

ISSN 2319-8419

Published by



Annual and Bi-Lingual International Journal

Vol. 9

ISSUE-12

GYAN BHAV

Peer Reviewed Journal of Teacher Education

FEBRUARY- 2020

IN COLLABORATION WITH UP SELF FINANCE COLLEGES' ASSOCIATION



GYAN BHAV JOURNAL OF TEACHER EDUCATION

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Gyan Bhav : Journal of Teacher Education is an Annual and bi-lingual periodical published every year in February by Gyan Mahavidyalaya, Aligarh. Department of Teacher Education of Gyan Mahavidyalaya is accredited 'A' Grade with CGPA 3.16 by National Assessment and Accreditation Council (NAAC) on 5th July, 2012.

The Journal aims to provide teachers, teacher-educator, educationist, administrator and researchers a forum to present their work to community through original and critical thinking in education.

Manuscripts sent in for publication should be inclusive to Gyan Bhav Journal of Teacher Education. These, along with the abstract, should be in duplicate, typed double-spaced and one side of the sheet only, addressed to the Editor in Chief, Gyan Bhav Journal of Teacher Education, Dept. of Teacher Education, Gyan Mahavidyalaya, Agra Road, Aligarh – 202002

Computer soft copy can be sent by E-mail: publicationgyan@gmail.com

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वर्तमान परिप्रेक्ष्य (कोविड-19) में तनाव दूर करने में संगीत शिक्षा की भूमिका

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समस्त संगीत तीन कलाओं में समाहित है— गायन, वादन एवं नृत्य। यद्यपि ये तीनों कलाएँ एक-दूसरे की पूरक हैं फिर भी इनका स्वतन्त्र अस्तित्व है। तनाव दूर करने के लिए न केवल शास्त्रीय संगीत वरन् अन्य प्रकार के संगीत भी सकारात्मक प्रभाव डालते हैं। विशेष बिन्दु यह है कि हम अपनी रुचि व पसन्द के अनुसार गीत-संगीत को धीमी आवाज में सुनें तथा गीत के साथ स्वयं भी गुनगुनाएँ या गाएँ, तो निश्चित ही प्रत्येक प्रकार का संगीत एक चिकित्सा की भाँति सकारात्मक परिणाम देने में सक्षम होता है।

शायद ही कोई ऐसा व्यक्ति होगा, जो संगीत कला से परिचित न हो। प्रायः हम गीत-संगीत की स्वर लहरी सुनकर सुखद अनुभूति करते हैं। संगीत का मुख्य आधार स्वर व लय है, यदि विचार करें तो मानव जीवन का आधार भी स्वर अर्थात् ध्वनि एवं लय अर्थात् श्वाँस गति है। मनुष्य में जब तक ये दोनों तत्त्व विद्यमान रहते हैं, तभी तक मानव जीवन सम्भव होता है।

संगीत कला मानव जीवन का अभिन्न अंग है। यह मनुष्य की चिन्ता, रोग एवं दुर्बलताओं को दूर करने का एक मनोवैज्ञानिक साधन है। प्रत्येक मनुष्य के मन में कुछ न कुछ भाव निहित होते हैं और मन के भावों की अभिव्यक्ति के लिए वह संगीत का सहारा भी लेता है। यह क्रियात्मक कला तभी सफल होती है, जब व्यक्ति अपने भावात्मक पक्ष को क्रियात्मक रूप से व्यक्त करता है। “संगीत के सात स्वर मानस पटल पर अचूक प्रभाव डालते हैं क्यों कि जब स्वर लहरी झंकृत होती है, तो मानव ही क्या मृग, मयूर व सर्प आदि जीव मस्त हो जाते हैं।”¹

वर्तमान कोविड काल में मानसिक तनाव एक विकराल समस्या है। स्कूली बच्चों से लेकर वृद्ध वर्ग तक सामाजिक, शारीरिक, मानसिक एवं आर्थिक स्तर पर तनाव से जूझ रहे हैं। स्कूली बच्चे ऑनलाइन कक्षाओं के चलते तनाव के कारण सिर दर्द व नेत्र रोगों का शिकार हो रहे हैं तथा ऐसे व्यक्ति जो कि प्राइवेट संस्थाओं में कार्यरत हैं, उन्हें अनेक प्रकार की आर्थिक स्थितियों का सामना करना पड़ रहा है। वृद्ध वर्ग के व्यक्ति जो कि सुबह-शाम मंदिर, पार्क आदि स्थानों पर समय व्यतीत करते थे व अपने हमउम्र समूह में आनन्द की अनुभूति करते थे, वो चहारदीवारी में चैन की साँस लेने में असमर्थ हो रहे हैं। एक ओर लॉकडाउन व अनलॉक के चलते निम्न आर्थिक वर्ग के व्यक्तियों में आर्थिक तंगी के कारण तनाव की स्थिति में मानसिक सन्तुलन खो देने के कारण आत्महत्या की घटनाएँ बढ़ रही हैं, दूसरी ओर मध्यम व उच्च आय वर्ग के परिवारिक सदस्यों में मतभेद के कारण तनाव की स्थितियाँ बढ़ रही हैं। यदि व्यावसायिक स्तर पर देखा जाय तो डॉक्टर, नर्स, पुलिसकर्मी आदि अत्यधिक कार्य से तनाव में हैं।

*एम0ए0, बी0एड0, नेट, पी-एच.डी. (संगीत) सहायक प्रोफेसर, शिक्षक शिक्षा संकाय, ज्ञान महाविद्यालय, अलीगढ़ (उ0प्र0) मो0 नं0-09410210345

प्राइवेट शिक्षक आर्थिक रूप से तनाव ग्रस्त हैं तथा प्रशासनिक अधिकारी सामाजिक स्तर पर व्यवस्था तले तनाव ग्रस्त हैं। ऐसी स्थिति में जब मनुष्य संगीत का सहारा लेता है तो उसे आनन्द की अनुभूति होती है और मन-मस्तिष्क शांत एवं प्रसन्न होने से तनाव निरन्तर घटता है। संगीत का क्षेत्र व्यापक है और भारतीय संगीत के अन्तर्गत गायन, वादन एवं नृत्य तीनों कलाएँ सम्मिलित होती हैं।

फिल्म संगीत मनोरंजन के साधन के रूप में :- साधारणतः संगीत शब्द सुनते ही जन-मानस का ध्यान बॉलीवुड गीतों (फिल्म संगीत) की ओर जाता है। इन गीतों में संगीतबद्ध शब्दों का सौन्दर्य एवं गायक की सुरीली आवाज का आकर्षण मन मोह लेता है। तनाव कम करने के लिए पुराने सदाबहार गीत व भक्ति गीत मन-मस्तिष्क को सुकून एवं शान्ति प्रदान करने में सहायक होते हैं, जिससे एक सकारात्मक ऊर्जा प्राप्त होती है।

तनाव दूर करने में शास्त्रीय संगीत अत्यधिक प्रभावकारी :- “शास्त्रीय संगीत को सुनकर अधिकांशतः समझना कठिन होता है, क्यों कि यह गुरुमुखी विधा है। इसे निरन्तर अभ्यास द्वारा गाना व समझ पाना सम्भव होता है। शास्त्रीय संगीत द्वारा तनाव को नियंत्रित करने के लिए अनेक शोध हुये हैं और सकारात्मक परिणाम दृष्टिगोचर होते हैं”² किन्तु वर्तमान समय शोध प्रक्रिया अपनाने का नहीं वरन् सीमित संसाधनों से तनाव से निजात पाना है। ऐसी स्थिति में साधारण जनमानस शास्त्रीय संगीत को समझ पाने में सक्षम नहीं होता। मुख्य कारण यह है कि इस संगीत में शब्द अर्थात् साहित्य कम और स्वरों की प्रधानता अधिक होती है। रचनाओं में आकार (SSSS) अधिक होने से इस संगीत को समझ पाना कठिन होता है और जिस संगीत को समझना ही दुरुह होगा तो तनाव की स्थिति में वह प्रभावशाली नहीं हो सकता। यही कारण है कि साधारण जनमानस यदि क्षणिक भी शास्त्रीय संगीत सुनता है तो वह कह उठता है कि – ‘पता नहीं क्या गा रहा है, इसे बन्द करो।’

लोक संगीत का मानसिक स्थिति पर सकारात्मक प्रभाव :- लोक संगीत हमारी मिट्टी की खुशबू से जुड़े गीतों में अभिव्यक्त होता है। ये गीत प्रांतीय एवं क्षेत्रीय भाषाओं में गाये जाते हैं, जो कि पृथक संस्कृति को दर्शाते हैं। विशेष रूप से ढोलक की थाप के साथ इन गीतों का गायन मन मोह लेता है। सबसे प्राचीन इस संगीत से यद्यपि आधुनिक नवीनीकरण में लोग विमुख होते जा रहे हैं किन्तु ग्रामीण अंचलों में आज भी ये गीत समय-समय पर गुंजायमान होते रहते हैं। “ये गीत चंचल एवं चपल होते हैं। अतः इन गीतों के रसास्वादन द्वारा भी सकारात्मक ऊर्जा का संचार होता है। लोक संस्कृति एवं लोक कला मानव जीवन का आधार है। इन गीतों में विशेष रूप से भारतीय संस्कार एवं त्योहारों का दिग्दर्शन होता है जैसे- बच्चे के जन्म के गीत, विवाह सम्बन्धी गीत, चैत्र मास में गेय चैती गीत, नवरात्रि के गीत, सावन मास में गाये जाने वाले कजरी एवं मल्हार गीत, होली व दीवाली गीत इत्यादि।”³

ईश्वरीय उपासना का साधन :- सुगम संगीत में विशेष रूप से भजन एवं गजलों का सौन्दर्य होता है। “भजन आध्यात्मिकता के परिचायक हैं। विशेष रूप से सूर, कबीर, तुलसी, मीराबाई के पदों का गायन ईश्वरीय आराधना की ओर प्रेरित करता है और जब व्यक्तिविशेष सांसारिकता को भूलकर ईश्वर में खो जाता है तो निश्चय ही तनाव दूर होता है। उत्कृष्ट भजन गायक अनूप जलौटा, अनुराधा पोंडवाल, पं० हरिओम शरण शर्मा आदि गायकों के भजनों का रसास्वादन मन मोह लेने में

सक्षम होता है।⁴ गजलों में प्रायः उर्दू और फारसी भाषा के शब्द होते हैं तथा खुदा की बंदगी निहित होती है। यह व्यक्ति विशेष पर निर्भर करता है कि वह किस प्रकार के गीत को सुनना पसन्द करता है अर्थात् वह जिस संगीत को सुनने में आनन्द लेता है वह संगीत निश्चय ही तनाव कम व दूर करने में सक्षम होता है।

वादन कला की रसानुभूति द्वारा नवीन चेतना का संचार :- “भारतीय संगीत में वादन कला का भी विशेष महत्त्व है। विभिन्न तार वाद्यों—सितार, गिटार, वायलिन आदि की ध्वनि भी मानव मन को झंकृत करने में सहायक होती है।⁵ तत् वाद्यों के साथ—साथ सुषिर वाद्यों का अपना प्रथक अस्तित्व है। फूँक से बजने वाले वाद्यों में भगवान कृष्ण की मुरली की तान युगों से हमें आकर्षित करती रही है। ठीक इसी प्रकार आधुनिक काल में उस्ताद विस्मिल्ला खाँ का शहनाई वादन विश्व विख्यात है। अवनद्ध वाद्यों के अन्तर्गत भगवान शंकर का डमरु देवलोक से विख्यात है और वर्तमान में उस्ताद जाकिर हुसैन का तबला वादन इसकी अतुल्य मिसाल है। घन वाद्यों के अन्तर्गत विशेष रूप से मजीरा, घण्टा व घुँघरू वाद्यों का सम्बन्ध मंदिरों में गाये जाने वाले भजन एवं कीर्तन की शोभा रहा है तथा इन वाद्यों का सम्बन्ध सहायक वाद्यों के रूप में जाना जाता है।

गायन—वादन के साथ भाव—भंगिमाओं द्वारा नृत्य की मोहक प्रस्तुति :- नृत्य कला भी संगीत का एक पक्ष है। जब गायन व वादन कला का सुन्दर समन्वय होता है तभी नृत्य का समझौता बँधता है। भारत के विभिन्न शास्त्रीय एवं लोक नृत्य इसके प्रत्यक्ष प्रमाण हैं। “जब एक नर्तक एवं नर्तकी अपने हाव—भाव एवं हस्त—पद संचालन द्वारा श्रोताओं को नृत्य में सराबोर करते हैं तो श्रोता अपलक उस प्रस्तुति का आनन्द लेते हैं। इस प्रकार नृत्य कला भी तनाव मुक्त करने का एक सशक्त माध्यम है।⁶

समयानुकूल संगीत का अधिक सकारात्मक प्रभाव :- “संगीतज्ञों द्वारा शास्त्र के आधार पर शास्त्रीय संगीत के अन्तर्गत प्रातः काल में भैरव अंग के राग, मध्याह्न में सारंग अंग के राग एवं संध्या काल में कल्याण अंग के राग अधिक प्रभावशाली होते हैं।⁷ चूँकि सभी प्रकार का गीत—संगीत स्वर, लय एवं ताल प्रधान होता है, इसलिए सभी गीत प्रकारों की स्वर लहरियाँ रागों पर आधारित मानी जाती हैं। अतः समय को दृष्टिगत रखते हुए यदि गीत—संगीत का श्रवण किया जाता है, तो वह अधिक सकारात्मक परिणाम देने में सक्षम होता है।

समूह परिचर्चा के आधार पर वर्तमान परिप्रेक्ष्य में अधिकांशतः शहरी क्षेत्रों के बच्चे आधुनिक बॉलीवुड व हॉलीवुड गीत सुनना पसन्द करते हैं तथा युवा वर्ग नवीन गीत—संगीत के साथ—साथ सदाबहार गीत सुनने में भी आनन्द की अनुभूति करते हैं, वादन सुनने से अधिक नृत्य प्रस्तुति देखने की ओर उन्मुख होते हैं। वृद्धजन विशेष रूप से भक्ति संगीत एवं लोक संगीत का अधिक रसास्वादन करते हैं। ठीक इसी प्रकार अधिकांशतः ग्रामीण क्षेत्रों के बच्चे आधुनिक फिल्मी गीतों की ओर उन्मुख हैं। युवा वर्ग सदाबहार गीतों के साथ—साथ लोक संगीत एवं नृत्य प्रस्तुतियाँ पसन्द करते हैं और वृद्ध वर्ग विशेष रूप से भक्ति संगीत एवं लोक संगीत को ही सुनते, गाते एवं गुनगुनाते हैं। यह भी विशेष बिन्दु है कि ग्रामीण व्यक्तियों में तनाव की स्थिति कम व शहरी परिवेश के व्यक्तियों में अधिक देखी जा रही है, क्यों कि ग्रामीण व्यक्ति प्राकृतिक परिवेश में रहता है और उसकी महत्वाकांक्षाएँ अपेक्षाकृत कम हैं।

निष्कर्षतः— कहा जा सकता है कि मानव जीवन और संगीत का घनिष्ठ सम्बन्ध है। व्यक्ति तनाव दूर करने के लिए संगीत का भी सहारा लेता है, यह बात और है कि वह किस प्रकार के संगीत को आत्मसात् करता है। गायन, वादन एवं नृत्य तीनों कलाओं का शास्त्रीय पक्ष यद्यपि तनाव दूर करने का सर्वाधिक सशक्त माध्यम है किन्तु शास्त्रीयता को साधारण जनमानस समझने में असमर्थ होता है। शास्त्रीय संगीत के अतिरिक्त फिल्म संगीत, लोक एवं सुगम संगीत भी मानव मन पर सकारात्मक प्रभाव डालते हैं साथ ही विभिन्न वाद्यों का वादन एवं विभिन्न प्रकार के नृत्य मानव मन को उत्साह से भर देते हैं। यह व्यक्ति विशेष पर निर्भर करता है कि वह किस प्रकार के संगीत का अधिक रसास्वादन करता है।

संदर्भ

1. संगीत मणि (भाग-2) डॉ० महारानी शर्मा, पेज नं०-100 भुवनेश्वरी प्रकाशन, इलाहाबाद।
2. प्रो० लवली शर्मा (दयालबाग शिक्षण संस्थान, आगरा) द्वारा कोविड-19 पर धर्म समाज महाविद्यालय, अलीगढ़ द्वारा आयोजित वेबिनार में अतिथि वक्ता के रूप में वक्तव्य के अनुसार।
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Open Schooling for Children with Disabilities

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Abstract

Children with disabilities are not a homogeneous group. Within each disability category, children require individualised need-based intervention. A 'one size fits all' approach cannot function. The inability and failure of education system to provide a meaningful learning experience to children with disability, due to inadequacy in facilitating the required resources, underlying notions of individual deficit, persistent discriminatory attitudes and lack of ability to recognise and respond to diverse learning needs, has to be addressed immediately. At present, neither the school system nor any other institutional mechanism is equipped to address the challenging needs of children with disability. One can not wait for such established and fully equipped institutions to come up for providing education and care to children with disability. There are possibilities of extending open distance education for children with disability at elementary stage, which would be a viable alternative to enable them access to education. Open schooling can be opted by the children who are facing difficulties in coping up with general school education system either due to their severity of disability or inability to reach formal schools. It will be helpful for transition from one stage of education to another and extremely helpful for children who are receiving home based education. Technology will be of great assistance in implementation of open schooling at elementary stage. The experiences of existing open and distance education for children with disability at secondary stage will be helpful in realizing the educational needs of children with disability at elementary stage.

Diversity, disability and inclusive education:-

Individual since his genesis is the part of the society and should be included in the community and society regardless of the demographic identities and inherent diversities. Diversity is a part of our life and society. An inclusive society enables all people, regardless of their gender, age, religion, ability, disability, castes and culture etc., to participate in and contribute to the society with certitude and fortitude.

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Inclusive education (IE) involves a different vision of regular education: a vision based in heterogeneity instead of homogeneity. It intends to transform the educational system as a whole in order to attend the diversity of educational needs of all children, ensuring equal opportunities of learning and full participation in a barrier free learning environment. Here the emphasis should be on the development of an education system that respects and values the differences and provide opportunities to enhance the personal development of the learners. IE requires reforms in education considering that each child has capabilities, interests, motivations and experiences that are unique and personal; and therefore diversity is the reality of our schools and classrooms (Shukla and Singh, 2011). Inclusion of children with disability in education has been remained challenging even after more than the last three decades of government and non-government organizational efforts towards education of these children in general schools.

We must remember that disabilities are another manifestation of human diversity. Disability has been in existence ever since the evolution of mankind. It is embedded as another variation in God's creation of mankind itself. Disability as a social construct; is considered within the ecological context, personal factors and the need for individual supports to function in the society. India has ratified the UN convention on the rights of persons with disabilities (UNCRPD, 2006) and replaced 'The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 by the Rights of Persons with Disabilities (RPWD) Act, 2016. As per UNCRPD and the RPwD Act, 2016, "*disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others*". **Person with disability'** means a person with long term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, may hinder his full and effective participation in society on an equal basis with others.

Magnitude of disabilities:-

Children with disability are not a homogeneous group and within each disability category, children needs individualised need-based intervention. The *World report on disability* (WHO, 2011) is the first document to give an extensive global picture of the situation of people with disabilities, their needs, and the barriers they face to participating fully in their societies. More than 1 billion persons in the world have some form of disability. This corresponds to about 15% of the world's population. Between 110-190 million people have very significant difficulties in functioning. People with disabilities are more likely to be unemployed than non-disabled people. People with disabilities experience increased dependency and restricted participation in their societies. In Organization for Economic Cooperation and Development countries, the employment rate of people with disabilities (44%) is slightly over half that for people without disabilities (75%). Children with disabilities are less likely to attend school than non-disabled children. Education completion gaps are found across all age groups in all settings, with the pattern more pronounced in poorer countries. Even in countries where most non-disabled children go to school, many children

Table-1 Types of Disabilities	
Types of disabilities	Description
Acid attack victims	a person disfigured due to violent assaults by throwing of acid or similar corrosive substance
Autism spectrum disorders	a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviours.
Blindness	a condition where a person has any of the following conditions, after best correction— (i) total absence of sight; or (ii) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction; or (iii) limitation of the field of vision subtending an angle of less than 10 degree.
Cerebral palsy	a group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth
Dwarfism	a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less
Haemophilia	an inheritable disease, usually affecting only male but transmitted by women to their male children, characterised by loss or impairment of the normal clotting ability of blood so that a minor would may result in fatal bleeding.
Hearing impairment	(a) "deaf" means persons having 70 DB hearing loss in speech frequencies in both ears; (b) "hard of hearing" means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears.
Intellectual disability	a condition characterised by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior which covers a range of every day, social and practical skills.
Leprosy cured	a person who has been cured of leprosy but is suffering from (i) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity; (ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity; (iii) extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly.
Locomotor disability	a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both.
Low-vision	a condition where a person has any of the following conditions, namely:(i) visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or (ii) limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree
Mental illness	a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognize reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterised by subnormality of intelligence.
Muscular dystrophy	a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue.
Multiple sclerosis	an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other.
Parkinson's disease	a progressive disease of the nervous system marked by tremor, muscular rigidity, and slow, imprecise movement, chiefly affecting middle-aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine
Specific learning disabilities	a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do

with disability do not go to school. For example in Bolivia about 98% of non-disabled children go to school, but under 40% of disabled children attend school. In Indonesia, over 80% of non-disabled children go to school, but less than 25% of children with disability go to school. Disability disproportionately affects vulnerable populations (women, older people and those who are poor). Disability is very diverse as reflected in Table-1. People with disabilities face barriers in accessing services (health, education, employment, and transport, among others). Many of the barriers people with disabilities face are avoidable, and the disadvantages associated with disability can be overcome.

	mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia.
Speech & language disability	a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.
Thalassemia	a group of inherited disorders characterised by reduced or absent amounts of haemoglobin.
Sickle Cell Disease	a hemolytic disorder characterised by chronic anemia, painful events, and various complications due to associated tissue and organ damage; "hemolytic" refers to the destruction of the cell membrane of red blood cells resulting in the release of hemoglobin
Multiple disabilities	more than one of the specified disabilities including deaf blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.

Source: The Rights of the Persons with Disabilities Act, 2016, P33-35

Indian census and disability statistics:-

If we look into the Indian data of Census, 2011, the disabled population constitutes 2.21% of the total population of India (ORGCC, 2013). The disability in seeing, hearing, speech, movement, mental retardation, mental illness, multiple disabilities and any other (if not sure about the type of disability) was the 8-coded disability categories considered in this Census. However, the disabilities, namely, low vision, autism spectrum disorders, chronic neurological conditions, haemophilia, muscular dystrophy, multiple sclerosis, specific learning disabilities, thalassemia, sickle cell disease and some other disabilities have not yet been included. Rural (2.24%) residents are more as compared to urban (2.17%) ones. The movement disability was highest (20.3%) among disabled population affecting more male(22.5%) than female(17.5%) followed by hearing (18.9%), seeing (18.8%) where female(20.2%, 20.2%) were affected more than male (17.9%, 17.6%) population. Mental Retardation

(5.6%), Mental Illness (2.7%), Multiple Disability (7.9%) and Any Other (18.4%) has been newly introduced in this Census. Altogether disability is more among scheduled castes (2.45%) than Scheduled tribes (2.05%) and others (2.18%).

Educational statistics of children with disabilities:-

In school going age (5-9years and 10-19 years), children with disability constitute 1,955,539 (1.54%) and 4,616,050 (1.82%) respectively, of the total disabled population; whereas as per the data of District Information System for Education(DISE) the percentage enrolment of children with disabilities constituted 1.3% at primary stage and 1.18% at upper primary stage (NUEPA, 2014,) are very discouraging. It clearly indicates that a major proportion of children with disability in the elementary school going age is still excluded from the regular education system. The difference in the enrolment of children with and without disability is one indicator of inequality in our country. Also, huge dropouts are noted after primary to upper primary and to secondary stages of school. A significant proportion of Out of School Children (OoSC) are children with disabilities (Indian Market Research Bureau- IMRB, 2009) i.e. about 34.12 per cent of OoSC were children with disabilities (988,359 children, i.e. 38.13% of total children with disabilities). The proportion of out-of-school children with disabilities in 2005 was 34.19 per cent and remained unchanged at 34.12 per cent in 2009. The maximum number of OoSC belonged to those with multiple disabilities (58.6%) followed by children with intellectual disabilities (48%) and speech disabilities (37%). The state wise analysis revealed that states/UTs like Mizoram (92.09%), Sikkim (71.93%), Manipur (58.22%), Arunachal Pradesh (50.57%), Rajasthan (46.41%), West Bengal (40.81%), Bihar (40.67%), Assam (39.62%), Uttar Pradesh (36.74%), Jammu & Kashmir (35.42%), Gujarat(35.33%), Chhattisgarh (34.96%), had higher percentage of OoSC with disabilities than the overall average (34.12%). Neither the school system nor any other institutional mechanism is equipped to address the challenging needs of children with disabilities who are most disadvantaged both socially and educationally in the system.

De-schooling of Children with Disabilities:-

Most of the children with disabilities encounter barriers when they join the school. Learning and participation are hampered when children encounter barriers. They find themselves at disadvantaged position because of such barriers. They do not know how to cope up in this situation. Many a time, the de-schooling of children with disabilities is due to these barriers. Table-2 depicts the barriers to learning, which may be found outside the boundaries of the school also, within families and communities.

Table-2 Description of barriers to learning

Barriers to learning	Description
General Barriers	<ul style="list-style-type: none"> • The distance of school from home. • Child habitat-rural location or urban slums. • Late entry • Disability
Socio-Economic Barriers	<ul style="list-style-type: none"> • Poverty • Familial discrimination • Gender discrimination • Child labour
Locale specific Barriers	<ul style="list-style-type: none"> • Family Migration • Conflict situation • Difficult terrain • Displacement of family members. • Violence in the area. • Natural calamities
Institutional and Infrastructural Barriers	<ul style="list-style-type: none"> • Shortage of trained teachers • Limited learning resources. • Language challenge • Inaccessible infrastructure • Discrepancy in policy implementation

Most initiatives on inclusive education under the Sarva Shiksha Abhiyan (SSA) and Inclusive Education for Disabled at Secondary Stage (IEDSS), as of now Samagra Shiksha, follow a very simple procedure of identifying children with disabilities, securing their admission in the neighborhood school and admitting them there without any child preparatory services. Most of the time the age of the children with disabilities is more than their classmates and even if the child is placed in a classroom as appropriate to his/her age, he/she find difficulty in coping up with the curriculum of his/her class due to his/her late entry. When schools are not prepared to realize the needs of children

with disabilities; it acts as a significant barrier to learning for these children, and there is a resulting de-schooling. School pedagogy, curriculum and assessment methods need to be flexible to meet the diverse needs of children with disability. Various schemes under SSA and IEDSS have provisions for establishing resource rooms, and resource centres at the district level, the actual implementation of this provision has been dismal. Thus even the small percentage of children with disabilities who have been enrolled in inclusive schools have very limited or no access to resource facilities and resource materials. Although the provision for providing assistive devices is made under these schemes, yet many children with disability are unable to access assistive devices, educational and reference material. Even where such devices are provided, their quality is often questionable and there are limited repair and maintenance or replacement facilities. For instance, for children with visual impairment, Braille books, large print books, low vision devices, Braille writing devices are often unavailable. While some state governments have issued Executive Orders granting more time and some facilities during the examination, however, there is lack of uniform guidelines for conduction exams, granting extra time and providing external support. Many a times, such guidelines are abruptly changed even without informing the stakeholders (MHRD, 2013).

There is no provision for helping children cope with the social demands of school. There is ample evidence to suggest that children with disabilities are more likely to be bullied than their peers. It is essential to prepare the child for the school, then hold her hand and lead her into school. The non disabled peers also need to be sensitized to be accepting and supportive of differences. Parents of children with disability need counseling to help them understand the importance of educating their child. They also need support if the child faces challenges in the school. Teachers also need to be sensitized to the social and emotional needs of children. A space needs to be created in the system to locate and coordinate such support. Similarly, there is little financial and material incentive provided to children and parents of children with disabilities to promote their education. Receiving such incentives is again a tedious process. Many times, the cost of imparting education and providing

special equipment etc has to be borne by the parents. Because of this additional and unaffordable burden, parents opt to withdraw their children from the educational system.

The elementary and secondary levels of education are handled by different Departments of Education in every state. Since there is no formal method of transitioning from primary to upper primary and then to secondary and senior secondary stage, children with disability rarely complete their school education. De-schooling is high due to lack of trained teachers to educate children with disabilities. Only about 3 to 4 percent of children with disabilities have access to education with or without support services. Most regular teachers do not have adequate training to help children with disabilities learn. The human resource support in the form of special educators is not adequate. In many cases, the special educators have not been adequately trained to handle specific needs of children with different disabilities. Teachers also need sensitization and training to understand the medical and therapeutic needs of children. Recent data suggests that children with autism, cerebral palsy, intellectual disability and multiple disabilities are more likely to de-school. This suggests lack of expertise among teachers to educate this group of children in particular, suggesting that all teachers need to be equipped with some skills in meeting the needs of these children.

The fact sheet.....

It is critical to highlight that teachers are a major determinant of teaching quality. The Right to Education (RTE) Act prescribed a Pupil Teacher Ratio (PTR) of 1:30 at primary and 1:35 at upper primary levels. The PTR has shown improvement over the last few years and against 19.82 lakh teachers sanctioned under SSA till 2013 over 14 lakh teachers have been recruited. However, there are almost 20% of teachers within the system who do not have professional qualifications and 6.3 lakh untrained teachers remain in the system. As per reports of Rehabilitation Council of India (RCI, 2009) on human resource needs for children with disabilities noted that by 2012 the population of people with disabilities is projected to be 2 crore 25 lakh and it will constitute 1.8 per cent of the total population. By the end of the year 2016 their number will increase up to 2 crore 29 lakh. It means that almost every year one lakh disabled are adding to our population. Forty percent of these will be children. We have only 67738 (23836 professionals and 43902 personnel) registered rehabilitation professionals till 2011. The report specifically mentioned that at the current rate of human resource development the disability sector will need 104351 rehabilitation personnel to meet the shortfall (IAMR, 2009). Currently there are 19778 resource teachers for children with disabilities who are recruited by SSA for 23.48 lakh children enrolled in elementary schools; though the major focus of the Twelfth Plan is on implementing the objectives of the RTE Act and aligning the government policies and practices with the overall goal of providing quality schooling for all children until the age of 14 years (18 years in case of children with disabilities).

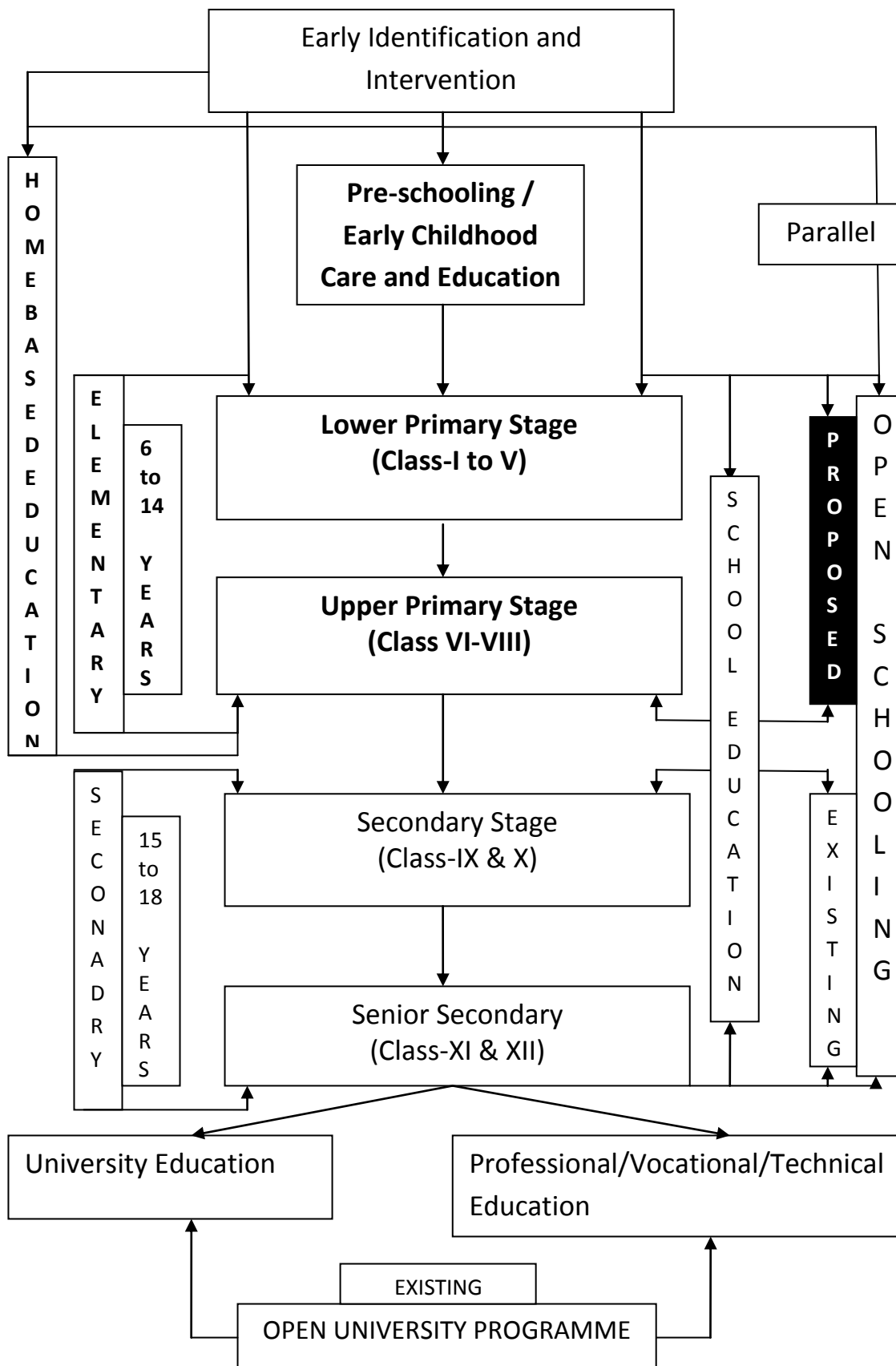
Several researchers reported that there is a risk in inclusion, which only facilitates moving special educational practices into the general classroom (McLeskey and Waldron 2011). Children with disabilities are frequently included in regular schools through a sense of philanthropy based on notions of care and charity (Singal, 2008). Whilst entry into mainstream schools is, thus, facilitated for these children, Singal reports there is little opportunity for them to participate in the curriculum or culture of the schools. Soodak (2003) suggested that 'Philosophically and pragmatically, inclusive education is primarily about belonging, membership and acceptance'. However, Pijl, Frostad and Flem (2008) found that children with special educational needs were often not socially included, in that they were less popular had fewer relationships, and participated less often as a member of a sub-group. Bishop et al (2010) argue that policy measures for universal education have failed to produce equitable outcomes and enhanced the dominance of majority cultures. He stated that educational reform that focuses on all children actually maintains the status quo of educational disparities, because any innovation tends to focus on how it benefit children of the majority culture more than how it can benefit children of minority cultures. An associated problem is that initiatives that promote the social production of the majority culture often reinforce notion of deficiency that majority-culture teachers have about minority-culture children. Since educational differences have been ignored and parallel structures and educational approaches have been developed for different groups of learners, the actual challenges for policy planners and executors are on recuperation of the true nature and function of the regular education, progressing towards a school without 'entry requirements' not on mechanisms of selection and discrimination of any kind. Our schools must bring out substantial changes in its structure, operation and pedagogical approaches to meet the educational needs of each and every learner including children with disability.

Education and schooling is beyond literacy and numeracy (Jha, 2004), so schools should adapt itself to the needs of the children and not the children who adapt to the requirements of the schools. Also, India has obligations to implement the inclusive education programme successfully being a

signatory to international declarations like the Salamanca Statement and Framework for Action on Special Needs Education(SFA, 1994) and the Biwako Millennium Framework for Action(UNESCO-ESCAP, 2003) and the UN Convention on the Rights of Persons with Disabilities(UNCRPD, 2006) that emphasize the need for fundamental educational policy shifts to enable general schools to include children with disability. Successful implementation of inclusive education requires consideration of policy matters, legislation reforms, financial resources, human resources, infrastructural resources and intellectual resources. (Narayan and Rao, 2006). A ‘one size fits all’ approach cannot be used and each child with disability as any other child needs specifically designed and modified individualised learning plan to cater to her/his needs. The inability and failure of education system to provide a meaningful learning experience to children with disability, due to the underlying notions of individual deficit, persistent discriminatory attitudes and lack of ability to recognise and respond to diverse learning needs has to be addressed immediately.

Viable option of open schooling:- With such a scenario of inadequacy in facilitating the required resources, the principles led by UNCRPD(2006) and RPD Act (2016) of securing and promoting inclusion in education for children with disability from the view of respecting inherent dignity, individual autonomy, non-discrimination, full and effective participation, respecting for difference and acceptance of disability as part of human diversity and humanity, equality of opportunity, accessibility and respecting for the evolving capacities of children with disability and for the right of children with disability to preserve their identities will never be realized. Waiting for such established and fully equipped institutions to come up for providing education and care to children with disabilities seems to be daydreaming process of inclusion. There are possibilities of extending open distance education for children with disability at elementary stage, which would be a viable alternative. National Policy on Education (1986) also states that future emphasis shall be on distance and open learning systems (MHRD, 1998) to provide opportunities and access to all the major target groups, especially the disadvantaged (including children with disability). Open learning is based on the individualized needs and characteristics of the learning community and provides opportunities to be attached to their language, culture, context, community and society. Access to education is even more problematic in rural and remote areas of developing countries where according to Charema (2010), “Schools in rural areas and remote places where infrastructure is less developed, work under difficult conditions with a shortage of resources and lack of support”. Further, people with disabilities within rural communities are often defined as the poorest with no access to any services including rehabilitation or education (Shrestha, Shrestha, & Deepak, 2009). Children with disability can learn at their own pace with their own convenience using multiple media and assistive technology sitting in a far-flung remote areas, where formal schooling is difficult to reach. Training of teachers, parents, siblings and community members are also possible to take care of such children. Media like radio, television, mobile phone etc. can extensively be used to provide guidance to parents and caregivers.

Figure:1: Suggestive model for Open School Programme for Children with Disabilities



A suggestive model for Open School Programme for Children with Disability has given in Figure:1. At the stage of early childhood care and education which promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services, early developmental screening of all children must be carried out, followed by a multi-disciplinary comprehensive assessment since early diagnosis leads to better learning outcomes for children with developmental delays. National Policy on Early Childhood Care and Education, 2013 envisages promotion of inclusive, equitable and contextualized opportunities for promoting optimal development and active learning capacity of all children below six years of age (NPECCE, 2013).

ECCE provides early, continuous, intensive, and comprehensive child development and family support services in a home-based or centre-based setting. Services for the child and family can be provided in their natural environment either at home or in the centre as per the needs of the children through open and distance education programme. The services like physical or occupational therapy, speech-language, audiology, health or social work services, home visits are provided at this stage. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) are required to be prepared. Every ECCE personnel must be equipped to recognise developmental delays and make appropriate referrals. For equipping functionaries like *Anganwadi* workers and teachers with the requisite skills to address learning needs of children with diverse abilities and learning styles, it would be useful to incorporate modules for adapting curriculum and developing individualised educational plans into pre-service and in-service training programmes, which can be built in the open and distance education programme. The focused areas during this stage are prevention, early identification and intervention, health and nutrition, development of basic skills and stimulation programmes: language acquisition, motor, cognition, social etc., which can be facilitated by working closely with parents through involving and educating them in open and distance education programme. There should be specific transition plan from this stage to elementary stage. At this stage, children with benchmark disabilities, children require high support and children residing in rural and remote areas can opt for

open schooling. During this stage, mainly readiness programme, basic skills and language areas are focused. Children learn to work in groups. Children are exposed to text books and other curriculum materials. Along with these academic activities, therapeutic interventions are also important for such children during this stage. It is also equally important to know to use different aids and appliances and other equipments and how to take care the appliances used by them. All these can be informed and demonstrated to children through open school programme.

Principles of Universal Design in Learning (UDL) through representation of materials, expression and engagement of children in learning activities can be optimally followed in open schooling. The presentation of information can be modified or adapted as per the individualized needs of children that would make them more accessible to them. Alternative modes of communication (eg. use of augmentative devices, computers etc.) can be facilitated in order to provide equal access of expression for children with limited or no speech. To increase the opportunity and motivation to involve children more in learning process modifications can be made as and when required because children will have ample opportunities to do so due to flexibility in time in open schooling mode. Children can also choose subjects of their own choice and can change subjects if they face difficulties in particular subjects.

Parents and siblings can be involved in their child's learning through several distance sensitization programme by using multimedia like radio, television, mobile phone applications or video conferencing etc. Mass awareness programme related to children with disability can also be run to educate the community and society. Parents mediated therapeutic services can be provided to address the therapeutic needs of the children at their home. The open schooling will also be helpful in home based education programme for children with severe and multiple disabilities (RTE, 2012). Under home based education programme in SSA, the needs of individual child are assessed and accordingly curriculum is designed through individualized education programme. There is no formal curriculum followed for home based education programme. Open schooling will be helpful for children under home based programme for their transition from home to school related activities and

also for lateral entry in general education system. Use of ICT will catalyse the cause and achieve the goals of inclusive education through ICT software and tools like screen readers, Braille printers, web based interfaces etc (NPICT, 2012). Teachers should be sensitised to needs and potential of ICT to address them. Digital content and resources, for the exclusive use of parents and teachers with disability (eg. talking books, universal accessible designed websites) will also be useful.

Conclusion:-

Open schooling and learning programme functions as panacea of general education programme. In case of education of children with disability, it is much more pronounced, as all children with disability cannot be benefitted either by formal schooling or by special schooling. Many children do not even attend the neighbourhood school. Children with disability may be excluded from education systems either by default or by design (McConkey & Bradley, 2010). Many children leave school early either due to poverty, distance, or an inappropriate curriculum. In some developing countries which have experienced major conflicts, poverty, and many uncertainties, such as in India (Kalyanpur, 2008) among others, inclusion has been viewed as a means of re-addressing past educational inequalities (Charema, 2010). There are many over aged children enrolled in such schools due to enrolment drive, age appropriate admission and placement in the classrooms. They are sent for special training either in resource centres or special bridge course centres to prepare them to cope up with their actual classroom activities. But realities are somehow different. Field experiences shows that many of them remain isolated in the classrooms; do not participate in the school activities and ultimately getting dropped out from the schools. Parents are worried about their future education. At secondary stage, open schooling is available but if such groups of children do not receive even the primary or elementary level education, they cannot get the secondary education. Opportunities of learning through open schooling can be a viable alternative to make them learn at elementary stage. We need to examine the feasibility of open schooling at elementary stage to make education accessible to more and more number of such children. There should be enriched resources in form of institutions, human, materials, instructional etc. to carry out such an education programme. There should be ample

developed materials for adapting curriculum as per the diverse needs of each and every child with disability. Curriculum should have wider range of options for subject selection, and open schooling system should have facilities to make children learn those subjects at their own pace and style. The experiences of existing secondary stage and university level open and distance education for individual with disability, which are running at full swing at par with others without disability, will be helpful in realizing the educational needs of children with disability at elementary stage.

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TEACHER EFFECTIVENESS IN RELATION TO EMOTIONAL INTELLIGENCE

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Abstract: Teaching is a series of events through which teacher attempts to bring desired behavioural changes in students. It imparts useful information to the students and develops harmonious relationship between the teacher, the students and the subject. The art of teaching also includes presenting the subject matter in an attention-catching manner through simple language, pleasing gestures and soft voice. On the other hand Emotional Intelligence refers to an ability to recognize the meanings of emotions and their relationships to reason and problem solving on the basis of them. The concept of this is popularized after publication of Daniel Goleman's book on Emotional Intelligence: "why can it Matter than I.Q?" he introduced the importance of emotional quotient in workplace, noting that intelligence quotient is a less powerful predictor of outstanding leadership than emotional quotient. Now the important point is to study that how emotional intelligences of a teacher influences his teacher effectiveness? This study is an attempt to find the effect of emotional intelligence on teacher effectiveness. It is found that emotional intelligence affects the effectiveness of a teacher in many ways. This can be done by integrating the emotional intelligence components in the curriculum of senior secondary teachers Education programme both pre-service and in-service levels. It is a well-known fact that emotional intelligence of an individual can be improved significantly by means of certain kind of specific measures required to be ensure at the institutional level. The principal of the institution should provide opportunities for professional enhancement in the form of participation in professional meetings and seminars, promoting situation for healthy professional interactions and making the working environment more flexible to work. Teacher should be motivated and given more freedom for the participation in various soft skill development programme. Healthy and cooperative environment should be provided to the teachers in campus of the institutions for the development of the emotional maturity among them. As there is no significant difference between the level of emotional intelligence of male and female teachers teaching at the senior secondary level therefore it can be concluded that teacher effectiveness of both male and female secondary school teachers are equally affected by their emotional intelligence.

Key Words: Teacher Effectiveness, Emotional Intelligence, Senior Secondary School Teachers

INTRODUCTION:- Education is as important as blood in the human body. Only through Education, we can develop the knowledge and skills that are vital for the country. It is a character-building

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process, which grooms personality and making a person rational, capable, responsive and intelligent. Education is regarded as an instrument to develop the cognitive abilities, tolerance and understanding human being. It should prepare the younger generation to understand and face the realities of globalization. In this way, the main responsibility is on the schools and teachers in molding the character of the students. Thus, it can be rightly said that the role of the teacher in the society is vital.

The teacher has a major role in the educational development. He has the greatest responsibility on his or her shoulders in building the nation. The teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. The main function of a teacher is to create a good learning environment that motivates the students to learn enough more and more. It is obvious that teachers who are capable enough to and flexible fill in new roles in working with students and who are dedicated and active in seeking better educational opportunities for students are very much regarded. An effective teacher may be understood as one who helps in a development of basic skills, understanding, proper habits, desirable attitudes, value judgment and adequate personal adjustment of students. Effective teachers also lead to best academic performance and optimal all-round development of the students.

CONCEPT OF TEACHER EFFECTIVENESS:- The Secondary Educational Commission (1952-1953)¹ has rightly stated: we are however convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training, and the place that he occupies in the school as well as in the community.

Education Commission (1964-1966)² observed that the success of any system of education depends on the quality of its teachers, who shape the classroom by sharpening younger generations. It is no exaggeration to say that any system of education can never rise above the level of the quality of its teachers. Teaching is a series of events through which teacher attempts to bring desired behavioural changes in students. It imparts useful information to the students and develops harmonious relationship between the teacher, the students and the subject. The art of teaching also includes presenting the subject matter in a attention-catching manner through simple language, pleasing gestures and soft voice. It is a step to bring about greater opportunity for the students to become educated. It is a complex situation with a wide range of activities wherein the teacher is the focal point. Teaching is the establishment of a situation conditioned to bring effective learning and good teachers are the ones that are capable human engineers. Most of them are effective molders of learners' behaviour.

CLASSIFICATION OF TEACHER EFFECTIVENESS TRAITS:- Barnett Berry (Ed.2010)⁷ has organized these words into a list of fifteen qualities, with the components of, synonymous of each they are:

1. **Buoyancy** -talkativeness ,sense of humors, pleasantness : carefulness, alertness, idealism,
2. **Consideration-** Concern for the felling and well-being of others, sympathy, understanding, unselfishness, patience, helpfulness.
3. **Cooperativeness:** - Friendliness, easy boringness, geniality, generousness, adaptability, responsiveness, charitable.
4. **Emotional Stability:** - Realism in facing life's problems freedom from emotional upsets, constancy, poise, self-control,
5. **Ethicalness:** - Good taste, modernity, morality refinement, cultural polish, conventionality.
6. **Expressiveness:** - Skill in expression, verbal fluency communication competency, literalness, persuasiveness.
7. **Forcefulness:** - Dominance, independence, self-sufficiency, determination, purposefulness, persuasiveness.
8. **Intelligence:** - Mental alertness, academic aptitude, capacity for abstract thinking, power to comprehended relationship.

9. **Judgment:** - Wisdom in the selection of appropriate course of action discretion in dealing with others foresight common sense, cheerleader.
10. **Objective:** - Fairness, impartiality, open-mindedness, free from prejudice, sense of evidence.
11. **Personal Genteelism** Dress, physique, neatness, cleanness, posture, personal charm, appear.
12. **Physical Energy** Readiness for effective action, force, vigor, energy, eagerness to succeed, ambition, motivation, vitality, endurance.
13. **Reliability** Accuracy, dependability, honesty punctuality, responsibility, painstaking, trustworthiness, sincerely, consciousness.
14. **Resources** fullness capacity for approaching things in a novel manner, initiative, originality, creativeness, enterprise.
15. **Scholastic Proficiency:-** High scholastic aptitude, High scholastic graduating average, through knowledge of subject matter, well informed on many subjects, high verbal aptitude, widely read.

CONCEPT OF EMOTIONAL INTELLIGENCE:- Emotion, this word comes from the word 'emovere'. Emovere means to stir or to move .love, interest, affection, eager, hate. All this are emotional intelligence. In emotional intelligence physical attraction and mental solution- problem included. In every human being there is an emotion according to this to understand the situation it reacts positively or negatively. To have a control on mind it is necessary to proper use of emotions. Our emotions sometimes it reflects in outlook, our attitude. (Jayshree, 2018)³

IMPORTANCE OF EMOTIONS:-

1. Emotions are depending upon the human experience in their life and sometimes it is difficult to show such emotions.
2. Emotions are differentiate in experience and human i.e. is if one person shows his love and affection towards their country at the same time it is not necessary that other person also has same feeling . Like one if one person experience lots of happiness in their at the same time it is not necessary that other also experience the same.
3. Emotions ways and style are different at different place.

MEANING OF EMOTIONAL INTELLIGENCE:- All human being have emotional and general intelligences within themselves but how many people manage their behaviour using Emotional Intelligence in their practical life? Emotional Intelligence can play a pivotal role in the management of emotions and behaviour. Emotions rule the heart and intelligence reigns supreme in the brain.

Swami Vivekananda has rightly pointed out that "it is the heart which takes one to the highest place which can never reach. Emotional Intelligence refers to an ability to recognize the meanings of emotions and their relationships to reason and problem solving on the basis of them.

The concept of this is popularized after publication of Daniel Goleman's book on Emotional Intelligence: "why can it Matter than I.Q?" he introduced the importance of emotional quotient in workplace, noting that intelligence quotient is a less powerful predictor of outstanding leadership than emotional quotient.

Golemen (1995)⁴ said that "The capacity for recognizing our own feeling and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relation."

Mayer and Salovey (1995)⁵ assert that emotional intelligence is the ability to monitor one's own and other feelings and emotions to discriminate among them, and to use this information to guide one's thinking and actions emotions and intellectual growth.

DIMENSIONS OF EMOTIONAL INTELLIGENCE:- Daniel Golemen (1995)⁴, in his book 'Emotional Intelligence' explicitly describes the dimension of Emotional intelligence on emotional competence.

1. **Self-Awareness:-** This is the ability to recognize and understand an emotion or feeling as it happens, being aware of one's mood and thought about that mood. This ability is the most important aspect of emotional intelligence as it is the basis on which the other four abilities are built upon.
2. **Self-Regulation:-** This is the ability to manage emotion, handle feeling appropriately and the ability to think before acting.
3. **Motivation:-** This is the ability to marshal emotional into the services of a goal. It is passion to work for reason that goes beyond money or status; a tendency to pursue goal with energy and persistence.
4. **Empathy:-** This is the ability to recognize and understand emotions of other. It is the fundamental people skill. It is also the effectiveness in relating and responding to people according to their emotional reactions.
5. **Social skill:-** This is the ability to manage emotion in others. It also include those ability that lead to popularity, leadership and interpersonal effectiveness.

OPERATIONAL DEFINITIONS OF THE IMPORTANT TERMS:- Operational definition is the definition of any particular term used in certain redefined situations. This helps to understand the terms used in stating the problem. In the present study following terms were required to define operationally.

Teacher Effectiveness:- Teacher effectiveness mean being effective as a teacher means not only being proficient with teaching processes that lead to student achievements but also being a person who can facilitate positive change in people's lives. Teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement.

"Teaching is an activity, a unique professional, rational and human activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others".

Emotional Intelligence:- It is the capacity which being able to monitor our own and other's feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions (Salovey&Mayers, 1990)⁶.

Operationally Emotional Intelligence may be defined as "The score obtained by the senior secondary school teachers on emotional intelligence test by Anukool Hyde, Sanjay Pethe and Upender Dher⁸.

OBJECTIVES OF THE STUDY:- Following objectives have been framed:

1. To study and compare the teacher effectiveness of the male & female senior secondary level teachers.
2. To study and compare the emotional intelligence of the male & female senior secondary level teachers.
3. To study impact of emotional intelligence on teacher effectiveness of senior secondary level teachers.
4. To study the relationship between teacher effectiveness and emotional intelligence among senior secondary level teachers.

Sample of the study:- The sample should be large enough to serve an adequate representation of the population about which the researcher wants to generalize his findings and small enough to be selected economically in terms of availability expense in terms of both time and money and complexity of the data analysis. The study was confined within Meerut educational district and the schools from where the sample was selected randomly were located in Meerut city. These schools are affiliated to UP Board and CBSE board, and the sample comprises all three kinds of schools viz. Government, Aided and Private Schools. The following table shows the number of senior secondary teachers selected randomly from the different schools located in Meerut:

Table 1. Total number of teachers selected from each school

S. No.	School Name	No. of Teachers
1.	R.G.INTER COLLEGE, MEERUT	10
2.	KHALSA INTER COLLEGE, MEERUT	10
3.	ST.THOMAS, MEERUT	10
4.	BHARTIYA GIRLS INTER COLLEGE, MEERUT	10
5.	S.S.D GIRLS INTER COLLEGE BHUDANA GATE, MEERUT	10
6.	JAGDISH SHARAN INTER COLLEGE, MEERUT	10
7.	G.I.C., MEERUT	10
8.	S.D. SADAR, MEERUT	10
9.	N.A.S INTER COLLEGE, MEERUT	10
10.	S.S.D. LALKURTI, MEERUT	10
11.	ST.JHONS, MEERUT	10
12.	D.N. INTER COLLEGE, MEERUT	10
	TOTAL NO. OF TEACHERS	120

Analysis and Interpretation of Data: Following tables are showing the analysis of the data using the statistical techniques:

Table 2. Table Showing Teacher Effectiveness scores of male & female senior secondary school teachers.

Gender	N	Mean	S.D.	Calculated 't' value	df	Level of significance
Male	60	307.266	15.34	1.27	118	Not significant at 0.05 level
Female	60	311.883	23.41			

**Not significant at 0.05 level

Table 2 shows that obtained 't' value is 1.27 and table value of 't' for df 118 at 0.05 level is 1.98 and at 0.01 level is 2.62. So the calculated 't' value is less than the standard 't' value at 0.05 level of significance. It means that male and female senior secondary teachers do not differ significantly in terms of their teacher effectiveness.

Table 3. Showing Emotional intelligence scores of male & female senior secondary school teachers

Gender	N	Mean	S.D.	Calculated 't' value	df	Level of significance
Male	60	148.15	11.87	1.13	118	Not significant at 0.05 level
Female	60	150.516	11.04			

**Not significant at 0.05 level

Table 3 shows that obtained 't' value is 1.13 and table value of 't' for df 118 at 0.05 level is 1.98 and at 0.01 level is 2.62. So the calculated 't' value is less than the standard 't' value at 0.05 level of significance. It means that male and female senior secondary teachers do not differ significantly in terms of their emotional intelligence.

Table 4. Table Showing High and Low level of Emotional intelligence scores on Teacher Effectiveness

Emotional Intelligence	N	Mean	S.D.	Calculated 't' value	df	Level of significance
High	28	318.71	16.19	2.83	50	Significant at 0.01 level
Low	24	304.33	19.25			

** Significant at 0.01 level

Table 4 shows that obtained 't' value is 2.83 and table value of 't' for df 50 at 0.05 level is 2.01 and at 0.01 level is 2.68. So the calculated 't' value is greater than the standard 't' value at 0.01 level of

significance. It means that high and low emotionally intelligent senior secondary teachers differ significantly.

Table 5. Coefficient of correlation between Teacher Effectiveness and Emotional Intelligence

S. No.	Variable	Coefficient of correlation	Level of significance
1.	Teacher Effectiveness	0.26	Significant at 0.01
2.	Emotional Intelligence		

** Significant at 0.01 level

Table 5 reveals that the value of correlation coefficients between Teacher Effectiveness and Emotional Intelligence is 0.26 and table value of 'r' for df 118 at 0.05 level is 0.182 and at 0.01 level is 0.139. So the calculated 'r' value is greater on both the level of significance. Therefore the value of 'r' is positive and significant. It indicates that there is a positive correlation between senior secondary school teachers' effectiveness & emotional intelligence. It means that teacher effectiveness and emotional intelligence move in the same direction.

Educational significance of the study:- Teaching profession is a stressful job. Present study has revealed that low emotional intelligence affects teacher effectiveness. To overcome their situations at workplace there is a need to develop the emotional intelligence of teachers to improve the teacher effectiveness. Proper training of emotional intelligence should be given to manage the stressful situations. This can be done by integrating the emotional intelligence components in the curriculum of senior secondary teachers education programme at both pre-service and in-service levels. The principal of the institution should provide opportunities for professional enhancement in the form of participation in professional meetings and seminars, promoting situation for healthy professional interactions and making the working environment more flexible to work. It is assumed that the emotional intelligence of an individual can be improved by certain kind of training, therefore it can be said that teacher effectiveness of a teacher could be improved by making some specific efforts as mentioned above which results to improve the overall learning environment of the school by which the students get benefitted. Thus the findings are useful for administration, meaning thereby that the principals and administrators should organize such programmes which are helpful in increasing the Emotional Intelligence of teachers so that they may render better performance which ultimately affects the students' academic performance emotional maturity.

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कार्यरत व अकार्यरत महिलाओं के परिवारों में माता-बालक के मध्य अन्तःक्रिया का अध्ययन

*एकता कंसल

**डॉ० राकेश कुमार शर्मा

बालक की प्रथम पाठशाला घर होता है, तथा माता उसकी प्रथम गुरु होती है। वर्तमान की परिस्थिति में अधिकतर माताएँ कार्यरत हैं। प्रस्तुत अध्ययन में कार्यरत व अकार्यरत महिलाओं के परिवारों में माता-बालक के मध्य अंतः क्रिया का अध्ययन किया गया है, जिसमें मेरठ जनपद के 2 विद्यालयों के 50-50 छात्रों पर अध्ययन किया गया है। समाज में एक आम धारणा होती है कि कार्यरत महिलाएँ अपने बालकों पर ज्यादा ध्यान नहीं देती हैं, यह धारणा अब गलत सिद्ध हो रही है क्योंकि प्रस्तुत अध्ययन के स्वरूप दोनों समूहों में कम अंतर से स्पष्ट है कि कार्यरत महिलाएँ अपने बालकों का ध्यान अकार्यरत महिलाओं की भाँति ही रखती है।

महत्त्वपूर्ण शब्द— कार्यरत महिलाएँ अकार्यरत महिलाएँ, माता, बालक, सकारात्मक अंतः क्रिया, नकारात्मक अंतः क्रिया।

प्रस्तावना :-

बालक का सर्वांगीण विकास करना आज प्रत्येक अभिभावक, परिवार, समाज एवं राष्ट्र का पुनीत कार्य बन गया है। अन्य शब्दों में कहा जा सकता है कि बालक-बालिकाओं की शिक्षा में उनके परिवार द्वारा प्रदत्त नैतिक सम्बन्ध एवं प्रोत्साहन भी अत्यन्त आवश्यक एवं महत्त्वपूर्ण है। माता-पिता के लिए आवश्यक हो जाता है कि वे उसके शैक्षिक विकास के लिए यह सभी बाहुल्य में प्रदान करें तथा माता-पिता का बच्चों के प्रति दृष्टिकोण एवं उसकी शिक्षा के प्रति जागरूक होना उनमें आत्म विश्वास के विकास में मदद करता है। वर्तमान में भारतीय परिवार संयुक्त परिवार से एकाकी परिवार की ओर जा रहे हैं। एकाकी परिवार में पति-पत्नी तथा उनके बच्चे होते हैं। एकाकी परिवार में वातावरण संयुक्त परिवार के वातावरण से भिन्न होता है, क्योंकि परिवार में माताओं का स्थान एवं महत्त्व सबसे अधिक होता है इसलिए किसी परिवार, समाज व देश को ऊँचा करने में माताओं का विशेष तौर से शिक्षित स्त्रियों का सदैव से महत्त्वपूर्ण स्थान रहा है। माताएँ ही बालकों को सुशिक्षित कर परिवार का योग्य सदस्य बना सकती हैं। दूसरे शब्दों में पारिवारिक उत्तरदायित्व का पालन करने के लिए स्त्रियों का शिक्षित होना अति आवश्यक है। जैसे कि फ्रोबेल (Frobel) ने भी लिखा—

“माताएँ आदर्श अध्यापिकाएँ हैं और घर द्वारा दी जाने वाली शिक्षा सबसे अधिक प्रभावशाली और स्वाभाविक है।”

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माता-पिता का बालकों के प्रति सकारात्मक दृष्टिकोण एवं उनकी शिक्षा के प्रति जागरूक होना बालक के आत्मविश्वास के विकास में मदद करता है।

आज भूमण्डलीकरण के इस दौर में स्त्रियों का दायित्व पहले से कहीं ज्यादा बढ़ गया है। बदलते युग में शैक्षिक क्रान्ति के चलते माताएँ ज्ञान रूपी दिये की रोशनी में घर की चहार दीवारी से बाहर भी देखने का प्रयास कर रही हैं, जो एक स्तुत्य एवं प्रशंसनीय कदम है। आज वह बालक के **प्राथमिक स्कूल की प्राथमिक अध्यापिका** तो है ही, साथ ही पुरुष वर्ग के साथ कंधे से कंधा मिलाकर आर्थिक जिम्मेदारी भी वहन करने का प्रयास कर रही है। अब उनसे यह भी आशा की जाने लगी है कि वह परिवार, समाज तथा देश की आर्थिक स्थिति में प्रगति लाने में 'सक्रिय भूमिका' निभायें और आर्थिक कठिनाईयों का सामना करने के लिए आगे बढ़ें, क्योंकि यह परिवर्तन की बहती धारा है, जो धीरे-धीरे तेज होती जा रही है। इसी तेजी के परिणामस्वरूप आज समाज में पुरुष वर्ग के साथ महिला वर्ग को भी "कार्यरत एवं अकार्यरत" दो समूहों के रूप में देखा जा सकता है।

माता के बाद परिवार का दूसरा महत्वपूर्ण घटक बालक है जो किसी भी देश के समाज की महत्वपूर्ण सम्पत्ति होते हैं वे भावी पीढ़ी के नागरिक होते हैं। अतः बालक का सर्वांगीण विकास करना आज प्रत्येक अभिभावक, समाज एवं राष्ट्र का पुनीत कार्य बन गया है। अन्य शब्दों में कहा जा सकता है कि बालक-बालिकाओं की शिक्षा में उनके परिवार द्वारा प्रदत्त नैतिक सम्बन्ध एवं प्रोत्साहन भी अत्यन्त आवश्यक एवं महत्वपूर्ण हैं। प्यार, समझ, प्रशंसा तथा उत्साहवर्धन बच्चे की मनोवैज्ञानिक आवश्यकताएँ हैं।

बालक का व्यक्तित्व सर्वप्रथम एवं सीधे तौर पर उसकी माता द्वारा प्रभावित व पल्लवित होता है। वास्तव में यह सब माता व बालक के बीच की अन्तः क्रिया पर निर्भर करता है। पारिवारिक विश्लेषकों एवं समाजशास्त्रियों का भी मानना है कि बालक के सर्वांगीण विकास में विभिन्न क्षेत्रों में उसकी उपलब्धियाँ एवं महत्वाकांक्षाएँ—**गृह वातावरण, शैक्षिक स्तर एवं माता से मिलने वाले प्रोत्साहन/अन्तः क्रिया पर निर्भर करती हैं।** आज कार्यरत महिलाओं के बालकों के समक्ष अन्तःक्रिया का प्रचुर मात्रा में न होना एक समस्या है। अन्तः क्रिया की आवश्यकता को पूर्ण करने की असमर्थता ही बालकों में विभिन्न समस्याओं यथा—**अनुशासनहीनता, उग्रता, असंतोष, अराजकता, भय एवं तनाव आदि का हेतु बनती है, जिससे निश्चित ही बालक का सर्वांगीण विकास बाधित होता है।**

वास्तव में अन्तःक्रिया तो सफलता एवं आनन्द की कुंजी है और मानव जीवन का लक्ष्य ही अन्तःक्रिया की बार-बार बात करना है। इसका यह तात्पर्य बिल्कुल नहीं है कि **माता-पिता बालकों को पढ़ाई की चक्की में पीसते रहें, विद्यालय में पढ़ाई, घर में पढ़ाई, गृह कार्य, प्रोजेक्ट कार्य, ट्यूशन कार्य, अभ्यास कार्य एवं परीक्षा आदि मनोविज्ञान की दृष्टि से उचित नहीं हैं। यह सभी बालक में अनावश्यक तनाव, भय, एवं कुंठाओं को जन्म देते हैं।**

(भारतीय आधुनिक शिक्षा, जर्नल 2003)

क्योंकि बालकों के समक्ष सबसे प्रमुख समस्या अन्तःक्रिया की होती है। अतः बालकों के व्यक्तित्व के समन्वित विकास के लिए अन्तःक्रिया अति आवश्यक है। स्पष्टतः अन्तःक्रिया तो होनी ही है, चाहे सकारात्मक हो या फिर नकारात्मक हो। इसके लिए बच्चों की समस्याओं को समझा जाये ताकि बालकों की क्षमताओं का उचित प्रयोग किया जा सके। प्रस्तुत शोध अध्ययन इसी दिशा में एक प्रयास है।

शोध अध्ययन की आवश्यकता :-

‘बालकों के व्यक्तित्व का विकास स्वतन्त्र रूप से हो’— इस मान्यता की पुष्टि में इस शोध के परिणाम आवश्यक भूमिका निभा सकते हैं।

आम तौर पर बालक, शिक्षक व पाठ्यक्रम के सम्बन्ध को ही प्रत्यक्षतः रेखांकित किया जाता है किन्तु पारिवारिक प्रोत्साहन/माता व बालक के मध्य अन्तः क्रिया बालक के विकास को प्रभावित करने वाला एक महत्वपूर्ण परोक्ष विषय है जिसे उजागर करना भी इस शोध का कारक है।

समस्यात्मक कथन

“कार्यरत एवं अकार्यरत महिलाओं के परिवारों में माता एवं बालक के मध्य अन्तःक्रिया का अध्ययन।”

विशिष्ट शब्दों का परिभाषीकरण :-

समस्या में प्रयुक्त शब्दों का परिभाषीकरण निम्नवत् है—

कार्यरत माता :-

प्रस्तुत अध्ययन में कार्यरत माता से तात्पर्य सरकारी एवं गैर-सरकारी संस्थाओं में कार्यरत महिलाओं से है।

अकार्यरत माता :-

प्रस्तुत अध्ययन में अकार्यरत माता से तात्पर्य गृहणियों से है।

बालक :-

प्रस्तुत अध्ययन में बालक से तात्पर्य कार्यरत एवं अकार्यरत महिलाओं के परिवारों में रहने वाले बालकों से है।

अन्तःक्रिया :-

सामान्य परिभाषा :- यह प्रक्रिया जिसमें एक व्यक्ति दूसरों को देखता है और अनुक्रिया करता है, ठीक इसी तरह दूसरे उसे देखते हैं और अनुक्रिया करते हैं। यह प्रक्रिया ही अन्तः क्रिया कहलाती है।

कार्यात्मक परिभाषा :- प्रस्तुत अध्ययन में अन्तःक्रिया से तात्पर्य डॉ० नलिनी राव (1984) द्वारा निर्मित माता-पिता बालक सम्बन्धी मापनी (पी०सी०आर०एस०) पर प्राप्त प्रत्युचरों से है जिसमें निम्न दस आयामों को सम्मिलित किया गया है, यथा-संरक्षण, उदासीनता, प्रतीकात्मक पुरस्कार, प्रिय, उद्देश्यपूर्ण पुरस्कार, प्रतीकात्मक दण्ड, तिरस्कार, उद्देश्यपूर्ण दण्ड, माँग करना, उपेक्षा करना। इन सभी आयामों को शोधार्थिनी ने सुविधा की दृष्टि से दो क्षेत्रों में विभक्त किया है, प्रत्येक क्षेत्र में पाँच-पाँच आयाम आते हैं जिनका विस्तृत विवरण निम्न प्रकार है-

सकारात्मक अन्तःक्रिया :-

सकारात्मक अन्तःक्रिया से अभिप्राय माता एवं बालक के बीच सकारात्मक अन्तः क्रिया से है।

(अ) संरक्षण (Protecting-PRO)

संरक्षण से तात्पर्य दीर्घकालीन शिशुवत देखभाल से एवं बालक के स्वतन्त्र व्यवहार को संरक्षित करने से है।

(ब) उदासीनता (Indifferent-IND)

उदासीनता से तात्पर्य बालक के क्रिया-कलाप, प्रदर्शन एवं व्यवहार को माता द्वारा महत्त्व न दिये जाने से है।

(स) प्रतीकात्मक पुरस्कार (Symbolic Reward-SR)

प्रस्तुत आयाम के अन्तर्गत बालक के वांछनीय व्यवहार में वृद्धि एवं उसे अधिक सबल बनाने के लिए भौतिक एवं प्रतीकात्मक/भावात्मक पुरस्कार को सम्मिलित करने से है।

(द) प्रिय (Loving-Low)

प्रस्तुत आयाम से तात्पर्य बालक के प्रति माता द्वारा स्नेह एवं सौजन्यता की अभिव्यक्ति को प्रदर्शित करने से है।

(य) उद्देश्यपूर्ण पुरस्कार (Object Reward-OR)

प्रस्तुत आयाम से तात्पर्य माता द्वारा बालक को आकांक्षा एवं उन्नति प्राप्त करने में प्रेरणा देने से है।

नकारात्मक अन्तः क्रिया :-

नकारात्मक अन्तः क्रिया से तात्पर्य माता एवं बालक के बीच नकारात्मक अन्तःक्रिया से है इसका अध्ययन भी डॉ० नलिनी राव द्वारा निर्मित पी०सी०आर०एस० में बताये गए पाँच आयामों यथा प्रतीकात्मक दण्ड, तिरस्कार, उद्देश्यपूर्ण दण्ड, उदासीनता एवं उपेक्षा करना के अन्तर्गत किया जाएगा।

(अ) प्रतीकात्मक दण्ड (Symbolic Punishment-SP)

प्रतीकात्मक दण्ड से तात्पर्य बालक द्वारा अवांछनीय व्यवहार के अप्रकटीकरण के लिए शारीरिक एवं भावात्मक दण्ड से है।

(ब) तिरस्कार (Rejecting REJ)

तिरस्कार के अन्तर्गत माता का वह अनुबन्धित प्रेम सम्मिलित है जो कि इस बात से सम्बन्धित है कि बालक को अपनी भावनाओं को अभिव्यक्त करने का, स्वायत्त व्यक्तित्व के रूप में विकसित होने का, विशिष्ट होने का, यहाँ तक कि उसको एक व्यक्ति होने का भी अधिकार नहीं है।

(स) उद्देश्यपूर्ण दण्ड (Object Punishment-OP)

उद्देश्यपूर्ण दण्ड से तात्पर्य माता द्वारा बालक को स्थायी रूप से दिये गये दण्ड से है।

(द) माँग करना (Demanding-DEM)

माँग करने से तात्पर्य बालक की स्वाभाविक मनोवृत्ति—अपनी पहचान पाने की उत्कंठा, स्वतन्त्र विकास की माँग करने आदि पर माता द्वारा अपनी समझ थोपने से है।

(य) उपेक्षा करना (Neglecting-NEG)

प्रस्तुत आयाम से तात्पर्य बालक के प्रति माता का उपेक्षित व्यवहार व उसके अनादर करने से है, जिससे बालक स्वयं को मूल्यहीन समझने लगता है।

शोध अध्ययन के उद्देश्य :-

शोधार्थिनी ने शोध कार्य के परिप्रेक्ष्य में जिन उद्देश्यों को प्राप्त करने का प्रयास किया है वे निम्नवत् है—

1. कार्यरत व अकार्यरत महिलाओं के परिवारों में माता व बालक के मध्य सकारात्मक अन्तःक्रिया का तुलनात्मक अध्ययन करना।
2. कार्यरत एवं अकार्यरत महिलाओं के परिवारों में माता—बालक के मध्य संरक्षण, उदासीनता, प्रतीकात्मक पुरस्कार, प्रिय तथा उद्देश्यपूर्ण पुरस्कार के प्रति अंतःक्रिया का तुलनात्मक अध्ययन करना।
3. कार्यरत व अकार्यरत महिलाओं के परिवारों में माता—बालक के मध्य नकारात्मक अन्तःक्रिया का तुलनात्मक अध्ययन करना।
4. कार्यरत एवं अकार्यरत महिलाओं के परिवारों में माता—बालक के मध्य प्रतीकात्मक दण्ड, तिरस्कार, उद्देश्यपूर्ण दण्ड, माँग करना तथा उपेक्षा करने के प्रति अंतःक्रिया का तुलनात्मक अध्ययन करना।

शोध अध्ययन की परिकल्पनाएँ :-

वर्तमान शोध अध्ययन के संदर्भ में निम्न उद्देश्यों को प्राप्त करने हेतु निम्नलिखित परिकल्पनाओं का परीक्षण किया गया है—

1. कार्यरत व अकार्यरत महिलाओं के परिवारों में माता एवं बालक के मध्य सकारात्मक अन्तः क्रिया में कोई सार्थक अन्तर नहीं होता है।
2. कार्यरत एवं अकार्यरत महिलाओं के परिवारों में माता एवं बालक के मध्य संरक्षण, उदासीनता, प्रतीकात्मक पुरस्कार, प्रिय तथा उद्देश्यपूर्ण पुरस्कार के प्रति अंतःक्रिया में कोई सार्थक अन्तर नहीं होता है।
3. कार्यरत व अकार्यरत महिलाओं के परिवारों में माता एवं बालक के मध्य नकारात्मक अन्तः क्रिया में कोई सार्थक अन्तर नहीं होता है।
4. कार्यरत एवं अकार्यरत महिलाओं के परिवारों में माता—बालक के मध्य प्रतीकात्मक दण्ड, तिरस्कार, उद्देश्यपूर्ण दण्ड, माँग करना तथा उपेक्षा करने के प्रति अंतःक्रिया में कोई सार्थक अन्तर नहीं होता है।

समस्या का परिसीमांकन :-

सीमित उपलब्ध साधनों एवं समस्या की प्रकृति को दृष्टि में रखते हुए वर्तमान शोध अध्ययन निम्नलिखित क्षेत्र तक सीमित रखा गया है।

1. प्रस्तुत अध्ययन में चयनित न्यादर्श में केवल छात्रों को सम्मिलित किया गया है।
2. प्रस्तुत अध्ययन में चयनित न्यादर्श में केवल 50 कार्यरत महिलाओं के बालकों का चयन किया गया है।
3. प्रस्तुत अध्ययन में चयनित न्यादर्श में केवल 50 अकार्यरत महिलाओं के बालकों का चयन किया गया है।
4. प्रस्तुत अध्ययन में केवल 12—18 वर्ष तक के किशोर बालकों का ही अध्ययन किया गया है।
5. प्रस्तुत अध्ययन को मेरठ जनपद तक ही सीमित रखा गया है।
6. प्रस्तुत अध्ययन को मेरठ जनपद के मात्र दो विद्यालयों तक ही सीमित रखा गया है।
7. प्रस्तुत अध्ययन को केवल माता एवं बालक की अन्तःक्रिया तक ही सीमित रखा गया है।
8. प्रस्तुत अध्ययन को केवल सहायता प्राप्त विद्यालयों तक ही सीमित रखा गया है।
9. प्रस्तुत अध्ययन के अन्तर्गत प्रयुक्त उपकरण डॉ० नलिनी राव का है। इस उपकरण को नलिनी जी ने किशोरावस्था के बालकों का माता—पिता के मध्य अन्तःक्रिया के अध्ययन हेतु निर्माण किया है।
10. शोधार्थिनी ने इस उपकरण के प्रश्नों की प्रवृत्ति के आधार पर किशोरावस्था के बालकों की माताओं (कार्यरत व अकार्यरत) पर प्रस्तुत किया है।

शोध की विधि :-

प्रस्तुत शोध कार्य में वर्णनात्मक सर्वेक्षण विधि अपनायी गई है, वह इस प्रकार है—

समग्र :-

प्रस्तुत शोध अध्ययन हेतु जनसंख्या की दृष्टि से मेरठ जनपद के सहायता प्राप्त विद्यालयों के 12 से 18 वर्ष के बालकों को लिया गया है जो कि नवीं-दसवीं कक्षा में अध्ययनरत हैं।

न्यादर्श : -

प्रस्तुत शोध कार्य हेतु शोधार्थिनी ने मेरठ जनपद में स्थित सहायता प्राप्त विद्यालयों- राम सहाय इण्टर कॉलिज, मेरठ तथा एस0डी0 सदर इण्टर कॉलिज, मेरठ का चयन किया। न्यादर्श में मेरठ जनपद के ही विद्यालयों का चयन इसलिए किया गया, क्योंकि शोधार्थिनी मेरठ जनपद में ही रहती है, इस कारण मेरठ जनपद के विद्यालयों से शोधार्थिनी को सभी शिक्षक-शिक्षिकाओं तथा छात्रों का सहयोग मिलने की सम्भावना थी।

प्रयुक्त उपकरण एवं तकनीक :-

शोधार्थिनी को शोध समस्या के संदर्भ में ऐसे उपकरण की आवश्यकता थी जिसके द्वारा कार्यरत एवं अकार्यरत महिलाओं के परिवारों में माता-बालक की अन्तःक्रिया का अध्ययन सुगमतापूर्वक एवं शुद्धता पूर्वक किया जा सके।

इस उद्देश्य की प्राप्ति हेतु शोधार्थिनी ने अन्तः क्रिया से सम्बन्धित परीक्षणों का सर्वेक्षण किया तथा संदर्भित साहित्य का अध्ययन किया। इस संबंध में मुख्यतः इस बात पर ध्यान दिया गया कि- परीक्षण की भाषा सरल व बोधगम्य हो, जिसे छात्रा आसानी से समझ सके। अतः प्रस्तुत शोध समस्या के संदर्भ में कार्यरत और अकार्यरत महिलाओं के परिवारों में माता व बच्चे की अन्तःक्रिया का अध्ययन करने हेतु डॉ० नलिनी राव द्वारा निर्मित माता-पिता बच्चे के संबंधों की मापनी (PCRS) 1984 का प्रयोग किया।

उपकरण परिचय :-

डॉ० नलिनी राव द्वारा निर्मित माता-पिता बच्चे के संबंधों की मापनी एक शाब्दिक परीक्षण है, इसमें 100 कथन हैं, जिनके उत्तर छात्रों को देने हैं। प्रत्येक कथन में दो वर्ग हैं। सभी वक्तव्यों को पहले अपने माताजी के प्रति लागू करना है और दोबारा उत्तर देना है तथा अपने उत्तर को हर बार "मेरे पिता जी" एवं मेरी माताजी के नीचे बने उत्तर वर्ग में अंकित करना है।

आँकड़ों के संग्रह की प्रक्रिया :-

समस्त उत्तर पुस्तिकाएँ आँकड़ों का संग्रह उपकरण संदर्शिका (Manual) में दी गयी विधि के अनुसार इस प्रकार किया गया। सभी परीक्षार्थियों के द्वारा प्रत्येक पद की समझ हमेशा से बहुत क्रम में अंक लिखने थे जैसे-बहुत कम, कम, कभी-कभी, बहुत बार, हर बार, दिखाई देने वाले वृत्तांत को क्रमशः 1,2,3,4,5 अंक दिये गये।

अंकन की प्रक्रिया :-

पी0सी0आर0एस0 परीक्षण पुस्तिका में 100 प्रश्न हैं जो 10 आयामों में विभाजित हैं। प्रत्येक आयाम 10 बिन्दु के उप पैमाने (10 Point Sub Scale) पर निर्धारित है, जिन्हें शोधार्थिनी ने सुविधा की दृष्टि से दो क्षेत्रों में सकारात्मक एवं नकारात्मक अन्तःक्रिया में बाँटा है। प्रत्येक क्षेत्र के अन्तर्गत पाँच-पाँच आयामों के मध्यमान प्राप्तांक तथा मानक विचलन एवं क्रान्तिक अनुपात/टी0 पृथक-पृथक ज्ञात किये गए।

आँकड़ों का संगठन :-

शोधार्थिनी ने सभी प्रदत्तों को दो समूह तालिकाओं में एकत्र किया यथा कार्यरत और अकार्यरत समूह और बालकों के नाम को कोड में परिवर्तित कर लिया ताकि गोपनीयता बनी रहे। इस तरह समस्त आँकड़ों का संगठन करने के बाद अंकन की प्रक्रिया प्रारम्भ की।

अंकन की प्रक्रिया :-

पी0सी0आर0एस0 परीक्षण पुस्तिका में 100 प्रश्न हैं, जो 10 आयामों में विभाजित हैं। प्रत्येक आयाम 10 बिन्दु के उप पैमाने (10 Point Sub Scale) पर निर्धारित है।

प्रयुक्त सांख्यिकीय प्रविधियाँ :-

वर्तमान शोध अध्ययन में प्राप्त प्रदत्तों के विश्लेषण के लिए वर्णनात्मक एवं अनुमानात्मक सांख्यिकीय प्रविधियों का प्रयोग किया गया। यह निम्न प्रकार है—

1. मध्यमान
2. प्रामाणिक विचलन
3. क्रान्तिक अनुपात (C.R.)

(आर.ए.शर्मा "शिक्षा तथा मनोविज्ञान में परा एवं अपरा सांख्यिकी")
आँकड़ों का प्रस्तुतीकरण

तालिका-1

माता बालक के मध्य सकारात्मक अन्तः क्रिया का तुलनात्मक विवरण

समूह	संख्या	मध्यमान	मानक विचलन	क्रान्तिक अनुपात	सार्थकता स्तर
Group	N	M	SD	t	Significant
कार्यरत महिलाओं के बालक	50	30.53	3.47	4.62	0.01 सार्थक
अकार्यरत महिलाओं के बालक	50	33.95	4.01		
योग	100				

उपर्युक्त तालिका संख्या (1) में दर्शाये गये परिणामों का गहनतापूर्वक अध्ययन करने पर यह स्पष्ट होता है कि— अकार्यरत महिलाओं के बालकों के समूह के मध्यमान एवं मानक विचलन प्राप्तांक की अपेक्षा अधिक है। उपर्युक्त दोनों समूहों में जो अन्तर दिखाई दे रहा है वह सांख्यिकीय दृष्टि से महत्वपूर्ण है या नहीं, इसके लिए क्रान्तिक अनुपात मान की गणना की गई जिसका मान 4.62 है और सार्थकता के .01 स्तर पर सार्थक पाया गया।

यद्यपि मध्यमानों में न्यूनतम अन्तर दोनों समूहों में सकारात्मक अन्तःक्रिया को प्रदर्शित कर रहा है, तो भी क्रान्तिक अनुपात मान के आधार पर कहा जा सकता है कि—कार्यरत महिलाओं के बालकों की अपेक्षा अकार्यरत महिलाओं के परिवारों में माता बालक के मध्य अधिक सकारात्मक अन्तःक्रिया होती है।

तालिका-2

माता-बालक के मध्य संरक्षण, उदासीनता, प्रतीकात्मक पुरस्कार, प्रिय तथा उद्देश्यपूर्ण पुरस्कार की अन्तःक्रिया का तुलनात्मक विवरण

आयाम	कार्यरत महिलाओं के बालकों के मध्यमान	कार्यरत महिलाओं के बालकों के मानक विचलन	अकार्यरत महिलाओं के बालकों के मध्यमान	अकार्यरत महिलाओं के बालकों के मानक विचलन
	(M)	(SD)	(M)	(SD)
संरक्षण (PRO)	40.50	2.60	42.20	3.90
उदासीनता (IND)	29.40	2.61	28.80	2.74
प्रतीकात्मक पुरस्कार (SR)	21.04	2.28	30.50	2.94
प्रिय (LOV)	31.26	2.94	34.80	4.19
उद्देश्यपूर्ण पुरस्कार (OR)	30.46	6.94	33.46	6.31

उपर्युक्त तालिका का गहनता से अवलोकन करने पर विदित होता है कि दोनों समूहों के मध्यमान एवं मानक विचलन में कम अन्तर है।

तालिका-3

माता बालक के मध्य नकारात्मक अन्तःक्रिया का तुलनात्मक विवरण

समूह	संख्या	मध्यमान	मानक विचलन	क्रान्तिक अनुपात	सार्थकता स्तर
Group	N	M	SD	t	Significant
कार्यरत महिलाओं के बालक	50	30.74	3.97	5.85	.01 सार्थक अंतर
अकार्यरत महिलाओं के बालक	50	26.64	3.11		
योग	100				

उपर्युक्त तालिका संख्या (3) में दर्शाए गये परिणामों का गहनतापूर्वक अध्ययन करने पर यह स्पष्ट होता है कि—कार्यरत महिलाओं के बालकों के समूह के मध्यमान एवं मानक विचलन प्राप्तांक,

अकार्यरत महिलाओं के बालकों के समूह के मध्यमान एवं मानक विचलन प्राप्तांक की अपेक्षा अधिक हैं।

उपर्युक्त दोनों समूहों में जो अन्तर दिखाई दे रहा है वह सांख्यिकीय दृष्टि से महत्वपूर्ण है या नहीं इसके लिए क्रान्तिक अनुपात मान की गणना की गई जिसका मान 5.85 है और जो सार्थकता के .01 स्तर पर सार्थक पाया गया।

यद्यपि मध्यमानों में न्यूनतम अन्तर दोनों समूहों में नकारात्मक अन्तःक्रिया को प्रदर्शित कर रहा है तो भी क्रान्तिक अनुपात मान के आधार पर कहा जा सकता है कि—अकार्यरत महिलाओं के बालकों की अपेक्षा कार्यरत महिलाओं के परिवारों में माता बालक के मध्य अधिक नकारात्मक अन्तःक्रिया होती हैं।

तालिका-4

माता-बालक के मध्य प्रतीकात्मक दण्ड, तिरस्कार, उद्देश्यपूर्ण दण्ड, माँग करना तथा उपेक्षा करने के प्रति अन्तः क्रिया का तुलनात्मक विवरण

आयाम	कार्यरत महिलाओं के बालकों के मध्यमान	कार्यरत महिलाओं के बालकों के मानक विचलन	अकार्यरत महिलाओं के बालकों के मध्यमान	अकार्यरत महिलाओं के बालकों के मानक विचलन
	(M)	(SD)	(M)	(SD)
प्रतीकात्मक दण्ड (SYM)	34.52	3.07	30.44	2.70
तिरस्कार (OBJ-PUN)	26.00	3.60	21.92	2.61
उद्देश्यपूर्ण दण्ड (REJ)	36.66	2.42	33.70	2.76
माँग करना (DEM)	28.34	7.59	30.04	4.91
उपेक्षा करना (NEG)	28.40	3.17	27.10	2.58

उपर्युक्त तालिका का गहनता से अवलोकन करने पर विदित होता है कि दोनों समूहों के मध्यमान एवं मानक विचलन में कम अन्तर है।

अध्ययन के परिणाम

प्रस्तुत अध्ययन की परिकल्पना आंशिक रूप से स्वीकृत होती है :-

- अकार्यरत महिलाओं के बालकों का समूह, कार्यरत महिलाओं के बालकों के समूह की अपेक्षा अधिक ध्यान देता है।
- कार्यरत व अकार्यरत महिलाएँ अपने बालकों पर उदासीनता सम्बन्धी बराबर ध्यान रखती हैं।
- कार्यरत महिलाओं के बालकों के समूह की अपेक्षा अकार्यरत महिलाओं के बालकों के समूह बालक के प्रतीकात्मक पुरस्कार में अधिक ध्यान देते हैं।
- कार्यरत महिलाओं के बालकों के समूह की अपेक्षा अकार्यरत महिलाओं के बालकों के समूह बालक के प्रिय आयाम में अधिक ध्यान देते हैं।

- कार्यरत महिलाओं के बालकों की अपेक्षा अकार्यरत महिलाओं के बालक उद्देश्यपूर्ण पुरस्कार आयाम में अधिक ध्यान देते हैं।
- कार्यरत महिलाओं के बालकों के समूह की अपेक्षा अकार्यरत महिलाओं के बालकों के समूह बालक के प्रतीकात्मक दण्ड में कम ध्यान देते हैं।
- कार्यरत महिलाओं के बालकों के समूह की अपेक्षा अकार्यरत महिलाओं के बालकों के समूह बालक के तिरस्कार आयाम के प्रति कम ध्यान देते हैं।
- कार्यरत महिलाओं के बालकों के समूह की अपेक्षा अकार्यरत महिलाओं के बालकों के समूह बालक के उद्देश्यपूर्ण दण्ड आयाम में कम ध्यान देते हैं।

निष्कर्ष :-

उपर्युक्त विश्लेषण, व्याख्या और परिणामों के आधार पर निम्नलिखित निष्कर्ष निकाले गये हैं :-

कार्यरत महिलाएँ आर्थिक आवश्यकताओं को पूर्ण करने में सक्षम होती हैं, साथ ही स्नेहिल वातावरण प्रदान कर वे अपने बालकों को समय-समय पर उचित मार्ग दर्शन कर उन्हें उज्ज्वल भविष्य की ओर उन्मुख कर सकती हैं। चूँकि कार्यरत महिलाओं में वर्तमान में बदलते हुए परिवेश के साथ समायोजित होने का अनुभव व योग्यता होती है, अतः ये समयानुसार अपने बच्चों के विकास के मार्ग में बाधक समस्याओं का निवारण कर उनके सर्वांगीण विकास हेतु मार्ग प्रशस्त कर सकती हैं और उन्हें उन्नति की ओर अग्रसर करने हेतु उचित प्रेरणा प्रदान कर सकती हैं। कार्यरत माता या कार्यरत महिलाओं के बारे में जो समाज में एक आम धारणा बनी है कि कामकाजी महिलाएँ अपने घर व बालकों पर ज्यादा ध्यान नहीं देती यह धारणा अब गलत सिद्ध हो रही है क्योंकि प्रस्तुत अध्ययन के स्वरूप दोनों समूहों में कम अन्तर से स्पष्ट है कि— कार्यरत महिलाएँ अपने घर और नौकरी दोनों का समान रूप से ध्यान रखती हैं।

प्रस्तुत शोध अध्ययन से कहा जा सकता है कि अकार्यरत महिलाओं को शिक्षा के प्रति जागरूक होना चाहिए इसलिए उनके लिए शिक्षा की व्यवस्था होनी चाहिए, जिससे कि वे अपने बालकों की शैक्षिक समस्याओं को दूर करने में मदद कर सकें। माताओं का अपने घर के वातावरण को सुयोग्य बनाने में महत्वपूर्ण स्थान रहता है। अतः उन्हें चाहिए कि वे अपने घर के वातावरण को बालकों के अनुकूल बनाएँ तथा बालकों के रूप में देश के भावी सुयोग्य नागरिकों के निर्माण में अपना अमूल्य योगदान दें।

इस प्रकार अध्ययन के आधार पर बालकों की माता एवं बालक के साथ अन्तः क्रिया या संबंधों का मूल्यांकन किया जा सकता है तथा प्राप्त परिणामों के आधार पर बालक स्वयं का मूल्यांकन कर अपने माता-पिता के साथ अपने सम्बन्धों को सुधार भी सकते हैं, जिससे देश तथा समाज का कल्याण होगा।

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Varshney Printers & Suppliers # 9758286283, 9536197078