Samwaad

Promoting Dialogue in Education

Samwaad: e-Journal

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Samwaad: e - Journal

Samwaad Educational Society registered under MP society act, is happy to launch its Vol. 4 Issue 2 of its online e-Journal "**Samwaad: e-Journal**". This journal is hosted on the "Samwaad" website http://samwaad.in

On this occasion, the entire team of Samwaad thanks all its board members, Site members, Technical team, Professors & Researchers for their valuable suggestions, input & guidance.

With all the very best wishes,

- Team "Samwaad"

"EDUCATION IS A KIND OF CONTINUING DIALOGUE, AND A DIALOGUE ASSUMES DIFFERENT POINTS OF VIEW."

ROBERT M. HUTCHINS

From the Desk of Chief Editor

Education is one of the intervening variables of social change. The role of Education as an instrument of social change and development is widely reorganized today. Education can bring changes in the outlook and attitudes of people; to change people means to change society. On the other hand society undergoes continuous changes over time. A nomadic society in the ancient past transformed into various forms in the progress of time to learning society , then agricultural society, industrial society and now as information society ,(though we call it as knowledge society) because information transferred is in such a faster rate, that it is very difficult to transform into knowledge in short span of time. Samwaad is prolonging encouragement of "digital dialogue" to set a Learning Community of knowledge society as a tool for transformation. In the light of rapidly expanding technology of this age, Education must become significantly more effective to retain its status and should be a progression towards excellence and wisdom. Our endeavor could be seen as wings for the progress of the educators and learning surroundings. Dialogue helps in shared learning for teacher's to improve creation, acquisition, dissemination, and implementation of the knowledge.

I am happy to present this next volume of Samwaad to facilitate learning and enhance the knowledge about recent researches in humanities.

I intend to have an open interaction of all esteem Educationists, Teachers, Researchers and Learners in an ongoing fashion and welcome all for collaborative, encouraging, open-minded & accessible learning.

 I welcome ongoing dialogue with you and can be contacted at editor.samwaad@gmail.com

Dr. Anshu Mathur

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Analysing Academic Acheivement of Adolescents in Relation to Their Educational Interest

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Abstract

The present study was conducted on 100 students(50 male and 50 female) in their adolescent period to study the Academic Achievement in relation to their educational interest. For Academic Achievement ,Total marks obtained by the students in matriculation board exams are taken as his/her academic achievement. Educational interest record (EIR) by kulshrestha, S.P. (2005) revised were used. Pearson's correlation technique was used to find out the relationship of Academic achievement of adolescents with their educational interests. The findings are (1)There was positive and significant relation between Academic Achievement and Educational Interest in Agriculture, Commerce, Fine arts, Home science, Humanities and Science, positive but not significant with Educational Interest in Technology of Adolescents (2)There is positive and significant relation between Academic Achievement and Educational Interest in Commerce, Fine arts and Home science but not significant relation with Educational Interest in Agriculture, Humanities, Science and Technology for Male Adolescents.(3)There is positive and significant relation between Academic Achievement and Educational Interest in Agriculture, Fine arts, Home science, Humanities and Science, but not significant relation with Educational Interest in Commerce, Technology for Female adolescents.

Key Words : Academic Achievement, Educational Interest

Introduction

Academic achievement

Academic achievement refers to the knowledge attained and skills developed in different subjects of studies during the course of academic year, which are assessed by the school authorities with the help achievement test which may be either standardised or teacher made. In other words, academic achievement means the achievement of pupils in the so called academic subjects such as arithmetic, social sciences, life sciences, languages etc. It may be defined as a competence, actually shown by the students in the school subjects in which they have received due instructions. It is generally measured by means of total marks of students obtained by them in a particular examination. At the tie of admission, for entrance in a job, for scholarship, for further studies, Academic Achievement (results) is the basic criterion.

Educational interest

Interest can be conceptualized in a variety of ways, each of which reflects the theoretical orientation of the research questions being asked and methods being used. In spite of these differences, common to most of work is the assumption that interest is a phenomenon that emerges from an individual's interaction with his or her environment. Interest means a sense of attachment or attraction towards a particular object or lesson. Many people have interest in watching movies while many may not have. Other individuals have greater interest in reading novels etc. Interest has a very special role and place in his process of teaching. Interest is one of those conditions of learning which must exist in both the teacher and student for teaching to be successful. Interests are positive in nature. A high level of interest in a given area means a positive acceptance and perhaps an energetic towards it, a low levels of interest manifests a passive and listless attitude towards a given goal or object.

Delimitation of the study

(a) Relation of Academic Achievement of Adolescents was found Educational Interest only.
(b) The study was restricted to 12th class students of Government/Private schools of Moga district of Punjab only.
(c) 12th Class students of Government/Private Schools were further classified on the basis of gender.

Objectives

a. To find the relationship between Academic Achievement and Educational -Interest of Adolescents.

b. To find the relationship between Academic Achievement and Educational Interest of Male Adolescents.

c. To find the relationship between Academic Achievement and Educational Interest of Female Adolescents.

Statement of the problem

ACADEMIC ACHEIVEMENT OF ADOLESCENTS IN RELATION TO THEIR EDUCATIONAL INTEREST

Hypotheses:

1 (a) There exists no significant relationship between Academic Achievement and Educational Interest of Adolescents.

(b) There exists no significant relationship between Academic Achievement and Educational Interest of Male Adolescents.

(c) There exists no significant relationship between Academic Achievement and Educational Interest of Female Adolescents.

Method and procedure:

Descriptive survey method of research was used in the present study.

Sample:

Randomization technique of sampling was used in the present study. It was not possible to cover the entire population of adolescents in schools of Punjab; the sample of 100 adolescent students was drawn from the 12th class students of Moga district of Punjab. In this sample, there were 50 Male and 50 Female

Tools used:

(1) Academic Achievement —Total marks obtained by the students in matriculation board exams are taken as his/her academic achievement.

(2) Educational interest record (EIR) by kulshrestha, S.P. (2005) revised.

Statistical techniques:

Mean, Median, Mode, Standard deviation, Skewness and Kurtosis were used to examine the nature of distribution of scores. Pearson's correlation technique was used to find out the relationship of Academic achievement of adolescents with their educational interests.

Results and conclusions:

TABLE NO. 1

Normality of data

	N	Mean	Mode	Median	S.D.	Skewness	Kurtosis
Academic Achievement	100	519.38	518.24	519	91.83	0.0735	-0.6437
Agriculture	100	6.614	1.772	5	4.383	0.5346	-1.130
Commerce	100	4.473	0.054	3	3.7689	1.4668	1.348
Fine arts	100	6.653	1.694	5	4.6802	0.3343	-1.351
Home science	100	6.723	7.554	7	4.6753	0.3238	-1.483
Humanities	100	9.328	5.344	8	3.6299	0.5937	0.437
Science	100	2.389	10.222	5	3.1289	1.2724	0.980
Technology	100	6.853	7.294	7	2.1051	0.1693	-0.5742

To check the normality of data mean, mode, median, S.D., skewness and kurtosis were calculated.

TABLE NO. 2

Relation between Academic Achievement and Educational Interest Record of Adolescents (N=100)

Academic Achievement &	Correlation
Agriculture	0.212544*
Commerce	0.274432*
Fine arts	0.41296*
Home science	0.2837*
Humanities	0.31811*
Science	0.22775*
Technology	0.11148

*Significant at 0.05 level

Table 2 shows that the values of correlation of Academic Achievement with Educational Interest in Agriculture, Commerce, Fine arts, Home science, Humanities and Science are positive and significant but in case of Technology it is positive but not significant. The hypothesis 1 (a), which states that "There exists no significant relationship between Academic Achievement and Educational Interest of Adolescents" is thus rejected. The result concludes that there is positive and significant relation between Academic Achievement and Educational Interest in Agriculture, Commerce, Fine arts, Home science, Humanities and Science, positive but not significant with Educational Interest in technology.

TABLE NO. 3

Relation between Academic Achievement and Educational Interest Record of male Adolescents
(N=50)

Academic Achievement &	Correlation
Agriculture	0.1007
Commerce	0.4028*
Fine arts	0.6647*
Home science	0.4247*
Humanities	0.0681
Science	0.0801
Technology	0.0298

*Significant at 0.05 level

Table 3 shows that the values of correlation of Academic Achievement with Educational Interest in Commerce, Fine arts, and Home science are positive and significant but with Agriculture, humanities, science and Technology it is positive but not significant. The hypothesis 1 (b), which states that "There exists no significant relationship between Academic Achievement and Educational Interest of Male Adolescents" is thus rejected. The result concludes that there is positive and significant relation between Academic Achievement and Educational Interest in Commerce, Fine arts and Home science but not significant relation with Educational Interest in Agriculture, Humanities, Science and Technology for Male Adolescents.

TABLE NO. 4

Relation between Academic Achievement and Educational Interest Record of female Adolescents (N=50)

Academic Achievement &	Correlation
Agriculture	0.2831*
Commerce	0.13420
Fine arts	0.6784*
Home science	0.3675*
Humanities	0.4309*
Science	0.2936*
Technology	0.12680

*Significant at 0.05 level

Table 4 shows that the values of correlation of Academic Achievement with Educational Interest in Agriculture, Commerce, Fine arts, Home science, Humanities and Science are positive and significant but with Technology it is positive but not significant. The hypothesis 1 (c), which states that "There exists no significant relationship between Academic Achievement and Educational Interest of Female Adolescents" is thus rejected. The result concludes that there is positive and significant relation between Academic Achievement and Educational Interest in Agriculture, Fine arts, Home science, Humanities and Science, but not significant relation with Educational Interest in Commerce, Technology for Female adolescents.

Conclusions:

Based upon the analyses of results, the following conclusions were drawn:

1. There was positive and significant relation between Academic Achievement and Educational Interest in Agriculture, Commerce, Fine arts, Home science, Humanities and Science, positive but not significant with Adolescents Educational Interest in Technology.

2. There is positive and significant relation between Academic Achievement and Educational Interest in Commerce, Fine arts and Home science but not significant relation with Educational Interest in Agriculture, Humanities, Science and Technology in Male Adolescents.

3. There is positive and significant relation between Academic Achievement and Educational Interest in Agriculture, Fine arts, Home science, Humanities and Science, but not significant relation with Educational Interest in Commerce, Technology in Female adolescents.

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Forms of Domestic Violence: Causes & Concerns

With Special Reference to Rajasthan

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Abstract:

The Paper analyses the forms of violence as faced by the victims of domestic violence which is presented under the heads – physical and sexual violence, psychological & emotional violence, economic harassment, exploitation caused by demands for dowry, physical abuse during pregnancy; and extent of violence faced by the victims, strategies to protest domestic violence & abuse, etc. This paper also includes the identity of the perpetrators and the methods they adopt to use power & control over the life of victims.

Key Words: Domestic Violence, Violence against women

Introduction

Life in the family is a mix of both positive and negative aspects. It is a double-edged weapon. One the one hand it fosters love, compassion, and fulfilment, while on the other it is a place of exploitation, oppression, and violence. There is an element of both in varying degrees, if not either one or the other. There is a general view that every member of the family has to contribute to building of a healthy environment for the proper growth and development of the family and its members. However, it rarely happens so and studying family processes that foster oppression and violence against women and girls and the various dimensions involved in it is in fact necessary so that necessary action could be taken at an appropriate level – both micro and macro. Therefore, one goal of this paper is to develop an understanding of the processes and the context in which domestic violence occurs in daily family life and the various forms of abuse and exploitation are identified – physical, psychological, emotional, sexual, economic and institutional. This effort would probably help in deciphering and highlighting the concerns of victims which could possibly lead to developing interventions and support services at the family and community level in the context of appropriate

policies and legislative frameworks. The other goal of this paper is to understand the nuances involved in intimate partner relationships so that the subtle ways in which intimate partners and their other family members adopt to harass and exploit could be culled out even if they are happening in the case of a few or one or two individual victims. This is essential for developing appropriate strategies for tackling domestic violence given the complexity of the issue and the secrecy in which it is continuing to happen in the so-called safety of our homes. This will possibly help to make a difference in the quality of life of individual victims who seek and need help & support and redressal of their cases through the formal systems of justice delivery.

Although some researches which have already been done highlight many factors that may contribute to family violence, considerable work has to be still done, both in terms of developing an empirical understanding of the causes and nature of family violence, and in changing peoples' attitudes about this significant social problem. However, there is still a lack of understanding in the public domain as regards the forms of domestic violence and myths continue to persist as regards its causes.

Marital violence is a multi-factorial phenomenon and characteristics of the abuser, the victim, the marital relationship and the wider social context have all been found to contribute to the occurrence and maintenance of the cycle of violence (Frude[1], 1990; Holtzworth-Munroe, Meehan, Rehman & Marshall[2], 2002). A personal history of abuse; a high level of the aggressiveness; orthodox and conservative attitudes; gendered beliefs; antisocial personality disorder; alcohol abuse; and doubting the character of the women have all been found to characterise abusers. Victims, on the other hand, have been found to be feeble and low in self-esteem, inadequate levels of education; lack of employment and economic security; a general sense of helplessness; inadequate social support from the neighbourhood, and the like that has contributed to the perpetuation of the abusive relationship.

Research methodology

- **Area, Universe and Units of the study**

  The study has been conducted in select cities in Rajasthan and it covers cases of domestic violence that have been registered by women or their kin in –

  a)   NGOs which are working on gender issues and domestic violence or those who are providing services to the victims of violence

  b)   Police Stations within the city limits of Jaipur, Jodhpur, Ajmer and Udaipur in Rajasthan

- **Units of the study**

  a) The study focused on woman victims who were helped by NGOs (Service Providers) and in seeking justice and for the redressal of their cases or those who registered cases of violence in a police station within the city limits of Jaipur, Jodhpur, Ajmer and Udaipur in Rajasthan or sought redress through the courts and those.

  b) Information from the representatives of NGOs who are working for victims of domestic violence were collected as regards the difficulties faced while maneuvering the cases of their clients in seeking redress from the police or legal agencies.

  c) Police personnel handling cases of domestic violence were interviewed to assess their attitude to women victims who sought their help. Information relating to the difficulties these officials face was also culled out.

- **Sampling frame and sampling method**

  i. Cases registered with the NGOs/Police over the past 5-10 years formed the sampling frame from which the units studied were selected on the basis of stratified random sampling method. These helped in assessing the nature of the problem of victims and the type of abuse or harassment faced as recorded in the FIR.

  ii. Some police personnel who represented the police stations within the city limits of Jaipur, Jodhpur, Ajmer and Udaipur in Rajasthan were also interviewed. Purposive sampling or snow-balling technique (non-probability sampling method) was used because those who were handling VAW cases only could throw light on this topic. However only a few police personnel interviewed were willing to cooperate in giving details.

  iii. Random sampling was adopted to select and interview victims of domestic violence who sought the help of NGOs for redressal of their problem. All such victims who approached NGOs for help comprised the sampling frame from which a total of 200 victims were selected and interviewed.

- **Data collection Methods and Tools**

  Data collection was undertaken with the help of multiple tools and instruments to collect primary information from diverse sources. The principle of triangulation determined the need for collection of data from a variety of sources and the use of variety of tools. A mix of

Interview Schedules, Interview Guide, and Questionnaire was used for collecting information from victims, NGO functionaries and the Police respectively.

Forms of domestic violence

India is a unique society that has all the ingredients for regression than development. Orthodox and age old practices run parallel and even dominate certain areas of life that create and sustain conditions of backwardness; inequity and iniquitous patriarchal relationships; social evils like child marriage, dowry, female feticide, etc.

Table No - 1

Relation between Economic status and Demand for Dowry

Sl. No.	Family Income *	Demand for Dowry		Grand Total
		Yes	No	
1.	Less than 2000	1	4	5
2.	2000-4000	3	25	28
3.	4000-6000	5	37	42
4.	6000-8000	5	22	27
5.	Above 8000	30	58	88
6.	No Income	2	8	10
	Grand Total	**46**	**154**	**200**

* Income per month in Indian Rupees

It is evident from the above table that the demand for dowry is more prominent in the higher income groups than in those families which have low or very low income levels. The phenomenon and problem of dowry is typical to middle income groups in middle income groups. This has to an extent been validated by this study.

Table No - 2

Period of Violence faced by Respondents

Sl. No.	Period of Violence	Freq.	Percentage
1.	0-6 Months	5	2.5
2.	7-12 Months	10	5.0
3.	1-2 Years	38	19.0
4.	3-5 Years	55	27.5
5.	5-7 Years	31	15.5
6.	More than 7 Years	61	30.5
	Total	**200**	**100.0**

The above table shows that 30.5 percent of respondent are the ones who have been tolerating domestic violence for more than 7 years and they constitute the highest number of respondents suffering violence for the maximum period of time. The next highest that is 27.5 percent of the victims faced violence for period of between 3 to 5 years. The third highest number i.e., 15.5 percent of respondents tolerated violence from 5 to 7 years; while 19 percent were being harassed for a period ranging from 1 to 2 years. Only 7.5 percent of victims faced domestic violence for around one year or less.

It was found from the survey that most of the women tolerate violence for quite a long period of time because they first tried to solve the problem on their own, did not complain about the ill-treatment to anyone and tolerated it till it became unbearable. They tolerated the abuse and accepted the abusive relationship for extended periods because most of the victims thought that everything would be all right one day or the other. However, when violence went on extending without any sign of abating and that too when it became unbearable only then did they file complaint with the police or Protection Officer or the Mahila Thana or sought the help of the NGO service provider or others.

Table No - 3

Violence Faced by Respondents during last month

Sl. No.	Violence during last month	Freq.	Percentage
1.	Psychological	80	40.0
2.	Emotional	64	32.0
3.	Physical	40	22.0
4.	Economic	12	06.0
	Total	**200**	**100.0**

As regards the nature of violence that the victims had faced in the last month from the date on which the survey was undertaken, it was found that almost all the victims had faced some form of violence or the other except those who had stayed away from the abusive relationship. However, from among the various forms of violence faced when the victims were asked to rank the most dominating form of violence they had faced it was revealed that psychological and emotional violence was faced by majority of them and next in line was physical and economic violence. The above table shows that during last month 72 percent of victims of domestic violence studied faced psychological and emotional violence, taken together. It was interesting to note that only 22 percent reported of physical violence that was inflicted upon them. The study proves the fact that on a daily basis psychological and emotional abuse or violence is more prevalent than physical violence. Of course verbal abuse, neglect, lack of care and attention, etc. may be creating the ground for and leading to physical abuse. Only 6 percent of respondents reported to have faced economic exploitation.

Table No - 4

Violence started after marriage with Respondents

Sl. No.	Violence started after marriage	Response
1.	After some years	52 (26 %)
2.	After some time of marriage	48 (24 %)
3.	From marriage onwards	36 (18 %)
4.	After one year	32 (16 %)
5.	After few months	12 (06 %)
6.	After death of husband	08 (04%)

This table reveals that violence started with most of the respondents (26%) after some years of marriage and with 24 percent of respondents violence started after some time of marriage. The above data shows that in case of 18 percent of respondents violence started from the very day of marriage itself. For these women the ability to cope with violence in a new setting and among unacquainted people created lot of psychological stress in them. Whereas with 16 percent respondents violence started after one year of marriage. Some respondents (6%) were those with whom violence started after few months of marriage. The death of husband can also lead to the ill-treatment of the wife in the family. This was found in only 2 respondents whose harassment and abuse started after the death of their husband. It can, however, be said that domestic violence mostly started after some time or years of marriage.

Table No - 5

Nature of Problems faced by the Victims

Sl. No.	Problems faced by violence	Response
1.	Psychological stress	112 (56%)
2.	Physical	52 (26%)
3.	Economic	52 (26%)
4.	Depend on mother's house for expenses	48 (24%)
5.	Depend on others for meeting own expenses	20 (10%)
6.	Worried about the future of children	20 (10%)
7.	Living alone	20 (10%)
8.	Mental harassment	16 (08%)
9.	Health problem	16 (08%)
10.	Others	48 (24%)

This table shows that 56 percent of respondents faced psychological stress due to the harm or abuse inflicted on them by their spouses or in-laws and 26 percent each faced physical abuse and economic difficulties. 24 percent of respondents faced problem of dependency on mother's house for expenses while another 10 percent had to depend for their expenses on someone or the other. Stress also got increased when some of the victims started to think about their children's future if they happened to decide to live alone. Problem related to mental harassment and health inadequacies was faced by 8 percent each from among the respondents. 24 percent of respondents faced other problems like feelings of insecurity or safety, inability to afford the upbringing of children, fear of death, abortion, fear of being thrown out of the house, negative identity developed in society, dilemma to leave house or not, unhealthy atmosphere in house, inability to take responsibility of children all alone, etc. This research reaches arrives at the conclusion that most of the women victims were facing some form of psychological stress always which was difficult to cope on a daily basis along with other problems that makes life difficult for them.

Forms of violence

Physical Abuse & Violence

The most common form of violence next to psychological and emotional violence faced by women in a marital relationship is physical abuse that also takes various forms – viz. shoving & pushing, slapping, hitting with clenched fist or some object at hand, etc.

Table No - 6

Distribution of Respondents who faced Physical Violence

Sl. No.	Physical Violence	Freq.*	Percent
1.	Yes	173	86.5
2.	No	27	13.5
	Total	**200**	**100.0**

The survey revealed that majority of the victims, i.e., 86.5 percent, had faced mild or extreme forms of domestic violence inflicted upon them either by the husband or some member of the in-law's house. Only 13.5 percent said that till date they have not been physically abused even though they have faced other forms of violence i.e., psychological and emotional abuse. The form and extent of physical violence faced by victims is given in the table below.

Table No - 7

Distribution of Respondents by Forms of Physical Violence

Sl.No.	Forms of Physical Violence	Freq.*	Percent
1.	No Physical Violence	27	13.5
2.	Body blows/hitting	150	75.0
3.	Slapping	40	20.0
4.	No food (less food)	26	13.0
5.	Hitting after getting drunk	24	12.0
6.	Hits with anything at hand	21	10.5
7.	In-laws provoke to hit	14	7.0
8.	Attempt to kill and inflicts injury / fire	14	7.0
9.	Tearing apart hair	9	4.5
10.	Hits children	7	3.5
11.	Twisting of arms	6	3.0
12.	Hitting with broom	4	2.0
13.	Hits those who rescue	4	2.0
14.	Threatens with knife / scissor	4	2.0
15.	Damage to eye	3	1.5
16.	Broken limb	2	1.0
17.	Injures with burning wood	2	1.0
18.	Hits head on wall, iron rod	2	1.0

N=200

Table No. 7 gives a clear picture of the forms and nature physical abuse that is being done to women in the so called safe haven of the home. Thrashing or battering of the women was the most common form of physical violence with 2/3rd of the respondent victims (75%) saying so. This often starts with a verbal duel or use of foul language in most of the cases or in a fit of anger. While 20 percent said that they have been only slapped, 12 percent get violent after getting drunk and start to thrash blindly; others tear apart the victim's hair by pulling them or dragging the victims by the hair (4.5%). There are also those (10.5%) who hit the victims with any object that they could lay hands on. Broom, bamboo, wood, burning wood have been used to either hit or threaten the victims to cause harm or attempting to control the life of the spouse. Some reported that their head was hit hard against the wall too. 7 percent claim that there have been attempts to kill the victims or cause serious bodily harm. Some even threatened to burn the victims.

Table No - 8

Police Complaints filed by victims facing Physical Violence

Sl. No.	Forms of Physical Violence	Freq.*	Police Intervention	Percent
Less serious forms of physical violence				
1.	No Physical Violence	27	12	44.4
2.	In-laws provoke to hit	14	6	42.9
3.	Body blows/hitting	150	59	39.9
4.	Tearing apart hair	9	3	33.3
5.	Slapping	40	13	32.5
6.	No food (less food)	26	8	30.8
7.	Hits with anything at hand	21	6	28.6
8.	Hitting after getting drunk	24	5	20.8
More serious forms of physical violence				
9.	Broken limb	2	2	100.0
10.	Hitting with broom	4	3	75.0
11.	Threatens with knife / scissor	4	3	75.0
12.	Attempt to kill and inflicts injury / fire	14	10	71.4
13.	Damage to eye	3	2	66.7
14.	Twisting of arms	6	3	50.0
15.	Hits those who rescue	4	2	50.0
16.	Injures with burning wood	2	1	50.0
17.	Hits children	7	3	42.9
18.	Hits head on wall, iron rod	2	0	00.0

Table No- 8 represents data that is a cross-tabulation between physical violence and complaints filed with the Police shows that some of the more serious abusive acts have prompted victims to take the ultimate step when they could not bear the abuse any more even after trying to adjust with the abusive relationship. It is also very evident from the above table that the most sever and serious forms of physical assault that led to serious injuries like a broken limb, damaged eye, frequent twisting of arms causing severe pain and agony, skin-burns, etc. have caused immense fear in the victims and they were put to the wall without any alternative but to file complaint in the Police Station against their husbands and/or in-laws.

Psychological and Emotional Violence

Table No - 9

Distribution of Respondents by Forms of Physical Violence

Sl. No.	Forms of Physical Violence	Freq.*	Percent
1.	Verbal abuse	148	74.0
2.	Mental harassment (Making Mockery & Taunting)	76	38.0
3.	Threat to throw out of house	57	28.5
4.	Doubts character	38	19.0
5.	Threat to life (fire, knife, during pregnancy)	38	19.0
6.	Does not like her	35	17.5
7.	Does not talk properly	31	15.5
8.	Stays separately	21	10.5
9.	Threat to divorce	20	10.0
10.	Denies meeting / talking to relatives & friends	19	9.5
11.	No concern for children	17	8.5
12.	Denies visit to parent's house	14	7.0
13.	Illicit relationship	14	7.0
14.	Alcohol / drug addiction	13	6.5
15.	Locks indoors (inside bathroom, latrine, home)	12	6.0
16.	Forcing for health check-up in maternal home	11	5.5
17.	False acquisition of Theft	10	5.0
18.	In-laws provoke to do bad behaviour	9	4.5
19.	No male child/no Child	8	4.0
20.	Threatens to remarry	8	4.0
21.	Ignores, discrimination	7	3.6
22.	Forcefully sends to parents house	7	3.5
23.	Issueless	7	3.5
24.	Asked to stay away separately	6	3.0
25.	Friendship with women	5	2.5
26.	Denies moving out of house	5	2.5
27.	Denial of education	4	2.0
28.	Denies children to stay with respondent	4	2.0
29.	Fighting with neighbour	4	2.0
30.	Snatching child	4	2.0
31.	Finding fault in work	3	1.5
32.	Suicide (Self)	3	1.5
33.	Threatens to leave house	3	1.5
34.	Complains children being illicit	3	1.5

35.	Low status	3	1.5
36.	Throws utensils	2	1.0
37.	Forcefully marriage at early age	2	1.0
38.	Sudden disappearance from home for months	2	1.0
39.	Theft / hides many things	1	0.5
40.	Attempt to remove from job	0	0.0

N=200

Table No. 9 tries to expand the range and nature of psychological abuse and harassment as faced by the victims. The most frequent form of psychological violence is verbal abuse that was faced by 74 percent of victims of domestic violence. This is often combined with or is followed by physical violence. Another major group of women, that is 38 percent, were pained at the way in which they were taunted and mentally harassed. When cross-tabulated with other parameters it is learnt that mental harassment is caused by a variety of factors like doubting the character of the wife, dislike because of bad looks as perceived by the husband, threat to cause harm and injury and threat to throw the victim out of the house and other reasons.

Some victims, i.e., 28.5 percent, said that they were under constant threat of being thrown out of the house. Such threats were given both by the husband and his family. Character assassination of the victims by the husband has often been associated with domestic violence. 19 percent of victims said that they were doubted for having loose character and that they were having illicit relationships with other men in the neighbourhood. Another 19 percent never missed an opportunity to threaten the victims with dire consequences if they reported about harassment to others. Use of firewood, knife and other sharp instruments were branded at times in order to create fear in their mind. 17.5 percent said that their husbands were not satisfied with their looks and body; as a result almost 50% of them do not talk to them at all or properly. In between 8 to 15 respondents have said that their perpetrator husbands have been threatening of divorce, or leaving the house and walking out of the relationship, stay separately and do not maintain a health conjugal life, prevent the victims from meeting friends and relatives or visiting the parent's house and the like; all these leading to a loss of peace of mind and substantial mental harassment. Immoral activities of their husbands in terms of their illicit relationship, addiction to alcohol and drugs, false acquisition of theft, threat to remarry, etc. has had a telling effect on the victims since they find it difficult to adjust to or fight back; this has been reported by 3-4 percent of the respondents. It needs to be reiterated that these

figures regarding various forms of psychological harassment are insignificant in terms of absolute numbers, but the fact is that these different forms of exploitation of women do exist in Indian society as elsewhere and need to be identified, understood and redressed for the welfare of each and every victim and to achieve the avowed goal of eliminating all forms of exploitation of women and the violence they face in much subtle ways.

Sexual Violence

In comparison to other forms of domestic violence sexual violence is not that prominent as the findings of the study suggests. Only 34.5 percent of the respondents interviewed said to have been sexually exploited or abused. Can it be hypothesized that since Indian Society is conservative in nature and Rajasthan in particular is an orthodox state the respondents might have shown hesitation in revealing the truth relating to the conjugal life of their partners.

Table No - 10

Distribution of Respondents who faced Sexual Violence

Sl. No.	Whether sexually abused?	Freq.*	Percent
1.	Yes	69	34.5
2.	No	131	65.5
	Total	**200**	**100.0**

Researching on the forms and extent of sexual violence is not an easy domain especially in an orthodox and paternalistic Indian society. As expected the respondents were not very comfortable to answer in detail to questions relating to explicit forms of sexual abuse by their husbands. However, a few of the responses that could be collected to highlight the form and extent of sexual abuse is presented in the table below.

Table No - 11

Distribution of Respondents by Form of Sexual Violence

Sl. No.	Whether sexually abused?	Freq.*	Percent
1.	Forced sex	29	14.5
2.	Denial of conjugal relationships/unsuccessful	16	8.0
3.	Forced sex after drinking	12	6.0
4.	Illicit relationship	10	5.0
5.	Father-in-law attempts physical relationship	3	1.5
6.	Sex in-front of children	3	1.5
7.	Forcing to have illicit relationship	2	1.0

Forcing to have sex has been the common complaint among those victims which comprises 20 percent of the respondents interviewed. From among these those who had to suffer forced sex by a drunken husband was 6 percent; while majority of the others had forced sex in their full consciousness. A negligible few of the husbands even did not hesitate to have sex before their children, which was an embarrassing situation for the victims. From among the three such cases two did it often under the influence of alcohol or drugs. Some of the victims, i.e., 8 percent, were of the opinion that they were denied the right to a healthy conjugal relationship; this they considered as a form of sexual violence. This interpretation matches the feminist perspective of women in control. But the number of such cases is few and rare and hence cannot be generalized.

Economic Abuse or Violence

Indian women traditionally have been limited to the four walls in the family doing household chores. Without having any personal source of income women find themselves to lack control over their lives. Those who have their own source of income, either doing wage labour or through any job, they too do not have the freedom to spend this money as per their own wishes. As a result both the categories that is those who are employed or the unemployed face the same fate. Women have to face a lot of economic hardship in meeting their day-to-day expenditure.

Table No - 12

Distribution of Respondents who suffered Economic Abuse

Sl. No.	Response	Freq.*	Percent
1.	Yes	171	85.5
2.	No	29	14.5
	Total	**200**	**100.0**

Table No. 12 proves the point that majority of the victims facing domestic violence also face economic hardship or difficulties which is both economic and socially determined. A majority of the victims, i.e., 85.5 percent, reported of being economically abused or deprived of economic freedom. When cross-tabulated with personal income of the victims it was revealed that majority of them belonged to the no or low income category. However, we cannot generalise that economic abuse or neglect, etc. was determined by the income category to which the victims or their families belonged to.

Table No - 13

Distribution of Respondents by Form of Economic Violence

Sl. No.	Nature Economic Abuse	Freq.*	Percent
1.	No money for expenses	136	68.0
2.	Does not take responsibility	34	17.0
3.	Does not take for health check-up	30	15.0
4.	Refuses expenses for children	26	13.0
5.	Snatching of jewelry / money	23	11.5
6.	Does not provide house hold items	21	10.5
7.	Demands money	19	9.5
8.	Wastage of money in liquor / drug	18	9.0
9.	Denial of self-employment	14	7.0
10.	Refuse expenses for education	12	6.0
11.	Demands to get money from parents	9	4.5
12.	Does not allow to spend self-earned money	8	4.0
13.	Denial of property right	8	4.0
14.	Wastage of money in gambling /bad habits	8	4.0
15.	Forcibly took money from bank / ATM	5	2.5
16.	Maternal child forced to bear delivery expenses	4	2.0
17.	Gives money to parent-in-laws	4	2.0
18.	Refuse to work (husband)	4	2.0
19.	Mortgage of house / land	3	1.5
20.	Control over finance	3	1.5
21.	Sold jewelry	3	1.5
22.	Attempt to remove from the job	2	1.0
23.	No help in marriage of children	1	0.5

Table No - 13 gives a detailed picture of the nature and forms of economic abuse or exploitation done on the victims as reported by them. The most frequent of all complaints of economic violence is the denial of money (68%) by the husband or the in-laws to meet the various expenses that they have to make in maintaining the family and for meeting out various forms of expenses. The other form of economic abuse is the denial of spending on the health of the victim whenever she falls ill. This was

reported by 17 percent of the victims. Some of the other typical forms of economic abuse are refusal to meet the expenses for children, snatching of jewelry or money, refusal to provide house hold items, demand for money, wastage of money in liquor or drugs, denying the victim to work outside for self-employment, refusal to spend money on education of the victim when the victim is desiring to further her education, and so on.

Violence at the time of Pregnancy:

One of the major hazards or risk faced by married women is during pregnancy. Physical violence during pregnancy has also been found to occur in many researches. It is may be believed that normally a person would not be so inhuman as to cause harm to the foetus accidentally during a violent episode.

Table No - 14

Distribution of Respondents

who received any form of Violence During Pregnancy

Sl. No.	Violence during Pregnancy	Freq.*	Percent
1.	Yes	128	64.0
2.	No	72	36.0
	Total	**200**	**100**.0

It is not uncommon that violence on women is inflicted even during pregnancy. Many of the respondent victims were not able to understand as to how men and in-laws could be so inhuman to women and even to their to-be-born child to inflict such violence on the would-be-mother. A majority of the respondents, that is 64 percent, reported that they were physically, emotionally or sexually abused even at the time of pregnancy. The most common form of violence even during pregnancy was physical violence and verbal abuse. Besides, a combination of various forms of psychological and emotional abuse were reported by the respondents that is given in Table No.14.

Table No - 15

Nature of Violence During Pregnancy

Sl. No.	Nature of Violence during Pregnancy	Freq.*	Percent
1.	Physical violence	40	31.3
2.	Verbal violence	28	21.9
3.	Thrown out from house	14	10.9
4.	Lack of care and attention	13	10.2
5.	Forced abortion	09	7.0
6.	No doctor check-up	08	6.3
7.	Less food	07	5.5
8.	Forcing to give child-birth in maternal house	06	4.7
9.	No cooperation in house-hold work	06	4.7
10.	Derided upon for Miscarriage	04	3.1
11.	Forced sex	04	3.1
12.	Snatched financial savings	01	0.8

* N=200

Table No. 15 reveals that 31.3 percent of the respondent from among those who had conceived even once (128 respondents) faced physical violence and abuse even during pregnancy. 21.9 percent had to face verbal abuses most often and when cross tabulated it was found the 50% of these women were also not allowed to have food or given less food as punishment. 10.9 percent reported that they were asked to go out of the house or were thrown out of the house. These women mostly belonged to the 20-30 & 30-40 age group categories. The next category who faced emotional abuse in the form of lack of care and attention was 10.2 percent. When cross-tabulated with other forms of violence these women victims were not physically abused but were subjected to other forms of psychological abuse and harassment like verbal abuse, lack of medical attention and health check-up in case of frail health, none cooperation in house-hold chores, etc. Nine (i.e. 7%) respondents who conceived were forced to abort their child. Other forms of abuse and ill-treatment that ranged between 3 to 6 percent of the pregnant respondents were forcible deportation to maternal house to avoid the hassles of child-birth and perceived monetary savings,

non-cooperation in household work, blame for miscarriage, forced sex during advanced stages of pregnancy, etc.

Perpetrators of Violence

It is important to know about the perpetrators of domestic violence and the form of abuse each one of them may be inflicting upon the victim. This information is also essential for the fact that this would help in the efforts to focus of the nature of intervention that needs to be made in the family by different professionals who are supposed to deal with such clients who seek help. Table No. 16 gives a detailed picture of the nature of violence and abuse committed by various perpetrators locked in a domestic relationship.

Table No - 16

Distribution of Perpetrators by Types of Violence

Sl. No.	Perpetrator	Type of Violence					
		Physical	Psychological /Emotional	Sexual	Financial	Dowry related	During Pregnancy
3.	Husband	162 (81%)	177 (88.5%)	64 (32%)	162 (81%)	57 (28.5%)	51 (25.5%)
4.	Mother-in-Law	46 (23%)	69 (34.5%)	0	27 (13.5%)	45 (22.5%)	14 (7%)
5.	Father-in-Law	22 (11%)	39 (%)	0	14 (7%)	30 (15%)	7 (3.5%)
6.	Sister-in-Law	17 (8.5%)	24 (12%)	0	2 (1%)	14 (7%)	6 (3%)
7.	Brother-in-Law	23 (11.5%)	23 (11.5%)	2 (1%)	4 (2%)	12 (6%)	2 (1%)

N=200

The above table shows that husband is the most dominant perpetrator of domestic violence. In more than 80% cases he was found to be inflicting multiple forms of abuse or violence - physical, psychological/emotional and financial. The next in line in the family who commits most forms of abuse is the mother-in-law. The mother-in-law among all forms of violence or abuse inflicts psychological violence the maximum, followed by demand for dowry and related exploitation as also

physical violence. Next in line who abuses the women in the family are the father-in-law, brother-in-law and sister-in-law respectively. Stray cases of violence were reported by other family members like son or members belonging to the maternal side.

Conclusion:

The most common form of violence next to psychological and emotional violence faced by women in a marital relationship is physical abuse that also takes various forms – viz. shoving & pushing, slapping, hitting with clenched fist or some object at hand, etc. The survey revealed that majority of the victims, i.e., 86.5 percent, had faced mild or extreme forms of domestic violence inflicted upon them either by the husband or some member of the in-law's house.

It is also clear that the husband has been found to be the most dominant and violent perpetrator of domestic violence. In more than 80% cases he was found to be inflicting multiple forms of abuse or violence - physical, psychological/emotional and financial. The next in line in the family who commits most forms of abuse is the mother-in-law. The mother-in-law among all forms of violence or abuse inflicts psychological violence the maximum, followed by demand for dowry and related exploitation as also physical violence. Next in line who abuses the women in the family are the father-in-law, brother-in-law and sister-in-law respectively. Stray cases of violence were reported by other family members like son or members belonging to the maternal side.

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Calcutta Collage: A Critique of Colin Johnson Poems on India

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India and Australia share a common past of their subjugation to the Britishers and also of their subsequent independence. But today both nations have evolved from the excruciating pain of the past and have gained strides in almost every field. Collin Johnson or Mudrooroo an aboriginal writer was born in 1938 in Narrogin town, which is 120 miles from Perth in Western Australia.

Mudrooroo has also churned out four poetic collections namely *The Song Circle of Jacky and Other Poems* in 1986, *Dalwurra: The Black Bittern* in 1988, *The Garden of Gethsemane: Poems from The Lost Decade* in 1992 and *Pacific Highway Boo-Blooz* in 1996.

Apart for poetry and novel Mudrooroo has also written critical books titled *Aboriginal Mythology, Writing From the Fringe in 1991, US Mob in 1995, Indigenous Literature From Australia* in 1997 and has also co-edited *Paper Bark*, a collection of Aboriginal writings, which were the first of its kind.

In his journey towards Self-realisation, truth and life Mudrooroo embarked on his journey towards India in 1966 after reading a lot about India's rich spiritual wealth, high level of tolerance and unempteen philosophical musings. India is a land of aspirations, achievements and self-reliance. No doubt, Indian culture is rich and diverse and as a result unique in its very own way. It is this very uniqueness which forced Mudrooroo to come again and again. His last visit was in 1985.

Mudrooroo's seven years of stay in India in 1966 generated a series of poems titled 'Calcutta Dreamings' in the first poetry collection *The Song Circle of Jacky and Other Poems*. The poems included in the collection are 'Traveling', 'an offering', 'Calcutta Dreaming', etc.

The poet has immortalized the city of Calcutta renamed as Kolkata, the exuberant and culturally rich city on the banks of the river Ganges. Calcutta is the generator and the nurturer of many reformers and revolutionaries like Swami Ram Krishna Paramhans, Vivekananda, Tagore and

Mother Teresa who have all contributed in a positive manner to the enrichment of Indian Culture and traditions.

The first poem of the sequence 'Calcutta Dreaming' is 'Traveling' which narrates the experiences of an air journey, the monotony of waiting at the airports and the insipidity and the ennui of human life. To quote:

> People, encased feet, heads, breasts and chests,
>
> No smilies, let alone metaphors.
>
> Restless waiting, in the restless eyes of a woman.

(SCJ, p. 53)

Further, Mudrooroo compares the Jumbo (airplane) to an elephant in terms of magnanimity and slowness. To cite:

> The Jumbo is as late
>
> As you would expect
>
> The slowness of an elephant to be

(SCJ, p. 53)

The elephant is a revered animal in India. The reverence is attributed to the elephant-headed God, Ganesha (the son of Shiva and Parvati) in the Hindu Mythology.

The journey on the explicit level is a physical shift and from probably a link from Australia to Bombay or from one world to another.

The next poem on Calcutta titled 'Calcutta Dreaming' is a multi-layered observation of Calcutta by a foreigner; more intense and pierced than an insider. Mudrooroo captures the myriad facets of Calcutta through Dreaming which is a special phenomenon of Aboriginal spirituality similar to meditation. The first image is of Calcutta as a newlywed bride attired in red and gold, going to meet her husband. The bride is all loaded with cash and goodies received as dowry. The dowry may promise her husband's love but she is not quite sure. Her soaring voice is probably her search for true love in this materialistic world.

> ...a glowing bride in red and gold,
>
> Going to meet her husband with a lakh and motorbike,
>
> Perhaps she shall find love,

(SCJ, p. 55)

The Second image in the poem is of the turbulent political scenario of Calcutta, where parties and ideologies collude and collide with each other on one hand Mudrooroo depicts the left (Marxists) with the Symbol of a hammer and sickle and one the other hand the tricolor and the spinning wheel signifying the congress party. Further, the political past is recollected where invasion and division of land was done by strangers which ultimately resulted in schisms, Calcutta, became a land of exile where fulfillment of dreams was seeked for. The poem writes:

> Calcutta dreaming dreams beside the Ganges,
>
> Many exiles dream dreams in you.

<div align="right">(SCJ, p. 55)</div>

'Calcutta in the Evening' is compressed, and consolidated in thought. It elucidates on the impressions gathered from the domesticity of the city wherein the poet hears voices of a baby crying, a mother sighing along with the shouts of a husband and the mutterings of a Grandfather. Mudrooroo writes:

> Countless Voices drone the tamboura of the city,
>
> Above weave the Sitar of a poet.
>
> To my right a baby cries...
>
> ...and Grandfather mutters.

<div align="right">(SCJ, p. 57)</div>

The humdrum and the monotonous voices of the city blend like the varied instruments in a musical raga-there is the sitar, and flute. The soft musical melodies express a very different emotion wherein the poet 'in a sudden quietness' remembers a dear one. The emotions are thus resonated in these lines:

> In the evening raga uniting in a sudden quietness.
>
> The palm sways as supple as her body
>
> And the flute of my sigh adds it's magic
>
> To Calcutta in the evening.

<div align="right">(SCJ, p. 57)</div>

In the other poems that follow Mudrooroo elucidates on another conspicuous symbol that works at the centre stage in the city of Calcutta. The image is of 'Devi' or the Goddess Durga of Hindu Mythology also worshipped as Goddess Kali, an aggressive incarnation of the Mother Goddess associated with the killing of evils and vices from the Society.

Goddess Kali belongs to the trilogy of goddess, the other two being Laxmi and Saraswati. All the three goddess embody divine female energy of the cosmos.

Of all the three goddess, Mudrooroo's poems are explicit descriptions of goddess Kali as a symbolic representation of strength, action, suppression and removal of evil from the society. She is depicted as a 'fierce entity', so fierce that she is called 'Chandika', the terrible who drinks the blood of her enemies to kill them in the battle of good V/s. bad i.e. Gods and demons; to establish the supremacy of good over evil and to create a world full of peace, equality, property and freedom.

Mudrooroo's understanding of this fierce aspect of Kali might have sown seeds of inspiration in him who himself had witnessed a lot of humiliation and discrimination. Probably the image of Kali as a Slayer of demons in Hindu Mythology might have juxtaposed with his own fight against injustice to secure rights and justice for his race.

In the poem 'Devi' Mudrooroo depicts the plight and the pathetic fate of a miserable old woman of a low caste, exposes the hypocrisy of Indian living and thinking in reference to their treatment of women. Along with the text of the poem is juxtaposed a picture of Kali more Symbolic than words. Goddess Kali is depicted with tears flowing from her eyes and the forehead is adorned with a peacock feather just like that of Lord Krishna. Along with the softness of the feather is featured a gun aimed at her forehead with a cloud of smoke in the background.

In the backdrop of the image is the narration of a young rebellious woman who lived in Calcutta and had participation in the rebellious activities of armed activists, probably, the naxalites.

Mudrooroo is familiar not only with the Vedas but also with *Puranas* and other related religious text of Hindu Mythology and religion. He himself admits in an interview that, "India seems to me, more or less, the land of myths... You have those great myth cycles, the Devi myth cycles, the Vaishnav a cycle of myths, these are big cycles..."[1]

Mudrooroo has written poems depicting his knowledge of the different aspects of mythological figure of 'Lord Krishna'. He shows his acquaintance of Krishna as Radha's Govinda, incarnation of Lord Vishnu and also Lord Krishna as 'God of Gods' guiding mankind on the path of spiritual realization.

In the poem 'Purnima' Mudrooroo stresses on the amorous aspect of Lord Krishna attributing his own emotional turmoil and attachment felt in the relationship with an unknown Indian beloved. To cite an example:

> Govida dances on a worldly wave,
>
> And who is the willing slave of that black Krishna?
>
> Moon shines on the soft, dark earth;
>
> Earth shines on the stained whiteness of the moon,
>
> And our bodies reflect both united in our Love.

<div align="right">(SCJ, p. 68)</div>

Krishna is both 'Govinda' the cowherd' and the 'black Krishna' an incarnation of Lord Vishnu, the preserver who belongs to the trinity of Gods namely Brahma, Vishnu and Shiva.

God in his manifold forms: - Sometimes as Krishna, as Kali, as Kalima play a prominent role in Mudrooroo's poems. The ultimate search for self and truth leading to a final renunciation of this worldly life and achieving a union with God is very beautifully portrayed in the poem 'Renunciation'. Mudrooroo writes:

> What is life without you?
>
> My heart is restless and my mind seeks
>
> The relief of strange pastures of sweet-smelling herbs.
>
> I will become a sanyasi,
>
> ….I will become a sanyasi
>
> And seek union in your divinity.

<div align="right">(SCJ, p. 69)</div>

These soul searching lines are the impact of Buddhism and its eight fold path which Mudrooroo had adopted so thoroughly that he practiced to be a Buddhist Monk for three years. This self-analysis is at a selfish or unhealthy introspection but a powerful and purposeful consideration of one's thoughts in relation to other and an acceptance of that. It is felt that if a disciple follows the path with complete determination and right absorption, one cannot faith to reach the end, for the end and the way is one, for as quoted in the *Dharampada*.

Even in Mudrooroo's typical aboriginal poems images of Krishna, Kali and other Gods flash off and on. In Song 22, Mudrooroo mentions Lord Krishna who is mentioned along with Kali, Allah

and Jesus when the poet is expressing anguish of spiritual turmoil in search for truth. Here Krishna is the source of spiritual power along with Allah and Jesus signifying the fact that though Gods are worshipped by different names in different religions yet the Spiritual affect and power remains the same.

Kali is the female version of this spiritual power and the images of 'Mother and Father' are symbolic of male and female cosmic energy to whom people worship to attain truth and Love, peace and prosperity.

> Krishna and Allah, Jesus and Kali, mother and father;
> ...poor Jacky sitting and crying in regret and frustration.

(*SCJ*, p. 34)

It is a point must emphasizing and quite noteworthy that Mudrooroo uses images of God which are 'Black' e.g. *Kalima* which literally means black mother and 'Krishna' which also means black. One can decipher the color black' recurring quite frequently in the collection. The color 'Black' has deeper symbolic connotation to Mudrooroo whose parallels he observes in the Indian Society also. Black in Australia is a repulsive word used for the Aboriginals and also with the Americans of African origin. 'Black' again in India is a repulsive word associated with the low caste people 'Rani in the poem, 'Love Song' is 'Black and comely'. Again, the soul of the exploited people in 'Sold and Delivered' is 'Black'.

Mudrooroo's poems in mentioning Black somewhere throw a passing hint at the racial discrimination which is so deeply embedded into his psyche and soul. But his poems reverberate the reverence of the color Black in Hindu religion. 'Krishna' and 'Kali' though Black are venerated throughout India with great ardor and devotion by the masses irrespective of their caste, creed or religion, and probably this assimilation of diversities in religion and society has carved a niche in the heart of the poet.

Mudrooroo's visit to India enriched not only his physical self but also his poetic self. He became a sage poet after his visit to India like the description of the Gods in Rigveda,who is imagined as a sage poet attaining permanent fame by his poetic power.

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Learning Styles In Relation To Locus of Control among School Students: Gender and Social Category Differentials

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Abstract

The present study was conducted on 340 school students of Punjab state with an objective to study the effect of gender, social category and locus of control on different learning styles of school students. Results indicate that female school students have more preference for aural and read/write learning styles than males; social category has no significant effect on the learning styles of school students; school students having eternal locus of control were more tended towards aural and kinesthetic learning styles than school students with internal locus of control.

Introduction

Learning occupies a very important place in human life. It is a lifelong process. Learning is said to be equivalent to change, modification, development, improvement and adjustment. It is not confined to school learning, cycling, reading, writing or typing but it is comprehensive term which leaves a permanent effect or impression on the individuals. Learning plays a very important role in determining behaviour of an individual. It is the basis of success in life. The miracles of present day civilization are the result of learning. Learning occupies very important role in the field of education. Since we want to educate the students, it is only learning that leads to education of people.

Active learning occurs when the pupil has some responsibility for the development of activity. Supporters of this approach recognize that a sense of ownership and personal involvement is the key to successful learning. Active learning can be defined as purposeful interaction with ideas, concepts and can involve reading, writing, listening or working with tools, equipment and material such as paint, wood, chemicals etc. in a simple sense, it is learning by doing.

Different ways of learning known as learning styles which differentiate students in their teaching learning process. It is dependent on the orientation of people's belief in either themselves or destiny and hence has an important variable in students' learning.

Learning Styles

Learning style is an individual's natural or habitual pattern of acquiring and processing information in learning situations. It is the way in which an individual learner tries to learn his best. It includes how learners approach learning, experience learning and utilize information. Learning styles could be used to predict what kind of instructional strategies or methods would be most effective for a given individual and learning task. Learning styles vary from person to person due to presence of biological and psychological differences. Learning style is the composite of characteristic cognitive, affective, and psychological traits that serve as relatively stable indicators of how an individual perceives, interacts with, and responds to the learning environment

 The literature on the learning styles vis-à-vis locus of control and other variables suggests certain trends indicates that there is no significant difference in preference for learning styles among male and female high school students (Messer ;1971), (Laverne ;1981), (Pederson ;1984), (Grun ;1986), (Simmons ;1986), (Soliday;1992), (Chan; 2001), (Gunes; 2004), (Barzegar; 2011), (Lorna; 2013) and (Gunes; 2014) whereas sex significantly affects learning style preferences as reported in some students (Stewart ;1979), (Caskey ;1981), (Agarwal ;1982), (Singh ;1987), (Kumari and Verma ;1988), (Johnson ;1989), (Ten Dam et al.; 1994), (Tachie;2001) , (Malathi et al.; 2006), (Sharma et al.; 2011) and (Su; 2012). Tucker (1983) and Bishop (1985) found that males showed preference for abstract over concrete abilities while the females showed preference for concrete over abstract abilities.

Ethnicity did not emerge as significant factor with reference to differences in learning styles (Caskey; 1981) and (Gallagher; 1998) and (Rozalina et al.; 2013) while significant difference were found between blacks and whites with regard to their learning style (Tucker; 1983) and (Johnson; 1989). William (2001) reported differences between race/ ethnicity categories in learning mode characteristics.

Steward (1979), Murphy (1980), Pandian (1983), Akca (2013) and Bedel (2015) found that locus of control variable was significantly related with learning style preferences whereas Diskowski (1991) found no significance difference between locus of control and learning style. Smalarz (1988),

Jonassen and Grabowski (1999) and Cassidy and Eachus (2000) found that a marginal relationship seemed to exist between internal locus of control and the assimilar style.

Objectives
1.   To study learning styles of school students of Punjab in relation to gender, social category and locus of control.
2.   To study interactional effect of gender, social category and locus of control on learning styles of school students of Punjab.

Hypothesis

The high school students having internal locus of control will differ significantly from those with external locus of control irrespective of gender and category on different learning styles.

Methodology

Descriptive method was used in the present study.

Sample

The population of the present study comprised of the school students of Punjab. The sample was taken from 17 schools of Punjab and a sample of 340 high school students was obtained for study.

Tools

1.   Visual, Aural, Read/Write and Kinesthetic (VARK) Learning Style Inventory
2.   Julian Rotter's Locus of Control scale

Results

The results of the study were worked out with the help of three way ANOVA with 2 categories each of Locus of Control (Internal and External), Social Categories (SC and Non-SC) and Gender (Boys and Girls). The means shown in the 2x2x2 Factorial design are given in table I and summary of ANOVA in table II.

Table I

Means of Visual, Aural, Read/Write and Kinesthetic learning styles of school students across Locus of Control, Social Category and Gender.

Learning style	Category (B)	Locus of Control (C)	Gender (A)	
			Male	Female
			Mean	Mean
Visual	SC	Internal	1.70	2.01
		External	1.30	1.32
	Non-SC	Internal	1.60	1.90
		External	1.40	1.30
Aural	SC	Internal	0.68	2.31
		External	0.99	0.73
	Non-SC	Internal	1.24	1.18
		External	0.88	0.74
Read/Write	SC	Internal	1.18	1.38
		External	1.15	1.33
	Non-SC	Internal	1.17	1.36
		External	1.19	1.38
Kinesthetic	SC	Internal	1.84	1.88
		External	1.80	1.58
	Non-SC	Internal	1.82	1.95
		External	1.81	1.50

Table II

Summary of Anova

(Gender x Category x Locus of Control): Learning Styles

Source of Variance	df	Visual learning style			Aural learning style			Read / Write learning style			Kinesthetic learning style		
		SS	MS	F	SS	MS	F	SS	MS	F	SS	MS	F
Gender (A)	1	6.19	6.19	1.67	43.01	43.01	9.97*	22.55	22.55	7.81*	8.20	8.20	1.23
Category (B)	1	4.78	4.78	1.29	0.006	0.006	0.001	0.278	0.278	0.096	4.45	4.45	0.67
Locus of Control (C)	1	5.68	5.68	0.002	25.51	25.51	5.91*	1.28	1.28	0.443	27.84	27.84	4.16*
AXB	1	6.96	6.96	1.88	18.46	18.46	4.28*	6.19	6.19	2.14	16.57	16.57	2.48
AXC	1	0.96	0.96	0.26	0.689	0.689	0.159	0.46	0.46	0.159	4.45	4.45	0.67
BXC	1	5.11	5.11	0.014	7.78	7.78	1.80	5.68	5.68	0.002	2.75	2.75	0.411
AXBXC	1	15.96	15.96	4.32*	3.55	3.35	0.823	5.46	5.46	1.89	15.36	15.36	2.23
Within Groups	168	621.32			724.86	4.31		485.14	2.89		1122.91	6..68	
Total	175	656.22	3.75		823.86			521.36	2.98		1202.54	6..87	

- Significance at 0.05 level of significance

Results and Conclusions

The results of the analysis in terms of main effects of locus of control, gender, social category alongwith their interactive effects are given as under:

Gender

The F-value for the main effect of gender on visual learning style is 1.67 and for kinesthetic learning style is 1.23, which are not significant at 0.05 level. The F-values for the main effect of gender on aural and read/write learning styles came out to be 9.97 and 7.81 respectively, significant at 0.05 levels.

Category

The F-values for the main effect of category on visual, aural, read/write and kinesthetic learning styles were 1.29, 0.001, 0.096 and 0.67 respectively. None of these values is significant at 0.05 level of significance.

Locus of Control

The F-ratio for the main effect of locus of control on visual and read/write learning styles is 0.002 and 0.443 respectively, non significant at 0.05 level of significance whereas F-ratios for the main effect of locus of control on aural and kinesthetic learning styles are 5.91 and 4.16 respectively, significant at 0.05 level .

Interaction Effects

The F-ratios for double order interactional effect of gender x category (AxB) on visual, read/write and learning styles are 1.88, 2.14 and 2.48 respectively, non significant at 0.05 level. It means there is no significant double interactional effect of gender and category on visual, read/write and kinesthetic learning styles. The F-ratios for the double order interactional effect of gender x category on aural learning style is 4.28, significant at 0.05 level which shows that gender and category interaction plays an effective role in determining the aural learning style of high school students.

The F-ratios for double interactional effect of gender x locus of control (AxC) on visual, aural, read/write and kinesthetic learning styles are 0.26, 0.159, 0.159 and 2.48 respectively, non significant at 0.05 level of significance.

The F-ratios for the double interactional effect of Category x Locus of Control (BxC) on Visual, Aural, Read/Write and Kinesthetic learning styles are found to be 0.014, 1.80, 0.002 and 0.411 respectively, non significant at 0.05 level shows that this interaction does not play an effective role in determining the visual, aural, read/write and kinesthetic learning styles of high school students.

The Gender x Category x Locus of Control (A x B x C) interaction in the table II reveals F-value 4.32 significant at 0.05 level for visual learning style.

The triple interactional effects of Gender x Category x Locus of Control on Aural, Read/Write, Kinesthetic learning styles are found to be 0.823, 1.89 and 2.23 respectively. All of these values are non-significant at 0.05 level of significance.

Conclusions

1. There is significant difference in the preference for aural and read/write learning styles of male and female school students and female school students have more preference for aural and read/write learning styles.

2. There is no significant difference in the SC and non- SC school students on visual, aural, read/write and kinesthetic learning styles.

3. The school students having external locus of control are more tended towards aural and kinesthetic learning styles as compared to the school students with internal locus of control.

4. SC female school students have significantly higher aural learning style than SC male school students whereas such difference is of much less magnitude of non-SC school students.

5. Gender and locus of control interaction does not play a significant role in determining the visual, aural, read/write and kinesthetic learning styles of school students.

6. Category and Locus of Control interaction does not play a significant role in determining the visual, aural, read/write and kinesthetic learning styles of school students.

7. Female school students have significantly higher learning style than male school students in case of internal locus of control both in case of SC and non SC school students whereas such differences become non significant in case of school students with internal locus of control**.**

Implications

The findings of the study have a direct bearing on classroom practices to improve learning environment since school students show gender differences in learning styles varying across levels of locus of control, it is suggested that gender specific attentions should be given in teaching-learning process. This should be in terms of varying inputs in psychological orientation.

If the students achievement is to be enhanced it is to address to gender issue and internality in designing the classroom teaching. It is worthwhile to suggest that the new syllabus of teacher education too talks of the gender issue in educability, both in terms of school child and those who are out of school. Hence such a study in line with other empirical data base will be of immense use in educational management.

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Identifying the role of Globally Competent Leaders and neo- technology to sort the success of "Make in India"

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War is easy; waging it; is difficult. So as to succeed in "Make in India" mission, India needs globally competent leaders at all levels in various professions, vocations and political systems. Where do you find them or produce them, seeds are sown within the four walls of class rooms. Students today are leaders tomorrow. In knowledge driven world of today, there is a greater need of having world class universities and colleges to educate people, for achieving progress and prosperity. Publication of world ranking of universities every year is done and it has assumed, world over, as a matter of great significance. It is mainly because only those nations which rank high are found producing globally competent leaders, achieving high national income and better standard of living. Today, World class universities and colleges has become a differentiating factor between developed and developing nations. We have also witnessed the President and Prime Minister of India, both showing great concern on low standing of Indian institutes in global ranking and are urging concerns to improve. On the other hand, Chinese universities from low ranking have risen to 35 in world best 200. What stops the Indian universities to make a mark? Indians are brilliant but for want of world class education in universities and colleges remains substandard and so India gets second grade leaders and consequently India ranks low in world competitiveness. The potential of people today is not fully developed. Knowledge and technology level in society remains too low

Knowledge is more important than resources, so also the Knowledge institutions and knowledgeable people. In the absence of world class universities and colleges India will not be able to produce first class new knowledge, new technology, and provide technical innovation relevant to local industries. 'Make in India' on sustainable basis requires students to be oriented from foundation to creativity and technological research, without which India cannot hope to win in "make in India" mission. Unless and until some sizable number of universities and colleges, become world class and

rank high in the world list, India from its present low standard higher education institutes, is less likely to get internationally competitive professional leaders, in engineering, industry, commerce and trade, and politics etc to manage its affairs ably at local, national and international levels. India without institutes ranking in first 100 is destined to get mediocre leadership. So long as we do not have world class higher education institutes, India will continue to remain behind the world, and not be a technology leader as is eagerly desired. Shortages in drinking water, severe power cuts, lack of transport and communication, people living below poverty line, etc problems are an outcome of deficient professional leadership in skills like using state of the art technology and modern management.   University and college education is of high significance for getting better knowledgeable, competent, visionary leaders in engineering, management and governance in parliament, assembly, municipal corporations, zilha parishad and all walks of life.   It is the institutions which produce professional leaders that matter most for productive use of resources. Limiting factor for growth and prosperity in competitive world is not now availability of natural resources like oil, coal, iron ore etc but the capability for generation and use of new knowledge, new technology and competent human resource**.**

 What kind of graduate leaders, universities and colleges produce is crucial for "make in India", to succeed? World experience tells us that nations, regions, cities grow faster on sustained basis only when they have world class universities and colleges producing globally competent ethical professional leaders, deprived of educational growth nations cannot achieve complete growth even if endowed with abundant natural resources. World class universities and colleges producing able ethical leaders now is **a determinant factor for nation's economy to prosper**. If the nations do not have world class institutions, globally competitive, they cannot hope to get world class professionals and ultimately remain less developed, even when they have all the resources at hand**.** Nations are under developed and trailing behind the world not because they lack resources but because they lack world class universities and colleges offering good education and nurturing good professional leaders. Those nations which realise this will only improve**. Understanding the role of knowledge institutions in producing able knowledgeable leaders** is of high significance.

 Will the Indian Government realise this? Will the Indian higher education system adopt globally proven strategies? The present strategies are old, outdated. Affiliated colleges, lack of autonomy, rote learning, lack of creativity, innovation has rendered the system unfit for enabling the youth to be

globally competent. Brilliant students are rendered mediocre. Thousands of students dissatisfied are going abroad. Foreign universities are coming in.

The paper outlines in brief the need and importance of upgrading the standard of universities and colleges in India to world class level so as to win in "Make in India "mission. Mediocrity results in lowering the nation in global competition and truly this is far more costly than the cost of up gradation. Do we realise this? India is suffering from serious deficiency of poor education. India in spite of high potential, but for absence of world class universities is running a high risk of trailing behind the world. The have's are sending their sons and daughters abroad. But the have not's cannot. To sum up the entire Indian nation lags behind.

Good governance needs competent and ethical leaders. Leaders are made and not born. Seeds are sown within the four walls of class rooms. Universities and colleges are the legitimate seats of learning. They have a prime role to produce graduates as creative leaders, leaders for commerce trade and industry, leaders in engineering, leaders who sit in parliament, who write books creatively, and leaders in all walks of life. What kind of graduate leaders' universities produce matter. If they produce innovative, creative, imaginative and ethical in character future of India and the world is brighter. If the graduate leaders are mediocre and unethical India will get mediocre to run its affairs at state, national and international levels, India then runs a risk to manage its affairs in a sub optimal manner, and in spite of abundant natural resources and brilliant people trail behind the world, leaving many people below poverty line. It is these people who are a threat, "a threat anywhere is a threat everywhere", like Nexalites.

World experience tells us that nations are more developed where educational standards are good, regardless of availability of natural resources. Japan is a glaring example of far too less natural resources but bright human resource. It is the human resource and its competency that is of paramount importance. They can make up the deficiency in other resources, if any. Founder president of USA Thomas Jefferson having recognised this gave a principle, if America wants to be a leader nation in the world, it will have to establish first its leadership in education. He started many schemes like National Science Foundation. As a result American universities came up fast from behind and went ahead of German, French, and English universities, ranking high in world. Eight out of first ten universities today are from USA. American universities are producing leaders in various disciplines, for themselves as well as for the whole world. Best brains from everywhere and anywhere in the

world are going to USA for advanced studies. Many of them settle there. Almost 90% of world's IPR is held by Americans. It is on account of its leadership in knowledge especially of science and technology that USA is a world power.

Shall Indian institutes adopt modern strategies? Universities hold the key to creation of able leadership and in turn the India's progress. Knowledge institutions in developed countries are giving "Technology Push" matching with "Market Pull" to various vocations and professions. They are like heart to our body. They pump fresh blood, new knowledge, and new technology to various organs of the society. This is a competitive world in which nations are competing on innovation, technological, organizational and financial innovation. World class institutes by virtue of producing knowledge and knowledgeable leaders in competitive world of today are now a prerequisite for an economy to prosper

There is a storey of two armies which were fighting a war with each other. One army had a lion as its captain, but its soldiers were sheep. The second army had a sheep as its captain and lions as soldiers. The lion captain employees bold strategies. The other captain, a sheep designs strategies like a coward and loses even though his soldiers are lions, because the soldiers have to follow the strategies drawn by captain. It is the strategies which enable the army to win. Situation of India is something like sheep as captain. We have a strong base of intellectuals, and academicians but strategies which are drawn by leaders in bureaucracy and leaders in politics are weak. Academic leadership as a result at national/ state/ institution levels is crippled. Students of today are tomorrow's leaders. To have good leaders tomorrow we have to have good institutions today. There is a greater need to shed the mental weakness in academicians. They need to be enabled to grow at par with their counterparts abroad.

India after independence has made laudable progress in higher and technical education. From 26 universities and 695 colleges at the time of independence, we have risen to 574 universities and 35,539 colleges today. GER has increased from 0.4% to 20%. However it is below world average of 30%. Having just higher education institutes is good but not enough. They must be world class for improving living of people. So as to enable institutes, Government has started Technical Education Quality improvement Program [TEQIP], and Rashtriya Uchchtar Shiksha abhiyan [RUSA] with a

view to improve access, equity and quality in higher education. Seventeen new IITs and IIMs, and many more NITs, IISERs are started.

India in higher education is however yet far too behind the world. Qualitatively Indian universities and colleges do not stand high in the world list. Thousands of students are going abroad for higher education. Foreign universities are coming in. President and Prime Minister of India through public speeches time and again have been showing concern to improve rank of India in world list. Yet not much improvement is noticed, whereas Chinese universities have shot up from nil to 35 in first 200. The committee appointed by MHRD under the chairmanship of former UGC chairman Mr Hari Gautam has given its report recently and said UGC has not been successful in its mandated mission. The committee recommended abolition of UGC and restructuring and naming it as National Council of Higher Education and Research. The council is expected to be a think tank and to navigate higher education to world class level. World experience tells us that universities are successful which give birth to new knowledge, new technology, new theories, patents and hi-tech start ups. Setting a tone of discovery, innovation, creativity, patenting, spin-off of new technology based firms, create technology pioneers etc is the urgent need. Education charged with a spirit of innovation, demand driven research adding value in business and commerce can alone move India forward. Future belongs to those who understand this.

Future of youths in India depends on knowledge, rather than resources Have we failed as a society to provide adequate opportunities to our youth to be educated in world class manner? Have we failed in creating a vibrant educational ecosystem that supports cutting edge research?   How are their institutes different from Indian? What do they teach which we do not? Where do we go wrong? Teaching profession in India is a grim affair, whereas it is prestigious in foreign. We have too much of rote learning. They have more of innovation, creativity. All teachers abroad hold doctorate degree, where as in India very few. Why coaching industry in India is booming? Nalanda and Taxshila were the first universities of the world, where scholars used to come from abroad. Now why a shift in culture has taken place and our scholar students going abroad? Is it due to inadequate value attached to discovery of new knowledge, new theories? It is essential at this juncture of time to make introspection and learn from the world experience especially in science and technology Status of India in world, in leadership, income level, and well being of people depends on its scientific and technological capability. India, to cope with challenges will have to enlarge the scope of institutions

to cover high end research, innovation, creativity, generation of theories, technology creation, patent and IPR, creation of New Technology Based firms etc. What value we attach to above in budgeting? How can we bring back the past glory of Nalanda?

India urgently needs world class universities and colleges. Cities, regions and nations develop faster only when knowledge institutions like universities and colleges are world class, not otherwise even if they are endowed with abundant natural resources. The world is now knowledge driven. Generation of new knowledge and generation of new technology so also their application in various walks of life is driving the economic, industrial and social environment. Realization of dream" Make in India", depends on universities and colleges. Knowledge institutions and knowledge professors have achieved significantly high importance. Knowledge has become more important than physical resources like land, minerals and money. Consequently, there are revolutionary changes in institutions of higher education, all over the world, including India. Knowledgeable persons have become a prime asset. Intellectual capital has almost replaced the financial capital. Even if a nation has a big treasure of natural resources it needs world class universities and colleges to grow with the world. Nations develop only when world class institutions exist and not without them. People's education is synonymous to economic development. Status of India in world market depends on status of India in higher and technical education. India is therefore at risk if it does not rank high in the world list of higher education. Indian universities and colleges ought to make gap analysis and find out where they fall short with respect to world class institutes

Do Indian institutions Create leaders or Followers? If they keep producing followers, Make in India is difficult. I was reading an article written by an American author in the journal, "Fortune". The American writer was addressing the question, "Can India ever compete with US in software business?" To answer the question he made an analysis of higher education in both countries, and recorded that Indian system is rote learning that is to say mechanical, stereo type based on memorization and not creative thinking. Students are taught sunset knowledge. Institutions in India do not produce new knowledge, new theories. Students are not learning innovation and hence they do not know how to discover unknown. They are reflection centres, technology coolies, teaching that knowledge which comes to them from developed countries. It does not focus on creativity, discovery and innovation. He came to the conclusion that Indian institutions can produce at best followers in technology but not leaders. On the other hand, thrust of US universities is on producing leaders,

discoverers, creators, who obtain patents and intellectual property. It is US which are pumping new technology most in the world market.85% 0f IPR is held by Americans. He concluded student's education in universities and colleges is an enabler to competitiveness of software industry. A nation creating followers can never compete with a nation creating leaders, unless in future it improves. Universities in India need to incorporate creativity in syllabi and aim to produce leaders.

Another study from Duke University was examining if there is a threat from India to US competitiveness. It observed that today the quality of Indian engineering schools is by and large poor. The number of M Tech and PhDs who are crucial to technological innovation are too few and so India is far too behind in innovation. It concludes by saying that India on account of poor higher education, high end research does not pose a challenge to US competitiveness in near future.

Where do the Indian institutes differ from their counterparts abroad: The universities in foreign are innovative in character, ours are conservative. They teach sunrise technology, we teach sunset. They produce leaders, we produce followers, imitators, copy cats. They are engines of growth, we remain bogies. They are not afraid of change, we are. They embrace change, we resist change. They practice creative destruction, they destroy old outdated systems & procedures, and we cling to past. Their institutions are research based, ours are teaching based, they teach tomorrow's knowledge today, and we teach yesterday's knowledge today. They produce entrepreneurs job generators we produce employees job seekers. Their universities produce hundreds of patents, new technology based companies. Framework of Indian universities by world comparison is far too weak. They create a mind-set of students in favour of innovation we create in favours of examination, memorization. Their labs have generated, given birth to new theories, new technologies and are not merely testing what has been discovered long back. In India what is wanted is not taught and what is taught is not wanted. There is a serious mismatch. The institutes abroad are ahead of time, are we behind?

Innovative Mind and Innovative Infrastructure Needed: Universities abroad have on campus technology relay centres, entrepreneurship centres, technology Incubators, business incubators, research Park, Venture capital Foundation, Patent and Intellectual Property centre, Corporate education centre, technology transfer offices, knowledge transfer centres for outreach, They are existing from many years we do not have them even today. It is on account of these centres that their nations and people have prospered. These are the new dimensions to be added urgently to our institutions. They are a profit centres and have added to the wealth of universities and the nation.

These centres have given a character of innovation to their universities and made education relevant to the needs of the society. They generate new technology in college labs and so they are constantly selling and we buying. Our universities and colleges are teaching oriented, teaching that material which comes to them from abroad. They have no original well springs of knowledge.

Universities abroad provide seeds for industrial growth. Quality and relevance of education in developed countries is reported to have improved because of the presence of such centres of excellence in the campus. Enterprising culture is imbibed in students. This leads to spinoffs of new technology based companies, spinoffs of brand new technologies, continuous inputs of new technology in industries to make and maintain them globally competitive. Around 40 companies are born every year in MIT, and this figure over a period of years is of the order of 3000.Stanford University has given birth to companies like Yahoo, Google, and CISCO. This is true of almost all research universities, in Canada, Australia, and China etc. Universities have become the maternity homes, where good baby care is taken and companies are born without any congenital defects. This is found to be a good help building entrepreneurs. Companies born on university Research Parks are found to be more prospective at national and global levels, than those companies born off the park. Our universities are lacking in all such ideas. Can we not adopt these strategies? Yes, if such approach is adopted then the flow of students and brain drain will be arrested. True that it is a long journey, but somewhere it must begin. Is it not that a thousand miles journey begins with a single step? The vector direction of our students learning should have to be made enterprising, innovative and in right direction considering global experience. Otherwise the efforts, time and money goes astray.

Only class room teaching or lab working although necessary is not enough to upgrade the quality of education to world class level. Imagination, creativity of students grows only when they work in Research Parks, incubators etc. and industry. Creativity, Discovery, innovativeness is the character of institutes abroad. Is it so in India?

Industry Institute Interaction Model abroad worth emulation: What we observe differently in higher education institutes abroad is that R & D units of private companies are flocking round and parking on the periphery of universities in search of new knowledge. These R & D units draw on the intellectual capital of the university. They use the expertise of professors, use research infrastructure in university and the innovative talent of young energetic students. The experts in private R & D units

with their rich experience are found to deliver lectures to students studying in university. There is an exchange of knowledge and innovative talent continuously between the companies and the university. The interaction between the university and companies enriches both. By doing this, they subsidize each other's cost of education and research. Students learn innovation skills besides known knowledge and technology. This system especially fires the power of imagination of students, and inspires them with creativity. Thus research is found to subsidize education and education to subsidize research. Do we have such a system in our universities? This I have personally observed in many universities like McMaster University in Canada, Karlsruhe University in Germany, Wisconsin university in USA and several others. This is widely prevalent in many universities in foreign from many years. In India we often talk of need and importance of interaction between industry and institute. Do we need to emulate such good policies and practices from abroad?

Indian universities and colleges ought to dream big, think great and show commitment to become world class, they have the necessary capability. Indian professors have done wonders in foreign. They have raised their universities to great heights. Why can they not do in India? Professors are the custodians of the brain power of youths in the country**.** They are architects of the future of young generation; some of them are the Leaders of tomorrow who are strolling today in university campuses. Tomorrow's society of India is being created today in university and college campuses.

The central message of the article is that Indian universities and colleges ought to be conscious about their legitimate role to produce graduates as creative leaders, imaginative leaders and not followers or copy cats. They ought to focus on this prime role, be autonomous leaving the role of conduct of examination at lower level. To be able to do that institutes ought to follow global winds of change, global visions and missions. They would have to abandon old visions and missions. They would have to be innovative in character. They must bench mark with world best.

Innovation is indispensable. Conventional wisdom in higher education which once served well is **no** fit for today and tomorrow. The time demands revolutionary changes. Otherwise foreign universities which are at door steps will dominate, and our institutions will become subservient. Conventional teaching in class rooms is necessary, but not enough. Higher education institutes without centres on campus for technological innovation, entrepreneurship development, patent and IPR, technology transfer, venture capital, hi-tech start ups, spin-off of technologies are incomplete, irrelevant and nonviable in modern sense. If India dreams to be a developed nation in 2020 the

present higher education system needs to be strengthened urgently in respect of above stated centres. They have to be able to give "Technology Push" to address "Market Pull" and turn out graduates as leaders. Universities and colleges would have to think "**Out of Box** "to redesign their systems to generate new knowledge, and new technology ahead of others. The present departmental approach, distributing knowledge generated elsewhere in the world is unfit for the purpose. They would have to install systems as "WELL SPRINGS" of new knowledge and new technologies. How can the institutions remain ahead of time? Institutions will have to change present frame of institutions in favour to establish above stated centres afresh in their campuses, essentially in partnership or in association with industry. Restructuring in the context of global changes has to be the main item on national agenda, without which the intellectual resource will continue to be underutilised, wasted and opportunities missed. Colleges and universities should have to do benchmarking with the best in the world, and make gap analysis. This is urgent, because so far we have failed to navigate in proper direction. Navigator has to have a binocular in his hands for long range planning and the driver the head of the institution has the wheel in his hands to mitigate the current situations.

The key factor behind unemployment is insufficient entrepreneurship, and insufficient innovation. Shortage of people with enterprising and innovation skills is a major barrier in employment generation. Universities and colleges which have a major influence on nation's capacity for innovation should have to resort to new strategies. They would have to install systems to generate new ideas and new technologies for industry and help them to win. Higher education should have to explore full scope of innovation phenomenon. They should produce leaders and captains competitive by world standards and not only hirelings or followers or technology coolies. Not many are becoming leaders, entrepreneurs at global level, because that is not what we are teaching them to be.

India is not short of resources but is short of globally proven systems & procedures, Policies & practices. The framework of Indian universities is defective. Research and commercial exploitation of research findings is neglected. Budget **needs to give priority to research**. Today, budget provided to universities and colleges is small and that too is frittered away on no priority activities leaving almost no budget for priority activities of research and innovation. Universities unfortunately have become examination bodies, research and innovation which is their legitimate job goes Hayward. It is well-known fact that where there is no research education does not grow. Research and education are the two sides of the same coin. They subsidise each other. Due to almost no research the advantage of

subsidising each other is lost. The situation needs urgent correction. Mind set of key people has to be altered and education needs to be aligned considering global winds of change.

Nations are more prosperous where autonomous institutions exist. IITs were born as autonomous institutes. Right from first day they are autonomous, and so they could shine. MHRD, UGC, AICTE TEQIP have all recommended autonomy policy. Autonomy does not require more money but it saves. It improves quality of education without any additional expenditure. From 1960 autonomy is being talked, yet very few colleges have become autonomous. There is no dedicated effort made to install autonomy. Affiliating system in India is rampant. This is structurally an inefficient system consuming more funds, and not permitting excellence in education. Colleges have become a burden on universities instead of asset. This system does not exist in any of the developed countries. Our funding for education as a result is **going for perpetuation of inefficiency and subsidising incompetency, and not for improving education standards**. Economic returns from investment in universities and colleges are far too low than they could be. Economic security of India is threatened due to absence of autonomy. Solutions to improve quality of higher education do not lie in providing more funds but in utilizing available funds more effectively. Our investment is going for the **support and protection of inefficient systems**, do we realise this? Government, universities and colleges should have to come together to install autonomy. It does not require money on the contrary it saves, yet quality improves. If we do not step up the challenge of creating autonomous institutions, we undermine everything else we are trying to reform higher education.

Alumni are the ambassadors of institutions and a great force to further education. Alumni are important stakeholders, but their strength in India is frittered away and not tapped fully. Alumni elsewhere have contributed immensely. They will contribute in India too. No top ranking institute in the world has grown to greater heights without the support of alumni. Alma mater is very near and dear to alumni. They are willing to contribute with full might to add value and provide budding graduates with professional information much needed by them. Every institution should draw out a plan to tap the unutilised force of its alumni. Growth of college, university and growth of alumni ought to in fact synergise. This improves the character of college and alumni in society. Efforts made by faculty alone, staff and students alone, to make institute world class is not enough. External backing of collective wisdom from alumni is crucial. Colleges should have to share their visions and

missions with alumni. This strength is available to an institution, it is not to be imported and paid for, but it is to be only tapped.

Capacity Utilization is too low. How can it be enhanced?

Our institutes by and large open at 10 in the morning and close at 5.30 in the evening**.** Universities abroad open at 8am and close late in the evening. Libraries are open round the clock. Capital is scarce; obsolescence rate of technology is faster, equipment should be used as much as possible. Labs and library should possibly be used much longer. CAFETARIA approach is adopted abroad for education, for it is observed that, students learn better when they learn what they like; and how they like to learn. In India rice plate approach is common. The things need to be changed. Board of Governors of universities and colleges ought to be visionary, innovative accountable, effective and imaginative to steer the direction to ensure the quality of education. If BOGs act with vision and dedication, India undoubtedly will win in brain race.

Conclusion

No nation in the world has ever become a leader by borrowing technology from abroad. India in spite of ample availability of natural resources and brilliant people is one of the most poor countries in the world, with 20 % people living below poverty line, mainly because it has a serious deficiency in quality of education in general and higher education in particular. Why Indian universities and colleges do not stand high in the world list, of top 100? Where do they fall short? Do they provide globally competent leaders and new technology to industry? Is it their mission to make industry win? The concerned should have to do "Gap analysis". University ranking decides India's success in its mission, "Make in India". Do we realise this? Are education providers and key people in policy making conscious about it? India is lagging behind the world mainly because of lack university-industry interaction. India's development is critically dependent on availability of globally competitive professional leaders, and leaders in all walks of life.

 Today success in the global market place means creating and applying new knowledge new technology faster than one's competitors. World winners will be those who develop talent, technologies, and tools so advanced that there is no competition to challenge.

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Stream of Consciousness in Aldous Huxley Novels

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Aldous Leonard Huxley (26 July 1894 — 22 November 1963) was an English writer with a flexible flair of pen. One of the most prominent members of the famous Huxley family, he is known for his novels and a wide-ranging output of essays. Among serious novelists, Aldous Huxley is surely the wittiest and most irreverent. Ever since the early twenties, his name has been a byword for a particular kind of social satire; in fact, he has immortalized himself as a satirist.. Descended from two of the most eminent Victorian families, he inherited science and letters from his grandfather T. H. Huxley and his great-uncle Matthew Arnold respectively. He absorbed both strains in erudition so unlikely that it has sometimes been regarded as a kind of literary gamesmanship. Huxley also edited the magazine Oxford Poetry, and published short stories, poetry, travel writing, film stories and scripts. His novels represent biological theories, psychoanalysis, religious discussions, mysticism, sex, love, political ideologies and scientific utopia. In many ways, Huxley was the last of the great Victorian novelists. But many characters in the novels of Huxley remain preoccupied with ideas, sometimes allowing their interior dialogues to roll on. It can safely be asserted that many a time the ideas become characters. It must be remembered that 'interior monologue' is one of the devices of stream of consciousness fiction.

Interior monologue in dramatic and non-dramatic fiction is a narrative technique that exhibits the thoughts passing through the minds of the protagonists. These ideas may be either loosely related impressions approaching free association or more rationally structured sequences of thought and emotion. Interior monologues encompass several forms, including dramatized inner conflicts, self-analysis, imagined dialogue (as in Eliot's "The Love Song of J. Alfred Prufrock"), and rationalization. It may be a direct first-person expression apparently devoid of the author's selection and control, as in Molly Bloom's monologues concluding James Joyce's Ulysses, or a third-person treatment that begins with a phrase such as "he thought" or "his thoughts turned to." In a sense, in the interior monologue the discourse is first person, present tense, and the effect is rather like wearing headphones plugged into somebody's brain, listening to their thoughts.

The term interior monologue is often used interchangeably with stream of consciousness. But while an interior monologue may mirror all the half thoughts, impressions, and associations that impinge upon the character's consciousness, it may also be restricted to an organized presentation of that character's rational thoughts. Closely related to the soliloquy and dramatic monologue, the interior monologue was first used extensively by Edouard Dujardin in Les Lauriers sont coupés (1887; ''We'll to the Woods No More") and later became a characteristic device of 20th-century psychological fiction.

The novel Antic Hay that was first published in 1923, just a year after James Joyce's famous novel Ulysses, which was hailed as the most important document of the modernist movement. It has been called "a demonstration and summation of the entire movement'" abounds in interior monologues. Antic Hay, also represents a clash of ideas and characters. In many respects Antic Hay may be taken as a conventional novel. In the course of the novel we come across many interior monologues. Gumbril Junior, a teacher by profession looks nostalgically at his past and allows his thoughts to roll on. Gumbril time and again soliloquizes and intends to complete his autobiography in this manner. He soliloquizes, "When I'm abroad this time, I shall really begin writing my autobiography. There is nothing like a hotel bedroom to work in.[2]" Later he says, "People, who know me, will think that what I write about the governess cart and my mother and the flowers and so on is written merely I know it here (in the mind)."[3] Thus, in his autobiography he intends to write about his mother and the governess cart. He compares himself with Roman Rolland in terms of his emotions. His flow of thoughts, however, is a controlled affair. The sentences are neither short nor broken, nor is there excessive use of dots and dashes, as is the case with genuine interior monologues in James Joyce and Dorothy Richardson.

The thoughts of another character in the novel, Mrs. Viveash are also depicted through interior monologues. While thinking about her past lover he goes into a reverie and starts an interior monologue. This time the monologue is spoken rather loudly to be overheard The Martial gentleman asks her whether she had been addressing him. When told in the negative he says, "Poor thing . . . poor young thing. Talking to herself. Or perhaps she took drugs. That was more likely, that was much more likely. Most of them did nowadays. Vicious young women, lesbian friends, nymphomaniacs,

thoroughly vicious, nowadays thoroughly vicious."' This suggests that the Martial Man thinks that Mrs. Viveash is a crazy woman and addicted to drugs.

ln Those Barren Leaves Huxley has attempted to reveal the inner workings of the minds of his characters through interior monologues. Sometimes" he himself as an omniscient narrator describes their chain of thoughts while sometimes he allows his characters to dramatize their consciousness. ln the portion 'Autobiography of Francis Chelifer' there are passages that illustrate the use of the stream of consciousness technique. Miss Thriplow, Cardan, and Mrs. Aldwinkle allow their thoughts to flow. Mrs. Thriplow believes in the intensity of passion. The fragrance of crushed leaves plucked from a tree recall her past girlhood says, when she and Jim loved each other so passionately. The past is recalled also immediately as if it was happening before her eyes that very moment. The recollections are examples of Bergson's pure memory. Huxley depicts her mental processes very minutely. Miss Thriplow thinks of concocting a story on the basis of the love between her and Jim. She also provides them imaginary names of Belamy and Edna. The dialogue between these two imaginary characters has also been visualized by Miss Thriplow:

> *. . . Edna picks a leaf from the fragrant laurel as she passes. 'What must be wonderful about love, the young man is just saying (it is a set speech and he's screwing up courage to get it out for the last half hour) about real love, l mean, is the complete understanding, the fusion of spirits, the ceasing to be oneself and the becoming someone else, the . . .' But sniffing at the crushed leave, she suddenly cries out, uncontrollably (impulsiveness is one of Edna's charms), 'why, it's the barber's shop at Welteringham! Funny little Mr. Chiqwell with the squint! And the robbers band still going round and round oer the wheel, wriggling like a snake.[3]*

Mrs. Thriplow in her stream of thought is led to think of love from her remembrance of Jim. There is some resemblance between Miss Thriplow and the Proustian characters. As Jocelyn Brooke remarks:

. . . it is noticeable then in Those Barren Leaves Mr. Huxley shows signs of Proustian influence, not so much in the matter of style (though indeed it is more elaborate than in the earlier books) as in his delineation of character. Mrs. Aldwinkle, for instance, with her propriety attitude to her view, and to Italy in general, owes much to Mme. Verdurin, and Miss Thriplow's reminiscences, prompted by the smell of a hay-leaf also have a suggestively Proustian flavour. [6]

Such interior monologues are provided by other characters in the novel including Chelifer, Mr. Cardan, Calamy and Mrs. Aldwinkle. Mr. Cardin's interior monologue is like Leopold Bloom's stream of thought when he goes by buy meat for meals and happens to come across words 'Agandeth Netaim' that stir up his thoughts connected with plantation of trees in deserts:

Mr. Cardin's thoughts took on, all at once, a dismal complexion. Old age, sickness, decrepitude; the bath chair, the doctor, the bright, affectionate nurse, and the long agony, the struggle for breath, the thickening darkness, the end, and then, how did that merry little song go? . . . [7]

Point Counter Point (1928) in many ways reminds of Antic Hay, in terms of its sexuality and sensuality. This novel puts forward a new theory of fiction, of the novel of ideas. The novel of ideas is a narrative form, one in which the standards are not fixed beyond alteration, or removal. It assumes a diversity of mood and intonation, but it is careful not merely to label its characters. They are not allegorical figures, for there is no single thing which the drama of their interaction is designed to illustrate. The novels of ideas contain men of different temperaments and attitudes within the scope of one narrative. The chief objective of the novelist of ideas is to dramatize the conflict of opinions of these attitudes in his novel. Each character has given him a point of view drawn from the prevailing intellectual interests of his creator. Thus, the character stands, moves, or falls. In this type of novel there is the drama of ideas rather than of persons, or the drama of individualized ideas.

In his *Point Counter Point*, Aldous Huxley has Philip Quarles occasionally noted in his notebook random observations on the craft of fiction. This may be considered a kind of handbook for

a study of "the novel of ideas"-not the novel which uses them for characterization and other qualities of the traditional narrative.

Point Counter Point is more deliberately planned; the novel seems at least to have given each of its points of view some beginning, middle, and end. By interweaving these points of view, giving them a thematic structure, Huxley has placed a large premium upon his view of supplementary ideas. It is interesting how the several points of view are acted out, tested as the novel were, in the modern world, and the limitations of each are demonstrated in the individual fates of the persons who hold them. Spandrell, is himself not concerned with large social issues, lends courage to lllidge, scientist-Communist, so that Webley, Fascist, comes to a violent end. Lord Edward's devotion to science is free, because he chooses it to be, of embarrassing complications which lllidge suffers through involvement in political action. He has instead what his assistant calls "a shameful and adulterous passion for idealistic metaphysics." ln each case, the point of view, which becomes quite clear very early in the novel, is so given as to form an essence of responsibility for the action consequent upon differences of opinion and opposing. .

Here Marjorie Carling's thoughts have been presented in a traditional fashion. The scientist Lord Edward Mount who works on osmosis and grafts a tail of newt on the tail of an amputated foreleg, lets his thoughts flow. The thoughts are serious and idealistic:

> *He read the words, idly first, then more successfully, then several times with a strained attention. 'The life of the animal is only a fragment of the total life of the universe.' Then what about suicide? A fragment of the universe would be destroying itself? No, not destroying, it couldn't destroy even if it tried. It would be changing its mode of existence — changing . . . Bits of animals and plants become human beings. What was one day a sheep's hind leg and leaves of a spinach was the next part of the hand that wrote, the brain that conceived the slow movements of Jupiter Symphony. And another day had come when thirty-six years of pleasures, pains, hungers, loves, thoughts, music together with infinite unrealized potentialities of melody and harmony had manured an unknown comer of a Viennese cemetery . . . It was all obvious, too but to Lord Edward as apocalypse';*

The fantastic notions of Lord Edward have been projected through this interior monologue. Lord Edward's mind is preoccupied with the biological problems, the growth, the transubstantiation and death. On the whole, there is nothing that is nebulous or formless, or irrelevant, in his stream of thought.

In this novel there is another important character named Philip Quarles. His notebook, like that of Stephen Daedalus' diary in James .loyce's *A Portrait of the Artist as Young Man* Illustrate his stream of consciousness. His thoughts mostly illustrate his theory of novel, the novel of ideas. ln his interior monologue he traces the characteristics of Beethoven's music with its abrupt shifts, and the changes of the moods, and alterations of themes, Philip Quarles comes to the novel of ideas which should be patterned on the variations of themes in music. Philip Quarles' interior monologue is serious and depicts a parallelism between music and fiction.

Huxley's Eyeless in *Gaza* (I936) portrays the problems of non-attachment. It is Anthony Beavis who has a dispassionate view of life, while retaining interest in the enthusiasm of youth. The events and experiences have not been presented in the novel in the chronological order. In this it resembles Virginia *Woolf's The Years*, which is an acknowledged novel of stream of consciousness. Anthony Beavis is like Proust. He recollects the past and remembers his dead mother. The snapshots at which he looks remind him of her physiognomy and dress. ln his conversation with Helen, Anthony Beavis recollects Proust. The beastly smell of the church again reminds him of his mother. Beavis is an intellectual. His interior monologues reveal that he is engrossed in higher problems of life.

In *Time Must Have a Stop* (1945) we meet Sebastian Bamack who was deeply interested in Greek folklore. When he came to know about somebody's death he is reminded of Keats' *Endymion*. In this poem he read "scared of dying' and 'the women in cages.' These phrases awaken in his mind "a whole of zoo of ferocious and un-domesticable girls, a deafening aviary of dowagers."[9]

It must be remembered that in most cases Huxley preferred to depict the thoughts of his characters in his own words. Naturally the delineation of direct interior monologue is uncommon in

his novels. But whenever he chose to provide the character's interior monologues in their own words then they provide us streams of their thoughts very much in the manner of Jams Joyce, Dorothy Richardson and Virginia Woolf. According to Deery, Huxley's narratives show "a kind of contained randomness, an 'elegant chaos'".[10] Characters and events are presented to the reader through various different perspectives. There is "no privileged observer"[11] who the reader could rely on, a feature often found in Modernist fiction.

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Technology rich Future Classroom: Urge of Present Society

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Abstract

Wide deployment of computers, software and telecommunications helps boost productivity and reduce transaction costs in many sectors, strengthening economic growth. Computers, mobile devices and software can help expand the quality and availability of health care and other public services, as well as education. A lack of access to technology, on the other hand, can hinder development. We are striving to create a learning environment where innovative technologies are accessible, convenient, familiar, and enable meaningful communication that is otherwise unavailable. The Classroom of the Future is a suite that begins with an experimental classroom and a seminar room, wireless environments that will allow students to be highly mobile yet continuously connected to the interactions and resources they need. Ultimately, the Classroom will provide the necessary environment for education faculty members to model the types of instructional activities that pre-service teachers can incorporate in their future classrooms, and support creative approaches to curriculum design to forge innovative lessons in new formats or for special types of learners. Classroom of the Future will serve as the support centre for the educational technology to be developed by the teacher teams at each level of education.

Key Words- Future Classroom, Technology, Experimental Classroom

Technology and India's Future

The nation has become a global leader in information technology and other high-tech fields such as pharmaceuticals, telecommunications and telecom-based business services. These sectors have contributed to the economy's rapid growth since 2003, which has lifted many millions of people out of poverty. Continued growth could alleviate suffering and expand opportunities for millions more. One day, we may look back on India's progress during this decade as one of the great humanitarian achievements of our time. Equally exhilarating is how India's rise may influence the global community. The world will be a safer place if other nations can learn from the achievements of what is not only the largest democracy, but also one of the most pluralistic cultures. The Ex-Prime Minister, Dr Manmohan Singh, has said it well: "India's success will renew humanity's faith in liberal democracy, in the rule of law, in free and open societies." The entire world has a big stake in India's future. Besides being an important tool in education and a growth sector of the Indian economy, information technology can aid social and economic development in many ways. Wide deployment of computers, software and telecommunications helps boost productivity and reduce transaction costs in many sectors, strengthening economic growth. Computers, mobile devices and software can help expand the quality and availability of health care and other public services, as well as education. A lack of access to technology, on the other hand, can hinder development. More than 30 years after the invention of one of the most versatile and empowering technologies of our time, the personal computer is readily available to only 1 billion of the world's more than 6 billion people. Microsoft's founding vision of "a computer on every desk and in every home" is a reality for the roughly 1 billion people living near the top of the global economic pyramid. But the digital revolution has yet to spread very far in many rural areas, impoverished communities and developing countries, including India. Disparities in technology access are troubling, for as the global economy is increasingly computerised and moves online, social and economic development becomes even more difficult in the places and for the people left behind, on the less fortunate side of the digital divide. This is a problem that Microsoft and others in the information technology industry have been working to address.

The Need for Technology-Rich Teacher Training

The high-level of attention has not solved the most vexing issues pertaining to educational technology—preparing pre- and in-service teachers to utilize technology for the benefit of all students. Teacher training programs in India are not adequately preparing teachers to use technology in their jobs. Recent studies by the International Society for Technology in Education indicate that this remains largely true. Today, only 20% of teachers feel that they are well prepared to integrate technology into the classroom. Several factors bring greater urgency for national efforts to strengthening teacher education. In addition to the increased demand for teachers, many in-service teachers are simply not aware of the ways in which technology can be engaged to teach a variety of concepts. Consequently, teachers with basic knowledge of the Internet and application programs do not seek further training on their own.

In the words of Cheryl L. Lemke, vice president for education technology for the Milken Family Foundation, "Teachers don't know they don't know." Most teacher training programs today offer one course in educational technology as a requirement of their education programs—not enough for new teachers to gain a broad understanding of technology's possibilities in advancing educational quality. Moreover, current teacher training programs place tremendous focus on the technology alone rather than on the learning outcomes that it should foster. The fact that computer-based information processing power is doubling approximately every two to three years complicates the issue further. As a result, technology-focused training loses much impact as technology changes. Today's teachers are trapped in a cycle of under-preparedness to truly integrate technology into the classroom and Indian schools continue to struggle to make the best use of technology in the classroom.

The primary goal of teacher preparation is two-fold: to prepare teachers for the classrooms they will enter today, and to prepare our teachers for the classrooms they will help shape tomorrow. To offer students an environment that reflects the realities of today's classrooms, and the possibilities of tomorrow, the College of Education, Lehigh has developed a dedicated, multiple-room suite named the Classroom of the Future. The Classroom of the Future will enable pre-service teachers to experience technology as a powerful teaching tool and to inspire the development of creative, technology-rich curricula by concentrating on learning rather than technology. A technology-rich teaching environment is more than a classroom filled with technological devices that reflects recent

insights into the social nature of learning, and where teaching, learning, and technology are integrated in meaningful ways.

One of the primary objectives of the Classroom is to make technology invisible, focusing on effective transmission of knowledge, not on wires, software, and hardware—a laboratory for exploring the potential of interactive, mobile, and multi-sensory tools capable of linking physical place through distance learning, dramatically increasing accessibility via the Internet, and manipulating time through modelling and streaming video technology. The Classroom will teach future teachers the differential use of various technologies in order to identify the best technology for the learning outcomes desired. We are striving to create a learning environment where innovative technologies are accessible, convenient, familiar, and enable meaningful communication that is otherwise unavailable. Finally, transparent technologies allow the focus to lie more on the content of the learning problem, rather than overtly on the technology that enables the interaction.

The Classroom of the Future is a suite that begins with an experimental classroom and a seminar room, wireless environments that will allow students to be highly mobile yet continuously connected to the interactions and resources they need. Both the seminar room and the experimental classroom will be connected to a group space outfitted with a plasma screen for pre-service teachers to view the instructor's activities (either in the experimental classroom or the seminar room), work on group activities, and share ideas. "Smart-boards" will be mounted on the walls of seminar room and the experimental classroom, in which students can record what is written on the boards onto computer files or print the information for use as handouts. Students and faculty will be able to share information from one laptop to the instructor's station, onto the Smart boards, and back to each student's screen seamlessly. Both rooms will have an instructor's station—complete with control system, a sound system, a computer, a VCR, and software for "beaming" and/or receiving data between their computer and the students'. The suite also includes a Macintosh Lab, computer room, office/lab assistant space and computer LAN closets. Since a major obstacle to technology integration lies in education and awareness, graduate assistants will be on hand to assist projects and provide technical support for activities in the suite. Ultimately, the Classroom will provide the necessary environment for education faculty members to model the types of instructional activities that pre-service teachers can incorporate in their future classrooms, and support creative approaches to curriculum design to forge innovative lessons in new formats or for special types of learners.

Classroom of the Future will serve as the support centre for the educational technology to be developed by the teacher teams.

Undesirable Effect of Future Classroom on

- **Reading Habits-** Teachers, as important agents to inculcate reading habits in future generations, are of course expected to have reading habits. E. Oguz, Yıldız, A., and Hayırsever, F. proved statistically that *future classroom teachers do not have enough reading habits*, which is an issue to be focused on. Most of the future teachers hardly ever read or did not read at all. They believe that modern education system does not inculcate reading habits so there is a need to reform education system not teachers. Future Teachers should prefer to read news paper, magazines & books not e-version of all. The fact that the mostly uttered excuse by the future teachers for not reading books more is "lack of time" is thought provoking. Hence, serious measures must be taken immediately.

- **Writing Skills-** These are already on extinction and in the future generation, writing skills will disappear completely. Only typing and touching skills will be used to write. Pen (The weapon of writers) will be the laser pen which through a light on displayed content. Slowly-2, the writing skills will become lifeless.

- **Thinking Ability-** Information Technology is a curse for thinking ability because it provides us an ocean of knowledge without any mental effort and at the same time foster copy-paste habit in readers.

- **Expensive Education-** The excessive use of Information Technology in Education made education more expensive and took it away from the reach of talented villagers. The technology rich schools have very high fee structure due to the maintenance cost of such technologies.

Stumbling Blocks in Real (Rural) India

- **Lack of Finance-** The Classroom of the Future coasted approximately $234,000 at Leigh University, America. In Indian Rupee, it is a very-2 big amount. In reality, Future Classroom is a dream for real India.

- **Lack of Electricity-** Nearly more than half of the India is suffering from low or no electricity. Although posh colonies, metro cities, industrialists' & ministers' houses, and big industries etc are not a part of this problem but 70-80% of population which lives in villages, is still facing it.

- **Lack of Skilled & Dedicated Teachers,** who may inspire, impress, make learning fun & over all exemplify the quality and dedication that can make the remarkable difference to any education system.

- **Excess of Corruption-** It is rooted in all of the problems mentioned above. All the financial help goes in the stomach of this devil. It is working as a termite in Indian Progress. As tree can't be grown in one day, corruption can't be removed in one day. It is a long term process and value based education as well as role models in the form of great teachers are essential remedy to cure this epidemic.

Conclusion

Although there are many changes in the structure and content of courses, the key direction of innovative programmes in recent years has been toward a stronger school base in initial training, close working relations between teachers in schools and university academics. Changes do seem to be needed, perhaps through wide consortium type collaboration among the existing, most innovative, programmes in an effort to diffuse good practice, perhaps through wholly new programmes. Closer working partnerships with schools and systems is widely seen as the way ahead, since forging these will inevitably lead to a review of all the components of the teacher education programme and responsibility for them. Teacher educators would welcome closer engagement with employers and system authorities in developing strategies of continuing professional learning, building on initial teacher education. For strengthening the quality of teacher's work and as a way to reduce attrition, consideration should be given to more systematically structured ways of supporting teachers in the first year or so of teaching. There should be a continuum of learning and structured experience bridging the training period and early professional life.

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हिन्दी तथा अंग्रेजी माध्यम के विद्यार्थियों की वैज्ञानिक अभिवृत्ति का तुलनात्मक अध्ययन

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शोध सारांश

शिक्षा जीवन और कार्य के लिए शिक्षार्थियों को सक्षम और आत्मविश्वासी बनाती है और उन्हें चुनौतियों में भी अपने लिए अवसर तलाशने और यहाँ तक कि नए अवसर पैदा करने में भी समर्थ बनाती है। अगर आज हम यह कहें कि हमारा जीवन भौतिकवादी या यांत्रिक हो गया है तो निःसन्देह यह भी हमारे जीवन पर विज्ञान के प्रभाव को ही परिलक्षित करता है। आज जिस युग में हम रह रहे हैं वह विज्ञान का युग है। समाज में गरीबी, अज्ञानता, बीमारी, अंधविश्वास आदि को हटाने में विज्ञान का महत्वपूर्ण स्थान है। साथ ही, विज्ञान के अध्ययन से विद्यार्थी में शनैः शनैः महत्वपूर्ण सामाजिक आदतों एवं दृष्टिकोण का विकास होता है जो हमारी सभ्यता एवं संस्कृति के लिये आवश्यक है। विज्ञान छात्र में वैज्ञानिक दृष्टिकोण उत्पन्न करता है।

प्रस्तावना

आज मानवीय विकास के क्षेत्र में विज्ञान ने आधारभूत भूमिका अदा की है। वर्तमान युग को यदि हम वैज्ञानिक युग कहें तो अतिश्योक्ति नहीं होगी क्योंकि आज संसार के कोने-कोने में विज्ञान अपनी पहुँच बना चुका है। आज हम जिधर भी नजर उठाकर देखते हैं, वहाँ हमें विज्ञान के करिश्मे दिखाई देते हैं। विज्ञान ने आधुनिक जगत में क्रान्ति पैदा कर दी है। परिणामस्वरूप मानव समाज के सारे क्रिया कला आज विज्ञान द्वारा ही संचालित हो रहे हैं। आज जीवन के हर क्षेत्र में विज्ञान ने अपनी पहुँच बना ली है। चाहे वह कृषि के क्षेत्र में नये-नये यंत्रों एवं बीजों का आविष्कार करके विज्ञान ने क्रान्ति ला दी है, वहीं चिकित्सा के क्षेत्र में नयी-नयी खोजों द्वारा असाध्य रोगों का इलाज संभव हुआ है। विज्ञान के बल पर पृथ्वी के ही नहीं वरन् अंतरिक्ष के भी नये-नये रहस्य

हमारे सामने उजागर हुये हैं। आज विज्ञान के कारण ही मनुष्य प्रगति के पथ पर इतना आगे बढ़ सका है। विज्ञान के कारण ही असंभव से असंभव कार्य संभव हो सके हैं। आज हम अपने चारों ओर विज्ञान के चकाचौंध कर देने वाले चमत्कारों को देखकर चकित हो उठे हैं। विज्ञान के अध्ययन से मनुष्य सभ्य बन चुका है। ज्यों–ज्यों सामाजिक जीवन जटिल होता जा रहा है, त्यों–त्यों विज्ञान के अध्ययन की आवश्यकता बढ़ती जा रही है। विज्ञान का सांस्कृतिक महत्व दिन-प्रतिदिन बढ़ता जा रहा है। मानव के और अधिक सुसभ्य तथा समृद्ध होने का एक मात्र कारण विज्ञान में नवीनतम खोजों को ही माना जा सकता है। आज हम आधुनिक कहलाने में गर्व का अनुभव करते हैं और इसी आधुनिक सभ्यता की नींव जिन व्यवसायों पर टिकी है वे हैं कृषि, अभियांत्रिकी, चिकित्सा, उद्योग-धन्धे आदि हैं। वे सब विज्ञान पर आधारित हैं और हमें यह नहीं भूलना चाहिये कि जिन व्यवसायों को हम आधुनिक सभ्यता की रीढ़ की हड्डी समझते हैं उनके विकास में विज्ञान ने ही महत्वपूर्ण भूमिका अदा की है।

प्रोफेसर यंग ने लिखा है– ''आज के इस लौह, वाष्प और विद्युत के युग में विज्ञान का सर्वोच्च स्थान है। यदि इस स्तम्भ को हटा दिया जाये तो हमारी यह भौतिक सभ्यता निःसन्देह नष्ट हो जायेगी।''

अध्ययन के उद्देश्य

प्रस्तुत शोध कार्य के निम्न उद्देश्य हैं–

१. हिन्दी माध्यम के छात्र-छात्राओं की वैज्ञानिक अभिवृत्ति का तुलनात्मक अध्ययन करना।

२. अंग्रेजी माध्यम के छात्र-छात्राओं की वैज्ञानिक अभिवृत्ति का तुलनात्मक अध्ययन करना।

३. हिन्दी और अंग्रेजी माध्यम की छात्राओं की वैज्ञानिक अभिवृत्ति का तुलनात्मक अध्ययन करना।

४. हिन्दी और अंग्रेजी माध्यम के छात्रों की वैज्ञानिक अभिवृत्ति का तुलनात्मक अध्ययन करना।

५. हिन्दी और अंग्रेजी माध्यम के विद्यार्थियों की वैज्ञानिक अभिवृत्ति का तुलनात्मक अध्ययन करना।

अध्ययन की परिकल्पनायें

१. हिन्दी माध्यम के छात्र-छात्राओं की वैज्ञानिक अभिवृत्ति में कोई सार्थक अन्तर नहीं होता है।

२. अंग्रेजी माध्यम के छात्र-छात्राओं की वैज्ञानिक अभिवृत्ति में कोई सार्थक अन्तर नहीं होता है।

३. हिन्दी और अंग्रेजी माध्यम की छात्राओं की वैज्ञानिक अभिवृत्ति में कोई सार्थक अन्तर नहीं होता है।

४. हिन्दी और अंग्रेजी माध्यम के छात्रों की वैज्ञानिक अभिवृत्ति में कोई सार्थक अन्तर नहीं होता है।

५. हिन्दी और अंग्रेजी माध्यम के विद्यार्थियों की वैज्ञानिक अभिवृत्ति में कोई सार्थक अन्तर नहीं होता है।

प्रयुक्त शोध विधि

शोध विधि का निश्चय अध्ययन की प्रकृति उद्देश्यों तथा उपलब्ध संसाधनों पर निर्भर करता है। इन्हीं बिन्दुओं को दृष्टिगत रखते हुये प्रस्तुत शोध अध्ययन हेतु सर्वेक्षण विधि का चयन किया गया है। प्रस्तुत शोध अध्ययन ''हिन्दी तथा अंग्रेजी माध्यम के विद्यार्थियों की वैज्ञानिक अभिवृत्ति का तुलनात्मक अध्ययन'' उसी रूप में किया गया है। जैसी परिस्थिति में वे वर्तमान स्वरूप में हैं। अतः शोध अध्ययन हेतु सर्वेक्षण विधि ही सर्वोत्तम सिद्ध होती है। इसके औचित्य को स्पष्ट करते हुये बेस्ट ने कहा है सर्वेक्षण अनुसंधान वर्तमान स्थिति की व्याख्या तथा विवेचना प्रस्तुत करता है। इसका सम्बन्ध उन स्थितियों से है, जिसका अस्तित्व वर्तमान में है, उन व्यवहारों से है जो प्रचलित हैं व उन दृष्टिकोणों से है जिनका प्रचलन है तथा उन प्रभावों से है जिन्हें अनुभव किया जा रहा है अथवा उन उन्नतियों से है जो विकासशील हैं।

प्रस्तुत शोध हेतु प्रतिदर्श का चयन

प्रस्तुत शोध का प्रतिदर्श का चयन निम्न प्रकार किया गया–

विद्यालयों का चयन

प्रस्तुत शोध में शोधकर्ता ने अपने शोध के उद्देश्यानुसार जनपद जालौन के ५ माध्यमिक विद्यालयों का चयन किया जिनमें हिन्दी व अंग्रेजी माध्यम की कक्षायें संचालित थीं।

जनसंख्या का चयन

प्रस्तुत अध्ययन में जनसंख्या के अन्तर्गत चयनित माध्यमिक विद्यालयों से प्रत्येक माध्यम के कक्षा ६ में अध्ययनरत १० छात्र एवं १० छात्राओं का लाटरी विधि द्वारा यादृच्छिक चयनित किया गया जिसे निम्न तालिका में प्रदर्शित किया गया है।

६ सं	माध्यम/विद्यालय	हिन्दी माध्यम		अंग्रेजी माध्यम	
		छात्र	छात्रायें	छात्र	छात्रायें
	सनराइज पब्लिक स्कूल	१०	१०	१०	१०
	महर्षि विद्या मन्दिर, उरई	१०	१०	१०	१०
	विनायक एकेडमी, उरई	१०	१०	१०	१०
	एल्ड्रिच पब्लिक स्कूल, उरई	१०	१०	१०	१०
	कन्हैयालाल शकुन्तला देवी अग्रवाल मेमो६ बाल विद्यालय, जालौन	१०	१०	१०	१०

प्रयुक्त उपकरण

छात्रों की वैज्ञानिक अभिवृत्ति के मापन हेतु शोधार्थी द्वारा डॉ६ एस६सी६ गख्खर और डॉ६ अमनदीप कौर द्वारा निर्मित मानकीकृत उपकरण का उपयोग किया गया है। उपकरण में कुल ६१ एकांश है जिनमें कुछ कथन वैज्ञानिक अभिवृत्ति के विषय के प्रति अनुकूल हैं तथा कुछ कथन प्रतिकूल हैं। प्रत्येक कथन बिन्दु वाले अनुक्रिया श्रेणियों के होते हैं। वे ५ बिन्दु अनुक्रिया श्रेणियाँ हैं–

पूर्णतः सहमत   सहमत   अनिश्चित   असहमत   पूर्ण असहमत

प्रयुक्त सांख्यिकीय प्रविधियाँ

शैक्षिक अनुसंधान के कार्य में सांख्यिकी की एक महत्वपूर्ण भूमिका होती है। अनुसंधान में एकत्र किये गये संख्यात्मक तथ्यों का विश्लेषण करने के लिये सांख्यिकीय विधियों की आवश्यकता होती है।

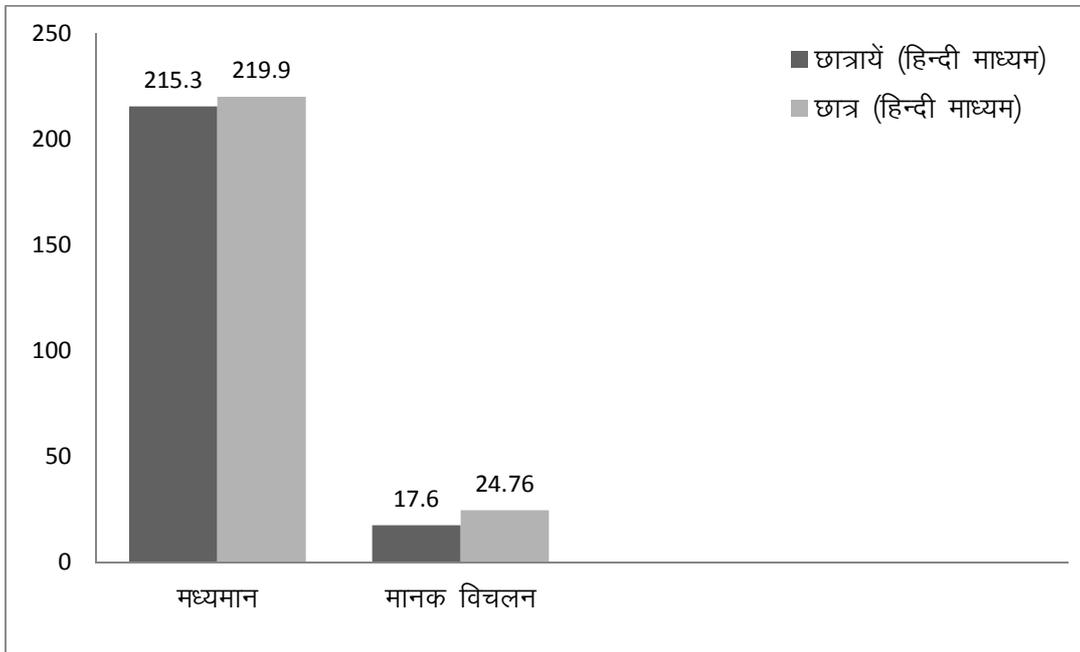सांख्यिकी विधियों के अन्तर्गत शोधार्थी द्वारा निम्नलिखित विधियों का उपयोग किया गया है–

१. मध्यमान

२. मानक विचलन

३. टी-टेस्ट

प्रदत्तों का सारिणीकरण

सारिणी–१.१

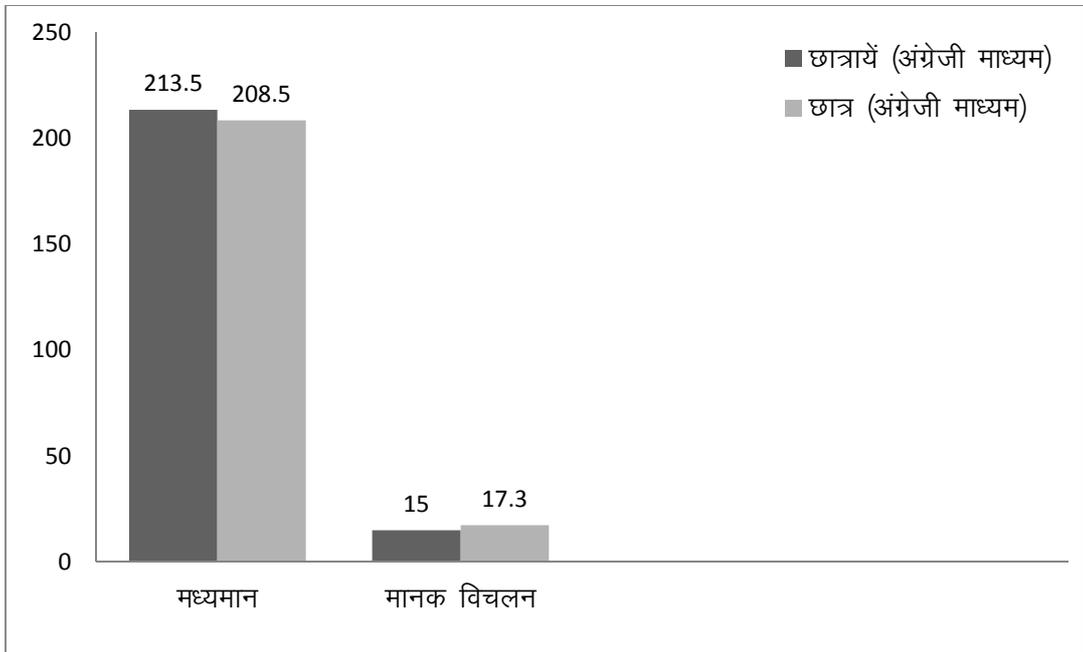**हिन्दी माध्यम में अध्ययनरत छात्र एवं छात्राओं की वैज्ञानिक अभिवृत्ति का तुलनात्मक अध्ययन**

न्यादर्श	संख्या	मध्यमान	मानक	टी–परीक्षण	.०१ पर सार्थकता स्तर
छात्रायें (हिन्दी माध्यम)	५०	२१५.३	१७.६०	१.०२३	असार्थक
छात्र (हिन्दी माध्यम)	५०	२१९.६	२४.७६		

<div align="center">सारिणी-१.२</div>

अंग्रेजी माध्यम के छात्र एवं छात्राओं की वैज्ञानिक अभिवृत्ति का तुलनात्मक अध्ययन
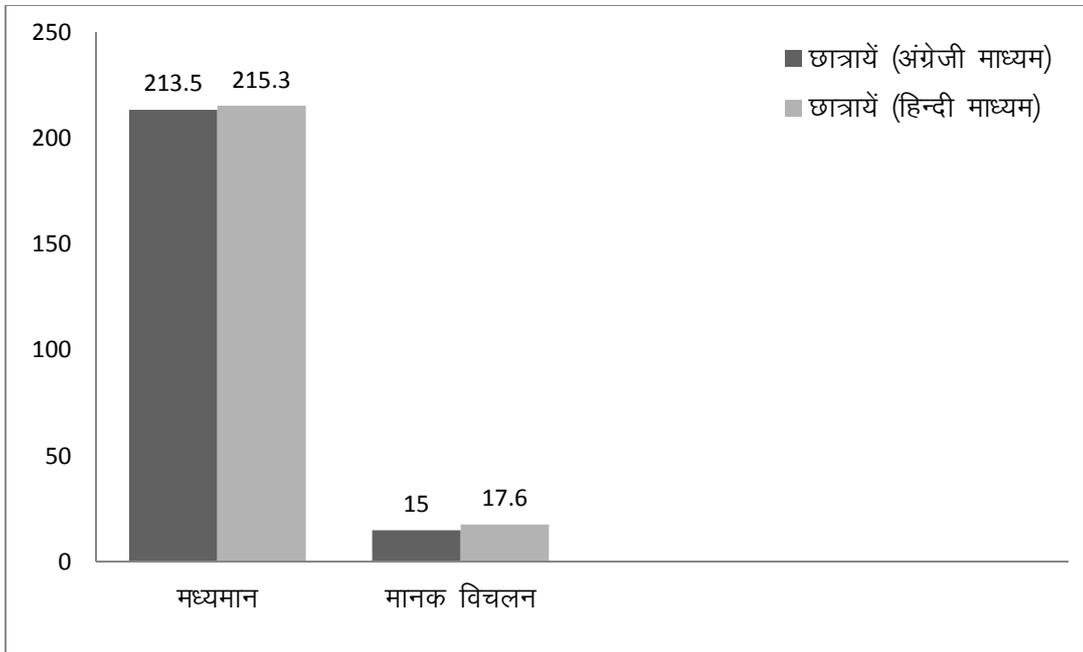
न्यादर्श	संख्या	मध्यमान	मानक	टी-परीक्षण	.०१ पर सार्थकता स्तर
छात्रायें (अंग्रेजी माध्यम)	५०	२१३.५	१५.०	१.५४८	असार्थक
छात्र (अंग्रेजी माध्यम)	५०	२०८.५	१७.३		

सारिणी-१.३

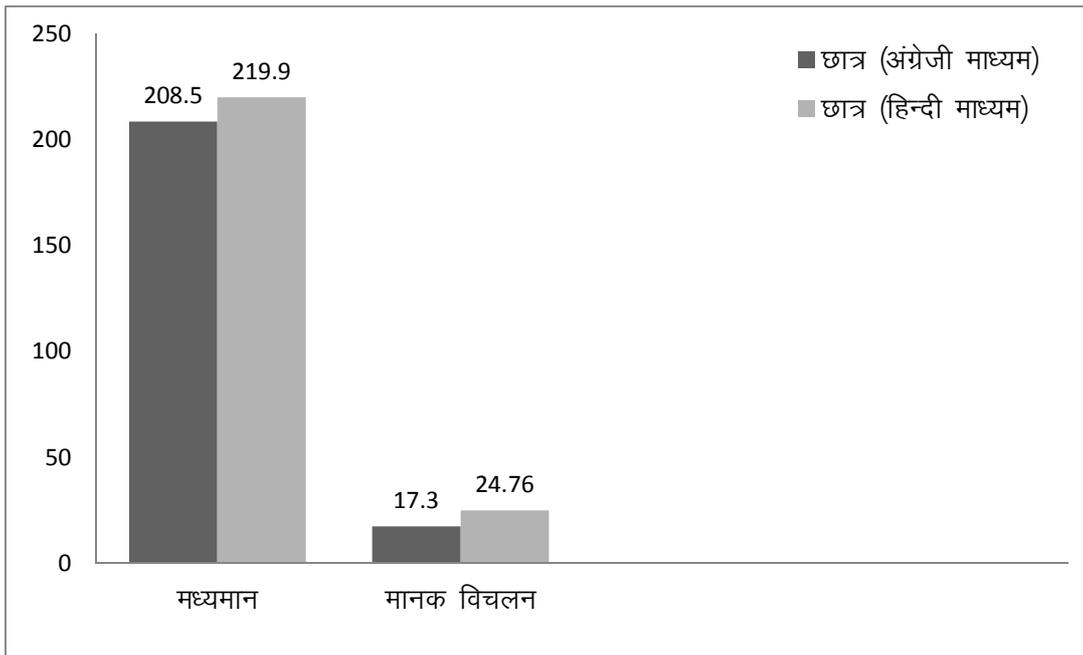हिन्दी और अंग्रेजी माध्यम की छात्राओं की वैज्ञानिक अभिवृत्ति का तुलनात्मक अध्ययन

न्यादर्श	संख्या	मध्यमान	मानक	टी-परीक्षण	.०१ पर सार्थकता स्तर
छात्रायें (अंग्रेजी माध्यम)	५०	२९३.५	१५.०	०.५५	असार्थक
छात्रायें (हिन्दी माध्य	५०	२१५.३	१७.६		

<div align="center">सारिणी-१.४</div>

अंग्रेजी और हिन्दी माध्यम के छात्रों की वैज्ञानिक अभिवृत्ति का तुलनात्मक अध्ययन
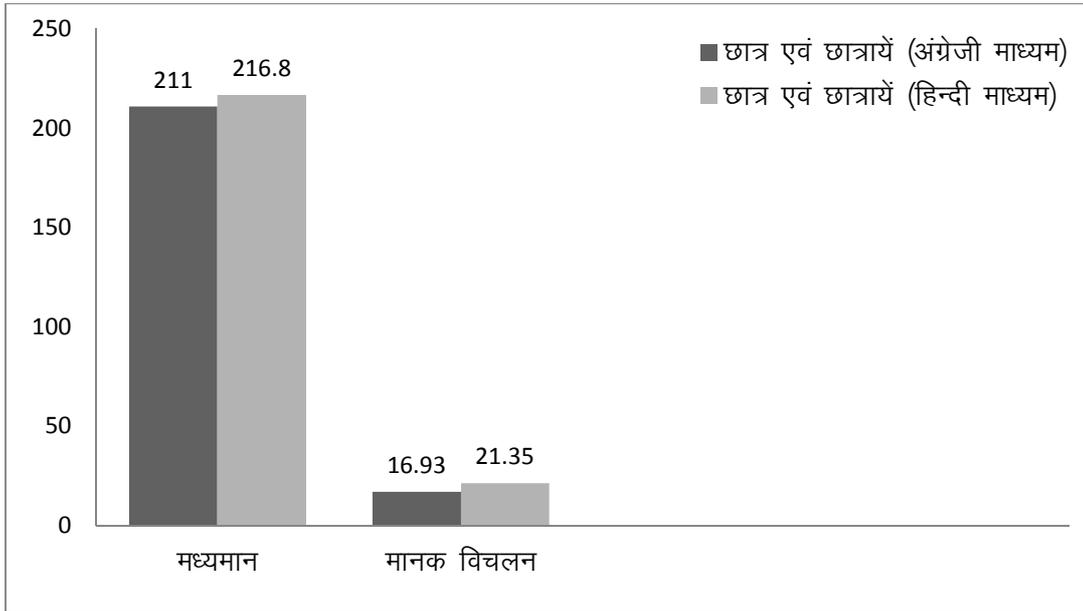
न्यादर्श	संख्या	मध्यमान	मानक	टी-परीक्षण	.०१ पर सार्थकता स्तर
छात्र (अंग्रेजी माध्यम	५०	२०८.५	१७.३	२.६८६	सार्थक
छात्र (हिन्दी माध्यम)	५०	२१९.६	२४.७६		

<center>सारिणी–१.५</center>

अंग्रेजी और हिन्दी माध्यम के विद्यार्थियों की वैज्ञानिक अभिवृत्ति का तुलनात्मक अध्ययन

न्यादर्श	संख्या	मध्यमान	मानक	टी–परीक्षण	.०१ पर सार्थकता स्तर
छात्र एवं छात्रायें (अंग्रेजी माध्यम)	१००	२११.०	१७.३	२.१३	सार्थक
छात्र एवं छात्रायें (हिन्दी माध्यम)	१००	२१६.८	१७.३		

शोध परिणाम

१. हिन्दी माध्यम की छात्राओं की वैज्ञानिक अभिवृत्ति का मध्यमान २१५.३ तथा छात्रों का मध्यमान २१६.६ से कम है।

२. अंग्रेजी माध्यम की छात्राओं की वैज्ञानिक अभिवृत्ति का मध्यमान २१३.५ तथा छात्रों का मध्यमान २०८.५ से अधिक है।

३. हिन्दी माध्यम की छात्राओं की वैज्ञानिक अभिवृत्ति का मध्यमान २१५.३ तथा अंग्रेजी माध्यम की छात्राओं की वैज्ञानिक अभिवृत्ति का मध्यमान २१३.५ से अधिक है।

४. हिन्दी माध्यम के छात्रों की वैज्ञानिक अभिवृत्ति का मध्यमान २१६.६ तथा अंग्रेजी माध्यम के छात्रों की वैज्ञानिक अभिवृत्ति का मध्यमान २०८.५ से अधिक है।

५. हिन्दी माध्यम के विद्यार्थियों की वैज्ञानिक अभिवृत्ति का मध्यमान २१६.८ तथा अंग्रेजी माध्यम के विद्यार्थियों की वैज्ञानिक अभिवृत्ति का मध्यमान २११.० से अधिक है।

परिणामों की व्याख्याः

अध्ययन से निम्नांकित निष्कर्ष प्राप्त हुये-

१. शोध समस्या की प्रथम परिकल्पना है ''हिन्दी माध्यम से अध्ययनरत छात्र एवं छात्राओं की वैज्ञानिक अभिवृत्ति में कोई सार्थक अन्तर नहीं होता।'' गणना द्वारा प्राप्त प्रदत्तों का विश्लेषण करने पर छात्र एवं छात्राओं का टी-परीक्षण का मान (१.०२३) प्राप्त हुआ जो कि सारिणी मान (१.६६) से कम है। अतः शून्य परिकल्पना स्वीकार की जाती है।

२. शोध समस्या की द्वितीय परिकल्पना है ''अंग्रेजी माध्यम से अध्ययनरत छात्र एवं छात्राओं की वैज्ञानिक अभिवृत्ति में कोई सार्थक अन्तर नहीं होता।'' गणना द्वारा प्राप्त प्रदत्तों का विश्लेषण करने पर छात्र एवं छात्राओं का टी-परीक्षण का मान (१.५४८) प्राप्त हुआ जो कि सारिणी मान (१.६६) से कम है। अतः शून्य परिकल्पना स्वीकार की जाती है।

३. शोध समस्या की तृतीय परिकल्पना है ''हिन्दी माध्यम और अंग्रेजी माध्यम से अध्ययनरत छात्राओं की वैज्ञानिक अभिवृत्ति में कोई सार्थक अन्तर नहीं होता।'' गणना द्वारा प्राप्त प्रदत्तों का विश्लेषण करने पर छात्राओं का टी-परीक्षण का मान (०.५५) प्राप्त हुआ जो कि सारिणी मान (१.६६) से कम है। अतः शून्य परिकल्पना स्वीकार की जाती है।

४. शोध समस्या की चतुर्थ परिकल्पना है ''अंग्रेजी माध्यम से अध्ययनरत छात्रों और हिन्दी माध्यम से अध्ययनरत छात्रों की वैज्ञानिक अभिवृत्ति में कोई सार्थक अन्तर नहीं होता।'' गणना द्वारा प्राप्त प्रदत्तों का विश्लेषण करने पर टी-परीक्षण का मान (२.६८६) प्राप्त हुआ जो कि सारिणी मान (१.६६) से अधिक है। अतः शून्य परिकल्पना अस्वीकार की जाती है। अतः निष्कर्ष स्वरूप कहा जा सकता है, हिन्दी माध्यम के छात्रों की वैज्ञानिक अभिवृत्ति अधिक है।

५. शोध समस्या की पंचम परिकल्पना है ''अंग्रेजी माध्यम से अध्ययनरत विद्यार्थियों की वैज्ञानिक अभिवृत्ति और हिन्दी माध्यम से अध्ययनरत विद्यार्थियों की वैज्ञानिक अभिवृत्ति में कोई सार्थक अन्तर नहीं होता।'' गणना द्वारा प्राप्त प्रदत्तों का विश्लेषण करने पर अंग्रेजी माध्यम और हिन्दी माध्यम के विद्यार्थियों का टी-परीक्षण का मान (२.१३) प्राप्त हुआ जो कि सारिणी मान (१.६६) से अधिक है। अतः शून्य परिकल्पना अस्वीकार की जाती है। अतः निष्कर्ष स्वरूप कहा जा सकता है, हिन्दी माध्यम के विद्यार्थियों की वैज्ञानिक अभिवृत्ति अधिक है।

शैक्षिक निहितार्थ

कोई भी अनुसंधान शैक्षिक निहितार्थ के अभाव में अनुपयोगी होता है। अनुसंधान का महत्व इसकी शैक्षिक उपयोगिता में निहित होता है। प्रस्तुत अध्ययन में झाँसी शहर के माध्यमिक स्तर के छात्र एवं छात्राओं की वैज्ञानिक अभिवृत्ति का अध्ययन किया गया है, जिसमें माध्यमिक स्तर के छात्र एवं छात्राओं में से कुछ छात्र एवं छात्रायें हिन्दी माध्यम में अध्ययनरत हैं और कुछ अंग्रेजी माध्यम में अध्ययनरत हैं। बालक अपने अनुभव के आधार पर नवीन ज्ञान का सृजन करता है, इसका निहितार्थ है कि पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकें शिक्षक को इस बात के लिए सक्षम बनाये कि वे बच्चों की प्रकृति और वातावरण के अनुरूप विद्यालय में गतिविधि एवं अनुभव आधारित कार्यक्रम आयोजित करे ताकि सभी बच्चों को विकास के

अवसर मिल सके। सक्रिय गतिविधि के जरिये ही बच्चे अपने आस-पास की दुनिया को समझने की कोशिश करते हैं, इसलिए प्रत्येक साधन का उपयोग इस तरह किया जाना चाहिए कि बच्चे को, स्वयं को अभिव्यक्त करने में, वस्तुओं का प्रयोग करने में, अपने प्राकृतिक और सामाजिक परिवेश में, खोजबीन करने में और स्वस्थ रूप से विकसित होने में मदद मिलें। इसके लिए स्कूल के विषयों और पाठ्यचर्या के क्षेत्रों में नवाचारी शिक्षण पद्धतियों को विकसित किये जाने की आवश्यकता है। इन नवाचारी शिक्षण पद्धतियों के प्रयोग से बच्चों को चहुँमुखी विकास के अवसर प्राप्त होने के साथ-साथ अपने ज्ञान को बाहरी जीवन से भी जोड़ने के अवसर प्राप्त हो सकेंगे।

सन्दर्भ ग्रन्थ सूची

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ग्रामीण क्षेत्र में बालक-बालिकाओं की शिक्षा के प्रति अभिभावकों की मनोवृत्ति का समालोचनात्मक अध्ययनन

(बुन्देलखण्ड क्षेत्र के विशेष संदर्भ में)

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सारांश

स्वतंत्रता प्राप्ति के पश्चात हमारी सरकार ने बालक-बालिका दोनों की शिक्षा पर समान रूप से ध्यान दिया। ६-१४ वर्ष तक के बालक-बालिकाओं की निःशुल्क व अनिवार्य शिक्षा की व्यवस्था की गयी। विशेष रूप से बालिकाओं की शिक्षा के विकास के लिए अनेकों योजनाऐं चलायी गयी परन्तु स्वतंत्रता के ५० वर्षों के बाद भी बालिकाओं की शिक्षा का प्रतिशत बालकों के समान नहीं हो पाया, विशेषकर ग्रामीण क्षेत्रों में। भारत एक कृषि प्रधान देश है। जहां कि अधिकांश जनसंख्या गाँवों में निवास करती है। यहाँ शिक्षित अभिभावकों का प्रतिशत शहरी अभिभावकों की अपेक्षा कम है। अतः वे शिक्षा के महत्व को नहीं समझते है इसलिए वे अपने बच्चों को शिक्षा ग्रहण करने के लिए नहीं भेजते है। विशेषकर उनकी मानसिकता लड़कियों को शिक्षित करने के पक्ष में नहीं होती है। इन्हीं तथ्यों को ध्यान में रखते हुए शोधार्थिनी ने इस शोध समस्या पर शोध कार्य करने की आवश्यकता महसूस की है। जिसका मूल उद्देश्य ग्रामीण क्षेत्र में बालक-बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति का अध्ययन (विभिन्न संदर्भ में) करना था जिसके लिए शोधार्थिनी ने झाँसी जिले के पांच ब्लाकों के एक-एक गाँव से १० शिक्षित एवं १० अशिक्षित ग्रामीण अभिभावकों (कुल १००) को न्यादर्श के रूप में लिया है तथा स्व निर्मित अनुसूची- विद्यार्थी की शिक्षा के प्रति अभिभावकों की मनोवृत्ति अनुसूची का प्रयोग करते हुए आंकड़ों का विश्लेषण परिकल्पनाओं का परीक्षण करने के पश्चात निष्कर्ष प्राप्त हुआ कि ग्रामीण क्षेत्र में बालक-बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति में सार्थक अन्तर है जबकि ग्रामीण क्षेत्र में बालक एवं बालिकाओं की शिक्षा के प्रति शिक्षित अभिभावकों की मनोवृत्ति में कोई सार्थक

अन्तर नहीं है तथा बालक एवं बालिकाओं की शिक्षा के प्रति अशिक्षित अभिभावकों की मनोवृत्ति में भी सार्थक अन्तर नहीं है। वहीं बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित ग्रामीण अभिभावकों की मनोवृत्ति में सार्थक अन्तर है जबकि बालकों की शिक्षा के प्रति शिक्षित व अशिक्षित ग्रामीण अभिभावकों की मनोवृत्ति में सार्थक अन्तर नहीं है।

प्रस्तावना

शिक्षा को मानव जीवन का आधार स्तम्भ माना जाता है जिसके द्वारा वह अपने जीवन मूल्यों के आदर्शों नैतिकताओं को प्राप्त करने के साथ-साथ अपनी जिज्ञासा को भी शान्त करता है। शिक्षा का तात्पर्य प्रकाश का स्रोत अन्तर्दृष्टि ज्ञानचक्षु के अलावा मनुष्य का तृतीय नेत्र (ज्ञान मनुष्य तृतीय नेत्रम्) माना गया है। शिक्षा जन्म से लेकर मृत्यु पर्यन्त चलने वाली सोद्देश्य सामाजिक प्रक्रिया है जिसके द्वारा व्यक्ति की समस्त जन्मजात शक्तियों का सर्वोत्तम विकास करके उसके व्यवहार का अधिकतम परिमार्जन किया जाता है जिससे व्यक्ति अपना सुखपूर्वक जीवन जी सकने में समर्थ हो सके और समाज के लिए उपयोगी नागरिक बन सके।

शिक्षा विहीन समाज के द्वारा विकसित राष्ट्र की कल्पना किसी भी देश के लिए सम्भव नहीं है। यह शिक्षा का ही परिणाम है जो एक आम व्यक्ति को समाज में अलग एक विशिष्ट स्थान दिलवाने की सामर्थ्य रखती है। विद्वानों ने कहा है कि ज्ञान की तुलना सूर्य से की गयी है जिस प्रकार सूर्य के प्रकाश के बिना सम्पूर्ण संसार अंधकार मय है ठीक उसी प्रकार ज्ञान की ज्योति के बिना मनुष्य का जीवन अंधकार मय है। यह विडम्बना ही कही जायेगी कि मानव के लिए शिक्षा ही बुनियादी तौर पर आवश्यक होने पर भी दुनिया भर के आधे से अधिक लोग इससे वंचित है। इसमें नारी शिक्षा का प्रतिशत बहुत कम है। नारी शिक्षा का व्यक्ति समाज और राज्य की शिक्षा में कितना अधिक महत्व है। इसका अनुमान इस तथ्य से भी लगाया जा सकता है कि जिस समाज में नारी शिक्षा अथवा साक्षरता की दर जितनी कम है वहां का सामाजिक आर्थिक एवं सांस्कृतिक विकास भी उतना ही कम है। इसके विपरीत जिस समाज या राष्ट्र में नारी शिक्षा की दर जितनी अधिक है। उस समाज का राष्ट्र में सामाजिक, आर्थिक, सांस्कृतिक विकास उतना ही अधिक ऊँचा है।

भारत जैसे विकासशील देश में शिक्षा का प्रतिशत कम है जहाँ नारी शिक्षा की बात है वह और भी निम्न है। प्राचीन काल में भारत में स्त्रियाँ, पुरूषों के समान शिक्षित थी। वे भी पुरूषों के समान ही गुरूकुलों में जाकर शिक्षा प्राप्त करती थी। विदेशियों के आक्रमण के पश्चात स्त्रियों की सुरक्षा को ध्यान में रखकर उन्हें घर से बाहर नहीं निकलने दिया जाने लगा। धीरे-धीरे स्त्रियों का दायरा घर की चहार दीवारी में सिमटकर रह गया। समाज में पर्दा प्रथा, बाल-विवाह, सती प्रथा आदि कुरीतियों का जन्म हुआ इन प्रथाओं के कारण ही समाज में पुरूषों की अपेक्षा स्त्रियों की शिक्षा का निरन्तर ह्रास होता गया। अंग्रेजी शासनकाल में भी स्त्रियों की शिक्षा की तरफ विशेष ध्यान नहीं दिया गया। क्योंकि अंग्रेजों को अपना प्रशासन चलाने के लिये शिक्षित स्त्रियों की आवश्यकता नहीं थी। पुरूषों की शिक्षा पर इसलिये अधिक ध्यान दिया गया। क्योंकि उन्हें उस वर्ग की आवश्यकता थी जो कि उनके व भारतीयों के मध्य कड़ी का कार्य कर सके।

स्वतंत्रता प्राप्ति के पश्चात हमारी सरकार ने बालक-बालिका दोनों की शिक्षा पर समान रूप से ध्यान दिया। ६-१४ वर्ष तक के बालक-बालिकाओं की निःशुल्क व अनिवार्य शिक्षा की व्यवस्था की गयी। विशेष रूप से बालिकाओं की शिक्षा के विकास के लिए अनेकों योजनाऐं चलायी गयी परन्तु स्वतंत्रता के ५० वर्षों के बाद भी बालिकाओं की शिक्षा का प्रतिशत अनुकूल नहीं हो पाया, विशेषकर ग्रामीण क्षेत्रों में। भारत एक कृषि प्रधान देश है जहां कि अधिकाश जनसंख्या गाँवों में निवास करती है। यहां शिक्षित अभिभावकों का प्रतिशत बहुत कम है। अतः वे शिक्षा के महत्व को नहीं समझते है इसलिए वे अपने बच्चों को शिक्षा ग्रहण के लिए नहीं भेजते है। विशेषकर उनकी मानसिकता लड़कियों को शिक्षित करने के पक्ष में नहीं होती आज भी गांवों में धार्मिक व सामाजिक कुरीतियों की शिक्षा पर धन खर्च करने की अपेक्षा लड़कों की शिक्षा पर धन खर्च करना बेहतर समझते है। परिवार में अधिक बच्चें होने के कारण बालिकायें छोटे बच्चों की देखभाल करती है और माँ खेतों में काम करती है। इस प्रकार वह माँ के काम में हाथ बटाती है। माँ-बाप भी समझते है कि जो धन वे लड़कियों की शिक्षा में खर्च करेंगे उसी धन की वे लड़की की शादी में दहेज के रूप में दे देंगे।

शोध अध्ययन की आवश्यकता एवं महत्व

प्रस्तुत विषय शिक्षा के क्षेत्र में अपना एक विशेष महत्व रखता है। क्योंकि इस विषय में ग्रामीण बालक-बालिकाओं की शिक्षा में असमानता की अभिवृत्ति का समालोचनात्मक अध्ययन किया गया है जिसमें ग्रामीण अभिभावक का बालक-बालिकाओं की शिक्षा के प्रति मनोवृत्ति का अध्ययन किया गया है कि वे बालक और

बालिका की शिक्षा को कितना सर्वश्रेष्ठ मानते है। क्योंकि बालक–बालिका एक ही परिवार के होने के बावजूद भी उनकी शिक्षा में कितना अन्तर है। आखिर यह अन्तर क्या है। इस प्रकार के अध्ययन से शैक्षिक जगत में परिवर्तन लाया जा सकता है। जब तक अभिभावकों की मनोवृत्ति का अध्ययन नहीं किया जायेगा तब तक परिवर्तन लाना असम्भव है। अतः इस अध्ययन का बालकों की शिक्षा के साथ–साथ बालिकाओं की शिक्षा के प्रति परिवर्तन लाने का प्रयास है जिसका अपना एक विशेष महत्व है। स्वतंत्रता प्राप्ति के पश्चात हमारी सरकार ने बालक–बालिका दोनों की शिक्षा पर समान रूप से ध्यान दिया। ६–१४ वर्ष तक के बालक–बालिकाओं की निःशुल्क व अनिवार्य शिक्षा की व्यवस्था की गयी। विशेष रूप से बालिकाओं की शिक्षा के विकास के लिए अनेकों योजनाऐं चलायी गयी परन्तु स्वतंत्रता के ५० वर्षों के बाद भी बालिकाओं की शिक्षा का प्रतिशत अनुकूल नहीं हो पाया, विशेषकर ग्रामीण क्षेत्रों में। भारत एक कृषि प्रधान देश है जहां कि अधिकांश जनसंख्या गाँवों में निवास करती है। यहां शिक्षित अभिभावकों का प्रतिशत शहरी अभिभावकों की अपेक्षा कम है। अतः वे शिक्षा के महत्व को नहीं समझते है इसलिए वे अपने बच्चों को शिक्षा ग्रहण के लिए नहीं भेजते है। विशेषकर उनकी मानसिकता लड़कियों को शिक्षित करने के पक्ष में नहीं होती है इन्हीं तथ्यों को ध्यान में रखते हुए शोधार्थिनी ने इस शोध समस्या पर शोध कार्य करने की आवश्यकता महसूस की है।

शोध अध्ययन के उद्देश्य

प्रस्तुत शोधकार्य में निम्न उद्देश्यों को चुना गया है।

- ग्रामीण क्षेत्र में बालक–बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति का अध्ययन करना।

- ग्रामीण क्षेत्र में बालक एवं बालिकाओं की शिक्षा के प्रति शिक्षित अभिभावकों की मनोवृत्ति का अध्ययन करना।

- ग्रामीण क्षेत्र में बालक एवं बालिकाओं की शिक्षा के प्रति अशिक्षित अभिभावकों की मनोवृत्ति का अध्ययन करना।

- ग्रामीण क्षेत्र में बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति का अध्ययन करना।

● ग्रामीण क्षेत्र में बालकों की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति का अध्ययन करना।

शोध अध्ययन की परिकल्पनायें

प्रस्तुत अध्ययन में निम्नलिखित परिकल्पनाओं का निर्माण किया है-

१. ग्रामीण क्षेत्र में बालक-बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति में कोई सार्थक अन्तर नहीं है।

२. ग्रामीण क्षेत्र में बालक एवं बालिकाओं की शिक्षा के प्रति शिक्षित अभिभावकों की मनोवृत्ति में कोई सार्थक अन्तर नहीं है।

३. ग्रामीण क्षेत्र में बालक एवं बालिकाओं की शिक्षा के प्रति अशिक्षित अभिभावकों की मनोवृत्ति में कोई सार्थक अन्तर नहीं है।

४. ग्रामीण क्षेत्र में बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति में कोई सार्थक अन्तर नहीं है।

५. ग्रामीण क्षेत्र में बालकों की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति में कोई सार्थ अन्तर नहीं है।

सम्बन्धित साहित्य का सर्वेक्षण

राय (२००८) ''प्राब्लम्स ऑफ गर्ल्स स्टडिंग इन को-एजूकेशनल इन्स्टीट्यूशन ऑफ वाराणसी रीजन'' पर एन०सी०ई०आर०टी० की मदद से बी०एच०यू० के लिए अध्ययन किया। अध्ययन से यह निष्कर्ष प्राप्त हुआ है कि किशोरी बालिकाओं के सामने सबसे बड़ी समस्या शिक्षण विद्यालय में सामाजिक मान्यताओं, रूढ़ियों व परम्पराओं की थी। यह पाया गया कि सह-शिक्षण की बालिकाएँ पृथक बालिका विद्यालय में पढ़ने वाली बालिकाओं की तुलना में परिवार, घर, स्वास्थ्य, विद्यालय, नौकरी, वैवाहिक जीवन आदि प्रत्येक जगह अच्छा सामंजस्य स्थापित कर लेती है।

प्रज्ञा (२०१०) ने इलाहाबाद जिले में महिला साक्षरता की स्थिति के अध्ययन का मुख्य उद्देश्य था-**''महिला साक्षरता की स्थिति का अध्ययन करना।''** महिला साक्षरता के लिए चलायी जा रही योजनाओं का

अध्ययन तथा योजनाओं की प्रभावशीलता के अध्ययन से यह निष्कर्ष प्राप्त हुआ कि अध्ययन के लिए चयनित महिलाओं में से ८० प्रतिशत महिलाऐं विवाहित रही तथा पारिवारिक स्थिति आर्थिक रूप में संतोषजनक रहें। अनौपचारिक शिक्षा से जुड़ी महिलाओं के बारे में अध्ययन से पता चलता है कि ३२ प्रतिशत महिलाओं ने केवल नाम लिखना ही सीखा तथा १२ प्रतिशत ने पढ़ना और लिखना दोनों को सीखा तथा साथ ही अध्ययन से यह बात भी पता चली कि तमाम प्रयत्नों के बावजूद ५६ प्रतिशत महिलाऐं अनौपचारिक शिक्षा से जुड़ी नहीं है। महिला शिक्षा की इस स्थिति के कई कारण सामने आये, जिनमें आर्थिक, सामाजिक और भौतिक कारण सम्मिलित थे।

प्रसाद शिव (२०१२) ने अवध विश्वविद्यालय फैजाबाद के अपने लघु शोध प्रबन्ध में ग्रामीण क्षेत्रों में महिला साक्षरता की स्थिति के अध्ययन में निम्न निष्कर्ष दिये।

१. महिला साक्षरता पुरूष साक्षरता से काफी कम है।

२. समाज के निम्न स्तर की लड़कियाँ विद्यालय में नामांकन से वंचित है जिसका कारण अभिभावकों में शैक्षिक स्तर है।

३. शिक्षा से वंचित होने वाली महिलाओं के सामने घरेलू परेशानियाँ दूर करने की समस्या, छोटी उम्र में विवाह, उनके अभिभावकों का शिक्षा के प्रति नकारात्मक दृष्टिकोण आदि समस्यायें पायी गयी।
    शिक्षित महिलाओं में स्वास्थ्य तथा सफाई में प्रगति हुई है।

न्यादर्श एवं न्यादर्शन विधि

प्रस्तुत शोध में शोधकर्ती ने झाँसी जिले के ग्रामीण अभिभावकों को न्यादर्श के रूप में लिया है जिसके अंतर्गत निम्न आय वर्ग के लोगों को ही चुना गया है इसमें महिला एवं पुरूषों दोनों की आयु ३५-५० वर्ष के ५० शिक्षित एवं ५० अशिक्षित अभिभावकों को न्यादर्श के रूप में चुना है। शिक्षा की उच्चतम सीमा कक्षा पाँच पास ली गयी है।शोधकर्ता ने झाँसी जनपद के गाँवों का चयन मात्र संयोग के आधार पर लॉटरी विधि से किया है।

इस प्रकार शोधकर्ता ने लॉटरी विधि से पाँच गाँव का चुनाव किया जो कि निम्नलिखित है-

१– अमरा (ब्लाक मोंठ)   २– कटेरा (ब्लाक बंगरा)

३– टिकरी (ब्लाक बंगरा)   ४– बधैरा (ब्लाक गुरसरांय)

५– राजगढ़ (ब्लाक बबीना)

अध्ययन के उपकरण

प्रस्तुत शोध अध्ययन में एक स्वनिर्मित अभिभावकों का विद्यार्थी की शिक्षा के प्रति मनोवृत्ति अनुसूची का प्रयोग किया गया है। इस अभिवृत्ति मापनी में कुल १०० प्रश्नों को रखा गया जिनमें से ५० प्रश्न लड़कों व ५० प्रश्न लड़कियों से सम्बन्धित है उपकरण की विश्वसनीयता अर्द्ध विच्छेदन विधि द्वारा ०.६६ ज्ञात की गयी। *प्रयुक्त सांख्यिकीय विधियाँ* :–
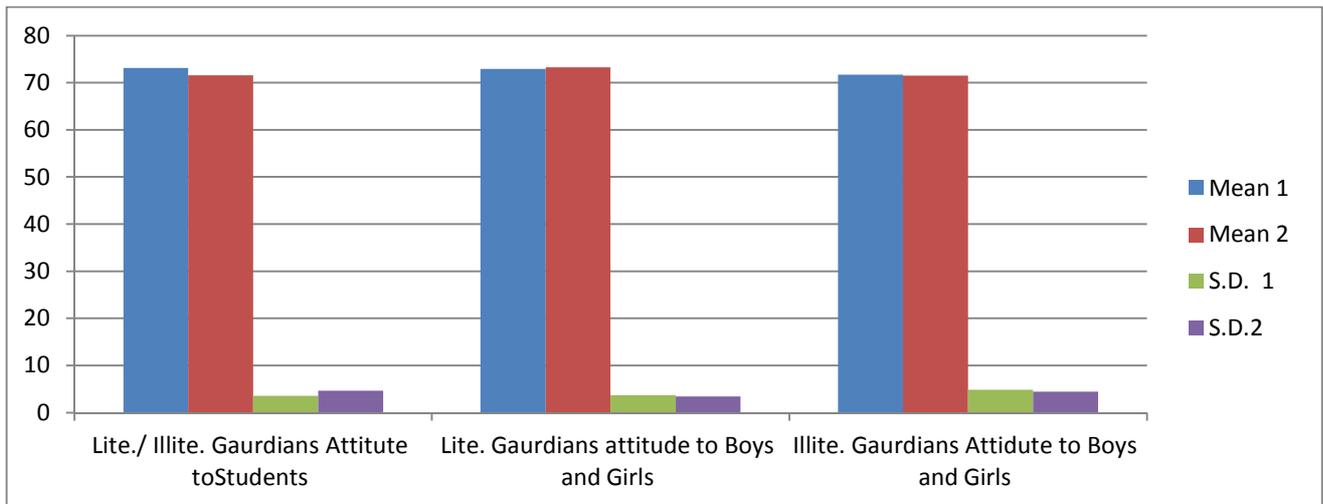
प्रस्तुत अध्ययन में शोधकर्ता द्वारा अपनी परिकल्पनाओं की जाँच के लिये विभिन्न सांख्यिकीय विधियों का प्रयोग किया गया है।

१. मध्यमान   २. प्रमाणिक विचलन   ३. क्रान्तिक अनुपात (टी– परीक्षण)

परिकल्पनाओं का परीक्षण

प्रस्तुत शोध अध्ययन प्रदत्तों का विश्लेशण व विवेचन प्रत्येक परिकल्पना पर निम्न प्रकार किया गया है।

ग्रामीण क्षेत्र में बालक-बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति प्राप्तांक के मध्यमान एवं मानक विचलन

प्रथम परिकल्पना परीक्षण –

६., ग्रामीण क्षेत्र में बालक–बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति में कोई सार्थक अन्तर नहीं है।

ग्रामीण क्षेत्र में बालक–बालिकाओं की शिक्षा के प्रति अभिभावकों की मनोवृत्ति प्राप्ताक परीक्षण का सारांश –

सारणी –१

क्र०	अभिभावक प्रकृति	छात्र लिंग	संख्या	मध्यमान	मानक विचलन	मुक्तांश	मानक त्रुटि	क्रान्तिक अनुपात	सार्थकता स्तर
१.	शिक्षित	बालक–बालिका	५०	७३.०६	३.५३	६८	०.५८	२.५३	अस्वीकृत
२.	अशिक्षित	बालक–बालिका	५०	७१.६२	४.६५				

सार्थकता स्तर .०५

व्याख्या – उपरोक्त तालिका संख्या १ के विश्लेषण से स्पष्ट होता हैं कि ग्रामीण क्षेत्र में बालक–बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति प्राप्तांक के मध्यमान क्रमशः ७३.०६ एवं   ७१.६२ हैं। जबकि मानक विचलन क्रमशः ३.५३ एवं ४.६५ प्राप्त हुए हैं। अतः शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति की मानक त्रुटि ०.५८ तथा परीक्षण मान २.५३ प्राप्त हुआ जो टी–परीक्षण सारणी मान मुक्तांश ६८ के सार्थकता स्तर .०५ के मान १.६८ से अधिक है। अतः हमारी प्रथम शून्य परिकल्पना अस्वीकृत की जाती है और शोध परिकल्पना स्वीकृत होती है।

अतः कहा जा सकता है कि ग्रामीण क्षेत्र में बालक–बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति में सार्थक अन्तर है।

द्वितीय परिकल्पना परीक्षण –

६₂ ग्रामीण क्षेत्र के बालक एवं बालिकाओं की शिक्षा के प्रति शिक्षित अभिभावकों की मनोवृत्ति में कोई सार्थक अन्तर नहीं है।

ग्रामीण क्षेत्र के बालक एवं बालिकाओं की शिक्षा के प्रति शिक्षित अभिभावकों की मनोवृत्ति प्राप्ताक परीक्षण का सारांश

सारणी –२

क्र०	अभिभावक प्रकृति	छात्र लिंग	संख्या	मध्यमान	मानक विचलन	मुक्तांश	मानक त्रुटि	क्रान्तिक अनुपात	सार्थकता स्तर
१.	शिक्षित	बालक	५०	७२.६४	३.६७	६८	०.७०	०.४३	स्वीकृत
२.	शिक्षित	बालिका	५०	७३.२४	३.३८				

❖ सार्थकता स्तर .०५

व्याख्या – उपरोक्त तालिका संख्या २ के विश्लेषण से स्पष्ट होता है कि ग्रामीण क्षेत्र में बालक एवं बालिकाओं की शिक्षा के प्रति शिक्षित अभिभावकों की मनोवृत्ति प्राप्तांक के मध्यमान क्रमशः ७२.६४ एवं ७३.२४ हैं। जबकि मानक विचलन क्रमशः ३.६७ एवं ३.३८ प्राप्त हुए हैं। अतः बालक एवं बालिकाओं की शिक्षा के प्रति शिक्षित अभिभावकों की मनोवृत्ति की मानक त्रुटि ०.७० तथा परीक्षण मान ०.४३ प्राप्त हुआ हैं जो टी-परीक्षण सारणी मान मुक्तांश ६८ के सार्थकता स्तर .०५ के मान १.६८ से कम है। अतः हमारी प्रथम शून्य परिकल्पना स्वीकृत की जाती हैं और शोध परिकल्पना अस्वीकृत होती है।

अतः कहा जा सकता है कि ग्रामीण क्षेत्र के बालक एवं बालिकाओं की शिक्षा के प्रति शिक्षित अभिभावकों की मनोवृत्ति में सार्थक अन्तर नहीं है।

तृतीय परिकल्पना परीक्षण –

$५._३$ ग्रामीण क्षेत्र में बालक एवं बालिकाओं की शिक्षा के प्रति अशिक्षित अभिभावकों की मनोवृत्ति में कोई सार्थक अन्तर नहीं है।

ग्रामीण क्षेत्र में बालक-बालिकाओं की शिक्षा के प्रति अशिक्षित अभिभावकों की मनोवृत्ति प्राप्तांक परीक्षण का सारांश सारणी –३

क्र०	अभिभावक प्रकृति	छात्र लिंग	संख्या	मध्यमान	मानक विचलन	मुक्तांश	मानक त्रुटि	क्रान्तिक अनुपात	सार्थकता स्तर
१.	अशिक्षित	बालक	५०	७१.७४	४.८४	९८	०.६३	०.२६	स्वीकृत
२.	अशिक्षित	बलिका	५०	७१.५०	४.४६				

❖ सार्थकता स्तर .०५

व्याख्या– उपरोक्त तालिका संख्या ३ के विश्लेषण से स्पष्ट होता है कि ग्रामीण क्षेत्र में बालक एवं बालिकाओं की शिक्षा के प्रति अशिक्षित अभिभावकों की मनोवृत्ति प्राप्तांक के मध्यमान क्रमशः ७१.७४ एवं ७१.५० हैं। जबकि मानक विचलन क्रमशः ४.८४ एवं ४.४६ प्राप्त हुए हैं। अतः बालक एवं बालिकाओं की शिक्षा के प्रति अशिक्षित अभिभावकों की मनोवृत्ति की मानक त्रुटि ०.६३ तथा परीक्षण मान ०.२६ प्राप्त हुआ जो टी-परीक्षण सारणी मान मुक्तांश ९८ के सार्थकता स्तर .०५ के मान १.९८ से कम है। अतः हमारी प्रथम शून्य परिकल्पना स्वीकृत की जाती हैं और शोध परिकल्पना अस्वीकृत होती है।

अतः कहा जा सकता है कि ग्रामीण क्षेत्र में बालक एवं बालिकाओं की शिक्षा के प्रति अशिक्षित अभिभावकों की मनोवृत्ति में सार्थक अन्तर नहीं है।

चतुर्थ परिकल्पना परीक्षण –

६.₄ ग्रामीण क्षेत्र में बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति में कोई सार्थक अन्तर नहीं है।

ग्रामीण क्षेत्र में बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति प्राप्तांक परीक्षण का सारांश सारणी –४

क्र०	अभिभावक प्रकृति	छात्र लिंग	संख्या	मध्यमान	मानक विचलन	मुक्तांश	मानक त्रुटि	क्रान्तिक अनुपात	सार्थकता स्तर
१.	शिक्षित	बालिकायें	५०	७३.२४	३.३८	९८	०.७९	२.२०	अस्वीकृत
२.	अशिक्षित	बालिकायें	५०	७१.५०	४.४६				

❖ सार्थकता स्तर .०५

व्याख्या – उपरोक्त तालिका संख्या ४ के विश्लेषण से स्पष्ट होता हैं कि ग्रामीण क्षेत्र में बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति प्राप्तांक के मध्यमान क्रमशः ७३.२४ एवं   ७१.५० हैं। जबकि मानक विचलन क्रमशः ३.३८ एवं ४.४६ प्राप्त हुए हैं। अतः बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति की मानक त्रुटि ०.७९ तथा परीक्षण मान २.२० प्राप्त हुआ जो टी-परीक्षण सारणी मान मुक्तांश ९८ के सार्थकता स्तर .०५ के मान १.९८ से अधिक है। अतः हमारी प्रथम शून्य परिकल्पना अस्वीकृत की जाती है और शोध परिकल्पना स्वीकृत होती है।

अतः कहा जा सकता है कि ग्रामीण क्षेत्र में बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति में सार्थक अन्तर है।

पंचम परिकल्पना परीक्षण –

५. ग्रामीण क्षेत्र में बालकों की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति में कोई सार्थक अन्तर नहीं है।

ग्रामीण क्षेत्र में बालकों की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति प्राप्तांक परीक्षण का सारांश

सारणी –५

क्र०	अभिभावक प्रकृति	छात्र लिंग	संख्या	मध्यमान	मानक विचलन	मुक्तांश	मानक त्रुटि	क्रान्तिक अनुपात	सार्थकता स्तर
१.	शिक्षित	बालक	५०	७२.६४	३.६७	६८	०.८६	१.३६	स्वीकृत
२.	अशिक्षित	बालक	५०	७१.७४	४.८४				

❖ सार्थकता स्तर .०५

व्याख्या – उपरोक्त तालिका संख्या ५ के विश्लेषण से स्पष्ट होता हैं कि ग्रामीण क्षेत्र में बालकों की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति प्राप्तांक के मध्यमान क्रमशः ७२.६४ एवं ७१.७४ हैं। जबकि मानक विचलन क्रमशः ३.६७ एवं ४.८४ प्राप्त हुए हैं। अतः बालकों की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति की मानक त्रुटि ०.८६ तथा परीक्षण मान १.३६ प्राप्त हुआ हैं ,जो टी-परीक्षण सारणी मान मुक्तांश ६८ के सार्थकता स्तर .०५ के मान १.६८ से कम है। अतः हमारी प्रथम शून्य परिकल्पना स्वीकृत की जाती है और शोध परिकल्पना अस्वीकृत होती है।

अतः कहा जा सकता है कि ग्रामीण क्षेत्र में बालकों की शिक्षा के प्रति शिक्षित व अशिक्षित अभिभावकों की मनोवृत्ति में सार्थक अन्तर नहीं है।

शोध अध्ययन के निष्कर्षः–

आंकड़ों का विश्लेषण एवं परिकल्पनाओं के परीक्षण करने के पश्चात निम्नलिखित निष्कर्ष प्राप्त हुए

१. ग्रामीण क्षेत्र में बालक-बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति में सार्थक अन्तर है।

२. ग्रामीण क्षेत्र में बालक एवं बालिकाओं की शिक्षा के प्रति शिक्षित अभिभावकों मनोवृत्ति में सार्थक अन्तर नहीं है।

३. ग्रामीण क्षेत्र में बालक एवं बालिकाओं की शिक्षा के प्रति अशिक्षित अभिभावकों की मनोवृत्ति में सार्थक अन्तर नहीं है।

४. ग्रामीण क्षेत्र में बालिकाओं की शिक्षा के प्रति शिक्षित एवं अशिक्षित अभिभावकों की मनोवृत्ति में सार्थक अन्तर है।

५. ग्रामीण क्षेत्र में बालकों की शिक्षा के प्रति शिक्षित व अशिक्षित अभिभावकों की मनोवृत्ति में सार्थक अन्तर नहीं है।

शोध अध्ययन के परिणामः–

शोध अध्ययन के निम्नलिखित परिणाम प्राप्त हुए।

१. ग्रामीण क्षेत्र के शिक्षित तथा अशिक्षित अभिभावक दोनों बालक की शिक्षा के प्रति समान मनोवृत्ति रखते है।

२. ग्रामीण क्षेत्र के शिक्षित व अशिक्षित अभिभावक दोनों ही की बालिकाओं की शिक्षा के प्रति मनोवृत्ति समान नहीं है। अशिक्षित अभिभावक बालिकाओं को बालकों की अपेक्षा शिक्षा देने के पक्ष में नहीं है।

३. अध्ययन से पता चलता है कि ग्रामीण क्षेत्र के शिक्षित अभिभावक बालक-बालिकाओं की शिक्षा के प्रति मनोवृत्ति में कोई अन्तर नहीं है। वे बालक व बालिका दोनों को समान रूप से शिक्षा देने के पक्ष में है।

४. ग्रामीण अशिक्षित अभिभावक बालक व बालिका दोनों की शिक्षा के प्रति समान मनोवृत्ति रखते है।

५. बालक-बालिकाओं की शिक्षा के प्रति ग्रामीण अभिभावकों की मनोवृत्ति का अध्ययन करने पर पाया गया कि ग्रामीण शिक्षित अभिभावक बालक एवं बालिका दोनों की शिक्षा पर अधिक विश्वास करते है। जबकि ग्रामीण अशिक्षित अभिभावक बालक एवं बालिका की शिक्षा पर कम विश्वास रखते है।

शोध के शैक्षिक निहितार्थः-

प्रस्तुत शोधकर्ता के अध्ययन के परिणाम से यह प्रतीत होता है कि शिक्षित ग्रामीण अभिभावकों की अभिवृत्ति बालक एवं बालिका दोनों की शिक्षा के प्रति अधिक सकारात्मक है। जबकि अशिक्षित ग्रामीण अभिभावकों की बालक एवं बालिकाओं की शिक्षा के प्रति मनोवृत्ति सकारात्मक नहीं है विशेषकर बालिकाओं के प्रति। अभिभावकों को चाहिए कि वे अपना दृष्टिकोण बालिकाओं में प्रति बदले, लड़कियों को भी लड़कों की तरह से ही स्वतंत्रता के लिए संविधान में बनाये गये नियमों का कड़ाई से पालन करें जिससे उनको शिक्षा प्रदान करने का उचित अवसर प्रदान हो सके। साथ ही ग्रामीण समाज के बुद्धिजीवी वर्ग को ग्रामीण अभिभावकों को जागरूक बनाने का प्रयास करना चाहिए। उनको शिक्षा की महत्ता समझनी चाहिए। लड़कियों की शिक्षा पर बल देना चाहिए। सरकार द्वारा चलायी जाने वाली प्रौढ़ शिक्षा अनौपचारिक शिक्षा को सफल बनाने में पूर्ण सहयोग करना चाहिए। ताकि अभिभावक शिक्षा प्राप्त कर अपने विचारों में परिवर्तन ला सके और भावी एवं राष्ट्र की उन्नति में सहयोग दे सके। अतः ग्रामीण अभिभावकों को बताने की आवश्यकता है कि वे बालक के समान ही बालिका की शिक्षा को महत्व प्रदान करें क्योंकि किसी विद्वान ने कहा है कि –‘‘एक बालक के शिक्षित होने से केवल एक व्यक्ति ही शिक्षित होता है जबकि एक बालिका को शिक्षा देने से पूरा परिवार शिक्षित हो जाता है।‘‘ अतः अभिभावकों को बालिकाओं के प्रति धारणा बदलनी चाहिए तभी हमारे समाज एवं राष्ट्र का विकास होगा क्योंकि स्त्री व पुरूष रूपी गाड़ी को चलाने के लिए दोनों को समान रूप से शिक्षित होना आवश्यक है। अतः प्रजातंत्र को सफल बनाने व भारत जैसे विकासशील देश के लिए बालक एवं बालिका दोनों को समान रूप से शिक्षा का अवसर प्रदान करना चाहिए।

ग्रामीण आंचल में बालक एवं बालिका दोनों को समान रूप से शिक्षा का अवसर प्रदान करने हेतु सुझावः–

१. गाँवों में अधिक से अधिक विद्यालय खोले जाने चाहिए ताकि अभिभावक बालकों के साथ बालिकाओं को भी भेज सके।

२. प्रौढ़ शिक्षा केन्द्र अधिक से अधिक चलाये जायें एवं सरकार को इनकी शिक्षण सामग्री उपलब्ध कराने पर विशेष जोर दिया जाना चाहिए।

३. मजदूरी दर का निर्धारण इस प्रकार किया जाए ताकि मजदूर अपनी मजदूरी का सही भुगतान प्राप्त कर सके एवं मजदूरी की कुशलता के विषय में बताया जाये।

४. धार्मिक एवं सामाजिक अन्ध विश्वास व रूढ़ियों को दूर करने के लिये गाँवों में गोष्टियों आदि का आयोजन हो जिसमें ग्रामीण अभिभावकों को सम्मिलित कर विभिन्न प्रकार की जानकार दी जाये।

५. वैज्ञानिक एवं तकनीकी शिक्षा भी अभिभावकों को देनी चाहिए ताकि उनके वैज्ञानिक तथ्यों की जानकारी प्राप्त हो सके वे गलत धारणाओं को दूर कर सके।

६. गाँवों के बुद्धिजीवी एवं विद्यालय के शिक्षक बालक-बालिकाओं को विद्यालय में अधिकाधिक प्रवेश दिलाने हेतु अभिभावकों से सम्पर्क स्थापित करना चाहिए।

७. जो अभिभावक अपने बालक-बालिकाओं को उच्च शिक्षा दिलाना चाहते है किन्तु आर्थिक स्थिति अच्छी नहीं है ऐसे अभिभावकों को प्रतिष्ठित व्यक्तियों एवं सेठों द्वारा सहायता अनुदान देना चाहिए।

८. लड़के-लड़कियों के विवाह की आयु सम्बन्धी नियमों को कठोरता से पालन किया जाए ताकि विवाह के कारण उनकी शिक्षा में किसी प्रकार का व्यवधान न उत्पन्न हो।

९. बालक विद्यालय में पर्याप्त संख्या में महिला अध्यापिकाओं की व्यवस्था होनी चाहिए।

१०. परिवार कल्याण के सम्बन्ध में अभिभावकों की जानकारी दी जाए, इसके लिये सरकार व गाँव के बुद्धिजीवी वर्ग दोनों को ही प्रयास करना चाहिए।

सन्दर्भ ग्रन्थ सूची

- **कपिल, डा० एच०के०** (यू०पू० रीडर एवं अध्यक्ष), मनोविज्ञान तथा सामाजिक विज्ञान विभाग, राजावलबन्त पी०जी० कालेज आगरा (सांख्यिकी के मूलतत्व) सामाजिक विज्ञानों में प्रकाशक-विनोद कुमार मन्दिर आगरा पंचम संस्करण।

- **कपिल, डा० एच०के०** (मनोविज्ञान विभाग-राजा वलबन्त सिंह पी०जी० कालेज आगरा), अनुसंधान विधियाँ (व्यवहार परक विज्ञानों में) प्रकाशक- हरप्रसाद भार्गव कचहरी घाट आगरा, अष्टम संस्करण १६६४-६५।

- **गैरिट, हैनरी ई०** (मनोविज्ञान विभाग कौलम्बिया विश्वविद्यालय) शिक्षा एवं मनोविज्ञान में सांख्यिकी, प्रकाशक कल्याणी पब्लिशर्स, नई दिल्ली ग्यारहवाँ एडीसन रिप्रिन्टेड १६६६।

- **पाठक, डा० पी०डी०** (आई०ई०आई० टीचर्स ट्रेडिंग कालेज दयालबाग आगरा) सांख्यिकीय के मूल तत्व, प्रकाशक विनोद पुस्तक मंदिर, आगरा तीसवां संशोधित संस्करण १६६६।

- **श्रीवास्तव, डा० डी०एन०** (वरिष्ठ रीडर) आगरा कालेज आगरा, अनुसंधान विधियाँ, प्रकाशक साहित्य प्रकाशक आगरा, चतुर्थ संस्करण।

- **सिंह, अरूण कुमार** (प्रोफेसर एवं पूर्ववर्ती विभागाध्यक्ष, मनोविज्ञान विभाग पटना विश्वविद्यालय, पटना) एवं पूर्ववर्ती निदेशक मनोविज्ञान शोध एवं सेवा संस्थान पटना विश्वविद्यालय पटना, मनोविज्ञान समाजशास्त्र तथा शिक्षा में शोध विधियाँ', प्रकाशक मोतीलाल बनारसीदास दिल्ली, मुम्बई, चेन्नई, कोलकत्ता, बंगलौर, बाराणसी, पुणे, पटना।

- **राय, पारसनाथ** (पूर्व राज्य मंत्री उ०प्र०) प्रवक्ता डॉ० वी०आर० अम्बेडकर विश्वविद्यालय आगरा, अनुसंधान परिचय, प्रकाशक लक्ष्मी नारायण अग्रवाल, आगरा।

- **शर्मा डा० आर०ए०** (प्रोफेसर शिक्षा विभाग) उच्च शिक्षा अध्ययन संस्थान मेरठ विष्व विद्यालय मेरठ (यू०पी०) शिक्षा अनुसंधान के मूल तत्व एवं शोध प्रक्रिया, प्रकाशक आर० लाल बुक डिपों मेरठ।

- **गुप्ता, ए०पी०** (पूर्व निदेशक) पत्राचार पाठ्यक्रम एवं सतत शिक्षा संस्थान इलाहाबाद विश्वविद्यालय इलाहाबाद आधुनिक मापन एवं मूल्यांकन प्रकाशक शारदा पुस्तक भवन, ११ यूनिवर्सिटी रोड इलाहाबाद-२।

- **शर्मा, डॉ० वी०एल०** (पूर्व प्रभारी चो० चरण सिंह विश्वविद्यालय मेरठ) यू०जी०सी० शिक्षाशास्त्र प्रकाशक-आर० लाल बुक डिपो, बेगम ब्रिज रोड मेरठ।

- **सक्सेना, डा० आर०एन०** (प्रोफेसर चो० चरण सिंह विश्वविद्यालय मेरठ) यू०जी०सी० शिक्षाशास्त्र, प्रकाशक, आर० लाल बुक डिपो, बेगम ब्रिज रोड मेरठ।

- **सुखलाल, के०डी०** (१९७७) ने विवाहित महिला अध्यापिकाओं के अध्ययन व्यवसाय के प्रति दृष्टिकोण पर शोध का अध्ययन।

- **द्विवेदी, श्याम मनोहर** (१९७७) ने नगर व ग्रामीण क्षेत्रों में छात्र-छात्राओं की शिक्षा के सम्बन्ध में अभिभावकों की मनोवृत्तियों का तुलनात्मक अध्ययन।

- **मिनिस्ट्री ऑफ एज्यूकेशन एण्ड यूथ सर्विस** (१९७०) ने द स्प्रेड ऑफ गर्ल्स एज्यूकेशन इन मेहलाना डिस्ट्रिक्ट पर एक सैम्पल सर्वे अध्ययन।

- **राय** (१९८४) ने प्रावलम्स ऑफ गर्ल्स स्टडिंग इन को एज्यूकेशनल इन्स्टीट्यूशन ऑफ वाराणसी रीजन पर एन०सी०ई०आर०टी० की मदद से बी०एच०यू० के लिए अध्ययन।

- **प्रज्ञा** (१९९८) ने इलाहाबाद जिले में महिला साक्षरता की स्थिति का अध्ययन करना।

- **सिंह, विवेक** (२००१) ने बालिका शिक्षा के संदर्भ में ग्रामीण महिला अभिभावकों के दृष्टिकोण का अध्ययन।

- **प्रसाद, शिव** (२००४) ने ग्रामीण क्षेत्रों में महिला साक्षरता की स्थिति का अध्ययन।

स्वामी विवेकानन्द जी का शैक्षिक दर्शन और वर्तमान में इसकी उपयोगिता एवं महत्व पर प्रकाश

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स्वामी विवेकानन्द जी नें भारत के जन समुदाय की सामाजिक धार्मिक एवं आर्थिक परिस्थितियों को निकट से देखा तथा समझा था। स्वामी जी ने भारत में अज्ञानता और निर्धनता जैसी समस्याओं को दूर करने के लिए अपने विचारों को गतिशीलता दी । स्वामी जी कहते है'' जो शिक्षा-प्रणाली जन साधारण को जीवन संघर्ष से जूझने की क्षमता प्रदान करने में सहायक नही होती , जो मनुष्य के नैतिक बल का , उसकी

सेवा- वृत्ति का ,उसमें सिंह के समान साहस का विकास नही करती , वह भी क्या शिक्षा नाम के योग्य है ?'' स्वामी जी ने अध्यात्मिक विकास से पहले शारीरिक नैतिक एवं सामाजिक विकास की बात की है और अध्यात्मिक विकास के लिए शारीरिक , नैतिक एवं सामाजिक विकास को पूरक माना ।

स्वामी जी का दर्शन वेदान्त से प्रभावित था किन्तु इन्होने वेदान्त की आधुनिक व वैज्ञानिक व्याख्या प्रस्तुत की जिसे नव्य वेदान्त कहा गया । स्वामी जी तथ्यात्मक ज्ञान अथवा सूचनाओं को शिक्षा नही मानते थे ।स्वामी जी कहते थे '' शिक्षा उस जानकारी के समुच्य का नाम नही है जो तुम्हारे मस्तिष्क में भर दी गयी है, और वहां पड़े-पड़े तुम्हारी सारी जिन्दगी भर विना पचाये सड़ रही है, हमें तो भावों या विचारों को इस प्रकार आत्मसात करना चाहिए, जिससे जीवन निर्माण हो ,मनुष्यत्व आवे और चरित्र गठन हो । यदि शिक्षा और जानकारी एक ही वस्तु होती तो पुस्तकालय सबसे बडे सन्त और विश्वकोष ही ऋषि वन जाते।'' अतः स्वामी जी चारित्रिक विकास ,शारीरिक विकास व सामाजिक विकास को मनुष्य के निर्माण का मूल मानते थे।

स्वामी जी के अनुसार शिक्षा के उददेश्यों को क्रमिक रुप में होना चाहिए जिसके अन्तर्गत सर्वप्रथम शारीरिक विकास आवश्यक है क्योंकि बिना स्वस्थ शरीर के क्रमिक विकास शायद सम्भव नही है ।व्यक्ति जब शारीरिक रुप से सबल होगा वह अन्य व्यक्तियों की अपेक्षा अच्छे प्रकार से विचार एवं कार्य कर सकता है। एवं किसी भी लक्ष्य के लिए दृढ़ हो सकता है इस प्रकार के व्यक्तित्व के लिए स्वामी जी योग की बात कहा करते थे। वे कहते थे भौतिक जीवन की रक्षा एवं उसकी आवश्यकताओं की पूर्ति और आत्मानुभूति दोनो के लिए स्वस्थ शरीर परम आवश्यक है। स्वामी जी नें अपने साथियों को वेदान्त के प्रसार में ही नही लगाया वल्कि उन्होने जन शिक्षा के प्रचार एवं प्रसार में बड़ा योगदान दिया ।

शारीरिक विकास के वाद मानसिक एवं बौद्धिक विकास का क्रम आता है। जिसके लिए स्वामी जी कहते है कि बालकों को जीवन संघर्ष की तैयारी के लिए तकनीकी व विज्ञान की शिक्षा आवश्यक है इसी के अन्तर्गत स्वामी जी आजीविका की शिक्षा का भी समावेश बताते थे। स्वामी जी के अनुसार तत्कालीन शिक्षा मनुष्य में सिर्फ वाह्य परिवर्तन उत्पन्न कर सकती है परन्तु मनुष्य को आजीविका उपार्जन करने में अशक्त कर देती है । जीवन संघर्ष की तैयारी का प्रतिफल '' उत्पादन के रुप में प्रस्फुटित होना चाहिए।'' इस प्रकार से स्वामी जी मानव को वौद्धिक विकास के लिए प्रेरित करते है उनका मानना है कि यदि श्रेष्ठता प्राप्त करनी है तो श्रम आवश्यक है । इसके लिए स्वामी जी मानसिक एवं बौद्धिक श्रम को अति आवश्यक मानते है ।

स्वस्थ शरीर का व्यक्ति जो मानसिक एवं वौद्धिक विकास को प्राप्त कर रहा है। उसके लिए आवश्यक है कि वह राष्ट्रीय एवं अर्न्तराष्ट्रीय सदभाव को समझे एवं उसके विकास में अपना योगदान दे। स्वामी जी मानते थे कि राष्ट्रीय एवं अर्न्तराष्ट्रीय भावों का विकास मानव के निर्माण में अहम भूमिका रखता है। स्वामी जी ने शिकागो नगर में विश्व धर्म सम्मेलन में अपने भाषण के प्रथम वाक्य में '' मेरे अमेरिकी भाइयों एवं बहनों'' से यह संदेश दिया था कि भाईचारा एवं अर्न्तराष्ट्रीय सदभाव ही पृथ्वी को मानव के लिए एक उचित स्थान प्रदान कर पायेगा। इसके उपरान्त अन्यत्र दिये गये अपने सम्बोधन में उन्होने विश्व को यह संदेश दिया कि राष्ट्रीयता एवं अर्न्तराष्ट्रीयता कोई अलग- अलग संकल्पना नही है वृहद् दृष्टिकोण से देखा जाय तो अर्न्तराष्ट्रीय भावों का विकास सुदृढ राष्ट्रीय गौरव के धरातल पर ही हो सकता है।

स्वामी जी मानते थे कि हमें जिसकी वास्तविक आवश्यकता है वह है चरित्रवान स्त्री-पुरुष । किसी भी राष्ट्र का विकास और उसकी सुरक्षा उसके चरित्रवान नागरिकों पर निर्भर है। वे कहते है कि हमें अपने भावी नागरिकों को शिक्षित करना है तो यह चरित्र निर्माण के सुदृढ आधार पर होनी चाहिए, क्योकि चरित्र निर्माण ही सवका निर्माण होता है और चरित्र के नाश से ही सभी कुछ नष्ट हो जाता है।

उपरोक्त विचारों का यदि क्रमिक विश्लेषण किया जाय तो यह शैक्षिक उद्देश्य उस समय की परिस्थिती से प्रेरित थे, किन्तु वर्तमान में भी सभी समस्याओं के निवारण में इन उद्देश्यों का अपना योगदान है । शैक्षिक दर्शन ही नही अपितु अन्य सावयवी दृष्टिकोण से भी देखा जाय तो शारीरिक विकास प्रथम स्थान रखता है। यदि वर्तमान वैज्ञानिक खोजों का अन्तिम उत्तर ढूढ़ा जाय तो वह व्यक्ति के लिए भौतिक आधार प्रदान करते है। जिसमें कहीं न कहीं शारीरिक विकास का दृष्टिकोण प्रभावी रहता है। हम मान सकते है जितने भी अन्वेषण हो रहे है वह अन्ततः व्यक्ति को सुविधा के आधार प्रदान करते है। वात चाहे रोगों के निवारण की हो या शारीरिक उन्नयन की ं स्वामी जी के द्वारा निर्धारित शारीरिक विकास का उद्देश्य वर्तमान मे अग्रणी बना हुआ है। एवं उसकी पूर्ति के लिए निरंतर प्रयास जारी है।

स्वामी जी द्वारा निर्धारित शारीरिक विकास के लिए वे योग की बात करते है योग एक ऐसी संकल्पना है जो भारत में प्राचीनतम सांस्कृतिक विरासत के रुप में हमें प्रदत्त है । वर्तमान में केन्द्रीय सरकार द्वारा योग का प्रचार एवं प्रसार करना उनकी महत्ता को सिद्ध करता है। यही नही विश्व के सबसे प्रभावी संगठन **यू.एन.ओ.** को भारत के द्वारा सुझाए गए '' विश्व योग दिवस'' को मनाये जाने पर भी सहमति बन गयी है। जिसे २१ जून को विश्व भर में मनाया गया।

भारत प्राचीन काल से ही शिक्षा का उत्कृष्ट केन्द्र रहा है जिसमें विक्रमशिला एवं नालन्दा ख्याति प्राप्त केन्द्र थे। वर्तमान में भारत के प्राचीनतम् शिक्षा केन्द्र नालन्दा विश्वविद्यालय के उन्नयन के लिए जापान व अन्य देशों द्वारा सहयोग , अर्न्तराष्ट्रीय सदभाव को बढानें का सकारात्मक प्रयास है । जिसके फलीभूत होने पर राष्ट्रीय गौरव के साथ ही अर्न्तराष्ट्रीय सदभव का पूर्ण विकास सम्भव हो सकता है। अतः मानना होगा कि स्वामी जी के द्वारा राष्ट्रीय एवं अर्न्तराष्ट्रीय सदभाव को विकसित करने का उददेश्य वर्तमान में न केवल प्रासंगिक है वल्कि अनिवार्य भी है।

वर्तमान में भारत के विविध विश्वविद्यालयों के साथ विश्व के अन्य विश्व विद्यालयों का बढता सांस्कृतिक सम्बन्ध विश्व में चरित्र के निर्माण के लिए सशक्त कदम है आज चारित्रिक उन्नयन के लिए विदेशी सैलानी भारत के विविध सांस्कृतिक उत्सव में शामिल होकर मूल्यों को समझनें एवं उनका अनुकरण करने का भी प्रयास करते है। स्वामी जी द्वारा सहिष्णुता एवं स्वीकृति व उदारता आदि गुणों का विकास कहा गया था। जो वर्तमान में आवश्यक ही नही वांछनीय भी है।

अतः सार के रुप में हम कह सकते है कि स्वामी जी मानव को पूर्ण बनाने वाली शिक्षा के समर्थक थे। वे मानव का निर्माण शिक्षा के माध्यम से मानते थे आज विश्व पटल पर मानव के निर्माण व पूर्णता प्रदान करने के लिए कई प्रकार के कार्यक्रम व योजनांए चल रही है जो उनके उददेश्यों को स्थापित करती है। हमे स्वामी जी के बताये गये शैक्षिक दर्शन को अनुपालन में लाकर मानव निर्माण के उददेश्य को प्राप्त करना चाहिए। कतिपय उदाहरणों को छोड़कर वर्तमान पीढी ने उनके अनुकरण करने का कार्य प्रारम्भ कर दिया है। किन्तु आवश्यकता है इनको गतिशीलता देने व उनके महत्व को प्रसारित करने का जो पूर्णत्व की ओर ले जाए। हमे पुनः से पृथ्वी को एक सर्वोत्तम विकल्प वनाना होगा जो कि स्वामी जी के द्वारा स्थापित उददेश्यों को प्राप्त करने से ही सम्भव है।

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वर्तमान परिदृश्य में महिलाओं के विकास की चुनौतियाँ

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सृष्टि की आधारशिला का मुख्य माध्यम महिला जिसे आधी दुनिया नाम दिया गया है, वास्तव में प्रासंगिक नही है क्योंकि पुरूषों के मुकाबले उनकी संख्या आँकड़ों में आधी तो बैठ ही नही रही है। आँकड़ों के अतिरिक्त वास्तविक पहलू इससे भी भयानक हो सकता है। विश्व में भारत जैसा समृद्धशाली सांस्कृतिक विरासत वाला देश जिसमें स्त्रियों को देवी रूप में पूजा और नामकरण किया जाता है अगर यहाँ पर स्त्रियों के बिगडते हालात है तो अन्य देशों की बात करना बेईमानी लगता है।

हम केवल यह कहकर कि अभी हमें स्वतंत्रता मिले दिन ही कितने हुये हुये है या हमारे पास संसाधनों की कमी है, कहकर इस भयानक सच से पल्ला नही झाड़ सकते। ऐसे न जाने कितने देश है जिन्हें स्वतंत्र हुये ही कम वर्ष हुये है और संसाधनों का भी उनके पास अम्बार नही है फिर भी अपनी राजनीतिक व्यवस्था, प्रशासनिक मशीनरी और बेहतर कानूनी प्रावधानों के माध्यम से उन्होनें महिलाओं के अवरोधों को दूर करके उन्हे पुरूषों के समकक्ष लाने में सहयोग दिया है।

भारतीय समाज में महिलायें : बदलते परिदृश्य

भारत में हड़प्पा युग में ही मातृदेवी की पूजा और वहाँ प्राप्त हुई स्त्रीवादी वस्तुओं ने इस बात की ओर इंगित किया है कि सर्वप्रथम जन्मी नगरीय सभ्यता ने भी महिलाओं की उपेक्षा नही की बल्कि उन्हें पुरूषों से बेहतर दर्जा भी दिया। वैदिक युग में भी ऐसे कई उदाहरण मिलते है जिनसे स्त्रियों के विदुषी होने के प्रमाण है जैसे घोषा, अपाला और गार्गी। राजनैतिक व्यवस्था में आज की संसद के सदन (वैदिक कालीन सभा और समिति) को प्रजापति की पुत्रियाँ कहा गया था जो यह दर्शाता है कि राजनैतिक अधिकारों से भी स्त्रियो को वंचित नही किया जा सकता।

स्त्रियों के लिए पतन का दौर मुस्लिम के आक्रमणों के बाद दिखाई दिया। अँग्रेजों ने अपने लाभ के लिए कानून बनायें परन्तु कुछ बेकदिल अँग्रेज अधिकारियों ने स्त्रियों के अस्तित्व के लिए भी कानून बनाये। जैसे भी हुआ हमें स्वतंत्रता संग्राम के बाद गुलामी से आजादी मिल गई आज हम अपने को स्वतंत्र मानते है परन्तु क्या स्त्रियाँ परतंत्रता से मुक्त हो पाई है ? क्या स्त्रियाँ आज भी अपने आपको गुलामी से आजाद महसूस करती है ? इन प्रश्नों के जबाब शायद सबके पास है पर कोई देना नही चाहता। वर्तमान भारतीय समाज में आधी दुनियाँ के विपरीत एक वर्ग है जिसे पुरूष वर्ग कहा जाता है। इस वर्ग ने अपनी अहमवादी सोच और तानाशाहीपूर्ण रवैये ने महिलाओं को बराबरी का दर्जा नही दिया परन्तु महिलायें अपनी स्थिति को सुधारने के लिए प्रयत्नशील और संघर्षशील है यह एक अच्छा संकेत है और उनकी बेहतरी के लिए आवश्यक भी है।

विभिन्न क्षेत्रों में महिलाओं की उपस्थिति और योगदान :

महिलाओं ने सामाजिक व पारिवारिक प्रतिबंधों के बाबजूद स्वयं को विभिन्न क्षेत्रों में न केवल स्थापित कर लिया है बल्कि पुरूषों के मुकाबले बेहतर प्रदर्शन भी किया है। फिर क्षेत्र चाहे राजनीति का हो या प्रशासन का हो, उद्योग का हो या विज्ञान का, एडवेंचर का हो या साहित्य का। सोनिया गाँधी, किरण शॉ मजूमदार, मेधा पाटेकर, महादेवी वर्मा तथा मन्नू भण्डारी आदि ने महिलाओं को आगे बढाने में प्रेरणा का काम किया है।

आज महिलायें घरेलू उद्योग, छळद, समाज कल्याण, भारी उद्योग, ड्राईविंग आदि गैर औपचारिक कार्यो में भी आगें बढचढ कर हिस्सा ले रहीं हैं जो उनकी जिजीविषा और लगन को दर्शाता है।

वर्चस्व बनाम सहअस्तित्व

स्त्री मानवाधिकारवादी और स्त्रीवादी चिंतको में हमेशा से यह विवाद का विषय है कि स्त्री कितनी स्वतंत्र, अधिकार और आत्मनिर्भरता की हकदार है? वह पुरूष से आगे बढ़कर अपना प्रदर्शन करें या फिर वह सहअस्तित्व बनाये रखकर साम्य व्यवस्था को कायम रखने तक सीमित रहे। पुरूष अहवादी सोच उनकी स्वतंत्रता अधिकार और आत्मनिर्भरता को संकुचित ही रखना चाहता है। जैसा कि वह करता आया है लेकिन जहाँ तक सही उचित और निष्पक्षता की बात हो तो प्रकृति संतुलन पर आधारित है और इस पृथ्वी पर मानव जीवन के लिए स्त्री और पुरूष का सहअस्तित्व आवश्यक है। इसलिए स्त्री के अस्तित्व के लिए जो भी आवश्यक है, वह कदम तो उठाये ही जाने चाहिए।

ऑकड़े की दृष्टि से-

अगर जनगणना (२०११) के ऑकड़ो की माने तो देश की कुल जनसंख्या १,२१,०१,६३,४२२   २०११ में ५८,६४,६६,१४ (यानि ४८.५ प्रतिशत) स्त्री जनसंख्या है जो कि पुरूषो से ३ प्रतिशत सीधे तौर पर कम है। (देखे तालिका १)

आयाम	कुल	पुरूष	स्त्री
जनसंख्या	१,२१,०१,६३,४२२	६२,३७,२४,२४८ (५७.५ प्रतिशत)	५८,६४,६६,१७४ (४८.५ प्रतिशत)
साक्षरता	७४.०० प्रतिशत	८२.१ प्रतिशत	६५.५ प्रतिशत
स्त्री पुरूष अनुपात			६४०

स्त्री पुरूष तुलनात्मक तालिका संख्या-१

स्त्रियों के प्रति होने वाले अपराधों पर गौर करें तो इनके वर्गीकरण की ही एक लम्बी सूची नजर आती है और उनमें आने वाली संख्याओं की बात ही क्या कही जाये। नेशनल क्राइम रिकार्ड ब्यूरो के २००६ के ऑकड़ो के अनुसार शरीर से सम्बन्धित अपराध २२.६ प्रतिशत थे। परिवार और पति के अत्याचार के दर्ज मामलों के अन्तर्गत छोटे शहरों से ८४.८ प्रतिशत तथा मेट्रो शहरों से अकेल १५.२ प्रतिशत मामले सामने आए। पिछले दस सालों में महिलाओं के प्रति अपराधों में ४५.०० प्रतिशत की वृद्धि हुई है। रोजगार के विभिन्न क्षेत्रों में स्त्रियों की भागीदारी की बात करें तो इसमें स्त्रियों के बढ़ती हुई संख्या यह प्रदर्शित करती है कि वे अपनी वित्तीय स्थिति को लेकर सजग हो रही है।

महिलाओं की चुनौतियॉ और विकास में बाधायें-

महिलायें एक मूल्यवान मानव संसाधन हैं ओर उनका सामाजिक आर्थिक स्तर विकास की स्थायी वृद्धि के लिए आवश्यक है परन्तु वर्तमान समय में महिलाओं के सम्मुख भिन्न भिन्न प्रकार की चुनौतियॉ मुँह बाये खड़ी हैं जो कि उनके संतुलित विकास में बाधा उत्पन्न कर रही है-

सामाजिक कुप्रथायें– भारतीय समाज में बाल विवाह, शीघ्र विवाह, दहेज प्रथा, पर्दा प्रथा जैसी सामाजिक बुराइयॉ अभी भी महिलाओं के विकास की महत्वपूर्ण चुनौती है।

महिलाओं के प्रति अपराध– महिलाओं के प्रति घरेलू तथा वाह्य दोनों प्रकार अपराध देखने को मिलते हैं जिनमें घरेलू हिंसा, यौन प्रताड़ना, यौनशोषण, बलात्कार, हत्या, ब्लेकमेंलिग, चैन स्नेचिंग आदि उनकी सुरक्षा के लिए चुनौतियॉ है।

सामाजिक टैबो(जंइवव)– कुछ सामाजिक पूर्वाग्रह भी महिलाओं के विकास को बाधित करते है। जैसे स्त्री अवला है, पराया धन है, स्त्री ही बच्चा पालेगी, घर का काम करेगी, बेटा-बेटी में फर्क करना आदि।

असाक्षरता तथा अल्पशिक्षा– सबसे बड़ी चुनौती स्त्री के विकास में बाधा असाक्षरता तथा अल्पशिक्षा की है। यदि आज महिलायें दमित, शोषित एवं वंचित दिखाई देती है तो इसका सबसे बड़ा कारण स्त्रियों की शिक्षा के प्रति समाज की उदासीनता है। आज लड़कियों को शिक्षा के नाम पर केवल साक्षर बनाया जाता है।

परनिर्भरता– भारतीय समाज में स्त्री के वित्तीय अधिकार सीमित है। पुरूषवादी सोच में स्त्री को पुरूष के अधीन पाया गया है जिससे स्त्री आत्मनिर्भर नहीं है और उसे छोटी-छोटी माँगों के लिए कभी पिता तो कभी पति तो कभी पुत्र का मुँह देखना पड़ता है।

परतंत्रता– इतना ही नहीं भारतीय समाज में घर से बाहर आने जाने के लिए भी वे स्वतंत्र नहीं है इसके लिए उन्हें बचपन से ही अकेले जाने की सख्त मनाही होती है।

कार्यबोझ (Work load) लड़की को पैदा होते ही बोझ माना जाता है और परिवार इस बोझ को कम करने के लिए लड़की को ही घर का सारा काम कार्य जिम्मेदारी सौप कर कम कराने का प्रयास करने में दिखाई देता है।

बीमारी और कुपोषण– कार्य बोझ और संतुलित खानपान के अभाव में भारतीय स्त्रियॉ बीमारी और कुपोषण की शिकार हो जाती है अधिकतर गर्भवती महिलायें रक्ताल्पता की कमी से ग्रसित है जो कि भावी कमजोर पीढ़ी के लिए उत्तरदायी बनती है।

वेश्यावृत्ति– गरीबी तथा अशिक्षा के कारण लड़कियाॅ वेश्यावृत्ति के दलदल में फॅस जाती हैं। भारतीय समाज में छिपी हुई सेक्स भावना भी उन्हें यह करने में मजबूर करती है।

यौन शोषण– आज घरो में, कार्यस्थलों में, कार्यालयों में बहुत सी स्त्रियाॅ किसी-किसी प्रकार के यौन शोषण में फॅसी हुई हैं। जिससे उनके कार्य उत्पादन और मानसिक अवस्था पर प्रतिकूल प्रभाव पड़ता है।

चुनौतियों का समाधान तथा विकास के उपाय

भारत सरकार का महिला एवमृ बालविकास मंत्रालय ३० जनवरी २००६ को एक पृथक मंत्रालय बना। महिलाओं एवं बच्चों के लिए सरकारी कार्यक्रमों, नीतियों एवम् विभिन्न मंत्रालयों के बीच संकेन्द्रण को बढ़ावा देने के मुख्य उद्देश्य से इस मंत्रालय का गठन किया गया था।

सशक्त महिलायें सम्मान के साथ हिंसा एवं भेदभाव से मुक्त वातावरण में रहें इसके लिए हमें महिला विकास के विभिन्न उपाय करने होंगे –

महिला शिक्षा तथा साक्षरता– सरकार ने स्त्री शिक्षा को प्रोत्साहित करने के लिए अनेक कार्यक्रम तथा योजनाये चलाई हैं, परन्तु फिर भी अपेक्षित विकास एवं सफलता हासिल नहीं हो सकी है। राष्ट्रीय साक्षरता दर को केरल के समान शत प्रतिशत पर पहुॅचाना हमारा दृढ़ लक्ष्य होना चाहिए।

महिला जागरूकता– स्त्रियों को जागरूक बनाने के लिए आवश्यक है कि स्त्री शिक्षा को दो भागों में विभाजित किया जाए– प्रारम्भिक साक्षरता और कार्यात्मक साक्षरता। प्रारम्भिक साक्षरता कक्षा १० तक है, जिसे स्त्री, पुरूषों के लिए अनिवार्य किया जाना चाहिए। इसके बाद कार्यात्मक अथवा प्रायोजनमूलक शिक्षा आती है, जिसके लिए सरकारी प्रोत्साहन एवं मुफ्त शिक्षण जैसे कार्यक्रम चलाए जा सकते हैं। तभी महिलाएॅ आत्मनिर्भर बनकर राष्ट्र के समग्र विकास में अपना योगदान दे सकती हैं तथा एक आदर्श नागरिक के रूप में देश की उन्नति का संवाहक बन सकती हैं।

विधिक उपाय-भारत सरकार ने अनिवार्य शिक्षा, घरेलू हिंसा (निषेध)अधिनियम, यौन उत्पीड़न संरक्षण विधेयक, वूमेन ट्रैफकिंग के खिलाफ कानून तो बनाये गये है परन्तु इन कानूनों का कड़ाई से पालन किया जाना बाकी है। साथ ही स्त्री शुचिता की रक्षा के लिए देश में कठोर कानून होना प्रासंगिक हो गया है।

रोजगार व उद्यम- स्वतंत्र भारत में अब महिलायें घर की चाहरदीवारी से निकल कर ऐसे रोजगार तथा धन्धों में जा रही है जिन्हें पुरूष वर्चस्व वाला माना जाता था। वैश्वीकरण के इस दौर में लोक विद्या के स्त्रियों की पहुँच में लाना अधिक आवश्यक हो गया है।

सुरक्षा के उपाय- वूमेन पावर हेल्पलाइन, महिला थाना, महिला पुलिस, स्त्रियों को विधिक संरक्षण के अधिकार के उपाय यूँ तो सरकार के द्वारा किये गये परन्तु हाल ही की घटनाओं को देखते हुए इन्हें कागज पर नही वरन धरातल पर दर्शाया जाना आवश्यक है जिसके लिए सतर्क और सचेत पुलिस बल की आवश्यकता है।

कल्याणकारी योजनाये- महिला सशक्तीकरण मिशन २०१०, मातृत्व सहयोग, सबला, वृद्धावस्था पेंशन, विधवा पेंशन, स्वाधार जैसी योजनाओं और कार्यक्रमों में महिलाओं का स्तर ऊँचा करने में मदद की है परन्तु अभी भी इन जैसी योजनाओं का निरन्तर चलाये जाने की जरूरत है।

वित्तीय प्रावधान- स्त्रियों में आ रही जागृति उनके बढते दायरे को रेखांकित करता है। दूसरा कदम यह भी दिखता है कि इस बार (२०१३) बजट में सार्वजनिक क्षेत्र में महिला बैंक बनाने का प्रस्ताव रखा गया है जो कि प्रशंसनीय है। साथ ही सरकार को तत्काल महिला सुरक्षा फंड के निर्माण के भी कदम उठाने चाहिए।

नैतिक शिक्षा तथा सामाजिक पूर्वाग्रहों का दमन- पुरूष अहम और उसके योनसंयम को संतुलित नियंत्रित करने के लिए नैतिक षिक्षा को अनिवार्य रूप से महिलाओं के समान विशेष के लिए तैयार करने पढ़ाया जाना चाहिए।

आत्मनिर्भर बनाना- आज हमार समाज की सबसे बड़ी मॉग यह है कि हम दूसरे के ऊपर निर्भर न होकर स्वय पर निर्भर हों। महिलाओं को शिक्षा से तथा अनके परम्परागत उत्पाद जैसे पत्तल, दोने, पापड़, ईंट, मिट्टी के बर्तन, बर्तनों पर फूल पत्तियाँ बनाना रंगाई, चटाई, कालीन आचार, मुरब्बा बनाने का प्रशिक्षण तथा वित्तीय सहायता उपलब्ध कराई जानी चाहिए।

निष्कर्ष–

महिलाओं की कठिनाइयों, चुनौतियों को दृष्टिगत रखने पर हमें उनके भविष्य के प्रति चिन्ता होने लगती है और यह चिन्ता होनी स्वाभाविक भी है कि इतनी कठिनाइयों और मौजूदा राजनीतिक-सामाजिक-आर्थिक परिदृश्य में क्या महिलाओं को इनसे निजात मिल सकेगी? ये सही है कि महिला सशक्तिकरण व कल्याण के लिए किये गये प्रावधानों का स्वागत होना चाहिए लेकिन यह सावधानी बरती जानी जरूरी है कि नयी योजना या कानून को प्रारम्भ करने के क्रम में पुरानी चल रही व्यवस्थाओं को चुपचाप बन्द न कर दिया जाये। हमें सतत रूप से सजग, सतर्क और संवेदनशील होने की आवश्यकता है और महिलाओं के हितों की रक्षा के लिए अनिवार्य भी। यही वह तरीका है जिससे हम एक सहअस्तित्वपूर्ण सुखद भविष्य की कल्पना साकार कर सकते है।

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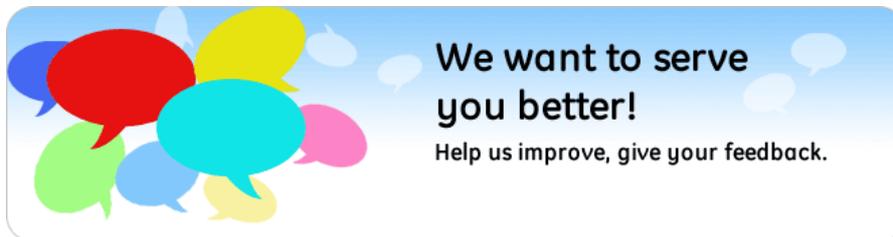
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