

# Samwaad

*Promoting Dialogue in Education*

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## Samwaad: e - Journal

Samwaad Educational Society registered under MP society act, is happy to launch its Vol.5 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](mailto:editor.samwaad@gmail.com)

Dr. Anshu Mathur

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## A Study of Moral Judgement of Secondary School Students

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Jabalpur M.P.

### **Abstract**

*Values in our education are a hotly debated subject now days. This is because of the chaotic conditions observed in almost all spheres of our life. It is conjectured, not without reason, that this chaos is mainly due to lack of values in the education being imparted in India. If contemporary education is to be value-based, it can never be done without the teachers themselves understanding, appreciating and upholding the life-sustaining moral values. The teachers cannot have an excuse whatsoever. If one cannot practice these values, one should not dream of teaching as a job. In fact, teaching is not a job. It is a mission and vision for life and for prosperity. present study shows about moral value and judgment ability of high school students, in which 600 students were taken as a sample 300 were male and 300 were female students and 300 were from rural area 300 were from urban area of Jabalpur. Results indicate that there is no significant difference between male and female students towards their moral judgment and There is .significant difference between Urban students and Rural students towards their moral judgment.*

### **Introduction**

The Indian culture is deeply rooted in spiritual values and unless these values find their way into the life of students, education will lose its significance and will not fulfill its function of endowing the students with a vision to live by and with the ideals to work for. Therefore, in difference to the cherished goals of democracy, socialism, humanism and secularism, it is very essential that our education system should evolve a new positive morality, which could effectively be built into the school curriculum. It is essential that the teachers also should be exposed to the traditional values and ethics of education through training programmes from time to time. They should not confine to their job to a mere matter of completing syllabus and following the curriculum. There should be a platform

for teachers to deliberate on any sensitive issues or topics as and when the need arises. They should also expose the ideas of accepting modernization, globalization and liberalization from the academic point of view. They should also learn while imparting their duties for which they are meant. By creating a conducive atmosphere for intellectual rigor and freedom of expression and thought, one can practice values in education.

From the past, value oriented education is existing in India. It takes diversified changes in the ancient, medieval and modern period. When India freed from the Britishers in 1947 again various changes occurred in educational area – Indian philosophers Vivekananda, Tagore, Gandhiji, Aurobindo had immense role in imparting value based education after independence. Moral judgement is a by-product of the child's general social experience. Patterning of experience is necessary before the child is capable of higher forms of moral judgement. The ability to make moral judgement plays an important role in the moral development, as it is a process of defining a happening in terms of moral justifiability. Moral development cannot be studied in isolation from other aspects of development, eg., physical, intellectual, emotional and social. There are various studies to show the effect of these developments upon moral development. A certain amount of intellectual maturity is necessary for moral understanding and moral judgement, but that does not imply that the more intelligent a person is he is not necessarily a more moral person. Again, the emotionally affect less becomes a psychopath; but excessive emotions may also lead to immoral behaviour. That is why we find wide differences among the research findings in this area. Though value oriented education is existing no empirical study has been conducted on the attitudes of students, so far as such the present investigation is intended to probe into this.

**Objectives of the Study:** - The following are the main objectives of the present study

1. To see the significance of the difference between male and female students towards their moral judgement.
2. To see the significance of the difference between Urban students and Rural students towards their moral judgement

**Hypotheses of the study:-** The following null hypotheses were formulated for the present investigation based on the variables considered for the study.

1. There is no significant difference between male and female students towards their moral judgement.
2. There is no significant difference between Urban students and Rural students towards their moral judgement.

3. **Sample of the study:-** Sample is the representation of the population on which the study is carried out. For the present study, 600 subjects were included. The total sample consist 300 boys and 300 girls of Jabalpur.

**Tool used-** Moral Judgment Test by Meera Verma & Durganand Sinha (1967)

**TABLE –I**

**Means and S.D. of Male and Female students towards their moral judgement and t- value**

S. No	Class	No. of students	Mean	S.D.	t- value
1	Male	300	36.53	7.15	0.99
2	Female	300	35.43	8.75	

Not significant at 0.05 level

With the help of the above table, the mean score of Male is 65.96 with a S.D. of 8.755. The mean score of Female is 66.55 with a S.D. of 7.14. The mean score of Female is little higher than the mean score of Male. The Mean values of Male and Female students are shown in the following graph. To

test the significance of the difference „t“ value is calculated. The calculated „t“ value of Male Vs Female is 0.9902. It is less than the critical or table value of 1.96 at 0.05 level. Hence there is no significance between the two groups at 0.05 levels. Therefore null hypothesis “There is significant difference between Male and Female students towards their moral judgment” was not rejected.

**Table-II**

**Urban and Rural students towards their moral judgement and t- value**

S. No	Class	No. of students	Mean	S.D.	t- value
1	Urban	300	36.57	7.99	2.32**
2	Rural	300	37.49	9.73	

\*\*Significant at 0.05 level

With the help of the above table the mean scores of Rural is 66.57 with a S.D of 7.99. The mean scores of Urban is 64.69 with a S.D of 9.53. The mean scores of Rural is higher than the mean scores of Urban students. The mean values of Rural and Urban are shown in the following Graph. To test the significance of these two means t- value is calculated. The calculated“ value of Rural Vs Urban is 2.3201. It is greater than the critical or table value 1.96 at 0.05 level. Therefore null hypothesis “There is no significant difference between Rural and Urban students towards their moral judgment” was rejected.

**Results and discussion:** - On the basis of the findings of the study, the following conclusions can be drawn.

1. There is no statistically significant difference between male and female students. Hence it can be concluded that sex has no influence on moral judgment of students.
2. There is significant difference between rural and urban students regarding their moral judgment rural area students have strong moral value then that of urban area students.

### Conclusions

The syllabus should include moral stories, illustrations, Bibliographies of great people. Literature from various religious and historical events related to our own country, which leads to national integration, should be included in curriculum. The teacher should attend the seminars, conferences, symposia, workshop related to value education and value orientation programmes.

Teacher should provide the students environment for good thought. Some inculcation could be

- Developing study habits.
- Habit of self-evaluation and self- participation.
- Importance should be given to yoga, social activities.

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## Depression: Self Consciousness, Pretending and Guilt

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### **Abstract**

*Depression affects large segments of different age groups. It propels vigorous feelings of low spirits melancholy, dejection, unhappiness and pessimism to name a few and stifles the desire for zestful and dynamic living in the afflicted persons. The feeling of being unwanted, fear of constant failure, fear of being rejected or criticized, fear of anticipation and apprehension extensively contribute to make a person mentally, physically, emotionally and socially feeble and drained out forcing him into the doors of isolation, loneliness and seclusion. Setbacks and impediments are unavoidable, though at the same time they persuade and impel a person to reach his goal. This article deals with the tendencies linked to depression, its realm, guilt feeling and positive insight to nullify depression.*

### **Introduction**

The illustrious American writer Laurell K. Hamilton once quoted, '**There are wounds that never show on the body that are deeper and more hurtful than anything that bleeds**'. Depression, the term as is nowadays understood to be an untamed and oppressive expression that seems to have made persistent inroads into the mindset of almost every alternative human. The expression capable of an unending and perpetual score at times takes away the precious and priceless human life capable of mastering wonders. The word depression intending to way and propel vigorous feelings of low-spirit, melancholy, dejection, unhappiness and pessimism to name a few virtually corrodes the very spirit of dynamism, charismatic and captivating charm that engulfs all. Ever since the dawn of mankind that accompanied societal changes from time to time, man has been strained into the chains

of pitiless depressive corrosion that upheld its disastrous effect on the very psyche of humans thereby leading to soul hunting resulting into a never ending debacle and failure. At times many workshops, seminars, study groups were constituted to analyse the deep-rooted effect of depression but they all proved to be scrappy in combating the same.

### **The Essence of Depression**

The unpleasant term '*Depression*' responsible for liquidating millions around the globe, process a highly constrained and compulsive disorder that strangulate and crush the very indomitable and impregnable spirit which stands as a driving force behind every champion commitment and settlement. Its myriad forms so trap the subject into its venomous web that it becomes virtually impossible to have a respectful and honourable exit thereby leading to suicidal and self-harming tendencies. Ability to sustain and bear any rooted pressure, anxiety and trauma often gets kicked when the notion of depression takes its obstructive seat into the candid and straightforward minds just to end a promising existence and creation. Depression as it exist, doesn't even repent to deceive and imprison just to strike all probabilistic humans erections irrespective of age, class, religion, race, sex, community besides other parameters. In furtherance of, many thoughtful and noteworthy questions always arise at the root of the controversy is upto what extent and why the abhorrent expression eats and erodes the systematic and reckoning expressions of knowledge, intellect, understanding, judgement and wisdom. What goes patently wrong in evaluating a slippery frame of mind that even the common reasoning and discernment power seems to be overtaken under the aegis of negativity and made to achieve its forced and compelling outcome i.e. inauspicious and unceremonious end. Why the feeling of guilt is assumed and sensed despite advocating and nurturing all the basic amenities, comforts and luxuries of life. Why its effect is so pernicious that a person becomes its accustomed and habitual customer.

Health and Hygiene sparks off the conditions of being healthy accompanied by a rich and balanced life but to add to hassles and annoyance at times the penurious conditions stimulate the disturbed and pathetic stages of lives thereby leading to unprecedented and astonishing depressive tendencies. The familiarity of *Depression* cannot be understood to have a confrontational effect only on the lives of humans but even at times the animals also bear a tragic brunt of its drastic effects resulting into unwarranted misery, pain and anguish.

The feeling of being unwanted or undesired, fear of constant failure, fear of being rejected, the fear of being less learned, the fear of unwanted hormonal changes, fear of being poverty-stricken or penniless, fear of being criticised, fear of being ostracized, fear of being intimidated, fear of being overpowered, fear of inability to pay of debt, fear of being bullied, fear of anticipation and apprehension are besides multitudinous signs and expressions which can extensively contribute to make a person mentally, physically, emotionally, socially feeble and incapacitated thereby forcing him into the doors of isolation, loneliness and seclusion. Such is the grave impact of such 'fears' popularly designated at distressed and dismayed cohesion that a person gets stitched to menacing and perilous stimulants in character of narcotics and hallucinogens that drives ruinous and catastrophic consequences. It breaks the sacred thread of relations, associations, kinship thereby paving way for ill-responsive and baleful experiences never witnessed before. In a nutshell, it ruptures the entire inference drawing power to an individual with a motive to reduce it to a rope of sand crying for help, help and help. It weakens the human from inside leading to an irreparable damage and loss ultimately resulting into the most unexpected attempts, undertakings and ventures. Instead of fighting and discerning the radius of problematic sphere in hand, the weak is made to weaken, weaken and more weaken ultimately leading to execution of an untoward and unpredictable occurrence.

### **Realm of Depression**

Every question inherently carries with it an answer which is judicious enough to raise entire nursery full of wisdom and sagacity. To what extent the realm of 'Depression' can be introspected and soul-searched has been one of the prominent subjects of study of various research scholars who have to the best of their ability thoroughly and implicitly defined its various proportions of ascertainable degree. Putting up in the words of the famous British novelists, scholar and thinker Clive Staples Lewis, "*Mental pain is less dramatic than physical pain, but it is more common and also more hard to bear. The frequent attempt to conceal mental pain increases the burden: it is easier to say "My tooth is aching" than to say "My heart is broken."*" The velocity with which the depressive proclivities have corroded the spine of humanity becomes writ apparent from various stages of life. The thought process of a human being stands fractured owing to obnoxious control of depression. A well versed human being starts to fall into its repulsive odour thereby putting at stake

all his rising abilities just to remind him that he is a nothing more than a weak, fragile and a tenuous object with no utility and value. Another celebrated quote of an American writer and filmmaker Susan Sontag will do justice to the wild standing expression of *Depression* as “***Depression is melancholy minus its charms.***” Never has been the chance to understand, from where the extensive scripts of depressive liabilities have raised and co-opted their lethal intentions at the backdoor to obstruct and restrict everything and anything. With the passage of time, the kingdom of depression has done such an irredeemable and irreparable harm and injury to the public at large that people have started finding them to be in the coffin while depleting all receptive powers of prayers and devotion which are one of the biggest instrumentalities of overtaking depressive practices.

### **Guilt Feeling**

The feeling of animosity, opposition and repugnance at times instils the human mind with an adversely woven thread of hate that he timely achieves the standing course of guilt without having any exception to an accepted proposition of thinking whether actually he deserves to be put through the corners of guilt. Guilt driven forces provides instrumental harm and wrinkles the clue at which the person could have pondered at any single point of time thereby reducing the very chance of reviewing the act committed. It crumples the very ideological prowess of understanding, maturity, experience, dexterity and artistry. Whether one should accept a reasonable standard of guilt or should bow down to the unsavoury critical comments of others diminishes the cognisance taking quality to a standstill thereby raising alarms for the entire family of the person under depression. Provincial setbacks and acts executed in inadvertence sometimes leave a deep impression in the minds of the subjects that their seems to be no recourse left than to put their lives to a vicious end thereby leaving their pals, peers and family members in the lurch. The surface of guilt seems to raise its frequency to such a level that all curative powers and practices go in vain just to face an unwanted defeat at the hands of a life crying for help. To put it in the words of the great British Novelist, Screenwriter and filmmaker J.K.Rowling, “***Depression is the most unpleasant thing I have ever experienced. . . . It is that absence of being able to envisage that you will ever be cheerful again. The absence of hope... That very deadened feeling, which is so very different from feeling sad. Sad hurts but it's a healthy feeling. It is a necessary thing to feel. Depression is very different.***”

## Yardstick to Nullify Depression

Failing to produce the intended and calculated results at times fill the brilliant and dexterous minds with the punctured sight of having lost an adjacent part of their life thereby pushing them to adopt violent, harsh, rough and tempered means ultimately reducing the future to ashes. It must be kept in mind that persons of various traits and attributes cannot be clubbed under one roof to make room for their intellectual judgement and methodological wisdom. To shun, eschew and abjure the feeling of failing to put actions into reality should be the guiding loadstar for the successful implementation of any activity. Time has proven that personalities of meagre, scanty and insufficient means have risen to the occasion to make indomitable marks and leave unbeatable impressions over the minds of others just to prove that their will was not enough to be captured by vulnerable and impotent depressive attacks thereby proving their mettle. *Abraham Lincoln, Lee De Forest, Thomas Edison, Beethoven, Henry Ford and Helen Keller* to name a few in the range of progression kicked and overpowered the ends of failure and depression just to prove their lionhearted and audacious spirit which inspired others to write the stories of conquest despite all drawbacks intruding their way. To share a remarkable story of the former President of the United States of America,

*This was a man who failed in business ventures at the age of 21,  
Was defeated in a legislative battle at the age of 22,  
Touched failure again in business at the age of 24,  
Had his sweetheart die when he was 26,  
Had a nervous breakdown at the age of 27,  
Lost a congressional race at the age of 34,  
Lost a senatorial race at the age of 45,  
Failed in an effort to become Vice-President at the age of 47,  
Lost a senatorial race at the age of 49,  
And was elected as the President of the United States at the age of 52.*

This man was none other than the 16<sup>th</sup> President of the United States of America 'Abraham Lincoln'. Even by stretch, if we consider the stroke of his failure and untimely depression, we find

that every time he witnessed failure giving way to depressive walks of life, he came out handsomely just to engrave his name on the historical front to be acknowledged as one of the greatest Presidents of the United States of America. Lincoln just adopted one yardstick that is not to bow down to depressive periods of his failure and to come back with full vigour and mettlesome spirit with intent to uproot depressive sequels instead of inviting guilt to his credit.

### **Positive Insight**

Failures, fear, defeat, gloom, despondency, desolation, depression, torment, sorrow to name a few are not determinators of a person's final fate and outcome. Having a conception of what fears and failures demarcate thereby leading to depressive tendencies of any character, form or substance stands countered by possessing a positive outlook and affirmative panorama that ultimately leads to overcoming depression of any degree or grade. Setbacks and impediments are unavoidable, ineluctable and unescapable though at the same time they persuade, ensure and impel a person to reach his destination by adopting courageous, hardihood and never say dying spirit. Depression should not be allowed to keep its neck high at all times but by religiously adopting the ritualistic, customary and knowledgeable verses, such tendencies can be curbed and brought to a fateful end. We must always keep in mind a very popular quote *'Worry is a down payment on a problem you may never have'*. To put it in the words of the great Helen Keller, *'Although the world is full of suffering, it is also the overcoming of it.'*

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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 external 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 assimilator 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 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	3.75		724.86	4.31		485.14	2.89		1122.91	6.68	
Total	175	656.22			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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## Incidences of Violence in Schools: Conceptual Framework and its Correlates

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### Abstract

*Providing a healthy school climate has been one of the primary concerns of not only school personnel but it is also a significant social concern. But, due to several socio psychological reasons school premises today are not free from violence. Many incidences of mild to severe nature of violence occur in our schools today which are the cause of concern among policy makers and practitioners. Amid different types of violence psychological violence is much rampant along with different form of physical and sexual violence. These violent acts have different correlates like drug abuse, poor mental health, drop out etc. Such acts are the big challenges before each stakeholder to ensure safety mechanism so that it may be minimized.*

*It should not be our personal approach but it has also become our constitutional and legal duty. Thus, it is imperative that each stakeholder should join hands to make our schools a peaceful and healthy abode for the students.*

**Key words:** School violence, Violence in school, school effectiveness, school environment

A healthy school environment is one of the basic fundamental needs for healthy and ideal growth of prospective citizens of the country. It is during prolong school period that individual develops his self confidence and also nurtures a positive social outlook. An individual having poor self concept and feeling of social isolation is sometimes also outcome of unhealthy school climate. Therefore it is of paramount importance that all efforts should be done to maintain a peaceful and congenial environment in our schools.

In present era there are many fissiparous tendencies working in society resulting violence on different grounds. Frequent incidences of violence are visible across all aspect of society having its deep influence on the psyche of all countrymen. Schools as replica of society are also not free from such

acts. On several ground acts of intimidation, bullying, aggression, and abuse do occur within the school premise in different intensity. Such acts come under the wide concept of school violence. School violence is any activity that can create a disturbance in an educational system. It's not just school shootings. It includes verbal and physical altercations. It is also bullying through electronic means or social media, threats, weapon use, or gang activity. School violence can also be defined as a physical or verbal altercation on the way to school, on the way home from school, or at a school-sponsored event that can cause physical or psychological harm to another individual, school, or community.

Thus, it is of much significance that the issue be taken seriously by each educational stakeholder. All must be clear about its different form and how this correlated with different types of school outcomes.

### **Conceptual framework:**

Violence among youth is a subject of concern particularly in school setting. School violence is not a new term. From ancient time, it has its existence from the part of teachers or students, but school violence has caught the attention of nearly everyone when the most devastating example of school violence occurred in Columbia High School on 20th April, 1999 in which 12 students and a teacher were killed in united State of America. School violence is “any behavior that violates a school’s educational mission or climate of respect or jeopardizes the intent of the school to be free of aggression against persons or property, drugs, weapons, disruptions, and disorder”. Researchers are studying school violence in different parts of the world but in Indian setting very few researches are found regarding school violence with physical, psychological and sexual violence, although a lot of news regarding school violence is heard from different states. In the present study, school violence is studied in physical, psychological and sexual dimensions which are defined in following manner:

### **Physical violence:**

Physical violence is the intentional use of physical force with the potential for causing death, disability, injury, or harm. Physical violence includes, but is not limited to, scratching; pushing; shoving; throwing; grabbing; biting; choking; shaking; slapping; punching; burning; use of a weapon; and use of restraints or one’s body, size, or strength against another person (CDC, 2007).

Physical violent behaviors which are prominent in school setting generally comprise corporal punishment. Teachers in the name of discipline impose corporal punishment which is banned by RTE, 2009 act for the human rights of child. This was termed as a crime and a law was enforced against the perpetrator. Besides teachers, students are also involved in violent behavior. Nowadays, it is taking a serious form as physical assault, stabbing, acid attack etc.

### **Psychological Violence:**

Psychological violence occurs when a person or group uses hostile behavior (gestures, words, and writing) to undermine or cause emotional damage to others. Psychological violence takes various forms. The most common are insults, threats (to punish the child physically, to withdraw one's love and affection from the child) and other forms of neglect including repeated lack of attention, refusal to check students' homework or repression of the child's emotions. The prevalence and frequency of psychological forms of violence are less documented, because they are difficult to define and measure.

### **Sexual Violence:**

Any sexual act, attempt to obtain a sexual act, unwanted sexual comments, or advances, or acts to traffic a person's sexuality, using coercion, threats of harm or physical force, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work (WHO, 2002) is sexual violence.

In Indian scenario the cases of sexual violence are reported approximately daily. The case of 'Nirbhaya' was so heinous and caught the attention of whole nation. There are a lot of 'Nirbhayas' in our society who demand justice but somehow do not get proper care and attention. Although these are the extreme cases of violence, a lot of girls face sexual harassment either severe or in minute form in their schools, workplaces, outside their house or even in their own house. Gender based violence is most prominent in India. A lot of rules are framed for curbing this menace in order to make a safe environment in society but still the aim is not achieved. Passing comments on dressing, appearance due to specific gender, unwanted attempt for stroke or fondle, showing the unwanted sexual acts are the common incident faced by mostly every Indian girl/lady.

### **Correlates of School Violence**

Mushinski (1994) conducted a study entitled 'Violence in America's public schools' to examine the perceptions of teachers, students and law enforcement officials about violence in their respective schools during 1993. Members of each group recognized violence as a problem in their schools, but the perceived magnitude of the problem differed among the three survey populations. Students reported seeing and fearing violence more than the teachers. Although the majority of teachers and students reported feeling safe in school, 11 percent of teachers and 23 percent of students had been victims of violence. The level of violence reported by teachers and the proportions who reported that weapons were regularly brought to school increased as the perceived quality of the education provided in the school decreased, as the proportion of minority and/or low income students increased, and in urban versus rural/suburban schools. Lack of parental supervision at home and lack of family involvement in school were considered major factors contributing to school violence by at least two-thirds of the teachers and 83 percent or more of the law officers. Sixty-six percent of students reported that guns/knives were carried to school primarily to impress friends or to increase feelings of importance; 38 percent of teachers thought self-protection and/or attempts to impress friends explained why students carried weapons to school.

Hurt, Malmud, Brodsky & Giannetta (2001) conducted a study entitled 'Exposure to violence: psychological and academic correlates in child witnesses' to document the exposure to violence in inner-city children aged 7 years; assess their feelings of distress; and evaluate the relationships of exposure to violence with school performance, behaviour, and self-esteem. 119 children and 119 caregivers were selected for the study and Things I Have Seen and Heard (TISH) was used to assess exposure to violence. Levonn, a cartoon-based interview for assessing children's distress symptoms; and the Culture-Free Self-Esteem Inventory was used for assessing self esteem. School performance was assessed by school reports and child behaviour by the Child Behaviour Checklist (CBCL), the Parent Report Form, and the Teacher Report Form. Caregivers for children were administered the parent report version of the Checklist of Children's Distress Symptoms (CCDS-PRV) as well as the CBCL Parent Report Form. The findings of the study suggest that 75% had heard gun shots, 60% had seen drug deals, 18% had seen a dead body outside, and 10% had seen a shooting or stabbing in the home. Many showed signs of depression and anxiety; eg, 61% worried some or a lot of the time that

they might get killed or die and 19% sometimes wished they were dead. Higher exposure to violence was correlated with higher depression and anxiety and with lower self-esteem and was also associated with lower grade point average and more days of school absence. Caregiver assessment of child anxiety correlated poorly with child report of anxiety.

O'Keefe (1997) conducted his study named 'Adolescents' exposure to community and school violence: prevalence and behavioural correlates' with the purpose to study adolescents' perceptions of violence in their communities and schools and examine the relationship between these reports and their emotional and behavioural functioning, controlling for the effects of family violence and other socio demographic variables. 935 urban and sub urban high school students were selected for the study and Youth Self-Report (YSR) as well as measures assessing their perceptions of community, school, and family violence were administered on them. The result of the study revealed that high school students were exposed to high levels of violence in their communities and schools. Over 45% of the students reported witnessing severe forms of violence such as a shooting or stabbing in their communities or schools during the year prior to the study. Hierarchic regression analyses revealed that for males, exposure to community and school violence was a significant predictor of aggressive acting-out behaviours. For girls, only exposure to school violence was a significant predictor of aggression.

Clubb et al. (2001) in their study 'Violent behaviours in early adolescent minority youth: results from a middle school youth risk behaviour survey described the prevalence and characteristics of violence and violence-related behaviours among six populations of U.S. minority adolescents in grades 6-8. The study was conducted on 6400 non white adolescents. The findings of the study suggest that 66% of the middle school students sampled reported being involved in some type of recent fighting and/or weapon-related behaviours. 61% indicated some form of fighting behaviour in the past 3 months (threatening to beat someone up, physical fighting, and/or being hurt in a fight). 30% of participating youth reported one or more weapon-related behaviours (threatening to use a weapon, carrying a weapon, using a weapon, and/or being cut, stabbed or shot at). Reported gun carrying among males varied depending upon site, but was as high as 20%. Grade in school was positively associated with reported violent behaviours. Adolescents who reported living full-time with a parent or parent figure, and those who reported religious observance or beliefs, were less likely to report violence

involvement. All violence-related behaviours were more common among male than female adolescents.

Moses (1999) in his study 'Exposure to violence, depression, and hostility in a sample of inner city high school youth' examined the prevalence of violence in a non-randomly selected population of 337 inner city school students, the relationship between exposure to violence and symptoms of depression and hostility, and demographic differences in exposure to and effects of traumatic violence. Students responded to an anonymous survey asking them to enumerate how many times they had experienced each of six types of traumatic violence. Findings of the study showed that Sixty-two per cent of students were exposed to an average of 3.0541 of the six types of violence listed. Exposures to most types of violence were highly intercorrelated. Males experienced more exposure to violence than females. Exposure to violence was predictive of hostility for both gender groups, and predictive of depression for females.

Scherzer & Pinderhughes (2002) conducted a study entitled 'Violence and gender: reports from an urban high school' examining urban high school students' experiences with violence. The survey's purpose was to collect information on students' experiences with violence, explore gender differences, and identify which factors are associated with the self-reported use of violence. Two prominent risk factors for the self-reported use of violence were found: having a close friend or family member injured by violence, and gun possession. Young men and women did not differ significantly in overall exposure, victimization, and perpetration. However, gender clearly informed the types of violence reported.

Khoury-Kassabri, Astor & Benbenishty (2009) in their study 'Middle Eastern adolescents' perpetration of school violence against peers and teachers: a cross-cultural and ecological analysis' assessed the prevalence of students' reports of perpetration of violence toward peers and teachers among 16,604 7th- to 11th-grade Jewish and Arab students in Israel. This study examines the individual and school contextual factors that explain students' violence. The study explores how students' reports of violence are influenced by individual factors (gender, age, perception of school climate and intervention) and school contextual factors (cultural affiliation, SES of students' families, school and class size, school climate, intervention). The results showed that almost one third of all students reported at least one form of perpetration toward peers, and one in five reported perpetration against teachers. Compared to the school climate characteristics, school organizational factors, and

cultural affiliation, students' SES has the highest contribution to explained variance in reports of violence toward others.

Alikasifoglu, Erginoz, Ercan, Uysal, Kaymak, & Iiter (2004) conducted a study entitled 'Violent behaviour among Turkish high school students and correlates of physical fighting' with the purpose to provide data about the prevalence of violent behaviour among high school students living in Istanbul and to determine the correlates of physical fighting. The study involved the completion of a modified version of 'Health Behaviour in School Age Children (HBSC) 1997/1998' survey questionnaire by 4153 grade 9-11 students. Chi square test and forward stepwise multiple logistic regression models were used for statistical analyses. The findings of the study suggest that during the last 12 months preceding the survey 42% of students (n=1720) reported that they had been in a physical fight; 7% (n=274) reported that they were involved in a fight which required medical treatment. During the last school term 19% (n=768) bullied others at school; 30% (n=1255) reported having been bullied at school; 7% (n=309) reported that they had been bullied with a weapon on school grounds; 8% (n=346) reported that they carried a weapon on school grounds. In logistic regression analyses being male, poor mental health score, being sexually active, current cigarette use, illicit drug use, not using seat belts, bullying, being bullied with a weapon, carrying a weapon, spending more time with friends, poor school image and physical abuse were found to be associated with fighting.

Sheley, McGee & Wright (1992) in their study 'Gun-related violence in and around inner-city schools' assessed the degree to which inner-city high school students are victimized by threat of or actual firearm attack by a cross sectional survey of 1653 male and female inner-city high school students of ten inner-city high schools in five cities in four states. The findings of the study reveal that 23% of respondents were classified as victims. Major variables predicting victimization levels were gender, number of siblings, exposure to violence outside of school, and personal violence-related attributes.

Chen & Wei (2013) in their study 'School violence, social support and psychological health among Taiwanese junior high school students' examined that how peer social support mediates the association between school victimization and student psychological health among junior-high students in an Asian context (Taiwan), and further examined that how gender and ethnicity differ in the interrelationships of school violence, peer social support and psychological health. Data were

obtained from a large-scale random sample of 1650 junior-high students (grades 7-9) in one diverse county of Taiwan. The results of structural equation modelling analysis provided a good fit for the sample as a whole. The final model accounted for 26% of the variance in student psychological health. Overall findings showed that student psychological health is not significantly directly associated with victimization by students and student maltreatment by teachers; however, student psychological health is indirectly associated with victimization by students, mediated through peer social support. Similar findings were found for both male and female and both Han Chinese and Indigenous students.

### **Conclusion**

It is evident from the analysis above that school violence is something which is present in every school in different forms and intensity. Since, schools are living entities it is quite obvious that acts of such behavioural differences will occur. But, there is need to understand the phenomena in a broader sense and take a border line to start when the intervention is needed. The studies quoted above have shown that act of violence in school correlates to several socio psychological variables which may prove to be fatal if proper care by the schools is not taken.

In such premise a strong vigilance is needed from all school personnel so that they may contribute in ideal growth and development of each individual. According to Juvonen (2001) Faced with intense public pressure, school administrators are taking action and implementing programs designed to curb school violence. These programs include:

- Physical surveillance, including weapons deterrence and the presence of security guards or officers on campus
- School policies designed to prevent violence by punishing those who perpetrate violence
- Instruction-based programs designed to address the precursors of violence, including bullying
- Profiling of potentially violent individuals
- Counseling at-risk students
- Conflict mediation and resolution.

Article 19 of the United Nations Convention on the Rights of the Child, UNCRC, 1989 in which India became a signatory of the UNCRC in 1992 also promises school environment free from violence. The policy recommends that states Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

1. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification. Reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

In right to free and compulsory elementary education act 2009 also several provisions were made to minimise acts of violence in the schools. The act is so vocal and specific particularly to abolish discrimination based violence from the schools.

Thus, it is of high importance that apart from making our schools relevant in terms of academic achievement the need of providing a safe and congenial environment should also be taken in equal serious note. Such efforts will not only ensure a healthy growth of each individual but it will also make our schools a resourceful agency in supplying effective citizenry for the nation.

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## **Gender Justice: A perspective from Indian political, social and constitutional point of view**

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### **Abstract**

*Gender Equality and Gender discrimination is a core subject of social discussion and a major political and judicial deliberation, both at the national as well as the international forefront. the present research presents an overview of the progress made in accomplishing the right to equal human rights to men and women in India amidst the international light.*

*Among the core principles of human rights grant and social values of United Nations, the principle of Gender equality is placed at a pivotal position and has undergone transformation over the changing times. There is a vital impact of liberalization and globalization too. The fundamental principle of the United Nations Charter, as adopted by world leaders in 1945 is "equal rights for men and women", and protecting and promoting women's human right is the responsibility of all States. At the United Nation's Fourth World Conference on Women in Beijing on September 5, 1995, the then first lady of the United States Hillary Clinton used the term "Women's Rights are Human Rights". Her speech in effect made a forceful argument that it is no longer acceptable to discuss women's rights as separate from human rights. And rightly so, there cannot be any distinction between men and women as far as human rights are concerned.*

*At the domestic front, post-independence in India, founding fathers of the nation showed a visionary sight and were very determined to provide equal human rights for men and women. The most progressive policy was the eliminating of the age-old superstitious beliefs and dogmatic religious oppression of women by men. from the social evils which included banning of women into the premises and sanctum and sanatorium of temples and shrines to denying the right to education and employment by adopting appropriate legal measures. The Constitution of India, which is one of the finest "equality documents" in the world was framed keeping in accord the immediate needs. It*

*not only makes serious attempt to secure equality in general and gender equality in particular but through various articles it tries to safeguard women's rights by putting them at par with men socially, politically and economically. In this endeavour, the Constitution of India prescribes several general and special safeguards in Fundamental Rights, Directive Principles of State Policy and others with the chief objective of securing just human rights of women.*

*However, the question arises whether these Constitutional protections are sufficient and achieved its objective of gender equality in our society in the past 65 years of post-Constitutional period. Therefore, it is pertinent to study and analyse the role of the Supreme Court in checking human rights violations of women and in upholding constitutional provisions on gender justice. This work makes an attempt to analyse the said constitutional provisions and the role of the Supreme Court in securing gender justice.*

**Keywords:** Gender Justice, Human Rights, Gender Equality, Constitution of India

### **Introduction:**

Nature created women different from men with a definite purpose. Balance is stillness and stagnation; imbalance is motion and progress. Nature designed life and action by means of the imbalance brought about in the traits of men and women. In the process, women find themselves at the receiving end. They ended up as the weaker half of society by their very nature and are naturally handicapped in a world of men, by men, for men. In a world where strength commands charity and weakness receives cruelty, a woman is at a great disadvantage in every walks of life. She has suffered all types of cruelty and humiliation all along centuries with patience and in silence. This part of woman is symbolized, in tradition by calling her as the Mother Earth who bears all sufferings. The cardinal principle of the survival of the fittest applies to the weak, natural attributes of woman which renders her less fit for survival than man. She must live at his mercy and on his charity, silently bearing all his atrocities unless and until society in an enlightened mood comes to her rescue.

Human Rights are the minimum rights given by the constitution and its laws in India and these are compulsorily accessible by every human being as a member of human society. But it has been observed that there is a violation of these rights in case of women and the crimes against women

in India are increasing unabated and the most of the crimes are not reported as in the recent case of allegation of mass rapes committed at Murthal in Haryana. The National Crime Records Bureau of India states that rate of crimes against women is accounted for about 56.3 and accounted for 11.9 % to the total crimes reported in India in 2014 alone.<sup>1</sup>

### **Women Rights and United Nation Charter:**

UN support for the rights of women began with the Organization's founding Charter. Among the purposes of the UN declared in Article -1 of its Charter is "To achieve international co-operation in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion." Within the UN's first year, the Economic and Social Council established its Commission on the Status of Women, as the principal global policy-making body dedicated exclusively to gender equality and advancement of women.

The adoption of the Universal Declaration of Human Rights<sup>2</sup> in 1948 "was the first occasion on which the organized community of nations which made a Declaration of human rights and fundamental freedoms of men and women".

"Conceived as 'a common standard of achievement for all peoples and all nations,' the Universal Declaration has become just that: a yardstick by which to measure the degree of respect for, and compliance with, international human rights standards".

"In the Proclamation of Teheran, adopted by the International Conference on Human Rights in 1968, the Conference agreed that 'the Universal Declaration states a common understanding of the peoples of the world concerning the inalienable and inviolable rights of all members of the human family and constitutes an obligation for the members of the international community.'"

The Convention of the Political Rights of Women<sup>3</sup>, 1954 was to implement the principle of equality of rights for men and women contained in the charter of the UN, recognizing that everyone has the right to take part in the government of his country directly and indirectly through freely chosen representatives, and has right to equal access to public service in his country and desiring to equalize the status of men and women in the enjoyment and exercise of political rights.

### **Women Rights and Constitutional of India:**

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<sup>1</sup> <http://ncrb.nic.in/>

<sup>2</sup> Adopted by the United Nations on December 10<sup>th</sup> 1948

<sup>3</sup> The Convention was opened for signature and ratification by General Assembly resolution 640 (VII) on 20<sup>th</sup> December' 1952 and entered into force from 7<sup>th</sup> July' 1954.

Equal rights have been granted to the men and women by the Constitution of India. But in present scenario, it has been observed that there is a wide bay between theory and its implementation in practice. In India the women have always been considered inferior to men. Though the provisions of the articles contained in the constitution mandates equality and non-discrimination on the grounds of sex but women is always discriminated and dishonored in Indian society. Although the Government of India and States has taken various measures to improve the status of women in India but the constitutional dream of gender equality is miles away from becoming a reality.

Various provisions have been introduced through constitution to ensure dignity and self respect to the women at large. Dr. B. R. Ambedkar, author of Indian constitution, makes sure that Constitution of India safeguards the social and economic rights of women. Mentioned below are some of the provisions enacted in favour of Indian women, in the Constitution of India:

**Article 14:-** Article 14 of Constitution of India ensures equality before the law or the equal protection of the laws within the territory of India. This is a very important provision which provides equal legal protection to women against any women based crime. This provision also paves way for the introduction of various laws and acts to ensure protection and enforcement of legal rights of women in India<sup>4</sup>.

**Article 15:-** Article 15 of the Constitution of India ensures that no one should create any sort of discrimination only on the grounds of religion, race, caste, sex or place of birth or any of them within the territory of India. At the time of Independence there was a severe practice of discrimination in India against women which gradually abolished after introduction of article 15. As per article 15(3) of the constitution state has the authority to make any special provision for women and children.

**Article 16:-** Article 16 of the Constitution of India ensures equal employment opportunity to every citizen of India. As per article 16 there should not be any discrimination in respect of employment opportunity under the State only on grounds of religion, race, caste, sex<sup>5</sup>, descent, and place of birth, residence or any of them. Now we can see women are doing really good work in politics and in corporate sector. Presently they are holding responsible positions in Government and Government run institutions.

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<sup>4</sup> Air India v. Nergesh Meerza AIR 1981 SC 1829

<sup>5</sup> Ms. Mackinnon Mackenzie and Co. Ltd. V. Audrey D'Costa AIR 1987 SC 1281

**Article 39:-** Article 39 of the Constitution of India ensures the benefit of the directive principles of state policy to the women. Directive principles of state policy mean **guiding principles** for the framing of laws by the government at state level. Article 39(a) of directive principles of state policy ensures and directs a state to apply policies which focus on men and women have an equal right of adequate means of livelihood and article 39(c) ensures equal pay for equal work for both men and women.

**Article 42:-** Article 42 of the Constitution of India casts a duty on every employer to ensure just and humane conditions of work and for maternity relief. In reality the position and treatment of women in corporate offices is really bad and in fact they are exploited by their seniors and bosses. In this scenario the provisions of article 42 are very important and now it is duty of employer to provide good working conditions to all the employees.

**Article 44:-** The State shall endeavour to secure for the citizens a uniform civil code throughout the territory of India. The Hon'ble Supreme Court has given a historical judgment<sup>6</sup> for Uniform Civil Code and directed the Government to take a fresh look at Article 44.

**Article 243:-** Article 243 of the Constitution of India ensures reservation of seats in gram panchayat for women. This opportunity of being a part of local level administration process has improved the social conditions of women in village areas.

### **Women rights and Legal/Parliamentary Provisions:**

After Independence there was need to introduce some statutory laws to ensure safety and protection of women. Keeping in view of this requirement, by virtue of enabling constitutional provisions, various parliamentary steps have also been taken by the law of India in order to ensure dignified life to the Indian Women. Parliamentary steps means and includes the enactment of various laws and statutory acts to protect the interest of women and to stop the crime against women. These acts have proved really useful towards progress and safety of women, and more notably preventing crime against women in society. Few illustrative statutes enacted with regards to achieving gender justice are:-

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<sup>6</sup> Sarala Mudgal v. Union of India (1995) 3 SCC 635

- 1) Child Marriage Restraint Act, 1929
- 2) The Minimum Wages Act, 1948
- 3) The Factories Act, 1948
- 4) Hindu Marriage Act, 1955
- 5) Hindu Succession Act, 1956
- 6) The Immoral Traffic Prevention Act, 1956
- 7) Suppression of Immoral Traffic in Women and Girl Act 1956
- 8) Immoral Traffic (Prevention) Act 1956.
- 9) Dowry Prohibition Act, 1961
- 10) The Maternity Benefit Act, 1961
- 11) The Medical Termination of Pregnancy Act, 1971
- 12) Civil Procedure Code, 1973
- 13) Criminal Procedure Code,
- 14) Indian Penal Code, 1960
- 15) The Commission of Sati (Prevention) Act, 1987
- 16) National Commission of Women Act, 1990
- 17) Pre conception and Pre Natal Diagnostic Techniques (Prohibition of Sex selection) Act, 1994
- 18) The Protection of Women From Domestic Violence Act, 2005

### **Violation of Women's Rights:**

India is the world's most populous democracy, has been facing significant human rights problems despite making commitments to tackle some of the most prevalent abuses. The Constitution of India provides independent organs of the democracy, legislature, executive and judiciary and at the same time both the legislature and executive has shown step motherly treatment towards judiciary contributing more pendency of cases and thereby affecting women rights in particular. However, the nation with a prosperous civil society, free media, and an independent judiciary has failed to contain established insulting practices, corruption, and lack of accountability for perpetrators promote human rights violations.

The Indian government's inability to protect women and children from rape and sexual violence undermines its commitment to uphold the rights of all Indians, Human Rights Watch said in its *World Report 2014*. During 2013 the authorities also failed to enforce laws that protect vulnerable

communities including Dalits, religious minorities, and tribal groups. Government efforts to increase mass surveillance raised concerns over rights to privacy and free speech.

“International attention to sexual violence on women in India led to a new law, but should have spurred the government towards systemic changes to make real progress on this issue,” said Meenakshi Ganguly, South Asia director at Human Rights Watch. “The government has also failed to keep its promises of reforms to create a responsive police force, and to repeal laws that protect the armed forces from prosecution.”

It has been frequently said these days that been the sufferers from ancient times. Not only in earlier times but even now days also, women in India are enjoying the rights equal to men. But in reality, the women in India have are facing problem of discrimination, injustice and dishonour etc.

### **Major Crimes violating Women Rights:**

Although women may be victims of any of the general crimes such as murder, robbery, cheating etc, only the crimes which are directed specifically against women are:

- 1. Female feticides & infanticides** -Female feticide means identifying and killing of female foetus before birth and infanticides means killing female child just after birth. These are the most brutal way of killing women. The custom of female foeticide is practiced by the society form ancient times and it is really shameful to note that even today, when we considers ourselves educated and civilized, this custom is practiced in a big manner in violation of Pre conception and Pre Natal Diagnostic Techniques (Prohibition of Sex selection) Act, 1994. The Government has taken so many steps to spread awareness among people about the consequences of this crime. Many awareness programs are conducted by the Government to spread the awareness about the physical, mental and social effect of this practice. Punishment of 3 years imprisonment and Rs. 10,000 fine has been prescribed by Pre conception and Pre Natal Diagnostic Techniques (Prohibition of Sex selection) Act, 1994, for the offence of Female feticides.

In a recently development Maharashtra government has recommend to the centre that the crime of female feticide should be treated as murder. To ensure this amendment in Pre conception and Pre Natal Diagnostic Techniques (Prohibition of Sex selection) Act, 1994, would become necessary. This provision will bring this crime within the category of murder under section 302 of the Indian Penal Code.

2. **Child marriage** - Child marriage is a very awful and inhuman offence<sup>7</sup> against child as it does not only harms the future of child but also damage social values and health of the child. Child marriage restricts the social development along with reduction in the educational and employment opportunities in the global market. It was like a burden on society to practice this unwritten custom. The major step was taken by the Law Commission of India by fixing the minimum age for marriage which is 18 years for girls and 21 years for boys. Another major step was mandatory primary education and moreover for girls provision for free education provided by the Government of India.
3. **Honour Killing:** The recent killing of women who fell in love and marrying outside their caste and community by their parents and relatives is gruesome and detrimental to the Constitution of India in achieving a free and casteless society. This malice in the society exposes the deep rooted caste prejudice especially in the rural hinterland.
4. **Adultery** - Adultery is a very serious crime against women in India and affects married women by and large. In simple words adultery means having voluntary sexual relationship with a married person other than the spouse. The offence of adultery is dealt with by section 497 of the Indian penal Code, 1860, which says adultery means sexual intercourse of a man with a married woman without the consent of her husband when such sexual intercourse does not amount to rape. However we may find different meaning of adultery in different laws in different countries. Initially only men were punished under the law of adultery in India but now men and women both are equally responsible for committing the crime of adultery<sup>8</sup>.
5. **Trafficking and Prostitution** -Trafficking means import and export of humans for sex business. It is indeed very sad to learn that in India, where women are recognized as Devi and prayed by all Indian's as Devi Shakti, they are also treated as a source of earning by unethical means. Prostitution is one of the biggest problems in this world which is damaging the women in many ways. In general, the term prostitution means offer of sexual services for earning money. Prostitution is a problem which exists across the world. The Supreme Court of India always take of serious view in these matters and issue several directions<sup>9</sup> to control prostitution. There are quite a few laws in India in order to prevent the crime of prostitution like Suppression of Immoral Traffic in Women and Girl Act 1956 and Immoral Traffic (Prevention) Act 1956.

<sup>7</sup> As per the provisions of the Child Marriage (Restraint ) Act' 1929

<sup>8</sup> Smt. Sowmitri Vishnu v. Union of India AIR 1985 SC 1618.

<sup>9</sup> Gaurav Jain v. Union of India, AIR 1990 SC 292

There are few commissions are made by state Government to save women and specially girls to protect them from this practice.

6. **Domestic Violence-** Domestic violence has become a very serious problem for women. In general the term Domestic violence means mental, physical, emotional and economical harassment of a woman by family members. For the purpose of domestic violence family includes spouse, his mother, father, brother, sister, his relatives and sometimes even friends. We call ourselves educated and talk too much about morality, ethics and civilization and expect others to be good to create a dream world but forget that without giving due respect to the women, a nation's growth is impossible. Now in India domestic violence is recognized as a criminal offence under section 498A of Indian Penal Code, 1860. Domestic violence means cruelty by husband towards women. Cruelty can be done by physically, mentally, economically or emotionally.

An act called Domestic Violence Act, 2005 was introduced to handle the cases of Domestic violence in India. This act is a very noteworthy attempt in India to recognize domestic violence as a punishable offence. Before the introduction of this act two kinds of remedies were available to a women affected by Domestic violence. These two remedies were divorce through civil courts and application of section 498A through criminal courts.

7. **Eve teasing** - It is a general perception that eve teasing is not a big crime like rape or murder and may be because of that we don't take it seriously. But from a women's point of view eve teasing is also a very big crime as this activity does make her feel uncomfortable most of the times. Eve teasing usually involves teasing women, passing lewd comments on women and making vulgar signs and staring at them and which also includes stalking women. A woman has to face this kind of irritating behavior and deal with this on daily basis. She can't even fight back due to fear of disrespect by others as everyone will blame her and say that you must have done something to invite them. In case of eve teasing girl should not remain silent and raise her voice. She should inform her family members and simultaneously file a complaint in the nearest police station. In this case family should also support the women instead of locking her at home.
8. **Acid throwing-** Recently the issue of acid throwing on girls has also become a big issue. There are few types of acids and all are very dangerous for human flash and burn. This acid attack sometimes is so dangerous that even bones and eyes are also got damaged due to acid. Few

victims are forced to leave their education or occupation due to the results of acid throwing. Now a days this has become very easy for people to get these acids and the cases of acid throwing has become very regular in daily life.

It is quite sad that despite of so many cases of acid attacks on women, we do not have a dedicated and specific law to deal with such cases. The National Commission for Women is asked for a well-defined law to deal with such casualties. The NCW has introduced a draft of the Prevention of Offences (by Acids) Act, 2008, which is with now with the Union Ministry of Women and Child Development for the purpose of vetting and final recommendations. Once the Union Ministry of Women and Child Development approved the Bill, it will be sent to the law ministry to be tabled in Parliament. After the approval in Parliament it will become applicable as law.

9. **Fraudulent Marriage-** Before going into the details of Fraudulent Marriage let me explain the general meaning of fraud in relation to crime against women. Fraud means hiding something or giving false impression about something which a person knows that knowing the fact may harm his prospective marriage. The scope of fraudulent marriage has increased in the recent past as in India parents of a girl are very fond of NRI son in law. Parents want to settle their daughter with any rich NRI. Parents of brides don't inquire too much about the NRI groom as they are happy that their daughter is going to marry a rich person who will fulfil her all demands and she will live a luxurious life in abroad. There blind faith on NRI's may invite problems like false commitments, false details, second marriage and infertility. This is not necessary that fraudulent marriages only took place in case of NRI's even Indian grooms also do the same for money or for boy child or for any other reason. The Supreme Court of India made very creative use<sup>10</sup> of Sections 405 and 406 of the Indian Penal Code and introduced the concept of criminal breach of trust<sup>11</sup> into matrimonial law.
10. **Exploitation at work place-** Though we all accept the truth that in today's world women has come out of her image of house wife and proved herself as a better administrator then a man. In all sectors women are working hard and getting awards and rewards for that. She has crossed all the boundaries and shut the mouth of all those peoples who has ever questioned her working caliber.

<sup>10</sup> Pratibha Rani v. Suraj Kumar (1985) 2 SCC 370

<sup>11</sup> Bodhisatva Gautam v. Charraborthy (1996) 1 SCC 490

Vishaka case of sexual harassment at workplace is a case of landmark judgement<sup>12</sup> by Supreme Court of India. Not because it was attack on working women's fundamental right to work without fear and prejudice. Not because it is a saga of immense torture of a naïve working woman. Not because a woman showed exemplary courage to fight against the male ego our immoral society. It is a landmark case because first time ever it was officially recognized at such a high level of need for laws for sexual harassment and laying down of guidelines of sexual harassment of working woman

11. **Rape, Marital Rape & murder** - Rape is another very serious crime against women and this crime is increasing day by day like anything. Reporting of rape and abduction cases has become very common in print and electronic media which is indeed a very sad affair for all of us. In general, most of these kinds of crimes are not reported to the police authorities for fear of social ostracisms and lack of faith in police and protracted judicial proceedings. Increasing rape cases are enough to prove that our moral values are still very low and we still to learn how to respect the dignity of women at large. In simple terms the word 'Rape' means sexual intercourse or sexual penetration, by another person without the consent of the other person or victim. Marital Rape means of sexual intercourse with a woman by her husband without her consent and which is not an offence in India drawing condemnation from human rights activists. Provisions related to rape are given in section 375 and 376 of the Indian Penal Code, 1860. Section 375 explains the pre-condition which are necessary to prove the offence of rape whereas section 376 provides punishment for the offence of rape. As per section 376, whoever commits the offence of rape shall be punished with imprisonment of either for a term which shall not be less than seven years but which may be **for life** or for a term which may extend to ten years and shall also be liable to fine.
12. **Dowry**- The system of dowry is another social evil which dragging women back from 100 of years as this evil has a very long history especially in India. There are ample legal provisions in India including Dowry Prohibition Act, 1961 to provide relief to women in case of dowry based domestic violence cases. Further Indian Penal Code, 1860 has introduced Sections 304B and 498A, which allows women to file complaint and seek restoration of her rights from serious harassment by the husband's family.

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<sup>12</sup> Vishaka and others V. State of Rajasthan and others AIR 1997 SC 3011

**Judiciary and Gender Justice:**

The Supreme Court of India, has held in catena of cases that provisions of reservation in matters of admission and employment to public offices including in local bodies can be validly made by the legislature. The following such illustrative cases exhibit the role of Supreme Court of India and High Courts in their attempt to promote women development as laid out in the Constitution of India.

- a. Rajesh Kumar Gupta Vs. State of Uttar Pradesh, AIR 2005 SC 2540
- b. Union of India Vs. K. P. Prabhakaran, (1997) 11 SCC 638
- c. Girdhar Vs. State, AIR 1953 MB 147
- d. Yusuf Vs State of Bombay, AIR 1954 SC 321 (322)
- e. Choki Vs State of Rajasthan, AIR 1957 Raj 10
- f. Shahbad Vs. Abdulla, AIR 1967 J &K 120 (127)
- g. Dattatraya Vs. State of Bombay, AIR 1953 Bom 311
- h. Sagar Vs. State of Andhra Pradesh, AIR 1968 AP 165, 174
- i. Vishaka Vs. State of Rajasthan, AIR 1997 SC 3011
- j. State of Maharashtra Vs Rajendra J Gandhi (1997) 8 SCC 386

**Suggestion & Conclusion:**

Protection of human rights has got a wide recognition in the present day world of human rights revolution. Human rights jurisprudence gets power only if the concept of social justice is promoted according to the socio economic development of the State. The change in the administration of a State from Laissez faire to welfare system, and inclusion of the declaration of rights in the Constitutions of most of the countries after the Second World War increased the responsibility of the States in protecting the human rights of the people. But when it comes to enforcing these rights against the State for its violations the principle and procedure seems to be inadequate.

Violence against women and girls is rooted in age old customs which leads to gender-based discrimination and social norms and gender stereotypes that perpetuate such violence. Given the devastating effect violence has on women, efforts have mainly focused on responses and services for survivors.

However, the best way to end violence against women and girls is to prevent it from happening in the first place by addressing its root and structural causes. Prevention should start early in life, by educating and working with young boys and girls promoting respectful relationships and gender

equality. Working with youth is a “best bet” for faster, sustained progress on preventing and eradicating gender-based violence. While public policies and interventions often overlook this stage of life, it is a critical time when values and norms around gender equality are forged. Working with men and boys helps accelerate progress in preventing and ending violence against women and girls. They can begin to challenge the deeply rooted inequalities and social norms that perpetuate men’s control and power over women and reinforce tolerance for violence against women and girls.

Prevention entails supporting the implementation of the agreed conclusions of the 57th Session of the Commission on the Status of Women (CSW) that placed a strong focus on prevention through the promotion of gender equality, women’s empowerment and their enjoyment of human rights. It also means making the home and public spaces safer for women and girls, ensuring women’s economic autonomy and security, and increasing women’s participation and decision-making powers in the home and relationships, as well as in public life and politics. Awareness raising and community mobilization, including through media and social media, is another important component of an effective prevention strategy.

In conclusion it can be said that Indian women has covered a long way to prove that she is capable of doing anything and equal partner in the economics of developmental growth and prosperity of the nation. Women are the pillars of the society and without them the imagination of the society is impossible. Now it is the right time for all of us to understand the power of women. It is incorrect to say that behind every successful man there is a woman. The correct portrayal by harmonizing the inter-relationships and equality of men and women is begins with saying that with every successful man there is a woman. This saying is enough to prove that man and women both are necessary element of society. Women plays different role in her life which is not an easy task. During her life she acts as daughter, wife, sister and mother at different stages of life. So we must give them due care and respect and understand their efforts towards welfare of the society at large. Through this article it has been tried to cover all the constitutional, judiciary and legislative rights of women against the crimes which they are facing from quite some time now. Hope this article will help us to understand that rights of women are very necessary and Indian law is strong enough to protect her from any kind of harassment and torture.

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**Jasmine's Sense of Fulfilment**  
**A Re-Reading of Bharti Mukharjee's Jasmine in the context of Woman**  
**Empowerment in India**

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**Abstract**

*The novel "Jasmine" gives a deep scope and ample opportunities to study and examine the feminist thought and perspectives. The novel tries to establish the quintessence of female narration and celebrates the potentiality of a woman to recreate the world and to reshape social construct regarding women as a whole. Above all, it offers a change in the traditional view, it aims, not only to change the focus from men to women but also to regard women equal to men in capacity and actualisation of their dreams and ideas; it augments the formation of female flock. This great shift occurred in feminism in 1980s.*

**Key Words:** Woman, Culture, Survive, Religion, Sex

**Introduction**

Peter Barry reiterated this focus change in feminism in his book "Beginning Theory: An Introduction to Literary and Cultural Theory".

*"Then, in the 1980s, in feminism as in other critical approaches, the mood changed. Firstly, feminist criticism became much more eclectic, meaning that it began to draw upon the findings and approaches of other kinds of criticism – Marxism, structuralism, and linguistics and so on. Secondly, it switched its focus from attacking male version of the world to exploring the nature of the female world and outlook, and reconstructing the lost or suppressed records of female experience. Thirdly, attention was switched to the need to construct a new canon of women's writing by rewriting the history of the novel and of poetry in such a way that neglected women writers were given prominence".*

It's truly a pleasure to consider that this thought process inspired Mukherjee to pen down her rich experience as a woman writer in India and America from the female perspective. Reading

Jasmine I could evaluate that Mukherjee without fail delineated Jasmine's predicament, the trail and tribulations, mental agony and physical limitation and the concept and the attitude of life. The outstanding narrative features made Jasmine a significant composition in the literary world.

### **Invincible Jasmine**

Prakash's unexpected demise was the turning point in the life of Jasmine. It totally transformed her; it gave an astonishing turn and power to her being and personality. She was no more Jyoti of Hasnapur; she was Prakash's Jasmine. Prakash and Jasmine formed a vision for their life – "to go to America". This vision of life made them always cheerful, happy and all the more motivated in life; their life revolved around it and guided their life. Despite the objections she stood firmly with her resolution. Anthon St. Maarten says,

*"Never surrender your hopes and dreams to the fateful limitations others have placed on their own lives. The vision of your true destiny does not reside within the blinkered outlook of the naysayers and the doom prophets. Judge not by their words, but accept advice based on the evidence of actual results."*

Yes, she could not succumb to any limiting and confining thoughts. For the vision of Prakash consumed her in its entirety and she was no more Jyoti or Jasmine, but Prakash. It was the inner strength of Jasmine and it pushed her life forward ready to face and challenge anything and everything. No more surrender to fate, but triumph and triumph for Prakash. In McCain's words,

*"It is your character and your character alone that will make your life happy or unhappy. That is all that really passes for destiny. And you choose it. No one else can give it to you or deny it to you. No rival can steal it from you. And no friend can give it to you. Others can encourage you to make the right choices or discourage you. But you choose". .*

### **A Refugee in a Foreign Land**

In the beginning of the journey to America, Jasmine clearly acknowledged that she was a refugee and need to fight to the end to survive. It was not an easy task. Her brothers made a forged passport for her journey. Jasmine had only the address of Professor Vadera. She had absolutely zero knowledge of America. The following description would help understand the kind of journey Jasmine had. *"There are national airlines flying the world that do not appear in any directory. There are charters who've lost their way and now just fly, improvising crews and destinations. They serve no*

*food and no beverages*” (Mukherjee: P. 100). How could a young woman travel alone to a foreign country? Her safety was at stake and life was at threat. She travelled with strangers and compromised with the situations; adjusted with the limitations. For she dream was superior to her own life. She trained herself to put up with any predicament. The following description would the actual situation of her travel.

*“We are the outcasts and deportees, strange pilgrims visiting outlandish shrines, landing at the end of tarmacs, ferried in old army trucks where we are roughly handled and taken to roped-off corners of waiting rooms where surly, barely wakened customs guards await their bribe.”*

### **A Woman of the Third World**

The dialogue between Jasmine and Half-Face reveals the contemptuous attitude of Half-Face towards the third world. “Look, just don’t fuck with me. I been to Asia and it’s the armpit of the universe”... “Don’t tell me you ever seen a television set. Don’t lie to me about no husband and no television and we’ll get along real good” (Mukherjee: P. 112). Mukherjee could reveal in a single episode the American mentality about the third world countries. Jasmine was treated as a woman from the third world. This is typically detailed in the dialogue between Jasmine and Half-Face.

Half-Face’s words are pregnant with contempt, condescension and abuse. By all means it is mixed with animosity and abhorrence. He said, Asia is backward and economically pauper. It is underdeveloped and had widespread poverty. It is a negative and disapproving remark. The treatment of Half-Face to Jasmine was grossly inhuman and greatly despicable. His anger and cruelty had no limit. Jasmine faced discrimination and was degraded and dehumanised in the name of nationality and origin.

### **Rape and Sexism**

On the first day in America Jasmine was raped by Half-Face. He forcefully violated her womanhood. Rape is the most heinous and meanest act. Rape is a type of sexual assault usually involving sexual intercourse or other forms of sexual penetration perpetrated against a person without that person's consent. The act may be carried out by physical force, coercion, abuse of authority or against a person. Britannica explains rape in this way.

*“Rape is an act of sexual intercourse with an individual without his or her consent, through force or the threat of force. In many jurisdictions, the crime of rape has been subsumed under that of sexual assault, which also encompasses acts that fall short of intercourse. Rape was long considered to be caused by unbridled sexual desire, but it is now understood as a pathological assertion of power over a victim”.*

Mukherjee pictured very well the migrants’ problems and said that rape of Jasmine stemmed from the superiority complex of Half-Face. He used her for his sexual gratification and he polluted her who came in cherishing a dream. How could a man behave in a filthy way to a simple and helpless woman? How could a woman bear such an assault? After the rape Jasmine thought to commit suicide and annihilate herself. But there happened a second resurrection after the death of her late husband Prakash. *“I could not let my personal dishonour disrupt my mission. There would be plenty of time to die; I had not yet burned my husband’s suit. I had not stood under the palm tree of the college campus”*(Mukherjee: P. 118). How sensibly she overcame her victimisation for her cause.

In Jasmine, Bharati Mukherjee brings forth the theme of sexism. Jasmine became a target and prey of sexism. She was a rape victim. Gender discrimination and disrespect of woman could only be seen as sexism. Jasmine confronted gender discrimination and disrespect. Half-Face episode would agree with this charge of sexism. Jasmine was a woman that was why she was raped by malign Half-Face. His wicked and abhorrent name itself in the novel what kind person he was. Another incident could be drawn from the novel is the dialogue between Jasmine and Darrel. Darrel was fond of Jasmine and approached her to leave Bud and to go with him. She bluntly rejected him. Then the words and dialogue of Darrel were spiteful and grossly insulting to Jasmine. He poked fun at her relationship with Bud whom Darrel called as an invalid. Jasmine bore rape and sexism patiently. Thus she proved that she is a strong woman and is committed to the cause. Nothing could block her sense of fulfilment. Bharati Mukherjee could proclaim to the world through notable work the tremendous inner strength of women of India in any confusing and intimidating situation.

### **Cultural Alienation**

Jasmine was born and brought in Indian traditional culture. She was implanted to American culture. How could Jasmine be attuned to American culture which against her own innate culture? Culture is the most essential element and inevitable component in shaping and forming a person. It affects one’s personality, his thinking and perspectives, his emotions and everything. Culture refers to

the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving. In other words, culture is the sum of total of the learned behaviour of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation.

Culture means the reality of being and Jasmine was a prey of cultures. Citing Edward Said, Chenna Puri said in her article “The Postcolonial Diaspora: Cross-Cultural Conflicts in Bharati Mukherjee’s Jasmine”,

*“The ‘politics of culture’ as addressed by Edward Said in his deliberations on ‘Orientalism’ introduces the theory of migrant sensibility. Cultural politics, as specified by Said, is a component of location / space. Cultural politics becomes the battleground for arguments when the orient moves towards the occident, either for a merger, or to create a ghetto. In this stride towards the new land, there is a simultaneous nostalgia as the native land has its own rich tradition and people which are to be almost forgotten, and the subject is obliged to develop a sensibility which can be phrased as compromise, negotiation and assimilation”.*

### **Religious Isolation**

Religious beliefs and background also shape a person’s perspectives besides culture. Actually Mukherjee brings this notion too. Iranian Journey of Psychiatry points out that

*“Studies show that religion and spirituality have important effects on the quality of human's life and meanings.*

It is the story of a woman from Hindu religious faith, who survived in America where Christianity is stronger and dominant in the society. Jasmine was from a strong Indian Hindu family. Her journey itself revealed it that she carried with her a statue of Ganapati. It showed that she was an ardent devotee of Ganapati. The point of reflection is that Jasmine was not in a religious-hostile society; but she was among people who did not have Hindu religious background and were non-Hindu, except Professor Devinder Vadhera and his family. Jasmine had a three month stay with Professor Vadhera. The rest of her life was with those who are Christians. Evaluating Jasmine, she was a fervent woman of religious faith and without failing she would have practised her faith. It

doesn't deny that she faced religious isolation in her life. Religious background to a great extent enables a person to have stress relief. Here the question is that whether she experienced the empowerment and motivation of life from her practising of her faith or not? She might have been strengthened at least a bit. Perhaps that might have enabled her to be persistent in threatening and demoralising life predicaments to materialise her dream. In the strict sense we cannot say that she was always in the trap of religious isolation. But she faced the situation.

### **Conclusion**

Jasmine is matchless in analysing all the factors and descriptions of the novel in discharging her responsibilities. Even though the novel is presented from her point of view, her personality does arrest the attention of the critics and readers. Her experience is beyond words and narration. Her survival and willpower cannot but admire. Jasmine is a typical Indian woman who can be modelled and exemplified. Her mentality, attitude and vision of life are highlighted. Jasmine proves and defines what womanhood is and who a woman is. A reader may think that the novel "Jasmine" by Bharati Mukherjee brings about the difference between Indian and American women and projects the distinguishing elements in their character formation. Jasmine in a way contradicts and pokes fun at Wylie Hayes and Karin and wants to be grouped with Lillian Gordon and Mother Ripplemeyer.

### **A Novel on Womanhood**

Bharati Mukherjee celebrates womanhood through her renowned novel "Jasmine". The novel can be termed as 'a novel on womanhood' or 'a novel on women'. Jasmine is the focus and her life is the central theme of the narration. Mukherjee's sole attempt was to concentrate and to detail the feminine story in the diaspora even though there are attention-deserved male characters namely Prakash, Taylor and Bud. Since the story develops around a single female character the reader may automatically compare Jasmine with other female character of the novel such as Wylie, Karin, Lillian Gordon and Mother Ripplemeyer. It is a complete novel of feminine world and women. The presence of male characters may only savour and relish the development of the theme. Male roles are secondary in analysing the flow the story. It is the female characters who always take the lead. Their involvement and conversation are the force and backbone of the story.

Bharati Mukherjee definitely reiterates the unavoidable and undeniable nature and force of woman in the society. The novel "Jasmine" praises the womanhood and declares that woman is second to none in creating and safeguarding life and values of life. Woman is equally capable to

shoulder the responsibilities and confront and challenge any hurdles of life. Besides, the novel attempts to find out the feminine space in every sphere.

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## Re-Crafting Indian Higher Education for Make-in-India: Challenges and Therapy

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### Abstract:

*Education has enormous power to convert and shape a raw individual to an enlightened and developed individual as well as a raw society to a highly developed society. One can easily perceive the potency of education viewing the structure and developmental pattern of the primitive man to modern man and primitive society to modern and global society. Realizing this end, the Government India has been trying to strengthen the education system in general and higher education system in particular. Further realizing the importance of higher education, various committees and commissions has stressed for enhancing the quality of higher education and consolidating the system. Our Prime Minister, Shri Narendra Modi dreams about Make in India which can only be materialized through quality higher education in the pace of globalization. Therefore it is a need for crafting Indian Higher education for make in India meeting major challenges with suitable therapies.*

**Keywords:** Re-crafting Higher Education, Make-in India, Challenges and therapy

### Introduction

Education is a key to success and development either for an individual or for a society and nation. It has enormous power to convert and shape a raw individual to an enlightened and developed individual as well as a raw society to a highly developed society. One can easily perceive the potency of education viewing the structure and developmental pattern of the primitive man to modern man and primitive society to modern and global society. Today's innovation, technocratic change, industrial development, globalization trend, net working system development, space invasion etc. are have been possible due to education of mankind. Therefore, from the age of hermitage to the recent age, everybody has realized the importance of education and efforts have been made to systematize and deliver education in a plan process. Thus we have now a wide net work of different levels of education starting from pre-primary level of Education to Higher level of Education merging in

between the secondary level of Education. Further, our country has tried to develop and vitalize the system of education at all levels by establishing various committees and commissions since independence and has given special budgetary provisions in five year plans. Further, to realize the dream of Make in India as visualized by our honourable Prime Minister, Shri. Narendra Modi specially addresses for re-crafting the system of education in general and particularly the system of higher education with a missionary zeal involving active role of different stakeholders harnessing their researching attitude and commitment in the current age of global competency. Therefore it is a high time to throw special care for the renovation of the system of Indian higher education towards realizing the noble dream of Make in India.

### **Preview of Indian Higher Education**

Indian higher education system originates to the then indigenous institutions like Gurukul and Parishad dating back to the post- vedic age. Gradual increase of demands for higher education led to development of the Universities scattered at different centers in a few countable numbers naming Taxila, Nalanda and Kanhepuram University which were residentially run under the supervision of teachers getting the patronage of rulers, Zamidars and wealthy citizens of that time having no control of the state. During medieval age, higher education systems were restricted to Tols and Madrashes respectively for Hindus and Muslims counting to a total of 1800 Tols and 29 Madrashes existed in different provinces offering religious, moral and vocational education to the aspirants. Fortunately, it was the Indian Education Commission established on 1882-83 during the British regime could pay little attention towards the expansion and improvement of the higher education system concerning to collegiate schools and Universities. It was the Lord Curzon, who attached highest priority to University education system and appointed Indian Universities Commission on 27<sup>th</sup> January 1902 aiming at development of higher education system in the country which led to the establishment of Indian University Act for the first time on 1904. Following to this achievement, the Sargent report on 1944 recommended for the upgrading the standard of University education in India. During post independence era, Indian higher education system got University Education Commission established on 1948-49 under the chairmanship of Dr. S. Radhakrishana which placed the responsibility to the center and its constituents to develop education system in the country and recommended for the birth of University Grant Commission (UGC) specially to deal with the higher education system involving Universities and affiliated colleges for safeguarding their quality. It also recommended for expansion

of rural higher education and setting of rural universities in the country. Following to this, Indian Education Commission notably called as Kothari Commission established on 1964-66 in its report 'Education and National Development' highlighted the importance of higher education and urged for improvement of academic standards, teaching, research and extension activities of the higher education institutions recommending for the academic freedom and autonomy of the Universities. Highest attention was paid by the National Policy on Education (NPE) setup in the year 1986 in respect of revitalizing the higher education system by organizing post graduation courses, improving standards of training and researches and strengthening the centers of advanced study.

### **Current view of Indian Higher Education System**

Realizing the importance of higher education for the transformation and development of the country at the social, economic and political level enshrining the global spirit and keeping pace with the world wide information technologies, India has built up its wide net work of higher education system giving rise to a total of 31935 institutions of higher education covering 43 central universities, 289 state universities, 94 state private universities, 130 Deemed universities, 50 Institutions of National importance, 5 institutions established under State legislative Assemblies and 31324 colleges established in different states of the country as per the report of the UGC as on August-2011 striving for the national reconstruction offering diversified courses of higher education relating to general, technical, medical, management, engineering and vocational lines. The 12<sup>th</sup> five year plan, of the government of India reveals phenomenal growth of higher education in India from 1947 to 2012-2017 in respect of quantum of universities from 20 to 659, colleges from 500 to 33023, students enrollment from 210000 to 25.9 million (Source: FICCI & EY: Higher Education in India: 12<sup>th</sup> Five year Plan (2012-17) and beyond, Pg.8). Ministry of HRD, government of India further indicates that there are 677 universities, 37204 colleges and 11443 stand-alone institutions of higher education in India as on 2014. The Deloitte report on Annual Survey of Higher Education of states and Union territories (UTs) in India presented at 5<sup>th</sup> Global University-Industry Congress, New Delhi on 2<sup>nd</sup> December 2015 unveiled the picture of Indian higher education mentioning increase of students' enrollment in higher education institutions up to 301.5 lakhs consisting of 55.1% of male and 44.9% of female students. Thus our country now ranks the 2<sup>nd</sup> position in the world in terms of students' enrollment in higher education next to China in the world.

The then Indian President, Dr. A.P.J. Abdul Kalam categorically stressed on five core competence area to be addresses in order to realize its vision-2020 in the way of transforming India where the core area of education and health is prominent one among other competence areas like Agriculture and Food, Infrastructure and Electrification, Information and Communication and Technology and Industry . The FICCI-EY report on higher education in India: vision 2030 states that Indian higher education will emerge as a role model for high quality affordable education system in the world. It is projected that, by 2030 our country will be the youngest nations in the world with nearly 140 million people in the college going age groups and one in every four graduates in the world will be a product of the Indian higher education system. Keeping this scenario in view, Government of India has entrusted more responsibility to the established Organization called UGC established on 1956 following to the recommendation of the then Radhakrishnan Commission of 1948-49 for the quality control of higher education system of the country in respect of teaching, training, expansion and research activities and maintaining their standards at par the international level. Further an autonomous body setup by UGC of India specially functioning for the assessment and accreditation of the institutions of higher studies in the country taking their quality parameters called National Assessment and Accreditation Council (NAAC) established on 1994 following to the recommendations of the National Policy on Education (NPE-1986) and the Programme of Action (POA-1992) with its Head Quarter at Bangalore is also assigned the responsibility in maintaining quality higher education in India and strengthening the pave towards Make in India. For this reason, higher education has got its due share in budget provision in 12<sup>th</sup> five year plan (2012-2017) of India figuring to total investment of Rupees 145192.96 cores constituting about 32% out 4537228 cores of total outlay granted for education sector(Source: Planning Commission, Govt. of India) for consolidating, reshaping and renovating Indian higher education system encompassing the critical areas of teaching, training, research and quality expansion of higher in the inclusive approach by adopting the issues of expansion, equity and excellence being helpful for make-in India placing special attention towards setting up community colleges and National Skills Qualification Framework (ASQF). Indian Prime Minister Shri. Narendra Modi linking higher education system with his mind blowing vision of make in India urged for making higher education globally relevant and excited to create global education hub acting for transforming India into a global economic leader.

### Focus areas of Make in India

India being a largest democratic country in the world accommodating about 1.3 billion populations and professing diverse language, culture and religion in the single territory tied in the thread of national integration is in the pace of development incorporating global trend of networking and liberalization in the field of economy, technology and education. Coming days will be more critical to sustain socially and economically apprehending the situation of rate of proliferation of population with limited physical resources. It will require more foodstuffs, housing, fuels, medical needs, capitals, educational institutions, raw materials, safe environment, safe water, industrial products; infrastructure, roads and electricity for maintaining quality life at par the global needs. Therefore all possible efforts are to be made to increase the economic viability of the country by enhancing per capita income of the people in particular and economic base of the country in general by enhancing employment and productivity of the people. India should be recognized as one of the most powerful economic leader of the world employing its human resource to its fullest extent and generating more economy to build the country which requires to realize make in India as a vision focusing critical areas such as industry, education, technology, agriculture, health and infrastructural development. In this respect the role of different stakeholders like teachers, research scholars, parents, students, youths, organizations of national and private repute operating at higher education level are to discharge their role with commitment in different fields in a missionary zeal to wards make in India.

### Major Challenges:

1. **Accessibility of higher education for all:** Higher education is a bare need for the developing our human resource. But the question of accessibility threatens the goal. Till date many Indian youths are not in a position to get their higher education due to their poverty and financial problem at the present day of costly higher education. Poor and meritorious students are seen to be out of the access of higher education and thereby draining their talents unproductively. On the other hand higher education in India has been a dream for the poor children and the children residing in the remote areas having no institutions of higher education or no proper connectivity from their localities to the centers of higher education.
2. **Quality assurance of higher education:** Qualitatively our higher education is very poor in respect of trained teachers, infrastructure, curriculum, relevant programme, research and evaluation. Our country has strived to improve the quality of higher education since

independence by establishing different committees and commissions starting from Dr. Radhakrishnan commission to setting up UGC and NAAC like statutory organizations, till today our higher education system is in acute need of quality improvement in the pace of globalization. Though the policy of privatization and liberalization has given a momentous growth and expansion of higher education in India inviting public-private partnership trend, it has compromised the quality issues lacking satisfactory controlling measures. Therefore many of our children are found to be migrating foreign countries in the hope of getting quality higher education neglecting our own system of higher education and afterward they are becoming assets for other countries which hamper Indian economy and productivity.

3. **Expansion of higher education:** It is one of the major challenges faced in higher education system in India. Though eye catching amount of outlays are being spared in our five year plans for improving and consolidating the higher education system, it is seen to be scanty keeping in view of total population. Our country needs to expand its higher education to rural, remote and inaccessible areas by setting more number of institutions of higher education where higher education has been a dream for a lot of children. In addition, the existing institutions of higher education need expansion in respect of infrastructural facilities, expansion of academic departments, library and buildings to accommodate more number of students. It also requires more appointment of teachers to cater the academic needs of the out growing number of students.
4. **Parity of governance and transparency in higher education:** Though our higher education system accrues major responsibility of governance centrally, the need of state government's responsibility is in disparity. Due to lack of good governance and transparency, the administrative structure of higher education system in general and institutional administration in particular is polluted by corruption and unethical practices resulting selection and appointment of unskilled and talentless teachers, administrators and menials staffs who fail to preserve the value of higher education and maintain the quality.
5. **Funding constraints:** Though our government is supporting the higher education system a lot and making budgetary provision for development of higher education system, still it is found to be minimum and short in proportionate to the requirement for expansion and quality improvement which ultimately leading to erosion of quality in higher education and fading the dream of make in India. Private owners and operators of higher education institutions with their monopolistic attitude, selfish interests and money making spirit treating higher education sparing

the national interest as a business instead of investing funds for quality improvement of their institutions of higher learning.

6. **Inadequacy of Quality Research and innovation in higher education:** Quality of higher education depends on intensive and extensive research programs. Though our government is stressing on research and innovation in higher education, still we are in lagging stage of requiring quality research and innovation in higher education. What short of researches have been made in the field of higher education, they are found theoretical losing practical value and less developmental effect having no significance and contributory value to the society but only meant for awarding degrees.
7. **Internationalization of Higher Education:** Today's trend of globalization has urged for integration of national economy with the free movement of goods, capital, labour and ideas. Therefore, now higher education is to be perceived as a commercial product governed by market forces and the principle of demand and supply. But our higher education is seen to be sub-standard and lacking international standards causing the migration of Indian talented students to abroad for getting quality higher education which result heavy capital flow from our country to abroad.
8. **Issues of Privatization:** It is recent intervention in the field of higher education which has resulted massive growth of institutions of higher learning in the country. Our Government has become liberal towards the private bodies to take initiatives in opening colleges and universities for offering opportunities of higher education. But the real challenge is to maintain quality in higher education.
9. **Lack of Accountability:** Accountability of man powers involved higher education system is essential for quality improvement in higher education. Lack of proper accountability curtails the standard of higher education. Different stake holders like managing body, teachers, students and parents playing respective roles in higher education are found not truly accountable for their duties and responsibilities leading to degradation of quality higher education in the country. There is no proper mechanism of assessment of job responsibilities of the responsible persons.
10. **Reform in curriculum:** Our higher education has failed to update its curriculum keeping in pace with the globalization and techno-scientific developments. Till date, traditional courses are being taught to the students having no touch with the life skills and productivity generating

unemployment, violence, superstition and fanaticism in the youths. Therefore it has become a challenge to reform the curriculum structure of higher education system.

### **Therapies for Indian Higher Education Realizing Make-in-India:**

1. Reviving higher education system in India towards realizing Make in India may need the following therapies to meet the aforesaid challenges of higher education.
2. Making higher education accessible for all irrespective of localities and economic strata by increasing sufficient infrastructural facilities, laboratories, libraries, institutions and equipments etc.
3. Making higher education qualitative by enhancing quality in teaching, recruiting talented and skilled faculties and professionals in the centers of higher education.
4. Expanding higher education horizon to rural corners and remote areas with establishing institutions of higher education and providing opportunity of higher education to the unreached areas equipping good transport facilities and connectivity.
5. Ensuring good governance in higher education by checking corruption and unethical practices in the administration, management and recruitment of faculties. Openness and transparency is a need to maintain good governance.
6. Ensuring good funding provision for expansion and consolidating higher education system in the country. Both State and Central government should make sufficient funding provision to maintain quality higher education in the country. Private managements are to be encouraged and motivated to invest more towards quality higher education in the country.
7. Stressing quality research and Innovation in the field of higher education giving practical value instead of conferring only degrees. Teachers and students should be encouraged to pursue research programs vested for productivity.
8. Raising the standard of higher education by internationalizing the course pattern and curricula which will invite the over seas students to our country to pursue higher education and thus it will build more foreign capital stocks for our country and become helpful for economic growth.
9. Ensuring quality control mechanism by checking day to day activities of the institutions of higher learning and auditing the duties of the stake holders, financial irregularities and physical facilities etc on regularity basis.

10. Ensuring accountability of all stake holders like teachers, parents and students involved in higher education and promoting their commitment for enhancing quality higher education for make in India.
11. Reforming and re-crafting curriculum by surpassing and modifying traditional curriculum and introducing innovative and interdisciplinary courses which will make the students productive, employed and economically potential.

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शक छात्र, शिक्षा संकाय , हण्डिया पी.जी.कालेज, हण्डिया इलाहबाद

मनुष्य एक सामाजिक प्राणी है। समाज उसके विकास का स्थान परिधि और आधार है। समाज में रहकर ही व्यक्ति के अन्दर सामाजिक परिस्थितियों की भिन्नता एवं सामाजिक गुणों से युक्तता परमापेक्षित है। जिन व्यक्तियों में अथवा जिन सामाजिक समूहों में सामाजिक संरचना, सामाजिक परिस्थितियों एवं सामाजिक गुणों का विकास हो जाता है और वे उनसे ओत-प्रोत हो जाते हैं, और उसकी अभिव्यक्ति उनके जीवन में दिखाई पड़ती है तो उन्हें या उन सामाजिक समूहों को सामाजिक परिपक्वता की दृष्टि से जाना एवं समझा जाता है। शिक्षा और समाज का अभिन्न सम्बन्ध है, शिक्षा जहां समाज की मान्यताओं, परम्पराओं, आदर्शों विश्वासों एवं मूल्यों में समय के सापेक्ष परिमार्जन करती है, आगे बढ़ाती है वही समाज शिक्षा के उद्देश्य आदर्श एवं उसके क्रियान्वयन की दिशा एवं दशा तय करने में सक्रिय भूमिका अदा करता है। **Vh jek V<sup>1</sup>** - “शिक्षा मानव जीवन के विकास की वह प्रक्रिया है जो शैशवावस्था से लेकर प्रौढावस्था तक चलती रहती है अर्थात् शिक्षा विकास का वह क्रम है जिससे मानव अपने आपको आवश्यकतानुसार भौतिक, सामाजिक, तथा आध्यात्मिक पर्यावरण के अनुकूल बना लेता है।”

\*1 टी रेमाण्ट जेक उद्धृत डॉ गिरीश पचौरी शिक्षा दर्शन आर लाल बुक डिपो मेरठ 2008 पृ0स0-2।

शिक्षा और समाज का गहरा सम्बन्ध है बिना समाज के शिक्षा जीवित नहीं रह सकती और बिना सामाजिक हित के शिक्षा का कोई महत्व नहीं है। शिक्षा का सामाजिक आधार इस बात पर बल देता है कि शिक्षा द्वारा बालकों को सुयोग्य चरित्रवान और कर्मठ बनाया जाना चाहिए, उनके अन्दर सामाजिक गुणों एवं मूल्यों को विकसित किया जाना चाहिए जिससे वे अपने कुशल एवं जागरूक नागरिक बनकर अपने कर्तव्य और अधिकारों का सही दिशा में पालन करके समाज एवं राष्ट्र के विकास में योगदान दे। भारत में शिक्षा मुख्यतया तीन स्तरों में विभाजित है – प्राथमिक स्तर माध्यमिक स्तर एवं उच्च स्तर। इसमें उच्च स्तर की शिक्षा की प्रथम सीढ़ी को स्नातक स्तर कहा जाता है, जिसमें माध्यमिक स्तर के विद्यार्थी 12वीं कक्षा की उत्तीर्ण करके प्रवेश लेते हैं। आज के समय में हिंसा, अपराध, चोरी, बलात्कार, हत्या, छिनौती, एवं अन्य घृणित कार्यों में ब्याप्त अधिकांश शिक्षित वर्ग होता है इसलिए शोधकर्ता ने अपने शोध का शीर्षक चुना—

**शिक्षा और समाज का सम्बन्ध: एक शोध**

**वर्गों में सामाजिक परिपक्वता का अध्ययन**

समस्या के अध्ययन का उद्देश्य विभाय वर्ग (कला विज्ञान एवं वाणिज्य) के छात्र छात्राओं में सामाजिक परिपक्वता का अलग-अलग अध्ययन करना।

**उद्देश्य** अध्ययन हेतु निम्नलिखित शून्य परिकल्पना का निर्माण किया गया है।

- 1-स्नातक स्तर के कला वर्ग के छात्र एवं छात्राओं की सामाजिक परिपक्वता में कोई अन्तर नहीं है।
- 2.स्नातक स्तर के विज्ञान वर्ग के छात्र एवं छात्राओं की सामाजिक परिपक्वता में कोई सार्थक अन्तर नहीं है।
- 3-स्नातक स्तर के वाणिज्य वर्ग के छात्र एवं छात्राओं की सामाजिक परिपक्वता में कोई सार्थक अन्तर नहीं है।

**परिसीमन:-** यह अध्ययन इलाहाबाद मण्डल के बी.ए, बी.एस.सी एवं बी.काम. के प्रथम वर्ष के विद्यार्थियों तक सीमित है

**शकिकिः**

प्रस्तुत शोध में सर्वेक्षण अभिकल्प प्रारूप प्रयोग किया गया।

इस समस्या के अध्ययन की जनसंख्या इलाहाबाद मण्डल के बी.एस.सी. बी.ए. बी.काम. की शिक्षा प्रदान करने वाले समस्त महाविद्यालय एवं विश्वविद्यालय हैं। न्यादर्श में इलाहाबाद मण्डल स्थित बी.एस.सी. के चार महाविद्यालय बी.ए. के चार महाविद्यालय एवं बी.काम. के चार महाविद्यालय मिलाकर कुल 12 महाविद्यालयों का स्तरीकृत सामान्य प्रतिचयन विधि से चयन किया गया जिससे कुल 600 विद्यार्थियों (200 बी.ए 200 बी.एस.सी., 200 बी.काम.) का चयन किया गया। जिसमें 300 छात्र एवं छात्राओं को आनुपातिक रूप से शामिल किया गया

**(ग) शोध उपकरण:-** प्रयुक्त शोध में स्नातक स्तर के विद्यार्थियों में सामाजिक परिपक्वता का समीक्षात्मक अध्ययन करने हेतु नलनी राँव (असिस्टेन्ट प्रोफेसर, शिक्षा संकाय बंगलौर विश्वविद्यालय बंगलौर) द्वारा निर्मित राँव सोशल मेच्योरिटी स्केल (RSMS) का प्रयोग किया गया।

राँव सोशल मेच्योरिटी में मुख्यतया तीन आयाम हैं और प्रत्येक के तीन उप आयाम मिलाकर कुल नौ उपआयाम, जिनका निर्धारण मनो-सामाजिक चारित्रिक विशेषताओं के आधार पर किया गया है जो निम्नलिखित हैं-

**1%: fDrxr i ; kZrrk (personal Adequacy)**

(A) कार्य अभिविन्यास (work orientation)

(B) स्व निर्देशन (self-direction)

(C) तनाव ग्रहण करने की योग्यता (ability to take stress)

### 2%UrZ\$ kDrdrk 1/2 Inter Personal Adequacy

(A) सम्प्रेषण (Communication)

(B) सत्य के प्रति निष्ठा (Enlightment trust)

(C) सहयोग (Cooperation)

### 3% left d i ; krrk 1/2 Social Adequacy

(A) सामाजिक प्रतिबद्धता (Social commitment)

(B) सामाजिक सहिष्णुता (Social Tolerance)

(C) परिवर्तन के लिए खुलापन या परिवर्तन का सामना (Openness to change)

डॉ रॉव सोशल मेच्योरिटी स्केल में तीन आयामों सम्बन्धित कुल 90 कथन (30+30+30) है। हर कथन के चार उत्तर हैं वे पूर्णतया सहमत (प0स0) सहमत (स0) असहमत (अ0) और पूर्णतया असहमत (अ0स0)। निर्देश के रूप में उत्तरदाता को यह बता दिया जाता है कि उसमें कोई भी प्रश्न 'गलत' या 'सही' नहीं है। कृपया निडर होकर दिये गये कथन के चार उत्तर के समक्ष बने आयात में सही का निशान लगाकर अपनी प्रतिक्रिया दे। इसके लिए उत्तरदाता को 45 मिनट से 1 घण्टे के बीच का समय दिया जाता है।

### valhdj. k&

उत्तरदाता द्वारा दिये गये कुल 90 कथनों को सकारात्मक और नकारात्मक कथनों के आधार पर क्रमशः 4,3,2,1 व 1,2,3,4 के आधार पर रॉव सोशल मेच्योरिटी स्केल(RSMS) के स्कोरिंग सीट पर अंक दिये जाते हैं तत्प चात कुल आयामों को जोड़ते हुए कुल सामाजिक परिपक्वता प्राप्तांक लिख दिया जाता है।

क्र.स.	चर	विद्यार्थियों की संख्या (N)	मध्यमान (Mean)	प्रमाणिक विचलन (S.D.)	मध्यमानों के मध्य अन्तर (SEd)	मुक्तांश (df)	ज.मूल्य	सार्थकता स्तर
1	स्नातक स्तर के कलावर्ग के छात्रों सामाजिक परिपक्वता	100	234.73	26.80				.05 स्तर पर
2	स्नातक स्तर के कला वर्ग के छात्राओं सामाजिक परिपक्वता	100	236.28	26.57	3.08	198	-.504	सार्थक नहीं

प्रस्तुत शोध में तथ्यों के विश्लेषण हेतु मध्यमान और प्रमाणिक विचलन एवं टी-परीक्षण का प्रयोग किया गया। संकलित आँकड़ों के सांख्यिकी विश्लेषण द्वारा प्राप्त परिणाम को तालिकावार निम्न क्रम में प्रदर्शित किया गया है।

### निष्कर्ष

स्नातक स्तर के कला वर्ग के छात्र एवं छात्राओं की सामाजिक परिपक्वता के मध्य अन्तर की सार्थकता का विवरण

उपरोक्त तालिका 01 के अवलोकन से ज्ञात होता है कि स्नातक स्तर के कला वर्ग के छात्रों एवं स्नातक स्तर के कला वर्ग की छात्राओं के सामाजिक परिपक्वता में कोई सार्थक अन्तर नहीं है। अतः शून्य परिपक्वता स्वीकृत एवं शोध परिकल्पना स्वीकृत की जाती है।

## rkfydk &02

क्र.स.	चर	विद्यार्थियों की संख्या (N)	मध्यमान (Mean)	प्रमाणिक विचलन (S.D.)	मध्यमानों के मध्य अन्तर (SEd)	मुक्तांश (df)	ज.मूल्य	सार्थकता स्तर
1	स्नातक स्तर के विज्ञान के छात्रों की सामाजिक परिपक्वता	100	249.89	14.84	2.40	198	5.99	.01स्तर पर सार्थक है
2	स्नातक स्तर के विज्ञान वर्ग की छात्राओं की सामाजिक परिपक्वता	100	235.53	25.37				

स्नातक स्तर के विज्ञान वर्ग के छात्रों एवं विज्ञान वर्ग की छात्राओं के मध्य अन्तर की सार्थकता का विवरण

तालिका -02 के अवलोकन से ज्ञात होता है कि स्नातक स्तर के विज्ञान वर्ग के छात्रों एवं विज्ञान वर्ग की छात्राओं की सामाजिक परिपक्वता में सार्थक अन्तर(.01 स्तर पर ) है, और स्नातक स्तर

के विज्ञान वर्ग के छात्र स्नातक स्तर के विज्ञान वर्ग की छात्राओं की तुलना में अधिक सामाजिक परिपक्व है। अतः शून्य परिकल्पना अस्वीकृत एवं शोध परिकल्पना स्वीकृत की जाती है।

### Table 03

स्नातक स्तर के वाणिज्य वर्ग के छात्र एवं छात्राओं की सामाजिक परिपक्वता के मध्य अन्तर की सार्थकता का विवरण

क्र.स.	चर	विद्यार्थियों संख्या (N)	मध्यमान (Mean)	प्रमाणिक विचलन (S.D.)	मध्यमानों मध्य अन्तर (SEd)	मुक्तांश (df)	ज.मूल्य	सार्थकता स्तर
1	स्नातक स्तर के वाणिज्य वर्ग के छात्रों की सामाजिक परिपक्वता	100	242.53	19.81				.01स्तर सार्थक है
2	स्नातक स्तर के वाणिज्य वर्ग की छात्राओं की सामाजिक परिपक्वता	100	233.16	18.17	2.20	198	4.27	

तलिका 03 के अवलोकन से ज्ञात होता है कि स्नातक स्तर के वाणिज्य वर्ग के छात्रों एवं स्नातक स्तर के वाणिज्य वर्ग की छात्राओं में सार्थक अन्तर (.01स्तर) है और स्नातक स्तर के वाणिज्य वर्ग के छात्र स्नातक स्तर के वाणिज्य वर्ग की छात्राओं की तुलना में अधिक सामाजिक परिपक्व हैं। अतः शून्य परिकल्पना अस्वीकृत एवं शोध परिकल्पना स्वीकृत की जाती है।

## सामाजिक परिपक्वता

प्रस्तुत शोध के प्रदत्तों के सांख्यिकीय विश्लेषण व विवेचना से निम्न निष्कर्ष प्राप्त हुए

1. स्नातक स्तर के कला वर्ग के छात्र एवं स्नातक स्तर के कला वर्ग की छात्राओं की सामाजिक परिपक्वता समान है।

2. स्नातक स्तर के विज्ञान वर्ग के छात्र एवं स्नातक स्तर के विज्ञान वर्ग की छात्राओं की सामाजिक परिपक्वता में अन्तर पाया गया। स्नातक स्तर के विज्ञान वर्ग के छात्र, स्नातक स्तर के विज्ञान वर्ग की छात्राओं से अधिक सामाजिक परिपक्व है

3. स्नातक स्तर के वाणिज्य वर्ग के छात्र एवं स्नातक स्तर के वाणिज्य वर्ग की छात्राओं की सामाजिक परिपक्वता में अन्तर पाया गया। स्नातक स्तर के वाणिज्य वर्ग के छात्र स्नातक स्तर के वाणिज्य वर्ग की छात्राओं से अधिक सामाजिक परिपक्व हैं।

## निष्कर्ष

उपरोक्त परिणाम के अध्ययन से जहां स्नातक स्तर के कला वर्ग के छात्र एवं छात्राओं की सामाजिक परिपक्वता लगभग समान है, जिसके आधार पर यह कहा जा सकता है कि उनके विद्यालय गृह एवं सामाजिक वातावरण भी लगभग समान होंगे। इसे विपरीत स्नातक स्तर के विज्ञान एवं वाणिज्य वर्ग के छात्र स्नातक स्तर के विज्ञान एवं वाणिज्य वर्ग की छात्राओं से अधिक परिपक्व है जिससे यह कहा जा सकता है विज्ञान एवं वाणिज्य वर्ग की छात्राओं की सामाजिक पृष्ठ भूमि विद्यालयी परिवेश पारिवारिक पृष्ठभूमि एवं उनको दिये जाने वाले संस्कारों में कहीं न कहीं समस्या हुई होगी जिस पर ध्यान देने की अत्यन्त आवश्यकता है। क्योंकि स्नातक स्तर पर आने वाले छात्र को सामाजिक संस्कार मूल्य, आदर्श, अनुशासन, सहयोग, प्यार, त्याग, समर्पण की शिक्षा प्राथमिक स्तर से ही दी जाने की आवश्यकता है एवं शिक्षक के प्राथमिक, माध्यमिक एवं उच्च स्तर के शिक्षकों का भी दायित्व बनता है कि सभ्य एवं सुसज्जित समाज के निर्माण में अपना योगदान दे।

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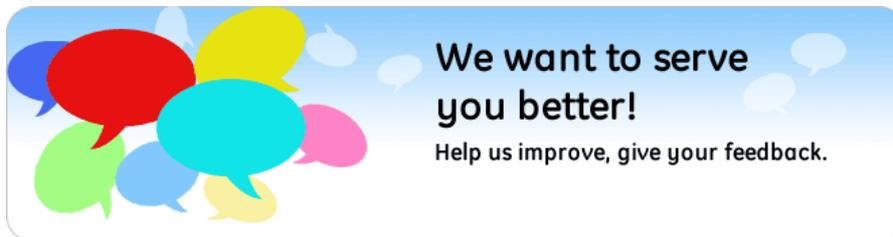


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