



शोधसंहिता

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लक्ष्य अभिविन्यास उपलब्धि की स्थिति व क्षमता विकसित करने या प्रदर्शित करने की प्रवृत्ति होती है जो संगठनात्मक अनुसंधान में एक महत्वपूर्ण प्रेरक के रूप में उपस्थित होती है। वैसे भी आवश्यकता एक मनोवैज्ञानिक विशेषता है। जो प्रमुख या जानवर को लक्ष्य व व्यवहार की ओर ले जाती है। जिसमें उपलब्धि की आवश्यकता दूसरों के साथ संबंधना व आवश्यकता और

ध्यान देने की आवश्यकता शामिल है। लक्ष्य अभिविन्यास सिद्धांत उपलब्धि प्रेरणा का एक सामाजिक संज्ञानात्मक सिद्धांत है जो उन कारकों की जांच करता है कि छात्र अपने शैक्षणिक कार्य में कितने संलग्न होते हैं। इसमें दो प्रकार के आयामों को शामिल किया गया है। पहला प्रभुत्व लक्ष्य अभिविन्यास और दूसरा प्रदर्शन लक्ष्य अभिविन्यास प्रभुत्व लक्ष्य अभिविन्यास में इन व नए कौशलों को विकसित किया जाता है। जिससे क्षमता में सुधार और समझ व अंतर्दृष्टि से हाशिल करने का क्रोडिक को (न सके) जबकि प्रदर्शन अभिविन्यास में विफलता से बचने अक्षम दिखने से बचने के लिए व्यक्तियों को प्रेरित किया जाता है। विद्यार्थियों की उपलब्धि अधिक महत्वपूर्ण है। लक्ष्य अभिविन्या के द्वारा ही हम अपने लक्ष्यों की प्राप्ति करते हैं। यह उपलब्धि एक दूसरे से भिन्न है। (ह्वन एवं वाटसन, २००७) ने उपलब्धि एवं लक्ष्य अभिविन्यास के संबंध पर अध्ययन किया और कृ-भिन्नता समतात्मक, प्रेरणात्मक संज्ञानात्मक एवं व्यवहारिक संबंधों से संबंधित पाया। उपलब्धि एवं लक्ष्य अभिविन्यास के मध्य-क्षमतात्मक संबंध पाया गया। (जत्रा एवं अन्य २०१७, गोराया एवं अन्य २००६, चांद डब्ल्यू एवं वाटसन २००७) गणित में उपलब्धि प्रभुत्व अभिविन्यास के बढ़ने से गणित में उपलब्धि सार्थक रूप से प्रभावित करती है। उच्च एवं निम्न उपलब्धि वाले छात्रों के बीच सार्थक अंतर नहीं पाया गया। (गोराया एवं अन्य २००६) उपलब्धि अभिप्रेरणा एक प्रमुख सामान्य सामाजिक अभिप्रेरणा है इसका तात्पर्य एक ऐसे अभिप्रेरक से होता है जिससे प्रेरित होकर व्यक्ति अपने कार्य को इस ढंग से करता है कि उसे अधिक से अधिक सफलता प्राप्त हो सके। उपलब्धि अभिप्रेरणा किसी उद्देश्य की प्राप्ति के लिए प्राणी में व्यवहार उत्पाद करके उसे एक निश्चित दिशा प्रदान करती है। तथा लक्ष्य प्राप्त होने पर उसे बनाए रखती है। अभिप्रेरणा एक लैटिन शब्द है जिसका अर्थ है चलाना, गति, आगे बढ़ाना आदि यह किसी निर्धारित उद्देश्य की ओर गति करती है इसीलिए अभिप्रेरणा को एक शक्ति कहा जा सकता है। जो सीखने वाले के व्यवहार को सर्जीत करती है। मनोवैज्ञानिकों ने व्यक्तियों में पाए जाने वाले उपलब्धि अभिप्रेरणा संबंधी विभिन्नता के कई कारण बताए हैं क्योंकि उपलब्धि अभिप्रेरणा किसी समाज विशेष के सभी सदस्यों में एक समान नहीं होती। किसी सदस्य में यह अभी प्रेरक अधिक तो किसी में कम होते हैं। जिन व्यक्तियों में उपलब्धि अभिप्रेरणा अधिक होते हैं वह सफलता के उच्चतम स्तर तक पहुँचने का प्रयास करते हैं। इस विभिन्नता के लिए मनोवैज्ञानिकों ने कई कारण बताए हैं। जिनमें एक प्रमुख कारण माता-पिता द्वारा बचपन में दिया गया स्वतंत्रता प्रशिक्षण स्वतंत्रता प्रशिक्षण से तात्पर्य बच्चों को माता-पिता द्वारा स्वतंत्र रूप से भिन्न-भिन्न कार्यों को करने देने से है। कुछ माता-पिता बच्चों को छोटा समझ कर उन्हें कोई काम नहीं देते हैं, इस तरह पहले वाले बच्चों की तुलना में स्वयं सब कार्य स्वयं करने वाले बच्चों को स्वतंत्रता प्रशिक्षण का अनुभव जल्दी प्राप्त हो पाता है। जिससे व्यस्क होने पर उनमें उपलब्धि अभिप्रेरणा अधिक पाया जाता है। जीवन में सफलता प्राप्त करने के लिए उपलब्धि अभिप्रेरणा को महत्वपूर्ण माना गया है। यह एक सर्जित अभिप्रेरक है। अतः हम मानते हैं, कि अभिप्रेरणा एक क्रियाविधि है, जो व्यक्ति को कार्य करने के लिए प्रेरित करती



अभिप्रेरणा हमारे संवेगों से संबंधित होती है और उपलब्धि हमारे अंतिम लक्ष्य से, इस प्रकार उपलब्धि अभिप्रेरणा सफलता से घटने तथा अपने जीवन की प्रत्येक आंकायाओं को पूरा करने पर आधारित है।

उपलब्धि अभिप्रेरणा एक नई विचारधारा है जिसकी प्रवृत्ति व्यक्तित्व और लक्ष्य उपलब्धि होती है। किसी भी प्रकार की उपलब्धि के लिए काम करने की अभिप्रेरणा को या फिर कठिन कार्यों में निपुणता प्राप्त करने की आशा करना ही उपलब्धि अभिप्रेरणा है सफलता भी उपलब्धि का ही एक प्रकार है उपलब्धि अभिप्रेरणा की सबसे बड़ी विशेषता है, कि इस अभिप्रेरणा से मुक्त लोग सफलता प्राप्त करके अधिक प्रशन्न होते हैं और अपने लक्ष्य की प्राप्ति करते हैं।

संबंधित शोध अध्ययन:

बासंत और रहमान (२०१७) ने उपलब्धि लक्ष्य अभिविन्यास और अंग्रेजी में प्रदर्शन पर एक अध्ययन किया और निष्कर्ष में पाया कि छात्र उपलब्धि लक्ष्य अभिविन्यास से छात्र प्रदर्शन संबंधित है। शिक्षक अपने छात्रों को पढ़ाने के लिए सार्थक गतिविधियों को प्रदान कर सकते हैं उन्हें प्रेरणा देते हैं और उन्हें सीखने के लिए प्रोत्साहित करते हैं ताकि छात्र प्रदर्शन उन्मुखीकरण से बचे रहें।

दाम एवं अन्य (२०१८) ने लक्ष्य अभिविन्यास और शैक्षणिक उपलब्धि के संबंध पर अध्ययन किया और निष्कर्ष में पाया कि लक्ष्य अभिविन्यास एवं शैक्षणिक उपलब्धि में सार्थक संबंध पाया

गया।

सिंह और कर्टिंग (२०१९) ने अयोध्या स्कूल के छात्रों में लक्ष्य अभिविन्यास और उपलब्धि प्रेरणा में संबंध पर अध्ययन किया। शोध में सर्वेक्षण विधि का प्रयोग कर ६०० विद्यार्थियों का चयन किया गया और निष्कर्ष में पाया कि उपलब्धि प्रेरणा और लक्ष्य अभिविन्यास में महत्वपूर्ण संबंध है।

उसान एवं अन्य (२०१९) ने माध्यमिक शिक्षा के छात्रों में स्कूल प्रेरणा, लक्ष्य अभिविन्यास और शैक्षणिक प्रदर्शन पर अध्ययन किया और परिणाम बताते हैं कि स्कूल प्रेरणा, कार्य उन्मुक्त लक्ष्य अभिविन्यास और शैक्षणिक प्रदर्शन आदि में महत्वपूर्ण संबंध पाया गया।

अध्ययन के उद्देश्य

१. उच्चतर माध्यमिक विद्यालयों के कक्षा ११ वीं में अध्ययनरत विद्यार्थियों में लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा के मध्य संबंधों का अध्ययन करना।



- उपरोक्त तालिका क्रमांक १ के अवलोकन से स्पष्ट होता है कि लक्ष्य अभिविन्यास में उच्च एवं निम्न प्राप्तांक १८६ एवं १३८ है इसी प्रकार उपलब्धि अभिप्रेरणा के उच्च एवं निम्न प्राप्तांक १७६ एवं ८८ है तथा दोनों चरों के बीच सहसंबंध गुणांक ०.३०३ प्राप्त हुआ है, जो कि ०.०१ पर सार्थक है। अतः हमारी परिकल्पना अस्वीकृत हुई जो उच्च स्तर माध्यमिक विद्यालयों के विद्यार्थियों में लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा में सार्थक संबंध को दर्शाती है।
२. उच्चतर माध्यमिक शासकीय विद्यालयों के ११वीं कक्षा में अध्ययनरत विद्यार्थियों में लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा के मध्य सार्थक संबंध नहीं पाया जाएगा।

तालिका क्रमांक-२

शासकीय विद्यालयों में अध्ययनरत विद्यार्थियों के लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा के मध्य सहसंबंध का विश्लेषण

चर	संख्या	निम्न	उच्च	r स्मरण
लक्ष्य अभिविन्यास	५०	१४३	१८६	०.३०३
उपलब्धि अभिप्रेरणा	५०	१०६	१८६	

उपरोक्त तालिका क्रमांक २ के अवलोकन से स्पष्ट होता है कि लक्ष्य अभिविन्यास में उच्च एवं निम्न प्राप्तांक १८६ एवं १४३ है इसी प्रकार उपलब्धि अभिप्रेरणा के उच्च एवं निम्न प्राप्तांक १८६ एवं १०६ है तथा दोनों चरों के बीच सहसंबंध गुणांक ०.३०३ प्राप्त हुआ है, जो कि ०.०५ स्तर पर सार्थक है। अतः हमारी परिकल्पना अस्वीकृत हुई, जो उच्च स्तर माध्यमिक शासकीय विद्यालयों के ११वीं कक्षा के विद्यार्थियों में लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा में सार्थक संबंध को दर्शाती है।

३. उच्चतर माध्यमिक निजी विद्यालयों के ११वीं कक्षा में अध्ययनरत विद्यार्थियों में लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा के मध्य सार्थक संबंध नहीं पाया जाएगा।

तालिका क्रमांक-३

निजी विद्यालयों में अध्ययनरत विद्यार्थियों के लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा के मध्य सहसंबंध का विश्लेषण



उपरोक्त तालिका क्रमांक ३ अवलोकन से स्पष्ट होता है कि लक्ष्य अभिविन्यास में उच्च एवं निम्न प्राप्तांक १८४ एवं १२० है इसी प्रकार उपलब्धि अभिप्रेरणा के उच्च एवं निम्न प्राप्तांक १५६ एवं ८८ है तथा दोनों चरों के बीच सहसंबंध गुणांक  $r = 0.09$  प्राप्त हुआ है, जो कि ०.०१ स्तर पर सार्थक है। अतः हमारी परिकल्पना अस्वीकृत हुई, जो उच्चतर माध्यमिक निजी विद्यालयों के ११वीं कक्षा के विद्यार्थियों में लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा में सार्थक संबंध को दर्शाता है।

#### अनुमानिक सांख्यिकी विश्लेषण :

प्रस्तुत लघुशोध में निजी एवं शासकीय विद्यालय के ११वीं कक्षा में अध्ययनरत विद्यार्थियों की लक्ष्य अभिविन्यास एवं उपलब्धि अभिप्रेरणा समस्या से संबंधित आकड़ों को विश्लेषण, विवेचना एवं निष्कर्ष हेतु परिकल्पना बनाई गई है।

#### उपसंहार :

शैक्षिक प्रभुत्ववादी को हासिल करने हेतु उपलब्धि अभिप्रेरणा महत्वपूर्ण है। यह विद्यार्थियों की सफलता को सोंझ में आने देने हेतु एक उत्प्रेरित के रूप में कार्य करता है। शासकीय एवं निजी दोनों विद्यालयों के अध्ययन से लक्ष्य अभिविन्यास व उपलब्धि अभिप्रेरणा दोनों में सार्थक संबंध है परंतु निजी विद्यालयों में शासकीय विद्यालयों की अपेक्षा उच्च सहसंबंध पाया गया। इस कारण शिक्षकों की योजना बनाने की रणनीति व कक्षा सहायिता के लिए प्रेरित करना एवं विद्यार्थियों के कार्य को प्रोत्साहित करना हो सकता है।

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## A STUDY OF GOAL ORIENTATION IN RELATION TO GENDER

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### Abstract

The study attempted to examine the gender differences in the goal orientation of 11 th grade students of higher secondary schools of Bhilai city. Descriptive survey method was applied to collect the data of the study. A sample of 100 higher secondary school 11 th class students were randomly selected for the study. Goal orientation scale prepared by Dr Shri Kala E was used to collect data for the study. Descriptive statistics and t value have been used for analysing and interpreting the data. The results revealed no significant difference in the goal orientation of girls and boys. Further interpretation was also done with respect to the dimensions of goal orientation, mastery and performance goal orientation.

*Key words* • Goal orientation, gender

### Introduction

Students of secondary school are speedily changing with the advancement of the world which affects the content and ways of their study. However, the primary goal of secondary school education is the full development of students who are a blessing to the nation. Students usually choose the easiest path which in turn creates problems in the development of their mind. In directing the students to achieve in their academic pursuits, goal orientation plays an active role. Goal orientation is believed to be a function of individual differences as it influences the approach of each student to learn and renew their old plan of action to get satisfactory results. If students want to achieve a great target in their life, then goal orientation is a good step which can help them to develop and demonstrate their ability to achieve it. Goal orientation has appeared as an important inspiration in organisational research providing approaches, reactions and reasons that individuals use to reach great targets in life.

### Goal Orientation

Goal orientation plays an important role in determining the approach towards accomplishing a task. It makes the students more competitive to meet the goals. The dimensions of Goal Orientation, namely mastery and performance classify the students to possess learning and performance goals.

1. **Mastery-oriented goals**-This is defined as focusing on learning, mastering a task according to self standard. It also includes development of new skills and improving competition. The students seek and strive to learn the concept or tasks to increase their competence

2. **Performance-oriented goals**-It focuses on demonstrating to judge the ability relative to others. For example, trying to improve your normative standards, attempting to get the best results. These type of students focus on getting rewards and complete tasks sooner to avoid getting into trouble.

There are number of different goal orientation, but the two that are always represented in the different theories have been labeled learning and performance goals (Elliot and Dweck 1988), or task involved and ego involved goal, or Mastery and performance goals (Ames, 1992) or task focused and ability

Juni Khyat  
(UGC Care Group I Listed Journal)  
focused goals (Maehr and Midgley 1991). Goal orientation has emerged as an important motivational factor in organizational research as it elaborates the approaches that a student uses to achieve great goals in life.

### Related Studies

Sahin, Topkaya, Kurucu. (2016) examined sex and age difference in achievement goal orientation in Turkish adolescents. There were 386 females and 250 male high school students for the analysis. Two-way analysis of variance was used to test the hypothesis. The results of correlation analysis suggested no significant relationship between students' gender and goal orientation.

Kassaw and Astatke (2017) made a study to analyse the relationship between gender, level of goal orientation, academic self-efficacy and academic performance in Woldia College of teachers education. This study had 482 participants from Woldia College using random sampling technique. The result of this study shows that there is a statistically significant difference between both genders.

Boyd, M. (2017) made a study to analyse the gender difference on goal orientation of millennial college students. A 31-item questionnaire was designed to measure quantitative and course satisfaction and was distributed among students in Southeastern University. As a result, it revealed that there is a relation between goal orientation and gender. The results revealed higher goal orientation in females than males.

### Objectives of the Study

1. To study the significant difference in the goal orientation of 11th grade boys and girls
2. To study the significant difference in the mastery goal orientation of 11th grade boys and girls
3. To study the significant difference in the performance goal orientation of 11th grade boys and girls

### Hypothesis of the study

- Ho1 There will be no significant difference in the Goal Orientation of 11th grade boys and girls.
- Ho2 There will be no significant difference in the mastery Goal Orientation of 11th grade boys and girls.
- Ho3 There will be no significant difference in the performance Goal Orientation of 11th grade boys and girls.

### Methodology

A sample of 100 students were selected randomly from 2 govt and 2 private schools of Bhalai city, Chhattisgarh.

### TOOL

To measure the goal orientation of students, the researcher has used a goal orientation scale prepared by Dr. Shreekala E. that consists of 42 (mastery=26, performance=16) items with a reliability coefficient of 0.868 and high validity.

### Delimitation

Due to the involvement of factors such as money, time and energy the present study is limited on following factors

1. The private and government schools from Bhalal were shortlisted.
2. The study is limited to 100 students of 2 private and 2 govt schools
3. 100 students randomly were selected for analysis.

### RESULTS AND DISCUSSION

The data was analysed and interpreted further using graphical analysis also.

Table no 1: Ho1. There will be no significant difference between goal orientation of 11 grade students boys and girls

Mean, S.D. and t value of goal orientation and its dimensions

Variable	Boys				Girls				t value
	Mean	SD	Min	Max	Mean	SD	MIN	MAX	
Mastery	111.97	9.7	91	122	114.32	8.71	91	122	1.25
Performance	53.02	7.00	35	68	53.43	5.56	40	63	0.31
Total Goal Orientation	165	14.89	130	186	167	11.96	131	191	0.74

Table no 1 shows that the t value of goal orientation 0.74 which is less than the table value at 0.05 level of significance. The mean value of goal orientation of both boys and girls is quite high with a slight high towards girls. Further testing the hypothesis related to mastery goal orientation and performance goal orientation, that the calculated t value 1.25 and 0.31 depict difference in both the dimensions though not significant. Mean values show a higher goal in orientation in females than in males though not significant. This is shown in graph below of boys and girls.

Graph representing goal orientation



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The mean scores show that boys and girls tend to have a goal orientation. The mean scores show above average performance G.O. It can be concluded that the students are more focused on learning accomplishing a task rather than learning just to get reward.

### Conclusion

It can be concluded that there is no significant difference in goal orientation in boys and girls of 11th grade. The results are supported by Sahin(2016). The mean value depicts that the students are focused on developing skills and improving competency and focus on learning to accomplish the task rather than trying to complete the work. This indicates positive aspect of student which can be further enhanced by teachers.

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**ENHANCING ACHIEVEMENT OF LOW ACHIEVERS THROUGH FLIPPED CLASS**

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**Abstract :** This study was intended to know the effect of flipped class on achievement of low achievers. The present study was an experimental one, based on one group pre-test post-test design. IQ test developed by P. N. Mehrotra and science test( cell & Tissue) was administered on 50 students of class 9th of a government school in Raipur City. 4 students who were in 37 -43 range of IQ and scored less than 15 marks in science test was selected purposely for the study. Pretest on the topic "cell and tissue " of class 9th was administered and lessons were delivered through flipped class. The delivery of subject matter comprised of PowerPoint presentations ,video lesson ,animated clipping etc. Subsequently post-test was conducted. After that students were administered satisfaction test. The result revealed a significant increase in achievement. The students were satisfied as it helped them to involve themselves in activities leading to reduction of fear.

**Keywords:** flipped class, achievement, low achievers, satisfaction.

**Introduction:** There have been many changes in the nature of education and the process of learning since ancient times, at present the whole education system is passing through the phase of digitalization. Technology has brought positive changes in education. According to the new education policy, the aim of education is not only the dissemination and expansion of knowledge but also the development of skills. Traditional teaching is mostly teacher centered, where students spend most of their time in understanding fundamental concepts. Traditional class doesn't provide much space for interactive activities. These concerns have called for the teaching reform in the present teaching methods and approaches. Innovative teaching methods and approaches are need of present era. Flipped class is most suitable option. Tucker (2012, as cited in Uzunboylu & Karagozlu, 2015) explained, " Flipped teaching is a pedagogical approach to blended learning where classroom activities and homework are interchanged". According to Huynh & Nguyen(2019), the flipped class allows more activity based learning rather than information transfer during face to face class meeting thus it facilitate a more flexible, collaborative and active learning environment. Alten & Phielix et.al (2019) observed in their studies that students in flipped classrooms achieved significantly higher assessed learning outcomes than students in traditional classrooms. Low achievers are often left in the class because they can't pace up with



others. So the researcher decided to analyse the achievement of low achievers through flipped class and also know the satisfaction of the students when exposed to the flipped class.

**Statement of the problem:**

The problem of the study is - Enhancing achievement of low achievers through flipped class.

**Objectives of the study:**

- To study the effect of flipped class on achievement of low achievers.
- To analyze the satisfaction of the low achievers after being exposed to flipped class.

**Research question :**

Does the flipped class help the low achievers to enhance their achievement?

**Research design:**

The present study was an experimental one based on one group pre-test post-test design.

**Population :**

The population of the present study comprises 9th class students from C.G. board government school.

**Sample:**

This study was carried out at a C.G. board government school ,located in Raipur city. An IQ test was administered and a self-made science test was administered on 50 students of class 9<sup>th</sup>. 4 students were included in the case study who were in the IQ range between 37-43 and a science test score was  $\leq 15$ .

**Tool :**

To measure the students' IQ, researcher has used mixed type group test of intelligence developed by Dr. P.N. Mehrotra . The tool has 50 verbal and 50 non verbal items. The reliability coefficient of the tool is 0.88 (split half method) and validity is 0.87. A self-made questionnaire was used to measure students' achievement in science consisting of 45 MCQ based questions. To measure students' satisfaction level, a self-made 5 point satisfaction scale was used. The scale has 23 items with dimensions that is -Interest, motivation, class engagement, team work. The maximum scores were 115.

**Flipped class intervention :**

The students were exposed to the topic "cell" through power point presentations, video lessons and animated clippings. After ensuring that the students has gone through the matter, classroom interaction was carried out through various activities like- group discussions, project work, quizzes and doubt sessions. The same process is repeated with the second topic "Tissue". The post test scores were further analyzed . A satisfaction questionnaire



was also administered which measured their level of satisfaction in terms of interest, motivation, class engagement and team work.

## RESULT AND DISCUSSION

**Case 1 :** A 16 years old boy with an IQ of 41 and pre test score 8. By nature the student was quiet in class and didn't respond to any questions in the class room. His post test scores were 32. After analysis of the satisfaction questionnaire it was found that he liked the flipped class because it instilled interest and motivated him to learn and clarify his concepts. Fan et. al (2020) revealed that "flipped classroom teaching approach had a positive impact on student's learning motivation and contributed to better learning outcome". It also helped him to engage himself in the classroom activities.

**Case 2:** A 15 years old boy with an IQ of 38 and pre-test score 11. He was very shy in nature and hesitated to ask his doubts in the class. After intervention through the flipped class, his post test marks were 25. According to this boy, group activity of flipped class motivated him to discuss his doubts with classmates. It helped him to clear his concepts on the topic and developed an interest. Abella & Salinas(2006), observed that team work and peer help was a way to overcome learning problems. Student's satisfaction score were 104 indicating that the flipped class generated a feeling of accomplishment.

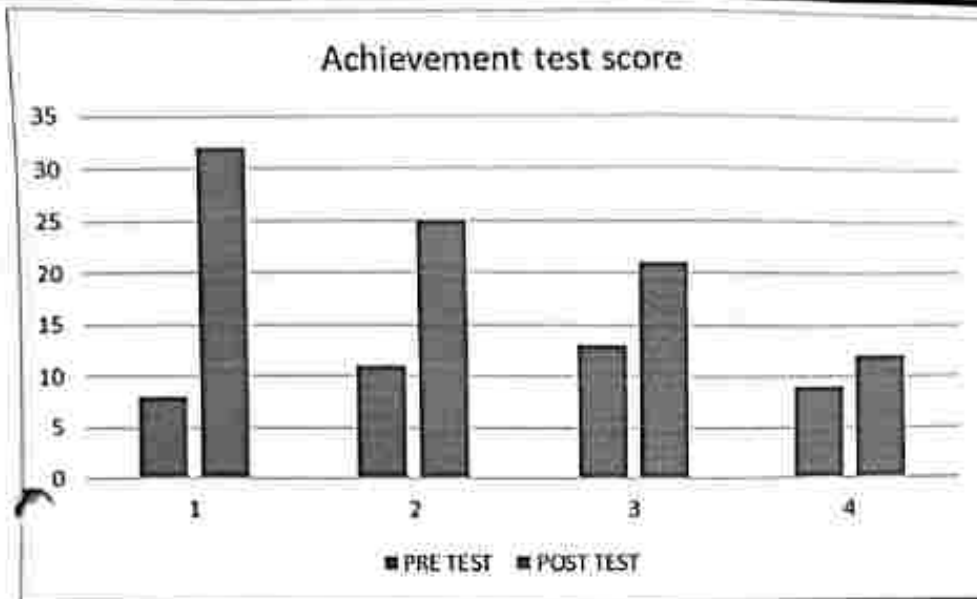
**Case 3:** A boy aged 14 years with an IQ of 42 and pre-test score 13. He never took interest in class and found the subject difficult to understand. He found that the video lessons and PPT presentation of the flipped class were helpful in easy understanding of the topic. His post -test marks were 25. His satisfaction score were 103. The best thing the boy felt was, he can learn taking his own time. Alten et al.(2019) found that students in flipped classroom achieve significantly higher assessed learning outcomes than students in traditional classrooms.

**Case 4:** A boy aged 17 years with an IQ of 39 and pre-test score 9. He was a slow learner. Flipped class helped him to learn things at his convenience and pace. Quizzes in the form of games helped him to learn things easily. It also helped to overcome his fear of examination. Lindstromberg (2004, p. 7, as cited in Abella & Salinas, 2006) states that activities with a game like elements are usually very good for generating interest. Abella & salinas (2006) observed in their study that when games are implemented as a part of lessons, students' participation increased a lot. His post test marks were 12 and satisfaction score were 103.

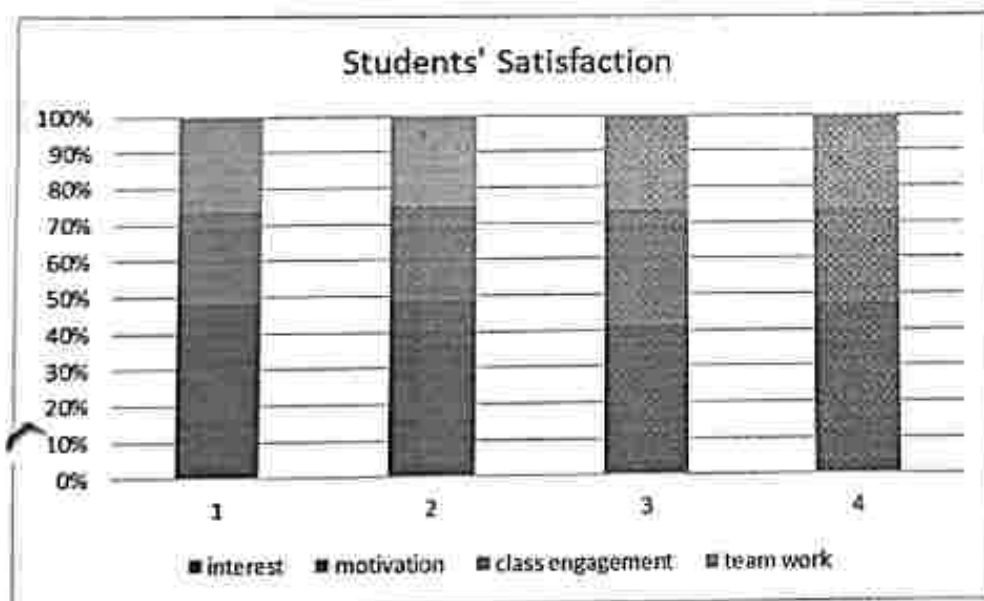
## Graphical Interpretations

A graphical representation of the pre-test and post-test scores of the 4 students is shown below in the Graph no. 1





The satisfaction scores of 4 students is shown below in the graph no. 2



Concerning the research question about the flipped class, after analysis of above scores and graphical representation, it is concluded that flipped class is helpful in enhancing achievements of low achievers. The result is an agreement with the findings of Nouri (2016), who found that low achievers significantly perceived increased learning in flipped class. Bansal et al.(2020) also found that flipped class improved the learning outcomes of low performing students on difficult concepts.



**Conclusion :**

Generally it is seen that the low achievers and slow learners are left in the traditional classes because they can't pace up with the other students so they are often neglected in the classroom. Flipped class allows the replacement of direct instructions with audio and videos. So students can learn at their own pace and time and clarify their concepts in alternative way. It helps them to learn easily and develop their interest in the subject. Students enjoy different activities because it was in game form. These activities encouraged peer interactions which motivated them to move to the next module. It also developed their interest in learning and help to come over their fear of the subject. The flipped class provides more flexible, collaborative and active learning environment. It helps to construct knowledge and form concepts leading to permanency in knowledge. Also, anxiety level which is generally seen in the students during the examination can be reduced. Flipped class allows true understanding and learning to occur and also nurtures a safe learning environment.

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" STUDENTS' ATTITUDE TOWARDS E-LEARNING"

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Research Scholar (Edu.), Hemchand Yadav University, Durg

**ABSTRACT :** This study was intended to know the students' attitude towards e-Learning . The present study used a descriptive survey approach . A sample of 100 students of Class 11 were selected randomly from four different schools of Raipur city . Attitude towards e-Learning was measured using the scale developed by Dimple Rani to collect the data. t test has been used for analysis and interpreting the data.

**Keywords** -e-learning ,attitude ,adolescent students.

**1. Introduction :**

The concepts of education has changed dramatically from last 2 years during pandemic. Now we are living in digital era wherein the traditional classroom teaching is shifted to online teaching-learning. Internet and technology are a boon if one face of education is considered. The challenging scenario has helped the fraternity to develop techno skills. However a positive attitude is requisite for developing skills in this field. E-Learning is a popular method of learning now a days. Nichols (2003) explains the e-Learning as " the use of various technological tools for purpose of education, that are either web based, web distributed or web capable ". The American society for education and development explains e-Learning as "any form of information transmitted , facilitate or provided by electronic technology in order explicitly to support the process of learning ( quoted in Bertea, 2009). E-Learning is more flexible and easier way for learning .Students can learn a subject according to their convenience, time and place. The new education policy 2020 has also encouraged online learning to expand educational facilities and spread quality education. Adolescents are called "digital natives " (Potas et.al,2021). They are constantly submerged in technology through social media and having better understanding of digital technology but it doesn't mean that they can use digital technology fruitfully for educational purpose.

It's necessary to know students' attitude towards e learning. Sanders and Morrison, 2001 found , " the learner's attitude and perspective towards online learning are a key factor for their learning outcome". Berge(1997), Cunningham ,McDonnell, Mckenna (2009) ,also pointed the importance of studying and reporting students' attitude towards online learning by educational institutions. A meta analysis study by Rhema's & Miliszewska's(2014) ,revealed that the factors that affect students' attitude towards online learning are mainly demographic (age & gender )and computer skills. So the researcher aims to study the students' attitude towards e- learning in the context of different types of schools and gender.

**1.2 Statement of the Problem:**

Statement of the problem is -

- "Students' attitude towards e-learning."

**1.3 Objective of the study :.**

The Objective of the study is -

- To study the difference in students' attitude towards e-learning among boys and girls.

**1.4 Hypothesis :**

1. There will be no significant difference in the attitude towards e- learning among boys and girls studying

in different schools.

2. There will be no significant difference in the attitude towards e- learning among boys and girls studying in C.G. board schools.

3. There will be no significant difference in the attitude towards e- learning among boys and girls studying in C.B.S.E. board.

**1.5 Delimitation :**

- Present study was confined to 11th class students ,studying in C.B.S.E. and C.G. Board.
- Present study was confined to 4 schools of Raipur city.

**2. Methodology :**

The researcher has used descriptive survey method to know the students' attitude towards e-learning.

**2.1 Population**

The population of the present study comprises 11th class students from four different schools with C.G. and C.B.S.E board.

**2.2 Sample**

The participants of this study included 100 students from class 11th C.G. and C.B.S.E. Board which were randomly selected from the population. After administration of the test, it was found upon scrutiny that six students left some of the question incomplete. So the attitude of 94 students were taken into consideration for analysis.

**2.3 Tool**

To measure the attitude of adolescents towards e-Learning, the researcher has used attitude scale towards e-Learning developed by Dimple Rani. The scale has 65 items with dimensions that is- e- learning interest ,Usefulness ,Ease of e-Learning and e-Learning confidence. The scale is 5 point scale with reliability coefficient of 0.87 and high validity.

**3. Analysis of data**

Mean, s.d and t test were used to analyzed the collected data.

**3.1 Result and Discussion :**

The data of students has been analyzed further and t-test has been applied to find the significant difference in the attitude towards e-learning among boys and girls.

**Table -1**

Table 1 showing the t-value for Mean scores of attitude towards e learning among boys and girls studying in different schools.

GENDER	N	Mean	S.D.	t-value	Level of significance
boys	39	203.538	18.639	2.90	Significant at 0.01
GIRLS	55	217.69	26		

P<.01  
df=92

Table -1 reveals the significant difference between the mean scores of attitude towards e-Learning among boys and girls. It can be seen in graph-1. Hence the null hypothesis is rejected at 0.01 level of significance.

Graph-1

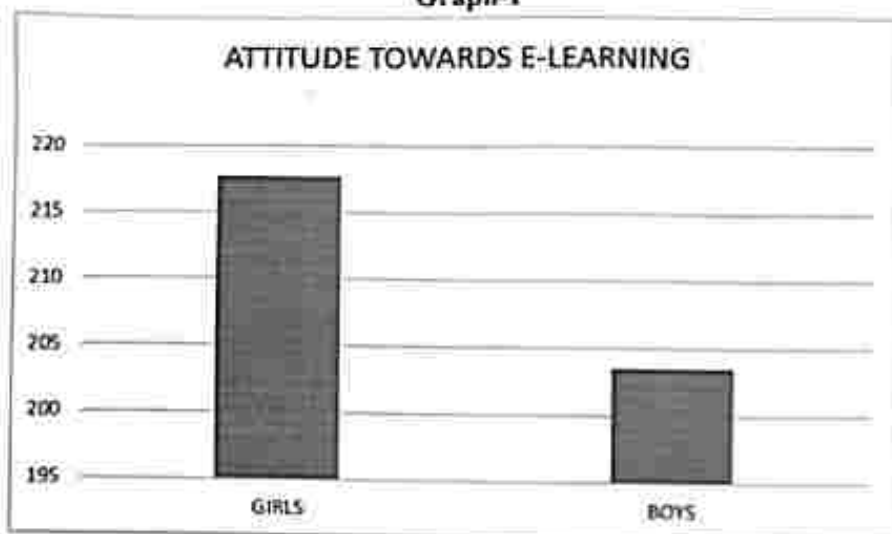


Table-2

t-value for Mean scores of attitude towards e learning among boys and girls studying in C.G. Board schools.

GENDER	N	Mean	S.D.	t-value	Level of significance
BOYS	23	197.087	14.99	1.64	*NS
GIRLS	18	206.7222	22.535		

P>0.05  
df=41

Table 2 shows that the t value is not significant for the mean scores of attitude towards e-Learning among boys and girls of C.G. Board school at 0.05 level of significance.

Table-3

t-value for Mean scores of attitude towards e learning among boys and girls studying in C.B.S.E. Board schools.

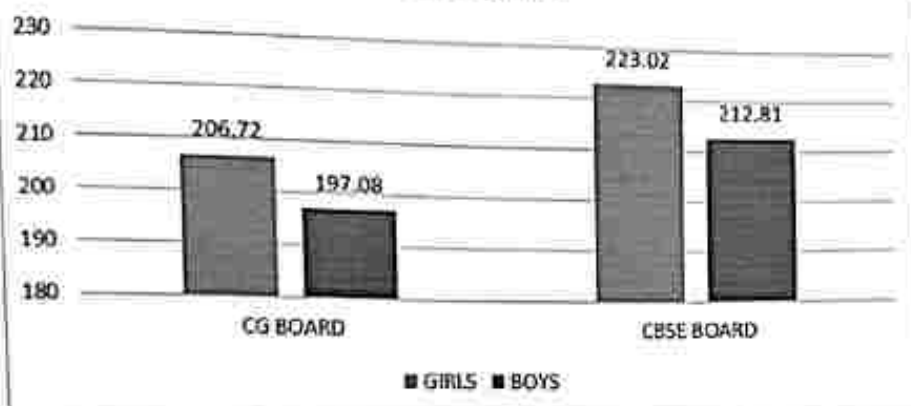
GENDER	N	Mean	S.D.	t-Ratio	Level of significance
BOYS	16	212.81	19.87	1.39	*NS
GIRLS	37	223.027	26.179		

P>0.05  
df=53

As seen from table 3 the researcher found no significant difference in the attitude towards e learning among boys and girls of C.B.S.E. Board. Hence the null hypothesis is accepted.

Graph-2 shows the comparison between the mean scores of girls and boys studying in C.G.& C.B.S.E. Board schools

MEAN SCORES OF ATTITUDE TOWARDS E-LEARNING AMONG BOYS & GIRLS



### 3.2 Findings

From the result it can be seen that there is a significant difference in the attitude towards e-Learning among boys and girls studying in different schools. when it is analyzed specific to the institutional type, there is no significant difference in the attitude towards e-learning among boys and girls. However the mean scores of attitude towards e-learning of girls is higher than their counterparts in both the C.G. and C.B.S.E. Board students. It can be concluded that girls have higher attitude towards e-learning. This result is in agreement with findings of Konwar (2017), who found that both girls and boys have positive attitude towards e-Learning and girls have slightly higher attitude than boys. This finding is contrary to the findings of Singh (2021), who found boys have slightly higher attitude towards e-Learning than girls.

### 3.3 Conclusion

There is significant difference in the attitude towards e-learning among girls and boys with a higher bent towards girls. The result is evident in both C.B.S.E. and C.G. board students though not significant. The difference can be seen if a larger sample size is considered. The mean scores also depict that girls, studying in C.B.S.E. schools have average level of attitude towards e-learning where as students studying in C.G. board have a low level of attitude towards e-learning. The reason may be due to lack of facilities conducive to the environment.

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" STUDENTS' ATTITUDE TOWARDS E-LEARNING"

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**Varsha Pandey**

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**ABSTRACT :** This study was intended to know the students' attitude towards e-Learning . The present study used a descriptive survey approach . A sample of 100 students of Class 11 were selected randomly from four different schools of Raipur city . Attitude towards e-Learning was measured using the scale developed by Dimple Rani to collect the data. t test has been used for analysis and interpreting the data.  
**Keywords** -e-learning ,attitude ,adolescent students.

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The concepts of education has changed dramatically from last 2 years during pandemic. Now we are living in digital era wherein the traditional classroom teaching is shifted to online teaching-learning. Internet and technology are a boon if one face of education is considered. The challenging scenario has helped the fraternity to develop techno skills. However a positive attitude is requisite for developing skills in this field. E-Learning is a popular method of learning now a days. Nichols (2003) explains the e-Learning as " the use of various technological tools for purpose of education, that are either web based, web distributed or web capable ". The American society for education and development explains e-Learning as "any form of information transmitted , facilitate or provided by electronic technology in order explicitly to support the process of learning ( quoted in Bertra, 2009). E-Learning is more flexible and easier way for learning .Students can learn a subject according to their convenience, time and place. The new education policy 2020 has also encouraged online learning to expand educational facilities and spread quality education. Adolescents are called "digital natives ." (Potas et al,2021). They are constantly submerged in technology through social media and having better understanding of digital technology but it doesn't mean that they can use digital technology fruitfully for educational purpose.

It's necessary to know students' attitude towards e learning. Sanders and Morrison, 2001 found , " the learner's attitude and perspective towards online learning are a key factor for their learning outcome". Berge(1997), Cunningham ,McDonnell, McKenna (2009) ,also pointed the importance of studying and reporting students' attitude towards online learning by educational institutions. A meta analysis study by Rhema's & Miliszewska's(2014) ,revealed that the factors that affect students' attitude towards online learning are mainly demographic (age & gender )and computer skills. So the researcher aims to study the students' attitude towards e- learning in the context of different types of schools and gender.

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Statement of the problem is -

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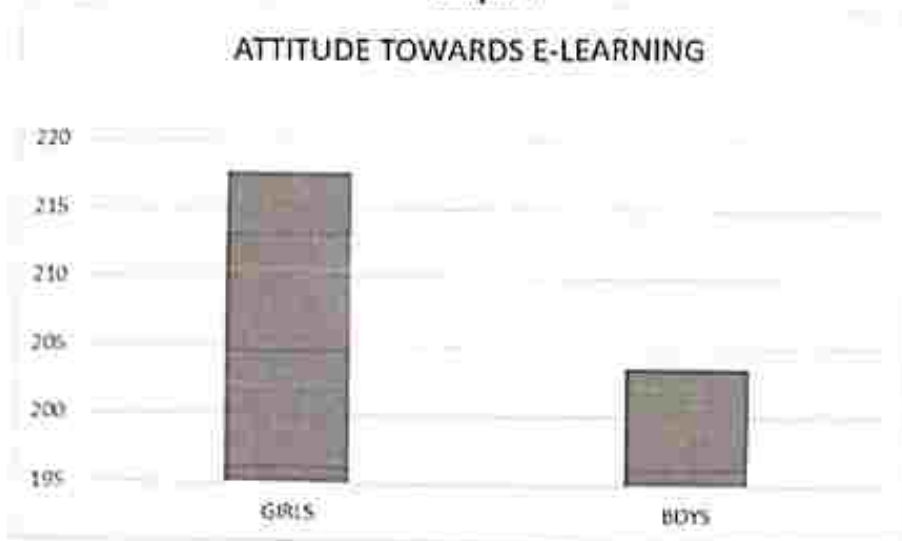


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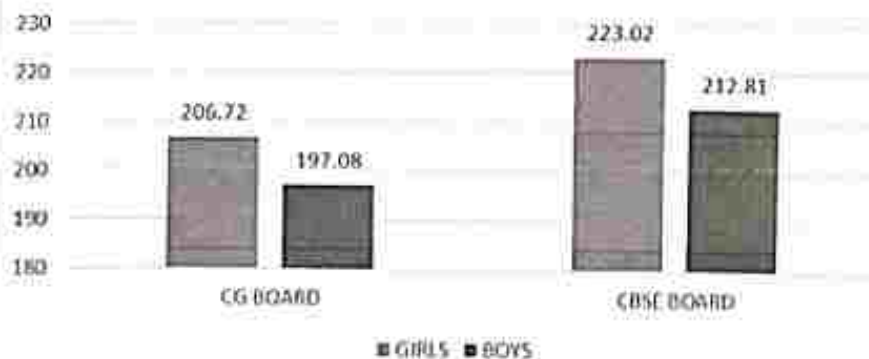
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**ENHANCING ACHIEVEMENT OF LOW ACHIEVERS THROUGH FLIPPED CLASS**

**Varsha Pandey**

Research Scholar(Edu.), Hemchand Yadav University, Durg [C.G.]

**Dr. D. Laxmi**

Professor(Education), Bhilai Mairti College, Bhilai

**Abstract :** This study was intended to know the effect of flipped class on achievement of low achievers. The present study was an experimental one, based on one group pre-test post-test design. IQ test developed by P. N. Mehrotra and science test( cell & Tissue) was administered on 50 students of class 9th of a government school in Raipur City. 4 students who were in 37 -43 range of IQ and scored less than 15 marks in science test was selected purposely for the study. Pretest on the topic "cell and tissue " of class 9th was administered and lessons were delivered through flipped class. The delivery of subject matter comprised of PowerPoint presentations ,video lesson ,animated clipping etc. Subsequently post-test was conducted. After that students were administered satisfaction test. The result revealed a significant increase in achievement. The students were satisfied as it helped them to involve themselves in activities leading to reduction of fear.

**Keywords:** flipped class, achievement, low achievers, satisfaction.

**Introduction:** There have been many changes in the nature of education and the process of learning since ancient times, at present the whole education system is passing through the phase of digitalization. Technology has brought positive changes in education. According to the new education policy, the aim of education is not only the dissemination and expansion of knowledge but also the development of skills. Traditional teaching is mostly teacher centered, where students spend most of their time in understanding fundamental concepts. Traditional class doesn't provide much space for interactive activities. These concerns have called for the teaching reform in the present teaching methods and approaches. Innovative teaching methods and approaches are need of present era. Flipped class is most suitable option. Tucker (2012, as cited in Uzunboylu & Karagozlu, 2015) explained, " Flipped teaching is a pedagogical approach to blended learning where classroom activities and homework are interchanged". According to Huynh & Nguyen(2019), the flipped class allows more activity based learning rather than information transfer during face to face class meeting thus it facilitate a more flexible, collaborative and active learning environment. Alten & Phielix et.al (2019) observed in their studies that students in flipped classrooms achieved significantly higher assessed learning outcomes than students in traditional classrooms. Low achievers are often left in the class because they can't pace up with



others. So the researcher decided to analyse the achievement of low achievers through flipped class and also know the satisfaction of the students when exposed to the flipped class.

**Statement of the problem:**

The problem of the study is - Enhancing achievement of low achievers through flipped class.

**Objectives of the study:**

- To study the effect of flipped class on achievement of low achievers.
- To analyze the satisfaction of the low achievers after being exposed to flipped class.

**Research question :**

Does the flipped class help the low achievers to enhance their achievement?

**Research design:**

The present study was an experimental one based on one group pre-test post-test design.

**Population :**

The population of the present study comprises 9th class students from C.G. board government school.

**Sample:**

This study was carried out at a C.G. board government school located in Raipur city. An IQ test was administered and a self-made science test was administered on 50 students of class 9<sup>th</sup>. 4 students were included in the case study who were in the IQ range between 37-43 and a science test score was  $\leq 15$ .

**Tool :**

- ④ To measure the students' IQ, researcher has used mixed type group test of intelligence developed by Dr. P.N. Mehrotra . The tool has 50 verbal and 50 non verbal items. The reliability coefficient of the tool is 0.88 (split half method) and validity is 0.87. A self-made questionnaire was used to measure students' achievement in science consisting of 45 MCQ based questions. To measure students' satisfaction level, a self-made 5 point satisfaction scale was used. The scale has 23 items with dimensions that is -Interest, motivation, class engagement, team work. The maximum scores were 115.

**Flipped class intervention :**

The students were exposed to the topic "cell" through power point presentations, video lessons and animated clippings. After ensuring that the students has gone through the matter, classroom interaction was carried out through various activities like- group discussions, project work, quizzes and doubt sessions. The same process is repeated with the second topic "Tissue". The post test scores were further analyzed . A satisfaction questionnaire



was also administered which measured their level of satisfaction in terms of interest, motivation, class engagement and team work.

## RESULT AND DISCUSSION

**Case 1 :** A 16 years old boy with an IQ of 41 and pre test score 8. By nature the student was quiet in class and didn't respond to any questions in the class room. His post test scores were 32. After analysis of the satisfaction questionnaire it was found that he liked the flipped class because it instilled interest and motivated him to learn and clarify his concepts. Fan et. al (2020) revealed that "flipped classroom teaching approach had a positive impact on student's learning motivation and contributed to better learning outcome". It also helped him to engage himself in the classroom activities.

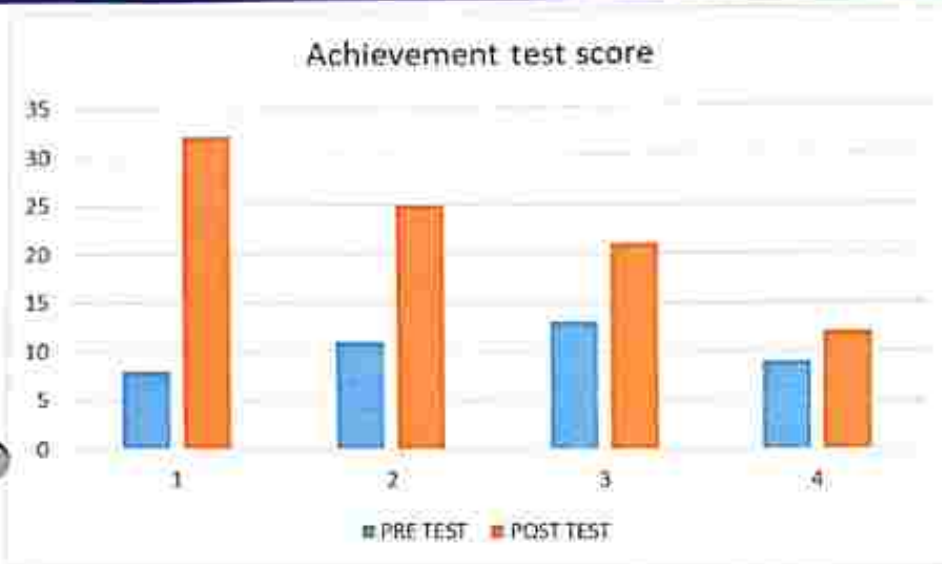
**Case 2:** A 15 years old boy with an IQ of 38 and pre-test score 11. He was very shy in nature and hesitated to ask his doubts in the class. After intervention through the flipped class, his post test marks were 25. According to this boy, group activity of flipped class motivated him to discuss his doubts with classmates. It helped him to clear his concepts on the topic and developed an interest. Abella & Salinas(2006), observed that team work and peer help was a way to overcome learning problems. Student's satisfaction score were 104 indicating that the flipped class generated a feeling of accomplishment.

**Case 3:** A boy aged 14 years with an IQ of 42 and pre-test score 13. He never took interest in class and found the subject difficult to understand. He found that the video lessons and PPT presentation of the flipped class were helpful in easy understanding of the topic. His post -test marks were 25. His satisfaction score were 103. The best thing the boy felt was, he can learn taking his own time. Allen et al.(2019) found that students in flipped classroom achieve significantly higher assessed learning outcomes than students in traditional classrooms.

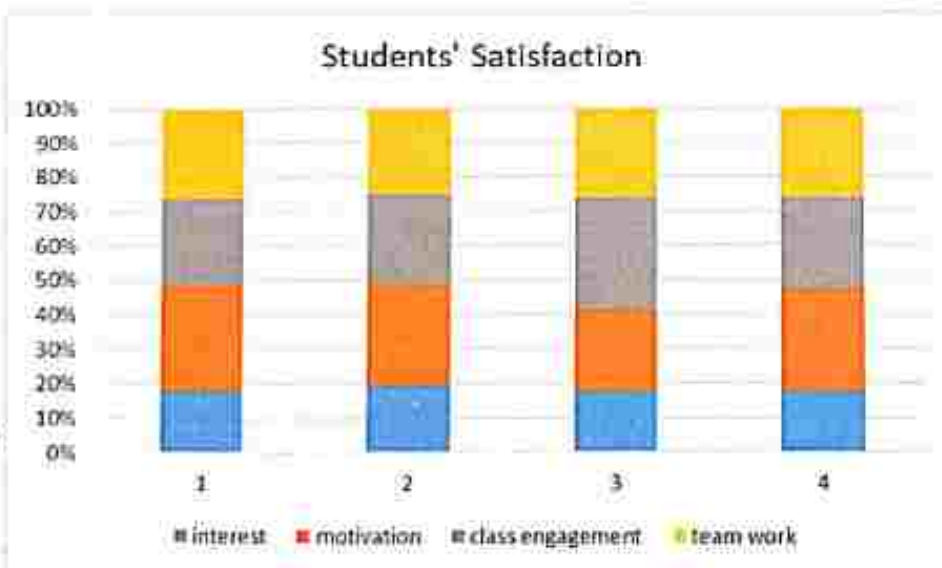
**Case 4:** A boy aged 17 years with an IQ of 39 and pre-test score 9. He was a slow learner. Flipped class helped him to learn things at his convenience and pace. Quizzes in the form of games helped him to learn things easily and also helped to overcome his fear of examination. Lindstromberg (2004, p. 7, as cited in Abella & Salinas, 2006) states that activities with a game like elements are usually very good for generating interest. Abella & salinas (2006) observed in their study that when games are implemented as a part of lessons, students' participation increased a lot. His post test marks were 12 and satisfaction score were 103.

## Graphical interpretations

A graphical representation of the pre-test and post-test scores of the 4 students is shown below in the Graph no. 1



The satisfaction scores of 4 students is shown below in the graph no. 2.



Concerning the research question about the flipped class, after analysis of above scores and graphical representation, it is concluded that flipped class is helpful in enhancing achievements of low achievers. The result is an agreement with the findings of Nouri (2016), who found that low achievers significantly perceived increased learning in flipped class. Bansal et al.(2020) also found that flipped class improved the learning outcomes of low performing students on difficult concepts.

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### Conclusion :

Generally it is seen that the low achievers and slow learners are left in the traditional classes because they can't pace up with the other students so they are often neglected in the classroom. Flipped class allows the replacement of direct instructions with audio and videos. So students can learn at their own pace and time and clarify their concepts in alternative way. It helps them to learn easily and develop their interest in the subject. Students enjoy different activities because it was in game form. These activities encouraged peer interactions which motivated them to move to the next module. It also developed their interest in learning and help to come over their fear of the subject. The flipped class provides more flexible, collaborative and active learning environment. It helps to construct knowledge and form concepts leading to permanency in knowledge. Also, anxiety level which is generally seen in the students during the examination can be reduced. Flipped class allows true understanding and learning to occur and also nurtures a safe learning environment.

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Bilaspur



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# भारतीय शिक्षा शोध पत्रिका

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### भारतीय शिक्षा शोध संस्थान

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अर्द्धवार्षिक शैक्षिक शोध पत्रिका  
भारतीय शिक्षा शोध संस्थान द्वारा प्रकाशित

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व्यक्त

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चिव

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शोध निदेशक

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अध्यक्ष सम्पादक

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अध्यक्ष सम्पादक

डॉ. शिवभूषण त्रिपाठी

लेखकों के सूचनार्थ शीर्षक में दिये गये निर्देश के अनुसार ही  
लेखकों को शोधपत्र/शोध टिप्पणी प्रकाशनार्थ भेजें, जिससे उसके  
प्रकाशन पर शीघ्र निर्णय लेना सम्भव हो सके।

शोध पत्रिका में लेखकों द्वारा व्यक्त विचार, निष्कर्ष आदि उनके  
सुअपने हैं। ये विद्या भारती एवं भारतीय शिक्षा शोध संस्थान की  
पolicies के परिचायक नहीं हैं। यदि किसी लेखक की प्रकाशित  
लेखनी से कॉपीराइट नियम का उल्लंघन होता है तो इसके लिए  
लेखक स्वयं उत्तरदायी होंगे। प्रकाशक अथवा सम्पादक मण्डल  
इसके लिए किसी भी प्रकार से उत्तरदायी नहीं होंगे।

शोध पत्रिका का प्रकाशनाधिकार भारतीय शिक्षा  
शोध संस्थान, सरस्वती कुल्लन, निराला नगर, लखनऊ का है। अतः  
इसके बिना कोई भी भाग शोध संस्थान के अध्यक्ष की लिखित  
अनुमति के बिना न तो प्रयोग किया जा सकता है और न ही किसी  
में सुरक्षित किया जा सकता है।

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# श्रीमद्भगवद्गीता का विद्यार्थियों के अभिग्रहित आशावाद पर प्रभाव

\* प्रकाश कुमार चंद्राकर, \*\* डॉ. डी. लक्ष्मी

## Abstract

In the present study, the effect of ShrimadBhagavad Gita on optimism of students has been studied. Optimism is a positive mental attitude that refers to the belief that the outcome of the efforts made will always be positive, favorable and good. The present era is the era of competitions. Every parent expects from their children that they get success in every examination, in such a situation if the students get failure then they become very disappointed and sometimes they also take unreasonable steps. This type of attitude is more commonly found in adolescent students. Therefore, keeping in mind the earlier studies, the need was felt to put before the students the teachings of Shrimad Bhagavad Gita that Lord Krishna had put before Arjuna, who was disappointed, distressed, sad and discouraged.

One group pre-test post-test experimental design has been used in this study. Learned optimism has been taken as a variable in this study. 20 students of class 12th were selected as a sample. Their pre-test was conducted on Learned optimism scale, then after 15 days of Gita teaching, post-test was conducted. A significant difference was found in the scores of both the tests, which shows that reading and studying Shrimad Bhagavad Gita ignites a ray of hope in the depressed minds of the students. There has been a positive influence on student's mindset.

## प्रस्तावना

महाभारत अठारह पर्वों (खण्डों) में विभाजित है, श्रीमद्भगवद्गीता इसके छठे पर्व (खण्ड) में समाहित किया गया है, जिसे भीष्मपर्व कहा जाता है। श्रीमद्भगवद्गीता में कुल अठारह अध्याय हैं जो महाभारत के 25वें अध्याय से क्रमानुसार 42वें अध्याय तक संकलित हैं। श्रीमद्भगवद्गीता में 18 अध्याय और 700 श्लोक हैं। चूंकि भगवद्गीता वेदों के महत्त्वपूर्ण पहलुओं को समाहित करती है इसलिए इसे गीतोपनिषद या गीता-उपनिषद भी कहा जाता है।

कुरुक्षेत्र की युद्धभूमि पर दोनों पक्षों कौरवों और पाण्डवों की आंर से विशाल सेनाएँ एकत्रित हो चुकी थीं। युद्ध आरम्भ होने से पूर्व अर्जुन ने श्रीकृष्ण से रथ को दोनों सेनाओं के बीच खड़ा करने का अनुरोध किया। युद्ध के लिए तैयार ब्यूह रचना में अपने सम्बन्धियों को खड़े देखकर अर्जुन किंकर्तव्यविमूढ़ हो गया। हताशा की स्थिति में आकर उसने अपना धनुष फेंक दिया और युद्ध में लड़ने से मना कर दिया।

एवमुक्त्वाऽर्जुनः सङ्ख्ये रथोपरस्थ उपाविशत् ।  
विसृज्य सशरं चापं शोकरसंविग्णमानसः ॥ (1-47)

अर्जुन नैतिक विरोधाभास से ग्रसित था। यह एक ऐसी दुकिया थी जिसका कोई समाधान नहीं था। मोहग्रस्त, हतोत्साहित, जीवन के प्रति निराश और परिस्थितियों से खिन्न अर्जुन श्रीकृष्ण के समक्ष शरणागत होते हुए उनका मार्गदर्शन प्राप्त करने की प्रार्थना करने लगा कि उसके लिए क्या उचित कर्तव्य है? अर्जुन

को नैतिक रूप से किंकर्तव्यविमूढ़ अवस्था में देखकर भगवान श्रीकृष्ण ने उसे ज्ञान प्रदान करने का निश्चय किया। अतः निश्चय ही अर्जुन को समान हतोत्साहित, निराश और परिस्थितियों से खिन्न विद्यार्थियों के मन में श्रीमद्भगवद्गीता का अध्ययन आशा एवं उत्साह की नई उर्जा का संचार करेगा। राव (2014) ने अपने शोध 'भगवद्गीता के परिप्रेक्ष्य में तनाव प्रबंधन' में यह निष्कर्ष निकाला कि भगवद्गीता ने कर्म के महत्व को विस्तार से बताया है। प्रयास करने के पश्चात् प्राप्त की गई वस्तु संतुष्टि लाती है। सफल होने के लिए किए जा रहे प्रयासों पर विश्वास होना चाहिए। भगवद्गीता में आशावाद सिखाया गया है। इसमें इस बात की वकालत की गई है कि यदि हम आदर्शवाद को यथार्थवाद के साथ जोड़ दें तो हम अपने जीवन में आशा को जीवित रख सकते हैं। गीता में तनावमुक्त जीवन जीने के तरीके को आसान और स्पष्ट तरीके से समझाया गया है, यदि छात्र इस मार्ग का अनुसरण करते हैं तो उनके लिए अन्य जीवन कौशलों को आत्मसात करना बहुत सरल हो जाता है।

## अध्ययन की सार्थकता

श्रीमद्भगवद्गीता में जीवन से संबंधित कई तरह की परेशानियों का हल मिल जाता है। आज के दौर में विद्यार्थी भौतिकवादी रहन-सहन तथा बढ़ती प्रतियोगिताओं के चलते काफी ज्यादा परेशान हैं। प्रतियोगिताओं में असफलता प्राप्त होने पर निराश होना तथा इस निराशावादिता के कारण हतोत्साहित

\* शोधार्थी (शिक्षा संकाय), कल्याण स्नातकोत्तर महाविद्यालय, भिलाई (छ.ग.), हेमचंद्र यादव विश्वविद्यालय, दुर्ग (छ.ग.) (Communicating Author)

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होकर जीवन के विपरीत दिशा की ओर उन्मुख होना एक आम समस्या है। ऐसी निराशाजनक परिस्थितियों में श्रीमद्भगवद्गीता का उपदेश भटके हुए मन में आशावाद का प्रकाश प्रज्वलित करता है। गीता पर हुए विभिन्न शोधों से ज्ञात होता है यह पाठकों के मन में सकारात्मक मनोविज्ञान का निर्माण करता है। इसके उपदेशों को अपने जीवन में उतारने से चिंता, अपरसाद, तनाव, क्रोध आदि मनोविकारों से मुक्ति मिलती है तथा व्यक्ति अपने कर्तव्य पथ पर निष्काम भाव से अग्रसर होता है।

पार्थसारथी (2018) एवं दर्जी (2018) ने अपने शोध में पाया कि विद्यार्थियों के आध्यात्मिक मूल्यों पर श्रीमद्भगवद्गीता का सकारात्मक तथा सार्थक प्रभाव पड़ता है। श्रीमद्भगवद्गीता आधुनिक भारतीय परिप्रेक्ष्य में अत्यंत प्रासंगिक है। पांडे (2007), विभा (2007) एवं सिंघल (2006) के अनुसार गीता के शैक्षिक विचार भारतीय शिक्षा जगत की कई समस्याओं का समाधान प्रस्तुत करते हैं। यह वर्तमान में प्रासंगिक तो है ही किंतु इनके विभिन्न आयामों पर शोध की आवश्यकता भविष्य में भी बनी रहेगी। राव (2014) ने अपने शोध में पाया कि श्रीमद्भगवद्गीता के उपदेशों को जीवन में अपनाकर अवसाद, चिंता तथा तनाव से मुक्त हुआ जा सकता है।

महाराज, आहूजा एवं मलहोत्रा (2021) ने अपने शोध में कहा कि विद्यार्थियों की विभिन्न समस्याओं हेतु श्रीमद्भगवद्गीता की महत्ता को ध्यान में रखते हुए श्रीमद्भगवद्गीता की शिक्षा एवं शिक्षा शास्त्र को राष्ट्रीय शिक्षा नीति 2020 में अपनाया जाना चाहिए। उन्होंने यह कहा है कि हमारे प्राचीन ग्रंथ श्रीमद्भगवद्गीता से शिक्षा शास्त्र के संबंध में सीख लेकर राष्ट्रीय शिक्षा नीति 2020 को सफलतापूर्वक लागू किया जा सकता है।

### अध्ययन का उद्देश्य

श्रीमद्भगवद्गीता शिक्षण का विद्यार्थियों के अभिग्रहित आशावाद पर प्रभावशीलता का अध्ययन करना।

### परिकल्पना

विद्यार्थियों के अभिग्रहित आशावाद के पूर्व एवं पश्च परीक्षणों के प्राप्तांकों के मध्य सार्थक अंतर नहीं पाया जाएगा।

### शोध विधि

न्यादर्श : प्रस्तुत शोध अध्ययन में उद्देश्यपरक न्यादर्श विधि का उपयोग करके धमतरी जिला के अंतर्गत कुरुद विकास खंड के शासकीय उच्चतर माध्यमिक विद्यालय परखंदा में अध्ययनरत कक्षा 12वीं के 20 विद्यार्थियों को लिया गया।

शोध विधि : इस अध्ययन हेतु एक समूह पूर्व परीक्षण-पश्च परीक्षण प्रायोगिक डिजाइन (one group pre test-post test experimental design) का प्रयोग किया गया। कक्षा 12वीं के

20 विद्यार्थियों का अभिग्रहित आशावाद मापनी के द्वारा पूर्व परीक्षण लिया गया तत्पश्चात् 15 दिवस गीता शिक्षण के उपरांत पश्च परीक्षण लिया गया।

उपकरण : उपर्युक्त परिकल्पना की जाँच हेतु ऑकड़ा संकलन (Data Collectin) के लिए संज्योत पेटे, सुषमा चौधरी, संतोष धर एवं उपिन्दर धर द्वारा निर्मित उपकरण अभिग्रहित आशावाद मापनी (Learned Optimism Scale) का प्रयोग किया गया। 210 न्यादर्शों पर विश्वसनीयता गुणांक की गणना करके मापनी की विश्वसनीयता निर्धारित की गई थी। विभक्तार्थ विश्वसनीयता गुणांक (The Split Half Reliability Coefficient) 0.99 है। फेस वैलिडिटी (Face validity) के अलावा रानी आइटम चर (Variable) से संबंधित है। स्केल में उच्च विषयवस्तु वैधता (High content validity) है। विशेषज्ञों के आकलन से यह स्पष्ट होता है कि पैमाने की वस्तुएँ अभिग्रहित आशावाद की अवधारणा से सीधे संबंधित हैं। विश्वसनीयता गुणांक (गैरट 1981) से वैधता का पता लगाने के लिए विश्वसनीयता सूचकांक की गणना की गई, 0.99 होने के कारण जिसने उच्च वैधता का संकेत दिया। पैमाने के कुल सहसंबंध का पता लगाकर पैमाने की आंतरिक स्थिरता का भी परीक्षण किया गया था।

### परिणाम एवं विवेचना

उपर्युक्त परिकल्पना की जाँच हेतु अभिग्रहित आशावाद के ऑकड़ों का संकलन किया गया तथा विश्लेषण हेतु t-परीक्षण का प्रयोग किया गया जो निम्नांकित सारणी में प्रस्तुत है :

प्रयुक्त सांख्यिकी	पूर्व परीक्षण	पश्च परीक्षण
माध्य	92.25	97.3
मानक विचलन	6.103	5.151
t- मान	4.433858	

ऑकड़ों द्वारा प्राप्त t- मान 4.433858 है जो सार्थकता स्तर 0.05 तथा 0.01 पर प्राप्त t- मान क्रमशः 1.729133 एवं 2.53948 से अधिक है, अतः शून्य परिकल्पना "विद्यार्थियों के अभिग्रहित आशावाद के पूर्व एवं पश्च परीक्षणों के प्राप्तांकों के मध्य सार्थक अंतर नहीं पाया जाएगा" निरस्त होता है।

### निष्कर्ष

इस अध्ययन में विद्यार्थियों के अभिग्रहित आशावाद के पूर्व एवं पश्च परीक्षण के प्राप्तांकों में सार्थक अंतर पाया गया। स्पष्ट है कि श्रीमद्भगवद्गीता का शिक्षण किर्कटव्याविमूढ मन में जीवन को सुखमय और आनंदमय बनाने की चेतना विकसित करती है।

श्रीमद्भगवद्गीता का यह उपदेश शोक संविग्न अर्जुन के

मन में उत्पन्न निराशा को मिटाकर शीर्ष एवं साहस का समाचार करता है।

अजुन उवाच- नष्टो मोहः स्मृतिर्लब्धा त्वत्प्रसादान्गयाभ्युत।  
स्थितोऽस्मि मत्सन्देहः कश्चिन्मम मनसि तव ॥  
10.73

अतः निश्चित रूप से इसका शिक्षण विद्यार्थियों के निराशा मन में आशावादी दृष्टिकोण का विकास कर उसे जीवन पथ पर चलने के लिए सन्मार्ग प्रशस्त करती है। तिवारी (2020) तथा डबास एवं सिंह (2018) ने भी अपने अध्ययन में यह पाया कि छात्रों में आशावादी दृष्टिकोण के विकास और लचीलापन के सकारात्मक निर्माण को बढ़ाने के लिए गीता शिक्षा अत्यंत महत्वपूर्ण है।

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लक्ष्य अभिविन्यास उपलब्धि की स्थिति व क्षमता विकसित करने या प्रदर्शित करने की प्रवृत्ति होती है जो संगठनात्मक अनुसंधान में एक महत्वपूर्ण प्रेरक के रूप में उपस्थित होती है। वैसे भी आवश्यकता एक मनोवैज्ञानिक विशेषता है। जो प्रमुख या जानवर को लक्ष्य व व्यवहार की ओर ले जाती है। जिसमें उपलब्धि की आवश्यकता दूसरों के साथ संबंधों की आवश्यकता और

ध्यान देने की आवश्यकता शामिल है। लक्ष्य अभिविन्यास सिद्धांत उपलब्धि प्रेरणा का एक सामाजिक संज्ञानात्मक सिद्धांत है जो उन कारणों की जाँच करता है कि छात्र अपने शैक्षणिक कार्य में कितने संलग्न होते हैं। इसमें दो प्रकार के अवयव शामिल किया गया है। पहला प्रभुत्व लक्ष्य अभिविन्यास और दूसरा प्रदर्शन लक्ष्य अभिविन्यास प्रभुत्व लक्ष्य अभिविन्यास में छात्र व नए कौशलों को विकसित किया जाता है। जिससे क्षमता में सुधार और समझ व अंतर्दृष्टि से हाशिल करने की कोशिश की जा सके। जबकि प्रदर्शन अभिविन्यास में विफलता से बचने अक्षम दिखने से बचने के लिए व्यक्तियों को प्रेरित किया जाता है। विद्यार्थियों की उपलब्धि अधिक महत्वपूर्ण है। लक्ष्य अभिविन्यास के द्वारा ही हम अपने लक्ष्यों की प्राप्ति करते हैं। यह उपलब्धि एक दूसरे से भिन्न है। (हवन एवं वाटसन, २००७) ने उपलब्धि एवं लक्ष्य अभिविन्यास के संबंध पर अध्ययन किया और निम्नलिखित भिन्नता समलैंगिक, प्रेरणात्मक संज्ञानात्मक एवं व्यवहारिक संबंधों से संबंधित पाया। उपलब्धि एवं लक्ष्य अभिविन्यास के संबंधनात्मक संबंध पाया गया। (जत्रा एवं अन्य २०१७, गोरया एवं अन्य २००६, चांद डक्क्यू एवं वाटसन २००७) गणित में उपलब्धि प्रभुत्व अभिविन्यास के बढ़ने से गणित में उपलब्धि सार्थक रूप से प्रभावित करती है। उच्च एवं निम्न उपलब्धि वाले छात्रों के बीच सार्थक अंतर नहीं पाया गया। (गोरया एवं अन्य २००६) उपलब्धि अभिप्रेरणा एक प्रमुख सामाजिक अभिप्रेरणा है इसका तात्पर्य एक ऐसे अभिप्रेरक से होता है जिससे प्रेरित होकर व्यक्ति अपने कार्य को इस ढंग से करता है कि उसे अधिक से अधिक सफलता प्राप्त हो सके। उपलब्धि अभिप्रेरणा किसी उद्देश्य की प्राप्ति के लिए प्राणी में व्यवहार उत्पाद करके उसे एक निश्चित दिशा प्रदान करती है। तथा लक्ष्य प्राप्त होने पर उसे बनाए रखती है। अभिप्रेरणा एक लैटिन शब्द है जिसका अर्थ है चलाना, गति, आगे बढ़ाना आदि यह किसी निर्धारित उद्देश्य की ओर गति करती है इतने अभिप्रेरणा को एक शक्ति कहा जा सकता है। जो सीखने वाले के व्यवहार को सर्जित करती है। मनोवैज्ञानिकों ने व्यक्तियों को प्रेरित करने वाले उपलब्धि अभिप्रेरणा संबंधी विभिन्नता के कई कारण बताए हैं क्योंकि उपलब्धि अभिप्रेरणा किसी समाज के सभी सदस्यों में एक समान नहीं होती। किसी सदस्य में यह अभी प्रेरक अधिक तो किसी में कम होते हैं। जिन व्यक्तियों में उपलब्धि अभिप्रेरणा अधिक होते हैं वह सफलता के उच्चतम स्तर तक पहुँचने का प्रयास करते हैं। इस विभिन्नता के लिए मनोवैज्ञानिकों ने कई कारण बताए हैं। जिनमें एक प्रमुख कारण माता-पिता द्वारा बचपन में दिया गया स्वतंत्रता प्रशिक्षण स्वतंत्रता प्रशिक्षण से तात्पर्य बच्चों को माता-पिता द्वारा स्वतंत्र रूप से भिन्न-भिन्न कार्यों को करने देने से है। कुछ माता-पिता बच्चों को छोटा समझ कर उन्हें कोई काम नहीं देते हैं, इस तरह पहले वाले बच्चों की तुलना में स्वयं सब कार्य स्वयं करने वाले बच्चों को स्वतंत्रता प्रशिक्षण का अनुभव जल्दी प्राप्त हो पाता है। जिससे व्यस्क होने पर उनमें उपलब्धि अभिप्रेरणा अधिक पाया जाता है। जीवन में सफलता प्राप्त करने के लिए उपलब्धि अभिप्रेरणा को महत्वपूर्ण माना गया है। यह एक सर्जित अभिप्रेरक है। अतः हम मानते हैं, कि अभिप्रेरणा एक क्रियाविधि है, जो व्यक्ति को कार्य करने के लिए प्रेरित करता है।



अभिप्रेरणा हमारे संवेगों से संबंधित होती है और उपलब्धि हमारे अंतिम लक्ष्य से, इस प्रकार उपलब्धि अभिप्रेरणा सफलता से होने तथा अपने जीवन की प्रत्येक आकांक्षाओं को पूरा करने पर आधारित है।

उपलब्धि अभिप्रेरणा एक नई विचारधारा है जिसकी प्रवृत्ति व्यक्तित्व और लक्ष्य उपलब्धि होती है। किसी भी प्रकार की उपलब्धि के लिए काम करने की अभिप्रेरणा को या फिर कठिन कार्यों में निपुणता प्राप्त करने की आशा करना ही उपलब्धि अभिप्रेरणा है सफलता भी उपलब्धि का ही एक प्रकार है उपलब्धि अभिप्रेरणा की सबसे बड़ी विशेषता है, कि इस अभिप्रेरणा से युक्त लोग सफलता प्राप्त करके अधिक प्रशन्न होते हैं और अपने लक्ष्य की प्राप्ति करते हैं।

### संबंधित शोध अध्ययन:

शारदा और रहमान (२०१७) ने उपलब्धि लक्ष्य अभिविन्यास और अंग्रेजी में प्रदर्शन पर एक अध्ययन किया और निष्कर्ष में पाया कि छात्र उपलब्धि लक्ष्य अभिविन्यास से छात्र प्रदर्शन संबंधित है। शिक्षक अपने छात्रों को पढ़ाने के लिए सार्थक गतिविधियों को प्रदान कर सकते हैं उन्हें प्रेरणा देते हैं और उन्हें सीखने के लिए प्रोत्साहित करते हैं ताकि छात्र प्रदर्शन उन्मुखीकरण से बचे रहें।

दान एवं अन्य (२०१८) ने लक्ष्य अभिविन्यास और शैक्षणिक उपलब्धि के संबंध पर अध्ययन किया और निष्कर्ष में पाया कि लक्ष्य अभिविन्यास एवं शैक्षणिक उपलब्धि में सार्थक संबंध पाया गया।

सिंह और कर्तिंग (२०१६) ने अयोध्या स्कूल के छात्रों में लक्ष्य अभिविन्यास और उपलब्धि प्रेरणा में संबंध पर अध्ययन किया। शोध में सर्वेक्षण विधि का प्रयोग कर ६०० विद्यार्थियों का चयन किया गया और निष्कर्ष में पाया कि उपलब्धि प्रेरणा और लक्ष्य अभिविन्यास में महत्वपूर्ण संबंध है।

गुप्त एवं अन्य (२०१६) ने माध्यमिक शिक्षा के छात्रों में स्कूल प्रेरणा, लक्ष्य अभिविन्यास और शैक्षणिक प्रदर्शन पर अध्ययन किया और परिणाम बताते हैं कि स्कूल प्रेरणा, कार्य उन्मुक्त लक्ष्य अभिविन्यास और शैक्षणिक प्रदर्शन आदि में महत्वपूर्ण संबंध बना गया।

### अध्ययन के उद्देश्य

1. उच्चतर माध्यमिक विद्यालयों के कक्षा ११ वीं में अध्ययनरत विद्यार्थियों में लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा के संबंधों का अध्ययन करना।



उल्लेखित तालिका क्रमांक १ के अवलोकन से स्पष्ट होता है कि लक्ष्य अभिविन्यास में उच्च एवं निम्न प्राप्तांक १८६ एवं १३८ है इसी प्रकार उपलब्धि अभिप्रेरणा के उच्च एवं निम्न प्राप्तांक १७६ एवं ८८ है तथा दोनों चरों के बीच सहसंबंध गुणांक ०.०९ प्राप्त हुआ है, जो कि ०.०१ पर सार्थक है। अतः हमारी परिकल्पना अस्वीकृत हुई जो उच्च स्तर माध्यमिक विद्यालयों के विद्यार्थियों में लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा में सार्थक संबंध को दर्शाती है।

उच्चतर माध्यमिक शासकीय विद्यालयों के ११वीं कक्षा में अध्ययनरत विद्यार्थियों में लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा के मध्य सार्थक संबंध नहीं पाया जाएगा।

### तालिका क्रमांक-२

सहसंबंध विद्यालयों में अध्ययनरत विद्यार्थियों के लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा के मध्य सहसंबंध का विश्लेषण

घर	संख्या	निम्न	उच्च	r संयम
लक्ष्य अभिविन्यास	५०	१४३	१८६	०.३०३
उपलब्धि अभिप्रेरणा	५०	१०६	१८६	

उल्लेखित तालिका क्रमांक २ के अवलोकन से स्पष्ट होता है कि लक्ष्य अभिविन्यास में उच्च एवं निम्न प्राप्तांक १८६ एवं १४३ है इसी प्रकार उपलब्धि अभिप्रेरणा के उच्च एवं निम्न प्राप्तांक १८६ एवं १०६ है तथा दोनों चरों के बीच सहसंबंध गुणांक ०.३०३ प्राप्त हुआ है, जो कि ०.०५ स्तर पर सार्थक है। अतः हमारी परिकल्पना अस्वीकृत हुई, जो उच्च स्तर माध्यमिक सहसंबंध विद्यालयों के ११वीं कक्षा के विद्यार्थियों में लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा में सार्थक संबंध को दर्शाती है।

उच्चतर माध्यमिक निजी विद्यालयों के ११वीं कक्षा में अध्ययनरत विद्यार्थियों में लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा के मध्य सार्थक संबंध नहीं पाया जाएगा।

### तालिका क्रमांक-३

निजी विद्यालयों में अध्ययनरत विद्यार्थियों के लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा के मध्य सहसंबंध का विश्लेषण



उपरोक्त तालिका क्रमांक ३ अवलोकन से स्पष्ट होता है कि लक्ष्य अभिविन्यास में उच्च एवं निम्न प्राप्तांक १८४ एवं १३० है। इसी प्रकार उपलब्धि अभिप्रेरणा के उच्च एवं निम्न प्राप्तांक १५६ एवं ८८ है तथा दोनों चरों के बीच सहसंबंध गुणांक  $r=0.09$  प्राप्त हुआ है, जो कि ०.०१ स्तर पर सार्थक है। अतः हमारी परिकल्पना अस्वीकृत हुई, जो उच्चतर माध्यमिक निजी विद्यालयों के ११वीं कक्षा के विद्यार्थियों में लक्ष्य अभिविन्यास और उपलब्धि अभिप्रेरणा में सार्थक संबंध को दर्शाता है।

#### अनुमाणिक सांख्यिकी विश्लेषण :

प्रस्तुत लघुशोध में निजी एवं शासकीय विद्यालय के ११वीं कक्षा में अध्ययनरत विद्यार्थियों की लक्ष्य अभिविन्यास एवं उपलब्धि अभिप्रेरणा समस्या से संबंधित आकड़ों को विश्लेषण, विवेचना एवं निष्कर्ष हेतु परिकल्पना बनाई गई है।

#### उपसंहार :

शैक्षिक प्रभुत्ववादी को हासिल करने हेतु उपलब्धि अभिप्रेरणा महत्वपूर्ण है। यह विद्यार्थियों की सफलता को सीढ़ी में आगे करने हेतु एक उत्प्रेरित के रूप में कार्य करता है। शासकीय एवं निजी दोनों विद्यालयों के अध्ययन से लक्ष्य अभिविन्यास व उपलब्धि अभिप्रेरणा दोनों में सार्थक संबंध है परंतु निजी विद्यालयों में शासकीय विद्यालयों की अपेक्षा उच्च सहसंबंध पाया गया। इसके कारण शिक्षकों की योजना बनाने की रणनीति व कक्षा सहभागिता के लिए प्रेरित करना एवं विद्यार्थियों के कार्य की प्रशंसा करना हो सकता है।

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