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A Comparative Study of Stress and Strain of Parents of Normal and Physically Challenged Children

*** Arti Singh & Prof. A. K. Srivastava**

ABSTRACT

Every individual has the experience of stress. Life is meaningless if there is no stress. The word "Stress" is used in different sense by different persons. It is sometimes used from an external force in pinging on the person and at other times it has reference to the person internal response to that force or to an interaction between external threat and internal response.

In the present study, an attempt was made to find out the stress and strain among parents of Normal and Physically challenged children. This study was done on 25 Normal children's parents and 25 Physically Challenged children's parents of District Korba (Chhattigarh). Self made personal data sheet & Parents Stress Scale questionnaire were used for collection of the data. Door to door Survey technique was used for collection of the data. Findings suggest significance difference among stress scores of normal and physically challenged children's parents. Stress scores of physically challenged children's parents were high in comparison to normal children's parents. There was no significant difference between the social interaction and interpersonal relationship of normal and physically challenged children's parents and no significant difference between the economic problem of physically challenged and normal children's parents.

Key Words: stress, strain, normal and physically challenged, economic problems, interpersonal relationship, social interaction

Stress in is word derived from Latin, According to shorter Oxford English Dictionary (1933) in the seventeenth century, the word Stress was used to Mean hardship, straits, adversity or application in the eighteenth and nineteenth centuries people started using term to denote force pressure, strain, or struck effort (Hinkle 1973) later on the term gained wrench in engineering, and physics. In Physics stress refers to the internal force generated with in a solid body or an external force which tends to distort the body. Resulting distortion is called strain and the external force producing distortion is termed load.

Hans Selye the pioneer scientist of the study stress used the term strain and stress interchange apply and so form that time the two terms and so use in medical as well in biology field. The farm stress was used in psychosomatic research to point out to the external forces.

which produce strain or potentially strain producing on the organism subjected to stress (Steward).

Throughout the 19th and 20th centuries the twin word stress and strain has been used in every day English in a non-specific, way since psychiatrists also described mental tension and herroushess of stress and strain (Selye, 1956)

- Research Scholar, J.R.D. S. Univ., Chitrakoot UP & Ex Prof., Head, Dept. of Psychology, A.P.S. University, Riwa (MP).

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Dunbar (1947) considered stress as a quality of the stimulus of life for four basic variations although in their most characteristics non-specific manifestation they all depend on the same central phenomenon.

The term stress is used to can note a variety of meanings both by the common man and Psychologists. Psychologists of different persuasions have given stimulus oriented, response-oriented (both Physiological and behavioral) definition of the term, and depth Psychologists have treated the concept from the etiological and Psychodynamic viewpoints. It appears that under these circumstances the essential features of the stress experience have not received the attention they deserve (Asthana, 1993)

Stress and Strain

Stress is how we react when we feel under pressure or threatened. It occurs when we are in a situation that we don't feel we can manage or control.

When we experience stress, it can be as:

- *An individual, for example when all have lots of responsibilities that you are struggling to manage.

- * Part of group, for example if your family is going through a difficult time, such as bereavement or financial problems.

- * Part of your community, for example if You belong to a religious group that is experiencing discrimination

A Member of society, for example during natural disasters or events like the corona-virus pandemic.

Stress is a common feeling we get when we feel under pressure, overwhelmed or unable to cope. Small amounts of stress can be good for us and motivate us to achieve goals like taking an exam or giving a speech. But too much of it, especially when it feels out of control, can negatively impact our mood, physical and mental well-being and relationships.

Strain, in Physical sciences and engineering, is a number that describes relative deformation or change in shape and size of elastic, plastic, and fluid materials under applied forces. The deformation, expressed by strain, arises throughout the material as the particles (molecules,

Atoms, ions) of which the material is composed are slightly displaced from their normal position. Strains may be divided into normal strains and shear strains on the basis of the forces that cause the deformation. A normal strain is caused by forces perpendicular to the cross-sectional areas of the material, such as in a volume that is under pressure on all sides or in a rod that is pulled or compressed lengthwise.

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A shear strain is caused by forces that are parallel to, and lie in, planes on cross-sectional areas, such as in a short metal tube that is twisted about its longitudinal axis.

In deformation of volumes under pressure the normal strain, expressed mathematically, is equal to the change in volume, divided by the original value. In the case of elongation, out lengthwise compression, the normal strain is equal to the change in length divided by the original length. In each case the quotient of the two quantities of the same dimension is itself a pure number without dimensions. In some abdications, the change (decrease) in value or in length for compression is taken to be negative, whereas the change (increase) for dilation of tension is designated as positive Compressive strains, by this convention, are negative, and tensile strains are positive.

In shear stain, right angles (90 angus) with in the material become changed in size, as squares are deformed in to diamond shapes the angles of which depart from 90. Thus in the illustration of the metal tube the right angle CAF in the unstrained tube decreases to the acute angle BAF when the tube is twisted The change in the right angle is, therefore equal to angle BAC the tangent of which, by definition, is the ratio of BC divided by AC. this ratio is the shear strain, the value of which is zero for no deformation and becomes increasingly greater as angle BAC increases Shear strain are also dimensionless.

PHYSICALLY CHALLENGED CHILDREN

The birth of any child can have a significant effect on the dynamics of the family. Parents and other children in the family must undergo a variety of changes to adapt to the pressure of a new member the effect on the family of the birth of a disabled child can be even more profaned physically challenged children are frequently characterized by extremes of behaviors which in some cases in fluency the interactions they have with parents and sibling the extra care and special accommodation are required by then. Families of physically challenged children probably vary in their behavior, social attitude and family relationship as compared to families who do not have disabled children.

Family first tries to become aware of the problem of children recognize it, seek to find out the causes of the problem and then search for rectification. Though the presence of a physically challenged child need not create a family crisis, the stigma of disability imposed by the society can be offending to the parents and the family. It is said that denial, projection of blame, guilt, grief with drawl rejection and acceptance are usual parental reaction the parent religion may be directly related to the degree of acceptance of the handicapped child

Moelsal and Moelsal (1985) studied the defenses of family members to observe the reaction of the family when faced with a dysfunction in one of the family, leading to a crisis. The first reaction in the parents was most often denial but ultimately adaptation was demon striated.

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In order to ascertain the impact of a handicapped child in the family the study was designed to examine and compare the level of stress and strategies among parents of physically challenged and normal children 60 parents (either father or mother) of school going children (30 in each group, namely parents of physically challenged and normal children) were taken for the study Peacock and Wong stress appraisal measure was used to examine their level of stress where as Folkman and Lazarus ways of coping questionnaire was used to assess coping strategies adopted by the two groups of parents it was found that the level of stress among parents of physically challenged children was much higher and significantly differed with their normal counter parts. The two groups also differed significantly in terms of their coping strategies where parents of normal children were much better than the parents of physically challenged group.

Handicapped-

Handicapped is widely used in both law and every day speech to refer to people having physical or mental disabilities those described by the word tend to prefer the expressions disabled or people with disabilities handicapped, a somewhat euphemistic term may employ a helplessness that not suggested by the more forth right disabled it is also felt that some stigma may attach to the word handicapped because of its origin in the phrase hand in cap actually derived from a game of chance but sometimes mistakenly believed to involve the image of beggar. The word handicapped is best reserved to function owing to some property of the environment.

The world health organization (WHO) has defined the terms impairment, 'disability' and 'handicap' in 1980 through the publication of the international classification of impairments disabilities and handicaps (ICIDH), which is a manual of classification relating the ICIDH propose the concept and definition of impairment, disability and handicap and based on a linear model (Figure) implying progression from disease impairment and disability to handicap.

Disease----- -Impairment----- -Disability -----Handicap

The terms "disability" "impairment" and "handicap" one used in place each other or can be inter charged they all have different meaning the different meaning have different impact for understanding the effect of in jury. The most common definition provided by WHO. Which distinguishes between the three terms. e. disabilities, impairment and handicap

The definition of impairment - According to the ICIDH impairment is any loss or abnormality of psychological or anatomical structure or function generally taken to be at organ level.

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Impairment is damage to tissue due to disease or trauma. A person who has poor or no vision due to damage to retina or optic nerve may be said to have a visual impairment.

Disability

A physical or mental deficiency that prevents normal achievement is known as disability. It has affected about one billion (15.5) at global and 26.8 million in India. The major part of this was in developing countries. The social model of disability can make a distinction between the disabling effects of society and impairment. Disability is a social concept. Disability is associated, when the social model contrasted with the medical model

Definition of disability - Disability has been defined as any restriction or lack of ability (resulting) from an impairment to perform an activity in the manner of within the range considered normal for a human being generally taken to be at the lives of the individual.

Disability denotes the consequences of impairment in terms of functional performance and activity by the individual a person who has an optic nerve or retinal damage would have limitation in performing those tasks that requires the use of eyesight.

Beresford (1994) considered the ways parents cope with the chronic strain and daily stressor associated with caring and daily stressors associated with caring and bringing up a disabled child. The review has been structured around key concept form the process stress and strain. Strain resources- personal and socio-economic have been described, and the notion of vulnerability when resource is not available has been considered.

Crinic, Fredrich and Greenberg (1983) also suggested that family adaptation to a handicapped child is a result of the interaction between child related stress families resources and ecological variables. Thus it can be said that effectiveness of coping strategies depends on the nature and types of stress that is way parents of physically challenged children differ from parents of normal children stress coping front which support the hypothesis? in order to ascertain relationship between level of stress and ways of coping with stress among the parents coefficient of correlation was found that the two variables were inversely (but significant) related with each other for both the groups of subjects.

Bharti and Sharma (2006) conducted a study on a sample of 10 children in the age group of 9-12 years was selected from an institution working for physically challenged children in Jammu with the purpose to assess their view a but their relationship with their peer and their views about heterosexual relationship. The tools used were sociometry. In review schedule and incomplete sentence test the major findings of the study were that all the

children had good social relationship with their peer put there were few who needed guidance in this direction all the children had a positive attitude towards hetero sexual relationship sex stereotyped behavior was also shown by children.

A Comparative Study of Stress and Strain of Parents of Normal and Physically Challenged Children

Hypotheses

The hypotheses for the present study are:

1. There would be significant difference between normal and physically challenged children's parents.
2. There would be no significant difference between the social interaction and inter personal relationship of normal and physically challenged children's parents.
3. There would be no significant difference between the economic problem of normal and physically challenged children's parents.

THE VARIABLES

Independent variables-

Stress and strain was taken as Independent Variable.

Dependent variable -

Parents of normal and physically challenged children were the dependent variable.

Control of relevant variable -

The age was control by selecting subject was range as 35-60.

Methodology

Tools- The tools used in this study were Personal data sheet, Parents Stress Scale questionnaire (Hindi) for assessing stress of parents of physically challenged children and Normal children.

Personal data sheet - This personal as "Vyaktigat Pransnavali" prepared to obtain information regarding subject Name, Age, Date of Birth, social economic status, monthly income of parents, types of disability, types of employment Government/Nongoverments, education of parents, rural/urban.

The Parents Stress Scale (PSS) questionnaire which is symptom check list developed by Arti Singh & Dr. A.K. Singh was used to assess the stress status of the subject in include to items which are related to physical and psychological symptoms.

The study was conducted on parents of Korba district (C.G.). The sample consisted of 25 Physically Challenged children's parents and 25 Normal Children's parents. The age group the parents (35-60) were in taken is to the sample. Door to door survey and Institute survey method was used for data collection.

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SAMPLE, METHOD AND PROCEDURE -

The Purposive sampling technique was used for data collection.

Analysis of data and result

The mean and S.D. scores were computed for all the groups, further more significant different be taken meant test was also computed for comparison of parents of physical challenged and normal children. The data obtained on these subjects were as follows.

Table 1

Mean and S.D. and t- value for stress mean scores of parents of normal and physical challenged Children.

Group	N	Mean	S.D.	SEmd	T	P
Normal Children's parents	25	3.88	1.65	0.4	4.9	<0.01
Physically challenged children's parents	25	5.84	1.44			

The Table 1 shows difference between stress scores of handicapped children and normal children's parents. In this present study first Hypothesis in accepted because there is no significant difference between stress scores of physically challenged and normal children's parents.

Table 1 show that the mean of stress scores for normal children parents was (3.88) with S.D. 1.65 whereas the mean of stress scores for physically challenged children's parents was 5.84 with S.D. 1.44. The stress score for handicapped children's parents (5.84) was significant higher than that for normal children's parents. $t= 4.9$, $p<0.01$.

In this present study second hypothesis was rejected because there would be no significant difference between the social interactions and inter- personal relationship of normal and physically challenged children's parents.

The result showed that normal and physical challenged children parent has more or less same level of social interaction and interpersonal relation.

In this present study third hypothesis was rejected because there would be no significant difference between the economic problem of physically challenged and normal children's parents.

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Conclusion

On the basis of result we can say that there is significant difference between the stress scores of physically challenged children's parents in comparison to normal children's parents.

Second hypothesis is rejected there is no significant difference in social and interpersonal relationship of physically challenged and normal children's parents.

Third hypothesis is economic difference in physically challenged and normally children parent. Reason behind that every parent loves his or her child so they don't expect his or her child create economic problem. In fact they have economic problem but they don't expect it.

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Infusing Human Values in Professional students

Bhavishya Mathur*

ABSTRACT

“The prime objective of the Institutions is to develop ability to deal effectively with moral complexity in the students. Students need to be trained not just for academic and professional success, but to be equipped with essential life skills and values needed to navigate through the various challenges they may encounter in life. Understanding human aspiration, or what is really valuable for human being, is the value domain. The subject which enables us to understand this domain is called ‘Value Education’ (VE). It enables us to understand our aspirations and visualise our goals for a fulfilling life and indicates the direction for their fulfilment. It is also necessary to learn the skills to actualise our aspirations. This is the skill domain. The subject which enables us to learn the skills is called ‘Skill Development’ (SD). It enables us to learn the science, technology, management and other skills for fulfilling our aspiration. Self-exploration has to be in the form of a dialogue – a dialogue between the teacher and student, according to the human value indicators. ”

Keywords: Essential Life Skills, Human Values, Self-Exploration

INTRODUCTION

The values and virtues practiced in universities heavily influence the future leaders. Many institutions of higher education simultaneously show excellence in academic subjects, are green campuses with manifold ethics curricula, are active members in community engagement, and also are adept in providing value orientation to all stakeholders. The values which are considered basic inherent values in humans include truth, honesty, loyalty, love, peace, etc. because they bring out the fundamental goodness of human beings and society at large. Human value education addresses the importance of creating well-rounded individuals who are not only academically successful, but also have a strong moral and ethical compass.

Ninety-one per cent Indian students believe that a professional educational certification will help them succeed in their job and will help them get a employment after graduation, according to a new survey. "Higher education institutions in India are enhancing their curricula by incorporating industry micro-credentials, boosting student recruitment and graduate employability. This industry-academia collaboration equips students with job-relevant skills and hands-on experience, giving them a head start as they enter the workforce after graduation,"

Values are ethics that govern what is right and wrong. They are backbone of Individual personality. It is important to introspect what a happy, fulfilling and successful life is? What is really valuable for human being, what is our purpose as a human being? Values –

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Infusing Human Values in Professional students

and skills go hand in hand. Both values and skills are required. There is an essential complementarity between the two. The priority is values, then skills; i.e., first understanding ‘what to do’ and then developing the skills for ‘how to do’. A little introspection will show that out of these three, what is naturally acceptable is the first one.

Humans have the unique ability to define their identity, choose their values and establish their beliefs. All the three of these directly influence a person’s behavior. People have achieved great heights by validity of their beliefs, including war and sacrificing their own life! Our values associate emotions to our experiences and guide our choices, decisions and actions. Academic integrity refers to an essential quality that an institution must uphold to fulfil its academic objective and research mission, and hence its violation constitutes a serious offence. Breach of this code puts into question both the reputation of the Institution and the value of the degree awarded to the students. Every pupil of the Institution should be responsible to ensure the highest quality of the academic integrity.

Some of the most important human values that are taught in modern education include:

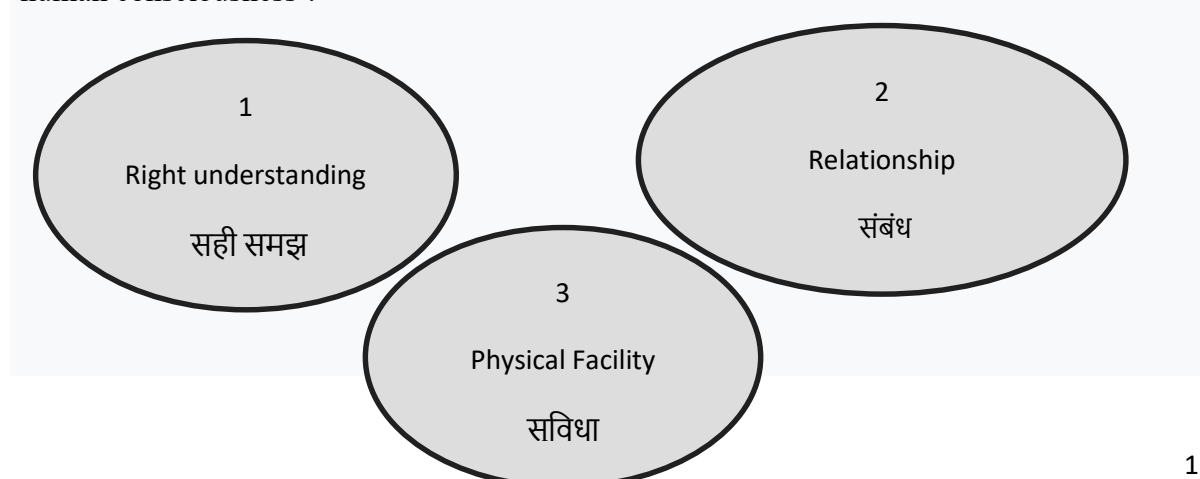
Compassion: It is the ability to understand and feel the pain and struggles of others.

Honesty: It is the foundation of trust, and a critical value that students need to learn being truthful, both in their personal and professional lives.

Respect: It is a value that should be given and received by all in treating others with dignity and honour, regardless of their social status, ethnicity, or background.

Human value education addresses the importance of creating well-rounded individuals who are not only academically successful, but also have a strong moral and ethical compass. It helps students develop self-awareness, emotional intelligence, and social skills that are needed to succeed in today’s society. For ensuring fulfilment in relationship, it is necessary to have:

Right Understanding, Relationship and Physical Facility: Human being wants to live with continuous happiness and prosperity and this is possible by ensuring right understanding, fulfilment in relationship and physical facility in the correct priority. This is living with ‘human consciousness’.



Infusing Human Values in Professional students

Role of Education-Sanskar: Education is developing the right understanding. The role of education is essentially to facilitate holistic development, i.e. the individual transformation to human consciousness as well as the societal transformation to a humane society.

For this, the education-Sanskar has to ensure:

1. Right understanding in every child,
2. The capacity to live in relationship with other human beings, and
3. The capacity to identify the need for physical facility, the skills and practice for sustainable production of more than what is required, leading to the feeling of prosperity.

Understanding the Human Being: We are human beings; and we need to first understand ourselves. The need of the Self is happiness (e.g., feeling of respect leading to happiness) while the need of the Body is physical facility (e.g., food). All the needs related to the Self are continuous in time while all the needs related to the Body are required for a limited time. The Response of the Self and the Body The response of the Body is based on recognizing and fulfilling whereas the response of the Self is based on knowing, assuming, recognizing and fulfilling. Knowing and Assuming

Harmony in the Family: The family is the basic unit or building block of human being . The harmony in the family has primarily to do with the fulfilment of relationship between one human being and the other human being.

1. Relationship is – between one Self and another Self Relationship is already there. We do not have to construct or create relationship. All we need to do is to understand relationship and fulfil it.
2. There are feelings in relationship – in one Self for the other Self : The important issue in human relationship is that of the feelings. We can see that feelings are in the Self, not in the Body.
3. These feelings can be recognised – they are definite.
4. Fulfilment of feelings in relationship and their evaluation leads to mutual happiness

Harmony in the Society: With the clarity of human goals, we can discuss five interconnected, complementary dimensions of humans for the fulfilment of goal. The five basic systems of a human society are:

1. Education-Sanskar
2. Health-Self regulation
3. Production-Work
4. Justice-Preservation
5. Exchange-Storage

Though all are interconnected, we can see a primary link with the goals as:

- Education-Sanskar → (leads to) → Right understanding and right feeling (happiness)
- Health-self-regulation → (leads to) → Prosperity
- Production-Work → (leads to) → Prosperity
- Justice-Preservation → (leads to) → Fearlessness and Co-existence (respectively)
- Exchange-storage → (leads to) → Prosperity and Fearlessness

Infusing Human Values in Professional students

Harmony in Nature: Nature is the collection of all – the air, soil, water, plants, trees, animals, birds, other human beings and even things that are at a distant from us like the sun, the moon, the other planets, etc. It can all be classified into just four orders:

- Physical order – this includes units like air, water, metal and so on.
- Bio order – this includes grass, plants, trees, etc.
- Animal order – this includes animals and birds.
- Human order – this has human being only.

Conclusion:

Now we can sum up by saying that Human Values can be understood by an appropriate process of self-discovery, because they are potentially there in each and every human being. There is already a natural acceptance for values in a human being. It is only that we have to discover them or become aware of them. This process of Self-exploration has to be in the form of a dialogue – a dialogue between the teacher and student. Existence is co-existence, and the role of human being is to realise co-existence in the Self and live in co-existence in nature/existence, extending up to universal human order. These systems start with the family order, and are interconnected right up to world family order, leading to universal human order.

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Potentials of Virtual and Augmented Reality in Modern Classrooms

Dr. Reena Pandey

Abstract

Virtual Reality (VR) and Augmented Reality (AR) technologies offer innovative ways to revolutionize traditional classroom education. This paper explores the transformative impact of VR and AR in education, highlighting their potential to enhance student engagement, improve learning outcomes, and personalize learning experiences.

VR immerses students in interactive virtual environments, facilitating hands-on learning experiences across subjects. AR overlays digital content onto the real world, enriching learning materials and fostering collaboration among students. These technologies promote personalized learning, cater to individual student needs, and democratize education by breaking down geographical barriers.

Challenges such as cost and integration into curricula exist, requiring collaboration among stakeholders for effective implementation. By leveraging the full potential of VR and AR, educators can create inclusive and engaging learning environments that prepare students for the digital future.

Keywords : Virtual Reality(VR), Augmented Reality(AR), Education

Introduction:

Virtual Reality (VR) and Augmented Reality (AR) have revolutionized the way we learn and interact with information. These immersive technologies are reshaping the landscape of education by providing engaging and interactive experiences that enhance student learning and understanding. In this article, we will delve deeper into the potentials of VR and AR in classrooms, exploring their impact on education and the ways in which they are transforming the traditional learning environment.

A) Enhanced Learning Experiences:

One of the most significant advantages of VR and AR in classrooms is their ability to create immersive and interactive learning experiences that go beyond traditional methods. By leveraging these technologies, educators can transport students to different times and places, allowing them to explore historical events, scientific concepts, and cultural phenomena in a way that is both engaging and memorable. These experiences not only make learning more enjoyable but also help students develop a deeper understanding of complex subjects through hands-on exploration.

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b) Personalized Learning:

Another significant advantage of VR and AR is their ability to support personalized learning. These technologies can adapt to individual students' learning styles and paces, providing customized content that meets their specific needs. For instance, VR can offer tailored scenarios that challenge students based on their skill levels, allowing them to progress at their own pace.

AR can also provide real-time feedback and support. For example, AR applications can guide students through complex tasks, offering hints and corrections as needed. This personalized approach can help students overcome learning obstacles and achieve better outcomes.

VR and AR technologies offer unprecedented opportunities for personalized learning experiences tailored to individual student needs. Teachers can create custom learning modules and simulations that cater to different learning styles, abilities, and interests, allowing students to learn at their own pace and in a way that best suits their needs. This personalized approach not only increases student engagement but also promotes a deeper level of understanding and retention of information.

c) Hands-On Learning:

Traditional education often relies on theoretical knowledge, but VR and AR bring a hands-on learning approach to the classroom. Students can engage in virtual experiments, simulations, and activities that provide them with practical, real-world experiences in a safe and controlled environment. Whether it's dissecting a virtual frog, exploring the human body in 3D, or designing virtual prototypes, these hands-on learning opportunities foster critical thinking, problem-solving skills, and creativity, preparing students for success in an increasingly complex and dynamic world.

d) Global Collaboration:

VR and AR can facilitate global collaboration and cultural exchange among students. Virtual classrooms can connect students from different countries, allowing them to learn about diverse cultures and perspectives. This can foster a greater understanding and appreciation of global issues, preparing students to become global citizens in an increasingly interconnected world.

VR and AR technologies break down the barriers of traditional classrooms, enabling students to collaborate with peers from around the world and engage in cross-cultural exchanges. Through virtual field trips, collaborative projects, and shared learning experiences, students can develop a global perspective, cultural awareness, and communication skills that are essential for success in a globalized society. These -

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collaborative opportunities not only enhance learning but also promote empathy, tolerance, and understanding among students from diverse backgrounds.

e) Accessibility and Inclusivity:

One of the most promising aspects of VR and AR in education is their potential to make learning more accessible and inclusive for students with diverse learning needs. These technologies can be customized to accommodate various learning styles, preferences and abilities, allowing all students, including those with disabilities, to participate fully in classroom activities. By providing alternative-

ways of accessing information and engaging with content, VR and AR empower students to learn in a way that is best suited to their individual needs, ensuring that no one is left behind in the learning process.

Benefits of VR and AR in Education

Enhanced Engagement and Motivation

One of the primary benefits of VR and AR in education is the heightened level of student engagement and motivation. Traditional teaching methods often struggle to capture students' attention, particularly in a digital age where distractions are plentiful. VR and AR can create immersive environments that captivate students' interest, making learning more enjoyable and effective.

For instance, a VR simulation of ancient civilizations can allow students to explore historical sites as if they were actually there, providing a more engaging experience than reading from a textbook. Similarly, AR applications can overlay interactive 3D models onto physical objects, bringing subjects like biology and physics to life.

Improved Understanding and Retention

VR and AR can also enhance understanding and retention of complex concepts. By providing visual and hands-on experiences, these technologies can help students grasp abstract ideas more easily. For example, in a chemistry class, VR can simulate molecular interactions, allowing students to visualize and manipulate molecules in 3D space. This can lead to a deeper understanding of the subject matter compared to traditional 2D representations.

Studies have shown that students who learn through VR and AR tend to retain information longer than those who learn through conventional methods. The immersive nature of these technologies creates memorable learning experiences, which can improve long-term retention.

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Collaboration and Social Learning

VR and AR can facilitate collaboration and social learning among students. Virtual environments can enable students from different locations to work together on projects, fostering teamwork and communication skills. For example, VR platforms can host virtual classrooms where students can interact with peers and instructors in real-time, regardless of geographical boundaries.

AR can also enhance collaborative learning by enabling students to interact with shared digital content in a physical space. For instance, AR can project a 3D model of a human heart that students can examine and discuss together, promoting collaborative problem-solving and critical thinking.

Challenges and Limitations :

While the potentials of VR and AR in classrooms are vast, there are challenges that educators and schools must address when integrating these technologies into the curriculum. These challenges include the initial cost of implementing VR and AR systems, the need for ongoing technical support- and maintenance, the requirement for teacher training and professional development, and the potential for distractions and misuse of technology in the classroom. It is crucial for educators to carefully consider these challenges .The integration of VR and AR in education faces several challenges and limitations.

High Costs:

One of the main barriers to widespread adoption of VR and AR in classrooms is the high cost of the necessary hardware and software. VR headsets, AR devices, and the required computing power can be expensive, making it difficult for many schools to afford these technologies. Additionally, ongoing maintenance and updates can further strain budgets.

Technical Issues:

Technical issues can also hinder the effective use of VR and AR in education. These technologies require reliable internet connections, powerful hardware, and compatible software, which may not be available in all educational settings. Technical difficulties, such as software glitches and hardware malfunctions, can disrupt lessons and frustrate both students and teachers.

Teacher Training

The successful implementation of VR and AR in classrooms depends on teachers being adequately trained to use these technologies. Many educators may lack the necessary skills and knowledge to integrate VR and AR into their teaching practices effectively.

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Providing professional development and training programs for teachers is essential to ensure they can harness the full potential of these tools.

Health and Safety Concerns:

There are also health and safety concerns associated with the use of VR and AR. Prolonged use of VR headsets can cause discomfort, eye strain, and motion sickness in some users. Additionally, there are concerns about the potential for VR and AR to cause distraction or overreliance on technology, which could impact students' overall well-being and development.

Future Prospects

Despite these challenges, the future prospects for VR and AR in education are promising. Advances in technology are likely to reduce costs and improve accessibility, making these tools more feasible for widespread use in classrooms.

Advances in Technology

As VR and AR technologies continue to evolve, they are becoming more affordable and accessible. For example, the development of standalone VR headsets, which do not require a separate computer, can lower costs and simplify setup. Improvements in AR applications, such as smartphone-based AR, can also make these tools more accessible to a broader range of schools.

Integration with Other Technologies

The integration of VR and AR with other emerging technologies, such as artificial intelligence (AI) and the Internet of Things (IoT), can further enhance their potential in education. AI can personalize learning experiences by adapting content to individual students' needs and preferences. IoT can connect VR and AR devices with other classroom technologies, creating a more seamless and interactive learning environment.

Expanding Applications

The applications of VR and AR in education are expanding beyond traditional subjects to include vocational training, special education, and professional development. For example, VR can simulate real-world job environments, providing hands-on training for students in fields such as healthcare, engineering, and aviation. AR can assist students with disabilities by offering customized support and resources, making learning more inclusive.

Conclusion

Virtual and Augmented Reality have the potential to transform education by enhancing engagement, understanding, and collaboration. While there are challenges to overcome, such as high costs and technical issues, the future prospects for these technologies

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in classrooms are promising. As VR and AR continue to evolve and become more accessible, they can provide innovative and effective learning experiences that prepare students for the future.

By embracing these technologies, educators can create dynamic and interactive learning environments that inspire and motivate students, paving the way for a new era of education. The integration of VR and AR in modern classrooms holds the promise of not only improving educational outcomes but also fostering a love for learning that can last a lifetime.

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A Study of Gender Differences in Attitude among Government School students

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ABSTRACT

“People may hear your words, but they feel your attitude”

John C. Maxwell

Attitudes are evaluative statements which are frequently used to describe people, events and objects. Attitude may be either favourable or unfavourable. It reflects one's feelings towards particular object, event or person.

In the present research, an attempt has been made to explore gender differences in attitude among Government school students. A sample of 60 High School and Intermediate students from District Rohtash (Sasaram) Bihar was taken for the study. Sodhi's Attitude Scale was used for collection of data. The findings shows a little mean difference between the male and female students. To see if these differences are significant, Critical Ratio was calculated. The obtained CR value was found insignificant at .05 levels. The findings suggested that gender has not significantly affected attitude scores of Government school students, thus, gender has not influenced the attitude scores of Government school students.

Attitude is an important variable of human behaviour. It has a psychological attribute that shapes human behaviour. Our positive and negative attitude can have a powerful influence on our behaviour in various situations. Attitudes are evaluative statements which are frequently used to describe people, events and objects. Attitude may be either favourable or unfavourable. It reflects one's feelings towards particular object, event or person.

Key words: attitude, gender, government schools, behaviour, socialization

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While different researchers have defined attitudes in various ways, and may use different terms for the same concepts or the same term for different concepts, two essential attitude functions emerge from empirical research. For individuals, attitudes are cognitive schemas that provides a structure to organize complex or ambiguous information, guiding particular evaluations or behaviours. More abstractly, attitudes serve higher psychological needs: expressive or symbolic functions (affirming values), maintaining social identity, and regulating emotions. Attitudes influence behaviour at individual, interpersonal, and societal levels. Attitudes are complex and are acquired through life experience and socialization.

The American Psychological Association (APA) defines attitude as "a relatively enduring and general evaluation of an object, person, group, issue, or concept on a dimension ranging from negative to positive. Attitudes provide summary evaluations of target objects and are often assumed to be derived from specific beliefs, emotions, and past behaviours associated with those objects."

Alice H. Eagly and Shelly Chaiken, define an attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour."

Past research reflected the traditional notion that attitudes are simple tendencies to like or dislike attitude objects, while contemporary research has begun to adopt more complex perspectives. Recent advances on the mental structure of attitudes have suggested that attitudes (and their components) might not always be simply positive or negative, but may include both positivity and negativity. In addition, strong and weak attitudes are associated with many different outcomes. The main components of attitudes are a collection of our thoughts, feelings, and actions in a given scenario. They are formed as a result of our life experiences, upbringing, education, and social influences.

OBJECTIVES OF THE STUDY –

The main objectives of the present study are:

- i. To see attitude differences in male and female students of Govt. Schools.
- II. To see influence of gender on the Attitude of students.

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HYPOTHESIS OF THE STUDY –

The following Null Hypothesis has been formulated for the present study:

- (i) “There is no significant difference between attitude scores of Govt. School male and female students.”

VARIABLES OF STUDY –

Independent Variable – The Independent Variable in this study is Attitude.

Dependent Variable – The dependent variable in this study is Govt. school male and female students.

Control Variables –

- i. Education- Only high school and intermediate School students have been selected for this study.
- ii. Type of the Institution – only Government schools have been selected for this study.

1.15 LIMITATIONS OF THE STUDY –

- 1. The present study is limited to only high school and intermediate Government School students only.

The present study is limited to district Rohtash (Sasaram) Bihar only.

Research Methodology

Population

The population of the present study consisted of all the secondary and senior secondary school students of district Rohtash (Sasaram) Bihar.

Sample

60 (30 Males and 30 Females) High School and Intermediate students from District Rohtash (Sasaram) Bihar were taken for the study.

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Sampling Technique

The purposive sampling technique was used for collection of the data.

Method of the study

Survey method was used for data collection

Tools

Sodhi's Attitude Scale was used for collection the data. The present scale consists total 71 items. It measures (i) attitude towards teachers and parents, (ii) attitude towards Disciplines, (iii) attitude towards Life and Humanity, (iv) attitude towards Country, (v) attitude towards Religion.

Statistical Techniques

Mean and SD were Calculated to see the difference between groups and CR were calculated to see the significant difference it any between groups.

Result and Discussion

TABLE-1

Mean, SD, and CR showing Differences among of Attitude Scores of Govt. School

Male and Female students

Student	N	Mean	SD	CR	Point of Significance
Male	30	21.10	12.09	1.08	Not Significant at .05 level
Female	30	24.40	11.45		

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The Table shows the mean difference between male and female students. The table shows that mean of attitude scores of Govt. School female is greater (24.40) than males (21.10).

To see whether these differences are significant, CR was calculated. It is clear from table 4 that CR Value of attitude scores of male and female is 1.08 which is not Significant at .05 levels, the value required to be significant at .05 levels is 2.00. The obtained value is less than the required value, so we can say that there is no significant difference between the attitude scores of Govt. School male and female students. Thus, gender has not significantly affected attitude scores of Govt. school males and females. So, our **null hypothesis** that “there is no significant difference between attitude scores of Govt. School male and female students” is, therefore **accepted**. Thus, attitude scores of male and female government school students do not differ significantly.

Conclusions-

1. There is no significant difference between attitude scores of Govt. School male and female students.
2. There is no significant influence of gender on the attitude of students.

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Psychological Perspective of Violence in Love and Affairs

- Ajay Kumar Kushwaha

Abstract

Love and romantic relationships are fundamental aspects of human experience, influencing emotional well-being and social dynamics. While love can bring immense joy and fulfillment, it can also lead to complex emotional challenges, particularly when infidelity occurs. This article explores the psychological perspectives on love and affairs, examining the emotional, cognitive, and social factors involved. Additionally, the darker side of love, including violence and aggression in romantic relationships, is addressed through recent media reports. These insights contribute to a deeper understanding of the multifaceted nature of love and the psychological impacts of affairs.

Keywords

Psychological perspective, love, affair

Introduction

Love is a multifaceted emotional state that significantly affects human behavior and relationships. According to the World Health Organization (2013), approximately 30% of women worldwide have experienced physical or sexual violence by an intimate partner. Studies in the United States indicate that both men and women can be perpetrators and victims, although women are more likely to suffer severe physical injuries (Tjaden & Thoennes, 2000). Psychological theories have long sought to understand the nature of love, its development, and its impact on mental health. Affairs, or instances of infidelity, introduce additional layers of complexity, often resulting in emotional turmoil and relational conflict.

Need And Important

Violence in romantic relationships, including those involving extramarital affairs, is a significant concern globally. Cultural norms, societal pressures, and individual psychological factors contribute to the prevalence of such violence. Understanding these factors is crucial for developing effective intervention and prevention strategies.

Objective

The primary objectives of this study are:

To identify psychological factors contributing to violence in romantic relationships and extramarital affairs.

To understand the impact of cultural and social norms on such violence.

To propose intervention strategies based on psychological theories.

Psychological Perspective of Violence in Love and Affairs

Methodology

This research employs a qualitative approach, analyzing various psychological theory and media reports as case study to understand the psychological aspects of violence in love and affair. We sourced data from prominent global newspapers and journals,

Psychological Theories of Love

Several psychological theories provide frameworks for understanding love:

Social Learning Theory

Bandura's (1977) social learning theory suggests that individuals learn behaviors through observation and imitation. Exposure to violence in the family of origin is a significant predictor of IPV, as individuals who witness or experience violence in childhood are more likely to replicate these behaviors in their own relationships (Hines & Malley-Morrison, 2001).

Power and Control Theory

The power and control theory highlights the role of power dynamics in IPV, where one partner seeks to dominate the other through various forms of abuse (Pence & Paymar, 1993). This theory emphasizes the use of coercive tactics to maintain control, which is often reinforced by societal norms that condone male dominance over women.:

Attachment Theory: Proposed by Bowlby (1969), attachment theory suggests that early relationships with caregivers shape an individual's approach to romantic relationships. Secure attachment fosters healthy, stable relationships, while insecure attachment can lead to challenges in intimacy and trust.

Triangular Theory of Love: Sternberg (1986) introduced the triangular theory of love, which posits that love consists of three components: intimacy, passion, and commitment. The balance of these elements varies across relationships, influencing their nature and stability.

Cognitive Dissonance Theory: Festinger's (1957) theory of cognitive dissonance explains the psychological discomfort arising from holding conflicting beliefs or behaviors. In the context of affairs, individuals may experience dissonance when their actions contradict their values or commitments, leading to significant emotional stress.

The Dynamics of Affairs

Affairs can be understood through the lens of these psychological theories. For instance, individuals with insecure attachment styles may seek validation outside their primary relationship, leading to infidelity. The cognitive dissonance experienced by individuals involved in affairs often results in rationalizations or justifications to alleviate emotional discomfort.

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Violence in Romantic Relationships

While love is typically associated with positive emotions, it can also lead to negative outcomes, such as violence. The following are ten recent media reports highlighting instances of violence in romantic contexts.

Case of Domestic Violence in California: A man was charged with domestic violence after a dispute with his partner escalated to physical assault. (Los Angeles Times, 2023)

Murder-Suicide in Texas: A tragic incident where a man killed his partner and then himself, highlighting the extreme consequences of unresolved relational conflict. (Houston Chronicle, 2023)

Stalking and Assault in New York: A woman was hospitalized after being assaulted by a former partner who had been stalking her for months. (New York Times, 2023)

Jealous Rage in Florida: An individual was arrested for attacking their partner out of jealousy, demonstrating the potential for emotional insecurity to manifest as violence. (Miami Herald, 2023)

Teen Dating Violence in Illinois: A high school student was severely injured by a romantic partner, raising awareness about the prevalence of violence in adolescent relationships. (Chicago Tribune, 2023)

Honor Killing in India: A young woman was murdered by her family for pursuing a relationship deemed inappropriate, highlighting cultural dimensions of love-related violence. (Times of India, 2023)

Cyber Harassment in the UK: An individual faced severe online harassment from an ex-partner, illustrating the intersection of technology and romantic violence. (BBC News, 2023)

Acid Attack in Pakistan: A spurned lover threw acid on a woman, causing life-altering injuries, and highlighting the extreme forms of violence women can face in romantic contexts. (Dawn News, 2023)

Domestic Homicide in Australia: A woman was killed by her partner in a domestic dispute, underscoring the fatal potential of intimate partner violence. (The Australian, 2023)

Coercive Control in Canada: A landmark case brought attention to the issue of coercive control, where a partner's psychological manipulation and intimidation culminated in physical violence. (Toronto Star, 2023)

Discussion

Psychological triggers

Psychological Perspective of Violence in Love and Affairs

The above theories and cases indicate that psychological factors such as attachment issues, mistrust issues, over expectations, personality disorders, and learned behaviors play significant roles in violence related to love and affairs. . Cultural factors, including the stigma of relationship- dissolution and the emphasis on family honor, exacerbate these psychological triggers. It can be also noted that women have been suffered more in the violences related to love and affair

Intervention Strategies: Based on the studies , the following intervention strategies are proposed:

Counseling and Therapy: Providing psychological counseling and therapy to individuals involved in violent relationships to address underlying issues such as attachment problems, mistrust issue, over expectations and emotional dysregulation.

Awareness Programs: Conducting awareness programs to challenge and change harmful cultural and social norms related to gender roles and extramarital affairs.

Support Systems: Establishing robust support systems, including hotlines and shelters, for victims of intimate partner violence.

Conclusion

Understanding the psychological dimensions of love and affairs provides valuable insights into human behavior and relationships. While love can enhance emotional well-being, its complexities, particularly when marred by infidelity, can lead to significant psychological distress. Additionally, the darker side of love, exemplified by instances of violence, underscores the need for ongoing research and intervention strategies to address and mitigate the negative impacts of romantic relationships.

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MUSCULOSKELETAL PROBLEM&STRESS IN PARENTS AND PERSONS WITH HEMOPHILIA

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**Dr. Amita Tripathi

INTRODUCTION:

"Let me die, I would like to die instead of tolerating heart bursting pain"

These horrifying words spill from the lips of almost every person with hemophilia due to huge is an inherited lifelong disorder with repeated episodes of bleeding. The bleeding commonly occurs in big joints like knee, elbow and hips. A child is born with it. One of the clotting factors in the blood is almost absent named factor VIII or IX. It means, whenever there is bleeding does not stop. Bleeding can also happen anywhere inside the body spontaneously even without any injury and mostly in the joints. Frequent bleeding makes the joint deformed. In short Hemophilia is a lifelong incurable disorder, but fully manageable even in its severest form. In case of any bleeding, Anti Hemophilic Factor/Christmas factor is required, which is very expensive and imported from abroad.

Rationale:

Hemophilia is a rare inherited bleeding disorder in which the blood does not clot normally, because of low level of clotting protein called factor VIII & factor IX. Hemophilia affects one in every 5,000 males across the world. Out of these 60% are severe Hemophilic. In this concern, even the upper class families cannot afford the cost of treatment. It is a lifelong X chromosome linked genetic bleeding disorder in which patients bleed excessively. The Person suffering from hemophilia has prolonged bleeding either internally or externally. The most common internal bleeding sites are joints and muscles whereas intracranial bleeds, G.I. bleeds, brain bleeds etc. are life threatening. The external bleeds include small cuts, wounds, abrasions and bruises.

Types of Hemophilia: There are three types of hemophilia-

- | | | | | | | |
|----|----------------------|---|----------------|---|------------|---|
| 1) | Deficiency of Factor | - | VIII is called | - | Hemophilia | A |
| 2) | Deficiency of Factor | - | IX is called | - | " | B |
| 3) | Deficiency of Factor | - | XI is called | - | " | C |

Causes of Hemophilia:

Person with hemophilia has one or more of the 10 (I, II, V, VII, VIII, IX, X, XI, XII, and XIII). These clotting factors either missing or in less amount into the blood. The deficiency of any clotting factors in the blood usually Factor VIII or Factor IX cause hemophilia. Because "X" chromosome governs both of the proteins (clotting factors) VIII / IX.

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Sufferers of Hemophilia-

Hemophilia affects males almost exclusively and is found in all populations irrespective of caste, creed, religion or geographical variations. Thus, males are sufferers of Hemophilia and females are the carriers who can transmit affective gene of hemophilia to the next generation.

Hemophilia is manageable through regular infusion of AHF. The treatment is in the form of intravenous injections of a life saving medicine called “Anti Hemophilic Factor”. It is extracted from human blood, hence it is very expensive. Now recombinant factor is also available. It is not manufactured anywhere in India. HFI is only the organization, which imports AHF from abroad countries and distributes to PWH at subsidized rates (and even free) through structured chapters. Unfortunately, there is no financial support from the Government to make it affordable for the PWHs.

When a patient of hemophilia comes to the hospital with major bleed..., his survival depends on immediate administration of the life saving Anti Hemophilia Factor (AHF). For an intracranial bleed, a patient may require as much as 25,000 Units of AHF costing Rs. 2-3 Lakh and this may even go up to 50,000 units plus of AHF costing Rs. 4-6 lakh for any major surgical interventions.

A few of the facts of Hemophilia...

- It is mostly found in male child only.
- The mothers are carrier and transmit affected X chromosome into the new born baby.
- There is one more cause of Hemophilia: Spontaneous mutation.
- It may be inherited to next generation, if not properly managed.
- It's found in all cast, community and religion.
- Occurrence: On every 5000 male populations, a child with Hemophilia is born.
- Everyday, 4 (four) children with Hemophilia are born in India.
- Symptom: Colourful bruises, non-stop prolonged bleeding, swelling into the joints/muscles followed by capacious pain.
- It's related to X-Chromosome and its containing genes.
- The affected genes do not produce adequate amount of factor VIII or IX to make the fibrin net to stop bleeding.
- There are 13 clotting factors in the blood, which are responsible to check to bleeding during the bleeding episodes.
- The factor VIII or IX is very expensive and imported from abroad.

Physical condition:

- * Rate of total disability (in percentage) in hemophilia-
- * Sever disability- 15%-20% (Hip, Knee, Elbow, Ankle)
- * Moderate disability- 40%-50% (Knee, Elbow & Hip)
- * Mild disability- 20%-25% (Knee & Elbow)

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- * Without disability- <05% (in case of mild or moderate)
- * Rate of Mortality in hemophilia- 10%-15% (In the lack of adequate treatment within the time frame)

* Approx. 70% Hemophilia occurred due to inheritance.

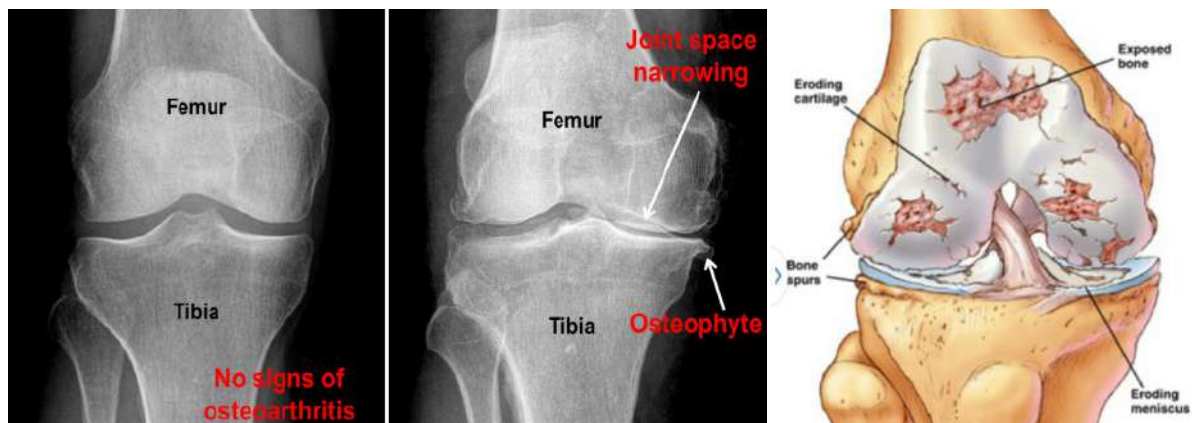
* Approx. 30% Hemophilia is acquired called Spontaneous mutation.

Treatment: Application of RICE therapy, Replacement of factor, Physiotherapy. What not to do? Avoiding muscular injection, aspirin or NSAIDs as well, Inadequate physical exertion to avoid bleeding.

Prevention of Hemophilia : Get each pregnancy tested named prenatal/antenatal diagnosis of carrier mother. A Hemophilic must avoid the birth of female child.

HOW DIVYANGATA(MUSCULOSKELETAL PROBLEMS)

comes in HEMOPHILIA...Due to the frequent bleeding inside the joints and muscle, it makes the joint stiff/deformed and muscular contracture as well.



The most important clinical strategy for management of patients with hemophilia is the avoidance of recurrent hemarthrosis by means of continuous, intravenous hematological prophylaxis. When only intravenous on-demand hematological treatment is available, frequent evaluations are necessary for the early diagnosis and treatment of episodes of intra-articular bleeding. The natural history of the disease in patients with poorly controlled intra-articular bleeding is the development of chronic synovitis and, later, multi-articular hemophilic arthropathy. Once arthropathy develops, the functional prognosis is poor. Treatment of these patients should be conducted through a comprehensive program by a multidisciplinary hemophilia unit. Although continuous prophylaxis can avoid the development of the orthopedic complications of hemophilia still seen in the twenty-first century, such a goal has not, so far, been achieved even in developed countries.

Therefore, many different surgical procedures such as arthrocentesis, radiosynoviorthesis (radiosynovectomy) (yttrium-90, rhenium-186), tendon lengthenings,

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alignment osteotomies, joint arthroplasties, removal of pseudotumours, and fixation of fractures are still frequently needed in the care of these patients.

The Acute Joint Bleeding (Acute Hemarthrosis):

The most common sites of bleeding in hemophilia are the joints and muscles of the arms and legs. The vast majority of bleeding occurs into the joints of the extremities, although bleeding may occur into most any joint. There appears to be a predilection for large joints, namely the ankles, knees, hips, elbows and shoulders. Spontaneous bleeding into joints is limited to persons with severe hemophilia. Bleeding may occur following trauma in patients with mild and moderate hemophilia. Clinical manifestations of factor VIII and factor IX deficiency are indistinguishable. I would like to point out why bleeding occurs into the joint cavity and the reasons that the characteristic arthritis termed "hemophilic arthropathy" develops following recurrent bleeding into the joint. König pointed out that there were three clinical stages to the development of hemophilic arthropathy. He termed the first the "recurrent bleeding" stage. Following this, there is an inflammatory response and he termed this the panarthrititis stage. The third and last stage he called the fibrosis stage and contracture commonly known as arthritis. He was able to point out that bleeding is not a common manifestation of the last stage.

The clinical picture of joint bleeding is characterized by pain, swelling and limitation of motion. Frequently the patient states that he knows he is bleeding prior to any of these findings. This period has been termed the "aura". It may be accompanied by mild stiffness and sometimes the patient describes a feeling of tightness or tingling. It is believed that this corresponds to the time when the bleeding is limited to the synovium. Once the bleeding fills the joint, it becomes warm, swollen and tense. Limitation of motion and secondary muscle spasm follow. When treatment is started early, the bleeding will stop quickly and the symptoms may recede quickly. However, it is very common for the symptoms to resolve slowly and at times the bleeding may recur despite what seems to be adequate treatment. A joint that displays a tendency towards recurrent bleeding has been termed a "**target joint**" by Aronstam. Once a target joint is established, complete resolution is possible, but more commonly there is a slow response to treatment and arthritis will develop.

The Chronic Swollen Joint (Recurrent Bleeding and Synovitis)-

If joint bleeding is not adequately treated, it tends to recur. The inflamed, swollen synovium bleeds more easily than normal synovium and causes further swelling and inflammation. This vicious cycle must be broken to prevent the iron within the blood and the enzymes from destroying the cartilage, leading to the development of arthritis. Synovitis or recurrent bleeding can be differentiated from an acute hemarthrosis in that the swelling does not respond to a single infusion of factor. The joint is less painful than with an acute hemarthrosis and the range of motion is frequently not limited. It must be remembered that cartilage has a limited ability to repair itself. The synovitis may not be painful, but the destruction is insidious and cumulative and, therefore, the condition must be treated as

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vigorously as a- painful hemarthrosis. Prophylaxis, or preventative replacement of the missing clotting factor, for three to six months is indicated. The intermittent use of steroids helps reduce the Inflammation within the joints. A dose of 1 mg/kg/day of Prednisone for one week should be followed by a dose of .5 mg/kg/day for a second week. If the synovitis is recalcitrant, the course maybe repeated in three to six weeks. Aspiration may be useful initially to control the swelling with the joint and should be undertaken after prophylaxis has been started but before steroids are used. Immobilization is useful at times but must be used in conjunction with physical therapy to prevent atrophy and loss of range of motion. A lack of response of the recurrent bleeding of synovitis after three to six months of prophylaxis and treatment is usually considered an indication for more aggressive intervention. Open surgical synovectomy, arthroscopic synovectomy and radioactive synovectomy should then be considered. The indications and management of these procedures will be considered in a later monograph.

Purpose:

The purpose of this study is to discuss the level of stress in Hemophilia children and their parents due to musculoskeletal problems.

Review of related literature:

There has been increased attention in the literature about stress among persons with Hemophilia and his parents due to the musculoskeletal problem. It has been evident that musculoskeletal problem is the most stressful experience in Hemophilia. Just as adults feel depression and stress, children and teenagers do too. Children with a bleeding disorder may feel sadness about their bleeding disorder if they aren't participating in activities in the same way their peers do. Of course, depression and stress may not be related to the bleeding disorder at all. Children with bleeding disorders undergo the same stress that other children do, such as experiencing their parents' divorce, moving, or bullying. Parents and caregivers who notice a change in a child's behavior, such as crying or withdrawal, should open a dialogue with the child and seek professional help, if needed. Children and teens that are experiencing depression or stress should be reassured that they are not alone. There are people who can help and steps they can take to feel better.

WHAT IS STRESS:

Stress is the body's natural defense against predators and danger. It flushes the body with hormones to prepare systems to evade or confront danger. This is known as the **"fight-or-flight" mechanism**. When we are faced with a challenge, part of our response is physical. The body activates resources to protect us by preparing us either to stay and fight or to get away as fast as possible. The body produces larger quantities of the chemicals cortisol, adrenaline, and nor adrenaline. These trigger an increased heart rate, heightened muscle preparedness, sweating, and alertness. All these factors improve the ability to respond to a -

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hazardous or challenging situation. Factors of the environment that trigger this reaction are called stressors. Examples include noises, aggressive behavior, a speeding car, scary moments in movies, or even going out on a first date. The more stressors we experience, the more stressed we tend to feel.

HOW MUSCULOSKELETAL PROBLEM AND STRESS IS CONCERNED IN PERSONS WITH HEMOPHILIA AND PARENTS-

When person with hemophilia starts becoming physically disabled (Musculoskeletal problem) due to the frequent bleeding inside the joint, they gradually become stressed. Some time, it has also been noticed that the stress during the exam periods enhances the internal bleeding into the joints. Almost in every internal or external bleeding, they are scolded and harshly treated. Due to the frequent ill treatment by most of the parents, they become stressed. Their daily physical life becomes hampered gradually. Their daily routine activity gets bored. They start understanding themselves unproductive and load on the family & society as well. Their survival becomes tougher.

IMPORTANCE OF STRESS MANAGEMENT IN HEMOPHILIA AND ITS FAMILY MEMBERS:

Stress can be brought on easily with life changes. For this reason, people suffering from chronic diseases like hemophilia may suffer from more stress than others on a regular basis. Patients and/or patients' families may suffer from emotional, mental and physical stress. Stress can come from the diagnosis of the disease, financial woes, physical discomfort and fear of bleeding, among other things. It has been suggested that patients compose a list of whatever causes stress in a typical day or week. They should then categorize the listed items into two groups: stressors they can change and stressors they cannot change. There are things in their lives they will not be able to control, but they can learn to manage the stress allowing them to function most effectively and normally. With the stresses they cannot control, patients should try having a positive perspective and understand that some circumstances are beyond their control. While this is difficult, letting go of the things they cannot control will help them release their burdens.

Just as adults feel depression and stress, children and teenagers do too. Children with a bleeding disorder may feel sadness about their bleeding disorder if they aren't participating in activities in the same way their peers do. Of course, depression and stress may not be related to the bleeding disorder at all. Children with bleeding disorders undergo the same stress that other children do, such as experiencing their parents' divorce, moving, or bullying. Parents and caregivers who notice a change in a child's behavior, such as crying or withdrawal, should open a dialogue with the child and seek professional help, if needed. Children and teens who are experiencing depression or stress should be reassured that they are not alone. There are people who can help and steps they can take to feel better.

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Identify:



Common negative stress reactions include anger, depression, negativity, pain, smoking, crying and overeating. The clinic suggests that you try management strategies to reduce the chances of these reactions by taking up a hobby, scaling back on work, being prepared should a bleed occur, reaching out to others when stressed, getting enough sleep and seeking professional help if needed.

Simplify:

A few of its helpful hints include for reducing stress are:

- Try to exercise and eat healthy. This can help you deal with stress more effectively.
- Learn to balance the stress with relaxation. Come up with a few relaxation techniques, ones that fit your lifestyle best.
- Face life with a positive outlook; try laughing at yourself sometimes, and laugh in general.
- Try asking for help from friends and family instead of doing everything yourself; learn to say no to things you do not have enough time to accomplish or work on.

Untreated chronic stress can result in serious health conditions including anxiety, insomnia, muscle pain, high blood pressure and a weakened immune system.

Research shows that stress can contribute to the development of major illnesses, such as heart disease, depression and obesity. But by finding positive, healthy ways to manage stress as it occurs, many of these negative health consequences can be reduced. Everyone is different, and so are the ways they choose to manage their stress. Some people prefer pursuing hobbies such as gardening, playing music and creating art, while others find relief in more solitary activities: meditation, yoga and walking.

The Role of Psychosocial aspect for Stress of persons with Hemophilia:

Psychologists, social workers, and counselors have different expertise and strengths. In HTC's with the resources for a multidisciplinary team, there are individual staff members who specialize in these areas of expertise. However, in centres with limited resources, other healthcare professionals may be the ones to provide psychosocial support. Therefore, this monograph does not differentiate between psychologists, social workers, and counselors, and

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HT Healthcare professionals who take on the psychosocial support role in their absence (often nurses). Ideally, a hemophilia treatment centre should have a multidisciplinary team with a specialist for each aspect of care. While this is not always possible where resources are scarce, there are still opportunities for psychosocial care by other healthcare providers. Regardless of the resources available, all HT healthcare professionals should be aware of the psychosocial issues that may arise with hemophilia and other bleeding disorders. To provide optimal care, healthcare professionals need to be able to identify issues and challenges related to having a bleeding disorder that may be affecting their patients' cognitive and emotional development. A bleeding disorder is a chronic condition that imposes limitations, but it can also represent an opportunity to bring about positive change through learning and self awareness. There are different ways of experiencing and coping with pain and chronic illness. Some people with hemophilia may focus on the emotional challenges, while others find ways to better cope with their situation. Short-term psychotherapy, alternative therapies, and social services can help individuals with hemophilia cope with symptoms and limitations and develop a healthy sense of self.

The role of psychosocial support:

Psychosocial support in the medical setting helps individuals gain a personal understanding of hemophilia. Healthcare professionals provide psychosocial support by helping patients and their families develop strategies to cope with physical, mental, emotional, and social challenges related to having a bleeding disorder. This includes providing education, individual and family counseling, resources, and community referral services. The ultimate goal is to empower people affected by hemophilia and other bleeding disorders to manage their circumstances and challenges autonomously. Quality of life depends largely on the ability to adjust to having a chronic disorder and the challenging circumstances that may arise. In psychosocial care, it is as important for healthcare professionals to learn from their patients as it is for them to provide guidance. Cultural values and socioeconomic factors affect how psychosocial issues are experienced and addressed. Other important issues for people with bleeding disorders include accessibility of the HTC, availability of factor replacement products and prophylactic therapy, access to physiotherapy and corrective surgery, and support from hemophilia associations.

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VIOLENCE IN LOVE AND AFFAIRS IN INDIA: A SOCIO-CULTURAL ANALYSIS

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Abstract

A love affair is a romantic relationship in which two people have sexual relations without marriage. It also includes extra marital affair. The cases of violence in love affairs are increasing day by day in India, which is a matter of concern and has become a burning issue now. This study explores the socio-cultural basis, legal aspects and psychological factors of violence in love affairs by studying various cases and media reports. It also discusses recommendations for intervention and policy.

Keyword

Love affair, love and affair, romantic relationship, extra marital affair, socio-cultural, analysis

Introduction

Love affair refers to a romantic relationship in which two people have sexual relations with each other without marriage, extra marital affair is also included in it. It has been observed in various studies that more than 50% of women and men have been found to be living in extra marital affairs. In India, cases related to violence in love affairs are increasing day by day, which is a matter of concern and has also become a burning issue. Intimate partner violence can be in any of the following four forms.—physical violence, sexual violence, stalking, and psychological aggression (CDC, 2015). According to the data released by the National Crime Records Bureau NCRB, cases of domestic violence and violence by intimate partners are at their peak. In this figure, more than 30000 cases were registered in 2022, which is 15 percent more than the figures obtained last year (NCRB, 2022). The reason for this may be India's rigid culture, rude traditions and religious beliefs.

The need and importance of studying socio-cultural analysis of violence in love affairs is extremely important as it highlights the complex and sensitive issues prevalent in society. Violence found in relationships in our society, such as physical, mental, and emotional abuse, is often linked to cultural beliefs, traditional values, and gender inequalities. Such studies not only develop a deeper understanding of these problems, but also help in raising awareness in society, making policy reforms, and strengthening support mechanisms for victims. Also, this study can provide the right guidance towards healthy and respectful relationships among youth, leading to a more equal and secure society.

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VIOLENCE IN LOVE AND AFFAIRS IN INDIA: A SOCIO-CULTURAL ANALYSIS

The aim of this study is to explore the socio-cultural foundations, legal aspects, and psychological effects of violence in romantic relationships and to discuss recommendations for policy making and intervention.

The nature of this study is analytical which is based on qualitative method approach. In this study, media reports related to various cases have been analyzed.

Recent Cases and Media Reports

Recent high-profile cases have highlighted the severity of the issues.

Case of Domestic Violence Leading to Murder in Bengaluru

In Bengaluru, a woman was brutally murdered by her lover following an argument. This incident highlights the extreme forms of violence that can erupt in romantic entanglements.

The Times of India, March 2024.

Honor Killing in Haryana Over Love Affair

A young couple in Haryana was killed by the girl's family in an honor killing incident. The family disapproved of their relationship, leading to a tragic end.

NDTV, February 2024.

Acid Attack in Delhi Over Unrequited Love

In Delhi, a man threw acid on a woman after she rejected his advances. This case underscores the extreme retaliatory measures some individuals take when faced with rejection.

The Hindu, April 2024.

Extramarital Affair Leading to Domestic Abuse in Mumbai

A woman in Mumbai suffered severe domestic abuse after her husband discovered her extramarital affair. The violence escalated to the point where legal intervention was required.

Hindustan Times, January 2024.

Teenage Couple Commits Suicide in Rajasthan

Facing immense societal pressure and family opposition, a teenage couple in Rajasthan committed suicide. Their tragic end highlights the severe consequences of societal disapproval.

India Today, December 2023.

Violence Against Woman Over Suspected Affair in Kerala

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A woman in Kerala was beaten by her husband on the suspicion of having an affair. The incident raises concerns about the lack of trust and communication in relationships.

The New Indian Express, May 2024.

Discussion

The media reports presented above illustrate the diverse and alarming nature of violence in romantic relationships and affairs in India. From honor killings to acid attacks and domestic abuse, the spectrum of violence is wide and deeply concerning. Several factors contribute to this violence:

Cultural Norms and Honor: Traditional values and the concept of honor often lead to extreme actions, such as honor killings, when families disapprove of a relationship.

Rejection and Retaliation: Rejection in romantic pursuits can lead to violent retaliatory actions, such as acid attacks, highlighting a lack of coping mechanisms and respect for personal choices.

Extramarital Affairs: Infidelity can result in severe domestic violence, driven by betrayal and mistrust.

Societal Pressure: Young couples, especially teenagers, face immense pressure from families and society, sometimes leading to tragic outcomes like suicide.

Recommendations

Legal Reforms

Strengthening the implementation of existing laws and introducing stricter penalties for perpetrators of violence in romantic relationships are crucial steps.

Awareness Campaigns

Educational campaigns to challenge patriarchal norms and promote gender equality can help change societal attitudes towards love and relationships.

Support Systems

Establishing robust support systems, including shelters, counseling services, and hotlines, can provide immediate help to victims.

Economic Empowerment

Programs aimed at empowering women economically can reduce their dependence on abusive partners and give them the means to escape violent situations.

VIOLENCE IN LOVE AND AFFAIRS IN INDIA: A SOCIO-CULTURAL ANALYSIS

Conclusion

Violence in romantic relationships and affairs is a multifaceted issue in India, rooted in deep-seated cultural, societal, and individual factors. The media reports highlight the urgent need for comprehensive strategies to address this violence, including legal measures, societal awareness, and support systems for victims. It is crucial to foster an environment where relationships are based on mutual respect and understanding, and where individuals can seek help without fear of stigma or retribution.

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विश्वशांति और अहिंसा : एक विश्लेषण (जैन धर्म के विशेष संदर्भ में)

*डॉ० हरिकान्त मिश्र

मानव स्वभाव से शांतिप्रिय है। मानव अपने विकास के आदिकाल में अकेला था, वैयक्तिक सुख-दुःख की सीमा से घिरा हुआ, एक जंगली जानवर की भाँति। उसमें मानव चेतना का विकास नहीं हुआ था। लेकिन एक दिन वह भी आया जब उसमें चेतना का विकास हुआ और दूसरों के विषय में भी सोचना प्रारम्भ किया। साथ ही उसमें स्वार्थ और परार्थ की भावना भी विकसित हुई। स्वार्थ ने अशांति को जन्म दिया तो परार्थ ने शान्ति को। आज स्वार्थ पराकाष्ठा पर है, फलतः समाज व राष्ट्र में अशांति व्याप्त है। आज व्यक्ति के समक्ष मात्र भोजन और वस्त्र की ही समस्या नहीं है, बल्कि भौतिक आवश्यकताएँ इतनी अधिक बढ़ गई हैं कि उनकी पूर्ति व्यक्ति अहर्निश व्यस्त रहकर भी नहीं कर पा रहा है। असन्तोष और अधिकार लिप्सा न केवल वैयक्तिक, बल्कि सामाजिक व राष्ट्रीय स्तर पर भी देखी जा रही है। संघर्ष और अशांति का ताण्डव आज वैयक्तिक, सामाजिक और राष्ट्रीय स्तर पर विद्यमान है। धर्म के नाम पर साम्प्रदायिकता साहस के नाम पर झगड़ालु प्रवृत्ति, प्रामाणिकता के नाम पर आडम्बर, सत्य के नाम पर कूटनीति, सामाजिकता के नाम पर वर्गवादिता आज चारों ओर दृष्टिगोचर होती हैं। जहाँ तक अशांति की बात है तो आर्थिक अशांति के मूल में धन की असमानता है, तो राजनैतिक अशांति के मूल में आर्थिक अशांति और औपनिवेशिक समस्याएँ हैं। इसी प्रकार धार्मिक अशांति के मूल में प्रतीकों का बोलबाला है। इनके अतिरिक्त और भी अशांति के कारण हैं, जैसे— व्यक्तिवाद और समाजवाद का संघर्ष, शोषित का वर्गभेद, असन्तोष की भावना, अनैतिकता, इच्छाओं की अत्यधिक व अनुचित वृद्धि आदि।

भारतीय संस्कृति वसुधैवकुटुम्बकम् की संस्कृति है। कहा भी गया है—

अयं निजः परोवेति गणना लघु— चेतसाम्।

उदारचरितानां तु वसुधैवकुटुम्बकम्॥

वसुधैवकुटुम्बकम् के इस कलेवर को व्यक्ति ने जैसे ही उतारा कि अशांति की जागृति हुई, स्वार्थ ने पाँव फैलाया और वही मानव की नियति बन गई। भारतीय संस्कृति में जहाँ दया और करुणा का, पवित्र मानवता का इतना उच्च विकास हुआ है, वहीं मानव आज स्वार्थों और इच्छाओं का दास बना हुआ है। अपने स्वार्थ के लिए दूसरों के प्राणों से खेल रहा है। जब तक वासना और विकार के बन्धन व स्वार्थ की बेड़ियों नहीं टूटेंगी तब तक शांति की बात करना कोई माने नहीं रखता है। क्योंकि व्यक्ति से परिवार, परिवार से समाज, समाज से राष्ट्र से विश्व बनता है। इस प्रकार सबके मूल में व्यक्ति ही है, अतः व्यक्ति में जब शांति का वास होगा तभी स्वभावतः विश्व में शांति— व्यवस्था बनेगी।

**सह आचार्य, दर्शनशास्त्र विभाग, ज०रा०दि०राज्य विश्वविद्यालय, चित्रकूट (उ०प्र०)

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आज विश्व जितना व्याकुल विश्वशांति के लिए है संभवतः उतना व्याकुल कभी नहीं था। पहले जीवन था, जिजीविषा थी, जीवन व्यवहार था, चारित्र था, समभाव था। आज विश्व विषमभाव में व्याप्त है, क्षणिक व्यामोह में फँसा हुआ है, ऐसी स्थिति में जब अहिंसा और शांति के घटक सत्पथ पर अग्रसर होंगे तब जाकर शांतिपूर्ण समाज की स्थापना हो सकती है।

अहिंसा का मार्ग ही है जिस पर चलकर मानवीय समस्या का शांतिपूर्ण हल ढूँढा जा सकता है। अहिंसा एक विधायक शक्ति है जिसके समक्ष बड़े से बड़ा हिंसात्मक व्यक्तित्व भी धराशायी हुआ है। अहिंसा, संयम और शांति के सम्बन्ध में आचार्य तुलसी ने कहा है— विश्वशांति और व्यक्ति की शांति दो वस्तुएँ नहीं हैं। अशांति का मूल कारण अनियंत्रित लालसा है। लालसा से, संग्रह से शोषण की प्रवृत्ति उत्पन्न होती है। व्यक्ति या विश्व जो भी शांति चाहता है उसे इन मूल कारणों से बचना होगा..... शांति के लिए ऐसे अहिंसा समाज का निर्माण अपेक्षित है, जिसमें जीवन का प्रवाह चलता रहे और आक्रमण का शोषण न हो। संकल्पपूर्वक होने वाली हिंसा मिट जाए। अहिंसा अभय है, इसलिए कायरता और कमजोरी से इसका कोई अभिप्राय नहीं। अहिंसा और कायरता का 36 का सम्बन्ध है।¹

वस्तुतः आज शांति के जितने भी प्रयत्न किये जा रहे हैं वे स्वार्थ की चादर ओढ़कर किये जा रहे हैं यही कारण है कि अब तक शांति के जितने भी प्रयास हुए हैं वे निरर्थक ही सिद्ध हुए हैं आज अशांति अभाव जनित है और वह अभाव है प्रेम का। प्रेम के अभाव में ही एक प्राणी दूसरे प्राणी की हिंसा करता है। प्रेम के इस अभाव की पूर्ति हिंसा— प्रतिहिंसा की भावना, अर्थलोलुपता, अधिकार की लिप्सा से नहीं की जा सकती है। नैतिकता से अनैतिकता, अहिंसा से हिंसा, प्रेम से घृणा, क्षमा से क्रोध व उत्सर्ग से संघर्ष एवं मानवता से पशुता पर विजय प्राप्त की जा सकती है। प्रश्न उठता है कि व्यक्ति हिंसा किसका करता है? स्व की या पर की? सामान्यतः यह माना जाता है कि हिंसा जब भी होती है दूसरे की ही होती है। लेकिन जैन धर्म के अनुसार जब भी हिंसा होती है तब दोनों अर्थात् स्व और पर की होती है। हिंसा में क्रोध, मान, द्वेष आदि की भावना निहित होती है, जिससे व्यक्ति स्व की हिंसा करता है। वस्तुतः जिसे व्यक्ति मारना चाहता है वह कोई दूसरा नहीं बल्कि वह स्वयं ही है, क्योंकि सभी जीव समान हैं। भगवान् महावीर ने कहा है— ‘एगो आया’ अर्थात् आत्मा एक है, एक रूप है, एक समान है। चैतन्य के जाति, कुल, समाज, राष्ट्र स्त्री पुरुष आदि के रूप में जितने भी भेद हैं, वे सब आरोपित भेद हैं, बाह्य निमित्तों द्वारा परिकल्पित किये गये मिथ्या भेद हैं। आत्माओं के अपने मूल स्वरूप में कोई भेद नहीं है।² बैर हो, घृणा हो, दमन हो, उत्पीड़न हो सब अंततः लौटकर कर्ता के ही पास ही आते

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है, क्योंकि कृतकर्म निष्फल नहीं होते। यह ठीक उसी तरह होता है जिस तरह कुँ में की गई ध्वनि प्रतिध्वनि के रूप में वापस होती है।

हिंसा से कभी भी शांति या समता की स्थापना नहीं हो सकती। क्या घृणा से घृणा का अन्त हो सकता है? बेशक नहीं। हम सभी जानते हैं कि युद्धोत्तर काल में विश्व के जिन देशों में साम्यवाद की स्थापना हुई, उन देशों में पहले खून की होली खेली गई। पूँजीपतियों के नाम पर एक बहुत बड़े वर्ग का सफाया किया गया। उन्मूलन की यह प्रक्रिया आज भी चल रही, लेकिन यह विश्वबन्धुत्व का मार्ग नहीं है और न ही इसके द्वारा विश्वशांति स्थापना की कल्पना की जा सकती है। क्योंकि विश्वशांति तभी संभव हो सकती जब मानवीय चर्या में भौतिकता के साथ आध्यात्मिकता का भी समावेश हो। युद्ध आज भी होते हैं, पर उनमें निरपराध और युद्ध से विरत प्राणियों का भेदभाव नहीं होता। प्रत्येक युद्ध के बाद यह उम्मीद की जाती है कि भविष्य में युद्ध नहीं होगा, लेकिन सत्यता यह है प्रत्येक युद्ध समाप्ति के साथ भावी युद्ध का बीजारोपण हो जाता है। कारण कि मानव में प्रतिशोध की भावना का जन्म हो जाता है। इसके लिए आवश्यकता है मनुष्य के हृदय-परिवर्तन की। इस सम्बन्ध में 19 दिसम्बर, 1949 को अमेरिका के राष्ट्रपति जनरल आइजनहावर द्वारा भारतीय संसद में दिये गये वक्तव्य को देखा जा सकता है। उन्होंने कहा— 'मैंने एक भी ऐसे व्यक्ति को नहीं देखा जो युद्ध चाहता हो। एसी एक भी माता नहीं होगी जो अपने पुत्र को युद्ध में भेजना चाहे। सभी विश्वशांति चाहते हैं। इसके लिए निःशस्त्रीकरण आवश्यक है। किन्तु निःशस्त्रीकरण से क्या युद्ध नहीं होगा? वस्तुतः युद्ध शस्त्रों द्वारा नहीं होता। युद्ध मनुष्य करते हैं और मनुष्य लोभ से प्रभावित होते हैं। अतः युद्ध के सम्बन्ध में जब तक युद्ध की प्रवृत्ति न बदले तब तक शांति का स्थायी समाधान नहीं निकल सकेगा। स्पष्ट है आज सम्पूर्ण विश्व में राजनीतिज्ञ अहिंसक समाज के लिए सचेष्ट हैं। वे विश्व शांति का मार्ग ढूँढ़ रहे हैं। उन्हें यह मार्ग कौन बताएगा? इसका उत्तर है— भारत के सन्त और महापुरुष, जिन्होंने अहिंसा और विश्वशांति के लिए विभिन्न पक्षों का अध्ययन, मनन किया है, वे ही विश्व को शांति का मार्ग प्रशस्त कर सकते हैं।'³

भगवान् महावीर ने कहा है— **मिक्खी मे सव्वभूएसु, वेरं मज्झं न केणई**। अर्थात् विश्व के सभी प्राणियों से मेरी मैत्री है, मेरा किसी से भी बैर नहीं है। वस्तुतः जिसे तू मारना चाहता है वह तू ही है, जिसे तू शासित करना चाहता है वह तू ही है, जिसे तू परिताप देना चाहता है वह तू ही है। अतः सब प्राणी, सब भूत, सब जीव और सब सत्त्वों को न मारना चाहिए, न अन्य व्यक्ति के द्वारा मरवाना चाहिए, न बलात् पकड़ना चाहिए, न परिताप देना चाहिए और उन पर प्राणापहार उपद्रव ही करना चाहिए।⁴ जीव के प्रति अन्याय

की जितनी भी प्रवृत्तियां हैं सभी हिंसा के अन्तर्गत आती हैं। आज समाज में बढ़ती हिंसा की प्रवृत्तियां चाहे सामाजिक क्षेत्र में हो या धार्मिक क्षेत्र में या फिर आर्थिक क्षेत्र में

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सब के पीछे हिंसा तो जीव की ही होती है। आचार्य तुलसी ने कहा है कि युद्ध चाहे जैसा भी हो वह हिंसा का परिणाम है, उसे अहिंसा की संज्ञा नहीं दी जा सकती। यद्यपि युद्ध अहिंसा नहीं है तथापि उसमें अहिंसा के लिए पर्याप्त स्थान है। जैसे आक्रांता न बनें, निरपराध को न मारें, कम से कम नागरिकों को तो न मारें, अपाहिजों के प्रति क्रूर व्यवहार न करें। इसी प्रकार क्रय—विक्रय, व्यापार और आदान—प्रदान समाज के लिए आवश्यक है। यह अहिंसामय है—ऐसा नहीं कहा जा सकता। किन्तु इसमें अन्याय और शोषण न हो, कम तोल—माप न हो, मिलावट न करे, विश्वसघात न करें, झूठा दस्तावेज न बनाए—ऐसा तो संभव है ही। यही व्यापार के क्षेत्र में अहिंसा है।⁵ जैन धर्म आचार, विचार और अर्थ जो मानव जीवन के तीन महत्वपूर्ण पक्ष हैं, में अहिंसा की बात करता है।

जैन धर्म समाज—व्यवस्था विश्वप्रेम की नींव पर ही अवलम्बित है। इस व्यवस्था के अन्तर्गत केवल मनुष्य के बीच भाईचारे का सम्बन्ध ही निहित नहीं है बल्कि संसार के पशु—पक्षी, कीड़े—मकोड़े आदि समस्त प्राणियों के साथ भ्रातृत्व भाव समाहित है। तभी तो कहा गया है—

सत्त्वेषु मैत्री गुणीषु प्रमोदं क्लिष्टेषु जीवेषु कृपापरत्वम्।
मध्यस्थभावं विपरीतवृत्तौ सदा ममात्मा विदधातु देव।।⁶

प्राणियों के प्रति ही एक ऐसा सिद्धान्त है जो व्यक्ति और समाज के अधिकार और कर्तव्य की शृंखला स्थापित कर सकता है। आज व्यक्ति और समाज के बीच की खाई संघर्ष और शोषण के कारण गहरी हो गई है जिसे प्रेमाचरण द्वारा ही भरा जा सकता है। इस बात से इंकार नहीं किया जा सकता कि मानव का जीना उसका अधिकार है लेकिन दूसरे को जीने देना उसका कर्तव्य है। जिस दिन ये बात लोगों को समझ में आ जायेंगी समाज में शांति होगी।

मतवैभिन्न्यता भी समाज में अशांति का कारण है। महावीर ने कहा है कि अपनी बात या धारणा के प्रति दुराग्रह होना एकांतवाद है। यही कारण है कि हठवादिता और एकान्त दृष्टिकोण हमारे लिए अशांति और संघर्ष उत्पन्न करते हैं। इस समस्या के सताधन हेतु महावीर ने अनेकान्तवाद को प्रस्तुत किया। कहा कि किसी वस्तु को एकान्ततः 'ऐसा ही है' के स्थान पर 'ऐसा भी है' का प्रयोग करना चाहिए। क्योंकि 'ही' आग्रह का द्योतक है तो 'भी' से वक्त की अपूक्षादृष्टि का पता चलता है।

वर्तमान अर्थप्रधान संस्कृति जो अशांति का सबल कारण है उसे अर्थसंयम द्वारा दूर किया जा सकता है। आज व्यक्ति के पास जितनी सम्पत्ति बढ़ती जा रही है उसमें उतनी ही मात्रा में असंतोष की भावना भी बढ़ रही है। असंतोष की यह भावना ही मानव को हिंसा की ओर प्रवृत्त करती है। क्योंकि संचयवृत्ति में मानव को न्याय—अन्याय का विचार नहीं

विश्वशांति और अहिंसा : एक विश्लेषण (जैन धर्म के विशेष संदर्भ में)

रहता है। आर्थिक समानता में जैन धर्म का अपरिग्रह सिद्धान्त अहम् भूमिका निभा सकता है।

अहिंसा के बिना विश्वशांति असंभव है। आज के मर्यादाहीन एवं उच्छृंखल जीवन में समरसता एवं शांति लाने के लिए अहिंसा ही वह आधार है जिस पर परमानंद का प्रासाद खड़ा किया जा सकता है। एकमात्र अहिंसा ही है जो मानव हृदय और शरीर के मध्य, बाह्य प्रकृतिचक्र और अन्तरात्मा के मध्य, स्वयं और पड़ोसी के मध्य सदभावपूर्ण सामंजस्य पैदा करके बन्धुता का रस बहा सकता है तथा समग्र चैतन्य के साथ बिना किसी भेदभाव के तादात्म्य स्थापित कर सकता है। लेकिन अहिंसा का यह प्रारूप तभी संभव है जब अहिंसा के साधनों के औचित्य को हम ध्यान में रखेंगे। जैन धर्म में प्रत्येक कार्य को संचालित करने के लिए सर्वप्रथम श्रद्धा और विश्व पर बल दिया गया है। रत्नत्रय के रूप में जैन धर्म ने सम्यग्दर्शन, सम्यग्ज्ञान और सम्यक्चारित्र को इस रूप में प्रस्तुत किया है कि व्यक्ति इनके द्वारा अपने वैयक्तिक जीवन को सुधार कर समाज और राष्ट्र की ऐसी इकाई बन सकता है जिससे आदर्श समाज और राष्ट्र का निर्माण होगा।

अहिंसा जिसे कायरों का शस्त्र कहा जाता है, वस्तुतः वह एक ऐसी विधायक शक्ति है कि जिस कार्य को लाख परमाणुबम और हाइड्रोजन बमों के प्रयोग से सम्पन्न नहीं किया जा सकता है उस कार्य को अहिंसा द्वारा सहज ही सम्पन्न किया जा सकता है, जैसे महात्मा गाँधी ने भारतवर्ष की आजादी में अहिंसा की शक्ति से लोगों को अवगत कराया था। आज आवश्यकता है अहिंसा को व्यावहारिकता के धरातल पर लाने की किन्तु इसके लिए हमें दृढ़संकल्प होना होगा तभी विश्वशांति की स्थापना हो सकेगी।

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डॉ० संध्या पाण्डेय

शोध सारांश—

कला प्रत्येक मानव में निहित आन्तरिक गुण हैं वह सतत् चलने वाली प्रक्रिया है, यह मनुष्य के आन्तरिक एवं बाह्य प्रभावों से जन्म लेती है। यह कलाकार के तत्कालीन मनोभाव का विन्यास रचती है। निर्भर करती है।

कला के मनोविज्ञान में इस प्रक्रिया की महत्ता गुणवत्ता को जानने के लिये एक प्रासंगिक पक्ष है कला का मनोवैज्ञानिक सौन्दर्य सम्बन्धी कलाकृतियों की संवेदी धारणा, का क्षेत्र उत्पन्न संज्ञानात्मक और भावात्मक प्रक्रियाओं का वैज्ञानिक अध्ययन मात्र है। इसमें कलाकार की रचना भावना, स्मरण शक्ति की स्पन्दन मनोवृत्तियों के आधार पर आगे बढ़ती है। जिसमें मनुष्य के आस पास के व्यक्तिगत वातावरण, सामाजिक, प्रभाव स्पष्ट रूप से दिखायी देते हैं। फ्रांयड द्वारा बताये गये चेतन मन, अचेतन मन, अवचेतन मन, यह तीनों ही अवस्थाएँ मन की अवस्थाओं की ऊर्जा का केन्द्र है। मानसिक बिम्बों के प्रारम्भिक अवयवों के विश्लेषण करने से यह ज्ञान होता है कि समेकित दृष्टि, स्मृतियों, स्पर्श एवं गति से उत्पन्न स्थिति जन्य अनुभूति परक सामग्री से रचित है।¹

कलाकृति का निर्माण करते समय कलाकार अनेक विधाओं प्रक्रियाओं से गुजरता है, जिसमें उस समय की उसकी तत्कालीन स्थिति भाव का नियोजन करता है। कल्पना मन की वह रचनात्मक क्रिया है, जिसके द्वारा कलाकार अपने पूर्व अनुभवों और नवीन सृष्टि के आधार पर कृतियों निर्माण करता है।

कल्पना एक स्वतन्त्र मानसिक स्थिति को जन्म देती है, यह प्रक्रिया कलात्मक प्रत्यक्ष, ज्ञान तथा कलाकार की स्मृति के समान बिन्दुओं से जानता है। कलात्मक पदार्थ सत्ता के अनुभव से आबद्ध नहीं रहती है।² अपितु मनोवृत्ति के सहारे आगे बढ़ती है।

कला कलाकार एवं उसके सृजन के समझने के लिये उसके मन और आस पास के वातावरण को भी समझना आवश्यक है। जिसमें उसकी रुचि, मूल्य बोध, स्फूर्ति असौ मध्याम आदि स्पष्ट दिखाई देते हैं।

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मनुष्य की अन्तःश्वेतमा के अनुसार हम कला को देखते हैं, जिसमें कलाकार स्वयं भी संतुष्ट होता है एवं सामने वाले दर्शक को भी संतुष्ट करने का प्रयास करता है। इसके द्वारा निर्मित कलाकृतियों का प्रभाव समाज पर भी पड़ता है।

कला में क्रोचे का कथन है कि "सहज ज्ञान या अंतर्ज्ञान है श्रेष्ठ कला सहजानुभूति का संकलन करती है, जो हमेशा संभवबेदनाओं या प्रभावों से सम्बद्ध होती है।"³

कलाकार के चेतन मन/अचेतन मन /विशिष्ट चेतन मन को प्रदर्शित करती है। इसमें कलाकार जो भी सृजित करता है वह अपनी आन्तरिक चेतना और ब्राह्म्य चेतना के माध्यम से उसे संचरित करता है।

कला मनोवैज्ञानिक आधार पर एक बिम्ब लेकर चलती है। 1 माया चारी 2 रहस्यवादी रूप 3 रुढ़िवादी रूप 4 आदर्शवादी रूप 5 यथार्थवादी रूप इन्हीं बिम्बों का ज्ञान प्रतिबिम्बित होता है यह लोकप्रिय आधार बन कृति समृद्ध करता है। पर दिशाओं आधुनिक कलाकार एवं कला स्वरूपों पर कार्य करता है।

"फ्रेंच दार्शनिक बर्गसा और 'भरिता', इटालियन दार्शनिक क्रोचे और इसी प्रकार अस्तित्वाद सम्प्रदाय के चितक साग कला का सृजन तथा रस ग्रहण का श्रोत है।

मन की अन्तर्भूमि पर मान्यता है कि— इसी का नाम कलात्मक सृजन का सुख है। यही स्थिति रसस्वादन और सौन्दर्यानुभूति की है।⁴

कला मानव मन की सहजात प्रवृत्ति है इसलिए सनातन है और सामाजिक भी समिष्ट और व्यष्टि हैं सार्वभौमिक और सार्वकलिक भी। यह मानव स्वभाव में जन्मजात प्रवृत्ति और उसकी पहचान है।

कला सबके लिये है। "मन के सामन कोई मौलिक सर्जक नहीं है। कला मनोमय सृष्टि है, स्वान्त सुखाय अतीव अतैव मन, अतिमना अचेतन है, अर्थात् मन का कला से सीधा सम्बन्ध है। सृजन मनोवैज्ञानिक की मान्यता है कि सर्जनों धारणात्मक क्रिया मुक्त

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और स्वतः स्फूर्त होती है।⁵ कला सृजन के पीछे जिस मानसिक स्थिति का शोधन करती है वह प्रवृत्ति विभिन्न व्यक्तिगत इच्छाओं के दमन के पश्चात् बनती है। यह बात मनोवैज्ञानिक (मनोविज्ञान) के संदर्भ में कही जा सकती है कि, समाज द्वारा तिरस्कृत व अग्रहित प्रवृत्तियाँ एवं इच्छाओं चेतन मस्तिष्क द्वारा दमित किये जाने पर अचेतन मस्तिष्क की दमित इच्छा जिस रूप में दमित की गई है। उसी रूप में अभिव्यक्ति नहीं पा सकती तब वह कला नाटकीकरण, प्रतीकीकरण, प्रक्षेपण आदि माध्यमों से प्रक्षय लेकर विभिन्न स्वरूप में प्रकट होती हैं।

क्रोंचे का कथन है की — कला सहज ज्ञान या अंतज्ञान है, श्रेष्ठ कला सहजानुभूति का संकलन करती है। जो हमेशा संवेदनाओं या प्रभावों से सम्बद्ध होती है। हम सुन्दर की अनुभूति को सौन्दर्य, परक मधुर की अनुभूति को माधुर्य परक और महान की अनुभूति को उदान्त कहते हैं। संस्कृति आदि के काल से ही 'सुन्दर', 'मधुर' और 'उदान्त' की सृजनात्मिका को मानव से प्रारम्भ कर दी थी।

"कला का सम्बंध अनुभूति परक है अतः अनुभावित मन का आने वाली, प्रतिनिधित्व करने जिसे नकारा नहीं जा सकता। अर्थात् मनोविज्ञान कला के क्षेत्र में उनके सृजन और अनुभूति दोनों के साथ जुड़ जाते हैं।"⁶

मानवीय प्रक्रिया चाहे वह सामान्य हो या आसामान्य वह उसके मस्तिष्क-मनोविज्ञान पर आधृत होता है। कला एक ऐसी प्रक्रिया है, जिसमें सृजनकर्ता और दार्शनिक व्यक्ति दोनो के मध्य एक मनोभाव का संबंध बनता है। कला मर्मज्ञ रूसी टालस्टॉय ने यह मापन रखा है।

"भारतीय चित्रकला के खामय वातावरण विचार साम्य एवं विरोधी रंग धर्मों के संयोजन के लिए आबद्ध है। कलात्मक अनुभूति के जितने परिवेश उसकी मानसिक स्थिति अथवा सौन्दर्य बोध के लिये जितने प्रकारान्तरों से अभिव्यक्ति के क्षेत्र में आते हैं, उतनी ही सहजता उसकी कला में मार्जन एवं सुष्ठता उत्पन्न करती है।"⁷

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मनोविज्ञान कला के लिए आधार श्रोत तो बन नहीं सकता परन्तु कला चिन्तन के क्षेत्र में कुछ उपयोगी तथ्यों को अवश्य उजागर करता है। मनोविज्ञान के अंतर्गत मन एवं मानसिक व्यापारों का क्रमिक वैज्ञानिक अध्ययन है। क्रोचे ने भी मानस व्यापार में दो व्यक्तियों को माना है—1 सैद्धान्तिक 2 व्यवहारिक

कला में रंगों का मनोवैज्ञानिक उदाहरण भी देखने को प्राप्त होता है। जैसे—पिकासो के ब्लू पीरियड के बारे में सभी अवगत है—जब वे उदास थे उनकी कृतियों में नीले शेड के रंगों की विशेषता दिखी। जब उन्होंने जीवन में खुशी के पल का अनुभव किया तो उन्होंने पिंग शेड। रेड शेड के रंगों की विशेषता दिखी 20 बी० शताब्दी में शुरुआत में रंग मनोविज्ञान के रूप में जाने जाना लगा।

कार्लजन और फेबर बिरेन के मार्गदर्शन में इन तरीकों को समझने की कोशिश की। रंग विज्ञान मनोविज्ञान व्यक्ति की रचनात्मकता या कलात्मक पक्ष को बढ़ाता है। रंगों की महत्ता उसका प्रभाव हमारे मनोवृत्ति पर अत्यधिक डालता है। इसका प्रयोग मनोवैज्ञानिक चिकित्सा में (थैरिपिस्ट) लोग करते हैं।

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A STUDY OF STRESS AND JOB SATISFACTION AMONG SCHOOL TEACHERS OF CHITRAKOOT

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The teacher is the key person and the success of the educational system wholly depends upon the quality and capability of the teachers who are indispensable in the society. The success of the educational system depends on the character and ability of the teacher. Therefore, in any plan of University reform, the main concern must be for securing an adequate staff with necessary qualification for the discharge of its duties.

Indian society is complex with various social group with diversified the backgrounds. It includes region, language, culture, social status, religion etc. These factors have put stress on school teachers.

Stress is inevitable to the life of a teacher. It has positive functional and negative dysfunctional effects on the behavior of a teacher. It has significant implication on the health and effectiveness of a teacher in his teaching job. Hence it is necessary to examine some of the dimensions of stress on health for effective teaching performance.

Key words: School Teacher, Job Stress, Job Satisfaction

Stress has become a major concern of the modern times as it can cause harm to employee's health and performance. Different psychologists and physiologists have defined stress differently. In simple words, stress refers to pressures or tensions people feel in life. As living human makes constant demands, so it produce pressures, i.e., stress. Stress is, therefore, a natural and unavoidable feature of human life. However, stress beyond a particular level can cause psychological and physiological problems which in turn would affect the individual's performance in the organization. Thus, management of stress has become a challenging job for the modern organizations.

Every individual displays a tendency to formulate goals in life and aspires to achieve them and seek satisfaction and enjoyment through them. This results in a sense of achievement and success. The efforts put forward to obtain satisfaction of these desires may vary from one person to other, and the same person from one situation to the other. The realization of a goal, which has cost more sustained efforts, provides immense satisfaction, like failure to realize it leads to a sense of frustration.

Job satisfaction has been the most attention seeking psychological variable in the last few decades. Among all the humanistic industrial goals, job satisfaction is assumed to be the

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first and the uppermost goal because to achieve this is not only the desire of the worker but also aspired by the management and industrialist.

According to the National Education Policy (NEP) 2020, teacher stress is likely to be addressed through a focus on professional development opportunities, improved working conditions, greater autonomy in teaching methods, and a more supportive school culture, aiming to ultimately increase teacher job satisfaction by mitigating stressors like excessive workload and inadequate resources; however, the policy's full impact on teacher stress and job satisfaction remains to be seen as its implementation is still ongoing

S. No.	College	Science	Language	Social Science	Physical Education
1	S.P.S	1	1	1	1
2	V.D.H.S.S	1	1	1	1
3	S.P.G.V	1	1	1	1
4	E.M.R.S	1	1	1	1
5	Y.I.S	1	1	1	1
Total		5	5	5	5

OBJECTIVES

- To find the stress and job satisfaction among school teacher of different subjects of chitrakoot.
- To find the stress and job satisfaction among government school teacher of different subjects of chitrakoot.
- To find the stress and job satisfaction among private school teacher of different subjects of chitrakoot.
- To find the stress and job satisfaction among female school teacher of different subjects of chitrakoot.
- To find the stress and job satisfaction among male school teacher of different subjects of chitrakoot.

SELECTION OF SUBJECTS :-

The subjects were both male and female teachers working in Private schools and Government School teaching science, language, social science and physical education separately. They were selected randomly from the whole population of school teachers working in secondary and higher secondary schools of Chitrakoot district.

Five school teachers of different subjects were selected randomly from each school i.e. S.P.S. Jankikund. Citrakoot, Vidyadham Hr. Sec. School, Chitrakoot, Surrendra Paul Gramodaya Vidyalay, Chitrakoot, Ekalavya Model Residential School, Chitrakoot and

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Yardland International School, Chitrakoot. It is so because they are more popular school. Total ten teachers (5 science teachers, 5 language teachers, 5 social science teachers and 5 physical education teachers, of Chitrakoot) were selected as subject from different subjects i.e. science, language, social science and physical education.

The table- 1 Below shows the detail of 20 school teachers of Chitrakoot district:

TABLE-1
DETAILED ACCOUNT OF DATA COLLECTION OF THE
TEACHERS OF VARIOUS SCHOOL OF CHITRAKOOT
CRITERION MEASURES (TOOLS)

Following were the criterion measures chosen for testing the hypotheses in the study:

Stress was measured by Teachers Occupational Stress Scale prepared by Dr. O. P. L. Srivastava and Dr. Bina Srivastva. This scale contains 94 items and measures the teacher's occupational stress.

Job satisfaction was measured by Teacher's Job Satisfaction scale questionnaire prepared by Dr. S. K. Sexena. It has 29 items.

ANALYSIS AND INTERPRETATION OF THE DATA

The purpose of the study was to compare the stress and job satisfaction of school teachers of science, language, social science and physical education of Chitrakoot .The statistical analysis and the interpretation of data have been described in this chapter.

The data collected on the stress and job satisfaction of science, language, social science and physical education teachers of Chitrakoot were analyzed by applying Analysis of Variance (ANOVA), and level of significance was set at 0.5.

Formula of ANOVA –

$$SD= i \sqrt{\frac{\sum f x'^2}{N}} - C^2$$

Where $\sum f x'^2$ is the sum of the squared deviation in units of class interval, taken from the assumed mean .

C^2 is the squared correction in units of class interval

i is the class interval

FINDINGS

The finding pertaining to stress level of school teachers in different faculties i.e. science, language, social science and physical education, working in secondary and higher secondary schools in Chitrakoot mean and standard deviation were computed and presented in table- 2.

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TABLE- 2
DESCRIPTIVE STATISTICS OF SCHOOL TEACHERS OF
DIFFERENT SUBJECTS ON STRESS

Groups	Mean	Std. Deviation
Science	75.60	32.54
Language	75.60	32.54
Social science	71.80	32.12
Physical Education	88.22	32.65
Total	76.17	33.18

The above table shows that the mean and standard deviation on stress variable for Science Teachers was 75.60 ± 32.54 ; for Language Teachers was 68.95 ± 32.29 ; for Social Science Teacher was 71.80 ± 32.12 ; and for Physical Education teacher was 88.22 ± 32.65 . The table 2 shows that the stress level of Physical education teacher is much higher than the other subject's teachers.

The mean of stress of school teachers of Chitrakoot has been graphically exhibited in Fig. – 1

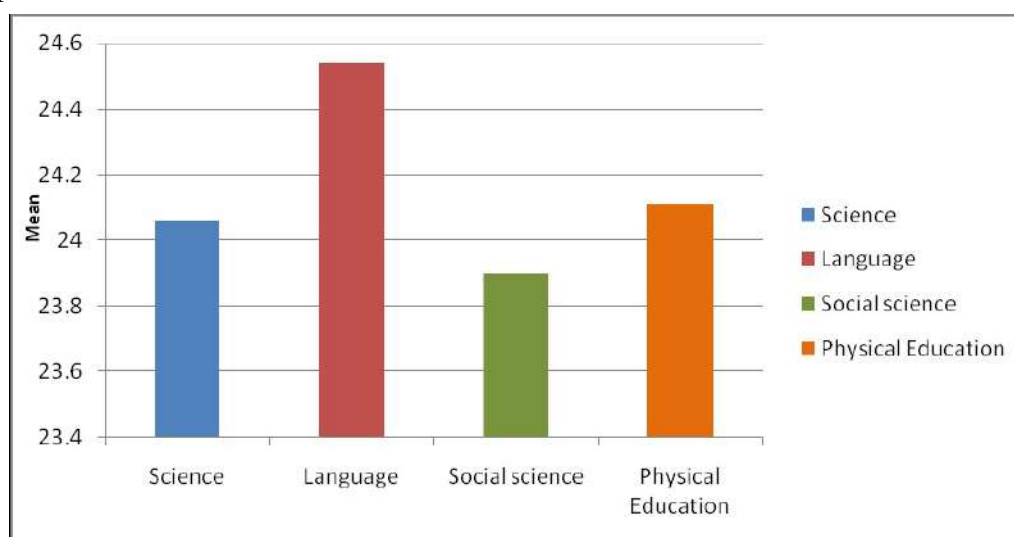


FIG. – 1 Graphical representation of Mean on stress level of school teachers of Chitrakoot.

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TABLE—3
ANALYSIS OF VARIANCE (ANOVA) OF SCHOOL TEACHERS OF
DIFFERENT SUBJECTS ON STRESS

Source	Sum of Squares	df	MSS	F	Sig
Between Group	43824.670	3	14608.223	13.913*	.000
Within Group	835792.21	796	1049.990		
Total	879616.88	799			

*Significant at .05 level.

Table – 3 reveals that there was significant difference in stress of school teachers of different faculties of Chitrakoot as the obtained 'F' ratio 13.913 was higher than tabulated value of 2.65 required for the 'F' ratio to be significant at .05 level with (3,796) degree of freedom. As the 'F' ratio of stress was found significant, the post hoc test (Least significance difference test) was applied to test the significance of difference between the paired means of school teachers i.e. science, language, social science, and physical education.

The Least Significant Difference (LSD) and the difference between the means have been presented in **table no. 4-7**.

TABLE-4
PAIR WISE LSD COMPARISON OF SCHOOL TEACHERS OF
DIFFERENT SUBJECTS ON STRESS

Groups	Groups	Mean Difference	Sig
Science	Language	6.6550*	.041
	Social Science	3.80000	.241
	Physical Education	12.71500*	.000

*Significant at .05 level.

Post Hoc test using LSD shows that significant difference was exist between science and language teachers as the MD = 6.6550, $p = 0.041$. Where as there was insignificant difference was seen in case of science and social science teachers as the MD = 3.8, $p = 0.241$. Also significant difference were found in case of science and physical education teachers as the MD = 12.72, $p = 0.000$. We can, therefore, conclude that the stress level is

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higher in Science and Physical Education teachers when compared with the Social Science and Language teachers.

CONCLUSIONS / SUGGESTION

On the basis of the findings and within the limitations of the study, the following conclusions are drawn:

The study revealed that there were significant differences in stress among school teachers of different subjects i.e. science, language, social science and physical education in Chitrakoot.

The result of the study further revealed that there were significant mean difference obtained in stress of school teachers of science & language, science & physical education, language & physical education, social science & physical education.

The result of the study also revealed that there was insignificant difference obtained in stress of school teachers of science & social science, language & social science.

The result of the study also revealed that there were insignificant difference obtained in job satisfaction among school teachers of different subjects i.e. science, language, social science and physical education.

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