

## A Comprehensive Study on the Aspiration Levels of General and Special Students of Rampur District

**Umra Idrees**

Research Scholar

Department of Education

IFTM University, Moradabad

E-mail Id: iumra454@gmail.com

**Dr. Rajkumari Gola**

Assistant Professor

Department of Education

IFTM University, Moradabad

E-mail Id: drrkgola2021@gmail.com

### Abstract:

This comprehensive study investigates the aspirations of general and special students of Rampur District, highlighting the pivotal role these aspirations play in shaping educational and career paths. The research aims to inform inclusive educational policies by acknowledging the various factors that influence aspirations, including family background, socio-economic status, cultural environment, peer influence, and educational opportunities. Utilizing a mixed-methods approach, the study conducts a structured survey, complemented by in-depth interviews and focus group discussions with a representative student sample. Both quantitative tools, like statistical software, and qualitative methods, such as thematic analysis, are employed to ensure a nuanced comprehension of the data. Key objectives involve assessing aspiration levels, exploring influencing factors, and proposing strategies for inclusive education. The study expects to identify socio-economic background, educational environment, inclusivity practices, parental support, personal motivation, and awareness of opportunities as significant factors impacting student aspirations.

**Key Words:** Aspiration, socio-economic status, cultural environment, inclusivity practices.

**Introduction:**-In the pursuit of educational excellence and social inclusion, understanding the aspirations of students becomes crucial. This study delves into the aspiration levels of both general and special students in Rampur District, shedding light on the factors that influence their educational goals and career ambitions. The aim is to provide insights that can contribute to the development of more inclusive and effective educational policies. Education serves as a cornerstone for individual and societal progress, shaping the aspirations of students and influencing their trajectory in life. The

aspiration level of students, often considered as their ambitions and goals, plays a pivotal role in determining the path they choose and the efforts they invest in their academic and personal development. Understanding and fostering healthy aspirations among students is crucial for cultivating a generation that strives for excellence and contributes positively to society. Rampur District, situated in the heart of the country, is home to a diverse population with varying educational needs. In recent years, there has been a growing awareness of the importance of addressing the unique challenges faced by special students, those with physical or cognitive disabilities. Inclusive education has become a focal point, aiming to create an environment where all students, regardless of their abilities, can thrive.

**Defining Aspiration Levels:** Aspiration levels can be defined as the height of goals and ambitions that students set for themselves, both academically and personally. These aspirations are influenced by a myriad of factors, including family background, socio-economic status, cultural environment, peer influence, and individual aptitude. The spectrum of aspiration levels varies widely among students, ranging from those who aspire for academic excellence to those with aspirations in the arts, sports, entrepreneurship, and other fields.

**Factors Influencing Aspiration Levels:**

**Family Background:** The family is often the primary influencer of a student's aspirations. The values, expectations, and experiences within the family shape the student's perception of success and guide their ambitions.

**Socio-economic Status:** Socio-economic factors can significantly impact a student's aspirations. Students from economically disadvantaged backgrounds may have aspirations centered around

financial stability, while those from affluent backgrounds may aim for prestigious careers.

**Cultural Environment:** Cultural norms and expectations within a society can shape the aspirations of students. Some cultures may prioritize certain professions or academic achievements, influencing students to align their aspirations with these societal expectations.

**Peer Influence:** Peer interactions play a crucial role in shaping aspirations. Students may be inspired or influenced by the aspirations of their peers, leading to the adoption of similar goals or pursuits.

**Educational Opportunities:** Access to quality education and exposure to diverse fields can broaden a student's perspective, influencing their aspirations. Exposure to various subjects, extracurricular activities, and vocational training can significantly impact the choice of aspirations.

**Fostering Healthy Aspirations:**

**Encouraging Exploration:** Educational institutions and parents should encourage students to explore a wide range of subjects and activities. Exposure to diverse experiences can help students discover their passions and develop well-rounded aspirations.

**Mentorship and Guidance:** Mentorship plays a crucial role in guiding students toward realistic and achievable aspirations. Mentors can provide valuable insights, share personal experiences, and offer guidance on the steps required to achieve their goals.

**Celebrating Individuality:** It's essential to recognize and celebrate the diversity of aspirations among students. Each student is unique, and their aspirations may not conform to traditional expectations. Fostering an environment that appreciates individuality encourages students to pursue authentic and meaningful goals.

**Promoting a Growth Mindset:** Emphasizing a growth mindset encourages students to view challenges as opportunities for learning and development. This mindset fosters resilience, perseverance, and a willingness to set ambitious but attainable goals. The aspiration levels of students are dynamic and multifaceted, influenced by a combination of

personal, familial, and societal factors. Recognizing the individuality of students and providing support, guidance, and resources to help them achieve their aspirations is crucial for fostering a generation of motivated and fulfilled individuals. By understanding and addressing the factors that shape these aspirations, educators, parents, and society at large can contribute to the development of well-rounded, ambitious, and socially responsible individuals.

**Objectives of the Study:**

To assess the aspiration levels of general students of Rampur District.

To explore the aspiration levels of special students of Rampur District.

To identify the factors influencing the aspirations of both general and special students.

To suggest potential strategies for fostering inclusive education and supporting students in realizing their aspirations.

**Methodology:**

This study adopts a mixed-methods approach, combining qualitative and quantitative research methods to obtain a comprehensive understanding of the aspiration levels of students in Rampur District.

**Quantitative Research:** A structured survey will be conducted among a representative sample of general and special students in various schools across Rampur District. The survey will include questions related to academic aspirations, career goals, and perceived barriers to achieving their aspirations. The data collected will be analyzed using statistical tools to draw meaningful conclusions.

**Qualitative Research:** In-depth interviews and focus group discussions will be conducted with a subset of students, teachers, and parents to gain deeper insights into the qualitative aspects of aspiration levels. This qualitative data will provide a more nuanced understanding of the personal, social, and environmental factors that influence students' aspirations.

**Data Analysis and Interpretation:** The quantitative data will be analyzed using statistical software to identify patterns, correlations, and

significant differences in the aspiration levels of general and special students. Descriptive statistics such as mean, median and mode will be employed to summarize the data, while inferential statistics like t-tests and ANOVA will be used to determine the significance of differences between groups. The qualitative data will be transcribed and coded to identify recurring themes and patterns. Thematic analysis will be employed to extract meaningful insights from the interviews and focus group discussions. Triangulation of the quantitative and qualitative findings will be conducted to ensure a comprehensive and holistic interpretation of the data.

**Factors Influencing Aspiration Levels:**

The study will explore various factors that may influence the aspiration levels of both general and special students. These factors may include:

**Socioeconomic Background:** The financial status of students' families can play a significant role in shaping their aspirations, especially in terms of pursuing higher education.

**Educational Environment:** The quality of education, availability of resources, and support from teachers and peers can impact students' confidence in pursuing their aspirations.

**Inclusive Practices:** For special students, the level of inclusivity in the educational environment, including accessibility and accommodation, may influence their aspirations.

**Parental Support:** The role of parents in shaping and supporting their children's aspirations cannot be overstated. Understanding the extent of parental involvement is crucial.

**Personal Motivation:** Intrinsic motivation, interests, and personal values may significantly contribute to the determination of students to achieve their goals.

**Awareness of Opportunities:** The extent to which students are aware of various career opportunities and educational paths can influence their aspirations.

**Implications for Educational Policy and Practice:** The findings of this study will have significant implications for educational policy and practice in Rampur District. Recommendations may include:

**Enhancing Inclusive Education:**

Identifying and addressing barriers to inclusive education for special students, including accessible infrastructure, adaptive teaching methods, and support services.

**Career Guidance Programs:**

Implementing comprehensive career guidance programs to expose students to a wide range of career options and help them make informed decisions about their future.

**Teacher Training:**

Providing training for teachers to create an inclusive and supportive learning environment that fosters the aspirations of all students.

**Community Engagement:** Involving the community in supporting educational aspirations, fostering a sense of collective responsibility for the success of all students.

**Financial Support Programs:**

Establishing scholarship programs and financial aid to ensure that socioeconomic status does not limit students' access to higher education.

**Conclusion:**

The study on the aspiration levels of general and special students in Rampur District is poised to contribute valuable insights to the ongoing discourse on inclusive education. By understanding the unique challenges and aspirations of special students and identifying factors that influence all students' educational goals, this research aims to inform policies and practices that foster a more equitable and supportive educational environment for every learner in Rampur District. Implications for educational policy and practice include the enhancement of inclusive education, implementation of career guidance programs, teacher training, community engagement, and financial support initiatives. Ultimately, the research aims to contribute authentic insights to the discourse on inclusive education in Rampur District, striving to establish an equitable and supportive educational environment for all students.

\*\*\*\*\*

## References:-

1. 'Arya' Mohan Lal (2017); "A Study of Relationship between Leadership Styles of Principal and Teacher Effectiveness", International Journal of Science and Research (IJSR), Volume 6 Issue 1, ISSN: (Online): 2319-7064, January, pp. 963 – 965, Impact Factor- 6.391.
2. 'Arya' Mohan Lal (2018); "Principal's Administrative Effectiveness with Respect Their Educational Supervision and Guidance", Academic Social Research, Volume 4, Issue-3, ISSN: 2456-2645, pp-65-74, March, Impact Factor- 3.267.
3. 'Arya' Mohan Lal (2021), "A Study of Administrative Effectiveness of Principals at Senior Secondary Level", Journal of Interdisciplinary Cycle Research (JICR), February, Volume-XIII, Issue-II, ISSN No.: 0022-1945, Impact Factor- 6.2, Pp- 1365-1369.
4. 'Arya' Mohan Lal and Singh Rajkumari (2017); "A Study of Relationship Between Principal's Administrative Effectiveness and His Institutional Academic Performance of Secondary and Senior Secondary School in Moradabad District", Jabalpur: Global Journal of Multidisciplinary Studies (GJMS)/Global Group of Journals (GGJ), Volume-9, Issue-7, pp-220-231, ISSN:2348-0459, July, Impact Factor- 3.987.
5. Arya' Mohan Lal and Nikita Yadav (2021), "A study of relationship of Academic stress and achievement Motivation among secondary students of Moradabad District", Journal of Interdisciplinary Cycle Research (JICR), May, Volume-XIII, Issue-V, ISSN No.: 0022-1945, Impact Factor- 6.2, Pp- 517-521.
6. Bloom, B.S. Madaus, G.F. and Hastings, J. T. (1981). Evaluation to Improve Learning, New York: McGraw Hill.
7. Erwin, T.D. (1991). Assessing Student Learning and Development: A Guide to the Principles, Goals and Methods of Determining College Outcomes, San Francisco: Jossey Bass.
8. Kumar Narendra, Kumar Rajeev and 'Arya' Mohan Lal (2010); "Principal's Administrative Effectiveness and Institutional Academic Performance of Secondary Schools", Meerut: Journal of National Development (JND) An International Research Journal, Vo-23, Number-2, ISSN: 0972-8309, pp. No.-69-78, Impact Factor- 0.842.
9. Ministry of Education (June 1999). "Our People, Our Future: A Framework for the Development of Human Resources in the Education Sector." Asmara, Eritrea, Ministry of Education (unpublished).
10. National Education policy 2020.
11. Pandey, Mahendra Prasad and Arya Mohan Lal (2019); "Principal's Administrative Effectiveness and His Institutional Academic Performance", Global Journal of Multidisciplinary Studies (GJMS), ISSN: 2348-0459, Volume 8, Issue-4, pp-110-117, March.
12. Rena, Ravinder (2003). "Marks vs. Knowledge – A Shift in Students' Objective in Eritrea", Asmara: Eritrea Profile, Vol. 10, No. 21, (5th July), p.-5.
13. Rena, Ravinder (2004). Educational Development in Eritrea. Asmara: Eritrea.
14. 'आर्य', डॉ0 मोहन लाल, (2014), "शैक्षिक प्रशासन एवं प्रबन्धन", आर0 लाल बुक डिपो, मेरठ
15. 'आर्य', डॉ0 मोहन लाल, (2016), "शैक्षिक प्रशासन एवं प्रबन्धन", आर0 लाल बुक डिपो, मेरठ
16. 'आर्य', डॉ0 मोहन लाल, (2017), "अधिगम और शिक्षण", आर0 लाल बुक डिपो, मेरठ
17. 'आर्य', डॉ0 मोहन लाल, (2017), "ज्ञान और पाठ्यक्रम", आर0 लाल बुक डिपो, मेरठ
18. 'आर्य', डॉ0 मोहन लाल, (2014), "शिक्षा के ऐतिहासिक एवं राजनीतिक परिप्रेक्ष्य", आर0 लाल बुक डिपो, मेरठ
19. 'आर्य', डॉ0 मोहन लाल, (2017), "अधिगम के लिए आंकलन", आर0 लाल बुक डिपो, मेरठ
20. 'आर्य', डॉ0 मोहन लाल, 'पाण्डे', डॉ0 महेन्द्र प्रसाद एवं गोला, डॉ0 राजकुमारी, (2023), "अधिगम एवं विकास का मनोविज्ञान", आर0 लाल बुक डिपो, मेरठ

## मध्य भारत की जनजातियों में आजीविका के पारंपरिक स्रोत

**रमेश लाल केवट**

शोधार्थी, जनजातीय अध्ययन विभाग  
इंदिरा गांधी राष्ट्रीय जनजातीय विश्वविद्यालय, अमरकंटक (मध्य प्रदेश)

[Rameshlalk94@gmail.com](mailto:Rameshlalk94@gmail.com)

संपर्क सूत्र -7987584227

### शोध सरांश :-

विश्व में जनजातियों की एक बड़ी आबादी भारत में निवास करती है। सन 2011 की जनगणना के अनुसार भारत की कुल आबादी का 8.6 प्रतिशत जनजातीय है, जिनका विस्तार देश के संपूर्ण भौगोलिक क्षेत्र में पाया जाता है। भारत की अधिकांश जनजातीय आबादी दार्जिलिंग, पहाड़ी या वन क्षेत्रों में पायी जाती है। इन क्षेत्रों में जनजाति जीवन से जुड़े विभिन्न मुद्दे जैसे की निरक्षरता, कठिन भौगोलिक वातावरण, कुपोषण, पर्याप्त खाद्य संसाधनों की कमी, अस्वच्छता और कमजोर आर्थिक स्थिति आदि मुद्दे जनजातियों को विभिन्न प्रकार की आपदाओं और सामयिक परिवर्तन के प्रति अधिक संवेदनशील बनाते हैं। इन मुद्दों का असर जनजातियों की आजीविका पर गहन रूप में देखा जाता है। भारत में जनजाति आजीविका स्रोतों से जुड़े मुद्दे और बहस कोई नई बात नहीं है, बल्कि यह मुद्दा हमेशा चर्चा का विषय रहा है। भारत के सन्दर्भ में माना जाता है कि विभिन्न कारणों से जनजातीय क्षेत्रों में आधुनिक आजीविका स्रोतों की कमी और पारंपरिक आजीविका स्रोतों से जुड़ाव होने से इनकी महत्ता अधिक होती है। यही स्थिति गहन रूप में वर्तमान चयनित क्षेत्र पुष्पराजगढ़ तहसील में भी देखने को मिलती है। प्रस्तुत अध्ययन मध्यप्रदेश राज्य के अनूपपुर जिले की पुष्पराजगढ़ तहसील की जनजातियों द्वारा अपनी जीवन निर्वाह हेतु उपयोग में लाये जाने वाले पारंपरिक आजीविका स्रोतों की पहचान और उनकी भूमिका का आंकलन करने के लिए संपन्न किया गया है। पुष्पराजगढ़ तहसील एक जनजातीय बाहुल्य क्षेत्र है, सन 2011 की जनगणना के अनुसार इस तहसील की कुल 76.8 प्रतिशत आबादी जनजातीय है। पुष्पराजगढ़ एक दार्जिलिंग और सघन वन क्षेत्र है, जहां पर निवासित जनजातियों के जीवन में पारंपरिक आजीविका स्रोतों की गहन भूमिका पायी जाती है। इस शोध आलेख में जनजातियों द्वारा उपयोग किए जाने वाले पारंपरिक आजीविका स्रोतों को प्रमुख चार भागों में विभक्त करके प्रस्तुत किया गया है। जैसे कि जंगल, पशुपालन, कृषि और मछलीपालन। इन आजीविका स्रोतों का उपयोग क्षेत्र की भौगोलिक और जलवायु परिस्थितियों के अनुसार परिवर्तित होता रहता है। अतः क्षेत्र के मौसम में परिवर्तन होने से आजीविका स्रोतों के उपयोग में भी परिवर्तन देखने मिलता है।