnaire. Conclusions were drawn from the interpretation of results based on responses of trainee teachers.

RESULT AND DISCUSSION

Teaching being one of the most noble profession, every teacher is supposed to be a

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person with high ethical attitude and high human values. Same virtues are expected from trainee teachers who would dissipate the same to future generation of learners. 95.4% of trainee teachers have pledged to treat every student with kindness and respect without showing any favoritism, prejudice or partiality.

81.6% of trainee teachers vouched to ensure equity for all students and people, particularly those who are marginalized through their actions. 87.4% considered regularity and punctuality as essential qualities of a teacher while 93.5% agreed on being calm, patient and communicative by temperament in teaching profession. The idea of making oneself available to students even beyond the class hours and guiding them without any remuneration or reward as ethical duty, impressed 67.3% of student teachers. 74.2% of student teachers agreed on thought of providing assistance in admission and examination processes as part of professional commitment, while 61.4% of them accepted counselling work as moral responsibility of teachers. On the question of whether ethics should be taught as separate subject in schools, 83.9% of trainee teachers approved, while 85.7% of them accepted that ethics and professional commitment needs to be an important course content in the teachers training program. Only 37.2% sought for research and training programs which would contribute in professional growth of teachers. 98.5% of trainee teachers consented on helping students develop admiration for national heritage and national goals.

A very important part of ethical attitude among teachers is refraining oneself from backbiting

and criticizing behavior and setting good example to students and the whole community. 84.5% of trainee teachers agreed that one must avoid consideration of caste, creed, religion, race or sex in all professional endeavors and 81.8% of them were in favor of speaking respectfully of other teachers and cooperating in assistance for professional enrichment. Taking advantage of professional relationships with students, parents or colleagues for personal gains was a big no for only 44.1% trainee teachers and refraining from acceptance of any other employment or commitment such as private tuitions or coaching classes was agreed by 49.6% of student teachers. 67.5% of student teachers were in favor of renouncing provocative behavior against students, colleagues and administration. 64.9% of trainee teachers consented that it is unethical to misrepresent facts or records related to own qualification or other teachers' qualification knowingly. Making false or malicious statements about students or colleagues was unacceptable ethical behavior for 63.4% student teachers.

66.3% of trainee teachers accepted that image of teaching profession would be stronger or weaker because of choice of their own actions/ words and 89.2% of them agreed that there should be a well-defined code of ethics for teachers that would clarify the expectations from teaching community.

The results indicated that trainee teachers are well aware of the significance of ethical attitude and professional commitment in their profession. They are keen to become a responsible, sincere and virtuous figure in front of their future students. They very well

understand the kind of influence children receive through the good or bad behavior of their teachers. These findings are in line with **Kong & Kong** (2019) [21], who studied on professional ethics development of American College teachers and found that with the advancement of teachers' professionalization movement, teachers are required not only to improve their basic quality but also to have professional ethics matching their professional work. It can be seen that professional ethics is an indispensable part of the profession, an important symbol of professional maturity and also an important dimension to promote teachers' professionalization. Rightly proposed by **Alexander** (2009) [22] teachers must get more time for reflection, research and study to upgrade their quality of teaching. A curriculum of ethics can help trainee teachers and in-service teachers become better person with greater virtues and self-confidence and help their students achieve the same.

CONCLUSION

Ethics is a vital part of educational process involving teachers as well as students which leads them towards appreciating human dignity. The behavior and actions of teachers put a great impact on students' minds and further on their behavior patterns. Teachers at all level of education need to be ethical, sincere and empathetic for students' concerns and must pay attention to not only cognitive but affective development too of their pupils. Schools are the place where a major chunk of the students' personality development acquire shape, if teacher are not enriched ethically, one can never expect future generations to be free of ethical dilemmas and possessor of strong

ethical character. Framing a well-defined personal code of ethics for coping with sensitive student problems and school-related circumstances will assist trainee teachers in the future, allowing them to discern the correct viewpoint and stand by their decisions.

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Team Teaching: Collaboration in the Classroom Performance

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ABSTRACT

The demand for successful teaching and learning process depends on collective work knowledge and richness of diverse perspective which is an appropriate way for removing the challenges of individualized schooling in heterogeneous groups. Team teaching is one of the important collaboratives and innovative teaching method which aim is to improve the teacher's personal teaching methods, create real world connections to content and to make teaching and learning more effective for the students. In this chapter, it is aimed understand the concept of team teaching by way of defining the term teaching and origin, objectives, principles, types, steps, advantages and its challenges of team teaching. Team teaching proves to allow sharing experience and knowledge of instructors; it brings more democracy into teacher-student relations, challenges teachers to use new techniques, methods, ideas, and materials. As for students, team-teaching gives them an opportunity to acquire knowledge and skills from different instructors with particular specialization, to feel free from being dependent from one instructor and to be treated more attentively as individuals.

Keywords: Teaching learning process, Collective work, Team teaching and Teaching methods

INTRODUCTION

Teaching is the most important part of education system. Teaching is transformation of knowledge or information from one person to another for some specific goals. Teaching is a lifelong continuous process. It is a science as well as an art because it provides guidance, motivation, instruction, training, solutions, and modifications to people. The interaction between teacher and students is called teaching. Teacher tries his best for making an

effective teaching learning environment using various types of teaching methods which include strategies principles, instructions, norms etc. There are different types of teaching methods which basic aim is the development of students.

THE RESEARCH GOAL

To evaluate the need and importance of team teaching in the Collaboration in the Classroom Performance

OBJECTIVES OF TEAM TEACHING

- To highlight Concept of team teaching
- To bring an innovative way for teaching and learning in the classroom.
- To remove the dullness, prevent boredom from the classroom environment
- To making teaching and learning process interesting for the students as well as for the teachers.
- To explain team teaching strategies and techniques
- To give education to the students according to their needs and interest.
- To develop the team spirit among the teachers for elective teaching learning process
- To help the teachers to identify their own unique qualities, talents, ideas to provide teaching.
- To elaborate the different phases of team teaching.

SPECIFIC OBJECTIVES

- To analyze the components of curriculum implemented aimed at team teaching in the system of initial training (methods, teaching aids used, the design of educational situations, evaluation).
- To identify perceptions on the importance of team teaching in the didactic field;
- To identify the future needs in order to team teaching in relation with the teaching process.

- To develop mutual understanding among the members which help them to know the importance of other people in their life?

- To proper wilication of resources in the schools which aim is to minimize the wastage and errors from instruction process.

METHODOLOGY OF THE STUDY

The present study is based on Descriptive research methodology. The research material for this paper has been mostly taken from secondary sources. In this, along with historical analysis and descriptive approach, the researcher has also given his personal experiences. Research material has been obtained from famous books, magazines and newspapers.

CONCEPT OF TEAM TEACHING

We have known that society is a dynamic process which changes rapidly; it has a great impact on individual's life and due to these changes students faces various types of problems in their educational life which decrease their motivation for attending in classroom attentively. Due to these reasons teacher's team teaching is one of the most important methods of teaching used by teacher for making teaching learning more effective. In the present era, team teaching has a great role to success the teacher's efforts for teaching. Team teaching is an innovative way in school in which two or more teacher work collaboratively for the task of teaching. It is a modem way of teaching where many teachers share their works collectively for solutions of

their student's problems. Here instructors can be working together for a common goal and try to attain the scholastic achievements of their learner. The important elements of team teaching like goals, syllabus, tools, techniques etc are selected by a group instructional process for working purposefully, regularly, mutually to help a group of students of any age to learn.

DEFINITIONS OF TEAM TEACITING

According to Carlo-Obson (1971), "An instructional situation where two or more teachers possessing complementary teaching skills cooperatively plan and implement the instruction for a single group of students using flexible scheduling and grouping technique to meet the particular instruction."

According to J.T. Shapline (1964), "A type of instructional organization involving teaching personnel and the students assigned to them, in which two or more teachers are given responsibility of working together for all or a significant part of the instruction of the same group of students."

ORIGIN OF TEAM TEACHING

Team teaching was first begun in USA in 1950. Harvard University of USA in 1955 firstly introduced this concept of team teaching with a plan known as internship plan in which five teacher trainees had to work co-operatively under the leadership of an expert teacher. After this the second phase for project work in this field was done in Lexington from 1957 to 1964. Francies Chase of the University of Chicago and J.Leyod Trump, Director of the

commission had done many experiments for the successful of team teaching and they had make growth this concept in the secondary schools in USA. Team teaching gradually spread in such a way that it also became an important part in the training of armed forces.

In 1960, England also used team teaching for the development of teaching and learning process in the schools and colleges in Britain. Joseph Lancaster and U.K. educationists used this concept through monitorial system during 1970. According to them, an expert or a master had to teach to some bright students and after that those bright students had to teach what they had learnt co-operatively to their fellow students. In this ways this concept became popular day by day in most part of western countries but in our country, development of this concept took enough time even up to this time it has only a theoretical value and for many educators this idea of team teaching still unknown.

PRINCIPLES OF TEAM TEACHING

- Selection of teacher for assign responsibilities should be based on their interest, willingness, personality and qualification which enable the teachers to work purposefully, attentively for giving instruction to students.
- Team teaching is based on joint responsibility of each member Therefore it is very necessary for members of the team to share their ideas with other member who brings a strong bond between them to work co-operatively.

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Team teaching should be organized according to needs, importance and the intellectual level and age level of the students. Team members should give full attention towards the fulfillment of the need of the every student.

The formation procedure of the group of students meant for team teaching should be flexible. The size of the group should be based on the necessity demanded by the subject. It should also flexible in time factors and scheduling.

Team teaching should be organized in an appropriate teaching learning environment. Teachers should plan each and every components of team teaching systematically without any distracting environment in the classroom. Proper resources, materials, tools, facilities should be selected by the teachers appropriately.

Appropriate supervision and evaluation is also an important principle of team teaching. The members of the team or the leader should evaluate the student's activities regularly. The leader of the team should supervise the team and should evaluate whether their goals are fulfill or not.

TYPES OF TEAM TEACHING

Single disciplinary team teaching

Teachers belonging to same institution, same subject or same discipline engaged themselves co-operatively to teach a particular subject to a particular group. For example, mathematics

subject taught by two or three teacher from same institution to a particular group.

Interdisciplinary team teaching

In this type of team teaching teachers are belonging to different discipline from same institution but joint together to teach some subjects like which have some multidisciplinary aspects Where different sport teachers of respective subject are needed to make a content for example for the subject environmental studies teachers from different discipline make a plan and work together for development of the knowledge of the students,

Inter-Institutional team teaching

The members are not confined to the same institution. Teachers from different institution can join together with their innovative thinking to share responsibilities for dealing with some of the other specialized field, topic, activity, content material etc and in this way we can ask him to contribute in the capacity of the members of the team for a specific period, to teach a particular group of students,

ORGANIZATION, PROCEDURE AND STEPS

Team teaching is conducted in a co-operative and systematic way by teachers. Besides, this the team may have also a clerk, a librarian, a laboratory learner of person. These teams include one leader and one or more operating assistant and other full time or part time professional for the desired help according to the needs and

importance of teaching learning situation, Team teaching procedure proceeds through main three stages or steps which are-

Planning stage

Planning is the first main important step of conducting any activity smoothly. All this stage team teaching follows the following activities:

- Selection of the topic to be taught.
- Determine the teaching objectives and writing them in behavioral terms
- Identify the entry behavior of the learner.
- Identifying the available men and material resources to be taught
- Selection of the members of team teaching, teachers, team leaders, other professional and professional people and sharing their responsibilities according to their abilities.
- Preparation of the flowchart to conduct teaching,
- Determining the means and ways of evaluating the learning outcomes

Execution stage

In execution, planned ideas by the leader and other members are put to work in this stage actual teaching learning activities are carried out. The following sequences are maintained during this stage,

- Testing the background of the student through asking questions to them by the teachers.

- Proper communication must be maintained by the teachers with their students for effective teaching and learning process,

- One teacher of the team should deliver the lead lecture to the students.

- Then the other teachers of the team cooperatively maintain the continuity of the lead-lecture and they also try to explain the elements of the topic in an interesting way on the basis of the student's psychology

- Teachers have to supervise regularly to the activities of the students, quality performance of the students to motivate them for learning.

Evaluation stage

Students are given reinforcement by the teacher continuously after the Team teachers evaluate the progress and outcomes of the activities formed by the students to know whether their objectives have been achieved or not. The evaluation process of the student's performances is done through oral written and practical tests. Attempts are made for making necessary modification and improvements in organization of team teaching programme in the institution.

TEAM TEACHING TECHNIQUES

Pre-class Coordination and Preparation

- Coordinate and discuss delivery styles
- Choose a co-teaching model
- Agree on course expectations

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- Agree on Responsibilities
- Agree on Scheduling
- Use the Administrator Guide
- Setup a regular meeting time
- Agree to be flexible

During Classroom

- Present a team teaching approach
- Control of the session
- Should not interrupt the session
- Include other instructor(s) when appropriate
- Smooth transitions are essential
- Assist and support
- Communicate and coordinate the next session/activity

Post classroom

- Gather evaluations
- Help repack materials
- Discuss and evaluate the course
- Review the delivery and presentation methods
- Congratulate each other

CHARACTERISTICS OF TEAM TEACHING

Economic Factors:

- It is traditional teaching, if a film is shown to six sections, it is projected six times.

This method would organize one or two shows and thus economize use of projector, bulbs, electricity and energy of the teachers.

Structuring in the Enthusiasm:

- We teach those topics of the syllabus the best which we know best and for which we have a liking. This enthusiasm of the teacher be structured by say factual lessons in few large senior groups with adequate follow up in smaller groups.

Development of Staff:

- How do we deploy the teachers in brain teaching? The deployment of teachers is done according to areas and methods in which they feel most at home.

Experience Centered Work:

- It means realistic field work of all kinds is undertaken on some afternoons and two or more members of the staff are involved in one project.

ADVANTAGES OF TEAM TEACHING

Team teaching encourages the mutual work of team members which develop the unity among the team members. Team teaching can bring a positive, innovative and interesting classroom environment where student's seriousness towards education can be developed. Team teaching gives scope and opportunities for self improvement of the teacher. They can identify their own capacities, strength and skills in teaching learning process. A strong sense of involvement and responsibility are developed

among students. Team teaching removes the wastages of resources. It can utilize the proper use of the staff, equipment and the school building. Team teaching provides a flexible class size. Team teaching helps the students to get the opportunities to gain special knowledge from the teachers constituting the team. It provides a free environment to the students to interact with the teachers in a subject or a specialized field. Here teachers motivate and provide inspiration for reaching at the top in the field of education.

The Students

- May increase students' level of understanding
- May lead to greater depth of understanding
- May allow students to see other viewpoints
- Variety of teaching styles may reach a greater variety of learning styles

The Teachers

- Allows team to play to its strengths
- Creates a supportive environment
- Allows development of new teaching approaches
- May help create sounder solutions to discipline
- Fosters intellectual growth
- High Emotional intelligence

CHALLENGES AND LIMITATIONS OF TEAM TEACHING

Lack of cooperation: Mutual understanding, collaborative team work is the core of team teaching but now a days the cooperation understanding and mutual believes between the team teachers become weak which create unsuccessful in team teaching,

Traditional conservative attitude of the teachers: Here the traditional teaching methods teachers get chance to make mistake him and to blame others as there are number of teachers in team teaching to teach a group of students.

Lack of accommodation: Most of the schools have not the sufficient materials, resources and place for team teaching. There have no well equipped laboratory and library facilities. Due to the high cost for introducing team teaching, it is hardly possible to provide to all institution of our country.

Not suitable for the present educationale set up for the purpose of effective team teaching in schools there is a need for some changes in the existing school organisation procedure of selection and which is not an easy task appointment or teachers, school's curriculumstem of evalvation etc.

More expensive in terms of finance the cost of team teaching very high which is not possible for many schools in our country to provide the facilities for team teaching?

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Lack of proper planning and execution

Team teaching requires systematic planning and its execution needs all motivation in team members for work cooperatively and need full planning skills of the leaders but such type of cooperation is hardly available in the leaders

Expectations from the teachers

in team teaching teachers have the big responsibility to work. It demands a lot from teachers. They have the thorough knowledge of the subjects along with the skills to handle different works in team teaching but such competent teachers with full willingness and positive attitudes are hardly found

Difficulty in delegation of power Here, some difficulties may arise as to delegation of power to teachers which are important for team teaching

CONCLUSION

Team teaching is a group work of teachers where each team teacher shares his own ideas, information with one another for development of various skills, making plan for implementation of the instructions. It is not a method of teaching but an organizational device to plan, execute and evaluate the whole process of teaching in a cooperative way brings a colorful classroom environment where motivation, interest, positive attitudes are existing in the school's system. Team teaching well planned; team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader as both teachers share the instruction, are free to

interject information, and are available to assist students and answer questions.

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NATIONAL EDUCATION POLICY 2020: OPPORTUNITIES AND CHALLENGES IN INCLUSIVE EDUCATION

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ABSTRACT

To refurbish all aspects of the Indian education system for bringing it closer to the best global standards, the Government of India has approved the much-awaited National Education Policy 2020. National Education Policy 2020 has opened the Pandora's Box for opportunity and discussion. Here is no doubt the implementation of NEP 2020 also calls for honest, hardworking and humane teachers who are respected, retained and recruited with morality, credibility and accountability. After implementation of NEP 2020 teacher role get more important in creating knowledge economy. The conversion of careless into careful and useless into useful Indian youth is the greatest challenge in implementation of New Education Policy 2020 with the greatest limitation of overpopulation in Bharat. The main purpose of this paper is to discuss the opportunities and challenge for inclusive education in the context of Indian education system.

Keywords: NEP 2020, Inclusive Education, Challenges and Opportunities.

INTRODUCTION

Teacher education or training denotes to the policies, procedures, and provision designed to equip future teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks more effectively in the classroom, school, and in wider community in this regard NEP 2020 has given some suggestion and After the implementation of NEP 2020 teachers role get more important in handling all type of students, those who are

general or those who comes from Socio-Economically Disadvantaged Groups (SEDGs). In NEP 2020 there are provisions for teacher education programs like during teacher training they must learn Pedagogy for children with disabilities/SEDGs, in shorter post B.Ed. certification programme refers some Specialization in teaching of students with disabilities/SEDGs, and in in-service training programme try to enrich Knowledge to teach children with specific disabilities, Gender sensitization and sensitization for

underrepresented groups. If at government level and institutional level if these get properly implemented then it is an opportunity for learners and teachers to promote inclusion in their institution (NEP, 2020).

Government has made so many policies and provisions for the inclusion of Socio-Economically Disadvantaged Groups SEDGs but ancient period to till now more or less segregation, isolation, exclusion are happening with SEDGs. Many of time they are facing visible and invisible discriminations in our society like in schools, colleges, universities. The NEP 2020 is necessary but not sufficient for transforming Bharat into a global Knowledge economy (Goel, 2020). To make it sufficient we must need a systematic time frame for the implementation of this comprehensive learner centred policy with flexible system by adopting well defined Public-Private-Partnership (PPP) model. There is a need of the cooperation of the State Governments without any politics as education is on the concurrent list. At the same time, to strengthen infrastructure, we must have necessary commitment to spend judiciously 6 percent of the Gross Domestic Product (GDP) on education like other developed countries. This calls for adopting the Ambedkar's canons.

By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and it shall aim to have larger student enrolments sooner in the thousands, for optimal use of infrastructure and resources, and for the creation of energetic multidisciplinary communities. Since this process will take time, all HEIs will firstly plan to become multidisciplinary by 2030, and then

gradually increase student strength to the desired levels. But one side multidisciplinary education is opportunity for students to get variety of subjects in same institution and another side it is a challenge for teachers to teach variety of discipline students and it is a biggest challenge in front of the existence of individual subject.

At the very first glance NEP 2020 seems to promote inclusive education but in some statement this policy takes peripheral initiative in respect of inclusive education. This policy gives emphasis on "learning to all" this term is narrow and it refers to educate only those students who are already enrolled in educational setting. Right to Person with Disability act is more comprehensive in comparison to NEP 2020 because it emphasizes on "Education for all" that means those who already in educational setting and those who are far from institution it welcome to learn together. We can see the Indian education system transformation with different policy perspectives:

- The Radha Krishnan commission (1948-49) or The University Education Commission (1948-49) focuses only on higher education or university education system.
- The Secondary Education Commission (1952-53) neglected the primary and higher education and it has given broadly suggestions regarding secondary education.
- The Education Commission (1964-66) or Kothari Commission was given holistic

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recommendation for primary, secondary and higher education. After observing the condition of all levels of education Kothari commission has given its recommendation and given the statement "The destiny of India is being shaped in the classrooms". So there was need to shape our future generation with systematic education at all levels.

- The National Policy on Education, 1968 was based on the recommendations of Kothari Commission and that time government launched a policy on the basis of its recommendations. It mainly focuses on equal education opportunity for achieving national integration.

- The National Policy on Education (NPE), 1986, whose objective was a "special emphasis on the removal of disparities and to equalize the disparity in educational opportunity".

- And finally in May 31, 2019 the draft of National Education Policy get submitted to address the challenges of: (i) access, (ii) equity, (iii) quality, (iv) affordability, and (v) accountability faced by the current education system.

OPPORTUNITIES

National Education Policy 2020 comes to address the equality and equity in the country. This policy is a comprehensive policy but there is need to implement it without any politics. Then it's open the wide range of opportunities for learners and main motto of this policy get achieved. NEP 2020 offer wide range of subjects to learn and variety of courses and programmes here is flexibility in duration of

courses to join and get according to the certificates and degree.

Gender inclusion fund: It facilitate the education of all genders and also increase the participation of women and transgender, because both gender representations is less in all the groups of SEDGs so it's a good initiative. NEP 2020 plans to implement schemes of giving out bicycles to creating walking groups to schools to include community participation and make safety nets for these vulnerable students.

Cafeteria Model: This policy provides variety of discipline under a roof of one institution. Learners have opportunity to learn variety of subjects without enrolling in different discipline. This policy respects the students' preference to study the subjects.

Special Education Zones: the purpose to creation of Special Education Zones are to spread education in the remotest and farthest places in India This zone is specifically established to give attention to students who comes under Special Education Zones and try to uplift their level of education and its work under the joint monitoring of centre and state government.

CHALLENGES

The permission to foreign universities to set-up their campus may lead to unhealthy competition and increase inequalities. As a citizen of Indian I can say that I have no hesitation to confess that we may be weak but we are unique to prove our mettle in the global knowledge economy of today. To compete with

the foreign universities, we need to accept the challenge and prepare our own educational setup and try to encourage producing best quality brains as a teacher or as a student. In making all the educational institution multidisciplinary there is need of special educators and accessible infrastructure, this is good to initiate but in practical it takes time and it's so much challenging task for government and nation.

Over population: In the implementation of any policy over population is a challenge for any country. Due to overpopulation the need of resources, facilities and expenditure get increase at the same time, fulfilment of these and the implementation of policy get challenge for any government or nation.

Gender disparity: NEP 2020 also mentioned the women representation in education is steeper in all groups of SEDGs. For welcoming females and transgender in educational setting, there is need of changing in stereotype mind set and changes in behaviour is required from the side of faculty, administration, students and parents. New Education policy does not outline how Gender inclusion fund plans to increase enrolment for these students, nor does it convey ways to solve discrimination that they face inside educational institutions that lead to disproportionately improved dropout rates.

Categories Cultural and social backwardness: It's difficult to bring together all the learners who belong from diverse background, sometime their cultures and sometime their society restrict them in reaching the educational setting. Cultural inclusion is important and giving space to all the cultures

in classroom is so much important.

Diversity in population: Due to geographical diversity sometime reaching to school and university, college get difficult so many of the students are not able to complete and continue their study due to this. In hilly areas we usually see this suffering which is faced by students.

Expenditure in education: The GDP in education is very low in India here is needed to increase it and then improve the quality and quantity of education. Expend 6 percent of the Gross Domestic Product (GDP) on education like other developed countries. The increase in expenditure in education promotes the quality of education.

CONCLUSION

The NEP 2020 has good initiation in accepting the challenges faced by gendered categories, minorities, children with special needs and students who come from diverse background. It has also done well in terms of offering a chain of admirable steps including education Special Educational Zones (SEZs) to address the structural challenges of education in unreachable regions. Yet, the new policy blunders on multiple heads. National Education Policy has proposed a new category by clubbing many socio-economic groups for administrative efficiency and better allocation of resources, but in another side it does injustice to these historic categories such as Dalit's and Adivasis. By doing this, it fails to acknowledge the challenges faced by these groups, so here is needed to take some steps for these groups. Likewise, its silence on affirmative action for certain categories can

throw up multiple challenges at the time of implementation. To cut the long story short, NEP 2020 provide roadmap to promote equity and inclusion for special is paved with potholes. Only the inclusion in our education system ensures the access, equity, retention and quality.

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YOGA EDUCATION AND PSYCHOLOGICAL COUNCELLING IN PERSPECTIVES OF COVID-19

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ABSTRACT

Yoga Education is a conscious way of awareness and physical fitness by which some natural activities are conducted in a particular manner by which not only body mass is uplifted and balanced but psychological imbalancing is created. Psychological counselling is a process by which adopting problem solving approach according to positive attitude generated in another individual. In this article both strategies are discussed to combat Covid-19.

Key words: Yoga Education, Psychological Counselling, Covid-19

INTRODUCTION

Today's era of transition era in terms of science, technology, knowledge, development and economic growth. An Individual's life is depending on the parameters of all kinds of development. The human ambition is increasing gradually with the graph of external development. In this race the physiological and psychological development of body is effecting worst. Not only fitness problems but communicable diseases are spreading in human body rapidly. Tension, stress, biochemical balance of body, immunity power and body equilibrium is effected by these circumstances. Uses of drugs and pollution generated from the environment have greatly diversely affected the body. A virus oriented disease Covid-19 is also coming into existence globally in present time which changed all the social, national, economical, educational and

individual scenario dangerously. Various countries and agencies are trying to eliminate it by different means as medicines, sanitation, lockdown, preparation of vaccines. But in front of this problem all the efforts are seeming very little.

Experts, scientists, doctors suggest only major solutions of this problem are isolation, quarantine, sanitization. Due to these measures human life is facing another problems as a long time spending in houses on quarantine, the individuals feels self mentally and physiologically unfit because the action based activities are stopped. Another big problem is less of immunity and to increase immunity quality food and medicines are not available or not only option to increase it. So, in this period Yoga activity and psychological measures can be very useful to increase

immunity and fitness of a person even in isolation from social groups.

YOGA EDUCATION AND COVID-19

Generally, Yoga means integration of body, mind and spirit in a position in which a person is sound by not only bodily activities but by also spirit. Spirituality thus is a refined form of spirit sense as holiness, humbleness and calm so that a person even in diverse circumstance he feels imbalance himself and pleasure naturally. So, Yoga education is awareness programme by which various Asanas and Pranayam activities can be adopted and in simple manner, Yoga education is the programme by which a individual can be learn himself in natural way body balancing and psychological strong.

For avoiding the diverse effect of Covid-19 and its infection, some Yoga activities can be useful for body immunity and integrated health as

1. Asanas:- Asanas or so called as Yogasanas are very useful for development of concentration and power. By asanas human body take the flexibility and a person gains long life duration. Various types of asanas are existing but some are useful for Covid-19 elimination and problems as:

(i) Surya Namaskar (ii) Bhujangasana (iii) Pschimottanasana (iv) Uttanpadasana (v) Sukhasana (vi) Sidhasana (vii) Gomukhasana (viii) Tadasana (ix) Pavanuktasana (x) Parvatarana (xi) Tulasana (xii) Vajrasana (xiii) Makararana

The asanas above mentioned are selected as these are easily adopted by all individuals by studying in a good Yoga literature on articles.

2. Pranayams:- Pranayam word is derived from two words - Prana and ayam. Pran means life, Life element. Ayam means controlling. Basically Pranayam is those activities which determines the respiration process of a individual. Various Pranayam activities are described in Yoga Philosophy but some are useful and easily adoptable generally as follows: - (i) Udar Shwasthan (ii) Nadi Shodhan Pranayam (iii) Sheet Kari Pranayam (iv) Kapal bhati (v) Ujjayi (vi) Bhashtrika (vii) Bhramari

Apart from these activities various mudras as Aaram and dhyan, Bandha are also useful according to personal efficiency and power.

PSYCHOLOGICAL COUNSELLING

Counselling originally a social process and psycho-therapeutic relationship in which an individual 'client' receives direct help from an advisor or finds an opportunity to release negative feelings. In present transition period of Covid-19 in all over the world, a peculiar and dangerous atmosphere feels by every person. In this situation the duty of National leaderships, Guardians Educationists, teachers are very challenging. To eradicate this types of problems various measures of psychological Counselling are like the boon. We know that strong will power is a weapon by which we can struggle with this problem. medicines and drugs are only supportive and physiological means which eliminate the infections. So, to

develop self-control and making the life stress less some Counselling activity can be adopted to generally a person as: -

- I. To cultivate self- understanding
- II. Establishing Rapport
- III. Encourage to engagement in Creative activity.
- IV. Encourage social harmony feelings.
- V. To develop the self-knowledge for utilizing the leisure time during lock-down on isolation.
- VI. To assign some hobbies and self-creations.
- VII. To make the understanding self and family members and friends.
- VIII. Good study habits.
- IX. Development of Insight.
- X. Follow up programmes.

Apart from these activity, every responsible professional's social reformer, activist journalist, doctors and administrators should be take knowledge of psychological trait's and should be behave accordingly so that individual of the society should be feel secure self-creative.

CONCLUSION

Covid-19 is a disease which influencing the people in a mass rapidly but when we think that it is a critical problem then we prepare to apply strong measures as hospitality, lock down and Isolation etc. In these actions the human right and ambitions are suspended so the person of each society and nation feel insecure psychologically. In this situation we should apply and create interest in natural way of living and physical fitness. We should create positive ideas, keep patience and good will power so that we can spent our time beautifully and defeat the war against the Covid-19.

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स्वतन्त्र भारत में हिन्दी की विकास यात्रा

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शोध सार

किसी भी स्वतंत्र राष्ट्र के लिए जो महत्व उसके राष्ट्रीय ध्वज और राष्ट्र गान का होता है, वही महत्व उसकी राष्ट्र भाषा या राजभाषा का भी होता है। स्वतंत्रता के लम्बे संघर्ष के पश्चात् जब हमारा राष्ट्र स्वतंत्र हुआ, तब हमारे राष्ट्र नायकों के समक्ष संविधान निर्माण के समय राष्ट्र भाषा व राजभाषा का प्रश्न उपस्थित हुआ। हमारे राष्ट्र नायकों ने हिन्दी को राज भाषा के रूप में अंगीकार करते हुए संवैधानिक व्यवस्था निर्मित की।

भारतीय संविधान भारत का सर्वोच्च विधान है, जो संविधान सभा द्वारा 26 नवम्बर 1949 को पारित हुआ तथा 26 जनवरी 1950 से प्रभावी हुआ। हिन्दी को भारत की राजभाषा के रूप में 14 सितम्बर 1949 को स्वीकार किया गया। संविधान के भाग-17 में अनुच्छेद 343 से 351 तक में राजभाषा हिन्दी सम्बन्धी उपबन्ध किये गये हैं।

किन्तु राजनैतिक परिस्थितियों के वशीभूत अंग्रेजी को कार्यकारी भाषा के रूप में मान्यता देने की भूल हमारे संविधान निर्माताओं ने कर दी। इस राजनैतिक छलावे के परिणामस्वरूप हिन्दी अपने ही देश में परायी सी हो गयी है। हिन्दी मात्र एक भाषा न होकर राष्ट्रीय स्वाभिमान और गौरव का प्रश्न है। हम सभी भारतीयों का कर्तव्य है कि हम सभी मिल कर हिन्दी के प्रयोग, प्रचार-प्रसार को बढ़ावा दें।

मुख्य शब्द — राजभाषा, हिन्दी, भारतीय संविधान, राष्ट्रीय स्वाभिमान, कार्यकारी भाषा।

प्रस्तावना

भाषा, मनुष्य के भावों व विचारों की अभिव्यक्ति का सर्वाधिक सशक्त माध्यम है। अपने भावों को दूसरे के समक्ष प्रस्तुत करना और दूसरे के भावों को समझना भाषा के द्वारा ही सम्भव हो पाता है।

इस प्रकार भाषा समाज को आपस में जोड़ती है। यह एक शाश्वत सत्य है। यह विश्व विविधताओं से भरा हुआ है। यहाँ विश्व के जितने भी राष्ट्र हैं, प्रायः यह देखा गया है कि उनकी राजभाषा या राष्ट्रीय भाषा वही है जो वहाँ की संपर्क भाषा है।

हमारा राष्ट्र भारत भी विविधताओं से भरा एक ऐसा देश है जहां इतनी विविधता व अनेकता होते हुए भी उनके बीच अन्तर्निहित एकता झलकती है। यहाँ के प्रत्येक राज्य में सुसंस्कारित एवं समृद्ध राज्य-भाषाएँ एवं अनेक उपभाषाएँ बोली जाती हैं। इसीलिए सदैव भारत को एक बहुभाषी राष्ट्र कहा जाता है और यह सर्वथा समीचीन भी है। ऐसे विविधता भरे परिदृश्य में किसी एक भाषा को महत्व देना सरल नहीं है, किन्तु स्वतंत्रता संग्राम के समय व उसके पश्चात राष्ट्र की सभी भारतीय भाषाओं में जो भाषा मनोरंजन, साहित्यिक एवं संपर्क भाषा के रूप में उभर कर सभी के समक्ष आयी वह केवल हिन्दी ही है।

हिन्दी के महत्व और विशिष्टताओं को ध्यान में रखते हुए हमारे राष्ट्र नियंताओं ने इसे राजभाषा के पद पर आसीन किया और संविधान में राजभाषा का दर्जा दिया।

भारतीय संविधान में हिन्दी

विश्व की लगभग तीन हजार भाषाओं की तेरह परिवारों में सबसे बड़े भारोपीय परिवार के षष्ठम् वर्ग की अद्यतन विकसित भाषा हिन्दी है। हिन्दी भाषा का उद्भव भी आधुनिक आर्यभाषाओं की तरह आर्यों की भाषा से ही हुआ। 15 अगस्त 1947 ई० को भारत आजाद हुआ। भारत की आजादी के साथ ही स्वतन्त्र भारत की सबसे बड़ी दो उपलब्धियाँ हैं—एक है भारतीय संविधान और दूसरी है भारतीय संविधान में हिन्दी की विकास यात्रा। भारतीय संविधान भारत का सर्वोच्च विधान है, जो संविधान सभा द्वारा 26 नवम्बर 1949 को पारित हुआ तथा 26 जनवरी 1950 से प्रभावी

हुआ, तब से 26 जनवरी गणतन्त्र दिवस के रूप में मनाया जाता है।

हिन्दी को भारत की राजभाषा के रूप में 14 सितम्बर 1949 को स्वीकार किया गया। संविधान के भाग-17 में अनुच्छेद 343 से 351 तक में राजभाषा हिन्दी सम्बन्धी उपबन्ध किये गये हैं :-

अनुच्छेद 343(1)—संघ की राजभाषा हिन्दी और लिपि देवनागरी होगी तथा संघ के शासकीय प्रयोजनों के लिये प्रयोग होने वाले अंकों का रूप भारतीय अंकों का अन्तर्राष्ट्रीय रूप (1,2,3.....) होगा।¹

अनुच्छेद 343(2)—संविधान प्रारम्भ के 15 वर्षों की अवधि के लिये संघ के शासकीय प्रयोजनों के लिये अंग्रेजी भाषा का प्रयोग किया जाता रहेगा।²

अनुच्छेद 343(3)—भारतीय संसद को यह शक्ति प्राप्त है कि 15 वर्ष की अवधि समाप्त हो जाने के बाद संसद यदि चाहे तो विधि द्वारा संघ के राजकीय प्रयोजनों के लिये आगे भी अंग्रेजी का प्रयोग जारी रख सकती है।³

अनुच्छेद 344 के अनुसार संविधान प्रारम्भ होने के 5 या 10 वर्ष बाद राष्ट्रपति द्वारा एक आयोग का गठन किया जायेगा, जो यह आयोग राष्ट्रपति से सिफारिश करेगा कि किन शासकीय प्रयोग के लिये हिन्दी का प्रयोग अधिकाधिक किया जा सकता है और अंग्रेजी के प्रयोग पर निर्बन्ध हो सकते हैं।⁴

अनुच्छेद 346 से संघ द्वारा प्राधिकृत भाषा द्वारा एक राज्य से दूसरे राज्य के बीच पत्रवार्ता के

लिये प्रयुक्त होगी। यदि कोई राज्य हिन्दी को स्वीकार करना चाहे तो वह कर सकता है। उसके पहले अनुच्छेद 345 से किसी राज्य का विधान मण्डल, विधि द्वारा उस राज्य में प्रयुक्त होने वाली किन्हीं अन्य भाषाओं को शासकीय कार्यों के लिये स्वीकार करेगा। यदि वह ऐसा नहीं करता तो अंग्रेजी भाषा का प्रयोग यथावत चलता रहेगा।⁸

अनुच्छेद 347 में यह शक्ति है कि यदि वे किसी राज्य की जनसंख्या का पर्याप्त भाग यह चाहता है कि उसके द्वारा बोली जाने वाली भाषा को राज्य में दूसरी भाषा के रूप में मान्यता दी जाये तो वह राष्ट्रपति के निर्देशानुसार ऐसा कर सकता है।⁹

अनुच्छेद 349—संसद राजभाषा से सम्बन्धित यदि कोई विधेयक या संशोधन करना चाहती है, तो उसके पूर्व राष्ट्रपति की मंजूरी अनिवार्य होगी।⁷

अनुच्छेद 348—उच्चतम न्यायालय तथा प्रदेश के उच्च न्यायालयों में अंग्रेजी भाषा के प्रयोग की अनुमति देता है।⁸

अनुच्छेद 350—कोई व्यक्ति शासकीय स्तर पर शिकायत को दूर करने के लिये यथाशक्ति संघ या राज्य के अधिकारी के पास राज्य में प्रयुक्त होने वाली किसी भी भाषा में अभ्यावेदन करने का हकदार होगा। इसी प्रकार यह उपबन्ध अल्पसंख्यक वर्गों की भाषाई रक्षा के लिये उपबन्ध करता है।⁹

अनुच्छेद 351—संघ सरकार के कर्तव्य के रूप में हिन्दी के विकास की बात करता है, जिससे हिन्दी भारत की सामाजिक संस्कृति को वहन कर सके।¹⁰

1955 में राष्ट्रपति के आदेश से राज्यसभा आयोग का गठन हुआ। इसमें यह कहा गया कि 1965 ई० के बाद हिन्दी प्रधान हो, लेकिन अंग्रेजी को सहभाषा के रूप में रहने दिया जाये। राजभाषा नियम 1963 तथा 1976 ई० में बहुत सारे सुझाव दिये गये। सम्पूर्ण भारत को तीन वर्ग—क, ख, ग में बाँटकर हिन्दी को विकसित करने की बात सरकार की तरफ से हुई, लेकिन अंग्रेजी का सहभाषा के रूप में मान्यता मिलना हिन्दी के साथ एक छलावा है, लेकिन चिन्ता की बात नहीं है। हिन्दी जनता के आश्रय में पलते-बढ़ते अपनी विकास यात्रा तय कर रही हैं।¹¹

भारत के संविधान 17 के अध्याय 4 के अनुच्छेद 351 में हिन्दी भाषा के विकास के लिये दिया गया विशेष निर्देश यह कहता है कि संघ का यह कर्तव्य होगा कि वह हिन्दी भाषा का प्रसार बढ़ाये, उसका विकास करे, ताकि वह भारत की समासिक संस्कृति के सभी तत्वों के अभिव्यक्ति का माध्यम बन सके तथा उसकी प्रकृति में हस्तक्षेप किये बिना हिन्दुस्तानी के और आठवीं अनुसूची में विनिर्दिष्ट भारत की अन्य भारतीय भाषाओं के प्रयुक्त रूप, शैली और पदों को आत्मसात करते हुए तथा जहाँ आवश्यक या वांछनीय वहाँ उसके शब्द भण्डार के लिये मुख्यतः संस्कृत से तथा गौणतः अन्य भाषाओं से शब्द ग्रहण करते हुए हिन्दी की समृद्धि सुनिश्चित करें।¹²

भारतीय संविधान की इसी भावना के अनुपालन की दिशा में 01 मार्च 1960 को शिक्षा मंत्रालय (अब उच्चतर शिक्षा विभाग, मानव संसाधन विकास मंत्रालय) के अधीन केन्द्रीय हिन्दी निदेशालय की स्थापना हुई। इसके चार क्षेत्रीय कार्यालय हैं, जो

चेन्नई, हैदराबाद, गौहाटी और कलकत्ता में स्थित है। हिन्दी को अखिल भारतीय स्वरूप प्रदान करने, हिन्दी भाषा के माध्यम से जन-जन को जोड़ने और हिन्दी को वैश्विक धरातल पर प्रतिष्ठित करने के लिये निरन्तर प्रयासरत हिन्दी की यह शीर्षस्थ संस्था निम्नलिखित योजनाओं को कार्यान्वित कर रही है। हिन्दी पत्राचार पाठ्यक्रम योजना, कोश निर्माण योजना, विस्तार कार्यक्रम योजना, भाषा, वार्षिकी तथा साहित्यमाला के अन्तर्गत भारतीय साहित्य की विभिन्न विधाओं से सम्बन्धित प्रकाशन योजना, हिन्दीतर भाषी प्रान्तों में हिन्दी पुस्तकों का निःशुल्क वितरण, देवनागरी लिपि तथा हिन्दी वर्तनी का मानकीकरण, पुस्तक प्रदर्शनी एवं बिक्री, हिन्दी के प्रचार-प्रसार के लिये हिन्दी संस्थाओं को वित्तीय सहायता, हिन्दी में प्रकाशन हेतु सीमित वित्तीय सहायता तथा हिन्दी में प्रकाशित पुस्तक खरीद योजना, शैक्षिक विनिमय-कार्यक्रम योजना आदि। यह संस्था शिक्षा पुरस्कार भी प्रदान करती है तथा हिन्दीतर भाषी हिन्दी लेखकों को भी पुरस्कृत करती है। निदेशालय का मुख्यालय नई दिल्ली में है। दक्षिण का केन्द्रीय हिन्दी निदेशालय शास्त्री भवन, प्रथम तल, खण्ड-5, 26 हेडोज रोड, चेन्नई-600006, तमिलनाडु में है। पश्चिम बंगाल का केन्द्रीय हिन्दी निदेशालय 1-कौंसिल हाउस स्ट्रीट, प्रथम तल, कोलकाता-700001 में है। आन्ध्र प्रदेश का केन्द्रीय हिन्दी निदेशालय केन्द्रीय सदन, ब्लॉक ए, सुल्तान बाजार हैदराबाद-500009 में है। असम का केन्द्रीय हिन्दी निदेशालय, जिसका क्षेत्र समस्त उत्तर पूर्व भारत है, वह जय नगर, खानापारा गुवाहाटी में है। अहिन्दी भाषी राज्यों में हिन्दी के विकास के लिये केन्द्र सरकार प्रयासरत है।

केन्द्रीय हिन्दी निदेशालय में पत्राचार पाठ्यक्रम विभाग की स्थापना भारत के हिन्दीतर भाषी राज्यों के लोगों, विदेशों में बसे भारतीयों तथा हिन्दी सीखने के इच्छुक विदेशियों को पत्राचार द्वारा हिन्दी लिखाने के उद्देश्य से सन् 1968 में की गई थी। इसके पत्राचार पाठ्यक्रम विभाग ने सन् 1968 ई० में एक प्रारम्भिक पाठ्यक्रम 'प्रवेश' मात्र 1008 छात्रों के नामांकन से आरम्भ किया गया। छात्रों में यह योजना काफी लोकप्रिय हुई और छात्रों की माँग पर 1973 ई० में प्रवेश से उच्च स्तर का एक पाठ्यक्रम 'परिचय' आरम्भ किया गया। इन भाषा शिक्षण पाठ्यक्रमों के अतिरिक्त केन्द्र सरकार के कर्मचारी, सार्वजनिक उपक्रमों तथा स्वायत्त संस्थानों आदि में कार्यरत कर्मचारियों को भी पत्राचार द्वारा हिन्दी सिखाने के उद्देश्य से कार्यालयी हिन्दी से सम्बन्धित तीन पाठ्यक्रम-प्रबोध, प्रवीण तथा प्राज्ञ क्रमशः सन् 1969, 1970 तथा 1972 ई० में आरम्भ किये गये। दो-दो वर्षों की अवधि के प्रवेश और परिचय पाठ्यक्रमों के स्थान पर अब एक-एक वर्ष के क्रमशः 'सर्टिफिकेंट' और 'डिप्लोमा' पाठ्यक्रम चलाये जा रहे हैं। अब केन्द्र सरकार इस बात पर विचार कर रही है कि जो विद्यार्थी विशेष रूप से हिन्दी सीखने विदेश से आते हैं, उन्हें डिप्लोमा न देकर डिग्री दी जाये।

देव के उत्तर-पूर्वी राज्यों के वे परीक्षार्थी जो स्नातक परीक्षा उत्तीर्ण कर चुके हैं और जो सिविल सेवा परीक्षा में अनिवार्य भारतीय भाषा प्रश्नपत्र के रूप में हिन्दी भाषा लेना चाहते हैं तथा जिनकी मातृभाषा संविधान की आठवीं अनुसूची में शामिल नहीं है, उन्हें हिन्दी सिखाने के लिये एक अन्य पाठ्यक्रम 'सिविल सेवा हिन्दी पाठ्यक्रम'

आरम्भ किया गया। सन् 2003-2004 से सर्टिफिकेट डिप्लोमा और बेसिक हिन्दी पाठ्यक्रम एडवान्स हिन्दी डिप्लोमा और बेसिक हिन्दी पाठ्यक्रम आरम्भ किये गये। एडवान्स हिन्दी डिप्लोमा पाठ्यक्रम विद्यार्थियों को हिन्दी भाषा एवं साहित्य की समुचित जानकारी उपलब्ध कराता है, जबकि बेसिक हिन्दी पाठ्यक्रम अनिवासी भारतीयों को तथा भारत में रहने वाले विदेशियों को अल्पावधि में हिन्दी सिखाने के उद्देश्य से प्रारम्भ किया गया है। निदेशालय के पत्राचार पाठ्यक्रमों में प्रतिवर्ष प्रवेश लेने वाले छात्रों की संख्या लगभग 10,000/- है। ऐसे पाठ्यक्रमों से लाभान्वित होने वाले छात्रों की संख्या लगभग 4.18 लाख से अधिक है। इन पाठ्यक्रमों का शिक्षण माध्यम अंग्रेजी, तमिल, बंगला, मलयालम भाषाओं में चलाये जाते हैं। इस तरह हिन्दी का भविष्य अत्यन्त उज्ज्वल है। हिन्दी के प्रति कभी राष्ट्र कवि मैथिली शरण गुप्त ने कहा था-

“भारत भवन में आर्यजन जिसके उतारें आरती।

भगवान भारतवर्ष में गूँजे हमारी भारती।।

हो भव्य भावों में बिनी वह भारती हे सुरपते।

सीतापते, सीतापते, गीतामते, गीतामते।।”¹³

निष्कर्ष

निष्कर्षतः आज हिन्दी भारत की राजभाषा है। सम्पर्क भाषा है, मानक भाषा है। हिन्दी फिल्मों ने भी हिन्दी का मार्ग प्रशस्त किया है। बोलने वालों की दृष्टि से हिन्दी विश्व की भाषाओं में अग्रिम पंक्ति अधिकारिणी है। विश्व में आयोजित 10 विश्व हिन्दी सम्मेलनों ने हिन्दी के विकास को वैश्विक स्वरूप प्रदान किया है।

सन्दर्भ संकेत

- 1,2,3,4,5-भारतीय संविधान भाग-17 अनुच्छेद 343-1,2,3, अनु0-344, 345, 346
- 6,7,8,9,10- भारतीय संविधान भाग-17 अनुच्छेद 347, 348, 349, 350, 351
- 11,12- भारतीय संविधान भाग-17 अध्याय-4, अनुच्छेद 351 राजभाषा आयोग 1955, राजभाषा नियम 1963, 1976
- 13-भारत भारतीय-मैथिली शरण गुप्त

इलाचन्द्र जोशी के उपन्यासों में भाषा का सामाजिक पक्ष

डॉ० गीता शर्मा (हिन्दी विभाग)

एम.एम.एच.कॉलेज, गाजियाबाद

शोध सार

समाजभाषाविज्ञान यह मानकर चलता है कि किसी भी बहुभाषी समाज में प्रयुक्त स्वदेशी तथा विदेशी भाषाओं का प्रयोग तथा वितरण इस प्रकार से किया जाये कि वे भाषाएँ किसी भी स्तर पर सामाजिक विकास में बाधक सिद्ध न हों। साथ ही राष्ट्रीय स्तर पर संचार-व्यवस्था को सुगम तथा प्रभावी बनाने में सहयोगी सिद्ध हों। यदि इनका प्रयोग परिपूरक वितरण में हुआ तो निश्चित रूप से ये समस्त भाषाएँ सामाजिक समरसता में सहायक सिद्ध होंगी। भाषा-नियोजन राष्ट्रीय अखण्डता, सामाजिक समरसता तथा सांस्कृतिक समन्वय को प्रश्रय देता है। बहुभाषाभाषी समाज में समरसता उत्पन्न करने के लिए भाषा-नियोजन की नितान्त आवश्यकता है। यह सर्वमान्य सत्य है कि कोई भी बोली जीवन के संदर्भों के साथ-साथ आजीविका के सभी क्षेत्रों से जुड़कर सामाजिक प्रतिष्ठा प्राप्त कर सकती है। बोलीभाषी भाषाभाषियों की अपेक्षा अपमान, हीनता तथा अवनति का अनुभव न करे। अतः सामाजिक समानता के लिए भाषा-नियोजन अनिवार्य ही नहीं आवश्यक भी है। रचनाकार ने अपने अधिकांश उपन्यासों में विजातीय तथा उपभोक्तावादी संस्कृति पर आधारित पश्चिमी जीवनमूल्यों को भारतीय जीवन शैली तथा कार्यशैली के संदर्भ में नकारा ही नहीं अपितु व्यतिरेकी वितरण में इनके सांस्कृतिक महत्व को भी निरूपित किया है।

मुख्य शब्द — समाज भाषा विज्ञान, भाषा-नियोजन, सामाजिक-समरसता, परिपूरक-वितरण बहुभाषिकता, सामाजिक विभाजन, राष्ट्रीय एकता, संचार व्यवस्था, भाषा आदि ।

प्रस्तावना

इलाचन्द्र जोशी के उपन्यासों में संस्कृत, प्राकृत, अरबी-फारसी, अंग्रेजी, बंगला, गुजराती, सिंधी तथा हिन्दी आदि एकाधिक भाषाओं का प्रयोग हुआ है। इनमें से अधिकांश भाषाएँ ऐसी हैं जिनका प्रयोग समाज का विशेष वर्ग ही करता है। सामान्य हिन्दीभाषी न अंग्रेजी समझता है और न बोलता

है। इसी प्रकार अंग्रेजी भाषी भी न तो हिन्दी को अच्छी तरह समझता है न बोल पाता है। हिन्दी-पंजाबी, हिन्दी-बंगला, हिन्दी-गुजराती, हिन्दी - सिंधी आदि भाषाओं की भी यही प्रयोग तथा प्रकार्य स्थिति है। उपर्युक्त प्रकार की बहुभाषिकता इलाचन्द्र जोशी के उपन्यासों में प्रयुक्त समाज-व्यवस्था को संचार व्यवस्था के स्तर पर प्रभावी बनाने में अक्षम सिद्ध होती है। जोशी जी ने

उपर्युक्त सभी भाषाओं का प्रयोग विशिष्ट पात्र, प्रसंग, परिस्थिति तथा प्रयोजन के संदर्भ में किया है। इन भाषाओं का अभी तक अखिल भारतीय स्तर पर कोई सम्पर्क भाषा वाला रूप आविर्भूत नहीं हुआ है। समाज भाषा विज्ञान यह मानकर चलता है कि किसी भी बहुभाषी समाज में प्रयुक्त स्वदेशी तथा विदेशी भाषाओं का प्रयोग तथा वितरण इस प्रकार से किया जाये कि वे भाषाएँ किसी भी स्तर पर सामाजिक विकास में बाधक सिद्ध न हों। साथ ही राष्ट्रीय स्तर पर संचार-व्यवस्था को सुगम तथा प्रभावी बनाने में सहयोगी सिद्ध हों। यदि इनका प्रयोग परिपूरक वितरण में हुआ तो निश्चित रूप से ये समस्त भाषाएँ सामाजिक समरसता में सहायक सिद्ध होगी। भाषा-नियोजन राष्ट्रीय अखण्डता, सामाजिक समरसता तथा सांस्कृतिक समन्वय को प्रश्रय देता है। उपर्युक्त बहुभाषिकता क्षेत्रीय तथा राष्ट्रीय स्तर पर यदि संचार-व्यवस्था में बाधक होती है तो भाषा-नियोजन की आवश्यकता अनुभव होने लगती है। उपर्युक्त उपन्यासों में प्रयुक्त बहुभाषिकता से यह प्रतिभासित होता है कि राष्ट्रीय तथा अन्तर्राष्ट्रीय संदर्भ में उपर्युक्त स्वदेशी तथा विदेशी भाषाएँ असम्बोध्य बन जाती हैं। असम्बोध्यता की यह स्थिति समाज को विभिन्न श्रेणियों तथा वर्गों में विभाजित करती है। यह सामाजिक विभाजन समाज को जोड़ने के स्थान पर तोड़ने में सहायक सिद्ध हो सकता है। समाज को विखण्डन, विभाजन तथा विशृंखलन से बचाने के लिए सामाजिक-नियोजन आवश्यक है। सामाजिक विकास, आर्थिक प्रगति, औद्योगिक समृद्धि तथा सांस्कृतिक समृद्धि के लिए भाषा-नियोजन बहुत आवश्यक है। आगन तथा फिशमैन ने भाषा-नियोजन पर

गहराई के साथ विचार किया है। आगन ने भाषा-नियोजन को भाषा-पारिस्थितिकी से सम्बद्ध माना है। भाषा-पारिस्थितिकी के आधार पर आगन ने दो प्रकार का भाषा नियोजन माना है :-

1. आन्तरिक भाषा-नियोजन
2. बाह्य भाषा - नियोजन

आन्तरिक भाषा-नियोजन का संबंध संस्कृति, धर्म तथा इतिहास से नियंत्रित रहता है। राष्ट्रभाषा का चयन स्थानीय, क्षेत्रीय तथा प्रादेशिक भाषाओं का चयन, साहित्यिक भाषा का चयन तथा सांस्कृतिक भाषा का चयन आन्तरिक भाषा-नियोजन के अन्तर्गत आते हैं। शासन-प्रशासन तथा शिक्षा आदि प्रयोजनों को पूरा करने के लिए भाषारूपों का चयन बाह्य भाषा-नियोजन के अन्तर्गत गिनाया गया है। राल्फ फेशल ने "द सोशल लिंग्विस्टिक्स ऑफ सोसाइटी" नामक पुस्तक में अंकित अध्ययन बिंदु 'लैंग्वेज प्लानिंग एंड स्टैंडर्डाइजेशन (1) में भाषा-नियोजन को नेशनलिज्म तथा नेशनलिज्म से जोड़ा है। नेशनलिज्म को उन्होंने बाह्य भाषा-नियोजन माना है तथा नेशनलिज्म को उन्होंने आन्तरिक भाषा-नियोजन स्वीकारा है। फिशमैन ने वर्णन तथा निर्देश की प्रधानता के आधार पर भाषा-नियोजन दो प्रकार का माना है :-

1. वर्णनात्मक भाषा-नियोजन
2. निर्देशात्मक भाषा-नियोजन

कौन, किससे, कब, किस भाषा का प्रयोग करता है यह वर्णनात्मक भाषा-नियोजन है। क्यों तथा कैसे भाषा का प्रयोग किया जाता है, यह निर्देशात्मक भाषा-नियोजन है।

विलियम ब्राइट द्वारा सम्पादित 'सोशल लिंग्विस्टिक्स' नामक पुस्तक में प्रकाशित अपने शोधलेख 'लिंग्विस्टिक्स एण्ड लैंग्वेज प्लानिंग' में आइनर हागन ने (2) बहुजातीय तथा बहुधर्मीय देशों में प्रयुक्त बहुभाषिकता के संदर्भ में संप्रेषणीयता की दृष्टि से भाषा-नियोजन को अनिवार्य माना है। जॉन रॉबिन तथा ब्रॉर्न एच. जर्नेड द्वारा सम्पादित 'कैन लैंग्वेज बी प्लान्ड' नामक पुस्तक में प्रकाशित पुस्तक की भूमिका में यह प्रश्न उठाया है कि क्या भाषा-नियोजन संभव है? बहुभाषी देशों में बहुभाषिकता बहुभाषी समाज की आवश्यकताओं से उत्पन्न होती है। बहुभाषी समुदाय अपने व्यवहार तथा आचरण में बहुआयामी तथा बहुस्तरीय होता है। विषम तथा विविध व्यवहार तथा आचरण को क्या नियोजित किया जा सकता है? भाषा तो मानव व्यवहार द्वारा नियंत्रित रहती है। मानव व्यवहार गतिशील तथा संवेदनशील है। इस संवेदनशील तथा संपदनशील मानव व्यवहार को नियमित तथा नियंत्रित करना दुष्कर कार्य है। मानव व्यवहार तथा आचरण की तरह ही भाषा प्रयोगों को भी नियंत्रित करना दुष्कर कार्य है। डॉ० उदयनारायण सिंह ने "ऑनलैंग्वेज डवलपमेंट एंड प्लानिंग" (3) नामक पुस्तक में भाषा-विकास को नियमित करने के लिए नियोजन की आवश्यकता पर बल दिया है। डॉ० रवीन्द्र द्वारा सम्पादित 'प्रयोजनमूलक हिन्दी' नामक पुस्तक में डॉ० मीना श्रीवास्तव ने भारत जैसे बहुभाषा भाषी देश में भाषा-नियोजन को भाषाओं के परिपूरक वितरण से जोड़ा है। जबकि इसी पुस्तक में डॉ० विद्यानिवास मिश्र (4) ने राष्ट्रीय भाषा हिन्दी को व्यतिरेकीय वितरण में प्रयोग करने की बात कही है।

ऊपर के विवेचन से यह स्पष्ट होता है कि विकासशील देशों की बहुजातीय, बहुधर्मीय तथा बहुभाषीय स्थितियों को विकसित करने के लिए भाषा-नियोजन आवश्यक है। इलाचन्द्र जोशी के उपन्यासों में प्रयुक्त बहुभाषाभाषी समाज में समरसता उत्पन्न करने के लिए भाषा-नियोजन की नितान्त आवश्यकता है। रूसी विद्वान जार्ज स्टेइनर ने "साहित्य और भाषायी क्रान्ति" नामक अपने लेख में यह मत प्रतिपादित किया है कि बहुभाषाभाषी देशों में भाषा-नियोजन इस प्रकार से होना चाहिए कि क्षेत्रीय तथा प्रादेशिक बोलियों को भी सामाजिक व्यवहार, शैक्षिक परिवेश, साहित्यिक सृजन तथा शासन-प्रशासन के क्षेत्र में प्रयुक्त होने का समुचित तथा पर्याप्त अवसर व वातावरण मिल सके। इलाचन्द्र जोशी ने भी अपने उपन्यासों में बहुभाषिकता को अखिल भारतीय स्तर पर समरस बनाने के उद्देश्य से भाषा-नियोजन की ओर संकेत दिया है। यह सर्वमान्य सत्य है कि कोई भी बोली जीवन के संदर्भों के साथ-साथ आजीविका के सभी क्षेत्रों से जुड़कर सामाजिक प्रतिष्ठा प्राप्त कर सकती है। बोलीभाषी भाषाभाषियों की अपेक्षा अपमान, हीनता तथा अवनति का अनुभव न करे। अतः सामाजिक समानता के लिए भाषा-नियोजन अनिवार्य ही नहीं आवश्यक भी है।

पैराडिस द्वारा सम्पादित "आसपेक्ट्स ऑफ बाइलिंग्विलिज्म" नामक पुस्तक में प्रकाशित अपने शोधलेख "दो भाषाओं का अर्जन" में विट बुवेनिक (5) ने यह स्पष्ट किया है कि बहुभाषाभाषी समाज में यदि दो समुदाय दो भाषाओं पर समान अधिकार रखते हैं तो ऐसी द्विभाषिकता सामाजिक प्रगति में साधक सिद्ध होती है। अनवर एस. दिल

द्वारा सम्पादित "लैंग्वेज इन सोशियोकल्चरल चेंज" नामक पुस्तक में 'सोसाइटील बाई लिंग्विलिज्म' नामक लेख में द्विभाषिकता तथा बहुभाषिकता को दो प्रकार का माना है:-

1. स्थिर बहुभाषिकता
2. अस्थिर बहुभाषिकता

अनवर एस. दिल द्वारा सम्पादित 'लैंग्वेज डाइवर्सिटी एंड लैंग्वेज कन्ट्रैक्ट' में स्टेनले लिवरसन के निबंध (6) संकलित हैं। इन निबन्धों में 'राष्ट्रीय और क्षेत्रीय भाषायी विविधता' नाम निबंधक में लिवरसन ने स्पष्ट किया है कि क्षेत्रीय सद्भाव तथा राष्ट्रीय एकता के लिए अनेक भाषाओं का प्रयोग परिपूरक वितरण में होना चाहिए। एन0ए0 इलामी द्वारा संपादित 'स्पेशल एसपेक्ट्स ऑफ लैंग्वेज' नामक पुस्तक में प्रकाशित अपने शोधलेख 'टैरिटोरियल प्रिंसीपल मल्टीलिंग्विलिज्म एण्ड लैंग्वेज प्लानिंग' में हंसराज दुआ ने यह स्पष्ट किया है कि बहुभाषाभाषी समाज में समग्र समाज को सम्प्रेषण स्तर पर एकरस बनाने के लिए भाषा-नियोजन की आवश्यकता है। मार्टिन मोन्ट गोमरी ने अपनी प्रसिद्ध पुस्तक "एन इन्ट्रोडक्शन टू लैंग्वेज सोसाइटी" में प्रकाशित अध्ययन बिन्दु "भाषायी विविधता और भाषा समुदाय में सामाजिक सहिष्णुता, धार्मिक उदारता तथा सांस्कृतिक समन्वय हेतु भाषाओं के व्यतिरेकीय विवरण पर बल दिया है।

इलाचन्द्र जोशी ने 'सुबह के भूले' तथा "जहाज का पंछी" नामक उपन्यासों में बहुभाषाभाषी पात्रों के माध्यम से बहुभाषाप्रयोगों का संकेत भर दिया है। "सुबह के भूले" उपन्यास में पृष्ठ संख्या -64

पर मिस वोरा के बहुभाषी व्यक्तित्व से सम्बन्धित निम्नलिखित कथन दिया गया है।

"उन्होंने एंग्लो-इंडियन पारसी और देसी ईसाई लड़कियों के साथ अंगरेजी में ही शिक्षा पायी थी और सांस्कृतिक गुजराती (और हिन्दी) का ज्ञान उनका बहुत साधारण था।" (7)

उपर्युक्त कथन से यह स्पष्ट हो जाता है कि शिक्षिका मिस वोरा अंग्रेजी, पारसी, गुजराती तथा हिन्दी आदि भाषाएँ जानती है और इनका प्रयोग विशिष्ट प्रयोजनों की पूर्ति हेतु निश्चित सामाजिक संदर्भों में करती है। इसी उपन्यास में पृष्ठ संख्या-67 तथा 68 पर उपन्यास की नायिका गिरिजा के बहुभाषा भाषी व्यक्तित्व को स्पष्ट किया गया है :-

"गिरिजा की बुद्धिमत्ता दिन पर दिन, मास पर मास, वर्ष पर वर्ष आश्चर्यजनक रूप से बढ़ती चली जाती थी और नये-नये चमत्कार दिखाती थी। उसने इंटरमीडियेट तक पहुँचते-पहुँचते हिन्दी और गुजराती के साथ ही अंग्रेजी भाषा की योग्यता इस हद तक बढ़ा ली थी कि मिस वोरा के साथ वह धड़ाधड़ बोलचाल की अंगरेजी में बातें कर लेती थी।" (8)

उपन्यासकार ने यह बताया है कि इंटरमीडियेट तक पहुँचते-पहुँचते गिरिजा हिन्दी, गुजराती तथा अंग्रेजी भाषाप्रयोगों में निष्णात हो गयी थी। वह वाद-विवाद प्रतियोगिता तथा भाषण देने में गुजराती, हिन्दी तथा अंग्रेजी का धारा-प्रवाह प्रयोग करती थी। गिरिजा की बहुभाषिकता भी विभिन्न सामाजिक प्रयोजनों तथा संदर्भों से नियंत्रित रही है।

“जहाज का पंछी” उपन्यास में नायक बहुभाषाभाषी है। वह विभिन्न सामाजिक संदर्भों में हिन्दी, बंगला, अंग्रेजी तथा संस्कृत का प्रयोग अलग-अलग संदर्भों में करता है। वह पृष्ठ संख्या-173 पर बंगला का, 44-45 पर अंग्रेजी का तथा 38-39 पर संस्कृत का प्रयोग करता है। उपर्युक्त भाषाओं से सम्बन्धित उदाहरण निम्नलिखित हैं:-

चाचा ने मुझसे कहा- “तुम बंगला समझते हो और बोल भी लेते हो। तुम्हीं पूछो।” मैं उसके पास बैठ गया और अपने स्वर में अधिक से अधिक कोमलता घोलने का प्रयत्न करते हुए मैंने बंगला में उससे बातें करना आरम्भ कर दिया।”(9)

× × ×
“तुम इस तरह की बात इसीलिए कह रही हो बेला, मैंने कहा, “कि तुम्हें अभी तक दुनिया का कुछ भी तजरबा नहीं है। केवल भाग चलने की इच्छा होने से ही भागा नहीं जा सकता। उसके लिए सुविधाएँ भी पूरी चाहिए।”(10)

× × ×
“तुम और तुम्हारे ही जैसे स्वाधिकार-प्रमत्त दूसरे व्यक्ति मेमने क खाल ओढ़े हुए नर-पिशाच हैं- ‘फिल्दी ब्रूट्स’, ‘इनह्यूमैन रैचेज।.....”11

जल्दबाजी में पहला प्लोक मुझे यह याद आया

“ओइम् पूर्णमदः पूर्णमिदं पूर्णात् पूर्णमुदच्यते।

पूर्णस्य पूर्णमादाय पूर्णमेवावशिष्टे।।”(12)

उपर्युक्त उदाहरणों में प्रयुक्त बंगला, अंग्रेजी, संस्कृत तथा हिन्दी के प्रयोग यह सिद्ध करते हैं कि इन भाषाओं का व्यतिरेकीय वितरण में प्रयोग भाषा

नियोजन की प्रक्रिया से सम्बद्ध माना जायेगा। इसी उपन्यास में पृष्ठ संख्या-297 पर लेखक ने मिस साइमन के बहुभाषायी व्यक्तित्व को उद्घाटित किया है :-

“फ्रैंक ने जानकार लोगों से सुन रखा था कि मिस साइमन फ्रांसीसी, जर्मन और अंग्रेजी तीनों भाषाएँ धड़ल्ले से बोल लेती है और अब वह हिन्दी भी अच्छी सीख गई है।”(13)

उपर्युक्त कथन से स्पष्ट होता है कि मिस साइमन फ्रांसीसी, जर्मन तथा अंग्रेजी पर समान अधिकार रखती है। साथ ही साथ स्तरीय हिन्दी का भी अपेक्षित ज्ञान रखती हैं। यह बहुभाषिकता विभिन्न सामाजिक संदर्भों तथा स्वतंत्र सामाजिक प्रयोजनों से सम्बद्ध होते हुये परिपूरक वितरण में प्रयुक्त होकर भाषा-नियोजन के लिए एक सशक्त उपकरण सिद्ध होती है।

इलाचन्द्र जोशी ने उपर्युक्त बहुभाषिकता के संदर्भ में सामाजिक समरसता के लिए भाषा-नियोजन अपेक्षित है, ऐसा संकेत दिया है। क्योंकि जिन भाषाओं को उपन्यासकार ने इंगित किया है उनमें से संस्कृत क्लासिकल भाषा है। पारसी तथा अंग्रेजी विदेशी भाषाएँ हैं। फ्रांसीसी तथा जर्मन भी विदेशी भाषाएँ हैं। हिन्दी, गुजराती, बंगला तथा सिन्धी आदि भाषाएँ भारतीय भाषाएँ हैं। सामाजिक विकास, प्रशासनिक कुशलता तथा भाषायी निपुणता के लिए भाषा-नियोजन नितान्त आवश्यक है, ऐसा उपन्यासकार ने संकेत दिया है। भारत में उपर्युक्त स्वदेशी तथा विदेशी भाषाओं के अतिरिक्त भी अनेक प्रादेशिक तथा क्षेत्रीय भाषाओं का प्रयोग मिलता है। निश्चित तथा निर्दिष्ट सामाजिक संदर्भ

होते हुये भी राष्ट्रीय संदर्भ में इन भाषाओं का प्रयोग राष्ट्रीय अखण्डता के लिए आवश्यक है।

डॉ० पी० गोपाल शर्मा तथा डॉ० सुरेश कुमार द्वारा संपादित "इंडियन बाईलिंग्विलज्म" नामक पुस्तक में प्रकाशित अपने शोध लेख "आस्पैक्ट्स ऑफ इंडियन बाईलिंग्विलज्म" में डॉ० जगदेव सिंह ने स्पष्ट रूप से कहा है कि द्विभाषिकता संचार व्यवस्था की आवश्यकता से प्रादुर्भूत होती है। द्विभाषिकता को भारत में धर्म, जाति तथा संस्कृति आदि प्रभावित करते हैं। दो अलग-अलग भाषा समुदाय जब संचार व्यवस्था की आवश्यकता अनुभव करते हैं तब द्विभाषिकता का जन्म होता है। भारत में पाये जाने वाले धार्मिक स्थलों, पवित्र नदियों, पहाड़ों, ऐतिहासिक स्मारकों तथा आश्रमों ने द्विभाषिकता अथवा बहुभाषिकता को जन्म दिया है। परन्तु सांस्कृतिक एकता राष्ट्रीय स्तर पर भाषा-नियोजन को प्रेरित तथा प्रभावित करती है। अजीत के० मेहन्ता ने "बहुभाषी समाज में द्विभाषिकता" नामक पुस्तक में 'भाषा संपर्क द्विभाषिकता और मातृभाषा-अनुरक्षण' तथा 'भाषापरिवर्तन, द्विभाषिकता और अखण्डता' नामक अध्ययन बिन्दुओं में द्विभाषा को भाषा संपर्कजन्य भाषापरिवर्तन का परिणाम माना है। द्विभाषा अथवा बहुभाषाभाषी समाज में राष्ट्रीय अखण्डता हेतु भाषा-नियोजन एक अनिवार्य आवश्यकता है। जे०एम०त्रिवेदी ने "सोशोलिंग्विस्टिक स्टडी इन आन्ध्र विलेज" नामक पुस्तक में अंकित 'द्विभाषिकता और भाषा-व्यवधान' नामक अध्याय में यह बताया है कि जब द्विभाषिकता अथवा बहुभाषिकता संचार-व्यवस्था में व्यवधान उत्पन्न करने लगती है तब सामाजिक विकास के लिए भाषा-नियोजन आवश्यक बन जाता है।

"सुबह के भूले" उपन्यास में पृष्ठ संख्या 79, 85, 101 तथा 161 पर मोहनदास-गिरजा, मोहनदास-सिन्धी लड़कियाँ, हेमकुमार-गिरजा तथा किशन के संवाद दिये गये हैं, जो क्रमशः निम्नलिखित हैं :-

"मोहनदास ने संक्षिप्त और शिष्टाचारमूलक परिचय के बाद ही उससे अंगरेजी में बातें करना शुरू कर दिया। उसके प्रारम्भिक प्रश्न कॉलेज की पढ़ाई और कोर्स की किताबों के संदर्भ में थे। गिरजा कुछ दबी हुई जबान से किन्तु शुद्ध और सुसंस्कृत अंग्रेजी में उसकी प्रत्येक बात का जवाब देती जाती थी।" (14)

"कभी वे लोग आपस में अंग्रेजी में बोलते थे कभी सिन्धी में। बीच-बीच में मोहनदास के साथ बातें करने वाली लड़कियाँ गिरजा की ओर भी एक नजर फेर लेती थीं- शायद उसके मुख के भाव से यह जानने के लिए कि वह किस हद तक मोहनदास पर अपना प्रभाव डाल चुकी है।" (15)

"हेमकुमार भी उसमें दिलचस्पी ले रहा था और अंग्रेजी में प्रश्न करता हुआ उसका विस्तृत परिचय प्राप्त करने के लिए उत्सुक जान पड़ता था। उसका अंग्रेजी का उच्चारण भी अजीब था। न वह अंग्रेजों का सा था न हिन्दुस्तानियों का सा। गिरजा भी सहज स्वाभाविक रूप से उसके प्रश्नों का उत्तर अंग्रेजी में ही दे रही थी।" (16)

"उसे यह देखकर प्रसन्नता हुई कि किशन पूरी लगन से हिन्दी अंगरेजी दोनों भाषाओं में अपेक्षाकृत उच्च शिक्षा प्राप्त करने पर जुट गया।" (17)

इस प्रकार उपर्युक्त पात्रों के संवादों में प्रयुक्त

हिन्दी-अंग्रेजी तथा सिंधी-अंग्रेजी यह स्पष्ट करती है कि द्विभाषिकता भी द्विभाषी समाज में ही प्रभावी सिद्ध होती है। हिन्दी तथा अंग्रेजी, हिन्दी तथा सिंधी प्रान्तीय तथा राष्ट्रीय प्रयोजनों से सम्बद्ध भाषाएँ हैं। उपयुक्त पात्रों ने इन भाषाओं का प्रयोग परिपूरक वितरण में किया है। परिपूरक वितरण में प्रयुक्त होकर उक्त भाषाएँ सामाजिक विकास के लिए भाषा नियोजन की प्रक्रिया से सम्बद्ध हैं। रचनाकार ने इस तथ्य का स्पष्ट संकेत किया है। बीनरिस तथा फिशमैन ने द्विभाषिकता को बौद्धिक ह्रास तथा शैक्षिक अवनति का आधार माना है। परन्तु लेबाव ने स्पष्ट रूप से यह कहा है कि अनुचित शिक्षा-नियोजन तथा अनुचित भाषा-नियोजन बौद्धिक ह्रास तथा शैक्षिक अवनति के आधार बनते हैं। इलाचन्द्र जोशी के उपन्यासों में प्रयुक्त उपर्युक्त द्विभाषी प्रयोग यह सिद्ध करते हैं कि ग्रामीण पृष्ठभूमि से जुड़े गिरिजा तथा किशन जैसे पात्र उपयुक्त परिवेश तथा उचित अवसर पाकर हिन्दी, अंग्रेजी में निष्ठा बन जाते हैं। अतः यह कहना कि द्विभाषिकता बौद्धिक ह्रास तथा शैक्षिक अवनति का कारण है भ्रामक तथा मिथ्या है।

“मणिमाला” उपन्यास में पृष्ठ संख्या-86 तथा 87 पर सिल्विया का निम्नलिखित कथन दिया गया है :-

“वह तो अब धड़ल्ले से अंगरेजी बोल लेती हैं। कठिन -कठिन पुस्तकों के पढ़ने में उनका जी लगने लगा है.....”धीमें स्वर में, संकुचित भाव से सिल्विया बोली। वह अभी तक हिन्दी में ही मुझसे बातें कर रही थी। मैं भी हिन्दी में ही बोल रहा था। पर सहसा मैंने अंग्रेजी शुरू कर दी।”

(18)

उपर्युक्त कथन से यह स्पष्ट होता है कि सिल्विया तथा मनिया दोनों ही हिन्दी व अंग्रेजी का भी अच्छा तथा स्तरीय ज्ञान रखती हैं। मातृभाषा का अर्जन सामाजिक व्यवहार से तथा द्वितीय भाषा का अर्जन भाषा-शिक्षण से प्राप्त होता है। अतः सामाजिक, शैक्षिक तथा आर्थिक प्रगति के लिए दो भाषाओं पर समान अधिकार आवश्यक है। यही भाषा-नियोजन से जुड़कर राष्ट्रीय एकता में सहायक सिद्ध होता है।

“जहाज का पंछी” उपन्यास में पृष्ठ संख्या-40 पर डॉक्टर का कथन दिया गया है—

“और असह्य क्रोध से फनफनाते हुए उसने एक दुसरे डॉक्टर से बंगला में कहा, “जाओ, जल्दी से एक आदमी को भेजकर एक कॉन्स्टेबल को बुलाओ तो। देखता हूँ वह आदमी कैसे पलंग नहीं छोड़ता है।”

“क्या हाल है?” बड़े रूखे स्वर में, प्रायः कड़कड़ते हुए डॉक्टर ने रोगिनी से प्रश्न किया।” (19)

उपर्युक्त कथन से यह स्पष्ट होता है कि डॉक्टर संदर्भभेद से बंगला तथा हिन्दी दोनों भाषाओं का प्रयोग अलग-अलग करता है। राष्ट्रीय संदर्भ में यह द्विभाषिकता भाषा-नियोजन की अपेक्षा रखती है। इसी उपन्यास में पृष्ठ संख्या-78 पर नायक तथा अंग्रेजी भाषी युवक-युवती के कथन दिये हैं:-

“यह सोचकर मैंने एक ज्योतिषी का अभिनय करने और जान-बुझकर टूटी-फूटी अंग्रेजी में

बात करने का निश्चय किया।

“गुड मॉर्निंग सर। गुड मॉर्निंग मेम। “सहसा दोनों का ध्यान भंग करते हुए मैने कहा। “वान्ट टू कन्सल्ट ऐन ऐस्ट्रोलाजर, मैम। आई सी सम बैरी लकी लाइन्स ऑन व्यटिफुलफेस।” (20)

उपयुक्त कथनों की भाषा से यह स्पष्ट होता है कि उपन्यास का नायक हिन्दी के साथ अंग्रेजी का ज्ञान भी रखता है। वह इन दोनों भाषाओं का प्रयोग सम्बोधन तथा सम्प्रेषणीयता को प्रभावी बनाने के उद्देश्य से परिपूरक वितरण में ही करता है। दो भाषाओं का परिपूरक वितरण में प्रयोग ही भाषा-नियोजन की कोटि में गिना जाता है।

इलाचन्द्र जोशी के उपन्यासों में जितनी विदेशी तथा भारतीय स्वतंत्र भाषाएँ प्रयुक्त हुई हैं इनके अतिरिक्त प्रादेशिक तथा क्षेत्रीय बोलियाँ एवं शैलियाँ प्रयुक्त हुई हैं, उन सभी का स्तर बहुआयामी तथा बहुविकल्पी बन गया है। बहुभाषिकता भाषा-स्तर के साथ-साथ भाषा-विकल्पन को प्रेरित तथा प्रभावित करती है। प्रत्येक भाषा के मानक तथा अमानक प्रयोगत आयाम परिलक्षित होते हैं। इस प्रकार इलाचन्द्र जोशी के उपन्यासों में भारतीय समाज-व्यवस्था के अनेक अधिक्रमिक विकास सोपान प्रयुक्त हुए हैं। वर्ग गत स्थिरता, गतिशीलता, धार्मिक उदारता, सांस्कृतिक विज्ञानबोध ऐसे कारक हैं जो उपन्यासों में प्रयुक्त भाषायी समाज को श्रेणी तथा वर्गबद्ध करते हुए भी सामाजिक समरसता तथा सांस्कृतिक समन्वय हेतु भाषा-नियोजन के संकेत इंगित करते हैं। स्थानीय तथा घरेलू बोलियाँ, क्षेत्रीय मानक तथा अमानक बाजारू बोलियाँ,

प्रादेशिक भाषाएँ तथा राष्ट्रभाषा हिन्दी उपन्यासों में प्रयुक्त भारतीय समाज को सजातीय सांस्कृतिक जीवनमूल्यों से सम्बद्ध सिद्ध करते हैं। रचनाकार ने अपने अधिकांश उपन्यासों में विजातीय तथा उपभोक्तावादी संस्कृति पर आधारित पश्चिमी जीवनमूल्यों को भारतीय जीवन शैली तथा कार्यशैली के संदर्भ में नकारा ही नहीं अपितु व्यतिरेकी वितरण में इनके सांस्कृतिक महत्व को भी निरूपित किया है। पश्चिमी दर्शन, विचार पद्धतियाँ, कार्य तथा जीवनशैलियाँ भारतीय समाज तथा संस्कृति को विकृत तथा विरूपित ही नहीं करती हैं अपितु भारतीय जनमानस में वैचारिक सरणियों तथा जीवन-पद्धतियों को भी कलुषित करती हैं। यही कारण है कि उपन्यासकार ने “निर्वासित” उपन्यास में शारदा देवी के अध्यात्म पर आधारित दार्शनिक तथा राजनैतिक विचारों के संदर्भ में भारतीय मनीशा के अवदान को अंगीकारा है। निश्चित रूप से यह कहा जा सकता है कि उपन्यासों में प्रयुक्त विभिन्न सामाजिक, शैक्षिक आर्थिक तथा समाज-सुधारक संस्थाएँ भाषा के एकाधिक प्रयोग-स्तरों, इन संस्थाओं से जुड़े पात्रों की मानसिकताएँ, कार्य तथा जीवन-शैली की विविधता को निरूपित करती हैं। उपन्यासकार ने सांस्कृतिक विस्थापन के माध्यम से भाषा-विचलन के दुष्परिणामों का संकेत भी किया है। अन्तर्राष्ट्रीय स्तरों पर एकीकरण की प्रक्रिया भाषायी आचरणगत विविधता तथा सांस्कृतिक जीवन्तता को विखण्डन तथा विलुप्तीकरण की प्रक्रिया से सम्बद्ध कर देती है। विस्मृत तथा विलुप्त उदात्त सांस्कृतिक जीवन-मूल्यों की पुनर्स्थापना हेतु उपन्यासकार ने अपने कई उपन्यासों में अनेक नवनिर्मित संस्थाओं का संकेत किया है। ये संस्थाएँ संस्कृतिकरण की

प्रक्रिया द्वारा सजातीय भाषा-प्रयोगों को प्रश्रम तथा प्रोत्साहन देती है।

‘प्रेत और छाया’ उपन्यास में पृष्ठ संख्या-343 पर ‘नारी संस्कृति निकेतन’ संस्था के निर्माण का संकेत किया है। (21) ‘मणिमाला’ उपन्यास में पृष्ठ संख्या 269 पर ‘जनसंस्कृति समन्वय केन्द्र’ की स्थापना करके लोकसंस्कृति को पुनर्जीवित करने का संकेत किया है। (22) ‘मुक्तिपथ’ उपन्यास में 154 पृष्ठ पर ‘इण्डियन वीमेन्स लिबर्टी लीग’ की स्थापना के माध्यम से भारतीय नारी स्वाधीनता संगठन को सुदृढ़ बनाने की ओर संकेत किया है। (23) ‘मुक्तिपथ’ उपन्यास में ही पृष्ठ संख्या -175 पर ‘मुक्तिनिवेश- नवनिर्माण संघ’ की स्थापना करके सामूहिक स्वाधीनता पर आधारित अभिजातवर्गीय भाषायी संस्कारों को सर्वस्पर्शी बनाने का संकेत किया है। 24 ‘जहाज का पंछी’ उपन्यास में पृष्ठ 413 पर लीला के माध्यम से रचनाकार ने उन्नत और प्रगतिशील विचारों की महिलाओं द्वारा निर्मित ‘अग्रगामी नारी संघ’ जैसी संस्था का संकेत भी किया है। (25) उपर्युक्त संस्थाओं की अपेक्षा यह संस्था विज्ञानबोध से परिपुष्ट सजातीय संस्कृतिक जीवनमूल्यों से सम्बद्ध है। ‘कवि की प्रेयसी’ उपन्यास में पृष्ठ संख्या -68 पर ‘नाट्य परिषद’ के तत्वावधान में एक हास्य-विस्फोटक प्रहसन खेलने के आयोजन का संकेत करके लोक-मनोरंजन के क्षेत्र में साहित्य के प्रयोजन को निरूपित किया है। (26) उपर्युक्त सामाजिक, सांस्कृतिक तथा साहित्यिक संस्थाओं के नामकरण, प्रयोग तथा प्रकार्य प्रक्रिया से यह स्पष्ट होता है कि रचनाकार जनसंस्कृति समन्वय को शिक्षा तथा

साहित्य के विकास में महत्वपूर्ण मानता है। निश्चित रूप से इन विभिन्न संस्थाओं से सम्बद्ध भाषा बहुस्तरीय रहेगी। इसकी स्तरबद्धता को समरूप तथा सर्वस्पर्शी बनाने के लिए भाषा-नियोजन की आवश्यकता है।

संदर्भ सूची-

1. दसोशल लिंग्विस्टिक्स ऑफ सोसाइटी पुस्तक, शोध लेख ‘लैंग्वेज प्लानिंग एंड स्टैंडर्डिजेशन’- एल्फ फेशल।
2. सोशल लिंग्विस्टिक्स सं०-विलियम ब्राइट पुस्तक, शोध लेख ‘लिंग्विस्टिक्स एंड लैंग्वेज प्लानिंग’ लेखक- आइनर हागन।
3. ऑन लैंग्वेज डवलपमेंट एंड प्लानिंग- डॉ उदयनारायण सिंह
4. प्रयोजनमूलक हिन्दी- डॉ० रविन्द्रनाथ पुस्तक, शोध लेख- डॉ० मीना श्रीवास्तव, डॉ० विा निवास मिश्र।
5. आसपैक्ट्स ऑफ बाइलिंग्वलिज्म सं० पैराडिस, शोध लेख-दो भाषाओं का अर्जन- विट बुवेनिक
6. लैंग्वेज डाइवर्सिटी एंड लैंग्वेज कन्टैक्ट सं० अनवर एस० दिल पुस्तक, शोध लेख- राष्ट्रीय और क्षेत्रीय भाषायी विविधता, स्टेनले लिवरसन
7. सुबह के भूल इलाचन्द्र जोशी पृ०सं० 64
8. सुबह के भूल इलाचन्द्र जोशी पृ०सं० 67-68
9. जहाज का पंछी इलाचन्द्र जोशी पृ०सं० 173
10. जहाज का पंछी इलाचन्द्र जोशी पृ०सं० 283

इलाचन्द्र जोशी के उपान्यासों में भाषा का सामाजिक पक्ष

11. जहाज का पंछी पृ०सं० 44-45	इलाचन्द्र जोशी	19. जहाज का पंछी पृ०सं० 40	इलाचन्द्र जोशी
12. जहाज का पंछी पृ०सं० 338-339	इलाचन्द्र जोशी	20. जहाज का पंछी पृ०सं० 78	इलाचन्द्र जोशी
13. जहाज का पंछी पृ०सं० 297	इलाचन्द्र जोशी	21. प्रेत और छाया पृ०सं० 343	इलाचन्द्र जोशी
14. सुबह के भूले पृ०सं० 79	इलाचन्द्र जोशी	22. मणिमाला पृ०सं० 269	इलाचन्द्र जोशी
15. सुबह के भूले पृ०सं० 85	इलाचन्द्र जोशी	23. मुक्तिपथ पृ०सं० 154	इलाचन्द्र जोशी
16. सुबह के भूले पृ०सं० 101	इलाचन्द्र जोशी	24. मुक्तिपथ पृ०सं० 154	इलाचन्द्र जोशी
17. सुबह के भूले पृ०सं० 161	इलाचन्द्र जोशी	25. जहाज का पंछी पृ०सं० 413	इलाचन्द्र जोशी
18. मणिमाला पृ०सं० 86-87	इलाचन्द्र जोशी	26. कवि की प्रेयसी पृ०सं० 68	इलाचन्द्र जोशी

समाज में निर्देशन की बढ़ती उपयोगिता एवं शिक्षक की विकास में भूमिका

डॉ० आभा शर्मा

एसोसिएट प्रोफेसर

शिक्षा संकाय (बी०एड०), वी०एस०एस०डी० कॉलेज, कानपुर

प्रस्तावना

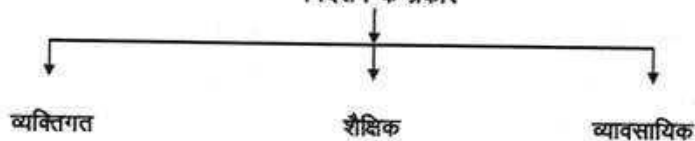
आदिकाल से लेकर वर्तमान समय तक हम विकास की बात करें, तो देखते हैं कि समाज में बहुत अधिक परिवर्तन आ गया है, अब समाज की संरचना बहुत जटिल हो गयी है, इस जटिलता के कारण पारिवारिक, सामाजिक, आर्थिक व शैक्षिक क्षेत्रों में नयी-नयी समस्याएँ उभरकर सामने आ रही हैं इन क्षेत्रों में आयी समस्याओं के समाधान के लिए किसी न किसी प्रकार की सहायता की आवश्यकता की जरूरत महसूस होने लगी है और इस सहायता का नाम निर्देशन है।

निर्देशन एक ऐसी सलाह या मार्गदर्शन है जो

व्यक्ति को अपनी समस्या का समाधान करने योग्य बनाता है, यह व्यक्ति को इतना सक्षम बना देता है कि वह अपनी समस्या का समाधान स्वयं ही कर सके।

हम देखते हैं कि आज निर्देशन की आवश्यकता हर क्षेत्र में महसूस हो रही है, शायद ही कोई क्षेत्र ऐसा हो जहाँ निर्देशन की कदम ना पहुँच पाये हों। निर्देशन की आवश्यकता की चर्चा करें तो सबसे पहले परिवार हमारे समक्ष खड़ा हो जाता है क्योंकि परिवार के बिना मनुष्य का कोई अस्तित्व नहीं है, इसे सबसे पहले हम व्यक्तिगत क्षेत्र में निर्देशन के विषय में विचार करेंगे।

निर्देशन के प्रकार



व्यक्तिगत क्षेत्र में निर्देशन की आवश्यकता

अगर हम व्यक्तिगत जीवन की बात करें तो पाते हैं कि व्यक्ति का जीवन तो अनेक समस्याओं से भरा हुआ है आज के इस तनावपूर्ण वातावरण के

कारण व्यक्ति को अपने पारिवारिक जीवन में अनेक समस्याओं का सामना करना पड़ता है जैसे- माता-पिता व बहन-भाईयों के साथ सम्बन्ध, पति-पत्नी के रिश्ते, बड़ों के साथ व्यवहार, सास-बहू के आपसी सम्बन्ध अनेक ऐसे कारण हैं जिससे व्यक्ति अपने ऊपर मानसिक तनाव का

अनुभव करने लगा है, वह घर के वातावरण में अपने को सहज महसूस नहीं कर पाता, जिसका प्रभाव उसके शरीर व मस्तिष्क दोनों पर पड़ता है और साथ-साथ उसे समाज के साथ समायोजन करने में भी कठिनाई होती है, पति-पत्नी के रिश्ते इतने बिगड़ जाते हैं कि उन्हें दिशा दिखाने के लिए किसी सहारे की जरूरत होती है। पुराने और नये मूल्यों में टकराव दिखाई पड़ता है, नई पीढ़ी तथा पुरानी पीढ़ी के खिंचाव, परिवर्तित सन्दर्भों में जीवन की नवीन शैलियों का उद्भव तथा विकासशील जीवन मूल्य व्यक्तिगत निर्देशन के महत्व को प्रदर्शित करते हैं। इस प्रकार जितना महत्व व्यक्तिगत या पारिवारिक क्षेत्र में है उतना ही महत्व निर्देशन का शिक्षा व व्यवसायिक क्षेत्र में भी है। अतः कुछ विचार हम शिक्षा के क्षेत्र में भी पाते हैं।

शैक्षिक व व्यावसायिक क्षेत्र में निर्देशन की भूमिका

हम विचार करें कि निर्देशन की शैक्षिक क्षेत्र में क्या भूमिका है। क्योंकि शिक्षा ही ऐसा माध्यम है जो व्यक्ति का सर्वांगीण विकास करने में सक्षम होती है इसलिए निर्देशन का यह कर्तव्य बन जाता है कि वह शैक्षिक परिस्थितियों से सम्बन्धित समस्याओं के समाधान हेतु विद्यार्थियों को सक्षम बनाये।

जब विद्यार्थी अपने शैक्षिक जीवन में प्रवेश करता है तो उसके समक्ष अनेक समस्याएँ आती हैं।

1. पाठ्यक्रम से सम्बन्धित विषयों का चयन,
2. अग्रिम शिक्षा के सम्बन्ध में जानकारी,

3. नवीन विद्यालयों में समायोजन की दृष्टि से,
4. विभिन्न अवसरों की जानकारी प्रदान करना,
5. अपव्यय एवं अवरोधन की समस्या का समाधान,
6. अधिगम की दिशा में तल्लीन बनाये रखने हेतु।

इसी प्रकार प्राथमिक स्तर पर भी कुछ समस्याएँ होती हैं।

प्राथमिक स्तर पर निर्देशन की आवश्यकता :-

इस स्तर पर बालकों को अन्य स्तरों की अपेक्षा अधिक एवं सतत निर्देशन की आवश्यकता होती है, परिवार के मुक्त वातावरण से पाठशाला का जीवन सर्वथा भिन्न होता है। इस स्तर पर आत्मानुशासन की प्रवृत्ति का विकास एवं पर्याप्त बोधगम्यता विकास सहज ही सम्भव नहीं होता है। अतः पग-पग पर बालक के समक्ष आने वाली समस्याओं का समाधान केवल निर्देशन के द्वारा ही सम्भव है।

माध्यमिक एवं उच्च माध्यमिक स्तर पर निर्देशन की आवश्यकता :-

इस स्तर का पाठ्यक्रम अधिक विस्तृत होता है, साथ ही नवीन कक्षा में पहुँचने से पूर्व विषयों के चयन की समस्या भी छात्रों के समक्ष उपस्थित होती है। भावी प्रगति के सन्दर्भ में इस समस्या के समाधान का अपना विशिष्ट महत्व होता है और इस दिशा में निर्देशन ही अधिक उपयोगी होता है।

इस प्रकार जैसे व्यक्तिगत व शैक्षिक क्षेत्रों में निर्देशन की आवश्यकता महसूस होती है उसी प्रकार व्यावसायिक क्षेत्र में भी निर्देशन का महत्व बहुत अधिक बढ़ गया है।

माध्यमिक एवं उच्च माध्यमिक स्तर पर निर्देशन की आवश्यकता :-

इस स्तर का पाठ्यक्रम अधिक विस्तृत होता है, साथ ही नवीं कक्षा में पहुँचने से पूर्व विषयों के चयन की समस्या भी छात्रों के समक्ष उपस्थित होती है। भावी प्रगति के सन्दर्भ में इस समस्या के समाधान का अपना विशिष्ट महत्व होता है और इस दिशा में निर्देशन ही अधिक उपयोगी होता है।

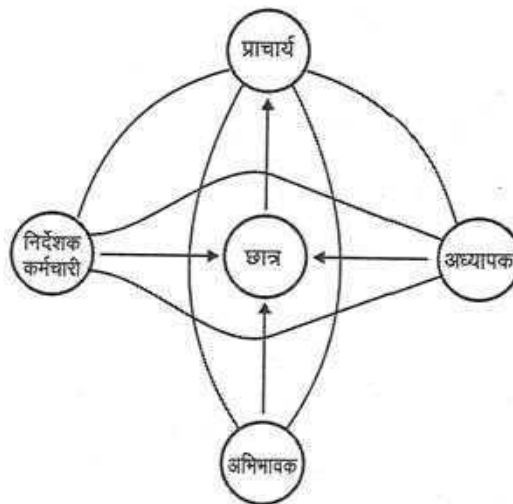
इस प्रकार जैसे व्यक्तिगत व शैक्षिक क्षेत्रों में निर्देशन की आवश्यकता महसूस होती है उसी प्रकार व्यावसायिक क्षेत्र में भी निर्देशन का महत्व बहुत अधिक बढ़ गया है।

व्यावसायिक क्षेत्र में निर्देशन की आवश्यकता :-

व्यावसायिक जीवन का प्रत्येक व्यक्ति के जीवन में बहुत महत्व होता है किसी भी व्यवस्था में रोजगार प्राप्त किए बिना अपनी आवश्यकताओं की पूर्ति नहीं कर सकते हैं और आवश्यकताओं की पूर्ति के अभाव में व्यक्ति का अस्तित्व ज्यादा दिन तक नहीं रह सकता है अतः व्यवसायिक निर्देशन छात्रों की योग्यताओं, क्षमताओं, कौशल तथा शारीरिक एवं मानसिक संरचना के अनुरूप पाठ्यक्रमों एवं रोजगारों के चयन में सहायता करता है जिससे

कि वह अपने जीवन में अधिक सफल हो सकें। इसी प्रकार अच्छे व्यवसाय के चयन व उसमें नियुक्ति पाने के पश्चात् वहाँ समायोजित होने में बहुत सी परेशानियों का सामना करना पड़ता है। अतः व्यवसाय में तरक्की पाने तथा समायोजन स्थापित करने के लिए निर्देशन की आवश्यकता पड़ती है। इस प्रकार निर्देशन का महत्व समाज के लगभग सभी क्षेत्रों में बढ़ता जा रहा है, इस कार्य को ज्यादा बढ़ाने के लिए देश में विभिन्न निर्देशन व परामर्श केन्द्र स्थापित होते जा रहे हैं। जैसे- राज्य मनोविज्ञान शाखा, परीक्षा नियामक प्राधिकारी, सीमेंट, राज्य विज्ञान, शिक्षा संस्थान, आंग्ल भाषा, शिक्षण संस्था, राज्य हिन्दी संस्थान इत्यादि।

निर्देशन का उत्तरदायित्व वैसे तो समाज के विभिन्न लोगों के ऊपर निर्भर करता है जैसे माता-पिता, अध्यापक, मुख्याध्यापक, परामर्शदाता, विशेषज्ञ, कर्मचारी इत्यादि लेकिन इन सभी में शिक्षक की



भूमिका अधिक होती है। अतः शिक्षक की निर्देशनकर्ता के रूप में उत्तरदायित्व निम्न प्रकार से है।

शिक्षक निर्देशनकर्ता के रूप में :-

छात्र और अध्यापक का सम्बन्ध सबसे निकट का होता है जिसे हम एक चित्र के माध्यम से देख सकते हैं।

शिक्षक की समाज के लिए बहुत उपयोगिता होती है। अतः जब शिक्षक निर्देशनकर्ता के रूप में कार्य करता है तो समाज के लिए बहुत लाभदायक सिद्ध होता है। शिक्षक छात्रों की शैक्षिक समस्याओं के समाधान करने में विशेष भूमिका निभाता है वह छात्रों के साथ वैयक्तिक सम्पर्क स्थापित करता है, कुसमायोजित बालकों का पता लगाकर उनकी समस्याओं का समाधान करता है, विभिन्न सामाजिक संस्थाओं से सम्पर्क स्थापित करना विद्यार्थियों के अधिक विकास हेतु परिस्थितियों का निर्माण करना तथा छात्रों के माता-पिता के साथ सम्पर्क स्थापित करके उनकी परेशानियों का समाधान करता है, शिक्षक ही है जो छात्रों को उचित विषय तथा पाठ्यक्रम के चयन में सहयोग देकर उसे अच्छे भविष्य के लिए तैयार करता है जिससे कि छात्र अच्छा व्यवसाय चुनकर, अच्छी आमदनी प्राप्त करके अच्छा जीवनयापन करे साथ ही साथ अपने पारिवारिक व सामाजिक जीवन में सन्तुष्टि प्राप्त कर सके इस प्रकार शिक्षक ही है जो एक अच्छे निर्देशनकर्ता का कर्तव्य निभाकर अच्छे समाज का निर्माण करने में सहायक सिद्ध होता है।

निष्कर्ष

अन्त में हम कह सकते हैं कि निर्देशन का हमारे समाज का सभी क्षेत्रों जैसे- पारिवारिक, सामाजिक, शैक्षिक व व्यावसायिक जीवन में बहुत महत्वपूर्ण भूमिका होती है, क्योंकि जब हम सभी क्षेत्रों में सन्तुष्ट होंगे तो एक अच्छे नागरिक बनेंगे तथा एक अच्छे समाज का निर्माण कर सकेंगे और हमारे इस काम में हमारा साथ निभाता है हमारा शिक्षक।

इस प्रकार हमें निर्देशन के महत्व का समझना अत्यन्त आवश्यक है।

सन्दर्भ सूची

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2. डॉ० आर०ए० शर्मा - वृत्तिक निर्देशन एवं रोजगार सूचना, प्रकाशक- सूर्या पब्लिकेशन, मेरठ।
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4. <https://www.scotuzz.org>>2019/0

आत्मविश्वास का छात्रों के सृजनात्मकता पर प्रभाव का अध्ययन

डॉ० संजय कुमार स्वर्णकार,
असिस्टेंट प्रोफेसर, शिक्षक शिक्षा विभाग,
उदय प्रताप कॉलेज वाराणसी।

सारांश- प्रत्येक व्यक्ति के जीवन की सफलता या असफलता में आत्मविश्वास का महत्वपूर्ण योगदान होता है तथा यह सृजनात्मकता सहित जीवन के प्रत्येक पहलू को प्रभावित करता है। आत्मविश्वास को मानव जीवन की कुंजी भी कहा जाता है सृजनात्मकता शिक्षा की कुंजी है तथा सृजनात्मक चिंतन द्वारा ही मानव के सर्वाधिक गंभीर एवं जटिल समस्याओं का समाधान किया जाता है। प्रस्तुत अध्ययन में छात्रों एवं छात्राओं के आत्मविश्वास एवं सृजनात्मकता के मध्य अंतर एवं सृजनात्मकता पर उनके आत्मविश्वास के प्रभाव का अध्ययन किया गया है। प्रस्तुत अध्ययन के जनसंख्या के रूप में प्रतापगढ़ जनपद के अशासकीय ग्रामीण उच्चतर माध्यमिक विद्यालयों में अध्ययनरत कक्षा 11 के छात्रों को लिया गया है। न्यादर्श के रूप में स्तरीकृत यादृच्छिक विधि के आधार पर 251 छात्रों (102 छात्र एवं 149 छात्राएँ) का चयन किया गया। अध्ययन के उद्देश्य को ध्यान में रखकर शोधार्थी द्वारा आंकड़ों के संग्रहण हेतु मानकीकृत उपकरणों डी०डी०पांडेय द्वारा निर्मित आत्मविश्वास मापनी (PSCI) एवं बाकर मेंहदी द्वारा निर्मित शाब्दिक सृजनात्मक चिंतन परीक्षण (ICW) का प्रयोग किया गया। छात्रों एवं छात्राओं के आत्मविश्वास में सार्थक अंतर पाया गया। छात्राओं का आत्मविश्वास छात्रों की अपेक्षा उच्च पाया गया। छात्रों एवं छात्राओं के सृजनात्मकता में असार्थक अंतर पाया गया। छात्रों एवं छात्राओं के सृजनात्मकता पर उनके आत्मविश्वास का सार्थक प्रभाव पाया गया।

प्रमुख शब्दावली- आत्मविश्वास, सृजनात्मकता, सृजनात्मक चिंतन, मौलिकता

प्रत्येक राष्ट्र का सांस्कृतिक उत्थान एवं राष्ट्रवासियों की जीवनोन्नति उसके पुरातन स्वरूप की पहचान एवं नवीन परिवर्तनों की स्वीकारोक्ति पर निर्भर करता है। इस कार्य में शिक्षा अत्यंत महत्वपूर्ण भूमिका निभाती है। शिक्षा द्वारा न केवल सामाजिक उन्नयन तथा सांस्कृतिक उत्कृष्टता संभव होती है बल्कि इससे संबंधित व्यक्तियों का व्यक्तित्व विकास भी होता है। प्रत्येक मनुष्य के

अंदर कुछ जन्मजात शक्तियाँ निहित होती हैं। शिक्षा के द्वारा ही मनुष्य की अंतर्निहित जन्मजात शक्तियों का विकास करके उसका सर्वांगीण विकास किया जाता है। यदि इन शक्तियों के विकास के पर्याप्त अवसर मिलते हैं तो मानव का सर्वांगीण विकास होता है अन्यथा मानव का विकास कुंठित हो जाता है।

शिक्षा का एक अत्यंत महत्वपूर्ण उद्देश्य छात्रों में आत्मविश्वास का विकास करना है। क्योंकि प्रत्येक व्यक्ति के जीवन की सफलता या असफलता में आत्मविश्वास का महत्वपूर्ण योगदान होता है तथा यह सृजनात्मकता सहित जीवन के प्रत्येक पहलू को प्रभावित करता है। आत्मविश्वास किसी व्यक्ति का अपनी योग्यताओं एवं क्षमताओं में विश्वास है। आत्मविश्वास को मानव जीवन की कुंजी भी कहा जाता है (Self confidence is the key of human life)। आत्मविश्वास वास्तव में एक आंतरिक शक्ति है जो कार्य करने की प्रेरणा एवं साहस देती है। आत्मविश्वासयुक्त व्यक्ति अपना भाग्य विधाता स्वयं होता है क्योंकि वह अपनी शक्तियों एवं कमजोरियों से परिचित होता है।

मानव अस्तित्व के विकास में आत्मविश्वास ही नींव का पत्थर होता है और प्रत्येक व्यक्ति की सफलता में आत्मविश्वास का बहुत बड़ा योगदान होता है क्योंकि यही वह शक्ति है जो व्यक्ति को रचनात्मक, सृजनात्मक, क्रियाशील एवं उत्साही बनाती है। आत्मविश्वासविहीन व्यक्ति योग्यताओं एवं क्षमताओं के होते हुए भी असफल सिद्ध हो सकता है। आत्मविश्वास एक ऐसे स्तंभ के समान है जो जीवन के प्रत्येक पक्ष को संबल देता है तथा आधार प्रदान करता है। आत्मविश्वास ही वह रोशनी है जो व्यक्ति के छिपे हुए गुणों को प्रकाशित करती है। आत्मविश्वास कोई जन्मजात शक्ति नहीं, उसे तो हम बालकों में बो सकते हैं और बंजर को भी उत्पादक बना सकते हैं। किसी विद्वान का निम्न कथन कितना सटीक है—

‘आत्मविश्वास ही वह शक्ति है जो मानव का प्रारब्ध अपने हाथों से रचती है, उसे मार्ग खोजने

नहीं पड़ते प्रत्युत जहां भी उसके कदम पड़ते हैं, बाधाएं स्वयं उसके लिए रास्ता छोड़कर अलग हट जाती हैं।’

सृजनात्मकता मानव की सर्वाधिक महत्वपूर्ण विशेषता है। आधुनिक युग में जीवन के प्रत्येक क्षेत्र में सृजनात्मक व्यक्तियों की आवश्यकता है। इस प्रकार के व्यक्ति किसी भी राष्ट्र के प्रौद्योगिकीय, सांसारिक, सांस्कृतिक एवं शैक्षिक प्रगति के लिए सर्वाधिक महत्वपूर्ण होते हैं। अपने संपूर्ण अर्थ में, सृजनात्मकता शिक्षा की कुंजी है तथा सृजनात्मक चिंतन द्वारा ही मानव के सर्वाधिक गंभीर एवं जटिल समस्याओं का समाधान किया जाता है। आज जब हम 21वीं शताब्दी में हैं, प्रवाहशीलता, लचीलापन, मौलिकता, अपसारी चिंतन, आत्मविश्वास इत्यादि को एक विशिष्ट स्थान प्राप्त हुआ है। आत्मविश्वास और सृजनात्मकता पर पृथक – पृथक तो बहुत सारे शोध हुए हैं जिनमें से कुछ प्रमुख निम्नवत हैं—

अग्रवाल(1982) ने आत्मोत्साह, जोखिम वहनीयता एवं घरेलू पृष्ठभूमि के फलन के रूप में सृजनात्मकता का अध्ययन किया और पाया कि आत्मोत्साह एवं जोखिम वहनीयता सृजनात्मकता को सकारात्मक एवं सार्थक रूप से प्रभावित करता है जबकि सामाजिक आर्थिक पृष्ठभूमि की सृजनात्मकता में भूमिका असार्थक पाई गई।

वर्मा (1990) ने किशोर विद्यार्थियों के जोखिम वहनीयता, आत्मविश्वास एवं चिंता के मध्य लिंग भेद का अध्ययन किया और किशोर शिक्षार्थियों का जोखिम वहनीयता माध्य एवं आत्मविश्वास किशोरी शिक्षार्थियों की अपेक्षा उच्च जबकि चिंता

माध्य निम्न पाया।

संसवाल एवं शर्मा (1993) ने वैज्ञानिक सृजनात्मकता का फलनरु बुद्धि, आत्मविश्वास, योनि एवं स्तर का अध्ययन किया और उच्च आत्मविश्वास वाले छात्रों का माध्य वैज्ञानिक सृजनात्मकता प्राप्तांक निम्न आत्मविश्वास वाले छात्रों की अपेक्षा सार्थक रूप से उच्च पाया।

सिंह एवं कौर (2005) ने लिंग एवं सामाजिक – आर्थिक पृष्ठभूमि के संदर्भ में सृजनात्मक छात्रों की व्यक्तित्व विशेषताओं का अध्ययन किया और पाया कि लिंग एवं सामाजिक-आर्थिक पृष्ठभूमि छात्रों की सृजनात्मकता को सार्थक रूप से प्रभावित करती हैं।

भदौरिया एवं जायसवाल (2007) ने वैज्ञानिक सृजनात्मकता एवं विज्ञान के प्रति दृष्टिकोण पर लिंग प्रभाव एवं उनके संबंध का अध्ययन किया और पाया कि वैज्ञानिक सृजनात्मकता एवं विज्ञान के प्रति अभिवृत्ति पर लिंग का कोई प्रभाव सार्थक प्रभाव नहीं पड़ता है।

जैकब (2007) ने सृजनात्मकता एवं आत्म संप्रत्यय के मध्य संबंध का अध्ययन किया और पाया कि सृजनात्मकता एवं आत्म संप्रत्यय के बीच सकारात्मक एवं सार्थक संबंध होता है।

सिंह एवं मिश्रा (2009) ने किशोरवय विद्यार्थियों की शैक्षिक निष्पत्ति में उनके आत्मविश्वास की भूमिका का तुलनात्मक अध्ययन किया और पाया कि आत्मविश्वास लिंग भेद से प्रभावित हुए बिना विद्यार्थियों की शैक्षिक निष्पत्ति को सार्थक रूप से

प्रभावित करता है।

तथापि शोधकर्ता ने प्रस्तुत अध्ययन के अंतर्गत छात्रों के सृजनात्मकता पर उनके आत्मविश्वास के प्रभाव का अध्ययन करने का प्रयास किया। प्रस्तुत अध्ययन में छात्रों एवं छात्राओं के आत्मविश्वास एवं सृजनात्मकता के मध्य अंतर एवं सृजनात्मकता पर उनके आत्मविश्वास के प्रभाव का अध्ययन किया गया है।

अध्ययन के उद्देश्य— प्रस्तुत शोध अध्ययन के प्रमुख उद्देश्य निम्नवत हैं—

1- छात्रों एवं छात्राओं के आत्मविश्वास की तुलना करना।

2- छात्रों एवं छात्राओं के सृजनात्मकता की तुलना करना।

3- छात्रों के सृजनात्मकता पर उनके आत्मविश्वास के प्रभाव का अध्ययन करना।

4- छात्राओं के सृजनात्मकता पर उनके आत्मविश्वास के प्रभाव का अध्ययन करना।

अध्ययन की परिकल्पनाएं— प्रस्तुत शोध अध्ययन में निम्नलिखित परिकल्पना निर्मित की गई हैं –

1- छात्रों एवं छात्राओं के आत्मविश्वास में सार्थक अंतर होता है।

2- छात्रों एवं छात्राओं के सृजनात्मकता में सार्थक अंतर होता है।

3- छात्रों के सृजनात्मकता पर उनके आत्मविश्वास का प्रयोग किया गया।
का सार्थक प्रभाव पड़ता है।

4- छात्राओं के सृजनात्मकता पर उनके आत्मविश्वास का सार्थक प्रभाव पड़ता है।

शोध अभिकल्परूप

अ.शोध विधि- प्रस्तुत अध्ययन में विवरणात्मक सर्वेक्षण विधि प्रयुक्त की गई है।

ब. जनसंख्या एवं न्यादर्श- प्रस्तुत अध्ययन के जनसंख्या के रूप में प्रतापगढ़ जनपद के अषासकीय ग्रामीण उच्चतर माध्यमिक विद्यालयों में अध्ययनरत कक्षा 11 के छात्रों को लिया गया है। न्यादर्श के रूप में स्तरीकृत यादृच्छिक विधि के आधार पर 251 छात्रों (102 छात्र एवं 149 छात्राएँ) का चयन किया गया।

स. अध्ययन में प्रयुक्त उपकरण- अध्ययन के उद्देश्य को ध्यान में रखकर शोधार्थी द्वारा आंकड़ों के संग्रहण हेतु निम्नांकित मानकीकृत उपकरणों

1. डी०डी०पांडेय द्वारा निर्मित आत्मविश्वास मापनी (PSCI)

2. बाकर मेंहदी द्वारा निर्मित शाब्दिक सृजनात्मक चिंतन परीक्षण (TCW)

आंकड़ों का विश्लेषण एवं अर्थापन - प्रस्तुत शोध अध्ययन में शून्य परिकल्पनाओं के परीक्षण हेतु मध्यमान, मानक विचलन, क्रांतिक अनुपात और सहसंबंध गुणांक संदर्भित सांख्यिकीय विधियों को प्रयुक्त किया गया है।

प्रथम परिकल्पना का परीक्षण- इस परिकल्पना का परीक्षण करने के लिए सर्वप्रथम इसे शून्य परिकल्पना में परिवर्तित किया गया जो इस प्रकार है- 'छात्रों एवं छात्राओं के आत्मविश्वास में सार्थक अंतर नहीं होता है।'

सारणी संख्या 1-

छात्र एवं छात्राओं के आत्मविश्वास में अंतर की सार्थकता

समूह	छात्रों की संख्या	मध्यमान	मानक विचलन	क्रांतिक अनुपात मान	परिणाम
छात्र	102	24.87	5.69	2.88	.05 स्तर पर सार्थक
छात्राएँ	149	22.29	8.53		

उपरोक्त तालिका से स्पष्ट है कि 5% विश्वास के स्तर पर हमारा परिगणित मान 2.88 सारणी मान 1.96 से अधिक है। अतः हमारी शून्य परिकल्पना अस्वीकार की जाती है और शोध परिकल्पना कि

‘छात्र एवं छात्राओं के आत्मविश्वास में सार्थक अंतर होता है’ स्वीकृत होती है।

का परीक्षण करने के लिए इसे शून्य परिकल्पना में परिवर्तित किया गया है— ‘छात्रों एवं छात्राओं के सृजनात्मकता में सार्थक अंतर नहीं होता है।’

द्वितीय परिकल्पना का परीक्षण— इस परिकल्पना

सारणी संख्या 2—

छात्रों एवं छात्राओं के सृजनात्मकता के मध्य अंतर की सार्थकता

समूह	छात्रों की संख्या	मध्यमान	मानक विचलन	क्रांतिक अनुपात मान	परिणाम
छात्र	102	60.70	15.17	.496	.05 स्तर पर असार्थक
छात्राएँ	149	60.67	15.96		

उपरोक्त तालिका से स्पष्ट है कि 5% विश्वास के स्तर पर हमारा परिगणित मान .496 सारणी मान 1.96 से कम है। अतः हमारी शून्य परिकल्पना स्वीकार की जाती है और शोध परिकल्पना कि ‘छात्रों एवं छात्राओं के सृजनात्मकता में सार्थक अंतर होता है’ अस्वीकृत होती है।

तृतीय परिकल्पना का परीक्षण— इस परिकल्पना का परीक्षण करने के लिए सर्वप्रथम इसे शून्य परिकल्पना में परिवर्तित किया गया जो इस प्रकार है— ‘छात्रों के सृजनात्मकता पर उनके आत्मविश्वास का सार्थक प्रभाव नहीं पड़ता है।’

सारणी संख्या 3—

अधिक एवं कम आत्मविश्वास वाले छात्रों के सृजनात्मकता में अंतर की सार्थकता

समूह	छात्रों की संख्या	मध्यमान	मानक विचलन	क्रांतिक अनुपात मान	परिणाम
अधिक आत्मविश्वासी	67	63.79	15.39	2.89	.05 स्तर पर सार्थक
कम आत्मविश्वासी	35	54.78	14.75		

उपरोक्त तालिका से स्पष्ट है कि 5% विश्वास के स्तर पर हमारा परिगणित मान 2.89 सारणी मान 1.96 से अधिक है। अतः हमारी शून्य परिकल्पना अस्वीकार की जाती है और शोध परिकल्पना यह कि ‘छात्रों के सृजनात्मकता पर उनके आत्मविश्वास

का सार्थक प्रभाव पड़ता है’ स्वीकृत होती है।

चतुर्थ परिकल्पना का परीक्षण— इस परिकल्पना का परीक्षण करने के लिए सर्वप्रथम इसे शून्य परिकल्पना में परिवर्तित किया जो इस प्रकार है—

‘छात्राओं के सृजनात्मकता पर उनके आत्मविश्वास का सार्थक प्रभाव नहीं पड़ता है।’

सारणी संख्या 4—

अधिक एवं कम आत्मविश्वास वाले छात्राओं के सृजनात्मकता में अंतर की सार्थकता

समूह	छात्राओं की संख्या	मध्यमान	मानक विचलन	क्रांतिक अनुपात मान	परिणाम
अधिक आत्मविश्वासी	92	63.32	16.13	3.57	.05 स्तर पर सार्थक
कम आत्मविश्वासी	57	56.78	15.59		

उपरोक्त तालिका से स्पष्ट है कि 5% विश्वास के स्तर पर हमारा परिगणित मान 3.57 सारणी मान 1.96 से अधिक है। अतः हमारी शून्य परिकल्पना अस्वीकार की जाती है और शोध परिकल्पना यह कि ‘छात्राओं के सृजनात्मकता पर उनके आत्मविश्वास का सार्थक प्रभाव पड़ता है’ स्वीकृत होती है।

अध्ययन के निष्कर्ष एवं उनकी व्याख्या—

1— छात्रों एवं छात्राओं के आत्मविश्वास में सार्थक अंतर पाया गया। छात्राओं का आत्मविश्वास छात्रों की अपेक्षा उच्च पाया गया। इसका कारण यह हो सकता है कि छात्राओं में आत्म – प्रकटीकरण, प्रतिस्पर्धा इत्यादि की भावना छात्रों की अपेक्षा अधिक पाई जाती है। इसके अतिरिक्त छात्राओं में अंतर्वैयक्तिक विश्वास अधिक पाया जाता है। छात्राएं अधिक अनुशासित, संस्कारवान एवं अपने काम के प्रति अधिक लग्नशील होती हैं तथा बालिका विद्यालयों में पाठ्य सहगामी क्रियाओं का आयोजन भी अधिक किया जाता है।

2— छात्रों एवं छात्राओं के सृजनात्मकता में असार्थक अंतर पाया गया। इसका कारण यह हो

सकता है कि सृजनात्मकता को आत्मविश्वास के अलावा बहुत सारे अन्य कारक जैसे विद्यालय एवं गृह वातावरण, आकांक्षा स्तर, जोखिम वहनीयता इत्यादि भी प्रभावित करते हैं। इसके अतिरिक्त छात्रों एवं छात्राओं के उद्दीपकों में समानता भी एक कारक हो सकता है।

3— छात्रों के सृजनात्मकता पर उनके आत्मविश्वास का सार्थक प्रभाव पाया गया।

4— छात्राओं के सृजनात्मकता पर उनके आत्मविश्वास का सार्थक प्रभाव पाया गया। इसका कारण यह हो सकता है कि आत्मविश्वास जीवन के प्रत्येक पहलू को प्रभावित करता है तो फिर सृजनात्मकता भला कैसे अप्रभावित रह सकती है। आत्मविश्वास सृजनात्मक चिंतन के लिए वांछित महत्वपूर्ण कारकों में से एक प्रमुख कारक है।

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