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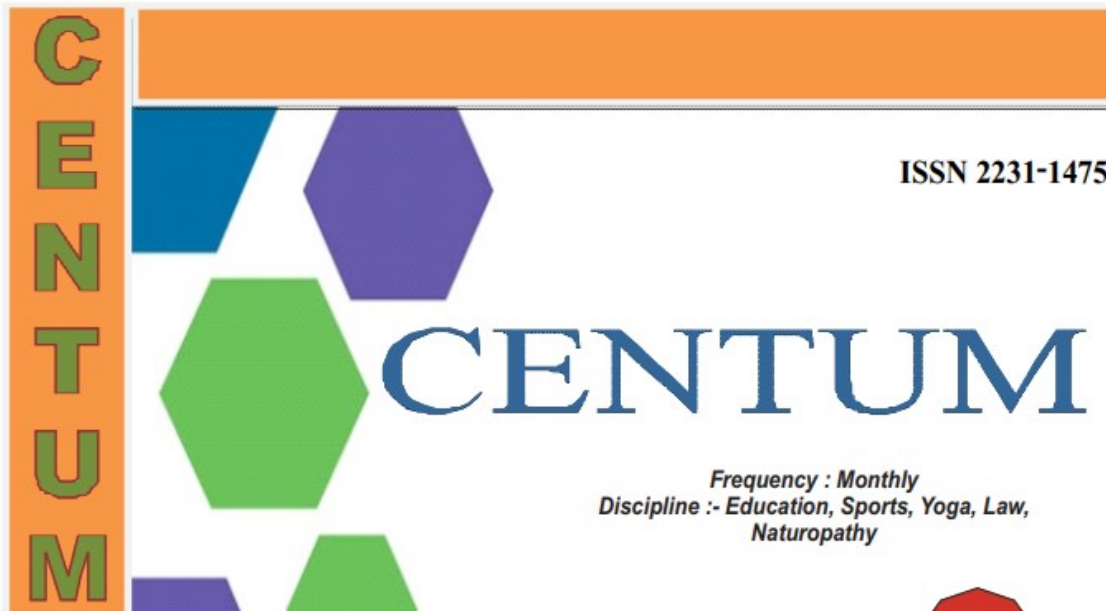Published by:

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FROM THE CHIEF EDITOR'S DESK

The "CENTUM" Journal is fast emerging as a dominant mode of education of this century, not only in technologically advanced societies, but also in the developing and the less developed parts of the societies where a majority of the human population awaits the first dawn of education. The ever changing social economic and educational needs of the society have compelled the educational institutions and the policy makers to move away from the conventional thinking and practice of research in education.

This scope of the area of school organization and administration in the earlier survey has been expanded into institutional organization with research now being conducted on the organization of other levels of education besides the schools, similarly the area of test and measurement is now modified to evaluation and measurement due to decrease in the number of researches, on the construction and standardization of various tests and the growth in research on different aspects of evaluation, the earlier category of adults and social education now features as none formal adult and continuing education in fine with change in the perspectives and programme in the area of research.

This publication of research article is expected to serve as a compendium providing information on the type of educational issues and aspects of

education studied the developments and refinements in the methodology of research and highlighting the trends in the educational research as also in the theory and practice of education. The publication is expected, like the earlier one to be of help to researchers in education and in other disciplines by providing a ready reference of the areas already researched in to, emerging areas of research, the research methods and techniques employed and the findings of the research. The readers and the scholars input enhance the quality of articles already published.

Dr. Anju Singh

Editor-in Chief, (Centum)

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Parental Pressure in Facilitating the Academic Anxiety among Children: A Futuristic perspective

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Abstract: Practically speaking, parental involvement is well documented in the field of education. For shaping the balanced personality development of the child, parental care is important. Parents are the first teachers of the child and they have to shape the harmonious development of the child. Parents have to make the devotion of time, money and care for the sake of the child. Initially the child considers his parents as a role model for accommodating his behavioural traits in the family. But unfortunately we have observed the excessive and incompetent involvement of the parental towards education of their children. The excessive parental involvement without understanding the child psychology is referred as parental pressure. In the contemporary Indian education system due to tremendous increase of competition, parental pressure is more gripping day by day. The over expectations of the parents on their children has been seen in Indian society. Keeping in view, the present study was carried to explore the role of parental pressure in facilitating the academic anxiety among school going children. The review based on both primary and secondary data was collected to draw the inferences of the study. The results of the study reveal that parental pressure is facilitating the academic anxiety among school going children.

Key words: - Parental Pressure, Academic Anxiety, Children

1.1: Introduction : - Education is tri-polar process. In this tri-polar process, parents play important role in development of the personality of the child. Parents have a major impact on their children's academic performance and well-being. Involvement of parents in their children's education will benefit students in a variety of ways. Such as improving their academic performance, exhibiting less behavioural issues, and possessing higher self-esteem. Parental pressure is when parents push their children to succeed in a variety of ways, despite having no natural ability to that way. Parents often push their children to excel in all areas of their lives, especially in academics. It makes them fearful and anxious if they do not meet their parent's expectations, particularly when report cards are due. If they do not meet their parents' expectations, such as achieving high grades and academic accomplishments, they will become enraged. Parental Involvement is well documented in the field of education. For shaping the balanced personality development of the child, parental care is important. Parents are the first teachers of the child and they have to shape the psycho-social structure of the child. Parents have to make the devotion of time, money and care for the sake of the child. Initially the child considers his parents as a role model for accommodating his behavioural traits in the family. Infect parents receive the child as a gift of nature, but the new born child is obviously "asocial" rather "social". This indicates that child is totally dependable upon the parents, to convert this asocial infant into the field of socialization. Therefore, it is the duty of parents to shape the psychological and social makeup of the child by providing favourable attitude towards children. This is the reason so ciologists and psychologists mention parental involvement is important in the entire cycle of life. However, it is more important in the process of education. The global world has recognised education as a tri-polar process. For facilitating this tri-polar process, the role of parental involvement is important. Parent involvement on practical grounds indicates how the parents implicate

themselves in developing overall personality of the child. When parental involvement lags behind in the applicability of c hild psychology then it becomes parental pressure. Parental involvement envisages how parents assist the child in attaining all -round devolvement. It envisages the role of parents in monitoring, assisting and participating in academic activities of the child. The excessive involvement of parents in the form of force tends towards parental pressure. Parental involvement refers the skilful tact's of parents to provide co -operative and innovative role towards their children. Parental involvement is not only important in the academic achievement of their children rather it develops morals, attitude for gaining harmonious adjustment and desirable behaviour. In case parents are emotionally unstable and their attitude is irrational and they act more in terms of an authoritative approach, the child will remain failure in achieving the sublimation of emotions and instincts. Indeed the child is like a mud in the hands of porter, like a porter, the destination of the child lies in the hands of parents. They can shape and destroy the future of the child. Generally speaking, if parents are humble, dedicate, friendly, mature, caring and understanding, children will grow with a balanced development. Due to this reason parents want to spend more time for the improvement of their children. In the emerging busy schedule in the contemporary world, parents often provide less involvement with their children in the home and school activities, which is the great concern for the researchers. Today we observe that parents are ofte n pre-occupied with the multiple distraction and demands of life. Illiteracy of parents, loaded by low income, inflexible working hours and advancement of science and technology often acts a barrier in the process of parental involvement in India. The cha racter of the kid for the most part relies upon the inclusion of their folks in their school and everyday exercises. Keeping in view, Kostanski, M. Gullone, E. Ollendick, T. H., & D. T. L. (2005) stated that "*parents should be well documented as the major teacher of their children and the professional should be considered consultants to parents* ". Parental involvement in the field of education of their children begins at home with the parents providing a congenial and healthy environment, appropriate learnin g experiences, proper care and attention, development of trust, support and positive attitude about school. The incompetent involvement of parents in the form of force develops academic anxiety among children. Academic anxiety is characterised as mental d istress induced by anticipated academic challenges or failure, or even the knowledge that academic failure is a possibility. Academic stressors may manifest themselves in any part of a child's life during the school years: home, school, neighbourhood, or friendship. The key causes of stress for students are school -related conditions, such as exams, grades, learning, and the parental -imposed desire to excel, as well as that caused by others. Academic stress has far -reaching consequences: high levels of academic anxiety have been related to fulfil the parental ambition, which are out of natural capabilities of the children. Additionally, academic anxiety is linked to psychopathology. The students who face more parental pressure are more likely to be depressed . The children who are holding parental pressure are prone towards academic anxiety.

1.2: Location of the research gap: The investigator found that large number of the research studies have been conducted in the relevant domain. Apart from this, the inves tigator found that both national and international studies have been conducted by different researchers on both variables viz. parental pressure and academic anxiety. However, the research found that these research studies were explored different context. In addition to this there seems hardly any research studies which has been explored in composite selection of parental pressure and academic anxiety. Accordingly, the investigator found ample gap to explore the below mentioned research problem:

1.3: Problem in hand: The statement of the research topic is reported as under:

Parental Pressure In Facilitating The Academic Anxiety Among Children: A Futuristic perspective

1.4: Objectives: The objectives of the study are reported as under:

1) To explore the prevalence of academic anxiety among school going children.
2) To explore the parental presence on school going children.
3) To examine the nexus between parental pressure and academic anxiety of school going children.

1.5: Rationale of the study: Indeed, parenting strategies, as well as school -based policies, practises, and interventions that include engaging with parents, may benefit from this awareness. However, it has been observed that maximum of the parents lack child psychology, subsequently they operate th eir force upon their children in gaining academic excellence. However, in many of the cases it has been observed that parental pressure results in developing academic anxiety, phobia, and stress among children. Korth. S. J. (1996) argued that The Indian education system is based on banking concept. It rejects creativity and natural capacities of the child. Accordingly, those students who are failure in the process of memorisation and rote learning always face the parental pressure in terms of their academic s. In the contemporary competitive society we observe that parents expect so much from their children in terms of academic success. As a result, if parents love their children emotionally, the burden on them is reduced. So it indicates that involvement o   f parents towards their educational process should be based on emotional bonding rather pressure [Anderson, G. E. 2005]. Parents who help their children with school activities will see their children succeed in school. This statement indicates that parent al involvement is imperative. However, it has been observed that parental pressure in frequent spells leads a child towards academic anxiety. Copeland, E. P., (2008) revealed that While performing the parental role towards the educational involvement of t heir children, the normal protection is imperative. It has been seen that over and under protection of the children facilitate the psychological strains on part of children. Education aims at balanced development of the personality Of the Child. Balanced devolvement of the personality of the child is hampered when they receive high expectations and pressure from their parents.   Parents hold unique opportunity to motivate their children in terms of academic success. But if the atmosphere of domination may   be created, the efficacy will be hampered. Parental pressure or parental force creates psychological complexities among students. Students who are under parental pressure are more likely to experience academic stress. Weidner, G. Kohlmann, C. W., Dotzaue r, E., & L. Y. Burns (2005) justified that parents placed pressure on their children to get good grades without recognising their children's abilities. The domination on part of children by parents for fostering academic grades results academic anxiety. So   me parents compared their children to other people who had done great things Siperstein, G. N., (2012) reported that anxiety can be caused by too much parental pressure to reach high levels of achievement. It is suggested that parents be aware that the pre ssure they apply to their children causes them to become anxious and socially isolated. Similarly, parents' pressure on their children in school activities causes students' lives to be overwhelming. Students who are under a lot of tension because of thei r grades are less likely to learn, additionally, they have to face their parental pressure. Besides, conceptualisation of child psychology ids imperative for parents. Those parents who lack child psychology are often involved in parental pressure. Raina, M   . K., (2012) found that having a positive self -perception will assist humans in achieving success and will benefit them individually in a variety of ways. The students are more optimistic and have a plurality of positive attitudes about their potential car   eer because they have a high degree academic resilience. Parental pressure of students is a negative indicator of academic achievement. In either case, students with high parental pressure always believe that they

have enough strains to select tasks that r equire effort. Parents should perform well type of parenting, participate in competitions, and bring forth more effort in a difficult task in order to achieve the target. Students with a high degree of parental pressure believe they are bound to control of their own actions. Kostanski, M. Gullone, E. Ollendick, T. H., & D. T. L. (2005) justified that students with high pressure, felt that knowledge had little impact on their ability to improve. Students can increase their academic grades by listening to t he experiences of accomplished former students. Students who do not complete a mission effectively feel it is due to a lack of commitment. Individuals in the students' immediate group should assist them in achieving academic achievement. In relation to t hose parents who actively participate in a programme with their child, it has to do with the students' academic progress in a way that allows parents to focus on their child's previous performance in the present. Parents play a vital role in inspiring thei r children to do so in all of their activities as well as facilitating stress on parents of their children. The expectation of parents for their children has a major effect on students' confidence that they can accomplish a task independently.

1.6: Conclusion: The present study was intended to explore the role of parental pressure on academic anxiety. Keeping in view, the investigator found that that parental pressure is fundamental burden on part of children for facilitating the academic anxiety.It was e xplored that Indian education system is not creative oriented rather it is based on banking concept of education. So parents are inclined towards academic grades of their children rather fostering their creativity. In the same process, the incompetent invo lvement of their parents was seen for facilitating the anxiety among children. So investigator in this review based study recommended that along with teachers, parents should also hold the level of child psychology.

1.7: Suggestions of the study: The suggestions of the study are reported as under:

1) Seminars and conferences should be organised at elementary level also. As we observed in Indian education system these seminars and conferences are organised at higher level only. In these seminars and conferences all the stakeholders of educations should   be invited so that the child psychology may be built among parents.   Subsequently, they will not pressurise their children.

2) Parent teacher meetings and nexus should be made strong so that teacher may share their experience to parents that how they have p rovide their involvement towards elementary education of their children.

3) Efforts should make to redesign the curriculum as per the natural capacities of the child. So that they may build the academic resilience easily and can no face the parental pressure.

4) The responsibilities are upon the shoulders of parents, to explore the confidence building measures with their children. So that that they may not face academic stress.

5) Efforts should be made to develop emotional bonding with children. Complete ban should be adopted on punishment and rude behaviour of parents.

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Dowry System and Its Impact on Indian Women

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Abstract:-Dowry is a major root cause of violence against women — women are harassed, tortured, threatened, burned and even killed to extract jewellery gifts and money in form of dowry from their family. And this cruelty is not limited only to t he dowry cases. They often face these cruelty if they negligence their household duties, roaming outside without permission, not well cooked the food.   Women in Indian Society has always a revered a respected position. But nowadays she has losing her rever ed status and becomes the evidence of gender based violence. In this paper we will discuss the challenges and difficulties faced by Indian women, which presents the opposite image of the revered concept of women. While on one hand women are worshiped as go   ddesses, on the other hand women are harassed by people.

Keywords: - Dowry System, Women violence, Gender based violence, Domestic Violence, Social discrimination.

Introduction:-Despite of the world has entered into a new millennium; the women are still victim of patriarchal society of India and continuously oppressed form the dawn of civilization till today. Women faces gender discrimination, depend on other; she was called weak throughout his life.   Indian Society has always revered women. Women in Indian Society has always a revered a respected position. . According to the Hinduism the man and women are one soul of tow divine body. So there is no question arise about superiority   and inferiority between them. In the history of Hindu religion it has witnessed many super   - women like Gargi, Maitreyi, Sulabha and many more others, the faculty of understanding and reasoning of these super-women was more superior in comparison of ordinary mortals [1]. In India many female deities like Saraswati, Durga, Lakshmi, Kali and many uncountable others has been worshiped by the people. It has been told in world's greatest epic the Mahabharat, that cherishing women is a virtual worshiping of the go   ddess of prosperity. Yet another manifestation of inequality based on gender is the dowry which is widely prevalent in our society. Dowry indicates prevalence of social practices which is evil in nature and it has a long history which has been used as tool to make the women as inferior to men. Women had always been considered as an obligation towards the family and as a liability which got fulfilled only after a woman's marriage [2]. Women had been com   -modified as if they are some items or some property wh   ich has some value. This perception has resulted into the sustenance and development of the practice of giving and taking dowry. The meaning of dowry as given under the Act expects to get rid of the uncertainty identifying with assets that are given at the season of marriage as well as amid any period ensuing to the marriage [3]. The Supreme Court has maintained the soul of this arrangement in a catena of cases in which it has repeated and cleared up the connection between the time span when the interest is made and constitution of the offense itself.

1. Women and Society
The state of women has not been steady for quite a long time. Astounding changes have occurred with the advancement of time. Sulabh composing shows the variety of the situation with women in India socially from old occasions to the advanced period. Articles 123   –126 and 125–126 express that women were actually glad in high societal position during the epic

and Vedic periods [4]. The debilitating of the economic well -being of women can be ensur ed by comprehensive assessments on the social and social pieces of antiquated occasions. Muslim rules set up women under different lawful and social handicaps, which likewise had an effect in later occasions. The articles accessible on the shroud recommend   that this significant reality of obstructing the liberation of women was regular in the old period, particularly after the presence of Muslim principle [5]. Other social catastrophes, for example, sati, youngster relationships, female homicides, and so fo   rth were considerably more fundamental during this period. During the British principle, the British endeavored to stifle these obscenities, for instance, devdasi, purdah, youth marriage, sati practice. After autonomy, our constitution had an arrangement o f upliftment of Indian women according to each perspective. Regardless of the way that advantages of decency women are revered in our constitution, and our liberal heads. Despite the fact that some author s guarantee that this issue was moderately less art iculated under Buddhism and Jainism [6].The writing mirrors that issue looked by women in present day culture with regards to the family framework, marriage, the settlement framework, issue of unmarried parenthood, lack of healthy sustenance and infirmity   considers in regards to the achievement and disappointment of family arranging, attitudinal distinction s among different strict organizations, and rustic and metropolitan populaces portray the progressions in friendly qualities. There are different women' associations at Central and State levels, occupied with various exercises for women' government assistance and advancement [7].

2.   Dowry Crimes and Dowry Deaths

The endowment custom is an extremely old Indian practice. It was presented by Hinduism and has re ached out to all minorities. Regardless of whether these days a few gatherings, similar to Muslims, are among the individuals who think of it as off -base, it has been and still is to a great extent diffused across assorted Indian societies. Endowments are   presents that loved ones of the ladies provide for the groom to commend the marriage [8]. It is made out of the Kanyadan, the endowment of the virgin lady of the hour; the Varadakshina, a blessing from the lady's dad; and the Stridah, blessings given by fa mily members and companions. At first, it was only some basic presents, however after some time it turned into the solitary route for women, who were denied of any property rights, to acquire a few products. Also, in presence of rich settlements women were permitted to wed men of higher status. Then again, the spouses and their parents in law may consider settlements to be a straightforward type of enhancement [9]. Indeed, even women in the spouses' family would acknowledge that they can possibly profit by settlement by getting some garments or gems. The estimation of offer is occasionally viewed as without a doubt the primary avocation that a man is discontent with his lady. Among the overall population vanquishing male   -driven social norms, like India, there are still practices, mentality, and lead that smother the situation of women and the privileges of men. For instance, if a blessing portion isn't adequately great, the companion and his/her parents in law may start to hassle the spouse until she is murde red or she decides to end it.

Accordingly the Public Authority of India took regulatory careful steps in 1961 by approving the Dowry Prohibition Act to destroy this social issue. By the by, the estimations recommend that the measure of settlement has extended over the latest five years, instead of diminishing. One legitimization for this might be that the Dowry Prohibition Act tends to the issue for its material explanation, which is the absence of legacy rights for women, albeit no further notices. Dowry is a social issue was attempted to be dealt with. Giving   improved property straight forwardly to women by the Hindu Succession Act 1956. In spite of the way that this action can be considered insightful, it neither influences nor adjusts the fundamental reasons

for share passing, coming about because of profound ly settled negative social-guidelines, for example For, a lady is brought into the world under the will and power of a man [10].

3. Conclusion

The requirement for women strengthening emerged because of sexual orientation segregation and male mastery in Indian culture since old occasions. Women are harassed in many ways in the society, but sometimes they are victims of family harassment, then sometimes they are also harassed by their relatives, and if they escape from all this then they have to be victims of social harassment. Cases other than India countries where they have to be victims of this torture and wildness attitude of men. Atrocities on women from one side are omnipresent and pervasive. Some unacceptable and obsolete practices for women in the   general public since antiquated occasions have appeared as very much created customs and customs. As this thing is spread all over the world that polytheism is prevalent in India, different types of deities are worshiped here, on the basis of the same trad ition or belief, mother, sister and daughters are considered as goddesses in India and they considered a form of that goddess. Although this religious belief is not enough to improve the social status of women, as it should be known that India is a very big country, people of different sects reside here, there is a lot of diversity, due to this diversity only. People's protests are found to be different regarding women, so it becomes necessary that the government needs to create integrated rituals to connec   t the women of the whole country with the main stream of the society.

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IMPACT OF PARENTAL BONDING ON ACADEMIC RESILIENCE OF STUDENTS: A FUTURISTIC PERSPECTIVE

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Abstract: - Parental bonding refers the intense attachment that develops between parental and their children. In the field of academic it removes the ad   versity on part of child and makes him capable to face the academic and personal challenges effective   ly.The contemporary education system of India it is at stake. The heavy overload of academics and tough competition has brought multiple complexities in a cademic arena of child. So keeping in view the researcher intended to explore the impact of parental bonding on academic resilience of students. The researcher employed the secondary data for generalizing the results. In consonance to same it was found th   at parental bonding has significant impact on the academic resilience of the children. Further, it was inferred that parental bonding has been frequently associated with academic resilience of the children. Besides, investigator found that parental bondin   g is more important at elementary and secondary stage of education.

Keywords: - Parental Bonding, Academic Resilience, Futuristic Perspective

INTRODUCTION: - Parental bonding refers the child parent relation in which the role of parents in being calculated for fulfilling their responsibility. The effective parental bonding is based on the democratic involvement of the parents towards the development of the child. In the field of education parental bonding is more oriented towards the educational p   rocess of the child. Besides, resilience and parental bonging has been seen close nexus. However, it is more important in the process of education. The global world has recognized education as a tri-polar process. For facilitating this tri   -polar process,   the role of parental bonding is important. Parents have to integrate their role for shaping the academic excellence among their children. Parent bonding on practical grounds indicates how the parents implicate themselves in developing overall personality o f the child. Parental bonding envisages   how parents assist the child in attaining all   -round devolvement. Moreover, in the field of education it envisages the role of parents in monitoring, assisting and participating in academic activities of the child. Parental bonding refers the skilful tact's of parents to provide co-operative and innovative role towards their children. Parental bonding is not only

important in the academic achievement of their children rather it develops morals, attitude for gaining harmonious adjustment and desirable behaviour by building the resilient mind among themselves. In case parents are emotionally unstable and their attitude is irrational and they act more in terms of an authoritative approach, the child will remain failure i n achieving the resilience in the field of education. Indeed the child is like a mud in the hands of porter, like a porter, the destination of the child lies in the hands of parents. Masroora, F. (2019) [i]argued that parents can shape and destroy the future   of the child. The relationship which parents establish with their children, have a strong impact upon the development of the personality of the child. The chief features of parental bonding are that parents should stay humble, dedicate, friendly, mature, caring and understanding, so that their children will grow with a balanced development. Parental bonding encompasses that parents have to spend more time for the improvement of their children. In the entire world the heavy load of academic has brought the physical, biological and psychological complexities on children, so there is dire need to foster the resilience of the child. In this stressful condition the need of prenatal bonding is important. The word "parent bonding " has been used as a wide   -ranging term which may include numerous activities such as training, nursing, effective use of time for study at home, strengthening behaviour bonds, contributing in school related committee's and the like. However, in the field of education it visualizes the kee n interest and participation of parents for facilitating all -round development of their children in collaboration with school. Subsequently, it involves different types of activities performed by parents for the sake of harmonious development of their ch   ildren like; going to school activities and events, surveillance of homework, number contacts between families and schools, verbal encouragement and interactions regarding school work, expectation for school performance. Thus, there are numerous types of   parent engagement that influence the well   -adjusted enlargement of the child and lead him for future stability and basic requirements for the better planning, proper growth and self -actualization. Nadeem, A. K. (2015) [ii]*stated that " parental bonding has been defined in the area of assisting with homework, usually through a parent organization at the school. But in the modern world, contribution is extending to remember helping for the homeroom and sitting on advisory groups that choose arrangement and educational plan issues "* . Parent contribution incorporates a wide scope of child rearing conduct going from conversation with kids about school work and schoolwork to participation at Parent -Teacher Association (PTA) gatherings. Independent of Government methodologies, a few guardians have consistently been enthusiastically engaged with improving their kids' extension and instructive progression. This rash action has taken various

structures involving 'OK child rearing' in the home pre   -school (which gives a decent establishment of aptitudes, qualities, mentalities and self -idea); visits to class to accumulate applicable data and set up great connections; considerations with educators to keep very much educated regarding the youngster's advancement or to talk about e   minent issues; and helping all the more roughly in the down to earth exercises and administration of the school. According to Piper, (2012) " *The important type of parental engagement is decision making which includes parents in school decisions, thus devel   oping parent leaders and representatives within the school".*   Parental bonding at elementary level is gaining better academic development, language and social skills. Comer (1993)   [iii] argues that teachers should not see students in isolation from the rest of   their world. Doing this "reduces the effectiveness of these educators". Dissimilar researchers recognized different dimensions of parent bonding. Therefore, bonding includes multiple actions of parents towards the academic resilience of their children, so   that they can derive maximum pleasure while realizing the aims of education.

RELEVANCE OF THE STUDY: - In the emerging busy schedule in the contemporary world, parents often providing less bonding with their children in the home and school activities, which is the great concern for the researchers. Today we observe that parents are often pre -occupied with the multiple distraction and demands of life. Illiteracy of parents, loaded by low income, inflexible working hours and advancement of science and techno logy often acts barriers in the process of parental bonding in India. Besides, students in the contemporary educational set are facing the tremendous problem that can be resolved by boosting their academic resilience. The character of the child for the most part relies upon the inclusion of their folks in their school and everyday exercises. Keeping in view, Korth (1981)[iv]stated that "*parents should be well documented as the major teacher of their children and the professional should be considered consultants to parents   ".* Parental bonding in the field of education of their children begins at home with the parents providing a congenial and healthy environment, appropriate learning experiences, proper care and attention, development of trust, support and positive attitude about schoo l.   So the researcher found that present study hold level of relevance, need and scope in the domain of academics of the children. Accordingly, the researcher selected the researcher problem which reads as:

STATEMENT OF THE RESEARCH PROBLEM : - Keeping in view the statement of the research problem is reported as under:

"Impact of Parental Bonding   on Academic Resilience   of Students: A Futuristic Perspective"

OBJECTIVES OF THE STUDY: - Education being a tri -polar process hold immense role of parents, so as   to facilitate the balanced development of the personality of the child. Therefore, for gaining the balanced approach of academic resilience, the parental bonding is important. Keeping in view, the present study was carried to explore the impact of parent   al bonding on academic resilience of students.

METHODOLOGY: - The present study was carried in context of descriptive research. Besides, it is pertinent to mention here that the research employed only secondary data for generalizing the results. Subsequently, the parameters of the study are reported as under:

❖ **Rationale of the study:**   Parents, children and teacher and other stakeholders of education have to contribute positively in inspiring the child. Parental bonding as reported above envisages the emoti onal physical, academic and psychological attachment of the parents towards their children. Accordingly,   Willms (2006)[v] argued that "*for successful function of the school parents, teachers and children has to make joint collaboration*   ". This indicated that   the role parents are not less than boon in the field of education. Psychologically speaking, a child is active by nature; as a result his attention towards academic activities at education remains in flux and distraction. So responsibilities lie on the shoulders of parents as well as teacher to shape the psychological makeup of the child. Parental bonding and academic resilience of the students goes hand in hand. The effective parenting has significant impact on the academic resilience of the children in   their educational setting. The researcher studies conducted by; Vanderbilt, A. E., & Shaw, D. S. (2008)[vi], Wagnild, G. M., & Young, H. M. (1993)   [vii] and Wilhelm, K., Niven, H., Parker, G., &   Hadzi, Pavlovic, D. (2005)   [viii] stated that the effective parenting   has significance   impact of academic excellence, academic resilience and academic achievement of their children. Parental bonding is the key indicator for inspiring the children for facing the complexities that are arising in the domain of academics. Keeping in view, Nutiffa, Yaw and Benjamin (2020)   [ix] reported that source of perceived social support (friends family and significant others) influence the r   esilience in academic process. Infect it is parental bonding that develops the parenting qualities among paren ts, so as to provide their role as professional parents. In consonance to same, Masten (2001) [x] reported that parenting qualities play crucial role in fostering resilience among children.

The concept of parental bonding was explored by Bowlby (1980) [xi] in the same research study the investigator argued that the bond between parent and children that is essential to survival and development of academic resilience. The bonding between parents and child provide the opportunities of inspiration for the child and e specially it is more devoted towards physical and academic development of the child. Bowlby (1977) [xii] described attachment as a motivational and behavioural system that directs the child to seek proximity with a familiar caregiver in stressful situations, w ith the expectation of receiving protection and emotional support. The more parental bonding and support is important at secondary stage of education. Being teen age of the child, parents have to establish more effective bonding with their children. In p ursuance to same, Bartholomew, & Horowitz (1991) [xiii] argued that attachment style of parents at secondary stage is more important, keeping their biological and psychological needs.

CONCLUSION:- This study was carried in context of parental bonding and academi c resilience of the children. Keeping in view, on the basis of secondary data the researcher found that parental bonding has significant impact on the academic resilience of the children. It was seen that parental bonding has been frequently associated w ith academic resilience of the children. Besides, the researcher revealed that parental bonding hold immense value at elementary as well as secondary stage of education for facing the stressful challenges of academics.

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योग का महत्व एवं उद्देश्य

शोधार्थी – कान्ता पारीक
शोध निदेशक – डॉ. रतनलाल भोजक

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योग शब्द 'युज' धातु से बना है, जिसका सामान्य अर्थ होता है 'जोड़ना' आध्यात्मिक भाषा   में योग का अर्थ होता   है, व्यक्ति की जीवात्मा का ईश्वर में ऐसा विलय जिसमें कि पुनः उसका वियोग न हो और वह जीवात्मा स्वयं परमात्मा बन जाता है। जिस तरह समुद्र के ऊपर पानी की बूंद रहती है तब तक पानी की बूंद एवं समुद्र दोनों की सता अलग अलग रहती है। परन्तु जब बूंद समुद्र में गिर जाती है, तब उसका विलय समुद्र में हो जाता है और वह समुद्र की सता बन जाती है। अब उस बूंद को समुद्र से अलग नहीं किया जा सकता। इसी तरह फिर आत्मा का परमात्मा से वियोग नहीं होता। दूसरे शब्दों में योग का अर्थ होता है मिलना जैसे आत्मा का पर मात्मा मे मिलना। सूर्य और चन्द्र का मिलना जिस से सुषम्ना प्रवाहित होती है, वह मोक्षदायिनी है। जिस प्रकार हाइड्रोजन व ऑक्सीजन के मिलने से तीसरी चीज पानी बनता है, जिसमें दोनों मिलने पर नई वस्तु पैदा होती है। उसी प्रकार मन व प्राण के मिलने से सूर्य व चन्द्र नाडी   के मिलने से नई चीज पैदा होती है। उसी प्रकार योग के करने से मनुष्य में नई चीज पैदा होती है। उसी का नाम योग है। वैज्ञानिक अनुसंधानों का यह क्षेत्र परम् सत्य की खोज , विष्व की एकता और दिव्य तत्व की सर्वव्यापकता की खोज से जुड़ा है और यही वह क्षेत्र है जिसमें भारत देष कितनी ही शताब्दियों से विष्ट्टि और अग्रणी रहा है इसलिए आज इस योग विद्या को विकसित ही नहीं अपितु विकासशील देष भी तेजी से अपना रहे हैं। यहाँ तक की अन्तर्राष्टीय योग दिवस भी 21 जून को मनाया जाने लगा। प्राचीन काल मे योग विद्या सन्यासियों या मा `क्षमार्ग के साधको के लिए ही समझी जाती थी तथा योगाभ्यास के लिए साधक को घर को त्याग कर वन मे जाकर एकांत में वास करना होता था । इसी कारण योगसाधना को बहुत ही दुर्लभ माना जाता था। जिससे लोगो में यह धारणा बन गयी थी कि यह योग सामाजिक व्यक्तियों के लिए नही है। जिसके फलस्वरूप यह योगविद्या धीरे–धीरे लुप्त होती गयी। परन्तु पिछले कुछ वर्षों से समाज में बढते तनाव, चिन्ता, प्रतिस्पर्धा से ग्रस्त लोगों को इस गोपनीय योग से अनेको लाभ प्राप्त हुए और योग विद्या एकबार पुनः समाज मे लोकप्रिय होती गयी। आज भारत में   ही नही बल्कि पूरे विश्वभर में योगविद्या पर अनेक शोध कार्य किये जा रहे है और इससे लाभ प्राप्त हो रहे है। योग के इस प्रचार–प्रसार में विशेष बात यह रही कि यहां यह योग जितना मोक्षमार्ग के पथिक के लिये उपयोगी था, उतना ही साधारण मनुष्य के लिए भी महत्व रखता   है। आज के आधुनिक एंव विकास के इस युग में योग में अनेक क्षेत्रों में विशेष महत्व रखता है जिसका उल्लेख निम्नलिखित विवरण से किया जा रहा हैं–

स्वास्थ्य क्षेत्र में –वर्तमान समय में भारत ही नहीं अपितु विदेशों में भी योग का स्वास्थ्य के क्षेत्र में उपयोग किया जा रहा है। स्वास्थ्य के क्षेत्र में योगाभ्यास पर हुए अनेक शोधो से आये सकारात्मक परिणामो से इस योग विद्या को पुनः एक नयी पहचान मिल चुकी है आज विश्व स्वास्थ्य संगठन भी इस बात को मान चुका है कि वर्तमान में तेजी से फैल रहे मनोदैहिक रोगो में योगाभ्यास विशेष रूप् से कारगर है। विश्व स्वास्थ्य संगठन का मानना है कि योग एक सुव्यवस्थित व वैज्ञानिक जीवन शैली है। जिसे अपना कर अनेक प्रकार के प्राणघातक रोगों से बचा जा सकता है।

योगाभ्यास के अन्तर्गत आने वाले शट्कर्मो से व्यक्ति के शरीर में संचित विशैले पदार्थो का आसानी से निष्कासन हो जाता है। वहीं योगासन के अभ्यास से शरीर मे लचीलापन बढता है व नस– नाडियो में रक्त का संचार सुचारू होता है। प्राणायामों के करने से व्यक्ति के शरीर में प्राणिक शक्ति की वृद्धि होती है, साथ –साथ शरीर से पूर्ण कार्बनडाई–ऑक्साईड का निष्कासन होता है। इसके अ तिरिक्त प्राणायाम के अभ्यास से मन की स्थिरता प्राप्त होती है जिससे साधक को ध्यान करने मे सहायता प्राप्त होती है और साधक स्वस्थ मन व तन को प्राप्त कर सकता है।

रोगोपचार के क्षेत्र में –निःसंदेह आज के इस प्रतिस्पर्धा व विलासिता के युग में अनेक रोगो का जन्म हुआ है जिन   पर योगाभ्यास से विशेष लाभ देखने को मिला है। सम्भवतः रोगो पर योग के इस सकारात्मक प्रभाव के कारण ही योग को पुनः प्रचार –प्रसार मिला। रोगों की चिकित्सा में इस योगदान में विशेष बात यह है कि जहाँ एक ओर रोगों की एलोपैथी चिकित्सा में कई प्रकार के दुष्प्रभाव के लाभ प्राप्त करता है वहीं योग हानि रहित पद्धति है। आज देश ही नही बल्कि विदेशों में अनेको स्वास्थ्य से सम्बन्धित संस्थाएं योग चिकित्सा पर तरह – तरह के शोध कार्य कर रही है। आज योग द्वारा दमा, उच्च व निम्नरक्तचाप, हृदय रोग, संधिवात, मधुमेह, मोटापा, चिन्ता, अवसाद आदि रोगों का प्रभावी रूप से उपचार किया जा रहा है। तथा अनेकों लोग इससे लाभान्वित हो रहे है।

खेलकूद के क्षेत्र में –योग अभ्यास का खेल कूद के क्षेत्र में भी अपना एक विशेष महत्व है। विभिन्न प्रकार के खेलो में खिलाड़ी अपनी कुशलता,क्षमता व योग्यता आदि बढाने के लिए योग अभ्यास की सहायता लेते है। योगाभ्यास से जहाँ खिलाड़ी में तनाव के स्तर, में कमी आती है, वहीं दूसरी ओर इससे खिलाड़ियों की एकाग्रता व बुद्धि तथा शारीरिक क्षमता भी बढती है। क्रिकेट के खिलाड़ी बल्लेबाजी में एकाग्रता लाने, शरीर में लचीलापन   बढाने तथा शरीर की क्षमता बढाने के लिए रोजाना योगाभ्यास को समय देते है। यहाँ तक कि अब तो खिलाड़ियों के लिए सरकारी व्यय पर खेल–कूद में योग के प्रभावो पर भी अनेको शोध हो चुके हैं जो कि खेल–कूद के क्षेत्र में योग के महत्त्व को सिद्ध करते है।

शिक्षा के क्षेत्र में – शिक्षा के क्षेत्र में बच्चों पर बढ़ते तनाव को योगाभ्यास से कम किया जा रहा है। योगाभ्यास से बच्चों को शारीरिक ही नहीं बल्कि मानसिक रूप से भी मजबूत बनाया जा रहा है। स्कूल व महाविद्यालयों में शारीरिक शिक्षा विषय में योग पढ़ाया जा रहा है। वहीं योग–ध्यान के अभ्यास द्वारा विद्यार्थियों में बढ़ते मानसिक तनाव को कम किया जा रहा है। साथ ही साथ इस अभ्यास से विद्यार्थियों की एकाग्रता व स्मृति शक्ति पर भी विशेष सकारात्मक प्रभाव देखे जा रहे है। आज कम्प्यूटर, मनोविज्ञान, प्रबन्धन विज्ञान के छात्र भी योग द्वारा तनाव पर नियन्त्रण ा करते हुए देखे जा सकते है।शिक्षा के क्षेत्र में योग के बढ़ते प्रचलन का अन्य कारण इसका नैतिक जीवन पर सकारात्मक प्रभाव है आजकल बच्चों में गिरते नैतिक मूल्यों को पुनः स्थापित करने के लिए योग का सहारा लिया जा रहा है। योग के अन्तर्गत आने वाले यम में दूसरों के साथ हमारे व्यवहार व कर्तव्य को सिखाया जाता है, वहीं नियम के अन्तर्गत बच्चों को स्वंय के अन्दर अनुशासन स्थापित करना सिखाया जा रहा है। विश्वभर के विद्वानो ने इस बात को माना है कि योग के अभ्यास से शारीरिक व मानसिक ही नहीं बल्कि नैतिक विकास होता है। इसी कारण आज सरकारी व गैरसरकारी स्तर पर स्कूलों में योग विषय को अनिवार्य कर दिया गया है।

पारिवारिक महत्व – व्यक्ति का परिवार समाज की एक महत्त्वपूर्ण इकाई होती है तथा पारिवारिक संस्था व्यक्ति के विकास की नींव होती है। योगाभ्यास से आये अनेकों सकारात्मक परिणामों से यह भी ज्ञात हुआ है कि यह विद्या व्यक्ति में पारिवारिक मुल्यों एंव मान्यताओ को भी जागृत करती है। योग के अभ्यास व इसके दर्शन से व्यक्ति में प्रेम, आत्मीयता, अपनत्व एंव सदाचार जैसे गुणों का विकास होता है और निःसंदेह ये गुण एक स्वस्थ परिवार की आधारशिला होते है। वर्तमान में घटती संयुक्त परिवार प्रथा व बढ़ती एकल परिवार प्रथा ने अनेकों प्रकार की समस्याओं को जन्म दिया है आज परिवार का सदस्य संवेदनहीन, असहनशील, क्रोधी, स्वार्थी होता जा रहा है जिससे परिवार की धुरी धीरे–धीरे कमजोर होती जा रही है। लेकिन योगाभ्यास से इस प्रकार की दुष्प्रवृत्तियां स्वतः ही समाप्त हो जाती है। भारतीय शास्त्रों में तो गुहस्थ जीवन को भी गृहस्थयोग की संज्ञा देकर जीवन में इसका विशेष महत्त्व बतलाया है। योग विद्या में निर्देशित अहिंसा, सत्य, अस्तेय, ब्रह्मचर्य, अपरिग्रह, शौच, संतोष, तप, स्वाध्याय व ईश्वर प्रणिधान पारि वारिक वातावरण को सुसंस्कारित और समृद्ध बनाते है।

सामाजिक महत्व – इस बात में किसी प्रकार का संदेह नही है कि एक स्वस्थ नागरिक से स्वस्थ परिवार बनता है तथा एक स्वस्थ व संस्कारित परिवार से एक आदर्श समाज की स्थापना होती है। इसीलिए समाजोत्थान में योग अभ्यास का सीधा देखा जा सकता है। सामाजिक गतिविधयाँ व्यक्ति के शारीरिक, मानसिक दोनों पक्षों को प्रभावित करती है। सामान्यतः आज प्रतिस्पर्धा के इस युग में व्यक्ति विशेष पर सामाजिक गतिविधियों का नकारात्मक प्रभाव पड़ रहा है। व्यक्ति धन कमाने, व विलासिता के साधनों को संजोने के लिए हिंसक, आतंकी, अविश्वास व भ्रष्टाचार की प्रवृत्ति को बिना किसी हिचकिचाहट के अपना रहा है। ऐसे यौगिक अभ्यास जैसे– कर्मयोग, हठयोग, भक्तियोग, ज्ञानयोग, अष्टांग योग आदि साधन समाज को नयी रचनात्मक व शान्तिदायक दिशा प्रदान कर रहे है। कर्मयोग का सिद्धान्त तो पूर्ण सामाजिकता का ही आधार है "सभी सुखी हो, सभी निरोगी हो" इसी उद्देश्य के साथ योग समाज को एक नयी दिशा प्रदान कर रहा है।

आर्थिक दृष्टि से महत्व – प्रत्यक्ष रूप से देखने पर योग का आर्थिक दृष्टि से महत्त्व गौण नजर आता हो लेकिन सूक्ष्म रूप से देखने पर ज्ञात होता है कि मानव जीवन में आर्थिक स्तर और योग विद्या का सीधा सम्बन्ध है। शास्त्रों में वर्णित "पहला सुख निरोगी काया, बाद में इसके धन और माया" के आधार पर योग विशेषज्ञों ने पहला धन निरोगी शरीर को माना है। एक स्वस्थय व्यक्ति जहाँ अपने आय के साधनों का विकास कर सकता है, वहीं अधिक परिश्रम से व्यक्ति अपनी प्रतिव्यक्ति आय को भी बढ़ा सकता है। जबकि दूसरी तरफ शरीर में किसी प्रकार का रोग न होने के कारण व्यक्ति का औषधियों व उपचार पर होने वाला व्यय भी नहीं होता है। योगाभ्यास से व्यक्ति में एकाग्रता की वृद्धि होने के साथ –साथ उसकी कार्यक्षमता का भी विकास होता है। आजकल तो योगाभ्यास के अन्तर्गत आने वाले साधन आसन, प्राणायाम, ध्यान द्वारा बड़े–बड़े उद्योगपति व फिल्म जगत के प्रसिद्ध लोग अपनी कार्य क्षमता को बढ़ाते हुए देखे जा सकते है। योग जहाँ एक ओर इस प्रकार से आर्थिक दृष्टि से अपना एक विशेष महत्त्व रखता है, वहीं दूसरी ओर योग क्षेत्र में काम करने वाले योग प्रशिक्षक भी योग विद्या से धन लाभ अर्जित कर रहे है। आज देश ही नहीं विदेशों में भी अनेको योगकेन्द्र चल रहे है जिनमें ्ुल्क लेकर योग सिखाया जा रहा है। साथ ही साथ प्रत्येक वर्ष विदेशो से सैकड़ों सैलानी भारत आकर योग प्रषिक्षण प्राप्त करते है जिससे आर्थिक जगत् को विशेष लाभ पहुँच रहा है।

आध्यात्मिक क्षेत्र में – प्राचीन काल से ही योग विद्या का प्रयोग आध्यात्मिक विकास के लिए किया जाता रहा है। योग का एकमात्र उद्देश्य आत्मा–परमात्मा के मिलन द्वारा समाधि की अवस्था को प्राप्त करना है। इसी अर्थ को जानकर कई साधक योगसाधना द्वारा मोक्ष, मुक्ति के मार्ग को प्राप्त करते है। योग के अन्तर्गत यम, नियम, आसन, प्राणायाम, प्रत्याहार, धारणा, ध्यान, समाधि को साधक चरणबद्ध तरीके से पार करता हुआ कैवल्य को प्राप्त कर जाता है। योग के विभिन्न महत्त्वो देखने से स्पष्ट हो जाता है कि योग वास्तव में वैज्ञानिक जीवन शैली है, जिसका हमारे जीवन के प्रत्येक पक्ष पर गहराई से प्रभाव पड़ता है। इसी कारण से योग विद्या सीमित तौर पर संन्यासियों की या योगियों की विद्या न रह कर, पूरे समाज तथा प्रत्येक व्यक्ति के लिए आदर्श पद्धति बन चुकी है। आज योग एक सुव्यवस्थित व वैज्ञानिक जीवन शैली के रूप में प्रमाणित हो चुका है। प्रत्येक मनुष्य अपने स्वास्थ्य को बनाये रखने के लिए,रोगो के उपचार हेतु, अपनी कार्यक्षमता को बढ़ाने, तनाव – प्रबन्ध, मनोदैहिक रोगो के उपचार आदि में योग पद्धति को अपनाते हुए देखा जा रहा है। प्रतिदिन टेलीविजन कार्यक्रमो में बढ़ती योग की मांग इस बात को प्रमाणित करती है कि योग वर्तमान जीवन में एक अभिन्न अंग बन चुका है। जिसका कोई दूसरा पर्याय नहीं हैं। योग की लोकप्रियता और महत्त्व के विषय में हजारो वर्ष पूर्व ही योगशिखोपनिषद् में कहा गया है–

योगात्परतंरपुण्यं यागात्परतरं शित्रम्।
योगात्परपरंशक्ति योगात्परतरं न हि।।

अर्थात् योग के समान कोई पुण्य नहीं, योग के समान कोई कल्याणकारी नही, योग के समान कोई शक्ति नही और योग से बढ़कर कुछ भी नही है। वास्तव में योग ही जीवन का सबसे बड़ा आश्रम है।

योग का उद्देश्य– योग जीवन जीने की कला है, साधना विज्ञान है। मानव जीवन में इसका महत्वपूर्ण स्थान है। इसकी साधना व सिद्धान्तो में ज्ञान का महत्व दिया है। इसके द्वारा आध्यात्मिक और भौतिक विकास सम्भव है। वेदो, पुराणो में भी योग की चर्चा की गयी है। यह सिद्ध है।, कि यह विद्या प्राचीन काल से ही बहुत विशेष समझी गयी है।, उसे जानने के लिए सभी ने श्रेष्ठ स्तर पर प्रयास किये है और गुरूओं के शरण मे जाकर जिज्ञासा प्रकट की व गुरूओं ने शिष्य की पात्रता के अनुरूप योग विद्या उन्हे प्रदान की; अतः आज के विद्यार्थियो का यह कर्तव्य है, कि वह इन महत्माओ विद्वानो द्वारा प्रदत्त विद्या को जाने और चन्द सुख व भौतिक लाभ को ही प्रधानता न देते हुए यह समझे कि यह श्रेष्ठ विद्या इन योगियों ने किस उद्देश्य से प्रदान की।आज का मानव जीवन कितना जटिल है, उसमें कितनी उलझने और अषंति है,वह कितना तनावमुक्त और अवद्रुय हो चला है। यदि किसी को दिव्य दृष्टि मिल सकती होती तो वह देख पाता कि मनुष्य का हर कदम पीड़ा की कैसी अकुलाहट से भरा है,उसमे कितनी निराषा, भय, व्याकुलता है। इसीलिए यह आवश्यक है कि हमारा हर पग प्रसन्नता का प्रतीक बन जाए, उसमे पीड़ा का अंष – अवषेष न ब चे। इसके लिए हमे वह विद्या समझनी होगी कि अपने प्रत्येक कदम पर चिंतामुक्त और तनावरहित कैसे बनते चले और दिव्य शांति एंव समरसता को किस भांति प्राप्त करे। इसी रहस्य को अजागर करना ही योग अध्ययन का मुख्य उद्देश्य है। योग अध्ययन का मुख्य उद्देश्य ऐसे व्यक्तियो का निर्माण करना है जिनका भावनात्मक स्तर दिव्य मान्यताओ से, आकांक्षाओ से दिव्य योजनाओ से जगमगाता रहे। जिससे उनका चिन्तन और क्रियाकलाप ऐसा हो जैसा कि ईश्वर भक्तों का, योगियों का होता है। क्योंकि ऐसे व्यक्तियो में क्षमता एवं विभूतियां भी उच्च स्तरीय होती है। वे सामान्य पुरुषो की तुलना में निस्थित ही समर्थ और उत्कृष्ट होते है, और उस बचे हुए प्राण–प्रवाह को अचेतन के विकास करने में नियोजित करना हैं। प्रत्याहार, धारणा, ध्यान ,समाधि जैसी साधनाओ के माध्यम से चेतन मास्तिष्क को शून्य स्थिति में जाने की सफलता प्राप्त होती है। योग विद्या के यदि अलग–अलग विषयों पर दृष्टिपात करते है तो पाते है कि हठयोग साधना का उद्देश्य स्थूल शरीर द्वारा होने वाले विक्षेप को जो कि मन को क्षुब्ध करते है, पूर्णतया वष में करना है। स्नायुविक धाराओ एंव संवेगो को वष में करके एक स्वस्थ शरीर का गठन करना है। यदि हम अष्टांग योग के अन्तर्गत आते है तो पाते है कि राग द्वेष, काम, लोभ, मोहादि चिन्ता को विक्षिप्त करने वाले कारको को दूर करना यम, नियम का मूल उद्देश्य है। स्थूल शरीर से होने वाले विकर्षणों को दूर करना आसन, प्राणायाम का मुख्य उद्देश्य है। चित्त को वि षयों से हटाकर आत्म–दर्शन के प्रति उन्मुख करना प्रत्याहार का उद्देश्य है। धारणा का उद्देश्य चित्त को समस्त विषयों से हटाकर स्थान विशेष में उसके ध्यान को लगाना है। धारणा स्थिर होने पर क्रमशः वही ध्यान कही जाती है, और ध्यान की पराकाष्टा समाधि है। समाधि का उच्चतम अवस्था में ही परमात्मा के यथार्थ स्वरूप का प्रत्यक्ष दर्शन होता है, जो कि पूर्व विद्वानो के अनुसार मनुष्य मात्र का परम लक्ष्य, परम उद्देश्य है। कुछ ग्रन्थो मे भी योग अध्ययन के उद्देश्य को समझाते हुए मनीषियों ने कहा है, कि

द्विज सेतिल शारवस्य श्रुलि कल्पतरोः फलम्।
शमन भव तापस्य योगं भजत सत्तमाः।। गोरखसंहिता

अर्थात् वेद रूपी कल्प वृक्ष के फल इस योग शास्त्र का सेवन करो, जिसकी शाख मुनिजनो से सेवित है, और यह संसार के तीन प्रकार के ताप को शमन करता है।

यस्मिन् ज्ञाते सर्वभिंद ज्ञातं भवति निष्थितम्।
तस्मिन् परिप्रमः कार्यः किमन्यच्छास प्रस्य माषितम्।।(शिव संहिता)

जिसके जानने से सब संसार जाना जाता है ऐसे योग शास्त्र को जानने के लिए परिश्रम करना अवश्य उचित है, फिर जो अन्य शास्त्र है, उनका क्या प्रयोजन है? अर्थात् कुछ भी प्रयोजन नही है।

योगात्सम्प्राप्यते ज्ञाने योगाद्धर्मस्य लक्षणम् ।
योगः परं तपोझेयसमाधुत्तः समभ्यसेत्।।

योग साधना से ही वास्तविक ज्ञान की प्राप्ति होती है, योग ही धर्म का लक्षण है, योग ही परमतप है। इसलिए योग का सदा अभ्यास करना चाहिए संक्षेप में कहा जाए तो जीवात्मा का विराट चेतन से सम्पर्क जोड़कर दिव्य आदान प्रदान का मार्ग खोल देना ही योग अध्ययन का मुख्य उद्देश्य हैं।

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A Study of Students' Opinion on the Impact of the Sports Policy on Sports Participation at University Level

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Abstract:-The purpose of the study is to examine students' opinion on the impact of sports policy on sports participation among students from colleges in Goa. The primary data was collected from the students of Goa University and colleges affiliated to Goa University, through a survey method using a questionnaire as a survey tool. The study's survey sample was comprised of 508 students from 34 affiliated colleges with the Goa University, of   which 313 were male and 194 were female students; aged between 17 and 25 years. The survey study concludes that there is an increase in students' sports participation at the university level after the implementation of the sports policy, and the Sports Pol   icy has encouraged male and female students to participate in sports.
Keywords:- Sports Participation, Sports Policy, and Sports Encouragement

Introduction:-Motivation is the process of encouraging others to take action in order to achieve their objectives . In scientific psychology, motivation is defined as "an internally exposed external causality" (Golu, 2005) and Popescu -Neveanu, (1978) described motivation as "a system of impulses, incentives, internal pulsions, activations, tensions, or motives for actions and behavior" (cited by Cucui&Cucui, 2014). From a sports viewpoint, there is an attractive reward system that ensures that the physiological needs of the students are met and taken care of.

The present study is based on Goa University's updated Spor   ts Policy related to the Sports Merit Marks. Goa University has used the Goan Sports Policy as a motivational tool to increase students' participation in sports. It is an extrinsic motivation to motivate students to participate in sports, as students recei   ve Sports MeritMarks during examinations for participating in sports apart from receiving certificates, medals, and trophies for their participation and performance in sports. The Goa Sports Policy aims to encourage large participation in sports. As a result, young talents are promoted, allowing them to shine at both the national and international levels.

Objectives of the Study
1. The objective of the study is to examine sports participation among students from colleges in Goa that are affiliated with the Goa University.

2. The study's objective is to determine students' opinions on the sports policy effect on sports participation by comparing sport participation among students before and after the implementation of sports policy.

3. The study's specific ob jective is to understand students' perceptions of the sports policy and to find out from students whether the Sports Policy motivates them to participate in sports.

Hypothesis
▪ Goan Sport Policy has encouraged students to participate in sports.

Methodology and Procedure :-The survey method was chosen to obtain feedback from the majority of the target population in the quickest possible time and with the availableresources.The research focus was on collecting and analysing the opinions of

students through a su rvey method using a questionnaire, and later it was quantified to know how many students hold the same opinion regarding the topic.

Data Collection: -Primary data was collected from the students of colleges affiliated with Goa University through a survey method. To achieve the goals, a survey study was conducted using a well -structured questionnaire that was properly filled out by the participants. To obtain data, a soft copy of the questionnaire was distributed to the concerned college directors and studen ts.The primary data isof qualitative nature, enabling the researcher to get direct responses from students on the sports policy.

Sample:-The population of the study comprised of students from graduation, post   -graduation, and professional collegesin Goa upt o within the age group of 25 as per the UGC guidelines/norms.The sampling design adopted was a non -probability sampling design, also known as a purposive sampling technique.Purposive sampling was used to select participants that would aid in answering rese   arch questions or achieving research goals. As a study sample, the researcher scholar focused on students who participated in sports.The present study covered 34 colleges in Goa and 508 students participated in the survey, of which 313 were male and 194 were female students.

Data Analysis

Statistical Analysis: Validating Hypothesis   :-Reliability is a measurethat determines whether or not an instrument is suitable for gathering data for a test. The reliability test instrument is done by using Cronbach's Alpha.

The one-sample t -test is used to see if a population means that is unknown differs from a specific value.

Case Processing Summary			
		N	%
Cases	Valid	508	97.5
	Excluded[a]	13	2.5
	Total	521	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.820	23

One-Sample Statistics				
	N	Mean	Standard Deviation	Std. Error Mean
Goan Sports Policy Encouragement	508	18.9173	3.09945	.13752

One-Sample Test						
Test Value = 15						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Goan Sports Policy Encouragement	28.486	507	.000	3.91732	3.6472	4.1875

Interpretation:-The case processing summary shows that out of a total of 521 cases, 508 cases were valid and 13 cases were excluded from the analysis.

TheGoan Sports Policy Encouragement score is statistically significantly higher by 3.91 (95% CI, 3.64 to 4.18) than the population normal test score 15.0, $t(507) = 28.486$, $p = .000$.

The Cronbach's Alpha test score with 23 items is an alpha .820 which is within preferable limits (0.80 to 0.90) of alpha value that indicates that a higher alpha score (> .8 is good) which implies greater reliability of the results. Thus, the hypothesis is supported.

Percentage Analysis

Students' participation in different sports categories:

Category	Students Participation	Percentage
Category A	30	3.23%
Category B	33	3.56%
Category C	204	21.98%
Category D (1)	110	11.85%
Category D (2)	166	17.89%
Category E	385	41.49%
Total	928	100.00%

Table: Representing Survey Response in terms of Number and Percentage

Figure: Response to Sports Participation in Different Sports Categories

Interpretation:-Above table and figure shows the sports categories and students participation in various categories in terms of numbers and percentages. It is clear from the table as well as figure that the participation is highest 385 i.e., 41% at Inter-Collegiate (Category E). Followed by Category C, the National events; Category D (2), the Zonal Inter- University Championships; and Category D (1), the All-India Inter-University Championships. The least participation in Category B, the international events or Championships authorized by the National Sports Federation and Category A; the Olympic Games, World Championships, World Cups, Davis Cup, Thomas Cup, Uber Cup, Para Olympic Games, Winter Olympics Games among other international competitions.

Major Findings

- Students compete in sports at various levels of competition, but the majority of them compete at the intercollegiate level, followed by participation at the national level, the zonal inter university championships, and the All-India Inter-University Championships.

- Sports participation at the university level, as per the respond ents, was lower prior to the implementation of the updated sports policy and more after it was enforced.
- According to survey respondents, the updated sports policy has affected students' involvement in sports at Goa University and following the   introduction of the sports policy, there has been a rise in sports participation.
- Students opined that the sports policy has motivated male and female students to engage in sports.
- From the students' standpoint, updated sports policy implementation is good.
- Students are in favour of the implementation of the updated sports policy.

Conclusion:-From the survey data findings, the study concludes that the sports policy has motivated male and female students to participate in sports. Goa University's sports poli cy is successful in accomplishing its goal of offering opportunities for budding talents and increasing student involvement in intercollegiate competitions.

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माध्यमिक स्तर पर अध्ययनरत् कला एवं विज्ञान वर्ग के विद्यार्थियों की अध्ययन आदतों एवं शैक्षिक उपलब्धि का तुलनात्मक अध्ययन

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सारांश—प्राथमिक स्तर पर बालक की अध्ययन की आदतें अलग होती हैं, आगे चलकर कुछ बदल जाती हैं। माध्यमिक स्तर पर विद्यार्थियों के लिए अध्ययन आदतें अत्याधिक महत्वपूर्ण स्थान रखती हैं। अध्ययन की आदतों से व्यक्ति के व्यक्तित्व का निर्धारण होता है। रचनात्मकता का निर्धारण होता है, रचनात्मकता, बौद्धिकता, भाषाव्यकता, साहित्यिकता एवं कलात्मकता का विकास अध्ययन आदतों पर निर्भर करता है। माध्यमिक स्तर पर विद्या‍र्थियों की शारीरिक, मानसिक एवं शैक्षिक विकास की नींव पड़ चुकी होती है। अतः इस स्तर पर अध्ययन की आदतें छात्रों के आन्तरिक गुणों को प्रभावित करती हैं। माध्यमिक स्तर की शिक्षा की सम्पूर्ण शिक्षा की रीढ़ की हड्डी कहा जाता है। क्योंकि इस स्तर की शिक्षा ही विद्यार्थी के पथ–पदर्शक का काम करती है। इस स्तर पर शिक्षा प्राप्त करने वाले छात्र अपनी किशोरावस्था में होते हैं अगर इस स्तर पर उन्हें सही मार्गदर्शन दिया जाये तो वे बड़ी से बड़ी सफलता प्राप्त कर सकते हैं।

प्रस्तावना—शिक्षा मानव जीवन का मूल आधार है इसके द्वारा ही मनुष्य की   मूल प्रवृत्तियों तथा जन्मजात शक्तियों का विकास होता है और उसके ज्ञान एवं कला कौशल में वृद्धि तथा व्यवहार में परिवर्तन किया जा सकता है। उसे सभ्य सुसंस्कृत एवं योग्य नागरिक बनाया जा सकता है। जन्म के पश्चात् जब बालक कुछ बड़ा होता है, तो उसके सर्वांगीण विकास हेतु उसे सामाजिक आचरण की विधियाँ सिखायी जातीं हैं, और वह निश्चित आयु पश्चात् विद्यालय जाता है। विद्यालय में उसकी शिक्षा सुनियोजित ढंग से औपचारिक रूप से चलती है। विद्यालय के साथ–साथ उसके परिवार व समुदाय से भी कुछ सीखने को मिलता है, अर्थात् सीखने का क्रम बालक के जीवन भर चलता रहता है।

शिक्षा का प्रमुख कार्य व उद्देश्य बालक में निहित गुणों का सर्वांगीण विकास करना होता है, जिस प्रकार पेड़– पौधे के छोटे से बीज में पेड़ व पौधा बनने की विशेषताएँ व गुण विद्यमान रहते हैं, किन्तु यह विशेषताएँ व गुण तभी मूर्त रूप ग्रहण कर सकते हैं, जब बीज को अंकुरित होने के लिए अनुकूल वातावरण दिया जाता है। उसी प्रकार बालक के अन्दर जन्म से ही विशेषताएँ व गुण विद्यमान होते हैं, परन्तु इन विशेषताओं एवं गुणों का विकास सही दिशा में तभी हो सकता है, जब बालक को अनुकूल अध्ययन की आदत, सामाजिक वातावरण प्राप्त हो। महात्मा गाँधी– ''शिक्षा से मेरा अभिप्राय बालक और मनुष्य के शरीर, मन तथा आत्मा के सर्वांगीण एवं सर्वोत्कृष्ट विकास से है।''

कला एक प्रकार का कृत्रिम निर्माण है, जिसमें शारीरिक और मानसिक कौशलों का प्रयोग होता है। कला ही है, जिसमें मानव मन में संवेदनाएँ उभारने, प्रवृत्तियों को ढालने तथा चिन्तन को मोड़ने, अभिरूचि को दिशा देने की अद्भुत क्षमता है। मनोरंजन, सौन्दर्य, प्रवाह, उल्लास न जाने कितने तत्वों से यह भरपूर है, जिसमें मानवीयता को सम्मोहित करने की शक्ति है।

विज्ञान और कला के बगैर आधुनिक जीवन की कल्पना करना असम्भव है। वास्तव में विज्ञान एकत्रित ज्ञान है, जबकि कला समस्त उपलब्ध संसाधनों के आधार पर मनुष्य के मनोभावों का निरूपण है, अर्थात् कोई वैज्ञानिक कार्य चाहे कितना ही महान क्यों न हो समय के साथ उसके वैज्ञानिक ज्ञान का समकालीन ज्ञान में समावेश हो जाता है।

विज्ञान का अध्ययन हमें जीवन के प्रति वैज्ञानिक दृष्टि और सोच से संयुक्त करता है। इसलिए यह जरूरी ह ॅ कि जीवन का अध्ययन ऐसी पद्धति से किया जाये कि अध्येता और शिक्षार्थ के मन में विषय के प्रति लगाव पैदा करे। सही विधि से किया गया अध्ययन ही जीवन की आवश्यकताओं को पूरा करने में सहायक हो सकता है। इस हेतु विद्यालयों में विज्ञान का प्रभावी शिक्षण आवश्यक है।

भारत एक जनतांत्रिक देश है। किसी भी देश में जनतंत्र की सफलता वहाँ के सुयोग्य नागरिक पर निर्भर करती है। सुयोग्य नागरिक बनाने के लिए उच्चकोटि की शिक्षण व्यवस्था की आवश्यकता है। हमारे देश के अधिकांश राज्यों में 10+2+3 की व्यवस्था चल रही है। इस व्यवस्था के अन्तर्ग त प्राथमिक, माध्यमिक, उच्च शिक्षा की संस्थाएँ स्थापित की गई हैं। प्राथमिक स्तर पर बालक की अध्ययन की आदतें अलग–अलग होती है, आगे चलकर कुछ बदल जाती है। माध्यमिक स्तर पर विद्यार्थियों के लिए अध्ययन आदतें अत्याधिक महत्वपूर्ण स्थान रखती है। अध्ययन की आदतों से व्यक्ति के व्यक्तित्व का निर्धारण होता है। रचनात्मकता का निर्धारण होता है।रचनात्मकता, बौद्धिकता, भाषात्मकता, साहित्यिकता एवं कलात्मकता का विकास अध्ययन की आदतों पर निर्भर करता है। माध्यमिक स्तर पर विद्यार्थियों की शारीरिक, मानसिक एवं शैक्षिक विकास की नींव पड़ चुकी ह ॅ ोती है। अतः इस स्तर पर अध्ययन की आदतें छात्रों के आन्तरिक गुणों को प्रभावित करती हैं। माध्यमिक स्तर की शिक्षा को सम्पूर्ण शिक्षा की रीढ़ की हड्डी कहा जाता है, क्योंकि इस स्तर की शिक्षा ही विद्यार्थे के पथ–प्रदर्शक का काम करती   है। इस स्तर पर शिक्षा प्राप्त करने वाले छात्र अपनी किशोरावस्था में होते हैं अगर इस स्तर पर उन्हें सही मार्गदर्शन दिया जायें तो वे बड़ी से बड़ी सफलता प्राप्त कर सकते हैं।

वर्तमान समय में छात्र अपनी अध्ययन आदतों द्वारा विभिन्न समस्याओं के अन्तर्द्वन्द्व में उलझता जा रहा है, जिससे वे अध्ययन कार्य में अधिक ध्यान नहीं देते हैं। यह एक जटिल समस्या है जो उग्र रूप धारण करती जा रही है। यहाँ पर प्रश्न उठता है कि इसके लिए उत्तरदायी कौन है ? क्या जिस वातावरण में वे शिक्षित हो रहे हैं, वह दोषपूर्ण हैं ? या नहीं। हमारी सम्पूर्ण शिक्षा प्रणाली ही दोषपूर्ण है। क्या शिक्षक का व्यक्तित्व छात्र वर्ग को प्रभावित नहीं कर पा रहा है? या छात्रों की अध्यापक वर्ग के प्रति गलत धारणा के कारण वे उनमें वांछित गुणों को उत्पन्न नहीं कर पाते हैं। यदि ऐसा है तो शैक्षिक संस्थाओं के उचित वातावरण को बनाने के लिए क्या कदम उठाने चाहिए, जिससे छात्रों की अध्ययन आदतों के साथ–साथ समस्या का समाधान हो सके।

शिक्षा तथा व्यक्तित्व के विकास में आदतों के महत्व को नकारा नहीं जा सकता। उच्च शिक्षा भी कुछ हद तक इन अध्ययन आदतों पर निर्भर है। बच्चे का मन बहुत ही लचीला तथा छाप ग्रहण करने योग्य होता है, जो कुछ उसके आस–पास होता है, वह उस पर अपनी स्वीकृति देता है। इसलिए माता–पिता तथा शिक्षकों को चाहिए कि वे बच्चों के रूझानों को इस प्रकार डालें कि वह परिस्थितियों के प्रति भी बहुत प्रभावशाली तथा उचित विधि से ऐसा करने से बालक अपने अन्दर आत्मविश्वास को प्राप्त करके अपने लक्ष्यों तक आसानी से पहुँच सकता है। अगर छात्रों के व्यवहार और शिक्षण को वास्तविकता की कसौटी पर खरा उतारना है तो उनके अन्दर समस्या के उत्तम समाधान का दृष्टिकोण विकसित करके उत्तम अध्ययन आदतों का निर्माण करना चाहिए। जिससे छात्र अपने लक्ष्यों को सरलता से प्राप्त कर राष्ट्र की उन्नति में अपनी सहभागिता प्रस्तुत कर सकें। छात्र स्वयं भी समस्याओं के समाधान में प्रायः अध्ययन की आदतों का निर्माण कर रहे हैं। अध्ययन आदत सफलता का आधारभूत सोपान है। अध्ययन आदत का भविष्य निर्माण की दिशा से गहन सम्बन्ध है। अच्छी अध्ययन आदतें विद्यालय में सफलता प्राप्त करने, प्रतियोगी भावना के विकास, अच्छे गुणों का विकास और बच्चों को यह अनुभूति करने में सक्षम बनाने, कि वे विद्यालय और जीवन में बेहतर कर सकते हैं, के लिए अनिवार्य है। अच्छी अध्ययन आदतों को निर्माण अध्ययन में सफलता प्राप्त करने की आधारभूत सीढ़ी है। अच्छी अध्ययन आदतों का सम्बन्ध हेतु उपर्युक्त वातावरण का निर्माण, चयन करने तथा उसे निरन्तर बनाये रखने से भी है। अच्छी आदत में शामिल करने से है, जिसके द्वारा अध्ययन की प्रक्रिया इस प्रकार स्वतः परिचालित होती है, जिससे कि शैक्षिक उद्देश्यों की प्राप्ति पूर्णतया सुनिश्चित हो सके।

अध्ययन की आवश्यकता एवं महत्व

प्रत्येक प्रगतिशील राष्ट्र व समाज अपने सर्वांगीण विकास के लिए कतिपय विशिष्ट नीतियों का अनुसरण करता है कि राष्ट्र की प्रगति के लिए आवश्यक है कि उसके समस्त घटकों का अविरल रूप से समान व महत्तम विकास किया जाये जो कि उसकी क्षमता हो तभी उस राष्ट्र की प्रगति सम्भव है। वर्तमान समय में हमारी शिक्षण संस्थाओं में प्रायः वह दृष्टिगोचर होता है कि उसका एक घटक विकास की मूलधारा के संग गतिमान नहीं है। किशोरावस्था में छात्र–छात्राओं में सही निर्णय लेने की क्षमता का विकास होता है। केवल उपयुक्त मार्गदर्शन की आवश्यकता होती है। छात्र–छात्राओं को सन्तुलित व्यवहार करने के लिए परिवार के सदस्य, समाज, संस्कृति, विद्यालय, शिक्षा, शिक्षक आदि सभी का उत्तरदायित्व होता है कि छात्र–छात्राओं की आवश्यकताओं एवं इच्छाओं को समझ कर सहानुभूतिपूर्वक व्यवहार करके उनकी सहायता करें।

जन्मजात मूल प्रवृत्ति जन्य व्यवहार के साथ–साथ व्यक्ति बहुत कुछ अपने परिवेश (वातारण) से सीखता है। विद्यालय ही वह स्थान है, जहाँ पर छात्र आने के बाद पारिवारिक जीवन के साथ–साथ सामाजिक जीवन भी व्यतीत करता है। विद्यालय शिक्षा का एक ऐसा साधन है जिसमें पूर्व निश्चित उद्देश्य तथा पूर्व नियोजित कार्यक्रम दोनों होते हैं। फलस्वरूप विद्यालय का विद्यार्थियों के व्यक्तित्व पर बहुत अच्छा प्रभाव पड़ता है जिसमें उसके व्यक्तित्व का सर्वांगीण विकास होता है। छात्रों में अध्ययन की आदत का विकसित किया जाना उनके व्यक्तित्व के लिए तो आवश्यक है ही, साथ ही भावी जीवन के निर्माण के लिए भी आवश्यक है। अध्ययन की प्रभावशाली आदतों का विकास न कर सकने के कारण ही वे अपने उद्देश्यों को प्राप्त करने में विफल होते हैं। जो छात्र अपने अध्ययन में सफलता प्राप्त करते हैं, वे साधारणतः अकेले अध्ययन करते हैं या अध्ययन की किसी निश्चित विधि का अनुसरण करते हैं। ये छात्र सफल होने के कारण अपने उद्देश्य को प्राप्त करते हैं। यदि इस उद्देश्य का सम्बन्ध उनकी विशिष्ट इच्छा से होता है, तो वह अपनी सम्पूर्ण शक्ति को अध्ययन में लगा देते हैं। जीवन में प्रसन्नता, कुशलता तथा उन्नति आदतों पर निर्भर करती है। अच्छी आदतें मनुष्य के जीवन की पूँजी होती है। हमारा जीवन सामाजिक, संवेगात्मक तथा बौद्धिक आदतों का एक पुंज है। आदतें हमारे व्यवहार को उभारती हैं तथा उत्साह देती हैं। यह बच्चे के विकास में महत्वपूर्ण कार्य करती हैं। आदतें ही आचरणिक तथा सामाजिक गुणों, सामाजिक तथा नैतिक अनुशासन सीखने तथा शिक्षा का सारांश अनुभव करें और मनोविज्ञान ही आदतों का महत्व जानने में सहायता करती है। शिक्षा के क्षेत्र में आदतों पर आश्रित होना पड़ता है। अच्छी आदतें आसानी एवं सुविधा के साथ ज्ञान प्राप्त करने में सहायक सिद्ध होती हैं। जो व्यक्ति स्कूल और घर में पढ़ाई पर अपना ध्यान करने के आदी हैं, वह आसानी से थकता नहीं। इसी प्रकार कुशलतापूर्वक लिखने, पढ़ने तथा वार्तालाप करने की आदतों का बहुत लाभ होता है, उचित रूप से तर्क करें, सहयोग देने, चिन्तन करने, निर्णय लेने, नियमित रूप से काम करने, साफ रहने, ईमानदारी के साथ काम करने की आदतों के कारण विद्यार्थी सुविधापूर्वक वातावरण के अनुरूप अपने आपको ढाल सकता है और थोड़े समय में आवश्यक ज्ञान प्राप्त कर सकता है।

आज का बालक ही कल का नागरिक है, जिसे कल अर्थात् आने वाले समय में राष्ट्र के विकास के लिए दिशा का निर्धारण करना है। अतः देश और समाज के उत्थान के लिए यह आवश्यक है कि देश समुचित विकास को सुनिश्चित करने के लिए अधिक अध्ययन किये जाये। बालक के विकास में अध्ययन आदतों की भूमिका प्रभावकारी होती है।

समस्या कथन

''माध्यमिक स्तर पर अध्ययनरत् कला एवं विज्ञान वर्ग के विद्यार्थियों की अध्ययन आदतों एवं शैक्षिक उपलब्धि का तुलनात्मक अध्ययन''

समस्या कथन में प्रयुक्त शब्दों का परिभाषीकरण

(क) माध्यमिक स्तर

- **सम्प्रत्यात्मक अर्थ–** माध्यमिक विद्यालयों से तात्पर्य उन विद्यालयों से है जिनमें कक्षा 9 से 10 तक शिक्षा प्रदान की जाती है। अतः समस्या के अध्ययन हेतु कक्षा 9 एवं 10 के विद्यार्थियों का चयन किया गया है।

- **संक्रियात्मक अर्थ–** प्रस्तुत अध्ययन में माध्यमिक स्तर से तात्पर्य जनपद झाँसी के शहरी क्षेत्र के यू 0पी0 बोर्ड से मान्यता प्राप्त विद्यालयों में अध्ययनरत कक्षा 9 व 10 के कला एवं विज्ञान वर्ग के विद्यार्थियों से है।

- **कला वर्ग–** यू0पी0 बोर्ड द्वारा निर्धारित विषयों जैसे–कला, इतिहास, हिन्दी, सामाजिक विषय आदि का अध्ययन करने वाले विद्यार्थी कला वर्ग क अन्तर्गत आते हैं।

- **विज्ञान वर्ग–** यू0पी0 बोर्ड द्वारा निर्धारित विषयों जैसे– रसायन विज्ञान, भौतिक विज्ञान, जीव विज्ञान, गणित आदि का अध्ययन करने वाले छात्र विज्ञान वर्ग के अन्तर्गत आते हैं।

(ख) अध्ययन आदतें

- **सम्प्रत्यात्मक अर्थ–** आदत एक अभिप्रेरक शक्ति है, जिसका निर्माण मनुष्य स्वयं करता है और अ पने जीवन की भूमिका में इसके गुणों को आरोपित करता है। अध्ययन के द्वारा मनुष्य प्रकृति के स्रोतों तक पहुँचता है। उनकी पहचान करता है उनमें से उनका चुनाव करता है। जो उसकी परिस्थिति में सर्वोत्तम प्रतीत होते हैं, और देश, काल व परिस्थितियों के अनुकूल कार्य करके उसे अभीष्ट परिणाम प्राप्त करने में मदद् करते हैं।

  अध्ययन सम्बन्धी आदतों के अन्तर्गत पढ़ना, लिखना, सीखना आदि आता है। वे व्यवहार जो शिक्षा के माध्यम से प्राप्त किये जाते हैं, वे शैक्षिक आदत कहलाते हैं। इस तरह अध्ययन की आदत से अभिप्राय छात्रों द्वारा अध्ययन करने की शैली से है जिस तरीके से सहजता, सफलतापूर्वक और अधिकांशयता अध्ययन करते हैं, उसे अध्ययन आदत कहते हैं।

- **संक्रियात्मक अर्थ–** प्रस्तुत अध्ययन में अध्ययन की आदतों से तात्पर्य एम0 मुखोपाध्याय और डी0एस0 सन्सवाल द्वारा निर्मित स्टडी हैबिट इन्वेंट्री मानक उपकरण में प्रतिदर्श प्रयोज्यों द्वारा प्राप्त किये गये प्राप्तांकों से है।

(ग) **शैक्षिक उपलब्धिः–** शैक्षिक उपलब्धि से अभिप्राय छात्रों द्वारा अर्जित ज्ञान, बोध, कौशल, अनुप्रयोग आदि योग्यताओं की मात्रात्मक अभिव्यक्ति से है शिक्षण अधिगम प्रक्रिया के द्वारा छात्र अपनी विभिन्न बौद्धिक योग्यत ाओं का विकास करते हैं। छात्रों ने किस सीमा तक अपनी बौद्धिक योग्यताओं का विकास किया है, यही उनकी शैक्षिक उपलब्धि का सूचक होता है।

  माथुर के अनुसार– ''निष्पत्ति परीक्षण एक निश्चित कार्य क्षेत्र में जो ज्ञान अर्जित किया जाता हैं, उसकी माप करता हैं।'' शैक्षिक उपलब्धि परीक्षाओं के विषय में प्रेसी, रांबिन्सन व हारम्सका कहना है– उपलब्धि परीक्षाओं का निर्माण मुख्य रूप से छात्रों के सीखने के स्वरूप तथा सीमा का माप करने के लिए किया जाता है।

अध्ययन के उद्देश्य

(1) माध्यमिक स्तर पर अध्ययनरत् कला वर्ग के विद्यार्थियों की अध्ययन आदतों का अध्ययन करना।

(2) माध्यमिक स्तर पर अध्ययनरत् विज्ञान वर्ग के विद्यार्थियों की अध्ययन आदतों का अध्ययन करना।

(3) माध्यमिक स्तर पर अध्ययनरत् कला एवं विज्ञान वर्ग के विद्यार्थियों की अध्ययन आदतों का तुलनात्मक अध्ययन करना।

अध्ययन की परिकल्पनाएँ

परिकल्पना शब्द का अर्थ ऐसे उपकथन से होता है जो समस्या के संभावित समाधान की ओर इंगित करता है अर्थात् परिकल्पना समस्या के समाधान की अवधारणा होती है, जिसकी पुष्टि करने का प्रयास अनुसंधानकर्ता अपने अध्ययन में करता है। परिकल्पना शोध कार्य के लिए दिशा प्रदान करने के साथ ही प्रदत्तों   के संकलन के लिए ठोस वैज्ञानिक आधार भी प्रदान करती है।

मैकगुइगन के अनुसार–''परिकल्पना दो अथवा अधिक चरों के बीच संभावित सम्बन्धों को परखने सम्बन्धी कथन है।''

(1) माध्यमिक स्तर पर अध्ययनरत् कला वर्ग के विद्यार्थियों की अध्ययन आदतों का स्तर उच्च हैं।

(2) माध्यमिक स्तर पर अध्ययनरत् विज्ञान वर्ग के विद्यार्थियों की अध्ययन आदतों स्तर उच्च हैं।

(3) माध्यमिक स्तर पर अध्ययनरत् कला एवं विज्ञान वर्ग के विद्यार्थियों की अध्ययन आदतों के स्तर में कोई सार्थक अन्तर नहीं है।

प्रस्तुत शोध से सम्बन्धित साहित्य

शोधार्थिनी द्वारा शोध प्रबन्धों, शिक्षा अनुसंधान पत्रिकाओं व शिक्षा सर्वेक्षणों, इण्टरनेट आदि का अध्ययन कर शोध समस्या से सम्बन्धित राष्ट्रीय एवं अन्तर्राष्ट्रीय कतिपय साहित्य को वर्षवार प्रस्तुत किया गया है।

राधास्वामी और कुलनदेवल (1999) ''हाईस्कूल के छात्रों की पठन रूचि और अध्ययन की आदतों का अध्ययन''।

इस अध्ययन में यह देखा गया कि लड़के–लड़कियों की अपेक्षा अधिक पढ़ते थे जबकि यह भी देखा गया कि लड़कियों मे पुस्तक संग्रह मे अधिक रूचि थी। इस अध्ययन में छात्र की शिक्षा और चरित्र और चरित्र को प्रभावित करने वाले तीन मुख्य कारक घर, विद्यालय और राज्य देखे गये।

Sen, Bharat Kalpana (2000), "An investigation into the personality make up intelligence and study habit of high and low achievers" इस अध्ययन में यह निष्कर्ष प्राप्त हुआ कि उच्च उपलब्धि और निम्न उपलब्धि का अध्ययन की आदतों के मध्य सार्थक अन्तर पाया गया तथा दोनों वर्गों की बुद्धिलब्धि में भी सार्थक अन्तर है। अध्ययन की आदतों की लब्धि तथा बुद्धिलब्धि के मध्य सकारात्मक सम्बन्ध पाया गया।

Ghaalsai, P.G. (2001), "A descriptive and expomental study in the field of study habit s/skills of students in secondary school". इस अध्ययन में यह देखा गया कि अध्ययन की आदतों और उपलब्धि के मानों में कोई महत्वपूर्ण अन्तर नहीं पाया गया। अधिकतर (60 प्रतिशत) छात्र चुप रहकर पढ़ते हैं, लेकिन शान्त होकर पढ़ने के दौरान वे होंठ चलाते और धीरे –धीरे बड़बड़ाते हैं। 25 प्रतिशत छात्र घर में पढ़ने के लिए समय नहीं निकाल पाते हैं। 70 प्रतिशत से अधिक छात्र अध्ययन के लिए टाइम टेबल नहीं बनाते हैं।

शुक्ला एवं भटनागर (2006) ''संस्थागत व स्ववित्तपोषित बी0एड0 छात्राओं की अध्ययन आदतों का तुलनात्मक अध्ययन''। सांख्यिकीय विश्लेषण के निष्कर्ष से सिद्ध होता है कि संस्थागत छात्राओं की अध्ययन की आदतें स्ववित्तपोषित छात्राओं की अपेक्षा उच्च हैं। स्ववित्तपोषित संस्थाओं की छात्रायें सहायक पुस्तकें अधिक पढ़ती हैं, हो सकता है कि वह विषय से सम्बन्धित सहायक पुस्तकें न पढ़कर दूसरी पुस्तकें पढ़ती हों जो पढ़ाई में सहायक नहीं हैं। इससे इस पर प्रकाश पड़ता है कि प्रवेश परीक्षा प्रणाली द्वारा उचित मूल्यांकन होता है।

सन्त विजय (2007) ने ''स्नातक स्तर पर छात्र और छात्राओं के अध्ययन की आदतों एवं समायोजन का तुलनात्मक अध्ययन''। अध्ययन की आदतों के परिप्रेक्ष्य में छात्र–छात्राओं के मध्यमानों के बीच क्रान्तिक अनुपात है जो कि प्रतिशत स्तर पर सार्थक पायी गई। छात्रों की अध्ययन की आदतों छात्राओं की तुलना में उच्च स्तर की पायी गयी।

नागलिएनकिम (2008) ''कक्षा 9 के विद्यार्थियों के गणित विषय में उपलब्धि और उनमें अध्ययन की आदतों तथा अभिरूचियों का परीक्षण करना।'' इस अध्ययनन में यह निष्कर्ष प्राप्त हुआ कि गणित विषय में उच्च, मध्यम व निम्न उपलब्धि पाने वाले विद्यार्थियों के अध्ययन आदत सम्बन्धी अंकों में कोई महत्वपूर्ण अन्तर नहीं है। लड़के तथा लड़कियों की अध्ययन आदतों में भी अन्तर नहीं है।

साव, मीरा (2010) बहिर्मुखी एवंअन्तर्मुखी व्यक्तित्व वाले विद्यार्थियों में अध्ययन के प्रति रुचि एवं शैक्षिक उपलब्धि का तुलनात्मक अध्ययन विषय पर शोधकार्य कर निष्कर्ष में पाया कि बहिर्मुखी एवं अन्तर्मुखी व्यक्तित्व वाले विद्यार्थियों में अध्ययन के प्रति रुचि विभिन्न विषय क्षेत्रों में लगभग समान पायी गयी। बहिर्मुखी एवं अन्तर्मुखी व्यक्तित्व वाले विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर पाया गया। बहिर्मुखी विद्यार्थियों की शैक्षिक उपलब्धि अन्तर्मुखी विद्यार्थियों से अधिक पायी गयी।

खट्टाब,नबिल (2015) स्टूडेन्ट्स एस्पिरेशन एक्सपेटेशन एंड स्कूल अचीवमेंट्स व्हाट रीयल मैटर ? यह अध्ययन जाँच करता है कि कैसे आकांक्षाओं अपेक्षाओं औरस्कूल की उपलब्धि के विभिन्न संयोजन छात्रों के भविष्य के शैक्षिक व्यवहार को प्रभावित करतेहै। अध्ययन परिणामों से पता चलता है कि उच्च आकांक्षाओं य ा उच्च उम्मीदो वाले छात्रों की स्कूल उपलब्धि, कम आकांक्षाओं या कम उम्मीदो वाले छात्रों की स्कूल उपलब्धि से अधिक है।

चित्तौड़ा, शशि (2019) ने आदिवासी और गैर आदिवासी किशोर विद्यार्थियों की अध्ययन आदतों एवं शैक्षिक उपलब्धियों का तुलनात्मक अध्ययन पर शोध कार्य किया एवं निष्कर्ष में पाया गया कि आदिवासी और गैर आदिवासी विद्यार्थियों की अध्ययन आदत अभिरूचि पर प्राप्त प्राप्तांकों व शैक्षणिक उपलब्धियों के प्राप्त प्राप्तांकों व शैक्षणिक उपलब्धियों के प्राप्त प्राप्तांकों में उच्च धनात्मक सार्थक सहसम्बन्ध पाया गया।

गोविन्द राय (2020) इन्होंने बुद्धि व शैक्षिक उपलब्धि पर अध्ययन किया न्यादर्श में चार स्कूलों के आठवीं कक्षा के तीन गृह परीक्षाओं के अंकों के औसत को लिया बुद्धि के मापन के लिए स्व–निर्मित बुद्धि परीक्षण का उपयोग किया और निष्कर्ष निकाला कि बुद्धि व एकादमिक उपलब्धि के ं मध्य सकारात्मक सह सम्बन्ध है तथा संवेगात्मक सन्तुलन, स्वास्थ्य, उद्योग, सुरक्षा नियमितता, स्थिति व गृह परिस्थितियों का एकादमिक उपलब्धि पर महत्वपूर्ण प्रभाव पड़ता है।

शोध विधि– समय या संसाधनों को ध्यान में रखते हुए शोधार्थिनी द्वारा वर्णनात्मक अनुसंधान के अ न्तर्गत आने वाली **सर्वेक्षण अनुसंधान विधि** का प्रयोग किया गया है।

अध्ययन के चर–चर से तात्पर्य एसे मानवीय शील गुणों से है, जो गतिशील होने के साथ–साथ मापनीय हो। प्रस्तुत शोध में अध्ययन के चर के रूप में माध्यमिक स्तर पर अध्ययनरत् कला एवं विज्ञान वर्ग के विद्यार्थियों तथा अध्ययन की आदतों को लिया गया है।

- स्वतंत्र चर – कला एवं विज्ञान वर्ग के विद्यार्थी
- आश्रित चर – अध्ययन की आदतें एवं शैक्षिक उपलब्धि
- नियंत्रित चर – शैक्षिक स्तर, आयु।

जनसंख्या और न्यादर्श– शोध में जनसंख्या का अर्थ भिन्न होता है। जनसंख्या का तात्पर्य सम्पूर्ण इकाईयों के निरीक्षण से होता है। इसमें कुछ इकाईयों का चयन करके न्यादर्श बनाया जाता है। न्यादर्श की इकाईयों के निरीक्षण तथा मापन से जनसंख्या की विशेषताओं के सम्बन्ध में अनुमान लगाया जाता है। प्रस्तुत शोध अध्ययन में जनसंख्या से तात्पर्य जनपद झाँसी के शहरी क्षेत्र में स्थित यू0पी0 बोर्ड से मान्यता प्राप्त माध्यमिक विद्यालयों की कुल संख्या से है।

प्रस्तुत शोध न्यादर्श– विद्यालयों के चयन के उपरान्त न्यादर्श के लिए दूसरे स्तर पर प्रयुक्त 100 विद्यार्थियों का चयन किया गया। जिसमें कला वर्ग के 25 छात्र तथा 25 छात्राओं को व विज्ञा न वर्ग के 25 छात्र तथा 25 छात्राओं को

माध्यमिक विद्यालयों से लिया गया है। छात्रों के चयन के लिए कक्षा 9 व कक्षा 10 के उपस्थित विद्यार्थियों की सूची प्राप्त करने के बाद **यादृच्छिक विधि** का प्रयोग करके प्रतिदर्श के रूप में विद्यार्थियों का चयन किया गया।

अध्ययन के उपकरण– प्रस्तुत शोध कार्य में ऑकड़ों के एकत्रीकरण हेतु निम्न उपकरण का प्रयोग किया गया है। विद्यार्थियों की अध्ययन की आदत सम्बन्धी परीक्षण हेतु शोधार्थिनी ने Study Habit Invantory (S.H.I.) M. Mukhopadhaya (New Delhi) and D.N. Sansanwal (Indore) का प्रयोग किया है।

ऑकड़ों का संग्रह, विश्लेषण एवं व्याख्या

वर्ग	N	M	SD	SED	Df	CR	सार्थकता	परिकल्पना
कला	50	101.6	17.2	3.53	98	0.33	0.05 सार्थक	स्वीकृत
विज्ञान	50	100.4	18.2				0.01 सार्थक	

परिकल्पना परीक्षण परिणाम

0.05 स्तर पर परीक्षण– 0.05 स्तर पर df (98) पर सैद्धान्तिक मान 1.98 होता है। जबकि शोध परिगणित मान 0 .33 है जो मानक मान से कम है। अतः वर्तमान पकिरल्पना 0.05 पर असार्थक है। अतः परिकल्पना स्वीकृत हो रही है।

0.01 स्तर पर परीक्षण – 0.01 स्तर पर df (98) पर सैद्धान्तिक मान 2.63 होता है जबकि शोध से परिगणित मान 0 .33 प्राप्त हुआ है। जो मानक से कम है अतः वर्तमान परिकल्पना 0.01 पर असार्थक है अतः परिकल्पना स्वीकृत हो रही है। 0.05 तथा 0.01 स्तर पर परिगणित मान क्रान्तिक मान से कम है जिससे हमारी शून्य परिकल्पना स्वीकृत हो जा रही है, अर्थात् माध्यमिक स्तर पर अध्ययनरत् कला वर्ग एवं विज्ञान वर्ग के विद्यार्थियों की अध्ययन आदतों का स्तर अलग–अलग है।

मध्यमान के आधार पर– अध्ययन से प्राप्त परिणामों के आधार पर माध्यमिक स्तर पर अध्ययनरत् कला वर्ग के विद्यार्थियों की अध्ययन आदतें 101.6 है, विज्ञान वर्ग के विद्यार्थियों की अध्ययन आदतें 100 .4 है। अतः कला वर्ग एवं विज्ञान वर्ग के विद्यार्थियों की अध्ययन आदतों के जो मध्यमान प्राप्त हुए है उनसे यह प्रमाणित होता है कि कला वर्ग के विद्यार्थियों की अध्ययन आदतें विज्ञान वर्ग के विद्यार्थियों से अधिक है परन्तु निर्देश पुस्तिका में दिये गये अध्ययन आदतों के चार्ट के माध्यम से यह ज्ञात होता है कि दोनों समूहों की अध्ययन आदतें औसत से कम है।

मानक विचलन के आधार पर– अध्ययन से प्राप्त ऑकड़ों के आधार पर यह प्रमाणित होता है कि यू0पी0 बोर्ड के कला वर्ग के विद्यार्थियों का मानक विचलन 17.2 तथा विज्ञान वर्ग के विद्यार्थियों का मानक विचलन 18 .2 है। अतः विज्ञान वर्ग के विद्यार्थियों के अध्ययन आदतों का फैलाव कला वर्ग के विद्यार्थियों से अधिक है। इससे यह सिद्ध होता है कि भले ही कला वर्ग के विद्यार्थियों की अध्ययन आदतें विज्ञान वर्ग के विद्यार्थियों से उच्च हैं लेकिन दोनों ही समूह अध्ययन आदतों का वितरण एक समान नहीं है।

क्रान्तिक अनुपात के आधार पर– प्रस्तुत लघु शोध में क्रान्तिक अनुपात का मान 0.33 है जो सार्थकता के 0.05 स्तर तथा 0.01 स्तर पर df (98) का मान क्रमशः 1 .98 तथा 2.63 है। अतः दोनों ही स्तरों पर परिगणित क्रान्तिक मान तालिका मान से कम है जिससे यह स्पष्ट होता है कि 0 .05 स्तर एवं 0 .01 स्तर दोनों पर ही परिकल्पना स्वीकृत है। अतः उपरोक्त मानों के आधार पर 0.05 स्तर एवं 0.01 स्तर पर माध्यमिक स्तर पर अध्ययनरत् यू0पी0 बोर्ड के कला वर्ग एवं विज्ञान वर्ग के विद्यार्थियों की अध्ययन आदतों में सार्थक अन्तर नहीं है।

निष्कर्ष

सांख्यिकीय विश्लेषण के उपरान्त लघु शोध ''माध्यमिक स्तर पर अध्ययनरत् कला वर्ग एवं विज्ञान वर्ग के विद्यार्थियों की अध्ययन आदतों का तुलनात्मक अध्ययन'' के निम्न निष्कर्ष प्राप्त हुए–

- प्रस्तुत शोध के उपरान्त यह निष्कर्ष आया कि माध्यमिक स्तर पर अध्ययनरत् कला व विज्ञान वर्ग के विद्यार्थियों की अध्ययन आदतें उच्च होती हैं।
- प्रस्तुत शोध के उपरान्त यह निष्कर्ष निकल कर आया कि माध्यमिक स्तर पर कला व विज्ञान वर्ग के विद्यार्थियों की अध्ययन की आदतें समान हैं।

अध्ययन की आदत एक महत्वपूर्ण चर है जो शैक्षिक उपलब्धि पर प्रभाव डालता है। अतएव विद्यार्थियों में अच्छ ी अध्ययन की आदतें विकसित करके शैक्षिक उपलब्धि को उच्च स्तर तक पहुँचाया जा सकता है। अध्ययन की आदतों में शिक्षकों का विचार–व्यवहार महत्वपूर्ण स्थान रखता है। शिक्षक अपने व्यवहार से विद्यार्थियों के लिए उद्दीपक का विकास कर सकते हैं जिससे विद्यार्थी सीख सके और उपलब्धि को प्राप्त कर सके। विद्यार्थी अपना अधिकांश समय परिवार में बिताता है, अतः अभिभावक का भी यह कर्तव्य है कि वे अपने बच्चे को अच्छा पारिवारिक वातावरण दें ताकि विद्यालय में अच्छे

शैक्षिक वातावरण का निर्माण हो सके जिससे अच्छी अध्ययन की आदतों का निर्माण हो सके। इसके अलावा अभिभावकों को चाहिए समय–समय पर शिक्षक के साथ अपने बच्चों के बारे में विचार–विमर्श करते रहें और बच्चों को प्रेरित करते रहें।

विद्यालय प्रशासन का यह कर्तव्य है कि समय–समय पर ऐसे कार्यक्रमों का आयोजन हो जिससे छात्र प्रेरणा ग्रहण कर सकें। प्रधानाचार्य द्वारा समय–समय पर अभिभावकों की मीटिंग करनी चाहिए जिससे विद्यार्थियों की प्रगति के बारे में विचार–विमर्श हो सके। प्रशासन द्वारा अनुशासन का कड़ाई से पालन करना चाहिए जिससे छात्र अनुशासित होकर अध्ययन करें। हमारे राष्ट्र की शिक्षा के स्तर को ऊँचा बनाने के   लिए प्रत्येक विद्यालय, अध्यापक तथा अभिभावकों के सहयोग से ही हो सकता है।

सुझाव

विद्यार्थियों के लिए–

- अच्छी अध्ययन आदतों का विकास स्वयं विद्यार्थी के हाथ में होता है।
- उचित अध्ययन विधि अपनाकर आशातीत सफलता प्राप्त करने के लिए प्रत्येक क्षेत्र में ध्येयन व ध्येय का निर्धारण करते रहना चाहिए।
- अच्छी पुस्तकें, दैनिक अखबार एवं शब्दकोश का प्रयोग अच्छी अध्ययन आदतों को विकसित करने में यथेष्ट प्रभावशाली कदम है।

शिक्षकों के लिए

- शिक्षकों को अपने छात्रों में अच्छी अध्ययन आदतों को विकसित करने के लिए उसका समय–समय पर मूल्यांकन एवं मार्गदर्शन करना चाहिए।
- शिक्षकों द्वारा प्रेरित छात्र–छात्रा ही भविष्य में उच्च आदतों के स्वामी बन जाते हैं जिससे वे समाज में उच्च पदों पर एवं जिम्मेदार नागरिक बनकर राष्ट्र प्रगति मे योगदान दे सकते हैं।
- विद्यार्थियों की अध्ययन आदतों की विभिन्नतायें शिक्षक को शिक्षण विधि में रूचियाँ उत्पन्न करने की प्रेरणा देते हैं, व शिक्षक की उपलब्धि पर भी अध्ययन आदतों का परोक्ष प्रभाव पड़ता है।

अभिभावकों के लिए

- अभिभावकों को यदि उनके बच्चों की अध्ययन आदतों का पता होगा तभी वे उसे कम योग्यता वाले क्षेत्र में अधिक प्रोत्साहन दे सकते हैं।
- अध्ययन आदत के विश्लेषण से बच्चे की रूचि का पता चलता है, जिससे अभिभावक उस पर अपने विचार न थोपकर बल्कि स्वयं के विचारों को महत्व देकर उसे उसके रूचिकर क्षेत्र में बढ़ने के लिए प्रेरित करेंगे।
- बच्चों की शैक्षिक उपलब्धि बढ़ाने में अभिभावक छात्रों को श्रेष्ठ अध्ययन आदतें विकसित करके ही योगदान दे सकते हैं।

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A STUDY ON THE HEALTH STATUS OF PRE-SCHOOL CHILDREN ATTENDING ANGANWADIS OF SELECTED RURAL COMMUNITIES OF MANGALORE, KARNATAKA

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ABSTRACT
BACK GROUND OF THE STUDY
A child's first five years are extremely important. Children aged 0 to 5 years old are not just a huge population in poor nations, but they are also a "vulnerable" or "high risk" cohort. In poor nations, 50 percent of all fatalities occur in children under the age of five, which is comparable to the number of deaths happening in individuals over the age of 70 in rich countries[1]. This study took the form of a descriptive survey. The research was conducted in the anganwadicentres in Mangalore Taluk's rural communities. A stratified multistage non-purposive random sampling procedure was used to choose the sample, and data was gathered using a questionnaire and an observation checklist. Lips, teeth, gums, and tongue were found in both boys 36 (30.6%) and girls 45 (33.7%) height was compared with ICMR standards showed that majority of boys 56 (22.47%) and girls 76 (30.4%) height was below ICMR (Indian Council for Medical Research) standard values and when compared with NCHS (National Centre Health Service) standard values. The weight of the pre-school children was then compared to ICMR standard values, which revealed that the majority of the boys 72 (28.8%) and girls 80 (32%) had weights that were below ICMR normal values, while the majority of the boys 84 (33.6%) and girls 73 (29.2%) had weights that were below NCHS normal values. There is no substantial relationship between physical health status and some baseline factors like gender ($12 = 1.968$) or birth order ($32 = 2.030$), for example. There was a significant relationship between physical health and the mother's educational status ($p<0.05$) and religion ($32 = 8.040$). The results of this study demonstrate that a visit to an anganawadicentre and a health assessment of pre-school children may be included in the nursing curriculum.
KEYWORDS:-Anganawadi, Pre-School Children, Anthropometric Measurements, ICMR, and NCHS norm.

INTRODUCTION:-A proud nation's pride is a happy child. They are the country's future. The situation of these youngsters reflects the country's situation. In independent India, child health has been a major source of worry. [4] Every year, over 12 million children in underdeveloped nations die before reaching their fifth birthday, with many of them dying in their first year.Acute respiratory illnesses (mainly pneumonia), diarrhoea, measles, malaria, malnutrition, or a combination of these disorders account for seven out of ten of these deaths. Infectious disorders such as acute respiratory infections (ARI) and acute diarrhoeal diseases (ADD) remain severe paediatric scourges. Acute respiratory infections (ARI) and acute diarrhoeal disease (ADD) account for 19 percent and 17 percent of mortality in this age range, respectively. [3]

Based on his clinical expertise, the investigator discovered that pre-school children's health was impacted by a variety of ailments, necessitating frequent hospital visits. The investigator also discovered that various anganwadis in both urban and rural communities were helping to children's physical and psychological development. As a result, the researcher was compelled to perform a study to analyse the health state of pre-school children, as well as to learn if Indian children grow in accordance with NCHS and ICMR norms.

OBJECTIVES:
1. To find out the history of illness among pre -school children
2. To identify the health status of pre -school children attendin g anganwadi by physical examination
3. To identify the immunization status of pre -school children attending anganwadi by using immunization checklist
4. To compare the anthropometric measurement values of the pre - school children with NCHS and ICMR standard val ues
5. To find out the association between health status and selected baseline characteristics of children attending anganwadi.

HYPOTHESES:
H_1: The anthropometric measures of pre -school children attending anganwadi with ICMR and NCHS norms would differ significantly.
H_2: There is a substantial relationship between children's health and some baseline features.

DELIMITATION
The study is confined to one group of children:
1. Those who visit an anganwadi in a specific community.
2. Only a physical examination, anthropometric measurement, vaccination, and medical history are used to assess health status.

MATERIALS AND METHODS:
Research approach:-This study took a quantitative approach to its research.
The research design: Employed in this study was a descriptive research design.
Settings of the study: -The research was carried out on a group of pre -school children who attended anganwadicentres in Mangalore's rural neighbourhoods.
Population: The population is made up of all the pre -school children who attend anganwadi facilities in Mangalore's rural neighbourhoods.

Sample and Sampling Technique
A total of 250 pre -school children made up the study's sample. The overall number of children in Mangalore's rural villages is 8956, with 25 anganwadiscentres being divided into strata. The sample for this study was chosen using a Stratified Multistage Non -Purposive Random sampling procedure. The child development project officer provided a list of all rural anganwadicentres (C.D.P.O.). There are 15 zones in Man galoreTaluk, of which 5 were chosen at random, namely Ullal, Katipalla, Kudupu, Bajpe, and Konaje.A total of 50 samples were taken at random from each zone's five anganwadicentres, with an uneven number of boys and girls in each anganwadi. Thus, 116 boys a nd 134 girls were chosen from 25 anganwadi sites in five Mangalore Rural zones.
Source of Data : The information was gathered from children in pre -school who attended anganwadi facilities.
Method of data collection: Data was collected using the administered H istory of Illness checklist, Immunization Status Record, and Observation checklist.
Plan for data analysis: Statistics, both descriptive and inferential

SAMPLING CRITERTIA:
Inclusion Criteria
Children who are;
• Enrolled in an anganwadi.
• Present at the time of the data collecting.
• Willing to cooperate in this study.
Exclusion Criteria
• Children whose parents refuse to provide permission as an exclusion criterion.

• Children with mental retardation who are also infected with infectious infections.

VARIABLES:

Study variables: Physical health, as determined by a physical examination checklist, anthropometric measures, and a record of immunizations.

Demographic variable: Age, gender, number of siblings, birth order, parents' education and employment, and family income are all factors to consider.

DEVELOPMENT OF THE TOOL:

The tool was created by the investigator based on the following:

✓ Research problem

✓ Extensive review of related literature

✓ Discussion and Suggestions from the guide and experts

✓ Based on the level of understanding of the children parents

✓ Preparation of blue prints

Ethical considerations:

• The institutional ethics committee granted permission to conduct the study.

• The subjects were informed about the study's goal and nature.

Before beginning the study, the subjects gave their written informed consent.

DESCRIPTION OF THE TOOLS:

The tool designed for the study consists of

Section I   – Baseline Proforma

Section II   - History of Illness of checklist

Section III   - Immunization Status Reco   rd:

Section IV   - Observation Checklist

INSTRUMENTS USED

An anthropometric measurement was taken using a conventional weighing scale (Salter machine), a stature meter, and a measuring tape.

CONTENT VALIDITY OF TOOL:

To determine the content validity of the   tool, prepared items, as well as the issue statement, objectives, operational definition, and scoring pattern, were presented to experts from 13 nursing departments. All experts agreed on all items 100 percent. The content was evaluated by five specialist s, including doctors, nursing educators, and social workers, who all agreed 100 percent.

RELIABILITY OF THE TOOL   : The tool's reliability was calculated using the Karl Pearson Correlation approach, and it was determined to be dependable (r =0.904).

RESULTS:

 Descriptive and inferential statistics were used to evaluate the data. The data analysis is grouped in the section below.

History of Illness

Table 1: Distribution of Subjects According to the History of Illness Over Past One YearN=250

Variable / illness	Never				Once				Twice				More than twice			
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Hospitalization	107	92.2	122	91	9	7.8	12	9	0	0	0	0	0	0	0	0

Convulsion	108	93.1	126	94	7	6	6	4.5	1	0.9	2	1.5	0	0	0	0
Fainting attacks	109	94	127	94.8	6	5.2	4	3	1	0.9	3	2.5	0	0	0	0
Passing worms in stools	101	87.1	119	88.8	13	11.2	14	10.4	2	1.7	1	0.7	0	0	0	0
Vomiting	89	76.7	83	61.9	12	10.3	31	23.1	9	7.8	14	10	6	5.2	6	4.5
Skin infection	107	92.2	124	92.5	8	6.9	8	6	1	0.9	2	1.5	0	0	0	0
Teeth injuries	99	85.3	117	87.3	10	8.6	12	9	7	6	5	3.7	0	0	0	0
Mumps	109	94	130	97	6	5.2	4	3	1	0.9	0	0	0	0	0	0
Scabies	112	96.6	128	95.5	2	1.7	4	3	1	0.9	2	1.5	1	0.9	0	0
Redness of eyes	116	100	134	100	0	0	0	0	0	0	0	0	0	0	0	0
Jaundice	116	100	134	100	0	0	0	0	0	0	0	0	0	0	0	0
Bleeding from nose	103	88.8	113	84.3	12	10.3	20	14.9	1	0.9	1	0.7	0	0	0	0
Malaria	116	100	134	100	0	0	0	0	0	0	0	0	0	0	0	0
Pneumonia	113	97.4	131	97.8	3	2.6	3	2.2	0	0	0	0	0	0	0	0
Chicken pox	116	100	134	100	0	0	0	0	0	0	0	0	0	0	0	0
Whooping cough	110	97.8	129	96.3	6	5.2	4	3	0	0	1	0.7	0	0	0	0
Acute diarrhea	89	76.7	111	82.8	14	12.1	11	8.2	7	6	9	6.7	6	5.2	3	2.2
Ear ache	105	90.5	120	89.6	6	5.2	9	6.7	3	2.6	3	2.2	2	1.7	2	1.5
Wheezing	110	94.8	123	91.8	5	4.3	5	3.7	1	0.9	6	4.5	0	0	0	0
Measles	116	100	134	100	0	0	0	0	0	0	0	0	0	0	0	0
Tuberculosis	106	100	134	100	0	0	0	0	0	0	0	0	0	0	0	0
Fever	80	69	89	66.4	12	10.3	13	9.7	5	4.3	12	9	19	16	20	15

Fever was the most frequent sickness among boys 36 (30.6 percent) and girls 45 (33.7 percent), while vomiting was the second most common ailment among boys 27(28.3 percent) and girls 51 (table 1). (37.6 percent). Acute diarrhoea was the third most prevalent ailment among boys (23.3%) and girls (23.3%). (17.1 percent).

Immunization Status   of the Pre   -school Children
Table 2: Distribution of Pre   -school Children According to their
Immunization Status   N=250

Variable	Frequency (f)	Percentage %
Completely immunized	250	100
Partially immunized	-	-
Not immunized	-	-

The individuals in the study were all immunised to the fullest extent possible. Up to the age of five, all individuals were fully immunised, including for pulse polio.

Distribution of Physical Health Status Scores

Table 3: Distribution of Subjects According to their Physical Health Status

N=250

Grading of Health Status	Range of score	f	%
Poor	<58	19	7.6
Average	59 - 63	142	56.8
Good	64 - 68	71	28.4
Very good	69 - 73	18	7.2

Maximum Score=73

Data in Table 3 shows the health status ratings obtained following a physical examination. The majority of the participants, 142 (56.8%), had a physical health status score of (59 -63) indicating average health. Only 18 (7.2%) of the participants got a very   good health condition (69-73) score.

Comparison of Anthropometric Measurements with ICMR norms

Table 4: Distribution of Subject According to their Comparison of Anthropometric Measurements to ICMR Norms

N=250 (Boys 116 and Girls 134)

Variables	Sex	Age (Years)	ICMR Norms	Equal & Above ICMR Norms		Below ICMR Norms		ICMR Norms for all Ages (3 - 5)	
			Normal values	f	%	f	%	Equal & Above	Below
Height in (cms)	BOYS	3 4 5	88.6 95.9 102.2	29 19 12	56.86 48.71 46.15	22 20 14	43.13 51.28 53.84	60 (24%)	56 (22.4%)
	GIRLS	3 4 5	87.1 94.4 101.3	23 23 12	46.00 39.65 46.15	27 35 14	52.94 60.34 53.84	58 (23.2%)	76 (30.4%)
Weight in (kgs)	BOYS	3 4 5	11.8 13.4 15.2	22 14 8	43.13 35.89 30.76	29 25 18	56.86 64.10 69.23	44 (17.6%)	72 (28.8%)

	G I R L S	3 4 5	11.2 12.8 14.3	18 22 14	36.00 37.93 53.84	32 36 12	64.00 62.06 46.15	54 (21.6%)	80 (32%)	
Chest Circumference (cms)	B O Y S	3 4 5	51.1 52.4 53.8	20 19 10	39.21 48.71 38.46	31 20 16	60.78 61.28 61.53	49 (19.6%)	67 (26.8%)	
	G I R L S	3 4 5	50.2 51.4 52.9	20 25 11	40.00 43.10 42.30	30 33 15	60.00 56.89 57.69	56 (22.4%)	78 (31.2%)	
Mid - arm circumference (cms)	B O Y S	3 4 5	15.4 15.8 16.2	18 16 12	35.25 41.02 46.15	33 23 14	64.70 58.97 56.84	46 (18.4%)	70 (28%)	
	G I R L S	3 4 5	15.2 15.6 16.1	21 26 9	42.00 44.82 34.61	29 32 17	58.00 55.17 65.38	56 (22.4%))	78 (31.2%)	

Comparison of Anthropometric Measurements with NCHS Norms

Table 5: Distribution of Subjects   According to their Comparison of Anthropometric Measurements to NCHS Norms

N=250 (Boys 116, Girls 134)

Variables	Sex	Age (Yrs)	NCHS Norms	Equal & Above NCHS Norms		Below NCHS Norms		Total NCHS Norms	
			Normal values	f	%	f	%	Equal & Above	Below
Height in cms	B O Y S	3 4 5	94.99 102.9 109.9	18 11 8	35.30 28.20 30.76	33 28 18	64.70 71.80 69.24	37 (14.8%)	79 (31.6%)
	G I R L S	3 4 5	94.1 101.6 108.4	16 19 9	32.00 32.76 34.65	34 39 17	68.00 67.24 65.39	44 (17.6%)	90 (36%)
Weight in kgs	B O Y S	3 4 5	14.62 16.69 18.67	17 10 5	33.33 25.64 19.23	34 29 21	66.67 74.36 80.77	32 (12.8%)	84 (33.6%)

G I R L S	3	14.10	15	30.00	35	70.0		
	4	15.96	17	29.31	41	70.69	41 (16.4%)	73 (29.2%)
	5	17.66	9	34.61	17	65.39		

Association between Selected Personal Characteristics of the Subject and Physical Health Status

H$_2$: There is a substantial relationship between children's health and some baseline features.

Table 6: Chi − Square Test Showing the Association Between Selected Base - Line Characteristics of the Subjects and Physical Health Status

N = 250

Selected baseline characteristics	Mean Scores of Physical Health status		χ 2 Value	df
	< 63	≥ 63		
1. Mother's Education				
Illiterate	13	4		
Primary school	118	60	8.600*	3
High school	24	17		
Graduate	6	8		
2. Gender				
Boys	80	36	1.968	1
Girls	81	53		
3. Family Income (in Rs)				
1001 - 2000	52	22	1.580	2
2001 - 3000	62	38		
>3001	47	29		
4. Order of Birth				
First order	58	40		
Second order	60	26	2.030	3
Third	23	15		
> Third	25	3		
5. Religion				
Hindu	54	27	8.040*	3
Muslim	91	57		
Christian	11	04		
Others	05	01		
6. Occupation of father				
Daily wages	113	52	3.540	2
Self employed	16	12		
Professional	32	25		

$\chi^2_{(1)} = 3.84$, $\chi^2_{(2)} = 5.99$, $\chi^2_{(3)} = 7.81$ * Significant.

Table 6 shows that there is no   significant relationship between physical health status and gender (12=1.968), order of birth (32=2.030), religion (22=3.540), or family income (22=1.580), but there is a significant relationship between physical health status and mother's education (32 = 8.600) and religion (32 = 8.040).

Discussion:-Fever was the most prevalent ailment among boys (30.6 percent) and girls (33.7 percent). Vomiting was the second most prevalent ailment, with 27 percent of males (23.3 percent) and 51 percent of girls (37.6%) experiencing it in the previous year. This study supports the findings of another study, which found that 7.2 percent of children had a fever, 8.9 percent had ocular morbidity, and 10.7 percent had skin morbidity. 6. Fever affected 15% of children in the first two weeks, according to the NFHS -3. As a result, the study's findings suggest that fever is common among this age group[5].

There is no correlation between physical health status and gender (12=1.968), birth order (32 =2.030), father's employment (22=3.540), or family income (22=1.580). However, there is a substantial link between the mothers' physical health and their educational position (32 =8.600) and religion (32=8.040). A research done to measure the health and nutritional condition of under-five children discovered a significant link between parents' education and health status.[2]

Conclusion:-The results of this study demonstrate that a visit to an anganawadicentre and a health assessment of pre-school children may be included in the nursing curriculum.

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ROLE OF LIBRARIES FOR THE DEVELOPMENT OF THE STUDENTS

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Abstract:-We know that libraries, knowledge, mechanical limitations, impact of libraries and administrations are the keywords used in this article.Training points, in addition to other things to confer information and make great natives libraries. Libraries are the stores of learning and frame of fun damental piece of the procedure. In simple words, libraries are an in-dispensable piece of a school, college of other post-secondary training. The customary idea of library is being re -imagined from a place to get to books frame are one side to the most developed area. With computerized advanced libraries, library data experts, part has extended and challenges have expanded modified. In future library must be half and half library which must be client center and master helped.

Keywords - scholarly libraries, Knowledge, impact, mechanical limitations, Administrations

Introduction:-There is a typical perception that the scholastic libraries are changing quicker than their particular parent foundations. Basically everything in and around the library is changing, for example, administrations, innovations, authoritative builds, and so forth. The majority of the scholarly libraries in India have been confronting money related and also mechanical limitations. With the appearance of PCs, the nature of scholarly libr   aries has changed significantly. PCs are being utilized as a part of libraries to process, store, recover and spread data. Thus, the conventional idea of scholarly libraries are being re-imagined from a place to get to the books to one which houses the mos   t developed media including CDROM, Web, and remote access to an extensive variety of assets. This can be overcome effortlessly with the assistance of progress administration in the exercises of libraries and give better administrations to the clients. (Jain, N.K. (Ed.). 1998). Training points, in addition to other things, to confer information and make great natives Libraries are the stores of learning and frame a fundamental piece of this procedure. Scholarly libraries are an indispensable piece of a school   , college, or other establishment of postsecondary training, ordered to meet the data and research needs of its understudies, workforce, and staff. Scholarly libraries are thought to be the operational hubs of scholastic establishments and must help instru   cting, investigate, and other scholarly projects. The circumstance in scholastic libraries of India is the same as that of scholarly libraries the world over; nonetheless, Indian libraries are obliged to give most extreme data restricted assets. With the appearance of PCs, the nature of libraries has changed drastically. PCs are being utilized as a part of libraries to process, store, recover and disperse.Data Thus, the customary idea of library is being re -imagined from a place to get to books to the one w   ich houses the most developed media including Compact disc ROM, Web, and remote access to an extensive variety of assets. Libraries have now transformed into computerized establishments. Gone are the days when a library was judged by its quantitative asse   ts. Today, libraries are encompassed by organized information that is associated with an immense sea of Web based administration. Additionally, electronic assets pertinent to the callings are creating at an uncommon pace. Change administration is an effici   ent way to deal with manages change, both from the point of view of an association, i.e. scholastic library, in and on the individual level. A to some degree vague term, change administration has no less than three distinct

intentions, including: adjusting to change, controlling to change, and affecting to change. A proactive approach in managing change is at the center of every one of the three angles. For a library and data focuses, change administration implies characterizing and executing strategies or potentially innovations to manage changes in the library condition and to give better administrations to custom er base with evolving openings. A training arrangement of a nation assumes a key part in accomplishing the improvement of society. It decides the predetermination of its nationals. Schools are the principal entryway ventures towards advanced education, opening new vistas of information to students and making them responsive and capable to the issues of society. Aside from instructing the individual subjects, these should create and hone the capacities of learning among understudies. Schools go from little expressions universities to establishments of national significance. Among different sorts of universities, the schools of instruction prepare the   future educators to instruct at school level. These go for teaching proficient abilities among students to empower them to bear the scholastic and social obligation of building and building up the future researchers, specialists, scientists, engineers, and   so forth. The adequacy of an educating framework relies on the showing aptitudes of instructors, which are obtained through educator instruction programs. Dash (2004) says, "If the educators are knowledgeable and prepared and on the off chance that they are mentally alive and appreciate their occupation, at that point just, the achievement is guaranteed, however in the event that then again, they need preparing in instruction and on the off chance that they can't give their heart to their employment, the f ramework is bound to flop." Over the period, training framework has experienced gigantic changes and nowadays there has been tremendous accentuation on deep rooted learning. Educators are relied upon not exclusively to bestow guidelines to understudies how ever are required to start the students in to the specialty of learning and moving them for the general improvement. School instruction frames the base for advanced education and it is at this level energy for learning can be made. The National Information Commission (NKC) (2007) portrays about the essentialness of school instruction that the, "School training must be a significant zone of center if the establishment of an information based society is to be manufactured." Libraries are an indistinguishable   organ of the universities of training, meeting the scholarly interest of instructors and future educators with a view to encourage the limits of cognizance and osmosis of thoughts. School of instruction cannot achieve their goal without libraries and libra   ries have no significance if these can't bolster training. Notwithstanding supporting the instructive objectives of their parent establishments, libraries develop and keep up the perusing propensities among clients. Besides, if the understudies of schools   of instruction will themselves be standard clients of libraries at exactly that point they can advance this propensity among the school kids they will instruct in future. In this way, the quality scholastic interests require sound association of libraries to fulfill data needs of the clients. The NKC (2007) states that "A library is not a building stacked with books – it is a storehouse and wellspring of data and thoughts, a place for learning what's more, enquiry, and for the era of thought and the formati   on of new learning." The association of libraries and configuration of records have seen astounding changes. The Information and Communication Technologies (ICTs) have altered the way individuals get to and impart data. It has annulled the requirements of   space and time and made conceivable data access round the clock on snap of mouse. To keep pace with the changing situation and to address the difficulties of mechanical progressions, libraries are required to utilize ICTs to satisfy their expert obligation s. The Working Group on Libraries (WGL) set up by National Knowledge Commission (2007) has stressed that the "current libraries must modernize their accumulation, administrations and offices, turn out to be all the more star dynamic and team up with differ   ent organizations and offices." Meeting data

necessities of the clients is a definitive point of libraries. Clients' request is constantly expanding putting awesome weight on libraries. This makes work of libraries a testing assignment. Subsequently, it wi nds up noticeably fundamental to discover regardless of whether the libraries are satisfying their goals or not.

Objectives of the study

1. To thoroughly examining the current status of college library

2. To study the modern services provide by library to users.

3. To analyze the uses of the library services by the students

4. To study the factor effect on users to do IT environment of the library
Review of literature

Giridhari Singh, N., 2008   directed an investigation to look at the usage of library benefit measures in the schools of instruction in Nigeria under name "Library Administrations Principles Actualized in Schools of Instruction in Nigeria". Information was gathered through organized survey. Consequences of the investigation uncovered that libraries were rendering essential administrations as suggested by National Commissions for Schools of Instruction. These were not giving ordering and abstracting administrations. Khanna, J.K., 1987 directed an overview of the libraries of 18 schools of training in 3 regions of Punjab. He found that accumulation size of the libraries fluctuated impressively and relatively more established schools had substantial accumulations. Greater part of the libraries was being kept open for 6 to 7 hours per day. He recommended for the presentation of client instruction program and worried on the need to expand the range and profundity of gathering and administrations. **Sujatha and Mudhol (2009   )** in the paper titled "Assessment of   Electronic Data Administrations in the Fisheries School Libraries in South India: An Investigation" portrayed the electronic data benefits in four fisheries school libraries. Creators likewise talked about the difficulties the libraries and data focuses we re confronting. (Shah, P.C., 1999 **)** done an investigation named "Library Advisory groups in Delhi College Schools: A Study Answer" to look at the piece and working of library panels of universities subsidiary to Delhi College. He found that just a single sc hool had the capacities of library board in composed. In the vast majority of the schools, board of trustees' primary capacity was the distribution of assets to different divisions. Absence of appropriately set down capacities and change of individuals from board each year were the issues in their legitimate working. In larger part of the schools the councils assumed admonitory part. Since of absence of particular rules some library boards were appointed self   -assertive capacities like supervision of library   staff, buy of stationary, furniture and gear for library and offer of "raddi" and so forth. (Bansode, Sadanand Y.; and Pujar, Shamprasad M. (2008), led a review of the heads of scholastic library reference administrations to inspect the accumulation advan   cement for the examination titled "Reference Gathering Improvement in Scholarly Libraries: Report of an Overview". It was discovered that determination furthermore, weeding were not guided by any composed approach and investigations of utilization of accum   ulation were absent. Creators presumed that online sources were vital factors in choice.
Conclusions:-With the climb of computerized archives and advanced libraries, library and data experts' part has extended and challenges have expanded manifold. These   difficulties identify with accumulation administration, teaching association, computerized protection, on the web looking, content administration, learning administration, and advancing the

utilization of libraries and systems. LIPs are required to fill in   as pioneers, chiefs, and facilitators. The ICT and the Web has tossed open the ways to the LIPs to numerous openings. Presently 24x7 access to data is accessible round the clock and the customary requirements of space and time stand crumbled. LIPs have th   e chance to give worldwide reach to the indigenous learning. So also, we can access world's learning and data through the Web if we have the will, aptitude, and the suitable state of mind. These open doors and difficulties can be taken care of successfully   by able library faculty. Sound learning base, correlated abilities and star dynamic positive attitude are the fundamental parts of a able library and data proficient. Do we have that? If not, at that point the fate of scholastic libraries is surely questi onable. On the off chance that yes, at that point there is no reason to stress over the fate of scholastic libraries.

With the effect of ICTs, we are having computerized libraries, too as library and data systems. Scholarly libraries need to react to the   developing and differentiating data needs of the end -clients. Scholastic libraries must turn into a nearby door to world's learning what's more, data. The greatest and basic issue is the secret to oversee change in the scholastic libraries so that we don't   endure the fate of dinosaurs. What's to come is questionable yet brilliant. We should make a relative parity of printed distributions and advanced reports. Our future library must be a half and half library which must be client center and master helped.

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Green Future: Sustainable Development of Sport to Promote Nature Conservation and Environmental Protection.

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Abstract:-Today, eco -friendly environment and developments are on top priority.   This environmental trend has also included the sustainable development of sports. The sport and fitness industry are among the worst offenders when it comes to energy consumption because of the sports hall and fitness centers that operates on 24x7 basis. T   here are several sport facilities and equipment used that consume lot of energy. It is imported to delve into the best way to find out the ways to reduce the energy use. Many big sport competitions have taken initiative to protect environment through susta inable sport. Like every other human activity, sport is also rooted in the physical world and it is destined to influence and be influenced by it. The root of these environmental challenges is found in the natural environment. Thus, the sport activities performed in the environment must be examined thoroughly so that no harm is done to the environment. The purpose of this study is to draw attention on the sustainable development of sport. To reduce the environmental damage, sustainability of sport is must.

Key Words:- Sustainable development, Energy, Environment, Sports, fitness.

Introduction:"Sustainability is trickling into every major sporting event and the sport industry globally" ---- Jill Savery

Sporting activity is one of the most common New Year's resolutions. Sports, despite their importance, provide possibilities for personal and professional growth, boost health, academic accomplishment, unite countries, cut over religion and gender barriers.   Yet then again sport is harming the natural environment. Some of the major events like marathon, football world cup, Olympic games, rugby world cup and many more creates so much of pollution that endangers the natural landscapes. Not only this but the use   of non -renewable resources, sports facilities, equipment and material used for construction of big sport complexes all play a significant role in a major threat to ecosystem. So bet on sustainable development to minimize the   effect of environmental damage   .Sports have experienced remarkable expansion due to ongoing changes. In spite of the fact that government, sport authority, researchers, sport organization and ventures are as of now managing this issue but the most imported task is conserving the environ ment. This is only possible if each and every individual takes the responsibility of making a green and eco -friendly environment. All such activities that cause damage to the nature and environment must not be entertained.

Research gap identification: -Many connected studies in the relevant field have been investigated by the researcher. A number of studies have looked into how sustainable sports may help the environment. Couple of noteworthy research studies are: -Dai, J., & Menhas,R. (2020), Falt E. (2006), Schüttoff, U., & Pawlowski, T. (2018), Williams C. (2011), Saura, S. C., & Zimmermann, A. C. (2021).
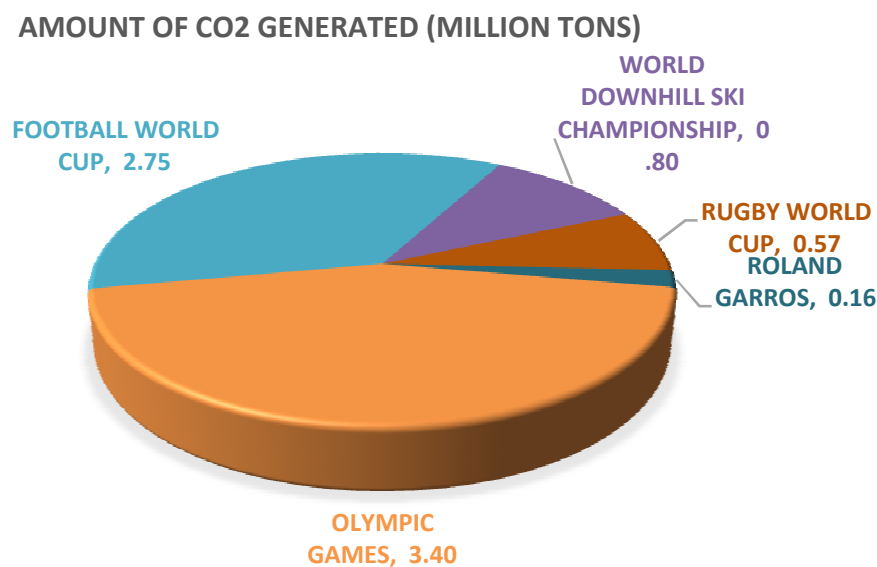
Objectives:

1: To study the environmental impact of sport events.

2: To assess the recommendation and initiative for sustainable development of sport.

Research Methodology :-For the present study information and data are collected from secondary sources such as articles, essays, journals, website, books, research paper, published and non-publishedmaterial.

1: Impact of Sportevents on environment: -There is plethora of evidence that sport have a small or large environmental impact. These effects can be classified as short -term, long-term, direct and indirect which altogether generates the total ecological footprints. Small impact is universal in nature such as air pollution and noise pollution whereaslong -term effects include huge infrastructure development that leads to biodiversity loss. Similarly, fuel burnt in a motor or bike race is a direct effect and when spectators burn fuel to reach up the venue is a indirect effect. The major events like Olympic games and football world cup which requires huge construction of arenas, complexes and stadium had a profound ecological impression that is hard to eradicate.

AMOUNT OF CO2 GENERATED (MILLION TONS)

WORLD DOWNHILL SKI CHAMPIONSHIP, 0.80

RUGBY WORLD CUP, 0.57

ROLAND GARROS, 0.16

FOOTBALL WORLD CUP, 2.75

OLYMPIC GAMES, 3.40

The production of junk, utilization of food, water and energy during these events, the impact is seven times higher than normal, as indicated by the assessment of three specialists Andrea Collins, Calvin Jones y Max Munday (University of Cardiff). The runner left behind 350,000 plastic bottles disper sed along the city's streets in 2019 London marathon. The organization Veolia UK, was liable for cleaning the course. Formula 1 motorcycling and Dakar rally are few big events which not only polluted the air but 3500 participants and 340 vehicles had produced 100 tons of waste and also harmed the ridges of the dessert.Thus, perceiving the gravity of the issue, the Olympic Movement's third pillar "environment" alongside "sport" and "culture" is designated by international Olympic committee. The principal obj ective is to discover such approaches that can make sport sustainable and also to support projects that highlights the issues through workshops, conferences, and information sharing and asset manuals. Remarkable innovation has been done in the field of spo   rt to make it more sustainable such as use of renewable material for making sports goods, use of synthetic products instead of leather, innovation in motor sport and so on.

2: Recommendation for Sustainability of Sports: -The most frequently examined and discussed topic today is sustainability of sports and green economy. Let's have a look at how we all can do our bit for sustainable and eco-friendly sporting events.

2.1: Green and sustainable sport facilities: -Both indoor and outdoor facilities affect the environment. Environmental criteria should be taken into consideration while planning and building of the sport facilities. The sustainable modular facilities are the best solution for this as they are affordable with easy assembling. The latest energy effi cient measures should be implemented such as using the energy efficient sustainable LED sports lighting. The heating and cooling system must be upgraded. Equipment should be used which can generate energy. An eco -gym in New York where the kinetic energy pr oduces by one's movement is transferred into usable energy i.e.,160 watt of power on average workout. Solar panels should be used as it generates enough energy and requires less maintenance. Best standout example of sustainable sport facilities is the Merc edes Benz stadium in Atlanta where 4000 solar panels are placed. Another is of a smaller project, The Georgia park pavilion where 340 -watt solar panel are installed which provide enough energy to power around 70 flats during the day light. HVLS fans promot es airflow efficiency.Such type of creative thinking can be replicated all over the world.

2.2: Recreational value for countryside: - Most of the people who engage themselves in recreational sport in nature are from cities. A significant environmental impact can be seen on both traffic and activities. To reduce the harmful traffic volumes and relieve pressure on nature and environment, urban areas should offer more opportunities for different sport activities. To diminish the harm to jeopardized areas, autho rities should specify some space for activities. Raahgiri, is a joint drive between authorities and residents in urban communities in India whereby on ends of the week residents approaches recreational activities in the wake of prohibiting traffic from spe cific streets. An alternative is to relocate parking lot and make space for sport activities limiting the activity space and allowing a particular cluster size can reduce the harm to natural landscape. The sport equipment should be defined according to pla ce and requirement. Similarly, an appealing area can also be created for the activities. "Use our school" program is initiated and implemented by Sport England (English governmental organization) where local communities are free to use school sports field and sports facilities. It is less expensive to incorporate such public system of sporting facilities than to construct new one.

2.3: Energy efficient sport equipment :-When striving to improve energy efficiency in your fitness center or gym, one of the most important guidelines is to constantly look for equipment and appliances that have the more energy saving potentials. The same guideline can be applied for conservation of energy at home, which dictates that the outdated appliances should be replaced with the new models so as to get the maximum star rating on the product for energy saving. Any kind of machine that devours power is a potential energy leak, whether it is a exercise machine or appliances. Slowly upgrading appliances one by one will ultimately make more energy-proficient system.

2.4: Environmental education and awareness for energy conservation: - Education is the core ingredient of conservation and sustainability. To conserve energy and to overcome the environmental issues it is important to ed ucate people who are actively involved in sport activities and who uses sport facilities on daily basis. People should be educated about the proper usage of equipment and appliances so as to convey a strong message as how they can contribute to environment and how conservation can benefit them, their families and friends. Environmental education has been added in the school curriculum, which highlights the ecological problems and finding solution for the same.

2.5: 3-R strategy (Reduce, Reuse and Recycle): - Minimizing the use of resources, reusing instead of throwing them and finally recycling the material goes far in accomplishing the objective of sustainability. This way the pressure on the resources will be reduce and will also lower the trash output and pollution. Recycling is easy to implement and very effective way to go green. Paper and plastic usage should be reduced and digital outlets and social media should be promoted for making sport eco-friendly.

3: Initiatives for sport sustainability: Sports i nspires, unites and engages millions of people. The power of sports can combat climate change and can lead to a more sustainable and green future. Few worlds' most prestigious championships are undergoing transformation for sustainable sporting events.

- In 2010 Dow's Teresa Angsten said the company had a ten -year association with Olympic. They constructed temporaryOlympic villages using ecologically friendly and energy efficiency building materials, resulting in a lower carbon impact for the event.
- According to the independent commission for a sustainable London, the 2012 London Olympic was the greenest Olympic ever. The post -game sustainability study says 86% Olympic guests travelled by train and out of 61,000 tons of garbage, 99% was recycled or reused.
- In San Francisco Jill Savery, an Olympian with the America's Cup event authority attempted to instilled environmental awareness among the racegoers with her presence on the ground. Endeavors for green building measures and conserving water and energy at athletic venueand Olympic village were among the highlights.
- The America's Cup accomplished a waste diversion rate of 85% in 2013 in which all dishes and cutlery were recyclable and single use plastic bottles were forbidden. Staff were trained to sort through rubbish which was supposed to be the best way to achieve the high diversion rate.
- One of the campaigns "Carbon Footprint" at 2007 -2008 FA Cup final in England recorded great successes, with 160,000 commitments on anything from introducing energy-efficient lights to taking group buses or strolling to games that saved18.39 huge loads of CO_2 equivalent emissions.
- At Olympic games IOC has pledged to eliminate single -use plastics in all its event and its headquarters too.
- Turn the Tide on Plastics, one of the ya chts competing in the Volvo Ocean Race collected data on microplastics in the sea.
- The players in Major League Soccer wore shirt fashioned from sea plastics to commemorate Earth Day.
- The zero-trash strategy was executed for its observers at Chinnaswamy cri cket stadium in Bangalore India.
- The iconic home of English rugby, Twickenham Stadium has pledged to support sustainable sport by instituting a deposit and return system for all the beverages sold at games.

Conclusion:-Sports offer a wide range of opportun ities to advance environmental awareness, energy conservation and providing eco -friendly environment for social and economic development in the society. This potential of sport should not go in vain it must be trapped. For the application of such potential the sport authority, government and other sports organization must show some concern for the environment. Sport's damage to the nature and the environment has unquestionably increased as the sport users have expanded and the use

of natural resources has a   lso increased. Simultaneously the spectrum of techniques and procedures for nature conservation and environmental protection is more extensive than regularly perceived. It should be the joint cooperation of all the parties in the quest for solution. It wil l scarcely be feasible to discover the solution if the sport authority, sports organizations, government, administration, industries and commercial sports do not work together constructively. Sports facilities can be upgraded to use less energy and be more efficient in general. At every level the fight for green, eco -friendly and sustainable society is must.

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A STUDY OF EFFECT OF ORGANIZATIONAL CLIMATE ON JOB SATISFACTION AMONG TEACHERS IN MATOSHRI EDUCATION SOCIETY NASHIK –A PIOLET STUDY

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Abstract:-In the current study of effect of organizational climate on job satisfaction among teachers in professional c olleges of Matoshri Education Society, Nashik random and quota sampling were used. From different college's ofMatoshri society 01 PharmacyCollege and01 Engineering college were selected. From each college maximum 26 teachers were selected (13 Male and 13Female). The standard questionnaire of Job Satisfaction and College Climate were used for data collection. From the statistical analysis the conclusion is drawn. There was no significant difference effect oforganizational climate on job satisfaction between Male and Female Teachers in professional colleges of Matoshri Education Society, Nashik.

Key Words: - Job Satisfaction, College Climate, Professional college

Introduction: -In our education system, colleges in the country various personnel are working in t   he present days. The personnel includes the teaching, non   -teaching, administrative etc. which are having different duties and responsibilities according to their qualification and post.All the personnel are performing their duties in different working conditions, the nature and various facilities available at the working place, the status of the staff and their relationship with administrative organizationAlong with these other things are also important which includes employee's specialized training, experi ence of the work,skills, habits, health standards and behavioral traits. To do their work effectively and efficiently the study of these factors are important.

Organizational Climate: -The concept of organizational climate was first introduced Lewin,Lippit and White in 1939, in their experiment on research of social climate. Also in the same time Roethliberger and Dickson discussed about the importance of individuals differences, groupcollaborations, social interactions and employee participations. In 1964, Argyris stated that mature employee get frustrated due to formal organizational structure, rigid managerial controls and the directive leadership. In 1986, Hoy and Forsyth explained on the basis of their research on school teachers and their interactions w   ith their working environment its individual's perceptions related to his or her work environment.

Jobsatisfaction:- Job satisfaction is the most important aspects in today's Management system in every institution Job satisfaction is a personal or organi   zational attitude which is the result of various attitudes of mainly three areas are (i) specific job factors; (ii) individual characteristics; (iii) group relationship outside the job. These various factors can never be isolated from each other for ana lysis. And synthesisto study organizational Climate and Job

satisfaction among the Teacher educators of university conductedand affiliated B.Ed. Colleges the approach which since to be opted is that job satisfaction is the favorableness or not with which i s depends on employees. There fore when job requirements suit to the employees and expectation of the employees are taken in to consideration.

Review of literature –

1. Rothmann (2010): studied the relationship between various dimensions of work which were related to police force in South Africa such as occupational stress, job satisfaction, work engagement and burnout. A survey method was used and stratified random sampling techniques used to select members of police force (N= 677) Different measuring instruments were used such as Minnesota Job Satisfaction Questionnaire , Maslach Burnout Inventory - General Survey and Police Stress Inventory ,etc. The Result obtained from research indicating pleasure vs. displeasure related to job satisfaction

2. Kumaret. al. (2012): studied the difference between levels of Job Satisfaction among teachers at Primary, Middle; Secondary levels from various schools of Indore (M.P.) were selected. Random sampling techniques was used to select 20 teachers from each grou p .The hypothesis for the study was , There would be significance difference in Job Satisfaction of teachers at Primary ,Middle ,Secondary levels . For collection of data Questionnaire of Job Satisfaction developed by Richard Bellingham was used. For data analysis Descriptive Statistics and ANOVA (single way analysis were used.) The conclusion from the study there was no significance difference in the Job Satisfaction of teachers at various levels of schools. The research hypothesis was rejected at 0.05 level of significance

3. Ghazi et.al. (2010): studied university teachers related to Job Satisfaction in the North West Frontier Province of Pakistan .108 teachers were selected for research purpose. Questionnaire was used to collect the data and which is dev eloped upon the Herzberg two factors theory. The conclusion from the research shows that university teachers were generally satisfied with their job but neutral with dimensions like workingconditions, Promotion opportunities, policies etc.

4. Babatunde (2011): During Economic crisis among Nigerians University Staff, studied Job Satisfaction through various motivational factors .Stratified Random Sampling technique was used to select 100 university staff members of Nigeria The conclusion from the study shows that different motivational factors such as Promotions, relation between staff and managements, working conditions etc. plays important role to improve staff Job satisfaction

5. Nasr.et.al. (2012): This study examined the influence of various socio -professional background on job satisfaction of teachers in higher education institutes of sport and Physical Education in Tunisia.269 teachers were selected including Male and Female answered questionnaire of Valladoet.al.(2003) .The conclusion from the stud y shown that socio – professional antecedents significantly affects teachers job satisfaction

Objective of the Study: –
1) To study joint contribution of Physical Climate, Administrative Climate, Financial Climate,Professional Climate in predicting Job Sat isfactionof Male Teachers working in Professional colleges ofMatoshriEducation Society,Nashik.
2) To study joint contribution of Physical Climate, Administrative Climate, Financial Climate,Professional Climate in predicting Job Satisfaction of Female Tea chers working in Professional colleges ofMatoshri Education Society,Nashik.

Hypothesis:–There is no significant   difference ofeffect of organizational climate on Job satisfaction between Male and Female Teachers in Professional colleges of   Matoshri Education Society, Nashik

Work Plan and Methodology:–

1) Researcher will be study the effect of organizational Climate on Job Satisfactionof Matoshri Education Society, Nashik controlled professional colleges.

2) This study includes job satisfaction of Male and   Female teachers of Matoshri Education Society, Nashik.

3) The study will be conducted by Survey method.

4) Teachers from the Matoshri Education Society, Nashikwill be selected from random and quota sampling

5) Researcher will be collected data from approx   imately 26 Teachers from eachprofessionalcolleges of Engineering and Pharmacy respectively.

Limitations: –

1) This study is related to only Matoshri Education Society controlled Professional colleges.

2) This study is related to only Matoshri Education Soc   iety controlled UnaidedColleges at Nashik Campus

3) This study is related to only effect of organizational climate on job satisfaction of teacher's performance

Population: – Matoshri Education Society, Nashik, colleges spread in two area.The campus namely MITDhanoreCampus, OdhaCampus Nashik.Nowtotal 450 teachers are working in the Society.

Sample: - In this study researcher will be select 01 Pharmacy College, 01Engineering College, from the different campus. From thesecolleges teacherswill be selected fr   om eachcollege randomly. Total 52teachers (Male and Female) willbe selected for the research purpose

Methodology: –The respondents were selected for the current study will be in the following method-

1) 26 teachers from Professional colleges

2) 26 teachers from Academic colleges

 From each college 26 Male and 26 Female teachers were selected

 A) Research Tools: –for the current study the standard questionnaire of college climate and job satisfaction questionnaires were used

 B) Collectio n of Data: –The data is collected through standard questionnaire .The filled questionnaires were collected , responses which are in different statements the master charts of collected data was made by scholar and row data was converted in to standard scores

Standardize Test and their description: – Selection of test is the most things in this study. Following standard test will be used for the data collection

1) Teacher's Job Satisfaction Scale   by Yudhvirendra. Mudgil, I.S. Muber and PrabhaBhatiya

The main objective of this scale is to find out degree of job satisfaction by teacher educators. This Scale consists of 75 items related to teacher's Job Satisfaction.Each of these statement having five options . **Strongly Agree (SA), Agree (A), Indifferent (I), Di   sagree (D), Strongly Disagree (SD).**Respondent are required to select only one option. There is no time limit and there are no right or wrong answers.

2)College Climate Questionnaireby A. K. Gaur

This questionnaire consists of 170 items in six areas I.   Physical Climate, II. Administrative Climate, III.   Financial Climate, IV.   Academic Climate   V.   Professional Climate   and Miscellaneous Climate. Respondent are required select any one of the responses out of the

five options such **as stronglyDisagree, Disagree,U ndecided, Agree, Strongly agree** to describe about their job and their experience Using these tests, the demographic profile of each teacher educators will be obtained as follows
1) Name of the teacher Educator
2) Qualification (Academic and Professional)
3) Profession
4) Designation, if any
5) Age in Years
6) Experience
7) Married /Unmarried
8) Wife employed or not
Statistical tools: –Statistical techniques like **T test, Correlation and ANOVA** will be used to analyze the data and interpretation
Variables: –Independent Variables: -Organizational Climate:-
1) Professional Climate   4) Financial Climate
2) Physical Climate   5) Academic Climate
3) Administrative Climate   6) Miscellaneous Climate
Dependent variable: - **Job Satisfaction**
Analysis and Interpretation:–

Sr.No.	Gender	N	Mean	Standard Deviation	df	t-value	Level of Significance
1	Male	26	111.64	19.68		1.85	Not
2	Female	26	111.54	20.52	398		Significant

Table: 1 showing the significant Difference between the Job   Satisfaction of Male and Female Teachers
Conclusion:-There is no significant difference of effect of organizational climate on job satisfaction between Male and Female Teachers in professional colleges of   Matoshri Education Society Nashik .Teachers were   satisfied with their work and other facility and infrastructure provided by Matoshri education society Nashik.Based on the data analysis and findings of the study maximum percentage of teachers had a very low degree of Job Satisfaction.

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STUDENT'S STRESS REDUCING, EFFECT OF PLAYING A CASUAL VIDEO GAMES

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GUIDE: DR.ABDUL LATIF

ABSTRACT:-Physiological and psychological stresses are gaining popularity as they are linked to a variety of ailments and disorders. The creation of stress-reduction methods can aid in the prevention of illness and disease, as well as enhance treatment outcomes. Casual gaming has been shown in studies to help alleviate physiological and psychological stress. Using a between subjects design, the current study examines how casual gaming compares to guided relaxation and sitting quietly in terms of stress reduction. The findings suggest that casual gaming has a greater beneficial impact on mood than meditation/guided relaxation or simply sitting quietly.These findings back with previous research that shows casual gaming might improve mood and hence assist to reduce stress . In the United States, video games are a multibillion -dollar business. Although video gaming has been linked to a number of detrimental health effects, it may also be beneficial for therapeutic purposes. The objective of this study was to see if video games might help people live healthier lives. Video games have the potential to enhance health outcomes, particularly in the fields of psychological and physical rehabilitation. RCTs with sufficient rigour will aid in the development of evidence in this new field.

KEY WORDS- Video Games, Students, Mental Stress, Effect on Health.

INTRODUCTION:-Casual E-Gaming has different features. Casual E -Gaming either found on computers or mobile phones. Casual E -Gaming can be played inside little time span. Casual E-Gaming normally don't require very while to show up finally period of game. According to Casual E -Gaming association (2019), in excess of 200 billion play Casual E - Gaming around world. The effect of video games on teenagers isn't particularly depicted paying little heed to creating gathering of evidence showing their addictive nature and unmistakable quality. Truth be told, video game use may outperform that of television use in kids. In pre -youthful grown -up young people, heftiness has been associated with extending time spent on video games, submersion of our lifestyle and consistently lives by wide interchanges. In this new environment radio, television, films, videos, video games, PDAs, and PC networks have acknowledged central parts in our young people 's regular day to day existences. In any case expansive correspondences are hugely influencing our children's characteristics, feelings, and practices. Progressing supporting relations among gatekeepers and children from get -go for duration of regular daily existence, getting ready in key capacities can help hinder ruthlessness.

RESEARCH METHODOLOGY:

RESEARCH APPROACH:-Quantitative Research Approach
RESEARCH DESIGN:-Pre experimental one group pre-test, post-test research design.
POPULATION:-In this study population consist of college students
residing at Navi Mumbai.
SAMPLING TECHNIQUE:-Non probability non convenient sampling technique.
Percentage and Frequency-They are most frequent way to represent statistics.
- **ANOVA:-**It is statistical method in which variation in set of observation is divided into distinct components.
SAMPLE SIZE:-It comprises of 500 students studying in college.

INCLUSION CRITERIA FOR SAMPLING:
(1) Students who are available at time of data collection.
(2) Students who are willing to participate in study.
(3) Students who are able to read write and understand English language.

EXCLUSION CRITERIA FOR SAMPLING:
(1) Students who are suffering from any mental illness or chronic illness.
(2) Students who are not present at time of any of test may be pre or post test.

WITHDRAWAL CRITERIA FOR SAMPLING:
(1) Students who want to withdraw from study.

STASTATICAL TECHNIQUE
Required permission from authorities will be taken before study. T   hen samples will be selected as per inclusion criteria. Analysis of data is based on objectives of study.
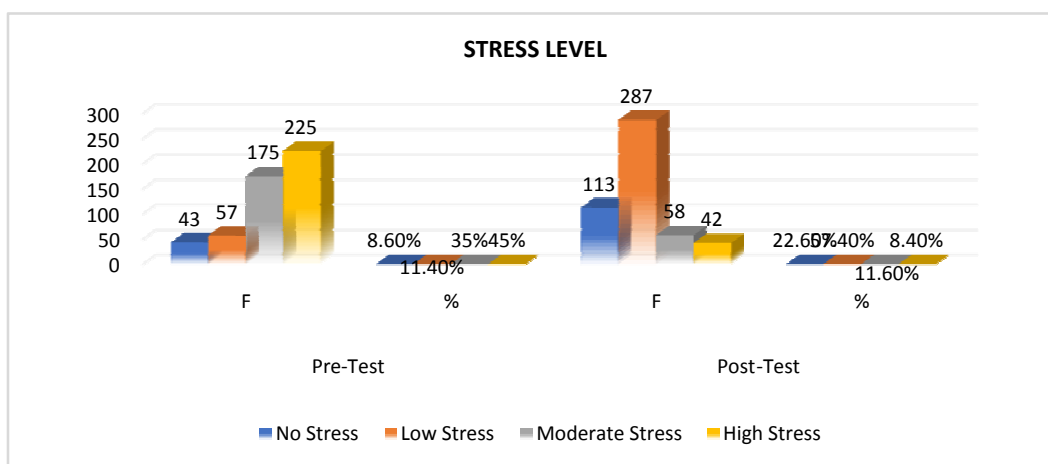The data will be analyzed as following:
1] Demographic of subjects will be analyzed using frequency and percentage.
2] Pre-test and post -test knowledge scores will be analyzed using frequency and percentage, Mean and standard deviation.
3] Effectiveness of casual video games on level of stress will be analyzed by using descriptive and i   nferential statistical methods.   Paired 't' test by measuring s   ignificant difference between pre-test and post-test scores.
4] Using SPSS software version 23

RESULT AND DISCUSSION

Knowledge Scores of Pre -test and Post -test based on Level of Stress and depression to play Video Games

STRESS LEVEL	Pre-Test		Post-Test	
	F	%	F	%
No Stress	43	08.60%	113	22.60%
Low Stress	57	11.40%	287	57.40%
Moderate Stress	175	35%	58	11.6%
High Stress	225	45%	42	08.40%
Total	500	%	500	%

Tab. and graph   states about stress level while playing video games amongst students in which maximum observed in higher stress I.e. 45% in pre test which decreased upto 08.40% in post test whereas lower stress observed in post test i.e.57.40% and no stress were observed as 22.60%.

Comparison of Means Scores of Level of Stress between Pre-test and Post-test

Group	Pre test	Post test
SD	8.229	11.768

t-value	1.176
Df	28
Sig (2 tailed)	0.251

CONCLUSION:-Adolescents are said to live in "media saturated world," spending   more time with media than they do in school. Over past half -century mass media, including video games, have become important socializers of children. Over past 03 decades, numbers of studies have looked at effects of violent video games on children and ado   lescents. These studies were conducted mostly in developed high income countries. Several of these studies have shown that violent video game exposure increases aggressive thoughts; angry feelings, physiological arousal, aggressive behaviours, and physiolo gical desensitization to violence in real world.Children live in electronic climate including videogame consoles and computers. It is obvious from above survey of writing that playing violent video game has physiological and mental impacts. Different exami   nation plans including test, co -social and longitudinal investigations on playing violent video games among children affirms that playing and openness to violent video game can increment forceful musings, forceful sentiments, and physiological excitement. Exploration on openness to TV and film brutality proposed that playing violent video games will increment forceful conduct. Test and non test concentrates with guys and females in research center and field settings uphold this end. Examinations likewise un cover that openness to violent video games increments physiological excitement and animosity related considerations and emotions. Playing violent video games likewise diminishes supportive of social conduct.Most youthful juvenile young men and numerous young ladies regularly play M   -appraised games. Enormous measure of game play, were identified with inconvenient conduct and scholastic results. Time spent playing violent games explicitly, and not simply games as such, expanded actual stress. Besides, more el   evated levels of obsessive gaming, paying little mind to violent substance, anticipated expansion in actual stress among young men and individuals who played part of violent video games turned out to be generally more genuinely forceful. Violent video game   playing invigorates self-governing nerve framework,and subsequently focal physiological frameworks in body can be influenced in children, without them monitoring it. India now is facing worst situation of rising cases of stress among early aduldhood. Cert ain steps need to be taken in this regard so that level of stress can be reduced from taking such drastic steps. Education system and particularly thought process of society, parents and adolescents them self needs to be molded. If stress and depression, a dolescent is going through is met and taken care of at right time, these suicide cases can definitely be prevented. Hence investigator felt need for evaluating effect of casual video games on risk factors and prevention regarding stress in early adulthood.

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वैदिक कालीन शिक्षा व्यवस्था का पाठ्यक्रम अवलोकन

शत्रुघन, शोधार्थी (पी—एच.डी.)

राम प्रताप सैनी

प्राचार्य, इंस्टीट्यूट ऑफ एजूकेशन

श्री जगदीश प्रसाद झाबरमल टीबड़ेवाला विश्वविद्यालय, विद्यानगरी, झुंझुनू (राज.)

सारांश—भारतीय शिक्षा का इतिहास वैदिककाल से प्रारम्भ होता है। वैदिककाल एक अति विस्तृत काल है जिसका विस्तार ऋग्वेद की रचना से बौद्ध धर्म के उदय तक है। इस सम्पूर्ण काल में यद्यपि शिक्षा—प्रणाली में थोड़ा बहुत परिवर्तन अवश्य हुआ, किन्तु शिक्षा का मूलाधार वेद ही रहे हैं। फिर भी इस सम्पूर्ण काल की शिक्षा प्रणाली में जो थोड़े—बहुत अन्तर आये उनके आधार पर कुछ विद्वानों ने वैदिक काल को दो मुख्य कालों में विभक्त कर दिया। प्रथम को 'वैदिककाल' के नाम से ही सम्बोधित किया और दूसरे को 'ब्राह्मणकाल' के नाम से। जहाँ वैदिककाल में सम्पूर्ण शिक्षा—प्रणाली धर्म से ओत—प्रोत थी वहीं ब्राह्मणकालीन शिक्षा में यज्ञादि, कर्मकाण्डों एवं अनुष्ठानों का महत्व बढ़ गया था। शोधकर्ता ने नव—ब्राह्मणीय शिक्षा को भलीभाँति समझाने के लिए सर्वप्रथम ब्राह्मणीय शिक्षा के विभिन्न पहलुओं पर विचार करके इसे नव—ब्राह्मणकाल की संज्ञा दी है।

नव—ब्राह्मण युग का अभ्युदय एवं विकास—ऐतिहासिक पन्नों को पलटने से ऐसा प्रतीत होता है कि अशोकादि राजाओं के प्रयासों के फलस्वरूप देश एवं विदेश में बौद्ध धर्म का प्रचार अत्यन्त तीव्र गति से हुआ। भारतवर्ष में यह धर्म लगभग सात शताब्दियों तक लोकप्रिय रहा। तदनन्तर शनैः शनैः इस का पतन प्रारम्भ हो गया था। इसकी ख्याति और प्रसिद्धि के दिन अतीत के पृष्ठ बन गये थे। भारतीय एवं पाश्चात्य साक्ष्यों से ज्ञात होता है कि प्रारम्भ में बौद्ध भिक्षु त्याग, संयम एवं साधना का जीवन व्यतीत करते थे। परन्तु कालान्तर में ये लोग ''बुद्धम् शरणम् गच्छामि, धम्मम् शरणम् गच्छामि, संघम् शरणम् गच्छामि.'' रूपी शरणत्रयी के अन्तर्निहित उद्देशयों को भूलकर भोग—विलास में लिप्त हो गये। संघों में प्रचुर धनराशि के संग्रह एवं भिक्षुणियों के प्रवेश के कारण भी बौद्ध धर्म की लोकप्रियता को अत्यधिक आघात पहुँचा। यवन आक्रमणकारियों ने भी बौद्ध धर्म की प्रतिष्ठा को बहुत अधिक क्षति पहुँचायी। इन्होंने अनेक बौद्ध अनुयायियों को मौत के घाट उतार दिया अथवा इस्लाम धर्म में दीक्षित कर लिया। अवशेष भिक्षुओं ने नेपाल, तिब्बत तथा चीन आदि देशों में शरण प्राप्त की इसी समय ब्राह्मण वाद का पुनरूत्थान हुआ। हिन्दू सुधारकों ने हिन्दूवाद के प्रचार में सराहनीय कार्य किया। कुमारिल भट्ट तथा शंकराचार्य आदि दार्शनिकों ने बौद्ध धर्म को हिन्दू दर्शन का ही अंग सिद्ध करते हुए ब्राह्मणवाद की स्थापना की। बौद्ध मतावलम्बी हिन्दू दर्शन के इन विद्वानों को शास्त्रार्थ में पराजित न कर सके। परिणामस्वरूप भारतवर्ष से बौद्ध धर्म का लोप हो गया तथा ब्राह्मणवाद की पुनः स्थापना हुई जिसे नव—ब्राह्मणकाल के नाम से जाना गया।

नव—ब्राह्मण कालीन शिक्षा का पाठ्यक्रम—सामान्यतः ब्राह्मणयुगीन भारतीय शिक्षा की व्यवस्था एवं संरचना प्राचीन शैक्षिक मान्यताओं पर आधारित थी। अतः उन्हीं आदर्शों के अनुरूप ही वैदिक शिक्षण परम्परा को पुनः जीवित किया गया था। परिणामस्वरूप कला, शिल्प तथा उद्योग विषयक पाठ्यक्रम नगण्य हो गया था। प्रतिभा—सम्पन्न एवं अभिजात्य वर्ग इस प्रकार के पाठ्यक्रम की ओर से पूर्णतया उदा सीन हो गया था। इसके उन्नयन में इसका योगदान क्षीण हो गया और संस्कृति के संरक्षण एवं प्रसार के लिए लेखन—साधन एवं उपकरण प्राप्त न होने के कारण इस युग में भी विषयों में विशिष्टीकरण प्राप्त करने पर बल दिया गया था। फलस्वरूप ज्ञान की विभिन्न शाखाओं के विकास हेतु पर्याप्त प्रोत्साहन प्राप्त हुआ। अल्पायु में ही विवाह का सामान्य प्रचलन हो जाने के कारण स्त्री शिक्षा को अत्यधिक आघात पहुँचा। अब वैयक्तिक शिक्षक, सम्पन्न एवं अभिजात्य वर्ग की कन्याओं एवं बालिकाओं को उनके गृहों में ही साहित्य एवं ललित कलाओं की शिक्षा प्रदान करते थे। अतः स्त्री शिक्षा की स्थिति कमजोर पड़ने लगी थी।

धर्म विषयक पाठ्यक्रम— वैदिक काल की भाँति इस युग में भी पुनः ब्राह्मण वर्ग ने वैदिक साहित्य और संस्कृति के संरक्षण और प्रसारण का उत्तरदायित्व अपने कंधों पर लिया। उन्होंने तप, त्याग, संयम एवं साधना का जीवनयापन करते हुए इस पवित्र कार्य को अत्यन्त निष्ठा एवं लगन से किया। यह वर्ग पद—पाठ, क्रम—पाठ, जयपाठ तथा धनपाठ आदि ध्यान्यात्मक नियमों के अनुसार वैदिक पाठ्यवस्तु का कंठस्थीकरण करने के उपरान्त ही शिक्षण कार्य करता था। विद्यार्थियों को भी निश्चित नियमों एवं आदर्शों और परम्पराओं के आधार पर पाठ्य सामग्री का अनुशीलन करना पड़ता था। कतिपय आचार्य क्रमशः दो—तीन—चार वेदों तक को आत्मसात् कर लेते थे एवं तदानुसार ही द्विवेदी, त्रिवेदी तथा चतुर्वेदी आदि नामों से विख्यात थे। इस काल के ताम्र पत्रों के अवलोकन से ज्ञात होता है कि इसके अनुदानकर्ता इन उपनामों को धारण किये हुए हैं। आजीवन समर्पित भावना से वेदों का अनुशीलन करने के उपरान्त ही इन लोगों ने इन विरुद्दों को प्राप्त किया। वेदों के अतिरिक्त ब्राह्मण, अरण्यक उपनिषद तथा सूत्र आदि सम्बन्धित ग्रन्थों का अध्ययन भी पाठ्यक्रम के अन्तर्गत होता था। इस वैदिक अध्ययन के साथ ही रामायण, महाभारत, स्मृतियों तथा पुराणों आदि का पठन—पाठन भी धार्मिक पाठ्यक्रम के अन्तर्गत ही किया जाता था, अतः पाठ्यक्रम धर्म प्रधान था।

साहित्य, कला, विज्ञान एवं जीवनयापन सम्बन्धी पाठ्यक्रम— उपर्युक्त धार्मिक विषयों के साथ ही विद्यार्थी अन्यवान्य लौकिक विषयों का भी अध्ययन करते थे। पाणिनी—अष्टाध्ययी में वेदों, ब्राह्मणों, कल्पसूत्रों, भिक्षुसूत्रों तथा नर सूत्रों का विवरण उपलब्ध होता है। पतंजलि महाभाष्य में अंगों, रहस्यों तथा वेदों सहित वाकोवाक्य, इतिहास पुराण तथा चिकित्साशास्त्र आदि विषयों का वर्णन मिलता है। कौटिल्य अर्थशास्त्र में अन्वीक्षरी, त्रयी वार्ता तथा दण्डनीति आदि चार विद्याओं का उल्लेख किया गया है। अन्वीक्षकी में सांख्य योग, लोकायत, त्रयी में धर्म और अधर्म वार्ता में नये एवं

अपनय तथा दण्डनीति में शत्रु से सन्धि विग्रह का वर्णन आता है। अर्थशास्त्र में पुनः इन चार विद्याओं में सम्मिलित विषयों का वर्णन विस्तार से किया गया है, इस विवरण के अनुसार ऋक्, यजुस, साम, अथर्व व इतिहास, कल्प, व्याकरण, निरुक्त और ज्योतिष में त्रयी विद्या में सम्मिलित विषय थे। वार्ता के अन्तर्गत कृषि, गोपालन वाणिज्य तथा व्यापार आदि का अध्ययन करना आता है। दण्डनीति से प्रशासन से सम्बन्धित सभी विषयों का आशय ग्रहण किया जाता है। कौटिल्य ने दण्डनीति को अन्वीक्षकी, त्रयी तथा वार्ता आदि विषयों के योग और क्षेम का साधन बताया है।इसी तरह गौतम स्मृति में वेद, वेदांग, धर्मशास्त्र तथा अन्वीक्षकी आदि विषयों को उल्लेख मिलता है। मनुस्मृति में वेद त्रयी, दण्डनीति, तर्कविज्ञान, अध्यात्म विज्ञान, कृषि विज्ञान, अर्थ विज्ञान तथा पशु विज्ञान व वाणिज्य आदि विषयों के सन्दर्भ प्राप्त होते हैं। याज्ञवल्क्य स्मृति में वेदमयी, तर्कशास्त्र, राजनीतिशास्त्र तथा वार्ता आदि विषयों का विवरण सन्निहित है। हारीत संहिता के अनुसार राजा को राजनीतिशास्त्र तथा दण्डनीतिशास्त्र में पारंगत होना चाहिए।इसी प्रकार मत्स्य–पुराण में धर्मशास्त्र, कामशास्त्र, अर्थशास्त्र, गज विद्या तथा रथविद्या आदि विषयों का विवरण मिलता है। भगवत पुराण में वेद, वेदांग, उपनिषद, धनुर्वेद, धर्मशास्त्र, मीमांसा, अन्वीक्षकी, राजनीतिशास्त्र, चौसठ कलाओं का उल्लेख मिलता है। अग्नि पुराण में नक्षत्र शास्त्र, ज्योतिष शास्त्र, राजनीतिशास्त्र, विधिशास्त्र, छन्दशास्त्र तथा व्याकरणशास्त्र आदि विषयों के सन्दर्भ उपलब्ध होते हैं। गरुण पुराण में रामायण, महाभारत, नक्षत्र विद्या, ज्योतिष विद्या, शकुन विद्या, भविष्य विद्या, चिकित्साशास्त्र, छन्दशास्त्र तथा व्याकरणशास्त्र आदि विषयों के उद्धरण मिलते हैं। विष्णु धर्मोत्तर पुराण में नृत्यकला, संगीत कला, चित्रकला, मूर्तिकला तथा अन्य विषयों का विस्तृत वर्णन मिलता है।शोधार्थी ने अध्ययन में कामन्दक कृत नीतिसार में शिक्षा, विद्या, गायन, संगीत आदि चौसठ कलाओं, त्रयी वार्ता दण्डनीति शस्त्रों तथा व्यवहार आदि विषयों के विवरण सन्निहित देखे हैं। शुक्राचार्य–नीतिशास्त्र के अनुसार राजा को अन्वीक्षी त्रयी वार्ता, दण्डनीति, नीतिशास्त्र, धनुर्विद्या तथा शौर्य विद्या का अध्ययन करना चाहिए। कालिदास कृत रघुवंश से ज्ञात होता है कि राजा ने सर्वप्रथम अपने पुत्रों का विवाह अन्वीक्षी, त्रयी, दण्डनीति तथा वार्ता आदि कुल विधाओं से किया। शूद्रक रचित मृच्छकटिकम् से संकेत मिलता है कि शूद्रक ऋग्वेद, सामवेद, अंकगणित तथा अन्य विविध विद्याओं में पारंगत था। बाण–विरचित कादम्बरी से ज्ञात होता है कि राजा तारापीड, महाभारत, रामायण, पुराण, इतिहास, वास्तु विद्या, स्वास्थ्य विद्या, यंत्रविद्या, अभिनय विद्या, संगीत विद्या, गज विद्या, अश्वविद्या, लेखन विद्या, मल्लविद्या, हस्तकौशल विद्या तथा धूतविद्या अनेक विषयों में निष्णात थे। इसी ग्रन्थ से ज्ञात होता है कि राजा हर्ष काव्य रचना, अभिनय कला, सुलेख विद्या तथा धनुर्विद्या आदि में कुशल थे। इसी ग्रन्थ के अन्य स्थलानुसार मल्ल नरेश कुमार गुप्त धनुर्वेद में अद्वितीय थे। इसी रचना के कतिपय प्रसंगों से ज्ञात होता है कि राजा तारापीड राजनीतिशास्त्र तथा विधिशास्त्र के मर्मज्ञ थे।यहाँ पर कल्हण कृत राजतरंगिणी के सन्दर्भानुसार काश्मीर नरेश जया पीठ, अभिनयविद्या, नृत्यविद्या तथा व्याकरण विद्या में कुशल थे। इसी ग्रन्थ के विवरणानुसार काश्मीरी–राजकुमार अभिमन्यु ने सम्पूर्ण शास्त्रों का अनुशीलन किया था। इसी रचना से ज्ञात होता है कि काश्मीर के राजकुमार कलल ने जिन्दुराज से शौर्य विद्या तथा कूटनीतिविद्या का ज्ञान प्राप्त किया। इसी कृति के अनुसार काश्मीर नरेश हर्ष सम्पूर्ण विज्ञानों के प्रतीक थे। इसी ग्रन्थ के कतिपय स्थलों के अनुसार मालव नरेश नरवर्मन ने सम्राट भिक्वकर को विद्वानों तथा आयुधों का प्रशिक्षण दिया। इसी पुस्तक के अनुसार कनक नामक ब्राह्मण ने काश्मीर नरेश हर्ष को संगीत में शिक्षा प्रदान किया।प्रोफेसर–डूब्रेयुल के अनुसार कांची नरेश महेन्द्रवर्मन पल्लव, काव्य और संगीत में पारंगत थे। अभिलेख विशेष के अनुसार नेपाल नरेश अंशुवर्मन ने शब्द–विज्ञान पर एक विशिष्ट ग्रन्थ की रचना की। कुरम पल्लव अनुदान के अनुसार कांची नरेश परमेश्वर वर्मन काव्य में अत्यधिक अभिरूचि रखते थे। पूर्वी चालुक्य नरेश विनयादित्य तृतीय, अंकगतिण में दक्ष होने के कारण गुणांक कहलाते थे। धार नरेश भोज परमार ने ज्योतिष विद्या, अलंकार विद्या, वास्तु विद्या, योग विद्या तथा व्याकरण विद्या में कुशलता प्राप्त करते हुए सम्बन्धित विषयों की रचना की थी। आज भी अधिकाधिक ग्रन्थों के रूप में इनकी मान्यता है।अध्ययन से ज्ञात हुआ है कि तंजोर नरेश राजेन्द्र चोल वेदविद्या तथा युद्ध विद्या में चतुर था। सोदत्ती नरेश एरग संगीत में पटु होने के कारण विद्याधर की उपाधि धारण किया। कद्यघाट वंश सम्राट अभिमन्यु अश्वारोहण विद्या तथा धनुर्विद्या में दक्ष थे। त्रिकलिंग और उड़ीसा से सम्बन्धित गंग वंश के अनन्त वर्मन छोड़ गंग वेदों, शास्त्रों वास्तुकला तथा ललित कलाओं का अध्ययन किया था। धार नरेश लक्ष्मणदेव परमार महान कवि थे। इसी वंश के अन्य सम्राट नरवर्मदेव परमार भी कवि थे तथा उज्जैन के महाकाल मन्दिर में प्राप्त प्रशस्ति के रचयिता थे। कन्नौज के गाद याल वंश के गोविन्द चन्द्र ने विभिन्न विज्ञानों का एवं दर्शनों का अध्ययन करके विविध विचार विद्या–वाचस्पति की उपाधि प्राप्त किया। कल्याण के चालुक्य राजवंश का राजा सोमेश्वर तृतीय मानसोल्लास का रचयिता था। इसमें सैन्य विज्ञान, राजनीतिक विज्ञान, गज तथा अश्व संवर्धन, काव्य, संगीत तथा ज्योतिषशास्त्र आदि विषय सन्निहित हैं। गोवा का विजयादित्य कदम्ब अत्यन्त विद्वान राजकुमार था तथा उसने वाणी भूषण की उपाधि अर्जित की। बंगाल नरेश अपरादित्य द्वितीय ने याज्ञवल्क्य संहिता टीका के रूप में अपराक ग्रन्थ की रचना किया। धार नरेश अर्जुन वर्मनदेव परमार कवि और लेखक दोनों ही था। इलाहाबाद स्तम्भ लेख से ज्ञात है कि समुद्रगुप्त शास्त्रों में बहुत अधिक निपुण था। उसने धर्म–ग्रन्थों का ही अध्ययन नहीं किया था वरन् वह कवियों में शिरोमणि था। उसके काव्य संकलन विद्वान पुरूषों के जीविका का आधार थे। इससे उसे बहुत अधिक आनन्द की अनुभूति होती थी। उसकी प्रखर बुद्धि ने इन्द्र के गुरु कश्यप को भी लज्जित कर दिया। काव्य के अतिरिक्त वह संगीत में बहुत अधिक पटु था। उसने गायन और वादन में नारद को नतमस्तक कर दिया। वह संगीत का विद्वान था।प्रस्तुत शोध पत्र में उपरोक्त उद्धरणों का विस्तारपूर्वक देने से उन विषयों की विविधता का ज्ञान होता है, जो नव ब्राह्मण काल में पढ़ाये जाते थे। यद्यपि लगभग सभी उद्धरण राजाओं के सम्बन्ध में हैं किन्तु जिन विषयों में राजागण पारंगत बताये गये हैं। उन विषयों को पढ़ाने वाले शिक्षक भी होंगे और शिक्षक राजाओं के अतिरिक्त अन्य लोगों को भी शिक्षा देते होंगे। अतएव जन–साधारण में भी लोग अपनी आवश्यकतानुसार इन विषयों का ज्ञान

प्राप्त करते थे। इससे इस युग के व्यापक पाठ्यक्रम का ज्ञान होता है जो जीवन के सभी पार्श्वों को स्पर्श करते थे। शिक्षा का क्षेत्र विशाल एवं गहनतम था।

विशिष्ट विषयक पाठ्यक्रम–अतः स्पष्ट है कि नवब्राह्मण युग में संस्कृत भाषा अत्यन्त लोकप्रिय हो गयी। गुप्त सम्राटों ने इसके उन्नयन और उत्थान में बहुत योगदान किया। संस्कृत के महत्व के कारण पाली एंव संस्कृत प्राकृत आदि लोक भाषाओं का महत्व नगण्य हो गया। बौद्ध धर्म एवं जैन धर्म अनुयायी भी स्वधर्मों के संस्थापकों के परामर्श की उपेक्षा करते हुए संस्कृत में ही अपनी कृतियों की रचना की। सम्पूर्ण शिक्षित वर्ग का ध्यान संस्कृत के उन्नयन एवं संवर्धन पर केन्द्रित हो गया। इससे लोकभाषा की उपेक्षा हुई। सर्वसाधारण वर्ग इन्हीं वर्ग के माध्यम से अपने विचारों को व्यक्त कर सकता था। परिणामस्वरूप शिक्षा उच्च वर्ग तक ही सीमित हो गयी। यही कारण था कि संस्कृत की इस लोकप्रियता के कारण ज्ञान की विभिन्न शाखाओं में विशिष्टीकरण प्राप्त करने के पूर्व विद्यार्थियों को स   स्कृत भाषा के प्रारम्भिक पाठ्यक्रम का अनुशीलन करना पड़ता था। आठ वर्ष की आयु में उपनयन संस्कार के सम्पन्न हो जाने पर छात्र दैनिक याज्ञिक अनुष्ठानों के सम्पादनार्थ आवश्यक वैदिक मंत्रों एवं ऋचाओं को कंठस्थ करता था। तदनन्तर चार–पाँच वर्ष तक वह प्रारम्भिक संस्कृत व्याकरण एवं साहित्य का अध्ययन करता था। इस प्रकार तेरह–चौदह वर्ष की आयु तक शिक्षार्थी संस्कृत में विरचित तर्क, दर्शन काव्य, ज्योतिष तथा अंकगणित आदि कार्यों को समझने लगता था। तत्पश्चात् इनमें से वांछित विषय का चयन करके लगभग दस वर्ष तक इसका विशिष्ट अध्ययन कर ता था।यद्यपि वैदिक एवं बौद्ध काल में विषयों के विशिष्टकृत अध्ययन का सूत्रपात हो गया था। तथापि इस युग में साहित्य, दर्शन ज्योतिष, चिकित्सा विधि तथा काव्य आदि विषयों का पुनः संवर्धन एवं उन्नयन करके निश्चित योगदान किया गया। पूर्व युगों की भाँति इस काल में भी ज्ञान के प्रसार एवं संरक्षण हेतु मुद्रण एवं पुस्तकों की व्यवस्था न होने के कारण विषयों के विशिष्टीकरण अध्ययन पर विशेष बल दिया गया। विशिष्टीकरण की प्रक्रिया ने ज्ञान की विभिन्न शाखाओं के विकासार्थ पर्याप्त प्रोत्साहन दिया था। इस युग में विशिष्टीकरण प्रमुख माना जाता था।

स्त्री शिक्षा विषयक पाठ्यक्रम– वैदिक युगीन भारत में स्त्री शिक्षा को पर्याप्त प्रोत्साहन प्रदान किया गया था। बालकों की भाँति बालिकाओं को भी उपनयन संस्कार सम्पन्न होता था। तदनन्तर वे आचार्य कुल में ब्रह्मचर्य व्रत का पालन करती हुई वैदिक पाठ्यक्रम का अनुशीलन करती थीं। तत्कालीन अनेक विदुषी स्त्रियों के नाम आज भी इतिहास के पृष्ठों को सुशोभित कर रहे हैं। वैदिक युग के अन्तिम चरणों में स्त्री–शिक्षा की स्थिति बहुत अच्छी नहीं थी। नव ब्राह्मण काल में बालिकाओं के लिए उपनयन संस्कार निषिद्ध एवं उनकी विवाह आयु न्यून कर दिये जाने के कारण स्त्री शिक्षा का बहुत अधिक आघात पहुँचा तथापि प्राचीन ग्रन्थों में सन्निहित विभिन्न सन्दर्भों के आधार पर बालिकाओं की शिक्षा के लिए निर्धारित विभिन्न पाठ्यक्रमों का अनुमान लगाया जा सकता है।वैदिक और बुद्ध युग की भाँति इस काल म ॅ भी स्त्रियाँ काव्यशास्त्र, नाट्यशास्त्र, राजनीतिशास्त्र, आलोचना शास्त्र तथा चिकित्सा शास्त्र आदि में सम्बन्धित विभिन्न पाठ्य विषयों का अनुशीलन करती थीं। माधवी, अनुलक्ष्मी तथा ऋषि प्रभा आदि स्त्रियाँ प्राकृत भाषा की उत्कृष्ट कवियत्रियाँ थी। देवी, विजयांका तथा शील भट्टारिका आदि विदुषियाँ संस्कृत भाषा की ख्याति प्राप्त कवियत्रियाँ थी विद्या नामक विदुषी ने कुमुदिनीमहोत्सव नामक नाटक की रचना की। इसी नाटक के कथा प्रसंगों से ज्ञात होता है कि स्त्रियाँ राजनीति में भी अभिरूचि रखती थीं। प्रसिद्ध विद्वान राजेश्वर की पत्नी आलोचना शास्त्र में निपुण थी। अष्टम शताब्दी के लगभग अरबी भाषा में अनुवाद किये गये हिन्दू चिकित्सा शास्त्र से ज्ञात होता है कि इसकी रचयिता हिन्दू स्त्री थी। अरबी भाषा में इसका नाम स्ला के रूप में विख्यात है। एक ब्राह्मण स्त्री लीलावती द्वारा विरचित प्रसिद्ध बीजगणित ग्रन्थ का भी उल्लेख मिलता है। इसकी लोकप्रियता पाश्चात्य देशों में भी थी।

उपर्युक्त पाठ्य विषयों के अतिरिक्त स्त्रियों को गृहविज्ञान, वाटिका विज्ञान, ललितकला तथा सैन्य विज्ञान आदि का भी प्रशिक्षण प्रदान किया जाता था। शुक्राचार्य के अनुसार स्त्रियों को कृषि एवं पशुओं के   देखभाल में पति की सहायता करनी चाहिए। मनु के अनुसार स्त्रियों को गृहसज्ज, गृह के आय–व्यय का विवरण रखने में कुशल होना चाहिए। कौटिल्य के अनुसार स्त्रियों का कताई–बुनाई तथा सिलाई में पारंगत होना चाहिए। वात्सयायन के अनुसार स्त्रियों को अन्य–भण्डारण, पशु–पक्षियों के संवर्धन, सेवकों के वेतनादि का विवरण रखने तथा कताई बुनाई एवं सिलाई में पटु होना चाहिए। कामसूत्र के अनुसार स्त्रियों को उद्यान एवं वाटिका विज्ञान में भी निपुण होना चाहिए। इस ग्रन्थ के अनुसार गृहिणी को कुब्जक, आमलक, मल्लिका, कुरण्डक तथा विभिन्न जाति के पुष्प पौधों को उद्यान में पंक्ति रूप में स्थापित करने की कला में मर्मज्ञ होना चाहिए। इसके अतिरिक्त इन्हें बालकोशिरक तथा पायलेक आदि वृक्षों की पंक्तियाँ भी उद्यानों एवं वाटिकाओं में स्थापित करने में कुशल होना चाहिए। गृहिणी को समतल, सुव्यवस्थित त   था आकर्षक उद्यान भूमि को बनाने में दक्ष होना चाहिए तथा उसे औषधीय वनस्पतियों फलों तथा शाक आदि के बीजों को प्राप्त करके उद्यान में बोना चाहिए। सामान्यतः शिष्यों को ललित कलाओं की शिक्षा प्रदान की जाती थी। महाभारत के सन्दर्भ से ज्ञात होता है कि अर्जु न ने उत्तरा एवं उनकी सेविकाओं को नृत्य, गायन तथा वादन का प्रशिक्षण प्रदान किया। मालविकाग्निमित्र के सन्दर्भों के अनुसार राजकुमारी मालविका ने वैयक्तिक शिक्षक गणदास से नृत्य और गायन की शिक्षा प्राप्त किया। इसी प्रकार हर्षचरित सार से ज्ञात होता है कि हर्ष भगिनी राजर्षि ने दिवाकर मिश्र से संगीत का ज्ञान प्राप्त किया तथा रघुवंश के विवरणानुसार राजकुमारी इन्दुमती ने विवाहोपरान्त अपने पति अज से ललितकलाओं में दक्षता प्राप्त की। नाटक प्रियदर्शिता के अनुरानी ने दासी प्रियदर्शिका के लिए नृत्य गायन तथा वादन का प्रबन्ध किया। रत्नावली नाटक में नायिका सागरिका को चित्र फलक पर वर्तिका के द्वारा प्रेमी का चित्र निर्मित करते हुए प्रदर्शित किया गया है। स्वप्रशासवस्ता में वासवदत्ता को रानी के विवाह के लिए पुष्प माला गुन्थित करते हुए चित्रित किया गया है। पेजर के विवरण से ज्ञात होता है कि नृग हरिवर ने रनिवा स की स्त्रियों को संगीत में निर्देशन प्रदान करने के लिए मध्य देश निवासी लन्धवर को नियुक्त किया। इसी ग्रन्थ के विवरणानुसार विदिशा राजकुमारी हंसावली ने अपने पिता

तथा शिक्षक दरदूर के सम्मुख अपनी नृत्य कला का प्रदर्शन किया। इसी कृति के अनुसार सागर दत्ता की पुत्री कुमारी गन्धर्व दत्ता ने संगीत कला में अद्भुत कौशल प्राप्त किया। वात्सयायन कामसूत्र की व्यवस्थानुसार स्त्रियों को गीतम्, वाद्यम, नृत्यम तथा आलेख्यम आदि चौसठ कलाओं में दक्ष होना चाहिए।तात्कालिक समय में अभिजात्य वर्ग की कन्याओं के अतिरिक्त पारिवारिक, अभिनेत्रियों, गणिकाओं तथा देवदासियों आदि को भी संगीत एवं विविध कलाओं की शिक्षा प्रदान की जाती थी। कौटिल्य के अनुसार शिक्षकगण परिवारिकाओं को गायन, वादन, नृत्य, लेखन तथा चित्रांकन तथा माला गुन्थन आदि का प्रशिक्षण प्रदान करते थे। इसी ग्रन्थ के सन्दर्भानुसार अभिनेत्रियों को भी गायन, वादन, नृत्य, लेखन तथा चित्रकला की शिक्षा दी जाती थी। इसी ग्रन्थ के अनुसार विदेशी गुप्तचरों की जानकारी के लिए अभिनेताओं की पत्नियों को विविध भाषाओं तथा अनेकानेक संकेतों का प्रशिक्षण प्रदान किया जाता था।कौटिल्य अर्थशास्त्र में गणिकाओं की शिक्षा के सम्बन्ध में भी उल्लेख मिलते हैं। इसी कृति के अनुसार गणिकाओं को नृत्य, गायन, वादन, माला–गुन्थन, इत्र निर्माण, चित्रकला तथा लेखन आदि का प्रशिक्षण प्रदान किया जाता था। इसी रचना के अनुसार रूपदासियों को माला गुन्थन, इत्र निर्माण तथा अन्यान्य वस्तुओं का शिक्षण प्रदान किया जाता था। इसी ग्रन्थ के अनुसार गणिकाओं के शिक्षकों को रंगमंच पर रंगमंचजीवी के रूप में कार्य करने के लिए गणिकाओं के पुत्रों प्रशिक्षित करना चाहिए। वात्सायायन ने भी वेश्या–पुत्रियों तथा नट–पुत्रियों की शिक्षा का उल्लेख किया है। कल्हण की राजतरंगिणी में गणिकाओं और वेश्याओं की भी शिक्षा का वर्णन मिलता है। इस युग में शिक्षा से कोई भी अछूता नहीं छोड़ा गया था। इस प्रकार दण्डी की प्रसिद्ध रचना दशकुमार चरित्र के अनुसार गणिका विशेष ने अपनी पुत्री को नृत्य, गायन, वादन, चित्र कला, लेखन, वार्तालाप, माला–गुन्थन, इत्र निर्माण, व्याकरण, तर्क तथा दर्शन का शिक्षण प्रदान किया। कथा सरित्सागर से ज्ञात होता है कि रूपणिका की माता मकरंदपत्रा ने अनेक गणिकाओं तथा वेश्याओं को प्रशिक्षित किया था।प्राचीन भारत में देवदासियों की शिक्षा का भी प्रावधान था। कौटिल्य, कल्हण तथा कालिदास ने अपनी–अपनी रचनाओं में देवदासियों की शिक्षा का उल्लेख किया है। इबन असीर के अनुसार सोमनाथ मन्दिर के द्वार पर तीन सौ स्त्रियाँ नृत्य तथा गायन में संलग्न रहती थी। सोमदेव कृत कथा सरित्सागर में आये हुए कथानकों से ज्ञात होता है कि रूपणिका, वेश्या और देवदासी के व्यवसायों को सम्मिलित स्वरूप थी। मार्कोपोलो के विवरणानुसार तंजोर के मन्दिर से असंख्य देवदासियाँ सम्बद्ध थी। चीनी यात्री चाव जू–चवा की पुस्तक चु–फान–वी से ज्ञात होता है कि गुजरात के अनेक बौद्ध मन्दिरों में असंख्य देवदासियाँ नृत्य, गायन करती थीं। कतिपय अभिलेखों में भी देवदासियों का विवरण प्राप्त होता है। डी ब्राई, वर्नियर, फ्राइयर तथा हीलर आदि कतिपय यात्रियों ने अपने यात्रा विवरणों में देवदासियों का उल्लेख किया।यहाँ पर विविध सन्दर्भों से ज्ञात होता है कि देवदासियों का नृत्य–गायन का औपचारिक प्रशिक्षण प्रदान किया जाता था। काश्मीर नरेश जयपीठ ने भरत के सिद्धान्तों के अनुसार देवदासियों का नृत्य और गायन का प्रशिक्षण प्रदान करने पर बल दिया। तमिल अभिलेख से ज्ञात होता है कि देवदासियों को नृत्य, गायन तथा वादन का प्रशिक्षण प्रदान करने के लिए नृत्य अध्यापकों, संगीतज्ञों और गायकों की नियुक्ति की जाती थी। जे0ए0 डूबोयस की पुस्तक–हिन्दू मैनर्स, कस्टम्स तथा सेरेमनीज के अनुसार भारत के महत्वपूर्ण मन्दिरों में देवदासियों को शिक्षण प्रदान करने के लिए शिक्षकों की नियुक्ति की जाती थी। ड़ॉ0 जॉन शॉर्ट के अनुसार देवदासियाँ पाँच वर्ष की अवस्था में ही संगीत और नृत्य का त्रिवर्षीय पाठ्यक्रम प्रारम्भ कर देती थीं। श्री एन0एस0 अय्यर के अनुसार प्राचीन समय में नृत्य और गायन में पटुश्रावणकोर की देवदासियों को रायर (सम्राज्ञी) की उपाधि दी जाती थी। सैयद सिराज–उल–हसन के अनुसार बेगमों को (तेलगु नर्तकियों के लिए सामान्य शब्द) संगीत का विविध शिक्षण प्रदान किया जाता था। वे अपना प्रशिक्षण सात–आठ वर्ष की अवस्था से प्रारम्भ करती थी तथा बारह–तेरह वर्ष की आयु में ही अपनी कला का प्रदर्शन करने में सक्षम हो पाती थीं। कौटिल्य की व्यवस्थानुसार विभिन्न प्रकार की वेश्याओं को गुप्तचर कार्य के लिए प्रयुक्त करना चाहिए।स्त्रियों को सैन कलाओं और विज्ञानों का भी ज्ञान प्रदान किया जाता था। ऋग्वेद के सन्दर्भानुसार अनेक अनार्य कन्याओं ने सेना में सम्मिलित होकर युद्ध में भाग लिया। निःसन्देह इन्हें सैन्य प्रशिक्षण अवश्य प्रदान किया गया होगा। पतंजलि में शक्ति के विवरण से भी यही सिद्ध होता है कि स्त्रियों को पुरुषों के समान ही सैन्य प्रशिक्षण दिया जाता था। रामायण के कथानक विशेष से ज्ञात होता है कि कैकेई ने शत्रुओं के विरूद्ध युद्ध करके अपने पति दशरथ की प्राण–रक्षा की थी। वात्स्यायन की चौसठ कलाओं की सूची में स्त्रियोचित सैन्य कलाओं का विवरण मिलता है। कौटिल्य की व्यवस्थानुसार राजा के शैय्या से उठने पर धर्म वाणों से युक्त स्त्रियों के समूह को उसका स्वागत करना चाहिए। राजशेखर की कर्पूरमंजरी में बालिकाओं को खड्ग एवं कवच लिए हुए प्रदर्शित किया गया। इन आयुधों से सुसज्जित होकर स्त्रियाँ कर्पूरमंजरी के कारागार की रखवाली करती थी।पास के भारत यात्रा के संस्मरण के अनुसार विजय नगर के राजा की सम्राज्ञियों से कतिपय खड्ग के संचालन में कुशल थी तथा अन्य मल्ल युद्ध एवं युद्ध विद्याओं में निपुण थीं।

धार्मिक एवं लौकिक उपलब्धता विषयक पाठ्यक्रम– नव–ब्राह्मण काल प्राचीन वैदिक युग का ही परिवर्तित एवं परिवर्धित स्वरूप था। अस्तु धार्मिक पाठ्यक्रम के अन्तर्गत वैदिक विचारधारा का ही महत्व था। इस युग में महाकाव्य स्मृतियों तथा पुराण आदि धार्मिक ग्रन्थ वैदिक दृष्टिकोण के द्योतक थे। पुराण और स्मृतियाँ सर्वसाधारण के मध्य अत्यन्त लोकप्रिय थीं। वे लोग इन्हीं धर्म ग्रन्थों के सिद्धान्तों के आधार पर अपने जीवन का नियमन करते थे। इन ग्रन्थों को कंठस्थीकरण की अपेक्षा इनके अर्थ को आत्मसात करने पर बल दिया जाता था। सामान्यतया शिक्षकगण इनकी विषयवस्तु का प्रतिपादन करते समय हस्तलिपियों का प्रयोग करते थे। इस काल में वैदिक साहित्य के संरक्षणार्थ लेखनकला का उपयोग वर्जित नहीं था।नव–ब्राह्मण काल में पुराणों की लोकप्रियता होते हुए भी इन्होंने वेदों की सत्ता का तिरस्करण नहीं किया। चतुर्वेदी अब भी धर्म के स्रोत के रूप में मान्य थे। यद्यपि सैद्धान्तिक एवं व्यावहारिक रूप में वैदिक अध्ययन केवल अल्प लोगों तक ही सीमित था। इस युग में भी वैदिक पाठ्यवस्तु का अध्ययन निश्चित नियमों के

आधार पर होता था तथा यज्ञों की प्रमुखता थी। सम्पूर्ण देश के राजागण वैदिक यज्ञों का सम्पादन करने में गर्व का अनुभव करते थे। अश्वमेध यज्ञ का प्रचलन बहुत अधिक था। कतिपय नृप अपने जीवन काल में इसे अनेक बार सम्पादित करते थे। विविध वैदिक संस्कार भी नव ब्राह्मण कालीन समाज के प्रमुख अंग थे। वस्तुतः वर्तमान समय में मान्य हिन्दू धर्म की नींव नव–ब्राह्मण काल में ही पड़ी।नव–ब्राह्मण काल में ज्ञान की अन्य लौकिक शाखाओं का पर्याप्त उन्नयन एवं विकास हुआ। दर्शन के क्षेत्र में प्राचीन विशिष्ट सम्प्रदायों से सम्बन्धित प्रचुर मीमांसा साहित्य का उद्भव हुआ। सांख्य–दर्शन पर ईश्वर कृष्ण की सांख्यकारिका तथा वसुबन्ध की परमार्थ सप्तति उच्चकोटि की है। योग दर्शन पर व्यास–भाष्य तथा चावसति कृत तत्त्ववैशारदी आदि उल्लेखनीय मीमांसायें हैं। न्यायदर्शन पर उद्योर कर द्वारा रचित न्यायवर्तिका तथा धर्मकीर्ति द्वारा प्रणीत न्यायबिन्दु पठनीय है। वैशेषिक दर्शन पर प्रशतस्तमाद द्वारा सम्पादित पदार्थ धर्म संग्रह तथा चन्द्र कृत दशपदार्थ शास्त्र आदि विवेचनात्मक ग्रन्थ अवलोकनीय हैं। मीमांसा दर्शन से सम्बन्धित शवर–भाष्य, कुमारिल भट्ट कृत क्रमशः श्लोक कार्तिक तथा तंत्रवर्तिक आदि उच्च कोटि के आलोचनात्मक ग्रन्थ हैं। वेदान्त–मीमांसाकारों में गौड़ पाद तथा शकर का नाम उल्लेखनीय है। संस्कृत साहित्य के क्षेत्र में इसके विभिन्न अंगों एवं उपांगों का उल्लेखनीय विकास हुआ। पद्य–साहित्य के अन्तर्गत कालिदास कृत मेघदूत एवं रघुवंश, माखी द्वारा रचित किरातार्जुनीयम तथा माघ द्वारा संकलित शिशुपालवध अमर महाकाव्य है। गद्य साहित्य में कालिदास कृत अभिज्ञान शाकुन्तलम, भवभूति द्वारा प्रणीत उदार रामचरित, महावीर चरित एवं मालती माधव आदि उच्चकोटि की रचनायें हैं। काव्यशास्त्र के क्षेत्र में भामह का काव्यालंकार तथा दण्डिन का काव्यादर्श आदि महत्वपूर्ण ग्रन्थ हैं। शब्द कोषों के अन्तर्गत अमरकृत अमरकोष उल्लेखनीय हैं। व्याकरणशास्त्र के क्षेत्र में पाणिनीकृत अष्टाध्यायी काव्यायन– वर्तिकायें तथा मूर्तिहरि रचित का वाकापदीय आदि महत्वपूर्ण रचनायें हैं। कथा साहित्य में पंचतंत्र, हितोपदेश, कथा सरित सागर, बृहत–कथा मंजरी तथा तंत्राख्यायिका आदि ख्याति प्राप्त संकलन है। नीति साहित्य के अन्तर्गत कामांदक– नीतिसार, भृतहरि–नीतिशतक, शुक्रनीति तथा वृहस्पतिनीति प्रमुख हैं।नव–ब्राह्मण काल में ज्योतिष नक्षत्र एवं गणितशास्त्र के क्षेत्र में भी पर्याप्त प्रगति हुई। इन विषयों से सम्बन्धित आर्य भट्ट दशगीतिका सूत्र तथा आयष्टिशव प्रसिद्ध रचनायें हैं। ज्योतिष के उन्नयन एवं संवर्धन में वाराहमिहिर का योगदान भी सराहनीय है। इस सन्दर्भ में उनके द्वारा रचित पंचसिद्धान्तिका तथा बृहत संहिता अमूल्य कृतियाँ हैं। वृह्य गुप्त द्वारा प्रणीत ब्रह्म सिद्धान्त तथा खण्ड खाद्य आदि ग्रन्थ भी ज्योतिष शास्त्र, नक्षत्रशास्त्र तथा अंकगणित शास्त्र आदि को सम्पन्न करने में प्रमुख भूमिका निभाई। इन विज्ञानों के अतिरिक्त जन्म–लगन से सम्बन्धित पाराशरी, जातक सूत्र, भृगु संहिता तथा मीन राजजातक आदि महत्वपूर्ण ग्रन्थों की रचना भी इस युग में हुई। इस युग में चिकित्साशास्त्र का भी पर्याप्त उन्नयन हुआ। चरककृत चरक संहिता, सुश्रुत द्वारा रचित सुश्रुत संहिता, वाणभट्ट द्वारा प्रणीत अष्टांग–संग्रह तथा अष्टांग–हृदय संग्रह आदि तत्कालीन समय में रचे गये आयुर्वेद–ग्रन्थ वर्तमान समय में भी चिकित्साशास्त्रियों के लिए प्रेरणा स्रोत हैं। प्राचीन भारत के इस अन्तिम चरण में राजनीतिशास्त्र का भी बहुत अधिक संवर्धन हुआ। इससे सम्बन्धित कौटिल्य अर्थशास्त्र, शुक्रनीति, वृहस्पति नीति तथा कामान्दककृत नीतिसार आदि ग्रन्थों का अध्ययन राजाओं तथा मन्त्रियों के लिए अनिवार्य एवं अपरिहार्य था। इन विषयों के अतिरिक्त वास्तुकला, मूर्तिकला, चित्रकला तथा संगीतकला आदि विषयों को भी इस काल में बहुत अधिक विकास हुआ। इस प्रकार कला और विज्ञान की विभिन्न शाखाओं में चतुर्दिक विकास होने के कारण इस युग को हिन्दू ज्ञान और साहित्य का स्वर्ण युग कहा जा सकता है।

तत्कालीन पाठ्य पुस्तकें एवं हस्तलिपियाँ–वैदिक और बौद्ध युग की भाँति नव–ब्राह्मण शिक्षा व्यवस्थान्तर्गत भी धार्मिक एवं लौकिक विषयों के शिक्षण के लिए पाठ्यपुस्तकों एवं पाण्डुलिपियों का प्रयोग नहीं होता था। यद्यपि इस काल में लेखन कला का पर्याप्त विकास हो गया था तथापि अध्ययन–अध्यापन मौखिक विधि एवं विभिन्न स्वरूपों के माध्यम से सम्पन्न होता था। धार्मिक विषयों का शिक्षण करते समय आचार्य प्राचीन वैदिक शिक्षण पद्धति का ही अनुसरण करता था। वह ध्वन्यात्मक नियमों का अनुशरण करते हुए पाठ्यवस्तु का शिक्षण करता था तथा विद्यार्थी भी अनुकरण वाचन में अक्षरशः उन्हीं नियमों का पालन करते थे।कतिपय परिवर्तनों एवं परिवर्धनों के साथ लौकिक विषयों की विभिन्न शाखाओं के शिक्षण में भी मौखिक विधि का ही प्रचलन था। इन विषयों के शिक्षणक्रम में अध्यापक पाठ्यवस्तु का सस्वर वाचन करते हुए उसके कठिन स्थलों का स्पष्टीकरण कर देता था। तदनन्तर छात्र उसको कंठस्थ करते थे। इसी प्रक्रिया के आधार पर शिष्यगण पाणिनी–व्याकरण, अमर–कोष, मनुस्मृति तथा मम्मट काव्यशास्त्र आदि महत्वपूर्ण पुस्तकों का अध्ययन करते थे विवेचन से स्पष्ट होता है कि पूर्व कालों की भाँति इस युग में धार्मिक एवं लौकिक विषयों के शिक्षण के लिए मौखिक विधियाँ ही अपनाई जाती थी। इस युग में पाण्डुलिपियों अथवा हस्तलिपियों के लिए ताड़ अथवा भोजपत्रों का प्रयोग किया जाता था। ये स्वभावतः क्षण–भंगुर होते थे। इनमें लिखी हुई पुस्तकें सर्वसाधारण विद्यार्थियों को उपलब्ध नहीं हो पाती थी। अस्तु विविध विषयों में दक्षता प्राप्त करने के लिए छात्रों को मौखिक विधि का ही आश्रय ग्रहण करना पड़ता था। प्राचीन भारत में मौखिक विधि से प्राप्त किये गये ज्ञान का बहुत अधिक महत्व था। तत्कालीन समय में विद्वान पुरुष की जिह्वा पर ज्ञान का होना अत्यावश्यक था। समस्या के हल हेतु पुस्तकों के अवलोकनार्थ समय की याचना करना निन्दनीय एवं घृणित समझा जाता था।बारहवीं शताब्दी तक के लेखक की यही अभिलाषा रहती थी कि उसकी रचनायें विद्वानों के पुस्तकालयों को अलंकृत करने की अपेक्षा उनके मस्तिष्क की शोभा बढ़ायें।

उपर्युक्त विवेचन से स्पष्ट होता है कि शताब्दियों तक वैदिक साहित्य ही अध्ययन का प्रमुख विषय रहा। लेखन–कला के आविष्कृत हो जाने के उपरान्त भी इसके संरक्षण एवं प्रसार हेतु इसका उपयोग नहीं किया गया। छात्रों को ध्वन्यात्मक नियमों के आधार पर वैदिक साहित्य का कंठस्थीकरण करके भावी सन्तति को हस्तान्तरित करना पड़ता था। निःसन्देह लौकिक साहित्य के संरक्षण हेतु लेखन–कला का प्रयोग किया जा सकता था। किन्तु लेखन–साधनों के दुर्लभ होने के कारण हस्तलिपियाँ सम्पन्न व्यक्तियों को ही सुलभ हो पाती थी। निर्धन छात्र पाण्डुलिपि की प्रतिलिपि भी नहीं

प्राप्त कर पाते थे। इनके लिए मात्र इसकी आकांक्षा करना ही अनुशासनहीनता का द्योतक समझा जाता था। इन परिस्थितियों में निर्देशन कार्यों के लिए पुस्तकालयों तथा तालिकाओं और चित्रों और दृश्य–साधनों का उपयोग सम्भव नहीं था। इस प्रकार मात्र मौखिक शिक्षण विधि ही अध्यापन के लिए अत्यन्त सुलभ आधार थी तथा तत्कालीन परिस्थितियों में यह अत्यन्त सुविधापूर्ण तथा उपयुक्त थी।मौखिक पठन–पाठन का प्रमुख आधार पुनरावृत्ति थी। वर्तमान समय की भाँति विद्यार्थी का गृहकार्य लिखित अभ्यासों का द्योतक नहीं था। वरन् इसका सम्बन्ध विद्यालय में अर्जित देय ज्ञान की आवृत्ति एवं पुनरावृत्ति से होता था। विद्यालय में भी छात्रों को प्रतिदिन पढ़ाई गयी पाठ्यवस्तु का आवर्तन एवं पुनरावर्तन करना पड़ता था। इनसे दैनिक पाठ्य सामग्री उन्हें कंठस्थ हो जाती थी तथा सामान्य विद्यार्थी की स्मरण शक्ति का बहुत अधिक विकास होता था। अनवरत अभ्यासों के परिणामस्वरूप शिक्षार्थी स्मरणीकरण सम्बन्धी ऐसे अद्भुत कार्यों का सम्पादन करता था कि वर्तमान समय में उनकी कल्पना करना कठिन था। निःसन्देह तत्कालीन समय में पाठ्य पुस्तकों के सुलभ न होने के कारण स्मृति–विकास पर बहुत अधिक बल दिया जाता होगा। यद्यपि अभ्यासों के फलस्वरूप सामान्य छात्र की स्मृति पूर्णतया प्रशिक्षित एवं विकसित हो जाती थी तथापि लेखकों एवं शिक्षाशास्त्रियों ने उनके भार को न्यून करने के लिए पद्य शैली में पाठ्य पुस्तकों एवं ग्रन्थों की रचना की। इस शैली में रची गयी पुस्तकें शिष्यों के स्मरणीकरण की प्रक्रिया को सरल एवं रोचक बना देती थीं। यहाँ तक कि शब्दकोश एवं व्याकरण से सम्बन्धित पाठ्य पुस्तकों की रचना भी पद्य–शैली में ही की गयी। कुछ ग्रन्थों में पद्य शैली द्वारा ही बात का उल्लेख मिलता है।

सन्दर्भ ग्रन्थ

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orZeku ifjizs{; esa v/;kRe ,oa vk/;kfRred cqf) dk egRo

uhye] पंजीयन संख्या : 17219142
'kk/sk Nk=k] श्री जगदीशप्रसाद झाबरमल टिबड़ेवाला विश्वविद्यालय, विद्यानगरी, झुंझुनूं
MkW- nqxkZyky ikjhd] पंजीयन संख्या : **JJT/2k9/EDU/680**
izksQlsj] श्री जगदीशपस्राद झाबरमल टिबड़ेवाला विश्वविद्यालय, विद्यानगरी, झुन्झुनू

izLrkouk&v/;kRe vkt ds ;qx dh vko'drk gSA yxHkkx lHkh fpUrd] fopkjd] oSKkfud vkSj
euksoSKkfud bldh vko';rk dk vuqHko djrs gSA vkt v/;kRe   lqUnj 'kCnksa ij fVd x;k gS
tks ftruk v/;kRe ds xw<+ rRoks dks vyad`r 'kSyh   esa cksy lds] og mruk gh cM+k
vk/;kfred O;fDr ekuk tk jgk gSA fQj blds   ,d Hkh rRo dks Hkys gh vuqHko u fd;k x;k
gksA oLrqr% v/;kRe ,slk ugha gS bls ,slk dj fn;k x;k gSA v/;kre ,d oSKkfud iz;ksx gS]
tks inkFkZ ds LFkku ij thou ds fu;eksa dks tkuuk] le>uk iz;ksx djuk vkSj vUr esa thou
thu dk rhjdk lh [kkrk gSA v/;kRe thou n`f"V vkSj thou 'kSyh dk leUo; gSa ;g   thou dks
lexz <x+a ls u dsoy ns[krk gS] cfYd bl s viukrk Hkh gaS orZeku ;qx   esa cgqr yksx
v/;kRe ls fujUrj vufHkK gS] ysfdu os gh v/;kRe dh Hkk"kk cksy jgs gSA ;g dVq IR; gS
fd vk/;kfRred Hkk"kk   cksyus okys dqN yskxsa dk thou   v/;kRe ls fujarj vifjfpr] ijUrq
HkkSfed lk/kuksa vkSj Hkkksx foykl esa Mwck gqvk   feyrk gSA vkt ds rRkkdfFkr dbZ
v/;kReosrkk] Hk;] vk'kadk] lansg] Hkze ls xzLr gS] tcfd v/;kRe ds izFke lksiku dks budk
lewy fouk'k djds gh ikj fd   ;k tk ldrk gSA v/;kRe dks orZeku fLFkkfr ls mckjus ds fy,
vko';d gS] fd bls iz;ksx/kehZ cuk;k tk,A v/;kRe ds ewy fl)kUrks a dks iz;ksx dh dlkSVh
ij dlk tk,A vk/;kfRredrk ds cfgjax vkSj varjax nks rRo thou esa ifjyf{kr gksus pkfg,A la;e
vkSj lk/kuk nks varja r Ro gS vkSj Lok/;k; vkSj lsok cfgjax gSA   varjax thou la;fer gks
vkSj riL;k dh HkV~Vh esa lrr~ tyrk jgsA vkt Hkh   okLrfod vk/;kfRred foHkkwfr;ka fo |eku
gSA ijurq muds in~pUgksa a ij pyus dk lkgl de gh yksx djrs gS] ;gh ifj"d`r v/;kRe gS]
tks dgha ckgj ugha] gekjs gh vanj gSA gesa blh dh [kkst djuh pkfg,A

mn~ns';
1- v/;kfRedrk ls ifjfpr djokukA
2- Hkkkjrh; vk/;kfRred ewY; ifjo=rk] ;qfprk vkSj lkfRodrk ds izfr tkx:drk ysukA
3- thou esa 'kkfUr] vfglakr] ifo=rk vkSj pfj= fuekZ.k dk fodkl djukA

v/;kRe vkt ds ;qx dh vko'; drk&vk/;kfRredrk dk vFkkZ fdlh fo'ks"k lEiznk; ls ugha vfirq
viuh vUrjkRek dh vkokt ds vuqlkj drZO; ikyu djuk gSa xka/khth us vius thou esa uSfrd
ewY;ka dks LFkku fn;kA os gj dk;Z viuh vUrjkRek dh vkokt ds   vuqlkj djrs FksA ;fn
thou esa mPp vkn'kksZa] uSfrd e wY;ksa dks egRo fn;k tk;s   rks ifjokj] lekt o jk"Vª dk
pgq¡eq[kh fodkl laHko gSA vkt U;k;ky; Hkh   uSfrd ewY;ksa ds vHkko esa lgh fu.kZ;
nsus esa vleFkZ gks jgs gSA uSfrdrk ds vHkko   esa O;fDr ds pfj=es a fxjkoV vkrh tk
jgh gS vkSj vijk/kks   a dk xzkQ fujUrj   c<+rk tk jgk gSA blfy;s cPpks   a dks vPNs
laLdkjsa Fkk rFkk pfj= fuekZ.k dh   furkUr vko';drk gSA vkt ds cPps gh dy dk Hkfo";
gSA vr% thou esa f'k{k{k ds lkFk&lkFk uSfrd ewY;ksa dks Hkh LFkku nsaA gj ekrk&firk
dks Lo;a dk vkpj.k   'kq)] ljy] ifo=] e;kZnkdiw.kZ j[kuk pkfg,A vkt tks laLdkj cPpksa esa
LFkkfir gksxas] os gh Hkfo"; esa ifjo   kj] lekt vkSj jk"Vª ds fodkl esa lgk;d gksxa   sA
IR;rk] foosd] d:.kk] bZekunkjh] ifo=rk] izyksHkHkuks a ls nwj jguk vkfn uSfrd ewY;ksa ls
thou esa vk/;kfRedrk dk tUe gksrk gSA ,d vkn'kZ ifjok j ;k ns'k ds lpakyu gsrq ifjokj ds
lHkh l nL;ksa a ds ns'k ds lHkh ukxfjdksa es   a f'k"Vpkj] lnkpkj] r;kx e;kZn n k] ifjJe dh
Hkkouk vkfn xq.kks a dh vko';drk g S bu 'khy xq.kksa dh vuqeksnuk ifjokj vkSj jk"Vª
esa 'kkfUr yk;sxhA /keZ vkSj   vk/;kfRedrk ,d flDds ds n ks igyw gS vkSj ,d nwljs ls
lacaf/kr gS] ijUrq fQj Hkh nksuksa esa varj gS] vk/;kfRedrk] lkalkfjd HkkSfrdokn ls Åij
gS] tldh dksbZ rqyuk ugha dh tk ldrh gSA ;g ekuo ewY; dh vk/kkjf'ky gS] ftl ij ekuo
vkLFkk vkSj fo'okl djrk gSA vkt dk euq"; vk/;kfRedrk ls vf/kd /keZ dks eRo ns jgk gSA

;g Bhd gS fd /keZ ds fcuk ekuo i'kq leku gSa ijUrq vkt ds ;qx esa euq"; us /keZ   dh
Hkk"kk dks ladqfpr dj fn;k gSA /kez dk vFkZ gS /kkj.k djus ;kX;A vkt /keZ   dk eryc
dsoy eafnjksa] eftLtnksa esa iwtk ikB vkSj ekFkk Vsdus rd lhfer r jg x;k gSA /keZ dk lgh
mns'k gS fd 'kkL=ksa dh jhfr ls vH;kl djus gq;s   vk/;kfRedrk dks c<+kok fn;k tk;sA
ysfdu ge yksx /kkfeZd deZdk.Mksa esa brus   my> x;s gSa fd vk/;kfRed nwjn`f"V ls
HkVd x;s gSaA

vk/;kfRedrk dk egRo &vk/;kfRed vuqeksnu O;fDr dks vkRekuq   'kkflr vkSj uSfrdrk ls
vksr&izksr djrh gSA /keZ fl[kkrk gSA fd dksbZ O;fDr ikB iwtk djs ;k u djs] nku&iq.; djs
;k u djs] ysfdu uSfrdrk dks vk/kkj ekudj pys] ekuork dks thou dk J`axkj   cuk;s] ;gh
vHkh"V gSA v/;kRe dk u;k v/;k; gS] v.kqozrA /kez dh ekSfydrk   dks mtkdj djus okyk
vuqozr O;kogkfjd psruk fofdlr djus okyk /keZ gSA vuqozr /kez lekt esa 'kq)   vkpkj vkSj
'kq) fopkj dh ckr djrs gq;s ,d u;k ekxZ r; djus dh lksp   cukrk gSA v.kqozrk vkRek dk
l'kDr /keZ gS] tks pfj= fuekZ.k ds ek/;e ls   O;fDr lq/kkj dh ckr dj   rk gSA vuqozr
vk/;kfRed thou dh og dlkSVh gS tks thou thus dk /kez ,oa vkRefuekZ.k dk ekxZ iz'kLr
djrk gSA tl ij pydj O;fDr ,d vPNs balku ds :i esa ekuork ,oa lekt dk Hkyk d ldsA ;g thou
esa 'kkfUr] vfgalk] ifo=rk vkSj pfj= fuekZ.k dk mn~Hko LFky gSA

vk/;kfRed cqf) dk lEizR;; &vius vki esa fLFkj jguk cká oLrqvksa rFkk bfUnz; fo"k;ksa a
esa vukläk] dkeukvksa dk lexz R;kx] vius vki es a larq"V jgus okyk] larks"kh] lero cqf)]
vkRe cqf) dks xhrk esa fLFkkrizK ds uke ls tkuk tkrk gSA] vk/;kfRed cqf) ls   rkRi;Z
vkfRed cqf) ls gS] vkRek vkSj cqf) dk varj laca/k gh vkfRed cqf) gSA vk/;kfRed cqf) ls
gh O;fDr dks vkRekuqHkqfr o LokuqHkwfr gksrh gSA vk/;kfRed   cqf) lgh O;fDr esa
ifo=rk] fueZyrk] 'kqfprk] ifj'dfjrk] mTToyrk] lkfRodrk vkfn lnxq.kksa ls lekfgr gksrh gSA
vkfRed cq f) es a vuklä Hkko] vifjxzg dh   Hkkouk rFkk eeRo] lsok Hkkouk vkfn ls
vksr&izksr gksrh gSA Kku Lo;a ifo= gS]   vkSj gekjh psuk dks ifo= cukus okyk
vk/;kfRed Kku] vkfRed Kku gSA vkRe   fo|k dk Kku cqf) ds vUreZu ls izLQqfVr gksrk
gSA vkRe cqf) dk kku bfUnz;   fujis{k vkRed lkis{k] ohrjkxrk lkis{k vkSj Kku ls lEiUu
gksrk gSA vk/;kfRed cqf) okyk O;fDr fu"dke deZ] vuklä rFkk vkReyhu gksdj dk;Z   djrk
gSA vkRecqf) dks euq"; Yk{; esa a j[kdj ds og viuk dk;Z djrk ftldh izKk ladyi fodYiksa ls
eqä gks tkrh gSA og O;fDr fLFkkj   izK ;k vkRed cqf)   okyk dgykrk gSA fLFkkjizKrk dh
lk/kuk vFkok ohjkxrk dh Lkk/kuk dk vH;kl gks tkrk gS rks izlUurk dh izkfLr vius vki gks
tkrh gSA ftlesa lk/kuk dh xgjkbZ gksrh gS] vkpj.kks a dh Å¡pkbZ gksrh gSa vkjS ftlds
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Analysis of psychological characteristics of unisex sports persons of selected sports discipline

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ABSTRACT:-A sport is an artistic transformation of the inherent fighting nature of human being. Now-a-days, sport is more than competition or winning medals. It has a wide impact on the social, political and patriotic domains of the country and hence the pressure on sports

persons and athletes have immensely increased, where psychological parameters have a big role on the performance of athletes and sports persons.Sports psychology   is that branch of psychology which is intimatelyconnected with human behaviour on the play field, both under practice andcompetitive situations, with a view to bring about qualitative improvement inperformance. It is the study of human behaviour in sports   settings with anemphasis on the mental aspect of behaviour. Sports psychology is animportant ingredient of sports training programme and deals with the way inwhich various psychological states and traits influence sports performance.The main puiyose of Spo rts psychology is to understand the behaviourof an athlete, to modify it according to the demands of situations, and tooptimize the benefits for elite performance and excellence. Sportspsychologist are striving hard to investigate athletic performance, to   stabilizeit, and to improve s   ports performance by seeking an   appropriate balance between physiological and psychological dimensions of performance.

Key words: Psychological characteristics, unisex sports persons, sports discipline.

INTRODUCTION:-Sports psychology is a science in which the principles of psychology are applied in a sports or exercise setting. These principles are often applied to enhance the performance. Sports psychology is the scientific study of people and their behaviour in sports and   exercise activities and the practical application of knowledge. Sports psychology concerns with both psychological factors that influence participation and performance in sports and exercise as well as psychological effects derived from them. Sports psycho   logists are involved in performance enhancements of athletes at the elite level. The personality of an athlete's is one of the determining factors in the performance of an event. Depending up on the nature of the sports events the personality of the athlet   es also will vary. The other psychological factors such as Aggression, Anxiety, Self   -confidence, etc will also affect the performance.Motivation is a force, a drive which prompts, compels, and energizesan individual to act or behave in a particular manner,   at a particular time, forattaining a specific goal or purpose. In the absence of motivation, either therewill be no learning, or very little learning, and the learned activity or skill willbe forgotten very soon. Motivation is the first requisite of effic ient learning. The human personality is a marvelously intricate structure, delicately -woven of motives, emotions, habits and thoughts into a pattern that balancesthe pulls and pushes of the outside world. It is the totality of his being, andincludes his p   hysical, mental, emotional and temperamental makeup. Hisexperience, perception, memory, imagination, instincts, habits, and thoughts andsentiments constitute his personality. Personality differences are inevitable.Personality traits are basic to Sports exc   ellence. It is necessary to identify and cultivate those personality traits which are most conducive to the performancein sports.Sports is the only field where sportsman's behaviour is moulded, modified and studied. Every aspect of sportsman's behaviour be   comes asubject of study under Sports Psychology. Many branches of psychologycontribute to understanding and modification of behaviour of sportsman.The purpose of the present study was to analyze the psychologicalcharacteristics of male and female sports pe   rsons belon ging to different sportsgroups.Sports psychology, a new discipline of the 20' century is a branch ofpsychology whichdeals with the scientific study of sportsmen's behaviour invarious sports setting. Sports are typically understood in the sense t hat itincludes recreations, physic al activities as well as highly   organizedcompetitive sports and games. Sports psychology applies the psychologicalprinciples in sports situation. It aims at understanding an athlete and helps toenhance his learning potenti   als and tackles the competition situationeffectively.Sports psychology is mainly concerned with psycho regulative analysisof   sports ability and performance.Sports ability's relationship with trainingand competition, psychology of different sports and physi   cal exercise, psychological effect of subjective and objective environments, formulation ofpersonality through sports ability and participation utilizing the

psychologicalprincipals in preparing the athlete and application of socio psychologicalfindings. In the case of psychological skills the main aim is to maximize theprobabilities of success. Sport psychology lectures are known to be both veryentertaining and informative. Coaches and players are realizing that to get ahead they need an added resource and that resource is a trained mind.Whatever the reason, the fact remains the same, they are not utilizing theirmost powerful resource, the mind. Most athletes fatigue mentally before theyfatigue physically, due to the fact that their mind is not in a good sh   ape astheir bodies. The mind -body connection is a very powerful one. Foreverything you think in your mind, your body has a reaction, regardless ofwhether it is real or imagined (KarleneSugarman, M.A., 1998).The trend of serious, year round training and com petition in sports hashelped athletes equalize in sports the skill at the top, making the limit incompetitions physical preparation, and making psychological componentsmore important than ever before. Today's psycho for sports is of top mostimportance with   the sole aim of enabling the athlete to select, act up on andpersistently refine a procedure to give the best.Whilst physical conditions, such as weather and speed of the greens, might be more suited to one golfer than another on a particular day, it is m   uchmore likely that the discrepancy in the two scores is again due topsychological factors. These factors might include motivation, effort, concentration, confidence and so on, but one consistent and crucial factor isthe ability to handle the stress of competition (Stephen J. Bull, 1991).

Aggression and Sports   -Human beings are capable of a wide range of behaviours. Aggressivebehaviour is quite visible in sport. On the one hand, they may showcomparison and help others, while on the other; they may seek to   harassothers, through aggressive actions. Of course, not all aggressive behaviour insport is violent and destructive. In fact, many forms of aggressive behaviourare accepted and even promoted. Often aggression is "part of the game". Baron (1977) defines ag   gression as any form ofbehaviour directed towards the goal of harming an injury to another being, who is motivated to avoid such treatment.

Anxiety and Sports - Anxiety is one of the most common deterrents to good performance.At worst, the effects of anxiety subtly impair the performance by restraining the individual. That is not to say that you cannot produce superlativeperformance when nervous. In fact, most athletes experience some anxiety before producing their top performance. By its nature, anxiety ten ds tointerfere with athletic performance. The lowering of anxiety may be causeddue to regular participation in games and sports (Bell Keith, 1983).

Confidence and Sports - Confidence is an important   antecedent to good performance.   It tendsto act as a self filfilling prophecy. Confidence gets you moving forwards success instead of trying toavoid failure. With confidence, you tend to focus your thought and images oncoping with the environment and your opponents on mastering the task and on   the rewards that will acquire from success rather worrying and catastrophizingabout performing below par and consequences of doing poorly.

Achievement Motivation and Sports -The meaning of achievement motivation has been a controversialsubject and a topic of key interest to psy chologists. The concept ofachievement motivation appears in almost every theoretical account ofbehaviour. Motivation is a mental event which determines the course ofaction.

Personality Traits and Sports - Conventional ideology supports the notion that sport "builds character"and has positive effects on "prosocial personality traits" (Rees, Roger, Howell&Frank, 1990).Rushall, one of the psychologists, says that knowledge of personalityof an individual is important for maximizing the individual responses.

Significance of the Study -In the recent years, physical educators, coaches, sports experts andeven most of the layers have realized the importance of sports psychology.

Materials and Methods -For the purpose of the study 40 male and female sports person each from Volleyball, Football, Basketball, Badminton, Swimming and Track &Field were selected. All players selected were position holders in All India -Inter university and National level tournaments in their respective game. Theage of the subjects were between 1 9 and 24 and the subjects had a minimumtraining back ground of 5 to 6 years.

Collection of Data -The data was collected from the venues of the All India Inter -University Competition and National Championships of the above mentionedsports such as Athletics (Sprints and Jumps), Swimming, Badminton,Volleyball, Football and Basketball.

Administration of Questionnaire -The data was collected by administering the questionnaire by theinvestigator himself. To ensure maximum co -operation from the subjects, theresearch scholar had a meeting with the subjects in the presence of theirrespective coaches. The purpose of the study was clearly explained to themso that there was no ambiguity among the subjects regarding the efforts whichthey had to put for the successful compl   etion of the investigation.

Aggression

Tool: Aggression questionnaire developed by Smith 1979.

Description- Aggression questionnaire contains four statements with five levels ofresponses and was administered to find out the specific type of aggressivebehavi   our in competitive sports and games. There was no right and wronganswer. The subjects were asked to circle either strongly disagree; for which1 point on one end is awarded, or on the other hand 5 points are awarded forcircling strongly agree. The average v   alue was obtained for the fourstatements and recorded as the individual score.

Scoring- This inventory is scored with the help of the scoring key given below. Therange of score was from 4 to 20. The higher the score, the more aggressive theplayer is.
Self-Confidence
Tool- Agnihothri's Self -confidence Inventory (ASCI) developed by RekhaAgnihothri was used to measure self confidence.
Description
The ASCI questionnaire was given to all subjects. The inventory canbe scored by the hand.
Achievement Motivation
Tool- The standard psychological tool constructed by Dr. M.C. Kamlesh was used to measure (SAMT) Achievement Motivation (1990).

Description- Motivation is measured throu gh Achievement Motivation test. The testconsists of incomplete statements which can be comp   leted by choosing eitherof the two proposed parts against each statement.
Scoring- The Sports Achievement Motivation Test is a self   -evaluation questionnaire of twenty statements.
Sport Competitive Anxiety Test
Tool- Borrowing from Spielber's conceptualizat ion, Martens and associates (Martens, 1977; Vealey &Burton) created the Sport Competitive Anxiety Test. A sport specific measure of Anxiety has been a pivotal part of theassessment of trait anxiety in sport since its inception.
Statistical Technique -For the purpose of comparing the selected psychological factors ofathletes belonging to various sports group, One way Analysis of Variance   (ANOVA) was

used. The LSD Post -hoc test was used for testing thesignificant difference if any; among the paired group mea ns. The level ofsignificant was set at 0.05. 't' test was used to compare the male and femalesports persons of different sports discipline. The level of significant was setto 0.05. 6" scale was also used to analyze the data.The statistical analysis of data   collected on selected psychologicalvariables is presented in this chapter. The data pertaining to Aggression, Selfconfidence, Achievement Motivation, Anxiety and Personality traits(Neuroticism and Extroversion) among Inter University and National levelVol   leyball, Basketball, Football, Track &Field, Swimming and Badmintonplayers were subjected to one - way analysis of variance. Where ever 'F' ratiofound to be significant, the LSD Post   -hoc test was applied to find out thesignificant differences among the paire   d group means. The level ofsignificance was chosen at   *0.05* levels. To compare the male and female sportspersons of different sports disciplines't' test was used. The level ofsignificance was chosen at   *0.05* levels.

CONCLUSION-Within the limitation of present study and on the basis of the result of the study the following conclusions were considered appropriate. The Aggression level of male and female University and National Level players are moderate and similar in Track &Field, Swimming and Volleyball . The Self -confidence level of male and female players are moderate andsimilar in the case of Badminton, Swimming, and Track &Field andare very low in team events. The Achievement motivation level of male and female players are lowin Volleyball, Basketball, Football, Swimming and Badminton and ishigh in the case of Track &Field The Anxiety level of male and female players are moderate and similarin the case of Volleyball, Basketball, Football, Swimming, and Track&Field and is low in the case of Badminton.

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Concept of karma Yoga in bhagvad gita

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Abstract: The concept of karma in bhagvad gita is about doing selfless action without any desire of their fruits, considering them as duty for the wellbeing of others. Karma yoga(selfless service) is the path of attaining moksha through work. In Bhagavad Gita verse

3.4, it is said that avoiding labour or not commencing employment is not the route to becoming free of bondage, just as renunciation of the world and wearing monk's garb is not the path to becoming spiritual. According to Hindu scriptures, it is natural for a human being to seek the benefits of his or her actions, but a sole devotion to fruits and good immediate results might jeopardise dharma (ethical, rightful action). Verse 2.47 states that your effort, not the outcome, is your duty. Allowing the rewards of your activities to be your motivation is never a good idea. Do not succumb to inactivity.Verse 2.48 states that set your mind in yoga state, do your task, and don't get caught up in anything.In both triumph and defeat, keep a level head.True yoga is cente redness(samatvam). We cannot remain in this world without doing anything. According to verse 3.5 not acting is also a type of action with repercussions and karmic influence, and the nature of life is such that human beings are always acting in their surrou ndings, whether in body or mind.The Bhagavad Gita states in verses 3.6 to 3.8 that the action might be driven by the body or influenced by other factors. It can also be inspired by one's true self and inward introspection (soul, Atman, Brahman)

Key words: karma yoga, Dharma, Bhagavad Gita

Introduction: Action is referred to as karma.The Sanskrit term karma means "   action". Everyone must bear the consequences of their own conduct. Four forms of karma are described in the Bhagavad -Gita:All collected karma (actions) from this and past lives are referred to as **Sanchita Karma.**

Prarabdha Karma refers to current   -life acts and their consequences. Icchaprarabdha, Annichaprarabda, and paraicchaprarabda are the three types of parabdha.Future acts that result from current deeds are referred to as **Agami** karma. Yoga refers to a state of being or a method of doing something. Karma yoga is a spiritual discipline in which God's followers utilise deeds as a way of self -transformation and liberation by avoiding the repercussions of their actions. Karma yoga teaches you how to survive in this world with   out getting your hands filthy with immoral acts. Several Upanishads and the Bhagavadgita describe karma yoga's central idea. Aside from these, it's mentioned in a number of other texts.Karma yoga is a path of unselfish service and compassion for others who   are suffering. Selfless service, or seva, is a manifestation of karma yoga. Volunteering, for example, embodies the spirit of karma yoga and makes it apparent.

Lord Krishna about karma yoga in chapter 3:-"I announced two ways for the pure heart at the beg inning of time: jnana yoga, the contemplative road of spiritual understanding, and karma yoga, the active path of selfless service." No one can achieve freedom by refusing to act; no one can achieve perfection by refusing to labour. There is no one who sit   s still for even a second; all things are compelled to perform by their own nature.Those who refrains from action while allowing their minds to wander to sensuous pleasures cannot be considered serious spiritual searchers. They, on the other hand, who mast   er their senses through the intellect and use them for unselfish service, flourish. Complete all of your responsibilities; action is preferable to inactivity. Even to keep your body alive, Arjuna, you must act. The planet is imprisoned by selfish behaviour   . Act selflessly and without regard for personal gain.Mankind and the responsibility of selfless service were established together in the beginning. You will always be productive and achieve fulfilment of your goals via unselfish service, according to the   Creator's promise.Brahman, the everlasting, limitless Godhead, is the source of all selfless deed, Arjuna. Every act of service is imbued with Brahman. This law, O Arjuna, governs all life. Those who disobey it by indulging their senses for their personal pleasure while neglecting the needs of others have squandered their lives. Those who understand themselves, on the other hand, are always content. They no longer seek happiness in the exterior world, having discovered the source of joy and contentment. The   y stand to gain or lose nothing by taking any action, because neither people nor things may

threaten their safety.Strive to serve the world's wellbeing at all times; the highest aim of life is attained through commitment to unselfish effort."

Acts of seva, or selfless service, are manifestations of karma yoga.

Karma yoga in our daily life:

- Karma is created by our wants, not by our deeds. When our acts are motivated by desire, they tie us, and the birth   -death cycle repeats itself. It is necessary to let go   of our aspirations while continuing to carry out our activities, even if they are unpleasant.

- It is impossible to ignore one's everyday obligations and responsibilities. Make spirituality and a balanced attitude a part of your everyday routine by incorpora ting them into your actions.

- Our deeds determine our existence. Higher awareness creates life, and living by action, and collective activity of living creatures keeps the planet running. You must carry out your responsibilities with a sense of detachment.

- Renunciation should not be viewed as a way to avoid everyday tasks or obligations. It just adds to your karma of selfishness. Renunciation is really about trading our fruit wants for our deeds. Surrendering to the will of a greater reality should be our approach.

- You must occupy your thoughts with contemplation and strive to remain concentrated. Your acts must be carried out in a selfless manner.

- When doing any action to uphold your Dharma, you must be free from attachments and cravings.

Examples of karma yogis in our modern world:

1. M.K. Gandhi: One of the greatest examples of a true Karma Yogi is M.K. Gandhi. He worked diligently on himself and the Indian nation's wellbeing. Gandhi had to fully give up his personal life in order to pursue the goal of Karm   a Yoga. He did it calmly, repeating the name of God, "Ram," over and over. He accepted his fate, confident that none of his spiritual efforts would go in vain, as Lord Krishna's solemn vow in the Bhagavad Gita, which Gandhi read daily for inspiration, states.

2. St. Teresa of Calcutta (Mother Teresa) Mother Teresa (St. Teresa of Calcutta) is another great Karma Yogi. She served with sincerity, spontaneity, and devotion. She stated of her prayers, "I don't pray for success; I pray for fidelity..." What matte   red to her was that she remained faithful.We will continue to be bound by our acts if they do not come from the Stillness of the Heart, from the feeling that we are not the ones doing them, no matter how useful or good they may be. As St. Teresa so movingl   y described, "spiritual poverty" is a state of inner emptiness of the ego and mind, as well as surrender: "I don't demand anything of the work." It's all His doing. In His palm, I'm like a little pencil. That is all there is to it.

3. Dr. A.P.J. Abdul Kala m: Bharat Ratna, India's "Missile Man," is a scientist, teacher, and the country's President.Kalam utilised his position to preach messages of compassion, love, development, and optimism. Kalam, for example, a workaholic, believed in making the most of one's time. He would never sit still for even a second. He enjoyed playing the Veena and writing poetry whenever he had spare time. Kalam was a visionary who pioneered electronic administration at RashtrapatiBhavan.

Kalam's careful handling of his first offici   al travel outside of New Delhi is noteworthy. Kalam picked Gujarat to meet the earthquake victims in 2001 and communal unrest in 2002. After that, he travelled to Bhopal to see the victims of the gas disaster.

Role of karma yog a in mental health improvemen t:-The individual's attitude and response to situations are crucial in managing with mental health issues.Karma yoga provides us the insight of how to deal with everyday life problems and work as a guide book to solve our problems.

How to deal   with stress   through karma yoga: -Environmental stressors such as noise, pollution, and the bustle of city life will not go away, and neither will concentrating on personal issues and anxieties that cause mental strain. The more one thinks about an issue, the more fear and concern arise, reinforcing the negative samskaras. Mental stress is caused by egocentrism and a harmful emotional connection to the environment, according to ancient yogic teachings.The relevance of karma yoga, which is founded on the law of cause and effect, has been highlighted in yogic philosophy while coping with external and internal stress. In reaction to samsara, the never   -ending stressful cycle of birth, death, and reincarnation, karma yoga was born. Until you transcend the personal self and bre   ak free from the cycle, every action, thought, and feeling generates good, negative, or mixed karma, further tying you to your egoistic self. Karma yoga, or selfless action with awareness, is a powerful mental cleanser.It relieves internal tension by clear   ing the mind of collected garbage and alerting you to the consequences of your training, including complexes, phobias, and protective armouring.

Dristabhav(the art of detached observation): -The essence of karma yoga practise is to cultivate the quiet, hidd en observer or wi tness inside. We learn to monitor our behaviours, interactions, thoughts, and feelings, as well as your reactions to them, as you become more aware of yourself. This may appear challenging at first, but with experience, our capacity to be a ware in all situations will increase.One of the first things to notice as our awareness grows is how we react emotionally in different situations. Internal tension is caused by becoming irritated, angry, or agitated every time someone says something that contradicts our own views or convictions. wou activate the body's defence mechanism and the vicious cycle of excessive hormone production if we respond with mental agitation and worry on a regular basis. As a result, high blood pressure develops, arterioscl erosis develops, and cardiovascular disease develops as a distinct possibility. As a result, we must learn to recognise and control your mental and emotional reactions.

Conclusion:-When karma yoga transforms into real selfless service, you work without ego   , becoming nothing more than a musical instrument on which the divine plays a melody. When honesty, sincerity, and love shine through your acts, true assistance may occur. Work becomes effortless for the karma yogi, who gains enormous energy, focus, and wi   llpower. This is a necessary component of yoga for the spiritual seeker. Everyone, on the other hand, may gain from it.

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THE IMPACT OF HEALTH AND FITNESS SOCIAL MEDIA ON PHYSICAL ACTIVITY AND BODY IMAGE IN ADOLESCENTS

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ABSTRACT-Disordered eating attitudes are rapidly increasing, especially among young women in their twenties. These disordered behaviours result from the interaction of several factors, including beauty ideals. A significant factor is social media, by which the unrealistic

beauty ideals are popularized and may lead to these behaviours. The objectives of this study were, first, to determine the relationship between disordered eating behaviours among femal e university students and sociocultural factors, such as the use of social network sites, beauty ideals, body satisfaction, body image and the body image desired to achieve and, second, to determine whether there is a sensitive relationship between disorde red eating attitudes, addiction to social networks, and testosterone levels as a biological factor. The data ($N = 168$) was obtained using validated surveys (EAT -26, BSQ, CIPE -a, SNSA) and indirect measures of prenatal testosterone. The data was analysed us ing chi-square, Student's t -test, correlation tests and logistic regression tests. The results showed that disordered eating attitudes were linked to self -esteem ($p < 0.001$), body image ($p < 0.001$), body desired to achieve ($p < 0.001$), the use of social me dia ($p < 0.001$) and prenatal testosterone ($p < 0.01$). The findings presented in this study suggest a relationship between body image, body concerns, body dissatisfaction, and disordered eating attitudes among college women.

Keywords: social media, disorder ed eating behaviours, body image, female, university students

INTRODUCTION-Over the past decade, regular use of social media by young adults has increased considerably from 89% in 2014 to 97% in 2016. Villanti and colleagues also reported that young adults used an average of 7.6 social media sites regularly, with 85% of them using 6 or more sites regularly. Adolescents' time spent on social media has also more than doubled from 4.4 hours weekly in 2007 to 11.1 hours in 2011.Adolescents are more likely than any other age group to use social media. In 2013, approximately 45% of adolescents in the United States used social media sites daily and, among those, 73% used it to connect with their peers. This extensive use of social media during the formative years calls into question the extent of its influence on all aspects of development, including physical and mental health. An emerging body of evidence shows both positive and negative influences of social media use on adolescents' health and health behaviors. Th e benefits of social media use include exposure to new ideas and information and raising awareness of current events and issues. The interactive nature of social media can provide opportunities to engage with peers on issues, access support networks, and i mprove social inclusion; it may also foster healthy eating habits.However, there are notable negative health outcomes associated with social media use among adolescents. Higher levels of social media use among this population are associated with lower leve ls of participation in sports activity, less happiness, and more socioemotional difficulties. Smartphone or mobile phone use at night is associated with reduced and disrupted sleep patterns among adolescents. High -frequency social media use at night was si gnificantly associated with perceived insufficient sleep. While a high risk of poor -quality sleep or sleep disturbance is associated with frequent social media use among adolescents, there is some indication that sleeplessness precedes excessive media use. Youths who connect with peers face-to-face have positive emotional outcomes compared with those who predominantly use social media to connect with peers. Mental health conditions including anxiety and depression are exacerbated by excessive social media u se among adolescents. The predominant conclusion reached by studies on the relationship between social media use and health behaviors is that the time spent on social media use supplants time spent otherwise on physical activity or sleeping.While many stud ies have focused on excessive use of social media or the internet, evidence is emerging that the relationship between intensity of internet use and health outcomes is not necessarily linear. Some recent studies suggested a U -shaped relationship between int ernet use frequency and depressive symptoms, where both low and high levels of internet use were associated with higher risks for depression and lower levels of mental well -being. These studies examined cumulative use of all types of digital platforms. We did not find studies that specifically

explored the relationship between frequency of social media use and health behaviors among adolescents.

LITERATURE REVIEW

Dowds J. (2010) This article reviews the literature on body image and media use among adolescents. We begin by defining body image and how it is constructed, especially among young people. We then offer information on when one's body image perception is askew with one's perception of personal ideal, which can result in disordered eating, including ob   esity, anorexia, and bulimia. Next, we describe the research literature on media use and its relationship to adolescents' body image perceptions and discuss content analyses and correlational, experimental, and qualitative studies. Lastly, we recommend, be   yond conducting further and improved research studies, interventions and policies that may have an impact on body image and media use.

Fardouly J., Vartanian L.R. (2015)   This report provides new empirical evidence on the ways in which young people engage wi   th health -related content on social media, and how this impacts on their health   -related understandings and behaviours. Focussing on the key content areas of physical activity, diet/nutrition and body image, researchers from the University of Birmingham wor ked with young people to better understand the issues from their perspectives. The data highlight positive impacts of social media use as well as the risks and potential harm to young people's physical and mental health. The data have also informed the development of guidelines and actions to support parents, practitioners in education and health, policy -makers and researchers. Nearly half of young people in the sample (46%) reported changing their health -related behaviours as a direct result of accessing c ontent from social media A sizeable minority of young people (43%) report that health -related content on social media positively impacts their health There are many different types of content that young people access, create and share on social media that   influence their health -related understandings and behaviours; for example: peer content (e.g. selfies); suggested or recommended content (e.g. on YouTube); automatically sourced content (e.g. commercial content promoted on Instagram through the Search and   Explore function); and content from reputable accounts (e.g. celebrities, government, official organisations) Likes and Followers are used by young people to inform their judgements about whether information is credible and which types of health -related content they should act upon Social media is a powerful educational resource that should be harnessed in schools and in the home to support young people's education about health Adults who have a responsibility for young people's health and wellbeing -such as   teachers and parents/guardians   -must be supported to become sufficiently digitally literate so they, in turn, are able to support young people to use social media safely and in ways that generate positive health education outcomes In designing health interventions for young people, it is essential to recognise the variety of relevant social media content including peer content, suggested/recommended content, automatically sourced content, content from reputable accounts and/or the role of likes and follower   s Technology and app designers and social media sites have a responsibility to act ethically in order to limit the range of inappropriate health-related material that reach young people

Bailey A.P., Parker A.G., Colautti L.A., Hart L.M., Liu P., Hetrick   S.E. (2014) The purpose of this study is to investigate the influences of social media in customer perception toward fitness. The main focus of this study are young females living in Sweden, age from 20 to 25 years old, with the purpose of gaining knowledge   of social media's role in their perception toward fitness & the phenomenon behind it. The study can be a guideline for the fitness industry to gain customer insights in terms of what attitudes they hold and which platform has the most impact on social med ia users toward fitness -related contents. The data for this study were collected from 17 semi   - structured interviews in Jonkoping, Sweden.

Qualitative research method was adopted in an exploratory nature with the aim of exploring the holistic picture of th e topic. Content analysis with human coding was selected to acquire data for further explanations and formulation of recommended implications.

METHODOLOGY

Data Collection Method -At first stage, the chosen methods for collecting data were semi   - structure int erview and 18 online survey. The semi   –structure interview is designed to gain the insights of consumer perceptions toward fitness. In order to support initially the interview, online survey also was sent out to the young female membership at certain fitne   ss centers as well as online participants, with the purpose of finding if any pattern between the frequencies of social media use and how actively they are in their exercise routine.

Demographic of sampling -When looking at the social media usage, it could   be seen that social media is now wellestablished in everyday life. However, the most popular sites and the level of usage vary a lot in different demographic. Hence understanding the demographic that actively use social media sites is crucial when study t   he customer perception of Swedish social media users toward fitness culture. A report of social media across the Nordics suggest two interesting points.

Data Collection Process: -All interviews were conducted in Jonkoping, Sweden with approximately one hou r for each interview. Participants were briefly scanned in order to qualify how frequently they exercise, by interviewers. Participants then were invited to the individual interview via social media invitation, which helps the authors to qualify their participation rate in social media by the response time.
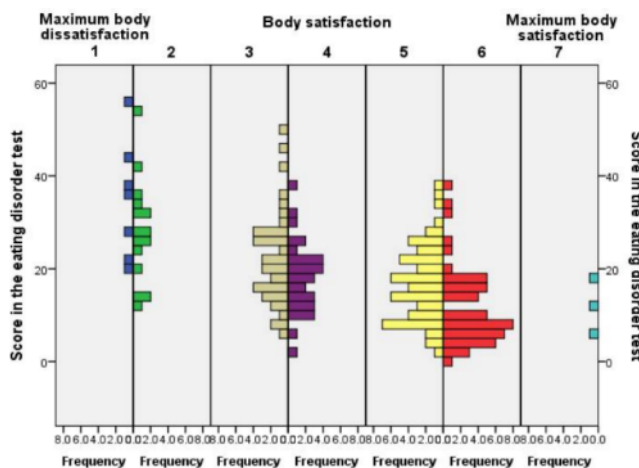
Data Analysis Strategy: -The Gioia Method Although qualitative research approach's advantage lies on its richness data and potential for discover, it is undeniable that the drawback of this approach also   exist. Unlike quantitative approach that produces statistical data, qualitative research method has quite loose norms and rule for doing, analyzing the data due to its contextual data

RESULTS

First Phase-The initial analysis of the data showed that women ($N = 168$) had a range of age between 21 and 22, 96.7% of them being Caucasian ethnicity. Moreover, the body image that they had was in range between 3 and 4, which may imply a normal weight. The perception that they had of themselves was fatter (3.56 ± 1.2) when compared to the desired body image (2.99 ± 0.83). Additionally, the most common description of body satisfaction showed low and medium-high levels of body satisfaction (48.7%). In this sense, the difference among the group with lower and higher level s of body satisfaction was related to the body image given by the women ($\chi^2 = 113.64, p < 0.001$).
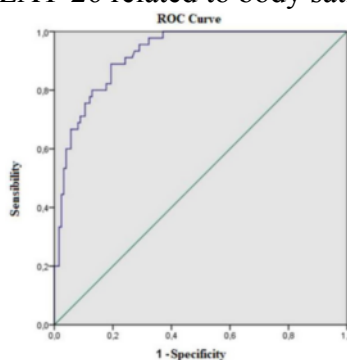
Moreover, the results from the data showed that almost 93% of the women desired to change at least three zones of their body using at least two different   methods (1.98 ± 0.82). The methods most used were physical activity (92%), diet (48%), surgery (24%) and beauty or alimentary products (23%). Among the zones to be modified by a surgical procedure 68% of the women indicated breast implants.
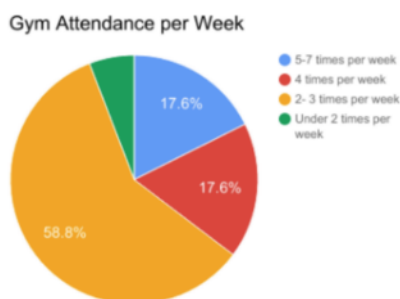
Figure Results from the EAT-26 related to body satisfaction

The analysis of the results from the EAT -26 test showed that most of the women had a medium probability of having disordered eating attitudes (18.34 ± 10.7). Figure reflects the frequency of the scores from the EAT-26 related to body satisfaction.

Figure ROC curve from the logistic model for disordered eating

The figure displays a higher frequency of scores over 20 points in disordered eating behaviours in the lower points of the body satisfaction scale . This figure implies that there were more values over 20 points when women suffered higher levels of body dissatisfaction. Additionally, the analysis between the score in the disordered eating behaviour test and level of body satisfaction showed significa nt differences among individuals with low and high levels of body satisfaction and scores over 20 points in the EAT -26 ($\chi^2 = 375.34$, $p < 0.001$). Moreover, a more in-depth analysis of the data, based on women with more than 20 points in the EAT -26, 48 out o f 168 women showed that 40.81% had food oral control, 38.77% presented bulimia and food preoccupation and 20.5% dieting.

Figure 5- Gym Attendance Frequency

Further study of the data was carried out in order to address the possible correlations between the body image that women perceived of themselves and the other variables analysed. These correlations were positive for a fatter body image in higher scores in the EAT -26 and more

methods used to modify the body image and the current body image. Moreover, n   egative correlations were found for a curvier description that the women gave about their body and higher desires for a thinner body image, higher body dissatisfaction and lower levels of self -esteem.Based on this, the correlations for the score in the SNS addition test were studied. The results indicated positive significance for the number of methods used to change their body image (<0.001), higher desired of a thinner body ($p < 0.001$), lower levels of self-esteem ($p <$ 0.001), greater number of social med   ia accounts ($p < 0.001$), longer duration of the connections ($p < 0.001$) and the importance given to the social networks ($p < 0.001$). Nevertheless, the difference between the second and fourth phalange (2D:4D ratio) showed no significance with scores in the   social network addiction test.Finally, based on the results from the logistic regression, a probabilistic model was obtained. This model could diagnose 42.9% of the population with disordered eating attitudes (R^2 Cox and Snell 0.429) by knowing if the per   son had scored high in the SNS addiction test, body image, body dissatisfaction and high desire of having a thinner body. The specificity (90.3), sensibility (68.9) and valid index (84.6) results were optimal. Finally, the curve of the model was analysed obtaining an acceptable probabilistic high risk of a disordered eating attitudes (area = 0.94, $p < 0.001$, CI 0.88–0.97).

CONCLUSION-Fitspiration provides many people with a supportive online community, which encourages them to work out, to follow specific diets and online workout routines that are, and to strive   for a fit and toned body type. There are repercussions to fitspiration and other fitness related content on social media, so media literacy is necessary to counteract these negative effects. McClean conducted a systematic literary review of media literacy'   s role in body dissatisfaction and found that media literacy interventions improved some body image related issues. The Media Literacy Project was founded in 1993 and aims to educate people on how to better access, analyze, evaluate, and create media. They teach young people to better interpret the messages that come from the many forms of media there are today, including social media. In relation to the effect of fitness -related content on social media on body image, media literacy can help people have a m   ore positive body image. A media -literate individual can see fitness imagery on social media and accept inspiring messages while still making informed emotional decisions on the way social media consumption affects their self -esteem and selfimage. This is   the first step to social media's fitness culture influencing its audience in a purely positive way.

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EDIFYING VISION OF MUSLIMS IN INDIA: DIFFICULTIES & APPREHENSIONS

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Abstract:-Edification is the main system that improves social, monetary and cultural progression of mankind. Among all pious communities, Muslims are least accomplished segment of Indian Society. The backwardness among Muslims in correlation with non -Muslims in India is a matter of worry foe all now. There are a few explanations behind backwardness of Muslims in India like enormous family size, absence of connection between madrasa training and current schooling, financial neediness, negative mentality towa rds young lady's schooling and so forth The target of this paper is to dissect the instructive vision of Muslims in India. Instruction is the top most need in Islam and thus to the Muslims. This study uncovers that Muslims are educationally and financially far behind the rest of the population in India. It makes it clear that the vision of Muslims isn't towards acquiring quality instruction. The current review has distinguished the issues of Muslim's schooling in India and measures to be taken for development in their vision.
Keywords:-Educational Vision, Educational status, Indian Muslims, lady's instruction, Issues and Concern.

INTRODUCTION: According to a study in 2020, Islam has 1.9 billion adherents, making up about 24.7% of the world population. The National Commission for Minorities in India has acknowledged Muslims, Christians, Sikhs, Buddhists and Parsees which constitute 18.8% of the entire population of the country as minorities, while Hindus are the majority. Among these different minoritie s, Muslims inhabit a significant number in Indian society. India has one of the biggest Muslim populaces on the planet around 204 million. However, the peculiarity of this population is that scholastic status of Indian Muslims is extremely low. This situation of Indian Muslims is due to lack of education, low pay, sporadic work, high rate of neediness etc. Schooling is a basic method for aiding the Muslims out of their financial wretchedness since monetary reliance is the central point adding to the low sta tus of Muslims. Indian Muslims area long way behind in accomplishing the proficiency status in view of their financial circumstances, no accessibility of schools, more orthodox thinking, more dropout rate, lack of true leadership & low level of interest in studies.To pursue knowledge is a consecrated obligation in Islam. The holy Quran starts with the word "Iqra" which means „Read and Seek information! Instruct yourselves! Be instructed. As a matter of fact, Islam doesn't remain against the procurement of i nformation and instruction among its devotees. Islam has given appropriate accentuation on achievement of instruction and has given numerous rules to it.Islam indicates that obtaining knowledge is mandatory for all people. It expresses that "go in journey of information to as far off as a spot as China". Around fourteen centuries prior Prophet Muhammad(PBUH) proclaimed that "the quest for information is obligatory on each Muslim male and female". Islam preaches to foster amicability; harmony also balance by using acquired knowledge but still Muslims are at the lowest instructive level.

EDIFYING VISION OF MUSLIMS IN INDIA:-Muslims are the biggest minority in India, larger part of this community is far behind in education and service. There are many reasons which are mindful for lower proficiency among Muslims however the fundamental driver is the vision of Muslims towards present day education. It is seen that the Muslims don't energetically educate their kids particularly their little girls. The instructive backwardness of Muslim people group is mostly credited to their strict universality coupled with their accentuation on the philosophical instruction with little effort to change the conventional training framework and secure the information pertinent to th e requirements of evolving world. Indian Muslims are not having uplifting outlook towards present day business instruction. It is a universally acknowledged reality that instruction is the strongest and

successful device to accomplish anything in society.   In spite of the fact that it is correct that financial condition likewise makes a critical commitment in such manner, yet the inspirational perspective towards schooling guarantees the advancement of certainty and self - worth. Financial prosperity can lik ewise be raised normally by improvement of level of schooling. Work is likewise firmly connected with the situation with training. Muslims do not give importance to quality schooling and so end up with low paid positions and less gainful business. Muslims   are not just the casualties of destitution; rather have acknowledged imbalance and separation as their inescapable destiny. They likewise experience the ill effects of repeating uncertainty, in light of obliterating episode of mass public savagery. Accordingly, they should consider education as an issue of most elevated need to work on their woeful condition of life.

EDUCATIONAL STATUS OF MUSLIMS IN INDIA:-Muslims in India represent 13.43% population of the nation, and the second biggest group, after Hindu s who are 80.5%. Around 35.7% Muslims live in metropolitan areas of India and 36.92% Muslims live below poverty line. The Sachar Committee was a shocker as the issues was brought out, not in obscure, but rather with the help of substantial realities and me asurements. This report was most likely the main endeavor to examine the states of the Muslim people group utilizing enormous scope experimental information. It obviously drew out the relative hardship of Muslims in India in different aspects including wor   k and schooling. Sachar Council observes that school enrolment rates were among the most reduced for Muslims however had worked on in later years.

EDUCATION AND MUSLIM WOMEN IN INDIA :-Education is a key method for aiding the Muslim ladies out of their mone   tary hopelessness since financial reliance is the central point adding to the low status of Muslim ladies. Later autonomy women's schooling gained impressive headway in India. The quantity of girl's schools and universities expanded. Muslim young ladies go   ing to schools and universities additionally expanded gradually. Muslim guardians are becoming restless to instruct their girls alongside their sons. The Sachar Committee Report (2006) likewise mirrors the very inclination that guardians feel that training isn't significant for young ladies. Regardless of whether young ladies are selected, they are removed at an early age to wed them off. This prompts a higher dropout rate among Muslim young ladies. At the all India level Muslim ladies are multiple times be   hind their Hindu sisters. The achievement of advanced education among young ladies is an intriguing peculiarity ever in the metropolitan regions. The investigations done in the field of Muslim ladies uncovered the absence of good quality schools, low quali ty of educator are answerable for the low degree of instructive accomplishment among Muslims ladies. It is advantageous to say that Muslim ladies has a powerful urge and excitement for training, however jumps like low admittance to schools nearby, needines s, monetary limitations and separation looked at school keep them from proceeding with instruction.

DIFFICULTIES OF MUSLIM'S EDUCATION IN INDIA   :-Indian culture is very adjusting in nature where every ethnic gathering has the freedom to keep up with their Religious personality. Muslim society of India is extremely heterogeneous in nature for the most part due to the impact of standing framework; Muslims are among the most backward community in India. The issue of backwardness is a drawn out process. Muslims   are far falling behind the other community due to the following reasons:

* The counter Muslim mentality taken by British before freedom to reduce the instructive and work chances of the local area definitely affects their financial condition. The

Muslims are confronting the same issue even today. This disposition towards Muslims has pushed them in more backwardness.

- The Riots, shared savagery and frailty, have turned into the standard and a miserable reality in Modern India. The larger part of the casualties of mobs in India are Muslims. The present circumstance is influencing their financial as well as friendly condition.

- Muslims are confronting financial neediness from past. Their vision is obscuring towards training since larger part of Muslim guardians are unskilled, they are ignorant with regards to the significance of present day instruction. They live in enormous family size which more prominent significance to early relationships. There is missing occupation instruction to work on their picture to create through schooling.

- There is negative disposition towards girl's training among Muslims. Because of obstacles from family they lose the enthusiasm to accomplish something through instruction and along these lines they personally don't have scholarly inte rest. In the event that at all they are lucky enough to go to a decent school, they are regularly deterred to go for advanced education, particularly abroad. There is regularly misguided judgment with respect to the "virtue" of young ladies on the off chan ce that they have considered in Universities, or have voyaged abroad. The most significant explanation is that there is trouble in tracking down instructed groom assuming the young lady turns out to be profoundly taught.

- As distinguished by Sachar Committe e that ordinarily Muslim Settlements are methodically denied of admittance to foundation and public administrations like power, channeled water supplies and sewerage. Muslim people group is living in low pay, disgusting and helpless everyday environments.

- Muslims are having helpless offices in their schools as well as appropriate instruction is likewise missing. The majority of the schools are customary, having issue of medium. The training is additionally not connected with business amazing open doors.

- Madarsa and Maktabs are as yet running as the customary example. There is no impact of present day schooling in their prospectus. Understudies of Madarsa are having low degree of information in regards to business and PC and so on

- There is nonappearance of submitted and real Muslim administration (both social and political) in pre and post Independent India.

REMEDIAL MEASURES :-Educational advancement of Muslims is a continuous phenomenon. The rise of some head Muslim instructive foundations the nation over l ike Darul Ulyoom Duyuband, U.P, Aligarh Muslim University, Jamia Millia Isamia, Maulana Jauhar Ali University, Osmania University and so forth have immensely worked on the possibilities of the local area in the both streams of schooling. A few ideas are gi ven beneath in regards to the instructive upliftment:

- Expansion in mindfulness among Muslims about the significance of instruction, different business potential open doors, self -work plans as well as resultant financial prosperity through it.

- The Governmen t should give more accentuation towards the idea of little family size to improve financial state of Muslims.

- There were a few concessions for Muslims to enter in Government occupations, yet after 1857 these concessions were removed. Administration of Indi a ought to again foster a few concession strategy and projects to expand the portion of Muslim work cooperation in Government occupations.

- Administrative motivations and grants are additionally fundamental for poor people and denied Muslims. Muslims ought to be given reservation in advanced education and tip top

foundations like the IITs and IIMs. Along these lines admittance to advanced education overall and the requirement for offering it to all at reasonable expense is required.

- Modernization of Madrasa   instruction to raise the instructive status of conventional Muslims and there ought to be mix of professional training with strict guidance in Madrasas. There is additionally need to connect madrasas with higher optional educational committee.
- There is nee d to foster more girls' school to limit the issue of openness of schools. Guardians ought to foster uplifting outlook towards girl's advanced education.
- Government should open top notch Urdu medium schools any place they are sought after **and** guaranteeing high quality course books for understudies in the Urdu language.

CONCLUSION:-Thinking about the above conversation on instructive vision of Muslims, it very well may be inferred that Muslims are a long way behind than different communities in India. Their vision towards instruction is as yet conventional.They don't acknowledge current schooling because of which they are enduring socially,   financially and strategically. They don't give advanced education to their girls because of many reasons, at present in so me way they are currently coming up for schooling and working on step by step throughout the previous twenty years and are figuring out how to remain on their own feet, yet this work is only a drop in the ocean. Muslims have lower share in Professional ins truction particularly in administration area. Their Madrasa are following customary and old prospectus in the hour of globalization and data innovation. Their prospectus is far away from logical and business information. Madrasas ought to change into prese nt day instructive focuses where both strict and professional examinations might be granted. Hence there is need to change the vision of Muslims from customary to current training. There is likewise small concentrate on Muslim's instructive condition; it i   s the obligation of social Anthropologists and Sociologists to discover the instructive status and to break down the condition of schooling among the Muslims of different pieces of the country to investigate the requirements of instructive upliftment among them. It is the need of great importance, that Government should continue on and work on something for advancement of Muslim

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IMPACT OF EDUCATION ON OPTIMISM/PESSIMISM

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ABSTRACT:-This study was conducted to explore the impact of educational level of parents on degree of optimism and pessimism of their children. Using an explanatory survey of undergraduate students, male and female, randomly 240 students, 19 -22 years old, from both public and private colleges in Sirsa city were selected. A self -report Revised Life Orientation Test (LOT -R) and a structured questionnaire were administered. To test the hypothesis, analysis of variance (ANOVA), one way and one-way ANOVA tests was used to measure the difference between level of parents' education, and its relationship with level of students' optimism and pessimism. The result revealed that education of parents had an influence on degree of their children's optimism and pessimism. In the other words, students with high degree of optimism had parents with high level of ed ucation. Implications of current study were also discussed. In recent years, research on optimism has received more attention due to its impact on physical, psychological, and social well -being. Optimism is one of the components of positive psychology; it is related to positive mood and attitude for creating healthy, stress free life, and successful social relationships and social functioning. Optimists use positive reinterpretation with an effort to accept the reality of situation. By contrast, pessimists try to deny and distance from the problem.

Keywords:- Optimism/Pessimism, Education, Undergraduate Students.

INTRODUCTION:-Carver, Scheier, and Weintraub (1989) examined the relationship between optimism and dispositional coping tactics, they found that o ptimists reported dispositional tendency to rely on active, problem -focusing coping, and they have more plan when face stressful events, while pessimists have tendency to withdraw from the goals, they use denial tactic and substance abuse to lessen their a wareness of the problems. Moreover, optimists accept the reality and do the best to construct the situation more positively and learn from the experience. There are a many great studies on relationship between optimism and coping with diseases including bypass surgery, transplantation, HIV, cancer and so on. It was found that optimism related to better health, more positive moods, and better immune functioning. According to Scheier, Carver and Weintraub (1989) optimists have better health because during and after treatment, they likely make plan for their future and setting goals for their recovery. But the clinical efforts of optimism are not the main concern of this study; hence, we do not address the details of such studies. Carver et al. (1993) reviewed s tudies on optimism and pessimism; their results revealed that optimists are more confident and persistent; whereas pessimists are more doubtful and hesitant, this can lead to differences in risky situation which need coping capacity. Difficulties cause man y feelings and responses to these feelings differ between optimists and pessimists. Pessimists should experience more negative feelings such anxiety, sadness, and despair. Harju and Bolen (1998) found that optimism had an effect on quality of life; they st udied how quality of life of college students were influenced by optimism, the result manifested that students with high optimism had highest quality of life. It is also worth adding optimist's response effectively to cope with problems because psychologic ally they are healthier, this idea is reinforced by a study conducted by Aspinwall and Taylor (1990), they examined level of adjustment of first semester of college and optimism, the results showed that higher levels of optimism had an effect on psychologi cal distress. Scheier and Carver (1991) conducted a study similar to Aspinwall and Taylor, with a notable exception. They measured the outcomes twice, at the start of study and at the end. Their findings were akin to Aspinwall and Taylor (1990), optimism w as predictors of changes in perceived depression, stress, loneliness, and social support. Optimists were less stressed, less lonely, more socially supported compared to pessimistic counterparts. As mentioned earlier, the impact of optimism/pessimism on

physical, psychological, and social well -being are well -documented, this impact seems to stem from the characteristic approach of optimism, because this outlook makes optimists able to manage both stressful problems and emotions due to coping style capacity (Solberg, Nes & Segerstrom, 2006). Optimists enjoy higher well -being than pessimists, one important feature of dispositional optimists is that they effectively pursue goals; hence, they are more likely to accumulate resources like: money, friendship, skill.   Evidence supports this statement that socio-economic status (SES) and social network size predict mental and physical health; therefore, resource accumulation as a mechanism helps optimists to benefit physical and mental health (cited in Segerstrom, 2007,   p.773). Coll and Draves (2008) examined the relationship between worldview, demographic features, and optimism among 163 university students in US, using LOT_R scale (Scheier, Carver, and Bridges, 1994) for measuring level of optimism. In their study opti   mism defined as outcome expectancies about future and expects that good things will happen; the results showed that age was not correlated with worldview, but there were significant differences in LOT_R score in terms of ethnicity and marital status. Afric   an-American were more optimist than Caucasians and married participants were significantly more optimist than single who in turn, were more optimist than divorced. Segerstrom (2007) examined optimism and resources: effects on each other and on health over 10 years among 61 law students in US with different racial backgrounds. She explored that optimists may accumulate resources such as: money, friendship, skill, and status that may be contributed to better health. Dispositional optimism may be related to enhance the social and status resources. When optimists expect good things will happen in the future, this outlook may be associated with positive consequences such as: better performance, better physical and mental health, and higher likelihood of goal achi   evement. But which factors do have an influence on optimism/pessimism? In answering this question, we have reviewed some of studies; for instance, Schulman, Keith, and Seligman (1993) suggested that there may be a substantial genetic effect on optimism. On   the other hand, many investigators have studied the influence of culture on optimism. Although we do not discount other factors such as, genetic make -up, personality, and culture, we only focus on education as one of the social factors.Regarding human cap ital theory, educated population is a productive population (Sakomota & Powers, 1995) and (Psacharopoulos & Woodhall, 1997), and they argued that human capital theory based on this assumption that formal education is highly instrumental to enhance the capa city of a population. It helps individuals to improve their quality of lives and it is the key to increasing economic efficiency. Education contributes to interpersonal tolerance and helps people build up self   - actualization. Higher education and increase   in earnings are associated with improvement in quality of life. Educational attainment is one of the determinants of occupational success that indirectly affect the economic status of an individual, well   -paid, full -time job, high status, social prestige, a nd likely to experience less socio   -economic problems, and unemployment (Reynolds & Ross, 1998). Study conducted by Clark (2003) revealed that unemployment seems to be negatively affected optimism and well being. As has been found in the literature, individuals who are unemployed show significantly lower level of optimistic view. Indeed education is an instrumental factor which related to good job opportunity and income. Outcomes of optimism/pessimism Scheier and Carver (1985) have applied a model of behavioral-self regulation to define how optimism/pessimism can affect behavior. The behavior leads to the feedback system when individuals concentrate on self. Their concentrations on self result in behavioral changes in order to reduce the inconsistency between present behavior and the goal. In another words, when persons encounter challenges, they concentrate on changing their behavior to manage the challenges and gain the goal. According to this perspective, if persons face up obstacles, they will stop and fig   ure out

whether they can handle the challenge or not. If they find out that they are able to handle the challenge, the result encourages them to repeat their efforts. On the other hand, if the individuals feel that they are incapable in handling the challe   nges, they will become disappointed and give up renewing their efforts. Therefore this situation may lead to the pessimism that contribute to their inability to the process associated with disappointment, anxiety, unemployment, getting married, finding goo d job, and continuing the study. Because in this period, they face challenges of shifting the social role, take new responsibilities. Individuals become more capable of handling challenges, they become optimist because they are able to cope with problems (Scheier & Carver, 1985). In addition when people encounter obstacles, optimists likely repeat their efforts due to favorable experiences in the past. Eventually optimists will gain confidence in their abilities to deal with difficulties. Thus, they believe the future challenges lead to positive consequences. Conversely, pessimism develops with in individuals when they have unsuccessful experiences in dealing with problems, and they will build self -doubt in themselves on the basis of past failures; hence, th ey believe the future will lead to negative consequences. With this in mind, let's look at impact of education. Education as one of the aspects of socioeconomic status can build self   -confidence or self -doubt in individuals to handle challenges and repeat their efforts and based on this experience develops optimism. For instance, individuals with high income, education, and occupation have access to social and economic resources which help them deal with difficulties successfully.

Method

Sample: The sampl e of this study consisted of 240 undergraduate, Indian students who randomly selected from olleges ,both private and public college in Sirsa district the components of sample were 125 males (Mean=19. S.D= 4.08) and 115 females (Mean= 18.8, S.D= 4.23).

Instruments:-The LOT -R test (Scheier &   Carver, 1994) was administered to assess the optimism and pessimism status of the students. It consists of ten items measure with four filler items, three positively worded items and three reverse coded items. The scores are based on responses to these it em, total scores can range from a low of 6 to a high of 30. Internal validity using Cronbach's alpha has been found to be r = .78 and test, retest reliability after 28 months was reported to be r = .79.

Results and Discussion :-The obtained F value of 10.3 16 was found to be significant at 0.000 levels for father's education and obtained F value of 9.344 was found to be significant at 0.000 levels for educational level of mother. Or we can say educational level of parents had influence on level of students'   optimism. The educational level of parents impacts level of optimism/pessimism of students. In other words, students with high degree of optimism, their parents had high educational level. Our finding revealed that parents with high education, also they ho ld good job, high income and they have sent their children to private colleges with better educational facilities. Hence, these students may expect good future for themselves and this attitude impacts their degree of optimism. Kozol (1991) stated that students from advantaged family attend schools in better facility and suitable learning environment, highly paid teachers, good library, and computer labs which would influence their job opportunity in the future. Therefore, favorable socio   -economic status is passed on from one generation to the next. Our results also indicated the difference between students going to public or private colleges in terms of their educational level of their father. The students in private colleges had parents with high education   and their children were more optimists. According to Reynolds and Ross (1998, p: 224) "education often functions to pass on high status jobs and good incomes to adult children of high status parents."The importance of education lies in the fact that apart from educational requirement, the most rewarding jobs

are given to those from advantaged background. In sum, education is meaningful not only because of its relationship with advantaged family background, but due to this reason that education provides indi viduals with abilities, skills, and resources that eventually impact optimism and positive attitude towards future. In India, education has a determinant role for finding a good job, so having parents with high educational level could give hope to students that they may have desirable job opportunity; while it may not be true for students who had parents with low level of educations. In prior literature only a few studies explored the relationship between education and optimism and their focus was on impact   of optimism on educational achievement and cope with educational challenges, like study of Harju and Bolen (1998) , Aspinwall and Taylor (1990), and Scheier and Carver(1991) , also most of the prior studies have examined effects of optimism on health, psy   chological well-being, satisfaction with life , and quality of life, but our study looked at influence of education on optimism and found the relationship between these factors. However, our results are significant for our sample and we do not generalize our findings to other larger groups.

Implications:-Learning optimism and information on this area can help students to be a successful citizen and perform their social roles perfectly due to their abilities to deal with problems and capacities of seeking s   ocial support in right time and right place. This study targeted the early adulthood which is considered as productive period in an individual life; hence, this type of study may have Psychological, attitudinal, social and economic benefits.

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