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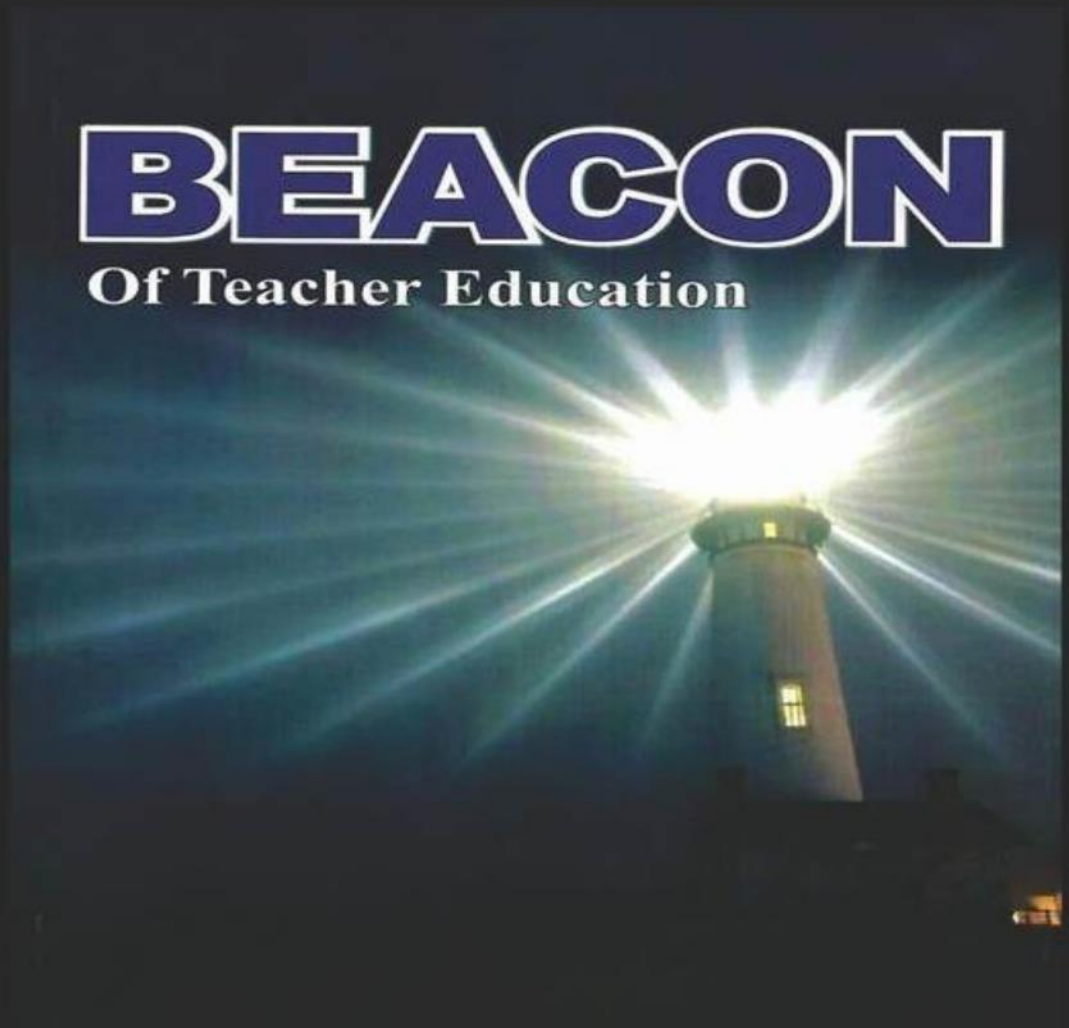

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BEACON

Of TEACHER EDUCATION

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The Heart of the Beacon Compassionate Readers,

It is with a sense of profound reflection that I present to you the 15th edition of BEACON OF TEACHER EDUCATION, the annual peer-reviewed research journal of the Government College of Education, Panvel. For over a decade, this journal has served as a 'Lighthouse' for pedagogical innovation and policy implementation. However, as we navigate the complexities of 2026, we must pause to ask: What fuels the light within the lighthouse?

In our previous volumes, we meticulously discussed the "What" and the "How" of the New Education Policy (NEP) 2020. This year, we turn our lens toward the "Who." We explore the mental and emotional landscape of the educator. In our pursuit of "Quality Education," we often forget that a teacher cannot pour from an empty cup. Mental health is no longer a peripheral topic; it is the very foundation upon which the pillars of Indian education must stand.

The modern classroom is a high-pressure environment. Between digital fatigue, the race for academic excellence, and the evolving socio-emotional needs of students, the mental well-being of the teacher has become the most critical "hidden variable" in the educational equation. If the teacher is anxious, the classroom breathes anxiety. If the teacher is resilient and mindful, the classroom becomes a sanctuary of learning.

As Viktor Frankl, the renowned psychiatrist and Holocaust survivor, once observed:

"Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom."

This edition is dedicated to exploring that "space." Within these pages, you will find research that transcends mere statistics. We delve into the psychological resilience of teacher-trainees, the impact of mindfulness on pedagogy, and the urgent need to destigmatize mental health struggles within our government institutions.

Why must you read this volume? Because it challenges the traditional image of the "stoic teacher." It invites you to look at the human being behind the lesson plan. This journal remains a platform for innovation, but this year, the innovation is internal. It is an invitation to move from "Instruction" to "Connection."

I extend my deepest gratitude to the researchers, the editorial board, and the silent supporters of GCOE Panvel. By addressing the mind, we are truly shaping the future of the nation.

Dr. Raamaa Bhoslay

Principal & Chief Editor

Thank You

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THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND MENTAL WELL- BEING OF TEACHERS - A STUDY

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Abstract:

Teachers experience diverse emotional, social, and occupational demands that directly influence their psychological health. Emotional Intelligence (EI) has emerged as a crucial factor associated with stress management, job satisfaction, and mental well-being. This study explores the relationship between emotional intelligence and mental well-being among School Teachers. Findings from existing literature and a hypothetical quantitative survey indicate that teachers with higher EI tend to exhibit better coping skills, lower stress levels, and improved mental well-being. The implications highlight the importance of emotional skills training in professional development programs.

Introduction:

Teaching is a profession that requires continuous emotional labour, interpersonal communication, and classroom management. These demanding responsibilities often affect teachers' mental health, resulting in stress, anxiety, burnout, and reduce job satisfaction. Mental well-being—as defined by positive emotions, life satisfaction, resilience, and psychological functioning—is essential not only for teachers' personal health but also for their ability to create productive learning environments. Emotional Intelligence (EI), a construct popularized by Goleman (1995), includes abilities such as recognizing one's own emotions, understanding others' emotions, managing emotional responses, and using emotions to facilitate thinking. EI has been shown to influence stress regulation, interpersonal relations, and workplace performance. Thus, understanding the relationship between EI and mental well-being is important for teacher development and educational effectiveness.

Objectives of the Study:

1) To assess the level of emotional intelligence among teachers.
2) To examine the mental well-being of teachers.
3) To analyse the relationship between emotional intelligence and mental well-being.

Review of Literature:

Studies have consistently demonstrated that EI plays a significant role in emotional regulation and mental health.

- Mayer & Salovey (1997) emphasize EI as an ability to perceive, understand, and regulate emotions.

- Teachers with high EI report reduced burnout, better coping strategies, and healthy workplace interactions (Brackett et al., 2010).
- Research by Hasan & Singh (2019) indicated a strong positive correlation between EI and psychological well-being among educators.
- Studies also show that emotional competencies reduce occupational stress and foster resilience (Jennings & Greenberg, 2009).

These findings collectively suggest that Emotional Intelligence serves as an internal protective factor for teachers' well-being.

Methodology: A descriptive correlational research design was used to examine the relationship between Emotional Intelligence and mental well-being.

Sample: A sample of 50 teachers of secondary level was selected from Bathiya School; Sushma Patil School and K. V. kannya Vidyalay from Panvel area, using stratified random sampling.

Research Tool:-

i) Emotional Intelligence Scale (Schutte Self-Report EI Test):

The Schutte Self-Report Emotional Intelligence Test (SSEIT) is a method of measuring general Emotional Intelligence (EI). Dr. Nicola Schutte and her colleagues created it in 1998. This instrument is also known as the Assessing Emotions Scale. The SSEIT includes a 33-item self-report using a one (strongly agree) to five (strongly disagree) scale for responses. This self-assessment tool will give you an overall rating of your Emotional Intelligence.

ii) Mental Well-Being Scale (Warwick–Edinburgh Mental Well-Being Scale):

Mental well-being was assessed using the **Warwick–Edinburgh Mental Well-Being Scale (WEMWBS)**, a 14-item self-report instrument measuring positive mental health. Participants rated each item on a 5-point Likert scale (*None of the time* to *All of the time*), with total scores ranging from 14 to 70. Higher scores indicate higher levels of mental well-being. The scale assesses both hedonic and eudaimonic dimensions of well-being and has demonstrated strong reliability and validity in diverse populations.

***Data Collection & Analysis:** Data was collected through standardized questionnaires. Pearson's correlation coefficient analysis was used to determine relationships and predictive value.

Percentage of Distribution of Emotional Intelligence Levels among Teachers

Emotional Intelligence Level	Percentage (%)
High Emotional Intelligence	42
Moderate Emotional Intelligence	48
Low Emotional Intelligence	10
Total	**100**

Mental Well-Being Level	Percentage (%)
High Well-Being	38
Moderate Well-Being	50
Low Well-Being	12
Total	**100**

Percentage of Distribution of Mental Well-Being Levels among Teachers

Results:
Emotional Intelligence Levels: High EI: 42%, Moderate EI: 48%, Low EI: 10%
Mental Well-Being Levels: High well-being: 38%, Moderate: 50% Low: 12%

Correlation Analysis:
Correlation between Emotional Intelligence and Mental Well-Being

Variables	Emotional Intelligence	Mental Well-Being
Emotional Intelligence	1.00	0.62**
Mental Well-Being	0.62**	1.00

Note:
** Correlation is significant at the 0.01 level ($p < 0.01$)

A positive and significant correlation was found between emotional intelligence and mental well-being ($r = 0.62$, $p < 0.01$). Teachers with higher EI showed greater psychological resilience, life satisfaction, and stress tolerance. EI significantly predicted mental well-being,

explaining 38% of the variance in psychological health. Sub-dimensions such as self-regulation and empathy were the strongest predictors.

Discussion:

The results suggest that teachers with higher emotional intelligence are more capable of:

- Managing classroom stress
- Maintaining positive relationships with students and colleagues
- Coping with emotional challenges
- Sustaining psychological well-being

Emotional Intelligence enables teachers to interpret emotional clues, regulate reactions, and navigate social conflicts—key factors that support mental well-being. These findings align with previous research that highlights Emotional Intelligence as a protective psychological resource.

Conclusion:

The study concludes that Emotional Intelligence is positively and significantly related to the Mental Well-Being of teachers. Enhancing Emotional Intelligence can improve teachers' emotional balance, reduce stress, and foster a healthier school environment. Therefore, Emotional Intelligence training should be incorporated into teacher education and professional development programs.

Recommendations:

- Conduct EI-based workshops and mindfulness training for teachers.
- Integrate emotional skill development activities into teacher education curricula.
- Develop institutional support systems for improving mental well-being.
- Promote peer-mentoring programs to strengthen interpersonal relationships at schools.
- Conduct longitudinal studies to observe long-term effects of Emotional Intelligence on mental health.

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Effectiveness of the Flipped Classroom Strategy on Students' Mental Health. - A Study

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Abstract -

Students' mental health plays a decisive role in shaping their academic engagement, emotional well-being, and learning outcomes. In conventional classroom settings, excessive dependence on lecture-based instruction often limits students' participation and may lead to increased academic stress, anxiety, and emotional imbalance. In view of these challenges, the present study examines the effectiveness of the flipped classroom strategy in improving the mental health of higher secondary students studying Economics. A quasi-experimental research approach using a one-group pre-test–post-test design was adopted. The sample comprised 30 students selected through convenience sampling. Data was collected using a standardized Mental Health Questionnaire measuring stress management, emotional stability, self-confidence, motivation, and social adjustment. The intervention was implemented over four weeks, during which students accessed instructional videos and reading materials before class, while classroom time was dedicated to interactive discussions, collaborative activities, and problem-solving. Statistical analysis using mean, standard deviation, and paired t-test revealed a significant improvement in students' mental health following the intervention. The findings indicate that the flipped classroom strategy effectively reduces academic stress, enhances emotional stability, and fosters confidence, motivation, and positive mental health among students.

Keywords: Flipped Classroom, Mental Health, Economics, Quasi-Experimental Design, t-test

1. Introduction -

In the contemporary educational landscape, students' mental health has emerged as a major concern due to increasing academic demands, competitive learning environments, and examination-oriented instructional practices. Mental health encompasses emotional balance, stress tolerance, self-confidence, motivation, and positive social relationships, all of which contribute significantly to effective learning and academic success. Students who maintain sound mental health are more likely to demonstrate sustained engagement, resilience, and improved performance.

Traditional classroom teaching, especially in analytical subjects such as Economics, continues to rely predominantly on teacher-centred lectures. Such methods often restrict interaction and offer limited opportunities for students to clarify doubts during classroom instruction. As a result, learners may experience cognitive overload, anxiety, and reduced confidence. To address these issues, innovative instructional strategies that promote active learning have gained prominence.

The flipped classroom strategy represents a learner-centred pedagogical model in which instructional content is delivered outside the classroom, while classroom time is utilised for discussion, collaboration, and higher-order thinking activities. By encouraging autonomy,

peer interaction, and guided facilitation, the flipped classroom has the potential to create a supportive learning environment that positively influences students' mental health. The present study, therefore, seeks to investigate the effectiveness of the flipped classroom strategy in enhancing the mental health of higher secondary students studying Economics.

2. Review of Related Literature

Extant literature indicates that flipped classroom approaches contribute positively to academic achievement, learner engagement, and self-regulated learning. Studies have shown that flipped learning environments allow students to learn at their own pace, revisit instructional content, and arrive in class better prepared for meaningful interaction. This flexibility has been found to reduce learning-related stress and improve classroom participation.

Research focusing on psychological outcomes suggests that active and learner-centred instructional strategies lead to lower anxiety levels, increased self-efficacy, and improved emotional well-being. In the context of Economics education, research highlights that discussion-oriented and activity-based teaching methods enhance conceptual understanding and reduce students' fear of complex topics.

Despite these findings, empirical studies examining the direct impact of flipped classroom instruction on students' mental health remain limited. This lack of focused research provided the foundation for undertaking the present quasi-experimental study.

3. Objectives of the Study:

1. To examine the mental health of higher secondary students studying Economics before the implementation of the flipped classroom strategy.
2. To examine the mental health of students after the implementation of the flipped classroom strategy.
3. To determine the effectiveness of the flipped classroom strategy in improving students' mental health.

4. Hypothesis

H_0: There is no significant difference between the mean of pre-test and post-test mental health scores of students taught using the flipped classroom strategy.

5. Methodology

5.1 Research Design -

A quasi-experimental one-group pre-test–post-test research design was used.

5.2 Sample -

The sample consisted of 30 higher secondary students studying Economics, selected using the convenience sampling method.

5.3 Tool Used -

A standardized Mental Health Questionnaire covering dimensions such as stress management, emotional stability, self-confidence, motivation, and social adjustment was used. The tool was validated by experts and established as reliable.

5.4 Procedure -

Initially, the mental health questionnaire was administered as a pre-test. The flipped classroom strategy was then implemented for four weeks. Students were provided with video lectures and reading materials prior to classroom sessions. Classroom time was devoted to

discussion, doubt clarification, collaborative learning, and problem-solving activities. After the intervention, the same questionnaire was administered as a post-test.

5.5 Statistical Techniques -

Mean, standard deviation, and paired t-test were used for data analysis.

6. Analysis and Interpretation of Data

Test Phase	N	Mean Score	Standard Deviation
Pre-test	30	38.8	5.77
Post-test	30	80.2	3.91

Calculated t value = 30.98
Table value of t at 0.05 level (df = 29) = 2.045

Interpretation:

Since the calculated t value exceeds the table value at the 0.05 level of significance, the null hypothesis is rejected. This indicates statistically significant improvement in students' mental health following the flipped classroom intervention.

7. Results -

1. Students exhibited improved emotional stability after the flipped classroom intervention.
2. Levels of academic stress and anxiety were noticeably reduced.
3. Increased classroom interaction contributed to higher motivation and self-confidence.
4. The flipped classroom strategy proved effective in promoting positive mental health.

8. Discussion: -

The findings support learner-centred educational theories that emphasise autonomy, interaction, and active engagement. By transferring passive content learning outside the classroom, the flipped classroom reduced academic pressure and enabled students to participate actively during class. In Economics, where abstract concepts often create anxiety, collaborative discussion and guided problem-solving helped students develop conceptual clarity in a supportive environment. These conditions collectively enhanced emotional well-being and reduced stress.

9. Educational Implications:

1. Teachers may adopt flipped classroom strategies to foster stress-free and supportive learning environments.

2. Economics instruction can be made more interactive and student-centred.
3. Schools should encourage the integration of technology-based pedagogies to promote mental well-being.
4. Teacher education programmes should prioritise training in innovative instructional practices.

10. Limitations of the Study

1. The study is limited to a small sample of 30 students.
2. It is confined to the subject of Economics.
3. The duration of the intervention is relatively short.

11. Suggestions for Further Research:

1. Future studies may involve larger and more diverse samples.
2. Comparative research between traditional and flipped classroom approaches may be undertaken.
3. Further investigations may explore additional psychological variables such as academic resilience, self-efficacy, and motivation.

12. Conclusion:

The study concludes that the flipped classroom strategy is an effective instructional approach for enhancing the mental health of higher secondary students studying Economics. By promoting active learning, reducing academic stress, and encouraging meaningful classroom interaction, the flipped classroom contributes positively to students' emotional well-being and overall learning experience.

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A REVIEW OF DIGITAL CONTENT FORMATION TO IMPROVE STUDENTS' ABSTRACTION ON INTEGRATION IN MATHEMATICS FOR POLYTECHNIC

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Abstract:

This research paper examines the development and implementation of digital content designed in context of improvement of first year polytechnic students' understanding of topic integration in the subject mathematics. Integration, as a fundamental concept in calculus, poses significant challenges for students in technical education in initial level specifically at first year polytechnic, especially when it comes to grasping its abstract nature and real-world applications. This research paper will help in reviewing how available and latest developed various digital tools and strategies—such as interactive simulations, gamified learning, and personalized feedback systems—can enhance the learning experience, supports first year polytechnic students better abstract mathematical concepts related to integration. By homogenizing technology into the learning process, this research aims to make the concept integration more accessible and comprehensible for first year polytechnic students, fostering a deeper, more applied understanding of the subject mathematics at polytechnic level.

Key words: Digital Content, Polytechnic Students, Integration, Mathematics, AICTE, DTE, MSBTE

1. Introduction

Mathematical integration is a core topic in technical education, particularly within polytechnic institutions. The polytechnic education is provided under the banner of All India Council For Technical Education (AICTE) at national level whereas Directorate of Technical Education (DTE) at state level in Maharashtra and other states.

The academic responsibility is taken by an Autonomous body Maharashtra State Board of Technical Education (MSBTE). MSBTE design and implement the curriculum at polytechnic around state. The content integration is included in mathematics at first year for students as essential subject. Despite its importance, many students struggle with its abstract nature, especially when it comes to understanding of the concept of integration, the underlying principles and applying them to real-world problems. The challenge is compounded by the fact that polytechnic students often have limited exposure to theoretical aspects of concept

integration in mathematics, focusing instead on practical applications. This is the reason why the concept integration is difficult for first year polytechnic students.

Digital content formation, incorporating interactive and adaptive learning technologies, can significantly enhance students' comprehension in concept integration by making abstract concepts more tangible to them. This paper investigates the role of digital tools and resources in improving polytechnic students' abstraction of integration, aiming to provide an overview of how these tools can bridge the gap between theory and practice.

---

2. Theoretical Framework:

The concept of "abstraction" in mathematics refers to the ability to move from concrete, specific examples to general principles and concepts. In the context of integration, this involves:

- **Understanding integration as the accumulation of quantities.**
- **Visualizing and evaluating the process and methods of integration as finding the area under a curve.**
- **Recognizing the fundamental theorem of calculus as the bridge between differentiation and integration.**

Several theories on learning and cognition, including **constructivism** (Piaget, Vygotsky) and **cognitive load theory** (Sweller), suggest that students benefit from learning environments that actively engage them in constructing their own understanding. Digital content, through its interactive and adaptive nature, aligns well with these theories by enabling students to experiment, visualize, and receive immediate feedback. Students actively engage in problem-solving and projects rather than passively receiving information. Mathematics at polytechnic level is taught using practical applications relevant to students' intended careers (e.g., engineering, civil engineering, etc.), which helps them see its utility and build meaningful understanding. At initial polytechnic level education student's work in groups, discussing ideas and assisting one another to enhance their understanding and communication of mathematical concepts.

---

3. Digital Content Strategies for Teaching Integration

The development of effective digital content for teaching integration requires a combination of various technologies and pedagogical approaches tailored to the needs of polytechnic students at initial level of learning. Some key strategies include:

3.1 Interactive Visualizations and Simulations

Visualizing abstract mathematical concepts can greatly enhance students' understanding of integration. Interactive tools like **GeoGebra** and **Desmos** allow students to experiment with the graphical representations of concept integration in mathematics. These tools help students visualize the concept of integration as the area under a curve, aiding their abstract understanding.

- **Example**: Students can manipulate a curve and visually observe how the area changes as the bounds of the integral shift, thus internalizing the geometric interpretation of integration.

3.2 Gamification

Gamified elements, such as challenges, quizzes, and rewards, can boost engagement and motivation. At first year level, polytechnic students often appreciate competitive or goal-oriented learning environments, making gamification an effective tool in reinforcing integration concepts. Gamification (Deterding et al, 2011) is the integration of games in delivering classroom lessons, quizzes, home works etc. Any application, task, process or context can theoretically be gamified.

- **Example**: Platforms like **Kahoot!** or **Quizlet** can be used to create integration-themed quizzes, providing instant feedback and allowing students to compete in solving integration problems.

3.3 Problem-Solving Tools and Guided Learning

Digital platforms can facilitate problem-solving workshops where students work through step-by-step guides, receiving hints or corrections as they attempt integration problems. Tools such as **Mathematica** or **Wolfram Alpha** can serve as supplementary resources for checking solutions, while also providing explanations for each step of the process. Polytechnic students at initial level can gain their interest in learning concept integration in mathematics with these platforms available.

- **Example**: A student may attempt an integration problem, and based on their progress, the system could offer hints or guidance specific to their mistakes.

3.4 Adaptive Learning Systems

Adaptive learning platforms, such as **Knewton** or **Smart Sparrow**, use algorithms to adjust the learning material based on individual student performance. These platforms assess a student's strengths and weaknesses, personalizing the content and pacing to meet their needs at initial level in polytechnic in learning mathematical content integration. It is supposed to automate the process of checking no only theoretical material but also practical task in the subject mathematics. Adaptive learning helps in digital content creation and utilization for traditional to technology based teaching learning.

- **Example**: A student who struggles with integration by parts could be directed to more targeted resources and practice problems until mastery is achieved.

4. Challenges in Digital Content Formation

While digital tools offer many benefits, there are several challenges associated with their implementation in polytechnic education. Key issues include inadequate infrastructure, faculty skill deficits and resistance to change, and the inherent difficulty of digitizing complex mathematical expressions effectively. Some of these are reviewed as:

4.1 Technological Accessibility

As polytechnic education is senior secondary level education, most polytechnic located at remote areas which face network connectivity issues. Also unavailability of digital infrastructure is the major hurdle. Not all students may have access to high-speed internet or advanced computing devices, which could limit their ability to fully engage with digital content. This issue must be addressed to ensure that no student is left behind and everybody should be engaged in learning.

4.2 Learning Curve of Tools

Some students may experience difficulty in navigating complex digital platforms while learning. Teachers and students face obstacles ranging from technical proficiency to integrating new tools effectively. Therefore, it is essential to offer adequate training and support to help students maximize the benefits of these tools.

4.3 Balancing Theory and Practice

While digital content is effective for demonstrating applications of integration, it is essential to balance practical application with a strong theoretical foundation. Integrating theory and technology seamlessly is key to ensuring that students not only know how to apply integration but also understand the underlying principles. So at first year polytechnic level, students could be able to understand the concept as well as its application through it,

Along with above challenges, several constraints need to be resolve in formation of digital content in context of integration in mathematics at initial level polytechnic education.

5. Implementation and Evaluation of Digital Content

To assess the effectiveness of digital content on improving students' abstraction of integration, a mixed-methods approach can be employed. This approach would include following

5.1 Pre- and Post-Tests

To check effectivity of the contain there is need to conduct assessments before and after the intervention to measure changes in students' understanding of integration while its use at initial polytechnic level.

5.2 Student Feedback

Use surveys, interviews, and focus groups to gather qualitative data on students' experiences with the digital content. It may help in improving quality, analysis of content accuracy, implementation strategy etc. which enhance learning effectiveness of concept integration in mathematics at polytechnic.

5.3 Performance Analytics

Analyze data from adaptive learning platforms or gamified systems to determine students' progress and identify common areas of difficulty. The effectiveness of digital content made in the context of integration in mathematics is to be analyzed on the ground by implementation at initial level polytechnic classes.

5.4 Comparative Studies

Traditional teaching focuses on teacher-led lectures in physical classrooms with books, offering structure and direct interaction, while digital content approaches use tech (videos, online platforms) for flexibility, personalized content, and global access but risk distraction. Conduct a comparison between traditional teaching methods and the digital content approach to evaluate effectiveness is essential in the context of integration in mathematics at initial level polytechnic students.

6. Conclusion

This reviewed study in the context of digital content on concept integration in mathematics for first year polytechnic levels suggest that the use of digital content to enhance the abstraction of integration in mathematics holds significant promise for first year polytechnic students around state and hence country. By leveraging interactive simulations, gamification, adaptive learning, and problem-solving tools, students can gain a deeper and more practical understanding of this crucial mathematical concept called integration. However, challenges related to accessibility and balancing theory with practice must be carefully managed to ensure that all students benefit from these resources developed and/or available. Future research should explore the long-term impact of digital content on student performance and its integration into the broader curriculum in the subject.

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The unseen Struggle: Mental Health of trainee teachers in Education

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Abstract:

As of 2025, roughly 15% of India's adult population faces mental health issues needing care, with a 13.7% lifetime prevalence, higher in urban areas (13.5%) than rural (6.9%). Young people (teens to 20s) are particularly affected by stress, anxiety, and isolation. In one study, among trainee teachers, **92.2%** felt their mental health had worsened, **66.2%** reported stress symptoms, and **32.8%** reported depressive symptoms during challenging times. So why is the mental health of teacher trainees important? What strategies can we adopt to address it?

Key Words: Mental health, Trainee Teachers, Teacher training program, Techniques.

"Your Mental Health is a Priority.
Your happiness is an essential.
Your self-care is a necessity"

Mental health should be every person's priority. It is essential for everyone who lives on earth. Mental health is important more than physical health.

What is mental health?

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act as we cope with life. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood and aging.

According to **World Health Organization (WHO)** "Mental health is the state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to their community."

In this definition, four key aspect 1. Coping with stress, 2. Realizing abilities, 3. Productivity, and 4. Community contribution are important. This means we should be able to manage stress; we should be able to recognize our own capabilities, we should understand how much work we can do, and similarly, we should also understand what we contribute to society through our work.

Why is mental health important?

While navigating educational and career goals and combatting personal challenges, your mental health hugely impacts the overall quality of your life.

Mental health is important because it can help you to:

- Be physically healthy
- Have good relationships
- Make meaningful contributions to your community
- Work productively
- Realize your full potential

Your mental health is also important because it can affect your physical health. For example, mental disorders can raise your risk for physical health problems such as stroke, type 2 diabetes, and heart disease.

Know the typical signs of a mental health problem:

Feeling anxious or worried: We all feel anxious or stressed from time to time. But if the anxiety is persistent and interferes with your daily activities, it may be a sign of a mental health disorder.

- Feeling down or dissatisfied: Signs of depression include feeling sad or unhappy for a long time, or losing interest in a hobby or becoming tearful.
- Emotional outbursts: Intense stress or anxiety can be a sign of mental illness.
- Sleep problems: Sleeping too much or too little can be a sign of depression or a sleep disorder.
- Changes in weight or appetite: Weight fluctuations or rapid weight loss or an eating disorder may indicate depression.
- Becoming quiet or withdrawn: Withdrawing from life can indicate a mental health disorder.
- Chronic substance abuse and feelings of guilt or worthlessness can be signs of a mental health disorder.

If something ‘doesn’t seem right,’ it’s important to start a conversation about getting help.

When we think about school students, we also think about their teachers. We consider the various challenges teachers face while shaping today’s students. Before that, let us see a little about the mental health of teenagers.

Adolescents’ Mental Health:

At a demographic level, one in seven people aged 10-19 years experiences a mental disorder, bringing the global burden of disease in this age group to 13%. Depression, anxiety,

and behavioural disorder have become leading causes of illness and disability among adolescents.

Suicide in the fourth leading cause of death among people aged 15-29. This means that students face so many problems that they feel it is better to face death than to live. Peer pressure, parental pressure, and the competition in today's life can be some of the main reasons for this.

Early diagnosis and treatment: Addressing the needs of adolescents with mental health conditions is crucial. This requires a multi-pronged approach with different delivery channels- for example, digital media, health and social care structures, school, or communities to reach adolescents, especially those who are most vulnerable.

To ensure the mental well-being of those students, we need teachers who are equally observant, understanding, and capable of recognizing the diversity among students, identifying their strengths, providing them with appropriate guidance, and offering advice whenever needed, And the responsibility of developing such teachers lies with the teacher training colleges.

What is the roll of the Mental health in Teacher training program:

In teacher training program, trainee teachers must perform many types of tasks. There is a strong emphasis on practical work along with theory, and while doing all this, taking care of one's mental health equally important.

Trainee Teachers:

The B.Ed. curriculum includes many programs that teacher trainees must participate in. These students come with a graduate degree. They have not previously given presentations or had to address a large group of students. During the various program within the B.Ed. course, they must prepare themselves, ensuring that their message is effectively conveyed to others. Along with their studies, they must prepare themselves mentally and build their confidence. Especially for female trainees, managing their household responsibilities along with their studies and completing the entire B.Ed. program is real balancing act. All of this is a challenging process for them. Therefore, maintaining their health in balanced state becomes extremely important.

Trainee teachers face significant mental health challenges, including high stress, anxiety, and emotional exhaustion from heavy workloads, performance pressure, and the intensity of training, impacting their effectiveness and leading to burnout or even leaving the profession; proactive strategies like work-life balance, self-care (exercise, hobbies, mindfulness), open communication with providers, and learning from mistakes are crucial for their well-being, alongside systemic support from training institutions.

B.Ed. Practicum:

Micro Skills, Simulated Lessons, Macro Lessons, Sports, Internship, Competitions, Club Activity, and many more activities are run by B.Ed. colleges.

In this program, they must face five to fifty students. At such times, they need to be fully prepared, both in terms of what they are going to present and in terms of their self-confidence. Today's school students are very inquisitive because they receive information from many sources. Teacher trainees need to be equally well-prepared for these students, so that they can answer any questions a students might ask.

To complete all these practical's, student teacher needs to develop many skills. Like Preparation, Organization, Subject expertise, Communication, Commitment, Innovative, Tolerance, Story Telling, Technology Enthusiast, Open for Questions, Intellectual as well as Emotional Intelligence, etc.

Along with all these activities, students also must study for their theory exams. The exam scores are equally important along with the internal marks. Therefore, the mental health of the trainees is important, and some strategies can be suggested for this.

Strategies for Trainee Well-being

- **Self-Care:** Prioritise exercise, healthy eating, hobbies, relaxation, and "me time" to recharge.
- **Mindfulness & Self-Compassion:** Practice gratitude, learn from mistakes without dwelling on them, and forgive yourself.
- **Boundaries:** Set specific times for work and personal life to avoid constant work immersion.
- **Open Communication:** Talk to training providers, mentors, senior teachers, and trusted colleagues about struggles. (Bat Karke To Dekho)
- **Focus on Positives:** Save positive memories, like thank-you notes, for difficult days.

Support Systems Needed

- **Flexible Training:** Providers should offer responsive support.
- **School Policies:** Schools need strong policies, mental health leads, and resources to support staff well-being, spatially for trainee teachers.
- **Normalising Mental Health:** Making it acceptable to not have perfect days helps everyone.

Why It Matters

- **Effective Teaching:** Good mental health allows teachers to manage stress and deliver quality education.
- **Teacher Retention:** Addressing burnout helps prevent teachers from leaving the profession, tackling shortages.
- **Role Modelling:** Healthy teachers provide stable, positive role models for students.
- **Nurturing future, Supporting Teachers:** If the teachers who shape the future have good mental and physical health, then the creation of a better future can also be successfully achieved.

What trainees can do:

- Build Resilience
- Prioritize well-being
- Seek support and Develop mindfulness
- 5 'R' s of Mindfulness- Recognize, Relax, Review, Respond, Return

Some Techniques for Mental Health problems –

Lifestyle & Physical Health

- Exercise Regularly
- Prioritize Sleep
- Eat Well
- Avoid Substances

Mind-Body Techniques

- Mindfulness & Meditation
- Deep Breathing
- Spend Time in Nature

Cognitive & Emotional Strategies

- Practice Gratitude
- Challenge Negative Thoughts
- Radical Acceptance

Connection & Support

- Talk About Feelings: Share with trusted friends, family, or support groups.
- Stay Connected: Nurture relationships; social support is vital.
- Help Others: Volunteering or supporting loved ones can boost your own well-being.

Professional Therapies (Often alongside self-help)

- Cognitive Behavioral Therapy (CBT): Helps change negative thought/behavior patterns.
- Dialectical Behavior Therapy (DBT): Teaches mindfulness, distress tolerance, emotional regulation.

Conclusion:

Mental health is very important for every individual. Just as we pay attention to our physical health, focusing on mental health is an essential part of today's fast-paced life. Teaching is a profession that shapes future generations. For educators to thrive in their roles and make a meaningful impact, prioritizing their mental health is crucial. Teacher mental health training empowers educators to manage their well-being while fostering a supportive learning environment for students. Good mental health is crucial for us to manage our relationships and work effectively, after students enroll in the B.Ed. program, they need self-confidence for various tasks and situations. They also need to recognize their own abilities and skills and work accordingly. when they go to school, they have to stand in front of many students, and experiencing stress in such situation is natural. If they utilize their abilities properly at such times, they can confidently face every challenge. Therefore, it is necessary

to provide them with proper training regarding their mental health. For this purpose, every B.Ed. college should make such arrangements, and it is essential to boost students' confidence by providing them with information about mental health.

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Cultivating Wellbeing Through Classroom Critical Thinking: A Pathway to Mental Resilience for Students and Teachers.

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Abstract:

Critical thinking is widely recognised as an essential 21st-century skill for academic and professional success. However, its profound impact on psychological and emotional well-being—for both students and educators—remains underexplored. This paper examines the integral relationship between critical thinking development and mental wellbeing, arguing that fostering critical thinking in educational settings is not merely an academic exercise but a vital component of holistic personal development. Through a review of contemporary literature and empirical studies, we propose that critical thinking enhances self-awareness, emotional regulation, resilience, and interpersonal skills—all key contributors to mental health. We further argue that educators who model and teach critical thinking also experience improved job satisfaction, reduced burnout, and greater professional fulfilment. This paper concludes with recommendations for embedding wellbeing-focused critical thinking strategies into pedagogical practice, advocating for a dual-benefit approach that supports the mental health of both learners and teachers

Keywords: Critical thinking, Mental wellbeing, Emotional resilience, Self-awareness, Stress management, Educator wellbeing, Pedagogical strategies, Holistic education

Introduction:

Critical thinking is broadly acknowledged as a foundational skill for navigating the complexities of the modern world, essential for individual success and societal progress within a knowledge-based economy (Heard et al., 2020; Nor & Sihes, 2021). Typically framed in academic and cognitive terms, critical thinking involves analyzing information, evaluating arguments, identifying biases, and forming reasoned judgments (Yazidi, 2023). However, emerging research reveals a deeper, more symbiotic relationship: critical thinking is intrinsically linked to psychological wellbeing, influencing life satisfaction, emotional balance, and resilience across key domains such as health, education, and social relationships (Parra et al., 2023).

In an era marked by increasing mental health challenges among students and teachers—including anxiety, stress, and burnout—the role of education must expand beyond content delivery to include the cultivation of skills that support mental and emotional flourishing. Critical thinking, when taught and practiced mindfully, can serve as a protective factor,

empowering individuals to process information reflectively, challenge unhelpful thought patterns, and make decisions that align with their values and wellbeing.

This paper argues that critical thinking is not only a cognitive tool but also a wellbeing resource. It explores how structured critical thinking interventions can enhance self-efficacy, reduce cognitive distortions, and foster a growth mindset—all of which contribute to improved mental health outcomes. Furthermore, it highlights how teachers who integrate critical thinking into their pedagogy report higher levels of engagement, reduced emotional exhaustion, and a greater sense of purpose in their work.

By reframing critical thinking as a wellbeing-enhancing practice, educators can create classrooms that are not only intellectually rigorous but also emotionally supportive. This dual focus prepares students to thrive in academic, professional, and personal realms while simultaneously nurturing the mental resilience of those who teach them.

Review of literature

Defining Critical Thinking in the Context of Wellbeing:

Critical thinking is often described as a systematic, reflective, and evidence-based approach to reasoning and problem-solving (Facione, 2020). It includes skills such as analysis, inference, evaluation, explanation, and self-regulation. While these are cognitive competencies, they have direct implications for emotional and psychological functioning. For instance, the ability to evaluate evidence helps individuals challenge irrational beliefs, a core technique in cognitive-behavioral therapy (CBT), which is widely used to treat anxiety and depression (Beck, 2011).

Recent studies have begun to explicitly link critical thinking to wellbeing constructs. Parra et al. (2023) found that university students with higher critical thinking scores reported greater life satisfaction, self-acceptance, and purpose. Similarly, Guamanga et al. (2024) demonstrated a positive correlation between critical thinking, psychological wellbeing, and academic performance among first-year college students. These findings suggest that critical thinking supports what Ryff (1989) terms “psychological wellbeing,” which includes autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance.

Critical Thinking as a Tool for Emotional Regulation:

One of the most significant ways critical thinking supports mental health is through enhanced emotional regulation. The process of critically examining one’s thoughts—questioning assumptions, weighing evidence, and considering alternative perspectives—can prevent emotional reasoning and cognitive distortions such as catastrophizing, overgeneralization, and black-and-white thinking (Leahy, 2017). For students, this means better stress management during exams, healthier responses to feedback, and reduced academic anxiety.

Teachers, too, benefit from this regulatory function. Educators frequently face high-pressure situations, from classroom management challenges to administrative demands. Critical reflection allows teachers to de-personalize setbacks, analyze classroom dynamics

objectively, and develop adaptive coping strategies (James et al., 2023). This mitigates burnout and promotes sustained engagement in teaching.

Enhancing Self-Efficacy and Autonomy:

Critical thinking fosters a sense of agency and self-efficacy—the belief in one's ability to influence outcomes. Students who think critically are more likely to approach problems with confidence, persist through difficulties, and view challenges as opportunities for growth (Bandura, 1997). This growth mindset, closely tied to critical inquiry, is linked to higher resilience and lower levels of helplessness (Dweck, 2006).

For teachers, fostering critical thinking in students reinforces their own professional efficacy. Observing students engage deeply, ask meaningful questions, and develop independent judgments can be profoundly validating, countering feelings of futility or disempowerment that sometimes accompany teaching (Hattie, 2009).

Promoting Social and Emotional Intelligence:

Critical thinking is inherently social; it involves listening, perspective-taking, and constructing arguments respectfully. These skills are foundational to emotional intelligence (Goleman, 1995) and positive relationships. In classroom discussions, students learn to navigate diverse viewpoints, manage conflicts constructively, and communicate with empathy—all of which enhance social wellbeing and reduce feelings of isolation.

Teachers who facilitate such dialogues often report improved classroom climate, stronger teacher-student relationships, and a more collaborative professional environment (Yazidi, 2023). This relational aspect of critical thinking contributes to a supportive school culture, which is a known protective factor for mental health (Kidger et al., 2012).

Reducing Vulnerability to Misinformation and Anxiety:

In today's information-saturated world, the inability to critically evaluate sources can lead to anxiety, confusion, and misinformation-driven distress. Critical thinking equips individuals to discern credible information, resist manipulation, and make informed decisions—skills that are especially important for mental wellbeing in the digital age (Lewandowsky et al., 2017).

For both students and teachers, this competency reduces overwhelm and fosters a sense of control in the face of complex or alarming information, whether related to academics, health, or societal issues.

The Interconnected Wellbeing of Students and Teachers:

The mental wellbeing of students and teachers is deeply intertwined. A teacher's wellbeing affects classroom atmosphere, student engagement, and academic outcomes (Harding et al., 2019). Conversely, student wellbeing and behavior significantly impact teacher stress and job satisfaction (Greenberg et al., 2016). Critical thinking can serve as a mutual resource in this dynamic, benefiting both groups simultaneously.

When teachers model critical thinking—demonstrating curiosity, openness to revision, and reflective practice—they not only teach the skill but also exhibit psychological traits associated with wellbeing, such as intellectual humility and cognitive flexibility. This modeling

can inspire students and create a classroom environment where it is safe to question, make mistakes, and learn collaboratively.

Moreover, professional development focused on critical thinking pedagogy can reinvigorate teachers' sense of purpose and intellectual engagement, countering routinization and burnout (James et al., 2023). Schools that prioritize critical thinking as part of their wellbeing strategy report higher staff morale and lower turnover (Guamanga et al., 2024).

Strategies for Integrating Critical Thinking and Wellbeing:

To harness the wellbeing benefits of critical thinking, educators can adopt intentional pedagogical strategies that merge cognitive and emotional development.

1. Socratic Questioning for Self-Reflection

Use Socratic dialogue to help students—and teachers—explore their beliefs, values, and emotional responses. Questions like "What evidence supports this thought?" or "How might someone else see this situation?" promote perspective-taking and reduce rigid thinking.

2. Critical Reflection Journals

Encourage regular reflective writing where students analyze their learning experiences, emotional reactions, and decision-making processes. This practice enhances metacognition and emotional awareness.

3. Wellbeing-Focused Case Studies

Incorporate case studies that involve ethical dilemmas, social-emotional scenarios, or real-life problems. Analyzing these cases builds critical thinking while fostering empathy, ethical reasoning, and coping strategy development.

4. Mindful Argumentation

Teach argumentation and debate with an emphasis on respectful dialogue, active listening, and emotional regulation. This helps students manage disagreement without distress and builds communication skills that support relationships.

5. Teacher Critical Reflection Communities

Establish professional learning communities where teachers collaboratively analyze teaching challenges, student work, and educational research. This collective critical inquiry reduces isolation and promotes shared problem-solving.

6. Inquiry-Based Projects with Personal Relevance

Design projects that require students to investigate issues meaningful to them—such as community wellbeing, mental health awareness, or personal interests. This connects critical thinking to purpose and agency.

7. Metacognitive Strategies for Stress Management

Explicitly teach students to recognise and reframe cognitive distortions (e.g., "I always fail" →"What evidence contradicts this?"). This applies critical thinking directly to mental health maintenance.

Conclusion:

Critical thinking is far more than an academic competency; it is a vital component of psychological well-being for both students and teachers. By enabling individuals to analyse thoughts, regulate emotions, navigate social complexity, and make values-aligned decisions, critical thinking serves as a powerful resource for mental resilience and fulfilment.

Educational systems must recognise and act upon this connection. Efforts to develop critical thinking should be framed not only as preparation for academic or career success but as an investment in the holistic well-being of school communities. Professional development, curricular design, and pedagogical practice should intentionally integrate critical thinking with social-emotional learning, mental health promotion, and teacher support.

In doing so, we can create learning environments that are not only intellectually vibrant but also psychologically nurturing—where students and teachers alike are equipped to think deeply, live fully, and thrive together.

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‘Impact of Stress on B.Ed. Students During Practicum, Internship, and Classroom Teaching — A Study’

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Abstract:

Mental health challenges among student teachers and early-career educators have emerged as a critical concern across the stages of practicum, internship, and classroom teaching. These phases are marked by heightened academic demands, professional expectations, role transitions, and emotional labour, which collectively contribute to stress, anxiety, burnout, and reduced well-being. During the practicum phase, student teachers often experience performance anxiety, fear of evaluation, and difficulty in classroom management. The internship period further intensifies mental health challenges due to increased workload, limited autonomy, mentorship gaps, and the pressure to align theoretical knowledge with practical realities. Once in full-time classroom teaching, educators face persistent stressors such as large class sizes, administrative responsibilities, student behavioural issues, time constraints, and work–life imbalance. These challenges, if unaddressed, can adversely affect teaching effectiveness, job satisfaction, and student learning outcomes. The abstract highlights the need for institutional support systems, reflective practices, mentorship, mental health literacy, and well-being-oriented teacher education programmes to promote resilience and sustain mental health across professional transitions. Addressing mental health challenges during practicum, internship, and classroom teaching is essential for fostering a healthy, effective, and sustainable teaching workforce.

Introduction:

Stress is a widespread concern that impacts individuals across various professional environments, often leading to negative effects on both mental and physical health. Interns, who occupy a unique position as learners and contributors within workplaces, are particularly vulnerable to stress due to the dual demands of acquiring new skills and meeting professional expectations. As internships play a critical role in career development, understanding and addressing the factors contributing to intern stress is essential for ensuring their well-being and productivity.

Despite the increasing importance of internships, limited research has specifically focused on the stress experienced by interns, particularly in comparing in-office and remote internship setups. Factors such as workload, financial challenges, interpersonal relationships, and the specific conditions of internship environments (e.g.,

online versus offline) can significantly influence stress levels, yet these remain inadequately studied.This research aims to bridge this gap by examining the primary stressors encountered by interns and comparing their manifestations and impacts in online and offline settings. By analyzing these stressors and their effects, the study seeks to provide actionable insights for developing more supportive systems and strategies, ultimately enhancing the overall internship experience and contributing to interns' personal and professional growth.

Background and Motivation:

Stress is a common issue affecting individuals in a variety of professional contexts, with notable impacts on both physical and mental health. Interns, who must juggle the demands of learning and working simultaneously, are particularly vulnerable to stress. Despite growing recognition of this problem, there is limited research specifically examining the effects of stress on interns, especially when comparing in-office and remote internships. Most studies focus on employees in general, neglecting the distinct challenges interns face. This study seeks to address this gap by investigating the causes of stress among interns and comparing how stress manifests in both online and offline settings.

The motivation behind this research arises from both personal experiences and broader Societal concerns. With internships playing an increasingly vital role in career development, it is crucial to understand the stressors interns encounter for their overall well-being and success. This study seeks to identify and address these stress factors, aiming to improve support systems for interns. By comparing stress effects across different internship settings,The research aspires to contribute to better stress management strategies, enhancing the internship experience for future participants.

Definition:

Britannica Dictionary definition of PRACTICUM. : A course of study for teachers, doctors, nurses, etc., that involves actually working in the area of study and using the knowledge and skills that have been learned in a school.

An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest.

What is a practicum/Internship in classroom management?

In contrast, practicums, also known as student teaching or internships, occur at the end of a teacher preparation program, offering extensive and intensive opportunities for teacher candidates to apply their skills and demonstrate their competencies in real classroom environments.

Practicum and an internship are both supervised, practical learning experiences that bridge classroom theory and real-world practice, but they differ in purpose, duration, structure, supervision, assessment, and typical fields. Key distinctions:

Purpose and focus

- Practicum: Emphasizes supervised observation, skill practice, and application of specific techniques learned in coursework. Often designed to develop competency in discrete tasks or clinical skills.
- Internship: Emphasizes broader professional experience, workplace integration, project work, and career exploration. Focuses on developing workplace behavior, professional judgment, and sometimes deliverable outcomes.

Duration and intensity

- Practicum: Usually short (weeks to a semester), part-time, and embedded within a course. Time commitment is often measured in hours tied to course credit.
- Internship: Can range from a few months to a year, may be part-time or full-time, and often occurs during summer or as a co-op term. May be paid or unpaid.

Assessment and credit

- Practicum: Assessed as part of an academic course with formal evaluations, competency checklists, reflective assignments, and direct observation. Credit is typically required for program progression.
- Internship: May offer academic credit but can also be non-credit. Evaluation often includes employer assessments, project deliverables, and a final academic reflection or report when credited.

Summary in one line about Practicum and internship

- Practicum = structured, course-linked supervised skills practice (often for licensure); Internship = broader workplace experience emphasizing professional integration and career development.

Discussion of Findings:

The findings of this study reveal a significant relationship between the challenges experienced by B. Ed students during their practicum/internship and the stress levels they reported. The correlation analysis showed a positive and moderate relationship between these two variables, suggesting that the more challenges students encountered, the higher their stress levels and contributing to stress and impacting their effectiveness.

The specific challenges identified in this study, such as difficulties in accessing counselling facilities and the dual role of counselling and teaching, were found to be common stressors in other studies as well. For instance, Kurtyilmaz (2015) emphasized the anxiety and negative emotions experienced by counsellor trainees due to the integration of theoretical knowledge into practice, which parallels the challenges noted by the students in this study.

The implications of these findings are significant for the training and preparation of B.Ed students . The moderate correlation between challenges and stress levels indicates that while challenges are an inherent part of the practicum experience, their impact on stress can be mitigated through better preparation and support. Educational institutions should consider enhancing pre-practicum preparation, providing more effective support systems during practicum, and offering coping mechanisms to help students manage the stress associated with the challenges they face.

Additionally, there is a need for systematic interventions to address specific challenges, such as improving access to counselling facilities and balancing the dual roles of teaching and counselling, which could help reduce stress levels and improve the overall practicum experience.

Objectives of the Study

The study aims to achieve the following objectives:

• To identify the specific challenges faced by university students pursuing B. Ed students during their practicum/internship

• To assess the levels of stress experienced by university students pursuing B. Ed during their practicum.

• To examine the relationship between the challenges encountered during practicum and the stress levels

experienced by university students pursuing B. Ed students Mental challenges during practicum internship and classroom

S.NO	How often do you experience symptoms of stress during your internship?	How challenging has it been to apply classroom knowledge in a real-world setting during your practicum?	How challenging has it been to apply classroom knowledge in a real-world setting during your practicum?	To what extent have you experienced feelings of incompetence or insecurity during your internship?	How often have you faced communication barriers with clients or colleagues at your practicum site?	How would you rate the level of emotional resilience required for your practicum?	Does your practicum site promote a supportive environment for mental health?	How confident do you feel in your ability to handle challenging situations encountered during your practicum?	Have you ever sought professional help or counseling for mental health concerns related to your studies/practicum?	How satisfied are you with the mental health support resources available at your institution/practicum site?
1	Sometimes	Sometimes	Always	Rarely	Sometimes	Sometimes	Rarely	Always	Never	Sometimes

S.NO	How often do you experience symptoms of stress during your internship?	How challenging has it been to apply classroom knowledge in a real-world setting during your practicum?	How challenging has it been to apply classroom knowledge in a real-world setting during your practicum?	To what extent have you experienced feelings of incompetence or insecurity during your internship?	How often have you faced communication barriers with clients or colleagues at your practicum site?	How would you rate the level of emotional resilience required for your practicum?	Does your practicum site promote a supportive environment for mental health?	How confident do you feel in your ability to handle challenging situations encountered during your practicum?	Have you ever sought professional help or counseling for mental health concerns related to your studies/practicum?	How satisfied are you with the mental health support resources available at your institution/practicum site?
2	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Always	Sometimes	Always	Sometimes	Rarely
3	Sometimes	Sometimes	Sometimes	Always	Sometimes	Sometimes	Sometimes	Sometimes	Rarely	Never
4	Rarely	Sometimes	Sometimes	Never	Rarely	Rarely	Rarely	Always	Never	Rarely
5	Rarely	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes
6	Sometimes	Always	Rarely	Sometimes	Rarely	Sometimes	Rarely	Always	Sometimes	Always
7	Rarely	Sometimes	Sometimes	Sometimes	Sometimes	Rarely	Always	Always	Never	Always
8	No Answer	No Answer	No Answer	No Answer	No Answer	No Answer	No Answer	No Answer	No Answer	No Answer

Managing Stress During Your Counseling Practicum/Internship:

Among the various mental health disciplines, the counseling profession is unique in that it was conceived with a strength-oriented wellness approach (**Gladding, 2009**; **Myers, Sweeney, & Witmer, 2000**; **Witmer & Granello, 2005**). Such an approach promotes a healthy and balanced life not only for clients, but also for counselors themselves. The intention of this chapter is to assist you in maintaining a healthier, more balanced life as you proceed through practicum and internship. Healthier counselors will likely be better counselors and enjoy more productive years in the profession.

As B.ed students in a counseling program, you will also meet counselors, psychologists, social workers, and other mental health Unfortunately, there are far too many counselors and other mental health professionals who struggle with addictions, codependence, anger management issues, and dangerously inflated egos, and whose behavior you will not want to emulate. You are not expected to have perfect behavior, never get upset, or have a total lack of conflicts. You are expected to learn to manage the challenges of your practicum and internship

(and, more significantly, the demands of your life!). As a young B.ed student, I had much difficulty in managing the stress involved in working, meeting academic demands, and managing a challenging practicum and internship setting. I hope this chapter provides some insights into recognizing stressors that accompany counseling a struggling population of clients. Furthermore, it is worth mentioning that for some students, their supervisors and fellow B ed students may provide more stress than the population they counsel! Workplace conflicts, not lack of professional knowledge, are the primary reason people leave their jobs (**Bolles, 2015**).

DEVELOPING AND MAINTAINING A HEALTHY AND MINDFUL LIFESTYLE

There are many different pathways, plans, theories, approaches, books, journal articles, and other resources devoted to living a healthy and fulfilling life. The fact that so many authors, counselors, theologians, personal trainers, coaches, and such attempt to provide counseling, coaching, and information to manage stress and teach mindfulness, a balanced diet, exercise routine, and so forth, is indicative of just how stressful daily life has become in this postmodern age. As B.ed students on a practicum or internship, you are no stranger to the challenges of external demands. The practicum or internship experience placed atop family responsibilities, a job, academic work, and financial demands can create great stress in your life (**Remley & Herlihy, 2016**). While every professional likely preaches better than she or he practices, developing healthy routines is essential for good physical, mental, and emotional health.

- One of the first topics to address is that of stress.

  Stress is an external change to which we are required to adjust our lives. Generally, we think of stress as being negative, such as death of a loved one, unemployment, divorce, and other such challenges. But positive changes in our lives can also bring about stress as well. For example, getting married or partnered, moving across the country for a new job, buying a home, traveling overseas, making your first conference presentation, and, of course, entering graduate school are all exciting experiences.

- The second source of stress is somatic, or how your body interprets stress. High-paced work settings, poor diet, sleep disturbances, and addiction all stress the body. Our reactions to these external demands are influenced by a genetic “fight-flight-freeze” response inherited from primitive ancestors who dealt daily with life and death issues.

- The third source of stress derives from our thoughts. How you interpret or label stressful events will, in great measure, determine how well you resolve stress (. One of the ways our assumptions can add to stress is when we mistakenly interpret messages. For example, interpreting your supervisor’s grimace to mean he or she is upset with you will likely create stress. But verifying this assumption might clear up the misunderstanding.

Effects of Stress:

Stress is difficult to define in a precise manner because it is a highly subjective phenomenon that differs for each of us. Experiences that are stressful for some are pleasurable for others. For example, some people actually look forward to swimming with sharks

Stress in different ways: some people eat less when stressed, others overeat, some turn pale whereas others blush, some use healthy coping skills such as exercise and talking with friends, and others self-medicate with alcohol and other drugs. Here are some common signs of stress:

- Frequent headaches
- Disturbed sleep
- Dizziness
- Sweating
- Frequent colds
- Hyperventilation
- Excessive worry or anxiety
- Increased anger or frustration
- Decreased or increased appetite
- Depression or mood swings
- Difficulty concentrating
- Feeling overwhelmed
- Suicidal thoughts
- Excessive defensiveness
- Reduced work efficiency
- Constant fatigue
- Feeling less hopeful
- Elevated blood pressure and heart rate

Tips for Managing Stress

Because stress is a reality in daily life, you cannot eliminate it. You can, however, manage the stress that comes into your life. The following are several tips for managing stress.Stress effects the mental health.

Tip #1: Recognize Stress and Deal With It Accordingly

- Learn to say "no." This may take some practice. Know your limits and stay within them.
- Limit time with people you find stressful to be around. Conversely, maximize your time with people you find affirming and supportive.
- Take a break from stressors.

Tip #2: Be Proactive

- Find constructive ways to express your feelings instead of suppressing them. Practice expressing your feelings with a trustworthy friend and solicit feedback from that friend. This way you will be more prepared to do so on your practicum/internship.
- Manage time effectively. Poor time management skills will lead to additional stress. Prioritize your workload and this will help reduce your stress level.

Tip #3: Reframing Problems

Reframing is a basic counseling technique. Here are some examples of how you might use reframing:

- Reframe personal conflicts as "growth opportunities" and seek to resolve them.
-

- Be realistic and let go of perfectionism. You are going to make mistakes on your practicum/internship.
- Step back from a stress situation and ask: "How big an issue will this be in 6 months or a year?"

Tip #4: Accept What You Cannot Change and Change What You Can

- *You cannot control other people*.
- *Get support*.
- *Forgiveness*.
- *Self-reflection*.

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'Inclusion of Indian Knowledge System in the Mathematics Pedagogy Syllabus of Integrated Teacher Education - 'A Study'

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Research Problem: - "Inclusion of Indian Knowledge System in the Mathematics Pedagogy Syllabus of Integrated Teacher Education - 'A Study'

Introduction: -

The National Education Policy (NEP) 2020 has suggested many significant changes in teacher education. According to this, a four-year integrated teacher education program will come into existence from 2030. To improve the quality of teacher training, some important reforms have been proposed in teacher education programs.

Accordingly, graduation and teacher training will be taken simultaneously. This means that teachers will receive knowledge of both the subject matter and teaching pedagogy right from the beginning. In these integrated programs, inclusion of the Indian Knowledge System (IKS) has been emphasized.

The Indian Knowledge System reflects India's ancient and rich cultural heritage, including knowledge, science, philosophy, and lifestyle. It covers subjects such as Yoga, Ayurveda, Mathematics, Astrology, Arts, Architecture, and many others. At present, in India, nearly 99% of teacher training colleges offer 'two-year B.Ed. program'.. Very few colleges have adopted the integrated program. Within the two-year B.Ed. program, the presence of Indian Knowledge System in the Mathematics teaching pedagogy syllabus is very limited. As a result, future teachers remain unaware of how to apply this ancient knowledge in their teaching practices.

Since ancient times, India has contributed significantly to the invention of zero, the Decimal system, Algebra, Geometry, Trigonometry, and Astronomy. Mathematicians like Brahmagupta, Aryabhata, Bhaskaracharya and many other Mathematicians from ancient India made remarkable contributions. It is important that future teachers get acquainted with this legacy.

The NEP 2020 also recommends the use of innovative teaching methods such as problem-solving and creative techniques. If the Indian Knowledge System is included in Mathematics pedagogy courses, future teachers will better understand the historical context of formulas and theorems, helping them to appreciate India's intellectual heritage. Hence, the researcher has decided to explore how IKS can be integrated into Mathematics Pedagogy course syllabus.

Significance of the Study: -

The current two-year B.Ed. Mathematics Pedagogy syllabus includes very little information about IKS. However, as per NEP 2020, Teacher Education Course should be an integrated course of four years, and IKS must form part of it.By including Indian Knowledge System, alignment with NEP 2020 will be achieved. Trainee teachers will gain knowledge of Contributions of Indian Mathematicians, their theories, formulas, Geometry, Algebra, and Trigonometry.

This will also foster patriotism and cultural pride among trainee teachers. Their subject knowledge will be enriched. They will gain exposure to new teaching methodologies, and develop creativity, critical thinking, and problem-solving abilities.eg using Vedic Mathematics, complex calculations can be done quickly, making Mathematics simpler. This will improve teaching skills and help them convey knowledge effectively to school students. Mathematics, often seen as difficult, will become easier to learn. Moreover, in school-level exams such as Scholarship Examination, National Talent Search, and university-level competitive tests, students can score better using Vedic Mathematics techniques.

Thus, the researcher felt the need to study this area for effective implementation of NEP 2020 and to make the Mathematics Pedagogy syllabus more comprehensive.

Objectives of the Research; -

1. To study the current status of the Mathematics Pedagogy syllabus in the two-year B.Ed. program with reference to. Indian Knowledge System
2. To identify the components of Indian Knowledge System that can be included in the Mathematics Pedagogy syllabus of Integrated teacher education.
3. To suggest Co-curricular activities for introducing Indian Knowledge System in to Mathematics pedagogy syllabus.

Scope of the Research: -

1. The research is related to the Mathematics Pedagogy syllabus of the two-year B.Ed. program.
2. The focus of the Research is on the Integrated Teacher Education Program.
3. Only Mathematics-related components of the Indian Knowledge System are studied.
4. The use of Indian Knowledge System elements will be considered in relation to the syllabus design of Mathematics methodology.
5. Supplementary activities will be studied only in the context of Mathematics methodology.

Limitations of the Research: -

1. The study is limited only to Mathematics methodology.
2. Other fields of IKS like Astronomy, Ayurveda, communication etc. are excluded.

3. The research is confined to the Integrated Teacher Education Program.

4. Since IKS is vast, not all aspects can be deeply studied within a limited time.

Methodology of the Research: -

The study used comparative causal research methods and document analysis.

Research Tools: -

Observation was used as the main research tool.

Analysis, Interpretation & Findings of objective 1: -

Analysis: -

1. Most universities/colleges use modern pedagogical approaches in Mathematics methodology.
2. Vedic Mathematics, Shulba sutras, and Ancient measurement methods appear rarely or optionally.
3. Contributions of Indian Mathematicians are mentioned only to a small extent.

Interpretation: -

The inclusion of IKS will instill cultural pride. Current B.Ed. is mostly Western-oriented.

Integrating IKS will make Teacher Education multidimensional and holistic.

Conclusions: -

In present two-year B.Ed.course, syllabus lacks sufficient IKS content, so trainee teachers do not get knowledge about India's rich cultural and Mathematical heritage.

Analysis, Interpretation & Findings of objective 2: -

Analysis: -

1. IKS elements include discovery of zero, value of pi, Trigonometry, Decimal system, Algebraic formulas, Shulba sutras in Geometry.

2. Useful components: Number systems, Applications of ancient theorems in modern contexts, Mathematicians' contributions.

3. Vedic Mathematics is helpful for fast calculations.

3. Geometry is evident in temple architecture and Ayurvedic measurement systems.

Interpretation: -

1. Incorporating elements of Indian Knowledge System will enrich teaching from a Historical perspective.
2. Students will develop Mathematical skills and cultural identity. It will help integrate

Indian and modern knowledge as per NEP 2020.

3.Incorporating the Indian Knowledge system in to the syllabus provides a new perspective for effectively teaching fundamental Mathematical concepts. This will make Mathematics is more interesting and relevant to students' lives.

Conclusion

IKS components like Vedic Mathematics, computational methods, Shulba sutras, and contributions of ancient Mathematicians are highly suitable for integration.

Analysis, Interpretation & Findings of objective 3: -

Analysis: -

1. Concepts can be presented through stories, role play, charts, models, PowerPoint, etc.

2. Activity-based methods, cooperative learning, project method, games can be used.

3. Workshops, seminars, group discussions, and e-content can clarify IKS concepts.

Interpretation: -

1.If we use Co-curricular activities for introducing Indian Knowledge System in to Mathematics pedagogy Syllabus, then it moves teacher training beyond theory into practical application.

2. It builds cultural pride.

3.It will make teacher training more experiential and practical.

4.It demonstrates the contemporary relevance of IKS.

5. It helps to raise the standard of Integrated teacher education Program

Conclusion; -

1. Workshops are useful for Vedic mathematics.

2. Seminars will highlight contributions of Indian Mathematicians.

3. Group discussions can explain concepts like zero, pi, Trigonometry, Shulba sutras.

4.Project-based learning can focus on the lives/works of Mathematicians like Aryabhata.

5. Educational visits to historical sites (temples, caves, architecture) will demonstrate applied Geometry.

6. E-learning and presentations can further enhance understanding.

In this way, the inclusion of the Indian Knowledge System in the Mathematics Pedagogy Syllabus of Integrated Teacher Education is the need of the hour.

Abstract:

At school level, Mathematics syllabus often highlights European Mathematicians, creating an impression that progress in Mathematics is largely Western. In reality, India has produced great Mathematicians like Aryabhata, Bhaskaracharya, Brahmagupta, Nilakantha Somayaji. IKS is one of the oldest and most comprehensive systems of knowledge, covering Vedas, Upanishads, Puranas, Philosophy, Science, Mathematics, Ayurveda, and Yoga. Ancient Indian Mathematics was highly advanced, including-: decimal system, Algebra, zero, negative numbers, operations, Shulba sutras, Trigonometry, value of pi, and Vedic Mathematics. Introduction of this glorious tradition to school students and teacher trainees is essential. Therefore, integrating the Indian Knowledge System into teacher education is the need of the time.. This research attempts to identify suitable Indian Knowledge System components for inclusion in Mathematics pedagogy and to propose supporting activities.

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Critical Analysis of the Impact of Privatization on the Right to Education: A Study with Special Reference to Higher Education and Decided Case Laws

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Abstract:

Privatization in education has emerged as a significant trend in India, particularly in the higher education sector. While it offers the potential for increased efficiency, innovation, and broader access, it simultaneously raises critical concerns regarding affordability, equity, and the constitutional right to education under Article 21A.

This paper critically examines the impact of privatisation on higher education in India, with a special focus on the rise of online education and ed tech platforms. Through an analysis of statutory frameworks, judicial pronouncements, and landmark case laws, the study explores the complex interplay between public responsibility and private enterprise in providing equitable access to quality education.

It identifies key legal, economic, and social challenges and emphasises the urgent need for robust regulatory mechanisms to ensure that privatisation complements, rather than undermines, the constitutional guarantee of education for all.

Introduction:

The Indian higher education sector has witnessed a marked increase in privatisation and commercialisation, driven by growing demand, technological advancements, and the rise of ed tech platforms.

Definition of Key Terms:

- **Privatisation:** The involvement of private entities in funding, managing, or delivering educational services.[1]
- **Right to Education (RTE):** The Constitutional guarantee under Article 21A, ensuring free and compulsory education for all children.[2]
- **Higher education:** Post secondary academic programs, including undergraduate, post graduate, and professional courses.[3]
- **Online Education:** Education delivered through digital platforms, often facilitated by ed tech providers.[4]

Rationale: It is crucial to examine the impact of privatisation on higher education, to understand its effects on access, quality, and equity, and to ensure that private participation does not undermine constitutional guarantees.

Research Objectives:

- Analyse the legal framework governing privatised higher education in India.
- Study judicial pronouncements related to privatisation in the RTE.
- Evaluate challenges posed by privatisation on affordability, inclusivity, and quality.
- Suggest policy recommendations to balance private participation with constitutional mandates.

Studies on Privatisation in Indian Education

Research indicates that privatisation in Indian higher education has led to increased access and innovation. But concerns persist regarding affordability, quality, and social

[1] See **World Bank**, *The Role and Impact of Public-Private Partnerships in Education* (2009).

[2] INDIA CONST. art. 21A; see also **Right of Children to Free and Compulsory Education Act, 2009**.

[3] See **University Grants Commission**, *UGC Act, 1956* and related regulations on higher education.

[4] See **University Grants Commission**, *UGC (Online Courses or Programmes) Regulations, 2020*.

equity. Several studies highlight that private institutions often cater to higher income groups, potentially exacerbating educational inequality.[5]

Global Perspectives

Privatization in higher education has been studied extensively in countries like the USA, UK, and Singapore. These studies show that while private participation can enhance efficiency and competitiveness, it may also lead to stratification, where access and quality depend heavily on socioeconomic status.[6]

Literature on Online Education

The rise of online education, especially during the COVID 19 pandemic, reflects a form of privatisation. Ed Tech platforms expanded learning opportunities, but also raised questions about digital access, quality of instruction, and regulatory oversight.[7]

Gaps in Literature

Limited research addresses the intersection of privatisation, legal safeguards, and judicial intervention in India. There is a need to critically examine how laws and court decisions shape the privatisation of higher education while protecting constitutional rights.[8]

Legal Framework Governing Higher Education in India

Constitutional Provisions

- **Article 21A:** Guarantees the right to education by mandating free and compulsory education for children. thereby strengthening the foundation for access to higher education.
- **Article 45**: Directs the state to promote free and compulsory education for children, reflecting the constitutional commitment to universal educational development.

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[5] **Tilak Jandhyala B. G.**, "Private Higher Education in India," *Economic and Political Weekly* (2006); see also **National Knowledge Commission**, *Report to the Nation 2006–2009*.

[6] **Organisation for Economic Co-operation and Development (OECD)**, *Education at a Glance: OECD Indicators*(latest ed.); see also **World Bank**, *The Changing Landscape of Tertiary Education*.

[7] **UNESCO**, *Education in a Post-COVID World: Nine Ideas for Public Action* (2020); see also **World Bank**, *Remote Learning During COVID-19: Lessons from Today, Principles for Tomorrow* (2020).

[8] **Tilak Jandhyala B. G.**, "Private Higher Education in India," *Economic and Political Weekly* (2006); see also **University Grants Commission**, *Higher Education in India: Issues, Concerns and New Directions* (2003).

- **Articles 19 (1) (g) and 21:** Protect the freedom to practice any profession or carry on any occupation, trade, or business. including the establishment and administration of private educational institutions, subject to reasonable restrictions in the interest of maintaining educational standards and public welfare.

Overall impact, these constitutional provisions collectively create a balanced framework that promotes accessibility, quality assurance, and regulated private participation in higher education in India.

Statutory Provisions

- **The right of children to free and compulsory education act, 2009, (RTE Act):** Primarily focuses on elementary education, 6 to 14 years. Although it does not directly govern higher education, it shapes the foundational access to education and highlights structural limitations and ensuring continuity toward higher studies.[9]
- **The University Grants Commission Act, 1956 (UGC Act):** Establishes the University Grants Commission, UGC, to coordinate, determine, and maintain standards of university education in India. It regulates recognition of universities, funding and quality assurance mechanisms.[10]
- **AICTE Regulations:** Governed by the all India Council for Technical Education, (AICTE). These regulations supervise technical and professional institutions, including private colleges, to ensure compliance with academic, infrastructural and faculty standards.[11]
- **The role of Regulatory Bodies:** The UGC and AIC play a vital role in monitoring academic quality, financial transparency, and infrastructural adequacy, particularly in private, higher education institutions, thereby safeguarding public interest and maintaining national educational standards.

Regulatory Guidelines for Online / Privatised Education

- **UGC and AICTE guidelines:** The University Grants Commission, UGC, and the All India Council for Technical Education, AICTE, have issued Norm's governing online education, distance learning, and end tech platforms. These guidelines prescribe standards relating to accreditation, curriculum delivery,

[9] **Right of Children to Free and Compulsory Education Act, 2009**.

[10] **University Grants Commission Act, 1956**.

[11] **All India Council for Technical Education**, AICTE Approval Process Handbook (latest ed.).

- faculty requirements, learner support, and quality assurance to maintain academic credibility. virtual and private education models.
- **Data Protection and Consumer Rights:** The information technology Act, 2000, and the Consumer Protection Act, 2019, provide legal safeguards for students in online and private education. These laws address issues such as protection of personal data, prevention of unfair trade practices, transparency, and service delivery. and grievance redressal mechanisms, thereby strengthening accountability in the expanding digital education ecosystem.

Judicial Interpretation on Privatization and Education

The Supreme Court of India has progressively shaped the legal balance between the right to education and the autonomy of private educational institutions.

Mohini Jain v. State of Karnataka: The court held that the right to education flows from Article 21 and struck down capitation fees, declaring education cannot be commercialised.[12]

Unni Krishnan J.P. v. State of Andhra Pradesh: The court limited the fundamental right to education to children up to 14 years. and introduced a regulatory scheme for private institutions.[13]

T.M.A Pai Foundation v. State of Karnataka: Recognised the autonomy of private, unaided institutions under Article 191G while permitting reasonable state regulation.[14]

P.A. Inamdar v. State of Maharashtra: Strengthened institutional autonomy and held that the state cannot impose reservations or appropriate seats in private, unaided institutions.[15]

Modern Dental College v. State of Madhya Pradesh: Upheld reasonable regulations such as common interest tests, applying the doctrine of proportionality.[16]

Critical Issues Emerging from Privatization

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[12] *Mohini Jain v. State of Karnataka*, AIR 1992 SC 1858.

[13] *Unni Krishnan J.P. v. State of Andhra Pradesh*, (1993) 1 SCC 645.

[14] *T.M.A. Pai Foundation v. State of Karnataka*, (2002) 8 SCC 481.

[15] *P.A. Inamdar v. State of Maharashtra*, (2005) 6 SCC 537.

[16] *Modern Dental College and Research Centre v. State of Madhya Pradesh*, (2016) 7 SCC 353.

Privatisation has expanded higher education, but raised key constitutional and policy concerns:

- **Commercialisation versus constitutional mandate:** Treating education as a market commodity conflicts with the Constitutional vision of education as a public good, ensuring equality and dignity.[17]
- **Capitation Fees and Profiteering:** Despite judicial prohibition, hidden fees, and excessive charges, persistent some private institutions, making education less affordable.
- **Urban Rural Divide:** Most private institutions are urban centric, widening access gaps for rural and economically weaker students.
- **Quality Variation:** Wide disparities exist among private institutions and faculty strength, infrastructure, and research output, creating a two tier system.
- **Regulatory Fragmentation:** Overlap between the University Grants Commission, and all India Council for Technical Education, leads to compliance, confusion, and inconsistent standards.
- **Digital Divide:** expansion of online education, has exposed inequalities and internet access, devices, and digital literacy.
- **Accountability in Ed - Tech Platforms**: Rapid growth of private ed tech firms has outpaced regulation, raising concerns about misleading claims, data privacy, and weak grievance mechanisms.[18]

Privatisation requires strong coherent regulation to balance institutional autonomy with affordability, equity, and quality in higher education.

Impact on the Right to Education: Core Constitutional Analysis

Privatisation of higher education raises foundational questions about the constitutional philosophy of education in India.

1. Should Higher Education be a Fundamental Right?

While Article 21A guarantees free and compulsory education only for children aged 614. Judicial interpretation has linked education more broadly with dignity under Article 21. However, higher education remains largely policy driven, rather than an

[17] See *Mohini Jain v. State of Karnataka*, AIR 1992 SC 1858; *Unni Krishnan J.P. v. State of Andhra Pradesh*, (1993) 1 SCC 645.

enforceable fundamental right, creating unequal access in an increasingly privatised ecosystem.[19]

2. Positive vs. Negative Obligations of the State

The Constitution imposes positive obligations on the state to facilitate access to education and negative obligations to prevent arbitrary exclusion and commercialisation. With growing privatisation, the state risks retreating from its positive duty, relying instead on regulation of private actors, rather than direct provisioning.

3. Shift from Welfare Model to Market Model

India's higher education landscape is gradually moving from a welfare oriented public model to a market responsible private model. While this has expanded capacity and innovation, it has also introduced affordability concerns, and the risk of education being treated as a purchasable service rather than a social right.[20]

[1] See Ministry of Education, Government of India, *Advisory on Ed-Tech Companies* (2022); also concerns discussed in *Internet and Mobile Association of India v. Reserve Bank of India*, (2020) 10 SCC 274 (on proportional regulation in digital sectors).

[1] **Mohini Jain v. State of Karnataka**, (1992) 3 SCC 666 — The Supreme Court held that the right to education is implicit in Article 21 and struck down capitation fees.

[1] **Modern Dental College v. State of Madhya Pradesh**, (2016) 7 SCC 353.

4. Equity vs. Excellence Debate

Privatisation often promotes institutional excellence in global competitiveness, but may do so at the cost of social equity. The constitutional challenge is to ensure that merit based systems do not indirectly exclude economically weaker sections.

5. Inclusion of Marginalised Communities

Students from SCST, OBC, rural and economically weaker backgrounds face structural barriers in accessing high cost private higher education. Without robust scholarships, reservations and aided institutions, and targeted public investment, privatisation may deepen educational stratification.[21]

[21] **T.M.A. Pai Foundation v. State of Karnataka**, (2002) 8 SCC 481.

Privatisation is constitutionally permissible, but the state must remain an active guarantor of equitable access. The future of the right to education in higher learning depends on maintaining a careful balance between market efficiency and constitutional social justice.

Comparative & Global Position

Different countries balance privatisation and public responsibility in higher education and distinct ways:

- **USA- Market Driven Model:** The United States relies heavily on private universities with high institutional autonomy and tuition fees. While this promotes innovation and global rankings, it has also led to high student debt and access inequality.
- **UK - Regulated Privatisation:** The United Kingdom follows a middle path. Universities are autonomous, but subject to strong regulatory oversight, fee caps, and income contingent student loans, balancing access with institutional freedom.
- **Singapore - State - Controlled Excellence:** Singapore maintains tight state control with heavy public investment and limited private participation. ensuring high quality of relatively equitable access.[22]

Global experience shows that privatisation works best when accompanied by strong public regulation and equity safeguards. A lesson highly relevant for India.

Emerging Challenges in Online & Ed-Tech Education

The rapid expansion of online learning and ed tech platforms has created new regulatory and constitutional concerns:

- **Algorithmic Bias:** AI driven learning systems may unintentionally disadvantage certain linguistic, socioeconomic, or regional groups, raising equality concerns under constitutional norms.[23]
- **Data Monetisation:** Many ed tech platforms, collecting commercially exploits student data, creating serious privacy and consent risks, especially for minors.
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[22] **World Bank**, *Higher Education and Skills in Singapore* (report).

[23] **UNESCO**, *Artificial Intelligence and Education: Guidance for Policy-makers* (2021).

- **Cross Border Online Universities:** Foreign universities offering fully online programs to Indian students operate in a regulatory gray zone, complicating jurisdiction, quality control, and consumer protection.[24]
- **Recognition of Online Degrees:** Despite growing acceptance, ambiguity persists regarding equivalence, employer recognition and regulatory approval of fully online qualifications.
- **AI and Assessment and Academic Integrity:** AI based proctoring and automated grading raise concerns about surveillance, false positives, and cheating detection, and procedural fairness.
- **Platform Monopolies and Education:** The dominance of a few large ed tech companies, risks market concentration, reduced academic diversity, and pricing power over learners.

India must urgently modernise its regulatory framework to ensure that digital expansion and education aligns with constitutional values of equity, privacy, transparency, and academic fairness.

Policy and Regulatory Gaps

India's rapidly privatising and digitising higher education system continues to face key governance deficiencies:

- **Absence of a Unified Higher Education Regulator:** Fragmented oversight between bodies like the University Grants Commission, and the All India Council for Technical Education leads to duplication, inconsistency, and regulatory arbitrage.[25]
- **Weak Enforcement of Fee Regulation:** Although profiteering is legally discouraged, monitoring mechanisms are uneven across states, allowing indirect capitation fees and opaque cost structures to persist.[26]
- **Limited Student Grievance Mechanisms:** Existing complaint systems in many private diversities and ed tech platforms are slow, opaque, or institution controlled. weakening student protection and accountability.
- **Inadequate Data Protection and Ed- Tech:** Large scale collection and commercial use of student data often occur without robust consent architecture or sector specific safeguards, exposing learners to privacy risks.

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[24] **Ministry of Education, Government of India**, *National Education Policy 2020*.

[25] **University Grants Commission** and **All India Council for Technical Education**, regulatory framework overview; see also **Ministry of Education, Government of India**, *National Education Policy 2020*.

[26] **Modern Dental College v. State of Madhya Pradesh**, (2016) 7 SCC 353; see also **P.A. Inamdar v. State of Maharashtra**, (2005) 6 SCC 537.

- **Lack of Clear Liability for Platform Failures:** Legal responsibility remains unclear when ed tech platforms fail to deliver promised courses, placements, or services. leaving students with limited effective remedies.[27]

Bridging these regulatory gaps is essential to ensure that privatisation and digital expansion in higher education remain aligned with constitutional principles of fairness, transparency, and student protection.

Recommendations & Way Forward

To reconcile privatisation with the constitutional vision of equitable education, the following reforms are essential:

- **Strengthen Public Funding in Higher Education:** Increased public investment in universities and research institutions to ensure affordability and reduce overdependence on private providers.
- **Create a Unified Digital Education Regulator:** Establish an integrated regulatory body to streamline oversight currently divided among the University Grants Commission, and the All India Council for Technical Education, with a dedicated wing for online and ed tech education.
- **Mandatory Transparency and Private Fee Structures:** Require private institutions to publicly disclose detailed fee components, prohibit hidden charges, and subject fee revisions to periodic regulatory review.[28]
- **Stronger Data Protection Compliance for Ed Tech:** Imposes strict consent, purpose limitation, and data minimisation norms on ed tech platforms, with penalties for misuse of student data.
- **Public Private Partnership (PPP) Model with Safeguards:** Encourage PPP expansion and higher education, but embed clear conditions on affordability, merit-based access, and nonprofiteering.[29]
- **Periodic Accreditation of Online Programs:** Mandate regular quality audits and accreditation cycles for online and hybrid degree programs to ensure academic credibility and parity with offline education.[30]

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[27] **Ministry of Education, Government of India**, *National Education Policy 2020*; see also **University Grants Commission**, *UGC (Online Courses or Programmes) Regulations, 2020*.

[28] **Modern Dental College v. State of Madhya Pradesh**, (2016) 7 SCC 353; see also **Islamic Academy of Education v. State of Karnataka**, (2003) 6 SCC 697.

[29] **T.M.A. Pai Foundation v. State of Karnataka**, (2002) 8 SCC 481; see also **P.A. Inamdar v. State of Maharashtra**, (2005) 6 SCC 537.

[30] **University Grants Commission**, *UGC (Online Courses or Programmes) Regulations, 2020*; see also **All India Council for Technical Education**, *AICTE Approval Process Handbook (latest ed.)*.

- **Comprehensive student Protection Framework:** Establish fast track grievance redressal, refund norms, disclosure obligations, and liability rules for both private institutions and ed tech platforms.

A calibrated regulatory architecture, combining strong public investment, transparent private participation, and robust digital governance, is crucial to preserve the constitutional promise of equitable and quality higher education in India.

Future of Right to Education in Higher Education

Looking ahead, the evolution of the right to education in higher learning will depend on constitutional interpretation, policy report, and technological governance.

- **Should Article 21A be Expanded?** Article 218 currently guarantees free and compulsory education only for ages 6 to 14. Given the knowledge economy, there is a growing argument for progressive expansion of the right, at least toward affordable access to higher education. However, full fundamental right status may impose heavy fiscal burdens, suggesting the need for a phased or conditional expansion model.
- **Role of the National Education Policy, 2020:** The National Education Policy 2020 envisions increased gross enrolment in higher education, multidisciplinary universities, and regulated private participation. Its success will depend on effective implementation, adequate funding, and strong quality assurance mechanisms.[31]
- **AI driven Education Governance:** Artificial intelligence will increasingly shape admissions, assessment, personalised learning, and institutional regulation. While AI can improve efficiency in scale, it also raises concerns about algorithmic fairness, transparency, and academic integrity, requiring proactive legal safeguards.
- **Constitutional Morality vs.Market Forces:** The central future tension lies between constitutional morality, equity, dignity, social justice, and expanding market forces in education. Courts and policymakers will need to ensure that privatisation and digitalisation do not dilute the transformative, constitutional promise of education.[32] The future of higher education in India will likely move toward a regulated market model, anchored in constitutional values, where

[31] **Ministry of Education, Government of India**, *National Education Policy 2020.*

[32] **Mohini Jain v. State of Karnataka**, AIR 1992 SC 1858; see also **Unni Krishnan J.P. v. State of Andhra Pradesh**, (1993) 1 SCC 645.

private participation grows, but the state remains the ultimate guarantor of equitable access and academic standards.

Conclusion

The trajectory of higher education in India reflects a decisive yet complex shift toward privatisation, digitalisation, and market participation. While private investment and ed tech innovation have expanded institutional capacity, diversified program offerings, and introduced technological efficiencies, They have simultaneously intensified concerns relating to affordability, equity, quality, and constitutional accountability. The judicial journey, from

Mohini Jain v. State of Karnataka through **Modern Dental College v. State of Madhya Pradesh**, demonstrates the Supreme Court's consistent attempt to maintain a constitutional balance between institutional autonomy and the state's obligation to prevent commercialisation and exclusion.

This study finds that privatisation per se is not constitutionally impermissible. However, unregulated or weakly regulated privatisation risks transforming higher education from a public good into a market privilege. Persistent issues, such as fi opacity, urban concentration of private institutions, digital inequities, and the regulatory vacuum surrounding ed tech platforms. underscore the need for a more coherent governance framework. The current fragmented regulatory architecture and limited student protection mechanisms remain inadequate to address the rapidly evolving educational marketplace.

From a constitutional perspective, the right to education cannot remain confined to elementary schooling in an era where higher education increasingly determines socioeconomic mobility. While immediate expansion of Article 21A to fully cover higher education may not be fiscally feasible, the state must progressively strengthen its positive obligations through enhanced public funding, targeted inclusion measures, and robust oversight of private and digital providers.

Ultimately, the future of India's higher education system lies not in choosing between public and private models, but in constructing a regulated, equity anchored ecosystem, where innovation coexists with social justice, a unified regulatory approach, stronger data protection norms, transparent fee governance, and a comprehensive student protection framework are imperative. If guided by constitutional morality, rather than unchecked market forces, privatisation can function as a complementary instrument, rather than a constitutional threat in realising the transformative promise of education in India.

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The Role of Mindfulness and Support Systems in Promoting Mental Well-Being among Teacher Trainees under NEP 2020 - A Study

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Abstract:

In recent years ,expectations have placed considerable mental and emotional pressure on teacher trainees. Mental well-being has therefore emerged as a crucial component of effective teacher preparation. The National Education Policy (NEP) 2020 strongly emphasizes holistic development, including emotional health, life skills, and well-being of teachers, recognizing that mentally healthy teachers contribute significantly to quality education.

This study focuses on understanding the importance of mental well-being among B.Ed. and M.Ed. teacher trainees and explores how mindfulness practices and institutional support systems can help them manage stress and build resilience. The study adopts a descriptive approach and draws insights from classroom experiences, observation, and existing literature related to teacher education and mental health. It examines common stressors faced by teacher trainees during coursework, internships, and classroom engagement, and highlights the role of mindfulness techniques, peer support, mentoring, and counselling services in promoting emotional balance.

The findings suggest that simple practices such as mindfulness activities, reflective journaling, and structured support systems can positively influence trainees' confidence, focus, and emotional stability. The study concludes that integrating mental well-being practices within teacher education programmes is essential for nurturing emotionally strong and professionally competent teachers. The paper recommends that teacher education institutions adopt systematic and inclusive approaches to support mental well-being in alignment with NEP 2020.

Keywords:

Mindfulness, Teacher Trainees, Mental Well-Being, Support Systems, NEP

Introduction to NEP 2020:

Teacher education is a crucial stage in shaping future educators, as it prepares individuals to handle both academic responsibilities and the emotional demands of the teaching profession. During this phase, teacher trainees are expected to balance theoretical learning with practical classroom exposure. They must plan lessons, manage classrooms, complete assignments, and

perform well in teaching demonstrations, often under continuous evaluation. For many trainees, this period becomes emotionally demanding.

In recent years, concerns related to stress, anxiety, and emotional exhaustion among teacher trainees have increased. Many trainees report fear of failure, lack of confidence while teaching, and difficulty managing expectations. When mental well-being is compromised, it affects not only academic performance but also motivation, classroom presence, and professional identity.

The National Education Policy (NEP) 2020 places strong emphasis on holistic education and recognises teachers as central to educational reform. It highlights the need for emotionally balanced, reflective, and motivated teachers who can create supportive learning environments. NEP 2020 encourages practices that promote self-awareness, emotional regulation, and supportive institutional cultures.

Mindfulness and strong support systems provide practical ways to address emotional challenges faced by teacher trainees. Mindfulness helps individuals become aware of their thoughts and emotions in the present moment, while support systems offer reassurance, guidance, and a sense of belonging. This study seeks to explore how these two elements contribute to promoting mental well-being among teacher trainees in the context of NEP 2020.

Review of Related Literature:

Research in the field of education increasingly recognises the importance of mental well-being among teachers and teacher trainees. Studies on mindfulness in educational settings suggest that mindfulness practices help reduce stress, improve emotional regulation, and enhance focus. Teachers who engage in mindfulness activities are found to be calmer, more reflective, and better equipped to manage classroom challenges.

Several studies also highlight the importance of institutional support systems in teacher education. Supportive relationships with teacher educators, mentors, and peers reduce feelings of isolation and fear of failure. Peer interaction and mentoring have been shown to increase confidence and motivation among teacher trainees.

However, while existing research provides valuable insights, limited studies focus specifically on Indian teacher trainees within the framework of NEP 2020. Most studies address in-service teachers or general student populations. There is a need for classroom-based studies that examine how mindfulness and support systems function together during teacher training. This study attempts to address this gap.

Objectives of the Study

1. To study the role of mindfulness practices in promoting mental well-being among teacher trainees.
2. To examine the influence of institutional and peer support systems on emotional health and confidence.
3. To analyse the relevance of mindfulness and support systems in the context of NEP 2020.

Research Methodology:

Research Design:

A descriptive qualitative research design was adopted to understand the experiences and perceptions of teacher trainees regarding mental well-being.

Sample:

The sample consisted of **40 teacher trainees** enrolled in a teacher education programme.

Sampling Technique:

Purposive sampling was used to select participants who were actively involved in teaching practice.

Duration of the Study:

The study was conducted over a period of **four weeks**.

Tools Used:

- Self-designed Mental Well-Being Checklist (10 statements)
- Classroom observation schedule
- Reflective feedback sheets

Procedure:

In the first week, a mental well-being checklist was administered to understand the initial emotional state of the trainees. During the next three weeks, simple mindfulness practices were introduced. These included five-minute breathing exercises before classes, reflective journaling after teaching practice, and weekly peer-sharing sessions. Support systems such as mentoring and informal discussions with teacher educators were also observed. At the end of the fourth week, the checklist was administered again and trainee reflections were collected.

Data Analysis :

Percentage technique was used for checklist responses, and thematic analysis was applied to observations and reflections.

Findings / Results:

Table 1: Comparison of Mental Well-Being Indicators

Indicator	**Before Intervent Intervention**	**After Intervent Intervention**
High stress levels	62%	28%

Difficulty concentrating	55%	22%
Low teaching confidence	48%	18%
Emotional awareness	30%	70%
Feeling emotionally supported	42%	78%

The data indicate a clear reduction in stress and improvement in emotional awareness and confidence after the introduction of mindfulness practices and support systems.

Observational Findings

Classroom observations showed that trainees appeared calmer before teaching sessions. Many trainees who were previously hesitant to speak showed improved classroom presence. Participation during discussions increased, and trainees demonstrated better emotional control during teaching demonstrations.

Trainee Reflections:

Trainee reflections further supported these findings. Several trainees mentioned that breathing exercises helped them manage nervousness before entering the classroom. Peer-sharing sessions helped them realise that their fears were shared by others, which reduced self-doubt. Many trainees reported feeling more confident and emotionally prepared to face teaching challenges.

Discussion:

The findings of the study suggest that mindfulness practices play a significant role in promoting mental well-being among teacher trainees. Even simple activities such as short breathing exercises and reflective journals helped trainees become more aware of their emotions and manage stress effectively.

Support systems also emerged as a crucial factor. Mentoring, peer interaction, and approachable teacher educators created a supportive learning environment. Trainees felt valued and understood, which increased confidence and motivation.

These findings strongly align with the principles of NEP 2020, which emphasise holistic development, emotional balance, and reflective practices. The study highlights that mental well being should not be treated as an additional component but as an integral part of teacher education.

Conclusion:

This study concludes that mindfulness practices and strong support systems significantly contribute to promoting mental well-being among teacher trainees. Evidence from pre- and post intervention data, classroom observations, and trainee reflections indicates reduced stress, improved emotional awareness, and increased confidence. In line with NEP 2020, teacher education institutions should consciously integrate mindfulness practices and

structured support mechanisms into their programmes. Preparing emotionally healthy teacher trainees is essential for building an effective and compassionate education system.

Recommendations:

1. Introduce regular mindfulness sessions in teacher education programmes. 2. Strengthen mentoring and peer-support structures.

3. Provide access to counselling and emotional support services.

4. Sensitise teacher educators towards the importance of trainees' well-being.

5. Align teacher education practices with NEP 2020's holistic vision.

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कसे शिकायचे आणि शिकण्याच्या प्रभावी पद्धती

(How to learn and effective methods of learning)

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सारांश

'कसे शिकायचे आणि शिकण्याच्या प्रभावी पद्धती' या लेखामध्ये अध्ययनाची संकल्पना, स्वरूप, वैशिष्ट्ये व प्रभावी अध्ययन पद्धतींचा सविस्तर ऊहापोह करण्यात आलेला आहे. अध्ययन ही केवळ शालेय प्रक्रिया नसून ती आजन्म चालणारी आणि अनुभवातून घडणारी प्रक्रिया आहे, हे विविध मानसशास्त्रज्ञांच्या व्याख्यांच्या आधारे स्पष्ट केले आहे. व्यक्तीच्या वर्तनातील ज्ञानात्मक, भावात्मक व क्रियात्मक अशा तीन स्तरांवरील बदलांचा अभ्यास करून अध्ययनाची व्यापकता अधोरेखित करण्यात आली आहे.

लेखामध्ये साहचर्यात्मक व बोधात्मक अध्ययन उपपत्तींच्या आधारे अध्ययनाच्या विविध पद्धती जसे की एकसंघ व समध्यन्तर पद्धती, समग्र व खंड पद्धती, पठण व प्रपाठ पद्धती तसेच प्रगमनशील पद्धती यांचे स्पष्टीकरण व तुलनात्मक विश्लेषण केले आहे. उदाहरणे, प्रेरणादायी कथा व महान व्यक्तींच्या जीवनातील प्रसंगांच्या माध्यमातून प्रभावी अध्ययनासाठी सातत्य, प्रेरणा, वेळेचे नियोजन, आत्मपरीक्षण आणि सकारात्मक दृष्टिकोन यांचे महत्त्व अधोरेखित करण्यात आले आहे.

हा लेख विद्यार्थ्यांना, शिक्षकांना आणि अध्ययन प्रक्रियेत रस असणाऱ्या सर्वांना प्रभावी अध्ययनासाठी मार्गदर्शक ठरेल, असा प्रयत्न करण्यात आलेला आहे.

➢ प्रस्तावना

तुमच्या महाविद्यालयामध्ये सायकल चालविणे या विषयावर एखाद्या उत्कृष्ट वक्त्याला बोलावण्यात आलेला आहे, त्या वक्त्याने उत्कृष्ट असे व्याख्यान दिलेले आहे. त्यासाठी त्यांनी पीपीटीचा वापर केलेला आहे, सायकल चालविण्यासंदर्भात खूपच सुंदर सुंदर कथा सांगितल्या आहेत. त्यांचे व्याख्यान खूपच अप्रतिम आणि प्रभावी झालेले आहे. तुम्हाला त्यांचे व्याख्यान खूपच आवडलेले आहे. तुम्ही त्या ज्ञानामुळे प्रेरित झालेले आहात. आता तुम्हाला सांगण्यात आलेले आहे की आज तुम्ही सायकल चालवून दाखवायची आहे, कारण की काल तुम्हाला त्यासाठी मार्गदर्शन करण्यात आलेले आहे. जमेल तुम्हाला सायकल चालवायला? नाही चालविता येणार,

का नाही चालविता येणार? कारण सायकल चालविणे, पोहणे शिकणे किंवा ज्या गोष्टी स्नायूंच्या साह्याने शिकता येतात त्यांना कारक कौशल्ये म्हणतात. तर आपण आता ह्याच विषयावर चर्चा करणार आहोत, आणि तो विषय म्हणजे How to learn and effective methods of learning.

➢ सर्वात आधी आपण ' शिकणे ' म्हणजे काय ते बघू यात.

- **वुडवर्थ:-** अध्ययन प्रक्रिया म्हणजे ज्यामुळे व्यक्तीचा कोणत्याही प्रकारे विकास घडवून आणणारी व त्याचे अनुभव आणि परिस्थिती यांचे स्वरूप पूर्वीपेक्षा निराळे करणारी क्रिया (आहे) होय.
- **मर्फी :-** वर्तन ववबोध या दोन्हीतील सुधारणा म्हणजे अध्ययन होय.
- **गेट्स :-** अनुभव आणि प्रशिक्षणातून वर्तन परिवर्तन होणे म्हणजे अध्ययन होय.
- **गिलफर्ड** :- अनुभूती द्वारा व्यक्तीच्या वर्तनात हळूहळू घडून येणारे बदल म्हणजे अध्ययन होय.
- **जॉन ड्युई** : -अध्ययन ही आजन्म चालणारी प्रक्रिया आहे.

We live by learning & learn by living.

अध्ययन म्हणजे शिक्षण किंवा शिकणे. अध्ययन हे चार भिंतीच्या आड घडत नसते. अध्ययन हे प्रत्येक ठिकाणी घडत असते. बालकाच्या जन्मापासून त्याचे विविध गोष्टींचे अध्ययन सुरु होते. ते चालायला, बोलायला शिकते. तसेच त्याच्या भावभावनांचा विकास होतो. त्याचे दृष्टिकोन निश्चित तयार होतात. त्याच्या वृत्तीची जोपासना होते. जीवन चांगल्या प्रकारे जगता यावे म्हणून काही कारक कौशल्ये व काही वृत्तींचा विकास व्यक्तीच्या ठिकाणी निर्माण होणे आवश्यक आहे. या सर्व गोष्टींचे संस्कार कुटुंबात व शाळेत बालकावर होतात. तसेच त्याला त्यांच्या भोवतालच्या परिस्थितीशी समायोजन साधावे लागते. परिस्थिती बदलत असते. त्यामुळे त्याला पुन्हा समायोजनसाधावें लागते. या प्रक्रियेमुळे त्याच्या वर्तनात बदल घडून येतात. आपणास जे अनुभव मिळतात, आपण ज्या ज्या कृती करतो व आपल्या भोवताली असणाऱ्या वातावरणाचा परिणाम आपल्यावर होतो व त्यामुळे आपल्या वर्तनात बदल होतात. आपल्या वर्तनातील असे बदल म्हणजे शिक्षण.

जशा आपण चांगल्या गोष्टी शिकतो तशाच चोरी करणे, कॉपी करणे, खोटे बोलणे, शिव्या देणे या वाईट गोष्टीही शिकत असतो, म्हणजे व्यक्तीच्या वर्तनात बदल झालेला दिसून येतो.

व्यक्तीच्या वर्तनात दिसणारे हे वर्तनातील बदल ३ स्वरूपाचे असतात.

ज्ञानात्मक	भावात्मक	क्रियात्मक
विद्यार्थी ज्ञानसमृद्ध होतो, त्याच्यात विचार करण्याची निर्माण क्षमता होते.	अन्य व्यक्तींच्या सुखदुःखाला समरस होणे, परिस्थितीशी समायोजन साधने.	विविध कृती करणे, वस्तू व्यवस्थित हाताळणे. निर्माण करणे.

- **आपण शिकतो कसे?**

साधारणतः ८३% ज्ञान हे आपण डोळा या इंद्रियाकडून शिकतो. ११% कोणामार्फत तर उरलेले ६% ज्ञान हे नाक, जीभ आणि त्वचा या इंद्रियांमार्फत शिकत असतो. मित्र आणि मैत्रिणींनो स्वामी विवेकानंदांनी सांगितलेले आहे की, या जगात कोणीच कोणाला शिकवू शकत नाही, तुमच्यामध्ये ज्या गोष्टी आहेत म्हणजे आता तुमची निवड कशासाठी झाली? हं तर हे तर तुमच्यामध्ये आहेच कदाचित याही पेक्षा जास्त तुमच्याकडे आहे, फक्त ते आहे याची ओळख कोणीतरी आपल्याला करून देत असत.

यासाठी एखादा शिक्षक/शिक्षिकाच आवश्यक असते असे अजिबात नाही तर एखादे चांगले पुस्तक, एखादी घटना, एख्याद्याचा सहवास, तुमच्यावर आलेली परिस्थिती; अशा कितीतरी घटना ह्या शिक्षण घेण्यासाठी कारणीभूत ठरतात.

- **उदारणार्थ :-** महात्मा फुले हे 'थॉमस पेन' यांचे चरित्र वाचून भारावून गेले आणि महात्मा झाले. त्यांचे शिष्य डॉ. बाबासाहेब आंबेडकर यांनी १०वीची परीक्षा पास केली म्हणून त्यांना 'बुद्धचरित्र' हे पुस्तक सयाजीराव गायकवाड यांनी भेट दिले ते पुस्तक डॉ. आंबेडकरांनी वाचले आणि जगातील सर्वात बुद्धिमान म्हणून ते निवडले गेले. त्यांनी महात्मा फुलेंना गुरु मानलेले आहे. संविधानामध्ये त्यांनी 395 कलमे यासाठी लिहिलेली आहेत की बुधवार पेठेतील महात्मा फुल्यांच्या घराचा नंबर हा 395 होता. त्यानंतर डॉ. आंबेडकरांना पुस्तकांचे वेड लागले होते. पुस्तकांसाठी घर बांधणारा 'राजगृह' ही जगातील एकमेव व्यक्ती आहे.

अब्राहाम लिंकन पावसाने पुस्तक भिजले म्हणून शेजारच्या घरी त्याचा मोबदला म्हणून २ दिवस कष्ट केले/काम केले. नेपोलियन बोनापार्टच्या पुस्तकांचा संग्रह आजही चर्चेचा विषय आहे. अण्णाभाऊ साठे फक्त दिड

दिवस शाळेमध्ये जाणारी व्यक्ती आहे. पाट्या पाहून ते लिहायला आणि वाचायला शिकले आहेत. रशियाने त्यांचे साहित्य प्रकाशित केले आहे. पोवाडा, लावणी यांना प्रतिष्ठा त्यांनी मिळवून दिलेली आहे. 'फकिरा' नावाच्या

कादंबरीवर सिनेमा पण निघालेला आहे. उत्कृष्ट अशी कादंबरी आहे. विणा गवाणकर लिखित 'एक होता कार्व्हर' या पुस्तकातील 'जॉर्ज वॉशिंग्टन कार्व्हर' हा एक सामान्य ज्यू ज्याला आई वडील नाहीत तो एवढा मोठा शास्त्रज्ञ होऊ शकतो आणि अमेरिकेमधील डोंगराळ भागात माळरान निर्माण करू शकतो.

एव्हढेच नव्हे तर शेंगदाण्यापासून तेल, ढेप यांची निर्मिती करू शकतो. 'द व्हाईट टायगर' मधील अरविंद आडिगा लिखित पुस्तकातील 'बलराम हलवाई' स्वतःच्या भरोशावर चार चाकाची गाडी चालविणे शिकू शकतो. विठ्ठल कामात 'दी इडली, आर्किड आणि मी' या पुस्तकामध्ये लिहितात. दिवाळीमध्ये माझी आई जसे लाडू बनवायची ते कसे बांधतात हे मी बघितले, लक्षात ठेवले आहे आणि म्हणूनच, फक्त तेव्हढ्या भरोशावर ते अमेरिकेतील लाडूंची ऑफर घेतात काय, २०० लाडू एका रात्रीतून बनवून देतात काय? खरं तर हे काहीच नाही आपल्याकडे दिव्यांग असलेल्या व्यक्तीसुद्धा कमी नाहीत. एका आंधळ्या मुलाची नियुक्ती मा. रतन टाटांनी दोन लाख रुपयांची नोकरी देऊ करून त्याला सीईओ बनविले होते. तसे त्याला डॉक्टर व्हावयाचे होते परंतु सुप्रीम कोर्टाने परवानगी नाकारल्यामुळे त्याने आयआयटी करून कंपनीमध्ये काम स्वीकारले होते. अमेरिकेमध्ये दोन्ही हात, दोन्ही पाय नसलेली व्यक्ती 'व्यक्तिमत्व विकास' या विषयावर मार्गदर्शन करू शकते. 'आमचा बाप आणि आम्ही' या पुस्तकामध्ये डॉ. नरेंद्र जाधव लिहितात की, त्यांचे वडील आणि आई अडाणी होते, परंतु ते त्यांना मार्गदर्शन करतात आणि सांगतात की, तू जे काही करशील न ते उत्कृष्ट करायचा प्रयत्न कर. त्याच्यात विचार करण्याची क्षमता निर्माण होते. म्हणजे साधी चप्पल जरी तू बनवत असशील ना, एक नंबर चपला बनव म्हणजे दुसऱ्या वेळेस चप्पल घेणारी व्यक्ती तुझ्याकडेच आली पाहिजेत.

अमेरिकेमधील 'विल्मा रुडाल्फ' नावाची मुलगी होती. तिला पोलिओ झाला. डॉक्टर म्हणाले ही मुलगी चालू शकणार नाही. परंतु तिच्या आईचा विश्वास फार मोठा होता. तिने तिला साध्या दवाखान्यामध्ये नेले. तेथील औषधपाणी घेतले. वयाच्या १२व्या वर्षी ती मुलगी चालायला लागली. १६व्या वर्षी १९५६ चे ऑलिंपिक मध्ये तिने कांस्यपदक मिळविले. त्यानंतर तिने १९६०च्या ऑलिंपिक मध्ये धावण्याच्या स्पर्धेमध्ये ३ सुवर्ण पदके प्राप्त केले.

एकदा तैमूर नावाचा राजा सर्व राज्य हरला. जंगलात लपून बसला. त्याला तिथे एक मुंगी दिसली. ती एक तांदळाचा दाणा घेऊन वर चढत होती. कधी दाणा खाली पडत होता तर कधी मुंगी. असे एकूण १६ वेळा प्रयत्न करीत होती. असे एकूण १६ वेळा घडले. मात्र १७व्या प्रयत्नात मुंगी चढून गेली. तैमूर हे दृश्य निरीक्षण करत होता. जर ही एव्हढी छोटीसी मुंगी असून जर १६ वेळा प्रयत्न करू शकते, तर मग मी का नाही? अशाच प्रकारची आणखी एक गोष्ट आहे. एक राजा---राज्य हरलेला---जंगलामध्ये जाऊन लपून असलेला. कोळ्याचे जाळे....दुसरा किडा

येऊन त्यांचे जाळे तोडतो...६ वेळा तोडतो...तरीही कोळी पुन्हा पुन्हा आपले जाळे विणतो...दोन्हीही राजा मुंगीकडून आणि कोळ्याकडून प्रयत्न करणे शिकतात आणि आले राज्य परत निर्माण करतात.

नन्ही चींटी जब दाणा लेकर चलती है|

चढती दिवारो पे सौ बार फिसलती है |

आखिर उसकी मेहनत बेकार नही होती |

कोशिश करणे वालों की कभी हार नही होती|

त्यामुळे यशाचा संबंध व्यक्तीशी आहे. यावरून एक गोष्ट आपल्या लक्षात येते की, ध्येये ठरविलेले असले की आपल्या समोर कितीतरी दरवाजे उघडे असतात. एक अपयश आलं तर खचून जाण्याच काहीच कारण नाही. कारण तेव्हाच दुसरा दरवाजा हा तुमच्यासाठी उघडलेला असतो. फक्त तुम्हाला माहिती पाहिजे की हा दरवाजा माझ्यासाठीच उघडलेला आहे.

डॉ. अब्दुल कलाम फार मोठे शास्त्रज्ञ होऊन गेलेले आहे. त्यांनी आपल्या भारताचे राष्ट्रपती पद सांभाळलेले आहे. तरी सुद्धा त्यांना त्यांची ओळख एक शिक्षक म्हणूनच करून देण्यासाठी स्वाभिमान वाटत होता. ते आजच्या तरुणाईला सल्ला देतात की मोठी मोठी स्वप्ने बघा. पण नुसते स्वप्ने बघत बसू नका, तर ते प्राप्त करण्यासाठी जीवाचे रान करा. तरच यश तुम्हाला प्राप्त होईल.

असे म्हणतात की 'अगर किसी चीज को पुरे दिल से चाहो, तो पुरी कायनाथ भी उसे तुमसे मिलाने मे लग जाती है|

यामध्ये दोन गोष्टी फार महत्वाच्या आहेत.

बक्षिसे आणि शिक्षा. चांगल्या गोष्टीसाठी पुरस्कार - प्रोत्साहन -एखादी वस्तू प्राप्त होते. शिक्षा मध्ये तू काहीही करू शकत नाही. तुला इथेच राहावे लागेल. तुझा जन्मच चुली साठी झालेला आहे. या प्रसंगी मला एका हत्तीची गोष्ट आठवते. एक हत्तीचे पिल्लू असते. त्याला साकळदंडाने बांधतात. ते पिल्लू मोठे होते, त्याच्यामध्ये ते साकाळदण्ड तोडण्याची क्षमता येते पण तरी सुद्धा त्याच्या डोक्यामध्ये तीच गोष्ट राहते. त्यामुळे हत्ती जाग्यावरच राहतो.

आपल्या सर्वांच्या आयुष्यामध्ये वेळेला फार महत्व आहे. त्यासाठी वेळेचे मूल्य ओळखा. एकवेळ संपत्ती, धन परत प्राप्त करता येईल. परंतु गेलेली वेळ परत मात्र कधीच येत नाही.

➢ अध्ययनाच्या पद्धती :-

खर म्हणजे अध्ययनाच्या पद्धती ह्या अध्ययन उपपत्तीवरून आलेल्या आहेत.

- **उपपत्ती :-**

१. साहचर्यात्मक अध्ययन उपपत्ती - थॉनडायिक, स्कीनर, गुथ्री, पावलाव्ह इत्यादी.

२. बोधात्मक अध्ययन उपपत्ती:- कोहलर, गँगने, टोलमन, ब्रूनर इत्यादी.

३. साहचर्यात्मक अध्ययन उपपत्ती आणि बोधात्मक अध्ययन उपपत्तीतील फरक - या उपपत्तीवरून अध्ययन परिस्थितीचे प्रकार सुद्धा सांगितलेले आहेत.

१. स्वयं अध्ययन

२. गट अध्ययन

- **अध्ययन पद्धती खालीलप्रमाणे आहेत.**

१. एकसंघ विरुद्ध समध्यन्तर पद्धती.

२. समग्र विरुद्ध खंड पद्धती.

३. पठण विरुद्ध प्रपाठ पद्धती.

४. प्रगमनशील पद्धती.

१. एकसंघ विरुद्ध समध्यन्तर पद्धती (Massed vs mediating method) :-

समजा एका कवितेच्या २० ओळी पाठ करावयाच्या आहेत त्यासाठी दोन पद्धतींचा अवलंब करता येतो.

१. कवितेच्या २० ओळी पाठ होईपर्यंत वाचनात मुळीच खंड पडू न देता एकाच वेळी जरूर तितकी पारायणे करणे या पद्धतीला एकसंघ पद्धती म्हणतात.

२. दुसऱ्या पद्धतीत मधून मधून विश्रांती घेऊन किंवा मध्यंतर ठेवून वाचन करणे किंवा पाठांतर करणे या पद्धतीस समध्यान्तर पद्धती म्हणतात.

या दोन पद्धतींपैकी कोणती पद्धती परिणामकारक आहे हे पाहण्यासाठी अनेक प्रयोग करण्यात आले. त्यापैकी एका प्रयोगात एका महाविद्यालयाच्या विद्यार्थ्यांना निरनिराळ्या निरर्थक शब्दांच्या याद्या पाठ करण्यास दिल्या. या याद्यांपैकी काही एकसंघ पद्धतीने व काही समध्यन्तर पद्धतीने पाठ करून घेण्यात आल्या. काही

याद्यांतील शब्द पठनानंतर १० मिनिटांनी आठवून व्यक्त करण्यास सांगण्यात आले तर काही पठनानंतर २४ तासांनी या प्रयोगावरून असे दिसून आले की समध्यन्तर पद्धतीने केलेले पाठांतर एकसंघ पद्धतीने केलेल्या पाठांतरापेक्षा चांगले व कमी पारायणे करून होऊ शकते.

एकसंघ पद्धतीत वेळेला महत्व असते. विद्यार्थ्यांच्या वयानुसार कालखंड ठरविणे अध्ययनासाठी उपयुक्त ठरते. तसे लहान मुलांसाठी छोटा कालखंड किंवा कमी कालखंड. विद्यार्थ्यांना एखाद्या अध्ययनात अभिरुची असेल तर एकाच वेळी पाठांतर केलेले जास्त उपयुक्त ठरते. जर विद्यार्थ्यांना अभिरुची नसेल तर पाठांतर करताना मध्ये विश्रांती घेणे आवश्यक ठरते. यामुळे केलेल्या अध्ययनाचे दृढीकरण होते. विश्रांती नसेल तर थकवा येतो तसेच विश्रांती काळ जर मोठा असेल तर केलेल्या अध्ययनाचे विस्मरण होऊ शकते.

२. समग्र विरुद्ध खंड पद्धती (Whole vs part method):-

समजा १० ओळींची एक कविता पाठ करावयाची आहे, दर वेळेला पहिल्या ओळीपासून शेवटच्या ओळीपर्यंत क्रमाने वाचून पाठ करता येईल. या पद्धतीस समग्र पद्धती म्हणतात.

याउलट कवितेचे काही खंड पडून खंडशः पाठांतर करता येईल. ही पाठांतराची खंड पद्धती होय. या पद्धतीला एका खंडाचे किंवा भागाचे पाठांतर करून मगच दुसऱ्या खंडास हात लावला जातो. समग्र पद्धतीत एका वेळी संपूर्ण पाठयवस्तू लक्षात घेतली जाते. त्यामुळे पाठयवस्तूतील मध्यवर्ती कल्पना तसेच तिच्यातील एकूण आशय समजणे सोपे जाते. शिवाय पाठयवस्तूच्या विविध भागातील परस्पर संबंधही चांगले लक्षात येतात. या सर्व गोष्टींचा पठनक्रियेवर चांगला परिणाम होतो व ग्रहण लवकर होते. पाठयवस्तू फारच लांबलचक व किचकट असेल तर मात्र या पद्धतीने पाठांतरातील प्रगती लवकर दिसून येत नाही. खंड पद्धतीने अभ्यास करतांना पाठयवस्तूतील एकूण आशय नीट लक्षात येत नाही. पाठयवस्तूच्या विविध भागातील परस्पर संबंध नीट कळत नाही. त्यामुळे या पद्धतीने पाठांतर होण्यास वेळ लागतो. पाठांतराच्या वेळी केलेल्या तुकड्यातील दुवे सांधतांना त्रास होतो. पाठयवस्तू कठीण व लांबलचक असेल तर तिचे खंड पाडून अध्ययन केल्याने प्रगती दिसून येते.

समग्र पठण करण्यासाठी अध्यानकर्ती व्यक्ती बुद्धिमान असली तर अध्ययन चांगले घडते. पाठ्यांश खूपच मोठा असेल तर खंडशः पद्धती उपयुक्त ठरते. पण पाठ्यांश छोटा असेल तर समग्र पद्धती उपयुक्त ठरते. कमी वयोगटाच्या विद्यार्थ्यांना पाठांतर करायचे असेल किंवा आशय कठीण असला तर खंडशः पद्धती वापरली जाते. आशय तर्कसंगत असेल आणि अध्ययनकर्ता प्रौढ व बुद्धिमान असेल तर अध्ययन पद्धती जास्त योग्य ठरते.

३. पठण विरुद्ध प्रपाठ पद्धती (Recitation vs prompting method) –

एखादी कविता पाठ होईपर्यंत ती केवळ वाचीत जाणे ही पाठांतराची एक पद्धती आहे. याउलट कवितेचे एक दोन वेळा वाचन झाल्यानंतर पाठांतर किती झाले हे पाहण्यासाठी मनातल्या मनात किंवा मोठ्याने ती म्हणावयाची व जिथे अडते तेथे पुस्तक पहावयाचे ही दुसरी पद्धती. पहिल्या पद्धतीस केवळ वाचन पद्धती तर दुसरीस प्रपाठ पद्धती म्हणतात. या दोन्ही पद्धतींपैकी प्रपाठ पद्धती जास्त श्रेयस्कर आहे कारण प्रपाठामुळे कोणता भाग पाठ झाला आहे व कोणता नाही हे कळते तसेच पाठांतरातील चुका लक्षात येतात. त्यामुळे पाठ न झालेल्या भागावर विशेष भर देता येतो. तसेच चुकांची दुरुस्ती करता येते. एव्हढेच नव्हे तर वेळोवेळी प्रगतीचे ज्ञान होते व हे ज्ञान पठन क्रियेस प्रेरणादायी ठरते.

गेट्सच्या मते, एखादा विषय पाठ करण्यासाठी त्या विषयाची आवृत्ती करणे महत्वाचे ठरते. परकीय भाषा, कठीण आशय यांचे अध्ययन करताना प्रपाठ पद्धती चांगली असते. यामुळे अध्ययन करताना कोणता भाग आत्मसात झाला हे समजून प्रगतीचा अंदाज येतो. अध्ययनातील चुकांची दुरुस्ती लगेच करता येते.

४. प्रगमनशील पद्धती (Progressive method) –

एखाद्या कवितेचे पठण करतांना आधी चरण पाठ केला जातो, नंतर दुसरा चरण पाठ केला जातो. नंतर पहिल्या व दुसऱ्या चरणाची उजळणी करून तिसरा चरण पाठ केला जातो नंतर पहिला, दुसरा, तिसरा अशा तिन्ही चरणांची उजळणी करून चौथा चरण पाठ केला जातो. अशा क्रमाने संपूर्ण कवितेचे / पाठ्यांशाचे अध्ययन केले जाते. या पद्धती संदर्भात श्री. गोपाळ स्वामींनी केलेल्या संशोधनात प्रगमनशील पद्धती अध्ययनासाठी अधिक उपयुक्त असल्याचे आढळते.

वरील पद्धती जरी अध्ययनाच्या असल्या तरी **भगवान गौतम बुद्ध** यांनी सांगितले आहे की,' **,**

* बाह्य आधारांवर अवलंबून न राहता,

* स्वतःचे विवेक, ज्ञान आणि अनुभव यांचा प्रकाश घेऊन,

* जीवनाचा मार्ग स्वतः शोधावा.

अध्यनार्थ्यांना आणखी एक महत्वाचे असे सांगावेसे वाटते. ते म्हणजे -

"हा तर एक मुक्काम आहे,

तुला पुढेच जायचे आहे.

ओढ्यात आनंदित राहू नको,

पूर्ण सागर मिळवायचा आहे,

लहानशा शहरातील, लहानसा उत्सव,

आता तुझे ध्येय नाही,

सूर्यकिरणांप्रमाणे तुला जगावर

तळपायचे आहे.

➢ निष्कर्ष

अध्ययन ही व्यक्तीच्या सर्वांगीण विकासाची मूलभूत आणि सतत चालणारी प्रक्रिया आहे. अनुभव, प्रयत्न, आत्मविश्वास, सातत्य आणि योग्य पद्धतींचा अवलंब केल्यास अध्ययन अधिक प्रभावी आणि अर्थपूर्ण होते. प्रत्येक विद्यार्थ्यामध्ये क्षमता दडलेली असते; गरज असते ती योग्य दिशादर्शनाची आणि आत्मविश्वासाची.

एकसंघ, समध्यन्तर, समग्र, खंड, प्रपाठ व प्रगमनशील अशा विविध अध्ययन पद्धतींचा योग्य संदर्भात आणि गरजेनुसार वापर केल्यास शिक्षण अधिक परिणामकारक होते. तसेच वेळेचे महत्त्व, प्रयत्नशीलता, सकारात्मक विचारसरणी आणि स्वअनुभव यांचा आधार घेतल्यास यश निश्चित प्राप्त होते.

भगवान गौतम बुद्धांनी सांगितल्याप्रमाणे, बाह्य आधारांवर अवलंबून न राहता स्वतःच्या विवेक, ज्ञान आणि अनुभवाच्या प्रकाशात जीवनाचा मार्ग शोधणे आवश्यक आहे. अध्ययन ही केवळ गुण मिळविण्याची प्रक्रिया नसून व्यक्तिमत्त्व घडविण्याचा आणि जीवन समृद्ध करण्याचा प्रवास आहे. त्यामुळे प्रत्येकाने सतत शिकत राहणे, प्रयत्नशील राहणे आणि उच्च ध्येय गाठण्यासाठी स्वतःला घडवत राहणे हीच खरी अध्ययनाची प्रभावी दिशा होय.

➢ संदर्भ ग्रंथ सूची

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राष्ट्रीय सेमिनारासाठी सादर केलेला संशोधन लेख

B.Ed. विद्यार्थी-शिक्षकांमध्ये तणाव व्यवस्थापनासाठी Mindfulness आणि Self-Care तंत्रांचे महत्त्व : एक अभ्यास

श्रीमती. स्वाती साबणे

शासकीय अध्यापक महाविद्यालय, पनवेल

प्रस्तावना

आजच्या बदलत्या व स्पर्धात्मक शैक्षणिक वातावरणात शिक्षकांवर केवळ अध्यापनाचीच नव्हे तर विद्यार्थ्यांच्या मानसिक, सामाजिक व भावनिक विकासाचीही मोठी जबाबदारी असते. त्यामुळे शिक्षक स्वतः मानसिकदृष्ट्या सक्षम, संतुलित व तणावमुक्त असणे अत्यंत आवश्यक ठरते. B.Ed. प्रशिक्षण काळात विद्यार्थी-शिक्षकांना अभ्यास, असाइनमेंट, प्रात्यक्षिके, इंटर्नशिप, मूल्यमापन प्रक्रिया तसेच वैयक्तिक व कौटुंबिक जबाबदाऱ्या यांचा ताण सहन करावा लागतो. या सर्व घटकांचा एकत्रित परिणाम त्यांच्या मानसिक आरोग्यावर होताना दिसतो.

मानसिक तणावामुळे एकाग्रतेचा अभाव, आत्मविश्वासात घट, भावनिक अस्थिरता व अध्यापन कार्यक्षमतेवर नकारात्मक परिणाम होऊ शकतो. म्हणूनच शिक्षक शिक्षणामध्ये मानसिक आरोग्य संवर्धन, तणाव व्यवस्थापन व भावनिक संतुलन यांना विशेष महत्त्व प्राप्त झाले आहे. Mindfulness आणि Self-Care ही तंत्रे मानसिक तणाव कमी करण्यासाठी प्रभावी उपाय म्हणून पुढे येत आहेत. प्रस्तुत संशोधनात B.Ed. विद्यार्थी-शिक्षकांमधील तणावाचा अभ्यास करून Mindfulness व Self-Care तंत्रांचे महत्त्व अधोरेखित करण्याचा प्रयत्न करण्यात आला आहे.

❖ संशोधनाची उद्दिष्टे (Objectives)

1. B.Ed. विद्यार्थी-शिक्षकांमध्ये आढळणाऱ्या मानसिक तणावाचा अभ्यास करणे.
2. तणाव निर्माण करणाऱ्या प्रमुख कारणांचा शोध घेणे.
3. Mindfulness व Self-Care तंत्रांचे महत्त्व स्पष्ट करणे.
4. मानसिक तणाव कमी करण्यासाठी उपाययोजना सुचवणे.

❖ संशोधन पद्धती (Methodology)

सदर संशोधनासाठी वर्णनात्मक संशोधन पद्धतीचा अवलंब करण्यात आला आहे. माहिती संकलनासाठी Google Form च्या सहाय्याने प्रश्नावली तयार करण्यात आली. या अभ्यासासाठी एकूण २४ B.Ed. विद्यार्थी-शिक्षकांनी प्रश्नावलीला प्रतिसाद दिला. प्रश्नावली भरण्यापूर्वी उत्तरदात्यांना

Mindfulness व Self-Care या संकल्पनांचे संक्षिप्त स्पष्टीकरण देण्यात आले. प्राप्त माहितीचे साधे विश्लेषण करून निष्कर्ष काढण्यात आले.

❖ Mindfulness आणि Self-Care : संकल्पनात्मक स्पष्टीकरण

Mindfulness म्हणजे वर्तमान क्षणात पूर्ण जागरूकतेने, शांत मनाने उपस्थित राहणे. ध्यान, श्वसन तंत्र, विचारांची जाणीव ठेवणे व भावनांचे निरीक्षण करणे या क्रियांचा त्यामध्ये समावेश होतो.

Self-Care म्हणजे स्वतःच्या मानसिक, भावनिक व शारीरिक आरोग्याची काळजी घेण्यासाठी स्वतःसाठी वेळ देणे, विश्रांती घेणे, सकारात्मक विचारसरणी विकसित करणे व संतुलित जीवनशैली अंगीकारणे.

❖ संशोधन निष्कर्ष व विश्लेषण (Findings & Analysis)

➢ नमुना (Sample)

सदर संशोधनासाठी Google Form च्या सहाय्याने २४ B.Ed. विद्यार्थी-शिक्षकांकडून माहिती संकलित करण्यात आली. यामध्ये प्रथम व द्वितीय वर्षातील विद्यार्थी सहभागी होते.

➢ प्रश्ननिहाय विश्लेषण (Findings)

प्रश्न 1 : B.Ed. अभ्यासक्रमातील अभ्यास व असाइनमेंटमुळे मानसिक तणाव जाणवतो का?

प्राप्त प्रतिसादांनुसार सुमारे ५८.३% विद्यार्थी-शिक्षकांनी "सहमत" तर १६.७% विद्यार्थ्यांनी "पूर्णतः सहमत" असे उत्तर दिले आहे. एकूणच सुमारे ७५% पेक्षा अधिक विद्यार्थी-शिक्षकांना अभ्यास व असाइनमेंटमुळे मानसिक तणाव जाणवत असल्याचे स्पष्ट होते. यावरून B.Ed. अभ्यासक्रम तणावपूर्ण असल्याचे दिसून येते.

प्रश्न 2 : प्रात्यक्षिके (Practice Lessons) व इंटर्नशिपमुळे मानसिक दडपण वाढते का?

मिळालेल्या प्रतिसादांपैकी ५०% विद्यार्थी-शिक्षकांनी "सहमत" तर १२.५% विद्यार्थ्यांनी "पूर्णतः सहमत" असे उत्तर दिले आहे. म्हणजेच सुमारे ६२% पेक्षा अधिक विद्यार्थ्यांना प्रात्यक्षिके व इंटर्नशिपमुळे मानसिक दडपण जाणवत असल्याचे आढळते.

प्रश्न 3 : अभ्यास, इंटर्नशिप व वैयक्तिक जबाबदाऱ्यांचा समतोल राखणे कठीण जाते का?

या प्रश्नासाठी ५०% विद्यार्थी-शिक्षकांनी "सहमत" तर २०.८% विद्यार्थ्यांनी "पूर्णतः सहमत" असे उत्तर दिले आहे. एकूण सुमारे ७०% पेक्षा अधिक विद्यार्थी-शिक्षकांना अभ्यास, इंटर्नशिप व वैयक्तिक जबाबदाऱ्यांचा समतोल राखणे कठीण जात असल्याचे स्पष्ट होते.

प्रश्न 4 : मानसिक तणावाचा अध्यापन कार्यक्षमतेवर परिणाम होतो का?

प्राप्त प्रतिसादांनुसार ५८.३% विद्यार्थी-शिक्षकांनी "सहमत" तर १२.५% विद्यार्थ्यांनी "पूर्णतः सहमत" असे मत व्यक्त केले आहे. म्हणजेच सुमारे ७०% पेक्षा अधिक उत्तरदात्यांच्या मते मानसिक तणावाचा अध्यापन कार्यक्षमतेवर नकारात्मक परिणाम होतो.

प्रश्न 5 : ध्यान, श्वसन किंवा शांत बसण्यासारख्या कृतींमुळे मानसिक शांतता मिळते का?

या प्रश्नासाठी ५२.२% विद्यार्थी-शिक्षकांनी "सहमत" तर ३९.१% विद्यार्थ्यांनी "पूर्णतः सहमत" असे उत्तर दिले आहे. एकूण सुमारे ९०% पेक्षा अधिक विद्यार्थी-शिक्षकांना Mindfulness आधारित कृतींमुळे मानसिक शांतता मिळते, असे स्पष्ट होते.

प्रश्न 6 : Mindfulness तंत्रामुळे एकाग्रता वाढते का?

मिळालेल्या प्रतिसादांपैकी ७३.९% विद्यार्थी-शिक्षकांनी "सहमत" तर १७.४% विद्यार्थ्यांनी "पूर्णतः सहमत" असे मत व्यक्त केले आहे. म्हणजेच सुमारे ९०% पेक्षा अधिक विद्यार्थ्यांच्या मते Mindfulness तंत्र एकाग्रता वाढविण्यास उपयुक्त ठरते.

प्रश्न 7 : Self-Care तंत्रे मानसिक आरोग्यास उपयुक्त आहेत का?

या प्रश्नासाठी ६५.२% विद्यार्थी-शिक्षकांनी "पूर्णतः सहमत" तर ३४.८% विद्यार्थ्यांनी "सहमत" असे उत्तर दिले आहे. म्हणजेच १००% उत्तरदात्यांनी Self-Care तंत्रे मानसिक आरोग्यास उपयुक्त असल्याचे मान्य केले आहे.

प्रश्न 8 : शिक्षक प्रशिक्षण काळात मानसिक तणाव कमी करण्यासाठी मार्गदर्शनाची गरज आहे का?

प्राप्त प्रतिसादांनुसार ५४.२% विद्यार्थी-शिक्षकांनी "पूर्णतः सहमत" तर ४१.७% विद्यार्थ्यांनी "सहमत" असे मत व्यक्त केले आहे. यावरून सुमारे ९५% पेक्षा अधिक विद्यार्थ्यांना प्रशिक्षण काळात मानसिक आरोग्यविषयक मार्गदर्शनाची गरज असल्याचे स्पष्ट होते.

प्रश्न 9 : B.Ed. अभ्यासक्रमात मानसिक आरोग्यविषयक उपक्रम समाविष्ट करावेत का?

या प्रश्नासाठी ५८.३% विद्यार्थी-शिक्षकांनी "सहमत" तर ३७.५% विद्यार्थ्यांनी "पूर्णतः सहमत" असे उत्तर दिले आहे. एकूण सुमारे ९५% पेक्षा अधिक विद्यार्थी-शिक्षकांनी अभ्यासक्रमात मानसिक आरोग्यविषयक उपक्रम समाविष्ट करण्यास समर्थन दिले आहे.

➢ एकूण निष्कर्ष (Overall Findings)

या अभ्यासातून पुढील बाबी स्पष्ट झाल्या आहेत :

- B.Ed. विद्यार्थी-शिक्षकांमध्ये मानसिक तणाव मोठ्या प्रमाणात आढळतो.
- अभ्यास, असाइनमेंट, प्रात्यक्षिके व इंटर्नशिप ही तणावाची मुख्य कारणे आहेत.

- Mindfulness व Self-Care तंत्रे तणाव कमी करण्यासाठी प्रभावी ठरतात.
- विद्यार्थी-शिक्षकांना मानसिक आरोग्याबाबत मार्गदर्शनाची आवश्यकता आहे.

❖ संशोधकाचे मत व उपाययोजना

(Researcher's Opinion & Suggestions)

सदर अभ्यासातून स्पष्टपणे असे दिसून येते की, B.Ed. विद्यार्थी-शिक्षकांवर शैक्षणिक व व्यावसायिक जबाबदाऱ्यांचा मोठा ताण आहे. मात्र योग्य मार्गदर्शन व Mindfulness आधारित तंत्रांचा वापर केल्यास हा तणाव कमी होऊ शकतो.

1. B.Ed. अभ्यासक्रमात Mindfulness व तणाव व्यवस्थापन कार्यशाळा आयोजित कराव्यात
2. शिक्षक प्रशिक्षण संस्थांमध्ये समुपदेशन केंद्र (Counselling Cell) सुरू करावे.
3. इंटर्नशिप काळात विद्यार्थ्यांना mentoring support द्यावा.
4. Time management व Self-Care बाबत विशेष सत्रे घ्यावीत.
5. विद्यार्थी-शिक्षकांमध्ये peer support group तयार करावेत.

❖ निष्कर्ष (Conclusion)

B.Ed. विद्यार्थी-शिक्षकांचे मानसिक आरोग्य हे गुणवत्तापूर्ण शिक्षक घडविण्यासाठी अत्यंत महत्त्वाचे आहे. Mindfulness व Self-Care तंत्रांचा समावेश शिक्षक प्रशिक्षण प्रक्रियेत केल्यास मानसिकदृष्ट्या सक्षम, आत्मविश्वासपूर्ण व संवेदनशील शिक्षक घडविता येतील. त्यामुळे शिक्षक शिक्षण संस्थांनी मानसिक आरोग्य संवर्धनाला प्राधान्य देणे आवश्यक आहे.

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“बी.एड. अभ्यासक्रमात मानसिक आरोग्य शिक्षणाचा समावेश”

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➢ गोषवारा (Abstract)

शिक्षण ही प्रक्रिया केवळ माहितीचे संक्रमण नसून ती मानवी व्यक्तिमत्त्वाचा सर्वांगीण विकास साधणारी एक 'मानवतावादी' कृती आहे. सध्याच्या काळात विद्यार्थ्यांमध्ये मानसिक अस्वस्थता, शैक्षणिक मागासलेपण आणि वर्तणुकीच्या समस्या मोठ्या प्रमाणात वाढत आहेत. राष्ट्रीय शैक्षणिक धोरण २०२० (NEP 2020) नुसार, विद्यार्थ्यांचे मनो-सामाजिक आरोग्य (Psycho-social well-being) हे उच्च दर्जाच्या शिक्षणासाठी अनिवार्य आहे. प्रस्तुत शोधनिबंधात बी.एड. अभ्यासक्रमात 'मानसिक आरोग्य साक्षरते'चा (Mental Health Literacy) समावेश करण्याची अपरिहार्यता, प्रशिक्षणार्थ्यांच्या स्वतःच्या मानसिक स्वास्थ्याचा अभ्यास (stress level ८२.५%) आणि शालेय स्तरावर शिक्षकाची 'समुपदेशक' म्हणून असलेली भूमिका यांवर स्रोतांच्या आधारे सखोल ऊहापोह केला आहे.

➢ प्रस्तावना (Introduction)

आरोग्य म्हणजे केवळ रोगाचा अभाव नसून ती शारीरिक, मानसिक आणि सामाजिक सुस्थितीची अवस्था आहे, असे जागतिक आरोग्य संघटना (WHO) स्पष्ट करते. आज जगभरात सुमारे ४५ कोटी लोक मानसिक आजारांनी ग्रस्त आहेत आणि मुलांमधील हे प्रमाण चिंताजनक आहे. शाळा हा विद्यार्थ्यांच्या विकासाचा मुख्य केंद्रबिंदू असल्याने, तिथे शिक्षकाला विद्यार्थ्याच्या वर्तणुकीतील सूक्ष्म बदल, भावनिक तणाव आणि 'शिकण्याचे विकार' (Learning Disorders) वेळेत ओळखता येणे गरजेचे आहे.

शिक्षणाची व्याख्या आज 'केवळ माहिती देणे' (Information Dispensing) अशी न राहता 'ज्ञान निर्मिती' (Knowledge Construction) अशी झाली आहे. यासाठी शिक्षक हा केवळ विषयतज्ज्ञ असून चालणार नाही, तर तो विद्यार्थ्यांच्या मनाचा वाचक आणि संवेदनशील मार्गदर्शक असणे आवश्यक आहे. बी.एड. स्तरावर हे शिक्षण दिल्यास भावी शिक्षक 'मानसिक आरोग्य साक्षर' होऊन एक सुरक्षित शालेय वातावरण निर्माण करू शकतील.

➢ संशोधनाची उद्दिष्टे

१. बी.एड. अभ्यासक्रमात मानसिक आरोग्य शिक्षणाचे महत्त्व अभ्यासणे.
२. भावी शिक्षकांच्या मानसिक आरोग्य जागरूकतेवर या शिक्षणाचा परिणाम जाणून घेणे.
३. मानसिक आरोग्य शिक्षणामुळे शिक्षकांच्या ताणतणाव व्यवस्थापन क्षमतेत होणारा बदल अभ्यासणे.
४. विद्यार्थ्यांच्या मानसिक समस्या ओळखण्यासाठी भावी शिक्षकांची तयारी कितपत होते हे तपासणे.
५. बी.एड. अभ्यासक्रमात मानसिक आरोग्य शिक्षणाचा प्रभावी समावेश कसा करता येईल याबाबत सूचना मांडणे.

➢ साहित्यसमीक्षा

राष्ट्रीय शैक्षणिक धोरण 2020 (NEP 2020) मध्ये विद्यार्थ्यांचा सर्वांगीण विकास, सामाजिक-भावनिक कल्याण, तणाव व्यवस्थापन व मानसिक आरोग्य जागरूकतेवर विशेष भर देण्यात आला आहे. शिक्षक प्रशिक्षणामध्ये मानसिक आरोग्यविषयक ज्ञान व कौशल्ये देणे ही काळाची गरज असल्याचे धोरणात्मक स्तरावर मान्य करण्यात आले आहे.

विविध संशोधन अभ्यासांमधून असे आढळून येते की अनेक बी.एड. विद्यार्थी-शिक्षक तणाव, भावनिक दबाव आणि मानसिक अस्थिरतेचा अनुभव घेतात. योग्य प्रशिक्षण व मार्गदर्शन नसल्यामुळे शिक्षकांना विद्यार्थ्यांच्या मानसिक समस्या ओळखणे व त्यावर प्रभावी हस्तक्षेप करणे कठीण जाते. आंतरराष्ट्रीय व भारतीय संशोधनातून शिक्षकांना मानसिक आरोग्याशी संबंधित कौशल्यांचे प्रशिक्षण दिल्यास त्यांचे ज्ञान, आत्मविश्वास आणि विद्यार्थ्यांशी वागण्याची संवेदनशीलता वाढते, हे सिद्ध झाले आहे.

बी.एड. अभ्यासक्रमातील Educational Psychology, Guidance and Counselling यांसारखे विषय मानसिक आरोग्य शिक्षणासाठी मूलभूत आधार देतात; मात्र स्वतंत्र आणि सुसंगत मानसिक आरोग्य शिक्षण मॉड्यूलचा अभाव आढळतो. विविध अहवाल व शाळा-स्तरीय उपक्रम (SEL कार्यक्रम, काउन्सलिंग मॉडेल्स) मानसिक आरोग्य शिक्षणाचे महत्त्व अधोरेखित करतात.

➢ संशोधन पद्धती

या संशोधनासाठी **वर्णनात्मक पद्धतीचा (Descriptive Method)** वापर करण्यात आला आहे.

- ✓ विविध शैक्षणिक लेख, पुस्तके, संशोधन अहवाल यांचा अभ्यास.
- ✓ शिक्षक प्रशिक्षण अभ्यासक्रमांचे विश्लेषण.
- ✓ मानसिक आरोग्य शिक्षणाविषयी उपलब्ध साहित्याचा आढावा.

➢ बी.एड. अभ्यासक्रमात मानसिक आरोग्य शिक्षणाचा समावेशाची गरज

बी.एड. अभ्यासक्रमात मानसिक आरोग्याचा समावेश असण्याची कारणे खालीलप्रमाणे सविस्तर सांगता येतील:

1. विद्यार्थ्यांच्या मानसिक व अध्ययन अडचणींची लवकर ओळख (Early Identification):

अनेकदा विद्यार्थ्यांच्या अभ्यासातील कमी प्रगतीला 'आळस' समजले जाते, पण त्यामागे 'डिस्लेक्सिया' किंवा 'एडीएचडी' (ADHD) सारखी मज्जासंस्थेशी संबंधित कारणे असू शकतात. प्रशिक्षणामुळे शिक्षक ही लक्षणे सुरुवातीच्या टप्प्यात ओळखून त्वरित उपचार सुचवू शकतात.

2. मानसिक आजारांबाबत सामाजिक कलंक कमी करणे (Reducing Stigma):

समाजात मानसिक आजारांकडे पाहण्याचा दृष्टिकोन नकारात्मक आहे. शिक्षकांमध्ये 'मानसिक आरोग्य साक्षरता' वाढल्यास ते विद्यार्थ्यांमधील आणि पालकांमधील हा भेदभाव दूर करू शकतील.

3. मानसिक आरोग्य प्रशिक्षण घेतलेल्या शिक्षकांचा सकारात्मक शैक्षणिक प्रभाव :

अभ्यासानुसार, ज्या शिक्षकांनी मानसिक आरोग्याचे प्रशिक्षण घेतले आहे, त्यांची जागरूकता आणि आत्मविश्वास प्रशिक्षण न घेतलेल्या शिक्षकांपेक्षा लक्षणीयरीत्या जास्त असतो.

4. सर्वसमावेशक व सहानुभूतीपूर्ण शिक्षण वातावरणाची निर्मिती (Inclusive Education):

दिव्यांग किंवा विशेष गरजा असणाऱ्या मुलांचा सामान्य वर्गात स्वीकार करण्यासाठी शिक्षकाचा दृष्टिकोन लवचिक आणि सहानुभूतीपूर्ण असणे अनिवार्य आहे.

➢ बी.एड. प्रशिक्षणार्थींचे स्वतःचे मानसिक आरोग्य (Mental Health of Trainees)

संशोधनातून असे दिसून आले आहे की, बी.एड. प्रशिक्षणार्थी प्रशिक्षणादरम्यान तीव्र मानसिक तणावाखाली असतात. या सखोल अभ्यासाची कारणे खालीलप्रमाणे आहेत:

1. कामाचा प्रचंड अतिभार:

कमी कालावधीत पूर्ण करावा लागणारा अवाढव्य अभ्यासक्रम, सराव पाठ आणि विविध प्रात्यक्षिक कार्ये (Practical Work) यामुळे प्रशिक्षणार्थींमध्ये धावपळ आणि चिंता वाढते.

2.अनुभवहीनता आणि न्यूनगंड:

वर्गात विद्यार्थ्यांसमोर बोलण्याचा आत्मविश्वास नसणे किंवा वर्ग व्यवस्थापन करताना येणारी अडचण यामुळे प्रशिक्षणार्थींमध्ये वैफल्याची भावना निर्माण होते.

3. द्विधा मनस्थिती:

महाविद्यालयीन जबाबदाऱ्या आणि घरच्या जबाबदाऱ्या यांचा मेळ घालताना होणारा मानसिक संघर्ष त्यांच्या आरोग्यावर परिणाम करतो. त्यामुळे अभ्यासक्रमात 'योग', 'ध्यानधारणा' आणि 'समुपदेशन सत्रे' समाविष्ट करणे केवळ माहितीसाठी नव्हे, तर प्रशिक्षणार्थ्यांच्या स्वतःच्या स्वास्थ्यासाठी आवश्यक आहे.

➢ प्रस्तावित अभ्यासक्रम आराखडा (Proposed Curricular Framework)

बी.एड. अभ्यासक्रमाची रचना दिल्ली विद्यापीठाच्या धर्तीवर खालील चार मुख्य घटकांत विभागता येईल.

घटक १: ऐतिहासिक आणि समकालीन दृष्टिकोन:

मानसिक आरोग्य वि. मानसिक स्वच्छता (Hygiene), मानसिक आरोग्याचा इतिहास आणि निकोप व्यक्तिमत्त्वाची लक्षणे.

घटक २: जीवन व्यापी दृष्टिकोन (Life Span Perspective):

बालपण आणि कुमारवयीन अवस्थेतील मानसिक संघर्ष, तणाव, नैराश्य आणि त्यांचे व्यवस्थापन. यामध्ये 'जीवन कौशल्ये' (Life Skills) आणि 'लवचिकता' (Resilience) विकसित करण्यावर भर असावा.

घटक ३: शालेय मानसिक आरोग्य:

शिक्षकाची 'समुपदेशक' (Counselor) म्हणून भूमिका, घरातील वातावरण आणि शाळा यांतील दुवा, आणि शिक्षकांचे स्वतःचे मानसिक आरोग्य.

घटक ४: सामाजिक प्रश्न:

तंत्रज्ञान, सोशल मीडिया, लिंगभेद (Gender Stereotypes), जात आणि वर्ग यांचा मुलांच्या मनावर होणारा परिणाम आणि त्यातून निर्माण होणारे अडथळे हाताळण्याचे कौशल्य.

➢ विद्यार्थ्यांच्या शैक्षणिक समस्या आणि शिक्षकाची भूमिका (Student Performance)

शाळेत मुलांच्या कमी प्रगतीमागे (Poor School Performance) अनेक मानसिक पदर असतात, ज्यांचे आकलन शिक्षकाला असणे गरजेचे आहे.

1. शिकण्याचे विकार (LD):

डिस्लेक्सिया (वाचन), डिस्ग्राफिया (लेखन) किंवा डिकलक्युलिया (गणित) यांसारख्या समस्या असलेल्या मुलांना 'मतिमंद' न समजता त्यांच्यासाठी 'वैयक्तिक शैक्षणिक कार्यक्रम' (IEP) तयार करण्याची क्षमता शिक्षकात असली पाहिजे.

2. एडीएचडी (ADHD):

अतिचंचल आणि एकाग्रता नसलेल्या मुलांकडे दुर्लक्ष न करता त्यांना 'पॉझिटिव्ह रिइन्फोर्समेंट' (सकारात्मक प्रोत्साहन) देऊन मुख्य प्रवाहात आणणे हे शिक्षकाचे कौशल्य आहे.

3. व्यवस्थापक आणि उपचारक (Manager & Therapist):

शिक्षकाने वर्गाचे व्यवस्थापन करतानाच एक 'उपचारक' म्हणून मुलांच्या भावनिक गरजांकडे लक्ष दिले पाहिजे, जेणेकरून मुलांचा स्वाभिमान (Self-esteem) वाढेल.

➢ धोरणात्मक दृष्टिकोन: NEP 2020 आणि Ayushman Bharat

राष्ट्रीय शैक्षणिक धोरण २०२० मानसिक आरोग्याला अभ्यासक्रमाचा अविभाज्य भाग मानते. यामध्ये खालील बाबींवर विशेष भर दिला आहे:

1. शाळांमध्ये समुपदेशन यंत्रणा (Counseling Systems) विकसित करणे आणि शिक्षकांना त्याचे मूलभूत प्रशिक्षण देणे.

2. आयुषमान भारत शाळा आरोग्य कार्यक्रम: यांतर्गत मुलांमध्ये स्व-जागरूकता, सजगता (Mindfulness), चिकित्सक विचार आणि तणाव व्यवस्थापन यांसारखी कौशल्ये विकसित करण्याचे उद्दिष्ट आहे.

3. विद्यार्थ्यांच्या शारीरिक तपासणीसोबतच त्यांच्या मानसिक आरोग्याचे 'हेल्थ कार्ड' तयार करणे.

➢ निष्कर्ष (Conclusion)

बी.एड. अभ्यासक्रमात मानसिक आरोग्य शिक्षणाचा समावेश हा केवळ एक 'विषय' म्हणून न होता तो एक 'जीवन दृष्टिकोन' म्हणून झाला पाहिजे. जर भावी शिक्षक स्वतः मानसिकदृष्ट्या सुदृढ असेल आणि त्याला विद्यार्थ्यांच्या मानसिकतेची जाण असेल, तरच तो खऱ्या अर्थाने राष्ट्राचा आधारस्तंभ ठरू शकेल. "सुदृढ शिक्षकच निकोप समाज घडवू शकतो", हा विचार केंद्रस्थानी ठेवून शिक्षक प्रशिक्षणात बदल करणे ही काळाची आत्यंतिक गरज आहे. ज्याप्रमाणे एका बागेचा माळी केवळ झाडांच्या पानांना पाणी घालून (माहिती देऊन) झाड जगवू शकत नाही, त्याला झाडांच्या मुळांशी असलेल्या किडीचा (मानसिक समस्यांचा) शोध घ्यावा लागतो आणि जमिनीचा कस (शिक्षकाचे स्वास्थ्य) सुधारावा लागतो; त्याचप्रमाणे जोपर्यंत शिक्षकाला विद्यार्थ्यांच्या मानसिक गरजा समजत नाहीत, तोपर्यंत शिक्षणाचे रोपटे पूर्ण क्षमतेने बहरणार नाही.

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रायगड

सारांश

ग्रामीण भागातील प्राथमिक शाळांमध्ये शिक्षकांची कमतरता असल्यामुळे बहुवर्ग अध्यापन ही पद्धत मोठ्या प्रमाणावर वापरली जाते. अशा परिस्थितीत एकाच शिक्षकाला एकाच वेळी अनेक वर्गांना अध्यापन करावे लागते. त्यामुळे अध्यापनाची गुणवत्ता, विद्यार्थ्यांचे शिक्षण आणि शिक्षकांचे मानसिक स्वास्थ्य यावर परिणाम होण्याची शक्यता असते. प्रस्तुत संशोधनात कर्जत तालुक्यातील प्राथमिक स्तरावरील बहुवर्ग अध्यापन करणाऱ्या एकशिक्षकी शाळांमध्ये भाषा विषयाच्या अध्यापनासाठी डिजिटल प्लॅटफॉर्मच्या वापरातून तयार केलेल्या अध्यापन व्यूहरचनांची परिणामकारकता आणि त्याचा विद्यार्थी व शिक्षकांच्या मानसिक स्वास्थ्यावर होणारा परिणाम यांचा चिकित्सक अभ्यास करण्यात आला आहे. संशोधनासाठी सर्वेक्षण व प्रायोगिक पद्धतीचा वापर करण्यात आला. संशोधनातून असे आढळून आले की डिजिटल प्लॅटफॉर्मचा वापर केल्यास अध्यापन अधिक प्रभावी, मनोरंजक व सुलभ होते. तसेच विद्यार्थ्यांच्या अध्ययन क्षमतेत वाढ होते आणि शिक्षकांच्या मानसिक ताणतणावात घट होते.

कीवर्ड्स: बहुवर्ग अध्यापन, डिजिटल शिक्षण, मानसिक स्वास्थ्य, भाषा अध्यापन, प्राथमिक शिक्षण

❖ प्रस्तावना

आजच्या जागतिकीकरणाच्या युगात शिक्षण क्षेत्रात मोठ्या प्रमाणावर बदल होत आहेत. राष्ट्रीय शैक्षणिक धोरण 2020 मध्ये विद्यार्थीकेंद्रित शिक्षण, डिजिटल साक्षरता आणि गुणवत्तापूर्ण शिक्षण यावर विशेष भर देण्यात आला आहे. विद्यार्थ्यांचा सर्वांगीण विकास घडविण्यात शिक्षकांची भूमिका अत्यंत महत्त्वाची आहे.

मात्र ग्रामीण भागातील प्राथमिक शाळांमध्ये शिक्षकांची संख्या अपुरी असल्यामुळे अनेक ठिकाणी बहुवर्ग अध्यापन करावे लागते. एका शिक्षकाला एकाच वेळी अनेक वर्गांना अध्यापन करावे लागल्यामुळे अध्यापन प्रक्रियेत अनेक अडचणी निर्माण होतात. यामुळे शिक्षकांवर मानसिक ताण वाढतो आणि विद्यार्थ्यांना पुरेसा वेळ देणे शक्य होत नाही.

या समस्येवर उपाय म्हणून डिजिटल साधने आणि डिजिटल प्लॅटफॉर्मचा वापर प्रभावी ठरू शकतो. डिजिटल तंत्रज्ञानामुळे अध्यापन अधिक आकर्षक, सुलभ आणि परिणामकारक होऊ शकते. म्हणूनच प्रस्तुत संशोधनात डिजिटल प्लॅटफॉर्मचा वापर करून बहुवर्ग अध्यापन अधिक प्रभावी करण्याचा प्रयत्न करण्यात आला आहे.

❖ शोधनाची गरज

ग्रामीण भागातील प्राथमिक शाळांमध्ये बहुवर्ग अध्यापन ही एक सामान्य परिस्थिती आहे. अशा परिस्थितीत पुढील समस्या दिसून येतात:

- शिक्षकांची अपुरी संख्या
- एकाच शिक्षकावर अनेक वर्गांची जबाबदारी
- विद्यार्थ्यांच्या अध्ययन क्षमतेत असमानता
- अभ्यासक्रम पूर्ण करण्यासाठी वेळेची कमतरता
- शिक्षकांवर वाढता मानसिक ताण

या समस्यांवर उपाय म्हणून डिजिटल प्लॅटफॉर्मचा वापर उपयुक्त ठरू शकतो. त्यामुळे या विषयावर संशोधन करण्याची गरज निर्माण झाली.

❖ संशोधनाचे उद्दिष्टे

1. बहुवर्ग अध्यापन करणाऱ्या शाळांमधील शिक्षकांच्या मानसिक स्वास्थ्याचा अभ्यास करणे.
2. बहुवर्ग अध्यापनातील भाषा विषयाच्या अध्यापनात येणाऱ्या समस्यांचा अभ्यास करणे.

3. शिक्षकांवर होणाऱ्या मानसिक ताणतणावाचा अभ्यास करणे.
4. विद्यार्थ्यांच्या मानसिक स्थितीचा अभ्यास करणे.
5. डिजिटल प्लॅटफॉर्मच्या वापरामुळे विद्यार्थ्यांच्या अध्ययन क्षमतेत होणाऱ्या बदलांचा अभ्यास करणे.

❖ **संशोधन समस्या**

"कर्जत तालुक्यातील प्राथमिक स्तरावरील बहुवर्ग अध्यापन करणाऱ्या एकशिक्षकी शाळांमध्ये भाषा विषयाच्या अध्यापनासाठी डिजिटल प्लॅटफॉर्मच्या वापरातून तयार केलेल्या अध्यापन व्यूहरचनांची परिणामकारकता व मानसिक स्वास्थ्याचा चिकित्सक अभ्यास."

❖ **संशोधन परिकल्पना**

- शून्य परिकल्पना

1. डिजिटल प्लॅटफॉर्म वापरणाऱ्या व न वापरणाऱ्या विद्यार्थ्यांच्या शैक्षणिक प्रगतीत आणि मानसिक स्वास्थ्यात लक्षणीय फरक नाही.
2. डिजिटल प्लॅटफॉर्म वापरणाऱ्या व न वापरणाऱ्या शिक्षकांच्या अध्यापन परिणामकारकतेत आणि मानसिक स्वास्थ्यात लक्षणीय फरक नाही.

❖ **संशोधनाचे महत्त्व**

❖ **संशोधनाची कार्यपद्धती**

या संशोधनासाठी वर्णनात्मक (Descriptive) संशोधन पद्धतीचा अवलंब करण्यात आला आहे. बहुवर्ग अध्यापनामध्ये वापरल्या जाणाऱ्या वर्गनितीचा विद्यार्थी व शिक्षक यांच्या मानसिक स्वास्थ्यावर होणारा परिणाम समजून घेण्यासाठी विविध संशोधन साधनांचा उपयोग करण्यात आला.

1) संशोधन पद्धतीचा प्रकार

- या संशोधनासाठी वर्णनात्मक संशोधन पद्धती (Descriptive Method) वापरण्यात आली आहे.
- या पद्धतीद्वारे बहुवर्ग अध्यापनातील परिस्थिती, शिक्षकांचे अनुभव, विद्यार्थ्यांची शिकण्याची प्रक्रिया आणि मानसिक स्वास्थ्य यांचा अभ्यास करण्यात आला.

2) संशोधनाचे क्षेत्र

हे संशोधन प्राथमिक शाळांमध्ये करण्यात आले आहे ज्या शाळांमध्ये बहुवर्ग अध्यापन पद्धती वापरली जाते.

संशोधन क्षेत्राची वैशिष्ट्ये

- ग्रामीण भागातील शाळा
- कमी विद्यार्थी संख्या असलेल्या शाळा
- मर्यादित शिक्षक उपलब्धता
- बहुवर्ग अध्यापन पद्धतीचा वापर

3) नमुना निवड (Sample Selection)

या संशोधनासाठी नमुना निवड पद्धती वापरण्यात आली.

नमुना घटक

- प्राथमिक शाळेतील शिक्षक
- बहुवर्ग अध्यापन करणारे शिक्षक
- इयत्ता १ ली ते ५ वी चे विद्यार्थी

नमुना संख्या (उदाहरण)

- शिक्षक – 10
- विद्यार्थी – 30

4) संशोधन साधने

या संशोधनासाठी पुढील साधनांचा वापर करण्यात आला.

1. **प्रश्नावली (Questionnaire)** : शिक्षक व विद्यार्थ्यांकडून माहिती गोळा करण्यासाठी प्रश्नावली तयार करण्यात आली.

2. **मुलाखत (Interview)** : शिक्षकांच्या अनुभवांची माहिती मिळवण्यासाठी प्रत्यक्ष मुलाखत घेण्यात आली.
3. **निरीक्षण (Observation)** : वर्गातील अध्यापन प्रक्रिया, विद्यार्थ्यांचे वर्तन आणि शिक्षकांचे वर्ग व्यवस्थापन यांचे निरीक्षण करण्यात आले.
4. नोंदी विश्लेषण (Record Analysis) : शाळेतील उपस्थिती नोंद, शैक्षणिक प्रगती नोंद इत्यादींचे विश्लेषण करण्यात आले.

5) माहिती संकलन प्रक्रिया

माहिती संकलनासाठी पुढील टप्पे पार पाडण्यात आले.

- संशोधनासाठी योग्य शाळांची निवड करण्यात आली.
- शिक्षक व विद्यार्थ्यांशी संपर्क साधण्यात आला.
- प्रश्नावली वितरित करून माहिती गोळा करण्यात आली.
- शिक्षकांची प्रत्यक्ष मुलाखत घेण्यात आली.
- वर्गातील अध्यापन प्रक्रियेचे निरीक्षण करण्यात आले.
- मिळालेल्या माहितीचे वर्गीकरण व विश्लेषण करण्यात आले.

6) माहिती विश्लेषण पद्धती

संकलित माहितीचे विश्लेषण सांख्यिकीय व वर्णनात्मक पद्धतीने करण्यात आले.

- विश्लेषणासाठी वापरलेल्या पद्धती
- टक्केवारी पद्धत
- तक्ते व आलेख (Tables and Graphs)
- तुलना विश्लेषण

7) संशोधनातील नैतिक बाबी

संशोधन करताना पुढील नैतिक बाबींची काळजी घेण्यात आली.

- सहभागींची परवानगी घेण्यात आली
- गोपनीयता राखण्यात आली
- माहितीचा योग्य व प्रामाणिक वापर करण्यात आला

❖ संशोधनाचे महत्त्व

या संशोधनामुळे बहुवर्ग अध्यापन करणाऱ्या शाळांमध्ये डिजिटल तंत्रज्ञानाचा वापर करून अध्यापनाची गुणवत्ता वाढविण्यास मदत होऊ शकते. तसेच शिक्षक व विद्यार्थ्यांच्या मानसिक स्वास्थ्यासाठी सकारात्मक वातावरण निर्माण होऊ शकते.

❖ निष्कर्ष

बहुवर्ग अध्यापन ही ग्रामीण शिक्षण व्यवस्थेतील एक महत्त्वाची वास्तवता आहे. डिजिटल प्लॅटफॉर्मचा योग्य वापर केल्यास अध्यापन प्रक्रिया अधिक सुलभ, प्रभावी आणि विद्यार्थीकेंद्रित बनू शकते. त्यामुळे शिक्षकांचा मानसिक ताण कमी होतो आणि विद्यार्थ्यांचा सर्वांगीण विकास साध्य होतो.

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शासकीय मेडिकल कॉलेज धमतरी