



VOLUME - 4
ISSUE - 2
DECEMBER - 2019

ISSN No. : 2456-2424
IMPACT FACTOR - 3.01

EMERGING RESEARCH JOURNAL

MULTIDISCIPLINARY INTERNATIONAL REFERRED JOURNAL

JABALPUR PUBLIC COLLEGE
RUN BY SHIV NARAYAN FOUNDATION

49, Karmeta Patan Road, Ahead Of Radio Station,
Near R.T.O. Office, Jabalpur - 482002 (M.P.)
email: erj.jpc@gmail.com
website: www.erjjpc.org.in, www.jpc.org.in



LATE SHRI SHIV NARAYAN VERMA

ISSN NO.2456-2424**Impact Factor = 3.01**

Emerging Research Journal

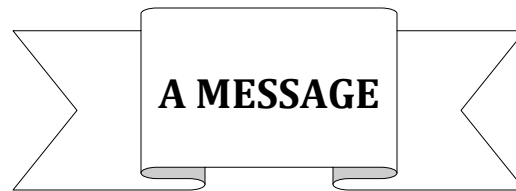
Vol. - 4**Issue - 2****December 2019**

A Multi- Disciplinary International Research Journal

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Dr. Usha Rao
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I am pleased indeed to go through the renowned “**EMERGING RESEARCH JOURNAL**” since last two years. It is really highly intellectual journal which is concerned with **ARTS, SCIENCE, COMMERCE, EDUCATION** and Whatnot! All such disciplines provide a good product for all types of would be students of various fields in general and ‘Educational’ in particular. To state, specifically, this journal has opened a gate for the various researchers who are desirous of gaining more in their respective fields.

I pray that the publication of their journal will never have an end and it will definitely flourish. **HEARTY CONGRATULATIONS** to the editorial board and to all those who have put their hearts in the upliftment of this journal.

Jai Shrikrishna

Usha Rao
24.8.2019

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ENVIRONMENTAL EDUCATION

Dr. Usha Rao*

Abstract

Environment is a physical as well as biological concept. It encompasses both the non living and living components of the Earth. Study of the environment is an inter disciplinary area of study. The field of environmental science involves an understanding of the scientific principles, economic influences and political actions which are directly and indirectly related to the environment. Environment is hence concerned with a mixture of traditional science, social values and political awareness.

The dictionary meaning of the word 'Environment' is 'surrounding' – the external condition influencing development or growth of people, animals or plants, living or working conditions, etc. The term 'Environment' has been originated from the French word 'Environ' or 'To encompass' from this etymology, it may be concluded that environment means the things or events that surrounded something else. Environment thus refers to the sum total of conditions which surround the human beings at a given point in space and time. In the past, the environment of the human beings consisted of only the physical aspect of the planet Earth (air, water and land) and the biotic communities. However, in the due course of time and advancement of society, human beings extended their environment through their social, economic and political functions.

More comprehensively, word environment is defined as a holistic view of the world as it functions at any point of time, with a multitude of special, elemental and socio-economic systems, distinguished by quality and attributes of space and mode of behaviour of biotic and biotic forms (biotic is living and a biotic is non- living components).

On the basis of the above statement it may be said that environment is nothing but our surroundings and these surrounding do help us a lot. It is a fact to note that Lord Datatraya has made river, mountains, rocks, dams, trees, soil, etc. His Guru! from each of these, He had said that we do learn a lot. This may, therefore, be termed as Environment Education.

The teaching of objective core values like honesty, kindness, compassion, respect and responsibility from parents and so schools too is very essential if communities are to restore and advance their social cohesion. Historically, education, in countries all over the world has had two main goals- to help youngsters to master the skills of literacy and numeracy, i.e. academic education and to help them to build good character, i.e. value education. If a highly qualified person does not know how to behave properly, all that he or she does has little meaning.

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Hence, fruitful education is the kind which is used for our welfare as well as that of others. No doubt, school is the most important place to educate the unripe minds. However, it is the environment, which also helps the youngsters to get all sort of knowledge. Look at, for instance, the trees. They do give us juicy fruits but do not eat for themselves. Rivers give us sweet water but they do not drink for themselves. Let our children be made to know such facts, wherein they will be taught about value education. All this will only happen when an individual has both academic as well as value education and of course, we have to start educating them from their earliest age ! Environmental education is thus, the area which takes into consideration both applied and theoretical aspects of human impact on the world. Hence, environmental education is a way of implementing the goal of the environmental protection. Environmental education is not a separate branch of science or subject of study. It has, therefore, to be carried out according to the principles of lifelong integral education.

National Environmental Awareness Campaign (NEAC) 2000-2001, started in 1986 for creating environmental awareness at all levels of the society was continued during the year with the main theme as 'KEEP OUR ENVIRONMENT CLEAN AND GREEN.' The ministry (2000-2001) interacted actively with the UGC, NCERT and Ministry of Human Resource Development (MHRD) for introducing and expanding environmental concept, themes, issues, etc. in the curriculum of schools.

GOALS OF ENVIRONMENTAL EDUCATION :

The ultimate goal of environmental education is 'to develop a world population that is aware of and concerned about environment as a whole and the problems associated with it.'

Primary objectives of environmental education are to help social groups and individuals to acquire:

1. **AWARNNESS :** Acquire an awareness of the environment as a whole and it's allied problems and sensitivity.
2. **KNOLWEDGE :-** Gain a variety of experiences and acquire a basic understanding of the environment and it's associated problems.
3. **ATTITUDE:-** Acquire a set of values and feelings of concern for the environment and the motivation for active participation in environmental improvement and protection.
4. **SKILL :-** Acquire skills for identifying and solving environmental problems.
5. **EVALUATION ABILITY :-** Develop the ability to evaluate environmental measures as well as education programmes in terms of ecological, economic, social and aesthetic factors.
6. **PARTICIPATION :** To provide an opportunity to be actively involved at all levels in working towards the solution of environmental problems.

GUIDING PRINCIPLES :

The main guiding principles for developing environmental education are as follows :

1. To consider the environment in it's totality.
2. To consider continuous life process.
3. To be interdisciplinary in approach.
4. To measure the major environmental issues from local, national and international points of view.
5. To emphasize active participation in the prevention and control of environmental problems.
6. To focus on current potential environmental situations.
7. To develop critical thinking and problem solving skill.
8. To help learners discover the real courses of environmental problems.
9. To relate environmental sensitivity and value clarification at every level.
10. To utilize diverse approaches for teaching and learning about environment.

IMPORTANCE OF ENVIRONMENTAL EDUCATION

The educational principles that buttress support of the inclusion of

Environmental Education in school curriculum are as follows ;

1. Environmental education helps in programming learning experiences from simple to complex. For instance, children look at a bird, observe it's colourful plumage, see it eating tigs or insects or watch it flying, etc. all this gives them same awareness of the eating and flying habits of birds. Slowly, they learn about the complex facts about birds, they learn about the structure of their feathers, about the difference between their contour and about the weightlessness of their feathers, etc.
2. Environmental education helps children to proceed from indefinite ideas to definite ones. For example, the child before seeing hills may have a vague idea about a valley , but after seeing many hills with different – different sizes of valleys, the idea of a valley may become definite for him. The child may also become definite about different -different sounds as that of the murmur of brook or the coo-coo of a cuckoo. Similarly, there are many ideas about which the child may shed off his or her indefiniteness and then become definite about them.
3. Environmental education helps children to proceed from concrete to abstract. This is very simple educational maxim. Still it may be said that the environment is full of concrete things which children may examine and classify and interprote and then draw their own conclusions. For instance, children may observe different types of plants and animals and classify them according to their species, genus, family and order. They may be surprised to know that sugarcane and grass belong the same botanical family and that a shrew which weights about three grams and a

whale that weights over 12000 kilograms, are both mammals. Similarly, they may be able to establish many other relationships.

4. Most important principal of the environmental education is the pleasurable excitement of the small children. Anybody can see intense delight on the faces of the small children when they are picking up flowers and insects or hoarding pebbles and shells. If the adults do not thwart them, children may be led to any extent for conducting inquiry about the objects they collect. A teacher who takes children with him or her to the woods reports how eagerly the children help in searching out plants for him or here, how intensely they watch him or her while he or she is examining the plants. Later on, they themselves collect plants, note the colours of leaves, number of wings of the insect, etc. Gradually, they also learn to examine the stem, etc. Thus, the child is taught many facts and he or she need not memorize, because this is sheer waste of time.
5. Another important principle of environmental education is it's social relevancy, relevance to change attitudes which cause man to hate man and beget hatred on one or the other ground, namely, religious and caste, the hatred that principals war, such hatred though it is confined to various regions of the world may sometime later trigger off the world war. Further, environmental education curriculum shows how unchecked and unplanned development may pollute our air and water and erode out our soil thereby threatening our existence.

Hence, it may be stated that environmental education is fundamental to the social, economic and cultural health of the nation and also respecting individual's views and also the environmental responsibilities.

Summing up everything, it may be stated in a nutshell as follows :

- 1) Environmental Education equips professional and vocational skill which brings prosperity, empowerment and happiness.
- 2) Environmental Education also assists in physical development of the students through co-curricular activities and physical education and this leads to human empowerment and happiness.
- 3) Environmental Education in considered to be training to live a prosperous and happy life.
- 4) Environmental Education also cultivates values essential to live a life happily.
- 5) Environmental Education enhances knowledge and knowledge is also essential for living an empowered and happy life.
- 6) Environmental Education is a tool for spiritual development and spirituality is necessary for a peaceful and happy life.
- 7) Environmental Education brings social change and ameliorates our behaviour as per social norms and this leads to happiness.
- 8) Environmental Education develops rationality and rationality assists in appropriate decision making; rational and right decisions make our life easy and happy.

- 9) One of the main aims of Environmental education is emotional development of the students to make them emotionally balanced and happy.
- 10) Environmental Education develops communication skills essential for self-expression and for making the life trouble-free i.e. happy.
- 11) Environmental Education develops negotiation and communication skills in students.
- 12) Environmental Education makes a man physically, mentally, socially, economically, emotionally and spiritually strong and empowered.

Few Suggestions concerning Environmental Education :

Environmental Education aims at raising the sensitivity and awareness of learners towards their surroundings and also to include proper habits and positive attitude merits the environment. One of the single most important drivers of environmental change in the future will be the environmental awareness and attitudes of people in the country as well as abroad. Environmental awareness influences individuals behaviours and individual behaviours is a fundamental factor affecting environmental conditions.

Environmental Education is an essential part of every pupils curriculum. It helps to encourage awareness of the environment , leading to the active participation in resolving environmental problems. Objectives of EE is to increase the public awareness of the problems in this field, as well as possible solutions.

The long term aim of environmental education is to improve management of the environment and provide satisfactory solutions to environmental issues.

Emergence of environment education as subject in the schools level is a welcome subject.

Modern development process has enabled human beings to exploit natural resources indiscriminately, forests, minerals, water, air and land have been meeting the needs of human beings since time immemorial. While depending on these resources somewhere in the history, human beings have lost the capacities of their generation. Increasing rates of consumption has led to faster depletion of resources.

In spite of whatever has been said so far, it is felt that few suggestions, over and above, are definitely required and the same are given as below:

- 1) Environmental education programmes in most of the countries has yet to become correctly and fully established and hence and there is an urge to emphasize environmental issues in the educational scheme.
- 2) Environmental action needs as per requisite, commitment at the individual's and national level. A clear national policy on environment is thus, essential and without this, curriculum development for environmental education would lack direction and purpose.

- 3) Appropriate teacher- training programmes and materials for their use must be started without delay in order to implement Environmental Education programmes in schools.
- 4) The multi-disciplinary nature of environmental studies should be recognized and accepted.
- 5) Process of entire environmental education must begin at the infant stage and then continue through pre-school, school, college and University stages and thereafter through non-formal means throughout adult life.
- 6) Environmental education must be relevant to the immediate environment of the learner in order to be useful and meaningful to him or her.
- 7) Environmental education should enable people to perceive the environment in its totality, i.e. the totality of physical, biological, socio-economic and cultural complex.
- 8) Environmental magazines for the use of and by teachers should be brought out.
- 9) Besides text books, other kinds of teaching aids for environmental education such as guide, handbooks, slide-shows, films, models, etc. should be developed and widely used.
- 10) Media personnel should be trained to become proficient in spreading environmental consciousness.
- 11) Information packs on environmental themes should be brought in different languages by NGO's with help from the department of Education.

CONCLUDING REMARKS

Environment is the sole source of all forms of life on the earth. Environment provides all basic requirements for life to exist, survive and the growth of it. The environment provides water, various chemical gases, and many other ingredients for life to survive on the earth.

The very source of life is the environment. which influences and determines the existence, growth and development of life including human life and animal life too. Environment, thus, refers to the sum total of all the substances, forces and influences around us at a given point of time and place.

Environment is, thus, the sum total of all the external conditions and influences that affect the survival of organisms on earth, environment is a mutually interacting system of living and also non-living components.

With the advancement in the knowledge of environment, explosive increase in human population, scarcity of space, food problems, deterioration of hygienic conditions, threatening depletion of natural resources and socio- economic problems, there is need of extensive and exhaustive study of the environment, particularly in relation to human survival and benefit.

Environmental education is education through environment, about environment and for environment. It is both a style and subject- matter of education. It means using environment as a teaching- learning aid and as an approach to education. In so far as the

subject matter is concerned, it means teaching about the components and constituents of environment.

In so far as the teaching for environment is concerned, it means controlling the environment, establishing proper ecological equilibrium which entails proper use and conservation of resources and also involves control of environmental pollution. It also includes proper environmental planning so that environment is not only functionally useful but is also aesthetically enjoyable.

Environmental education means the educational process dealing with man's relationship with his natural and man-made surroundings, and include the relations of population, pollution, resource allocation and depletion, conservation, transformative on, technology and urban and rural planning to the total human environmental. The first Report of the British Royal Commission of Environmental Pollution (1971) says :

"Environmental education is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the inter relatedness among man, his culture and his biophysical surroundings. Environmental education also entails practice in decision-making and self- formulation of a code of behaviour about issues concerning environmental quality.

Environmental, education is a way of implementing the goals of environmental protection. Environmental education is not a separate branch of science or subject of study, it should be carried out according to the principle of lifelong integral education".

Environment is not merely the atmosphere and other physical factors surroundings us, but is the complex of all factors which not only affect one organism, one time, but all organisms all the time. In fact, environment promotes the progress and development of all mankind and therefore it is definitely on boon to mankind.

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उच्चतर माध्यमिक विद्यालय के कक्षा ग्यारहवीं के विद्यार्थियों में पर्यावरणीय जागरूकता का अध्ययन

श्रीमति प्रिंसी समैया*
डॉ. (श्रीमति) रश्मि सिंह**

शोध सार

प्रस्तुत शोध पत्र में जबलपुर जिले के अशासकीय उच्चतर माध्यमिक विद्यालयों के कक्षा ग्यारहवीं के विद्यार्थियों में पर्यावरणीय जागरूकता का अध्ययन किया गया। इस हेतु जबलपुर जिले के उच्चतर माध्यमिक विद्यालयों के कक्षा ग्यारहवीं के विज्ञान संकाय तथा वाणिज्य संकाय के 100 छात्रों तथा 100 छात्राओं को यादृच्छिक रूप चयनित किया गया। पर्यावरणीय जागरूकता के मापन हेतु "प्रवीण कुमार झा" द्वारा निर्मित पर्यावरणीय जागरूकता मापनी का प्रयोग किया गया। आँकड़े स्वयं अपने अध्ययन से सम्बंधित परिकल्पना के परिक्षण के लिए संकलित किए गये हैं। प्राप्त आँकड़ों का सांख्यिकीय विश्लेषण, मध्यमान, प्रमाणिक विचलन एवं क्रांतिक अनुपात के माध्यम से ज्ञान किया गया। उच्चतर माध्यमिक विद्यालयों के कक्षा ग्यारहवीं के छात्र एवं छात्राओं में पर्यावरणीय जागरूकता का अध्ययन करने पर निष्कर्षतः कोई सार्थक अंतर प्राप्त नहीं हुआ।

वर्तमान समय में सम्पूर्ण विश्व विभिन्न प्रकार की समस्याओं का सामना कर रहा है और इन समस्याओं में पर्यावरण संकट अपनी चरम स्थिति पर है। पर्यावरण और मानव का सम्यता के आरम्भ से ही परस्पर गहरा संबंध रहा है। किन्तु अंधाधुंध औद्योगीकरण, तकनीकीकरण तथा प्राकृतिक संसाधनों के दोहन व दुरुप्रयोग के कारण पर्यावरणीय असंतुलन की स्थिति उत्पन्न हो गई है चूंकि यह एक विश्वव्यापी समस्या है। अतः भारत भी इससे अछूता नहीं है।

औसत भारतीय नागरिक आज भी अपनी मूलभूत आवश्यकताओं के लिए पर्यावरण पर निर्भर है। कृषि भारत के प्रमुख व्यवसाय है और यह व्यवसाय प्रकृति से बहुत अधिक जुड़ा हुआ है। जल मृदा वायुमण्डल बहुत हद तक भारत में कृषि संबंधी गतिविधियों की प्रकृति व सीमा को निर्धारित करते हैं यदि कभी मानसून की वर्षा बहुत कम होती है तो गंभीर व खतरनाक दुष्परिणामों की एक श्रृंखला प्रारंभ हो जाती है। मानवीय गतिविधियों का प्रत्येक पक्ष जल की अपर्याप्त आपूर्ति से प्रभावित होता है। काफी हद तक पर्यावरण संबंधी समस्याएं मानव द्वारा प्रकृति के दुरुप्रयोग से उत्पन्न हुई हैं जल द्वारा प्रकृति के दुरुप्रयोग से उत्पन्न हुई हैं। जल संसाधनों का दूषित होना पेड़ों की विवेकहीन कटाई, वायुमण्डलीय प्रदूषण तथा कीटनाशकों का व्यापक प्रयोग भारतीय समाज के कुछ समस्या-जनक क्षेत्र है।

यदि हम पर्यावरण के संदर्भ में विश्व पटल की पूर्व वर्षों की स्थिति का अवलोकन करे तो कुछ स्थितियां हमारे सामने बहुत स्पष्ट नजर आती हैं पर्यावरण विशेषज्ञ और जनसंख्या की क्षेत्र में विशिष्ट रूप से कार्य करने वाले हैं डैमोग्राफर्स ने लगातार जनसंख्या और औद्योगिक क्रांति के फलस्वरूप नगर आबादी में वृद्धि और बढ़ते प्रदूषण से बहुत पहले पूरे विश्व में पैदा

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**सह प्राध्यापक, जबलपुर पब्लिक कालेज, जबलपुर (म.प्र.)

होने वाली विविध विषमताओं से अगाह कर दिया था और यह चेतावनी भी दी थी कि भविष्य में प्राणी मात्र के सुखमय और निरापद जीवन के सामने कई विकराल और कठिन समस्याएँ आवश्यक रूप से आने वाली हैं। समय रहते यदि इन पर ध्यान नहीं दिया तो कुछ भी अनचाहा हो संभव है।

पर्यावरण शिक्षा, पर्यावरण की गुणवत्ता से संबंधित प्रकरणों के लिए व्यावहारिक संहिता निर्माण करने तक निर्णय लेने की आदत को भी व्यवस्थित करती है।

“पर्यावरण शिक्षा” पर्यावरण के बारे में जानकारी कर अपने कौशल से उसकी समस्याओं को समझने, हल निकालने और दूर करने की शिक्षा है, और उन सभी कार्यों को इस प्रकार सम्पादित करना है कि दोबारा उस समस्या की पुनरावृत्ति न हो सकें।

जल जंगल और जमीन इन तीन तत्वों के बिना पृथ्वी अधूरी है विश्व में समृद्ध देश वही हुए हैं जहाँ यह तीन तत्व उचित मात्रा में हों हमारा देश जंगल वन्य जीवों के लिए प्रसिद्ध है संपूर्ण विषय में बड़े ही विचित्र और आकर्षिक वन्य जीव पाये जाते हैं हमारे देश में भी वन्य जीवों की विभिन्न और विचित्र प्रजातियाँ पाई जाती हैं। इन सभी वन्य जीवों के विषय में ज्ञान प्राप्त करना केवल कौतूहल की दृष्टि से आवश्यक नहीं है वरन् यह काफी मनोरंजन भी है। भूमंडल पर सृष्टि की रचना कैसे हुई सृष्टि का विकास कैसे हुआ और उस रचना में मनुष्य का क्या स्थान है। प्राचीन युग में अनेक भीमकाय जीवों की लोभ क्यों हो गया और उस दृष्टि से क्या अनेक वर्तमान वन्य जीवों के लोप होने की आशंका है मानव समाज और वन्य जीवों पारस्परिक संबंध अति प्राचीन है यदि वन्य जीव भूमंडल पर न रहे तो पर्यावरण पर मनुष्य के आर्थिक विकास पर बहुत प्रभाव पड़ेगा। तेज गति से बढ़ती आबादी की प्रतिक्रिया वन्य जीवों के लोप होने का कारण बन रही है। आज हमें सबसे ज्यादा जरूरत है पर्यावरण के मुद्दे पर आम जनता और सुधि पाठकों को जागृत करने की हमने पर्यावरण वन्य जीव जन्तुओं और मानव समाज का सीधा रिश्ता आम आदमी की समझ के मुताबिक समझाने का प्रयास सरल व वैज्ञानिक दृष्टि से किया है जीव-जंतुओं व जंगल का विषय है तो बड़ा ‘विलुप्त’ पर है उतना ही रोचक। इसे समझने के लिए सबसे पहले खुद पर पड़ रहे पर्यावरण के प्रभाव को जानना आवश्यक है। दिनोदिन गंभीर रूप लेती इस समस्या से निपटने के लिए आज आवश्यकता है एक ऐसे अभियान की, जिसमें हम सब स्वप्रेरणा से सक्रिय भागीदारी निभाएँ। इसमें हर कोई नेतृत्व करेगा, क्योंकि जिस पर्यावरण के लिए यह अभिमान है उस पर अधिकार है।

बहुगुणा एस.सी. (2006) ने “कोटेद्वार महाविद्यालय के छात्र-छात्राओं का पर्यावरणीय अध्ययन के प्रति अभिरुचि का तुलनात्मक अध्ययन” किया। जिसमें न्यादर्श के रूप में 400 छात्र-छात्राओं को लिया तथा निष्कर्ष में छात्राओं की अभिरुचि पर्यावरण के प्रति छात्रों से अधिक है।

पॉल डी. (2009-2010) ने “पर्यावरणीय संरक्षण में उच्चतर माध्यमिक कक्षाओं के छात्र-छात्राओं की भूमिका का अध्ययन” किया। जिसमें निष्कर्षतः छात्र-छात्राओं के पर्यावरण संरक्षण की भूमिका अदा करने के मध्य सार्थक अंतर नहीं है। अतः इनके शोध कार्य के आधार पर शोधकर्ता अपने शोध कार्य में “जबलपुर के उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों में पर्यावरणीय जागरूकता का अध्ययन” पर शोध कार्य किया।

शोध कार्य के उद्देश्य:-

शोध के मुख्य उद्देश्य निम्न है-

- 1) जबलपुर के उच्चतर माध्यमिक विद्यालयों के कक्षा ग्यारहवीं के विज्ञान संकाय के छात्रों एवं छात्राओं में पर्यावरणीय जागरूकता में अंतर का अध्ययन ।
- 2) जबलपुर के उच्चतर माध्यमिक विद्यालयों के कक्षा ग्यारहवीं के वाणिज्य संकाय के छात्रों एवं छात्राओं में पर्यावरणीय जागरूकता में अंतर का अध्ययन ।
- 3) जबलपुर के उच्चतर माध्यमिक विद्यालयों के कक्षा ग्यारहवीं के विज्ञान संकाय एवं वाणिज्य संकाय के विद्यार्थियों में पर्यावरणीय जागरूकता में अंतर का तुलनात्मक अध्ययन ।
- 4) जबलपुर के उच्चतर माध्यमिक विद्यालयों के कक्षा ग्यारहवीं के विज्ञान संकाय एवं वाणिज्य संकाय के समस्त छात्र एवं छात्राओं में पर्यावरणीय जागरूकता में अंतर का अध्ययन ।

शोध में प्रयुक्त चर

- स्वतंत्र चर – संकाय/लिंग
- आश्रित चर – पर्यावरणीय जागरूकता
- नियंत्रित चर – उच्चतर माध्यमिक विद्यालय के कक्षा ग्यारहवीं के विद्यार्थी

शोध कार्य की परिकल्पनाएँ-

- 1) जबलपुर के उच्चतर माध्यमिक विद्यालय के कक्षा ग्यारहवीं के विज्ञान संकाय के छात्र व छात्राओं में पर्यावरणीय जागरूकता में कोई सार्थक अंतर नहीं होता है ।
- 2) जबलपुर के उच्चतर माध्यमिक विद्यालय के कक्षा ग्यारहवीं के वाणिज्य संकाय के छात्रों एवं छात्राओं में पर्यावरणीय जागरूकता में कोई सार्थक अंतर नहीं होता है ।
- 3) जबलपुर के उच्चतर माध्यमिक विद्यालय के कक्षा ग्यारहवीं के विज्ञान संकाय और वाणिज्य संकाय के विद्यार्थियों में पर्यावरणीय जागरूकता में कोई सार्थक अंतर नहीं होता है ।
- 4) जबलपुर के उच्चतर माध्यमिक विद्यालय के कक्षा ग्यारहवीं के विज्ञान तथा वाणिज्य संकाय के समस्त छात्र एवं छात्राओं की पर्यावरणीय जागरूकता में कोई सार्थक अंतर नहीं होता है ।

न्यादर्श प्रक्रिया

शोध कार्य में शोधकर्ता द्वारा न्यादर्श के रूप में निम्नलिखित छात्र-छात्राओं का चयन किया गया :-

- 1) जबलपुर उच्चतर माध्यमिक विद्यालय के कक्षा ग्यारहवीं के विज्ञान संकाय के 50 छात्र एवं 50 छात्राएँ ।
- 2) जबलपुर उच्चतर माध्यमिक विद्यालय के कक्षा ग्यारहवीं के वाणिज्य संकाय के 50 छात्र एवं 50 छात्राएँ ।

इस प्रकार न्यादर्श के रूप में कुल 200 छात्र-छात्राओं का यादृच्छिक विधि से चयन किया गया है।

न्यादर्श प्रक्रिया :-

क्र.	संकाय	छात्राये	छात्र	योग
1	विज्ञान	50	50	100
2.	वाणिज्य	50	50	100
	योग	100	100	200

इस प्रकार न्यादर्श के रूप में कुल 200 छात्र-छात्राओं का यादृच्छिक विधि से चयन किया गया है।

शोध विधि :-

शोध कार्य में सर्वेक्षण विधि का प्रयोग किया गया है तथा आंकड़ों के संग्रहण हेतु जबलपुर के अशासकीय उच्चतर माध्यमिक विद्यालयों का चयन किया गया है, तत्पश्चात् वाणिज्य एवं विज्ञान संकाय के 100-100 छात्र-छात्राओं को यादृच्छिक विधि द्वारा चयन किया गया है।

शोध कार्य में प्रयुक्त सांख्यिकी :-

शोध कार्य में मध्यमान, मानक विचलन तथा क्रांतिक अनुपात की गणना की गई है तथा सार्थकता ज्ञात करने के लिये (t) सारणी में विश्वास के स्तर 0.05 का प्रयोग किया गया है।

परिणामों की व्याख्या एवं विश्लेषण

तालिका क्र. 1.1

विज्ञान संकाय के छात्र एवं छात्राओं में पर्यावरणीय जागरूकता के वर्गीकरण संबंधी परिणाम।

संकाय	समूह	मध्यमान	वर्गीकरण
विज्ञान	छात्र	66.22	सामान्य
	छात्रा	68.58	सामान्य
वाणिज्य	छात्र	66.50	सामान्य
	छात्रा	69.16	सामान्य

तालिका 1.1 के अनुसार विज्ञान और वाणिज्य संकाय के छात्र एवं छात्राओं का मध्यमान क्रमशः 66.22, 66.58, 66.50 एवं 69.16 जो कि पर्यावरण जागरूकता मापनी के अनुसार (प्रवीण कुमार झा) सामान्य वर्गीकरण श्रेणी में आते हैं।

तालिका क्र. 1.2

विज्ञान एवं वाणिज्य संकाय के छात्र एवं छात्राओं की पर्यावरणीय जागरूकता का तुलनात्मक परिणाम :-

संकाय	लिंग	संख्या	मध्यमान	मानक विचलन	क्रांतिक अनुपात	पी. मान
विज्ञान	छात्र	50	66.22	14.74	0.79	>0.05
	छात्रा	50	68.58	15.19		
वाणिज्य	छात्र	50	66.50	12.07	0.25	>0.05
	छात्रा	50	69.16	14.09		

स्वतंत्रता के अंश = 98

सार्थकता का स्तर- 0.05 पर मान=1.98

उच्चतर माध्यमिक विद्यालय के विज्ञान संकाय के छात्र एवं छात्राओं की पर्यावरणीय जागरूकता के प्राप्तांकों के मध्यमानों के मध्य क्रांतिक अनुपात दृष्टिकोण से स्वतंत्रता के अंश से 98 पर सार्थकता स्तर 0.05 पर टी तालिका के मान से अपेक्षाकृत कम है।

इसी प्रकार वाणिज्य संकाय के छात्र एवं छात्राओं की पर्यावरणीय जागरूकता के प्राप्तांकों के मध्यमान के मध्य क्रांतिक अनुपात का मान 0.25 प्राप्त हुआ है जो कि सांख्यिकीय दृष्टिकोण से स्वतंत्रता के अंश 98 पर सार्थकता स्तर 0.05 पर टी तालिका के मान 1.98 से अपेक्षाकृत काफी कम है।

अतः उच्चतर माध्यमिक विद्यालय के विज्ञान एवं वाणिज्य संकाय के छात्र एवं छात्राओं की पर्यावरणीय जागरूकता में कोई सार्थक अंतर नहीं है।

तालिका क्र. 1.3

विज्ञान संकाय एवं वाणिज्य संकाय के छात्र एवं छात्राओं की पर्यावरणीय जागरूकता संबंधी परिणाम :-

संकाय	संख्या	मध्यमान	मानक विचलन	क्रांतिक अनुपात	पी. मान
विज्ञान	100	131.96	24.76	0.84	>0.05
वाणिज्य	100	135.96	22.89		

स्वतंत्रता के अंश 198

सार्थकता का स्तर- 0.05 पर मान 1.98

उच्चतर माध्यमिक विद्यालय के विज्ञान संकाय एवं वाणिज्य संकाय के विद्यार्थियों की पर्यावरणीय जागरूकता के मध्य क्रांतिक अनुपात का मान 0.84 प्राप्त हुआ है जो कि सांख्यिकीय दृष्टिकोण से स्वतंत्रता के अंश 19.8 पर सार्थकता स्तर 0.05 पर टी तालिका के मान से अपेक्षाकृत कम प्राप्त हुआ।

अतः उच्चतर माध्यमिक विद्यालय के विज्ञान एवं वाणिज्य संकाय के छात्र एवं छात्राओं की पर्यावरणीय जागरूकता में कोई सार्थक अंतर नहीं है।

तालिका क्र. 1.4

विज्ञान संकाय एवं वाणिज्य संकाय के समस्त छात्रों एवं छात्राओं में पर्यावरणीय जागरूकता संबंधी परिणाम :-

लिंग	संख्या	मध्यमान	मा. विचलन	क्रांतिक अनुपात	पी. मान
छात्र	100	67.36	13.45	0.28	>0.05
छात्रा	100	68.87	14.58		

स्वतंत्रता के अंश = 198

सार्थकता का स्तर- 0.05 पर मान=1.97

उच्चतर माध्यमिक विद्यालय के विज्ञान संकाय एवं वाणिज्य संकाय के समस्त छात्र एवं छात्राओं की पर्यावरणीय जागरूकता के मध्य क्रांतिक अनुपात का मान 0.28 प्राप्त हुआ है जो कि सांख्यिकीय दृष्टिकोण से स्वतंत्रता के अंश से 198 पर सार्थकता स्तर 0.05 के प्राप्त मान से अपेक्षाकृत कम प्राप्त हुआ।

अतः उच्चतर माध्यमिक विद्यालय के विज्ञान एवं वाणिज्य संकाय के छात्र एवं छात्राओं की पर्यावरणीय जागरूकता में कोई सार्थक अंतर नहीं है।

निष्कर्ष:-

प्रस्तुत शोध कार्य के निम्नानुसार प्राप्त है। :-

- 1) उच्चतर माध्यमिक विद्यालयों के कक्षा ग्यारहवीं के विज्ञान संकाय के छात्रों व छात्राओं में पर्यावरणीय जागरूकता में कोई सार्थक अंतर नहीं है।
- 2) उच्चतर माध्यमिक विद्यालयों के कक्षा ग्यारहवीं के वाणिज्य संकाय के छात्रों एवं छात्राओं की पर्यावरणीय जागरूकता जागरूकता में कोई सार्थक अंतर नहीं है।
- 3) उच्चतर माध्यमिक विद्यालयों के कक्षा ग्यारहवीं के विज्ञान संकाय और वाणिज्य संकाय के विद्यार्थियों की पर्यावरणीय जागरूकता में कोई सार्थक अंतर नहीं है।
- 4) उच्चतर माध्यमिक विद्यालयों के कक्षा ग्यारहवीं के विज्ञान तथा वाणिज्य संकाय के समस्त छात्रों एवं छात्राओं की पर्यावरणीय जागरूकता में कोई सार्थक अंतर नहीं है।

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शासकीय महाविद्यालयों के विभिन्न संकायों के प्रथम वर्ष के विद्यार्थियों के मूल्यों का अध्ययन

श्रीमती संगीता कौल*

शोध सार

प्रस्तुत शोध पत्र में शासकीय महाविद्यालयों के विभिन्न संकायों के प्रथम वर्ष के विद्यार्थियों के मूल्यों का तुलनात्मक अध्ययन किया गया है। शोध का उद्देश्य शासकीय महाविद्यालयों के वाणिज्य एवं अभियांत्रिकी संकाय के छात्र-छात्राओं एवं विद्यार्थियों के मूल्यों में अंतर का अध्ययन करना था। शासकीय महाविद्यालय के प्रथम वर्ष के व्यावसायिक एवं परंपरागत पाठ्यक्रम के अंतर्गत, वाणिज्य एवं अभियांत्रिकी संकाय से 100 विद्यार्थियों का चयन किया गया। मूल्यों के अंतर्गत व्यक्तिगत मूल्य (पारिवारिक प्रतिष्ठा मूल्य) को लिया गया है। विद्यार्थियों के व्यक्तिगत मूल्यों के मापन हेतु जी.पी. शरी एवं आर.पी.वर्मा द्वारा निर्मित व्यक्तिगत मूल्य प्रश्नावली (PVQ) को उपकरण के रूप में प्रयोग किया गया। अध्ययन के निष्कर्ष से ज्ञात होता है कि वाणिज्य संकाय एवं अभियांत्रिकी संकाय के छात्र/छात्रा/विद्यार्थियों के व्यक्तिगत मूल्य (पारिवारिक प्रतिष्ठा मूल्य) में सार्थक अंतर पाया गया।

जीवन में सफलता का आधार वास्तव में शिक्षा में निहित है। समय के साथ – साथ शिक्षा के उद्देश्य भी बदलते रहते हैं। स्वतंत्र भारत में शिक्षा को समाजीकरण का सशक्त साधन मानते हुए इसके द्वारा वैयक्तिकता व नागरिकता के गुणों को विकसित करने का प्रयत्न किया है। आजकल हम शिक्षा को व्यवसायोन्मुख करने का प्रयत्न कर रहे हैं। सांस्कृतिक विरासत के हस्तांतरण पर भी ध्यान दिया जा रहा है। शिक्षा द्वारा विकल्पों में से उत्तम को चुनने की कुशलता विकसित होनी चाहिए। उत्तम विकल्प के चयन की प्रक्रिया वास्तव में मूल्य प्रक्रिया है। पूरी शिक्षा वास्तव में मूल्य निर्धारण की ही प्रक्रिया है। शिक्षा के द्वारा हम किशोरों में ज्ञान, भावनाओं और कार्यों का व्यवस्थीकरण करना चाहते हैं। आज की शिक्षा इसलिए अनुपयोगी हो रही है कि उससे ज्ञान का विकास तो होता है पर भावनाओं तथा समाजपयोगी कार्यों की ओर किशोर प्रवृत्त नहीं होते हैं।

व्यक्ति की प्रवृत्ति का योग ही चरित्र होता है। चरित्र निर्माण में मूल्यों और आदर्शों का बड़ा महत्व होता है। आज हमारा देश विज्ञान और तकनीकी के क्षेत्र में विश्व के अग्रणी देशों में गिना जाता है आज हम जिस दौर से गुजर रहे हैं, वह सांस्कृतिक संघर्ष का युग है। भौतिकता-आध्यात्मिकता का संघर्ष और विवेक – अविवेक का संघर्ष। अपराध, हिंसा, अशांति के इस माहौल में मानव मूल्य नैतिक रूप से पतित व प्रदूषित होते जा रहे हैं। आज के किशोर अपने जीवन में अनेकों जटिल समस्याओं जैसे- ड्रग्स, अल्कोहल, आत्महत्या के प्रयास, अपराध आदि में लिप्त होते जा रहे हैं। आज के प्रतिस्पर्धात्मक युग में किशोर भटक रहे हैं। विकास व प्रगति की दौड़ में हमारे मूल्य प्रभावित हो रहे हैं।

*सहायक प्राध्यापक, जबलपुर पब्लिक कॉलेज, जबलपुर (म.प्र.)

संघर्ष के युग में स्वतंत्रता के नाम पर जहाँ फूहड़ता, अश्लीलता का प्रदर्शन हो रहा है, वहाँ स्वस्थ संस्कृति एवं मूल्यों के विकास की आशा नहीं की जा सकती है। मूल्यों का निर्माण होता है— सद्चरित्र, नैतिकता, मर्यादा, मानवता से। वर्तमान शिक्षा प्रणाली ज्ञान पर आधारित है आज का किशोर व्यावहारिकता और मूल्य परक शिक्षा से दूर होता जा रहा है।

प्रस्तुत शोध कार्य को दिशा प्रदान करने के लिए पूर्व में हुए शोध कार्य का अवलोकन किया गया। सुनीता, यादव, शालिनी (2016) ने कला संकाय व विज्ञान संकाय के स्नातक स्तर के विद्यार्थियों के मूल्यों का तुलनात्मक अध्ययन किया। अध्ययन के निष्कर्ष से ज्ञात होता है कि कला संकाय के विद्यार्थियों के धार्मिक मूल्य, विज्ञान संकाय के विद्यार्थियों की अपेक्षा अधिक है। कला संकाय के विद्यार्थी अर्थिक रूप से धन अर्जन करने को ज्यादा महत्व देते हैं। छात्राएँ, छात्रों की अपेक्षा ज्ञान को अधिक महत्व देती हैं जबकि छात्र सुखात्मक व भक्ति मूल्यों को अधिक महत्व देते हैं। पटेल, सरजू (2012) ने बड़ौदा के कॉलेज के विद्यार्थियों पर आज के युवाओं द्वारा आयोजित मूल्यों का अध्ययन किया और पाया कि विद्यार्थी नैतिक मूल्यों को कम महत्व देते हैं, वे आरामदायक मूल्यों को ज्यादा महत्व देते हैं। आर्थिक मूल्यों की अपेक्षा परिवारिक मूल्यों को ज्यादा महत्व दे रहे हैं।

प्रस्तुत शोध अध्ययन के माध्यम से यह जानने का प्रयास किया जा रहा है कि क्या विभिन्न संकायों में अध्ययनरत विद्यार्थियों के व्यक्तिगत मूल्यों (पारिवारिक प्रतिष्ठा मूल्य) में कोई अंतर पाया जाता है या नहीं।

उद्देश्य – शोध कार्य के लिए निम्न उद्देश्य निर्धारित किये गये:—

- शासकीय महाविद्यालयों के विभिन्न संकायों (वाणिज्य एवं अभियांत्रिकी) के छात्र/छात्राओं/विद्यार्थियों के पारिवारिक प्रतिष्ठा मूल्य में अंतर का अध्ययन।

चर— स्वतंत्र चर – संकाय (वाणिज्य एवं अभियांत्रिकी)

आश्रित चर – पारिवारिक प्रतिष्ठा मूल्य

नियंत्रित चर – प्रथम वर्ष के विद्यार्थी

परिकल्पना –

- शासकीय महाविद्यालयों में विभिन्न संकायों (वाणिज्य एवं अभियांत्रिकी) में अध्ययनरत छात्र/छात्राओं/विद्यार्थियों के पारिवारिक प्रतिष्ठा मूल्य में कोई सार्थक अंतर नहीं होता है।

न्यादर्श— प्रस्तुत शोध में न्यादर्श निम्नानुसार लिया गया है—

तलिका क.1

शोध न्यादर्श

संकाय	छात्र	छात्रा	योग
वाणिज्य (बी.कॉम.)	25	25	50
अभियांत्रिकी (बी.ई.)	25	25	50
योग	50	50	100

उपकरण – शोध कार्य में निम्न प्रश्नावली का उपयोग किया गया—

व्यक्तिगत मूल्य प्रश्नावली (पी.वी.क्यू.) – डॉ. जी.पी.शैरी एवं डॉ. आर.पी.वर्मा

शोध विधि – शोध अध्ययन के लिए आवश्यक प्रदत्तों के संकलन हेतु सर्वेक्षण विधि का प्रयोग किया गया है।

सांख्यिकीय विधियाँ – प्राप्त प्राप्ताकों के विश्लेषण के लिए मध्यमान, मानक विचलन एवं टी-मान की गणना की गई है।

परिणामों का विश्लेषण एवं व्याख्या—

तालिका क.2

वाणिज्य संकाय एवं अभियांत्रिकी संकाय के छात्र- छात्राओं के पारिवारिक प्रतिष्ठा मूल्य के तुलनात्मक परिणाम

लिंग	संकाय	संख्या	मध्यमान	मानक विचलन	टी-मान	'पी'-मान
छात्र	वाणिज्य (बी.कॉम.)	25	11.80	3.30	4.39	<0.01
	अभियांत्रिकी (बी.ई.)	25	8.24	2.40		
छात्राएं	वाणिज्य (बी.कॉम.)	25	13.04	2.59	2.37	<0.05
	अभियांत्रिकी (बी.ई.)	25	11.00	3.47		
छात्र एवं छात्राएं	वाणिज्य (बी.कॉम.)	50	24.76	4.18	6.81	<0.01
	अभियांत्रिकी (बी.ई.)	50	19.24	4.00		

स्वतंत्रता का अंश 48/98

0.05 स्तर पर सार्थकता हेतु मान – 2.01/1.98

0.01 स्तर पर सार्थकता मान – 2.68/2.63

उपरोक्त सारिणी में प्रदर्शित परिणामों से स्पष्ट होता है कि वाणिज्य एवं अभियांत्रिकी संकाय के छात्र, छात्राओं एवं विद्यार्थियों के पारिवारिक प्रतिष्ठा मूल्य में सार्थक अंतर है प्राप्त 'टी मान' क्रमशः 4.39, 2.37 एवं 6.81 है जो 0.05 एवं 0.01 स्तर पर सार्थक है। वाणिज्य संकाय समूहों के मध्यमान अधिक होना यह दर्शा रहा है कि उनके पारिवारिक प्रतिष्ठा मूल्य अभियांत्रिकी समूहों की अपेक्षा अधिक या उच्च है। वाणिज्य संकाय के विद्यार्थियों में पारिवारिक प्रतिष्ठा मूल्य का अधिक होना यह स्पष्ट कर रहा है कि इन्होंने परिवार की प्रतिष्ठा को अधिक महत्व दिया है।

उपरोक्त परिणामों से स्पष्ट होता है वाणिज्य संकाय एवं अभियांत्रिक संकाय के छात्र, छात्राओं एवं विद्यार्थियों के पारिवारिक मूल्यों में सार्थक अंतर पाया गया। सुनीता, यादव, शालिनी (2016) ने भी कला संकाय एवं विज्ञान संकाय के विद्यार्थियों पर अध्ययन कर निष्कर्ष निकाला कि कला संकाय के विद्यार्थी धन अर्जित करने को ज्यादा महत्व देते हैं। छात्राएं ज्ञान को अधिक महत्व देती हैं। जबकि छात्र सुखात्मक एवं शक्ति मूल्यों को ज्यादा महत्व देते हैं। पटेल, एस. (2012) ने भी गृहविज्ञान संकाय के विद्यार्थियों पर अध्ययन कर निष्कर्ष निकाला कि

विद्यार्थी आर्थिक मूल्यों की अपेक्षा पारिवारिक मूल्यों को ज्यादा महत्व देते हैं। वाणिज्य संकाय के विद्यार्थियों के पारिवारिक प्रतिष्ठा मूल्य अभियांत्रिक संकाय के विद्यार्थियों से उच्च पाए गए। अभियांत्रिक संकाय के विद्यार्थी अपने जीवन के स्तर का उच्च बनाने के लिए, पारिवारिक प्रतिष्ठा को निम्न स्थान दे रहे हैं। क्योंकि आज का युवा धीरे-धीरे भौतिकवादी होता जा रहा है। वह स्वतंत्र रहकर अपने हित को सर्वोपरि रखता है। युवा सुरक्षित नौकरी, जीवन के स्तर और काम संतुलन बनाए रखने को ज्यादा महत्व देते हैं। युवा एकल परिवार को ज्यादा महत्व दे रहे हैं।

निष्कर्ष:—

वाणिज्य संकाय के छात्रों, छात्राओं एवं विद्यार्थियों के पारिवारिक प्रतिष्ठा मूल्य, अभियांत्रिकी संकाय समूहों की अपेक्षा उच्च हैं।

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महिला सशक्तिकरण में शासन और उच्च शिक्षा की भूमिका सुरेश पटले*

शोध सार

किसी भी देश की प्रगति में वहाँ की महिलाओं का महत्वपूर्ण योगदान होता है। महिलाओं की सशक्तिकरण के लिए लैंगिक समानता के सिद्धान्त में मौलिक अधिकारों, मौलिक कर्तव्यों, और नीति निर्देशक सिद्धान्तों भारतीय संविधान में निहित है। संविधान में महिलाओं के लिए समानता अनुदान, और महिलाओं के पक्ष में सकारात्मक उपायों को अपनाने के लिए राज्य को शक्ति प्रदान करना है। मानव ईश्वर को बनाई गई कृतियों में सर्वश्रेष्ठ है। मानव को प्रकृति के साथ एकता रखते हुए स्वस्थ और उपयोगी, फलदायी जीवन जीने का पूरा अधिकार है। उसको अपने परिवार के लिये जीवन जीने का पूरा अधिकार है। उसको अपने एवं अपने परिवार के लिये उचित मापदण्ड बनाने का अधिकार है जहाँ वे भोजन, वस्त्र, घर पानी सफाई की समुचित व्यवस्था कर सके। महिलाओं को अपनी प्रतिभा दिखाने का अवसर मिले।

“महिला सशक्तिकरण” के प्रति जागरूकता महिलाएँ सामाजिक, सांस्कृतिक व्यवहार के नियमों एवं विचार को दुनिया भर के महिलाओं को सतत शिक्षा के क्षेत्र में अत्यधिक सक्रिय भूमिका निभाती है। महिलाओं की शिक्षा घाटे से उबरने और कारवाई करने एवं समाज में नई भूमिका ग्रहण करने की जरूरत है। भारत के बहुमुखी विकास हेतु महिलाओं को गौरव प्रदान करना चाहिए। महिला सशक्तिकरण को अधिक से अधिक प्रचार प्रसार करने का भी प्रयास किया जाना चाहिए। महिलाओं में आत्मविश्वास विकसित करने एवं सशक्त बनाने से शिक्षा एवं प्रशिक्षण के उपायों में अधिक अवसर दिया जाय। महिलाओं को पुरुषों के साथ बराबरी के दर्जा सुरक्षित करने की आवश्यकता है।

आज महिला सशक्तिकरण एक ऐसा मुद्दा बन चुका है जो सारे विश्व को प्रभावित कर रहा है। महिलाओं की जागरूकता के लिए प्रत्येक वर्ष 8 मार्च को अंतर्राष्ट्रीय महिला दिवस मनाया जाता है। महिला सशक्तिकरण महिलाओं के लिए स्वयं सहायता उद्योग और प्ररक विद्वान से लेकर अनेक क्षेत्रों में एक विशाल परिदृश्य को शामिल किया गया है।

उदाहरण विकलांगता, जाति, नस्ल धर्म या लिंग के आधार पर भेदभाव, सामाजिक, सशक्तिकरण अक्सर सामाजिक भेदभाव प्रक्रियाओं के माध्यम से निर्णय लेने की प्रक्रिया से बाहर रखा गया है कि समूह के सदस्यों को सम्बोधित करते हैं।

महिलाओं के लिए संविधान में जो मौलिक अधिकार प्रदान किये गये हैं उनका सही रूप में प्रयोग न कर उनका हनन किया जा रहा है। जिसके पीछे की वजह है कि महिलाओं को अपने अधिकारों की जानकारी न होना। इस जानकारी के अभाव इतना घातक है कि न सिर्फ महिलाओं को अनपढ़, मजदूर, अशिक्षित, ग्रामीण बल्कि उच्च शिक्षा प्राप्त शिक्षक, सामाजिक कार्यकर्ता, अभिभावक प्रशासनिक अधिकारी भी उनसे अनजान हुआ करते हैं और रोजमर्रा न जाने ऐसे कितने कदम उठाते हैं जो महिलाओं के अधिकारों का हनन करते हैं।

*सहायक प्राध्यापक, शिक्षा विभाग, सरदार पटेल विश्वविद्यालय, बालाघाट (म.प्र.)

अध्ययन की आवश्यकता एवं महत्व :

राष्ट्र के निर्माण, समाज के निर्माण एवं शक्ति संरचना में सुधार शिक्षित महिलाओं का महत्वपूर्ण योगदान होगा। आज वर्तमान परिस्थिति का अवलोकन किया जाय तो हमें यह आभास होता है कि वर्तमान परिस्थितियां काफी बिगड़ गया है। जब हम इन परिस्थितियों की ओर दृष्टिपात करते हैं तो सामने विपरीत हालात आ जाते हैं। भारत की पूर्ण विकसित बनाने के लिए प्रत्येक तंत्र में विकास का कार्य एवं महिला सशक्तिकरण के लिए जोर-शोर से प्रयास किया जा रहा है।

एक बेहतर नागरिक समाज को विकसित करने की महत्वाकांक्षा के साथ मानव अधिकारों के आंदोलन के युग में स्थायी, महिला सशक्तिकरण के लिए जरूरत पहले से कहीं अधिक का एहसास हो रहा है। व्यापक रूप से पुरुष प्रधान समाज में महिलाओं की स्थिति में सुधार के ऐसे परिवार समग्र सामाजिक उन्नति की बुनियादी जरूरतों को पूरा करने और सामाजिक सांस्कृतिक अस्तित्व के आयामों के बीच खाई पाटने की गुणवत्ता के संसाधनों को जोड़ने के रूप में कई समस्याओं का समाधान हो सकता है। जैसे.....

एसिड फेकने से सम्बन्धित :

एक थॉमस रायटर फाउंडेशन सर्वेक्षण में भारतीय महिलाएं किसी भी वर्ग, जाति, सम्प्रदाय या धर्म से संबंधित महिलाओं को हिंसा के इस क्रूर कार्य के शिकार हो सकते हैं अंदर रहने के लिए दुनिया में चौथा सबसे खतरनाक जगह है, विरुपण। मारने या पंगु बनाना स्थायी रूप से और उससे स्थान पर एक महिला को डालने के लिए सबक के रूप में कार्य करने के उद्देश्य से एक पूर्ण चिन्तित अपराध भारत में एक महिला शादी का प्रस्ताव मना करने की हिम्मत या तलाक के लिए कहा तो एसिड से हमला किया।

महिलाओं के खिलाफ अपराध :

भारत में पुलिस रिकार्ड में महिलाओं के खिलाफ अपराधों से एक उच्च घटना को दिखाना। राष्ट्रीय अपराध रिकार्ड ब्यूरो में 2019 तक महिलाओं के खिलाफ अपराधों की दर में वृद्धि जनसंख्या वृद्धि दर से अधिक होगा कि 1998 में सूचना मिली। महिलाओं के खिलाफ कई अपराधों के कारण बलात्कार और छेड़छाड़ से जुड़ी सामाजिक कलंक को पुलिस को सूचना नहीं थी।

प्राचीन भारत काल (महिला सशक्तिकरण) :

विद्वानों के अनुसार—प्राचीन भारत में महिलाओं के जीवन के सभी पहलुओं में पुरुषों के साथ बराबरी का दर्जा हासिल करने के लिए महिलाओं को जल्दी वैदिक काल में शिक्षित करने का गया सुझाव था कि पंतजलि और कात्यायन के रूप में प्राचीन भारतीय **Grammarians** द्वारा काम करता है। ऋग्वेदीय छंद में एक परिपक्व उम्र में शादी करना और महिलाओं को अपने पति का चयन करने के लिए शायद मुफ्त सुझाव देते थे। ऐसे ऋग्वेद और उपनिषदों के रूप में शास्त्रों विशेषकर गार्गी और मैत्रेयी कई महिलाओं संतो और संत का उल्लेख है।



मध्यकाल में (महिला सशक्तिकरण) :

मध्ययुग के दौरान समाज में भारतीय महिलाओं की स्थिति जैसे बाल विवाह और विधवाओं से पुनर्विवाह पर प्रतिबंध, भारत में कुछ समुदायों में सामाजिक जीवन का हिस्सा बन गया है। भारतीय उपमहाद्वीप में मुस्लिम विजय भारतीय समाज के लिए परदा ले आया, राजस्थान के राजपूतों के अलावा जौहर अभ्यास किया था। बहुविवाह कुछ राजनीतिक कारणों से हिंदू क्षत्रिय शासकों के बीच अभ्यास किया गया था। कई मुस्लिम परिवारों में महिलाओं को घर से बाहर जाना मना था आंगन क्षेत्रों तक ही सीमित थे।

इन परिस्थितियों के बावजूद महिलाएँ अक्सर राजनीति, साहित्य, शिक्षा और धर्म के क्षेत्रों में प्रमुख बनीं। रजिया सुल्ताना कभी दिल्ली पर शासन करने वाली एकमात्र महिला सम्राट बनी थी। गोंडरानी दुर्गावती 1564 में मुगल सम्राट अकबर के सेनापति आसफ खान के साथ एक लड़ाई में उसके जीवन खोने से पहले पंद्रह वर्षों तक शासन किया। जहांगीर की पत्नी नूर जहाँ को प्रभावी ढंग से शाही ताकत और मुगल सिंहासन के पीछे की वास्तविक शक्ति के रूप में मान्यता दी गई थी।

मुगल राजकुमारी जहांगीर और Zibunnissa प्रसिद्ध कवि थीं। और सत्तारूढ़ शक्तियों को भी प्रभावित किया। शिवाजी की मां जीजाबाई, एक योद्धा और एक प्रशासक के रूप में उसकी क्षमता का राजरानी थी। दक्षिणी भारत में कई महिलाओं के गांवों, कस्बों और डिवीजनों प्रशासित और नई सामाजिक व धार्मिक संस्थाओं की शुरुआत की।

भक्ति आंदोलनों ने महिलाओं की स्थिति को बहाल करने की कोशिश की और उत्पीड़न के कुछ रूपों में पूछताछ की, मीराबाई एक महिला संत, कवि, सबसे महत्वपूर्ण भक्ति आंदोलन के आंकड़ों में से एक थीं। इस अवधि से महिला संत कवियों का महादेवी, रागी ज्ञानबाई और लाल कटौती भी शामिल हैं। ऐसे Mahanubhav Varkari और कई दूसरों के रूप में हिंदू धर्म के भीतर भक्ति संप्रदायों हिंदू भीतर सिद्धांत आंदोलनों, पुरुषों और महिलाओं के बीच सामाजिक न्याय और समानता की वकालत खुलेआम करते थे। तुरंत भक्ति आंदोलन के बाद गुरु नानक सिखों के प्रथम गुरु व पुरुषों और महिलाओं के बीच समानता का उपदेश दिया। उन्होंने कहा कि महिलाओं को धार्मिक सभाओं का नेतृत्व करने की अनुमति दी जाय।

1991-93 के आंकड़ों के अनुसार : भारत में परिवारों का केवल 9.2 प्रतिशत महिलाओं की अध्यक्षता कर रहे थे। हालांकि, गरीबी रेखा से नीचे के परिवारों के लगभग 35 प्रतिशत महिलाओं के नेतृत्व में होना पाया गया था।

ऐति-अध्ययन के अनुसार :

लगभग 500 ईसा पूर्व में महिलाओं की स्थिति में गिरावट हुई। प्रारंभिक वैदिक काल के दौरान बराबर का दर्जा व अधिकार का आनंद लिया। बाबर के इस्लामी आक्रमण और मुगल साम्राज्य व ईसाई धर्म के साथ ही बाद में महिलाओं की स्वतंत्रता व अधिकार और बिगड़ गया। ऐसे में जैन धर्म के सुधार के रूप में आंदोलन में महिलाओं द्वारा धार्मिक आदेश में भर्ती होने के लिए भारत में कदम उठाया गया था।

शिक्षा :

सावित्री बाई फुले एक समाज सुधारक थीं। उनोंने अपने पति महात्मा ज्योतिबा फुले के साथ ब्रिटिश शासन के दौरान भारत में महिलाओं के अधिकारों में सुधार लाने में एक भूमिका निभाई, वे भारत में महिलाओं के स्कूल की पहली महिला शिक्षिका थीं। सावित्रीबाई फुले को

आधुनिक मराठी कविता की अग्रणी माना जाता है। 1852 में सावित्रीबाई फुले ने अछूत जाति की लड़कियां के लिए एक स्कूल खोला।

कला और मनोरंजन :

गायकां और ऐसे एम.एस. रुप गायिकाएँ सुब्बुलक्ष्मी, गंगूबाई, हंगल, लता मंगेशकर, आशा भौसले भारत में प्रतिष्ठित है। अंजलि इला मेनन एक प्रसिद्ध चित्रकार है।

खेल :

इस क्षेत्र में भारतीय महिला कुछ प्रसिद्ध खिलाड़ी पीटी उषा (ऐथलेटिक्स) जैसे शोभा (ऐथलेटिक्स) कुंजरानी देवी (भारोत्तोलन) डायना (क्रिकेट) सायना नेहवाल (बैंडमिन्टन) कोनेरु हम्पी (शतरंज) सानिया मिर्जा (टेनिस) खिलाड़ी है। ओलंपिक पदक विजेता भारोत्तालन कर्णम मल्लेश्वरी (कांस्य सायना नेहवाल (कांस्य) बांक्सर मैरीकॉम (कांस्य) शामिल है।



राजनीति :

73वें और 74वें संविधान अधिनियमों के अनुसार सभी स्थानीय निर्वाचित निकायों में महिलाओं के लिए अपनी सीटों की एक तिहाई सुरक्षित रखते है।

साहित्य :

कई महिलाओं, लेखकां, कवियां में सरोजनी नायडू, कमला, शोभा डे, अरुंधति राय, अनीता देसाई के रुप में कहानी, लेखको, भारतीय साहित्य में प्रमुख है। डॉ. नायडू को भारत कोकिला कहा जाता है। अरुंधति राय उपन्यास स्मॉल थिंग्स के लिए बुकर पुरस्कार (मैन बुकर पुरस्कार) जोता।

स्वतंत्र भारत में महिला सशक्तिकरण :

भारत में महिलाओं को सशक्तिकरण के लिए शिक्षा, खेल, राजनीति, मीडिया, कला और सेवा क्षेत्र, विज्ञान, प्रौद्योगिकी जैसे क्षेत्रों में भाग लेने के लिए भारत के प्रधानमंत्री के रुप में कार्य किया है। इंदिरा गांधी दुनिया की सबसे लंबी अवधि तक महिला प्रधानमंत्री रही। भारतीय महिलाओं की समानता अनुच्छेद 14, राज्य द्वारा कोई भेदभाव नहीं करना अनुच्छेद, 15 (1), अवसर (अनुच्छेद 16) समान कार्य के लिए समान वेतन अनुच्छेद 39 विशेष प्रावधान महिलाओं और बच्चों अनुच्छेद 15 (3) महिलाओं अनुच्छेद 51 (ए) (ई) गरिमा के लिए अपमानजनक प्रथाओं का परित्याग के लिए अनुमति देता है। प्रसूति सहायता के लिए राज्य द्वारा किए जाने के लिए प्रावधान अनुच्छेद 42 (37) भारत में नारीवादी सक्रियता 1970 के दशक में रफ्तार पकड़ ली।



महिलाओं के समूहों आंध्रप्रदेश, हिमाचल प्रदेश, हरियाणा, उड़ीसा, मध्यप्रदेश और अन्य राज्यों में शराब विरोधी अभियान शुभारंभ किया। मुस्लिम महिलाओं ने शरीयत कानून के तहत तिहरे तलाक प्रणाली की आलोचना की है।

भारत सरकार ने महिला सशक्तिकरण वर्ष (स्वशक्ति) के रूप में 2007 की घोषणा की। महिलाओं की सशक्तिकरण के प्रावधान के लिए राष्ट्रीय नीति 2001 में पारित किया गया था। कई महिला संगठन और ऑल इंडिया मुस्लिम पर्सनल लॉ बोर्ड ने उसका स्वागत किया गया। 2010 में 9 मार्च अंतर्राष्ट्रीय महिला दिवस के बाद राज्यसभा भारत की संसद में सीटों और राज्य विधायी निकायों के 33 प्रतिशत महिलाओं के लिए आरक्षित किया गया। इसीलिए महिला विधेयक को पारित कर दिया गया।

न्यायिक कानूनी व्यवस्था :

कानूनी न्यायिक प्रणाली विशेष रूप से घरेलू हिंसा और व्यक्तिगत हमले के मामलों में अधिक उत्तरदायी और लिंग महिलाओं की जरूरतों के प्रति संवेदनशील बनाया जाएगा। नए कानून अधिनियम बनाया गया एक पितृसत्तात्मक प्रणाली में सम्पत्ति के अधिकार का विकास महिलाओं की अधीनस्थ स्थिति में योगदान दिया है। नीति सिर्फ उन्हें लिंग बनाने के क्रम में आम सहमति विकसित द्वारा सम्पत्ति और विरासत के स्वामित्व से संबंधित कानूनों में बदलाव के लिए प्रोत्साहित करने के उद्देश्य होगा। संविधान के द्वारा जो मौलिक अधिकार प्रदान किया गया है, एवं सरकार के द्वारा विशेष कर जो कार्यक्रम महिलाओं के लिए चलाये जाते हैं उनमें महिलाएं अपनी अन्तर्निहित शक्तियों का प्रयोगकर संसाधनों का सर्वोत्तम विकास कर सके। महिलाओं के खिलाफ भेदभाव, तलाक, रखरखाव और संरक्षण को खत्म किया जाये।



भारत में उच्च शिक्षा

प्रभावशाली विश्वविद्यालयों की संख्या (जैसे 31 मार्च 2006 को) 18 गुना बढ़ा, (1950-51 में 27 से 2005-06 में 367 तक) कुल संख्या कॉलेजों 35 गुना बढ़ गया (यानी 578 में से 1950-51 में 18064 में 2005-06) महाविद्यालय के लिये सामान्य शिक्षा में 370 से वृद्धि हुई है 2005-5 में, 1950-51 से 14400 में, जबकि कॉलेजों पेशेवर शिक्षा के लिए वृद्धि हुई है



दुनिया की कुल आबादी का लगभग 50 परसेंट महिलाएं हैं फिर समाज के इस बड़े हिस्से को सशक्तिकरण की आवश्यकता क्यों है? वे अल्प संख्यक नहीं हैं ताकि विशेष उपचार की आवश्यकता हो। इसके अंतर्गत उन महिलाओं को शामिल किया गया है जो कि न्यूनतम शैक्षिक योग्यता कक्षा माध्यमिक विद्यालय से लेकर स्नातकोत्तर या इससे से अधिक शिक्षित हैं।

इस वर्ग में ली गई महिलाएँ अपने जीवनयापन हेतु शिक्षा का उचित प्रयोग करने में समर्थ हैं तथा अपने दैनिकोपयोगी पढ़ाई-लिखाई के कार्य को आसानी से कर सकती हैं तथा अपने-अपने अधिकारों के प्रति जागरूक होती हैं और सरकार द्वारा जो योजना चलाई जाये उनमें भागीदार बनके आसानी से लाभ उठाते हैं।

सुझाव :

1. ग्रामीण क्षेत्रों में “महिला सशक्तिकरण” के प्रति जागरूकता से सम्बन्धित शिक्षा प्रदान की जानी चाहिए एवं इस दिशा में पूर्ण अनुसंधानों से क्रियान्वयन की आवश्यकता है।
2. शहरी क्षेत्रों में महिलाओं के लिए वार्षिक पत्रिकाओं में “महिला सशक्तिकरण” जागरूकता से सम्बन्धित पत्र-पत्रिकाओं का समावेश होना चाहिए।
3. महिलाओं की स्थिति को ऊँचा उठाना और उनकी भूमिकाओं के विस्तार और उन्नयन की सतत जरूरत को पूरा करने का प्रयास करना चाहिए।
4. महिलाओं ने “महिला सशक्तिकरण” के प्रति स्वास्थ्य सोच बढ़ाने के लिये भारत में अन्य देशों की संस्कृतियों तथा साहित्यिक सामग्री का संकलन किया जाना चाहिए।

निष्कर्ष :

निष्कर्ष में यह कहा जा सकता है कि भारत में महिलाएँ अपने स्वयं के निरंकुश प्रयासों के माध्यम से और संवैधानिक और अन्य कानूनी प्रावधानों और सरकार के विभिन्न कल्याणकारी योजनाओं की सहायता से, सूर्य के नीचे अपनी जगह ढूँढ़ने की कोशिश कर रहे हैं। और यह एक बेहद चिन्ता का विषय है कि देश में सामाजिक राजनीतिक गतिविधियों में रोजगार-सरकार और निजी क्षेत्र में उनकी भागीदारी और उच्चतम निर्णय लेने वाले निकायों में उनकी उपस्थिति में दिन-प्रतिदिन सुधार हो रही है।

हालांकि, हम अभी भी समानता और न्याय को प्राप्त करने में पीछे हैं, जो हमारे संविधान की प्रस्तावना इस में उल्लेखित है। वास्तविक समस्या हमारे समाज की पितृसत्तात्मक और पुरुष-प्रभुत्व वाली प्रणाली में है, जो कि महिलाएँ पुरुषों के अधीनस्थ हैं और अधीन करने के लिए विभिन्न प्रकार की तरिकों का निर्माण करती हैं।

संदर्भ ग्रंथ सूची

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वर्तमान शिक्षा प्रणाली में मूल्यों संबंधी शिक्षा की प्रांसगिकता श्रीमती सुषमा पिल्ले*

शोधसार

शिक्षा से तात्पर्य बालक में अन्तर्निहित उन सर्वोत्तम तत्वों के प्रस्फुटन से है, जो उसके अन्दर उस कशलता, निपुणता, हुनर का विकास करें जिससे वह वर्तमान एवं भावी जीवन जीने के योग्य बने। गाँधी जी ने 11 सितम्बर 1937 ई० का हरिजन पत्रिका में लिखा "सच्ची शिक्षा, वह है जिसके द्वारा बालकों के शारीरिक, मानसिक तथा आध्यात्मिक विकास को प्रोत्साहन मिले। पूर्ण मानव का अर्थ उसके व्यक्ति के चारों तत्वों—शरीर, हृदय, मन तथा आत्मा के समुचित विकास से है जिससे वह जीवन के अंतिम लक्ष्य (Ultimate Aim) सत्य (Satya) को प्राप्त कर सके। शरीर समस्त कर्मा का सबल माध्यम होता है, मस्तिष्क विभिन्न मानसिक शक्तियों—स्मृति, कल्पना, विचार, तर्क, प्रत्यक्षीकरण, निरीक्षण संवेदना का केन्द्र तो आध्यात्म मनन एवं चिन्तन की भक्ति जिसके माध्यम से व्यक्ति अपने विचारों तथा मन पर नियन्त्रण रख मनुष्यत्व से ऊपर उठकर अपने अन्तःकरण को विकसित करता है। इस लेख का उद्देश्य व्यक्ति के शरीर, मन, आत्मा के सम्मिलित विकास की आवश्यकता एवं महत्व पर चर्चा कर व्यक्तित्व के सर्वांगीण (शरीर, मन, आत्मा) विकास के आधारभूत तत्वों से जुड़े विभिन्न पहलुओं पर प्रकाश डालना है जैसे—क्या खेलकूद, योग, मानवीय/नैतिक मूल्यों की शिक्षा के माध्यम से बालक का विकास संभव है? क्या प्राथमिक स्तर से ही बालकों को खेलकूद, योग, मूल्यों, कौशल की शिक्षा दी जानी चाहिए? बालकों के बौद्धिक, शारीरिक, मनोवैज्ञानिक, आध्यात्मिक सामाजिक विकास हेतु उन्हें किस तरह का प्रशिक्षण प्रदान किया जाये इस हेतु विद्यालयों, महाविद्यालयों, विश्वविद्यालयों के सम्मुख प्रमुख रूप से कौन-कौन सी समस्याएं आती हैं या आ सकती हैं? पारिवारिक, स्थानीय, सामाजिक, राष्ट्रीय, अन्तर्राष्ट्रीय स्तर की शारीरिक, मानसिक, आध्यात्मिक समायोजन में क्या भूमिका हो सकती है, बालक के सर्वांगीण (शरीर, मन, आत्मा) विकास के दृष्टिकोण से वर्तमान शिक्षा प्रणाली में किस प्रकार के सुधार की आवश्यकताएँ हैं? इस लेख में इन सभी प्रश्नों के उत्तर पर प्रकाश डालने का एक छोटा सा प्रयास किया गया है।

कुंजी शब्दः— नैतिक मूल्य, मानवीय मूल्य, आध्यात्मिक मूल्य, सामाजिक मूल्य

बीसवीं सदी का अंत हो गया है और 21वीं सदी में विश्व ने पदार्पण किया है, जिसमें विश्व की चतुर्दिश वैज्ञानिक प्रगति हुई है, समयान्तराल विश्व को मानव द्वारा नयी-नयी तकनीकी, औद्योगिक, प्रौद्योगिकी खोजों और विधियों-प्रविधियों संबंधी उपलब्धियाँ प्राप्त हो रही है। आज मानव, अपनी आवश्यकताओं की पूर्ति, समस्याओं का समाधान अपनी क्षमता और तार्किक भाक्ति की सहायता से करना चाहता है, इस भक्ति के आधार पर वह वैज्ञानिक प्रगति के पथ पर निरन्तर अग्रसर है परिणाम स्वरूप उसकी भौतिक सुविधाएँ तो बढ़ी है साथ ही उसकी विभिन्न आकांक्षाओं का स्तर तीव्रता से उच्च से उच्चतर होता जा रहा है। किन्तु उसके आध्यात्मिक, सामाजिक, नैतिक मूल्यों में उतनी ही शीघ्रता से कमी और निम्नता भी आ रही है।

* सहायक प्राध्यापक (शिक्षा विभाग), संत अलॉयसियस स्वशासी महाविद्यालय जबलपुर, (म.प्र.)

वर्तमान में विद्यालयों में विद्यार्थियों की बढ़ती हुई संख्या, शिक्षा का गिरता हुआ स्तर एवं अध्यापन कार्यों में अध्यापक वर्गों की आंशिक आरूचि व शिक्षण पाठ्यवस्तुओं में समाहित मूल्यों के प्रति शिक्षकीय जागरूकता का अभाव जहाँ एक ओर विद्यार्थियों के नैतिक मूल्यों को प्रभावित कर रहा है वहीं दूसरी ओर उसकी सामाजिक बुद्धि और आध्यात्मिक बुद्धि को भी प्रभावित कर रहा है। ऐसे में मानवीय मूल्यों को यदि प्रमुख कारक माना जाए तो वह विद्यार्थी के व्यक्तित्व को अनेक तरीकों से प्रभावित करता है।

वर्तमान में भारतीय समाज और देश की दशा देखकर यह कहना असंगत नहीं होगा कि हमारी शिक्षा व्यवस्था में कहीं ना कहीं कोई कमी अवश्य है। आज की शिक्षा पद्धति में राष्ट्रीय, नैतिक चरित्र निर्माण की कमी है, जो सभी पाठ्यक्रमों में दृष्टिगोचर हो रही है, क्योंकि शिक्षक शिक्षा का वर्तमान पाठ्यक्रम केवल व्यावसायिक कौशल पर अधिक बल देता है या यह शिक्षण-विधियों तक ही सीमित है, किंतु एक शिक्षक के व्यक्तित्व के विकास हेतु इसमें पर्याप्त कमी है या यह उसकी सामाजिक क्षमताओं, प्रत्ययी योग्यताओं अर्थात् यह एक शिक्षक के रचनात्मक विचारों, योजना, शोध योजना पर कम ध्यान देता है, जिसका परिणाम यह हो रहा है कि शिक्षक नवीन विचारों के जनक या समालोचक के स्थानपर शैक्षिक विचारों के उपभोक्ता बन रात दिन शिक्षा का व्यवसायीकरण कर खुद की जेब भर रहे हैं।

वर्तमान परिवेश में एक कुशल शिक्षक के लिए शिक्षा से तात्पर्य होना चाहिए, नित्य किसी ना किसी नवीनता से टकराहट या उसकी खोज, जिसके आधार पर वह विद्यार्थियों में अपने अध्यापन कौशल और व्यवहारकुशलता द्वारा नयी सोच, नयी खोज, नये संकल्प, नये विचार पैदा कर सके और यह तभी संभव हो पायेगा, जब एक शिक्षक स्वयं में बदलते हुए, सामाजिक, नैतिक, आध्यात्मिक, राष्ट्रीय, अंतर्राष्ट्रीय मूल्यों, सम्प्रत्ययों, आवश्यकताओं, प्रतिमानों, अवधारणाओं के अनुरूप ना केवल स्वयं में परिवर्तन व संचेतना लाये अपितु अपने छात्रों सहित अपने आसपास के वातावरण को भी संचेत व जागृत करें। अतः वर्तमान परिवेश में शिक्षकों की भूमिका और अधिक प्रासंगिक व महत्वपूर्ण इसलिए हो जाती है क्योंकि उसे ना केवल अपने प्राचीन जीवन मूल्यों, संस्कारों, संस्कृतियों व समाज को पाश्चात्य संस्कृति के संक्रमण से बचाना है अपितु इस संक्रमण के खिलाफ नये टीकाकरण को भी अंजाम देना है और पाश्चात्य संस्कृति के खिलाफ अलख जगाने की संचेतना का प्रचार-प्रसार भी करना है। यही आज की महती आवश्यकता है।

अलख जगाने हेतु शिक्षक निर्माण का एक संतुलित पाठ्यक्रम होना चाहिए जो एक व्यक्ति के रूप में शिक्षक का पूर्ण विकास कर उसे शिक्षण कला का विशेषज्ञ बना सृजनात्मक, सकारात्मकता का उसमें संचार करे। परन्तु क्या यह संभव है? यह संभव हो पायेगा भारतीय शिक्षा पद्धति के अंतर्गत संचालित किये जाने वाले पाठ्यक्रमों की संकल्पना में पाठ्यवस्तु को मानवीय मूल्यों सम्बन्धी मूल्यपरक शिक्षा के समावेशन से क्योंकि पाठ्यवस्तु का सम्बन्ध ज्ञानात्मक पक्ष के विकास से होता है और यदि शिक्षकों को अपने कर्तव्यों का ज्ञान हो जाये या विद्यार्थियों के जीवन में एक शिक्षक की भूमिका कितनी महत्वपूर्ण होती है, इस बात के प्रति उसमें संचेतना आज आ जाये तो वे छात्रों में जीवन मूल्यों के रोपड़, प्रस्फुटन, पल्लवन, परिष्करण के साथ ही परिमार्जन भी भली-भाँति कर पायेंगे।

सर्वज्ञात है कि समाज एक गत्यात्मक संस्था है और सामाजिक परिवर्तन उसकी गत्यात्मकता का परिणाम, आदिमावस्था से विकसितता की दौड़ में निरंतर शामिल होते हुए मनुष्य आज जिस भौतिकतावादी पाश्चात्य तकनीकी युग में जा पहुँचा है, उसने मानव समाज के समक्ष विभिन्न नवीन चुनौतियों व समस्याओं की विकरालता के द्वार को खोल दिया है। जिसके चलते मानवीय सोच, दृष्टिकोण व अभिवृत्तियों में बहुविधि परिवर्तन हुए हैं इसके फलस्वरूप शैक्षिक प्रणाली में शिक्षा की विषय वस्तु, उद्देश्यों, संरचनात्मकता में आवश्यक परिवर्तन की आवश्यकता को शिक्षा-क्षेत्र के विचारकों और योजनाकारों ने भी समझा और परिवर्तन की आवश्यकता को बल व गति प्रदान करने के उद्देश्य से ही पर्यावरण शिक्षा, शिक्षा में नवाचार, मूल्यसंबंधी शिक्षा को भारतीय शिक्षा प्रणाली में समाहित करने की आवश्यकता पर बल दिया है, क्योंकि यही आज के समाज में हो रहे परिवर्तन की माँग है। आज सदाचार, सत्य, अहिंसा, प्रेम, शांति जैसे शाश्वत, परम्परागत मूल्यों की पुनः प्रतिष्ठा की जितनी महती आवश्यकता आज अनुभव की जा रही है, उतनी पहले कभी नहीं थी।

मूल्यों की व्याख्या त्रिस्तरीय होती हैं—व्यक्तिगत, सामाजिक और राष्ट्रीय—जैसे-जैसे समय आगे बढ़ता है अनेकानेक परिवर्तन होते हैं, जो जीवन शैली को परिवर्तित और प्रभावित करते हैं। जिससे लोगों की सोच, सामर्थ्य और दक्षताएँ ही नहीं बदलती अपितु बहुत से सामाजिक, आर्थिक, सांस्कृतिक बदलाव इसमें स्वतः शामिल हो जाते हैं, यही वह समय होता है, जब 'जीवन मूल्य संक्रमण काल' से गुजरते हैं।

आज हम इसी स्थिति से गुजर रहे हैं। ऐसे में आवश्यकता है? शिक्षा ऐसी दी जाए जिससे बालक सत्य के आधार पर अहिंसा के द्वारा प्रेम के साथ रहना सीखे क्योंकि बारूद के ढेर पर बैठ वर्तमान विश्व के आंतकी युग में विश्व शांति स्थापना के प्रत्येक प्रयास निष्फल सिद्ध हो रहे हैं ऐसे में मूल्यपरक शिक्षा के माध्यम से ऐसे विद्यार्थी तैयार किए जाए जो स्वेच्छा से मानवीय मूल्यों का पालन आचरण में पालन करें, जिससे व्यक्ति समाज और सबका कल्याण हो सके और सबके कल्याण में ही आध्यात्म की भावना निहित होती है, अतः शिक्षा में आध्यात्म को भी स्थान दिया जाए तभी हम शाश्वत मूल्यों को भी दैनिक जीवन में जी सकेंगे।

“शिक्षा केवल जीविकोपार्जन का साधन नहीं है, न यह विचारों की संवर्धन स्थली है और न ही नागरिकता की पाठशाला है, यह आध्यात्मिक जीवन में प्रवेश की दीक्षा है सत्य की खोज में लगी मानव आत्मा का प्रशिक्षण है।”

—डॉ. सर्वपल्ली राधा कृष्णन

वर्तमान में सदाचार, सत्य, अहिंसा, प्रेम, शांति जैसे शाश्वत, परम्परागत मूल्यों की पुनः प्रतिष्ठा की जितनी महती आवश्यकता आज अनुभव की जा रही है, उतनी पहले कभी नहीं थी। अतः यह सही समय है, मूल्यों के पुनः प्रतिस्थापन का क्योंकि सत्य और अहिंसा जैसे सर्वोच्च मानवीय मूल्यों के सफल प्रयोक्त गान्धी के इस दश में मूल्यों की जैसी अवमानना आज हो रही है। वह सभी के लिए चिंता का विषय है। क्योंकि मूल्य न केवल व्यक्तिगत उत्थान के लिए बल्कि, सामाजिक व राष्ट्रीय प्रगति एवं शांति के लिए भी परम आवश्यक है।

नैतिक मूल्य :-

नैतिक मूल्यों की शिक्षा प्रदान करना विद्यालय के सबसे महत्वपूर्ण उत्तरदायित्वों में से है जिन्हें प्रत्यक्ष-अप्रत्यक्ष रूप से विद्यालय पूर्ण करते हैं विद्यार्थियों के संज्ञानात्मक शिक्षण में भी शिक्षक के व्यक्तित्व एवं व्यवहार का, विद्यालयी समस्त गतिविधियों का, पाठ्य सहगामी क्रियाकलापों का प्रभाव छात्रों के मूल्यों पर आंशिक रूप से पड़ता है अतः विद्यालयों के समस्त क्रियाकलापों सहित, पाठ्यचर्या-सहपाठ्यचर्या सभी में नैतिक मूल्य प्रतिबिम्बित होने चाहिए। नैतिक मूल्य मनुष्य के जीवन को अर्थ, उच्चता व श्रेष्ठता प्रदान करते हैं। मनुष्य जीवन पर्यन्त सीखता है, जिससे उसके अनुभवों में वृद्धि होती है य अनुभव उसके व्यवहार को निर्देशित करते हैं ये निर्देशक उसके जीवन को दिशा प्रदान करते हैं इन्हें ही हम 'मूल्य' कहते हैं वास्तव में मूल्य एक व्यवस्था है ये मनुष्य के आत्मगत वे गुण होते हैं जो बालक का चरित्र निर्माण करते हैं नैतिक मूल्य सद्गुणों के वे समूह हैं जिन्हें विद्यार्थी संस्कार, पर्यावरण व वातावरण के माध्यम से प्राप्त कर अपने व्यक्तित्व का विकास कर लक्ष्य की प्राप्ति कर सकता है क्योंकि मूल्यों की अवधारणा मनुष्य के प्रत्येक चयन, चुनाव, निश्चय, निर्णय कार्यों में स्वतः विद्यमान होती है।

अतः विद्यालय द्वारा प्रदान नैतिक मूल्यों की शिक्षा मात्र उपदेश न हाकर विद्यार्थियों के चरित्र निर्माण में सहायक होनी चाहिए जिससे वे स्वयं अपने कर्तव्यों को समझकर भावी जीवन का निर्माण कर सकें। अतः वर्तमान परिवेश में एक कुशल शिक्षक के लिए शिक्षा से तात्पर्य होना चाहिए नित्य किसी ना किसी नवीनता से टकराहट या उसकी खोज जिसके आधार पर वह विद्यार्थियों में अध्यापन कौशल और व्यवहार कुशलता द्वारा नयी सोच, नयी खोज, नये विचार पैदा कर सकें और ये तभी संभव हो सकता है जब एक शिक्षक स्वयं में बदलते हुए नैतिक, सामाजिक सांस्कृतिक राष्ट्रीय अंतर्राष्ट्रीय संप्रत्ययों, प्रतिमानों, आवश्यकताओं, अवधारणाओं के अनुरूप स्वयं में परिवर्तन ला उसके प्रति सचेतना को जागृत करे, तत्पश्चात उस जागरूकता को अपने विद्यार्थियों में संचारित करे यदि अपने इस उत्तरदायित्व का निर्वहन प्रत्येक शिक्षक भली भांति करते हैं तो वह दिन दूर नहीं जब एक बार पुनः भारत शिक्षा के क्षेत्र में विश्वगुरु कहलायेगा।

नैतिक मूल्य ऐसी आत्मिक शक्तियाँ होते हैं, जिनको विद्यार्थी के जीवन में संस्काररूपी बीजों के रूप में रोपित, अभिसिंचित, पल्लवित करके उसके 'आचरण' (स्वयं के द्वारा किया गया काम) 'व्यवहार' (दूसरों के लिए किया गया काम) 'चिंतन' और 'चरित्र में वांछित' बदलाव लाया जा सकता है और बदलाव लाने के उत्तरदायित्व के निर्वहन में शिक्षक एक अग्रदूत की भूमिका निभा सकता है क्योंकि पाठ्यक्रम शिक्षक के हाथ में एक ऐसा साधन है, जिसके माध्यम से वह अपने विद्यालय में अपने उद्देश्यानु रूप अपने छात्रों के व्यवहार में वांछित गुणात्मक और मात्रात्मक परिवर्तन लाकर उसका परिमार्जन कर उसमें अनेकानेक सद्गुणों का अभिसिंचन द्रुतगति व स्थायित्व के साथ कर सकता है। नैतिकता तो भारतीय जीवन का नियमन है और आज हमारी ही उपेक्षा से विलुप्त होती जा रही है, जिसकी पुनः स्थापना की आज आवश्यकता है क्योंकि नैतिकता की नींव उत्तरदायित्व और जवाबदेही की धारणा में रखी जाती है और भारतीय लोकतंत्र के सार्वजनिक जीवन में तो नैतिकता की भूमिका के अनेक पक्ष हैं जो एक तरफ उच्च आचार के मूल्यों की अभिव्यक्ति हैं तो दूसरी ओर कार्यवाही की सुनिश्चितता। अतः इसे आज हमें

भारतीय सांस्कृतिक चेतना एवं राष्ट्रीय तथा राष्ट्रीय स्वाभिमान के रूप में नई पीढ़ी में पुनः प्रकाशित करना है।

मानवीय मूल्य :-

मानव मूल्य वास्तव में एक ऐसी आचार संहिता या सद्गुण समूह है। जिसके अंतर्गत मनुष्य के विचार-विमर्श, आस्था, अवधारणा, समाहित होते हैं, व्यक्ति जिन्हें अपने संस्कारों या सामाजिक पर्यावरण के माध्यम से अपनाता है और अपने निर्धारित लक्ष्यों को प्राप्त करता है। ये वे मानक जतपजेद्ध होते हैं, जिनसे व्यक्ति अपने जीवन सम्बन्धी दृष्टिकोण को बनाकर जीवन शैली का निर्माण करता है। साधारणतया मानवीय मूल्यों से तात्पर्य सहज-जीवन, आत्म-संयम, इन्द्रिय-निग्रह, शुद्ध आचरण, आत्म-शुद्धि, सत्य, प्रेम, शांति, अहिंसा, शील, संतोष नैतिकता, लोक-मंगल, लोक कल्याण की भावना की इन सभी तत्वों में सन्निहित से होता है, जो मानव उत्कर्ष की प्रक्रिया के पाँच पक्षों-(शारीरिक, बौद्धिक, भावनात्मक, मनोवैज्ञानिक आध्यात्मिक) के दायरे के अंतर्गत मानव में निहित सर्वोत्तम तत्वों का प्रस्फुटन इस प्रकार करते हैं, जिससे उसके व्यक्तित्व को पूर्णता प्राप्त होती है और उसका सर्वांगीण (शरीर, मन, आत्मा) विकास संभव हो पाता है।

आध्यात्मिक मूल्य :-

आध्यात्मिक मूल्य वास्तव में बालक के अंतस्थ में संगठित उसका अपना 'स्व', 'आत्म', अर्थात् अधिः आत्मन त्र "आत्मा", (**organised self**) ही है और इस आत्म संगठन के प्रमुख घटक है बालक के संवेग, उसकी अन्तःनिहित, मूलप्रवृत्तियाँ, उसका स्वभाव, उसकी आदतें, उसका आत्मज्ञान, उसकी अन्तःनिहित वह अदृश्य भाक्ति जो उसे ऊर्जावान बनाती हैं, जब ये सभी तत्व संगठित होकर बालक के अन्तःमन में एक ऐसी स्थायी मानसिक संरचना का रूप लेते हैं जो छात्र विशेष को व्यक्तिगत विकास के पथ पर अग्रसर कर उसके जीवन मूल्यों को उच्च आदर्श प्रदान कर उसके मानवीय, नैतिक मूल्यों संबंधी व्यवहार को निर्धारित करने में अपनी समर्थ भूमिका निभाने लग जाये तब उसे उसके आध्यात्मिक मूल्यों की संज्ञा दी जा सकती हैं।

"भारत के भाग्य का निर्माण इस समय उसकी कक्षाओं में हो रहा है। कोठारी आयोग का (प्रतिवेदन 1964-66) उक्त कथन विद्यालयों में शिक्षको की भूमिका को स्वयं सिद्ध करता है शिक्षक अपने आप में एक संपूर्ण मानवीय सत्ता होने के साथ ही समाज की हर सत्ता से इसीलिए ऊपर है क्योंकि बालक शिक्षक से संस्कारों के माध्यम से मूल्यों को अपने व्यवहार में ग्रहण करता है। जे.एस. रॉस के अनुसार 'विद्यालय एक उद्यान है, शिक्षार्थी एक कोमल पौधा तथा शिक्षक' एक सतर्क माली जो समय-समय पर पौधे के विकास के लिए आवश्यकतानुसार उसे कोड़ने, धूप दिखाने, सिंचाई की व्यवस्था करता है। मूल्य शिक्षा कृति प्रधान होती है।

"रत्ती भर व्यवहार टनों उपदेशों से अधिक महत्वपूर्ण है"

बालगंगाधर तिलक

प्राचीन गौरवमयी शिक्षा दर्शन के प्रखर इतिहास के साथ ही हमारे अनुभव भी इस बात के साक्षी है कि नैतिक मूल्यों की शिक्षा यंत्रिकृत रूप से थोपने या तोता रटन पद्धति से कभी

कारगर नहीं होगी क्योंकि **Value cannot be taught, They can only be caught** मूल्य उपदेशों से नहीं व्यवहार से संप्रगित होते हैं।

सामाजिक बुद्धि :-

“सामाजिक बुद्धि पुरुषों, महिलाओं, लड़के-लड़कियों को समझने और समायोजन करने तथा सामायोजित संबंधों में बुद्धिमान पूर्ण व्यवहार करने की योग्यता है।”

सर्वज्ञात है कि समाज एक गत्यात्मक संस्था है और सामाजिक परिवर्तन उसकी गत्यात्मकता का परिणाम, आदिमावस्था से विकसितता की दौड़ में निरंतर शामिल होते हुए मनुष्य आज जिस भौतिकतावादी पाश्चात्य तकनीकी युग में जा पहुँचा है, उसने मानव समाज के समक्ष विभिन्न नवीन चुनौतियों व समस्याओं की विकरालता के द्वार को खोल दिया है। जिसके चलते मानवीय सोच, दृष्टिकोण व अभिवृत्तियों में बहुविधि परिवर्तन हुए हैं इसके फलस्वरूप शैक्षिक प्रणाली में शिक्षा की विषय वस्तु, उद्देश्यों, संरचनात्मकता में आवश्यक परिवर्तन की आवश्यकता को शिक्षा-क्षेत्र के विचारकों और योजनाकारों ने भी समझा और परिवर्तन की आवश्यकता को बल व गति प्रदान करने के उद्देश्य से ही पर्यावरण शिक्षा, शिक्षा में नवाचार, मूल्यसंबंधी शिक्षा को भारतीय शिक्षा प्रणाली में समाहित करने की आवश्यकता पर बल दिया है, क्योंकि यही आज के समाज में हो रहे परिवर्तन की माँग है। आज सदाचार, सत्य, अहिंसा, प्रेम, शांति जैसे शाश्वत, परम्परागत मूल्यों की पुनः प्रतिष्ठा की जितनी महती आवश्यकता आज अनुभव की जा रही है, उतनी पहले कभी नहीं थी।

निष्कर्ष

अतः हम ये कह सकते हैं कि बालक के नैतिक, मानवीय, आध्यात्मिक मूल्यों, के समायोजन से हम उनके व्यक्तित्व के सर्वांगीण (शरीर, मन, आत्मा) विकास के लक्ष्य को प्राप्त कर सकते हैं।

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A STUDY OF SMART SERIOUS GAMES (SSGs) ON MENTAL HEALTH ISSUES OF ADOLESCENT STUDENTS

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Abstract

The study was conducted to find out the possible effects of SSGs on Mental Health issues of adolescent students in Jabalpur District. In this research, “Normative Survey Method” was employed. Random Sampling Technique was adopted to collect data. To carry out this assessment, the study was undertaken among 300 Students. A tool was developed for assessing SSGs. The tool was a “Closed Type of Questionnaire” containing two items depending upon these aspects of SSGs; Game Based with a clear game goal concept PUBG & without clear game goal concept Puzzle. To collect the data, 300 questionnaires were distributed among the students and out of which 243 were returned. An interview schedule was used to collect the Mental Health issues Data. The responses received from respondents were quantified on the line of objectives and hypotheses. The statistical treatment (Percentage, Critical Ratio) was done by using computer software. Results represented that Male Students is found to more mental health issues than Female Students who played Game based with a clear game goal concept PUBG of SSGs, Male & Female Students is found to equal Mental Health issues who played without clear game goal concept Puzzle of SSGs, Zero Tolerance Percentage was higher than other behaviour problems of Adolescent students who played Game based with a clear game goal concept PUBG of SSGs, weak eye sight Percentage was higher than other behaviour problems of Adolescent students who played without clear game goal concept Puzzle of SSGs.

Key Words: Smart Serious Games (SSGs), Player Unknown's Battle Grounds (PUBG), Mental Health issues

India as a developing country needs creative students who have multidimensional thinking abilities for solving the problems of the country. There are so many problems emerging in Indian society in the Modern Era. India became technology friendly recently so in the past, India doesn't have much of gaming history. Children who played more violent video games were more likely to have increased aggressive thoughts, feelings, and behaviours, and decreased pro-social helping, according to a scientific study (Anderson & Bushman, 2001). Adolescent students spending most of the time playing video games may exhibit not only impulsive behaviour but may have attention problem too. In a recent report, the World Health Organization has declared that gaming disorder is indeed a serious thing and addition can cause poor Mental Health condition. Now a day's one major psychological disorder appears in younger student which is behaviour towards society, they become socially isolated. PUBG has become addiction disorder in our country. The social impact of these games is obvious. The craze has reached South India too and some schools in Bengaluru have begun to warn parents about the ill-effects of playing the game for hours after cases of Addiction were reported to the National Institute of Mental Health (NIMH). Gujarat has banned PUBG after finding that school students are addicted to it.

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Similarly PUBG Tragedy has been repeated in Neemuch town of Madhya Pradesh when 16 Years old boy died after playing Game for 6 hours at a straight continuously. Academic achievement may be negatively related to over-all time spent playing video games. Anderson & Dill, 2000; Gentile, Lynch & Walsh, 2004 studies have shown that the more time a student spends playing video games, the poorer is his performance in school.

Hence, the researcher felt the need to focus the gaming problem of the Adolescent Students in Jabalpur District & suggest some possible ways which may prove helpful in overcoming this problem. The present paper attempts to answer the question whether Mental Health issues is related to Adolescent students who played with a clear game goal concept PUBG or played without clear game goal concept Puzzle of SSGs.

Objectives

1. To study Mental Health of Adolescent students related to SSGs who played with a clear game goal concept PUBG and played without clear game concept Puzzle.

Main Hypotheses

1. There is no significant gender difference in Mental Health issues of Adolescent students who played with a clear game goal concept PUBG of SSGs.
2. There is no significant gender difference in Mental Health issues of Adolescent students who played without clear game goal concept Puzzle of SSGs.

Methodology

“Normative Survey Method” was employed in this research. A survey of the Adolescent Students: Males and Females whose chronicle age “ranges between 13 years to 16 years” and were studying in different schools affiliated M.P. Board of Jabalpur District were selected. Random Sampling Technique was adopted. To carry out this assessment, the study was undertaken among 300 Students. A tool was developed for assessing SSGs. The test was a “Closed Type of Questionnaire” containing two items depending upon these aspects of SSGs; Game Based with a clear game goal concept PUBG & Play Based without clear game goal concept Puzzle. 300 questionnaires were distributed out of which only completed 243 were returned. An interview schedule was used to collect the Data of Mental Health issues likes Criminal Violence, Short Temper, to be Aggressive, Zero Tolerance, Eye sight, Riskier Behaviours’ Tendency, Addiction, Socially isolate. The responses received from respondent were quantified on the line of objective and hypotheses and statistical treatment (Percentage, Critical Ratio) by using computer software.

Analysis & Interpretation

Table – 1: Mean scores of Mental Health issues of Adolescent students who played Game based with a clear game goal concept PUBG of SSGs

Gender	N	M	SD	CR
Male	165	21.66	3.45	3.671**
Female	78	19.59	3.22	

**Significant at 0.01 Level

An observation from table - 1 show that the calculated Critical Ratio – value 3.671 which is significant at 0.01 level. It shows that the mean scores of Mental Health issues of Male & Female Adolescent Students who played Game based with a clear game goal concept PUBG of SSGs differ significantly. The male adolescents have better mental health than female adolescents. So there is a significant effect of SSGs on Mental Health issues. Thus, the **null hypothesis** that “There is no significant gender difference in Mental Health issues of Adolescent students who played with a clear game goal concept PUBG of SSGs” is **rejected**. Further, the mean scores of Mental Health issues of Male Adolescent Students are 21.66 which are significantly higher than that of Mental Health issues of Female Adolescent Students whose mean score are 19.59. It may therefore be said that Male Students is found to more mental health issues than Female Students. Adolescent students spending too much time playing video games may exhibit impulsive behaviour and have attention problem. In a recent report, the World Health Organization has declared that gaming disorder is indeed a thing and habit can cause Mental Health condition also supported the results. Similarly result indicated that the craze of PUBG has reached South India too and some schools in Bengaluru have begun to warn parents about the ill-effects of playing the game for hours after cases of addiction were reported to the National Institute of Mental Health (NIMH).

Table – 2: **Mean scores of Mental Health issues of Adolescent students who played without clear game goal concept Puzzle of SSGs**

Gender	N	M	SD	CR
Male	132	23.08	3.71	0.808
Female	111	22.59	3.62	NS

An observation from table - 2 show that the calculated Critical Ratio – value 0.808 which is not significant. It shows that the mean scores of Mental Health issues of Male & Female Adolescent Students who played Game based without clear game goal concept Puzzle of SSGs did not differ significantly. So there is no significant effect of SSGs on Mental Health issues. Thus, the **null hypothesis** that “There is no significant gender difference in Mental Health issues of Adolescent students who played without clear game goal concept Puzzle of SSGs” is **not rejected**. Further, the mean scores of Mental Health issues of Male Adolescent Students are 23.08 which are not significantly higher than that of Mental Health of Female Adolescent Students whose mean score are 22.59. It may therefore be said that Male & Female Students is found to equal Mental Health issues. Academic achievement may be negatively related to over-all time spent playing video games.

Table – 3: **Frequency & Percentage of Mental Health Behaviour Problems of Adolescent students who played Game based with a clear game goal concept PUBG of SSGs**

Behaviour Problems	Frequency	Percentage
Criminal Violence	25	10.28%
Short Temper	77	31.68%
To be Aggressive	51	20.98%
Zero Tolerance	90	37.03%

An observation from table - 3 shows that the calculated Percentage – value for different behaviour problems likes Criminal Violence – 10.28%, Short Temper – 31.68%, To be Aggressive – 20.98%, Zero Tolerance – 37.03%. Hence, it is shown that the Zero Tolerance Percentage is higher than other behaviour problems. Children who play more violent video games are more likely to have increased aggressive thoughts, feelings, and behaviours, and decreased pro-social helping, according to a scientific study (Anderson & Bushman, 2001) also supported the results.

Table – 4: Frequency & Percentage of Mental Health Behaviour Problems of Adolescent students who played without clear game goal concept Puzzle of SSGs

Behaviour Problems	Frequency	Percentage
Week Eye sight	106	43.62%
Riskier Behaviors Tendency Increase (Unsafe Driving, Drinking, Smoking)	34	13.99%
Addiction	67	27.57%
Socially isolate	36	14.81%

An observation from table - 4 shows that the calculated Percentage – value for different behaviour problems likes week Eye sight – 43.62%, Riskier Behaviours' Tendency Increase – 13.99%, Addiction – 27.57%, socially isolate – 14.81%. Hence, it is shown that the Eye side week Percentage is higher than other behaviour problems. Study indicated that too much video game playing makes Adolescent students socially isolated.

Findings

1. Male Students is found to more mental health issues than Female Students who played Game based with a clear game goal concept PUBG of SSGs.
2. Male & Female Students is found to equal Mental Health issues who played without clear game goal concept Puzzle of SSGs.
3. Zero Tolerance Percentage is higher than other behaviour problems of Adolescent students who played Game based with a clear game goal concept PUBG of SSGs.
4. Week Eye sight Percentage is higher than other behaviour problems of Adolescent students who played without clear game goal concept Puzzle of SSGs.

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STUDY OF CORRELATION BETWEEN CAREER DECISION MAKING SELF-EFFICACY AND CAREER MATURITY

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Abstract

This research paper presents the study of correlation between Career Decision Making Self-Efficacy and Career Maturity. The main objective of the study was to find out the correlation between Career Decision Making Self-Efficacy and Career Maturity of students. 252 boys and 252 girls each were selected randomly for the sample. Career Decision Making Self-Efficacy Scale by Taylor & Betz (1990) and Career Maturity Scale by Dr. Nirmala Gupta. The results showed that there was a positive significant correlation between Career Decision Making Self-Efficacy and career Maturity.

Key words- Career Decision Making Self-Efficacy Career Maturity.

Self-efficacy beliefs can influence an individual to become committed to successfully execute the behaviours necessary to produce desired outcomes. Self-efficacy theory states that the level and strength of Self-efficacy will determine (1) whether or not a behaviour will be initiated? (2) How much effort will be result? And (3) how long the effort will be sustained in the face of obstacles? According to Bandura (1993), human's make life decisions based on our perceived Self-efficacy. They put forth a greater effort to accomplish a task despite the obstacles they encounter than those who have a weak sense of Self-efficacy.

Self-efficacy beliefs are specific in nature. It is impossible to discuss 'general' or "global" Self-efficacy. It may be seen, students may have strong Self-efficacy beliefs about their abilities to therein social situations, but weak efficacy beliefs about their abilities to succeed academically.

Career Decision Making Self-efficacy identifies the extent to which students have Self-efficacy about their abilities to engage in educational and occupational information gathering, goal planning, and decision making (Taylor & Betz, 1983). The Career development literature suggests a relationship between declaration of a major and academic success. Career decision making is not simply a matter of choosing a major. It involves problem solving and confidence in the ability to make decisions. According to Bandura (1997), "People who lack confidence in their judgment have difficulty making decisions and sticking with them even if they have been taught the strategies for doing so". In other words, people are unlikely to invest much effort in exploring career options unless they are confident in their strategies to make good decisions, Self-efficacy is believed to be

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an important factor influencing intention to remain enrolled in college the degree of contentment with the decision to obtain the bachelors' degree. Motivation is concerned with selection, activation and direction of behaviour toward a goal.

Career Decision Making Self-efficacy was originally defined by Taylor as the individual belief that he or she can successfully complete tasks necessary to making career decision. Career Decision Making Self-efficacy has been measured using the task domains of accurate self-appraisal, gathering occupational information, goal selection, planning and problem solving.

Perceived Self-efficacy is defined as people's beliefs about their capabilities to produce designated level of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determined how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes which include-cognitive, motivational, affective and selection process.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. Such as an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability of depression. Shawn. A and Brown. C (2010) studied the relationship between, Career Decision Making Self-efficacy and Career Maturity. The relationship between Career Decision Making Self-efficacy and Career Maturity among 94 urban and rural high school seniors (51 urban, 43 rural) was investigated, Career Maturity differences between urban and rural and urban seniors were also explored, The findings suggested that the career development attitude variable was the most significant predictor of Career Decision Making Self-efficacy for both rural and urban groups. Findings also indicated that rural seniors scored significantly higher on career development knowledge as compared to their urban peers. **Peter C, Wendy P and Pridea UX LA (2006)**. That, contrary to expectations, changes in career decision making Self-efficacy did not result in changes in career indecision despite significant contemporaneous associations. Career Decision Making Self-efficacy and Career Maturity, both one very important for adolescents in choosing electives for their higher studies to accomplish rational goal. Both Career Decision Making Self-efficacy and Career Maturity, relationship into help the Teachers and parents assist children in selection of a vocational goal with optional accuracy.

Objective- To study the correlation between Career Decision Making Self-efficacy and Career Maturity of boys, girls and students.

Hypothesis- There will be no significant correction between Career Decision Making Self-efficacy and Career Maturity of students,

Sample-Sample of Study

Table No-01

Group	No.
Boys	252
Girls	252
Total	504

Tools- 1. Career Decision Making Self-efficacy Scale-Taylor & Betz (1990)

2. Career Maturity Scale-Cirtes-Indian adaptation by Dr. Nirmala Gupta Method- Career Decision Making Self-efficacy Scale and Career Maturity Scales were administered on the sample for the study. After scoring, correlation between Career Decision Making Self-efficacy and Career Maturity were calculated by Karl Pearson Product Moment Method.

Analysis and discussion of results- This has been given below-

Table No-02

Comparative results of correlation between Career Decision Making Self-efficacy and Career Maturity.

Group	N	R	P. Value
Boys	252	0.24	<0.01
Girls	252	0.31	<0.01
Boys+Girls	504	0.26	<0.01

The results from the above table show that there are low positive significant (0.01) correlation (0.24,0.31 and 0.26) between Career Decision Making Self-efficacy and Career Maturity of boys, girls and students (Boys + Girls) respectively. So, it may be concluded that there is a significant positive correlation between Career Decision Making Self-efficacy and Career Maturity of student on the whole it may be said that though there is a low positive correlation between Career Decision making Self-efficacy and Career Maturity of boys, girls and students yet it is statistically significant.

Career Maturity employs the complete process of being able to select a career on the basis of educational and vocational information and the psychological characteristics of the individual. This goes to show that the person or the individual is able to make a balance between the two Career Decision Making Self-efficacy involves five different factors namely-Self appraisal (Knowing Yourself), Occupational Information (Knowing about job), Planning (Looking ahead) and Problem solving. The person should utilize his potential for the development of the ability to make a decision which is future oriented taking into consideration his personal potential, indirectly both Career Maturity and Career Decision Making Self-efficacy may be referred to having some common aspects. Thought the correlation between the two groups is low but significant which shows that there is a considerable relationship.

On Career Decision Making Self-efficacy research conducted by **Bandura (1997)** **Meeca (1997)** who studied that beginning from infancy, Parents and care user provide experience that differently influences children's Self-efficacy. Home experience, that helps children to interact effectively with the environment positively, affect Self-efficacy. Parents who provide an environment that stimulates youngster's curiosity and allows for mastery of experience help to build children's Career Decision Making Self-efficacy.

Rolert J.R. and Miller. C>D (2006) Studied the effects of a career development course on Career Decision Making Self-efficacy. The course was primarily designed to help undecided students with Career Decision making. The results indicated that students who completed the career course showed over all increased Career Decision Making Self-efficacy specifically in the areas of obtaining occupational information, setting career goals, and career planning. The career course also appeared to lower perceived Career Decision difficulties.

Walker. Q.D. (2010) Studied to explore the relationship between Career Maturity. Career Decision Making Self-efficacy and Self Advocacy of college students with and without disabilities. This study provides empirical support that there is relationship between Career Maturity, Career Decision Making Self-efficacy, and self-advocacy. The results showed that there was a positive correlation between Career Maturity, Career Decision Making Self-efficacy and Self-advocacy of College students with and without a disability. The conclusions of this research are important from the point of view of higher secondary school students who have to select a rational career. If intensive information is protruded about vertices career then this will better prepare them for their future career with increased Career Maturity.

Conclusion- There is a positive significant correlation between Career Decisions Making Self-efficacy and Career Maturity of boys, girls and students.

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DYNAMIC MEDIA FOR STUDENT CENTERED LEARNING:

A New Role of Educational Media in Professional Learning

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Abstract

Concept of student centered learning is gaining importance in professional education. In student centered learning student plays an active role in learning and teacher becomes supportive in student's learning. Traditionally educational media is viewed as an aid to teacher in delivering the instructions. It is mainly used for better presentation of contents. In student centered learning, most of teacher's tasks are performed by the student. Here, the educational media can support the student in performing many of the teacher's tasks such as formative assessment of learning, providing feedback and advice, identifying strong and weak areas of learning, providing tutorials and remedial etc. Present conceptual paper discusses the features which might be incorporated in the educational media to support student's learning in Student Centered Learning.

Key words: Student Centered Learning, Educational Media, Formative Assessment, Reflective thinking

Present paper introduces a new and more responsible role for educational media in professional education. It discusses how an educational media can support the learner in the student centered learning. In this type of learning, many tasks of teacher are performed by the student. Media can assist the student in conducting those tasks. Dynamic media is an interactive computer based educational media which can offer support for a variety of teacher related tasks which are necessary in effective learning of the student in student centered learning.

ROLE OF MEDIA IN TRADITIONAL EDUCATION

Traditional professional education is teacher centered formal education. Teacher plays the central role in student's learning. The teacher decides what to learn and how to learn. In this traditional approach, educational media is thought of as aids which support the teacher in imparting the instructions to students (Neuman and others, 2018). The media helps teacher in explaining the phenomenon to students. It makes abstract course contents more concrete and presents implicit knowledge as explicit. It makes complex phenomenon simpler and easy to understand. It enables students to explore things which otherwise cannot be experienced within classroom/laboratory/workshop/educational-visits. It can also make the presentation of course content more interesting. Mostly the design and role of media is still limited to presentation of content in order to assist the teacher.

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SHIFT IN APPROACH TO PROFESSIONAL EDUCATION FROM: Teacher Centered Instruction To Student Centered Learning

There is a debate in higher and professional education community about Pedagogy v/s Andragogy (Manja K. 2017, Jung H. & Donghun L. 2017). Pedagogy based education is teacher dependent, occurs in formal educational setting and based on transfer of formal codified universal knowledge. It has its own importance in professional development. Andragogy is education in adult mode. It is self-initiated, self-directed, real life, contextual self-learning. Student centered learning prepares professional students for adult learning (Dogulass & Morris, 2015). As professional knowledge is continuously and rapidly changing due to innovations, researches and development of new technologies, a professional has to continuously learn and update his/her professional knowledge throughout his/her professional life. Worldwide educationists felt the need to equip professional students with abilities to self-learn from self-professional-experiences so that, time to time, they can update their practice based knowledge. During practice, professionals construct their own contextual experiential knowledge (Girvan C. & others, 2016). This personally constructed knowledge is deep in nature, embedded in contextual professional reality and ready to use. Continuous learning from self professional experiences also helps in gaining expertise. It also contributes in enriching and updating the available practice-based professional knowledge. Problem based learning, project based learning and discovery learning are becoming popular in professional education as these are student centered learning methods and helps in development of lifelong learning abilities and self directed learning abilities.

REQUIREMENTS OF STUDENT CENTERED LEARNING

In student centered learning, student plays the role of active learner and teacher plays a role of a supporter, a mentor, a facilitator or an adviser. The responsibility of learning lies with the student. Student takes initiative for learning. Student plans for learning. Student arranges learning resources. Student learns at own pace and in his/her unique timings. He/she self-learns from observations, manipulations, and self-experimentations. Student also learns from errors, mistakes, failures, corrections, modifications etc. Student-centered learning strategies are designed with due consideration of each student's interests, abilities and learning style. The teacher allows the students to take an active part in deciding what they have to learn, how they would like to learn and how they would evaluate what they have learnt. The aim of student centered learning is to make the student a self directed learner, a lifelong learner and to develop his/her problem solving abilities, critical thinking abilities, reflective thinking abilities and decision making abilities. Each student learns the things through his/her own unique learning path. The base requirements of student centered learning are providing scaffolding, providing reflection prompts and providing advice on request of student (E-Ling Hsiao and others, 2017)

ROLE OF EDUCATIONAL MEDIA IN STUDENT CENTERED LEARNING

In the changing professional education scenario, role of media is also changing. It does not mean that traditional media is of no use in student centered learning. However, there is a new and desirable role of media through which it can perform some of the traditional teacher's activities in student centered learning. In student centered learning, teacher's activities like deciding what

to learn, how to learn, and how to assess the learning, are performed by the student himself. Therefore, student's self-reflection and informal formative self-assessment play important role in student centered learning. These can directly/indirectly help student to perform these teacher's activities, which are supposed to be performed by student in student centered learning. Educational media can significantly contribute through assisting student in these learning activities (E-Ling Hsiao and others, 2017). Media can assist students in deciding what to learn, how to learn, drill or practice of learned content, self assessment of self-learning etc. these learning related tasks require reflective and critical thinking abilities. Media can also contribute in developing these abilities in the student. It can indirectly help students to think in a particular way or it can provoke students to reflect and rethink on their previously taken decisions. Computer based self learning modules; self learning Case videos and Case presentations can be designed with many alternative threads of learning where individual student can have choice to precede along the thread of his/her learning style. At the end of media based learning experience, media can pose certain end questions as self-asked- questions, which encourage the student to reflect on his/her learning experience. Media can also help student in thinking and relating the various learning related activities, events and circumstances. It can encourage student to find the causes and reasons for his/her success or failure in a particular media based learning situation. It can encourage student to take decision and see what happens when his/her decision brings changes in the presented learning experience scenario.

DYNAMIC MEDIA FOR STUDENT CENTERED LEARNING

Here, the term 'Dynamic media' refers to computer based interactive self learning modules with certain features which assist student in self-learning-need-analysis, planning for self learning, undergoing self-learning and in assessing self- learning. The concept of dynamic media is an attempt to facilitate student for teacher based task in his self-learning. It can offer a variety of assistances to the student. For example, dynamic media can offer alternative learning experiences according to need and choice of the student. It can offer on- demand assessments/suggestions/expert-advice/possible alternative courses of actions to the student. It can also assist the student in solving his problems, dilemma, doubts and confusions during learning. Student's learning can be corrected by his/her self assessment of the learning through providing reflection prompts, advises, cues and special comments features within the media. Provisions can be made in the media for teacher to offer his/her specific advice/ view/ comment/ decision if asked by the student. Dynamic media can offer different learning paths to different students according to their status of pre-requisite knowledge, their specific strengths and weaknesses, their choice of learning sequence. Dynamic media can also offer on the spot facility for self-assessment of learning to students.

DETAILED DESCRIPTIONS OF POSSIBLE FEATURES OF DYNAMIC MEDIA

In student centered learning, most of the tasks of the teacher are performed by the learner himself. For example, learning need analysis, learning style analysis, choosing appropriate learning path, self assessment of learning, identification of strong and weak areas of self learning etc. it is possible to incorporate these features in the media for student centered learning. These additional features indirectly supports student in effective self-initiated learning. For an online computer based interactive self learning module, these features are discussed in details:

- **Learning need analysis:-**At the beginning of media a small self assessment inventory may be provided, which can help the student to assess his learning needs. Provisions may be there for display of result and brief interpretation of the result. It may also help to ensure whether the media chosen is appropriate for the learning and if it is appropriate, up to what extent it can support in fulfilling student's learning needs.
- **Learning style analysis:-** Similar to provisions for learning need analysis, we can also make provisions for assessment of student's learning style. Subsequently, we can provide choice of different alternative learning paths according to different learning styles. The learner may choose the appropriate learning path which suits to his/her learning style.
- **Self assessment of learning:-** Formative self assessment is an effective and motivational way to regulate self learning in student centered learning (Panadero and others, 2018). We may offer small self assessment inventory at the end of each topic or sub topic to be learned. Undergoing self-assessment is not important. More important is feedback and subsequent corrective action taken by the learner for improving the learning. We may create features which can provide suitable suggestive actions for the learner to improve his/her learning in specific topic/subtopic. Feature of automatically dragging the learner back to those specific contents where learning was not sufficient is also useful.
- **Provisions for expert comments, advice and assistance:-** In the self learning module, a platform for online expert comments, expert advice expert assistance may be provided for learner to get assistance for the self-learning which also develop reflective thinking habits (Ghaiye and Gupta, 2019). If instant advice is not possible, comments/ advice through blogs and emails can be provided.
- **Rewarding success in learning:-** Rewarding successful learning encourages the learner and motivates him/her to continue for further learning. Many computer games and video games for children offer this feature (Wouters, P. and others, 2013). Similar features can be incorporated to motivate learner to continue his learning. Motivational features may be incorporated to enhance learner's freedom, engagement and choice, learner's control and interest and engagement (Song and Bank, 2016). We may categorize learning in different stages ranging from simple to complex and we can offer more rewards for successful learning at higher stages.
- **Provisions for developing critical thinking, problem solving and decision-making skills:-** III-structured problems, interdisciplinary problems, real life problems and cases offer good stuff for developing these higher order skills. In computer based self-learning modules, suitable cases may be developed and presented along with standard analyses. In later stages, learner may be asked to analyze the case and on demand feedback/ suggestions can be provided for improvements in analysis conducted by the learner. Evaluation of many available options/ alternatives and choosing the appropriate one is a common strategy to hone our decision making

skills (Yuan et al., 2008). In the same way, cases may be developed, interestingly personated along-with thoughtful questions and subsequent discussion (feedback and analysis of responses).

- **Provisions for ensuring experiential learning:-** We do not learn by going through experience. But, we learn by reflecting on experiences (Ghaiye & Gupta, 2014). Therefore, it is essential for the student centered media to initiate, support and encourage student in reflective and critical thinking. Many modern computer based programmes and educational games offer simulated learning environment (McCoy and others, 2016), where learner can explore, manipulate, self-experiment, or construct the things in virtual environment (Luc and Antonoff, 2016). Pilot training simulators, driving learning simulators and online simulated experimentation programmes have replaced the reality with virtual world. Now student can conduct experiments in virtual laboratory within an online computer based laboratory learning package. These programmes are popular because they significantly contribute in developing the professional skills and competencies in the student. However, these programmes have no features ie opportunities for learner to reflections and solve specific problems, which can make student a lifelong learner or a self- directed learner or an independent experiential learner, which is the requirement of a good professional (Rais M., 2017). If these programmes have additional features like assisting learner in reflecting on self learning experiences, assisting learner in informal formative self-assessment, these can be categorized as dynamic media.

CONCLUSIONS

There is a shift in approach to professional education. This shift is from traditional teacher directed learning to a blend of teacher directed learning and student centered learning. This change in approach to professional education has also created a new role of the media in professional education. Increasing importance of student centered learning in professional education changed the role of media from an aid to support teacher in delivery of content, to assist the student in performing some of the teacher level tasks in his/her independent learning endeavor. These tasks may range from self-assessment of self-learning need and learning style to providing advice and feedback on learning performance of the student. Different types of media may have different potential to serve for student centered learning. Computer based interactive self-learning modules can contribute much in assisting the student in his student centered learning. Educational media planner, designer and producers should think about creating media for student centered learning.

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REPRESENTATION OF INDIA IN KIRAN DESAI'S "THE INHERITANCE OF LOSS"

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ABSTRACT

Kiran Desai, the winner of the prestigious Man Booker Prize, 2006, for her second Novel.'The Inheritance of Loss' (2006) explores colonial neurosis, multiculturalism, modernity, immigrants, bitter experiences, insurgency and the game of possession, gender-bias, racial discrimination, changing human relations, impact of globalization, Isthm, Pura type delineation of the North East of India, post colonial chaos and despair, ethno-racial and historical relationships between people from different cultures and backgrounds. Love, longing and losses are dexterously handled in humane manner articulating diaspora experiences of the novelist who is an Indian citizen but a Permanent Resident of America. Kiran Desai is deeply interested in India- the India of 1980s honestly represents the mixed image of India. The present paper endeavors to bring forth the various aspects of India and it's people and also tries to explore the East and the West.

Key Words: Immigrants, insurgency, Gender-bias, Racial discrimination,

Kiran Desai makes the novel an Indian treating subjects concerning Indian life in India as well as in abroad. She superbly elaborates all these in a highly experimental English – i.e. uses Indian slangs, dialectic words, abuses of various regions, vulgar and obscene expressions colloquial vocabulary-introduce an elements of naturalism; highly congenial to portrait the image and sensibility of India.

Politically, India was hit by insurgency. It imposed a big threat to law and order. Entire novel is set in the backdrop of insurgency rising in the North East- i.e. GNLf movement which disrupted the normal life, tourism, business and peace. Out of fifty three Chapters of the novel more than eighteen Chapters are exclusively devoted to describe insurgency to highlight the dismal picture of region. Poverty, unemployment, socio economic backwardness, xenophobia, discriminatory policies and the Government's apathy to seek remedies are deeply rooted in the separatist movements rampant in the whole country.

The novel portrays the Indian society as poverty-stricken; moreover illiteracy, unemployment, xenophobia, cultural conflicts, traditional values, customs; practices; and multiplicity of languages, religions, faith constitute the very structure of the society in which the novelist is deeply interested. Though she draws a dismal picture of the Indian society, she has a humanistic approach- even characters i.e. Jemu, Sai, Gyan, Biju, Cook, Lola, Noni, Booty, Potty and Bela all are helpless and feel inferior by their subjective position.

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The novel is a brilliant study of Indian culture-the culture in its transitional phase. Changes are brought out by “colonial neurosis (46), craze for the western values, manners language and glamorous life style; impact of modernization, consumerism, globalization and deep rooted reaction to indigenous values which failed to sustain life. Characters feel inferior, bounded and defeated by their Indian heritage confronted with colonialism; consequently,they develop grotesque complexes which mar their mutuality and reciprocal relationship. Jemu, Lola, Pixie, Noni, Biju, Cook, Sai, Gyan all are generic, reflect the pain of transition. Despite political freedom, cultural slavery is directly manifested through these characters. They are in a to be or not to be position; fail to assimilate new culture and give up original culture in totality. There remains identity crisis with most of the culture and it's value.

Multiculturalism is another characteristic feature of Indian society, Jemu, Sai, Biju, Cook, Lola, Noni, Botty, Potty, Gyan, Mr. and Mrs. Mistry belong to different cultural backgrounds. Deaf herself inherited multiculturalism from her parents and grand parents. Her maternal grand mother was a German, grand father was a refugee from Bangladesh. Her paternal grand parents came from Gujarat and her grand father was educated in England. Although she has not lived in India since she was 44, she returns to the family home in Delhi every year. She maintains convivial attitude to all cultures and mildly exposes the vanity and hypocrisy imbibed in them.

Immigration problem is one of the most striking problem. Most of the Indians and Third World citizens face such problem in Europe and America Desai herself has spent more than twenty years in America. She still holds an Indian passport; struggling to get American citizenship; increasingly, she too, is unsure that she would really want to surrender her citizenship. It was her own experience and intimate talks with immigrants in America highlight the problem so emphatically. Biju Saeed, Harish Harry, Saran Jeev, Rishi, Mr Lalkaka and thousand of Africans, Latin Americans and Asians working in American and Europe exemplify the bitter experiences of the immigrants.

Nature and landscape description occupies large canvas of the novel; though it extends from Manhattan to Himalayas, it is central to Piphit, Kalimpong, Cho Oyu and Darjeeling, Topography, scenic, beauty variety of vegetation changing colours of the sky, patches of clouds, rain, mist, mountain tops, tests river thick forests, cluster of houses, vapour, ice, zig zag roads and seasonal changes etc define nature in the novel. It is sensuous beauty which delights the novelist very much, simultaneously, it is contrasted with rising insurgency and it's violent out break disrupting normal life.

The novel is essentially a study of losses- loss of culture, loss of identity, loss of human relations, loss of emotional binding, loss of human values, loss of rationality, loss of peace and harmony of human beings faith in each other etc. Sense of loss is a part of every character's life. They are insecure, and unmoored, struggling to survive in the modern world, unsure of whether they will ever see the benefits of globalization; characters unnecessarily feeling inferior due to their Indian heritage. Historical events have been personal import that last people's life time and even beyond. Jemu who originally hails personal import that last people's life time and even beyond. Jemu who originally hails

from Pipit; goes to Cambridge for higher studies selected in I.C.S. and becomes a judge. He is so much impressed and immersed in Western values, he loses his original Indian identity and feels “foreigner in his own country’ (29) He is one of those ridiculous Indians who can’t rid themselves of what they had broken their souls to learn and whose Anglophobia can only turn into self – hatred. These Indian are also unwanted anachronism in post colonial India, where long-suppressed people have begun to awaken to their dereliction to express their anger and despair; GNLf movement is an outburst of that reaction and Gyan’s xenophobia is rooted in it. Jemu can’t free him self from “ colonial neurosis” (46) He envied the English. He loathed Indians. He worked at being English with the passion of hatred and for what he could become, he would be despised by absolutely everyone, English and Indian both. (119) Jemu loses peace by the arrival of Sai and Biju and GNLf activities strongly misses the glorious past and Mutt for whom he laments loudly. Due to North East loses three Ts: “ Tea! Timber! Tourism” (225) Sai also loses indigenous cultural values. In the process of academic learning in a convent school Western Christian values enter into her blood Though she remain “ full of contradictions” (30) She also suffers from identity crisis. The biggest loss she feels profoundly is the love of the Gyan. Biju who goes to New York with bright hopes soon discovers authentic colonial experience how Third World poor natives are exploited and humiliated in the West. They drew the lines at crucial junctures” (23) “ on the top, rich colonial, and down below, poor native Columbian, Tunisian, Ecuadorian..... Above all the restaurant was French but below in the kitchen it was Mexican and Indian (21) White men also shout “ Uloo ka Patta, son of an owl, low down son of a bitch Indian” (23) Even the glamorous picture of the West changes into hated: “ There was a whole world in the basement kitchens of New York” (22) He also faces tough and discriminatory Immigration laws in America fail to produce green card; listed “ shadow class (102) of illegal immigrants in New York and spends thirty years time dodging the authorities, moving from on ill paid job to another. His bitter experiences in America and home sickness compels him for home coming. Even in his own country he finds total loss of peace, law and order. He is robbed by GNLf activist and chased by dogs. Biju emerges as a generic figure, represents young crazy men of the Third world who dream a plan to go the West and face tough ordeal there. Lola, Noni Pixie and Mrs. Sen are also trapped by British ways. Lola advises her daughter Pixie a BBC reporter. “ Better leave (India) sooner than later..... India is a sinking ship. Don’t want to be pushy darling sweetie, thinking of your happiness only, but the doors won’t stay open for ever.....”(47) Lola and Noni are publicly humiliated by Pradhan of GNLf violate the dignity of genteel women while both sisters go to complain in against encroachment in Mon Ami. Loss of dignity and dreamland (Mon Ami)make them helpless. Father Booty who runs a dairy in Kalimpong, spends forty five years as an illegal immigrant while he has the visa for two weeks only. Later he is forced to leave the country. Consequently, he lost ‘every thing but his memories.” (257) Gyan scarifies the love of Sar of his Gorkhkand. Cook loses his honour when he is cruelly beaten by Jemu on the missing of Mutt. Almost all of Desai’s Characters have been stunted their encounters with the west.

Kiran Desai makes the novel Indian- both by content and form. Whether it’s topography, idyllic beauty or the elaborate description of insurgency, description of insurgency, description of mountains, mist, changing, seasons, Kalimpong, Cho Oyu,

Darjeeling, Piphit, immigration problem, culture conflicts the inhabitants or the inner mindscapes of characters, Desai frees herself from the stereo typed Euro- Centric model and honestly and independently depicts India. Her use of language is another powerful technique to create the manifest sense of Indian-ness. She prefers American English and tries to make it Indian zed. She has encountered with American and British writers of English and studied creative writing at Columbia University Subsequently, she has experimented a lot with the language. Use of popular slangs dialectic words, abuses of various regions, vulgar and absence expressions introduced and elements of naturalism; Indian vocabulary. Indian metaphors and imagery etc are highly supportive to fill up the portrayal of picture and sensibility of India. Indian vocabulary creates atmosphere to transport the reader into that realm where India resides.

Every chapter in the novel begin with topical line italicized after there the novelist elaborates and illustrates the topic. Chapter one All Day introduces major characters secluded life in Kalimpong, Kanchenjunga, Judge, Sai, Gyan, Biju, Cook, Mutt, insurgency in North East and romance of Gyan and Sai. Chapter Three All the way in America elaborates immigrants bitter experiences disillusionments and racial discrimination Chapter Seven Oh. Grandfather more lizard than human focuses on Jemu's character- dehumanized and Anglophile, Chapter Nine Oh my God introduces Lola, Noni and their craze for the West and changing identity. Chapter Fifteen in Kalimpong topography and scenic beauty of the region is highlighted Chapter Twenty Gyan and Sai deals with love and insurgency. Chapter twenty Seven Moody and rest less express the unrest of Gyan. Chapter Forty The Incidents of horror grew portrait the increasing in Kalimpong.

Use of popular slangs, dialectic words, abuse of various regions, vulgar and obsence expression are frequently : nakhara, pakora, huzoor, chhang. Mia-bibi, mithai, pitaji, Angrezi Khana, salwars, kamala hai, Baap rel, laddoos, dhotis, jhora pallu, Budhoo, Chokse, Neps, Namste, aiyiye, Baethiye, Khaiye, dhanayawad, Sukria, Chapatis, Jalebi, tika, chokra, murga-murgi, bania, dhobi, husbshi, haat, atta, srikhand, kundun, peepal, choolah, rasta rook, phata phat, Bilkul Bekar, Jai Gorkha, Saag, bhai, goras ghasphoos-goondas, sukhtara, susu, fucking oil, ber, chooran, jamun, tatti, roti-namak, gadhas, murdabad, parathas, tamsha, chappal, desi etc Even full length expression figure significantly Humara kya hoga, hai hai, humara kya hoga (8) Bar Bar karta rahata hai hai; (11) " O! yeh ladki zara si deewani lagti hai" (51) Angrez ki tarah Angrez jaise" (105) " rasta rook" (107) Gas maar raha hai (217)Jat Gorkha (7).

Whenever she tries to emphasize an expression, she adopt for different methods:

1. Size of the letter/letters goes on increasing : "oooooooooooo!" (49)
2. Use of Capital letters :- " But Don't NEED to go./ Oh but you MUST. (154)

" Except us. EXCEPT us The Neaplis of India (158) " BECAUSE I'M BORED TO DEATH BY YOU THAT WHY (163)

3. Number and size of the letters go on increasing : PaawWW (49) twe tweeeeeee twhoo (50)

4. Use of italics: “ Because of people like you!” (164) “... three Ts : Tea! Timber ! Tourism!” (225) “ You are the one who is stupid” (304)

Use of Periphrasis: “ Indian foreigner: (220) – Father Booty who spends forty five years in Indian and “first heart attack to our country.”(129) – partition of India.

Use of Hyperbation : “ Muttoncurrymuttonpulavvegetablecurryvegetablepulao.....(207)
Busy restaurant waiter speaks.

Desai uses crispy, terse, pithy, broken, and cryptic sentences; and interestingly, she too has frequently used elaborate, detailed run on lines poetically gifted to describe nature and landscapes.

The Inheritance of Loss was the result of eight years work, writing of broken people, difficult lives; writing not just about India Communities in the world It was quite difficult emotional experience of Desai because she was divested and sad by the end of the book where “loss” predominates Binnies Krishenbaum has rightly commented about the novel: “ A nation tragedies great and small are revealed through the hopes and the dreams, the innocence and the arrogances, the love betrayed and the all, (Courtesy : Internet) Political, Social cultural, economical, immigration, nature and landscape, Indian zed English all are dealt in and described in a comprehensive manner which is not only entertaining but also highly informative..”

Thus the novel establishes Kiran Desai essentially as a writer of social and historical vision. As an accomplished writer she portrays the post - colonial situations both in India and America objectively and comprehensively. She handles the material in her hand with artistic perception and as one who is aware of various issues which affect the modern contemporary society she seems to advocate a new world order which should be devoid of unnecessary tensions and conflicts. By using a cynical and witty narrative tone the novelist also satirizes people who are devoid of humaneness and concern for others.

Being an expatriate Kiran Desai can very well understand the kind of mental agony and physical sufferings one has to undergo when one settles down in an alien land. She is of the firm opinion that racial discrimination is only man-made and racialism is born out of the social and political ideology of parochial-minded and selfish people. She is quite certain that people should not be discriminated against one another based on their race, skin - colour and culture. With great futuristic vision Desai strongly suggests in the novel that tolerance and mutual respect for one another will lead to the abolition of racial prejudice and discrimination. As a committed writer with social consciousness she perceives that mutual understanding between different races will certainly pave way for permanent peace and universal harmony. Undeniably The Inheritance of Loss has become an impressive tour-de-force because it highlights basic human values such as love, compassion, tolerance, selflessness and respect for one another which surpass all social, political, cultural and religious barriers and limitations.

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IMPACT OF SOCIO- ECONOMIC STATUS OF THE FAMILY ON LEARNING DISABLED & NORMAL CHILDREN

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Abstract

The objective of this investigation was to study the impact of psycho-social correlate – socio-economic status of the family on learning disability of boys / girls. 80 boys and 80 girls each of thirty English medium schools ranging in the age between 9-11 years and above studying in classes IV & V of Jabalpur city were selected in the sample. The LD children were selected on the basis of the check list prepared by the researcher and information related to socio-economic status of the family was collected through demographic data sheet prepared by the researcher. The results revealed that socio-economic status of parents does not play any role in occurrence of learning disability in boys & total sample . But, there is impact of socio-economic status of parents on girls, more parents of learning disabled girls are in low income group in comparison to normal girls.

There are some students who are facing problems in their learning, by not getting as much output in terms of achievement as they should, due to the learning disability inherent in them, and need proper investigation in terms of research work. Learning disability(LD) is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual and personal due to central nervous system's dysfunctions. Even though learning disability may occur concomitantly with other handicapping conditions (e.g. sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g., cultural differences, insufficient/ inappropriate instructions, psychogenic factors), it is not the direct result of these condition or influences.

Thus, learning disabled students suffer from problem of perception, which may be the result of neurological disorder. These children are helpless in improving their achievement even after the fact that they have adequate intellectual status for learning and even proper environmental stimulus but due to the perception problem children are not able to cope up with the situation.

They have problems in their day to day learning activities and are not able to make use of the educational facilities provided by school and the family. They are not able to cope up with their learning problems even after crossing the milestones of development. It is estimated that about 15% to 20% of school going children have learning problems of various degrees. Children with learning disability go through intense frustration, and even humiliation as their academic performance suffers. Some children are branded as underachievers with some even dropping out of school and are attracted towards anti-social activities.

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In spite of this, there is paucity of epidemiological studies on the different correlates of learning disability, which can be worked upon in the way that learning disability can be reduced up to a certain extent. If, we, as a society, take care of social and psychological needs of these special children we will be helping them in their studies and they can be educated in main stream school with extra help and attention and in this way we will be giving them a chance to become responsible human beings. To achieve this, the most important thing is that the parents, teachers and community and other stake holders should become more sensitized to the needs of the children with learning disabilities. Early intervention, assessment and counselling is critical. With specialised teaching and a constructive approach from parents and learners, people with learning disability can lead a meaningful and fulfilling life. It is not mental illness nor is it caused by trauma. It is neurobiological and its symptoms can be greatly reduced by early diagnosis and proper treatment with special love and care from the family. If the family supports them in the right way and make them realize that they are not ill or outside persons of the society. Infact they are as normal as others and only little more efforts are required from their side and from the family and school. They can walk along the main stream and achieve the every goal set-up by them for themselves. If proper assistance is provided in various ways, depending on the situation of the family, and family becomes sensitive to the psychological and social needs of these children, then it will not be much difficult to mainstream them. Parents should pay greater attention to the safety and security concerns of the child at home. The psycho-social correlates,too, become significant predictors for learning disabled children to cope up with their disability.

In this research the socio-economic status (SES) of the family based on the gross income of the parents was analyzed to find whether the families of LD & normal child differ in relation to SES of families. Children born in lower SES households have weaker language skills compared to children raised in higher SES households. In case of LD Children these language skills affect their ability to learn which less due to their learning disability is already. This exacerbates the problem of academic disparity between low and high SES. Researches show that LD students of lower SES have lower and slower academic growth as compared with LD students of higher SES.

Parents with lower SES often have to work longer hours to earn their small salaries. This leaves less time for them to spend with their LD children indulging in reading, writing or other learning activities and getting involved in their LD child's learning process. There are also, typically, more conflicts in homes of lower incomes because there are more tensions caused by stress within the family. So, in the unfavourable environment there is always dearth of good interaction between parents and child and parents are unaware of the needs of LD child and can not realise the importance of their support and sympathy to LD child.

Sclafani says, that parents who expressed more conflict at home over child rearing and family rules failed to provide a consistent message to their LD children, resulting in poor academic performance, parents' neglectful or indifferent behaviour correlated with negative school outcomes as parent hardly put any effort from their side to help their LD child to overcome his disability.

It is not always true that lower-income parents are neglectful parents, but it is easy to slip into that stereotype under extreme pressure. It has also been seen that between lower SES parents and teachers, problems occur frequently because parents are not able to interact with teachers in a proper way in the absence of proper exposure to social life. Over that, teachers also don't show much interest in talking to this class. And, while making judgments, they take first step in preventing students from having an equal opportunity for academic achievement. Lower SES parents do not accept, nor comply with crucial aspects of the model of family-school involvement and don't help the school much to work upon their learning disabled children.

Although some researches prove that social status has a small impact on the success of their children's education, still, less experience of written language, and less involvement of the parents causes less improvement in learning disability of children.

In high SES families, children see adults engaged in reading and writing activities, they better understand the diverse, everyday functions of literacy skills and the knowledge and pleasure that literacy brings. As a result, LD children's motivation to attain the needed skills for literacy is strengthened. These differences are reflected in LD child's learning at home and at school. High SES parents talk to, read to and otherwise stimulate their LD child more. They use more warmth, explanations, inductive discipline and verbal praise and set higher development goals for their LD child, while in low SES families, commands, criticism and physical punishment occur often to the LD child. **(Bradley, 2003)¹**.

Also, the greater economic security permits the parents to devote more time, energy and material resources to nurture their LD child's psychological needs. While high level of stress in low SES parents, along with belief in physical punishment, contribute to greater use of coercive discipline to their LD child and leads to inability of the child to cope up with disability.

Leitner-Zieff, A. (2011) also studied the effects of parental education, income and occupation on children's skills at kindergarten entry. He found children living in better neighborhood who have access to more activities at home have more skills than children living in destitute neighborhood. While **Garcia Bacete, F.J. & Rosel Ramirez, J.(2001)** found in their research that academic achievements was indirectly influenced by the parental involvement in school activates & socio-economic status of the family. **Surikanthi, A. & Swaminathan, M. (2000)** also concluded that housing quality had significant positive association with children's learning competencies. **Morris, R.D. et al. (2010)** studied multiple component remediation for developmental reading disabilities. The research outcomes were, that SES, IQ and race did not interact with intervention program and equivalent gains were observed. **Friend, A. et al. (2008)** studied effect of parental education on heritability of children's reading disability. The researchers concluded that on average, poor instruction or lack of reading practice may often be the main influence on reading disabilities in families with low socio-economic status, while genes may be the main influence on reading disability among children in families with high socio-economic status and educational support. **Dilshad, H. (2006)** studied prevalence of learning difficulties/ disability among primary school children: effect on emotional

problems and academic achievement. Results indicated that majority of the children (59.1%) belonged to low income families, 27.8% were of medium income group while 13.1% were of high income group. About 68% of children belonged to medium socio-economic and 21.2% belonged to high socio-economic status. Only 10.6% were from low socio-economic status. **Vazalwar, C. & Yadav, R. (2005)** studied the relationship of reading comprehension in English with respect to anxiety, socio-economic status and school environment. Findings revealed that there was a significant joint effect of anxiety & SES, SES & school environment on reading comprehension in English. There was a significant joint effect of anxiety, SES and school environment on reading comprehension in English. The results of this study revealed that there was a significant effect of SES on reading comprehension. **Thaper, V. et al. (2003)** examined the scholastic backwardness and analysed children coming to the child guidance centre. They found 56% 'Scholastically backward' children belonged to upper middle class and higher socio-economic groups and 37% were from middle & lower middle group.

With the importance of the above discussion in present scenario, an attempt is being made to study whether socio-economic status of the family play any role concomitantly in the case of learning disability. The conclusions of this research will help not only the LD children but their parents also by providing parents and family with a tool for helping learning disabled children by providing language and literacy opportunities in the home environment. And also these results may help the educationists, psychologists, parents and society to foster effective psycho-social situations or influences to manage and help the learning disabled children to become independent in their studies and to plan for their betterment in bringing about changes to make them develop better. Hence, a revolution can be brought in the field of learning disability in specific and education at large.

Objective

- To study the impact of psycho-social correlate-socio-economic status on learning disability of boys / girls.

Hypothesis

- There is no significant impact of psycho-social correlate- socio-economic status on learning disability of boys/girls.

Variables

- (i) Independent Variable – Psycho-social factor-socio-economic status
- (ii) Dependant Variable – Learning Disability
- (iii) Controlled Variable – Age 11 to 13 years and Class IV & V.

Sample

Sample Design

Group	Boys	Girls	Total
Learning Disabled	80	80	160
Normal (Reference group)	80	80	160
Total	160	160	320

Tools

- Check list of Characteristics of Learning Disabled Children- prepared by the researcher.
- Demographic Data Sheet to be filled by the parents, prepared by the researcher
- Interview Schedule/Case Study Proforma, prepared by the researcher.

Method

Learning disabled children were identified on the basis of the check list by the class teacher. Equal number of normal children as those of learning disabled children were also selected from the same class to serve as reference group. Through these two groups demographic data sheet was sent requesting parents to fill up the required information. Interview schedule/case study proforma was got filled by the researcher through conversation/interview for each learning disabled child personally. The data received from parents and teachers was recorded in the master sheet for statistical analysis and verification of hypothesis.

STATISTICAL MEASURES -

M, S.D., 't' / C.R. and Chi-square were computed to analyze the data.

Analysis and discussion

TABLE

Comparative Results of Learning Disabled and Normal Children in Psycho-Social Correlate- Socio-Economic Status (Parental Income)

The parental income has been divided into four categories namely I- <Rs.10,000/-, II- Rs.10,000/- to Rs.25,000/-, III- Rs.25,000/- to Rs. 50,000/- and IV- > Rs.50,000/-

Gender	Category	LEVEL OF INCOME				χ^2	P-Value
		I	II	III	IV		
Boys	LD	50	20	8	2	1.29	> 0.05
	Normal	48	25	5	2		
Girls	LD	66	9	2	3	10.15	< 0.05
	Normal	53	15	11	1		
Total Sample	LD	116	29	10	5	4.68	> 0.05
	Normal	101	40	16	3		

Degree of freedom-3

Minimum value at 0.05 level - 7.815

Minimum value at 0.01 level - 11.345

The SES of two groups differed significantly only for girls but not for boys and the total sample. The poor learning skills of girls from low SES showed the parents of low SES families have a lot of work to do & have to shoulder family responsibilities that require time, attention and money so that they are not in a position to meet with demands of their child and it appears to be a consequence of paying less attention to the education of children. They are unable to afford resources such as books, games, special classes & interventions to their learning disabled children. Research finding of Molfese, V.J.et al. (2003) also shows both SES and home scores were found to be related to reading abilities. But as known boys & girls react differently to environment circumstances and require different amount of services and emotion support. Due to traditional mind set girls are mostly restricted at home and are more influenced by family variables as compared to boys. Girls with LD need a lot of support in academics and demand more attention from parents. Parents with low income group are not able to fulfill the needs and demands of their LD girls as they are mostly busy in earning livelihood for their family and also are not very aware of these kinds of disabilities. This is also due to less exposure to the intellectual society. Hence, due to over work and parents' complete preoccupation towards earning their livelihood makes them pay less attention to their LD girls. These findings are similar to the research finding of Friend,A.et al.(2008) that concluded that on average, poor instruction or lack of reading practice may often be the main influence on reading disability in families with low SES. The above scenario also affects parents' ability to interact sensitively with their LD girls and understand their needs, leading them to develop an intrusive educational style. Boys on the other hand are not only comparatively more extrovert but also get more importance and affirmation at home because of the common belief, specially in low SES families, that they are the future earning members, Leading to discrimination between sons and daughters. Hence, due to unconditional bias towards male child boys may draw attention & quality of time from their parents even from low SES. Or even in the absence of high income the boys may be privileged to receive cognitive stimulation and emotional warmth like talk with parents', visiting library, given books to read, putting to intervention classes, being warm and nurturing etc., as a result of biased parenthood. Hence, the low literacy environment, no financial support and chronic stress in low SES affects girls more negatively than boys. Rao, Y. R. (1999) found low SES is major risk factors to develop learning disabilities. Sreedevi, Dr. P. (2008) found parents' income influenced learning disabilities and majority of the parents of LD children were from upper middle group. Morgan, A.E.et al. (2000) and Tsironi,V.et al. (2004) also showed that normal achievement children come from more advanced background.

CONCLUSIONS –

The conclusions based on analysis and discussion of results and verification of hypothesis are given below :-

1. The socio-economic status of the parents (<Rs. 10,000/-, Rs. 10,000/- to Rs. 25,000/-, Rs. 25,000/- to Rs. 50,000/- and > Rs. 50,000/-) for boys and total sample of learning disabled and normal group does not differ significantly for LD and normal children. So, it is apparent that socio-economic status of parents does not play any role in occurrence of learning disability in boys & total sample
2. There is impact of socio-economic status of parents on girls More parents of learning disabled girls are in low income group in comparison to normal girls.

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